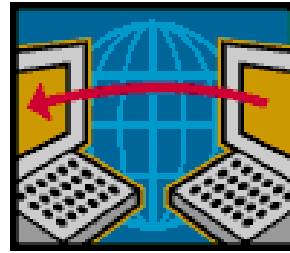




Children's Hospital School Leicester

Training Actions Booklet

e-Twinning



Context:

This Training Action was taken from the list of best practices and fulfils the following Key Educational Factors: Inter-Institutional Communication.

Although this is only one KEF, there is a much greater potential for e-twinning to fulfil all of the KEF's, depending on the type of project undertaken and how the students and staff engage with it.

In order to develop understanding of global issues and citizenship, schools benefit from linking with a school from another country. By undertaking a joint project students can share experiences and learn about other cultures. In the UK curriculum, students are expected to learn about themselves as British citizens but also as global citizens.

Homepage:

<http://www.etwinning.net/en/pub/index.htm>

The eTwinning portal provides online tools for teachers to find partners, set up projects, share ideas and work together, through the use of Information and Communication Technology (ICT).

The portal provides a meeting point and a workspace. The portal is available in 26 languages.

Launched in 2005 as the main action of the European Commission's eLearning programme, eTwinning has been firmly integrated in [Erasmus+](#), the European programme for education, training, youth and sport, since 2014.

Its Central Support Service is operated by [European Schoolnet](#), an international partnership of 30 European Ministries of Education developing



learning for schools, teachers and pupils across Europe. eTwinning is further supported at national level by 36 [National Support Services](#).

(Source: http://www.etwinning.net/en/pub/discover/what_is_etwinning.htm)

What do partners need to implement the training actions?

1. Access to the internet.
2. Register on the eTwinning website.
3. Identify a partner in another school to set up an eTwinning project.
4. Method of filming, perhaps an iPad with iMovie installed (as expected for TA- Creating and Educational Film).

Training

Staff who will be involved in the eTwinning project will need to be familiar with the website.

The eTwinning website contains number of useful documents to support staff in identifying an appropriate partner, and collaborative project.

There are also a number of useful videoclips relating to eTwinning on youtube.com.

Some of these are:

Join eTwinning!

<https://www.youtube.com/watch?v=cvnFQd7003E>

eTwinning: Transforming Teaching and Learning

<https://www.youtube.com/watch?v=m4JiWnnp3E>

How eTwinning impacts on learners

<https://www.youtube.com/watch?v=aj5jICdcnl8>

What do partners need to do?

By the end of the training actions and fieldwork experience all partners will have:

1. Registered in the eTwinning website / portal.
2. Made contact with another European partner through the portal.
3. Involved students and staff in an eTwinning project.
4. Shared the outcomes of the project with an appropriate audience.
5. Partners may wish to create a short film about their project to be uploaded to the LeHo youtube channel.

An Example of this type of video is:

eTwinning Project 2014: Come on let's play music together!

<https://www.youtube.com/watch?v=LjiUGBqa0JY>

6. Evaluated the process and provide feedback following the fieldwork experiences.
7. Evaluated the impact for staff and pupils via questionnaires (to be provided later).
8. Evaluated the effectiveness of using the eTwinning website via feedback from sharing their experiences via questionnaires (to be provided later).

Timescales

Register on the eTwinning website and identify teaching staff to lead the project: 2 weeks

Identify a European partner and a suitable joint project: 2 weeks

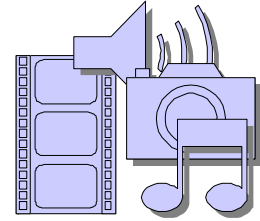
Share experiences with appropriate audiences: over 5 months

Additional Notes

Partners may choose to share any films they make during their project on the LeHo Youtube channel

(<https://www.youtube.com/channel/UCMD5zSd3x4VqoBwDUVK7n4w>).

Creating an Educational Film



Context:

This Training Action was taken from the list of best practices and fulfils the following Key Educational Factors: Relationships; Sense and Knowledge; Assuming Roles; Metacognition; Individualities.

The focus of this training action and subsequent fieldwork is in educational film making. There are three possible types of film which can be created- each of which can be used in a variety of ways.

1. Films which are solely intended to deliver factual information.
 - A pre-filmed lesson which students can watch in their own time.
 - A film which tells viewers about the school or hospital.
2. Films which are created to engage the students in the process of film making.
 - This could be about a subject of the students' choice, for example, cyberbullying.
 - The students could be asked to create a film about a topic relating to the concepts being learned in the curriculum, for example, a film about factors affecting photosynthesis.
3. Films which share information and are more sensitive and personal in nature.
 - A film created by students to share their feelings about their illness, for example, mental health or cancer, etc. This could be shared with classmates in their own school or health professionals.

Children's Hospital School, Leicester have provided exemplar films for each type which can be found on the LeHo YouTube channel:

(<https://www.youtube.com/channel/UCMD5zSd3x4VqoBwDUVK7n4w>).

1. <http://youtu.be/7vOL8CMKKdY>
2. http://youtu.be/NnVPVCL_U18

What do partners need to implement the training actions?

1. Any type of tablet computer (such as an iPad, Kindle Fire, Nexus, or equivalent)
2. Some form of film editing software (such as iMovie or any suitable equivalent)
3. We would suggest a Tripod or 'Gorilla' pod but these are not essential
4. LED Lights – if you have them, but these are not essential

Further details of some of the equipment are given below:

iMovie: <http://en.wikipedia.org/wiki/iMovie>

Gorillapod:



Training

Staff who will be involved in creating the educational films should be trained in the use of iMovie. It is possible to access training clips on YouTube or Dailymotion (www.dailymotion.com/gb).

Children's Hospital School, Leicester have created an iMovie, "How to make a film using iMovie". Alternatively, there are other sites which can show you how to make films using mobile phones and other devices. A couple of these are also listed in the box below.

<http://youtu.be/rW9ENNUtGvA>

<http://mashable.com/2011/03/28/films-shot-with-mobile-phones/>

<http://thenextweb.com/creativity/2014/07/27/shoot-edit-upload-movie-android-smartphone/>

What do partners need to do?

By the end of the field work experience all partners will have:

1. Involved students and staff in the creation of a film.
2. Learn how to film, edit and provide a soundtrack / voice over.
3. Created, at least, one educational film on a subject of their choice.
Maximum length of 5 minutes.
4. Uploaded the film to the LeHo YouTube educational channel for public sharing.
5. Shared the film with an audience appropriate to the film within their own community.
6. Evaluate the process and provide feedback following the fieldwork experience.

Timescales

Decided on which tablet computers and software, (such as ipad(s) with or without iMovie installed) or other film making equipment (such as mobile phones) they are going to use: 2 weeks

Staff to undertake training in the use of iMovie: 2 weeks

Schools to identify possible focus for the film(s): 2 weeks

Share experiences with appropriate audiences: over 5 months

Upload films to LeHo YouTube channel: over 5 months

Additional Notes

These training actions are based on an assumption that staff involved may have no prior knowledge of film making. Where partners have some skills, they may wish to adapt the method of film making, and explore more sophisticated techniques. This will improve the technical quality of film produced.



There's a Panda in my Seat!

Context:

This Training Action was taken from the list of best practices and fulfils the following Key Educational Factors: Relationships; Inter-Institutional Communication. This was the highest scoring best practice that was suitable for use with younger children.

Monkey in my chair is a USA-based organisation set up to help children specifically suffering from cancer to stay in touch with their classmates (<http://www.monkeyinmychair.org/>).

The model behind how this works is very simple. Basically the school/parents contacts to organisation to say that that wish to take part and register. The organisation then provides the toy "Monkey" who is taken into school and acts as a representative for the ill child. The Monkey has a backpack which can be used to hold notes from friends, or work from teachers, and it is taken regularly to and from the ill child and the school by the parents. The kits also include a book to help teachers explain to students the situation their classmate is facing and how it affects them, teacher companion guide, along with other items that can be utilized by the child and/or their classmates.

In addition to each "Monkey Kit," each child is given online access to Monkey Message. Monkey Message is an online component that allows the sharing of pictures and documents to ensure the line of communication stays open between the patient and the classroom. Included in the Monkey Message portal are regular educational activities for the classroom and patients to do that help to foster interaction of students while incorporating key educational tools.

This works very well with younger children (aged 3 – 11), who maintain their presence in the classroom via the representative of the Monkey.

As this is only for USA-based children who suffer with cancer, it is not possible to use the program in this case for LeHo. However, the principal behind it can be used as long as copyright is not breached. For this reason, this has been called "Panda in my Seat" instead, and will be very similar to the original USA project, but without the accompanying online messenger. This has been omitted because in this case, it would be difficult to set up within the time constraints of this project. However, the important messages of mindfulness and contact and sharing of information can still be achieved through the use of recorded messages, photographs and hand-written notes which can be placed in the panda's backpack.

This works best if there is only 1 panda in a classroom to represent an ill child – it may be confusing if there is more than 1. It also requires the willingness of the school to be involved, and also the parents to act as couriers for the panda.

What do partners need to implement the training actions?

1. Use a suitable soft toy panda (or any other soft toy will suffice as it is to be used as a representation for the child who is not at school) and also source an appropriate “backpack” that can hold notes, pictures and memory sticks (for recorded messages). For an example see:
[http://www.eachbuyer.com/cartoon-children-bookbag-school-bag-backpack-lovely-animal-panda-plush-doll-p342237.html?currency=GBP&utm_source=google&utm_medium=CSE&utm_campaign=\(PLA\)England%28EN%29&gclid=CN2ynMb5osQCFQJtAoda1YAdQ](http://www.eachbuyer.com/cartoon-children-bookbag-school-bag-backpack-lovely-animal-panda-plush-doll-p342237.html?currency=GBP&utm_source=google&utm_medium=CSE&utm_campaign=(PLA)England%28EN%29&gclid=CN2ynMb5osQCFQJtAoda1YAdQ)
2. It would be good to get a pack together for the child that contains paper notepads, pencils, memory sticks (possibly, but not essential) and other items to go in the backpack.
3. Recording facilities and some software to transfer recorded messages (voice and video) onto devices so that the pupils can see them (this can be done via mobile phones, tablet computers, school computers or laptops and memory sticks).

Training

School teachers will need information and training on how to use the Pandas (or other soft toys) appropriately.

Teachers may also need to have information about the nature of the illness of the child to be able to explain why the panda is present and why the pupil is on hospital.

Use of recording hardware and software.

What do partners need to do?

By the end of the training actions and field work experience all partners will have:

1. Identified suitable children for whom this approach would work and would be suitable (most likely younger children who spend quite a long time in hospital, or who are regularly in hospital for chronic conditions). Ideally, **at least 3 pandas/soft toys** should be placed in schools during this work package
2. Liaise with schools, parents (and hospitals if appropriate) to make this work
3. Shared their experiences with an appropriate audience within their own community (possibly via a dedicated Facebook page, or a YouTube video, for example: <https://youtu.be/DcylgZRI6wA>).
4. Evaluated the process and provide feedback following the fieldwork experiences.
5. Evaluated the impact for staff and pupils via questionnaires (to be provided later).
6. Evaluated the effectiveness of using the pandas via feedback from sharing their experiences via questionnaires (to be provided later).

Timescales

Identify pupils and schools where pandas/toys could be used: 2 weeks

Place pandas/toys in schools, and staff and pupil training in how to use the pandas: 3 weeks

Share experiences with appropriate audiences: over 5 months.

Real-time Distance Education



Context:

This Training Action was taken from the list of best practices and fulfils the following Key Educational Factors: Relationships; Sense and Knowledge; Assuming Roles; Inter-Institutional Communication.

Distance education according to the definition in the LeHo glossary is; "Teaching and planned learning in which teaching normally occurs in a different place from learning, requiring communication through technologies as well as special institutional organization. It also includes, "delivering education and instruction, often on an individual basis, to students who are not physically present in a traditional setting such as a classroom. Distance learning provides *access to learning when the source of information and the learners are separated by time and distance, or both.*

The real-time element makes extensive use of Information and Communications Technology (ICT) in the delivery of education and instruction and the use of **synchronous** (i.e. in real-time) online communication in an interactive learning environment or virtual communities."

This type of education has been used for many years, and an example of the most basic of forms were for students in the Australian outback in the 1960's who communicated directly with teachers many hundreds of miles away via a very basic 2-way radio system (<http://www.australia.gov.au/about-australia/australian-story/school-of-the-air>).

In the context of today's advances in technology, there are many ways/systems which schools can use to communicate directly with students who are not able to be in their classrooms. These range from bespoke software such as that developed by Bednet (<http://www.bednet.be/>), to

much more basic solutions, such as Skype (<http://www.skype.com/en/>), Big Blue Button, Google Hangouts (See Appendix A), Facebook, or the PSO Portal (which is used in Italy to support HHE: <http://ps0.istruzione.it/>).

Real-time distance Education can take several forms:

1. The student is remotely connected on a 1 to 1 basis with a single teacher via any type of ICT and the teacher gives a lesson to that child.
2. Several students are remotely connected to a single teacher via any type of ICT and the teacher runs a lesson for all the children to participate at the same time (which is similar to the way in which the Kahn Academy functions: <https://www.khanacademy.org/>).
3. The student is connected via ICT to his/her classroom and is able to participate in the lessons as if he/she were actually there (as in the Bednet system).

What do partners need to implement the training actions?

1. Computers/laptops/tablet computers in the school and student homes
2. Installed communications software (see appendix A for a list of some possibilities)
3. Good internet/WIFI connections
4. Lesson plans that can be adapted to work remotely
5. Willing teachers and students
6. Interactive whiteboards can also be used if the school already has these

Training

There may be a need for the school IT manager to install and maintain software.

Staff who will be involved in teaching students online must be familiar with their chosen software. It will be possible to access training clips on youtube.com or dailymotion (an example is the clip available for using CourseSites: <https://youtu.be/HpYgILr-x-k>).

Pupils will need to be trained/shown how to use the software.

What do partners need to do?

By the end of the training actions and field work experience all partners will have:

1. Identified which software they are going to use for the remote teaching and provided basic training on its use for teachers and pupils
2. Involved staff and some students in direct online teaching.
3. Taught at least 2 lessons to at least 2 pupils remotely.
4. Shared their experiences with an appropriate audience within their own community.
5. Evaluated the process and provide feedback following the fieldwork experiences.
6. Evaluated the impact of their online teaching for staff and pupils via questionnaires (to be provided later).
7. Evaluated the effectiveness of their teaching via feedback from sharing their experiences via questionnaires (to be provided later).

Timescales

Identification and evaluation of software to use: 2 weeks

Training of staff and pupils in software use: 3 weeks

Use software to conduct lessons: during 5 months

Share experiences with appropriate audiences: over 5 months

Additional Notes

These training actions are based on an assumption that staff involved may have no prior knowledge of online teaching. Where partners already have experience of online teaching, they may wish explore more sophisticated methods and/or issues faced in teaching in real-time online.

Training Action Evaluation

Name:	
Name & address of School/Institution:	
Age range at current Institution: (Please tick all that apply)	<input type="checkbox"/> Preschool <input type="checkbox"/> Primary school <input type="checkbox"/> Middle school <input type="checkbox"/> Secondary school <input type="checkbox"/> Other – please specify below:
Type of institution: (Please tick all that apply)	<input type="checkbox"/> Hospital school <input type="checkbox"/> Special education <input type="checkbox"/> Mainstream school <input type="checkbox"/> Home tuition <input type="checkbox"/> Other – please specify below:
Your level of expertise with Information and Communication Technologies (ICT)	<input type="checkbox"/> No knowledge of ICT use <input type="checkbox"/> Basic knowledge of ICT (eg. email, web browsing) <input type="checkbox"/> Average knowledge of ICT (eg. Use of interactive whiteboard, computers and/or websites in lessons) <input type="checkbox"/> Advanced knowledge of ICT (eg. Make videos, hypertexts and other didactic materials. Use of web platforms and other distance learning tools)

Please answer the following questions:

1. What are the main ICT-related problems/issues at your institution?

2. Which ICT-related Training Action(s) from the list of best practices did your institution trial? Please list the activity reference number (which can be found in the 1st column:

The following questions are on a scale of 1 to 5. Please circle your responses below.

1. Would you take part in another similar project? If not, please feel free to expand on your reasons in the Notes section at the end.

Not at all

Definitely

1	2	3	4	5
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2. Did you find this project useful? If not, please feel free to expand on your reasons in the Notes section at the end.

Not at all

Definitely

1	2	3	4	5
---	---	---	---	---

3. Would you recommend the LeHo training actions to colleagues? If not, please feel free to expand on your reasons in the Notes section at the end.

Not at all

Definitely

1	2	3	4	5
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4. Overall, were you happy with the outcomes you achieved? If not, please feel free to expand on your reasons in the Notes section at the end.

Not at all

Definitely

1	2	3	4	5
---	---	---	---	---

5. Did you receive good quality documentation to run the Training Actions? If not, please feel free to expand on your reasons in the Notes section at the end.

Not at all

Definitely

1	2	3	4	5
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Finally, just one last question.

How did you hear about the LeHo project?

NOTES (please use this space to expand on any of your answers above)

Many thanks for your time to complete this questionnaire. Please email this completed form as an attachment to:

slavelle@childrenshospitalschool.leicester.sch.uk





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