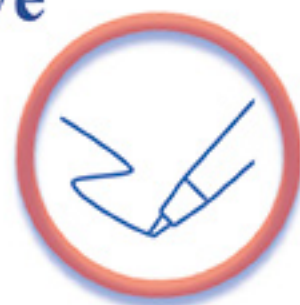


# Book with Apps and Pedagogical Practices using Game-based Learning and Gamification in Innovative Pedagogical Scenarios



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**BOOK WITH APPS AND PEDAGOGICAL  
PRACTICES USING GAME-BASED LEARNING AND  
GAMIFICATION IN INNOVATIVE PEDAGOGICAL  
SCENARIOS**



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## Introduction

The project builds on the aim to highlighting the need for quality pedagogical training on a new technologically digital Era where education has less to do with reproducing information passively and has more to do with the development of creativity, critical thinking, problem-solving and decision-making. Regarding adult education these considerations are even more evident. Many times, adult education is seen as a less important training for unmotivated learners and with high dropout rates. Most of the times trainees of disadvantaged cultural, economic, and family backgrounds tend to reveal more academic difficulties, and those are accentuated over the years.

The goal goal of this output is to help improving adult training with new pedagogical scenarios combined with technology to enrich the training process and simultaneously to ensure greater learning commitment and high retention rates.

We want develop an innovative pedagogical scenario that allows our trainers to experience new training strategies while building their knowledge, producing a self-reflection that is fundamental for the process of teaching.

We believe that the innovative pedagogical scenario that underlies the Game-based learning and Gamification is what it takes to face the challenges of training in this new Era and also involve adult learners in order to answer their needs.

This eBook is a guide that contains apps and lesson plans in which the game-based learning and gamification approaches are integrated as innovative pedagogical scenarios. This guide presents different apps that may be used in training to support the use of games and gamification. Our goal was to encourage trainers to integrate them in their training practice by facilitating the design of engaging learning scenarios.

## Games and gamification proposes

What do we mean when we refer to games and the gamification of education? After all, schools and training centre already have several game-like elements. Students and trainees get points for completing assignments correctly. These points are commonly known as grades. Learners are rewarded for desired behaviors and punished for undesirable behaviors using this common currency as a reward system. If they perform well, they will continue on their academic path.

However, something about this environment fails to engage learners. In contrast, games excel at engagement (McGonigal, 2011). As evidence of this, 28 million people play Farmville daily (Mashable, 2010), and over five million people play World of Warcraft (Blizzard, 2010).

On the other hand, the default environment of school often results in undesirable outcomes such as disengagement, cheating, learned helplessness, and dropping out. Most learners would not describe training activities as playful experiences. The existence of game-like elements do not translate directly to engagement.

Understanding the role of games and gamification in education, therefore, means understanding under what circumstances game elements can drive learning behaviour. Projects with games and gamification offer the opportunity to experiment with rules, emotions, and new roles. Read a library



book on the topic being taught in course? Receive “Reading” points. Get perfect attendance and complete all homework assignments on time? Earn an “On Target” badge. Get assigned as a “Lead Detective” role in science session? Work hard to ask the best questions. When playing by these rules, learners develop new frameworks for understanding their school-based activities. As suggested by Leblanc (2006), this can motivate learners to participate more deeply and even to change their self-concept as learners.

Games and gamification proposes the use of game-like rule systems, player experiences and cultural roles to shape learners’ behaviour. To understand the potential of games and gamification, however, we must consider how these techniques can best be deployed in practice.

Games provide complex systems of rules for players to explore through active experimentation and discovery. For example, the simple mobile game Angry Birds asks players to knock down towers by launching birds out of a slingshot. Players must experiment with the game to figure out the physical properties of different tower materials, the ballistics of the slingshot, and the structural weaknesses of each tower. They launch birds, observe the results, plan their next moves, and execute those plans. In short, players’ desire to beat each level makes them small-scale experimental physicists.

More broadly stated, games guide players through the mastery process and keep them engaged with potentially difficult tasks (Koster, 2004). One critical game design technique is to deliver precise challenges that are perfectly tailored to the player's skill level, increasing the difficulty as the player's skill expands. Specific, moderately tricky, immediate goals are motivating for learners (Locke, 1991; Bandura, 1986), and these are precisely the sort that games provide (Gee, 2008). Games also provide multiple routes to success, allowing learners to choose their sub-goals within the immense task. This, too, supports motivation and engagement (Locke & Latham, 1990).

These techniques, applied to adult training, can transform learner perspectives on learning. Trainees are often told what to do without understanding the more substantial benefits of the work. Gamification can help learners ask, “If I want to master learning, what do I do next?” It gives learners precise, actionable tasks and promises them immediate rewards instead of vague long-term benefits. In the best-designed games, the reward for solving a problem is a harder problem (Gee, 2008). Gamification hopes to make the same true for schools.

Games invoke a range of powerful emotions, from curiosity to frustration to joy (Lazarro, 2004). They provide many positive emotional experiences, such as optimism and pride (McGonigal, 2011). Crucially, they also help players persist through negative emotional experiences and even transform them into positive ones.

The most dramatic example of emotional transformation in a game is around the issue of failure. Because games involve repeated experimentation, they also involve repeated failure. In fact, for many games, the only way to learn how to play the game is to fail at it repeatedly, learning something each time (Gee, 2008). Games maintain this positive relationship with failure by making feedback cycles rapid and keeping the stakes low. The former means players can keep trying until they succeed; the latter means they risk very little by doing so. In schools, on the other hand, the stakes of failure are high, and the feedback cycles long. Learners have few opportunities to try, and when they do, it is high stakes. Little wonder that learners experience anxiety, not anticipation when offered the chance to fail (Pope, 2003).

Gamification offers the promise of resilience in the face of failure, by reframing failure as a necessary part of learning. Gamification can shorten feedback cycles, give learners low-stakes ways to assess their capabilities, and create an environment in which effort, not mastery, is rewarded. Learners, in turn, can learn to see failure as an opportunity, instead of becoming helpless, fearful or overwhelmed.

Games allow players to try on new roles, asking them to make in-game decisions from their new vantage points (Squire, 2006; Gee, 2008). In games, players may take on the roles of gun-toting mercenaries, speedy blue hedgehogs, elven princesses, and more. Players also adopt roles that are less explicitly fictional, exploring new sides of themselves in the safe space of play. For example, a shy teenager might become a guild leader, commanding dozens of other players in epic battles against legions of enemies.

Gamification also allows learners to publicly identify themselves as scholars through playing the game. The game can provide social credibility and recognition for academic achievements, which might otherwise remain invisible or even be denigrated by other students. The trainer can provide recognition, but gamification can also allow learners to reward each other with in-game currency. Such a design encourages learners to reinforce the development of a school-based identity.

A well-designed gamification system can help learners take on meaningful roles that are fruitful for learning. By making the development of a new identity playful, and by rewarding it appropriately, we can help adult trainees think differently about their potential and what learning might mean for them.

## Innovative pedagogical scenarios

Similarly to what happened in the past with other technologies, such as the slide projector, television or computer, today's mobile devices challenge teachers to integrate new technologies into educational practices (Pachler et al., 2010). Among the pedagogical advantages of mobile devices, Moura (2012) highlights the following:

- access to updated information,
- promotion of active and participatory learning,
- increased personalized learning,
- promoting mobility in education by preventing learners from carrying books and allowing learning to happen in any context,
- increased distribution of content, unlimited possibilities for receiving educational content,
- increased social interaction during learning,
- support for productivity and work organization,
- ease with which it can be used by children of young age, due to intuitive and quality of touch interface,
- adequacy for special education.

As Moura (2012) highlights, when used to its full potential, mobile devices can be transformed into a science laboratory, a literacy tool, a research and archive station, a language laboratory, a music studio, a suite video editing, a game console, or a library. In the case of devices that are always connected to the Internet, numerous applications appear daily (Moura, 2012).

As with any technology, mobile devices can support a range of pedagogical approaches, including traditional transmissive and behavioral approaches (Pegrum et al., 2013). However, mobile technologies are particularly suitable for the promotion of constructivist approaches, centered on the active and collaborative learner (Sharples et al., 2014; Sharples, 2013; Kukulska-Hulme, 2012; Looi et al., 2010; Dede, 2008 ). In this scenario, trainers have a key role. This is possible if they are willing to (Trentin, 2010):

- enter into the communicative dimension of the new generations, using learners' own virtual spaces (i.e., visiting learners where they normally interact with each other),
- indicate methods of study that explore the above dimension,
- educate learners to use the potential of the network and mobile technologies that are available to them on a daily basis, in a thoughtful way,
- educate learners for digital citizenship.

This potential for pedagogical innovation only happens if trainers have the necessary intrinsic motivation to renew their training. This means guiding apprentices towards discovery, creativity, peer-to-peer communication, moments of face-to-face interaction, or individual study moments, and not just acting as transmitters of specific knowledge.

This pedagogical innovation can be achieved using initiatives such as flipped learning, digital storytelling, game-based learning, gamification, and efficient and effective use of mobile technologies and environments.

## Flipped learning

Flipped learning assumes the recognition that nowadays one learns anywhere and anytime through access to online information, and that the trainee develops skills related to critical thinking, working individually and in groups (Sharples et al. 2014). Flipped learning is a pedagogical approach that moves the training process into the learner's own space. At home, or at individual study time, the apprentice interacts with content: video, audios, software, eBooks or other online resources. The mobile environment can make a significant contribution to this process by facilitating quick access to other users (tutors, colleagues, friends, family) anytime, anywhere. Sharing content, knowledge, and experience(s) can promote what Wenger (2006) calls communities of practice. This allows laboratory time to be spent on activities that exercise critical thinking, with the instructor guiding apprentices in the creative exploration of the topics they are studying. The Flipped Learning Network (2002-2015) states that for this to happen four requirements are needed:

1. Flexible Environment. The trainer must physically rearrange the learning spaces to support both group and individual work, creating flexible spaces so that the trainee can choose when and where he / she learns, according to his / her learning style. In addition, the teacher is also flexible on deadlines for learning, because not all trainee learn at the same pace, and in assessing the learning they promote, allowing each trainee to demonstrate their knowledge in different ways.

2. Learning Culture. In the traditional model of teacher-centered teaching, the teacher is the primary source of information. In the flipped learning model, the process is learner-centred, and class time is dedicated to exploring themes in greater depth. As a result, trainee are actively involved in building knowledge and evaluating their learning in personally meaningful manner.

3. Intentional Content. The trainer should always think about how to use the flipped learning model to help the trainee develop conceptual understanding as well as dominate procedures. The trainer determines what he / she needs to teach and what materials the student should explore on his / her own. The trainer intentionally uses content to maximize classroom time, adopts student-centered methods, active learning strategies, taking into account the level of education and the subjects to be addressed.

4. Professional Educator. In the flipped learning model, the role of the trainer in the classroom is even more important, and often more demanding, than in the traditional transmissive model. During class time, the teacher should constantly observe their trainees, provide them with relevant feedback, and evaluate their work. The trainer should articulate with other teachers to improve their pedagogical practice, accept constructive criticism, and tolerate controlled "chaos" in the classroom. Despite assuming a less prominent role in the classroom, the teacher is a key element that allows learning to take place.

Many teachers can "flip the classroom", prompting trainees to read at home, watch videos or solve problems, but without actual learning. The value of this flipped learning model is in the redefinition of classroom time which becomes a dynamic space where the trainee can test himself in the application of knowledge and interact with other colleagues in meaningful practical activities. During the sessions it is possible for the teacher to act as an advisor and consultant, encouraging trainees both from an individual point of view and from a collaborative effort.

## Digital storytelling

Digital storytelling is the practice of combining personal narrative with multimedia (images, audio and text) to produce a 3/4 minute video (Lencastre, Bento, & Magalhães, 2016). Every day we hear other people about their experiences in the form of stories. Storytelling is essentially a human experience, whether it is telling stories about yourself, others, or the world (McDrury & Alterio, 2003). The stories can be real or fictitious. Storytelling is widely used in education to enrich the learning experience. Storytelling is a natural method of human communication and prevails in all aspects of human social interaction. People tend to understand complex ideas, concepts, or information better when they occur through storytelling (Chung, 2006). Mello (2001) and Sadik (2008) say that storytelling can be used to enhance the trainee's higher-order thinking and literacy skills, thereby improving collaborative learning. Today, with the rapid development of technology, a new version of storytelling is emerging: digital storytelling. Digital storytelling integrated with technology can be a useful tool to enhance teaching and learning. The educational application of digital storytelling is attracting the attention of many adult trainers.

Digital stories are grounded in the seven storytelling elements (Lambert, 2002):

- 1) Point of View;
- 2) Emotional Content;
- 3) Dramatic Question;
- 4) Soundtrack;
- 5) Gift of Your Voice;
- 6) Economy;
- 7) Pacing.

Digital stories follow the established attributes of the personal narrative genre:

- focuses on a single incident;
- has a clear purpose, the significance of which is clear to the reader;
- is written in the first person;
- has many relevant sensory details;
- includes the author's feelings and thoughts;
- often includes dialogue.

An additional property of digital stories is a maximum length of three to four minutes (Lencastre et al., 2016).

The University of Houston (2009) Instructional Technology Department suggests the following procedures for digital storytelling:

- 1) First, the learner defines the parameters of the story. The learner should select a topic for the digital story. Next, he should search for image resources for the story (pictures, drawings, photographs), audio resources (music, speeches, interviews, sound effects), and informational content (from web sites, word documents, or PowerPoint slides). When the learner has gathered all of his resources, he should begin thinking about the purpose of the story. Is the goal to inform, convince, provoke, or question?
- 2) In the second step, the learner organises and selects specific audio, images, text, and other content for the story. He should import the photos and audio into Photo Story. In this stage, the storyteller can modify the number of images and image order, if necessary.
- 3) In the third stage, the learner creates, records, and finalises the story. He should decide on the purpose and point of view of the story and write a script that will be used as narration. He can record the story with a computer microphone and import the narrative into a video editor. Finally, the digital story is finalized by saving it as a Media Video file.
- 4) Lastly, the learner presents the story and receives feedback. He can show the story to his colleagues and gather feedback about how the story could be improved. If well-received, he can teach colleagues how to create their own digital story.

Digital storytelling has the potential to facilitate teaching and learning processes. Consequently, many adult trainers intend to utilize technology in training. Digital storytelling, when it is integrated into the training set, can be a compelling learning method to gain and hold trainees' attention. At the same time, it provides a creative and open-ended environment (Sadik, 2008), and this can promote learners' active participation and emphasise the active role of trainees. Therefore, it encourages student-centred learning.

## Game-based learning

In the last decade there have been studies that investigate the possibility of (more or less educational) games to enhance learning experiences (Gee, 2010, 2009, 2007; Foreman & Borkman, 2007; Van Eck, 2006; Hays, 2005)

In formal learning, teacher-guided game-based learning is embedded in a well-defined teaching and learning strategy and is a valuable aid in developing an important set of core competencies such as

peer collaboration, problem solving, communication, critical thinking and digital literacy (Gee, 2010). The game combines powerful multimedia interaction resources with playful ones, joining the most effective principles of technologically mediated learning (Prensky, 2013) and evidencing significant gains in the acquisition of competences (Gee & Morgridge, 2007). Pappas (2014) states that to integrate a game in a teaching and learning process one should consider:

1. Immersion and interactivity are all-important. The trainee must feel identified with the game, the characters and the situation, otherwise he / she will not have the motivation to progress. High interactivity must also be present in order to maintain focus on goals and objectives.

2. Walk the fine line between challenge and frustration. The game must not be too easy, annoying the trainee, nor excessively challenging, making the trainee too frustrated to progress to the next level. One must ensure that the difficulty of the game is gradually increased. It is advisable to do some research in advance on the use of a particular game in a specific educational level, so as to learn from experience. Thereby, the teacher may choose a suit appropriate for the level of ability and experience of his / her trainee(s).

3. The learning objectives are the star of the show. Learning objectives are what really matters. The game should be geared towards achieving learning objectives, and provide the trainees with the knowledge they need.

In an informal learning setting, trainees can freely explore the content of the game on their mobile devices, reason, draw conclusions, taking advantage of the game to acquire a deep knowledge of the area under study, as advocated by Aldrich (2005), Gee (2007) and Moura (2012).

Game-based learning has undergone changes in recent years, due to the significant increase in educational games created for mobile devices that offer new learning experiences. With the inclusion of educational games on mobile devices, the possibility of ubiquitous learning with interactive contents and in different contexts increases. For Gee (2007), to ignore the phenomenon of the game and to attribute only negative or playful aspects to it is to neglect some of its pedagogical potentialities.

## Gamification

In this "game" theme, the terms game-based learning and gamification are sometimes used synonymously. However, there are significant differences between the two concepts. Game-based learning actually integrates games in the learning process, as a means for the trainee to work on a specific skill or achieve a learning goal. Gamification uses the elements and game mechanics in non-play activities to motivate and engage trainees in problem solving (Pappas, 2014). In essence, the learning experience itself is transformed into an educational game using missions, goals, point systems, levels and rewards. These game elements are all integrated to help the trainee achieve learning objectives. For Zichermann (2013), the use of logic and game dynamics as a teaching aid is appreciated by the trainee and a new way of being in the classroom. According to Kapp (2012), gamification is based on the following key points:

- Rules: all games have implicit or explicit rules and often trainees want to overcome the rules that are imposed on them and their own rules.
- Competition and collaboration: it is intended to create a spirit of healthy competition among trainees, a competition based on collaboration strategies.

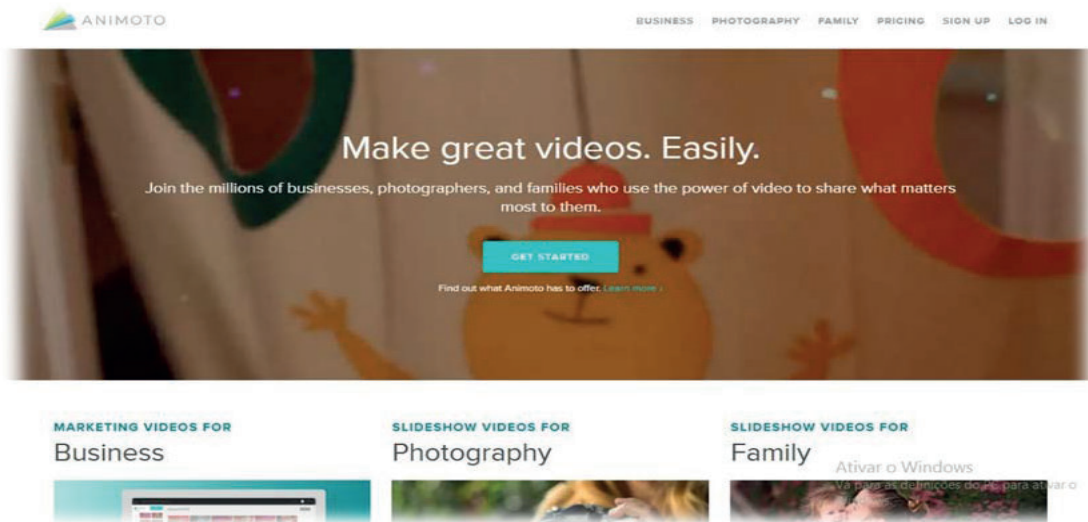
- Reward and feedback: the trainee always receives a result of his work, be it positive or negative. There are several types of rewards and also forms of reinforcement or feedback that aim to encourage the trainee to continue his or her participation.
- Levels of difficulty: the trainee is also motivated to improve his /her performance if there are levels of difficulty in the proposed tasks.
- Storytelling: A good narrative is always a motivating element for many trainees who like and identify with a particular type of character or plot. This can be done by choosing an avatar.
- Marshall (2013) states that it is possible to raise trainee engagement and motivation through gamification (face-to-face or online). However, one must be ensure that "the game" is appropriate and prompts participants to focus on the content and process of teaching and learning. Thus, the author suggests:
  - Go beyond traditional teaching, focusing on strategy not in the role of the teacher but in the role of the trainee, structuring the tasks in order to challenge him /her to apply the information to something that interests him / her.
  - Make it fun, with incentives, rewards and punishments that add the spirit of challenge and focus the trainee, because the balance between fun and commitment must be well measured so that neither the learning process nor the fun are compromised.
  - Collaboration, because mutual aid and the sharing of ideas is essential to improve the final result.
  - Positive feedback as a reward for the job well done. The author recommends that throughout the challenge trainees receive messages of encouragement ("You're fine" or "You're almost done"), as well as awards, such as badges and trophies, to increase trainee motivation.

Thus, in gamification, the trainee has to fulfill a set of pre-established tasks to move to a new phase or level (game logic). If you meet them satisfactorily you are rewarded, otherwise you are penalized with a negative reinforcement (or lack of positive reinforcement). Pappas (2014) says that at the end of each phase or level the trainee can complete a brief online questionnaire (or quiz) that will determine if the objectives have been achieved or if, on the other hand, they need to be redefined.

This dynamic of competition, with rankings, tasks and goals, points system, feedback, quizzes, etc., can be executed through mobile environments, increasing trainees' involvement.

# Apps and Pedagogical Practices using Game-Based Learning and Gamification

## Animoto



### What is Animoto?

A web 2.0 tool allows students/teachers to create online slideshows with music and audio. You can create presentations incorporating images, video clips, music, and text. – <https://animoto.com>

### What is it for?

Teachers can create presentations in a powerful engaging way. Students can create their own project, interacting with academic material by handpicking images, video, music, and text.

When students use Animoto to create subject-specific videos they are: making considered decisions, being able to reflect on their learning, using digital technology to communicate, exploring options and alternatives, implementing ideas and taking action, using ICT and digital media to access, manage and share content and stimulating creativity by using digital technology.

### Target Audience

Teachers can build their own edtech game by constructing video-based lesson plans that engage students and add technical competence in their training, whether they are students that are engaged in computer-based learning or creating video slideshows.

### How to build (example)?

1. Open the website: <https://animoto.com/>
2. If you already have an account click **Log In**, if you don't have one, click **Sign In** and fill the fields with the information requested.



Already a user? [Log in](#)

**SIGN UP USING FACEBOOK**

OR

**EMAIL**  
e.g. me@domain.com  
This field is required.

**FULL NAME**  
First Last


**PASSWORD** [show](#)

**WHAT CAN WE HELP YOU MAKE VIDEOS FOR?**

Personal Use       Pro Photography  
 Business             Education  
 Other

**START TRIAL**

3. After this select **Create**, choosing the [Slideshow Video](#).

MY VIDEOS   PRICING   [SLIDE](#)   **CREATE**    RABELA V


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Need help? Check out this step-by-step video on making your first video. [LEARN MORE](#)

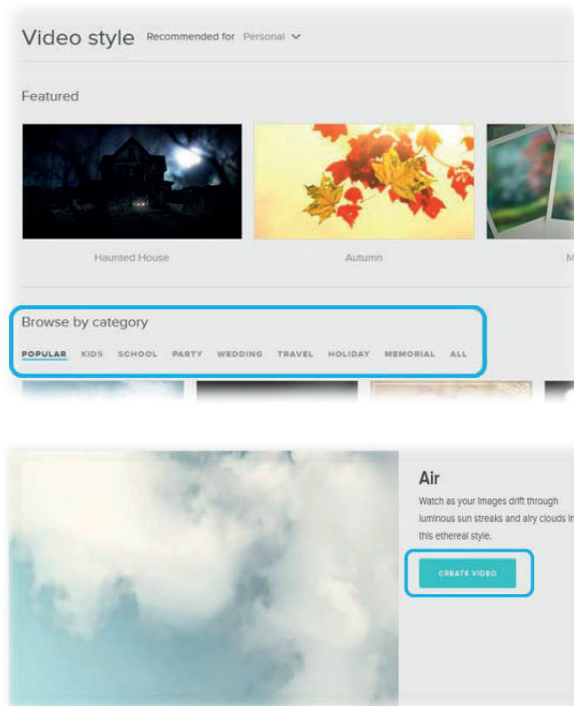
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**TRIAL**

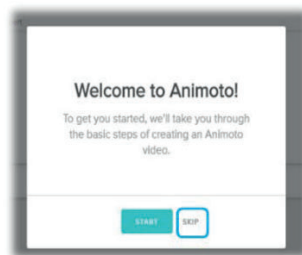
  
**Slideshow Video**  
Instantly transform your photos and video clips into stylized videos.  
**CREATE**  
[WATCH SAMPLE VIDEO](#)

  
**Marketing Video**  
Build unique, branded videos in minutes with your photos and video clips.  
New! Square (1:1) videos now available.  
**CREATE**  
[WATCH SAMPLE VIDEO](#)

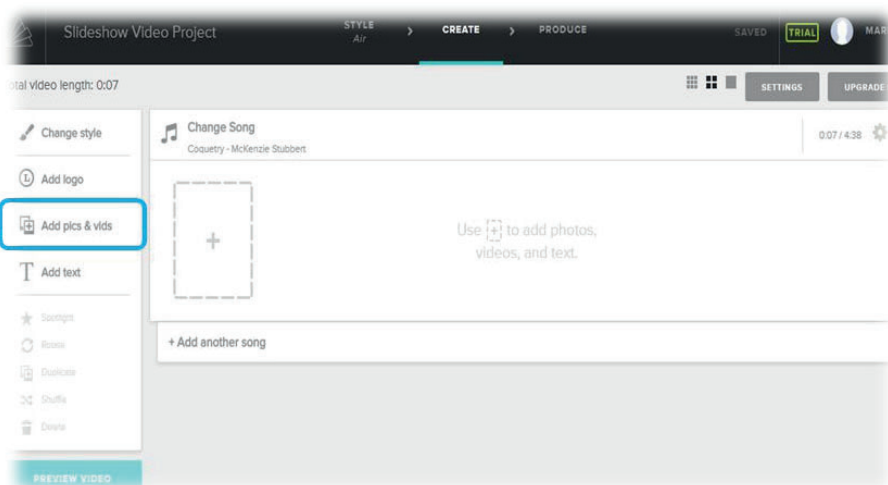
1. It's time to choose the [Video Style](#), as you can see if you [Browse by category](#) and click **ALL**, there are many themes to choose from, so pick one that you like and then click **Create Video**.



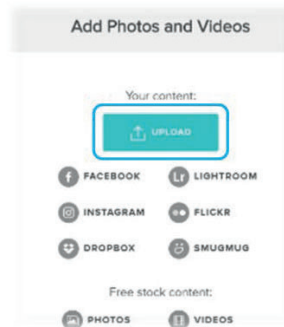
5. If it's the first time that you are making a video in here, Animoto will automatically ask if you want a tutorial, so, just click in **Skip**, because I am the one who is going to explain to you how to make it.



2. Now, the first step is picking up the photos that we want to put in the video. Select on the left side, **Add pics & vids** and then **Upload**.



You can upload from your computer, retrieve from another site or select from Animoto's collection.



7. If you want to change the photos order, that you uploaded, you just click on the photo and drag to the place that you want.



Add a caption

50



8. If you want to bring emphasis to your photo just click on the photo. Then you can click on 

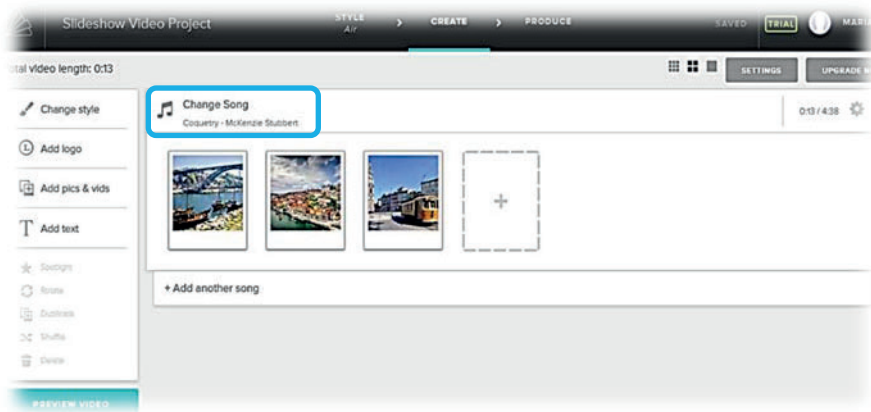
The photo can be rotated by clicking on it 

For further edit click  Then a window like the one below will appear.

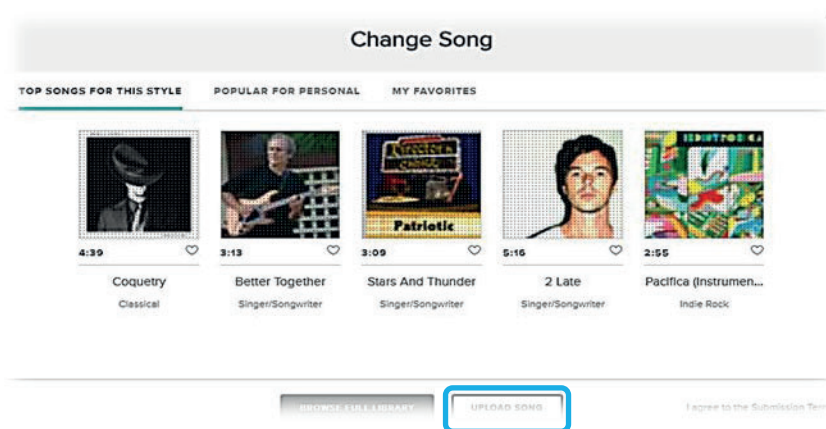


To delete a photo click on 

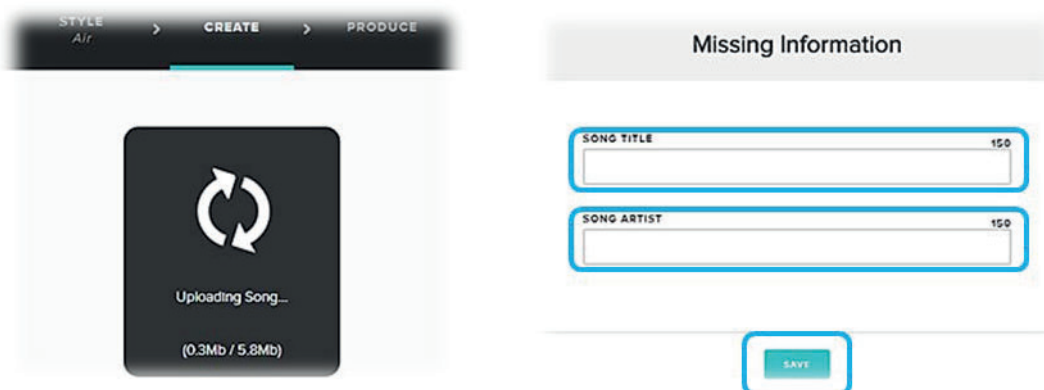
9. After picking the photos, it's time to choose the song that we want. Click on **Change Song**.



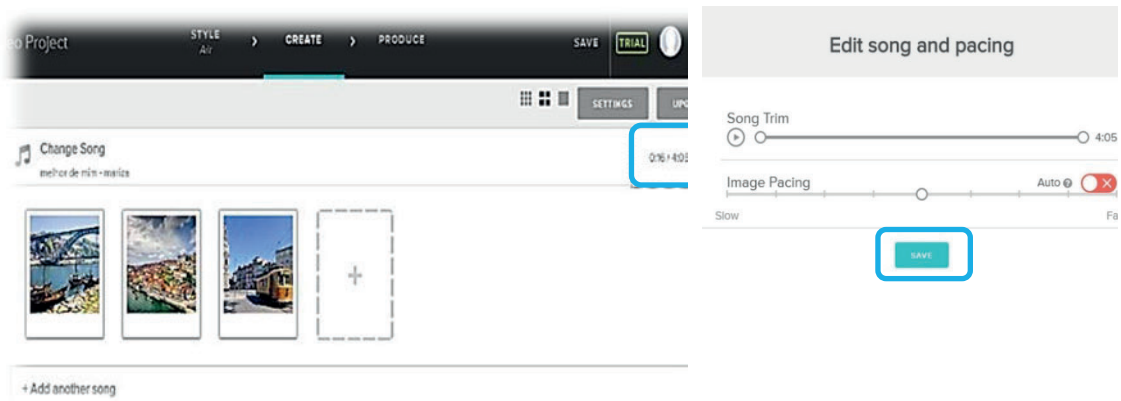
10. Click on **select**, then **Upload Song**.



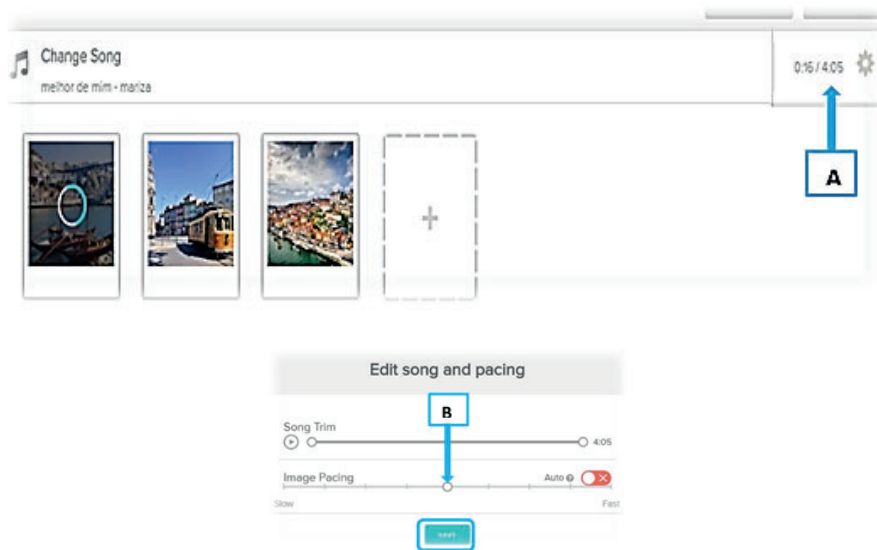
Now we wait a little bit and then fill the brackets with the information **Song Title** and **Song Artist**. After that click **Save**.



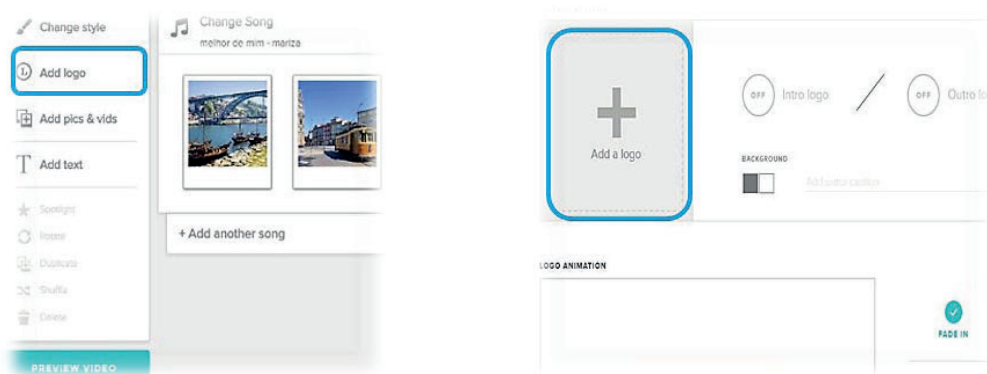
11. It is also possible to adjust the song trim and image pacing, for that you just have to click on the **button under Settings** and then click **Save**.

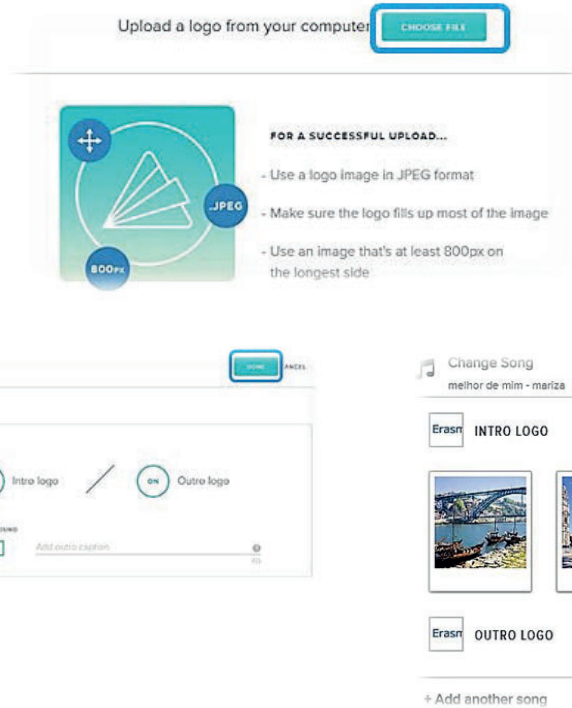


12. If you want to match the image to the song click point **A** and adjust point **B**. Don't forget to save at the end.

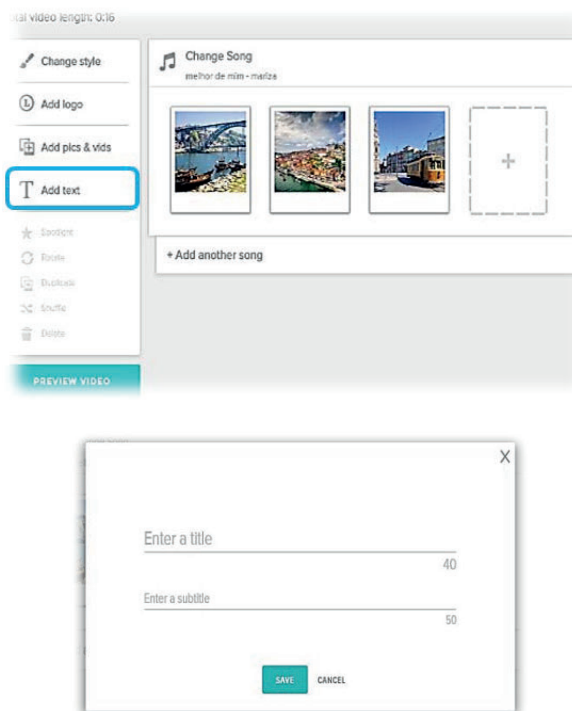


13. To add logo click, **Add logo**.



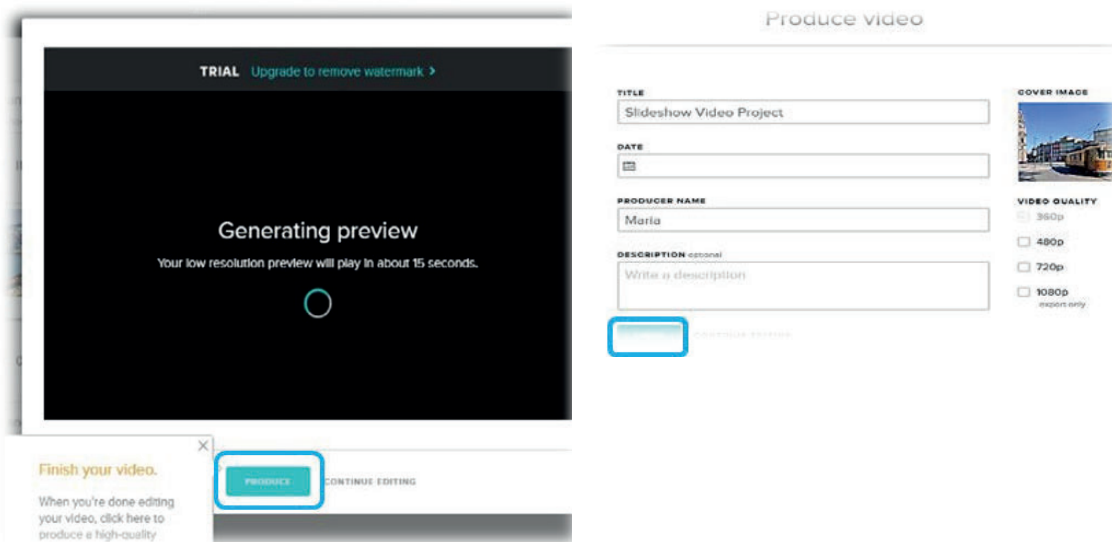
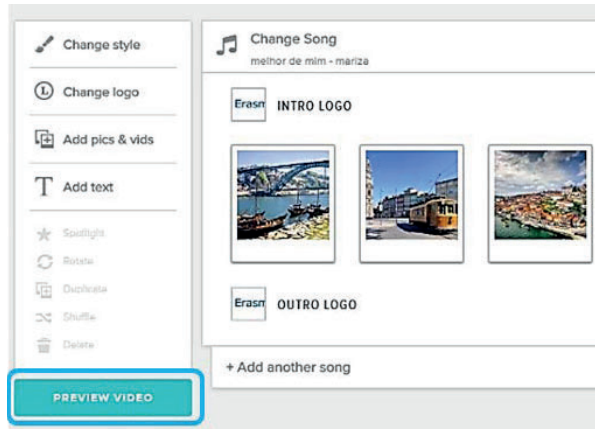


14. Now, we have everything ready to start making the video. First, we want to put a title and a subtitle, if we want. So we click, on the left side, **Add Text** and write what we want. You can put a Title for example “Porto City”, then click **Save**.

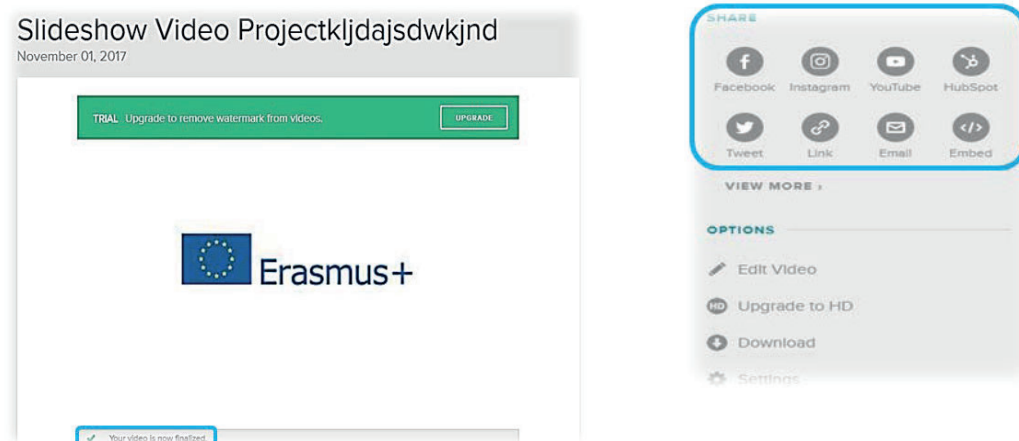


15. To finalize your video you can also put the name of the author and other things by repeating what you did to put the title.

16. Now that the video is ready, just click **Preview Video**, see if the video is good and, if it is on point, click **Produce**. If you want you can change the name of your video, just write the title that you want, and then click **Finish**.



17. After waiting that the video is loaded, you can share the video by copying the link or by other platforms like YouTube or Vimeo, if you have an account.



## Suggestions for activities for different disciplinary areas

Teachers can play an Animoto video at the beginning of a class to capture student attention or at the beginning of a topic to give an overview of what students will learn the topic. They can also show a video at the end of a class/topic to revise the material learned.

Students can create their own Animoto videos as a homework or project assignment to show what they have learned during a course of study. Those videos will become teaching resources for the class and teacher, which can be shared.

### Necessary resources

You need a computer, Tablet or smartphone.

### Advantages

It brings your videos to life; it takes just a few minutes and you can narrate the videos in place of music. Educators can apply for a free education account which allows them to create full-length videos with music. You can share your videos via email, on a blog/website, exported to YouTube or downloaded to a computer for use in presentations.

### Disadvantages

The free version only allows you to make a 30-second video using your own images or images from the web and during the trial; all videos made will be watermarked. Animoto supports only email address to register.

### Digital Activity Security

Do not place personal data on the Internet such as a full name, phone/mobile number, school/work name, address, extracurricular activities.

Be aware when placing photos on the Internet, since the Internet is public.

Do not put photographs of others without prior authorization.

Restrict viewing of photos to people you know.

If the photography was taken by mobile phone or tablet, turn off the GPS option so the photo is not associated with a location.

Take care of the scenarios of the photos not to report confidential data, like a place of residence, work, financial conditions, etc.

Photographs and comments placed on the Internet define a person's Digital Identity.

<b>Learning Objective</b> (learning outcomes)	To know what a landscape is. To disting between cultural and natural landscapes.
<b>Concept to learn</b>	
<b>Student Role in the task – Active role</b>	Students: <ul style="list-style-type: none"><li>• bring pictures of different landscapes;</li><li>• on the basis of the photographs they record natural elements of the landscape and elements created by man;</li><li>• students are selected into three groups; groups formulate the definition of a natural karajobraz, partially and completely transformed by man, and create a video presenting the various types of landscapes of the Earth;</li></ul>



<b>Advantage in the use of this APP / Resource</b>	<ul style="list-style-type: none"> <li>• the possibility of using a computer application to present the information obtained makes the task more attractive;</li> <li>• students want to present as many information as possible in the most interesting way;</li> <li>• groups compete with each other, which presentation will attract the most attention of other classmates;</li> </ul>
<b>Summary description of the task</b>	<ul style="list-style-type: none"> <li>• students are divided into 3 groups;</li> <li>• each group has a different set of photos (1st group - photos depicting a natural landscape, 2 group - photos depicting a landscape partly transformed by a man, 3 group - photos showing a landscape completely transformed by a man;</li> </ul>

<b>Learning Objective (learning outcomes)</b>	To learn about cities in the world
<b>Concept to learn</b>	Getting information about famous cities around the world.
<b>Student Role in the task – Active role</b>	Students in small groups search for information on the web. They create a presentation about a specific city in the world.
<b>Advantage in the use of this APP / Resource</b>	Students actively participate in the lesson. In small groups, they search for information on the web and animate downloaded images and text in the application. The Animoto application allows you to create very attractive presentations.
<b>Summary description of the task</b>	<p>Students divided into groups search for information on the internet about the selected city. The teacher determines which information should be included in the presentation, for example: weather, monuments, kitchen, country, continent etc.) Students search for information and photos. Once they have collected the information, they create a film presenting the city in the Animoto application.</p> <p>After the end of the work, the groups present their films and make them available on the padlet app so that other groups can see them again at home. Two days later, the teacher prepares a quiz in the Quizizz or Kahoot application with knowledge about each city. The quiz solves all groups.</p>

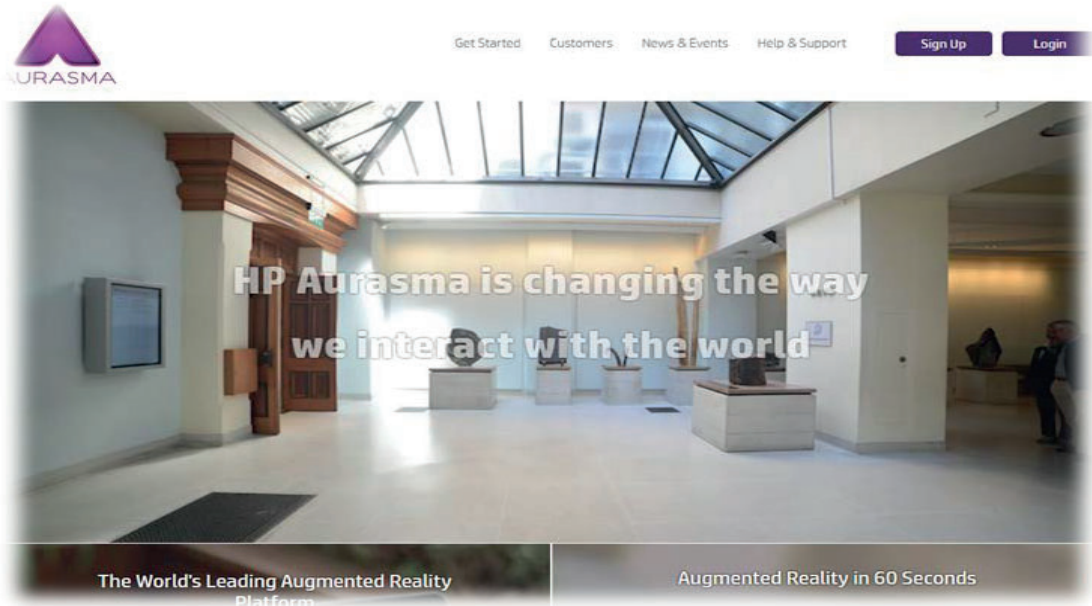
<b>Learning Objective (learning outcomes)</b>	Reading hours on the clock. Setting the time on the clock.
<b>Concept to learn</b>	Students learn how to tell the time.
<b>Student Role in the task – Active role</b>	The students themselves prepare didactic aids.
<b>Advantage in the use of this APP / Resource</b>	<p>The "Animoto" presentation prepared by the teacher serves to consolidate the message and skills.</p> <p>The presentation of "Animoto" was a pleasant surprise for the students, it made them happy to guess - whose clock</p>

<b>Summary description of the task</b>	<ol style="list-style-type: none"> <li>1. Students watch different types of clocks.</li> <li>2. Brainstorming - why do we need watches.</li> <li>3. Students make clock models according to teacher's instructions. They make them according to their own ideas.</li> <li>4. Students read the hours set by the teacher.</li> <li>5. Students set the hours on their clocks.</li> <li>6. Work in pairs - students set the hours given by a friend.</li> <li>7. Students get the cards with the given time. They set it on their clock. They occupy the right place in a row. Taking pictures of clocks.</li> </ol>
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<b>Learning Objective (learning outcomes)</b>	Rules of using 1 <sup>st</sup> Conditional
<b>Concept to learn</b>	"1 <sup>st</sup> Conditional"
<b>Student Role in the task – Active role</b>	<ul style="list-style-type: none"> <li>- Team work – division of the tasks, creating a scenario</li> <li>- Uploading photos on Animoto</li> <li>- Collaborative creation of the story</li> </ul>
<b>Advantage in the use of this APP / Resource</b>	Students feel that they play a significant role in a creation process of the lesson.
<b>Summary description of the task</b>	<ol style="list-style-type: none"> <li>1. Classes – 45 minutes – Students are set the task: they have to create a short story where one situation results from the other. Then, they have to present it so that four pictures can be taken and uploaded on Animoto.</li> <li>2. Classes – 45 minutes – Students are presented with the rules of using "1<sup>st</sup> Conditional". They work in groups and watch others' presentations. Their task is to write a short story using "1<sup>st</sup> Conditional" on the basis of what they have seen in the presentation. The students read out their stories and learn what was the original concept of the story.</li> </ol>

<b>Learning Objective (learning outcomes)</b>	Creating an ideal class project.
<b>Concept to learn</b>	Discussion, exchange of ideas, making a choice, project implementation.
<b>Student Role in the task – Active role</b>	Exchange of opinions, making pictures, assisting during the presentation.
<b>Advantage in the use of this APP / Resource</b>	They have the first time contact with the Animoto application.
<b>Summary description of the task</b>	Pupils are wondering what class would be ideal. What is important to learn effectively in a friendly environment. They exchange opinions. Then each child takes a picture of the element of the ideal class. After that, everyone chooses the best ideas they think, cut out selected elements and create the perfect class from them. The teacher together with the students creates a presentation in the program Animoto.

# Aurasma



## What is Aurasma?

Aurasma is a free app augmented reality platform for smartphones and tablets, either Android and iOS mobile devices

## What is it for?

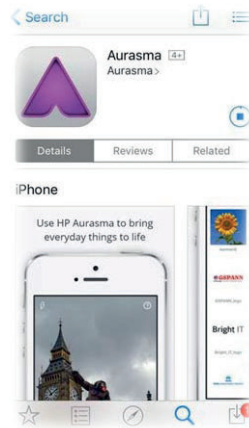
Aurasma allows you to take pictures and upload then overlay media on top of the photos and form, videos, animations, 3D models, and websites. It is great for creative projects and gives you a different perspective on real-life objects, allowing you to bring them "to life". It is an easy app to use that fit for everyone.

## Target Audience

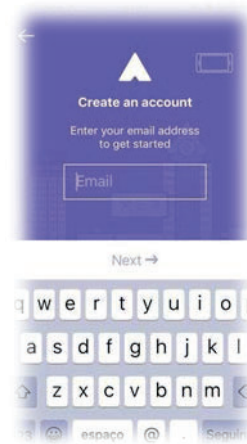
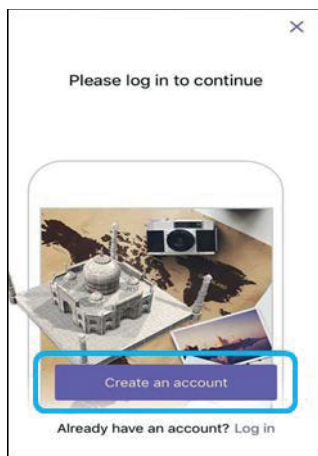
This app was mainly created for students, but it can be used by anyone that has an idea in mind that they want to develop. Students can use Aurasma for reports, presentations, and performances. Teachers can use it to give-read directions for worksheets or centers.

## How to use

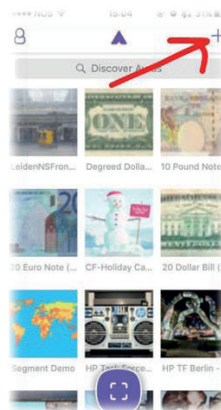
1. Go to either the App Store or Google Play, search for "Aurasma" and download it.



2. Open the app and click on the "create an account" button, write your email and create a password for your account.



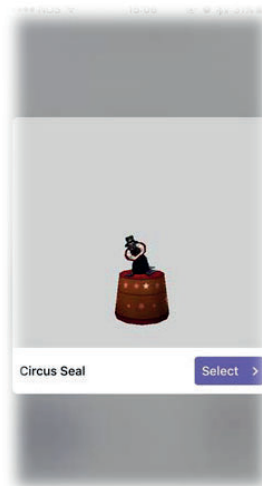
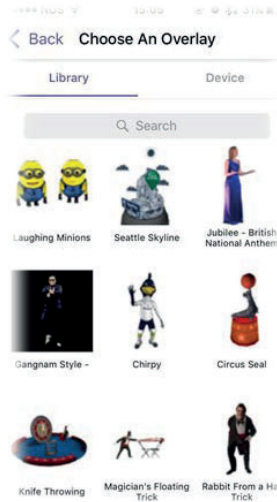
3. Once you have created your account, a new aurasma can be created by clicking on the purple plus sign, as the picture shows, that will open up your camera and start searching for an object.



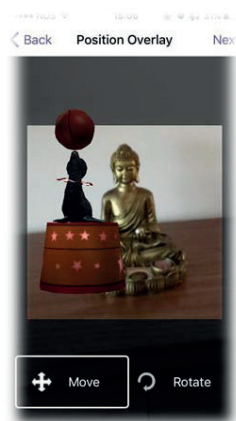
4. After that, it will open your camera, so you can take a picture of the object of your choice, by clicking on the purple button.



5. After you snap the picture, you can overlay it, creating a new, animated one, by choosing an overlay in the menu, and select it.



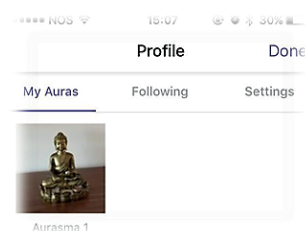
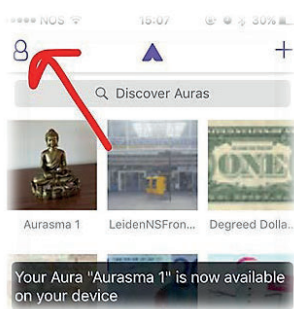
6. You can now rotate and move around in your picture the overlay you chose, and after that click next.



7. Your aurasma is now ready; you can share it by clicking on the share button, or simply click "Done" if you do not want to share it.



8. It will now appear in your auras that you can check out by clicking on the figure in the left corner.



### Applicability

Aurasma can be used for supplemental information on flashcards or word walls, to create an interactive journal, parental involvement, and screencasts to animate exercises (math) being solved, as learning targets, for school tours etc.

### Necessary Resources

A tablet or a smartphone and internet connection.

### Advantages

Instead of waiting for a video to load you can just open Aurasma and point to the photo that you want to be played. Aurasma brings learning to life and highlights interactive learning. It can add engagement and interactivity to the classroom.

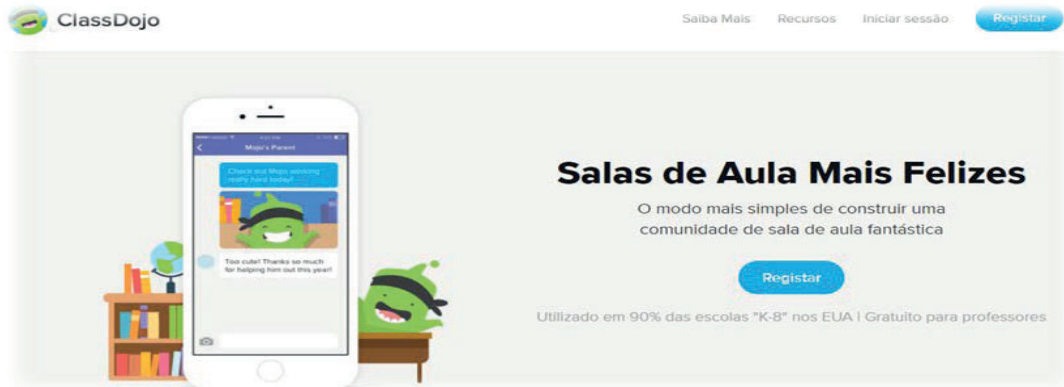
### Disadvantages

You cannot use your computer to make auras and need an internet connection for it to work. It is impossible to add any action to the Auras that users create in a classroom for example.

<b>Learning Objective</b> (learning outcomes)	To learn through images and videos of augmented reality. (Apprendere attraverso immagini e video di realtà aumentata).
<b>Concept to learn</b>	Augmented reality.
<b>Student Role in the task – Active role</b>	Active
<b>Advantage in the use of this APP / Resource</b>	Make educational activities interactive, fun. It facilitates learning and allows the development of everyone's potential.

<b>Summary description of the task</b>	The students access multimedia material ( videos, sounds, images) with the camera on with an augmented reality information.
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# ClassDojo



## What is ClassDojo?

ClassDojo is a classroom communication platform for teachers, parents and students.

It is primarily used to track behavior in the classroom and communicate the results to parents.

Its main aim is to change behaviors.

## What is it for?

ClassDojo allows students, teachers and parents to connect, support and develop student skills. It is based on positive methodology.

## Target Audience

### Teachers



Teachers register for a free account and create "classes" with their students.

They can customise the program and change the skills for which the students obtain feedback to adapt them to the needs of the class.

Teachers can communicate with parents and students, and share information, photos or videos with them- individually or as a group.

Teachers can also reward or punish students with positive or negative feedback in real time.

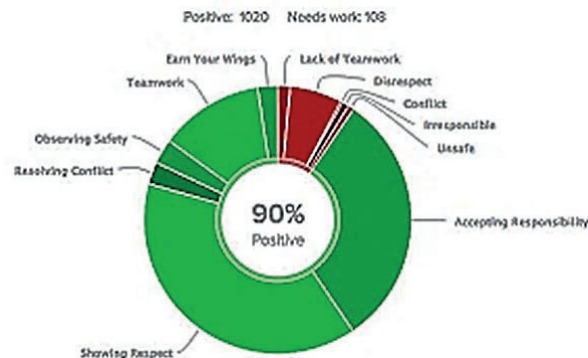
### Parents

Parents access ClassDojo when invited by the teachers, and visualize the progress of the child.

They communicate with the teachers through the platform and receive the information; photos or videos teachers send them.



Weekly, the system automatically sends the parents the “Doughnut” with positive (in green) and negative (in red) behaviors of their child.



## Students

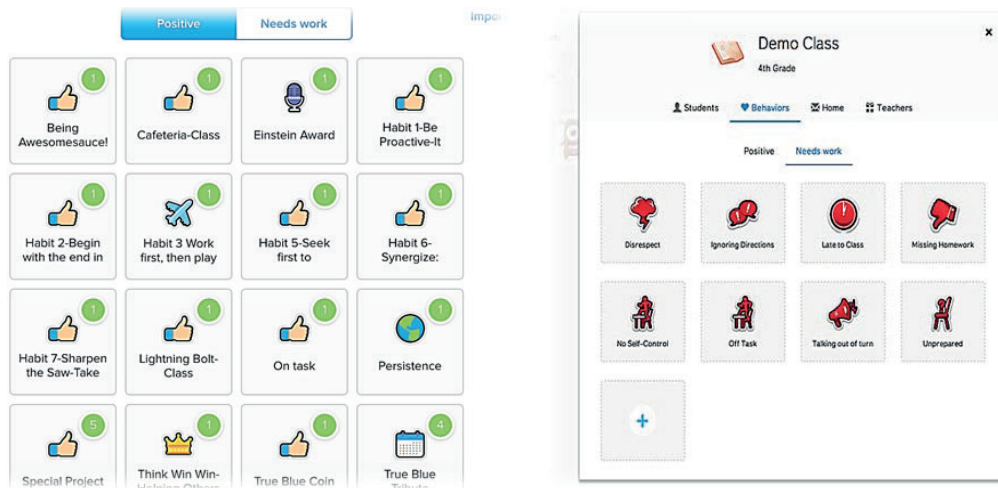
They can use the program with an access code, customise their avatars and see their individual or class progress.



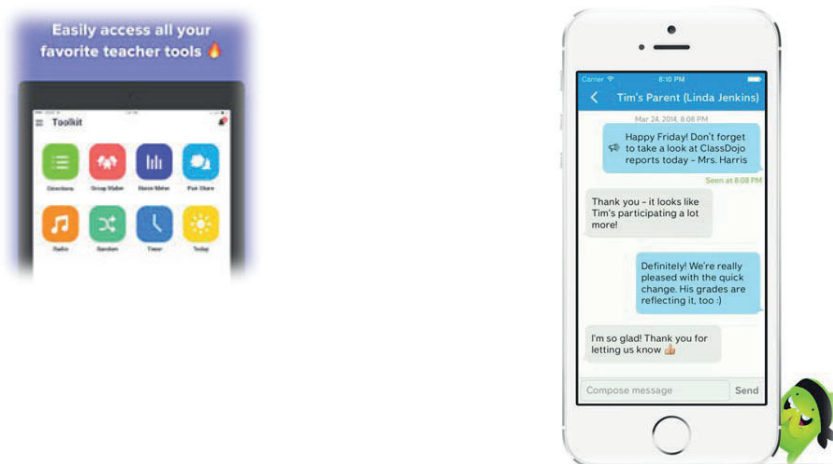
How to create a ClassDojo class?

- Create an account in ClassDojo
- In the upper right corner, under your name, set your profile. Do not forget to choose your language.
- Every new account has an experienced class for you to play and explore all the different features.
- When you feel ready, create a new class. Name it, choose a symbol and add students. Do not forget to save.
- Get the invitations and the code sheets to send to parents. They need to access the platform and enter their code.
- In the upper right corner click on
  - a. Settings
  - b. Edit Class
  - c. Skills

and start personalizing the skills you want your students to develop. Give each skill positive or negative points. You can also change the symbols for each skill.



- Explore the Toolkit.
- If you want to take photos and put them in the class diary or send to parents, click in
  - a. Stories
- If you want to send messages to parents, click in
  - a. Messages: You can send the same message to all the parents, or send a special message to any parent.



- A student can have more than one adult associated.

### Necessary resources

Computer, mobile device, internet connection.

### Advantages

The platform allows the teacher to administer a class based on scores on behavior.

It allows the teacher to customise the program, change the skills and adapt them to each class.

It allows the teacher to enhance certain skills he wants to develop in the students, by giving them more or fewer points.

It uses the positive methodology, and through gamification, changes in student's behavior are visible.

It is an online platform, with plenty of helpful support videos.

It has plenty of small videos with Dojo avatars, the “Big Ideas”, which help students to understand and learn social and personal skills such as perseverance, empathy, gratitude or mindfulness.

It has a Toolkit, with music, noise meter, group making, timer, and other interesting features.

It is funny and free!

#### Disadvantages

It only works “on-line”.

Not all the other teachers of the same class want to participate.

I love this tool so much, I cannot think of another disadvantage!

#### Digital Activity Security

Do not put photographs of others without prior authorization.

Take care of the scenarios of the photos not to report confidential data, such as place of residence, work, financial conditions, etc.

Copyright law protects original creative works so users need permissions and licenses to use the content that is not theirs in the user`s context.

## Kahoot



What is Kahoot?

It is a free application and a tool for teachers that enables the creation of quizzes, implementation of games and debates

What is it for?

Kahoot helps to know students' opinions or also to understand what they have already learned about a particular issue in real time. It can be a digital educational resource in a teaching strategy of gamification.

Target population

Every student, but preferably, students from the 2<sup>nd</sup> and 3<sup>rd</sup> period, due to its playful characteristics.

How to construct a Kahoot

It is fundamental, before the creation of Kahoot, to visualize a Kahoot from the student perspective. For that, you must do the following:

1. Connect to the Internet through a mobile device
2. Go to <https://Kahoot.it/>
3. Sign up with the PIN given by the teacher
4. Write a nickname
5. See the questions on the screen and answer with the cell phone/tablet
6. See the answer, your score and the final results
7. Give feedback about Kahoot.

Next, in the role of professor and educational resource, go to <https://createkahoot.com>, click "sign up" and use "Use Kahoot as a teacher".

It is necessary to register ("Sign up with email"), fulfilling some data (your account details).

You must click on "join Kahoot" and "New K!" Select the type of Kahoot to click on the image (e.g., quiz).



If you have already an account, just go to "Sign in", click "My Kahoots" to begin the questionnaire. At this stage, you must give a title, associate a description and add a photo or/and a video, choose your audience and language. At the end click "Ok, go".

**Description**

Title (required)  
How to create a kah

Description (required)  
I use #hashtags to make my #kahoot more #searchable!

Cover image  
Add image  
or drag & drop

Visible to: Everyone  
Language: English  
Audience (required): Training

Credit resources

Intro video  
<https://www.youtube.com/watch?v=xvNR45R3u08>

To begin designing the questionnaire click "add question". Think about your first question and its answers. Select the correct answer. Add an image and/or video, change the time and give a score. Then, click "next" and "add question" to continue adding the next questions. When you have finished your Kahoot-quiz, click "Save".

**Question 1**

Question (required)  
Can you add a question?

Time limit: 20 sec  
Award points: 5

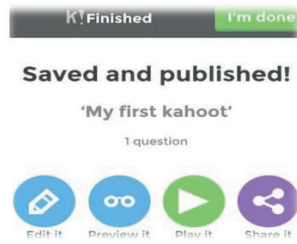
Media  
Add image  
Add Video  
or drag & drop image

Answer 1 (required): Yes  
Answer 2 (required): No (5B)  
Answer 3: Maybe

Credit resources

You can see what you did, play, share on your social networks or send by email.

If you have finished your work, click "I'm Done".



Suggestions for activities in different disciplinary areas

### Application

Kahoot can be used in the classroom:

1. As **motivation**, predisposing the students for study a theme.
2. In the promotion of **interaction and participation** of students during the class.
3. As a support tool for **debate** of different themes/problems.
4. In the **communication and sharing** of work done by students in small groups.
5. In the **evaluation of scientific knowledge** and/or evaluation of accomplishment of tasks.

### Resources needed

Students and teacher must have a mobile device, cell phone or tablet with access to the internet.

### Advantages

Kahoot can be a digital educational resource in an innovative pedagogical practice because it changes the **work dynamics** in a classroom; promotes more interaction and participation of students, and enables the **school involvement** and consequently improves the motivation to study.

It has a positive impact on learning due to the integration of students' digital capacities, the collection of data for formal evaluation, and the development of a new link with the program contents. It is also observed an optimization of teaching time and promotion of significant learning.

### Disadvantages

The fact that Kahoot only uses multiple choice or order questions.

### Digital security

To guarantee digital security in the activity, it should be created a specific account for using in apps to avoid, in one hand, the loss of information or educational material and, in the other hand, to avoid sending regular messages for your personal or professional email account.

There is a set of images that are part of the application. Everyone can use them. However, regarding the images from the internet, they should be first recorded in your computer and then imported to the application. This procedure does not apply for the importation of videos because they appear in the application by copying the link.

<b>Learning Objective</b> (learning outcomes)	To discuss the events that led to the creation of the internet network To list the most important facts from the history of the Internet
<b>Concept to learn</b>	
<b>Student Role in the task – Active role</b>	<ul style="list-style-type: none"> <li>• finding and chronological scheduling of events from the history of the Internet</li> <li>• presenting the information in the form of a poster</li> <li>• filling Kahoot quiz;</li> </ul>
<b>Advantage in the use of this APP / Resource</b>	<ul style="list-style-type: none"> <li>• online quiz makes students more interested in the lesson;</li> <li>• motivated to search for the best solutions to the tasks given;</li> <li>• quiz solution is an experience that makes students happy;</li> </ul>
<b>Summary description of the task</b>	<ul style="list-style-type: none"> <li>• students draw questions (prepared by the teacher) regarding the history of the internet and find answers to them (on the internet);</li> <li>• the students in the form of a poster present the information they found on the Internet;</li> <li>• students check what they remembered from the lesson by solving the Kahoot quiz;</li> </ul>

<b>Learning Objective</b> (learning outcomes)	Consolidation of knowledge about visited places during a school trip.
<b>Concept to learn</b>	Most beautiful cities in Europe
<b>Student Role in the task – Active role</b>	<ul style="list-style-type: none"> <li>• teams prepare questions for others;</li> <li>• students work in groups and work individually;</li> <li>• use of electronic devices to solve tasks;</li> <li>• filling in the quiz-kahoot</li> </ul>
<b>Advantage in the use of this APP / Resource</b>	Competition has a positive effect on students, motivates them to act. The student does not feel checked, treats the test as fun.
<b>Summary description of the task</b>	<ol style="list-style-type: none"> <li>1. Students look at the fragments of photos guessing what's in them (in a computer program workspace).</li> <li>2. Students talk about their experiences of the trip.</li> <li>3. Class is divided into teams of 4.</li> <li>4. Teams prepare questions for others.</li> <li>5. Teams exchange questions and answer them.</li> <li>6. Students solve the kahoot test prepared by the teacher.</li> <li>7. Summarizing - selecting the winner.</li> </ol> <p>(mentimeter.com)</p>

<b>Learning Objective</b> (learning outcomes)	To indicate countable and uncountable nouns, To use 'some' and 'any' properly;
<b>Concept to learn</b>	Countable and uncountable nouns + 'some' and 'any'
<b>Student Role in the task – Active role</b>	<ul style="list-style-type: none"> <li>- students use mobile phone application – Kahoot,</li> <li>- students indicate the right answers/options on their mobile phones and on the interactive whiteboard, where the Kahoot is launched,</li> <li>- students justify their choices by presenting the grammar rules</li> </ul>
<b>Advantage in the use of this APP / Resource</b>	The use of technology makes the lesson interactive and much more interesting for students. Moreover, the teacher can watch the separate student's progress all the time as the application presents all the results.

<b>Summary description of the task</b>	<ol style="list-style-type: none"> <li>1. Teacher and students revise the grammar rules concerning countable and uncountable nouns and the use of 'some' and 'any'.</li> <li>2. Teacher asks students to launch Kahoot application on their mobile phones.</li> <li>3. Teacher launches Kahoot on an interactive whiteboard and invites students to the game, presenting the right PIN.</li> <li>4. Students fill in the PIN and do the exercises.</li> <li>5. Teacher observes the students' progress.</li> <li>6. Teacher and students reflect on the results and give the explanations for each answer.</li> <li>7. Evaluation of the lesson by the use of Mentimeter</li> </ol>
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<b>Learning Objective (learning outcomes)</b>	To know sentence structure
<b>Concept to learn</b>	Subject, verb, object
<b>Student Role in the task – Active role</b>	Active role.
<b>Advantage in the use of this APP / Resource</b>	Students' motivation. Enthusiasm in the use of Kahoot. Immediate feedback of the results.
<b>Summary description of the task</b>	Grammar test (multiple choice questions). Individual work.

<b>Learning Objective (learning outcomes)</b>	Know the length measurements. Know the difference between perimeter and area.
<b>Concept to learn</b>	Length measures; perimeter and area; polygons
<b>Student Role in the task – Active role</b>	Active role.
<b>Advantage in the use of this APP / Resource</b>	Students' motivation. Enthusiasm in the use of Kahoot. Immediate feedback of the results.
<b>Summary description of the task</b>	Geometry test (multiple choice questions). Individual work.

<b>Learning Objective (learning outcomes)</b>	Geometry exercise
<b>Concept to learn</b>	Geometry exercise concerning geometrical figures, principal concepts
<b>Student Role in the task – Active role</b>	Active
<b>Advantage in the use of this APP / Resource</b>	Each student gets very enthusiastic because they do the exercise proposed by the teacher and they are glad it is proposed as a game. Interactivity; enthusiasm; interest in using the app
<b>Summary description of the task</b>	- work individually; - students solve the quiz; - students and teacher reflect on the results of the flipped learning activity.

<b>Learning Objective</b>	Rivers – define a river, learn the parts of a river.
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(learning outcomes)	
<b>Concept to learn</b>	Definition of a river, parts of a river.
<b>Student Role in the task – Active role</b>	Students answer a quiz about rivers made by the teacher with Kahoot.
<b>Advantage in the use of this APP / Resource</b>	Interactivity; students' motivation and interest while using the platform.
<b>Summary description of the task</b>	The students answer a questionnaire; they have 30 seconds to answer each question. Group reflexion of the results.

<b>Learning Objective</b> (learning outcomes)	Systematization the countries that are part of the European Union, the symbols of the European Union; Localization on the world map of the Portuguese speaking countries.
<b>Concept to learn</b>	European Union countries and Portuguese-speaking countries.
<b>Student Role in the task – Active role</b>	Active
<b>Advantage in the use of this APP / Resource</b>	Involvement of students in the questionnaire response. Instrument of evaluation of the contents worked inside the classroom
<b>Summary description of the task</b>	Oral presentation of the concepts under study. Registration of information in the diary. Students' questionnaire response (kahoot). Reflection on the results of the activity.

<b>Learning Objective</b> (learning outcomes)	"Portuguese Elevations" - know their names, their location, their altitude
<b>Concept to learn</b>	"Portuguese Elevations"
<b>Student Role in the task – Active role</b>	Active
<b>Advantage in the use of this APP / Resource</b>	Each student gets very enthusiastic to be a part of the construction of the quizz while studying the concepts. They also like to show the acquired knowledge and the game itself.
<b>Summary description of the task</b>	-students work individually reading about the Portuguese Elevations; - students send questions, answers and images to the teacher to build up the quiz; - students solve the quiz; - students and teacher reflect on the results of the flipped learning activity.

<b>Learning Objective</b> (learning outcomes)	"Mental calculation"
<b>Concept to learn</b>	"add and subtract"
<b>Student Role in the task – Active role</b>	Active
<b>Advantage in the use of this APP / Resource</b>	Class divided in groups: 1º group work on the questions, 2º group tries to answer them. Students get motivated to use the app and take active roles in all parts.
<b>Summary description of the task</b>	-students work in groups producing the questions; - students solve the quiz; - students and teacher reflect on the results of the flipped learning activity.

<b>Learning Objective</b> (learning outcomes)	Main portuguese rivers
<b>Concept to learn</b>	Identify the main Portuguese rivers
<b>Student Role in the task – Active role</b>	Very enthusiasm; motivation.
<b>Advantage in the use of this APP / Resource</b>	They have to answer to questions about the subject. Each question had to be answered in 30 seconds.
<b>Summary description of the task</b>	The students had to answer a quiz. The students and the teacher had a reflexion of the results.

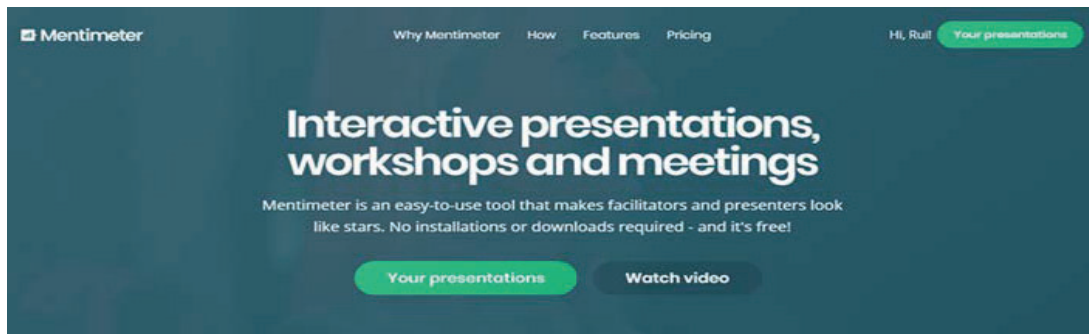
<b>Learning Objective</b> (learning outcomes)	Know the main spelling rules of the Italian language and the main morphological categories.
<b>Concept to learn</b>	Spelling; articles and names.
<b>Student Role in the task – Active role</b>	Active role.
<b>Advantage in the use of this APP / Resource</b>	Greater motivation of the pupils. Enthusiasm in the use of Kahoot. Immediate feedback of the results.
<b>Summary description of the task</b>	Different Italian grammar questionnaires. Work in pairs and individual work. The pupils solve the quizzes. Discussion.

<b>Learning Objective</b> (learning outcomes)	The soil
<b>Concept to learn</b>	Definition of soil; types of soil; soil's permeability
<b>Student Role in the task – Active role</b>	Active role
<b>Advantage in the use of this APP / Resource</b>	Interactivity; enthusiasm; develop interest in using the app
<b>Summary description of the task</b>	The students answered a questionnaire Group reflexion of the results

<b>Learning Objective</b> (learning outcomes)	Know and use the main morphological categories. <ul style="list-style-type: none"> <li>• Make a mini-book .</li> <li>• Know the pond animals</li> </ul>
<b>Concept to learn</b>	<ul style="list-style-type: none"> <li>• Listen and understand short descriptive texts in English</li> <li>• Follow the instructions.</li> <li>• Understand and expand the vocabulary.</li> </ul>
<b>Student Role in the task – Active role</b>	<ul style="list-style-type: none"> <li>• Students play an active role during the making of the mini-book and during verification with Kahoot.</li> </ul>
<b>Advantage in the use of this APP / Resource</b>	<ol style="list-style-type: none"> <li>1. See the results of the quizzes immediately.</li> <li>2. Increase motivation.</li> </ol>
<b>Summary description of the task</b>	<ol style="list-style-type: none"> <li>1. Work groups ( four groups of six children) .</li> <li>2. Children work together to choose text, images and answers.</li> </ol>

<b>Learning Objective</b> (learning outcomes)	Proficiency in performing mathematical activities.
<b>Concept to learn</b>	Practicing proficiency in performing mathematical activities in various ways.
<b>Student Role in the task – Active role</b>	Students in groups create Students prepare self-made cards for the math "memory" game.
<b>Advantage in the use of this APP / Resource</b>	Students learn how to use computer and the internet to learn. They have the first time contact with the Kahoot application.
<b>Summary description of the task</b>	Students prepare their own "memory" cards. On the cards there are mathematical actions and results, they play the game. Than they are using computers and Kahoot. They otherwise improve the ability to addition and subtraction.

# Mentimeter



## What is Mentimeter?

Mentimeter is an interactive tool that can be used to have audience actively participate in during meetings, events, conferences or classroom. <https://www.mentimeter.com/>

## What is it for?

Mentimeter is a software that can be used for collaboration and presentation, featuring unlimited votes, polls, word clouds, multiple choice questions, quiz and more.

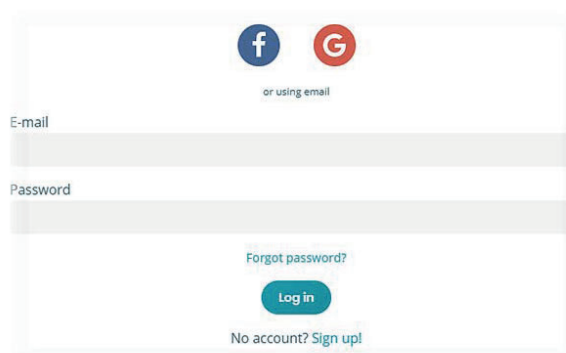
## Target Audience

Teachers can use this application to engage students in the classroom, test their students' knowledge, surveying their opinions, or having them evaluate their lessons.

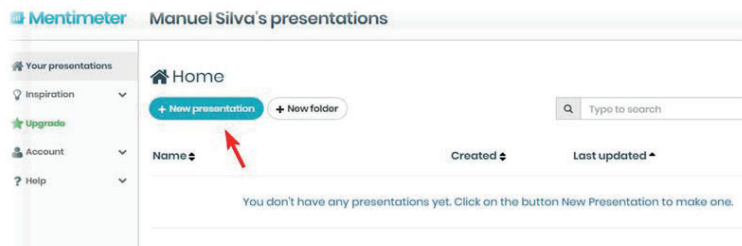
Students after presenting their project research to the class can use Mentimeter to ask questions to their colleagues. With their smartphone/tablet/computer, students can give their opinion on a particular subject.

## How to use it

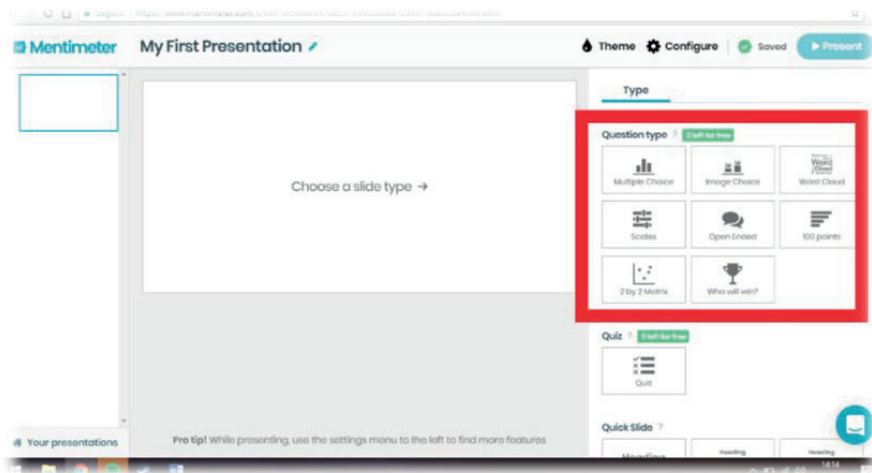
1. Go to: <https://www.mentimeter.com/>
2. Log in or create an account clicking on the Sign-Up button



3. Inside the app hit the New Presentation button



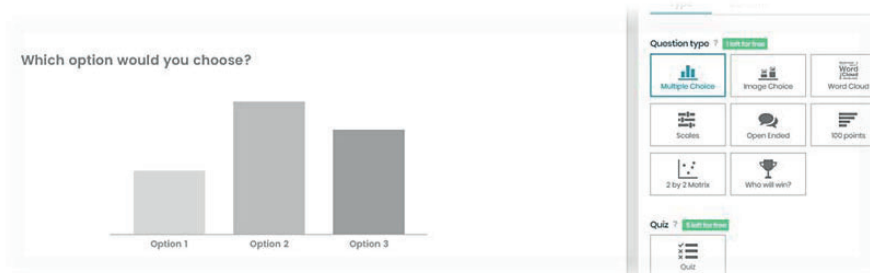
4. After naming your presentation you will be brought to the page where you can build it.
5. Select one of the many types of quizzes that are surrounded by the red square; you can create multiple choice questions, word clouds, Quizzes, etc..



### 5.1 Multiple Choice

To create a multiple-choice question, you will have to:

1. Create a new slide
2. Choose Multiple Choice question
3. Type in your question
4. Enter your answer options



### 5.2 Image Choice

To create an image choice question, you will have to:

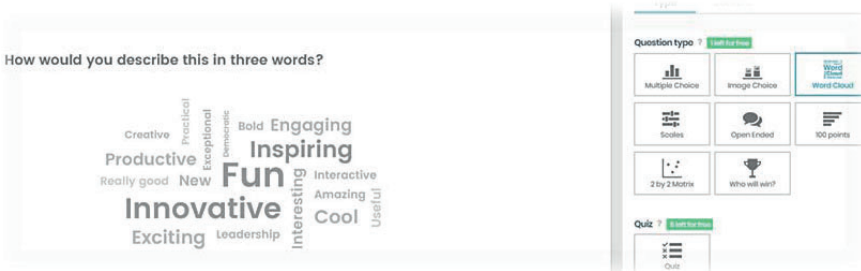
1. Create a new slide
2. Choose Image Choice
3. Type in your question
4. Fill out with answer options and add images



### 5.3 Word Cloud

To create a word cloud, you will have to:

1. Create a new slide
2. Choose Word Cloud
3. Type in your question



### 5.4 Scales

To create a Scales question, you will have to:

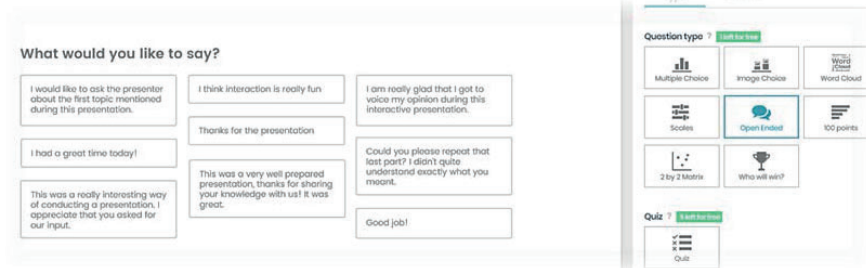
1. Create a new slide
2. Choose Scales question
3. Fill in with your heading
4. Enter statements to rate
5. (This is optional) Change the high and low label of the scale



### 5.5 Open-ended

To create an Open-ended question, you will have to:

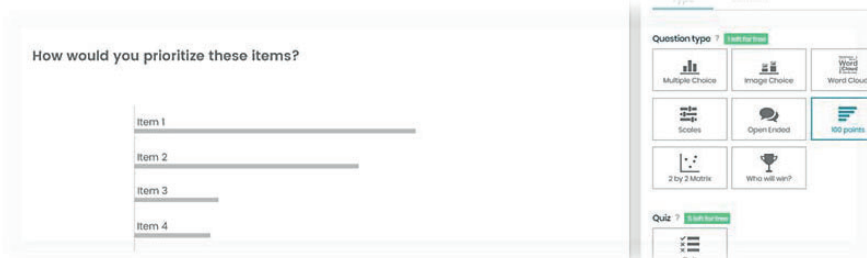
1. Create a new slide
2. Choose Open Ended question
3. Fill in with your question
4. Choose how to display the results



## 5.6 100 points

To create a 100 points question, you will have to:

1. Create a new slide
2. Choose 100 points
3. Type in your question
4. Enter items to rate



## 5.7 2 by 2 Matrix

To create a 2 by 2 matrix, you will have to:

Create a new slide

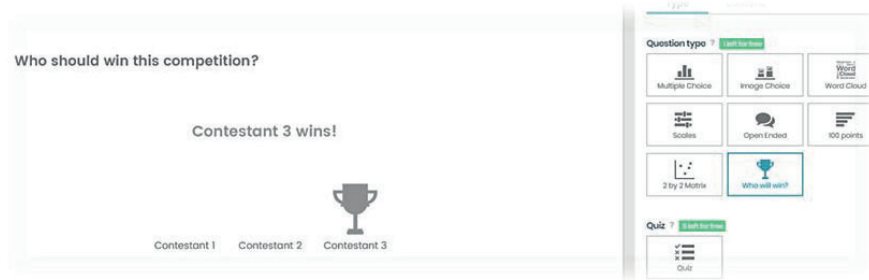
1. Choose 2 by 2 Matrix
2. Fill in your heading
3. Enter items to rate
4. (This is optional) Enter axis names and labels



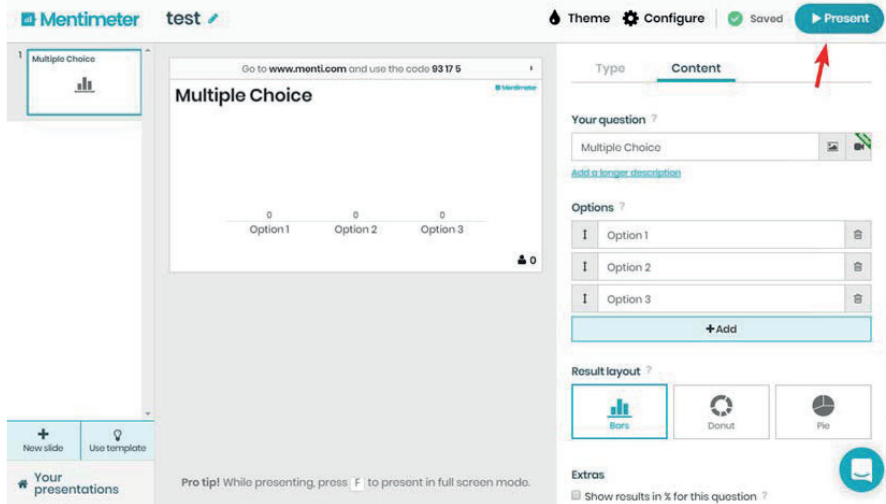
## 5.8 Who will win?

To create a Who will win? question, you will have to:

1. Create a new slide
2. Choose "Who will win?"
3. Fill in your question
4. Enter contestants



6. After that hit Present to display the presentation to your audience.



7. Now your audience just needs to go to [www.menti.com](http://www.menti.com) and type the code displayed on the screen to start answering your questions.

### Suggestion for activities for different disciplinary areas

Teachers can use Mentimeter for formative learning.

### Necessary Resources

You need a computer, tablet or smartphone and an internet connexion.

### Advantages

Mentimeter is an easy-to-use, cloud-based polling tool. It does not require an app. You just need to log in and present the poll.

### Disadvantages

None, all features are available for free.

<b>Learning Objective</b> (learning outcomes)	"Different types of rocks"-Know their names and use
<b>Concept to learn</b>	"Different types of rocks"



<b>Student Role in the task – Active role</b>	Active; develop interest in using the app
<b>Advantage in the use of this APP / Resource</b>	They had been always motivated
<b>Summary description of the task</b>	The student had to write the different types of rocks that they had learn.

<b>Learning Objective (learning outcomes)</b>	Math exercise Questionnaire liking
<b>Concept to learn</b>	Refresher on multiplications 10, 100, 1000 with the decimal numbers Questionnaire liking of decimal numbers and mathematics lessons
<b>Student Role in the task – Active role</b>	Active
<b>Advantage in the use of this APP / Resource</b>	Each student gets very enthusiastic because they do the exercise proposed by the teacher and they are glad it is proposed as a game. Interactivity; enthusiasm; interest in using the app
<b>Summary description of the task</b>	- work individually; - students solve the quiz and the questionnaire liking - students and teacher reflect on the results of the flipped learning activity.

<b>Learning Objective (learning outcomes)</b>	Recognise and identify adjectives
<b>Concept to learn</b>	Revise adjectives, respect and listen to others opinions
<b>Student Role in the task – Active role</b>	Active
<b>Advantage in the use of this APP / Resource</b>	Each student gets very enthusiastic to know their opinion is going to appear in the cloud, they invest more in doing a better job, they use more carefully the chosen words.
<b>Summary description of the task</b>	-students read individually, in the book, the story “The princess and the pea”; -they write in the app 3 adjectives that are thought to characterize a princess; -they present their opinion to the class and others can comment his/her choice or justification; -small debate on whether we value external characteristics or psychological/emotional characteristics.

<b>Learning Objective (learning outcomes)</b>	Promote reflection on the concepts of hope, perseverance, effort and humility. Encourage the importance of not to giving up on our goals.
<b>Concept to learn</b>	Hope Perseverance Effort Humility

<b>Student Role in the task – Active role</b>	Active reply to a questionnaire whit APP.
<b>Advantage in the use of this APP / Resource</b>	Involvement of students in the questionnaire response. Immediately feedback from the students regarding the session performed.
<b>Summary description of the task</b>	Discovery of the title of the story "The largest flower in the world" by deciphering a code. Preview of the short film "The biggest flower in the world". Exploration of the short film. Session evaluation through the Mentimeter application.

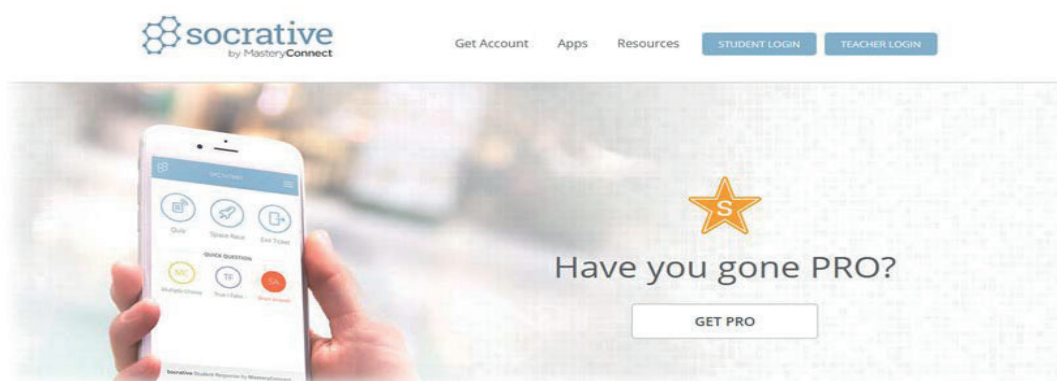
<b>Learning Objective</b> (learning outcomes)	Learn the parts of speech – nouns, verbs, adjectives
<b>Concept to learn</b>	Parts of speech – nouns, verbs, adjectives
<b>Student Role in the task – Active role</b>	Students answer a quiz about parts of speech made by the teacher with Mentimeter.
<b>Advantage in the use of this APP / Resource</b>	Interactivity; students’ motivation and interest while using the platform.
<b>Summary description of the task</b>	The students answer a questionnaire. They have to identify the word class according to given examples. Group reflexion of the results.

<b>Learning Objective</b> (learning outcomes)	To carry out simple surveys using digital technology.
<b>Concept to learn</b>	Surveys in the classroom.
<b>Student Role in the task – Active role</b>	Active role.
<b>Advantage in the use of this APP / Resource</b>	Greater motivation of the pupils. Enthusiasm in the use of Mentimeter. Immediate feedback of the results.
<b>Summary description of the task</b>	Survey: “Preferences on nutrition, colors and sport. Individual work. The pupils express their preferences. Discussion.

<b>Learning Objective</b> (learning outcomes)	Students evaluating a school year and makes an offer for another year.
<b>Concept to learn</b>	Summary of school year. Pros and cons. Plans for another school year.

<b>Student Role in the task – Active role</b>	Students fill the 3 evaluating questionnaires. They create a word cloud about strengths of class. We're printing the word cloud and make a class billboard.
<b>Advantage in the use of this APP / Resource</b>	Using Mentimeter becomes a evaluating way of checking the students satisfaction about learning and good atmosphere in class. What is more, they can opine about plans for another way. It's very joyful and entertaining.
<b>Summary description of the task</b>	<ul style="list-style-type: none"> <li>- students create a word cloud on their phones</li> <li>- students make an ideas and prepositions for another year, they fill in the questionnaire on their phones</li> <li>- pupils fill in the questionnaire about pros and cons in class and create a new ideas for the future. In the end all class society participates in conversation and discussion.</li> </ul>

## Socrative



### What is Socrative?

Socrative is a simple quiz application (test preparation, quizzes, etc.) that can be used in the classroom to receive real-time feedback from student learning.

It is a tool to support independent learning by allowing students to respond to tests and quizzes by following their own work pace, progressing from one question to the next, with information on whether or not their answers are corrected.

### What is it for?

Through a system of questions and answers, the teacher can collect, in real time, the answers of the students, realizing better his understanding regarding the subjects in a study in the class.

It can provide greater interactivity in the classroom by motivating students to respond "races" between students or groups of students through their mobile devices (smartphone or tablet). The quizzes and quizzes can be temporarily available providing your achievement at home.

### Target Audience

Students of any age

### How to build (example)?

1. Socrative: <http://www.socrative.com/>

To begin, the teacher must create an account or enter with his Google account.

Get Account

Apps

Resources

STUDENT LOGIN

TEACHER LOGIN

Create the account for teachers. You can access with the Google account

Access to the blog with resources/quizzes socrative

Entrance for students

Entrance for teacher

## 2. Different menus of the socrative teacher



**FLTELES** - (ROOM CODE) It should be students so that they can enter the room and do the quiz released by the teacher

**Launch** - Challenge: questionnaire; battleship game space; survey end or vote

**Quizzes** - To manage the quizzes: create, edit, import, copy, share link, download in pdf or erase quizzes

**Rooms** - Where you change the name the room by clicking on the pencil. You have to write in the end.

**Reports** - Direct access to test reports performed

**Results** - Active when is underway a test/quiz

### Activity I

1- Access the link: <https://b.socrative.com/login/teacher/>

2- Create your account, as shown

3- Create a Quiz:

- select the type of question you want (you can choose more than one possibility)
- select the right answer (in the case of multiple choice)

NOTE: Be sure always save.

### Necessary resources

Mobile device; internet

### Advantages

It can provide greater interactivity in the classroom by motivating students to respond "races" between students or groups of students through their mobile devices (smartphone or tablet). The quizzes and quizzes can be temporarily available providing your achievement at home.

### Disadvantages

Need internet; all students must have a mobile device.

### Digital Activity Security

Do not place personal data on the Internet such as a full name, phone/mobile number, school/work name, address, extracurricular activities.

Be aware when placing photos on the Internet, since the Internet is public.

Do not put photographs of others without prior authorization.

Restrict viewing of photos to people you know.

If the photography was taken by mobile phone or tablet, turn off the GPS option, so the photo is not associated with a location.

Take care of the scenarios of the photos not to report confidential data, such as place of residence, work, financial conditions, etc.

Photographs and comments placed on the Internet define a person's Digital Identity.

<b>Learning Objective</b> (learning outcomes)	a student uses the internet to search for various information.
<b>Concept to learn</b>	a student: gives examples of websites presenting selected information, e.g. dictionaries and encyclopedias; explains the rules for formulating questions in the Internet search engine; applies the rules of using texts and photos found on the web.
<b>Student Role in the task – Active role</b>	A student: <ul style="list-style-type: none"> <li>• works independently;</li> <li>• uses electronic devices to solve tasks;</li> <li>• filling the quiz prepared by a teacher;</li> </ul>
<b>Advantage in the use of this APP / Resource</b>	Thanks to a quiz summarizing the lesson: <ul style="list-style-type: none"> <li>• the student immediately knows the results of the tasks performed;</li> <li>• the teacher knows to what extent he achieved the set goals.</li> </ul> The game makes the lesson more interesting and engages all students (everyone wants to be the winner);
<b>Summary description of the task</b>	A student: <ul style="list-style-type: none"> <li>• looks up the meaning of difficult words given by the teacher;</li> <li>• uses the online spelling dictionary to check the spelling of words given by the teacher;</li> <li>• uses google translator to translate short sentences into different languages;</li> </ul>

<b>Learning Objective</b> (learning outcomes)	- students indicate countable and uncountable nouns
<b>Concept to learn</b>	Countable and uncountable nouns
<b>Student Role in the task – Active role</b>	- students use mobile phone application – Socrative, - students indicate the right answers/options on their mobile phones and on the interactive whiteboard, where the Socrative is launched, - students justify their choices.
<b>Advantage in the use of this APP / Resource</b>	The use of technology makes the lesson interactive and much more interesting for students. Moreover, the teacher can watch the separate student's progress all the time as the application presents all the results.
<b>Summary description of the task</b>	8. Teacher and students revise the grammar rules concerning countable and uncountable nouns. 9. Teacher asks students to launch Socrative application on their mobile phones. 10. Teacher launches Socrative on an interactive whiteboard and invites students to the game. 11. Students do the exercises on their mobile phones. 12. Teacher observes the students' progress.

	<p>13. Teacher and students reflect on the results and give the explanations for each answer.</p> <p>14. Evaluation of the lesson by the use of Mentimeter</p>
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<b>Learning Objective</b> (learning outcomes)	Grasp the meaning and the elements that characterize a descriptive text.
<b>Concept to learn</b>	Verification on a "Descriptive text".
<b>Student Role in the task – Active role</b>	Attivo Active
<b>Advantage in the use of this APP / Resource</b>	<ol style="list-style-type: none"> <li>1. Use silent reading techniques (pupils).</li> <li>2. Increase the ability to understand and respond quickly (pupils)</li> <li>3. Arrange the results immediately (teacher and pupils).</li> <li>4. Intervene immediately on the pupil's mistake (teacher).</li> </ol>
<b>Summary description of the task</b>	<ul style="list-style-type: none"> <li>• Individual work.</li> <li>• The pupils use their computer device during this activity.</li> </ul>

<b>Learning Objective</b> (learning outcomes)	Multiple Choice questions about grammar.
<b>Concept to learn</b>	Phrase types ;synonyms; own names; personal pronouns.
<b>Student Role in the task – Active role</b>	Active; develop interest in using the app
<b>Advantage in the use of this APP / Resource</b>	They have to answer to questions about the subject. All class gets very motivation in that kind off APP.
<b>Summary description of the task</b>	The students had to answer a quiz. The class had a reflexion of the results.

<b>Learning Objective</b> (learning outcomes)	Geometry test: angles, parallelograms, geometric figures
<b>Concept to learn</b>	Geometry test
<b>Student Role in the task – Active role</b>	Active
<b>Advantage in the use of this APP / Resource</b>	Fast geometry test with innovative modality
<b>Summary description of the task</b>	<ul style="list-style-type: none"> <li>-students work individually</li> <li>- students solve the quiz;</li> <li>- students and teacher reflect on the results of the flipped learning activity.</li> </ul>

<b>Learning Objective</b> (learning outcomes)	Verify the acquisition of the contents autonomously studied
<b>Concept to learn</b>	European Union – countries, dates of foundation, symbols...
<b>Student Role in the task – Active role</b>	Active
<b>Advantage in the use of this APP / Resource</b>	Each student dedicates himself /herself to the autonomous study in a very enthusiastic way (flipped learning)using their books and Duckduckgo to do the research they think is needed because they know they will make an evaluation afterwards.
<b>Summary description of the task</b>	-students read/research individually, in the book and/or in the tablet data about the European Union; -students make schemes in their notebooks regarding the three themes: countries, dates of foundation or entering the EU and Symbols; -students share with the class what they've learnt; -students answer a Socrative about the content studied.

<b>Learning Objective</b> (learning outcomes)	Learn the capacity units (ml, cl, dl, l, dal, hl, kl)
<b>Concept to learn</b>	Capacity units
<b>Student Role in the task – Active role</b>	Students answer a quiz about capacity units made by the teacher with Socrative.
<b>Advantage in the use of this APP / Resource</b>	Interactivity; students' motivation and interest while using the platform.
<b>Summary description of the task</b>	The students answer a questionnaire. Group reflexion of the results.

<b>Learning Objective</b> (learning outcomes)	Know the main concepts of geometry.
<b>Concept to learn</b>	Geometry: straight lines, angles, polygons.
<b>Student Role in the task – Active role</b>	Active role.
<b>Advantage in the use of this APP / Resource</b>	Greater motivation of the pupils. Enthusiasm in the use of Socrative. Immediate feedback of the results.
<b>Summary description of the task</b>	Math test "GEOMETRY" (true/false): straight lines, angles, polygons. Individual work. The pupils solve the quiz. Discussion.

<b>Learning Objective</b> (learning outcomes)	Know the main morphological categories.
<b>Concept to learn</b>	Grammar: article, name, adjective, verb, conjunction.
<b>Student Role in the task – Active role</b>	Active role.
<b>Advantage in the use of this APP / Resource</b>	Greater motivation of the pupils. Enthusiasm in the use of Socrative. Immediate feedback of the results.



<b>Summary description of the task</b>	Italian grammatical test "GRAMMATICAL ANALYSIS" (answer choice and true/false): article, name, adjective, verb, conjunction. Individual work. The pupils solve the quiz. Discussion.
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<b>Learning Objective (learning outcomes)</b>	Summary of the project about continents in the world.
<b>Concept to learn</b>	Consolidation of knowledge about continents.
<b>Student Role in the task – Active role</b>	Students in groups create quizzes for another groups about specified continent.
<b>Advantage in the use of this APP / Resource</b>	Students learn to use APP Socrative. They systematise their knowledge about continents.
<b>Summary description of the task</b>	Students in groups create quiz about a selected continent (they prepared materials at home). Every group creates specified questions about continent. Afterwards all the groups play Socrative (Rocket race) prepared by other groups.

<b>Learning Objective (learning outcomes)</b>	A summary of natural science.
<b>Concept to learn</b>	Students consolidate knowledge of nature, search for information in the book and the Internet, cooperate in teams.
<b>Student Role in the task – Active role</b>	A student: <ul style="list-style-type: none"> <li>• works in a group and works individually</li> <li>• uses electronic devices to solve tasks;</li> <li>• fills in the quiz prepared by a teacher;</li> </ul>
<b>Advantage in the use of this APP / Resource</b>	The game makes the lesson more interesting . The student does not feel checked, treats the test as fun. The student uses the help of others, helps others. The student preserves knowledge.
<b>Summary description of the task</b>	<ol style="list-style-type: none"> <li>1. Class division into teams.</li> <li>2. Teachers questions for teams.</li> <li>3. Teams earn points for correct answers (search for information in the book and the Internet, they use their knowledge).</li> <li>4. Individual student responses to questions in Socrative.</li> <li>5. Summarizing - selecting the winner.</li> <li>6. Evaluation- what helps in learning?</li> </ol>

<b>Learning Objective (learning outcomes)</b>	Repetition of information about the solar system from the second class.
<b>Concept to learn</b>	Discussion of solar system planets. Understanding the characteristics of each of them
<b>Student Role in the task – Active role</b>	Students search for information, create images of the planets, collaborate in a group, solve a quiz.
<b>Advantage in the use of this APP / Resource</b>	Students use the Socrative application to check their knowledge through the game.

<p><b>Summary description of the task</b></p>	<p>The teacher reminds the students that in the previous year they got to know the solar system. After a short introduction, divides students into 8 groups (as many as there are planets in the solar system). Each group is assigned a different planet. First, students search for information on the Internet and enter it into the prepared work card. With this task you can get 3 points. After this task, each group gets art materials from which it creates a poster of a specific planet. When the posters have been completed, each group's representative goes to the center and talks about his planet (he helps himself with the work card that the group completed earlier). The presentation should contain basic information that the planet is rocky, gas, etc. After the presentation of all groups, the students on the floor in the room arrange their posters in order to create a mock-up of the solar system. You can earn 6 points for this task. Students have simple homework on this day - remember as much information as possible about the other planets. To help with learning get complemented by the work cards of the other groups on which all planets of the solar system are described. The next day, after a short introduction, the teacher invites children to solve the quiz in the Socrative application. The quiz is created by a teacher based on work cards and uses the space rocket race option (this is an option in the Socrative application). Children solve the quiz individually. The number of points from the quiz sums up with the points earned on the previous day.</p>
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## Padlet



### What is Padlet?

Padlet is a website that provides users with a digital canvas. The user can post text, videos and images from a mobile device or a desktop.

### What is it for?

Padlet is a website that provides users with a digital canvas. The user can post text, videos and images from a mobile device or a desktop. One of the great appeals of Padlet for classroom use is the fact that many people can post to the same board at the same time, making it very suitable for collaborative work and the creation of projects

### Target Audience

Students of any age

## Why use Padlet?

### 1. Brainstorming on a topic, statement, project or idea



This lesson idea is probably the most popular among teachers. That's why I've put it first on this list.

Give a statement students have to discuss or a project about which students have to brainstorm. Share the board and let students share their ideas and comments. This way, every student can see what the others think. You can discuss a few of the given answers with the whole class.

Let's try it out for this post. I listed 30 ways to use Padlet, but there are so much more lesson ideas with Padlet. Why not share them with everyone? How do you use Padlet in your classroom apart from the ones that are already in this list?

Just click on this link, and start collaborating. I'm so curious about how many ideas we'll get! Nothing to contribute? Then just take a look! After a while, the board should contain a lot of fun classroom Padlet ideas.

### 2. Live question bank



Let your students ask questions during the lesson. It's very handy when students don't understand something or need a better explanation. Stop your lesson 10 minutes early and go over the questions.

This way students who are afraid to ask questions can still ask their questions anonymously. It gives a voice to every student in the room, even to the shy ones.

### 3. Gather student work



Use Padlet to gather student work, all in one place. Don't use it for ordinary homework, because all the other students can see what the others have done. Use it for articles and research on a topic.

When you let your students do some research on, for example, 'great historical poets', you have all the articles and research on the same place. Other students can take a look at the research of someone else as well.

When it's international poem day, you could ask your students to post a poem they really like.

### 4. Online student portfolio



Use Padlet as a student portfolio tool. Create boards for every student and let them post assignments, articles and projects on it. As a teacher, you can comment on each one and give meaningful feedback.

Whenever a student finds something helpful for his portfolio, he just has to save it on his portfolio Padlet board. No more editing and printing articles.

#### 5. Exit Ticket Padlet



Let your students answer some important exit ticket questions like “what did you learn today?”, “What didn’t you understand?” or “What questions do you still have?”.

It gets better...

Here are some other exit ticket prompts your students could answer:

Write down three things you learned today.

If you had to explain today’s lesson to a friend, what would you tell him/her?

What question do you have about what we learned today?

What part of the lesson did you find most difficult?

What would you like me to go over again next lesson?

Write down two questions you would put in a quiz about today’s lesson.

What were the main points we covered today?

Did the group activity contribute to your understanding of the topic? Why?

Read this problem ... What would be your first step in solving it?

I used app X extensively today. Was it helpful? Why or why not?

#### 6. Icebreaker: 2 truths and 1 lie



Let your students post a selfie and add 2 truths and 1 lie about themselves. It’s up to the other students to find out which one is a lie. You’ll be surprised by how well students can lie!

#### 7. End of the schoolyear: Give a compliment



Add all the headshots of your students on the Padlet board or let them add a picture. Then, everyone has to write at least one compliment as a comment beneath everybody's picture.

This is a fun goodbye as they are going to the next year. Everyone loves compliments!

#### 8. Graduation time



When students graduate, you would like something to remember them. What better way to let them fill in their best times as a student in your school.

Simply create a board with the question *“what's the most fun thing you did in this school?”*

Other questions could be:

Who's your favorite teacher? Why?

What would you do over again 100 times if you could?

What will you never forget?

What are the things you will miss the most?

What do you love the most about this school?

#### 9. School events



When its open house in your school, you could leave a tablet at the exit point, so parents could add a post on your Padlet wall. Ask for a comment on your *“guest wall”*, or for their first impression of the school. You could even ask for some innovative new ideas that would make the school a better place.

#### 10. “Thinking” maps



Use a Padlet wall for students to create various thinking maps or mind maps. You can upload a custom background to help them with the layout and they can start adding Post-it notes to a flow map, tree map, or even a circle map format.

#### 11. Classroom communication



Familiar with the Google Classroom stream? Well, you can do the same with Padlet. Use the Padlet stream layout and communicate assignments and important lesson material to your students by adding posts to the communication stream.

You can even add some fun BookWidgets exercises in the stream.

#### 12. parent communication



Use the same stream layout like in the classroom communication idea to communicate with parents. Enable email notifications so you receive an email whenever parents post on the Padlet wall. This way you stay on top of all the posts and potential questions.

Use the stream for fun classroom updates. Having personal conversations is not the best idea because any other parent can see them.

#### 13. Book discussions



When the complete class has to read the same book, it's fun to create a discussion about the characters, things people do in the book, hidden meanings, plot twists, etc. You can even let them invent a sequel to the book.

#### 14. Prior knowledge



Try to figure out what students already know about the topic you're about to teach. What prior knowledge do your students have about that particular topic and what don't they know? Students just post their knowledge on Padlet, so you can see how to build your lesson.

#### 15. Analyze a quote



Start the lesson with a quote that concerns the lesson topic. Let your students brainstorm on what the quote is about and if it has a hidden meaning or not.

Students will start digging really deep looking for hidden meanings, even if there are none. You'll laugh with the stories and theories they came up with!

#### 16. Current events



To speak about current events, you could let a student add an article on the Padlet board for the next day. Every day a different student has to add another article. A fun way to go through the current events of the week.

#### 17. Birthday wall



When its a student's birthday you could create a Padlet wall on which every student has to write some nice birthday wishes.

You can do the same for a sick classmate. Instead of birthday wishes, you let them write some get well notes or add some nice drawings.

#### 18. Classroom newsletter



Let your students be the reporters of the classroom newsletter. Gather all the articles and games on a Padlet board, and when it's finished, share the link with their parents or the complete school.

#### 19. Gather teacher feedback



Once in a while, you should ask your students for feedback. Create a Padlet wall just for that and make sure to let students comment anonymously. This way they will be more honest. Don't forget to really do something with the feedback they gave you.

#### 20. Book Wishlist



Students may not always choose their own book to read for a book review because the teacher hasn't read them yet. That's a pity, because students won't be eager to read that way.



Let your students add some books on a Padlet wishlist board. You can choose 5 books (or more if you want) that pass your inspection.

#### 21. Suggestion box in the library



Just like with the book wishlist above, students can make some suggestions of books they want to read. The library will look into the books and purchase them if it are some good suggestions.

#### 22. Tops and tips



Use Padlet for peer assessment. Let students add two 'tops' and one 'tip' on the Padlet wall of their fellow student who just finished his presentation.

Tops are things the student did well and a tip could be something the student should improve the next time.

#### 23. Geocaching



For physical exercises, students have to go walking more. Let you students do some geocaching and let them post pictures of themselves and the treasure to the Padlet board. It will encourage the others to find the treasures as well.

#### 24. Notetaking



While listening to the teacher, students can work together and add notes to a Padlet wall to create a wall with resources they can use later on.

As a teacher, you could do the same thing in staff meetings.

#### 25. Class agenda



Use a Padlet board to share every important date with your students so they have something to look forward to. These can be holidays and free days, field trips, school events and students' birthdays.

## 26. Free time funny videos



Having fun between two lessons should be allowed from time to time. Let your students add funny videos to a Padlet board. So every student can have some fun during the lesson breaks. Make sure to put in some rules and to check the videos on the wall.

## 27. Complete the story



Create a story and ask students how it should continue. Students can post their ideas on the Padlet. Finally, take some of your students' ideas and complete the story. You'll have some funny stories!

## 28. Event Planning



When you're planning a field trip or a class party, you can post everything you need to think about and to arrange on a Padlet board. This can include pictures of the destination, a list of who's bringing what, links to important websites and more.

## 29. Crafty ideas



Share a Padlet wall with your teacher colleagues and let them post crafty ideas for father's day, mother's day, valentine's day or just for the weekly craft class. This way you get inspired by other teachers and try out new things.

## 30. Bookmark with Padlet mini



Use Padlet mini to bookmark interesting articles on the internet. That way, you won't have to search for that article or creative ideas again. Most of the times you can't find it again anyway. Create different Padlet boards like "Classroom management ideas", "Classroom decoration ideas", "educational apps to try out", etc.

So now it's your turn! How do you use Padlet? Let us now and contribute your ideas on this Padlet.

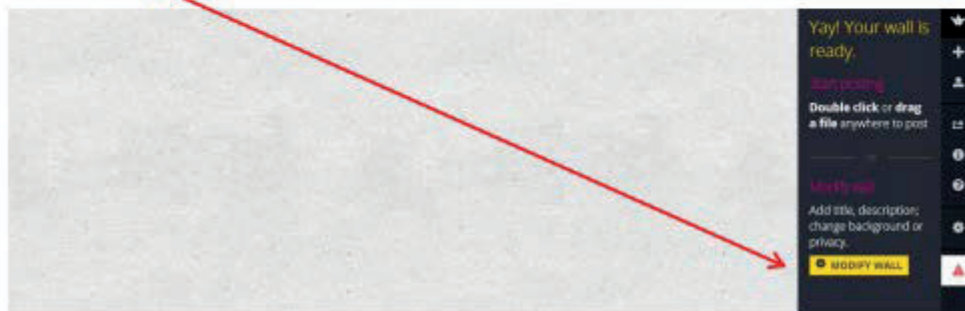
How to build?



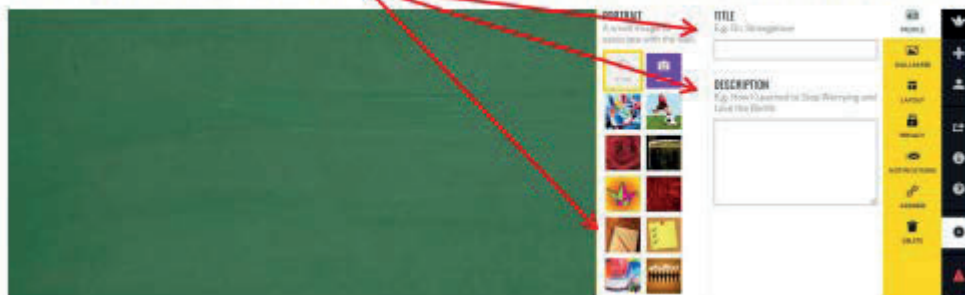
Click on "Build a wall".



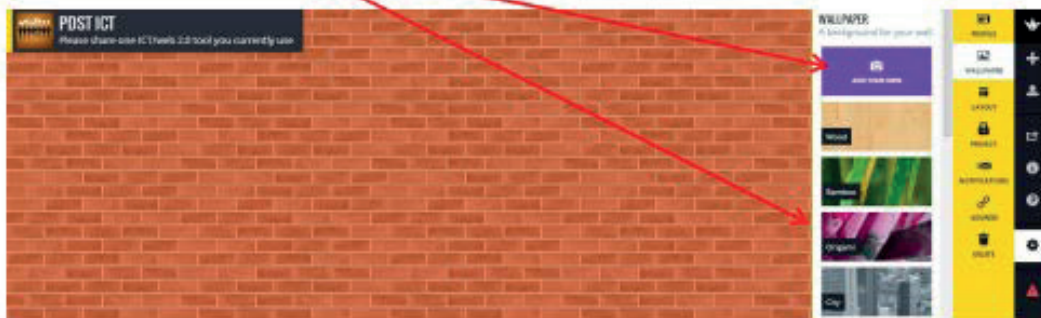
Click on "Modify wall" to change or customise the appearance of your wall.



Begin by giving your wall a name or title, a description and then choose an image icon for your wall.



Select a background for your wall. Alternatively, you can upload one of your own images to use as a background.



Double-click anywhere on the wall to write a note. First add your name, then write your answer/contribution. You can upload links, files or a photo using a webcam to your note.



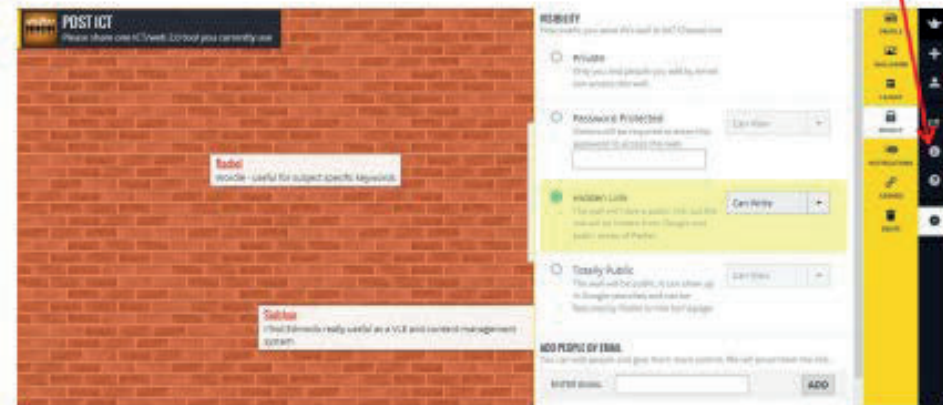
If you need to edit or delete a note, simply hover your cursor over it and select the appropriate icon.



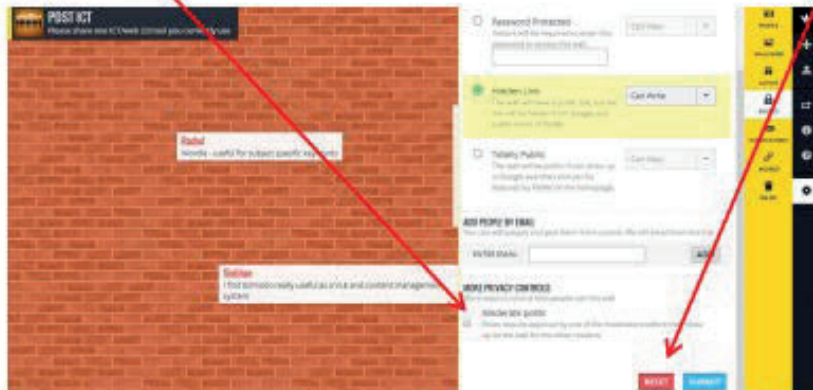
You can change the format of your wall at any stage by selecting the gear icon and then choosing "Layout".



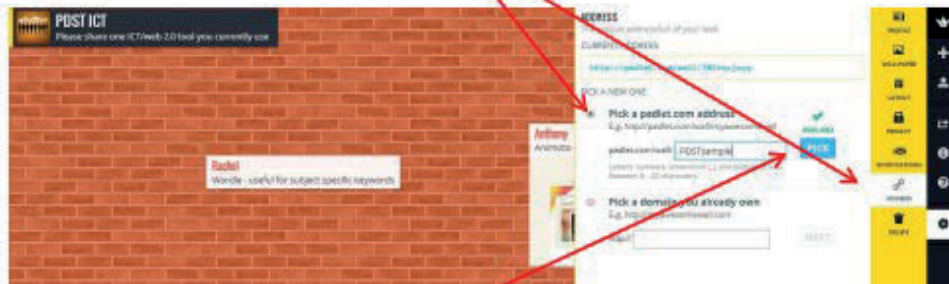
If you want your wall to be visible to a specific group of people, you can set this using the privacy menu.



Select "Moderate posts" if you want to view posts before they appear on your wall. Click "Reset" to save your changes.

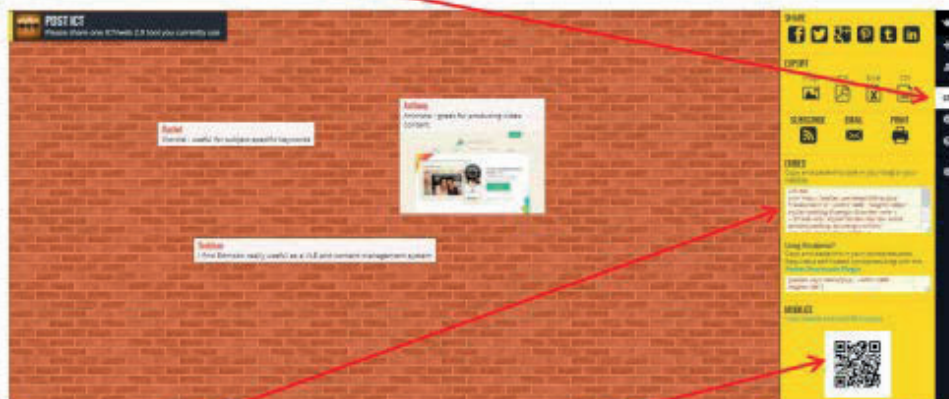


Change the URL of your wall by selecting "Address". Try to keep the address simple and easy to remember.



When you're happy with the address, select "Pick".

Click on the "sharing" menu on the right hand side of the screen to view a range of ways to share your wall.



Using the embed code will allow your wall to work in a class blog or website. Alternatively, use the QR code to share with students directly.

Necessary resources

Mobile device; internet

## Advantages

It can provide greater interactivity in the classroom by motivating students to interact with the posts between students or groups of students through their mobile devices (smartphone or tablet).

## Disadvantages

Need internet; all students must have a mobile device.

## Digital Activity Security

Do not place personal data on the Internet such as a full name, phone/mobile number, school/work name, address, extracurricular activities.

Be aware when placing photos on the Internet, since the Internet is public.

Do not put photographs of others without prior authorization.

Restrict viewing of photos to people you know.

If the photography was taken by mobile phone or tablet, turn off the GPS option, so the photo is not associated with a location.

Take care of the scenarios of the photos not to report confidential data, such as place of residence, work, financial conditions, etc.

Photographs and comments placed on the Internet define a person's Digital Identity.

<b>Learning Objective</b> (learning outcomes)	A student: <ul style="list-style-type: none"><li>• lists the states of substance aggregation;</li><li>• discusses the states of water concentration and their transformations</li><li>• lists weather conditions and discusses weather phenomena</li><li>• discusses changes in shadow length and temperature during the day</li><li>• discusses changes occurring in nature during the year</li></ul>
<b>Concept to learn</b>	
<b>Student Role in the task – Active role</b>	<ul style="list-style-type: none"><li>• finding information on the set task;</li><li>• uploading information on the padlet (homework);</li><li>• presenting their findings;</li></ul>
<b>Advantage in the use of this APP / Resource</b>	<ul style="list-style-type: none"><li>• Padlet is an easy-to-use tool;</li><li>• students improve their skills in finding specific information in both the textbook and the Internet;</li><li>• using electronic devices while learning makes the tasks to be performed more attractive</li></ul>
<b>Summary description of the task</b>	<ul style="list-style-type: none"><li>• are divided into 4-5-person teams;</li><li>• each team chooses one topic from topics prepared by the teacher;</li><li>• they search and process information at home (homework) and place it on the padlet;</li><li>• during the lesson, they present the topic prepared to the other teams;</li></ul>

<b>Learning Objective</b> (learning outcomes)	The ability to search for information about Turkey on the Internet.
<b>Concept to learn</b>	Interesting places in Turkey - what is worth seeing?



<b>Student Role in the task – Active role</b>	<ol style="list-style-type: none"> <li>1. A student searches for the information and put it on the padlet (alone or with a partner).</li> <li>2. They put information on the padlet.</li> <li>3. They present their findings to other students.</li> </ol>
<b>Advantage in the use of this APP / Resource</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>• independently searches for the necessary information on the Internet;</li> <li>• communicates with others through the Internet;</li> <li>• uses a modern remote work tool.</li> </ul> <p>Padlet mobilizes students to work, is an attractive tool, students are willing to work with it.</p>
<b>Summary description of the task</b>	<p>Flipped learning:</p> <ol style="list-style-type: none"> <li>1. The student searches for information about the place, map, photos (at school and at home).</li> <li>2. The student puts information on the class padlet</li> <li>3. The student presents the place of his choice on the class forum.</li> <li>4. The students comment on the work of others (online and in class).</li> </ol>

<b>Learning Objective (learning outcomes)</b>	Creating a board game.
<b>Concept to learn</b>	Getting to know the construction of a good board game. Inventing the game's plot and rules in groups. Creating games in groups from available art materials.
<b>Student Role in the task – Active role</b>	Work in groups with the division of tasks.
<b>Advantage in the use of this APP / Resource</b>	Students use the padlet app to document the progress in creating a board game.
<b>Summary description of the task</b>	<p>The teacher displays for the entire class a presentation about how a good board game is built. The game must have a story, tasks to do, a board or cards, points to gain and have a certain level of difficulty. After the presentation, the teacher divides the students into groups. Each group creates their board game. The first step is to create a short description of the game and place it on the paddle platform.</p> <p>The second stage of the work is to assign each student a specific task in each group. Two pupils create figurines, another two create a board etc. When students complete the second stage, they take a picture of the work they have done and make it available in the padlet app. The padlet platform is available to everyone, so each group can see at what stage of the work the remaining groups are.</p> <p>The game will be completed, one student from each group briefly presents the board game that his group created.</p> <p>The final stage is to play the game. First, the groups play their game. After some time, the teacher asks students to exchange the game. Each group has the opportunity to play a game created by another team.</p>

<b>Learning Objective (learning outcomes)</b>	English
<b>Concept to learn</b>	Do a research about Great Britain and create a padlet in wich to report everything that has been learned.
<b>Student Role in the task – Active role</b>	Active

<b>Advantage in the use of this APP / Resource</b>	The students are very enthusiastic because they use the devices to create a varied educational project rich in insights.
<b>Summary description of the task</b>	<p>The students are divided into small groups</p> <p>Each group has a device with which it is looking for news on Great Britain</p> <p>The pupils then assemble the materials found and create simple texts that will report in the padlet spaces.</p> <p>They choose images that support written texts and insert them into the padlet</p> <p>Select songs from famous British singers and insert the link to YouTube</p> <p>With the teacher's help they create a little game on the theme of Great Britain with the ThingLink application.</p> <p>The students choose with the teacher the photos they will use to create a video with the Animoto application.</p>

<b>Learning Objective (learning outcomes)</b>	Getting to know a few facts about London.
<b>Concept to learn</b>	"Facts about London"
<b>Student Role in the task – Active role</b>	<ul style="list-style-type: none"> <li>- Finding information on the set task</li> <li>- Uploading information on the padlet</li> <li>- Presenting their findings</li> <li>- Filling in the Socrative quiz</li> <li>- Evaluating via Mentimeter.com</li> </ul>
<b>Advantage in the use of this APP / Resource</b>	Students feel that they play a significant role in a creation process of the lesson; while presenting their findings they "become" teachers. Filling-in the quiz appears to be a joyful experience.
<b>Summary description of the task</b>	<ol style="list-style-type: none"> <li>1. "Flipped learning": <ul style="list-style-type: none"> <li>- Students are given the link to the padlet created by the teacher where they have been divided into pairs or groups: <a href="https://padlet.com/matusiak_kasia/LondonProject">https://padlet.com/matusiak_kasia/LondonProject</a></li> <li>- Each group has been set a task in the form of a quiz question.</li> <li>- Their assignment is to answer the question, find out more info about the concept they were given and upload it to the padlet</li> </ul> </li> <li>2. Classes – 45 minutes: <ul style="list-style-type: none"> <li>- Students present what they have found out to their classmates</li> <li>- The teacher elaborates on the concepts, presents short films, shows photos</li> <li>- Socrative – students answer the questions regarding the facts about London.</li> </ul> </li> <li>3. Classes – 45 minutes – evaluation: <ul style="list-style-type: none"> <li>- Students evaluate the previous classes by answering questions on mentimeter.</li> <li>- Follow-up: discussion</li> </ul> </li> </ol>

<b>Learning Objective (learning outcomes)</b>	Learn how to use Padlet.
<b>Concept to learn</b>	Padlet platform, writing, digital literacy.
<b>Student Role in the task – Active role</b>	Students do some tasks using the platform.
<b>Advantage in the use of this APP / Resource</b>	Interactivity; students' motivation and interest while using the platform; development of students' writing and computer skills.
<b>Summary description of the task</b>	Students introduce themselves and do some Portuguese and Maths exercises through the platform.

	Group reflexion of the results, including some social rules in the use of online platforms.
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<b>Learning Objective</b> (learning outcomes)	Learn how to present an opinion/like or dislike and defending it
<b>Concept to learn</b>	Writing
<b>Student Role in the task – Active role</b>	Active
<b>Advantage in the use of this APP / Resource</b>	Each student gets very enthusiastic to be able to present their favourite sentence of the book read and to justify their choice in the classe’s padlet. They make a stronger effort to use proper language.
<b>Summary description of the task</b>	-students read individually, in the padlet, the story “Nightingale” and choose their favourite sentence; -they write in the padlet their favourite sentence and justify their choice; -they present their choice to the class and others can comment his/her choice or justification.

<b>Learning Objective</b> (learning outcomes)	Learn how to use the Padlet.
<b>Concept to learn</b>	Padlet platform, and writing.
<b>Student Role in the task – Active role</b>	Construction of a story and insertion in the Padlet.
<b>Advantage in the use of this APP / Resource</b>	Interactivity; students’ motivation and interest while using the platform; development of students’ writing and computer skills.
<b>Summary description of the task</b>	The students make a collective story about a family subject and it was inserted in the classroom Padlet. Group reflexion of the results, including some social rules in the use of online platforms.

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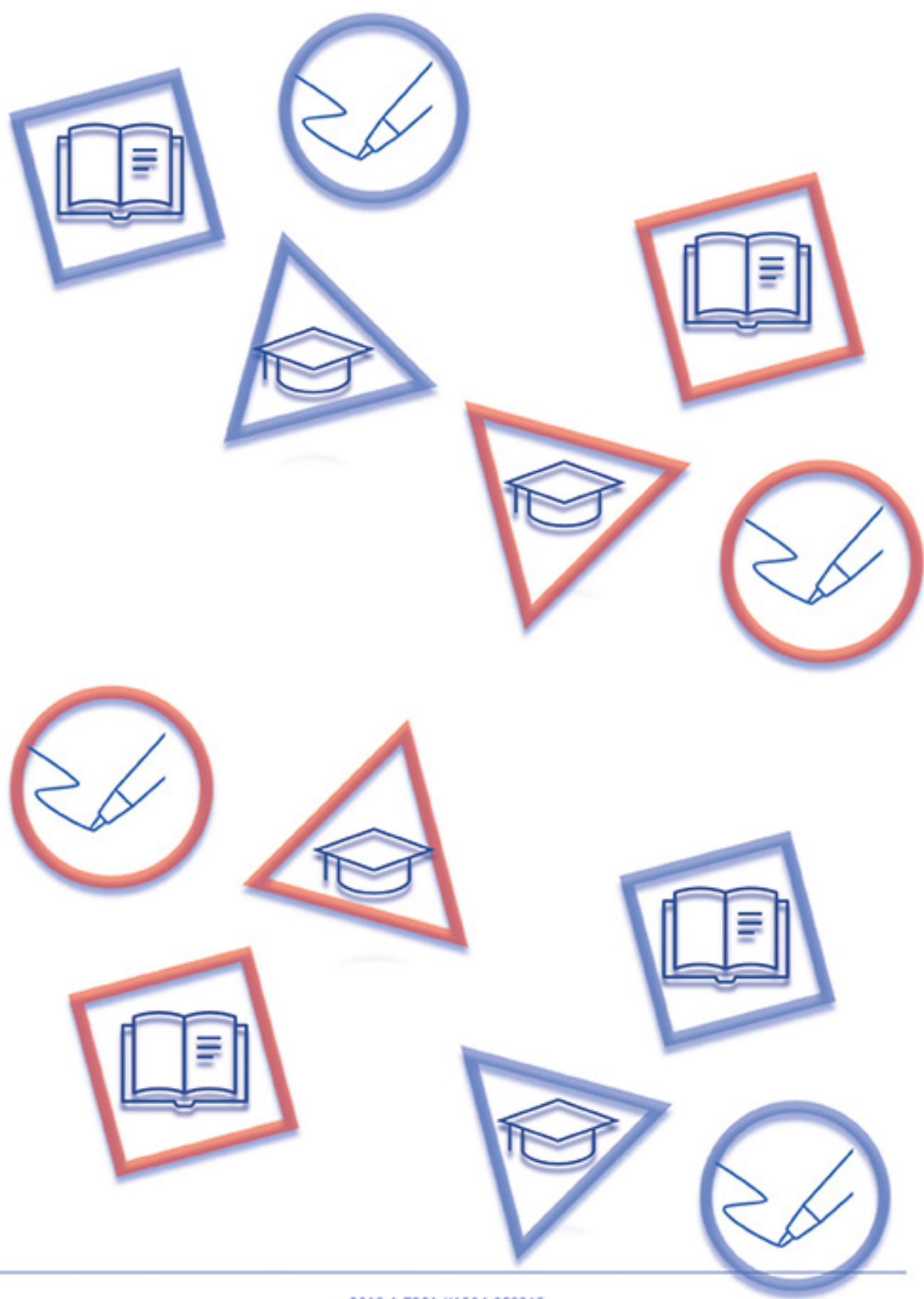
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Gaming in Action-Engaging Adult Learners with Games and Gamification

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