



DIGI
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LESSON PLAN

THE HYBRID FUTURE OF SCHOLAR EDUCATION.
THE DIGITAL SKILLS WE NEED TO COPE WITH
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Lesson plan 1: Virtual Reality



CHAPTER

I



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1.1 Virtual Reality Introduction

Subject:

To the use of virtual reality (VR) technology in education

Target Group:

Students, aged 8+ years old.

Objectives:

Objective 1: Understanding reasons for using Virtual Reality

Objective 2: Increasing the learning impacts through novelty

Objective 3: Offering an array of examples of using immersive technology in the classroom

Approach/Methodology used: Teaching with virtual reality

- Teaching with virtual reality
- Asking media literacy questions.
- Having discussions and making claims about V.R

Means/Tools/Educational technology

- Using suggested references such as books, articles, and etc.
- Computer or laptop, and tablet or mobile with connection to the internet.
- YouTube channel.
- Films (no longer than 10 minutes) includes activities for before, during and after the V.R. experience.



1.1 Virtual Reality Introduction

Time	Activities	Methods/ means
5 minutes	Introduction of V.R and its using in educational system	Lecture
10 minutes	Using V.R in the educational system	Lecture
10 minutes	Showing some videos includes activities before/during and after the V.R. experience.	To familiarize students and teachers with V.R
5 minutes	V.R is a tool, not a curriculum	
10 minutes	Introduce or show V.R tools (software and hardware)	To having more interaction with the tools relating to the V.R
10 minutes	Good practices and applications of VR in schools from some countries in the world	Lecture
10 minutes	Having discussions about descriptive complex concepts.	Questions and sharing the ideas



1.1 Virtual Reality Introduction

Assessment/Feedback:

- The capabilities and limitations of VR
- Best practices of VR
- Experiences for educational purposes

Videos:

- Short videos which could easily fit into a standard class period.

It is recommended that the students/teachers discuss some questions such as:

- Do you prefer teaching/learning by a novel method such as V.R or the traditional method is better?
- How could compare VR technology to traditional teaching methods in terms of student engagement and learning outcomes?
- Do you have some examples of V.R. educational content currently available?
- How can V.R. be used to support the education of students with special needs or conditions?

Bibliography:

Feldler, T. and Proulx, N. (2020) 'Virtual Reality Curriculum Guide: Experience, Immersion and Excursion in the Classroom', The New York Times, 29 October. Available at: <https://www.nytimes.com/2020/10/29/learning/lesson-plans/virtual-reality-curriculum-guide-experience-immersion-and-excursion-in-the-classroom.html>

MIXED (2022) VR in Education: A Chance to Digitalize the Educational System?, MIXED Reality News. Available at: <https://mixed-news.com/en/vr-in-education-a-chance-to-digitalize-the-educational-system/>

Molka-Danielsen, J. and Deutschmann, M. (2009) Learning and teaching in the virtual world of second life. Tapir Academic Press. Available at: <http://oro.open.ac.uk/49441/1/Paper-52-Minocha-BCS-HCI-Final-Submisssion-ORO.pdf>

Schachter, B. (2018). How AR and VR will revolutionize the classroom. Retrieved from. Available at: <https://readwrite.com/2018/05/10/how-ar-and-vr-will-revolutionize-the-classroom/>.

'VR for Education - The Future of Education' (2023) Immersion VR. Available at: <https://immersionvr.co.uk/about-360vr/vr-for-education/>

Video links

1. <https://www.youtube.com/watch?v=F3ZciZvPgOI>
2. <https://www.youtube.com/watch?v=YtWStM1oMPU>
3. <https://www.youtube.com/watch?v=x189dNYYhDg>
4. <https://www.youtube.com/watch?v=9Olu1c1MtXO>

1.2 Virtual Reality in the classroom

Subject:

Experience and immersion in the classroom by Virtual Reality

Target Group:

Students, aged 8+ years old.

Objectives:

Objective 1: To take students and teachers to places by V.R that they might never get the chance to go there

Objective 2: To share insights and experiences

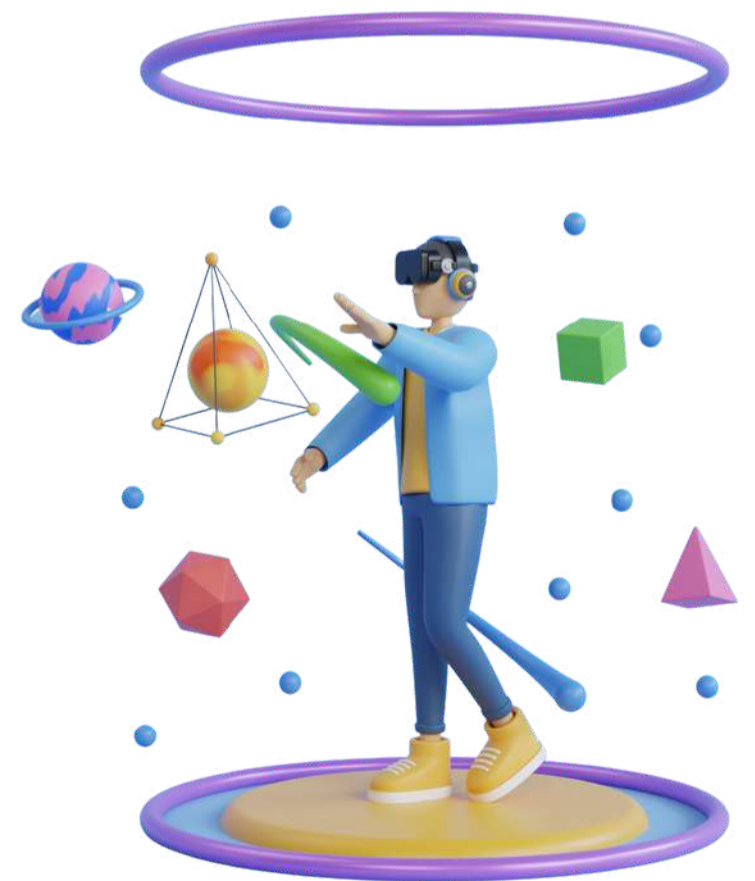
Objective 3: To raise questions about the V.R

Approach/Methodology used: Teaching with virtual reality

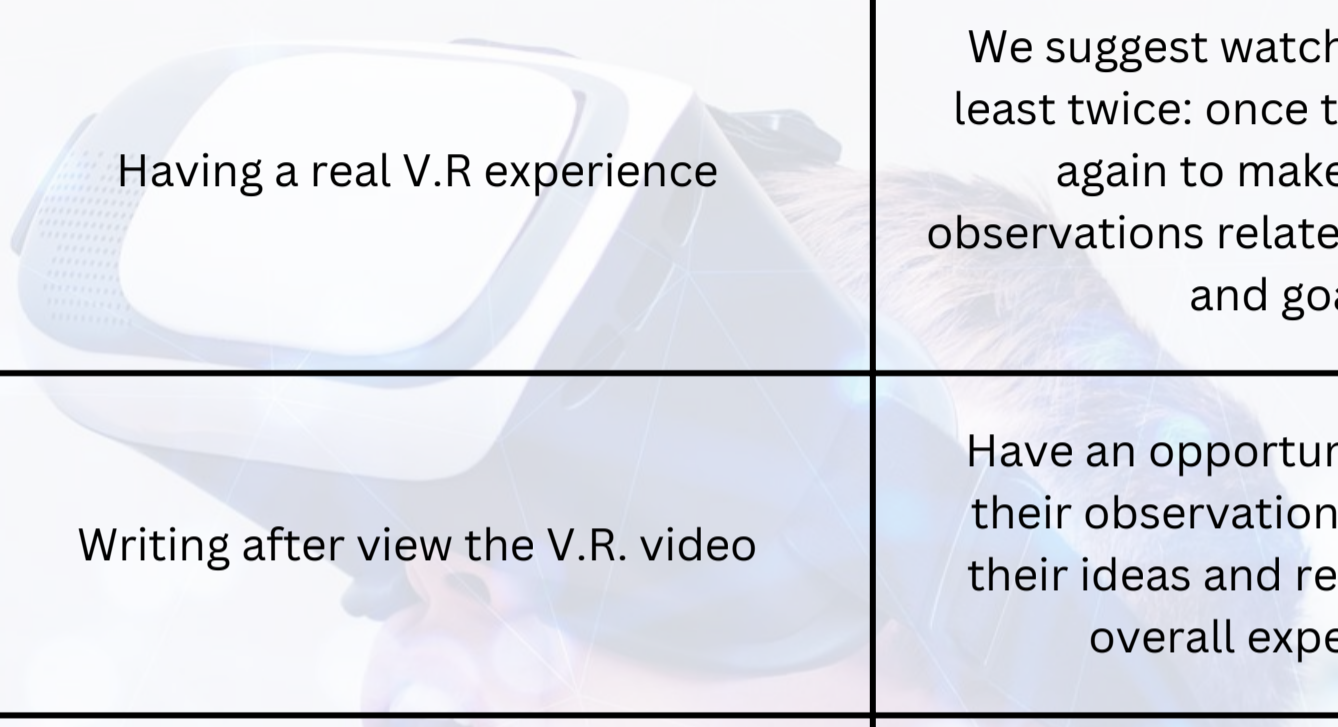
- Using multiple literacies like reading, viewing, and listening.
- Having discussions to build empathy and take the perspectives of others

Means/Tools/Educational technology

- Using suggested references such as books, articles, and etc.
- Computer or laptop, and tablet or mobile with connection to the internet
- V.R tools to create realistic and simulated 3D worlds



1.2 Virtual Reality in the classroom

Time	Activities	Methods/ means
10 minutes	<ul style="list-style-type: none"> • Learning Strategies for V.R. • Roles and Goals, Exploration and inquiry 	Lecture
15 minutes	 <p>Having a real V.R experience</p>	We suggest watch the video at least twice: once to explore and again to make specific observations related to their roles and goals
15 minutes	Writing after view the V.R. video	Have an opportunity to record their observations, synthesize their ideas and reflect on their overall experience.
10 minutes	Discussion about the writings and feedback	
10 minutes	Make what you're learning relevant to the real world by inviting students to connect what they're studying in class to a VR video.	Sharing some questions and experiences

1.2 Virtual Reality in the classroom

Assessment/Feedback:

- Virtual reality is not a technology that should replace other teaching resources
- From a practical standpoint, VR is also beneficial because the films are typically no longer than 10 minutes, so they easily fit into a standard class period.

It is recommended that the students/teachers discuss their experience with the V.R. by some questions such as:

- How can you describe your V.R experience as a learning tool?
- Are you comfortable interacting with VR?
- Did you notice differences in your engagement or motivation while using virtual reality in the classroom?
- How do you think virtual reality can be used to improve the education system?

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DPVR (2022) New EduVR Virtual Reality Headset For Schools In Europe. DPVR News (2022. April) Available at: <https://www.dpvr.com/en/new-eduvr-virtual-reality-headset-for-schools-in-europe/>

Feldler, T. and Proulx, N. (2020) 'Virtual Reality Curriculum Guide: Experience, Immersion and Excursion in the Classroom', The New York Times, 29 October. Available at: <https://www.nytimes.com/2020/10/29/learning/lesson-plans/virtual-reality-curriculum-guide-experience-immersion-and-excursion-in-the-classroom.html>

Schachter, B. (2018). How AR and VR will revolutionize the classroom. Retrieved from. Available at: <https://readwrite.com/2018/05/10/how-ar-and-vr-will-revolutionize-the-classroom/>.

Wong, D. (2022) Research guides: Virtual Reality in the Classroom: Educational Applications. Available at: <https://guides.library.utoronto.ca/c.php?g=607624&p=4494048>



Lesson plan 2: 3D modeling

CHAPTER

II



2.1 Working with solids of revolution

Subject:

Using GeoGebra to understand how to compute volumes.

Target Group:

Students, aged 17 or older

Objectives:

Objective 1: Development of GeoGebra skills

Objective 2: Understand applications of integrals

Objective 3: Calculate the volume of a solid

Approach/Methodology used:

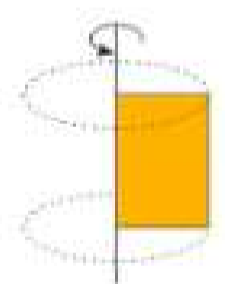
We can demonstrate the use of the so-called "disk method" to calculate the volume of any solid in revolution by interacting with 3D models, and especially models that we have created ourselves. The teacher begins by demonstrating to the students, with the aid of the invaluable GeoGebra software, how to calculate the volume of well-known objects, such as a cylinder, sphere, cone, and so on.

Then, students can assess their level of comprehension by attempting to find formulas for less common solids of revolution, such as a truncated or oblique cone, an ellipsoid, a whirligig, a tire, etc. They can use GeoGebra simulations at any time to verify the accuracy of their findings.

Means/Tools/Educational technology

To complete this lesson, you will need:

1. A rectangle (made of a lightweight material such as plastic) connected to a thick wire produces the appliance below:



2. GeoGebra software package from geogebra.org



2.1 Working with solids of revolution

Time	Activities	Methods/ means
Five “lesson” days before	Talk about the relation between definite integrals and calculation of volumes. The disk method. Show the “genesis” of a cylinder using the construction with the rectangle.	Presentation of the aforementioned appliance; blackboard
30 minutes	Show the use of the GeoGebra lesson here: https://www.geogebra.org/m/zBRtUVfR	Computer room
10 minutes	Ask students to “play” with function $f(x)$ on the example above. Instruct them to test a constant f (e.g. $f(x)=1$) and uncheck the y-axis rotation. How many degrees should the rotation be set in order to produce a closed cylinder?	Allow students time to experiment
5 minutes	Feedback session	Are there any questions or “unknown” variables? How could we use the tool to find a formula for a less common solid?



2.1 Working with solids of revolution

Assessment/Feedback:

After all sessions have concluded, it is essential to reserve time for evaluation and discussion. The teacher can ask:

- Did you have fun? If not, why? Do you feel confident about your understanding of the “disk method”?
- What worked? What did not work? Why?
- Do you think the software used helped you? How? What if you couldn’t use a computer at all?
- Do you think that interacting with 3D models really helps to check your acquired knowledge? Would you prefer to create your own (digital) 3D models, or find them ready for you to use?

Bibliography:

Wikipedia: https://en.wikipedia.org/wiki/Solid_of_revolution

Volume of Revolution: Disk method. (Simon Fraser University, Canada: <https://is.gd/Q2jdXa>)

GeoGebra documentation: <https://wiki.geogebra.org/en/Manual>



2.2 How were doric columns built?

Topic:

Explain the way ancient Greeks or Romans used to build marble columns

Subject:

Utilizing a 3D printer and appropriate software to show how the ancients crafted those huge marble columns

Target Group:

Students, aged 15 or older

Objectives:

Objective 1: Development of Blender skills

Objective 2: Learn to use a 3D printer

Objective 3: Create models of doric columns

Approach/Methodology used:

We will utilize a pre-made (and, of course, free) STL file to print two or more copies of a miniature 3D model depicting a section of an ancient Greek (or Roman) temple column. Since we want those modules to be three-dimensional, a 3D printer will be used. Then, students will be guided to design an appropriate-sized rod, which will be printed and inserted into the holes in the column parts. It will represent the molten lead that ancient Greeks and Romans poured inside the columns to connect and support them. Therefore, students will have created a miniature of a Parthenon-style ancient column section.

Means/Tools/Educational technology

In order to complete this lesson, you will need:

1. Any of the STL files attached herewith or (optionally) a portable 3D scanner to photograph your own 3D models of doric/roman column modules.
2. Blender software package from <https://www.blender.org/download/>.
3. A 3D printer that uses PLA (or similar plastic) as printing material.

2.2 How were doric columns built?

Time	Activities	Methods/ means
Two days before	If possible (i.e. if we live in Greece or Italy) visit a museum or archaeological site to study ancient column ruins. Otherwise, use appropriate photos.	Guided tour or presentation of several slights with designs of ancient doric columns.
90 minutes (two sessions)	Show the use of a 3D printer.	Computer room
45 minutes (one session)	Show the simplest, initial principles of Blender package.	Allow students time to experiment
90 minutes (two sessions)	Print at least two copies of the STL file with schools 3D printer and Blender.	Urge students to edit the design and print again.
45 minutes (one teaching session)	Design and print a prismatic rod of appropriate length and diagonal length. It should fit perfectly inside the hole of each column module.	Prefer a material with different colour (e.g. Dark grey PLA)



2.2 How were doric columns built?

Assessment/Feedback:

When all sessions have concluded, it is beneficial to devote an entire class period (45 minutes) to evaluation and discussion. The teacher can ask:

- Did you have fun? If not, why? Do you feel you can easily create your own simple 3D models?
- What worked? What did not work? Why?
- Do you think the 3D printer was easy to use? What about the software?
- Do you think that using 3D models really helps to understand how a simple structure was created?

Bibliography:

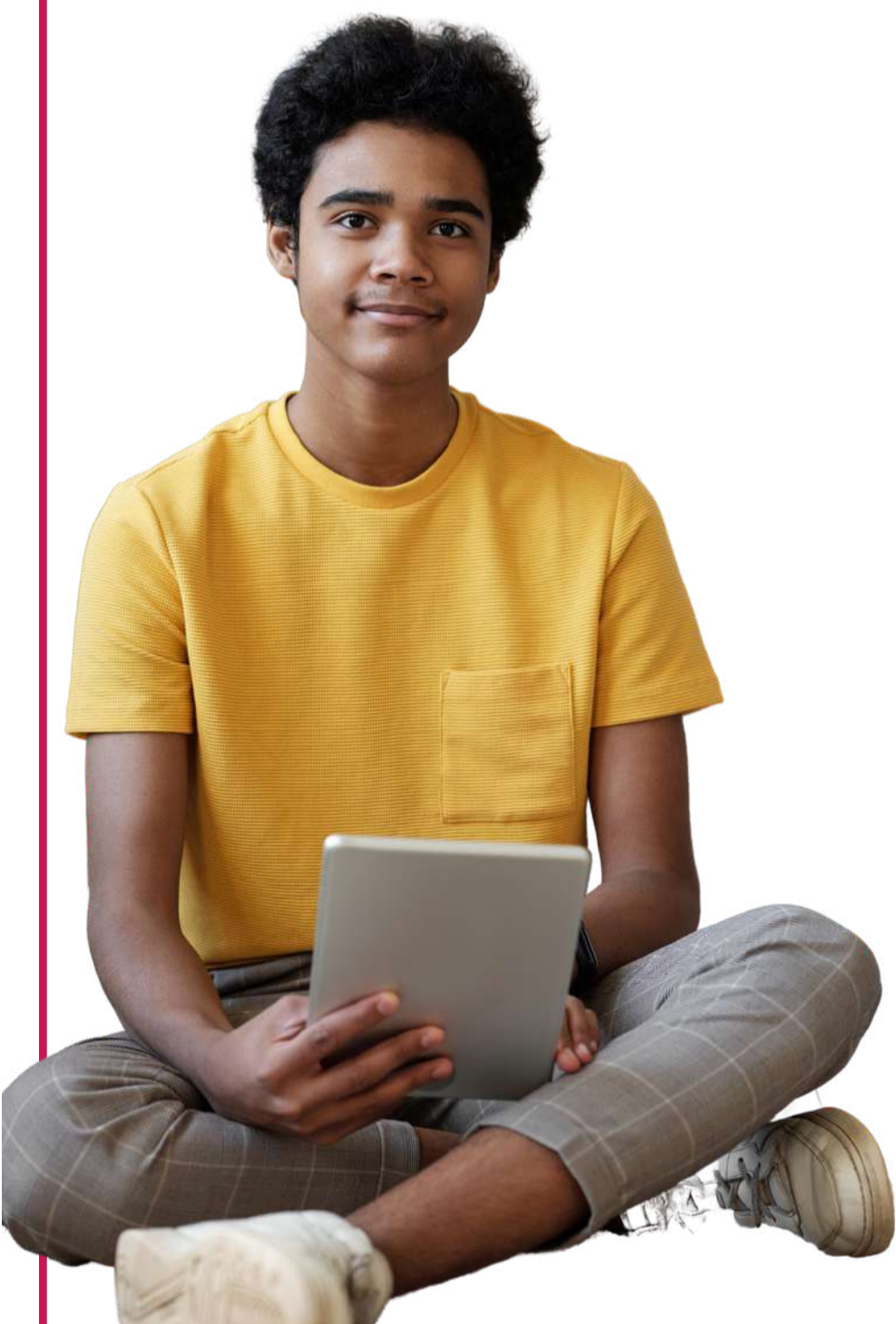
Wikipedia: https://en.wikipedia.org/wiki/Doric_order

“A Greek Temple” Web game. Constructing an ancient Greek Temple:
<https://learnmore.ancienttemple.ysma.gr/constructing-the-temple/?lang=en>



Lesson 3: Mobile applications.

CHAPTER
III



3.1 How to create your own Kahoot!

Topic:

Kahoot! in the classroom

Subject:

Quiz for students to develop their skills in the subject defined by the teacher

Target Group:

8-25 students, aged between 8 - 16 years

Objectives:

- Objective 1: To teach students how to make their own Kahoot! for educational purposes
- Objective 2: To teach students that learning can be achieved in many different ways
- Objective 3: To teach students how to work constructively with apps in school
- Objective 4: To be able to work together as a team on a project
- Objective 5: Students can improve their language and communication skills

Approach/Methodology used:

The students are expected to be able to create a Kahoot! as a group and compete against other groups in getting the most correct answers in a Kahoot!

Means/Tools/Educational technology

In order to complete this lesson, you will need:

- 1 computer or tablet per group (4 students per group)
- A relevant topic from the teaching lessons for each group to work with



3.1 How to create your own Kahoot!

Time	Activities	Methods/ means
The day before	Give the students homework: ask each student to create an account on Kahoot!	
5 minutes	Gather the students and divide them into groups of 4-5 students	
	Give each group their own topic	The teacher decides the topics
5 minutes	Describe the activity to the students and show them the Kahoot! webpage where they can create the quiz	Tell them that they are expected to make a Kahoot! quiz for the other groups in class.
	Read the requirements aloud for the students (see annex 1)	The students must know what is expected of them
20 minutes	In the groups, create a Kahoot! on the given topic with a least 5 questions	
	The teacher will assist the students while creating the Kahoot!	
20 minutes	When the "Kahoots!" are complete, the groups will compete against each other. Each group should show their Kahoot! and let the other groups play the Kahoot!	
10 minutes	In plenum, discuss the feedback questions and take notes	

3.1 How to create your own Kahoot!

Assessment/Feedback:

When the assignment is complete, it is recommended that the students discuss their work with the Kahoot!. Here are some questions that the teacher can ask the groups in plenum:

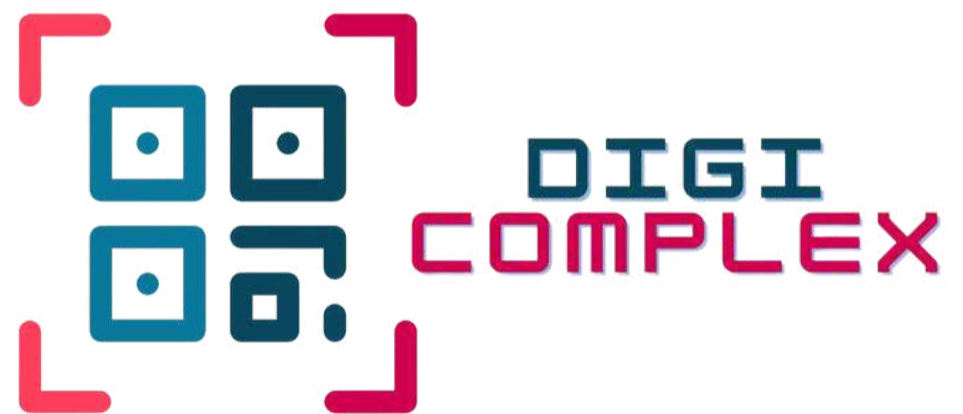
- Was it difficult to agree on which questions should be included in the Kahoot!?
- Did you find it easy to understand how to create the questions in the program?
- Do you feel that you learned something new from the Kahoot!?
If yes, what did you learn?
- Was it fun to create a Kahoot! yourselves?
- Do you prefer making a Kahoot! yourselves, rather than if your teacher creates it?

Bibliography:

<https://minds-in-bloom.com/make-a-kahoot/>

Annex 1: Requirements for the Kahoot!:

- The Kahoot! must be on the given topic from the teacher
- The Kahoot! must include a minimum of 5 questions
- The questions must be able to be answered by the rest of the class
- The time limit for each question should be maximum 20 seconds



3.2 Let's make a classroom Padlet!

Topic:

Padlet in the classroom

Target Group:

10-30 students, aged 13+ years old.

Objectives:

Objective 1: Learn students how to put their questions into words and write them down

Objective 2: To teach students how to work constructively with apps in school

Objective 3: Students can improve their language and communication skills

Objective 4: Practice their online researching skills

Objective 5: Practice their presenting skills in front of the class

Approach/Methodology used:

The class is to create an anonymous Padlet with further questions on the lesson described above. The Padlet could include questions, difficult words that need to be explained, feedback on the topic etc.

Means/Tools/Educational technology

Before this lesson/exercise, the teacher must have had an educational lesson on one overall topic. This could be a lesson in physics class about atoms, an English lesson about Shakespeare - the sky is the limit, but it would be a good idea with a challenging topic.

In order to complete this lesson, each student will need:

- A computer or mobile devices with connection to the internet



3.2 Let's make a classroom Padlet!

Time	Activities	Methods/ means
5 minutes	Introduction to the lesson/exercise	
5 minutes	Help the students enter the Padlet and explain how it works	The teacher has made a Padlet link beforehand
10 minutes	Let the students create at least 2 Padlets each with the last lesson's topic.	It could be questions, things that they didn't understand during the lesson, words they would like a definition of, feedback etc.
20 minutes	Give each student 2 Padlets created by another student, that they should research and find the answer to the question	
	Remind the students to write the answers down in the Padlet for everyone to see	
	The teacher should help the students during this part of the exercise	It is recommend to help the students with the more difficult questions
20 minutes	The teacher should randomly pick a few students who should present their Padlets and what they figured out during their research	
If there is time left	The teacher should ask the students about their thoughts on the exercise and ask for feedback	
	Remember to save the Padlet and make it accessible for the students so they can find it if they need it later on	

3.2 Let's make a classroom Padlet!

Assessment/Feedback:

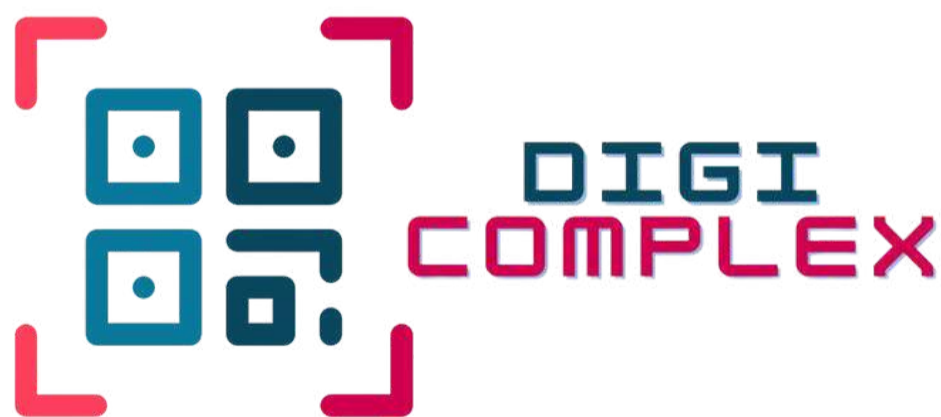
If there is more time left after the exercise, it is always a good idea to ask the students to give their feedback to the teacher. It is important to know if the students feel that they have learned something from the exercise. You could ask questions like:

- Did you enjoy this exercise?
- What did you like most about it?
- Do you have any recommendations on how it could be changed?
- Did you get your questions answered sufficiently?
- How do you like working with mobile applications?
- Does it make a difference or would it be the same if you didn't use an app?

Bibliography:

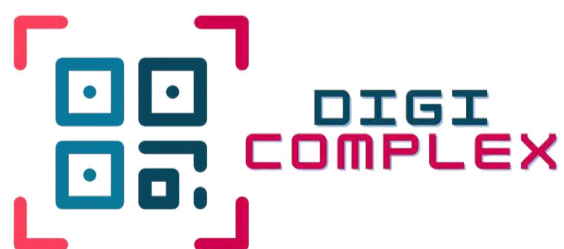
<https://www.techlearning.com/how-to/what-is-padlet-and-how-does-it-work-for-teachers-and-students>

<https://www.bookwidgets.com/blog/2017/08/30-creative-ways-to-use-padlet-for-teachers-and-students>



Lesson 4: The use of gamification

CHAPTER
IV



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4.1 Breakout in class

Topic:

Assessment evaluation through the use of Gamification

Subject:

Digital escape room for students to test the acquired knowledges

Target Group:

Students, aged between 8-16

Objectives:

Objective 1: To learn in interactive way

Objective 2: To check status of the class knowledge

Objective 3: Develop the ability to work in a team

Approach/Methodology used:

Gamification - Digital escape room

An educational breakout or EDU breakout is a gamification activity in which the student has a mission to overcome. The challenge for the students is to open or unlock locks or a closed box to solve a series of puzzles or tests connected with the program explained in class.

This can be taken to the physical classroom (offline) as well as to online classes. And sometimes it is a game where teams are made, with defined time.

Some actions students are asked to do to solve the breakout:

Order words or letters, Answer questions, Solve math problems, Translate sentences, Selecting the correct image, Crossword puzzles, Labyrinths, Hidden (encrypted messages), Clues under ultraviolet light and QR codes.

A feature that makes it more interesting is that “EDU breakouts” are thematic and with a story behind them to connect with the students and they can have some optional elements as: characters, tests and rewards related to the story that can help the student to get hooked by the games.

The teacher's task will be to use escape room elements, creating challenges for their students related to their school subject or a part of it.

This methodology can be applied to any school subject and for any age of the students.

The difficulty of the tests or puzzles created has to be adapted to the age of the students.

In general we recommend the development of escape rooms (online or offline) for secondary schools.

4.1 Breakout in class

There are several tools online that facilitate the professors in creating this puzzles. The one we recommend, based on our experience, is "BreakoutEDU.com" which gives professors the ability to create their own puzzles (alphanumeric, abstract,...) and then assign them to their classes.

Solving the puzzles created can be done individually or in groups (encouraging team building and communication) by students, at the teachers' discretion.

Means/Tools/Educational technology:

In order to complete this lesson you will need:

Offline:

- Lockers
- Papers
- Boxes

Online:

- Website: Breakoutedu.com - create an account (recommended digital tool)
- <https://platform.breakoutedu.com/>
- Computer
- Projector (to stream puzzles in case the solutions of the puzzles will involve the entire class)



4.1 Breakout in class

Time	Activities	Methods/ means
10 minutes	Explanation of the escape room previously created by the teacher	
40 minutes	Play the different challenges divided by groups	The students must know what is expected of them
10 minutes	Feedback session with student discussion and reflection	

Assessment/Feedback:

When the assignment is complete, it is recommended and useful to dedicate fifteen minutes for evaluation and discussion. Below, some suggested questions that teachers can address to students:

- How would you rate the difficulty of the different challenges?
- In your opinion, what are the positives and negatives of this activity?
- Did you enjoy the activity class?
- Do you think this tool is useful for assessing the level of learning?
- Would you like this type of evaluation to be applied to all subjects?

Bibliography:

<https://eleinternacional.com/blog/que-es-un-breakout-educativo-y-como-hacer-uno/>

http://www.school-break.eu/wp-content/uploads/2020/02/SB_Handbook1_UsuDelleEscapeRoomNellInsegnamento_final.pdf

4.2 Assessment with Dixit

Topic:

Assessment evaluation through GBL (Dixit)

Subject:

Board game for students to develop language skills

Target Group:

Students, aged between 8-16

Objectives:

Objective 1: Development of language skills

Objective 2: Check the status of the class knowledge

Objective 3: Development of creativity and imagination

Approach/Methodology used:

Teachers can use Game-based learning during a class to assess the students' knowledge acquired after classes.

The idea of using the game "Dixit", or the mechanic of the game, can be usefully used in languages' school subjects (Native language or foreign language) but, with some adaptation, can be used in all the other subjects in school.

This readjusted version of dixit will be used for the assessment of linguistic subjects.

Students will be able to assess their knowledge of literature. The teachers should create cards with images related to the literature programme studied (e.g. a photo of an author, the landscape described in a famous poem, etc.). Each student will be given cards and in turn, will have to provide a clue, consisting of as many words as they wish referring to the chosen card.

The clue should be taken from the programme studied and thus refer to an existing work (poems, fiction, life of the author etc.). The clue must be neither too easy nor too difficult because if everyone guesses, the player who provided the clue will not get any points. The storyteller must strike the right balance so that at least one player, but not all, can guess their card. The other players will place the card closest to the clue provided on the table.

This game can also be used by students to study the subject in groups in a much more engaging way. Students can create and add cards as they wish.

4.2 Assessment with Dixit

Means/Tools/Educational technology:

In order to complete this lesson you will need:

1. Dixit
2. Readjusted cards with images referred to other school subjects

Time	Activities	Methods/ means
One week before	Preparing cards (for the adjusted version of dixit)	
10 - 15 minutes	Gather the students and divide them into groups of 5-6 students and explain them the game	The students must know what is expected of them
30 minutes	Play the game. The teacher will assist the students to assist them with any doubts.	The students must know what is expected of them
15 minutes	Feedback session	Gather as many suggestions as possible to improve the game and make it a tool that can be adapted to other subjects

The activity can be adapted with other mechanics or activity reducing the playing time planned.

4.2 Assessment with Dixit

Assessment/Feedback:

When the assignment is complete, it is recommended and useful to dedicate fifteen minutes for evaluation and discussion. Below, some suggested questions that teachers can address to students:

- What worked? What did not work? Why?
- Do you think this version of Dixit has educational value? why?
- Do you think this way of learning and assessing knowledge is more engaging than a normal test?
- Do you think through this game the concepts studied can be remembered more?
- How important is it for you to learn while having fun?

Bibliography:

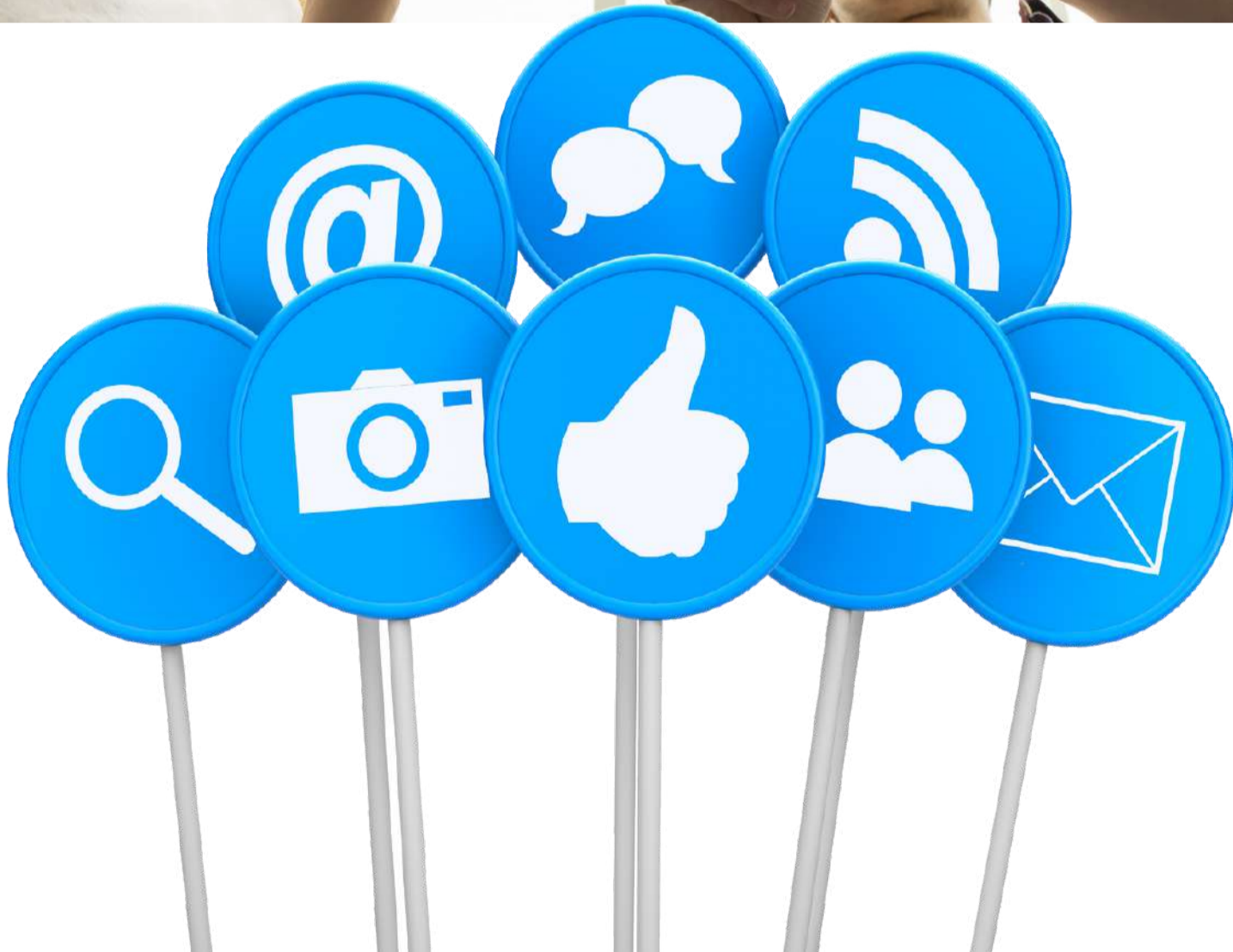
<https://boardgamegeek.com/boardgame/39856/dixit>

<https://www.schoolnet.org.za/wp-content/uploads/ICT4RED-Module-7-Game-based-Learning-Teacher-Manual.pdf>



Lesson 5: Collaborative tools and interactive resources

CHAPTER
V



5.1 How to create your poster on PosterMyWall!

Topic:

PosterMyWall in the classroom

Subject:

Web2 Tool for students to create their own posters in the subject defined by the teacher

Target Group:

8-25 students, aged between 8 - 16 years

Objectives:

Objective 1: To encourage students' active engagement, collaboration and participate in class activities

Objective 2: To increase students' motivation

Objective 3: To teach students how to work collaboratively in school

Objective 4: To provide interactive experience and to facilitate group work

Objective 5: Students can improve their language and communication skills

Approach/Methodology used:

PosterMyWall is a graphic design tool that helps students to create both images and videos from the same platform. PosterMyWall supports multiple images and social media post formats and provides access to hundreds of interactive elements for videos.

It allows the creation of high quality custom images, posters, flyers, digital signage, infographics and social media posts.

It is so simple that no design skills will be needed. After logging in, the video creator and graphic designer PosterMyWall offers is followed. A free account is required to start using PosterMyWall.

The students are expected to be able to create their own poster on PosterMyWall as a group or on their own.

Means/Tools/Educational technology:

In order to complete this lesson, you will need:

- 1 computer or tablet per group (at least 2 students per group)
- Website: <https://www.postermywall.com/>
- A relevant topic from the teaching lessons for each group to work with

5.1 How to create your poster on PosterMyWall!

Time	Activities	Methods/ means
The day before	Give the students homework: ask each student to create an account on PosterMyWall	
5 minutes	Gather the students and divide them into groups of 2-4 students	
	Give each group their own topic	The teacher decides the topics
5 minutes	Describe the activity to the students and show them the PosterMyWall webpage where they can create their poster	Tell them that they are expected to make a poster for the given topic in class.
	Read the requirements aloud for the students	The students must know what is expected of them
20 minutes	In the groups, create a poster on the given topic with stunning visuals	
	The teacher will assist the students while creating their poster	
20 minutes	When the posters are ready, the groups will present to each other. Each group should show their poster and let the other groups see it	
10 minutes	Discuss the feedback questions and take notes	

5.1 How to create your poster on PosterMyWall!

Assessment/Feedback:

When the assignment is complete, it is recommended that the students discuss their work with PosterMyWall. Below, some suggested questions that teachers can address to students:

- Did you like this activity?
- In your opinion, what are the positives and negatives of this activity?
- What went well and what went wrong?
- Do you think this tool is useful for assessing the level of learning?
- What is one thing you would like to practice again?

Bibliography:

<https://www.postermywall.com/>

<https://bforbloggers.com/tr/postermywall-videos-posters-graphics/>

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5.2 How to create your video on Canva

Topic:

Canva in the classroom

Subject:

Web2 Tool for students to create their own videos in the subject defined by the teacher

Target Group:

Students, aged between 8 - 16 years

Objectives:

Objective 1: To encourage students' active engagement, collaboration and participate in class activities

Objective 2: To develop students' basic level ICT skills

Objective 3: To encourage the use of Web2 tools

Objective 4: To provide interactive experience and to facilitate group work

Objective 5: Students can improve their language and communication skills

Approach/Methodology used:

The students are expected to be able to create their own video on Canva as a group.

Canva is a web-based design application. Also Canva is an online graphic design tool that allows users to create professional designs without any experience.

The Canva app contains multiple design templates. It allows users to create original designs with its easy use and different templates. Thanks to its user-friendly interface, it enables many experienced or inexperienced users to create enjoyable designs. Canva, which is free, is a design tool that users often prefer. It allows the creation of professional designs even if there is no design experience.

The following steps can be followed for the process of creating a free Canva account:

- From the Canva registration page, click on the email option.
- Enter the email address you want to use Canva with.
- Set a secure password.
- Verify your e-mail address by following the steps in the e-mail that will be sent to you.
 - Enter the confirmation code sent to your e-mail on the screen.

5.2 How to create your video on Canva

Canva has many user-friendly features as well as what have been mentioned in the title of advantage.

- Canva tools can add a different dimension to videos with sound effects.
- The desired music can be added to the designs by either uploading it from the outside or choosing from the library.
- It can convert and download videos to MP4 format for free.
- The desired text can be added to the designs with different font options.
- Images or videos can be cropped at the desired scale.
- Thanks to the video cutter feature, the desired seconds can be included in the collage.
- Documents are edited and converted to different formats with the PDF editing tool.
- For free, stock images and videos are available as desired.
- Text and visual animations can be created.
- It is possible to work on the same design simultaneously with teammates.
- Filters can be added to photos.
- The background of the desired image can be automatically deleted.

Means/Tools/Educational technology:

In order to complete this lesson, you will need:

- 1 computer or tablet per group (at least 2 students per group)
- Website: <https://www.canva.com/>
- A relevant topic from the teaching lessons for each group to work with

5.2 How to create your video on Canva

Time	Activities	Methods/ means
The day before	Give the students homework: ask each student to create an account on Canva	
5 minutes	Gather the students and divide them into groups of 4 students	
	Give each group their own topic	The teacher decides the topics
5 minutes	Describe the activity to the students and show them the Canva webpage where they can create their video	Tell them that they are expected to make a video for the given topic in class
	Read the requirements aloud for the students	The students must know what is expected of them
20 minutes	In the groups, create a video on the given topic with stunning visuals	
	The teacher will assist the students while creating their video	
20 minutes	When the videos are ready, the groups will present to each other. Each group should show their video and let the other groups see it	
10 minutes	Discuss the feedback questions and take notes	

5.2 How to create your video on Canva

Assessment/Feedback:

When the assignment is complete, it is recommended that the students discuss their work with Canva. Below, some suggested questions that teachers can address to students:

- Did you like this activity?
- In your opinion, what are the positives and negatives of this activity?
- What went well and what went wrong?
- Do you think this tool is useful for assessing the level of learning?
- Would you use this tool in your next work?
- What kind of contributions did you make while doing this group work?

Bibliography:

https://www.canva.com/tr_tr/egitim/

https://www.canva.com/tr_tr/help/creating-and-editing-videos/

<https://ikas.com/tr/blog/canva-nedir-nasil-kullanilir>



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