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eCraft2Learn

Digital Fabrication and Maker Movement in Education
Making Computer – supported Artefacts from Scratch

Deliverable D6.7

Communication and dissemination activities report

This project has received funding from the European Union's Horizon 2020 Research and Innovation Programme under Grant Agreement No 731345.

PROJECT DESCRIPTION

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Duration:	24 months
Website:	https://project.ecraft2learn.eu/
E-Mail:	office@ecraft2learn.eu

Consortium:

University of Eastern Finland, Finland, (UEF), Coordinator

Edumotiva, Greece (EDUMOTIVA)

Mälardalen University of Sweden, Sweden (MDH)

Zentrum für Soziale Innovation, Austria, (ZSI)

The University of Oxford, United Kingdom, (UOXF)

SYNYO GmbH, Austria, (SYNYO)

University of Padua, Italy, (UNIPD)

Technopolis City of Athens, Greece (TECHNOPOLIS)

Evothings, Sweden (EVOTHINGS)

Arduino, Sweden (ARD)

Ultimaker, United Kingdom (ULTIMAKER)

Linnaeus University, Sweden, (LNU)

DELIVERABLE DESCRIPTION

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2	22.12.20018	Bernhard Jäger	Review	
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EXECUTIVE SUMMARY

This report covers the dissemination materials created and activities carried out during the overall project duration, mentioning how they were tailored in line with the Description of the Action and D6.2 Communication and Dissemination Strategy.

The document starts by presenting the Key Performance Indicators for dissemination materials and activities, describing how social media campaigns ran in the owned social media platforms, the communication through newsletters, the creation of an information-rich project website and additional visual materials, presented at various conferences, exhibitions and community gatherings all over Europe.

1 INTRODUCTION

This report covers the communication activities carried out throughout the overall project duration describing their implementation in accordance to the Communication and Dissemination Strategy. The fundamentals of the eCraft2Learn communication and dissemination strategy were set out in the Description of Action and include a dedicated work package for these purposes. Along with the creation of media channels and project identity materials, the first step in this work package included the drafting of a detailed Communication Plan and Dissemination Strategy to cover all project-relevant stakeholder groups. The Communication and Dissemination Strategy created as part of the D6.2 named first steps towards an effective dissemination, including guidelines for all the partners as well as Key Performance Indicators to measure the effectiveness of the overall activities. Since D6.2 described itself as a flexible document to be updated along the project for including external feedback of changes in the ecosystem, in line with the feedback from the first interim project review, a new set of KPIs was agreed upon by all partners.

This document starts by describing all set out communication activities, respective KPIs and their implementation, and further on describes the implementation each of the types of activities. The KPI overview presented at Table 1 names all the types of communication and dissemination activities carried out in the project, including: the project website, newsletter, social media channels (Facebook, Twitter, YouTube), scientific publications, project presentations in internally and externally organised events, and media presence in the form of blog posts, appearance in external channels, on air coverage etc. While the reporting on scientific publications has been covered by D6.3, this report describes the implementation of all other types of communication activities. The last section shows all materials created as part of WP6 for dissemination purposes.

2 KEY PERFORMANCE INDICATORS (KPIS)

The following table illustrates the Key Performance Indicators set-out for the second project period. The third column described the achieved results by the end of the project. The types of dissemination activities and outputs mentioned in the figure below and also described further on in this report, regard the social media activities and overall web presents together with the dissemination materials created to support the awareness raising on the web as well as in the physical events.

In maximise the outreach of the project results in the community, the KPI values were increased during the project, making the Dissemination Plan more ambitious and pushing the partners for more engagement in terms of dissemination of project results.

Table 1 provides an overview of all types of dissemination activities carried out throughout the overall project duration, the KPIs for each category, and how much was achieved by each type. As it can be observed, some types of activities resulted more successful than the others (e.g. Twitter over Facebook). For this reason, the main communication activities were than focused more on the channels that seemed to attract more interest and engagements. Of all the dissemination types/activities, the communication via newsletters is the only one meeting the set KPIs only on a very narrow margin. Since the number of newsletter subscribers failed to increase above 100, in spite of continuous advertisement through all other channels, the consortium did not put an emphasis on this communication way and instead tried to circulate project news more frequently via the other channels. The same is true to for the Facebook page, which was created a six months later than the Twitter page, and increased gradually in the number of followers until the end of the project, but not of the rhythm of Twitter. Taking account of all the differential patterns and characteristics of each of the dissemination channels/activities, the consortium tried to share abound project-related content online as well as on physical meetings all over the world, ensuring that all set KPIs are met and incentives of stakeholders to embrace eCraft2Learn are maximised.

The following sections describe how each type of these activities were carried out, illustrated by screenshots of example activities.

Table 1: Key Performance Indicators

Dissemination item		Description	Minimum	Target	Achieved
Project Website		No. of Website Visits	15,000	50,000	~35,000
Newsletter		No. of Newsletters	5	8	6
		No. of Newsletter Subscriptions	100	200	~100
Social Media	**Twitter**	No. of Followers	350	450	455
		No. of Tweets	1000	1500	~1000
	Facebook	No. of Likes	150	200	~138
		No. of Posts	250	350	~300
		No. of Shares	80	100	~150
	Youtube	No. of Visits/ Downloads	400	600	~600
Publications/Papers/Reports/Proceedings		No. of Publications	5	8	20
Project presentations / Attendees at events		No. of Project Presentations at Events	15	20	~60
		No. of Attendees at the Presentations (total)	500	>1000	~6000
Media Presence		No. of Media Mentions (including Blogs)	20	60	~30

3 PROJECT WEBSITE

The project website was the initially created media channel. Initially it contained information on the project objectives, structure, work packages, milestones, consortium, contact details, subscription to the newsletter and social media channels etc. As the project progressed producing outputs, the website was continuously updated with the newest reports, scientific publications, news and illustration from consortium events, and event participated by the consortium partners and so on. The following illustrations show the actual structure and content on the project website, in the last project month. As the project reaches an end, the aim of the project website is to provide a resource which can be as easy as possible to understand by the stakeholder groups and enable a smooth introduction and familiarisation with the eCraft2Learn environment for teachers, students, coaches etc. For this reason, next to the 'About' tab which lists a project overview, the milestones, reports, scientific publications, data and privacy principles of conducted research etc., a 'Getting Started with eCraft2Learn' section was created. This section shall provide user-friendly manuals on understanding what the ecosystem is about, what you can do through it, what are the learning outcomes, what types of tools and materials you need to get started, how you can still make use of some component of the ecosystem through different configurations of materials that a teacher/school might have in common, what is the step-by-step pedagogical methodology teacher/coaches have to follow, what are the learning outcomes, related recommendations for all stakeholder groups etc. The first two subsections under the 'Getting Started' tab, 'Who is it for?' and 'What can you do with it' list the Personas and the Use-Cases created to understand the ecosystem as part of WP3. Further manuals were created by reformulating the content from project reports, making it more user-friendly. The final version of all manual for the 'Getting started with eCraft2Learn' will be uploaded early January, to ensure that contents from the last project reports (WP4 and WP5) are integrated.

FIGURE 1: Project Website: Homepage

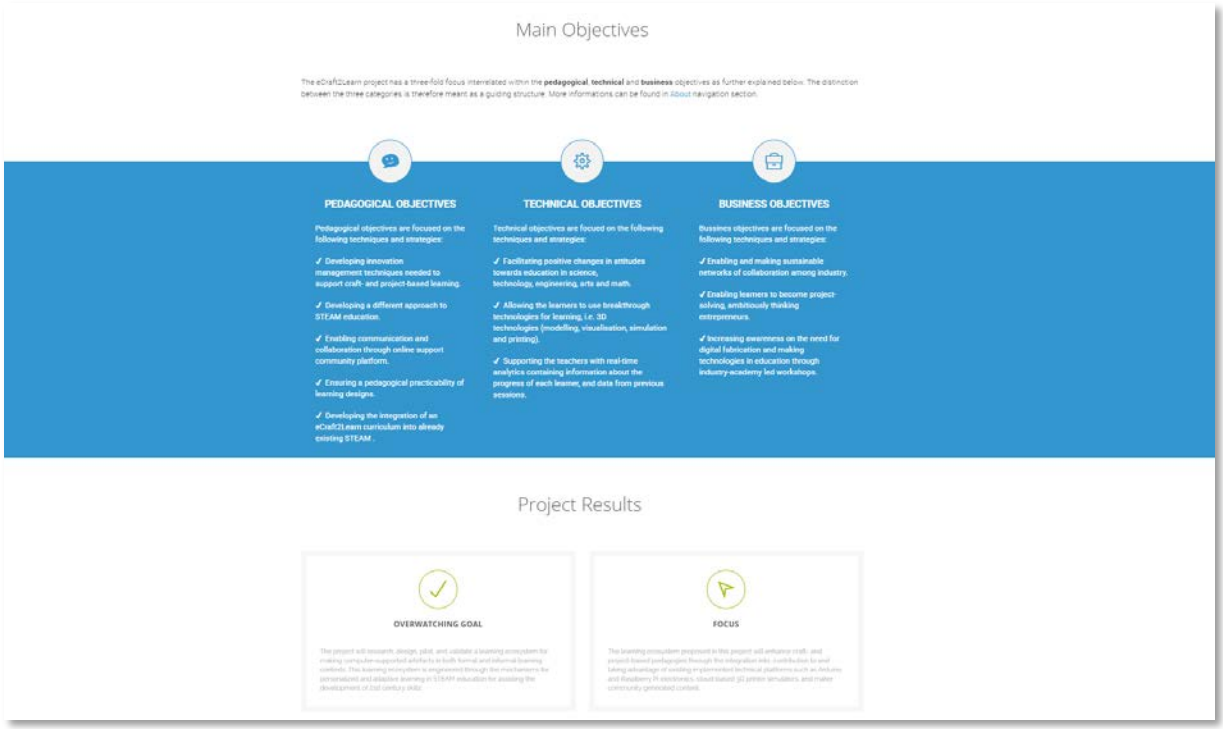


FIGURE 2: Project Website: Homepage

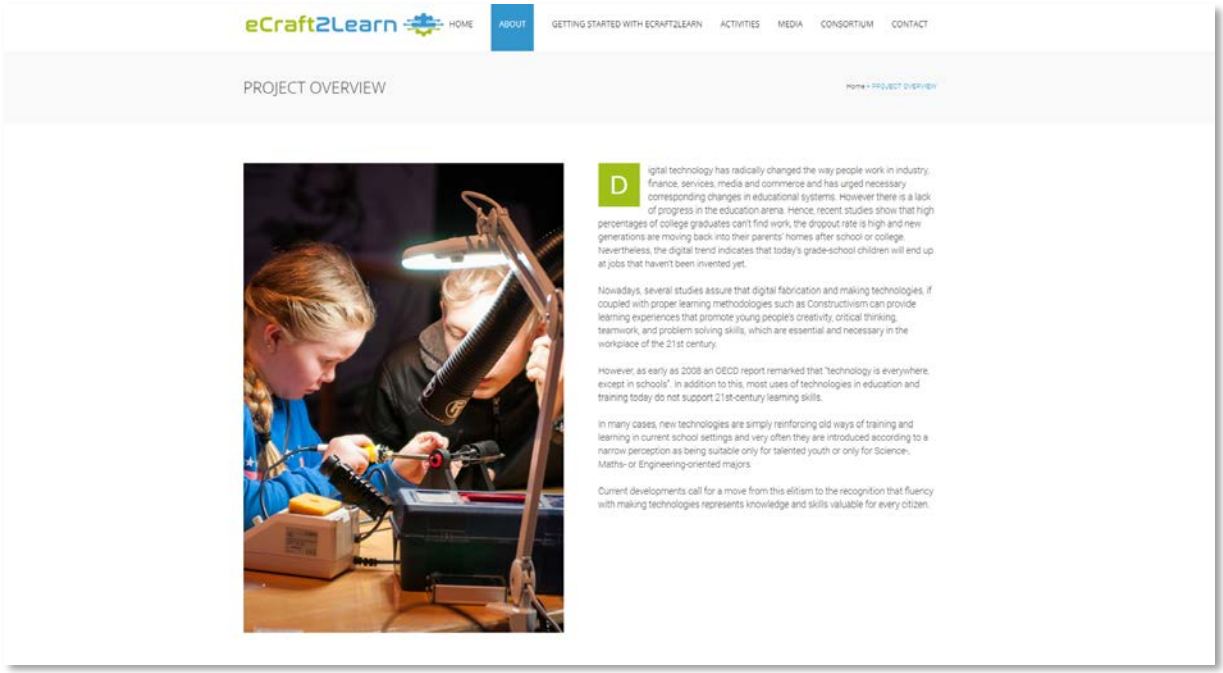


FIGURE 3: Project Website: About> Project Overview

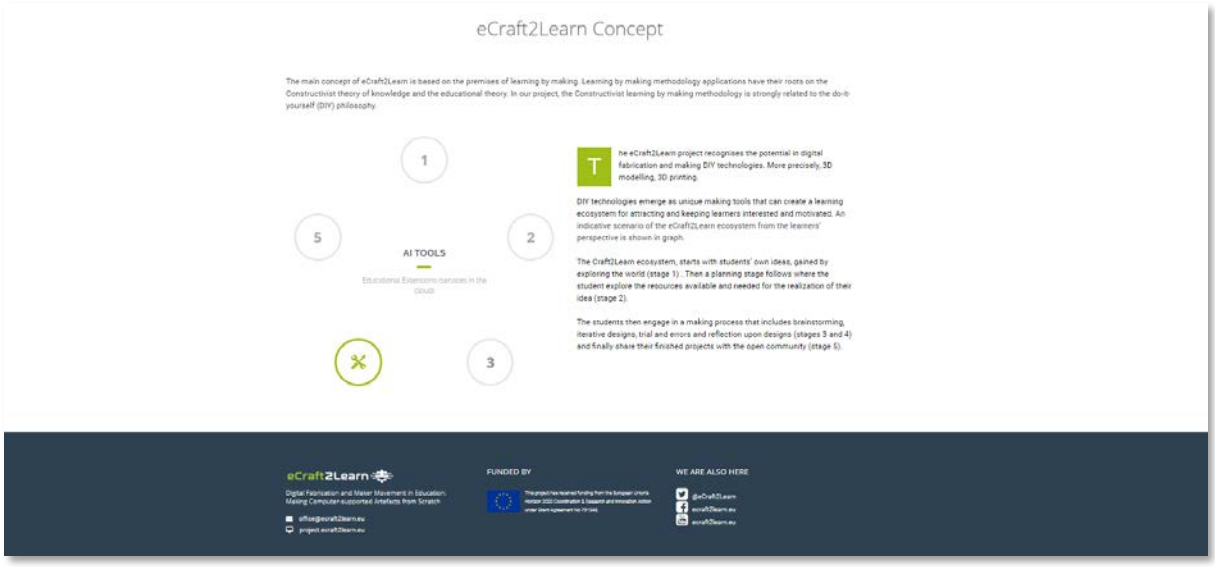


FIGURE 4: Project Website: About> Project Overview

FIGURE 5: Project Website: About> Project Structure

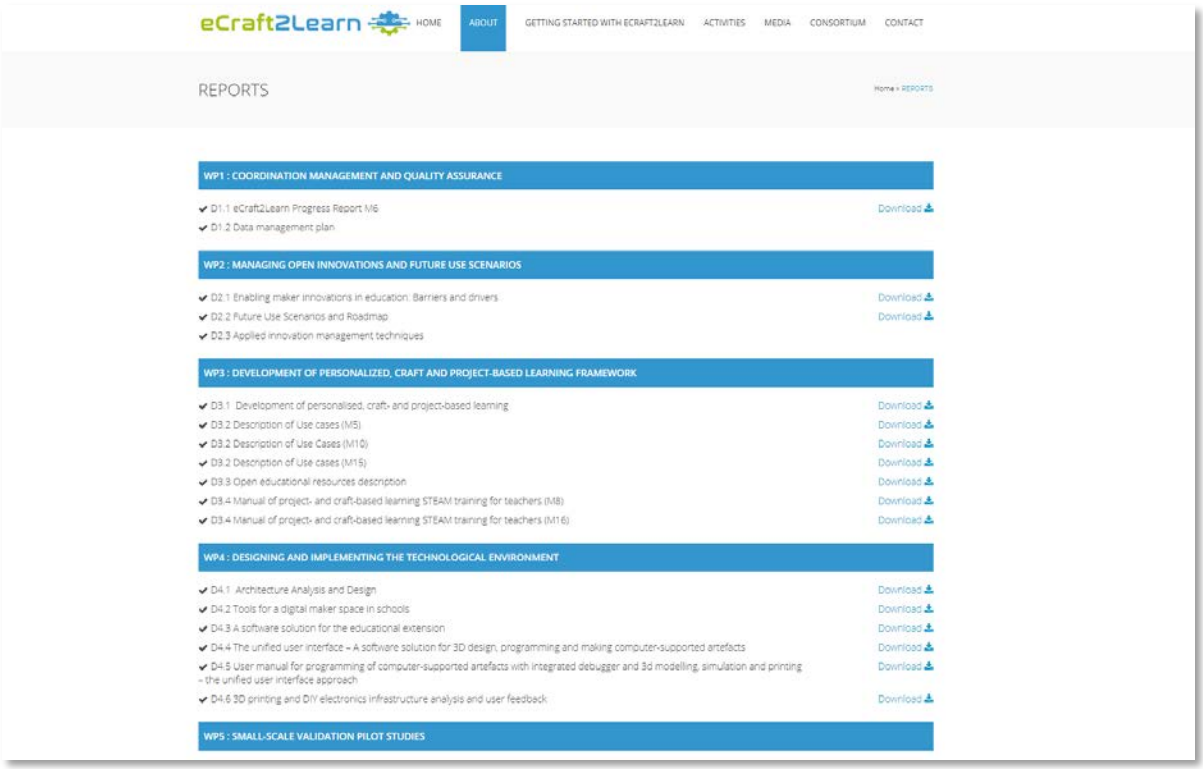


FIGURE 6: Project Website: About > Reports

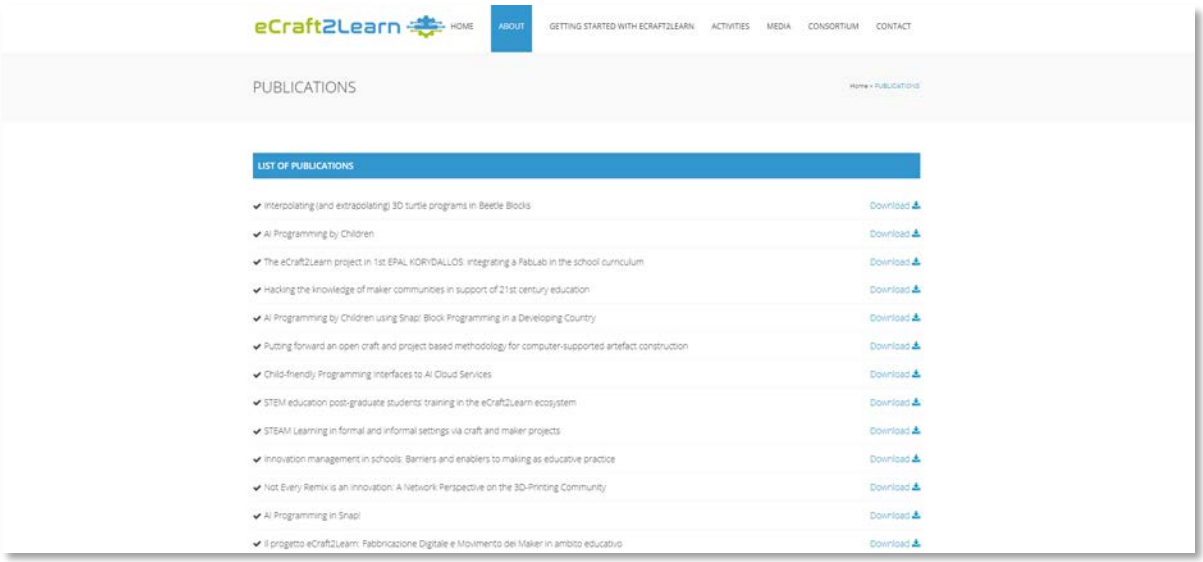


FIGURE 7: Project Website: About > Scientific Publications

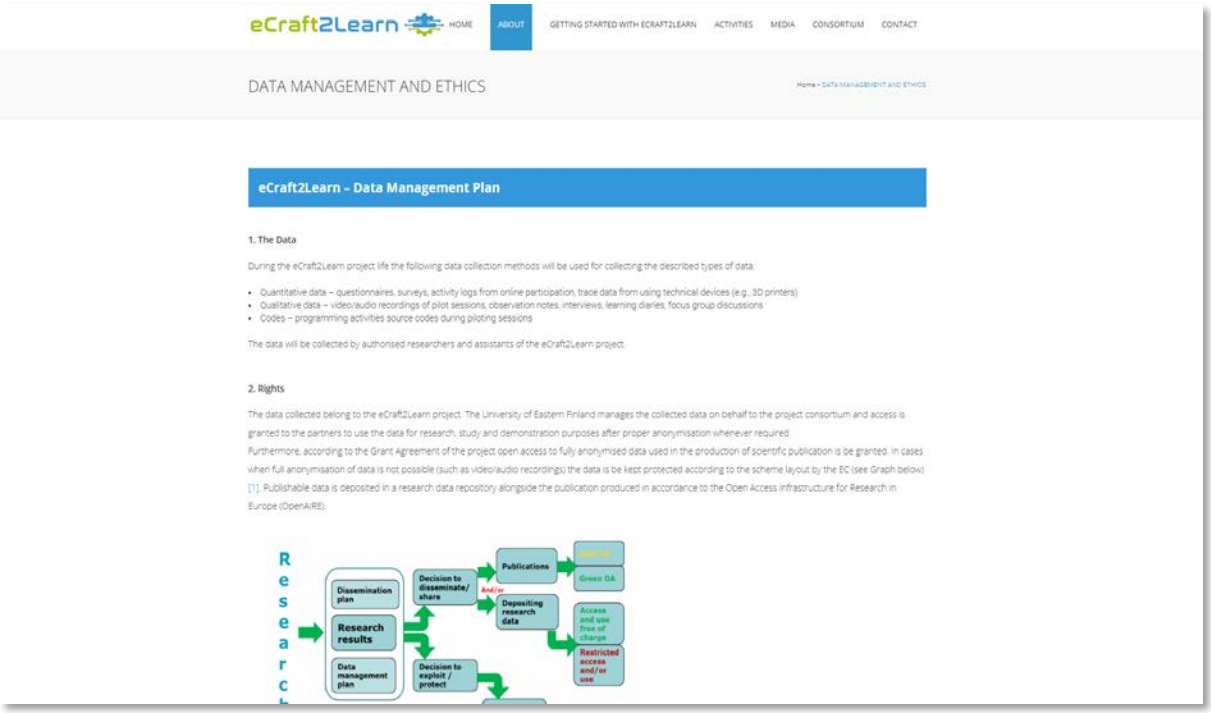


FIGURE 8: Project Website: About > Data Management Plan

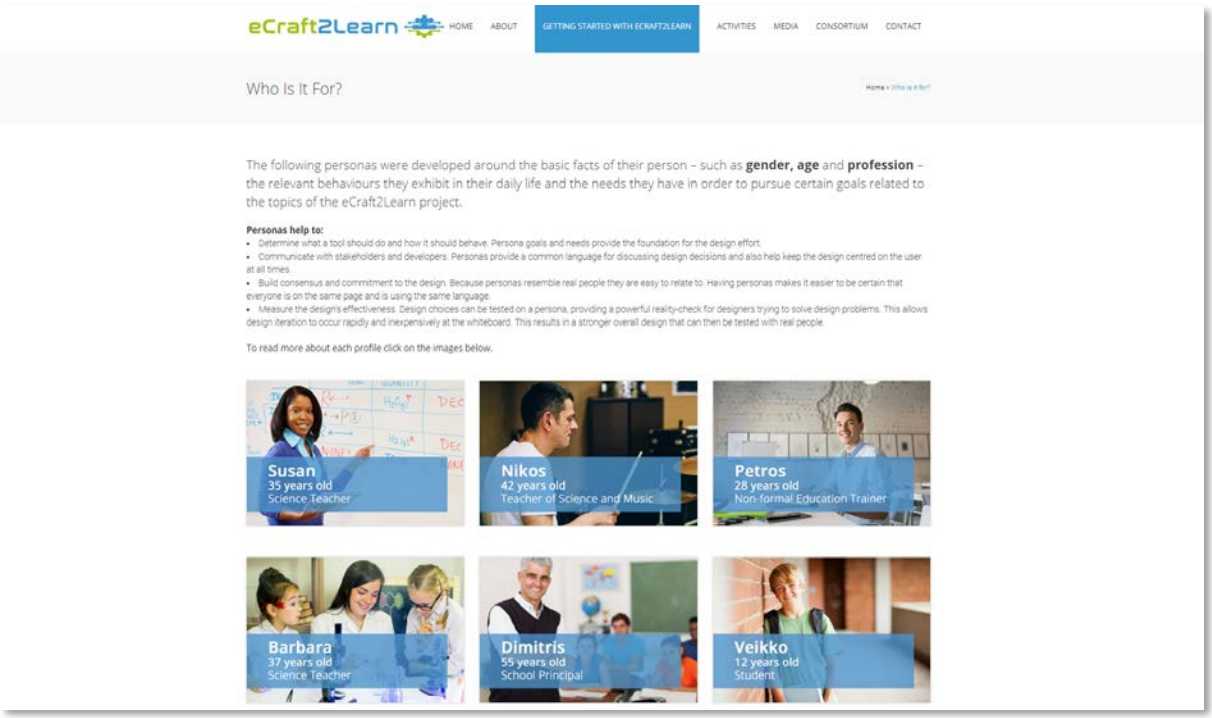


FIGURE 9: Project Website: Getting Started with eCraft2Learn

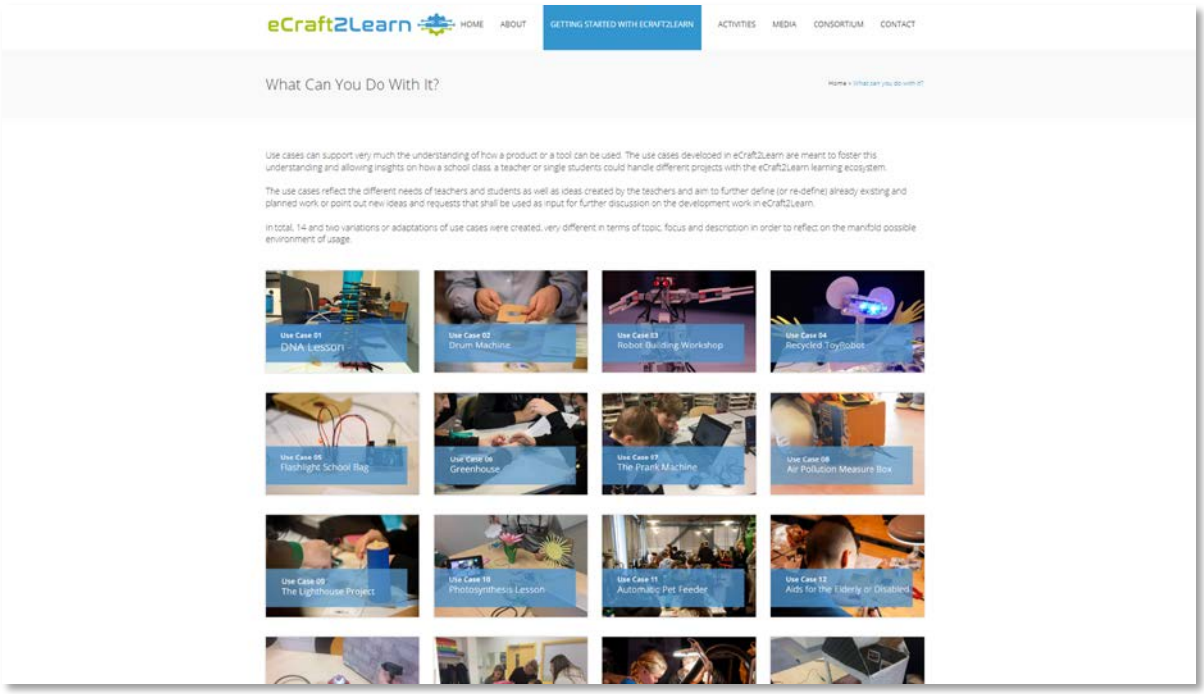


FIGURE 10: Project Website: Getting Started with eCraft2Learn

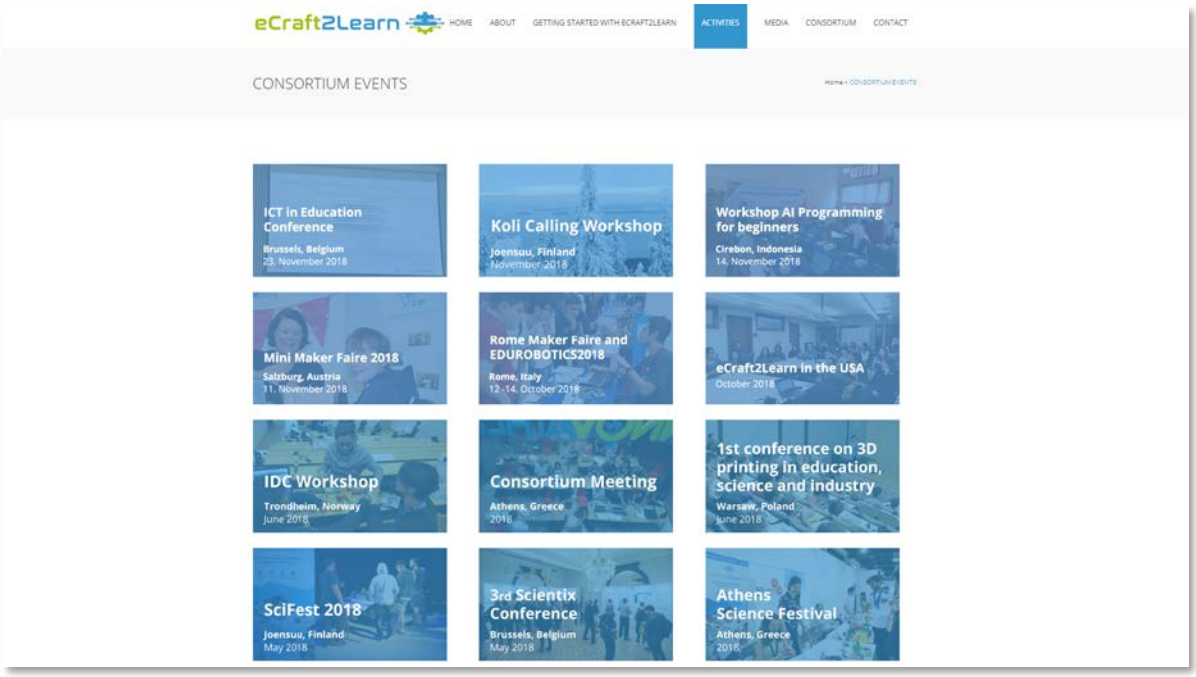


FIGURE 11: Project Website: Activities > Consortium Events

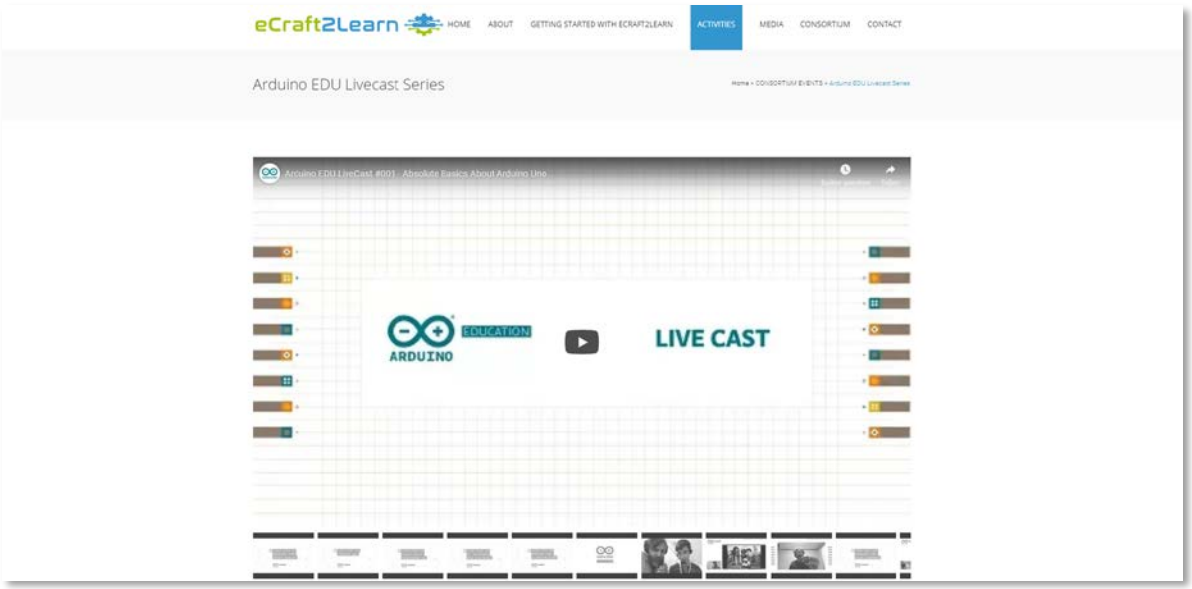


FIGURE 12: Project Website: Activities > Arduino Edu Livecasts

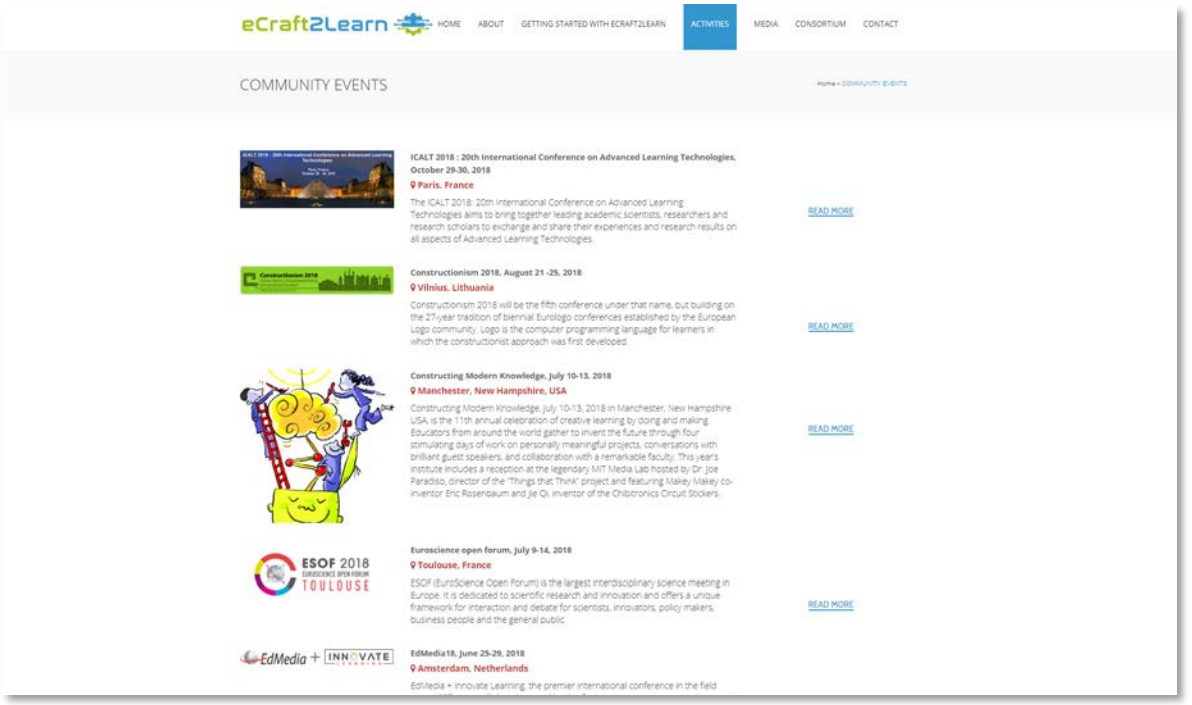


FIGURE 13: Project Website: Activities > Community Events

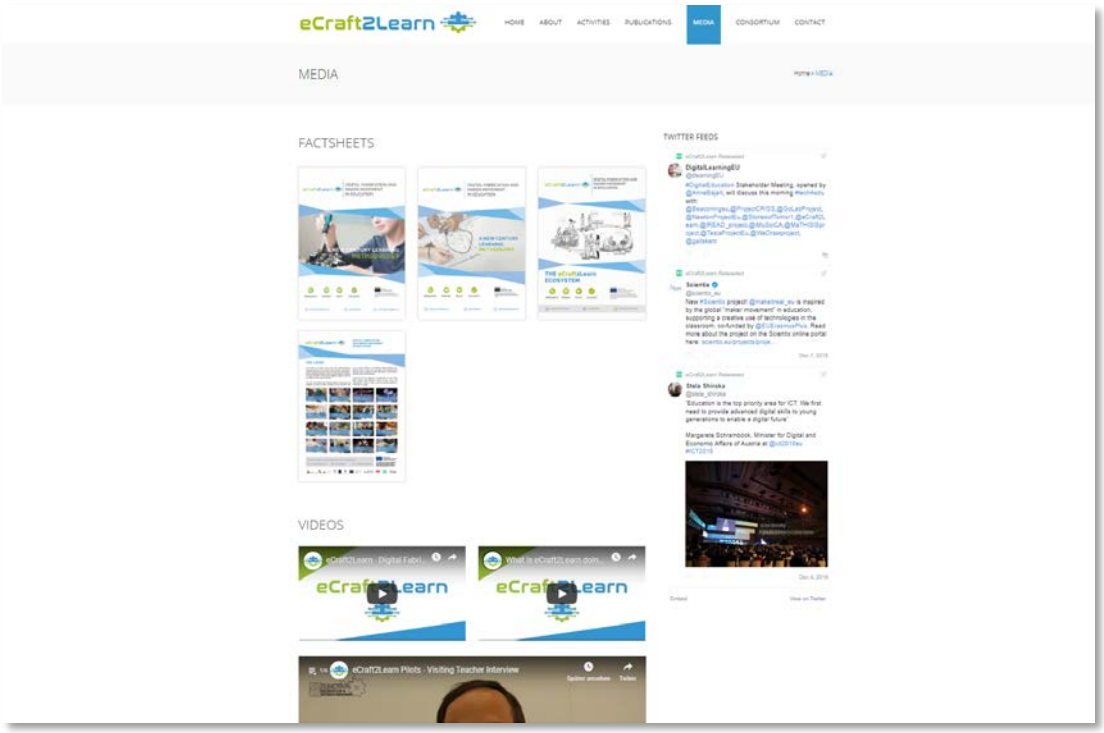


FIGURE 14: Project Website: Media

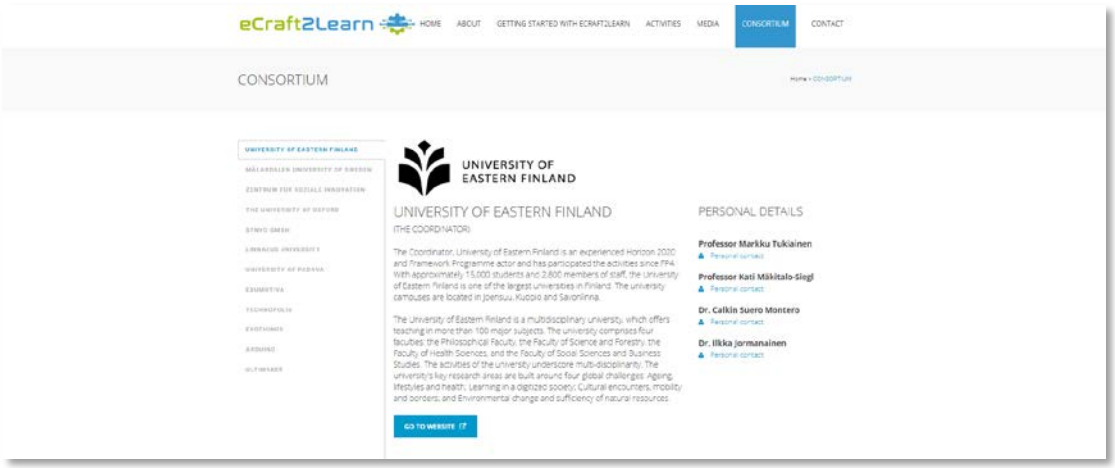


FIGURE 15: Project Website: Consortium

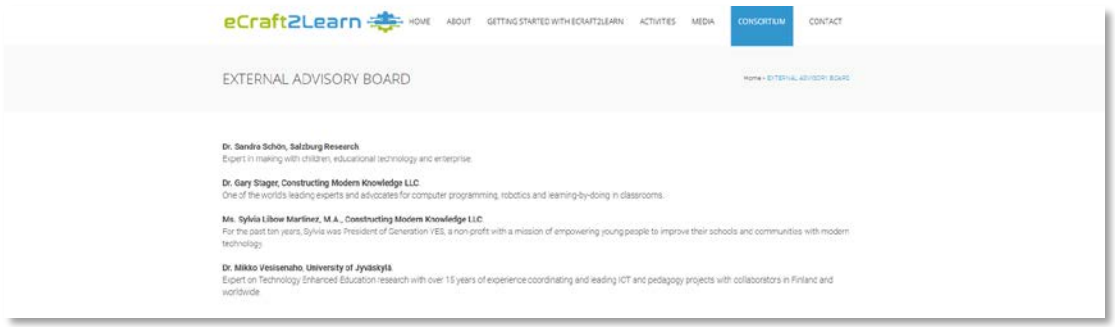


FIGURE 16: Project Website: Expert and Advisory Board

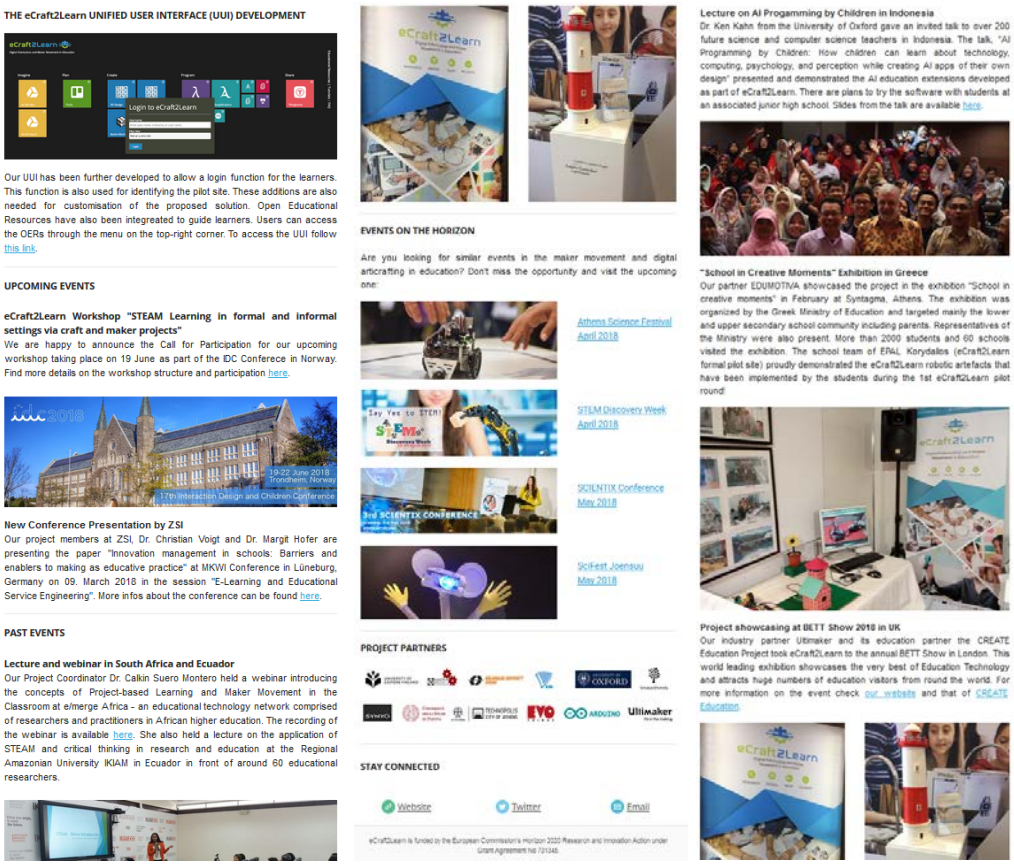
4 NEWSLETTER

As mentioned above, the newsletter seemed to be less popular in attracting a large audience. Other channels were however continuously used to promote it and rich contents of project outputs were circulated in regular quarters also via the newsletters. For an overall project duration of two years, 5 newsletters were set as an optimal number of communicating packages of information through the newsletters, and 8 would be an ideal number depending on the success of such materials. Since the audience of the newsletters however failed to increase very much beyond target numbers, we focused on distributing the content more frequently on other channels. Thus, by the end of the project five newsletter were sent out in total. A sixth one will be distributed after the final update of all user manual on the website, the creation of the online community group for the exploiting the ecosystem in a sustainable way in the future, and describing the next steps of 'eCraft2Learn 2.0'. The newsletters distributed during the project included information on the research reports, news and announcements regarding the project pilots, pilot outcomes and testimonials, news and announcements on project activities such as calls for proposals/registrations on our workshops, outcomes of such events, important community events etc.

FIGURE 17: Newsletter 1

FIGURE 18: Newsletter 2

FIGURE 19: Newsletter 2 and 3



THE eCraft2Learn UNIFIED USER INTERFACE (UUI) DEVELOPMENT

Our UUI has been further developed to allow a login function for the learners. This function is also used for identifying the pilot site. These additions are also needed for customisation of the proposed solution. Open Educational Resources have also been integreated to guide learners. Users can access the OERs through the menu on the top-right corner. To access the UUI follow this link.

UPCOMING EVENTS

eCraft2Learn Workshop "STEAM Learning in formal and informal settings via craft and maker projects"
We are happy to announce the Call for Participation for our upcoming workshop taking place on 19 June as part of the IDC Conference in Norway. Find more details on the workshop structure and participation here.

New Conference Presentation by ZSI
Our project members at ZSI, Dr. Christian Voigt and Dr. Margit Hofer are presenting the paper "Innovation management in schools: Barriers and enablers to making as educative practice" at MKWI Conference in Lüneburg, Germany on 09. March 2018 in the session "E-Learning and Educational Service Engineering". More infos about the conference can be found here.

PAST EVENTS

Lecture and webinar in South Africa and Ecuador
Our Project Coordinator Dr. Calkin Suero Montero held a webinar introducing the concepts of Project-based Learning and Maker Movement in the Classroom at e/merge Africa - an educational technology network comprised of researchers and practitioners in African higher education. The recording of the webinar is available here. She also held a lecture on the application of STEAM and critical thinking in research and education at the Regional Amazonian University IKIAM in Ecuador in front of around 60 educational researchers.

EVENTS ON THE HORIZON

Are you looking for similar events in the maker movement and digital artscrafting in education? Don't miss the opportunity and visit the upcoming one:

Athens Science Festival April 2018

STEM Discovery Week April 2018

SCIENTIX Conference May 2018

SciFest Joensuu May 2018

PROJECT PARTNERS

STAY CONNECTED

Website Twitter Email

Lecture on AI Progamming by Children in Indonesia
Dr. Ken Kahn from the University of Oxford gave an invited talk to over 200 future science and computer science teachers in Indonesia. The talk, "AI Programming by Children: How children can learn about technology, computing, psychology, and perception while creating AI apps of their own design" presented and demonstrated the AI education extensions developed as part of eCraft2Learn. There are plans to try the software with students at an associated junior high school. Slides from the talk are available here.

"School in Creative Moments" Exhibition in Greece
Our partner EDUMOTIVA showcased the project in the exhibition "School in creative moments" in February at Syntagma, Athens. The exhibition was organized by the Greek Ministry of Education and targeted mainly the lower and upper secondary school community including parents. Representatives of the Ministry were also present. More than 2000 students and 60 schools visited the exhibition. The school team of EPAL Korydallos (eCraft2Learn formal pilot site) proudly demonstrated the eCraft2Learn robotic artefacts that have been implemented by the students during the 1st eCraft2Learn pilot round!

Project showcasing at BETT Show 2018 in UK
Our industry partner Ultimaker and its education partner the CREATE Education Project took eCraft2Learn to the annual BETT Show in London. This world leading exhibition showcases the very best of Education Technology and attracts huge numbers of education visitors from round the world. For more information on the event check our website and that of CREATE Education.

FIGURE 20: Newsletter 3

eCraft2Learn

DIGITAL FABRICATION AND MAKER MOVEMENT IN EDUCATION

TESTING AND IMPROVING THE ECRAFT2LEARN ECOSYSTEM

MACHINE LEARNING AND AI PROGRAMMING FOR CHILDREN

WEEKLY EDUCATIONAL LIVECASTS

LIVE CAST

EXCITING CHALLENGES

ENGAGING WITH THE COMMUNITY

FUTURE ACTIVITIES

PROJECT FACTS

STAY CONNECTED

Website Twitter Facebook

FIGURE 21: Newsletter 4

FIGURE 22: Newsletter 5

5 SOCIAL MEDIA CHANNELS

Social media platforms represent an integral part of the dissemination activities carried out through the project. In accordance with the Communication and Dissemination Strategy, the communication through the social media channels was carried out throughout the entire project duration. The second project period, matching with the achievement of more objectives and release of more outputs, led to the expansion of the online audiences on all channels and an increase in the engagement of the users towards the content produced from the project results.

The type of content shared on all owned social media channels includes output of the project (reports and publication and extracts from them), awareness raising and recruitment of participants for the project activities (workshops, exhibitions etc.), and related content from external sources that is relevant for the maker community (e.g. knowledge articles and blog posts, research publications, policy papers, upcoming events and announcements, quotes, and generally important knowledge for the field).

The collection and posting of content for social media campaigns in the second half of the project, was mostly made in a collaborative manner by different consortium members ensuring that the continuous updates from the project activities and a broad variety of content is shared.

Besides the social media channels owned in the first project period, a YouTube channel was created during the project's first year. The YouTube channel hosts a big collection of visual contents such as

Open Educational Resources made available in the Unified User Interface, sample eCraft2Learn projects done during the pilots in Greece and Finland and other good practice videos and validation interviews from other events.

The following sections show some types of posts and campaigns on all owned social media channels, and related analytics if provided by the social media platform.

5.1. TWITTER

Twitter was one of the first platforms to have been created which had a steady increase in the number of followers and engagements, reaching around 900 followers by the end of the project. As Twitter has a wording limit, it was mainly used to share related content for the community (retweets from relevant stakeholder and knowledge providers e.g. Scientix, European Schoolnet, Arduino, CREATE Education Project, Makerspaces, Laura Fleming etc.), and post links to publications, reports, events, videos, and other pieces of knowledge acquired in the project. As it can be seen from the analytics, several Twitter posts were particularly successful and involved more than 3,000 engagements with the top one being above 30,000 engagements.

FIGURE 23: Twitter Channel

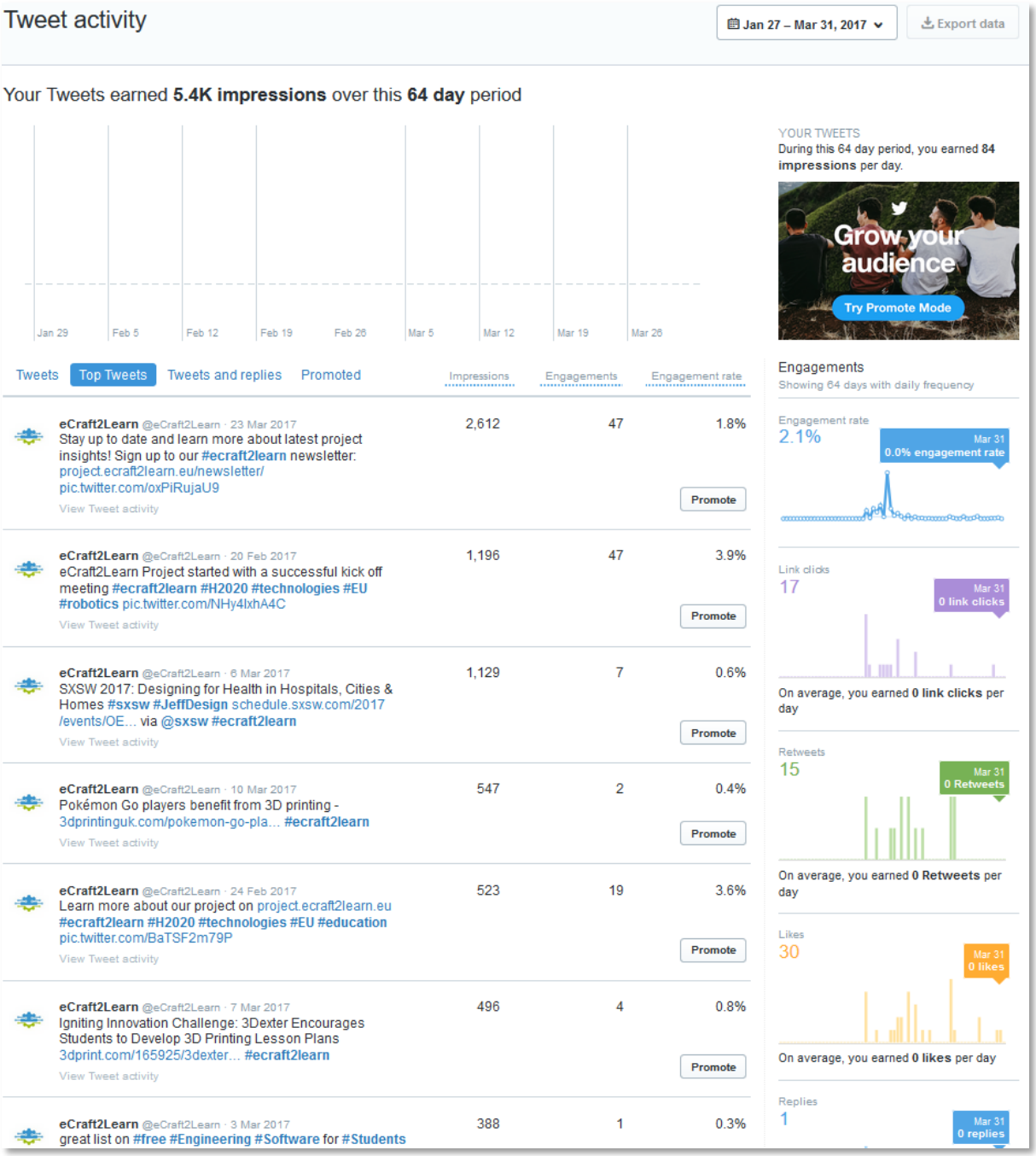


FIGURE 24: Twitter Analytics

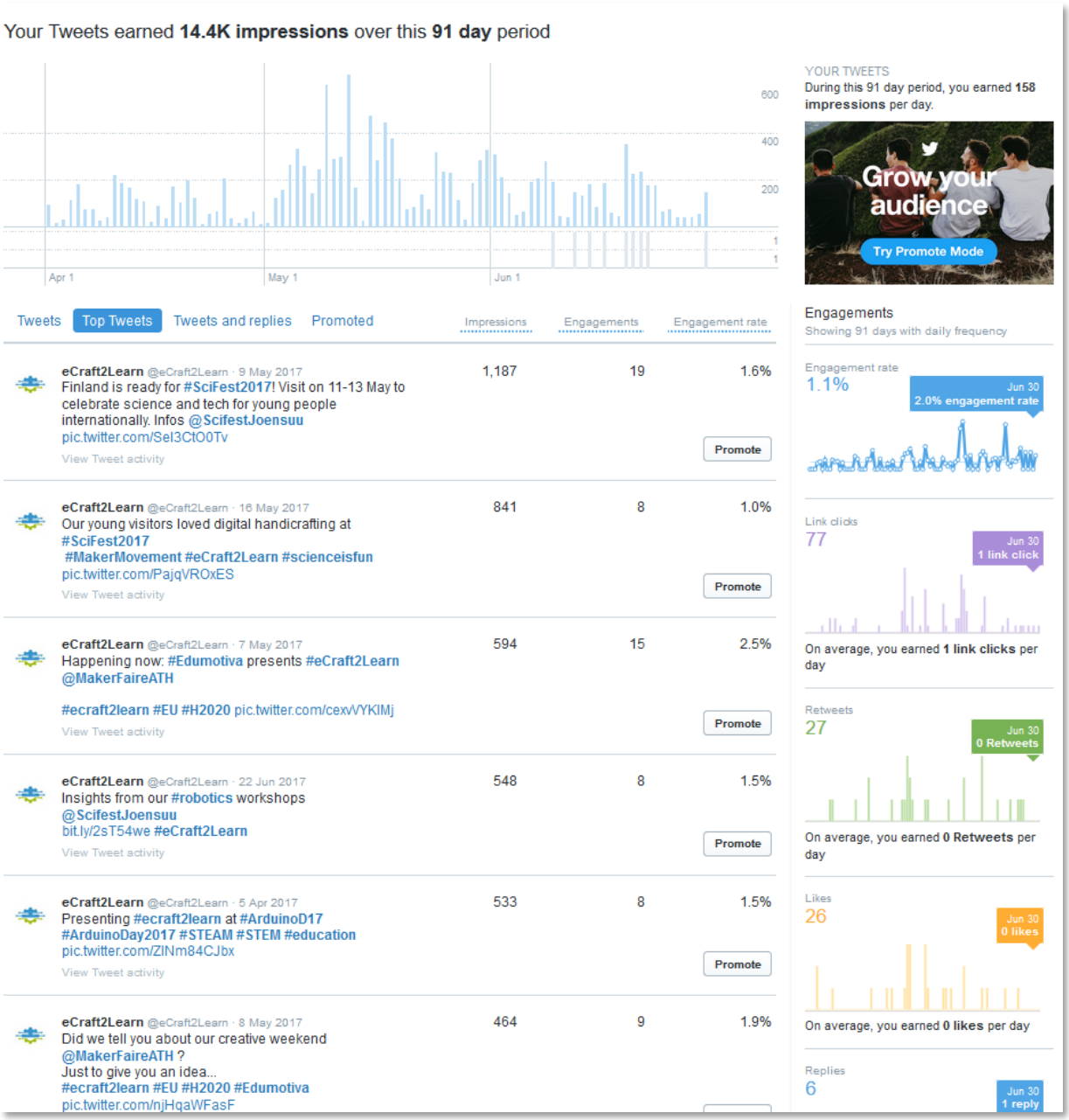


FIGURE 25: Twitter Analytics

FIGURE 26: Twitter Analytics

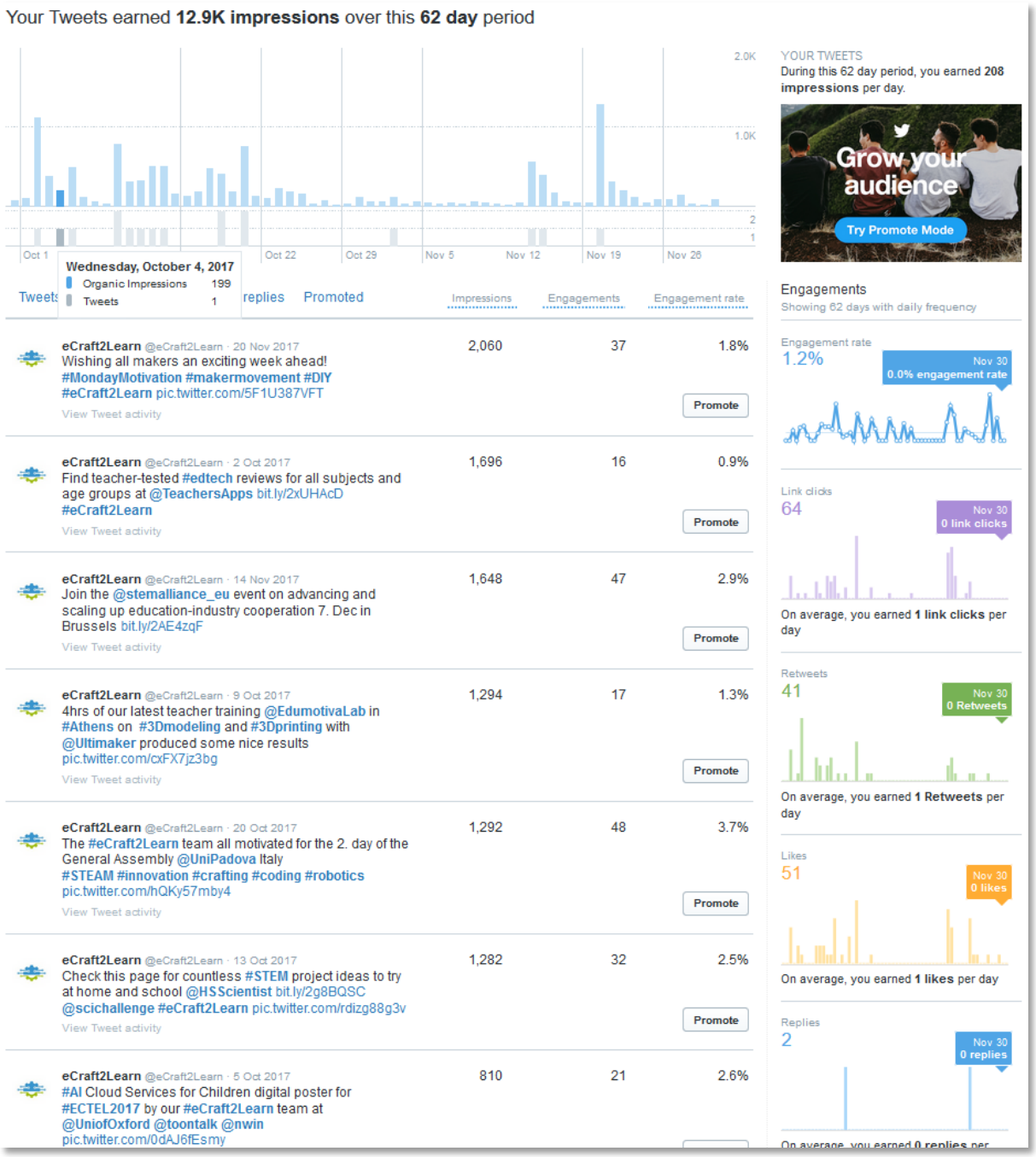


FIGURE 27: Twitter Analytics

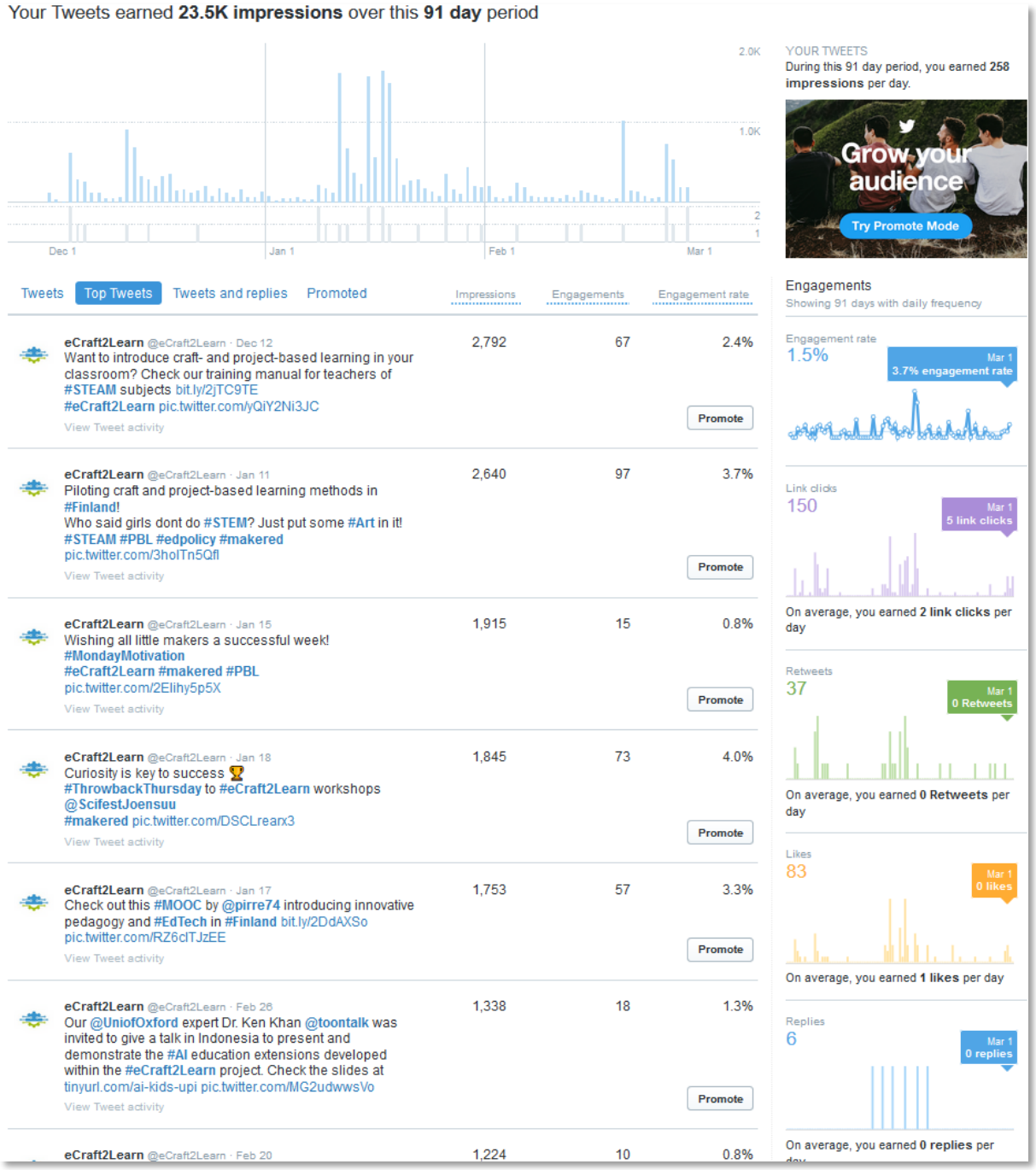


FIGURE 28: Twitter Analytics

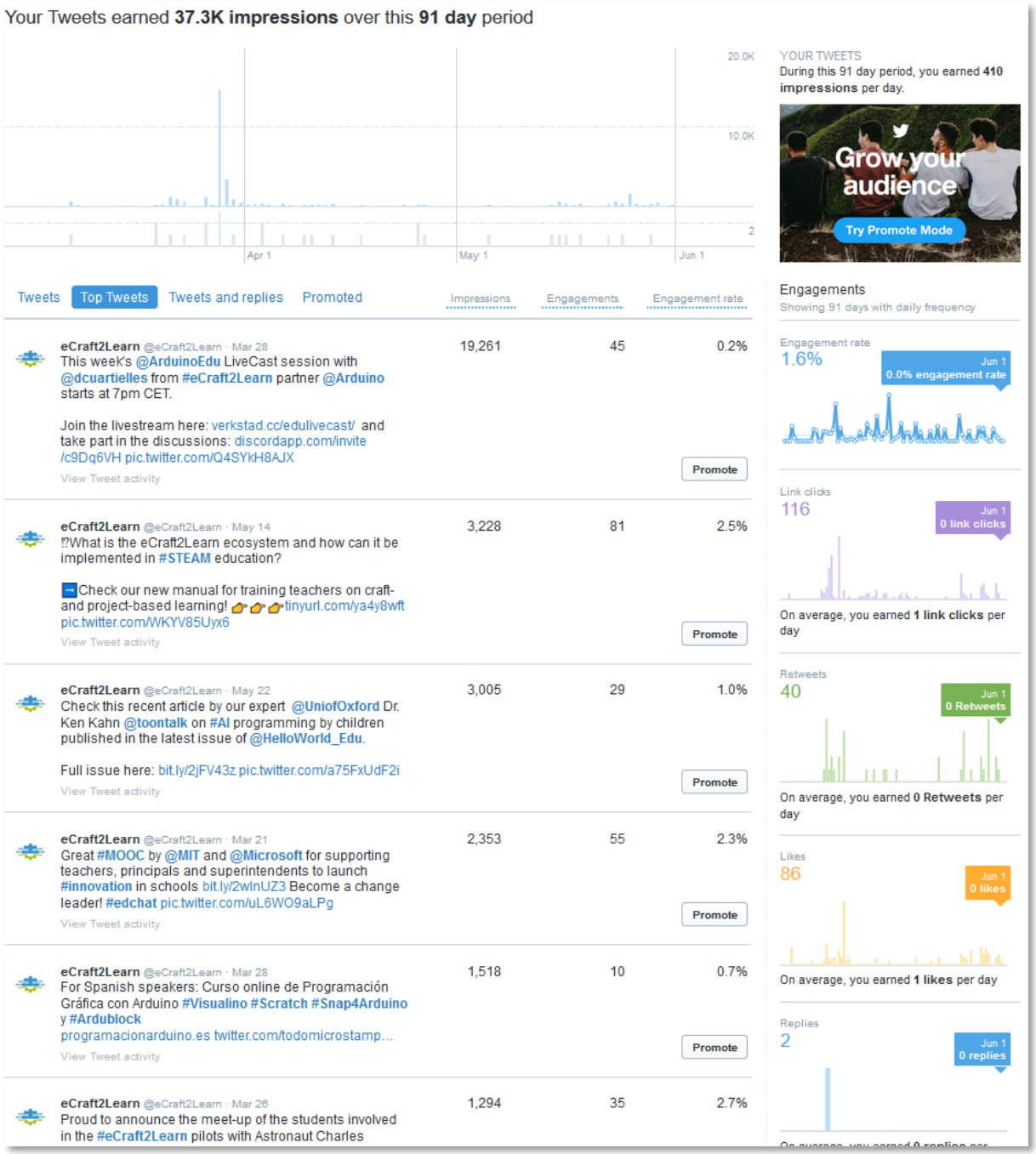


FIGURE 29: Twitter Analytics

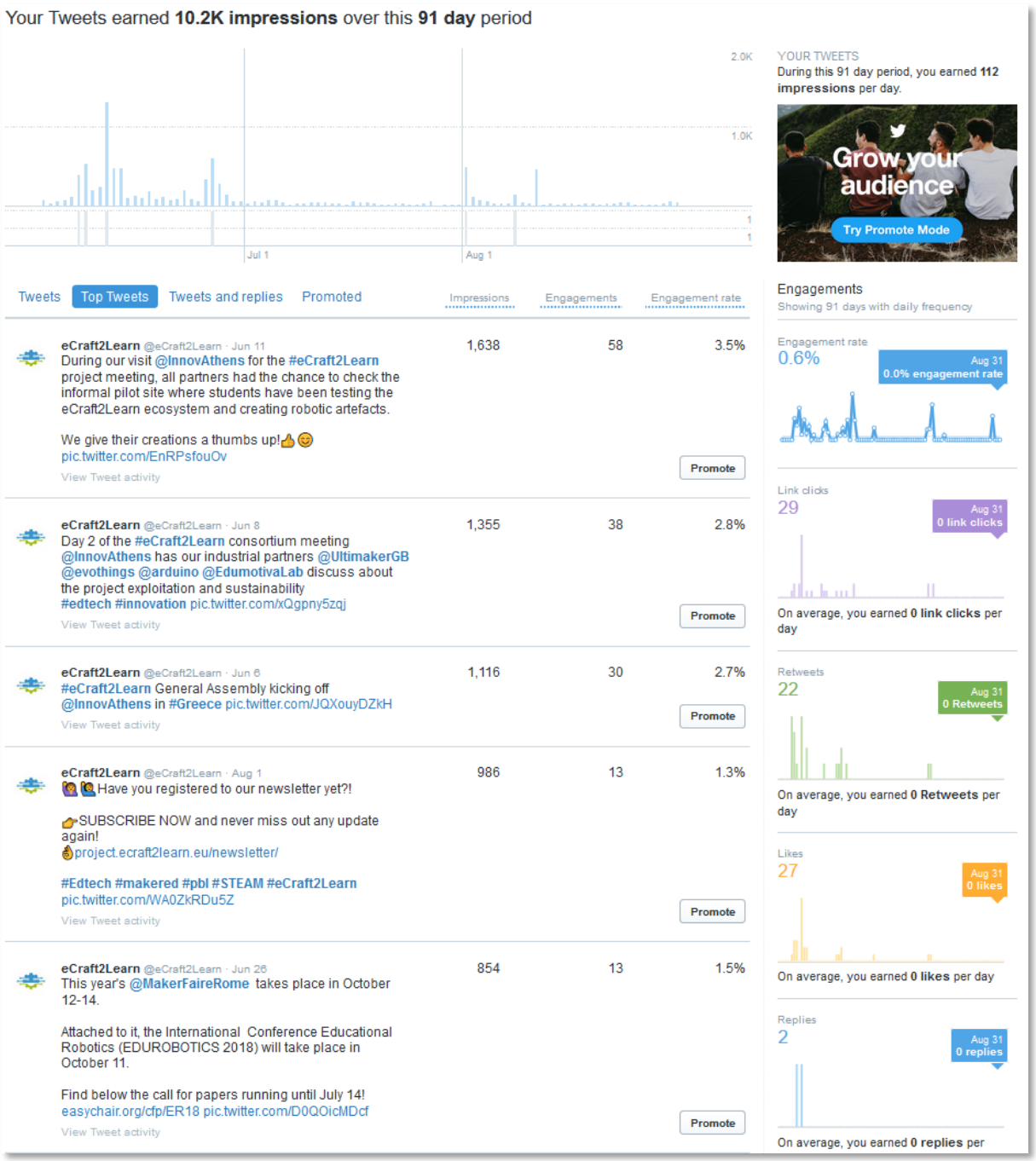


FIGURE 30: Twitter Analytics

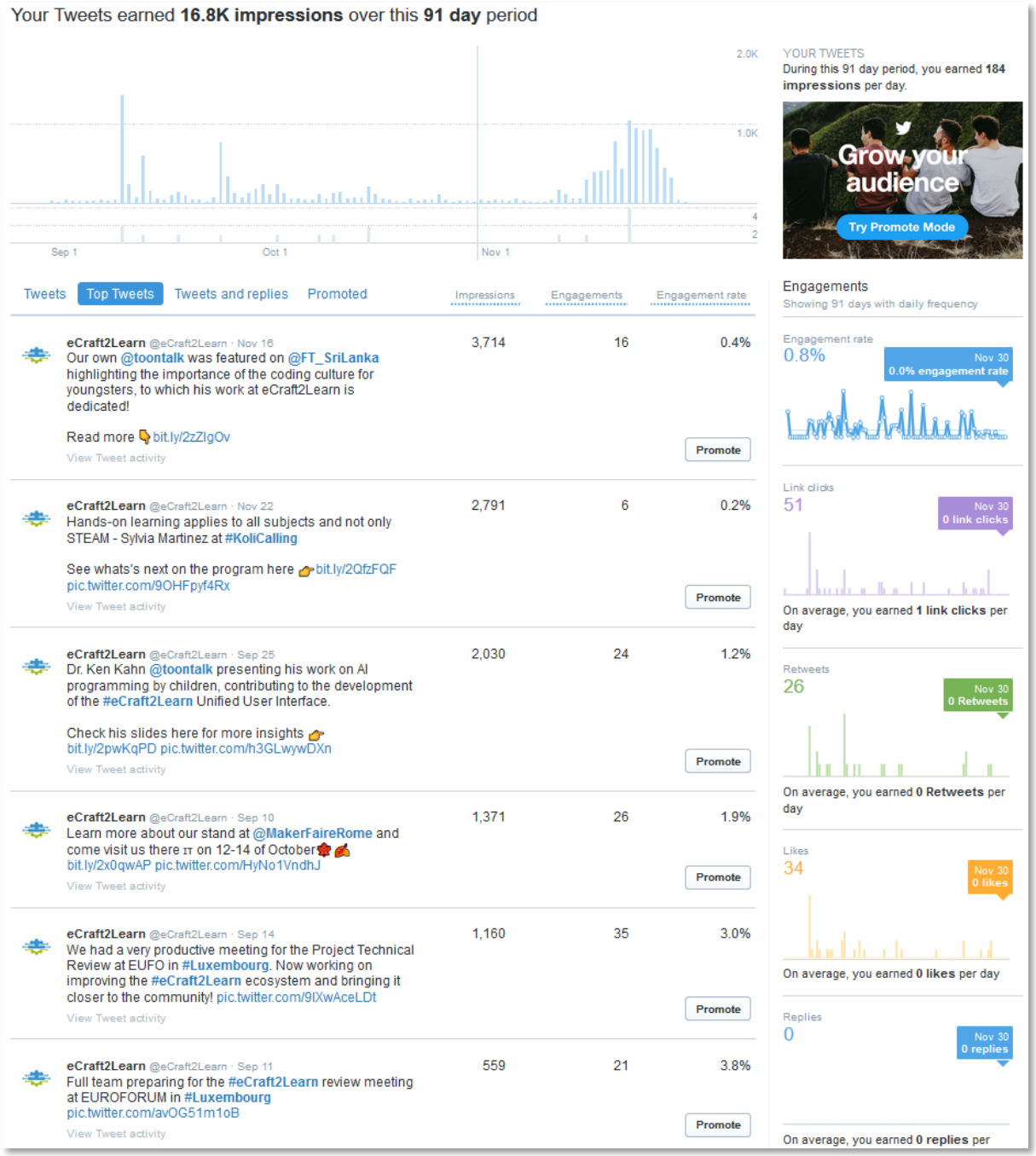


FIGURE 31: Twitter Analytics

5.2. FACEBOOK

Facebook is another social media platform successfully exploited for dissemination and communication activities. In comparison to Twitter, Facebook has no word limit to posts which allowed for broader messages to be shared and attract more audiences. The types of contents shared on Facebook were quite similar to the ones from Twitter, however in an extended and more informative format. While the Twitter channel was created immediately after the project start, the Facebook page was created after the first six months, following the delivery of the initial project outcomes. As per coincidence, the

number of followers on Facebook remained below that of Twitter, possibly due to a decrease in popularity of the platform itself and an increased embrace of Twitter.

The content shared on Facebook was mainly coming from the consortium, but it also included sharing of important knowledge from related pages. The following figures show some types of posts shared recently on Facebook, and content posted from external stakeholders. Unfortunately, Facebook does not offer detailed analytics such as Twitter, but an overview is presented below.

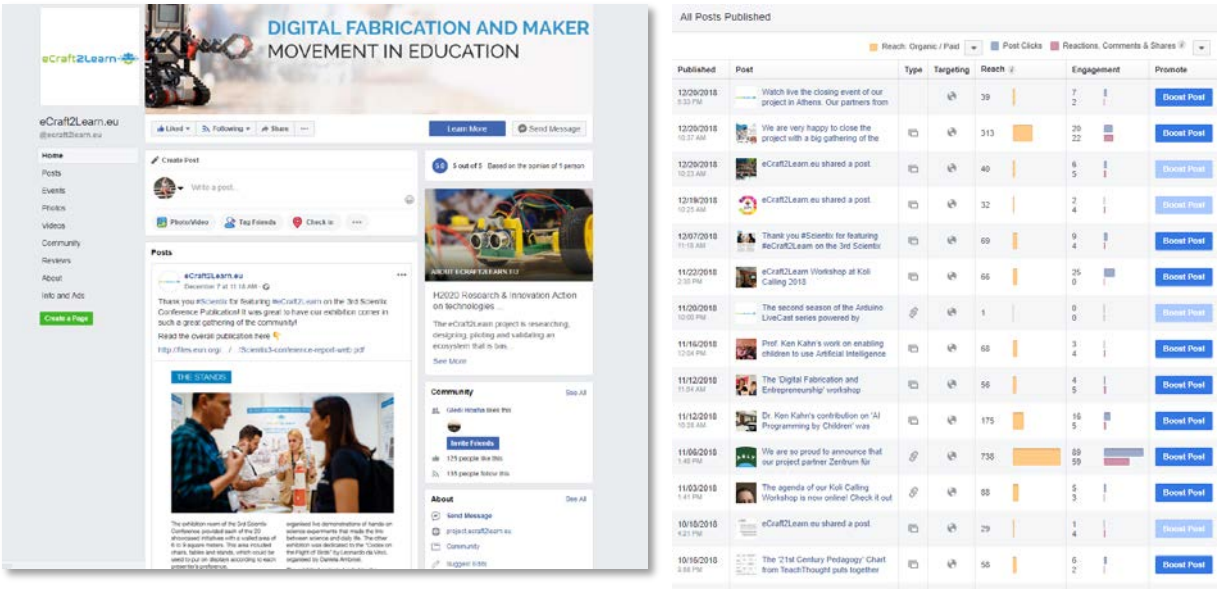


FIGURE 32: Facebook Page

FIGURE 33: Facebook Page

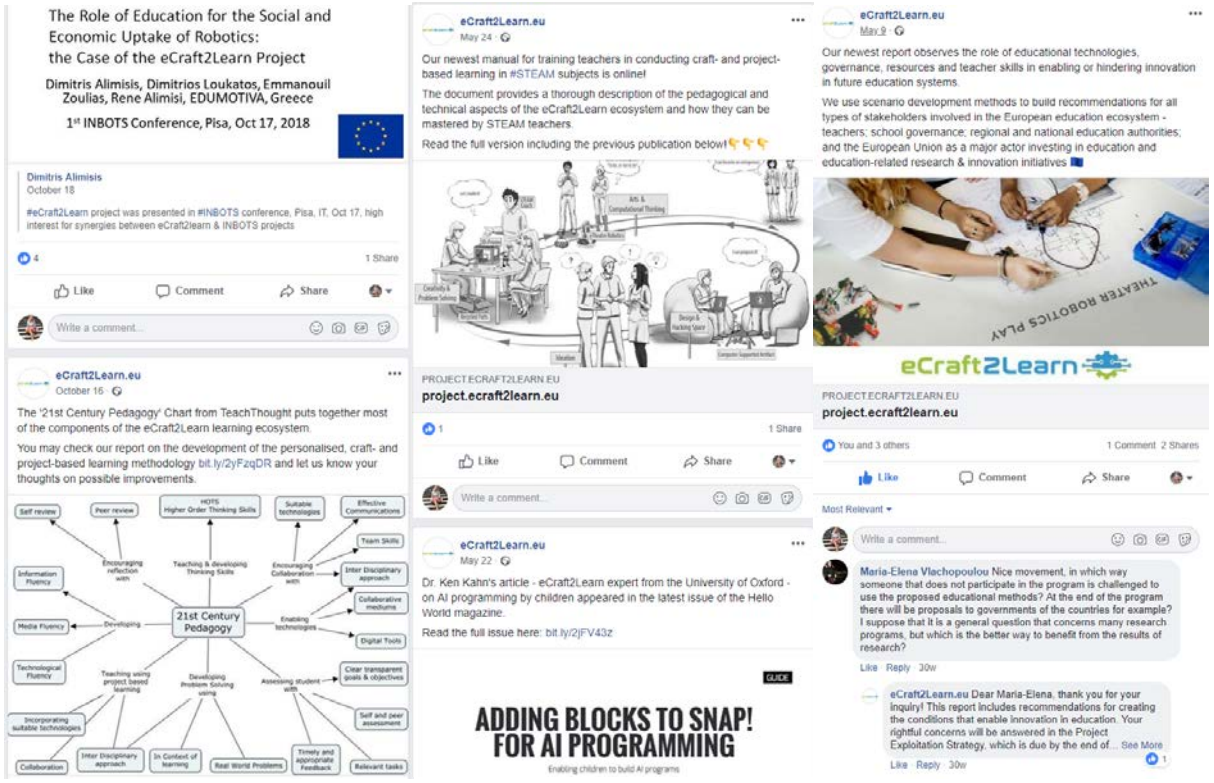


FIGURE 34: Facebook Page

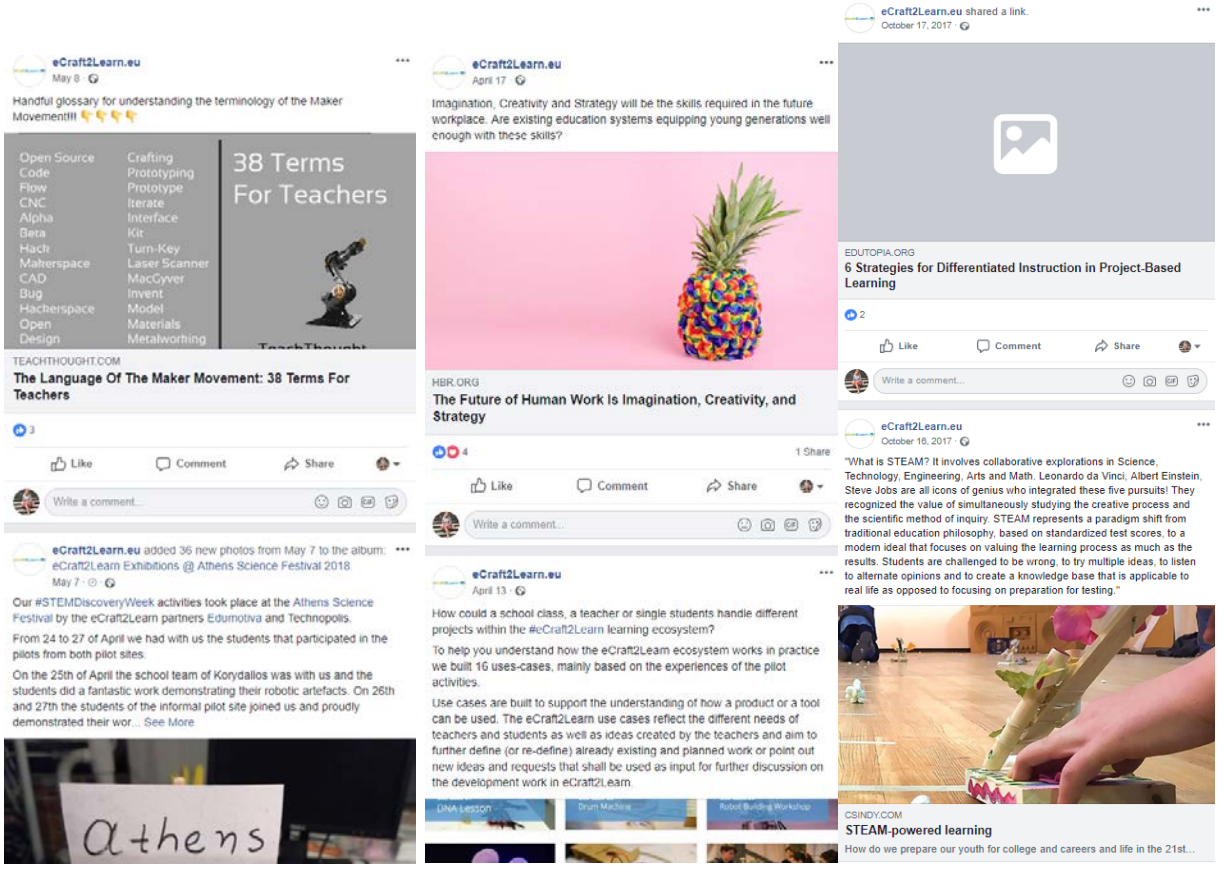


FIGURE 35: Facebook Page

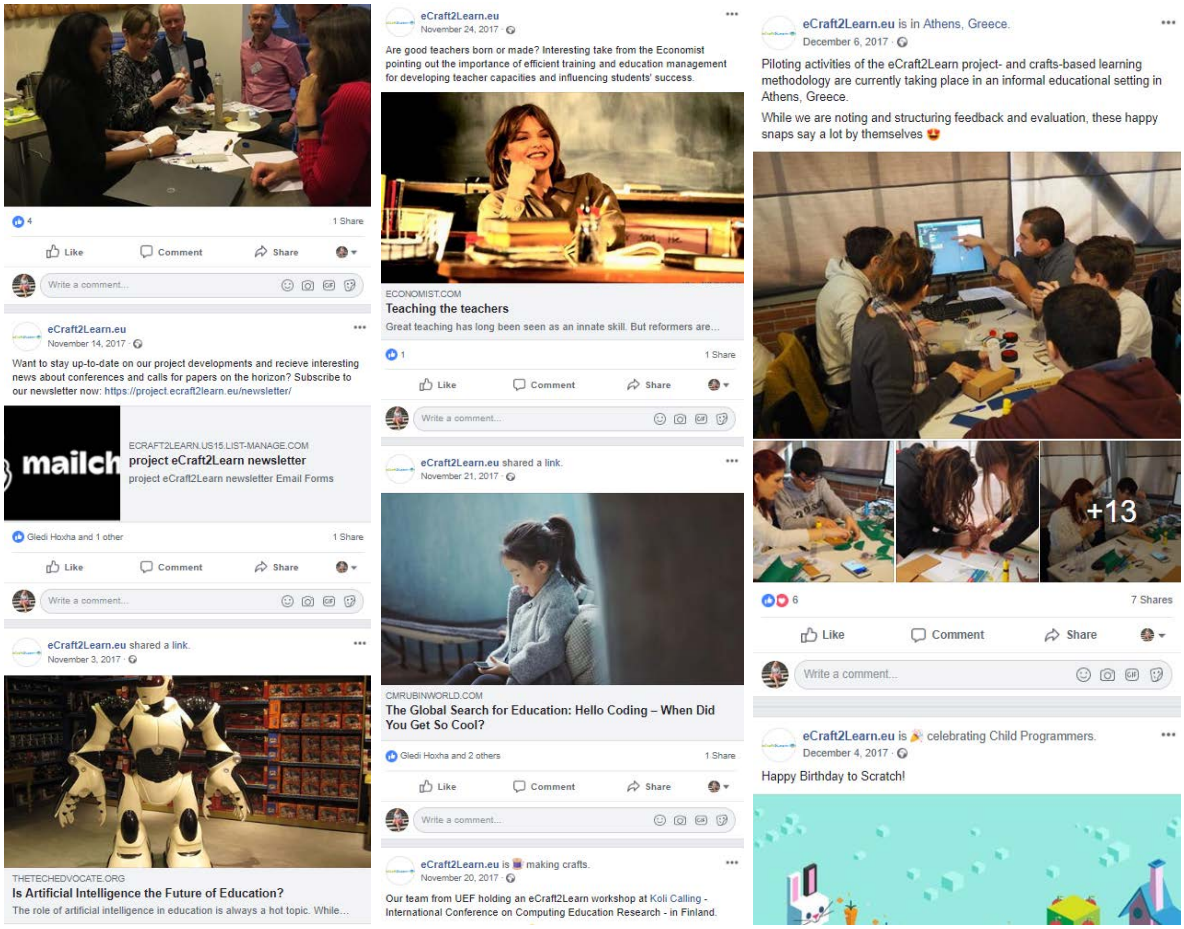


FIGURE 36: Facebook Page

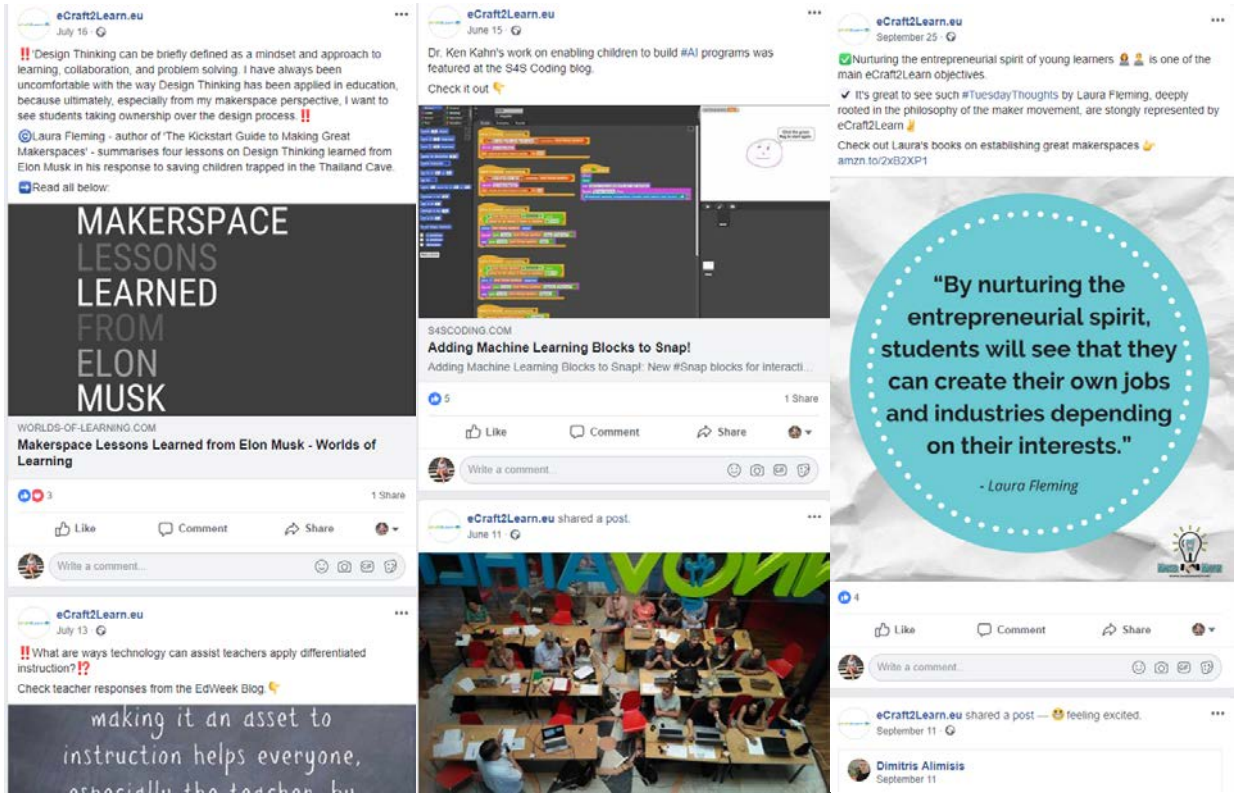


FIGURE 37: Facebook Page

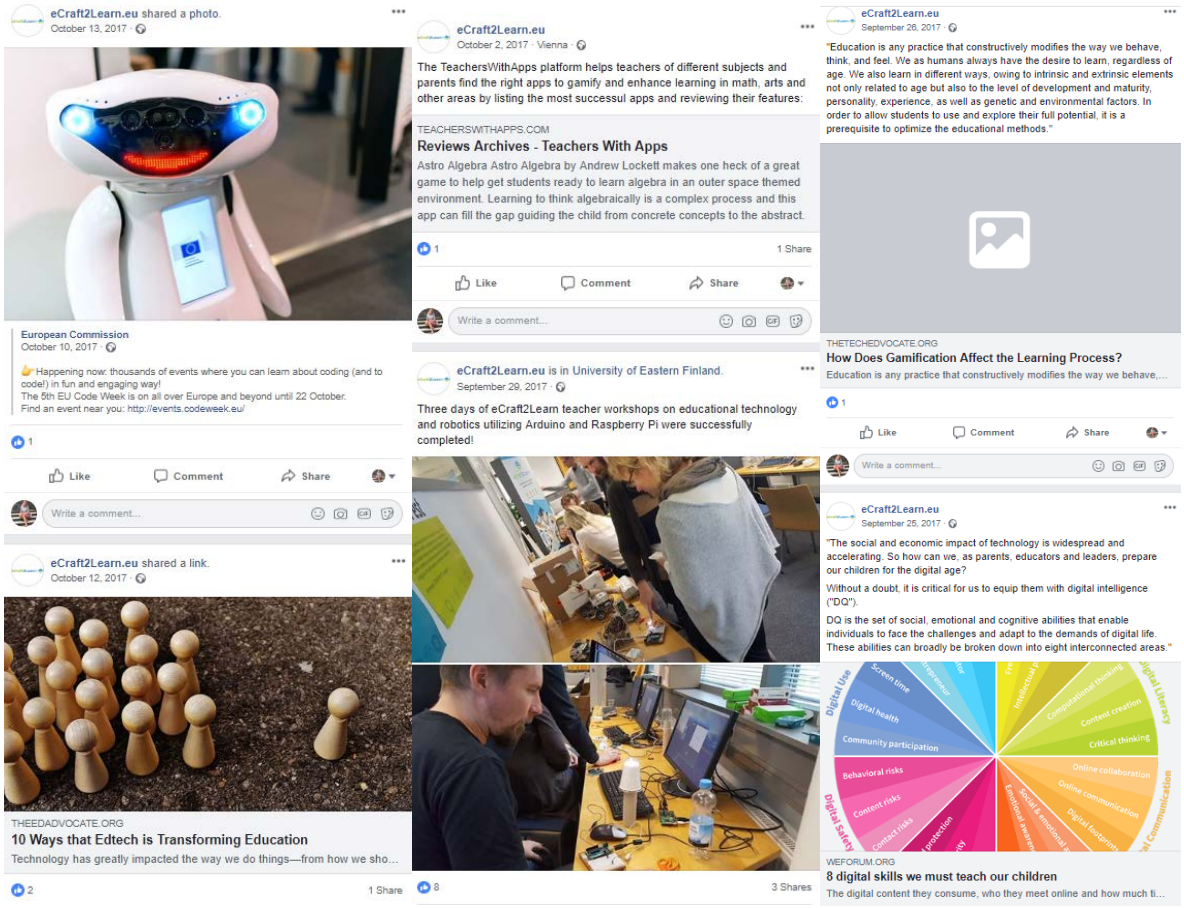


FIGURE 38: Facebook Page

FIGURE 39: Facebook Page

5.3. YOUTUBE

As mentioned, the YouTube Channel was created following the creation of the first visual materials and used to dissemination materials as well as supportive materials for running eCRaft2Learn project on the UUI. Currently the channels includes a rich collection of materials such as interview with teachers and students involved in the pilots providing feedback and validation of the ecosystem, showcases of projects run during the pilots in Greece and Athens and supportive materials of 'good practices' for running each of five stages, interviews of visitors at the eCraft2Learn public events in Athens and Joensuu while exhibiting the ecosystem in a hand-on approach, one video including some of the main researchers involved in the eCRaft2Learn team and the project coordinators, as well as an official corporate video of the project that was included in the EU R&I project repository.

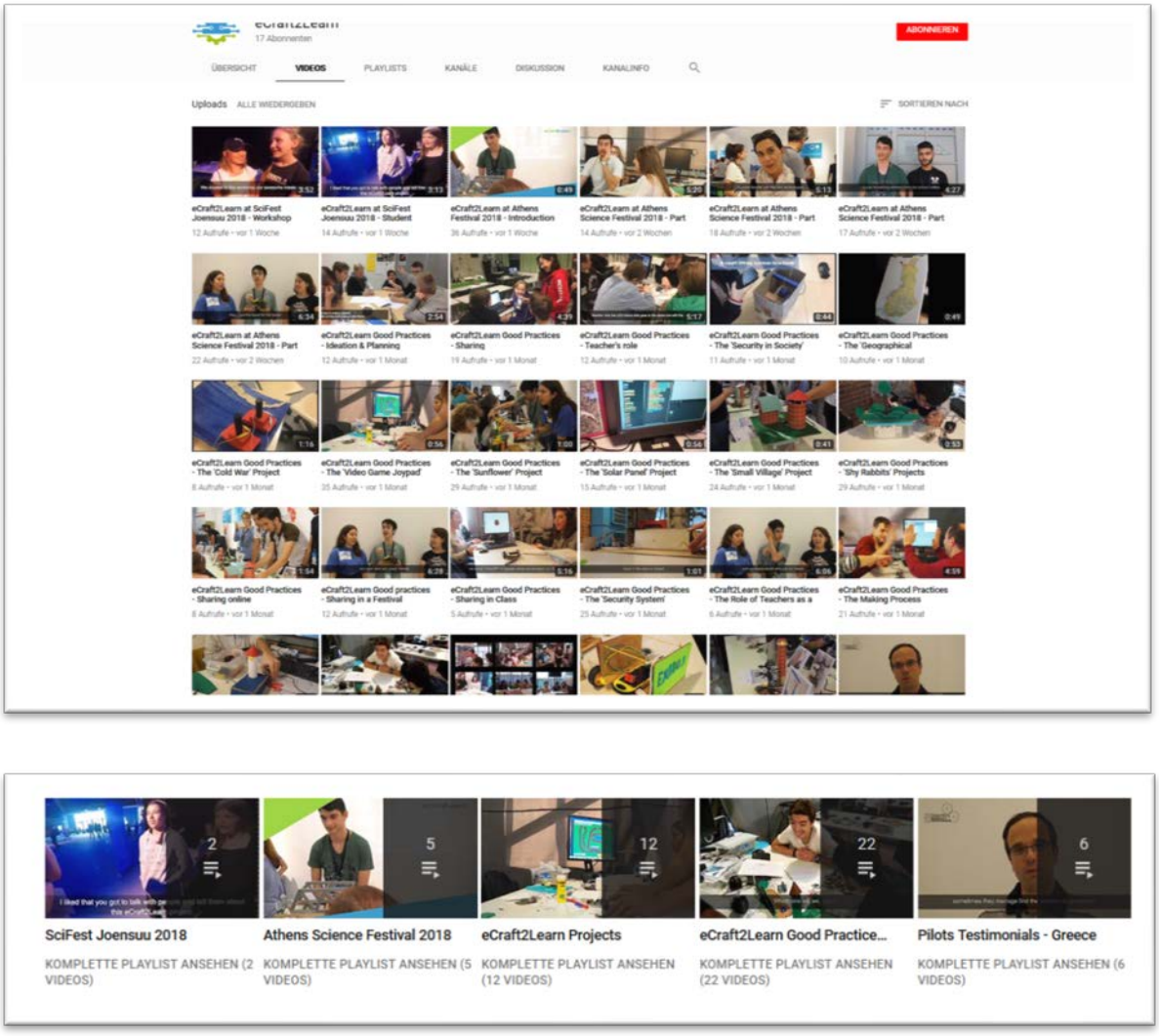


FIGURE 40: YouTube Channel

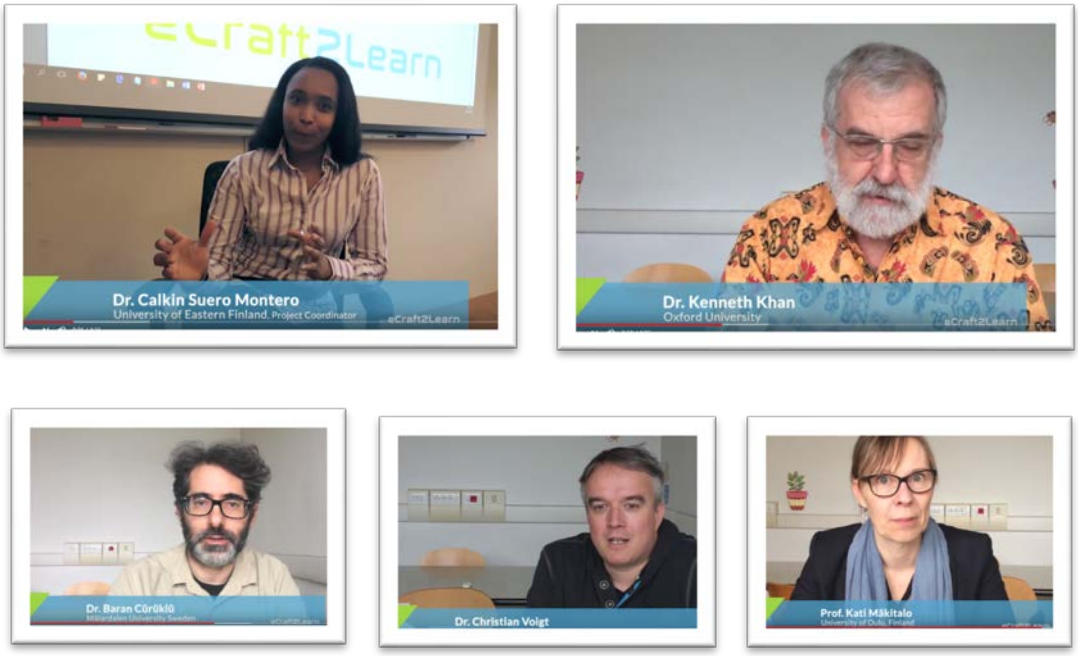


FIGURE 41: YouTube Channel

FIGURE 42: YouTube Channel

6 PROJECT PRESENTATIONS

Apart from the social media presence, and the communication to the scientific community via publications, another types of dissemination activities that was particularly important and impactful during the whole project was the participation in workshops and conferences either as an organizer or through holding a presentation, speech or simple networking in various event worldwide in front of vast audiences.

The very last event to conclude the series of eCraft2Learn engagement with the community was organized in Athens by EDUMOTVA and TECHNOPOLIS on 20th of December with the title "Students as makers of computer–supported artefacts: the eCraft2Learn project". The event started with an overview of project objectives and methodology and implemented activities by Dr Dimitris Alimisis (Edumotiva) and Mr. Antonis Economou (Technopolis). The floor was then given to Mr. Kostas Asimakopoulos (head of the 1st EPAL Korydallou -formal pilot site) who explained how the eCraft2Learn initiative was integrated in the school program; he further highlighted the impact perceived in the formal school settings; he then elaborated on the plans for "a new cycle of making sessions" in the eCraft2Learn lab in February 2019 with the engagement of more school classes. Then a "flash back" to the pilot period was made by Rene Alimisi with the demonstration of videos taken during the pilot implementation period. Then the floor was given to the students that participated in the pilots who freely talk about their experiences and contributed short pieces of their eCraft2Learn moments. It was interesting to see that the students had new ideas for projects and could recognize the impact of the eCraft2Learn on their cognitive and social skills. It was also interesting to see that some students had transferred the knowledge gained in new contexts (i.e. 2 students joined recently the CanSat initiative of the European Space Agency (ESA)) whereas others were spreading the "word" about the eCraft2Learn to their classmates (some of which joined the closing event). The event was attended by 35-40 people, it lasted almost 2 hours and was live streamed via Facebook.

Other major events organized and attended during the project can be found on the project website in the section Consortium Events. Table 2 lists all of main project organized and attended by partners in which eCraft2Learn was brought to the spotlight. In sum the followings can be concluded:

- More than 50 project presentations we done
- More than 20 countries covered (including Asia, South Africa, Latin America)
- More than 5000 overall audience members
- More than 10 Media Channels and more than 100 posts on other media

Table 2: Project Presentations and Workshops

Conference/Event Name	Location	Partners Involved
Athens Science Festival 17/18	Athens, Greece	EDUMOTIVA, TECHNOPOLIS
Arduino Day 17/18	Malmö, Sweden	ARDUINO, MDH
Edinbugh Mini Maker Faire	Edinburg, UK	Ultimaker, DUNDEE
EC-TEL	Tallin, Estonia	UOXF
SciChallenge Award Academy	Vienna, Austria	SYNYO
Athens Mini Maker Faire	Athens, Greece	EDUMOTIVA
Vienna Maker Faire	Vienna, Austria	ZSI
EDULEARN17	Barcelona, Spain	UOXF
CONSTRUIT 17/18	Warwick, UK	Several Partners
Galileo Festival 17/18	Padua, Italy	UNIPD
Giocare a pensare	Milan, Italy	UNIPD
Live Broadcast: Athina 9.84 radio	Athens, Greece	EDUMOTIVA
Tieteen päivät, Savonlinna	Savonlinna, Finland	UEF
RoboESL conference	Genoa, Italy	UNIPD
Innovation 2.0	Cluj-Napoca, Romania	Several Partners
Holomakers Kickoff Meeting	Athens, Greece	EDUMOTIVA
INBOTS Kickoff Meeting	Brussels, Belgium	EDUMOTIVA

e/Merge Africa	South Africa /Online	UEF
School in Creative Moments	Athens, Greece	EDUMOTIVA
1st pan-Cyprian Engino Conference	Limassol, Cyprus	EDUMOTIVA
Scientix Conference	Brussels, Belgium	SYNYO
IKIAM University Lecture	Napo, Ecuador	UEF
Bandung Polytechnic State University	Bandung, Indonesia	UOXF
University of Turku	Turku, Finland /Online	UEF
Robotica Educativa e Competizioni Robotiche Junior	Trento, Italy	UNIPD
Maker Days for Kids	Graz, Austria	ZSI
SciFest Joensuu 17/18	Joensuu, Finland	UEF
IDC Conference	Trondheim, Norway	Several Partners
1st conference on 3D printing ir education, science and industry	Warsaw, Poland	EDUMOTIVA
2nd international conference or Innovating STEM Education	Athens, Greece	EDUMOTIVA
Maker Faire Rome 17/18	Rome, Italy	Several Partners
BETT Show 2018	Birmingham, UK	Ultimaker
Industria 4.0	Padua, Italy	UNIPD

FSI – Festival Smart Innovation	Silea, Italy	UNIPD
Robots and robotics at school for teaching science	Treviso, Italy	UNIPD
Creative learning: lab for exploring and making robotic artefacts	Athens, Greece	EDUMOTIVA
Koli Calling 17/18	Joensuu, Finland	UEF
Makernoise 2018	Ormskirk, UK	UOXF
Big Bang NorthWest	Liverpool, UK	UOXF
EDUROBOTICS18	Rome, Italy	Several Partners
AI Programming Workshop	Cirebon, Indonesia	UOXF
Adding AI Blocks to Snap!	USA, Several locations	UOXF
ICT in Education	Brussels, Belgium	SYNYO
RISE Kista, IOT and Sensors Day	Stockholm, Sweden	MDH
'Students as makers of computer–supported artefacts: the eCraft2Learn project'	Athens, Greece	EDUMOTIVA, TECHNOPOLIS

7 MEDIA PRESENCE

Besides the presente on the owned media channels, the project and its outcomes were presented in all the partner websites and online communities as well as several outcomes were featured in important international media. A list of the types and channels of such media presence is summarised by Table 3 below. Links to the blogposts can be found on the project website.

Table 3: Media Presence

Medium	Title	Partners	Location
Innovathens website	Call for educators/Project Outcomes/Events etc.	Technopolis	Online
Athina 9,84 Radio	Media presense	EDUMOTIVA	Greece
Innovathens Facebook Page	Call for participants for the pilots	Technopolis	Online
BESA website - news	Website News Mention	Ultimaker	UK
CREATE Education Website and Newsletter	Website News Mention/ongoing	Ultimaker	UK
IKIAM Youtube channel	University News Channel	UEF	Ecuador
e/merge Africa	Webinar	UEF	South Africa
Blog channel of T&W	Online News	ZSI	AT, International
S4S Coding	Article	UOXF	Online
Computing at School	Article	UOXF	Online/Offline
The Island	Article	UOXF	Online
FT Daily	Article	UOXF	Online
I-LINC	eCraft2Learn Project	SYNYO	Online
SCIENTIX	eCraft2Learn Project	SYNYO	Online
Social Media Channels of partner organisations and personal accounts of team	Online Posts	All partners	Online

8 DISSEMINATION MATERIALS

This section presents the dissemination materials creating to present the project at physical events as well as on the online channels. The initial step towards creating an identity of the project, which will live further as the eCraft2Learn learning environment, was to create a logo and respective color coding used in the upcoming materials. The created materials include factsheets to present the project, the UUI etc. The ultimate package of dissemination materials including user-friendly content will be uploaded as part of the 'getting Started with eCraft2Learn' package on the website and other media channels related to the project, and will be presented during the final project review in February 2019.

eCraft2Learn

eCraft2Learn

eCraft2Learn
project.ecraft2learn.eu

FIGURE 43: Logos and Banner

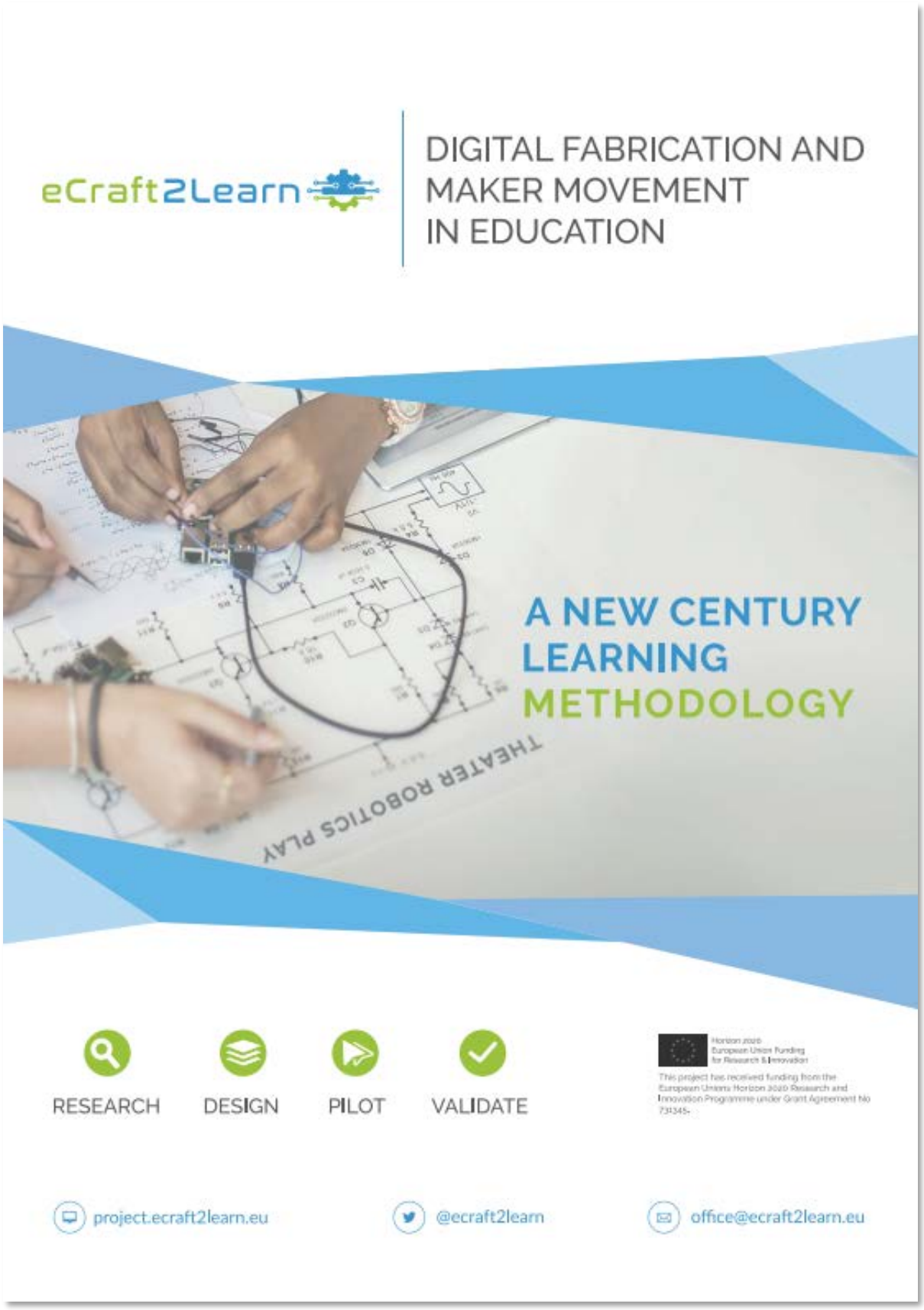


FIGURE 44: Factsheets

FIGURE 45: Factsheets

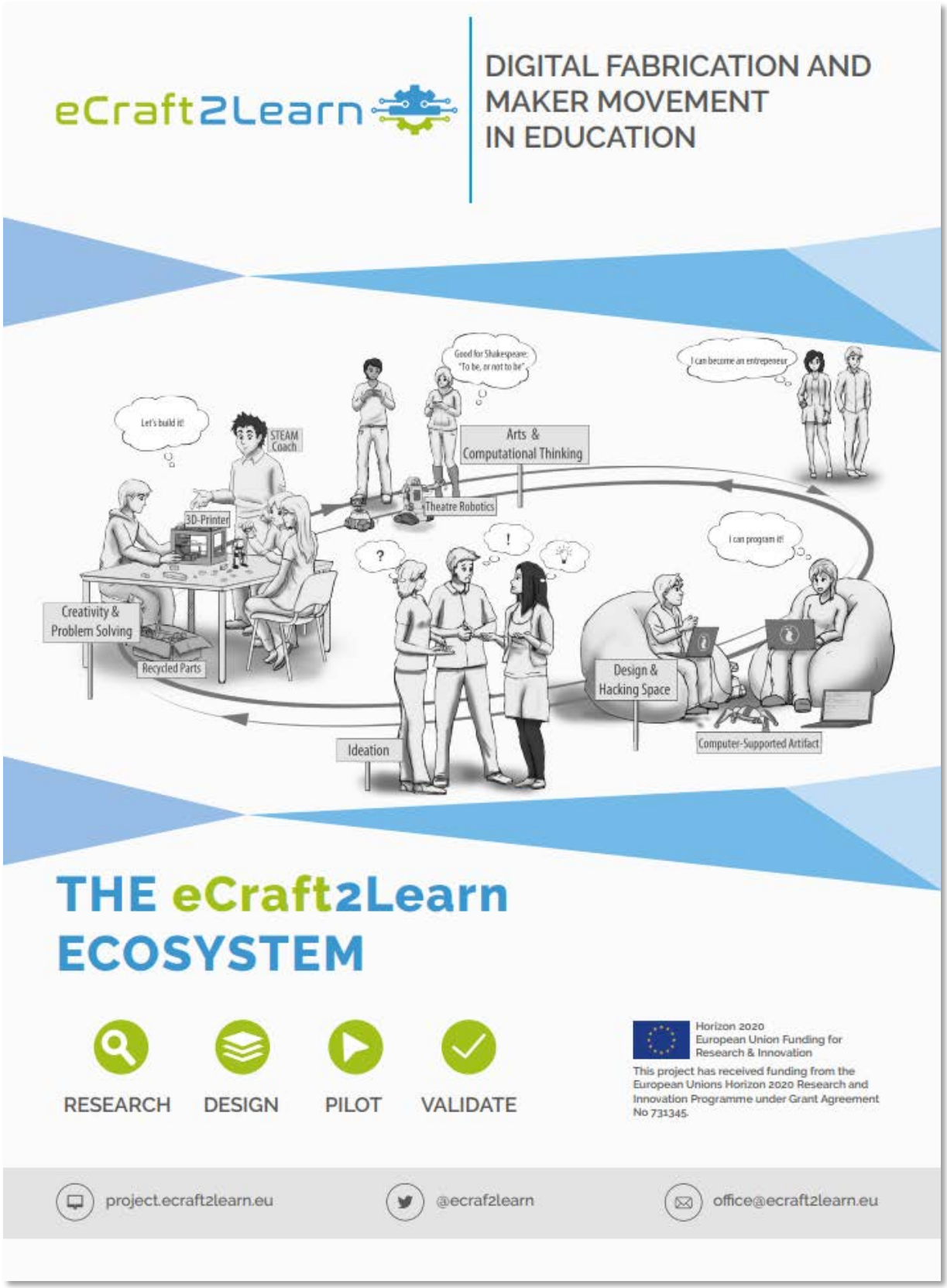


FIGURE 46: Factsheets

Project- and Crafts-based Learning

eCraft2Learn seeks to build an educational ecosystem which relies on project- and crafts-based teaching and learning methods. This methodology includes 5 stages, which together guide the learner from an idea to developing, showcasing and sharing the final solution.

- IDEATION: The learners explore the world to find challenges. This exploration can be in the physical or virtual world (i.e. online communities).
- PLANNING: The learners collect information and material and start making project plans.
- CREATION: Through a co-design and co-creation process, the learners start creating their solutions. This stage might involve many different technologies such as do-it-yourself (DIY) electronics, visualisation, simulation and 3D printing.
- PROGRAMMING: Learners add functionality to their crafted artefacts through high-level programming languages.
- SHARING: By sharing the solutions on online communities, the learners can learn from other projects, while receiving feedback from designers, engineers and programmers.

The Unified User Interface (UUI)

Each of the aforementioned stages requires a different set of tools and materials. Developing a central place (software) for managing these stages is the aim of the eCraft2Learn educational extension – the Unified User Interface (UUI). Such a solution will make it easier for the learners to manage their co-creation process and project work as well as provide additional tools to develop their projects and solutions further. The UUI plays a central role in this context since its aim is to allow the users to navigate smoothly among different tools for making. The structure of the UUI is built in groups of tiles, each of which representing one of the five stages of the pedagogical methodology. Each tile represents a technological tool which can be used to facilitate the five stages of co-creation. The larger tiles represent the tools that are directly integrated or will integrate into eCraft2Learn ecosystem, while the smaller tiles are not directly supported by eCraft2Learn. All of these tools are free, most of them are web-based and many are open source enabling their usage to wider groups of students. Another important feature of this interface is to collect information about the activities of the users. This information is used in the learning analytics part. Based on the learning analytics data, the solution provides additional help to the users and eases their project management cycle.

FIGURE 47: Factsheets

FIGURE 48: Factsheets

FIGURE 49: Factsheets

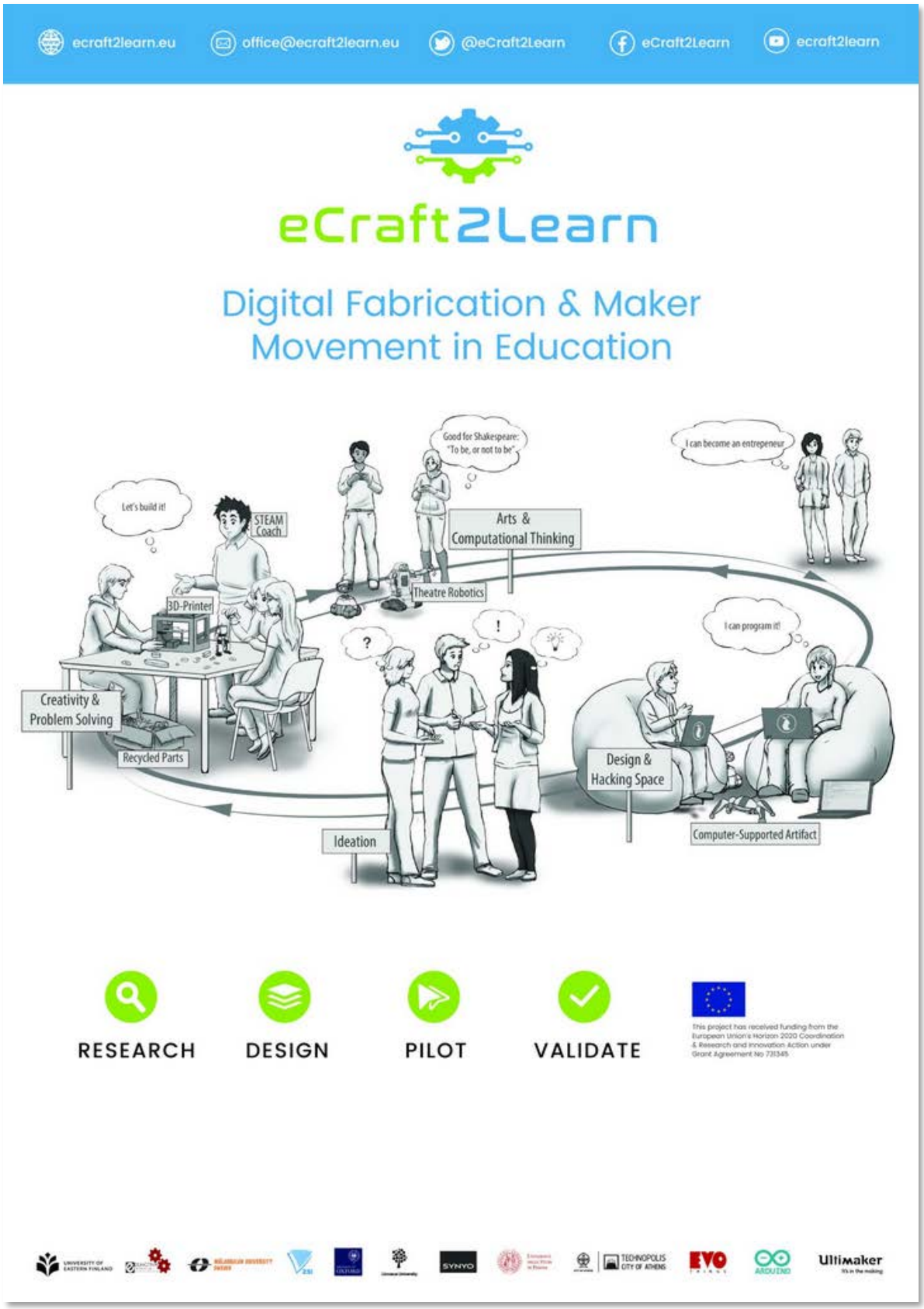


FIGURE 50: Factsheets

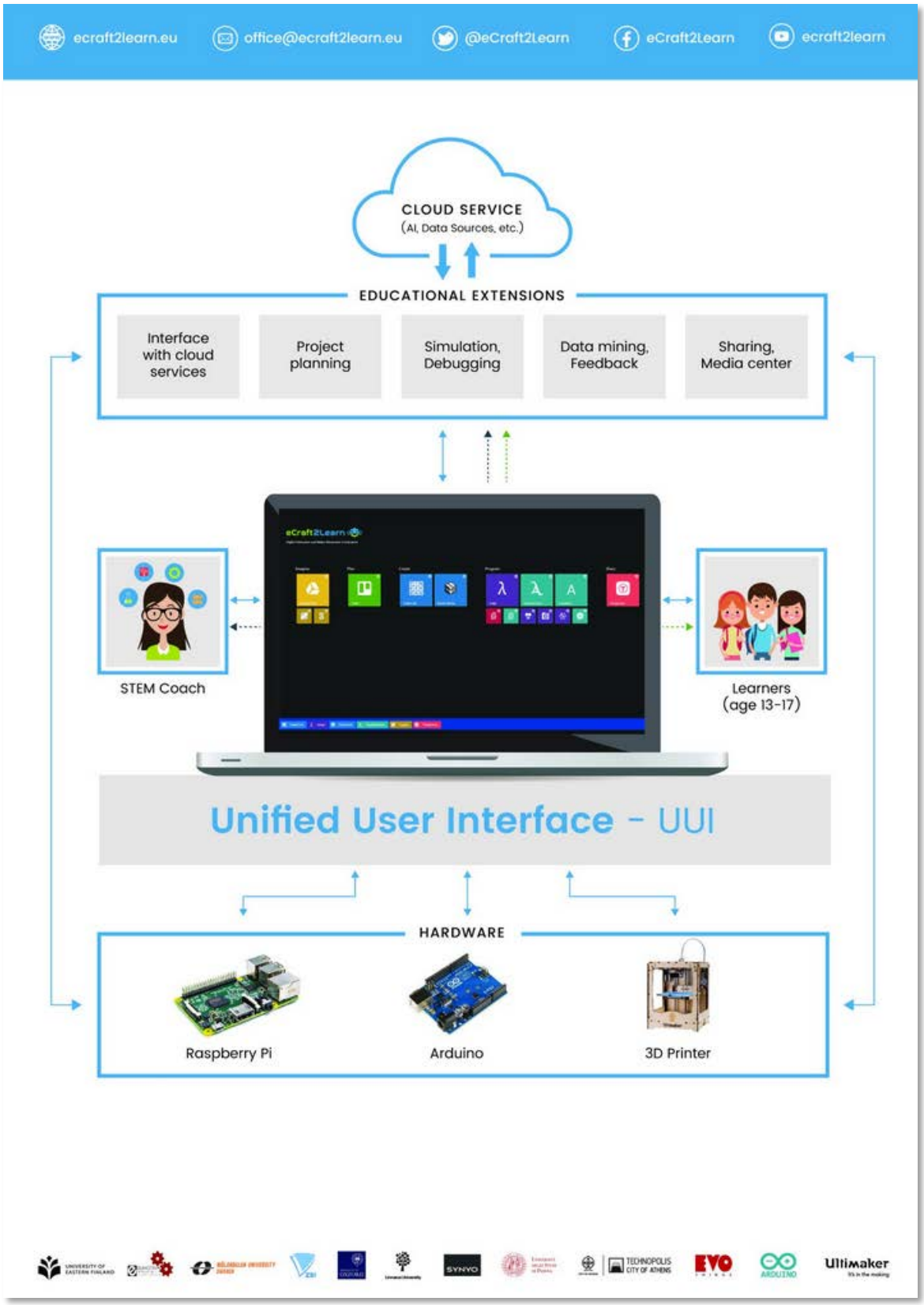


FIGURE 51: Factsheets

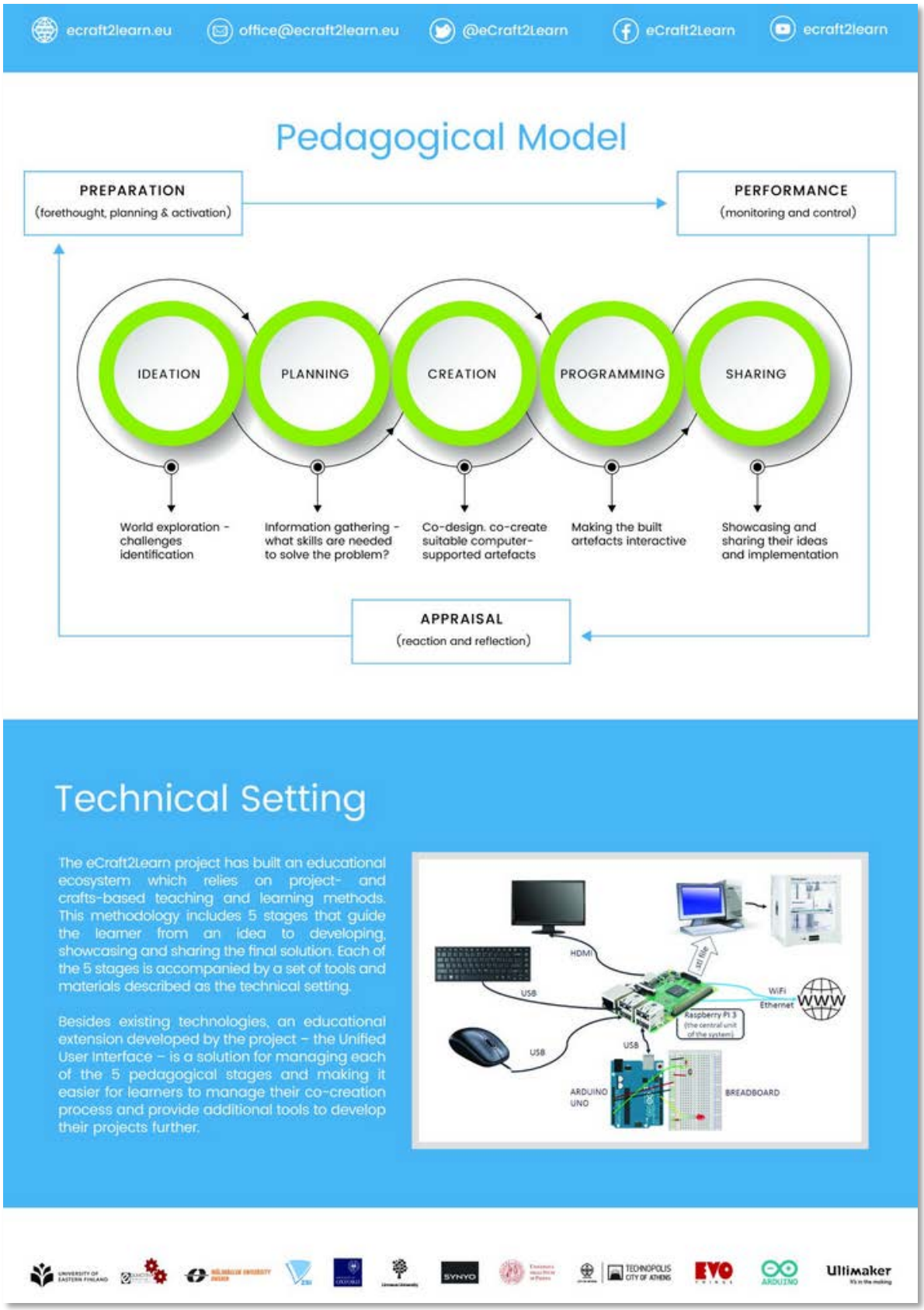


FIGURE 52: Factsheets

9 CONCLUSION

This report provided examples and illustrations of the dissemination activities carried out during the project. The activities carried out online and through physical events or publications were in line with the plan detailed in the Description of Action and the Dissemination and Communication Strategy designed upon the project start. The table of the KPIs shows that in spite of an engagement of the partners to use all available channels to disseminate the project outcomes, some activities and channels resulted more successful than others for attracting interest of the community. In sum, some KPIs were surpassed by far, were other are on the edge of their achievement of slightly below the desired goal. However, the overall dissemination and exploitation workpackage includes a wide spectrum of activities and rich supportive materials to create a considerable community of 'eCrafters' that will hopefully be sustained through the tools designed for future exploitation. A last package of dissemination materials that will enrich the project website and act as user manual for all stakeholders of the ecosystem, will be delivered in January 2019 and presented during the project review meeting and final reports.

10 REFERENCES

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