Social Learning Environment

March, 2017

Disponible en el App Store

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1. **General information**
2. **Personalized learning platform**
3. **Digital content**
4. **Teachers' social web**

General information

Xtend is a social learning environment that stimulates the students' active role in the learning process. It is adapted to nowadays students' reality. Xtend allows teachers to create personalized learning paths. Xtend establishes a new model for digital content creation, based on the collaboration and contribution of teachers on a social network

www.xtendeducacion.com

General information

The product is based on three main components:

Personal Learning Environment and e-portfolio

In the Xtend Personal Learning Environment students can create and collaborate in their own learning space. The system generates adaptive proposals to assist the teacher in the process of personalization.

Xtend provides **added value** to our clients based on the following:

- **Personalization and personal learning**
- **E-portfolio**
- **Mobility**
- **Online/Offline access**

Digital content

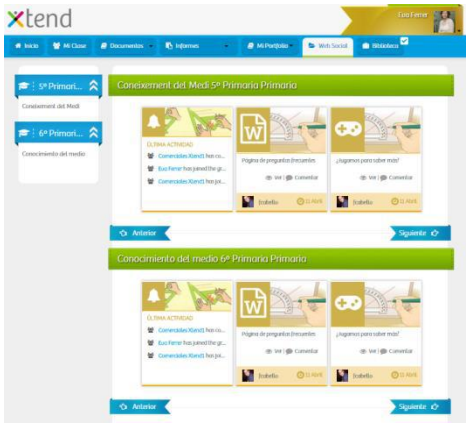
The contents of Xtend meet the official curriculum objects, propose methodologies that stimulate the student's motivation and development of competences and are open for the teacher to modify them and tailor them to their specific needs.

Xtend provides **added value** to our clients based on the following:

- **Innovative teaching methodologies**
- **New content model**

Teachers' social web

Xtend offers a social environment for teachers to sharing experiences and content. This environment provides flexibility and autonomy to teachers in the generation of their own content and the collaboration with their peers in a community on the cloud.



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Personalized learning platform

Personalization and personal

No two students are equals, each person learns and forgets differently, we all have different educational background and different intellectual capacities, behaviors and learning styles. **Xtend is able to recommend the best real-time content and materials, as well as the learning path that students must follow to improve their skills and knowledge**, being sensitive to each student's reality, and offering teachers this information to let them take the final decision and therefore improve student achievement.

Different assessment activities are proposed to the student in each section of each teaching unit. Depending on the student's results, Xtend proposes either *reinforcement* activities if the student has not achieved enough knowledge level or *deepening* resources in case the student got good marks. The teacher can always make the last decision about the resources that are proposed to the student and the rules to propose *reinforcement* or *deepening*.

Personalized learning platform

e-portfolio

Xtend offers to the student the e-portfolio, a personal work tool for his diary work to register his learning evidences and create his collaborative content generation strategies, group discussions and reflections. The e-portfolio presents an enormous pedagogical power when it becomes the multimedia notebook of the student contextualized to the didactic program.

The teacher can generate the strategy of the student's e-portfolio, creating portfolio tasks and evaluating them. On the other hand, the student can publish in his wall those notes he wishes to share with his classmates, and even publish his e-portfolio on the internet, becoming the student's digital identity and his way of relating to the internet in a healthy way.

Personalized learning platform

Informal learning

Isolation is one of the factors of discouragement among students. An adaptive system can improve students' performance, motivation and engagement in a social network environment. Peer students should be able to come together to share their questions and concerns, collaborate and complement their skills.

Nowadays students make use of public social networks in their learning activities, but this use is not integrated in the formal learning process, losing most of the power inherent to those interactions.

Xtend enhances informal learning by integrating mechanisms to guide, structure and put into the right context this kind of interactions. We believe that one of the key factors of success of a new educational system will by taking advantage of these social and informal contexts to empower and engage students.

Personalized learning platform

Mobility

Mobility

The use of tablets and mobile devices is already relevant for students, teachers and families, specially after school lecture time, thus facilitating the work both inside and outside the classroom.

Xtend is fully optimized to run on any mobile device and we have developed native apps in both IOS and android operative systems to allow the best user experience in such devices, including working offline with our contents and learning proposals.

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Personalized learning platform

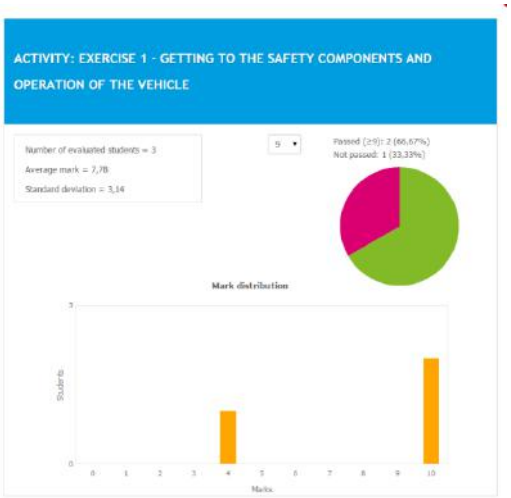
Online/offline

In order to avoid connectivity problems or new communications requirements, the possibility to work online and offline is a fundamental issue supported by Xtend. **The platform implements periodical synchronization mechanisms** so that all the training will be subsequently accessible for teachers and school administrators.

Other features of Xtend

API with school management system (SIS) to integrate in Xtend the school academic organization information and student data

Monitoring reports for the educational centre, teachers and families.



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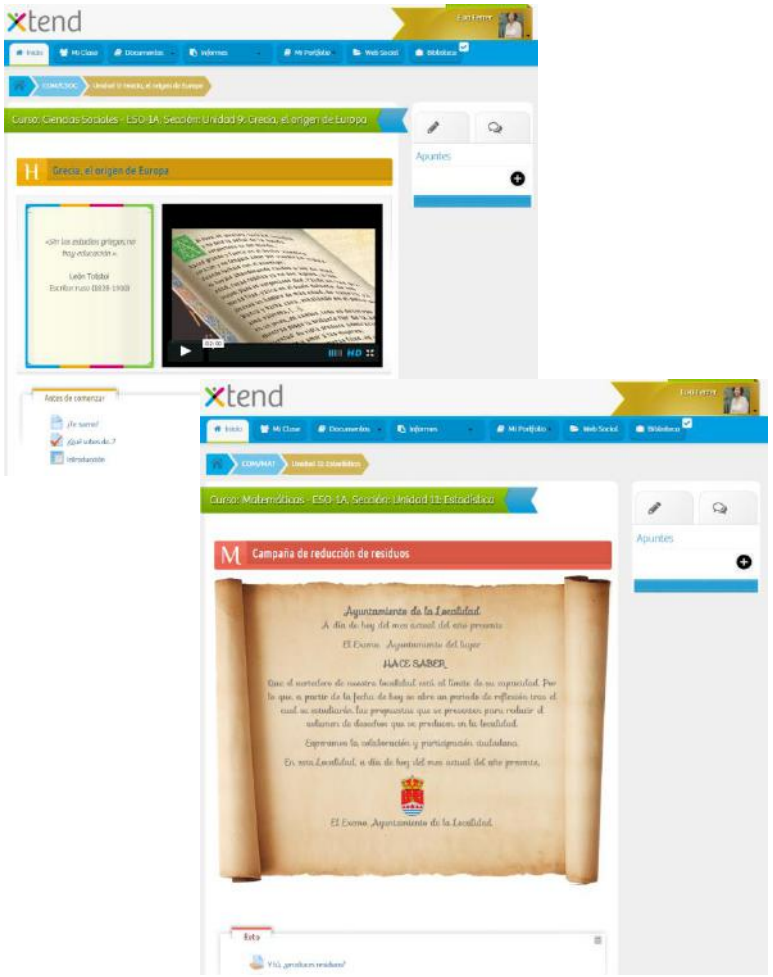
Digital content

Active learning methodologies

Our content support three different methodologies that teachers can choose and combine for each unit.

The methodology named ***inquiry and investigation*** promotes research of information through the Internet and critical thinking; the ***collaborative*** methodology incorporates cooperative learning proposals to promote team work when learning, and finally the ***sequenced*** methodology serves general needs and includes immediate response activities that help students not lose attention and focus and correct themselves.

Xtend gives immediate feedback in a great variety of activities, proposing innovative educational resources.



Digital content

New content forms

The content of Xtend is innovative and empowers the student to lead his own learning process through proposals which guide him in constructing his own learning space.

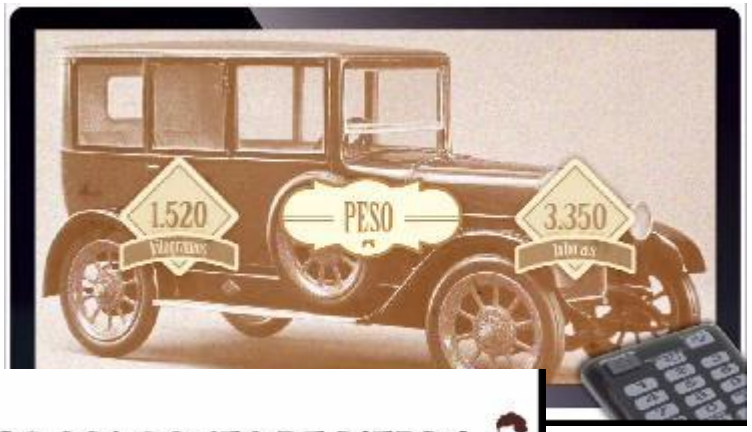
The organization of the content follows a clear and simple structure and is composed of the following elements: motivation, initial evaluation, assimilation of concepts, evaluation during the process, *webquest*, collaboration resources, in depth study, reinforcement and final evaluation.

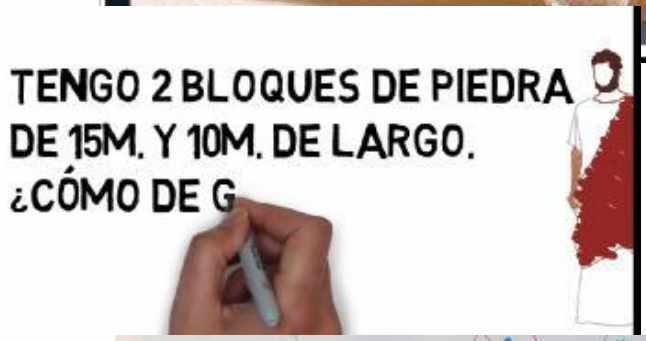
Digital content

New content forms

The differential aspects of Xtend content include:

- Content designed for active learning
- Designed specifically for digital use (not adapted)
- Initial assessment at the beginning of each Didactic Unit (initial picture of the knowledge of the class)
- Motivational elements (videos, askids, animations)
- Active methodologies based on the student's permanent activity (video recording, research, ...)
- Learning resources (games based)
- Different evaluation instruments by methodology (rubrics, co-evaluation, knowledge, self-evaluation)



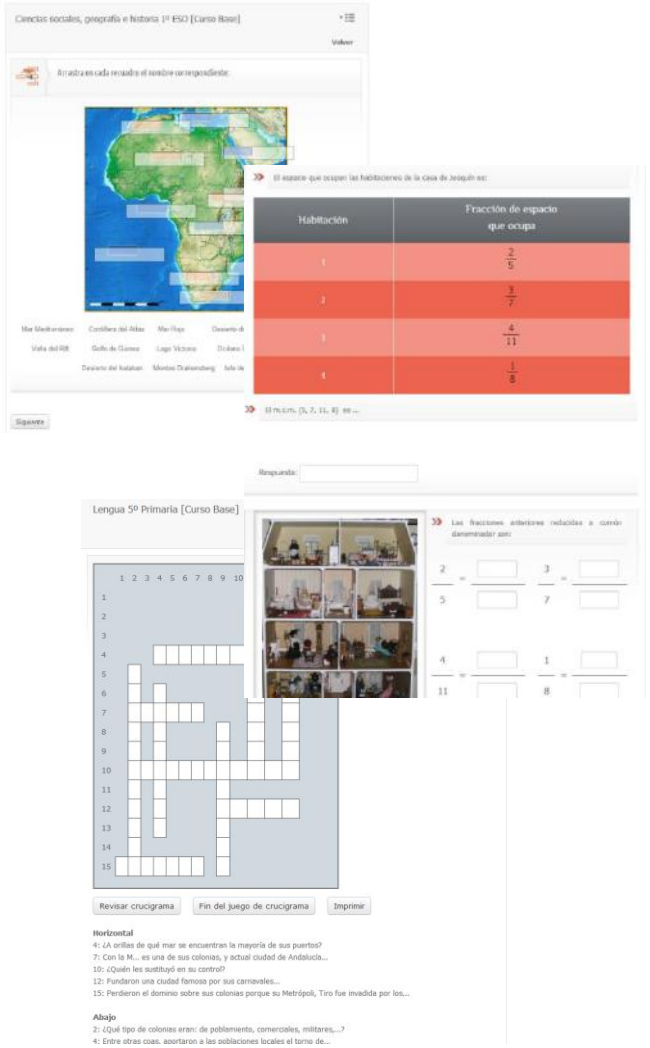


Digital content

Evaluation

Different forms of assessment according to the methodology are discussed in Xtend:

- In the sequenced methodology arise **initial, intermediate and final evaluations**. The initial and intermediate activities are not measurable and will allow students multiple attempts because its objective is to internalize concepts and acquire knowledge. Each heading of each teaching unit ends with a final activity where multiple attempts are no longer allowed to the student and where the evaluation happens. The teacher has access to all the results of all activities. According to them he decides the depth with which to address each topic.
- In the webquest and collaborative methodology Xtend proposes three different tools: first **immediate feedback questionnaire** (Play to know more?), where knowledge is assessed. In addition the teacher evaluates the **development of skills** and acquisition of knowledge of each student through the rubric. The rubric is visible to all students. Students also carry out a **self-assessment and peer-assessment** where they assess behaviors. This rating is visible to the teacher.



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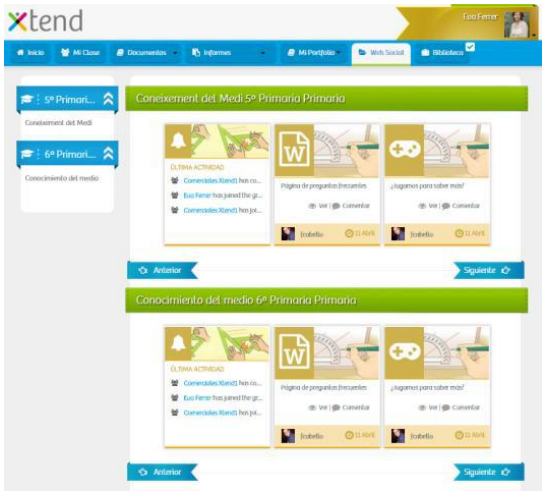
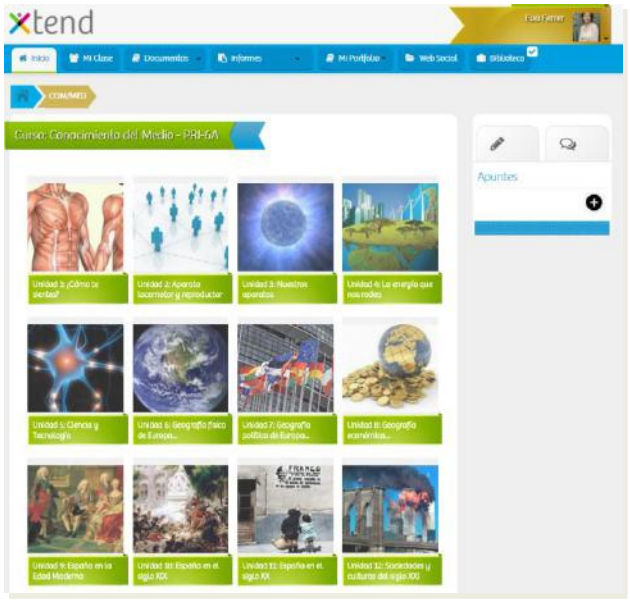
Teachers' social web





We are aware that the leadership of the educational process lies in the teacher. Therefore, we have created a social website for the teaching staff, where there is **autonomy to generate didactic schedules, add and modify all kinds of content** such as text, multimedia, evaluations, etc. so that the teacher can prepare a customized lesson. The tools for the creation and modification of contents are simple and intuitive and do not require any technological knowledge.

With regard to the content shared by teachers on the social website, there is the possibility to carry out ratings and make recommendations.

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