



March 2020

D1.2

Midterm Report

PREPARED BY:
Solomon Oyelere



PROJECT DESCRIPTION

| | |
|--------------|---|
| Acronym: | SELI |
| Title: | Smart Ecosystem for Learning and Inclusion |
| Coordinator: | University of Eastern Finland |
| Reference: | ERANet17/ICT-0076 SELI |
| Type: | ICT |
| Program: | ERANet-LAC, SEVENTH FRAMEWORK PROGRAMME (FP7) |
| Theme: | ICT platform for learning and inclusion |
| Start: | 01 January, 2019 |
| Duration: | 24 months |
| Website: | http://seliproject.org/ |
| E-Mail: | solomon.oyelere@uef.fi |

CONSORTIUM

University of Eastern Finland, Finland, (UEF), Coordinator
Hacettepe University – Turkey (HUT)
Pedagogical University of Cracow, Poland (PUC)
Universidad Central “Marta Abreu” de Las Villas, Cuba (UCLV)
Universidad del Azuay (UDA) & University of the Armed Forces- (ESPE), Ecuador
Universidad de la República, Uruguay (UdelaR)
Universidad Federico Henríquez y Carvajal, Dominican Republic (UFHEC)
Universidad Galileo, Guatemala (UGG)
Universidad Mayor de San Simón, Bolivia (UMSS)
Mackenzie Presbyterian University, Brazil (MPU)
Universidad Tecnológica de Panamá, Panama (UTP)

DELIVERABLE DESCRIPTION

Number: **D1.2**
Title: **SELI Midterm Report M14**
Lead beneficiary: **UEF**
Work package: **WP1**
Dissemination level: **Public (PU)**
Type: **Report (R)**
Due date: **28.02.2020**
Submission date: **30.03.2020**
Authors: **Solomon Sunday Oyelere, UEF**
Contributors: **Ismar Frango, MPU | Ozgur Akyar, HUT
Vladimir Costa, UMSS | Regina Motz, UdelaR
Lukasz Tomczyk, PUC | Gabriel Barros, UDA
Margarita Zambrano, ESPE | Darwin Munoz, UFHEC**

DOCUMENT SIGN-OFF

| Version | Date | Name and surname of the contributor | Role | Document Status | Institute |
|---------|------------|-------------------------------------|---------------------|---|--|
| 1 | 15.04.2020 | Solomon S. Oyelere | Work Package Leader | Draft version ready for input from partners -completed | University of Eastern Finland |
| 2 | | Ernesto Cuadros | Quality assurance | -text and grammar editing completed | University of Engineering & Technology Barranco District Lima Peru |
| | | Laura Manolakis | Quality assurance | -text and grammar editing completed | Universidad Nacional De Quilmes, Argentina |
| | | Mehmet B. Demircan | Quality assurance | -text and grammar editing completed | Ankara University Turkey |
| | | Anne-Kathrin Peters | Quality assurance | -text and grammar editing completed | Uppsala University Sweden |
| | | | Work Package Leader | Approved | University of Eastern Finland |

Disclaimer: *The content of this publication is the sole responsibility of the authors and does not in any way represent the view of the European Commission, CELAC, or its services,*

ACKNOWLEDGEMENT

This work was supported by the ERANET-LAC project which has received funding from the European Union Seventh Framework Programme. <https://www.eucelac-platform.eu/>



TABLE OF CONTENT

| | |
|--|-----|
| PROJECT DESCRIPTION..... | ii |
| CONSORTIUM..... | ii |
| DELIVERABLE DESCRIPTION..... | ii |
| DOCUMENT SIGN-OFF | ii |
| ACKNOWLEDGEMENT..... | iii |
| TABLE OF CONTENT..... | iv |
| EXECUTIVE SUMMARY | vi |
| 1. PROGRESS WORK PLAN..... | 1 |
| 1.1 Project Objectives..... | 4 |
| 1.2 Outcome of the Midterm Meeting in Dominican Republic..... | 4 |
| 1.3 Agenda of Midterm Meeting | 7 |
| 1.4 Outcome of Workshop in the Dominican Republic..... | 16 |
| 1.5 Seli Dominican Republic Activities in the Press..... | 17 |
| 2. MEETING AND WORKSHOP IN BRAZIL..... | 20 |
| 3. PROGRESS ON ALL WPs | 26 |
| PROGRESS REPORT FROM PARTNERS THAT ARE NOT RESPONSIBLE FOR WPS 34 | |
| 3.1 Bolivia..... | 34 |
| Work Packages Progress..... | 34 |
| WP1 Project Coordination and Management | 34 |
| WP2 Need analysis, requirements and stakeholder dialogue | 34 |
| WP3 Design and Implementation of Technological Environment..... | 35 |
| WP4 Development and Implementation of the Pedagogical Aspects and Knowledge Transfer to the Teachers..... | 35 |
| WP5 Dissemination and Exploration..... | 36 |
| WP6 Small Scale Validation and Pilot Studies with the Target Groups, Real-life Evaluation..... | 36 |
| 3.2 Dominican Republic..... | 38 |
| Work Packages Progress..... | 38 |

D1.2 – Midterm Report

| | |
|---|----|
| WP1 Project Coordination and Management | 38 |
| WP2 Need Analysis, Requirements and Stakeholder Dialogue | 38 |
| WP3 Design and Implementation of Technological Environment..... | 39 |
| WP4 Development and implementation of the pedagogical aspects and knowledge transfer to the teachers..... | 39 |
| WP5 Dissemination and Exploration..... | 39 |
| WP6 Small Scale Validation and Pilot Studies with the Target Groups, Real-life Evaluation..... | 40 |
| 3.3 Uruguay | 41 |
| Work Packages Progress..... | 41 |
| WP1 Project Coordination and Management | 41 |
| WP2 Need Analysis, Requirements and Stakeholder Dialogue..... | 41 |
| WP4 Development and Implementation of the Pedagogical Aspects and Knowledge Transfer to the Teachers..... | 42 |
| WP5 Dissemination and Exploration..... | 43 |
| WP6 Small Scale Validation and Pilot Studies with the Target Groups, Real-life Evaluation..... | 43 |
| 4. DEVIATION, PROBLEMS AND CORRECTIVE ACTIONS | 44 |
| 5. PROGRESS REGARDING PERFORMANCE INDICATORS..... | 45 |
| 6. WORK PLAN FOR NEXT PERIOD (M14-M24) | 47 |
| 6.1 Planned Meetings | 48 |
| 7. EFFORT OVERVIEW..... | 51 |
| 8. PUBLICATION LIST | 52 |

EXECUTIVE SUMMARY

This deliverable provides a report on the progress of the SELI project from M1 to M12 in respect of the kickoff meeting and dissemination. The report shows a summary of the general progress of the project during the period covered by the report. This progress is measured against the objectives of the project and through the performance indicators as given in the description project deliverables plan. This deliverable shows that the SELI project has commenced, website is ready (www.seliproject.org) the first face-to-face meeting has been held, the first version of the digital learning ecosystem is implemented (<https://seli.uazuay.edu.ec>), the first workshop held in Brazil, and the dissemination activities continues.

1. PROGRESS WORK PLAN

This report indicates that the SELI project is developing well within the proposed objectives as highlighted by the achieved milestones in Table 1.1:

Table 1.1 Milestones achieved in M1-M14

| Milestone No. | Milestone Name | Lead Beneficiary | Delivery date | Achieved Yes/No | Actual achievement date (or forecast) | comments |
|---------------|--|------------------|------------------|-----------------|---------------------------------------|--|
| D1.1 | Agendas and minutes of kickoff | UEF | 30 April 2019 | Yes | 30 April 2019 | <ul style="list-style-type: none"> ○ Project kick-off meeting was successfully completed. ○ Project communication channels and dates are set |
| D1.1.1 | Agendas and minutes of midterm meeting | UEF | 30 January 2020 | Yes | 17 January 2020 | Midterm meeting agenda is included in this report |
| D1.2 | Midterm status report | UEF | 28 February 2020 | Yes | 28 February 2020 | Midterm report is ready |
| D2.1 | Databank and report containing all relevant ICT-based technologies, and pedagogy | PUC | 30 April 2019 | Yes | 30 January 2020 | Databank: Link - https://bit.ly/3ciViqI Publication achieved – Publication list |

D1.2 – Midterm Report

| | | | | | | |
|------|---|----------|------------------|-----|---------------------------------------|---|
| | to support learning and inclusion | | | | | |
| D2.2 | Report on educational use of blockchain, global sharing pedagogy, digital storytelling, personalized learning | PUC | 30 June 2019 | Yes | 30 January 2020 | Publication achieved Book titled: ICT for learning and inclusion in Latin America and Europe. Link: https://bit.ly/2V84Grs |
| D2.3 | List of all events participants | PUC | 30 June 2019 | Yes | 30 November 2019 | Google disk available online - https://bit.ly/3bcWagq |
| D2.4 | Stakeholders dialogue, indicating which solutions is most suitable | PUC | 30 August 2019 | Yes | Under development | Qualitative data was collected through expert interviews https://bit.ly/2RBm8SY |
| D3.1 | Open access digital learning platform | UDA-ESPE | 30 August 2019 | Yes | First version ready. 28 February 2020 | Received project funding in December 2019 SELI platform is accessible: https://seli.uazua.y.edu.ec |
| D3.2 | User's manual and tutorial from digital learning system | UDA-ESPE | 30 November 2019 | No | Under development. 28 February 2020 | Received project funding in December 2019 |
| D4.1 | Course report | MPU | | No | 30 March 2020 | The instructional design of the pilot courses is in |

| | | | | | | |
|------|--|-----|------------------|-----|---------------|--|
| | | | | | | progress and as soon as we finish the second phase (Design Phase) we will complete the report. |
| D4.2 | Executive summary of workshop events | MPU | | No | 30 June 2020 | It will be defined when the pilot courses are implemented |
| D5.1 | Consortium communication, dissemination and exploitation plans | UTP | 30 April 2019 | Yes | 30 May 2019 | The first version of Consortium communication dissemination |
| D5.2 | Project website in English and Spanish | UTP | 30 April 2019 | Yes | 30 April 2019 | The first version of the project website has been running since March 2019. |
| D5.3 | Leaflets in English and Spanish | UTP | 30 April 2019 | No | | |
| D5.4 | Electronic newsletter | UTP | 30 April 2019 | No | | |
| D5.5 | Printed posters | UTP | 30 April 2019 | No | | |
| D6.1 | List of Pilot tests scheduled and participants | HU | 15 October 2020 | No | | |
| D6.2 | Results of the assessment of the pilot's impact | HU | 15 November 2020 | No | | |

| | | | | | | |
|------|--------------------|----|------------------|----|--|--|
| D6.3 | Report on capacity | HU | 15 December 2020 | No | | |
|------|--------------------|----|------------------|----|--|--|

1.1 Project Objectives

From the project proposal, the areas of focus of the SELI project are new pedagogy and methods, new learning environments, and digital training of educators including higher education teachers, preservice teachers, and trainers in the social service sectors. The objective of this solution is to improve learning results, address the competence needs of educators, renew instruction by conducting learning analytics, and encourage lifelong learning for the benefit of disadvantaged groups in society. Innovative technologies and pedagogical methods such as blockchain, global sharing pedagogy, open access, and educational data mining will be adopted in the project to develop a state-of-the-art form of learning intervention.

1.2 Outcome of the Midterm Meeting in Dominican Republic

Objective

The main objective of the midterm meeting was to retrospectively see the advances through every work package of the project and to project the main activities for the next twelve months. The specific objectives were:

- Coordinate activities for the rest of the project.
- Evaluate progress.
- Coordinate and prepare the workshops and the international seminar of accessibility and digital inclusion.
- To do networking and get contact with relevant stakeholders.

Summary

The midterm meeting took place in the Dominican Republic from January 13th to 17th, 2020. Apart from Dominican Republic, the countries that participated includes Bolivia

D1.2 – Midterm Report

(one member), Brazil (three members), Ecuador (four members), Finland (one member), Poland (one member).

Feedbacks about Dominican Republic Activities

Strength

- It was a good experience because the face to face interaction helps to motivate us to work harder on this project and to get to know each other better. It was a productive meeting.
- It was a good experience because we worked with the teachers and understood everything about how to create a story in the Digital Storytelling Workshop.
- The Workshops helped to identify many points in the platform that could be better.
- It was really interesting how the facilitators were integrated into the groups trying to explain the procedure of the Digital Storytelling, fundamentally focus on listening to the participants and having eye contact.
- It was a good idea to have the broadcasting of the workshops.
- The hosts were perfect (hospitable, very cohesive, have a very strong relationship among themselves, coordinate the task and activities easily, got the technical support needed, excellent at the organization of everything during the workshops, etc.). It shows how a team should work together, we are thankful to The Dominican team for the effort and for making feel comfortable and like home.
- The Dominican Republic was very influential even in politics and beyond the SELI team and The University. We were able to attract the government's agencies, for example, The CAID (Program of the First Lady of the Country), that has a good alignment with our project and for The Dominican Team was easy to bring them to collaborate and work together. It was a good idea including this politician, the news and media within the Dominican Republic. It is good to count on such a team.

Improvements

- Send the results by email to try to clarify something that we did in the meeting related to the database and what We'll do next, so that way we'll have some ideas of what to do next and not cross and repeat the work.

D1.2 – Midterm Report

- If we Send the report that we got after meetings could be better understandable for people in the team who are not in person or online.
- It was a challenging process actually and we had some limitations like eye contact (talking about the workshops) because is all about listening differences and telling your story about your differences. We should improve on how to handle the voice record because desktops computers do not allow voice recording.
- Initially, we had a plan and an agenda of the meetings, but most of them could not be done because we were fixing problems with the platform and we had several meetings for the platform which was not supposed to be.
- It was good to have a meeting for the development of the platform but the essence of the SELI project is to cross and exchange knowledge.
- Our priority is to put the capacity building in the members of SELI even before
- We give the knowledge to external people or outside the project.

1.3 Agenda of Midterm Meeting

Midterm Meeting Plan

| Date | Event | Venue |
|-----------------------|----------|--|
| January 13 - 17, 2020 | Meeting | Santo Domingo, Dominican Republic |
| January 20-24, 2020 | Workshop | Universidad Federico Henríquez Carvajal, UFHEC |

AGENDA

Arrival: From JAN 11th to JAN 13th. SELI members arrived at Santo Domingo.

Seminar <https://www.youtube.com/watch?v=d-Xw77cfGoY>

DAY 1 Monday, Jan 13th

| Time | Event | Speakers |
|-------|--|---|
| 16:00 | Title: Welcome message and brief introduction of the UFHEC and the VCT&I | Alberto Ramírez, Rector (TBC), Darwin Muñoz, Vice Rector. |
| 16:30 | Title: Presentation of SELI teams - 5 min for each partner | Each partner, starting with Coordinator of project, Dr. Solomon Oyelere |
| 17:00 | SELI Presentation | Dr. Solomon Oyelere, Coordinator of the project |
| 17:30 | Guided tour UFHEC campus and PPT | |
| 19:00 | Welcome Dinner. Atarazana Restaurant (Colonial Zone). | |

DAY 2 Tuesday, Jan 14th

| Time | Event | Speaker |
|-------|---|--|
| 9:00 | Welcome to UFHEC Metropolitan Campus | Dr. Darwin Muñoz |
| 9:15 | Midterm meeting of SELI Project: Objectives | Dr. Solomon Oyelere, Coordinator, SELI Project |
| 9:30 | WP1: Progress report, pending activities and discussion | |
| 11:00 | Coffee Break | |
| 11:30 | WP1: Progress report, pending activities and discussion (cont.) - Training on the use of VR | |
| 13:00 | Lunch | |
| 14:00 | WP2: Progress report, pending activities and discussion | |
| 15:30 | Coffee Break | |
| 16:00 | Wrap up Session for conclusions and next steps | Dr. Solomon Oyelere |
| 20:00 | Social meeting: Dinner @ Adrian Tropical Food | (Av. George Washington, Malecón Santo Domingo) |

DAY 3 Wednesday, Jan 15th

| Time | Event | Speaker |
|-------|--|---------|
| 9:20 | Departure to CAID (meeting point: ufhec metropolitano) | |
| 10:00 | Technical visit to the center for comprehensive disability care (CAID) | |
| 13:00 | Lunch | |
| 14:00 | Review of last Day Activities | |
| 14:30 | WP3: Progress report, pending activities and discussion | |

| | | |
|--------------|--|-------------------------|
| 15:00 | WP3: Progress report, pending activities and discussion about Blockchain | Dr. Juan Gabriel Barros |
| 15:30 | Coffee Break | |
| 16:00 | WP4: Progress report, pending activities and discussion | Dr. Ismar Frango |
| 17:00 | Hands-on teacher activities to preventing Cyberbullying | Dr. Łukasz Tomczyk |
| 20:00 | Dinner @ El Conuco Restaurant (Calle Casimiro de Moya #152, Santo Domingo) | |

DAY 4 Thursday, Jan 16th

| Time | Event | Speaker |
|--------------|---|---------------------|
| 9:00 | Welcome to UFHEC Metropolitano Campus | Dr. Darwin Muñoz |
| 9:15 | Review of last day activities | Dr. Solomon Oyelere |
| 9:30 | WP5: Progress report, pending activities and discussion | |
| 11:00 | Coffee Break | |
| 11:30 | Games development by teachers | Brazilian partners |
| 13:00 | Lunch | |
| 14:00 | Guided tour Colonial Zone | |
| 20:00 | Social meeting: Dinner @ Buche Perico Restaurant, Conde Street, Colonial Zone | |

DAY 5 Friday, Jan 17th

| Time | Event | Speaker |
|-------|--|---------------------------------------|
| 9:00 | Welcome to UFHEC Metropolitano Campus, Dr. Darwin Muñoz | |
| 9:15 | Review of last day activities | Dr. Solomon Oyelere |
| 9:30 | WP6: Progress report, pending activities and discussion | |
| 11:00 | Coffee Break | |
| 11:30 | Next steps of project, new articles, promote seminar etc. | Dr. Solomon Oyelere |
| 12:00 | Closing remarks of midterm meeting | Dr. Solomon Oyelere, Dr. Darwin Muñoz |
| 13:00 | Lunch | |
| 13:30 | Free time | |

SELI WORKSHOP (January 20 – 24)**Link to the Workshop No. 1**

<https://www.youtube.com/watch?v=Rh8kqMUAc0Q>

DAY 1 Monday, Jan 20

| Time | Event |
|-------|--|
| 10:00 | Arriving for a technical visit to UFHEC La Romana Campus |
| 10:30 | Welcome message from UFHEC La Romana Campus |
| 11:00 | Reviewing agenda for training, seminars and workshop |
| 13:00 | Lunch |
| 14:00 | Recreation at Casa de Campo's Village and Altos de Chavon, including beach |
| 17:00 | Return to the Hotel or Santo Domingo. |

DAY 2 Tuesday, Jan 21
Dominican Republic Holidays
DAY 3

| Hora | Tema / Cotenido | Facilitador |
|--------------|---|--|
| 8:15 | Introduction to virtual learning environments | Margarita Zambrano |
| 8:30 | Instructional Design: Conceptualization, phases and elaboration process. | Tania Jimenez |
| 9:30 | Environment, iconography, and navigation of SELI platform | Margarita Zambrano, Cesar Villacis y Gabriel Barros. |
| 10:30 | Coffee Break | |
| 10:45 | Digital Storytelling for teachers | Ozgur Yasar |
| 12:00 | Almuerzo | |
| 13:00 | Flipped classroom as a learning model. Interactives videos with H5P. | Hugo Parada |
| 14:30 | Coffe Break | |
| 15:00 | Course Designs | Margarita Zambrano, Cesar Villacis y Gabriel Barros. |
| 17:00 | Course Presentations | Asistentes |

| | | |
|--------------|---|--|
| 20:00 | Social meeting: Dinner @ Jalao Restaurant (Calle el Conde, Ciudad Colonial, Santo Domingo) | |
|--------------|---|--|

DAY 4 Thursday, Jan 23

International Seminar about Accessibility & Digital Inclusion

Link to the **Seminar** <https://www.youtube.com/watch?v=d-Xw77cfGoY>

| Time | Event | Facilitator |
|--------------|---|--|
| 8:30 | Registration | |
| 9:00 | Welcome speech | Alberto Ramírez, Rector Dr. Solomon Oyelere, Coordinator, SELI Project |
| 9:05 | Speech by the Vice-minister of Science and technology | Dr. Plácido Gómez, MESCyT |
| 9:15 | Seli project Presentation | Dr. Solomon Oyelere, Coordinator, SELI |
| 9:30 | Keynote speaker: Prevention and diagnosis of cyberbullying and internet addiction | Dr. Łukasz Tomczyk, Pedagogical University of Cracow, Poland (TBC) |
| 10:00 | Coffee Break | |
| 10:15 | Digital Storytelling as a teaching tool | MSc. Ozgur Yaşar Akyar, Hacettepe University, Turkey |

| | | |
|--------------|--|--|
| 10:35 | Educational Data Science for an inclusive education | Dr. IsmarFrango, Mackenzie Presbyterian University, Brazil |
| 10:55 | How to build inclusive courses? | Dra. Valeria Farinazzo Martins and Dra. Cibelle Amato, Mackenzie Presbyterian University, Brazil |
| 11:15 | The role of caid in the inclusion of persons with disabilities. | Lic. Mayra Ramos, CAID, Rep. Dom. |
| 11:35 | Context of persons with disabilities in the Dominican Republic and challenges of inclusive education, Lic. | Katherine Rodríguez, Educational Inclusion Manager, CONADIS |
| 11-55 | Accessibility to information and communication: dictionary of the Dominican sign language, collaborative project (ANSORDO, CONADIS AND MINERD), Lic. | Pablo Taveras, Project Coordinator Sign Language Dictionary of Dominican Republic, CONADIS. |
| 12:25 | DEAF CULTURE | Anthony Pavel Mendoza, ENAPSOR |
| 12:45 | Closing Remarks | Dr. Darwin Muñoz, Vicerrector UFHEC |
| 13:00 | Close | |
| 14:00 | Lunch | |
| 15:00 | Free time | |

Link to workshop No. 2 <https://www.youtube.com/watch?v=DYOT-tM651s>

DAY 5 Friday, Jan 24

| Hora | Tema / Cotenido | Facilitador |
|--------------|--|--|
| 8:15 | Introduction to virtual learning environments. | Margarita Zambrano |
| 8:30 | Instructional Design: Conceptualization, phases and elaboration process. | Tania Jimenez |
| 9:30 | Environment, iconography, and navigation of SELI platform. | Margarita Zambrano, Cesar Villacis y Gabriel Barros. |
| 10:30 | Coffee Break | |
| 10:45 | Course Designs | Margarita Zambrano, Cesar Villacis y Gabriel Barros. |
| 12:00 | Almuerzo | |
| 13:00 | Flipped classroom as a learning model. Interactives videos with H5P. | Hugo Parada |
| 14:30 | Coffee Break | |
| 15:00 | Digital storytelling for teachers.. | Ozgur Yasar |
| 16:00 | Course Designs (cont.) | Margarita Zambrano, Cesar Villacis y Gabriel Barros. |
| 17:00 | Course Presentations | Asistentes |

Departure: Saturday, Jan 25

Table 1.3. List of participants in Dominican Republic

| # | Name | Institution | Country |
|----|---------------------------|---|--------------------|
| 1 | Dra. Cibelle Amato | Mackenzie Presbyterian University | Brazil |
| 2 | Dr. Darwin Muñoz | Universidad Federico Henríquez y Carvajal | Dominican Republic |
| 3 | Margarita Zambrano | Universidad de las Fuerzas Armadas ESPE | Ecuador |
| 4 | Dr. Ismar Frango Silveira | Mackenzie Presbyterian University | Brazil |
| 5 | Dr. Gabriel Barros | Universidad del Azuay | Ecuador |
| 6 | Dr. inz. Lukasz Tomczyk | Pedagogical University of Cracow | Poland |
| 7 | Dr. Solomon Oyelere | University of Eastern Finland | Finland |
| 8 | Gloria Sanchez | Universidad Federico Henríquez y Carvajal | Dominican Republic |
| 9 | Hugo Parada | Universidad Federico Henríquez y Carvajal | Dominican Republic |
| 10 | Cinthia De la Rosa | Universidad Federico Henríquez y Carvajal | Dominican Republic |
| 11 | Sonia Magali Arteaga | Universidad del Azuay | Ecuador |
| 12 | César Villacis | Universidad de las Fuerzas Armadas ESPE | Ecuador |
| 13 | Vladimir Costas | Universidad Mayor de San Simón | Bolivia |
| 14 | Dra. Valeria Farinazzo | Mackenzie Presbyterian University | Brazil |

Table 1.4. List of online participants

| S/N | Name | Institution | Country |
|-----|-------------------------|-----------------------------------|---------|
| 1 | Dr. Burcu Şimşek | Hacettepe University | Turkey |
| 2 | Dr. María José Barros | Tivo.ec | Ecuador |
| 3 | Özgür Yaşar Akyar | Hacettepe University | Turkey |
| 4 | Dr. Gıyasettin Demirhan | Hacettepe University | Turkey |
| 5 | Juan Bernardo Tenesaca | Universidad del Azuay | Ecuador |
| 6 | Andrés Heredia | Universidad del Azuay | Ecuador |
| 7 | Dr. Maria Amelia Eliseo | Mackenzie Presbyterian University | Brazil |

1.4 Outcome of Workshop in the Dominican Republic

On January 22nd and January 24th were held two workshops related to the use of the SELI Platform and Instructional Design Training. During these two days 50 persons (Fundamentally people that work with disadvantaged groups) were instructed in: Virtual Learning Environment, Instructional Design, Flip Classroom as a model for learning, interactive Videos with H5p, The use of the SELI platform and creation of courses, and Digital Storytelling for teachers.

During the workshops several instruments for data collection were applied. One related to the usability, usefulness, and ease of use of the SELI platform, a second one regarding the self-perception of the teachers, another about the contribution of the workshops.

SUMMARY OF THE INTERVIEWS APPLIED DURING THE WORKSHOP

In general terms, in the interviews, the selected sample was satisfied with the information developed in the work sessions, where they highlighted that ICT tools are necessary for the development of academic content since they can impact the diversity of people, attending to the needs presented. In this same order of ideas, participants were able to assess themselves and identify the strengths and weaknesses about the themes developed, raising awareness to improve their appearance to use their strengths as a mechanism for positive inclusion in their classes.

Concerning the digital storytelling tool, participants felt comfortable being able to structure stories to use as learning strategies and see how they transform their experience into inputs so that students can build meaningful learning, reinforcing how good communication is the basis of the principle for achieve pedagogical objectives and demonstrate that through the use of technology tools we can transform information to transcend borders to reach different receivers with different characteristics.

Finally, it was possible to show that the participants showed a positive motivation in transforming their teaching and social practices for the benefit of inclusion to progressively eliminate exclusion borders, to contribute to forming an integral society, where each citizen can develop talent without any discrimination, where it is made aware that we are all responsible for achieving the dream of an inclusive country where opportunities are universal and are not limited to a favored group.

1.5 Seli Dominican Republic Activities in the Press

Date: January • 23 • 2020

Link: <https://diariosocialrd.com/ufhec-anuncia-seminario-internacional/>



La Universidad Federico Henríquez y Carvajal (UFHEC) anunció el Seminario Internacional sobre Accesibilidad e Inclusión Digital el próximo 23 de enero de 8:30AM a 1:00PM.

El seminario se enmarca dentro de las actividades del proyecto de investigación “Smart Ecosystem for Learning and Inclusion (SELI)” (Ecosistema Inteligente para el Aprendizaje y la Inclusión), que junto a once países de la región y Europa, ejecuta la UFHEC.

Las principales áreas en que se enfoca el proyecto son: nueva pedagogía, métodos, entornos de aprendizaje y capacitación digital de educadores de educación superior, profesores en formación y capacitadores en los sectores de servicios sociales.

El evento contará con la presencia del experto internacional Dr. Lukasz Tomczyk, de la Universidad Pedagógica de Cracovia, en Polonia, quien dictará una conferencia magistral, “Cyberbulling and Internet Addiction: prevention and diagnosis (Ciberacoso y adicción a Internet: prevención y diagnóstico”.



MENUDO
Publica todos los martes

CARMENACHU BRUNILOFF



Ya puedes reciclar tus botellas plásticas

La contaminación ambiental que produce el plástico ha hecho saltar las alarmas en Santo Domingo, donde unas 30 empresas se han unido para hacerle frente al problema, formando la alianza NUVI. Intentan crear una cultura de reducción, reciclaje y vitelización de residuos. Para que puedas deshacerte de tus botellas plásticas han instalado puestos en numerosas puntas de la capital. Las empresas recuperarán las botellas plásticas para luego convertirlas en materia prima de nuevos productos.

Puntos donde puedes llevarlas
Para conocer cuál punto te queda más cerca entra a la web www.nuvi.do. Entre los puntos hay un contenedor en el Centro Cuentas Nacional. Está en el parqueo que da a la avenida Pedro Henríquez Ureña. Antes de echar las botellas vacías, aplástalas y luego ponles la tapa. Es un granito de arena en la protección del planeta, pero si todos nos unimos algo se puede lograr.

Café en tazas comestibles
Y hablando de lo que diferentes empresas alrededor del mundo están haciendo contra la contaminación ambiental, quizás te parece una locura la de comerse una taza. Son tazas comestibles, claro está. Una idea de Air New Zealand, destinada a ayudar en esta lucha por dejar un medio ambiente más limpio y 'visible' a las futuras generaciones. Las tazas que han sido ya probadas tienen sabor a vainilla. Según señala Twitter, se tratan también de tazas vaso comestibles. Las que ahora utilizan están hechas a base de papel y maíz, en vez de plástico.

Exposición: Ecos de Hollywood en España
¿Te gusta conocer el mundo del cine desde épocas atrás? La Embajada de España, el Festival del Cine Global y el Museo Bellas Artes tienen abierta hasta el 30 de marzo la exposición 'Mujeres de Cine. Ecos de Hollywood en España. 1914-1936'. La exposición tiene su origen en una colección de fotografías. Los detalles puedes conseguirlos llamando al teléfono 809-541-9721, extensión 296. Un libro con igual nombre ha sido también publicado como parte de esta exhibición, cuyo comisario es Eugenio Fontaneda Berthet.

Curso de improvisación, oratoria...
Este sábado 8, en el Club Deportivo Naco, el locutor y periodista Napoleón Bera Prats impartirá un curso-taller con el interesantísimo tema de 'Improvisación, oratoria y maestría de ceremonias'. Será de 2 de la tarde a 7 de la noche. ¿Te interesa asistir? Los detalles los consigas llamando a los teléfonos 809-699-7060, 809 616-2179 y 809-470-8484.

En la web
@naciondigital
http://naciondigital.com



Derechos

“La educación inclusiva hará nuestra sociedad más justa y próspera”

Situación. Durante un seminario en la UFHEC, especialistas analizaron cómo crear un entorno favorable para que menores con discapacidad accedan a la educación formal.



La educación inclusiva enfrenta varios desafíos, entre ellos la identificación temprana de la discapacidad, la cobertura y la accesibilidad. ISTOCK



Date: January • 27 • 2020

Link: <https://hoy.com.do/seli-una-plataforma-de-inclusion-para-discapacitados/>

¡VIVIR!

Lunes 27 de enero de 2020 **HOY** 3C

SELI, una plataforma de inclusión para discapacitados

Herramienta tecnológica. Se enfoca en la nueva pedagogía, métodos...

NELLY RAMÍREZ
nellyrami@hotmail.com

La inclusión de las personas con discapacidad, la accesibilidad y facilidad tecnológica para desarrollar sus competencias en distintas áreas de la sociedad, es un tema de gran importancia sobre el cual se debe tomar conciencia a nivel nacional.

Con el interés de aportar como institución académica a la búsqueda de una solución al respecto, la Universidad Federico Henríquez y Carvajal (UFHEC) junto a expertos en tecnología, representantes de diferentes países, ha creado la plataforma "Smart Ecosystem for Learning and Inclusion (SELI)", enfocada en un ecosistema inteligente para el aprendizaje y la inclusión de personas con discapacidad.

Para hablar sobre esta iniciativa educativa de inclusión de las personas discapacitadas, visitaron la redacción de *Vivir!* el doctor Ismar Frango, de la brasileña Universidad Presbiteriana Mackenzie, y el doctor Darwin Muñoz, vicepresidente del Área de Ciencia y Tecnología de la Universidad Federico Henríquez y Carvajal en la República Dominicana.



Ismar Frango y Darwin Muñoz durante su visita a iVivir!

ZOOM
Evento

El seminario contó con la presencia del experto internacional Dr. Lukasz Tomczyk, de la Universidad Pedagógica de Cracovia (Polonia), quien dictó la conferencia, "Cyberbullying and Internet Addiction: Prevention and Diagnosis (Ciberacoso y adicción a internet: prevención y diagnóstico)". Fue impartido el pasado el 23 de este mes de enero de 8:30 a. m. a 1:00 p. m. en la Universidad Federico Henríquez y Carvajal (UFHEC).

Según explicó Darwin Muñoz, la plataforma tecnológica SELI cuenta con el respaldo del Ministerio de Educación Superior, Ciencia y Tecnología (MESCyT), así como de socios de diez países de Europa, Latinoamérica y el Caribe.

Muñoz explicó que a través del programa se pondrá en ejecución la nueva pedagogía, métodos, entornos de aprendizaje y capacita-

ción digital de docentes del área de educación superior, profesores en formación y capacitadores de los sectores de servicios sociales.

De su lado, el doctor Ismar Frango, informó que la misión de poner en práctica esta plataforma es básicamente la inclusión de las personas con alguna discapacidad. Destacó cómo ha impactado el mismo en



Para conocer más sobre la plataforma acceder a www.ufhec.eud.do.

Brasil, su país de origen.

"Smart Ecosystem for Learning and Inclusion (SELI)". Estará disponible próximamente en línea y podrán acceder sin restricciones cualquier persona con alguna discapacidad.

SELI, que utiliza la tecnología mundial Blockchain, explicó el doctor Muñoz, aún está en un proceso piloto.

Seminario internacional. Durante su visita a esta redacción de *Vivir!* los doctores Frango y Muñoz hablaron también el seminario que estuvo ofreciendo la

UFHEC en el país, con el respaldo de Brasil, de Finlandia, Polonia, Turquía, Ecuador, Bolivia, Guatemala, Cuba, Uruguay, Panamá, y teniendo a la República Dominicana como anfitrión.

Muñoz indicó que este curso estuvo dirigido a 60 participantes previamente entrenados en el uso de la plataforma por la UFHEC, quienes recibieron los conocimientos de los representantes de los países invitados. Finlandia, Turquía, Brasil, Ecuador y Bolivia.

Añadió que el enfoque integral que recibieron los participantes al tener la

oportunidad de escuchar las experiencias de los extranjeros, tiene una especial relevancia para la sociedad, ya que en los actuales momentos la inclusión es un tema de gran interés.

"El tema de la inclusión es de mucha relevancia, es un tema sensible, que nos compete a todos, por lo que en la UFHEC estamos aportando desde una perspectiva internacional y local", señaló Muñoz.

"El interés es ofrecer tecnologías educativas para el desarrollo de competencias, con fácil acceso para personas con discapacidades", concluyó. ●

2. MEETING AND WORKSHOP IN BRAZIL

Outcome of the Brazilian Meeting

The Brazil meeting took place from November 5th to 8th, 2019. In addition to Brazil, at least one representative from the following countries participated in this meeting: Finland, Poland, Turkey, Dominican Republic and Uruguay.

During these four days we discuss about each WP results until that moment and the development of authoring tool. On this occasion, we evaluated some features of the authoring tool, such as the creation of courses by teachers and the consumption of these courses by students. Some evaluation tests were carried out by teachers and students to collect information about the user's experience and satisfaction when using an inclusive digital platform. Twenty-six undergraduate and graduate students from Mackenzie Presbyterian University and seven professors participated in the tests.



Some students testing the Authoring Tool.

At the end of the evaluation test, the participants answered a questionnaire, the results of which, along with observations made during the interaction with the tool, made it possible to identify problems with usability, accessibility and functionality of the platform. A

D1.2 – Midterm Report

report on the detected problems was written and sent to the Ecuador team, responsible for developing the tool.

Outcome of the Brazilian workshop

In Brasilia, during CBIE 2019 (Brazilian Congress of Informatics in Education), which took place from November 11 to 14, 2019, the workshop “Creation of Inclusive Digital Educational Material” was held. Twenty-five people participated, most of them specialists who already work or are interested in the topic related to accessibility and digital inclusion. The procedures for this action were: lecture involving the declines suffered by the elderly; lecture on recommendations for creating accessible educational material for the elderly; group activity for the design of accessible educational material for the elderly, with a free theme; production of storytelling, presentation of the authoring tool being developed by the Ecuador team; participants' hands-on to implement their projects and storytelling in the authoring tool; research, through a questionnaire, answered by the participants of the workshop, about the ease of creating accessible educational material, the ease of creating storytelling and the usability evaluation of the platform. The workshop participants pointed out some difficulties in using the tool, which was reported to the Ecuador team.





Participants of Workshop Creation of Inclusive Digital Educational Material developing the course design to implement and then implementing it in the tool.



Workshop Creation of Inclusive Digital Educational Material

It is important to build alternative venues for learning and demonstration of expertise. In this context during our workshop in Brazil, workshop-based, digital storytelling allows teachers to share their experiences both face-to face and digital platforms to allow

D1.2 – Midterm Report

informally learning. Our approach is very related with the efforts on contextualized and sociocultural perspectives to understand teacher learning in a digital storytelling-embedded learning ecosystem instead of conceptualizing learning as changes in an individual's mental structure. We consider "learning" by individual in a community as a trajectory of that person's participation in the community—a path with a past and present, shaping possibilities for future participation. Therefore, it's very important to ensure SELI ecosystem provides not only the creation of technical digital stories (image, voice upload and merging) but also provides service for before (Story circle, Script/text writing) and after (screening/sharing) to support professional learning. This is together called workshop-based digital storytelling. According to contextualized and sociocultural perspectives, we can say learning to teach depends on the type and nature of interactions that are set up and coordinated by a digital storytelling activity system, not the digital story itself. Therefore, we discussed about how we can improve our learning platform to allow users to have dialogues before technical digital storytelling.

Traditionally this is achieved through story circle which allows the facilitator and the participants to establish trust and warm-up for storytelling. The facilitator forms the group, invites the participants, starts with his/her story related to the topic and asks for the next volunteer to share his/her story.

We have discussed also within the team that we need a new service for allowing facilitators to create a social platform for dialogue that functions as an online community of practice. They must be allowed to talk about their stories. This can work as an online version of the story circle.

Another important stage for digital storytelling is scriptwriting. In this stage facilitator and participants also cooperate and remind each other's stories. Therefore, technically we need to allow participants to see their scripts and comment on each other's stories when they have forgotten about. The next step of digital storytelling is technical (voice recording-over image) which is currently working that requires to make some technical improvements. Finally sharing of the story is also important as stories worth only when they are shared and there is an audience. After the workshop requirements are updated and shared with developers to follow up progress.

D1.2 – Midterm Report

Our team is eager to meet the expectations of education 4.0 just like presented by our colleague, Ismar presented as invited speaker in Computers in Education Conference in Brasilia. We aim to empower learners worldwide to become creators, collaborators, connectors, constructivist.

Still within the scope of CBIE 2019, two lectures were addressed. Dr. Ismar Frango Silveira gave the lecture “Educational Data Science: Research and Training Challenges”, highlighting the important role of learning environments in the generation of open data for mining and learning analytical processes, as is the case with SELI. And Dr. Łukasz Tomczyk gave the lecture “Digital literacy and digital safety among youths - researches and preventive actions”.





Lecture “Digital literacy and digital safety among youths - researches and preventive actions”, by Dr. Łukasz Tomczyk

3. PROGRESS ON ALL WPs

Table 1.6a. WP1

| WP1 – Project coordination (UEF) | | | | | | | |
|---|--|--------|--------|-------------------------------------|--|------------------------------------|--|
| Description of activities (M1-M4) <i>Provided by:</i> <i>Solomon Oyelere, UEF WP Leader</i> | In the course of the first 4 months of the SELI project, the coordinator has worked on creating the implementation of project planning and scheduling, including conducting the project kick-off meetings, set-up of the Strategic Management Committee (SMC), and the set-up of monitoring and quality assurance committee. | | | | | | |
| Deviation or problems | There are no significant problems altering the course of the action were encountered during this period for WP1 | | | | | | |
| Deliverables submitted during the reporting period | | | | | | | |
| Deliverable No. | Deliverable name | Type | WP No. | Delivery date from project proposal | Delivered (yes/ no) and status (draft/final) | Actual delivery date (or forecast) | Comments on progress |
| D1.1 | Kickoff meeting report | Report | 1 | 30 April 2019 | Final | 30 April 2019 | Set-up of the Strategic Management Committee (SMC) completed. Set-up of monitoring and quality assurance committee completed. Set-up of communication channels and meeting dates completed |

| | | | | | | | |
|-------------|----------------|--------|---|-------------|-------|---------------|--|
| D1.2 | Midterm report | Report | 1 | 28 February | Draft | 30 March 2020 | |
|-------------|----------------|--------|---|-------------|-------|---------------|--|

Table 1.6b. WP2

| WP2 – Need analysis, requirements and stakeholders dialogue | | | | | | | |
|---|---|----------|--------|-------------------------------------|--|------------------------------------|---|
| Description of activities (M1-M4) <i>Provided by:</i> <i>Lukasz Tomczyk</i> <i>WP Leader</i> | Activities in WP2 have started with need analysis, developing a report on several topics related ICT in learning and inclusion in each participating country. In addition the data collection instrument, diagnostic tool dedicated to teachers, trainers and students (pre-service teachers) is being developed. | | | | | | |
| Deviation or problems | No problem | | | | | | |
| Deliverables submitted during the reporting period | | | | | | | |
| Deliverable No. | Deliverable name | Type | WP No. | Delivery date from project proposal | Delivered (yes/ no) and status (draft/final) | Actual delivery date (or forecast) | Comments on progress |
| D2.1 | Databank and report containing all relevant ICT-based technologies, and pedagogy to support learning and inclusion | Report | 2 | 30 April 2019 | Draft | 30 April 2019 | Extended deadline 15th May 2019, next step proofreading and external review (eg. 4 reviewers from Europe and Latin America) |
| D 2.2 | Quantitative tool | Research | 2 | 30 May 2019 | In progress review of tool + pilot test | 30 June | Extended deadline, we try to keep |

| | | | | | | | |
|--------------|--|--------------------|---|----------------|-------------------------------|------------------|--|
| | | | | | | | quality of tool, in next few days (beginning of April) will be start pilot test. After pilot test will be continue translation and process of collect the data |
| D 2.3 | Qualitative tool | Research | 2 | 30 June | beta version of tool is ready | 30 June | At half of May will be open discussion (leaders) about tool structure. |
| D 2.4 | Stakeholder dialogue conference report, indicating which solution is most suitable | Research | 2 | 30 August 2019 | Draft | Under review | Report is ready |
| D 2.5 | Catalogue of best solutions and practice | Research catalogue | 2 | 30 August 2019 | Monograph book. | 10 February 2020 | Link to book: https://depot.ceon.pl/handle/123456789/17957 |

Table 1.6c. WP3

| WP3 – Design and Implementation of Technological Environment | | | | | | | |
|--|--|----------|--------|-------------------------------------|--|------------------------------------|--|
| Description of activities (M1-M4) <i>Provided by: Gabriel Barros and Margarita E. Zambrano WP Leaders</i> | Activities include study, plan, and create a digital learning environment based on blockchain technology, workshop-based digital storytelling as a method in global sharing pedagogy, flipped learning and personalized pedagogy | | | | | | |
| Deviation or problems | Late arrival of project funding affected the timing of the software development activities. | | | | | | |
| Deliverables submitted during the reporting period | | | | | | | |
| Deliverable No. | Deliverable name | Type | WP No. | Delivery date from project proposal | Delivered (yes/ no) and status (draft/final) | Actual delivery date (or forecast) | Comments on progress |
| D3.1.1 | Requirements Specification for the platform | Report | 3 | 22 April 2019 | yes draft | 31-May 2019 | Some documents are available in Spanish |
| D3.1.2 | Open access digital learning platform | Software | 3 | 30 August 2019 | Yes, under development | 28 February 2020 | SELI platform is accessible: (https://seli.uazuay.edu.ec) |
| D3.2 | User's manual and tutorial for the digital learning system | Document | 3 | 30 August 2019 | Yes, draft version | 28 February 2020 | Accessible on SELI project website (http://seli-project.org/scientific- |

| | | | | | | | |
|--|--|--|--|--|--|--|-------------------|
| | | | | | | | publication s) |
|--|--|--|--|--|--|--|-------------------|

Table 1.6d. WP4

| WP4 – Development of the pedagogical aspects of the project | | | | | | | |
|--|--|------------|--------|-------------------------------------|---|------------------------------------|----------------------|
| Description of activities (M1-M4) <i>Provided by:</i> <i>Ismar Frango Silveira</i> <i>WP Leader</i> | Activities include the definition of Instructional Design metamodels in order to help the content creators. This includes interface mockups, accessibility guidelines and the definition of pedagogical patterns for content organization. | | | | | | |
| Deviation or problems | The delay in the implementation of the learning platform in WP 3 affected the activities in this WP | | | | | | |
| Deliverables submitted during the reporting period | | | | | | | |
| Deliverable No. | Deliverable name | Type | WP No. | Delivery date from project proposal | Delivered (yes/ no) and status (draft/ final) | Actual delivery date (or forecast) | Comments on progress |
| D4.1 | Interface mockups | Wireframe | 4 | 30 April 2019 | Draft | 17 May 2019 | In progress |
| D4.2 | Instructional design document | Guidelines | 4 | 30 April 2019 | Draft | 17 May 2019 | In progress |
| D4.3 | Accessibility requirements and mapping | Document | 4 | 30 April 2019 | Draft | 17 May 2019 | In progress |
| D4.4 | Course reports containing course activities, strategies and feedback | Document | 4 | May 2020 | No | | In progress |
| D4.5 | Executive summary of | Document | 4 | May 2020 | No | | In progress |

| | | | | | | | |
|--|------------------------------------|--|--|--|--|--|--|
| | all 'teaching the teachers' events | | | | | | |
|--|------------------------------------|--|--|--|--|--|--|

Table 1.6e. WP5

| WP5 – Dissemination and Exploitation | | | | | | | |
|--|---|---------------|--------|-------------------------------------|--|------------------------------------|-----------------------|
| Description of activities (M1-M4) | During this period the activities were focused on the development and implementation of the SELI website. The dissemination, exploitation and dissemination plans were prepared based on the project's objectives | | | | | | |
| <i>Provided by: Nilda Y. Cervantes WP Leader</i> | | | | | | | |
| Deviation or problems | We still do not have access to project funds. | | | | | | |
| Deliverables submitted during the reporting period | | | | | | | |
| Deliverable No. | Deliverable name | Type | WP No. | Delivery date from project proposal | Delivered (yes/ no) and status (draft/final) | Actual delivery date (or forecast) | Comments on progress |
| D5.1 | Consortium communication, dissemination, and exploitation plans | Plan Document | 5 | 30 April 2019 | Yes/Draft | May 10th | Waiting for resources |
| D5.2 | Project SELI Website in English and Spanish | website | 5 | 30 April 2019 | Yes/Final | May 10th | Waiting for resources |

| | | | | | | | |
|-------------|---------------------------------|-------------|---|---------------------------|----|---|-------------------|
| D5.3 | Leaflets in English and Spanish | Leaflet | 5 | Months 6, 18 | No | - | Failed to deliver |
| D5.4 | Electronic newsletters | Newsletters | 5 | Months: 1,4,8,12,16,20,24 | No | - | Failed to deliver |
| D5.5 | Printed posters | Posters | 5 | Month 12 | No | - | Failed to deliver |

Table 1.6f. WP6

| WP6 – Small-scale Validation and Pilot Studies | | | | | | | |
|---|--|----------|--------|-------------------------------------|--|------------------------------------|----------------------|
| Description of activities (M1-M4) <i>Provided by: Özgür Y. Akyar</i> <i>WP Leader</i> | The focus is on conducting a real-life evaluation of the digital learning environment through small-scale validation by the candidate teachers and trainers . The aim is to ensure that the knowledge transfer in WP4 is successful and the target group is able to extend the knowledge to the original beneficiaries. | | | | | | |
| Deviation or problems | WP6 is dependent on the deliverables of previous WPs therefore partners discussed currently applying ethical permissions since it takes time to get permissions in some of the countries. | | | | | | |
| Deliverables submitted during the reporting period | | | | | | | |
| Deliverable No. | Deliverable name | Type | WP No. | Delivery date from project proposal | Delivered (yes/ no) and status (draft/final) | Actual delivery date (or forecast) | Comments on progress |
| D6.1 | List of pilot tests schedule and participants thereof | Document | 6 | 30 May 2020 | | | |

| | | | | | | | |
|-------------|---|----------|---|-------------|--|--|--|
| D6.2 | Results of assessment of the pilots' impact | Document | 6 | 30 May 2020 | | | |
| D6.3 | Report on capacity building and pilots | Document | 6 | 30 May 2020 | | | |

PROGRESS REPORT FROM PARTNERS THAT ARE NOT RESPONSIBLE FOR WPS

3.1 Bolivia

Summary

This report shows the participation and progress of Bolivia's partner in the activities of SELI project from M1 to M12. This participation and progress state the involvement of SELI-Bolivia staff in the activities of the project.

Work Packages Progress

WP1 Project Coordination and Management

The activities related to local coordination and management was:

- The partner Bolivia has a principal local researcher, who attends the meetings by skype along the 2019 year. The principal researcher at Bolivia is Vladimir Costas.
- Bolivian partner principal researcher spent much time in the bureaucracy to get the funds from its University (Universidad Mayor de San Simón). The time spent in this activity is reflected in Work Package 1 (WP1) of the project. Until this report, the Partner Bolivia continues asking for the funds. Nevertheless, the University covered the trip to the Midterm Meeting in the Dominican Republic partially. Partially because just one week of two needed to attend the meeting was allowed by the University.
- Virtual participation in the Kickoff meeting from 13 to 15 of March. by Vladimir Costas talking about “Moodle as a tool for the academic administration of the virtual pre-university course at Universidad Mayor de San Simón”.
- Bolivia's partner did not participate in the meeting and workshop of Brazil on November 5th until 14th. The funds were not ready, and Bolivia had a hard conflict due to presidential elections producing the suspension of activities in the University for three weeks.

WP2 Need analysis, requirements and stakeholder dialogue

The participation in the tasks 2.1, 2.2, and 2.3 is reflected in the following documents produced by the project:

D1.2 – Midterm Report

- Paper “Digital Divide in Latin America and Europe: Main Characteristics in Selected Countries” presented at CISTI 2019 - 14th Iberian Conference on Information Systems and Technologies.
<https://ieeexplore.ieee.org/document/8760821>
- One chapter in the book “ICT for learning and inclusion in Latin America and Europe”. ISBN 978-83-953737-3-2. DOI 10.24917 / 9788395373732. This book is in pre-print status thanks to Poland partner.
- Development of the survey tool to collect data from teachers and pre-service teachers in the country partners.
- Acquisition of data from 137 teachers and 154 pre-service teachers using the survey tool developed by the project.
- Two interviews transcript, analysis and translation in progress.

WP3 Design and Implementation of Technological Environment

The Bolivian partner is supporting the development of the platform, together with the other international partners.

The two Bolivian students helping in the development tasks are working freely without fund support.

The following tasks have the participation of the Bolivian team:

- Analysis, Design and implementation of the Learning Analytics Component.
- Analysis, experimentation, and development support in Blockchain and Badges implementation
- Testing plan and testing of SELI platform.

WP4 Development and Implementation of the Pedagogical Aspects and Knowledge Transfer to the Teachers

The Brazilian team designed and delivered the basis on instructional design and templates for the tasks. The Bolivian partner with the Brazilian guides has in progress the following tasks:

D1.2 – Midterm Report

- Defining learning content for the pilot course
- Planning and implementation of courses
- Generation of course design

WP5 Dissemination and Exploration

- Three paper presented together partners to the WORLDCIST 2020 Conference (<http://worldcist.org/>):
- Following the plan for communication and dissemination. is supporting in the publication of events and news in the website <http://seliproject.org/>

WP6 Small Scale Validation and Pilot Studies with the Target Groups, Real-life Evaluation

The tasks of WP6 will take place during the year 2020.

International meetings who did not participate face-to-face

Despite the requests and procedures made in the Universidad Mayor de San Simón (UMSS) to comply with face-to-face activities and meetings, the University did not deliver the funds. Without the funds, the partner Bolivia cannot attend to this and fulfil the activities related. The bureaucracy and disposition of the university authorities who never gave the funds for the project affect the possibility to participate in face-to-face events.

The following two meetings Bolivia cannot attend due to funds issues:

1. Kickoff Meeting (Joensuu-Finland, from March 13 to 15, 2019).
Important meeting for planning activities of 2019, Declaration of roles and responsibilities of project participants. Update seminars and expertise in the topics of the project.
2. The second meeting of SELI in Sao Paulo-Brazil, November 5 to 14, 2019. Work meeting on the following topics: Project planning update, Discussion of results of analysis and ICT requirements with inclusion and learning, Evolution of the design and development of the SELI platform, Evolution of instructional design activities, dissemination and validation activities.

International Events and Publications

The Bolivian partner researchers are paying the registration of one paper to the WORLDICIST 2020 conference, one of the researchers is paying the flight tickets, lodging and subsistence at Montenegro.

Bolivian Partner Team

- Vladimir Costas J. (principal researcher)
- Marcelo Flores S. (researcher).
- Nelson Ferrufino (researcher). Part-time support for activities.
- Leticia Blanco (University teacher). Part-time support for activities.

In the project, two undergraduate students of the degree in Computer Science and Systems Engineering have been incorporated, who wanted to participate, for academic interest, in project activities:

- Bernardo Causin
- Alvaro Yapu

Fund Issues

Up to this report, Bolivian partner has no funds to cover this kind of activities.

The main coordinator of SELI Project and main researcher of Bolivia team contacted ERANet LAC Secretariat, in order to ask the respective national fund.

3.2 Dominican Republic

Summary

This report shows the participation and progress of Dominican Republic partners in the activities of the SELI project from M1 to M12. This participation and progress state the involvement of SELI-Dominican Republic staff in the activities of the project.

Work Packages Progress

WP1 Project Coordination and Management

The activities related to local coordination and management was:

- The partner Dominican Republic has Dr. Darwin Muñoz like the principal researcher who attends the meetings by skype and face to face mode along the 2019 year and coordinates the activities of the SELI-Dominican team.
- Presentation of the lecture “Strategies adopted for education and inclusion in Dominican Republic”, in Finland during the kick-off meeting on March 13 until the 15th.
- Participation in the meeting and workshop of Brazil on November 5th until 14th with the presentation “Advances of the instructional design, UFHEC’s Main works, and general information January’s Meeting”
- Organization of the Midterm meeting at the Dominican Republic and Workshops on Jan 13th until 24Th 2020.

WP2 Need Analysis, Requirements and Stakeholder Dialogue

The participation in the tasks 2.1, 2.2, and 2.3 is reflected in the following documents produced by the project:

- Paper “Digital Divide in Latin America and Europe: Main Characteristics in Selected Countries” presented at CISTI 2019 - 14th Iberian Conference on Information Systems and Technologies.

<https://ieeexplore.ieee.org/document/8760821>

D1.2 – Midterm Report

- - One chapter in the book “ICT for learning and inclusion in Latin America and Europe”. ISBN 978-83-953737-3-2. DOI 10.24917 / 9788395373732. This book is in the pre-print status.
- Development of the survey tool to collect data from teachers and pre-service teachers in the country partners.
- Acquisition of data from 102 teachers and 102 education students using the survey tool developed by the project.
- Three interviews transcript, analysis and translation in progress.

WP3 Design and Implementation of Technological Environment

The Dominican partner is supporting the development of the platform, together with the other international partners with the Testing plan and testing of SELI platform.

WP4 Development and implementation of the pedagogical aspects and knowledge transfer to the teachers

The Brazilian team designed and delivered the basis on instructional design and templates for the tasks. The Bolivian partner with the Brazilian guides has in progress the following tasks:

- Defining learning content for the pilot course of the Dominican Republic
- Planning and implementation of courses
- Generation of course design

WP5 Dissemination and Exploration

- Meetings with NGOs and Government agencies for the promotion, diffusion, and invitation to collaborate with the SELI Project.
- Organization of the International Seminar of Accessibility and Inclusion in January 2020 at the Dominican Republic.

Following the plan for communication and dissemination is supporting the publication of events and news on the website <http://seliproject.org/>.

WP6 Small Scale Validation and Pilot Studies with the Target Groups, Real-life Evaluation

The tasks of WP6 will take place during the year 2020.

International Meetings

The following two meetings Dominican Republic partner attends:

1. Kickoff Meeting (Joensuu-Finland, from March 13 to 15, 2019). Important meeting for planning activities of 2019, Declaration of roles and responsibilities of project participants. Update seminars and expertise in the topics of the project.
2. The second meeting of SELI in Sao Paulo-Brazil, November 5 to 14, 2019. Work meeting on the following topics: Project planning update, Discussion of results of analysis and ICT requirements with inclusion and learning, Evolution of the design and development of the SELI platform, Evolution of instructional design activities, dissemination and validation activities.

International Events and Publications

The Dominican partner in collaboration with others partner will submit applications for different international events like the UNESCO Mobile Learning Week in 2020.

Dominican Republic partner team

- Dr. Darwin Muñoz (principal researcher)
- Dr. Angel Puentes (researcher)
- Gloria Sánchez, MSc (researcher)
- Hugo Parada, MSc (researcher)
- Cinthia De la Rosa, MSc (research assistant)

Fund Issues

Up to this report, the Dominican partner has part of the fund of the Governmental agency to cover this kind of activities, the other part was covered by UFHEC until receiving the other disbursement of money.

D1.2 – Midterm Report

Uruguay

Summary

This report shows the participation and progress of Uruguay partner in the activities of SELI project from M1 to M12. This participation and progress state the involvement of SELI-Uruguay staff in the activities of the project.

Work Packages Progress

WP1 Project Coordination and Management

The activities related to local coordination and management was:

- The principal Uruguayan researcher Regina Motz attend SELI meetings by skype along the 2019 year and coordinate the activities of SELI-Uruguayan Team.
- Participation in the Kickoff meeting from 13 to 15 of January 2019 by Regina Motz talking about “Learning Analytics for facilitating learning and inclusion ”.
- Participation in the meeting and workshop of Brazil on November 5th until 14th. 2019 by Mariana Porta (with fund from SELI), by Maria Viola and Regina Motz (with fund from Universidad de la República) and by Virginia Rodés (with fund from ANII-BIDYA Project).

WP2 Need Analysis, Requirements and Stakeholder Dialogue

The participation in the tasks 2.1, 2.2, and 2.3 is reflected in the following activities and documents:

Activities:

- Development of the survey tool to collect data from teachers and pre-service teachers in the country partners.
- Acquisition of data from 108 teachers and 50 pre-service teachers using the survey tool developed by the project.
- Two interviews transcript, analysis and translation in progress.

Academic Issues:

- Regina Motz participates as Program Committee Chair of the 2nd SELI's proposed Workshop on Accessibility in Educational Resources, part of CISTI'2020 - 15th Iberian Conference on Information Systems and Technologies, to be held between the 24th and 27th of June 2020, at Sevilla, Spain.
- Regina Motz and Mariana Porta participate as Program Committee of the 1st SELI proposed Workshop on Inclusive Education through ICT at WorldCIST'20 (2020 World Conference on Information Systems and Technologies), to be held between the 7th and 10th of April 2020, at Buda, Montenegro.1.3 WP3 Design and Implementation of Technological Environment

The Uruguayan partner is supporting the development of the platform, together with the other international partners.

Uruguayan team activities:

- Analysis and Design of the Learning Analytics Component by Libertad Tansini, Paula Echenique and Regina Motz.
- Analysis, experimentation, and development support in Blockchain implementation by Reyna Der Boghosian and Regina Motz.

A SELI-Uruguayan Blockchain Node has been implemented and the Uruguayan Team is working in order to connect this node with the SELI-Ecuadorian Blockchain node.

- Testing plan and testing of SELI platform by Maria Viola, Mariana Porta and Regina Motz.

WP4 Development and Implementation of the Pedagogical Aspects and Knowledge Transfer to the Teachers

The Brazilian team designed and delivered the basis on instructional design and templates for the tasks. The Uruguayan partner with the Brazilian guides has in progress the following tasks:

D1.2 – Midterm Report

- Defining learning content for the pilot courses of Workshop 2 on how to use open access ICT tools (original planned to be held on month 12 but re-scheduled to month 14) and Workshop 6 on how to use SELI Platform to teach English as a second language (original planned to be held on month 16 but re-scheduled to month 14)
- Planning and implementation of courses
- Generation of course design

WP5 Dissemination and Exploration

1. Organizing and implementing activities of promotion and diffusion of SELI Project at three cities of Uruguay (Montevideo, Melo and Rivera) on February 2020.
2. Two papers presented in co-authoring with partners to the WORLDCIST 2020 Conference (<http://worldcist.org/>)

WP6 Small Scale Validation and Pilot Studies with the Target Groups, Real-life Evaluation

The tasks of WP6 will take place during the year 2020.

4. DEVIATION, PROBLEMS AND CORRECTIVE ACTIONS

The following problems were encountered:

- a. The following partners could not secure funding in the project: Universidad Central “Marta Abreu” de Las Villas (UCLV), Cuba; Universidad Galileo, Guatemala
- b. Four months late for the development of the learning system due to funding issues. Currently, working on the requirements of some of the modules in the instructional design aspect.

For the previous problem, the following corrective action was taken:

- a. Several contacts to ERANet LAC Secretariat to request the respective national funding agencies to speed-up the funding process. Unfortunately, the Guatemala and Cuba universities could not receive the funding.
- b. Ecuador finally received the funding in December, 12, 2019.

5. PROGRESS REGARDING PERFORMANCE INDICATORS

The SELI project performance indicators are given by the achievement of the project milestones as indicated in the project proposal for this reporting period. Table 1 shows details of the achievement.

Table 1.7. Performance indicators of project achievements M1-M14

| Milestone No. | Milestone name | Lead beneficiary | Delivery date from project proposal | Achieved yes/ no | Actual delivery date (or forecast) | Comments |
|---------------|---|------------------|-------------------------------------|------------------|-------------------------------------|---|
| M1 | Databank accessible online | PUC | Month 3 | No | 30 June 2019 | Tool is ready but we change the structure to keep the quality |
| M2 | Reports accessible online | PUC | Month 6 | Yes | 30.01.2020 | Book: ICT for learning and inclusion in Latin America and Europe. ISBN 978-83-953737-3-2. |
| M3 | Workshop 1 conducted | PUC | Month 8 | Yes | November 5 to 14, 2019 | Meeting and workshop conducted in Brazil |
| M4 | Open access digital learning platform | UDA-ESPE | Month 8 | Yes | 1st version 30.11.2019 | Subsequent version is under development |
| M5 | Creation of document and soft copy user's manual and tutorial | UDA-ESPE | Month 11 | Yes | 1st version: 28.02.2020 | Subsequent version is under development |
| M6 | Workshop 2,3 | MPU | Month 13 | Yes | Workshop 2: Dominican Republic, 13- | All workshops were successfully completed |

| | | | | | | |
|----|---|-----|----------|-----|---|--------------------------------------|
| | | | | | 17 January 2020 Workshop 3: Uruguay, 6-19 February, 2020 | |
| M7 | Website online | UTP | Month 2 | Yes | 30 April 2019 | Project website is ready and running |
| M8 | Posters disseminated to the target audience | UTP | Month 12 | No | No | Lack of funding |

6. WORK PLAN FOR NEXT PERIOD (M14-M24)

The activities for the next ten months of the project (period M14-M24) in terms of work packages, deliverables are summarized in Table 2.1. The initial version report will be submitted to the Google drive repository. A final version of the report is to be uploaded to the SELI webpage and submitted to the ERANet/LAC at a later stage.

Table 2.1. Upcoming deliverables (2020)

| Deliverable No. | Deliverable date | Description | WP No. | Deliverable date from project proposal |
|-----------------|-----------------------|---|--------|--|
| D1.2 | Month 14 | Midterm report | 1 | Month 14 |
| D2.2 | Month 14 | Report on educational use of Blockchain, global sharing pedagogy, digital storytelling, flipped learning, personalized learning | 2 | Month 6 |
| D2.3 | Month 14 | List of events and participants (workshop 1) | 2 | Month 8 |
| D2.4 | Month 14 | Stakeholder dialogue conference report, indicating which solution is most suitable | 2 | Month 8 |
| D2.5 | Month 14 | Catalogue of best solution and practice | 2 | Month 8 |
| D3.1 | Month 16 | 2nd version: Open access digital learning platform | 3 | Month 8 |
| D3.2 | Month 16 | 2nd version: User's manual and tutorial for the digital learning system | 3 | Month 11 |
| D4.1 | Month 17 | Course reports containing course activities, strategies and feedback | 4 | Month 17 |
| D4.2 | Month 17 | Executive summary of all "teaching the teachers" events | 4 | Month 17 |
| D5.3 | Month 16 | Leaflets in English and Spanish | 5 | Month 6 |
| D5.4 | Months 12, 16, 20, 24 | Electronic newsletter | 5 | Months 12, 16, 20, 24 |
| D5.5 | Month 14 | Printed posters | 5 | Month 12 |
| D6.1 | Month 22 | List of pilot tests schedules and participants thereof | 6 | Month 22 |
| D6.2 | Month 22 | Results of assessment of the pilots' impact | 6 | Month 22 |
| D6.3 | Month 22 | Report on capacity building and pilots | 6 | Month 22 |

6.1 Planned Meetings

Table 2.2 shows the planned meetings for the remaining months of the project.

Table 2.2. SELI consortium upcoming meetings (April - December 2020)

| Meeting | Date | Channel | Details |
|---|--------------------|---------|--|
| Project Synchronization Meetings (bi-monthly) with the Strategic Management Committee members (SMC) | 1 and 22 April | Skype | The meetings take place twice every month and are focused on the leaders of work packages and leaders of each participating country. During the meetings the project progress will be discussed with the SMC. Their opinion and perspectives on the project technical and pedagogical development as well as the project dissemination activities will be discussed. Strategies to achieve upcoming deliverables are discussed. Issues related to the project implementation are reviewed. |
| | 6 and 20 May | | |
| | 10 and 24 June | | |
| | 8 and 22 July | | |
| | 5 and 19 August | | |
| | 9 and 23 September | | |
| | 7 and 21 October | | |
| | 4 and 18 November | | |
| | 9 December | | |
| Project general meetings (Monthly) | 8 April | Skype | Each meeting is a project-wide monthly meeting. During the discussion the entire consortium participates and is synchronised with the advancements in the development and implementation of the project. Strategies to achieve upcoming deliverables are discussed. Issues related to the project implementation are reviewed. |
| | 13 May | | |
| | 17 June | | |
| | 15 July | | |
| | 12 August | | |
| | 16 September | | |
| | 14 October | | |
| | 11 November | | |
| 16 December | | | |
| Project monitoring and quality assurance committee meeting (MQAC) | 17 June | Skype | During the meeting the project progress will be discussed with the SMC and MQAC. Their opinion and perspectives about the quality of implementation of the different aspects of the project will be discussed. |
| Project general assembly (GA) | 16 September | Skype | It will be the first general assembly of the project. All project partners are requested to attend. Issues of project implementation, development and societal uptake will be discussed. The project monitoring and quality assurance committee meeting |

| | | | |
|-------------------|----------------------|---------------------------------|---|
| | | | (MQAC) will be invited, to provide advice on the theoretical and technical development of the project. |
| Workshop 2 | 5 – 14 November 2019 | Face-face in Brazil | Stakeholder workshop with a presentation of the state of the art and challenges in the EU and LAC. Presentation of the ICT solution including specific case studies, and planning of specific measures and training sessions, workshops to be conducted. |
| Workshop 3 | 13 - 24 January 2020 | Face-face in Dominican Republic | Day 1, using the new learning platform to train a minimum of 50 teachers in person, and 50 teachers from each partner country joining online via the new learning environment. The pilot training will focus on how to use open access ICT tools. Day 2, inviting all the stakeholders across the LAC, exchanging information about the solutions and collecting data about all aspects of the new learning environment, new course design, including course learning outcomes, assessment of learning outcomes and course activities. Day 3, online training for a minimum of 50 teachers from each partner country. |
| Workshop 4 | 6 - 21 February 2020 | Face-face in Uruguay | Day 1, using the new learning platform to train a minimum of 50 teachers in person, and 50 teachers from each partner country joining online via the new learning environment. The pilot training will focus on how to use open access ICT tools. Day 2, inviting all the stakeholders across the LAC, exchanging information about the solutions and collecting data about all aspects of the new learning environment, new course design, including course learning outcomes, assessment of learning outcomes and course activities. |

| | | | |
|-----------------------------|--------------------|---------------------------------|---|
| | | | Day 3, online training for a minimum of 50 teachers from each partner country. |
| Mobile learning week | 2 - 6 March 2020 | | Dissemination of project outcome at the mobile learning week |
| Workshop 5 | 9 - 11 March 2020 | Face-face in Poland | <p>Day 1, using the new learning platform to train a minimum of 50 teachers in person, and 50 teachers from each partner country joining online via the new learning environment. The pilot training will focus on how to use open access ICT tools. Day 2, inviting all the stakeholders across the LAC, exchanging information about the solutions and collecting data about all aspects of the new learning environment, new course design, including course learning outcomes, assessment of learning outcomes and course activities.</p> <p>Day 3, online training for a minimum of 50 teachers from each partner country.</p> |
| Workshop 6 | 12 - 15 March 2020 | Face-face in Turkey | <p>Day 1, using the new learning platform to train a minimum of 50 teachers in person, and 50 teachers from each partner country joining online via the new learning environment. The pilot training will focus on how to use open access ICT tools. Day 2, inviting all the stakeholders across the LAC, exchanging information about the solutions and collecting data about all aspects of the new learning environment, new course design, including course learning outcomes, assessment of learning outcomes and course activities.</p> <p>Day 3, online training for a minimum of 50 teachers from each partner country.</p> |
| Final meeting | 14 – 20 Finland | Face-to-face in Joensuu Finland | |

7. EFFORT OVERVIEW

Table 3.1 shows the percentage effort (PM) that each partner has spent during the period M1- M4.

Table 3.1. Reported PM effort per partner (M1-M4)

| Organization | WP1 | | WP2 | | WP3 | | WP4 | | WP5 | | WP6 | | Total | | |
|-----------------|---------------|-------|---------------|-------|---------------|-------|---------------|-------|---------------|-------|---------------|-------|---------------|-------------|---------|
| | PM (proposal) | Spent | PM (proposal) | Spent | PM (proposal) | Spent | PM (proposal) | Spent | PM (proposal) | Spent | PM (proposal) | Spent | PM (proposal) | Total Spent | % Spent |
| UEF | 26 | 26 | 12 | 12 | 10 | 5 | 14 | 2 | 14 | 4 | 20 | 2 | 96 | 51 | 53 |
| PUC | 2 | 2 | 8 | 8 | 2 | 2 | 5 | 2 | 3 | 1 | 4 | 0 | 24 | 15 | 62.5 |
| HUT | 8 | 3 | 11 | 3 | 9 | 1 | 7 | 0 | 15 | 2 | 22 | 0 | 72 | 9 | 12,5 |
| UdelaR | 2 | 2 | 5 | 5 | 6 | 0 | 7 | 0 | 14 | 14 | 14 | 0 | 48 | 21 | 43.75 |
| UDA-ESPE | 5 | 2 | 7 | 3 | 23 | 10 | 5 | 2 | 2 | 2 | 6 | 1 | 48 | 20 | 42 |
| UFHEC | 4 | 6 | 8 | 6 | 6 | 2 | 20 | 7 | 3 | 2 | 7 | 5 | 48 | 28 | 58,33 |
| UTP | 1 | 0 | 5 | 1 | 4 | 0 | 2 | 0 | 8 | 3 | 4 | 0 | 24 | 5 | 21 |
| MPU | 2 | 1 | 3 | 2 | 2 | 1 | 8 | 5 | 3 | 1 | 6 | 2 | 24 | 12 | 50 |
| UGG | 3 | | 2 | | 9 | | 1 | | 5 | | 4 | | 24 | | 0 |
| UMSS | 11 | 7 | 4 | 6 | 2 | 3 | 6 | 2 | 6 | 2 | 7 | 0 | 36 | 20 | 55 |
| UCLV | 7 | 5 | 6 | 7 | 6 | 0 | 2 | 0 | 4 | 0 | 11 | | 36 | 12 | 33,33 |
| Total PM | 71 | | 71 | | 79 | | 77 | | 77 | | 105 | | 480 | | |

8. PUBLICATION LIST

1. Tomczyk, L., Oyelere, S.S., Puentes, A., Sanchez-Castillo, G., Muñoz, D., Simsek, B., Akyar, O.Y., Demirhan, G. (2019). Flipped learning, digital storytelling as the new solutions in adult education and school pedagogy. In Jaroslav Veteška (ed.). *Adult Education 2018 – Transformation in the Era of Digitization and Artificial Intelligence*. Česká andragogická společnost/Czech Andragogy Society Praha/Prague 2019 [ISBN 978-80-906894-4-2].
2. Martins, V., Oyelere, S. S., Tomczyk, L., Barros, G., Akyar, O., Eliseo, M. A., ... & Silveira, I. F. (2019, November). A Blockchain Microsites-Based Ecosystem for Learning and Inclusion. In *Brazilian Symposium on Computers in Education (Simpósio Brasileiro de Informática na Educação-SBIE)* (Vol. 30, No. 1, p. 229).
3. Tomczyk, Ł., Eliseo, M. A., Costas, V., Sánchez, G., Silveira, I. F., Barros, M. J., ... & Oyelere, S. S. (2019). Digital Divide in Latin America and Europe: Main characteristics in selected countries. In *2019 14th Iberian Conference on Information Systems and Technologies (CISTI)* (pp. 1-6). IEEE.
4. Oyelere, S.S., Tomczyk, L., Bouali, N., Agbo, F. J. (2019). Blockchain technology and gamification – conditions and opportunities for education. In Jaroslav Veteška (ed.). *Adult Education 2018 – Transformation in the Era of Digitization and Artificial Intelligence*. Andragogy Society Prague 2019 [ISBN 978-80-906894-4-2].
5. Solomon Sunday Oyelere, Umar Bin Qushem, Vladimir Costas Jauregui, Özgür Yaşar Akyar, Łukasz Tomczyk, Gloria Sanchez, Darwin Munoz and Regina Motz. Blockchain technology to support smart learning and inclusion: Pre-service teachers and software developers' viewpoints".
6. Özgür Yaşar Akyar, Giyasettin Demirhan, Solomon Sunday Oyelere, Marcelo Flores and Vladimir Costas. Digital storytelling in Teacher Education for Inclusion."
7. Solomon Sunday Oyelere, Ismar Frango Silveira, Valeria Farinazzo Martins, Maria Amelia Eliseo, Özgür Yaşar Akyar, Vladimir Costas, Bernardo Caussin, Regina Motz, Jarkko Suhonen and Łukasz Tomczyk. Digital storytelling and blockchain as pedagogy and technology to support the development of an inclusive smart learning ecosystem".
8. Burcu Şimşek and Özgür Yaşar Akyar. In search of active life through digital storytelling: Inclusion in theory and practice for the physical education teachers.
9. Łukasz Tomczyk, Darwin Muñoz, Julio Perier, Magali Arteaga, Gabriel Barros, Mariana Porta, Enzo Puglia. ICT and preservice teachers. Short case study about conditions of teacher preparation in: Dominican Republic, Ecuador, Uruguay and Poland. *Knowledge Journal*, 32(1), 2019.

Book

1. Tomczyk, Ł. & Oyelere, S. S. (2019). *ICT for learning and inclusion in Latin America and Europe*. Cracow: Pedagogical University of Cracow. DOI 10.24917/9788395373732, ISBN 978-83-953737-3-2.