



WP 2.1. PARTNERS' BEST PRACTISES

A REPORT ON THE BEST EXPERIENCES ON THE EDUCATIONAL USE OF
THE SMARTPHONE.

smartlesson.eu



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1. INTRODUCTION

The impact of smartphones in our daily lives, both with its ease of use and the vast array of apps and software that have been created, has grown to become a valuable resource for educators.

Even though there are still teachers reluctant to urge their students to use this technology as a teaching and learning tool in class, the number of educators eager to incorporate it into the classroom is increasing more and more.

This report aims to identify some of the most effective approaches developed since 2017 up to the year 2023 in the use of the smartphone as an educational tool throughout different learning experiences in the schools of the partners' countries, namely: Greece, Italy, Latvia, Romania and Spain. For this purpose, we will summarise the partners' best practises in the following slides.

2. COUNTRY PARTNERS



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3. BEST PRACTISES USING THE SMARTPHONE

In the following slides, we will display the best practises developed by each of the country partners' schools. We will look at:

- The name of the project
- The topic of the project
- The digital tools used (apps, websites, etc.)
- The teaching method used



3. BEST PRACTISES: GREECE (I)

NAME OF PROJECT	TOPIC	DIGITAL TOOLS USED	TEACHING METHOD
Mobile Apps in the classroom	Measuring elements	<p>Apps relevant to the school subjects (Physics)</p> <p>https://modyolo.com/smart-tools-utilities.html?fbclid=IwAR36AVItchQmnAv9t IExFZo7cBvlvgVXw N5tfKeaD7XIVvIUgt3XfiSx8</p> <p>https://phyphox.org/?fbclid=IwAR2A5gmiS2cs14ma27TJV299w8yTrdDZTI ZknaVRemyV-NVApiBw7VB5oEc</p>	<p>1-Teachers create quizzes and assessment.</p> <p>2-Students work in groups and discuss the topics given.</p> <p>3-Students complete the quizzes and they get real-time feedback.</p>
The problem of microplastics	Raising awareness towards the problem caused by microplastics to the ecosystems.	<p>Kahoot</p> <p>Edpuzzle</p>	<p>1-A pre-assessment survey is conducted among students to gauge awareness about the topic.</p> <p>2-Students watch a video related to the topic on their smartphones.</p> <p>3-Students are reassessed to evaluate their learning progress.</p>

3. BEST PRACTISES: GREECE (II)

NAME OF PROJECT	TOPIC	DIGITAL TOOLS USED	TEACHING METHOD
Introducing Green Chemistry via implementation of Inquiry based project through mobile devices in Greek Secondary Schools	Raising awareness on recycling materials by means of inquiry-based activities through which they will study the materials' properties.	https://wise.berkeley.edu/ https://docs.google.com/forms/	<p>1-A questionnaire in Google form format is distributed among students to assess them on environmental issues and green chemistry principles.</p> <p>2-Students search about physical and chemical properties of tires, plastic, metal and ceramics on their smartphones to make proposals for their recycling.</p> <p>3-By comparing these materials, students are guided towards recycling considering factors such as energy efficiency.</p> <p>4-A survey is conducted to assess which principles students are aware of.</p>

3. BEST PRACTISES: ITALY (I)

NAME OF PROJECT	TOPIC	DIGITAL TOOLS USED	TEACHING METHOD
Smart Generation (Aretés)	Critical and conscious use of the smartphone.	e-Learning platform	1-Research on the digital needs of young people and adults to ensure a critical and conscious use of the smartphone. 2- Design of an educational tool bases on the best practices on the use of the smartphone. 3-Testing, evaluation and validation of this tool in 70 groups. 4- Elaboration of a Recommendations Policy to develop protection strategies and to stimulate and enhance the potentialities of the smartphone.
Floating on magnetic fields (Vallauri)	Verifying the existence of magnetic fields on Earth and to measure their intensity.	Magnetometer app	Students collect different data in order to verify the existence of a local magnetic field by using the Magnetometer app.

3. BEST PRACTISES: ITALY (II)

NAME OF PROJECT	TOPIC	DIGITAL TOOLS USED	TEACHING METHOD
Gamification of learning (Vallauri)	Creation of online interactive quiz games.	Kahoot	1- Students work in small groups to create an interactive quiz about Italian literature using Kahoot. 2-Students use their smartphones to answer the question shown on an interactive board. 3-SEN students work hand in hand with the most skilled students, being assigned different tasks throughout the making process.

3. BEST PRACTISES: LATVIA (I)

NAME OF PROJECT	TOPIC	DIGITAL TOOLS USED	TEACHING METHOD
Google Classroom (Rujiena)	Creation of a learning environment where students can do their tasks online.	Google Classroom	<ul style="list-style-type: none"> -Individual & group work. -It allows uploading, downloading and storing information. -It can be connected and synchronised with other educational apps.
Quizizz (Rujiena)	Testing the students' knowledge online.	Quizizz	<ul style="list-style-type: none"> -Individual & group work. -It allows teachers to both test students' knowledge using unconventional methods, and to deliver learning materials. -It allows importing lessons and materials from Google Classroom, Canva or Schoology.

3. BEST PRACTISES: LATVIA (II)

NAME OF PROJECT	TOPIC	DIGITAL TOOLS USED	TEACHING METHOD
Kahoot (Rujiena)	Creation of online quizzes to get quick feedback on the lesson's work.	Kahoot	-It allows students to take the quizzes several times until mastering them.
Socrative (Rujiena)	Knowledge consolidation	Socrative	-It allows students to consolidate their knowledge, and teachers can test the students' knowledge.

3. BEST PRACTISES: ROMANIA

NAME OF PROJECT	TOPIC	DIGITAL TOOLS USED	TEACHING METHOD
Relevant Curriculum: Open Education for all (Romano-Finnish School)	Creation of templates and methodological guides for teachers.	Digital resources www.library.livresq.com	Teachers learn to develop their digital skills by using the digital open resources uploaded on an online library in order to create their own learning material to be shared with their students.

3. BEST PRACTISES: SPAIN (I)

NAME OF PROJECT	TOPIC	DIGITAL TOOLS USED	TEACHING METHOD
Scavenger Hunt (IES Luis Vives)	Finding & identifying objects in the school's premises.	Canva TopWorksheets QRCode Monkey	<ul style="list-style-type: none"> -Students are organised into small groups. -Students read a QR code which has been previously pinned up on the classroom's wall. -The QR code directs the students to the website "TopWorksheets". -Students make sure they understand the statements in the worksheet, and walk around the school premises to make their findings. -Students take pictures of their findings as a proof. -In class, students read their answers and show the pictures they take.
Password Security (IES Luis Vives)	Making sure of how strong students' passwords are.	www.howsecureismypassword.net www.youtube.com	<ul style="list-style-type: none"> -Students take a self-evaluation test about online security. -Students watch a video about the topic. -Students go to the given website and introduce their password to check how easily it can be hacked.

3. BEST PRACTISES: SPAIN (II)

NAME OF PROJECT	TOPIC	DIGITAL TOOLS USED	TEACHING METHOD
Kahoot (IES Luis Vives)	Testing knowledge of any school subject.	Kahoot	<ul style="list-style-type: none"> -Students use their smartphones to answer the questions on a quiz shown on an interactive board. -The teacher makes sure the students understand the right answer and explains as needed.
The human body (IES Luis Vives)	Identifying the parts of the human body.	www.wordwall.com	<ul style="list-style-type: none"> -Students work in pairs to identify the parts of the body on a drop-down activity created on the website "Wordwall". -Students answer the questions they received via email and next they forward them to the teacher.

3. BEST PRACTISES: SPAIN (III)

NAME OF PROJECT	TOPIC	DIGITAL TOOLS USED	TEACHING METHOD
European Ambassador School Project (IES Luis Vives)	Learning about the European institutions and their impact on our everyday life.	Canva YouTube Citizens App	<ul style="list-style-type: none"> -Students learn about the European institutions through the app “Citizens”. They learn about local projects developed by the EU. -They create their own materials on Canva. -They create QR codes to get quicker Access to those materials so that they can be read by other people. -They record their own videos using their smartphones, and upload them on YouTube.
Parts of a combustion engine (IES Luis Vives)	Identifying the parts of a combustion engine	Native camera PowerPoint	<ul style="list-style-type: none"> -Students are given the different parts of a combustion engine. -They take pictures of the parts. -They arrange the pictures on a PowerPoint. -They show their presentation to the classroom and make sure the combustion engine has been assembled well.

3. BEST PRACTISES: SPAIN (IV)

NAME OF PROJECT	TOPIC	DIGITAL TOOLS USED	TEACHING METHOD
Ciberacademy (Cibervoluntarios)	Learning multi-disciplinary skills by means of 1-minute videos	www.cibercademy.com YouTube	Learning by playing 1-minute videos
Smart Adult Education (Cibervoluntarios)	Effective use of digital technologies by using open pedagogies.	Smarty app Assessment toolkit www.smartadulthoodeducation.com	-Learners complete a quiz to find out about their digital skills level. -Learners develop their communication & problem-solving skills, and increase their knowledge about their work fields and about the country where they live.
ConTICgo (Cibervoluntarios)	Students' awareness in the prevention of hate speech in the internet.	www.cibervoluntarios.com	Students use their smartphones to manage systems to report cases of violence and hatred in social networks and in the internet.

3. BEST PRACTISES: SPAIN (V)

NAME OF PROJECT	TOPIC	DIGITAL TOOLS USED	TEACHING METHOD
Verifica2 (Cibervoluntarios)	Identification of fake news	www.cibervoluntarios.com Fake news verification websites.	Students use their smartphones to read fake news and to identify them by means of news verification websites.

4. IMPROVEMENTS IN THE LEARNING EXPERIENCE

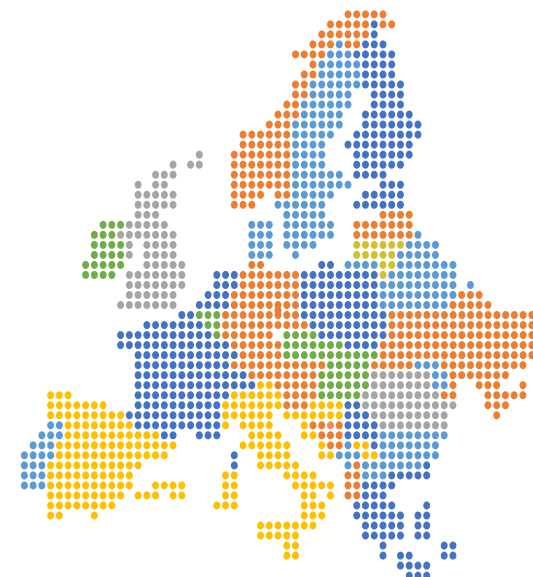
Using smartphones as educational tools promotes:



- Active learning and participation
- Cooperative learning
- Independent learning
- Self-paced learning
- More engaging learning
- Digital and organisational skills development
- Long-term knowledge retention
- Raises awareness about the learning topic
- Critical thinking
- Analysing and verifying information
- Participation
- Involvement in the learning process

4. IMPROVEMENTS IN THE TEACHING EXPERIENCE

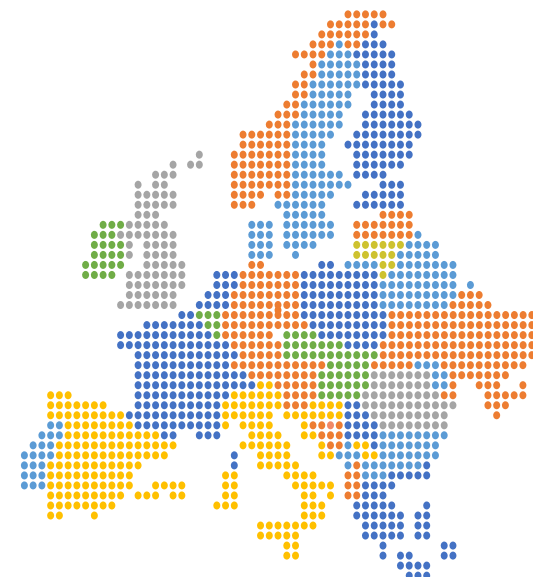
- They help teachers identify the students' learning needs.
- They help teachers identify the improvements made in the learning areas
- They allow teachers to customise materials
- They help teachers increase their digital literacy
- Teachers can find and use innovative methodological tools
- Dynamic teaching



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4. OTHER IMPROVEMENTS IN THE TEACHING/LEARNING EXPERIENCE

- Easy access to information
- Easy use
- Convenient in cases of home-learning
- Immediate feedback to both teachers and students about the students' learning progress.
- Better academic outcomes
- Brings to the classroom a wide variety of topics for:
 - raising awareness
 - discussion
 - identifying and verifying information
 - knowing about tools that they can use in many different situations in their everyday lives



5. MAIN CRITICAL POINTS

Access & Equity

Not all students have access to speed data or reliable internet connections

Distraction

When not used properly, they can be significantly distracting. Students may feel tempted to use them for non-educational purposes.

Privacy & Security

They can present privacy and security risks for students. We must make sure all the information that is exchanged is secure and protected.

Age-appropriacy

We must select those apps and tools that ensure they can be used by the students according to their age.

Educational-oriented

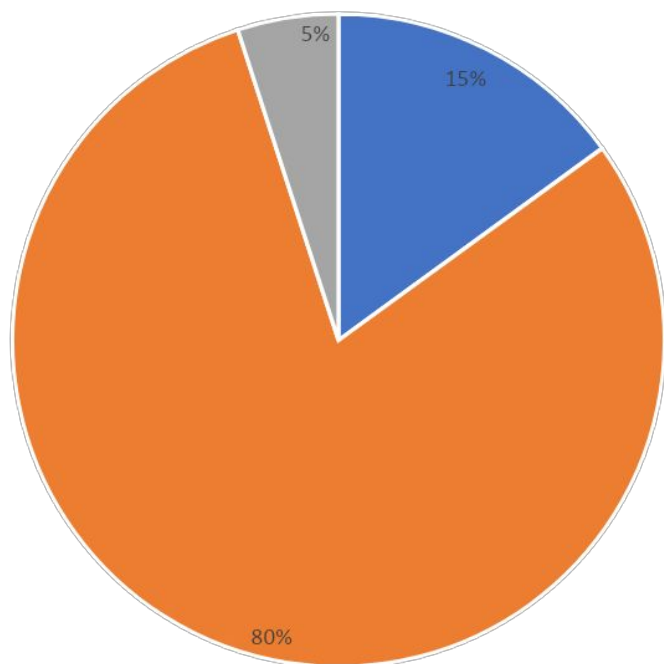
We must make sure if the tools used are aligned with educational objectives.



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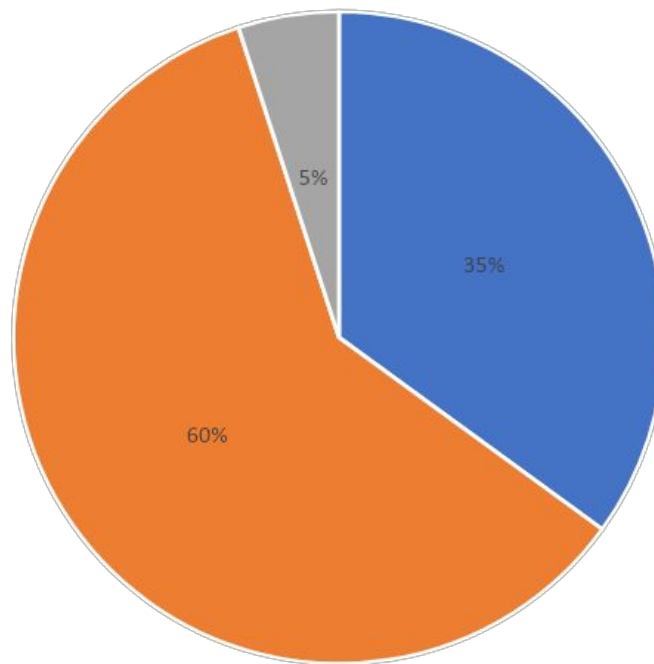
6. STATISTICS

Educational Level



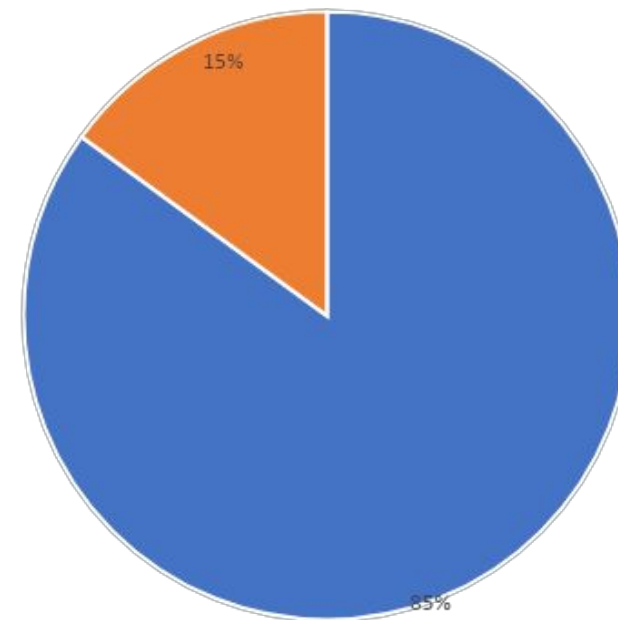
■ Primary ■ Secondary ■ Other

Disciplinary content



■ Non-subject-related ■ Subject-related ■ Other

Partnership



■ National ■ International



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7. CONCLUSION

In summary, the use of smartphones as an educational tool offers many benefits that go far beyond than a powerful engaging and motivational device that provides easy access to all types of information. However, it also presents some critical points that need to be considered. Educators are the only ones who can develop effective strategies for integrating smartphones into the classroom and ensuring that all students have access to the resources they need to succeed in their learning.



“Let’s bet it all for a responsible use of the smartphone in the classroom to foster a positive and productive learning environment.”

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