

D.T3.2.1

Territorial action plans for InnoSchool Learning System inclusion into curriculum in next 2 years after project ends in pre-final version

v1

2021.04.

1. Introduction to WPT3

The main goal of WPT3 is:

- to **include ILS in territorial curriculums** within 2 years after the project.

This is in parallel with the general aim of the project, to deliver long-term impact and ensure sustainability and transferability of the developed InnoSchool Learning System. Within WPT3, all core outputs of the project will be used, especially the outputs of WPT1 - ILS development and WPT2 – pilot.

To reach the overall aim of the project, the workpackage have three objectives:

- 1) **Upscaling of local and individual knowledge** to policy body level
- 2) Development of territorial **action plans** for ILS inclusion to territorial curriculums
- 3) Development of **guidance for policy institutions** in other territories for ILS implementation

Each objective is translated into actions. The **first activity** (*A.T3.1 - Learning at policy body level to upscale individual learned knowledge to institutional level*) will ensure that relevant local decision makers (Policy Partners or ASPs) will increase their knowledge about the ILS, have a positive attitude towards it and will support its implementation to territorial curriculums. Therefore, the ILS package and the results of pilot will be presented and discussed in **2 institutional learning workshops** to transfer knowledge to policy decision-makers.

The **second activity** (*A.T3.2 – Action Plans’ development for ILS inclusion to territorial curriculums*) will have the **kick off** with the 2nd institutional learning workshop where the bases for action plan development will be discussed. The partnership will ensure the **involvement of Policy Partners** or **ASPs** and the selected members of the **Advisory Groups** through territorial **policy roundtables**. Transnational virtual meetings will be held to discuss progress, challenges, risks and success stories of partners. Finalization of territorial action plans will take place after a transnational policy roundtable discussion on the **Transnational closing conference** (D.C.3.5) in Budapest where Policy partners and ASPs will join. As a result of A.T3.2 activities, 9 territorial action plans will be developed and approved.

The third activity (*A.T3.3 - Policy Guidance for Transferability for ILS transfer to other territories*) will deliver a **practical document** to guide policy institutions outside of partner territories to implement ILS to their curriculums. The guidance will be completed with a **simple file** to ensure easy translation of the serious game to any other languages beyond the

partners languages. Besides, the partnership will sign a **Service level Agreement** with TUKE for free and bug-free operation of the serious game for 5 years after project closure.

2. Short description of the deliverable

Deliverable: D.T3.2.1 - Territorial action plans for InnoSchool Learning System inclusion into curriculum in next 2 years after project ends in pre-final version

Responsible partners: joint cooperation on territorial level

Deadline: 10.2021

Description:

Action plan development will start with the 2nd Policy workshop meeting (under D.T3.1.1). 2 countries will implement action plans on national level (SRB and BIH), while the rest of the partnership will prepare the action plans on regional level, although working towards the national level inclusion.

Development of the action plans will be done by the project partners, policy partners or ASPs and selected AG members.

During the development phase, 3 virtual calls will be organized where PPs, ASPs will participate to share their progress and experiences.

Pre-final action plans will be presented on the final conference of the project (D.C.5.3), jointly organized with the 6th PM in Hungary. Final feedbacks will be received on this event, and finalization will be done afterwards. Approximate date of these events is 10.2021.

3. Action plan template

Type of targeted schools (Industry, Business, Grammar, Vocational school with/without graduate exam, others):

A, Challenges:

Challenges	Description of the challenge	Proposed solution	Detailed solution
<p>1. Integration of ILS into the existing curriculum</p>	<p>One of the biggest challenge is to integrate ILS into existing curricula. In Hungary, education is based on the National Curriculum (NAT), which is included in the government decree and includes framework curricula for primary education, secondary education and vocational education. The explicit inclusion of the ILS in the framework curricula is not feasible at present, but existing framework curricula can provide space for the use of the ILS in certain areas.</p>	<p>The key to integrating ILS into existing curricula is the teachers. The workshops and discussions prior to the preparation of the action plan highlighted that despite the centralised NAT, teachers have the freedom to use ILS within existing subjects and to complement existing curricula. In this way they can make the subject more colourful and interesting for the students.</p>	<p>The development of entrepreneurial skills was first introduced in the National Curriculum in 2012 and will continue to play a role following the revision of the NAT 2020 on key competences. For schools responsible for vocational education and training, the subject Entrepreneurship (in grade 10) can provide a framework for the use of the ILS.</p> <p>It could also be used in classroom lessons as a tool for sensitisation.</p>

<p>2. Motivating teachers to use ILS</p>	<p>Introducing ILS as a new pedagogical method is a challenge for teachers. During the period of designing, building and testing the digital tool, and as reported in the workshops, there are open and motivated colleagues among the trainers, but the flow of information and finding/reaching the right trainers is difficult. This is due to several reasons. Firstly, the difficult flow of information between the maintaining institution, the (management) of the educational institution and the trainers, secondly, the heavy workload of trainers and thirdly, the administrative burden of large class sizes.</p>	<p>A number of ideas to motivate and engage teachers have been developed and actions will be developed to accompany them.</p> <p>On the one hand, attention needs to be paid to building from the bottom up, i.e. providing the right information, communicating it and offering the opportunity.</p> <p>Innovative ways of sharing information should be prioritised, the classic meeting, sending an e-mail, make it compulsory approach does not work!!!</p> <p>It is very important that trainers can give feedback on the use of ILS.</p> <p>Finally, instructor interest may also be driven by factors that are linked to certain obligations, e.g.</p>	<p><u>Building from the bottom up</u>: make ILS not a compulsory but optional tool for teachers, but focus on familiarising them with the tool so that they can immerse themselves in it, tailor it to the individual, the class, the lesson, and use it as they wish.</p> <p><u>How information is shared</u>: participatory information sharing is required, with an emphasis on the possibility of change, effectiveness and usefulness.</p> <p><u>Feedback</u>: it is essential that the instructor using the ILS is able to give feedback and suggestions to make the game better and more user-friendly.</p> <p><u>Instructor obligations</u>: ILS training could be part of the training of instructors with credits.</p>
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		mandatory instructor training.	
3. Motivating students to use ILS	<p>Today's digitalisation and communication processes and the new demands of information mediation have also appeared in education. Classical, face-to-face methods are increasingly being pushed into the background, while project work, learning materials that can be accessed and learned online, and the integration of digital tools into the teaching and learning process are gaining ground. Students are also becoming more open to new methods, although it should be recognised that these initially require more time and a different kind of preparation on their part. The challenges are not in terms of student competences, but rather in a framework where ILS is not</p>	<p>Getting students interested in ILS depends to a large extent on the school and the colleagues who teach them. It is recommended that the digital tool is closely linked to the curriculum and should be part of the lessons.</p> <p>Another solution could be to introduce students to the possibilities offered by the tool outside school, but in a classroom setting.</p> <p>Another idea is to let students work on the material in the classroom with an external guest, or to organise competitions where prizes could be an inspiration.</p>	<p><u>Integration of digital tools in the curriculum</u>: this could be done in specific subjects and it has been proposed to introduce them in class teacher lessons, where appropriate to raise awareness of the six themes of the ILS.</p> <p><u>Extra-curricular activities</u>: visits to factories, the charm of novelty, an inspiring environment, orientation objectives are all behind these.</p> <p><u>In-school activities</u>: guest speakers, alumni, events, competitions.</p>

	part of the curriculum and syllabus, but is a leisure activity.		
4. Technical barriers	In general, educational institutions face the following problems, which also pose challenges for the implementation of ILS: limited availability of technical equipment (for some classes, the use of digital equipment is only conceivable in group settings), insufficient wireless internet coverage.	The proposals mainly concerned the purchase of computers and the integration of ILS into the environment where they are available.	<p><u>Acquisition of technical equipment:</u> there are two ways. Firstly, by purchasing new equipment from grants or other subsidies, and secondly, by replacing it with reuse equipment. This action plan does not seek to identify new equipment, but it does set out a possible action for reuse equipment.</p> <p><u>Extending the ILS development environment to mobile devices:</u> this would be a breakthrough for students, as 98% of students have a smartphone.</p>
5. Measuring the effectiveness of ILS use	Like any newly introduced tool, system or methodology, it is only successful if we can define and define how to measure its	In particular, the competences acquired are enhanced through the use of ILS, both for trainers and students.	<u>Measuring competences:</u> can be done through anonymous questionnaires, both input and output.

	effectiveness and success.		
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B, Actions to be taken:

Actions	Responsible institution / person	Timing	Human resources	Financial resources	Source of financial resources
1.1 Integration of ILS into the curriculum Using the ILS in entrepreneurship education in grade 10.	Székesfehérvár Vocational Training Centre; Schools	according to local curriculum	teachers	salary	state resources, tender resources
1.2 ILS as a tool for sensitisation Use of ILS in the context of a class teacher lesson in grades 10-11.	Székesfehérvár Vocational Training Centre; Schools	in class teacher lessons	lead teachers	salary	state resources, tender resources
2.1 Online open days for teachers The online presentation and trial of the ILS would be implemented once a quarter during the teaching period.	CTRIA	once per quarter	CTRIA staff	salary	tender resources
2.2 Do trainers also compete? A competition for trainers in vocational training, offering the opportunity to try out the game, to learn and explore it in a playful way.	CTRIA	at the end of the school year, 1 time per year, so that those who get stuck can use the system from next academic year	CTRIA staff	salary	tender resources

<p>2.3 ILS preparation for credits ILS preparation training, which is equivalent to 30 credits of teacher training.</p>	CTRIA	once per academic year	CTRIA staff	salary	tender resources
<p>3.1 Competition for student groups Competition between student groups or classes to provide extra motivation during the academic year.</p>	Székesfehérvár Vocational Training Centre; Schools	in the framework of the course week	teachers, CTRIA staff	salary	state resources, tender resources
<p>3.2 „Train the student!” The idea is to train one student per group, in addition to the instructor, who will lead the classes in the processing of the professional material.</p>	CTRIA, Schools	integrated into the local curriculum	teachers, CTRIA staff, students	salary	state resources, tender resources
<p>4.1. Adopt a school! The aim of the programme is to connect companies and educational institutions in Székesfehérvár that scrap their computers and digital devices every 2-3 years. This can be a win-win situation, a meeting of social responsibility and the expansion of technical equipment.</p>	Székesfehérvár Vocational Training Centre; Schools, NGOs, SMEs	1 campaign in 2022	representatives of NGOs and Schools	-	-
<p>4.2. Development of a mobile application The application of the game developed in the ILS framework to a mobile phone environment, which could significantly contribute to solving the equipment needs.</p>	External expert, CTRIA, TUKE	depending on resources	external expert	mobile application development costs, marketing costs	tender resources

5.1. Student evaluation Completion of input and output questionnaires among students using ILS.	Schools, teachers	integrated into the local curriculum, before and after the game is used	teachers	salary	state resources, tender resources
5.2. Monitoring of teachers Completion of input and output questionnaires for trainers using ILS.	CTRIA	before and after the game is used	CTRIA staff	salary	tender resources