

Promoting fundamental Rights and Inclusive Education in
European Schools Through Gamification

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COMPETENCE FRAMEWORK FOR TEACHERS

Developed by: ALDA+ , Institut International des Droits de l'Homme et de la Paix, Innomate, The Square Dot Team, Istituto Omnicomprensivo Guglionesi, Universidad Internacional de Valencia - VIU and Çığlı Fen Lisesi

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SECTION I - VALUEBOX Project

The European way of life emphasises integration and inclusion in society for the long-term well-being and stability of economies. The European Education Area and the United Nations Sustainable Development Goals promote inclusive and quality education for all, highlighting the role of schools as hubs of integration. In order to guarantee this, precautions must be taken to ensure that education will effectively raise responsible citizens by systematically administering value education, following the values as referred to in the Charter of Fundamental Rights of the European Union, such as human dignity, freedom, equality, democracy and solidarity as part of the European Union foundation. It is important to have a 'whole-school approach', where learners, parents, teachers and the wider community are all actively involved, and teachers are the key drivers of the change.

One strategy being used in education is gamification, which involves incorporating game elements into non-gaming environments to increase motivation and engagement. This approach has been successful in marketing strategies and it is now being implemented in educational programs, including the professional development of teachers. In this framework, the **VALUEBOX** (Promoting Fundamental Rights and Inclusive Education in European Schools through Gamification) project aims to support educational staff in building an inclusive and high-quality education system, as well as promoting the European dimension of teaching in secondary schools.

To achieve these goals, the project aims to create a Gamified Self-Assessment and Recommendation Tool on common values for teachers to evaluate their own competences, and develop an action plan in order to promote common values in schools through the use of gamification. Additionally, an Open Online Course for Teachers on Fundamental Rights will be developed, providing them an international interactive gamified open access course, as they will be the main actors to teach the common values that EU shares building diversity and unity.

The specific objectives and priorities of this initiative are focused on promoting inclusion and diversity in education, as well as supporting teachers and school leaders and they are the following:

- **Priority 1:** Promote social inclusion and improve outreach to people with fewer opportunities. Increase the availability of high-quality educational resources in school education to support teachers in creating inclusive environments.
- **Priority 2:** Support teachers' ability to monitor their teaching competences of social, civic, intercultural, and common values. Promoting teachers' ability to monitor their teaching competences.
- **Priority 3:** Empower teacher competence to raise awareness regarding common EU values and the principles of unity and diversity.

With the coordination of ALDA+, **VALUEBOX** is an Erasmus+ co-funded project, with the partnership of: Institut International des Droits de l'Homme et de la Paix (France), The Square Dot team (Belgium), Universidad Internacional de Valencia - VIU (Spain), Çiğli Fen Lisesi (Turkey), Innomate Ltd. (Turkey), Istituto Omnicomprensivo Guglionesi (Italy).

This partnership will combine the most appropriate expertise, skills, and competences from partners, creating a team that guarantees high-quality project results. By combining our resources and applying our collective knowledge, we will address the project's needs to deliver exceptional outcomes.

SECTION II - Literature Review

Introduction

What individuals and societies value inevitably shapes - and is shaped by - the world around them, in all its dimensions and implications. Our background and upbringing, the historical time in which we are alive, the social and political status around us, our personal thoughts and experiences, all shape our values. Sometimes pending more to humanistic values, others, Unfortunately, not so much. Human dignity, freedom, democracy, equality, justice and solidarity, including the rights of persons belonging to minorities, are values which are shared by EU Member States. They form the fabric of our Union that binds countries, communities and people together, as outlined in Article 2 of the Treaty of Lisbon. Inclusive and high-quality education and training, at all levels, as well as the European dimension of teaching, are paramount for creating and maintaining a cohesive European society. Learning about Europe's common cultural heritage and diversity, as well as a strong understanding of the origins and functioning of the European Union is essential knowledge for every EU citizen. Values, norms and moral concepts are gaining increasing importance and they are being discussed all over the world with what they evoke in minds, as well as, with the sense that they make for education. In particular, when the relationship between value education and schools is questioned, questions like “whether values education must be in schools or not? What are the purposes of education? What are the basic common society’s values? What do common values mean? And how values education should be applied in schools?” are far from being answered. Education is not only an area in which rational knowledge and technical skills are built, but an area in which the cultural values, moral attitudes and behaviours are also transferred. Thus, the school acts as an institution in which education takes place under the supervision of the state by means of legal regulations and takes over the function of meeting various expectations of the state, society, parents, and students. It is in this context that the partners of **VALUEBOX** felt the need to find answers for these basic questions: “How should values be treated in education? What are the possibilities within education for teaching values, the role of the teacher therein, and the influence of the school culture?”

Subjects in the curriculum

In secondary school, value education curriculum can be a subject within the humanities, or it is a part of the student level, it can be considered its own field within education, social studies, social science and policy, history , or human/cultural programs.

About blended learning

With schools all over the world redesigning because of COVID-19, blended learning is becoming a new normal. Blended learning has been around for a while and it is the combination of traditional face-to-face instruction with aspects of online instruction all while students are in the classroom with the teacher.

Blended learning strives to provide students the best of both face-to-face and online learning experiences. Blended classrooms include face-to-face instruction techniques, such as direct instruction or lecture, group discussions, and small-group work while also using technology to provide in-class online learning that students can do at home provided they have access to necessary technology. Educators also need to be increasingly knowledgeable about how to engender authentic and meaningful learning so that students are engaged in inquiry and learning in ways demanded by the complexities of modern life (Darling-Hammond et al. 2019). These are also pedagogies to be developed. The 2018 TALIS surveys found that fewer than 60% of teachers reported giving tasks that require students to think critically, just under half make their students work in small groups to come up with a solution or let students solve complex tasks, only one third gives students tasks for which there is no obvious solution. And fewer than 30%, gives students extended project work (OECD 2019).

Online instruction is often facilitated by a Learning Management System or LMS. A LMS is where the instructor puts all the lessons and activities that students must work through to successfully complete the course. Typical LMS's that schools use includes Canvas, Schoology,

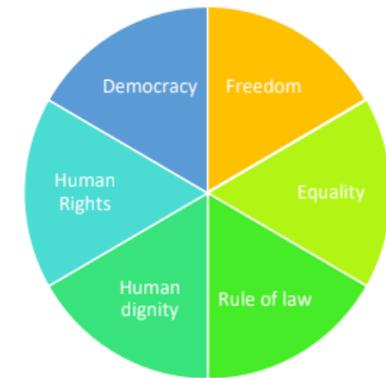


Figure 1.

Blackboard, and even Google Classroom. If you're looking for an LMS that can support gamification, check out Classcraft. Just as whole-class discussion and small-group work are staples of face-to-face instruction, discussion forums and asynchronous learning are staples of online learning. Blended classrooms can empower students who are introverted or shy to share their ideas and learn from others using discussion forums where conversations that were started in class can continue well after the class ends.

Teachers who never taught an online course, never used an LMS, and maybe even hardly used technology in their classroom with their students, had to learn how to use an LMS and put their non digital materials, assignments, activities, labs, etc. on a LMS, and they had to do that very quickly. There are multiple definitions and variations of blended learning, otherwise described also as “hybrid learning”, “technology-mediated instruction,” “web-enhanced instruction,” and “mixed-mode instruction”. Powell et al. (2015) clearly states that “the blended learning approach combines the best elements of online and face-to-face learning. It is likely to emerge as the predominant model of the future and to become far more common than either one alone”. Generally speaking, the term comes to represent a learning experience that can be adjustable for each student and it is not constrained by geography or rigid rules. The Innosight Institute has adopted an umbrella definition, which is met in a big amount of the literature in this field. So, based on Staker’s (2011) research, blended learning is defined as “any time a student learns, at least in part, at a supervised brick and mortar location away from home and ,at least in part, through online delivery with some element of student control over time, place, path, and/or pace”.

This definition includes two key aspects that distinguish this mode of learning from traditional teaching and learning in physical schools or other physical learning settings: First, the student must learn in a “supervised brick-and-mortar location away from home” at least some of the time. Second, to qualify as blended learning, the student must experience online delivery with some control over the time, place, path, and/or pace. The student control element is crucial to the definition because it distinguishes online learning from other forms of tech-rich learning, such as when the teacher uses a laptop and projector to stream online media or textbooks to a classroom of students, or uses an electronic white board to make direct instruction livelier. Therefore, the above definition of blended learning is considered to be viewed from

a student's perspective (Staker, *ibid.*) This is also important to bear in mind for the development of the specific learning model of the **VALUEBOX** project in order to support a student-centred approach as it will be explained in the following sections of this document.

The main reason for this is that in blended learning the internet and the resources available are used as a means of preparing a lesson both for teachers as well as for students. Within an online classroom environment, students come and listen to the lesson and do the homework afterwards. In contrast, during blended learning, students have already got the information concerning the lesson (videos, texts, other multimedia materials) before they come to the class and are thus better prepared to consolidate what takes place in the classroom. Similarly, the educator uses the classroom for the purpose of creating an environment of reflection with the students on what they have already studied and in order to clarify points that have not been yet understood. This condition also creates opportunities and gives more time for classroom interaction and other hands-on classroom activities. It also creates a shift in the role of the teacher and the relationship with the students: the educator plays the role of the guide/ facilitator and the students can get more active in comparison with face-to-face education. Eryilmaz (2015) also emphasises the issue of student control in blended learning and its significance for more effective learning. He lists a set of attributes that enable the student to choose how and when to use the online material (e.g. how many times to watch a video) and can therefore contribute to deeper and more detailed understanding of the topic.

Review of blended learning model

Various blended learning models are being used and new versions continue to develop as technology and pedagogy evolve. These models vary in terms of several dimensions, including teacher roles, scheduling, physical space, and delivery methods. In most of the literature, the models used have been grouped in six clusters, with each sharing design elements that distinguish them from the others (Staker, 2011). In order to identify which model would be closer to the needs of **VALUEBOX** project we reviewed the basic characteristics of each one found in the literature, as presented in the following table:

Model	Short description	Evaluation of Appropriateness for VALUEBOX
<p>Face-to-Face Driver Model</p>	<p>This paradigm functions best in varied classrooms with a range of skills and mastery levels among the students. In general, only a selected group of students will engage in the following aspects of online learning:</p> <ul style="list-style-type: none"> • Students who have reached mastery levels above grade level may move along more quickly. By giving highly talented students appropriate challenges, this avoids boredom. • In an effort to speed up learning, students who have mastery levels below that for their grade level, receive the proper skill remediation. The advantage of online learning for these kids is that they can obtain all the practice they need to become proficient in a subject and come up with their own methods for remembering information when it is necessary. • Students can receive remediation as well, so that their English skills may be more rapidly acquired. 	<p>The individualisation of access to online learning is positive. However, the fact that only a selected number of students would have access to online learning, regardless of the selection criteria, does not seem to be appropriate for the project, which does not involve the selection of specific students.</p>

<p>Rotation model</p>	<p>This is really just a variation of the learning stations model that teachers have been using for years. There is a set schedule by which students have face-to-face time with their teachers and then move to online work. This model seems to be most popular in the following environments:</p> <ul style="list-style-type: none"> • Secondary classrooms in which teachers have already used and are comfortable with traditional learning stations. • Secondary classrooms in which students can be divided based upon skill levels in reading and maths. Thus, students who are performing well in maths but not in reading may have face-to-face time with their teachers for reading, before rotating to the online learning stations for maths. Teachers are able to give struggling students more individual assistance based on their needs. 	<p>Although the rotation model has been found to have positive results, these were met mostly in secondary schools in California, according to Powell et al. study (2015), who suggests that a possible condition for the effectiveness of this model is that students are already familiar with other rotation learning practices. This condition cannot be assumed for the European schools participating in VALUEBOX.</p>
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<p>Flex model</p>	<p>With this approach, material is primarily delivered online. Although teachers are in the room to provide on-site support as needed, learning is primarily self-guided, as students independently learn and practise new concepts in a digital environment.</p>	<p>The overall process of online learning is done mainly in the school setting, which presupposes that the school must be adequately equipped with computers and/ or other devices. This could be challenging for schools where there is lack of resources and infrastructure.</p>
<p>Online Lab Model</p>	<p>This model involves students travelling to and attending a school with total online educational delivery for entire courses. There are no certified teachers on hand, but rather, trained paraprofessionals who supervise. This is a good option in the following circumstances:</p> <ul style="list-style-type: none"> ● Secondary students who need flexibility of scheduling due to other responsibilities (job, child-rearing). ● Secondary students who choose this option in order to progress at a faster rate than they would in a traditional school setting. ● Students who need to move at a slower pace than traditional classrooms provide. ● Schools and districts that face budget constraints and 	<p>Similar to the Flex model, here again the availability of a well-equipped computer lab in the school could be a challenge.</p>

	<p>cannot accommodate their total populations in traditional classrooms, either because of facility restraints or the inability to employ enough certified teachers. This model eases classroom size issues.</p>	
<p>Self- blend model</p>	<p>Self-Blended learning combines in person instruction with online learning. Popular in high schools, the self-blend model gives students the opportunity to take classes beyond what is already offered at their school. While these individuals will attend a traditional school environment, they also opt to supplement their learning through online courses offered remotely. In order for this method of blended learning to be successful, students must be highly self-motivated.</p>	<p>This model provides an element of flexibility that could adjust to schools from different countries and with varying profiles that will participate in our training. It could also be compatible with the fact that the focus of VALUEBOX is taught, in most of the participating countries, as a distinct curriculum subject in Secondary Schools. In addition, the fact that the online work is done as homework does not create the need for infrastructure in the school; it does however presuppose students' online access from home or other sites.</p>
<p>Online driver model</p>	<p>Online driver is at the opposite end of the spectrum from face-to-face driver, which is a form of blended learning in which students work remotely and material is primarily delivered via an online platform. Although face-to-face check-ins are optional, students can usually chat with</p>	<p>Although here we have the maximum degree of flexibility out of all of the models described, the fact that this model is heavily reliant on online learning with optional and not regular face-to-face meetings seems to make it more appropriate for</p>

	<p>teachers online if they have questions. This model of blended learning is ideal for students who need more flexibility and independence in their daily schedules.</p>	<p>Tertiary/ University students or adult learners, rather than for Secondary School students, who go to school on a daily basis and meet face-to-face with the teacher.</p>
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Based on this review of existing blended-learning models, the one that is considered to be more appropriate for the **VALUEBOX** methodology is the self-blend model, mainly due to the following reasons:

- It provides a good balance between online and face-to-face learning, without overlying on either of them. Thus, compared to other models, such as the rotation one, it is more likely to be compatible with more traditional ways of teaching met in an “average” school and could therefore be easier to adjust into the regular school schedule.

Most (if not all) of the online learning is done at home, therefore:

- It is not dependent on issues of technical infrastructure at the school (computer lab, availability of computers and other devices for all students).
- It saves classroom time for elaboration of the content prepared/studied beforehand online at home and for focusing on creative hands-on activities.
- It is considered most appropriate for our target group, i.e. High School students, since it provides them with a certain amount of control over their learning at home, acknowledging teenagers’ need for (some amount) of independence and initiative, which is at the same time supplemented by regular teacher support at school.

Also, the flex model could also be a supplementary option, provided that the necessary technical equipment is available in the participating schools and, most importantly, that the students are in the position to work independently, with a lesser amount of guidance from the

teacher. In this sense, a suggestion for the **VALUEBOX** syllabus could be to include some elements/modules that could be used in a more independent way by the students, depending on the profiles, learning needs, experience and learning styles of a certain class. Another issue that needs to be considered is the type of elements that are included in the online part of a blended learning approach. Carman (2005) identifies 5 key elements for a successful blended learning design:

- Live events
- Online content that is available for self-paced learning
- Collaboration (peer to peer and peer to mentor)
- Assessment
- Reference material for further reflection on what has been learnt

Pedagogical principles

Like other blended-learning models, self-blend includes a number of variations in terms of students' interactivity, teachers' and students' roles, practices of face-to-face work etc. In order to design the blended learning model of the project, what is important to define is not only the amount of the use of online learning in combination with face-to-face, but the overall pedagogical principles that will underpin it. In order to do so, it is important to bear in mind that the project aims are not simply to inform students on European Values , but to actively involve them, so that to this direction, the following aspects should be addressed by the blended learning model:

- Raising students' interest/ motivation
- Creating opportunities for collaboration among students and teachers
- Students acting as active contributors of knowledge
- Students reflecting on their own learning (self evaluation)
- Enhancement of critical thinking

- Students' improvement of digital skills
- Networking with other schools (content sharing)

Indeed, the self-blend model enables the use of several practices that support these objectives of a student-centred approach, such as group-work among students, face-to-face learning with group-based student generated content, classroom face-to-face teaching followed by individual online content generation by the students. All these examples enable the students to act as self directed learners who take the initiative, become co-designers of the learning environment. They are not passive participants of an instructor-controlled context, but they are active creators that connect and extend their learning beyond the domain of the instructor.

What is more, in order to serve the student-centred approach and the role of the teacher as facilitator, **VALUEBOX** is the blended learning model incorporates elements of the inquiry based learning model that promotes:

1. a learner-centred approach (Kember, 1997) in which the focus of the teaching is on student learning rather than on communicating defined bodies of content or knowledge;
2. active learning, i.e. learning by doing (Gibbs, 1988, Healey & Roberts, 2004) and may involve, for example, students discussing questions and solving problems (Prince & Felder 2006);
3. development of self-directed learning skills in which students take responsibility for their own learning;
4. a constructivist theoretical basis (e.g. see Bruner, 1990) which proposes that students construct their own meaning of reality; it is the students who create knowledge rather than knowledge being imposed or transmitted by direct instruction.

Many of these inductive methods also utilise collaborative or cooperative learning with much work both in and out of formal class time being done by students working in groups.

SECTION III - VALUEBOX Survey results

This need analysis was developed as the first task of activity 1 of the **VALUEBOX** project. A questionnaire was created considering the necessity to determine the competencies needed by secondary school students to understand common values as a way to build tolerance and peace, and at the same time, to analyse the needs of teachers when it comes to Value Education and European Common Values. The results of this need analysis are reunited on this Competence Framework for Teachers (COFT) and, later on this document, they will be used by partners to develop the modules and submodules on good practices in intercultural education.

The respondents of the questionnaire were selected by the partners in their own organisations. Innomate and Cıgılı Fen Lisesi (Turkey) had 20 participants, ALDA+ and Istituto Omnicomprensivo Guglionesi (Italy) had 33 participants and the Universidad Internacional de Valencia - VIU (Spain) had 86 participants. Lastly, the International Institute for Human Rights and Peace (France) had 10 participants.

Italy

ALDA+ and Istituto Guglionesi present a diverse age distribution of the respondents. Around 24% are between the ages of 25-34. The largest group of respondents are between the ages of 45-54, comprising around 45% of the total. While the ages between 35-44 and 55-64 represent respectively 3% and 8% of the respondents. Regarding gender balance, the survey has a larger representation of women compared to men. Women account for 70% of the respondents, while men account for 30%. Furthermore, around 40% identify as high school teachers. The results of the survey show that around 42% of the respondents are already familiar with Values Education (VAE), while the majority of 58% respondents do not know what VAE consisted of. With regards to their experiences with VAE, the respondents recognize the importance of incorporating Values education into their teaching, but also identify several challenges such as the lack of time, resources and teaching tools as well the need to have further support to implement new teaching practices. In the survey, the respondents are asked to rate themselves based on their knowledge and the importance of the European Common Values. The results show that, when it comes to human

dignity, the majority of respondents, approximately 87%, believes it to be high or very high. Similarly freedom is regarded as very high, with around 72% holding this view, while roughly 24% feels it is just high. In the case of democracy, the vast majority of respondents, approximately 90%, believes it to be high or very high. For equality, 96% of the respondents feels it was high or very high. The concept of solidarity is considered as high or very high by 93% of the respondents. Similarly, when it comes to justice, around 87% of the respondents think it is high or very high. It is also worth noting that across all questions there is around 6% of respondents who hold a neutral view on these concepts. About the self-evaluation made by the respondents, it is possible to analyse that the majority of respondents (78%) feels very or adequately prepared to teach Values and Ethics (VAE), while around 18% is neutral about it and 3% feels not adequate. The next question on the questionnaire was about teaching resources to implement Values Education. It appears that 21% of the respondents feel that they have access to good or very good resources for effectively implementing values education. However, the majority, 54%, believe they have sufficient resources, while 21% think they don't have access to enough resources and tools. About meeting the student's education needs when it comes to Values Education, approximately 45% believe that they are not being met, while 15% believe they are being addressed and 39% are unsure if students' needs are fully met. Additionally, the majority of the respondents believe that using gamification can be effective in helping students learn more about EU Common Values. They view gamification as a positive method for facilitating understanding and express a favourable sentiment towards its use.

Spain

VIU (Universidad Internacional de Valencia) also had a diverse age distribution. With around 29% of respondents being between the ages of 25 and 34, around 31% between the ages of 35 and 44 and circa 25% between 45 and 54 years old. The survey has gender balanced responses. Male account for around 41% and female for approximately 56% of the respondents. The results of the survey show that the majority (around 71%) has not heard about VAE before. With regards to their experiences with VAE, the respondents generally have a positive attitude towards VAE and only 2 respondents have a negative opinion and do not believe it to be relevant and useful for the

students' development. In the survey, the respondents are asked to give ratings based on their knowledge and on the importance of the European Common Values. Despite being just around 3%, Human dignity is the value with the lowest score in responses. On the other hand, Equality and Solidarity seem to be the European Common Values with the highest points, with respectively 73% of respondents and 68% perceiving as "high" or "very high. Regarding the self-evaluation on the readiness to teach Values education, with approximately 86%, the majority state that they feel adequately or very adequately prepared, while as for the competences, around 60% believe that they have very adequate or adequate on teaching values education. On the other hand, with regards to teaching resources, around 65% believe they do not have the necessary teaching tools and resources to address the needs of students. Moreover, 72% of the sample stated that using gamification can help to learn more about EU Common Values. While, 23% are unsure about its effectiveness and around 5% have a negative opinion about it. All in all, the majority of the respondents feels that teaching European Common values fosters an atmosphere of tolerance and inclusion in the classrooms.

Turkey

For Innomate and Cigli Fen Lisesi, 60% of the respondents are between the ages of 35-44 years old, 30% are between the ages of 45-54 and the remaining between 25 and 34 years old. The vast majority of the respondents identifies as female (90%), and as high school teachers (95%). The results of the survey show that 80% of the respondents know about VAE. With regards to the knowledge and importance that respondents attributed to values, the following are the elements worth noting. A majority of 90% recognises the importance of human dignity, while 10% remain neutral. Moreover, the knowledge and importance of freedom, democracy, equality and solidarity is also considered high or very high by 95% of the respondents in all three cases. On the other hand, it is worth noting that in the case of equality, 5% deem it low. Lastly, all respondents believe their knowledge and importance of justice is high or very high. Regarding the readiness on teaching Values education, 55% of the respondents feel as either adequate or very adequate, while it is worth noting that 30% of the respondents feel their competences are inadequate against 45%, which believe their competences are adequate or very adequate. On the

other hand, with regards to teaching resources, respondents are equally divided between those who believe they do not have the necessary teaching tools and those who believe they do (respectively comprising 45% of the respondents each). Moreover, the majority of 65% believe that students' needs are not being met, while 25% of respondents think otherwise. Moreover, the vast majority of respondents believe that gamification is beneficial for teaching European Common Values and that further improves an atmosphere of tolerance and inclusion in the classrooms.

France

Institut international des droits de l'Homme et de la paix (2IDHP), has a diverse age distribution with 40% for both the ages between 45 and 54 years old, as well as 55 and 64 years old and the remaining 30% between the ages of 35 and 44 years old. All of the respondents are high school teachers and the majority of them are female (90%). The survey shows that 70% of the respondents are not aware of the Values and Ethics (VAE). With regards to the knowledge and importance that respondents attributed to values, the following are the elements worth noting. For human dignity 70% of the respondents rate it as very high. With regards to freedom and democracy 80% of respondents believe them to be high or very high. The same applies to solidarity and Justice, while the highest in the ranking is solidarity with 90%. Regarding the self-evaluation on the readiness to teach Values education, with approximately 80%, the majority stated that they feel adequately or very adequately prepared, while as for the competences, 50% of the respondents feel adequate and 30% stated their neutrality. On the other hand, with regards to the availability of teaching materials, respondents are equally between those who think they are enough and those who believe the opposite. Moreover, only 50% of the respondents believe that students are not met regarding Values Education, while 20% remain neutral and 10% think they are met.

All respondents believe in the positive impact of gamification in teaching European Common Values and 70% also believe in the capability of Values Education to foster an inclusive and tolerant environment

Belgium

In the case of the Square dot team, they also have a very diverse age distribution, leaning towards older age groups 45-54 and 55-64 each constituting 25% of the respondents. The 25-34 and 35-44 age groups also represent a significant portion at around 17% each. The younger (18-24) and older (65-74) demographics are less represented at approximately 8% each. In terms of gender, it is almost evenly split with 50% identifying as female and 41.7% as male. When asked about their profession, 50% reported being secondary school teachers, while 8.3% identified as VAE (Validation of Acquired Experience) educators. Therefore, the majority of the respondents are either current or retired educators. The results of the survey shows that approximately 58% of respondents heard about Values education (VAE) before and the feedback on their experience is rather positive, especially mentioning the importance of VAE to foster an inclusive learning environment. With regards to the knowledge and importance that respondents attributed to values, the following are the elements worth noting. Both Human dignity and equality have both 50% of the respondents rating them as either high or very high and as for the rest, 25% of the respondents feel they are moderately high and around 17% somewhat low. As for freedom, 50% of the respondents feel it was moderate, while up to 33% deem it quite high. Moreover, 50% respondents rated democracy as very high and the rest either high or neutral. Regarding solidarity, most of the respondents, approximately 67%, rate their competences as moderate or high. On the other hand, the largest portion of respondents has moderate to high knowledge (around 75%). Regarding their readiness on teaching Values Education most respondents feel somewhat up to very ready, with 25% rating their readiness at a moderate level, 41.7% feeling quite ready, and 16.7% feeling extremely ready. On their competences to teach values education, 75% respondents believe they have moderate to high competence. On the other hand, when asked whether they have sufficient teaching resources to teach Values education, 50% of the respondents answer negatively, while 25% believe they have enough resources available and the rest are either not interested in the implementation of Values Education or unsure about the state resources. With regards to meeting students' needs, around 42% believe that they are met, while 50% are unsure about it. Moreover, a majority of respondents (around 67%) believe that gamification is a useful tool in teaching Values Education, 25% of the respondents are unsure and approximately 8% have a negative opinion. Finally, the majority of respondents, around 58% believe that implementing European Common Values would improve the atmosphere and inclusion in their classes.

Graphs on the Ratings on the importance of values

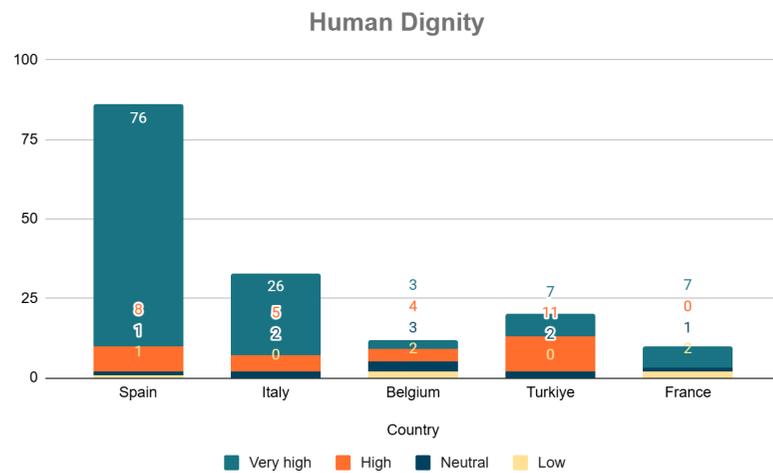


Figure 2. Human dignity

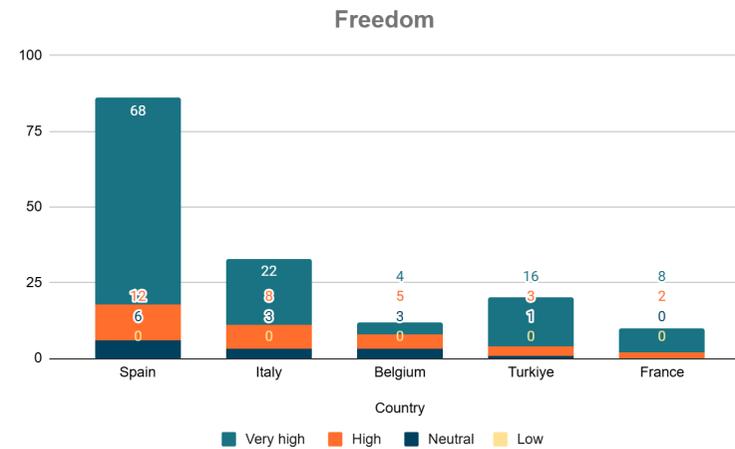


Figure 3. Freedom

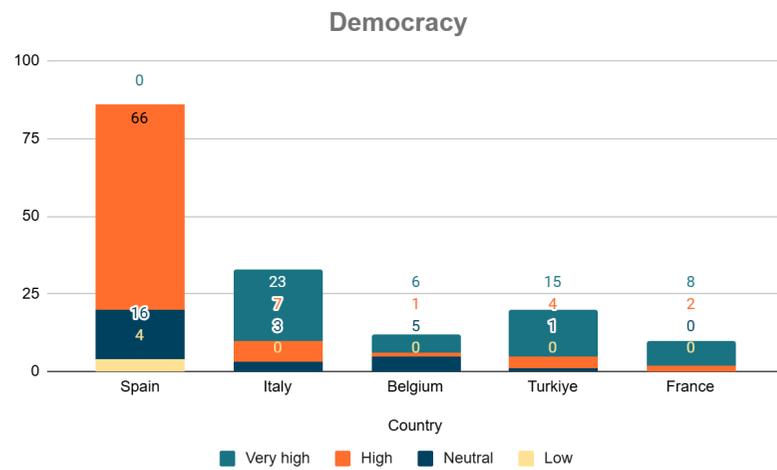


Figure 4. Democracy

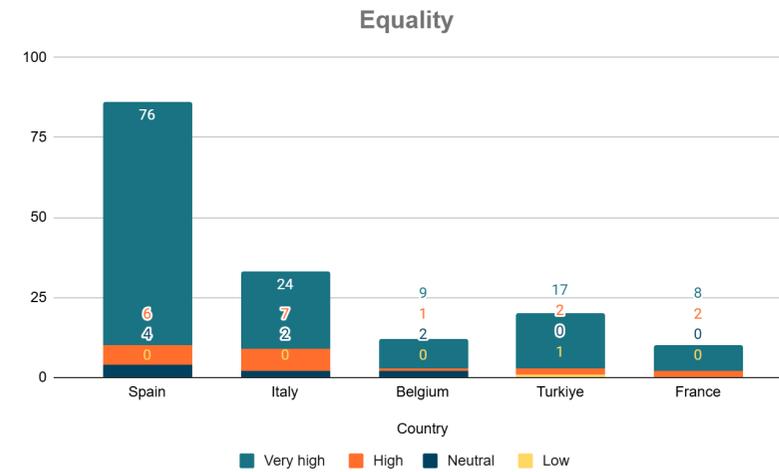


Figure 5. Equality

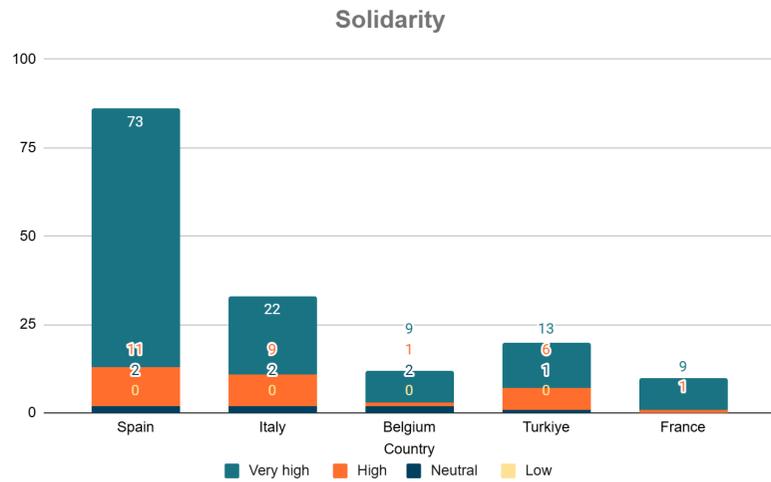


Figure 6. Solidarity

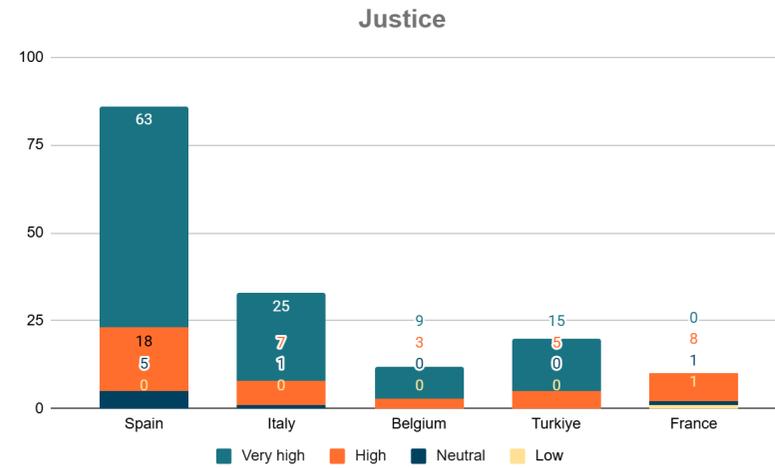


Figure 7. Justice

SECTION IV - Methodology

The VALUEBOX Blended learning model

Based on the considerations explained above in terms of the blended learning models found in the literature and the pedagogical principles that are considered as most appropriate for the objectives of the project, we designed a cycle-based blended learning model that promotes:

- A balanced and meaningful combination of face-to-face and online work, which incorporates all five of Carman's (2005) blended learning design key ingredients.
- A student- centred and inquiry approach to learning
- A teacher- as- facilitator and educational designer approach

Since one of the basic principles of the model is that no-size fits all, the model is designed to provide general guidelines to teachers instead of giving them fixed solutions. It describes the steps/phases that guide the students, under the facilitation of the teacher, through an exploratory phase in order to address the topics and objectives of the **VALUEBOX** syllabus. To this direction, the following table explains the steps along with indicative examples from the topics that the project addresses.

It should be noted however that the cyclic shape of the model in Figure 8 denotes that this process could be ongoing and that the final phase could be the beginning of a new exploratory/ learning venture. The model distinguishes between the pedagogical and educational goals of each phase. The pedagogical goals refer to the wider learning objectives; they correspond to the inquiry based model and could be applied in several curriculum areas. The educational goals refer to the specific learning goals of **VALUEBOX** in the field of Values Education. The latter are used here as an example and could be adjusted by the teacher to other goals addressed by the **VALUEBOX** syllabus, depending on students' ages, interests or needs. The model is also indicative in terms of duration: it could be adjusted by the teacher to a 2 or 3 teaching hours (excluding

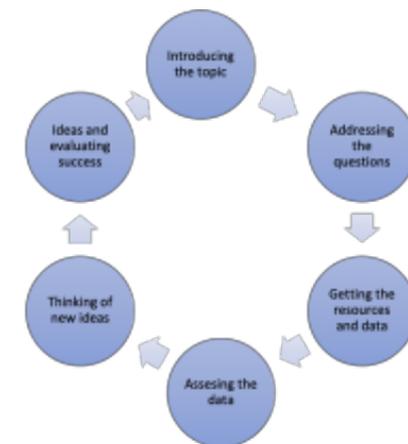


Figure 8. Carman's (2005) Blended learning 5 key elements

the online work done by the students at home) or be extended to the format of a longer project that addresses multiple educational goals and involves a bigger number of activities.

Phase	Pedagogical goal(s)	Educational goal (Example)	Medium (Online/ Face-to face) & Examples of use
<p>1. Engaging in the topic, developing basic knowledge and Self assessment of prior knowledge</p>	<ul style="list-style-type: none"> ● To attract students' attention and engage them in the topic before coming to the classroom. ● To create a foundation of knowledge for further elaboration in the classroom. ● To provide them with some initial knowledge that will make them feel confident for the new 	<p>Students are encouraged to start thinking about the connection between society and values.</p>	<p>Online: Students watch a video at home before coming to the classroom, chosen from the moodle dedicated to related value.</p> <p>This could be accompanied by a set of preliminary questions that are intended to self-assess their knowledge and record their initial views.</p>

	<p>topic that is to be addressed.</p> <ul style="list-style-type: none"> To help them assess what they already know about the topic or what their pre-existing beliefs/attitudes are. 		
2. Addressing the questions	<ul style="list-style-type: none"> Students discuss and reflect their ideas on Common European Values. Some questions will be asked by the teacher. Students understand the importance of values in society. 	<ul style="list-style-type: none"> They express their opinion on the values. A final question on the values will be raised by the teacher. 	<p>Face to face: Teacher asks several questions. Students work in pairs, share ideas, prepare a report on the ideas and present them. Teachers work as the initiator and motivator.</p>
3. Gathering resources and	<ul style="list-style-type: none"> Students collect and 	<ul style="list-style-type: none"> Students' initial 	<p>Face to face or online:</p>

<p>data</p>	<p>explore resources to respond to the questions addressed previously in the classroom.</p>	<p>assumptions on the link between values and society are validated.</p>	<p>Students will be divided into groups. Different tasks for each group will be appointed such as case studies, interviews etc. Some other target groups can also be involved such as migrants, minorities etc.</p>
<p>4. Assessing and synthesising the data</p>	<ul style="list-style-type: none"> ● Evaluating the validity of the resources gathered. ● Using critical thinking. ● Sharing the meaning with peers. 	<ul style="list-style-type: none"> ● Making a clear vision and description on the common values and descriptions. ● Different implementations in different countries will be looked into. 	<p>Face to face: Students will share their results to the class. Each group will have a presenter:</p> <ul style="list-style-type: none"> ● The teacher facilitates the discussion.
<p>5. Thinking of new ideas</p>	<ul style="list-style-type: none"> ● Enhancing students' creativity. 	<ul style="list-style-type: none"> ● Students understand their responsibilities to promote common values in society. 	<p>Online: Students work online in groups in order to design their activities on certain values based on the</p>

			<p>principles and conclusions drawn so far. The teacher provides an online template for describing values.</p>
<p>6. Communicating ideas, evaluating success and self-assessment</p>	<ul style="list-style-type: none"> ● Presentation and negotiation skills. ● Peer evaluation. ● Self- evaluation and reflection. ● Critical thinking. 	<p>Students learn from each other’s ideas and experiences through a process of sharing ideas on Values.</p>	<p>Face to face and online:</p> <p>Each student group will present their own activities on the determined value. The presentations will be evaluated by peers.</p> <p>A self-evaluation test can be given by the teacher online at this stage in order to help students reflect on their learning through the overall process. This can be used either exclusively for students’ self reflection or also be shared with the teacher in order to give feedback for the effectiveness of the whole process.</p>

The online learning part of the process described above will be implemented through an interactive online platform that should facilitate the key aspects of the model which are:

- Group work
- Access to online resources
- Uploading tools
- Sharing of resources by students and teachers
- Collaboration and support by external experts
- Authoring facilities for both teachers and students
- Networking

In order to support some of the key aspects of the blended learning model, the online platform should be able to provide:

- Collaborative working spaces for students and teachers with adjustable privacy levels, e.g. accessible by a whole classroom, accessible by specific group members working on a common task/ project/ activity.
- A common, international public space where all schools can share their content. This could be also supplemented by social networking facilities: commenting, sharing through social media (Facebook, Twitter etc.)
- Forums/communication facilities between students and their teacher. Here again the privacy/ accessibility level should be adjustable, e.g. the discussion can be viewable by all students of the same classroom or by the members of a sub- group.
- Tools for uploading various formats of content (text, videos, images and other multimedia). These should be made available to both

students (e.g. uploading of homework assignments) and teachers (e.g. sharing of suggested resources with students).

- Repositories where European Values resources can be searched and accessed by students. A common international repository should be available to all platform users, while teachers should also have the ability to create their own “sub-repositories” where they can share and upload resources that are most relevant to the topics they are working on with their students.
- Collaborative spaces where students can interact with stakeholders from the field of European Values. This could be especially useful in cases, activities of lesson plans that include values education. The content of these digital environments should be adaptable in terms of privacy: depending on the objective of the interaction the teacher should be able to choose whether it should be publicly available to other schools or private.
- Connection/networking facilities among users, e.g. students of the same classroom may be connected as peers/friends or members of a certain working group. Such connections could be also available among students from different schools and countries.
- A user profile/e-portfolio that records self-assessment scores and online activities (comments, resources uploaded, ratings given and received, connections with peers, group memberships). This would be particularly useful for students, in terms of their own self-assessment as well as for the monitoring of their learning by the teacher.
- A “help” section that contains technical support on how to use the platform and its facilities.

User Roles

Based on the blended-learning model suggested above and the facilities that an online platform should be able to support, the following

user roles can be distinguished in terms of both their wider educational/pedagogical role, as well as in terms of their online access rights:

User	Educational/ pedagogical role	Technical characteristics/ platform accessibility rights
Teacher	<ul style="list-style-type: none"> Assesses students' prior knowledge, attitudes and skills regarding the topic of the activity/lesson plan/project. 	<ul style="list-style-type: none"> Access to and editing/authoring of online evaluation tools, such as surveys. Access to students' profiles / e-portfolios where self assessment results and all other activities (uploads of resources, comments, ratings) are recorded.
	<ul style="list-style-type: none"> Adjusts ready-made lesson plans or activities to the needs of his/her students or accordingly designs his/her own resources. 	<ul style="list-style-type: none"> Full access to a repository with online resources. Access to editing and authoring tools that enable possible adaptations of these resources. Access to "homework assignment" tools, e.g. multiple choice questions that motivate students to investigate the question.
	<ul style="list-style-type: none"> Facilitates the students' learning in the classroom and online, e.g. coordinates collaboration among students, team work, 	<ul style="list-style-type: none"> Access to students' collaborative spaces and interaction rights (answering to students' possible questions online, providing online feedback during the

	guides students throughout the step of the inquiry process, stimulates curiosity and interest.	implementation of an activity/ homework task).
	<ul style="list-style-type: none"> Monitors and provides ongoing feedback to students in the classroom and online-formative assessment. 	<ul style="list-style-type: none"> Access to students' collaborative spaces and interaction rights (answering to students' possible questions online, providing online feedback during the implementation of an activity/ homework task). Access to students' profiles/ e-portfolio.
	<ul style="list-style-type: none"> Shares his/ her resources with the rest of the VALUEBOX network of schools. 	<ul style="list-style-type: none"> Access to uploading and authoring tools with various degrees of privacy (it can be either viewable by their own students only or by the rest of the VALUEBOX network as well).
	<ul style="list-style-type: none"> Assesses the impact of an activity/ lesson plan (summative assessment. 	<ul style="list-style-type: none"> Access to ready-made online tools or facilities for developing their own summative self-assessment tools, in order to implement or design a final evaluation of the learning outcomes.
	<ul style="list-style-type: none"> Creates conditions for students' ongoing 	<ul style="list-style-type: none"> Uploading of further resources for future reference.

	interest in the topic studied and explored.	
Student	<ul style="list-style-type: none"> Collect data and resources. 	<ul style="list-style-type: none"> Access to all resources provided in a common repository (regardless of whether they are strictly connected with the subject-matter of the activity/lesson plan/project). Interaction rights with external experts within a collaborative learning space.
	<ul style="list-style-type: none"> Assess and synthesise the data. 	<ul style="list-style-type: none"> Mainly face-to-face in the classroom. Interaction and collaboration rights with peers online in a private collaborative environment.
	<ul style="list-style-type: none"> Creates new ideas. 	<ul style="list-style-type: none"> Interaction and collaboration rights with peers in an online private collaborative environment.
	<ul style="list-style-type: none"> Share and communicate ideas. 	<ul style="list-style-type: none"> Face to face in the classroom. Rights for uploading new resources online and sharing with peers from the same school, other students and teachers of the VALUEBOX network, and experts in a communal public space.

		<ul style="list-style-type: none"> Sharing rights via social networking tools (Facebook, Twitter etc).
	<ul style="list-style-type: none"> Engages in peer-to-peer evaluation. 	<ul style="list-style-type: none"> Access to voting and rating tools so that students can assess each other's resources/ideas/outputs.
	<ul style="list-style-type: none"> Reflects on the new knowledge and skills he/she acquired during the activity. 	<ul style="list-style-type: none"> Access to summative self-evaluation tools administered by the teacher online. Constant access to his/her own results.
External expert mentor	<ul style="list-style-type: none"> Shares his/her expertise and experience with students in order to engage them to the specific topic of the activity/lesson/project. 	<ul style="list-style-type: none"> Interaction rights with students either in a public or in a private collaboration space that is administered and supervised by the teacher. Access to online call facilities with students, under the supervision and administration of the teacher.
	<ul style="list-style-type: none"> Provides ongoing support to students' new ideas/projects. 	<ul style="list-style-type: none"> Interaction rights with students either in a public or in a private collaboration space that is administered and supervised by the teacher. Access to new outputs/resources produced by the students online, so that the external expert can provide feedback.

SECTION V : Modules content

Module/ Topics / Sections of the module	Objectives	General Information about the module (5000 characters)
<p>Module 1: HUMAN DIGNITY</p> <p>1.1 Introduction to the module (structure, aims and expected learning outcomes), definition of Human Dignity and fundamental aspects.</p> <p>1.2 Teaching tools and references: focus on human dignity.</p> <p>1.3 Good practices about teaching human dignity at secondary school level.</p>	<p>The ultimate goal of the human dignity module is to provide inputs, teaching tools and good practices for teachers on secondary school level to improve their teaching skills on the human dignity value.</p> <p>In particular, the specific aims of this module are:</p> <ul style="list-style-type: none"> • To share teaching tools, like websites and videos that can be useful for education on human dignity. • Give inputs about the definition of human dignity. 	<p>Sub-module 1 was designed to provide an overview for the concept of the value of Human Dignity. In this sub-module it will be provided introductory inputs about the structure and the aims of the module, as well as the learning outcomes expected, and also go more in depth in the definition of human dignity and fundamental aspects.</p> <p>Sub-module 2 is a section dedicated to providing teaching tools and references for teachers about human dignity. In this section we will explore the useful materials that can help in the education of human dignity at a secondary school level.</p> <p>Sub-module 3 will provide good practices and activities suggestions for teachers to apply in secondary schools in the teaching of human dignity. This section will be focused on the practical actions that can be taken to improve the education on this topic.</p>

	<ul style="list-style-type: none"> ● Provide good practices ideas and activities suggestions for teachers to develop with students in the classroom. 	
<p>Module 2: FREEDOM</p> <p>2.1 Introduction to the module (structure, objectives and expected learning outcomes), various approaches to the notion of freedom and markers on its limits.</p> <p>2.2 Teaching tools and references: focus on freedom and commitment to freedom.</p> <p>2.3 Good practices in teaching freedom at secondary school level.</p>	<p>The aim of this module is to provide secondary school teachers with the elements to interpret the notion of freedom, as well as a set of educational tools and methods for tackling this topic with students.</p> <p>More specifically, the objectives of this module are:</p> <ul style="list-style-type: none"> ● To introduce the subject by reflecting on the different ways of interpreting the notion of freedom and identifying its possible limits. ● To provide teachers with a range of resources that can be used to 	<p>Sub-module 1 will give an overview on the module, its objectives and expected results. It will approach the notion of freedom from different angles, to identify its various components, and thus the different possible approaches to this notion, including its limits. These elements will also be studied through the prism of fundamental texts on freedom.</p> <p>Sub-module 2 consists of a presentation of existing resources on the subject, which can be used to support teaching on freedom: websites, videos, statistical indicators. A presentation of different examples of commitments to freedom around the world will complete this presentation.</p> <p>Sub-module 3 will present a selection of educational activities and good practices that can be proposed to secondary school students to help them better understand the place and importance of freedom in their daily lives, in society and in the world. This sub-module will also deal with the</p>

	<p>support teaching on this topic, and examples of commitments to different forms of freedom around the world.</p> <ul style="list-style-type: none"> • To share educational methods, activity suggestions and good practices that can be implemented in the classroom as part of secondary education on freedom. 	<p>methodology to be adopted for the successful implementation of these activities.</p>
<p>Module 3: DEMOCRACY</p> <p>3.1 Introduction to the module (structure, aims and expected learning outcomes) and definitions of democracy, and the historical overview.</p> <p>3.2 Teaching tools and references: a focus on democracy.</p>	<p>The aim of this module is to develop teaching competences of teachers on secondary school level on education about democracy.</p> <p>The more specific goals are:</p> <ul style="list-style-type: none"> • Give an introduction to the topic, with inputs about the definition of democracy, and its historical overview. 	<p>Sub-module 1 will give an overview on the module, sharing the aims and expected outcomes for this module. It will also provide more information on the definitions of democracy, with an historical context.</p> <p>Sub-module 2 will be dedicated to sharing with teacher teaching tools, like: websites, videos, movies, and other references that can help on the inclusive and participatory teaching about democracy.</p>

<p>3.3 Good practices about teaching democracy at secondary school level.</p>	<ul style="list-style-type: none"> ● Provide for teacher examples of teaching tools, such as websites, movies, videos, and other materials that will support the teaching. ● Share good practices, as well as suggestions of activities that can be developed with secondary school students on the teaching of democracy. 	<p>Sub-module 3 will be focused on sharing effective and good practices for teachers that are interested in developing their teaching skills on democracy.</p>
<p>Module 4: SOLIDARITY</p> <p>4.1 Introduction to the module (structure, aims and expected learning outcomes) and definition and meaning of solidarity.</p> <p>4.2 Teaching tools and references: focus on solidarity and commitment to solidarity.</p>	<p>The aim of this module is to develop teaching competences of teachers on secondary school level on education about solidarity.</p> <p>The more specific goals are:</p> <ul style="list-style-type: none"> ● Comprehensive understanding of solidarity and its relevance to contemporary issues. 	<p>Sub-module 1 introduces the module, its objectives and expected outcomes. It will focus on the significance of solidarity in fostering empathy, cooperation, and social cohesion. From examining historical movements to contemporary examples, you'll gain insights into how solidarity has shaped our world and continues to drive positive change.</p> <p>Sub-module 2 will explore the concepts of solidarity and commitment to solidarity, emphasising their importance in various social, political, and economic contexts. Teachers will</p>

<p>4.3 Good practices about teaching solidarity at secondary school level.</p>	<ul style="list-style-type: none"> • Equip them with practical tools and insights to apply solidarity principles in their personal and professional lives. • Share good practices, as well as suggestions of activities that can be developed with secondary school students on the teaching of solidarity. 	<p>learn about the theoretical foundations of solidarity, practical tools to foster it, and real-world examples of solidarity in action, as well as possible teaching tools and references.</p> <p>Sub-module 3 will provide good practices and activities suggestions for teachers to apply in secondary schools in the teaching of solidarity. This section will be focused on the practical actions that can be taken to improve the education on this topic.</p>
<p>Module 5: EQUALITY</p> <p>5.1 Introduction to the module (structure, aims and expected learning outcomes) and definition and meaning of equality.</p> <p>5.2 Teaching tools and references on the concept of equality and their historical development.</p>	<p>The aim of this module is to provide secondary school teachers with a set of keys to understanding the concepts of equality , and educational tools and methods for tackling this topic with students.</p> <p>More specifically, the objectives of this module are:</p> <ul style="list-style-type: none"> • Understanding of the concept of equality, including its historical evolution, philosophical 	<p>Sub-module 1 will critically analyse different theories of equality, ranging from egalitarianism to libertarianism, and assess their relevance in addressing the complexities of contemporary society. Moreover, we will explore how concepts such as equality of opportunity, equality before the law, and substantive equality intersect with broader discussions on discrimination, privilege, and social justice.</p> <p>Sub-module 2 will explore equality through a blend of theoretical exploration and practical application and gain insights into the multifaceted nature of equality and its</p>

<p>5.3 Good practices in teaching equality at secondary school level.</p>	<p>foundations, and contemporary interpretations across different contexts.</p> <ul style="list-style-type: none"> ● Gain a comprehensive understanding of the three main paradigms of equality – formal equality, substantive equality, and transformative equality. ● Share good practices, as well as suggestions of activities that can be developed with secondary school students on the teaching of equality. 	<p>significance in shaping modern legal, social, and political landscapes.</p> <p>Sub-module 3 will present a selection of educational activities and good practices that can be proposed with a comprehensive overview of the challenges posed by inequality in contemporary society.</p>
<p>Module 6: JUSTICE</p> <p>6.1 Introduction to the module, definitions of justice, procedures and institutions and a focus on the notions of universality and equity in justice.</p>	<p>The aim of this module is to provide secondary school teachers with a set of keys to understanding the notion of justice, and educational tools and methods for tackling this topic with students.</p>	<p>Sub-module 1 will approach the notion of justice from different angles, highlighting its essential role in a democracy and the links between justice and human rights. It will also deal with the implementation of justice, including a presentation of institutions that represent it and their roles, as well as keys to understanding judicial procedures and jurisdictional hierarchies. Through a few examples (such as the death penalty around the world), the comparison of</p>

<p>6.2 Teaching tools and references on justice</p> <p>6.3 Good practices in teaching justice at secondary school level</p>	<p>More specifically, the objectives of this module are:</p> <ul style="list-style-type: none"> • To introduce the subject with definitions of the notion of justice, the fields in which it intervenes, and its essential role in a democracy that respects human rights. • To present the institutions involved in implementing justice, their roles and functions, at different scales. • To provide teachers with a range of resources that can be used to support the teaching of the topic, and examples of texts and institutions serving the application and protection of justice. 	<p>legislation in different countries will help to question the universality of justice and its adaptability.</p> <p>Sub-module 2 consists of a presentation of existing resources on the subject, which can be used to support teaching around freedom: websites, videos, infographics. A presentation of various examples of case law will complete this part.</p> <p>Sub-module 3 will present a selection of educational activities and good practices that can be proposed to secondary school students to help them better understand the place and importance of justice in a democratic society. This sub-module will also mention the methodology to be adopted for the successful implementation of these activities.</p>
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	<ul style="list-style-type: none">• To share educational methods, suggested activities and good practices that can be implemented in the classroom as part of secondary education on justice.	
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Conclusion

To conclude, the **VALUEBOX COMPETENCE FRAMEWORK FOR TEACHERS** sets out to be a guiding and introductory document for teachers and educators tracing back all important aspects of the teaching and learning of Values Education (VAE) and the use of innovative teaching practices to deliver it, especially focusing on the **VALUEBOX** projects and its characteristics.

In the first section, the project partners outline the **VALUEBOX** project, its characteristics and priorities, stressing the importance and relevance of incorporating European Common values and how these actions would support both students and teachers' development. Within the literature review, further importance was given to the concepts of blended learning and the different models to support such a way of teaching. To better identify the right fit for the **VALUEBOX** project purposes, all different models are approached and explained (face-to-face driver, rotation, flex, online lab, self-blend, online drive models) and other pedagogical principles are identified as vital for these practices to be effective. Moreover, in Section III the result of the **VALUEBOX** results are also discussed. This need analysis aimed at investigating the competences and needs of teachers regarding Values education and European common values. Run in the 5 partner countries (Italy, Spain, Turkey, France and Belgium), it shows that knowledge and importance dedicated to Values education varies depending on the country, however there is a general recognition of the importance of Values education and the use of innovative tools (such as gamification) to better foster it. Nonetheless, the **VALUEBOX** blended learning model is presented as a balanced and meaningful combination of face-to-face and online work, which is able to incorporate all learning design features, as well as fostering a student-centred learning, a teacher-as-facilitator and educational designer approach. Divided in 6 phases, focused on gathering resources and data and always making sure that the self-assessment was continuous and thorough.

Lastly, the modules content preview aims to provide a general overview of the content of the modules, its objectives and the structure it will have in the online course that the partnership is going to develop within the **VALUEBOX** project. Therefore, this framework enables a comprehensive overview of each of the aspects that has a role in the implementation and success of the project and its activities

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Annex I - Graphs on the survey results

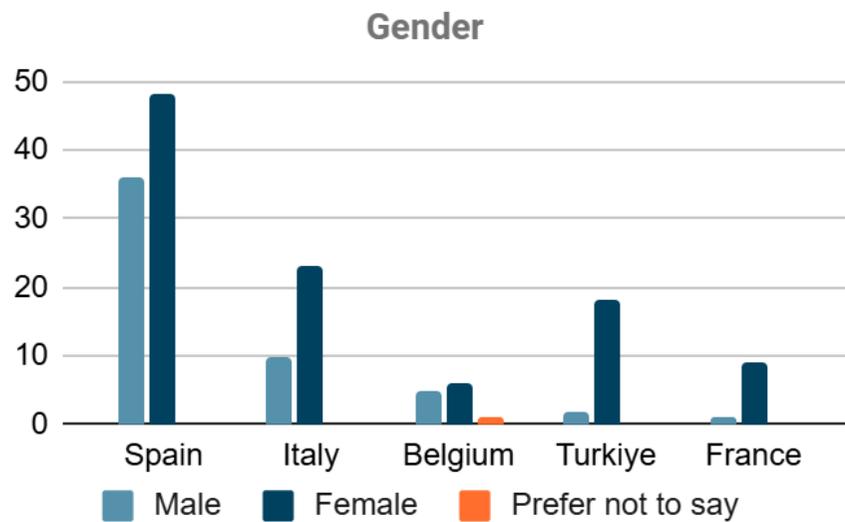


Figure 9. Gender of the respondents

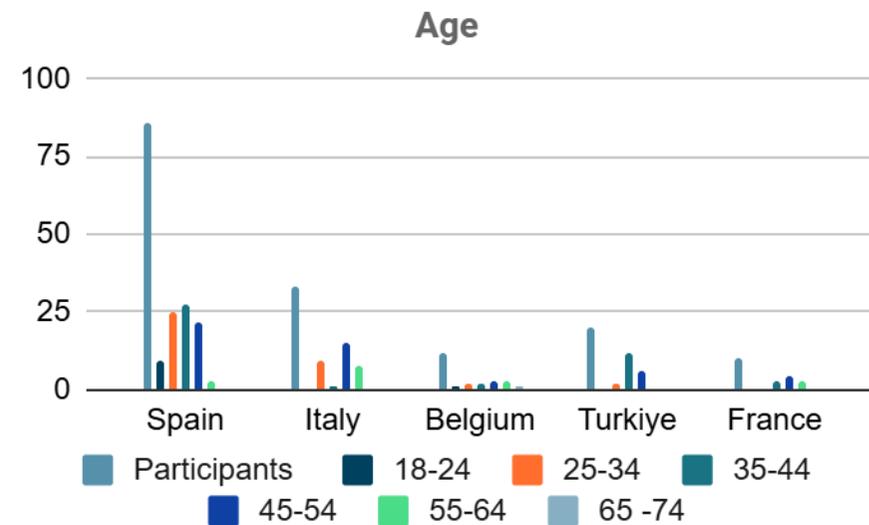


Figure 10. Age of the respondents

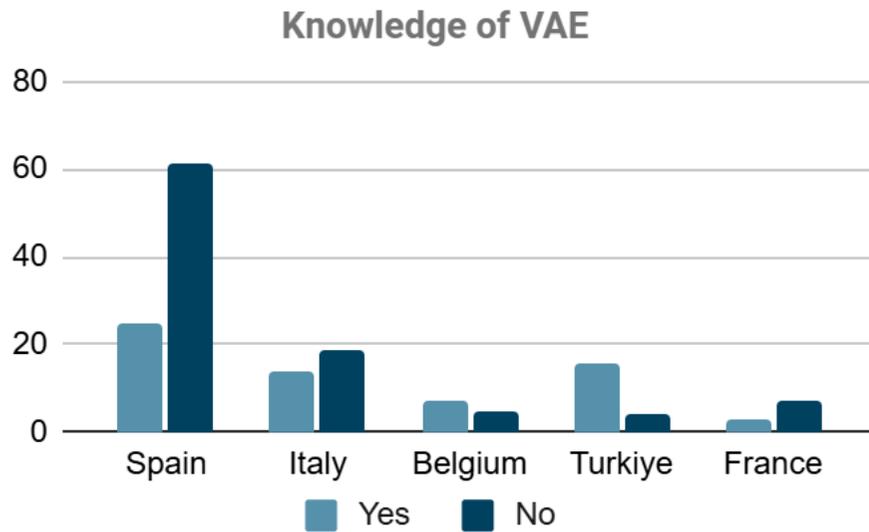


Figure 11. Knowledge of Values Education

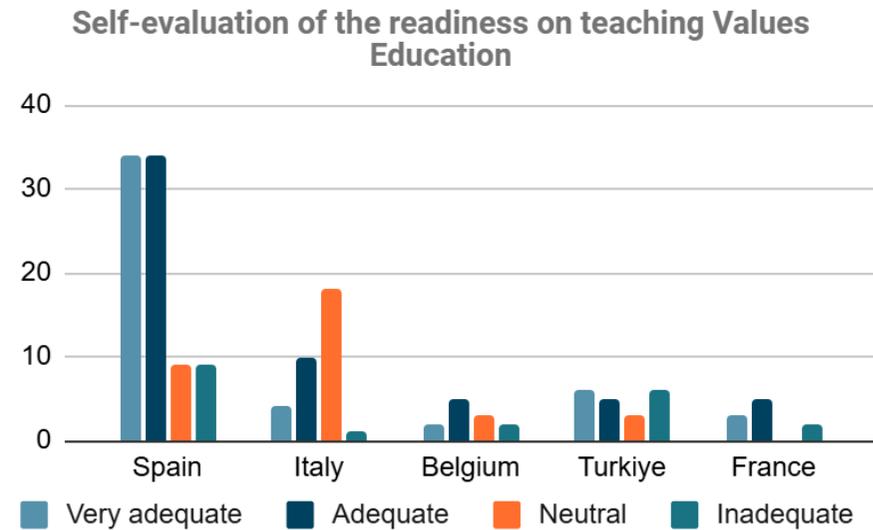


Figure 12. Self-evaluation of the readiness on teaching Values Education

Self-evaluation of the competence on teaching Values Education

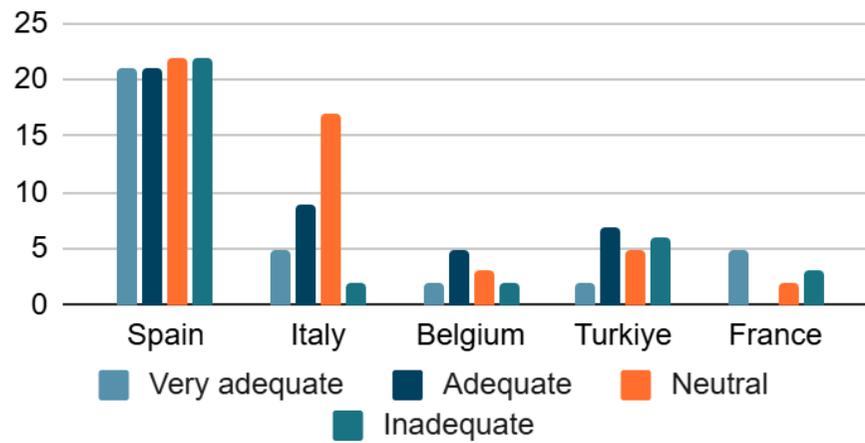


Figure 13. Self-evaluation of the competence on teaching Values Education

Do you have enough teaching resources on Values education?

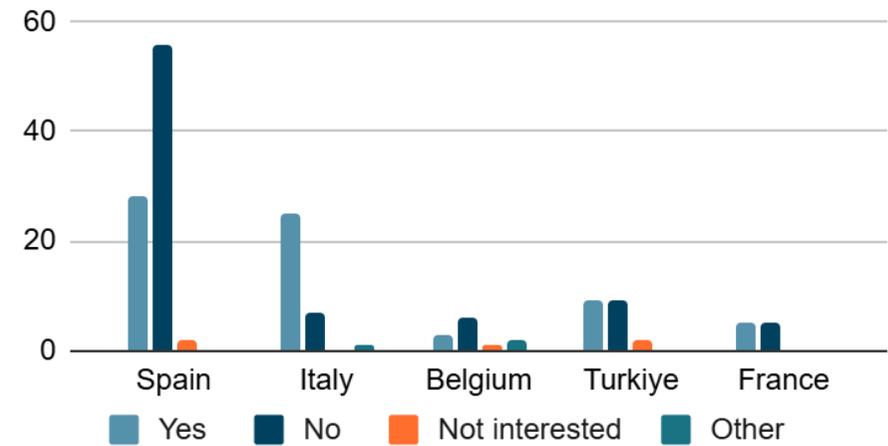


Figure 14. Availability of teaching resources

Do you think students' needs are currently met?

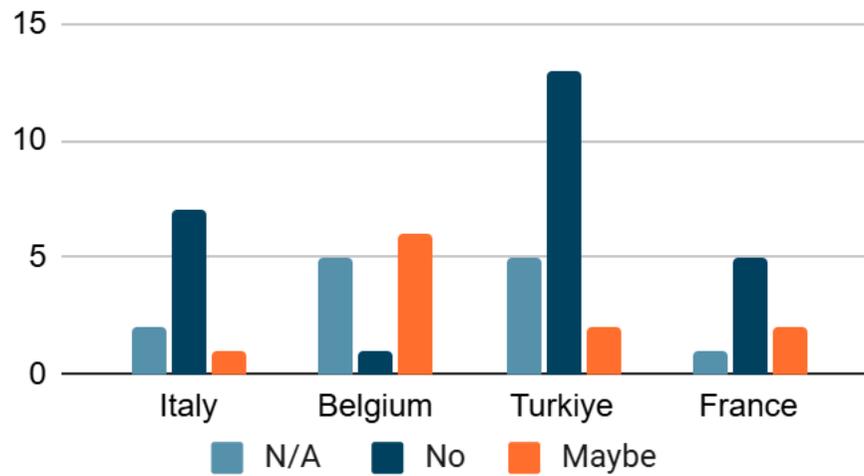


Figure 15. Students' needs and current situation
*Data from Spain was not available

Can gamification help the learning EU values?

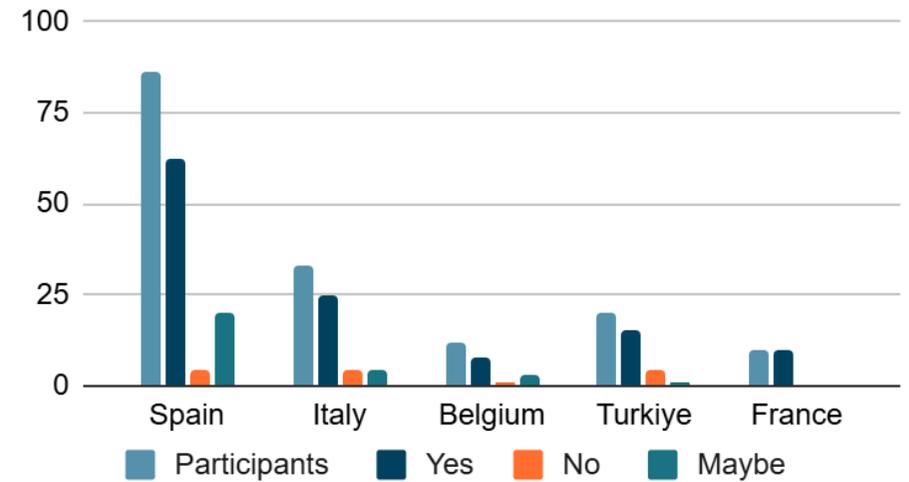


Figure 16. Gamification and learning EU values

Does the teaching European Common values foster more inclusive learning environments?

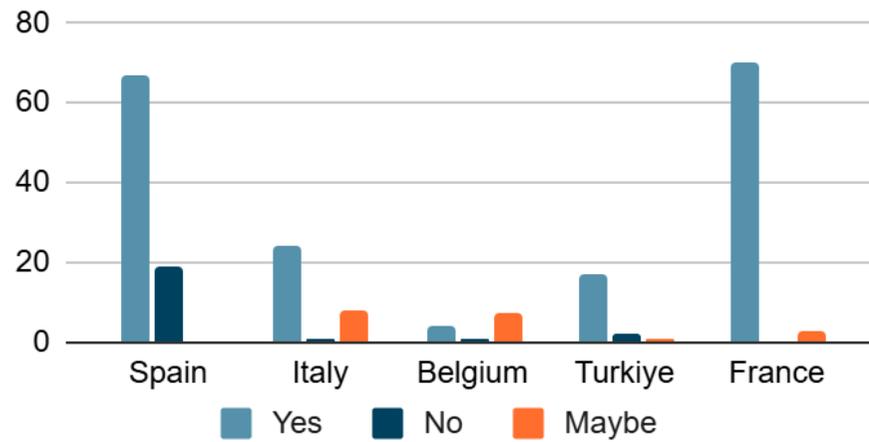


Figure 17. Teaching European Common values and Inclusive learning environment

