

Collaborative e-class

I teach **Mathematics** in an **urban vocational school** in Greece.

16

age of pupils
on average

600

pupils

30

pupils per class
on average

8

classes

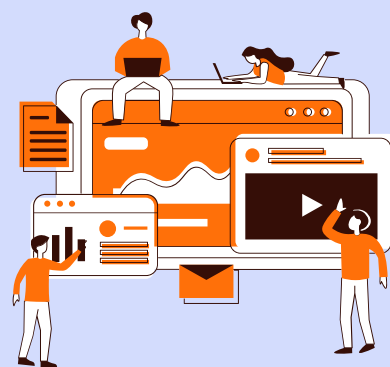


Teaching environment

My students come from **diverse socio-economic backgrounds**. They live in our town or in villages within the school area. Some of them are bilingual or trilingual.

Digital tools

With the help of the **parents' association** and our own institution, the school is technologically well-equipped. There are **computers, projectors and tablets** in our classrooms.



Experience with digital tools before Covid-19

I have been interested in computer science since I was 15 years old. I did a master's degree in **pedagogy and educational technology** and I have been generally involved in training my colleagues.



The tool: e-class

<https://eclass.sch.gr/>

The Electronic School Classroom is a modern educational platform for students and teachers which is used daily in schools in Greece.



Needs for this teaching practice

Teachers needed to learn **how to teach online**. There was **a strong need for collaboration**. So we needed a platform which could host courses structured in a way that favours the collaborative creation and use of learning material.

Needs solved

Online classrooms spread and teachers started **contributing** and adding **more and more resources**. It was a success.



Audience targeted

This practice was aimed at **teachers**, so they could be trained during lockdown and teach online.

Organisation

I organised e-classrooms for my colleagues. Essentially it was a way to **keep training teachers** so that they were ready to provide blended learning, and eventually they were better prepared for distance teaching.

There were both trainers and trainees. Teachers could subscribe to specific modules and were trained to the use of technology or to disciplinary subjects.

This overtime became **a real community of practices** sharing tips and teaching resources. Each time a teacher shared a resource on our e-classroom platform, it instantly became **available to every other colleague**.

Quickly, as everyone participated, a lot of ready-to-use teaching resources were available on e-class and this gave us a lead in preparing to address educational needs at the onset of the pandemic.



Practice activity



We used e-classrooms as a way to train teachers. First, my colleagues signed up as students. Modules were divided into two different types: **synchronous and asynchronous lessons**. For instance, we focused on "How do we make a module and what should be in it."

So every colleague who signed up for our lessons learnt how to create a module, change the title, upload images, create folders, but also **how students access the documents, how teachers can assess them, how to give feedback**.

I created a real community of practice that, initially, started within my school and was then extended.

Impact of the practice

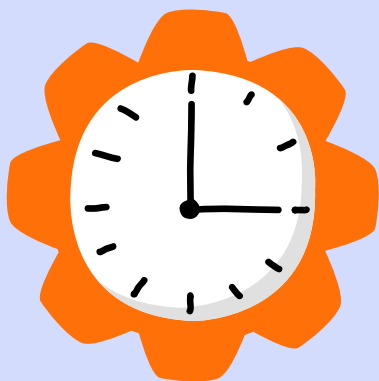
An innovation

It creates a real **cooperation dynamic**. Every teacher can participate.

Courses once developed are the school's ownership for the years to come. In that sense, the school becomes a **blended learning provider**.



An efficient practice



- Teachers' feedback showed that they were very **satisfied** with the platform.
- Colleagues can implement modules in their practice **whenever they want, and progressively**.
- It has a lot of **positive impact** on students as well. It improves learning as a whole. It prepares them for their academic online learning.

Keys to success

First, you have to put in **a lot of time** to make it work.

Someone needs to **manage** this community of practice.

Communicate with other teachers to decide what to share.



Benefits



Students benefit from **blended learning** and are better prepared for a successful **e-citizenship**.



This community of practice stimulates **cooperation** as teachers who did not work together started acting as a team.



Every teacher can **contribute and help us build together**.

Ready?

Be patient and don't give up! This practice takes effort but it is worth it in the end!



Resources

Screenshots

Teacher's e-class assignment: teachers are in charge of preparing their e-class with a structure suitable for collaboration with their colleagues.

ΔΙΑΤΚΟΝΤΕΣ ΜΑΘΗΜΑΤΩΝ - ΥΠΕΥΘΥΝΟΙ ΗΛΕΚΤΡΟΝΙΚΩΝ ΤΑΞΕΩΝ ΕΠΙΜΟΡΦΩΣΗΣ 2019-20

Κατηγορία	Α/Α	Α/Α	Α/Α	Α/Α	Α/Α	Α/Α	Α/Α	Α/Α	Α/Α
Α1	001	002	003	004	005	006	007	008	009
Α2	010	011	012	013	014	015	016	017	018
Α3	019	020	021	022	023	024	025	026	027
Α4	028	029	030	031	032	033	034	035	036
Α5	037	038	039	040	041	042	043	044	045
Α6	046	047	048	049	050	051	052	053	054
Α7	055	056	057	058	059	060	061	062	063
Α8	064	065	066	067	068	069	070	071	072
Α9	073	074	075	076	077	078	079	080	081
Α10	082	083	084	085	086	087	088	089	090
Α11	091	092	093	094	095	096	097	098	099
Α12	100	101	102	103	104	105	106	107	108
Α13	109	110	111	112	113	114	115	116	117
Α14	118	119	120	121	122	123	124	125	126
Α15	127	128	129	130	131	132	133	134	135
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Α17	145	146	147	148	149	150	151	152	153
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Α67	595	596	597	598	599	600	601	602	603
Α68	604	605	606	607	608	609	610	611	612
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Α87	775	776	777	778	779	780	781	782	783
Α88	784	785	786	787	788	789	790	791	792
Α89	793	794	795	796	797	798	799	800	801
Α90	802	803	804	805	806	807	808	809	810
Α91	811	812	813	814	815	816	817	818	819
Α92	820	821	822	823	824	825	826	827	828
Α93	829	830	831	832	833	834	835	836	837
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Α95	847	848	849	850	851	852	853	854	855
Α96	856	857	858	859	860	861	862	863	864
Α97	865	866	867	868	869	870	871	872	873
Α98	874	875	876	877	878	879	880	881	882
Α99	883	884	885	886	887	888	889	890	891
Α100	892	893	894	895	896	897	898	899	900

ΠΡΟΓΡΑΜΜΑ ΔΙΑ ΤΙΣΣΕ ΜΑΘΗΜΑΤΩΝ (ΑΔΕΥΣΙΑ 2 - ΟΡΑ 17-00-19-00)

ΤΙΜΗΜΑ ΑΝΘΡΩΠΙΣΤΙΚΩΝ (Α1-Α20) 2) ΣΑΒΒΑΤΟ 8-3-20 2) ΔΕΥΤΕΡΑ 13-3-20 2) ΔΕΥΤΕΡΑ 27-3-20
 ΤΙΜΗΜΑ ΟΙΚΟΝΟΜΩΝ (Ο1-Ο20) 3) ΔΕΥΤΕΡΑ 8-3-20 3) ΣΑΒΒΑΤΟ 15-3-20 3) ΔΕΥΤΕΡΑ 20-3-20

For each task there is a fully illustrated tutorial for either the assignments given in the school lab or left to be done at home.

This portrait gives a representation of the teacher's choices which are not our own.

The statements in this portrait are not direct quotations but have been adapted from an interview which took place in 2022.