Flipping First Project

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Project Management

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Contents

1 Dissemination Plan

1.1 Introduction

Below the details of the project are described point by point;

YEAR: 2016 – 2018

- PARTNERS: JAITEK (ES), Exponential Training & Assessment Limited (UK), Artevelde Hogeschool (BE), SZÁMALK (HU), INNEO (PL) and PRO WORK (NL).

- MOTIVATION: The subject of the project is Flipped Teaching, an innovative method of learning. The project aims to use this innovative method in training of VET teachers and learners but the Open Educational Resources developed could also be of interest for other target groups such as students in higher education and the 14-16 pre-NEET (Not in Education, Employment and Training) target group as they might also be used for inclusive education and for disadvantageous students.

- By including entrepreneurship training in educational organizations of countries where this has not been done until now, we are dealing with 2 problems simultaneously in these countries, the unemployment rate and young people dropping out from schools.

- Trying to change teachers' methodologies and be able to include active methodologies and new formats of educational resources in their lessons

- PURPOSE: The aim of the project is to promote and use the Flipped Classroom method in education and training of youth. It's innovative approach will be popularized by the project FLIPPING FIRST. The products developed within the framework of the project will be innovative and can be used in a wide range. By creating a Framework to develop Flipped Classroom resources and courses, it will allow personalization and therefore work beneficially on inclusion and disadvantages.

- RESULTS:

- Virtual platform - learning and social environment The virtual platform will be the support system for the development of model training courses using the FLIPPING FIRST concept. The platform will also be available for teachers and students who would like to develop their own training course using Flipped Teaching.

- Development of several templates designs for resources. Video and animation resources, which means developing the script and video itself. All will be offered as Open Educational Resources and may be used by teachers and students. This material will be used for conducting model training courses in each partner country.

- Development of 6 training courses using Flipped Teaching – teacher training and VET student training. A total of 6 courses will be created, 2 teacher trainings, 2 on the subject of entrepreneurship and 2 on the subject tourism.

- Development of promotional video. Video regarding Flipped Teaching which will be an opportunity to promote FLIPPING FIRST and show the practical application of this innovative concept.

- Research and report on conducting training courses using Flipped Teaching. Research and report on use of the Flipped Classroom methodology aiming to evaluate and validate the use of the Flipped Teaching concept in education.

- Handbook on Flipped Teaching. Handbook containing knowledge, experience and recommendations gained and gathered through the project pilot and collecting good practices and own material of the project partners.

By making all the resources and courses developed in the project openly accessible using a creative commons license ((by-nc-sa). The results of the project will be maintained and available for everyone interested in this subject allowing e.g. for development of new training courses using Flipped Teaching concept. Other benefits include acting as a focus for the development of OERs (Open Educational Resources), providing progression routes to high quality qualifications that will mitigate against school dropout at an early age by demonstrating recognition and reward for all at differentiated levels, improving employment prospect by raising standards in the fundamental understanding of digital technologies, demonstrating practical ways of reducing costs and providing a sustainable focus for CPD (Continuing Professional Development) by using open source cloud based applications.

1.2   Dissemination

Responsible Partner: Foundation and Knowledge Centre Pro Work

Aim:

- To ensure that the project and its outcomes have the widest possible audience;
- To ensure sustainability through increasing the take up beyond the end of the project.

-

Activities:

o Dissemination strategy – Dissemination plan

o Project website

o Virtual community

o Project logo & corporate identity

o Publications

o Seminars/Multiplier events

o Database – List of dissemination activities

o Leaflets and posters

o Social Media

Dissemination strategy

"Disseminate the Flipping classroom technique"

Distribute project information to guarantee the sustainability of project outcomes and products after the project period using the following activities in 2017 until 2018;

- **Dissemination strategy – Dissemination plan**

Disseminate the Flip classroom technique

a. Introduction

b. Additional information per dissemination activity;

c. Dissemination matrix.

- **Project website**

A website is created by Jaitek in collaboration with all project partners http://flippingfirst.eu/ and the website includes;

o News

o About the project

o About us

o Contact

o Materials regarding Flipping Classroom

Jaitek will maintain the website, but all partners will work together with them on news items or other content on the website.

- **E-mail/Cloud**

A common email group was created by the lead partner at the start of the project period. It's supported by Jaitek's server

ffirst@jaitek.net is the emailgroups address

To share materials, JAITEK's own cloud space will be used. All partners will have access to this cloud environment for saving documents.
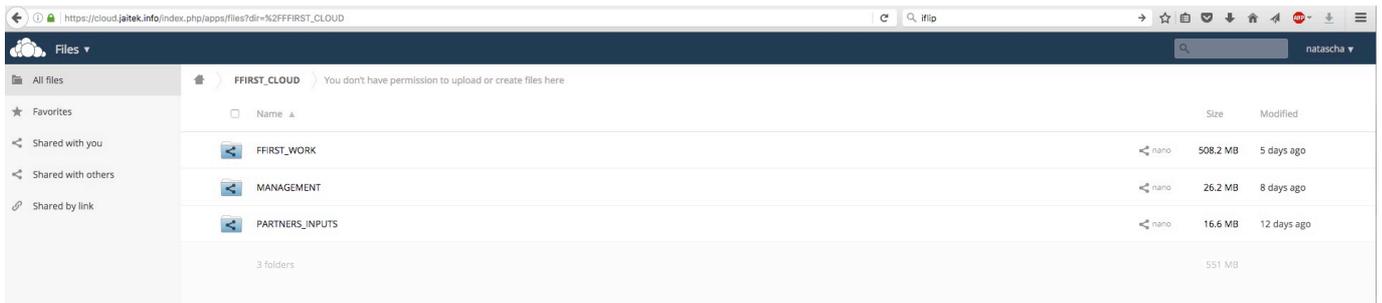
• **Project logo & corporate identity**

On the11th of October 2016 the final logo was chosen from three alternatives. The logos were made by Jaitek and presented to all project partners who gave their inputs. With this logo, some sort of corporate identity was created, matching to the logo in colour and style. This is clearly reflected on the website of the project and first mailed newsletter, which also includes this style.

• Logo

• Website

The link to the website is http://flippingfirst.eu/ and it will be used to promote the project, to inform on the activities carried out by the partners and as a database for all the courses created to be used in a flipping classroom.

✓ Newsletters

Six newsletter will be produced, one every six months. These newsletters will be available in English and in all partners' languages. They will be in electronic format but also in hard copy format when needed for conferences or events.

1. **Publications**

Newsletters

 o Sent twice a year via an online program to all partners network;

 o In depth information, news, innovations, update etc. of *Flipping First project*

 o Online version (on website/to mail).

Use mailing lists (Network partners/website)

- Making use of the contacts/networks of partners;
- Sending them the newsletter twice a year;
- Include button for sign up for the newsletters on *Flipping First project;*
- Try to create the "stone in the pond" effect (from one network to another!)

Planning?
- [1] March 2017
- [2] June 2017
- [3] October 2017
- [4] December 2017
- [5] March 2018
- [6] June 2018

2. **Seminars/Multiplier events**

A seminar should take place in six partner countries
- Disseminate *Flipping First project* details and results via an event;
- Seminars for representatives from the target sectors;
- Involve stakeholders;
- Provide information about all aspects of the project;
- Checklist event management by Pro Work;
- Survey forms at events to get feedback about seminars;

- *Flipping first* events (6) in six project countries – 300 attendees in total;
- Prepare invitation (Pro Work/Jaitek)
- Generate interest among the public (students, teachers, schools and stakeholders);

Planning?

- First draft of checklist send to all partners in **May 2017;**
- Final version send to all partners in **September 2017**;
- Invite people at the **start of 2018** – partners in their own network!
- Events in all partner countries **in spring/summer 2018**.

3. <u>Database – List of dissemination activities</u>

Partners are asked to fill out an Excel sheet with their "List of dissemination activities" each year of the Flipping First project.

- An Excel document is created by Pro Work and sent to every partner
- The list is asked every 6 months to monitor the dissemination activities of each partner

Planning?

- Distribute "List of dissemination activities" among all partners at **start of project**
- Fill out the document and upload it on the cloud **February '17** (ALL) – monitored by Pro Work
- Fill out the document and upload it on the cloud **August '17** (ALL) – monitored by Pro Work
- Fill out the document and upload it on cloud **February '18** (ALL) – monitored by Pro Work
- Fill out the document and upload it on cloud **Augustus '18**(ALL) – monitored by Pro Work

Created in all partners' languages and distributed to people and institutions potentially interested in the project

4. **Leaflets and posters**

They will be created in all partners' languages and distributed to people and institutions potentially interested in the project

5. **Social media**

Use Social Media

Creation of *Flipping First Facebook & Twitter* page in November 2016

- o Make project visible for larger audience;
- o Reach teachers and schools;
- o Modern medium.
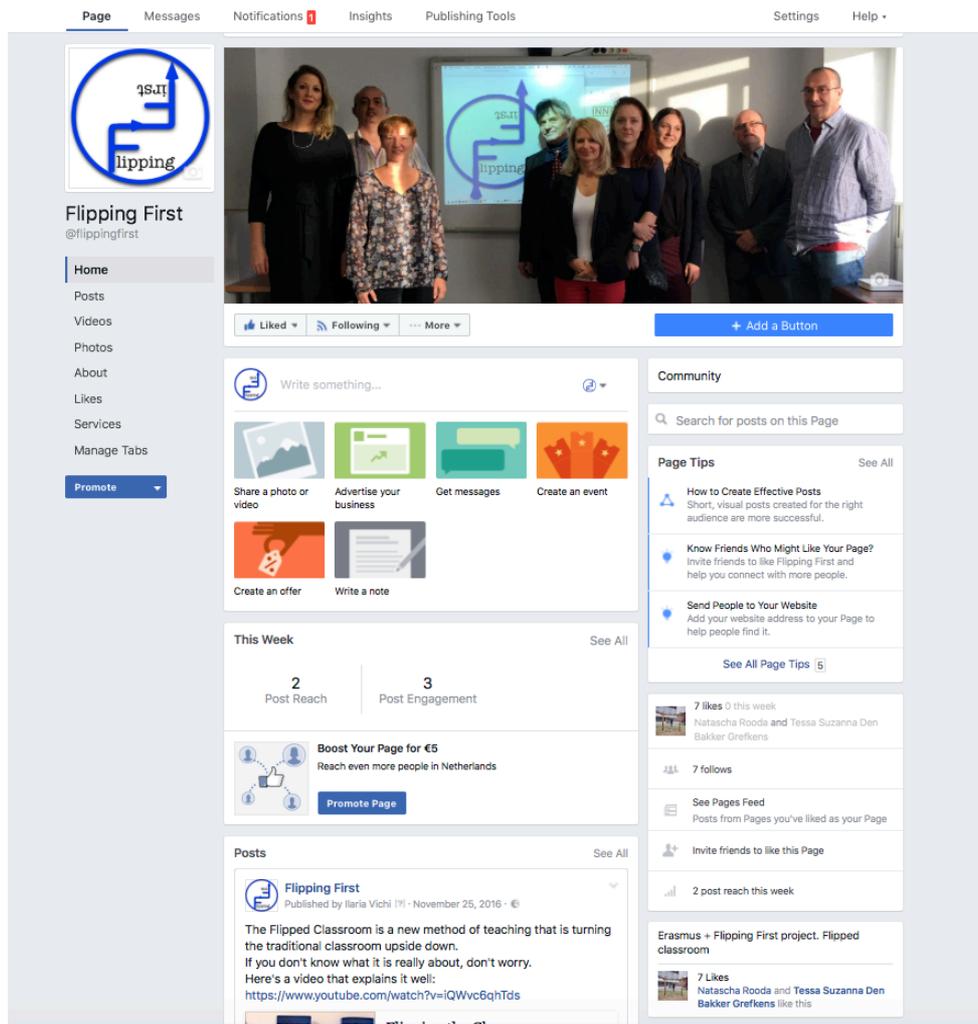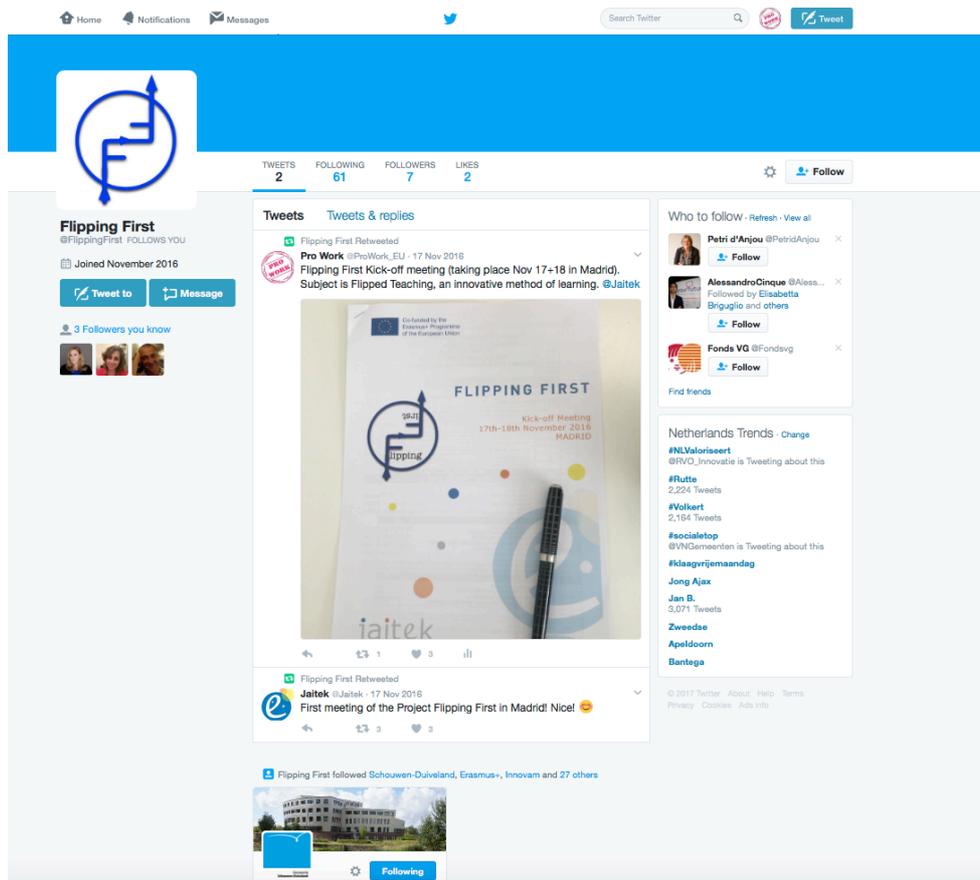
Dissemination Matrix

Communication	Targets	Content	Target group	Time line	Distribution	Responsible	Language
Social media	To inform and inspire people (incl. youngsters) in this sector (about the project)	• Info of project • Info of participation • News • Execution of project activities	Teachers, schools, students, target group, companies, EU	November 2016	By internet	Pro Work	English
Mailing list	Making use of the contacts/networks of partners to inform the network about the project	• Newsletter! • Info about project • Info about events • Info about project activities	Network of project partners	First 6 months 2017(adapt if necessary later in project)	By mail	Pro Work (all partners)	English
Newsletters	In depth information of *Flipping First* project	• What's a Flipping Classroom?	Network of project partners	March/2017 June/2017 Sep/2017 Feb/2018 June/2018	By mail & on website	Pro Work	English (and every partner language)

Events	Sharing knowledge of the Flipping Classroom Technique	• Information about Flipping Classroom
		• Generate interest among the public
			• Stakeholders
			• Project partners
			  1. Teachers
			  2. Schools
			• Companies
				Spring/Summer 2018	6 event in 6 partner countries	Pro Work makes checklist every, but partner develop events	English (and every partner language)

Website	To inform every target group in the project and to share knowledge and courses as project partners	• What is a Flipped Classroom? • Flipping First partners • About the project • Contact information • About us • Results • Subscribe to newsletter (email-address) • Courses	All		Start 2017	Internet	Jaitek	English
Database – List of Dissemination activities	Uniform list of dissemination activities of *DME* project during project period	• Title of material/event • Date • Goal • Number of reached target group • Used material • Attachment	All		Sep 2017/ Feb/2018 Aug/2018	Excel	Jaitek	English
Project Logo	Propagating and uniformity of *Flipping First* project	Design	All		Oct/2016	JPG	Jaitek	

2 Monitoring and Evaluation Plan

2.1 Introduction

Monitoring and Evaluation (M & E) is a systematic way to learn from past experiences. It is a log frame that helps stakeholders improve planning and allocating resources, insure accountability, and demonstrate results.

Monitoring is an on-going activity that focuses on progress in terms of completing activities and use of funds. Monitoring tracks the use of inputs (activities) and outputs.

Evaluation takes place at specific moments, and permits an assessment of a program's progress over a longer period. Evaluation tracks changes and focuses more on the outcome and impact level. Evaluation answers the question "what has happened as a result of the intervention?"

This process is visually represented in the below figure;
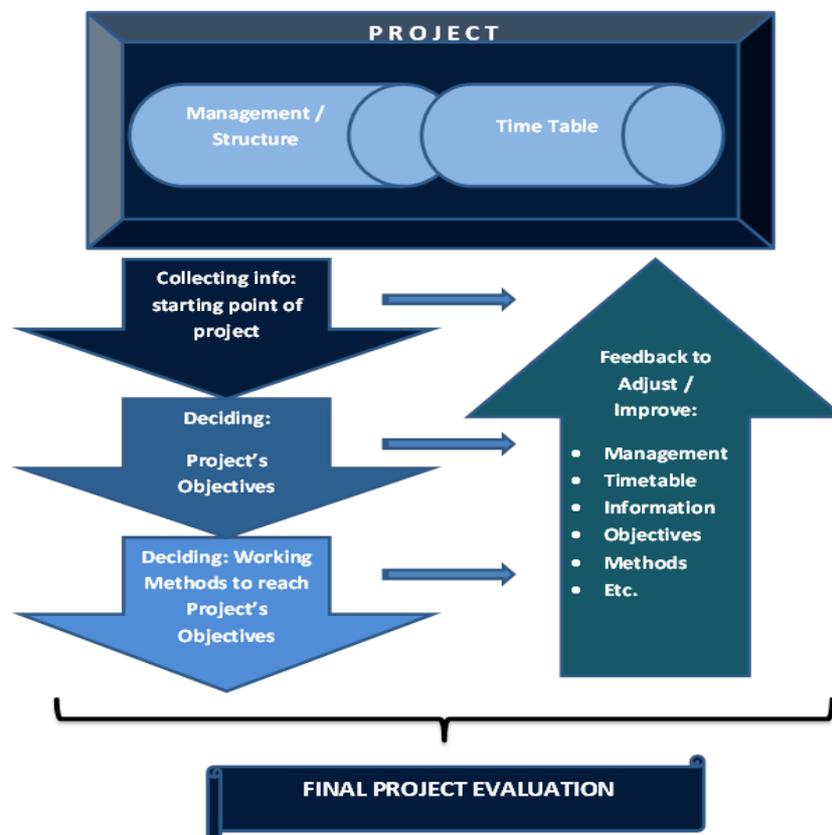
Pro Work is responsible for the dissemination plan and for the evaluation and monitoring part of the FLIPPING FIRST project. The objective of this evaluation process is first of all to collect data on the FLIPPING FIRST project about; objectives, roles, tasks, planning, progress etc. Then it is required to analyse this data. This analysis of the actual project, like the progress and results, should be continuously compared with the project progress and process written in the application form.

Simply said the above-mentioned objectives and their project progress, the project process, the deliveries and results, and the cooperation and partners' contributions will be evaluated. But this evaluation can be divided into two parts;

2.2   Monitoring & Evaluation – Project Process

(Partners of the FLIPPING FIRST project)
This monitoring and evaluation part concerns the partner cooperation and contribution of the project. After every steering group meeting an evaluation is planned in terms of an online questionnaire that should be filled in by every participant. Pro Work will make an analysis of the outcome and present this in the next meeting and in an online report that will be send to every partner. One final report will be made at the end of the project with a summary of all findings. This will provide a continuous internal monitoring and evaluation procedure with periodical advice (report) also to the Steering Committee on project process, progress and context. Concrete this monitoring & evaluation part of the project contains;

- **Interim monitoring and evaluations:**
  - o   Data analyses of returned questionnaires and document analyses
  - o   After each plenary meeting
  - o   According to Erasmus+ requirements
  - o   Results placed on project cloud - Jaitek server

- **Final evaluation:**
  - o   Written evaluation report and dissemination of results
  - o   Within one month after end of project

The products produced with regards to the PROJECT PROCESS are:

Number	Product	Way of evaluation	Date/Dateline
1	Monitoring and Evaluation Plan	Presentation to all partners in second meeting	Feb'17
2	Evaluation Kick-Off meeting in Spain	Survey among all partners + report	Nov'16 – Feb'17
3	Evaluation second meeting in Spain	Survey among all partners + report	Feb'17 – Apr'17
4	Evaluation third meeting in	Survey among all partners + report	
5	Evaluation fourth meeting in	Survey among all partners + report	
6	Final report all meetings and project	Survey among all partners, previous evaluation reports + report	

- See examples of the "Process" questionnaires and the evaluation report below –

2.3   Monitoring & Evaluation – Project Product(s)

(Participants of the FLIPPING FIRST program)
This part of the evaluation process contains the evaluation of the deliveries and results. So, besides the partner evaluation, there will be a participant evaluation too. This will evaluate the materials/methods that are developed in the FLIPPING FIRST project which are presented to the target group of the project. They will be asked to judge – and possibly – test the it, because the experiences of this target group is vital for the successful adaption, quality, quantity and evaluation of the project materials and methods. This evaluation will also be presented in the form of a questionnaire, but will –if necessary – be online and written and handed out to the participants. This questionnaire should be discussed with all partners, because all partners have different materials/methods they use to contribute to the project aim and so their way to evaluate their participants might differ. But still there also has to be some uniform way to evaluate. Therefore, Pro Work will coordinate this process and discuss the possible evaluation process when this moment attends.

Last but not least, Pro Work will assist in feedback moments of other FLIPPING FIRST products;
- FLIPPED CLASSROOM LIGHTS (AND SHADOWS) (it will be developed a report with all the good things but also difficulties faced)
- NEWSLETTER (partners can give feedback before every newsletter is sent to the target group)
- SEMINAR (at the seminar the participants can fill out a feedback form to express their feeling about the event)
- WEBINAR (after the webinar the participants can fill out a feedback survey to express their feeling about the event)
- VOCATIONAL EDUCATION AND TRAINING (at the VET the participants can fill out a feedback survey to express their feeling about the event)

The products produced with regards to the PROJECT PRODUCTS are:

Number	Product	Way of evaluation	Date/Dateline IO	Date/Deadline Evaluation
1	Monitoring and Evaluation Plan	Presentation to all partners in second meeting	Feb'17	Feb'17
2	Implementation and evaluation of the Flip class Resources (IO3)	Feedback from partners and teachers/students	Feb'17-Sep'17	Oct'17-Nov'17
3	Short-term joint staff training events (C1)	Survey among all partners + report	Feb'17	Mar'17
4	Overall project implementation and conceptual framework (IO1 –IO4)	Feedback from partners	Jan'17-Apr'18	May'18-Jun'18
5	Implementation of the Flip class Handbook (IO2)	Feedback from partners	Feb'17-Apr'18	May'18-Jun'18
6	Implementation and evaluation of the teachers' pilot (IO5)	Feedback from partners and teachers survey	Mar'17-May'17	Jun'17-Sep'17
7	Implementation and evaluation of the students' pilot (IO6)	Feedback from partners and students survey	Oct'17-Mar'18	Apr'18-Jun'18
8	Implementation and evaluation of the Flipped Classroom Lights (and shadows) (IO7)	Feedback from the partners	Feb'17-May'18	Jun'Jul'18

- See examples of the "Product" questionnaires and the evaluation report below -

Short term joint staff training - C1 - FLIPPING FIRST - Madrid/Spain

* 1. 1. How satisfied were you with the information received in advance (agenda, preparation of technical equipment, travel, etc.)?

	Very satisfied	Satisfied	Neutral	Unsatisfied	Very unsatisfied
Efficiency	○	○	○	○	○
Effectiveness	○	○	○	○	○

Comments/suggestions:

* 2. Were the objectives of the training clear to you?

○ Yes

○ No

Please specify

* 3. Do you think the objectives were met?

○ Yes

○ No

3 Technological Plan

3.1   Introduction

3.2   Projects platforms

3.2.1   Project website (Joomla)

3.2.1.1   Joomla!

We select Joomla as CMS to use in the Project. We are going to see what is Joomla and how we use in the Project.

What is Joomla?

Joomla is an open source platform on which Web sites and applications can be created. It is a content management system (CMS) which connects your site to a MySQLi, MySQL, or PostgreSQL database in order to make content management and delivery easier on both the site manager and visitor.

Joomla's primary focus has been on usability and extensibility since its initial release in 2005. It is because of this that the project has been the recipient of numerous awards, including being a three-time recipient of the PACKT Open Source Content Management System Award.

Joomla is a completely free open source solution available to anyone and everyone with a desire to build dynamic and robust sites for a variety of purposes. Joomla has been utilized by some of the Web's most recognizable brands including Harvard, iHop, and MTV. It is capable of carrying out tasks ranging from corporate websites and blogs to social networks and e-commerce.

Joomla is backed by a large and active developer community. With thousands of unique and useful extensions and templates available, it is presently one of the largest single site building platforms available. It is this incredible community effort that makes Joomla a great choice for developers searching for a single platform with which they can receive active support from their peers.

It is important to think of Joomla not as a limited platform on which a specific type of site is built, but a robust set of tools that makes it possible to connect visitors to data in a variety of ways. Joomla's extensive set of integrated technologies empowers site managers and developers to innovate well beyond the bounds of a simple website.

You can find out more about Joomla by visiting https://www.joomla.org.

Why Use Joomla?

Joomla has a number of advantages over many of its competitors. In addition to being a full-featured CMS, it is easy to learn, quick to set up, and inexpensive.

Joomla is absolutely free; 100% free to use, regardless of your implementation. This is due, in part, to its non-corporate roots and volunteer-driven support structure. There are few bills the Joomla project needs to pay to keep up and running, and everyone that contributes to its development does so out of a passion for creating something that truly meets the needs of sites both large and small.

Joomla is open source, and that means no surprises will pop up once you have started your site. Every part of the Joomla platform is open for you to inspect and even modify to meet your site's individual needs. Joomla's extensive third-party development community has created thousands of plugins, extensions, templates, and other options to empower you to make the most of your site without having to be an expert in Web development.

You might be wondering why so many people contribute to Joomla only to make it available free to the public. The answer is, simply put, that there are a number of companies out there founded on the principal of providing premium software and services that work with the Joomla environment. These companies and individuals spend their days working with clients to help them turn their ambitious website concepts into reality. By night, they are frequently found contributing to the greater Joomla project in order to make the platform even better.

Who Uses Joomla?

Joomla is useful for a wide range of different site types and styles. In addition to being the largest Web software platform for government organizations around the world, it is utilized heavily for education, media, corporate, e-commerce, and even personal websites and blogs. It is extremely versatile.

One of its primary strengths is its usability. Whether you are a student just getting started in Web design or a retiree wanting to learn how to make a website, Joomla can be an excellent choice for you. You really do not need to know anything about programming or Web development to set up and customize a site, though you can tap into its open codebase to create something entirely original and unique. Want to make a custom module for your site that no other site on the Web has? You can do this with Joomla.

High Profile Sites Using Joomla

- LA Weekly
- The Hill
- Linux.com
- NOAA Coral Health and Monitoring Program
- U.S. Federal Court of Appeals
- United Kingdom Stabilisation Unit
- Harvard University
- Guggenheim
- United Nations Regional Information Centre

Joomla is Modular

Joomla is a modular content management system. It is not limited to just what comes with the initial package. You can expand on it, customize it, and swap components with a few clicks of the mouse. It is because of this extensive amount of control that it can be a bit overwhelming to someone attempting to navigate through the administrative side for the first time. In this page, we will attempt to tackle some of the most common Joomla components and how they relate to one-another.

Some of the terms used in the Joomla ecosphere are shared with other CMS environments while others are purposely differentiated in order to maintain some separation between platforms in order to avoid confusion. For example, a template in Joomla is very similar to a theme in WordPress.

If a Joomla site were to be compared to a car, then Joomla itself would be the engine. Through a series of PHP scripts and commands (frame, cables, and wires), it pulls the data (fuel) from the database (fuel tank) requested by the user (driver), which allows the car to move.

The site's template would be the body of the car, defining its look and feel, as well as providing much of the area in which the driver operates. In many ways, it also makes up the steering wheel and gear shift, allowing the user to interact directly with the site and tell it what to do.

Plugins and modules make up additional parts like the gear shift, glove box, and mirrors. They are often helpful, and potentially essential for carrying out operations requested by the user.

Components, which are a specific type of extension, would be the materials that went into making the engine and other vital system components.

All of these components work together to ensure that your site looks and operates the way it is supposed to. If everything is set up correctly, it should be a consistent experience whether you have one visitor, or one thousand.

The Two Sides of Joomla

Joomla is not just a platform on which content is displayed. It is also an incredible platform for site management and content creation. It is because of this dual-purpose nature of Joomla that much of its components are actually split between the visitors area of your site and the Administrator area.

Each part of Joomla has its own template. This is due to the fact that both the visitor area and the administrative areas can be customized to meet the needs of visitors and site managers alike. There are a number of different Administrator interfaces out there for you to choose from, just as there are thousands of Joomla frontend templates for you to pick from.

The Administrator interface gives you the ability to customize your site's layout, create and manage content, upload extensions, and more. It is the primary control

interface for the entire site, and as such should only be accessible by individuals you absolutely trust not to break or harm anything. This is not a place for visitors. They are generally going to stick to the frontend for everything they need to do in your site, including potentially adding articles, making comments, or submitting answers to forms.

What is an Extension?

Extensions are anything you can add to Joomla to extend its default functionality. While Joomla has plenty of useful features out of the box, it is not uncommon for someone to want to add something extra to set their site apart.

There are five different extension types in Joomla: Components, Modules, Plugins, Templates, and Languages. These extension types can all be installed in much the same way, though they can perform incredibly different jobs for your site. For example, a plugin and a template are very different things, though each of them extend your site's inherent function and form beyond what comes with the base Joomla package.

Joomla comes with a set of core extensions that make it easy to get up and running with your site. These include any provided templates, plugins, components, and languages needed to access your site directly after installation.

Components

Components are large, often complex extensions that act as the main functional parts of a Joomla site. They are essentially miniature applications which run in conjunction with virtually every other part of the site. Components make up the main content body of the visitor and administrator side of Joomla. Components are the applications used to render the bulk of your site's content on both the frontend and backend.

They can also serve specific purposes such as adding ReCAPTCHA to forms, providing the site's template manager, and working to render the main body of a page.

Modules

A module is a small extension that exists within a specific position in your template, typically around a component. A weather module, for example, will sit in a designated place on the page and relay the current weather to the visitor. Modules can perform a number of different tasks ranging from simple text boxes to complex login functions.

Plugins

A plugin is generally invisible to a visitor and runs commands in response to a trigger event. These events can either be associated with Joomla's included set of trigger events (onSubmitContact, onSave, etc.) or any event defined by other extensions. These functions might change the way a site responds, or initiate a series of actions that carry out the request of the visitor.

Templates

Templates determine the style and general layout properties of a site. Templates are created with multiple files and file types which can include PHP, CSS, or even media files. A template is basically the skin of your site, which is then filled out by any modules or components you assign to appear in designated spaces.

Some templates offer more control to the user than others.

Languages

Languages are an essential type of extension within Joomla. They enable the site manager to configure their Joomla installation to support a variety of different languages on, either the visitor side, administrator side, or both. While language support exists within the core Joomla platform, you can install third-party language packs that can provide additional support to meet your individual needs.

3.2.1.2 Joomla in the FlippingFirst project

In FlippingFirst Project we selected Joomla to develop the website so all news, meeting information, dissemination, and outcomes can be accessible from there.

Some of the characteristics are:

- Multiple layouts: Responsive, Bootstrap 2, Bootstrap 3, UIkit, Zurb Foundation
- Multi-language support
- Create forms with conditional fields
- Unlimited emails can be configured
- Map submissions to another database
- Simple and flexible component for calculation forms
- Lots of integrations available
- Pop-up calendar with time selection
- CAPTCHA and reCAPTCHA support

3.2.2 E-Learning platform (Moodle)

3.2.2.1 Moodle

moodle is a learning platform designed to provide educators, administrators and learners with a **single robust, secure and integrated system** to create personalized learning environments.
Moodle is built by the Moodle project, which is led and coordinated by Moodle HQ, an Australian company of 30 developers which is financially supported by a network of over 60 Moodle Partner service companies worldwide.

Moodle is provided freely as Open Source software, under the GNU General Public License. Anyone can adapt, extend or modify Moodle for both commercial and non-commercial projects without any licensing fees and benefit from the cost-efficiencies, flexibility and other advantages of using Moodle.

Moodle provides the most flexible tool-set to support both blended learning and 100% online courses. Moodle can be configured, by enabling or disabling core features, and easily integrating everything needed for a course using its complete range of built-in features, including collaborative tools such as forums, wikis, chats and blogs.

Because it is open-source, Moodle can be customized in any way and tailored to individual needs. Its modular set up and interoperable design allows developers to create plugins and integrate external applications to achieve specific

functionalities. It is possible to extend what Moodle does by using freely available plugins and add-ons.

Moodle can be scaled to support the needs of both small classes and large organizations, from a few students to millions of users. Because of its flexibility and scalability, Moodle has been adapted for use across education, business, non-profit, government, and community contexts.

Moodle's multilingual capabilities ensure there are no linguistic limitations to learning online. The Moodle community has begun translating Moodle into more than 120 languages (and counting) so users can easily localize their Moodle site, along with plenty of resources, support and community discussions available in various languages.

Backed by a strong community, the Moodle project is well-supported by an active international community, a team of dedicated full-time developers and a network of certified Moodle Partners. Driven by open collaboration and great community support, the project continues to achieve rapid bug fixes and improvements, with major new releases every six months.

Current latest stable major release is Moodle 3.3

3.2.2.2 Moodle in FlippingFirst Project

FlippingFirst Project will use a Moodle LMS platform mainly to run e-learning courses. Moolde will implement an E-Learning and Knowledge Management system. The project foresees the creation of some 6 Moodle courses. Those courses will include the resources developed for the Intellectual Output 3, as SCORM packages, as well as produced videos, together with all the activities for interaction with users as, tasks, questionnaires, forums, etc. The courses will be used during the Pilots for teachers and Students.

In addition to that, and in order to improve the management of the project, this Moodle platform will also be used as a knowledge management tool for the project. It will be used to communicate, plan and discuss activities and placing the files related to the project (dissemination, publicity materials, photos, meeting reports, evaluation forms etc.)

Besides, the Moodle platform will be integrated, by a single sign-on tool, with the Mahara platform (the e-portfolio used in the Project). In this way, Moodle users will be automatically able to use Mahara functionality.

3.2.3 E-Portfolio platform (Mahara)

3.2.3.1 Mahara

First established in mid 2006, the Mahara project started as collaborative venture funded by New Zealand's Tertiary Education Commission's e-learning Collaborative Development Fund (eCDF), involving Massey University, Auckland University of Technology, The Open Polytechnic of New Zealand, and Victoria University of Wellington.

The Mahara project chose "Mahara" as name for its web application. In Te Reo Māori, "mahara" means "to think, thinking, thought" and that fits the purpose of Mahara very well. Having been started in New Zealand, it was fitting to choose a Māori word to signify the concept of the ePortfolio system.

Mahara is developed by a world-wide team of programmers, translators, designers and enthusiastic amateurs. Many individuals and groups have contributed to Mahara so far.

At the simplest level, Mahara is two things: an e-Portfolio and a social networking system combined. An e-Portfolio is a system in which students can record "evidence of lifelong learning" – such as essays, artwork or other such things they produce that can be stored digitally. Such things are known as *artefacts* in Mahara. Social networking systems need little introduction – think Facebook or MySpace. Basically, they give a way for people to interact with their friends and create their own online communities. Mahara is much more than just a place to store files. Mahara also includes blogging, a résumé builder, and Moodle integration.

A first guiding principle with the development of the Mahara ePortfolio system is that it is learner centered – a form of Personal Learning Environment. This is in contrast to the more institution-centric Learning Management System (LMS).

Main functionality includes:
- e-portfolios with pages and artifacts
- file repository
- journals and blogs
- competency frameworks
- résumé builder

Mahara is a stand-alone system that can be integrated into a wider virtual learning framework. We believe the Learning Management System remains a highly useful application for delivering learning. We also believe the overall environment can be enhanced and complemented by a learner-centered personal learning environment such as Mahara. Pan-institutional learner communities can also be encouraged using Mahara.

Mahara's architecture is inspired by the modular, extensible architecture of Moodle. The Mahara team has also been heavily involved in the Moodle community, with recent work mostly focused on Moodle Networks. Similarly, Mahara systems can be

networked together as well having single sign-on from Moodle 1.9 upwards. In a sense, we see Mahara as a 'sister' application although the two systems are not required to go together.

Mahara will continue to evolve as a 'pluggable', modular e-Portfolio system designed to leverage Web 2.0 web services and built with interoperability in mind.

3.2.3.2 Mahara in FlippingFirst Project

In FlippingFirst project Mahara is intended to enhance social-networking features of the project platforms framework. In addition to that, and although it is not an explicit objective, it will add also the e-portfolio functionality to the project platforms.

In Mahara, Any user can create groups, with different characteristics in relation to how the members are ascribed: by invitation, by request, open member, and "Controlled Membership".

The "Controled Membership" option is only accessible to the "Staff" or "Admin" users. It is a creator of the group who ascribes the members, which have no possibility of decision on the ascription. Therefore, you can consider this type of group as a "classroom group", where the creator of the group is the teacher and the members are the students.

If the user is a member of one of these groups, the portfolio can be sent for evaluation by the teacher. At that time, the portfolio is locked, that is, the user can not make changes until the techer decides to unlock once the evaluation is finished.

Every user with access to a portfolio can add (public or private) comments, both to the whole portfolio as to each of its elements. In addition, the tutors can attach files (only for the overview). The owner of the portfolio can also turn additional comments (feedback).

3.3   Tools for creating contents and resources

3.3.1   Camtasia 9 (TechSmith)

3.3.1.1 System Requirements
- Microsoft Windows 7 SP1, Windows 8, and Windows 10 (Required: 64 Bit versions only)
- 2.0 GHz CPU with dual-core processor minimum (Recommended: Quad-core i5 processor or better)
- 4 GB RAM minimum (Recommended: 8 GB or more)
- 2 GB of hard-disk space for program installation.

Similar in TIMELINE style to Adobe Captivate but much less capabilities and in our opinion better suited for animation purposes as great audio/visual effects can be created here.
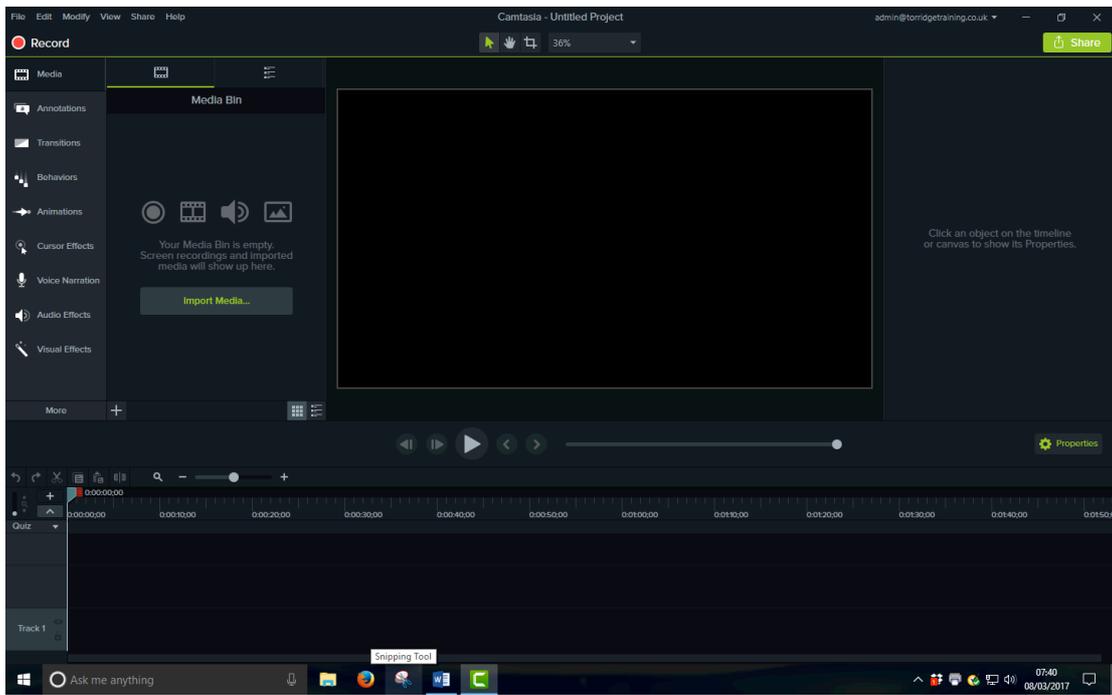
There are a great number of readymade items in the library so again we recommend an hour browsing here will provide the stimuli to great creativity.
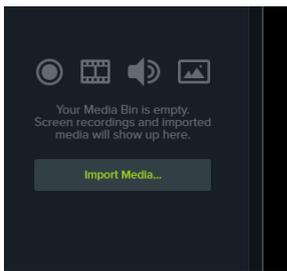
As well as using the library or stock files you can upload your own images/movie/audio files through the IMPORT MEDIA Facility

It is often said a picture can say a thousand words so Camtasia has a website that offers free guidance and video clips that can express more than we can write and you will probably never read so visit the link below and browse the many interesting pages and links of Camtasia website for a fascinating insight of what a little bit of practice and imagination can achieve.

https://www.techsmith.com/tutorial-camtasia-9-3.html?utm_source=product&utm_medium=cs&utm_campaign=cw9

4 Communication Plan

In order to ensure constant and clear communication among partnering institutions the project communication will be structured in three levels: project management, project activity and partner meetings.

4.1   Project management

The project coordinator and the project partner coordinators are in contact on a three-four weeks base through regular Adobe Connect conference calls.
The meetings might be recorded, in order to make sure each partner can recall the meetings if necessary. Occasionally there's communication via Skype or mobile phone, if required. To optimize communication efficiency, communication about the project management is conducted in written form by e-mail, both on the general e-mail address ffirst@jaitek.net, which is a list where all the participants in the project are included, as well as on the personal e-mail addresses of the project partners. The project manager also provided an account on OwnCloud, to manage the project management documents.

4.2   Project activity

The project communication is conducted among the team members involved in each of the project activities. The team members can also join the Adobe Connect conference calls organized by the project management on a three-weeks based. Additionally there is Skype and mobile phone communication among project team members involved in the implementation of the project activities. This communication is monitored by the project coordinators and reported to the project manager, in case some major issues need fast resolution. The project manager also provided an account on OwnCloud, to manage the project activity documents.
After the C1-training in Madrid, a new platform for communication was introduced and added to the existing ones: the Moodle platform. This communication channel is mostly used to exchange ideas, co-create lesson content, interaction between teachers and inspiration for partners.

4.3   Project and partner meetings

During the project meetings, every partner reports about his or her activity, management issues, realizations, and dissemination activities.
As part of the interaction process between project team members and stakeholders, and among stakeholders themselves, a number of communication tools are engaged, such as the project website, Facebook, Twitter, partner websites, LinkedIn, Poster presentations and the monthly news letters.

Concerning presence meetings, the planning is the following:
1.   Kick-off Meeting. Madrid. Spain. November 16
2.   2nd Meeting. Rzeszow. Poland. April-June 17
3.   3rd Meeting. Budapest. Hungary. September-October 17
4.   4th Meeting. Gent. Belgium. December 17 - January 18
5.   5th Meeting. Burgh Haamstede. The Netherlands. May-June 18

5 Social Networks

5.1   Introduction

This section sets out the Flipping First plans for the use of social networks to disseminate and promote the Flipping First project.

5.2   Purpose:

To describe how social networks will be used in Flipping First.
Partners will implement five social network strategies. Partners will contribute to the drafting of content which will be posted and re-purposed for use on the project website, Facebook and other social network channels.

5.2.1   Strategy 1 - Flipping First Website

(http://flippingfirst.eu/)
Partners will maintain and up-date the Flipping First website as the primary digital tool to support the dissemination of the project and project results. The website will be managed by <insert>.

The site will include a blog page where articles, stories and news. Posts will be prepared by partners as per the schedule of postings (This section, Appendix 1). They will be added to the website by <insert>. The posts will reflect the different stages of the project as it progresses and results are generated. The posts will also be used in the project's Facebook page and in the four newsletters.

Note: A link to the Flipping First Facebook page will be included on the website.

5.2.2   Strategy 2 – Flipping First Facebook Page

(http://www.facebook.com/flippingfirst)
Flipping First will use Facebook as the secondary digital tool to raise awareness of Flipping First and to disseminate project results: this will be managed by <insert > with support from all partners.
Partners will prepare a schedule of core postings and messages in English (see this section, Appendix 1). Postings will be uploaded by ETA using the scheduling tool, Meet Edgar. Partners will also be able to post on the Flipping First Facebook page in their own language therefore addressing national needs and interests.

Note: Partners will require Facebook administration rights.

5.2.3   Strategy 3 – Flipping First Newsletters

Partners will prepare four Flipping First newsletters lead by PRO-WORK. PRO-WORK will re-purpose many of the blogs, articles and news stories (this section, Appendix 1). Partners will distribute the newsletters via their own local/national networks.

5.2.4   Strategy 4 – Flipping First Twitter

(https://twitter.com/FlippingFirst)
Flipping First will use Twitter as a supplementary digital tool to alert followers to news, events and activities. The Twitter account will be managed by <insert> and will be used specifically to promote the multiplier events rather than the project generally.

5.2.5   Strategy 5 – Partner Social Media Networks

Partners will be encouraged to add a link from their organisation's website to the to the Flipping First website. As part of their local and national dissemination plans, partners are also encouraged to post about Flipping First on their own organisation's Facebook page and Twitter account (and other social media tools such as Pinterest, Google+).

5.3   Blogs, Post and News Content Procedure

Partners will draft articles, stories and news as per the schedule set out in this section, Appendix 1. The content should be uploaded (or sent to Exponential Training). They will be proofed, added to the project website (if appropriate) and scheduled for posting on the Flipping First Facebook page. Content will be re-purposed and re-posted (where the content is suitable). Partners can also re-purpose the content and push out via their own social network channels.
The social media schedule (this section, Appendix 1) covers the period May – December 2017: it will be reviewed and up-dated for the period January – August 2018.

5.4   General Tips for Partners in the Use of Facebook and Twitter

- **Facebook** - Keep your Facebook posts brief and entertaining to encourage sharing and audience engagement. Use images and videos to capture attention and give personality to your online presence.

- **Twitter** - Use Twitter for offering top tips and establishing yourself as an expert. Since Twitter limits posts to 140 characters, it's perfect for cycling (and recycling) brief news updates. Try tweeting images to grab attention, and encourage retweets. Twitter is more effective if you post several tweets per day and therefore it lends itself to short term actions where time and resources can be devoted to regular posting.

5.5   Appendix 1: Social Media Content (May–Dec 2017)

F = Flipping First Facebook; W = Flipping First Website.
JAITEK (ES); INNEO (PO); SSS (HU); AHS (B); ETA (UK); Pro-Work (NL)

NOTE: Partners must send articles to ETA for proofing before it can be posted on website by JAITEK

Publication Month	Title/Description	Who	Deadline	Format	Channel	Resource/Link/Notes
June	New Erasmus+ partners meet in Madrid	ETA	-	Article	F + W	Partners explore the flipped classroom model
	The Flipped Classroom is a new method of teaching that is turning the traditional classroom on its head.	ETA	-	Video	F	https://youtu.be/qdKzSq_t8k8
	Flipping the Classroom: Explained	ETA	-	Video	F	https://youtu.be/iQWvc6qhTds
	Learning about the Flipped Classroom	ETA	-	Article	F + W	Training
	The Flipped Class: Rethinking Space & Time	ETA	-	Video	F	Thinking about flipping your classroom? Flipped learning pioneers Aaron Sams and Jon Bergmann walk you through the first step: reimagining your instructional time and classroom layout to support students on challenging material. https://youtu.be/BfsLbGgUMDU
	Flipping First Outputs	ETA	-	Article	F + W	http://flippingfirst.eu/intellectual-outputs/146-flipping-first-outputs
	The Flipped Classroom in 60 seconds	ETA	-	Video	F	https://youtu.be/r2b7GeuqkPc
	Benefits of the Flipped Classroom	ETA	-	Article	F + W	
	Why I Flipped My Classroom	ETA	-	Video	F	https://youtu.be/9aGuLuipTwg

Publication Month	Title/Description	Who	Deadline	Format	Channel	Resource/Link/Notes
July	Flipping First in Poland	INNEO	15 June	Article	F + W	Write up interesting story with photo
	A Step-By-Step Guide into the Flipped Classroom	ETA	-	Video	F	https://youtu.be/qHyfNbyLFFI
	The Flipping First Framework	AHA	15 June	Article	F + W	
Aug	The Flipping First Handbook for Teachers	ETA		Article	F + W	
	What's a Flipped Classroom?	ETA	-	Video	F	https://youtu.be/hDzFbPNJMA0
Sept	Flipped Classrooms in the Netherlands	Pro-Work	15 June	Article	F + W	
	5 Technologies That Will Change Classroom Education	ETA		Video	F	https://youtu.be/IoFL5gT_m8I
Oct	The Flipped Class: Is Flipping for Everyone?	ETA	-	Video	F	https://youtu.be/FAWidtL7pKE
	The Flipped Classroom in Hungary	SSS	15 June	Article	F + W	
	Flipping and Entrepreneurship Course	INNEO	30 Sept	Article	F + W	Write up based on IO4.3
Nov	Quick Guide to Flipping Your Class (5 Key Strategies)	ETA	-	Video	F	https://youtu.be/Yat_7ZjIfmE
	Flipping and Tourism Course	SSS	30 Sept	Article	F+ W	Write up based on IO4.4
Dec	Working with Teachers – the Pilot	INNEO	30 Sep	Article	F + W	

6 Exploitation Plan

The exploitation plan intended to organize all the exploitation process as well as to drive the project partners to reach all the goals defined at the beginning of the project in 2016.

The Exploitation plan is the main tool to evaluate and to follow up the impact of the project and complements the Dissemination Plan. As the project duration has been extended to 30th of November, the Exploitation Plan will take effect on 1st of December, 2018.

6.1   Objectives

The Exploitation plan contains specific objectives that can ensure the sustainability of the Flipping First project, so the Exploitation plan aims to

- Further use of Open Educational Resources mainly among VET students and other target groups, such as higher education students, and also 14-16 pre NEET (Not in Education, Employment and Training) as they might also be used for inclusive education and disadvantageous students,
- Strengthening students' competences in VET by developing new and innovative approaches to the learning processes, promoting personalization, and supporting the dissemination of best practices,
- Ensure the permanent use of the 6 training courses among the teachers and students of the participating organizations (2 teacher training, including learning the project Framework and the methodology, together with knowledge of active methodologies and Multiple Intelligences; other 2 courses about Entrepreneurship and 2 courses about Tourism),
- Raise awareness among teachers to create their own video resources as well as to integrate the resources in their teaching processes,

Disseminate the innovative method among training institutions as well as other interested organizations in each partner countries;

6.2   Communication

As no more transnational meetings are planned, partners will focus on already used communication channels, such as e-mail, Skype and Google Hangouts or Adobe Connect. The Moodle platform will also be used as a knowledge management tool for the project. During the exploitation phase the Moodle platform's main function is to share digital curriculums and exchange best practices related to flipped classroom methodology.

6.3 Project related events during the exploitation phase

After the project is completed on 30th of November, at least three multiplier event planned to be organized in the following year in order to include more VET schools in the framework, and maybe even to create a business model for the future. It is also a common intention to further improve the flipped classroom methodology and to create a coherent concept and – as a result – to submit a new application. Dissemination and evaluation will be important aspect of each multiplier events.

6.4 Acquired competences

The Flipping First exploitation plan ensures the use of the knowledge achieved during the project, in particular:
- creation and use of open educational resources,
- creation of courses in LMS system based on the flipped classroom methodology,
- strengthening the competences of inclusive education,
- improve competences on the basis of tailored education approach,
- further development of assessment methods in the flipped classroom methodology,
- improve cooperation skills of staff between educational institutions and SME's,
- improve skills of planning, organizing and evaluating pilot courses,
- further improvement of dissemination and communication skills,
- strengthen transversal knowledge of participating teachers acquired in different fields (e.g. Tourism, ICT etc.),
- skills of knowledge validation as part of the flipped classroom methodology,
- expertise in creating methodological studies (e.g. Handbook,)
- skills of conducting education activities through virtual platforms and social environments;

6.5 Added values of the Flipping First project

Besides the main objectives the exploitation phase also allows us to further exploit the added value of the project and boosts possible further projects or non-funded cooperation. The added values of the exploitation phase are as follows:
- Providing additional services for disadvantaged learners,
- Strengthening teachers' competencies and ensure of their professional development by acquiring the knowledge of how to implement flipclass framework,
- Improve the professional development of VET teachers and allow to strengthen the flipclass concept in vocational education,

- To continue to support schools to tackle early school leaving by providing them an easily adaptable and useful method to make their lessons more engaging;

6.6 Exploitation team

The exploitation plan includes the exploitation team that consists of persons of each partner organization. The exploitation team has different competencies based on the organizations' profile, such as:

- JAITEK: how to use and adapt the latest ICT tools in education, providing customized solutions,
- INNEO: expertise in education, vocational education and training, culture and social development, project management,
- PRO WORK: expertise in promoting the career development of people with a (significant) distance to the labor market, skilled workers and others who need coaching, training and counseling in a wide variety of sectors and topics,
- SZAMALK: post-secondary level of vocational training in the following fields: IT, arts, management and tourism,
- ARTEVELDEHOGESCHOOL: expertise in student-oriented services, education and guidance as well as educational development, research and services to society.
- Exponential Training & Assessment Limited (ETA): experience of designing and delivering blended VET transnational and international programmes. It also has experience of ensuring the sustainability of EU funded projects.

6.7 Financial plan

As the project funding terminates on 30th of November, the partnership undertakes managing the exploitation tasks as non-funded activity.

6.8 Intellectual Outputs

The exploitation phase intended to be tangible, so in order to achieve this, the activities are broken into work packages and outputs as follows:

Output Identification	01		
Output Title	Flipping Framework Design		
Type of outcome / product / results	Database		
Delivery date	1 year	**Dissemination level**	Restricted to project participants
Target languages	English		

Leading organization	ARTEVELDEHOGESCHOOL
Output Description	

The Flipping Framework Design facilitates the work for teacher to create their Flipped Class resources, so on order to foster the use of this tool, it is essential to keep it improved and extended with group of tools and services that together will allow the teachers to create, store and deliver flipped classroom solutions for their students.

Output Identification	02		
Output Title	Flipclass Handbook		
Type of outcome / product / results	Document		
Delivery date	2 years	**Dissemination level**	Restricted to project participants
Target languages	English, Dutch, Hungarian, Polish, Spanish		
Leading organization	Exponential Training & Assessment Limited		
Output Description			

The partnership regards the Handbook as a flexible tool to which experiences are incorporated. The leading organization collects the reflection of partners and makes a summary that incorporate quality evaluation and reflection through the teaching experiences.

Output Identification	03		
Output Title	Flipclass Resources		
Type of outcome / product / results	Digital curriculum		
Delivery date	2 years	**Dissemination level**	Public
Target languages	English, Dutch, Hungarian, Polish, Spanish		
Leading organization	JAITEK TECNOLOGÍA Y FORMACIÓN SL		
Output Description			

It is crucial that the digital curriculum development process should continue during the exploitation phase as well. The curriculum development activity aims to reinforce the already acquired knowledge through the cooperation of institutions of the participating countries. The results of curriculum development should have the potential to be disseminated to a larger group of institutions than those directly involved in
the project.

The development means three types activities as follows:

Instructional design of resources
Creations of scripts for the resources, e.g. texts, images, videos, animations, assessment feedback, and navigation.

Creation video resources and uploading to the Youtube channel
Creation of different types of videos, from tutorials to animations based on the script of instructional design.

Output Identification	04		
Output Title	Flipping Framework Implementation		
Type of outcome / product / results	Online framework		
Delivery date	1 year	**Dissemination level**	Restricted to other programme participants (including Commission services and project reviewers)
Target languages	English, Dutch, Hungarian, Polish, Spanish		
Leading organization	JAITEK TECNOLOGÍA Y FORMACIÓN SL		
Output Description			

This output aims to further implementing the already developed online framework, which consists of all the platforms needed to carry out the learning processes, both in the way of learning itineraries and social interaction.

The framework is currently used as a main umbrella to enhance the teaching and learning process. Multimedia capabilities and the hypertext navigational tools of the framework not only provide access to multiple perspectives on a certain subject (IT, tourism etc.), but also provide information to learners as

they try to understand the educational content better.

During the exploitation phase newly created courses will be integrated into the Moodle platform.

Output Identification	05		
Output Title	Flipped Classroom Lights (and shadows)		
Type of outcome / product / results	Observation		
Delivery date	1 years	**Dissemination level**	Public
Target languages	English		
Leading organization	Stichting Kenniscentrum Pro Work		
Output Description			

As it is the partnership's firm intention to find out how the FlippedClass really works not just during the project phase, but also during the normal teaching processes. Therefore, the main objective of this output is to observe FlippedClass activities and evaluate the performance of the method in terms of method and technology.

After one academic year a concise evaluation report will be issued in all partner countries about the effectiveness of the FlippedClass materials and methods.

7 Risk Management Plan

7.1 The aim of this section

This document has been created in order to ensure effective risk management plan for the Erasmus+ project "Flipping First".

By its nature Erasmus+ projects must be effectively organized in order to handle any type of change, since its evolution is less predictable than relevant commercial activities. To this end, the objective of the risk management procedure is to provide the process and techniques for the evaluation and control of potential project risks, focusing on their precautionary diagnosis and handling.

In the framework of risk management all partners will identify, assess and prioritize risk with aim to minimize and control the risks and to maximize realization of opportunities for successful implementation of the project. The risk mapping and risk resolution plan will involve:

- Risk Audit
- Risk Ranking
- Risk Planning
- Risk Managing
- Risk Reacting

This approach will enable the partnership to integrate all elements of risk management, which should be:

- Systematic
- Transparent
- Structured
- Being integral part of organisational process

Each stage will have contributions from all partners so handling project risks is approached as the responsibility of the entire partnership. Our primarily objective is to avoid reasonless project breaks, budget excess and uncontrolled time-schedule extensions, and for that purpose a following methodology was chosen and a number of internal and external risks were identified from the beginning of the project and will be constantly be updated.

7.2 Risk assesment methodology

In the Flipping First Project risk management will be enacted through an **iterative cycle of risk identification, analysis, management, and monitoring until the end of the project.** This involves the identification of a risk, the assessment of its importance and the evaluation of whether the risk level is higher than it could be accepted for the project. In case that a risk exceeds the acceptable levels, a risk analysis activity will be instantiated that will define the required actions in order to set the risk within acceptable levels. In addition, the management of risks also

involves the planning of the required activities to handle the risk, the redistribution of resources, the evaluation of the results, as well as ensuring the stability of the new status. Timely awareness and reaction to potential problems are crucial to effective risk management.

Changes may arise in the project management, project scope, project cost, time-schedule, research methods, insufficient dissemination or internal problems within partners' organizations. The wide range of solid and respectable tools will be used in order to predict, counteract and solve problems. In most of the cases the risk might be seen as both positive (opportunity) & negative (threat), so the **PESTLE & SWOT analysis techniques** will be used – to create a risk matrix which will highlight where all potential risks may lie and their potential severity for the project.

The most important risks Pointed in the analysis will be addressed in the **Risk Analysis and Management Plan.** The plan will answer all of these questions:

- What is the risk?
- How it can affect the project?
- How critical the consequences of the risk would be?
- What is the probability of the problem occurring?
- What control measures can we take to prevent it?

Risks deemed as significant (such as partner conflict, language barriers, overspend) might receive **individual Risk Managing and Risk Reacting Plans**. These will identify:

- Who will be involved in the processes?
- What tools will be used?
- What results are desired?
- What happens if the desired risk mitigation is not obtain

RISK ANALYSIS AND MANAGEMENT PLAN					
PROJECT ACTIVITIES	**RISKS/THREATS**	**POTENTIAL IMPACT ON THE PROJECT**	**LEVEL OF IMPACT**	**PROBABILITY**	**CONTROL MEASURES**
Project management	Multidisciplinary nature of partners, different backgrounds and working habits	Failure to successfully transfer knowledge between partners	Critical	Medium	Smart, honest and continuing communication between partners
	Unclear project management and communication between partners	Failure to successfully deliver the good quality project outputs; disputes among partners; coordination problems	Critical	Medium	Constant communication and frequent availability of partners and coordinator; using simple English and always asking if anything is unclear
	Underestimation of time needed to produce outputs	Not completing the tasks on time or completing the tasks with low quality	Critical	Medium	Management structured to monitor time consumption of partners; taking corrective actions if necessary
	Underestimation of effort and budget needed to produce outputs	Not completing the tasks or completing the tasks with low quality; budget overrun	Critical	Low	Management structured to monitor resources/budget consumption of partners; taking corrective actions if necessary
	Partnership meetings – poor attendance, failure to meet agenda	Not meeting the project application targets; extra costs; confusion and conflicts among partners	Medium	Medium	Reminding all partners in advance about the meeting and circulating the planned agenda as soon as possible; creating realistic and flexible agenda; timing and topics monitoring during the meeting
	Confusion with coordinator's National Agency demands	Not meeting the NA requirements	Medium	Low	Leading partner should be in regular contact with their National Agency
Staffing	Lack of experience and qualifications of staff involved	Low quality or not relevant outputs	Critical	Low	All partners commit sufficient knowledge and experience
	One or more partners withdraws from the project during its lifetime	Payment and legal difficulties; overwhelming load of work for the rest of the partners	Medium	Low	Tasks should be divided fairly among partners so that in case of lack of one partner it would be possible to share their workload;
	Key member of staff leaves in case of illness or other incapacity	Payment and legal difficulties; overwhelming load of work for the rest of	Critical	Low	All key members of the partnership should provide a verbal and written hand over to a successor in such circumstances; staff

PROJECT ACTIVITIES	RISKS/THREATS	POTENTIAL IMPACT ON THE PROJECT	LEVEL OF IMPACT	PROBABILITY	CONTROL MEASURES
		the partners			contingencies need to be built in by each partner
Dissemination	Dissemination activities fall to target the correct audiences	The project may fail to get the expected end user satisfaction	Medium	Medium	Preparation of attractive dissemination materials and monitoring feedback from dissemination activities
	Poor promotion; insufficient or ineffective dissemination actions	The project may fail to gain coherent identity and its recognition and appreciation; the waste of time, money and other resources	Critical	Medium	Use of a range of tools and materials in order to effectively promote the outputs of the project; preparation of attractive and understandable materials and forms of events;
	Lack of coherent visual identity of all the project outputs and materials	Lack of recognition of the project as a brand; unappealing forms of dissemination; difficulty in finding interested audience (even with valuable outputs)	Medium	Medium	The emphasis and resources should be put into visual identity of the project (logo, website, leaflets, templates, cover pages etc.)
Research	Lack of experience with primary and secondary analysis	Inappropriate methodology leading to obtaining incorrect data and creating low-quality materials	Critical	Low	All partners commit sufficient knowledge and experience; frequent communication between partners in order to revise and control researching methods
Creation of Intellectual Outputs	Devoting too much time and resources to activities of lesser importance	Not enough time to focus on creating valuable results and disseminating the project	Medium	Medium	Limiting the time spent on paperwork and translations (still meeting all the EU and national standards); at the same time focusing on more tangible and socially useful activities
Exploitation	Lack of time and commitment	Creating irrelevant or out-dated materials that will not reach target group	Critical	Medium	Effective project management ensuring the creation of high quality materials on time
	Poor market selection	Information distribution will be limited	Critical	Low	Carefully defining target groups and methods to reach them

RISK ANALYSIS AND MANAGEMENT PLAN

7.3   Risk evaluation

Risk evaluation will determine the quantitative and qualitative values of risk related to a specific situation or a recognized hazard. Each partner should contribute to the risk assessment process by the definition and the identification of the different kind of risks and hazards. The collection and classification of the risks needs specific description and formulation in a unique matrix for each subsystem/module in order to be feasible; the matrix is illustrated below:

IMPACT	PROBABILITY		
	HIGH	MEDIUM	LOW
UNCONTROLLABLE	HIGH	HIGH	MEDIUM
CRITICAL	HIGH	MEDIUM	MEDIUM
MEDIUM	MEDIUM	MEDIUM	LOW
NEGLIGIBLE	MEDIUM	LOW	LOW

7.4   Steering Committee

There will be a **Steering Committee** formed of lead members of partner organisations which will resolve any major risk or conflict with a democratic vote. In the event of a draw, the deciding vote will be the vote of coordinator. In the consortium agreement, there will provisions that lead to a resolution of any conflict/disagreement in the steering committee or during the partner meetings. The consortium agreement will be structured in such a way to prevent conflicts as much as possible, for example:

- Conflict over project priorities will be prevented by developing a work plan with a clear time schedule.
- Conflict over administration procedures will be avoided through identification of roles, responsibilities, and reporting relationships at the beginning of the project.
- Conflicts over technical opinions, performance trade-offs, budget and schedules will be handled by the Steering Committee who will have a mechanism to decide on.
- Personality conflicts will be handled through team building during the partner meetings in order to create an environment that emphasizes respect, diversity and equality.

Any disagreement among the partners on issues related to the project will be resolved with majority voting. The vote of the coordinator will decide in the event of a draw. The consortium agreement will also manage risks such as partner withdrawal, partner under-performance, unforeseen expenses, or financial default by a partner. In the event of a partner withdrawal the consortium will consult the National Agency (NA) of the coordinator country for possible substitution. In the event no substitution is allowed then the steering committee will reallocate the tasks between the remaining partners to cover the tasks of the departed partner.

The steering committee that monitors the execution of the work plan can issue warnings to partners who either fail to meet deadlines or submit contributions of low quality. If a partner continues to under-perform and receives two consecutive warnings then the decision for the next steps is taken by the partners, after consultation with the NA. The financial default of a partner is handled by the Grant Agreement. The consortium will apply the same procedure as in the case of a partner withdrawal and reallocate tasks to secure the smooth continuation of the project. Unforeseen expenses are not covered by the programme, therefore the partner suffering these expenses will have to finance it from own budget, though at the stage of preparation of proposal, partners have calculated the budget needed and the assumption is that it will cover expenses related to development of the project.

8 Quality Assurance Plan

8.1 The aim of the Quality Assurance Plan

The aim of the plan is intended to help with the management of the project by highlighting what we as a partnership agree are the quality criteria required to successfully achieve each output; identify the methods we will use; identify the evidence required to ensure the output is compliant with the project document and describe progress towards achievement of each output.

8.2 Elements of Quality Assurance Plan

At the beginning, the specified work plan should be created, which will be verified every month of implementation of the project. It will allow for successful budget control and time management. The partnership will use software for project management (Owncloud) allowing for creation of work schedule (Gantt chart), definition of tasks and planning activities in framework of the project.

8.2.1 Schedule management

The project schedule is the roadmap for how the project will be executed. Schedules are an important part of any project as they provide the consortium with a clear picture of the project's status at any given time. The purpose of the schedule management is to define the approach to project schedule management including monitoring and controlling changes to the baseline. This includes identifying, analysing, documenting, prioritizing, approving or rejecting, and publishing all schedule-related changes.
Project schedules will be in the form of Gantt Charts.

The project schedule will be being reviewed by the coordinator and partners on a regular basis until the project end. In case of deviations, project partners must agree to the proposed resources, effort assignments, durations, schedule, and once this is achieved the BC will review and approve the schedule which will become the new baseline.
If any partner determines that a change to the schedule is necessary, the change control procedure will be initiated. The Steering Committee must analyse the request and determine which tasks will be impacted and in what way, what will be the result of a change and how it would affect the scope, schedule, risks, quality and resources.
Once the change request has been reviewed and approved, the coordinator is responsible for adjusting the schedule and communicating all changes and impacts to the consortium and the European Commission.

8.2.2 Cost and effort management

The coordinator will provide a clear framework for financial management - within which partners oversee and record their own budgets but are ultimately responsible to JAITEK. The framework will contain suggested timelines for expenditure and documents to capture expenditure and evidence of this.
Regularly agreed financial monitoring and reporting dates will enable coordinator and partners to prepare adequately for spending and financial reporting. None or irregular reporting will be rectified through attempts at resolution followed by ultimately withholding payment to a partner until acceptable evidence is produced.

The budget and costs allocation was shaped by all partners so it is well understood by the partnership. Equally all partners will be familiar with the financial rules and eligible costs documents provided by the European Commission. The submitted bid will contain upper spending limits and likely staff time requirements so each partner is aware of and responsible for keeping spending within these limits. Knowing that each budget amount is already allocated to a predetermined heading will prevent budget scope creep.

Each partner will allocate a staff member to be responsible for financial reporting; and they will report to a designated staff member of coordinator. Regular evaluation and monitoring of the project will be the important factor of successful project management.

8.2.3 Communication management

To support the project management and facilitate the collaboration of the partners a number of tools and ways of communication have been provided:

- Face-to-face meetings – the number, date and hosting country has been specified in the proposal. As proven in the previous EU projects this is the most effective way of communicating but at the same time generates the biggest costs, so the time of the meetings must be spent as productively as possible. All the partners need to be represented during the meetings. The agenda should be published soon enough to facilitate partners finding the right transport and accommodation. The minutes should be prepared after the meeting according to the standards.
- E-mail– the most popular to the daily communication. The mailing list to all partners must be prepared at the beginning of the project and updated immediately in case of any changes. The title of the correspondence must be clear and visible, especially if the topic is urgent.
- Videoconferencing via Skype or other software – the videoconferences should be scheduled regularly to keep up with the progress of the project between the transnational meetings
- Files exchange - due to the need for frequent exchange of documents which often exceed the file size limit of e-mail systems and the structuring of project information, a secure document management system to store and facilitate the exchange of documents is available via Owncloud – the project account has been created and the partners invited to share the folder. The access to it is restricted only to consortium members to avoid broadcasting of the project data and results. The structure of the project space is clear for all the partners.
- Traditional mail – used only in matters of big importance (e.g. key documents with hand-written signatures)

To support communication not only among the partners, but also with the stakeholders and anyone presumably interested in the project outputs, the several ways have been created and constantly stressed:

- Flipping First website - http://flippingfirst.eu
- Facebook account - https://www.facebook.com/flippingfirst/
- Newsletter and Stakeholders List

8.2.4 Documentation and transparency management

As a part of the Quality Assurance Plan and to facilitate communication between partners, a system to manage documentation has been created. Its main points are:
- Common design of all documents
- Design allowing for easy identification of the contents, version, author and date of each document
- Information about the level of advancement of documents
- Easy accessibility of all files to all partners (clear structure of file exchange platform)

8.2.5 Change management

There are several types of changes which may be considered for the Flipping First project. Types of changes include:
- Scheduling Changes: changes which will impact the approved project schedule i.e. schedule baseline.
- Budget Changes: changes which will impact the approved project budget. These changes may require reallocation of budget. May require changes to the cost baseline and a contract amendment.
- Effort Changes: changes which will impact the effort allocated to specific tasks. Depending on the size of these changes, they may require contract amendment. For minor changes to the planned effort allocation partners can address these issues between them while keeping the coordinator informed.
- Scope Changes: changes which are necessary and impact the project's scope which may be the result of unforeseen requirements. These changes will be reported and documented in project reports.
- Quality Changes: changes which will impact the quality of project deliverables. These changes may be reported and documented in project deliverables and reports.

All changes must be communicated to the Steering Committee and examined for their impact to scope, budget/effort, schedule and quality.

The Project Coordinator must ensure that any approved changes are communicated to the partners. Additionally, as changes are approved, the Project Coordinator must ensure that the changes are captured in the project documentation where necessary. These document updates must then be communicated to the consortium partners as well.

The Change Management approach for the project will ensure that all proposed changes are described adequately, reviewed, and agreed upon so they can be properly implemented and communicated to all consortium members. Partners need to:
- Ensure changes are within scope and beneficial to the project
- Determine how the change will be implemented
- Manage the change and its impact as it is implemented

By using this approach methodology, the **project will prevent unnecessary changes from occurring** and focus its resources only on beneficial changes within the project scope.

8.2.6 Risk management

In the framework of risk management all partners will identify, assess and prioritize risk with aim to minimize and control the risks and to maximize realization of opportunities for successful implementation of the project. The procedures of identifying, preventing and managing risks are precisely described in the document called **Risk Management Plan.**

8.3 Steering Committee

To ensure proper budget control and task management, a management committee (Steering Committee) will be composed during the kick-off meeting. Its main tasks will be:

- Following work plan
- Checking the progress of the work
- Coordinating work submission to meet deadlines
- Checking quality of contributions
- Approving final outcomes
- Applying financial control
- Coordinating the preparation of reports
- Advising and directing the partners on the developments necessary for the project
- Facilitating exchange of information between the partners.

In general, the work of the steering committee is to assist the coordinator in his daily management and representation duties. The steering committee will meet on a Skype conference on a regular basis to check on the progress of work, attend budget issues and deal with possible problems.

The work of the steering committee will be documented in order to ensure transparency and efficiency. The coordinator supported by steering committee will be in particular responsible for management of the partnership, but each decision will be made by the partnership in democratic way. In framework of the project there will be clearly defined terms of implementation of tasks (e.g. creation of project logo, leaflet, poster, development of the website and each intellectual output, evaluation and monitoring). The project assumed transnational partner meetings. The meetings will be helpful for project management, as they will contain discussion about progress of the project, planning next tasks and resolving possible problems. In addition, all partners will be responsible for the promotion and dissemination of the project at the local level (it will be reported each six months to the coordinator).

Modern communication and open source technologies will enable the partners to share resources and work across the activities effectively and immediately. Leadership of the activities is more about being accountable for the outputs and outcomes than it is about doing all the work within it. This means that the project team can be much more integrated and informed about each stage of the project progress.

The project will be subject to regular evaluation and monitoring. The steering committee will undertake the task to assess all partners' contribution and approve the final outcomes of the project. The steering committee will compile regular progress reports (each six months) briefing the partners about the work in progress, fixing the next work schedule and deadlines, mentioning financial issues. The steering committee will consist of one member of each partner in the project.

8.4   Quality monitoring

Quality monitoring of Flipping First project activities and results will be implemented via continued assessment of implementation in accordance to the agreed work plan for the project. Activities related to quality monitoring will be led by relevant activity leaders who will periodically compile progress reports, moreover internal evaluators will assess and produce recommendations to maintain and/or increase quality. Key quality monitoring tools which will be used include: questionnaires, individual interviews, group discussions, observations, document analysis. Regular reviews will guarantee quality through creating a shared focus and to maintain it in work of the partnership.

There will be four partner meetings planned to discuss and approve the reports of the Steering Committee, analyze next tasks, resolve operational and financial issues, improve interpersonal relationships and build team spirit. On each meeting, **evaluation questionnaire** assessing the meeting and progress of the project on each stage will be filled by each member of the meeting. This evaluation will provide an opportunity to reflect and learn from what has been achieved so far, assess the extent to which the project is producing the expected outcomes, deal with procedural or performance issues. After the meeting, the evaluation questionnaires will be collected, analyzed and compiled into evaluation report.

The project coordinator JAITEK, will be responsible for monitoring the overall project's activities progression in respect of meeting deadlines and compliance with the proposed plan: this will be carried out on a continuous basis.

Partners will nominate a staff member with project management experience to be responsible for overseeing the project progress within their organisation as per the project plan. Collectively, these measures will ensure that the project has the capacity and capability to monitor progress of activities within partner organisations and across the partnership.

All partners will be involved through assigned tasks in quality assurance and internal evaluation process. It is also important to note that end-users will be involved as much as appropriate in the implementation of related evaluation actions.

Moreover, the project predicted **interim evaluation report** (after first year of project development) and final evaluation report (in the last month of project development, produced in advance of the project's own final report). Each partner will be asked to fill in the evaluation questionnaire assessing the progress of the project, the extent to which the project is producing the expected outcomes, the quality of work and communication between members of the partnership. The process of evaluation will be described in Evaluation Plan – the document which will be prepared at the beginning of the project and will be a mainstay for evaluation and monitoring.

The **Evaluation Plan** will define the main guidelines for controlling and assessing both project activities and the results. The plan will be a simple, easy to read document enabling all partners to use it as a reference point for monitoring project performance and the quality of project work and outcomes.

8.5   Intellectual Output Evaluation Form

PARTNER: INNEO (PL)

O1	Intellectual Output		

Completeness	Are the contents complete and cover the objective of the product?	YES	NO

Clarity	Are all parts of the product understandable?	YES	NO

Comprehensiveness	Does the product address all the issues as specified in the project plan?	YES	NO

Partners contribution	Do you feel that involved project partners sufficiently contributed to creating of the product?	YES	NO

Feedbacks	Have your feedback and comments been reflected in the final version?	YES	NO

Formal aspects	Does graphic design and form of the final version meet the needs of target group?	YES	NO

Write down your suggestions / ideas for improvement. Please, mind the timing, resources and context.

Write down positive feedback related to the intellectual output.