

# TIDE



5TH NEWSLETTER- MAY 2023

## About

"The use of web2.0 and asynchronous education tools in distance education" (TIDE) is a project funded by the Erasmus+ program of the European Union. [Grant Agreement 2020-1-UK01-KA226-SCH-094537]

Generation Z easily adapts to technology, has high self-confidence, possesses strong analytical thinking skills, knows what they want, and values creativity and innovation. Due to these characteristics, traditional teaching methods may not have the desired impact on a Generation Z student.

For this reason, it is necessary to employ next-generation educational methods, which also align with the significant change brought about by the COVID-19 pandemic in our lives. As a result of the pandemic, there has been an urgent and inevitable transition to distance learning worldwide.

TIDE recognizes the importance of web 2.0 tools in education and aims to disseminate basic information and guidelines on the topic among European teachers. This will be achieved through changing practices and the production and distribution of a clear and concise manual.



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## News

### LEARNING ACTIVITY IN LITHUANIA (ERASMUS LTТА)

The TIDE LTТА (Learning, Teaching, and Training Activity) entitled “TiDE - exchange of good practices event” in the context of the project “The Use of Web2.0 and Asynchronous Education Tools in Distance Education” took place in Ljubljana, Slovenia. The event was hosted by the Slovenian partner of the consortium, DBS, and the local associated partner, the Livada Primary School. The LTТА was held from May 1st to May 5th, 2023 and the venue for the event was the Student Campus Rožna Dolina for the first two days and Livada Primary School for the remaining three days. The LTТА brought together a diverse group of 19 participants from Portugal, Italy, the UK, Lithuania, Slovenia and Turkey. The participants' diverse roles and professional backgrounds added depth and breadth to the discussions and activities.

[www.tideproject.org](http://www.tideproject.org)



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## THE OBJECTIVES

The aim of the LTTA (Learning, Teaching, and Training Activity) was a 5-day training on the topic of Digital tools directed at teachers and other professionals working with students. It was encompassing several key objectives:

- Exchange good practices in digital education: The LTTA facilitated sharing experiences and best practices in digital education, enabling participants to learn from each other and explore innovative approaches.
- Design lessons and activities with Web 2.0 tools: Participants actively engaged in designing lessons and activities using Web 2.0 tools, gaining practical experience in enhancing teaching and learning.
- Prepare training documents for teachers: Participants collaborated on creating training materials to disseminate knowledge and practices acquired during the LTTA, supporting teachers in implementing effective strategies and utilizing Web 2.0 tools.
- Create applications with Web 2.0 and asynchronous tools: Participants explored and created applications using Web 2.0 and asynchronous tools, gaining hands-on experience and understanding their potential in educational contexts.
- Understand benefits and disadvantages of different tools: Participants gained a comprehensive understanding of the benefits, advantages, and disadvantages of various digital tools, helping them make informed decisions in their teaching practices.
- Explore subject applications of digital tools: The LTTA showcased diverse applications of digital tools across different subjects, expanding participants' knowledge of subject-specific uses.

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## THE TRAINING AGENDA

The training agenda covered a wide range of topics to enhance digital education practices. The sessions included integrating Web 2.0 tools into education, developing 21st-century skills through these tools, web development with WordPress, practical use of digital tools at Livada Primary School, designing lesson plans using asynchronous tools, creating student-centered learning modules with Web 2.0 tools, and understanding asynchronous tools and their applications in digital education. Participants also learned about the digital tools available in Slovenia and their potential in improving digital education practices. Additionally, they explored Visual Thinking Strategies and how to implement them using a free web app.



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## THE CULTURAL AGENDA

The programme also included various cultural activities that allowed participants to explore and experience the rich cultural heritage of Ljubljana, Slovenia. Participants had the opportunity to visit the renowned UNESCO World Heritage sites designed by the renowned architect Jože Plečnik. These sites showcased Plečnik's architectural genius and his significant contributions to Ljubljana's urban landscape. Exploring these sites offered participants a deeper understanding of the city's cultural and architectural history.

Visit to ancient Roman sites in Ljubljana: The participants had the privilege of visiting ancient Roman sites within Ljubljana. This included a visit to the National Museum of Slovenia, where artifacts and exhibits from the Roman era were displayed. This visit provided insights into the historical significance and influence of the Roman civilization in the region.



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## THE FEEDBACK

- Participants' feedback on the LTTA's strong points: Valuable knowledge about Google Classroom: Participants found the insights and strategies for using Google Classroom in distance learning highly useful.
- Exchange of school experiences: Participants appreciated sharing experiences with other schools, gaining practical insights and learning from real-life implementations of distance learning tools.
- Balanced theoretical and practical sessions: Participants valued the combination of theoretical and practical sessions, allowing them to apply their knowledge in practical activities, enhancing their skills.
- Collaborative knowledge sharing: Participants emphasized the importance of exchanging ideas, experiences, and best practices among participants, enriching the learning experience.
- Beneficial competency workshops: Participants appreciated the competency workshops and the expertise of other participants, contributing to a comprehensive learning experience.
- Engaging use of tools in small groups: Participants found the use of tools in small groups, resembling a competition, to be engaging and motivating.



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## WHAT'S NEXT

The LTTA served as a significant milestone in the closure of the TIDE project. The next steps for the project involve the finalisation of the Sustainability and Exploitation Plan.

The Sustainability Plan will outline the roadmap for actions aimed at sustaining and disseminating the project's results.

To access key resources and learn more about the project, it is recommended to explore the project's website and social media channels. These platforms contain valuable information, including the project's two handbooks: "Web 2.0 Tools Handbook" and "Asynchronous Training and Tools Handbook". These handbooks are available in English and have been translated into project languages, namely Italian, Lithuanian, Portuguese, Slovenian and Turkish. These resources provide comprehensive insights and guidance on the respective topics.

**By accessing the project's website and social channels, stakeholders and interested individuals can delve into the wealth of information and resources available, furthering their understanding and application of the project's outcomes.**

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