reMAC.

e-Booklet
for Teachers

CONTENTS

"RE.MA.C.'s material is current, it is exactly what children need and want at this time!"
CYPRIOT TEACHER

**Co-funded by the European Union**

1.
Introduction
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- The RE.MA.C. e-booklet is designed for teachers, providing practical guidance and resources for integrating the project's educational material and digital tools into mainstream classrooms across Europe and beyond.

- It includes best practices, feedback from both teachers and students and guidance for lesson plans based on content available through the project's app and digital tools.

- The e-booklet offers insights into the pedagogical approaches used, real-world examples from implementation in five countries (Cyprus, Portugal, Greece, Italy, and Malta), and samples of student work.

- The e-booklet helps teachers adapt to multilingual and multicultural classrooms, enhancing their professional skills.

- It is a collaborative work that consists of 8 parts: the introduction, an overview of the project, a list of the partners and the collaborators, practical tips for teachers as well as the achievements with proud moments, lessons learned, and teachers' and students' feedback, the challenges, and an end note. Photos from the implementation of the project in all partner countries accompany it.

38 different interactive types and games on RE.MA.C. Lab

The Robot Teacher

FORUM

Reading Progress
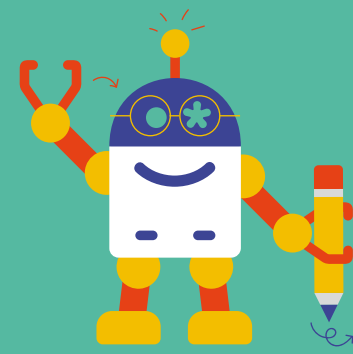
**Repository - variety of tasks across the 4 learning stations**

Variety of text, types and genres

2.
The Project
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The project brings together native language students, students on the move, and mainstream classroom teachers to collaborate in intercultural and language learning, utilizing emerging technologies and digital tools. Its main goal is to create teaching and learning materials based on textbook themes or topics of student interest, fostering inclusive learning opportunities for all students.

Key achievements of the project include:
- Developing interactive, intercultural, and differentiated materials for language and other subjects using various digital tools: REMAC Lab, MILAGE Learn+ platform and app, Reading Progress, AI Tool, Repository, and Forum.

- Designing digital tools to support interactive and differentiated learning in multilingual, multicultural primary classrooms.

- Training primary teachers to teach the language of instruction as a second language in mainstream classrooms using the project's educational materials and tools.

- Equipping teachers with strategies to integrate intercultural education principles across subjects using the project's materials and tools.

- Supporting teachers in effectively using the project's dynamic digital tools and resources in mainstream classrooms.

- Facilitating the adoption of educational materials and digital tools through the project's rotation model in primary mainstream classrooms.
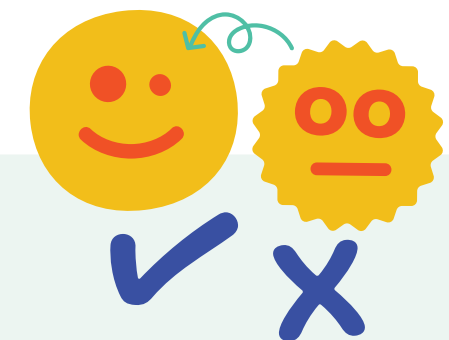
3.
The partners

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With extensive experience in intercultural education, second language teaching and learning, and digital education the project consortium was the following:

4.
The collaborators

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RE.MA.C. targets native language students, migrant students and mainstream (language) teachers. The project has successfully brought these target groups together and collaboratively engaged them in common intercultural, language learning and teaching tasks, using new and emergent technologies and digital tools.

5.
Practical tips for teachers
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Implementing the RE.MA.C. project and similar educational initiatives can be both exciting and challenging. Here are some practical tips to help teachers make the most of these resources. These practical tips aim to help teachers effectively implement innovative educational projects, creating a dynamic and inclusive learning environment for all students:

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Frederick University, Cyprus

1. Customize Materials to Fit Your Class:

⚙ → Tip: Take advantage of the flexibility of the RE.MA.C. materials by customizing them to meet the specific needs of your students. Whether it's adjusting the difficulty level or incorporating local cultural references, tailoring the materials can enhance engagement and learning outcomes.

⭐ → Example: If you're teaching a class with a high number of students from diverse backgrounds, incorporate elements from their cultures into your lessons. This can make the material more relatable and interesting for your students.

2. Incorporate Technology Creatively

⚙ → Tip: Use the available digital tools, such as the VR tool and hotspots, to create immersive and interactive learning experiences. Even if your school has limited access to new devices, find ways to make the most of what you have.

⭐ → Example: If your school lacks sufficient VR headsets, you can project VR

experiences onto a screen for the whole class to see and discuss together.

3. Promote Collaborative Learning:
- ✱ → Tip: Encourage students to work in groups to foster teamwork and peer learning. The RE.MA.C. project's activities are designed to be interactive and collaborative (especially the ones on the collaboration station), making them perfect for group work.
- ✱ → Example: Do not feel obliged to use only the suggested language proficiency level groups. As you may find, RE.MA.C. material promotes teamwork across the language proficiency level groups, not only helps students learn from each other but also promotes inclusivity and mutual respect.

4. Practical Tips for Using the Robot Teacher:
- ✱ → Tip: Encourage your students to use the Robot teacher using various prompts and strategies that will enhance your teaching experience and support your students' academic growth.
- ✱ → Examples: By using suggested prompts

5. RE.MA.C. provides a holistic teaching and learning experience:
- ✱ → Tip: RE.MA.C. is designed to provide a comprehensive, holistic approach to education. By integrating various tools and resources, it supports both teaching and learning in a balanced and engaging way. With RE.MA.C., you can create a dynamic classroom environment that caters to the diverse needs of your students, promoting both academic and personal growth.
- ✱ → Example: By using RE.MA.C. you can plan your lessons using a variety of integrated tools that allow well-organized lesson planning, personalized learning, interactivity, and robust classroom management via the suggested blended learning model.

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`CARDET, Cyprus`

1. Embrace Innovation in Second Language Learning (SLL)
- ✱ → Tip: Don't be afraid to explore new tools and technologies to enhance SLL! Consider incorporating innovative approaches like AI tools for personalized learning, reading progress tracking software, or platforms like MILAGE+ for collaborative projects.
- ✱ → Example: "I've started using an AI writing assistant to help my students with grammar and sentence structure during writing exercises. It's great because it provides personalized feedback and allows students to practice writing independently."

2. Mastering AI Tools for SLL
- ✱ → Tip: When using AI tools in your lessons, ensure you provide clear and specific prompts. Let the AI know what learning objective you're aiming for and the type of feedback you seek. This will help the AI assist you effectively.
- ✱ → Example: "Instead of asking a generic question like 'Write a paragraph about your hobbies,' I could prompt the AI with 'Write a descriptive paragraph about your favorite hobby, focusing on using vivid verbs and sensory details.'"

3. Flexible Use of RE.MA.C. Resources
- ✱ → Tip: The RE.MA.C. repository offers diverse learning materials! You can use them directly, adapt them partially for your specific needs, or simply draw inspiration from them to plan your own lessons.
- ✱ → Example: "For my next unit on food vocabulary, I might use a pre-made RE.MA.C. activity for creating a restaurant menu. Alternatively, I could use parts of the activity, like the food pictures, and design my own vocabulary game around them."

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`DUTH, Greece`

1. Adapt Materials to Your Classroom Needs
- ✱ → Tip: Don't hesitate to modify or supplement the provided materials to better suit your students' specific learning styles and needs.
- ✱ → Example: "If I notice that my students are struggling with a particular grammar concept, I might supplement the lesson with additional practice exercises or a short video explanation."

2. Clear Instructions for Station Activities
- ✱ → Tip: Ensure that your students understand the guidelines for each station activity. Providing clear instructions and keeping the rules visible will help them stay on task and avoid confusion.
- ✱ → Example: "I'll post a visual reminder of the station rules on a poster at the front of the classroom and also provide each student with a handout."

3. Prepare and Organize Resources
- ✱ → Tip: Review the learning materials in advance and ensure that you have enough resources, like tablets or printed exercises, for all students to participate actively.
- ✱ → Example: "Before starting the lesson, I'll double-check that I have enough tablets for each student and that all the printed materials are copied and ready to go."

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`UNIVERSITY OF ALGARVE, Portugal`

1. Make Stations Interactive
- ✱ → Tip: Transform RE.MA.C.'s station activities into interactive experiences. Utilize digital tools within each station to boost student engagement:
- ✱ → Example: "For the independent station, I could include a QR code that leads to an online vocabulary game or a matching exercise."

2. Foster Collaboration with Digital Tools
- ✱ → Tip: Leverage the project's online platforms and tools to promote teamwork and collaboration beyond the classroom walls:
- ✱ → Example: "After completing a group project at the 'collaboration' station, students can upload their work to a shared folder and use a peer review tool to provide feedback."

3. Create a Positive Classroom Climate with Digital Tools
- ✱ → Tip: Utilize technology to enhance the classroom atmosphere and promote

student well-being:

→ Example: "At the end of each RE.MA.C. session, I can use a digital exit ticket asking students to rate their confidence with the covered topic and provide anonymous suggestions."

4. Utilize RE.MA.C.'s Digital Resources

→ Tip: Take advantage of RE.MA.C.'s digital resources, such as interactive exercises, or online games, to enrich your blended learning experience:

→ Example: "For the 'Teacher's station', I could utilize RE.MA.C.'s repository activities and then have students create a collaborative blog post reflecting on their experiences."

CESIE ETS, Italy

Embracing the Power of RE.MA.C.: A Guide for Innovative Teachers

→ Tip: Don't be afraid to step outside your comfort zone with RE.MA.C.'s innovative approach to language learning. The initial "unease" can be a catalyst for growth and transformative learning experiences for both you and your students.

→ Example: "Instead of relying solely on traditional textbooks, incorporate RE.MA.C.'s digital tools and the blended learning model into your lessons to transform both your teaching and students' learning experience."

SOS MALTA, Malta

Enhancing Teacher Knowledge and Skills with RE.MA.C.

→ Tip: The RE.MA.C. training program provides valuable insights and practical tools for educators. Take advantage of the information and resources to enhance your teaching practices and create engaging learning experiences.

→ Example: "Incorporate interactive elements like quizzes and polls to keep them engaged and motivated."

Fostering Collaborative Learning and Reflection

→ Tip: Participate actively in the training discussions and take advantage of the opportunities to reflect on your own teaching practices. Collaborating with other educators can provide valuable insights and support.

→ Example: "Use the RE.MA.C.'s forum to form a collaborative group with some of my colleagues to share ideas and best practices for using RE.MA.C. in our classrooms."

Empowering Teachers with Pedagogical and Methodological Tools

→ Tip: The RE.MA.C. training equips you with the knowledge and tools to implement innovative teaching methods and strategies. Explore the tasks, activities, and technological resources to enhance your lessons.

→ Example: "Use REMA.C.'s intercultural tasks to create a project where students can work together to create a digital presentation."

6.
The challenges
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Implementing the RE.MA.C. project has not been without its challenges. Recognizing and addressing these obstacles is crucial for the continued success and improvement of the project. Below some of the key challenges encountered are shared. It is anticipated that by addressing these challenges head-on, the RE.MA.C. project can continue to evolve and improve, providing a more inclusive and effective educational experience for all students and teachers involved:

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FREDERICK UNIVERSITY, Cyprus

1. Adaptability of Material

→ Challenge: The materials produced in this project are designed to be flexible, and open to changes and alterations to suit the needs of different classes. While this adaptability is recommended, it is not always welcomed by teachers. Some educators may find the need to modify materials daunting or prefer a more structured approach.

→ Solution: Providing comprehensive training for teachers is essential. Ensuring that they are comfortable with adapting materials and understand the benefits of customization can help alleviate resistance and promote a more flexible teaching approach.

2. Access to Technology

→ Challenge: Access to new and modern devices is not a given in all school units. This disparity in technology availability can hinder the effective implementation of the RE.MA.C. project, as some schools may struggle to utilize

the digital tools and resources provided.

→ Solution: Identifying funding opportunities and partnerships to upgrade school technology can be beneficial. Additionally, RE.MA.C. educational material is adaptable since ¾ of the material may be used without digital technology.

3. Alignment with Intercultural Education

→ Challenge: Even after training, some members of the research team and educators may hold on to old-fashioned ideas or perceptions that are not fully aligned with the principles of intercultural education. This misalignment can affect the implementation and effectiveness of the project.

→ Solution: Continuous professional development and training focused on intercultural education are necessary. Promoting awareness and understanding of intercultural principles among all team members and educators can help align their perspectives with the project's goals, ensuring a more cohesive and effective implementation.

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CARDET, Cyprus

1. Lengthy Training Modules

→ Challenge: Some teachers found the bi-weekly two-hour teaching modules to be too long.

→ Solution: Consider reducing the duration of each module or increasing the frequency of shorter sessions to accommodate teachers' schedules and attention spans.

2. Training Delays Due to Breaks

→ Challenge: The training period was interrupted by Easter break and summer vacations, causing delays and gaps in the training schedule.

→ Solution: Plan ahead for holidays and other potential disruptions to the training schedule. Consider offering flexible or online training options to minimize interruptions.

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DUTH, Greece

1. Scheduling Teacher Training

→ Challenge: Arranging a mutually convenient schedule for teacher training.

→ Solution: The recording of the training sessions provided a flexible training option, to accommodate different schedules.

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UNIVERSITY OF ALGARVE, Portugal

1. Time Constraints and Competing Priorities

→ Challenge: The short training timeframe (April-June) clashed with teachers' busy end-of-year schedules. This raised concerns about managing both implementation tasks (developing the implementation phase and writing reflective diaries) and regular school term activities.

→ Solution: Considerations of extending the training period or offering flexible implementation deadlines to accommodate teachers' schedules were made. Alternatively, considerations for a flipped classroom approach where initial

learning occurs online, freeing up in-person sessions for focused implementation discussions and support were also made in some occassions.

2. Limited Assessment of Impact

→ Challenge: Measuring the effectiveness of the training course on teaching practices and student outcomes was difficult due to the short timeframe. Implementing only 5-6 tasks with limited resources proved insufficient for comprehensively evaluating both student learning and teacher behavior changes.

→ Solution: Developing a more robust assessment strategy with a longitudinal component was needed. This could involve pre- and post-course assessments of student learning and teacher practices, followed by ongoing data collection (e.g., teacher surveys, and classroom observations) to monitor sustained impact over time.

3. Fostering Long-Term Development

→ Challenge: While teachers expressed openness to new methods and resources, fostering a continuous growth mindset requires ongoing support. Relying solely on the initial training course may not be enough for long-term skill development.

→ Solution: Implement a model of continuous professional development. This could include follow-up workshops, online resources, coaching sessions, or peer-to-peer learning communities to provide sustained support and encourage continuous improvement after the initial training course.

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CESIE ETS, Italy

1. Resistance from Educational Stakeholders

→ Challenge: Implementing non-mainstream education in the public schooling system faces resistance from various stakeholders, including teachers and school administrators. Teachers may be hesitant to learn new techniques, while schools may worry about its potential impact on overall student outcomes.

→ Solution: Address concerns through open dialogue and collaboration. Provide teachers with comprehensive training and support, highlighting the benefits of innovative teaching methods. Engage school administrators in discussions about the potential positive impact of non-mainstream education on student outcomes and school reputation.

2. Involving Underpaid Teachers in Extra Training

→ Challenge: Persuading underpaid teachers to participate in additional training sessions on innovative learning methodologies was difficult.

→ Solution: Emphasize the professional development opportunities and potential benefits of the training. Offer incentives, such as stipends or professional recognition, to encourage participation. Consider flexible training options, such as online or after-school sessions, to accommodate teachers' schedules.

3. Need for National-Level Engagement

→ Challenge: The success of future projects depends on the direct involvement of the schooling administration at the national level to facilitate effective

communication and collaboration.

→ Solution: Seek partnerships with national education authorities to gain their support and advocate for the integration of non-mainstream education into the curriculum. Establish clear communication channels and regular meetings to address concerns and ensure alignment with national education policies.

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SOS MALTA, Malta

1. Bilingual Context in Malta

→ Challenge: Teachers in a bilingual context face challenges in effectively delivering lessons and assessing student understanding due to the need to switch between languages.

→ Solution: For future projects, allocate additional time and budget for language translation and proofreading. Consider partnering with professional translation services to ensure accuracy and efficiency. Explore the use of translation tools with built-in language-specific features to streamline the process.

2. Tight Timeframe

→ Challenge: Teachers may feel overwhelmed by the rapid pace of the project, leading to stress and difficulty in implementing new methodologies within their classrooms.

→ Solution: For future projects, establish a more realistic timeline that accounts for school holidays and potential delays. Build in contingency plans to address unforeseen challenges and ensure timely project completion. Consider flexible project management approaches that can adapt to changing circumstances.

7.
The achievements
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7.1
Proud Moments

The RE.MA.C. project has celebrated numerous proud moments and significant achievements, reflecting the positive impact it has had on both students and teachers. Some notable highlights from all partner-organisations may be found below. These moments are a testament to the project's success in fostering an engaging and supportive learning environment. The feedback from students and educators alike underscores the project's effectiveness and the value of integrating innovative digital tools in education. The lessons learned from these experiences continue to guide the project, ensuring its ongoing development and positive impact on teaching and learning.

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FREDERICK UNIVERSITY, Cyprus

1. **Student Creativity**:
   → In an urban school in Limassol, the students of a B class displayed remarkable creativity by composing a poem and crafting a gift for the Robot teacher, one of the digital tools of the project. The poem beautifully translates to: "We make mistakes with joy for the Robot teacher to correct them one more

time." This illustrates the students' joyful and constructive engagement with the Robot teacher, turning mistakes into learning opportunities.

2. **Heartwarming Interaction with the Robot Teacher:**
   → Another touching moment from the same class involved a delightful conversation between a student and the Robot teacher, showcasing the warm rapport and the supportive role of the digital tool:
      — **Student**: "You are perfect!"
      — **Robot teacher**: "Thank you for the compliment! As a teacher, I am trying to help students develop their writing skills. If you have any questions or need help with a writing activity, do not hesitate to contact me!"
      — **Student**: "Fantastic moments my Robot Teacherlittle! I love you!"
      — **Robot teacher**: "Thank you for your kind words! However, I need to mention some of your vocabulary mistakes. My name is Robot Teacher, not Robot Teacherlittle…"
   → This exchange not only highlights the affection students have for the Robot teacher but also emphasizes its role in correcting and guiding students' language use in a friendly manner.
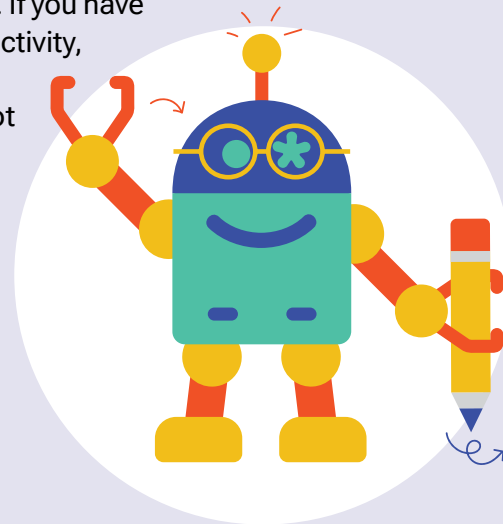
3. **Recognition from Educational Leaders:**
   → At a June 2024 dissemination event, the RE.MA.C. project impressed headteachers with its extensive free materials and digital tools.

4. **Positive Teacher's Feedback on Training Sessions:**
   → "The presenters were thorough and scientifically grounded. The activities were modern, content-rich, and met students' communicative needs."

5. **Teacher's Feedback on RE. MA.C.'s educational material:**
   → "In classrooms with many migrant children, the training and resources have been invaluable. We lack experience teaching both first and second languages together, so the materials provide much-needed support. Differentiated instruction ensures all students, regardless of background, have equal learning opportunities… these sessions have helped me feel more confident."

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CARDET, Cyprus
→ In certain schools, where we had a series of 3 Monday-public holidays, teachers needed to cancel their Monday staff meetings. Instead of replacing them, on another weekday, in two of our partner-schools, Headschool teachers encouraged their staff members to watch our webinars!

→ We had a number of invitations to showcase the project's achievements in the educational landscape in Cyprus. We consider our participation at the 2-days teaching CDP initiative, a highly acknowledged and impacted education and training opportunity. Similarly to these, we may highlight other workshops,

conferences participations and publications that are displayed at the project's website.

→ When leaving school classes, where we co-taught with teachers – especially in the cases of using the RoboTeacher – on several occasions, students asked the teaching team when they would be back, when the next lesson-visit would take place, if they could see us again, etc., highlighting their positive impressions and experience satisfaction with the project's digital milestones.

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DUTH, Greece
→ The positive feedback from the teachers and the kids after the implementation of the learning material was a really proud moment for DUTHs' team.

→ Some unforgettable moments were the fruitful collaboration and interesting conversations between DUTHs' team and the teachers during and after the teachers' training sessions.

→ The excellent collaboration within the consortium for the expansion of the project network during our participation in all conferences.

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CESIE ETS, Italy
→ Teachers involved in the RE.MA.C. training understood that they need to enlarge their knowledge on L2 teaching techniques and multilingualism. This understanding of limits and the desire to know more in the future is what leads the learning process. We are very proud of the result achieved.

→ General audience engaged with the RE.MA.C. project objectives with great interest. Not only the environment of schools, but also the academia saw the potential of the results we have produced. Proud moment: generating a network of interest from primary schools to academia on the L2 innovative teaching methods proposed by our consortium.

→ Our efforts have been rewarded with the publication on several international reviews on language and social sciences, expanding our network and expectations beyond what was planned.

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UNIVERSITY OF ALGARVE, Portugal
During WP4, a teacher training course was developed and accredited under the Portuguese register CCPFC/ACC-124657/24. This course focused on promoting Intercultural Education through RE.MA.C Project and was entitled "Promover a Interculturalidade. O Projeto RE.MA.C e o Ensino do Português Língua de Acolhimento com o apoio da plataforma MILAGE APRENDER +". This course spans 50 hours, and included 16 hours of online sessions and 34 hours of autonomous work. The training sessions were conducted by five teacher trainers from the University of Algarve and from the Faculty of Social and Human Sciences at NOVA University of Lisbon.

From April to June, 17 primary teacher trainees, teaching students from the 1st to the 6th grade, in schools located across Portugal's south, center, north regions, and Madeira Island attended the online course while the organization of the syllabus occurred via *Classroom* Platform, ensuring accessibility and flexibility for all participants all over the country. In what respects the autonomous working hours, teacher trainees had to analyze the available resources in Re. Ma.C. repository; create a learning scenario for the implementation of the rotation classroom model; implement the learning scenario (students' entry and exit cards, MILAGE tasks, tasks from the students' book, educational material); write a reflexive diary regarding the implementation of the learning scenario and create a short video of the overall implementation. Overall, the teachers' book and the students' books were analyzed by the teacher trainees and the implementation phase reflects that with the exception of one manual (Language – 6th grade), all others served as a starting points for creating learning scenarios.

Moreover, from the beginning of the course teachers showed enthusiasm and eagerness to start implementing learning scenarios and material. A group in Whatsapp was created in order to maintain close support and awareness of sessions' timetable. Although the course only lasted 3 months, it clearly fostered relationship between teachers and sharing of good practices.

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SOS MALTA, Malta
All at SOS Malta have been working hard on the project. We are proud that we have worked with a few local educational entities on the aims of the project. We have included them as well in the teacher training and multiplier event parts of the project.

→ With the Migrants Learners Unit – we had a meeting which informed them about what the aim of REMAC was. We will be collaborating with them on the multiplier events

→ With the Migrants Hubs or Schools – we had an initial meeting about RE.MA.C. project and what it is working on.

We intend collaborating and continuing to provide support and training within these entities even once the project is over.

7.2
Lessons Learned

Implementing the RE.MA.C. educational material has provided valuable insights and lessons for the consortium. While some challenges were anticipated, witnessing them first hand highlighted important considerations for future endeavours. These lessons underscore the need for adaptability and support when integrating new technologies and methodologies into education. By addressing these challenges proactively, future implementations can be more effective and inclusive, ultimately enhancing the learning experience for all students.

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FREDERICK UNIVERSITY, Cyprus
1. Typing Skills
🙂 → Observation: Not all students were able to type proficiently.
✅ → Lesson Learned: This highlighted the need for additional support and training in basic computer skills to ensure that all students can fully engage with digital tools. In addition, it allowed us to provide some alternative interactive activities (i.e. drag and drop, memory games, etc.) that could easily replace the ones needed typing, for easier access to the educational content.

2. Outdated Devices
🙂 → Observation: Some of the school devices were quite old and struggled to run the digital tools effectively.
✅ → Lesson Learned: The importance of having up-to-date technology cannot be overstated. Ensuring that schools have access to modern, reliable devices is crucial for the successful implementation of digital projects. However, it should be mentioned that during the time of the project's implementation, the

Ministry of Education, Sports, and Youth had implemented a new scheme, via which all school units received up to 15 new laptops each. This indicates that RE.MA.C. material can continue being implemented much smoother in the future.

3. Use of Greek Cypriot Linguistic Variety
- 🙂 → Observation: Using the Greek Cypriot linguistic variety was still perceived with caution by some educators.
- ✅ → Lesson Learned: There is a need to promote linguistic inclusivity and acceptance within educational settings. Projects should aim to validate and incorporate regional linguistic varieties, fostering an environment where all forms of expression are respected and valued.

4. Inclusion of "Non-Curriculum Text Genres"
- 🙂 → Observation: Including text genres not featured in the official textbooks elicited mixed reactions. Some students and educators were excited, while others were cautious, viewing these genres as extraneous to the curriculum.
- ✅ → Lesson Learned: Introducing new and diverse text genres can enrich the learning experience but must be approached thoughtfully. Educators should provide context and emphasize the educational value of these genres to help integrate them smoothly into the curriculum. It may also be beneficial to involve teachers in the selection process to ensure alignment with educational goals.

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CARDET, Cyprus
1. The Power of Teamwork
- 🙂 → Observation: Collaborative efforts among educators and project partners led to creative and successful implementation.
- ✅ → Lesson Learned: Teamwork is essential for fostering innovation and ensuring the success of educational projects.

2. The Importance of Constant Communication
- 🙂 → Observation: Regular communication helped maintain clear processes and overcome challenges.
- ✅ → Lesson Learned: Continuous, open communication is critical for ensuring smooth operations and achieving inspirational results in classroom activities.

3. Introducing AI to Young Learners
- 🙂 → Observation: Even young students adapted well to AI-driven learning when teachers had clear guidelines and support.
- ✅ → Lesson Learned: With the right framework, AI can be effectively introduced to early-age learners, enriching language education and broadening teaching possibilities.

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DUTH, Greece
1. Optimal Timing for Implementation
- 🙂 → Observation: The months of May and June are typically very busy for schools, making it difficult to introduce new programs.
- ✅ → Lesson Learned: Implementations should ideally take place before the Easter holidays to ensure smoother integration and sufficient focus on new materials.

2. Creating Learning Material
- 🙂 → Observation: Developing learning materials is a fluid and evolving process that requires constant updates and communication between contributors.
- ✅ → Lesson Learned: Frequent communication between content creators is necessary to avoid duplication of efforts and to ensure a cohesive and unified approach to educational content.

3. Value of Consortium Collaboration
- 🙂 → Observation: Regular interactions within the consortium provided valuable insights and opportunities for learning from each other's experiences and overcoming shared challenges.
- ✅ → Lesson Learned: Frequent collaboration and knowledge-sharing among project partners greatly enhance the quality of the project and lead to more innovative and effective solutions.

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UNIVERSITY OF ALGARVE, Portugal
1. Awareness of Diverse Learning Needs
- 🙂 → Observation: Teacher trainees became attuned to the varied learning profiles and needs of students from different cultural and linguistic backgrounds.
- ✅ → Lesson Learned: By implementing tasks suitable for native students, A1, A2, and B1 learners while maintaining a common curriculum, teachers ensured that all students had equitable opportunities to succeed.

2. Innovative Teaching Strategies
- 🙂 → Observation: Utilizing blended learning approaches, particularly the blended learning model, significantly enhanced student engagement.
- ✅ → Lesson Learned: Innovative strategies that involve rotating between different learning stations—such as teacher-led, collaborative, technology, and independent stations—promote collaboration and create an active classroom environment.

3. Cultural Sensitivity and Respect
- 🙂 → Observation: Participation in the RE.MA.C. training course fostered a deeper understanding of cultural sensitivity among educators.
- ✅ → Lesson Learned: Supporting students' languages and cultures enhances educational practices and cultivates effective intercultural competence within the classroom.

4. Effective Use of Technology
- 🙂 → Observation: Teachers highlighted the positive impact of the MILAGE Learn+ app on enhancing learning methodologies and maintaining student engagement.
- ✅ → Lesson Learned: The MILAGE Learn+ platform not only keeps students engaged but also facilitates the measurement of progress and identification of areas needing additional support, ultimately enriching the learning experience.

CESIE ETS, Italy

1. Embracing Multilingual Classrooms

🙂 → Observation: Many classes consist of students from various linguistic backgrounds, necessitating a shift beyond traditional inclusion strategies.

✔️ → Lesson Learned: Acknowledging and embracing multilingualism can enrich the educational experience and promote broader pathways for inclusion.

2. Interest in Innovative Practices

🙂 → Observation: A significant number of teachers are eager to elevate education through experimental and innovative practices.

✔️ → Lesson Learned: There is a growing interest among educators to explore creative teaching methods that push the boundaries of conventional education.

3. Training on Technological Integration

🙂 → Observation: Teachers require targeted training to effectively leverage technology in their teaching practices.

✔️ → Lesson Learned: Providing educators with the skills to utilize technological advancements can transform training courses from static to dynamic, facilitating better engagement with students.

4. Strength of Consortium Collaboration

🙂 → Observation: The consortium demonstrated strength and cohesion, ensuring the successful attainment of project objectives.

✔️ → Lesson Learned: Recognizing and harnessing the hidden potential of collaborators can empower individuals to contribute their best, fostering a culture of support and collective achievement.

SOS MALTA, Malta

1. Importance of Teamwork

🙂 → Observation: Strong teamwork among educators plays a vital role in the successful implementation of school projects.

✔️ → Lesson Learned: Emphasizing collaboration can lead to more effective and impactful educational practices.

2. Addressing Teacher Hesitation

🙂 → Observation: Many school teachers are sometimes hesitant to engage in collaborative projects.

✔️ → Lesson Learned: Creating a supportive environment and encouraging participation can help overcome these hesitations, leading to greater involvement and investment in educational initiatives.

3. Value of Training Sessions

🙂 → Observation: The project's training sessions were found to be extremely beneficial for teachers.

✔️ → Lesson Learned: Well-structured training programs can equip educators with the necessary skills and confidence to participate actively in projects, ultimately enhancing their teaching effectiveness.

5.3 Teachers' Feedback

The implementation of the RE.MA.C. project has been met with enthusiastic feedback from teachers, gathered through reflective diaries, interviews, and informal discussions (via social platforms or f2f interactions) with the research team. Their insights offer a comprehensive view of the project's impact and its reception in the classroom. Interestingly, in all cases, reflections from teachers underline the positive impact of the RE.MA.C. project on educational practices. The combination of innovative tools, engaging methodologies, and collaborative approaches has not only enhanced the teaching experience but also significantly benefited student learning and engagement.

FREDERICK UNIVERSITY, Cyprus

1. High-Quality and Versatile Tools

💬 → Feedback: Teachers believe that the RE.MA.C. project is truly qualitative and that the RE.MA.C. Lab is an extremely powerful and straightforward tool. They appreciated the ability to create approximately 40 different types of activities for free, with particular excitement noted for the hotspots tool and the VR tool.

2. Innovative Material Development

💬 → Feedback: Although the amount of the material could be intimidating at first, once teachers became acquainted with it, they found it highly comprehensible and beneficial. They valued the innovative methodology and the scientific approach behind the material, which enhanced their teaching practices.

3. Success of the Robot Teacher

→ Feedback: The Robot Teacher, an AI chatbot tool created for educational purposes, was a huge success. Teachers and students alike were extremely excited about this feature, which added a novel and engaging element to the learning experience.

5. Engagement and Enthusiasm

→ Feedback: Teachers reported that students perceived the days implementing RE.MA.C. as a game. This gamified approach made students truly excited to participate, transforming their learning experience into something enjoyable and highly engaging.

6. Inclusive Group Work

→ Feedback: None of the students felt left out. Teachers observed that all students knew how to work as a group, highlighting the project's success in fostering a collaborative learning environment.

7. Blended Learning Model

→ Feedback: The blended learning model, including organizing teaching and learning in stations, was a new concept for many teachers. Despite some initial organizational challenges, teachers unanimously agreed that the long-term implementation of this model presented significant opportunities and advantages, enhancing both teaching and learning processes.

—
CARDET, Cyprus

"This is such a long-needed landscape with so many and useful and inspirational digital resources! Thank you so much!"

"This is a project of its kind! So many different educational and training possibilities in the sphear of languages teaching and learning that nobody can imagine and that is hard to find"

"Participating at this project has been highly motivating since day 1!"

—
UNIVERSITY OF ALGARVE, Portugal

1. Course Syllabus Balance

→ Feedback: Teachers appreciated the effective balance between theoretical knowledge (SLL and Intercultural Education) and practical application (hands-on experiences), which is essential for implementing new strategies in their classrooms.

2. Quality of Educational Materials

→ Feedback: Teacher trainees highlighted the high quality and relevance of the RE.MA.C. materials, including teacher's books and MILAGE tasks. However, they noted the need for more time to implement additional engaging activities.

3. Promoting Equal Opportunities

→ Feedback: Feedback indicated that addressing the diverse needs of classrooms fosters equal opportunities for all students and supports innovative methodologies.

4. Encouraging Collaboration

→ Feedback: RE.MA.C.'s approach promotes the involvement of all students, creating a collaborative and team-oriented environment while respecting each student's language and culture.

5. Supporting Cultural Integration

→ Feedback: These practices significantly aid in the cultural and linguistic integration of migrant students, contributing to a more inclusive and peaceful learning environment.

—
CESIE ETS, Italy

1. Project Relevance

→ Feedback: Teachers emphasized the need for projects like RE.MA.C. in today's educational landscape, noting the high quality of the resources provided.

—
DUTH, Greece

1. Boosting Teacher Motivation

→ Feedback: The enthusiasm of students during implementation significantly boosted teachers' motivation and confidence in the classroom.

2. Quality of Materials

→ Feedback: Many teachers commented that the materials were interesting, modern, and authentic, enhancing the learning experience.

3. Suggestions for Improvement

→ Feedback: Teachers recommended incorporating more music-kinetic exercises, which would enrich the material for early grades and promote greater inclusion.
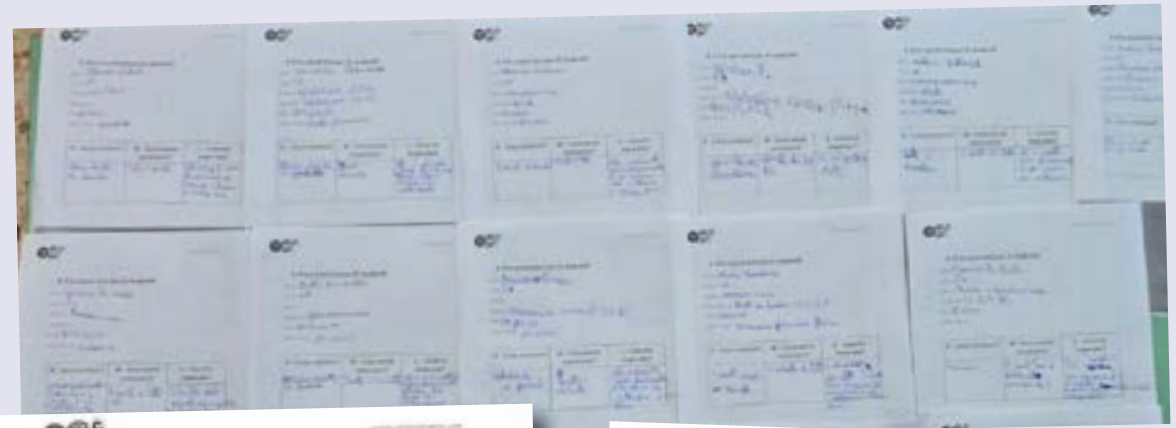
—
SOS MALTA, Malta

1. Overall Impact

→ Feedback: The resources were found to be highly beneficial for teachers and motivating for students, adding value in every environment where the project was implemented.

5.4
Student's Feedback

The RE.MA.C. project has had a remarkable impact on students, as reflected in their enthusiastic feedback. The instances of student feedback below highlight the diverse and meaningful learning experiences facilitated by the RE.MA.C. project. From immersive virtual tours to linguistic exploration, students have gained a wealth of new knowledge, enhancing their educational journey.

FREDERICK UNIVERSITY, Cyprus

1. Learning about Museum Exhibitions:

→ Feedback: One student shared that they learned what a museum exhibition is by using various materials from the available resources. A particularly impactful tool was the VR tool, which used 360-degree pictures from real museums. This immersive experience allowed the students to explore museum exhibits in a virtual setting, making the learning process engaging and informative.

2. Using the Greek Cypriot Linguistic Variety:

→ Feedback: Another student mentioned that they learned how to use the Greek Cypriot linguistic variety for the first time. This exposure helped the student appreciate the linguistic diversity and cultural heritage of their region, promoting a deeper connection to their native language.

3. Positive Exit Card Feedback:

→ Feedback: In general, all exit cards from the students contained positive feedback. Students consistently stressed the new knowledge they acquired from each unit, highlighting the effectiveness of the RE.MA.C. project in delivering valuable and enriching educational content.

CARDET, Cyprus

Students got really excited by the project's digital resources. They were highly mobilized and engaged by the AI tool. The quotes below are indicative of their highly positive reactions/ impressions:

"Can you come again?
We would love to host you in our class!"

"Wow! Today I have a new friend,
Robot Teacher!"

"Can we use the Robot Teacher in all our lessons?"

UNIVERSITY OF ALGARVE, Portugal

1. Intercultural Achievements

→ Feedback: Students noted that RE.MA.C.'s practices foster teamwork and collaborative tasks, promoting intercultural respect and integration among native and migrant students through simultaneous activities of varying language complexity.

2. Engagement through the MILAGE Learn+ App

→ Feedback: The scoring system in the MILAGE Learn+ app enhances student engagement and motivation. Students reported feeling satisfied and motivated to work when they received points for completing tasks and through peer assessment.

3. Reflective Learning with KWL Charts

→ Feedback: Students expressed that filling in KWL (Know, Want to know, Learned) charts encourage them to reflect on their prior knowledge and identify areas they want to explore further.

4. Interest-Driven Tasks

→ Feedback: Tasks tailored to students' interests were highlighted as particularly engaging and motivating, making the learning experience more relevant and enjoyable.

CESIE ETS, Italy

1. Overall Enthusiasm

→ Feedback: Students expressed very positive and encouraging feedback, demonstrating high levels of motivation and enthusiasm throughout the project.

DUTH, Greece

1. Enjoyment with the Rotation Learning Model

→ Feedback: Many students enjoyed the rotation learning model, stating that changing stations helped them stay focused and motivated, contrasting with traditional static learning environments.

2. Inclusivity in the Classroom

→ Feedback: Students noted that "no one was left out" during activities, highlighting a sense of equality and participation among all learners.

3. Appeal of the Technology Station

→ Feedback: The technology station, especially the AI tool, was particularly engaging for students. Many reported using it regularly at home and appreciated the chance to record themselves to practice pronunciation.

4. Interest in Authentic Texts

→ Feedback: Students found the authentic texts used in the learning materials to be interesting, further contributing to their excitement about participating in the project.

SOS MALTA, Malta

1. Excitement for Participation

→ Feedback: Students expressed their excitement about being involved in the project, providing overwhelmingly positive feedback throughout the experience.

8.
End note
—

The RE.MA.C. project has achieved remarkable success by trying to reinvent learning, and language learning specifically, through cutting-edge technologies and digital tools. It has transformed the mainstream classroom into a dynamic space where students who speak the language of instruction as their first language, students with migrant, refugee, or other backgrounds, and teachers of mainstream classrooms collaborate and grow together.

We hope that the RE.MA.C. e-booklet is utilized as a source of inspiration, filled with practices designed to empower educators and students alike to embrace learning in multilingual and multicultural settings, harnessing the power of the digital world.

"This booklet aims to motivate users to not only teach but to ignite a passion for learning that transcends cultural and linguistic boundaries."
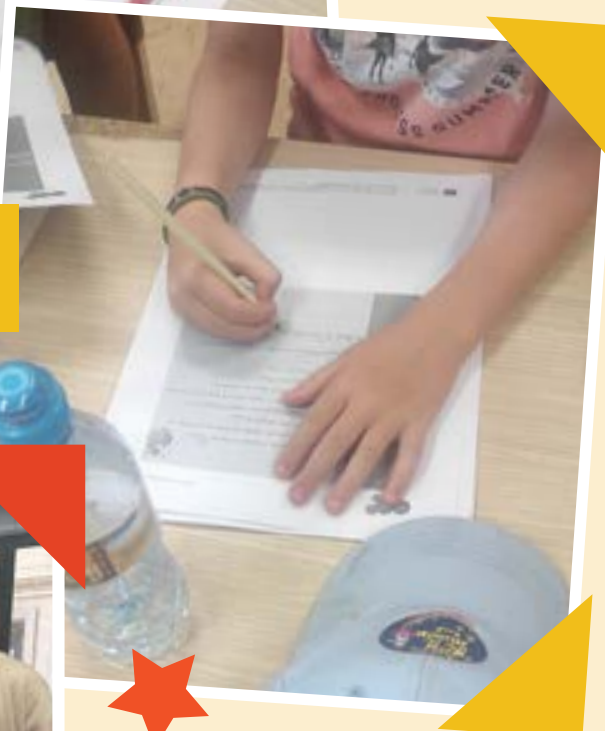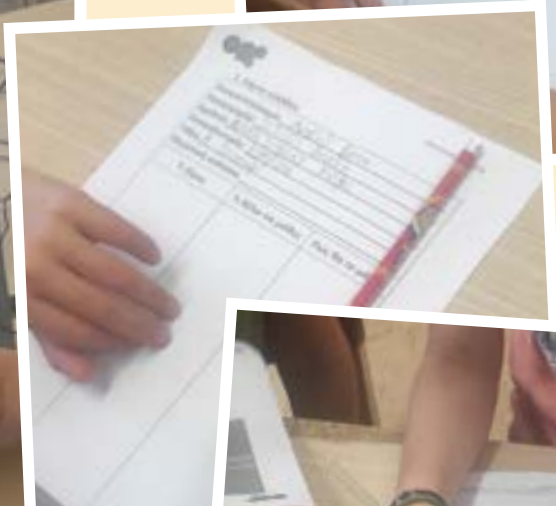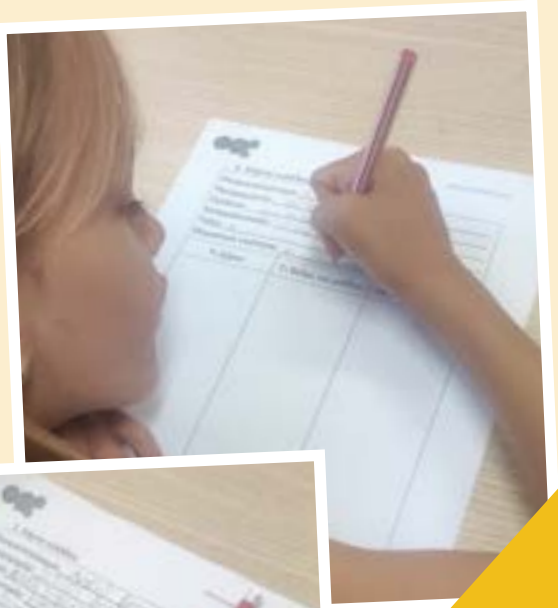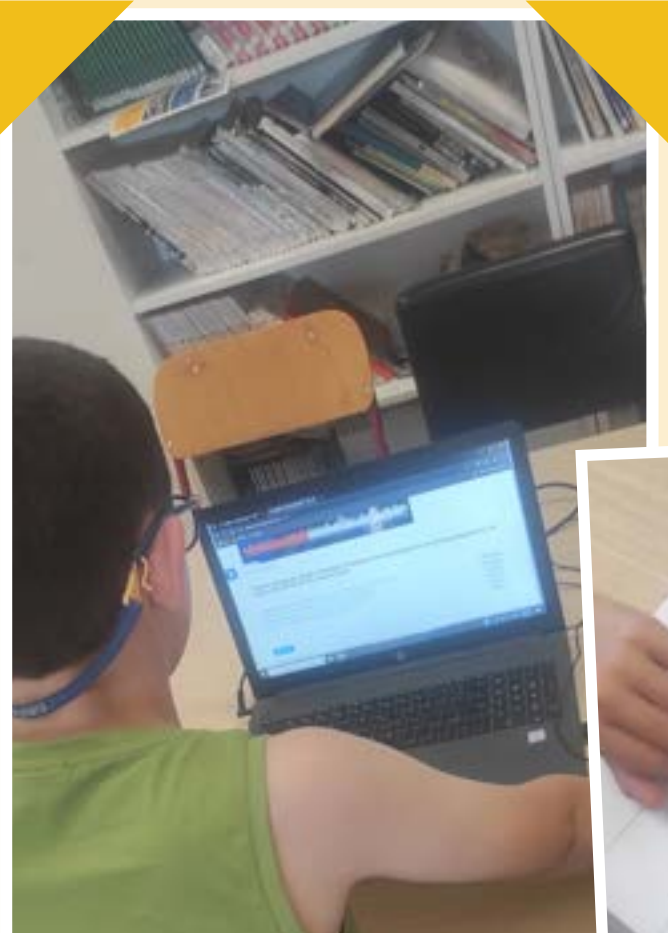
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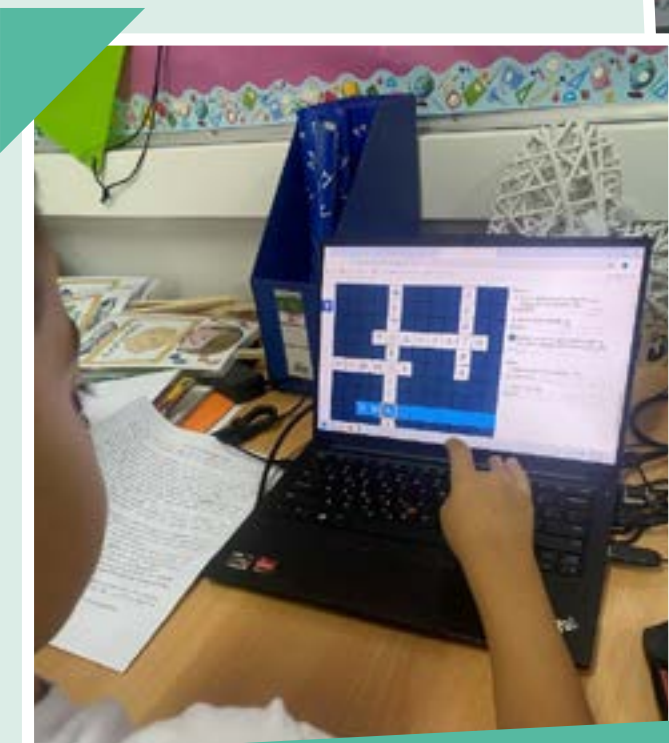
CESIE ETS, Italy

FREDERICK UNIVERSITY,
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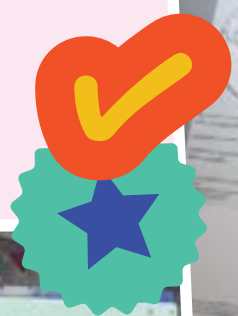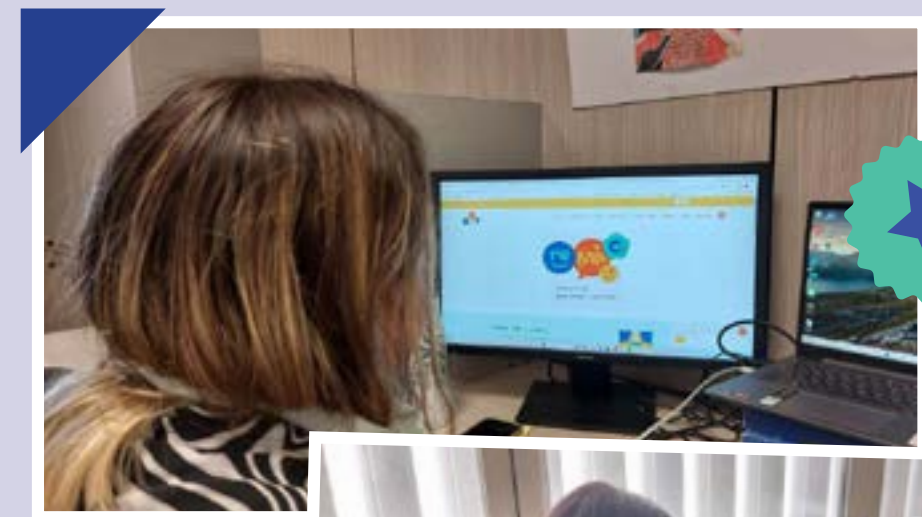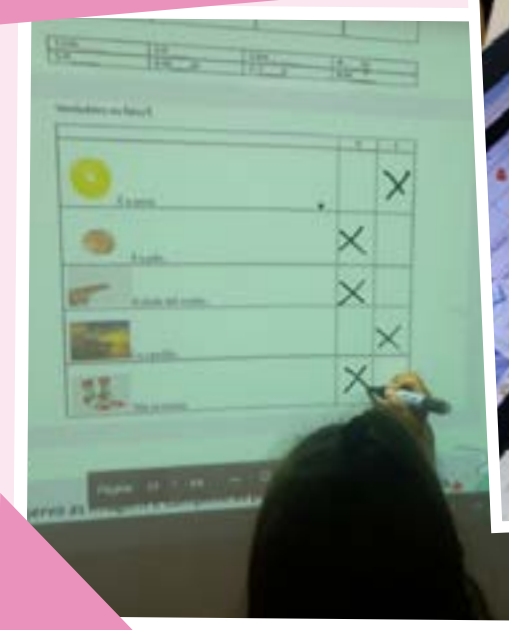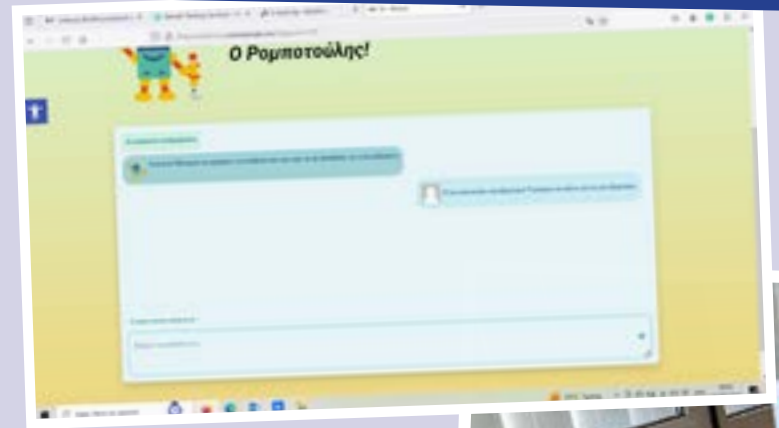
UNIVERSITY OF ALGARVE, Portugal

CARDET, Cyprus

List of Contributors (alphabetically):
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Antonina Albanese, CESIE ETS

Débora Coelho, University Algarve

Carla Dionísio Gonçalves, University of Algarve

Nikleia Eteokleous, Frederick University

Mauro Figueiredo, University of Algarve

Olga Heitor, Nova University of Lisbon

Zoi Ioannidou, DUTH

Despo Kyprianou, Frederick University

Nansia Kyriakou, Frederick University

Teresa Maló Sequeira, University of Algarve

Katerina Michael, Frederick University

Maria Mitsiaki, DUTH

Raphaela Neophytou, Frederick University

Theodora Patsalidou, Frederick University

Cátia Pires, University of Algarve

Elena Xeni, CARDET

Sylvana Zammit Pulo, SOS Malta

www.remacproject.eu