



School:	Institut Cal-lipolis
Country:	Spain

Case-studies:

Adequate Wi-Fi connectivity, Geolocation in the outdoors, Google mail & Google classroom apps, creating an Institutional YouTube channel, 3D-technology and QR-codes in the classroom

Introduction

Institut Cal-lípolis is a vocational training high school located inside the campus of Complex Educatiu de Tarragona, just 4 kilometres away from the city centre. The college is a reference among employers in the area of Tarragona. Its educational offer is wide and distinct from the rest of the schools.

The college offers intermediate and advanced level education in the areas of Beauty and hairdressing, Health, Physical activities and sports. In the school year 2015-2016 1350 students attend our courses with a staff of 100+ teachers

Case-study 1: Adequate school Wi-Fi connectivity

Context:

On the frame of our school we think that Wi-Fi network is an essential facility to develop and spread contents lodged on virtual platforms.

Before the LOGGED-ON project we didn't have a well-structured and functional network due to the particular structure of the school.

Implementation of the case-study:

It has been compulsory the establishment of different access points near the main classrooms.

The passwords have been shared among teachers and students to promote the use of virtual platforms and didactical contents.



Aims and methods of the case-study:

The target of this case-study is to provide a useful, reliable and real Wi-Fi network to cover as many classrooms as possible. Statistics will be used to register the use of the Access Points (AP).

Findings from the case-study:

The foregoing and the starting point:

Before September 2015 we had 49 out-dated AP's only for teachers. The actual context shows the increasing need of didactical and virtual tools for network support.

Many teachers and pupils try to use QR-codes, YouTube channel, geolocation activities and Google classroom apps and all of them need sufficient Wi-Fi connectivity.

Evolution. How has it been implemented?

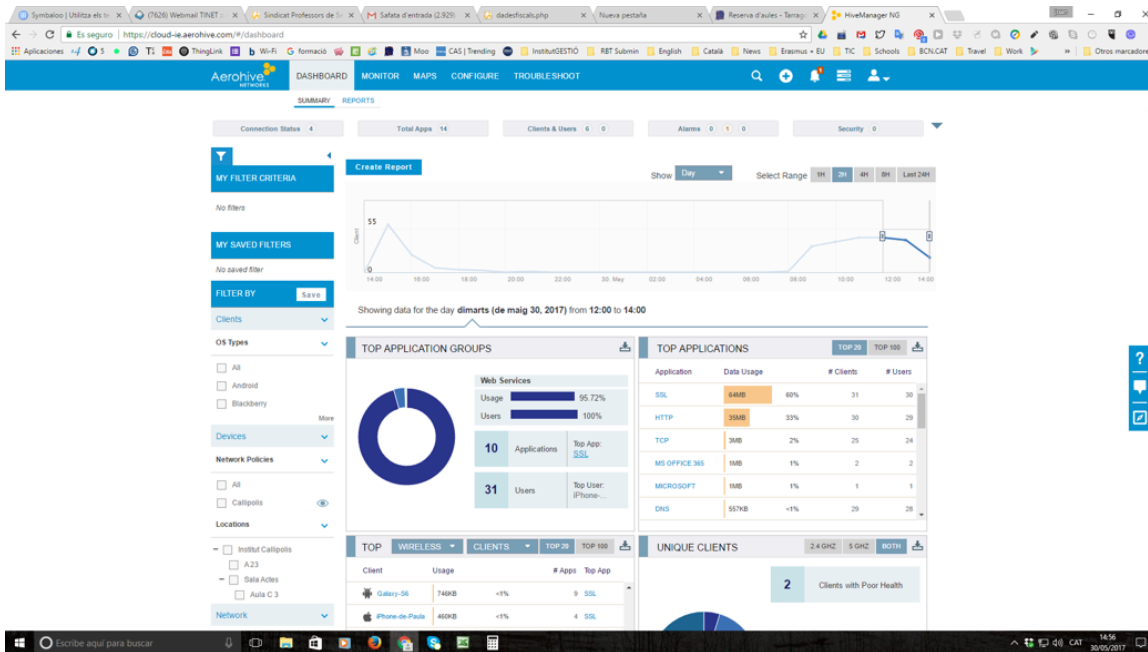
We gained information about the different Wi-Fi AP solutions during the 'LOGGED-ON' meeting in Kendal and the visit to BETT in London.

After this information we've ordered a Network audit to identify the areas in the school to be assisted with new devices. Finally we've analysed how many teachers want to develop virtual contents with their pupils and their smartphones.

Conclusions:

- Before September 2015: 49 updated AP
- November 2016: 5 new Aerochive AP, Open network available for all students.
- June 2015: Survey about network performance.





Case study 2: Geolocation in outdoors

Context:

On the frame of our outdoor courses we think that geolocation contents give an extraordinary support related with safety guidance of groups on the mountain.

Before the Logged-on project our students learned different skills related only with the use of maps, GPS and compasses.

Due that every pupil has a smartphone; we have started to teach how to take profit of the different virtual tools and apps related with cartography and geolocation.

Implementation of the case-study:

Two groups of 30 pupils each one has been the target of these contents.

The contents and Apps downloaded are used on outdoors and each pupil tries to lead the rest of classmates. Some different activities related with the visit of the school and its facilities have used geolocation and mobile phones to follow a defined tour.

Aims and methods of the case-study:

The main target is to use GPS tools through the smartphones. It seems easy to register how many students and teachers will be using this technology through statistics and questionnaires.

Findings from the case-study:

The foregoing and the starting point:

Today Geolocation is used in our cars, at football training, to locate facilities in cities.....why not use these tools for safety in outdoor courses?

How has it been implemented?

Teachers belonging to outdoor speciality subjects have designed some instructions to explain to the pupils how to prepare a theoretical track on a virtual platform (Wikiloc) and how to check it on their own smartphone screens when developing the activity on the mountain.

Conclusions:

- September 2015: 0 activities related with geolocation and smartphones
- November 2016: 5 different groups, 105 pupils using geolocation, two different virtual platforms (Wikiloc and Instamaps) and two professional courses involved in it: “Outdoors” and “environmental health”
- It’s recommendable to use offline Apps. The use of the GPS tool is free therefore the pupil doesn’t need to pay extra services.

Case study 3: Google mail + Google Classroom apps

Context:

The regional situation shows clear evidence that vocational training courses have a high dropout rate, especially on the middle-level specialities. As a school, we only have the chance to take some local and particular initiatives to try to involve as many pupils as possible on their courses, using new technologies and increasing their interest for the contents.

On the frame of our school we think that Google mail and classroom app tools can shorten the contact among teachers and pupils increasing also the links between students when they try to work in a cooperative way.

Before the LOGGED-ON project we haven’t worked as an institution with this kind of tools, therefore first of all we’ve to promote the use of it among the staff making specific learning courses.

Implementation of the case-study:

As a Vocational Training school, at the moment we have decided to focus our efforts on “Google mail” to stablish a turning point to create a common platform to enable cooperation between pupils.

This corporative email address allows pupils and teachers to share materials, contents, and activities ... to reach the improvement of the professional general skills.

Aims and methods of the case-study:

The main target for this Case study is to increase the number of virtual tools the student and teachers have in order to interact and use under their particular vocational training course. All of them should be used through smartphones to facilitate the immediate use of the pupils.

We are following this implementation by registering how many teachers become administrators of Google accounts and how many students own and use an institutional Google account (@institutcallipolis.cat). At the end, interviews will be used to know the best results.

Findings from the case-study:

The initial situation is that 81% of the subjects have virtual support using a MOODLE platform. In 2015 only some members of heads and managing members of staff used an institutional google account but 0% used Google classroom tools.

Some teachers have been involved in this case study and have used their class groups as a pilot, giving each pupil a personal Google account.

Conclusions:

- It's absolutely important that the board team of the school promote and facilitate the use of this kind of virtual tools creating previous courses for teachers with specific contents related with virtual classroom tools.
- November 2016: 390 pupils have an "...@institutcallipolis.cat" account and 13 pilot groups have been created. Four teachers have been involved using classroom Apps
- June 2017: We expect to know what kinds of Apps have been used and which of them could be considered "best practice".

Case study 4: Institutional YouTube channel

Context:

On the frame of our school we think that a "YouTube channel" could help to support the contents taught in classrooms, therefore every pupil could make a review about each theme or see the contents in advance.

Before the LOGGED-ON project we didn't have any YouTube site or similar to upload didactical videos.

We noticed the lack of basic skills to produce videos among the staff. That meant a real challenge.

Implementation of the case-study:

Nowadays the YouTube channel stores only didactical videos uploaded by teachers.

So far is not allowed the storage of exercises of pupils, in this case, each pupil can use the virtual classroom and Google sites to store and show their own material.

Aims and methods of the case-study:

The target of this case-study is to develop a virtual place to store audio-visual materials to give support to as much didactical contents as possible using the pupils' smartphones. Also this YouTube channel will be used as a promotional platform for the different vocational training courses.

The main method to analyse the progress is to register the number of videos and its visits.

Findings from the case-study:

The foregoing and the starting point:

Before LOGGED-ON' we didn't have any official YouTube channel to store didactical materials. Each teacher used their own tools to share videos.

How has it been implemented?

The YouTube channel has been introduced to the head of each department and to all staff members.

The plan is to explain how to use broadcast tools and to use institutional logos and contents. We will also share the passwords with all of the teachers interested in it.

Conclusions:

- September 2015: 0 videos
- September 2016: 16 videos
- November 2016: 20 videos and 5 playlists

- It would be absolutely recommendable to set apart some meetings at the beginning of each school year in order to give instructions about how to produce videos, how to upload them and which corporate items should include.

- Also it would be interesting to have specialized teachers to give support about broadcasting skills.

Case study 5: 3D technology

Context:

On the frame of our aesthetic courses it seems really interesting the use of 3D tools to know in advance the results of different designs over the field of hairdressing and makeup.

Implementation in the case-study institution:

The 3D contents have been included on the aesthetic program and some free Apps have been spread among the pupils to generate virtual models.

Aims and methods of the case-study:

The target of this Case-study is to provide a virtual 3D tool for pupils to analyse hairdressing and makeup designs using their smartphones.

Findings from the case-study:

The foregoing and the starting point.

Before November 2015, it was not possible to use 3D technology because of the poor quality of the Wi-Fi network.

How has it been implemented?

Specific software has been purchased to work with the pupils' smartphones and the newly implemented AP will help to develop these contents in the classrooms.

Conclusions:

- November 2016: 1 group, 30 pupils and didactical use of this technology
- Survey about the characteristics and reliability of the Wi-Fi when using 3D tools
- It is compulsory to have a good Wi-Fi network

Case study 6: QR-codes in the classroom

Context:

QR-codes are the key to access quickly to all virtual contents; therefore, they become a strategical tool to spread materials.

Before the LOGGED-ON project we had a little amount of QR-codes driving to external websites, nowadays it seems compulsory to learn how to produce and publish them in order to make available the new materials that every day we produce.

Implementation of the case-study:

- A promotional video has been created to explain how to produce QR codes.
- Some links related with administrative contents for teachers have been spread using QR codes.
- Some strategic contents have been made available for 100 teachers and 900 pupils using QR codes.

Aims and methods of the case-study:

The target of this case-study is to find a “door” to provide access to all virtual contents (You Tube channel, documents, tutorials, instructions, surveys, etc.). A survey will be used to find out how many teachers and heads have implemented QR-codes on their areas.

Findings from the case-study:

The foregoing and the starting point:

- Before September 2015: no didactical use of QR-codes. Today we’re increasing the number of virtual materials. Teachers and pupils need to access to this information in an easy and comfortable way.

How has it been implemented?

Using the You Tube channel, a video has been created to explain to teachers how to create a QR-code.

After that, some internal instructions for teachers have been disseminated using QR-codes in order to make this tool more popular.

Conclusions:

- Before September 2015: no didactical use of QR-codes
- November 2015: QR-codes are used to enrol courses, to access to information from classrooms and for the training of teachers about the use of Moodle platform.

- It is recommendable to show and purpose amongst all the educational community several Apps to read and/or produce QR-codes.
- It is recommendable to create videos about how to produce QR-codes and upload them on the YouTube channel.

Case studies

Institut Cal·lipolis



Mail + Apps

2015 : Only heads and managing members
2016 : Offered to teachers and pupils



390 pupils' accounts
13 pilot groups

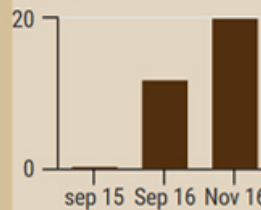
Google suit + Classroom

@institutcallipolis.cat



Youtube Channel

Didactical and promotional use



- Before Logged-On : **0** v
- September 2016 : **12** v
- November 2016 : **20** v

- 5 playlists



Wifi

2007 : ***49** outdated A.P.
*Only for teachers
2016: *Contact in BETT (London)
*Network audit
*Open network
***5** Aerochive A.P.
Classrooms
Busy areas

Geolocation

- Not used before Logged-on
- 2016 : **5** groups
105 pupils



- Safety outdoor protocols
- Tree location



Qr Codes

- Before Logged-on : Not didactical use
- 2016 Uses:
* Teachers' training.
* To enrol courses.
* In classroom to access to materials.



3D Tech.

2016 : 1 group
* 30 pupils
* Didactical use