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4G Didactic Pills

4G DIDACTIC PILLS

Erasmus+ Project 2020-1-CZ01-KA201-078434

Manual for the production of “didactic pills” usable on mobile devices

IO4

Prepared by: ITPIO, Bulgaria

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Contents

INTRODUCTION	4
Chapter 1. Pedagogical Model	6
1.1. The use of didactic pills as a pedagogical method.	6
1.2. Didactic pill and storytelling	7
1.3. The use of images as a pedagogical tool to develop the emotional intelligence and soft skills	8
1.4. Didactic work techniques with images.	10
1.5. Information and Communications technologies (ICT) combined with non – formal learning	14
Chapter 2. Interactive tools for production of “didactic pills” usable on mobile devices	16
Section 1. Why the teachers should use interactive tools for production of learning materials? / Effective online pedagogy	18
Section 2. List with Interactive tools	22
Section 3. Tool for interactive and gamified online content. Kahoot	35
Section 4. Tool for interactive animated content. Genially	44
Section 5. Tool for online graphic design. Canva	60
Section 6. Interactive tool for storytelling podcasts. Audacity	70
Chapter 3. Guidelines to develop life skills learning in schools through “Didactic Pills”	83
3.1. School education and emotional intelligence	83
3.2. Participatory learning, emotional intelligence and life skills	84
3.3. Approaches and tools for learning life skills	86
3.4. Operational guidelines: the “Didactic Pills” of 4G Project	92
3.4.1. Digital storytelling	92



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3.4.2. Life skills education management through 4G Project's stories	93
3.4.3. Possible further uses of the Platform	96
Chapter 4. Practical examples of "didactic pills" usable on mobile devices (ready media content as photos, pictures, animations, podcast records etc.)	101
Partnership	111



➤ INTRODUCTION

The Manual for the production of “didactic pills” usable on mobile devices is developed as a result of “4G Didactic pills” project. The project is co-funded by the Erasmus+ Program, KA2 - Cooperation for innovation and the exchange of good practices, KA201 - Strategic Partnerships for school education.

The Manual will introduce teachers into methodology of production of didactical materials usable on a technological device. It aims to become a useful tool in the hands of teachers in Secondary schools, covering various aspects of interactive tools. The Manual will prepare them to produce didactical materials related to life skills in the form of didactic pills usable on a technological device that will be effective for integration of SEN students (recommendations, policies, case studies, etc.).

Different studies comment on the four characteristics of pedagogical approaches in connection with the use of ICT that youngsters have an affinity with: 1) they want more interactive content, more dynamism in the ways of teaching 2) they want to be stimulated by different visual and audio stimuli and related to interactive and participatory teaching approaches that encourage inclusion and engagement 3) they need approaches that challenge them, for example through didactic games, where young people can see a direct benefit from the approaches and content 4) they want approaches that can empower them individually to monitor and manage their lives.

With these functions, mobile can replace specific assistive technologies in some cases: for example, students with autism or speech disorder can use mobiles with app (Schaffhauser, 2013). Unlike earlier technologies for students with special needs, the mobiles are indistinguishable from devices used by other students (Robinson, June 2014). Therefore, mobiles have the potential to become a powerful inclusive device. They can serve as a bridge between students with and without disabilities (Dwight, 2013). Another advantage is that using mobiles and free applications is much less expensive than assistive technologies.



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Life skills are defined as “a group of psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with and manage their lives in a healthy and productive manner. Life skills may be directed toward personal actions or actions toward others, as well as toward actions to change the surrounding environment to make it conducive to health.” according to World Health Organization (WHO).

The Manual will help the teachers get into different technological approaches that are used in producing of content for didactical materials related to life skills in the form of didactic pills usable for online teaching and usable of mobile devices.

The 4G Didactic Pills provide easily accessible tools to address the challenges/demands of everyday life that youth face, from managing their emotions to making informed decisions. It also helps to develop children's personality, talents and mental and physical abilities and realize their true potential by learning to know themselves and others and make effective decisions to live harmoniously together in society.



➤ Chapter 1. Pedagogical Model

○ 1.1. The use of didactic pills as a pedagogical method.

A growing phenomenon that is happening in schools is the loss of concentration by students. Nowadays, the number of elements that favour the distraction of the student has increased with respect to previous decades. Computers, smartphones, tablets, video games, etc. are legally making it difficult to sit down to study for hours at a time. However, for many experts, new technologies will not hinder learning. Simply, knowledge will be assimilated differently. The human being evolves towards a kind of “multitasking learning”. This means that the information will no longer be concentrated in one place (the page of a textbook), but that the student will assimilate small doses of information at the same time and from different media. The Internet itself acts as a huge virtual micro-learning academy. Taking as an example the average citizen who sits down every day for several hours to navigate, we see how we receive training pills constantly and unconsciously.

From the moment you search for a video tutorial on a specific topic, you will jump from one page to another browsing an endless maze of information: other related videos and blogs, news, downloadable courses, content shared on social networks, etc. The human brain adapts to collect these micro-contents from the great flow of information to which it is exposed.

Project 4G Didactic Pills intends to develop and disseminate a pedagogic method based on the theoretical foundation of the “Didactic Pill” focused on life skills in a practical and usable way, aiming to prevent and/or face the early school leaving. Through the proposed methodology, teachers will acquire new tools to promote reflections and experiences in secondary school students, including those with fewer opportunities and Special Education Needs (SEN) students, with a view to preventing their early school leaving. The use of the didactic pills methodology can be a starting point to understand how images, pictures and/or photos can help students to go into reflection, then act for change and become the best version of themselves.



The methodological approach of this project is based on micro-learning techniques (didactic pills) through images, videos, photos and short phrases combined with non-formal education and storytelling. This approaches help to understand and memorize, minimizing efforts and maximizing results.

○ **1.2. Didactic pill and storytelling**

The combination of traditional storytelling and the use of multimedia technology give as a result a powerful tool called “digital storytelling” that allows to significantly enhance the possibilities both in the creation of the stories and in their subsequent transmission¹.

Didactic pills are a learning method characterized by its brevity: they are tasks or proposal lasting no more than 20 minutes that, in addition, must be accessible from any device (computers, tablets or smartphones) and from an environment beyond the classroom.

There is no single formula for micro-learning. Small content can be delivered in many different ways. Some examples are short videos, podcasts, audios, GIFs, board game questions, or event Twitter threads. So would a post on a social network or blog. Another “pill” format is the one offered by the TikTok social network, very popular among teenagers. Here several teachers are encouraged to teach “mini-classes” in videos of less than 60 seconds. Other forms include small anecdotes prepared by the teacher to explain a concept, learning cards, or even emails with content such as “tip of the day”. Mobile apps (such as instant messaging apps) and audio files can also be used to deliver short content. All of them have these characteristics and serve to apply micro-learning in class, which structures the content in these small doses that students can “chew”, work and learn actively and consciously.

After the arrival of ICT in the classroom, storytelling has been implemented as a method to counter stories using emotions and technology. This technique increases motivation, active listening, creativity and trains students' digital skills. Storytelling uses traditional narrative techniques combined with multimedia elements (images, voice or music)

¹ Di Fuccio & Mastroberti, 2018; Nicolopoulou et al. 2015; Iandolo, 2011; Zancanaro et al., 2007; Baumer, Ferholt & Lecusay, 2005).



to build stories that connect with students through emotions. It helps to understand complex issues more easily, such as immigration. Thus, through a story starring, for example, an immigrant child, students internalize the problem and empathy is fostered.

○ **1.3. The use of images as a pedagogical tool to develop the emotional intelligence and soft skills**

Learning through images is a wonderful resource to receive information and remember it effectively since the brain is mainly a filer of images, rather than words. The part of the brain used to acquire new concepts is much smaller than the one in charge of processing images. The human brain has the ability to remember 70% of what we see, compared to 20% of what we read and 10% of what we hear. That is why we can see that students react quite well to visual content.

This is because images have the power to cause sensations and emotions. At the same time, emotions are closely linked to learning. Francisco Mora, a neuroscientist, doctor and teacher, explains that “It is not about promoting emotions in the classroom, but about teaching with emotion, which means making what is taught curious. Curiosity arouses attention in those who listen and learn automatically and with this, it is obvious, they learn better. Nothing can be learned without alert, sustained, conscious attention. And nothing arouses attention more than what is made different and curious”².

Neuroeducation has proved that emotions can stimulate the activity of neural networks, reinforcing synaptic connections and consolidating learning in our brain in a better way. It should be clarified that emotions such as joy are related to an increase and improvement in the consolidation of learning. Thus, when the environment is positive in the classroom, the emotional brain receives external stimulus better. Consequently, knowledge is

² <https://www.educacionrespuntocero.com/entrevistas/francisco-mora-el-cerebro-solo-aprende-si-hay-emocion/>



acquired more easily, and what has been learned is maintained over time. On the contrary, when learning is accompanied by emotions such as anger or fear, the effect is the opposite.

At this stage, it is worth mentioning the concept of emotional education. According to Bisquerra and Pérez (University of Barcelona, 2012), "emotional education is a continuous and permanent educational process that aims to promote the development of emotional competencies as an essential element of human development, in order to train them for life and with the purpose of increasing personal and social well-being"³. Indeed, it contribute to the personal development, can prevent disorders such as anxiety and depression, and includes strategies to resolve conflicts.

For all these reasons, emotional intelligence will give many advantages to students at an educational and personal level, because it will allow them to identify their feelings, control impulses, know how to manage them to make good decisions and foster a more positive and optimistic attitude.

When we talk about soft skills, we refer to different qualities of emotional intelligence. They are personality traits, social skills, communication, language, personal habits, friendship and optimism that characterize relationships with other people, including common sense and a positive flexible attitude.

It is vitally important to include them in education, for 3 main reasons:

1. They constitute a form of prevention of other risk situations: aggressiveness, impulsiveness, abusive situations, behavioral problems, etc.
2. They help students become well-rounded professionals. It is not only about providing them with knowledge, but about making them grow as people and helping them develop different qualities that must go hand in hand with their curricular growth.

³ <https://www.unibarcelona.com/es/actualidad/noticias/que-es-la-educacion-emocional>



3. Hard skills (knowledge and experience) will be easier to assimilate when soft skills are developed. This has a direct impact on the motivation to study, and on the decrease in early school leaving.

For these reasons, education in soft skills combined with the use of new technologies constitute a tool to generate opportunities and fight against early school leaving (ESL).

○ **1.4. Didactic work techniques with images.**

Through the image, teachers can work on soft skills and emotional intelligence with their students, achieving the following results:

- Development of communication skills that encourage creativity and participation, and favour class dynamics.
- Increased motivation due to its power of attraction.
- Arouse curiosity and spontaneous and natural reactions, whether we like the image we see or not.
- Interpersonal and intercultural relationships are worked on, by being able to transmit cultural content more directly: it would be complicated to explain only with words how Holy Week is celebrated, or what the atmosphere is like Christmas in the streets of the city. Pictures are especially helpful when we find ourselves in a teaching situation in which there are different cultures.
- Development of self-awareness, management of emotions, empathy and critical spirit.
- Provide a playful and entertaining character.

To choose a suitable image, the first thing we have to take into account is making sure that it responds to the needs of the class and the didactic objectives. Also, the quality and size of the image are important, as it has to be attractive and motivating. Although not all images are valid to meet a specific objective, any of them is capable of provoking different topics of conversation. Sometimes it will happen that we are going to have to force the issue ourselves



to fulfil our educational objective. In these cases, we must create impulses through questions or comments to focus attention on what interests us.

There are several procedures that we can use to work with images. We want to highlight those we consider fundamental due to their great communicative value. These are the expansion and image manipulation. However, the image itself can be of great utility without having to resort to the typical exercises of describing what is in the picture:

Image enlargement: it consists of seeing beyond what the image shows itself. There are four ways to enlarge the image:

- **Spatially:** we observe the image by imagining what is around it. Observe the image:



Describe what is on each side of the photograph. Is there anyone / anything else around?



- **Temporarily:** we assume what has happened before the moment that captures the image or what will happen next.





Why are they on the train tracks?

Have they got married or have they run away from the wedding?

Why is she barefoot? What happened to her?

What are they going to do? Where are they going?

- **Socially:** we deduce the social aspects of the image such as social class, personal relationships, the environment in which they live, etc. Who is he? Your lover, your husband, a friend, a relative? How and where did they meet?
- **Communicatively:** we formulate hypotheses about what the people who appear in the image are talking about, how they feel and what they are trying to express through their gaze, posture, gestures, etc. What are they talking about? Are they happy or sad? Are they calm or worried?
- **Manipulating the image:** just as texts are manipulated to order the paragraphs, complete them, look for errors, etc., the images also can be treated in the same way. We can cut the images into strips (for example a comic or drawings for them to put in order and then count the history); or go discovering the image little by little to make hypotheses on it and produce expectations, maintain the interest and attention, so that we create a more participatory and productive environment in the classroom.



Practical exercise: cut the image so that they put them in order and tell a story, talk about the characters, give their opinion on a topic, etc.

- **Interpreting or valuing the image itself:** There are other ways of working with images, which imply neither manipulating them nor enlarging them. Sometimes, images already have great expressive value, for which it is worth working with them without altering them. Among this type of image, we highlight pictorial artworks, which in addition to offering important cultural content, have an emotive function as a transmitter of feelings and emotions. Lets not forget that art is subjective and people can come to have different concepts of what they consider “a work of art” or not. In this sense, students’ diversity of opinions about an image is itself a good reason to start an interesting discussion in the classroom. Painting belonging to different artistic currents can be brought to class so that the students make a comparison and give their opinion about them. Besides, through group discussions, debates, pedagogical games, simulations, role plays, storytelling, reflections, interactive quizzes, presentations, etc., the teacher can create a safe space for participants to explore, discuss, understand life skills, to experience the important role that teachers have in supporting students in achieving life skills and to create didactic pills. This pedagogical model proposes the use of images through technological devices, but it is up to teachers to define concretely which stories will be told so that students achieve the expected results.





○ **1.5. Information and Communications technologies (ICT) combined with non – formal learning**

Information and communication technologies (ICT) are permeating our lives, changing our visions of the world and modifying patterns of access to knowledge and interpersonal interaction. Today, learning processes branch off, leaving conventional paths behind. The Internet and virtual platforms can provide a new space for the construction of the different skills required by education today, skills that find new learning scenarios in a limitless territory. For example, the fact of uploading a photo to Instagram posing a mathematical problem can provoke curiosity and awake the spirit to do it. In this sense, we must face ICT as if it were a challenge to understand the present. In essence, they are an opportunity to create new scenarios for collaboration and the social construction of knowledge.

Progressively, ICTs have been incorporated into the curricular designs of all levels of formal and non-formal education.

Non-formal learning is intentional but voluntary learning that takes place in a wide range of settings for which teaching / training and learning are not necessarily its sole or main activity. These settings and situations may be temporary, and the activities or courses that take place may be run by professional learning facilitators (such as teachers or youth coaches) or volunteers (such as youth leaders). The activities and courses are planned, but they are rarely structured by conventional rhythms or curricular subjects. They usually address specific target groups, but rarely document or assess learning outcomes or achievements in conventional visible ways. We invite you to treat this methodology as a tool to find inspiration, suggestions and ideas to help students in their personal and educational development.

Indeed, ICTs demand the existence of a new configuration of the didactic and methodological process traditionally used in schools, where knowledge does not have to fall on the teacher and the role of the student is not that of a mere receiver of information (Riveros and Mendoza, 2008).



➤ Chapter 2. Interactive tools for production of “didactic pills” usable on mobile devices

This chapter of the Manual includes 6 sections.

The first section is an introduction to online pedagogy and answers the question of why teachers should use interactive tools when preparing for the learning process and developing teaching materials.

The second section offers a list of various interactive applications that are used to organize a learning process, to conduct online training, to develop teaching materials and lessons, to implement interactive communication between a teacher and students, to conduct competitions, exercises, exams, tests, games, etc. The list includes 70 interactive applications.

The next four sections focus on four interactive applications selected by the authors of the Manual that can be used to create didactic materials for mobile devices with a specific purpose and use.

The third section presents Kahoot - a tool for interactive and gamified online content. Kahoot! is a game-based learning platform, used as educational technology. Its learning games, also known as "kahoots", are user-generated multiple-choice quizzes that can be accessed via a web browser or the Kahoot! app. Kahoot! also includes trivia quizzes. <https://kahoot.com/>

The fourth section presents Genially – a tool for interactive animated content. Genially is an online tool for creating all kinds of visual and interactive content quickly and easily, for individual or team use. This all-in-one software allows you to create presentations, infographics, gamification, interactive images and more interactive content. With the free plan (registration required) the user can use the main features, while with a premium plan the user can make the most of the tool. <https://genial.ly/>



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The fifth section presents Canva – a tool for online graphic design. Canva is a graphic design platform, used to create social media graphics, presentations, posters, documents, videos and other visual content. The app includes templates for users to use. The platform is free to use (registration required) and offers paid subscriptions such as Canva Pro and Canva for Enterprise for additional functionalities. <https://www.canva.com/>

The sixth section presents Audacity - Interactive tool for storytelling podcasts. Audacity is a free, open source, cross-platform audio editing software. The program is available for Windows, GNU/Linux, macOS and other Unix-based operating systems. In the fall of 1999, Dominic Mazzoni and Roger Danenberg initiated the project at Carnegie Mellon University. <https://www.audacityteam.org/>



➤ **Section 1. Why the teachers should use interactive tools for production of learning materials? / Effective online pedagogy**

Today's children are growing up in a technology-rich environment, and we can't expect them to sit quietly at the desk and copy from the blackboard. Memorizing and reproducing a certain amount of information cannot arouse students' interest or make learning attractive.

The dynamics of life, the introduction and advancement of information and communication technologies provide the opportunity to create and present educational content through various online platforms. They allow designing and developing content that is not only accessible and usable, but also has a responsive design. Created in this way, the materials make the educational process more engaging and enrich the student's experience. On the other hand, they allow us to design educational environments and situations that provide access to materials from different devices at any time and in any place and thus improve learning.

The COVID-19 pandemic and periods of lockdown have given impetus to distance learning.

In its historical development, e-learning has gone through various phases - from receiving materials by correspondence to virtual teaching. Different authors give their definitions for this type of learning as "content development through any electronic device, including the Internet, intranet, extranet, satellites, audio/video cassettes, interactive television and CD-ROM" (Ballesteros and Palazon, 2002) . William Horton gives a brief working definition of e-learning: "E-learning is the use of information and computer technology to create a learning experience" (Horton, 2006) . On the other hand, Khan (2001) in Boneu (2007) from a more pedagogical point of view maintains that e-learning should contain instructional, pedagogical, technological, interface, assessment, management (administrator), support and ethical design of use; in other words, it is a mix of resources, interactivity, support and structured learning activities . Gros (2011) considers that e-learning has gone through three different generations. The first generation focused on a material-based model and their adaptation to web formats.



The second generation is focused on the virtual classroom model, seeking the best learning environment. The third generation - on a flexible and collaborative model, where the student carries out his online learning together with his peers, through a learning community, giving special importance to the generation of specialized online content accessible from different devices, using technology as a basis for creating and accessing content.

Interactive learning is a more hands-on, real-world process of imparting information in classrooms. When technology and educational projects communicate, there is a dynamic interdependence. These methodological and technological changes have their own level of impact - some of them profoundly change the practices and forms of learning.

By using different learning technologies, teachers can gain information about how students interact with learning materials. In general, this information allows for the personalization of the educational action and the design of a learning environment in accordance with the needs, interests and forms of interaction of teachers and students.

Traditional didactic methods and means are changing and new tools are being introduced for teaching and evaluating each student, the role of the Internet in supporting student learning is increasing.

Online pedagogy refers to how teaching is practiced using the Internet and related tools. Online pedagogy became extremely necessary after the announcement of the coronavirus epidemic at the end of 2019. It was the only means of ensuring the education among the students of the partner countries and also throughout Europe. The start of online classes has accelerated the digitization and informatization of teaching, such as the use of applications such as Google Classroom, Google Meet, MS Teams, Zoom and other various virtual platforms that allow the learner to learn and acquire knowledge in an interactive mode. Before COVID-19, online learning in most countries was only used as a supplement to face-to-face learning.

In 2010, Bill Pelz, Professor of Psychology at Herkimer County Community College, stated (his) three principles of effective online pedagogy:



Principle 1: Let students do (most of) the work. The more "quality" time students spend engaged with content, the more of that content they learn.

Principle 2: Interactivity is the heart and soul of effective asynchronous learning. Interactivity is what distinguishes an effective online course from a high-tech correspondence course.

Principle 3: Strive for presence – social presence, cognitive presence or teaching presence.

Critical to online pedagogy are factors such as student engagement, interest, related issues, and effectiveness, as well as feedback on how learning is perceived by students as it progresses. The basis of online pedagogy is the ability to:

- (a) Build Relationships and Community;
- (b) Incorporate Active Learning;
- (c) Leverage Learner Agency;
- (d) Embrace Mastery Learning;
- (e) Personalize the Learning Process.

The application of interactive tools in education has important implications.

Interactive tools are decision support tools involving calculation and dialogue phases until a stopping condition is met. They increase the engagement of the target audience by clicking, tapping, typing or taking some other action.

Interactive tools enable interaction and feedback, creating an exceptional, personalized experience. This effect can increase student satisfaction.

Benefits of using interactive learning materials

1. Increased engagement



2. Sharpens critical thinking skills
3. Opportunity to practice what has been learned
4. Situations as close as possible to reality
5. Cooperate and work in a team
6. Willingness to learn

There are lots of interactive training tools available. They come in a wide range of forms:

- measuring tools and calculators
- polls and quizzes
- games
- interactive infographics
- interactive videos and live streaming



➤ **Section 2. List with Interactive tools**

	tool	Type of didactic activities	Introduction words for the application	website
1	ActivePresenter	Lectures	Includes all the tools needed to record screen, annotate, edit screencast videos and create interactive eLearning contents.	https://atomisystems.com/activepresenter/
		Tests		
2	Animoto	Lectures	Using Animoto, both you and your students can create and share video content with ease. Simply select a storyboard, drag and drop assets, adjust fonts, colours, music and more.	https://www.animoto.com/
3	AnswerGarden	Tests	You can elicit brief answers from your students using Answer Garden. This app has a minimalistic design and simple management features that make it perfect for collecting feedback.	https://www.answergarden.com/
		Competition		
		Lectures		
4	Apester	Didactic Games	Apester is omnichannel digital experience platform for the visual generation. With Apester you can easily design, edit and share interactive experiences from surveys, interactive forms, quizzes, mobile landing pages, custom web stories and much more to effectively segment your audience and personalize your messaging.	https://apester.com/
5	App-eLearn	Lectures	Helps to design, create and publish responsive content to any platform, the content building blocks to logically build content framework, assessment, tracking and reporting functions such as question randomisation and recording of student assessment results into a Learning Management System	https://www.app-elearn.com/
		Classes		
		Tests		
6	Bunceee	Lectures	You can construct and share interactive classroom content and	https://bunceee.com/



			multimedia presentations with Buncee. You can integrate content from a variety of sources to create eye-catching content that engages your students.	
7	Cambridgeone	Didactic Games	Language Learning management system based on the experience of one of the leading universities in language education, teaching and learning.	https://www.cambridgeone.org/home
8	Camtasia	Lectures	Camtasia makes it simple to record and create professional-looking videos on Windows and Mac. It is video recorder, video editor and screen recorder - free 30 - days trial version. Registration needed (TechSmith account). Languages: English, French, German, Japanese, Spanish, and Portuguese	https://www.techsmith.com/video-editor.html
		Classes		
9	Canva	Lectures	Canva is an graphic design platform, used to create social media graphics, presentations, posters, documents, videos and other visual content. The app includes templates for users to use. The platform is free to use (registration required) and offers paid subscriptions such as Canva Pro and Canva for Enterprise for additional functionalities.	https://www.canva.com/
10	Classkick	Lectures	Classkick is a free app that shows you what your students are working on. In addition, it gives you a platform to provide high-quality, real-time feedback.	https://www.classkick.com/
11	Coursera	lectures	Coursera is an online education platform. Coursera offers individual courses, specialized courses, and degree programs that support on-demand video lectures, homework exercises, peer-reviewed assignments, and community discussion forums.	https://www.coursera.org/
12	Crowdsignal	Lectures		



		Tests	Create and share flexible surveys, quizzes, polls and ratings using Crowdsignal. Once you've collected your answers you can easily export the data, so that you can start analysing it properly.	https://crowdsignal.com
		Didactic Games		
13	DIALPAD	Lectures	Dialpad is an AI-powered cloud communications platform that turns conversations into opportunities and helps teams make smart calls.	https://www.dialpad.com/
14	Doodle	tests	Doodle is the fastest way to schedule or find the right time for anything.	https://doodle.com
15	Doodly	Lectures	Doodly is a whiteboard animation software. The software sports a Drag and Drop interface that makes it easy to make sketches. While there are several types of this software available, Doodly stands out because it is easy to use by even beginners.	https://www.doodly.com/
16	Dugga	Tests	Dugga enables to create, schedule and grade exams seamlessly in one place.	www.dugga.com
17	EdApp	Lectures	Micro learning, gamification, spaced repetition and many other.	https://www.edapp.com/
		Didactic Games		
18	EdCast	Lectures	EdCast is an AI-powered knowledge cloud for unified discovery, knowledge management, and personalized learning.	https://www.edcast.com/
19	EDPUZZLE	Lectures	Edpuzzle is a web-based tool for editing online videos and adding interactive content.	https://edpuzzle.com/
20	Explain Everything	Team Group (case study)	Explain Everything is a platform for engaging teaching and learning by recording tutorials, creating interactive presentations and assignments. It has a basic free plan (registration required) and there are several plans with additional features.	https://explaineverything.com/
		Lectures		
21	ForAllRubrics	Lectures	ForAllRubrics is a website where teachers can create rubrics, collect assignments, assess students, and give	https://forallrubrics.com
		Didactic Games		



			feedback. Accounts are required to use the site, but it allows users to import classes from CSV or Excel files to cut down on the workload.	
22	Formative	Lectures	Formative will help you find, build and share digital formative assessments, tasks or assignments that can be accessed by your students on any device. Furthermore, you'll see individual student responses in real time!	https://formative.com/
23	Freehand - Whiteboard	Lectures	InVision Freehand is the digital collaborative whiteboard for all the work you do. Run brainstorming, project kickoffs, workshops, design sprints, and more. Make meetings interactive, engaging, and inclusive with the Freehand for Webex app.	https://www.invisionapp.com/freehand
24	genially	Lectures	Genially is an online tool for creating all kinds of visual and interactive content quickly and easily, for individual or team use. This all-in-one software allows you to create presentations, infographics, gamification, interactive images and more interactive content. With the free plan (registration required) the user can use the main features, while with a premium plan the user can make the most of the tool. Languages: English, Spanish, Portuguese, French	https://genial.ly/
		Didactic Games		
25	Google Forms	Tests	Google Forms is a survey administration software included as part of the free, web-based Google Docs Editors suite offered by Google. The service also includes Google Docs, Google Sheets, Google Slides, Google Drawings, Google Sites, and Google Keep. Google Forms is only available as a web application.	https://www.google.com/forms



26	Google Jamboard	Lectures	With Google Jamboard, a user is able to create a 'Jam' where they are able to draw, create shapes, lines, and add text. The user can also choose between four pen types and six colors. There are also tools provided to erase and move objects, as well as create digital sticky notes, and turn their touchpoint into a digital laser pointer. For creating Jams a Google account is required, while users can enter the Jam without registering or signing in. Languages: English	https://jamboard.google.com/
27	H5P	Lectures	H5P makes it easy to create interactive content, such as interactive videos, interactive presentations, quizzes, interactive timelines and more, by providing a range of content types for various needs. The user can create interactive content by adding the H5P plugin to a WordPress, Moodle or Drupal site, or integrate it via LTI with Canvas, Brightspace, Blackboard and many other VLEs that supports LTI integration. H5P itself is open source and free open source plugins have been developed for various publishing systems allowing users to host the free code themselves. Those hosting H5P themselves will most likely be paying someone else for the hosting.	https://h5p.org/
		Tests		
28	Hypocampus	Tests	It's an evidence-based study tool for high-school students	https://www.hypocampus.se/
29	Involve.me	Didactic Games	No-code content builder for quizzes, surveys, calculators, forms & payment pages. Create personalized interactions at every step of the customer journey.	https://www.involve.me/
30	Ion Interactive	Didactic Games	Launch code-free quizzes, ROI calculators, assessments, interactive	https://rockcontent.com/products/ion/



			infographics, and other interactive formats in just a few hours.	
31	isEazy	Lectures	more than 20 types of interactive elements to motivate students, pedagogical games, interactive video; FREE trial as long as you want (with a watermark on the courses that are exported).	https://www.iseazy.com/
		Didactic Games		
		Tests		
		Classes		
32	iSpring	Lectures	free trial 30 days, iSpring Suite is a fast and user-friendly eLearning toolkit that builds into your PowerPoint. With iSpring Suite, you can easily create a course, record narration, put together a quiz, and publish the course online	https://www.ispringolutions.com/
		Classes		
		Tests		
		Team Group (case study)		
33	Jotform	Tests	Jotform is a full-featured online form builder that makes it easy to create robust forms and collect important data.	https://www.jotform.com/
34	Kahoot!	Competition	a tool for interactive and gamified online content. Kahoot! is a game-based learning platform, used as educational technology. Its learning games, also known as "kahoots", are user-generated multiple-choice quizzes that can be accessed via a web browser or the Kahoot! app. Kahoot! also includes trivia quizzes.	https://kahoot.com/
35	Kaltura	Classes	Manage video, audio and image assets at scale. Cloud video transcoding and image manipulation	https://corp.kaltura.com
36	Kialo Edu	Didactic Games	Kialo Edu allows educators to curate spaces for students to work through complex subjects together, while giving students the space to ask questions, discuss, and evaluate new ideas.	https://www.kialo-edu.com/
37	Learnifier	Classes	This tool is usually used by companies to create learning outcomes. However, it could be useful for higher education students	https://learnifier.com/
38	LearnUpon	Lectures	This is cloud-based option intended for educational purposes, corporate training, customer education, and	https://www.learnupon.com/#



			partner training. Among the strong features are its functionalities, user-friendly interface, and multilingual support. Its ability to segment different teams and create unique learning paths is one of the advantages it offers.	
39	MapMe	Team Group (case study)	Mapme is used to create interactive maps across all industries: non-profits, cities, real estate, construction, retail, and travel just to name a few. Mapme can handle endless use cases of digital maps. These are just a few: project portfolios, events, neighborhood guides, real estate listings, and locators.	https://mapme.com/
40	Mentimeter	Tests	Mentimeter focuses on online collaboration for the education sector allowing students or public members to answer questions anonymously. The app enables users to share knowledge and real-time feedback on mobile with presentations, polls or brainstorming sessions in classes, meetings, gatherings, conferences and other group activities. The free plan (registration required) includes unlimited audience size (for quizzes it is up to 2,000 users), unlimited number of presentations, all question types, unlimited Content slides, maximum two Question slides and five Quiz competition slides per presentation. Languages: English, Spanish, Portuguese, Italian.	https://www.mentimeter.com/
		Competition		
		Lectures		
41	Mirillis Action!	Lectures	screen recorder and streaming software is an ultimate tool for recording and live streaming of all desktop activity including tutorials	https://mirillis.com/
42	MIRO	Laboratories	Miro is your team's visual platform to connect, collaborate, and create — together.	https://miro.com/it/



43	Moodle	Lectures	<p>Moodle is a free, online Learning Management system enabling educators to create their own private website filled with dynamic courses that extend learning, any time, anywhere.</p> <p>Whether you're a teacher, student or administrator, Moodle can meet your needs. Moodle's extremely customisable core comes with many standard features. Take a look at a highlight of Moodle's core features below and download the file Moodle features for students (pdf) comparing the LMS, Moodle app and offline features.</p>	https://moodle.org/
44	Moovly	Lectures	<p>video production, create flipped classroom videos or engage students with video assignments.</p>	https://www.moovly.com/
45	Mural	Lectures	<p>The MURAL App for Webex brings imagination to collaborative work by providing a shared digital canvas with complete native functionality for teams to innovate without leaving Webex. With communication and visual collaboration occurring in one space, teams find the right content quickly, stay aligned, and deepen engagement when solving hard problems, wherever the team is located.</p>	https://apphub.webex.com/applications/mural-mural
46	Outgrow	Didactic Games	<p>Outgrow is a SaaS tool that you can use to create personalized content that helps you generate more qualified leads and better engage with your customers. You can build calculators, quizzes, ecommerce recommendations, assessments, polls etc.</p>	https://outgrow.co/
47	Padlet	Lectures	<p>Padlet provides a cloud-based software-as-a-service, hosting a real-time collaborative web platform in which users can upload, organize, and</p>	https://padlet.com/



			share content to virtual bulletin boards called "padlets".	
48	Panopto	lectures	Panopto is a secure video portal for your Webex Meetings recordings which allows users to share recordings with people who couldn't attend the meeting and recall relevant moments from any meeting. Webex Meetings administrators get more control over recording permissions. Meeting hosts benefit from simplified sharing. Participants get a more interactive and engaging playback experience.	https://www.panopto.com/
49	Playbuzz	Tests	Storytelling Tools Designed for Maximum User Engagement. Create an account and populate any one of our storytelling tools with your own content. Choose from polls, slideshows, video snaps, quizzes, lists, flip cards, countdowns and more.	https://www.playbuzz.com/quizzes
50	Quia	Didactic Games	Create your own educational games, quizzes, surveys, and web pages with Quia. Search millions of games and quizzes created by educators around the world.	https://quia.com/
		Lectures		
51	QUIZZ	Didactic Games	Quizizz is an educational software that creates and sells a gamified student engagement platform. The software is used in class, group assignments, pre-test review, formative assessments and pop quizzes.	https://quizizz.com/
52	Quizlet Live	Team Group (case study)	Quizlet is a collaborative game. Instead of students answering individual questions on their individual devices, Quizlet puts students in groups. All possible answers are divided amongst the devices of all students participating.	quizlet.com/live
53	Raptivity	Didactic Games	The game-based and quiz-based interactions have the right amount of fun elements to encourage knowledge	https://www.raptivity.com/
		Lectures		



			retention, learning interactions for microlearning	
54	REMIND	Lectures	Remind is a platform for communication and learning that reaches students & parents. Built with mobile-first messaging that supports learning wherever it happens, Remind connects the people and resources that give every student the opportunity to succeed.	https://www.remind.com/
55	Schoology	Lectures	Schoology Learning is the leading K-12-focused learning management system (LMS) that helps educators address unfinished learning, deliver personalized instruction that meets the needs of the whole child, and better prepare students for future success no matter where they are.	https://www.schoology.com/
56	SEESAW	Lectures	Seesaw is at the heart of the learning process for millions of students. Our platform encourages creativity and feedback that makes students excited to learn. Now more than ever, remote learning solutions are essential. Seesaw enables meaningful learning from anywhere, for every student.	https://web.seesaw.me/
57	Skillshare	lectures	Expand your horizons as you explore online classes from Skillshare. Discover new skills, techniques, and tools for a wide range of creative topics, from photography and graphic design, to drawing and animation. Whether you're a beginner or a master, a dabbler or a pro, you'll be able to try free online classes with your Skillshare free trial to help you take your skills to the next level.	www.skillshare.com
58	Skolon AB		It is a unique service for all the digital educational tools and make them work in the classroom. This platform brings together all of the teacher's digital tools and resources in one place.	https://skolon.com/en/landing-page/



59	Slido	Lectures	Make your meetings more interactive with live polling and Q&A directly in Webex Meetings. Use live polls to get instant feedback, check for understanding or run inclusive decision making. Run a competitive quiz with a leaderboard for training purposes or just for fun. Give a voice to your audience and collect the most burning questions with live Q&A. Both presenters and attendees can interact directly in the sidebar without ever leaving Webex.	https://www.slido.com/cisco-webex-polling
60	Socrative	Team Group (case study)	Socrative allows you to access free exercises and learning games that engage your students across all devices. Get instant feedback on learner progress and adjust your approach based on the results.	https://socrative.com/
		Lectures		
61	Stormboard	Team Group (case study)	Stormboard helps teams transform their meetings company-wide, no matter where employees are located, with shared sticky notes and whiteboards in an innovative digital workspace. Stormboard is free for educators (higher education included), by creating an education account using a valid school email address.	https://stormboard.com/
		Lectures		
62	StudyBee	Tests	StudyBee has assessment tools that enable teachers to assess student work directly in Google Classroom, and give feedback. So, it provides additional functionality to Google Classroom.	https://www.studybee.se/
63	SurveyAnyplace	Tests	Create your own online questionnaires with auto-generated personalized reports. Turn your expertise into a tool that delivers individualized advice at scale.	https://surveyanyplace.com/



64	SurveyMonkey	Tests	SurveyMonkey is a web-based program and hosting site that allows an individual to develop a survey for use over the internet. One of SurveyMonkey's features consists of creating high-quality, professional-looking quizzes, including analysis tools that simplify the scoring of quizzes and help the user quickly interpret the results. The Basic plan is free (registration is required), there are several plans with additional features. Languages: English and several others.	https://www.surveymonkey.com/?utm_source=homepage&utm_source3=header
65	Synthesia	Lectures	video production, includes templates, a screen recorder	https://www.synthesia.io/
66	Thinglink	Lectures	ThingLink can be used to radically improve engagement and learning results with interactive media: images, videos, virtual tours, 3D models and simulations.	https://www.thinglink.com/
67	Think Exam	Tests	an exceptional platform for conducting online exams, a smooth platform to use and enhances the flow of information.	https://www.thinkexam.com/
68	Uptale	Lectures	Uptale has one mission: to bring teachers and learners closer together through Augmented (A-)Learning. With Uptale, the eyes, ears, and hands of the teacher are captured with new types of cameras and motion sensors. The teacher can digitize his knowledge, skills, and behaviors to produce impactful A-learning experiences. These experiences are then efficiently proposed to the learner who can practice them with all his senses. We are working to bring A-learning to all the people and organizations who have the ambition to thrive in the augmented world. Here you are! And it is just the beginning.	https://www.uptale.io/
		Classes		
		Didactic Games		



69	VISME	Lectures	all-in-one platform for creating Presentations, Documents, Data Visualizations, Videos and other branded content.	https://visme.co/
70	Zoom	Classes	Zoom, stylized as zoom or Zoom Meetings is a proprietary videotelephony software program developed by Zoom Video Communications. The free plan allows up to 100 concurrent participants, with a 40-minute time restriction. Users have the option to upgrade by subscribing to a paid plan.	https://zoom.us/



➤ **Section 3. Tool for interactive and gamified online content. Kahoot**

Kahoot is a game-based digital learning platform used by millions of people around the world every day. It uses quiz-style games that makes it easy to create, share and play learning games or trivia quizzes in minutes.

At school, Kahoot can be used for any subject, any age, and with any device - students don't even need to register for an account. You can use Kahoot both when teaching in class, for distance learning and in a blended learning format.

Millions of teachers use Kahoot to...

- ✓ Introduce new topics
- ✓ Give the students a chance to feel motivated to keep learning
- ✓ Review content at class and home
- ✓ Engage their class via distance learning and/or with interactive lessons
- ✓ Run formative assessment
- ✓ Collect student opinions through an instant feedback
- ✓ Foster creativity and teamwork
- ✓ Track learning progress over time for formative assessments

The software allows to create fun and quick learning games from scratch called “kahoots”. The format and number of questions is up to the creator that can add videos, images, and diagrams in order to amplify engagement.

Kahoots, ideal for both hybrid and distance learning use, are usually best played in group settings and you need a unique PIN to join any game. For the game host, it is recommended to use a big screen.

To create a kahoot, you can follow the following steps:

1. Go to www.kahoot.com and log in (or sign up) as a teacher

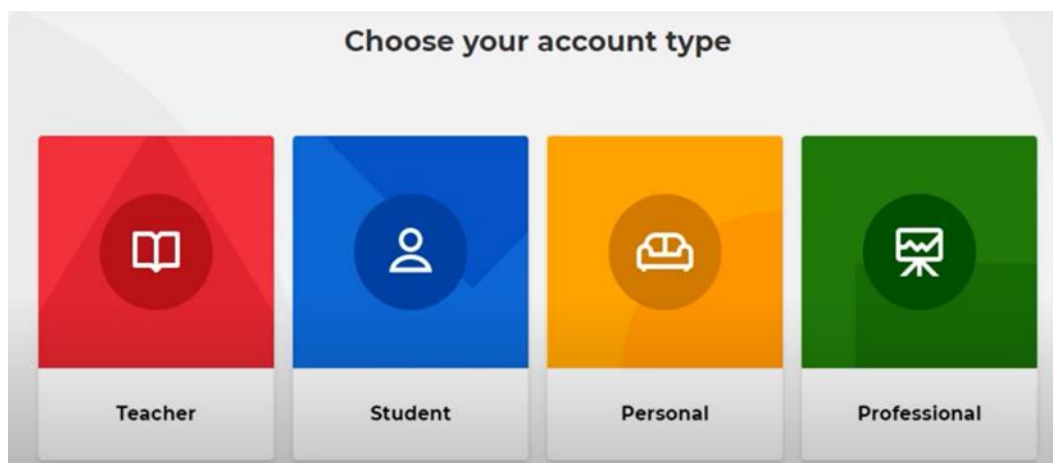


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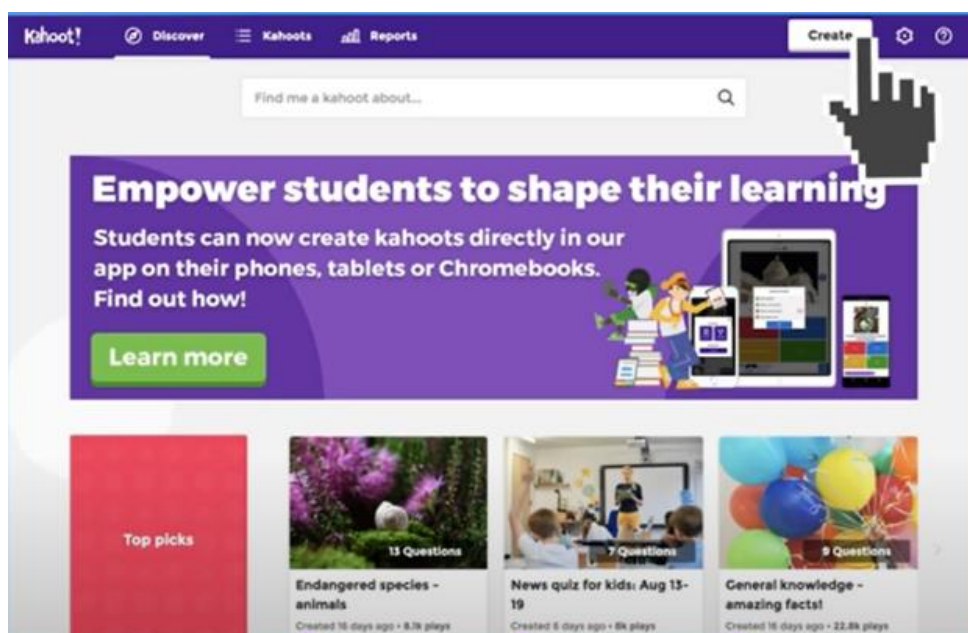


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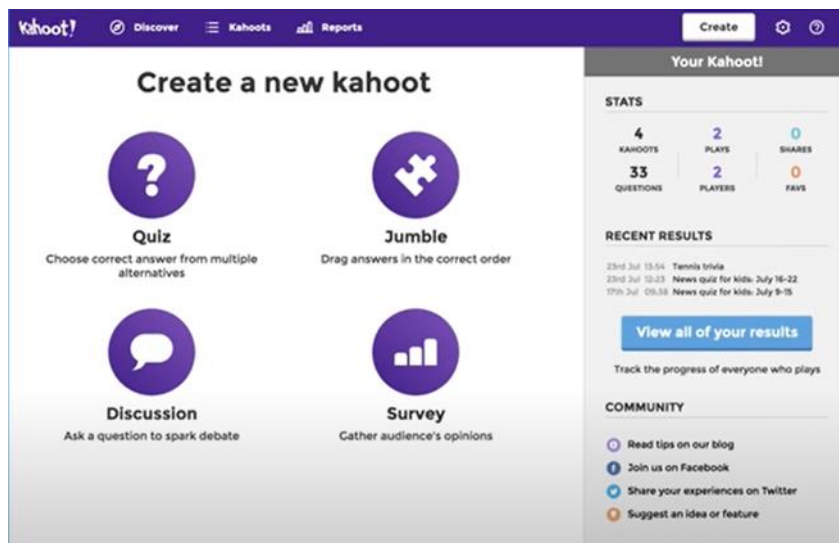
Specify whether you work in a school, a higher education institution, or in school administration. Then choose a plan: you can use Kahoot! for free, or upgrade to one of our premium plans to unlock additional features. You can decide to upgrade at any time! (This tutorial only covers the free version of Kahoot)



2. Click the “Create” button on top of the page to start creating your Kahoot



3. Pick the game type that best suits you

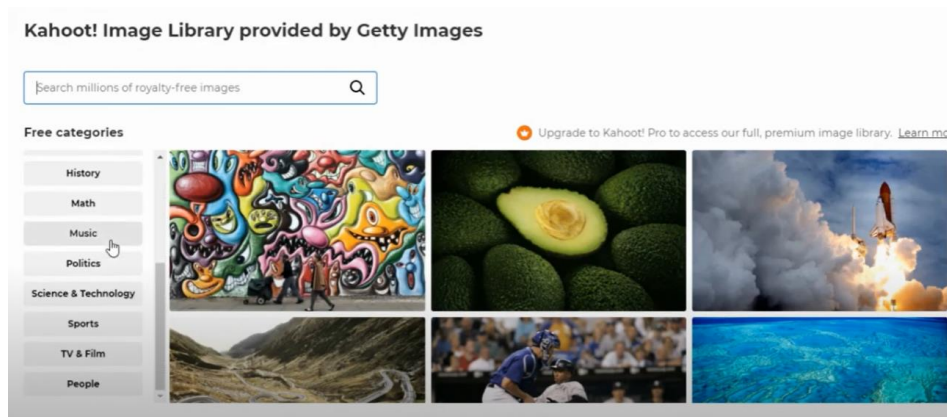
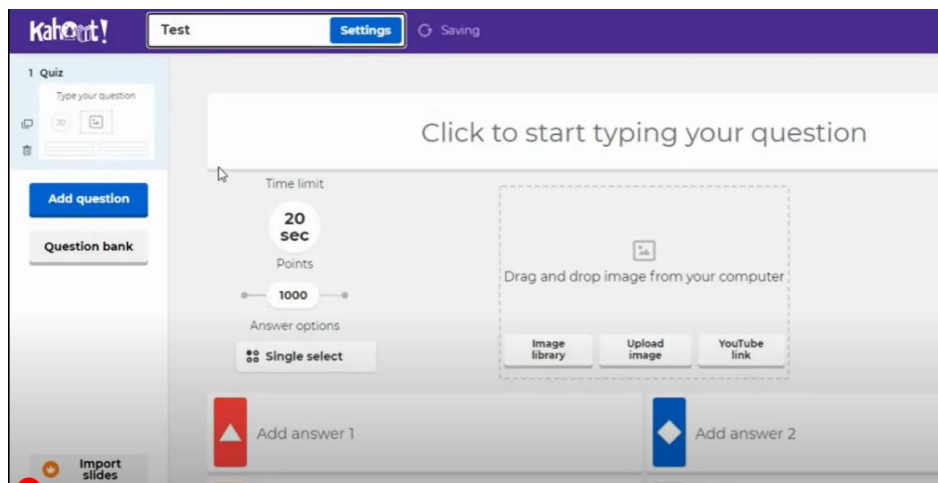


Your options are:

- A quiz with multiple choice questions, in which the participants are supposed to pick the correct answer to your question. A Kahoot quiz can be a great way to check students' knowledge before you start teaching a subject to help avoid making it too simplistic or too complicated for the class.
- A jumble, in which the students will need to put the answers in the right order
- A discussion, that allows you to ask one question and to start a debate out of it (without points)
- A survey, which is essentially a poll without points to gather opinions

4. Customize your kahoot

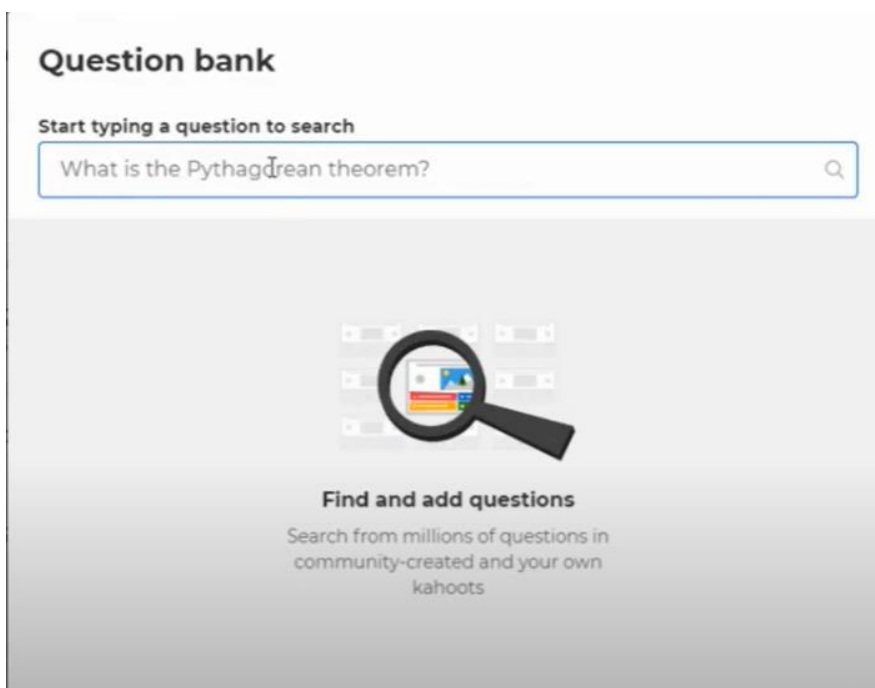
Start customizing the question and the answer alternatives, adding images (by uploading them from your computer or by choosing one from the online library), and/or embedding a YouTube link to the question.



You also have the possibility to adjust game options - for example, randomize the order of questions, or enable our friendly nickname generator to avoid inappropriate nicknames.

Finally, you can choose whether students play individually (Classic mode) or in Team mode.

Remember that instead of typing questions from scratch, you can add them from the website's question bank – accessible from the left-hand side of the kahoot creator. That will help you create kahoots way faster.



By default, questions are displayed on a shared screen, while students tap answer tiles on their devices. If you'd like students to see questions and answer alternatives on their devices (for example, if you have a large classroom or students are joining remotely), toggle this setting on: Show question and answers on players' devices.

A unique Game PIN will be displayed at the top of the screen. Students enter this PIN to join the live kahoot in the Kahoot! app or at kahoot.it in their browser.

Click Start once you can see all the players' nicknames in the "lobby". During playing you can use the spacebar or your mouse to go to the next question.

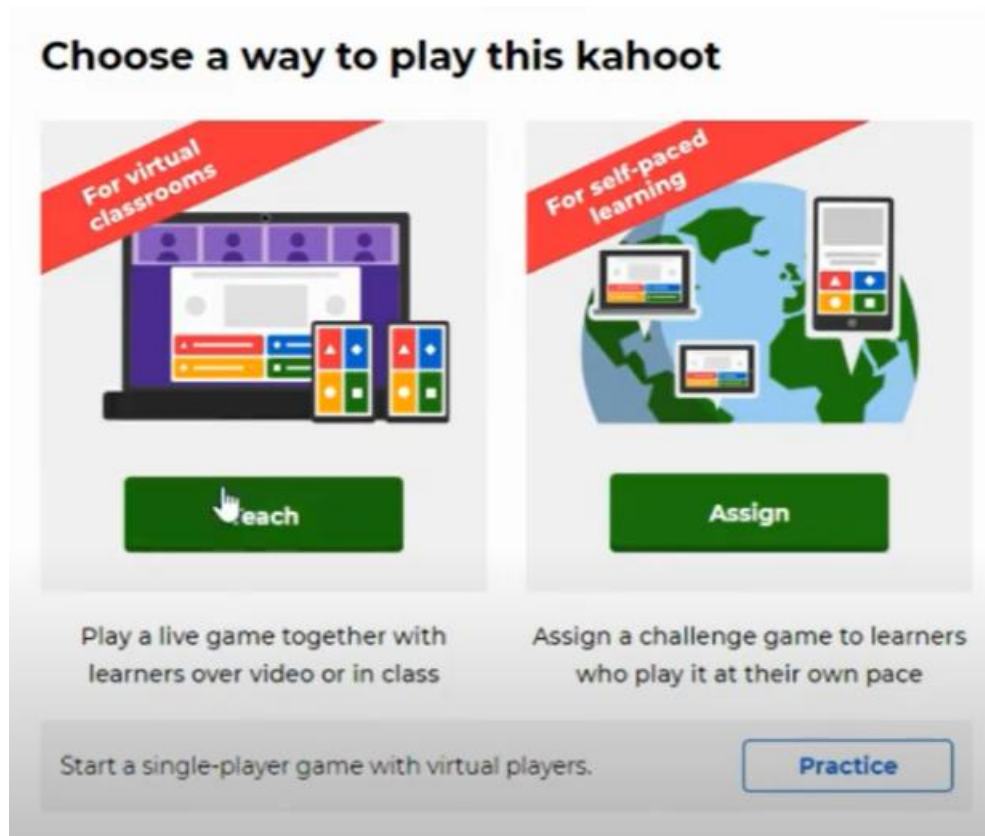
After the kahoot, you can always find and assess results in the Reports section.

5. The kahoot is ready to be played

Once your kahoot is set up, it is part of your collection of kahoots and you can choose whether to test it, to play it, or to share it with other people. If you click play, you can deduce



whether it is going to be immediately synchronous (then you click “teach”) or asynchronous (then you click “assign”).



You can have up to 50 players and choose between the “classic mode” or the “team mode”.

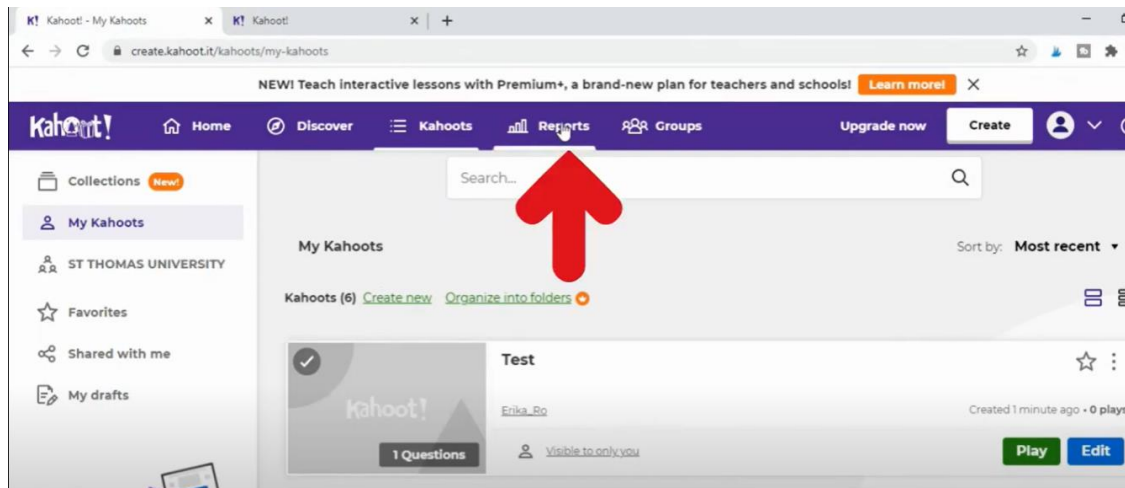
6. After the game is over – assessing learning results

Once you have hosted a game, you can access the “reports” tab in the top navigation bar, that will show you:

- All the key stats (how many students played, how many questions there were, etc.)
- Which questions were the most difficult and might need reteaching
- Which players need help based on their game results
- All the past games that were played (including anonymous surveys)



This section thus allows you to assess learning results and better target your further instruction by capturing useful instructional insights for formative assessment.



In the “Questions” view you can identify where exactly key challenges occur. Be sure to look at the correct overall percentage of the question and at how long it took (in seconds) for students to answer.

In the “Players” view you can check which student (via their nickname) is answering incorrectly and how long are they taking to answer.

If less than 35% of students answered a question correctly, that question is labelled as “difficult”. If there were 3 or more difficult questions in the game you hosted, you can generate a new one with them to reinforce learning power up content review and prep for exams.



The screenshot shows a Kahoot! report for a challenge named "Deep sea animals". The report is divided into several sections:

- Summary:** Shows a progress indicator for "Practice makes perfect!" with 49% correct. A "Play again" button is present.
- Challenge details:** Lists 21 players and 16 questions.
- Podium:** A "View podium" button and a "Share podium" button are visible. A tip suggests boosting engagement by sharing the podium.
- Difficult questions (3):** A puzzle question is highlighted: "Put these parts in order, from head to tail." It shows 33% correct and an average time of 8.85 seconds. A "Create" button is available to generate a new kahoot from these questions.
- Need help (5):** A list of players with their progress: DandyFalcon (0%), MysteryEik (18%), and SisterFish (18%).
- Didn't finish (4):** A list of players who did not finish: DandyFalcon (8), PurrryCat (6), and FabulousGlider (2).

USEFUL TIPS

If you log in to your Kahoot account and navigate to “Discover” from the top bar, you can access millions of pre-set kahoots, many of which are high-quality ones. For example, you can have a look at collections such as the “Academy Verified educators” one, the “Academy Premium partners” one or the “Top picks” one.

If you’re looking for something specific, get started by typing a keyword or phrase into the search bar at the top of the Discover section. The system will suggest popular kahoots that fit your search terms, but if you want to dig deeper, you can filter by Subject, Grade Level, and other filters. When you find a kahoot you like, you can play it right away, star it to add to your Favorites, or duplicate it to be able to customize it later.



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The image shows two overlapping screenshots of the Kahoot! website. The top screenshot displays the main 'Discover' page with various quiz categories like Disney, Angry Birds, and Social Emotional Learning. The bottom screenshot shows a filter menu for 'physics' with sub-categories like Newton's Laws of Motion and AP Physics 1.

Kahoot! Discover Page (Top Screenshot):

- Navigation: Home, Discover, Library, Reports, Groups
- Filters: Math, Science, English Language Arts, Social Studies, General knowledge, Literature
- Featured Quizzes: Disney, Angry Birds (Climate change), Social Emotional Learning (Soul)
- Premium partners: Disney, Marvel, National Geographic, etc.
- Partner collections: Top picks, Sustainable Oceans, Khan Academy, etc.
- Kahoot! Academy Verified educators: Social Studies, Music, Science & Math, etc.
- Top picks: Spelling practice: Animals, EURO2020, Practice Appreciation with Pixar's Soul, Educate About Implicit Bias & Inclusion
- Recommended by Kahoot! Academy: Various science and history topics.

Kahoot! Filter Menu (Bottom Screenshot):

- Filters: physics
- Subject: Math, Sciences, English Language Arts, Foreign Languages, Social Studies, Trivia
- Levels: All sciences, Biology, Chemistry, Physics, Earth Sciences
- Apply Filters (3) | Cancel
- Filtered Quizzes: Physics: Newton's 2nd Law, AP Physics 1 Rotation - mhpphysics, Physical Science: Newton's Laws of Motion



➤ **Section 4. Tool for interactive animated content. Genially**

What is Genially?

Genially is an online and freemium platform for the creation of animated and interactive digital content. It has an Edu version. It is in fact a tool that lends itself to being used in education, in order to facilitate the teaching-learning process both in presence and at a distance.

The very simple and intuitive user interface, the possibility of realising without too much difficulty, using pre-set templates, a wide range of products with great visual impact, the multimedia nature of the creations, which can incorporate content of various kinds (text, images, audio, video), the possibility of sharing one's work with others and working together on the same project are all characteristics that make Genially a valuable ally for teachers.

What can be achieved with Genially?

As mentioned above, with Genially it is possible to create a wide variety of content in response to multiple needs.

- **Presentations**

Genially offers the possibility of creating presentations or video presentations that can be used by teachers, for the introduction of new topics (also in flipped classroom mode), or by pupils, as support for the presentation of their own in-depth research or group work.

- **Explaining from an image**

Genially allows us to let images speak for themselves. By creating an interactive image we can in fact enrich our images with other layers of information (video, audio, text, etc.). This allows teachers to launch new topics from a visual stimulus (a painting, a photograph, a map, etc.), but also allows children to demonstrate what they have learnt or, more generally, to express themselves using a creative mode of expression.

- **Schematising**



With Genially, it is then possible to create infographics to schematise the topics explained or studied, translating them into an accessible and inclusive visual language.

- **Illustrate topics, practices and procedures**

Genially provides the possibility of constructing guides, i.e. interactive information documents that neatly bring together the information needed for initial understanding or practical guidance on a study topic, practice or procedure.

- **Learning by playing**

Therefore, Genially allows us to create games and quizzes to motivate pupils, actively involve them in the teaching-learning process, assess and promote the memorisation of concepts through fun.

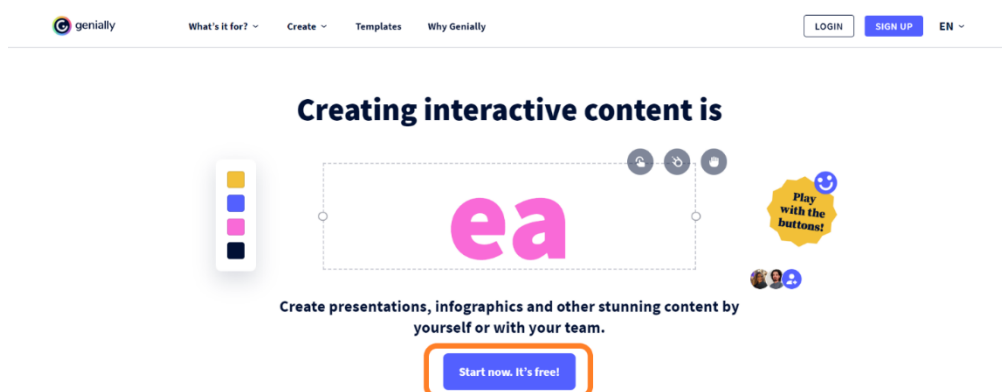
- **Creating learning modules**

Finally, Genially allows us to create **training materials that** are true learning modules in which learning units are combined with challenges.

How to register?

To start using Genially, you must first register.

You therefore need to go to the home page (<https://genial.ly>) and click on the 'Start now. It's free!' button.





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You can choose whether to register with your Google, Facebook, Office 365, Twitter or LinkedIn account, or with your e-mail. In the latter case, you will be asked to enter your **full name**, your **e-mail address** and the **password** you want to use.

Once you have carefully read and accepted the **terms of use and privacy policy**, you can proceed by clicking on the 'Sign up' button.

You will then be asked some questions about how you would like to use the platform that will allow Genially to personalise your experience.

You can then log in with your email and password or with your Google, Office362, Facebook, Twitter or LinkedIn account.

When you log in for the first time, you will be sent an e-mail to **verify your account**.

How to start creating?

Once you have completed your registration and verified your account, you are ready to begin your experience with Genially. All you have to do is access the dashboard, where you will find all the tools you need to be able to realise your creations.

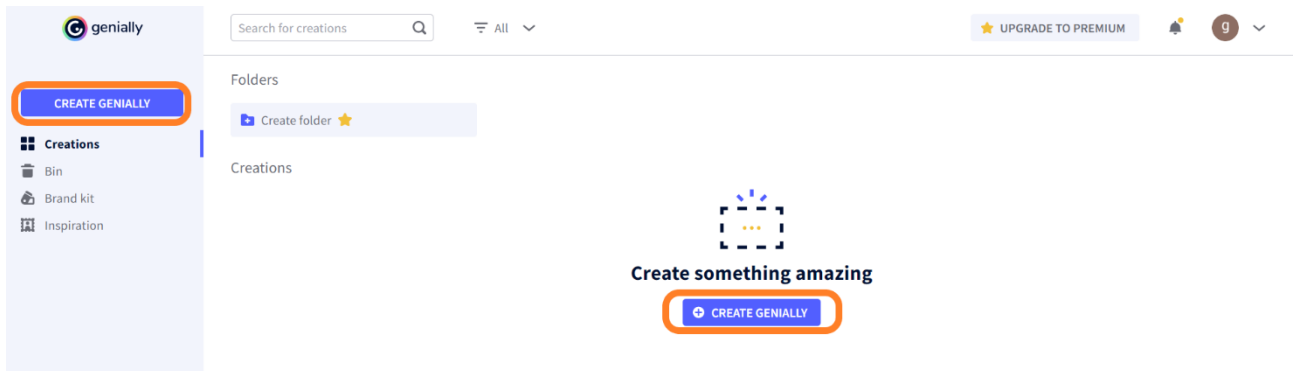
To start a new project, click on '**Create genially**' button (In the Panel you will find it both in the menu on the left and in the centre of the page) and choose the type of content you want to create from the options offered.



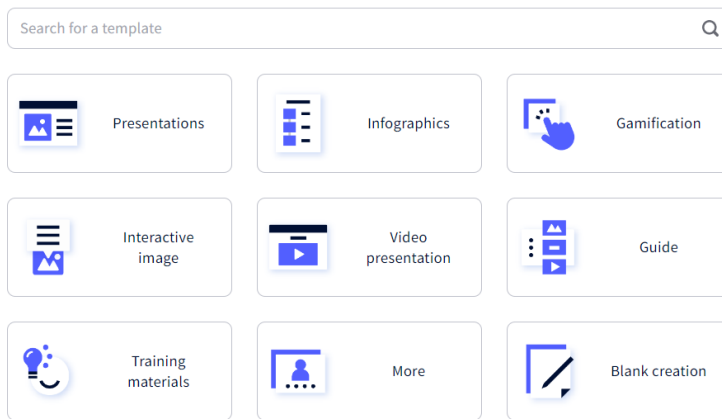
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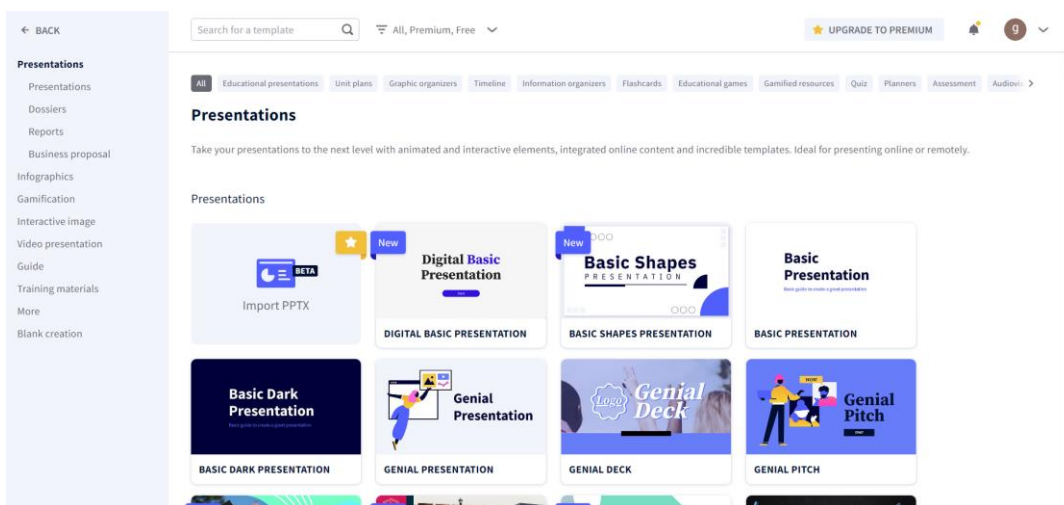
4G Didactic Pills



What you can create with Genially



You will then see a series of **templates** from which you can choose the one that best suits your specific needs. To speed up the search process and find what you need more quickly, you can filter the templates using the search engine.



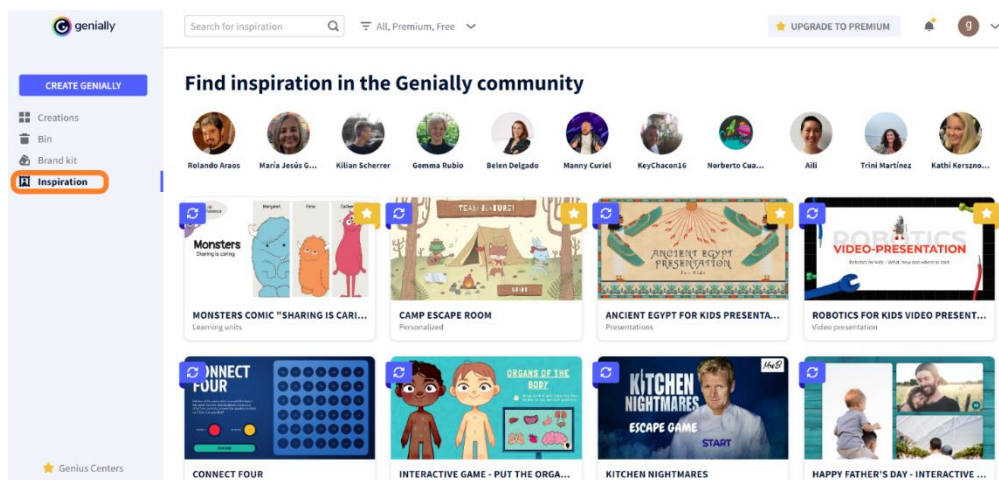


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4G Didactic Pills

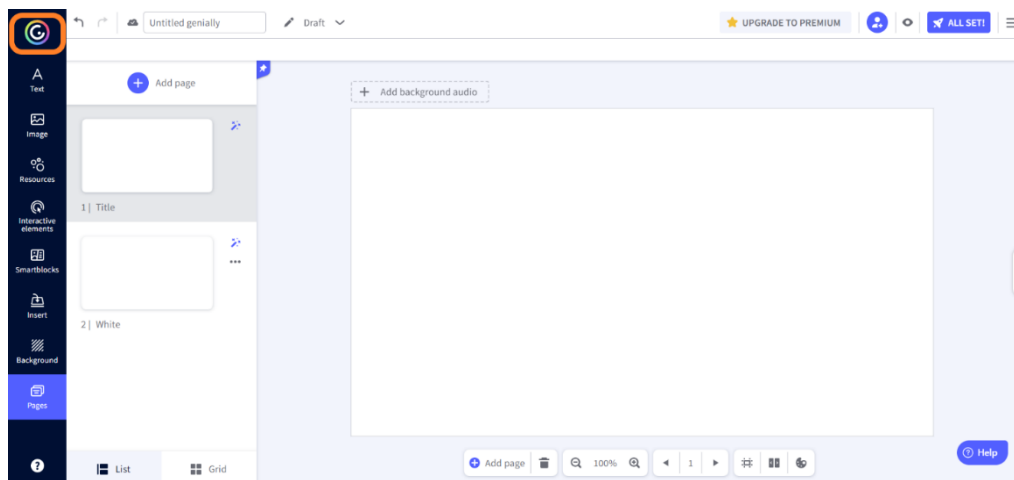
If you do not find a template here that satisfies you, you can look for inspiration in the Genially Community. In the menu on the left-hand side of the Panel, click on the '**Inspiration**' section. You will access the rich repertoire of creations for kids made by other users in the community. You can use the search bar to find what you need more easily or filter the results to quickly find reusable geniallys.



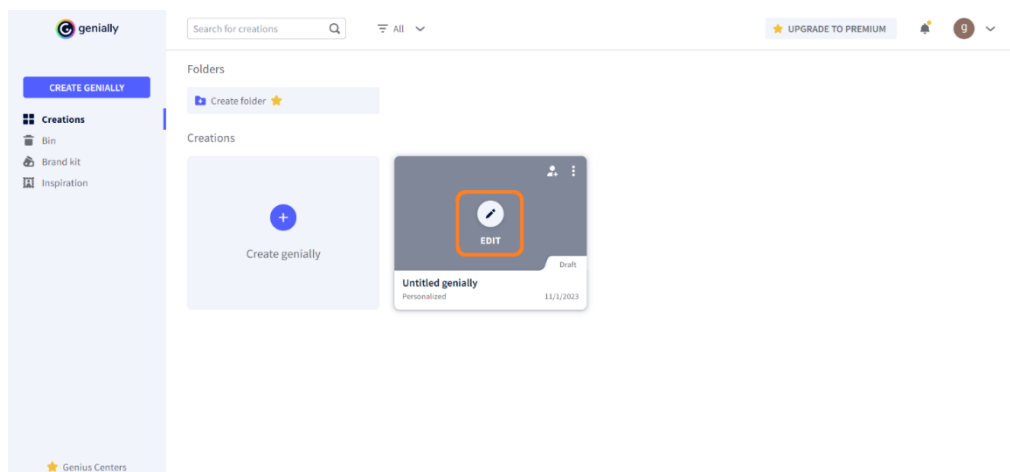
If you prefer not to use a pre-set template, you can choose to create your content from a **blank page**. In this case, after clicking on 'Create genially', select 'Blank creation'. You will be faced with a blank slate that will allow you to give full rein to your creativity.

Finally, Genially offers the possibility of working on a **PowerPoint document**, modifying its content and graphics and adding animations and interactive elements. If you want to use this function of Genially to breathe new life into your old presentations, all you have to do is click on 'Create genially', select 'Presentations' and then click on 'Import PPT'. You can import a file in .pptx format as long as it does not exceed 100 Mb and start working on it.

After selecting the template, it will open in the Editor. To return to the Panel, click on the Genially icon in the top left corner.



The Panel is the place where you can view the thumbnails of your creations. To make changes to a creation, hover over its thumbnail and click on the 'Edit' button.



How to assign a title to a genially?

To attribute a title to your genially you have two options.

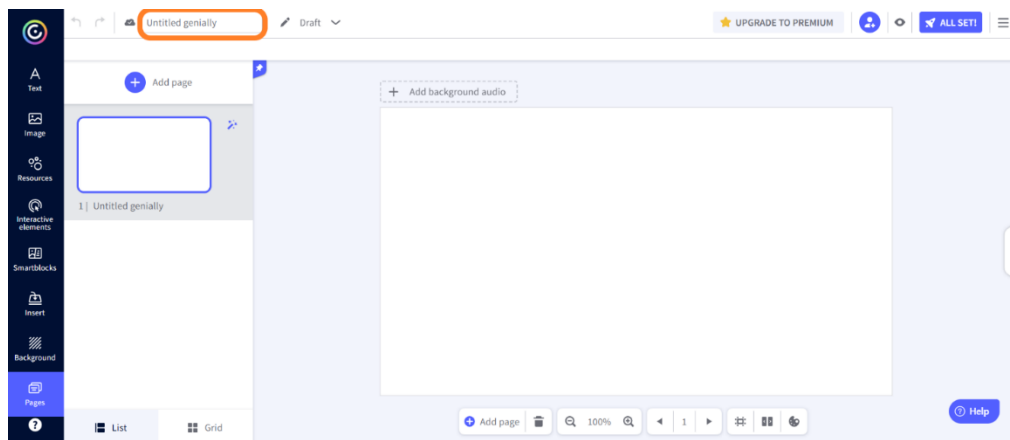
From the Editor, all you have to do is enter the title in the text box on the top bar. The changes will be saved automatically after a few seconds. To speed up the saving process, you can click on the little cloud icon.



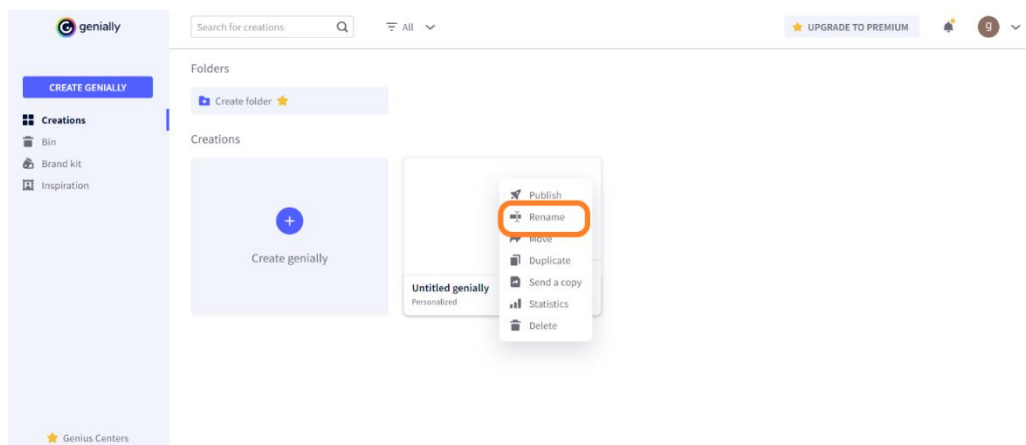
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From the panel, you must instead hover over the project thumbnail, click on the three dots that appear in the top right-hand corner and then select the 'Rename' option.



How to collaborate with others on the same project?

Genially gives us the opportunity to work as a team and realise group creations.

Once you have created a project, you can decide to avail yourself of **one or more collaborators** to complete it. All collaborators will see the project in the 'Creations' section of their Panel and will have the possibility, one at a time, to make changes to it.

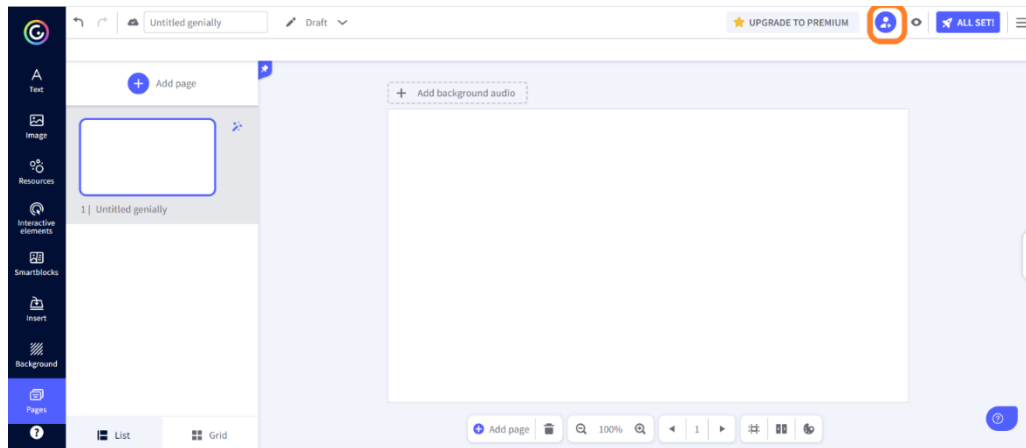
How to add collaborators? You can do this from the Editor or from the Panel. From the Editor, click on the collaboration icon located to the right on the top bar.



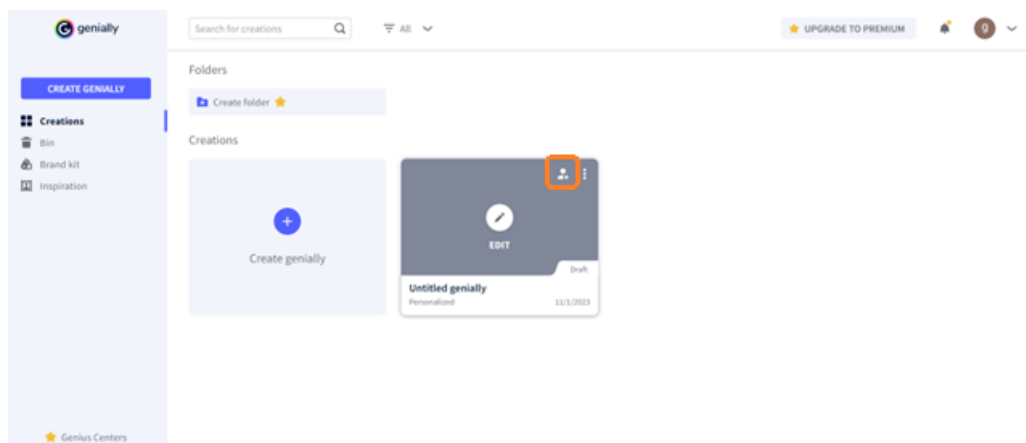
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From the Panel, hover over the thumbnail of the genially you want to make collaborative and click on the collaboration icon.



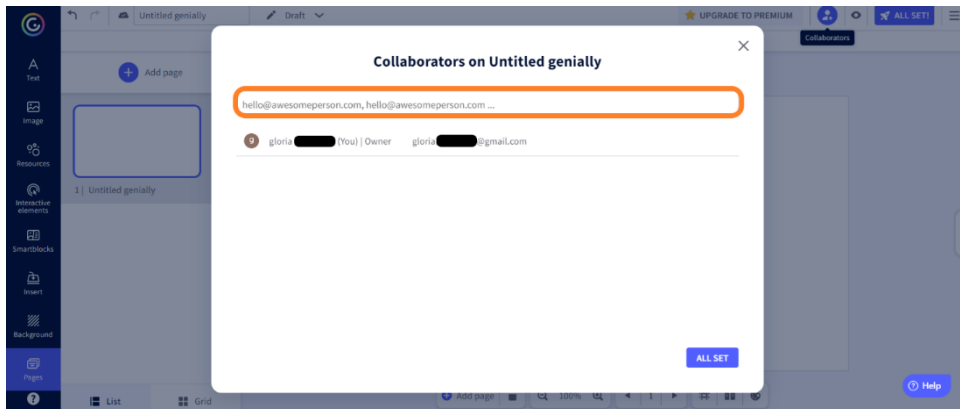
In both cases you will display a window where you will be allowed to enter the e-mail address of the person you wish to add as a collaborator. If you wish to add several collaborators, separate the different e-mail addresses with a comma.



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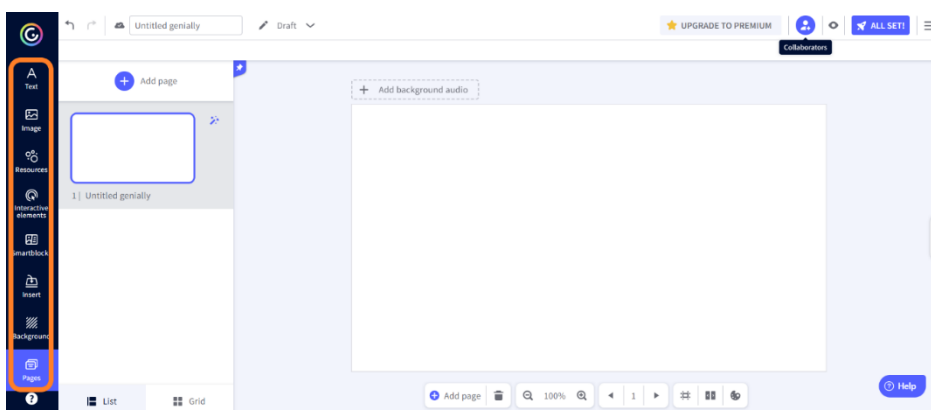
What tools and functions do you have at your disposal?

Once you have created your genially and assigned it a title, you can start customising your creation. A number of tools and functions are available to you to do this.

Two menus are available in the Genially editor: a Main Menu and a Contextual Menu.

- **Main Menu**

This menu, located within the sidebar on the left, provides the various resources that can be included in the creation by grouping them by type. Some of them are not available in the free version. To incorporate a resource within the creation, simply select it and drag it to the desired position with the mouse (drag and drop system).



- **Text**



In this section you have various text boxes in different formats and a number of style sets that you can insert into your creation.

- **Image**

Clicking on this section gives you several possibilities to insert images into your genially. You can choose from those provided by the platform, upload them from your device, Google Drive or Dropbox, or you can search for them on Pixabay or Giphy. Genially.ly gives you the opportunity to save space on your hard disk: by pasting the URL on your image you can embed it in your creation without having to download it.

- **Resources**

This section gathers a wide variety of elements (icons, shapes, charts, lines, arrows, illustrations, scenes, maps or silhouettes) with which you can enrich your project.

- **Interactive elements**

This section gathers a series of elements (such as buttons, markers or icons) that you can include in your creation and provide with interactivity.

- **Smartblocks**

This section gives access to a large repertoire of smartblocks, i.e. sets of predefined elements with a variety of themes that will help you easily complete your creation.

- **Insert**

From this section, you can insert audio, video or other multimedia content into your creation. Various options are offered. Resources can be, for example, uploaded from your own device, from Google Drive or Dropbox, or via links.

- **Background**

From this section, you can customise the basic background and page background of your creation. You can choose a plain background by customising its colour, select a background from the Genially library or upload an external image.

- **Pages**

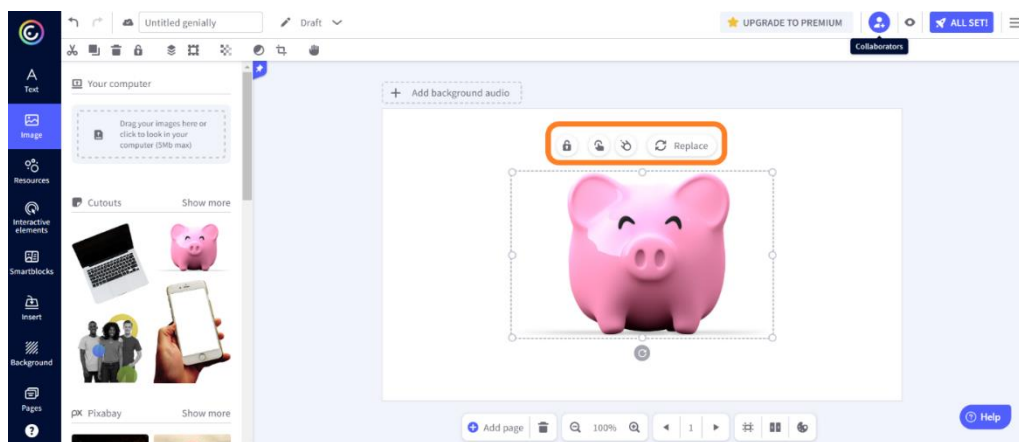
From this section, you can edit and manage the pages that make up your creation. Pages can be added, deleted, duplicated, hidden or password-protected. By clicking on



the magic wand at the top right of each page, you can open a menu that allows you to set the canvas size, transitions from one page to another and the navigation mode.

- **Contextual Menu**

This menu, which is opened by clicking on any element of the creation, includes a series of functions that allow you to act on the selected element by locking it, inserting an interaction, adding an animation or replacing the element itself.

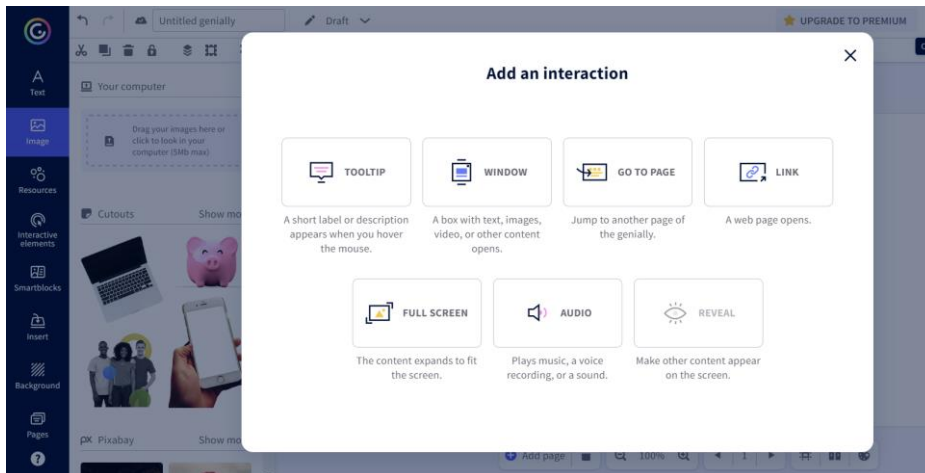


- **Lock**

This function allows you to lock the selected element should you wish to modify the rest of the creation without running the risk of modifying it or changing its position by mistake.

- **Add interactivity**

This function allows you to equip the selected element with interactivity. There are seven types of interactivity that can be configured.



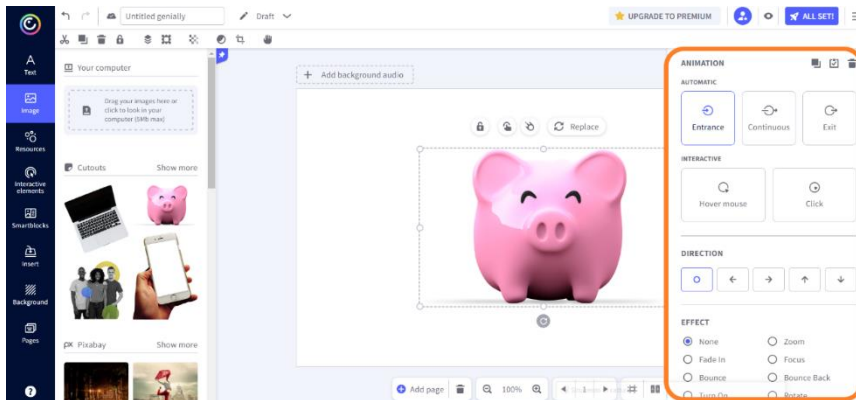
- **ToolTip:** when the mouse hovers over the selected element, other elements (text, images, videos, links, tables, etc.) appear on the screen.
 - **Windows:** clicking on the interactive element opens a window with text, images, videos or other content.
 - **Go To Page:** clicking on the interactive element automatically switches to another page in the creation.
 - **Link:** clicking on the interactive element opens a web page.
 - **Full Screen:** clicking on the interactive element expands it to fill the entire screen.
 - **Audio:** clicking on the interactive element starts an audio.
 - **Reveal:** clicking on the interactive element displays previously hidden content on the screen.
- **Edit animation**
- This function allows the selected element to be brought to life with one or more animations.



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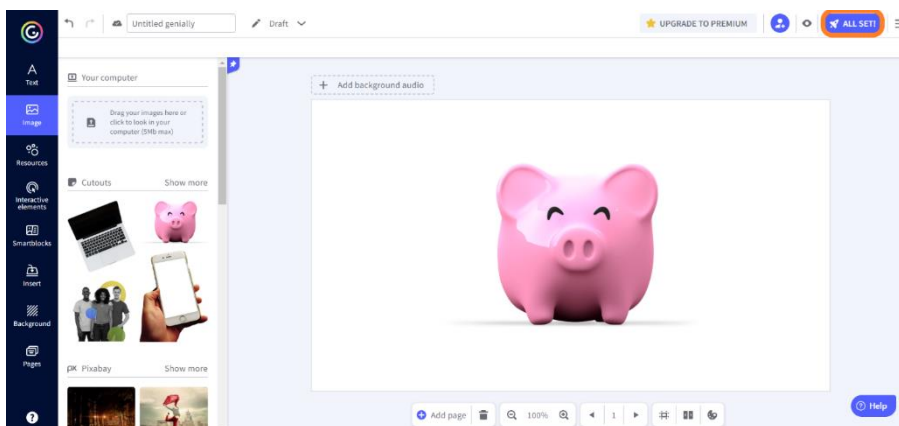
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How to publish your creations?

As you proceed with editing your creation, Genially saves your progress automatically. Once you have finished your work, you are ready to publish it. You can choose whether you want it to be **public**, i.e., visible to anyone, indexed in search engines, or **private**, i.e., visible only to people with whom you share the display link. This second option is only available to those who purchase the Premium version.

You can publish your genially from the Editor or from the Panel. If you are in the Editor, click on the 'All set!' button at the top right.



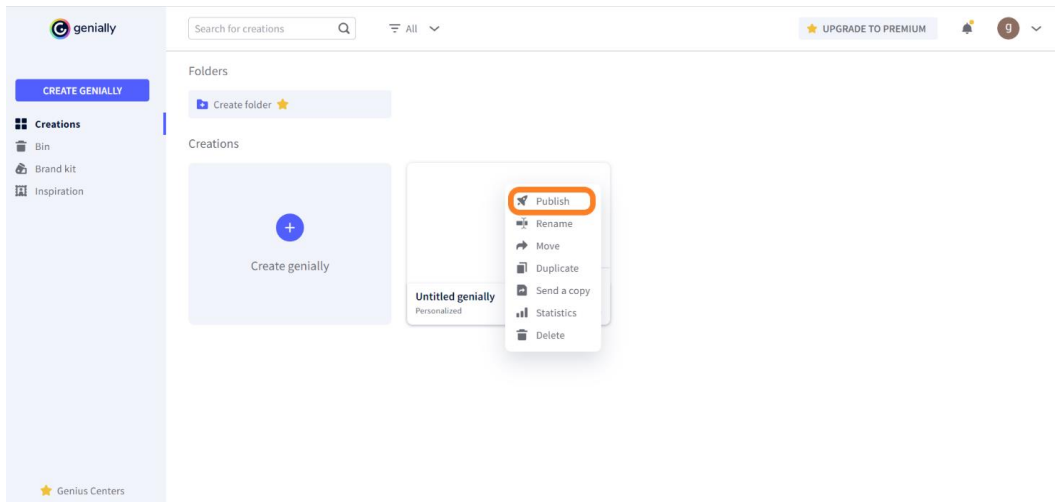
If you are in the Panel, hover your mouse over the thumbnail of the presentation you want to publish, click on the three dots at the top right of the thumbnail, and then click on 'Publish'.



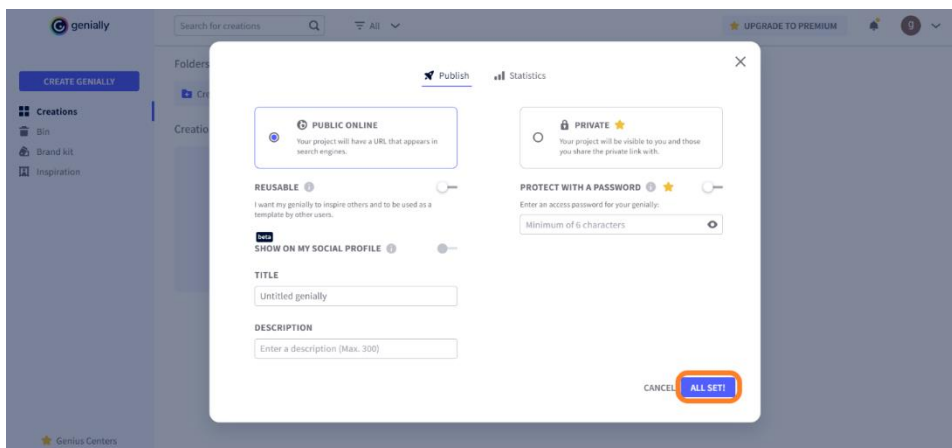
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Choose the publishing mode and then click on 'All set!'. Your genially is now ready to be shared or downloaded.



How to share or download your creations?

Once you have published your creation, you can share it with whoever you want. Go to the Panel. Hover over the thumbnail of your creation and you will see the share icon. Click on the icon. You will have several options:

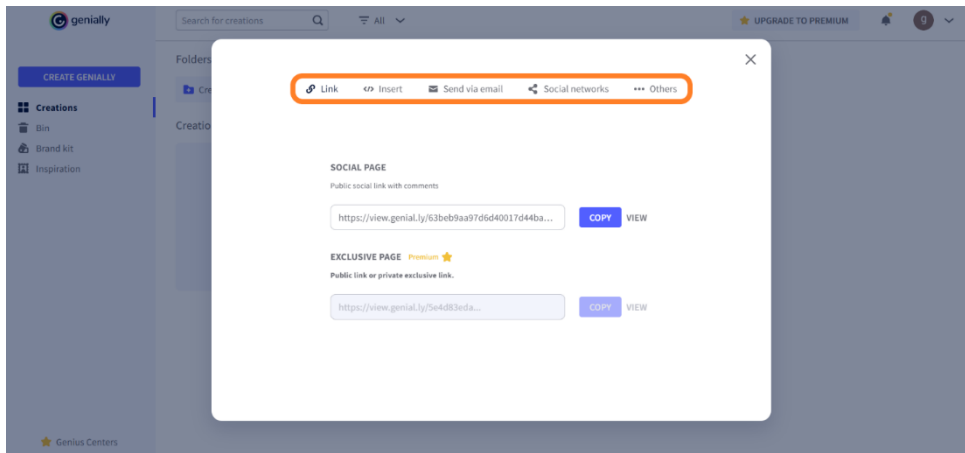
- Link sharing
- Embedding in a website or blog via Iframe script
- Sending by e-mail
- Sharing on social media
- Sharing on Google Classroom
- Sharing on Microsoft Teams



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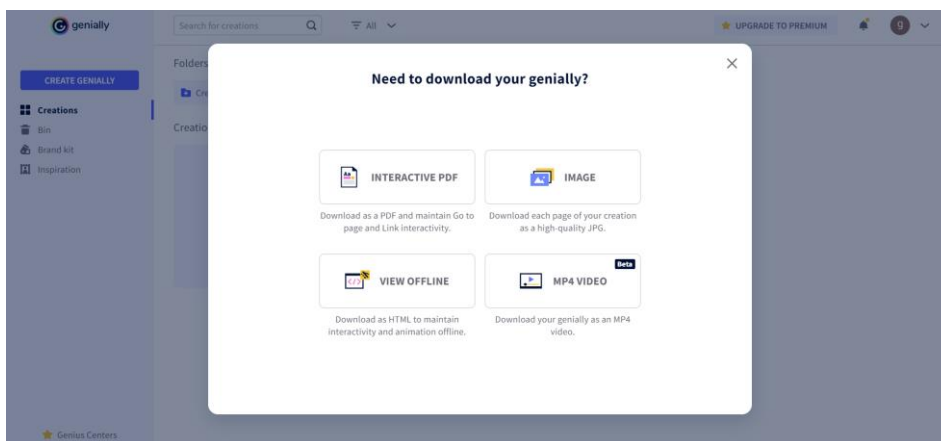


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After publication, if you have purchased the Premium version, you also have the option of downloading your creation. Once again, you will have to hover over the thumbnail of the genially you want to download. This time click on the download icon. You will be able to choose in which format you want to download your work:

- PDF
- JPG
- HTML
- MP4



What if you have doubts?



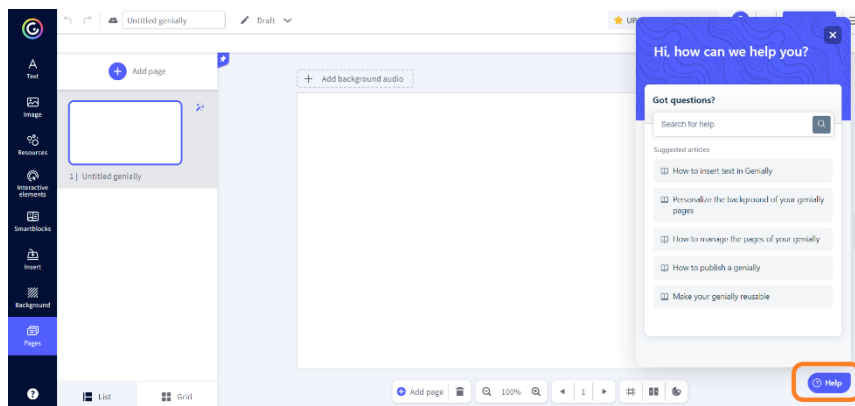
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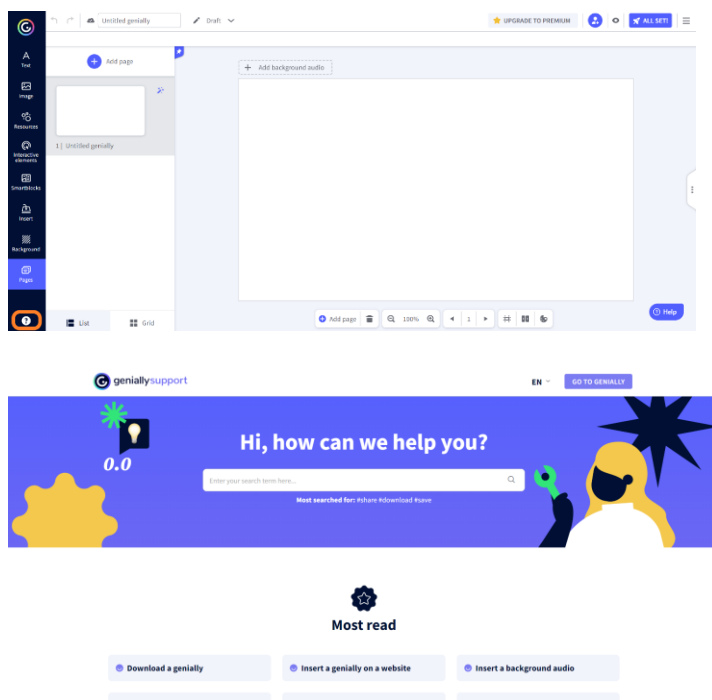
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Using Genially, thanks to its user-friendly interface and drag and drop system, is very easy and intuitive. In any case, the guide provided by the platform can be consulted to clarify any doubts.

When you are in the Editor, click on the **'Help' button** at the bottom right and look for answers to your questions.



You can also search for **Genially support** to solve your difficulties by clicking on the question mark at the bottom of the Main Menu.





➤ Section 5. Tool for online graphic design. Canva

Canva is an online tool for making graphics. It is free (but also has a paid pro version) and is very convenient for making simple graphics. Canva is very useful especially for users unfamiliar with graphics, and it is used a lot in web and social graphics.



Canva is an online graphic design software that was created to allow anyone, regardless of their design skills and experience, to create professional-looking visuals with ease.

The tool is designed to be as beginner-friendly as possible, so you should have no problems learning how to use it.

With Canva you can create a huge range of designs including posters, logos, videos, social media content, printables, banners, websites, and so much more.

Essentially Canva is the ultimate tool for creating high-quality designs and marketing assets quickly and easily.

What you can create with CANVA for images for your social media

- Facebook posts and covers
- Create posts on Instagram



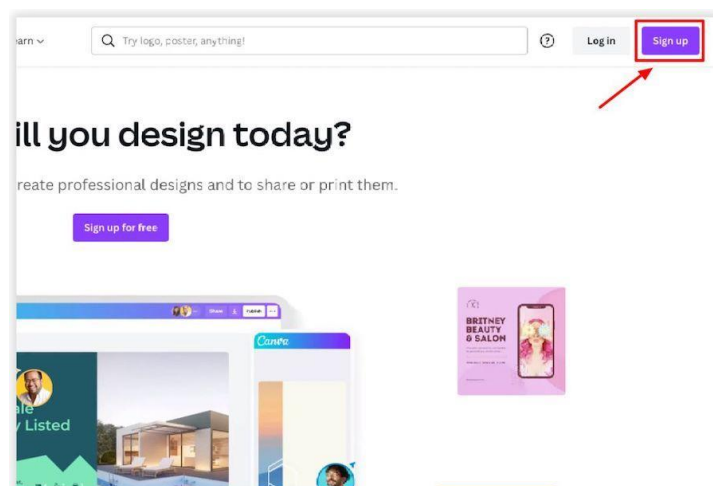
- Create an Instagram story, WhatsApp status and Facebook story
- Twitter posts and headers
- YouTube channel covers and thumbnails

Graphics for your organization:

- Create invitations
- Card maker
- Poster maker
- Logo maker
- Flyer maker
- Blog banner maker
- Create email headers
- Photo collage

1. Create an Account

Check your inbox for a welcome email from Canva. Accept the invitation, and launch Canva in your web browser. (<https://www.canva.com/>).

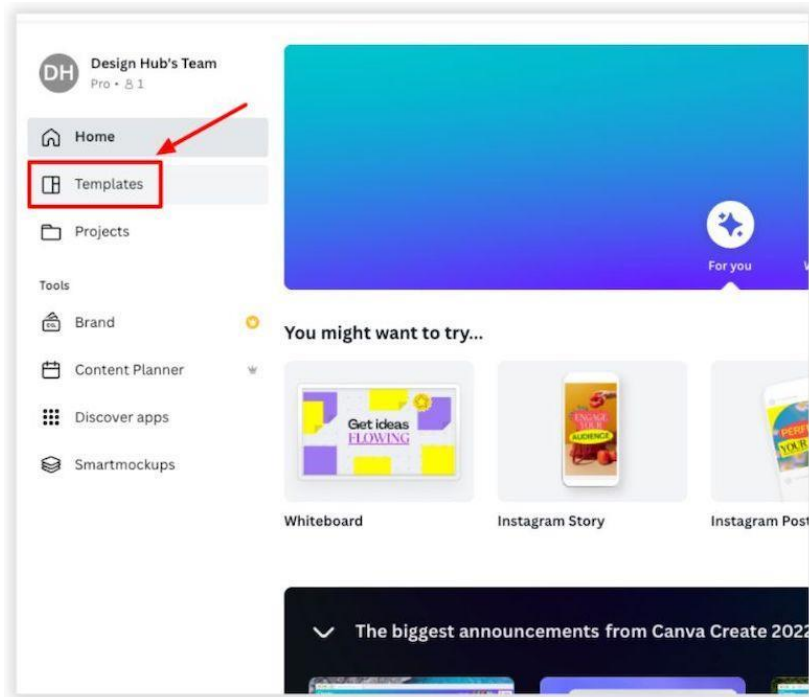


2. Starting a design

To start off a design you can choose between two methods. Either you can start from a blank canvas or a simply choose a predesigned template as the starting point for your design.



To start from a blank canvas simply click on the 'Create a design' button and select a default size (e.g. Instagram story, poster, YouTube thumbnail, etc.) or click on 'Custom size' and put in the dimensions you want if you have something specific in mind:



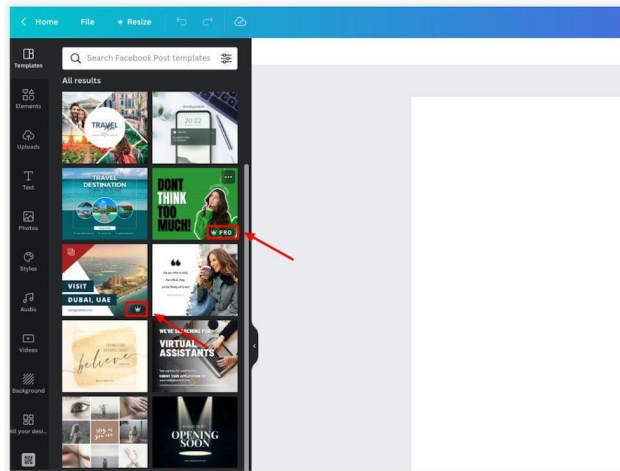
One good method of finding free templates on Canva is to choose a specific design size e.g. 'Facebook post', go to the editor with a blank canvas, and then select a template from the side panel. The templates with a crown icon are the ones only available to Canva Pro users, and the ones without a crown icon are free to use for all users:



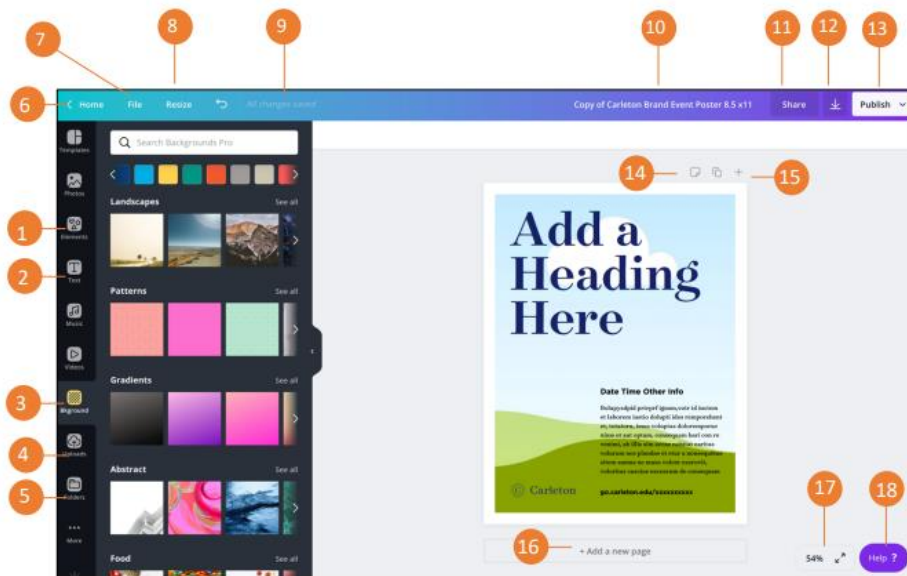
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3. Canva Editor



1. Elements: Select photos, frames, shapes, lines, etc. to add to your design.
2. Text tab: Beyond the text placeholders already available to you, the text tab gives you options to add additional pre-formatted text heads, sub-headings, and body text. There are also font combinations available
3. Uploads tab: This area allows you to upload your own elements such as images and graphics.



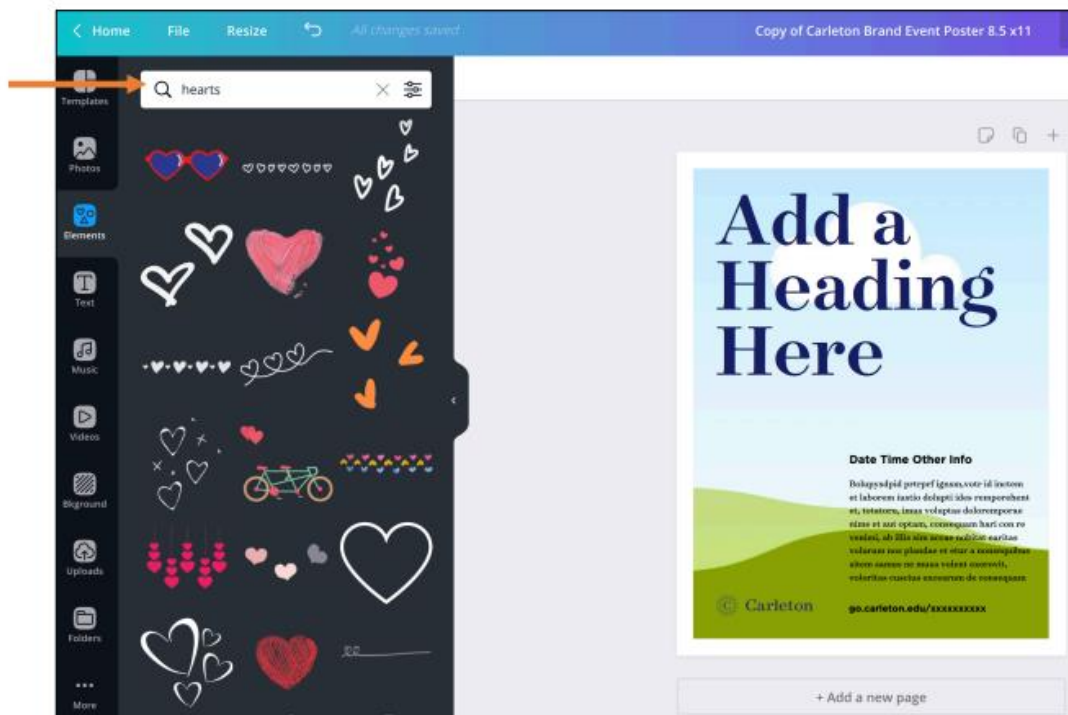
5. Folder: All of your designs, favorites, purchases, items shared with you, and folders are available here.
6. Home: Takes you back to your home page.
7. File: Create a new design, show margins, show print bleed, save all your changes, move to folder, resolve comments, see version history, make a copy, download your design, or look for help.
8. Resize: Allows you to change the size of your design.
9. All changes safe: While Canva automatically saves your changes, much like Google Docs and Slides, this feature gives you an opportunity to ensure your changes were saved before closing out of the platform.
10. Document name: Allows you to change the naming convention of your design at any time.
11. Share: Allows you to share your design with others. This feature also gives you the flexibility to adjust restrictions, allowing individuals to view or edit.
12. Download: This feature gives you different options and formats to download your design in.
13. Publish: Download your design, share a link, make a presentation, email the design, or share it on social media.
14. Add notes: Add notes to your design.
15. Page controls: If you have more than one page, use this area to navigate between them. You also have the ability to copy them and delete them.
16. Add a new page: Directly add new pages with this button.
17. Zoom Control: Make your work area larger or smaller.
18. Help: Access and use Canva's support functionality, while still working on your design.



2. Elements

Canva has an incredible amount of design elements that you can use. We'll only cover the most widely used ones in this guide including graphics, shapes, and photo frames but there is an almost endless amount for you to choose from.

Here you'll find photos, grids, frames, shapes, lines, illustrations, icons, charts, and more. To select an element:



1. Click on the elements tab.
2. Select a category you want to browse in.
3. Then drag and drop the element into the design area.

3. Grids



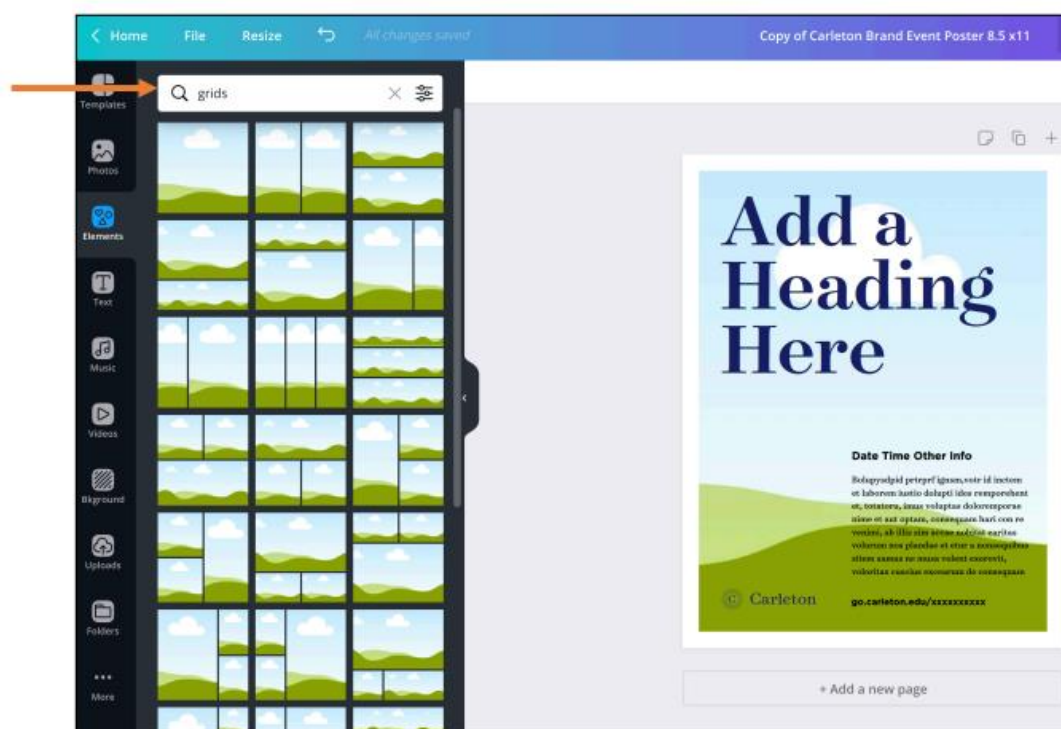
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Used to hold images. Select the right grid depending on the numbers of images you plan to use. You should also select the grid layout that works for you e.g. for two images laid horizontally, The frames and Grid elements are shapes in which you can add images too. They offer a really quick to create interesting and unique designs.

To use these, all you need to do is add one to your page, then go to the photos tab, find a photo that works for you and drag it over the frame or grid and the image when then appear inside it:



Other elements includes:

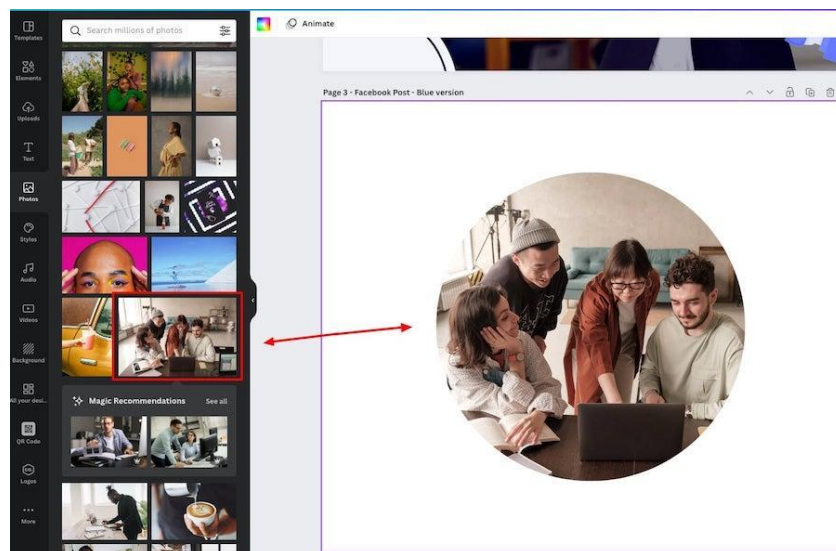
- Graphs and charts
- Tables
- Stickers (animated elements)
- Gradients
- And much more.



If you find some elements that you really like the style of, you can view the artist who created that element by clicking on the three dots on a particular element which will bring up more information including the author name.

Clicking on their name will take you to more elements that they've designed and added to Canva.

You can also click 'Star' and this will add an element to your 'Starred' folder. So you can go back to that folder at a later date and easily find all of your favourite design elements:



4. Graphics

Some of the graphics that you add to your design will allow you to alter the colors, whilst with other graphic elements you might not have that option.

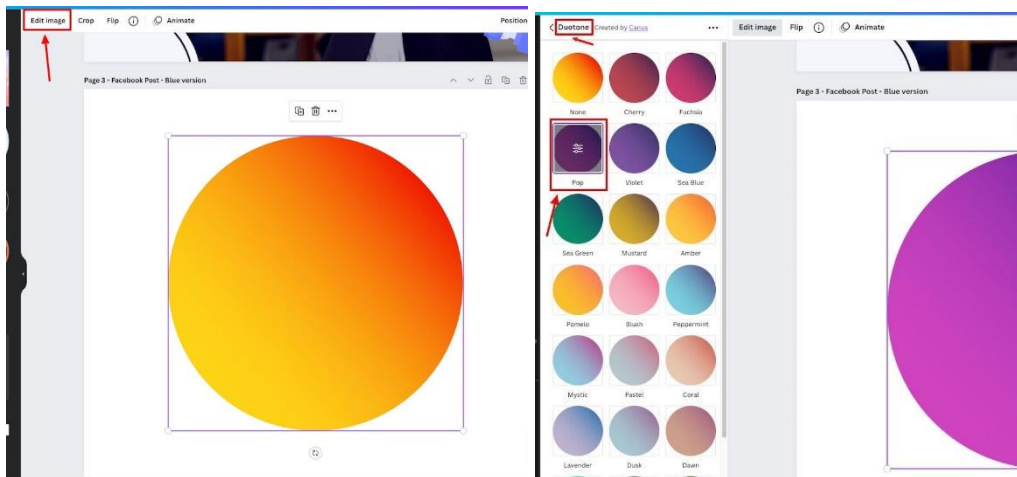
To get around this you can go to 'Edit image' and select the Duotone or ColorMix options to alter the colors of these elements:



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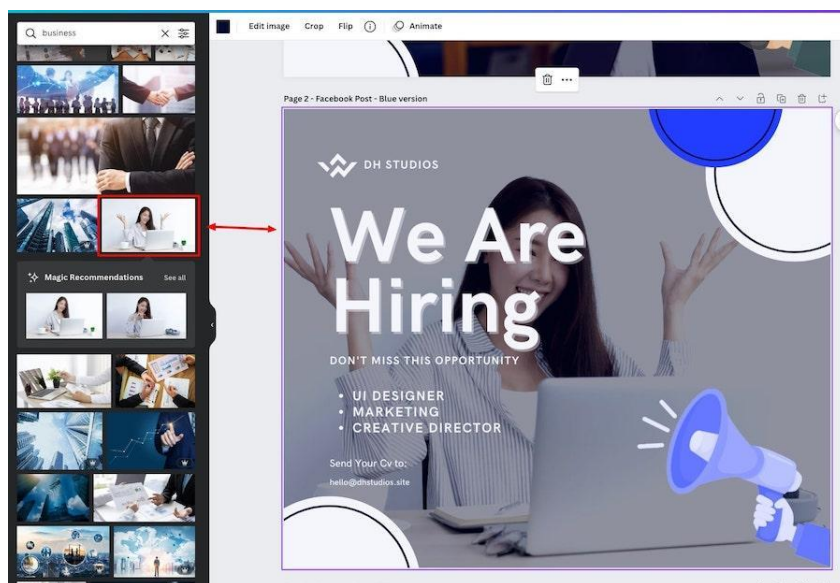


5. Photos

Canva has a huge library of stock photos that you can utilize for your designs. Many of which are free to use for free Canva users.

You can put in a search term to find specific, and Canva also has some theme suggestions as well as trending photos to help you find the photos that you're looking for:

You can click on a photo to add it to your design, or drag it onto the canvas so the image becomes the background for your selected page:

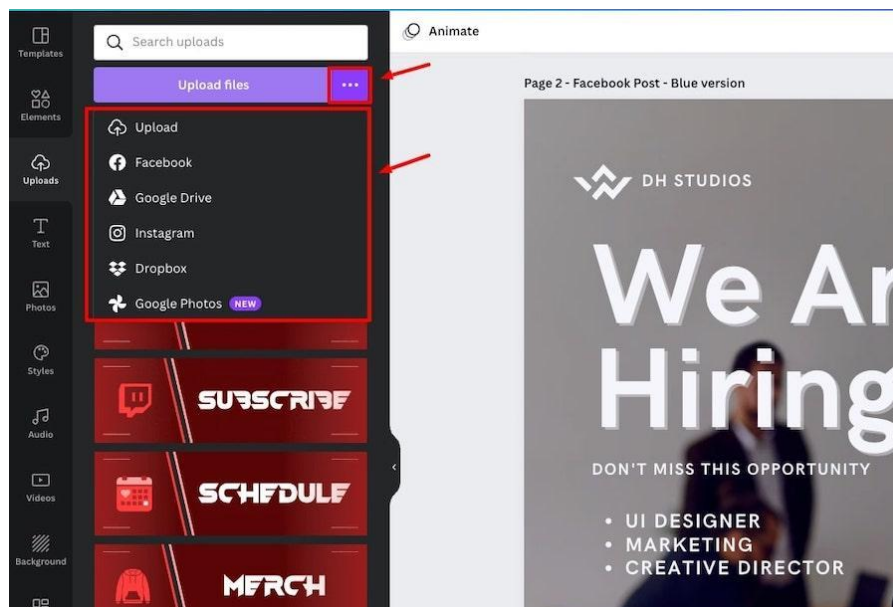




To add effects to a photo click on 'Edit image' and you'll see various options on the left side of the editor such as 'Adjust' which allows you to edit the brightness, contrast, saturation, and a few other adjustments to the image.

6. Uploads

If you have your own images, videos, or audio that you want to upload to Canva you can add them to your uploads area. You can even upload files directly from other platforms including Dropbox, Facebook, Instagram, Google Drive, and Google photos:





➤ Section 6. Interactive tool for storytelling podcasts. Audacity

6.1. Storytelling

Humanity is driven by stories and this is nothing new since the first drawings in caves in Prehistory. The survival of the human species depends on their ability to organise experiences, attributing meanings to what they have gone through and making a record of its point of view.

More than documenting for the sake of documenting, the stories we know today have remained in the memory of humanity due to their relevance, for presenting a cohesive narrative that dialogues with our reality.

In this sense, storytelling emerges as the practice or technique of presenting a good story, so that it has a beginning, middle and end. The proposed narrative should be one capable of captivating the listener, holding his attention until the end. Besides, it needs to be memorable, remaining in the memory for a long time and in a meaningful way.

How to do storytelling?

Several factors make up a successful narrative. Firstly, we need to keep in mind who our target audience is, and from there select the message to be communicated and the language to be used.

So, we can divide the concept between the "story" - the message itself - and the "telling" - which concerns the structure of the narrative.

There is no point in having a powerful story to tell if we are not able to organize a narrative that has an impact and is able to move those who listen.

Within the structure of the story, we must also consider the basic principles, which are: the message, the environment, the characters and the conflict.



As much as there are techniques to structure a story in an engaging way, the elements of storytelling should reflect our audience for a captivating and assertive communication.

What is the importance of Storytelling?

When we communicate, we want to hold the audience's attention until the end to make sure we have passed on our message effectively.

However, with the popularisation of mass media, it is becoming increasingly difficult to capture the viewer's attention.

Dispersion is caused by this giant flow of information, making it difficult for those who want to get their point across, publicise a product or service and even tell their own story.

The solution to this information "congestion" comes from prose and gives us clues about how humanity has been telling its story over the centuries.

What are the main elements of Storytelling?

While there is no recipe for good storytelling, there are four elements that are always present:

a) Mensagem

It is common for us to separate storytelling into two parts:

- story: the story and the message to be conveyed;
- telling: the way this message is presented.

If the message is strong, it is possible that it has an effect even with a weak telling. But if it is weak, we can hardly save its content with techniques to tell it.

The idea transmitted is what can transform and mark people's lives.



There are plenty of texts, stories and lectures that get the audience excited momentarily, but contents that really make a difference and make us remember them continuously are scarce.

These are the ones that manage to reconcile the two sides of storytelling, by working well the following three elements with the message.

b) Environment / Place

Simply because events need to happen somewhere, having it well described makes it easier for the audience to embark on the journey.

c) Character

The character is the one who goes through the whole journey/story and undergoes a transformation that leads to the transmission of the message.

But to go through that transformation, he/she must overcome the next element:

d) Conflict

The main factor that makes the audience interested in the story is the conflict: the challenge that arises for the character in order to motivate him/her to go through the whole journey.

A very simple conflict does not arouse interest, because it does not generate identification. After all, very easy conquests are not usually valued.

It must be more elaborated and also cannot be easily overcome. In this case, we would have a romanticized story, which may even arouse emotions, but hardly generates identification.

Therefore, the conflict must be elaborated and difficult to overcome, to the point of requiring the transformation of the character to successfully overcome it.



6.2. Podcasts

The podcast is a material delivered in the form of audio, very similar to a radio broadcast. The difference is that it is available for the consumer to listen whenever he/she wants, it is not a live program.

We can say that the podcasts are based on the concept of audio marketing, representing a good opportunity for communication, with the proposal to bring more information, educate the public, and produce materials that are creative and entertain the public in audio format.

The podcasts are very good for those who have an intense routine, because it is possible to listen to it at any time of the day, very different from videos and texts, in which it is necessary to stop for a while and focus attention only on the material.

How to create a podcast?

Here is a quick and thorough step-by-step to make it clear how much time and resources you need to invest in creating a good podcast. Check out the steps below!

a) Planning

It is no longer news to anyone that any action we want to take requires a minimum of planning. So, it is essential that this step is not neglected. It is in the planning that you establish the goal you want to achieve with the podcast.

Generally, the idea is to build consumer loyalty and gain more and more audience, so it is necessary to pay special attention so that this planning helps this achievement.

Also, before you go into action and record, you need to look at some elements that are important for the podcast and apply that planning. They are:

- audience to be reached



- how to differentiate yourself from the competition
- how to make the theme interesting
- within the theme, what will be the content
- how to create "images" with audio marketing
- interval time between new episodes, keeping a good frequency
- CTAs throughout the podcast⁴
- creation of a script (an example: beginning, CTA, middle, CTA, closing, etc)
- training to understand the flaws in this planning.

b) Recording

Without any doubt, the recording is one of the most awaited moments, it is the time when the planning is put into action and the production of the podcast actually starts. It is important that it is recorded in a room with good acoustics and comfort for the participants.

This way, the audio will come out with much higher quality and the participants will be comfortable to give their best. Be aware that the acoustics of the recording location is more important than the power of the microphone, for example.

You need to pay attention to the acoustic isolation and the generation of noise during the recording. After that, it is possible to record the podcast in some software available in the market for this purpose. One example is Audacity.

c) Editing

As the podcast is not a live program, it must be edited.

⁴ A podcast call to action, or CTA, is a request for listeners to do something. It could be something like requesting they visit your official website, buy some merch, write a review on iTunes, or just tell their friends about the show.



Then comes the time for editing, which is essential to give the necessary fluidity to the episode produced. First of all, make sure there is a backup of the original recording to avoid possible problems with the loss of the file or a wrong edition.

Depending on the software used, it is possible to apply some techniques that help to ensure more quality to the podcast: sound amplification, noise reduction, compression, audio normalization and equalization.

d) d) Publishing

After editing, all that remains is to publish the podcast. This can be done either on the website itself or on audio platforms such as SoundCloud or Spotify. Regardless of the platform chosen, you need to be aware of its rules and publishing agreements.

6.3. Audacity

Audacity is an impressive free and open-source audio recording and editing software. Don't let the 'free' part confuse you. Even though it is free, it rivals any commercial audio software or plugin with its powerful set of features.

You can use Audacity for varying tasks such as recording, editing, mixing audio clips, adding effects, converting audio files, and more.

So, whether you are a podcaster, vlogger, audio producer, video producer, or just work with sound, it's a great tool for you. It's very lightweight and can run on many operating systems and even on the oldest machines.

Below, you will have information on Audacity's key features, why you should use it, and how to use Audacity step-by-step.

What is Audacity?

Audacity is a free-to-use, open-source digital audio editor and recorder software designed for macOS, Windows, GNU/Linux, and other operating systems like Unix-like.



Features of Audacity

Apart from recording audio from multiple sources, you can use this digital audio editing software to post-processing all audio types, such as adding normalization and fading in/out effects or trimming.

Other outstanding features of Audacity include:

- Editing multiple audio formats such as MP3, MP2, AIFF, FLAC, WAV
- Changing the speed or pitch
- Ability to record live sound and audio playback on PC
- Duplicating, cutting, blending, and grafting different sound documents together
- Scrubbing (for Version 2.1.1 and later)
- Timer Record that enables users to schedule when a recording begins and ends
- Noise reduction
- Voice reduction and isolation to create isolated vocal tracks or karaoke tracks
- Ability to save and load user pre-sets for effect settings
- Converting cassette tapes and records into digital tracks

What Can You Do with Audacity?

In terms of what you can do, Audacity offers a wide range of uses. You can create interviews, work on voiceovers, edit music, record podcasts, remove/edit any kind of voice or sound. It's even possible to record and mix an entire album. You can record voiceovers, auto tune records, remove background noise, delete awkward silences or the parts you made a misspelling, and so on.

So, what do you need to start using Audacity?

- Set up the software.
- A computer that supports Audacity software
- It's not necessary, but the sound quality will be better with an external microphone.



Headphones or earbuds with mics will also do based on how much voice quality you need.

Audacity is very easy to use, and it is an excellent piece of software for beginners who want to record and edit voices and records like a pro.

Why Should You Use Audacity?

One of the best things about Audacity is that it allows working on complex audio projects longer than an hour. It is a consistent and stable software to preserve even under high disk usage and processor loads.

Working with Audacity is incredibly simple. It supports the different recognizable audio files such as MP3 or WAV. You can directly import an existing audio file into the software.

Audacity lets you record in either 16-bit or 24-bit audio. The digital recording and editing software can smoothly convert and combine any sounds you drag and drop into the interface. It does that regardless of the format.

As for editing, users can cut, copy, paste, duplicate, trim audio or arrange multiple clips on the same track. Moreover, the envelope tool enables adding custom fades as well.

Speaking of effects, Audacity provides a large pack of basic effects right out of the box. There are simple Bass and Treble adjustments as well as high- and low-pass filters.

It is an easy-to-use but high in capabilities software to record, edit, and mix audio clips.

How to Use Audacity Step-by-Step

Audacity is a very straightforward audio software, so it's easier to grasp the basics. Follow the steps below to learn how to use Audacity on Windows and how to use erAudacity on Mac likewise.



How do you use Audacity step by step? Here's how:

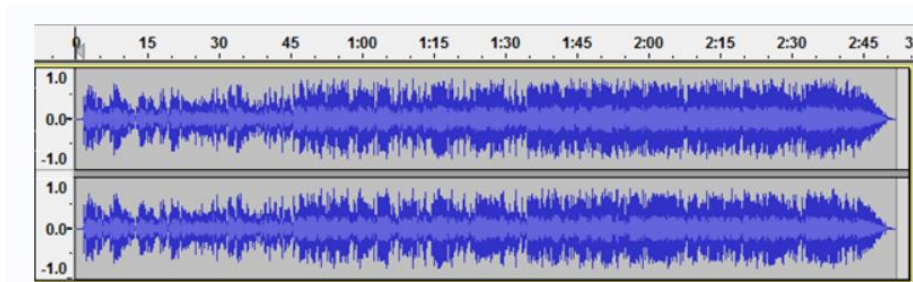
Step 1: Find & import the file you want to edit

Start by importing an audio file into Audacity. It supports common audio formats such as MP3, WAV, and AIFF. You need to install the optional FFmpeg library for a more extensive range of formats. Note that Audacity cannot import copy-protected music files.

To import an audio file, select File > Import > Audio.

For a quicker method, just drag and drop the files into the Audacity window.

Step 2: Check the waveform



Stereo waveforms in Audacity look like the image above. The audio is louder where the waves reach or closer to the top or bottom (vice versa.) The ruler indicates the length of the audio clip.

Check the waveforms to detect any DC offset, which refers to a waveform that is not centered on the horizontal line at 0.0 amplitude. Most of the time, it is caused by recording with a faulty audio interface.

Select the clip, click on Normalize to remove the DC offset.

Listen to the audio by clicking on the play ► and stop ◻, or you can use the Space button as a shortcut to play and pause.



Step 3: Select and change the range of audio you want

To change any part of your audio clip, first, select the part you want to change. You can cut, copy, paste, and duplicate, just like editing a selected text.



The image above shows Audacity's toolbar. So, how to zoom in Audacity? You can use the magnifiers to zoom in and out or View > Zoom > Zoom In (or Ctrl + 1) and View > Zoom > Zoom Out (or Ctrl + 3).

Zooming in and out helps you make the most of the window space. Once you select a specific range of audio and click on play, you can listen to only the selected part.

How to split audio in Audacity?

1. Click on the selection tool and select the split point in the clip.
2. Then select Edit and Clip Boundaries.
3. Select Split.
4. Or use the keyboard shortcuts Command + I on the Mac or Control + I on the PC to Split the audio.

If you make any mistakes, you can always click on Edit > Undo.

How to trim audio in Audacity?

Make sure to stop the audio by pressing Space if it's still playing. Select the excerpt you want to delete. Click on Edit > Remove Special > Trim Audio. You can undo or redo if you make mistakes. After you delete the selected parts or trim the audio, the remaining excerpt might be away from the track's beginning. Use Tracks > Align Tracks > Start to Zero to align it.

However, this is not necessary when exporting the file because Audacity ignores the white space while exporting.



Step 4: Make the last second fade out

How to use Audacity fade out?

- Click the Skip to End button to go to the end of the track.
- Zoom in to see the last one or two seconds just before the end.
- Click the waveform one second before the end.
- Select > Region > Cursor to Track End.
- Then, select Effect > Fade Out to make the audio smoothly fade out.

Step 5: Export the final version

Mind that when you select File > Save Project > Save Project, you are just saving the file as an Audacity project, and it can only be opened with Audacity. If you want to open your file in other applications such as Windows Media Player or Apple Music/iTunes, you need to export it.

Before you export the file, go to the Import/Export Preferences and see under When exporting tracks to an audio file, then uncheck “Show Metadata Editor prior to export step.”

This Metadata Editor adds extra information about the voice or music into the file. You can always check it back if necessary.

To Export a WAV file

- Select File > Export > Export Audio
- Change the file name
- Choose a location to save
- Select the “WAV (Microsoft) signed 16-bit PCM” from the bottom of the save dialog menu labeled “Format.”
- Click Save.

To Export an MP3 file;

- Choose “MP3 files” in the save dialog menu.
- Click the Options menu to set the bit rate and other options.



Step 6: Test your audio

Finally, you should test the audio file you saved. Open the exported file (not the Audacity project file or the AUP in short) in Windows Media Player or Apple Music/iTunes etc.

Don't forget to save the changes in your Audacity project file if you want to make additional changes to the final version in the future.

Getting Started with the Basics of Audacity

How to increase volume in Audacity

- Select a range of tracks or the whole track depending on the part you want to amplify.
- Click on Effect > Amplify.
- A window will open. Set the New Peak Amplitude to -3.0 dB (ideally.)
- Make sure "Allow Clipping" is unchecked to prevent peaking. Then, click OK.

How to use noise reduction in Audacity

- Select a part of the waveform containing only noise.
- Go to the Effects menu and select the Noise Removal tab.
- Click on "Get Noise Profile."
- Select and highlight the region you want to remove the background noise.
- Go to Effects > Noise Removal.
- Adjust the settings and click OK.

How to move Audio in Audacity

- Select the Timeshift tool.
- Select a track by clicking on the waveform.
- Simply drag it left or right and move it anywhere on the timeline.

How to use Audacity to record



- Make sure your microphone is plugged in.
- Check your microphone and Audacity settings by going Edit > Preferences.

Recommended settings:

- Audio I/O >> Recording Channels [Mono (1)] >> [OK]
- Quality >> Default Sample Rate [22050 Hz] >> [OK]
- Click on the red Record button to start recording.
- Click on the yellow Stop button to stop recording.
- Export by clicking on File > Export as.

How to slow down audio in Audacity

- Select the area you want to slow down. Or go to Edit > Select All to select the entire track.
- Click on Effect > Change Tempo.
- Drag the slider left to set up how much you want to slow the track down.
- Click OK.

How to use Auto tune in Audacity

You need to install the GSnap plugin, which is completely free, to autotune in Audacity. This plugin can be used in Windows, macOS, and Linux devices. To install the GSnap plugin, copy its file into Audacity's "Plug-Ins" folder. Then, enable the plugin in Audacity.

- Go to Effect > Add/Remove Plug-ins and add the GSnap plugin.
- Then, GSnap will be listed on the Effect tab.
- Click on it to Autotune selected audio.

How to Bass Boost in Audacity

- Select audio (entire track or a part of it.)
- Go to Effects > Bass and Treble.
- Keep the treble at zero and set up the bass levels as you like.
- Click OK when finished.



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4G Didactic Pills



➤ Chapter 3. Guidelines to develop life skills learning in schools through “Didactic Pills”

○ 3.1. School education and emotional intelligence

When the concept of Emotional Intelligence became popular in Europe too many pedagogues began to consider the emotional and personal side of the students. Several educational projects focused on the emotional part of students’ human growth; however today this approach is not present, in a structured and structural way, in the didactic plans of many countries.

Generally, American authors see a strong relationship between emotional awareness and the ability to offer better and more efficient performances. Social skills are considered key to achieving a successful working life. Furthermore, developing social and emotional skills can also make a significant contribution to preventing early school leaving. Self-aware students do much better in their education, tend to make safer and better thought-out decisions, manage their emotions better, and deal with their feelings more appropriately. All this comes from knowing oneself. Those who do not have this ability are in constant conflict with anguish, while those who have knowledge of themselves are more successful in dealing with life’s problems.

To exploit emotions to achieve a goal, it is essential to focus one’s attention, be motivated, competent and creative. The control of one’s emotions is the basis of all goals; the recognition of other people’s emotions, empathy, also comes out of self-awareness which is the most important of “personal skills”. Empathic people are more sensitive to other people’s needs and, ultimately, manage their relationships better.

Many authors think that the school environment has a significant effect on student’s future behavior. The self-awareness dimension makes students more sociable and improves their level of understanding of other people’s problems. An effective level of social skills, also developed thanks to an appropriate environment, improves their approach to decision-making situations and positively influences their social and working future.



The consequence is that teachers and administrators have to experiment with activities aimed at eliciting participation by students.

○ **3.2. Participatory learning, emotional intelligence and life skills**

Human relationships are fundamental in achieving behavioral and professional fulfillment. The analysis of the relationship between teacher and student must involve interests and objectives, since education is one of the most important resources in the development and acquisition of behavioral skills. This interaction is the result of the selection of the content, organization and systematization of teaching, which facilitate both the learning and the teaching process.

In order to establish a constructive dialogue, the teacher should not consider himself the depository of knowledge; first he must put himself in the position of the one who does not know everything, recognizing that even an illiterate person can be the repository of the most important knowledge⁵.

Learning becomes more interesting when the student feels responsible for his own competence and the motivational method used in the classroom. The pleasure in learning is not an activity that arises spontaneously, since learning is not a task that students carry out with satisfaction and is seen in some cases as an obligation. For better results, the teacher should stimulate students' curiosity by following their actions during the development of the activities.

In practice, the construction of knowledge is not an individual task but is the product of human activity marked by social and cultural life. The teacher's role is to act as a learning stimulator through constructive assimilation of the teachings. The lesson is a challenge that students must participate in, not sleep. The state of "tension" is linked to the fact that students have to follow the teacher's thoughts, be surprised by his pauses, his doubts, his uncertainties.

⁵ GADOTTI, M. História das idéias pedagógicas. 8. ed. São Paulo: Ática, 1999.



Therefore, the relationship between teacher and student depends mainly on the climate created by the teacher, the empathic relationship created with the students, the ability to listen and reflect the students' level of understanding and the creation of a bridge between knowledge and them. The teacher, the educator of the industrial age should try to educate to change, autonomy and possible freedom in a global approach, working on the positive part of the students, for the formation of citizens aware of their duties and social responsibilities.

Regarding educational practices in the relationship between teacher and student, teachers should:

- Improve the level of autonomy of students, recognizing initiative and responsibility, the ability to reflect and organize their own learning;
- Establish cooperation;
- Give priority to teaching through the development of projects, investigate and promote the "culture" of research;
- Find ways of working that involve parents and the community in general;
- Encourage peer assessment practices (among students) and develop the necessary methodologies and tools.
- These completely new scenarios make teaching a challenge for educators. The changes range from lesson planning to relationship with students.

In general terms, the Participatory Learning Approach (PLA, called "play") requires the active participation of students in their educational action. The core of the idea of participatory educational action is that students identify issues or projects, put them into practice and then evaluate the solutions provided with a peer activity; each step can be performed by individuals or by a group. Students should be able to observe everything their partners do, so that they can learn further from each other's attempts.

Furthermore, listening skills are an essential aspect of motivation, enabling students to develop their critical thinking communication skills necessary to perform a function competently in their social environment. It is generally established that developing an active



listening skill is essential for developing a negotiating language outside the purely scholastic dimension.

○ **3.3. Approaches and tools for learning life skills**

The educational process is based on some general principles such as motivation and interest in what teaching should generate in the minds of students. Interest can be aroused in students thanks to the participatory learning approach. When students apply what they learn in daily activities, this creates interest and participation in teaching and, more generally, in school activities. Here comes the relevance of life skills education, also called life skills, through which we can put into practice all the good principles of teaching effectively (helping the student to recognize his talents, to relate lesson subjects to real life, to use leisure time to stimulate creative thinking, etc).

Life skills education techniques such as games, role play, debate or discussion make the learning process interesting and the student automatically develops the motivation to study.

In this regard, there are multiple references in the literature, which refer to guiding approaches to teaching life skills, whatever the context in which they are the object of learning. The general indications provided refer to the following 4 phases:

1. Prepare, in agreement with the relevant parties (stakeholders), the curricular program dedicated to life skills, in relation to the reference target
2. Train trainers on life skills and on possible ways to activate student involvement and make learning participatory
3. Create the reference context to allow the learning of life skills, i.e. select the methodologies and interactive tools through which to ensure the best possible learning
4. Monitor and evaluate the teaching program focused on life skills in order to refine it based on the results achieved.



The choice of methods for teaching life skills depends on the training situations, since each group has its own needs and each teacher has his or her own communication and teaching style.

Certainly, as anticipated, interactive teaching methods are the most suitable for activating life skills, since they aim at the direct intellectual, emotional and affective involvement of the student. In this regard, we try to illustrate some interactive teaching methods and techniques that can be used with the aim of training participants on these skills⁶.

TEACHING METHOD	DESCRIPTION AND PROCESS
Action learning	<p>Students are involved in solving a problem mainly through group work, during which students develop a far-reaching solution, justify the chosen solution and present their proposals. A group of teachers discuss the results presented and nominate a winner, making the evaluation more objective.</p> <p>This method is particularly effective if used during a work experience, as it allows you to support the student in identifying a solution to a practical problem and, therefore, also facilitates his or her empowerment.</p>
Peer feedback	<p>In a pair of students, one provides the other with continuous feedback on his/her activities and decisions. The participants involved (who acts and who provides feedback) must be on an equal footing. This allows the teacher to understand the strengths and weaknesses of each of them and help them develop adequate self-esteem.</p> <p>The application of this method assumes that students are trained to provide the required feedback and to express competent judgments.</p>

⁶ Interactive teaching methods in contemporary higher education, Nadezhda O. Yakovleva, Evgeny V. Yakovlev, Department Pedagogy and Psychology, Chelyabinsk State Pedagogical University, Russia, Russian-British Institute of Management, Russia.



TEACHING METHOD	DESCRIPTION AND PROCESS
Behavioural modelling	<p>It starts with the presentation of a professional behavior model and the student must try to replicate the proposed behavioral model. At the end, the teacher evaluates the degree of success of mastering the professional behaviors to be learned.</p> <p>The method is more effective in the presence of the following conditions, if the case presented:</p> <ul style="list-style-type: none"> - it is attractive for students who must be interested in following the proposed model - shows the desired sequence and the correct procedure to follow - highlights the relationship between the desired sequence of activities and the resulting benefits (time saving, error reduction, problem solving, etc.).
Case study method	<p>It is aimed at educating by solving specific cases.</p> <p>Students are asked to find the solution to a represented case and, in defense of their solution, provide an analysis of the situation.</p> <p>Students acquire team working skills, creativity for finding the solution, autonomous reasoning, self-esteem and the ability to defend their opinions and choices. The result is therefore a well-formed personality.</p> <p>The teacher's activity develops as follows:</p> <ul style="list-style-type: none"> ▪ Case setting, formulation of questions for the analysis and development of support materials for students to be able to manage the work independently; ▪ Preparation of introductory and closing notes, organization of the discussion and acquisition of the students' contribution to the analysis of the situation;



TEACHING METHOD	DESCRIPTION AND PROCESS
	<ul style="list-style-type: none"> ▪ Interventions in a simplified and instructor mode rather than as a source of questions and knowledge. <p>Students develop the following activities:</p> <ul style="list-style-type: none"> ▪ Analyze the case presented, its content and characteristics; ▪ Identify the main problems, factors and activities that can really work; ▪ Identify possible solutions; ▪ Analyze the consequences of the possible solutions identified; ▪ Identify the best solution and its consequences, identify potential problems, mechanisms and corrective measures.
Metaphor game	<p>Proverbs, tales, fables and legends are used that evoke the future problems of life and are, in fact, used as metaphors. It is aimed at developing new activities and changing behavioral attitudes, using a metaphorical game.</p> <p>The group selects a metaphor and works to find a way to solve the problem and apply the solution (defining the action strategy). When the game is over, the problem is discussed to find effective solutions and apply it to the work situation.</p> <p>This form of teaching helps to develop student’s creativity, reduces anxiety in solving problems, encourages autonomy, etc.</p>



TEACHING METHOD	DESCRIPTION AND PROCESS
Storytelling	<p>Telling a story teaches future professional and life “rules” with the help of myths and stories of ordinary life. By telling a story, the teacher prepares the student to understand situations and how to deal with them. Objective information should be provided.</p> <p>To make this method productive and effective, history must:</p> <ul style="list-style-type: none"> - be simple and clear. One or two main points must be identified - have contents related to the life of the participants (students) - be compelling enough to be interesting. - include situations of happiness, sadness, enthusiasm, courage, serious thoughts, decisions and behavior that solve a problem. <p>This method promotes identification with the topics covered and a greater awareness of one’s feelings and moods. Working with Storytelling means strengthening identity, self-esteem, comparison with others, recognition, personal growth and acceptance.</p>

In all situations, teachers should remember that their primary role is as facilitators, not as “teachers”. In this regard, it is necessary to follow some recommendations for lessons focused on life skills⁷:

- Tackle only one life skill per lesson, but if the teacher decides to combine two, it is recommended that they are similar or such that they can be combined with each other

⁷ Strengthening Life Skills for Youth. A Practical Guide to Quality Programming, GLOBAL PARTNERSHIP FOR YOUTH EMPLOYMENT, 2014 International Youth Foundation (IYF).



- The duration of the lessons on life skills should be limited to a duration of between 45 minutes, useful to allow a comparison on the problem and to try their hand at various activities, and a maximum of 75 minutes (in order not to exceed the attention threshold of the participants)
- The lessons on life skills must be frequently and regularly managed to encourage group dynamics between students and between them and the teachers. Between one training session and the next it is advisable to recur at least the interval of one week to maintain interest among the participants, but at the same time there should be no more than two lessons per week, to allow self-reflection and practice.

In addition, to ensure greater effectiveness in learning life skills, each lesson must be divided into the following three phases:

1. Information. Each lesson should dedicate an introductory space to the description of the life skill that will be covered. To keep the attention of the participants alive, it is advisable to:

- contextualize the specific life skill in a scheme of everyday life and show how it can influence behavior
- give information quickly and easily
- choose positive messages instead of negative ones.

2. Practice. Participants should have time in class to:

- Familiarize with the ideas, terminology and behaviors related to each life skill
- Brainstorm and discuss the implications of the life skill dealt with for oneself and for others, in order to fully internalize its meaning and importance
- Imagine real life situations, placing itself at the center of the scene as actors in the process of its own change.



3. Self-reflection. Participants should have time for personal reflection and analysis, to help their transition from the classroom context to how they imagine applying the knowledge acquired in their daily life.

- **3.4. Operational guidelines: the “Didactic Pills” of 4G Project**

As part of the “4G Didactic Pills” project, the storytelling method was used, conveyed through digital devices, in order to make teaching even more attractive considering the target audience (14-year-old students).

Didactic Pills can assist teacher in carrying out activities aimed at acquiring the so-called Life skills which, as defined by the WHO (World Health Organization), are “all those skills necessary for to relate to others and to deal with the problems, pressures and stresses of daily life. The lack of such socio-emotional skills can cause, especially in young people, the establishment of negative and risky behaviors in response to stress: suicide attempts, drug addiction, cigarette smoking, alcoholism, etc.”.

The pills, prepared as part of the 4G Project, are usable, as anticipated, on digital devices such as PCs or smartphones, as well as on notebooks.

They have been designed around 10 life skills: Creativity, Critical Spirit, Decision Making, Effective Communication, Empathy, Emotion Management, Problem Solving, Self-Awareness, Effective Relationships, Stress Management.

- **3.4.1. Digital storytelling**

The method used to facilitate Life skills learning is digital storytelling. Digital Storytelling, or Narration created with digital tools (web apps, webware), consists in organizing content, through a narrative structure, in order to obtain a “stimulus story”. This type of communication guarantees the learning of life skills:



- fascination, deriving from the fabulous character that the stories possess, because they are tales that deal with everyday problems and dynamics that students most likely recognize as “real”
- involvement, determined by the narrative mode that allows you to easily convey abstract and apparently complex content for students and to activate processes such as that of identification, favoring a pleasant and interesting learning experience
- strong contextualization, as each problem is inserted in a narrative that has very clear meaning and purpose
- brevity of the training contents, which young people are now increasingly accustomed to
- ease of use of the learning tools, technological devices that can also be used in mobility, which children manage with extreme ease and which now represent one of the main tools for relating to the outside world.

We believe that the smartphone (or tablet) as a learning tool could become a powerful inclusive device for students with special needs. In fact, unlike the technologies specifically used for this target, technological devices such as smartphones or tablets (in addition of course to the notebook) are indistinguishable from the devices used by other students.

○ **3.4.2. Life skills education management through 4G Project’s stories**

Let’s see in detail the functioning of the Platform that contains the didactic pills.

There are 10 didactic pills related to the 10 life skills mentioned above.

Each pill focuses on a single life skill and is made up of 3 stories on average.

The pills and related stories can be reached by connecting, as “host”, to the following link:

<https://euprojects.giuntipsy.com/course/index.php?categoryid=2>



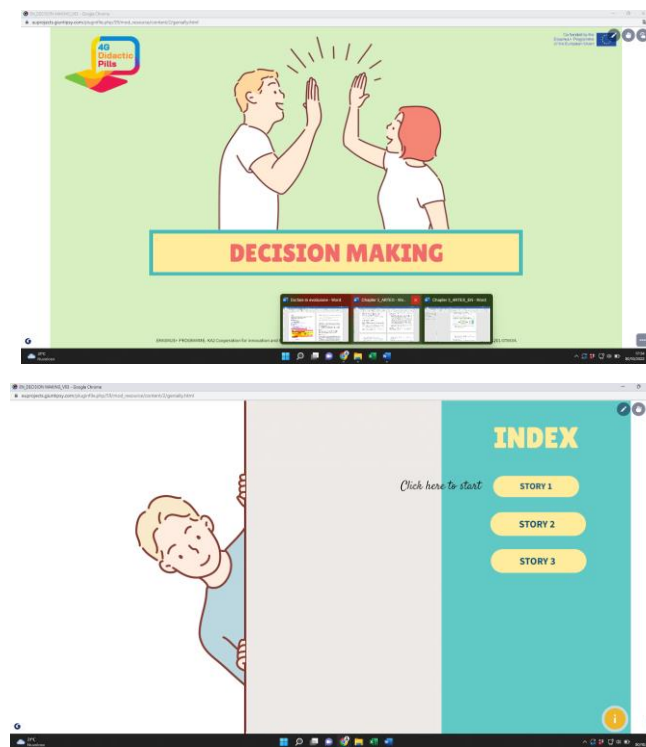
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4G Didactic Pills

The platform where the Didactic Pills are loaded will ask for your username and password, but you choose to log in as a guest and you will not have to register to use the Didactic Pills.

On the page that contains the pills you will also find a file that allows you to note whether you have chosen the most effective way or not, in order to have a memory of the choices made.



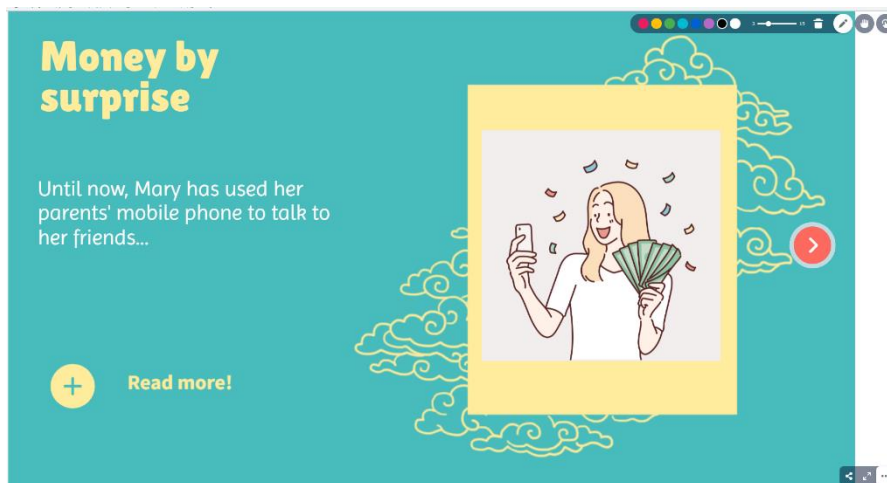
Each story contains:



- a **title** and a **subtitle** (eg. Title: “Memories of grandparents”, Subtitle: “How to transform a problem into an opportunity”);
- a **story**, which presents a problematic situation;
- two possible scenarios/**solutions**, in response to the problematic situation presented, elaborated in such a way as not to be immediately “correct (s)” or “wrong (s)”;
- once the preferred solution has been selected, between the two proposals, the **epilogue** of the story and the related comment.

Didactic pills can be used by the student both directly in the classroom and remotely, independently, outside the school environment.

Once a life skill has been selected from the 10 provided, the student “faces” the stories proposed as part of the didactic pill chosen. The stories must necessarily be enjoyed in the order proposed (story 1, story 2, story 3, etc.).



While reading each story, the student can take notes, using the appropriate function at the top right.

In addition, the function at the bottom right allows to share the link of the story on social networks, on teams and Google Classroom or on a certain web page or, finally, to send it by e-mail.



For the debate management, it is necessary to accompany the students in the comparison by building a non-evaluative context in which the relationships are based on acceptance and empathy, rather than on competition and performance. The objective of the comparison is to identify the reasons why the choice identified as the best is such.

At the end of the comparison, the certificate on the individual Life skill can be issued. The certificate is issued by the platform only upon the use of all the stories related to the single Life skill.

The teacher completes the certificate issued by the platform manually entering, once printed, the student's name and surname and the life skill attended.

Access to the platform containing the educational pills does not require the prior assignment of a user name. To use the teaching materials provided, as seen, just connect to the following link:

<https://euprojects.giuntipsy.com/course/index.php?categoryid=2>

and from here access the path in one of the languages of the 4G Project (English, Bulgarian, Czech, Italian, Portuguese, Spanish)

Otherwise, you can directly access the following links for the individual languages of the Project:

<https://euprojects.giuntipsy.com/course/view.php?id=14> (Bulgarian version)

<https://euprojects.giuntipsy.com/course/view.php?id=13> (Czech version)

<https://euprojects.giuntipsy.com/course/view.php?id=10> (Italian version)

<https://euprojects.giuntipsy.com/course/view.php?id=12> (Portuguese version)

<https://euprojects.giuntipsy.com/course/view.php?id=11> (Spanish version)

<https://euprojects.giuntipsy.com/course/view.php?id=3> (English version)



Platform tracks the accesses but does not allow to attribute a relationship between the access and the user, in compliance with the privacy legislation. The accesses are not stored by the platform. Therefore, it is possible to use the same didactic pills several times.

○ **3.4.3. Possible further uses of the Platform**

4G Project provides the architecture of Didactic Pills and the Genially software structure to create new stories.

The design of new stories, using the articulation proposed by 4G teaching Pills, can be carried out by teacher independently or even in collaboration with the students.

Storytelling is a tried-and-tested method in education, be it by writing a book, oral storytelling, or through presentations. In fact, a study by MacDonald⁸ detailed that societies have used storytelling to teach key principles throughout millennia. Likewise, other authors⁹ explain that storytelling has been used as an information medium in education of all types, including in dentistry, general medicine, law, and business.

Technologies of the 21st century allowed to storytelling to take a new form. It has become richer with the incorporation of digital media like videos, audio files, as well as images.

The method that is called digital storytelling was born. In its simplest form, digital storytelling refers to the practice of using IT tools to tell stories or present ideas but also refers to the use of multimedia presentations that combine a variety of digital elements within a narrative structure. As opposed to traditional storytelling that uses materials on physical media such as paper, tapes or discs, and film, a digital story uses material that exists on electronic files. As such, digital stories may include not only text, images, video, and audio, but also interactive elements like maps and social media elements like tweets.

⁸ MacDonald, M. R. (Ed.). (1998). *Traditional Storytelling Today: An International Sourcebook*. Chicago, IL: Fitzroy Dearborn Publishers

⁹ Andrews, D. H., Hull, T. D., & Donahue, J. A. (2009). Storytelling as an instructional method: Descriptions and research questions. *The Interdisciplinary Journal of Problem-based Learning*, 3 (2), 6-28



Educators in the 21st century believe that technology can be an effective tool in educating the new generation, making learning goals easier to achieve. Teachers can create digital storytelling to generate interest and engagement for students of the “YouTube generation”¹⁰. Digital stories can appeal to diverse learning styles, allowing instructors to present abstract or conceptual information in a more understandable way.

Multimedia tools such as digital storytelling provides students with opportunities to participate and interact in the classroom, while gaining new skills such as synthesis, analysis, and evaluation¹¹. Different benefits are associated with using digital storytelling as an educational tool:

- Digital storytelling creates space for meaningful listening. Digital stories provide students with the opportunity to digest information in a meaningful way. Digital stories allow teachers to genuinely engage students in the story’s message.
- Digital storytelling persuades the brain and the heart. Digital stories can teach students the value of emotional rhetoric, allowing them to explore new ways of acting or thinking differently. These stories can elicit emotional responses in students and encourage them to pursue topics that they’re passionate about.
- The method allows students to showcase their learning to their peers. Students benefit not only from receiving information through digital stories but also from making digital stories that feature their experiences and learnings. The many aspects of creating a digital story improve students’ soft skills and hone research and writing skills as well.

Here are some simple steps that a teacher can follow to design digital stories¹²:

1. Choose a Topic Begin by thinking of the purpose of the story (to inform, convince, provoke, question)

¹⁰ Dreon, O., Kerper, R. M., & Landis, J. (2011). Digital storytelling: A tool for teaching and learning in the YouTube generation. *Middle School Journal*, 42 (5), 4-10

¹¹ Alismail, H. A. (2015). Integrate digital storytelling in education. *Journal of Education and Practice*, 6 (9), 126-129. ERIC

¹² Here are some simple steps that a teacher can follow to design digital stories



2. Conduct Research on the Topic using online search engines, without forget that the library can also be a useful research tool.
3. Write the First Draft of the Script, useful even for the story's audio narration. Read aloud what written, making sure that the purpose of the story is clearly articulated and includes an identifiable point of view. In this regard, speaking of script it is suggested to:
 - ✓ focus on a specific topic/problem, in the case of the 4G Project, a problem that can be solved through the correct exercise of a life skill
 - ✓ be short, because the story needs to take a few minutes to pay attention to
 - ✓ foresee a narrative arc composed of three parts: a beginning, a central part and an end. The beginning is where the scene is set and the plot begins. The central part is where more details are provided on the topic or problem in question. The story should be built towards a climax or resolution. The end of the story is where the issues are resolved. The didactic pills of the 4G Project have a structure divided into 3 steps, with respect to which, in the central section, two possible scenarios/solutions must be placed, in response to the problematic situation presented in the previous part, and in the last part the two are highlighted related epilogues of the story. The two epilogues of the story also include a comment that aims to present the "value" of the life skill for the purpose of a "positive" solution to the story told
4. receive feedback on the script to understand if and how it is appropriate to make the story clearer or more useful
5. revise the script, based on the feedback received, to get a better result
6. find, create and add images, for example using a specific online search tool for images, such as Google Image Search but also using photos taken with a digital camera. Attention should be paid to any copyrights
7. create a storyboard, i.e. a written or graphic overview of all the elements that you intend to include in the digital story, in order to visualize the story before it is created, when it is easier to make changes or add new content



8. record the audio narration through a high-quality microphone or a voice recording app on a smartphone
9. add background music (optional) appropriate to the theme of the story
10. create the digital story by selecting the software tool to use (see previous sections)
11. Publish the digital story online in places like YouTube, Google Drive, Microsoft OneDrive, Dropbox, etc.

If the above activities are carried out together with the students, the teacher's work can be divided into the following phases of activity:

- Analysis: Educators help students identify an instructional goal and analyze aspects of the digital story related to the topic and script, as well as consider the potential audience for the story
- Design: Educators help students complete the script and storyboard for the design of the story as well as collect and organize appropriate media such as images, audio and video.
- Development: Educators help students use technology hardware and software to build the story.
- Implementation: Educators help students plan how the story will be used and create additional resources including lesson plans, handouts, and other supporting materials.
- Evaluation Phase: Educators use a variety of measures to determine if the students achieved the goal for the digital story project or need to revise the story and supplemental materials based on this input.



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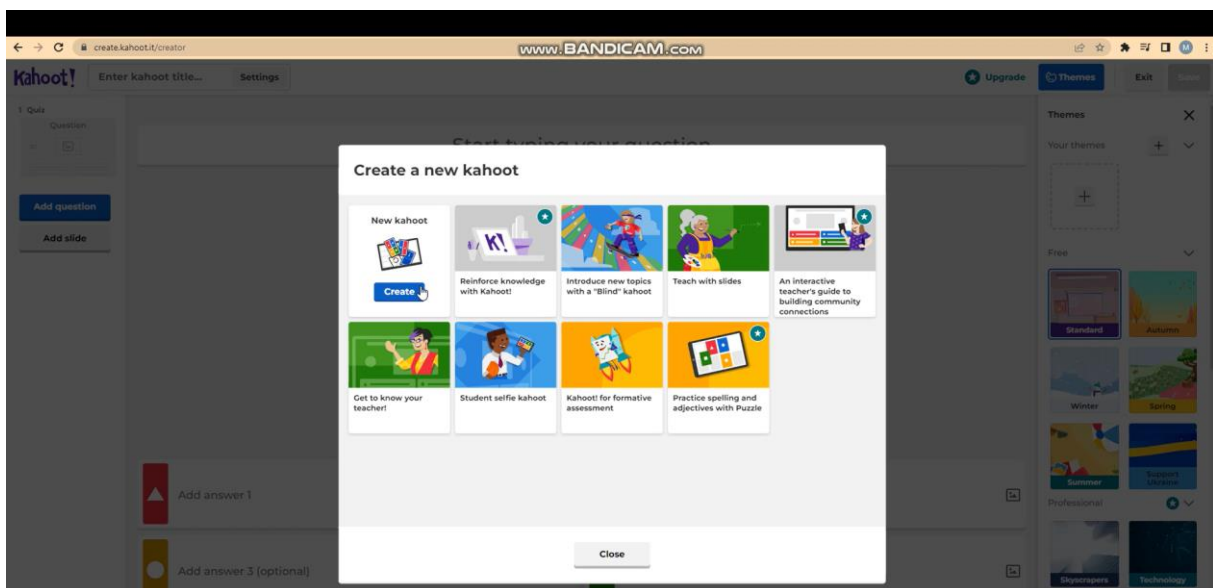
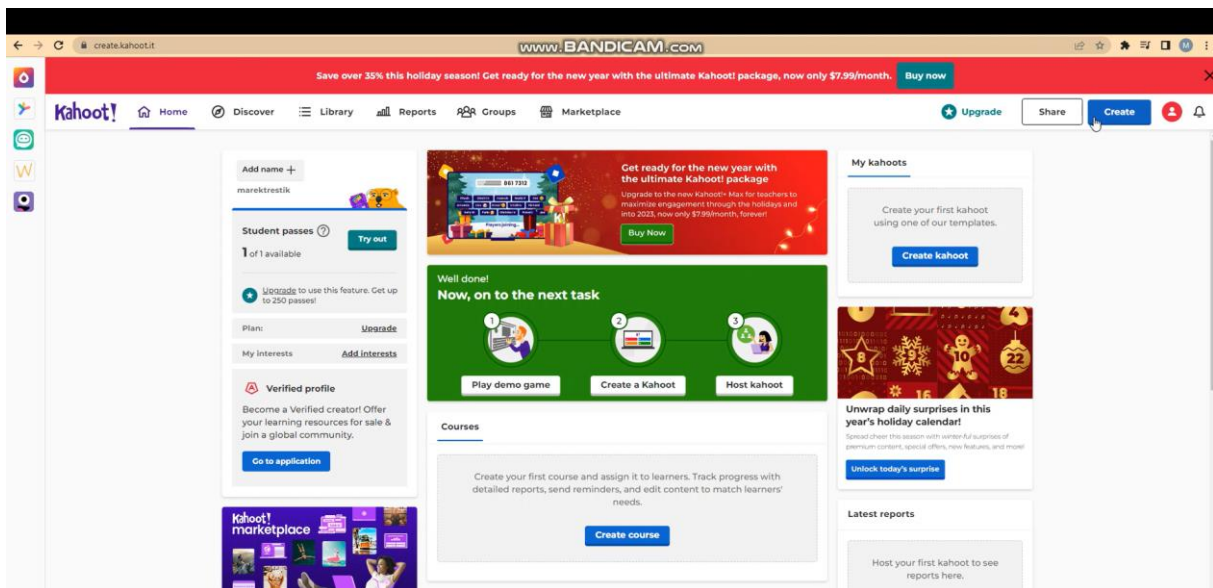


4G Didactic Pills



➤ Chapter 4. Practical examples of “didactic pills” usable on mobile devices (ready media content as photos, pictures, animations, podcast records etc.)

4.1. Practical examples of “didactic pills” done by Kahoot

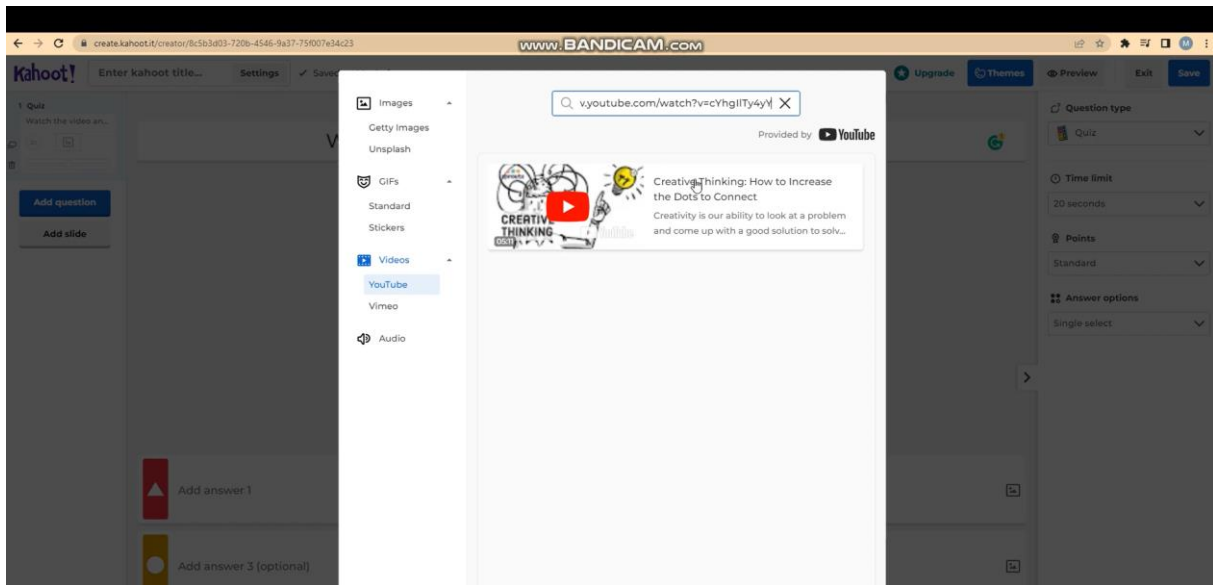
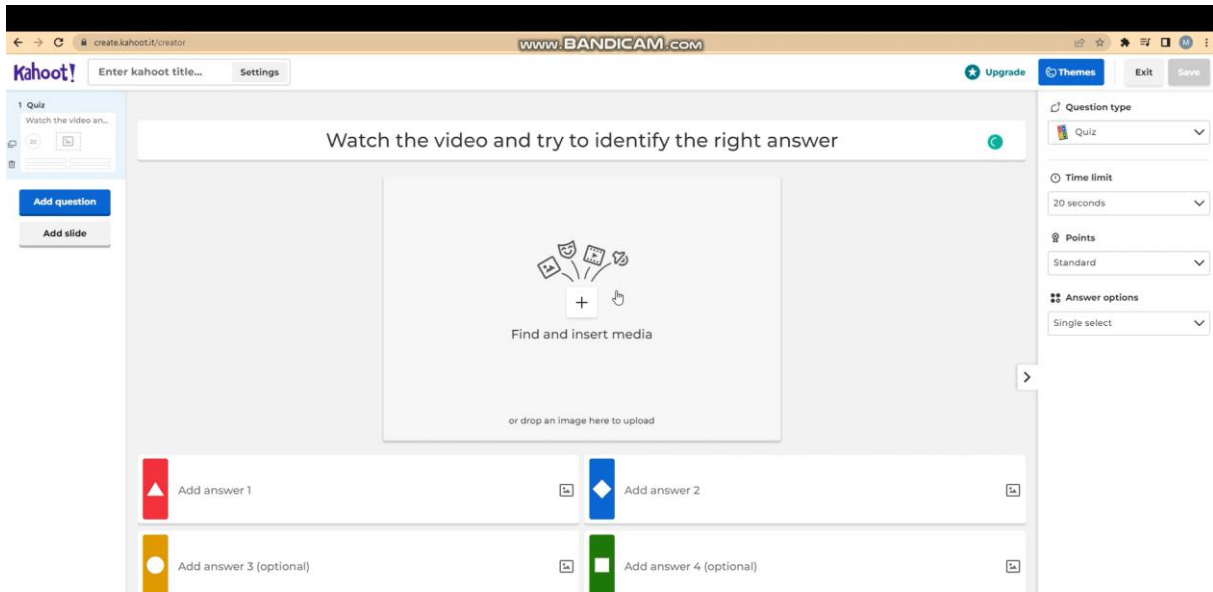




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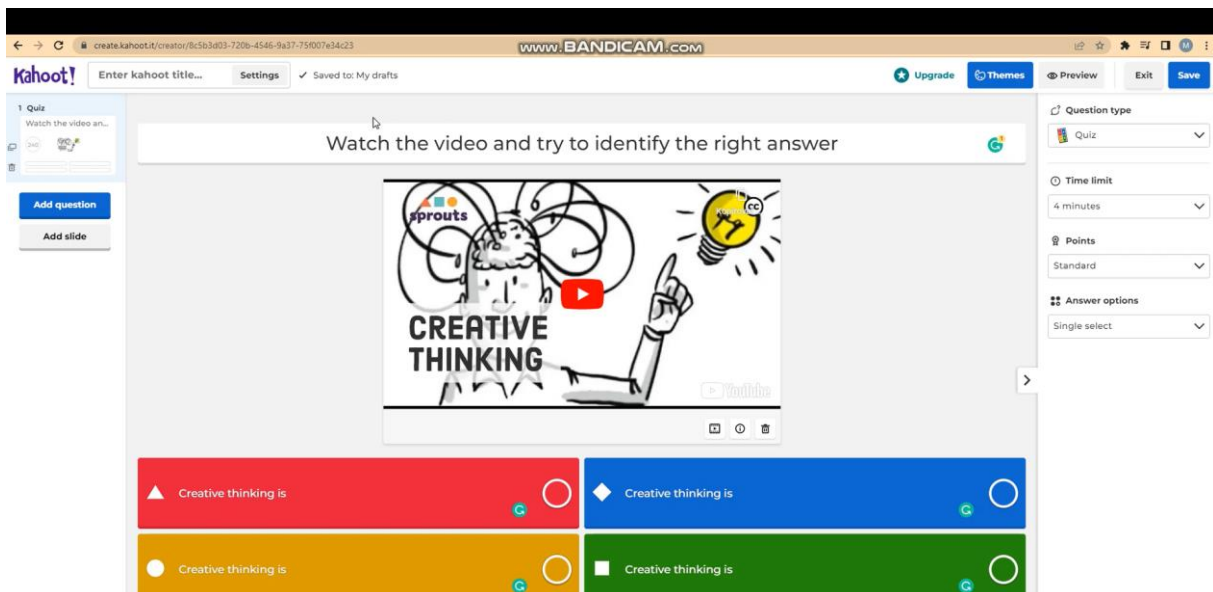
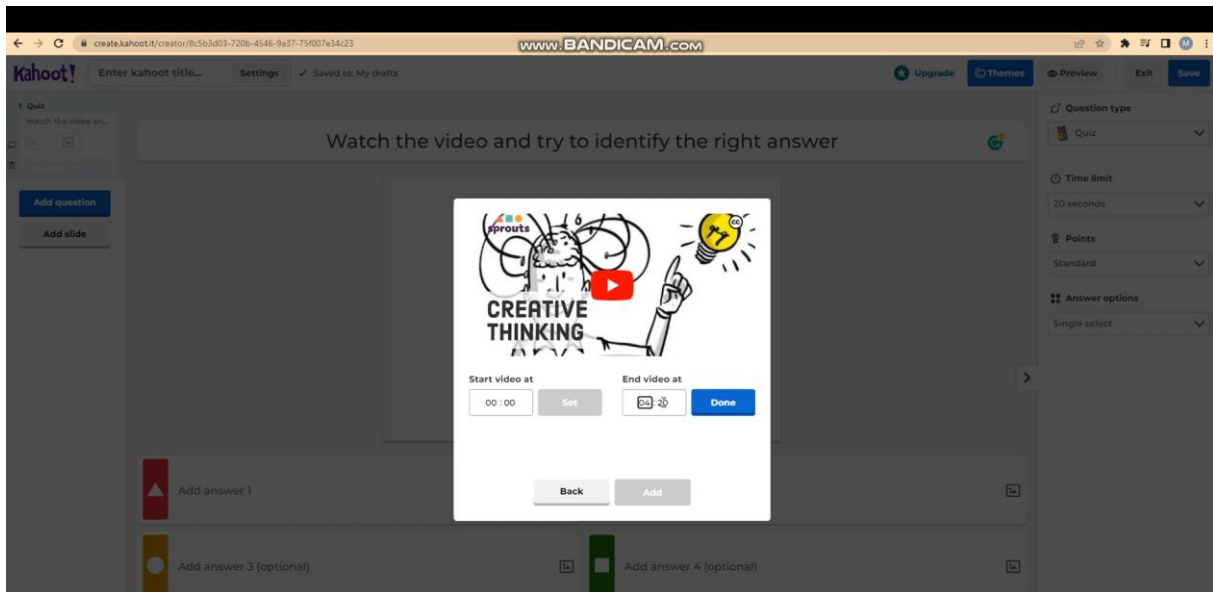




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The screenshot shows the Kahoot! editor interface. The main slide contains the text "Now that you know what Creative thinking is watch closely the story below :)" above an illustration of a shark in a business suit holding a briefcase and a dollar sign, with the text "THINK WISELY!" overlaid. The right sidebar shows the "Question type" dropdown set to "Slide" and various layout options like "Classic", "Big title", "Title and text", "Bullet points", "Quote", and "Big media".

The screenshot shows the Kahoot! editor interface for a multiple-choice question. The question text is "Why did the daughter drop the pebble on the ground? What is her intention?". Below the question is a "Find and insert media" box. The question type is set to "Quiz" in the sidebar. The answer options are:

- She is just clumsy
- She is scared and looking for an option to run away
- She wants to outsmart the loan shark and expose his cheating
- She does not know what to do and dropped it out of despair



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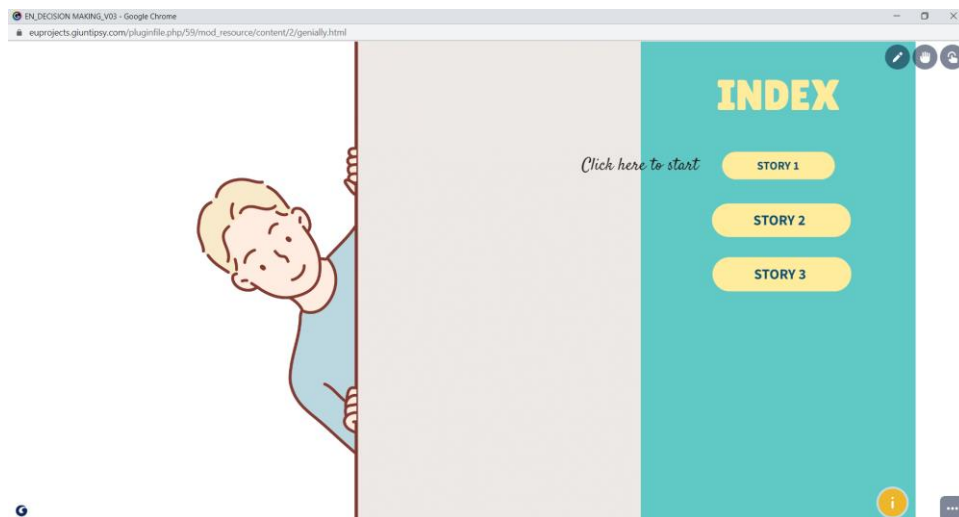
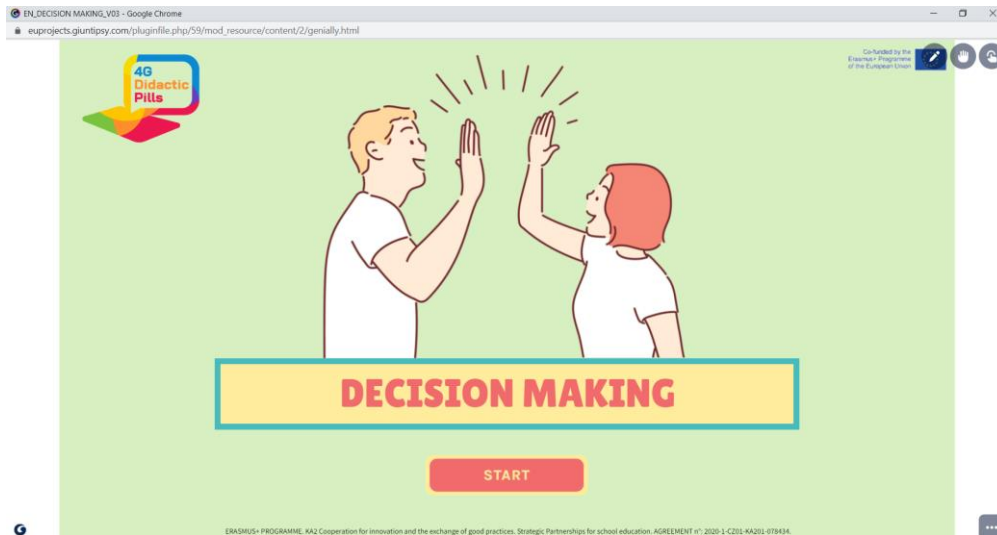


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4.2. Practical examples of “didactic pills” done by Genially



https://euprojects.giuntipsy.com/pluginfile.php/59/mod_resource/content/2/genially.html



4.3. Practical examples of “didactic pills” done by Canva





4.4. Practical examples of “didactic pills” done by Audacity

You have a scenario with options. Just record the story, options and explanations. At the end will have short audio story with options for decisions and explanations. The length could be up to 5 min.

Elements of the 4GDP	Text
TITLE of the Story	Time to act! (Empathy)
Short description	Doing something before it is too late
Story / Scenario	<p>Peter, 12 years old, has recently arrived to town with his parents. He is new at school and is struggling to make new friends and feel included. But it hasn't been an easy path. Peter seems to be very shy and is alone all the time he is at school. In class, teachers try to call him to participate but he rarely says a word: shyness or cognitive difficulties? Also, Peter wears the same clothes for more than one day, which is quite strange for his classmates. Shortly, they start to make fun of him and to call him some bad names. Instead of helping him to feel good and welcomed, they chose to pursue him, laugh at him, steal his schoolbag, etc.</p> <p>Susan, one of the girls of the class, was feeling very upset and even ashamed about her mates' attitudes. She couldn't handle to see the bullying her friends were making to Peter. He was already sad and lonely enough for starting a new life in a new town and city, why are they doing that to him? What is the sense of such cruel attitudes? What do they want?</p> <p>This morning, Susan has found Peter crying outside and, after that, he hasn't come back to classes. Susan is really worried about him, she feels a tightness in her chest and can't stop thinking about Peter. She finds herself imagining how she would feel if she was the one being bullied... How would she react? Would she handle it? Susan feels like she should do something... but, although deeply touched about the situation and extremely sad, she feels insecure and uncertain about what to do.</p>
Option 01	Susan has slept very little the whole night. She couldn't stop thinking about Peter and the pain he might be going through being bullied all the time. Susan would like to do something to help him, but she is afraid of retaliation in case she reports the



	<p>situation to a teacher. What if they start to bully her as well? Maybe that is happening while it is a new situation and, soon, her mates will stop bullying Peter. So, Susan decides to approach Peter, be with him during the breaks and make him feel more comfortable at school. She believes that, by doing so, her mates will stop teasing on Peter and persecuting him.</p>
<p>Option 02</p>	<p>Susan has slept very little the whole night. She couldn't stop thinking about Peter and the pain he might be going through being bullied all the time. Although a bit afraid of losing her friends, she really thinks that what they are doing to Peter is very serious and can have severe consequences to him. She has already heard about victims committing suicide and that is horrible! However, she is too young to take such a thing on her shoulders by her own. So, she decides to look for their class tutor at school and tell her what has been happening since Peter joined the class.</p>
<p>Answers/Explanations 01</p>	<p>The next day, Peter has returned to school. He looks even more frightened than before. Susan does how she has planned: she waits for him after each class and never lets him alone. At first, he seemed suspicious about her intentions, but gradually he starts to become more relaxed and starts talking to Susan. Susan is very happy, she could finally see a shy smile on his face! Peter is really nice, polite and they has several interests in common! She is absolutely sure that her classmates will like Peter as well!</p> <p>However, on the second day, things change... Her classmates start to be rude at her and to press her to not talk to Peter. She refuses to do so and tries to make them see how unfair they are being, condemning their attitudes and asking them to put themselves on Peter's shoes. However, they do not care about what Susan is saying and start to tease on her as well. From that moment on, Susan becomes the bullies' new target: they steal her lunch packs, call her bad names, humiliate her in the corridors, ignore her when she tries to talk, etc. Things get worse and worse! Now, both Susan and Peter are victims of the group despicable attitudes.</p> <p>Susan thought that she could solve the problem by herself, but it only got worse! It is very good that you feel touched by the situation and want to help, but bullying</p>



	<p>is a very complex and serious problem and involving an adult is always the right thing to do.</p>
<p>Answers/Explanations 02</p>	<p>Susan meets the class tutor the next morning and tells her everything Peter has been going through since he joined the class. The teacher gets really surprised because they usually are very kind and friendly. She has noticed that Peter is very quiet and shy, but she thought he was still adapting to the new reality and missing his old friends. The teacher thanks Susan for her empathic attitude and for having shared what is happening in the class.</p> <p>The teacher prepares a class about bullying. At first, the class is totally silent but, as the session goes on, they start participating and asking questions about the issue. Peter, however, keeps in silence with his head down. Suddenly, John asks for permission to talk and goes to the front of the class. He tells the teacher that he has been acting like a bully since Peter join them. He does not know to explain why he did it... he just wanted to have fun and didn't think about how Peter, and then Susan, were feeling. It gave him a sense of superiority and the centre of attention... By then he was enjoying the feeling, but now he realized how mean and stupid he has been. He apologizes Peter and Susan, also the rest of the class, for all the shameful attitudes he and his group have been having. He hugs Peter and Susan and promises not to repeat his behaviour.</p> <p>Susan was able to put herself on Peter's shoes and, this way, she could help him and change mentalities and attitudes. Before judging, always think how it would be if it was you.</p>



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Contact

Address: Na Čihadle 959/55 – Praha

Email: martin.rejmis@eracr.cz

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Contact

Address: BUL SKOVELEV 42 ET 6 AP 11 – 1606 Sofia

Email: kovachev@itpio.eu

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Contact

Address: Apt. 567 - 3800-510 AVEIRO

Email: ana.ribeiro@aeva.eu

Web: www.epa.edu.pt



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