



PedPilots - Self-regulated Learning Guide for Educators

2024-1-HU01-KA220-SCH-000250549



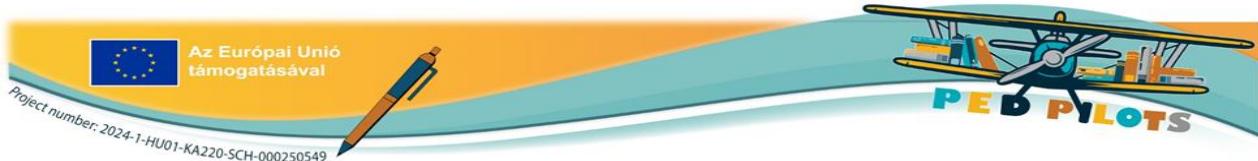
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PedPilots - "Training for accompanying teachers"

Teaching unit 10.

Follow-up

EN



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The 12 chapters of our workbook are available on the project website, where they can be downloaded and used free of charge. We recommend Genially as a digital, independently processable teaching resource.



<https://www.pedpilot.eu/>



<https://view.genially.com/6885f7076f6692a268885f03>

10. Follow-up

Introduction

One of the key stages of mobility projects is the follow-up work after returning, during which the teacher(s) involved are tasked with organising the knowledge they have acquired, documenting their experiences and sharing the results with the local community, school and colleagues. Follow-up work helps to sustain the impact of the project, support school innovation and provide a basis for future projects.

Through reports, reflections and dissemination activities, individual learning becomes institutional development, so documentation and sharing are not only administrative obligations but also pedagogical value-creating processes.

Objectives

The aim of the teaching material is to successfully prepare the necessary reports, with particular regard to the requirements set out by Erasmus.

Time allocated to the teaching unit

45 minutes

Learning outcomes

In the follow-up phase of the project, the development of the following teaching competences is emphasised:

- Reflective thinking: independent review, analysis of learning experiences.
- Documentation skills: preparing reports, presentations and articles.

- Digital competence: preparing reports on online platforms, creating dissemination materials.
- Communication and presentation skills: sharing experiences and knowledge with different target groups (teaching staff, parents, students, professional communities).
- Basic project management skills: meeting deadlines and administrative obligations.
- Cooperation and dissemination: collaboration with other project participants, organisation of joint presentations.

Through practical exercises

Questions arising in connection with the report:

1. What format and content should the official report have?
2. How can I share my experiences with my colleagues in a structured and effective way?
3. What channels can be used for dissemination?
4. Which elements of what I have learned can be directly transferred to everyday teaching practice?
5. Who can help with the formal and technical preparation of the report?
6. What are the deadlines, and how can I ensure that the follow-up work runs smoothly?

1. What format and content should the official report have?

Let us look at report of the Erasmus project as an example: official Erasmus+ reports must typically be submitted online using the Tempus Public Foundation (or other national

agency) system.

The report can take the form of:

- A questionnaire completed on an online platform (e.g. Beneficiary Module / Mobility Tool)
- Attached annexes: reports, photos, presentations
- Text summaries in PDF or Word format

Content elements may include:

- Project implementation and results
- Learning outcomes
- Impact assessment
- Dissemination activities
- Future plans and sustainability

2. How can I share my experiences with my colleagues in a structured and effective way?

Task 1

Create a short, visually appealing presentation or lecture, for example:

- PowerPoint/Prezi/Canva presentation/Reels video
- Poster or infographic
- Storyboard/experience report diary with pictures

Forms of sharing:

- Presentation at a faculty meeting
- Methodology workshop, mini-training
- Newsletter or internal intranet post

3. What channels can be used for dissemination?

Dissemination channels:

- Internal school forums: teaching staff meetings, pedagogical days, work group discussions
- Digital tools: school website, Facebook page, Google Drive, Padlet, blog, Instagram
- Local and professional forums: school district, local press, professional associations, conferences

Target groups may include:

- Fellow teachers, students, parents
- Management, professional partners
- Teachers from other schools

4. Which elements can be directly transferred into everyday teaching practice?

Examples of direct application:

- Regular use of new methodological techniques (e.g. project-based learning,

cooperative learning)

- Use of digital tools and applications
- Development of foreign language skills
- Shaping attitudes, inclusive education

Task 2

Prepare a brief action plan for the pedagogical use of the elements you have learned: which elements, in what way, how often, in which group, and by what deadline will you incorporate them?

5. Who will help you with the formal and technical aspects of preparing the report?

Possible sources of help:

- Project coordinator or Erasmus coordinator at your own institution
- School secretary or administrator (document formatting)
- ICT coordinator or colleague with a good understanding of digital tools
- Tempus Public Foundation / National Office professional support materials and guidelines

6. What are the deadlines and how can you ensure that the follow-up work runs smoothly?

List of tasks for a smooth closure:

1. Note the official deadlines (e.g. report, dissemination, report upload)
2. Create a timeline for tasks (e.g. Trello, Google Sheets)
3. Communicate with the project coordinator if you get stuck
4. Use templates (e.g. previously created Word or Google Forms formats)

Delegate tasks: image editing, presentation, editing, etc.

Supporting materials

Tasks for learning:

The purpose of tasks 1-3 in the curriculum is for participating teachers to organise their experiences and actively participate in sharing them, both offline and digitally. We recommend that you think through the solutions, then choose one (or more) of the tasks as an exercise you find most difficult and work through them in detail. You can then use the instructions in the tasks when planning your own projects.

Task 3

Keep a reflection journal: write journal-style reflections based on the following questions:

- What did I learn during the mobility programme?
- What was the most rewarding professional experience for me?
- What difficulties did I encounter?

• How can I apply what I have learned in my teaching practice?

Control tasks

Based on what you have read in the course material, identify the odd one out!

1) Content elements of the report:

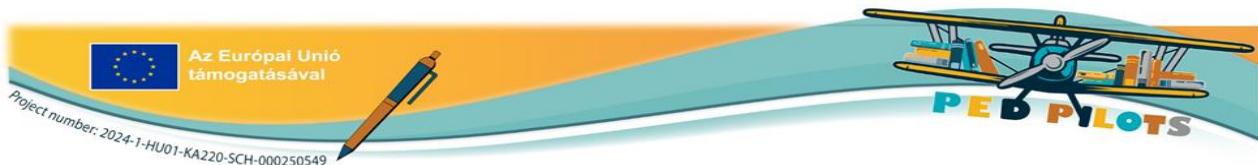
- Project implementation and results
- Learning outcomes
- The institution's educational programme
- Impact assessment
- Dissemination activities
- Future plans and sustainability

2) Dissemination channels may include:

- Internal school forums: teaching staff meetings, pedagogical days, work group discussions
- Public Facebook posts or TikTok videos to discuss mistakes
- Digital tools: school website, Facebook page, Google Drive, Padlet, blog, Instagram
- Local and professional forums: school district, local press, professional associations, conferences

3) Target groups may include:

- Fellow teachers, students, parents
- Doctors, carpenters
- Management, professional partners



- Teachers from other schools

(Solutions: 1) third, 2) second, 3) second)

Sources

<https://webgate.ec.europa.eu/beneficiary-module/project/>

https://erasmusplusz.hu/altalanos_tudnivalok_beszamolohoz_erasmus_ka1_2024.pdf

https://adaptiveconsulting.hu/idogazdalkodas_tippek/index.html



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