



## Deliverable 5.3(a)



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## Community Building Tools and Services

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## Executive summary

This document presents the community building tools and services made available to the *Learning from the Extremes* selected schools. They will be used to support the materialization of their presented proposals and ensure a smooth navigation through their innovation journey. After a brief introduction, in **Chapter 1** we present the *Learning from the Extremes* infrastructure where schools will be able to become members of the LfE international community and members of the specific community for their countries. The power of the tools existing in such communities to support the community building efforts is presented. In this chapter are also highlighted the main differences between the LfE international community and the regular communities that can be created by schools and all the specific resources that will be used by educators and learners while improving their digital competence profile. In **chapter 2** the advanced search mechanism is briefly presented highlighting the multiple community building opportunities it generates. **Chapter 3** is devoted to present the content creation and classroom delivery tool, a strong travel companion to educators and learners and a driver to the involvement and engagement of the whole school and local communities. **Chapter 4** presents a summary of the school's map where several community building opportunities might emerge. In **chapter 5** a summary of the vision of the rural school innovation academy is presented. The travel companion for LfE innovation journey's foreseen structure is presented in **chapter 6** and finally, the conclusion, marking the beginning of the next step, refers to the materialization of a big vision for rural schools' innovation.

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## Introduction

This deliverable describes the main components of the *Learning From the Extremes* (LfE) Community Building Tools and Services. It will present the main elements that will support LfE schools during their transformation journey. *Learning from the Extremes* will make available the necessary tools to promote the creation of national and international communities of schools and enable multiple opportunities for networking. Schools will find access to the necessary elements to guide them throughout their transformation journey. The main hub for participating schools will be the LfE communities, which will act as a powerhouse of examples and opportunities for educators to materialize the proposed digital innovation. It will also be an entry point for training opportunities tailored to the selected schools needs and ambitions. The *Learning from the Extremes* community design and capabilities is a product of a co-design effort and intends to be a flexible environment where the schools' needs will be addressed, and solutions will continuously be provided.

The *Learning from the Extremes* community is built in a powerful cloud-based infrastructure where the various services foreseen within the project can be placed in a common area acting as a one-stop-shop for the *Learning from the Extremes* selected schools (described in D5.2).

The *Learning from the Extremes main* community will be created to be used at an international level. Communities will also be created to support schools at a national level, clustering them under the same umbrella. Every school within this community will further encounter a holistic environment with access to all necessary elements within their journey. Furthermore, schools will find there an entry point to the *Learning from the Extremes* Reflection Tool, to a selection of educational resources adapted to their needs and vision among other important materials. In this deliverable, the main tools and services are described, with the main elements being community building tools, advanced search mechanisms, content creation and classroom delivery tools, school innovation profiling and rural school innovation map.

# 1 Community Building Tools

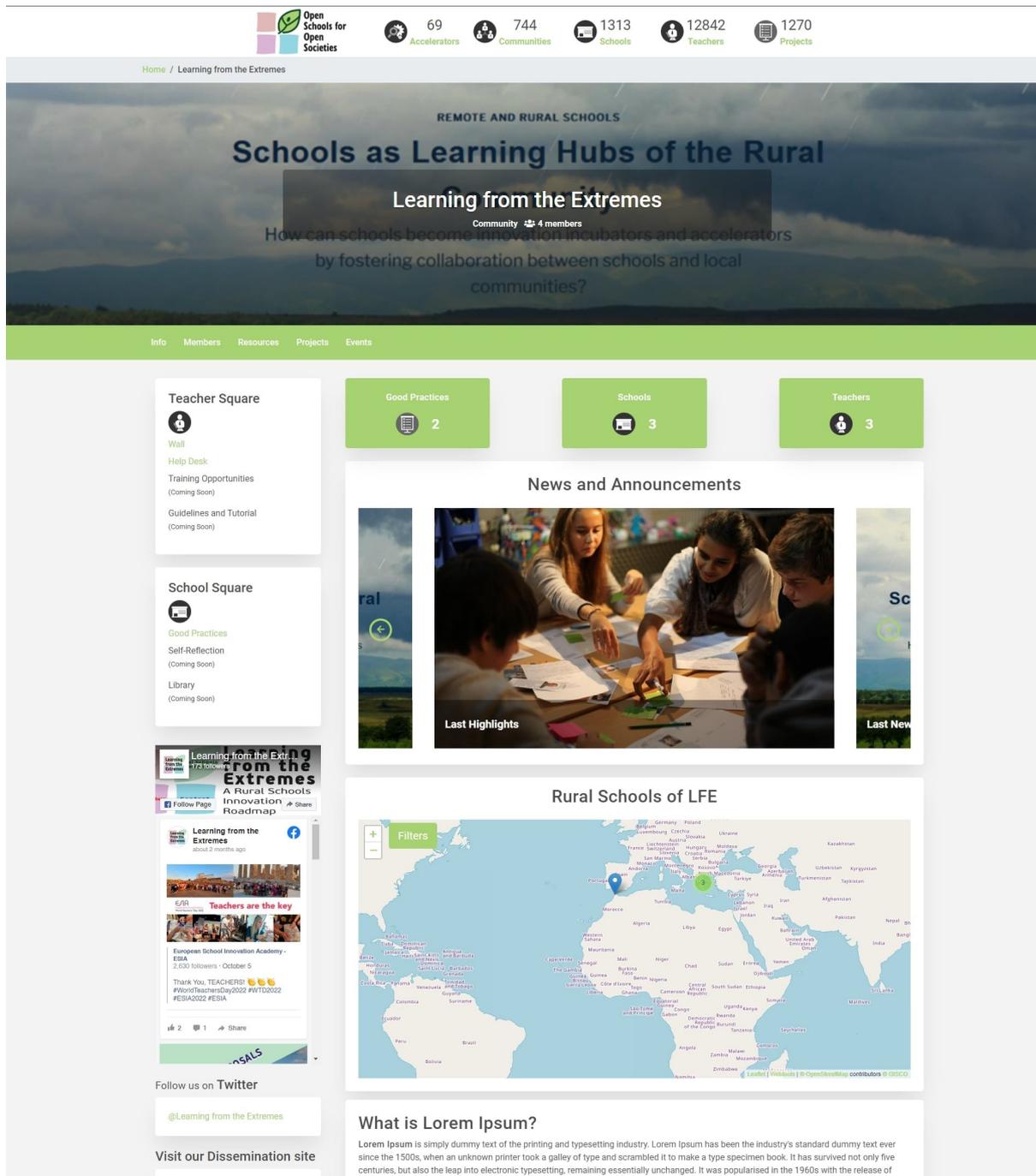
Schools participating in the *Learning from the Extremes* project are coming from rural areas in their countries, many located in parts of their countries that are very far away from urban zones, where less learning opportunities for the students are available and where partnership with other schools and colleagues do not easily flourish. The *Learning from the Extremes* selected schools have manifested the wish to transform their learning opportunities to the students by enriching their spaces with specific digital elements, that are currently lacking on the existing infrastructure. The acquisition of such elements is not a synonymous of its actual adoption and integration in the students learning path, thus such support needs to be in place in order to ensure an optimal uptake of their integration to facilitate and enrich learners' opportunities. The design of *Learning from the Extremes* projects already foresaw the inclusion of important elements to ensure a smooth digital transition and the actual use of the acquired tools with students, enriched by best practice resources. The *Learning from the Extremes* online communities will act as the entry door to all foreseen support opportunities.

## 1.1 *Learning from the Extremes* Online Communities

The *Learning from the Extremes* Online Community will be integrated in a powerful cloud-based infrastructure (the School of the Future Platform) and will act as a one-stop-shop for schools participating in the project. It will be a special community in the platform integrating a series of tools and opportunities. There will be a main community, the *Learning from the Extremes* international community, that will be the main access point to all facilities, tools and services provided by the project. A series of related communities will then be created to accommodate the needs of the various countries, schools and educators. The various possibilities are presented next. Each national coordinator, from the countries where the selected schools are coming from, will create a national community, that will appear as a related community to the international one. The vision for this structure is that the system will be able to track the activity, and thus better perceive the actions and relations between the various communities.

### 1.1.1 Learning from the Extremes International Community

The main hub where all the tools and resources will be gathered will be the *Learning from the Extremes international* community, the main entry point of the project in the platform. It will adopt a different structure from the regular communities with the School of the Future infrastructure, with more information and entry points to the project main tools. This community will portrait the main services and tools in English. It will be the access point to all tools made available to support the schools Innovation Journey. It will act as an enabler to promote the connection between educators and learners of the participating schools, with their colleagues from the same country and from other countries, as well (Figure 1).



**Figure 1 Prototype of Learning from the Extremes International Community**

The main elements foreseen for this community, described in more detail below, are the **Teacher’s Square**, **The School’s Square**, access point to **LfE national and thematic communities**, access point to the **LfE Rural Schools Map**, access point to the **project social media** and the **spotlight on important news and announcements**. *Learning from the Extremes* communities will be part of a larger infrastructure, the **School of the Future**, a space offering access to more than 740 thematic communities, 1270 projects and access to more than 12800 educators. The *Learning from the Extremes* main community, as already mentioned in the introduction of this chapter, will have a series of entry points to tools and services made available to the schools and educators. A brief description of each is presented below:

### 1.1.1.1 Main Banner

The main Banner provides the identification of the project with its main mission. Visitors can immediately identify the main objective of this community (Figure 2).



Figure 2 Learning from the Extremes Community Main Banner

### 1.1.1.2 News and Announcements Bar

The announcement bar (Figure 3) will present to visitors all important announcements of opportunities such as online training events, conferences, webinars, contests, summer schools and other relevant information related to the project and its community building, support and networking services. More specifically,



Figure 3 Mockup of the News and Announcements Bar

as, recent **announcements** will be easily found in the announcements bar, but older information might fall out of the radar, this space will be a collection of all the announcements presented by the project and an entry point to all announcement's archives. Visitors will find here access to the channels where the recording of promoted **webinars** can be found as well as announcements of future ones. Furthermore, special celebration days and/or **thematic days** such as for instance Earth Day, Eratosthenes Experiment Days, Teachers Day etc. will be featured here as a source of inspiration for *LfE* schools' activities. This service will also provide an easy access to the archives of the **Learning from the Extremes Newsletters** produced by the project and to **Highlight LfE selected schools' projects**. This space aims to be an inspiration and recognition area where school's projects will be highlighted building a collection of success stories coming from the *Learning from the Extremes* schools. Additionally, **Highlight**

**Schools, Teachers, etc.** will also offer a special area devoted to **highlight teachers and learners** from all the schools participating in the project providing an opportunity for them to present their school, their vision and mission, their existing projects and incubated dreams that will slowly be materialized during the project. **Other events** such as contests, hackathons and open days are also going to be organized and participants recognised by their participation and efforts. In a nutshell, the news and announcements bar will be a powerful driver of community building opportunities.

### 1.1.1.3 Community's Main Menu

The international community will have a main menu (Figure 4) with a series of useful entries, and schools and educators will have access to important tools as described next.



Figure 4 LfE Community Main Menu

In the **Info**, users will find information about the International *Learning from the Extremes* community, its main purpose and further links related to the project as an overall. The menu also provides a direct access to the **Members** of the community and the possibility to contact them, as they will be educators from the various schools participating in the project. This feature is a very nice community building tool as headmasters, educators and all the other stakeholders engaged in the project will have the possibility to establish communication with each other and start fruitful collaborations. The menu also presents a direct access to the **Resources** produced/uploaded by the members of the community and the possibility to upload new educational objects. In the *LfE* international community, members will be invited to upload materials and projects that are of interest and can be used by the overall LfE community. There is also an entry devoted to the creation of **Events** that are of interest of the *Learning from the Extremes* international community. Each of these entry points can have a great power for the creation of new communities and networks interested in developing the same project, educators participating in the same event, etc.

### 1.1.1.4 Teacher's Square

The Teacher's Square is a space where all members of the LfE community will find several elements to support their innovation transformation journey:

The ***Learning from the Extremes* international WALL** is a space where the participants will have the opportunity to establish a dialogue among colleagues, exchange ideas, ask questions, provide suggestions, promote discussions, etc. This space is available in the main hub but also exists within all the communities. Participants can thus choose to establish a conversation with members of their school, the national community, etc. It is a space envisioned to enable a continuous dialogue among relevant stakeholders. The ***Learning from the Extremes* Help Desk** is the area where users will find the relevant channels to request help and support. They will find the access point to the project support and also to their countries' national coordinators.

All **training opportunities** will be announced in this space and teachers will find the necessary instructions and access points to benefit from all initiatives conducted by the partner organizations. It will also be an open space to receive information about other training initiatives organized by schools or other relevant stakeholders. There will also be the space where **Guidelines and Tutorials** will be made available to schools and their communities. Educators will also find here a space where opportunities to live conversation with other educators, trainers and other relevant stakeholders will be presented and where they might request access to an online gathering space for further conversation with new colleagues.

#### 1.1.1.5 School's Square

The **School's Square** is a space devoted to schools' headmasters and other members in charge of the materialization of the school project. In this area they will find the access point to the **Self-Reflection Tool** and their results. Schools will also find here a small **library** of important documents to support their digital transformation journey. A selection of **Good Practices**, organized in the framework of WP3, will also be found in this area.

#### 1.1.1.6 Social Media Channels and Dissemination Site

This space will present the latest posts in the project social media channels (Facebook and Twitter). This is a very important community building tool for being an access point to channels that educators might already be using and where new communities might autonomously emerge.

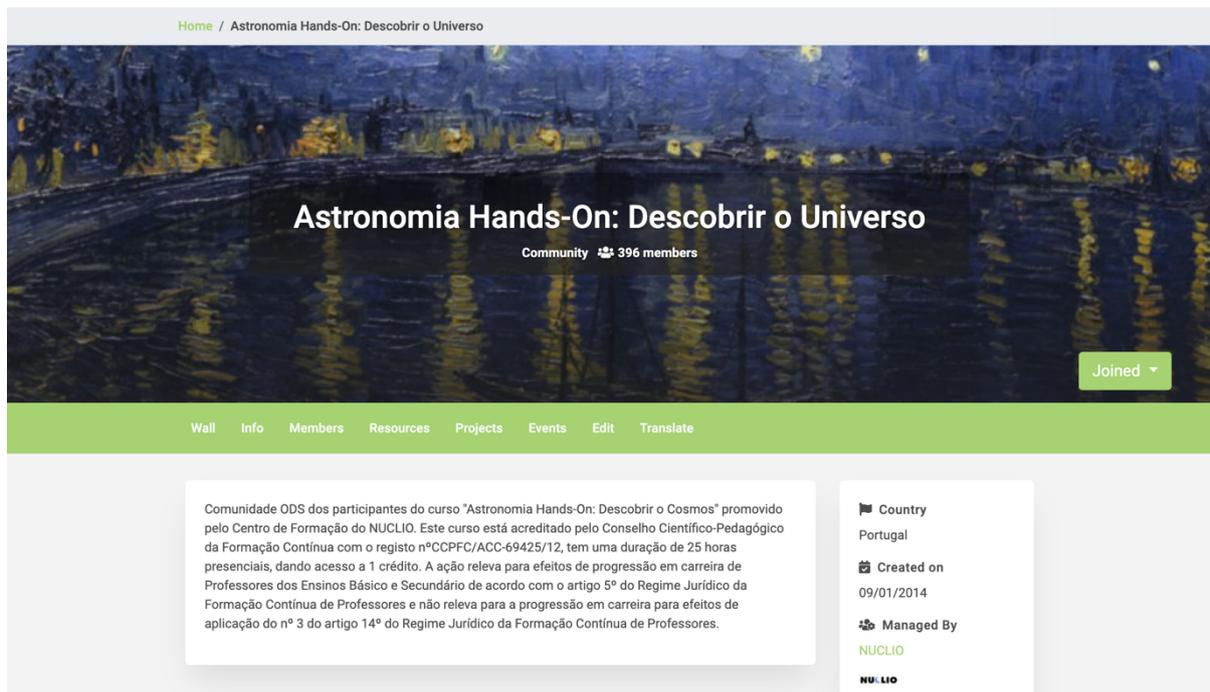
#### 1.1.1.7 LfE Rural Schools Map

The *LfE* Rural Schools Innovation map will portrait all the rural schools that have already received funding from the project and are currently at the process of implementing their respective actions. Educators and headmasters can use this map to find schools facing the same challenges, schools with more experience, schools in need of mentoring, schools to establish collaboration and new project opportunities. More information will be presented in D5.4.

### 1.1.2 LfE National, School and Thematic Communities

Although having all members of *LfE* community in the same place is a wonderful community building driver, in practice, we don't expect all schools and teachers to actively engage in this international space. The main reason for that is the choice of language, as not all educators can communicate in English. In order to accommodate this need, each national coordinator will be invited to create a **national LfE community** for their country schools, where the national language will be the official one in their countries (Figure 5).

Besides the possibilities presented above, each school will be able to create their **own school and/or thematic communities**, also appearing as a related community of the national and international *Learning from the Extremes* main hub. This strategy per se will already be a strong appeal for the creation of a network of LfE schools participating in the project, a network of schools sharing the same interests, often facing similar challenges and together exploring innovative solutions. In Figure 5 we show an example of a thematic community addressing astronomy topics for Portuguese teachers.



**Figure 5 Example of a regular structure of a community. This will be the case for national, school, and thematic communities.**

The LfE communities will also offer a space where all **school-based projects** and activities will be found in an environment that enables their seamless adoption and adaptation (more information can be found in the description of the content creation and classroom delivery tool - Chapter 3). Teachers will find inspiration in a special area devoted to highlight good examples and opportunities and will be trained to become instructional designers themselves through the multiple training opportunities.

The vision for the existence of these communities, national and thematic, is not only to facilitate the creation of a large community of practice, but also to facilitate the adoption of best practices and good examples that will act as drivers of the modernization of the schools.

As already mentioned in this document, the related communities to the International LfE community, will have a slightly different structure than the main one. Educators will find there the access point to a similar menu with similar functionalities, but in this case enabling focusing on the smaller school and/or thematic community (Figure 6):



**Figure 6 School or Thematic Communities Menu**

The same forum as described for the international entry page, the **wall**, is available, but it is only available to the members of the specific community. It can be very helpful for teachers that prefer to communicate on their own language for example, or for discussion on specific topics within the thematic communities. As in the international community, users will find

information about the community, its main purpose, etc. There is also simple access to the members of the community and the possibility to contact them. This feature, considering that *Learning from the Extremes* selected schools come from rural areas, where networking opportunities might be less frequent, this possibility is a great enabler of the creation of a strong network of users sharing the same interests. As already described in the main community, there is in the menu the access to the **resources** produced/uploaded by the members of the community and the possibility to upload new educational objects. Resources uploaded within a specific community have the advantage of being more focused to the specific needs of the school or supporting the specific topic represented in the space. It can be used for instance by educators developing their projects within the main domain or designed to be a space to conduct interdisciplinary activities. There will also be the space where **projects** developed by the members of the community, with their students, will be easily found. These are projects following the design thinking for education methodology where educators, learners and members of the schools and local communities will materialize the steps in their digital transition journeys. Within communities, members will find **events** related to their schools or to the thematic area being organized by the community. These events can be an excellent driver for the creation of communities.

### 1.1.3 School Area

Schools can use this space to add main information about their school, pictures, links etc (as already described in previous topics). This is a very useful feature for schools and educators that might be looking for other schools to collaborate with.

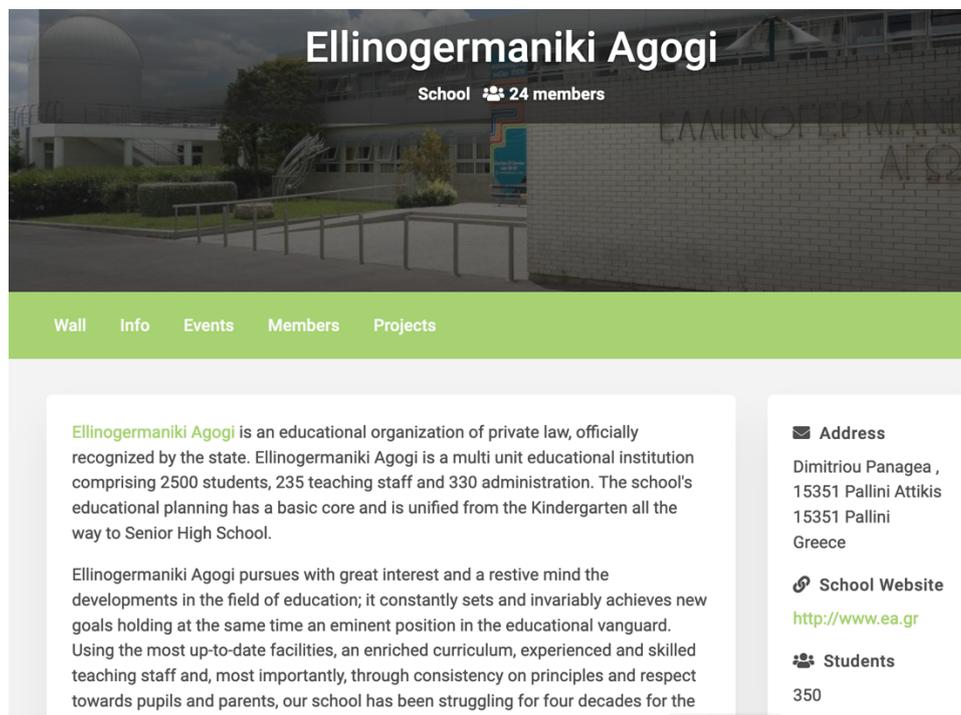


Figure 7 Example of a School Area in the LfE Portal

In Figure 7 we present an example of a school profile and the available menu. The items have the same functionality as previously explained but this time targeting the specific school interests and having as members the relevant stakeholders of the school community supporting the materialization of the project. This space can act as a great enabler of the

participation of the school's local community by opening the opportunity to portrait all partners of the school project. Every institution, educators, learner and supporters can find here a space to keep updated about the development of the school project, to provide resources that might be of interest to all participants, by discussing in the **Wall** topics of interest etc.

#### 1.1.4 Personal Area and Membership

To have access to the various tools and services provided by the portal it is necessary to create an account and then join the relevant community (*LfE International Community, LfE national communities, school and thematic communities*). Different modalities of membership will give access to the users to different options. In Figure 8 we present an example of a personal area of a member that has the role of National Coordinator, School Manager and Teacher. This particular case is just for illustration of the various available options.

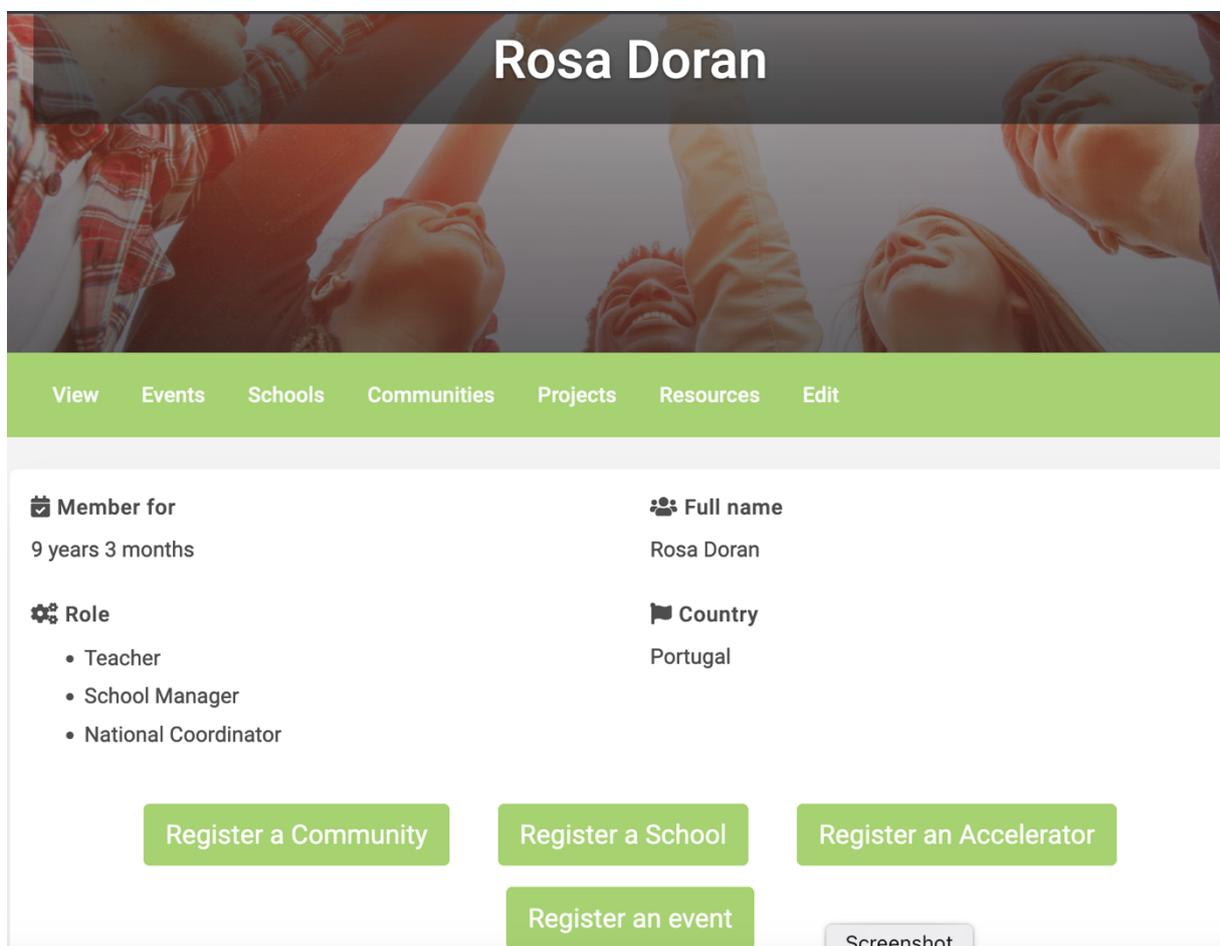


Figure 8 Example of a personal profile

The possibilities available to each member are also a main driver for community building opportunities as users can register communities of practice that are of their interest and use the space to conduct thematic dialogues, to share useful resources, to organize events and more.

Among various features users will be able to:

- **Register new schools** (only possible to school managers). This will open the possibility to aggregate to the portal schools that possibly belong to the same cluster of schools but were not part of the approved projects, schools that will participate in the same projects but are not yet members of *Learning from the Extremes*. This possibility will allow the growth of the LfE community.
- **Register new Communities** - This feature enables the creation of communities devoted to specific topics, projects, domains, etc. This tool will foster the collaboration of LfE schools that might wish to collaborate on the same idea or even with schools, for teachers that might want to conduct interdisciplinary projects, etc.
- **Register Projects** – This tool is very useful for educators willing to adopt the design thinking methodology with their students. These projects are per se an extraordinary community building tool as they encourage students to choose a specific project that addresses the needs of their local communities and progresses in the development of their ideas with the support of relevant stakeholders in their communities.
- **Register an Event** – The following members of a community, a) teachers, b) headmasters, c) national coordinators, can create events relevant to their own community or to the overall LfE community. These events, especially those that will take place online, will be great opportunities for schools and educators to meet, share good ideas offer to each other unique opportunities.

This document presents the *Learning from the Extremes* tools and services from the point of view of community building opportunities. A more comprehensive technical description of these services will be presented in D5.2.

## 1.2 Towards a Rural Schools Community of Users

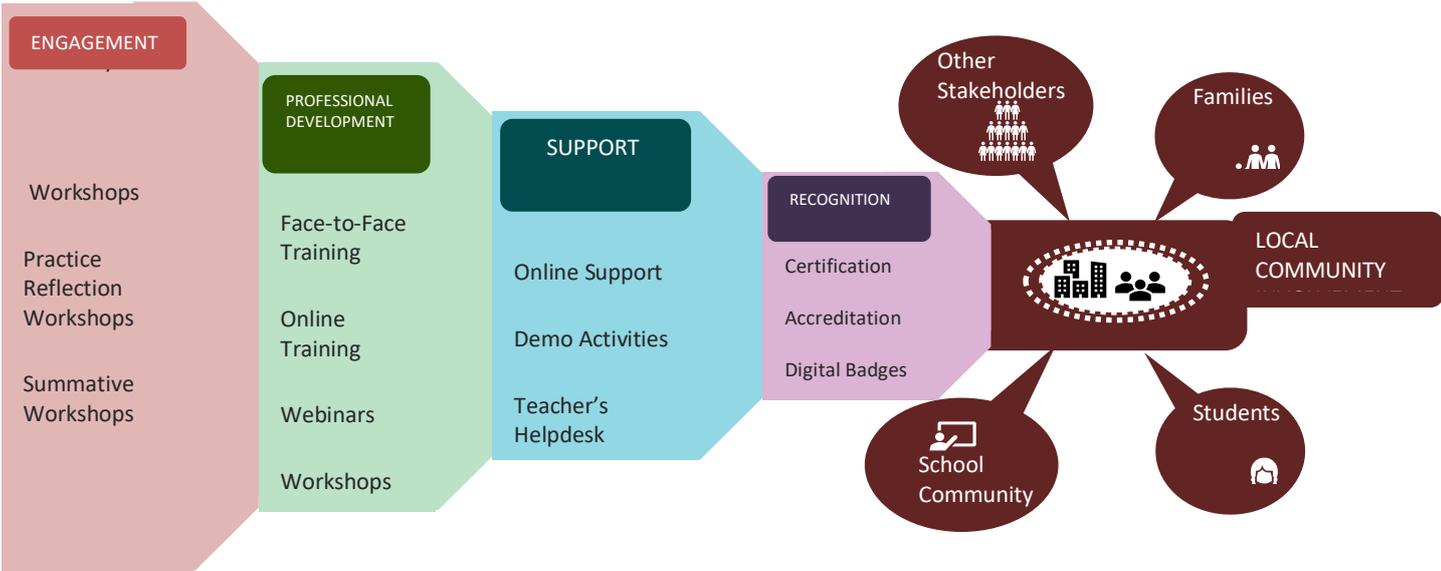
One of the major outcomes of this project will be the creation of a strong *Learning from the Extremes* community of users, a community that will outlive the timeframe of the project. In order to achieve this goal it is important to provide to participating schools, their educators, learners and members of their school and local community, the necessary tools for a successful journey within the project.

We hope that the already presented LfE community building tools will empower educators not only to adopt the proposed ideas, methodologies and opportunities, but also to become mentors and support colleagues within their school community to also embark in the project. The community tools and resources, already presented in this document, aim to be a strong travel companion to educators participating in the project, but also a powerhouse fostering a continuous digital transformation of their schools.

But tools, resources and empowered educators are not necessarily a team of change makers in their communities. In order to achieve that, to create a motivate community of practice, a network of people engaged in a common vision, it is necessary to go one step further. It is important to use a strategy that will take motivated teachers towards a successful and recognized path of achievements, not isolated, but as members of the community embarking in the innovative and inclusive path.

The strategy to facilitate this journey is described in the 5 **Pillars of Community Building** (Figure 9), a well-tested structure that ensures the creation of a flourishing community of motivated educators and students. The 5 pillars are frequently working as the cementing basis of a sustainable community of educators continuously preparing students to embrace their future. The pillars have already been presented in D5.1 and in this chapter we present the correlation between tools, resources and strategies that will ensure its materialization.

**1.2.1 The 5 pillars of community building in action**



**Figure 9 The 5 Pillars of Community Building as presented in D5.1**

As part of the **engagement strategy**, and as reported within the actions of WP3, WP4 and WP9, a series of workshops were organized by all the national coordinators in order to bring attention to the project and its vision to the target audiences. Thus, several visionary workshops were organized in all participating countries.

Members of the schools selected for *LfE* will have the opportunity to participate in the various **training opportunities** foreseen in the framework of the project. Online training courses are currently being designed as presented in D6.1, face-to-face training opportunities will be organized by national coordinators, topic specific webinars will be conducted and a series of other continuous professional development opportunities will be provided as part of the community building efforts. Headmasters and Teachers from various countries will be invited to participate in international summer schools, conferences and other similar events where they will find the perfect setting to establish collaboration with the other *LfE* schools.

The necessary **support** to schools participating in the project will be ensured by each national coordinator and as a whole by the consortium via the online support. Schools and their collaborators will be able to find support from the *LfE* team directly via the international community Wall, by using the support contacts provided in the *LfE* international community, or by directly communicating with other colleagues participating in the project at a national and/or international level.

The **recognition** of the schools, their teaching staff and students' efforts will be materialized in various formats, e.g. in the format of certificates of participation in the training courses, certificates of implementation of innovative projects with students, digital badges within the online professional development opportunities, etc. Schools will also receive a certificate for their participation in the project in recognition of the materialization of their development plans and activities initiated within LfE. Achievements and success stories will be highlighted in the main community page and LfE social media channels.

The **local community** involvement will be advised from the very beginning of the implementation process. Schools will be incentivized to involve several stakeholders from their local communities in the process of designing and implementing an innovative and inclusive environment. This co-creation process is a strong driver of stable and sustainable communities, in particular when the main goal is the design of the future of its young generations.

### 1.2.2 Community Building Diversity and Inclusion Tools and Strategies

The support for the communities emerging from the *LfE* project will also require some Design Thinking from the side of the project. It will be necessary to better understand the needs, school maturity level and vision of each of the school participating in the project. This will guide the *LfE* team to support the various schools in the choice of tools and strategies. In order to enable networking opportunities and community building, it will be very important to take into account the diversity of the communities participating in the project as much as possible.

The design of the various opportunities will take into account the Universal Design for Learning, making sure unnecessary barriers are eliminated. The *Learning from the Extremes* Travel Companion will present the UDL methodology and drive relevant stakeholders of the schools communities to concrete examples of use. Schools will be incentivized to collaborate with the local community creating mutual benefits and ensuring that voices and experiences are heard and that stakeholders become co-creators of the school future opportunities. Efforts will be put in place to ensure opportunities for everyone to contribute and/or benefit from the multiple opportunities.

### 1.2.3 Networking Opportunities

As already mentioned in this document and outlined in D5.1, a series of networking opportunities will be provided to the *Learning from the Extremes* selected schools. Face-to-face training opportunities at a national and international level, online training opportunities (synchronous and asynchronous) will be offered, engagement activities and more. These events will enable the conversation among participants of the same country, participants of different countries during the international events and participants with the same thematic interest within the various online workshops, participatory webinars, etc. The online forum, the **WALL**, will be a major driver of continuous communication among participants of the various LfE communities. Engagement activities, in the framework of WP3 are a very important source of networking opportunities. Schools from various countries had already the opportunity to network and find other schools and colleagues with similar challenges and interests. The second round of engagement activities will be devoted to the Practice Reflection workshop where the selected schools will have the opportunity to discuss, share or present their achievements and difficulties, present success stories, request support and establish

collaborations. The **Teacher's Square**, as presented above will also work as a continuous source of networking opportunities by offering access to the international and national WALLS, by presenting continuously online networking opportunities for teachers to gather around topics of interest.

The project will also produce a series of **Newsletters**, as presented in D9.1. These will be distributed not only to schools belonging to the *LfE* international community but also to a larger community of users that might have interest in all the tools and resources made available by the LfE communities. Those assets will be available and open to all interested schools. Enabling access to this important part of the LfE project outcomes will enable the creation of a larger community of users, not only with the schools that benefited from the financial support but also with other schools that can greatly benefit from the various resources, training opportunities, webinars, etc.

The project social media channels will also be a great driver for networking opportunities by inviting interested schools and teachers to participate in all the open activities organized by the project.

## 2 Advanced Search Mechanism

The *School of the Future* platform makes available an advanced search mechanism that facilitates to members the search of a variety of different resources in the portal.

The *Learning from the Extremes* community platform will provide to community members access to repositories of **educational resources**, access to template projects (**accelerators**) that have been validated by experts in the field, archives of **projects** designed by students and more in specific thematic areas, within specific communities or simply by the title. Projects can also be searched by language, a feature that can be very useful for teachers willing to find good examples(Figure 10).

It will also allow all members of the **School of the Future platform** to search for **communities** that might be of interest for their teaching practice. Members of the portal can use this facility to search also for **schools** in their countries. Or they can search specifically for **other members** of the platform via their names, country and or school name. They can then communicate directly with them via the portal infrastructure.

Within personal areas, this mechanism will enable all members to search for specific resources within the communities they belong, projects they have created, communities to which they are members and more.

By being part of a large infrastructure, the **School of the Future**, participants have available the possibility to explore a large number of opportunities as can be seen in Figure 10.



Figure 10 School of the Future indicators

### 3 Content Creation and Classroom Delivery Tool

The technicalities of the **Content Creation** and **Classroom Delivery Tool** will be presented in D5.2a. In this chapter we provide the educational perspective of such tool. As part of the community building tools and the professional development courses, teachers will have the opportunity to get acquainted with the content creation tool made available in the *Learning from the Extremes* community. As mentioned in the previous chapter, a search mechanism will facilitate educators to search for good examples of projects that use the recommended methodology also used in the portal, the **Design Thinking for Education Methodology**. These are the so called **Accelerators**, they can be found in several languages and addressing different thematic areas.

After choosing one of the accelerators, that can be found in the main menu of the platform, teachers will have the possibility to view or clone the selected one. If they decide to adopt the accelerator, the cloning option will produce a copy for their own use (Figure 11).

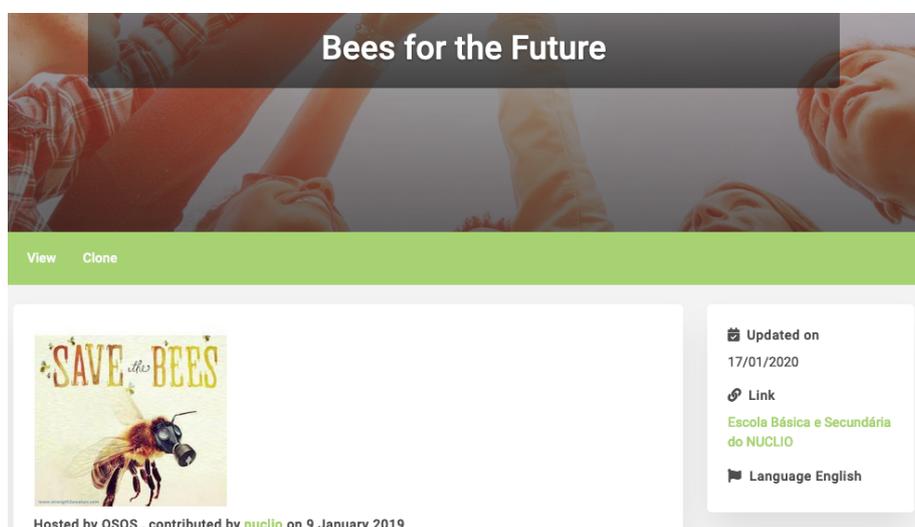


Figure 11 View of an Accelerator in the School of the Future Portal

They will then have the possibility to introduce any change they might find important in order to transform the sample project suitable for their needs. They will then be able to immediately share with their students in order for them to follow the description and guidelines for the creation of their own project, following the Design Thinking Methodology.

The Design Thinking methodology enables a fluid conversation among the various stakeholders, addressing specific needs of the community and enabling the delivery of any curriculum content foreseen for the specific project. The co-creation process should also involve educators from various subject domains, providing a full interdisciplinary experience to the students. The model also enables the search for solutions to community problems or the uptake of existing benefits and privileges already existing in the local community. The authoring tool opens the door to a rich experience, and its flexibility will greatly benefit the integration of the schools digital transition journey's vision. The use of the **Design Thinking Methodology** will be part of the training courses available for educators and the instructions for the use of the **Content Creation Tool** will be part of the **School's Travel Companion** (described in 6).

The content creation and delivery tool will also allow teachers to design their own projects, following the design thinking methodology from scratch (as can be seen in 1.1.3). These projects can and should be a co-creation effort between the educators, the learners and the members of the community. Teachers will prepare all the general information of the student's projects, outline the learning objectives and other relevant metadata of the project. They will also find a space where descriptions and guidelines for each of the phases of the Design Thinking process can be found with a space for the students' own descriptions and results of the effort (Figure 12).

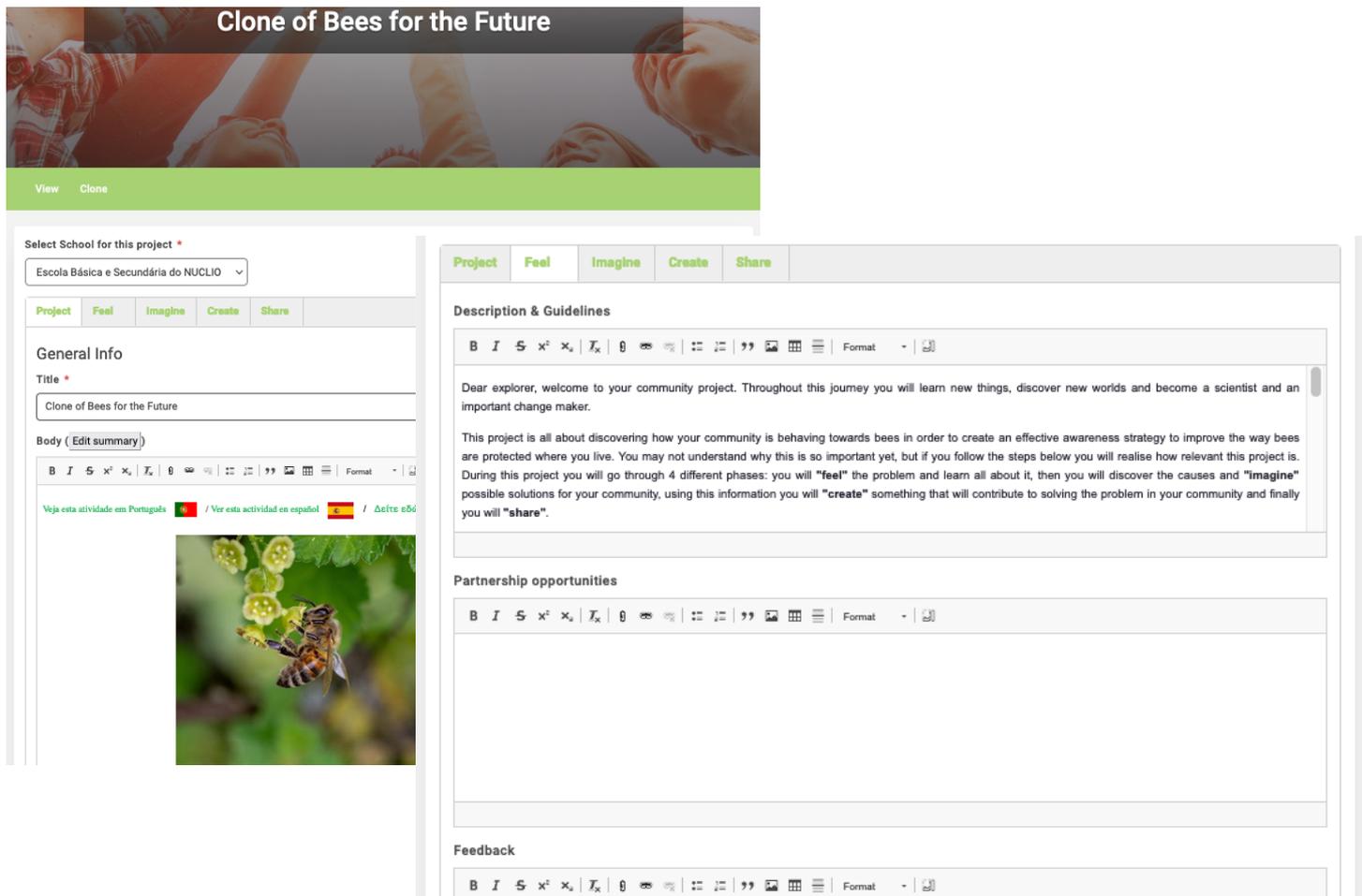


Figure 12 Example of a cloned project

This will not be a mandatory model for the educators but a highly advisable one.

## 4 Rural Innovation Map and School Profiling

All Rural Schools participating in the project will appear in the map portrait in the *Learning from the Extremes* International Community (Figure 13). It will present not only the location of the schools selected on the LfE program, but also their development stage, which can greatly facilitate the establishment of collaboration among the various schools participating in the project.



Figure 13 Rural Schools Innovation Map

This will be a very important feature as it will allow schools to easily find school in their locality, in their countries or other countries where they might be interested to establish a collaboration. It will be an opportunity for schools to find other schools that are at the same digital maturity level, or find other selected LfE schools that might act as counsellors in the case where they have already achieved a higher digital maturity level. After identifying the schools, users can then search for their profile in the platform.

Within each school area, as presented in 1.1.3, there will be a specific space for the **schools to present their profiles (Info)**. This space allows schools to present a full profile of their schools, links to their website, list of projects, aims, mission, etc. School will be encouraged to have a complete profile. This feature will greatly facilitate the interactions among schools by finding schools with which they share common challenges, have similar aims, etc. Description of the Rural School Innovation Map will be further developed in D5.4.

## 5 Rural School Innovation Academy

As already mentioned in this document, one of the aims of *Learning from the Extremes* project is to empower educators and learners to develop projects in line with the vision of the school for their digital transition and involving all stakeholders of the school and local communities. It is also a major ambition of the project to leave as a legacy a sustainable community of *Learning from the Extremes* participants. In order to support this vision, a series of online and face-to-face training opportunities will be offered to the teachers, headmasters and other interested stakeholders. The Rural Schools Innovation Academy (WP6), will put together all the necessary tools to provide mentoring and support to the participating schools. In particular, online interventions will be organized targeting the major needs and vision of the selected schools, as presented in D4.2. Access to the training opportunities and the Rural School Innovation Academy will be easily found in the main community within the Teacher's Square. From the point of view of the community building efforts, these training, mentoring and support opportunities will increase the engagement of the overall school community paving the way for a sustainable continuation of the process.

## 6 Travel Companion for Learning from the Extremes Innovation Journey

As presented in D5.1, a “**Travel Companion for Learning from the Extremes Innovation Journey**” will be created. The main aim of this document is to support participating schools to easily navigate the various opportunities being provided by the *Learning from the Extremes* tools, resources, mentoring and support services. The document will be organized with the following structure:

1. **Elements of a Digital Innovation journey** - This chapter will present a summary of the steps necessary for a successful accomplishment of their projects proposals.
2. **A powerful cloud-based infrastructure** – It will present the main instructions on how to navigate the infrastructure hosting the *Learning from the Extremes* communities, its services and opportunities.
3. **The Design Thinking educational design** – This chapter will help LfE members to better understand the facilities, provided by the infrastructure where the communities are based, to create powerful learning scenarios for the students while at the same time engaging members of the community.
4. **Projects implementation and follow-up tools** – This part of the document will focus on the existing opportunities provided by the project to support schools in the materialization of their projects accompanied by tools that can greatly help the follow-up of the project progress.
5. **Educational Resources Repository and Best Practice Examples** – This part of the document will provide access to suggested communities in the portal and resources associated to them.
6. **Networking Opportunities** – This chapter will provide tips and tricks on how the schools can participate and/or organize networking opportunities for their school’s communities.
7. **Consultation, mentoring, training and support services** during the implementation phase – This part of the document will provide the necessary instructions for access to all the support services available for the project.

The main objective is to provide a series of useful tools, opportunities and all the main explanations to support the school’s transformation journey avoiding unnecessary obstacles, smoothing the challenging phases and ensuring a successful achievement of the foreseen goals and visions.

## Conclusions

The community building tools and services created for the *Learning from the Extremes* selected schools are a key part of this project. It will provide the necessary platform for the organization of the various projects, but it will also enable a series of opportunities to the participating schools. It provides an international umbrella for the materialization of the school's projects and the accommodation of the enormous variety of ideas. Members of the LfE schools will find in the LfE communities an innovative and collaborative space where their project will acquire a new dimension.

LfE is making available to schools, their educators and communities, a wealth of ideas and numerous training and mentoring opportunities. The work ahead will be the materialization of the vision here presented, the adoption by schools of the proposed solutions and the successful design of the school's innovation journey. Schools will have the opportunity to reflect on their status, engage in national and international collaboration, and step by step materialize their projects and achieve their designed ideal.

The next steps will require a more profound design thinking strategy in order to better understand the concrete needs of the selected schools, in order to prepare relevant training materials, to provide the necessary opportunities ensuring innovation and inclusion, are all integral parts of their innovation journey.

The results of this enterprise will be reported in D5.3b, which will hopefully be, the narration of a very successful accomplishment of the journeys.