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LifeLongLearning project KA3MP

KNORK

Promoting Knowledge Work Practices in Education Agreement 2013-4764/001-001

D3.1. The first iteration of Knowledge Work (KNORK) Workshops

D3.2. The second iteration of Knowledge Work (KNORK) Workshops

The deliverables 3.1 and 3.2 consist of the project-level workshops (M1, M13) and national workshops in which partners, pilot teachers and educators designing the pilot courses agree on project practices and get acquainted with the technology and pedagogical approaches, and plan their pilot courses. In the Description of Work, D3.1 workshops are defined to be conducted M1-M3, and D3.2 workshops M12-M28, but actually the workshops have been arranged continuously throughout the project.

At the end of the project, the partners had arranged **52 workshops** with total of **1153 participants**. The enclosed table includes a list of all workshops arranged by the partners M1-M30. The table was constantly updated as a Google table by the project partners throughout the project: <https://docs.google.com/spreadsheets/d/1GT3mr10WRGhBrCqpcRkJdIQWaucWvC2uaVv-82zqvLs/edit?usp=sharing>.

National and international teacher workshops in KNORK

Date(s)	Duration	Project partner / Contact person	Organizer	Title of the workshop	Place of workshop (Institution, city etc.)	Description of participants	Number of participants	Technology used	Links to materials, websites etc.	General description	Other comments
2014/01/10	9:00-13:00, 4 hours	UH / Minna Lakkala	UH / KNORK project	Promoting Knowledge Work Practices in Education (KNORK), International workshop 1	University of Helsinki, Faculty of Behavioural Sciences, computer lab in Minerva	Project members and teachers from partner institutions of KNORK	21	Blogger, Google documents, (Padlet)	http://knork-workshop-1.blogspot.fi/	Introduction of knowledge work competences, triological approach & design principles, examples of previous courses. Participants started planning their own courses, plans were commented on afterwards by the teacher.	
2014/01/31	13:00-17:00, 4 hours	TUES & TUS	TUES	Promoting Knowledge Practices in Education (KNORK) - introduction to aims and objectives of the project	Sofia, TUES	Teachers from TUES	38	Google documents	https://drive.google.com/folderview?id=0B70xRV6g4zvJVVQzRWjhjRk5q5G8&usp=sharing	Introduction to knowledge work competences, triological approach & design principles, Computer Aided Design in Electronics course planned by Siela&Tania with Minna's comments as example of triological approach	
2014/02/13	11:00-13:00, 4 hours	TUS & TUES	GIZ Germany & Bulgarian Ministry of Education	Curriculum & ECVET/ECTS Quality of Vocational Training and Bridging The Vocational Education and Higher Education system	Town of Velingrad - Bulgaria	Experts from Ministry of Education, Heads of Schools in the country, representatives of bussines, teachers from secondary and high schools in the country, GIZ representatives	27	Google documents	https://drive.google.com/folderview?id=0B70xRV6g4zvJVVQzRWjhjRk5q5G8&usp=sharing	Introduction of aims and objectives of KNORK project, Triological approach & design principles, example of one planned course with comments as an example of triological approach in action, discussing experience in sinergy between university and schools	Some teachers from secondary schools from the country were very entuciated to introduce triological approach in their teaching
2014/02/17	15:00-17:00, 2 hours	TUS	TUS	Promoting Knowledge Practices in Education (KNORK) - introduction to aims and objectives of the project	Sofia, TUS, Department of Electronics	Teachers from Electronics Department	26	Google documents		Introduction to knowledge work competences, Triological approach & design principles, ASIC Design course planned by Vasko & Tania with Minna's comments as example of triological approach	
2014/02/18	15-16.30, 1 1/2 hours	Rome U	Sapienza University	Pedagogical approach to blended learning	Rome, University Sapienza	University teachers	15	power point, Padlet	www.padlet.com , www.Moodle.org	Introduction to blended learning and triological approach to University courses	
2014/02/18	3 hours	Fasano School, Rome U	Rome U	Introduction to Knork project	Salvemini school Fasano	Voluntary Teachers from Fasano School	4	power point,		Introduction to the project + survey about teachers' technological skills; examples of courses with comments as an example of triological approach in action	
2014/02/26	3 hours	Fasano School, Rome U	Rome U	Knork: Compences, principles and the "object"	Salvemini school Fasano	Voluntary Teachers from Fasano School	7	power point,		We worked mainly on the idea of the "object". Some teachers decided to work in pair: 1. Gianni (cook teacher); the menu; 2. Italian Teacher: a touristic itinerary through the region; 3. Another teacher of Italian + teacher of computer science: an educational videogame; 4. Teacher of science + teacher of Math: a questionnaire about smoking	In general teachers were very positive and motivated. During this meeting, teachers had two different orientations about timing: a. start with a short project that can be implemented before the end of the current school year. Collect data, reflect upon it and re-start next year with a new project based upon the experience of this year. This is the case of menu and the questionnaire b. plan a long term project that starts next year and lasted two or three years. This is the case of the videogame and the touristic itinerary
2014/02/28	3 hours	Karolinska Institutet	Karolinska Institutet	Promoting Knowledge Practices in Education (KNORK) - introduction to aims and objectives of the project -	Karolinska Institutet, Stockholm	Teachers from Karolinska Institutet - project members	5	Powerpoint + Google		Introduction to project + triological approach of learning to one course in Karolinska Institutet	
2014/03/07	1 h 1/2	Fasano School, Rome U	Rome U	First 3 principles of triological approach	Salvemini school Fasano	Voluntary Teachers from Fasano School	7	power point, google documents		The first 3 principles of the triological approach; teachers developing their ideas about how to apply the principles to their objects.	Teacher Palmisano decided to join teachers Giannuzzi and Palmisano in the realization of the project: the choice of the object has changed and now they'd like to build a hypermedia about alimentation. Teachers asked for the realization of two meetings about technology instead of just 1.
2014/03/17	2 h	Fasano School, Rome U	Rome U	Last 3 principles	Salvemini school Fasano	Voluntary Teachers from Fasano School	5	power point, google documents		After having briefly summarized what happened during the 2 nd meeting, we presented the last three principles of the triological approach. Each teacher has compiled his-her own planning document on Google Drive. Difficulties on the use of technologies surfaced.	Teacher Borgia reported to be interested to the project but she is currently involved in too many activities. She asked to become part of the project later or to collaborate with other teachers.
2014/03/19	2 h	Fasano School, Rome U	Rome U	Training on the Technologies for the triological approach	Salvemini school Fasano	Voluntary Teachers from Fasano School	5	ppt, google drive, ml, padlet, synergeia	www.padlet.com , bscl.fh.fraunhofer.de	Possible technologies to be used during teachers' experimentation have been showed: google drive documents and archive, with its tools to comments and discuss on documents while working at them; padlet as a tool for brainstorming or asking for short feedback; synergeia as a learning platform built upon socio-constructive principles and collaborative pedagogical models	Teachers had a personal computer each so that they can work directly on the tools shown by the trainer. They were initially confused by the google drive system and felt themselves as inadequate to apply the pedagogical models through "complex" technologies. They also doubted about students' ability to understand how to use them

National and international teacher workshops in KNORK

Date(s)	Duration	Project partner / Contact person	Organizer	Title of the workshop	Place of workshop (Institution, city etc.)	Description of participants	Number of participants	Technology used	Links to materials, websites etc.	General description	Other comments
2014/03/20	2h	Fasano School, Rome U	Rome U	Training on the Technologies for the trialogical approach	Salvemini school Fasano	Voluntary Teachers from Fasano School	5	ppt, google drive, ml, padlet, synergeia	www.padlet.com, bscl.fi.fraunhofer.de	In-deep training about Synergeia and its tools and environment: folders, forums for knowledge building, dashboard for conceptual maps, tool for monitoring participation. Teacher were also guided in a Mailing List creation process	In the second workshop about technologies, teachers were more confident and enthusiastic about the same tools and environments they saw the day before. They discussed a lot with the trainer on how to choose the appropriate technology to use with students, based on their abilities, number, time and constraints.
2014/04/07	2h	Montessori School, Rome U.	Rome U.	Promoting Knowledge Practices in Education (KNORK) - introduction to aims and objectives of the project	Montessori Liceum, Roma	Voluntary teachers from Montessori Liceum	4	PPT		First approach to knork project, aims and principles of trialogical learning. Examples of courses	
2014/08/11	9:00-16:00, divided into two 3 hrs workshops	UH / Liisa Ilomäki	Palmenia Center for Continuing Education	Workshop for developing teaching	SLK (Helsinki Business College)	All teachers of SLK	80	PPT, Google site, google docs, Todaysmeet		Workshops (2) for creating new curricula: integrated contents instead of separate courses. Teacher groups made plans based on the trialogical principles, and some of them will continue even for more detailed description in fall 2014.	Possibly some teachers are willing to collect data from their courses by the CKP student questionnaire.
2014/05/08	4 h	UH /Lakkala & Ilomäki	Vantaa vocational college Varia	First workshop for vocational teachers: Pedagogical development of teaching in web	Varia, Vantaa, Finland	Voluntary teachers from three secondary schools	18	Blogger, Padlet, PowerPoint, Todaysmeet, Google docs	http://oppimobiili-koulutus.blogspot.fi/	Teachers create new types of courses: integration of contents, new mobile technologies. Teachers made plans based on the template of trialogical principles.	Connected to a larger project OPPImobiili. The series of workshops will continue in fall 2014
2014/06/27	6h	TUES /Stela&Tania	TUES&TU-Sofia	KNORK presentation, Design principles of Trialogical learning, pilots example, discussion	Bansko town, Bulgaria	Teachers from TUES	34	PowerPoint, Google Drive	https://drive.google.com/folderview?id=0B70xRV6q4zvJZGRVR3RVQ1pBWGs&usp=sharing	Design principles of the trialogical approach; teachers give their ideas about how to apply the principles to their teaching, presentation examples of already done pilots in TU-Sofia and TUES. Discussion on restructured course on Design Automation (Stela) delivered at TUES - results, conclusions.	The workshop was very successful. The informal and relaxing atmosphere outside of the normal working premises predispose fruitful discussions. The teachers were impressed from pilot results at their school; ask many questions, give ideas and express willingness a new workshop to be organized for the used cloud technologies.
2014/07/09	2h	TUES/Stela	GIZ Germany & Bulgarian Ministry of Education	Curriculum & ECVET/ECTS Quality of Vocational Training and Education	Velingrad town, Bulgaria	Experts from Ministry of Education, Heads of Schools in the country, representatives of bussines, teachers from secondary school in the country, GIZ heads and representatives	28	PowerPoint, Google Drive, Google Site	https://drive.google.com/folderview?id=0B70xRV6q4zvJbmvRYmxvRFFHbVE&usp=sharing	Stela shows an Example of already restructured and conducted pilot course in TUES for using trialogical principles CAD in Electronics course delivered in secondary school. She comments her experience in collaborative project based course, benefits, good results obtained and some problems faced.	Positive comments and interest were shown from the workshop participants. Since the workshop is connected with curricula changes and introduction of new educational practices the shared experience in new approaches was very positively accepted.
2014/09/05	2h	TUES/Stela	GIZ Germany & Bulgarian Ministry of Education	Curriculum & ECVET/ECTS Quality of Vocational Training and Education	Velingrad town, Bulgaria	Decision makers from Ministry of Education and teachers from the country	32	PowerPoint, Google Drive, Google Site	https://drive.google.com/?tab=mo&authuser=0#folders/0B70xRV6q4zvJ2T1VIRqYUgzWJQ	Stela discusses with participants course restructuring and results from pilots conducted at TUES.	
2014/09/16	4 h	UH	Vantaa vocational college Varia	Second workshop for vocational teachers: Pedagogical development of teaching in web	Varia, Vantaa, Finland	Voluntary teachers from three secondary schools	18	Blogger, Padlet, PowerPoint, Todaysmeet, Google docs	http://oppimobiili-koulutus.blogspot.fi/	Teachers continued their course plans, discussion about the Pedagogical Infrastructure Framework and criteria for digital learning material	
2014/10/01	3h	TUS	TUS	Workshop on trialogical design principles	Sofia, Bulgaria	New teachers which will conduct classes in winter semester using trialogical approach	6	PowerPoint, Google Drive, Google.doc		Tania and new teachers - We consider how to introduce these principles in one basic compulsory course in Semiconductor devices which is delivered in 3-rd semester of study, when students haven't any ability to work together, to develop projects and to contribute individually to common shared work.	
2014/10/07	4h	TUS	TUS	Round table in Faculty of Electronics in connection with another EU project, concerning updating the curricula of the specialties Faculty Electronics in accordance with the needs of labor market and adoption of new approaches in courses	Sofia, Bulgaria	University teachers from Faculty of Electronics, TUS	41	PowerPoint, Google Drive	https://drive.google.com/?tab=mo&authuser=0#folders/0B70xRV6q4zvJSHYYakJQbDVBUM8	Tania presents ideas for redesign of basic compulsory course in Semiconductor Devices and manner of delivering practical exercises by introducing several design principles of trialogical learning – team work on shared object, continuous work instead of fixed one in class, improvement students' engagement and motivation, respect to deadlines, providing teachers' guiding and help immediately on request, process and group product evaluation, group discussions on faced problems etc.	Connected to the EU Project BG051P0001-3.1.07-0048. The discussion was very active and all participants approve new ideas for redesign of this basic and till now very conservatively delivered course, ask many questions, give ideas and are very interested what will be result of this reconstruction. Some express willingness to start thinking how to redesign their own courses and ask for help if they face problems.
2014/10/11	14:00-17:00, 3 hours	Cerdo School, Rome U	Rome U	Trialogical Approach and design principles	Cerdo School	Voluntary teacher - First Year of a university course	1	Padlet, PPT, Google Drive		The principles of the trialogical approach; teacher developing their ideas about how to apply the principles to their objects.	
2014/10/22	14:00-17:00, 3 hours	UH	UH	First KNORK workshop for teachers in two upper secondary schools in Espoo	Tapiola Upper Secondary School	Voluntary teachers from Tapiola Upper Secondary School and Olari Upper Secondary School	10	Blogger, Google documents, Padlet, TodaysMeet	http://knorkespool.blogspot.fi/		

National and international teacher workshops in KNORK

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2014/11/21	2 h	Jannuzzi School, Rome U	Rome U	Training on the Technologies for the trialogical approach	Jannuzzi School, Andria BA	Voluntary teachers from Jannuzzi School	4	PowerPoint, Google documents		The first principles of the trialogical approach; teachers developing their ideas about how to apply the principles to their objects.	Teachers had a personal computer each so that they can work directly on the tools shown by the trainer. They were initially confused by the google drive system and felt themselves as inadequate to apply the pedagogical models through "complex" technologies. They also doubted about students' ability to understand how to use them
2014/11/28	3h	Metropolia & UH	Metropolia	Promoting knowledge work competences in education	Metropolia University of Applied Sciences	Voluntary teachers from Metropolia	7	Blogger, Google documents, Padlet, TodaysMeet	http://knork-metropolia.blogspot.fi/		
2014/12/05	2 h	Labriola School, Rome U	Rome U	Trialogical Approach and design principles	Labriola School - Roma	Voluntary teachers from Labriola School	10	PowerPoint, Google documents	https://drive.google.com/?tab=mo&authuser=0#folders/0B70xRV0q4zvJSHVYakJQbDVBUm9	The principles of the trialogical approach; teachers developing their ideas about how to apply the principles to their objects.	
2014/12/12	2 h	Jannuzzi School, Rome U	Rome U	Training on the Technologies for the trialogical approach	Jannuzzi School, Andria BA	Voluntary teachers from Jannuzzi School	4	PowerPoint, Google documents		Possible technologies to be used during teachers' experimentation have been showed: google drive documents and archive, with its tools to comments and discuss on documents while working at them; padlet as a tool for brainstorming or asking for short feedback. Each teacher has started his-her own planning document on Google Drive.	
2014/12/19	2 h	Jannuzzi School, Rome U	Rome U	Training on the Technologies for the trialogical approach	Jannuzzi School, Andria BA	Voluntary teachers from Jannuzzi School	4	PowerPoint, Google documents		After having briefly summarized what happened during the 2 nd meeting, we presented the last three principles of the trialogical approach. Each teacher has compiled his-her own planning document on Google Drive.	
Total number of participants M1-M12							466				
2015/01/12	2 h	Labriola School, Rome U	Rome U	Training on the Technologies for the trialogical approach	Labriola School - Roma	Voluntary Teachers from Labriola School	5	Power Point, Google documents	https://drive.google.com/?tab=mo&authuser=0#folders/0B70xRV0q4zvJSHVYakJQbDVBUm10	Possible technologies to be used during teachers' experimentation have been showed: google drive documents and archive, with its tools to comments and discuss on documents while working at them; padlet as a tool for brainstorming or asking for short feedback. Each teacher has started his-her own planning document on Google Drive.	
2015/01/14	14:00-17:00, 3 h	TUS, TUES, UH	TUS, TUES, UH	Promoting Knowledge Work Practices in Education (KNORK), International workshop 2	Technical University of Sofia	Project members and teachers from partner institutions of KNORK	30	PowerPoint, Prezi, Google documents			
2015/01/16	9:00-12:00, 3 hours	TUS, TUES, UH	TUS, TUES, UH	Promoting Knowledge Work Practices in Education workshop for Bulgarian teachers	Technical University of Sofia	Voluntary Teachers from TUES	23	Blogger, Google documents, Padlet, TodaysMeet	http://knorksofia.blogspot.fi/	Introduction of knowledge work competences, trialogical approach & design principles, examples of previous courses. Participants started planning their own courses, plans were commented on afterwards by the teacher. Training and materials were in English, participants translated some parts to their colleagues during the workshop.	
2015/01/22	3 h	Montessori School	Rome U	Trialogical Approach and design principles	Montessori School	Voluntary Teachers from Montessori School	2	PowerPoint, scenario template		The principles of the trialogical approach; teachers developing their ideas about how to apply the principles to their objects.	
2015/01/22	13:00-16:00, 3 hours	MeLu & UH	MeLu	First KNORK workshop for teachers in the Helsinki Media Arts Upper Secondary School	Helsinki Media Arts Upper Secondary School	All teachers from the Helsinki Media Arts Upper Secondary School	50	Blogger, Google documents, Padlet, TodaysMeet	http://knorkmedialukio.blogspot.fi/		
2015/01/28	14:00-17:00, 3 hours	UH	UH	Second KNORK workshop for teachers in two upper secondary schools in Espoo	Olari Upper Secondary School	Voluntary teachers from Tapiola Upper Secondary School and Olari Upper Secondary School	10	Blogger, Google documents, Padlet, TodaysMeet	http://knorkespool.blogspot.fi/		
2015/02/05	13:00-16:00, 3h	TUES, TUS	TUES	Trainin on cloud tools for collaborative work	Semkovo, TUS' educational and sport center, Bulgaria	Teachers from TUES & TUS (5 - TUES, 4-TUS)	9	Google documents		Cloud technologies to be used during teachers' work have been showed: google drive documents ,with its tools to comments and discuss on documents while working at them; Google Calendar for work planning. Each teacher has started his-her own planning document on Google Drive.	
Total number of participants M13-M14							129				

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2015/03/10	12:00-15:00 3h	MeLu & UH	MeLu	Second KNORK workshop for teachers in the Helsinki Media Arts Upper Secondary School	Helsinki Media Arts Upper Secondary School	Voluntary teachers from the Helsinki Media Arts Upper Secondary School who wanted to continue their course design	8	Blogger, Google documents, Padlet, TodaysMeet	http://knorkmedialukio.blogspot.fi/	Most participating teacher planned a joint phenomenon-based course about human rights; integration of multiple subject domains	
2015/04/07	14-16	TUS	TUS	Using Cloud Computer Technologies in education	Technical University of Sofia	Teachers from TUS, participating in pilots	5	Google documents, Power Point		Training on managing contacts with students in the cloud and shared product distribution and management	
2015/07/01	14:00-18:00, 4h	TUES	TUES, TUS	Cloud Computer Technologies and their use in education	Town of Dobriniste,	Teachers from TUES	33	Google documents, Power Point, Blogger		Cloud technologies in more depth, Google drive, Google Doc, Sheets, Calendar - main features, how to use them in teaching, examples of applying cloud technologies in real classroom work – pedagogical cases, how to teach with technology, team work, benefits, problems faced. Collecting ideas from teachers how to use cloud computing in their own courses	
2015/09/03	13:00-16:30, 3.5 h	UH	Vantaa vocational college Varia	Third workshop for vocational teachers. Evaluating designed web courses	Varia, Vantaa, Finland	Teachers of three upper secondary schools participating in OppiMobiili project who have designed web courses based on trialogical ideas	15	Course materials in the web	http://www.verkkovaria.fi/	Researchers from UH gave feedback from the constructed web courses and suggested improvements; ideas and suggestions were discussed together.	
2015/10/04	13:00-16:00, 3h	TUS	TUS	Cloud Computer Technologies, contacts creation, documents sharing	Technical University of Sofia	New teachers participating in second round pilots in SE	5	Google documents, Power Point		Training on managing contacts with students in the cloud and shared product distribution and management, calendar using, Google drive and usage	
2015/11/02	8:30-12:30, 4 h	MeLu & UH	MeLu	Third KNORK workshop for teachers in the Helsinki Media Arts Upper Secondary School	Helsinki Media Arts Upper Secondary School	Teachers implementing trialogical pedagogy in joint phenomenon-based course during 2015-16 school year	12	Blogger, Google documents	http://knorkmedialukio.blogspot.fi/	Researchers from UH presented results of CKP questionnaire from the spring 2015 courses. Participants planned new courses or new iterations of previous courses that are based on phenomenon-based teaching and collaboration between teachers from multiple subject domains. Course designs were developed based on previous experiences and trialogical design principles.	
2016/01/25	3	Rome U	University of Bari	Promoting Knowledge Practices in Education (KNORK) - introduction to aims and objectives of the project	High School Cartesio (+ ITC De Viti De Marco)	Teachers and 1 principal	120	PowerPoint	https://drive.google.com/file/d/0B911I0F1ixJ3T1MwY0GU4WHcta0U/view	Introduction of knowledge work competences, trialogical approach & design principles, examples of previous courses. Discussion, Q&A	2 main teachers' attitudes towards the approach. Some unwilling to modify the teaching method - worried about their syllabus; some others enthusiastic because aware of the insufficiency of the current teaching method.
2016/01/27	3	Rome U	University of Bari	Promoting Knowledge Practices in Education (KNORK) - introduction to aims and objectives of the project	High School IISS Orazio Flacco	Teachers and 1 principal	100	PowerPoint	https://drive.google.com/file/d/0B911I0F1ixJ3T1MwY0GU4WHcta0U/view	Introduction of knowledge work competences, trialogical approach & design principles, examples of previous courses. Discussion, Q&A	2 main teachers' attitudes towards the approach. Some unwilling to modify the teaching method - worried about their syllabus; some others enthusiastic because aware of the insufficiency of the current teaching method.
2016/02/02	3	Rome U	University of Bari	Promoting Knowledge Practices in Education (KNORK) - introduction to aims and objectives of the project	High School Convitto Cirillo	Teachers	20	PowerPoint	https://drive.google.com/file/d/0B911I0F1ixJ3T1MwY0GU4WHcta0U/view	Introduction of knowledge work competences, trialogical approach & design principles, examples of previous courses. Discussion, Q&A	Everyone welcome the approach; some doubts regarding the syllabus, but the majority is eager to understand and study the approach in detail
2016/02/03-04	14-18h, 03.02.2016 - 4h; 14-18h, 04.02.2016, 4h	TUS, TUES	TUS&TUES	Teacher workshop on TLA, and DPs implementation for teachers interested in applying collaborative knowledge work practices in their courses	TUS sports and educational center, Semkovo, Bulgaria	Teachers from TUES, and from several departments of TUS, who have designed their courses based on trialogical ideas	25	Google documents, Power Point, Google Drive		Collaborative workshop for application of TLA and DPs. Participants planned new courses, applying trialogical approach with rich use of new digital technologies. Course designs were developed based on previous experience in TLA, shown in conducted seminar a day before. Group work and teachers training in cloud technologies as topic for the second day.	
2016/03/02	3	Rome U	University of Bari	KNORK presentation, Design principles of Trialogical learning, pilots example, discussion	High School Cartesio	Teachers and 1 principal	50	PowerPoint, GoogleDrive	https://drive.google.com/file/d/0B911I0F1ixJ3T1MwY0GU4WHcta0U/view	Theories, reflections and discussion	
2016/03/02	3	Rome U	University of Bari	KNORK presentation, Design principles of Trialogical learning, pilots example, discussion	High School De Viti-De Marco	Teachers and 1 principal	28	PowerPoint, GoogleDrive	https://drive.google.com/file/d/0B911I0F1ixJ3T1MwY0GU4WHcta0U/view	Theories, reflections and discussion	Relaxed atmosphere, participative teachers interested to know more about how apply the approach; constructive discussion about possible items to realize.
2016/03/02	3	Rome U	University of Bari	KNORK presentation, Design principles of Trialogical learning, pilots example, discussion	High School Cirillo	Teachers	27	PowerPoint, Google Drive	https://drive.google.com/file/d/0B911I0F1ixJ3T1MwY0GU4WHcta0U/view	Theories, reflections and discussion	

National and international teacher workshops in KNORK

<i>Date(s)</i>	<i>Duration</i>	<i>Project partner / Contact person</i>	<i>Organizer</i>	<i>Title of the workshop</i>	<i>Place of workshop (Institution, city etc.)</i>	<i>Description of participants</i>	<i>Number of participants</i>	<i>Technology used</i>	<i>Links to materials, websites etc.</i>	<i>General description</i>	<i>Other comments</i>
2016/03/08		3 Rome U	University of Bari	Teacher workshop on TLA and DPs implementation for teachers interested in applying collaborative knowledge work practices in their courses; tools and documents	High School Cartesio	Teachers and 1 principal	50	PowerPoint, GoogleDrive	https://drive.google.com/file/d/0B91110H1xjJ3TTMyOGU4WHcta0U/view	The first 3 principles of the trialogical approach; teachers developing their ideas about how to apply the principles to their objects.	Collaborative and participative teachers. After the exposition of each principle, much of them grouped to discuss about their application to possible items. Some teacher shared his past experiences about collaborative building of multimedia items. With regards to previous meeting there have been some important progress, also thanks to the data collected through the teachers' feedback form.
2016/03/11		3 Rome U	University of Bari	Teacher workshop on TLA and DPs implementation for teachers interested in applying collaborative knowledge work practices in their courses; tools and documents	High School De Viti-De Marco	Teachers	21	PowerPoint, GoogleDrive	https://drive.google.com/file/d/0B91110H1xjJ3TTMyOGU4WHcta0U/view	The first 3 principles of the trialogical approach; teachers developing their ideas about how to apply the principles to their objects.	
2016/05/07	4 hours	TUS, TUES	TUS&TUES	Teacher workshop on the trialogical approach, the design principles implementation, collaborative tools and Re-Use library content	Varna, Bulgaria	University lecturers from Technical University of Varna	24	Google documents, PowerPoint, Google Drive		Theories, case examples, reflections and discussion	
2016/05/12	3 hours	UH / Minna Lakkala	University of Helsinki Centre for Continuing Education	Future skills needed in the energy sector	Kouvola, Finland	Vocational and higher education teachers of energy sector in Kouvola area	15	Blogger, GoogleDrive, Padlet, PowerPoint	http://energia-alan-opetus.blogspot.fi/		
Total number of participants M15-M30							558				
Total number of participants M1-M30							1153				