Spain - Training and Implementations Schema

1.1 Implementation phases

Briefly outline the steps of the implementation process, i.e. process of selecting schools - invitations/open calls, number of training workshops, timeframe of school implementations etc.

As we said before the schools were selected by the Galician coordinator following the rules of Teacher Training Centers. Participants were from all provinces in Galicia. The training was in Santiago. After the training teachers received all the support on line.

Most of teachers showed a lot of skills and some needed a lot of support using Mahara even the trainers posted a guide, but everything went well and some teachers did really good approaches.

1.2 Workshops' content and activities

Describe the workshops and activities designed so as to train the teachers involved in the pilot implementations. You may use the schema that you have already send us previously for the D16. Of course you may need to update the schema that you have sent us previously. We provide the Cyprus example below:

> ***Spanish training schema – Train the teachers***

EUfolio training – Galicia 2nd Piloting 25th October

There was an open call to schools on Galicia. 65 showed their interest,

32 were selected because the other were not lower secondary classes

Finally, the 14 teachers took part because the government only allows trainings on Saturday-October 25th

We did the training with the following programme

Introduction- Luz ares

e-portfolio - Ana Fernández Groba University of Santiago

Key competences and designing learning scenarios- Milagros Trigo

Mahara use- Luis Rodrigez and Luciano Fernández

We started the 2nd piloting with 20 schools

13 completed the activity, questionnaires and learning scenarios

We are compiling everything to make the piloting report.

Training on line	Content	Duration
1. EUfolio project and theoretical framework	1.1 EUfolio project (goals and description) 1.2 Theoretical framework 1.3 21st century skills 1.4 eAssessment and Assessment for learning (AfL) preparing Rúbricas	4 hours
2. Mahara practical training on line	2.1 Create Mahara accounts 2.2 Using Files and Pages 2.3 Using Groups and Sharing 2.4 Participation in implementing few examples of BP	2.hours
3. Mahara online self-study activities	Self-study online additional activities for Mahara use: 3.1 Using Pages as a resource material for my students 3.2 Using Groups for promoting collaboration in my class 3.3 Creating a Blog in Mahara	5 hours
4. Mahara	4.1 Giving guidelines to schools administrator	3 hours

administrator	4.2 support participant teachers	
5. Designing educational scenarios with ePortfolio integration	5.1 Mapping of 21st century skills with ePortfolio (eAssessment) approach and Mahara features 5.2 Provide examples of BP 5.3 Educational scenarios' design, different scenarios 5.4 Provide support before in-classroom implementation	3 hours
6. Implement on line questionaires in own language	6.1. Create the questionaires in own language and share them through Mahara.	1 hours
7. Support teahers during the implementation	7.1 Offer support to teachers while they implement their practice	4 hours
8. Sharing BP with other teachers schools	8.1 Participant teacher share BP	1 hour
9. Meeting post implementations	9.1 Participants will share BP, difficulties and thoughts about the e-portfolio use	5hours
10. Creating approach	10 Participant teachers create the approach and materials	6 hours

1.3   Support provided by country's EUfolio team

Again, you may use the support schema that you have already prepared for D16

Support during implementation (Spain)

Each Spanish school was provided with pedagogical and technical support throughout the implementation of the EUfolio project. Each school has an ICT coordinator, who trains teachers and asks for solutions to any problem they find, We have to say that all schools were skillful and they tried to do their best. We helped them to develop their learning designs with ePortfolio implementation, discuss any other issues, educational and/or technical and provide more

training where needed. During the pilot implementations, the ICT teacher had the role of administrator of the school's platform space and supported teachers to carry out the piloting.

Teachers were also supported through the Mahara Galician teacher community Teachers could share pages within the community and ask for feedback from other Galician teachers.

Support after implementation (Spain)

The participating schools and teachers will continue having access to the EUfolio Mahara environment and will be encouraged to continue with future implementations. There are some teachers who will use the e-portfolio during this year.

A Xunta has developed a platform "Agueiro"for teachers use the e-portfolio so from now any teacher can use the e-portfolio in the classroom but at the end of this school year there will be an open call teachers use the e-portfolio and a training programme. The project EU folio will contribute to add experience and to promote the use of e-portfolio in Galician classrooms.