



## **ANNEX 1**



# **Horizon Europe (HORIZON)**

## **Description of the action (DoA)**

**Part A**

**Part B**

## DESCRIPTION OF THE ACTION (PART A)

### COVER PAGE

*Part A of the Description of the Action (DoA) must be completed directly on the Portal Grant Preparation screens.*

<b>PROJECT</b>	
<i>Grant Preparation (General Information screen) — Enter the info.</i>	
<b>Project number:</b>	101060231
<b>Project name:</b>	Extending Design Thinking with Emerging Digital Technologies
<b>Project acronym:</b>	Exten.D.T.2
<b>Call:</b>	HORIZON-CL2-2021-TRANSFORMATIONS-01
<b>Topic:</b>	HORIZON-CL2-2021-TRANSFORMATIONS-01-05
<b>Type of action:</b>	HORIZON-RIA
<b>Service:</b>	REA/C/01
<b>Project starting date:</b>	fixed date: 1 September 2022
<b>Project duration:</b>	39 months

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## PROJECT SUMMARY

### Project summary

*Grant Preparation (General Information screen) — Provide an overall description of your project (including context and overall objectives, planned activities and main achievements, and expected results and impacts (on target groups, change procedures, capacities, innovation etc)). This summary should give readers a clear idea of what your project is about.*

*Use the project summary from your proposal.*

Exten. D.T.)2 uses Emerging Technologies (ET) to enhance the pedagogical value, sustainable digitization and potential for wide deployment of Design Thinking (DT).

DT is a promising transformative pedagogical innovation based on engaged interdisciplinary learning and the growth of 21st-century (21C) skills for everyone, through entrepreneurial co-creation. Like other such innovations however, it has yet to pull its potential weight in terms of impact in educational transformation.

Exten. D.T.)2 will use design-based research to support/provide evidence for pedagogical transformation via DT enhanced by ET. It will employ already institutionalized, home-grown and open-access digital expressive media of advanced technical readiness for students to engage in DT projects. It will also uniquely integrate with these expressive media ET i.e. AI-enhanced Authorable Learning Analytics, Augmented Reality, 3D printing/scanning and virtual robotics, to leverage digital implementation, monitoring and assessment of DT projects by teachers in schools.

Implemented/developed in different social contexts across 6 European countries, Exten.(D.T.)2 will explore the risks and potential of the pedagogical use of ET and how they support 21C skills, in turn increasing the scope, transformative potential and applicability of DT with ET in mainstream schooling.

Exten. D.T.)2 will invite and inspire teachers and other stakeholders to design and implement such projects, by running original strategic teacher professional development, providing courses and guidelines for them to design, implement and evaluate DT projects in their classrooms.

The Exten.(D.T.)2 consortium includes 8 research sites with complementary interdisciplinary academic expertise, to support project development and at the same time with maintained active and sustainable connections with educational institutions and policy-making centers across 6 European countries.

## LIST OF PARTICIPANTS

### PARTICIPANTS

*Grant Preparation (Beneficiaries screen) — Enter the info.*

Number	Role	Short name	Legal name	Country	PIC
1	COO	LNU	LINNEUNIVERSITETET	SE	986317632
2	BEN	NKUA	ETHNIKO KAI KAPODISTRIAKO PANEPISTIMIO ATHINON	EL	999643007
3	BEN	UGent	UNIVERSITEIT GENT	BE	999986096
4	BEN	NTNU	NORGES TEKNISK-NATURVITENSKAPELIGE UNIVERSITET NTNU	NO	999977851
5	BEN	TCD	THE PROVOST, FELLOWS, FOUNDATION SCHOLARS & THE OTHER MEMBERS OF BOARD, OF THE COLLEGE OF THE HOLY & UNDIVIDED TRINITY OF QUEEN ELIZABETH NEAR DUBLIN	IE	999845446
6	BEN	Simple	CHALVATZA FILOTHEI	EL	889182511

PARTICIPANTS					
Grant Preparation (Beneficiaries screen) — Enter the info.					
Number	Role	Short name	Legal name	Country	PIC
7	AP	UCL	UNIVERSITY COLLEGE LONDON	UK	999975620
8	AP	OU	THE OPEN UNIVERSITY	UK	999923337

## LIST OF WORK PACKAGES

Work packages						
Grant Preparation (Work Packages screen) — Enter the info.						
Work Package No	Work Package name	Lead Beneficiary	Effort (Person-Months)	Start Month	End Month	Deliverables
WP1	Project Management	1 - LNU	23.00	1	39	D1.1 – Project Handbook D1.2 – Initial Data Management Plan D1.3 – Updated Data Management plan D1.4 – Final Data Management Plan D1.5 – D9.1 Initial Ethics Board Report D1.6 – D9.2 Reporting Period 1 - Ethics Board Report D1.7 – D9.2 Reporting Period 2 - Ethics Board Report
WP2	The Exten.(D.T.)2 Framework	4 - NTNU	42.00	1	35	D2.1 – Report on the Theoretical Review D2.2 – The Exten.(D.T.)2 Framework D2.3 – Guidelines for Mass Deployment
WP3	Co-design of Educational Resources and Material	8 - OU	52.00	1	35	D3.1 – Report on educational activities for students D3.2 – Report on supporting material for stakeholders D3.3 – Report on training material and guidelines for teachers D3.4 – Report on the Exten.(D.T.)2 toolkit
WP4	Shaping Technologies	1 - LNU	77.70	1	39	D4.1 – Technical specifications for DT platform, LA, AR and 3D printing technologies D4.2 – DT platform, LA, AR and 3D printing technologies for DT2 (1st report) D4.3 – DT platform, LA, AR and 3D printing technologies for DT2 (2nd report)

<b>Work packages</b> <i>Grant Preparation (Work Packages screen) — Enter the info.</i>						
Work Package No	Work Package name	Lead Beneficiary	Effort (Person-Months)	Start Month	End Month	Deliverables
						D4.4 – DT platform, LA, AR and 3D printing technologies for DT2 (final report)
WP5	School Interventions	2 - NKUA	56.00	1	39	D5.1 – Report on the activities plans for school interventions D5.2 – Report on the pilot implementation D5.3 – Report on 2nd and 3rd year implementations D5.4 – Report on ALA user analysis
WP6	Professional Development	3 - UGent	55.00	1	36	D6.1 – Report on pilot PD activities D6.2 – Report on the implementations of PD activities D6.3 – OpenLearn online course
WP7	Evaluation	5 - TCD	39.60	1	39	D7.1 – Cycle 1 Evaluation Report D7.2 – Cycle 2 Evaluation Report D7.3 – Cycle 3 Evaluation Report
WP8	Dissemination, Exploitation and Impact Generation	8 - OU	22.00	1	39	D8.1 – Dissemination and Exploitation plan. D8.2 – Dissemination and Impact Report 1 D8.3 – Dissemination and Impact Report 2 D8.4 – D8.4 Policy Brief
WP9	Ethics requirements	1 - LNU	0.00	1	39	D9.1 – OEI - Requirement No. 1

## Work package WP1 – Project Management

<b>Work Package Number</b>	WP1	<b>Lead Beneficiary</b>	1 - LNU
<b>Work Package Name</b>	Project Management		
<b>Start Month</b>	1	<b>End Month</b>	39

Objectives
O1.1 To install managerial bodies and project management procedures.
O1.2 To ensure and harmonise the development of activities in all RTD and OTHER work packages.
O1.3 To facilitate communication between partners as well as with the European Commission.
O1.4 To ensure the overall project quality.

Description
<p>Work Package (WP) 1 concerns the overall management of the project and the provision and monitoring of procedures that will ensure effective and timely delivery of proposed activities.</p> <p>T1.1 Project Coordination and administration (Lead: LNU) (M1-M39)  This task concerns the following aspects of project coordination:  Ensure that the consortium agreement is signed before the project starts; Establish appropriate reporting structures and procedures for reporting within the consortium and towards the European Commission (EC); Perform strategic and day-to-day administrative and financial management of the project; Monitor project status and the fulfilment of the consortium's contractual obligations; Perform financial controlling, timely collection of audits and reporting to the EC; monitor income and expense plan execution; Ensure efficient communication within the consortium and assure effective liaison with the EC, other projects, communities and other bodies as required; Deal with ethical issues that might arise during the project; Prepare the periodic reports.</p> <p>T1.2 Monitoring of Scientific Progress (Lead: LNU; all) (M1-M39)  This task ensures the scientific quality of the project involving the following actions:  Perform strategic and day-to-day scientific and technical management of the project; Ensure the sound management of project activities and the fulfilment of project objectives; Monitor work progress in compliance with the work programme and apply remedial actions to ensure achievement of functional objectives of the WPs; Ensure the quality of the work and the deliverables; Establish the Innovation Management Strategy (IMS) by M3. The IMS will be reviewed in M9 and M15.</p> <p>T1.3 Open Access and Data Management (Lead: LNU; all) (M1-M39)  This task ensures we adhere to open access &amp; data management policy of the EU and to the General Data Protection Regulation (GDPR). Obligatory open access to scientific publications (self-archiving &amp; open access publishing when possible) as follows:</p> <ul style="list-style-type: none"> <li>• Open access to research data (taking national guidelines into consideration).</li> <li>• Research data management plan specifying a) handling of research data during/after the project, b) what data will be collected, processed/generated, c) what methodology and standards will be applied, d) whether data will be shared/made open and how, and e) how data will be curated and preserved.</li> </ul>

## Work package WP2 – The Exten.(D.T.)2 Framework

<b>Work Package Number</b>	WP2	<b>Lead Beneficiary</b>	4 - NTNU
<b>Work Package Name</b>	The Exten.(D.T.)2 Framework		
<b>Start Month</b>	1	<b>End Month</b>	35

Objectives
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O2.1. Identify Best Practices, Challenges and Requirements to enhance Design Thinking learning with Emerging Technologies in a valuable way for students', teachers' and educational stakeholders' digital literacy.

O2.2 Develop Exten.(D.T.)2 Framework to reach requirements from O2.1.

O2.3 Develop a set of Guidelines for teachers and other stakeholders to support the deployment of the Framework in different learning contexts (online & blended) and for all students.

### Description

This WP lays the foundations of the Exten.(D.T.)2 approaches built on the best available research and rooted in the challenges for supporting the digital transformation of the education ecosystem. Its target is the development of a Framework that identifies the key components, perspectives and competencies for supporting Design Thinking Learning in a resilient and inclusive way with emerging technologies.

Task 2.1 Theoretical Review (NTNU: Lead; all) (M1-M6).

This task undertakes a comprehensive review of current best practices, approaches and perspectives for integrating the project's technologies (Learning Analytics-Feedback, AR-motion sensors, 3D printing and VRbots) in STEAM and Design Education, regarding both online and blended learning contexts. The review will aim to identify best practices in pedagogical design and innovations for each technology, current trends in curricula development, frameworks or reports on necessary digital competencies for educators.

Task 2.2 Development of the Exten.(D.T.)2 Framework (NTNU: Lead; all) (M7- M35)

This task aims at the development of a holistic Framework that identifies the key components, perspectives and competencies for supporting Design Thinking Learning with emerging technologies. The Framework will take into account the inclusion of all genders, hard-to-reach populations, geographical and societal obstacles regarding the access and use of the proposed technologies. The framework's development will follow a design based, participatory-research approach including iterative consultations involving stakeholders, teachers, and students as well as evidence-based iterations reflecting findings from the implementation of pilot activities (WP5) at schools and teacher training (WP6) and their evaluation (WP7).

Task 2.3 Guidelines for mass deployment (NTNU: Lead; all) (M7-M35)

This task concerns the development of a set of guidelines for supporting the massive and inclusive deployment of the approaches described in the Framework. The guidelines will provide instructions for adapting the Framework content for online and blended learning, aiming to preserve its resilience to possible crises. They will also provide guidance for reassuring the equal and ethical inclusion of all children to the proposed activities, technologies and tools, concerning issues on ethics, data handling, gender equality (e.g., team formation, student collaboration).

## Work package WP3 – Co-design of Educational Resources and Material

<b>Work Package Number</b>	WP3	<b>Lead Beneficiary</b>	8 - OU
<b>Work Package Name</b>	Co-design of Educational Resources and Material		
<b>Start Month</b>	1	<b>End Month</b>	35

### Objectives

O3.1 Design a set of educational activities using the project technologies to support DT projects that will be developed and implemented in schools

O3.2 Design a set of training material to support the Professional Development activities that will be developed and implemented with teachers

O3.3 Develop a toolkit for supporting the Design Thinking process with the project's technologies

### Description

This WP concerns the co-design and co-development of a) educational activities about the project technologies, b) supporting material as to how to use these activities with learners, and c) teacher training material to support the design



and implementation of Digital Design Thinking activities (WP5) and Professional Development activities (WP6). The digital resources will be sustainably and freely available online, reusable, changeable, shareable and demonstrable in any digital context including the nQuire platform, usable in project partners' languages and authorable by any student, teacher or citizen. Their design will follow the 3 cycles of DBR, starting with an initial version which will be refined according to the needs and outcomes from the evaluation (WP7).

**Task 3.1. Co-design and development of educational activities using project technologies (OU: Lead; all) (M1- M24)**  
Education and technology scientists, DT researchers, and teachers will co-design a set of educational resources for supporting the school interventions (WP5) that will involve in total: a) at least 5 AR GPS-location simulation games dealing with socio-scientific issues with the game authoring tool “ChoiCo” <http://etl.ppp.uoa.gr/choico/>. ChoiCo will be extended to support geo-location features (WP4). The players will make different choices on a map setting with diverse consequences to a set of social and positivist values, enhancing empathy and immersion. In the Design Mode of ChoiCo, teachers and students can easily modify the game components creating their own game versions. b) at least 5 motion/voice-sensing classification with the game authoring tool “Sor.BET” <http://etl.ppp.uoa.gr/sorbet/>. SorBET will be extended to support motion and voice controls (WP4). In these games, players will classify falling objects in different containers

using their body, gestures or physical objects to move them around the screen. In a Design Mode, teachers and students can easily modify the game components creating their own game versions. c) At least 10 3D dynamically manipulated digital artifacts with the programmable 3D modeller “MaLT2” (<http://etl.ppp.uoa.gr/malt2/>) that will be extended with 3D printing/scanning features (WP4). These artifacts will be used as building blocks for the rapid design, printing and scanning of more complex 3D models in the Prototype and Deliver phases of the Design Thinking projects. d) At least 4 Virtual Robotics activities with the virtual robotic platform “Webot” <https://cyberbotics.com/>. Before the piloting (M9) at least 1 activity with each technology will have been developed. After the 1st cycle of evaluation and before the start of cycle 2 (M12) at least 2-3 more activities with each technology will be developed. After the 2nd cycle of evaluation and before the start of cycle 3 (M24), 2-3 more activities with each technology will be developed.

**Task 3.2. Co-design online supporting material for stakeholders (OU: Lead; all) (M12-M24)**

This task involves the development of online supporting material that will leverage the use of technologies and resources, supporting classroom implementations e.g., video tutorials, brief and extensive manuals, and guidelines for the technologies and the educational resources. The resources will be designed to address different stakeholders, e.g., students, parents, teachers, policy makers, and they will be refined after each evaluation cycle.

**Task 3.3 Co-design teacher training material (OU: Lead; all) (M9- M35)**

This task involves the collaboration of teacher trainers, education scientists and technology scientists to design and develop teacher training material, e.g. tutorials, presentations, exercises, templates/lesson plans, examples of use, videos, to support a) teacher Professional Development activities that will be implemented in WP6, and b) external teachers in implementing the Exten.(D.T.)2 activities in their courses during or after the end of the project. This task also includes the development of motivational digital narratives - stories by SIMPLE and NKUA to accompany selected games and templates-rationale for the further development and production of such stories upon production of new games (namely ChoiCo and SorBET and MaLT2 games). These narratives will contribute to the sustainability of the project outcomes since they will be available for teacher attraction and motivation after the end of the project. The stories will also be used as data and resources in the use of analytics to generate digital narratives through AI algorithms in WP4 work

**Task 3.4 Co-design an online (D.T.)2 toolkit (UGent: Lead; OU & NKUA) (M3- M30)**

Technology scientists, education scientists and teachers will co-design an online toolkit that will visualize through the metaphor of an imaginary planet how the project technologies can be used into the stages of design thinking. The toolkit will extend the existing Co-creation planet platform (<http://cocreationplanet.eu/>) originally created to coach university students during a design thinking process. The platform will be expanded with a planet that guides teachers through the different phases of the development of a digital based DT thinking intervention, using the DT methodology themselves. For every phase, i.e. planet continent, the planet will provide online tools to help teachers through the process.

## Work package WP4 – Shaping Technologies

Work Package Number	WP4	Lead Beneficiary	1 - LNU
Work Package Name	Shaping Technologies		
Start Month	1	End Month	39

Objectives
<p>O4.1 Design and develop the Exten(DT)2 Platform, and extend the nQuire functionality to integrate the project technologies and support the online implementation of the Design Thinking activities (WP5) and teacher training activities (WP6).</p> <p>O4.2 Iteratively design, develop and evaluate two complementary digital game tools enhanced with AR components, to support immersion and empathy through embodied learning.</p> <p>O4.3 Iteratively design, develop and evaluate a 3D rapid prototyping environment that will allow the programming, design and print of 3D models.</p> <p>O4.4 Design and develop an Authorable Learning Analytics and feedback component and a dashboard for supporting the monitoring, evaluation and assessment of digital Design Thinking projects.</p>
Description
<p>This is the main technology development WP aiming to design and develop the Exten(DT)2 platform and extend well-established and widely used digital educational solutions with emerging technologies for the digital enhancement and transformation of Design Thinking learning. The aim is to support students develop both design thinking and computational thinking skills while they will be using these technologies to empathize, brainstorm, ideate, prototype, test and deliver solutions to STEAM and wicked socio-scientific problems.</p> <p>Task 4.1 – Design and develop the Exten(DT)2 platform and extend the nQuire platform (LNU: Lead; SIMPLE &amp; OU) (M1-M39)</p> <p>This task includes the design and development of a new digital platform. The Exten(DT)2 Platform will be a digital ecosystem to support the sustainability and reusability of already developed learning tools and environments. The Exten(DT)2 platform will be web-based, scalable, and flexible. It will support the integration of web-based technologies and ensure interoperability among diverse components. The award-winning web-based open-access nQuire platform (<a href="http://www.nquire.org.uk">www.nquire.org.uk</a>), will be extended to support DT approaches and enable digital transformation of learning. Deployment of existing functionality: Image data collection is already supported by nQuire and will be used to collect artefact images such as 3D printings for discussion and reflection. The platform functionality also supports text-based entries/comments on contributions, allowing citizens to share and discuss ideas, questions, proposed solutions etc. Design of new functionality: the platform will be significantly extended to support: a) Geo-coded (single and multiple) data upload and dynamic map visualisation of data alongside searchable metadata (e.g., filtering, categorisation of comments) that will take advantage of the context within which data are collected. B) Game-based decision making – outputs from game apps (ChoiCo, SorBET) will be uploaded to nQuire. C) The nQuire platform along with new and existing functionality will offer capabilities for interactions between stakeholders (teachers, students, local communities, scientists etc.) of diverse ages while providing stand-alone capabilities.</p> <p>Task 4.2 – Extend ChoiCo and SorBET game applications with AR components (NKUA: Lead; LNU &amp; NTNU) (M1-M39)</p> <p>This task involves the extension of two existing web-based game authoring tools, developed by NKUA-ETL, with AR features, aiming to enhance immersion, empathy and embodied learning. A) The ChoiCo environment (<a href="http://etl.ppp.uoa.gr/choico/">http://etl.ppp.uoa.gr/choico/</a>) will be extended to support geolocation and google maps features, enabling the design and play of GPS location simulation games. In ChoiCo games the players are engaged with decision making between choices with contradicting consequences to a set of social and positivist values (Kynigos &amp; Grizioti, 2020). It has been widely used in Greek education, embedded also in the official digital books of the Ministry of education. With the geolocation extension the learners will be able to visit certain places in their city to reveal available game choices, see their consequences and decide whether to select them or not. In M33-M39 ChoiCo's extended functionalities will be fine-tuned based on the reports from Year 3 interventions. In addition the empirical studies implemented during M36-M39 will enable further time to study issues and opportunities of the new functionalities of the extended version that were used only on Year 3, such as air quality data. B) The SorBET environment (<a href="http://etl.ppp.uoa.gr/sorbet/">http://etl.ppp.uoa.gr/sorbet/</a>) will be extended with motion and speech recognition functionalities allowing the players to use their bodies, gestures, voice or any physical objects for controlling the game interface, in any device that has a camera and a mic. The aim is to enhance immersion with the game concepts through embodied learning. Both game design environments will integrate high-level computational affordances, to enable game modifications by the end-user (student, teacher, scientist). ChoiCo and SorBET extension will start from existing technologies aiming to reach Technology Readiness Levels TRL4 by M12 and TRL8 by end of project. The process of design will follow the project design cycles, i.e., M3-6 (prototype), M9-15 (pilot), M18-30 (outreach). In M33-M39 SorBET's extended functionalities will be fine-tuned based on the reports from Year 3 interventions. In addition the empirical studies that will be implemented during M36-M39 will allow us to further study</p>

issues and opportunities of the new functionalities of the extended version that were used only on Year 3 interventions, such as voice recognition.

**Task 4.3 – Extend MaLT2 programmable modeler with 3D printing/scanning technologies (LNU Lead; NKUA, SIMPLE ) (M1- M39)**

This task involves the design and development of a library for MaLT2 environment (<http://etl.ppp.uoa.gr/malt2/?DnaInstance>) that will allow the user to print/scan digital models with 3D printing/scanning devices. MaLT2 is a web-based open-source application, developed by NKUA-ETL, that allows the programming of 3D, dynamically manipulated models with a high-level programming language. It is widely used by Greek secondary education teachers, with more than 200 MaLT2 activities being available in the National Learning Object Repository of the Ministry of Education. It has also been integrated in the Greek math curriculum. MaLT2 has more than 20.000 new users per year according to google analytics. The extended version of MaLT aims to reach TRL4 by M12 and TRL8 by the end of the project. The process of design will follow the project cycles, i.e. M3-6 (prototype), M9-15 (pilot), M18-30 (outreach). In M33-M39 MaLT2's extended functionalities will be fine-tuned based on the reports form Year 3 interventions. In addition the empirical studies that will be implemented the period M36-M39 will allow us to further study issues and opportunities of the new functionalities of the extended version with limited usage in Year 3 interventions, such as 3D scanning.

**Task 4.4. Extend learning tools to capture and generate data for analysis (M1-M6) (LNU Lead; NKUA, NTNU, OU & SIMPLE)**

This task involves the extension of the educational tools that will be used in the DT activities, i.e. AR games, MaLT2 3D modeler, Virtual Robots applications and nQuire platform, to capture and generate data of student activity that will be sent to the Learning Analytics component for further analysis and visualization. Part of this task is to decide which data are meaningful for demonstrating students' learning processes while working with each tool and in what type they will be captured and sent for analysis.

**Task 4.5 – Development of an Authorable Learning Analytics and Adaptive Feedback component for DT constructionist activities (SIMPLE Lead; LNU, NKUA, NTNU & OU) (M3-M39)**

The Authorable Learning Analytics (ALA) component will gather data of student activity generated from the project's educational tools (Task 4.4.) The component will integrate high-level authoring tools e.g. block-based programming and UI tools, that will enable teachers and other non-expert users to author i) which data to be captured for a learning activity, and ii) when to provide feedback and what feedback for each activity, aiming to enhance students' engagement with the Design Thinking stages e.g. feedback on how they may increase their empathy or improve the reusability of their prototype as they use the relevant technologies. Teachers' customizations will be stored by the system, allowing for further analysis on teacher preferences, perceptions or possible biases on the learning process. The ALA development will be based on partners previous work and experience on authorable feedback systems for exploratory environments (Mavrikis & Karkalas, 2017). The development will follow on the development of the other project technologies (Tasks 4.1-4.4), i.e. take place in two cycles, M9-15 (pilot) and M18-30 (outreach) and they will be revised accordingly after the evaluation of student and teacher interventions (WP5, WP6 and WP7). In M35-M39 the ALA component will be further refined based on feedback form Year 3 interventions. The aim is to have reached TRL4 by M20 and TRL8 by the end of the project (M39).

**Task 4.6 Development of a customizable Dashboard (LNU Lead; NTNU, NKUA & OU) (M3- M39)**

The dashboard will visualize the collected data in meaningful and useful ways for different stakeholders, e.g. teachers, scientists and students. It will allow teachers and students to select the most suitable visualizations for learning activity and to make notes and annotations on the data e.g., indicating what they consider as a good teacher progress or a good practice, promoting equal and inclusive access to the data visualization and analysis. The development will follow the participatory design cycles of the whole project i.e. take place in two cycles, M9-15 (pilot) and M18-30 (outreach) and it will be revised accordingly after the evaluation and feedback by students and teachers (WP5, Task 5.4). The aim for the dashboard is to have reached TRL4 by M20 and TRL8 by the end of the project (M39). There will be an additional dashboard refinement and evaluation cycle (M35-M39) after receiving feedback from Year 3 school interventions.

## Work package WP5 – School Interventions

<b>Work Package Number</b>	WP5	<b>Lead Beneficiary</b>	2 - NKUA
<b>Work Package Name</b>	School Interventions		
<b>Start Month</b>	1	<b>End Month</b>	39

Objectives
<p>O5.1 To co-design, with teachers, industry, policy-makers and scientists, Digital-based Design Thinking interventions that deal with real-world problems.</p> <p>O5.2 To implement O5.1. interventions in school settings and generate data for evaluation (WP7).</p> <p>O5.3 To evaluate with teachers and students the ALA and Dashboard components.</p>
Description
<p>This WP concerns the iterative design and implementation of digital-based Design Thinking interventions with students that will provide evidence on the effectiveness of the project's approach and technologies. Following the design-based research methodology, the interventions will undergo three cycles of iteration, informing both the design of the tools (WP4), the framework (WP2) and the educational resources (WP3). The interventions will have the form of co-creation projects in which student groups will follow the Design Thinking stages for creating a feasible solution to a socio-scientific problem. The educational resources developed in WP2, i.e. Augmented games, coding of 3D models and 3D printing will be incorporated into the different DT stages. The nQuire platform will be the online space for hosting and organizing the activities, providing the necessary tools for collaboration, communication and distant interaction between students (e.g. with nQuire's image data collection feature students will be able to easily scan and upload their 3D printed artifacts, compare them with others from around the world, find similar ones).</p> <p><b>Task 5.1 Design Exten.(D.T.)2 interventions for schools (NKUA: Lead; all) (M3-M24)</b>  In this task scientists will collaborate with teachers, industry partners and policy-makers to co-design Design Thinking cases that will concern current real-world issues and wicked problems, such as recycling, ecological footprint, biodiversity and migration. They will further design the interventions for implementing the cases in schools utilizing the Exten.(D.T.)2 educational resources (WP3) and technologies (WP4).</p> <p><b>Task 5.2 Pilot intervention in schools (NKUA: Lead; all) (M6-M12)</b>  This task concerns the implementation of pilot interventions (Task 5.1.) by 1-2 partners in a school setting. It will engage a small number of students (~100 students) for the initial testing of Exten.(D.T.)2 technologies (WP4) and resources (WP3). The pilot study will provide data for analysis to WP7 (evaluation).</p> <p><b>Task 5.3 Second and Third Cycle interventions in schools (NKUA: Lead; all) (M12-M39)</b>  This task concerns the iterative implementation of the Exten.(D.T.)2 interventions in a web of schools and the collection of data for the evaluation WP (WP7). The second cycle (M 9-15) will involve 20-25 schools and 500-700 participant students (~25-30 students/school). The third cycle (M18-30) will reach a larger number of schools (40-50) and participant students (1000-1300). The schools will be reached from schools/school networks already collaborating with the partners such as Fagraböckskolan School and Norregårdskolan in Sweden, the 2nd Experimental Junior High School in Greece, school network Panta Rhei in Ghent, Drimnagh Castle Secondary School in Ireland. More schools can also be drawn from the pool of 1200+ in the Open Schools for Open Societies (OSOS, <a href="http://www.openschools.eu">www.openschools.eu</a>) network. In M37-M39 NKUA and SIMPLE will conduct a series of focused, small-scale empirical interventions within the already established network of some of the schools, allowing for consolidation and refinement of evaluation results.</p> <p><b>Task 5.4 Informing the design and testing of the LA and the Adaptive Feedback feature for learner input (NKUA: Lead; all) (M6-M39)</b>  In this task, researchers will engage with teachers and students to inform and test the learning analytics and adaptive feedback components (WP4). The overall process aims at actively involving teachers and students in the design process of the AI algorithm. Teachers and students will make suggestions for the features of the LA, feedback and dashboard components i.e. the set of data to be collected from each technology, the type of visualization on the dashboard, the authoring tools for feedback and data collection, concerning a) usability and accessibility issues and b) added value for the learning process during the DT projects. This process will follow a participatory design method, starting from the involvement of a small number of teachers and students in the first year for the initial design (10-15), following 50-60 in the second year and reaching 200 in the third year. Their suggestions will inform the project evaluation (WP7) and the iterative design of the ALA and dashboard systems (WP4, tasks 4.5-4.6).</p>

## Work package WP6 – Professional Development

Work Package Number	WP6	Lead Beneficiary	3 - UGent
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<b>Work Package Name</b>	Professional Development		
<b>Start Month</b>	1	<b>End Month</b>	36

<b>Objectives</b>
O6.1. Iterative design of pre- and in- service Professional Development activities for established teacher training
O6.2. Implement Professional Development activities in three cycles; from pilot to wide scale
O6.3. Design and develop online PD courses, available to all teachers for support and self-training

<b>Description</b>
<p>This WP concerns the support and professional development of teachers and teacher trainers towards the transformation of their roles in the digital transition of education.</p> <p>This will be done in two levels: 1) Formal synchronous training: injecting established professional development initiatives (e.g. existing courses) with training on the project technologies and approach. This level will provide accreditation through official credentials. 2) Informal wide training: devising and developing new open courses and short training sessions that will be available online targeting a wider audience. This level will not provide official accreditation but it will be appropriate for introducing any teacher to the main concepts, technologies and necessary skills of Exten.D.T.)2 approach.</p> <p>Task 6.1 Design of Professional Development activities (UGent: Lead; NKUA, OU &amp; TCD) (M3-M12)</p> <p>This task involves the development of a learning module that provides pre- end in-service teachers the necessary tools for developing and organizing a design thinking project involving digital tools. The development of the module will be based on the expertise of the project partners who already apply the design thinking methodology in existing higher education courses or PD activities. The result of this task is a methodology for teachers to design DT digital based interventions for secondary education, addressing wicked problems and 21st century skills, supported by a digital dashboard to monitor the progress of the students. The PD activities will utilize the resources and toolkit designed in WP3.</p> <p>Task 6.2. Three-cycle implementation of Professional Development activities (UGent: Lead; all) (M6-M34)</p> <p>This task involves the implementation of PD activities designed in task 6.1. in three cycles. The activities will be implemented in existing courses and training programs for in-service and pre-service teachers by 3 partners (UGent, NKUA, TCD) expecting to train 250-300 teachers in total. In year 1 there will be a piloting implementation in 2 courses (UGent &amp; NKUA) with 30-50 teachers that will lead to evaluation and refinement of the PD activities (Task 6.1). In year 2 there will be a larger PD implementation targeting 80-100 teachers (in- and pre-service), while in the 3rd year there will be a wide-scale PD implementation, targeting 150-200 teachers. Participants who complete the PD programme will be accredited with the Europass Digital Credential (EDCI), evidencing their participation in their course, supporting professional development practices, and contributing to employability demands. The implementation of PD activities will provide data to WP7 (evaluation) for identifying factors (barriers, opportunities, risks, accessibility issues) influencing the integration of emerging technologies in design thinking methodology by teachers.</p> <p>Task 6.3. Design and development of open online courses (OU:Lead; UGent, NKUA) (M24-M36)</p> <p>This task concerns the development of an OU Open Learn (<a href="http://www.open.edu/openlearn/">www.open.edu/openlearn/</a>) free, online course for teachers and interested stakeholders (e.g. parents, informal learning organizations, teacher trainers) to access during or after the project. This free course will concern lectures on the project's outcomes (e.g. Framework, technologies, DT cases) and sharing of insights from the process of design, implementation and evaluation that will enable stakeholders to access at their own pace, at any given time and any location. The OpenLearn course will provide a statement of participation and badges to all enrolled learners. During the project we expect at least 500 teachers and/or teacher trainers to take this course.</p>

## Work package WP7 – Evaluation

<b>Work Package Number</b>	WP7	<b>Lead Beneficiary</b>	5 - TCD
<b>Work Package Name</b>	Evaluation		
<b>Start Month</b>	1	<b>End Month</b>	39

Objectives
<p>O.7.1 To design an evaluation framework and tools for Exten.(D.T.)2 activities.</p> <p>O.7.2 To conduct an evaluation of Exten.(D.T.)2 tools and activities in schools.</p> <p>O.7.3 To provide an evidence base for further developments of the final project outputs.</p> <p>O.7.4 To identify good practice.</p> <p>O.7.5 To develop a critical understanding of the potential, opportunities, barriers, accessibility issues and risks of using emerging technologies for teaching and learning using Design Thinking, from multiple perspectives.</p>
Description
<p>The Exten.(D.T.)2 evaluation provides evidence for the development and refinement of tools and activities in WP2, 3, 4, 5 and 6; as used and implemented by teachers in the project. It uses a participatory-design approach to engage stakeholders who are the main users of the evaluation results (teachers, pedagogic partners and technical partners), but who will also conduct aspects of the evaluation, from the outset. Given the vision and objectives of Exten.(D.T.)2, there is no existing, standardised method to be applied and therefore a combination of approaches is used and developed. The evaluation will include quantitative and qualitative data from the needs analysis, planning and co-creation of tools and activities with stakeholders (WP 3, 4, 5 &amp; 6); professional development activities with teachers (WP 6); and classroom implementations with students (WP5), taking place in each country. Results of the evaluation will inform subsequent cycles of the DBR for WP 3, 4, 5 and 6 as well as the development of the Exten.(D.T.)2 framework (WP 2). The results will also form an evidence base and provide good practice exemplars for teachers, educational leaders, teacher training institutions, researchers and policy makers (WP 6 &amp; 8).</p> <p><b>Task 7.1: Development of Cycle 1 Evaluation Toolkit (TCD lead; all); (M1-M6)</b>  In Cycle 1, the evaluation takes an in-depth look at the implementation of Exten.(D.T.)2 tools and activities, considering the integration of technology, pedagogy and subject domain; with the purpose of informing the development of other WPs (2, 3, 4, 5 &amp; 6) in Cycle 2. The evaluation uses an exploratory case study approach, which allows the researchers to pilot and evaluate innovative pedagogic practice, professional development and technologies with QUAL+quant data collection instruments (including semi-structured interviews, observations, artefacts of teaching and learning and short surveys) developed by the project team to meet the needs of each WP and local contexts. The toolkit includes data collection instruments and guides, as well as data analysis guides and reporting templates.</p> <p><b>Task 7.2: Literature Review (TCD lead; LNU, NKUA &amp; UGent); (M7-M34)</b>  A systematic review of the latest instruments for the assessment of 21st Century Skills, Digital Competencies and Design Thinking will be undertaken to inform the co-design and development of data collection instruments for use in the teacher's evaluation toolkit (Task 7.3), surveys (Task 7.4) and Learning Analytics platform (WP4, Task 4). It will also inform the development of teacher PD resources and dissemination materials (WP6 and 8) and framework (WP2). It will be regularly updated throughout the project lifetime to ensure the integration of evidence informed good practice and innovation.</p> <p><b>Task 7.3: Teacher's Evaluation Toolkit (TCD lead; NKUA &amp; UGent); (M13-M30)</b>  The teacher's evaluation tool will be co-produced with teachers and expert partners at the start of Cycle 2; implemented and developed based on teacher and partner feedback; and then used at scale in Cycle 3 and as part of the teacher professional development resources (WP6). It will be designed to: meet the needs of teachers who need evidence of learning; meet the needs of researchers to understand the practical realities of using Exten.(D.T.)2 tools and activities in the classroom (WP5); and to be manageable and achievable by busy teachers, inexperienced in research evaluation. Data collection instruments will include short surveys and assessment tools, student voice activities, reflection guides and suggested artefacts of learning. They will be accompanied by an easy-to-follow guide to analysis and template reports. The main users of the toolkit and resulting reports will be the teachers themselves and so an ongoing co-production process which places teachers at the centre, is key to this task's success.</p> <p><b>Task 7.4 Survey Development (TCD &amp; NKUA); (M13-M30)</b>  To evaluate Exten.(D.T.)2 tools and activities at scale, in cycle 3 the evaluation primarily draws on quantitative data collected by the Learning Analytics Platform (WP4) and short surveys completed by students and teachers. Informed by the results of the cycle 1 evaluation (T7.1) and literature review (T.7.2), surveys for teachers participating in professional development activities (WP6) and surveys for teachers and students using Exten.(D.T.)2 tools and activities in the classroom (WP5), will be developed.</p>



**Task 7.5 Development of Cycle 2 and Cycle 3 Toolkits (TCD & NTNU); (M13-M26)**

Responding to insights from Cycle 1, a series of instrumental case studies are designed, drawing on qualitative and increasingly quantitative data sets. The toolkit brings this together with the teacher's evaluation (T.7.3) and survey pilot (T.7.4). Along with the data collection from the emerging Learning Analytics system, the Cycle 2 toolkit will provide a suite of quantitative and qualitative evaluation tools and guides which support teachers, researchers and developers. Following validation of the data collection instruments in Cycle 2 and with feedback from stakeholders, the final Cycle 3 evaluation kit will focus on quantitative instruments to gather data at scale.

**Task 7.6 Evaluation of activities and tools (TCD lead; all); (M7-M39)**

Integrated into each activity (WP5&6) the evaluation toolkit will be used to collect data at each site. The partners are responsible for conducting the evaluations in their countries and providing the WP leader with anonymised data in English ready for analysis.

**Task 7.7 Evaluation data analysis and reporting (TCD lead; all); (M7-M39)**

Beginning with constant comparative analysis of data from Cycle 1, through to the statistical analysis of surveys in Cycle 3; the analysis and synthesis of data collected from T.7.6, along with accompanying short reports will be an ongoing task. A clear and concise evaluation report will guide the partners and teachers in their development of improved content, tools and approaches (WP2, 3, 4, 5 & 6). Using sociological lenses, the results will be problematized to ensure a critical understanding of the potential, opportunities, barriers, accessibility issues and risks of using emerging technologies for teaching and learning using Design Thinking is developed and used to inform the framework development (WP2) and dissemination tasks (WP8). It will include analysis and reporting of the focused empirical work carried out in M37-39 with a focus on the evaluation of the extended technologies, the analytics dashboard and the consolidation of the project results.

## Work package WP8 – Dissemination, Exploitation and Impact Generation

<b>Work Package Number</b>	WP8	<b>Lead Beneficiary</b>	8 - OU
<b>Work Package Name</b>	Dissemination, Exploitation and Impact Generation		
<b>Start Month</b>	1	<b>End Month</b>	39

**Objectives**

O8.1 Develop a dissemination and exploitation plan.

O8.2 Develop the project website, social media presence, newsletters.

O8.3 Develop an OpenLearn online course for dissemination and exploitation.

O8.4 Produce conference and journal publications including a policy report.

O8.5 Ensure wide participation and student and teacher engagement with the DT projects.

O8.6 Ensure the sustainability of the project through the AI dashboard, and associated tools.

**Description**

This WP aims to ensure that project activities and outcomes will be effectively disseminated during the project period and exploitation will be achieved by the end of the project, by engaging more young people and teachers with designed activities as well as other organisations such as educational policy makers in using the proposed tools, materials and approach.

**T8.1 Dissemination and exploitation activities (M1-M39)**

During the first six months of the project, the exploitation and dissemination plan will be finalized. The goal is to identify the optimal targets and the bestsuited mechanisms for an efficient dissemination of the activities of the project. In particular, (a) how to engage students and teachers to participate in the different DT projects, and (b) how to monitor their activities in an optimal manner and allow participants the possibility of involvement in the research process at the level they desire. The interactive project website is the central element in dissemination. It will be an open access webpage, containing all relevant information about the project and incorporating the usual tools to share information

between the partners and participants (wiki, forum, etc.). It will be connected to nQuire and Open Learn course. It will give access to publications produced by the project and a link to the tools and activities of the project. Translations to the languages of the EU will be open to volunteer contributions through the pybossa platform (pybossa.scientize.eu), hosted by Ibercivis. The project media presence (e.g., Twitter, Facebook) and project newsletter will be established and circulated every 3 months to contacts in partner organisations and beyond. Branding and project identity are particularly important to provide a common image and an easier impact and credibility: Project templates, brochures, etc. will be developed during the first six months of the project. All materials will be gender-inclusive (gender balance in images or case studies used). In addition, the project will develop an OU Open Learn (www.open.edu/openlearn/) free, online course for the dissemination and exploitation of project outcomes beyond the project duration. This free course will facilitate sharing of insights from the process of design, implementation and evaluation that will enable teachers, access at their own pace, at any given time and any location beyond/after the project completion. The OpenLearn course will provide a statement of participation and badges to all enrolled learners, evidencing their participation in their course, supporting professional development practices, and contributing to employability demands. A number of activities will ensure exploitation of DT approach and associated technologies beyond the project duration and for 4 years after the finalization of the project: a) project website maintenance, b) DT activities and relevant tools, c) OpenLearn course promoted further through other technology-related learning projects, d) Further publications will be developed beyond the project period.

Exten. D.T.)2 cluster experience-exchange events in Task 8.1: Two common events (one on-line and one physical) will be organised twice a year, for knowledge and experience exchange related to emerging technologies for education, and to which members of the other two Horizon Europe projects common to this cluster will be invited. It is proposed that already during October 30th-31st 2022 we organise a physical event at LNU (campus Växjö) in connection to a regional conference we have every year within the field of ICT for teaching and learning for teachers (before COVID-19 500 teachers would gather for this event). For 2022, we expect to gather 300 teachers from the south of Sweden. A second physical gathering is proposed in Brussels during summer 2024, while the last one may be organised in the UK (London), in connection with the BETT show at the beginning of 2025. Separate two-hour meetings will be organised alongside these events for project partners to share insights from their work and learn from each others' experiences. The on-line meetings may be organised once a year (two-hours duration) as a research seminar in which each project gives a 30-minute presentation on the on-going research at each project, followed by a 30-minute discussion.

Common scientific cluster activities:

Spring 2023, organisation of a common workshop coordinated by representatives of the 3 projects in the context of EC-TEL 2023.

Spring 2023, organisation of a common workshop coordinated by representatives of the 3 projects in the context of ICSL/CSCL 2024.

Spring/Summer 2024, organisation of a common workshop coordinated by representatives of the 3 projects in the context of IDC (Interaction Design for Children) 2024.

Autumn 2023, a special issue will be proposed to IEEE-TLT or Computer & Education on the topic of Emerging technologies for education: current challenges, threats and opportunities.

A panel discussion or a workshop at the ECSITE conference or leveraging other activities of this network. For example, a panel where we discuss the results after the end of the projects (possibly in 2025) or mid-project to discuss and receive input for future directions. <https://www.ecsite.eu/conference>

## T8.2 Engagement activities (M7-M39)

Different partners in the consortium have extensive experience of working with school networks such as the OSOS network, which can provide us with a large pool of students and teachers to reach and engage with in our studies across Europe. The design of the free OpenLearn course will also ensure that any educator or researcher can learn about the DT approach and associated tools. A frequent issue arising with volunteers from several countries relates to language barriers for communication. In Exten.(D.T.)2 this will be dealt with by using the Pybossa platform that enables translation of materials. Another core issue of Exten.(D.T.)2 is engaging and sustaining participation of teachers and students with the project activities. This issue will be addressed through frequent and efficient feedback and communication between students, teachers and scientists. Existing work on nQuire showed that the development of an online community around proposed activities can be achieved through systematic engagement of experts in the community' activities, by raising questions, posting comments, answering volunteers' questions and helping with the task identification. Also, the project is structured upon principles of participatory DBR that can facilitate and sustain engagement, as the codesign process will give participants 'ownership' and the possibility to define and determine personally meaningful activities and goals. To maintain constant communication between students, teachers and scientists: 1) periodic twitter/facebook chat sessions where volunteers and scientists will have the chance to discuss in real time different topics will be organised, 2) a discussion forum on the project web page will support asynchronous discussions and communication, and 3) communication features on the nQuire platform will enable discussion about the DT projects and provide constant support by scientists.



In M37-M39 there will be organised outreach activities targeted at teachers in Sweden and Greece. In Greece, this outreach will align with an ongoing large-scale professional development initiative led by the Ministry of Education, maximizing impact and engagement. In Sweden, this outreach activity will be held during the Digital Competence Day for Teachers (13th edition) at LNU in late October, attracting over 400 regional teachers to explore the latest developments in ICT and learning.

T8.3 Production of conference and journal publications, including a policy brief (M19-M39).

This task includes dissemination activities in particular, production of 3 conference papers (and presentations) per year (n=9), at least one journal paper per year (n=3) published Gold open access; the rest of them will be green access through institutional repositories such as the OU ORO (<http://oro.open.ac.uk>) - and a report with policy recommendations emerging from the project and shared with policy contacts across Europe.

Exten.D.T.2 will liaise with the other two Horizon Europe-funded projects in this cluster throughout the project (see planned events above) and consult on planning with regard to a policy brief.

Towards the end of the project, each partner will invite to a meeting the relevant policy bodies/agencies in their country, presenting the results of Exten.(D.T.)2 and a policy document.

As a consortium, Exten.(D.T.)2 will reach out to policy-related bodies at the European Commission, e.g., the Joint Research Centre - European Commission (Sevilla) or in Brussels, to consult on the policy ramifications of Exten.(D.T.)2. The additional important small-scale, focused empirical work proposed in M37 to test the technical readiness level of the analytics dashboard and AR technologies, within the already established network of some of the school will allow for further consolidation and refinement of evaluation results which will be included in the policy brief.

## Work package WP9 – Ethics requirements

<b>Work Package Number</b>	WP9	<b>Lead Beneficiary</b>	1 - LNU
<b>Work Package Name</b>	Ethics requirements		
<b>Start Month</b>	1	<b>End Month</b>	39

### Objectives

The objective is to ensure compliance with the 'ethics requirements' set out in this work package.

### Description

This work package sets out the 'ethics requirements' that the project must comply with.

## STAFF EFFORT

<b>Staff effort per participant</b> <i>Grant Preparation (Work packages - Effort screen) — Enter the info.</i>										
Participant	WP1	WP2	WP3	WP4	WP5	WP6	WP7	WP8	WP9	Total Person-Months
1 - LNU	18.00	4.00	4.00	20.00	8.00	8.00	4.00	3.00		69.00
2 - NKUA	1.00	6.00	9.00	24.00	15.00	12.00	6.00	5.00		78.00
3 - UGent	1.00	6.00	10.00	0.50	9.00	17.00	6.00	4.00		53.50
4 - NTNU	1.00	16.00	8.00	8.00	8.00	8.00	6.00	3.00		58.00
5 - TCD	1.00	4.00	2.00	2.00	5.00	3.00	12.00	1.00		30.00
6 - Simple			3.00	12.00	3.00					18.00
7 - UCL				1.20			0.60			1.80
8 - OU	1.00	6.00	16.00	10.00	8.00	7.00	5.00	6.00		59.00
<b>Total Person-Months</b>	23.00	42.00	52.00	77.70	56.00	55.00	39.60	22.00	0.00	367.30

## LIST OF DELIVERABLES

<b>Deliverables</b> <i>Grant Preparation (Deliverables screen) — Enter the info.</i> <i>The labels used mean:</i> <i>Public — fully open (🚩 automatically posted online)</i> <i>Sensitive — limited under the conditions of the Grant Agreement</i> <i>EU classified —RESTREINT-UE/EU-RESTRICTED, CONFIDENTIEL-UE/EU-CONFIDENTIAL, SECRET-UE/EU-SECRET under Decision <a href="#">2015/444</a></i>						
Deliverable No	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month)
D1.1	Project Handbook	WP1	1 - LNU	R — Document, report	PU - Public	3
D1.2	Initial Data Management Plan	WP1	1 - LNU	R — Document, report	PU - Public	6
D1.3	Updated Data Management plan	WP1	1 - LNU	R — Document, report	PU - Public	18
D1.4	Final Data Management Plan	WP1	1 - LNU	R — Document, report	PU - Public	39
D1.5	D9.1 Initial Ethics Board Report	WP1	5 - TCD	R — Document, report	PU - Public	8
D1.6	D9.2 Reporting Period 1 - Ethics Board Report	WP1	5 - TCD	R — Document, report	PU - Public	18
D1.7	D9.2 Reporting Period 2 - Ethics Board Report	WP1	5 - TCD	R — Document, report	PU - Public	39
D2.1	Report on the Theoretical Review	WP2	4 - NTNU	R — Document, report	PU - Public	6
D2.2	The Exten.(D.T.)2 Framework	WP2	4 - NTNU	R — Document, report	PU - Public	9
D2.3	Guidelines for Mass Deployment	WP2	4 - NTNU	DEC —Websites, patent filings, videos, etc	PU - Public	9
D3.1	Report on educational activities for students	WP3	8 - OU	R — Document, report	PU - Public	9
D3.2	Report on supporting material for stakeholders	WP3	8 - OU	R — Document, report	PU - Public	12

**Deliverables**

*Grant Preparation (Deliverables screen) — Enter the info.*

*The labels used mean:*

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*Sensitive — limited under the conditions of the Grant Agreement*

*EU classified — RESTREINT-UE/EU-RESTRICTED, CONFIDENTIEL-UE/EU-CONFIDENTIAL, SECRET-UE/EU-SECRET under Decision [2015/444](#)*

Deliverable No	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month)
D3.3	Report on training material and guidelines for teachers	WP3	8 - OU	R — Document, report	PU - Public	12
D3.4	Report on the Exten.(D.T.)2 toolkit	WP3	3 - UGent	R — Document, report	PU - Public	24
D4.1	Technical specifications for DT platform, LA, AR and 3D printing technologies	WP4	1 - LNU	R — Document, report	PU - Public	6
D4.2	DT platform, LA, AR and 3D printing technologies for DT2 (1st report)	WP4	1 - LNU	R — Document, report	PU - Public	12
D4.3	DT platform, LA, AR and 3D printing technologies for DT2 (2nd report)	WP4	1 - LNU	R — Document, report	PU - Public	25
D4.4	DT platform, LA, AR and 3D printing technologies for DT2 (final report)	WP4	1 - LNU	R — Document, report	PU - Public	39
D5.1	Report on the activities plans for school interventions	WP5	2 - NKUA	R — Document, report	PU - Public	6
D5.2	Report on the pilot implementation	WP5	2 - NKUA	R — Document, report	PU - Public	12
D5.3	Report on 2nd and 3rd year implementations	WP5	2 - NKUA	R — Document, report	PU - Public	24
D5.4	Report on ALA user analysis	WP5	2 - NKUA	R — Document, report	PU - Public	24
D6.1	Report on pilot PD activities	WP6	3 - UGent	R — Document, report	PU - Public	12
D6.2	Report on the implementations of PD activities	WP6	3 - UGent	R — Document, report	PU - Public	24

**Deliverables**

Grant Preparation (Deliverables screen) — Enter the info.

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Deliverable No	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month)
D6.3	OpenLearn online course	WP6	8 - OU	DEC — Websites, patent filings, videos, etc	PU - Public	30
D7.1	Cycle 1 Evaluation Report	WP7	5 - TCD	R — Document, report	PU - Public	12
D7.2	Cycle 2 Evaluation Report	WP7	5 - TCD	R — Document, report	PU - Public	25
D7.3	Cycle 3 Evaluation Report	WP7	5 - TCD	R — Document, report	PU - Public	39
D8.1	Dissemination and Exploitation plan.	WP8	8 - OU	R — Document, report	PU - Public	6
D8.2	Dissemination and Impact Report 1	WP8	8 - OU	R — Document, report	PU - Public	18
D8.3	Dissemination and Impact Report 2	WP8	8 - OU	R — Document, report	PU - Public	39
D8.4	D8.4 Policy Brief	WP8	1 - LNU	R — Document, report	PU - Public	39
D9.1	OEI - Requirement No. 1	WP9	1 - LNU	ETHICS	SEN - Sensitive	6

**Deliverable D1.1 – Project Handbook**

<b>Deliverable Number</b>	D1.1	<b>Lead Beneficiary</b>	1 - LNU
<b>Deliverable Name</b>	Project Handbook		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	PU - Public
<b>Due Date (month)</b>	3	<b>Work Package No</b>	WP1

Description
Presents the rules and organisation of the project for the consortium.

**Deliverable D1.2 – Initial Data Management Plan**

<b>Deliverable Number</b>	D1.2	<b>Lead Beneficiary</b>	1 - LNU
<b>Deliverable Name</b>	Initial Data Management Plan		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	PU - Public
<b>Due Date (month)</b>	6	<b>Work Package No</b>	WP1

Description
Presents the plan for managing the data generated and collected according to specifications in the Extension of the Open Research Data Pilot in Horizon 2020.

**Deliverable D1.3 – Updated Data Management plan**

<b>Deliverable Number</b>	D1.3	<b>Lead Beneficiary</b>	1 - LNU
<b>Deliverable Name</b>	Updated Data Management plan		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	PU - Public
<b>Due Date (month)</b>	18	<b>Work Package No</b>	WP1

Description
Presents the plan for managing the data generated and collected according to specifications in the Extension of the Open Research Data Pilot in Horizon 2020.

**Deliverable D1.4 – Final Data Management Plan**

<b>Deliverable Number</b>	D1.4	<b>Lead Beneficiary</b>	1 - LNU
<b>Deliverable Name</b>	Final Data Management Plan		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	PU - Public
<b>Due Date (month)</b>	39	<b>Work Package No</b>	WP1

Description
Presents the plan for managing the data generated and collected according to specifications in the Extension of the Open Research Data Pilot in Horizon.

**Deliverable D1.5 – D9.1 Initial Ethics Board Report**

<b>Deliverable Number</b>	D1.5	<b>Lead Beneficiary</b>	5 - TCD
<b>Deliverable Name</b>	D9.1 Initial Ethics Board Report		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	PU - Public
<b>Due Date (month)</b>	8	<b>Work Package No</b>	WP1

Description
Ethics Requirement: Initial Ethics Board Report

**Deliverable D1.6 – D9.2 Reporting Period 1 - Ethics Board Report**

<b>Deliverable Number</b>	D1.6	<b>Lead Beneficiary</b>	5 - TCD
<b>Deliverable Name</b>	D9.2 Reporting Period 1 - Ethics Board Report		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	PU - Public
<b>Due Date (month)</b>	18	<b>Work Package No</b>	WP1

Description
Ethics Requirement: Reporting Period 1 - Ethics Board Report

**Deliverable D1.7 – D9.2 Reporting Period 2 - Ethics Board Report**

<b>Deliverable Number</b>	D1.7	<b>Lead Beneficiary</b>	5 - TCD
<b>Deliverable Name</b>	D9.2 Reporting Period 2 - Ethics Board Report		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	PU - Public
<b>Due Date (month)</b>	39	<b>Work Package No</b>	WP1

Description
D9.3 Reporting Period 2 - Ethics Board Report

**Deliverable D2.1 – Report on the Theoretical Review**

<b>Deliverable Number</b>	D2.1	<b>Lead Beneficiary</b>	4 - NTNU
<b>Deliverable Name</b>	Report on the Theoretical Review		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	PU - Public
<b>Due Date (month)</b>	6	<b>Work Package No</b>	WP2

Description
Report on the Theoretical Review.

**Deliverable D2.2 – The Exten.(D.T.)2 Framework**

<b>Deliverable Number</b>	D2.2	<b>Lead Beneficiary</b>	4 - NTNU
<b>Deliverable Name</b>	The Exten.(D.T.)2 Framework		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	PU - Public
<b>Due Date (month)</b>	9	<b>Work Package No</b>	WP2

Description
The Exten.(D.T.)2 Framework will be provided in two versions, the initial before the activities implementation (WP5 and WP6)(M9) and the consolidated one after the evaluation and validation of the approach (M35).

**Deliverable D2.3 – Guidelines for Mass Deployment**

<b>Deliverable Number</b>	D2.3	<b>Lead Beneficiary</b>	4 - NTNU
<b>Deliverable Name</b>	Guidelines for Mass Deployment		
<b>Type</b>	DEC — Websites, patent filings, videos, etc	<b>Dissemination Level</b>	PU - Public
<b>Due Date (month)</b>	9	<b>Work Package No</b>	WP2

Description
This deliverable will be an evolving set of guidelines for mass deployment of the Exten.(D.T.)2 Framework in online and blended learning contexts, informed from the implementation findings. Initial M9, completed M35.

**Deliverable D3.1 – Report on educational activities for students**

<b>Deliverable Number</b>	D3.1	<b>Lead Beneficiary</b>	8 - OU
<b>Deliverable Name</b>	Report on educational activities for students		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	PU - Public
<b>Due Date (month)</b>	9	<b>Work Package No</b>	WP3

Description
Report on educational activities and supporting materials for students. Initial report M9, final report M24.

**Deliverable D3.2 – Report on supporting material for stakeholders**

<b>Deliverable Number</b>	D3.2	<b>Lead Beneficiary</b>	8 - OU
<b>Deliverable Name</b>	Report on supporting material for stakeholders		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	PU - Public
<b>Due Date (month)</b>	12	<b>Work Package No</b>	WP3

Description
Report on supporting material for teachers and other stakeholders. Initial report M12, final report M24.



**Deliverable D3.3 – Report on training material and guidelines for teachers**

<b>Deliverable Number</b>	D3.3	<b>Lead Beneficiary</b>	8 - OU
<b>Deliverable Name</b>	Report on training material and guidelines for teachers		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	PU - Public
<b>Due Date (month)</b>	12	<b>Work Package No</b>	WP3

Description
Report on training material and guidelines for teachers. Initial report M12, final report M36

**Deliverable D3.4 – Report on the Exten.(D.T.)2 toolkit**

<b>Deliverable Number</b>	D3.4	<b>Lead Beneficiary</b>	3 - UGent
<b>Deliverable Name</b>	Report on the Exten.(D.T.)2 toolkit		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	PU - Public
<b>Due Date (month)</b>	24	<b>Work Package No</b>	WP3

Description
Report on the Exten.(D.T.)2 toolkit. Initial report M24, final report M30

**Deliverable D4.1 – Technical specifications for DT platform, LA, AR and 3D printing technologies**

<b>Deliverable Number</b>	D4.1	<b>Lead Beneficiary</b>	1 - LNU
<b>Deliverable Name</b>	Technical specifications for DT platform, LA, AR and 3D printing technologies		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	PU - Public
<b>Due Date (month)</b>	6	<b>Work Package No</b>	WP4

Description
Technical specifications for DT platform, LA, AR and 3D printing technologies.

**Deliverable D4.2 – DT platform, LA, AR and 3D printing technologies for DT2 (1st report)**

<b>Deliverable Number</b>	D4.2	<b>Lead Beneficiary</b>	1 - LNU
<b>Deliverable Name</b>	DT platform, LA, AR and 3D printing technologies for DT2 (1st report)		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	PU - Public
<b>Due Date (month)</b>	12	<b>Work Package No</b>	WP4

Description
DT platform, LA, AR and 3D printing technologies for DT2 (1st report).

**Deliverable D4.3 – DT platform, LA, AR and 3D printing technologies for DT2 (2nd report)**

<b>Deliverable Number</b>	D4.3	<b>Lead Beneficiary</b>	1 - LNU
<b>Deliverable Name</b>	DT platform, LA, AR and 3D printing technologies for DT2 (2nd report)		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	PU - Public
<b>Due Date (month)</b>	25	<b>Work Package No</b>	WP4

Description
DT platform, LA, AR and 3D printing technologies for DT2 (2nd report).

**Deliverable D4.4 – DT platform, LA, AR and 3D printing technologies for DT2 (final report)**

<b>Deliverable Number</b>	D4.4	<b>Lead Beneficiary</b>	1 - LNU
<b>Deliverable Name</b>	DT platform, LA, AR and 3D printing technologies for DT2 (final report)		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	PU - Public
<b>Due Date (month)</b>	39	<b>Work Package No</b>	WP4

Description
DT platform, LA, AR and 3D printing technologies for DT2 (final report).

**Deliverable D5.1 – Report on the activities plans for school interventions**

<b>Deliverable Number</b>	D5.1	<b>Lead Beneficiary</b>	2 - NKUA
<b>Deliverable Name</b>	Report on the activities plans for school interventions		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	PU - Public
<b>Due Date (month)</b>	6	<b>Work Package No</b>	WP5

Description
Report on the activities plans for school interventions. V1. M6; final version M24.

**Deliverable D5.2 – Report on the pilot implementation**

<b>Deliverable Number</b>	D5.2	<b>Lead Beneficiary</b>	2 - NKUA
<b>Deliverable Name</b>	Report on the pilot implementation		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	PU - Public
<b>Due Date (month)</b>	12	<b>Work Package No</b>	WP5

Description
Report on the pilot implementation.

**Deliverable D5.3 – Report on 2nd and 3rd year implementations**

<b>Deliverable Number</b>	D5.3	<b>Lead Beneficiary</b>	2 - NKUA
<b>Deliverable Name</b>	Report on 2nd and 3rd year implementations		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	PU - Public
<b>Due Date (month)</b>	24	<b>Work Package No</b>	WP5

<b>Description</b>
Report on 2nd and 3rd year implementations (2nd report M24; 3rd report M30).

**Deliverable D5.4 – Report on ALA user analysis**

<b>Deliverable Number</b>	D5.4	<b>Lead Beneficiary</b>	2 - NKUA
<b>Deliverable Name</b>	Report on ALA user analysis		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	PU - Public
<b>Due Date (month)</b>	24	<b>Work Package No</b>	WP5

<b>Description</b>
Report on ALA user analysis (1st report M24; 2nd report M34).

**Deliverable D6.1 – Report on pilot PD activities**

<b>Deliverable Number</b>	D6.1	<b>Lead Beneficiary</b>	3 - UGent
<b>Deliverable Name</b>	Report on pilot PD activities		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	PU - Public
<b>Due Date (month)</b>	12	<b>Work Package No</b>	WP6

<b>Description</b>
Report on pilot PD activities.

**Deliverable D6.2 – Report on the implementations of PD activities**

<b>Deliverable Number</b>	D6.2	<b>Lead Beneficiary</b>	3 - UGent
<b>Deliverable Name</b>	Report on the implementations of PD activities		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	PU - Public
<b>Due Date (month)</b>	24	<b>Work Package No</b>	WP6

<b>Description</b>
Report on the implementations of PD activities (version 1 M24; version 2 M30).

**Deliverable D6.3 – OpenLearn online course**

<b>Deliverable Number</b>	D6.3	<b>Lead Beneficiary</b>	8 - OU
<b>Deliverable Name</b>	OpenLearn online course		
<b>Type</b>	DEC — Websites, patent filings, videos, etc	<b>Dissemination Level</b>	PU - Public
<b>Due Date (month)</b>	30	<b>Work Package No</b>	WP6

<b>Description</b>
OpenLearn online course.

**Deliverable D7.1 – Cycle 1 Evaluation Report**

<b>Deliverable Number</b>	D7.1	<b>Lead Beneficiary</b>	5 - TCD
<b>Deliverable Name</b>	Cycle 1 Evaluation Report		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	PU - Public
<b>Due Date (month)</b>	12	<b>Work Package No</b>	WP7

<b>Description</b>
Cycle 1 Evaluation Report including evaluation kit and initial literature review.

**Deliverable D7.2 – Cycle 2 Evaluation Report**

<b>Deliverable Number</b>	D7.2	<b>Lead Beneficiary</b>	5 - TCD
<b>Deliverable Name</b>	Cycle 2 Evaluation Report		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	PU - Public
<b>Due Date (month)</b>	25	<b>Work Package No</b>	WP7

<b>Description</b>
Cycle 2 Evaluation Report including evaluation tools and teacher's evaluation kit.

**Deliverable D7.3 – Cycle 3 Evaluation Report**

<b>Deliverable Number</b>	D7.3	<b>Lead Beneficiary</b>	5 - TCD
<b>Deliverable Name</b>	Cycle 3 Evaluation Report		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	PU - Public
<b>Due Date (month)</b>	39	<b>Work Package No</b>	WP7

<b>Description</b>
Cycle 3 Evaluation Report including evaluation tools and final literature review.

**Deliverable D8.1 – Dissemination and Exploitation plan.**

<b>Deliverable Number</b>	D8.1	<b>Lead Beneficiary</b>	8 - OU
<b>Deliverable Name</b>	Dissemination and Exploitation plan.		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	PU - Public
<b>Due Date (month)</b>	6	<b>Work Package No</b>	WP8

Description
Dissemination and Exploitation plan (M6, OU): This deliverable presents the exploitation and dissemination plan of the project.

**Deliverable D8.2 – Dissemination and Impact Report 1**

<b>Deliverable Number</b>	D8.2	<b>Lead Beneficiary</b>	8 - OU
<b>Deliverable Name</b>	Dissemination and Impact Report 1		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	PU - Public
<b>Due Date (month)</b>	18	<b>Work Package No</b>	WP8

Description
This deliverable presents an interim report on the project dissemination activities (e.g., project website, social media accounts, newsletter, engagement activities and status), impact monitoring, OpenLearn course and publications/presentations during the first half of the projects.

**Deliverable D8.3 – Dissemination and Impact Report 2**

<b>Deliverable Number</b>	D8.3	<b>Lead Beneficiary</b>	8 - OU
<b>Deliverable Name</b>	Dissemination and Impact Report 2		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	PU - Public
<b>Due Date (month)</b>	39	<b>Work Package No</b>	WP8

Description
This deliverable is a final report of the project dissemination, and exploitation activities.

**Deliverable D8.4 – D8.4 Policy Brief**

<b>Deliverable Number</b>	D8.4	<b>Lead Beneficiary</b>	1 - LNU
<b>Deliverable Name</b>	D8.4 Policy Brief		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	PU - Public
<b>Due Date (month)</b>	39	<b>Work Package No</b>	WP8

Description
This document will be shared with our policy (and other) contacts by end of project via email and during the end of

the project event where we will invite policy representatives. The policy brief will propose recommendations about educational reform based on project outcomes.

### Deliverable D9.1 – OEI - Requirement No. 1

<b>Deliverable Number</b>	D9.1	<b>Lead Beneficiary</b>	1 - LNU
<b>Deliverable Name</b>	OEI - Requirement No. 1		
<b>Type</b>	ETHICS	<b>Dissemination Level</b>	SEN - Sensitive
<b>Due Date (month)</b>	6	<b>Work Package No</b>	WP9

Description
<p>The proposal extends working with AI into the formative part of children education. While the beneficiaries are listing a good deal of relevant issues in their Ethics Self-Assessment, the list is not exhaustive. Not much is known for instance about children's reaction to computer-aided education, and some of what is known is not positive. The Ethics board needs to be part of the design of the research, to help steer and respond to data as it is gathered, to ensure that the data minimization principle is respected and to assure that no pressure is put on the children, whose assent is important yet difficult to obtain.</p> <p>The Board should submit a report at M6 and at the end of each reporting period.</p>

## LIST OF MILESTONES

<b>Milestones</b> <i>Grant Preparation (Milestones screen) — Enter the info.</i>					
<b>Milestone No</b>	<b>Milestone Name</b>	<b>Work Package No</b>	<b>Lead Beneficiary</b>	<b>Means of Verification</b>	<b>Due Date (month)</b>
1	Validation and evaluation plan is released	WP7	5 - TCD	Final version of validation and evaluation plan released	6
2	Implementation plan is released	WP8	8 - OU	Final version of implementation plan released	6
3	Learning activities and resources for school interventions and for Professional Development are ready	WP3, WP6, WP5	3 - UGent	Learning activities and other resources accessible via the project website	9
4	The enhanced educational technologies, i.e. AR Games, programming application for 3D printing/scanning, Virtual Robotics are developed in TRL4 and have been connected with the nQuire platform	WP3, WP4	1 - LNU	Functional testing across participating partners	12
5	End of Cycle 1 evaluation & Roadmap for Cycle 2 based on evaluation input	WP7	5 - TCD	Report detailing evaluation outcomes and roadmap for Cycle 2	12
6	Authorable Learning Analytics and Dashboard are developed in TRL4 and have been connected with the nQuire platform	WP4	1 - LNU	Technologies available to access via project website, and nQuire	15
7	End of Cycle 2 evaluation & Roadmap for Cycle 3 based on evaluation input	WP7	5 - TCD	Report detailing evaluation outcomes and roadmap for Cycle 3	24
8	All project technologies (educational tools, ALA Dashboard) have reached TRL8 after iterative refinements	WP4	1 - LNU	Technologies available to access via project website, OpenLearn and the ExtenDT2 and nQuire platforms.	39
9	End of Cycle 3 evaluation and final ExtenDT2 Framework	WP5, WP2, WP7	5 - TCD	Report detailing evaluation outcomes of Cycle 3	39

## LIST OF CRITICAL RISKS

Critical risks & risk management strategy			
Grant Preparation (Critical Risks screen) — Enter the info.			
Risk number	Description	Work Package No(s)	Proposed Mitigation Measures
1	Risk of disengagement by teachers/students: - Lack of technological skills to use the tools - Limited interest in Design Thinking Methodology -Hard to understand Exten.(D.T.)2 activities and take part -Previous learning difficulties inhibiting participation in activities (Likelihood: Medium, Severity: Medium)	WP9	The project will be engaged with the design of activities and technologies from the beginning of the project promoting their active participation and sense of ownership. Additionally for their participation in Teacher PD programmes, teachers will be accredited with the EuropassDigital Credential (EDCI). Continuous communication and exploitation of the project outcomes to school networks and events. The Teacher training actions will be part of existing PD programmes, such as Bachelor and MSc courses and Greece's wide-scale training programme, that have a stable number of participants every year. Piloting of DT activities will ensure that risks will be identified and addressed in a timely manner prior to the large-scale implementation.
2	Technical obstacles in the design of AI component, extended constructionist technologies (games, 3D modeler, V robotics) and their connection to the nQuire platform or other public displays (Likelihood: Medium, Severity: Medium)	WP9	The AI component will continue, extend and combine existing tools, algorithms and analysis techniques developed by NKUA, UCL and LNU and already in TRL 2 or 3. The 4 educational technologies (2 games, 3D modeler and VRobotics) will extend existing, widely tested technologies with Libraries and Algorithms for AR or 3D printing. Piloting of technological developments in the first 6 months will ensure that any major problems will be identified early on and resolved for timely project implementation. Advice will be sought from advisory members and colleagues from participating institutions, where an alternative solution cannot be identified within the project team.
3	Urgent measures to educational organizations due to Covid-19 ongoing crisis e.g. local or national lockdown, student/teacher quarantine (Likelihood: Medium, Severity: Low)	WP9	The project technologies and tools will be designed to be accessible and usable in both online and blended learning contexts. Teacher training material and lectures will be made freely available online.
4	Inadequate communication among WPLs and within the consortium: - Lack of cohesion and clarity as to what is required in each LiFE activity. - Lack of understanding of reporting requirements. (Likelihood: Low, Severity: High)	WP9	The Project Coordinator will employ a project manager to facilitate all processes, including communication. Regular meetings (real-life and virtual) and traditional mail communication will be combined with other solutions (such as SLACK or equivalent). Multiple channels in e.g. SLACK will be created for ongoing asynchronous communication about e.g. school implementation, competence framework design, dissemination, management and budget.



## PROJECT REVIEWS

Project Reviews			
Grant Preparation (Reviews screen) — Enter the info.			
Review No	Timing (month)	Location	Comments
RV1	14	To be discussed with PO	Location best in a country where Europe / European programmes (widening country) should be promoted
RV2	36	Bxl	