CUTE roadmap CANVAS

1-ACTION NAME OR IDENTIFIER

2-PRIORITIES OF THIS ACTION

3-PEOLPLE

Choose all that apply and provide a description.

Answer the following questions: ● Who is going to lead this action? ● Who will participate in this action? ●Who is going to be directly affected (target group)? ● Who will benefit from this?

4-TIME SCALE

Choose one. Provide any additional details if necessary:
S - Short Term: 1-6 months.
M - Medium Term: 6 months to 1 year.
L - Long Term: Loger than 1 year.

5-IMPACT

Small scale: individual practice, small group, single discipline, etc. **Large scale:** at a College or institutional level. **Transformative:** significant, permanent change that alters practice and perspective, perhaps also at a sectoral rather than single institutional level.

6-GOALS

Strategic Level: related to the institutional mission, vision, and high-level goals, often long-term, less tangible, but very important. **Operational Level:** practice- focused, related to small groups or changes, short term, often easy to measure and quantify.
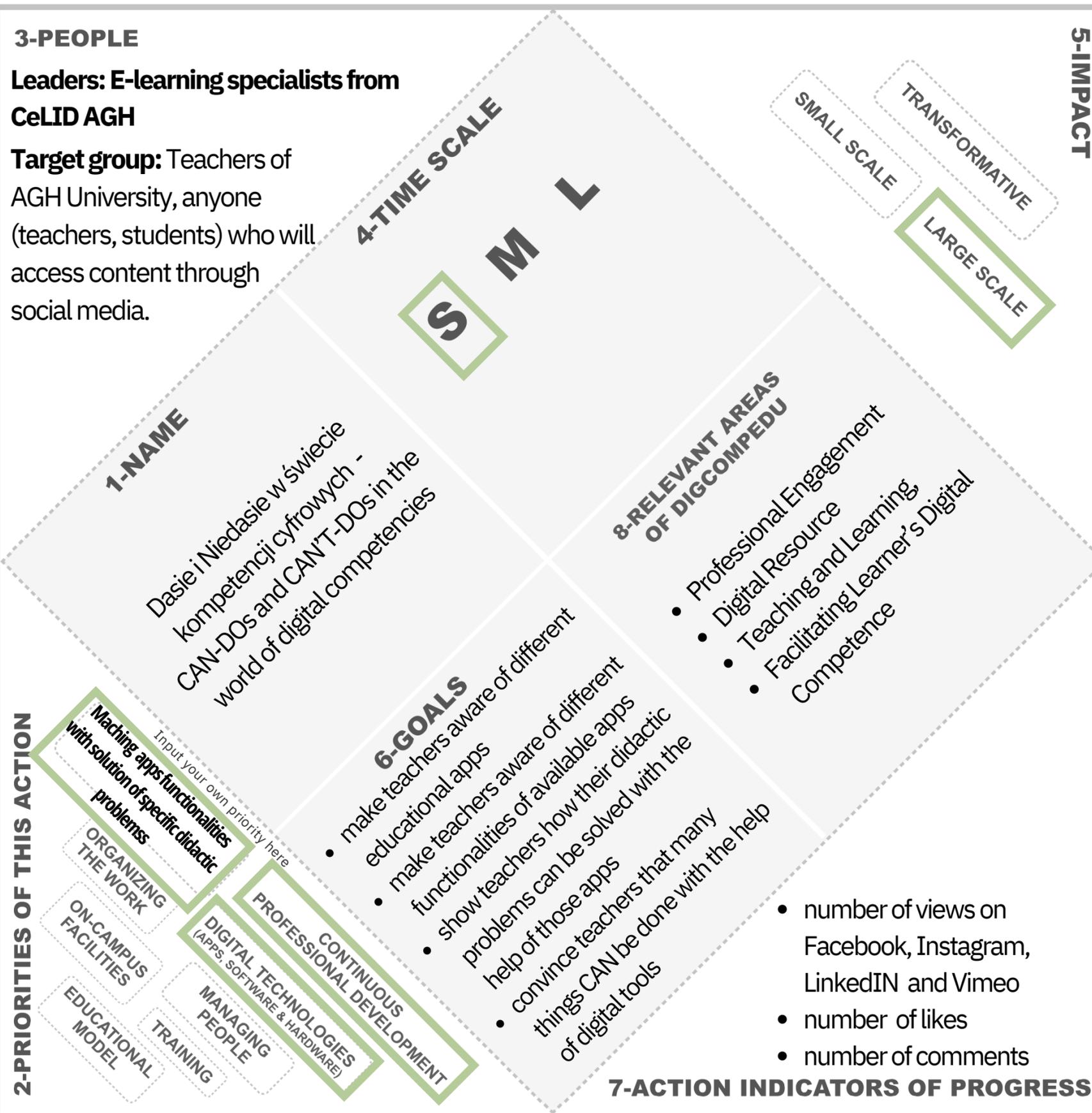
7-ACTION INDICATORS OF PROGRESS

Please list/describe some tangible/ measurable indicators that will help you to monitor progress on the tasks/action.

8-RELEVANT AREAS OF DIGCOMPEDU

Choose all that apply from the DIGCOMPEDU Framework:

1 - Professional Engagement
2 - Digital Resource
3 - Teaching and Learning
4 - Assessment
5 - Empowering Learners
6 - Facilitating Learner's Digital Competence

CUTE (Competencies for Universities - using Technology in Education)

With the support of the Erasmus+ Programme of the European Union

3-PEOPLE

Leaders: E-learning specialists from CeLID AGH

Target group: Teachers of AGH University, anyone (teachers, students) who will access content through social media.

4-TIME SCALE

S M L

5-IMPACT

SMALL SCALE
TRANSFORMATIVE
LARGE SCALE

1-NAME

Dasie i Niedasie w świecie kompetencji cyfrowych - CAN-DOs and CAN'T-DOs in the world of digital competencies

8-RELEVANT AREAS OF DIGCOMPEDU

- Professional Engagement
- Digital Resource
- Teaching and Learning
- Facilitating Learner's Digital Competence

2-PRIORITIES OF THIS ACTION

Maching apps functionalities with solution of specific didactic problems

Input your own priority here

ORGANIZING THE WORK

ON-CAMPUS FACILITIES

EDUCATIONAL MODEL

TRAINING

MANAGING PEOPLE

DIGITAL TECHNOLOGIES (APPS, SOFTWARE & HARDWARE)

CONTINUOUS PROFESSIONAL DEVELOPMENT

6-GOALS

- make teachers aware of different educational apps
- make teachers aware of different functionalities of available apps
- show teachers how their didactic problems can be solved with the help of those apps
- convince teachers that many things CAN be done with the help of digital tools

- number of views on Facebook, Instagram, LinkedIN and Vimeo
- number of likes
- number of comments

7-ACTION INDICATORS OF PROGRESS

In the project a number of short Instagram /Facebook rolls will be produced, introducing different educational apps and different functionalities within those apps. Functionalities will tackle problems that teachers might encounter during their work eg. team work, giving feedback, peer assessment etc. Rolls are posted on CeLiID's social media and accompanied by short instruction how to set up functionalities mentioned in social media entries. Every month a new educational app will be introduced by characters representing "It CAN be done" and "It CAN'T be done" attitudes. Each time a tutorial is introduced in the social media. At the end of the series they are collected on the website.

tutorials on website