Co-funded by the European Union

A3Learning

A3Learning: Learning Anywhere, Anytime from Anyone

WP5_R3: A3Learning Handbook

Co-funded by the European Union

A3Learning

Project title: Learning Anywhere, Anytime, from Anyone

Project no: 2022-1-CZ01-KA220-SCH-000089368

Document Information

Circulation: Public

Authors (Organisation): Consorzio Ro.Ma

Main author: Davide Diletti

Final Version: 20/05/2025

Consortium:

- EPMA, Czech Republic (Coordinator)
- INOVA+ - INNOVATION SERVICES, SA, Portugal (partner)
- Bulgarian Development Agency, Bulgaria (partner)
- Deep Blue, Italy (partner)

Version No.	Date	Description
1	31/03/2025	First version
2	20/05/2025	Revised version
3	20/05/2025	Final version

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Co-funded by the European Union

A3Learning

Table of Contents

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

I. Introduction

Purpose of the Handbook

The ***A3Learning Handbook*** has been developed within the framework of the Erasmus+ project ***Learning Anywhere, Anytime, from Anyone*** (A3Learning), co-funded under Key Action 220 – Cooperation Partnerships in School Education. This handbook serves as a comprehensive reference for educators, school leaders, policymakers, and other stakeholders seeking to understand or implement the A3Learning blended learning approach.

Its purpose is twofold: firstly, to articulate the pedagogical, digital, and organisational principles of the A3Learning model; and secondly, to provide a practical and transferable framework for schools across Europe that aspire to transition from emergency digital practices to a more structured, inclusive, and effective blended learning environment.

The handbook consolidates the project's main intellectual outputs—including the competence model, training programme, piloting results, and learning community platform—and offers guidance to ensure their sustained use and adaptation. In doing so, it supports schools in enhancing digital readiness, fostering student agency, and promoting inclusive education in alignment with European frameworks.

Overview of the project

The A3Learning project—Learning Anytime, Anywhere, from Anyone—was launched to support schools in moving from emergency digital practices to sustainable, blended learning approaches. Co-funded by the Erasmus+ programme, it brought together partners from the Czech Republic, Bulgaria, Italy, and Portugal to co-design and test a flexible, inclusive educational model.

At its core, A3Learning helps schools and teachers create learning environments that are:

- **Blended (**combining in-person and digital learning)
- **Inclusive** (supporting all students and engaging families)
- **Competence-based** (focused on real-world skills for teachers and learners)

The project produced four key results:

- **A Competence Model** defining the digital and pedagogical skills needed for blended teaching.
- **A training programme for teachers**, with practical tools and lesson templates.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

- **A digital platform** to support collaboration among teachers, students, and families.
- **A tested and adaptable implementation model**, validated through real classroom pilots.

Together, these results form the foundation of the A3Learning Handbook—a practical guide for schools ready to adopt or strengthen blended learning in their local context.

Target Audience

The ***A3Learning Handbook*** is designed to serve a broad and diverse audience operating at multiple levels of the educational ecosystem. In particular, it is intended for:

- **Primary and secondary school teachers**, seeking to integrate blended learning strategies into their daily teaching practice;
- **School leaders and heads of department**, responsible for managing pedagogical innovation and digital transition within schools;
- **Educational trainers and coordinators**, involved in the professional development of teachers;
- **Local and national educational authorities**, working to support system-wide adoption of inclusive, digital-ready teaching models;
- **Researchers and education consultants**, engaged in analysis and development of blended learning frameworks;
- **Families and student representatives**, who form an essential part of the learning community approach promoted by the project.

Each of these actors contributes to the wider uptake, adaptation and sustainability of the A3Learning model. Accordingly, the handbook combines conceptual foundations with actionable insights, to ensure both usability and relevance across contexts.

Methodology and sources

The A3Learning model was developed through a hands-on, collaborative process designed to ensure that it reflects the real needs of teachers and students. The methodology was built in four simple but powerful steps, each designed to make implementation in schools easier and more effective.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

1. Identifying What Teachers Really Need (Competence Model)

We began by understanding what teachers need to feel confident and effective in blended learning. A survey across four countries (Czech Republic, Bulgaria, Italy, and Portugal) showed that teachers were generally confident in using digital tools to create content but needed more support with:

- **Managing classroom collaboration**
- **Assessing students online**
- **Differentiating instruction**
- **Using data for feedback and planning**

To address this, teachers were directly involved in co-design sessions, where they helped shape a practical Competence Model focused on five areas:

- **Creating and adapting digital resources**
- **Using technology effectively in class**
- **Personalising instruction**
- **Interpreting student data**
- **Providing feedback and adjusting planning**

💡 Tip for schools: Use these five areas as a checklist for teacher training or professional development sessions.

2. Building a Learning Community

To support the model, each country built a Learning Community that included teachers, students, and families. These communities offered:

- **Training sessions to help everyone understand blended learning**
- **Peer mentoring among teachers**
- **Support for families to ensure inclusive participation**
- **A shared culture of collaboration across different schools and backgrounds**

💡 Tip for teachers: Involve families from the start. Simple resources or information meetings can help parents become partners in learning.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

3. Creating a Practical and Easy-to-Use Digital Platform

Teachers asked for a simple, multilingual, mobile-friendly platform. So, we built one to:

- **Host training modules based on the five core competencies**
- **Enable collaboration through posts, comments, and content sharing**
- **Support flexible learning, with resources available anytime**

> 💡 Tip: You don't have to create your own platform. You can use the free A3Learning platform or replicate its structure using existing tools like WordPress.

4. Testing in Real Classrooms (Piloting)

The final step was trying out the model in schools. Each partner country ran pilot sessions where:

- Teachers used A3Learning training and the platform
- Students participated in at least 80 hours of blended lessons
- Feedback was collected through surveys and group discussions
- This stage helped fine-tune the materials and confirmed the approach works in real classrooms — not just in theory.

A3Learning vision

The A3Learning project is guided by a clear and forward-looking vision: to make learning flexible, inclusive, and connected—where students can learn anytime, anywhere, and from anyone.

This means:

- **Time is flexible:** learning happens both in and out of the classroom, at each student's pace.
- **Space is open:** education extends beyond school walls, including home and community environments.
- **Relationships are diverse:** teachers, peers, families, and digital tools all contribute to the learning process.

In this approach, teachers are not just content providers but become designers of meaningful learning experiences. Students take an active role in their education, supported by families and communities working together.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

The vision reflects a shift from traditional, teacher-led instruction to a collaborative and learner-centred model, helping schools build more inclusive and future-ready learning environments.

Roles of teachers, students, and families

A3Learning redefines traditional educational roles by encouraging **shared responsibility** and the **co-construction of learning processes**.

Teachers

Teachers act as **designers, facilitators, and evaluators** of learning. Through the training programme and the digital platform, they are equipped to:

- **Create blended learning sequences.**
- **Use digital tools for monitoring and feedback.**
- **Foster creativity and collaboration.**
- **Differentiate instruction for inclusive engagement.**

The teacher's role shifts from content delivery to **learning design**, drawing on both digital resources and learner input.

Students

Students are expected to be **active agents** in their learning journey. The model supports them in:

- **Developing self-regulated learning strategies.**
- **Engaging with peers through collaborative tools.**
- **Receiving and giving feedback.**
- **Using digital environments safely and responsibly.**

By working across different times and settings, students develop not only knowledge but also transversal competences such as critical thinking, communication, and initiative.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Families

Families are recognised as **co-educators**. The methodology promotes their active involvement by:

- **Providing orientation on digital learning practices.**
- **Facilitating communication between home and school.**
- **Encouraging joint responsibility for students' learning.**

This triadic interaction between teachers, students and families is central to the **A3Learning Learning Community**, which fosters a culture of support and continuous dialogue.

School Principals

School principals play a strategic and enabling role in the success of the A3Learning model. Their responsibilities include:

- **Championing digital and pedagogical innovation within the school.**
- **Ensuring that teachers have time, tools, and support for blended learning.**
- **Coordinating infrastructure and professional development plans.**
- **Promoting a whole-school culture of collaboration, inclusion, and continuous improvement.**
- **Engaging with families and communities to build strong, trust-based partnerships.**

💡 A3Learning thrives when leadership actively supports experimentation, dialogue, and shared learning among all members of the school community.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

II. The A3Learning "Learning Community" Approach: A Guide for Teachers

The A3Learning project's "Learning Community" isn't just a platform; it's a dynamic ecosystem designed to empower teachers like you, fostering collaboration, continuous professional development, and innovative blended learning practices. Here's a clear breakdown of what you gain, your expected time commitment, necessary equipment, and the actions that will help you thrive within this community.

What You Get: Tangible Benefits for Teachers

Participating in the A3Learning Learning Community offers a wealth of resources and support:

1. **Structured Training Programme: You gain access to a comprehensive, modular training course focused on five core competence areas for blended learning:**
    - **Creating and modifying digital resources**
    - **Improving the use of digital technologies**
    - **Differentiation and personalisation**
    - **Analysing evidence**
    - **Feedback and planning**

    Each module provides theoretical foundations, practical tools, best practices, and hands-on assignments.

2. **A3Learning Digital Platform: This serves as your central hub for:**
    - **Training Materials:** All course content, multimedia resources, and self-assessment opportunities.
    - **Collaborative Space:** Tools for discussion forums, peer-commenting, content sharing (e.g., lesson plans, student work examples), and professional networking with other educators.
    - **Multilingual Support:** Content available in English, Italian, Bulgarian, Czech, and Portuguese.
3. **Dedicated Tutoring: Throughout the practical application phase, you will have the opportunity to receive advice and guidance directly through the application. For further assistance and support, please refer to the contact information provided at the end of the handbook.**
    - **Private Tutoring:** One-on-one sessions for specific questions and personalised guidance.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

- **Collective Tutoring:** Open group sessions to discuss common challenges and share ideas.
- **Collaborative Workshops:** Thematic sessions, often grouped by subject, for co-developing lesson plans and solving problems together.

4. **Opportunity for Pilot Implementation:** You'll have the chance to apply your new skills by designing and delivering blended lessons in your own classroom, with ongoing support from the community and project team.
5. **Peer Learning and Mutual Support:** Connect with a network of like-minded teachers, students, and families across Europe. Share experiences, exchange best practices, and receive constructive feedback.
6. **Enhanced Competences and Professional Development:** The programme is designed to significantly boost your digital literacy, pedagogical skills in blended environments, and your ability to foster student agency and critical thinking.
7. **Skills Recognition:** Upon successful completion of the training and pilot activities, you will receive a certificate of participation, validating your newly acquired skills.

Time Investment: What to Expect

The A3Learning approach is designed to be manageable within a teacher's busy schedule:

- **Core Training:** Approximately 30 hours over a 10-week period. This breaks down to roughly 6 hours per module (5 hours of content plus 1 hour for the practical assignment). You can often work at your own pace within the module's timeframe.
- **Pilot Implementation:** A minimum of 8 hours of blended instruction per class during the pilot phase. This involves integrating the A3Learning methodology and digital tools into your existing lessons.
- **Community Participation:** Flexible and ongoing engagement. This could range from occasional sharing of materials and reflections to active participation in discussions, depending on your availability and interest.
- **Tutoring Support:** This is optional and time commitment will vary based on your individual needs for guidance.

Equipment and Technical Readiness: What You Need

To effectively participate in the A3Learning Learning Community and implement its methodology, you and your school will need:

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

- **Stable Internet Connectivity**: Reliable access at school and, ideally, at home for online training and platform engagement.
- **Basic Devices:** Access to a desktop computer, laptop, or tablet for yourself and your students. The A3Learning platform is fully optimised for mobile devices.
- **Introductory Digital Skills:** Familiarity with basic digital tools and online environments is beneficial.
- **School Infrastructure:** It is crucial that your school is prepared technically, ensuring devices are available for students if they don't have them at home, and that necessary platforms and internet access are consistently maintained.

Other Actions Needed: Maximising Your Experience

Beyond the technical requirements, your active engagement and collaborative spirit are key:

1. **For Teachers**:
    - **Engage Actively with Training:** Dedicate time to complete the training modules, paying close attention to the practical assignments.
    - **Design and Adapt Lessons:** Be ready to creatively apply A3Learning principles to your own subject matter and classroom context, leveraging the provided templates and scenarios.
    - **Implement and Document:** Put the blended learning scenarios into practice with your students, and document your experiences, collecting feedback and evidence of student work.
    - **Share and Discuss:** Actively contribute to the Learning Community platform by sharing your successes, challenges, lesson materials, and engaging in discussions with peers.
    - **Foster Student Autonomy:** Shift your role towards facilitating and guiding, allowing students to take more ownership of their learning journey.
    - **Encourage Collaboration:** Promote teamwork among students using digital tools, mirroring the collaborative spirit of the Learning Community itself.
    - **Involve Families (where appropriate):** Leverage the community's focus on family engagement to connect with parents/guardians, explaining the benefits of blended learning for their children.
2. **For School Leadership (Crucial for a Supportive Environment):**
    - **Provide Leadership Buy-in:** Ensure strong backing for the A3Learning methodology, understanding that leadership support is vital for its sustainability.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

- **Allocate Time and Resources:** Grant teachers the necessary time for training, planning, and implementing blended lessons.
- **Ensure Technical Readiness:** Verify that the school's infrastructure (devices, internet, software) can adequately support digital learning.
- **Foster a Culture of Co-learning:** Encourage collaborative workshops where teachers and students can explore new tools together, accelerating digital adoption and reducing resistance.
- **Designate Local Support:** Consider having a local facilitator or coordinator who can assist with initial onboarding and ongoing technical or pedagogical support.

By embracing these actions, you and your school can fully leverage the A3Learning Learning Community, transform your teaching practice and create a more flexible, inclusive, and future-ready learning environment for your students.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

III. Tools and Technologies

The A3Learning platform

The A3Learning platform serves as the central technological cornerstone of the project, envisioned as a dynamic hub to foster blended learning and empower both students and teachers alike. It's designed not merely as a repository, but as an interactive ecosystem that actively cultivates self-learning and independence.

At its heart, the A3Learning Platform offers several key functionalities:

- **Free Training Courses for Teachers:** Recognising the pivotal role of educators, the platform provides comprehensive training courses. These are meticulously crafted to enhance teachers' digital competencies and integrate innovative pedagogical approaches into their daily teaching.
- **Innovative, Interactive Materials for Students:** For learners, the platform hosts a wealth of engaging and interactive resources. These materials are specifically tailored to capture student attention and support their active participation in the learning process.
- **A Learning Community**: Beyond content, the platform builds a vibrant learning community. This feature enables European schools to connect, fostering a collaborative spirit where best practices can be shared, and collective knowledge can grow.

A fundamental principle underpinning the platform is its focus on Digital Competence. It emphasizes equipping teachers with the ability to create and modify digital resources, ensuring they are adept at crafting and adapting content for the blended learning environment.

In essence, the A3Learning platform is more than just a collection of tools; it is a holistic technological solution that provides the necessary environment, content, and collaborative infrastructure to guide users in adopting and optimally utilizing a range of digital resources for highly effective blended learning.

What's in it for Teachers: Unlocking A3Learning

Resources

The A3Learning platform offers a wealth of resources specifically designed to support teachers in implementing blended learning effectively. Here's what you can find and how to leverage these materials:

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Co-funded by the European Union

A3Learning

A3L Teachers Courses (Training Programme)

The platform provides free, structured training courses available in multiple languages (English, Italian, Bulgarian, Czech, and Portuguese). These courses are modular and focus on key digital and pedagogical competencies.

How to use the materials

- **Access the Courses:** Navigate to the "A3L Teachers Courses" section on the platform. Select your preferred language to access the modules: www.a3learning-platform.eu/en-course.
- **Module-Based Learning:** The course is divided into five modules (for 5-6 hours), each addressing a specific competence area:

Module 1: Creating and modifying digital resources This module will equip you with skills to develop engaging and interactive digital content tailored to your students' needs. Use the insights and examples provided to create your own digital materials, adapt existing ones, and foster a dynamic learning environment.	**Module 2: Improving Digital Teaching Competence** This module focuses on adapting your pedagogical approaches to integrate digital tools effectively. Apply the strategies learned to enhance your teaching practices, ensuring students develop essential 21st-century skills and digital literacy.
Module 3: Differentiation & Personalisation Learn how to leverage technology to create customized learning experiences. Utilize the techniques and tools presented to allow students to progress at their own pace, catering to diverse learning styles and needs.	**Module 4: Analysing evidence** This module teaches you to gather, critically analyse, and interpret digital data on student activity and progress. Apply these skills to inform your teaching decisions, provide targeted support, and continuously improve learning outcomes.
Module 5: Feedback and planning Develop competencies for effective feedback and collaborative planning within blended learning environments. Use the guidance to streamline your feedback processes and plan more effectively with students and colleagues.	

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Learning Scenarios

The platform offers **pre-designed learning scenarios** in English, Czech, Bulgarian, and Portuguese. While the specific content of these scenarios is not detailed on the main page, they are intended **to provide practical examples of A3Learning implementation** www.a3learning-platform.eu/learning-sceanrios-en.

How to use the materials:

- **Inspiration and Adaptation:** Explore the "Learning scenarios" section. These scenarios serve as practical blueprints that integrate digital tools into teaching. Use them in your classes or get inspired with them to design or adapt your own blended lessons.
- **Contextualization:** Review how these scenarios blend online and face-to-face activities. Even if a scenario isn't perfectly aligned with your subject, you can extract the underlying pedagogical principles and adapt them to your curriculum and classroom context.
- **Practical Application:** The scenarios likely demonstrate how to use specific digital tools (implicitly covered in the training modules) in real classroom settings. This can help you bridge the gap between theoretical knowledge and practical application.

Learning Community

The platform hosts a dedicated learning community designed for collaboration and exchange among European schools: www.a3learning-platform.eu/a3learning-community.

How to use the materials:

- **Connect and Collaborate:** Actively participate in the learning community. This is a space to connect with other teachers, share your experiences, ask questions, and learn from your peers.
- **Share Best Practices:** Upload your own successful lesson plans, digital resources, or reflections on implementing the A3Learning approach. This contributes to a rich collective knowledge base.
- **Seek Support:** If you encounter challenges or need advice, leverage the community for peer support and solutions. The community fosters a culture of mutual learning and problem-solving.
- **Stay Updated:** The community can be a source of new ideas, emerging digital tools, and updates on blended learning methodologies.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Parents' Toolkit

While primarily aimed at parents, the "Parents' Toolkit" (available in CZ, BG, IT, PT) can indirectly support teachers www.a3learning-platform.eu/parents-toolkit.

How to use the materials:

- **Inform Parents:** Understand the content of these toolkits. This can help you communicate more effectively with parents about the A3Learning approach, digital learning, and how they can support their children at home.
- **Foster Home-School Connection:** By being aware of the resources available to parents, you can encourage a more cohesive learning environment that extends beyond the classroom.

Students' Interactive Materials/Resources

The platform provides "FREE INNOVATIVE AND INTERACTIVE MATERIALS FOR STUDENTS." While not explicitly termed a "toolkit," these resources are designed to engage students directly www.a3learning-platform.eu/a3l-students-toolkit.

How to use the materials:

- **Direct Student Engagement:** Direct your students to these materials to complement your lessons. These resources are likely designed to foster self-learning and independence among students.
- **Enhance Blended Lessons:** Integrate these interactive materials into your blended learning scenarios. They can be used for pre-class activities, in-class exploration, or post-class reinforcement.
- **Promote Digital Literacy:** By encouraging students to use these interactive resources, you further enhance their digital literacy and comfort with online learning environments.
- **Observe Student Interaction:** While students use these materials, observe their engagement and understanding to inform your pedagogical approach and provide targeted support.

By actively engaging with these various sections—the structured courses, practical scenarios, the collaborative community, and the student/parent resources—teachers can gain comprehensive knowledge and hands-on experience to successfully implement the A3Learning blended learning model in their classrooms.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

IV. Pilot Implementation – Tips for teachers

Implementing the A3Learning methodology in your classroom can transform the learning experience for your students. Here are practical tips, drawn from successful pilot implementations and best practices, to guide you:

1. **Start Small and Iterate:** Begin with small-scale A3Learning pilots in a few classes or subjects. Test, reflect on outcomes, and then gradually expand your implementation across more areas. This allows for manageable testing and gradual institutional uptake.
2. **Plan Thoughtfully with Blended Scenarios:**
    - **Define Clear Objectives:** Before you start, outline what you want to achieve with your blended lessons.
    - **Utilize Learning Scenarios:** Explore the pre-designed learning scenarios on the A3Learning platform. Use them as inspiration to design or adapt your own blended lessons, ensuring they align with your curriculum goals and the five A3Learning training modules.
    - **Embrace the Flipped Classroom:** Consider using a flipped classroom approach where students engage with content online (e.g., through the platform's interactive materials) before class, allowing in-class time for deeper discussion, collaborative activities, and problem-solving.
    - **Integrate Online and Offline:** Purposefully blend face-to-face instruction with digital activities and tools. This flexibility caters to diverse learning paces and preferences.
3. **Empower Students as Active Learners:**
    - **Role Reversal: Let Them Teach:** Shift from being the sole content deliverer to a facilitator. Encourage students to research, prepare, and present topics to their peers using digital tools. This fosters autonomy, public speaking skills, and deeper understanding.
    - **Offer Choice:** Allow students to select topics within set themes and choose the format of their final products (e.g., slideshows, videos, comics, infographics). This boosts intrinsic motivation, creativity, and supports differentiated learning.
    - **Foster Collaboration:** Design activities that require students to work together using collaborative digital tools (like Padlet, OrgPad, or Microsoft Teams, if available). Encourage peer-to-peer learning and mutual support.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

4. **Leverage Digital Tools Strategically:**
    - **Use Familiar Tools:** Integrate digital tools that are already familiar or easy to learn for both you and your students. The A3Learning platform itself provides and trains on various tools for content creation, collaboration, and assessment.
    - **Focus on Pedagogical Intent:** Don't use technology for technology's sake. Select tools that genuinely enhance learning objectives, promote differentiation, facilitate evidence collection, and support effective feedback and planning.
    - **Promote Digital Literacy:** Guide students in using digital tools safely, responsibly, and effectively for research, content creation, and collaboration.
5. **Anchor Learning in Curriculum and Competencies:**
    - **Align with Curriculum Goals:** Ensure your A3Learning activities and projects are clearly linked to your national curricula.
    - **Develop Key Competences:** Focus on building essential 21st-century skills such as digital competence, critical thinking, communication, collaboration, self-directed learning, and creativity.
6. **Boost Motivation with Public Challenges & Showcases:**
    - **Run a Student Challenge:** Organize internal or cross-school challenges where students can showcase their A3Learning projects. The A3Learning platform can be used to upload, organize, and promote these challenges, including public voting.
    - **Celebrate Student Work:** Create opportunities for students to present their work to classmates, parents, or the wider community (e.g., school events, online galleries). This adds real-world value, increases student pride, and can boost overall engagement.
7. **Prioritize Training and Professional Growth:**
    - **Engage with A3L Teacher Courses:** Actively participate in the structured training program. The modules are designed to build the specific digital and pedagogical competencies you need to implement A3Learning effectively.
    - **Utilize Tutoring Support:** Don't hesitate to use the Help Desk for private tutoring, collective sessions, or collaborative workshops to address specific questions or challenges.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

8. **Collaborate with Students on Learning Design:**
    - **Teacher-Student Workshops:** Organize hands-on workshops where you and your students can explore new tools together and even co-create lesson materials. This enhances mutual understanding and accelerates digital adoption.
9. **Ensure School-Level Support:**
    - **Communicate with Leadership:** Advocate for the A3Learning approach with your school leadership to ensure they back the method and provide necessary infrastructure (devices, internet, platforms). Their buy-in is crucial for time allocation, team-teaching, and sustainability.
    - **Technical Readiness:** Work with your school to ensure consistent internet connectivity and access to appropriate devices for all students, especially for home-based learning components.
10. **Implement Piloting Activities Effectively:**
    - **Define Your Pilot Scope:** Aim for a minimum of 8 hours of blended instruction per class during your pilot. This typically involves one teacher and approximately 20 students.
    - **Utilize Supporting Materials:** Make use of provided resources like learning scenario templates (with open-ended fields), pre-developed scenarios, assessment grids, activity checklists, and online surveys. These tools streamline planning and documentation.
    - **Apply Training Content:** During the implementation phase (e.g., January to May), actively integrate the A3Learning training content and digital tools hosted on the platform into your blended lessons.
    - **Guide Student Engagement:** Lead students through assignments, collaborative tasks, and feedback exercises. Encourage them to document their work for sharing on the Learning Community platform.
    - **Participate in Challenges (Optional but Recommended):** Engage your pilot groups in the European-level cultural challenge. This involves creating and presenting multimedia content about local or national culture, fostering cross-border exchange and visibility for student work.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

- **Document and Reflect:** Systematically track your activities, tools used, and reflections on the implementation. Complete online surveys (pre- and post-pilot) and final reports to provide feedback on the process. Your input is vital for refining the A3Learning model.

11. Collect Feedback and Adapt:

- **Evaluate Continuously:** Use surveys, checklists, and observations to gather feedback from both, yourself and your students on the usability, effectiveness, and impact of your A3Learning activities.
- **Refine Your Approach:** Use this feedback to update and refine your lesson designs and implementation strategies for future success.

By following these tips, you can effectively integrate the A3Learning methodology into your teaching practice, creating a more dynamic, inclusive, and empowering learning environment for your students.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

V. Best Practices and Case Studies

Students Challenge

As part of the A3Learning pilot, a student challenge was introduced — not just as a contest, but as a smart way to bring visibility to student work, energise the classroom experience, and connect learning with the wider community.

This engaging format showed how simple activities like presentations, peer voting, and public visibility can motivate students and deepen their involvement in the learning process.

What made it work?

- **Purpose with impact:** Students were invited to present the outcomes of their A3Learning activities. Their work wasn't just marked by teachers — it was shared publicly, giving them a real audience and a sense of pride.
- **Simple digital workflow:** Presentations were shared online (PDF or short video), using familiar tools and platforms. No complex tech setup was needed — just creativity and collaboration.
- **Use of the A3Learning platform:** The A3Learning platform served as the central place to **upload, organise, and promote the challenge**.
    - Each country had its own student group on the platform where teams posted their entries (via shared links).
    - A short description was added to each post.
    - The project team created a **dedicated public voting page**, which was integrated into the platform and visually structured by country for clarity.
    - Voting was **open, registration-free, and easy**, increasing accessibility for parents, friends, and the wider public.
- **Community involvement:** Voting was open to classmates, teachers, parents, and the public — anyone could support their favourite student projects. This sparked enthusiasm not just in schools, but across communities.
- **Strong participation:** Nearly 1,500 people took part in the voting. Students said it made them feel seen and appreciated. Educators noted that the challenge helped students take more ownership of their learning.

Why consider doing this in your school or region?

- It's **easy to replicate** using the existing A3Learning platform.
- It fosters **digital, presentation, and teamwork skills** — key priorities in education today.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

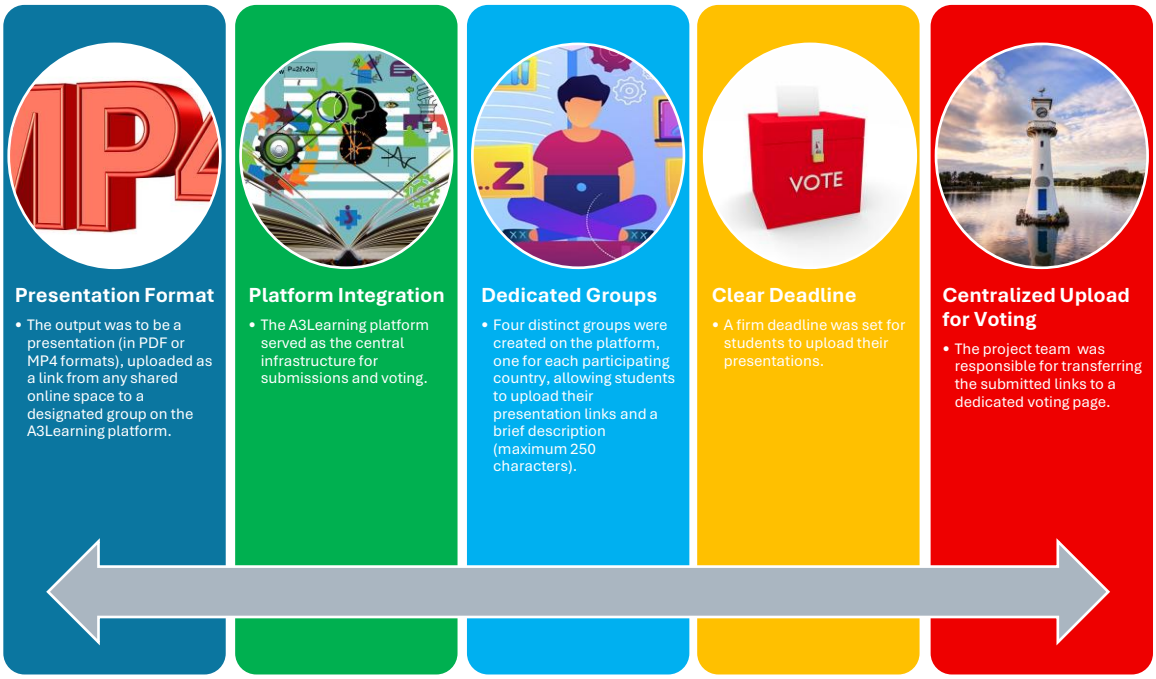
- It offers a **low-cost, high-impact way to showcase what students can do**.
- It naturally creates **positive visibility for schools** and helps meet goals for innovation, inclusion, and competence-based education.

> 💡 Tip: Support from school leadership or municipalities — even just promotion or a small reward — can go a long way in making the challenge meaningful.

- This experience proved that even a simple, well-structured activity can transform how students learn — and how others see the value of that learning. With a little coordination, a challenge like this can be a powerful tool for engagement, visibility, and real-world learning — especially when paired with a dedicated platform like **A3Learning**.

Structured Task and Submission Process

The core task of the challenge involved pilot groups (comprising one teacher and approximately 20 students) sharing the results they had generated during the pilot phase. To ensure a streamlined and equitable process, the following guidelines were established:



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Inclusive and Accessible Voting Mechanism

To maximize participation and ensure a fair evaluation process, the voting was designed to be:

Open to All

Students, parents, teachers, friends, and the wider public were encouraged to vote.

Registration-Free

Voting was enabled on the A3Learning platform without requiring registration, lowering the barrier to participation.

Country-Specific

The voting page was common for all countries but visually distinguished by flags, allowing for national-level recognition.

Based on Popularity

The evaluation at the national level was determined by the number of "likes" each presentation received, with the highest number of likes securing the win.

Defined Voting Period

The voting period was clearly communicated. Ideal time to let others vote was 1 week. The engagement of the audience was high – also because the voting period will last soon. About 1500 people took part in voting.

Strategic Dissemination and Communication

A comprehensive dissemination strategy was developed to ensure widespread awareness and participation in the challenge. Key elements of this strategy included:

- **Early Announcement:**
    - The awareness was raised among the potential participants (the teachers and students that took part in pilot activities).
    - Social media posts announcing the challenge was scheduled to begin in the week of February 17th.
- **Call to Actions:** Clearly directing users to the A3Learning platform for registration and participation.
- **Targeted Messages:** Developing specific posts aimed at students and teachers, encouraging their involvement.
- **Highlighting Rewards:** Clearly communicating the benefits of participation, such as presenting at a national event and being featured in the project handbook.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

- **Behind-the-Scenes Content:** Providing glimpses into the preparation process to build anticipation.

Clear Rules and Guidelines

To ensure fairness and address potential issues, a detailed set of rules was established:

Eligibility

The challenge was specifically for work created during the pilot phase of the A3Learning project by participating students.

Copyright and Plagiarism

Clear guidelines were to be defined regarding the originality of submissions, appropriate image usage, and grounds for disqualification.

Technical Requirements

Submissions were required to be in the form of a link to a presentation uploaded to the A3Learning platform.

Fair Play

Participants were expected to adhere to the platform's terms and conditions regarding submissions and voting.

Publicity Consent

Participants, or their guardians if under 18, consented to the use of their presentations for project publicity.

Recognition and Rewards

The challenge incorporated meaningful rewards to incentivize participation and recognize the efforts of the winning students:

- **National Recognition:** Winners at the national level were determined by the number of likes.
- **Multiplier Event Participation:** National award-winning projects were given the opportunity to be presented at a national multiplier event, increasing their visibility.
- **Project Handbook Publication:** Winning projects were to be featured in the project handbook, providing lasting recognition and showcasing best practices.
- **Material prizes:** Winners were also awarded with material prizes regarding the target recipients (i.e.: sports backpacks, board games and games for skills development).

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Co-funded by the European Union

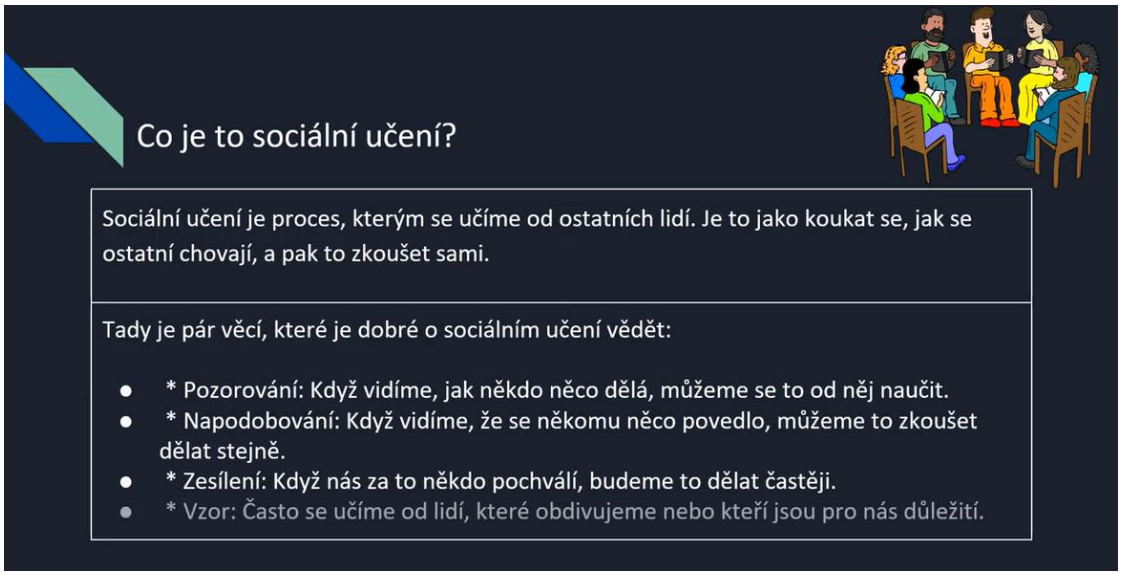
A3Learning

Stories from the Classroom: Successful A3Learning Applications

CZ experience

- **1st place presentation – Behaviourism:**
  https://drive.google.com/file/d/11OG3YyzywtkVg2C6o6ZRQ1c6Q7gYwVpR/view

- **2nd place presentation – Social Learning:**
  https://drive.google.com/file/d/1OQZoL1MO89Itw-dJ7hoT8VzDWf26owbl/view



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

- **3rd place presentation – Constructivism:** https://drive.google.com/file/d/1eOG_BCimj9DBCxQgKaRuOhzbdJoFDt1u/view

The true impact of A3Learning comes to life through the experiences of teachers and students in schools across Europe. Here, we share a narrative glimpse into how the methodology transformed learning, particularly highlighting the powerful outcomes seen in the Czech pilot. Imagine a classroom where students aren't just passive recipients of knowledge, but vibrant creators and confident presenters. This was the reality in Czech schools where the A3Learning approach took root. Teachers, initially trained through the modular A3Learning courses, were equipped with the pedagogical and digital competencies to design truly engaging blended lessons. One teacher, recalling the experience, noted, "I was impressed by the level of my students' engagement and the quality of their outputs – some student presentations were so well-made that I plan to reuse them in future lessons."

A cornerstone of this success was the shift to student-led learning. Instead of traditional lectures, students delved into topics like behaviourism, social learning, or constructivism, researching and synthesizing information to create their own digital presentations. They didn't just learn facts; they mastered the art of information literacy, understanding copyright, citing sources, and skilfully navigating presentation tools like PowerPoint, Canva, and Mentimeter. As one student enthusiastically shared, "I enjoyed working on this presentation; it was great to search for interesting information, and I learned a lot. I'm looking forward to more projects like this."

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

The magic truly happened when collaboration took centre stage. Teachers consciously fostered environments where students helped each other, navigating new tools and platforms together. "This mutual support was one of the most valuable outcomes," a teacher reflected, observing a stronger classroom cohesion. Cloud-based tools like MS Teams and Google Drive became integral, allowing students to co-edit documents, share files, and manage versions, preparing them for real-world digital workflows. In fact, the positive experience with MS Teams in one pilot school led to its reintroduction across grades 6-9, a testament to its effectiveness in streamlining communication and collaboration.

The "Learning Anytime, Anywhere, from Anyone" vision resonated deeply with students. They appreciated the autonomy to choose their own topics and presentation formats, leading to a surge in creativity and personalized, high-quality work. The lessons became more relevant and engaging, covering real-world themes like cyber security, health, and psychology. Students reported not just gaining knowledge, but also learning how to learn – mastering research, presentation, and self-reflection. "I learned many new things in English and really enjoyed it – I'd love to do something like this again," one student expressed, highlighting the multi-faceted learning.

Perhaps the most impactful element was the public student challenge. This wasn't just an internal contest; it was a school-wide and even national event that energized the entire learning community. Students uploaded their presentations to the A3Learning platform, and a dedicated public voting page allowed classmates, teachers, parents, and even the wider public to participate. With nearly 1,500 votes cast, students felt a profound sense of pride and validation. "It was great to see other teams' work and vote in the competition. I felt proud of our result," a student beamed. This public showcase not only motivated students but also created positive visibility for the participating schools, demonstrating their commitment to innovation and competence-based education.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Co-funded by
the European Union

Testimonials and reflections from teachers and students

CZ testimonials

The Czech pilot proved highly successful from both teacher and student perspectives. Teachers reported significant improvements in student engagement and the quality of their digital outputs, often suitable for reuse. They observed a marked increase in students' digital skills and peer collaboration, alongside enhanced communication and presentation abilities. Teachers also valued the autonomy A3Learning offered students and noted that the use of tools like MS Teams streamlined communication so effectively that it influenced broader institutional adoption.

Students consistently expressed enjoyment, even when faced with initial challenges. They learned new information and skills, including language acquisition (e.g., English), research, and digital tool proficiency with platforms like PowerPoint and Canva. Many highlighted the fun and engaging nature of creating presentations and collaborating with peers. The confidence gained from presenting their work was evident, and a strong desire for more such projects underscored the positive and sustainable appeal of the A3Learning approach. The curiosity to discover new facts and the satisfaction of overcoming difficulties were also prominent themes in their feedback.

PT testimonials

The A3Learning pilot in Portugal provided valuable insights into the effectiveness of interactive, student-centred learning methods, highlighting both successes and areas for refinement.

Teachers' Perspectives:

Teachers observed a strong positive response from students regarding the learning materials and interactive activities, noting high clarity and usability. They found interactive activities to be an effective learning tool for nearly all participants. The pilot successfully promoted high student engagement, with students actively participating and maintaining focus for extended periods. Teachers emphasized the effectiveness of self-study and student-led presentations in fostering ownership of learning and developing transversal skills. The creative and effective use of digital tools by students was a significant strength. Overall, teachers strongly supported the A3Learning model, advocating for its continued use and expansion in future educational practices, believing it positively contributed to students' learning experiences.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Students' Voices:

Student feedback strongly indicated a positive experience with group collaboration and the overall learning approach. Most students found group work effective and enjoyable, contributing positively to their learning. They highly valued the process of preparing and presenting topics, which they felt deepened their understanding. Peer feedback was generally seen as helpful, reinforcing the effectiveness of collaborative and interactive learning strategies. Students overwhelmingly felt the A3Learning approach made topics more engaging and effective, with a strong recommendation for its use in future science topics. Their comments highlighted the activities as "Very interesting" and "Dynamic," with a clear desire for a continued focus on "digital." While most feedback was positive, some students noted activities were "Very basic" or "Good, but we already know them," suggesting a potential need for more advanced or varied interactive elements to maintain engagement for all.

IT testimonials

The A3Learning pilot in Italy also provided valuable insights into the methodology's effectiveness, showcasing positive outcomes from both teachers and students.

Teachers' Perspectives:

Teachers consistently praised the flipped classroom model's ability to promote deep understanding and engagement across various subjects. For instance, in "Theoretical Approaches in Educational Psychology," teachers observed that "peer-to-peer discussions were intellectually stimulating." Similarly, for "Fine Art," they noted that "The peer feedback was constructive, and the activity generally improved students' appreciation and understanding of the art topic." In "History of EU," teachers found that "The peer evaluations were particularly insightful, as students learned to critically analyse historical narratives presented by their classmates." For "Natural Science," "The peer feedback sessions often led to lively scientific debates, indicating strong engagement." These observations highlight the success of peer interaction in fostering deeper learning and critical thinking. Overall, teachers reported high student engagement and sustained focus, with students retaining more information compared to traditional methods. They consistently emphasized the effectiveness of self-study and student-led presentations in empowering students to take ownership of their learning and develop transversal skills like research, analysis, public speaking, and teamwork. The use of digital tools to enhance presentations was also a clear success. Overwhelmingly, teachers expressed a desire to integrate such activities more frequently in the future.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Students' Voices:

Student feedback reinforced the positive reception of the A3Learning approach. They found the provided learning materials to be "Very clear and easy to understand," and highly valued practical exercises for solidifying their comprehension. Collaborative activities, particularly class discussions and peer review, were seen as very useful for clarifying confusion and applying their understanding. Overall, students generally felt the blended learning (flipped classroom) approach helped them learn topics more effectively, and a substantial number would recommend it for future topics. Comments such as "Method to be repeated" and "a good method to involve everyone" highlight their satisfaction. Students also frequently expressed a desire for "more activities with classmates," "more interactive lessons," and "more digital lessons," indicating a strong preference for dynamic and technologically integrated learning. They also revealed their diverse use of online resources, including social media platforms alongside academic sources like Wikipedia and ChatGPT.

BG testimonials

The Bulgarian A3Learning pilot demonstrated the strong suitability of interactive, student-centred, and technology-based methods for Information Technology and Digital Literacy with younger secondary students (14–16 years old).

Teachers' Perspectives

Teachers reported high student motivation and involvement right from the planning stage, leading to very positive overall outcomes. They noted that students were able to concentrate for longer periods during the activities, a clear sign of sustained engagement. The collaborative approach was particularly effective in encouraging active participation from all students, even those who initially needed some guidance. Teachers also observed a significant boost in student independence and confidence when using digital tools, expressing a desire to apply similar methods to other subjects. While acknowledging that some peer feedback could have been more relevant, teachers overwhelmingly supported the need for more such interactive lessons in their classes.

Students' Voices

Students found the activities "Very interesting and interactive," and a "Good way to learn IT topics." Many expressed a strong liking for using digital tools and a desire for "more activities like this," including opportunities for self-study and small group work. While some parts were perceived as "basic," the overall sentiment was highly positive, emphasizing the dynamic and useful nature of the activities for deepening various topics. Students confirmed that they

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

acquired more information through this method compared to traditional approaches, highlighting the effectiveness of the interactive, student-centred design.

Lessons learned and adaptations

The **Czech A3Learning pilot** provided invaluable insights, highlighting key benefits and informing adaptations for future implementations. The experience underscored several powerful outcomes, often articulated directly by the participants:

A primary takeaway was the **high student engagement and motivation**. Students were genuinely enthusiastic about working with digital tools and creating their own presentations, noting, "The students were really enthusiastic about working with digital tools. They loved it." The ability to choose their own topics made learning feel more personal and relevant, with students appreciating "being able to choose our own topic and make it interesting for others." The public challenge and voting element significantly boosted their investment and sense of achievement.

This approach fostered the **development of key 21st-century skills**. Students demonstrably improved their digital literacy, including searching for and selecting online information, understanding copyright, citing sources, and proficiently using presentation tools like PowerPoint, Canva, and Mentimeter. The use of cloud collaboration tools such as MS Teams and Google Drive honed their online teamwork and file-sharing abilities. Teachers also observed a significant development in "soft skills" like communication, collaboration, time management, self-directed learning, and creativity. Students designed original, visually appealing, and often highly personalized presentations.

Collaboration and peer learning flourished, as students readily helped each other navigate new tools and platforms. As one observer noted, "This mutual support was one of the most valuable outcomes." Teachers actively encouraged this peer learning, leading to stronger classroom cohesion.

The blended approach led to **better knowledge retention and deeper understanding**. Students demonstrated a strong grasp of complex topics through their presentations, and teachers reported that students stayed focused longer and retained more information than with traditional methods. Students felt they learned not just facts, but also *how* to learn, encompassing presentation, research, and self-reflection skills.

The methodology proved to be **flexible and adaptable for teachers**. Scenarios could be customized for various subjects (e.g., English, Health, ICT, Psychology), with one teacher

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

stating, "The scenario was so well designed that I could easily adapt it to my students. It offered a structure while allowing for topic and format choice."

Quantitatively, the results were striking: **98% of students liked working on their presentation, 94% learned new information or skills, 87% desired to work this way more often, 91% felt they understood the topic better, and 93% felt confident using digital tools** after the project.

The **Portuguese pilot implementation of the A3Learning project** provided valuable insights into the effectiveness of interactive, student-centred learning methods. Key lessons learned include the importance of student engagement and the positive impact of digital tools on learning outcomes. Students were more engaged and retained information better when actively participating in the learning process, particularly through group work and the use of technology.

However, the feedback also highlighted areas for improvement, particularly regarding the quality of peer feedback. While peer feedback was useful, its consistency varied, suggesting the need for clearer guidelines and more structured frameworks to ensure that feedback is constructive and actionable for students.

Another key lesson was the importance of balancing interactive methods with traditional approaches. Although the interactive format proved successful, some students, especially those more accustomed to traditional, lecture-based learning, required additional time and support to fully adapt to this new teaching style.

Moving forward, adaptations should include more focused training on giving and receiving feedback, refining digital tool usage to enhance presentations, and offering additional support for students who may struggle with more dynamic learning methods. Additionally, ensuring a smoother integration of both interactive and traditional approaches could further optimise learning experiences for all students.

The **A3Learning pilot in Italy** yielded crucial insights, reinforcing the benefits of the blended learning approach while also identifying specific areas for refinement. A key observation was that many students, being accustomed to traditional teaching, required an **adaptation period** to fully engage with more interactive methods. To maximize future engagement, it's recommended to invest further in **training interactive teaching strategies** and providing more hands-on experiences. While digital engagement was high and students demonstrated proficiency with digital tools for presentations, there was room for improvement in refining their creative and effective use. A notable area for adaptation was the **inconsistency in the quality of peer feedback**; while a valuable tool, it lacked consistent constructive nature, suggesting a need for **clearer guidelines and structured frameworks** to ensure feedback is actionable and helps deepen understanding. Furthermore, some students exhibited **gaps in**

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

foundational knowledge when transitioning to this dynamic environment, highlighting the necessity for **targeted support** to ensure all students achieve a comprehensive understanding. These lessons emphasize the need for continued refinement of peer feedback mechanisms and digital tool integration, alongside providing tailored support for students in adapting to a more interactive and dynamic learning landscape.

The **Bulgarian A3Learning pilot**, focusing on Information Technology and Digital Literacy for secondary students (14–16 years old), provided clear evidence of the effectiveness of interactive and technology-based methods. A significant takeaway was the high student motivation and sustained engagement observed throughout the activities, with students able to concentrate for longer periods compared to traditional methods. The collaborative group work proved highly effective in encouraging active participation from all students, even those initially hesitant. The project successfully strengthened students' digital skills, particularly in online research, critical thinking, and presenting information using digital tools, including responsible use of AI. Teachers noted a boost in student independence and confidence in their digital proficiency. While the flipped classroom model was highly effective, a key area for adaptation identified was the inconsistency in the quality of peer feedback, suggesting a need for clearer guidance and optimization of this process in future sessions. Overall, the pilot confirmed that combining interactive group work with digital tools is a fun and effective way for students to build practical IT skills and grasp core digital literacy concepts.

These adaptations will help to fine-tune the methodology and ensure more effective implementations in the future.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

VI. General Recommendations for Implementing A3Learning Across the EU

The A3Learning pilot experiences have provided a robust foundation for general recommendations on implementing blended learning across the European Union. These insights underscore the power of a student-centred, digitally integrated approach, while also highlighting areas for thoughtful adaptation.

A core recommendation is to **empower students by shifting towards student-led learning**. This means allowing them to explore, prepare, and even "teach" their peers using digital tools. This approach where students created and delivered lessons for example on subjects like psychology or health, significantly boosts autonomy, public speaking skills, ownership of learning, and active engagement. Teachers consistently observed higher motivation and improved understanding when students were given this freedom, with outputs often being of such high quality that they could be reused in future lessons.

It's crucial to **integrate blended learning with familiar digital tools**. Combining online collaboration platforms like MS Teams or Google Drive with in-class activities prepares students for real-world digital workflows while offering flexibility. The successful adoption of MS Teams by one Czech school across grades 6-9 after its positive use in A3Learning exemplifies how effective integration can lead to broader institutional change. Similarly, the Portuguese pilot showed how students proficiently used digital resources such as simulations and infographics to enhance their presentations, demonstrating the importance of leveraging existing digital literacy.

Providing **students with a choice of topics and formats** is also key. When students are allowed to select their own subjects within set themes and choose the format of their final products (e.g., slideshow, video, comic, infographic), it fosters intrinsic motivation, creativity, and supports differentiated learning. The diverse and personalized high-quality work seen in the Czech pilot is a testament to this approach.

Furthermore, it is vital to **anchor A3Learning projects in curriculum goals and key competencies**. Aligning activities with national curricula and EU Key Competences (such as digital, civic, entrepreneurial, and learning to learn) ensures relevance and recognition within formal education systems. The Czech projects, for instance, effectively linked themes like cyberbullying and social learning theory with the development of transversal skills like collaboration and information literacy.

To boost motivation and visibility, schools should **run public challenges or exhibitions to showcase student work**. Including a public vote, a school-wide event, or an online gallery adds

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

real-world value, strengthens community ties, and significantly increases student pride. The national student challenge in the Czech Republic, which garnered nearly 1,500 votes, demonstrated how such initiatives can energize the entire learning community and make students feel seen and appreciated for their efforts. This also offers a low-cost, high-impact way to highlight student achievements and foster innovation.

Starting with **small-scale pilot activities and building on success** allows for manageable testing, reflection, and gradual institutional uptake. The experience in piloting countries showed that initial pilots provide valuable insights, enabling educators to adapt and refine the methodology before wider implementation. As highlighted for instance in Portugal, "interactive and student-centred learning methods" demonstrated high student engagement and better knowledge retention, particularly through group work.

Proper training for teachers is non-negotiable. Educators must be equipped with dedicated training that builds specific digital and pedagogical competencies for A3Learning, utilizing structured programs like the A3Learning five-module course. This foundation is essential for teachers to confidently mentor student-led learning, facilitate blended activities, and effectively use collaborative digital tools. The pilot confirmed that well-prepared teachers were key to the project's success. Additionally, **collaborative teacher-student workshops** (like the "DIGIakce" events in Czech schools) are highly recommended, as they enhance mutual understanding, reduce resistance, and accelerate digital adoption by allowing teachers and students to try new tools side by side.

Finally, **securing strong technical readiness and leadership support** is paramount. School leadership must actively back the A3Learning method, ensuring that necessary infrastructure (devices, internet, platforms) is in place and that teachers have the time and tools they need. As the pilot showed, schools need to be technically prepared, providing devices if students don't have them at home. Other experience also pointed to the need for additional support for students less accustomed to dynamic learning methods and for refining peer feedback mechanisms to ensure consistency and constructive value. These adaptations, informed by practical experiences, will help fine-tune the methodology for more effective and inclusive implementations across diverse European contexts, ensuring a smoother integration of interactive and traditional approaches.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

VII. Conclusions

Summary of Results and Project Impact

The A3Learning project has demonstrated a profound impact on learning environments, moving schools beyond emergency digital practices to sustainable, student-centred blended learning. Pilots across Europe showcase remarkable success in fostering student engagement, digital literacy, and essential 21st-century skills. Students showed increased motivation, ownership of their learning, and improved abilities in research, presentation, and collaboration through the use of digital tools. Teachers reported enhanced confidence in facilitating blended activities and observed significant boosts in peer collaboration and the quality of student output. Quantitatively, the pilots yielded overwhelmingly positive results, with high percentages of students enjoying the process, learning new skills, and desiring more such interactive experiences. The project has not only equipped teachers with vital pedagogical and digital competencies but has also proven the adaptability of its methodology across diverse educational contexts, leading to tangible improvements in teaching practices and fostering a more resilient, inclusive, and future-ready education system.

Future Directions: How to Sustain and Expand A3Learning

To ensure the enduring success and widespread adoption of the A3Learning methodology across the European Union, the focus must shift from isolated pilot projects to holistic, school-wide integration. This means scaling up the interactive, student-centred approach to encompass all subjects and grade levels, thereby embedding dynamic learning environments deeply within school curricula and fostering a consistent culture of active engagement and critical thinking.

A critical pathway for this expansion lies in **inter-school collaboration and digital content exchange**, recognizing that collaboration was an essential and profoundly beneficial part of the initial project. Schools should be actively encouraged to form networks where they can readily share best practices, exchange newly created teaching materials, and collectively refine the A3Learning approach. To facilitate this, teachers need common virtual spaces for resource sharing and regular online meetings where educators from different schools can connect, exchange approaches, and share experiences. Furthermore, they should be empowered to collaborate on creating new online classes together, pooling their expertise and enriching the collective pool of blended learning resources.

This collaborative spirit should extend to challenge organizing. Future directions should aim to involve *all* students of a certain age, not just the best teams, in school-wide or inter-school challenges. This ensures broader participation, fosters a sense of collective achievement, and

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

further reinforces the skills gained through the A3Learning methodology, making the experience inclusive and impactful for every learner.

In terms of sustainability, continuous **professional development for teachers** remains paramount. Ongoing training will empower educators to confidently apply the methodology across various subjects and grade levels, ensuring the continuity of interactive learning. This includes deeper dives into refining peer feedback mechanisms, ensuring consistency, and offering tailored support for students who may initially struggle with more dynamic learning methods. Ultimately, the expansion of A3Learning will require strategic partnerships, continuous professional development, and an unwavering commitment to collaboration across schools to create a broader, more sustainable impact on the educational landscape.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Co-funded by the European Union

A3Learning

VIII. Contact the A3Learning Partnership

For schools interested in organizing similar challenges or seeking to implement the A3Learning methodology, you can contact the national partners at the following email addresses:

- **Czech Republic (CZ) & English (ENG):** info@epma.cz
- **Italy (IT):** europa@consorzioroma.it
- **Portugal (PT):** francisca.cardoso@inova.business
- **Bulgaria (BGR):** info@bg-da.eu

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

IX. Annexes

- **Learning scenarios:**
  - English Gramar – Past Tense
  - Natural Sciences – Ecosystems and Biodiversity
  - Sustainable Fashion - The environmental impact of the fashion industry
  - Music Lesson - Famous classical and contemporary musicians (Finding parallels between the best musicians of the different time periods)
  - Fine Art - Exploring fine art with digital tools (Romanticism and Impressionism)
  - Theoretical approaches in educational psychology – Behaviourism, Cognitivism, Constructivism and Social Learning
  - History of the EU
- **Templates for preparation and evaluation of the implementation of A3Learning approach:**
  - Preparation Checklist
  - Evaluation Grid

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

A3Learning

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.