

## Lithuania - Training and Implementations Schema

### 1.1 Implementation phases

Five phases was implemented:

- 2013 July: Schools selection;
- 2013 autumn, winter: Preparation, training;
- 2014 spring, summer: Piloting , preparation scenarios
- 2014 autumn: Implementation scenarios
- 2014 winter: Evaluation process

### 1.2 Workshops' content and activities

Team of eufolio project provide serious workshops for schools:

- *27 September 2013, Vilnius.* The first meeting of 10 school teams were introduced to the Eufolio project, with its activities. Team members were introduced with the investigation of ePortfolio materials. Teachers worked in groups and discussed the pluses and minuses of work with the ePortfolio individually, in groups, and school life. Main presentation:
  - V. Brazdeikis, The director of Centre of Information Technologies in Education. Aims of Eufolio project;
  - E. Ceponis, Eufolio project manager. Detail introduction of Eufolio activities;
  - A. Zabelovic, technician on AIKOS and IS integral systems. Main links between AIKOS and Eportfolio;
  - G.Valineviciene, researcher of the project. Data of E-portfolio research.
- *22-24 October 2013, Krem.* Two teachers from Lithuania participated in two days workshop, which was organized and provided by Cyprus Pedagogical Institute in Austria, Krams. This training covered topics: XXI century skills, Mahara features, activities developed for students, CPI learning design, mapping of 21st century skills with ePortfolio (eAssessment) approach and Mahara features, recommended Learning Design template, educational scenarios' design, using the Learning Design template. After meeting in Krams trained teachers prepared 10 step-by-step tutorials on Mahara environment (Table 2). Those video tutorials were sent to all schools, which are participants of the Eufolio project. Training activities were supervised and coordinated by Centre of Information Technologies in Education.

Table 2. Topic of video tutorial

No.	Title of video tutorial	Time for preparation and implementation
1.	How to register on Mahara?	4 hours
2.	How to create your profile on Mahara?	4 hours
3.	How to find and invite friends?	4 hours
4.	How to insert files from your computer?	4 hours

5.	How to insert files from external sources?	4 hours
6.	How to create pages?	4 hours
7.	How to create and manage groups?	4 hours
8.	How to create and set group forums?	4 hours
9.	Journals and blogging on Mahara	4 hours
10.	Aims and objectives of Eufolio	4 hours

- *March 2014, Kaunas, Jonas and Petras Vileisiai basic school. Main presentation:*
  - E. Ceponis, Eufolio project manager Project Progress;
  - V. Navickiene, methodologist of Centre of Information Technologies in Education Distance learning environments Mahar overview of the results: activity, discipline, cooperation ;
  - E. Rabizaitė, G. Jonauskas, teachers trainers Practical tasks for teachers Mahara environment.
- *17 June 2014, Vilnius Workshop „Microsoft Office365“ e-Portfolio“. Main presentation:*
  - V. Brazdeikis, director of the CITE e-Portfolio problems in education
  - Š. Končius, “Microsoft” „Office 365” registration, users accounts, e-mail accounts, „SharePoint Online“
- *21 August 2014 Klaipeda, Workshop e-Portfolio in the Classrooms. Main presentation was made from V.Navickiene, methodologist of Centre of Information Technologies in Education EUfolio project in Lithuania*

### **1.3 Support provided by country’s Eufolio team**

Each school was provided with pedagogical and technical support throughout the implementation of the Eufolio project. They had got their own coordinating teachers, who was supported by 2 trained teachers and supervise their teams at schools. Each national trainer has 5 schools to support. All video tutorials are placed on Mahara and available for teacher and students who join project group now or later.

The participating schools teachers was having access to the Eufolio Mahara environment and be encouraged to continue with future implementations as all training materials was prepared in their native language as well suitable for teacher and for students.

Project at Lithuanian schools provided technical assistance to schools Tablets handed out, and used by the students and teachers

All schools get an online (e-mail) support through Mahara group

Eufolio team in collaboration with project’s teachers made few e-Portfolio scenarios templates, two of them presented in Figure 1, 2

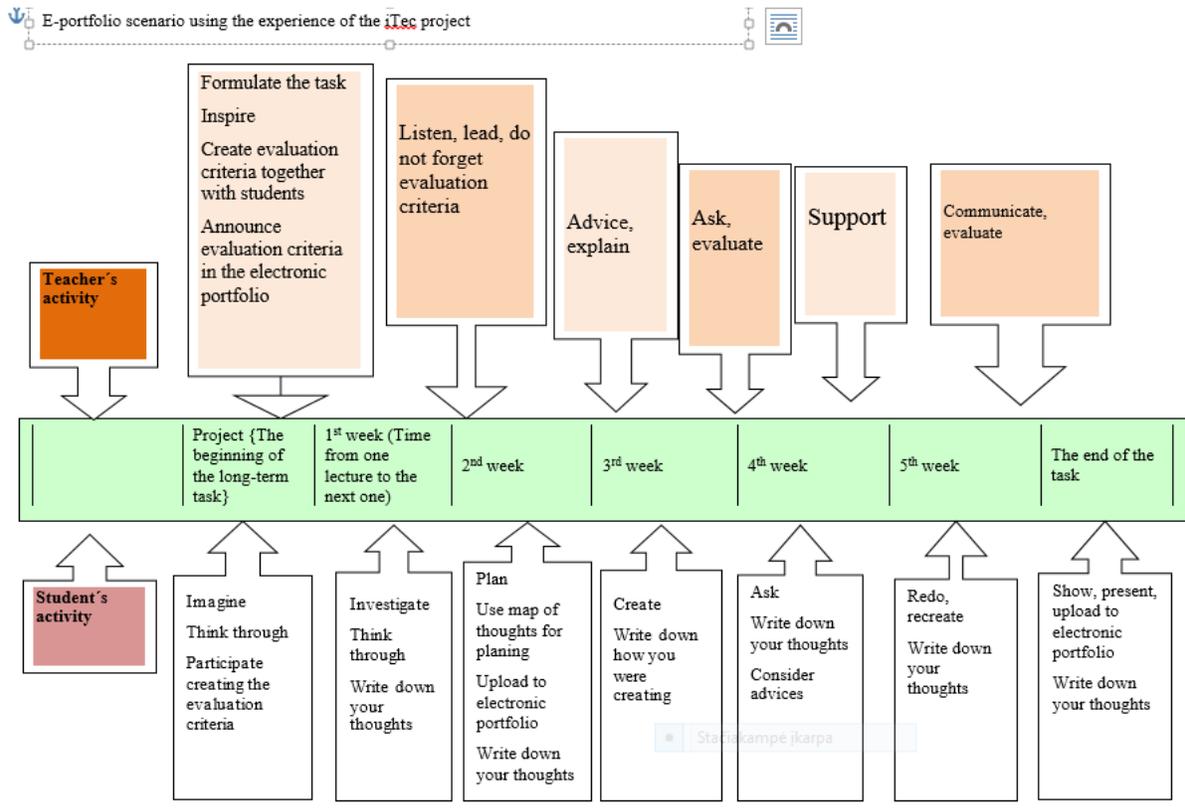


Figure 1. E-Portfolio scenario with the experience of the iTec project

Time	Teacher	Student
Before	1. Creates the problem and together with the students discusses how it could be solved.	2. Comprehends the problem and think how it could be solved. →
	3. Creates the evaluation criteria describing which result will be considered positive together with the students.	4. Creates the evaluation criteria describing which result will be considered positive together with the teacher.
	5. Discusses the deadlines of the task realisation together with the students.	6. Discusses the deadlines of the task realisation together with the teacher.
		7. Completes the task at home.
Creation of the electronic portfolio	8. Announces on the wall that it is time to upload the outcome. Announces the evaluation criteria drawing attention to the good outcome example.	9. Uploads the outcome to the e-portfolio.
		10.  Next to the outcome writes down his/hers

		thoughts, how he/she was creating, which difficulties encountered, how they were solved.
		11.  Shares the result with the teacher and friends, who as agreed, have to write the comment or advice.
		12.  Shares the filled self-evaluation scheme. It is possible to use the "Spider's Web", interactive or pdf format version of the self-evaluation tool.  <a href="http://mokomes5-8.ugdome.lt/index.php/voratinklis-menu">http://mokomes5-8.ugdome.lt/index.php/voratinklis-menu</a>
	13. Receives the email about the shared outcome and self-evaluation scheme. Comments and advices how to improve the result after reading the comments of the students and checking the outcome.	14. Improves the work according to the notes and comments.
		15. Uploads the improved work to the improvement monitor e-portfolio.
		16. Next to the outcome writes down his/hers thoughts, how he/she was creating, which difficulties encountered, how they were solved. 
	18. Checks the shared work of the student and evaluates it or suggests improving it.	17.  Shares with the ones who have to review the work.
		19. Self-evaluates the improvement editing the evaluation scheme (self-evaluation net). Considers the change.
	20. Checks the shared evaluation scheme of the student and comments it.	21. Writes down the thought, how the skills were improved, what was learnt.  
After		A student has a good example how to create an electronic portfolio.

Figure 2. Cyprus Pedagogical Institute e-portfolio scenarios template (guideline)