

PR2 - Use of digital tools to promote interaction, educational content, and assessment



KA220-VET - Cooperation partnerships in vocational education and training



PART 1 - DIGITAL APPROACH FOR TEACHERS AND SUPERVISORS INVOLVED IN THE PROJECT

A - Elements from the meeting in Versailles (C2 - Castle's Dinner Training of VET Professionals)

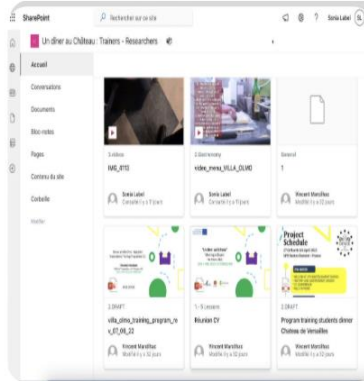
A digital approach for "a castle's dinner" project requires preliminary work and collaboration between teachers and trainers to define the framework, methodology, types of lessons (their relevance, content, development, etc.). The first mobility, Castle's Dinner Training of VET Professionals, served this purpose. During this meeting, each institution presented the digital tools they usually use, such as the Microsoft Teams platform, presentation software like Canva and Genial.Ly, QR codes, and video capsules. After analyzing these tools and considering the project's timeline (only 24 months), the trainers chose efficiency: to use the tools with which all teachers/trainers are already familiar because training them in Erasmus tools would have required time. They preferred to allocate this time to the preparation and implementation of learning. However, it is still possible for institutions wishing to apply the "castle dinner" approach to use Erasmus tools such as EPAL (collaborative platform) or OLS (Online Linguistic Support).





During these three days of work, the teachers focused their efforts on the pedagogical approach of the five lessons (defining the objectives and the skills to be developed by both learners and teachers), the organization of castle's dinners, and the digital dimension, which was placed at the core of the project's methodology. The organization of castle dinners, and the digital dimension, which was placed at the core of the project's methodology. The digital approach emerged as particularly relevant in this project, which involved teachers and learners located in different European countries in the context of a health and geopolitical crisis on the continent. This digital approach allowed for the development of digital tools to enhance interaction, provide educational content for the lessons, assess the training, and promote the project.

• **SKILLS ACQUIRED AND/OR DEVELOPED THROUGH THE DIGITAL APPROACH**



PROFICIENCY IN SHAREPOINT

Content management online.
Collaboration and document sharing.



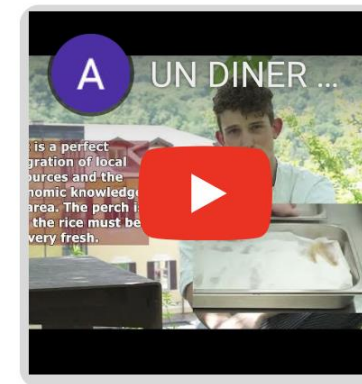
USE OF CANVA

Graphic design.
Creating visually appealing presentations.
Editing and formatting documents.



CREATION OF QR CODES

Generating QR codes for accessing digital resources.
Embedding links and information in QR codes.



CREATION OF VIDEO CONTENTS

Filming, editing, and video production.
Use of video editing tools.
Visual communication through videos

• SKILLS ACQUIRED AND/OR DEVELOPED THROUGH THE DIGITAL APPROACH.

SOCIAL MEDIA:

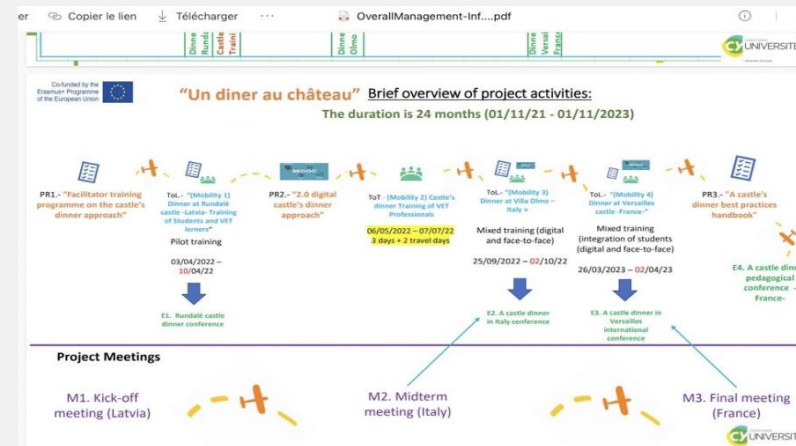
Understanding of basic principles of social media.
Using social media analytics and tracking tools.
Creating and managing social media awareness campaigns.



<https://www.youtube.com/watch?v=8tGTobHUO-I&t=2s>

PROJECT MANAGEMENT:

Task planning and organization.
Collaboration with multidisciplinary teams.
Monitoring progress and adjusting objectives.




B - Best Practices in the Use of Digital Tools by Teachers and Supervisors (PR3 - "A Castle's Dinner Best Practices Handbook")

• DIGITAL TOOLS TO FACILITATE INTERACTION



In the context of international mobility, several digital tools were used to facilitate interaction among teachers, learners, and international partners. The Microsoft Teams platform was used for online meetings, group discussions, and activity coordination. Therefore, before the first mobility in Italy, an initial virtual meeting was organized on the Microsoft Teams platform with the learners to establish the groundwork for future collaboration and to begin getting to know each other, facilitating exchanges once they were together. Discussion groups were created on the Microsoft Teams platform to facilitate direct exchanges among participants: a team consisting of supervisors and managers from different partners for project management and financial oversight; a team including trainers/teachers from the four partners for discussions on lesson content, online meetings to ensure that lesson structures are consistent across countries, etc; teams bringing together teachers and learners to share lessons and information about mobilities. At last SharePoint was used by managers and supervisors to share administrative and financial documents.

• **DIGITAL TOOLS USED TO ENRICH EDUCATIONAL CONTENT AND MAKE LESSONS MORE ENGAGING AND INTERACTIVE.**



Project Schedule
26th-1th October 2022
COMO - Italy

- 26th SEPTEMBER**
 - WELCOMING AND GUIDED TOURS "KM DELLA CONOSCENZA"
 - VISIT OF CFP COMO
 - PRESENTATION OF LARIAN PRODUCTS AND GASTRONOMY
 - SELECTION OF 4 EUROPEAN STUDENTS TEAMS
- 27th SEPTEMBER**
 - GUIDED TOUR OF VILLA BALBIANELLO - Lenno
 - VISIT OF GRAND HOTEL TREMEZZO - Treme
 - VISIT OF LANDSCAPE MUSEUM - Tremezzo
 - During the day: photo hunt
- 28th SEPTEMBER**
 - TREASURE HUNT IN COMO CITY CENTRE
 - TEMPIO VOLTIANO GUIDED TOUR
- 29th SEPTEMBER**
 - PREPARATION OF GALA DINNER at CFP
- 30th SEPTEMBER**
 - PROJECT CONFERENCE
 - GALA DINNER AT VILLA OLMO
- 1th OCTOBER**
 - PROJECT EVALUATION

• Videos were employed to present visually specific concepts and topics. For example all partners have sent videos of the menus to be prepared, along with the recipe steps, in preparation for the castle's dinner.

• QR codes were used to provide easy access to supplementary online resources, such as recipe demonstrations, videos, or quizzes. Each organizing partner school sent out weekly program calendars that incorporated QR codes. This allowed all participants to easily access essential resources to recall recipes and visited places with digital information about their history. The use of this presentation format, created using the Canva tool and applied to all mobilities, proved to be an effective pedagogical tool to enhance memory, an approach recommended by neuroscience.

• Furthermore, free graphic design software like Canva and Genialy were used to create visually appealing educational materials, such as infographics or presentations.



PROGRAM OF THE DAY
THURSDAY| SEPTEMBER 29, 2022

COOKS	LOGISTICS INFO	WAITERS
9.00 am preparation of the Gala Dinner at CFP 12.30 am Lunch at CFP 2.00-4.30 pm preparation of the Gala Dinner at CFP		9.00 am meeting point at Villa Olmo for the preparation of the Gala Dinner 12.30 am Lunch at CFP 2.00-4.30 pm preparation of the Gala Dinner at Villa Olmo

AIMS OF THE DAY	GALA DINNER MENU
<ol style="list-style-type: none"> 1.The Menu and the catering protocol will be presented 2.The cooking and service teams will be identified 3.Training and tasks will be assigned to each working group. 	

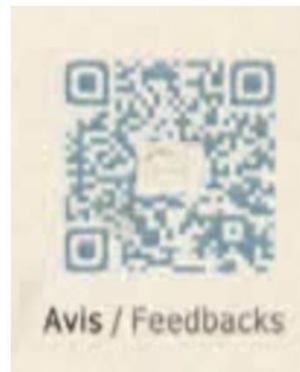
Video of the menu: <http://url.it/dabvc>

LAKE COMO FOOD SPECIALITIES
CHEESE: BINCARLIN e FORMAGGIO D'ALPE GRASSO



FOR INFO PLEASE VISIT THE QR CODE PLEASE

• **DIGITAL TOOLS USED TO TRAIN EFFECTIVENESS ASSESSMENT AND GATHER PARTICIPANT FEEDBACK.**



QR codes were used to enable participants to complete online assessment questionnaires, facilitating data collection and result analysis. This approach allows for the quick acquisition of valuable information regarding participant satisfaction, training effectiveness, and improvement opportunities.

• DIGITAL TOOLS TO PROMOTE THE PROJECT



<https://dinaerauchateau.com>

The creation of Instagram and LinkedIn accounts for 'Dinner at the Castle' project has helped to develop skills beneficial for teachers to raise awareness about the project. These two platforms target different audiences: Instagram appeals to students and culinary professionals, emphasizing the visual aspect of the dishes, while LinkedIn is geared towards academic partners and institutions.

Furthermore, CY Cergy Paris University has created a dedicated website for the "Dinner at the Castle" project with the aim of promoting the event and increasing its visibility beyond the Versailles academic community. This website aims at sharing the project results for free with a focus on transferability to encourage other educational institutions to initiate an Erasmus project.

The teachers shared their experiences and best practices regarding the use of digital tools during online meetings. This promoted the exchange of knowledges and the continuous improvement of the digital approach.

The use of these digital tools facilitated interaction, enriched educational content, and streamlined the assessment process. They enabled smooth communication, effective collaboration, and a more immersive and interactive learning experience for both teachers and students. Moreover, they helped strengthen the use of digital technologies in education and prepared participants for the constantly evolving digital environment.

Part 2 - Digital Approach for Learners Involved in the Project


A - Best Practices in the Use of Presentation Materials (PR3 - "A Castle's Dinner Best Practices Handbook")

Most lessons resulted in the creation of presentation materials that were shared several weeks before the mobilities with the teachers involved in the project. This allowed supervising teachers to conduct in-person mobility preparation sessions using these materials, with the assistance of the English teacher to facilitate a better understanding of the vocabulary. Subsequently, these materials were shared with the students, enabling them to familiarize themselves with the content asynchronously. This method proved to be particularly effective, especially in the assimilation of knowledges related to recipes (ingredients, culinary techniques, etc.) that the learners were to execute a few weeks later.

Monday 27th
March, 2023

Versailles Gastronomy


Latest news and updates



Introduction


In order to create a course about Versailles history and gastronomy that would make sense to foreign students visiting the country, we asked the French students to put themselves in the shoes of a foreign tourist and to evoke the questions they would not ask themselves if they visited the Palace of Versailles and those about the evolution of French gastronomy

Here is the result of their work...




The origins

The « bien recevoir » art but especially the « bien manger » one goes back to the Middle Ages. Before the use of the spoon during the 14th Century, it was customary to serve oneself with one's fingers but, as a matter of elegance, with the first three right hand fingers!




The areas...


Le GRAND COUVERT: room where Louis XIV used to take his supper in front of the pub




THE GRAND COMMUN: Building dedicated to the cooks, valets and the staff in charge of the meals.



THE KITCHEN: or *Maison Bouche*
Ensure the preparation of meals, snacks and service.
It has 500 officers, assisted by 160 boys. It is made of 7 offices including two: the Gobelet and the Maison Bouche that are solely responsible for the King's table and the Royal family's.



<p>Concerning the service...</p> <p>Louis XIV's meals. Medicis' role. The organization of a dinner in the Palace: What we can see on the table, The layout of the dishes, A typical royal meal, Wine service, Ordering of the guests</p> <p>Page XX</p>	<p>Concerning the kitchen...</p> <p>Hierarchical organisation in the kitchen. Suppliers. The customary food. The King's vegetable garden: vegetables and fruits. The other products: meat and fish. Food preservation. The drinks. Name of the dishes. The importance of sugar. Men of influence. Evolution of cooking skills and techniques.</p> <p>Page XX</p>	
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B - Best Practices in the Use of Video (PR3 - "A Castle's Dinner Best Practices Handbook")

• FOR THE HERITAGE LESSON

In preparation for the mobility in Italy, AFOL COMO created a captivating slideshow that traces the history of Italy, the city of Como, and Villa Olmo. This was accompanied by a video presentation made by Italian students in English, thanks to a carefully crafted script. This initiative resulted from interdisciplinary pedagogical collaboration aimed at giving meaning to the lessons and raising awareness among learners about the rich tangible and intangible heritage of their country, as well as the history of the city of Como, within the broader context of European citizenship. This video captured the attention of students from host countries who could appreciate the remarkable work done by their Italian peers. At a time when social media encourage everyone to promote various products and services, this approach allowed Italian high school students to educate their fellow students using their own language of communication and sharing experiences. The interactive video proved to be a highly effective tool during visits to museums presenting the history of the regions, cities, or castles where the mobilities took place. Around Lake Como, the visit to the Landscape Museum successfully raised environmental and cultural awareness among students regarding the Lake Como region. This presentation was made interactive, providing students with an enjoyable experience. This demonstrates the use of technology in the service of culture and environmental preservation. Similarly, the interactive video and technological tools facilitated the understanding of the history of the city of Jelgava during the visit to the St. Trinity Church Tower Museum in Jelgava.



<https://www.youtube.com/watch?v=07X07SQovic&t=49s>



Visit to the St. Trinity Church Tower Museum in Jelgava.

In France, the Palace of Versailles created a video retracing the construction steps of the castle, from Louis XIII's modest hunting lodge to become the largest palace in Europe. This video was sent to our partners with the intention of sharing it with the students. The objective was to raise awareness about the sense of this place where they were to serve. This video makes it easier for young learners to understand the history of the castle and its heritage value.



<https://www.youtube.com/watch?v=N2hoOMmXeyk&t=4s>

• FOR THE 'MASTERPIECE PROTOCOL' & 'CATERING PROTOCOL' LESSONS

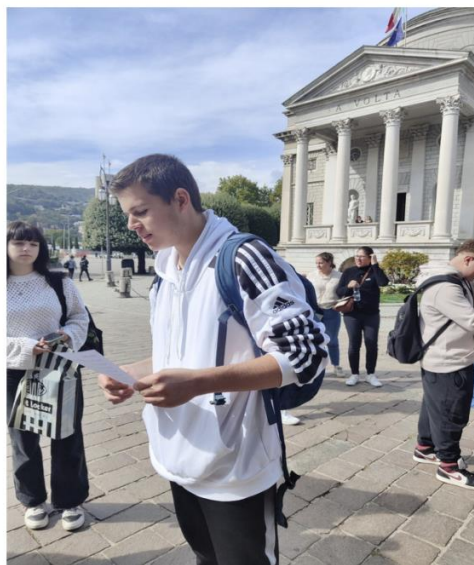


Each partner created videos to showcase the various techniques and steps involved in the menu that would be offered during the castle's dinner. This provides students and teachers with the opportunity to learn step by step, at their own pace, by following detailed instructions to prepare the dishes. This tool proves to be both informative and enjoyable.





What adds value to this project is the presentations made by the students themselves. Indeed, students worked with their teachers using various digital resources to acquire knowledge about a monument or a work of art, which they then shared with their French, Latvian, and Italian peers during the mobility program. This approach allows young learners to express themselves and to develop an authentic and engaging learning experience.

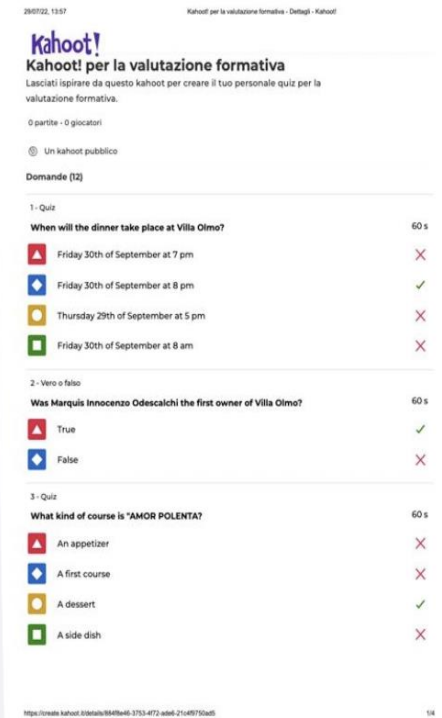
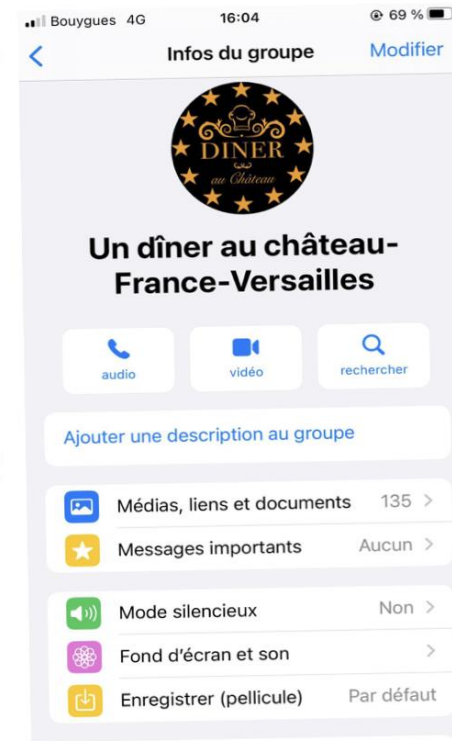


C - Best Practices in Smartphone Usage (PR3 - "A Castle's Dinner Best Practices Handbook")

The WhatsApp application facilitated communication among learners during the stay by sharing information related to mobility organization, as well as exchanging photos and messages related to cultural exchanges.

The use of these digital tools facilitated interaction, enriched educational content, and streamlined the assessment process. They enabled smooth communication, effective collaboration, and a more immersive and interactive learning experience for both teachers and students.

To assess skills and enhance cohesion among learners, the Kahoot learning platform provided learners with the opportunity for self-assessment and group collaboration. Kahoot was an effective tool to break the ice between learners and to motivate them to be on the winning team.



In summary, the integration of the digital aspect played a significant and complementary role. This approach aligns perfectly with our overarching goal, which is based on the principle of active learning. The various digital tools facilitated the creation of different supports, such as videos produced by students or the use of QR codes. Additionally, we have observed that mobile phones could be judiciously used by students.

We have been able to step back and draw insights that enable us to make recommendations to optimize this experience. To enable learners to fully immerse themselves, the acquisition of virtual reality headsets is highly recommended. Indeed, with virtual reality, learners are no longer mere spectators but become active participants in their experience. They are encouraged to interact with virtual objects, explore every detail of paintings, architecture, or delve into the history of the castles. This immersion allows learners to move beyond mere theoretical concepts and develop a deep understanding of cultural heritage.

