

PERSONALISED LEARNING: ESSENTIAL STRATEGIES FOR EDUCATORS



Porto
24 -28 MARCH



REPORT BY ROSANNA RAINERI and STEFANO BRUNO

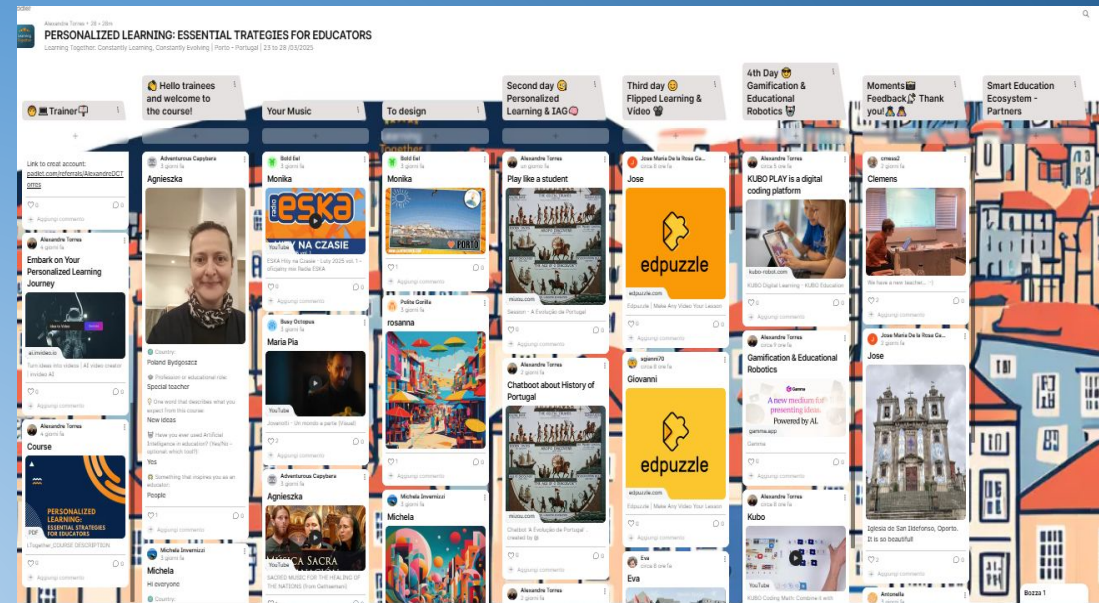
TEACHER OF ITALIAN AS A FOREIGN LANGUAGE IN CPIA 2 VARESE

The course we attended focused on personalized learning, which is a teaching/learning model where education does not follow a single path for all students. Instead of guiding every student through the same lessons, the teacher directs each student along a personalized learning path. The what, when, where, and how of learning are adapted based on each student's strengths, skills, needs, and interests.

The goal of the course was to provide teachers with the knowledge, skills, and tools necessary to effectively implement personalized learning in their classrooms, fostering an environment where each student can grow according to their own abilities and interests. The course was structured into five lessons, each lasting five hours. During these sessions, the instructor presented numerous tools related to the use of artificial intelligence and various applications and platforms useful in teaching, to help design learning units and propose diverse activities for students.

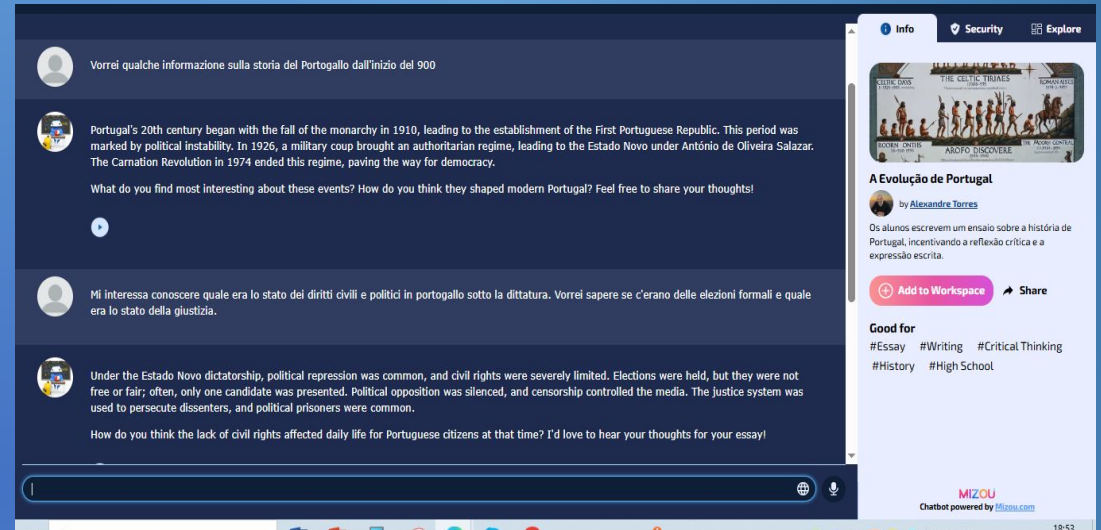
DAY 1 PADLET AND AI

- The trainer introduced Padlet, a digital platform that allows users to create virtual “boards” where teachers and students can collaborate, share ideas, documents, images, videos, and other content. It is useful for facilitating communication and group work, as well as for presentations. The course included the creation of a personal Padlet account and its use in designing a lesson or a learning unit, with or without the help of artificial intelligence. Additionally, a Padlet board was created for the course to share the materials produced.



DAY 2 – PERSONALIZED LEARNING & IAG

- The trainer introduce **Mentimeter** and **Wooclap** two applications, interactive platforms that allow presenters to create multiple-choice questions, polls, word clouds, quizzes, etc. The audience can respond in real time using their smartphone or computer.
- Use of **ChatGPT** to create a **chatbot**, a computer program designed to simulate a conversation with humans. A chatbot can be based on predefined rules or artificial intelligence. In education, it can make lessons more interactive, personalized, and engaging. It can answer students' questions, support personalized learning, create quizzes and interactive assessments, ask questions, simulate debates, and develop critical thinking and argumentative skills.
- Use of the **MIZOU** platform to create and experiment with a chatbot.
- We all chatted with “The Little Prince”



MIZOU

DAY 3 - BLENDED LEARNING, FLIPPED CLASSROOM AND VIDEO

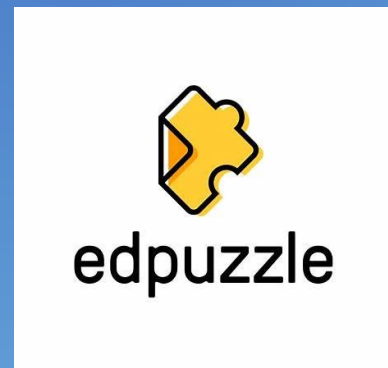
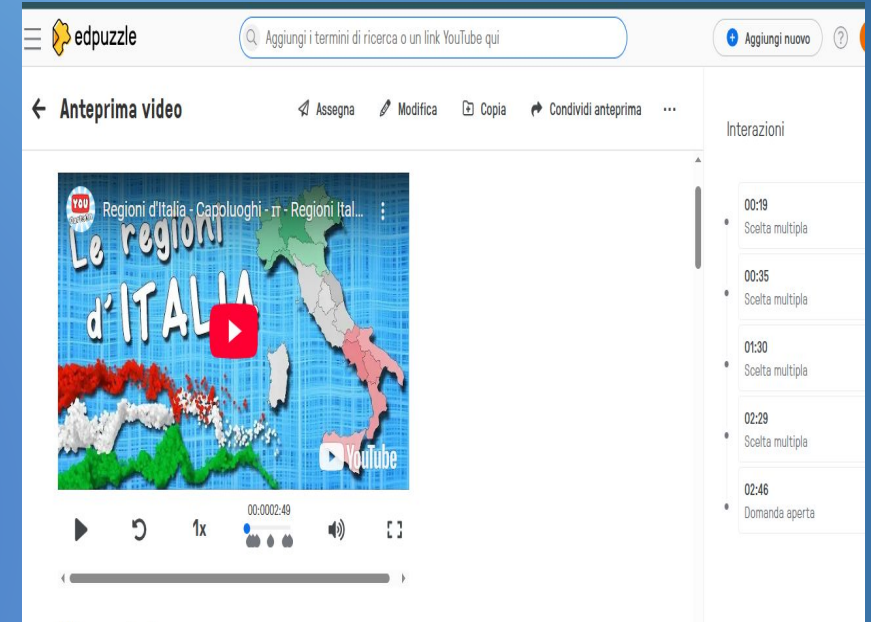
Blended Learning, or **mixed learning**, is a teaching approach that combines traditional in-person instruction with the use of digital technologies and online resources. In this model, students participate in both face-to-face lessons and online activities, allowing for greater flexibility and personalization of learning.

Flipped Classroom, or **inverted classroom**, is a teaching approach in which traditional learning is "flipped." Students access content (videos, readings, podcasts, etc.) at home, while classroom time is dedicated to practical activities, discussions, problem-solving, and teacher-guided activities.

Videos: How to improve students' autonomy and engagement through video.

Use of the **INVIDEO** application, which allows the creation of educational videos based on specific requests from the teacher.

Use of **Edpuzzle**, an application that allows users to edit a video by adding questions, quizzes, notes, etc.

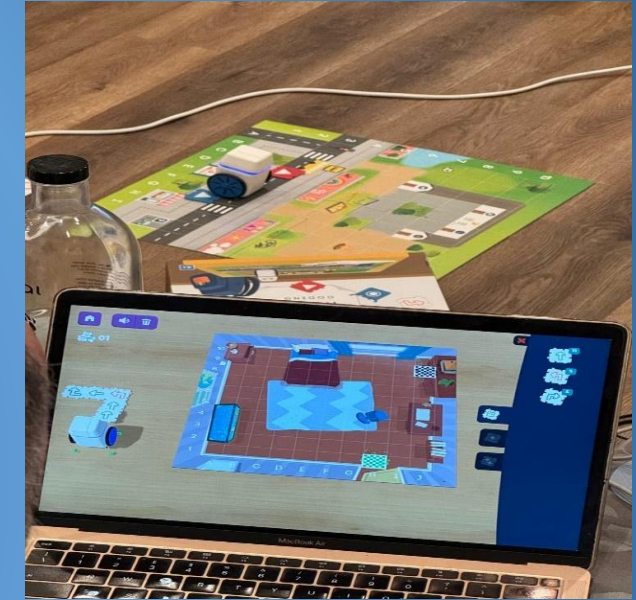


DAY 4 GAMIFICATION and EDUCATIONAL ROBOTICS

DAY 4 – GAMIFICATION and EDUCATIONAL ROBOTICS Gamification is the application of typical game elements (such as points, levels, challenges, rewards, and leaderboards) in an educational and instructional context. The goal is to increase engagement, motivation, and participation by transforming traditional activities into more interactive and enjoyable experiences.

Educational Robotics is a method that integrates the use of robots and related technologies into educational activities to promote hands-on and multidisciplinary learning. This approach stimulates logical thinking, creativity, and STEM skills (science, technology, engineering, and mathematics).

Presentation of the KUBO robot and its possible applications in teaching, as well as games with the robot, both physical and in online digital games.



DAY 5 - VIRTUAL REALITY AND THINGLINK IN EDUCATION

- **Virtual Reality (VR)** is a technology that creates simulated and immersive environments, generated by computers, in which users can interact as if they were real. VR allows students to engage in hands-on and immersive experiences: they can explore historical settings, conduct scientific simulations, participate in virtual labs, or visit places that would otherwise be inaccessible. This approach promotes experiential and interactive learning, making concepts more tangible and stimulating students' motivation and curiosity.



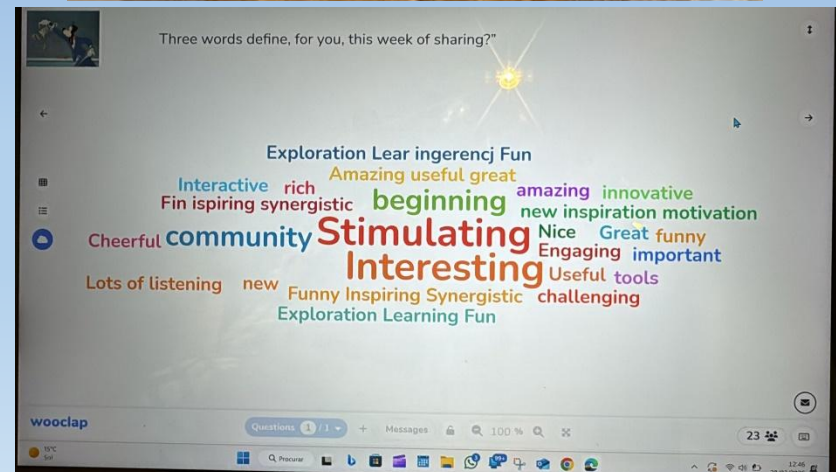
- **ThingLink** is a digital platform that enables the creation of interactive images, videos, and environments enriched with links, text, audio, and other multimedia content. Students can explore content independently and immersively, deepening their understanding of topics through the various interactive elements embedded in the material.

PARTICIPANTS

- The course was attended by 15 teachers from various European countries, including 10 Italians, two Polish, one Spanish, and two Germans. The teachers immediately demonstrated a spirit of collaboration and good rapport, which made it possible to build relationships and share time even outside of the lessons.
- The exchange of educational and teaching experiences, as well as discussions about their contexts, school levels, the types of students they work with, and their own training needs, was both interesting and enriching. These exchanges mainly took place in informal settings, such as during the coffee break provided every morning by the course provider, or during dinners, lunches, and leisure time.
- Since no organized activities or excursions were planned, the course participants were free to arrange their time according to their personal preferences, forming groups of varying sizes.



FINAL CERTIFICATION and COURSE EVALUATION



FINAL REPORT by Rosanna Raineri

I evaluate my mobility experience in Porto very positively: it was an opportunity to meet new people, open up to new experiences, and it gave me renewed energy.

The course provided a wide variety of technological tools useful for personalizing learning, thus serving as a stimulus for innovation in teaching practices and for exploring strategies and tools that were previously unfamiliar or rarely used by me.

The vast range of proposals did not allow for an in-depth exploration of the different tools, but through insights and examples, it was possible to grasp the potential of each one. To use them effectively, personal training, experimentation, and practical application over time will now be necessary.

Their implementation in teaching practice will allow for an assessment of their actual effectiveness. Their applicability in daily teaching is undoubtedly influenced by the availability of adequate technological equipment at school and/or the adoption of the BYOD (Bring Your Own Device) approach, using tablets or computers.

The course design and implementation were carried out without considering an analysis of the participants' needs. As a result, it is up to them to discover and assess whether these proposals can be transferred to their own context.

I work as a literacy teacher at CPIA 2 in Varese, where I teach Italian as a foreign language to migrant students, both workers and non-workers, in daytime and evening classes. Their language skills range from pre-A1 to A2 level. The students have varying levels of prior education, and many are illiterate.

The majority have little or no experience using computers or tablets, and their technological skills are limited. Almost all of them own a mobile phone, but not everyone has an internet connection. The time they can dedicate to studying is limited, often confined to after work or squeezed in between family commitments.

Migrant adults require learning that can be immediately applied to daily life (work, public services, healthcare, etc.) and need to achieve tangible results in a short period. Digital strategies can sometimes be too abstract unless they are integrated with real and practical situations. Many digital tools for personalized learning are designed for users who already have a basic understanding of the language of instruction.

The human support of a teacher is often essential to bridge linguistic and cultural gaps. Additionally, adult learning is often more effective in a context of direct interaction, where relationships with the teacher and classmates foster participation and engagement.

For these reasons, I believe that the training course I attended, despite offering valuable insights for innovation and professional growth, lacked a focus on the possibilities of personalized learning that do not rely solely on technology.