**FABLE – Training Faculties on Blended Learning**

Erasmus+ project

**Library of blended and online learning courses and teaching sessions:** Success stories, best practices and cautionary tales from the academia.

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| Name of the course | | | **EduHack course (Spanish case)** | | | | | |
| Amount of course credits in ECTS | | | | | | |  | |
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| **Select one:** Is this observation | **Positive**: A Success story or best practice? | X | | **Neutral**: General observation? |  | **Negative**: A Cautionary tale? | |  |
| Major the course is related to | | | Improving the skills of academic teachers in developing and delivering content for e-learning courses | | | | | |
| Please give a short description of the course structure (number of lectures, weeks, online events…) | | | * 52 registered participants in the blended course * Online course: 4 weeks, 4 webinars * Hackathon preparation: workgroup online, 1 webinar * Face to Face Hackathon: 21 participants organized in 4 working groups. 2 sessions and 4 ideas presented for future exploitation | | | | | |

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| Please give a short description of this case: |
| EduHack is an initiative supported by the Erasmus + Programme. It developed a capacity building methodology that utilised online courseware and EduHackathons, where teaching professionals learned how to produce digitally-supported learning experiences. Participants created digital artefacts of different kinds and developed a rich personal teaching-learning environment on the open web. The programme was composed of a preparatory online and three pilot courses in Spain, Italy and the UK. |
| Which teaching tools, services, applications and software solutions were used? |
| The online course was deployed using SPLOT. Participants used external individual blogs, an integrated blogging platform using WordPress or SPLOT. Three subplots were created to sharing and showing outputs during the hackathon, made with WordPress.  The activities integrated in the online course permitted the participants to use a specific online tool (such as Wikipedia, Socrative, Kahoot, Padlet, Answer Garden etc.). Open Badges, the system originally launched by the Mozilla Foundation, has been used throughout the project. |
| What are the most important lesson learned from this course? (Both in negative or positive viewpoint, if there are any) |
| The course approach worked and was appreciated: most active participants were motivated and ICT-enthusiast teachers, not newcomers to the field of digital education.  Course content was fit for purpose: participants took all the 19 proposed activities and did not provide any negative comment about them.  Lastly, the technology worked but could be improved: the three course environments (course, wall, splot) were friendly and well connected, but participants should have been able to receive alerts when their posts get commented. |
| If you have additional notes or comments, or want to provide a link to online materials, please put them here: |
| Project information: <https://erasmus-plus.ec.europa.eu/projects/search/details/2017-1-IT02-KA203-036854>  The EduHack course was selected by the European Commission as one of the resources to be promoted, which collects a selection of online resources and tools for learners, teachers and educators during the outbreak of COVID-19: <https://education.ec.europa.eu/resources-and-tools/online-learning-resources/eu-funded-projects?> |