

Intellectual Output 4-Task 2

Creation of a community platform



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Cyprus
University of
Technology



Social Computing
Research Center



UNIVERSITY OF PIRAEUS
RESEARCH CENTER



cesie



Universidad de Valladolid

Executive Summary

This document presents the partners' efforts for the enactment of the INTELed Community of Platform (CoP). In particular, it presents:

- The development of the INTELed CoP, leveraging the affordances of the social media
- The enactment of the CoP by the in-service teachers who participated in the INTELed training programme
- The re-organization of the INTELed CoP in a web-based platform

Via this procedure, the consortium partners aimed at supporting the INTELed teachers' professional development, while also preparing them to obtain an active stance in applying and disseminating the INTELed ideas, thus becoming "community leaders".

1. Introduction

Early in the project, the development of the community platform started, and the SEN teachers involved in the INTELEd training and piloting were the first members, who were invited to join the INTELEd CoP together with the members of the consortium.

Research (e.g. Joyce & Showers, 2002; Wiske, Stone, & Levinson, 1993) shows that peer-to-peer professional development and on-going support improve teachers’ abilities to adopt and implement new content and skills. As such, the overall effort was to encourage collaboration and communication amongst all participating teachers, to share materials beyond what was provided on the INTELEd website (i.e., training materials etc), to find and discuss additional resources uploaded by the INTELEd partners as well as to engage in dialog, which supported their ongoing professional development.

2. The development of the INTELEd CoP

According to the “Community Platform Action Plan” which was developed by CESIE and shared with the partners on February 2018, the INTELEd CoP took initially the form of three (3) separate groups, leveraging the affordances of social media. In particular, three “Closed groups” one per the INTELEd partners’ nationality (Greek, Spanish, Italian) were developed and enacted on Facebook, and were linked to the INTELEd Facebook homepage (Figure 1).



Figure 1. The 3 national Facebook closed groups developed for the purposes of the INTELEd CoP

The INTELED consortium had chosen to develop the three national groups on the Facebook platform taking into account that:

- (a) Most of the INTELED teachers had already a Facebook account and were familiarized with the affordances of the platform
- (b) Facebook could provide several features supporting teachers' social interactions and exchange of educational material (e.g. posts, comments, emoticons, files and photos uploading etc.)

As such, through the INTELED Facebook Page, teachers could join their own national CoP (Italian, Greek and Spanish) so as to share and received information in their own language. The INTELED consortium decided to go with three sub-groups, taking into account that allowing teachers to use their own language would make them feel more comfortable and would increase their social interactions.

3. The enactment of the INTELED CoP

The INTELED CoP was enacted on October 2018 and as already mentioned the teachers who participated in the INTELED training sessions at Cyprus, Greece, Italy and Spain were the first ones which were invited to populate it. The INTELED teachers were invited to:

- Share their impressions of the INTELED digital apps they had employed during the training
- Upload and share various educational resources on the topic (e.g. articles, videos, tutorials etc.)
- Exchange and discuss the lessons plans they were developing for the INTELED school pilots
- Pose their questions and inquiries in relation to technology-enhanced embodied learning
- Provide feedback to other colleagues' lesson plans and the integration scenarios developed

Likewise, the INTELED trainers were uploading the educational material (e.g. presentations) and the photos captured during each training workshop. Finally, a Social Media Calendar was created at the beginning of the project with the contributions of each partner (e.g. links from relevant resources: website, YouTube videos, online articles etc.). The educational resources were released gradually both at the INTELED Facebook page for dissemination purposes (in English) but also for training purposes in the three national closed Facebook Groups. In this context, the partners were required to select, translate and post the educational resources needed for (a) complementing their training workshops and (b) enacting a lively discussion with the participating teachers around each resource. Table 1 presents an overview of the Social Media Calendar developed for the enactment of the INTELED CoP.

Table 1: The social media calendar for the INTELed CoP

No	Post text in EN	Post text in GR	Post text in ES	Post text in IT	URL
1	Using a multi-sensory teaching technique means helping a child to learn through more than one sense.		Usar técnicas multisensoriales de enseñanza significa ayudar a los niños/as a aprender a través de más de un sentido	Utilizzare una tecnica di insegnamento multisensoriale significa aiutare un bambino a imparare attraverso più di un senso.	https://bit.ly/2st6WuE
2	What do you know about Assistive Technology? In this article, you can learn the basic, by the Assistive Technology Industry Association. (ATIA)	Τι γνωρίζετε για τις Υποστηρικτικές Τεχνολογίες; Σ' αυτό το άρθρο θα μάθετε τα βασικά, από την Ένωση Βιομηχανίας Υποστηρικτικών Τεχνολογιών.	¿Qué sabemos sobre tecnologías adaptativas?. En este artículo, puedes aprender aspectos básicos a través de la asociación industrial de tecnologías adaptativas (ATIA)		https://www.atia.org/at-resources/what-is-at/
3	In the following article you can find tips for making your classroom more accessible. Will you take the challenge?	Στο ακόλουθο άρθρο θα βρείτε πρακτικές ιδέες για το πώς να δημιουργήσετε ένα πιο προσβάσιμο περιβάλλον στην τάξη σας. Αποδέχστε την πρόκληση;	En el siguiente artículo puedes encontrar consejos para hacer de tu clase un espacio más accesible. ¿Te atreves a enfrentarte a ese desafío?		https://www.commonense.org/education/blog/3-steps-to-a-more-accessible-classroom
4	A "tour" to Microsoft's educational tools for an accessible classroom.	Μια "ξενάγηση" στα εργαλεία της Microsoft για μια πιο προσβάσιμη τάξη.	Un viaje por las herramientas de Microsoft para la creación de aulas accesibles		https://educationblog.microsoft.com/2017/05/10-tips-for-creating-an-inclusive-classroom-today/
5	A very useful, applications and games finder for learning and attention issues.	Ένα πολύ χρήσιμο εργαλείο αναζήτησης εφαρμογών και παιχνιδιών για μαθησιακές δυσκολίες.	Un catálogo muy útil de aplicaciones y juegos sobre temas de atención y aprendizaje		https://www.understood.org/en/tools/tech-finder

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6	A Digital Accessibility Toolkit. What Education Leaders Need to Know	Ένας πρακτικός οδηγός προσβασιμότητας, για όλα όσα χρειάζεται να ξέρουν εκπαιδευτικοί που υλοποιούν καινοτόμα εκπαιδευτικά προγράμματα.	Un catálogo sobre accesibilidad digital: lo que los líderes educativos deben saber		https://cosn.org/sites/default/files/Digital%20Toolkit%20for%20508compliance.pdf
7	"Kinect: Toy or classroom tool?"	Τεχνολογίες kinect: παιχνίδι ή εκπαιδευτικό εργαλείο;	"Kinect:¿un juego o una herramienta para el aula?"		http://blog.edmentum.com/kinect-toy-or-classroom-tool
8	The Kinect sensor is being used in studies to help children learn to more accurately map numbers onto physical space – a simple skill but one that is fundamental to our understanding of mathematics.		El sensor Kinect está siendo utilizado en estudios para ayudar a los estudiantes a aprender de manera más eficaz a mapear números con mayor precisión en el espacio físico, una habilidad simple pero fundamental para nuestra comprensión de las matemáticas.	Il sensore Kinect viene utilizzato negli studi per aiutare i bambini a imparare a mappare in modo più accurato i numeri sullo spazio fisico, una competenza semplice ma fondamentale per la nostra comprensione della matematica.	https://bbc.in/1da1rWh
9	In kinesthetic learning, movement and action replace more passive forms of learning, such as listening to a lecture. Because movement allows a student an alternative approach to the information, it can help put students in the		En el aprendizaje kinestésico, los movimientos y acciones remplazan formas más pasivas de aprendizaje, como escuchar una clase. Puesto que el movimiento permite a los estudiantes una aproximación alternativa a la información, puede	Nell'apprendimento cinestetico, il movimento e l'azione sostituiscono forme più passive di apprendimento, come l'ascolto di una lezione. Poiché il movimento consente a uno studente un approccio alternativo alle informazioni, può aiutare a mettere gli studenti nello stato	https://edut.to/2JtbRoY



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	receptive state required for learning.		ayudarles a estar más receptivos para aprender.	recettivo richiesto per l'apprendimento.	
10	Here are a few of many possible examples of multisensory techniques teachers use to help children struggling with reading.		Aquí puedes encontrar algunos ejemplos posibles de técnicas multisensoriales que los docentes pueden usar para ayudar a los estudiantes que tienen problemas lectores	Ecco alcuni dei molti possibili esempi di tecniche multisensoriali utilizzate dagli insegnanti per aiutare i bambini con difficoltà di lettura.	https://u.org/2kN0E4Y
11	Dyslexic children typically have difficulty absorbing new information, especially if it is abstract or involves memorizing sequences or steps. Multisensory teaching techniques help break down these barriers to learning by making the abstract more concrete, turning lists or sequences into movements, sights and sounds.		Los niños/as disléxicos generalmente tienen dificultades en la adquisición de nueva información, especialmente si ésta es abstracta o requiere una memorización de secuencias o pasos. Las técnicas de enseñanza multisensorial ayudan a superar estas barreras haciendo lo abstracto más concreto, modificando listas o secuencias en movimientos, miradas y sonidos.	I bambini dislessici hanno tipicamente difficoltà ad assorbire nuove informazioni, specialmente se sono astratte o coinvolgono sequenze o passi da memorizzare. Le tecniche di insegnamento multisensoriali aiutano a superare queste barriere all'apprendimento rendendo l'astratto più concreto, trasformando liste o sequenze in movimenti, visioni e suoni.	https://bit.ly/2Lhujoy
12	New research suggests that young children may make gains in math by counting with their fingers. Don't discourage young children from counting on their		Una reciente investigación sugiere que los niños/as pueden obtener buenos resultados en matemáticas contando con los dedos. No desanimas a los	Una nuova ricerca suggerisce che i bambini possono migliorare in matematica contando con le dita. Non scoraggiare i bambini dal contare sulle dita: che potrebbe	https://edut.to/2kKf9q3



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	fingers—it may actually boost math learning, especially when paired with number games.		estudiantes a contar con los dedos, puesto que puedes llegar a fomentar su aprendizaje en matemáticas especialmente si lo combinas con juegos.	effettivamente aumentare l'apprendimento della matematica, specialmente se abbinato a giochi numerici.	
13	Take a look at the story about the SMALLab - a room where students move in 3D space during the lesson and learn through kinesthetic experience.		Echa un vistazo a esta información sobre SMALLab, un aula donde los estudiantes se mueven en espacios 3D durante las lecciones y aprenden mediante una experiencia kinestésica	Dai uno sguardo alla storia della SMALLab, una stanza in cui gli studenti si muovono nello spazio 3D durante la lezione e imparano attraverso l'esperienza cinestetica.	https://bit.ly/2LXERUj
14	Research suggests that when we see and use gestures, we recruit more parts of the brain than when we use language alone, and we may activate more memory systems – such as procedural memory (the type that stores automatic processes such as how to type or ride a bike) in addition to our memory for events and experiences.		La investigación sugiere que cuando vemos y usamos gestos, estamos empleando más partes del cerebro que cuando usamos solo el lenguaje. De esta manera, podemos activar más sistemas de memoria- como la memoria procedimental- (para almacenar procesos automáticos, como la forma de escribir o andar en bicicleta) además de nuestra memoria para eventos y experiencias.	La ricerca suggerisce che quando vediamo e utilizziamo i gesti, reclutiamo più parti del cervello rispetto a quando usiamo il linguaggio da solo, e possiamo attivare più sistemi di memoria - come la memoria procedurale (il tipo che memorizza processi automatici as esempio come digitare o guidare una bici) oltre alla nostra memoria per eventi ed esperienze.	https://bit.ly/2vfD6h3
15	Take a look in the case study of games Jumpido		Echa un vistazo a este estudio de caso del uso de	Dai uno sguardo al case study sui giochi Jumpido	https://bit.ly/2JqleEV



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	specifically designed to be used in schools in Bulgaria.		juegos Jumpido especialmente diseñados para ser usados en escuelas en Bulgaria.	specificamente progettati per essere utilizzati nelle scuole in Bulgaria.	
16	Find out more about the use of Motion sensor technologies in education in this article.		Encuentra más información sobre el uso de tecnologías motosensoriales en educación en este artículo	Scopri di più sull'uso delle tecnologie dei sensori di movimento nell'istruzione in questo articolo.	http://eudl.eu/pdf/10.4108/sg.1.2.e6
17	Why Kids Need to Move, Touch and Experience to Learn?		¿Porqué los niños/as necesitan moverse, tocar y experimentar para aprender?	Perché i bambini hanno bisogno di muoversi, toccare e sperimentare per imparare?	https://www.kqed.org/mindshift/39684/why-kids-need-to-move-touch-and-experience-to-learn
18	In this freeware English repository for special education teachers, you can find some free apps to use in class to stimulate kinesthetic learning.		En este repositorio de software gratuito en inglés para profesorado de Educación Especial, puedes encontrar apps gratuitas para usarlas en clase para estimular el aprendizaje kinestésico	In questo repository gratuito per insegnanti di educazione speciale si possono trovare alcune applicazioni gratuite per stimolare l'apprendimento cinestesico in classe.	https://www.senteacher.org/freeware/AT/
19	Taking a multisensory approach to helping students with special needs can greatly enhance the learning environment in the classroom.	Η πολυαισθητηριακή προσέγγιση για παροχή βοήθειας στους μαθητές με ειδικές ανάγκες μπορεί να ενισχύσει σημαντικά το μαθησιακό περιβάλλον στην τάξη.	Promover aproximaciones multisensoriales en estudiantes con necesidades educativas especiales puede contribuir a mejorar los ambientes de aprendizaje en clase.		https://thegatewayschool.com/multisensory-approach-special-education/
20	Kinesthetic STEM Programs could provide a great opportunity for helping us reach students with special needs	Τα προγράμματα STEM τα οποία βασίζονται στην κιναισθητική προσέγγιση θα μπορούσαν να αποτελέσουν μια	Los programas kinestésicos STEM pueden generar grandes oportunidades para ayudar a los estudiantes		https://www.firstinspires.org/community/inspire/reaching-students-with-special-needs-using-



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		εξαιρετική ευκαιρία για να προσεγγίσουμε και να στηρίξουμε πιο αποτελεσματικά τα παιδιά με ειδικές ανάγκες	con necesidades especiales o específicas de atención educativa		kinesthetic-stem-programs
21	Movement in the Classroom can Help your Child with Special Needs	Η κίνηση στο πλαίσιο μπορεί να βοηθήσει τα παιδιά με ειδικές ανάγκες στο πλαίσιο της σχολικής τάξης	El movimiento en el aula puede ayudar a los estudiantes con necesidades especiales		https://www.friendshipcircle.org/blog/2014/03/11/how-movement-in-the-classroom-can-help-your-child-with-special-needs/
22	Learn about the kinesthetic learning style and how public schools can support your child's learning patterns and needs.	Μάθετε για την κιναισθητική μάθηση και το πώς τα δημόσια σχολεία μπορούν να υποστηρίξουν τις μαθησιακές ανάγκες των παιδιών	Aprender sobre la Kinestesia como estilo de aprendizaje y cómo las escuelas públicas pueden apoyar a los niños/as con necesidades de atención educativa		https://www.publicschoolreview.com/blog/is-your-kinesthetic-child-getting-the-right-education
23	Kinesthetic learning in the classroom can support to students with ADHD	Η κιναισθητική μάθηση μπορεί να στηρίξει τους μαθητές με ελλειμματική προσοχή και υπερκινητικότητα	El aprendizaje kinestésico en las aulas puede ser un apoyo para los estudiantes con TDAH		http://impactofspecialneeds.weebly.com/kinesthetic-learning-eilish-reynolds.html
24	Special Education students can benefit from the use of technology	Οι μαθητές με ειδικές ανάγκες μπορούν να κερδίσουν πολλά από τη χρήση νέων τεχνολογιών στην εκπαίδευση	Los estudiantes de educación especial pueden beneficiarse del uso de tecnología		https://otsimo.com/en/special-education-benefit-technology/
25	Student engagement can be increased via kinetic movement	Η κιναισθητική προσέγγιση μπορεί να συμβάλει στην ενεργό εμπλοκή των μαθητών στο πλαίσιο της μαθησιακής διαδικασίας	El compromiso de los estudiantes puede ser incrementado fomentando la kinestesia		http://performancepyramid.miamioh.edu/node/1146

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26	Learning Styles for Children with Learning Disabilities	Μαθησιακά στυλ για παιδιά με μαθησιακές δυσκολίες	Estilos de aprendizaje de niños/as con necesidades especiales y específicas de atención educativa		http://www.aboutlearningdisabilities.co.uk/learning-styles-for-children-with-learning-disabilities.html
27	The INTELEd team at UVA in the regional news of Castilla y León, explaining the affordances of embodied learning in schools to promote inclusive education		El equipo de la UVA de INTELEd en las noticias de Castilla y León, explicando las posibilidades del "embodied learning" y su puesta en marcha en colegios para favorecer la inclusión		https://youtu.be/VENniYzG52U
28	Our participant teachers have started their training to learn about @INTELEdErasmus project model. Today we are learning about embodied learning and its educational implications.				https://twitter.com/gsicemic/status/1057317232383062023?fbclid=IwAR3rldhMC2rE6wz8srHP1h16LAj5h5lgn2S80h4oABO0iKCiTtmDabgq2Rg
29	The UVA team is getting ready for the next teacher professional development event that will start next Tuesday, October 30th.				
30	The UVA takes part of a European Project (INTELEd) to foster the learning of students with special needs in the use of devices Kinect. The next 30thOctober a course aimed at SEN and Primary school teachers will take		La UVA participa en un proyecto europeo (INTELEd) para favorecer el aprendizaje de los alumnos con necesidades educativas especiales con el uso de dispositivos kinect. El próximo 30 de octubre, en la Escuela de		http://comunicacion.uva.es/export/sites/comunicacion/bd3b999b-d782-11e8-985d-d59857eb090a/?fbclid=IwAR376MTcUvpHMEGWiZXImQwFYiHZf9X_V9BlhHHWenkwpq0X9wwUWCKLiM



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	place in the Faculty of Computer engineering. The course will be leader by GSIC-EMIC research group at the University of Valladolid. Its final purpose is to promote inclusive education environments fostered by multisensorial techniques.		Ingeniería Informática de la Universidad de Valladolid, arranca un curso destinado a profesores de Educación Especial e Infantil para formarles en esta tecnología. El objetivo de la iniciativa, desarrollada por docentes del Grupo de Sistemas Inteligentes y Cooperativos / Educación, Medios, Informática y Cultura (GSIC/EMIC) de la Universidad de Valladolid, es favorecer entornos inclusivos en el ámbito educativo.		
31	Check this useful kit for teachers that includes lesson ideas on celebrating the International Day of People with Disability!		Echa un vistazo a este catálogo de diseño de actividades educativas para profesorado para celebrar el día Internacional de las personas con necesidades especiales de atención educativa		https://www.idpwd.com.au/get-involved/schools/teachers/
32	Using the Microsoft KINECT with SEN Students		El uso del dispositivo Microsoft Kinect con estudiantes con necesidades de atención educativa	L'uso dei dispositivi Microsoft KINECT con gli alunni BES	https://www.youtube.com/watch?v=ZeeVxRGCJKY



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33	Kinect for learning		El uso del dispositivo Kinect para el aprendizaje	L'uso dei dispositivi Kinect per l'apprendimento	https://www.youtube.com/watch?v=G2WqqKEibUc
34	List of Kinect applications		Lista de aplicaciones Kinect	Lista dei giochi Kinect	https://senclassroom.wordpress.com/kinect-applications/
35	The "teachers workgroup" in Spain has already started trying out Kinems with children in the Special Units. They will start soon in the Pre-School classrooms of the three Schools that are involved in the project.	Η "Ομάδα Εργασίας Εκπαιδευτικών" στην Ισπανία έχει ήδη ξεκινήσει να δοκιμάζει την μεθοδολογία Kinems με παιδιά στις τάξεις των ειδικών μονάδων. Θα ξεκινήσουν σύντομα στις τάξεις προσχολικής εκπαίδευσης των τριών σχολείων που συμμετέχουν στο πρόγραμμα	El grupo de trabajo INTELed en Valladolid ya ha empezado a probar Kinems en las aulas específicas. Pronto lo harán en las aulas de Infantil de los tres colegios que colaboran.	Guarda come gli insegnanti spagnoli utilizzano i dispositivi kinems all'interno delle loro classi, con i minori BES.	https://drive.google.com/file/d/1wrVOWmWKLSRHDLinD7K4I3nJg4Jvg-U/view?usp=sharing
36	Transform your classroom into a 3-D learning environment thanks to the motion-capture technologies that allow all types of learners to be engaged in learning activities.	Μεταμόρφωσε την τάξη σου σε ένα 3-D εκπαιδευτικό περιβάλλον χάρη στις τεχνολογίες δέσμησης κίνησης, που επιτρέπουν σε όλους του τύπους μαθητών να εμπλακούν στις εκπαιδευτικές δραστηριότητες.	Transforma tu aula en un entorno de aprendizaje 3D gracias a las tecnologías de captura de movimiento que permiten a todo tipo de alumnos participar en actividades de aprendizaje	Trasforma la tua classe in un ambiente 3D grazie ai sensori di movimento e ai dispositivi digitali che permettono la partecipazione attiva di tutti gli studenti	https://edscoop.com/motion-capture-educational-platform-sees-results-in-k-12-classrooms/
37	Creating experimental playgrounds of movement connected to learning targets	δημιουργώντας πειραματικά πεδία παιχνιδιού που συνδέονται με	Creando experiencias de juego en el patio de recreo a través del movimiento que	Creare nuovi ambienti didattici connessi alle diverse esigenze di apprendimento	https://www.kqed.org/mindshift/25135/whats-it-like-to-be-a-molecule-

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		μαθησιακούς στόχους για τους μαθητές	respondan a los objetivos de aprendizaje		science-meets-embodied-learning
38	Learning Through Physical Hand and Body Movement			Dai un'occhiata a questo articolo interessante riguardante l'apprendimento tramite l'utilizzo delle mani e del corpo	https://www.verywellfamily.com/kinesthetic-learner-characteristics-2162776
39	Children learn as they play. Dear parents, being busy at work is normal and your time is precious, but the moment you spend with your kids playing is PRICELESS.			https://www.youtube.com/watch?v=rj2mWjPGepU&fbclid=IwAR2Ph--uzSgH7ZvigoEMiuiipo334mzCISk6lfPZu9G9NZRfafWFeGuUwco	
40	Digital Learning Environments 2019: 3 K-12 trends plus the strategies and technologies for meeting new demands.			https://edtechdigest.com/2019/01/28/digital-learning-environments-2019/	
41	Innovation in teaching, through experiential and embodied learning, is increasingly essential for education in the 21st century... Find out the six clusters of pedagogical approaches		Las metodologías innovadoras basadas en el aprendizaje incorporado y experiencial son esenciales para la educación del Siglo XXI. Descubre los seis grupos de enfoques pedagógicos	Nuove metodologie di didattica incarnata/cinestetica, in linea con le esigenze del 21esimo secolo...Scopri 6 nuovi approcci metodologici!	https://www.brookings.edu/blog/education-plus-development/2019/01/23/approaches-to-pedagogical-innovation-and-why-they-matter/
42	"Through movement we come in contact with external reality, and it is through these		A través del movimiento tomamos contacto con la realidad exterior y es a través de esos contactos mediante los que	Il movimento come fonte essenziale per l'apprendimento...scopri come l'apprendimento	https://www.kqed.org/mindshift/39684/why-kids-need-to-move-touch-and-experience-to-learn



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	contacts that we eventually acquire even abstract ideas” find out how embodied learning is essential for our children!		generalmente adquirimos ideas abstractas. ¡Descubre cómo el aprendizaje incorporado puede ser esencial para los niños/as!.	cinestetico è importante per i nostri bambini!	

4. The re-organization of the INTELed CoP

On January 2019, when the INTELed teachers' training was completed the INTELed Consortium agreed on merging the 3 *Closed national Facebook groups* into a *Public International Facebook group* in English. This re-organization of the INTELed CoP served two purpose:

- Firstly, it aimed at fostering the collaboration among the INTELed teachers during the school pilots from the 4 different countries (Cyprus, Greece, Italy, Spain) without separating them by nationality.
- Secondly, it aimed at providing a common international venue, supporting the launching-rolling up of the INTELed (CoP) to other interested stakeholders e.g., teachers, parents, NGOs, policy-makers, teacher educators (see IO4-T3 for more details)

CESIE, as the leader of the IO4, was in charge to merge the 3 communities and keep all the participants in just one.

In addition, a web-based platform (<https://platform.inteled.org/>) was developed hosting all the educational materials used during the INTELed training sessions (Figure 2).

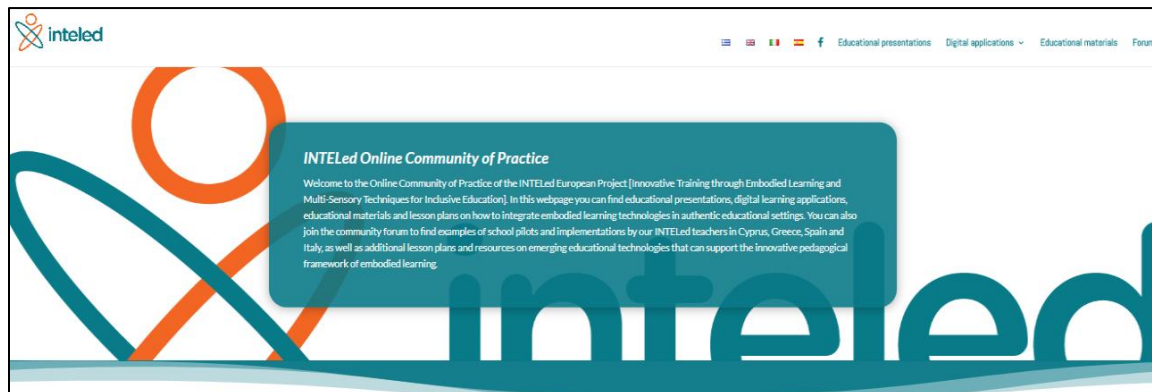


Figure 2. Screenshot of the INTELed web-based platform

In particular, this web-based platform hosted:

- A series of educational presentations: including the PPT used during the trainings of the teachers who took part in INTELed teacher's development program TPD;
- Digital applications: including the embodied digital apps employed during the INTELed teacher's development program TPD as well as a guiding manual around each application
- Educational materials: including indicative lesson plans that can be used in classrooms for implementing the embodied digital apps employed during the INTELed training

All of the educational materials were also became available in all of the languages of the consortium (Greek, Italian, Spanish) as well as in English (Figures 3-5).

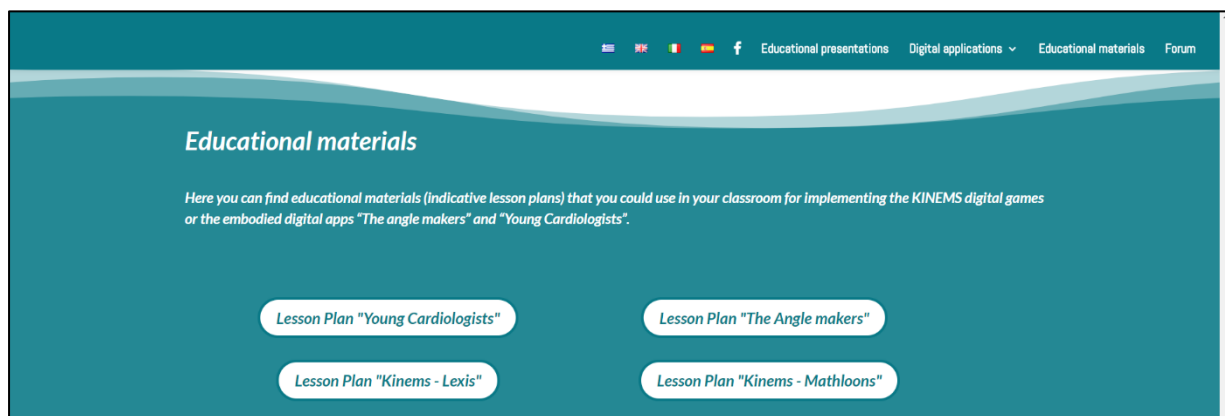
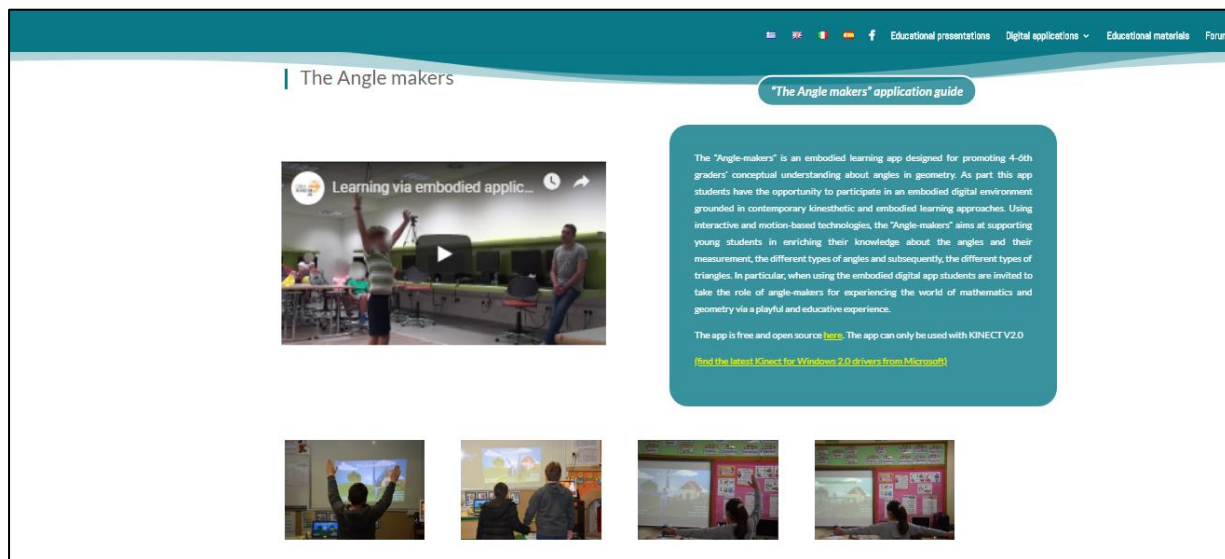
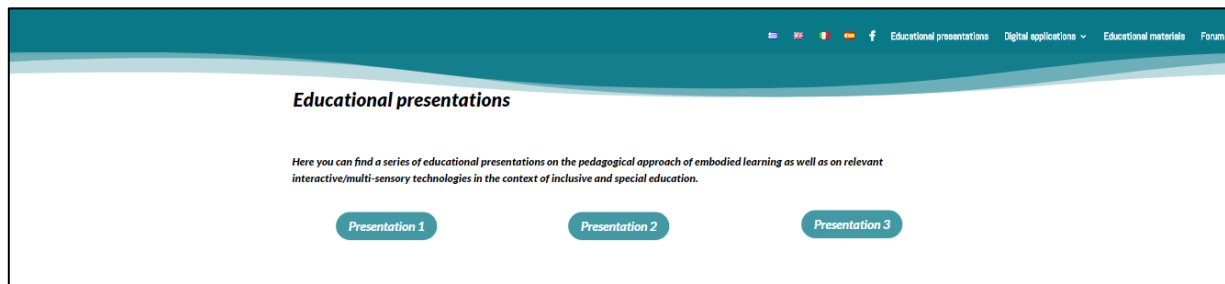
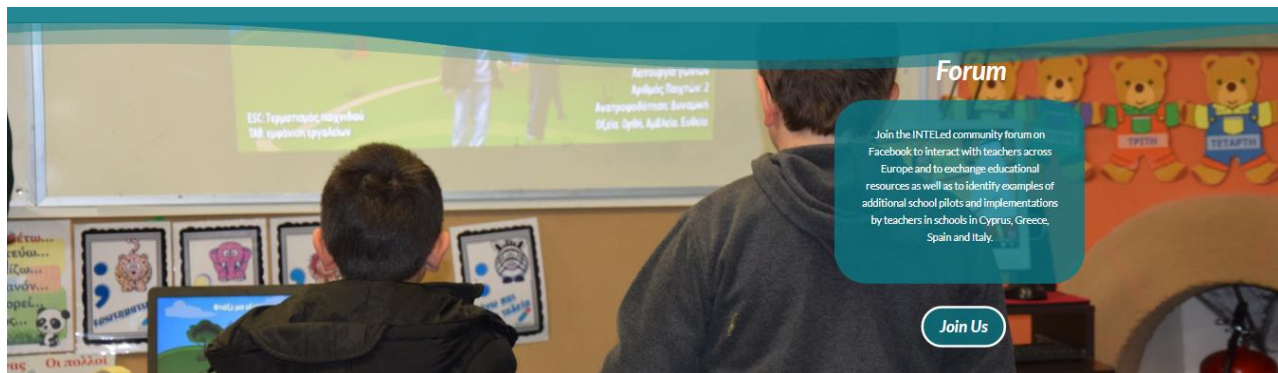


Figure 3-5. Screenshot of the sections comprising the INTELEd web-based platform

Finally, at a last step, the *Public International Facebook group* was connected with the web-based platform (Figure 6).



As such in its final form the INTELEd CoP was composed from two integral and interconnected parts:

- The INTELEd web-based platform which served as a multi-lingual repository of the INTELEd training resources
- The *Public International Facebook group* which served as forum, allowing social interactions of all the interested stakeholder around the INTELEd resources, philosophy and ideas for promoting technology-enhanced embodied learning in inclusive educational settings