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1. Introduction

The purpose of this deliverable is to present the work carried out within **Workpackage 6 ("Online Platform for Cultural Literacy Learning")** of the DIALLS project between February and October 2019 (M10-M18). We recall that DIALLS is a three-year European project with **three main objectives**:

- Develop an understanding of young people's cultural literacy in formal education through the teaching of dialogue and argumentation as a means to understand European identities and cultures.
- . Provide comprehensive guidance for the development of cultural literacy in schools through the creation and evaluation of a scale of progression for cultural literacy learning as manifested in students' interactions and produced artefacts.
- Promote the emergence of young people's cultural identities in a student-authored manifesto for cultural literacy and a virtual gallery of their cultural artefacts.

For these purposes, the main objective of Workpackage 6 (WP6) is to select, combine, adapt and provide a suite of online tools that will enable students and teachers to engage effectively in **co-constructive dialogue and argumentation** about the cultural learning resources. Specific objectives are as follows:

- To identify and analyze the suite of online tools that is most adapted to achieving the project's aims, ensuring that they are usable by students and teachers
- To adapt pedagogical scenarios and teaching materials to online situations
- To facilitate teachers' use of the tools
- To launch a usable online platform for dialogic exchange between students

The identification and analysis of existing and currently available online tools that are most adapted for the DIALLS project was conducted between M0 and M9 and was the main objective of Deliverable 6.1 (Baker et al., 2019a). *The development and adaptation of pedagogical scenarios and teaching materials for online situations was the principle objective of the work carried out by the CNRS between M10 and M18 and is the basis for this deliverable (Deliverable 6.2).* During the same period members of the DIALLS project based at the Hebrew University of Jerusalem (HUJI) have been working on the development of the DIALLS platform and its launch (Milestone 6.1, deadline: 31/10/2019). The DIALLS Platform (version 2, tested in June and July 2019) has been designed to enable **text-based open discussions among classes and small groups**, linked to wordless texts by annotation tools, training students to **reflect on their discussions**, and training teachers to **design and moderate discussions**. The DIALLS Platform adds support for the features necessary to **moderate multiple discussions**, share ideas and **cultural products** across remote discussants, **build on each other products** and **reflect on past activities**, thereby opens varying pedagogical opportunities for **building a shared culture.** Within this period (M10-M18) HUJI also prepared **the teachers' guide** for the use of the platform (Deliverable 6.3).

1.1 Deliverable 6.2: Background

The principal goal of the CNRS between M10-M18 **was to develop blended online synchronous and asynchronous pedagogical scenarios for lessons 6-15 included in Cultural Learning Literacy Program (CLLP)** as developed by DIALLS project members in WP3 and included in Deliverable 3.1 CLLP Resources (Evagorou et al., 2019). **Blended online pedagogical scenarios combine and integrate face-to-face teaching and learning approaches with activities that may involve, to a greater and lesser extent the use online information and communication technologies.** In order to accomplish our main objective we (CNRS) i) organized and conducted multiple **usability studies with different versions of the DIALLS platform** as developed by HUJI; and ii) tested a sub-set of **blended online pedagogical scenarios along with teaching materials** in limited studies with teachers in Cyprus, Germany, Lithuania, Portugal, and the United Kingdom. Participants were part of the pool teachers that DIALLS researchers had already recruited in their respective countries. Empirical studies with teachers were coordinated by DIALLS project partners in those countries (i.e., UNIC, WWU, LUES, NOVA, and UCAM). Thus, we ensured that **teachers participating in the DIALLS project** and **project partners** were actively **involved in the design and development of the online tools** supported by the DIALLS platform and the **blended online pedagogical scenarios** that the same teachers will use with the students. Such active involvement also enabled researches and teachers to be introduced to the platform's functionalities.

Pedagogical scenarios **are teaching and learning models** that present **scripts** of what students and teachers should do when they participate in educational activities (Andriessen & Sandberg, 1999). Such scripts include a **set of activities, methods and resources** that are used to introduce students to concepts and processes in relation specific **learning objectives** (Wichmann, Engler, & Hoppe, 2010) Pedagogical scenarios provide **meaningful** and **ecologically valid contexts** for the achievement of those objectives. They are used to **create learning situations** with well-defined **roles, activities, sequences of actions, resources and tools** (Wichmann et al, 2010). Thus, pedagogical scenarios scaffold educational activities and enable students to **accomplish learning objectives.** Pedagogical scenarios may be employed to provide structure to one particular lesson as well as to an entire course, therefore, they can encompass different levels of detail which are determined by specific educational goals. Blended online pedagogical scenarios refer to **educational scripts that integrate face-to-face and online computer-supported collaborative learning** (CSCL) activities in a goal-oriented fashion and in relation to lessons' objectives (Beaver, Hallar, & Westmass, 2014). CSCL activities support and guide productive dialogue and argumentation, leading to a deeper understanding of in the sense of knowledge building (Bereiter & Scardamalia, 2003), or in the sense of knowing the other across cultural differences (Wegerif et al., 2017). Hence, CSCL enables action sequences and interpersonal communication be structured in ways **that favour the co-elaboration of knowledge in pedagogical scenarios** (e.g. Baker, 1999; Dillenbourg, 1999).

From Figure 1 (see below), it can be seen that the DIALLS platform will be used in (a) **two spatio-temporal situations** — between schools within a given country or else across different paired consortium countries — crossed with choices between (b) **two general types of pedagogical activities** — small group discussions, teacher-led whole class discussions — with (c) **two types of computer-supported communicative interaction** — asynchronous or

synchronous. In all cases, activity will be blended to the extent that it is contextualized — introduced, summarised, … — by the teacher in ordinary face-to-face sessions. Note that in this case, an additional activity — to be supported by DIALLS technology or not — is that of the **requirement for collaboration between teachers**, in intra/inter-country sessions.

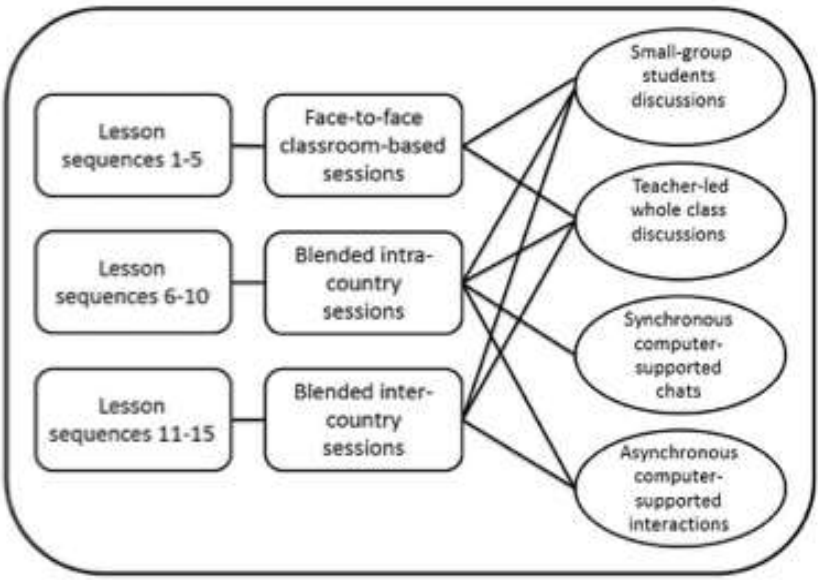


Figure 1: DIALLS situations for technology platform mediation (from the DIALLS Description of Work).

As can be seen in Figure 1, both **intra-country synchronous and inter-countries asynchronous computer-supported interactions** need to be supported online for both **teacher-led** (all age groups) **and small group discussions** (only applies to 14-15 years olds). Blended online pedagogical scenarios will support computer-assisted dialogues between classes located in the same country and classes located in different countries. Thus, they represent an essential vehicle through which children and young people will express, negotiate and co-construct their European identities, cultures and diversities in schools in the same country and across countries. Blended online pedagogical scenarios will be tested in schools with students from November 2019 (M19) onwards, as part of WP3.

1.2 Work carried out by CNRS between M10 and M18

The main objective of task 6.2 (M10-18) was the development of blended online pedagogical scenarios for the CLLP. These were based on transformations of a sub-set of lesson plans 6-15 as developed by UCAM, NOVA FCSH, VU and UNIC in WP3 (Evagorou et al, 2019). In order to do so, CNRS team members i) completed an **expert evaluation report of the first prototype of the DIALLS platform (version 1)** and ii) prepared a teachers evaluation kit - the **Online Scenario Teacher Evaluation Kit; OSTEAKIT** henceafter- that was sent to DIALLS researchers and teachers so they could **assess the usability of the DIALLS platform** and its **educational relevance**. OSTEAKIT also enabled teachers to **redefine a set of blended online scenarios that they considered to be practicable, feasible and educationally relevant,** on the basis of candidate scenarios, developed on the basis of WP3 lesson plans.

The expert evaluation report (Section 2) was the outcome of a series of testing sessions with DIALLS researchers, software developers and students that CNRS and HUJI co-organized in Tel Aviv and Jerusalem in March 2019. Members of the CNRS team have **extensive expertise** in the field of **cognitive ergonomics, user-centered design and the assessment of socio-technical systems**. The report described 12 issues we identified in first protype of the DIALLS platform (DIALLS platform v1) and proposed solution for most of them. The identification of issues was conducted in accordance with the **Usability Criteria** developed by Scapin and Bastien (1997). HUJI team members and software developers solved most of the usability issues included in our report by June 2019. How HUJI fixed those issues can be observed in the second version of the DIALLS platform (DIALLS platform v2).

The updated version of the platform was the system tested by teachers when they completed OSTEAKIT. **The expert evaluation report was an essential tool for the refinement of the DIALLS platform and its better adaptation to the lesson plans 6-15.** The blended online pedagogical scenarios that we included in OSTEAKIT were tested and redefined in Cyprus (UNIC), Germany (WWU), Lithuania (LUES), Portugal (NOVA), and the United Kingdom (UCAM) in June and July 2019. We conducted qualitative analyses of the feedback provided by teachers as result of the completion of OSTEAKIT (Section 3). We produced updated versions of the online pedagogical scenarios for which we received feedback from DIALLS partners. **Online pedagogical scenarios are presented as illustrations in a storyboard format** to increase their **pedagogical value (Section 4)**. **These scenarios have been revised and updated as result of specific input we received from UNIC (WP3 leaders)**. **Appendix 4 (Section 7.4) includes descriptive tables of those four revised and updated version of the scenarios (October 2019 version)**. We discussed these analyses and proposed adaptations to the DIALLS platform and the blended online pedagogical scenarios in the last section of this document (Section 5). The work done in the preparation of D6.2 constitutes the basis for the actual use of the DIALLS platform in classrooms across the DIALLS consortium from November 2019 onwards.

1.3 The structure of this deliverable

The subsequent Section 2 of this document, below presents a summary of the CNRS expert usability report where we described the different testing sessions we organized to inspect and assess the DIALLS platform v1, identify possible usability issues and propose solutions. Section 2 also includes a description of the actions taken by HUJI to address and solve those issues along with a list of the DIALLS platform v2 main functionalities. This is followed, in Section 3, by a systematic qualitative analysis of the teachers' feedback on the DIALLS platform usability and education relevance and on the sub-set of blended online pedagogical scenarios included in OSTEAKIT. We discuss the results coming from the analyses presented in the previous section, propose slight modifications to the DIALLS platform (e.g. inclusion of new tools) and elaborate the educational scripts for the implementation of the blended online **synchronous and asynchronous pedagogical scenarios for lessons 6-15 included in CLLP.** In Section 4 we include revised versions of the online pedagogical scenarios for which we received specific input from DIALLS partners. Online pedagogical scenarios are presented **as illustrations in a**

storyboard format to increase their pedagogical value. In Section 5 we summarize the results and implications of the deliverable and propose recommendations.

Appendices reproduce teachers' responses to the open-ended questions included in OSTEAKIT.as submitted by UNIC, WWU, LUES, NOVA, and UCAM in June and July 2019. Appendices also include a copy of OSTEAKIT, the version of the online pedagogical scenarios that teachers tested (version 1) and the revised version of the scenarios we produced by incorporating teachers' feedback (version 2). We present teachers' responses in category-coded excerpts. Excerpts were computer-generated by the software we used for the qualitative analysis (Dedoose ™, SocioCultural Research Consultants, 2016).

2. Expert usability report of the first prototype of the DIALLS platform

In March 2019 we tested DIALLS platform v1 in Tel-Aviv and Jerusalem. HUJI team members and software developers also participated in the testing sessions. Members of the UNIC team, as lead partner in WP3 were also part the sessions that took place at the University of Tel-Aviv. Their feedback on DIALLS platform v1 was essential as they are one of main partners responsible for the pedagogical aspects of the CLLP. The platform was also tested with a large group (n=73) of undergraduate students in Education in a master class at the at the Hebrew University of Jerusalem. We considered these testing sessions to be **usability studies** which were crucial at that **early stage of platform development** for the following reasons:

- **First public presentation of the DIALLS platform** outside the HUJI research community
- Confirmation that the **DIALLS platform was an operational and reliable tool** that could be used in classrooms, even as a first protype
- **First expert assessment of the DIALLS platform** by specialists in cognitive ergonomics, user-centered design and the evaluation of socio-technical systems
- **First feedback from the UNIC team** as WP3 leaders and responsible partner for the development of the CLLP
- **First discussions and recommendation** on how to **adapt lessons plans** (lessons 6-10 and 11-15 of the CLLP) for the use of the DIALLS platform **and the platform** for the lessons plans and their **educational goals and relevance**.

In the next section we introduce our evaluation approach and explain the **usability criteria** that we used for the assessment of the DIALLS platform v1 (Section 2.1). Then, we describe the "reported issues", that is the **problems encountered by users** while interacting with the platform (Section 2.2). These reported issues are divided into i) issues related to functionalities that were developed in the first prototype of the platform at the time of testing (March 2019) and ii) issues related to the functionalities that HUJI team members and software developers wanted to develop and incorporate onto the DIALLS platform v2. We explain **how HUJI team members have addressed and fixed most the reported issues** in the DIALLS platform v2. In the final section (Section 2.3) we summarize our expert evaluation report of the DIALLS platform v1 and present the list of the main functionalities of the DIALLS platform v2 as this was the version of the system that teachers across the project consortium tested in June and July 2019 (Section 3).

2.1 Evaluation approach and usability criteria

DIALLS platform v1 was assessed in a **group-based expert** walkthrough (Polson, Lewis, Rieman & Wharton, 1992) at the University of Tel-Aviv. This is a scenario-based usability **inspection method** that did not require previous training on the use of the platform. The group-based expert walkthrough facilitated a**n early evaluation of the platform** which was essential for the **identification of usability problems** that may have had an important negative impact on subsequent development phases of the system. We **identified usability-problems**, **proposed possible design improvements** and solutions. The group-based expert walkthrough was followed by several **focus groups sessions** with HUJI team members and software developers, **a large-scale testing session** (n=73) with undergraduate students in Education at the Hebrew University of Jerusalem and a **co-design session with UNIC team members** which was crucial for a better adaptation the DIALLS platform to the lessons plans as described in the CLLP in relation to their pedagogical goals and relevance.

Figure 2. Focus group with HUJI team members and software developers in Jerusalem (a) and co-design session with UNIC and HUJI teams in Tel-Aviv (b)

It is important to bear in mind we tested the **first prototype of the DIALLS platform,** therefore, **not that all of the expected functionalities were implemented at that early stage of development**. For a software or platform to be used it is necessary that it is usable (easiness to use) and useful with respect to the task of the future users. In order to assess usability and usefulness/utility (or compatibility with the task) we have followed two complementary approaches. The usability evaluation is based on the **Usability Criteria** developed by Scapin and Bastien (1997). It is mostly focused on the way the interface is organized. The criteria and their definition are listed below.

Guidance. Users guidance refers to the means available to advise, orient, inform, instruct and guide the users throughout their interaction with a computer.
Workload. The criterion workload concerns all interface elements that play a role in reducing the users' perceptual or cognitive load, and in increasing the dialogue efficiency.

Explicit control. The criterion explicit control concerns both the system processing of explicit user actions, and the control users have on the processing of their actions by the system.
Adaptability. The adaptability of a system refers to its capacity to behave contextually and according to the users' needs and preferences. The criterion adaptability is subdivided into two criteria: Flexibility and user experience.
Error management. The criterion error management refers to the means available to prevent or reduce errors and to recover from them when they occur. Errors in this context include invalid data entry, invalid format for data entry, incorrect command syntax.
Consistency. The criterion consistency refers to the way interface design choices (codes, naming, formats, procedures, etc.) are maintained in similar contexts, and are different when applied to different contexts.
Significance of codes. The criterion significance of codes qualifies the relationship between a term and/or a sign and its reference. Codes and names are significant to the users when there is a strong semantic relationship between such codes and the items or actions they refer to.
Compatibility. The criterion compatibility refers to the match between users' characteristics (memory, perceptions, customs, skills, age, expectations, etc.) and task characteristics on the one hand, and the organization of the output, input, and dialogue for a given application, on the other hand.

The usefulness evaluation is mostly focused on the functionalities of the interface (see Figure 3), and the way they fit the targeted tasks (scenarios) of the user. It is worth noting that the "compatibility" criterion partly addresses this issue. The first set of targeted functionalities were listed in a deliverable 6.1 (Baker et al. 2019a).

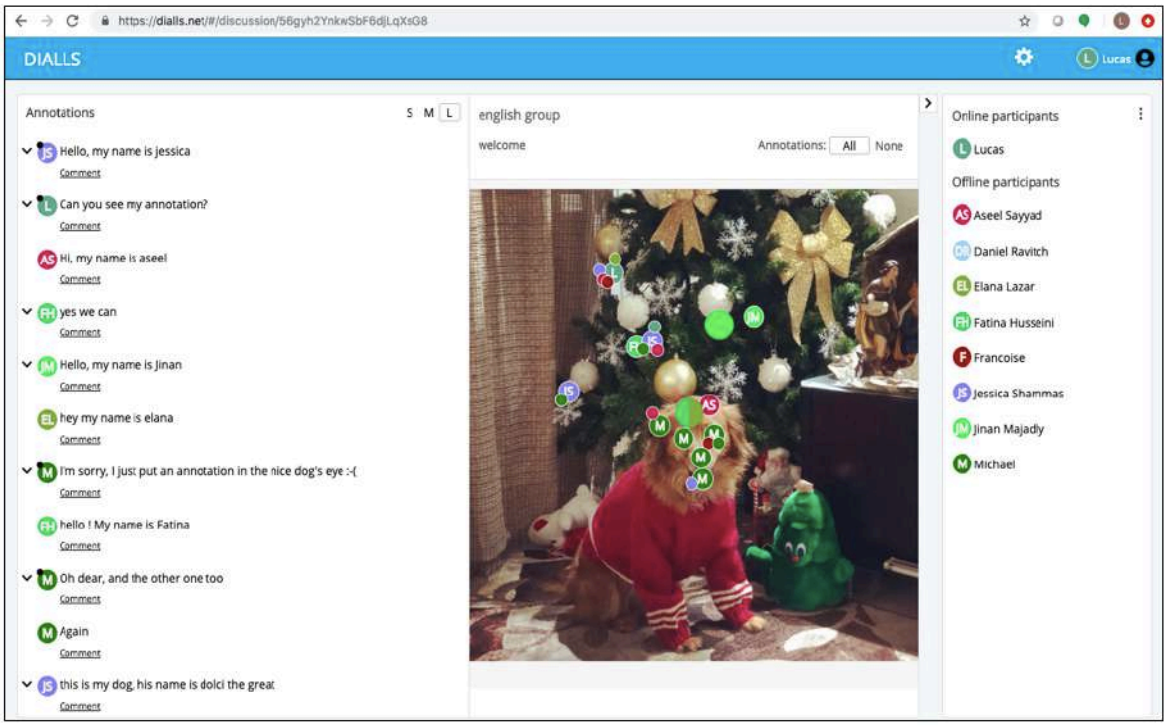


Figure 3. DIALLS Platform v1 interface. The image uploaded for discussion appears in the middle. Annotations and list of online and offline participants appear on the right and left side of the screen, respectively.

2.2 Reported issues

In this section we present the issues that we identified in the DIALLS platform v1 (issues 1-6) Second, we introduce the functionalities (issues 7-12) that HUJI could develop and implement in newer versions of the platform. The identification of both types of issues was in line with the Usability Criteria developed by Scapin and Bastien (1997). We explain how these issues were addressed and fixed by HUJI in the DIALLS platform v2. The actions taken by HUJI are presented in text boxes and include illustrative screenshots of the interface.

Issue 1. **Guidance between discussions rooms**
Once a user was in a particular discussion, it was difficult to find the way to go to the room where all the discussions were displayed. The DIALLS logo icon on top left of the screen was difficult to find (see Figure 4). This refers to the Guidance criteria "Grouping/distinction of items" as well as "code significance".

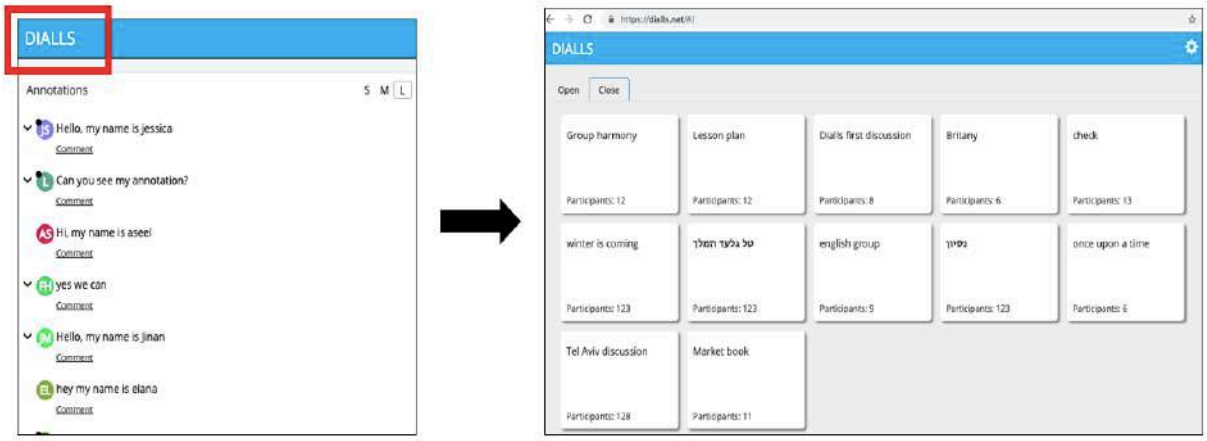


Figure 4. Transition from specific room/discussion to dashboard where all rooms/discussions are displayed (DIALLS platform v1)

The DIALLS platform v2 **includes a home icon** (Figure 5) which makes the transition from discussion rooms to the dashboard where all discussion rooms are displayed more intuitive for the user.

Figure 5. Fixed issue in current version of the platform. Inclusion of home icon.

Issue 2. Deletion of discussion
A user could delete a discussion from the dashboard (see Figure 4) while other users were still in it. This issue refers to the "explicit control" criteria.

This issue has been solved in the DIALLS platform v2. No user can delete a discussion while it is still active, and participants are online.

Issue 3. Adding a file in a discussion room
When a user was creating a new discussion, she was required to add a file/text. But it was not possible to create a discussion without a file and to add a new file once a discussion had already been created (see Figure 6). This refers to the criteria "flexibility". Adding a file could be optional when creating a discussion. This option would help users to have discussions less anchored in the wordless text, and therefore, may facilitate deeper and broader reflections on the cultural values (e.g., empathy) promoted by the DIALLS project. Adding a new file could be possible when a discussion has already been created. Another option could be to add a "blank" file.

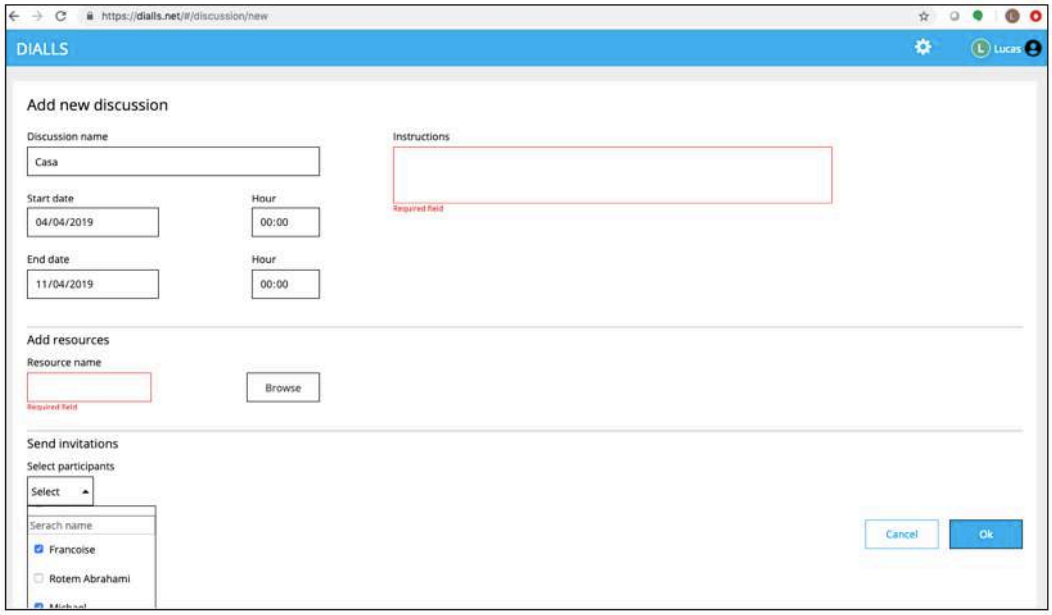


Figure 6. DIALLS platform v1 did not allow users to create a new discussion without uploading a new files.

DIALLS platform v2 still requires participants to upload a document (PDF, image or film) to create a discussion. However, it is possible to begin a discussion without the necessity to create a new annotation. Thus, the current version enables users to have discussion less anchored on the wordless texts, which was our main original concern when we inspected the first prototype in March 2019. See Figures 3 and 7 to visualize the difference between DIALLS platform v1 and DIALLS platform v2.

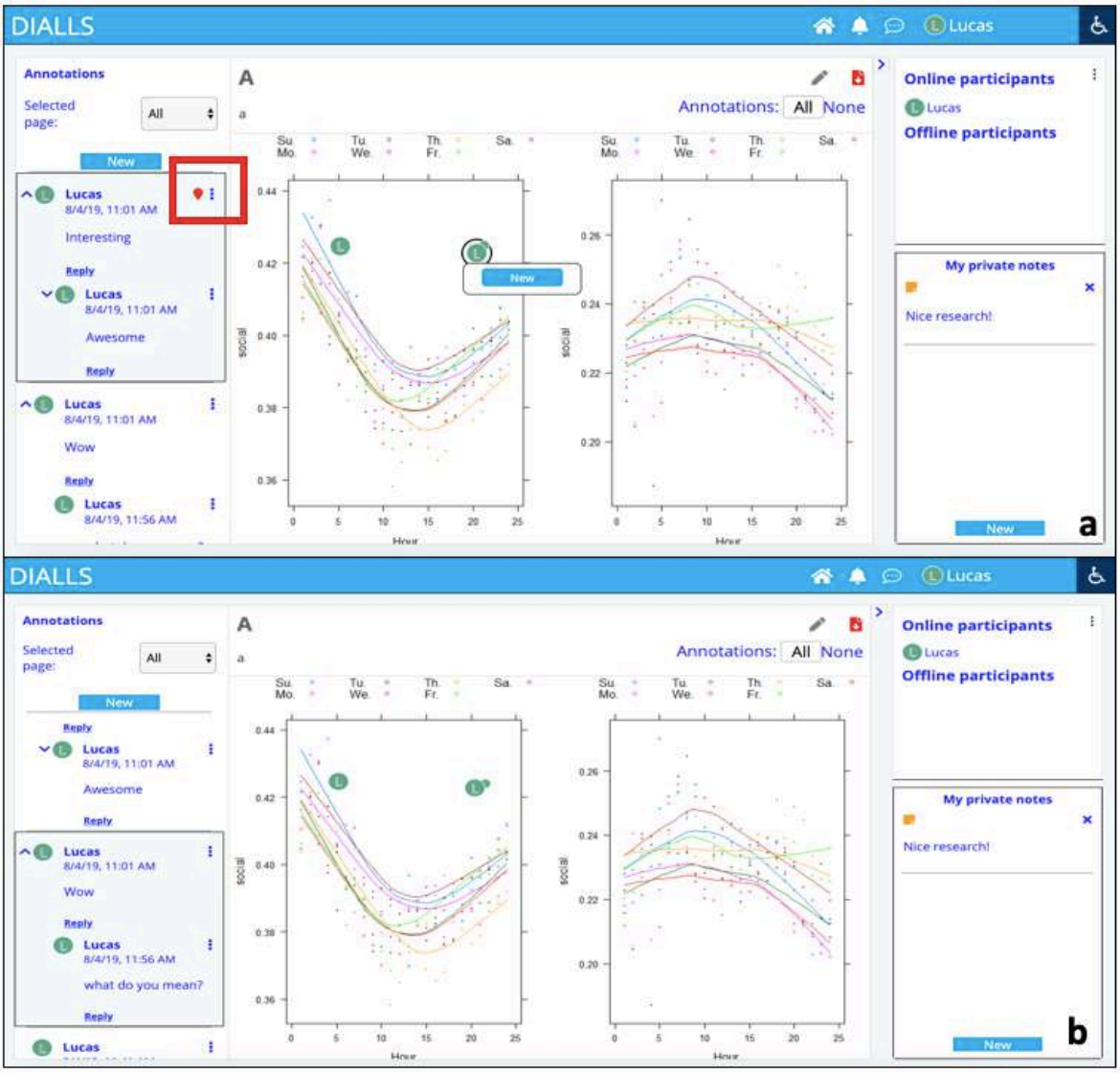


Figure 7. DIALLS platform v2 enables to have annotation (a) and free annotation (b) anchored discussions.

Issue 4. Significance of annotation icons

The icons representing the anchor of a discussion in the text were coded by colors (representing the color of the participants in this discussion) and size (representing the number of participants involved in the discussion of a specific annotation). The change of color of the annotation anchor did not seem to be significant for the user. Color gradient scales or pie charts did not solve the issue. The distinction between larger annotation icons in the shape of pie charts and the accumulation annotation icons in the form of dots was not clear for the user either. In other words, the user could grasp the difference in meaning of having a pie chart or several annotation icons grouped around the same area of the wordless text. Newer versions of the DIALLS platform could include tools for the quick visualization of hierarchical relationships between annotations. It was not clear whether the color of the dot annotation stands for the original color assigned to participants after several annotations by different participants were made in the same area of the wordless text. Additionally, it could be the case that several participants were assigned the same color. The DIALLS platform should allow users to move their annotation icons on the wordless text before publication. The remarks included in issue 4 refer to the criteria “significance of code”.

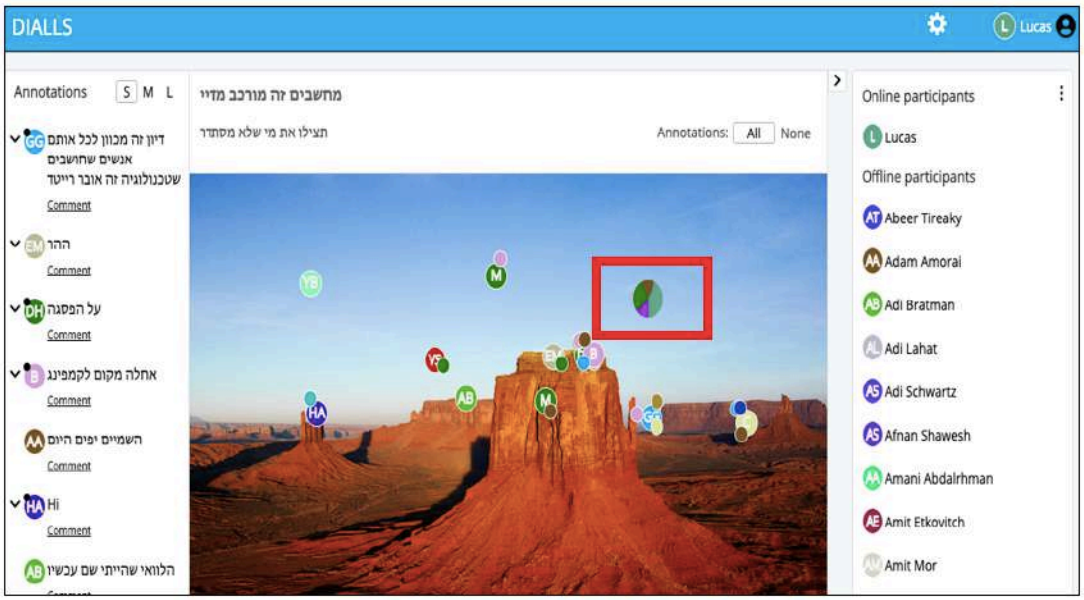


Figure 8. Use of pie charts to display participants discussions on the same original annotation (DIALLS platform v1).

HUJI team members have partially addressed this issue in DIALLS platform v2. By clicking on a single annotation made on the uploaded document, the annotation dot acquires a white ring and the annotation text on the left column gets selected (Figure 9a). When a reply to an existing annotation is made, a smaller dot appears in the white ring surrounding the original larger annotation dot and the discussion (left side of the screen) also gets highlighted (Figure 9b). It is still possible to observe a pie chart if two or more participants decide to make an annotation at the same location of the wordless text. However, in DIALLS platform v2 by clicking on the pie chart a rectangular box containing the initials of the participants who commented on the same feature pops up (Figure 9c and d). When this occurs, you may select individual annotations, and by so doing, they get highlighted in the wordless text and the annotation list on the left side of the screen.

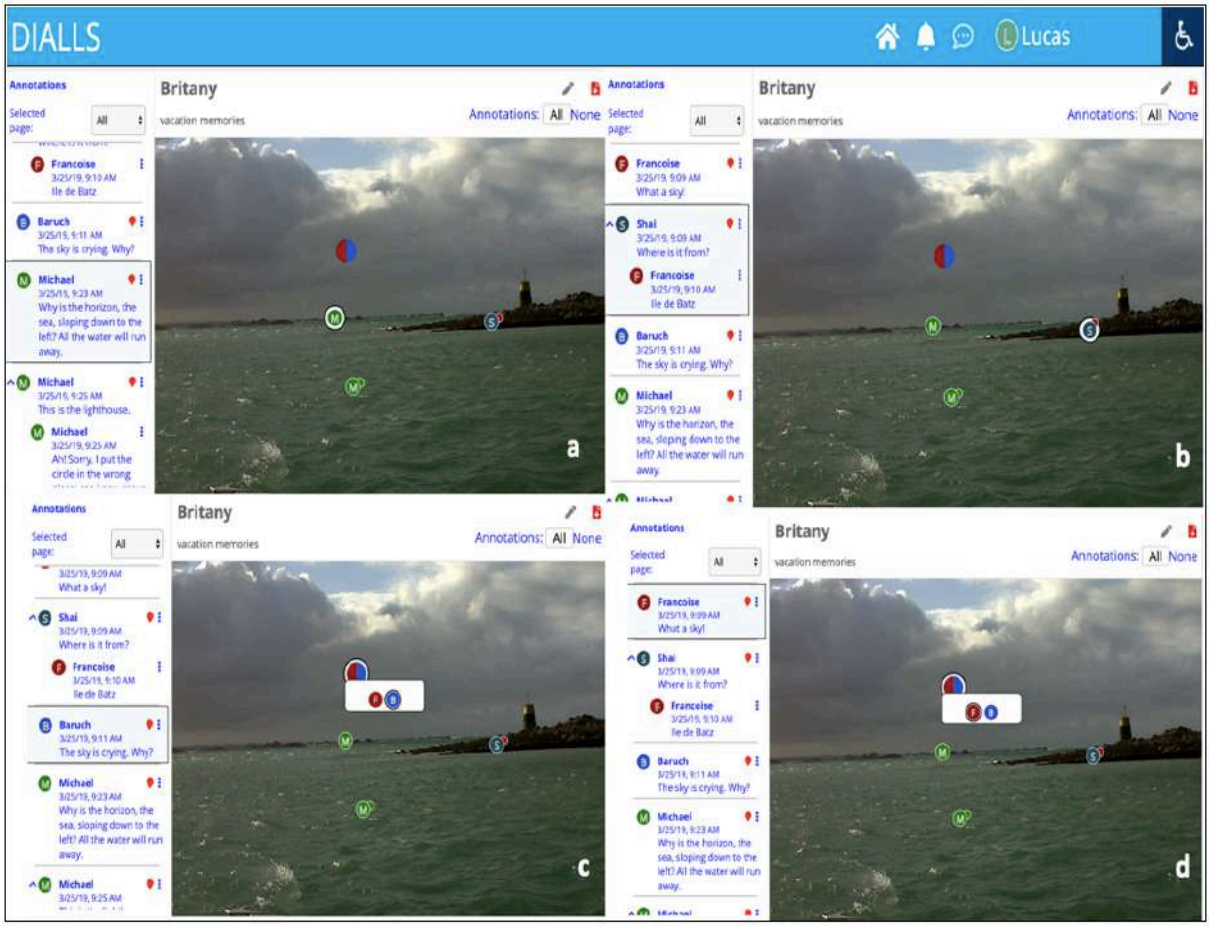


Figure 9. Color icons for annotations in the current version of the DIALLS platform.

Issue 5. Discriminability of annotation anchors, navigation and scrolling

When many annotations had been created, it became difficult to discriminate them in the text (see Figure 10). It should be possible to zoom in the text while the annotations keep a given size and position (Zoom in – Zoom out icon) without affection annotations. Furthermore, the navigation in the text seemed to be dependent on the navigation in the annotation part of the screen. For example, when a participant selected a specific annotation from the list that was located below the level of the image the top part of the image disappeared from the screen. The user could not scroll up the image unless she deselected the annotation (see Figure 11).

It could be possible to differentiate the navigation in the annotations and the navigation in the text (scrolling, zooming).

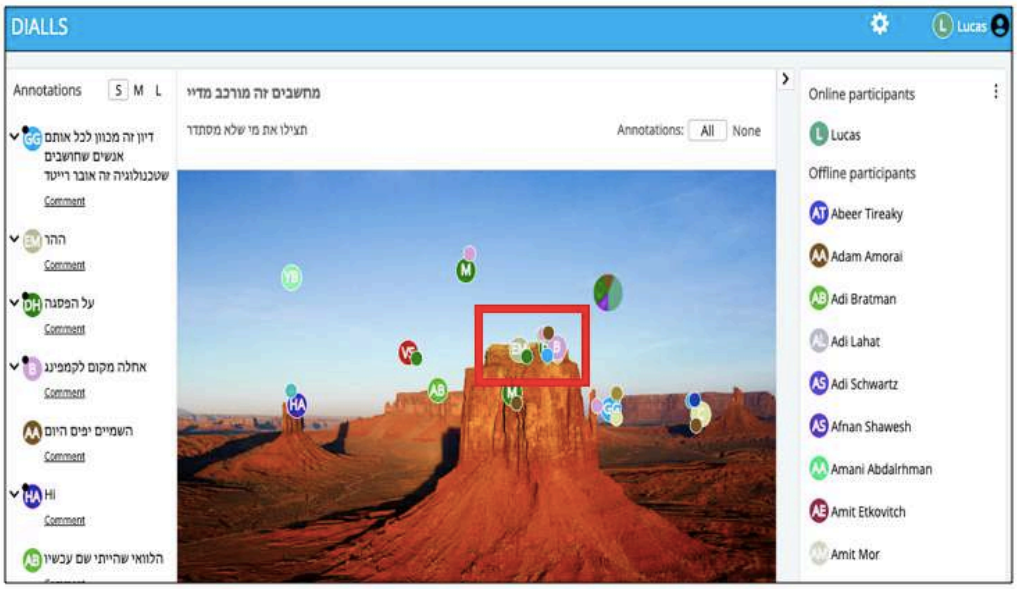


Figure 10. Highly concentrated annotations make their visual discrimination difficult (DIALLS platform v1).

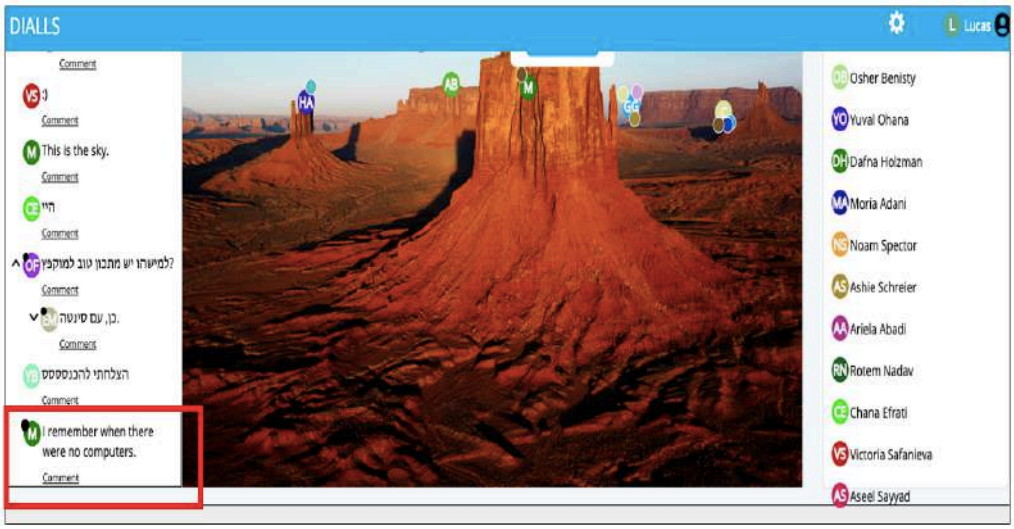


Figure 11. Selection of annotation box does not allow scrolling up the image (DIALLS platform v1).

DIALLS platform v2 allows users to zoom in and zoom out discussion rooms (Figure 12). Users can use this function to increase font size in the annotation list, list of participants, discussion room title, etc. as well as the to augment the size of annotation dots attached to the uploaded wordless text.

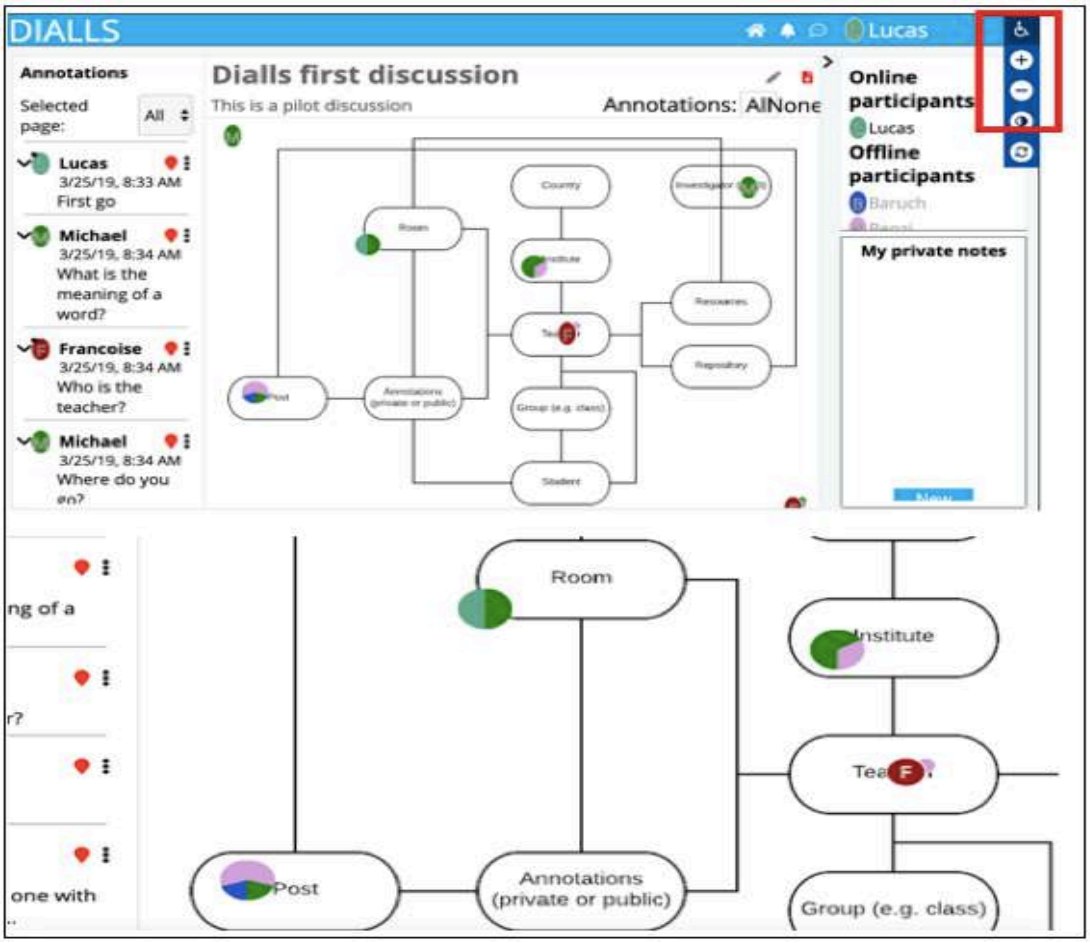


Figure 12. Zoom in and zoom out tools in the current version of the DIALLS platform.

In DIALLS platform v2 even when the users make an annotation at the bottom of the wordless text (Figure 13a) it is possible to scroll up and see the top of the image (Figure 13 b). That is, in the current version of the platform the annotation list space and the image space behave as two linked but still independent boxes that afford the selection of annotations and image navigation without constraining one another.

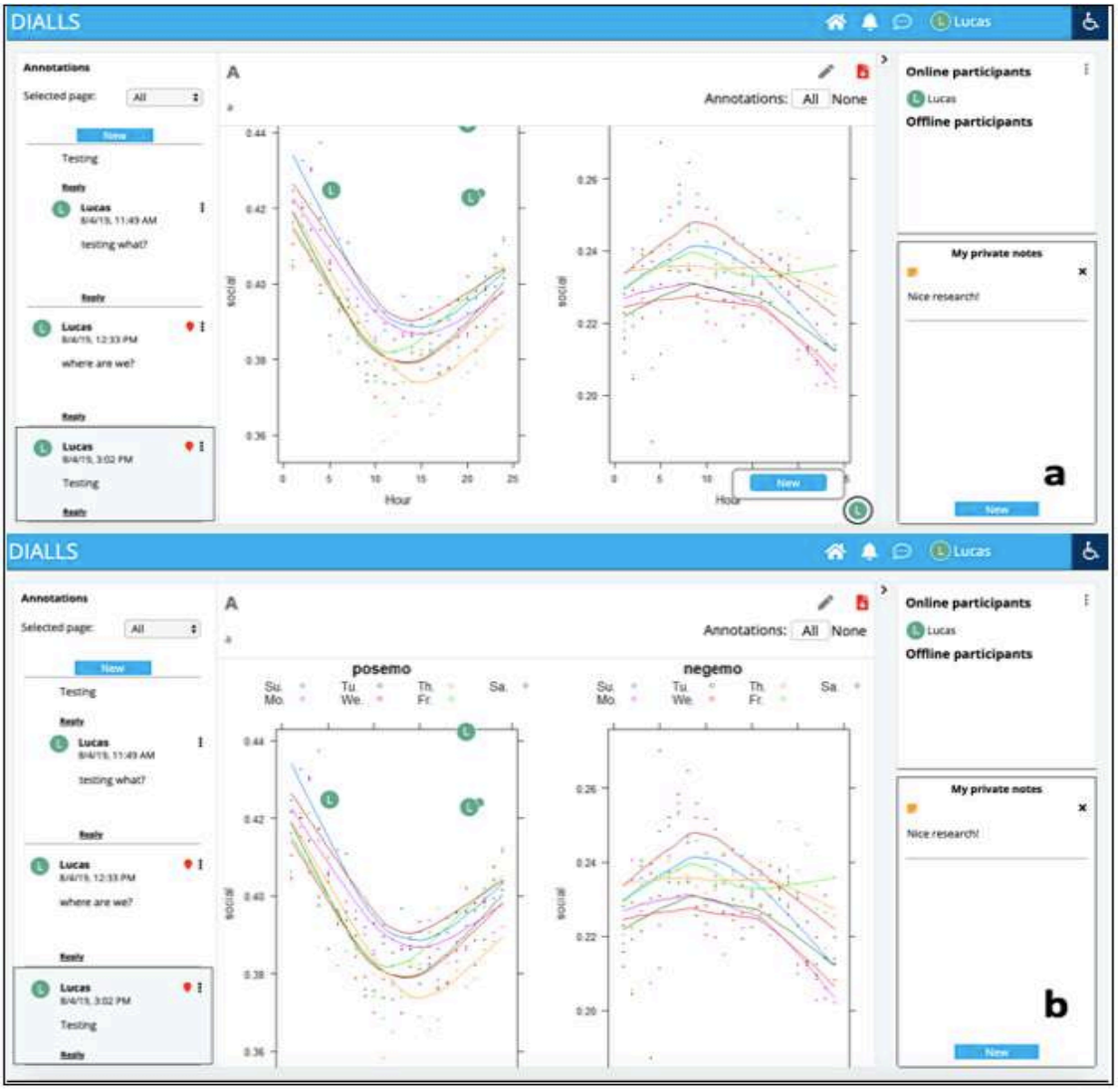


Figure 13. Selection of annotation box allows scrolling up the image in the current version of the DIALLS platform.

Issue 6. Navigator compatibility

Problems of compatibility with Firefox, Explorer, Safari were noticed. The compatibility with Chrome was fine.

Browser's compatibility issues have been solved in DIALLS platform v2.

Issue 7. Codes for participant roles / Participant roles

This was a missing functionality at the time of testing DIALLS platform v1 in March 2019. The roles of teachers and students should be discriminated by particular codes. Such discrimination should be supported by other resources than annotation dots. Also, when students will be the main users of the DIALLS platform (e.g., 14-15 years old), the platform should include a function for anonymization. Researchers will have access to discussion rooms, therefore, anonymization must occur both in the user interface and the logs that will be downloaded and distributed for analysis.

The possibility to anonymize participants by creating participants tokens was included as a new tool in DIALLS platform v2. (Figure 14). This also provides the opportunity to make clearer distinction between teacher's and students' roles in discussion rooms.

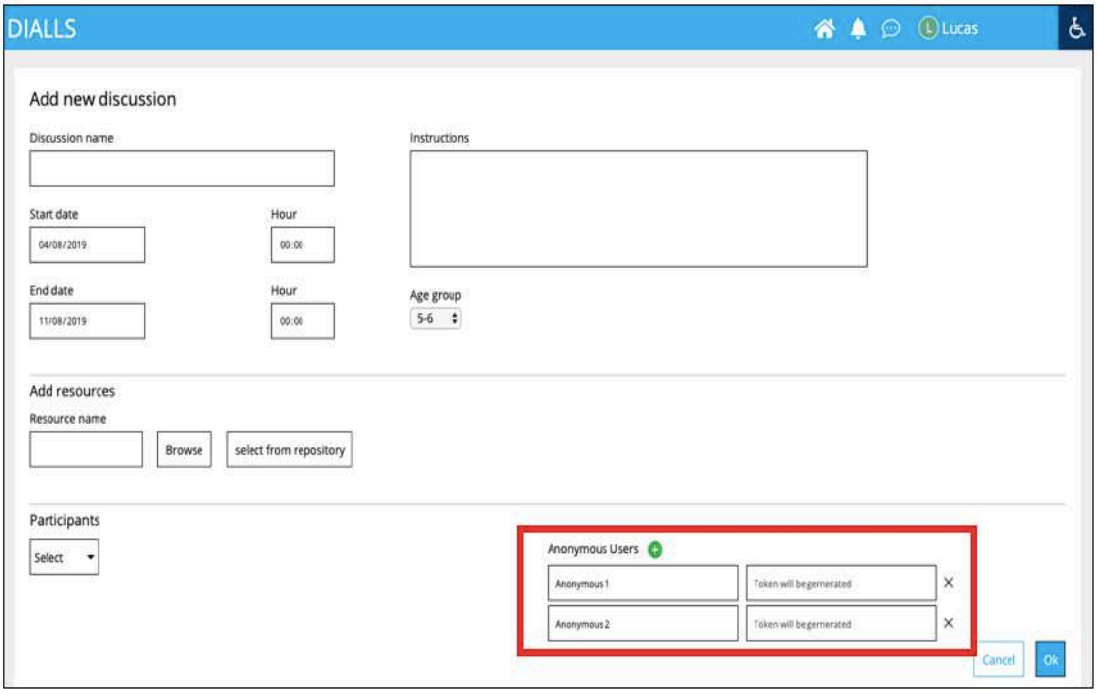


Figure 14. The current version of the platform enables the anonymization of users via tokens creation.

Issue 8. Not contextualized discussion

In DIALLS platform v1 it was only possible to discuss by creating an annotation. However, some discussions may not be related to the text itself. Thus, participants should not be obliged to upload resources (e.g., wordless text) if they want to start a new discussion. For example, it could be to respond to a question of the teacher or to discuss coordination issues not related to the text itself. Many options are possible: adding a chat, adding decontextualized annotations which could be displayed with a particular icon in a particular part of the text, adding a text box, adding the possibility to create a discussion with a blank text. HUJI and software developers may also want to consider including in the interface the possibility of transitioning from annotation mode to chat mode.

This issue has been partially addressed in the actions taken to fix issue 3 (see above). DIALLS platform v2 does not include a separate chat box yet or the possibility of transitioning from annotation mode to chat mode. HUJI team members are currently working on the development of a chat box for teachers' communication and coordination of activities between classroom.

Issue 9. Collaborative writing tool

It could be useful for summarizing outputs of discussion (in inter-class scenarios) and for co-creation of cultural artefacts. A For example, 14-15 years old students will have to collaborate in the writing of a virtual manifesto by the end of year 2 (May 2020) for which a collaborative writing would be helpful.

A collaborative writing tool has been considered as an unnecessary function for the pedagogical objectives as described in the lesson plans and were included in the CLLP.

Issue 10. Teacher authoring tools

This was a missing functionality in DIALLS platform v1. Teachers should have the possibility to create log-in credentials for students who do not have email accounts or do not want to use their email account for the DIALLS pedagogical activities. The DIALLS Platform can also include tools for organizing discussions by topic and in a timeline. This can be useful for the creation of sematic associations between students' discussions and the analysis of their progression over time/lessons. Once many discussions and many annotations have been created, the teacher may need to organize them by topics or by areas in the text. Options are grouping, tagging, color coding, and filtering. The DIALLS platform should also provide a way to choose among the multiple online pedagogical scenarios previously uploaded onto the system. So, when the teacher decides to begin a new activity she can simply click on her preferred online scenario. Teachers also require tools for managing multiple discussions running in parallel. This will be particularly relevant for 14-15 years old students. In addition, teachers need to create sessions, prompts, etc. and will also have to organize the data into repositories and possibly share some of them with colleagues

The possibility for teachers to create log-in credential for students has been added to the current version of platform (see response to issue 7, Figure 14). DIALLS platform v2 includes limited filtering options for annotation. HUJI expects to add more general tagging and filtering options in the version of the platform that will be implemented in schools from November 2019 onwards. The inclusion of embedded online pedagogical scenarios was discarded as feature to be added to the platform. The sub-set of teachers (n=21) who tested the DIALLS platform v2 in June and July 2019 expressed they would want to work with a simpler platform that would not limit face-to-face classroom dynamics (Section 3). DIALLS platform v2 includes a repository where teachers can store and organize wordless texts (images, films, etc.). The repository enables teachers to re-use resources that other teachers participating in the DIALLS project have used in their classes (Figure X.)

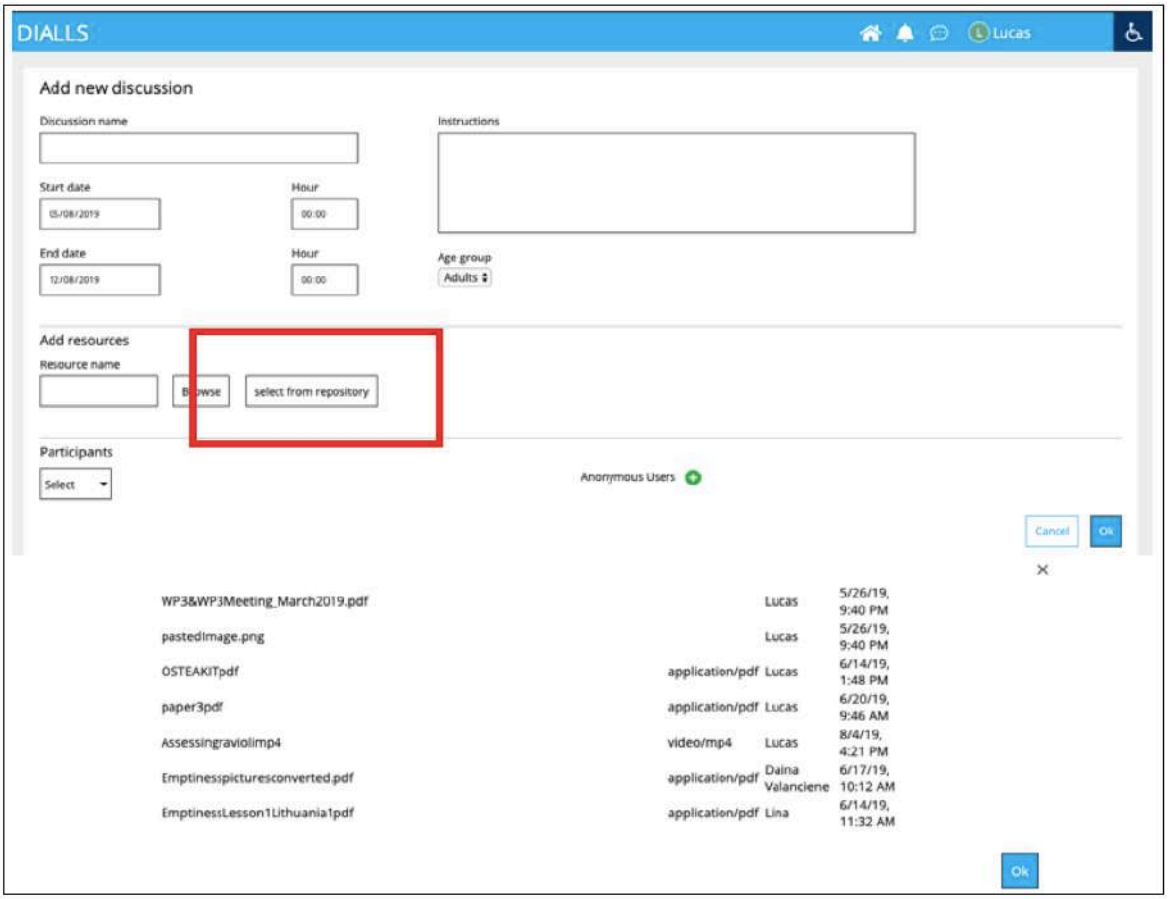


Figure 15. DIALLS platform v2 allows the selection of resources from a shared repository when creating a discussion room.

Issue 11. Awareness tools

This was partly missing functionality in DIALLS platform v1. Many needs were identified: visualizing the depth and breadth of discussions, notification on the most active or recent discussions, visualizing all comments or discussions where a participant was active, notification about discussions/annotations tagged by the teacher as “most” interesting or as semantically-related, notifications to join a new discussion, participation structure in the shape of a network, notification when someone commented a post. Some of these functionalities will be particularly relevant for asynchronous communication.

HUJI has added notifications about discussion and annotations in DIALLS platform v2. Tagging options have been discussed and are currently under evaluation by HUJI team members. Other features such as participation structure in the shape of a network were discarded as they are not required for the achievement of the pedagogical goals.

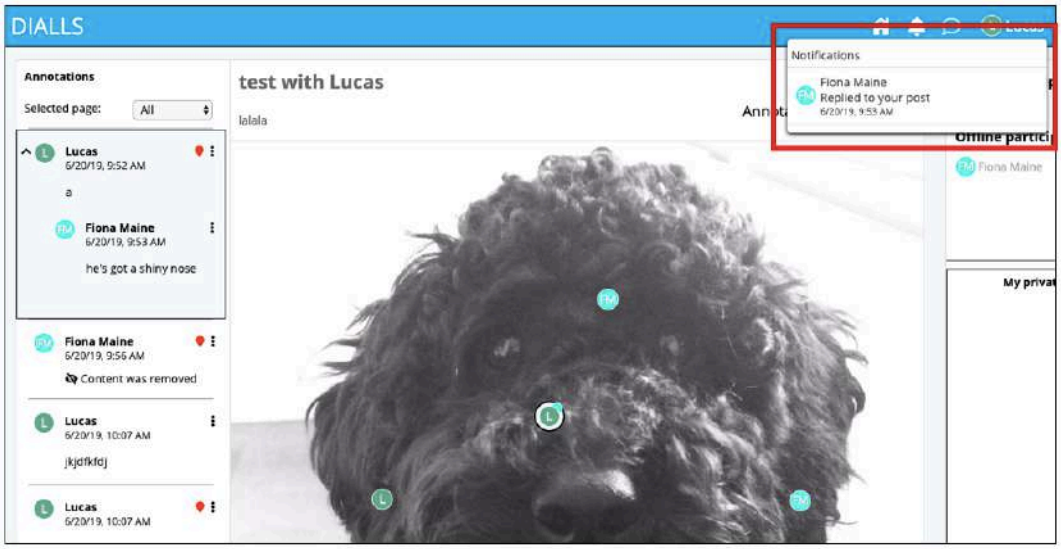


Figure 16. DIALLS platform v2 contains a notification tool.

Issue 12. Error management

It was a missing functionality in DIALLS platform v1. Users should receive automatic feedback for errors which may appear in the form of dialogue box.

HUJI has been addressed in DIALLS platform v2. Participants can now give feedback to software developers and other users in the form of questions, requests, etc. Users can also use this new tool to report bugs in the system. Feedback can be sent anonymously if preferred.

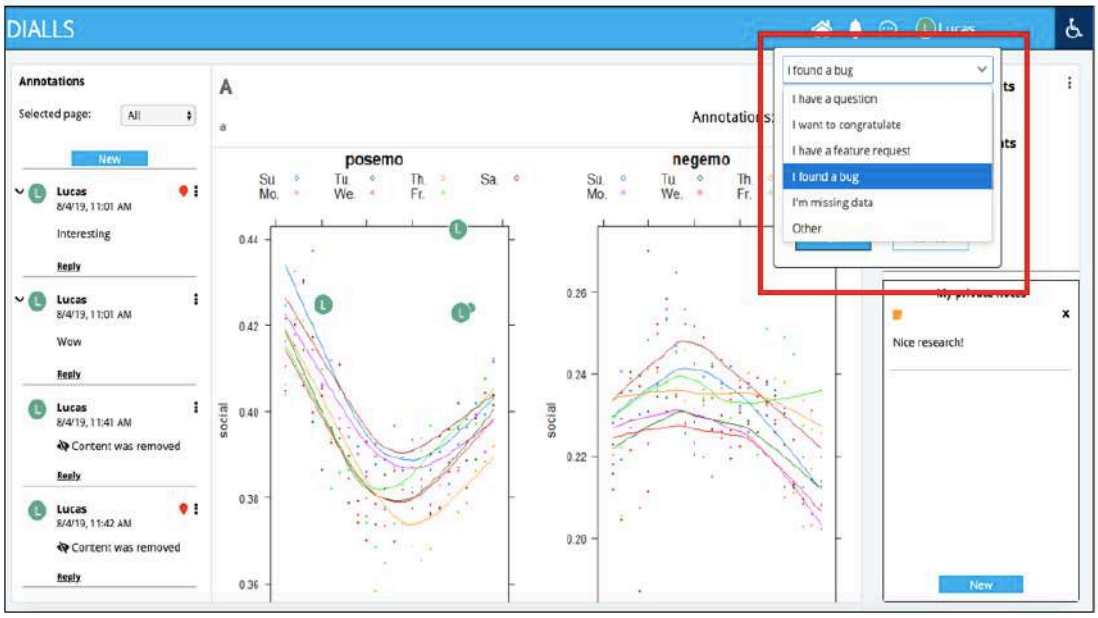


Figure 17. New feedback tool included in the current version of the DIALLS platform.

2.3 General description of the DIALLS platform v2 and list of functionalities

In March 2019 we tested the DIALLS platform v1 in Jerusalem and Tel-Aviv. Our assessment occurred in i) a group-based expert walkthrough, ii) several focus group sessions with HUJI team members, iii) a large-scale testing session with undergraduate students in Education at the Hebrew University of Jerusalem and iv) a co-design session with UNIC team members. Following a specific set of usability criteria (Scapin & Bastien, 1997) we described 12 reported issues in the DIALLS platform v1 and proposed solution for most of them. We sent our evaluation report to HUJI team members in mid-April 2019. HUJI has addressed and fixed most of these issues in DIALLS platform v2. **The updated version of the platform was the system used by teachers to complete OSTEAKIT** (Section 3).

General description of the DIALLS platform v2 and list of functionalities as presented by HUJI in July 2019.

Technology stack

- Client side is based on the React.js framework and written in JavaScript
- Server side is based on webserver NginX for static files and Sanic as the Python web server
- On user login Client and server establish a TCP connection, that is managed by the WebSocket library that manages the discussion rooms and have the capability to communicate on both directions' client to server and vice versa
- Elastic search is used as the main database

Users

The system maintains two types of users:

- Teacher
- Student

Language support

- The system is designed to support any language, Semitic languages included (right to left)

Resources

Three resource types are currently supported by the platform:

- Images (PDF, JPG, PNG and TIFF files)
- Texts (PDF files)
- Films (MP4 and MOV files)

Features

Discussion room

- A teacher can create a new discussion based on a resources and select the participants from a list of DIALLS users
- A teacher may choose the discussion's age group, this will adjust the discussion appearance and fonts accordingly
- Each user can start a discussion on any part of the resource
- Any user can comment on any discussion s/he is part of
- Each discussion has a start time and may have an end date, once the end date has passed the discussion state will be set to "Closed", a closed discussion becomes read-only
- All the discussions, that are relevant for a specific user, can be seen on the users' dashboard

Features

Annotations (posts in a threaded discussion)

- A user may choose to start a new discussion and annotate on a specific area of the discussion resource
- A user can pick the relevant point and start a new discussion from there or write the annotation and then relate it to the relevant point on the resource
- A user may choose to post a comment or start a discussion without being anchored in the resource being discussed in the discussion room

Features

Resource management

- A teacher can use the resource management screen to upload and manage her resources on the DIALLS platform. Available actions include:
  a) upload a new resource
  b) share a resource with the DIALLS platform for broad usage
  c) save a link as a resource
  d) use the DIALLS platform shared resource library for new discussions

Features

Notes

- Notes are initially personal and are not seen by the other members of the discussion
- Any user can write her own notes
- Notes can be found on a 'notes' widget and in the specific page/source in which it was created
- A note can be related to a specific area in the discussion's resource
- A note can be without any discussion context
- A note can be related to a specific comment
- A note can be published and become part of the discussion and therefore seen by the other participants

Training

- HUJI team members gave an online training workshop to DIALLS researchers in early June 2019. More workshops are expected to take place between October and December 2019
- HUJI team members have produced a series of video tutorials that have already started to circulate among DIALLS researchers
- Video tutorials will be adapted for teachers and students

GDPR compliance

- HUJI team members are currently (August 2019) including specific feature to meet GDPR requirement. These features include:
  a) anonymization of private users (already implemented in DIALLS platform v2)
  b) user data retrieval
  c) user data removal

Data protection

- HUJI team member have added an automatic anti-virus scan tool for newly uploaded files

3. User studies with teachers

In this section we present **the user-study** that we designed and coordinated to test i) the **functions of the DIALLS platform v2** as described in Section 2.3 and ii) a sub-set of **blended online pedagogical scenario**s with **teachers involved in the DIALLS project**. Our goal was to obtain as much feedback as possible on the DIALLS platform v2 and the blended online pedagogical scenarios. In order to do so, we discussed different options with DIALLS partners, as they would be responsible for the recruitment of teachers in their respective countries. The options that we considered were: i) the organization of a workshop with teachers who had already been recruited by DIALLS partners in their respective countries, that would take place in Paris in May 2019; ii) the possibility of having one or more members of the CNRS team visiting DIALLS partner institutions to conduct workshops with teachers; and iii) the development of a teacher evaluation kit to be sent to DIALLS researchers, so they could use it to test the DIALLS platform v2 and a sub-set of blended online pedagogical scenarios teachers. The first alternative was quickly discarded by DIALLS partners: it seemed unlikely to find dates when teachers from several countries could join us in Paris for the workshop. Costs incurred to the project would have been too high for each partner as this was not an activity originally included in the Description of Work. We carefully considered the second option but came to the conclusion that it was unfeasible to have one or more team members conducting workshops with teachers in several European countries. Thus, we decided to pursue the third option. DIALLS researchers counted with the facilities to conduct the workshops in their institutions, they were in close contact with the teachers they have recruited and it was the most cost-effective alternative for the project overall.

Once DIALLS partners agreed on conducting the workshops with teachers at the respective institutions we prepared the **Online Scenario Teacher Evaluation Kit** (OSTEAKIT). **OSTEAKIT** would be used by teachers to **evaluate the usability and education relevance of the DIALLS platform v2** as well as to **redefine a sub-set set of blended online pedagogical scenarios** that they considered to be practicable and feasible and in line with the learning objectives of the **lessons plans included in the CLLP**. Five project partners (NOVA, LUES, UCAM, and WWU) completed OSTEAKIT with teachers in their respective countries (Cyprus, Germany, Lithuania, Portugal and the United Kingdom) between June and July 2019.

3.1 Description of OSTEAKIT

OSTEAKIT included six blended online pedagogical scenarios (See Appendix 2 for a sample), three for lessons 6-10 (one per age group) and another three for lessons 11-15 (one per age group). We thus added two online scenarios for age group. **Blended online pedagogical scenarios** are about different themes (e.g. empathy, social responsibility, and being European, etc.); and **should be supported by the latest available version of the DIALLS platform.** Online scenarios are based on lesson plans as developed by UCAM, UNIC, NOVA, LUES and UNIC. The transformation of lesson plans into online scenarios followed the general guidelines set in: i) the co-design workshops held in Paris and Cambridge, in September and November 2018 respectively, and ii) the CNRS, HUJI and UNIC co-design meeting that was held in Tel-Aviv in March 2019. The scenarios for the two younger age groups assumed that the class teacher would mediate the platform use (through uploading the agreed discussion outcomes, cultural

artefacts or questions generated by one class for another). In the secondary classes, the expectation was that in most cases students would be working in groups to engage in online discussions.

Table 1. Brief description of the wordless texts included in the blended online pedagogical scenarios included in OSTEAKIT. Descriptions were taken from Deliverable 2.2 Bibliography of Cultural Texts (Duckels et al., 2018).

Cultural text	Age	Type	Topic
Owl Bat Bat Owl (Online scenario #1)	5-6	Synchronous	A family of owls are disturbed when a family of bats come to share the other side of their tree branch. At first the two families have nothing in common and do not want to accommodate each other's needs until a large storm wreaks havoc on the tree.
Balbúrdia [Shambles] (Online scenario #2)	5-6	Asynchronous	A young boy lives in a very messy bedroom cluttered full of toys. He ignores the mess, and it grows and grows, until suddenly it takes on a life of its own. The boy is chased out of the bedroom by the mound of toys, and realizes that he needs to clean up.
Dans sa bulle [In a Bubble] (Online scenario #3)	8-9	Synchronous	The story represents a happy, regular day in the life of a young girl. Some drama enters the narrative when a fight breaks out in the playground. The girl stops the fight and befriends the victim. He visits for tea and the pair bond.
My Museum (Online scenario #4)	8-9	Asynchronous	A little boy visits a famous European art gallery with his mother. He loves walking around on his own, but it isn't always the artwork that catches his attention.
Vazio [Emptiness] (Online scenario #5)	14-15	Synchronous	Mister Empty travels around the town looking to feel fulfilled by different things. Nothing (e.g. work, food, artwork, animals) makes him happy. One day he bumps into someone else who is as empty as he is, and a connection of love is formed between them.
Free Art (Online scenario #6)	14-15	Asynchronous	A man is on a street in an urban area. He spray paints a trio of birds onto the wall, and is amazed when the birds take on a life of their own and fly around the murals and graffiti that adorn the concrete.

OSTEAKIT also contained a general **System Usability Scale (SUS) questionnaire** (see Appendix 1) that we used to measure the usability of the DIALLS platform v2 in relation to the teachers' general user experience with the platform (e.g. interface design, consistency and simplicity) and a questionnaire related to the blended online pedagogical online scenarios. SUS is a standardized 10-item Likert scale questionnaire that provides an at-a-glance look at the ease of use (or lack thereof) of DIALLS platform v2. At the end of the questionnaire there was a section where teachers could add any comments they had on the DIALLS platform v2.

The aim of the **questionnaire** specifically related to the blended online pedagogical scenarios was to obtain as much feedback as possible about their educational value within the framework of the DIALLS project. In addition, the questionnaire invited **teachers to suggest changes to the online scenarios and propose alternative ways of using the DIALLS platform** in the form of new scenarios or new functionalities to support. DIALLS researchers translated questionnaires into their own languages if teachers were not proficiently enough in English.

In the final part of OSTEAKIT, DIALLS researchers were asked to write a **short report summarizing any other matter related to the use of the DIALLS platform v2 and the blended online pedagogical scenarios**. It was important to provide a space where researchers could freely comment on any other aspect of workshop not covered in the original questionnaires.

3.2 Implementation of OSTEAKIT

In this section we explain how OSTEAKIT was implemented in the different countries. We give information about participants (Section 3.2.1), describe the general procedure and main task (Section 3.2.2), provide details on how the OSTEAKIT feedback was coded and analyzed (Section 3.2.3), present the results of our analyses (Section 3.2.4), and discussion and recommendations for the improvement of the platform (Section 3.25)

3.2.1 Participants

Twenty-one teachers from five European countries completed OSTEAKIT between **June and July 2019.** OSTEAKIT workshops were coordinated locally, by DIALLS researchers in Cyprus (UNIC), Germany (WWU), Lithuania (LUES), Portugal (NOVA) and the United Kingdom (UCAM). Teachers were familiar with the general DIALLS concept and are part of the pool teachers responsible for the classrooms where the CLLP will be implemented from October 2019 onwards. There was a combination of **pre-primary** (n=4), **primary** (10) and **secondary school teachers** (n=7) with a larger proportion of **females** (n = 17) than **males** (n=4). Teachers held post-graduate education degrees and **more than 10 years of experience**. DIALLS researchers did not take into consideration teachers' expertise in the use of information communication technologies at the time of recruitment. **Thus, teachers' previous knowledge of computer systems in computer-supported collaborative learning was uneven across the five countries where OSTEAKIT was implemented.**

3.2.2 Procedure and task

At the beginning of the OSTEAKIT workshop, DIALLS researchers informed teachers **that the total duration of the workshop would not last more than two hours**. Researchers followed European and national ethical guidelines when conducting the study with teachers. DIALLS researchers presented the **objectives of the workshop**. They explained that the goal of the workshop was to introduce the DIALLS platform to teachers involved in the DIALLS project, so they could assess the platform's usability and educational relevance. **Then, researchers explained each of the parts of OSTEAKIT** that teachers should complete, gave a **brief demonstration of the platform** (e.g., how to create a discussion room, upload wordless texts and make annotations and comments on the text), and presented the blended online pedagogical scenarios. Teachers played either role of teacher or students according to the blended online pedagogical scenarios. Then, they completed the SUS questionnaire and answered the open-ended questions included in the other sections of OSTEAKIT. Researchers encouraged teachers to add as much information as possible. OSTEAKIT workshops ended after teachers responded to all open-ended questions with much detail as possible. Afterwards, DIALLS researcher wrote **short report** of the workshop, translated the responses given by teachers if they were not in English, and sent back the completed OSTEAKITs to the CNRS team.

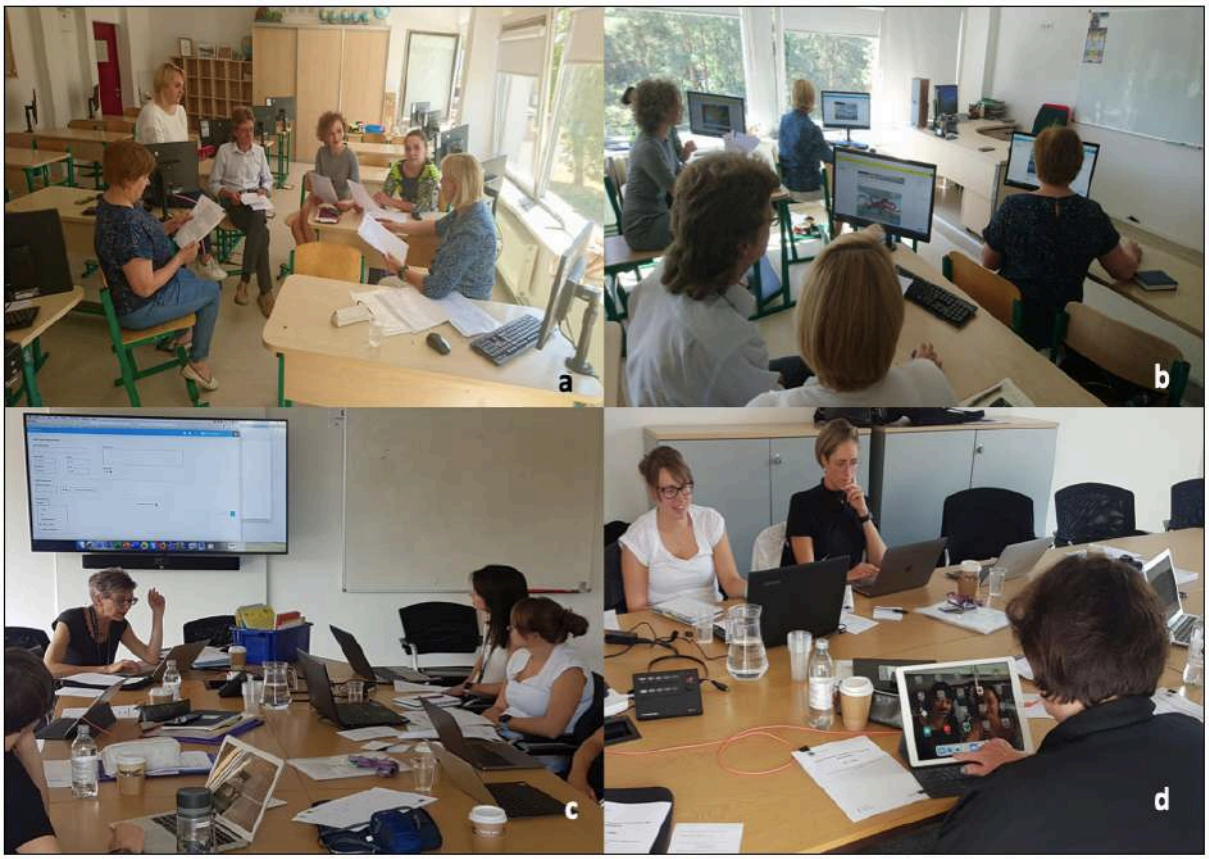


Figure 18. DIALLS researchers explaining OSTEAKIT to teachers and teachers completing OSTEAKIT in Vilnius (a, b) and Cambridge (c, d).

3.2.3 Analysis and coding

We conducted an analysis of the responses given teachers in the SUS questionnaire. Each response was assigned a unique value (1), no matter whether teachers "strongly agree" or "strongly disagree" with the standardized 10-items contained in the Likert scale. For example, if the statement was "I found the DIALLS Platform very intuitive" (Figure 19) and teacher #5 responded 4 (Agree) and teacher #17 answered 2 (Disagree) both answers were given the same 1 value. Then, we aggregated the values for each item, both at the local level, each DIALLS partner institution where the SUS questionnaire was completed (Figure 19 b, c, d, e and f) and that the global level, where we accumulated responses coming from the five DIALLS partner institutions. Then, we performed a **thematic analysis** of the answers given to the open-ended questions included in the completed OSTEAKITs, both deductively and inductively (see Vaismoradi, Turunen, & Bondas, 2013). We paid particular attention to i) **what the use of the DIALLS platform brought** to the teaching and learning experience in the classroom in terms of its **general usability and education relevance**; and ii) how the platform contributed to **the achievement of pedagogical goals** as described in lessons 6-10 (synchronous online scenarios) and 11-15 (asynchronous online scenarios) of the CLLP. Deductive and inductive approaches often lead to an enrichment of the understanding of the studied object (e.g., Vaismoradi et al., 2013), therefore we were also **open to emerging themes that teachers considered to be educationally relevant**. Thematic analyses were conducted with the **computer-assisted qualitative data analysis** software Dedoose ™, version 8.2.14 (SocioCultural Research Consultants, 2016). Computer-assisted qualitive analyses were used to **increase analysis reliability and mitigate potential risks** associated with our biases as

project partner leading WP6. Dedoose is a web-based application designed to reveal hidden patterns in qualitative data. For example, Dedoose gave us the possibility to visualize systematic co-occurrences in the coded data (e.g. correlations between teachers' digital literacy and platform's appraisals) that would have been impossible to identify if the analyses had been conducted only manually.

We did the coding of the data manually, but the software ensured that the application of codes was done **systematically and rigorously**. Due to the deductive and inductive nature of the thematic analysis, some codes were defined beforehand (e.g. Platform suitability) whereas others originated from the very same feedback provided by teachers (e.g. files uploading). We identified and coded 188 excerpts in the completed OSTEAKITs sent by DIALLS researchers (See Appendix 2). Excerpts varied length (from 4 to 189 words) but had to be thematically coherent. Thematic coherence did not rule out the possibility of having coded excerpts that referred to more than one category. The aim of OSTEAKIT was to invite teachers to assess the DIALLS platform and sub-set of blended online pedagogical scenarios, therefore, we also added a positive or negative value to the coded excerpts where appropriate. For instance, we applied four codes to the following excerpt taken from the OSTEAKIT provided by WWU:

> Excerpt: "At times it was unclear why the platform was necessary to reach the goals of the lesson".
> Excerpt number: 179
> Excerpt length: 17 words
> Codes applied: Platform suitability; Blended online scenarios; Negative; WWU

In this excerpt teachers recruited in Germany mentioned that DIALLS platform may not represent the best tool to achieve the pedagogical objectives of the blended online pedagogical scenarios. Thus, we applied codes linked to the general usability of the DIALLS platform (Platform usability) and the lessons (Blended online scenarios). We added a negative value to the excerpt (Negative) because it refers to a limitation of the platform and the code of the DIALLS partner institution where the data was collected (WWU). Our deductive and inductive approach resulted in the creation and application of 28 codes, including codes assigned to DIALLS partner institutions where OSTEAKIT was implemented and positive and negative values:

> **Annotation tool; Anonymous user option tool; Blended online scenarios; Class management; Cultural artifacts; Deletion tool; Discussion rooms; Edit tool; LUES; Negative; New tasks; New tools; Notification tool; NOVA; Platform suitability; Positive; Privacy; Proposed solution; Refresh tool; Storage; Teachers' skills; Time management; Tokens creation tool; Translation tool; UCAM; UNIC; Upload files too; Word files; WWU.**

3.2.4 Results

At the global and consortium level (LUES, NOVA, UCAM, UNIC and WWU, see Figure 19a) we observed that 52% of teachers either strongly agreed (26%) or agreed (26%) with the fact that they would like to use the DIALLS platform frequently (item 1, Figure 19a). Thirty-two percent either strongly disagreed (11%) or disagreed (21%) with the statement and

16% did not agree or disagree. Fifty percent of teachers either strongly agreed (27%) or agreed (23%) with statement that the DIALLS platform was simple (item 2) whereas 32% either strongly disagreed (9%) or disagreed (23%). Eighteen percent did not know what to respond. We found that while 38% of teachers either strongly agreed (24%) or agreed (14%) with the statement that the DIALLS platform was easy use (item 3), 48% either strongly disagreed (10%) or disagreed (38%). Fourteen percent did not agree or disagree with the statement. Forty-eight percent of teachers either strongly agreed (29%) or agreed (19%) with the statement that they could use the DIALLS platform without the support of a technical person (item 4). Thirty-eight percent strongly disagreed (19%) or disagreed (19%) with the statement. Fourteen percent did not agree or disagree with the statement.

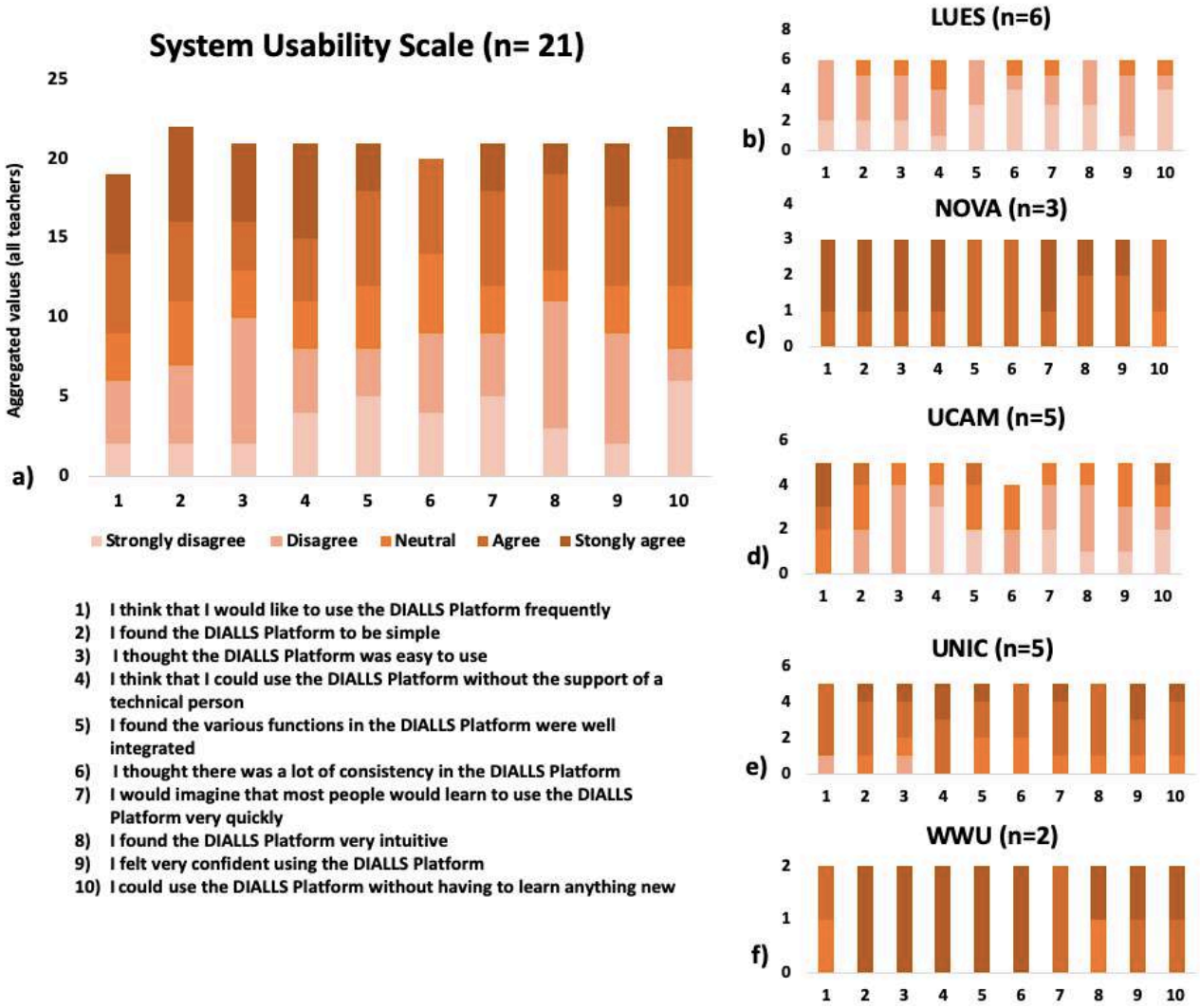


Figure 19. SUS questionnaire responses at global and local levels.

We observed 33% of teachers either strongly agreed (14%) or agreed (29%) that the various functions of the DIALLS platform were well integrated (item 5). Thirty-eight percent either strongly disagreed (24%) or disagreed (14%) and 19% did not know what to respond. We noticed that 36% of teachers strongly agreed (9%) or agreed (27%) with the statement that there was a lot of consistency in the DIALLS platform (item 6). Forty-one percent either strongly disagreed (18%) or disagreed (23%) and 23% did not know what to respond. Forty-one percent of teachers believed that most users would learn to use the

DIALLS platform very quickly (item 7). Fourteen percent and 29% of teachers respectively strongly agreed and agreed with the statement, and 14% did not agree or disagree. We found that while 39% of teachers either strongly agreed (10%) or agreed (29%) with the statement that the DIALLS platform was intuitive (item 8), 52% either strongly disagreed (14%) or disagreed (38%). Nine percent did not know what to respond. Thirty-three percent of teachers either strongly agreed (19%) and agreed (24%) with statement that they felt confident using the DIALLS platform (item 9) whereas 43% either strongly disagreed (10%) or disagreed (33%). Fourteen percent did not agree or disagree. While 46% of teachers either strongly agreed (9%) or agreed (37%) with the statement that they could use the DIALLS platform without learning anything new (item 10), 36% believed otherwise: 27% and 9% of teachers respectively either strongly disagreed or disagreed with the statement. Eighteen percent did not know what to respond.

It is important to bear in mind that these are **general trends in the sample** and not definitive result. The actual difference between positive (strongly agree and agree) and negative (strongly disagree and disagree) responses was low, within the 3-7% range across the 10 items. Additionally, the average of neutral responses (teachers did not know what to respond) was relatively high (14%) in the aggregated responses. Higher certainty rates would have affected responses in either direction (positive or negative).

Figures 19b, c, d, e and f show the aggregated values for each of the 10 items included in the questionnaire at the local level, that is, at each of the five DIALLS partner institutions (LUES, NOVA, UCAM, UNIC and NOVA) where SUS questionnaire was completed by teachers. **Teachers in Lithuania** (LUES) **strongly disagreed (42%) or disagreed (45%) with the 10 statements** included in the SUS questionnaire and 14% of their responses were neutral. **Teachers' responses in the United Kingdom (UCAM) were in line with the feedback given in Lithuania.** Teachers strongly disagreed (22%) or disagreed (35%) with the statements and 31% of their responses were neutral. Their colleagues **in Portugal (NOVA), on the contrary, strongly agreed (40%) or agreed (57%**) with the 10 statements and only 3% of their responses were neutral. **Teachers in Cyprus (UNIC) also strongly agreed (18%) or agreed (58%) with the 10 items** and 20% of their responses were neutral. Although we only received feedback from 2 teachers **in Germany (WWU), their responses strongly agreed (65%) or agreed (25%) with the statements** included in the SUS questionnaire. Only 10% of their responses were neutral.

Computer-assisted qualitative analyses of the 188 thematically related coded-excepts (Appendix 2) taken from the open-ended responses given by teachers across the 5 countries where OSTEAKIT was implemented showed the following trends. **Platform usability** was the most frequent theme mentioned in teachers' responses (53 times), which was followed by **New tools** (42), **Discussion rooms** (42) and **Blended online scenarios** (32). **New tools** referred to teachers' suggestions to include new functionalities into the DIALLS platform v2. Less frequent themes included **Time management** (17), **Teachers' skills** (12), **Class management** (12), and **New tasks** (11). The theme **New tasks** was about teachers' recommendations to add new activities into the sub-set of blended online pedagogical scenarios included in OSTEAKIT (Appendix 3). More specific themes included: **Upload files tool** (21), **Annotation tool** (10), **Edit tool** (8), **Tokens creation tool** (7), **Cultural artifacts** (6), **Word files** (5), **Notification tool** (4), **Refresh tool** (3), **Translation tool,** (5) **Deletion tool** (3), **Anonymous user option tool** (2),

Privacy (2) **and Storage** (1). OSTEAKIT was an evaluation tool, therefore, we also computed whether each time teachers referred to these themes did it a **positive or negative** manner. As expected in **user-studies** where **prototypes** of computer systems are tested **early in development**, the feedback transmitted by teachers in relation to the themes was **more negative** (90) **than positive** (21). OSTEAKIT was designed having this important factor in mind, therefore, open-ended questions asked teachers to come up with **possible solutions** for the problems they encountered in the DIALLS platform v2.

The figure below (Figure 20) shows frequencies in the application of codes, including the themes described above, positive and negative values, institutional participation, and proposed solutions. Institutional participation stands for the DIALLS partner institutions (LUES, NOVA, UCAM, UNIC, WWU) that completed OSTEAKITs workshop with their pool of teachers. UCAM was the project partner that most feedback provided (59 excerpts). UCAM was followed by LUES (48), UNIC (43), WWU (17) and NOVA (10). It is important to bear in mind that teachers' samples varied across the 5 DIALLS partner institutions (Figure 19b, c, d, e, and f) and our analysis did not control for disparities in sample sizes.

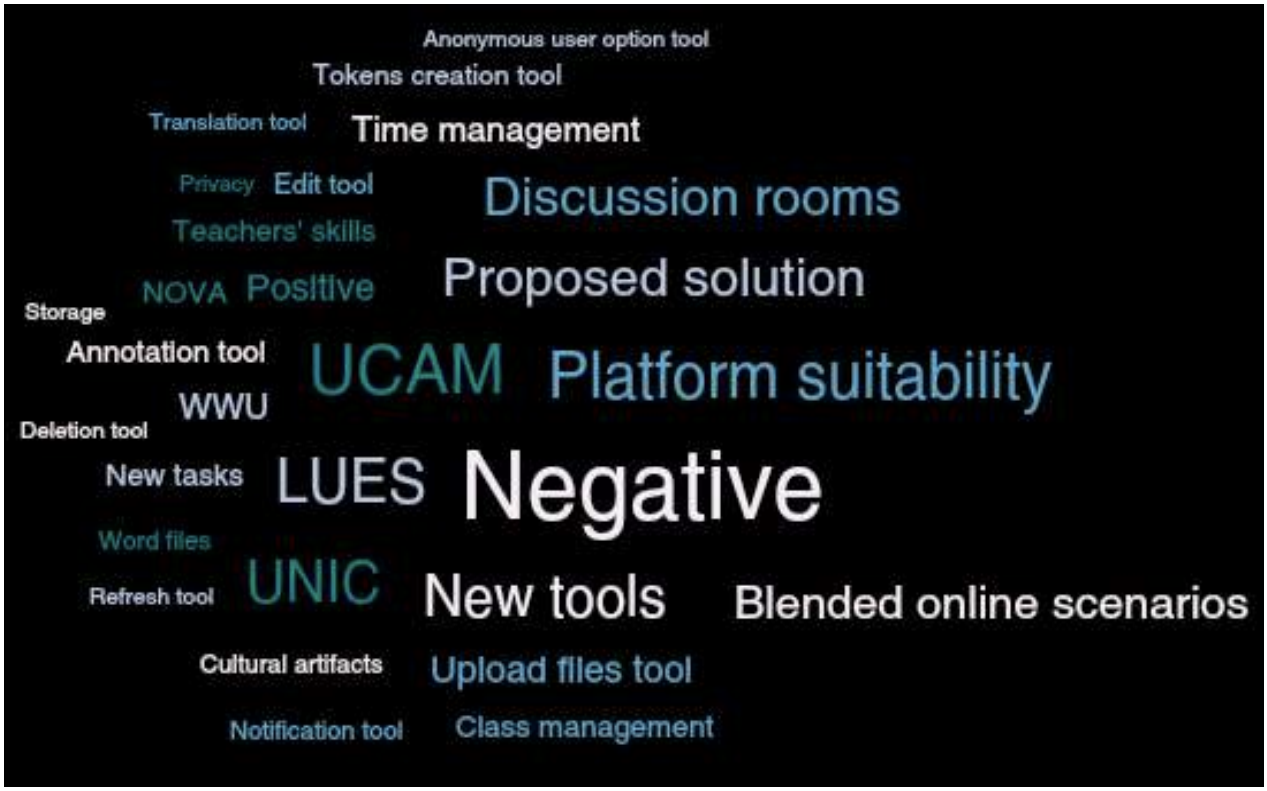


Figure 20. Packed code cloud of teachers' open-ended responses.

One of the advantages of having conducted a computer-assisted qualitative analyses of the open-ended responses provided by teachers was the possibility of performing a systematic analysis of code co-occurrences. An examination of code co-occurrences in the sample enabled us to discover thematic associations in teachers' responses which can be useful for undertaking a more comprehensive approach in future developments of the DIALLS platform and the blended online pedagogical scenarios. For our specific purposes, here we retained

code co-occurrences that included the themes described above, positive and negative values, and proposed solutions (Figure 22).

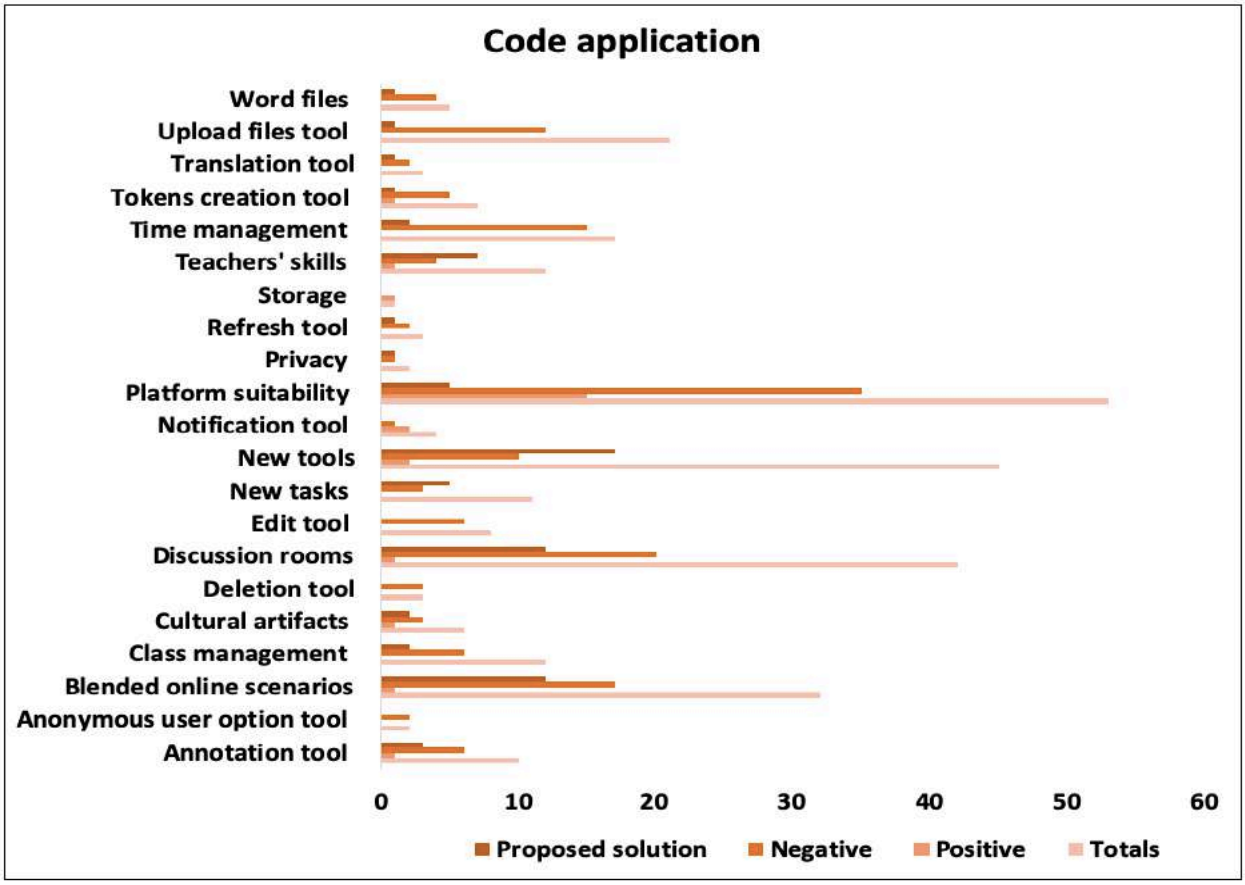


Figure 21. Code co-occurrences for selected categories.

These are the results we obtained after analyzing teachers' responses in relation to the each of the specific categories (see Figure 23 for an overview).

a) Platform usability. Twenty- nine percent of responses pointed out that the current version of the DIALLS platform v2 did not contribute to the achievement of the pedagogical objectives of the blended online pedagogical scenarios, 27% that the platform was not user-friendly and 20% that it limited communication. Twelve percent of responses indicated that the platform was user-friendly and 12% that it contributed to the achievement of the pedagogical objectives of the blended online pedagogical scenarios.

b) New tools. Twenty-one percent of teachers' responses referred to the possibility of adding a separate teachers' chat tool into the DIALLS platform v2 and 16% that it would be important to have a video and/or audio tool to support young children's interactions.

Sixteen percent of responses mentioned that it was crucial for the DIALLS platform v2 to enable the uploading of multiple resources onto one discussion room and 11% that adding a separate teachers' email tool could make coordination processes between teachers easier. Seven percent of responses referred to the possible inclusion of keywords and/or tagging tool, 5% to adding a grouping and filtering tool and text highlighting options. Only 2% of answers were about the possibility of incorporating undo typing options, a back function, an exclusive box for cultural artifacts, an edit participants tool, sentence openers, awareness tools to monitor activities in discussion rooms and including an exporting files in multiple formats, not only PDF.

c) Discussion rooms. Twenty-seven percent of teachers' responses mentioned the possibility of uploading multiple resources into discussion rooms and 23% adding keywords and/or tagging options. Ten percent referred to the likelihood of running multiple discussion rooms in parallel and 7% to the option of having just one discussion room. Seven percent of responses indicated problems with the creation of tokens, deletion tools, and date and time parameters when creating discussion rooms. Four percent of teachers' responses referred to adding participants and 3% to issues with the edit tool, management of authorizations, the possibility of adding an audio and/or video tool, and the anonymization of users.

d) Blended online scenarios. Nineteen percent of teachers' responses were about issues related to time management in the completion of the blended online pedagogical scenarios and 16% suggested the inclusion of new tasks. Thirteen percent of responses pointed out the importance of producing and sharing cultural artifacts in the scenarios. Eleven percent of responses mentioned that the DIALLS platform v2 did not contribute to some of the activities proposed in the scenarios, and 11% referred to the possibility of modifying the kind of platform mediation in the proposed activities. Eight percent referred to problems related to class management, 5% to the incorporation of a keywords and/or tagging tool and an audio and/or video function. Less mentioned topics were the inclusion of text highlight options (3%), a translation tool (3%), the upload of multiple resources (3%), and the creation of multiple discussion rooms (3%).

e) Upload files tool. Thirty-six percent of teachers' responses pointed out that the upload files tool function should allow uploading multiple resources at any time during the discussion, not only when discussion rooms are created. Thirty-two percent of responses mentioned that the upload files tool was unpractical, 16% referred to problem of converting Word files into PDFs, 13% to issues with time management and 3% to the possibility of editing resources while discussions are taking place.

f) Time management. Fifty percent of teachers' responses mentioned that the use of the DIALLS platform v2 was time consuming, and 20% that audio and/or video tools could make the use of the time allocated to each lesson more effective. Five percent of responses indicated that having one discussion room and more time allocated to the creation and share of cultural artefact would be more effective.

g) Class management. Fifty percent of teachers' responses pointed out that keeping students' attention while working with the DIALLS platform v2 in the blended online

pedagogical scenarios would be a problem. Twenty-five percent mentioned that it would useful to have an integrated teachers' email function for class management.

h) Teachers' skills. Twenty-seven of teachers' responses mentioned that additional training would be required and 26% pointed out their willingness to improve their skills. Twenty-one percent indicated that teachers had good IT skills and 21% that their IT skills were limited. Only 5% mentioned teachers' unwillingness to learn how to the DIALLS platform v2.

i) New tasks. Nineteen percent of teachers' responses indicated that the blended online pedagogical scenarios should have students selecting relevant features of wordless texts for further discussion, 19% that scenarios should add more physical manipulations of picturebooks, and another 19% that they could allocate more time for the production and share of cultural artifacts. Nineteen percent of responses mentioned the inclusion of new tasks to improve teachers' coordination. Twelve percent suggested that students should be involved as participants in the scenarios, and that this could be achieved through the incorporation of audio and/or video tools (6%) or the addition of a tagging task with post-its (6%).

j) Annotation tool. Thirty-seven percent of teachers' responses pointed out issues with managing and tracking annotations and 27% indicated problems with their visibility. Twenty-seven percent mentioned that discussions should be less anchored in annotations and 9% that the spatial organization of annotations did not foster students' attention.

k) Edit tool. Forty-three percent of teachers' responses indicated that there was in issue to edit annotations and discussions after being published and 29% mentioned that it was not possible to edit participants in discussion rooms. Fourteen percent referred to the problem of editing resources in discussion rooms and another 14% indicated that the existing edit tool did not work.

l) Tokens creation tools. Eighty-three percent of teachers' responses mentioned that the creation of tokens for participants was too complex and 17% that they could only be produced at the point of creating a discussion room.

m) Cultural artifacts. Thirty-seven percent of teachers' responses mentioned that the blended online pedagogical scenarios should be more focused on the actual sharing of cultural artifacts between classes, and 27% considered that they should be the main priority of the activities. Twenty-seven percent of responses pointed out issues with time management. Less frequent (9%) responses were about the use of the annotation tool as a useful resource for the discussion of cultural artifacts.

n) Word files. While 63% of teachers' responses pointed out that the DIALLS platform v2 does not support the uploading of Word files, 37% indicated that the conversion of Word files into PDF files was unpractical and time-consuming.

o) Notification tool. While 50% of teachers' responses pointed out that the notification tool was a useful feature, 25% indicated that notifications should not be anchored to annotations

in all cases. Twenty-five percent mentioned that the DIALLS platform v2 should add an additional notification feature to confirm the deletion of discussion rooms.

(p) Translation tool. Seventy-five percent of teachers' responses mentioned that Google translate ™ would not be a reliable resource to translate annotations and discussions into local languages and 25% that messages between classes located in different countries could be written in English.

(q) Deletion tool. While 66% of teachers' responses indicated that the DIALLS platform v2 should include a feature asking for the confirmation of deletion of discussion rooms, 33% pointed out that deleted annotations still persist in the annotation box.

(r) Refresh tool. Fifty percent of teachers' responses mentioned issues with specific browsers. Twenty-five percent referred to the possibility of adding an extra refresh button and another 25% to particular issues when making annotations.

(s) Anonymous user tool. Sixty-six percent of teachers' responses indicated that the anonymous user tool should also apply to teachers, and 33% that this option should be available any time during discussions, not just when discussion rooms are created

(t) Privacy. While 75% of teachers' responses pointed out that anonymization was still a pending issue in the DIALLS platform v2, 25% were about the potential ethical concerns with regards to the use of audio and/or video tools.

(u) Storage. Fifty percent of teachers' responses mentioned that the DIALLS platform is a useful resource for saving conversations, 25% for storing cultural artifacts and 25% for saving more general lesson outcomes.

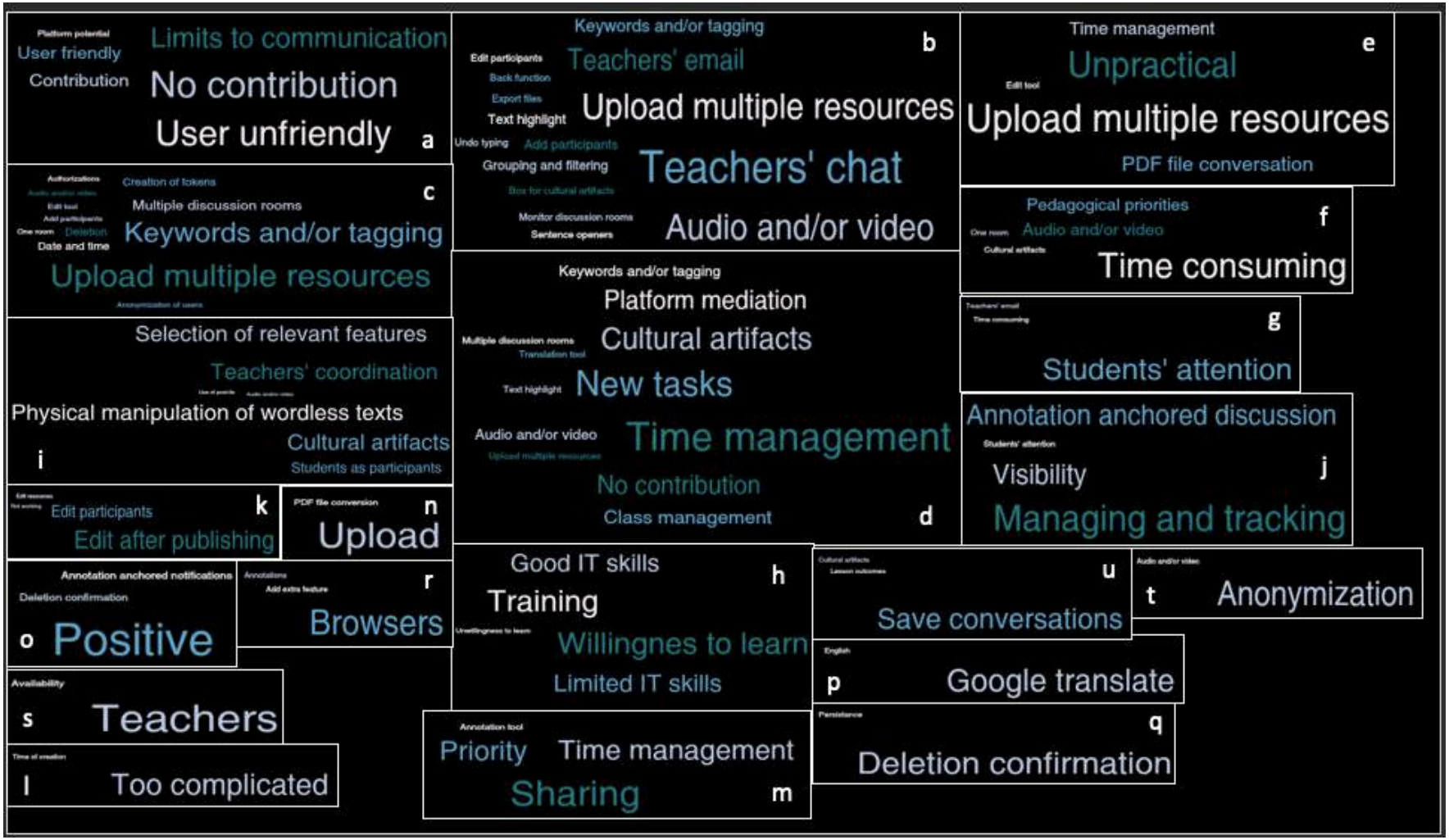


Figure 22. Packed code cloud of teachers' open-ended responses in relation to specific categories. Boxes stand for each for the categories described above (e.g., Box "a" stands for Platform usability).

3.2.5 Discussion and recommendations

The analysis of the completed SUS questionnaires showed that **teachers would like to use the DIALLS platform v2 frequently**, however, **they did not find it intuitive and sometimes believed that the platform lacked consistency** because its different functions were not very well integrated. Teachers responded that the DIALLS platform v2 was **a simple computer system** that they could learn how to use without learning anything new. However, teachers' responses manifested that the platform **was not easy to use when completing the blended online pedagogical scenarios**. In addition, they answered that **they did not feel confident using the DIALLS platform** v2 **and did not imagine their colleagues and students learning to use it very quickly.** Thus, although the DIALLS platform v2 was assessed as a simple computer system in terms of functionalities teachers' responses manifested **a general concern about the necessity of receiving more specific training** about how to use it properly to achieve the pedagogical goals contained in lessons 6-10 and 11-15. At the same time, teachers reported not needing additional training in general IT skills and that they believed **they could use the DIALLS platform without the support of a technical personal**. These answers seem to imply that teachers would require more **specific and highly contextualized training** on how to use the platform for the completion of the blended online pedagogical scenarios. We expect that the outcome of such kind of training will lead to an increase in teachers' confidence in the use of the platform. Teachers' responses at the country level showed some of the **diversity in teachers' experiences with information and communication technologies**, and probably the impact of different cultural and institutional practices with regards to the use of technology in the classroom. These are important factors that DIALLS partners responsible for the development of DIALLS platform (WP6) and the CLLP (WP3) should take into consideration. Moreover, differences in teachers' responses at the country level can be used for **the design of highly targeted training materials**, including more specific teachers' guides for the use of the platform, online training sessions and video tutorials.

The analysis of the responses given in the open-ended questionnaire showed that sometimes teachers believed that the **DIALLS platform v2 did not contribute to the achievements of the pedagogical goals** as described in the lesson plans and the blended online pedagogical scenarios. Teachers also mentioned that the platform **was not user-friendly** and that **more functions should be automatic**. Teachers mentioned that they would want the platform to have new tools such a **separate chat tool**, a tool that would allow them **to upload multiple resources, not only PDF files**, **an email tool for teachers' coordination** and the inclusion of **keywords/tagging tools for more fine-grained semantic associations**. Another issue reported by teachers was that they would want to be able to **create discussions that were not anchored in annotations.**

When answering questions specifically related to the sub-set of **blended online pedagogical scenarios**, teachers expressed issues with **time management** in the sense that using the platform and completing the blended online scenarios was **too time consuming**. Hence, they suggested **to limit the use of the platform to particular tasks** (e.g. sharing and commenting on cultural artifacts) and that teachers/students should try to **avoid creating several discussion rooms**. Teachers also suggested that more time could be allocated to face-to-face class discussion and to the possibility of incorporating **audio and/or video tools for live communication or video/audio recording**. Such technologies

would be particularly useful for younger students as they would increase their engagement with the activities. Teachers indicated that the blended online pedagogical scenarios should promote increased physical manipulation of picture books and allocate more time for the students' selection of features in them that they consider to be relevant and worth exploring.

Figure 23 shows the **general schema of blended online pedagogical scenarios** for lessons 6-10 and 11-15 (Figure 23a), that we suggest for lessons based on the discussions of picture books (Figure 23 b) or films (Figure 23 c). This schema is an adaptation of the suggested steps for activities to be included in lesson sequences developed by WP3 project members and introduced in Deliverable 3.2 CLLP Resources document (Evagorou et al. 2019, p. 13).

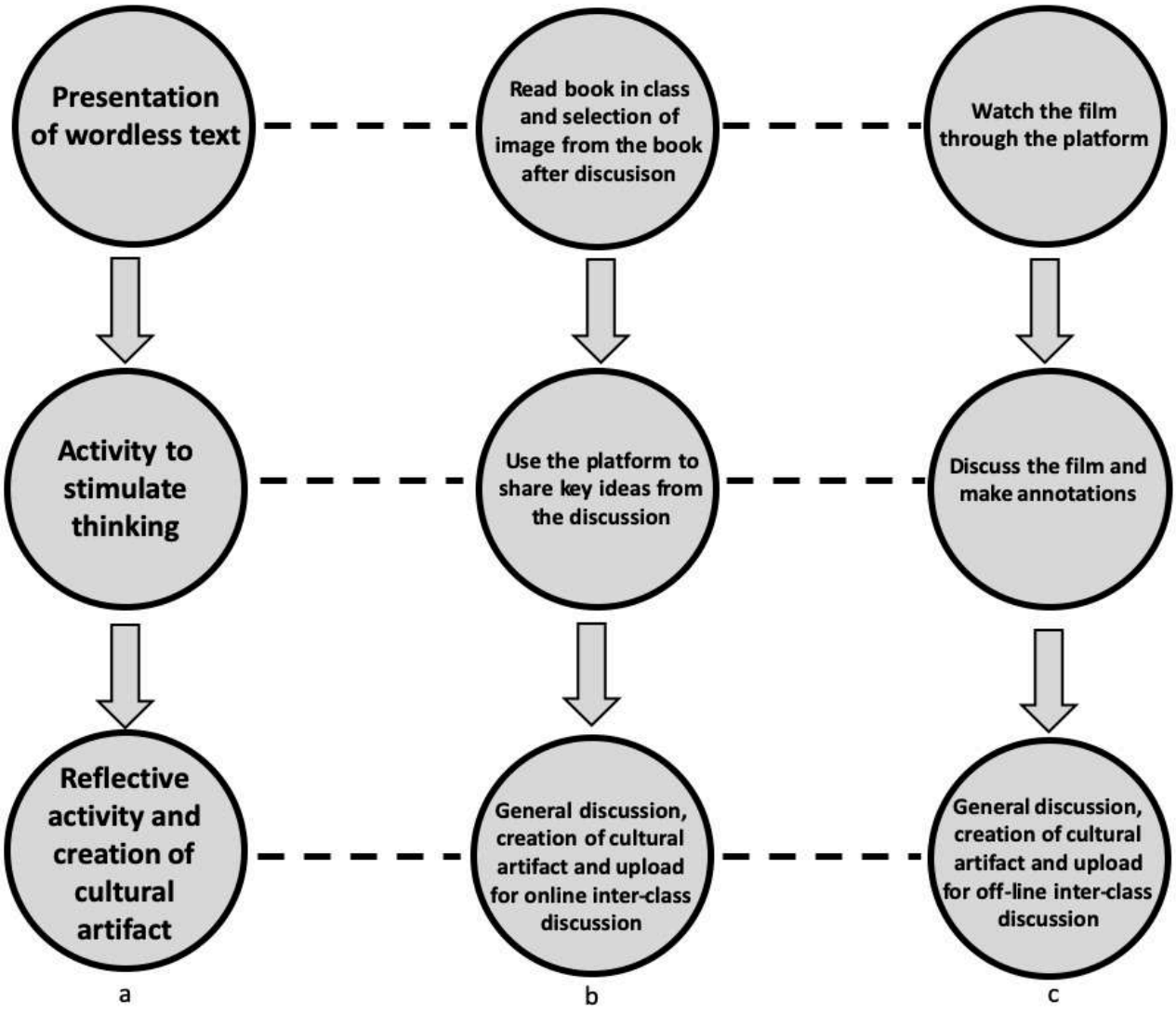


Figure 23. General schema for the blended online pedagogical scenarios.

The realization of the main activities (Figure 23a) proposed for picture books (Figure 23b) and films (Figure 23c) for both synchronous and asynchronous blended online pedagogical scenarios will vary depending on the implementation of teachers' suggested modifications in the new version of the DIALLS platform (DIALLS platform v3). For example, in the

reflective activity and creation of cultural artifact step students could have audio and video-based discussions between classes located in the same country (synchronous lessons) if audio/video tools were added. In a similar vein, students in the asynchronous lessons could be able to easily upload multiple versions of cultural artifacts as result of their discussion with students from classes located in another country if the DIALLS platform v3 allowed them to upload several files (in many files formats) onto the same discussion room without the need to create a new room each time they wanted to do so.

Class management was another recurrent theme that we found in teachers' responses. Their main concern was about **how to keep students' attention in the class**. Increased **face-to-face discussions** along with **audio and/or video tools for live communication or audio/video recording** were proposed **as possible solutions**. More opportunities for **training** on how to use the platform was also mentioned in teachers' responses. Teachers expressed concerns about **privacy issues** and would like to obtain further information about how and where conversations/discussions will be saved.

Regarding issues with existing functionalities, teachers pointed out that the file upload tool should support **multiple file formats** and not only PDF files. The **conversion of Word files onto PDFs was time-consuming and unpractic**al. In addition, teachers/students should be able to upload **as many files as wanted any time during discussions**, not just when discussion rooms are created. Teachers experienced a similar problem when using the edit tool function. The management and tracking of annotations was another issue mentioned by teachers. In addition, **the creation of tokens was too co**mplex and some teachers suggested they should be to be identifiable for teachers. Teachers mentioned that the **notification tool** should **not always be anchored in annotations** and may also be used to ask for **confirmation when participants decide to delete discussion rooms**. This issue was also reported when discussing the **deletion tool**. Responses referred to the persistence of deleted annotations/replies in the annotation box. Teachers found this feature inconvenient. **Internet browsers** seemed to have affected the **refresh tool** and the **anonymous user tool should also apply to teachers**. Moreover, teachers mentioned that the anonymization of users **must be available at all times**, not only when discussion rooms are created. Finally, teachers expressed that **Google translate would not be a suitable option for translations** in lessons 11-15 and expressed the possibility of having **teachers writing messages in English only** in those lessons.

Table 2 presents a summary of the results from the qualitative analyses of teachers' open-ended responses, including the degree of importance of each issue and proposed solution if provided. Degree of importance is given by the percentages reported in the Results section (Section 3.2.4).

Table 2: Summary of results of teachers' responses to open-ended questions in OSTEAKIT

Theme	Issue 1	Importance	Solution	Issue 2	Importance	Solution	Issue 3	Importance	Solution	Issue 4	Importance	Solution	Issue 5	Importance	Solution
Platform usability	No contribution to pedagogical goals	Very high		Unfriendly	High	More automatic funtions	Limited communication	Moderate	Audio and/or video						
New tools	Chat tool	Very high	N/A	Video/audio tool	High	N/A	Upload multiple resouces	High	N/A	Email tool for teachers	Moderate	N/A	Keywords and tagging	Moderate	N/A
Discussion rooms	Upload multiple resources	Very high		Keywords and tagging	High		Mutiple discusson in parallel	Low							
Blended online scenarios	Time management	Very high	Less use of the platform	Audio/video tool	High	Live communicaition or recording	New tasks	High	Cultural artifacts	Class manage-ment	Moderate	More face-to-face discussions			
Upload files tool	Upload multiple resources	Very high	Any time during discussion	Unpractical	Very high		Time management	High	Do not convert files into PDF						
Time management	Time consuming	Very high	Less use of the platform Any time during Audio/video tool	Discusssion rooms	High	One discussion room									
Class management	Student's attention	Very high	More face-to-face discussions Audio/video tool	Coordination	High	Email tool for teachers									
Teachers' skills	Limited IT skills	Very high	Training	Unwillingness to learn	Low										
New tasks	Students' selection of features of word-less texts	Very high	N/A	More physical manipulation of wordless texts	High	N/A	Production of Cultural artifiacts	High	N/A	Increased students' participation via video/audio	High				
Annotatiton tool	Managing and tracking	Very high		Limit discussions	High	Less anchored discussions	Visibility	Moderate	Change spatial organization						
Edit tool	Annotations and discussion	Very high	Edit function at any time during discussions	Not working	Moderate										
Tokens creation tools	Too complex	Very high	More informative												
Cultral artifacts	Low presence	Very high	Increased production and share												
Word files	No support	Very high	Include Word files support	PDF conversion time	High	Include Word files support									
Notifcation tool	Annotation-anchored	Very high	Less anchored in annotations	Deletion of discusssion rooms	High	Confirmation message									
Translation tool	Google translate not reliable	Very high	Use English for lessons 11-15												
Deletion tool	No confirmation that user wants to delete discussion rooms	Very high	Confirmation message	Persistance of deleted annotations	High	Erase deleted aannota-tions from annotation box									
Refresh tool	Browsers behave differently	Very high		No refresh button	High	Add refresh button									
Anonymous user tool	It does not apply to teachers	Very high	Add anonymous user tool for teachers	Only available when creating discussion rooms	High	Available any time during discussions									
Privacy	Anonymization for teachers	Very high	Introduce tool for teachers' anonymization	Audio/video	Moderate										
Storage	Save conversations	Moderate	Explain how and where												

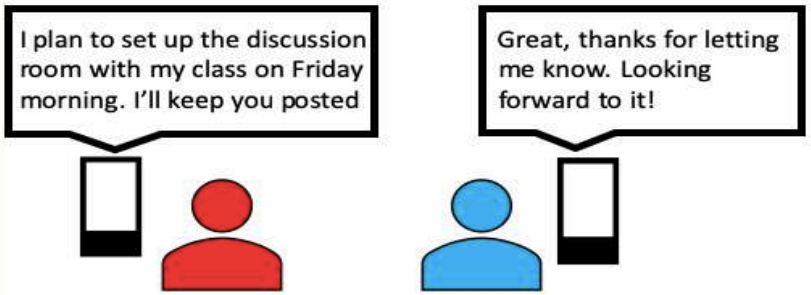
4. Blended online pedagogical scenarios

This section presents a revised version of the online pedagogical scenarios that CNRS included in OSTEAKIT. We included six online pedagogical scenarios in OSTEAKIT but only received specific comments on four. Here we included the revisions of those four. Revisions are presented as **illustrations in a storyboard format to increase their pedagogical value** and incorporated feedback from DIALLS partners. Online pedagogical scenarios are based on an improved version of the DIALLS platform (e.g., possibility to upload multiple document to the same discussion room). Online pedagogical scenarios represent a further development of UNIC lesson plans (March 2019). CNRS team members transformed a set of those lesson plans into online scenarios (May 2019) and these were critiqued by DIALLS partners (July 2019). Feedback from DIALLS partners was included in OSKTEAKIT. CNRS integrated the feedback provided by DIALLS members (September 2019) and sent the improved online pedagogical scenarios (Version 1, see Appendix 3) back to UNIC (September 2019). **Illustrations are based on the version of the online scenarios that CNRS sent to UNIC in September 2019.** Lesson plans have been revised and updated by WP3 partner institutions in the meantime. This led to a further modification of the online pedagogical scenarios. Appendix 4 (Section 7.4) includes descriptive tables of those four revised and updated version of the scenarios (October 2019 version). **Online pedagogical scenarios do not replace lesson plans but rather provide a detailed step-by-step description of how the DIALLS platform can support (only) some of the activities included in lesson plans**.
We included **brief summaries** of the scenarios and **descriptions of the platform roles** before presenting the pedagogical illustrations we created for each of them.

4.1 Online pedagogical scenario #1

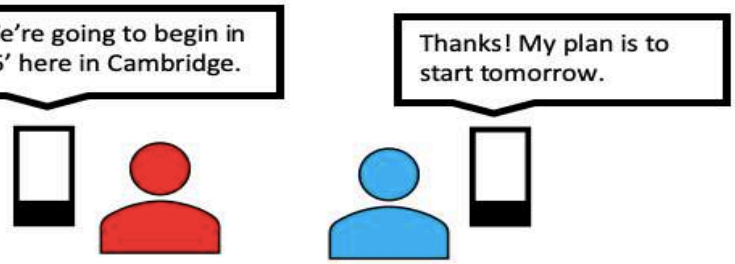
Cultural text: Balbúrdia (Shambles)
Summary: 5/6 yr children / Multilingual (across-country) / asynchronous platform use

Platform roles:
(i) **Platform role #1: Picture upload.** Teacher upload photos selected from picturebooks (in each class), resulting from teacher-led classroom discussion, student justifications;
(ii) **Platform role #2: Student justification annotation.** Teacher record of student justifications (of choice of pictures) as annotations;
(iii) **Platform role #3: Translation of annotations**. Teachers use embedded automatic translation function to translate annotations;
(iv) **Platform role #4: Cultural artefact upload**. Teachers upload cultural artefact to share with the other class;
(v) **Platform role #5: Notification function**. Teachers inform each other about the tasks they have completed.



Teachers in Class 1 (UK) and Class 2 (Cyprus) agree beforehand who is going to create the discussion room and invite the other as participant. Teachers use Email, WhatsApp, Skype, Google Hangouts, etc.

Coordination (1)

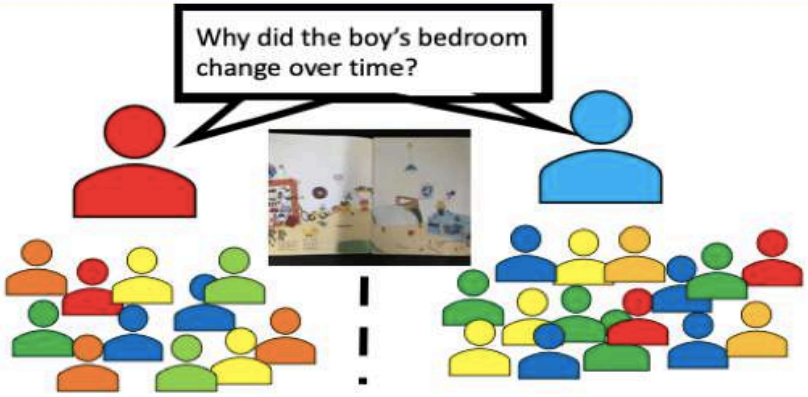


Teacher in Class 1 informs Teacher in Class 2 when her lesson begins. Teachers use Email, WhatsApp, Skype, Google Hangouts, etc.

Synchronization (2)

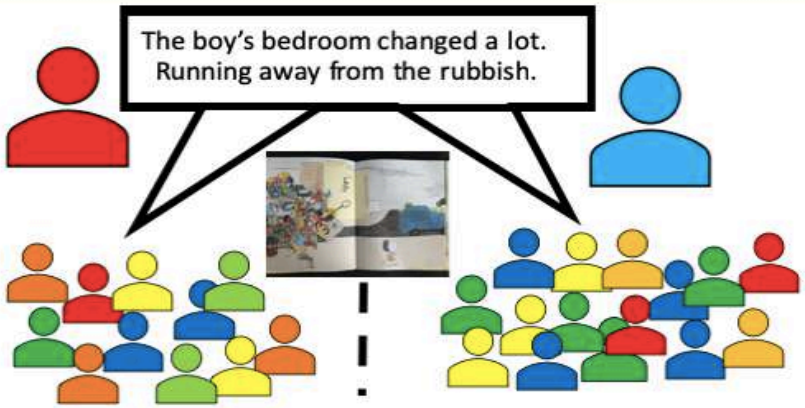
Teachers share the cover of the picturebook. Teachers make questions to stimulate students' engagement with the task.

Presentation of picturebook (3)



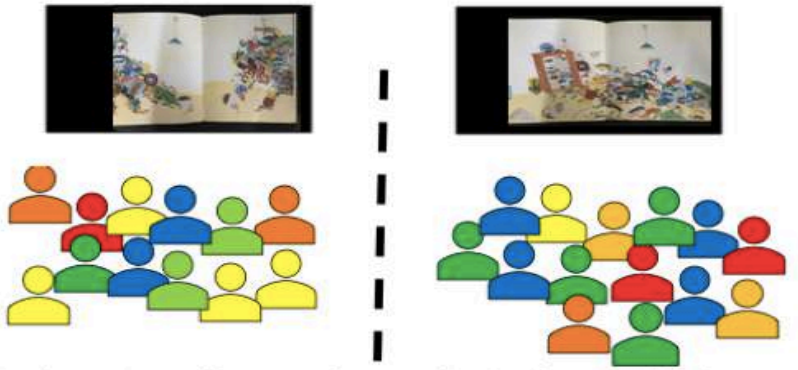
Teachers look at end pages, title page and make questions to stimulate thinking and children's understanding of the picturebook

Read picturebook (4)



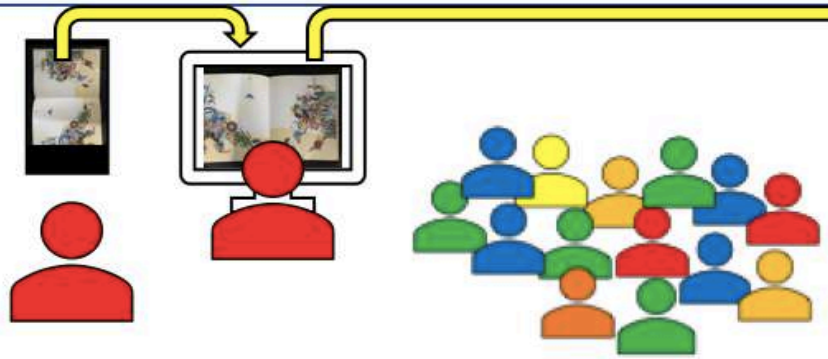
Teachers discuss with students what pages of the picturebook they think they would want to share with the other class. Students have to justify their answers.

Selection of pages (5)



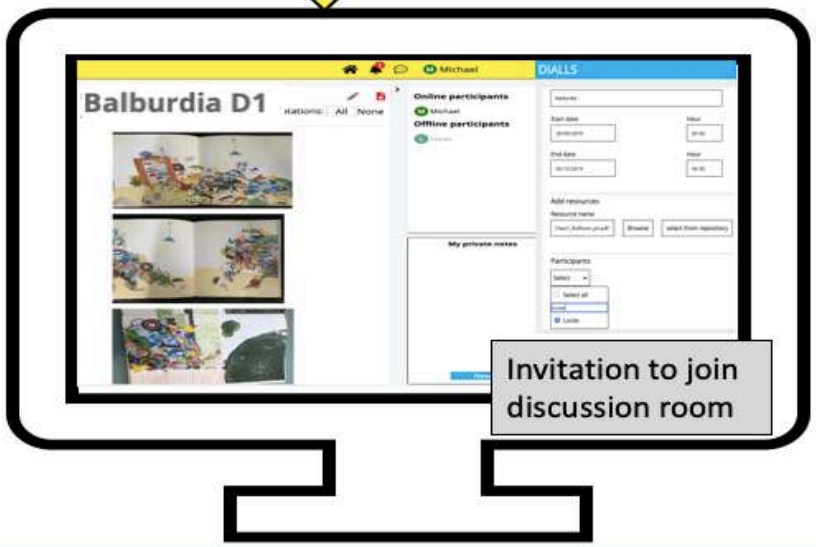
Teachers give a tablet to students and invite them to take photographs of the selected pages. Students give the device back to teachers after completing action. Optional: Teachers can also take a picture of the whole class to share with the other class

Take pictures of selected pages (6)



Teacher in Class 1 (Michael) sends photographs to his email address and downloads them into the classroom computer. He creates a discussion room by uploading pictures and invites Teacher in Class 2 (Lucas) to join the room.

Creation of discussion room (7)

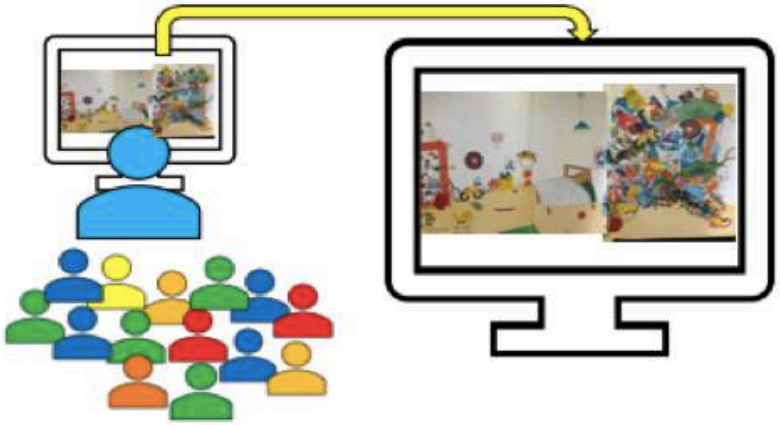


Teacher in Class 2 (Lucas) sends photographs to his email address and downloads them into the classroom computer.

Creation of discussion room (8)

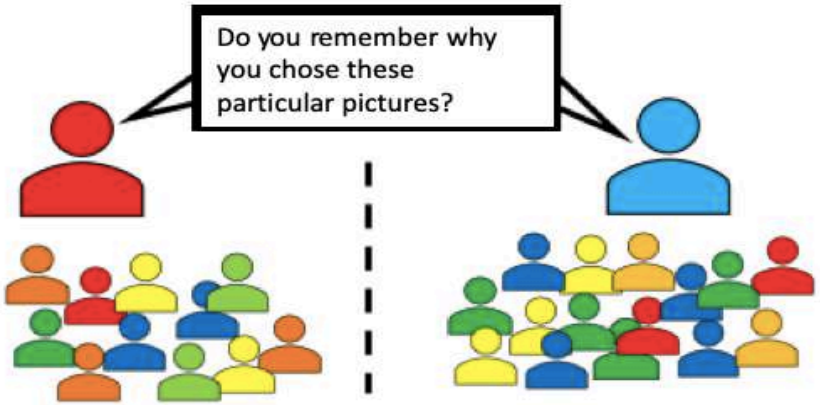
Teacher in Class 1 shows the 3 photographs to the students in a large screen using the platform

Share photographs with the whole class – class 1 (9)



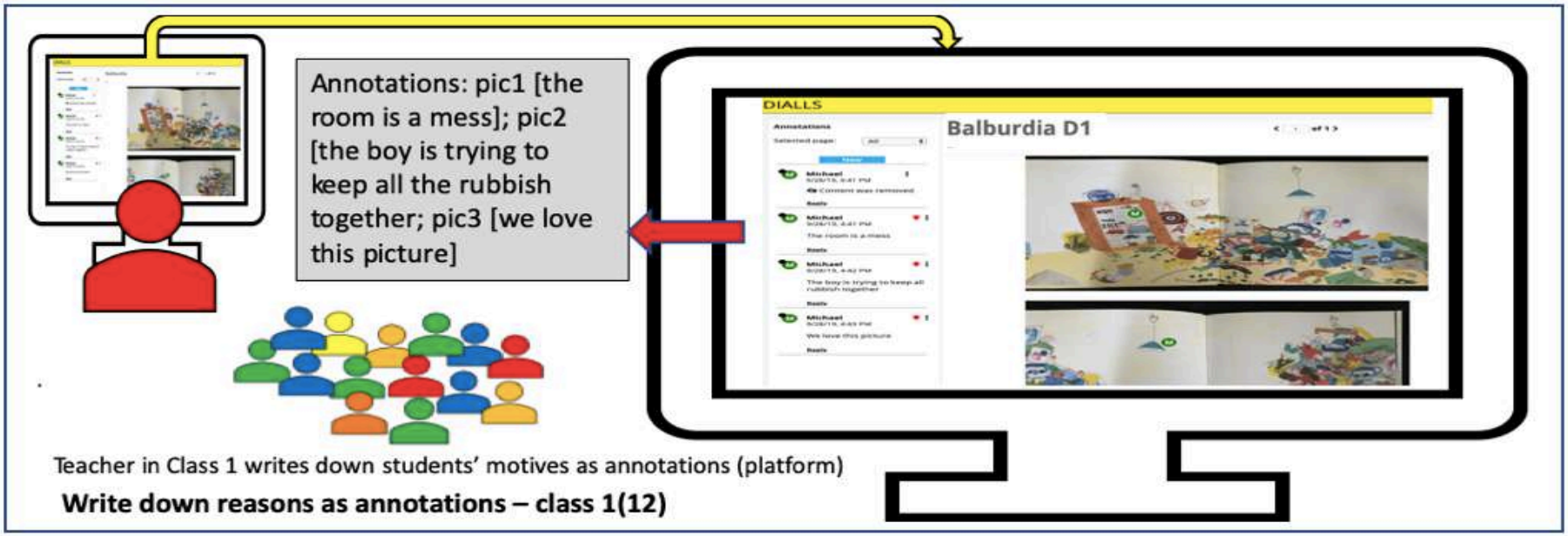
Teacher in Class 2 shows the 3 photographs to the students in a large screen.

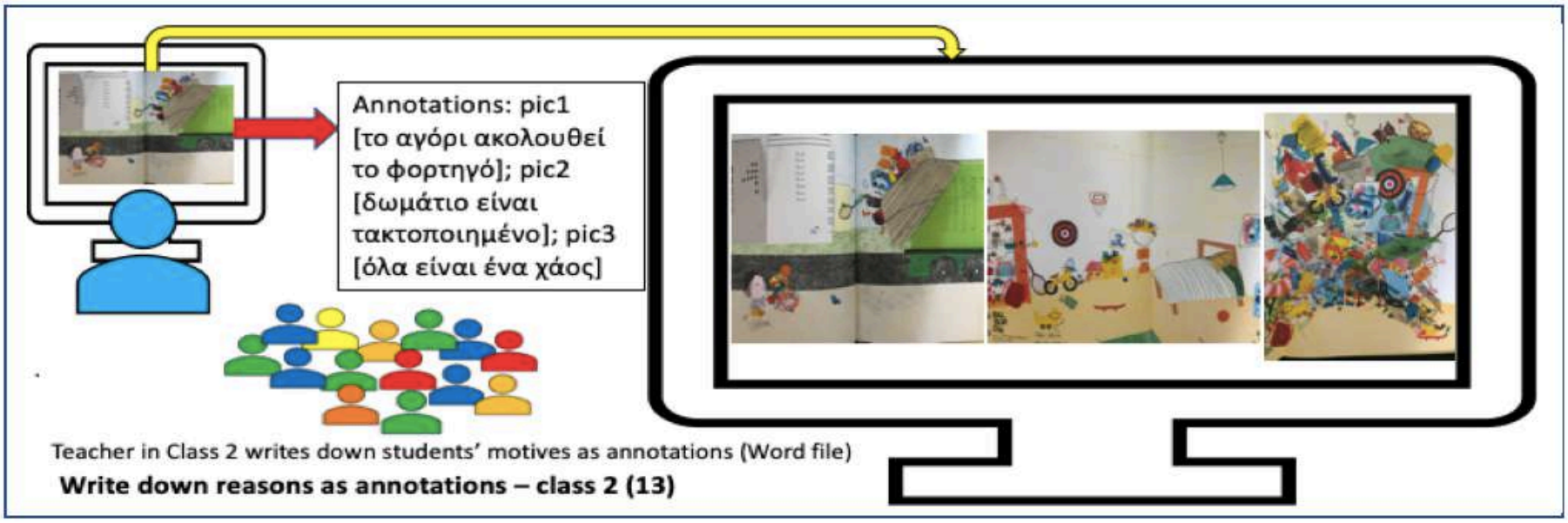
Share photographs with the whole class – class 2 (10)

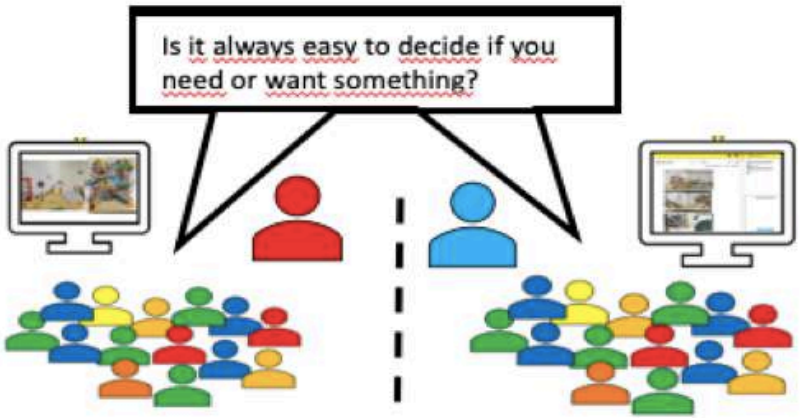


Teachers go back to Step 5 (Selection of pages) and invite students to remember the reasons they referred to when selecting pages. Teachers explain students that they will share these ideas with the other class.

Presentation of picturebook (11)

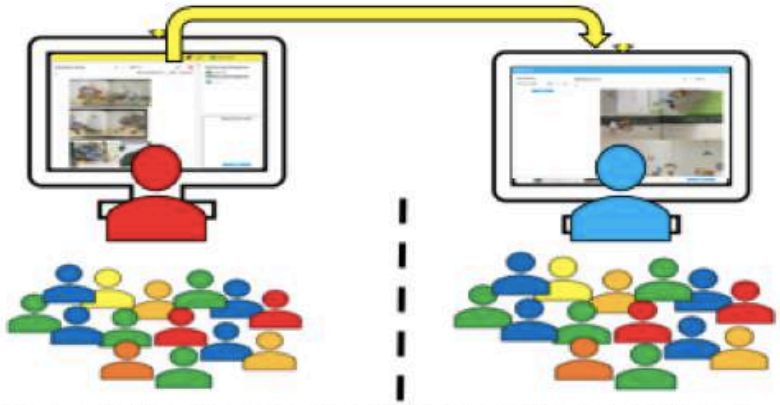

Annotations: pic1 [the room is a mess]; pic2 [the boy is trying to keep all the rubbish together; pic3 [we love this picture]
DIALLS
Balburdia D1
Teacher in Class 1 writes down students' motives as annotations (platform)
Write down reasons as annotations – class 1(12)


Annotations: pic1 [το αγόρι ακολουθεί το φορτηγό]; pic2 [δωμάτιο είναι τακτοποιημένο]; pic3 [όλα είναι ένα χάος]
Teacher in Class 2 writes down students' motives as annotations (Word file)
Write down reasons as annotations – class 2 (13)



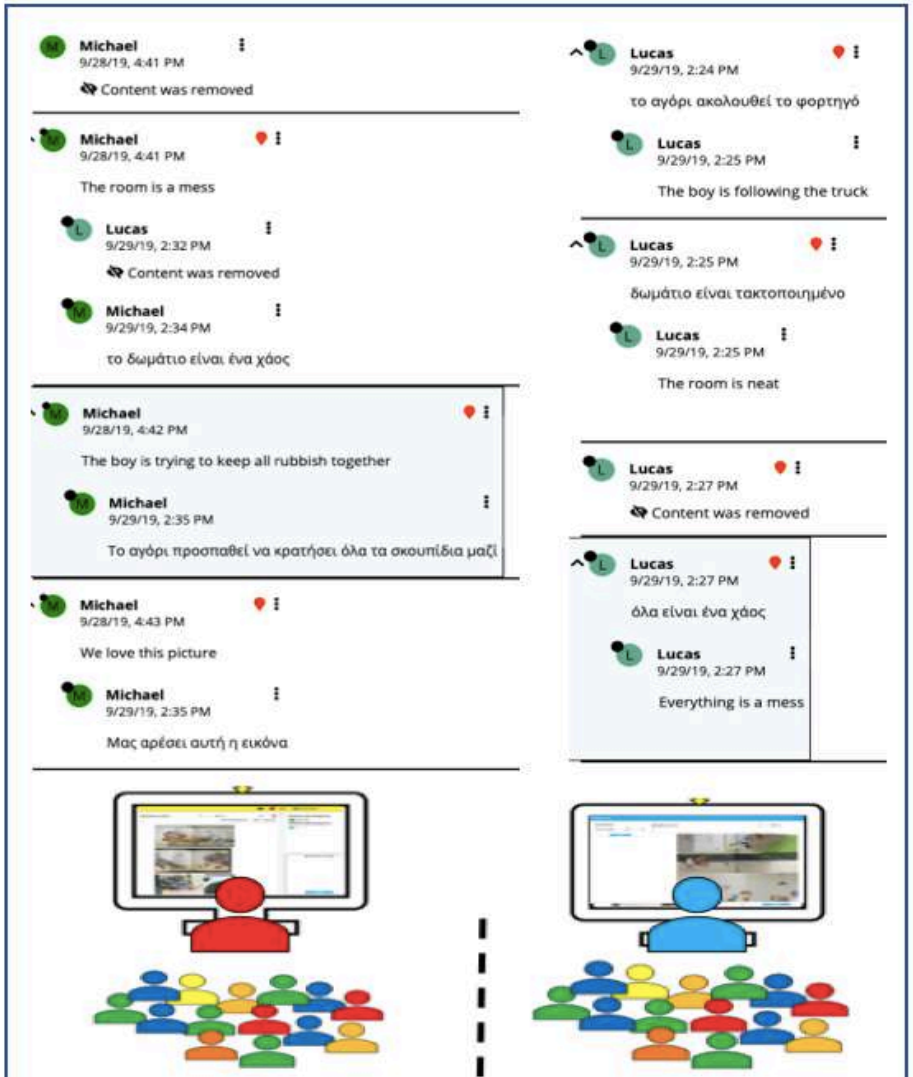
Teachers stimulate students' reflections on what they did in the lesson so far by making discussion questions and scaffolding children's responses.

Reflection activity (14)



Teacher in Class 1 sends email invitation to Teacher in Class 2 informing that his class has already started the dicussion and that it's time for Class 2 to join the room. Teacher in Class 2 joins the room and uploads the 3 photographs.

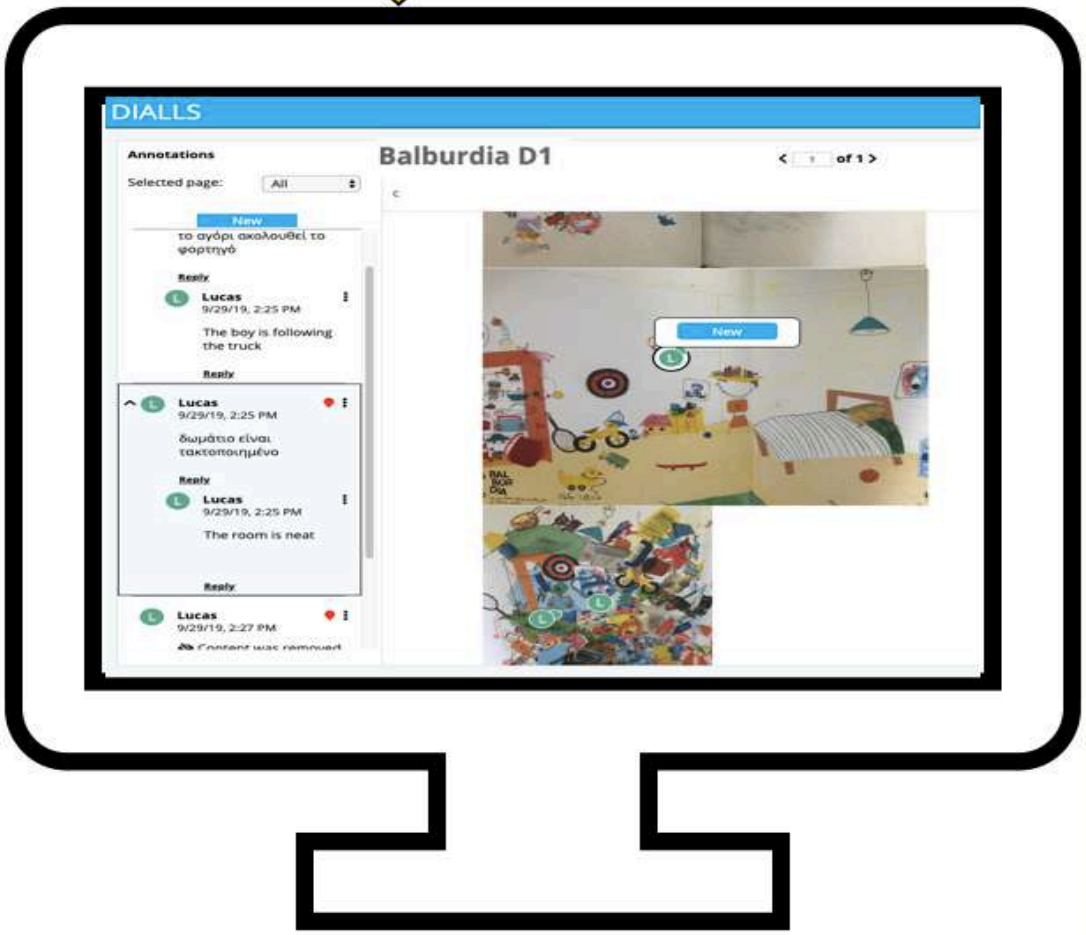
Initiation of discussion (15)



Teachers translate their annotations using the embedded automatic translation tool.

Translation (16)

Look at the pictures and annotations from the other class. What do you notice? Are there similarities with our pictures and annotations?

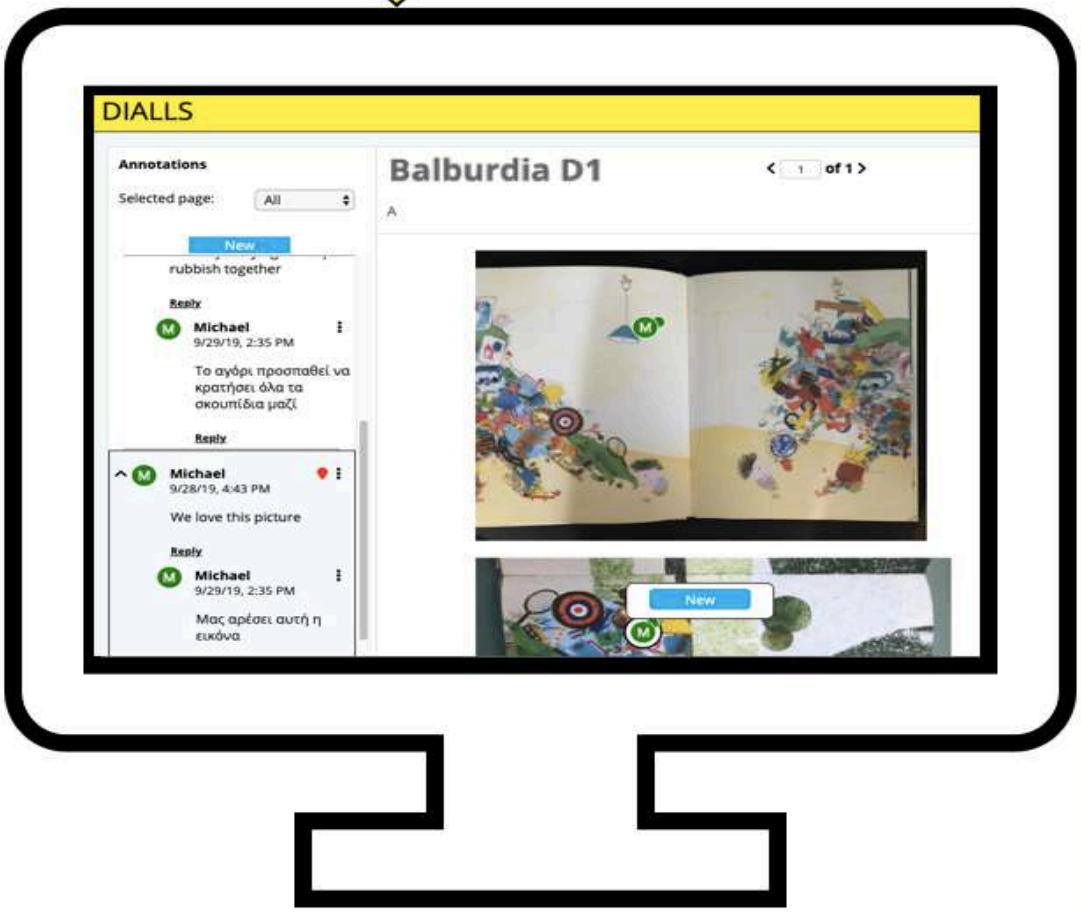


Interclass discussion (17)

Teacher in Class 1 shows the 3 pictures and read the translated annotations from Class 2 to his students. The teacher makes questions to stimulate thinking and scaffold children's discussion. Students have to justify their answers.

Look at the pictures and annotations from the other class. What do you notice? Are there similarities with our pictures and annotations?

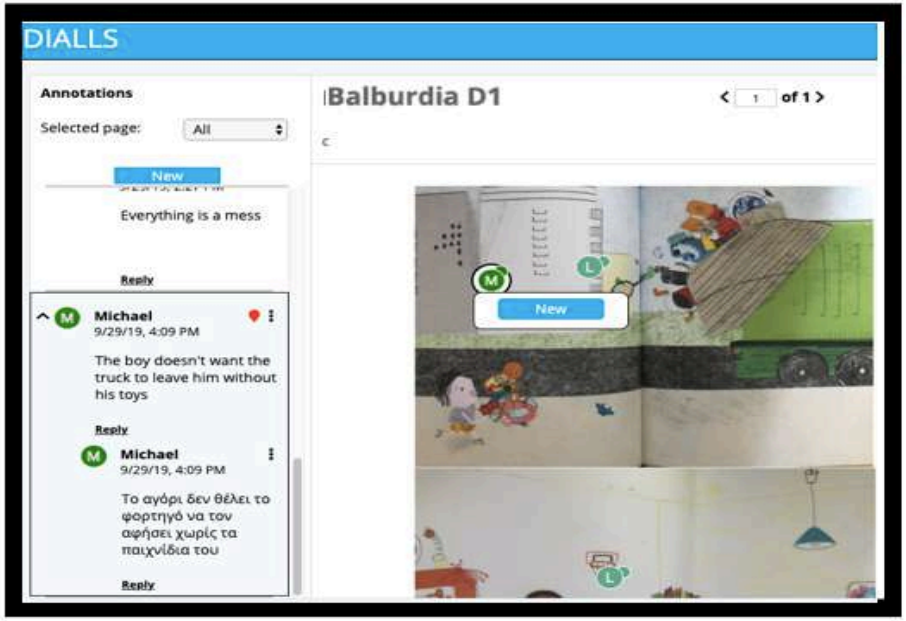
Interclass discussion (18)



Teacher in Class 2 shows the 3 pictures and read the translated annotations from Class 1 to his students. The teacher makes questions to stimulate thinking and scaffold children's discussion. Students have to justify their answers.

Now I'm going to write on the platform we have just discussed and translate it into Greek, so children can read it there and get back to us

Interclass discussion (19)

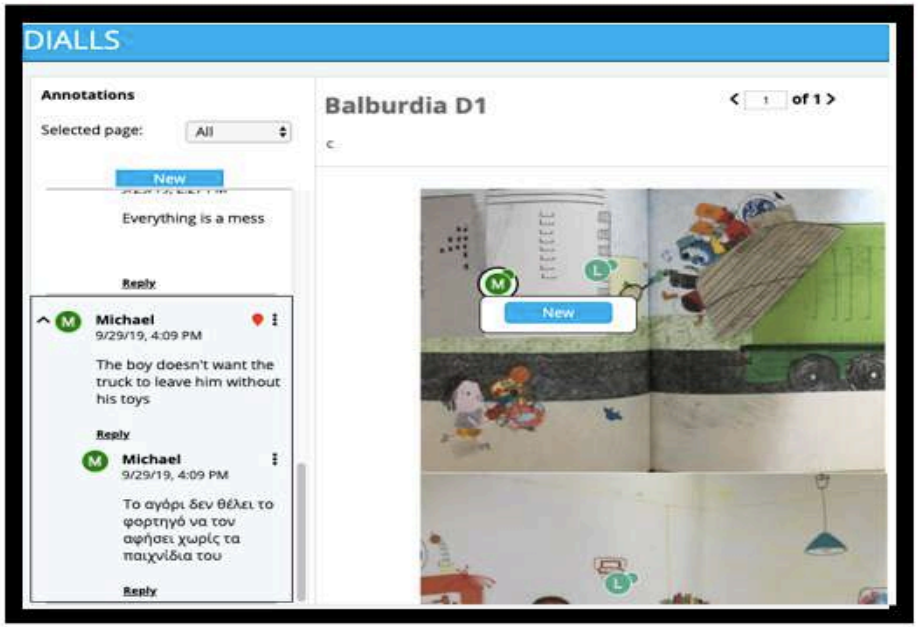


Email notification that informs Teacher 2 that Class 1 has responded to their annotations

Teacher in Class 1 writes down summaries of classroom's discussion as annoations and translate them for Class 2. He sends email notification for Teacher in Class 2 informing that his class has responded to Class 2 annotations. Steps 19 and 20 have several iterations depending on the length of discussions between classes.

Now I'm going to write on the platform we have just discussed and translate it into English, so children can read it there and get back to us

Interclass discussion (20)

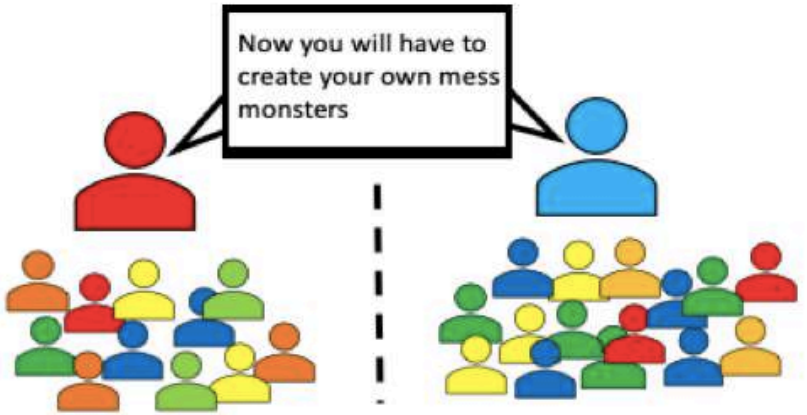


Email notification that informs Teacher 1 that Class 2 has responded to their annotations

Teacher in Class 2 writes down summaries of classroom's discussion as annoations and translate them for Class 1. He sends email notification for Teacher in Class 1 informing that his class has responded to Class 1 annotations. Steps 19 and 20 have several iterations depending on the length of discussions between classes.

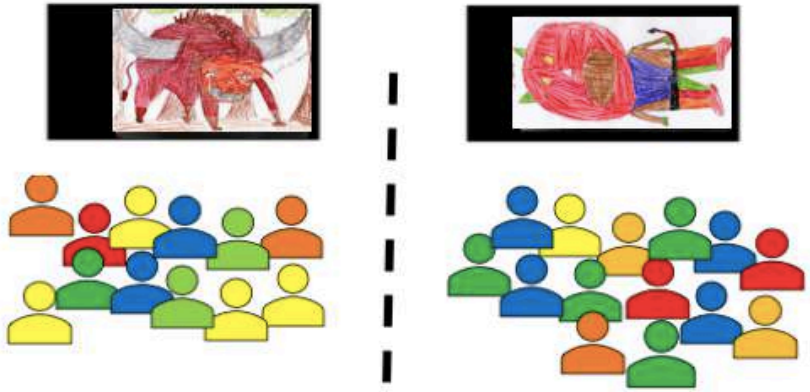
Teachers stimulate students' reflection on the responses given by the other class by making questions and scaffolding children's discusssions. Teachers write down reflections as annotations and use the embedded translation tool for translations.

Reflection activity (21)



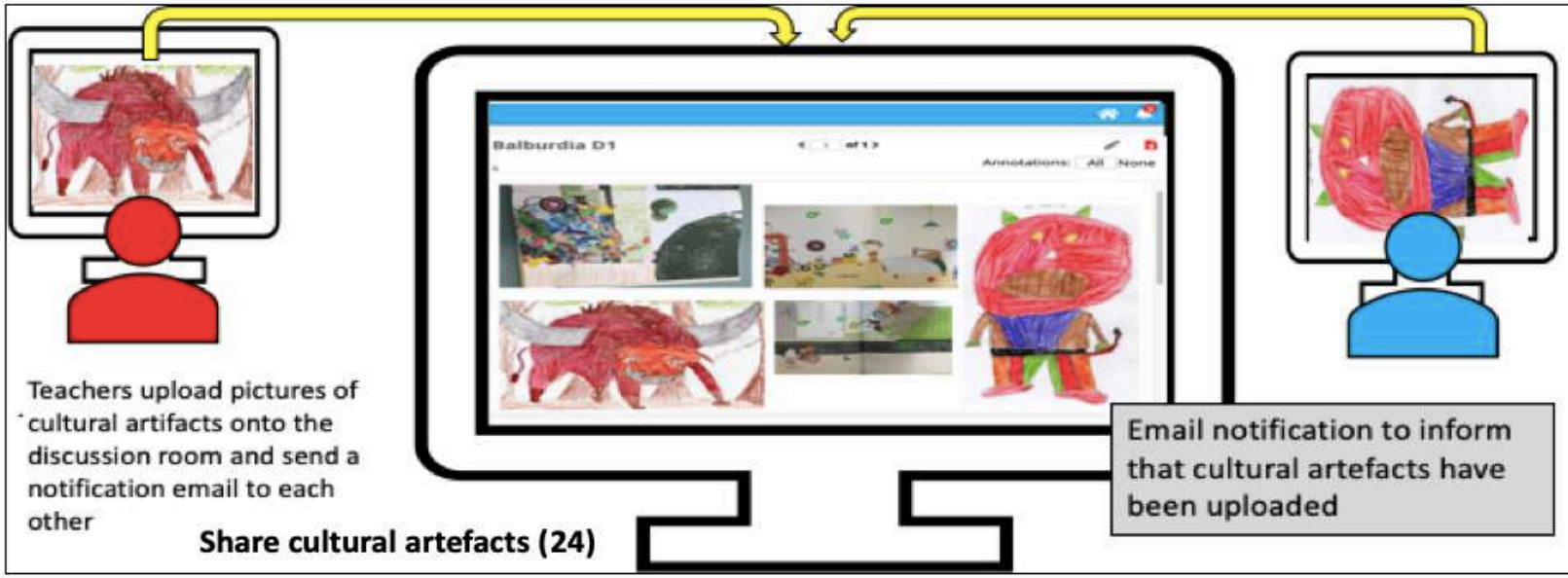
Teachers encourage children to think about the interaction they had with the other class and they own and use. They ask students to create 'mess monsters' by drawing and collaging items they own themselves.

Cultural artefacts (22)



Teachers invite children to take photographs of the cultural artefacts. Teachers send pictures to their email address and save them to be uploaded onto the platform.

Creation of discussion room (23)



Teachers upload pictures of cultural artifacts onto the discussion room and send a notification email to each other

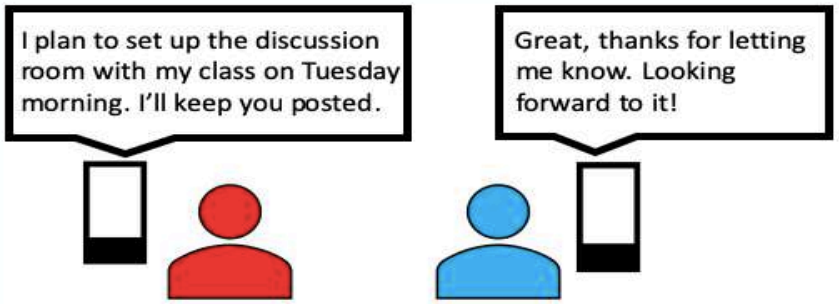
Email notification to inform that cultural artefacts have been uploaded

Share cultural artefacts (24)

4.2 Online pedagogical scenario #2

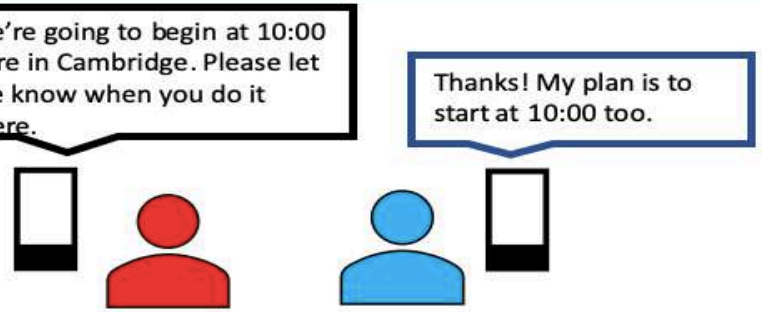
Cultural text: Dans sa bulle (In a Bubble)
Summary: 8/9 yr children / Monolingual (within-country) / synchronous platform use

Platform roles:
(i) **Platform role #1: Picture upload.** Teacher uploading photos selected from picturebooks (in each class), resulting from teacher-led classroom discussion, students' reasons for choosing photos;
(ii) **Platform role #2: Annotation of student motives for selecting pictures and justification.** Teachers record students' explanations and justifications (of choice of pictures) as annotations;
(iii) **Platform role #4: Cultural artefact upload**. Teachers upload cultural artefact to share with the other class;
(v) **Platform role #5: Notification function**. Teachers inform each other about the tasks they have completed (Synchronization).



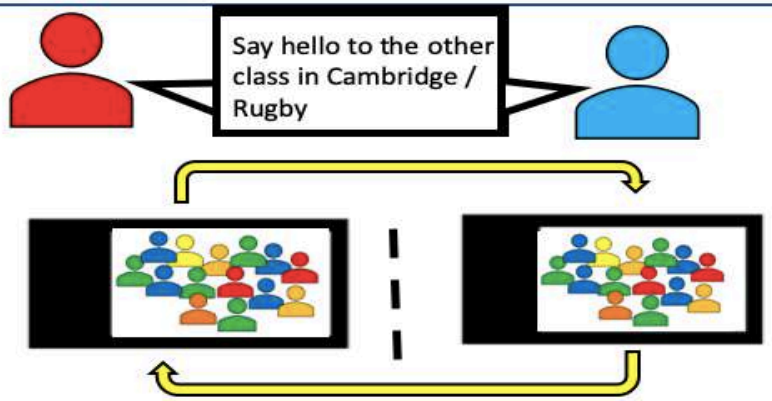
Teachers in Class 1 (Cambridge, UK) and Class 2 (Rugby, UK) agree beforehand who is going to create the discussion room and invite the other as participant. Teachers use Email, WhatsApp, Skype, Google Hangouts, etc.

Coordination (1)



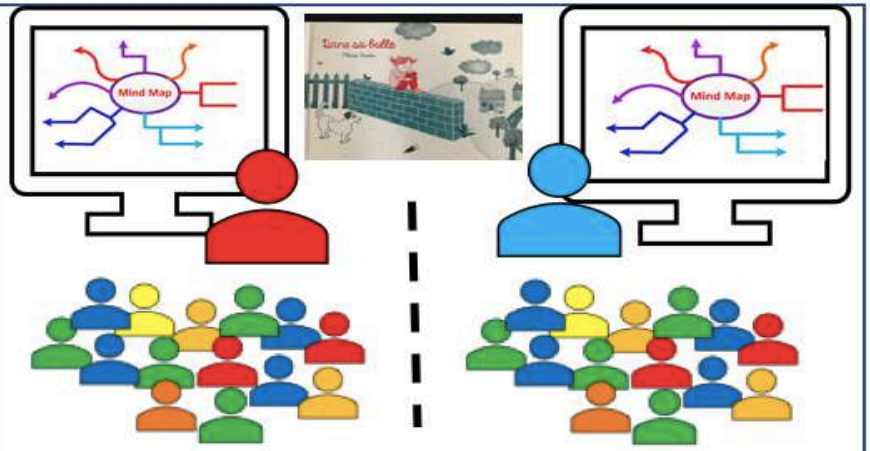
Teacher in Class 1 informs Teacher in Class 2 when her lesson begins. Teachers use Email, WhatsApp, Skype, Google Hangouts, etc.

Synchronization (2)



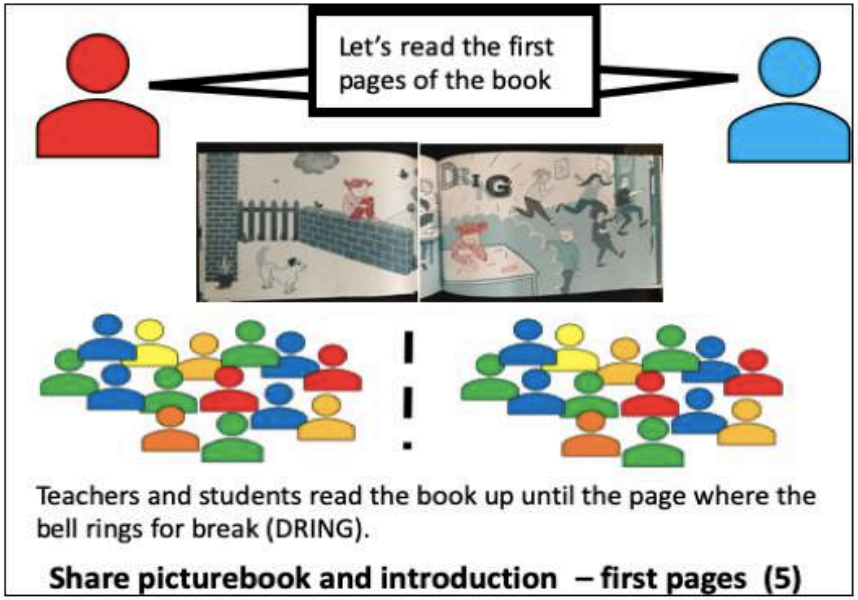
Teachers present their class to each other. They start a short video call (3') where they introduce their classes. Teachers use WhatsApp, Skype, Google Hangouts, etc.

Class presentation (3)



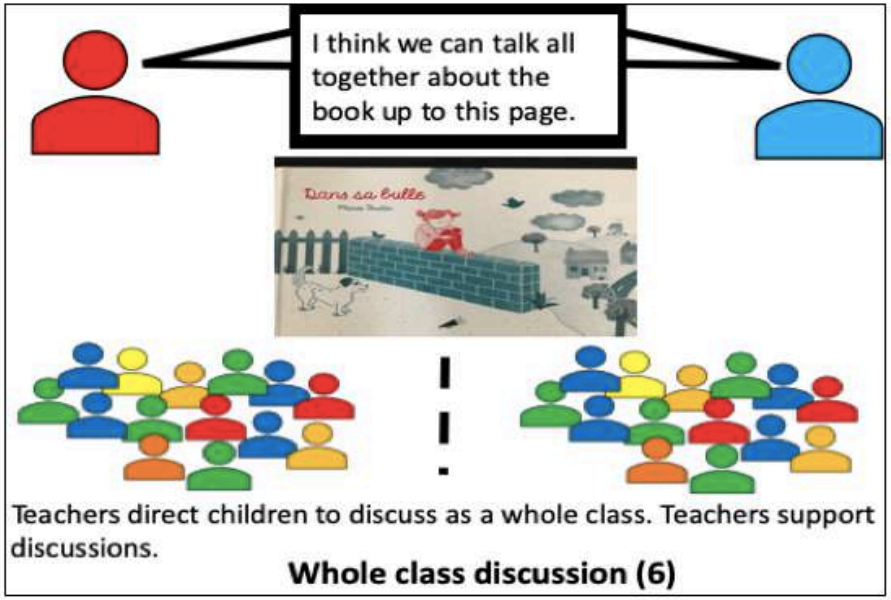
Teachers share the title of the book in French and English. They mind map ideas of what the title could be about.

Presentation of picturebook (4)



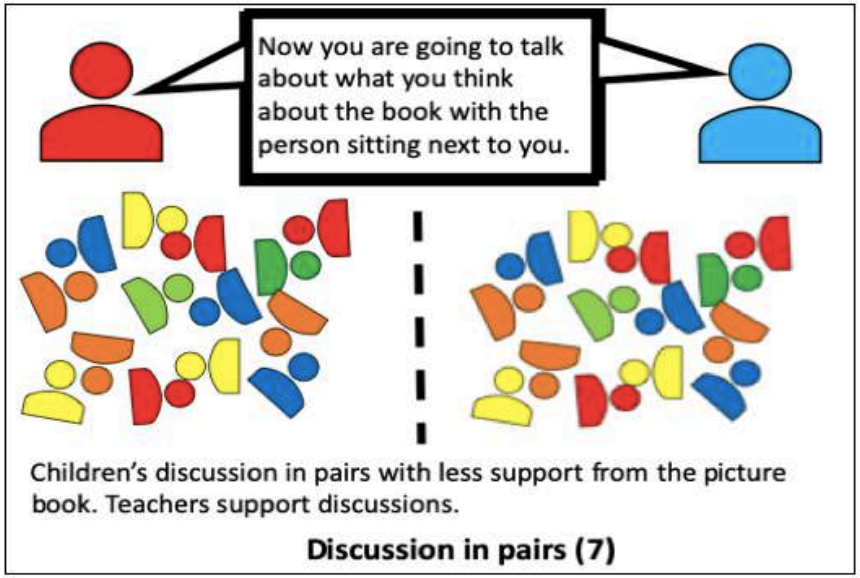
Teachers and students read the book up until the page where the bell rings for break (DRING).

Share picturebook and introduction – first pages (5)



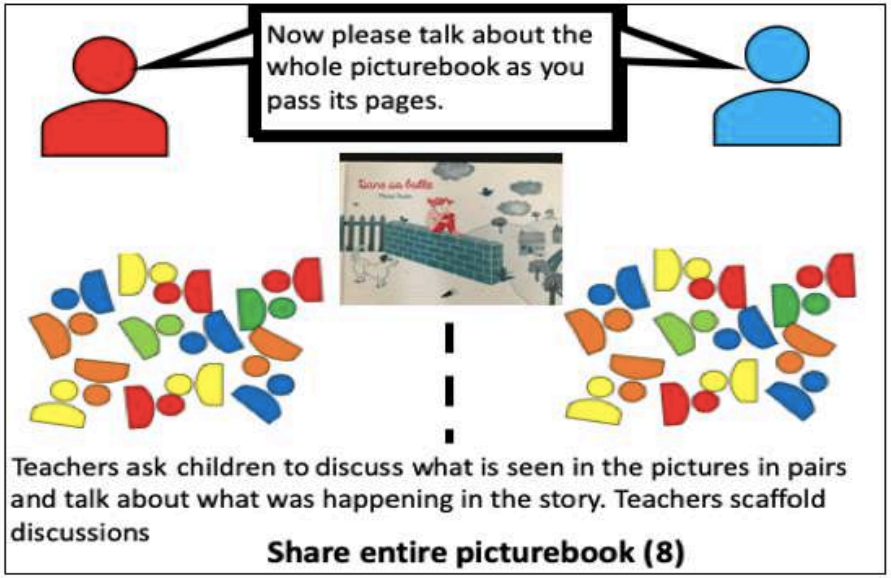
Teachers direct children to discuss as a whole class. Teachers support discussions.

Whole class discussion (6)



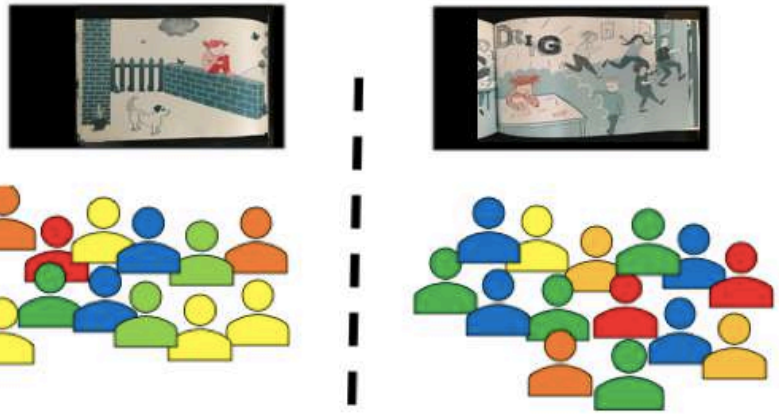
Children's discussion in pairs with less support from the picture book. Teachers support discussions.

Discussion in pairs (7)



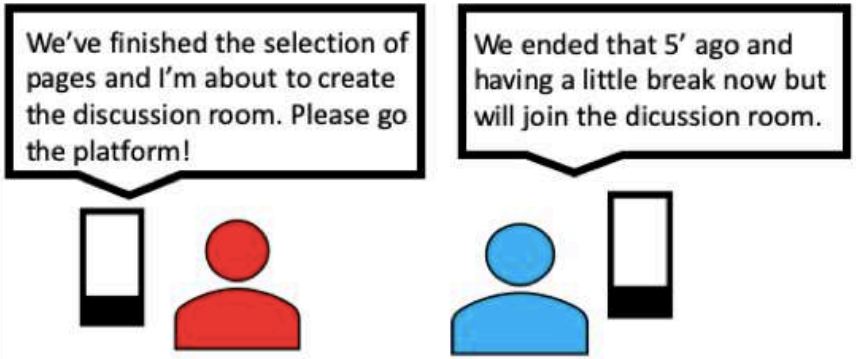
Teachers ask children to discuss what is seen in the pictures in pairs and talk about what was happening in the story. Teachers scaffold discussions

Share entire picturebook (8)



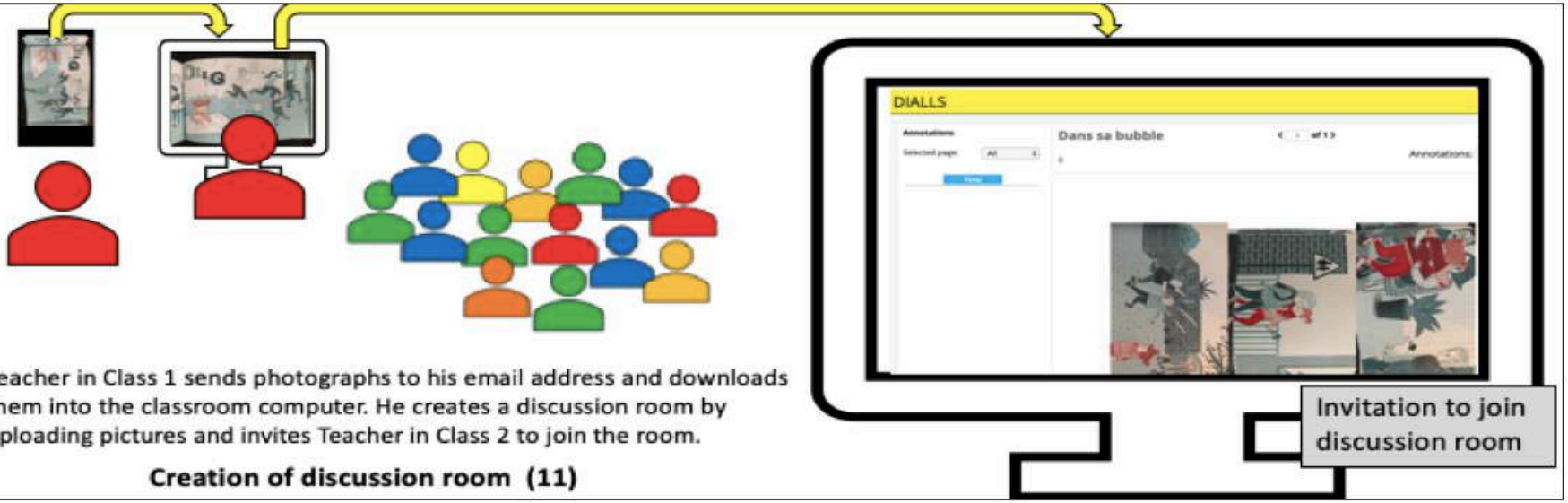
Teachers and students agree on what pages they would want to share with the other class. Teachers give tablet to students and ask them to take photographs of selected pages.

Selection of pages (9)



Teacher in Class 1 (Cambridge, UK) sends message to Teacher in Class 2 (Rugby, UK) letting him know that they have finished the selection images phase and he's about to create the discussion room. Teachers use Email, WhatsApp, Skype, Google Hangouts, etc.

Synchronization (10)

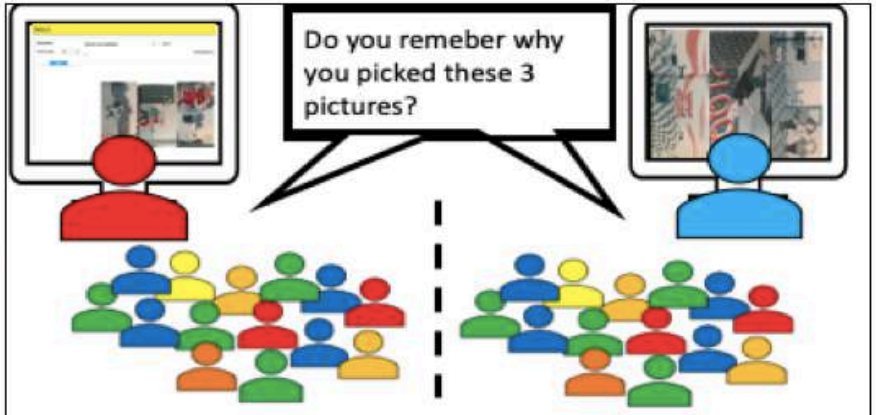


Teacher in Class 1 sends photographs to his email address and downloads them into the classroom computer. He creates a discussion room by uploading pictures and invites Teacher in Class 2 to join the room.

Creation of discussion room (11)

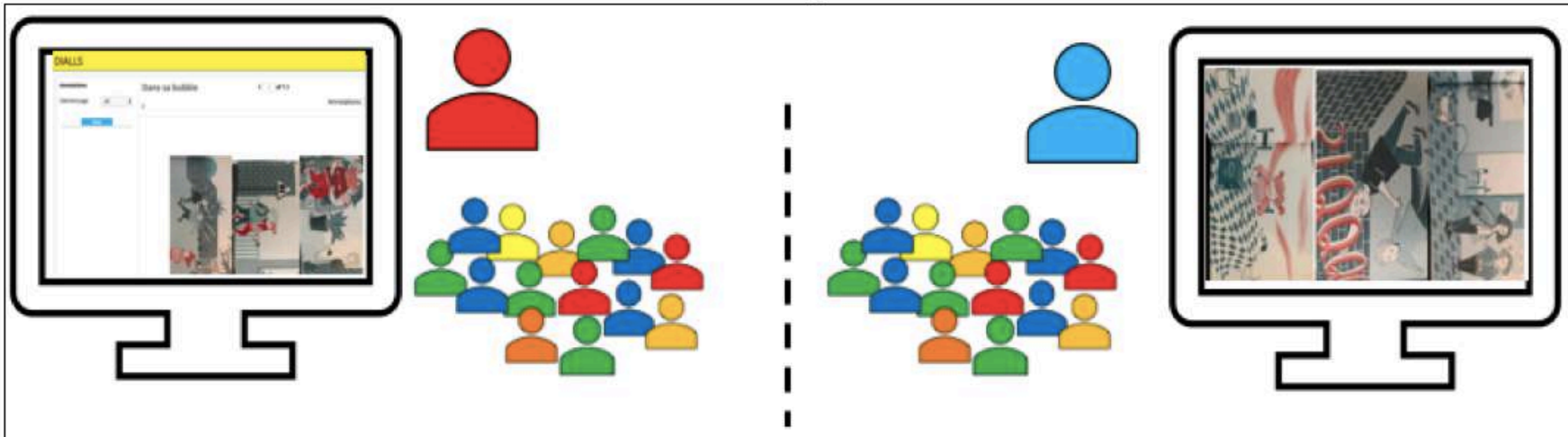
Teacher in Class 2 sends photographs to this email address and downloads them into the classroom computer.

Creation of discussion room (12)



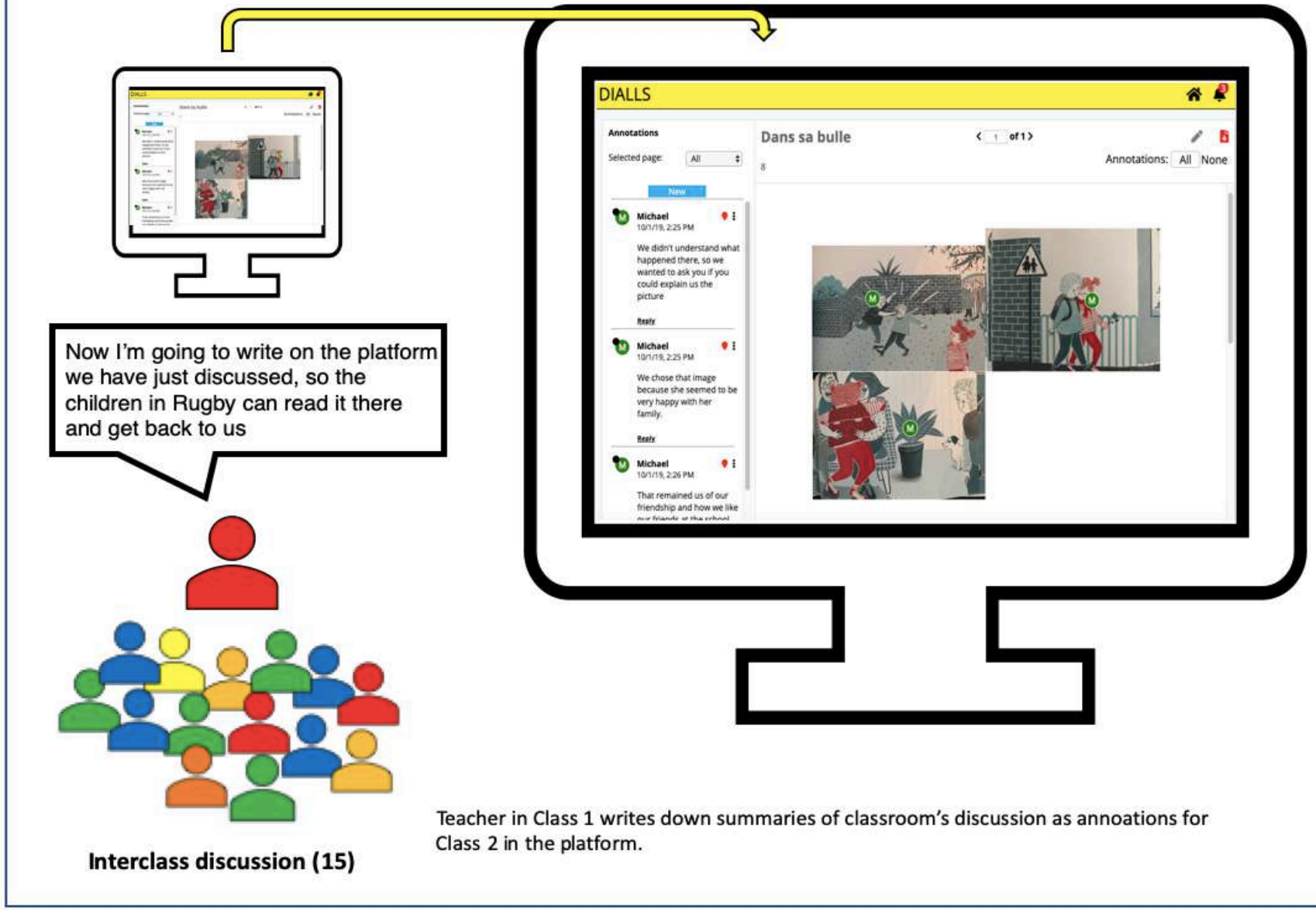
Teachers stimulate whole class discussion and define what text to add as annotation to the 3 photographs. Teachers ask children to remember why they chose those images.

Whole class discussion (14)

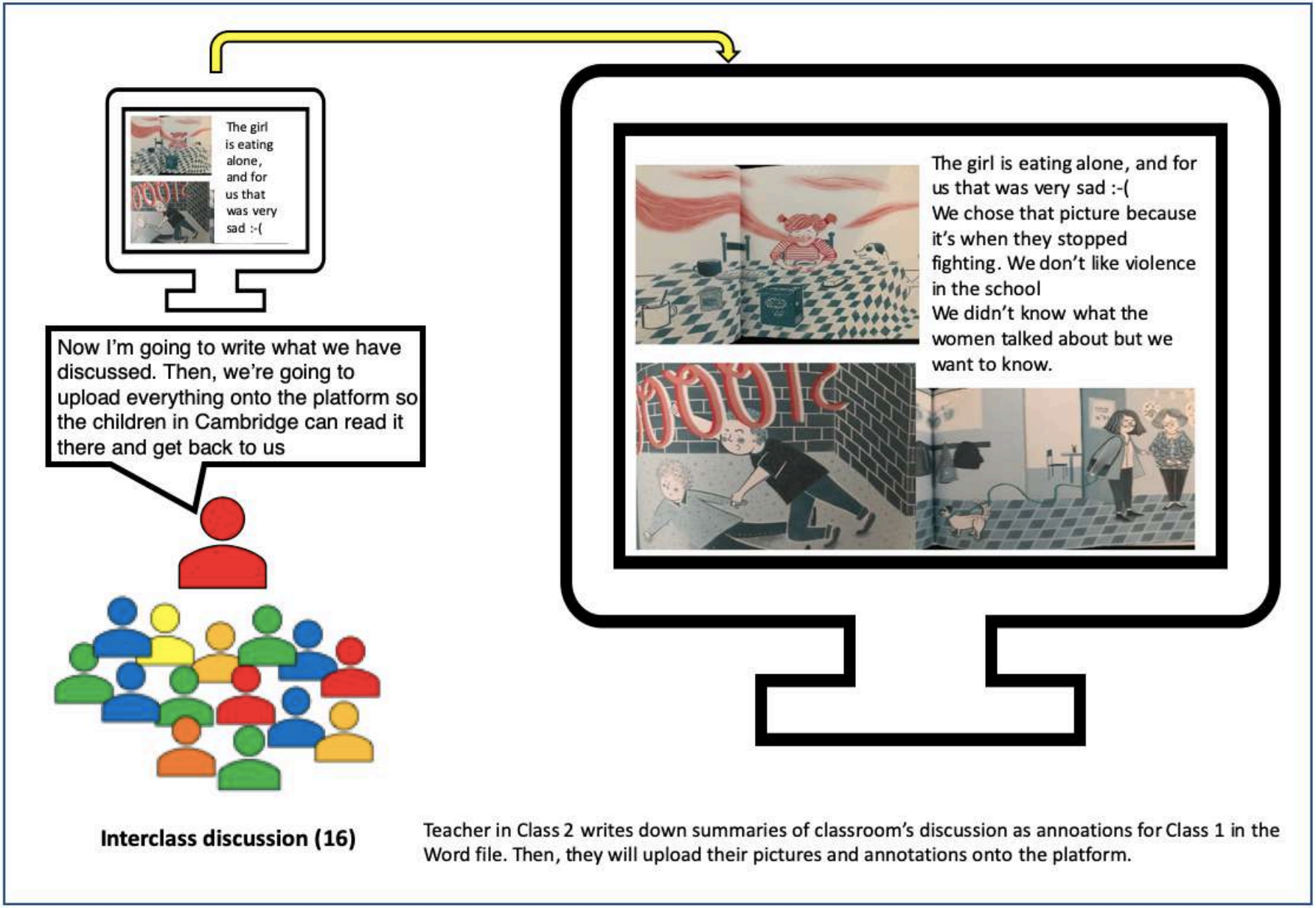


Teachers show the three photographs to the whole class in a large screen. Teacher in Class 1 uses the platform whereas Teacher in Class 2 uses software for image view (Paintbrush, etc.)

Share photographs with the whole class (13)

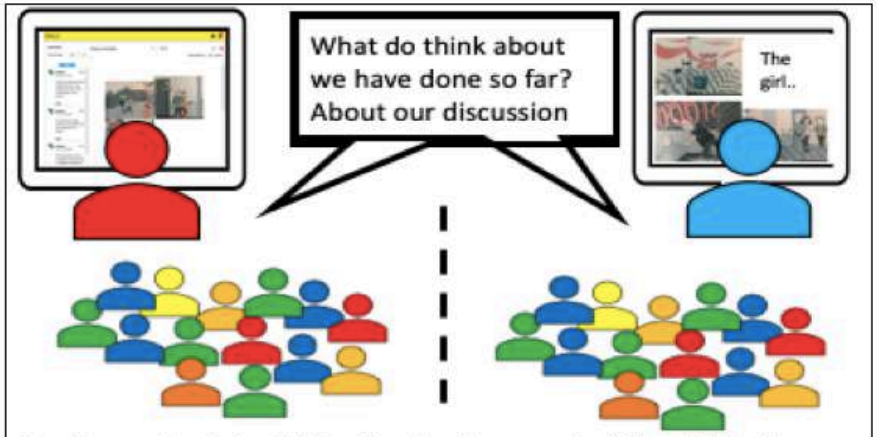


Teacher in Class 1 writes down summaries of classroom's discussion as annoations for Class 2 in the platform.



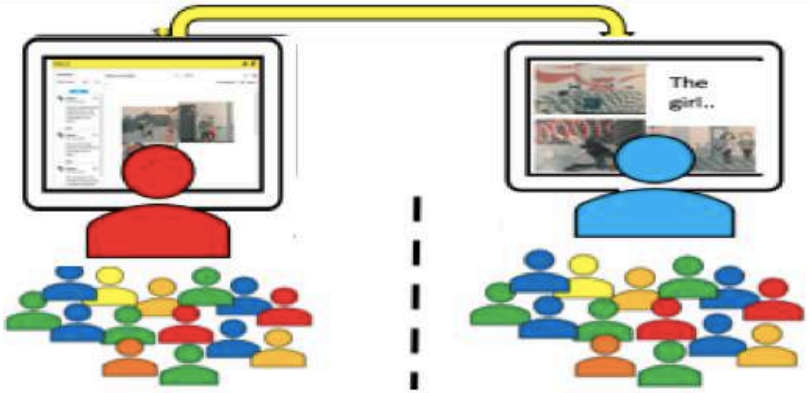
Interclass discussion (16)

Teacher in Class 2 writes down summaries of classroom's discussion as annoations for Class 1 in the Word file. Then, they will upload their pictures and annotations onto the platform.



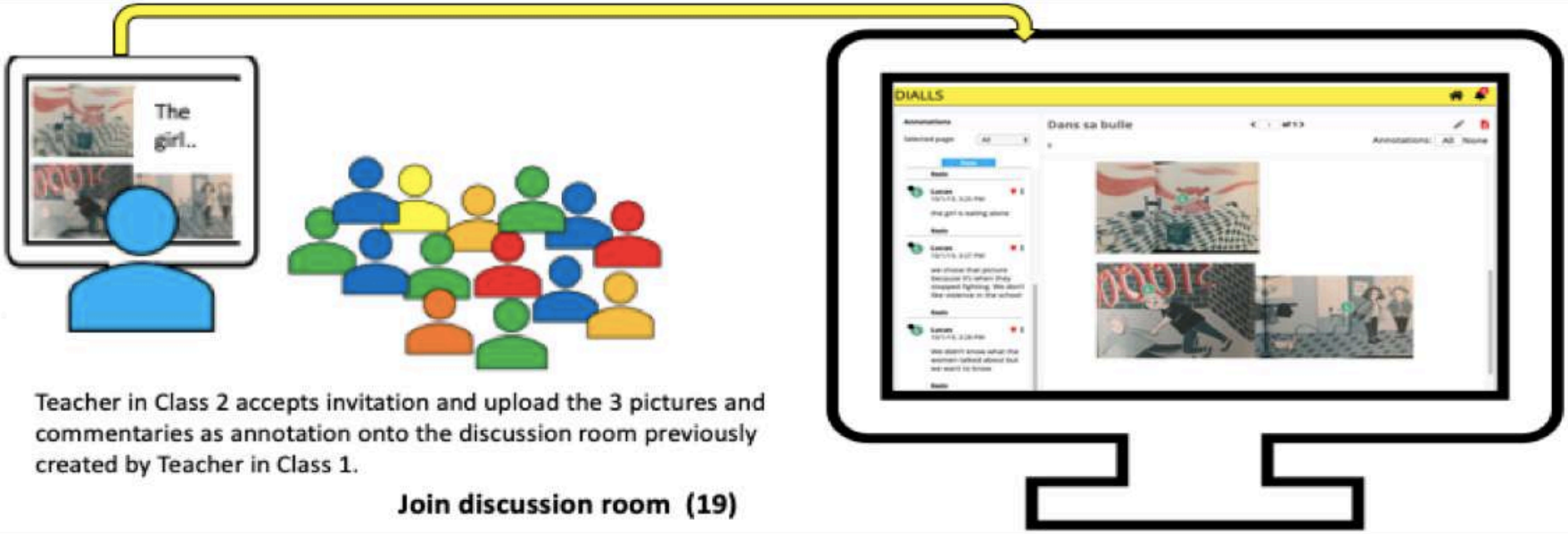
Teachers stimulate children's reflection on what they did in the lesson up to that point. Teachers make question and scaffold children's discussion.

Whole class reflection activity (17)



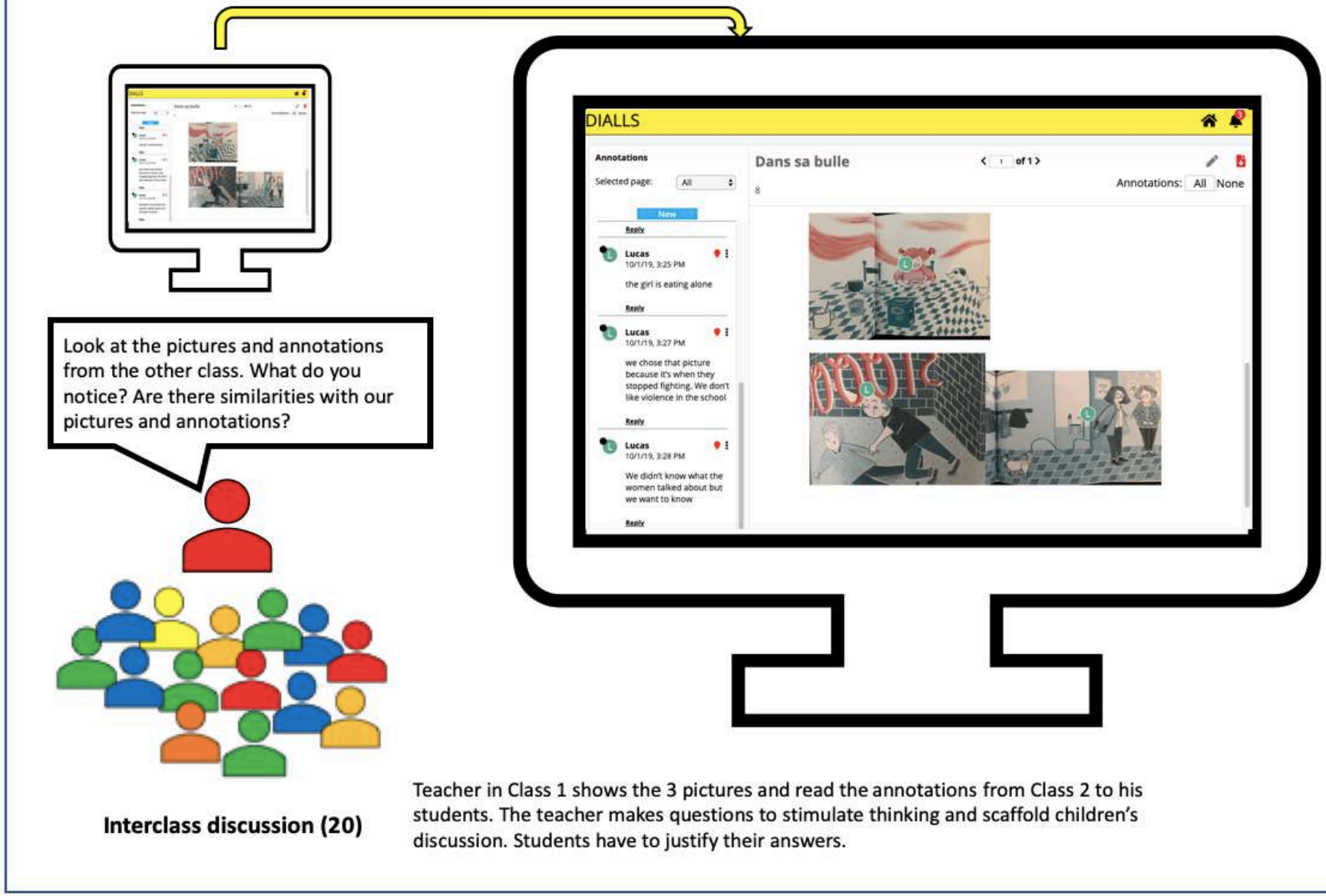
Teacher 1 Class 1 sends invitation message to teachers in Class 2 to join the discussion room and upload the three photographs

Initiation of discussion (18)



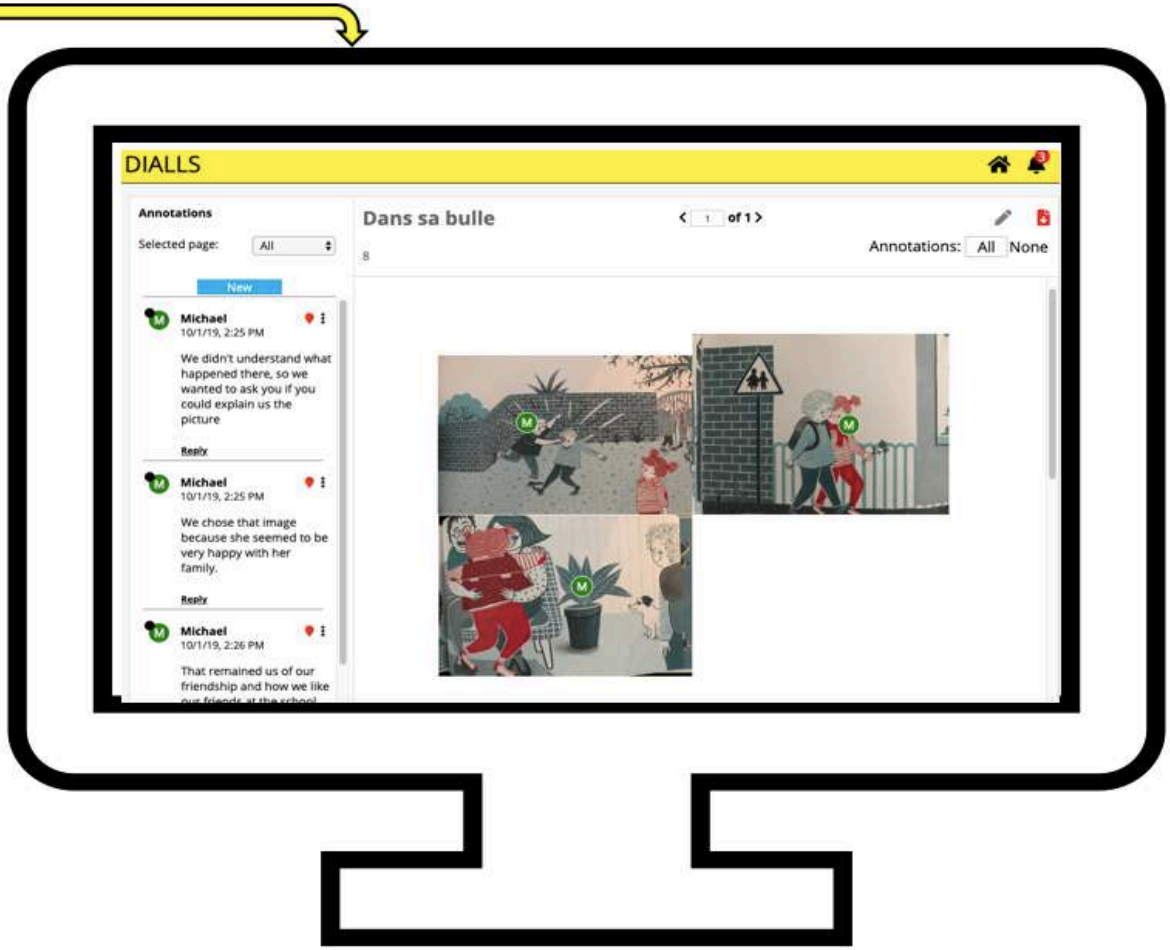
Teacher in Class 2 accepts invitation and upload the 3 pictures and commentaries as annotation onto the discussion room previously created by Teacher in Class 1.

Join discussion room (19)



Interclass discussion (20)

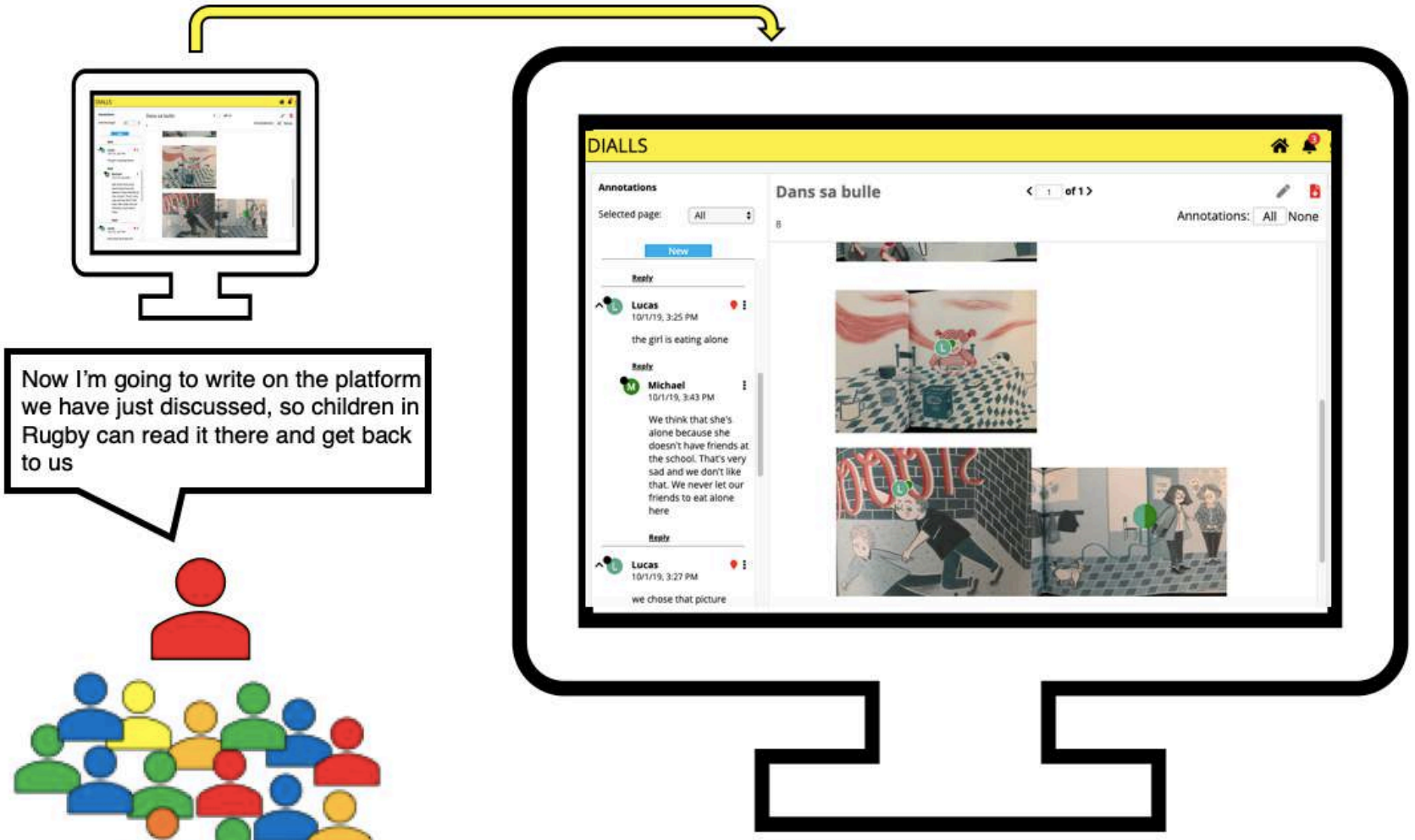
Teacher in Class 1 shows the 3 pictures and read the annotations from Class 2 to his students. The teacher makes questions to stimulate thinking and scaffold children's discussion. Students have to justify their answers.



Look at the pictures and annotations from the other class. What do you notice? Are there similarities with our pictures and annotations?

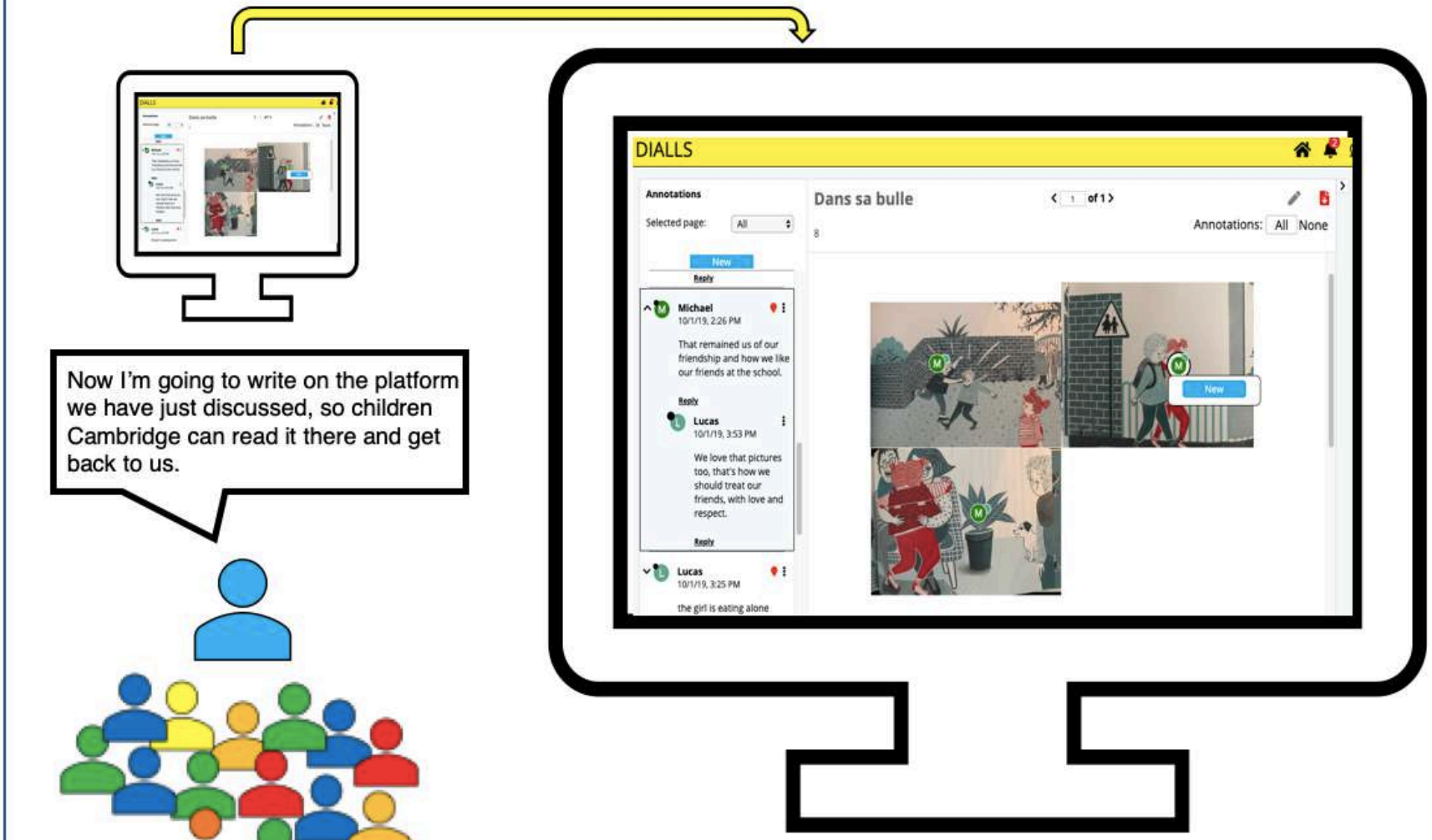
Interclass discussion (21)

Teacher in Class 2 shows the 3 pictures and read the annotations from Class 1 to his students. The teacher makes questions to stimulate thinking and scaffold children's discussion. Students have to justify their answers.



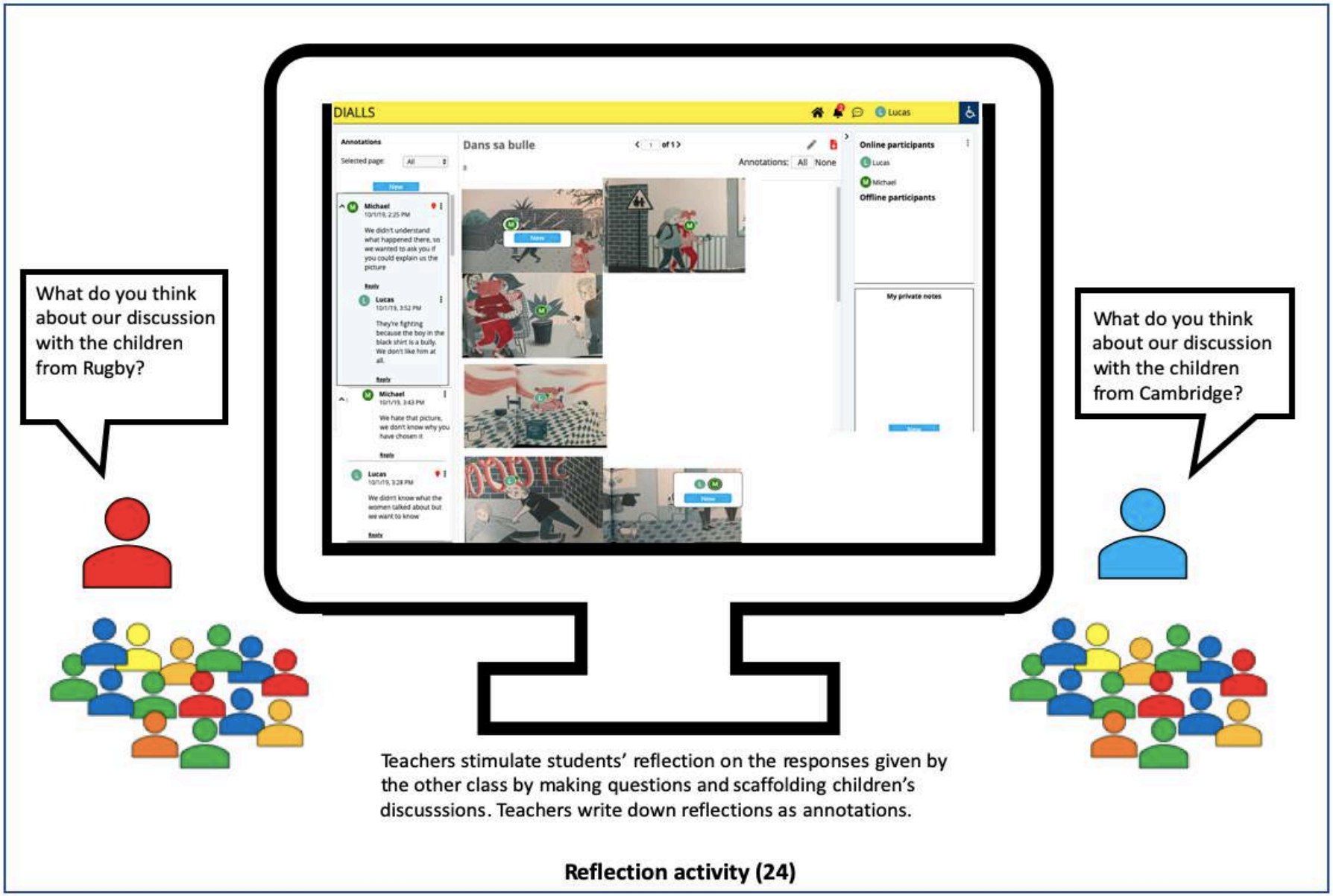
Interclass discussion (22)

Teacher in Class 1 writes down summaries of classroom's discussion as annoations and for Class 2. Steps 19 and 20 have several iterations depending on the length of discussions between classes.



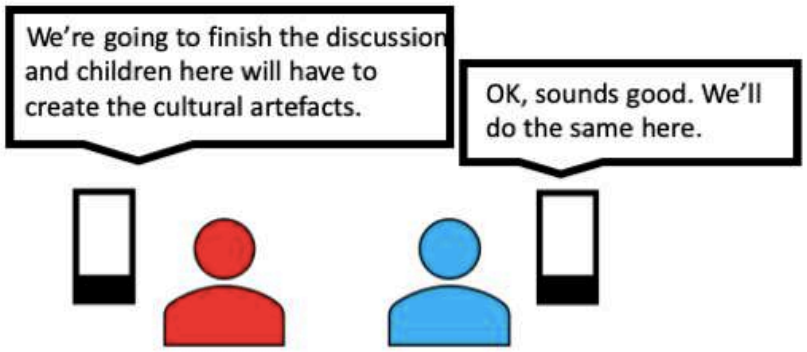
Interclass discussion (23)

Teacher in Class 2 writes down summaries of classroom's discussion as annoations and for Class 2. Steps 23 and 24 have several iterations depending on the length of discussions between classes.



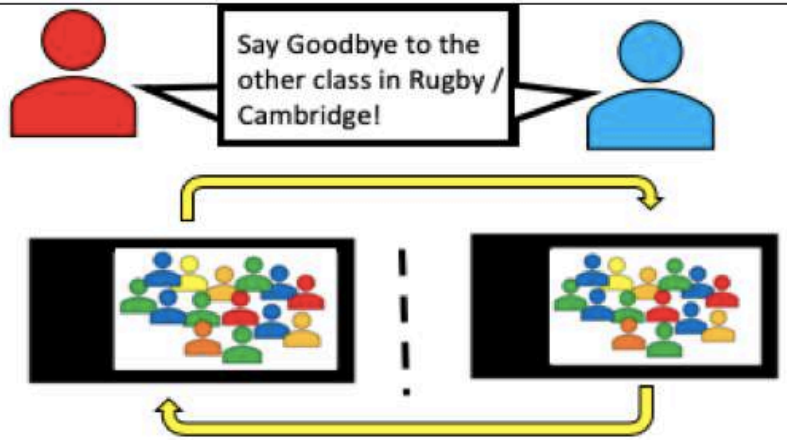
Teachers stimulate students' reflection on the responses given by the other class by making questions and scaffolding children's discusssions. Teachers write down reflections as annotations.

Reflection activity (24)



Teacher in Class 1 informs Teacher in Class 2 that they will move onto the creation of cultural artefacts. Teachers use WhatsApp, Skype, Google Hangouts, etc.

Synchronization (25)



Teachers invite children to say goodbye to the other class. They have a short video call (2'). Teachers use WhatsApp, Skype, Google Hangouts, etc.

Farewell (26)

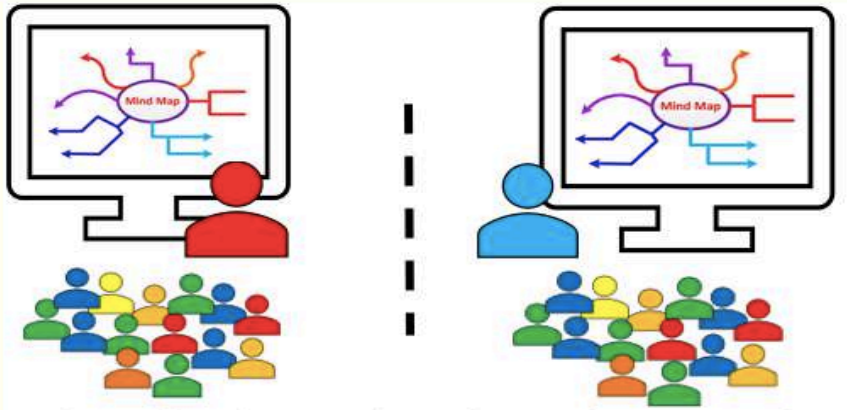
The creation of cultural artefacts (27), their digitalization (28) and sharing with the other class (28 follow the procedure as described for blended online pedagogical scenario #1, steps 22, 23, and 24.

4.3 Online pedagogical scenario #3

Cultural text: Free Art
Summary: 14/15 yr children / Multilingual (across-country) / asynchronous platform use

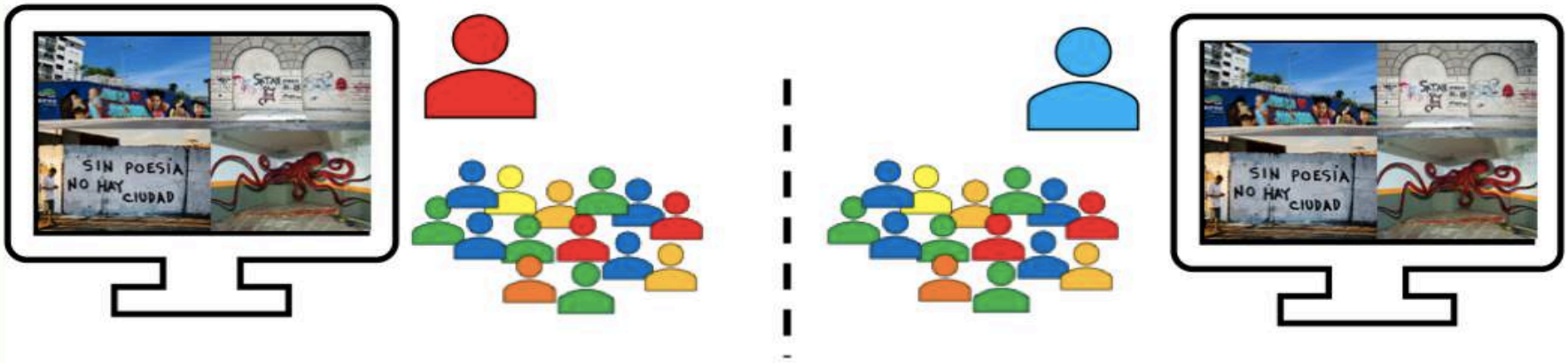
Platform roles:
(i) **Platform role #1: Picture upload.** Teachers upload photo of the whole class and selected images taken from Template (see original lesson plan)
(ii) **Platform role #2: Film upload**. Teachers upload film onto discussion room.
(iii) **Platform role #3: Student justification annotation.** Teachers record student justifications (of choice of image selection) as annotations;
(iv) **Platform role #4: Translation of annotations**. Teachers use embedded automatic translation function to translate annotations;
(v) **Platform role #5: Cultural artefact upload**. Teachers upload cultural artefact to share with the other class;
(vi) **Platform role #6: Notification function**. Teachers inform each other about the tasks they have completed.

The coordination (1) and synchronisation (2) of the asynchronous lesson follow the procedure described for blended online pedagogical scenario #1, see steps 1 and 2



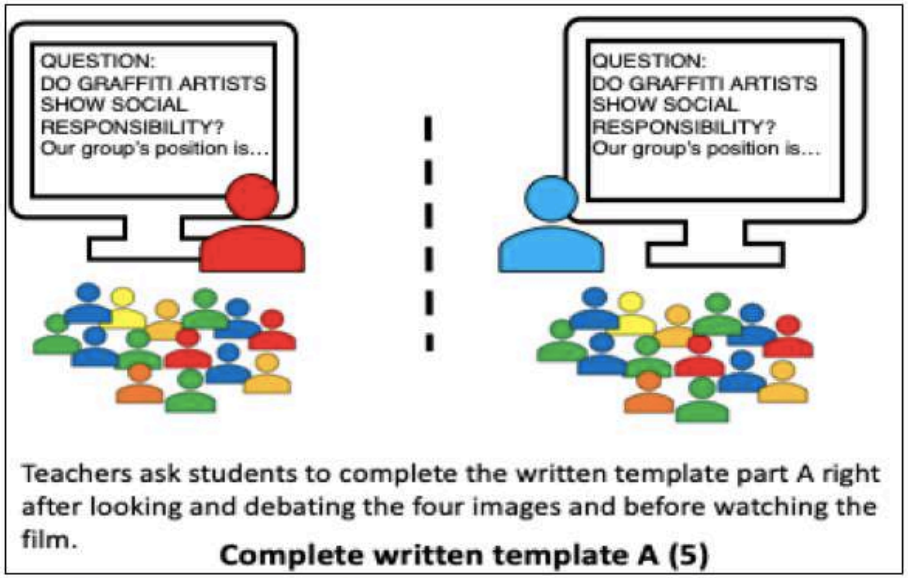
Teachers guide students in a short exploratory discussion regarding the meaning of social responsibility. Students will brainstorm ideas and teachers will write them down in the form of a conceptual map

First debate on social responsibility (4)



Teachers upload and share image from the template. Teachers show the four images from the template in a large screen.

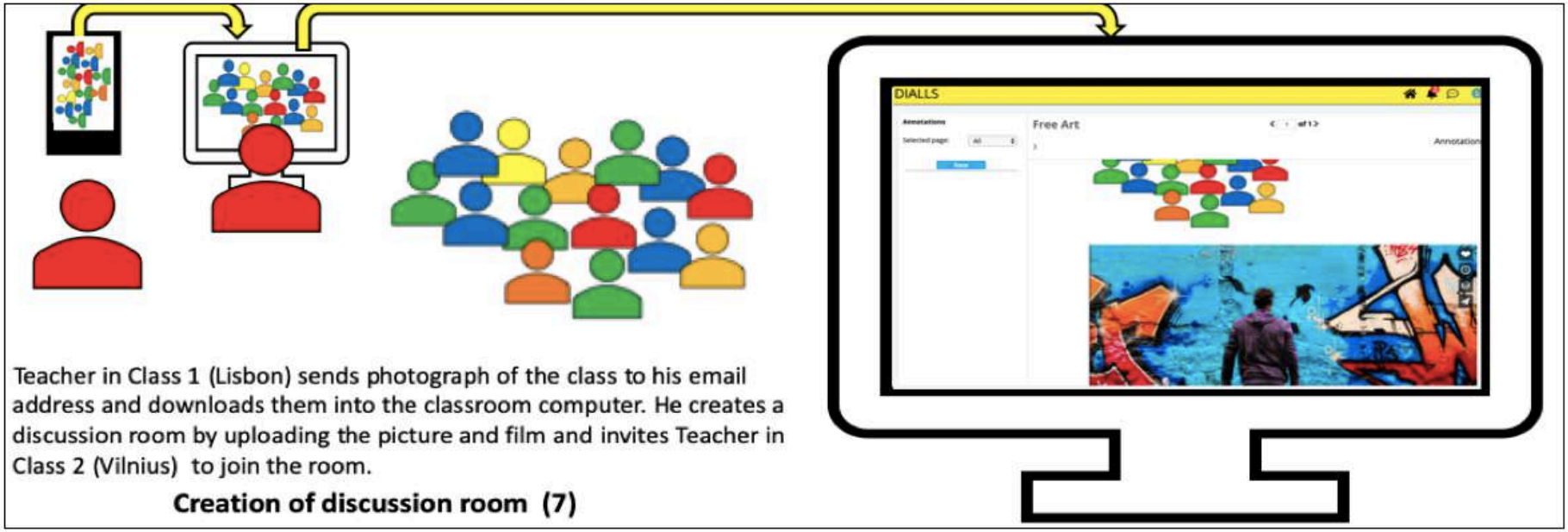
Presentation of four images from templates (3)



Teachers ask students to complete the written template part A right after looking and debating the four images and before watching the film.

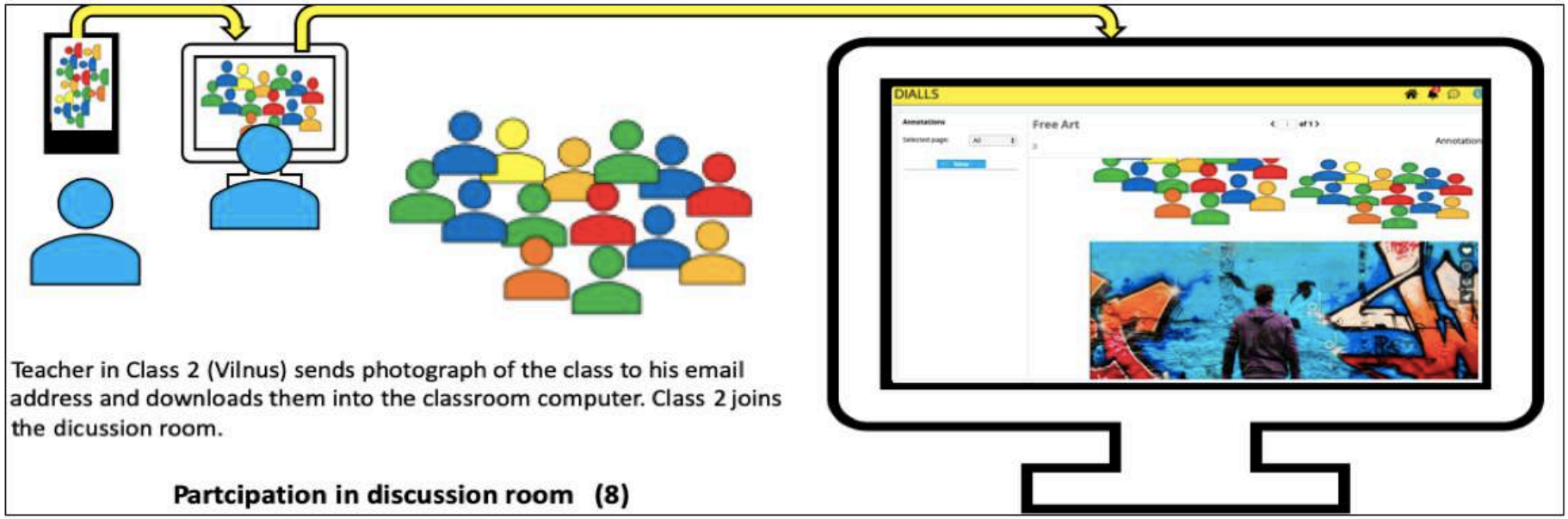
Complete written template A (5)

Class presentation (6) follows the procedure as described for blended online scenario #2, step 3.



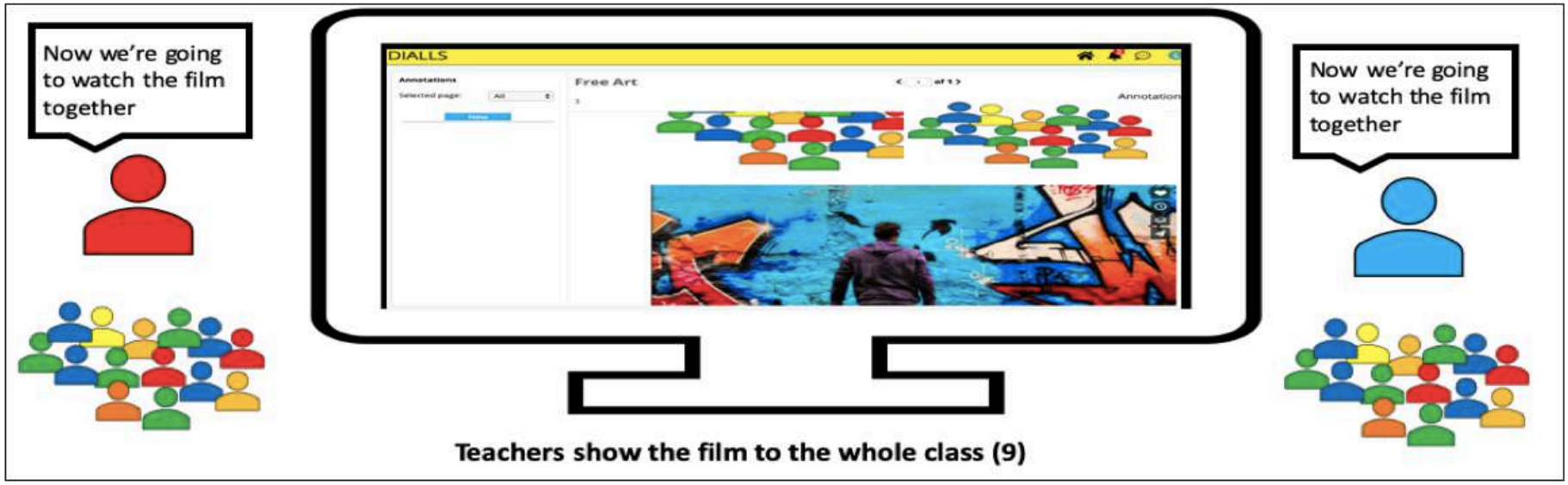
Teacher in Class 1 (Lisbon) sends photograph of the class to his email address and downloads them into the classroom computer. He creates a discussion room by uploading the picture and film and invites Teacher in Class 2 (Vilnius) to join the room.

Creation of discussion room (7)

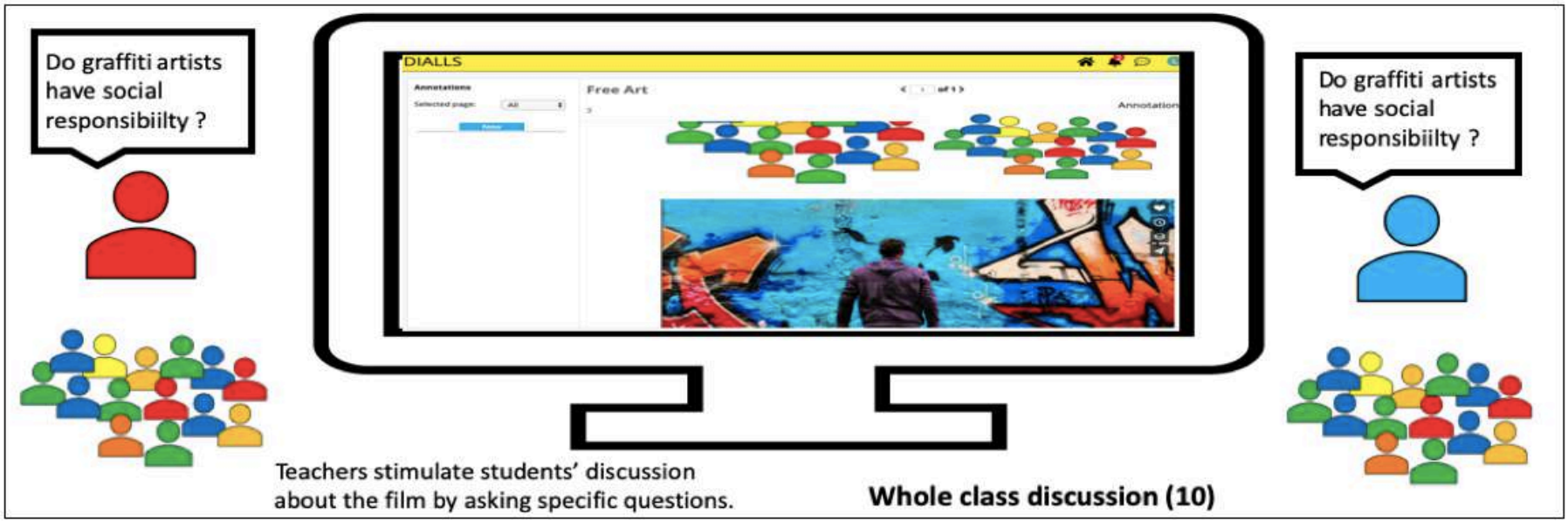


Teacher in Class 2 (Vilnus) sends photograph of the class to his email address and downloads them into the classroom computer. Class 2 joins the dicussion room.

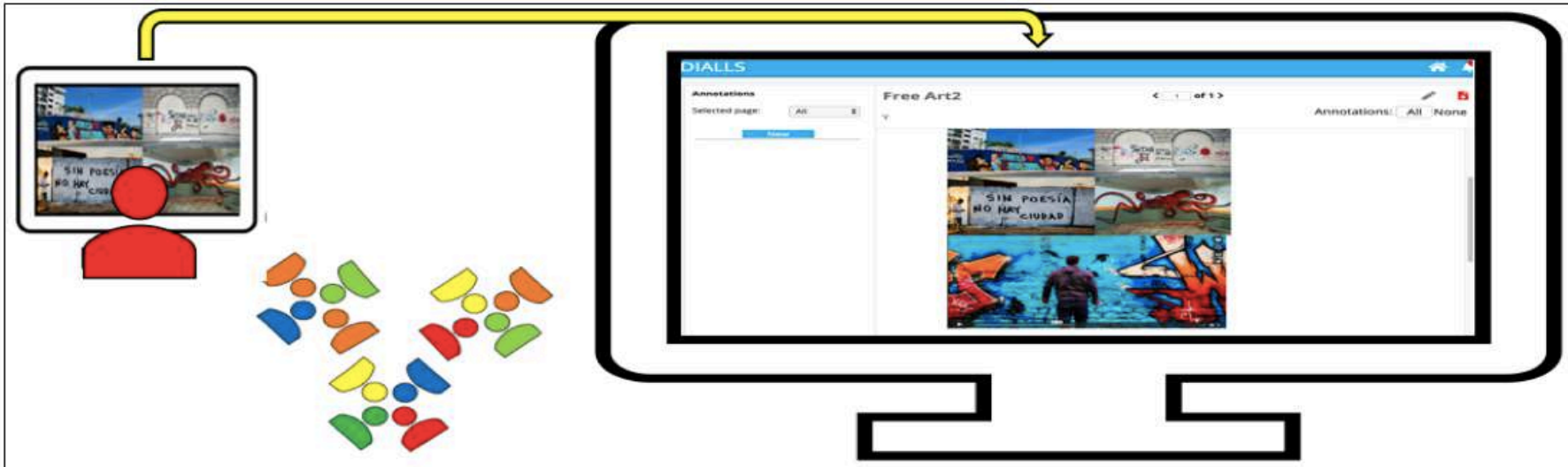
Partcipation in discussion room (8)



Teachers show the film to the whole class (9)


Do graffiti artists have social responsibiilty ?
DIALLS
Free Art
Do graffiti artists have social responsibiilty ?
Teachers stimulate students' discussion about the film by asking specific questions.
Whole class discussion (10)

Now you will form groups of 4 and write down ideas about the film
DIALLS
Free Art
Now you will form groups of 4 and write down ideas about the film
Students discuss among them the film and write down ideas in a sheet of paper
Group discussion (11)



Teacher in Class 1 (Lisbon) uploads the four images onto the existing discussion room

Upload four images onto discussion room (12)

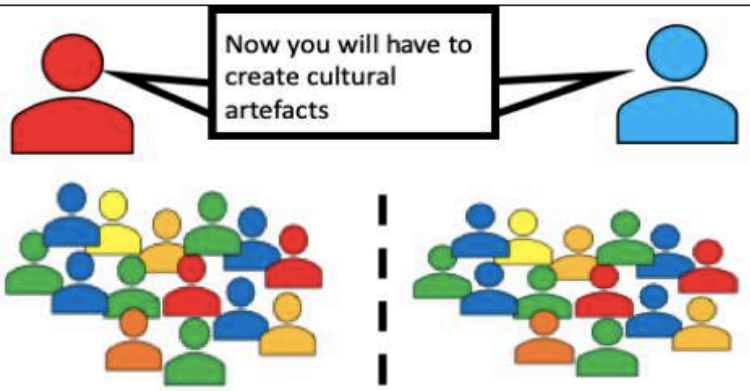
Students are given the four images of graffites that manifest different degrees of social responsibililty. Each group has to choose the image that best represents their position and explain why.

Group discussion – four images (13)

Deepening and sharing activity (14)

Teachers make annotations on the pictures of the graffites that each group selected as most representative of their position. A discussion is led about the variety or not of group choices.

The next steps in the scenarios follow the steps described for blended online pedagogical scenario #1. Translation (15) follows step 16. Interclass discussion (16-19) follows steps 17-20 and Reflection activity (20) follows step 21.



Students in groups will have to visit places in their city and take photos of graffites that fulfil (or not), in their perspective, the concept of social responsibility) .

Cultural artefact (21)

Teachers tell students to send the photos to their email address, so they can be uploaded onto the discussion room. Teachers inform each other when their classes finish the step.

Share cultural artefact (22)

4.4 Online pedagogical scenario #4

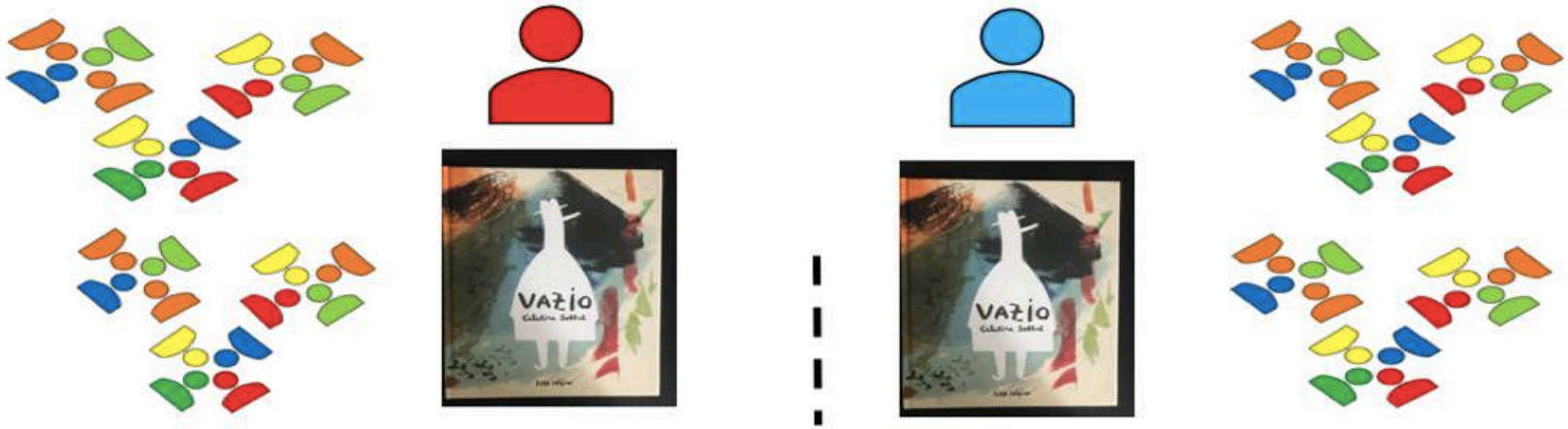
Cultural text: Vazio [Emptiness]
Summary: 14/15 yr children / Monolingual (within-country) / synchronous platform use

Platform roles:
(i) **Platform role #1: Picture upload.** Teachers upload photos selected from picturebooks (in each class), resulting from teacher-led classroom discussion, students' reasons for choosing photos;
(ii) **Platform role #2: Annotation of student motives for selecting pictures and justification.** Teacher recording of students' explanations and justifications (of choice of pictures) as annotations;
(iii) Platform role #3: **Students' exchange of questions and answers.** Students working in groups write questions, and answers to other students' questions as annotations.
(iv) **Platform role #4: Cultural artefact upload**. Teachers uploads cultural artefact to share with the other class;
(v) **Platform role #5: Notification function**. Teachers inform each other about the tasks they have completed (Synchronization).

Coordination (1), synchronisation (2) and class presentation (3) follow the same procedure as described in blended online pedagogical scenario #2, steps 1, 2 and 3.

Teachers shows and share the book. They introduce the lesson activities.

Presentation of picturebook (4)

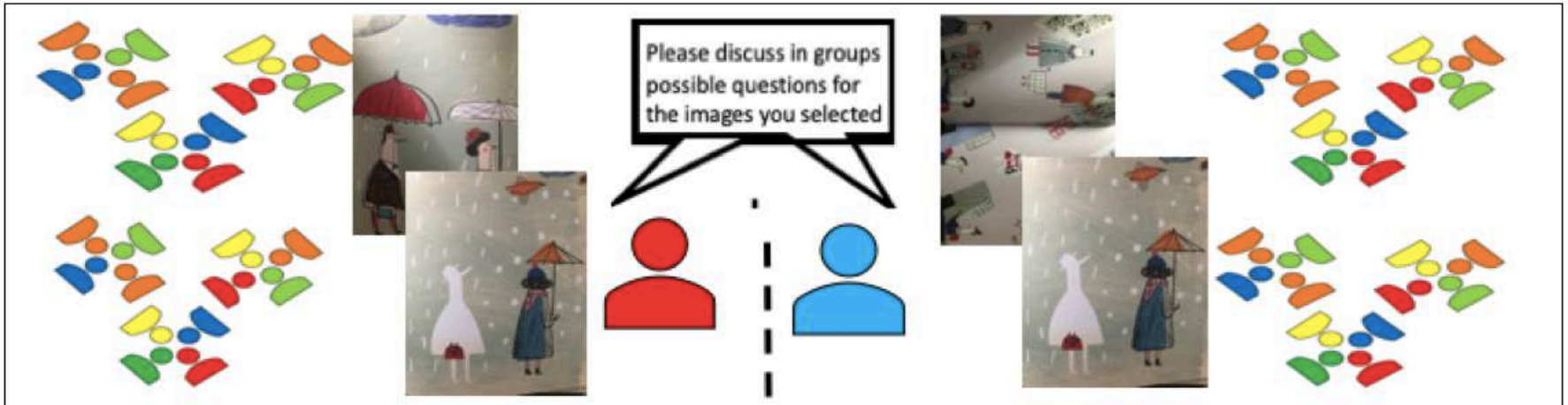


Teachers distribute copies of the picturebook and ask students to explore the wordless text, reflect upon its content and choose two images that they consider to be the most representative of what the book means to them.

Picturebook and group exploration (5)

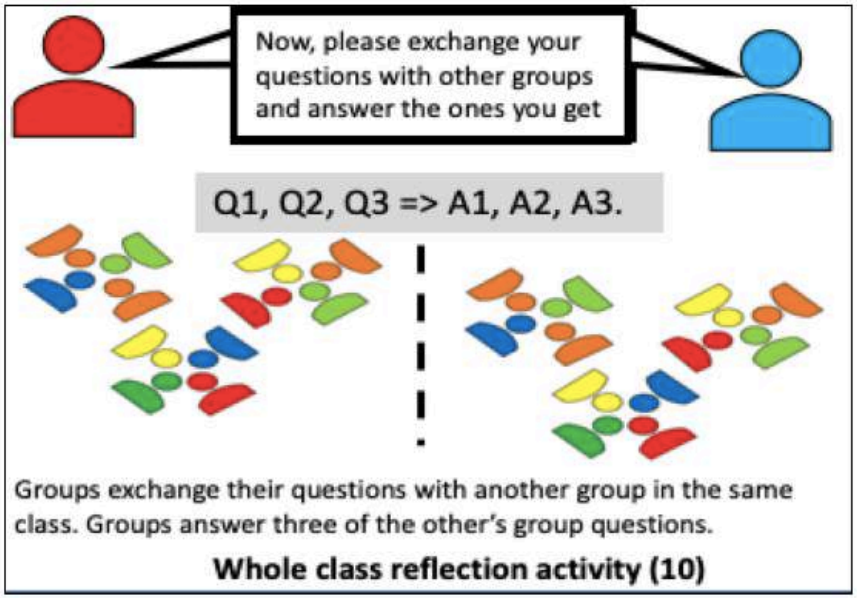
Selection of images (6) follows the same procedure as described for blended online pedagogical scenario #2, step 9.

Synchronisation (8), creation of discussion room (9) follows the same procedure as described for blendend online pedagogical scenario #2, steps 10, 11.



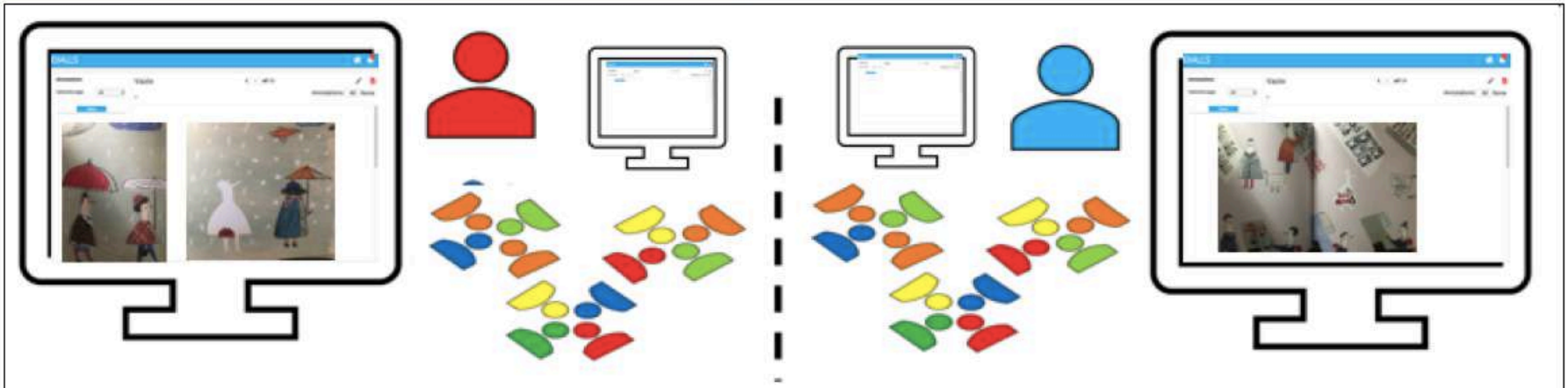
Teachers ask students working in groups to come up with six questions each. Questions should be around the meanings hidden in the images they selected. Students have to write down questions for each selected images.

Group discussion (7)



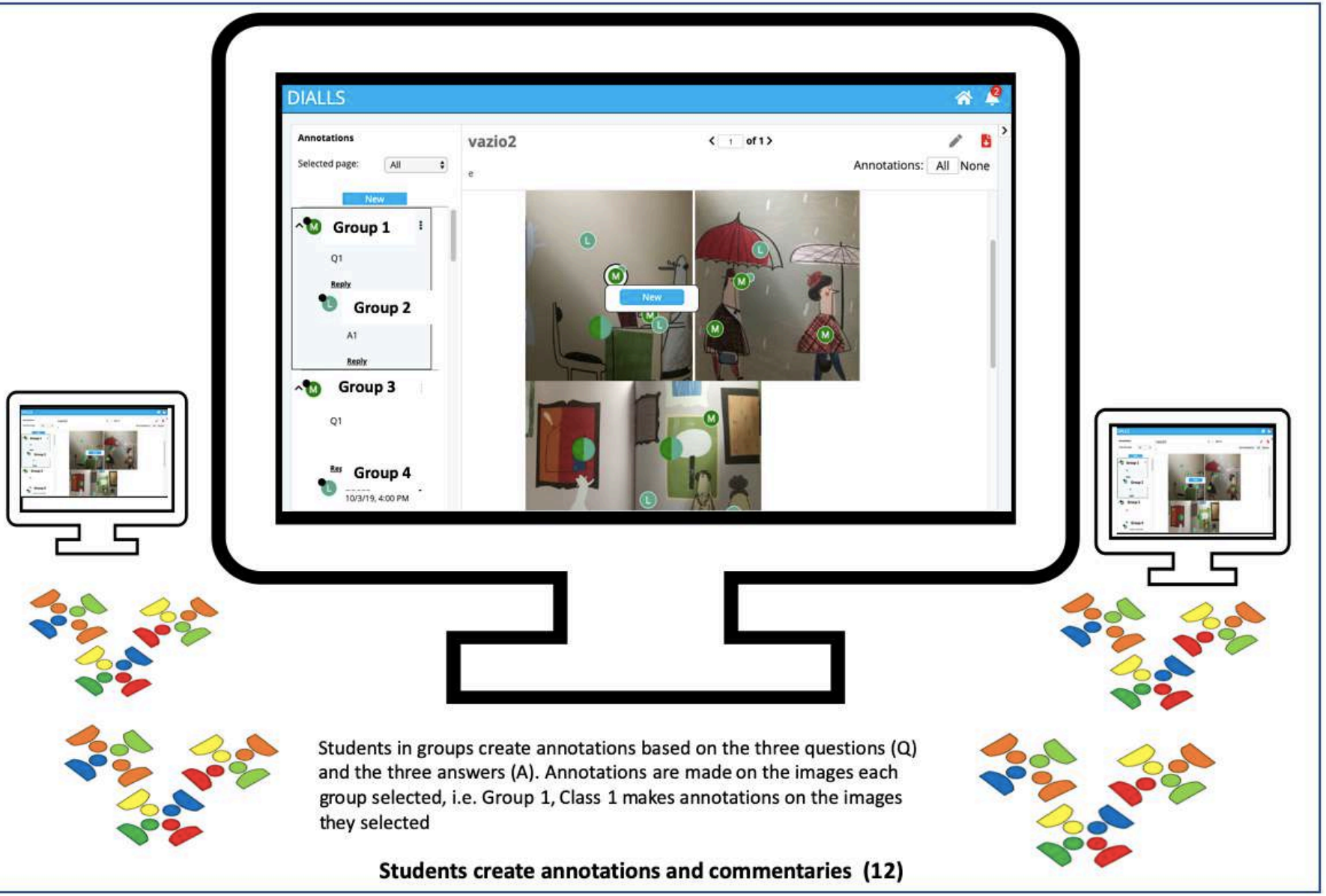
Groups exchange their questions with another group in the same class. Groups answer three of the other's group questions.

Whole class reflection activity (10)



Teachers invite groups of students to join the discussion room. Students will have to upload the images onto the room

Teachers invite groups of students to join the discussion room (11)

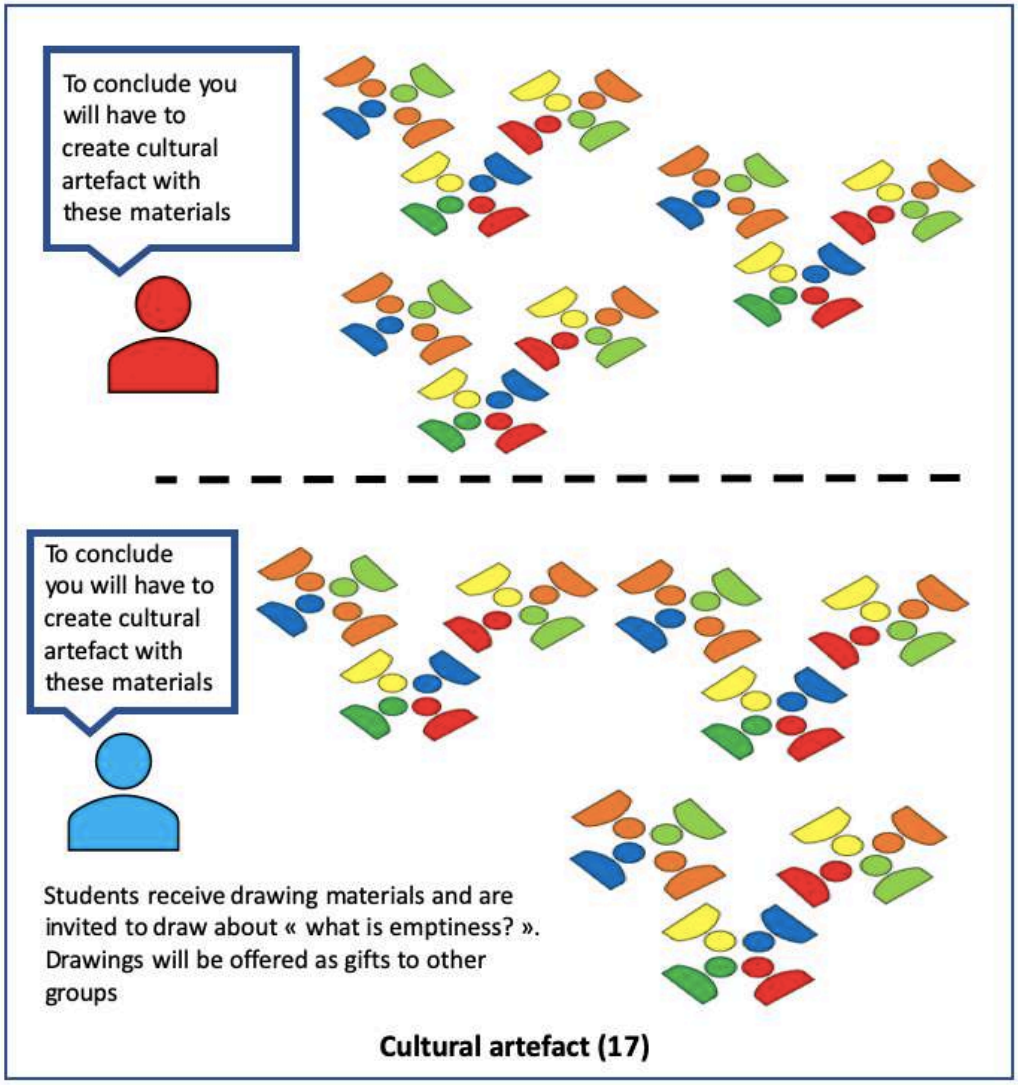


Students in groups create annotations based on the three questions (Q) and the three answers (A). Annotations are made on the images each group selected, i.e. Group 1, Class 1 makes annotations on the images they selected

Students create annotations and commentaries (12)

Synchronisation of the discussion room (13), interclass discussion (14), whole class reflection, synchronisation before terminating discussion (15), and farewell (16) follow the procedure as described for blended online pedagogical scenario #2, steps 10, 23-26. However, the interaction is not mediated by teachers here.

The creation of cultural artifacts (18) digitalization (19) and sharing (20) with the other class follow the procedure as described for blended online pedagogical scenario #1, steps 22-24.



Cultural artefact (17)

5. General summary

The improvement in the design and usability of the DIALLS platform (version 1 and version 2) and the adaptation of lessons 6-15 into blended online pedagogical scenarios have been our main activities between February and September 2019 (M0-M17). These are the activities reported in this deliverable. Blended online pedagogical scenarios will be implemented in schools across the DIALLS project consortium from November 2019 onwards.

In Section 2 we presented the outcome of our participation in several testing sessions of the DIALLS platform v1 that took place in Jerusalem and Tel-Aviv in March 2019. Such testing sessions were essential for the improvement of the platform in terms of design and usability before the user studies conducted with teachers in Cyprus, Germany, Lithuania, Portugal and the United Kingdom in June and July 2019. That is, **our objective was to provide teachers with an adequate and user-friendly computer system to complete the sub-set of blended online pedagogical scenarios included in OSTEAKIT**. Our assessment of the DIALLS platform v1 included: i) **a group-based expert walkthrough**, ii) **several focus group sessions with HUJI team members**, iii) **a large-scale testing session with undergraduate students** in Education at the Hebrew University of Jerusalem and iv) **a co-design session with UNIC team members** in Tel-Aviv. Our own experiences as experts in the assessment of socio-technical systems along with the feedback provided by participants in the focus groups, the testing session with 73 students and the co-design session with UNIC (as WP3 lead partner) enabled us **to identify and report 12 issues related to the platform's usability**. We prepared an internal report with a description of those 12 issues and proposed solutions for most of them. We sent this report to HUJI in mid-April 2019. HUJI and their team of software developers analyzed our suggestions and completed the modifications that they considered to be feasible considering time and budget constraints. It is to be noted that **WP6 does not have a computer science research partner** but rather research partners (CNRS and HUJI) with proven international expertise in educational technology. Between April and June HUJI worked on the implementation of those modifications. **The updated version of the DIALLS platform (DIALLS platform v2) was the system used by teachers to complete OSTEAKIT in 5 countries in June and July 2019.**

In Section 3 we described **OSTEAKIT** as the tool we developed to test i) **the DIALLS platform v2 and ii) a sub-set of blended online pedagogical scenarios with teachers**. Twenty-one teachers in workshops that were coordinated locally, by DIALLS researchers in Cyprus (UNIC), Germany (WWU), Lithuania (LUES), Portugal (NOVA) and the United Kingdom (UCAM) completed OSTEAKIT between June and July 2019. OSTEAKIT had three main parts. In the first part teachers were asked to complete a sub-set blended online pedagogical scenarios. In the second part, they were instructed to complete a general System Usability Scale (SUS) questionnaire that we used to measure the usability of the DIALLS platform v2 in relation to the teachers' general user experience. In the third part of OSTEAKIT, teachers were asked to respond to a series of open-ended questions about the DIALLS platform v2 and the sub-set of the blended online pedagogical scenarios. The analysis of the completed SUS questionnaires indicated that **teachers would want to use the DIALLS platform** in their classroom but mentioned that the **platform was not easy to use and that they would want to receive further training** particularly related to the completion of the blended online pedagogical

scenarios. Our systematic analyses showed teachers' concerns about the DIALLS platform v2. Many of them responded that the platform **did not contribute to the achievement of the pedagogical goals** as described in the lesson plans and the blended online pedagogical scenarios. Teachers explained what functions should be added and how existing tools could be modified to improve the platform so it can support the pedagogical goals as described in lessons 6-15. A full description of issues is presented in table 2. Additionally, teachers referred to the different ways to improve the blended online pedagogical scenarios. **We summarized those recommendations in a schema** (Figure 23). Teachers may be able adapt this general schema to the functions and tools that will be available in the future version of the DIALLS platform (DIALLS platform v3). Our analyses included different degrees of importance for the suggested modifications proposed by teachers. This will be a useful feature for HUJI team members when working on DIALLS platform v3. It is important to point out that teachers' responses and our subsequent analyses led to recommendations on how to improve the platform to meet the pedagogical goals of lesson 6-15 but **the actual implementation of all or some of those recommendation will ultimately depend on HUJI's assessment of their feasibility**.

We have realized that the most adequate way to address teachers' expectations with the DIALLS platform is to adopt **a socio-technical system approach** (Cooper & Foster, 1971). This is the result of our work as project partner involved in the design and development of the DIALLS platform, the assessment of its usability and the preparation of the blended online pedagogical scenarios. OSTEAKIT and the adaption of lessons plans into blended online pedagogical scenarios integrating face-to-face and computer-supported collaborative activities was a first step towards that direction. The blended online pedagogical scenarios we produced as illustrations in a **storyboard format** reflect these recommendations. **Illustrations provide concrete instantiations of how teachers and students can successful exploit classroom and technologies ecologies** in lessons 6-15.
A **socio-technical system approach** with clear processes and defined roles (who does what and when) in the classroom and between classrooms **may reduce the burden on the DIALLS platform**. If basic modifications can be made in the near future (e.g. upload multiple file formats at any time during discussions) we are confident that the DIALLS platform will be able to meet users' expectations and support the achievement of the pedagogical goals for lessons 6-15. This will occur if we consider the DIALLS platform as another component of larger socio-technical system that relies on a web of mutual dependencies between users, other technologies, and cultural and institutional practices.

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7. Appendices

7.1 Appendix 1: OSTEAKIT

Background

The purpose of this document is to present the **Online Scenario Teacher Evaluation Kit** (OSTEAKIT, hereafter). We (CNRS) invite researchers at DIALLS project partner institutions responsible for data collection to implement OSTEAKIT with their teachers. By online scenarios we refer to the "blended" (face-to-face and computer-supported) version of the lesson plans that WP3 partner institutions are currently developing for lessons 6-10 (synchronous communication) and 11-15 (asynchronous communication) and different age groups (5-6, 8-9 and 14-15-years old students). Teachers' feedback on the DIALLS Platform and a subset of those lesson plans transformed into blended online scenarios is essential for the successful completion of **Deliverable 6.3** ("Online Pedagogical Scenarios", Lead partner: CNRS; deadline for submission: 30/09/2019). The online scenarios that we include in OSTEAKIT (see Appendix) have been validated for consistency by UNIC in collaboration with the other partners involved in WP3.

OSTEAKIT – General objectives

This workshop concerns the use of the DIALLS Platform which is an Internet-based educational tool currently being under development by WP6 DIALLS partner institutions (CNRS and HUJI). The DIALLS Platform will support the communication between classes located in different locations within the same country and different locations in different countries. The goal of the workshop is to present the DIALLS Platform to the teachers so they can assess its usability and educational relevance and invite teachers to define a set of blended online scenarios that they consider to be practicable, feasible and educationally relevant.

OSTEAKIT is organized in a modular fashion into six complementary sections:

- Part A contains **the general instructions** that we invite DIALLS researchers to follow when completing OSTEAKIT with their teachers in their respective countries.

- Part B includes **six online scenarios (see Appendix)**, three for lessons 6-10 (one per age group) and another three for lessons 11-15 (one per age group). We thus added two online scenarios for age group. The additional criteria we used to define this subset of lesson plans for the developing of online scenarios were that: i) they should be about different themes (e.g. empathy, social responsibility, and being European, etc.); and that ii) they could be supported by the latest available version of the DIALLS Platform as developed by WP6. The transformation of lesson plans into online scenarios followed the general guidelines set in i) the collaborative design workshop held in Paris in September 2018; ii) the UCAM, CNRS and HUJI meeting hosted in

Cambridge in November 2018; and ii) the CNRS, HUJI and UNIC meeting organized by HUJI in Tel Aviv in March 2019. A detailed report of (i) and (ii) was included in Deliverable 6.1[1]**. DIALLS partners will have to complete two online scenarios only**. We have already informed DIALLS partners which are the two online scenarios they should complete in order to avoid having several partners working on the same ones.

- Part C (individual task) presents the general **System Usability Scale** questionnaire (SUS) that we will use to measure the usability of the DIALLS Platform in relation to the teachers; and researchers' general user experience with the platform (e.g. interface design, consistency and simplicity). SUS[2] is a standardized 10-item Likert scale questionnaire that provides an at-a-glance look at the ease of use (or lack thereof) of DIALLS Platform. Part C also includes a text box where teachers can add any comments they have on the DIALLS Platform.

- Part D (group task) contains a **questionnaire** specifically related to the online scenarios included in Part B (see Appendix) to be completed by teachers and researchers (2 online scenarios per DIALLS partner). We will use this to obtain teachers and researchers' feedback on the online scenarios. Part D should be completed as a group but please keep in mind that we are interested in gathering as many ideas/responses as possible from each DIALLS partner. Feedback will be mainly about their opinions about the educational value and relevance of carrying out those computer-supported blended scenarios. Basically, what does the platform bring to the classroom activities in your school/institution? Part D also invites teachers and researchers to suggest changes to the existing online scenarios and to propose alternative ways of using the DIALLS Platform in the form of new scenarios or new functionalities to support.

- Part E gives researchers at DIALLS partner institutions conducting the workshop with teachers to write a **short report summarizing any other matter related to the use of the DIALLS Platform and the online scenarios**. The items that researchers include in Part E may correspond to elements not covered by Parts C (SUS questionnaire) or Part D (group discussion). OSTEAKIT will be implemented at different institutions in several EU countries and Israel, therefore, we believe it is important to provide a space where researchers can freely comment on any other aspect of workshop conducted at their specific institution. Whenever possible, we also encourage researchers to add basic demographic information about the teachers (e.g., age, gender, education and employment), what role (teacher or student) did they play in the online scenarios and include a photograph of the group.

- Part F includes a checklist that researchers may want to use to ensure that we receive the all the information needed from each DIALLS partner

[1] Deliverable 6.1 can be found here: https://dialls2020.eu/wp-content/uploads/2019/02/WP6_Deliverable-6.1_FINAL-submitted-version.pdf.
[2] Further information about the SUS questionnaire can be found here: https://en.wikipedia.org/wiki/System_usability_scale.

Part A

Instructions. In this section we present the specific list instructions that we recommend DIALLS researchers (hereafter, researchers) to follow when completing OSTEAKIT with their teachers[3]:

1. Researchers translate OSTEAKIT into their own languages if teachers are not proficiently enough in English. The modular organization of OSTEAKIT will facilitate translations.

2. Researchers recruit two or more of the teachers they work with in their respective institutions. **Teachers are informed that the total duration of the workshop will not last more than two hours**. Researchers should follow European and national ethical guidelines for the recruitment of teachers.

3. Researchers present the **objectives of the workshop**. For example, researchers explain that the goal of the workshop is to introduce the platform to one of its users (teachers) so they can assess the platform's usability and educational relevance of the online scenarios. **Basically, what does the platform bring to the teaching/learning experience in the classroom?**

4. Researchers **explain each of the parts of OSTEAKIT** that teachers should complete.

5. Researchers give **brief demonstration of the platform** (e.g., how to create a discussion rooms, upload wordless texts and make annotations and comments on the text).

6. Teachers and researchers play either role of teacher or students according to the online scenarios, and together work **through the parts of the two online scenarios that they have been previously assigned by the CNRS team.**

7. Teachers and researchers **may want to discuss the parts of the two online scenarios that do not involve using the DIALLS platform.** This will enable teachers and researchers to follow the planned sequence of activities as they will occur in the actual class.

8. Teachers and researchers complete individually the SUS questionnaire (Part C) and collectively the group discussion (Part D). Researchers may want to encourage teachers to answer Part C2 with much information as possible. **Please keep in mind that Part D should be completed as a group (brainstorming)** but we are interested in receiving as many ideas/answers as possible.

9. Researchers write a **short report** of the workshop (Part E).

[3] CNRS and HUJI team members will organize an online hands-on demonstration of the current prototype of the DIALLS Platform. The online hands-on demonstration and short video tutorial will be provided in English.

10. Researchers translate the answers that were not given in English and send back the completed OSTEAKIT to the CNRS team (see Part F: Checklist).

Part B (Group task)

Online scenarios. You will have to do as a group the **activities included in the two of the six online scenarios** (see Appendix) that **only involve the use of the DIALLS Platform**. We have already informed DIALLS partners which are **the two online scenarios they should complete in order to avoid having several partners working on the same ones**. Please do Part C (individual task) and Part D (group task) after completing the activities included in your online scenarios (as a group).

Brief description of the wordless text included in the online scenarios[4]

Cultural text	Age	Type	Topic
Owl Bat Bat Owl (Online scenario #1)	5-6	Synchronous	A family of owls are disturbed when a family of bats come to share the other side of their tree branch. At first the two families have nothing in common and do not want to accommodate each other's needs until a large storm wreaks havoc on the tree.
Balbúrdia [Shambles] (Online scenario #2)	5-6	Asynchronous	A young boy lives in a very messy bedroom cluttered full of toys. He ignores the mess, and it grows and grows, until suddenly it takes on a life of its own. The boy is chased out of the bedroom by the mound of toys, and realizes that he needs to clean up.
Dans sa bulle [In a Bubble] (Online scenario #3)	8-9	Synchronous	The story represents a happy, regular day in the life of a young girl. Some drama enters the narrative when a fight breaks out in the playground. The girl stops the fight and befriends the victim. He visits for tea and the pair bond.
My Museum (Online scenario #4)	8-9	Asynchronous	A little boy visits a famous European art gallery with his mother. He loves walking around on his own, but it isn't always the artwork that catches his attention.
Vazio [Emptiness] (Online scenario #5)	14-15	Synchronous	Mister Empty travels around the town looking to feel fulfilled by different things. Nothing (e.g. work, food, artwork, animals) makes him happy. One day he bumps into someone else who is as empty as he is, and a connection of love is formed between them.
Free Art (Online scenario #6)	14-15	Asynchronous	A man is on a street in an urban area. He spray paints a trio of birds onto the wall, and is amazed when the birds take on a life of their own and fly around the murals and graffiti that adorn the concrete.

[4] All descriptions were taken from the original lesson plans as developed by WP3 as well as the DIALLS Library (see: https://dialls2020.eu/tools-resources/teachers-resources/) and Deliverable D.2.2 "Bibliography of Cultural Texts" (see: https://dialls2020.eu/wp-content/uploads/2018/12/D2.2-Bibliography-of-Cultural-Texts.pdf).

Part C (Individual task)

C1. SUS questionnaire. Based on your experience with the DIALLS Platform today, please check the box that reflects your immediate response to each statement. Make sure you respond to every statement. If you do not know how to respond, simply check box "3". The SUS questionnaire is a standardized 10-item Likert scale questionnaire that provides an at-a-glance look at the ease of use (or lack thereof) of DIALLS Platform.

	Role (teacher or student):	**Strongly disagree** 1	2	3	4	**Strongly agree** 5
1	I think that I would like to use the DIALLS Platform frequently.	☐	☐	☐	☐	☐
2	I found the DIALLS Platform to be simple.	☐	☐	☐	☐	☐
3	I thought the DIALLS Platform was easy to use.	☐	☐	☐	☐	☐
4	I think that I could use the DIALLS Platform without the support of a technical person.	☐	☐	☐	☐	☐
5	I found the various functions in the DIALLS Platform were well integrated.	☐	☐	☐	☐	☐
6	I thought there was a lot of consistency in the DIALLS Platform.	☐	☐	☐	☐	☐
7	I would imagine that most people would learn to use the DIALLS Platform very quickly.	☐	☐	☐	☐	☐
8	I found the DIALLS Platform very intuitive.	☐	☐	☐	☐	☐
9	I felt very confident using the DIALLS Platform.	☐	☐	☐	☐	☐
10	I could use the DIALLS Platform without having to learn anything new.	☐	☐	☐	☐	☐

C.2 Please provide any comments you have about the DIALLS Platform.

■

Part D (Group task)

Group discussion. Please complete this questionnaire as a group based on your recent experience either as teacher, student or both while doing the two online scenarios included in Part B. The researcher in charge at your institution will coordinate the activity.

D1. How does using the DIALLS Platform in the two online scenarios contribute to achievement of DIALLS general objectives (e.g., to understand and develop how children and young people make sense of Europe and its differing cultures)? What does it bring to the teaching/learning experience and DIALLS objectives? Please note what you (group) consider to be the positive and negative aspects of the platform.

■

D2. Would you care to suggest changes to improve the online scenarios? Changes may refer to either the activities, tools/functionalities or both. Please make those changes in the online scenarios Word files using track changes mode.

■

D3. Could you image alternative ways of using the DIALLS Platform? New ways of using the platform may involve the development of new online scenarios and functionalities.

■

Part E

E1. Researchers only. Please summarize **any other matter arising from the workshop** with teachers at your institution. We also encourage researchers to add basic demographic information about the teachers (e.g., age, gender, education and employment), what role (teacher or student) did they play in the online scenarios and include a photograph of the whole group.

■

Part F

F1. Checklist. This is what we expect to receive from DIALLS partners after completing OSTEAKIT.

- Word file versions of Part C (C1 and C2). We need to receive one file for participant, including both researchers and teachers.

- Word file version of Part D (D1, D2 and D3).

- Word file versions of commented online scenarios (2) if applicable.

- Word file version of Part E including basic demographic information and group picture if possible.

Thank you very much for your collaboration in the development of the online scenarios!

7.2 Appendix 2: Coded excerpts

1
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: NOVA Platform suitability Positive
Excerpt Creator: LBietti19
Excerpt Created On: 7/31/2019
Excerpt Range: 7-198
Teachers believed that the Platform contributes to the achievement of DIALLS general objectives, once it promotes and enables dialogue between students amongst different countries and regions
2
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Platform suitability Negative NOVA
Excerpt Creator: LBietti19
Excerpt Created On: 7/31/2019
Excerpt Range: 200-346
However, it also may limit because the discourse is mediated and not in person, which can create some kind of barrier or communication failures.
3
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: NOVA Negative Annotation tool
Excerpt Creator: LBietti19
Excerpt Created On: 7/31/2019
Excerpt Range: 349-574
Problem detected: When an annotation is made on a certain detail on an image/movie still, the icon identifying the person/user who did it, covers the detail, preventing other users from seeing that particular detail properly.
4
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: NOVA Proposed solution
Excerpt Creator: LBietti19
Excerpt Created On: 7/31/2019
Excerpt Range: 575-874
Suggested solutions: replace user icon with a small ball with a certain colour (previously chosen by the members of group/teacher when creating the discussion room or each user choose their own color when entering with the token/email account - add that tool: choose a colour to identify the user)
O
5
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: NOVA Proposed solution
Excerpt Creator: LBietti19
Excerpt Created On: 7/31/2019
Excerpt Range: 876-1179
when a certain detail from an image/movie film is pinpointed, that piece of the image/movie still is automatically “attached” to the comment/annotation made on its regard so that, when other users try to reply, they are able to see the actual detail (and not only the icon - which is what happens now).
6
Title: All data_comments_OSTEAKIT.docx

Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Discussion rooms NOVA Negative
Excerpt Creator: LBietti19
Excerpt Created On: 7/31/2019
Excerpt Range: 1181-1403
Problem detected: End date is not allowed to be on the same day as the beginning date - does this mean that any lesson plan, being synchronous or asynchronous, must last for more than/must have at least 24 hours duration?
7
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: NOVA Proposed solution
Excerpt Creator: LBietti19
Excerpt Created On: 7/31/2019
Excerpt Range: 1404-1570
Suggested solution: the only requirement should be that the end hour is later than the beginning hour - it's the hour and not the date that should be a requirement.
8
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: NOVA New tools
Excerpt Creator: LBietti19
Excerpt Created On: 7/31/2019
Excerpt Range: 1572-1982
Tool adding suggestion 1: create a word/sentences bank with ways of beginning sentences - and its use should be obligatory. This tool would serve as a discursive support in order to avoid over simplification of discourse, vague and shallow answers, very common in students this age. This will also help promote a more richer, coherent and well structured discourse, given the students more tools to help them
9
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: NOVA New tools
Excerpt Creator: LBietti19
Excerpt Created On: 7/31/2019
Excerpt Range: 1993-2268
Tool adding suggestion 2: add a library column where students from each class can upload their artefacts (responses to cultural texts and activities) so that each class can see each other's results of their interaction. Those artefacts will later be moved to DIALLS library.
10
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: NOVA New tasks Blended online scenarios
Excerpt Creator: LBietti19
Excerpt Created On: 7/31/2019
Excerpt Range: 3568-3916
Using the Platform, teachers said that students could use the uploaded film and each group could choose 6 relevant moments that support their point of view ("yes", graffiters have social responsability, or "no", graffiters don't have social responsability). And then share it with the whole class and/or with the students from other region/country.
11
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019

Codes Applied: LUES Negative Platform suitability Time management
Excerpt Creator: LBietti19
Excerpt Created On: 7/31/2019
Excerpt Range: 3929-3994
User unfriendly platform, you cannot perform actions intuitively.
12
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: LUES Negative Platform suitability Time management
Excerpt Creator: LBietti19
Excerpt Created On: 7/31/2019
Excerpt Range: 3996-4040
The use of this platform is time consuming.
13
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: LUES Platform suitability Negative Discussion rooms Blended online scenarios
Excerpt Creator: LBietti19
Excerpt Created On: 7/31/2019
Excerpt Range: 4042-4203
Much attention is focused on technicalities (creation of three discussions, file creation and uploading, etc.), therefore, undermining the content of the lesson.
14
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: LUES Negative Blended online scenarios Teachers' skills Time management
Excerpt Creator: LBietti19
Excerpt Created On: 7/31/2019
Excerpt Range: 4205-4331
Using the platform all throughout the lesson seemed too troubling, having in mind teachers capabilities to use the platform.
15
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: LUES Negative Time management
Excerpt Creator: LBietti19
Excerpt Created On: 7/31/2019
Excerpt Range: 4332-4392
Working on the platform (technicalities) takes too much time
16
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: LUES Negative Platform suitability
Excerpt Creator: LBietti19
Excerpt Created On: 7/31/2019
Excerpt Range: 4396-4508
The use of the platform is barely connected to 3 main concepts of the project (empathy, tolerance and inclusion)
17
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: LUES Negative Platform suitability
Excerpt Creator: LBietti19
Excerpt Created On: 7/31/2019

Excerpt Range: 4510-4598
I think it will be impossible to run a discussion and use the platform at the same time.
18
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Platform suitability LUES Negative Upload files tool Discussion rooms
Excerpt Creator: LBietti19
Excerpt Created On: 7/31/2019
Excerpt Range: 4600-4695
The platform is complicated to use because of creation of several discussions, uploading files.
19
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Platform suitability Negative Discussion rooms Upload files tool Word files
Excerpt Creator: LBietti19
Excerpt Created On: 7/31/2019
Excerpt Range: 4697-4802
The platform supports just one resource so you need to create a Word file, convert it to PDF and upload.
20
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Platform suitability LUES Negative
Excerpt Creator: LBietti19
Excerpt Created On: 7/31/2019
Excerpt Range: 4804-4846
Technicalities dominate over the content.
21
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Cultural artifacts LUES Negative Time management
Excerpt Creator: LBietti19
Excerpt Created On: 7/31/2019
Excerpt Range: 4848-4988
The use of this platform takes too much precious time which might have been used for live discussions and reflections or artefact creation.
22
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Discussion rooms LUES Negative
Excerpt Creator: LBietti19
Excerpt Created On: 7/31/2019
Excerpt Range: 4989-5083
The date selection does not work (you cannot start and finish the discussion on the same day)
23
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Deletion tool LUES Negative
Excerpt Creator: LBietti19
Excerpt Created On: 7/31/2019
Excerpt Range: 5085-5228

If you want to delete your answer to a question, you see the deletion which still attracts your attention therefore is inconvenient/irritating
24
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: LUES Negative Platform suitability Proposed solution
Excerpt Creator: LBietti19
Excerpt Created On: 7/31/2019
Excerpt Range: 5229-5428
Inconvenient use of the platform. More functions have to be automatic (for example, when you select 3 questions out of 6, you should just click on/highlight the question to see the function „reply“)
25
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: LUES Negative Platform suitability
Excerpt Creator: LBietti19
Excerpt Created On: 7/31/2019
Excerpt Range: 5430-5486
The content of the lesson suffers due to technicalities.
26
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: LUES Negative Platform suitability Time management
Excerpt Creator: LBietti19
Excerpt Created On: 7/31/2019
Excerpt Range: 5488-5576
There should be more time allocated for a real group/class discussion and argumentation
27
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: LUES Negative Platform suitability Time management Upload files tool
Excerpt Creator: LBietti19
Excerpt Created On: 7/31/2019
Excerpt Range: 5579-5756
I found it complicated and what is more- time consuming. For example, if I want to add a new picture or a new document, I have to add a new discussion and start everything over.
28
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: New tools LUES Negative Refresh tool Proposed solution
Excerpt Creator: LBietti19
Excerpt Created On: 7/31/2019
Excerpt Range: 5757-6048
When I click on « home » or « refresh » the page in order to correct something, it happens the same, I would strongly recommend to add extra buttons for refresh or undo typing and highlighting the text whihc would help a teacher to have the most important/relevant nifo on the topic quicker.
29
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019

Codes Applied: LUES Negative Platform suitability
Excerpt Creator: LBietti19
Excerpt Created On: 7/31/2019
Excerpt Range: 6049-6110
To sum up, I found the platform a bit boring and inefficient.
30
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: LUES Platform suitability Negative
Excerpt Creator: LBietti19
Excerpt Created On: 7/31/2019
Excerpt Range: 6113-6148
The platform is inconvenient to use
31
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: LUES Negative Time management Discussion rooms
    Upload files tool
Excerpt Creator: LBietti19
Excerpt Created On: 7/31/2019
Excerpt Range: 6151-6299
Supports only one resource -to watch a filmo on the platform and view the
graffiti samples you need to create 2 separate discussions. Waste of time!
32
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: LUES Negative Word files
Excerpt Creator: LBietti19
Excerpt Created On: 7/31/2019
Excerpt Range: 6300-6328
Does not support Word files.
33
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: LUES Proposed solution
Excerpt Creator: LBietti19
Excerpt Created On: 7/31/2019
Excerpt Range: 6329-6365
More functions have to be automatic.
34
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: LUES Negative Edit tool
Excerpt Creator: LBietti19
Excerpt Created On: 7/31/2019
Excerpt Range: 6366-6387
„Edit“ does not work.
35
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: LUES Positive Storage
Excerpt Creator: LBietti19
Excerpt Created On: 7/31/2019
Excerpt Range: 6390-6473
Positive aspects : Teachers can collect and store info (lesson outcomes,
artefacts)
36

Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: LUES Positive Teachers' skills
Excerpt Creator: LBietti19
Excerpt Created On: 7/31/2019
Excerpt Range: 6474-6515
Teachers/students improve their IT skills
37
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: LUES Negative Platform suitability
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 6527-6656
The handling of the platform is inconvenient. By using DIALLS platform we need to perform too many actions to achieve the result.
38
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: LUES Negative Discussion rooms
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 6658-6798
The date selection does not work (you cannot start and finish the discussion on the same day which will be the case for synchronous lessons)
39
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Edit tool LUES Negative
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 6800-6834
The function „edit“ does not work.
40
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: LUES Negative Upload files tool Word files
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 6836-7068
We expect higher effectiveness while uploading files. The platform supports only 1 resource when you browse and add it from your PC. If you need to upload more pictures, you are forced to create a Word file and convert it to a PDF.
41
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: LUES Negative Word files Upload files tool
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 7070-7206
The platform does not allow to upload a Word file which could have saved some time for the teacher and would have been more convenient.
42
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019

Codes Applied: LUES Negative Blended online scenarios Upload files tool Proposed solution
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 7208-7684
When you select from repository, you can select only 1 resource. For example, if a teacher wants to show the film“Free Art“ on the platform and then discuss graffiti examples or as in „Emptiness“ you need to upload „Class consensusPDF file and „the Artefact PDF file“, she needs to fill info for „Add discussion“page twice. It takes less time to delete /add sth.if necessary than to fill in all the info again. The info should be saved automatically for the second/next time.
43
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: LUES Negative New tools
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 7686-7731
There is no BACK function to „Add discussion“
44
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: LUES Annotation tool
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 7733-8034
When you fill in all information on an „Add discussion“ page and then click „My repository“ to upload some new material to make it public (for your lesson partner), you get back and all the info is lost. It should be saved automatically. You can only click on „My repository“ from „Annotations“ page.
45
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Blended online scenarios LUES Negative New tools
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 8035-8384
In the lesson „Emptiness“ students are requested to come up with 6 questions around 2 images. If we type each question separately , then it is Ok and students can choose 3 questions to answer. However, if we choose an image, write down 3 questions in one post and decide to answer one of them, we can‘t click on/highlight a chosen question to reply.
46
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: LUES Negative Platform suitability
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 8386-8639
During the lesson both the teacher and students should concentrate mainly on the content , the main objectives of the project – which is building cultural identities and understanding, however, with this platform we focus on technicalities pretty much.
47
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019

Codes Applied: LUES Platform suitability Negative
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 8641-8833
The use of the platform does not support live communication (in comparison to SKYPE, for example) among teenagers. The project is about discussion and argumentation which we fail to find here.
48
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Platform suitability Negative Time management Proposed solution Blended online scenarios
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 8835-9189
Lessons 6-10, the synchronous ones, should involve less use of the platform (part of the lesson, not the whole one) due to a number of reasons (quality in discussion, internet connection problems, time consuming,etc.). Live discussion is more qualitative (and faster) than the one on the platform because the latter one leaves no space for argumentation.
49
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: LUES Word files Proposed solution
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 9216-9418
Can we write on a PDF created by other people? Why can't the platform support a Word document?
We think writing down 3 ideas as annotations onto the platform's discussion room would be less complicated.
50
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Blended online scenarios LUES Time management Negative
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 9420-9568
We support this creative activity, however, it will be impossible in the framework of one 45 minute lesson. When would you plan this? An art class?
51
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Blended online scenarios Translation tool Negative Proposed solution
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 9570-9807
We wouldn't use Google translate. If there are other, more reliable tools then it would be a super idea adding true value to cultural literacy. However, if there aren't any other trustworthy tools,why not simplify and just write English?
52
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Blended online scenarios LUES Negative Platform suitability Time management Proposed solution Class management

Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 9842-10887
Since we are allowed to upload on the platform only 10% of the book material, it means 3 pages-student groups can select 2 pages out of 3. For this reason we would exclude the DIALLS platform for this part of the lesson. Besides, we think that at least one part of the lesson should include live discussion. Student groups in both schools explore the book, choose 2 images (out of 32), write down the questions, get the answers and stick their question-answer sheet on the board. Then they will argument and reach consensus which 3 questions and answers reflect the text best. Excluding the platform, which is time consuming, may result in a more qualitative live discussion and argumentation

What will students do at that time?
We assume it takes some time for the teacher to write down the questions and answers, to convert the file, to fill in all the info on the platform's "Add discussion"page and finally to upload the file. This is an excellent idea, however, if we follow the lesson plan we will lack time to complete this part .
53
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Platform suitability LUES Negative Time management
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 10891-11036
Since technicalities consume so much of the precious lesson time, there is high probability that we will be forced to skip one part of the lesson
54
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: LUES New tasks Blended online scenarios Time management Proposed solution
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 11166-11947
1 No platform is used at this stage of the lesson.
Students are organized in groups of 4-5 people and each group receives a copy of the book. Together students must explore the cultural text, reflect upon its content and choose two images that they consider to be the most representative of what the book meant to them.
Each group will come up with 6 questions around the meanings hidden in these images. When the questions have been written down for each selected image, the group exchanges its questions with another one and both will answer three of the other group's questions.
Finally, each group sticks their question-answer sheet on the board. Students as a class will have to reach consensus about three questions/answers that best represent the cultural text presented.
55
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Blended online scenarios LUES New tasks Cultural artifacts Upload files tool Discussion rooms
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 11951-12598
2 Use of the platform

Students get some drawing material and start contemplating what they will draw, while Teacher in class 1(or school1) and Teacher in class2(or school2) create a PDF file “Emptiness consensus” , upload it on the platform to share with the partner class/school.
3 Use of the platform (We doubt that students will be able to complete that task in the lesson-either they will need some additional class time or will finish the task at home/in the art lesson).
Inspired by the questions/answers students in both classes/schools create artefacts. Teacher 1 and Teacher 2 upload student creative works on the platform for exchange.
56
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Blended online scenarios   LUES Time management
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 12607-12704
We didn’t manage both lessons in 2 hours (platform activities only excluding artefact creation).
57
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: LUES Proposed solution
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 12705-12870
Students nowadays use more innovative methods to communicate. Z generation desires to get the result here and now (students use Facebook, Twitter, Snap Chat, Skype)
58
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: LUES Negative   Platform suitability   Teachers' skills
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 12872-13180
The platform should be simplified so that it could be used intuitively and without any additional prior knowledge. Please keep in mind, that the teachers, experts in their field, will vary in age, character and IT capabilities and will be unwilling to spend additional hours learning how to use the platform.
59
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Platform suitability   LUES Negative
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 13182-13275
With the current platform our main focus was technicalities, not the content of the lesson.
60
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Blended online scenarios   New tasks   LUES
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 13275-13394

Artefact creation for both « Emptiness » and « Free Art » would be beneficial for students as the form of reflection.
61
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: LUES Translation tool Negative
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 13396-13455
Use of Google translate will not work for us (unreliable).
62
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: UCAM Platform suitability Teachers' skills Negative
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 13701-13810
Ther platform was difficult to use at first and it required step by step instructions with detailed training
63
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: UCAM Negative Edit tool
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 13813-13890
We couldn’t edit the discussion group once it had been set up and published.
64
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: UCAM Negative
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 13892-13957
We couldn’t add new users to the group and needed a few attempts
65
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: UCAM Proposed solution New tools
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 13959-14084
We would need an online teacher chat function that teachers could access to make arrangements between schools and countries
66
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: UCAM New tools Positive Platform suitability
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 14088-14376
t feels like with a few additional features eg allowing classteachers to directly message each other, this would be a really useable resource. I look forward with excitement to using it with my class. I can see it being a very effective resource when used on an interactive whiteboard.
67

Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: New tools UCAM Proposed solution
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 14380-14630
Class teachers need to be able to directly send each other messages (unseen by all others) to manage logistics and occurances within discussions. The platform needs to email the teachers to show new messages have been sent from other class teachers.
68
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: UCAM Platform suitability Positive
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 14634-14825
The way the different sections are laid out on the screen is very effective and has a good balance of a large space for the shared image and a space for us to follow the comments/dialogues.
69
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Teachers' skills UCAM Positive Proposed solution

Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 14827-14972
I feel confident that I would be able to manage this effectively within my own classroom with some more training and opportunities to practice.
70
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Teachers' skills UCAM
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 14973-15055
I felt that in order to use this platform I had to be trained in how to use this
71
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: UCAM Negative
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 15056-15148
Editing and adding participants wasn‘t easy to do when you had already uploaded the picture.
72
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Upload files tool UCAM Discussion rooms
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 15150-15260
Adding a picture during the discussion isn‘t easy, it looks as thouh you would have to add a new conversation

73
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: New tools UCAM Proposed solution
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 15261-15454
An email notification to let me know when a teacher in another class has replied to me in a teacher chat room discussion – this would be to organize when we would both use to organize timings.
74
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: UCAM New tools Proposed solution
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 15741-15806
Would be useful to upload a number of images to show progresision
75
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: UCAM Negative Tokens creation tool
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 15808-15920
Anonymous“ users need identificable usernames for teachers. Tokens need to be easier to use with simpler codes!
76
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: UCAM New tools Negative Discussion rooms Upload files tool
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 15922-15984
More opportunities needed to upload images during discussions
77
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Negative UCAM Annotation tool
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 15986-16046
Managing conversation/tracking of comments needs refinement
78
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: UCAM
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 16160-16201
Can discussion be saved + reinitialized?
79
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: New tools UCAM Proposed solution

Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 16297-16365
Needs a real time facility to be able to monitor joint discussions.
80
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: UCAM Edit tool Discussion rooms Negative
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 16367-16442
We couldn't edit the discussion group once it had been set up and published
81
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: UCAM
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 16444-16469
Are conversations saved?
82
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: UCAM New tools Proposed solution
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 16472-16721
Class teachers need to be able to directly send each other messages (unseen by all others) to manage logistics and occurances within discussions. The platform needs to email the teachers to show new messages have been sent from other class teachers
83
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: UCAM Negative Class management Platform suitability
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 16723-16806
Concerns in managing discussions between students + managing content being uploaded
84
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: UCAM New tools
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 16808-16931
We would need an online teacher chat function that teachers could access to make arrangements between schools and countries
85
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: UCAM New tools Class management
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 16933-17126

An email notification to let me know when a teacher in another class has replied to me in a teacher chat room discussion – this would be to organize when we would both use to organize timings.
86
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: UCAM
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 17128-17208
Can teachers converse with the platform? (Outside the discussion room function).
87
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: UCAM Blended online scenarios Negative Proposed solution New tasks
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 17213-17452
The initial mediation of the book does not need to come through the platform. The scenarios assume that the platform is being used for teachers to mediate texts and intitial discussions when in fact this would detract from the discussions.
88
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Blended online scenarios Class management UCAM
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 17454-17569
When the teacher is uploading the summary of the class/group discussion, what are the class doing at this point ?
89
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: UCAM Tokens creation tool Negative
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 17571-17723
Tokens: need to be identifiable. Currently they are too complicated for students to copy from the teacher's board. E.g. partner – school – class - group
90
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Tokens creation tool UCAM Positive
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 17725-17821
We appreciate that the permissions between token-users and email-registered users are different.
91
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Tokens creation tool Discussion rooms UCAM Negative
Excerpt Creator: LBietti19

Excerpt Created On: 8/1/2019
Excerpt Range: 17823-18010
You can only create tokens for people at the point that you create a discussion room — you can't split people into different groups if you needed to, for example, midway through a lesson.
92
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: UCAM Anonymous user option tool Discussion rooms Negative
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 18012-18125
The anonymous user option needs to be available to you at all times, not just at the point at which it is set up.
93
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: UCAM Upload files tool Negative New tools
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 18127-18397
You have got to upload the picture that you use at the point that you create the discussion room. This will not work for teachers who may want to upload this during the course of the lesson. You also need to be able to upload another picture to the same discussion room.
94
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: UCAM Refresh tool
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 18357-18357
95
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 18399-18453
Do you have to keep refreshing to see the annotations?
96
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Refresh tool UCAM
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 18455-18548
Does it matter about different browsers? Chrome (need to refresh) Safari (no need to refresh)
97
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Edit tool UCAM Negative
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 18635-18715

You cannot edit the task instructions once you have created the discussion room.
98
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: New tools UCAM Proposed solution
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 18717-18893
How can we manage the participants (by grouping them/filtering them by country) to ensure that you are not scrolling through a huge list to find the person you are looking for?
99
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: UCAM Proposed solution Tokens creation tool
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 18895-19050
Teacher accounts need to have user names which will follow a specific code (country-class etc.) and that is what needs to come up on the participants list.
100
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: New tools UCAM Proposed solution Discussion rooms
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 19052-19269
There needs to be a teacher chat function so that teachers can organise the lessons (teacher user names could be identified by country, school and year group). This chat needs to happen outside of the discussion room.
101
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: UCAM Upload files tool
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 19338-19443
The functionality to upload images within a discussion, not just at the start of a discussion, is needed.
102
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: UCAM New tools Discussion rooms
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 19445-19501
Need to be able to add participants during a discussion.
103
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: UCAM Platform suitability Teachers' skills Positive
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 19530-19713

The teachers were very patient and technically ‘able’ so were able to see the potential of the platform even if they reflected that this was not realised through the scenarios to hand
104
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Teachers' skills Positive Platform suitability UCAM
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 19941-20194
The two secondary teachers had taken part previously in the Talkwall research so were very used to the kinds of challenges that engaging secondary students would bring when engaging in online dicussions – and also very quick to realise the potential too
105
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Platform suitability Negative UCAM New tools
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 20195-20328
The primary teachers recognised quickly that in order for the platform to work, they need to have a chat facility with other teacher.
106
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: UCAM Blended online scenarios Negative
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 20353-20569
The scenarios assume that the text will be mediated through the platform. We have previously explained that the books will be mediated physically and so will not be uploaded to the platform in advance of the session.
107
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: UCAM Blended online scenarios Negative
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 20570-20868
The scenarios have merely done a find and replace for ‘upload the full text’ replacing it with ‘upload chosen pages to comply with copyright’ (or some such wording) this takes no account of the different scenarios that will happen within the platform – and makes no sense in relation to the lessons
108
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Blended online scenarios UCAM Proposed solution Cultural artifacts New tasks Discussion rooms
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 20870-21460
The scenarios for platform use can be summarised as:
1) watch the film through the platform = annotate it
2) read book in class – use platform to upload a chosen imagen from the book (a result of the discussion) have a discussion about it

3) read book in class – use platform to share key ideas from a discussion that has taken place.
4) read the book in class and have discussion. Use platform to upload outcome of discussion (Maybe cultural artefact)
5) watch film through platform, discuss it offline in classes, share an outcome of discussion (maybe cultural artefact) with other class
109
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Discussion rooms UCAM Proposed solution
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 21483-21743
Wherever possible only one discussion room per lesson should be used (teachers can easily direct groups to the comments of their corresponding group). Potentially there could be two discussion rooms for the asynchronous lessons, but this needs thinking through
110
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Upload files tool New tools UCAM
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 21812-21877
There must be a facility to add resources later in the discussion
111
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Edit tool UCAM Upload files tool New tools
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 21878-21955
There must be a facility to upload more than one resource/ or edit the upload
112
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Edit tool New tools UCAM
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 21956-22055
The edit function must include an option to participants (in case a teacher needs to split a group)
113
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: New tools UCAM
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 22057-22211
There must be a chat function for teachers outside discussion rooms so they can negotiate who will set up the discussion/ monitor what is happening 'live'
114
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Negative Tokens creation tool UCAM

Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 22213-22460
The tokens are a problem. The codes offered are long and complicated. Have a go trying to get 10 groups of 15 year olds to all enter those tokens correctly! Could the tokens simply not be the user name? (UCAM/2/B/3 or some other basic identifier)
115
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Negative Discussion rooms Upload files tool UCAM
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 22461-22561
Only being able to add a resource at the first point of discussion room creation is a real problem.
116
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: New tools UCAM
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 22749-23143
An email alert for users that a response has been given needs to be thought about. This would be very useful for the primary teacher asynchronous work – but not if it happens in a whole class discussion with lots of groups. There needs to be an option about the type of response (perhaps as only teachers will have usernames there is only an email alert if another teacher user posts a comment)
117
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: UCAM Privacy Negative Anonymous user option tool
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 23180-23337
) there are personal identifiers there. Teachers should use pseudonyms following a similar format as identifiers UCAMSchool20TeacherB (could be even briefer)
118
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: UCAM Proposed solution Negative New tools
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 23341-23483
The username list will quickly become impossible to navigate as there is no filter. So there needs to a filter: country/age group should do it
119
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Discussion rooms UCAM Proposed solution Negative
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 23484-23838
3) If teacher A sets up the discussion room they will need to include tokens for 10 groups (average)_ from their class PLUS tokens for 10 groups

in the other class. They will then need to share this. However if both discussion users have the same rights to the discussion they could both add groups. They could also then both edit by adding new resources
120
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: UCAM Positive Discussion rooms
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 24087-24224
Very quickly we could see how we could have 10 groups all engaging in one discussion rooms as they each concentrated on their own 'thread'
121
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Positive Platform suitability UCAM Annotation tool Cultural artifacts
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 24226-24358
The annotation tool offers a really good analysis point, particularly as we look at how students respond to each other's cultural ex
122
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Blended online scenarios
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 24226-24358
The annotation tool offers a really good analysis point, particularly as we look at how students respond to each other's cultural ex
123
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Blended online scenarios
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 24226-24358
The annotation tool offers a really good analysis point, particularly as we look at how students respond to each other's cultural ex
124
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: UNIC Discussion rooms New tools
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 24379-24437
There is a need to find a way to have a subject threaded t
125
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: New tools UNIC
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 24439-24531
It would be quite helpful to be able to show the kids a fullscreen or zoom of the pictures.

126
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Negative Platform suitability UNIC Class management
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 24533-24883
Although it is very easy to use, it is difficult to conceptualize how working with the diversity of ideas and argumentations of whole class will be «printed» down. The teacher has to deal with the children, their attitudes and probably discuss and decide what is their conclusion and then share them with the other class and teacher on the platform.
127
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: UNIC Teachers' skills Positive Platform suitability
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 24884-24971
I am not really a digital quick learner, but I found DIALLS platform very easy to use.
128
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Annotation tool UNIC Negative
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 24972-25120
Some attention must be paid by the users when posting notes on the book image and when replying to the commentary postings on the left of the page.
129
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Platform suitability Positive UNIC
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 25121-25189
Really easy and accessible for use even by children (over 7 yrs old)
130
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: UNIC Platform suitability Positive
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 25194-25333
Even though the Dialls Platform is very easy to use I think is very limited concerning childrens’ voices (especially preschool children).
131
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Platform suitability Negative UNIC
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 25261-25330
limited concerning childrens’ voices (especially preschool children)
132

Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Platform suitability Positive UNIC
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 25334-25487
I would expect the Platform to offer the opportunity to have video or voice communication between the classes in order for the children to participate.
133
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: New tools Platform suitability UNIC Negative
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 25334-25488
I would expect the Platform to offer the opportunity to have video or voice communication between the classes in order for the children to participate.
134
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: UNIC Teachers' skills Platform suitability Positive
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 25490-25597
Our team found the platform easy to use even if some of our teachers are not so technologically competent.
135
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: UNIC Teachers' skills Positive Platform suitability
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 25599-25872
One of our participants, who uses technology constantly in her class, enjoyed creating the discussions and even uploaded a discussion for adding positive and negative aspects or suggestions for the group. She played a bit with it and got excited with the platform features.
136
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: New tools Negative Platform suitability UNIC
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 25874-26244
Our Year 5-6 teachers believe that there should be more in terms of children’s voices. The platform should be more meaningful for such young ages. It should allow children to engage more practically with the children of the other class and be able to make connections in order to achieve the DIALLS objectives. Voice recording or video call might be useful in this case.
137
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Positive Platform suitability UNIC
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 26246-26482

Our teachers liked that you can see when someone is typing in order to reply to a comment because it creates the sense of interaction and communication that we need as part of the DIALLS objectives (esp. for synchronous communication).
138
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: UNIC Positive Platform suitability Notification tool
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 26484-26528
Teachers liked the feature of Notifications.
139
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Positive UNIC Notification tool
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 26530-26640
They liked the fact that when you select the notification it takes you to the comment and a box is highlighted
140
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: UNIC Notification tool
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 26642-26939
However, if you did not create a discussion and you reply to others' comments, do you get a notification when the person you have replied to replies back? How about the replies outside the highlighted box? What does a highlighted box indicate and when does a different box show up as highlighted?
141
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: UNIC Tokens creation tool Negative
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 26940-27220
When is a token used? When an anonymous user id was created (nlRaNAS0) and a teacher tried to log in, the page that was shown was a chat room with a token and leads to the page that was created when the Cyprus team was at Israel (e.g. discussions about the book "To the Market") .
142
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: UNIC New tools Proposed solution
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 27275-27350
Voice-sound integrated tool and opportunity to upload sound and video call.
143
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: New tools Upload files tool UNIC

Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 27352-27523
Being able to add a resource after creating the chat. For example, participants should be able to exchange pictures or pdf files as part of their interaction in the chat.
144
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: UNIC Discussion rooms Negative
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 27525-27895
Adding participants when creating discussions seemed a bit time consuming (this might affect ages 14-15 that students need to be added in the discussion room). One of the teachers had problems in choosing participants for a discussion. She was searching for a specific name, then checking the box and when she tried to create the discussion no participants were included
145
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: UNIC Proposed solution Discussion rooms
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 27897-28132
Teachers suggested that when a participant is chosen, the name should appear on the right next to the drop-down menu, so that the discussion creator can make sure that the right person is chosen before s/he creates the discussion room.
146
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: UNIC Discussion rooms New tools Proposed solution
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 28136-28326
Since teachers-students are replying to a number of questions, their replies/comments should be organized under a title or keyword in order to avoid confusion between the different replies.
147
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Discussion rooms UNIC Blended online scenarios
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 28326-28665
Analyzing the book "in a bubble", different themes arise when discussing the scene where the bell rings and the girl (illustrated in red color) is sitting in her chair ("angry", "deaf", "refugee"). What if a teacher wants to create three discussions with these keywords and associate existing discussions? Can this be done in the platform?
148
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Discussion rooms Annotation tool Proposed solution
    UNIC
Excerpt Creator: LBietti19

Excerpt Created On: 8/1/2019
Excerpt Range: 28667-28948
To avoid confusion our teachers suggested to use the dialogue box on the left to reply to a discussion because if you click on the dot on the page and create new, then a new discussion box appears on the left and this was a bit confusing in finding their replies at the beginning.
149
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: UNIC Annotation tool Negative Discussion rooms
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 28949-29148
One teacher noticed that the platform is comment-threaded saying "you reply to a person". They noticed though that if the same topic shows up on many discussions, this after a while becomes chaotic.
150
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Discussion rooms Annotation tool Proposed solution UNIC
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 29149-29279
They recommended that there could be an argument and the platform can indicate similar arguments so that navigation can be easier.
151
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Negative UNIC Discussion rooms Edit tool Upload files tool
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 29281-29469
When a discussion is created by someone else, you cannot intervene to change time, neither make an upload. Could this change, so that all participants can make changes or upload material.
152
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Deletion tool Negative UNIC Discussion rooms
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 29471-29574
Before you delete a discussion there should be a message asking, "Are you sure you want to delete...?"
153
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: UNIC Discussion rooms
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 29640-29829
Using CTRL+F you can search for people and words easily. Can such a function be used internally in the platform? Can you highlight a name and see all the discussion he/she has participated?
154
Title: All data_comments_OSTEAKIT.docx

Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Discussion rooms UNIC Class management New tasks
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 29833-30224
f a teacher wants to have a more interactive lesson (or maybe for a future use of the platform) should have the opportunity to add his/her students as participants. As one of our teachers suggested there should be the opportunity for platform access through tablets and each student can have his/her tablet to participate in the discussion (this is for more competent users of technology).
155
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Class management UNIC
Excerpt Creator: LBietti19
Excerpt Created On: 8/1/2019
Excerpt Range: 30225-30405
Our teachers suggested that the platform can be used for teacher planning before the lesson and discussion and comments between the two teachers either before or after the lesson.
156
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: UNIC Time management Blended online scenarios Negative
Excerpt Creator: LBietti19
Excerpt Created On: 8/2/2019
Excerpt Range: 30451-30632
Here we created only one discussion and the teacher who created the discussion, invited the other teachers as participants, which we think is better, less confusing and time saving.
157
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: UNIC New tools Discussion rooms Proposed solution
Excerpt Creator: LBietti19
Excerpt Created On: 8/2/2019
Excerpt Range: 30739-31103
Since there are a number of questions in each lesson that will initiate discussion between the students, our teachers suggested that when making annotations on the platform it can be useful if there are keywords or if there is a way to organize the discussion for each question, so that both teachers can easily identify the discussion outcome for the other class.
158
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Blended online scenarios Discussion rooms New tools UNIC Proposed solution
Excerpt Creator: LBietti19
Excerpt Created On: 8/2/2019
Excerpt Range: 31106-315321
discussion room in which both schools-teachers-classes are participating. On specific pages (which will be agreed between the two participating teachers beforehand) there should be two separate comments-areas-bubbles-discussion boxes, in which annotations-comments are made, one for each class. Then at the end of the "share the book/film" activity, each class can see the comments annotations of the other class and reply.

159
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: UNIC Discussion rooms Proposed solution
Excerpt Creator: LBietti19
Excerpt Created On: 8/2/2019
Excerpt Range: 31534-31623
One discussion room with different discussion boxes for each class on the agreed pages .
160
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: UNIC Blended online scenarios Discussion rooms
Excerpt Creator: LBietti19
Excerpt Created On: 8/2/2019
Excerpt Range: 31624-31749
They should have the opportunity to discuss and reply if the teachers have time and want to extend_deepen on the discussion.
161
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Platform suitability Negative New tools New tasks Blended online scenarios Proposed solution
Excerpt Creator: LBietti19
Excerpt Created On: 8/2/2019
Excerpt Range: 32100-32720
Since we are dealing with young ages, our teachers want the "voices" of the children to be heard. In our country age 5 children cannot read yet, so the comments uploaded on the platform won't be meaningful to them. The need to make the connection with the children of the other class. One suggestion is the voice recording. Can we do that? Can we upload sound on the platform? Or have an integrated voice recording tool. Teacher 1 and teacher 2 can upload the sound and also upload it as comment so that the other teacher can translated it. Children will have the opportunity to "listen" to the voices of other children.
162
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Class management Blended online scenarios UNIC New tasks

Excerpt Creator: LBietti19
Excerpt Created On: 8/2/2019
Excerpt Range: 32722-32822
Teachers agree beforehand who is going to upload the discussion and invite the other as participant
163
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Blended online scenarios Class management New tasks UNIC
Excerpt Creator: LBietti19
Excerpt Created On: 8/2/2019
Excerpt Range: 32911-33011
Teachers agree beforehand who is going to upload the discussion and invite the other as participant
164
Title: All data_comments_OSTEAKIT.docx

Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: UNIC Blended online scenarios New tools
Excerpt Creator: LBietti19
Excerpt Created On: 8/2/2019
Excerpt Range: 33114-33477
Since there are a number of questions in each lesson that will initiate discussion between the students, our teachers suggested that when making annotations on the platform it can be useful if there are keywords or if there is a way to organize the discussion for each question, so that both teachers can easily identify the discussion outcome for the other class
165
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Blended online scenarios Discussion rooms Time management Class management Annotation tool Negative Proposed solution
Excerpt Creator: LBietti19
Excerpt Created On: 8/2/2019
Excerpt Range: 33480-33881
Clarify that Teacher 1 and teacher 2 may choose the most important questions to upload comments or annotations, since there are too many questions at this part of the lesson and it will take too long too finish. However, if the two teachers have more time and want to extend the lesson, they should have the opportunity to do so and upload comments and annotations for all the questions provided here
166
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: UNIC New tasks New tools Proposed solution
Excerpt Creator: LBietti19
Excerpt Created On: 8/2/2019
Excerpt Range: 33884-34310
1 discussion room in which both schools-teachers-classes are participating. On specific pages (which will be agreed between the two participating teachers beforehand) there should be two separate comments-areas-bubbles-discussion boxes, in which annotations-comments are made, one for each class. Then at the end of the "share the book/film" activity, each class can see the comments annotations of the other class and reply.
167
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: New tools UNIC Discussion rooms
Excerpt Creator: LBietti19
Excerpt Created On: 8/2/2019
Excerpt Range: 34521-34565
1 discussion with separate discussion boxes
168
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: UNIC Upload files tool Discussion rooms
Excerpt Creator: LBietti19
Excerpt Created On: 8/2/2019
Excerpt Range: 34591-34648
Can the two pdf files be uploaded in one discussion room?
169
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019

Codes Applied: WWU New tools
Excerpt Creator: LBietti19
Excerpt Created On: 8/2/2019
Excerpt Range: 34732-34787
Video chat/chat (audio recording) would be good to have
170
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Discussion rooms
Excerpt Creator: LBietti19
Excerpt Created On: 8/2/2019
Excerpt Range: 34732-34787
Video chat/chat (audio recording) would be good to have
171
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: WWU Upload files tool
Excerpt Creator: LBietti19
Excerpt Created On: 8/2/2019
Excerpt Range: 34790-34860
Simply uploading multiple files simultaneously (maybe save in a cloud)
172
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: WWU Negative Class management Platform suitability
Excerpt Creator: LBietti19
Excerpt Created On: 8/2/2019
Excerpt Range: 34861-34921
using the platform and teaching simultaneously is difficult
173
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Platform suitability Blended online scenarios
    Negative WWU
Excerpt Creator: LBietti19
Excerpt Created On: 8/2/2019
Excerpt Range: 34924-35011
at times it was unclear why the platform was necessary to reach the goals
of the lesson
174
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: WWU Platform suitability Negative
Excerpt Creator: LBietti19
Excerpt Created On: 8/2/2019
Excerpt Range: 35013-35066
technical prerequisites might not be met in all cases
175
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: WWU Upload files tool New tools
Excerpt Creator: LBietti19
Excerpt Created On: 8/2/2019
Excerpt Range: 35068-35135
uploading multiple files into the same discussion room is essential
176
Title: All data_comments_OSTEAKIT.docx

Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Negative Proposed solution Cultural artifacts Platform suitability
Excerpt Creator: LBietti19
Excerpt Created On: 8/2/2019
Excerpt Range: 35138-35555
from a cost-benefit perspective, other tools may provide similar functions but may be simpler to use, especially if teachers are already more familiar with them (Skype, e-mailing documents, forums, Google Docs etc.). Especially in the primary/pre-primary lessons, the platform is basically only used for exchanging the artefacts and maybe one comment of the class. This could just as well be done by sending an email…
177
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Platform suitability WWU Positive
Excerpt Creator: LBietti19
Excerpt Created On: 8/2/2019
Excerpt Range: 35557-35687
value of the tool increases with the age of the students : the more interactively they are using it, the more beneficial it can be
178
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Platform suitability Negative WWU
Excerpt Creator: LBietti19
Excerpt Created On: 8/2/2019
Excerpt Range: 35689-35866
they way the use of the platform in the lessons is structures does not make it very salient for the students that they are communicating with other students in another classroom
179
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Blended online scenarios Negative Class management
Excerpt Creator: LBietti19
Excerpt Created On: 8/2/2019
Excerpt Range: 35868-36022
the scenarios are very dense, there is too much going on for a single lesson, especially if the teacher has to interact with the platform at the same time
180
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Blended online scenarios Proposed solution WWU
Excerpt Creator: LBietti19
Excerpt Created On: 8/2/2019
Excerpt Range: 36023-36418
it is unclear how the asynchronous bits would work in a single session. If you had to wait for the other class to do the same task and upload the results it would in essence be synchronous again, which wouldn’t work. Basically, for the asynchronous sessions, it would be better to have the presentation of the results (both of the local class as well as the partners abroad) in the next session.
181
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19

Doc Date: 7/31/2019
Codes Applied: WWU Proposed solution New tools Privacy
Excerpt Creator: LBietti19
Excerpt Created On: 8/2/2019
Excerpt Range: 36421-36567
using Skype during the synchronous sessions does lead to good presence/salience of the other class, but might be tricky from a privacy perspective
182
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Cultural artifacts Negative Time management WWU Upload files tool
Excerpt Creator: LBietti19
Excerpt Created On: 8/2/2019
Excerpt Range: 36570-36933
How can we quickly and easily gather the pictures students take or that the teacher takes of the cultural artefacts of different groups ? Combining them all into a pdf file for uploading them into the platform takes far too long. A lot of tablets can upload pictures into a cloud storage automatically, so it would be great if the platform could just access that.
183
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: WWU Teachers' skills Negative
Excerpt Creator: LBietti19
Excerpt Created On: 8/2/2019
Excerpt Range: 36935-37034
Working on the platform while teaching really requires a team of teachers and very good preparation
184
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: WWU New tools Platform suitability Negative
Excerpt Creator: LBietti19
Excerpt Created On: 8/2/2019
Excerpt Range: 37231-37363
It would be great to have an audio recording function for commenting. This would also make it much more usable for younger children.
185
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: New tools WWU Negative
Excerpt Creator: LBietti19
Excerpt Created On: 8/2/2019
Excerpt Range: 38084-38234
- It should be possible to add more anonymous users when the room has already been created (it is only possible to add new users with an account now).
186
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: Discussion rooms Negative Annotation tool WWU
Excerpt Creator: LBietti19
Excerpt Created On: 8/2/2019
Excerpt Range: 38235-38318
- It should be possible to respond to a post without context with one with context.

187
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: WWU Negative Platform suitability New tools
Excerpt Creator: LBietti19
Excerpt Created On: 8/2/2019
Excerpt Range: 38321-38403
It should be possible to export as Excel, CSV, XML or similar, instead of only PDF
188
Title: All data_comments_OSTEAKIT.docx
Doc Creator: LBietti19
Doc Date: 7/31/2019
Codes Applied: WWU Notification tool Discussion rooms Deletion tool Negative
Excerpt Creator: LBietti19
Excerpt Created On: 8/2/2019
Excerpt Range: 38404-38626
- deleting rooms/discussions is too easy!! They are gone with a single click, without any possibility to get them back and no confirmation message (maybe deleting them should move them to a kind of trash bin or something?)

7.3 Appendix 3: Blended online pedagogical scenarios (Version 1)

Lesson Overview | Session Number			**BLENDED ONLINE SCENARIO version 1**	**UNIC – Comments**
Cultural text:	**Balbúrdia (Shambles)**			
Age	**5/6 Years**			Since we are dealing with young ages, our teachers want the "voices" of the children to be heard. In our country age 5 children cannot read yet, so the comments uploaded on the platform won't be meaningful to them. The need to make the connection with the children of the other class. One suggestion is the voice recording. Can we do that? Can we upload sound on the platform? Or have an integrated voice recording tool. Teacher 1 and teacher 2 can upload the sound and also upload it as comment so that the other teacher can translated it. Children will have the opportunity to "listen" to the voices of other children.
Theme	**Social Responsibility**			
Sub-theme (include definition from glossary)	**Sustainable development** This relates to societal and economic issues and is defined as 'meeting the needs of the present generations without jeopardising the ability of future generations to meet their own needs' (i.e. ensuring a better quality of life for everyone, now and for generations to come). One aspect of sustainable development is climate change.			
Learning objectives	Dialogue and Argumentation	I can justify my answers Using talk prompt: I think…because		
	Cultural Learning Objective	I can outline the effects of consumerism		

		I can compare the value of things we need and things we want I can assess people's responsibility towards the environment		
Lesson Procedure				
Share film/book (including pre-share task if appropriate)	Share the front cover of the book. *What do you notice? What questions do you have?* Look at the title Balbúrdia and explain that it means 'Shambles' in Portuguese. What is *a shambles*? (It means a big mess!) Look at the end papers, title page and first three double page spreads. *What is changing? What is the child doing*? On the next page talk about what has changed but then focus on the child's face (you could use a viewfinder to do help the children focus closely). *What is he thinking?* Encourage the children to look closely at the 'big mess'. What objects can they recognise? Follow the child through the pages as he runs from the 'shambles monster'. *How does he feel?*	**PREPARATION** Teachers working in 2 different classes/schools, different country/language: Teacher_1 creates **DIALLS platform** discussion room, called, e.g. "Balbúrdia_discussion_school1_school2", **UPLOAD SELECTED PAGES OF WORDLESS TEXT** Class_1: teacher_1 uploads pdf version **(selected pages only due to copyright issues)** of book 'Balbúrdia' onto **DIALLS** platform in "Balbúrdia_discussion_school1_school2 Look at the title Balbúrdia and explain that it means 'Shambles' in Portuguese. What is *a shambles*? (It means a big mess!)	Teachers agree beforehand who is going to upload the discussion and invite the other as participant Clarify which pages are to be uploaded, unless we are going to leave teachers to decide

	As the child climbs the tree, encourage the children to look at the 'shambles monster's face. *What has changed?* Follow the child through the pages as he fights to retrieve his 'shambles monster'. *Notice the change in the monster's expression. Why is the child trying to retrieve his belongings? What has changed?* Look at the final double page spread. *What has the little boy done with his big mess? Why?*	Teacher_1 and Teacher_2, (class 1, country A and class 2, country B) use the **DIALLS Platform** for grounding their explanations. Teacher_1 and Teacher_2 use the **DIALLS Platform** to navigate (e.g. change pages) of the pdf version of the wordless text **(selected pages only due to copyright issues).** Teachers (class 1, country A and class 2, country B) with the class look at the end papers, title page and first three double page spreads **on the DIALLS Platform**. Teacher_1 and teacher_2 ask children: *What is changing? What is the child doing*? **MAKE COMMENTS/ANNOTATIONS** Teacher_1 and teacher_2 select some of children's responses and write them down as annotations on the images displayed on the screen (**DIALLS Platform)**. Teacher_1 and teacher_2 tell children to talk about what has changed but then focus on the child's face (you could use a viewfinder to do help the children focus closely). Teacher_1 and teacher_2 ask children: *What is he thinking?* **MAKE COMMENTS/ANNOTATIONS**	Clarify that the following activities will be happening in each class' language and asynchronously.

		Teacher_1 and teacher_2 select some of children's responses and write down as annotations on the images displayed on the screen (**DIALLS Platform)**. Teacher_1 and teacher_2 encourage the children to look closely at the 'big mess' and ask: *What objects can they recognise?* **MAKE COMMENTS/ANNOTATIONS** Teacher_1 and teacher_2 select some of children's responses and write them down as annotations on the objects displayed on the screen (**DIALLS Platform)**. Teacher_1 and teacher_2 tell children to follow the child through the pages as he runs from the 'shambles monster'. Teachers use DIALLS Platform to change book pages. Teachers ask students: *How does he feel?* **MAKE COMMENTS/ANNOTATIONS** Teacher_1 and teacher_2 select some of children's responses and write them down as annotations on the images of the child displayed on the screen (**DIALLS Platform)**.	

		As the child climbs the tree, encourage the children to look at the 'shambles monster's face. *What has changed?* **MAKE COMMENTS/ANNOTATIONS** Teacher_1 and teacher_2 select some of children's responses and write them down as annotations on the image(s) of the 'shambles monster face' displayed on the screen (**DIALLS Platform)**. Teacher_1 and teacher_2 tell students to follow the child through the pages as he fights to retrieve his 'shambles monster'. Teachers tell students to notice the change in the monster's expression and ask: *Why is the child trying to retrieve his belongings? What has changed?* **MAKE COMMENTS/ANNOTATIONS** Teacher_1 and teacher_2 select some of children's responses and write them down as annotations on the image(s) of the 'shambles monster face' displayed on the screen (**DIALLS Platform)**. Teacher_1 and teacher_2 tell students to look at the final double page spread and ask: *What has the little boy done with his big mess? Why?*	Since there are a number of questions in each lesson that will initiate discussion between the students, our teachers suggested that when making annotations on the platform it can be useful if there are keywords or if there is a way to organize the discussion for each question, so that both teachers can easily identify the discussion outcome for the other class.

		MAKE COMMENTS/ANNOTATIONS Teacher_1 and teacher_2 select some of children's responses and write them down as annotations on the relevant image(s displayed on the screen (**DIALLS Platform)**. N.b. At the end of the "share film/book" step of the procedure, we have 2 classes/schools each having, in a different **DIALLS platform** discussion room, versions of the **Balbúrdia** text **(selected pages only due to copyright issues)**, comprising the children's comments as annotations.	Clarify that Teacher 1 and teacher 2 may choose the most important questions to upload comments or annotations, since there are too many questions at this part of the lesson and it will take too long too finish. However, if the two teachers have more time and want to extend the lesson, they should have the opportunity to do so and upload comments and annotations for all the questions provided here. 1 discussion room in which both schools-teachers-classes are participating. On specific pages (which will be agreed between the two participating teachers beforehand) there should be two separate comments-areas-bubbles-discussion boxes, in which annotations-comments are made, one for each class. Then at the end of the "share the book/film" activity, each class can see the comments annotations of the other class and reply.
Activity to stimulate thinking (optional short task)	Show the children a range of items that children will have used in their own lives. The pile might include: toys, games, books, toothbrush, hairbrush, cutlery etc. Ask the children to sort the items into things that a child ***needs*** and things that a child	**PREPARATION** Teacher_1 creates **DIALLS platform** discussion room, called, e.g. "WHAT WE NEED AND WANT_school1_school2"**,** **UPLOAD "WHAT WE NEED AND WANT" PDF FILE**	This is an additional resource that is not included in the lesson plan. The agreement was to keep additional

	wants. Talk about the children's decisions. *Is it always easy to decide if you need or want it?*	Class_1: teacher_1 uploads pdf version of document that includes pictures/images of toys, games, books, toothbrush, hairbrush, cutlery etc. onto the **DIALLS platform** in discussion room, " WHAT WE NEED AND WANT_school1_school2". Teachers tell children to look at the screen showing the pictures/images of the items. They ask children to sort the items into things that a child ***needs*** and things that a child ***wants.*** Talk about the children's decisions. *Is it always easy to decide if you need or want it?*	resources limited. If this is used as an additional resource, it should be added to the lesson plan
Ideas for whole class / group discussion. Including discussion questions/ talking points/ dilemmas	Explain the objective: We will justify what we think by using *'I think… because'* Model this language Discussion question – Should we only buy things that we ***need***? Support the children to discuss the question using 'I think…because'.	Explain the objective: We will justify what we think by using *'I think… because'* Model this language Discussion question – Should we only buy things that we ***need***? Support the children to discuss the question using 'I think…because'. **MAKE COMMENTS/ANNOTATIONS** Teacher_1 and teacher_2 write down children's responses as annotations on the relevant images displayed on the screen (**DIALLS Platform).**	

		N.b. At the end of the "**Ideas for whole class / group discussion"** step of the procedure, we have 2 classes/schools each having, in a different **DIALLS platform** discussion room, versions of the "What we need and want" collection of images, comprising the children's comments as annotations.	1 discussion with separate discussion boxes
Deepening activity (optional)			This should be removed
Reflection activity (reflect on learning objectives)	Reflect on what we were learning to do today. Did it help us to understand what people were thinking when they justified their opinion using 'because…'? Share and celebrate some good examples.	Reflect on what we were learning to do today. **DIALLS PLATFORM-SUPPORTED COLLECTIVE REFLECTION** Teacher_1 uses discussion rooms, "BALBURDIA_school1" and "WHAT WE NEED AND WANT_school1_school2"on the **DIALLS Platform** for grounding the collective reflection activity. Teacher_1 and teacher_2 ask: Did it help us to understand what people were thinking when they justified their opinion using 'because…'? Share and celebrate some good examples.	
Cultural artefact (May be part of the session or extra)	Children can create their own 'mess monster' by drawing and collaging items they own themselves. Children can use catalogues from toy shops to find images to collage. Encourage the children to think about all of the things	Children can create their own 'mess monster' by drawing and collaging items they own themselves. Children can use catalogues from toy shops to find images to collage. Encourage the children to think about all of the things they own and use. Is their	

	they own and use. Is their 'shambles monster' out of control like the child's in the book?	'shambles monster' out of control like the child's in the book?	
Platform activity (Specify if synchronous or asynchronous)	**Asynchronous** Teacher to upload pictures of mess monsters – what is needed? what is wanted? Look at the pictures from the other class. What do the children notice? Are there similarities and differences about the objects that children feel are 'necessary' in their lives?	**PREPARATION** Teacher_1 creates **DIALLS platform** discussion room, called, e.g. "MESS MONSTERS_school1", similarly for teacher_2, who creates a different discussion room, e.g. "MESS MONSTERS_school2". Teacher_1 and teacher_2 take pictures of mess monsters **UPLOAD "MESS MONSTERS" PDF FILE** Class_1: teacher_1 uploads pdf version of document that includes pictures of mess monsters onto the DIALLS platform in "MESS MONSTERS_school1". Class_2: teacher_2 uploads pdf version of document that includes pictures of mess monsters onto the DIALLS platform in "MESS MONSTERS_school2". Teachers ask children: *what is needed?* *what is wanted?* **MAKE COMMENTS/ANNOTATIONS** Teacher_1 and teacher_2 select some of children's responses and write them down as	Can the two pdf files be uploaded in one discussion room?

		annotations onto the **DIALLS Platform, in discussion rooms "**MESS MONSTERS_school1" and "MESS MONSTERS_school2", respectively. **OUTSIDE THE CLASSROOM (Teachers without students)** **TRANSLATIONS NOT SUPPORTED BY THE DIALLS PLATFORM** Teacher_1 (country A) joins **DIALLS Platform** discussion rooms, "BALBURDIA_school1_schoo2", "WHAT WE NEED AND WANT_school1_school2", and MESS MONSTERS_school2". Teacher_2 (country A) joins **DIALLS Platform** discussion rooms, "BALBURDIA_school1_school2", "WHAT WE NEED AND WANT_school1_school2", and MESS MONSTERS_school1". Teacher_1 (country A) and teacher_2 (country B) translate the comments/annotations made by their class (translations can be done with Google translate ™ or other automatic translation tools). **MAKE COMMENTS/ANNOTATIONS** Teacher_1 adds translated texts as annotations on the BALBURDIA_school1_school2", "WHAT WE	Here you mean asynchronous part that can be completed at different times?

		NEED AND WANT_school1_school2", and MESS MONSTERS_school1. Teacher 2 adds translated texts as annotations on "BALBURDIA_school1_school2", "WHAT WE NEED AND WANT_school1_school2", and MESS MONSTERS_school2". **INSIDE THE CLASSROOM (Teachers with students)** **<u>INTER-CLASS (DIFFERENT COUNTRY) DISCUSSION</u>** Class 1: Teacher_1 joins "BALBURDIA_school2", "WHAT WE NEED AND WANT_school2", and MESS MONSTERS_school2" discussion rooms on **the DIALLS Platform**. Class 2: Teacher_2 joins "BALBURDIA_school1", "WHAT WE NEED AND WANT_school1", and MESS MONSTERS_school1" discussion rooms on **the DIALLS Platform.** Teacher_1 and teacher_2 read out loud the annotations included in the other class' discussion rooms. Teachers in each class tell students to look at the pictures from the other class and ask: What do the children notice? Are there similarities and differences about the objects that children feel are 'necessary' in their lives?	Clarify that this is the asynchronous activity 1 discussion room --> changes as above

Lesson Overview | Session Number			**BLENDED ONLINE SCENARIO version 1**	**UNIC – Comments**
Cultural text:	**Dans sa bulle (In a Bubble)**			
Age	**8-9 Years**			
Theme	**Social Responsibility**			
Sub-theme (include definition from glossary)	*Active Participation – Refers to individual's involvement in relation to the civic, political, social, economic, legal and cultural spheres of society.*			
Learning objectives	Dialogue and Argumentation	Challenge ideas respectfully when we disagree		
	Cultural Learning Objective	Understand how to resolve conflicts		
Lesson Procedure				
Share film/book (including pre-share task if appropriate)	Share title of book in French and then in English – mind map ideas of what the title could be about. Share the book – children discuss with partners the story depicted on each page. Read the book up until the page where the bell rings for break (*DRING*).		**PREPARATION** Teacher_1 creates **DIALLS platform** discussion room, called, e.g. "DANS SA BULLE_school1_school2 **UPLOAD SELECTED PAGES OF WORDLESS TEXT** Class_1: teacher_1 uploads pdf version **(selected pages only due to copyright issues)** of the book 'Dans sa bulle' onto the **DIALLS platform,** in discussion room "DANS SA BULLE_school1_school2".	Here we created only one discussion and the teacher who created the discussion, invited the other teachers as participants, which we think is better, less confusing and time saving.

	Direct children to discuss as a class why the girl is depicted in red, *what do you notice about the girl which means she hasn't reacted to the bell ringing?* *Why is there a child looking at the girl as the rest run out to play?* Return to the book and share to the end, children to discuss what is seen in the pictures in pairs, and talk about what was happening in the story. Ask: *How important was it for the children in the book that the conflict was resolved in the way that it was?*	Introduce the book by reading the title 'Dans sa bulle' in French and then in English. Share the book **(selected pages only due to copyright issues)** – children discuss with partners the story depicted on each page. Read the book up until the page where the bell rings for break (*DRING*). Teacher shows children successive pages of the book **(selected pages only due to copyright issues)**, on the screen using the **DIALLS platform,** and directs them to discuss as a class why the girl is depicted in red, *what do you notice about the girl which means she hasn't reacted to the bell ringing? Why is there a child looking at the girl as the rest run out to play?* **MAKE COMMENTS/ANNOTATIONS** Each teacher selects some (or all?) of the children's comments, relating to specific pages/images of the book **(selected pages only due to copyright issues)** on the screen and questions, and inputs them as comments and annotations using **DIALLS platform**. Return to the book **(selected pages only due to copyright issues)** and share to the end (physical copy), children to discuss what is seen in the pictures in pairs and talk about what was happening in the story.	Clarify that the pages to be shared on the platform are the pages up to the page where the bell rings. Since there are a number of questions in each lesson that will initiate discussion between the students, our teachers suggested that when making annotations on the platform it can be useful if there are keywords or if there is a way to organize the discussion for each question, so that both teachers can easily

		Ask: *How important was it for the children in the book that the conflict was resolved in the way that it was?* **MAKE COMMENTS/ANNOTATIONS** Each teacher selects some (or all?) of the children's responses, and inputs them as comments and annotations using the **DIALLS platform**. N.b. At the end of the "share film/book" step of the procedure, we have 2 classes/schools each having, in a different **DIALLS platform** discussion rooms, versions of the "Dans sa bulle" text **(selected pages only due to copyright issues)**, comprising the children's comments as annotations.	identify the discussion outcome for the other class. 1 discussion room in which both schools-teachers-classes are participating. On specific pages (which will be agreed between the two participating teachers beforehand) there should be two separate comments-areas-bubbles-discussion boxes, in which annotations-comments are made, one for each class. Then at the end of the "share the book/film" activity, each class can see the comments annotations of the other class and reply.

Ideas for whole class / group discussion. Including discussion questions/ talking points/ dilemmas	**Share the dialogue and argumentation** objective: to challenge ideas respectfully when we disagree. Share prompts that might help this objective: *Taking on board what x said…..* *I agree with…. But I also think…* *I hear what you are saying, however I think……* Can the children think of other ways they can respectfully challenge ideas when they disagree? Share cultural learning objective: *'How should we resolve conflicts?'* Talking points: *We should step in when others are fighting or arguing.* *People should mind their own business they will only make things worse*	**PREPARATION** Teacher_1 creates a **DIALLS platform** discussion room, called, e.g. "DIALOGUE AND ARGUMENTATION_school1_school2", **UPLOAD "PROMPTS, LEARNING OBJECTIVE AND TALKING POINTS" PDF FILE** Class_1: teacher_1 uploads a pdf version of "Prompts, learning objective, and talking points" onto the **DIALLS platform** in "DIALOGUE AND ARGUMENTATION_school1_school2" discussion room. The pdf file includes two blank pages at the end. Each teacher displays the pdf version "Prompts, learning objective, and talking points" on the **DIALLS platform.** *Taking on board what x said…..* *I agree with…. But I also think…* *I hear what you are saying, however I think……* Can the children think of other ways they can respectfully challenge ideas when they disagree? Share cultural learning objective: *'How should we resolve conflicts?'* Talking points: *We should step in when others are fighting or arguing.* *People should mind their own business they will only make things worse* **MAKE COMMENTS/ANNOTATIONS**	One discussion room with different discussion boxes for each class on the agreed pages

		Each teacher selects some (or all?) of the children's arguments, and inputs them as annotations and comments on the first blank page of "Prompts, learning objective, and talking points" on the **DIALLS platform.** N.b. This is for the other teacher, in other class, to be able to see the answers the children gave.	They should have the opportunity to discuss and reply if the teachers have time and want to extend_deepen on the discussion.
Reflection activity (reflect on learning objectives)	*Why is it important that conflicts are resolved? How were we able to respectfully challenge each other's ideas?*	*Why is it important that conflicts are resolved? How were we able to respectfully challenge each other's ideas?* **MAKE COMMENTS/ANNOTATIONS** Each teacher selects some (or all?) of the children's arguments, and inputs them as comments on the second blank page of "Prompts, learning objective, and talking points" on **DIALLS platform.** N.b. This is for the other teacher, in other class, to be able to see the answers the children gave. At this point, in each class/school, there are two associated **DIALLS platform** discussion rooms (class 1: DANS SA BULLE_school1; DIALOGUE AND ARGUMENTATION_school1; class 2: DANS SA BULLE_school2; DIALOGUE AND ARGUMENTATION_school2) containing i) the wordless book annotated **(selected pages only due to copyright issues)** with the children's main comments/answers to questions; ii) outcome of dialogue and argumentation activity (blank page 1); and iii) outcome of reflection activity (blank page 2).	They should have the opportunity to discuss and reply if the teachers have time and want to extend_deepen on the discussion. 1 discussion room_ make changes accordingly

Platform activity (Specify if synchronous or asynchronous)	Collect some key arguments that children made to agree or disagree with the talking points. Have an online discussion with the other class on the platform about these ideas to further the discussion.	**INTER-CLASS (SAME COUNTRY) DISCUSSION THROUGH THE DIALLS PLATFORM** Teachers (class 1 and class 2, school 1 and school 2) join each other discussion rooms. Now, each class, under teacher guidance, looks through and discusses the answers given by the other class, i.e. class 1 looks through "DANS SA BULLE_school2", "DIALOGUE AND ARGUMENTATION_school2" and vice versa. Both teachers on each side look through both pdf documents inviting children to compare their own answers with those of the other class. This may lead to some discussion and change of answers (new comments) on each side.	We need to rethink this. Now, the whole lesson seems to be based on the platform, so there is not just one platform activity.
Cultural artefact (May be part of the session or extra)	In groups, create two musical compositions. One where the instruments are in conflict with each other, and then one where the instruments work in harmony. Write a caption to accompany this artefact which describes how the different compositions make you feel.		

Do you agree or disagree and why?

We should step in when others are fighting or arguing

People should mind their own business. They will make things worse

Lesson Overview | Session Number			**BLENDED ONLINE SCENARIO version 1**	**NOVA – Comnents**
Cultural text:	**Free Art**			
Age	**Years 14-15**			
Theme	**Social responsibility**			
Sub-theme (include definition from glossary)				
Learning objectives	Dialogue and Argumentation	Construct new viewpoints based on the viewpoints of the Other; challenge ideas; try to understand divergent viewpoints		
	Cultural Learning Objective	Listen to each other; understand, debate and deepen the concept of social responsibility		
Lesson Procedure				
Share film/book (including pre-share task if appropriate)	Film projection with the whole class, after the short activity described below.		**In two classes, schools and countries** Film projection with the whole class, after the short activity described below.	Teachers suggested that, before sharing the film, students should see the four images from the Template, once these images are broader and will not influence students thoughts on the proposed theme. Teachers believe that the film portray Graffiti in a very artistic way, which may immediatly influence students into thinking or wanting to be on the "yes" side (the "yes" side being the one in which the students believe graffiters have social responsability)

Activity to stimulate thinking (optional short task)	Before watching the film, the teacher guides the students in a short exploratory discussion regarding the meaning of social responsibility (what it means). Students will brainstorm ideas and the teacher will write them on the board in the form of a conceptual map.	Before watching the film, the teacher guides the students in a short exploratory discussion regarding the meaning of social responsibility (what it means). Students will brainstorm ideas and the teacher will write them on the board in the form of a conceptual map.	Also, before watching the filme, it was suggested by the teachers that students fill the written template Part A, right after looking and debating the 4 images. They believe that doing this task before watching the movie, but after seeing the imaged, will result in less influenced and more honest replies to Template Part A questions.
Ideas for whole class / group discussion. Including discussion questions/ talking points/ dilemmas	• **Do graffiti artists have social responsibility?** The teacher leads a shorter whole class discussion briefly asking students about what they think regarding the main question above. Right after, groups are formed voluntarily with 4 students each. Each group will have to discuss ways in which the graffiti artists show or not social responsibility, and they will have to write down three ideas supporting their side (see template attached). FOR THE TEST: At a second phase, groups are given four images of graffities that manifest different degrees of social responsibility (See examples attached). Each group has to choose one of the images that best supports their position and explain why. At the end, each group presents their ideas/arguments to the whole class.	• **Do graffiti artists have social responsibility?** The teacher leads a shorter whole class discussion briefly asking students about what they think regarding the main question above. Right after, groups are formed voluntarily with 4 students each. **PREPARATION** Asynchronous, teachers/students working in 2 different classes/schools, different countries/languages: Teachers (class 1, school 1, country A) and students (class 1, school1, country A) complete the following steps simultaneously. The same procedure for class 2, school 2 and country B. Teacher_1 in school 1 (country A) creates **DIALLS platform** discussion room, called, e.g. “GRAFITTI & SOCIAL RESPONSIBILIY_Teacher_1_school_1”, similarly for teacher_2 in school 2 (country B),	It was suggested by the teachers that this main question is poorly formulated once the word "artists" influence students, that immediatly believe that, if they are artists, then of course they have social responsability. Instead, teachers suggested that this phrase should be: "Do graffiters have social responsability?" once it is a more inclusive and broader way of introducing the theme, not influencing the students.

		who creates a different discussion room, e.g. "GRAFITTI & SOCIAL RESPONSIBILIY_teacher_2_school_2". **UPLOAD TEMPLATE "GRAFFITTI & SOCIAL RESPONSIBILITY" PDF FILE** Class 1: teacher_1, in school 1 (country A): uploads a pdf version of template attached (see original lesson plan below) onto **DIALLS platform** in "GRAFITTI & SOCIAL RESPONSIBILIY_Teacher_1_school_1. Class 2: teacher_2, in school 2 (country B): uploads a pdf version of template attached (see original lesson plan below) onto **DIALLS platform** in "GRAFITTI & SOCIAL RESPONSIBILIY_Teacher_2_school_2. **PREPARATION** Group_1 in school 1 creates **DIALLS platform** discussion room, called, e.g. "GRAFITTI & SOCIAL RESPONSIBILIY_Group_1_school_1", similarly, for group_2, who creates a different discussion room, e.g. "GRAFITTI & SOCIAL RESPONSIBILIY_Group_2_school_1"and the same procedure for groups 3, 4, etc. (this depends on the number of students/groups per class in school 1).	

		Group_1 in school 2 creates **DIALLS platform** discussion room, called, e.g. “GRAFITTI & SOCIAL RESPONSIBILIY_Group_1_school_2”, similarly, for group_2, who creates a different discussion room, e.g. “GRAFITTI & SOCIAL RESPONSIBILIY_Group_2_school_2”and the same procedure for groups 3, 4, etc. (this depends on the number of students/groups per class in school 2). **UPLOAD TEMPLATE “GRAFFITTI & SOCIAL RESPONSIBILITY” PDF FILE** Class 1, school 1: Group_1 in school 1 uploads a pdf version of template attached (see original lesson plan below) onto **DIALLS platform** in “GRAFITTI & SOCIAL RESPONSIBILIY_Group_1. Similarly, for group 2, 3, 4 and n in school 1. Class 2, school 2: Group_1 in school 2 uploads a pdf version of template attached (see original lesson plan below) onto **DIALLS platform** in “GRAFITTI & SOCIAL RESPONSIBILIY_Group_1. Similarly, for group 2, 3, 4 and n in school 2. **MAKE COMMENTS/ANNOTATIONS** Each group will have to discuss ways in which the graffiti artists show or not social responsibility, and they will have to write down three ideas supporting their side (see template attached). Students write down these **three ideas as annotation on the pdf template uploaded onto the DIALLS Platform**.	

		FOR THE TEST: At a second phase, groups are given four images of graffities that manifest different degrees of social responsibility (See examples attached). These images are part of the document each group has previously uploaded onto the **DIALLS Platform**, in "Graffiti & SOCIAL RESPONSIBILIY" discussion room. Each group has to choose one of the images that best supports their position and explain why. Students write down their justifications as annotations**, onto the DIALLS Platform**, in Graffiti & SOCIAL RESPONSIBILIY" discussion room. N.b. At the end of the "Ideas for whole class / group discussion" step of the procedure, we have multiple groups of students in each class/school/country each having, in a different **DIALLS Platform** discussion room, annotated versions of the GRAFITTI & SOCIAL RESPONSIBILIY template. The teacher and multiple groups of students in each class/school (not between classes/schools) are also connected to each other after having joined each other discussion room. Thus, the teacher and groups have access to the three ideas and images plus justifications made by other groups on the **DIALLS Platform**.	

Deepening activity (optional)	The teacher takes notes on board of the graffiti image that each group selected as most representative of their position. A discussion is led about the variety or not of the groups' choices.	**MAKE COMMENTS/ANNOTATIONS** The teacher (class 1, school 1, country A; class 2, school 2, country B) makes annotations on the uploaded version of the graffiti images that each group selected as most representative of their position. Annotations are made on the pdf version that teachers previously uploaded onto the DIALLS Platform, in the discussion room "GRAFITTI & SOCIAL RESPONSIBILIY_Teacher_1_school_1. Similarly, for teacher 2 in school 2. A discussion is led about the variety or not of the groups' choices.	
Reflection activity (reflect on learning objectives)	While students try to reply to the question "Do graffiti artists have social responsibility?", they negotiate the meaning of social responsibility.	While students try to reply to the question "Do graffiti artists have social responsibility?", they negotiate the meaning of social responsibility.	
Cultural artefact (May be part of the session or extra)	Students in groups will have to visit some places in their own city and take photos of graffities that fulfil and not fulfil, in their perspective, the concept of social responsibility.	Students in groups will have to visit some places in their own city and take photos of graffities that fulfil and not fulfil, in their perspective, the concept of social responsibility.	
Platform activity (Specify if synchronous or asynchronous)	Asynchronous: Students in groups will upload their photos of graffities taken from their own cities as evidence to support that graffiti artists sometimes show, and some other times don't show social responsibility. In pairs of groups, with another class, they will have to decide on the most representative two photos, one supporting the Yes side and the other supporting the No side.	**PREPARATION** Group_1 in school 1 creates **DIALLS platform** discussion room, called, e.g. "PHOTOS OF GRAFFITIES_ Group_1_school_1", similarly for group_2, who creates a different discussion room, e.g. "PHOTOS OF GRAFFITIES_ Group_2_school_1" and the same procedure for groups 3, 4, etc. (this depends on the	Using the Platform, teachers said that students could use the uploaded film and each group could choose 6 relevant moments that support their point of view ("yes", graffiters have social responsability, or "no", graffiters don't have social responsability). And then share it with the whole class and/or with the students from other region/country.

		number of students/groups per class in school 1). Group_1 in school 2 creates **DIALLS platform** discussion room, called, e.g. “PHOTOS OF GRAFFITIES_ Group_1_school_2”, similarly for group_2, who creates a different discussion room, e.g. “PHOTOS OF GRAFFITIES_ Group_2_school_2” and the same procedure for groups 3, 4, etc. **UPLOAD PHOTOS OF GRAFFITIES** Students in groups will upload their photos of graffities taken from their own cities as evidence to support that graffiti artists sometimes show, and some other times don’t show social responsibility Class 1, school 1: Group_1 in school 1 uploads a pdf file with the photos of graffities onto **DIALLS platform** in “PHOTOS OF GRAFFITIES_ Group_1_school_1”. Similarly, for group 2, 3, 4, etc. in school 1. Class 2, school 2: Group_1 in school 2 uploads a pdf file with the photos of graffities onto **DIALLS platform** in “PHOTOS OF GRAFFITIES_ Group_1_school_2”. Similarly, for group 2, 3, 4, etc. n in school 2. **MAKE COMMENTS/ANNOTATIONS** Groups in school_1 (country A) and in school_2 (country B) add annotations on the photos of graffities included in “PHOTOS OF	

		GRAFFITIES" discussion rooms. Annotations will be about whether graffiti artists show or don't show social responsibility in their artistic work/practice. **TRANSLATIONS NOT SUPPORTED BY THE DIALLS PLATFORM** In country A, groups (class 1, school 1) will translate their annotations in the language spoken by students in country B (class 2, school 2). **Translations can be done with Google translate ™ or other automatic translation tools.** **INTER-CLASS (DIFFERENT COUNTRY) DISCUSSION** In pairs of groups, with another class, students will have to decide on the most representative two photos, one supporting the Yes (Graffiti artists show social responsibility) side and the other supporting the No (Graffiti artists do not show social responsibility) side. **Each group (class 1, school 1, country A) will be responsible for translating their annotations for the other group (class 2, school 2, country B).**	

Group members:.....

.....

QUESTION:

DO GRAFFITI ARTISTS SHOW SOCIAL RESPONSIBILITY?

Our group's position is (circle the answer that applied): YES / NO

PART A.

We justify our answer with the following arguments/examples, taking into consideration the concept/definition of social responsibility:

1. .....

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2. .....

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3. .....

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PART B.

Looking at the graffiti pictures, we think that image A, B, C, D (circle the answer that applies) is the one that better supports our position for these reasons:

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Lesson plan: Free Art

Theme: Social responsibility

Image A

“Só o coração pode bater” (only the heart can hit)– Campaign against the domestic violence, 2015, Pendão (Portugal).

Image B

Artist: Odeith – Grafiti 3D

Image C

“Sin poesia no hay cuidad” (Without poetry there is no city); Project Acción Poética – Poetic action (Monterrey, México)

Image D

SATAN
meow
meow

Lesson Overview | Session Number			**BLENDED ONLINE SCENARIO version 1**	**Comments – LUES**
Cultural text:	**Emptiness (book)**			
Age	**Years 14-15**			
Theme	**Empathy**			
Sub-theme (include definition from glossary)	*Belonging*			
Learning objectives	Dialogue and Argumentation	To consider alternative points of view; to listen and to respect the Other; to build different perspectives based on the Other's points of view.		
	Cultural Learning Objective	To understand the impact of loneliness in the Other; to reflect on different lifestyles; to reflect on the concept of "emptiness" and its multiple dimensions.		
Lesson Procedure				
Share film/book (including pre-share task if appropriate)	Students are organized in groups of 4-5 people and each group receives a copy of the book. Together students must explore the cultural text, reflect upon its content and choose two images that they consider to be the most representative of what the book meant to them.		**PREPARATION** Group_1in school 1 creates **DIALLS platform** discussion room, called, e.g. "EMPTINESS _Group_1_school1", similarly for group_2, who creates a different discussion room, e.g. "EMPTINESS__Group_2_school1" and the same the procedure for group 3, 4, etc. (this depends on the number of students/groups per class in school 1).	Since we are allowed to upload on the platform only 10% of the book material, it means 3 pages-student groups can select 2 pages out of 3. For this reason we would exclude the DIALLS platform for this part of the lesson. Besides, we think that at least one part of the lesson should include live discussion. Student groups in both schools explore the book, choose 2 images (out of 32), write down the questions, get the answers and stick their question-answer sheet

		Group_1 in school 2 creates **DIALLS platform** discussion room, called, e.g. "EMPTINESS _Group_1_school2", similarly for group_2, who creates a different discussion room, e.g. "EMPTINESS__Group_2_school2" and the same procedure for groups 3, 4, etc. (this depends on the number of students/groups per class in school 2). **<u>UPLOAD SELECTED PAGES OF WORDLESS TEXT</u>** Class 1, school 1: Group_1 in school 1 uploads pdf version **(selected pages only due to copyright issues)**of book "EMPTINESS" onto **DIALLS platform** in "EMPTINESS_Group_1_school1". Similarly, for group 2, 3, 4 and n in school 1. Class 2, school 2: Group_1 in school 2 uploads pdf version **(selected pages only due to copyright issues)** of book "EMPTINESS" onto **DIALLS platform** in "EMPTINESS_Group_1_school2". Similarly, for group 2, 3, 4, etc. in school 2. Together students must explore the cultural text**(selected pages only due to copyright issues)**uploaded onto the **DIALLS Platform**, reflect upon its content and choose two images that they consider to be the most representative of what the book meant to them.	on the board. Then they will argument and reach consensus which 3 questions and answers reflect the text best. Excluding the platform, which is time consuming, may result in a more qualitative live discussion and argumentation . This is an excellent idea, however, if we follow the lesson plan we will lack time to complete this part .

Activity to stimulate thinking (optional short task)	In each group students choose two images that they consider to be the most representative of what the book meant to them. This activity will promote the discussion about the themes of the book, namely: empathy, loneliness, what is emptiness, in what ways can we feel empty), etc. For the testing phase: The pictures-pages are selected using a post-it.	In each group students choose two images of the cultural text**(selected pages only due to copyright issues)uploaded onto the DIALLS Platform** that they consider to be the most representative of what the book meant to them. This activity will promote the discussion about the themes of the book, namely: empathy, loneliness, what is emptiness, in what ways can we feel empty, etc. For the testing phase: The pictures-pages are selected using the **DIALLS Platform's** annotation tool.	
Ideas for whole class / group discussion. Including discussion questions/ talking points/ dilemmas	After the two images have been chosen, each group will come up with 6 questions around the meanings hidden in these images. When the questions have been written down for each selected image, the group exchanges its questions with another one and both will answer three of the other group's questions.	**<u>MAKE COMMENTS/ANNOTATIONS</u>** After the two images have been chosen, each group will come up with 6 questions around the meanings hidden in these images. Students write down these questions on the text uploaded onto the **DIALLS Platform**, in discussion rooms "EMPTINESS_Group_1_school1" and "EMPTINESS_Group_1_school2", respectively. The same procedure applies to all groups in both classes. When the questions have been written down as annotations for each selected image, the group exchanges its questions with another one and both will answer three of the other group's questions. To do so, groups (group 1, 2, 3, etc.) in class 1 (e.g., Group_1 in school 1) join each other discussion rooms (e.g., EMPTINESS	

		_Group_1_school1) on the **DIALLS Platform**. Similarly, groups (group 1, 2, 3, etc.) in class 2 (e.g., Group_1 in school 2) join each other discussion rooms (e.g., EMPTINESS _Group_1_school2) on the **DIALLS Platform**. N.b. At the end of the "ideas for whole class/group discussion" step of the procedure, we have multiple groups of students in each class/school each having, in a different **DIALLS Platform** discussion room, annotated versions of the EMPTINESS text**(selected pages only due to copyright issues)**. Multiple groups of students in each class/school are also connected to each other after having joined each other group discussion room. Thus, groups **have access to the written questions and answers** made by other groups in the same class on the **DIALLS Platform**.	
Deepening activity (optional)			
Reflection activity (reflect on learning objectives)	After the questions have been posed and answered, students as a class will have to reach consensus about three questions/answers that best represent the cultural text presented.	After the questions have been posed and answeredas annotations on the **DIALLS Platform**, students as a class will have to reach consensus about the three questions/answers that best represent the cultural text presented. **<u>PREPARATION</u>** Class 1, school 1: Teacher_1 creates a pdf document (WORD file converted into PDF) that includes the three questions/answers	What will students do at that time? We assume it takes some time for the teacher to write down the questions and answers, to convert the file, to fill in all the info on the platform's "Add discussion"page and finally to upload the file.

		that best represent the cultural text presented. Teacher_2 in school 2 does the same. Teacher_1 in school 1 creates **DIALLS platform** discussion room, called, e.g. "EMPTINESS_CONSENSUS _school1". Teacher_2 in school 2 does the same, e.g. "EMPTINESS_CONSENSUS _school2". **UPLOAD "CLASS CONSENSUS EMPTINESS" PDF FILE** Teacher_1 in school 1 uploads pdf version of "Class consensus EMPTINESS" onto **DIALLS platform** in "EMPTINESS_CONSENSUS _school1" - similarly, for teacher_2 in school 2. N.b.At the end of the "Reflection activity" step, each school has a pdf document with the class consensus uploaded onto the **DIALLS Platform** that can be shared with the other class/school.	
Cultural artefact (May be part of the session or extra)	Students will receive drawing material and invited to draw about "what is emptiness?" – inspired by the questions/answers, each group will produce a drawing inspired by the questions posed by the other group. The drawing will then be offered to the other group as a gift that answers their questions (or maybe creates more!).	**INTER-CLASS (SAME COUNTRY) DISCUSSION THROUGH THE DIALLS PLATFORM** Class 1: Students in groups in school 1 will join the discussion room "EMPTINESS_CONSENSUS _school2" on the **DIALLS Platform**. Class 2: Students in groups in school 2 will join the discussion room "EMPTINESS_CONSENSUS _school1" on the **DIALLS Platform**. Students will receive drawing material and be invited to draw about "what is emptiness?" – inspired by the	

		questions/answers, each group will produce a drawing inspired by the questions posed by the other group. The drawing will then be offered to the other group as a gift that answers their questions (or maybe creates more!).	
Platform activity (Specify ifsynchronous or asynchronous)	Students will exchange their questions and share their answers with another class from other school through the platform. At the end, drawings are photographed and shared with the other class.	**PREPARATION** **UPLOAD "EMPTINESS CULTURAL ARTIFACT" PDF FILE** Class 1, school 1: Teacher_1 takes pictures of drawings, creates **DIALLS Platform** discussion room, called, e.g. "EMPTINESS_CULTURAL ARTIFACT_school1", and uploads drawings onto the discussion room. Class 2, school 2: Teacher_2 takes pictures of drawings, creates **DIALLS Platform** discussion room, called, e.g. "EMPTINESS_CULTURAL ARTIFACT_school2", and uploads drawings onto the discussion room. Class 1 and class 2: Students in groups join"EMPTINESS_CONSENSUS _school1", "EMPTINESS_CONSENSUS _school2"; EMPTINESS_CULTURAL ARTIFACT_school1"; and EMPTINESS_CULTURAL ARTIFACT_school2". Students in school 1 and school 2 will exchange their questions, share their answers and cultural artefacts with another class from other school through the **DIALLS Platform** (same country). The platform will support online synchronous discussions between students from both schools.	This is an excellent idea, however, if we follow the lesson plan we will lack time to complete this part .

		N.b.Students in school_1 and school_2 will have access to the cultural artefacts and the other class' consensus through the **DIALLS Platform**.	

7.4 Appendix 4: Blended online pedagogical scenarios (Version 2)

Online pedagogical scenario #1

Cultural text: Balbúrdia (Shambles)
Age: 5/6 Years
Topic: A young boy lives in a very messy bedroom cluttered full of toys. He ignores the mess, and it grows and grows, until suddenly it takes on a life of its own. The boy is chased out of the bedroom by the mound of toys and realizes that he needs to clean up.
Type: Asynchronous
Classes: Class in the UK (Class 1) and Class in Cyprus (Class 2)

Theme: Social responsibility
Sub-theme: Sustainable development
This relates to societal and economic issues and is defined as 'meeting the needs of the present generations without jeopardizing the ability of future generations to meet their own needs' (i.e. ensuring a better quality of life for everyone, now and for generations to come). One aspect of sustainable development is climate change.

Learning objectives [See lesson plan]
Dialogue and Argumentation: [See lesson plan]
Cultural learning objective: [See lesson plan]

Sequence

No.	Steps	Activities	Class	Actors	Actions	Language	Use of platform	If Yes, How?	Use of other tools (as part of cultural and technological eco-systems)
1	Presentation of picturebook	Teacher in Class 1 shares the cover of the picturebook	Class 1	Teacher in Class 1 Pre-primary students	Teacher makew questions to stimulate students' engagement with the task	English (Class 1)	NO		
2	Read picturebook	Teachers read the picturebook and scaffold students' understanding	Class 1 and Class 2	Teacher in Class 1 Pre-primary students	Teacher in Class 1 begins from the front-cover and ask students to make hypotheses about the story. Then attention to the end papers and then Teacher in Class 1 and students follow the boy at the different phases of the story: What has changed? (thoughts, feelings etc	English (Class 1)	NO		

3	Whole class/group discussion	.	Class 1	Teacher in Class 1 Pre-primary students	Teacher in Class 1 shows the children a range of items that children will have used in their own lives. The pile might include: toys, games, books, toothbrush, hairbrush, cutlery etc. (bring in these objects to the class for the children to sort) Teacher asks questions to children to stimulate discussion.	English (Class 1)	NO NO		
4	Take pictures of pilies of objects	Teacher in Class 1 asks children to take photographs of the piles.	Class 1	Teacher in Class 1 Pre-primary students	Children are instructed to take photographs of the piles (see lesson plan for a full description of the task)	English (Class 1)	NO		Tablet available in the school/classroom or [Optional: teachers' mobile phone if tablet is not available]
5	Creation of discussion room	Teacher in Class 1 uploads photographs, creates discussion rooms and invites other teacher.	NO	Teacher in Class 1	Teacher in Class 1 sends photographs to her email address and downloads them into the classroom computer. She may want create a specific folder for the lesson/discussion room. Teacher in Class 1 creates a discussion room by uploading pictures and invites Teacher in Class 2.	English	YES		Classroom computer or teacher's personal computer
6	Translation	Teacher in Class 1 translates the annotations	NO	Teacher in Class 1	Teacher in Class1 translates the annotations made by her class into Greek. Discussion room contains both original and translated annotations	English Greek	YES	Embedded translation tool to conduct the translation of annotations [See translation strategies for platform use]	Classroom computer or teacher's personal computer

7	Join discussion room	Teacher in Class 2 joins the discussion room created by Teacher in Class 1	NO	Teacher in Class 2			YES		Classroom computer or teacher's personal computer
8	Class 2 completes steps 1-6 (Class 1)	Teacher in Class 2 and students complete the activities done by Class 1	YES	Teacher in Class 2 Secondary students		Greek (Class 2)	YES	Embedded translation tool to conduct the translation of annotations [See translation strategies for platform use]	Classroom computer or teacher's personal computer
9	Translation	Teacher in Class 2 translates the annotations	NO	Teacher in Class 2	Teacher in Class2 translates the annotations made by her class into English. Discussion room contains both original and translated annotations	Greek English	YES	Embedded translation tool to conduct the translation of annotations [See translation strategies for platform use]	Classroom computer or teacher's personal computer
10	Interclass discussion (asynchronous) Teachers need to wait for a response and allow some time later in the week to respond to each other.	Teachers encourage students to respond to other class pictures and translated annotations	Class 1 and Class 2	Teacher in Class 1 and Teacher in Class 2 Pre-primary students	Teachers make questions to stimulate thinking and scaffold children's discussion. Students have to justify their answer. Teachers explain students that they will share these objects and annotations with the other class. Teachers write down those arguments as annotations and use embedded translation	English (Class 1) and Greek (Class 2)	YES	Show 3 photographs of personal objects and read translated annotations Use of annotations function	Classroom computer or teacher's personal computer

					function. Discussion room contains both original and translated annotations			Use of translation function.	
11	Cultural artefact [May be part of the session or extra]	Teachers invite students to create cultural artefacts	Class 1 and Class 2	Teacher in Class 1 and in Teacher in Class 2 Pre-primary students	Teachers encourage the children to think about the interaction they had with the other class and things they own and use. They ask students to create 'mess monsters by drawing and collaging items they own themselves	English (Class 1) and Greek (Class 2)	NO		
12	Digitalization of cultural artefacts	Teachers ask students to take photographs of the cultural artifacts	Class 1 and Class 2	Teacher in Class 1 and Teacher in Class 2 Pre-primary students	Teachers invite students to take photographs of the cultural artefacts. [Optional: Students can also take a picture of the creator of each artifact to share with the other class]	English (Class 1) and Greek (Class 2)	NO		Tablet available in the school/classroom [Optional: teachers' mobile phone if tablet is not available]
13	Reflection activity	Teachers encourage students' reflection on learning objectives	Class 1 and Class 2	Teacher in Class 1 and Teacher in Class 2 Pre-primary students	Teacher in Class 1 and Teacher in Class 2 stimulate students' reflection on what they did in the lesson so far by asking discussion questions and scaffolding children's discussions	English (Class 1) and Greek (Class 2)	NO		

Online pedagogical scenario #2

Cultural text: Dans sa bulle (In a Bubble)
Age: 8-9 Years
Topic: The story represents a happy, regular day in the life of a young girl. Some drama enters the narrative when a fight breaks out in the playground. The girl stops the fight and befriends the victim. He visits for tea and the pair bond**.**
Type: Synchronous
Classes: Two classes in the UK (Class 1 and Class 2)

Theme: Social Responsibility
Sub-theme: Active Participation
Refers to individual's involvement in relation to the civic, political, social, economic, legal and cultural spheres of society.
Learning objectives
Dialogue and Argumentation: [See lesson plan]
Cultural learning objective: [See lesson plan]

Sequence

No.	Steps	Activities	Class	Actors	Actions	Language	Use of platform	If Yes, How?	Use of other tools (as part of cultural and technological eco-systems)
1	Coordination	Teachers agree beforehand who is going to create the discussion room and invite other as participant	NO	Teacher in Class 1 and Class 2	Teacher in Class 1 sends message/email to Teacher in Class 2	English	NO		Email, WhatsApp, Skype, Google Hangouts, etc. [Teachers should have each other email address]
2	Synchronization	Teacher in Class 1 informs Teacher in Class 2 when her lesson begins	Class 1 and Class 2	Teacher in Class 1 and Teacher in Class 2	Teacher in Class 1 sends message/email to Teacher in Class 2	English	NO		Email, WhatsApp, Skype, Google Hangouts, etc.
4	Presentation of picturebook	Teachers share the title of the book in French and in English	Class 1 and Class 2	Teacher in Class 1 and Class 2 Primary students	Teachers mind map ideas of what the title could be about	English	NO		Board

5	Share picturebook – first pages	Introduction of the picturebook and first approximation to the wordless text	Class 1 and Class 2	Teacher in Class 1 and Class 2 Primary students	Teachers and students read the book up until the page where the bell rings for break (DRING)	English	NO		
6	Whole class/group discussion	Children discussion in groups as a whole class with less support from the picturebook	Class 1 and Class 2	Teacher in Class 1 and Teacher in Class 2 Primary students	Teachers direct children to discuss in groups and as a whole class. Teachers support discussions (see lesson plan for questions and prompts).	English	NO		
7	Teacher 1 creates the discussion	Teacher in Class 1 gather ideas from children's discussion and creates the discussion room	Class 1	Teacher in Class 1	Teacher in Class 1 writes ideas from the whole class discussion and creates a PDF document that then uploads onto the platform to create the discussion room.	English	YES	Teacher in Class 1 creates discussion room by uploading the PDF file.	Classroom computer and video-projector if available.
8	Teacher 2 gathers ideas from children	Teacher in Class 2 gather ideas from children's discussion and create a PDF file	Class 2	Teacher in Class 2	Teacher in Class 1 writes ideas from the whole class discussion and creates a PDF document	English		Teacher in Class 1 create PDF file	Classroom computer
9	Interclass discussion	Teachers encourage students to response to other class ideas	Class 1 and Class 2	Teacher in Class 1 Teacher in Class 2 Primary students	Teachers read the ideas proposed by the other class annotations. They make question to stimulate thinking and scaffold children's discussion. Students have to justify their answers. Teachers write down those arguments as annotations	English	YES		Classroom computer and video-projector if available.

10	Reflection activity	Teachers encourage students' reflection on the other class' responses	Class 1 and Class 2	Teacher in Class 1 and Teacher in Class 2 Primary students	Teachers stimulate students' reflection on the other class responses by asking questions and scaffolding children's discussions. Teachers write down reflections as annotations (see lesson plan for the kind of questions teachers may want to ask).	English	YES	Display annotations	Classroom computer and video-projector if available.
11	Cultural artefact (May be part of the session or extra)	Teachers invite students to create cultural artefacts in groups	Class 1 and Class 2	Teacher in Class 1 and Teacher in Class 2 Primary students	Teachers encourage the children to think about the interaction with the other class. Teachers invite students to create two musical compositions. One where the instruments are in conflict with each other, and then one where the instruments work in harmony. Students have to write a caption to accompany this artefact which describes how the different compositions make you feel.	English	NO		
12	Digitalization of cultural artifacts	Teachers take photographs of the cultural artifacts	Class 1 and Class 2	Teacher in Class 1 and Teacher in Class 2 Pre-primary students	Teachers take photographs of the selected pages.	English	NO		Tablet available in the school/classroom or [Optional: teachers' mobile phone if tablet is not available]

Online pedagogical scenario #3

Cultural text: Free Art
Age: 14-15 Years
Topic: A man is on a street in an urban area. He spray paints a trio of birds onto the wall, and is amazed when the birds take on a life of their own and fly around the murals and graffiti that adorn the concrete.
Type: Asynchronous
Classes: Class in Portugal (Class 1) and Class in Lithuania (Class 2)

Theme: Social responsibility
Sub-theme: [See lesson plan]
Learning objectives [See lesson plan]
Cultural learning objective: [See lesson plan]

Sequence

No.	Steps	Activities	Class	Actors	Actions	Language	Use of platform	If Yes, How?	Use of other tools (as part of cultural and technological eco-systems)
1	Creation of discussion room	Teacher 1 uploads on the discussion room a PDF file with the four graffiti images that appear on the worksheet of this lesson	NO	Teacher 1	Teacher 1 upload the worksheet in a PDF format on the platform in order to open the discussion room	English	YES		
2	Present four images from Template	Teacher 1 shares images from the worksheet attached to the lesson	Class 1	Teacher 1 Secondary students	Teacher 1 show the four images of graffiti art that appear on the worksheet on a large screen	Portuguese (Class 1)	NO		Classroom computer and video-projector if available.
3	In-class whole-class discussion on social responsibility	Whole class discussion on social responsibility	Class 1	Teacher 1	Teacher 1 guides the students in a short exploratory discussion regarding the meaning of social responsibility. Students will brainstorm ideas and teachers will write them on	Portuguese (Class 1)	NO		

					the board in the form of a conceptual map.				
4	Screening of video Free Art	Teacher 1 show video of Free Art to whole-class	Class 1	Teacher in Class 1 Secondary students	Teacher 1 shows film to students	Portuguese (Class 1)	YES		Classroom computer and video-projector if available.
5	Discussion about how to reach consensus in a group dialogue	Teacher in Class 1 give instructions to students about the groupwork activity and hand out post-its to the groups.	Class 1	Teacher in Class 1 Secondary students		Portuguese (Class 1)	NO		
6	Completion of written activity in Part A of worksheet attached to this lesson	Teacher in Class 1 asks students to fill in Template A in their groups	Class 1	Teacher in Class 1 Secondary students	Teacher in Class 1 asks students to complete the written template Part A, right after looking and debating the 4 images and before watching the film	Portuguese (Class 1)	NO		
7	Opening of the discussion room and students' annotations of graffits in groups	Teacher in Class 1 opens discussion room	Class 1	Teacher in Class 1 Secondary students	Teacher in Class 1 opens previously created discussion room. Students make annotations in groups.	Portuguese (Class 1)	YES		Classroom computer and video-projector if available.
8	Whole class discussion	Teacher in Class 1 stimulates whole class discussion and define what	Class 1	Teacher in Class 1 Secondary students	Teachers stimulate students' discussion on the film by asking specific questions (e.g. Do graffiti artists have social responsibility?)	Portuguese (Class 1)	NO		

9	Group discussion – film	Teacher in Class 1 asks students to form groups of 4 and writes down ideas about the film	Class 1	Teacher in Class 1 Secondary students	Students discuss the film and write down ideas in a sheet of paper	Portuguese (Class 1)	NO			
10	Group discussion – 4 images	Teacher in Class 1 asks students to discuss the 4 images shown at the beginning of the lesson	Class 1	Teacher in Class 1 Secondary students	Students in groups have to choose one of the images that best supports their position and explain why.	Portuguese (Class 1)	NO			
11	Deepening and sharing activity	Teacher in Class 1 makes annotations on the images previously uploaded onto the discussion rom	Class 1	Teacher in Class 1 Secondary students	Teacher in Class 1 makes annotations on the pictures of the graffiti images that each group selected as most representative of their position. A discussion is led about the variety or not of the groups' choices.	Portuguese (Class 1)	YES	Annotation tool	Classroom computer and video-projector if available.	
12	Translation	Teacher in Class 1 translates the annotations	NO [if YES, Optional short task TBD to keep students' engagement in the activity while Teacher does translations]	Teacher in Class 1	Teacher in Class1 translates the annotations made by the other class Discussion room contains both original and translated annotations	Portuguese (Class 1)	YES	Embedded translation tool to conduct the translation of annotations [See translation strategies for platform use]	Classroom computer or teacher's personal computer	

13	Join discussion room	Teacher in Class 2 joins the discussion room created by Teacher in Class 1	NO	Teacher in Class 2			YES		Classroom computer or teacher's personal computer	
14	Class 2 completes steps 2-12 (Class)	Teacher in Class 2 and students complete the activities done by Class 2	YES	Teacher in Class 2 Secondary students		Lithuanian (Class 2)	YES	Embedded translation tool to conduct the translation of annotations [See translation strategies for platform use]	Classroom computer or teacher's personal computer	
15	Start discussion in discussion room	Teachers open discussion room and show students the 4 images and translated annotations made by the other class	Class 1 and Class 2	Teacher in Class 1 and Class 2 Secondary students	Teachers ask students to read the translated annotations made by the other class.	Portuguese (Class 1) and Lithuanian (Class 2)	YES	Show 4 images and translated annotations	Classroom computer or teacher's personal computer	
16	Interclass discussion	Teachers encourage students to respond to the other class' translated annotations	Class 1 and Class 2	Teacher in Class 1 and Teacher in Class 2 Secondary students	Students have to justify their answers. Teachers write down those arguments as annotations and use embedded translation function	Portuguese (Class 1) and Lithuanian (Class 2)	YES	Show 4 images and translated annotations Use of annotations function Use of translation function.	Classroom computer or teacher's personal computer	

17	Notification of response	Teachers send notification emails to each other so they can react to their class' responses	Class 1 and Class 2	Teacher in Class and Teacher in Class 2	Teachers send notification email to each other, so their classes can react to the other class' responses	English	YES	Teacher send notification message via the platform (if function is available)	Teachers use email, WhatsApp, Skype, Google Hangouts, etc. if email notification tool is not available.
18	Share responses with the class	Teachers show other class' responses to the class	Class 1 and Class 2	Teacher in Class 1 and Teacher in Class 2	Teachers show and the translated annotations made by other class to their own class.	Portuguese (Class 1) and Lithuanian (Class 2)	YES	Display translated annotations and 4 photographs	Classroom computer or teacher's personal computer
19	Reflection activity	Teachers encourage students' reflection on the other class' responses	Class 1 and Class 2	Teacher in Class 1 and Class 2 Secondary students	Teachers stimulate students' reflection on the other class responses by asking questions. Teachers write down reflections as annotations and translate those annotations	Portuguese (Class 1) and Lithuanian (Class 2)	YES	Display translated annotations and 3 photographs Annotation function Translation function	Classroom computer or teacher's personal computer
20	Cultural artefact (May be part of the session or extra)	Teachers invite students to create cultural artefacts	NO	Teacher in Class 1 and Teacher in Class 2 Secondary students	Students in groups will have to visit some places in their own city and take photos of graffities that fulfil and not fulfil, in their perspective, the concept of social responsibility.	Portuguese (Class 1) and Lithuanian (Class 2)	NO		Students' mobile phones

Online pedagogical scenario #4

Cultural text: Vazio [Emptiness]
Age: 14-15 Years
Topic: Mister Empty travels around the town looking to feel fulfilled by different things. Nothing (e.g. work, food, artwork, animals) makes him happy. One day he bumps into someone else who is as empty as he is, and a connection of love is formed between them.
Type: Synchronous
Classes: Two classes in Portugal (Class 1 and Class 2)

Theme: Empathy
Sub-theme: Belonging
Refers to individual's involvement in relation to the civic, political, social, economic, legal and cultural spheres of society.
Learning objectives [See lesson plan]
Cultural learning objective: [See lesson plan]

Sequence

No.	Steps	Activities	Class	Actors	Actions	Language	Use of platform	If Yes, How?	Use of other tools (as part of cultural and technological eco-systems)
1	Coordination	Teachers in Class 1 and Class 2 agree beforehand who is going to create the discussion room and invite other as participant	NO	Teachers in Class 1 and Class 2	Teacher in Class 1 sends message/email to Teacher in Class 2	Portuguese	NO		Email, WhatsApp, Skype, Google Hangouts, etc. [Teachers should have each other email address]
2	Synchronization	Teacher in Class 1 informs Teacher in Class 2 when their lesson begins	NO	Teacher in Class 1 and Teacher in Class 2	Teacher in Class 1 sends message/email to Teacher in Class 2	Portuguese	NO		Email, WhatsApp, Skype, Google Hangouts, etc.

3	Class presentation	Teachers present their class to each other	Class 1 and Class 2	Teacher in Class 1 and Teacher in Class 2 Secondary students	Teachers start a short video call (3 minutes) where they introduce their classes – greetings, etc.	Portuguese	NO		Tablet available in the school/classroom [Optional: teacher's mobile phone] Skype, Google Hangouts, etc
	Discussion of the lesson objective	Teachers in their classes	Class 1 and Class 2	Teacher in Class 1 and Teacher in Class 2 Secondary students	At whole-class, teachers and students discuss the meaning of the D&A objective	Portuguese	NO		
5	Group exploration	Groups of 4-5 students explore the content of the book	Class 1 and Class 2	Teacher in Class and Teacher in Class 2 Secondary students	Teachers distribute picturebooks and ask students to explore the cultural text, reflect upon its content and choose 2 images that they consider to be the most representative of what the book meant to them	Portuguese	NO		
6	Selection of images	Students select images from picturebooks	Class 1 and Class 2	Teacher in Class 1 and Teacher in Class 2 Secondary students	Students agree on what images they would want to select to share with other groups (Class 1 and Class 2)	Portuguese	NO		Tablet available in the school/classroom or teacher's mobile phone
7	Group discussion	Teachers ask students in groups to come up with 6 questions	Class 1 and Class 2	Teacher in Class 1 and Teacher in Class 2 Secondary students	Students in their groups should come up with 6 questions around the meanings hidden in the images they selected. Questions have been written down for each selected image	Portuguese	NO		

8	Synchronization	Teachers inform each other that their students are working on the questions	Class 1 and Class 2	Teacher in Class 1 and Teacher in Class 2	Teachers message/email to each other informing that they are about to create the discussion room.	Portuguese	NO		Tablet available in the school/classroom [Optional: Teachers' mobile phones] Classroom computer Email, WhatsApp, Skype, Google Hangouts, etc
9	Creation of discussion room	Teacher uploads images, creates discussion rooms and invites other teacher to join	Class 1	Teacher in Class 1	Teacher in Class 1 sends photographs to his/her email address and download them into the classroom computer. Teachers may want create a specific folder for the lesson/discussion room. Teacher in Class 1 creates a discussion room by uploading pictures and invites Teacher in Class 2.	Portuguese	YES	Teacher in Class 1 creates discussion room by uploading the photographs and invites Teacher in class 2 to join the room. Teacher in Class 1 uses notification function (if available) to inform teacher in Class 2.	Tablet available in the school/classroom [Optional: Teachers' mobile phones] Classroom computer Teacher in Class 1 uses email, WhatsApp, Skype, Google Hangouts, etc. if email notification tool is not available.
10	Preparation for participation in discussion room created by Teacher 1	Teacher in Class 2 downloads photographs to the classroom computer	Class 2	Teacher in Class 2	Teacher in Class 2 sends photographs to his/her email address and download them into the classroom computer.	Portuguese	NO		Tablet available in the school/classroom [Optional: Teachers' mobile phones] Classroom computer
11	Accept invitation	Teacher in Class 2 accepts Teacher in Class 1's invitation to join discussion room	Class 2	Teacher in Class 2	Teacher in Class 2 accepts Teacher in Class 1's invitation to join the discussion room	Portuguese	YES	Teacher in Class 2 joins discussion room and uploads the photographs taken by students	Classroom computer

12	Whole class discussion based on question exchange	Students share questions discussed in their groups with the whole class	Class 1 and Class 2	Secondary students	Groups exchange their questions with another group in the same class.	Portuguese	NO		
13	Teachers invite groups of students to join the discussion rooms	Teacher in Class 1 and Teacher in Class 2 invite students' groups to join the discussion room	Class 1 and Class 2	Teacher in Class and Teacher in Class 2 Secondary students	Teachers inform students that they will have to join the discussion room and students (as groups). Students as groups accept invitation	Portuguese	YES	Students join the discussion room	As many desktop computers/tablets as needed per class Classroom computer
14	Students' create annotations/commentaries	Students working in groups create annotations and commentaries	Class 1 and Class 2	Secondary students	Groups of students create annotations based on questions and answers. Annotations are made on the images each class selected, i.e. Class 1 makes annotations only the images that Class 1 selected.	Portuguese	YES	Annotation/Commentary function	As many desktop computers/tablets as needed per class Classroom computer
15	Synchronization	Teachers inform each other that they ready to begin the inter-class discussion	Class 1 and Class 2	Teacher in Class 1 and Teacher in Class 2	Teachers send messages to each other informing that their classes are ready to begin inter-class discussion. Students will begin discussing the other class questions and answers	Portuguese	YES	Annotation/Commentary function	Classroom computer

16	Interclass discussion	Groups of students in Class 1 and Class 2 discuss the other class questions and answers and respond to them	Class 1 and Class 2	Secondary students	Students working in groups in Class 1 discuss the questions and answers shared by groups of students in Class 2 and the other way around. Groups have to write down their reflection as annotations	Portuguese	YES	Annotation/Commentary function	As many desktop computers/tablets as needed per class
17	Synchronization	Teachers informs each other that their students have finished Step 16	Class 1 and Class 2	Teacher in Class 1 and Teacher in Class 2	Teachers send message to each other informing that their students have finished the discussion on the other class questions and answers.	Portuguese	YES	Annotation/Commentary function	Classroom computer
18	Whole class reflection activity	Students' discussion	Class 1 and Class 2	Teacher in Class 1 and Teacher in Class Secondary students	Teachers invite students to reflect on questions and answers they gave as groups, to the groups in the same and other class. Teachers write key ideas as annotations in the discussion room	Portuguese	YES	Annotation function	Classroom computer Video-projector if available.
19	Synchronization	Teachers inform each other that they will move onto the creation of cultural artifacts	Class 1 and Class 2	Teacher in Class 1 and Teacher in Class 2	Teachers send message to each other informing that they will move onto the creation of cultural artifacts	Portuguese	YES	Annotation/Commentary function	Classroom computer

21	Cultural artefact (May be part of the session or extra)	Teachers invite students to create cultural artefacts in groups	Class 1 and Class 2	Teacher in Class 1 and Teacher in Class 2 Secondary students	Students receive drawing material and invited to draw about “what is emptiness?”. The drawing will then be offered to the other group as a gift that answers their questions	Portuguese	NO		
22	Digitalization of cultural artifacts	Teachers ask students to take photographs of the cultural artifacts	Class 1 and Class 2	Teacher in Class 1 and Teacher in Class 2 Secondary students	Teachers invite students to take photographs of the cultural artefacts. Students give the tablet/mobile phone back to teachers after completing action.	Portuguese			Tablet available in the school/classroom [Optional: teachers’ mobile phone]