



Education and Culture DG

Lifelong Learning Programme



**DigiSkills: Network for the  
enhancement of digital  
competence skills**

Nº. 531300-LLP-1-2012-1-GR-KA3-KA3NW

## *DigiSkills*

# D3.5 Manual Digiskills Inventory

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## Versions of the Document

Version	Date	Contributor	Summary of Changes
<b>0.1</b>	23/5/2013	CTI	Initial version of the Inventory
<b>0.2</b>	21/1/2015	CTI	Final version of the inventory
<b>0.3</b>	25/9/2015	CTI	Final UPDATED version of the inventory

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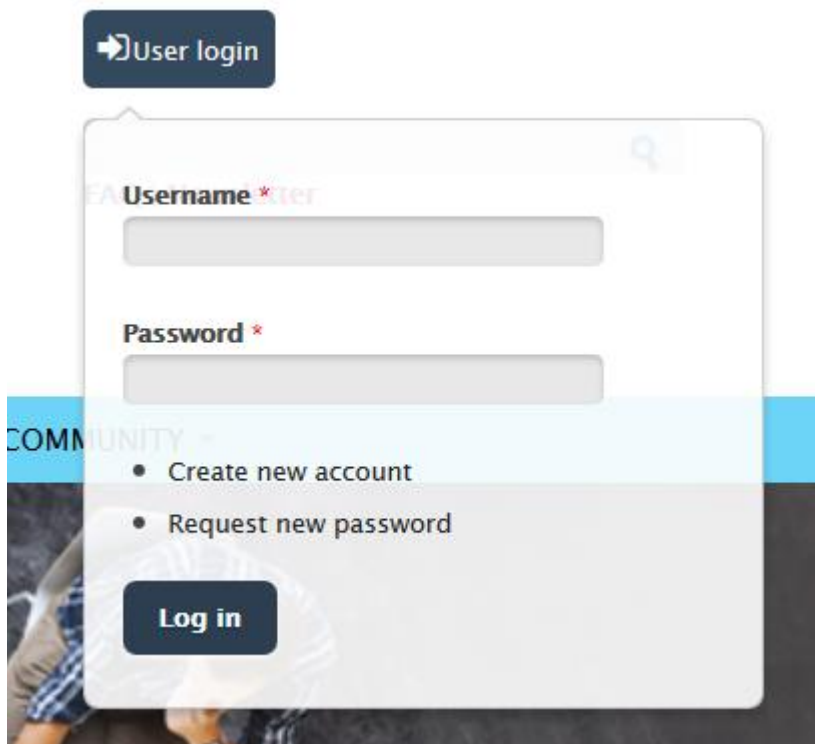
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## ***1.1 Scope of the Document***

This document is a short manual of the Digiskills platform. It describes the actions that users can do and how to use different sections of the platform

## 2 User Registration

In order to have access in the DigiSkills platform the user has to register for an account. Firstly, the user has to click to the “create a new account” link that exists below the login form. Then, the platform will ask for some information such as a unique username and an email address. The user will receive an email that informs him that the registration process is complete and he will be asked to activate his account by clicking on a specific link. The first time he logs in, he has to set a password for his new account. The screenshots below shows the steps of how to create an account.



➔ User login

Username \*

Password \*

- Create new account
- Request new password

Log in

Figure 1 Create new account

## Profile

[Create new account](#) [Log in](#) [Request new password](#)

**Username \***



Spaces are allowed; punctuation is not allowed except for periods, hyphens, apostrophes, and underscores.

**E-mail address \***

A valid e-mail address. All e-mails from the system will be sent to this address. The e-mail address is not made public and will only be used if you wish to receive certain news or notifications by e-mail.

**CAPTCHA**

This question is for testing whether or not you are a human visitor and to prevent automated spam submissions.

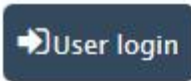


[Create new account](#)

Figure 2 Registration form

## 3 User Login

The user will be able to log in with his account using the login form at the front page. The screenshot below shows an example of this form.



**Username \***

**Password \***

COMMUNITY -

- Create new account
- Request new password

**Log in**

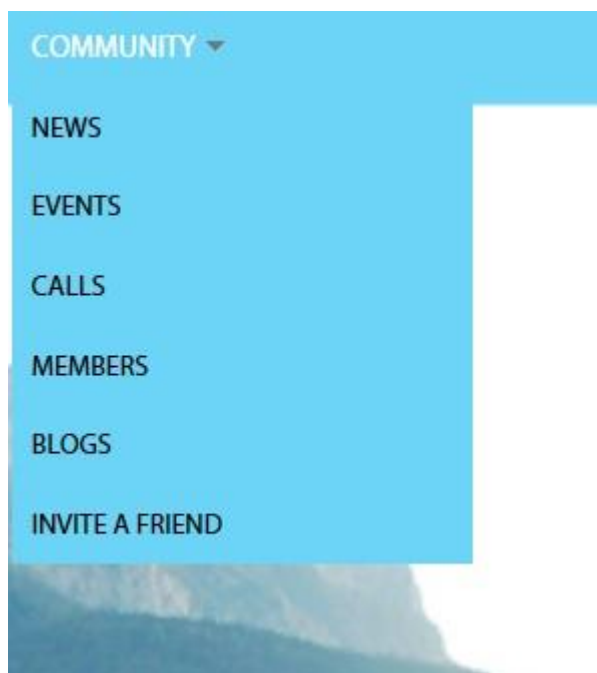
Figure 3 Login form

## 4 Community

When the user is logged in successfully to the platform he will be redirected to the “Main” page. This page shows all the current events and content that was created in the platform ordered by the creation date. Depending on the role of the user, the platform will show different options. In particular, a moderator account can upload Best Practices while simple users can only search and view them. Both roles, moderators and users, can use the social tools menu which enables them to generate content. Using the “Community” menu users can navigate to the social section of the platform. In particular they can access and view:

- News
- Events
- Calls
- Browse members
- Blogs
- Make friends

The screenshot below shows the Community menu and its sub menus which are described later in that section.



**Figure 4 Social tools menu**

## 4.1 News

Each menu item is a different functionality. The “News” section shows a list with all the news users upload. If a user has the right (only Moderators have this kind of right), can create news by navigating in that section and clicking the link “create news” which can be found on top of the news list. To create news user has to navigate to “NEWS” menu item and then click on the link “create news”, complete the “create new news” form and press the save button at the end as the screenshot bellow shows:

### News

- [Create news](#)

#### European Schoolnet's Living School Labs – Practice videos

SUBMITTED BY SUBA ON TUE, 11/11/2014 – 17:21

A collection of videos demonstrating good practices on successful embedding of ICT in teaching and learning on different levels in schools – both primary and secondary schools are posted [in this site](#). The first set of videos provides school level examples from six LSL Advanced Schools. The schools of the Living Schools Lab network will create resources and examples of their innovation use of ICT in teaching and learning. In their "Showcase" section you can find videos, articles and many more.

[Twitter Share](#)
[Facebook Share](#)
[2](#)
[Google+ Share](#)
[Email Share](#)

[Flag as offensive](#)

#### TELLUS Award Contest for educational innovations

SUBMITTED BY SUBA ON TUE, 11/04/2014 – 19:37







































**Figure 5 Create New1**



## Create News

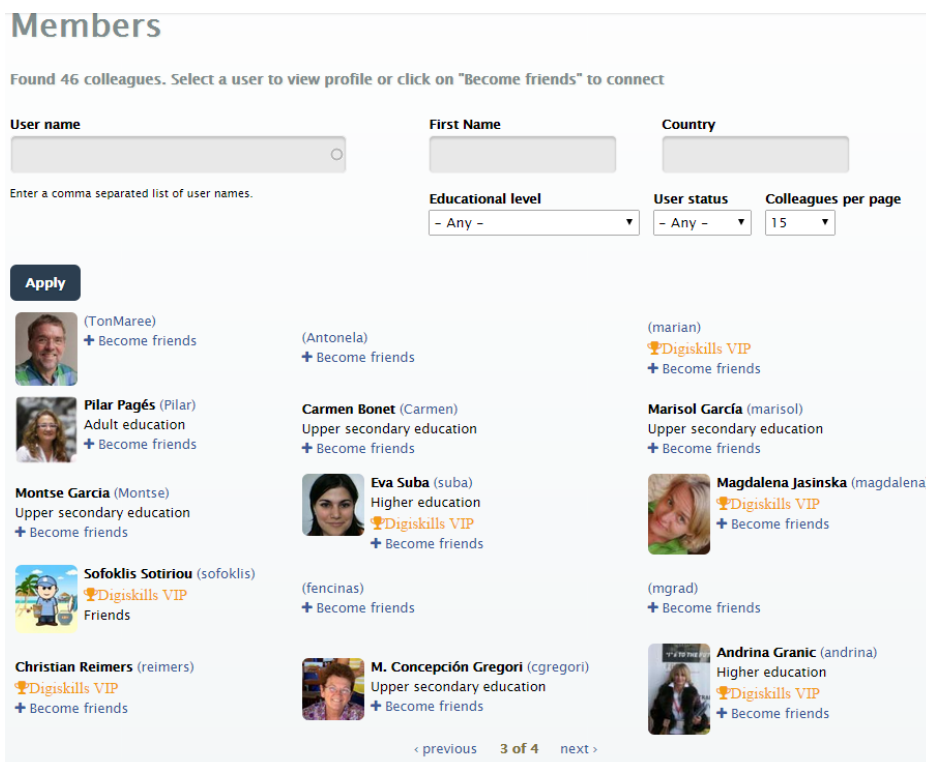
**Title \***

**Body** (Edit summary)

B I U S                                        

### 4.3 Members

The menu item “Members” enables users to search and find other registered members in the platform and connect. Registered members are displayed in a 3x3 grid view, where each cell shows basic information for each user. In particular, it shows a picture (if any), a username, a name (if any), user educational level and a link to become friends (if not yet). Users can also use filters such as the username, the country, user status and educational level to search through the members for specific ones. The screenshot below shows a page of the member’s grid.



**Members**
















Found 46 colleagues. Select a user to view profile or click on “Become friends” to connect

User name   
 Enter a comma separated list of user names.

First Name   
 Country

Educational level   
 User status   
 Colleagues per page

**Apply**

 (TonMaree) <a href="#">+ Become friends</a>	 (Antonela) <a href="#">+ Become friends</a>	 (marian) DigiSkills VIP <a href="#">+ Become friends</a>
 <b>Pilar Pagés</b> (Pilar) Adult education <a href="#">+ Become friends</a>	 <b>Carmen Bonet</b> (Carmen) Upper secondary education <a href="#">+ Become friends</a>	 <b>Marisol García</b> (marisol) Upper secondary education <a href="#">+ Become friends</a>
 <b>Montse Garcia</b> (Montse) Upper secondary education <a href="#">+ Become friends</a>	 <b>Eva Suba</b> (suba) Higher education DigiSkills VIP <a href="#">+ Become friends</a>	 <b>Magdalena Jasinska</b> (magdalena) DigiSkills VIP <a href="#">+ Become friends</a>
 <b>Sofoklis Sotiriou</b> (sofoklis) DigiSkills VIP Friends	 (fencinas) <a href="#">+ Become friends</a>	 (mgrad) <a href="#">+ Become friends</a>
 <b>Christian Reimers</b> (reimers) DigiSkills VIP <a href="#">+ Become friends</a>	 <b>M. Concepción Gregori</b> (cgregori) Upper secondary education <a href="#">+ Become friends</a>	 <b>Andrina Granic</b> (andrina) Higher education DigiSkills VIP <a href="#">+ Become friends</a>

< previous 3 of 4 next >

Figure 8 Members menu

### 4.4 Invite a friend

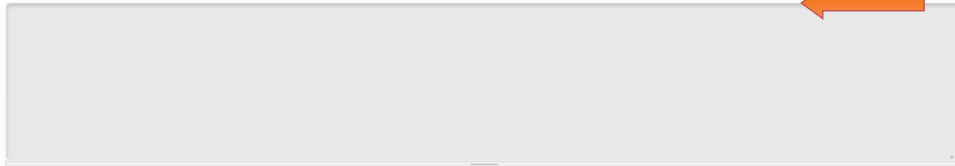
Users can send invitations to the others to join the platform. In order to do that users must navigate to the invite a friend menu item under User menu. The screenshots below describe that.

☒ Request relationship

**From**  
besarat@westgate.gr

**Enter the email of the person to be invited**

**To \***



Enter the e-mail addresses of the persons you would like to invite. To specify multiple recipients, enter one e-mail address per line or separate each address with a comma.

**Subject**  
admin has sent you an invite!

**Message**

admin has invited you to join DigiSkill at <http://www.digiskills-project.eu/>.

To become a member of DigiSkill, click the link below or paste it into the address bar of your browser.

[invite:join-link]

This is the message the invitation email will contain. The [invite:join-link] token in the message will be replaced by the registration link the recipient can use to join. Make sure this token is always included in the message.

**Send invite in email**

**Show registration link**

**Figure 9 How to invite a friend**

## 5 Upload Best Practices

The upload action is enabled only to moderators. To upload a best practice, moderators should navigate from the main menu to the “Good Teaching Practices” link and select the submenu “Share your experience”. The upload form will appear where moderators should fill all the required fields of a best practice and if they want some or all of the optional fields. The screenshots below are showing the upload form. The required fields have a red asterisk besides their title.

Key information of your practice *	Details of your practice *	Author's recommendations and further credits *
<p>Upload files and other media to this practice</p> <p>About you *</p>		
<p><b>Title of the good practice *</b></p> <p>Give your practice a descriptive and exciting title</p> <input type="text"/>		
<p>Website related</p> <p>URL to your online profile or the website of your practice</p> <p><b>URL</b></p> <input type="text"/>		
<p><b>Target groups who will implement this practice *</b></p> <p>Who will benefit from your practice?</p> <p>- Select a value -</p>		
<p><b>Educational level of learners *</b></p> <p>What level of educational setting is best suited for this practice?</p> <p>- Select a value -</p>		
<p><b>Area of good practice *</b></p> <p>1. ICT enabled learning (pedagogical design such as IMS Learning Design, tools and digital content such as learning repositories, educational resources); 2. Community building (methodology and tools such as blogs, social networks); 3. Quality and Assessment (quality standards, e-assessment tools, ePortfolios);</p> <p><input type="checkbox"/> ICT enabled learning – Using digital resources for face-to-face classroom practice &amp; for online learning/blended classroom practice</p> <p><input type="checkbox"/> Community Building – Using digital resources to connect learners/build communities</p> <p><input type="checkbox"/> Quality and Assessment – Using digital resources to better assess learning</p>		
<p><b>Subject of practice *</b></p> <p>Is this practice related to a special learning subject, such as mathematics, arts, languages or courses such as economy, law, etc?</p> <p>- Select a value -</p>		
<p><b>Learning outcomes</b></p> <p>What learning outcomes are intended (knowledge, skills, competences) to be reached with your practice?</p> <input type="text"/>		
<p><b>Keywords *</b></p> <p>Keywords help others to find your practice in a short time. Add NOT more than 5 keywords separated by comma. You may use learning related technical terms such as "secondary, school, mathematics, methodology, skills" etc.</p> <input type="text"/>		

Figure 10 Upload Best Practice part 1



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[Key information of your practice \\*](#)

[Details of your practice \\*](#)

[Author's recommendations and further credits \\*](#)

[Upload files and other media to this practice](#)

[About you \\*](#)

### Age of learners

Is the age of learner important when implementing your practice?

- ☐ N/A
- ☐ 15 – 20
- ☐ 20 – 35
- ☐ 35 – 45
- ☐ 45+

### Duration of implementation

Is there a typical timeframe to implement your practice? This information helps others to use your practice in their own settings. Include learning time and don't forget preparation and follow-up!

☒ Show End Date

Date

01/20/2015

E.g., 01/21/2015

Time

12:30

E.g., 12:30

to:

Date

01/20/2015

E.g., 01/21/2015

Time

12:30

E.g., 12:30

### Typical learning time

How much time is needed to in our outside of the classroom/at home to replicate the practice?

### Short summary \*

Describe the most important characteristics of your practice in a few lines.



Figure 11 Upload Best Practice part 2

Key information of your practice *	Details of your practice *	Author's recommendations and further credits *
<p><b>Upload files and other media to this practice</b>   <b>About you *</b></p>		
<p><b>Why do you recommend this practice to others? *</b></p> <p>What makes this practice good? We offer you some criteria of evaluation to choose. Press and hold the "Ctrl" button on your keyboard to select more than one. Their definitions are: <b>Transferable</b>–It is easy to replicate in another classroom or learning situation; <b>Innovative</b>–It is innovative and new; <b>Impact</b>–It has a positive impact on students' learning; <b>Availability</b>–All resources and tools are available online without access barriers (costs, registration procedures, etc.); <b>Adaptability</b>–It is easy to replicate the activity for another subject/topic. There is plenty of space for variations.; <b>Acceptability</b>–I think other teachers will like it.; <b>Creativity</b>–It is creative; <b>Collaborative</b>–It supports collaboration between learners or teachers and other individuals outside of the formal learning context</p> <div> <div>Transferable</div> <div>Adaptability</div> <div>Innovative</div> <div>Acceptability</div> </div> <p><b>Further contributors of this practice</b></p> <p>Please, enter acknowledgements and name of further contributors, if available</p> <div></div> <p><b>Status</b></p> <div>– None –</div> <p><b>Further useful literature</b></p> <p>Feel free to add links or reading material for further readings related to your practice. What online or e-learning resources or tools did you use? Please add the external URL(s) here, e.g. to platforms in case they are different than the weblink you entered to your practice.</p> <div></div>		

Figure 12 Upload Best Practice part 3

Key information of your practice *	Details of your practice *	Author's recommendations and further credits *
<p><b>Upload files and other media to this practice</b>   <b>About you *</b></p>		
<p><b>File</b></p> <div> <div>Browse...</div> <div>No file selected.</div> <div>Upload</div> </div> <p>Files must be less than <b>100 MB</b>. Allowed file types: <b>doc docx pdf</b>.</p> <p>Translated versions</p> <div> <div><b>Add a new file</b></div> <div> <div>Browse...</div> <div>No file selected.</div> <div>Upload</div> </div> <p>Files must be less than <b>10 MB</b>. Allowed file types: <b>doc docx pdf</b>.</p> </div> <p><b>Video link</b></p> <p>Do you use videos for your practice? Please, share the URL link to it:</p> <p><b>Video URL</b></p> <div></div> <p><b>Image/sound</b></p> <p>Do you use podcasts, audiofiles, music, etc for your practice? Load it up here (please, make sure that you have the right to share this file)</p> <p>Files must be less than <b>5 MB</b>. Allowed file types: <b>jpeg jpg png tiff wav mp3 wma</b>.</p> <div> <div>Browse...</div> <div>No file selected.</div> <div>Upload</div> </div> <p><b>Copyright</b></p> <p>Please, observe on copyright related to your practice and your resources. Can your resources be used freely? You can quote Creative Commons licences here. In case of other open licences please use the option "Other". Similarly, in case your practice is based on external copyrighted materials please use the option "Other" so as to state names and affiliations and any relevance open license. To find out more about copy right click <a href="#">here</a></p> <div>– None –</div>		

Figure 13 Upload Best Practice part 4

[Key information of your practice \\*](#)
[Details of your practice \\*](#)
[Author's recommendations and further credits \\*](#)

[Upload files and other media to this practice](#)
[About you \\*](#)

**Name of contributor \***

Your full name

**Your position \***

Are you a teacher or a professor? Give details here.

**Your institution**

Your current workplace.

**Contact e-mail**

Where can colleagues reach you with questions on this practice?

Figure 14 Upload Best Practice part 5

## 6 Search Best Practices

All the users of the platform can search for uploaded best practices. To search a best practice, users should navigate to the “Search” sub menu of the “Good teaching practices” main menu. The platform offers specific filters to help users search easily for best practices. The screenshots below shows the search form. The filters the users can use are:

Title	<input type="text"/>
Key words	<input type="text"/>
Subject of practice	<input type="text" value="Scientific"/>
Country	<input type="text" value="- Any -"/>
Target group	<input type="text" value="Any"/>
Educational level	<input type="text" value="- Any -"/>
This practice is	<input type="text" value="Transferable"/> <input type="text" value="Adaptability"/> <input type="text" value="Innovative"/> <input type="text" value="Acceptability"/> <input type="text" value="Impact"/> <input type="text" value="Effectiveness"/> <input type="text" value="Availability"/> <input type="text" value="Creativity"/>
Area of good practice	<input type="text" value="ICT enabled learning - Using digital resources for face-to-face classroom practice &amp; for online learning/blended classroom practice"/> <input type="text" value="Community Building - Using digital resources to connect learners/build communities"/> <input type="text" value="Quality and Assessment - Using digital resources to better assess learning"/>

Figure 15 Search Best Practice form

## 7 Evaluate Best practices

Users can evaluate best practices by using the star rating system that can be found at the end of any best practice. Furthermore, the platform enables users to evaluate a best practice based on specific criteria. The screenshot below shows the evaluation section of a best practice.

Overall rate

☆☆☆☆☆

Rate	☆☆☆☆☆		
Criteria Evaluation	Transferable 0	Adaptability 0	Innovative 0
	Acceptability 0	Impact 0	Effectiveness 0
	Availability 0	Creativity 0	Collaborative 0

**You voted:**

You haven't voted yet. Note that you will see your votes when you refresh the page

Figure 16 Best Practices Evaluation Search

*NOTE: The explanation of **Criteria Evaluation** can be found in FAQ section:*





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## Frequently Asked Questions

what are the definitions of the criteria in section Why do you recommend this practice to others?

- **Transferable**—It is easy to replicate in another classroom or learning situation
- **Innovative**—It is innovative and new
- **Impact**—It has a positive impact on students' learning
- **Availability**—All resources and tools are available online without access barriers (costs, registration procedures, etc.)
- **Adaptability**—It is easy to replicate the activity for another subject/topic. There is plenty of space for variations.
- **Acceptability**—I think other teachers will like it.
- **Creativity**—It is creative
- **Collaborative**—It supports collaboration between learners or teachers and other individuals outside of the formal learning context

How can I choose my license (copyright section)?

How can I invite a friend?

How can I create new content?

How can I vote a good practice?



Figure 17 FAQ