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**Key Action 2 – Erasmus+ Strategic Partnerships for School Education (KA201)
Cooperation for Innovation and the Exchange of Good Practices**

**ENHANCING DIFFERENTIATED INSTRUCTION AND COGNITIVE ACTIVATION
IN MATHEMATICS LESSONS BY SUPPORTING TEACHER LEARNING
(EDUCATE)**

EDUCATE Platform Navigation Guide

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Table of Contents

A. Accessing the Platform	3
B. Signing Up – Creating an account.....	4
C. Logging in – Connecting to the Platform (Website)	7
D. Home Page Tab.....	8
E. Welcome Message Tab.....	9
F. EDUCATE Modules Map Tab	10
G. See Courses Tab.....	11
H. Contact us Tab	12
I. How Courses/Modules Work	13
J. Quizzes	16
K. Final Assignment Questions	22

A. Accessing the Platform

To access the EDUCATE Erasmus+KA2 website, type the URL below in your browser's address bar (Image 1): <http://educate-platform.com>.

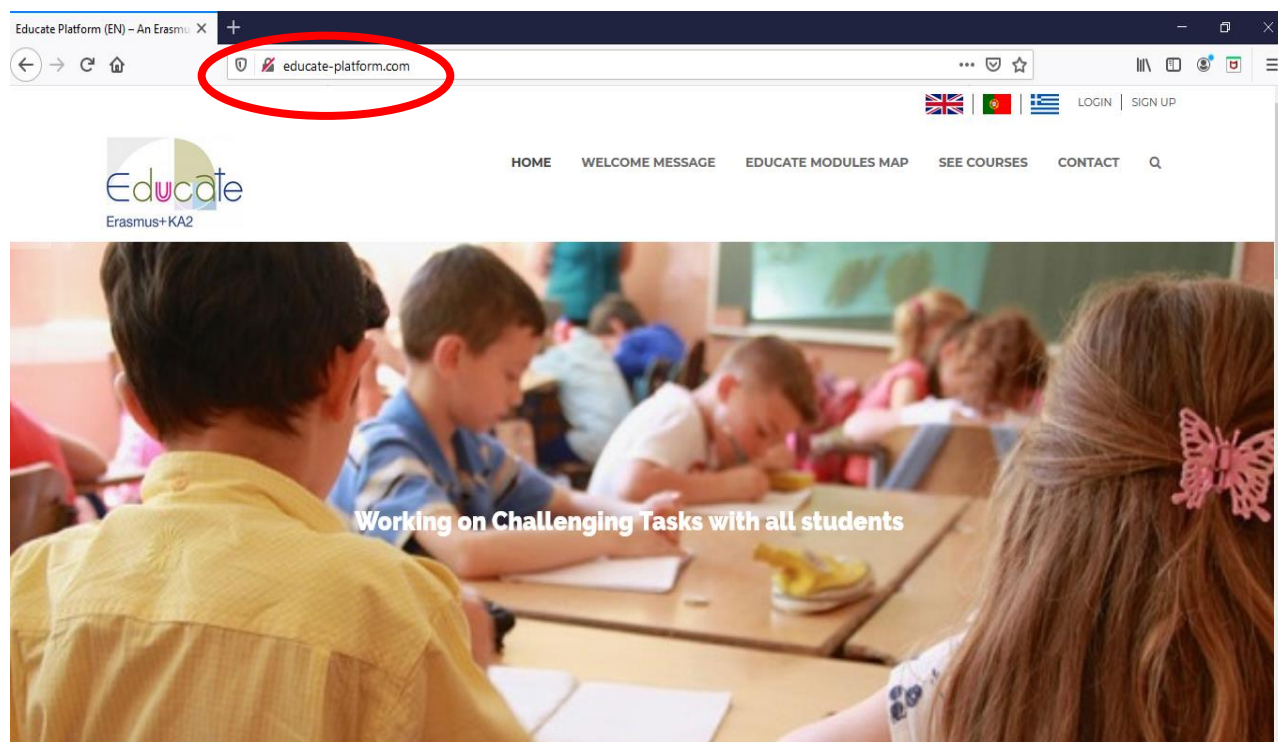


Image 1

B. Signing Up – Creating an account

1. To create an account, click on the **'SIGN UP'** link at the top right corner of the screen (Image 2).



Image 2

2. By clicking on the **'SIGN UP'** link, you will be directed to another screen, where you will be asked to fill in a registration form with all the necessary information (Image 3).
 - **Username**: enter a username, which you need to remember in order to be able to log in in the future (e.g., George).
 - **Email**: enter an email address.
 - **Password**: enter a password which you need to remember in order to be able to log in in the future.
 - **Your Name and Surname**: enter your full name and surname (e.g. George Georgiou). It is important to enter an official name and surname, since this will automatically appear on your certificate, once you fulfill the requirements of each module.

- **Type of Account:** There are two available options here: you can either register as 'Teacher Educator', or 'Teacher'. This will give you access to the corresponding modules.
 - **Educational Level:** specify the level of Education you are interested in. You can either register for '(Pre-)Primary Education' or 'Secondary Education'. This will give you access to the corresponding materials.
3. Choose 'Register' to complete your registration and create your account (Image 3 - 1).

**** Important note:** Please bear in mind that, in order to gain access to the platform, all fields must be filled with accurate information. (Hence, for instance, email addresses which do not include @ will be rejected by the system and users will receive an error notification message.)

HOME / REGISTRATION

Registration

Username

Email

Password

Your Name (required)

Account Type (required)

Choose the appropriate membership type.

Educational Level (required)

Choose the appropriate educational level for the learning modules that will be provided to you.

Register 1

Image 3

4. Provided that all fields in the registration form are completed correctly, when you choose **'Register'**, you will receive the following message: 'CONGRATULATIONS! YOU HAVE BEEN SUCCESSFULLY REGISTERED; PLEASE CHECK YOUR EMAIL TO ACTIVATE THE ACCOUNT' (Image 4). You must access your email account and open the registration confirmation email.

CONGRATULATIONS ! YOU HAVE BEEN SUCCESSFULLY REGISTERED, PLEASE CHECK YOUR EMAIL TO ACTIVATE THE ACCOUNT

Image 4

5. The email includes a link which will allow you to activate your account (Image 5).

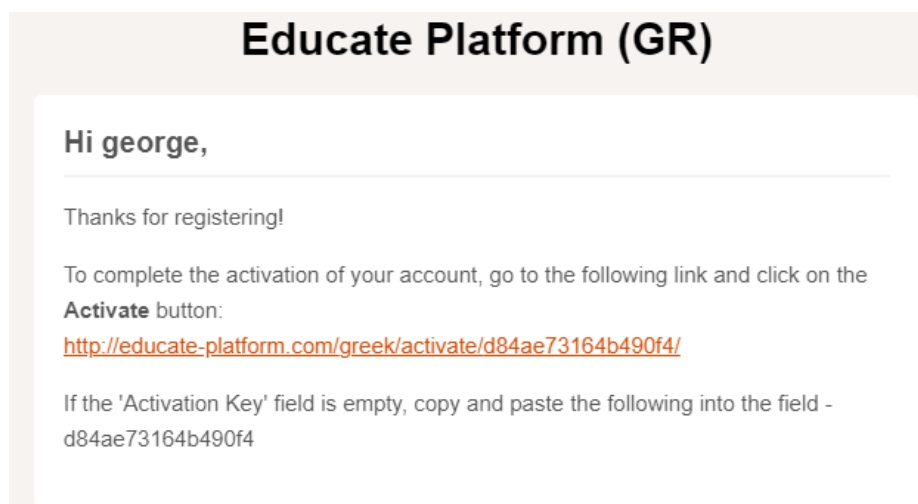


Image 5

6. By following the link provided, you will be directed to the EDUCATE platform's website. Choose **'Activate'** to activate your account.

Activate your Account

Please provide a valid activation key.

Activation Key:

Activate

Image 6

C. Logging in – Connecting to the Platform (Website)

As soon as you create an account, all you need to do to connect to the platform is to choose '**LOGIN**' at the top right corner of the website's home page screen. Fill in your username and password – the ones you set up while creating your account/registering in the platform (Image 7).

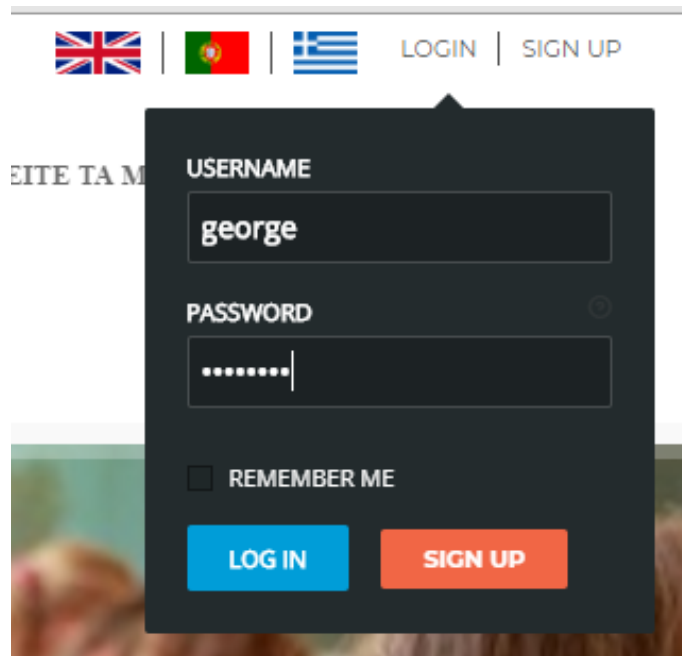
The image shows a dark-themed login modal box centered on a website. At the top of the modal, there are three flags: the United Kingdom, Portugal, and Greece, followed by the text 'LOGIN | SIGN UP'. Below the flags, the text 'EITE TA M' is partially visible. The modal contains two input fields: 'USERNAME' with the text 'george' and 'PASSWORD' with masked characters '.....'. There is a 'REMEMBER ME' checkbox below the password field. At the bottom of the modal are two buttons: a blue 'LOG IN' button and an orange 'SIGN UP' button. The background of the website is blurred, showing a person's face.

Image 7

D. Home Page Tab

By activating your account, you gain access to the platform's materials as either a Teacher Educator or a Teacher, depending on your account's type. In either case, you can view the website's home page, which is accessible by all users regardless their status or educational level (Image 8).



Image 8

E. Welcome Message Tab

From the website's menu, you can choose the second tab '**WELCOME MESSAGE**' to read an introduction to Educate and its objectives (Image 9).

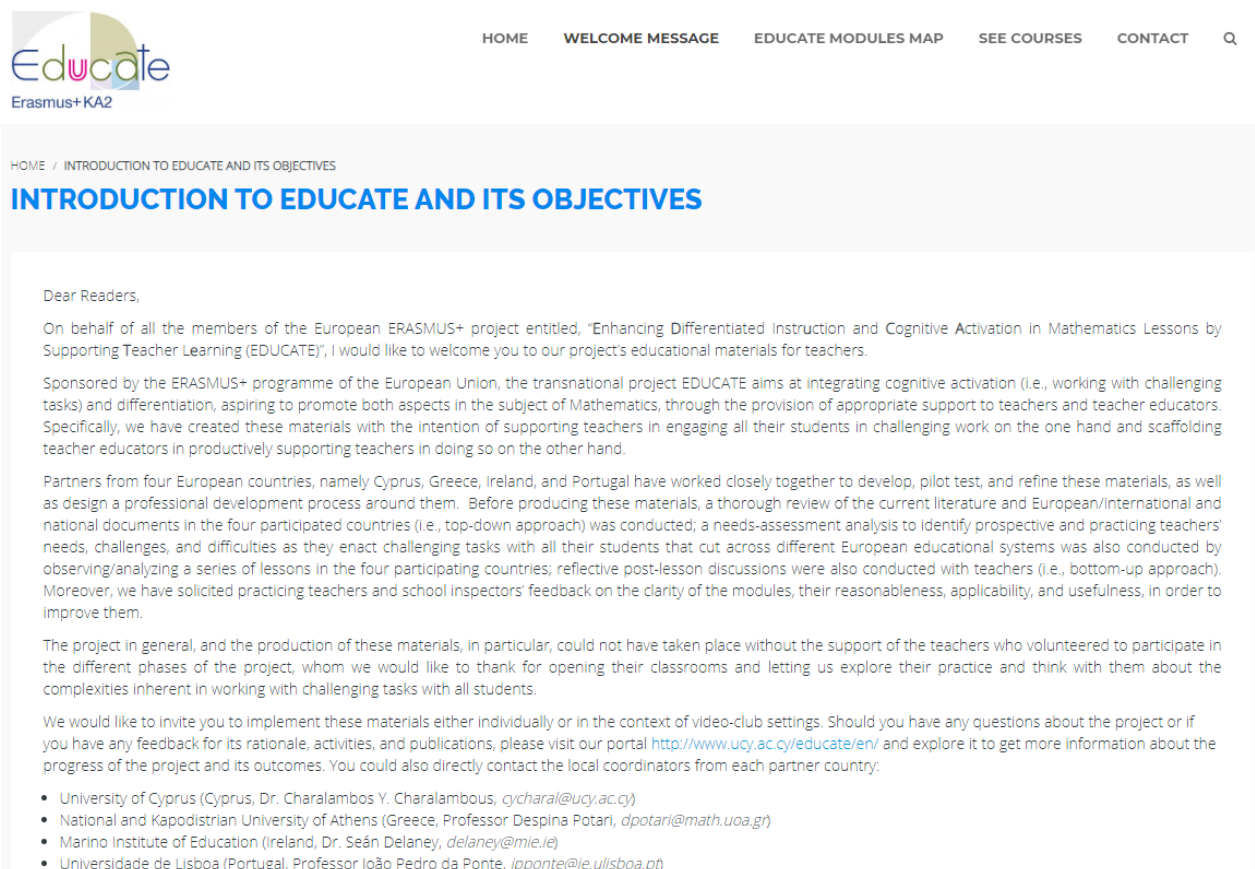


Image 9

F. EDUCATE Modules Map Tab

Choose the third tab, '**EDUCATE MODULES MAP**', to view a diagram of the five modules of the platform, as well as a brief explanatory note (Image 10).

The EDUCATE materials consist of a series of five self-contained modules as illustrated by the five colored circles in the figure that follows. Each module focuses on different issues that are important for teachers to consider when planning and implementing challenging tasks with all their students. Module 1, the introductory one, is core to the work of all the other modules and hence it was placed in the middle to demonstrate its centrality as a compulsory module having an orientation to the other four modules to help you decide what to do next. However, we do not see it necessary to complete the rest of the modules consecutively. Hence, although it would be beneficial for teachers to attend to all five modules, we believe that there is also value in working on individual modules in isolation.

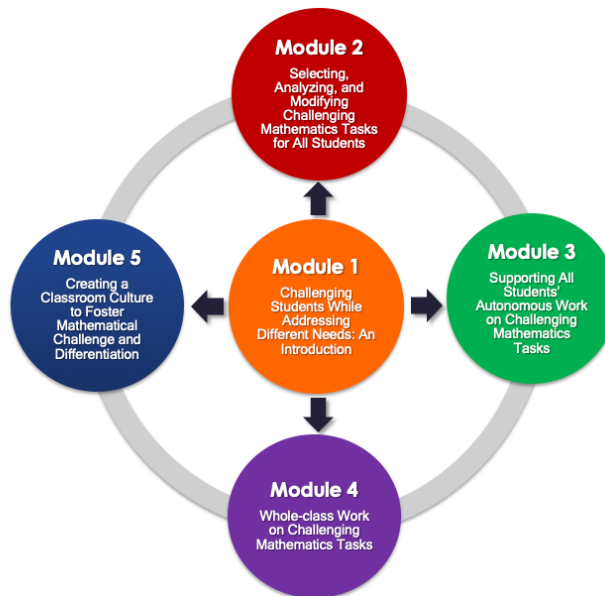


Image 10

G. See Courses Tab

On this page you can see a list of the courses which you have chosen to enroll during your registration.

Example: The following account belongs to George Georgiou who has chosen 'Teacher' for his 'Type of account' and '(Pre-)Primary Education' for the educational level to which he teaches. As a consequence, George can have access to all Teacher Modules for (Pre-)Primary Education (1 to 5) (Image 11).

****** Users who register/sign up as 'Teacher Educators' are given access to Teacher Modules 1-5 as well as to the five corresponding Teacher Educator Modules for either Primary or Secondary Education, depending on their choice. (They will NOT be able to access materials for both levels).



Image 11

H. Contact us Tab

On this page you can find the contact information and the email address of the EDUCATE coordinators in each of the four participating countries. You can also leave a message to the project's email address. The page also includes information on the project's philosophy, vision, mission (objectives), the process which has been followed to develop the EDUCATE materials, and selected outcomes of the EDUCATE project (Image 12). You can also find a link to a report under the 'Mission' tab, which provides an overview of the implementation of the EDUCATE approach and its effectiveness.

We would love to hear it from you

We would like to invite you to browse this platform to get a better sense of the materials generated in the context of the project. Should you have any questions or if you have any feedback for the materials developed, please do not hesitate to contact us.

Our Philosophy

The transnational project EDUCATE aims at integrating cognitive activation (i.e., working with challenging tasks) and differentiation, aspiring to promote both aspects in teaching Mathematics. To this end, educational materials have been developed with the intention of supporting teachers in engaging all their students in challenging work, on the one hand, and scaffolding teacher educators in productively supporting teachers in doing so, on the other hand. We would like to invite you to implement these materials either individually or working in groups (e.g., in the context of video-club settings).

+ OUR VISION
+ OUR PROCESS
+ OUR MISSION

Contact us

The consortium of the European ERASMUS+ Project EDUCATE consists of seven organizations in four partner European countries. In particular, partners from four European countries, namely Cyprus, Greece, Ireland and Portugal, have worked closely together to develop, pilot test, and refine the professional development materials, as well as design a professional development process around them.

Your Name (required)

Your Email (required)

Subject

Image 12

I. How Courses/Modules Work

Let us consider Module 1 – Primary Education as an example:

****The same applies to the rest of the Modules.**

1. When choosing a module (course), an introduction to the module appears, along with the module's objectives. You will also see a 'Start Course' button on the right of the screen (Image 13). Whenever you wish to start or to continue this course/module, press this button. A bar which is below the button shows the percentage of the content and activities completed by the user. In order to successfully complete a Module and obtain the Certificate of Completion, you need to follow ALL the steps of the course; i.e., study the module's content and answer all quizzes and final assignment questions (they are presented below).

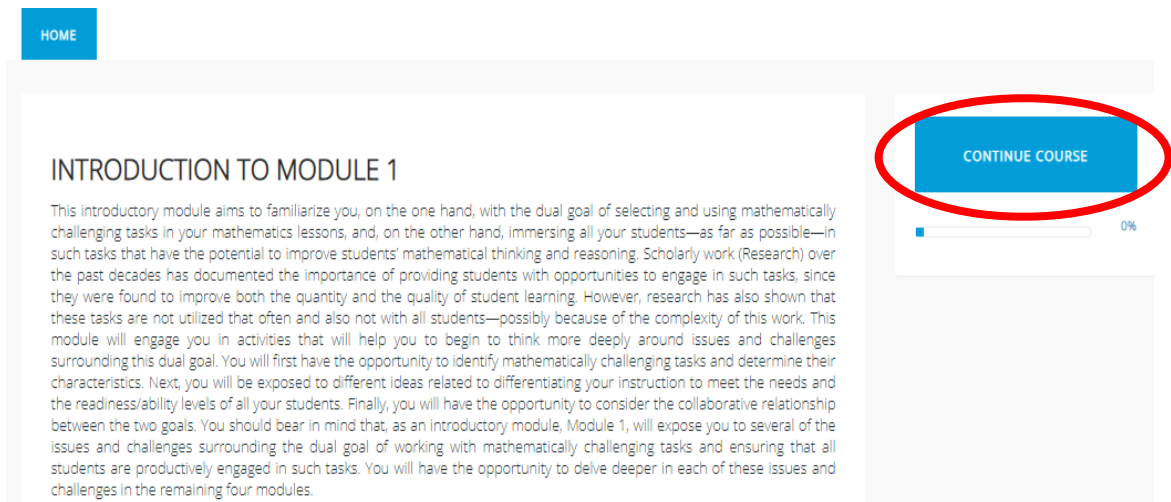


Image 13

2. When you choose to start a course, you will see an Introductory Scenario, along with an outline of the course on the left side of the screen. This is a list of the module's contents, including all Introductory Activities, Cases of Practice, Quizzes, and finally, Appendices and Assessment Questions (Images 14 & 15).

The screenshot displays the 'TEACHER MODULE 1 – (Pre-)Primary: Challenging Students While Addressing Different Needs: An Introduction' interface. On the left, a blue sidebar lists the course contents: INTRODUCTION, INTRODUCTORY SCENARIO (selected), ENGAGING ALL STUDENTS IN MATHEMATICALLY CHALLENGING TASKS, CASE OF PRACTICE 1, CASE OF PRACTICE 2, CASE OF PRACTICE 3, EXTRA MATERIALS, and APPENDIX. The main content area is titled 'INTRODUCTORY SCENARIO' and contains a text-based scenario about a workshop on improving mathematics instruction. Below the text is a 2D coordinate system graph titled 'Selection of challenging tasks'. The vertical axis represents the extent to which you select challenging tasks for use in your teaching, and the horizontal axis represents the degree to which your teaching addresses all the students' different readiness levels. A yellow star is placed in the upper right quadrant of the graph. The left side of the graph is labeled 'Instruction does not address any student readiness level' and the right side is labeled 'Instruction addresses all the students' readiness levels'.

Image 14

**** Note:** Below the list of contents you can find two other options. **‘BACK TO COURSE’** allows you to move back to the starting point of the course, where you will find the course’s Introduction (Image 13). Once you have completed all the activities, and provided that you have successfully passed the final assessment questions with a score higher than 70%, choose **‘FINISH COURSE’**. This will inform the system that you have successfully completed the course and you will receive your Certificate of Completion. We remind you that, in order to receive this certificate, you need to complete ALL the activities of the course and answer all its quizzes and final assessment questions (Image 15).

TEACHER MODULE 1 – (Pre)-Primary: Challenging Students While Addressing Different Needs: An Introduction

Time Remaining : **UNLIMITED ACCESS**

3.45%

INTRODUCTION

INTRODUCTORY SCENARIO

ENGAGING ALL STUDENTS IN
MATHEMATICALLY CHALLENGING TASKS

CASE OF PRACTICE 1

CASE OF PRACTICE 2

CASE OF PRACTICE 3

EXTRA MATERIALS

APPENDIX

Assessment Questions

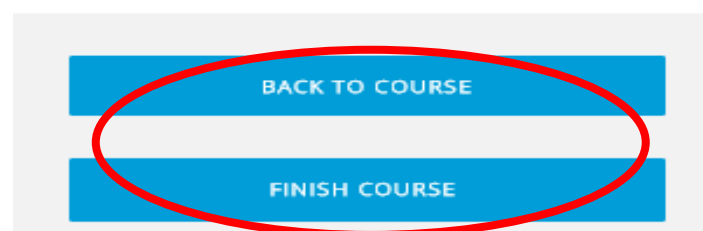


Image 15

J. Quizzes

1. Every time you read '**Move to (Question code)**' under an activity or a question, click on the link that appears in light blue colour (Image 16). A second window will appear, asking you to take a quiz/answer this question.

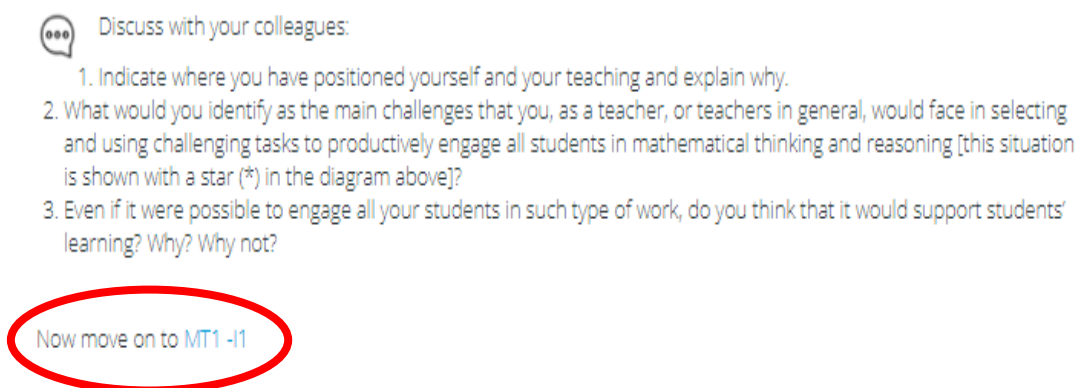


Image 16

2. In the window you will see a question. Press '**START ASSIGNMENT**' to take the quiz (Image 17).

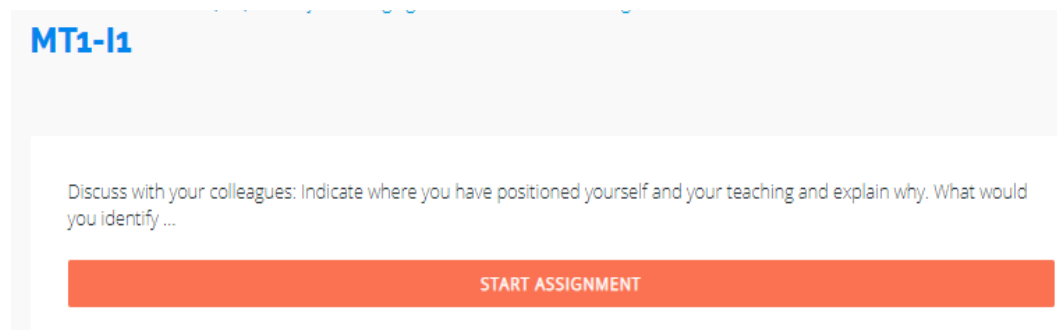


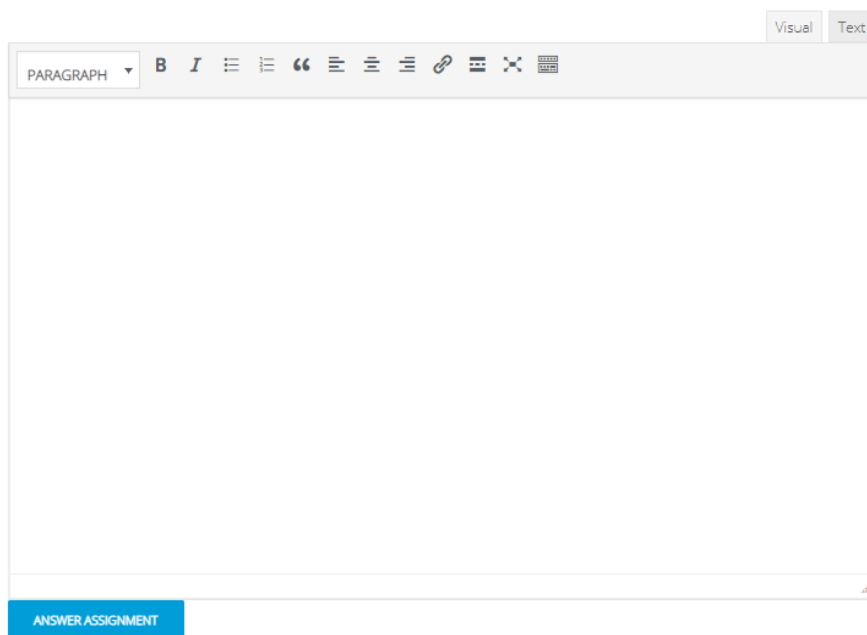
Image 17

3. Read the questions and type your answer in the box. The, choose '**ANSWER ASSIGNMENT**' to submit your answer (Image 18).

💡 Discuss with your colleagues:

1. Indicate where you have positioned yourself and your teaching and explain why.
2. What would you identify as the main challenges that you, as a teacher, or teachers in general, would face in selecting and using challenging tasks to productively engage all students in mathematical thinking and reasoning [this situation is shown with a star (*) in the diagram above]?
3. Even if it were possible to engage all your students in such type of work, do you think that it would support students' learning? Why? Why not?

Answer



The image shows a text editor interface. At the top right, there are two tabs: 'Visual' and 'Text'. Below the tabs is a rich text editor toolbar with various icons for text formatting (bold, italic, list, quote, indent, outdent, link, unlink, insert table, etc.). The main area is a large, empty text box. At the bottom left of the text box, there is a blue button labeled 'ANSWER ASSIGNMENT'.

Image 18

4. Every time you return to the previous window after you have taken the quiz/ submitted your answers or every time you complete a particular **activity** (unit) of the Module (Image 19, points 1 & 2), you need to mark the activity as completed by choosing '**MARK THIS UNIT COMPLETE**' at the bottom of the screen (Image 19, point 3). Choose '**NEXT UNIT**' to move to the next activity (Image 19, point 4).

**TEACHER MODULE 1 –
(Pre)-Primary: Challenging
Students While
Addressing Different
Needs: An Introduction**

Time Remaining : UNLIMITED ACCESS

3.45%

1

INTRODUCTION

INTRODUCTORY SCENARIO

ENGAGING ALL STUDENTS IN MATHEMATICALLY CHALLENGING TASKS

CASE OF PRACTICE 1

Focusing on Mathematically Challenging Tasks

MT1-C1-Opening Activity

MT1-C1-Activity 1 – Focusing on Task Selection

MT1-C1- Activity 2 – Focusing on Task Implementation

MT1-C1-Connections to (my) Practice

MT1-C1-Closing Activity

CASE OF PRACTICE 2

2

INTRODUCTORY SCENARIO

Scenario One of your colleagues attended a workshop on improving the quality of mathematics instruction. On returning and reporting back on her experience, she argued that it is important to engage *all* students in mathematical activities that require mathematical thinking and reasoning—what she called **mathematically challenging tasks**. A lively discussion ensued among the teachers, with several teachers doubting the extent to which this goal is realistic, especially for their mixed-ability level classes. Given how complex the work of teaching is and that for years teachers have been bombarded with several ideas like the one presented above, what is your take on this issue?

Think of where you would position your teaching in the two-dimensional space shown below, with the vertical axis representing the extent to which you select challenging tasks for use in your teaching and the horizontal axis corresponding to the degree to which your teaching addresses all the students' different readiness levels.

Selection of challenging tasks

Selection of non-challenging tasks

Reflect

- Indicate where you have positioned yourself and your teaching and explain why.

3

4

MARK THIS UNIT COMPLETE

NEXT UNIT >

Image 19

- Some of the quizzes consist of a series of multiple-choice questions. All questions are listed on the left side of the window; along with the points you will get for each question you answer correctly (Image 20, point 1). Choose **'START QUIZ'** to take the quiz and answer the questions (Image 20, point 2).

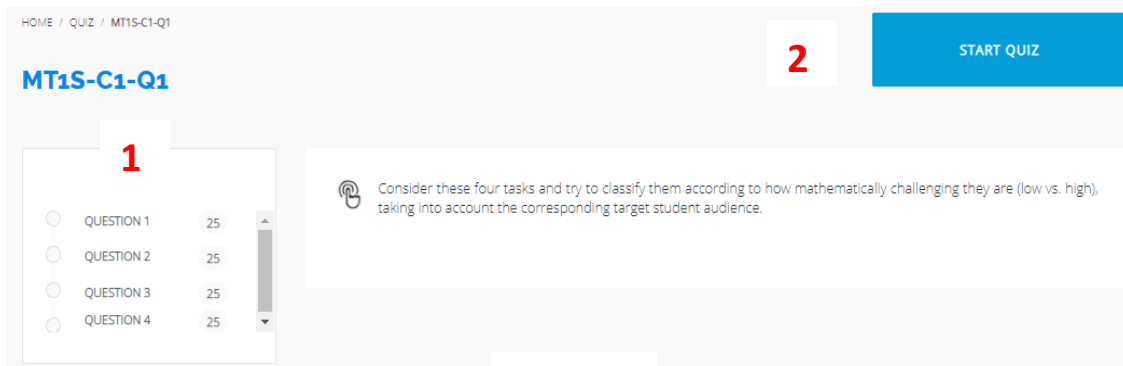


Image 20

6. Once you start the quiz, you can check your progress through the list of questions on the left side of the window (Image 21, p. 1). Every time you submit an answer (Image 21, point 2), you can see whether it is right or wrong by choosing the '**CHECK ANSWER**' key which checks on the correctness of your answers (Image 21, p.3). Otherwise, move directly to the next question by choosing '**NEXT QUESTION**' (Image 21, point 4). Once you answer all the questions, choose '**SUBMIT QUIZ**' to submit your final answers (Image 21, point 5) and see whether you have successfully passed the quiz.

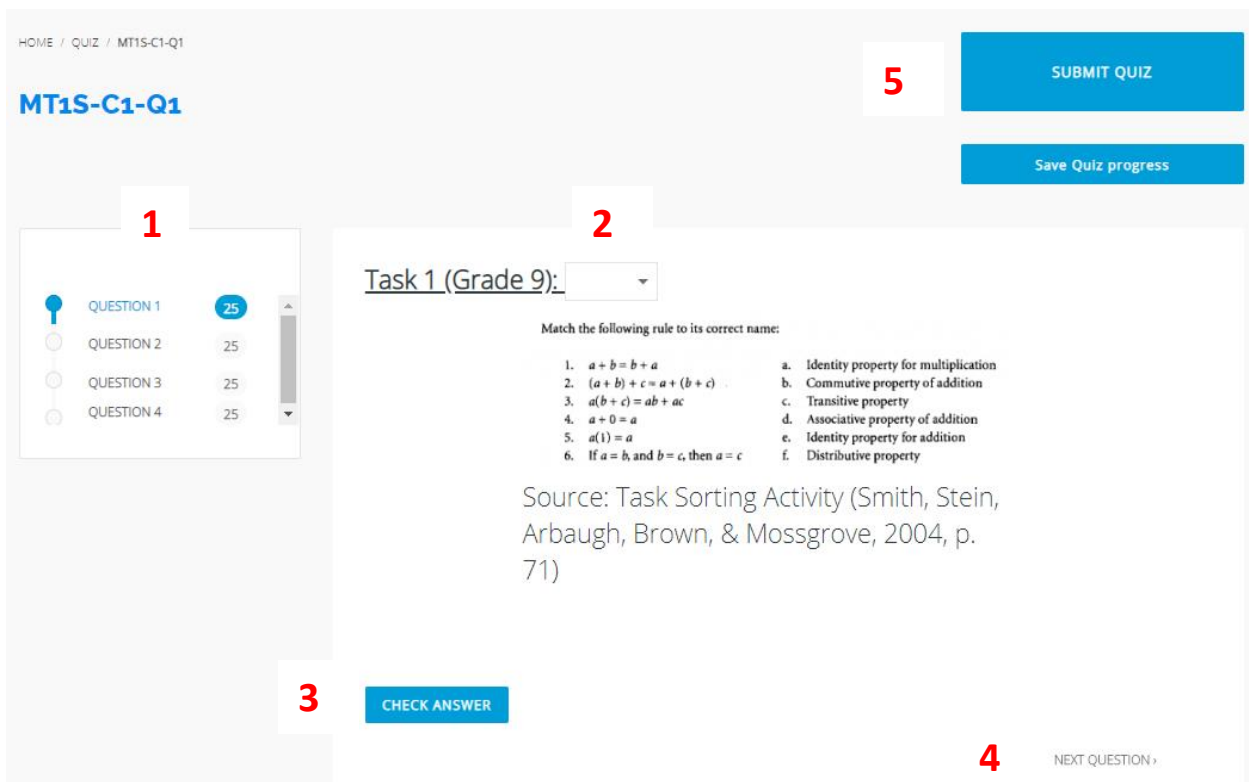


Image 21

7. By choosing '**CHECK QUIZ RESULTS**' you will be able to see your results and figure out which of your answers were incorrect (Image 22).

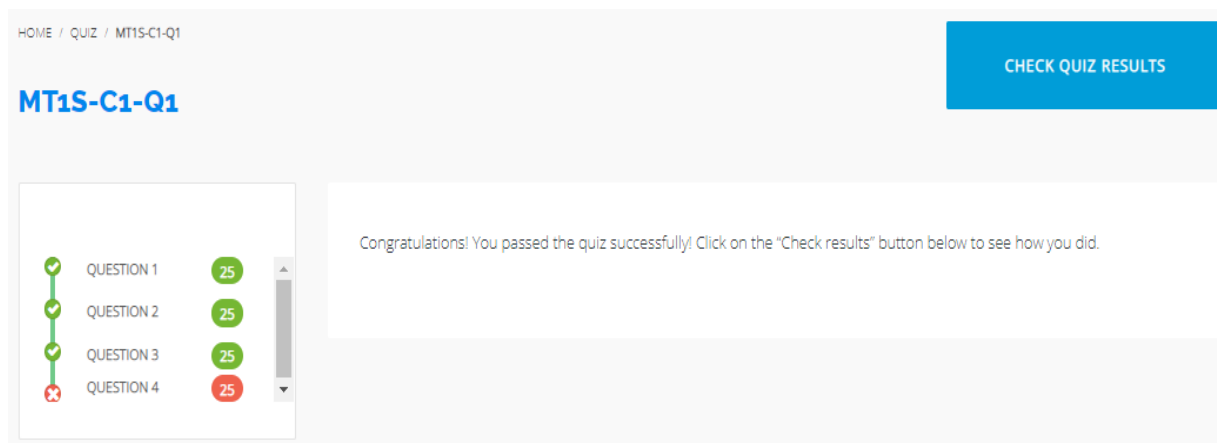


Image 22

8. As shown below, for each of the questions you will be able to see both your answer and the correct answer (Image 23). This means that, in the case your answer to a question was wrong, you will be able to know the correct answer.

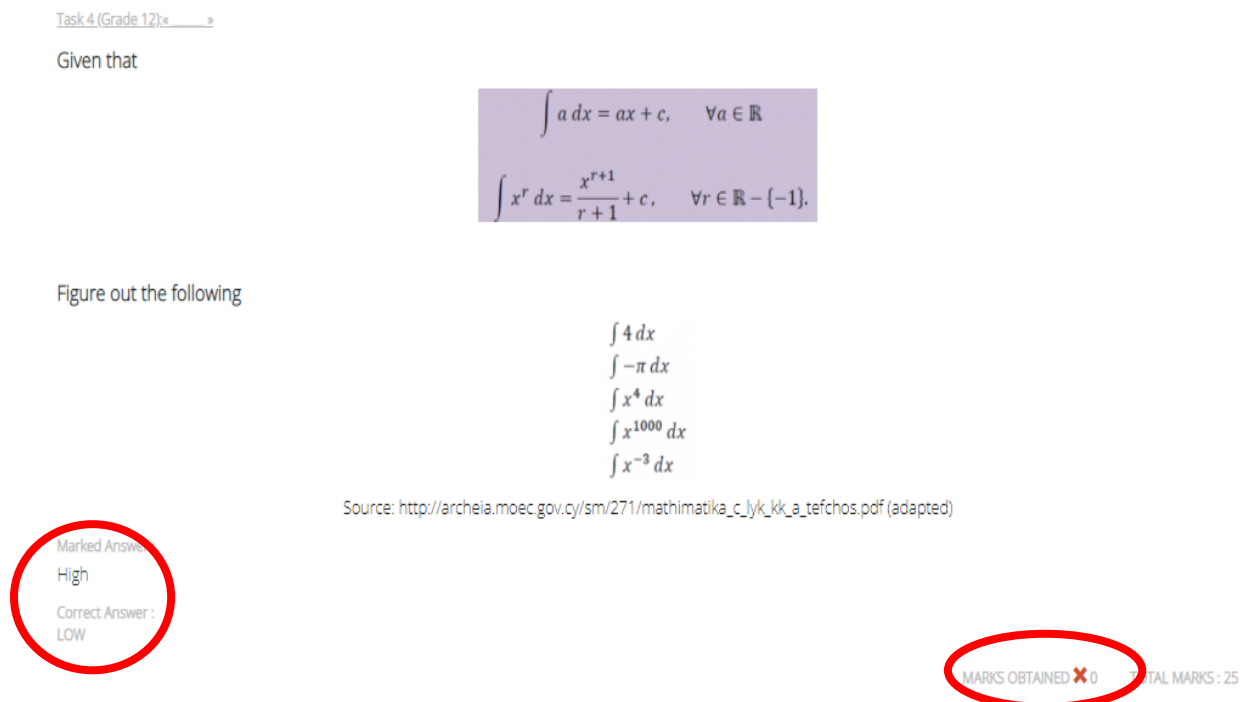


Image 23

9. After you have checked your answers, you can see your overall score for the **particular** quiz ('Total Marks'). If you wish, you can retake the quiz by choosing '**RETAKE QUIZ**' (Image 24). This will take you back to the beginning of the quiz (Image 20).

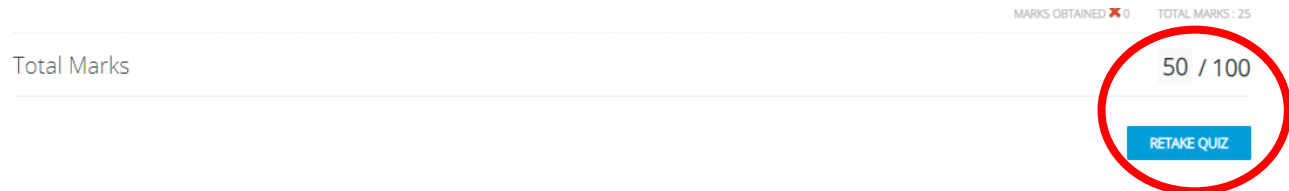


Image 24

10. Remember that, once you answer all the questions and all the quizzes of an Activity, you must choose '**MARK THIS UNIT COMPLETE**'. An activity/unit is marked as completed only when the 'tick' symbol appears on the screen (Image 25). If a unit is left unmarked, the system will assume that you have not completed this activity and therefore the Module will be considered as not having been completed; hence, you will not be able to receive a certificate.



Image 25

K. Final Assignment Questions

1. When you finally reach the Final Assignment Questions, you will be asked to answer to a series of close-ended questions on several issues considered through the Activities of the particular Module. Choose the 'Start Quiz' at the bottom of the screen to take the Final Assignment quiz (Image 26). Before the quiz starts, a message will appear, asking you to confirm whether you are ready to begin (Image 27).

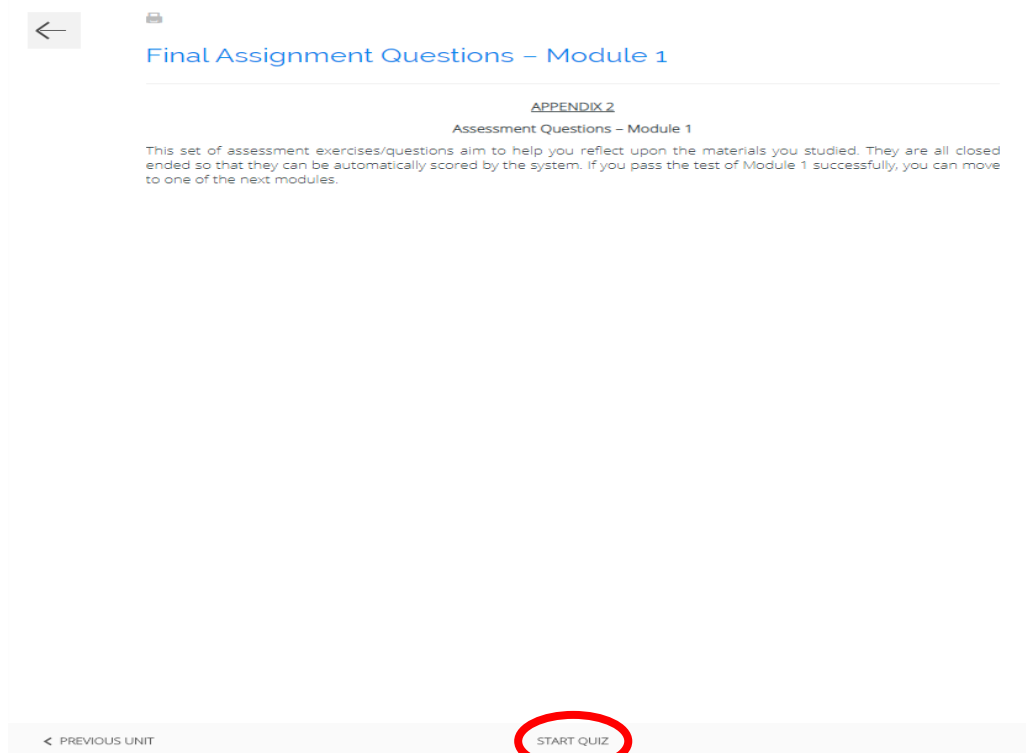


Image 26

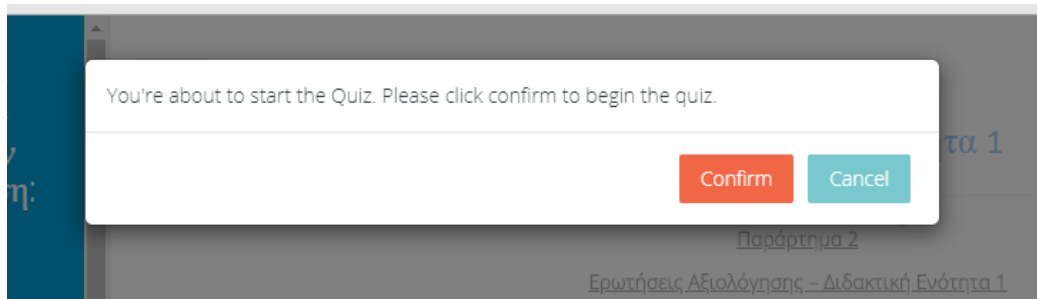



Image 27

2. You start answering the questions (Image 28). Similar to the other quizzes, you can check the correctness of each of your answers by choosing **'CHECK ANSWER'** or move to the next question. If you wish to leave the Final Assignment Questions page, choose **'SAVE QUIZ PROGRESS'** to save your progress and continue later. When you finish answering the quiz, choose **'SUBMIT QUIZ'** to submit your answers and see whether you have passed or failed.


Final Assignment Questions – Module 1

Question 1 – What makes a mathematical task challenging? Identify which of the following attributes can contribute to this challenge. 

A) Require students to provide explanations and justifications that focus on the underlying mathematical ideas

- ☐ YES
☐ NO

CHECK ANSWER

B) Require teacher's providing of explanations to students in order to allow more time for students to work on the task on their own 

- ☐ YES
☐ NO

CHECK ANSWER

C) Require students to apply algorithms without connections to concepts or representations 

- ☐ YES
☐ NO

CHECK ANSWER

D) Allow for multiple solutions 

NIT

SUBMIT QUIZ | SAVE QUIZ PROGRESS

Image 28

3. Choose **'CHECK RESULTS'** to view your results and your final score (Image 29).

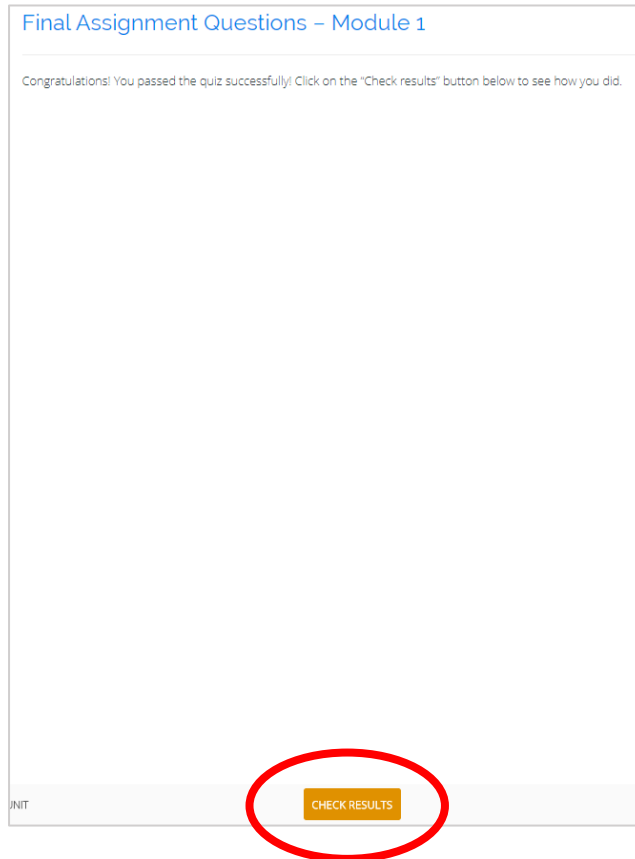


Image 29

4. Choosing 'Check Results' allows you to see all the questions along with your answers and the correct answers. You can also see your overall score. If you have failed the quiz and you wish to retake it, choose '**RETAKE QUIZ**' (Image 30).

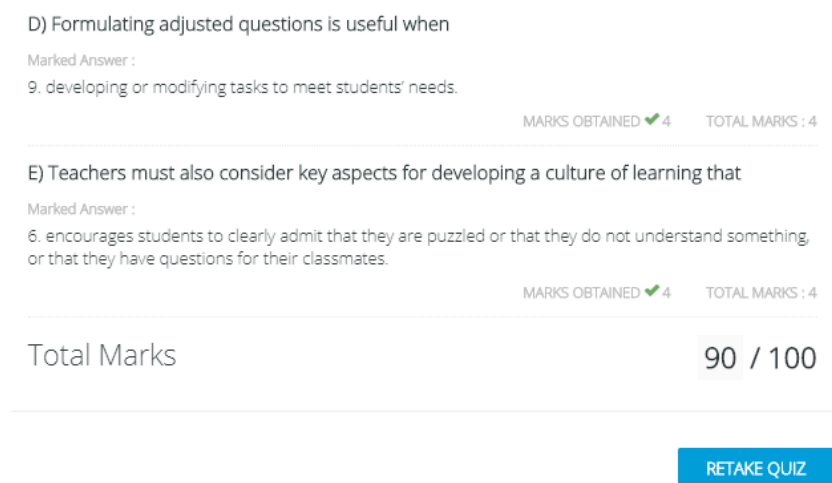


Image 30

5. Once you have passed the Final Assignment, you have completed the course. Choose the **'FINISH COURSE'** option under the list of contests (Image 15). A message will appear, informing you that you have successfully passed the course and got the Certificate of Module Completion (Image 31). You can view your certificate, if you choose **'VIEW CERTIFICATE'** (Image 32). The **Title of the Module** and the **User's Name and Surname** (as it was submitted during registration), as well as the date of completion will be written on the certificate. You may download and save your certificate in .pdf form or print it.

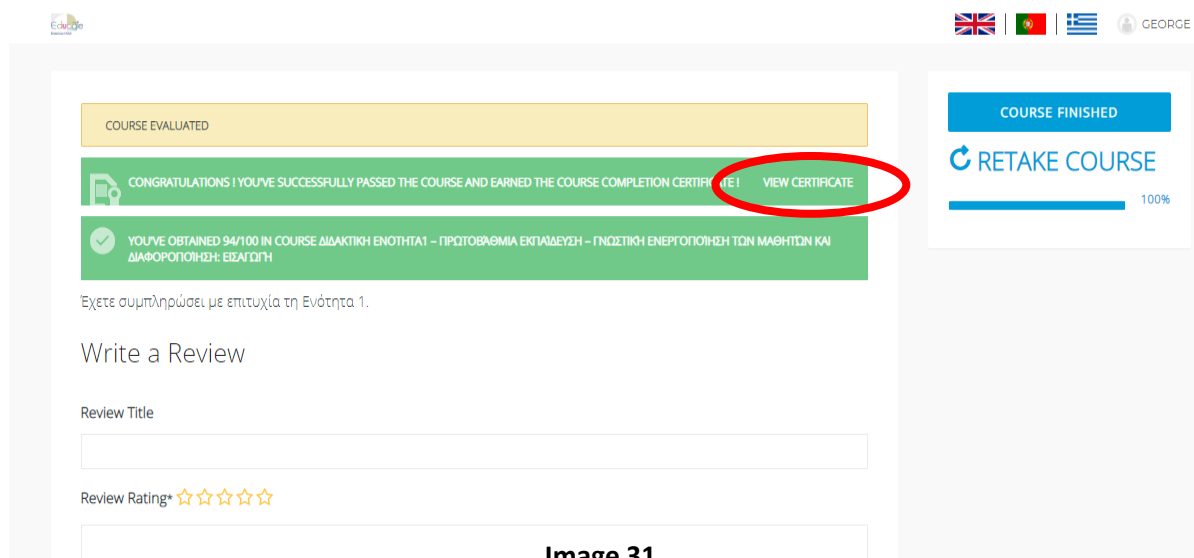


Image 31



Image 32