



HELLENIC REPUBLIC  
National and Kapodistrian  
University of Athens

# English and Digital Literacies

Unit 7.1: Introduction to the Digital School Project

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# The Digital School Project

The project «**Digital Educational Platform, Interactive textbooks and Repository of Learning Objects**» of the Greek Ministry of Education is co-funded by the European Union and the Greek State. It is implemented by the Computer Technology Institute & Press - Diofantus (2010-2015).



# General Aims of the Digital School Project

- The use of digital technologies in education.
- The creation of a digital culture in Greek schools.



# Development of a digital educational platform

..... ΝΕΑ ... ΣΧΕΤΙΚΑ .....

Ψηφιακό Σχολείο  
ΨΗΦΙΑΚΟ  
ΕΚΠΑΙΔΕΥΤΙΚΟ  
ΠΕΡΙΕΧΟΜΕΝΟ

ΔΙΑΔΡΑΣΤΙΚΑ  
ΣΧΟΛΙΚΑ ΒΙΒΛΙΑ

ΦΩΤΟΔΕΝΤΡΟ  
Εθνικός Συσσωρευτής  
Εκπαιδευτικού Περιεχομένου

Φωτόδεντρο  
Αποθετήριο  
Μαθησιακών Αντικειμένων

Φωτόδεντρο  
Αποθετήριο  
Εκπαιδευτικών Βίντεο

Φωτόδεντρο  
Ε-γύλιο Χρηστών

Φωτόδεντρο  
Ανοικτές  
Εκπαιδευτικές Πρακτικές

e-me  
Ψηφιακή Εκπαιδευτική  
ΠΛΑΤΦΟΡΜΑ

ΣΤΕΙΛΕ ΜΑΣ ΤΙΣ  
ΠΡΟΤΑΣΕΙΣ ΣΑΣ

ΥΠΟ  
ΚΑΤΑΚΛΕΨΗ

[1]

# The development of interactive textbooks

The screenshot displays the website for the Digital School Project. At the top, there is a navigation bar with 'NEA' and 'ΣΧΕΤΙΚΑ'. The main header features a chalkboard with Greek words like 'αναζητώ', 'επιλέγω', 'σφραγίζω', 'δημιουργώ', 'σκεφτόμαι', 'μαθαίνω', 'κατανοώ', 'μοιράζομαι', and 'συμμετέχω'. To the right, a yellow crescent shape contains the text 'Ψηφιακό Σχολείο' and 'ΨΗΦΙΑΚΟ ΕΚΠΑΙΔΕΥΤΙΚΟ ΠΕΡΙΕΧΟΜΕΝΟ'. Below this, the page is divided into three columns:

- Left Column (Yellow background):** A red circle contains a blue icon of four books. Below it, the text reads 'ΔΙΑΔΡΑΣΤΙΚΑ ΣΧΟΛΙΚΑ ΒΙΒΛΙΑ'.
- Middle Column (Teal background):** At the top is a circular icon of a lightbulb. Below it, the text reads 'ΦΩΤΟΔΕΝΤΡΟ Εθνικός Συσσωρευτής Εκπαιδευτικού Περιεχομένου'. Below this, there are four smaller icons, each with the text 'Φωτόδεντρο' and a description: 'Αποθετήριο Μαθησιακών Αντικειμένων', 'Αποθετήριο Εκπαιδευτικών Βίντεο', 'Ε-γίγιο Χρηστών', and 'Ανοικτές Εκπαιδευτικές Πρακτικές'.
- Right Column (Dark Brown background):** At the top right is a circular icon with the text 'ΥΠΟ ΚΑΤΑΣΤΑΣΗ'. Below it, the text reads 'e-me Ψηφιακή Εκπαιδευτική ΠΛΑΤΦΟΡΜΑ'. At the bottom is a blue starburst icon with the text 'ΣΤΕΙΛΤΕ ΜΑΣ ΤΙΣ ΠΡΟΤΑΣΕΙΣ ΣΑΣ'.

[2]



# The daisy metaphor

The screenshot shows a digital learning interface for English lessons. At the top, there is a header with the logo of the Digital School Project (Ψηφιακό Σχολείο) and the text "ΔΙΑΔΡΑΣΤΙΚΑ ΣΧΟΛΙΚΑ ΒΙΒΛΙΑ". To the right, there are navigation options: "ΟΛΟ ΤΟ ΥΛΙΚΟ", "ΥΛΙΚΟ ΑΝΑ ΤΑΞΗ", and "ΥΛΙΚΟ ΑΝΑ ΜΑΘΗΜΑ". Below these, it specifies "ΑΓΓΛΙΚΑ - ΠΡΟΧΩΡΗΜΕΝΟΙ (Α ΓΥΜΝΑΣΙΟΥ)".

The main content area features a background image of a young woman resting her chin on her hands. Overlaid on this is a daisy-shaped diagram with a central yellow circle and eight petals. Each petal contains a label in a yellow box:

- Top: ΑΓΓΛΙΚΑ - ΠΡΟΧΩΡΗΜΕΝΟΙ Α ΓΥΜΝΑΣΙΟΥ
- Top-left: περιγραφή και στόχοι
- Left: ψηφιακό πόρο βιβλίων
- Top-right: βιβλία μαθητή μη εμπλουτισμένα html
- Right: διαδραστικό βιβλίο μαθητή εμπλουτισμένο html
- Bottom-right: διδακτικό πακέτο βιβλία pdf
- Bottom: γλωσσάριο
- Bottom-left: ΦΩΤΟΔΕΝΤΡΟ

The interface also includes a navigation arrow on the left and a small "επικοινωνία" (contact) link in the top right corner.

[3]

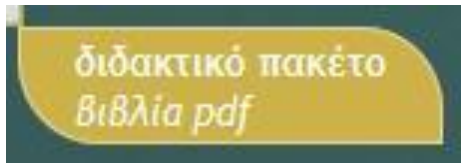
Every petal includes a different layer of information/material.



# Interactive textbooks in two formats

## Textbooks in .pdf format

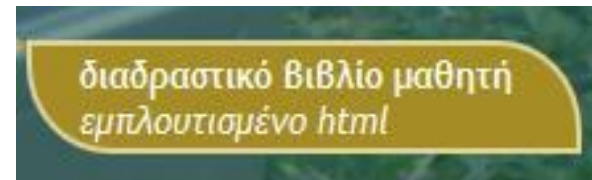
- Print mode.



[4]

## Textbooks in .html format

- Textbooks are turned into websites upon which digital enrichment is added through hyperlinks.



[5]

# Development of digital enrichment for the digital textbooks

- February 2011: Groups for all school subjects are formed.
- Aim: To develop digital educational material to enrich school textbooks used in Greek primary and lower secondary schools.
- The English Group (Feb. 2011 - Aug. 2014): Development of learning objects for the teaching of English as a foreign language.





# The English Group

## CO-ORDINATION Bessie Mitsikopoulou

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## E-LEARNING EXPERTS

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Julie Gyftoula



Mary Frentzou



Chrysanthi Sotiriou



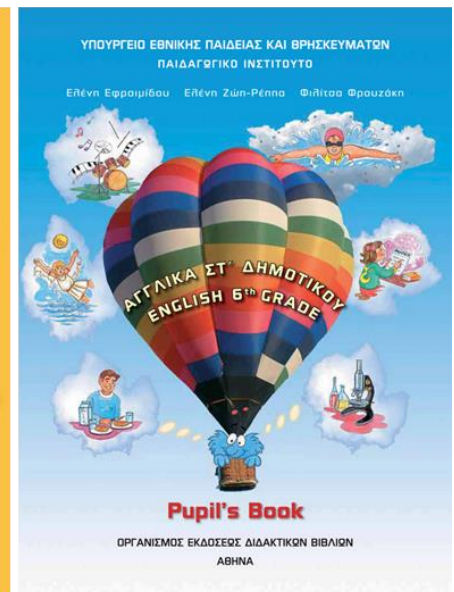
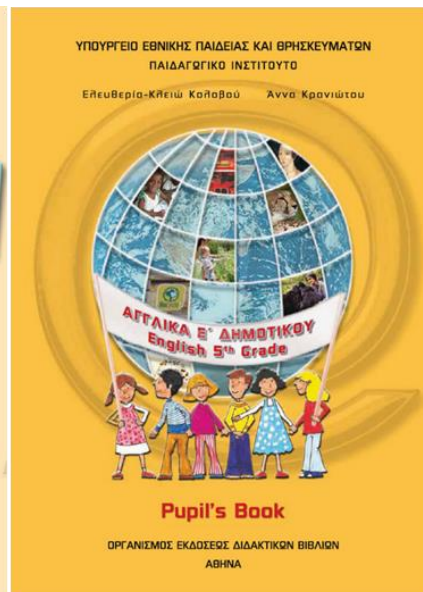
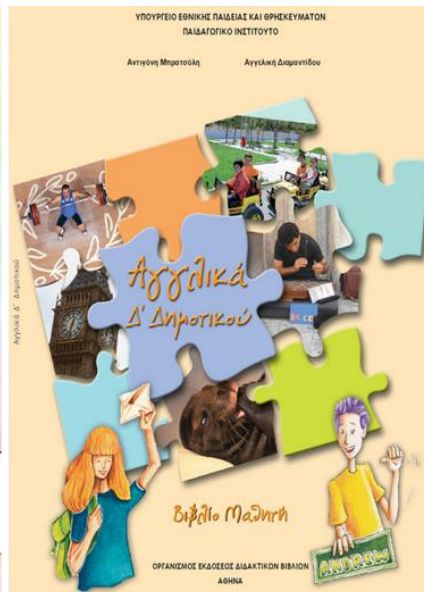
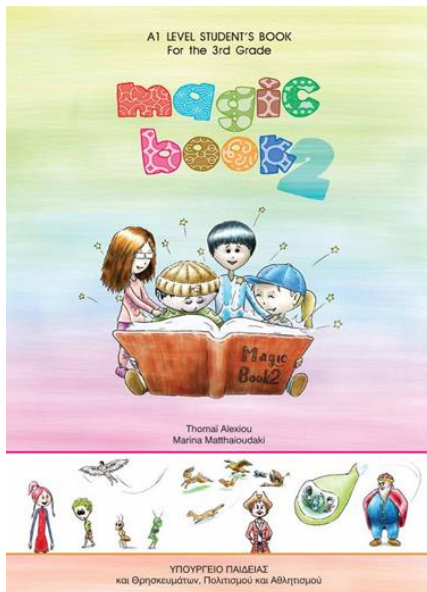
Katerina Nikolaki



Antigoni Bratsoli



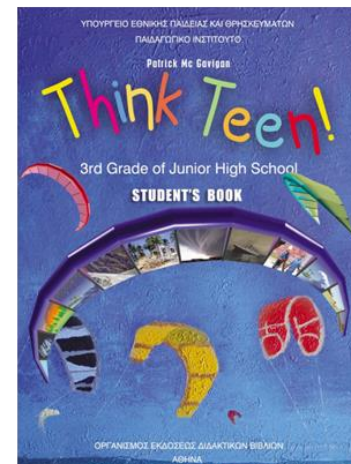
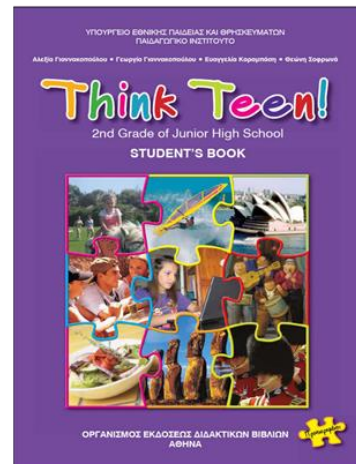
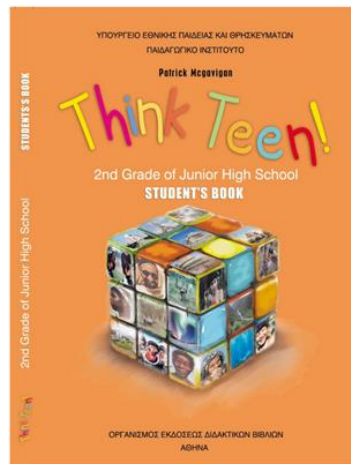
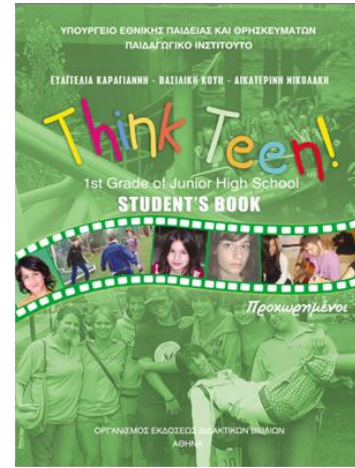
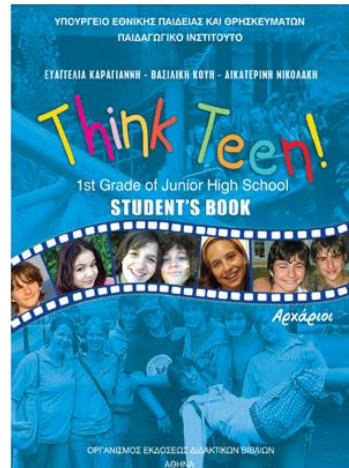
# The EFL textbooks for Primary School



[6]



# The EFL textbooks for Gymnasium



[7]

# Basic Questions

- What is enrichment?
- What kind of enrichment?
- To what extent do we enrich a textbook?
- How do we select enrichment?
- Which parts of a textbook to enrich?
- What is the aim of enrichment?



# The notion of enrichment (1/2)

**Enrichment:** making richer, fuller, more meaningful or more rewarding and to ‘improving the quality of something by adding something else to it’ (Cambridge Dictionary).

**Synonyms :** enhancement, refinement, upgrading, augmentation.





# The notion of enrichment (2/2)

Enrichment as an add-on quality, something attached to something else, a quality that cannot stand on its own, but that it requires the existence of what it qualifies.

**In educational contexts:** enrichment of a textbook, a curriculum, a lesson or a skill (e.g. vocabulary building).



# Different conceptions of enrichment: three main trends (1/2)

**First trend:** enrichment as acceleration or curriculum compaction exposing only the brighter and gifted students to more advanced subject matter ('individualized' enrichment acting as additional support for a few gifted students)(Feng, 2005).



# Different conceptions of enrichment: three main trends (2/2)

**Second trend:** enrichment as a means of offering all students more opportunities for personal and social development, greater fulfilment and intellectual satisfaction than the basic curriculum (e.g. through problem solving).

**Third trend:** enrichment as a set of techniques that can be used flexibly for students' educational needs. (Feng, 2005).





# Defining enrichment

How we define enrichment will have significant implications for the issues related to it (Feng, 2005):

- for whom enrichment is meant and why,
- where and when enrichment should take place,
- which parts of the curriculum should be enriched and whether all students could benefit from enrichment.



# EFL Textbook Enrichment

**Enrichment:** (realia) objects of everyday life from the target culture, e.g. photographs, maps, diaries, posters, foreign currency music, newspapers and magazines, radio programmes (Peacock, 1939).



# In ELT: Enrichment as materials adaptation (1/2)

Enrichment in ELT has often been conceived in terms of materials adaptation. Various forms of this adaptation include:

- **Adding materials** to address specific needs (e.g. an examination requirement).
- **Extending materials** to provide additional practice for a specific aspect of a textbook or to provide opportunities for more personalized practice.



# In ELT: Enrichment as materials adaptation (2/2)

- **Modifying materials** to give them an additional or an alternative focus in order to address the needs of a particular group of students (e.g. because of their age, gender, occupation, social or cultural background).
- **Localizing materials** (by adapting or supplementing them) to make them relevant to a specific target group.



# Principles of textbook enrichment (1/2)

- Enrichment must be within the grasp of the students.
- Concern must be taken as to the amount of enrichment to an already crowded syllabus.
- Enrichment materials should not develop into ends in themselves but they should be kept 'subserving' to the purposes of a specific textbook.
- Enrichment materials should be taught, not simply presented to students in order for learning to take place (Peacock, 1939).



# Principles of textbook enrichment (2/2)

- Enrichment materials should not be introduced “without first establishing some kind of connection with the pupils’ lives”.
- Which enrichment materials are to be chosen and how they are to be introduced are matters that cannot be established for all situations but they should be related to specific textbooks. (Peacock, 1939).



# Digital enrichment

Digital enrichment:  
multimedia applications,  
interactive maps from  
Google Earth, videos,  
visual dictionaries,  
interactive games, etc.  
(Digital School, 2014).



[8]



# Principles of digital enrichment (1/2)

- Enrichment should be systematic, targeted and running throughout the book.
- Enrichment is based on applications developed by Group not on external links that may be inactive in the future.





# Principles of digital enrichment (2/2)

- Emphasis on the development of re-usable learning objects that may be used in other contexts as well.
- Enrichment should be supportive not subversive of textbook's teaching philosophy.



# Preparatory Activities for Enrichment Plan

**Textbook analysis: Teacher's Book** (for textbook philosophy)  
**Student's Book** (for unit structure), **Workbook** (for types of activities)



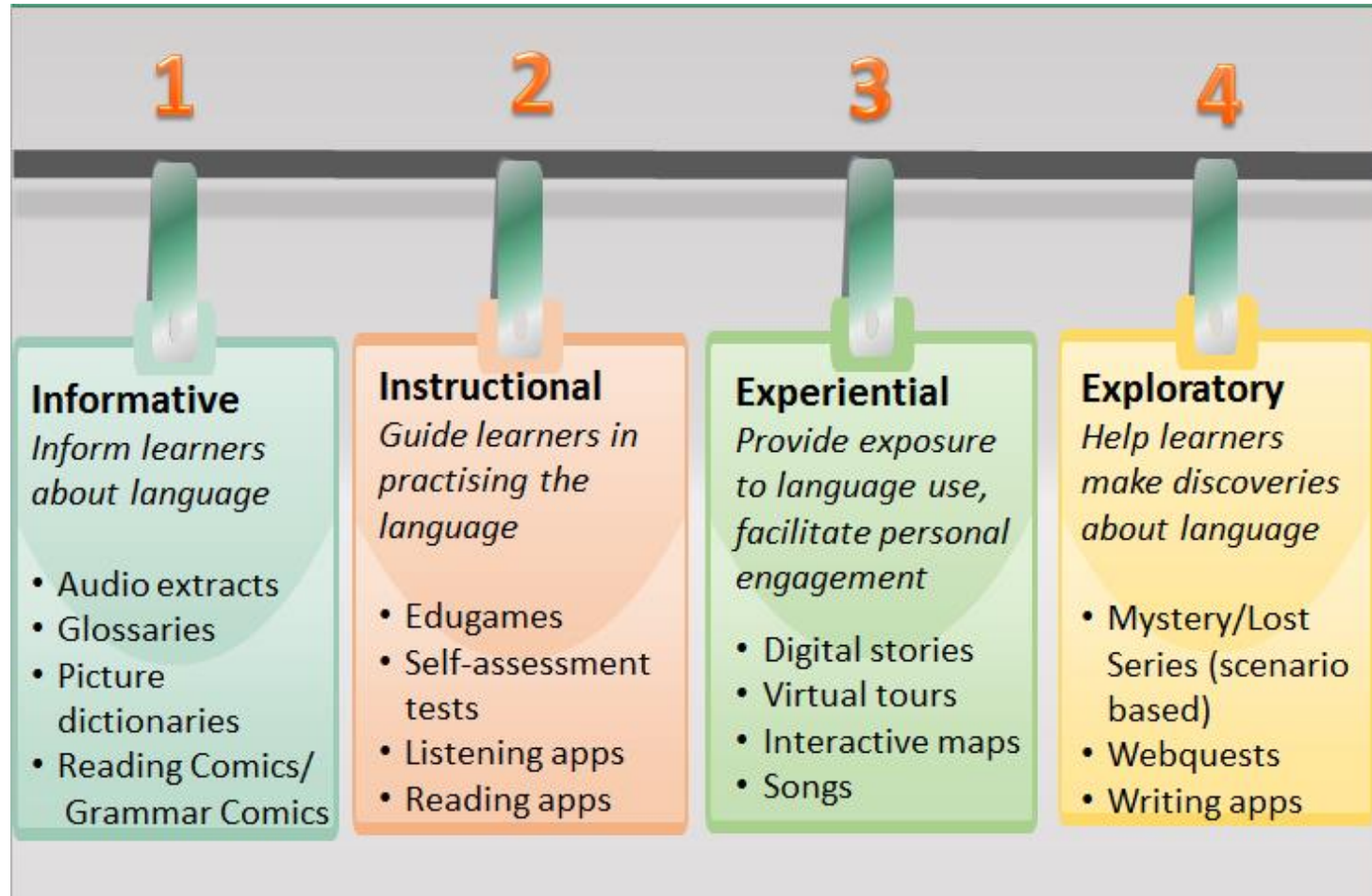
Interviews with textbook **authors**, **EFL teachers** who use the books  
and **students**



Analysis of technical solutions for each type of application



# Digital Enrichment for the Greek EFL textbooks (Primary-Gymnasium)



# Where digital enrichment is placed on interactive textbooks (Gymnasium)

At the beginning of each new lesson. Pressing each one of the grey buttons will take you to a learning object which is related to the specific lesson.

LESSON 2 • JOINED IN OUR DIFFERENCES

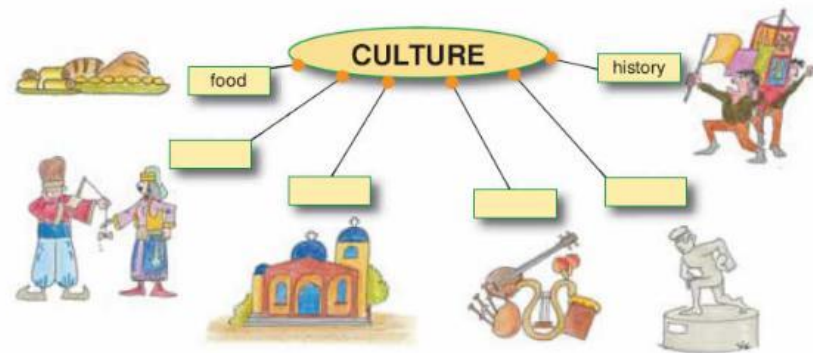
Edugame Anagram      Edugame Blank Tank      Aa Glossary

Lesson 2 Joined in our Differences

Speak & Write like 1 Different but alike



1.1 What is “culture”? Every country has its own, but the elements that make up “culture” are common for all people. Work in groups to complete the spider diagram below. Add your own ideas.



[9]



# Where digital enrichment is placed on interactive textbooks (Primary)

At the beginning of each new lesson. Pressing each one of the round coloured buttons will take you to a learning object which is related to the specific lesson.

UNIT 2

Lesson 1 At the supermarket

1. Reading

A. Look at the picture of the supermarket on the flyer below. Talk about the various departments you usually visit. What items can you buy there?

[10]

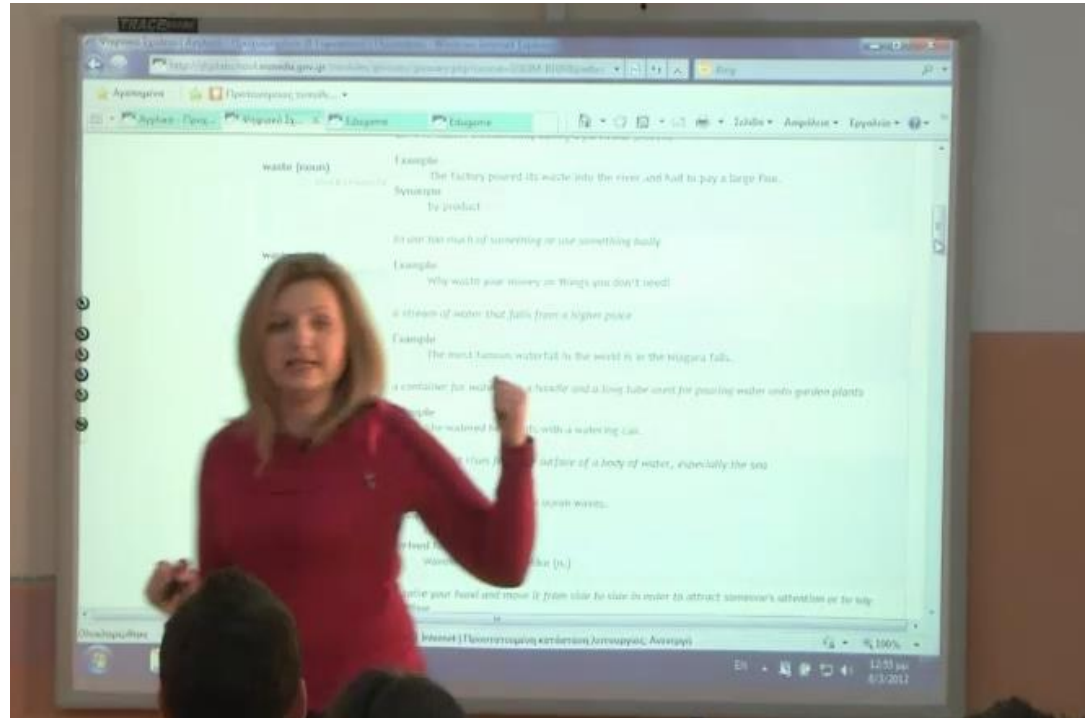


# Using interactive textbooks in an EFL classroom (1/5)

## An example of implementation

### Classroom profile:

- Gymnasium of Aliartos,
- 21 students,
- CERF level (B1+).





# Using interactive textbooks in an EFL classroom (2/5)



Students working in groups



# Using interactive textbooks in an EFL classroom (3/5)

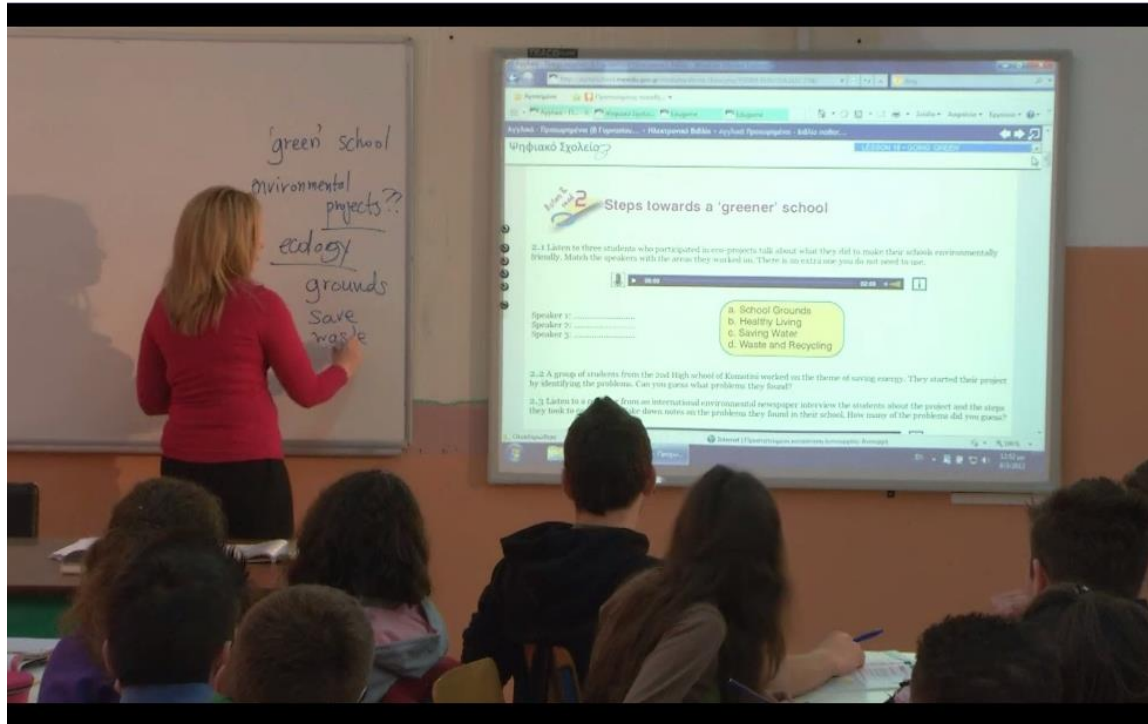


Digital enrichment material on the interactive whiteboard.





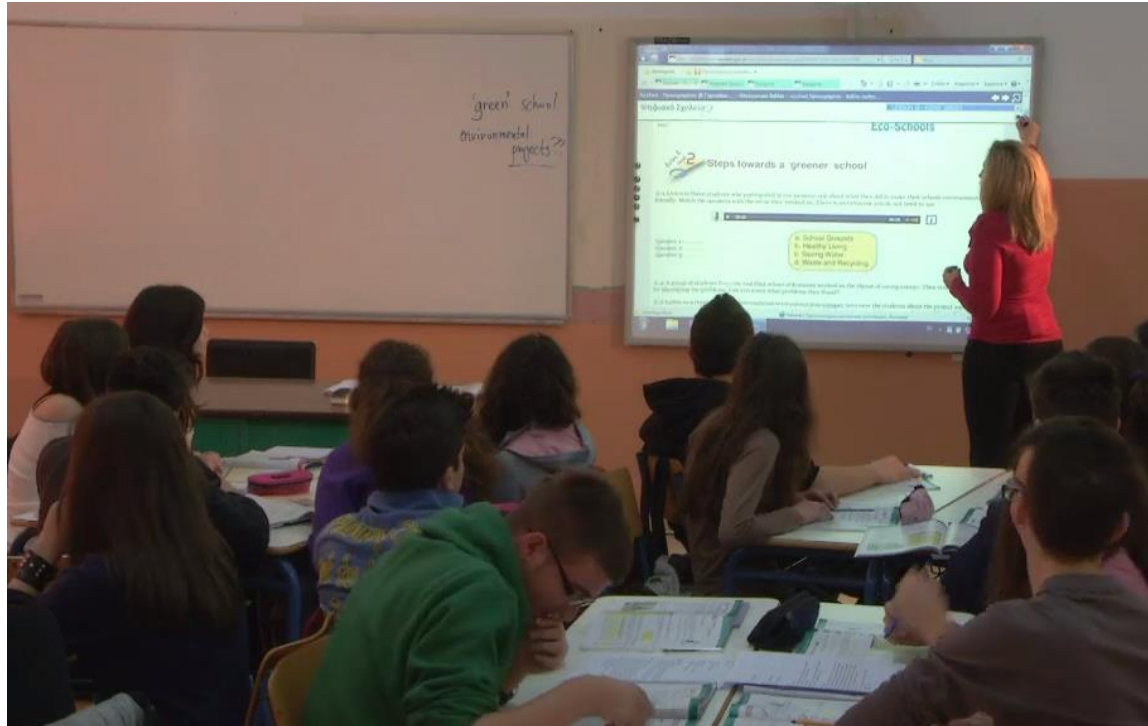
# Using interactive textbooks in an EFL classroom (4/5)



Use of traditional whiteboard and the interactive whiteboard together.



# Using interactive textbooks in an EFL classroom (5/5)



Use of three different “technologies” in the classroom: the traditional whiteboard, the interactive whiteboard and the books.



# The development of a Learning Objects Repository (LOR)



[11]

# Photodentro LOR

The screenshot displays the Photodentro LOR interface. At the top left is the logo for Φωτόδεντρο (Photodentro) with the text 'ΜΑΘΗΣΙΑΚΑ ΑΝΤΙΚΕΙΜΕΝΑ' (Educational Objects). A navigation tree is visible at the top. A search bar contains the text 'Αναζητήστε το μαθησιακό αντικείμενο που επιθυμείτε:' and 'Γράψτε μία ή περισσότερες λέξεις που περιγράφουν το αντικείμενο...'. Below the search bar are navigation options: 'ΣΥΛΛΟΓΕΣ' (Collections), 'ΘΕΜΑΤΙΚΗ ΠΕΡΙΟΧΗ' (Thematic Area), 'ΤΥΠΟΣ ΑΝΤΙΚΕΙΜΕΝΟΥ' (Object Type), and 'ΜΕ ΦΙΛΤΡΑ' (With Filters). The filter section includes 'ΕΚΠΑΙΔΕΥΤΙΚΗ ΒΑΘΜΙΑ' (Educational Level), 'ΗΛΙΚΙΑ ΜΑΘΗΤΗ' (Student Age), 'ΓΛΩΣΣΑ' (Language), and 'ΘΕΜΑΤΙΚΗ ΠΕΡΙΟΧΗ' (Thematic Area). A green circle in the top right corner shows '4206 Μαθησιακά Αντικείμενα'. Social media icons for Facebook and Twitter are also present. At the bottom, there are links for 'Μάθετε για το Φωτόδεντρο' and 'Δείτε δείγμα επιλεγμένων αντικειμένων'. The footer text reads 'Photodentro LOR v3.0 (powered by CSpace)'.

<http://photodentro.edu.gr/lor/>

[12]

# What is a Learning Objects Repository?

A digital space which hosts Learning Objects, that is digital content in small units of learning, typically ranging from 2 to 15 minutes, that can be used and reused to support learning.

Examples of learning objects include a digital story on Christmas colours, a crosswords game on colours, a mystery game, a virtual tour of Trafalgar Square, a webquest application.





# Photodentro Video

Φωτόδεντρο

Βοήθεια Επικοινωνία

Αναζήτηση

Αναζήτηση

Πλοήγηση

ποιχεία

Αλχημιστές Σκουπιδιών

Η ιστορία του θεάτρου σκιών

Οι Υπέροχοι Ταχυμεταφορείς

[13]

<http://photodentro.edu.gr/video/>



# Photodentro Video

It includes short videos (up to 10 mins.) which can be used for educational purposes to support classroom learning and teaching.



# References

- Feng, W. Y. (2005). [Conceptions of Enrichment](#). Paper presented at the Cambridge Education Research Annual Conference (CamERA) at the University of Cambridge, 21 April 2005, in Cambridge.
- Peacock, V. L. (1939). Effective enrichment of the textbook in foreign language. *The School Review*, 24-31.





# Financing

- The present educational material has been developed as part of the educational work of the instructor.
- The project “Open Academic Courses of the University of Athens” has only financed the reform of the educational material.
- The project is implemented under the operational program “Education and Lifelong Learning” and funded by the European Union (European Social Fund) and National Resources.



Notes

# Note on History of Published Version

The present work is the edition 1.0.



# Reference Note

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Image 3, 4 & 5: [Screenshot](#) of Digital School Project Website, Copyright Computer Technology Institute, Digital School Project.

Image 6: Cover pages of the EFL textbooks for Primary School, Copyright Computer Technology Institute, Digital School Project.

Image 7: Cover pages of EFL textbooks for Gymnasium, Copyright Computer Technology Institute, Digital School Project.

Image 8: Screenshots of learning objects from enriched EFL textbooks, Copyright Computer Technology Institute, Digital School Project.



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