

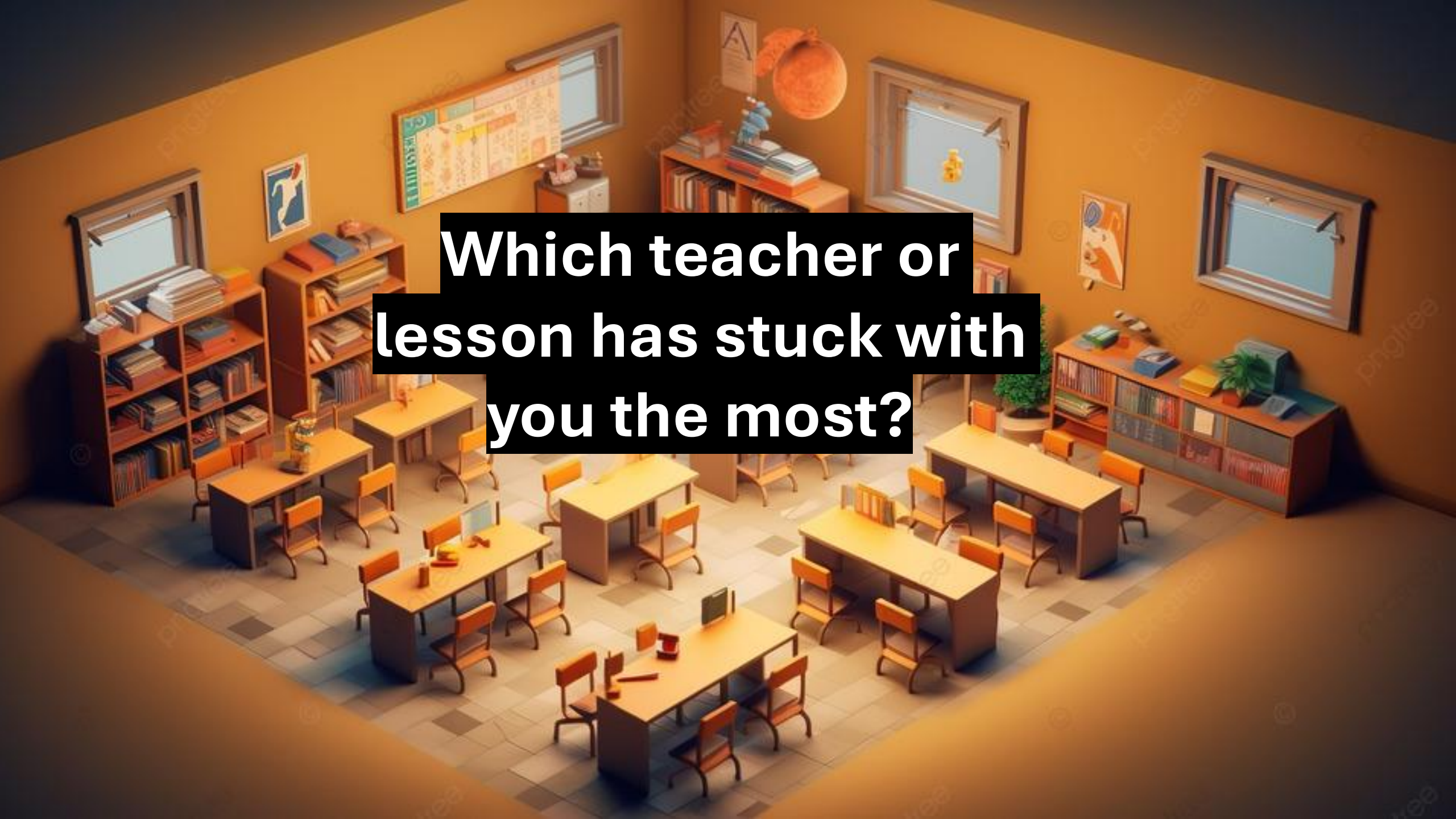


EDUmake: Support the creation of engaging learning experiences



Tim Van Lier



An isometric illustration of a classroom. The room is filled with wooden desks and orange chairs arranged in several groups. On the left, there are tall bookshelves filled with books. In the center, a large map of the world is mounted on the wall. To the right, there's a desk with a computer monitor and a potted plant. The walls are a warm orange color, and there are several windows with white frames. The floor is made of light-colored tiles. The overall atmosphere is bright and organized.

**Which teacher or
lesson has stuck with
you the most?**

The ultimate challenge:
make a learning experience
educational and engaging!

Two factors

1. Smart combination of **pedagogy**, **technology**, and the ultimate ingredient: **storytelling**.
2. **Contextualization** is essential, but not every context is the same.



vrt

EDUbox in a nutshell

EDUbox is an educational concept developed by VRT to introduce secondary school students to a specific social topic. EDUbox aims **to inform young people and stimulate them** to get involved themselves. The topics centre around (world) citizenship, critical thinking, science and technology, ...

EDUbox is a **free learning tool** for teachers to work towards specific **educational attainment levels** and several key competencies. It is a ready-made package based on the theory of deep learning, which combines **technology, didactics and storytelling** to create a fun and educational learning experience.





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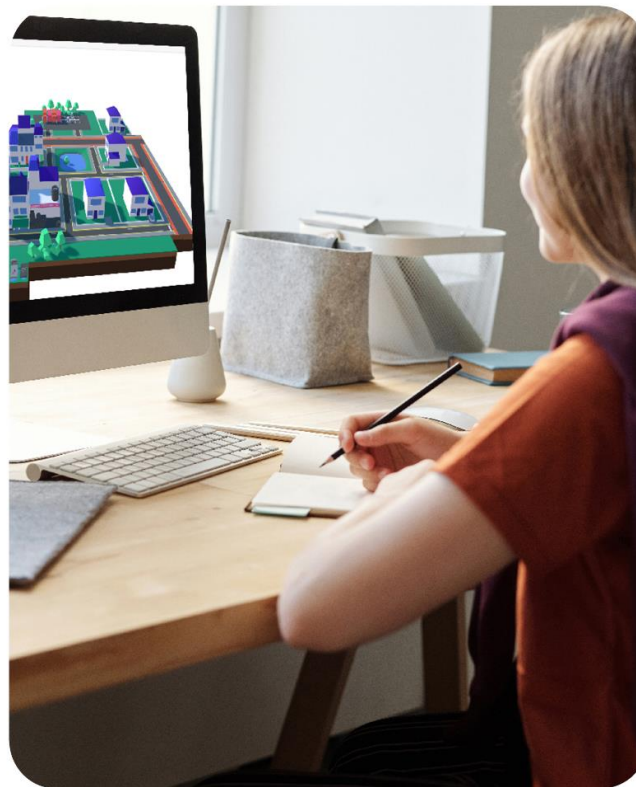
simulateur étape par

de faire des allers-

aines données sont

si bien cachées.

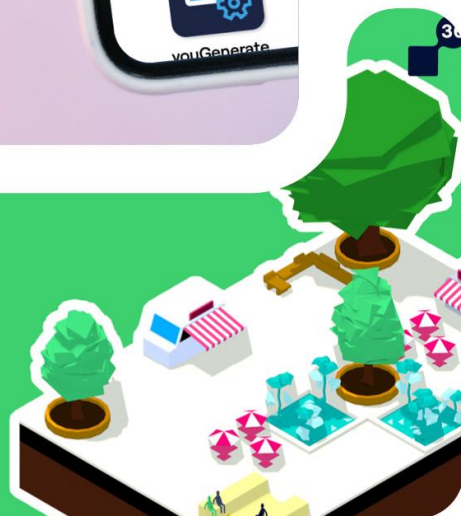
veloppé par Tree company, un
informer et d'impliquer les gens
été à l'aide d'outils en ligne.



5. Aangename publieke ruimte

De ruimte waar we allemaal gebruik van maken, noemen we **de publieke ruimte**. Het gaat om parken, pleinen en straten.

Die moeten we **zo aangenaam mogelijk ontwerpen**. We houden daarbij best rekening met zo veel mogelijk mensen: rustige en schaduwrijke plekjes om te zitten voor ouderen, een speelruimte of hangplek voor jongeren, niet te veel trappen





onderwijs.vrt.be/edubox





EDU

MAKE

Mission

The overall ambition of EDUMAKE is to **internationalize the concept of EDUbox** as developed by VRT (targeting 12-18 yo) and create an **easy-to-use format for translating and contextualising** EDUbox packages across the EU (and potentially even worldwide) and **make a joint EDUbox** that connects youngsters to **European policy**.



Objectives

1. **Translate** and **contextualise** existing EDUbox packages to **2 other European countries** in the context of the project: **the Netherlands** and **Croatia**, and validate them in the local context.
2. Based on the knowledge and experience that is gained after the translation and contextualization activities, the consortium will develop an **EDUbox DIY toolkit**, which can easily be contextualised by others for other new major topics.
3. Together with the core project partners, a **new common EDUbox** will be developed ahead of the **European elections**. This 'EUbox' will put key topics from the other created EDUboxes in a European context and aims to render the significance of the EU to youngsters.



The logo for VRT, consisting of the lowercase letters 'vrt' in a bold, black, sans-serif font.The logo for ntr:, consisting of the lowercase letters 'ntr:' in a bold, black, sans-serif font.The logo for fpzg, consisting of the lowercase letters 'fpzg' in a black, serif font.The logo for mediawijs, featuring a stylized pink 'M' icon followed by the lowercase text 'mediawijs' in a blue, sans-serif font.The logo for mec, featuring a small blue square icon followed by the lowercase text 'mec' in a bold, black, sans-serif font.The logo for Media & Learning, with 'Media' in green, '&' in red, and 'Learning' in blue, all in a sans-serif font.

This Project has received funding from the European Union's Creative Europe Media programme under grant agreement: CREA-CROSS-2021-INNOVLAB-Project 101059958

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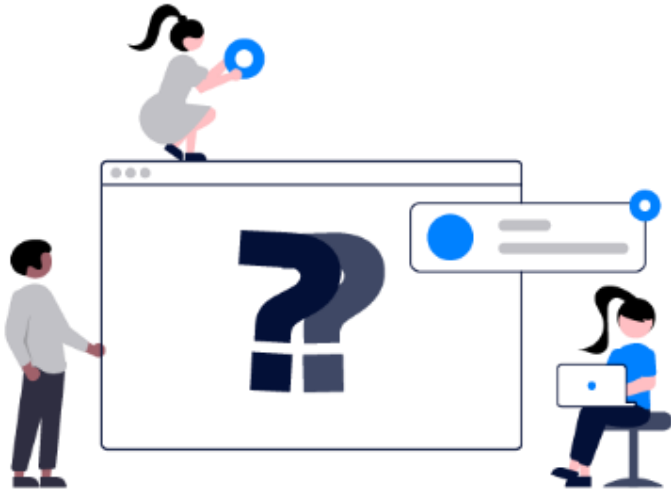
Two questions

1. What are the **ingredients** of EDUbox?
2. How can we put these into an easy-to-use **toolkit for contextualisation**?



The ingredients of
an EDUbox

not knowing



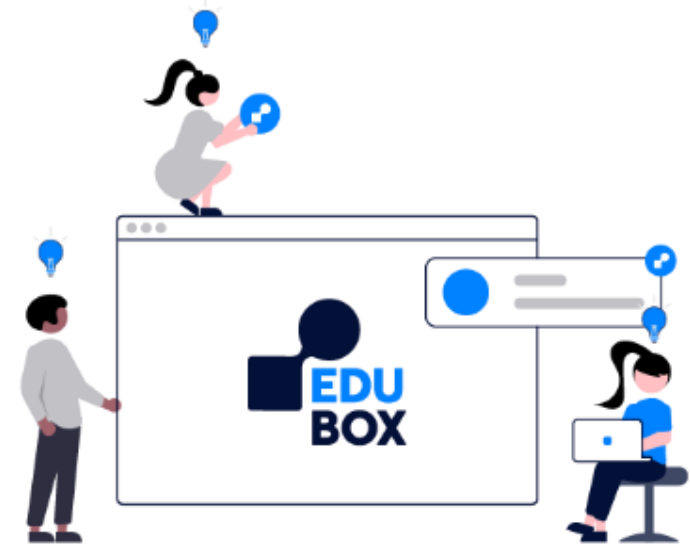
audience
beginning situation

PRE



LEARNING XP

knowing



learning goals
evaluation

POST



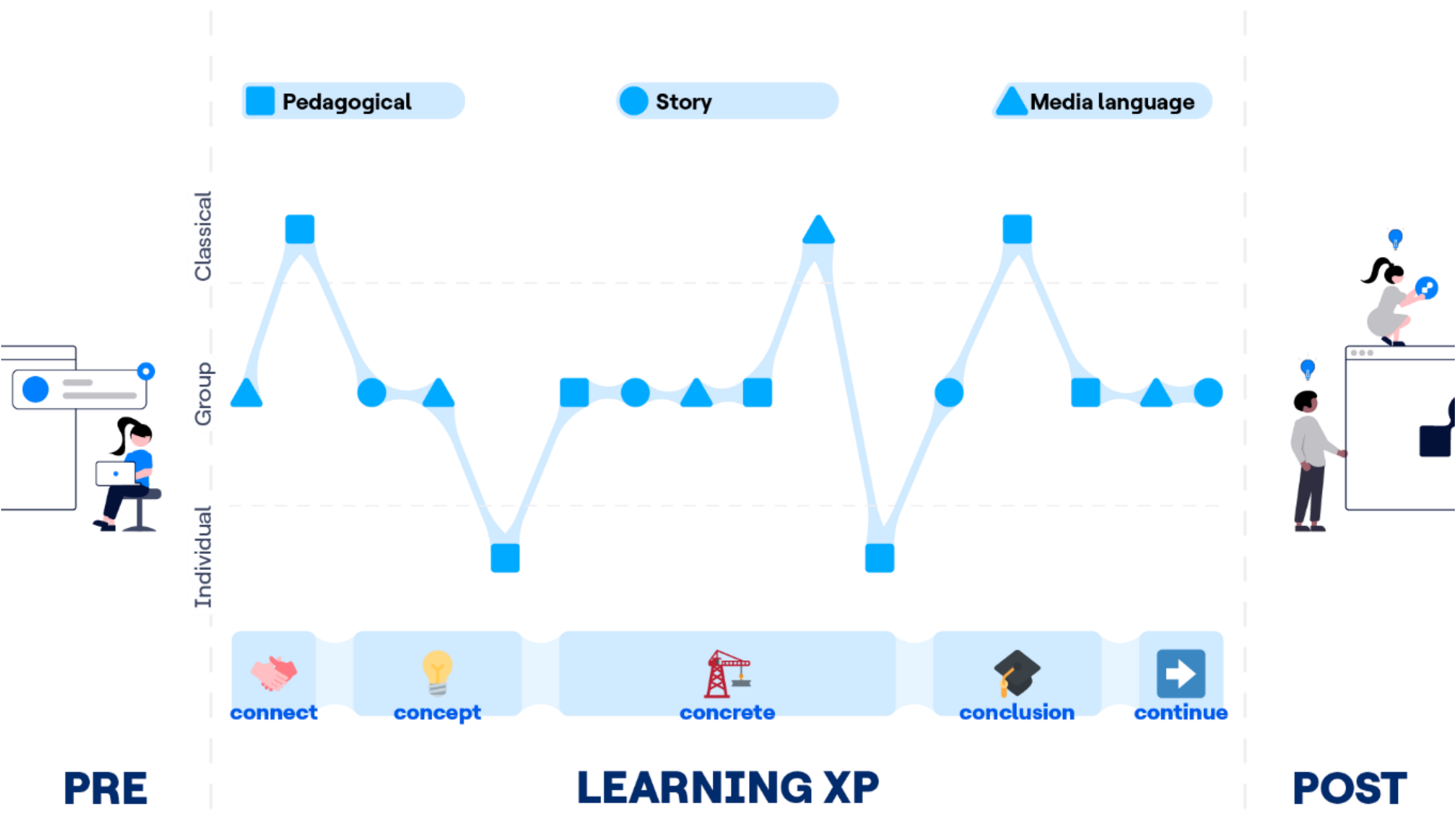
connect

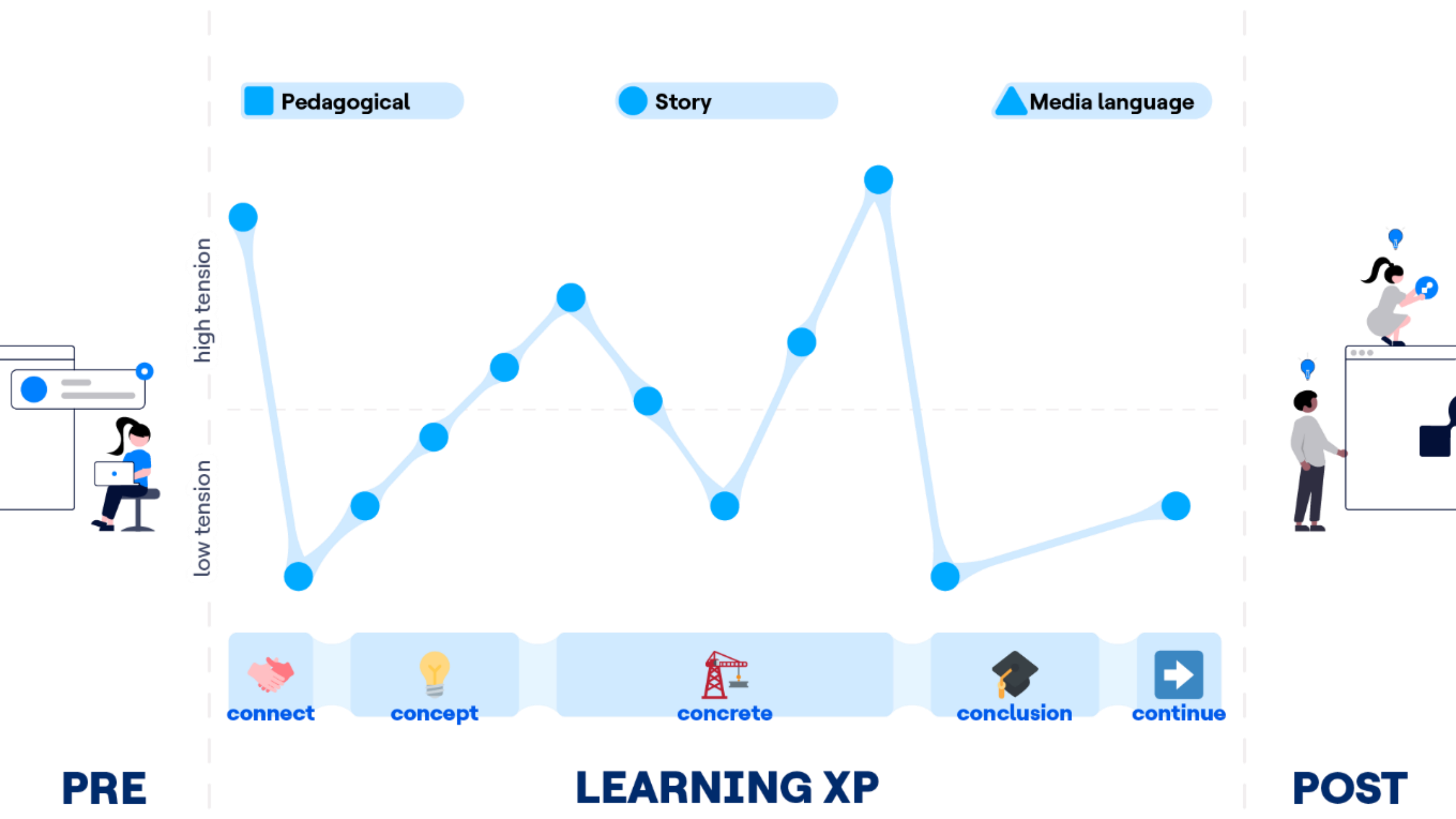
concept

concrete

conclusion

continue





PRE

LEARNING XP

POST



The pillars of EDUbox



Educational value

- For teachers, there needs to be a link to learning outcomes
- 1 to 4 lesson hours, or 1 to 2 lesson hours

(Inter)active

- Chapter 3 is a strong argument
- Digital components
- Lots of learning activities

Audiovisual

- Video: minimum 3 clips (2 to 5 min)

Collaborative learning

- Class interaction only for group version

Beginners focus

- Accessible and comprehensible for different skill levels
- Coverage 14 years till
- Suitable without textbook coverage

Multi-perspective

- Created with experts
- Created with journalistic code of ethics

Critical thinking

- Minimum 2 discussion/reflection questions

Contemporary topics

- Socially relevant themes (e.g. no violence)

Fixed story structure

- Four chapters + Know more
- Chapter 3 is a strong argument
- Future perspective: positive open ending

Validated

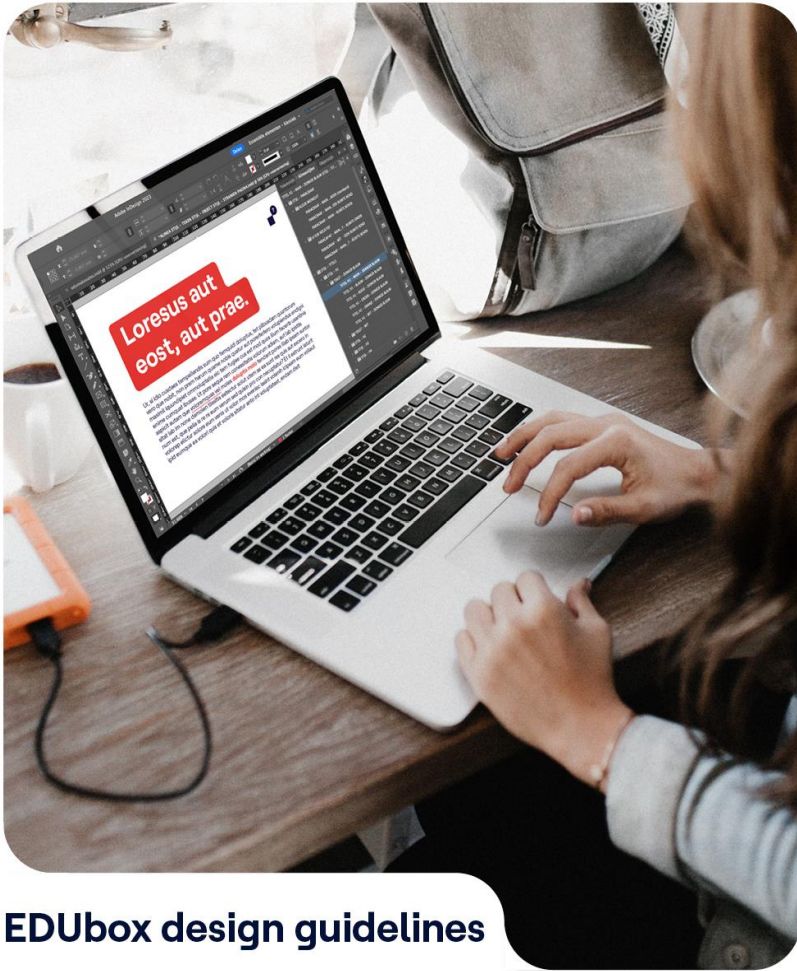
- Tested with the target audience before launch

Digital inclusion

- Accessible
- No paid tools
- GDPR proof



EDUbox Toolkit

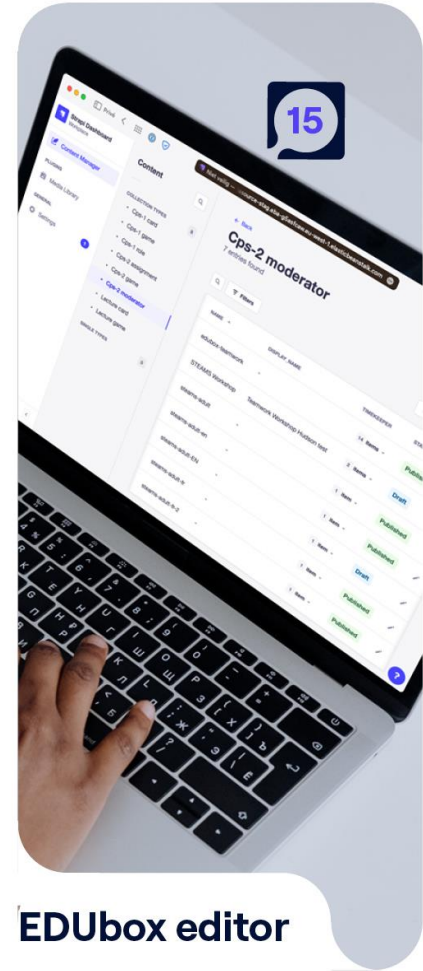


EDUbox design guidelines

EDUbox toolkit



EDUbox games



EDUbox editor



EDUbox digital tools



EDUbox framework

What is the ...

Theme

Target audience

Initial situation of learners

Key take aways

Evaluation

Line color for ...

○ Class orchestration

○ Tension arc

○ Complexity



The styleguide of EDUbox

Primary colours



MANNA B
RUE 25 00 70
HEX #0070C0
CMYK 100 0 100 0
PMS 272 C

EMERALD B
RUE 25 00 70
HEX #00A050
CMYK 100 0 100 0
PMS 323 C

TANGHERE B
RUE 25 00 70
HEX #D9534F
CMYK 0 100 100 0
PMS 485 C

AMBER B
RUE 25 00 70
HEX #FFC000
CMYK 0 100 100 0
PMS 108 C

Secondary colours



MANNA F
RUE 25 00 70
HEX #0070C0
CMYK 100 0 100 0
PMS 272 C

EMERALD F
RUE 25 00 70
HEX #00A050
CMYK 100 0 100 0
PMS 323 C

TANGHERE F
RUE 25 00 70
HEX #D9534F
CMYK 0 100 100 0
PMS 485 C

AMBER F
RUE 25 00 70
HEX #FFC000
CMYK 0 100 100 0
PMS 108 C

Functional colours



White
RUE 25 00 70
HEX #FFFFFF
CMYK 0 0 0 100
PMS 382 C

Black
RUE 25 00 70
HEX #000000
CMYK 100 100 100 100
PMS 382 C

Make a combination of primary colours when referred to EDUbox. The combination is used throughout your identity. For graphics, but not primary colors unless used for text elements, making them more visible.

Do not use the secondary colours. For a possible application in digital and print media, use the color palette of the secondary colors. The color palette is available in the secondary colors section. The color palette is available in the secondary colors section. The color palette is available in the secondary colors section.

Do not use a combination of primary colors when referred to EDUbox. The combination is used throughout your identity. For graphics, but not primary colors unless used for text elements, making them more visible.

Logo-edubox shape



The logo of EDUbox consists of the words EDU and BOX in capital letters and the graphic element. The graphic element is a stylized shape that represents the letters EDU and BOX.

Do not use the logo-edubox shape in a way that is not intended. The logo-edubox shape is a stylized shape that represents the letters EDU and BOX.

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Colour combinations



Do not use the colour combinations in a way that is not intended. The colour combinations are a combination of primary colors when referred to EDUbox.

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Symbols

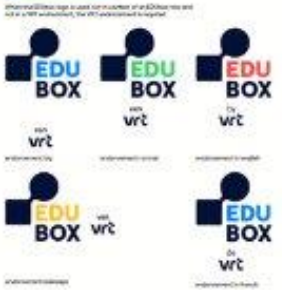


The symbols consist of a stylized shape that represents the letters EDU and BOX. The symbols are a combination of primary colors when referred to EDUbox.

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Endorsement



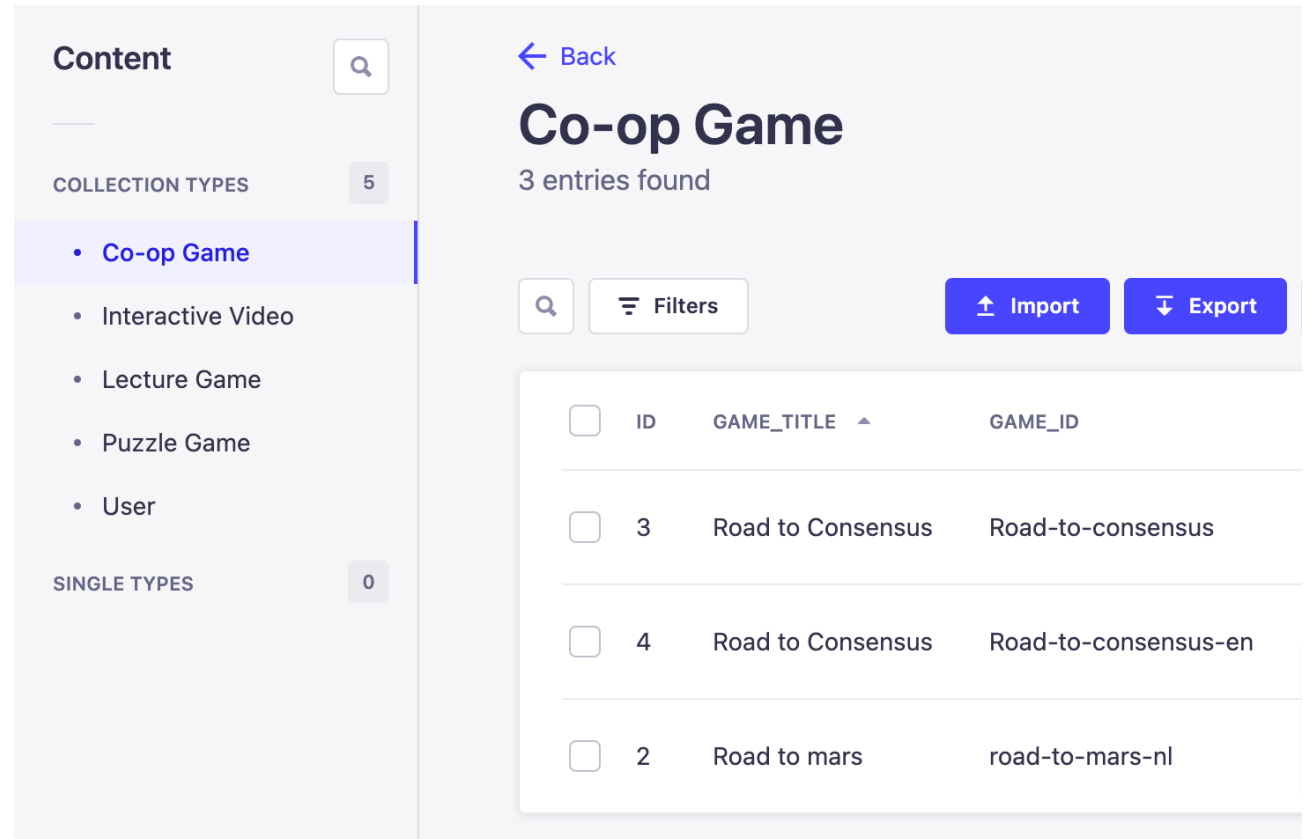
Do not use the endorsement in a way that is not intended. The endorsement is a combination of primary colors when referred to EDUbox.

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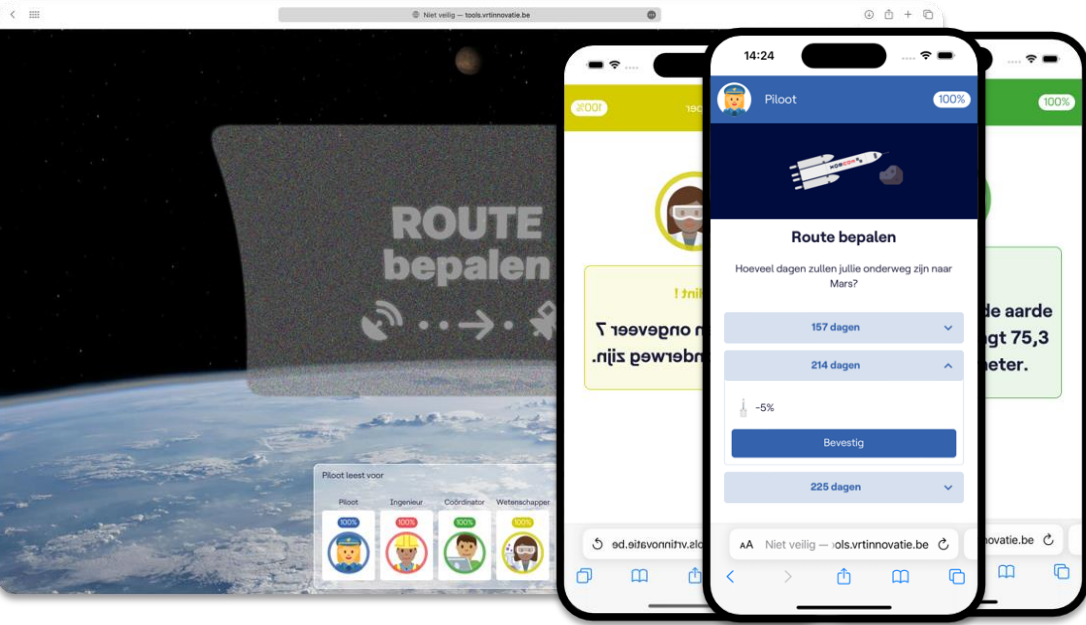
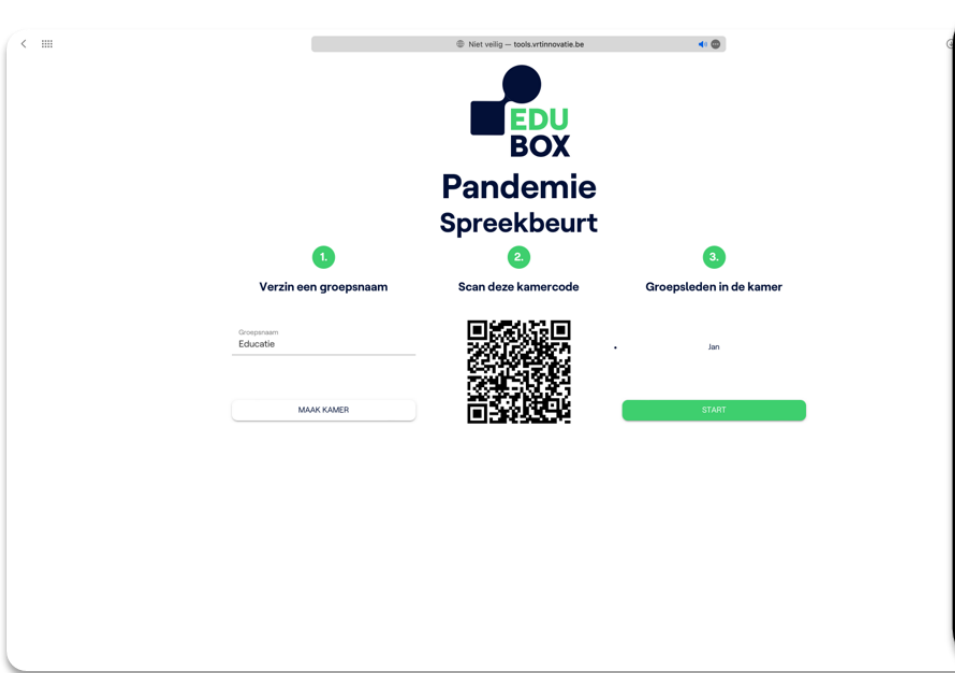
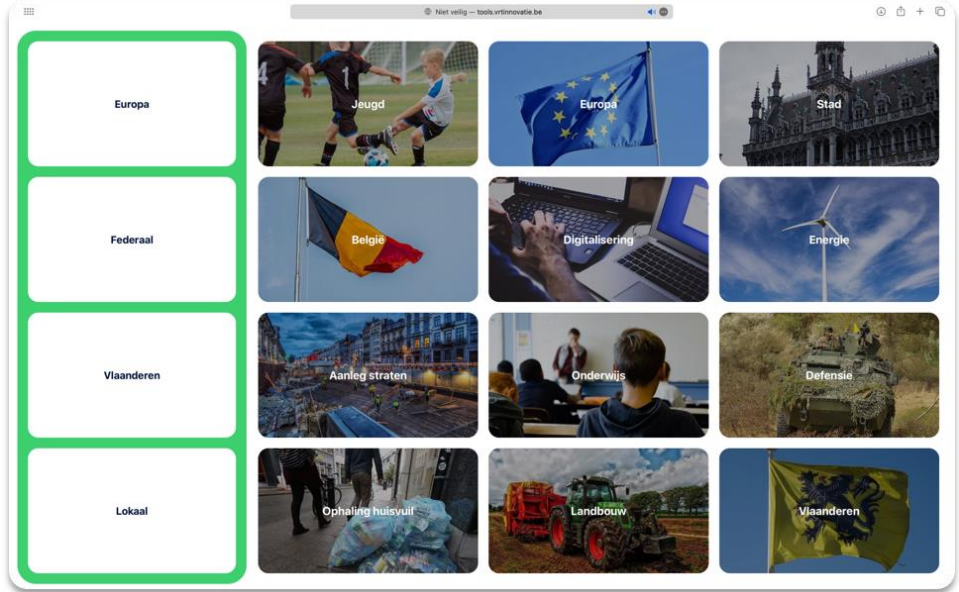
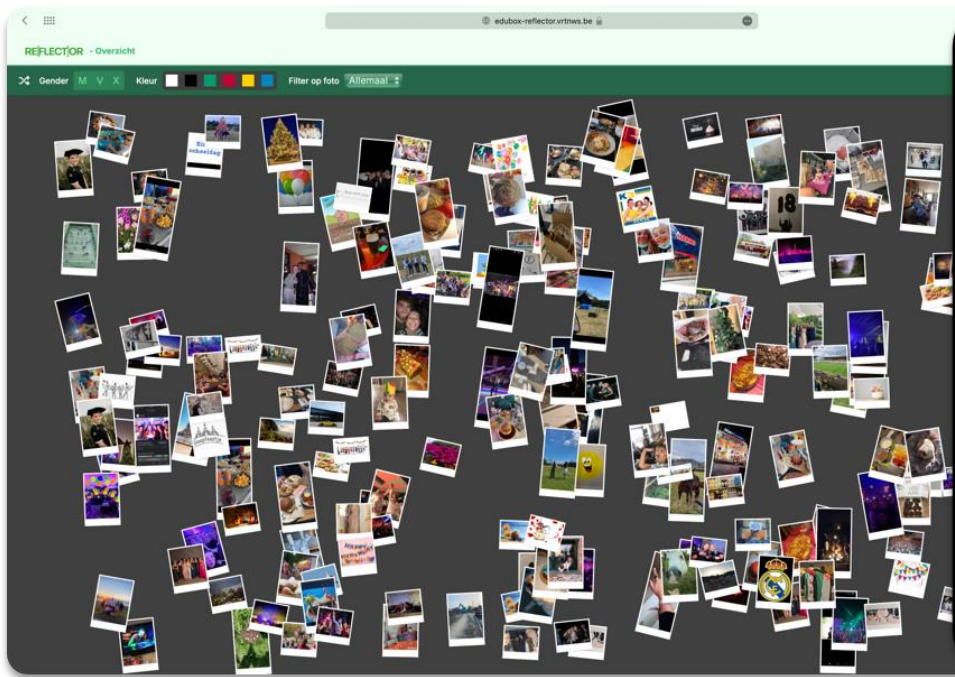
5 EDUbox Tools

- Co-Op Game
- Puzzle Game
- Interactive video
- Lecture app
- Picture-it app



The screenshot shows the EDUbox interface. On the left is a sidebar with a search bar and a list of 'COLLECTION TYPES' (5 items) and 'SINGLE TYPES' (0 items). The 'Co-op Game' type is selected. The main view shows a 'Back' link, the title 'Co-op Game', and '3 entries found'. Below this are search and filter controls, and 'Import' and 'Export' buttons. A table lists the entries:

<input type="checkbox"/>	ID	GAME_TITLE ▲	GAME_ID
<input type="checkbox"/>	3	Road to Consensus	Road-to-consensus
<input type="checkbox"/>	4	Road to Consensus	Road-to-consensus-en
<input type="checkbox"/>	2	Road to mars	road-to-mars-nl






Politics

From vote
to policy



A close-up, profile view of two young people, a man on the left and a woman on the right, looking intently at a screen. The man has short dark hair and is wearing a light blue shirt. The woman has dark curly hair and is wearing a dark green ribbed turtleneck sweater. The background is slightly out of focus, showing a white wall and a black bag hanging on a rack.

We have already tested our version
of EDUbox and the reactions are great.

1. Connect

- Exercise: organize a party
- Voxpop Youngsters and politics
- Politics is more than politicians

2. Concept

- Political language
- Political conviction
- Political system

Content

3. Concrete

- The impact of the EU
- Co-op game: road to consensus

4. Conclusion

- Different ways to participate
- Vote



01

**Happy to have
you on my team!**

Task

🕒 5 minutes

Brainstorm a **concept for the school party** with your group.

- Read the message from the school on the next slide.
- Answer all the questions. Write down your answers on a sheet of paper.
- Confer with each other until you agree on every question.
- Distribute the tasks. Who will have which responsibilities?



- Group level
- Group assignment
- Link to lifeworld youngsters

2. From school party to society

Reaching an agreement is not always easy, because everyone has their own ideas and wants to stand up for them. But you won't get anywhere until you **do make a decision** and everyone **backs the same plan**.

You may not realise it, but politics are very similar to the way you have approached this. Amazing, isn't it?



- Group level
- Introduction of the topic
- Interactivity

Task

Open the website on a computer or a tablet. For each statement, indicate **whether or not it applies** to organising a school party and solving a social issue.



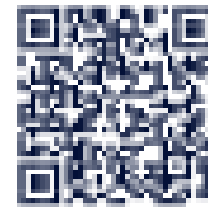
3. What does politics mean to you?

So, for several reasons, politics is **essential** for a society.

But what does politics mean to you?
And how do you feel about that?

Task

How do you feel when you hear the word politics?
Scan the QR code and **individually** fill out the 3 text fields
with a key word, feeling or thought. Your answers will remain
anonymous.



- Individual level
- Participation
- Connect with audience



- Group or classical level
- Video
- Connect with audience

Video

Now watch this video.

Politics means something different to each person. Several young people tell us how they look at politics.



Politics versus politicians

Politics is not a synonym for politicians. **Politics is the system** in which decisions are made for society, **politicians are the people** within that system. They do not always have a good reputation: some politicians throw mud at each other and not everyone appears to be trustworthy. This has given **politics a negative connotation**, but that is not justified. Politics is much bigger than just politicians.

Mayor resigns after conflict of interest

Tension rises on migration:

 government sets deadline

Defeat for Belgium's
bickering government

Potential fraud investigation: politician

 interrogated twice

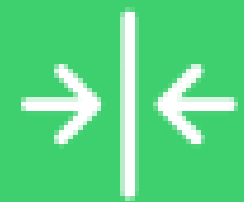
Meeting goes out of control: "There was swearing and shouting."

- Group level
- Conflict/challenge
- Illustrations

02

The journey of your vote

1



Political vision

How do disagreements between parties arise?

2



Political communication

How do politicians try to convince people?

3



Political system

What makes decisionmaking so complex?

- Group level
- Infographic

**Task**

How each characteristic is developed varies from country to country. You will now explain this to each other using **examples from the 27 member states of the EU**. But first, the computer will decide who gets which example!

Step 1: Distribute the examples

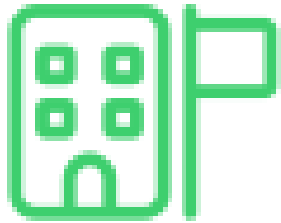
- Open the website on a computer or tablet.
- Think up a name for your group and create a room.
- Scan the room code with your smartphones and follow steps.

Step 2: Explain to each other

- Start the room when all names appear on the screen.
- When it is your turn, explain the example in your own words.
- Click the buttons at the top to go to the next example.

- Individual & group level
- Group assignment: lecture app
- Social learning
- Presentation skills

In the European Union, **3 institutions** play an important role in making a European law.



European Parliament

The European Parliament consists of elected **Parliament members from all EU member states**. The number of seats each EU member state gets is decided before the elections. The more votes a party gets, the bigger its share in seat distribution.



European Commission

The European Commission works **like a government**. It consists of 27 members with 1 commissioner from each member state. Each commissioner has their own competence.



Council of the European Union

The Council consists of **one minister from each member state**. The ministers vary depending on the topic being discussed. For example, when the discussion is about energy, each country sends its energy minister.

- Group level
- Text
- Illustration



- Group or classical level
- Video

Video

Now watch this video.

The universal charger for your smartphone became a reality thanks to one man's battle. How did this take shape?



03

Get started

Govern the country

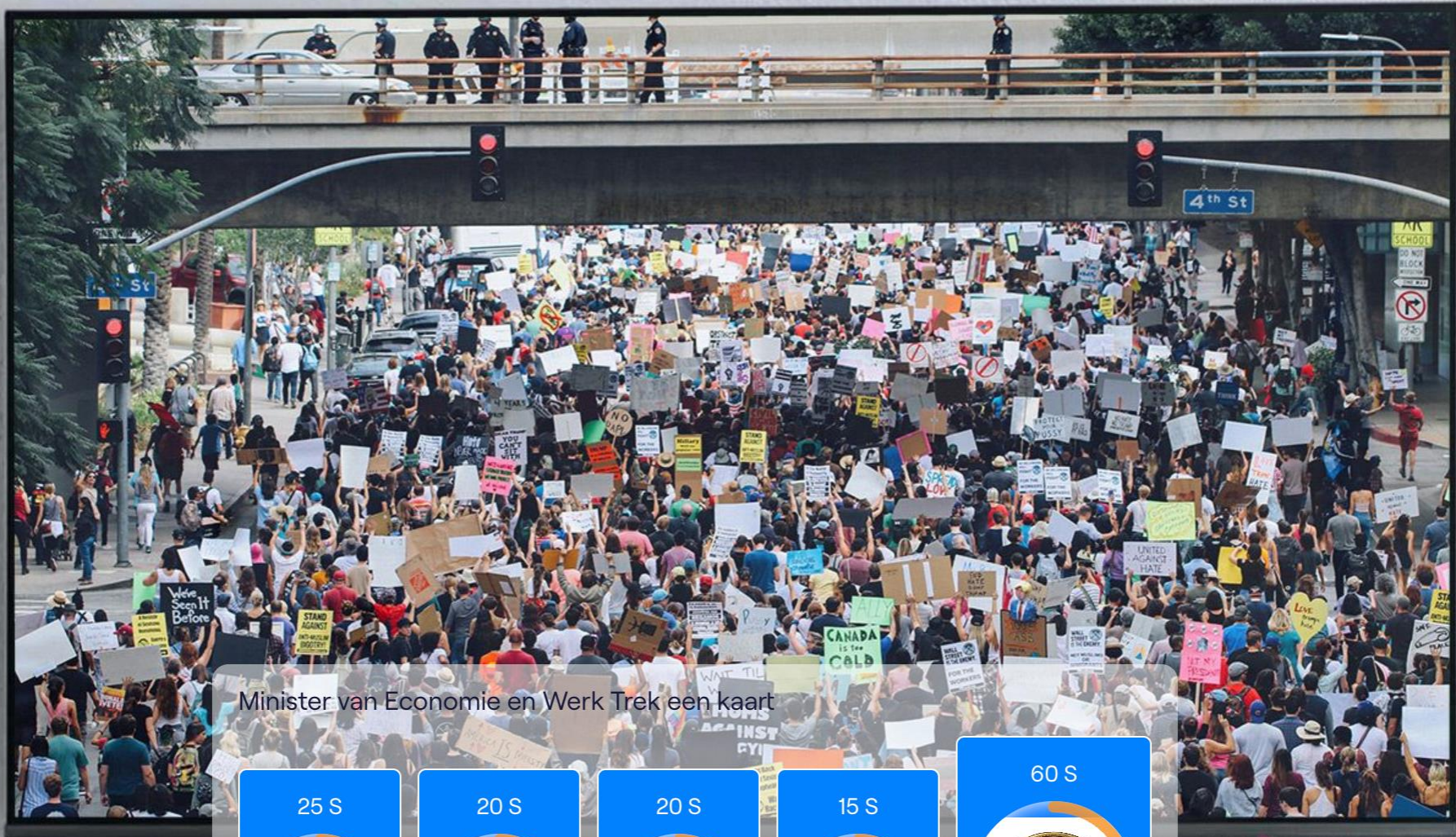
You are the government of the (fictional) country Edumakia. You have a certain budget at your disposal and every minister is also given a list of several important policy choices.

Will you succeed in making decisions? And how do you deal with unexpected situations?

Remember

To accomplish this successfully, you must try to come to an agreement. This means you will have to **work together and make decisions**, but sometimes you will also have to **fight for your own position**. Try to get your message across effectively. And remember that you have to achieve something as a group.

- Group level
- Assignment
- Text



Minister van Economic en Werk Trek een kaart

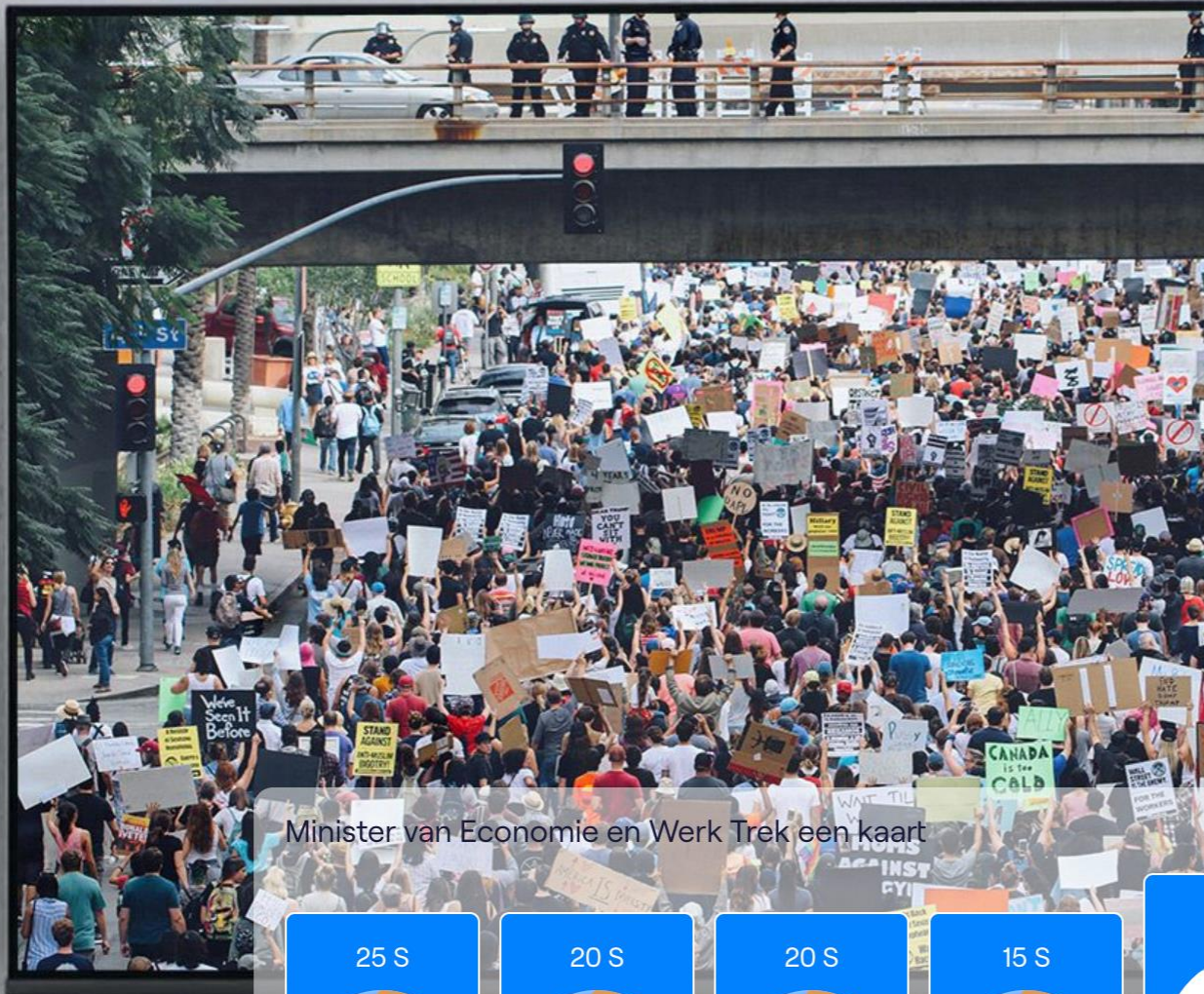
25 S

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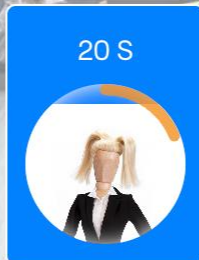
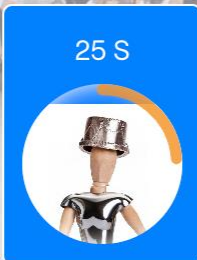
20 S

15 S

60 S



Minister van Economie en Werk Trek een kaart



Minister van Economie en Werk



Opstand bevolking

Edumakia overweegt om de dienstplicht opnieuw in te voeren. Inwoners, vooral jongeren en hun families, maken zich zorgen. Via sociale media wordt er opgeroepen om te betogen.

Optie 1



De dienstplicht wordt ingevoerd en uitgebreide militaire training voorzien om jongeren klaar te stomen voor mogelijke uitdagingen.

-10 S

Bevestig

Optie 2



Optie 3



04

Participation

2. How can you let your voice be heard?

By voting or by joining a political party, you take on an active role. But how else can you make your voice heard, apart from politics?



Raise your voice by sharing your thoughts or commenting on posts on social media.



Start a petition if you disagree with political decisions. You collect signatures of people who agree with you. The motive for the petition must be in the public interest and should contain a concrete proposal.

- Group level
- Text



Join a youth council. These represent young people in their municipality or province. The European Parliament Youth Hub also wants to give young people a say.



Make yourself heard **in surveys and questionnaires.** Share your views.



Join an **action group, a pressure group or a movement.** These organisations are **civil society.** They bring citizens together around certain social causes such as human rights or workers' interests.



Take action by joining **peaceful protests or demonstrations.** That is how you make a statement. Social media can help you create an event and call on people.



- Group or classical level
- Video
- Connect to audience

Video

Now watch this video.

Manon Quinet is the UN representative of the Flemish Youth Council and takes you on her mission to New York.



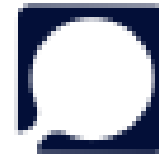
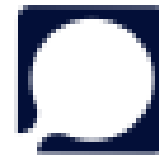
Reflection

To conclude, we go back to the question that we asked you in Part 1. **How do you feel now when you hear the word politics?**

Scan the QR code and fill out the 3 text fields again with a key word, feeling or thought. These answers will appear on the big screen.

Now discuss the following questions with your classmates:

- Has something changed in the answers, or not at all?
- Is the change positive or negative?
- Has your view on politics changed? Why (not)?



55

- Individual & classical level
- Interactivity
- Participation
- Connect to audience
- Conversation starter
- Reflection
- Visualisation of input

```
graph TD; A[EDUbox Politics International] --- B[EDUbox Politics Flandres]; A --- C[EDUbox Politics The Netherlands]; A --- D[EDUbox Politics Croatia];
```

**EDUbox Politics
International**

**EDUbox Politics
Flandres**

**EDUbox Politics
The Netherlands**

**EDUbox Politics
Croatia**

Contextualisation

The screenshot shows a digital learning interface for 'Kunstmatige Intelligentie' (Artificial Intelligence) on the ntr platform. The interface includes a navigation menu on the left with items like 'Introductie', 'Hoe leert een machine?', '3. AI in de werkelijkheid', and '4. Aan de slag met AI'. The main content area features a chat-style interaction with a user named Devran. The user's question is: 'Er zijn dus drie elementen nodig bij AI:'. Below this, three green callout boxes provide feedback: 'Een sterke en snelle computer voorzien van de nodige software' (marked 'Goede antwoord!'), 'Heel veel data. Hoe meer, hoe gemakkelijker de computer patronen kan vinden.' (marked 'Goede antwoord!'), and 'De kies een woord gebruiken wiskunde om patronen te herkennen en toe te passen op nieuwe data.' (with a prompt 'Vul het missende woord in').

the Netherlands

The screenshot shows a digital learning interface for Croatia. It features a video player with a woman in a classroom setting. Below the video, there is a blue text box with the following text: 'VIDEO Sada pogledaj sljedeći video. Upoznaj umjetnicu Ivu Zagodu i njen jedinstveni pogled na kulturu, naročito glazbu koja je glavni izvor inspiracije za njene silgarske radove.' A QR code is located in the bottom right corner of the text box.

Croatia

A young woman with brown hair and bangs, wearing a yellow sweater and denim overalls, is sitting at a desk in a classroom. She has her right hand raised, and she is looking towards the camera with a slight smile. To her left, another young woman with long brown hair is partially visible, looking towards the first woman. The background shows a classroom setting with a whiteboard and a window.

06

Questions

The logo for VRT, consisting of the lowercase letters 'vrt' in a bold, black, sans-serif font.The logo for ntr:, consisting of the lowercase letters 'ntr:' in a bold, black, sans-serif font.The logo for fpzg, consisting of the lowercase letters 'fpzg' in a black, serif font.The logo for mediawijs, featuring a stylized 'M' icon in pink and blue followed by the lowercase text 'mediawijs' in a blue, sans-serif font.The logo for mec, featuring a small blue square icon followed by the lowercase text 'mec' in a bold, black, sans-serif font.The logo for Media & Learning, with 'Media' in green, '&' in red, and 'Learning' in blue, all in a sans-serif font.

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