

## How to become an Open Discovery Space school

The ODS (<http://www.opendiscovery.space.eu>) community will include 2.000 Primary and Secondary European schools (2012-2015) and will actively engage 10.000 teachers and 30.000 students.

### ODS schools get access to a broad range of resources and services, including:

- National training events that enhance teachers' digital competences and empower them in using digital resources that promote innovative teaching practices.
- International teachers' meetings and training activities across Europe, where teachers are invited to present their own innovative practices.
- Integrated online access to more than 1.000.000 digital educational resources from a wide range of thematic categories. This is provided in conjunction with social networking services for teachers, students and parents from all over Europe enabling interaction and content sharing, beyond linguistic and cultural barriers.
- Technology solutions (applications, tools) and technical support for setting up or enhancing digital school libraries, based on the schools' needs.
- European school innovation contests for teachers and students.
- School self-reflection digital tools that monitor school progress in adopting technology and e-learning resources.

### Stages of school participation

**September 2013-April 2014:** Involvement of 600 European schools that demonstrate a high degree of ICT integration (e-mature schools)

**September 2014-April 2015:** Involvement of 1.400 additional European schools

In order to participate in the school ODS network, please complete the e-maturity questionnaire available here <http://e-mature.ea.gr/> or contact us at [chelioti@ea.gr](mailto:chelioti@ea.gr)

## Practices Fostering Competences

**Winter School Programme**  
February 3rd - 7th, 2014  
Vilnius, Lithuania

## PROGRAMME

## Relevant EU Projects

Morning Sessions

Monday

February 3rd

10:00-12:00

Opening Session  
Urte Kurmankyte,  
Winter School Host  
Metis Baltic

Introduction  
to Winter School

Katerina Riviou,  
Ellinogermaniki  
Agogi,  
Greece

Tuesday

February 4th

10:00-12:00

Workshop  
Organising the  
digital  
library of my school/  
Building digital  
communities  
of teachers

Wednesday

February 5th

9:30-13:30

Visit to the Old  
Observatory  
of Vilnius  
University

Visit to Palace of the  
Grand Dukes  
of Lithuania

Thursday

February 6th

10:00-12:00

Workshop  
Finalisation of my  
CBL scenario

Neil O'Sullivan,  
Universal Learning  
Systems

Friday

February 7th

10:00-12:00

Achievements  
Presentation of the  
developed scenarios

Winter school  
participants

Guidelines for  
follow-up activities  
- Closure

Afternoon & Evening Sessions

12:00-13:30  
Lunch

12:00-13:30  
Lunch

14:00-15:00  
Lunch

12:00-13:30  
Lunch

12:00-13:30  
Lunch

14:00-17:00

Introductory Activities

Competence Based  
Learning (CBL) -  
Best practices

Group work: devel-  
opment of a CBL  
scenario

14:00-16:30

Workshop  
Use of OER  
and Digital Libraries  
for my CBL scenario

15:00-17:30

Workshop  
Developing my CBL  
scenario

Neil O'Sullivan,  
Universal Learning  
Systems

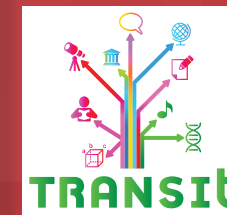
14:00-17:30

Practice  
and Reflection  
Workshop

Kati Clements,  
University  
of Jyväskylä

### TRANSit

#### TRANSversal key competences for lifelong learning: Training teachers in competence based education



The TRANSit project (<http://www.transit-project.eu/>) aims to have a positive impact on the development of students' key competencies through building teachers capacity on competence oriented education. To achieve this, a pilot teachers training methodology is developed on the didactics and e-assessment of key transversal competences, which could be adopted by interested stakeholders promoting educational change. The methods of the project are founded on a holistic view of students learning, personal and social development, going beyond subject boundaries and finding application in a wide spectrum of curriculum subjects. The TRANSit approach aims to contribute to the development of creativity, adaptation to the rapidly changing circumstances, intercultural and multilingual competences, social development, "learning to learn" competences and an improved perception of one's own capacity to solve problems.

### Open Discovery Space

#### A socially-powered and multilingual open learning infrastructure to boost the adoption of eLearning resources



Open Discovery Space (ODS) (<http://www.opendiscovery.space.eu>) is a European initiative that supports schools and teachers so that they systematically adopt and benefit from New Technologies and e-learning resources in everyday school practices and across the curriculum. The Open Discovery Space community spreads in 25 European countries, connecting schools, teachers, students and parents through a state-of-the-art web-portal, which gives them access to a wide range of high-quality digital content that promotes innovative teaching and learning. The Open Discovery

Support: Teachers can join a lively online community of peers and exchange advice, share best practices and connect with fellow teachers in other countries; Access to Training: Teachers can benefit from a wide range of training activities, including courses in the use of eLearning resources, online collaboration with students and parents and new ways to develop innovative teaching materials.

### C2Learn

#### Creative Emotional Reasoning Computational Tools Fostering Co-Creativity in Learning Processes

The C2Learn project (<http://www.c2learn.eu>) combines our understanding of creativity in education and creative thinking, on the one hand, and technology-enhanced learning tools and digital games, on the other hand, to provide young learners and their teachers with opportunities for creative learning. The project designs an innovative digital gaming and social networking environment incorporating diverse computational tools, the use of which can foster co-creativity in learning processes in the context of both formal and informal educational settings. In this virtual space learners freely explore ideas, concepts, and the 'shared' knowledge available on the semantic web and the communities that they are part of. A diverse project consortium is co-designing and implementing the proposed innovation in systematic interaction and exchange with stakeholders and particularly school communities, following participatory design and participative evaluation principles. The designed innovation covers the spectrum from upper primary education to the end of secondary education and beyond (learner ages from 10 to 18+ years).



### UDLnet

#### Universal Design for Learning: A Framework for Addressing Learner Variability

Inclusive and quality education is a key means to achieve that persons with disabilities should be guaranteed the right to inclusive education at all levels, regardless of age, without discrimination and on the basis of equal opportunity. In many special as well as mainstream schools, however, there is still much uncertainty and a lack of knowledge. Though the policy context supports a shift to inclusion, professionals need more support to develop their practice. In order to bridge the gap between policy and practice the UDLnet Network ([www.udlnet-project.eu](http://www.udlnet-project.eu)) aspires to address this necessity collecting and creating best practices under the framework of Universal Design for Learning (UDL) on the following themes: inclusive learning environments, accessible resources, teachers' and school leaders' competences. UDLnet Network building upon experience of previous and current projects aims at exchanging/creating good practices on inclusive education for students with disabilities, and not only, across Europe, in order to cater for their wholesome development, smooth transition in the next grades and consequently for employability, working inclusion and for active European citizenship.

