GUIDE TO PRODISK

LEARNING ENVIRONMENT

ProDisk

Cofinanciado por
la Unión Europea

Progressing on Digital Skills

Dear teacher, dear student:

With this guide we intend to provide you with a specific insight to PRODISK Learning Environment. This document is very basic regarding the multiple possibilities for learning offered with this tool.

The format of PRODISK learning environment is a metaverse in which the student can put in practice the digital competences acquired which PRODISK e-learning course, which is the first component of PRODISK result. Thus, Learning Environment and e-Learning course are intertwined to enable approaching digital competences from the three key perspectives: knowledge, skills, and behaviour.

The Learning Environment is one of the products of PRODISK, a project funded by the Erasmus+ Programme of the European Commission under the agreement number 2021-1-ES01-KA220-VET-000034729.

PRODISK Learning Environment aims at helping students to self-assess their digital competences. Likewise, it intends to provide the teachers with a valuable resource where digital competences can be playfully practiced, for instance, in workshops.

PRODISK learning environment combines relevant principles promoted by ERASMUS + Programme: the acquisition of digital competences with a practical use of them, inclusion values allowing the student to choose between different avatars to facilitate the ownership of his/ her experience, and the approach to green practices by recreating in one of the areas of the metaverse a practical case of e-commerce for the sale of organic products.

Ultimately, and in conjunction with PRODISK e-learning course, PRODISK Learning Environment expect to contribute to train and guide the students for the certification of digital skills following the DIGCOMP 2.2 reference framework of the European Commission. (as established in March, 2022). https://publications.jrc.ec.europa.eu/repository/handle/JRC128415

We recommend that you download this document and read it carefully to understand the characteristics of the Learning Environment you are going to be immersed in.

The list of topics that you can see in this document is the following index.

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1. PRODISK Objectives

The main objective of PRODISK project is to provide self-assessment tools to measure the achievement of digital skills to be used in VET schools. In particular, PRODISK provides a training course in some of the skills indicated in DIGCOMP 2.2. in order to contribute to professional development, the acquisition of digital competences and its applicability in professional and work environments for VET students. Specifically, 10 of the 21 competencies offered by DIGCOMP 2.2 have been chosen, as the more adequate for the target group. Each of these 10 competencies is developed in a different teaching unit throughout the training modules of PRODISK course. The training program consists of an e-learning course for two levels of proficiency (one for foundation level and another for intermediate level) in self-assessed modality. A Learning Environment complements the e-learning course enabling to practice digital competences in an interactive and playful way contributing to PRODISK main objective.

2. Learning Environment Access Requirements

2.1. Profile of students to whom the training action is addressed, with indication of the training and professional requirements

To access the PRODISK training programme, no specific requirements are needed; any student interested in developing their digital skills can take part in it. The course fulfils criteria of accessibility by being available in four languages. It is completed with multimedia resources and intertwined with the Learning Environment which is openly accessible through PRODISK website.

2.2. Technical requirements (hardware and software) needed to follow the training action

To carry out PRODISK training course and learning environment, you must have a PC or similar computer equipment in terms of functionality, with a Windows, Android, Linux or Mac operating system, internet connection and a browser such as Microsoft Edge, Mozilla Firefox or Google Chrome.

Speakers are required for the audio of the multimedia elements, as well as the installation of typical plugins in the Adobe Acrobat Reader-type browser for reviewing documents in ".pdf" format.

Access to content of the course is also possible through a mobile device (smartphone or tablet) with Android or iOS operating system. The e-learning course can be accessed interactively through the learning environment. In that case, you must be logged on to the e-learning course when accessing through the learning environment.

3. General organisation of the training action

The e-learning course (at its basic level or intermediate proficiency level) is developed in e-learning modality, hence, the courses have been programmed on a Moodle compliant platform.

The training you will receive is organized according to the following structure for each proficiency level:

 5 Training Modules that develop the content of the training action (one for each DIGCOMP area).

- Each module consists of one or more didactic units (see course outline below) until completing a total of 10 units per course (basic and intermediate).
- All units begin with an initial evaluation, followed by the development of contents and activities and concluding with a final evaluation.
- Students must complete the evaluations and exercises that are offered in each teaching unit to verify that the training skills have been acquired.

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The entire training process is self-directed, each student can progress in the course at the pace they wish and without a set schedule.

The learning environment embeds the e-learning course smartly for the acquisition and evaluation of digital skills, and specific resources for the systematic practice of said digital skills with the purpose of certifying their acquisition. It enables students to practice digital competences based on practical cases.

The learning environment is a 3D hub, It connects with the PRODISK e-learning course in a smart and interactive way, guiding students to complete the practical cases transforming online learning from passive to active behaviour.

The learning environment increase the degree of learner engagement, maximise the effectiveness of the training content and overcome the limitations of one-way streaming. In fact, learners will have control over their learning process, and can explore the different insights (provided through external links) without having to follow a predetermined path that could make them feel like passive parties.

3.1. Contents

The contents of this training are as follows:

Training Module	*Didactic Units*
Competence Area 1: Information and data literacy	*It includes 3 didactic units:* o *Competence 1: Browsing, searching and filtering data, information and digital content* o *Competence 2: Evaluating data, information and digital content* o *Competence 3: Managing data, information and digital content*
Competence Area 2: Communication and collaboration	*It includes 4 didactic units:* o *Competence 4: Interacting through digital technologies* o *Competence 5: Sharing through digital technologies* o *Competence 6: Engaging citizenship through digital technologies* o *Competence 7: Collaborating through digital technologies*
Competence Area 3: Digital content creation	*It includes 1 didactic unit:* o *Competence 8: Developing digital content*

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Training Module	Didactic Units
Competence Area 4: Safety	It includes 1 didactic unit: o Competence 9: Protecting health and well-being
Competence Area 5: Problem Solving	It includes 1 didactic unit: o Competence 10: Identifying needs and technological responses

The practical cases are structured in a way that the students are presented with challenges requiring the use of different digital competences.

Within the learning environment, it is possible to benefit from following case studies:

1. ***Introduction to e-learning environments***: It consists of a PowerPoint presentation in English and 8 tutorials in both English and Spanish, subtitled in all partnership languages. The objective of this practical case is to explain and show students the process of learning the different basic digital competences when they need them. Students can seek alternatives on the Internet, review different programmes, enrol and soon on.
2. ***How to create an E-commerce on Shopify***: It consists of a PowerPoint presentation in English, 12 tutorials in English and subtitled in all partnership languages and an interview in Italian and subtitled in all partnership languages. Tutorials and presentation guide students through specific areas of competence and they allow them to acquire digital soft skills linked to the management of an eCommerce.
3. ***How to use digital tools for visual presentations:*** It consists of a Power Point presentation in English and 8 tutorials in English and subtitled in all partner languages. Tutorials and presentation guide students through specific areas of competence and allow them to acquire digital soft skills on how to use MindMap and Animaker.

4. Operation in the Learning Environment

Access to the learning environment requires some operations. It has a metaverse format which requires the following actions: operating the controls, controlling the camera, expressing your emotions and interacting with other students.

It is important to note, that using the learning environment already put in practice aspects of digital competences, which are needed in real contexts like communication through digital platforms. This experiential actions, provide added value to PRODISK e-learning course.

We present the most relevant tips to conduct your operation inside the learning environment. Read often these tips until you are totally familiarised with them.

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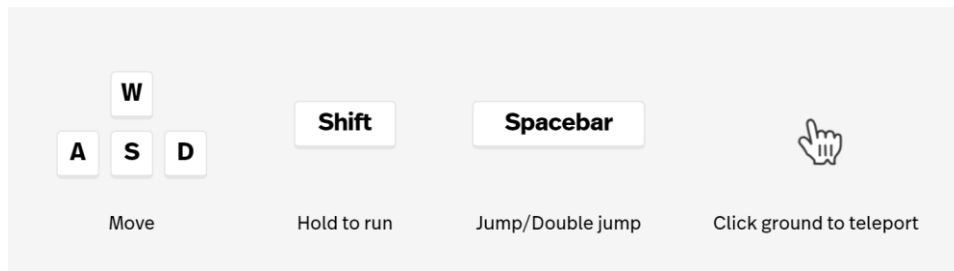
Overview of the controls to navigate the space

To be able to move in the metaverse, you need to press different keys from the keyboard. It enables you to walk in all directions, to run or to jump. All these controls are useful, as some of the challenges presented to use digital competences rely on finding specific sensitive interactive elements in the metaverse.
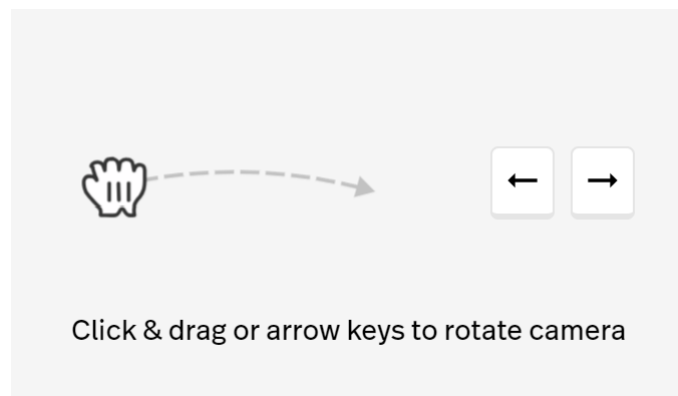
Overview of controls to operate the camera.

Some of the sensitive elements may prompt you to use the camera. You can control the rotation of your camara with the specific controls included in the previous figure.

Overview of controls to express your emotions.

The learning environment is designed with learning by playing purposes, thus enabling the students to interact with each other. You can express your emotions getting your groove on by using the numeric keys indicated with the controls in the above figure.

Overview of the control to communicate via chat.

Finally, you can also interact with other students by means of a chat. In is important to indicate that many digital competences get their relevance in collaborative tasks. This is another added value of PRODISK learning environment. The learning tool developed does not only provide the students clues on how to properly communicate virtually, but also enables them to communicate virtually inside the learning environment with the use of a chat.

The chat is to be found on the right-bottom part of the screen.

5. Structure of the Learning Environment

Inside the space of the metaverse the student can visit three pavilions.

They recreate three cases studies: digital competences to access to learning environments (led by the Spanish partners), digital competences to use e-commerce portals (led by the Italian partners), and digital competences to conduct visual presentations (led by the Polish partners).

In the following images you can see the different areas and their different tools as a way of illustration of how the learning environment is structured.

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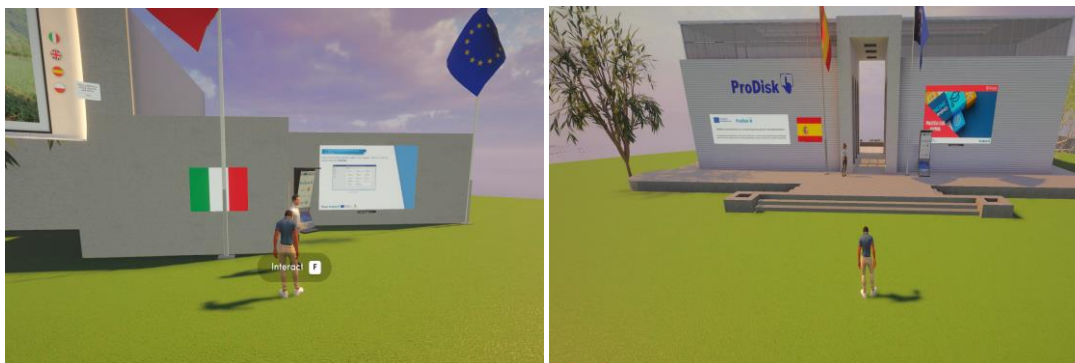
Overview of the explanation of the pavilions

In front of each of the pavilions, there are avatars who briefly explain what is inside the pavilions.
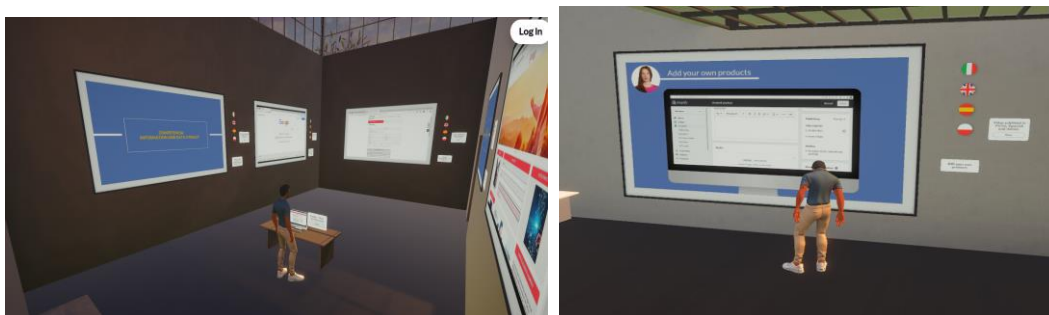

Overview to the examination of the materials of the study cases

All the materials of the study cases to be investigated are posted on the walls. They students have to click on the zoom lens icon, which appears each time the mouse cursor is positioned on the material they intend to look at.

That way they get insights and access to the learning materials, which can be of different nature: instructional videos, pdf documents and even access to specific units of PRODISK e-learning course.

The materials are distributed smartly, so that the students can progressively get insights into the different steps of the study cases, and to get additional materials relevant to each of the different steps. Some of these materials require specific actions to be taken, so that the students practice their digital competences, while they walk around the metaverse.
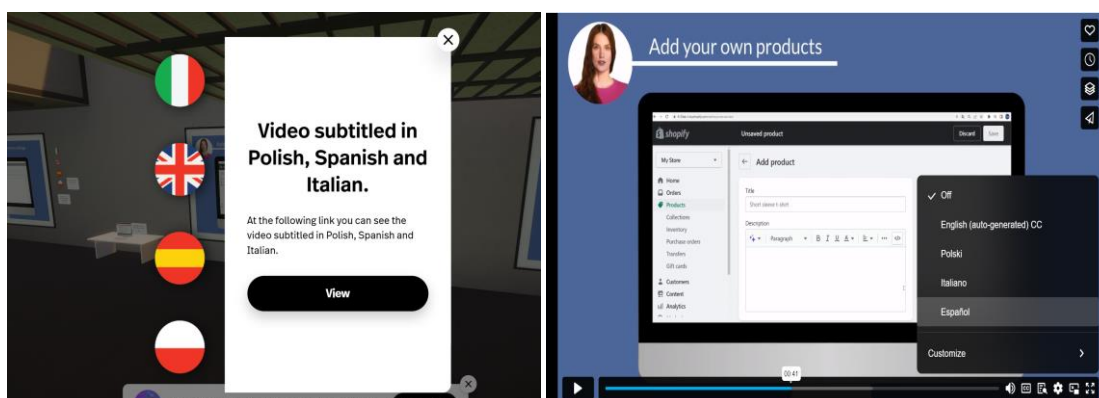
Overview to the access of the multilingual resources

All the materials developed by the PRODISK partnership are multilingual. In order to access the subtitles of the English video tutorials in all partner languages (Spanish, Italian and Polish), it is required to click on the language icons which open a mask redirecting to a VIMEO link, which is the platform where the videos have been hosted.

One selected the language in the mask, the students can view materials they want to further investigate in their own language.

6. Accessing the Learning Environment

The learning environment can be directly accessed from PRODISK webpage.

You will be prompted to register if you want to access further. This you can also do at this link: https://www.spatial.io/s/Prodisk-652021d3e3e4044e160e5fc3?share=39776773857236498 by using an email address to register.

Registering is not mandatory, and you can access the full resources. The advantage of registration is that you can have a personalized experiences as the learning environment will keep track of your actions.

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