

# PROJE SONUÇLARININ YAYGINLAŞTIRILMASI VE KULLANILMASI (DEOR) TOPLANTISI

**16 KASIM 2023**

**Tema: Dijitalleşme**

**1. Bursa İl Millî Eğitim Müdürlüğü,**  
“Code is Loading”

**2. İstanbul Esenler Kazım Karabekir İlkokulu,**  
“Play More Learn More”

**3. Karabük Üniversitesi,**  
“Artırılmış Gerçeklik İle Geriatrik Bireylerde İlk Yardım Eğitimi”

**4. Gaziantep Üniversitesi Target Teknoloji Transfer Ofisi,**  
“Design, Development, Implementation and Assessment of Skill Formation Process in the Frame of VET for R&D Staff”

**5. Millî Eğitim Bakanlığı Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü,**  
“Designing Future Innovative Learning Spaces Projesi”



Key Action: Cooperation for innovation and the exchange of good practices  
Action Type: Strategic Partnerships for school education

Project Title

# Code is Loading

Good practice example

European Innovative Teaching Award

## Project Coordinator

**Organisation** Bursa İl Millî Eğitim Müdürlüğü  
**Address** Eski Odun Pazarı Mevkii Çarşamba Sırtı Yeni Hükümet Konağı , 16050  
Bursa , Bursa , TR

## Project Information

**Identifier** 2018-1-TR01-KA201-058963  
**Start Date** Nov 1, 2018  
**End Date** Oct 31, 2021  
**EC Contribution** 181,289 EUR  
**Partners** LICEO SCIENZE UMANE "E.GIANTURCO" (IT) , AGRUPAMENTO DE ESCOLAS DOMINGOS SEQUEIRA (PT) , UNIVERSIDAD DE CASTILLA - LA MANCHA (ES) , Centrum Edukacyjne EST (PL) , Ali Osman Sönmez Mesleki ve Teknik Anadolu Lisesi (TR) , Bálint Márton Általános Iskola és Középiskola (HU) , EUROPA TRAINING (UK) LTD (UK)  
**Topics** ICT - new technologies - digital competences ; Open and distance learning ; New innovative curricula/educational methods/development of training courses

## Project Summary

Within the project, firstly the status of the coding in the curriculums of partner countries was examined. Afterwards, a situation analysis was created by taking the opinions of teachers and students related to coding and programming thanks to the questionnaires which were prepared for both the teachers and the students specifically. With this analysis results, an international online sharing platform ([www.codeisloading.com](http://www.codeisloading.com)) was established. Various programming language terms, resources, videos, visuals and various teaching materials were provided in this platform for those who want to learn coding programming. With this digital platform; users (mainly students) could share the blocks of code they have prepared. Viewing, examining and developing shared code blocks by other users from other countries increased student-learning cooperation and user interaction, contributed positively to the commitment of the individuals to the school and to the motivation of learning. The primary target group were the pupils who are directly interested in coding and people who were willing to learn, tend to code, know a programming language or wants to learn how to code.

The platform suited everyone's fancy from beginner coders to professionals. In addition, each project partner organized webinars every month for 12 months for the use of a defined coding language. They took nearly one hour and were prepared by experts in the field of coding and there will be high-level information sharing with users. Through the webinars, users had the opportunity to ask questions to the experts, viewed sample applications and evaluate their own coding projects.

Besides the online coding platform, the project also included other innovative outputs. Partner schools organized 2 or 3 days of coding camps (workshops) for students during the project period. Particular importance was given to interaction and participation in these activities and the role of persons with disabilities and their participation was particularly encouraged. Then coding competitions were organized. In these competitions, students tried to create software in determining a theme or a solution to a problem within a certain period of time.

With the implementation of the project outputs, while learning to code in addition to learning mathematical and computational ideas, pupils also learned strategies for solving problems, designing projects, and communicating ideas. These skills were useful for everyone regardless of age, background, interests or occupation. Furthermore, these skills helped them to face many situations they find in life and enabled them to better collaborate between humans and machines.

- Students gained problem-solving, spatial thinking and analytical thinking skills thanks to coding activities.
- The learning habits and culture of students, cooperative working, learning skills, learning by teaching computers were improved.
- A free and easily accessible international learning and teaching atmosphere which is independent of time and space was created.
- Students of the same age were brought together on an online international platform, they worked together, peer learning was provided.

The Code is loading project was completed in 36 months in total, with the 12-month extension period given due to the pandemic. Production of intellectual outputs of the project and the realization of its activities were fully completed. There were 5 Transnational Meetings and 1 Learning, Teaching, Training activity with all partners in order to reach the previously indicated goals of the project.

Coding training is a new approach that was in all curriculums of all countries in the world at present and it is also very popular in the world. Thus, it is foreseen that the outputs of the project will be followed up internationally and will be model educational materials for many schools and institutions.

'Code is Loading' will empower the digital leaders of today & tomorrow.

Link to project card: [Show project card](#)

Key Action: Learning Mobility of Individuals  
Action Type: School education staff mobility

Project Title

# PLAY MORE LEARN MORE

Good practice example

European Innovative Teaching Award

## Project Coordinator

**Organisation** Kazim Karabekir ilkokulu  
**Address** Kazim Karabekir Mah. 1034 Sk. No:2 , 34225 Istanbul , İstanbul , TR  
**Website** <http://esenlerkazimkarabekirio.meb.k12.tr/>

## Project Information

**Identifier** 2019-1-TR01-KA101-069824  
**Project Web Site** <https://www.playmorelearnmore.net/>  
**Start Date** Sep 1, 2019  
**End Date** Aug 31, 2022  
**EC Contribution** 13,288 EUR  
**Topics** New innovative curricula/educational methods/development of training courses ; Early School Leaving / combating failure in education ; ICT - new technologies - digital competences

# Project Summary

## Background

Games have a very important place in the development process of children. Studies conducted between the ages of 5-9

It shows that the concepts or subjects that are wanted to be taught to children can be taught more easily through games.

Considering that new generation students cannot imagine a world without computers, internet and even computer games, it is aimed to create learning environments with educational digital games compatible with the curriculum in order to meet the needs of our students in the 21st century.

Our "Play More Learn More" project:

In order to meet the needs of our teachers to make the educational environment interesting by following technological developments closely and using technology-based methods and techniques in education,

Thanks to the learning environments to be created with game-based learning and gamification activities, we have carried out our goals to increase the motivation of the students and make them eager for the lesson, to help them overcome school phobia, to purify the negative effects of technology on students and to provide our students with 21st century skills.

## Objectives

In order to improve and develop the specific needs of our school, this project is aimed to contribute to our institution in many areas:

\*Our teachers learn the usage areas of educational computer games in Europe.

The learning needs of our students in this area were met.

\* We have improved our teachers' competencies in ICT

\* We have increased the quality and efficiency of education and training,

\* Reducing low achievement in core competencies and developing relevant, high-level and innovative skills, we succeeded in motivating students and making learning environments interesting and fun,

\* Encourage student collaboration, creative and critical thinking through media and digital literacy we developed

\* We have improved the professional, language and communication skills of our teachers,

\* We reduced the number of absenteeism by preventing early school leaving by making educational environments interesting,

\* We improved the foreign language skills of our participants,

\* We have expanded the use of technology in educational environments,

\* We have developed intercultural awareness,

\* We have created an important educational vision covering the European dimension of our staff,

## Implementation

Within the scope of preparation, implementation and evaluation studies, the following studies were carried out:

As soon as our project was accepted, our coordinator teacher made a presentation about the content and purpose of our project, and the in-house project was introduced, and information was given on all the work carried out throughout the project.

Pre-course language skills were improved by enabling 6 of our participants to take courses at B1 level.

A contract was signed with the course company,

By running our project in eTwinning in order to disseminate our project, we have helped all our partners to receive the European Quality Label.

Our project's website and social media accounts (Instagram, Facebook) were created.

We participated in Erasmusdays activities within the scope of project dissemination activities.

We prepared our project book and shared it with all the schools in our district.

For project evaluation, we measured the impact of our project on our teachers by applying pre-test and post-test at the beginning and end of the project.

In order to measure the impact of our project on the academic success of our students, we formed control and experimental groups and made evaluations to reach quantitative data.

## Achievements

As a result of the project, we will meet our needs in our strategic plan and the professional creating technology-based learning environments by minimizing the deficiencies in

We have achieved the goals of our project.

We can summarize the results of our project on our institution, teachers and students as follows.

We increased the rate of teachers who have sufficient knowledge about game-based learning, one of the computer-based learning methods, from 6% to 81%.

The rate of our teachers who use technology effectively in their classrooms has increased from 49% to 91%.

As a result of the studies carried out on the control and experimental groups, it was observed that the academic achievement of our students increased by 55% in our classes where Game Based Learning and Gamification activities were applied.

Participation in EU projects created a positive perception about the school and increased our recognition in our district, in our province, in our country and in Europe.

Provide individuals with the opportunity to reveal their potential, physical,

While maintaining their mental and spiritual development, their academic success levels

We have provided a high quality and enjoyable education and training opportunity.

Link to project card: [Show project card](#)

Key Action: Partnerships for cooperation and exchanges of practices  
Action Type: Cooperation partnerships in vocational education and training

## Project Title

# Artırılmış Gerçeklik İle Geriatrik Bireylerde İlk Yardım Eğitimi

## Project Coordinator

**Organisation** Karabuk University  
**Address** 100.yıl mah. Karabuk Üniversitesi Demir Çelik Kampüsü , 78050 Karabük , Karabük , TR  
**Website** [www.karabuk.edu.tr](http://www.karabuk.edu.tr)

## Project Information

**Identifier** 2021-1-TR01-KA220-VET-000028075  
**Start Date** Feb 28, 2022  
**End Date** Feb 27, 2024  
**EC Contribution** 145,522 EUR  
**Partners** HHK GmbH Humane Häusliche Krankenpflege (DE) , ASG Pflege GmbH (DE) , Karabük İl Milli Eğitim Müdürlüğü (TR) , GAZI UNIVERSİTESİ (TR) , SosuSv.KiriliMetodij (MK)  
**Topics** Digital content, technologies and practices ; Research and innovation ; Key competences development



## Project Summary

### Background

Due to the elderly people be more sensitive physically and emotionally, it makes the process of the first aid applications for elderly people is more important. The mistakes which made in this process even lead to the death of the patient. For this reason, the training of vocational students about first aid for elderly people is very important. However, the first aid intervention process is a delicate process for geriatric individuals in terms of their life. That's why the vocational students stay behind in the first aid process of the elderly people. For this reason, the vocational students can't gain professional competences about the first aid of the elderly peoples. In this context, our project has focussed on preparing the Virtual training module about first aid of elderly peoples.

### Objectives

We want to achieve the project results as follows:

- a. Virtual vocational training module.
- b. E-guide (Trainings of the trainers).

We will prepare virtual vocational training module with Project works. With this module, vocational education students will practice in virtual environment and develop their professional competencies. In vocational education institutions, virtual education practices will be disseminated and digital education infrastructure of these institutions will be developed. The capacity of vocational education institutions will be improved and the success of vocational education of these institutions will be increased.

### Activities

The project activities:

- a. Current situation analysis
- b. Learning/Teaching/Training activities
- c. Transnational meetings
- d. Production of the project results
- e. Pilot training
- f. Dissemination activities
- g. International Conference

### Impact

The project results:

- a. The international cooperation between vocational education institutions, public institutions, universities and health institutions, and the continuity of the transfer of innovation has been developed.
- b. The quality of vocational training of partner institutions has been improved.
- c. The digital infrastructure of the participating organizations has been strengthened.
- d. The integration of AG technology into vocational training has been provided.
- e. The preference of participating organizations has been improved.
- f. The process of vocational training in partner institutions has been made more interesting.
- g. The skills of the professional education specialists about teaching with the AG Technology has been

developed.

h. The skills of the vocational education students about practice with AG Technology has been developed.

i. The professional skills of the vocational training students about first aid practices of the in geriatric individuals has been developed.

j. The foreign language competence of the participants has been improved.

n. The participants has gained international work experience.

l. The participants has gained the motivation about working in different institutions in different countries.

m. The international working and cooperation capacity of participating organization has been improved.

n. The more modern, more dynamic, more stable, more professional, more successful and highly motivated environment has been created in participating organizations.

o. The participants has gained more understanding and sensitivity agaist to different cultures, different work disciplines, different languages, different work environments.

p. The Erasmus+ strategic project implementation capacities of the participating organizations have been improved.

r. The Erasmus + family has got new faces, new institutions.

s. The participants has developed their teamwork skills at the international level.

t. It has been made contributed to national and international policies on digital education.

u. It has been made contributed to national and international policies on patient and elderly care.

Link to project card: [Show project card](#)

Key Action: Cooperation for innovation and the exchange of good practices  
Action Type: Strategic Partnerships for vocational education and training

Project Title

# Design, Development, Implementation and Assessment of Skill Formation Process in the Frame of VET for R&D Staff

Good practice example



## Project Coordinator

**Organisation** GAZIANTEP UNIVERSITESI TARGET TEKNOLOJI TRANSFER OFISI  
AS

**Address** KUCUKKIZILHISAR MAH BURC YOLU CAD. 4/A BLOK Z/04  
SEHITKAMIL , 27310 GAZIANTEP , Gaziantep , TR

## Project Information

<b>Identifier</b>	2018-1-TR01-KA202-059252
<b>Start Date</b>	Sep 1, 2018
<b>End Date</b>	Aug 31, 2021
<b>EC Contribution</b>	156,794.89 EUR
<b>Partners</b>	VITALE TECNOLOGIE COMUNICAZIONE - VITECO SRL (IT) , MAN Turkiye A.S. (TR) , ISTANBUL UNIVERSITESI - CERRAHPASA (TR) , I BOX CREATE, SOCIEDAD LIMITADA (ES)
<b>Topics</b>	ICT - new technologies - digital competences ; Cooperation between educational institutions and business ; New innovative curricula/educational methods/development of training courses

## Project Summary

In today's world, where science and technology fields are experiencing new developments day by day, R&D has the undeniable importance both in the private sector and in the countries. As is known, R&D activities are systematic studies that can only be carried out with employees who have scientific and technical knowledge. Due to the activities carried out by our organization, Target TTO, it is observed that the engineers working in the industry are deficient on R&D and innovation subjects and that the vocational education required under these headings is not given to the engineers at the undergraduate level and the education given at the graduate and even doctorate levels is insufficient. By taking this international problem into account, the main aim of our project is to implement transnational activities and collaborations which are focusing on supporting and developing R&D and innovation based vocational training of the engineers in both EU and Turkey. Our project partners were IBOX (Spain), VITECO (Italy), MAN (Turkey) and Istanbul University-Cerrahpaşa (Turkey). This project has four essential intellectual outputs (IO's) such as IO1: Needs Analysis Survey, IO2: Curriculum on R&D and Innovation, IO3: R&D and Innovation E-Platform and E-Learning Software and, lastly, IO4: Implementation Guide for the E-Platform and E-Learning Software. The duration of the project was twenty-four (24) months. However, the project duration was extended for one year due to the Covid-19 pandemic.

During IO1 process, 718 participants; 146 participants from Italy, 201 from Spain and 371 from Turkey have attended, who are generally graduates of engineering and fundamental sciences departments from private sector, business enterprise, research institute, higher education, private non-profit, government and public sector. In the survey, respondents were asked a series of questions asking about their R&D knowledge and the programs/methods they needed in their research fields. Depending on the statistical analysis of the results, the crucial needs of these staff were determined and the curriculum was prepared (IO2). According to all these issues mentioned above, 10 courses needed in all partner countries were determined. For the design phase of the curriculum, Dick and Carey's curriculum design model was applied. The curriculum profile has been elaborated and structured according to ECVET guidelines. These courses are Introduction to R&D, Experimental Product Design – DFX, Business Model, TRIZ, Intellectual Property Rights, Industry 4.0, Data Analysis and Statistics, Problem Solving Approach, Project Development Stages and Techniques, and Project Management. All courses with their documents are now available in English, Turkish, Italian and Spanish languages.

(IO3) The e-learning program is comprised of ten fundamental courses in the specified curriculum with totally 616 minutes. The e-learning program is to fulfill the critical needs and to raise the level of awareness associated with R&D innovation for R&D staff. All courses in English were also translated into Turkish, Spanish and Italian as subtitles and the e-learning program was then embedded into the constructed e-platform. In order to measure the learning level of the participants, quizzes were added at the end of each course. The participants have a chance to obtain an attendance digital certificate (<https://e-rd.org/>). Therefore, the creation of an expanded international joint vocational training curriculum, the development of ICT-based innovative, effective and sustainable tools as well as a skill-formation certification can be listed as the main objectives of this e-platform which is also an open-access infrastructure. So far, nearly 440 participants have registered for the program, finalized and contributed to the feedback mechanism to support the platform's infrastructure development.

As a last IO4, an implementation guide was prepared in four languages; English, Turkish, Italian and Spanish. The implementation guide will be an important tool, especially for the new users in order to get the utmost efficiency from both the e-platform. The implementation guide is consisted of three parts; 1) the information part which gives general terms on the e-learning program and the e-platform, 2) the implementation part which introduces the curriculum of the R&D E-learning program and the details of the lectures, and lastly 3) the user manual for the e-learning program and the e-platform. An article covering the processes, outcomes and outputs of the project was prepared and sent for publication in an international journal.

As a result, in future, the e-learning program will contribute to accumulation of knowledge and technological development at both national and international levels by its content and accessibility; allow even a person at the

very beginning of her/his education to have the opportunity to self-train and acquire new skills in R&D and innovation.

Link to project card: [Show project card](#)

\* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices  
Action Type: Strategic Partnerships for school education

Project Title

# Designing Future Innovative Learning Spaces

Good practice example

European Innovative Teaching Award



## Project Coordinator

**Organisation** MINISTRY OF NATIONAL EDUCATION

**Address** ATATURK BULVARI NO: 98 BAKANLIKLAR , 06510 ANKARA , TR

## Project Information

**Identifier** 2019-1-TR01-KA201-076567

**Project Web Site** <http://designfils.eba.gov.tr>

**Start Date** Sep 1, 2019

**End Date** Aug 31, 2022

**EC Contribution** 206,346.5 EUR

**Partners** Zakladni skola Dr. Edvarda Benese (CZ) , Centro Autonómico de Formación e Innovación (ES) , EUN PARTNERSHIP AISBL (BE) , UNIVERSIDADE DE LISBOA (PT) , HACETTEPE UNIVERSITESI (TR) , Verein zur Förderung digitaler Bildungsangbeote (AT)

**Topics** ICT - new technologies - digital competences ; New innovative curricula/educational methods/development of training courses ; Pedagogy and didactics

# Project Summary

## Background

Design FILS project aims to improve the quality of innovative learning environments, promote the adoption of innovative teaching and learning practices, and restructure teacher training to support the adoption of teaching activities. The project is closely associated with European SchoolNet's Future Classroom Lab (FCL) model that encourages teachers and trainers to rethink the role of pedagogy, technology and learning space design in their schools. In addition, Design FILS project is also related to another Erasmus+ project, NOVIGADO, the aim of which is to support schools and related stakeholders in the transition from a conventional and teacher-centred classroom into teaching practices that promote active learning with the support of innovative learning environments and use of relevant ICT. The common priorities of these initiatives are to stimulate the adoption of innovative learning practices in innovative learning spaces and contribute to the enhancements in the quality of education in these projects.

The most important needs we have addressed are those of students and teachers at schools for innovation. Designing learning environments that go beyond traditional pedagogy and enable students' learning by doing, will support the development of students' problem-solving ability, critical thinking, productivity, teamwork as well as digital skills, which are defined as basic skills for the 21st century. Moreover, Design FILS project focuses on improving teachers' professional development on technology-enhanced pedagogy in innovative learning spaces in Design FILS project, which is important to help schools more efficiently use learning spaces for stimulating active learning of students.

The main reason why this project is implemented internationally is related to promotion of sharing best practices and lessons-learned, exchanging different country examples and involving different stakeholders (teachers, researchers, teachers' trainers, etc.). Within the scope of this project, examples of good practices on innovative learning spaces in Austria, Spain and Türkiye were examined through onsite field visits, as well as the exchange of good practices in Belgium, Czechia and Portugal through virtual learning, teaching and training activities during the Covid period. By analysing best practices, developing outputs based on this practices and organizing Pan-European training contributed to providing EU level standardisation of the trainings in the innovative learning spaces. Therefore, the teachers who will change their teaching practices and methodology of innovative learning spaces attended Design FILS course developed at EU standards through online training platform (intellectual output) , and Design FILS project reached a greater audience in both national and European level.

## Objectives

Design FILS project promotes innovation and technology-enhanced learning inside schools, classrooms and teachers' practices. In this sense, we achieved the following objectives by implementing the project:

- Promoting collaborative work and professional teaching skills.
- Supporting teachers' acquisition of skills required by the 21st century, such as problem solving, critical thinking, productivity, teamwork and digital skills, in innovative learning environments designed in parallel with the goal of 'transforming knowledge into skills'.
- Analyzing good practices and best implementation models on innovative learning spaces involving different stakeholders (teachers, researchers, teachers' trainers, etc.) at European level.
- Developing theoretical background and evidence-based approach for the project and creating "Methodological



Framework for Innovative Classroom Trainings” in order to improve the innovative learning spaces that can be implemented throughout EU

- Developing strategies and guidelines for pedagogical approach and creating “Guidelines for Trainers” that supports teachers and trainers on how to employ innovative teaching strategies in today’s classrooms, how to effectively embed ICT in it and also how to renovate the spaces in order for the learning and teaching practices that take place in them really presents to be innovative and productive in promoting 21st century skills.
- Designing learning and teaching resources and creating sample learning scenarios and activities that will enable the students to deepen in the conceptual learning process.
- Supporting real practice by applying these scenarios in innovative learning spaces by strengthening the skills of teachers to develop interdisciplinary learning scenarios with the project partners.
- Developing evaluation tools which assess and evaluate the quality of training.
- Designing open education platform and provide online training platform for teacher trainings in order to support scenario-based learning in a multi-disciplinary way is one of the main innovative outputs and enable these trainings to reach a greater audience in both national and European level.
- Providing EU level standardised trainings for Pan European trainers, national trainers and teachers in innovative learning spaces.
- Encouraging the use of innovative educational resources/practices and the creation of inclusive and enriched learning environments.
- Supporting the dissemination of good examples and practices in innovative learning spaces within European Commission’s Digital Education Action Plan

## Implementation

We implemented all the following activities:

- Organizing project management meetings (29 online meetings) to plan, develop, monitor all the project activities and outputs throughout the project.
- Developing the following intellectual outputs;
  - 1- “Methodological Framework for Innovative Classroom Trainings”  
[[https://designfils.eba.gov.tr/uploadfiles/designfils\\_01\\_mf\\_english.pdf](https://designfils.eba.gov.tr/uploadfiles/designfils_01_mf_english.pdf)] providing a theoretical and methodological background for the Future Innovative Learning Space Design Project.
  - 2- “Guidelines for Teacher Trainers on Innovative Classrooms”  
[[https://designfils.eba.gov.tr/uploadfiles/O2-Guidelines/EN\\_Guidelines-for-teachers-trainers.pdf](https://designfils.eba.gov.tr/uploadfiles/O2-Guidelines/EN_Guidelines-for-teachers-trainers.pdf)] contributing to promote innovation and technology-enhanced learning inside schools’ classrooms and teachers’ practices
  - 3- “O3 Scenario-based learning activities”- 12 scenarios with 10 videos on YouTube  
[<https://designfils.eba.gov.tr/uploadfiles/Learning-Scenarios-new-tr.pdf>] and the document “Scenario-Based Learning: Literature Review around key themes to support FILS Scenarios”  
[[https://designfils.eba.gov.tr/uploadfiles/O3-literature-rewiev-Final\\_v7.pdf](https://designfils.eba.gov.tr/uploadfiles/O3-literature-rewiev-Final_v7.pdf)] presenting literature review around the key themes chosen for Future Innovative Learning Space (FILS) Scenarios, the key pedagogical approaches, their benefits, challenges, and key principles of implementing them. The themes of the learning scenarios are aligned with the Methodological Framework for Innovative Classroom Training, and encompass approaches that require careful consideration of learning space and use of technology for teaching and learning.
  - 4- “Evaluation tool for training” enabling to receive feedback from teachers and trainers on the Design FILS course.
  - 5- “Online Training Platform” [<https://designfils.eba.gov.tr/course/>] training teachers and trainers to focus on the various fundamental aspects related to the transformation of learning and teaching spaces, and the methodological and pedagogical changes inevitably associated with this transformation.
- Performing Design FILS course at the following steps:

- 1- Pan-European Trainer Training: Training 13 Pan-European trainers from Türkiye, Spain and Czechia
  - 2- National Trainer Training: 70 teacher trainers from Türkiye, Austria, Spain and Czechia
  - 3- National Teacher Training: 2867 enrolled teachers (2023 certified teachers out of 2867)
- Adopting and promoting the scenario tool [<https://fcl.eun.org/scenario-tool>] from NOVI GADO project to develop learning scenarios in Design FILS course.
  - Monitoring Design FILS course process, and providing trainers with the necessary information, guidance and tools in order to engage teachers in planning and implementing in innovative learning spaces.
  - Evaluating quality of the Design FILS course via IO4, and developing a training evaluation report (as English) based on the data collected from IO4.
  - Translating all the intellectual outputs into 5 languages from the original English version (Turkish, Spanish, Portuguese, German and Czech) to examine best practices on innovative learning spaces.
  - Performing 3 onsite LTTAs - “Innovative Pedagogies and Technology in Innovative Learning Spaces” in Austria, “Best Practices on Future Innovative Learning Spaces” in Türkiye and “Principles for Developing Future Innovative Learning Spaces” in Spain. Here you can find a video [<https://twitter.com/CAFIgalicia/status/1547310104181194760?s=20&t=jH12LnmzeiAdRuPVWXkUwQ>] regarding the Santiago’s mobility (July 2022).
  - Organising 20 virtual LTTA sessions on innovative learning space design, technology integration, active learning and innovative pedagogical approaches and learning scenario development during the Pan-European Trainer Training in September-November 2021.
  - Organizing an international multiplier event - international Design FILS Conference- with 100 participants in Istanbul, Türkiye on 20-21 June 2022.
  - Disseminating and exploitation of the project activities and results at local, national and European level

## Achievements

### Intellectual Outputs

- Intellectual output 1 Methodological Framework for Innovative Classrooms Trainings – this document was developed in English, and translated into 5 languages (Turkish, Spanish, Portuguese, German and Czech).
- Intellectual output 2 Guidelines for Trainers – the document was developed in English, and translated into 5 languages (Turkish, Spanish, Portuguese, German and Czech).
- Intellectual output 3 Scenario-based learning activities – 12 scenarios with 10 videos on YouTube and the document “Scenario-Based Learning: Literature Review around key themes to support FILS Scenarios”, translated into 5 languages (Turkish, Spanish, Portuguese, German and Czech).
- Intellectual output 4 Evaluation Tool – we created pre-course-post-course-self-review questionnaires to assess and evaluate the quality of Design FILS course and give feedback for users and content creators. The questionnaires were integrated into the online training platform/ Design FILS course, and they were translated into 5 languages (Turkish, Spanish, Portuguese, German and Czech). In addition, we are developing a training evaluation report (as English) based on the feedback of trainers and teachers enrolled in the course.
- Intellectual output 5 Online Training Platform – the platform development process includes three separate tasks: content creation, implementation and evaluation the course.
  1. creating content: we created the Design FILS course as online training for trainers and teachers. The content was collaboratively developed by the partners and identifies innovation in learning spaces, Designing future innovative learning spaces, Technology-enhanced learning, Innovative pedagogies and Learning Scenarios. The content was translated into 5 languages from the original English version (Turkish, Spanish, Portuguese, German and Czech). CAFI also adapted this course to the e-learning platform for teachers in Galicia (Fprofe-PLATEGA).
  2. Implementing: We arranged an online training “Designing Future Innovative Learning Spaces-Design FILS” with 13 Pan-European trainers (10 Turkish, 2 Spanish and 1 Czech participants) between 27 September 2021

and 3 November 2021. Second, we organised the second online Design FILS training with 70 teacher trainers (49 Turkish, 3 Spanish, 10 Austria, and 8 Czech) between 10 January 2022 and 18 February 2022. Finally, we promoted the online Design FILS training with 2867 enrolled teachers (2023 certified teachers out of 2867) (1825 Turkish, 61 Austrian, 30 Czech, 107 Spanish participants) between 4 April and 18 May 2022.

3. Evaluating: we got feedback from trainers and teachers on the Design FILS course via O4, and we are developing a report (as English) based on the feedback to evaluate the quality of the training.

### Learning Teaching Training Activities

- LTTA- we carried out 3 LTTAs “Innovative Pedagogies and Technology in Innovative Learning Spaces” with 14 participants (10 Turkish, 4 Spanish) in Austria on 9-13 May 2022 , “Best Practices on Future Innovative Learning Spaces” in Türkiye on 20-24 June 2022, “Principles for Developing Future Innovative Learning Spaces” with 9 participants (8 Turkish, 1 Austrian) in Spain on 4-8 July 2022. Here you can find a video [<https://twitter.com/CAFIgalicia/status/1547310104181194760?s=20&t=jH12LnmzeiAdRuPVWXkUwQ>] regarding the Santiago mobility (July 2022). In addition, we organised 20 virtual LTTA sessions on innovative learning space design, technology integration, active learning and innovative pedagogical approaches and learning scenario development in September-November 2021 for the trainer training at the Pan-European level.

### Teacher Training

- The number of the participants in teacher trainers in Türkiye as 49 persons which was 30 initially and registered teachers for the education in Spain was 150 initially and appeared to be 219 in practice. Moreover , for the FLLWiEN part, as FLL organized five "Hexagonal" events for stakeholders at FLL.Wien (presentation of all five laps of the project), 61 certified trainers and users of the MOOC could be stated as 67 percent of the members finalised all the modules and graduated successfully. In the platform, there were more than 3000 total registered users (targeted:1750) within the Design FILS Online Training Platform.

- Multiplier event – we held an international Design FILS Conference with 100 participants in Istanbul, Türkiye on 20-21 June 2022.

Link to project card: [Show project card](#)

\* Results are available for this project. You can click on the link above, and go to "Results" section to view them