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Dissemination Level		
<b>PU</b>	Public	X
<b>PP</b>	Restricted to other programme participants (including the Commission Services)	
<b>RE</b>	Restricted to a group specified by the consortium (including the Commission Services)	
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## TABLE OF CONTENTS

1. Introduction.....	3
2. Background.....	4
3. Description.....	4
4. Updating plan.....	7
5. Summary.....	7
6. Bibliography.....	8

### Figures

Figure 1: login page.....	5
Figure 2: add new discussion.....	5
Figure 3: select a resource from the repository.....	6
Figure 4: discussion room: notes (right) and annotations (left).....	6
Figure 5: video-based discussion: add new post.....	7

## 1. Introduction

The purpose of this deliverable is to present the Teacher Guide (Deliverable 6.3) for the use of the DIALLS platform. The Teacher Guide was produced as a video tutorial which is available online (URL) at the following link:

[DIALLS video tutorial](#)

Deliverable 6.3 explains how to use the DIALLS platform which has been designed, developed and tested with respect to usability by CNRS and HUJI team members within the project (see D6.1 and D6.2). The video tutorial and this supporting document will be updated up to the end of the project according to need in the light of teachers' feedback.

We have chosen to create the Teacher Guide in the format of a video tutorial since this approach has become extremely widespread within the general population and is thus adapted to prevalent practices (Bull, 2008; Van Der Meij, 2014). Video tutorials are gaining key role in current informal as well as formal teaching and learning situations (Lindsay, 2006; Kidd, 2014). The multitude of results for "how to" searches in YouTube are evidence to the prevalence, usefulness and popularity of video tutorials, and they are becoming an essential component of contemporary learning ecologies.

Video tutorials have many benefits (see, e.g., He et al. 2012; Lloyd & Robertson, 2012; Shephard, 2003) amongst which:

- the short amount of time required on the side of the teachers in order to understand how to operate the platform (the video is 7:43 minutes long);
- the ease of visual learning, and later on remembering the explanations also made easier through visual learning;
- the interface is not unfamiliar upon first log in;
- the affordance to review the tutorial as many times as needed including the option to easily skip to a certain section.

The Teacher Guide tutorial introduces to the teachers the platform interface and its main functionalities and features. It starts at the very beginning with the login procedure, and familiarizes the viewer with the discussion rooms – the main tool for the DIALLS lesson plans. The tutorial includes explanations about creating discussion rooms, participating in discussions, annotating and posting in regard the text/video, adding private notes, uploading resources and editing, as will be detailed in section 3 of this document.

This document includes a description of deliverable 6.3 video tutorial, the Teacher Guide, guiding the teachers step by step regarding use of the different platform features. It includes background regarding the Teacher Guide and its development (2), a detailed description of the guide including representative screenshots (3), and an updating plan presenting our perspectives regarding the deliverable (4).

## 2. Background

The DIALLS project includes an online platform for the use of the teachers and pupils: [www.dialls.net](http://www.dialls.net). The users will view resources and conduct discussions (amongst the classmates, lessons 1-5) and will additionally communicate through the platform synchronously (with peers in same country, lessons 6-10) and asynchronously (with peers from another country, lessons 11-15). The platform is, therefore, a cardinal tool in the DIALLS project, that will enable establishing and facilitating intercultural communication and dialogue, engaging the pupils and collecting data (e.g. cultural artefacts, online discussions).

The thought process of HUJI and CNRS regarding the development of the Teacher Guide is based on the viewpoint of the importance of engaging the teachers and making their appropriation of the basic functionalities of the DIALLS platform as quick and easy as possible. Teachers will play a pivotal role as operators of the platform in class: they will exclusively operate the platform communication for age groups 1 (5-6yo) and 2 (8-9yo) and will guide group 3 (14-15yo) when the pupils themselves use it. The teachers will also create tokens (anonymized usernames) for the use of the pupils. It is accordingly essential to make the platform use as accessible and user-friendly as possible for them. We have therefore decided to create the Teacher Guide as a visual learning tool that will ask the teachers to devote a short period of time, offer them quick learning and interface familiarization and result in platform dexterity. This has led us to prefer the video tutorial format.

We have created a video presenting and demonstrating the different possibilities and functionalities that we would like the viewers to master. We then wrote and recorded a text accompanying the visual demonstration. The recording was added to the video to produce the final result.

In the next section we present the main components of the video tutorial.

## 3. Description

The Teacher Guide is a 7:43 long video tutorial found in the following link:

[DIALLS video tutorial](#)

The instructions that users find in the tutorial are presented by a voice-over explaining an illustrative video of the interface.

The platform is demonstrated in the tutorial in its English version, but is also enabled in Greek, Lithuanian, Catalan, Spanish, Portuguese, German, Hebrew and Arabic.

Partners who will wish to add to the tutorial subtitles of languages represented in the project will receive the assistance of HUJI with support from CNRS. Said translations will be conducted locally by each partner who finds them necessary.

The tutorial opens with the platform **login page** (teachers' registration performed in advance) and a short overview of the contents that will be presented in the tutorial.

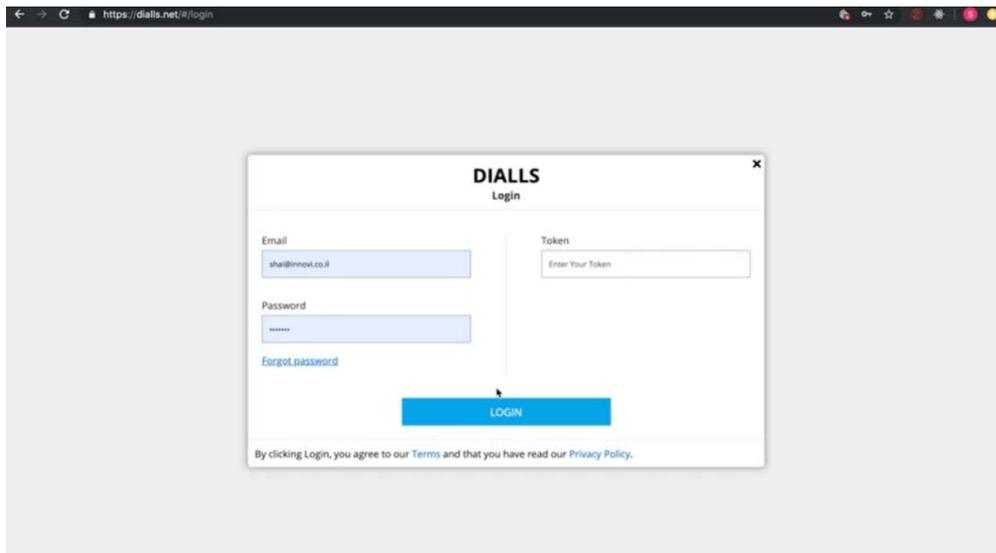


Figure 1: login page

The tutorial introduces the **dashboard screen** and its different functionalities.

The teachers can view any **existing discussions** previously created by them, as well as discussions they were invited to.

The tutorial then explains how to:

1. create a discussion room and determine its settings;
2. use a discussion room (posts, annotations, notes);
3. add other teachers (user picker);
4. create pupils' anonymous login tokens;
5. add various resources (PDF, image, video);
6. edit any feature of the discussion room;
7. download discussion in text format.

Following is a detailed description of the above list, including 5 representative screenshots:  
-creating a **new discussion** and determining its settings: title, guidelines, start-and-end dates, age group and participants;

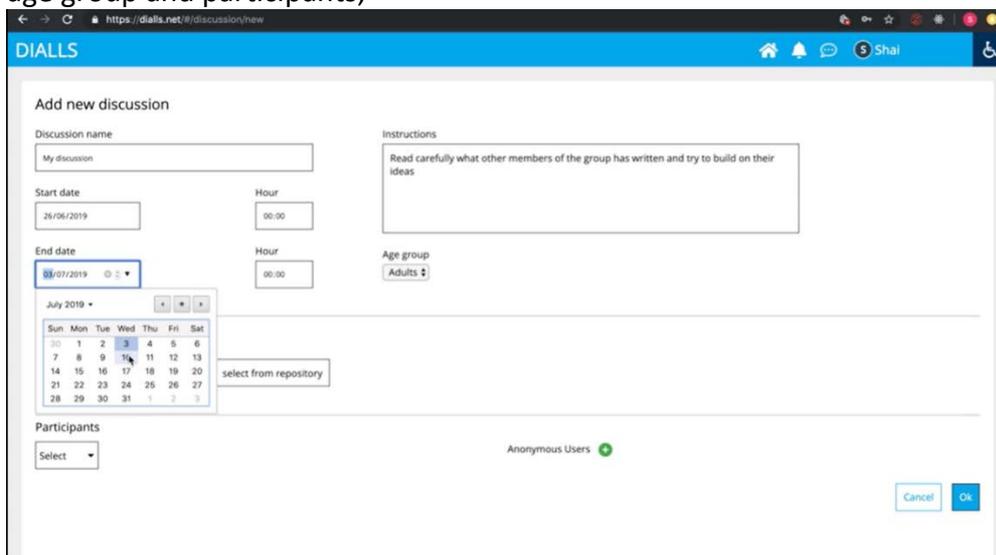


Figure 2: add new discussion

- using the **user picker** in order to choose participants according to name, country and/or institution (i.e. other teachers);
- creating **anonymous login tokens** for the pupils: pupils' use of the platform is fully anonymous;
- editing** discussion: it is possible to edit any of the abovementioned discussion features;
- uploading **resources** (PDF, images and MP4 videos) from the computer or online repository. The **repository** contains DIALLS shared resources. The teachers can upload multiple resources when first creating the discussion as well as during the discussion;

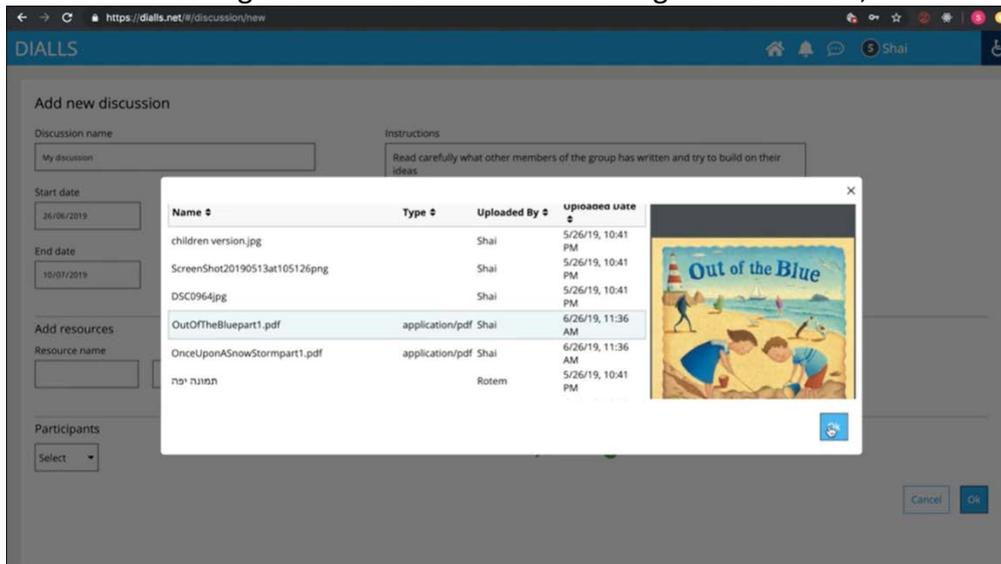


Figure 3: select a resource from the repository

- adding **annotations** (public view) and **notes** (private) to discussions;



Figure 4: discussion room: notes (right) and annotations (left)

- writing **posts** in discussion thread;
- leaving **feedback** at any given moment, including during discussion;
- using **notifications**: the notifications are comments regarding a post published by the notification's addressee, as well as 'report abuse' notifications addressed to the moderator (the teacher who created the discussion);

-creating **video-based discussions**: it is possible to add posts as well as time and screen-location specific annotations, appearing and disappearing while the video plays;

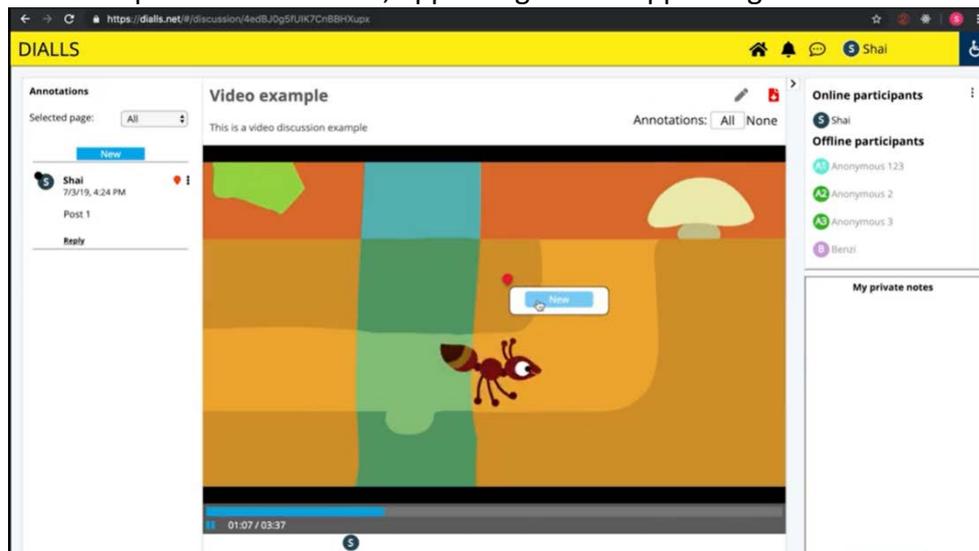


Figure 5: video-based discussion: add new post

-**downloading** a discussion (posts and annotations) in text format.

#### 4. Updating plan

We will now start the Video Guide dissemination. Once the teachers watch it and use it to familiarize themselves with the platform, we shall elicit structured feedback regarding the usefulness and efficiency of the tutorial. The tutorial video is, of course, subject to change after being tested and used by the teachers themselves. The low cost and high simplicity of production of the chosen format will enable for us the desired degree of adaptability (Kammerlocher et al., 2011).

Our work will be revised in light of the users' feedback and we will perform changes and updates when necessary. We will await the reviews from all participating partners before implementing any alternations. Update and change implementation will be performed according to users' (partners and teachers) feedback.

#### 5. Summary

The Teacher Guide deliverable 6.3 is the instrument chosen in order to communicate to the teachers in the different participating countries how to use the online DIALLS platform. We have chosen to create it as a video tutorial due to the many advantages of the format described in section 1, e.g. a video tutorial is an accessible, contemporary, user-friendly, format. We believe the ease of use will help us engage the teachers with the platform, including those who might feel intimidated by new forms of technology such as an unfamiliar interface. The HUJI and CNRS have collaborated in order to design this deliverable to meet the needs of the research teams in a manner that will benefit the DIALLS platform, as described in section 2 above. The tutorial describes and explains all the basic features of the platform alongside several more advanced functions, as described in section 3 above. The simplicity and low cost of the chosen format's production will allow for adaptability if any

changes will be deemed necessary according to users' feedbacks. Video tutorials are an effective and efficient way of achieving our designated goals, hence we have chosen to produce deliverable 6.3 in this format.

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