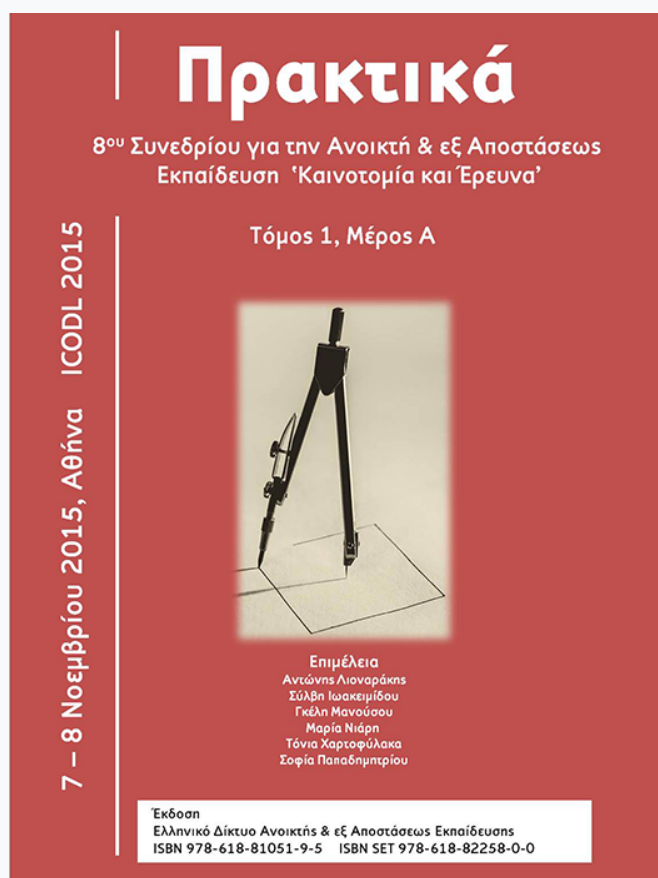# Διεθνές Συνέδριο για την Ανοικτή & εξ Αποστάσεως Εκπαίδευση

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Μέσα Επικοινωνίας και Μάθηση: η Ελληνική Περίπτωση

Sofia Papadimitriou

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Charting Media and Learning in Greece

Μέσα Επικοινωνίας και Μάθηση: η Ελληνική Περίπτωση

Sofia Papadimitriou
PhD School of Humanities, Hellenic Open University
Educational Radiotelevision,
Ministry of Education,
sofipapadi@gmail.com

Abstract
The paper will provide an overview of the extent to which Media literacy is incorporated into all educational levels in Greece with a special focus on teachers and academic staff training in the production and use of the educational Media. The paper records the policy levels and relevant initiatives coming from European projects and stakeholders as well, in the topic of training teachers in Compulsory and also educators in Higher Education (HE). Examples of good practices in innovation and creativity, digital repositories of learning resources and also the emerging trends in regard with Media Litetacy will be presented.

Key-words: *Media, learning, Media literacy, Media education, teachers' training, use of Media, best practices*

Περίληψη
Στο άρθρο καταγράφεται ο βαθμός στον οποίο ο εγγραμματισμός στα Μέσα επικοινωνίας ενσωματώνεται σε όλες τις εκπαιδευτικές βαθμίδες στην Ελλάδα με εστίαση στην επιμόρφωση των εκπαιδευτικών και ακαδημαϊκών στη δημιουργία και αξιοποίηση των Μέσων. Η καταγραφή γίνεται σε επίπεδα πολιτικών, στρατηγικών και πρωτοβουλιών προερχομένων από ευρωπαϊκά έργα στο πλαίσιο της σχολικής αλλά και της τριτοβάθμιας εκπαίδευσης. Επιπλέον παρουσιάζονται παραδείγματα καλών πρακτικών δημιουργικότητας και καινοτομίας, τα ψηφιακά αποθετήρια μαθησιακών πόρων και οι αναδυόμενες τάσεις του εγγραμματισμού στα Μέσα επικοινωνίας.

Λέξεις-κλειδιά: *εγγραμματισμός στα Μέσα, εκπαίδευση στα Μέσα, επιμόρφωση, επαγγελματική ανάπτυξη, καλές πρακτικές*

Introduction
Data collection
The data have been collected mainly from secondary resources published by the public authorities and institutes responsible for educational matters as the Ministry of Education and Religious Affairs (MoE), The Institute of Educational Policy (IEP), The Computer Technology Institute and Press Diophantus (CTI), The Greek School Network (GSN), The Eurydice Network, the Operational Programme "Education and Lifelong Learning 2007-2013" (OP). More specifically, data came from the relevant

websites of public educational organizations and their official documents as well as by the proceedings of educational and Media conferences. The Special Service for the Application of Educational Actions from the MoE and the OP provided essential data and analytics regarding the "New School" reform in Greek Primary and Secondary Education. In addition, critical input and analytics were collected from the EC's documents *"Commission Staff Working Document, Rethinking Education: Country Analysis, Part I",* accompanying the *"Communication from the Commission Rethinking Education: Investing in skills for better socio-economic outcomes"* and EU strategy for modernising HE.

Data were also collected from the official web pages of Universities and Technical Institutes, Scientific and Cultural foundations and Centers as The Foundation of the Hellenic World (FHW), The Onassis Cultural Centre, The Future Library, and the National Documentation Centre. Valuable data on OER policies and implementation have been found on *POERUP (Policies for OER Uptake)*. Finally, data were collected from participants in European projects and further stakeholders in the field of Media based learning and Media literacy.

Definitions used for Media Literacy

In 2007, the EC adopted a *Communication on Media Literacy in the Digital Environment* (EC, 2007). Greece participated in the *First Media Literacy Expert Group* and the first official text "*the European Recommendation*" (EC, 2009) of the Commission was presented to clarify the content and the basic parameters of Media. According to the text of the Recommendation, Media Literacy is "the ability to access, to understand and to critically evaluate different aspects of the Media and Media contents and to create communications in a variety of contexts". It includes all forms of education in Media Communication: press and photography, television and radio (Media literacy), cinema (film education), the internet and new technologies (digital literacy), advertising Media (commercial literacy) and any form of expression and communication in the modern digital age. In the Greek *Cross-Curricular Thematic Framework* (CCTF) for compulsory education, the video is mentioned as a resource while awareness and familiarity with visual languages and multimedia is expressed as a learning goal. The Guide for audiovisual expression in Compulsory education (2011) argues that the "audiovisual expression" consists of an alternative and integrated system of communication beyond oral and written speech. Furthermore, "New Media" and new courses are mentioned in "The Digital School" reform aiming to transform the existing courses, using new teaching and learning practices in addition with digital Media.

Policy and practice in place
Introduction

The OP "Education and Lifelong Learning 2007-2013" is a large scale, nationwide funding programme, co-funded by the European Social Fund (ESF) and the Greek State. It is the main funding scheme for upgrading the quality of learning at all levels of the educational system, involving the use of Internet technologies, consisting of four sets of thematic priority axes:
- Upgrading the quality of education and promoting inclusion;
- Upgrading the systems of initial vocational training and vocational education and linking education with the labour market;
- Enhancing lifelong education for adults and
- Enhancing human capital in order to promote research and innovation.

Special objectives addressing the need for *Information and Communication Technologies* (ICT) based learning, are reforming, modernizing and decentralizing the educational system-reinforcing the mobility of pupils and students, accelerating the pace of integrating ICT in the education process and also reeinforcing and improving the quality of teaching staff training in primary and secondary education, with emphasis in innovation.

At policy levels, the <u>Institute of Educational Policy</u> (IEP) and <u>the Computer Technology Institute and Press Diophantus</u> (CTI) are two State bodies, under the auspices of the <u>Ministry of Education and Religious Affairs</u> (MoE) aiming to support the design and implementation of policies that address the use of Internet in education. First, the IEP, was established in 2011 aiming to provide ongoing scientific and technical support for the design and implementation of educational policy issues. Second, The CTI is a research and technology organization focusing on research and development in ICT and consists the digital pillar in the Greek educational system. Particular emphasis is placed on education, by developing and deploying digital Media in education and lifelong learning (LLL); publishing printed and electronic educational materials; administrating and managing <u>The Greek School Network</u> (GSN); and supporting the organization and operation of the electronic infrastructure of the MoE and all educational units. The GSN consists the advanced educational network which interconnects schools, educators, educational units and administrative services of MoE. Key Services of GSN are the <u>Portal</u>, <u>Helpdesk</u>, <u>user administration</u>, <u>e-mail lists</u>, <u>instant messaging</u>, <u>teleconference</u>, <u>video on demand</u>, <u>e-Learning</u>, <u>web hosting, e-magazine</u>, <u>forums, remote management, LDAP</u>, <u>e-mail</u>, <u>web mail</u>, <u>safe access</u>, <u>remote access, GIS</u> and live streaming. GSN supports learning communities and social networking for teachers and pupils providing the relevant <u>services of blogs</u>, e-class, and the Moodle LMS.

Concerning all grades of education, actions financed by the *National Strategic Reference Framework* (NSRF) regarding creativity, innovation and entrepreneurship are implemented by the <u>Special Service for the Application of Educational Actions</u> of the MoE up to 2015.

Compulsory education

One of the main priorities of Greek educational policy is the continuous improvement regarding the integration of ICT in all educational levels. "<u>The Digital School</u>" strand of the "*New School*" reform is the main vehicle for exploiting the potential of *ICT* and *Open Educational Resources (OER)* in Primary and Secondary Schools. This scheme has been piloted in 800 primary schools and 1250 Lower Secondary Schools aiming to the development of repositories with digital content and train teachers to support this educational reform in schools.

The digital transition of <u>Educational Radio-Television</u> of Greece (EduTV) consists of a significant pillar of the educational reform "*Digital School*". EduTV has been in operation since 1977 under the auspices of the MoE. It houses a significant number of high-quality audiovisual productions aimed at complementing educational resources in the classroom. On top of being available via the public television channels, EduTV became a multimedia platform available on-demand and connected to the most popular social Media. In this context it aims to provide educators and students with the opportunity of using the available video content in the classroom, re-using, remixing and redistributing, sharing and evaluating, therefore following the *Rethinking Education* European strategy.

Media Education is integrated in the Greek national curriculum in both Primary & Secondary Education as a cross-curricular module under the umbrella of Environmental, Health Education, Social & Civic, Politics & Law Studies focusing on the production of Media rather than their critical approach. Furthermore it is integrated as an optional module situated under Visual Arts Zone, entitled Audiovisual Expression. Visual Arts Zone consists of 5 strands: Music, Visual Arts, Drama, Dancing - Movement and Audiovisual Expression and is taught 2 hours per week in both levels. Audiovisual Expression can be selected among the aforementioned topics.

The MoE introduced in 2010, the action Excellence and Innovation in Education aiming to enrich and empower the educational process through rewarding and public highlighting of best practices of innovation and creativity developed at schools. To this end, 100 school units and teachers have been distinguished and promoted in 2013 (EYE, 2013).

Pre-primary & primary education
MoE encourages the development of Media projects in the framework of *Environment and Health Education, e-twinning,* and *Flexible Zone projects* and provides teachers that are interested in the production and use of Media in their teaching and learning activities with training materials.

Secondary education
Within the context of ***School Activities***, special programs are implemented in the framework of Career, Environment, or Health Education and Culture. They have an innovative character promoting pupils' creativity, due to the educational methods as role playing, researching, brainstorming, team working and the active engagement of pupils and last for at least five months. In particular during the school year 2012-2013, entrepreneurship-related actions were implemented on personal and life skills development, occupational relations / employment sectors, education and training, studies and employment in Europe, entrepreneurship in the framework of Career Education programs.

Since 2012-2013 school years, students in General and Vocational Upper Secondary Schools have been introduced to ***Research Projects*** as a separate component integrated in the Curriculum after more than 10 years of their pilot use in classrooms. Research projects are obligatory and students are free to choose the topic of their research from the disciplines of Humanitarian and Social Sciences, Arts and Culture, Mathematics, Physical Sciences and Technology, Environment and Sustainable Development, or from combining these fields. Students developing their research projects use new Media, present and publish them on the school web sites available to everyone who might be interested.

Teacher's training
In Greece, issues of utmost importance regarding teachers and education staff are the *Initial teacher education*, *conditions of service, continuing professional development*, referenced to Law *Upgrading teacher's role – establishment of assessment and meritocracy rules in education and other provisions*. This law constitutes the first step in applying the national policy on the "New school" (Ministry of Education, 2011), which places the student in the centre of the learning process. In addition, within the *New School* policy framework, the MoE implements a number of legislative

initiatives redefining the teacher-education relationship assuming that teachers have the leading role in the upgrading of education.

As regards teachers' continuing professional development, *The major in-service teacher training Program* has begun in May 2011. It is aiming at training the teaching staff of all specialties -approximately 150,000 teachers- both in primary and secondary education. The framework of the design and development of the aforementioned Program was set out following a consultation with educational, social and scientific bodies, a survey on the training needs of the teaching staff, the implementation of good teaching practices, as well as the Greek and international experience. The suggested objectives of training indicatively include: upgrading of the quality of education and the *New School* success, both intending to reinforce its role as a basic pillar of change and transformation, the development of pupils' metacognitive skilss as "learning to learn", familiarization with the pedagogical use of ICTs such as the safe use of the internet. Training methodology is based upon 4 pillars, taking into consideration the new school philosophy: emphasis on teaching practice, use of adult and distance education methodology, implementation of training related issues in the classroom.

Higher Education

According EU policies *"There is a strong need for flexible, innovative learning approaches and delivery methods: to improve quality and relevance while expanding student numbers, to widen participation to diverse groups of learners, and to combat drop-out. One key way of achieving this, in line with the EU Digital Agenda, is to exploit the transformational benefits of ICTs and other new technologies to enrich teaching, improve learning experiences, support personalised learning, facilitate access through distance learning, and virtual mobility, streamline administration and create new opportunities for research"* (EC, 2013).

The *Hellenic Quality Assurance and Accreditation Agency* according the Annual report 2011-12 in HE, considers that Universities should implement modern educational methodology, multiple bibliographies in order to enhance active participation and critical thinking in the learning process. Therefore, most universities have developed e-learning courses offering a large number of digital learning resources and some of them have begun providing *OER and Open Educational Courses.*

The University of the Aegean has already successfully implemented the first circle of Life Long Learning (LLL) Programs and broadens the spectrum of cognitive objects for the second in 2013-14 providing more than 250 lessons, more than 50 courses of training and professional specialization on 15 scientific fields. The learning design of the available LLL Programs follows e-learning methodology and teaching is based on asynchronous study of educational material and the design of activities aims to ensure the student's autonomy at a large extend. Furthermore, synchronous communication is implemented through conferencing systems.

The first initiatives regarding OER and Open Courses have been already appeared in HE from the Hellenic Open University and the Universities of Athens, Pireus, Crete, and Aegean. The Hellenic Open University *(HOU)* has developed educational content in digital formats as webcasts available for its students in repositories and also provides online environments as Centra in order students and tutors voluntarily participate in virtual meetings and teleconferences. The Educational Content, Methodology and Technology Laboratory (e-CoMeT Lab) of the HOU is involved in two EC funded projects regarding OER initiatives:

- ▪ Innovative OER in European HE, exploring the MIT's initiative regarding the OER movement and the relevant methodologies in Europe's HE. Furthermore this LLL ERASMUS, examines the increase of OER, their internationalization and quality. HOU provides the description of successful practices implemented in Greek HE and contributes to the development of an *OER evaluation framework* (HOU, nd).
- ▪ Multilingual Open Resources for Independent Learning (MORIL) project, targeting OER strategies in lifelong open and flexible learning

The "Excellence and Innovation" project developed by MoE has been extended in HE with the title: **Academic and Research Excellence in HE**. Excellence concerns all Sciences and Technology, any kind of research and teaching, without thematic priorities. Thus, an internationally recognized research achievement, a pioneer experimental setup, an innovative theory and cases of innovative teaching that have excelled at national or international level could be indications of Excellence. A key criterion for participation in the Excellence initiative is to have excelled and/or have been awarded a national or international award. *Excellence (Aristeia)* can be either collective or individual: it can derive from individual members of the academic community as faculty members, undergraduate and graduate students, staff, structures as workshops, fields, or research institutions. The MoE has invited the academic and research community to be represented through the open access Excellence repository. Best practices and awarded projects in Universities and Technological Institutes have been recorded and the videos of the selected projects have been presented on the website of "Aristeia" and broadcasted via EduTV through the national and satellite television in 2013, promoting and disseminating them in broader audiences.

Vocational training

The new VET reform marked a shift away from narrowly specialized job-specific skills towards broader vocational and general knowledge, skills and competences, and developed pathways through VET to tertiary education and further learning. VET in Greece, is still seen as the place for low achievers and registers high dropout rates.

Young people can also start an apprenticeship after completing their nine-year compulsory education. The 52 apprentice schools following the MoE national policy include use of Media in their curricula. In addition, most of the training regulations contain a paragraph stating that apprentices should not only acquire the professional knowledge they need for their working life but also gain the key competences required from a skilled worker. These include competences of self-directed learning, and Media literacy is crucial to achieve them.

The development of a *National Qualifications Framework (NQF)* and the agency responsible for this, the *National Organization of Certifying Qualifications (EOPP)* promote pathways across education and training sub-systems. EOPP's mission is to develop the NQF, to align it with the **European Qualifications Framework (EQF)** and to develop the recognition of qualifications acquired through formal, non-formal and informal learning.

Adult learning

At policy levels a new State body, the Foundation for Youth and Lifelong Learning (INEDIVIM) was established in 2011 to support national initiatives in the areas of youth and lifelong learning enhanced by ICT and address national priorities in both fields. Furthermore, the National LLL Strategy is another major policy initiative running, regarding an adult education plan with two strands: a) initial and continuing

training in the labor market; b) general adult education. In this framework, MoE has been orienting towards revitalizing human and capital resources which had not been used efficiently previously. Education policy experts in cooperation with the OECD in 2011 offered some guidance on how Greece could improve the overall efficiency of its education system. The relevant projects familiarize adults with basic skills to new Media in Second Chance Schools, parents Schools, local communities and Adult Education Centers. The HOU uses e-learning environments, digital educational resources and provide a second chance for HE studies to adults.

Adult learning institutions need to continually adjust to societal changes, target groups with changing learning needs and new forms of learning and communication, combating social exclusion and digital divide. Therefore, the state policies support the development and testing of innovative pedagogies, and raise awareness for these. In regard to Media literacy this would concretely mean:

- Developing e-learning and blended learning training courses, focusing on people in the islands, in mountainous and rural areas and younger target groups.
- Counseling parents the ways to adequately accompany their children when using digital Media and surf safely on the Web.
- Offering courses for certain target groups as women, senior citizens, unemployed people, and people from immigrant families or minorities, people with mental and physical disabilities, children and teenagers from families with social problems.

Non-formal education and informal education

Two worth mentioning initiatives of non formal and informal education have been selected, these of the Future Library and the aggregator of Open Archives Repositories.

The Future Library and the Network of Regional Libraries

The Future Library aims to transform Greek public libraries into unique centers of creativity, innovation and learning. The Stavros Niarchos Foundation is Future Library's exclusive donor. The Foundation's grant aims at developing a sustainable network of public and municipal libraries across Greece, which will further be linked to the National Library of Greece, when this moves to its new premises, at the Stavros Niarchos Foundation Cultural Center. The ultimate goal of this development is to reinforce the significance of libraries, as knowledge, creativity, and interaction-promoting institution in people's minds.

The Future Library, a non-profit organization, was established in Veria in 2011. It spun out of the Veria Central Public Library, recipient of the 2010 Bill & Melinda Gates Foundation "Access to Learning" Award. Veria Central Public Library provides access to a large digital Media repository comprising the library's collection, including the collections of the Monastery of St John the Baptist, Skete Veria, and the Lyceum of Greek Women, annex of Veria, as an Open Access initiative. The initiative is financially supported by the "Public Libraries digitization" action of the *Information Society OP*. Through a set of metadata mechanisms, the Central Public Library of Veria provides its digital content to the European culture portal Europeana (Europeana, nd).

Open Arhives Repository

The Openarchives.gr is the only Greek Open Access (OA) aggregator, collecting data from 62 digital libraries and institutional repositories in Greece and Cyprus. The repository contains 641,921 items in September 2015. The OA aggregator began operation in 2006 and is being hosted, managed and developed by the National Documentation Centre (EKT). It enhanced with new features since May 2011 by EKT within the framework of the project *National Information System for Research and Technology – Social Networks and User Generated Content* under the NSRF 2007 - 2013.

Some of the most popular repositories are Helios, set up by the National Hellenic Research Foundation, containing research outcomes of various types and formats, Pandektis, also maintained by the National Hellenic Research Foundation, which is a major digital collection of Greek history and civilization materials developed by the Institute of Neohellenic Research, the Institute of Byzantine Research and the Institute of Greek and Roman Antiquity. Other OA repositories are Anemi, the digital library of Modern Greek studies set up by the University of Crete Library, E.L.I.A., run by the Hellenic Literature and History Archive, covering Greece's historical development during the 19th and 20th centuries through a repository of 84,500 records (photographs and postcards, newspapers, periodicals, and cultural life documentation), Arheiomnimon run by the National Archives of Greece, giving access to the State Archives collected from 37 Central and Local agencies of the General State Archives. Finally, the **Parthenon Frieze Repository** offers free access to cultural material for this masterpiece of world heritage. The repository provides the possibility of imMediate access to the frieze, both as a database for scholars and as digital games for schools and their pupils.

From a policy perspective, in the area of Open Access content, it is worth mentioning the policy and development role of the EKT, which, under the umbrella of «Open Access» organizes conferences and seminars; publishes calls for participation in OA related actions; informs on the objectives and methodology of setting up digital repositories and keeps an up-to-date website on the activities of the nationwide funding programme *National Information System for Research and Technology*.

Media and learning in curriculum design
Introduction

Photodentro is the *Greek Digital Learning Object Repository (LOR)* for primary and secondary education and the National Aggregator of Educational Content. It has been designed and is being developed by CTI in the framework of The Digital School in order to become the central access point to digital educational content and is open to all, students, teachers, parents, as well as anybody else interested. *Photodentro* stores reusable learning objects (small, self-contained, re-usable units of learning) that have been developed by teachers in the context of the enrichment of primary and secondary education textbooks or have been created in the framework of other projects funded by the MoE or have been selected from other sources.

Photodentro has been running a process of accumulating collections of digital resources with relevant metadata from museums, libraries, audiovisual archives which can be exploited in the learning process. It aims to constitute the infrastructure over which services of various types such as thematic or geographic portals can be developed. It has been connected to the *Digital School* thus facilitating teachers and students in finding educational material as well as incorporating and utilizing it in

learning scenarios and courses. Moreover, in relation to *Digital educational content (e-books)*, a publicly accessible digital open-source software platform has been developed, which include:

- All books in digital format, correspond to the curricula for all grades and courses.
- Digital interactive learning objects as interactive simulations, experiments, exercises, educational games.
- Digital content related to each lesson module, such as photographs, videos, educational games, digital archives (Hellenic Radiotelevision, National Audiovisual Archive, General State Archives, Libraries, Museums, etc.).
- Local educational management of each class.

Aims and objectives of the attention given to Media and learning
Pre-primary and primary education
Using Media in primary schools aims to literate pupils in digital technologies, and to cultivate skills needed in a world rich of Media. So, the curriculum integrates Media in all cognitive fields horizontally. MoE encourages the development of Media projects in primary schools via *Educational Priority Zone* and *New School* reform. The implementation of projects in *Excellence and Innovation, Environment and Health Education, e-twinning, teachers4europe* actions is optional depending on teacher's initiatives.
Safe Internet is a special service of GSN addressed to parents, pupils and educators on safer Internet use providing guiding for safe web navigation and organizing relevant actions. It contains special sections regarding Cyberbullying, Grooming, Sexting and Facebook, animated material for students and an active community of practice with 460 members.

Secondary education
Using Media in secondary schools aims to enhance further digital literacy, and cultivate skills and competences appropriate for citizens of the 21st Century. So, the curriculum firstly includes ICTs as a special course throughout all classes in Lower Secondary Schools and secondly integrates Media in all cognitive fields. Media projects in secondary education have been developed via the *research projects* and *the New School* reform. Implementing projects in *Excellence and Innovation, Environment and Health Education, e-twinning* actions is optional depending on teachers initiatives.
Teachers working with and teaching about the Media in the classroom have developed the Television Literacy Network in Serres, in Northern Greece. The network organizes a video competition each year supporting teachers and offering a detailed booklet for teaching television and audiovisual literacy in the classroom.

Organisations active in incorporating Media and learning in the curriculum
The Foundation of the Hellenic World
The Foundation of the Hellenic World (FHW), is a privately funded not-for-profit cultural institution based in Athens, founded in 1993 by unanimous vote of the Hellenic Parliament. FHW's mission is the preservation of Hellenic history and tradition, the creation of an awareness of the universal dimension of Hellenism and the promotion of its contribution to cultural evolution. Its aim is the understanding of the past as a point of reference for the formation of the present and future so that

contemporary thought may once again be inspired by the Hellenic spirit. The principal objective is the dissemination of Hellenic culture and history.

FHW's innovative character has already been revealed prescribing that the implementation of the objectives is based on new technologies. As a result, from the very beginning the Foundation presented to the Greek and international community the first Greek web sites of historical content. At the same time, it created a pioneering laboratory of three-dimensional reconstructions, the first project of which, presented as a documentary, received the 1st Prize at the Amiens Festival of Archaeological Films.

The "Tholos" resembles a planetarium regarding its natural and morphological characteristics with unique technological infrastructure, and houses the **Virtual Reality system of the Hellenic Cosmos**. The shows are interactive and not static, creating a unique experience of immersion into the virtual world that is characterised by immediate response, originality, flexibility and liveliness.

During its operation Hellenic Cosmos has presented numerous activities, which include exhibitions, educational programmes, Virtual Reality programmes, and documentaries produced by FHW. The Foundation's multimedia applications are created according its objectives for the promotion of Greek cultural heritage through new technologies. They are addressed to children and young people, but also to all those wishing to learn about Hellenic history and culture in an original and pleasant way. The technology of 3D representations is used exclusively for the reconstruction of monuments and sites of Hellenism that have been partly or completely destroyed and have received awards abroad and have been used for educational purposes. The innovative technology of Virtual Reality is used towards the promotion of Hellenic history and culture. Visitors of all ages, with special stereoscopic glasses travel through time, to monuments and sites of our cultural heritage, and have the experience of being immersed in the Virtual world by noumerous Virtual Reality Applications. The Laboratory of Geographical Analysis and Cartography collects, analyzes and processes spatial information aiming to incorporate information in the geographical space and the creation of a Geographical Information System.

The Onassis Cultural Centre

The Onassis Cultural Centre (OCC) is Athens' new cultural space hosting events and actions across the whole spectrum of the arts from theatre, dance, music and the visual arts to the written word, with an emphasis on contemporary cultural expression, on supporting Greek artists, on cultivating international collaborations and on educating children and people of all ages through life-long learning. The OCC Educational Programmes Department stages a range of activities and parallel events designed to frame and complement the 2011-2012 season. Aimed at a range of audiences including children, teenagers, families and adults as individuals and in groups. The activities include interactive tours of visual art exhibitions, meetings with artists, workshops and seminars.

The educational programmes and actions that complement the Centre's programme of events seek to cultivate a more informed public increasingly open to new directions in the arts. This goal will be achieved by means of continuing education which seeks to familiarize children and adults with key concepts in contemporary arts and to keep them up-to-date with the salient issues of our times. In particular, the OCC prioritizes the design and provision of programmes for school groups relating to the visual arts, theatre & dance and music and are directly linked to the events in its schedule. The Centre invites people of all ages to take part in activities at weekends and during the

school holidays. A range of workshops and other activities inspired by the OCC's visual arts programme as well as its musical, theatrical and dance performances seek to engage young people's imaginations and stimulate their creativity through contact with the arts and the creative process.

Training in production and use of educational Media
National policies implement constant teachers training programs aiming to support their different role in the changing conditions of teaching and learning environments. The training programs focus on ICTs, the development of digital educational content and knowledge repositories, and the design of teaching practices using new Media.

Teacher's training
In-service teacher training is a strong component of the national policy. Within the *New School* policy framework, the MoE implements a number of legislative initiatives redefining the teacher-education and training, assuming his leading role in the upgrading of education. There's no formal accredited school training framework for in-service teachers on Media education as a core subject.

Policy framework
"ICT in education" A and B level concerns the training of primary and secondary educators in ICTs preparing them for "The knowledge society" challenges. In particular, the "A level" concerns training in basic ICT skills as Word processing, using spreedsheets, creating presentations, searching on the web and using the appropriate internet services successfully for educational purposes. The "B level" concerns the implementation of ICT in specific cognitive domains using appropriate software and the relevant pedagogical principles, aiming to empower teachers in using and producing their own educational Media.

Initial teacher training
As regards "*Initial teacher education"* (Euridice, 2011), a pedagogical training certificate award has been established, which is obtainable during studies, included in the respective University departments curriculum in the form of a "Special Program of Studies in the Education Sciences", and following graduation and based on the conditions and requirements set by the MoE, in consultation with higher institutions. In particular, Universities are entitled to implement, upon the MoE approval, a special Program of studies for the certification of pedagogical and teaching proficiency, regarding their graduates' appointment in primary and secondary education.

In-service teacher training
The project "*In-Service Training of Teachers for the utilisation and application of ICT in the teaching practice*" of the *OP "LLL", NSRF* (2007-2013), is being implemented with co-funding from the European Union and the European Social Fund, and it is the continuation of an older respective project "B-Level in-service training" which was completed in 2008. The scope of the project is the **in-service training** of 28,100 educators of primary and secondary education schools in the teaching application of ICTs in-class. It involves two types of interrelated in-service training:
a) The **in-service training of 27,500 teachers** in the principles of the educational use and application of ICTs, and in the acquisition of skills, according to their individual scientific domain for the educational use of relevant software and generic IT tools.

Teacher in-service training has taken place across the entire country, in the *Teacher Training Support Centres*.

However, in certain cases of distant and isolated islands or hard to reach mountainous areas, as well as in Educational Departments where, for whatever reason the implementation of in-service training programs is simply not possible (due to e.g. a small number of interested teachers, lack of teacher trainers or teacher Training Support Centres), "**The *B level* distance training course** an alternative version has been provided in 2013 for the first time. Blended learning methods have taken place, combining distance learning and a limited number of face-to-face learning sessions.

b) The **in-service training of 600 educators**, who became the **teacher trainers** of the specific educational Action. Teacher trainers provided the in-service training and supported the in-class educational use and application of the skills and knowledge.

The implementation of this action presupposed the development of curricula, training material and studies, as well as the design, organisation, implementation, monitoring and evaluation for the above types of training. It also involved the application of know-how and skills in the classroom, the support of teacher trainees, the certification of their acquired knowledge and skills in ICTs, the development and operation of supporting structures for the organisation, implementation, monitoring, evaluation and control of the action.

The supporting infrastructures include the Further Training Committees, the Trainer Registries, the University teacher training centres and the Teacher Training Support Centres; the Certification Centres, the Management Information System for the Action. Within this context, there was the greatest capitalization possible of the structures and registries of the Action "In-Service Teacher Training in the Use of ICT in the Educational Process", of the OP for Education and Initial Vocational Training II, that had been implemented by the MoE. The key objectives of the action were:

- Preparing the educators for the challenges of the "knowledge and information societies", especially with respect to the utilization and application of ICTs in the teaching practice.
- The organisation of in-service training programs in all the prefectures of the country, addressing educators, to use the network services, the digital educational material, and software, to foster and apply new attitudes towards the learning process.

B-Level in-service training is implemented throughout the country at the *Teacher Training Support Centres* according to a scalable degree of difficulty and added value or philologists, mathematicians, physical sciences, kindergarten and primary school teachers, French, English and German language ICT teachers, which represent the majority of teachers and teaching hours. During training courses all educators have been motivated and supported to create their educational material and learning scenarios and upload them on the repository of good practices (MIS Ifigeneia, nd).

Since **Research Projects** have been integrated in the curriculum of Upper Secondary Education, educators were trained to support the methodology and relevant tools by IEP. A great variety of projects have been implemented and published on the official websites of all schools using audiovisual, social Media and Web 2.0 tools at a large scale, to present and disseminate their educational material and work.

European projects framework

European or national projects as *eTwinning, teachers4Europe, Medeanet, School-Lab* organize a series of workshops aiming to train participants from primary and

secondary level on specific web environments, software tools and methodology tools. eTwinning project focuses on communication and collaboration tools.

The MEDEAnet workshops put emphasis in best practices using Media in the classroom or at a distance. EduTV organised the <u>MEDEAnet workshops "Developing documentaries in schools"</u> on 5-7 April in Athens, and on 22-24 November 2013 in Thessaloniki. The workshops were dedicated at primary and secondary level teachers who already have a prior experience in video production, basic knowledge in ICT, and Web 2.0 tools. The workshops focused on methodologies related to documentary, exploring how various tools and resources can be used to enhance creativity in schools and finally understanding how documentary can be a multimodal, effective, informative and expressive medium. During the two 3-day workshops the participants learnt about ways to refine their shooting and editing techniques, to enhance their creative techniques, to focus on methodologies and educational content that could make teaching exciting and attractive to young people,and how to publish and disseminate videos in social Media and embed them in learning environments (Medeanet, nd).

The <u>Teachers 4 Europe</u> project is aimed at contributing to deeper information of the participants in regard with European issues and at improving teachers' skills by applying innovative methods of teaching, using ICT. During the first pilot implementation in 2012, 100 teachers of primary education have been trained voluntarily and 2,500 pupils actively and experientially participated in their project activities from January to March 2012. The material which has been developed during the project is available to all teachers on the website and regards environment, climate change, unity in diversity, discrimination, cultural and music tradition. All topics encourage critical thinking and active citizenship which are fundamental goals of Media Literacy.

Academic staff

The reform and modernisation of Europe's HE depends on the competence and motivation of the academic staff in HE. Yet teaching and research staffing has often not kept pace with expanding student numbers which puts pressure on already strained capacities. According <u>EU strategy for modernising HE</u> need better working conditions including transparent and fair recruitment procedures, better initial and continuing professional development, and better recognition and reward of their work. Teaching and research excellence are essential to ensure that Europe produces, attracts and retains the high quality academic staff it needs. Aiming to these objectives EU has developed numerous programmes in the field of training the academic staff in HE. Greek academics are involved widely in these progarmmes.

Promoting mobility

The DG's <u>education and training activities</u> focus primarily on policy cooperation; helping countries learn from one another and work together to improve education across Europe. The DG also manages the Erasmus+ programme, which aims to improve education and training in Europe, while providing people, at any stage of their life, with learning opportunities. Launching the **European HE Area**, the Bologna Process reinforced mobility and cooperation. However, some mobility flows could be a challenge for those education systems which receive substantial inflows of students, or threaten 'brain drain' in countries where many talented people choose to study and then remain abroad. At the same time there are concerns about the quality of cross-border education.

EU mobility programmes such as **Erasmus and Erasmus Mundus** have achieved far-reaching positive effects for individuals and institutions. Mobility opportunities for HE teachers and staff are increasing and in parallel, the EC is developing a **"mobility scoreboard"** to assess progress in removing obstacles to learning mobility within the EU. Mobility for researchers will be facilitated by the **European Framework for Research Careers**, a new transparency tool to be applied in the EURAXESS Jobs Portal. Academic staff from all Greek Universities participate in Erasmus and Erasmus Mundus mobility programs at a large extend, exchanging learning and researching methodologies and best practices, towards the improvement of education across Europe.

Erasmus Multilateral Networks

Erasmus academic networks are designed to promote European co-operation and innovation in specific subject areas. They contribute to enhancing quality of teaching in HE, defining and developing a European dimension within a given academic discipline, furthering innovation and exchanging methodologies and good practices. This is achieved by means of cooperation within the network between HE institutions, university faculties and departments and may also involve professional associations and enterprises as well as other associations.

Tutor-counsellors training in the Hellenic Open University

Courses and programs being delivered at a distance require a unique set of professional competences. Tutors in distance learning have a complicated and different role than them in a conventional educational system. Many tutors in HOU are coming from the traditional Universities, teaching there too and so they have already different perceptions and attitudes for their role.

The HOU has recently designed and developed a series of training courses for its novice tutor-counsellors after figuring out their different role, and also their educational needs and expectations. Tutor-counsellors training include the implementation and diffusion of the best practices on activating students in face-to-face live sessions, on interacting /communicating and evaluating students' assignments effectively. Furtherore the training process aims to gain a starting point for a common culture among 1,800 tutors coming from various Universities.

Development and sharing of Digital educational resources

In 2012 the National and Kapodistrian University of Athens launched *Open Courses at the University of Athens* within the action *Development and sharing of Digital educational resources from Universities and Technological Institutes/ Hellenic Academic Open Courses* supported by the OP "Education and LLL" of the NSRF. Through this scheme teaching staff of the University will benefit from a technical team that will support them in the digitization of educational content and in its upgrading to the available learning environment. The digital content will be built on a pedagogically sound e-learning approach that takes copyright issues into account. The University of Pireus follows the same framework providing the program "Hellenic Academic OpenCourses". The Open eClass platform provided by Greek Universities network (GUnet) will be used aiming to develop and offer the Academic OpenCourses for each of the nine faculties of the Univeristy.

Participating in the "Marie Curie Actions"

The *Marie Curie Actions* are also an effective tool for stimulating knowledge transfer, while the *new European Research Area framework* presented in 2012, supports measures to remove obstacles to researcher mobility and cross-border cooperation (in line with the Code of Conduct for the Recruitment of Researchers and European Charter for Researchers). The EC is also developing *European Industrial Doctorates* and *Doctoral Schools* to foster innovation in training for the researchers of tomorrow. The 'Marie Curie Actions' have long been one of the most popular and appreciated features of the Community *Framework Programmes for Research and Technological Development*. They have been particularly successful in responding to the needs of Europe's scientific community in terms of training, mobility and career development. The University of Crete participated at the "Marie Curie Actions" and the International Relations Office manages the exchange and mobility programs and act as a contact point for Erasmus & other international students, researchers, visiting academics and other staff.

The "People" Programme

In the FP7 Programme, the "Marie Curie Actions" have been regrouped and reinforced in the "People" Specific Programme. Entirely dedicated to human resources in research, this Specific Programme has a significant overall budget over a seven year period until 2013. The 'People' acknowledges that one of the main competitive edges in science and technology is the quantity and quality of its human resources. Universities of Athens, Patras, Thessalia, Crete etc participate in the "People" Specific Programme supporting further development and consolidation of the European Research Area, this making Europe more attractive for the best researchers.

Against the background of growing competition at world level, the development of an open European labour market for researchers free from all forms of discrimination and the diversification of skills and career paths of researchers are crucial to support a beneficial circulation of researchers and their knowledge, both within Europe and in a global setting. Special measures to encourage young researchers and support early stages of scientific career, as well as measures to reduce the 'brain drain', such as reintegration grants, will be introduced. The programme includes actions under five headings:

- Initial training of researchers to improve mostly young researchers career perspectives in both public and private sectors, by broadening their scientific and generic skills, including those related to technology transfer and entrepreneurship.
- Life-long training to support experienced researchers in complementing or acquiring new skills and competencies or in enhancing inter/multidisciplinarity and/or intersectoral mobility, in resuming a research career after a break and in (re)integrating into a longer term research position in Europe after a trans-national mobility experience.
- Industry-academia pathways and partnerships to stimulate intersectoral mobility and increase knowledge sharing through joint research partnerships in longer term co-operation programmes between organisations from academia and industry, in particular SMEs and including traditional manufacturing industries.
- International dimension, to contribute to the life-long training and career development of EU-researchers, to attract research talent from outside Europe

and to foster mutually beneficial research collaboration with research actors from outside Europe.

▪ Researchers' Night is an event bringing together the public at large and researchers. It occurs annually on the fourth Friday of September all over Europe. Its main objective is to reveal scientists and science in a relaxed and friendly atmosphere.

Examples of good practice
MIS Ifigeneia

During the the implementation of **"ICT in education" B level** training, the MIS Ifigeneia was developed included the repository of good practices. Educators uploaded their own practices of educational activities and material accompanied with appropriate metadata. They can also search for good practices using complex criteria. So, this repository consists a library of educational material for using ICTs in teaching and learning processes and it could be a useful tool for trainers and trainees for in classroom use.

The "Researchers'Night" within the "People" Specific Programme

The "Researchers' Night" is a mega event taking place every year on a single September night in about 300 cities all over Europe. Every citizen is invited to explore science in engaging ways with his family, school, friends or peers. The event in Greece was coordinated by The Centre for Research and Technology-Hellas (CERTH) and many Universities, Research Institutes and Centers of Science were participated as the National Center for Scientific Research, University of Athens, University of Patras, University of Thessalia etc. The Researchers Night 2013 aimed to bring closer the researchers with society, highlihgt scientists as role models, emphasize that science can be an exciting means of social intervention.

Within the Researchers Night 2013, five events were held in major cities of Greece: Athens, Thessaloniki, Patras, Heraklion and Volos. The events are designed focusing on the active participation of researchers throughout the course of events and the strong interaction with public. Many researchers were involved in all the events discussing with the public, not only for their profession but also for the results of their research. Moreover, these events provide an excellent opportunity to promote the importance of the research profession, and also the research in Greek and European society. Participants have been guided to behind-the-scenes research labs that are normally closed to the public, and also have been activated to interactive science shows, hands-on experiments or workshops.

The UoA participated in the "Researchers' Night 2013 Athens" and the 2013's event was called MAREXPRES (MARine EXPloring RESearchers) centered on marine sciences, organized by the Department of Physical Geography, Department of Geology and Paleontology, of the University of Athens and the Hellenic Institute of Oceanography, in collaboration with the Departments of Environmental Education for primary and secondary level. Environmental education workshops in primary and secondary schools took place under MAREXPRES aiming to a holistic approach to maritime sciences and to raise awareness of the participants in environmental issues and problems in their everyday environment.

Trends and developments in regard to policy in each of the targeted education sectors

Following the policy of EC *Rethinking Education strategy* (EC, 2013), attention should be given to the *OER* development. OER activities in Greece are spread throughout all educational levels, according to the 2012 OECD study with the exception of the post-secondary/non tertiary education, where the activities are low. The national aggregator *Photodentro* is a fundamental repository of OER including Media resources as well for Primary and Secondary education, and aggregates and curates best practices in teaching and learning methodologies using OER. The Greek National Policy for digital educational content promotes the active role of teachers in the creation, documentation and evaluation of digital learning resources and the ways to use them purposefully.

The *Digital School* plans to upgrade the existing learning processes in and out the classroom, developing the *"e-me"* platform. "E-me" will be a digital educational environment for students and educators, aiming to safe communication, collaboration, networking and open learning within members of the school community. In addition, open practices are in a publishing process created and provided by teachers recording the ways to implement OER in their classrooms and developing the *Open Educational Practices (OEP)* repository (Papadimitriou et al., 2015).

Regarding the LLL in HE, the development of *Distance education and Centers of Excellence programs* is a part of the new **expanded mission** of educational institutions. These programs show the outward-looking identity of HE and they could be considered as means of connecting with the local communities and addressing their needs for knowledge. MoE **envisages** the new University or technological institution organized effectively, in order to meet the demand for the renewal of knowledge and skills, and to provide specialized and flexible training programs for specific categories of citizens and workers according to their educational needs and professional aspirations.

Next steps towards smart, sustainable and inclusive European HE according EC is draw upon external expertise to develop progressive policies and identify innovative practices. As a first step in 2012, it was established **a high-level group with a rolling mandate to analyse key topics for the modernisation of HE**, starting with the promotion of excellence in teaching and reporting in 2013.

Methodological promoting Media in learning could be implemented by fighting the difficulties and problems, correcting existing pathogens shortcomings and bureaucratic delays that meet the educational use of technology, and embracing in parallel innovative educational actions and initiatives. Implementing all above visions requires teachers and academic staff training constantly, in all changing directions in 21st century.

Conclusions and recommendations

The Greek education and training system faces serious challenges in terms of quality, effectiveness and capacity to ensure a successful transition of young people to enhance their communication, collaboration, creativity and critical thinking skills (21st century skills).Using Media-based learning consists a fundamental aspect of education, towards working and living in a world full of Media.

So far in regard with Compulsory and HE, the MoE coordinates actions and create synergies among its organizations, universities and stakeholders in order to achieve a greater impact for learners. In particular it has already developed the aforementioned

projects enhancing the participation of its bodies in relevant European and national projects. "The Digital School" reform (MoE, nd) consists a top priority so that Greek schools can become competitive within Europe. The use of Media based learning in this context becomes a catalyst for changing the delivery of the Curriculum content, teaching and learning practices and therefore the role of teachers. In policy level, the training courses developed and implemented for compulsory education teachers, brought innovation in Greek education using modern methodologies for adult learners as group working, case studies, research projects, role playing, using Media and focusing to cultivate horizontal skills to students as creativity, cooperativity, critical thinking, taking initiatives, and learning to learn.

As a remark in conclusion to this overview of using Media education in Greece, it can be observed that the majority of initiatives identified in this study are located in both ways: a top down approach regarding the state-driven or civic/private sector driven ones and a bottom up coming from the school communities' participation.

Modern and effective HE systems are the foundation of an open, confident and sustainable society; of a creative, innovative and entrepreneurial knowledge-based economy. The shared efforts of Member State authorities, HE institutions, stakeholders and the European Union will be crucial for achieving the goals set out in this Communication and underpinning Europe's wider success.

Furthermore, more and more adults need a second chance in education attending distance courses besides working full time. A greater flexibility is needed which leads to the increasing importance of e-learning and blended learning environments in order to improve access of adults and of non-traditional learners to diverse and flexible learning opportunities. Media literacy is crucial in order to accomplish goals of participation, communication and collaboration, in all educational levels. Educators should perceive the potential of Media and do not simply dismiss them as dangerous (Buckingham, 2009). In this context, learning **about the Media** could become a catalyst for changing teaching and learning practices. So far relevant policies in Greece cultivate at a large extend learning **with and for the Media**, rather than learning about the Media.

Integrating Media education as a part of the compulsory education curriculum and in teacher training is a strategic goal in education policies, towards a complex, changing and mediatised world. New educational needs and challenges have raised in the 21st century, therefore constant training of educators in Media literacy programs is crucial for upgrading and opening up education.

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