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BİR DERLEME:
DİJİTALLEŞME (1)

konusundaki Erasmus+ projeleri

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İÇİNDEKİLER

1. Artificial Intelligence Education for Children
2. Building Virtual Learning Platform for Environmentally-Friendly Digital Transformation Management
3. Creativity for Higher Education Engineering Teachers
4. Design, Development, Implementation and Assessment of Skill Formation Process in the Frame of VET for R&D Staff
5. Developing Virtual Reality Resources Introducing Technology Tools for Children with Autism Spectrum Disorder to SEN Teaching Undergraduates
6. Digital Skills Development for 21st Century Adult Education Trainers
7. DIGITIZING PEDAGOGICAL TASK DESIGN FOR INTERACTIONAL COMPETENCE
8. Erasmus : Building Up Skills
9. Flipped Impact
10. Healthy Digital Life for Pupils
11. INNOVATION THROUGH ICT IN CARE HOMES
12. Integrated Management of Pesticides and Liable Exposure with Machinery Executing Needed Treatments 4.0
13. Internationalisation at Home through Online Micro Masters and Virtual Mobility - Turkey, Macedonia, Slovenia, Lithuania
14. Maritime Education for Energy Efficiency
15. Maritime Health Trainings for Seafarers and Doctors
16. Redesigning Introductory Computer Programming Using Innovative Online Modules
17. Silver Travellers – supporting SMEs to reach and attract elder travellers by innovative structural and educational methods
18. Teaching in Higher education Effectively via Eye-tracking
19. Towards smart rural tourism development in Europe
20. Training New Mentors for Young Tech Entrepreneurs
21. Up-Skilling Elders in Digital Health Literacy to prevent marginalization and exclusion

Bu broşür, ilgili konu üzerinde derleme olup Erasmus+ Programı kapsamında hibe alan tüm örnek projelere erişmek için [Erasmus+ Project Results Platform](https://erasmus-plus.ec.europa.eu/projects) (https://erasmus-plus.ec.europa.eu/projects) sayfasını ve Avrupa Dayanışma Programı projeleri için de [ESC Project Platform](https://youth.europa.eu/solidarity/projects/) (https://youth.europa.eu/solidarity/projects/) sayfasını inceleyebilirsiniz.

Erasmus+ Proje Örnekleri



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AVRUPA BİRLİĞİ

Erasmus+
Hayatları zenginleştirir, ufukları açar.

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

Project Title

Artificial Intelligence Education for Children

Project Coordinator

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Project Information

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EC Contribution 142,846 EUR
Partners CCS DIGITAL EDUCATION LIMITED (IE) , Cambridge Academy for Professional Training Ltd. (UK) , MINISTRY OF NATIONAL EDUCATION (TR) , HARRAN UNIVERSITESI (TR) , Genc STEM Egitim ve Arastirma Dernegi (TR) , Pobalscoil Neasáin (IE)
Topics New innovative curricula/educational methods/development of training courses ; ICT - new technologies - digital competences ; Research and innovation

Project Summary

Background

Student-oriented activities based on constructivist theory are preferred to teacher-based activities and hence more emphasis is placed on self teaching activities resulting in STE(A)M. In particular, visual coding activities are integrated to educational curriculum. As coding or software engineering is defined as the 21st-century skill in the "European Commission Strategy Digital Single Market Policies", the education system is expected to fulfill the corresponding coding related job vacancies. Though coding skill is a primary need of EU community, there is now another need, i.e. Artificial Intelligence (AI) literacy, which is also underlined in the same report. The report states importance of AI education in three aspects:

i) Artificial intelligence is to put at the service of European citizens while the research about AI should be encouraged.

ii) AI has a strategic importance with becoming a key factor to economic development.

iii) European Union is to stay at the forefront of AI revolution to pursue competitiveness.

There is a growing need to integrate AI concepts into the school education curriculums. EU community should also start to develop educational AI materials for children, thus we declared our project motto "AI education for EU children"

Objectives

The project mainly intended to achieve to develop educational materials aimed to children. More precisely, an online platform and various course materials such as books are intended to be designed. The materials are aimed to serve a basis for children and teachers to teach AI fundamentals base on visual coding experiences supported with games and various activities.

We wanted to achieve the following outputs in terms of "AI education for children" concept:

A) Developing an AI Education Platform for children and teachers and in fact for everyone who wants to learn

B) Offering a complete AI Education Framework all enthusiastic individuals

C) Developing hands-on AI materials for easy learning

D) Organizing lessons towards children to let them build their own AI programs

E) Designing practical AI teaching medium including games and visual programming philosophy.

F) Developing a complete AI teaching guide for educational facilities.

Implementation

We implemented the following activities:

A) Prepared book-like educational materials

B) We designed a web-site with various activities

C) We organized a conference with academics.

D) We gave training for teachers and students in terms of AI concepts

E) We built an AI education platform with many samples embedded.

F) We had TMPs, LTTs and online exchange of practices using real-time communication through web technologies and

knowledge sharing with videos

G) We did many AI and scratch activities in the partner schools and we had consultancy from associate partners like IBM, CESI.

H) We participated in meetings and conferences to further disseminate the project activities.

Achievements

In the project, we obtained following outputs and results:

A) An AI education platform was developed for teachers and students

LINK: <https://www.cocuklarayapayzeka.com/>

B) Development of AI education framework through visual coding methods targeting all interested individuals

LINK: <https://www.cocuklarayapayzeka.com/egitim/yapay-zeka-egitimi-1/>

C) Many hands-on activities were developed to make students to absorb related AI information

LINK: <https://www.cocuklarayapayzeka.com/yapay-zeka-etkinlikleri/>

D) The attention of the children were drawn through coding activities

E) Children were guided to observe real-world AI applications with applications such as face recognition, chat-bot

LINK: <https://www.cocuklarayapayzeka.com/yapay-zeka-etkinlikleri/>

F) The traditional programming curriculum was enriched with AI based activities

G) While an AI teaching Guide was prepared for schools, games and other activities were also immersed into the curriculum with the published books.

BOOK 1: <https://www.gecekitap.com/urun/inceleme/yapay-zeka-kavramlarina-giris>

BOOK 2: <https://www.gecekitap.com/urun/inceleme/cocuklar-icin-uygulamali-yapay-zek-egitimi>

Apart from these, we run many AI programs in Irish and Turkish schools and we wrote papers.

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

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Partnerships for Digital Education Readiness

Project Title

Building Virtual Learning Platform for Environmentally-Friendly Digital Transformation Management

Good practice example



Project Coordinator

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Project Information

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Partners	GREATER MANCHESTER CHAMBER OF COMMERCE (UK) , UNIVERSITY OF BEDFORDSHIRE (UK) , Bizpark Bilisim San.Tic.Ltd.Sti. (TR) , HOCHSCHULE BIELEFELD - UNIVERSITY OF APPLIED SCIENCES AND ARTS (DE) , ISTANBUL MADEN VE METALLER IHRACATCI BIRLIKLERI (TR)
Topics	Cooperation between educational institutions and business ; ICT - new technologies - digital competences ; New innovative curricula/educational methods/development of training courses

Project Summary

Background

Avrupa Birliği'nin ekonomik yapısında dijital teknolojilerin artan etkisi, işletmelerin üretim süreçlerini, organizasyon yapılarını ve yönetimle ilgili alanları etkilemiştir ve işgücü piyasalarında dijital dönüşüm sürecinin yönetilmesine ilişkin bir "işgücü" ve "beceri" boşluğu/ihtiyacının ortaya çıkmasına neden olmuştur. Mevcut istatistikler incelendiğinde Avrupa'daki vatandaşların %44'ünün temel dijital becerilere sahip değilken, ayrıca, farklı sektörlerde istihdam edilen işgücünün %37'si yeterli dijital beceriye sahip değildir. Dijital dönüşüm ile birlikte "dijital işgücüne" daha fazla ihtiyaç artarken mevcut istatistikler bir beceri açığı sorunsalını gündeme getirmektedir. Bu nedenle, AB ülkelerinde eğitimin modernleştirilmesi için dijital teknolojilerin kullanılması, eğitimin öğrenme ve becerilerin hayata geçirilmesi ve işgücü için gerekli becerilerin belirlenmesi önemli hedeflerden olmuştur. Covid-19 pandemisinin yayılmasıyla birlikte de eğitimde dijitalleşmeye duyulan ihtiyaç daha fazla artmış ve yükseköğretim kurumlarının çoğunun henüz istenilen "dijital hazır olma" seviyesine ulaşamadığı AB'de çeşitli raporlarda lanse edilmiştir. Yeterli dijital eğitim altyapısına sahip olmayan kurumlar zorluklarla karşılaşmıştır. AB'de yapılan bir araştırmaya göre, eğitimcilerin %66'sı, klasik öğrenme tarzlarının aniden terk edilmesi nedeniyle ilk kez, hem eğitimciler hem de öğrenciler bu öğrenme süreçlerinden olumsuz etkilenmişlerdir.

Diğer yandan, dijital alandaki işler için bir milyon gencin eğitilmesi, işgücünün beceri kazanmasında KOBİ'lerin desteklenmesi ve dijital beceriler için eğitim ve öğretimin modernize edilmesi AB Dijital Beceriler ve İşler Koalisyonunun hedefleri arasındadır. Türkiye'nin dijital dönüşüm yol haritası incelendiğinde ise, ulusal dijital dönüşüm sürecinin ilk bileşenini "İnsan ve eğitim altyapısının geliştirilmesi ve nitelikli işgücü yetiştirilmesi" olarak belirlemiştir. (Dijital Türkiye Yol Haritası, 2019: 120). Yüksek Öğretim Kurulu (YÖK) tarafından da bu kapsamda "dijital dönüşüm yönetimi" isimli bir özelleşmiş eğitim programı çıkarılması hedefleri arasında yer almıştır. Projenin koordinatör kurumu İÜ'nün 5 yıllık strateji planları içerisinde de yer bulan bu konu, bu proje ile hayata geçirilmiştir. Projenin iş dünyası ortakları olan IMMIB ve GMC (Manchester Chamber of Commerce) dijital dönüşüm yönetimi konusunda uzman/işgücü ihtiyacının sürekli üyelerinden gelen bir geri bildirim hâline geldiğini belirterek bu projenin hem tasarım sürecine hem de uygulama sürecine dahil olmuşlardır. Böylece, söz konusu kurumların özellikle KOBİ statüsündeki üyelerinin dijital dönüşümlerinin hızlandırılmasında görev alacak nitelikli personellerin ve kurum içi eğitimlerinde kullanılacak öğrenme/eğitim materyallerine (kılavuz, modül vb.) duydukları ihtiyaçlar bu projeye başvuru motivasyonlarının oluşturmuştur. Projenin diğer üniversite ortakları Bedfordshire Üniversitesi (BEU) ve Bielefeld Üniversitesi (BIU) de mevcut eğitim süreçlerinin güncellenmesi ile mevcut projelerinin tamamlayıcılıkları için bu projeye dahil olmuşlardır. BIU, geçmişte Erasmus+ programı K2 HE kapsamında CHETEB isimli bir dijital dönüşüm projesinin hazırlanmasında yer almış bir kurumdur. Ancak ilgili proje "yönetmelik" boyutu ele almazken aynı zamanda "çevresel sürdürülebilirlik" ve "yeşil büyüme" gibi alanları bulunmamaktadır. Bu proje ile ilgili kurumlar "dijital dönüşüm yönetimi" alanında yenilikçi bir müfredat ve öğrenme kaynaklarına başvuru ihtiyacı ile projeye başvururken aynı zamanda bu proje ile "yeşil" ve "çevre-dostu" boyutuyla da mevcut kapasitelerini güçlendirmek istemişlerdir.

Proje kapsamında ele alınan ihtiyaçlar kısaca aşağıdaki gibidir:

- Dijital dönüşüm ve Endüstri 4.0 çağına uygun yenilikçi uygulamalar hakkında kurumların bilgi ve kapasite artışı sağlama,
- Çevre ve iklim hedeflerine katkı sağlama: -özellikle "İkiz Geçiş" (Twin Transition) olarak adlandırılmış AB hedefi kapsamında "çevre dostu dijital dönüşüm yönetimi" konusunda müfredat ve eğitim materyali geliştirme ihtiyacı,
- Dijital dönüşüm yönetimi sürecinde çalışacak İK ihtiyacı ile; iş- beceri uyumsuzluğu ile mücadele,
- Dijital araçlar (3D yazıcı, RFID vb.) konusunda bilgi ve deneyimleme imkânındaki zorluk ile

- Dijital dönüşüm yönetimi alanında multidisipliner ve proje tabanlı öğrenme modelinin uygulandığı bir program ihtiyacıdır.

Objectives

DigiVIP projesi, "dijital çağda" KOBİ'lerin dijital dönüşümlerini hızlandırmayı ve bu doğrultuda KOBİ'lerin ihtiyaç duyduğu nitelikli insan kaynağını işgücü piyasasına kazandırmayı hedefleyerek AB ülkelerindeki ve Türkiye'de ki iş-beceri uyumsuzluğuna olumlu etkide bulunmayı hedeflemiştir. Nitekim, DigiVIP projesinin hazırlanmasında (başvuru aşamasında) hem koordinatör kurum (İÜ) tarafından gerçekleştirilen BAP projesi sonuçları hem de proje ortağı iş dünyası ortaklarının yaptığı araştırmalar göstermiştir ki KOBİ'lerin dijitalleşmesindeki en büyük engellerden birisi de 'dijital dönüşümü yönetecek nitelikli insan kaynağı ihtiyacıdır'. Bu ihtiyaca ek olarak Avrupa Yeşil Mutabakatı başta olmak üzere küresel hedeflerden İklim Eylemi ile Sanayide Yenilikçilik ve Alt Yapı hedeflerinin dijital dönüşümün "çevre dostu" gerçekleştirilmesini vurguladığını ve dijital dönüşümün "yeşil dönüşüm" için bir fırsat olduğunu göstermiştir. Sınırdaki karbon vergisi ve ETS düzenlemeleri gibi gelecekte ortaya çıkacak uygulamalar da göz önüne alındığında "yeşil dijital dönüşüm" fikri KOBİ'ler için bir "ikiz geçiş" fırsatı ve zorunluluğu olmuştur. Bu genel amaçlar ile, proje ortaklarının özel ihtiyaçları (öğrenme materyalleri ihtiyacı -sanal öğrenme- modüller vb.) göz önüne alınarak DigiVIP projesi yeşil dijital dönüşüm yönetimi alanında multidisipliner ve yenilikçi, lisansüstü seviyede program müfredat ve öğrenme materyalleri geliştirerek dijital dönüşüm yönetimi alanında İK ihtiyacının karşılanmasını ve KOBİ'lerin yeşil dijital dönüşüm süreçlerinin desteklenmesini başarmayı istemiştir.

Söz konusu ihtiyaçlar doğrultusunda yeşil dijital dönüşüm yönetimi alanında AB düzeyinde beceri ihtiyacı nitel ne nice saha araştırmaları ile 'kıyaslamalı' olarak tanımlanarak bu beceri ihtiyacını karşılamaya yönelik yenilikçi ve multidisipliner öğrenme çıktıları hazırlanmıştır. Söz konusu beceri ihtiyacı analizi ile (IO4 ile) piyasasının ihtiyaçlarına en uygun, dijital dönüşüm yönetimi alanında öncelikli becerileri ele alacak, açık işler doğrultusunda hazırlanmış ve kanıta dayalı öğrenme materyalleri geliştirilmesi istenmiştir. IO2 çıktısıyla ise, başlangıçta 30 AKTS planlansa da konunun kapsayıcılığı ve geniş beceri ihtiyacı göz önüne alınarak 40 AKTS değerine karşılık gelecek program müfredatı ve "8" farklı modül ile proje tabanlı/iş tabanlı öğrenmeyi destekleyecek iyi uygulama analizi raporu ve AR destekli mobil uygulama ile sanal öğrenme platformu tasarımı gibi çok sayıda yenilikçi çıktı elde edilmesi amaçlanmış ve gerçekleştirilmiştir. Böylece, yeşil dijital dönüşüm yönetimi alanında KOBİ'lerin insan kaynağı ihtiyacının karşılanması ve KOBİ'lerin dijital dönüşüm süreçlerinin hızlandırılması ve desteklenmesine katkı sağlanırken; proje ortağı üniversitelerin çağın ihtiyaçlarına uygun tasarlanmış bir müfredata sahip olmaları istenmiştir. Söz konusu yenilikçi öğrenme materyalleri ile sadece teorik değil aynı zamanda öğrenenlerin 'uygulamalı' bilgileri de öğrenmeleri istenmiş; proje kapsamında faaliyetlere katılan katılımcıların dijital teknolojiler konusunda okuryazarlıklarının %90 seviyesi üzerine çıkılması amaçlanmıştır. Böylece, piyasanın ihtiyaçlarına uygun yeni bir meslek alanında gençlerin istihdam edilmesine katkı sağlanırken işletmelerin de çevre dostu dijital dönüşüm gerçekleştirme fikrini benimsemeleri istenmiştir.

Implementation

Söz konusu ihtiyaçlar ve amaçlar göz önüne alındığında DigiVIP projesi aşağıdaki faaliyet kümelerini gerçekleştirmiştir.

1. Fikri çıktı hazırlama faaliyetleri,
2. Proje yönetim faaliyetleri,
3. Sonuçların kullanımı, yaygınlaştırma ve yeni işbirlikleri geliştirilmesi faaliyetlerini gerçekleştirmiştir.

1) Fikri çıktı hazırlama faaliyetleri: DigiVIP projesi, proje ortaklarının ele aldığı ihtiyaçları karşılamak için multidisipliner, dijital çağa uygun, yenilikçi ve iş dünyasının ihtiyaçlarını en iyi şekilde karşılayan lisansüstü seviyede (MSc) bir program geliştirmiştir. Bu program kapsamında dijital dönüşüm alanındaki teorik bilgileri ve

uygulamaları bir araya getiren müfredat ve modüller, ders kitabı, iş tabanlı öğrenmeyi destekleyecek yenilikçi iyi uygulama örnekleri ile AR destekli mobil uygulama gibi çok sayıda materyal üretilmesini sağlanmıştır. Hazırlanan ders materyalleri proje ortağı ülkelerin müfredatlarına dahil edilmiş; 'harmanlanmış öğrenme' yaklaşımı uygulanmış projede çıktılar E-öğrenme altyapıları ile yararlanıcılarının ve hedef kitlenin kullanımına sunulmuştur. Fikri çıktılarının üretilmesinin tüm aşamasında projenin hedef kitlesi ve yararlanıcıları doğrudan sürece dahil edilmiş; anket ve mülakatlar, iş yeri ziyaretleri, deneyim paylaşımı ve uzman görüşü alımı gibi yöntemlerle süreç üniversite-iş dünyası etkileşiminde yürütülmüştür. Bu durum üniversite-iş dünyası ve iş dünyası-iş dünyası arasındaki "know-how" transferine de katkı sağlamıştır.

2) Proje Yönetimi Faaliyetleri:

Proje yönetimi faaliyetleri altında küçük ölçekli işbirliği ve öğrenme faaliyetleri, eğiticinin eğitimi programı, webinarlar, müfredat metodolojisi tasarımı ve yönetimi gibi uygulamalar gerçekleştirilmiştir. Bu faaliyette müfredat modülünde yer alacak derslerin ve içeriklerinin, öğrenme yaklaşımı ve yöntemlerinin tasarımı da gerçekleştirilmiştir. Bir fikri çıktı niteliğindeki proje yönetim faaliyeti çalışmaları ile öğrenme çıktıları, beceri gereksinimleri ve yeterliklerin tanınması gibi müfredat metodolojisinin tasarlanması sağlanmıştır. Müfredatın tasarımında ve diğer fikri çıktılarının üretilmesinde proje yönetimi faaliyetleri altında pek çok basamakta "Tasarım odaklı düşünme" yaklaşımı uygulanmış ve sonuçlar projenin fikri çıktı geliştirme süreçlerine dahil edilmiştir. Bu başlıkta öğrencilerin müfredat ve modüller kapsamında eğitilmesi, öğrenme materyallerinin pilot uygulamalarının yapılması, pre-post testleri gibi küçük ölçekli araştırma faaliyetlerinin yürütülmesi ile sonuçların raporlanması gibi faaliyetler yürütülmüştür.

3. Sonuçların kullanımı, yaygınlaştırma ve yeni işbirlikleri geliştirilmesi: DigiVIP projesi ekibi elde edilen sonuçların yaygınlaştırılması, sonuçların kullanımı ve yeni işbirliklerinin kurulması konusunda özel çaba göstermiştir. Proje kapsamında "yaygınlaştırma planı hazırlanmış" sosyal medya gönderileri, bültenler, mailing içerikleri tasarımı, baskı ve yayınlar ile akademik çalışmalar (bildiri yayımı, makale yazımı vb.) gibi uygulamalar ile yaygınlaştırma süreci desteklenmiştir. Proje kapsamında "4" farklı çoğaltan etkinlik gerçekleştirilmiştir. Böylece üniversite ve iş dünyası temsilcilerine bir arada doğrudan ulaşılmış; sonuçların dağıtımı ve yaygınlaştırılması da desteklenmiştir. Gerçekleştirilen çoğaltan etkinlikler ile projelerin çıktıları hakkında potansiyel yararlanıcıların görüş ve önerileri de alınarak revizyonlar gerçekleştirilip sonuçların kalitesinin artırılması desteklenirken aynı zamanda Erasmus+ projelerinin en önemli hedeflerinden olan 'sonuçların kullanılması ve yaygınlaştırılması' konusunda da önemli adımlar atılmıştır. Nitekim bu çabaya karşılık Doğu Üniversitesi, Essex Üni., Boğaziçi Üni. Manchester Metropolitan Üni., Uludağ Üniversitesi MYO gibi pek çok yüksek öğretim kurumu başta olmak üzere çok sayıda kurum ve kişinin projenin çıktılarını mevcut müfredatlarına, güncel projelerine ve eğitimlerine entegre etmeleri ile yaygınlaştırma ve sonuçların kullanımı hedefi başarıyla sonuçlanmıştır. Bu anlamda DigiVIP projesi sonuçları ve çıktıları sadece proje ortağı kurumların değil alanında öncü pek çok yüksek öğretim kurumunun da yeşil dijital dönüşüm yönetimi alanındaki kapasitesini arttırmıştır. [Örn: Detayları sosyal etki raporunda daha ayrıntılı açıklandığı üzere, Manchester Metropolitan Üniversitesi'ndeki İşletme Okulu ile yapılan görüşmede -Emma Holt:Kıdemli Öğretim Görevlisi, Program Lideri Global Online MBA ve Global Online MSc Finans ve Strateji- ve Anna Egan -Muhasebe, Finans ve Bankacılık Bölüm Başkanı ile görüşülmüştür- araştırma süreçleri, modül içeriğinin/müfredatının geliştirilmesi ve yaygınlaştırılması dahil olmak üzere proje sürecinin tüm ayrıntılarını Manchester Metropolitan Ekibine GMC tarafından götürülmüş; söz konusu kişiler mevcut kaynak materyalleri kullanarak kendi kurslarına DigiVIP içeriklerini entegre edeceklerini (IO5 v3 IO2) aynı zamanda IO4 kapsamında elde edilen beceri ihtiyacı raporu sonuçlarını şuan üzerinde çalıştıkları kurs geliştirme süreçlerinde göz önüne alacaklarını ifade etmişlerdir]

Achievements

DigiVIP projesi "5" Fikri çıktı başlığında somut eğitim ve öğretim materyalleri üretmiştir. Buna göre:

IO1 Çıktısı kapsamında BREO ve Moodle altyapılarında "2" öğrenme platformu geliştirilmiş ve 7/24 zaman-mekan bağımsız erişilebilir sanal öğrenme platformları kurulmuştur. IO1 çıktısında aynı zamanda dijital dönüşüm yönetimini anlamak için proje modüllerine ek kitaplar hazırlanmış olup (yardımcı notlar) bunlar bir formatta kılavuz kitap olarak yayınlanmıştır. Modülleri destekleyici ve multidisipliner Z kitap niteliğindeki bu kitapta bölüm sonu aktivite soruları da içerecek şekilde dijital dönüşüm yönetimini anlamak için ipuçları içeren özgün eser kazandırılmıştır. Kitap İngilizce dilinde yazılmış olup Türkçe ve İngilizce genişletilmiş özetleri de yayınlanmıştır.

IO2 Çıktısı kapsamında ise lisansüstü seviyede yeşil dijital dönüşüm yönetimi alanında müfredat ve öğrenme modeli tasarlanmış; 8 başlıkta ve 40 AKTS değerinde ders materyalleri geliştirilmiştir. Bu başlıklar şunlardır:

- M1: Introduction to Digital Transformation
- M2: Digital Maturity
- M3: Emerging digital technologies and their applications in green business transformation
- M4: Digital business strategy and implementation (I)
- M5: Digital Transformation Strategy (II)
- M6: Organizational and People Management, Communicating Change
- M7: Digitalisation and Human Resources Management
- MA8: Understanding Environmentally-Friendly Business Practices and Circular Economy

Modüller Türkçe ve İngilizce olmak üzere "2" dilde hazırlanmıştır. 8 Modülde toplam "49" ünite yer almıştır. Bu çıktıda M4 ve M5 çıktılarından üretilen içerikler ile 'dijital dönüşümde stratejik plan hazırlama' konusunda webinar içerikleri hazırlanmış ve gerçekleştirilen küçük ölçekli etkinliklerde kullanılmıştır.

IO3 çıktısında RFID, Drone, 3D Yazıcı, Güneş Paneli ve İşbirlikçi Robot olmak üzere "5" Dijital Teknolojinin AR gösterimi gerçekleştirilmiş olup beraberinde dijital araçların yeşil dönüşümü nasıl etkileyebildiğine dair pratik bilgiler üretilmiştir. IO4 çıktısı kapsamında Yeşil Dijital Dönüşüm yönetimi alanında Avrupa Yeterlikler Çerçevesi Seviye 7'ye karşılık gelecek bir 'meslek profili' analizi üretilmiş olup bu çıktının hazırlanması sürecinde Almanya'da gerçekleştirilen mülakatların özel olarak raporlanması ile Almanya'da ki dijital dönüşümün mevcut durum ve bariyerlerini gösteren ek bir rapor elde edilmiştir. IO5 çıktısında ise yeşil dijital dönüşüm yönetimi alanında somut örnekler (25 tane) analiz edilmiş ve sonuçlar raporlanmıştır. Rapor edilmiş içerikler yanında çok sayıda fotoğraf, görsel şema ve simülasyon gösterimleri de bu çıktı ile elde edilmiştir.

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

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

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

Project Title

Creativity for Higher Education Engineering Teachers



Project Coordinator

Organisation EGE UNIVERSITY
Address EGE UNIVERSITESI KAMPUSU , 35100 IZMIR , TR

Project Information

Identifier 2019-1-TR01-KA203-074871
Start Date Oct 1, 2019
End Date Feb 28, 2022
EC Contribution 265,576.6 EUR
Partners VILNIAUS GEDIMINO TECHNIKOS UNIVERSITETAS (LT) , SYDDANSK UNIVERSITET (DK) , AVACA TECHNOLOGIES CONSULTING, INFORMATICS AE (EL) , EOLAS S.L. (ES) , UNIVERSIDAD POLITECNICA DE MADRID (ES)
Topics New innovative curricula/educational methods/development of training courses ; Creativity and culture ; Open and distance learning

Project Summary

CHET Project aims to promote excellence in teaching and skills development for creativity and innovation in engineering HE environment in Europe:

1. NEED FOR KEY COMPETENCES ON CREATIVITY & INNOVATION for the engineering HE.
2. NEED TO REDUCE UNIVERSITY LEAVE/FAILURE on technical degrees.
3. NEED TO GENERATE A CHANGE IN UNIVERSITIES & TEACHERS

CHET aims to address the above mentioned needs by providing engineering HE, with the skills and competences to embed innovation and creativity in their teaching activities. By providing them with these skills, they will be able to prepare their students better for the labour market and contribute to the reduction of university failure/leave. To make this happen the project will develop learning materials and content, based upon the needs of teachers and universities, delivered through the CHET e- learning environment, which will allow them to implement learner-centred learning approaches which foment creativity and innovation among their students (aged 18-25) and increase their interactive learning with teachers and peers in the school setting.

Target Public:

Therefore the CHET direct target public are:

- HE ENGINEERING TEACHERS AND/OR TEACHING STAFF (including future teachers): main users of the CHET e- learning environment, which will be developed based upon their needs.
- HE INSTITUTIONS WITH ENGINEERING/TECHNOLOGY FACULTIES: decisions on the adoption and take-up of new learning methods and tools are taken at the level of the education institutes, thus support of their management is needed.

Innovation:

Although there have been numerous projects funded by the former Life Long Learning programme related to creativity and innovation, the large majority of these focussed on industrial sectors (e.g. CREATIN-Creativity Techniques for Innovation in Products and Services or CREATIVE TRAINER). Those which did address the educational sector, addressed in the majority of the cases VET areas, e.g Creative Learning Communities.

CHET can be considered innovative on several levels:

- Specific focus on a subset of education professionals: (future) HE engineering teachers.
- Implement one innovative methodology for improvement the creativity and innovation that will work on five major areas: Curricula, Assessment and support for creative pedagogies, Teacher education and professional development, ICT and digital media and Education culture and Leadership.
- Therefore; the e- learning environments' development will be innovative in the following digital media and resources.
- Anytime-Anywhere learning.
- Relevance across curriculum subjects.
- Recognising the importance support in the home environment.
- Teacher learning needs are central.

Tackling a challenge which is present across EU countries and educational systems, is only possible on a European level, through intense cooperation of relevant players. The transnationality is vital to learn from each other experiences in how different national higher technical educational systems address the issues and to detect good practices across different countries. Knowledge from different EU regions will be combined and integrated into the Intellectual Outputs.

The consortium involves universities with engineering faculties, educational authorities and institutions and creativity, innovation and ICT experts, their different views and perspectives are exchanged, analysed and applied in both project and own activities.

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

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

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

Project Title

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

Good practice example



Project Coordinator

Organisation GAZIANTEP UNIVERSITESI TARGET TEKNOLOJI TRANSFER OFISI
AS

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

Project Information

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

Project Summary

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

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

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

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

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

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

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

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

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

Project Title

Developing Virtual Reality Resources Introducing Technology Tools for Children with Autism Spectrum Disorder to SEN Teaching Undergraduates



Project Coordinator

Organisation Düzce University
Address Konuralp Yerleşkesi , 81620 Düzce , Düzce , TR

Project Information

Identifier 2019-1-TR01-KA203-074720
Start Date Sep 1, 2019
End Date Aug 31, 2021
EC Contribution 179,235 EUR
Partners CANAKKALE ONSEKIZ MART UNIVERSITESI (TR) , SPOLECZNA AKADEMIA NAUK (PL) , SCUOLA DI ROBOTICA (IT) , LATVIJAS UNIVERSITATE (LV) , Nara Egitim Teknolojileri Anonim Sirketi (TR) , UNIVERSITY OF MACEDONIA (EL)
Topics New innovative curricula/educational methods/development of training courses ; ICT - new technologies - digital competences ; Disabilities - special needs

Project Summary

Context

Technology tools for disabled refer to devices or systems that support people with special needs to maintain or improve their autonomy, self-reliance and wellbeing. These tools address a wide range of special needs related to social, behavioural, cognitive, perceptive or physical conditions.

As the focus of this project, "students with autism spectrum disorder" may suffer from difficulties with social communication and interaction, repetitive behaviours, delayed speech development, problems with eye-contact, reasoning, differentiating perceptions, and orientation that prevent them from performing their academic tasks in the same manner as other students. Technologies produced especially to ease social and communicative challenges of students with ASD play an important role in reducing barriers to learning. Obtaining knowledge about how to use these assistive technologies for students with ASD will provide SEN teaching undergraduates to improve both their teaching and technology skills. It will also enable them to facilitate learning processes of these students.

In this respect, a curriculum is needed for SEN teaching undergraduates which will meet social and communicative needs of students with ASD and focus on the use and selection of the appropriate technology and when and how to utilise it and evaluate its efficiency. Need Analysis results that we conducted to frame this proposal, revealed the necessity of training courses on this issue. Hereby teaching materials consisting curriculum as modules and VR resources will be used during the course delivery.

Objectives

Hereby, the objectives of the project are as follows.

- 1- Capacity building of SEN teaching undergraduates and enabling them to excel in teaching
- 2- Promoting assistive technologies for better social and communication skills of students with ASD
- 3- Investing in innovative technologies as teaching materials (VR content) and contributing to the development of education technologies

We plan to develop;

a- A Curriculum "Introduction to Technology Tools to Improve Social and Communication Skills of Students with ASD"

b- Teaching materials

VR Resources

Number & Profile of Participants

The target group of the project are 120 SEN teaching undergraduates in the partner countries, specifically interacted during the project practice. Other participants will be 60 lecturers, teaching professionals, SEN teachers and other stakeholders working in the study field who will directly be involved in the project practice. 250 participants will be invited to the proposed multiplier events as audience and be informed of the developed intellectual outputs. In this way, we aim to reach different universities across Europe and introduce project's intellectual outputs to be included in their education programmes. In addition, staff members of the partner organisations will be active during the project practice and the project website will enable us to reach a wider audience.

Methodology & Activities

Methodology consisted of three cycles on the course of the project is as follows.

Cycle 1 - Literature Reviews & Curriculum Development (Individual & Team Works)

Cycle 2 - Content & Software Development (Workshops & Technological Support)

Cycle 3 - Piloting (Training courses & Evaluations)

Activities to be implemented are as follows.

Cycle 1

1- Partnership will review literature to prepare two reports named "Autism Spectrum Disorder & Social and Communicative Challenges" and "Assistive Technology Tools for Accelerating Learning Processes of Children with ASD". These reports will form the basis of the proposed curriculum.

2- Curriculum will be developed as modules on a cloud service and necessary arrangements will be made on the curriculum in order to adapt it to national contexts.

Cycle 2

1- Workshops will be organised for the content development. Subject matter experts, lecturers and other stakeholders will participate in the workshops. The focus will be on the most effective assistive technology tools for ASD.

2- After the workshops, team works will take place and scenarios (6 in total) will be written necessary for VR resources. Then the software will be developed.

Cycle 3

1- After the preparation process of the intellectual outputs, training courses for SEN teaching undergraduates will be organised. Pre and post tests will be applied before and after the training courses to reveal the effectiveness of the courses.

Results & Impact

SEN teaching undergraduates will directly participate in the project practice and be equipped with necessary pedagogic and technology skills about these assistive tools. Interested lecturers from all over the world will be able to use the developed curriculum and VR content in their classes. Partner organisations will be able to use developed curriculum and VR resources during their course delivery. Through panel discussions and a valorisation conference project results will be disseminated to a wide range of stakeholders.

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

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

Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for adult education

Project Title

Digital Skills Development for 21st Century Adult Education Trainers



Project Coordinator

Organisation Hitit Üniversitesi

Address Hitit Üniversitesi Kuzey Kampüsü Çevre Yolu Bulvarı Çorum / TÜRKİYE ,
19030 Çorum , Çorum , TR

Project Information

Identifier 2019-1-TR01-KA204-073908

Start Date Dec 1, 2019

End Date Feb 28, 2022

EC Contribution 147,219 EUR

Partners Corum Halk Egitim Merkezi (TR) , ZGURA-M EOOD (BG) , VIENNA ASSOCIATION OF EDUCATION VOLUNTEERS (AT) , Prios Kompetanse AS (NO) , SoftQNR D.O.O. (RS)

Topics Open and distance learning ; ICT - new technologies - digital competences

Project Summary

Background

"Digital Skills Development for 21st Century Adult Education Trainers" project is aimed to develop an online learning platform and mobile tools for adult education trainers' digital skills and competencies improvement by participating in the personal professional development programme. The Project enhanced digital integration in learning, teaching and training while promoting access and learning through open educational resources, supporting ICT based training, learning and assessment at the education level. Project consortium created an online, dynamic, multi assessed online platform, which provides appealing and effective high tech possibilities for level – measuring, training and validating digital skills. This also help adult education trainers to control skill deficit and update their abilities throughout their career focusing on the current needs of the labour market and the economy.

Objectives

The most relevant horizontal or sectoral priority according to the objectives of our project is ADULT EDUCATION: Extending and developing the competencies of educators and other personnel who support adult learners. Additional priorities according to the objectives of our project can be classified as follow;

- * HORIZONTAL: Open education and innovative practices in a digital era
- * HORIZONTAL: Supporting educators

In our project, there is an urgent need for adult education trainers to enhance the uptake of ICT in teaching and learning, to promote stronger coherence of the needs of the labour market thus achieving a better skill match for their students as well as bridging the gap between education and the working world.

Thus, the project consortium created an online, dynamic, multi-assessed online platform, which provide appealing and effective high tech possibilities for level – measuring, training and validating digital skills. By implementing the project is to offer assistance grown-up instruction coaches to control skill deficit and update their capacities all through their career centering on the current needs of the work market and the economy.

Implementation

"Digital skills development for 21st century adult education trainers" project will provide an online based e-learning and mobile app platforms to adult education trainers and lecturers in 3 partner countries.

The project aimed to develop an online learning platform and mobile tools for adult education trainers' digital skills and competencies improvement by participating in personal professional development programme. The Project enhanced digital integration in learning, teaching and training while promoting access and learning through open educational resources, supporting ICT based training, learning and assessment at the education level.

There are 4 outputs of the project. Methodologies of the outputs are:

- IO1. Digital literacy technical requirement report
- IO2. Digital skills learning outcomes for adult education trainers
- IO3. Digital skills training online learning platform
- IO4. Mobile application for educational and technical softwares
- Transnational Project Meeting (Turkey, Austria, Norway)
- Multiplier Events (2 in Turkey, 1 in Norway)
- Kick-off and closing meeting in Çorum, Turkey
- Disabled Education Center Seminar in Çorum, Turkey
- Dissemination Doc.

Stakeholder Visits

National Advisory Board Meeting (Turkey, Austria, Norway)

Achievements

There are 4 outputs of the project is main outputs as a result of the project.

IO1. Digital literacy technical requirement report

IO2. Digital skills learning outcomes for adult education trainers

IO3. Digital skills training online learning platform

IO4. Mobile application for educational and technical software

Quality Assessment Plan and Report

Project Website

Social Media (Youtube Channel, Facebook Page, etc.)

Dissemination Materials (such as 4 e-newsletter, 3 brochures)

Sustainability Plan

Project Webpage link is <https://digitalskills4adults.net/>

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

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

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Partnerships for Digital Education Readiness

Project Title

DIGITIZING PEDAGOGICAL TASK DESIGN FOR INTERACTIONAL COMPETENCE

Good practice example



Project Coordinator

Organisation HACETTEPE UNIVERSITESI
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Project Information

Identifier 2020-1-TR01-KA226-HE-098066
Project Web Site <http://digitask4ic.com>
Start Date Jun 1, 2021
End Date Nov 30, 2022
EC Contribution 152,585 EUR
Partners MUGLA SITKI KOCMAN UNIVERSITY (TR) , UNIVERSITAT
AUTONOMA DE BARCELONA (ES) , UNIVERSITAET INNSBRUCK (AT)
Topics ICT - new technologies - digital competences ; Pedagogy and didactics ;
Teaching and learning of foreign languages

Project Summary

Background

The project consortium identified that pedagogical task design remained without proper digital support despite its central importance for educators. Thus, DIGITASK4IC project applied for funding to digitize pedagogical task design by ensuring increased interactivity during task engagement processes through a recalibrated focus on the second language interactional competence (L2 IC). DIGITASK4IC set out to equip teacher trainers and trainee teachers with a digital tool for creating pedagogical tasks. We applied to produce the DIGITASK web app (IO2) as the main outcome of the project, identify diverse task typologies and build a digital task catalogue (IO1), develop a digital training module (IO3) as a self-training tool, and improve current task-based language teaching (TBLT) practices in response to the need to foster pre-service teachers' pedagogical task design activities. Further addressed needs included enhancing their theoretical and practical knowledge of TBLT and supporting the development of their digital competences by applying the body of knowledge for pedagogical task design purposes. The consortium achieved these with extensive linguistic coverage thanks to the strategic selection of the key persons in the consortium.

Objectives

The project aimed to improve current pre-service language teacher education practices oriented to task-based language teaching (TBLT) with a strong emphasis on second/foreign/additional language interactional competence (L2 IC).

The core project results were the production of the DIGITASK web app (IO2) as an application to be used on any devices and that consists of the following sub-tools:

- 1- A digital hub of existing local and interactional pedagogical task typologies (IO1)
- 2- A digital OER (Open Educational Resources) library, linked with DIGITASK web app to be used in pedagogical task design in various settings.
- 3- A (DIGITASK) methodology package for teaching foreign languages and training pre-service language teachers based on pedagogical tasks and task sequences produced using the DIGITASK platform.
- 4- Virtual Exchange activities oriented to collaborative task design between pre/in-service language teachers

Another major objective of the project was to develop a complementary module to DIGITASK web app; a digital training module (IO3) ensuring the sustainability and ongoing impact of the project. Through these objectives, the impact of the DIGITASK was intended to be multiplied and project results to be sustainable.

Implementation

Kick-off TPM at MSKU

Multiplier event at MSKU

Seminar based on VE Project among the pre-service teachers from UAB, HU and UIBK

Presentation/workshop at Associació de Professors d'Anglès de Catalunya (APAC,2022)

TPM at HU

Multiplier event at HU

Presentations in various language teacher education seminars at Innsbruck University

Presentation at Colloquium at Neuchatel University, 2022

Invited Presentation at SpeakMOOC Conference, 2022

Presentation and Workshop at the 9th International Conference on Task-Based Language Teaching, 2022
TBLT Conference

TPM at UIBK

Presentation at METU ELT Convention, 2022

Small scale presentation to the faculty members of the EOI-Barcelona III – Sant Gervasi (Official Languages School) Faculty

Presentation at the 14th Annual International Conference on Education and New Learning Technologies (EDULEARN-2022)

TPM at UAB

Presentation of the DIGITASK web app to the faculty members of the EUNCET Business School - Universitat Politècnica de Barcelona

Three paper presentations and a workshop at Interactional Competences and Practices in a Second Language (ICOP-2022)

Multiplier event at UAB

Presentation to the members of the Digital Humanities network at UIBK

TPM at HU

Dissemination event at PH Tirol, UIBK

Achievements

The most important product of our 18-month project, DIGITASK web app, is now readily and openly available for teachers and students with 2288 task materials, 931 pedagogical tasks, 113 task sequences acting as an OER library. Our web app is already being used by 454 teachers and 567 students, and the web app is available in Catalan, English, French, German, Italian, Spanish, and Turkish languages.

Another important contribution of the DIGITASK4IC project consortium is the compilation of diverse digital pedagogical task types, Digital Task Catalogue. The tasks in the catalogue were created by the field professionals using different task types inspired by the related TBLT literature.

Additionally, a digital training module has been created to introduce the detailed information about how to use the DIGITASK web app including explanations and instructional video-recordings supported by learning check interactive questions. This led us to offer a sustainable platform that helps the users learn and implement pedagogical task designs.

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

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

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

Project Title

Erasmus : Building Up Skills



Project Coordinator

Organisation AKDENIZ UNIVERSITY
Address DUMLUPINAR BULVARI Kampus , 07058 ANTALYA , TR

Project Information

Identifier 2018-1-TR01-KA202-058241
Start Date Sep 1, 2018
End Date Dec 31, 2021
EC Contribution 164,783 EUR
Partners Antalya Mesleki ve Teknik Anadolu Lisesi (TR) , VisMedNet Association (MT) , LICEUL TEHNOLOGIC AUREL VLAICU LUGOJ (RO) , MAG-UNINETTUNO S.R.L. (IT) , Regional Directorate of Primary and Secondary Education of Western Macedonia (EL) , Associazione Vallda (IT) , CPPrFPE SALESIANOS PADRE ARAMBURU (ES)
Topics New innovative curricula/educational methods/development of training courses ; Open and distance learning ; Research and innovation

Project Summary

Building Up Skills (ErasmusBUS) was a Strategic Partnership under the leadership of Akdeniz University. It was a consortium made up of two universities, four VET schools and two NGOs engaged in research and innovation in education.

The project proposal was conceived in 2018 and indeed the project started one year before the COVID19 pandemic.

With hindsight, the partners had foresight and consciousness that education is almost always reactive to change in society, industry, technology and the labour market. ErasmusBUS wanted to reverse this tendency by making education providers become constructive proactive players stimulating continuous professional development throughout one's career. This change was imagined to be possible through Modular Learning in Distance Education.

The COVID19 pandemic is halfway through the project lifetime and this:

- gave higher relevance to the importance of distance learning due to necessity with the closure of schools,
- placed blended learning top of mind of policymakers in education as the way forward (and we were all late on this process) and
- introduced a new avenue of discovery for the ErasmusBUS partners to see Modular Learning as part of blended learning not only to widen knowledge but also to deliver core educational content in the process of implementing curricula in VET but also to put lifelong learning from early years straight into post-school years.

ErasmusBUS:

- introduce Modular Learning methodology in VET so that trainers and students acquire a better understanding and background knowledge about their profession,
- created OERs on cross-sectoral Technical Design so that learners acquire knowledge on the fundamentals of design in air conditioning, electrical, mechanical and hydraulic engineering and these were tested by trainers and students in the automotive industry in a Work and Learn balance, therefore, creating the mindset for continuous professional development,
- carried out observations and analyses of the Work and Learn balance activities in the project and carried out further research to publish a strategy document on lifelong professional development through Modular Learning called MODULearn.

The Work and Learn balance activities included trainers who followed the OERs produced while they work and students who practised the same balance in parallel to their studies in school or during their training mobilities in which they worked in the enterprise, studied Technical Design through distance learning. Students were also mentored and coached in the culture of continuous professional development during their careers.

The research for the publication of the MODULearn strategy document was carried out:

- within the partnership tapping in-house expertise,
- during the pilot activities in school and during student training mobilities/apprenticeships,- through desk research and
- through cross-project cooperation with another Erasmus+ project REBEL (VisMedNet is a key partner) that has and still is carrying out research on distance and blended learning environments and strategies in the post COVID19 pandemic.

MODULearn is an open invitation to innovation in VET and HE in the hands policymakers, professionals in

education management and the design of training paths. Now even in the post-project lifetime, the document is the subject of debate and dialogue even with the partnerships of two other E+ KA2 Projects BIG InternPrize and Mapping Teacher Training (also coordinated by Akdeniz University) given the common ground in new learning dynamics.

This intensive cross-project cooperation was not planned at the start of the project lifetime but it was an opportunity that the partners grabbed given timing (with the project extension) and the COVID19 pandemic and mindsets being more open and experienced with blended learning as a necessity and no longer a possibility.

ErasmusBUS started a process of experimentation and innovation in the automotive industry transferable to other sectors and crafts through MODULearn strategy to create an impact on learners and professionals and in general, is a strategy for robust links and smooth transition from formal education in VET to lifelong learning and training for upping of skills and competences in line with social, technological, economic, environmental, political and values drivers of change outside the school.

During the project lifetime,

- IO2: 12 E-Learning Videos and 12 Handouts were prepared on Airconditioning, Electrics, Hydraulics, and Mechanics. 8 sample videos and online quizzes were prepared.
- 15 students from 3 partners (with 3 accompanying teachers from each partner) attended short term blended mobility in Malta. They studied IO2 online and did work & learn in Malta.
- 5 students from Greek partner could not travel and did blended mobility in their local city because of COVID-19.
- Total 49 students and teachers tested IO2 Online Module on Cross Sectoral Technical Design.
- Total 132 participants attended 4 Multiplier Events.

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

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

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

Project Title

Flipped Impact



Project Coordinator

Organisation MIDDLE EAST TECHNICAL UNIVERSITY
Address DUMLUPINAR BULVARI 1 , 06800 ANKARA , TR

Project Information

Identifier 2018-1-TR01-KA201-059386
Start Date Oct 15, 2018
End Date Dec 14, 2021
EC Contribution 205,791.5 EUR
Partners UNIVERSIDADE DA CORUNA (ES) , VYTAUTO DIDZIOJO UNIVERSITETAS (LT) , Piter Jelles Leeuwarder Lyceum (NL) , STICHTING NHL STENDEN HOGESCHOOL (NL) , IES Ribeira do Louro (ES) , ODTU GELISTIRME VAKFI OZEL ORTAOKULU (TR) , Kauno Saules gimnazija (LT) , Colegiul National Pedagogic "Mircea Scarlat" (RO)
Topics Research and innovation ; New innovative curricula/educational methods/development of training courses ; ICT - new technologies - digital competences

Project Summary

The two-year project 'Flipped Impact' arose from the need for improvements at the level of innovative pedagogical practices in education by all the partner organizations at K-12 and higher education levels. Eight partner organizations from four countries, Turkey, Lithuania, the Netherlands, and Spain, were involved in the project. Although Romania was among the participant countries at the time when the project application form was submitted, the Romanian partner, Colegiul National Pedagogic "Mircea Scarlat", withdrew from the project in November 2020 due to the serious health condition of the project coordinator (in fact, the Romanian project coordinator died soon after the withdrawal) and the lack of human resources due to the COVID-19-related circumstances). One K-12 school and one university from each partner country took part in the project. The distribution of project partners in the project according to the countries is as follows:

- a) Turkey: ODTU Geliştirme Vakfı Özel Ortaokulu- K-12 school partner
Middle East Technical University: the university partner
- b) The Netherlands: Piter Jelles Leeuwarder Lyceum-the K-12 school partner
Stichting NHL Stenden Hogeschool- the university partner
- c) Lithuania: Kaunas Saules Gimnazija- the K-12 partner
Vytauto Didžiojo Universitetas- the university partner
- d) Spain: IES Ribera do Louro- the K-12 partner
Universidade de Coruna- the university partner

The Flipped Impact project had multiple aims. To begin with, the project partners aimed to investigate the design, implementation and evaluation of innovative technology-integrated flipped learning practices and share good educational practices in flipped learning. Through the collaboration between the universities and K-12 schools in the project with a professional collegial team spirit and the integration of effective technology-mediated flipped learning activities, the project partners adopted two main priorities: the promotion of acquisition of language skills and competences at school education level and the development of skills and competences regarding the use of digital technologies to improve the pedagogical competence of pre-service teachers at higher education level via student-centered, active, and collaborative intercultural learning practices. By focusing on the above-mentioned priorities, the project addressed the internalisation and lifelong learning policy concerns of the European Union. The first mobility that took place in the project was the transnational meeting that was organized by the Dutch team (the NHL Stenden) between 15 and 16 January 2019, the project management, the long term activity plan, the financial rules and the budget control, the project web page, the organization of learning/teaching training (LTT) activities and the project LTT dates, the participant selection criteria, the arrangements regarding the K12 student exchange, the dissemination plan and the sustainability issues and the mobility tool were discussed and finalized. Through the various learning/teaching/training activities that were carried out in the project, the project provided the K-12 and pre-service teacher participants as well as university teachers (academics) with an intercultural learning environment to promote intercultural communication among all the project participants, contributing to the intercultural competence of all the parties in the project. The first two LTT activities were held face-to-face before the COVID-19 period. C1, the first LTT activity, was held by the Turkish team (the Middle East Technical University) between May 6-10, 2019 while C2, the second LTT activity, was held by the Lithuanian team (the Vytauto Didžiojo Universitetas) between 2 and 6 December 2019). As for the online LTTs, the first online LTT, C3, was organized by the Dutch team (the NHL Stenden University) between 1 and 5 March 2021) and the second online LTT, C4, was held by the Spanish team (IES Ribeira do Louro) between 27 September and 1 October 2021). The last LTT, C5, was held face to face by the Turkish team (the Middle East Technical University) between 30 September and 4 December 2021. The pre-service teachers in the LTT activities collaborated during the design and implementation stages of the activities for the K-12 participants. They enhanced their professional expertise and pedagogical and digital knowledge with one another via collaboration and intercultural communication. The LTT activities also promoted peer collaboration and provided a peer

learning atmosphere for pre-service teachers for professional learning. They discovered effective instructional strategies for flipped learning geared towards different learner profiles and found opportunities to promote their pedagogical, digital and intercultural competences by interacting with their international peers. Regarding the K-12 learners, they found various opportunities to engage in intercultural communication with their international counterparts and to use and practice their oral and written skills in the English language in an intercultural and interactive learning environment. They were also engaged in game-based critical thinking and problem-solving activities in collaboration. Apart from these gains, the K-12 participants found opportunities to enhance their autonomous learning skills while doing the pre-class activities before the LTT activities and their collaborative learning activities during the LTT activities. Hence, the LTT engagement helped them improve their language skills in English and their intercultural skills. From the academics' perspectives, they found an opportunity during the LTT activities to critically reflect on the impact of the pre-service teachers' project engagement (i.e., the design, implementation and evaluation of flipped learning activities) on their professional development, their pedagogical and digital competence development. The pre-service teachers' engagement in the design, implementation and evaluation of the flipped learning activities enhanced their teacher agency and teacher autonomy, and their self-regulation skills. The multiplier event in the project, the Flipped Impact conference, was organized by the Turkish team on 4 December 2021, to disseminate the project findings in Ankara. Four keynote speakers delivered talks on different aspects of flipped learning and technology-enhanced flexible learning and two concurrent sessions (including 13 oral presentations) were held during the event.

Four intellectual outputs were prepared in the project: the flipped kit, the research paper and the web page, all of which were specified in the project application form, and an additional intellectual output, the Flipped Impact Online Suite. The flipped kit could be considered a valuable open educational resource and a guide for all teaching professionals that provides and illustrates the theoretical background related to flipped learning, the design principles, the effective instructional strategies regarding the implementation of flipped learning activities, and the frequently-asked questions regarding the design, implementation and evaluation processes of flipped learning activities. Regarding the research paper, it highlighted the impact of the online flipped LTT activities on the K-12 learners' cognitive, affective, and behavioral engagement and the essential components of flipped learning that affected the K-12 learners' engagement most. The project web page (<http://flippedimpactproject.com>) illustrated the development and implementation of all the project activities as well as the detailed information and dissemination activities and the multiplier event "Flipped Impact conference". It served as an online platform for the dissemination of the project materials, workshops and presentations, flipped lesson plans, publications, activities and intellectual outputs (research paper and the flipped kit- the English, Dutch, Spanish and Lithuanian versions). The other intellectual outputs, the research paper and the flipped kit, were also uploaded to the project web page.

Apart from the three intellectual outputs that were stated in the original project proposal, one additional intellectual output, an interactive resource, was produced in the project: the Flipped Impact Online Suite (For the website of the Flipped Impact Online Suite, please see:

<https://www.myschoolsnetwork.com/projects/flipped-impact-suite/page/22791>). Due to the continuing COVID pandemic only two of the four planned LTT's could take place on-site. The LTT's planned for Spain and the Netherlands had to be cancelled because of world-wide lockdowns. In order to guarantee a successful continuation of the project and reach the intended outcome of the Flipped Impact project – research into success criteria of Flipped Learning – and consequently in order to be able to produce Intellectual outputs 1, 2 and 3 (Flipped Kit, Research paper and website) the following strategy was set up: Flipped courses and meaningful online collaborative activities would be designed by pre-service teachers from the four participating countries. NHL Stenden, because of their specific expertise, took the lead in this. The Flipped Impact Online Suite is a coherent model of

- a) ready-to-use Flipped courses on the different English tenses and intercultural vocabulary,
- b. a set of meaningful online collaborative activities in which students can demonstrate what they have learnt via the flipped material

c. online course and manuals for preservice teachers on how to develop and organize flipped learning trajectories in lock-down situations.

The Flipped Impact Online Suite is virtual but tangible in the sense that it is freely accessible via the link. The underlying approach is explained in the Flipped Impact Suite and underpinned by research and thorough testing phases. In addition, the approach contains two learning trajectories to demonstrate that the approach is replicable. The FI Suite fits within the project because of its use of and research into Flipped material, yet it is innovative in the sense that the additional element of Flipped Learning in a wholly online setting is implemented and explored. Pre-service teachers from all four participating countries played an important role in the development of the Flipped material and the execution of the intercultural online LTTS. The model, as developed within Flipped Impact, is considered to play a role in the curriculum of at least one teacher training department and has the potential of being implemented within any teacher training department with a keen and serious interest in innovative, interactive, and engaging language education.

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

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

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

Project Title

Healthy Digital Life for Pupils

Good practice example

European Innovative Teaching Award

HD-LIFE
PROJECT

Project Coordinator

Organisation ERCIYES UNIVERSITESI

Address REKTORLUK BINASI MELIKGAZI , 38039 KAYSERI , TR

Project Information

Identifier 2018-1-TR01-KA201-058610

Start Date Oct 15, 2018

End Date Nov 14, 2020

EC Contribution 128,627.13 EUR

Partners UNIVERSITAET ZU KOELN (DE) , UNIVERSITAT DE BARCELONA (ES)
, Kayseri Emniyet Mudurlugu (TR)

Topics Health and wellbeing ; Early School Leaving / combating failure in
education ; ICT - new technologies - digital competences

Project Summary

The European Commission's Communication "A new skills agenda for Europe: Working together to strengthen human capital, employability and competitiveness" proposes ways to address the skills challenges that Europe is currently facing. The aim is for everyone to have the key set of competences needed for personal development, social inclusion, active citizenship and employment. Digital competence is one of these and the key components of digital competence are summarized in 5 title by the European Commission. One of them is "Security". Security aims to understand risks and threats in digital environments, to know about safety and security measures and to have due regard to reliability and privacy, to be able to avoid health-risks and threats to physical and psychological well-being while using digital Technologies, to be able to protect oneself and others from possible dangers in digital environments (e.g. cyber bullying) and to protect personal data and privacy in digital environments. For the information and data literacy, the main competences are to analyze, compare and critically evaluate the credibility and reliability of sources of data, information and digital content, to analyze, interpret and critically evaluate the data, information and digital content.

The latest findings of the EU Kids Online Research Project strategically increase the importance of these two qualifications: Compared with 2010, 11-16 year-old group's exposure to hate messages increased from 13% to 20%, exposure to pro-anorexia sites increased from 9% to 13%, exposure to self-destructive internet sites increased from 7% to 11%, and cyber-bullying exposure increased from 7% to 12%. The European 9-16 age group says that what they see on the internet online in 2014 affects them higher, from %13 to %17. According to a scientific study conducted by Ege University, the daily life of 60% of young people is adversely affected by internet usage habits. It is stated that the negative impact on the life of the person in this frame means problematic usage, and according to the findings of the survey, it is stated that the rate of problematic internet usage in our country is very high among the youth. Some research findings reveal the need for young people at the secondary level to be able to control the use of the Internet and be directed to be beneficial to their education and lives. Moreover, according to these researches, the problematic aspects of the relationship that students establish with the internet have a negative effect on their academic achievements.

The proposed project is based on this problematic issue, and has identified secondary school students as the primary target audience as they have become more confident internet users with more varied habits in transition period to a more independent phase.

The project will enable the target group members to manage and / or raise awareness of digital issues through:

- (1) Training teachers who are primary individuals (guides) in a way that they can respond to their needs about "healthy digital life".

- (2) Raising awareness of them and their parents

The original aspect of the project is that it does not address digital issues at a single level, as in the case of internet dependency. The project approaches the efforts to overcome digital problems with a holistic perspective and moves from the concept of health.

Designed as 24 months, the project is built on 4 interconnected categories of activities. In this context:

- (1) The Category of Administrative Activity:

It aims to ensure that the project outputs are an integral part of the objectives and expected results.

- (2) The Category of Capacity Building Activity in the Field of Research:

It will be implemented in a multi-methodological design to provide support for the back-plan information of the project's products as a continuation of the online security and healthy digital life debate that unveils the project proposal.

- (3) The Category of Capacity Building Activity in the Field of Education and Human Resources:

It includes use and dissemination activities related with the issues that may be a source of concern of Internet

and mobile communication technologies, and the intellectual outputs to overcome these problems positively. In this context, the open educational resources will be designed by separating from traditional methods and utilizing the possibilities offered by the digital world, and will focus on audiovisual elements that facilitate learning and remembrance in multiple environments.

(4) The Category of Dissemination Activity:

It includes a set of activities (website, visibility materials, media planning, country seminars, workshops, conference etc.) related to the sectoral and geographical expansion and dissemination of the project.

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

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

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

Project Title

INNOVATION THROUGH ICT IN CARE HOMES



Project Coordinator

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Project Information

Identifier 2019-1-TR01-KA204-074733
Project Web Site <https://kmu.edu.tr/abprojeleri/sayfa/14985/projemiz/hakkinda/tr>
Start Date Sep 1, 2019
End Date Dec 31, 2021
EC Contribution 145,626.6 EUR
Partners ÖZEL EGİTİM AKADEMİSİ (TR) , NEXID SRL (IT) , SYNIO GmbH (AT) , KARAMAN AİLE VE SOSYAL POLİTİKALAR İL MUDURLUĞU (TR) , ISTITUTO DEI SORDI DI TORINO (IT) , ESCUELA ANDALUZA DE SALUD PÚBLICA SA (ES)
Topics ICT - new technologies - digital competences ; Research and innovation ; Access for disadvantaged

Project Summary

Background

The main reason was addressing the modernization of care homes through the use of ICT in Turkey and EU because of the reason that ICT use in care homes in Turkey and EU care homes are insufficient, they lack skills of providing fast, practical and effective care services where technology could help care home personnel to deal with these issues in effective terms.

The needs we have addressed;

- investigating ICT materials used in care homes via literature review work and presenting findings,
- investigating best methods of ICT use in care homes and presenting some methodological frameworks of ICT implementations,
- reviewing policies of ICT implementations in care homes, outlining the best practices and making policy recommendations for ICT integration into care homes,
- producing a software program to help care home personnel to monitor care home patients' various needs such as those needs that care home personnel are responsible to take care of.

Objectives

We wanted to achieve;

- to close the knowledge gap about the use of ICT in care homes by outlining various ICT materials and their contents which are effectively used on care homes,
- to achieve identifying the best methodological use of ICTs in care homes about how ICTs are used, when, where, with which methods etc.
- to achieve figuring out what kind of policies are used for integrating ICTs into care home sectors, reviewing and outlining the best policies and eventually making policy recommendations,
- to achieve creating a software to help care home managers and personnel to better monitor the care home patients' data with the innovative help of technology, where technology provide faster and effective monitoring opportunities.
- to train care home personnel about ICT use in care homes and improve their service providing skills,
- to achieve increasing the awareness of care home staff about ICT use in care homes and their possible advantages, encouraging care home personnel to go further on investigating ICT use in care homes,
- to disseminate our results to a wide range of people and organs possible,
- increasing Turkey's and partners' competitiveness about ICT use in care home sectors.

Implementation

Our activities that we have implemented were;

- 1st transnational project meeting conducted where we have planned the overall project tasks.
- Producing intellectual outputs as they were described and planned, in all the partners' languages and in English.
- Producing software program (care home patient monitoring software), testing them in care homes, modifying and launching the latest version as open source software.
- 2nd and 3rd transnational project meetings conducted where project tasks were reviewed, modifications were made, disseminations were planned etc.
- Many care homes in Turkey were visited for dissemination of our outputs, to train their personnel about how to use our newly produced software in practice, exchange knowledge and so on.
- Workshops in all the partnering countries were conducted to disseminate the outcomes.

- Final conference was conducted in Turkey.
- Various dissemination tasks were conducted to transfer our outcomes to a wide range of people and organs possible.

Achievements

The concrete outputs we produced were;

- Production of intellectual output 1 which is literature review (as 67 pages long without references).
- Production of methodological framework of implementation as IO2 (as 44 pages long without references).
- Production of policy recommendations as IO3 (as 78 pages long without references).

All the intellectual outputs were published in Turkish, English, Italian, German and Spanish and uploaded to the project's webpage.

-Care home patient monitoring software has been produced as an open source software and uploaded to the project's webpage which can be downloaded as free. We also produced a mobile phone application.

-Various documents has been produced for dissemination purposes (such as project description, summary, brochures etc.) and uploaded to the project's webpage, disseminated to the targeted people and organs physically (via workshops and final conference) and via online ways (emails etc.)

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

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

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

Project Title

Integrated Management of Pesticides and Liabe Exposure with Machinery Executing Needed Treatments 4.0



Project Coordinator

Organisation ONDOKUZ MAYIS UNIVERSITESI
Address ATAKUM , 55200 SAMSUN , Samsun , TR

Project Information

Identifier 2019-1-TR01-KA202-075412
Start Date Nov 1, 2019
End Date Apr 30, 2022
EC Contribution 189,029.79 EUR
Partners ANKARA UNIVERSITESI (TR) , On Projects Advising SL (ES) ,
AGRICOLTURA E VITA - ASSOCIAZIONE (IT) , UNIVERSITY OF
CUKUROVA (TR) , UNION DE AGRICULTORES Y
GANADEROS-JOVENES AGRICULTORES DE JAÉN (ES) , ENAMA (IT)
Topics ICT - new technologies - digital competences ; Agriculture, forestry and
fisheries ; Open and distance learning

Project Summary

Background

Giderek artan dünya nüfusunu belirli bir miktarda olan mevcut tarım arazisi ile beslemek için, tarımsal üretim sistemlerinde üretim verimini artıran, çevresel etkiyi en aza indiren ve bitki koruma uygulamaları yapan çalışanların güvenliğini sağlayan yeni, sürdürülebilir tarımsal üretim yöntemleri geliştirmeye ihtiyaç vardır. Akıllı ve dijital tarım, çiftçiler, makine operatörleri ve diğer tarım çalışanlarını dijital yetkinliklerle donatarak, daha hassas, daha verimli, sürdürülebilir ve rekabetçi bir AB tarım sektörüne katkıda bulunmayı amaçlamaktadır. Bu zorlukların üstesinden gelmek için, mevcut ve gelecekteki beceri eksiklikleri belirlenmeli ve ele alınmalı ve sektör için stratejik öneme sahip olduğu düşünülen beceri açığını kapatmak için öğrenme fırsatları oluşturmak için eyleme geçilmelidir. IMPLEMENT4.0 projesi daha önce tamamlanan IMPLEMENT projesi temelleri üzerine dayanmaktadır. IMPLEMENT 4.0 projesi ile ele alınan konu bir adım daha ileriye götürülerek, akıllı ve dijital çözümler kullanan tarla ve bağ-bahçe pülverizatörleri gibi makine ve ekipmanların hedef kitleye tanıtılması ve kullanımlarının yaygınlaştırılmasına katkı sağlanması düşüncesinden yola çıkılmıştır.

Objectives

IMPLEMENT 4.0, çiftçilerin dijital bilgiye dayalı akıllı tarıma yönelik farkındalıklarını ve yetkinliklerini geliştirerek bu konunun yaygınlaşması ve kullanılmasındaki zorlukları ele almayı amaçlamaktadır. Dijital tarım, tarımı daha üretken, daha sorumlu hale getirme ve zaman ve kaynakları daha verimli kullanma potansiyeline sahip olup böylece küresel Sürdürülebilir Kalkınma Hedeflerine (SKH) katkıda bulunmaktadır. Projenin genel olarak, yerel, bölgesel, ulusal ve çok uluslu düzeyde sürdürülebilir ve rekabetçi bir Avrupa tarım sektörüne önemli ölçüde katkıda bulunması beklenmektedir. Projenin, özellikle verimli kaynak kullanımını ve tarımda sürdürülebilir yoğunlaştırmayı desteklemek, böylece karasal ekosistemlerin sürdürülebilir kullanımı (SKH 15), sorumlu tüketim ve üretim (SKH 12) ve sürdürülebilir sanayileşmeyi teşvik etmek (SKH 9) konularına destek olması beklenmektedir. Buna ek olarak, tarımda dijital bilginin yaygınlaştırılması, yoksulluğun azaltılması (SKH 1), açlığın sona ermesi ve gıda güvenliğinin sağlanması (SKH 2) ve iklim değişikliğine karşı direncin artmasına (SKH 13) katkıda bulunabilecektir. Beklenen somut etkiler şu şekilde sıralanabilir:

- Tarım sektörünün verimliliğini ve çevresel etkilerini iyileştirmek,
- Teknik ve dijital becerilerini geliştirmek yoluyla tarım işgücü piyasasını canlandırmak,
- Bitki Koruma Makinelerinin verimliliğini artırmak için çiftçilere bilgi ve eğitim desteği sağlamak,
- İşletme yönetiminde mesleki bilgi ve becerinin geliştirilmesi,
- Avrupa tarımının 'dijital geleceğini' kucaklamak için yenilikçi materyaller ve yeni eğitim yöntemleri geliştirmek,
- Dijital bilginin kalitesini artırarak ve yüksek vasıflı işgücü oluşturarak daha rekabetçi bir Avrupa tarım sektörü yaratmak.

Implementation

Proje ile kırsal alanda sürdürülebilir kalkınmayı teşvik etmek, sürdürülebilir tarım için bitki koruma makinelerinde dijital uygulamalarının profesyonel olarak kullanılmasını güçlendirmek ve kırsal alanda gençlerin varlığına yer açmak gibi hedeflere ulaşılmaya çalışılmıştır. Dijital teknolojileri kullanan tarım makinelerinin doğru kullanımı konusunda bilgi ve yetkinliği yaymanın en etkili yolu e-öğrenmedir, çünkü internet çok sayıda kullanıcıya yüksek kalitede eğitim içeriği ulaştırma olanağına sahiptir düşüncesinden yol çıkılarak projede önce AB'nde ve konsorsiyumu oluşturan 3 ülkede akıllı ve dijital tarımın durumu ortaya konulmuş, eğitim ihtiyacı analiz edilerek 5 modülden oluşan eğitim içeriği e-öğrenme yoluyla hedef kitleye ulaştırılmak için bir e- öğrenme platformuna aktarılmıştır. Oluşturulan e-öğrenme platformunun durumunu değerlendirmek için üç farklı ülkede pilot eğitimler

düzenlenmiştir. İtalya'da Türkiye ortaklarının katılımıyla bir kısa dönem öğrenme etkinliği hayata geçirilmiştir. Bu ana proje ürününü oluşturmak için yapılan faaliyetlerin dışında yaygınlaştırma için liflet, bilgi sayfası, e-gazeteler hazırlanarak hem oluşturulan geniş bir kontak kişi listesine hem de yüz yüze yürütülen faaliyetlerde hedef kitleye ulaştırılmıştır. Ayrıca yine üç ülkede üç farklı çoğaltıcı etkinlik düzenlenmiş ve sonuçları değerlendirilmiştir

Achievements

Projede temel olarak bizi e-öğrenme platformuna götürecek fikri çıktılar üretilmiş ve sonuç olarak proje web sayfası üzerinden bir kayıt prosedürü ile hedef kitlenin erişimine açılan e-öğrenme platformu geliştirilmiştir. IMPLEMENT 4.0 eğitim kursu, tarım uzmanları arasında dijital çözümler hakkındaki bilgileri geliştirmek ve nihayetinde Avrupa tarım sektörünün genel sürdürülebilirliğini ve rekabet gücünü artırmak için tasarlanmıştır. Kurs, her biri farklı ürün grupları için dijital teknolojilerin kullanımına ilişkin konuları ele alan 5 modülden oluşmaktadır. Modül 1'de, dijital teknolojiler ve bunların Türkiye, İtalya ve İspanya'da belirli kullanım modelleri ile mevcut iyi uygulamalarla bağlantılı kullanımları ele alınmaktadır. 2, 3 ve 4 numaralı modüller; dijital olarak donatılan makine ve ekipmanlar ile karar destek sistemleri için kullanılan yazılımların ayrıntılı bir sunumuyla birlikte, dijital teknolojilerin özellikle tarla tarımı, meyve bahçeleri, zeytincilik ve bağcılık ile sebze tarımı ve seracılık olmak üzere belirli ürün gruplarına uygulanmasına odaklanmaktadır. Modül 5, bitki koruma makineleri ve akıllı tarım çözümleri ile bağlantılı olarak dijital tarım sistemlerinin sertifikasyonuna odaklanmıştır.

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

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

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

Project Title

Internationalisation at Home through Online Micro Masters and Virtual Mobility - Turkey, Macedonia, Slovenia, Lithuania



Project Coordinator

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34452 ISTANBUL , TR

Project Information

Identifier 2018-1-TR01-KA203-058256
Start Date Sep 1, 2018
End Date Aug 31, 2021
EC Contribution 208,669 EUR
Partners Institut za KOMUNIKACISKI STUDII Skopje (MK) , VYTAUTO DIDZIOJO UNIVERSITETAS (LT) , DOBA Fakulteta za uporabne poslovne in druzbene studije Maribor (SI)
Topics Entrepreneurial learning - entrepreneurship education ; New innovative curricula/educational methods/development of training courses ; Open and distance learning

Project Summary

The project developed and implemented two international online Micro Masters, which provided by a virtual campus of four HEIs – Istanbul University (Turkey), Institute of Communication Studies (Macedonia), DOBA Faculty of Applied Business and Social Studies (Slovenia), and the Vytautas Magnus University (Lithuania). The 6-month specializations provided deep learning in the specific career fields of (1) Entrepreneurship Ecosystem and Innovation Strategy, and (2) Digital Communications and Marketing.

A total of 271 students from the two programs, 81 from the “Entrepreneurship Ecosystem and Innovation Strategy” program and 190 from the “Digital Communications and Marketing” program, provided with knowledge and competences relevant for the international labor market and gain a competitive advantage for professional success and personal development. Virtual mobility and collaborative online learning enriched the international experience and intercultural understanding of students from different European countries. Game-based learning had been used as an innovative teaching method capable of offering students key skills and information regarding different subject matters, while incorporating collaborative learning. The Micro Master credentials were recognized with a formal degree within the study programs of the four partner HEIs.

Context

The project enabled internationalisation at home (IaH) of the curriculum and learning process that is now becoming mainstreamed at the national and institutional level in most European countries and received a central place in the European policies for internationalisation of higher education. IaH has been seen as an effective strategy for integration of international and intercultural dimensions into the curriculum for all students within domestic learning environments. Thus the non-mobile majority students will have benefit from this project. The Micro Masters had been designed for those who need to complete a specialisation to enhance entrepreneurship, management and/or marketing competences, advance their education and/or career, find a (better) job, or launch own business.

Objectives

1. The project had improved the quality of education through pursuing internationalized teaching and learning in a virtual environment and to enhance individual's potentials to effectively enter an inter-connected, cross-cultural market and to take part in the public life.
2. Curriculum for both programs was designed to provide participants with entrepreneurial, innovation and digital marketing skills applicable in a transnational corporate environment. Curriculums were designed as 6 course syllabuses and 2 project syllabuses.
3. A learning management system had been developed that would facilitate virtual mobility, students' engagement and learning, and collaboration with foreign peers and lectures.
4. Acquiring international and intercultural experience via virtual mobility and establishing interaction and networking among peers from other European countries had been achieved.
5. An innovative learning game as a platform for game-based learning had been developed.
6. Free online educational resources (OER) relevant to specific areas had been developed.
7. App for mobile learning had been developed in order to deliver videos and interactive course materials on demand.

Participants:

- Istanbul University's Faculty of Communication (Turkey) (Project leader) - the oldest and longest established communication faculty in Turkey. Offering a theoretical and applied education, the faculty currently gives BA, MA and PhD education in three departments - Journalism, Public Relations, and Advertising and Radio/Television/Film. Having a dual education program, the faculty has also been providing distance education.

- The Institute of Communication Studies (ICS) (www.iks.edu.mk) is a non-profit scientific-research institution that administers one-year and two-year Masters Programmes for (1) Management of Strategic Communications and (2) Media Management and Multimedia. Since 2013, the MA studies are accredited by the Board for Accreditation and Evaluation of Higher Education of the Republic of Macedonia.
- DOBA Faculty for Applied Business and Social Studies (Slovenia) - online business school dedicated to the development of innovative individuals and eLearning. It offers BA and MA programmes in the areas of Business & Management, Marketing, Social Services and Lifelong Learning. With an annual intake of about 1500 students DOBA is the largest online distance education provider in SEE.
- Vytautas Magnus University (VMU) is the public institution implementing liberal arts study policy based on the Harvard study model, and relevant research activities aimed at contribution to the society, as well as global community. In 2015, VMU has implemented more than 94 study programmes for almost 8000 students at bachelor, master and doctoral level. Studies at VMU are organized by 9 faculties and the Music Academy.

Activities:

- Transnational Survey Research (to experts): 376 experts in the fields of entrepreneurship, innovation, digital communication and digital marketing in Turkey, Macedonia, Slovenia and Lithuania, to identify the deficiencies in the fields to be trained, to offer suggestions for the creation of the courses to be given within the scope of the program, to conduct an international survey. In order to provide a perspective, a survey study was applied. Survey results were presented to educators prior to curriculum discussions at Joint Staff Training.
- Transnational Desk Research: All the consortium board members from the four partner countries were asked to make a list of the best schools in two major topics: Communication with a focus on digital communication and Entrepreneurship with a focus on Innovativeness. For the next step, the list of schools was analyzed according to three main questions ((1)What are the keywords that come up on the explanation of the programme? What are the main focuses of the programme? (2)What are the key topics that come up in the curriculum? (3)What are the most innovative and up-to-date courses?). Using the technique of retrospective web analysis, web pages of the schools were studied in detail. An information from the desk research provided initial understanding of the educational environment and policies and
- Joint Staff Training was organised for 24 HEIs representatives and mutual database for providing a coherent professional program was developed.
- Curriculum, including syllabuses, learning materials and OER was developed, and 3 online courses and 1 Capstone Project were provided for each training program by the mixed teams of lecturers from different countries. (total 6 courses, each course consists of 4 weeks and 2 Capstone Project each consist of 8 weeks)
- The Learning Management System facilitated the management of the virtual classroom by tracking the students' progress.
- Innovative learning game developed as a platform for game-based learning for support to learning process.
- The good practices from the project MASTER@HOME presented on a one-day public discussion about the trends of internationalisation strategies in higher education both at home and abroad. Public Debate, which was held online due to the pandemic, registered 200 people as listeners.
- Two academic papers and two posters was prepared at the end of the project on the basis of the evaluation of the MicroMasters and the project's results overall. Papers and posters were presented at four different conferences.
- The meeting budget, which could not be realized due to the pandemic, was used for the development of intellectual outputs and as part of the dissemination activities, for a monograph. Online and print monograph of articles from mixed teams of lecturers from all partner HEIs was published by Pearson.

Impact and long-term benefits

- Improving the entrepreneurial and innovation capacity of students.
- To enable students to adapt to the digital environment in marketing.

- Strengthening the skills of students for a transnational competitive environment.
- Networking among students and professionals from different European countries.
- Strengthening the cooperation of HEIs.
- Developing learning game to support to educational process.

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

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

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

Project Title

Maritime Education for Energy Efficiency

Good practice example



Project Coordinator

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Project Information

Identifier 2018-1-TR01-KA202-058717
Start Date Nov 1, 2018
End Date Aug 31, 2021
EC Contribution 149,595.22 EUR
Partners A.P. & A Limited (EL) , CALMAC FERRIES LTD (UK) , UNIVERSITY OF STRATHCLYDE (UK) , Orka Produksiyon Medya Denizcilik Bilisim Hizmetleri Limited Sirketi (TR) , TURK LOYDU UYGUNLUK DEGERLENDIRME HIZMETLERI ANONIM SIRKETI (TR)
Topics Overcoming skills mismatches (basic/transversal) ; Energy and resources ; Open and distance learning

Project Summary

Environmental practices, regulations regarding air pollution, the price of marine fuels, and higher taxes increase the demand for improving energy efficiency in maritime transportation. Some published studies have shown that several measures that improve energy efficiency should be cost-efficient.

Ship energy efficiency measures offer many alternatives to ship owners and operators to improve fuel economy and reduce carbon emissions. The amendments to the International Convention for the Prevention of Pollution from Ships (MARPOL) Annex VI were adopted by the IMO's Marine Environment Protection Committee (MEPC) as a new chapter (Chapter 4) in 2011. Thus, Energy Efficiency Design Index (EEDI) for new ships and Ship Energy Efficiency Management Plan (SEEMP) for all ships have been mandatory since 1 January 2013. While EEDI facilitates implementation of technical measures by using more energy efficient equipment and engines to reduce carbon emissions for new ships, SEEMP aims to improve the energy efficiency both for new and existing ships by using operational applications developed through the existing technologies in ships, raising the awareness of the crew, and providing necessary training on energy efficiency.

There is a need to make shipping more energy efficient. There are several measures which are not implemented successfully due to the existence of barriers to ship energy efficiency and the lack of information of the measure and competence of crew. Efficient use of energy can only be possible by raising the awareness of the crew who has a working role to operate ships, including shore-based personnel.

The project MarEd addressed the need for ship energy efficiency trainings and assessments about shipping industry and also for improving the skills of each individual involved in ship energy efficiency issues. This requirement was met by MarEd Online Training Course and MarEd Assessment Tool which were generated through MarEd Project. Due to the limitation of Mobility Tool's Annex (Section 8), all the documents for MarEd Project (activities, output results, surveys etc.) can be found under the Download link at: https://www.dropbox.com/sh/s79qsptyy0c1r5z/AADPYPPi86_WX9g1ubkSzuq5a?dl=0

The world of profession and education was linked by MarEd project through classifying the differences between theory and practice, and generating a tool to shape and acquire qualifications for all the staff (seafarers and shore-based personnel). A staged learning (from basic to extended knowledge) model was implemented to enlighten seafarers and staff working in different levels of command. Finally, MarEd Online Training Course and MarEd Assessment Tool were generated through MarEd Project for the departments and the staff mentioned below participated in the training.

- o Seafarers with different Management Levels (Captains, Chief engineers, Deck Officers, and Engine Officers), seafarers with Deck and Engine Rating Levels.

- o Shore Staff (Superintendents, fleet managers, energy managers and etc.)

All energy efficiency gaps in the shipping industry were identified and distance learning modules were created by the Project Team to train the staff and improve the familiarity and knowledge on the following fields:

- Understand existing energy efficiency drivers.
- Raise consciousness of staff regarding the most effective solutions to enhance the fuel economy of ships.

- Cope with having a grasp of regulations and conventions.
- Make an assessment of the energy efficiency methods and technologies.
- Maintain a grasp on the progress in ship construction, design and propulsion as well as Energy Efficiency Design Index (EEDI) calculation.
- Maintain strategies on the ship's operational efficiency optimization and measurement within the scope of Ship Energy Efficiency Management Plan (SEEMP).
- Maintain all related matters concerning real-time voyage optimization.
- In addition, this project aimed at instilling a common set of required information and skills to Maritime Education and Training (MET) students. Thus, the students were able to spread the information in their countries/organizations and raise the awareness regarding the implementation of energy efficiency policies such as MARPOL Annex VI.

Maritime vessels and local, national, and international shipping companies benefitted from the education provided by the MarEd online training course based on particular equipment onboard and shore company.

The main objectives of project MarEd are as follows:

- To define the differences between theory and practical application through a questionnaire-led requirements analysis and knowledge based on the research of previous ship energy efficiency implementations,
- To create an online training course for the best effect possible and most realistic method of carrying out ship energy efficiency measures for all types of ships taking account of the navigation equipment and tools available as well as the involvements of other different stakeholders,
- To plan an Assessment Tool that enables the user to have a credible certificate for the skills acquired recently.

Six major and leading maritime and/or educational organizations constituted the project consortium. Most partners have many years of experience in EU projects. They are also policymakers and decision-makers, and some of them are social partners in the maritime and educational sectors.

The following results were achieved at the end of the project:

- In terms of Need Analysis, research training needs were identified through a questionnaire survey.
- In terms of Content Development for the Platform, the content of the online training and assessment platform was designed and configured.
- The online platform "www.mared.odenes.com" was created and configured.
- In terms of the Testing and Improving activities, the e-learning system was developed. In order to develop this system, approval of industrial and social partners was received during local workshops. (A face-to-face local workshop was held in Glasgow led by Calmac. In addition, a local workshop led by APA was held online).

A straightforward influence on seafarers was obtained by the MarEd online Training Course training which provided particular information to the user on how to carry out the ship energy efficiency measures in specific scenarios given the specific equipment on board. As a project impact, an innovative web-based platform was provided by the project for seafarers, related personnel and shipbuilding personnel to improve their skills and learn how to carry out ship energy efficiency measures in the best way in accordance with MARPOL Annex 6. This will facilitate the mutual recognition of competencies, thus enhancing worker's qualifications and mobility.

The staff will develop skills to accurately carry out towards carbon emissions measurements in general and shipping carbon emission measurements as well as to make operational changes. The effective distribution of the project will enable other EU countries to obtain similar advantages in accordance with MARPOL Annex 6. As a result, a positive impact on seaborne trade will be created within the EU. Operators involved in the provision of maritime transport services and the European maritime transport will adopt the course in a short period. Thus the seas will be efficient which are anticipated to allow competitiveness of the shipping companies.

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

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

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

Project Title

Maritime Health Trainings for Seafarers and Doctors



Project Coordinator

Organisation ISTANBUL TEKNİK UNIVERSİTESİ
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Project Information

Identifier 2019-1-TR01-KA202-076813
Start Date Dec 1, 2019
End Date Mar 31, 2022
EC Contribution 180,871 EUR
Partners The Union of Chambers of Turkish Engineers and Architects (UCTEA), Chamber of Marine Engineers (TR) , GENERAL DIRECTORATE OF HEALTH FOR BORDER AND COSTAL AREAS (TR) , UNIVERSITATEA MARITIMA DIN CONSTANTA (RO) , A.P. & A. POLAND Limited (PL) , UNIVERSITY OF STRATHCLYDE (UK) , Orka Produksiyon Medya Denizcilik Bilisim Hizmetleri Limited Sirketi (TR)
Topics Open and distance learning ; Cooperation between educational institutions and business ; Health and wellbeing

Project Summary

Background

The maritime profession, due to the diversity of risks involved and harshness of working conditions at sea, is acknowledged to be among one of the most dangerous professions in the world. Some of these risks are threats originating from chemical and biological materials, harsh weather conditions, physical challenges, a range of different critical operations, machine operations combined with dangers stemming from a harsh working environment and unsatisfactory health conditions. Maintaining optimal medical conditions for seafarers can be directly effective in preventing risks related to safer navigation at sea.

MariHEALTH project; by elevating scope and quality of the health services offered to seafarers, aims to be the leader in forming the maritime health domain and to play vital role in the identification of criteria to increase the medical status of seafarers on an international scale.

- The main objective of the project is to design web-based e-learning/training platform for seafarers and maritime medical doctors that focused on advanced medical intervention practices on-board ships. Thanks to the distance education program this objective is remedy current knowledge gaps, update existing knowledge and develop practical skills of seafarers to perform better even in the toughest cases requiring medical intervention. In this context, medical training modules for seafarers is developed to improve their first aid skills and knowledge as well as keeping them up to date.
- One of the other targets is, updated basic-level first aid training program will be provided to keep first-aid skills and knowledge of seafarers. This Program assists seafarers in putting basic life saving techniques into practice and knowing how to tackle with emergency cases.
- Devising a medical training program in progress to remedy the maritime-related knowledge gap of doctors issuing seafarers' medical reports and certificate doctors familiar with unique conditions to sea life has also been listed as one of the project goals.

The project activities were including management, implementation and dissemination of the output. Regular meetings, press releases, managing social media are one of the fundamental activities undertaken in MariHEALTH project.

The expected results of the project are to enhance medical knowledge level of seafarers as much as possible to perform medical intervene easily to the patients on-board ship, to develop e-training courses (web-based e-learning/training platform), to design basic mobile phone application, to improve medical consciousness of seafarers and maritime doctors, transform theoretical medical knowledge into high- quality practice training and to increase knowledge level of maritime medical doctors about shipboard working environment as well as marine-specific injuries, diseases and illnesses.

The envisaged impacts of the projects are that a unique online training course module under webbased e-learning/training platform is created and the medical knowledge performance of seafarers and maritime medical doctors can be evaluated via MariHEALTH project. The potential longer benefits of the projects are recognition of training program by European sea transportation operators will not only raise health consciousness of seafarers to the end of making them more knowledgeable, but it also immensely contribute to training maritime doctors. Since the project offers an improvement on training modules for maritime doctors and seafarers, it can be the first unique internationalized web-based e-learning platform and mobile smartphone application.

Objectives

Training of seafarers for basic and qualified medical assistance on board are mandatory in case of sudden illness or an accident and injury during the ship's voyage. The maritime medical doctors should increase their knowledge

and expertise as much as possible. In this context, the objectives of MariHEALTH (Maritime Health Trainings for Seafarers and Doctors) project are to improve knowledge gaps of health professionals and determining potential requirements of medical training. In order to enhance medical ability of seafarers and maritime doctors, three key distance training modules were developed in MariHEALTH project to train seafarers (officers and ratings) and maritime medical doctors in practically:

*Training Module for Rating Level of Seafarers: Provided elementary first aid distance training programme to improve their first aid skills and knowledge as well as keeping them up to date. The module enables seafarers to remain competent at implementing basic life saving techniques and to know how to handle in an emergency situation. (Please see details of online training modules via following link: <https://marihealth.odenes.com>)

* Training Module for Officer Level of Seafarers: Created advance medical distance training programme for ship officers including deck and engine officers. The distance learning program aims at providing refreshment courses and increase practical capabilities in harsh medical environment such as applying bandages, placing an intravenous access, suturing wounds, administering strong painkillers, hypothermia, toothaches, etc. (Please see details of online training modules via following link: <https://marihealth.odenes.com>)

*Training Module for Maritime Doctors: Provided professional development training programme to maritime doctors to enhance awareness for health risks of seafarers. Also, to increase familiarization associated with shipboard working environment. At the end of training module, the maritime doctors are able to prepare certificates proving that physical and mental fitness of seafarers. (Please see details of online training modules via following link: <https://marihealth.odenes.com>).

*Introduced MariHEALTH mobile application and evaluation modules for practical use. (Please see details of evaluation modules via following link: <https://marihealth.odenes.com>). The evaluation modules are activated once the training module is completed. The MariHEALTH mobile application can be used under "Moodle" app. Please see details via project website: <https://marihealth-project.maritimehealth.org/>). (Please also see detail for mobile application demonstration via following link; <https://www.dropbox.com/s/m5qv6flya335xqf/MariHEALTH%20mobile%20app%20%20basic%20instruction.pdf?dl=>

Implementation

There were totally 7 project meetings implemented and 2 of them were face to face, 5 of them were online. 1 Workshop for pilot training was carried out and 1 Final Meeting and Project Conference was performed. The details of the meetings are;

* The kick-off meeting was held (KOM) in Istanbul, Turkey, on 30 January 2020, hosted by ITU. The meeting involved an opening reception and press conference. Respected press and high level of representatives from the maritime sector, public authorities and partners in Turkey attended the meeting. The main objective was to introduce the partners, discuss WPs and budget. (Please see details of KOM via this link: https://www.dropbox.com/sh/w0evdgpsjux6sj0/AABSSAu5CqONx1_XFBSyOb16a?dl=0)

* The 1st Transnational project meeting took place in Glasgow, UK, on 29 May, 2020, hosted by UoS. Due to the Covid pandemic, the meeting was held online via Zoom platform. (Please see details via following link: <https://www.dropbox.com/sh/29h93bxlh5xjbyg/AACCa21-VWIZ5DOHHootm5VVa?dl=0>).

*The 2nd Transnational project meeting took place in Romania, on 26 Nov, 2020, hosted by CMU. However, due

to the Covid pandemic, the meeting was held online via Zoom platform. All partners made discussions and exchanged views on what can be done to improve training modules. The financial and administrative issues were explained by the project coordinator. In addition, discussions were made regarding the evaluation model for training. (Please see details via following link:

<https://www.dropbox.com/sh/ubrcxlyj0pkv8fw/AACAnovNQ-WmOeha3fw-56sRa?dl=0>)

* The 3rd Transnational Project Meeting was held on 27 April 2021 in Turkey hosted by ORKA. However, due to the Covid pandemic, the meeting was held online via Zoom platform. The presentation of completed MariHEALTH online training modules and the evaluation tool were made during the meeting. All partners made discussions and exchanged views on what can be done to improve training modules. (Please see details via following link:

<https://www.dropbox.com/sh/r0971j3q48zzv0o/AADruEz4hzidu8h5MNbAN2Cqa?dl=0>)

* The 4th Transnational Project Meeting (online) conducted by AP&A on 03 Nov 2021, in which discussions were made on the problems that can be experienced due to the pandemic, as well as the measures to be taken and the way to make progress under new conditions. (Please see details via following link:

<https://www.dropbox.com/sh/9ir2d0fds3jzuzt/AABZ5bPf7VVgWiVUXQxyfjCwa?dl=0>)

* The 5th Transnational Project Meeting was conducted by AP&A on 16 Dec 2021. Due to the Covid pandemic, the meeting was held online via Zoom platform. In the meeting, Workshop for pilot training was performed by AP&A, including training modules and evaluation tool. In addition, all participants reviewed every training and assessment module and made discussions on the final revisions of training and assessment modules. (Please see details via following link:

<https://www.dropbox.com/sh/0blal9t6cg8abq7/AADt6vv1bOZDM57Vq00jIHxZa?dl=0>)

* The 6th Transnational Project Meeting (MariHEALTH Final Meeting and Project Conference) was conducted by GDHBCA on 30 March 2022 via zoom. Project outputs (online training modules, evaluation modules, certification, MariHEALTH mobile app, etc.) was presented to end-users. (Please see details via following link:

<https://www.dropbox.com/sh/hnbdlv6512t05h0/AADUSgSFsXpR1-kmL3l2a7p7a?dl=0>).

Project dissemination activities were one of the most critical instruments for implementation of the MariHEALTH project to achieve objectives as well as to deliver of the outcomes. Implemented activities such as press releases, promotion of materials, brochure, social media, project website assisted to achieve project objectives and delivered planned results. The website, for instance, contributed to dissemination of project objectives to community as well as maritime and health industry. Social media, brochures or promoting materials were handed out to attract interest and curiosity of beneficiary. Press release was another remarkable activity to guide interested community to the MariHEALTH project and delivered the outcomes. Regular interview with the national/international press were also assist to present project outcomes and objectives. (Please kindly see details of the implementation activities via following link;

<https://www.dropbox.com/sh/89a1r6v087qmj1y/AAANQjBOFs6CcVaoRQ8jNIq2a?dl=0>)

Tutorial video was also generated, and this video was prepared. (Please see details of video via following links: https://www.youtube.com/watch?v=ST0XJau_9hE). One scientific journal paper in high-quality journals was published. (Please see details of journal paper via following links:

<https://www.dropbox.com/s/s079futihga56l8/MariHEALTH%20article%20JTL.2022.1050330-2164338.pdf?dl=0>)

and also one conference paper was presented in Global Maritime Conference 2021. (Please see details of conference paper presentation via following links:

<https://www.dropbox.com/s/adc422xig617bo4/MariHEALTH%20GMC%20Conference%202021%20full%20paper%20.pdf?dl=0>)

Achievements

*The main outputs and results of the MariHEALTH project was "MariHEALTH online training module for Officers, Rating level seafarers and for Maritime Medical Doctors" created under MariHEALTH website (Please kindly see details in project website via : <https://marihealth.odenes.com>).

*The second important concrete outputs is "Evaluation Module and MariHEALTH smartphone mobile app" under Moodle app (Please see detail of mobile phone application via this link:
<https://www.dropbox.com/s/m5qv6flya335xqf/MariHEALTH%20mobile%20app%20%20basic%20instruction.pdf?dl=>

*The third one is " Specific Course Curriculum". (Please kindly check "Project Labs under website;
<https://marihealth-project.maritimehealth.org/project-labs/>) In this context;

1) Web-based medical e-learning/training platform: Throughout the entire Project, a website (web-based medical e-learning/training platform) were designed to enhance awareness of knowledge about medical care, treatment and response to illness, injury or incident. The e-learning platform can be able to work offline.
(<https://marihealth.odenes.com>).

2) MariHEALTH evaluation module and mobile phone application was created to enable easy accessibility. (Evaluation module is available : <https://marihealth.odenes.com>. Once training module is completed, the evaluation module appears).

(The MariHEALTH mobile application can be used under "Moodle" app. Please see details via this link:
<https://www.dropbox.com/s/m5qv6flya335xqf/MariHEALTH%20mobile%20app%20%20basic%20instruction.pdf?dl=>
)

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

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

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Partnerships for Digital Education Readiness

Project Title

Redesigning Introductory Computer Programming Using Innovative Online Modules

Project Coordinator

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Website www.yildiz.edu.tr

Project Information

Identifier 2020-1-TR01-KA226-HE-098258
Project Web Site <http://recom.yildiz.edu.tr/>
Start Date Jun 1, 2021
End Date May 31, 2023
EC Contribution 242,132 EUR
Partners BURGASKI SVOBODEN UNIVERSITET (BG) , Karabuk University (TR) ,
BOARD OF EUROPEAN STUDENTS OF TECHNOLOGY (BE) ,
UNIVERSITA DEGLI STUDI DI PALERMO (IT) , TALLINN UNIVERSITY
(EE) , UNIVERZA V LJUBLJANI (SI)
Topics New innovative curricula/educational methods/development of training
courses ; ICT - new technologies - digital competences ; Pedagogy and
didactics

Project Summary

Background and Project Goal

The Covid-19 Pandemic enforced the education system to change radically. Almost all universities worldwide were suddenly forced to shift all their education to virtual learning in response to the pandemic. Support for lecturers' professional development is crucial, and course design is even more critical than in traditional education settings. Online teaching brings major challenges to faculty members. And one of the most significant is the numerous complexities involved in moving a face-to-face course into the online platforms. On the other hand, research shows that 91% of the university's lecturers were unwilling to teach online.

Many academic institutions that are reluctant to change their traditional pedagogical approach have no choice but to move entirely to online teaching-learning. But since the traditional education system mostly prevails in many European countries, teachers and students in online education have problems, especially for engineering departments, due to dense curriculum on hand-zone and practical lessons. Other problems center around the experience in online teaching/learning, students' collaboration, lack of support from lecturers, the complexity of materials provided, and inappropriate homework environment. These facts reduce satisfaction and enthusiasm for both students and educators. Therefore, compliance with online lectures with existing curricula related to engineering studies is highly necessary.

Our effort focuses on Computer Programming and Algorithms lecture that is a core element for all engineering disciplines in this project. Computer Programming and Algorithms is a complicated course to teach and learn. It is now even more difficult on online platforms. Today, Industry 4.0 and 5.0 topics are emerging fields and have rising demand during the pandemic period. The increasing interest in artificial intelligence and machine learning applications is closely related to them. Under current circumstances, online Computer Programming and Algorithms courses must be addressed with innovative solutions to support this level with well-educated professionals. In this project, teachers will be trained to overcome online education challenges while preparing adequate course material suits to common "Computer Programming and Algorithms" lectures. In this way, we design appropriate online teaching methods for this lecture and integrate them with online technologies to improve students' learning motivation and interest, maintain students' concentration, and enhance students' learning.

Objectives are Planned to be Achieved within the Scope of the Project:

Our objective here is to develop a well-structured online teaching method for computer programming and algorithms related courses. For this purpose, educators will get trained on online education pedagogies and didactics to face challenges with the lack of student satisfaction. Adaptation of online pedagogy and educational materials for this course will be one that emphasizes student-centered learning and employs active learning activities. This new course materials will be able to implement for both online & hybrid educational systems. In particular, the project aims at persuading educators to amalgamate immersive technologies in online educational programs while developing their pedagogical knowledge to boost student's willingness to moreover involvement.

Expected Outputs upon the Project Completion:

1. Improving lecturers' role with required knowledge, skills, teaching methods, and techniques to deliver efficient online classes
2. Effective pedagogical practices for online teaching perception of experienced instructors.
3. Formulating sustainable curriculum implementation for both hybrid and online education
4. Integrating new online course materials with gamification techniques to the "Computer Programming and

Algorithms” curriculum helps students attend online.

5. Developing synchronous and asynchronous methodologies to deliver online “Computer Programming and Algorithms” courses effectively.

6. Developing offline video content for students who have limited internet connections.

7. Developing course materials with a new curriculum to deliver better online “Computer Programming and Algorithms” lessons.

Project Main Activities

1- Intellectual Outputs

- Guidebook: Online/Hybrid Teaching Practices for Effective Programming Classes
- Curriculum Development for Online/Hybrid Computer Programming and Algorithm
- Web-platform and Mobile App for Programming Courses
- Gamified Interactive Video Tutorials
- Gamified E-Quizzes and Case Studies

2. Multiplier Events:

- Local Multiplier Events in each Project Partner Country about Redesigning Interactive Online/Hybrid Computer Programming with Gamification Techniques

3. Learning, Teaching, and Training:

- Intensive Pedagogic Training on (A)Synchronous Online and Hybrid Education, and Gamification Basics
- Intensive Online/Hybrid Programming Course for Engineering

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

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

Project Title

Silver Travellers – supporting SMEs to reach and attract elder travellers by innovative structural and educational methods



Project Coordinator

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Project Information

Identifier 2019-1-TR01-KA202-075158
Start Date Sep 1, 2019
End Date Aug 31, 2021
EC Contribution 148,012 EUR
Partners CONFEDERAZIONE ITALIANA DELLA PICCOLA E MEDIA INDUSTRIA PRIVATA (IT) , Sera Lake Hotel (Birinci Insaat) (TR) , KOAN CONSULTING SL (ES) , BEST INSTITUT FÜR BERUFSBEZOGENE WEITERBILDUNG UND PERSONALTRAINING GMBH (AT) , LATVIJAS LAUKU TURISMA ASOCIACIJA LAUKU CELOTAJS (LV)
Topics Rural development and urbanisation ; Cooperation between educational institutions and business ; ICT - new technologies - digital competences

Project Summary

Background

Europe's population is getting older. The share of people aged 65 years and over is increasing in every EU Member State, EFTA and candidate country (Eurostat '17). Turkey, e.g., is one of the world's youngest countries, but it is among the top 10 in the world's fastest ageing. The situation of demographic change is similar in the other partnering country in this project: Austria, Latvia, Spain, Italy.

Correspondingly, the growth rates for travellers over 65 years have been increasing over the years - and are even higher than those of other age groups (Analyse Lifestyle 2017). To this, the tourism sector needs improvement based on new educational approaches and instruments that the "Silver Travellers" project wants to provide in order to upgrade respective customer services offered.

In rural areas of the partner countries in this project, i.e. Turkey, Spain, Latvia, Austria and Italy, tourism providers are mainly small and micro-sized business, who, compared to others, might have more difficulties in finding possibilities in learning how to better address this traveller group.

The project developed mobile learning with learning content to help SMEs such as travel providers, accommodation businesses. For SMEs, content of 60 ECVET on the following subjects was prepared:

- Healthy and Age-Related Diet of the Group and Healthy Sample Menus
- Hygiene and Sanitation
- Customer Relations Management (CRM)
- Contact with Guest and Body Language
- Sales, Marketing, Promotion and Advertising
- Rural Tourism Activities and Leisure /Hobby Activities

For joining forces to offer innovative solutions to a European challenge, this project was formed by a trans-national partnership from countries and organisations who can benefit directly from the project results.

Needs addressed by the project:

- The SILVER TRAVELLERS project provides mobile learning and professionals' key skills learning material relevant to the labour market (ECVET) to close an existing gap in the provision of modern technology learning in the rural tourism sector facing new market challenges. Access is available at: silvertravellers-eu.com
- The SILVER TRAVELLERS (IO1) aims at providing access to formal contents that can be used as mobile learning. (Horizontal priority of Open education and innovative practices in a digital era).
- Our project also developed SILVER TRAVELLERS - professionals' key skills: skills cards for improved learning pathways and learning material that answer initial and continuous vocational training aspects.
- Provide VET/ HE for working in tourism education with systematic approaches to and opportunities for the initial and continuous professional development of their staff in both school and work-based settings, support educators in this field with new technology solutions for their training.
- Rural tourism enterprises have received and still can receive results to have a clear competitive advantage by employing Silver Travellers' trained staff and thereby better attract new customer segments to their benefits.
- Via new learning forms and instruments, the SILVER TRAVELLERS project can strongly and concretely support

educational provision for micro to small sized tourism business and improve related standards in the involved partner countries: By making use of intensive network activities throughout all project activities, it also lays the ground for further internationalization of the project, its results and innovative results.

Objectives

The number of tourists in the 3rd age group is increasing day by day in the world and in Europe. Since the aim is modern aging, it is necessary to improve customer service for the 3rd age group tourists in the tourism sector. Based on the new educational approaches and tools that the project aims to provide, it is aimed to improve the services offered to "Silver travelers", even if COVID19 has slowed the overall tourism down during some time, it is expected to raise again soon and travel service providers like hotels should be ready with new competences.

It is this need that the project has addressed by providing SILVER TRAVELS - mobile learning with learning content that small and medium travel providers need to know about the guest typology, to understand how customer service should actually be implemented, taking into account the specific destination. Silver travelers will find the following attractive: addressing the needs (and expectations) of the group, addressing age-related health problems, providing age- and disease-appropriate nutrition and preparing appropriate menus, paying attention to age-appropriate hygiene rules, advanced customer relationship management for the group, group-appropriate sales and marketing advertising and promotion, planning age-appropriate leisure and hobby activities. This project was carried out to create a transnational partnership and join forces of partner countries to offer innovative solutions to a European problem.

With the implementation of the project;

- We addressed closing an existing gap in the provision of modern technology learning, through the development of mobile learning and labor market-related core skills learning materials for SILVER TRAVELERS and taking into account the use of European Tools (ECVET/ECTS).
- SILVER TRAVELERS aims to provides access to official content that can be used as mobile learning (horizontal priority of Open Education in the digital age and innovative applications).
- Our project aimed to develop for the basic skills of professionals: skill cards for advanced learning paths and learning material that responds to the aspects of initial and continuing vocational education.
- it provides VET/HE working in tourism education with systematic approaches and opportunities for the initial and continuing professional development of its staff, both in school and work-based environments, and to support educators in this field with new technology solutions for their education.
- It has addressed rural businesses in tourism to achieve better results by employing the trained staff of Silver Travelers and have a clear competitive advantage, thus attracting new customer segments better.
- Through new learning formats and tools, the SILVER TRAVELERS project can strongly and tangibly support the provision of training for micro and small-scale tourism businesses and improve relevant standards in the respective partner countries.

Implementation

1- Intellectual Output : SILVER TRAVELLERS - OER for the basic skills of professionals and mobile learning (O1: SILVER TRAVEL - The following activities were carried out within the scope of basic skills of professionals and OER training (<https://silvertravellers-eu.com> available at platform)):

- A1 - Development of relevant and high-quality skills and competences
- A2 - Design of Improved Learning pathway and learning material
- A3 - Pilot tests with target groups
- A4 - Feedback, review and adaptation of Learning pathway and learning material after pilot tests,

recommendations

A5 - Design of technical infrastructure (GUI, Backend))

2- Transnational Projects Meeting: Kick-off event was held in (Austria)

3- Online Projects Meeting: Since no other face-to-face transnational meeting could be held due to COVID, an online meeting was held with partners.

4- Multiplier Event Meet the Silver Travelers: Multipliers were held in Turkey, Austria, Italy, Spain, Latvia.

-Transversal activities:

A1: Project Management - Interim Report (IR)/ Interim report.

A2: Project Management - Final Report (FR)/ Preparation of the final report and all progress reports by the Consortium

A3: QRMgt - Recommendation report (Assessment,- Quality- and Impact Assessment) - plans and tools.

A4: Dissemination and Use (incl. Interim and Final Reporting) - plans and tools prepared: multilingual PR, web, flyer, news made.

For tangible results that will last beyond the completion of the project: made publicly available as OERs (<https://silvertravellers-eu.com>).

Achievements

* SILVER TRAVELLERS - professionals' key skills and OER for mobile learning is what the project partnership has developed, completed and also made available to the public (at least 3 years after the end of the project's funded life due to the commitments of the partners to implement and finance the access and sustainability of these results) .

In addition, the following occurred during the project:

-Tangible results from the preps phase: partners' agreements (contracts, agreements related to Project Mgt and Quality Management nominees, IPR and commercialization rights).

- from the transversal activities:

A1: Project Mgt - Interim Report (IR)/ Preparation of interim

report/ A2: Project Mgt - Final Report.

(FR)/ Preparation of final report and all progress reporting by the consortium; also: PM Kit - with work plan/ time schedule updates, templates, code of conduct.

A3: QRMgt - Recommendation report (Evaluation,- Quality- and Impact Assessment) - plans and tools.

A4: Dissemination and Exploitation (PR, website, flyers, news, Interim & Final Reporting) - plans & and tools: multilingual PR, web, flyer, news.

-Tangible results that will last beyond the project's completion available as OERs to public: O1: SILVER TRAVELLERS - professionals' key skills at <https://silvertravellers-eu.com> and OER training .

-During the project, the following Events were organised (<https://silvertravellers-eu.com>):

E1 (Multiplier Event in Austria)

E2 (Multiplier Event in Latvia)

E3 (Multiplier Event in Spain)

E4 (Multiplier Event in Turkey)

E5 (Multiplier Event in Italy)

- Intangible results from during the project that last upon its completion, inter alia was seen as: improved know-how related to our topic and project tasks/ management, strong relations with project partners and a bigger network of stakeholders and peer organisations also abroad.

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

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

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

Project Title

Teaching in Higher education Effectively via Eye-tracking

Good practice example



Project Coordinator

Organisation MIDDLE EAST TECHNICAL UNIVERSITY
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Website <http://www.metu.edu.tr>

Project Information

Identifier	2019-1-TR01-KA203-077213
Project Web Site	https://thee-ceit.metu.edu.tr/
Start Date	Sep 1, 2019
End Date	Aug 31, 2022
EC Contribution	279,041.12 EUR
Partners	UNIVERSITA DEGLI STUDI DI SALERNO (IT) , RESEAU DES UNIVERSITES DES CAPITALES DE L'EUROPE (BE) , ATATURK UNIVERSITY (TR) , VILNIAUS UNIVERSITETAS (LT) , Damasistem Yazilim, Bilisim, Egitim, Danismanlik Ar-Ge ve Tic. Ltd. Sti. (TR)
Topics	New innovative curricula/educational methods/development of training courses ; ICT - new technologies - digital competences ; Research and innovation

Project Summary

Background

Quality in higher education is directly related to the quality of the teaching. Studies have revealed that the main indicator of students' learning is effective classroom management skills of teachers. However, managing a classroom isn't an easy task especially for the academicians at the beginning of their career. More specifically in Europe, developing new approaches and a set of principles to support teaching and learning. THEE project aims to explore in-class interactions in university classrooms to present classroom management strategies by using eye-tracking technology with a holistic perspective. The interactions between students and instructor, students and students, instructor and educational technology and students and educational technology used in the classroom with a holistic perspective was explored by using wearable eye-trackers. Eye tracking technology records and measures movements of eyes and analysis of eye data give direct information about the cognitive process of participants. That is, both instructors and students eye-movement data were collected during teaching in classrooms. THEE project reflects the multidimensional structure of in-class interactions; also contributes to technology integration.

Objectives

Classroom management is one of the key predictors of students' learning. Classrooms are interactive environments and lots of things happen simultaneously. Academics have to analyze and respond to behaviors and make several pedagogical decisions. Especially novice academics need to improve their skills. This project aimed to explore all kinds of in-class interactions in university classrooms to provide quality support materials to improve classroom management skills. Determination of in-class interaction patterns of academicians was the first achievement of the "Teaching in Higher education Effectively via Eye-tracking" -THEE project and this step was used to develop classroom management strategies specially for university classrooms. The second achievement was to develop strategies to enhance technology use in higher education classrooms. All in-class interactions that occurred in higher education classrooms were explored within this project. The interactions between academics and materials and between students and materials were analysed within this project. Another achievement was examination of cross country analysis of classroom dynamics and interactions across the countries, namely, Turkey, Italy and Lithuania.

Implementation

Quantitative data were collected at METU, Atatürk, Salerno and Vilnius Universities using eye tracking methods. Qualitative data were collected through interviews with teachers. These two data were analyzed by experts and methods on how expert teachers integrate technology into their classroom lessons were determined. The work done was reported and turned into a project output. digital training materials were developed with the content of the designed scenario by an expert team. These materials were translated into English, Turkish, Italian and Lithuanian and localization of the project was completed. All partners organized dissemination activities to disseminate the project output. Realised activities are as follows;

TPM in Ankara

IO 1 Reporting of Classroom Management Practices in Turkey

TPM in Salerno

IO 2 Reporting of Classroom Management Practices in Italy

IO 3 Reporting of Classroom Management Practices in Lithuania

TPM in Brussels,
IO 4 e-learning contents for the in-class management interaction practices. Interpretation, determination and comparison of in-class technology interaction practices for different countries.
ME in Erzurum
ME in Ankara
ME in Italy
ME in Lithuania
ME in Belgium
TPM in Erzurum,

Achievements

Quantitative data were collected at Middle East Technical University, Università Degli Studi Di Salerno, and Vilnius University using eye tracking methods. Qualitative data were collected through interviews with teachers. These two data were analyzed by experts and methods on how expert teachers integrate technology into their classroom lessons were determined. The work done was reported and turned into project outputs;

- O1- Reporting of Classroom Management Practices in Turkey (METU)
- O2- Reporting of Classroom Management Practices in Italy (University of Salerno)
- O3- Reporting of Classroom Management Practices in Lithuania (Vilnius University)

Digital training materials were developed with the content of the designed scenario by an expert team. These materials were translated into English, Turkish, Italian and Lithuanian and localization of the project was completed;

O4- E-learning contents, for the in-class management interaction practices. Interpretation, determination and comparison of in-class technology interaction practices for different countries. Final content is localized to four languages (TR, EN, IT, LT). (DamaSistem)

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

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

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

Project Title

Towards smart rural tourism development in Europe



Project Coordinator

Organisation ESKISEHIR OSMANGAZI UNIVERSITESI
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Project Information

Identifier 2019-1-TR01-KA203-073781
Start Date Oct 1, 2019
End Date Dec 31, 2021
EC Contribution 218,453.2 EUR
Partners UNIVERSITA TELEMATICA PEGASO (IT) , UNIVERZA V LJUBLJANI (SI) , VYTAUTO DIDZIOJO UNIVERSITETAS (LT) , VYSOKA SKOLA EKONOMICKA V PRAZE (CZ) , UNIWERSYTET WARMINSKO MAZURSKI W OLSZTYNIE (PL) , UNIVERSIDAD DE ALICANTE (ES)
Topics Open and distance learning ; New innovative curricula/educational methods/development of training courses ; Rural development and urbanisation

Project Summary

In 2010, the European Union adopted the notion 'smart' in its new ten-year growth strategy Europe 2020 stating that Europe should become a smart, sustainable, and inclusive economy. The concepts of smart, sustainable, and inclusive growth are central behind the growth strategy Europe 2020 and are highlighted as key objectives and mutually reinforcing priorities to reach the stated growth targets. The objectives are also formulated to meet regional disparities within Europe and the lack of convergence between core and peripheral regions.

The 1st UNWTO World Conference on Smart Destinations⁴ held in early 2017, the year of sustainable tourism, the UNWTO secretary general T. Rifai underlined that Smart tourism is not a trend, but the future of tourism development and „smart destinations“ are key to sustainable development and contribute not only to advances in the tourism sector but also in societies at large⁵.

SMARTRURAL aims to 'elevate the smart thinking mindset of students, academics and rural tourism communities/authorities, who, armed with cutting-edge knowledge, strong pedagogical tools and an smart thinking mindset and skills, will effectively be able to contribute to the transformation of students from an 'traditional employee temperament' to a 'smart thinking initiator mentality'.

The SMARTRURAL team consists of 7 universities dynamically involved in tourism development activities in 7 EU countries (Lithuania, Turkey, Spain, Slovenia, Italy, Czech Republic, Poland). At a European level more than 20 000 people will be informed about the project based on an effective and joint dissemination strategy followed by all participating countries. By identifying and engaging key relevant stakeholders in SMARTRURAL project will assist in receiving important feedback and input.

SMARTRURAL main outputs and activities include:

- Examine best practices in smart rural tourism development and explore their training needs
- Develop an smart rural tourism development training Programme for tourism and rural fields students
- Pilot test the programme at EU level
- Finalise the programme and integrate it into MOOC
- Develop of the book of best practises on smart rural tourism inEurope
- Organise national dissemination events

SMARTRURAL impact:

1. Increase awareness and the right set of capabilities, knowledge and skills among tourism and rural fields students to make the right smart rural tourism decisions, and to enhance their interest in starting their own careers in rural tourism areas based on their fields of study.
2. Development of effective smart rural tourism development teaching techniques, enabling trainers to increase their students' necessary skills, competences and knowledge in order to achieve fast growth and find solutions.
3. Provision of a complete smart rural tourism development training package for a number of stakeholders, such as rural tourism destinations, authorities, communities, universities.
4. Identification of gaps in current smart rural tourism development programmes (offered by universities, tourism consultants, etc.) through needs' analysis. This process will help national and EU policy and decision makers as well as private institutions involved in this field to take corrective measures, to improve young people's abilities to become more engaged into rural areas development in smarter way.

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

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

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

Project Title

Training New Mentors for Young Tech Entrepreneurs



Project Coordinator

Organisation MERSIN TECHNOLOGY DEVELOPMENT ZONE

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Project Information

Identifier	2018-1-TR01-KA205-057877
Start Date	Sep 1, 2018
End Date	Aug 31, 2021
EC Contribution	131,559.2 EUR
Partners	Ecole de commerce Bogaerts (BE) , MERSIN UNIVERSITESI (TR) , COMMUNAUTE D'AGLOMERATION DE SOPHIA ANTIPOLIS (FR) , Republic Of Turkey Ministry Of Industry and Technology-General Directorate of Research and Development Incentives (TR) , ETAIRIA DIACHIRISIS KAI ANAPTIXIS EPISTIMONIKOU KAI TECHNOLOGIKOU PARKOU KRITIS AE (EL) , AKDENIZ IHRACATCI BIRLIKLERI GENEL SEKRETERLIGI (TR) , ASSOCIACAO PARQUE DE CIENCIA E TECNOLOGIA DE ALMADA/SETUBAL-MADAN PARQUE (PT) , FUNDACIO GENERAL DE LA UNIVERSITAT JAUME I FUNDACIO DE LA COMUNITAT VALENCIANA (ES) , TARTU SCIENCE PARK FOUNDATION TSP (EE)
Topics	Entrepreneurial learning - entrepreneurship education ; Labour market issues incl. career guidance / youth unemployment ; Open and distance learning

Project Summary

The project was implemented in the context of the European-wide development of the innovative entrepreneurship ecosystem. Partners include 5 technoparks (mersin technopark, tartu, madan, espaitec, step c) and an entrepreneurship school (IStec brussels)

All partners carry out studies to develop the entrepreneurship ecosystem on a national and transnational scale. Entrepreneurs' motivations for the development of mentoring, which is one of the greatest needs in overcoming the difficulties in realizing their ideas, ensured the establishment of this partnership and the emergence and successful execution of the project.

The project generally aims to train qualified mentors for young technology entrepreneurs. Achieving this general goal has been possible with the realization of 3 chained goals. These:

1. Training experienced business people who have successfully completed their entrepreneurship processes on how to mentor young technology entrepreneurs and bringing new mentors to the ecosystem
2. Providing mentoring activities by matching young technology entrepreneurs with mentors
3. Raising awareness about mentoring

The project has 3 main groups of participants

Trainer mentors: This group consists of experienced mentors and provided training to mentor candidates.

Mentor Candidates: It consists of experienced business people who have been in the industry for at least 5 years, with or without mentoring experience, and who are motivated to mentor.

Young Tech Entrepreneurs (Start-Ups): The participants in this group are young entrepreneurs who have just started their business life and need mentor support in various fields (hard or softskills).

The definition of young here refers to the entrepreneur's experience in realizing the business idea, not his age.

In addition to these main participant profiles, different institutions that are actors of the entrepreneurship ecosystem have been included in the project activities. These:

universities

NGOs

Institutions like Chambers.

The project team implemented the activities determined in the proposal in order to achieve the objectives determined in the proposal period, by making improvements when necessary in response to the changes that took place during the project.

Accordingly, the general activities of the project are as follows:

Conducting needs analysis and reporting to identify the needs of mentors and entrepreneurs regarding the mentoring processes

Conducting a comparative study of mentoring processes across Europe

Organizing national Workshops in every country

Preparation of Curriculum for Mentor Training Training

Realization of the Training Program

Preparation of project reports

Conducting transnational project meetings and post-COVID online project meetings

Holding the Dissemination Conference

Preparation of the e-Platform

Making mentor-mentee pairings

With the project, trainer mentors, mentor candidates and start-ups from all partner countries were reached, and the common problems and needs of mentors and mentees were determined. Thanks to the project, the goal of raising awareness about mentoring was achieved. And one of the ultimate goals of the project, raising new mentors, was achieved after the training, and then mentor-mentee matching was ensured, enabling start-ups to reach the support they needed in areas such as realizing their initiatives and commercializing their products, sales and marketing.

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

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

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

Project Title

Up-Skilling Elders in Digital Health Literacy to prevent marginalization and exclusion



Project Coordinator

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Project Information

Identifier	2018-1-TR01-KA204-059639
Start Date	Nov 1, 2018
End Date	Apr 30, 2021
EC Contribution	166,150.5 EUR
Partners	CSI CENTER FOR SOCIAL INNOVATION LTD (CY) , INOVA+ - INNOVATION SERVICES, SA (PT) , INEUROPA SRL (IT) , Wissenschaftsinitiative Niederösterreich (WIN) (AT) , Asteres srl - società cooperativa (IT) , ASTIKI MIKERDOSKOPIKI ETAIREIA PROLIPSIS (EL) , BUYUK ORTADOGU SAGLIK VE EGITIM VAKFI (TR)
Topics	Health and wellbeing ; ICT - new technologies - digital competences ; Access for disadvantaged

Project Summary

Many scientific studies indicate that by 2060, one out of every three Europeans will be over the age of 65. The ratio of working people to others 'inactive' varies from 4 to 1 today, to 2 to 1 in 2060 (2015 Report on Aging). Age-related statistics also draw attention to the importance of elderly care in the future. The care has to be more patient centred, with more focus on prevention, early diagnosis and chronic conditions. Industry for ageing well must invest and innovate, in close cooperation with users and consumers. And all of us must get smart and feel empowered to integrate ICT-products and services for ageing well in our private lives and professional practice.

Europeans over the age of 65 already have a spending capacity of over 3,000 billion euros, and the number of people with age-related disabilities has increased from 68 million in 2005 to 84 million in 2020. Europe boasts an innovative ICT industry with innovative SMEs, developing many new products and services. In view of the market opportunities arising from public expenditure related to the rights, needs and demands of the growing population over 50, the EU urges stakeholder to support the improvement of health related digital literacy of the Europe's elder population.

In this context, this project we have completed has enhanced the design and development of an inclusive, interactive and user-friendly digital platform to equip and develop digital health literacy for the elderly European population (50+). The platform supports online training modules for digital and health literacy, analyzes relative risks and benefits, evaluates available information for reliability and quality, engages intensively with health providers, integrates navigation with eHealth services, glossary of essential health terms, country-specific health access also supports information. The groups determined as the target audience in the project can access the relevant mobile platforms through applications. In addition, the platform effectively supports eHealth tools (health care navigation and communication, glossary of essential health terms), peer-to-peer support tools, patient attendance systems, and patient center health practices management. As stated in the project, with the ICT applications we use, we have contributed to providing better and cheaper services to European citizens for health and well-being, as in many similar projects. Because many scientific studies predict that the introduction of ICT alone increases the efficiency of health services by 20%. It has also enabled users of all ages who are proficient in using ICT to better manage their health.

Our iHeal project has been handled and realized in line with a number of Erasmus+ goals.

These are our goals;

- ICT tools designed to train and equip older EU Citizens with cross-skills and core skills such as digital literacy, communication and networking have been developed.
- All of our project products have been realized and disseminated through inclusive, open and innovative education embedded in the digital age.
- With this completed project, cooperation and information exchange between different areas of the EU have been ensured and good practices have been strengthened and disseminated with new examples.
- The development of the EU as a knowledge-based society is supported and inclusive education opportunities are encouraged.
- High quality learning opportunities tailored to individual adult learners were provided and expanded.

The work of the Iheal Consortium has been divided and treated as such into a series of overlapping phases that include research, analysis, design, development, testing and implementation, validation, localization, communication and use of project outputs. Appropriate dissemination activities have been carried out and resources have been developed to underpin the work at all stages, competent management and effective monitoring of planned activities, continuous evaluation and evaluation of project results, rigorous quality

management and awareness of iHeal's goals and objectives and innovative tools and tools. The project envisaged to develop close synergies between adult learning, lifelong skills, digital health literacy and European cohesion with common parameters across the different fields of work of the partners. In particular, the consortium of partners includes 1 University and 2 Welfare Organizations (Prolepsis, BOSEV) with specific expertise in public health, elderly health literacy and adult education. Members of the consortium also completed the project with 2 research and development centers (CSI and WIN), which led the development of the triage platform, 3 adult education associations/networks specializing in adult education (Asteres, INOVA+ & InEuropa) that will support adult education instructional design, and organizations that include implementation of the platform.

Through this completed project, longer-term benefits are foreseen for the EU and its Citizens. Because with the use of project products

- Increased awareness of opportunities and enhanced skills for EU citizens on how to use ICT for health-related purposes,
- Positive effects were achieved at the personal level (knowledge, self-confidence) and empowerment,
- Enhanced evidence-based practices on health outcomes and quality of life from a more digitally health literate population have been implemented.

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

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