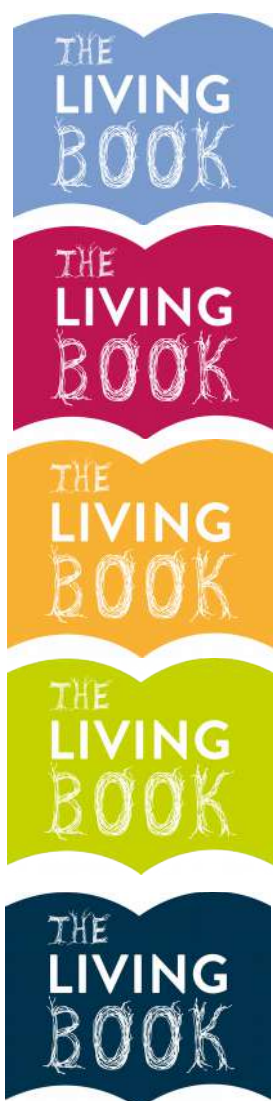


The Living Book – Augmenting Reading for Life



NEWSLETTER

n. 9

Editorial

1. MANAGING

...European University of Cyprus

2. AUGMENTING

...Gryd Ltd, U.K.

3. READING

...Forum del Libro, Italy

4. FOR LIFE in Cyprus ...Dimotiko Scholeio Makedonitissas III- Stylianou Lena

5. FOR LIFE in Estonia

...Tartu Kivilinna Kool

6. FOR LIFE in Portugal

...Agrupamento de Escolas de Vila Nova de Paiva

7. FOR LIFE in Romania

...Scoala Gimnaziala "Constantin Parfene"

8. COMMUNICATING

...Comune di Vicenza, Italy

9. ASSURING QUALITY

...Universidade Da Beira Interior, Portugal



Editorial

The Living Book – Augmenting Reading for Life is an Erasmus+ funded project that combines reading and digital creativity to promote a love for reading among 9-15 year-old students.

We are closing the 3 years experience of augmented reading that it was born from an idea of **Roberta Morosillo** in the 2016.

She wrote **the table of contents** and we've tried to apply it by augmenting **each chapter** of her **book**.

So, we'd close this cycle of newsletter by telling our **story of**

Managing the Augmenting Reading ...European University Cyprus
...Gryd Ltd, UK
...Forum del Libro, Italy

FOR LIFE

in Cyprus ...Dimotiko Scholeio
Makedonitissas III-Stylianou Lena

in Esthonia ...Tartu Kivilinna Kool
in Portugal ...Agrupamento de Escolas
de Vila Nova de Paiva

in Romania ...Scoala Gimnaziala
"Constantin Parfene"

communicating and assuring quality ...Comune di Vicenza, Italy
...Universidade Da Beira Interior, Portugal

all together, involving not only teachers, students, young readers, parents, trainers and researchers but also policy makers, government officials, representatives of local associations, libraries, museums, creative and media sector, technologists and digital makers and citizens.

For this great experience of 3 years of augmented reading for life, we'd thank Roberta!

We hope you enjoy our last newsletter and see you soon with another augmented reading initiative!

And don't forget to...

[Download The Living Book Guidelines and supporting Materials!](#)

Thanks for having shared with us The Living Book initiatives!

The Living Book team



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1. MANAGING

...European University of Cyprus

The Erasmus+/KA2 program The Living Book – Augmenting Reading for Life was launched on September 1st, 2016, with a duration of 36 months. The project team has been jointly working since then to execute the detailed schedule of tasks laid out in the project proposal. Project execution has been divided into seven (7) overlapping and interrelated Phases, following a clear and shared methodology. Each consortium member has had specific responsibilities and role at each Phase. The division of work was agreed upon based on partners' expertise and areas of interest. European University Cyprus (EUC), being the project coordinator, has had the overall responsibility of the Project Management, including the coordination of tasks, the financial control and the everyday monitoring of the project to ensure smooth implementation, completion of tasks on time, at the highest level of quality, and within budget.

We next briefly describe the activities and tasks undertaken and implemented by EUC, in collaboration with the rest of the partners, at each of the project Phases.

PHASE 1: INCEPTION

In Phase 1, project structures were put in place, establishing the project governance and day-to-day management. Guidelines, internal management and reporting tools, documents such as the annual operational plan and the M&E framework were drafted by EUC at this stage. Lastly, a general dissemination and exploitation plan was also prepared (by Municipality of Vicenza). This phase lasted for one month. It was launched with an online meeting among partners and ended with the project kick-off meeting, which took place at EUC, between October 13-14, 2016.

PHASE 2: BUILDING OWNERSHIP AND INVOLVING TARGET GROUPS

During Phase 2, we developed further the dialogue with the target groups, which had already started before the project submission. Care was taken to involve teachers and students by establishing a permanent group of educators in all project related territories to participate in the design of intellectual outputs, and its meetings continued to be held throughout project implementation. Phase 2 was pivotal for the project in order to ensure ownership by project's beneficiaries and to align the intellectual outputs with the real needs of teachers and learners.

PHASE 3: CREATION OF RESOURCES AND TOOLS

Phase III began with the development of the Living Book methodological guidelines by Forum del Libro. Based on these guidelines, EUC then led the design and development of a line of research-based curricular and instructional materials aimed at strengthening the profile and competences of teachers from primary and upper lower secondary schools (ages 9-15) in effectively integrating the Living Book approach into their classroom activities. EUC also led the design of the content for a blended training course targeting teachers and other educators involved in parent training activities, on how to promote parental involvement in pro-reading activities. In parallel to the development of the 'Augmented Teacher' and 'Augmented Parent-Trainer' course content, partners also jointly worked on the technical design and implementation of the infrastructure and services for the Living Library, which supports the project activities and outputs by offering open access to the professional development courses' content and pedagogical approach, and to various other links and resources.



PHASE 4: BUILDING CAPACITY

This phase aimed at assuring at the territorial level an adequate level of knowledge and competences on the side of partners' staff to manage the testing phase with teachers and students. A Joint Staff Training event, designed as a 5-day capacity building workshop for staff of participating organisations, was organised in CY with this specific aim between 26th February – 2nd March, 2018. EUC hosted the Joint Staff Training Event, which brought together 16 delegates from the project's partners from Italy, Portugal, Estonia, Romania and the UK.

PHASE 5: SECTORIAL DISSEMINATION

Phase 5 involves the project partners' commitment to disseminate the project outputs to stakeholders in the educational community that could benefit from them. Six sectorial dissemination seminars (multiplier events) were organized in parallel in all partner countries during early Spring 2018. Main target groups of the seminars were all professionals working in the school sector, such as teachers, school leaders, school staff responsible for school libraries management, school staff responsible for ICT integration in the school curricula, and adult educators.

In Cyprus, EUC and Dimotiko Scholeio Makedonitissas III-Stylianou Lena jointly organised their first national sectorial dissemination seminar on March 24, 2018. During the seminar, which was attended by around 80 professionals (mainly teachers), a public presentation and exploitation of work was carried out. The seminar included a number of presentations and discussions from stakeholders and project's partners. The highlight of the event was a keynote talk by Dr Gino Roncaglia, who gave an inspiring presentation of the Living Book Approach methodological guidelines. The seminar also provided hands-on training workshops which familiarized participating teachers with the technological tools utilized by the consortium. Initial contact was also established with teachers willing to participate in

the teacher training and parent-training courses and to engage in follow-up classroom experimentation.

PHASE 6: PILOT EXPERIMENTATION

Following the Joint Staff Training event, a pilot testing of the 'Augmented Teacher' and 'Augmented Parent-Trainer' programs then took place in partner countries (Cyprus, Estonia, Italy, Romania, and Portugal). The pilot testing started in Spring 2018 with a series of hands-on professional development seminars, and was completed in Fall 2018. In Cyprus, due to high interest among the teaching community for participation in the program, we offered three rounds of the professional development, attended by more than 70 teachers in total (as well as 7 librarians). The seminars, which were hosted at EUC (May-June 2018, October-December 2018, and January-March, 2019), were organized and run in collaboration with Dimotiko Scholeio Makedonitissas III-Stylianou Lena, as well as the Cyprus Pedagogical Institute and the Cyprus Ministry of Education and Culture.

To evaluate the applicability and success of the training modules, participating teachers subsequently undertook a teaching experiment during the current school year, where they activated Living Book didactical paths. They customized and expanded upon the lesson plans and learning materials provided to them, and applied them in their own classrooms. Local partners acted as mentors, providing their support to teachers using online communication tools. Once the pilot teaching experiment was completed, participants reported on their experiences to the other teachers in their group and will also provided samples of their students' work for group reflection and evaluation. Teachers exchanged insights as to how to further improve their practices and increase their students' achievement.



In partner schools, the teaching experimentation stage was enriched with four short exchanges of groups of pupils and teachers among the involved schools: Vaslui, Romania (Oct-Nov, 2018), Nicosia, Cyprus (Jan 2018), Villa Nova di Paiva, Portugal (March, 2019), and Tartu, Estonia (May 2019).

PHASE 7: CROSS-SECTORAL DISSEMINATION

At this Phase, national events are being organized in all territories to reach the wider community, even outside the school sector. The resources created will be at the disposal of, to be used and further developed by, all actors interested in increasing the motivation to reading of young generations.

In Cyprus, a cross-sectoral dissemination seminar took place on June 1, for presenting the project results and main deliverables to a national audience composed mainly of: researchers, policy makers, government officials, representatives of local associations, libraries and museums, representatives of the creative and media sector, technologists and digital makers, representatives of parent organizations, teachers and citizens. The seminar was hosted in the premises of European University Cyprus, and organized in collaboration with the Cyprus Pedagogical Institute and the Cyprus Ministry of Education and Culture. It included plenary talks, symposia, parallel sessions, poster sessions, and workshops. Teachers and other professionals trained through the program were supported to participate and present their experiences from participating in Living Book, and the impact that this experience has had on their teaching practices and on student learning.

PHASE 8: EVALUATING THE COOPERATION AND FOLLOW-UP

During the last international project's meeting, to take place in Rome between June 6-7, 2019, partners evaluated their cooperation and results achieved and laid out detailed follow-up

activities to sustain the project's results over the long term.



[The Living Book Final conference in Rome, 6-7 June 2019]



[The Living Book Final conference in Rome, 6-7 June 2019]



[The Living Book Final conference in Rome, 6-7 June 2019]



2. AUGMENTING

...Gryd Ltd, U.K.

Gryd Ltd applies innovative technologies to the fields of education and culture; provides technology research and develops elearning tools and online learning platforms. They also deliver training for educators across Europe, advancing skills in technology and multimedia.

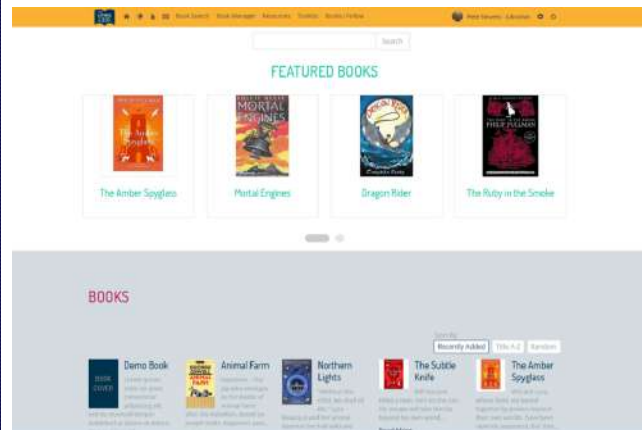
For The Living Book, Gryd led the development of the project website, the Open Education Resource platform ('The Living Library'), the social media style community tools, instructional toolkits, and the Lesson Plan Creator; whilst also contributing to other areas of the project. Gryd also helped to develop the original project idea of using technology to enhance/augment the reading experience, with the aim of developing a love for reading.



[The Living Book website]

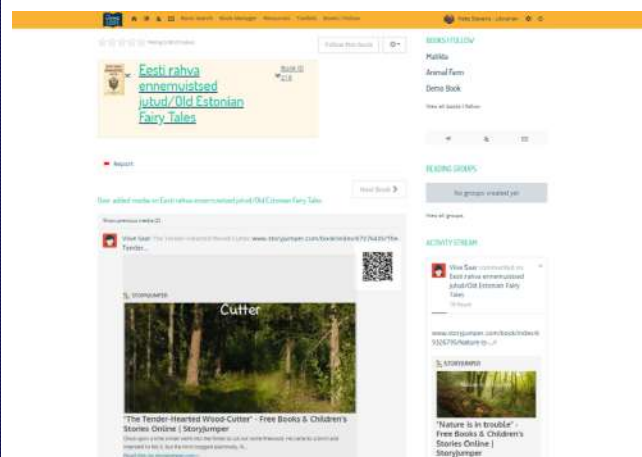
The Living Library is the 'hub' of The Living Book project; the place where the project's outputs are used and shared, and where the community of users can interact. One of the key features of The Living Library is the 'books' (sections of the library) where users can share the media they have created. Gryd developed the functionality to allow users to embed or post media from any website platform; for example, embedding a video from YouTube, or embedding a 3D object they have scanned and uploaded to Sketchfab. Each piece of content has a unique QR code which can be scanned on screen or printed and attached to a real book to create an augmented book.

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[The LivingLibrary books]

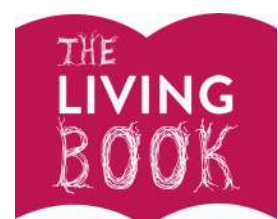
Gryd developed the social community platform within The Living Library which can be used for interacting with other users, sharing general media, but principally for creating and joining online reading groups.



[An augmented book]

One of the features which is aimed specifically at teachers are the Lesson Plans. Gryd created a 'Lesson Plan Creator' publishing tool which allows the partner schools and any other teachers using the platform to create and share lesson plan ideas with other educators.

Gryd also produced a series of toolkits to introduce and demonstrate a variety of web tools and apps. Teachers and pupils can use the toolkits to learn how to use the tool/app and how to share the content they develop into The Living Library.





[Toolkits for students and teachers]

The Living Book project was based on an innovative idea to tackle an old problem – improving literacy for young people. In the pre-project research we were surprised at the levels of literacy in young people across Europe, and also in how this translates to literacy levels in adulthood. The project successfully used the application of technology partly as an engagement tool for young people, but also to enhance the reading experience beyond what is possible with only the traditional book. We also included areas such as online reading groups which have not been produced on this scale before.

Looking to the future, The Living Library and all of the project's tools and resources will be kept online and continue to be shared across the education community. We aim to continually increase the community of 'Augmented Teachers' and 'Augmented Readers'. We also hope to develop some areas of the project further in future projects and initiatives.



[The Living Book Final conference in Rome, 6-7 June 2019]



[The Living Book Final conference in Rome, 6-7 June 2019]



[The Living Book Final conference in Rome, 6-7 June 2019]

3. READING

...Forum del Libro, Italy

The Association Forum del Libro is a no profit organization that has been formed on February 27, 2006. The association aims to promote reading as an indispensable tool of cultural and civic growth and to this end encourages all forms of contact and cooperation between the various figures in the book supply chain: teachers, librarians, publishers, booksellers, and members of cultural associations companies, representatives of national and local cultural institutions. Another institutional purpose of the Forum del Libro is to require that public and private agencies devote resources and attention to cultural activities which have a positive impact on social and civil life. The association employs a number of book industry professionals (currently they are thirty-three) engaged with their expertise to achieve these goals. Currently the Association relies on the voluntary work of the members for the conception and design of all initiatives, an employee (Elisabetta Laino) for events organizing and secretary work, and some external resources for each project that realizes. All members contribute to the aims and work on projects in small local groups throughout Italy.

Methodological expertise for designing a coherent framework for the Living Book approach was brought by “Forum del Libro”, whose associates are amongst the most prominent Italian experts in the field of reading promotion, Library and Information Science, Informatics applied to humanities, E-book and digital reading. Forum del Libro delivered the Living Book Methodological Guidelines. Thanks to the wide national and European resonance of

its initiatives and its advocacy mission, Forum del Libro organised the project final conference in Rome (6-7th June 2019) and strongly supported the Living Book overall dissemination.



[The Living Book Final conference in Rome, 6-7 June 2019]



[The Living Book Final conference in Rome, 6-7 June 2019]

Forum del Libro involved RAI SCUOLA: the RAI national TV channel for education, that realized a special report: the living book project through the eyes of the main actors.



OPEN

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Forum del Libro, together with the partners, for enhancing the reading experience, presents **the Living Book Guidelines**



The Living Book Project – Guidelines
June 2019
Forum del Libro (& partners)

and supporting materials:

The Living Book Decalogue



5 Ideas for schools and school libraries



5 Ideas for school reading groups



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To download

The Living Book Guidelines and supporting materials

please open

<http://www.thelivinglibrary.eu/guidelines>

and add your name and email address.

They are Open Education Resources but we ask for your name and email in order to send you a short feedback form, as required by the Erasmus+ verification procedures.

You will receive the feedback form via email. It is very simple and will only require a few minutes of your time. We kindly ask you to answer it at your earliest convenience.



4. FOR LIFE in Cyprus ...Dimotiko Scholeio Makedonitissas III - Stylianou Lena

Once the specific aims, targets and guidelines of the “The Living Book – Augmented Reading for Life” project were set and agreed upon by the consortium, teachers in the Makedonitissas III - Stylianou Lena Elementary School (Dimotiko Scholeio Makedonitissas III-Stylianou Lena) began implementing the augmented reading approach, in an effort to promote the reading habits of students in the school.

The joint staff training week hosted by European University Cyprus (Feb. 2018) included a whole day visit to the school by delegates from partner schools and other consortium organizations. Guests had the opportunity to visit classrooms and observe specifically designed lessons following the Living Book approach, experiment with various ICT applications employed by teachers in the school and exchange ideas.



[Joint staff training week (feb. 2018)]

Our teachers came a long way round a rather steep learning curve, as they faced the challenge of using multiple apps and digital tools, in an effort to augment the students'

reading experience. As we felt our way forward and we got a certain amount of experience, we were able to conclude to a particular set of apps and tools, and bring our students onboard to teach them how to use them for creating digital content. We tried to engage all our students 9-12, so it was crucial to select for our digital toolbox, apps and tools which varied in terms of difficulty and type of implementation, allowing for differentiation and gradation when designing the various tasks and activities.



[Open class activities using mobile devices (Oct. 2018)]

Students, ages 9-12, were introduced to AR technology features, interacted with the AR enhanced book “The Little Prince” (Greek edition) and through hands-on activities familiarized themselves with applications on mobile devices (tablets) and PCs. Their fruitful, creative, cross-curricular work was used to enrich the books they selected to read. Sounds created in music classes, drawings or 3D artifacts created in arts lessons, poems, narrations, reviews, videos were all digitalized and embedded in the book with QR codes or HP Reveal auras.

During Year 2 of the project (school year 2017-18) books had the “Dragon” as the main figure, either in local tales (“Spanos and the 40 dragons”) or in worldwide known literature

(“How to train your dragon” by C.Cowell and “The Ice Dragon” by G.R.R. Martin).

During Year 3 (2018-19), one of Jules Verne’s masterpieces of adventure fiction was chosen as a means of introducing students to classic novels. “Around the world in 80 days” was the book that students of all grades read and attempted to “augment”. StoryJumper, StoryboardThat, Padlet, Tour Builder, Book Creator, GreenScreen, PicCollage were some of the applications used by students for the books to come to life!



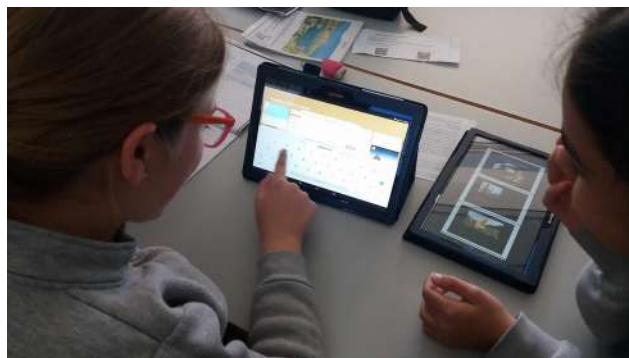
*[Students’ exchange in Cyprus (Jan 2019)
- Reading group for the book “Around the world in 80 days]*

Parents also had the opportunity to get involved by organising the annual books exhibition in the school’s premises (January, 2019) and participating in literary activities offered by exceptional, well known Cypriot writers. At the same time, their children were having special workshops with other writers and got involved in the process of creating a book from scratch...

Additionally, Dimotiko Scholeio Makedonitissas III-Stylianou Lena and European University of Cyprus jointly organised the first national hands-on sectorial dissemination seminar in March 2018, which included keynote talks, presentations and hands-on training workshops.

Moreover, in cooperation with Cyprus Pedagogical Institute and the Cyprus Ministry of

Education and Culture, our school greatly contributed to the organization of the three rounds of the “Augmented Teacher” professional development course, offered at European University Cyprus (May-June 2018, October-December 2018, and January-March, 2019).



Open class activities using mobile devices (Apr. 2019)]

Teachers from all over Cyprus interested in learning more about the “Living Book” and creative ICT implementation with mobile devices, were always welcome to visit the school and its classrooms. Moreover, teachers from neighbouring schools exchanged visits with teachers from our school and co-taught lessons designed based on the Living Book approach. One of the project’s targets was to deepen the cooperation among partner schools and to provide students unique experiences revolving around reading and “augmented reading”. Teachers and Grade 6 students from our school participated in the student mobility activities held in Vaslui, Romania (Oct-Nov, 2018), Villa Nova di Paiva, Portugal (March, 2019) and Tartu, Estonia (May 2019).

The second short-term exchange of students was held in Nicosia-Cyprus, between January 21-25, 2019. Dimotiko Scholeio Makedonitissas III-Stylianou Lena, organized a week full of learning activities, based upon the Living Book approach, in order to motivate students to read



literature and then interact and cooperate using various applications to augment reading. In addition, visits, tours and excursions were organized to enhance The Living Book activities and familiarize the guests with aspects of Cyprus history and tradition.



*[Students' exchange in Cyprus (Jan. 2019)
- Workshop with Cypriot writers]*

Students also visited the recently inaugurated University of Cyprus Library, officially named as "Learning Resource Centre - Library "Stelios Ioannou" (<http://library.ucy.ac.cy/en>), a unique piece of architectural design, and had a guided tour of the library.



*[Students' exchange in Cyprus (Jan. 2019)
Teachers, students and parents' night out]*

Learning became interesting, motivation reached a peak and learning outcomes were very satisfactory during these years. The Living Book project offered teachers, students and

their parents, innovative ways of enhancing children's reading habits, while at the same time also promoting their creativity and critical thinking skills, by exploiting technology in an effective and targeted manner.



[The Living Book Final conference in Rome, 6-7 June 2019]



[The Living Book Final conference in Rome, 6-7 June 2019]

It is our assertion now that the Living Book approach promotes inclusion and enables teachers to offer differentiated instruction in a mixed ability classroom. Fresh ideas for innovative ways of teaching will always occur, but it is for sure that Dimotiko Scholeio Makedonitissas III-Stylianou Lena will continue to be an "augmented" school for several years to come.

5. FOR LIFE in Estonia ...Tartu Kivilinna Kool

Reading is a primary skill. Reading skill creates the foundation on which all other learning skills are built. In a long-term perspective a good reading skill expands the diversity of students' pathways through educational system and is a vital skill in being able to function in today's society. A person is limited in what they can accomplish without good reading and comprehension skills. The digitalised world has changed young people's reading habits, the purpose of reading and methods. The schools and homes have to meet the needs of the younger generation. There is still a text but it is not published in the form of paper only, but you can use different devices for reading. Often, the text accompanies pictures, images, audio and video files. Social reading has become an essential part of reading: you can easily find different reading blogs or groups sharing their reading experience in social media.

The reading skill improves only when it is being practised. Estonian students' skills of functional reading are quite good. According to PISA results (2015) only about 9% of the students have not achieved the required level of functional reading by the time they graduate from basic school. It is one tenth of the students, it is not a big number but this is a problem we need to deal with. On the other hand, young people should be kept motivated to read fiction, age-appropriate scientific literature, popular science, media texts. Reading has to be an established habit, a necessity, and focused activity, not only browsing headlines.

In this process, the school has an important role to play. According to Estonian National curricula, literature is a separate subject, students from year 5 to year 9 (the end of the basic school) have 2 literature lessons per week. They continue studying literature in upper secondary school. National curricula states that

during each school year a student reads, interprets and analyses four books, it also states a list of recommended authors and books to read. Literature teachers in collaboration with students make the choice. To graduate basic school, students have to take the examination in Estonian language, it includes two reading tasks (30% of the total task list percentage).



[Reading]

Reading in Estonia is valued in different ways. Every year a city writer is voted and nominated in Tartu. The town council supports the schools financially in organizing events to promote reading, the University of Tartu organizes an annual olympiad of Estonian literature, etc. The overall aim of all the activities is to attract young people to read and write and keep them motivated. Tartu Kivilinna School tries to participate in these events. Every year we celebrate World Read Aloud day, the Day of Mother Tongue, International Poetry Day, and other events promoting reading and literature. To set the role model, the teachers are always included.

A school library helps to develop the reading habits. From the school library, students can borrow fiction books and coursebooks. In our school there is a tradition that on school birthdays each class gives to the school library a book as a present. There is a wide variety of children's books both by Estonian authors and writers from around the world. The situation with the youth literature is more complicated. Some



books are very popular for a short time, everyone wants to borrow and read them at the same time, but when a new bestseller is published, they will be forgotten on the shelves. The school library is open on every schoolday.



[Workshop]

Since the year 2016 Tartu Kivilinna School has been participating in The Living Book project, which aim is to promote a love for reading and develop reading skills among 9-15 year-old students, also, to raise awareness of teachers and parents.

The students have been using thelivinglibrary.eu platform. Using digital technologies they have created content. For example digital content has been added to one of the most significant Estonian books Kevade (The Spring) by Oskar Luts. In the book commentaries you can find a timeline of the authors biography, a storyjumper book of the most exciting episode, after reading kahoot to test your knowledge, pic collage pictures etc. Furthermore, we have created several reading groups where students express their opinion and post the discussions both in Estonian and in English.

Our students have given the Living Library platform a compliment and call it a Facebook of Books. In their feedback to the platform the students said that they would like to have the e-books added to the platform, unfortunately, this is impossible because of the copyright law. On

the downside, we expected students to provoke new ideas and thoughtful conversation, and show their own initiative, but we have to admit that they have mostly needed teacher's guidance. The process of getting used to a new website and building new habitstakes time.

Participating in the Living Book Project has provided a good opportunity to take part in the short-term exchanges of groups of students in Romania, Cyprus, Portugal and Estonia.

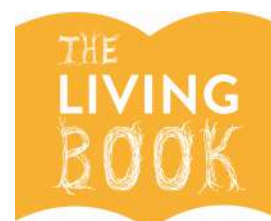
The students have read different types of books: Wonder by R.J.Palacio, Around the World in Eighty Days by J.Verne, The Little Prince by A.de Saint-Exupéry, Old Estonian Folk Tales by Fr. R. Kreutzwald, a range of books from classic literature to contemporary fiction. The students have been analysing the texts and sharing their reading experience with each other, and participated in drama projects. Also, they have created digital content using the Living Library toolkit. All the activities have helped them to become augmented readers.



[Activities with VR glasses]

On 6.-10. May all the partners gathered in Estonia to take part in the fourth student exchange. Digital literacy and reading skills are necessary in every subject. We decided to combine Estonian folk tales and the subject of natural science. Forest is recognised as a recurring theme in Estonian folklore and has an important role to play in Estonian folk tales.

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*[Students' exchange in Estonia -
The Living Book activities in Tartu Public Library]*

The students read the texts and learned to identify different tree and plant species, they visited the Endla Nature Reserve and had a hiking trip in Endla bog. In the creative woodworking lesson they learned to carve wood. All the activities were text-based and the students had to use the smart devices. Some of the activities were organised in collaboration with the city public library, Annelinna Library. The library organises gatherings for the local community, people can borrow books and magazines. On the last day of mobility our group visited the Estonian Children's Literature Centre in Tallinn. This is the institution that introduces, preserves, and mediates children's and youth literature for children, teenagers, parents, and all other enthusiasts. Its mission is to support a variety of initiatives, including research, education, and entertainment. During this week the students also learned a lot about local history and cultural heritage.

In Estonia the Living Book project has been introduced to the different target groups, the teacher trainings have been carried out. We have also tried to engage parents, the project was introduced to the parents at Tartu Kivilinna School annual Parents' Forum. The teachers from the schools of Tartu, librarians, and the people working in museums and cultural institutions have participated in dissemination seminars and workshops.



[The Living Book Final conference in Rome, 6-7 June 2019]

We made the presentation about the project at the Education Fair in Tartu. This is the event where the teachers from all around Estonia come together and share their teaching experience. The teachers of different subjects have taken part in the trainings and learned to use different apps and can use this knowledge in their lessons. The aspects of teaching reading have been discussed in our school's learning communities.



[The Living Book Final conference in Rome, 6-7 June 2019]

It is important that people working with children bear in mind that reading is a fundamental skill and necessary as a life skill.

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6. FOR LIFE in Portugal

...Agrupamento de Escolas de Vila Nova de Paiva

Vila Nova de Paiva School Grouping is one of the partners of the “Living Book” project. In our group of schools we have around 600 pupils aged 3 to 18. Located in the centre of Portugal in a rural area, many families go through financial difficulties and some are forced to leave the country in search of a better life for them and their families. Obviously this brings some problems in what concerns kids’ emotional stability with consequences in their learning outcomes. Projects like The Living Book mean a lot to us, as they make us face new challenges and realise that, in spite of our remoteness, we’re not so distant from the rest of the world. As soon as we got the opportunity to join the project, we figured out it would be a great chance to get in touch with new methodologies that would motivate our students to reading, to develop new literacies, to promote intercultural exchanges and ultimately to place our school grouping in the European map.

We may say that, at the beginning, it wasn’t easy to involve the school community, considering the difficulty people have in leaving their comfort zone. Dealing with the unknown is a challenge not everyone is prepared to face. Fortunately, as time went by people started to realise the importance of the project and their involvement occurred naturally.

MAIN ACTIVITIES DEVELOPED AND INTELLECTUAL OUTPUTS - FIRST STEP

The Living Book operated plenty of changes in our school environment both physically and pedagogically. Following the project guidelines, our first task was the rearrangement of the school library. It became a much more pleasant, colourful and attractive place, thus attracting more visitors. A special place for reading and reading groups was created. Newspapers and magazines were placed at the students’

disposal, in different school areas. Students also became acquainted some digital tools.



[The School Library]

DISSEMINATION

As planned, our team disseminated the project inside and outside the school, first in a teachers’ meeting, in the different pedagogical departments and then through the school website and facebook page, publication of an article in a local newspaper and another in a digital newspaper as well as an interview on the local radio station. We also disseminated the Living Book in an international Conference (ICALE) in Viseu.



[The international conference ICALE 2018]

Later, a multiplier event took place with the presence of teachers (from our school and other

school groupings), librarians, municipality staff, among others). We presented a global overview of the project, the platform and its potentialities as well as some activities already developed in the context of the project with the help of some digital tools. After this, teachers attended a workshop on HP Reveal, where they had the chance to get acquainted with this tool and learn how to create augmented reality materials.



[Multiplier event in Portugal]

The second multiplier event happened in the first week of June. The main goal was showing the community what has been done in these three years and show how the digital tools can help develop enhanced reading, critical thinking and cooperative skills

THE LIVING LIBRARY AND LESSON PLANS

The Living Library and its multiple functionalities were, undoubtedly, an important aid. Our teachers published several lesson plans and digital materials on it, after having worked them with students in the classroom.

We also created online reading groups and some discussions on a particular book. For example, a reading group was created on a short story called “Something fishy” which 8th grader students read autonomously and then discussed in the context of the online reading group. To help understand the story some materials were published, like a video and some photos.

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TEACHERS' TRAINING

In September 2018 we promoted a teachers' training, where several of our teachers could, once again, hear and learn about the project and mainly about the Living Library. Different workshops were done where the participants (teachers and parents) could get in touch and work with different digital tools (popplet, padlet, kahoot, storyjumper, HP Reveal, socrative and QR Code).



[Teachers' training]

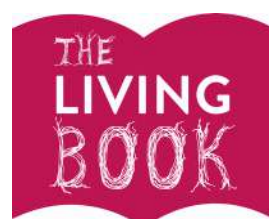
PARENTS' TRAINING

In what concerns parents' training, throughout this school year, three events have taken place in our school, in November, March and May. In these meetings parents were presented some techniques on how to motivate their children to find pleasure in reading. The students also presented some of their works.



[Parents' training]

In one of those sessions a well known writer, Carlos Paixão, (in the picture) gave his personal



testimony and explained how his pleasure in reading led him to writing. In the last one, an actor took part and developed a short performance involving the parents . This activity was based on tales from a famous Portuguese writer who was born in the neighbourhood.

MOBILITIES

Our students participated in the mobilities, which happened to be very enriching and motivating pedagogical experiences.

In March we prepared the mobility in Portugal with a diversified and attractive agenda, which according to the partners evaluation, matched their expectations and the Living Book objectives. We showed what we had done in the classroom in the context of the project and promoted several activities around the book “The Little Prince” by Saint- Exupéry. They had the chance to attend the theatre play Sherlock Holmes and the railway riddle (by an English company) and visit the Future Classroom Lab as well as a famous Portuguese bookshop in Oporto, among other didactic and cultural activities.



[Students' exchange in Portugal]



[The Living Book Final conference in Rome, 6-7 June 2019]

After this project, our school will never be the same! We got skills that have definitely changed our way of dealing with reading. Even the most resistant teachers, students and parents have given in and are now much more engaged. This project, for its innovation, was really a step forward in the future and we were very fortunate to be part of it. We hope to continue working on the platform and digital tools and are certain our pupils will go on benefitting from this extraordinary experience.



[The Living Book Final conference in Rome, 6-7 June 2019]

7. FOR LIFE in Romania

...Scoala Gimnaziala "Constantin Parfene"

Involving students, teachers, parents, resources from our community in various specific ways, the Living Book project represented for the Romanian school "Constantin Parfene" Vaslui a very important opportunity of innovation and modernisation to better respond to the challenge of increasing students' achievements in basic and transversal skills as well as reducing disparities in learning outcomes.



[Learning activity]

During the project implementation, all the school students have been involved in different ways in promoting reading and developing reading skills according to the project stage and specific activities:

🌐 curricular activities based on the enhanced reading concept involving different subjects (e.g. Romanian, English, French, Biology, History, Chemistry, Physics, ICT, disciplines at the primary school level), as well as extracurricular activities such as reading groups organised in the school library or organizing "reading points", the Club debate, dramatizations, role playing games, promoting different books, celebrating writers, important days;

🌐 the first multiplier event organised on 25th of May 2018 - a sectorial and cross sectorial dissemination event for teachers, students, parents, educators and local representatives - included two sections: the first part consisted in activities to promote reading involving all the school's students and teachers (e.g. parade of the favourite books, parade of costumes or favourite characters, chain reading, presentation of the school-magazine and flash mobs); in the second part, during a seminar on the Living Book Approach, the project philosophy and results were presented to 55 people outside the school; our students presented some online applications & tools that they had already used at classes on augmenting reading.

🌐 8 students participated in learning activities organised in the short term exchanges of students based on augmenting the reading concept, developing reading skills as well as other key competencies such as digital skills, learning to learn, critical thinking, cooperative and collaborative skills (November 2018 - RO, March 2019 - PT, January 2019 - CY and May 2019 - ES);

🌐 150 students were directly involved in activities during the First students exchange (Vaslui, 29th Oct - 2nd Nov 2018); the learning activities organized offered students the possibilities to work, interact and cooperate together using different approaches on augmented reading;

🌐 200 students were involved in learning different tools for augmenting reading, used them in diverse learning situations in curricular and extracurricular activities as well as creating augmented contents for the proposed books on the Platform The Living Library;

🌐 400 students were involved in the activities by disseminating and promoting the project results.



[Flashmobe – Multiplier event 2018 in Romania]

We can conclude that the diversity of activities involving our students, the attractiveness of the blended approach proposed, the social dynamics created at local and EU level led to a positive attitude and greater motivation towards reading, developing students' reading skills.

Moreover, the involved students developed also transversal skills such as digital creativity, learning to learn, critical thinking, cooperative and collaborative skills. We expect this impact to be amplified in the future by the participants' engagement who have taken part in its testing and creation, through dissemination activities, promoting the Living Library and its tools.



[Transnational Meeting, Vaslui, 29th June 2017]

In the first project stage, most of our teachers, both for humanistic disciplines and sciences/technologies subject areas organised activities using the concept of Enhanced reading

and strategies such as reading groups, debates, flipped classroom, Fan fiction, in a multidisciplinary way.

The participation of three of our teachers in the joint staff training event organized in CY by the University of Cyprus assured an adequate level of knowledge and competences to manage the testing phase with teachers and students. As the responsible partner for the Lesson plans IO, we created a frame and a model template, the basis for discussion and improvements with the partners. The new skills and tools were concretized in Lessons plans for English, Chemistry and Physics, the first models for other teachers in approaching the augmented reading in the curriculum.



[Students' exchange in Romania, Oct-Nov 2018]

In the pilot experimentation phase, we organised a seminar for promoting the concepts and tools of The Living Book project with 55 participants outside school (teachers, parents, educators, local representatives). Then, 14 teachers participated in the training organised in two face-to-face sessions and tested the blended training courses available on the Living Library. The new skills were the basis for activating the "Living Book" didactical paths with approximately 200 students.



[Multiplier event 2019 in Romania]

During a week, we worked on particular books, created augmented contents posted now on the Living Library, contributing to the creation of the first EU community of “Augmented readers” and “Augmented Teachers”. The results also enriched the Lesson Plans section on the platform with other models (10 lessons on English, Chemistry, Physics, Counselling / Personal development, Romanian).



[Multiplier event 2019 in Romania]

At the end of the project, we can say that The Living Book project implementation created in our school a framework for developing the teachers’ skills in dealing effectively with reading difficulties and cultivating young students’ motivation for reading, a greater responsibility to the needs of the disadvantaged groups, greater confidence in using the ICT-based technologies for motivating students to read, fostered capacity to collaborate with colleagues on order to integrate reading as a transversal topic in the curriculum, better capacities to create bridges and connections with other sectors to promote reading as a societal challenge.

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[The Living Book Final conference in Rome, 6-7 June 2019]

Starting as a huge provocation for us, The Living Book project contributed to a more motivated, competent and dynamic staff which supports innovation, recognition of our school in the local and national community as a resource of innovation, high capacity to work at the international level and manage complex EU projects.



[The Living Book Final conference in Rome, 6-7 June 2019]



8. COMMUNICATING

...Comune di Vicenza

Municipality of Vicenza is the project partner responsible of the communication and dissemination of the project, in particular of these newsletters published during the period 2017 – 2019.



[The Living Book Final conference in Rome, 6-7 June 2019]

Meanwhile, the aim of the project for Vicenza is to implement the guidelines, redacted for the project to combine reading and digital creativity and promote a lasting love for reading among the students aged 9 to 15 using the “living book”, through dedicated training for teachers, students and parents in the context of the Educational Offer Plans 2017 – 2018 and 2018 - 2019 of the Municipality of Vicenza.



[Vicenza's teachers Focus Group works on the Living Book Guidelines review]

Various digital solutions were explored to enhance the experience of the students reading a book. It was an intense experience for younger readers who were able to participate,

transform and expand what they had read, applying the digital skills, in collaboration with their peers in the reading groups. This approach was proposed at school through the involvement of teachers, as well as at home through the commitment of the parents. Therefore, the main actors were the teachers from the first and second level of the secondary schools in Vicenza and its province: mainly literature, foreign languages, technology, art and image teachers.



[Multiplier event in Italy 2018]

The qualified experts Giovanna Cristofoli and Anna Nardi held meetings, both lectures and workshop activities: they supported the participants in the process of acquiring and developing new skills, encouraging in-depth study and providing the templates necessary for the realization of the final products. A team of experts was invited to share experience to implement good practices consistent with the project: representatives of the Civic Libraries of Vicenza, of the RBS of Vicenza, the professor Gino Roncaglia and two movie makers Antonio Segnanfreddo e Giulia Grotto.



[Reading Flashmob, 2018]

During this itinerary which give time and space to read, the multimedia educational library has been enriched to such a point that more schools



participating in the project have taken advantage of the public funds Action #24 of the PNSD (National Plan Digital School) promoted by the Ministry of Education. Thanks to these funds, each group of students has agreed to carry out numerous and various guided outputs and they have been supported by their teachers during the reading and in their augmented reading. The use of digital and web tools has allowed the production of: time line, digitalstorytelling, coding, caviardage digitale, booktrailer, discussions with tricider, qr code, applications of google suite.



[Reading Marathon, 2018]

These activities were shared by teachers and students through the use of the on-line platform livinglibrary.eu. The outputs produced, disseminated throughout the territory in these 3 years of project during the annual events in the context of “May, the month of the books” and “September, Reading Marathon”, have become the shared heritage with bookstores, libraries and Cineforum, and were also presented in the final event at the end of the three -year training course “The Living Book”.

The main local dissemination events realized:

Reading Marathon “Il Veneto Legge - Maratona di Lettura 2017” (Vicenza, 29th September 2017)

Multiplier event 2018: The Living Book... e i libri prendono vita a Vicenza 2018 (Vicenza, 17th and 20th April 2018)

-“La lettura aumentata per la vita” Hands-On Dissemination Seminar for the School Sector

-Flash mob book “Vo(g)liamo la lettura + lettori + libri”

-Open-Air Reading competition “Bravo chi legge!”



[Multiplier event, 2018]

The multiplier event 2018 was realized at conclusion of the Vicenza’s teachers focus group training activity (School Year 2017 – 2018):

1) 21st September 2017 "Presentation and Revision of the Living Book Guideline" by Vicenza Team - During this event "we select a number of teachers willing to engage in the pilot experimentation " (Vicenza's Teachers Focus Group).

2) 8th November 2017 "The Living Book Guideline application: the augmented reading tools - 1 of 2" by Vicenza Team - Vicenza's Teachers Focus Group

3) 22nd November 2017 "The Living Book Guideline application: the reading group creation and operation" by Vicenza Team - Vicenza's Teachers Focus Group

4) 11th January 2018 "The Living Book Guideline application: the augmented reading tools - 2 of 2" by Vicenza Team - Vicenza's Teachers Focus Group

- Redaction of the chapter "External contribution and comments to the guidelines" - Vicenza Teachers Focus Group contribution to the Living Book guidelines

5) 7th May 2018 “The Living Book library” - Vicenza's Teachers Focus Group.

Reading Open School - "Scuola senza zaino" (Vicenza, 25th May 2018)

Reading Marathon “Il Veneto Legge - Maratona di lettura 2018” (Vicenza, 28th September 2018)



Multiplier event 2019: The Living Book... e I libri prendono vita a Vicenza 2019 (Vicenza, 20-28-31 May 2019)

-The Living Book for all seminar and booktrailers competition

-Award Ceremony of the Open-Air Reading competition "Viva chi legge!"

-Reading Open School - At the end of "May, month of the Books"



[Open-Air Reading competition "Viva chi legge!", 2019]

The multiplier event was realized at conclusion of the Vicenza's teachers focus group training activity, Students' training and Parents' engagement (School Year 2018 – 2019).

Vicenza's teachers focus group training activity and parents' engagement (workshops):

1) 1st October 2018 "The Living Book: let's continue with the school year 2018 – 2019"

2) 22nd October 2018 "The Living Book Library and how to involve parents" (presentation of the platform; the registration system; creation of open and close Reading groups)

3) 7th November 2018 "The Living Book Library and how to involve parents" (selection and upload of books; the social aspect; user, friend, group)

4) 28th November 2018 "Lesson on caviardage and how to involve parents"

5) 17th December 2018 "One living family book" (Scratch and how to involve parents)

6) 11th February 2019 "The Living Library toolkit and lessons plan" Presentation of a vademecum of tool: padlet, pearltrees, tes-blendspace,

timegraphics, timemapper, sutori, google document, genially, caviardage, picktochart, one pager, kahoot, google form, tricider, qrcode, rbs, booktrailer.

Students' training on the booktrailer and parents' engagement (with the training assistance Giulia Grotto, augmented teacher, financed by other national found):

1) 2nd April 2019 "Selection of the books and first steps"

2) 9th April 2019 "From Storyboard to Screenplay"

3) 16th April 2019 "Selection of Images, pictures and music"

4) 30th April 2019 "Video editing... and the final result is the booktrailer"



[Multiplier event, 2019]

The Living Book Project was a sensational opportunity both for the students who were already dedicated to reading and for the teachers who had already been working for years in their schools to promote reading. It was also very important for those teachers who, although aware of the importance and value of reading, had never committed themselves to support it and even more for those students who had never shown interest in reading, as noted in the questionnaires proposed at the beginning of the course.

The creation of the reading groups and the digital approach in the form of augmented reading allowed: readers to deal with reading from different points of view and, at the same time, improve their digital skills.

Non-readers to be involved in a form of a "collective game" that, starting from a proposal



of a topic and a book, allowed them to “socialize” the choice with friends, sharing some moments of reading and reflection and, through the development of digital paths, aimed at increasing reading, acquire greater awareness as well as to feel pleasure in it.



[The Living Book Final conference in Rome, 6-7 June 2019]

The experience acquired by the teachers, but also that of their students, constitutes a fundamental resource for the future implementation of the initiative. Teachers and students, each of their own specificity and skills, will be able to involve colleagues and schoolmates in this new adventure of augmented reading in order to make what has been done and produced within the project “The Living Book” a good habit.



[The Living Book Final conference in Rome, 6-7 June 2019]

The Education Service of the Municipality of Vicenza would propose the experience of augmented reading again in those realities, not yet involved and, for schools that have already implemented this, would maintain a coordination that leads to the sharing and strengthening of good practices such as the constant use of the platform and an exchange of experience

between local and European teachers. We hope for a continued cooperation with the Forum del Libro in order to continue the itinerary undertaken in a competent and constantly updated manner.

SPECIAL CONTENTS

THE LIVING BOOK VIDEO: 3 years of Augmented Reading

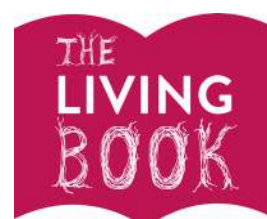


[**OPEN**](#)

RAI SCUOLA SPECIAL: the RAI national channel for education, presents the living book project through the eyes of the main actors (thanks to Forum del Libro)



[**OPEN**](#)



9. ASSURING QUALITY

...Universidade Da Beira Interior, Portugal

University of Beira Interior (UBI) is one of the most recent public and internationally sought universities in Portugal. Widely acknowledged (by means of several independent and diverse audits) as a remarkable financially efficient institution. On the one hand, several learning and research facilities, structured into 5 Faculties, 13 research units, have been carefully implemented; the fields of knowledge UBI conveys encompass Engineering, Exact Sciences, Social Sciences, Humanities, Arts and Health Sciences. On the other hand, UBI's quality and expertise is widely recognized regarding our researchers and laboratory facilities. Our units and services are strongly committed to always attain prominent levels of achievement, both in teaching and research, for the benefit of all involved. UBI's presence in the top 200 THE Young University Ranking (among others as well, e.g., U-Multirank) unequivocally proves UBI's sustainable competitiveness and regular ascension. Results range from successful effective knowledge transfer, entrepreneurship, international R&D projects and consortia, together with spin offs based on the research findings of graduate students and researchers. UBI's research accomplishments are demonstrated by the research projects funded by the EU, national programs, public or private corporations. Moreover, an increasing flow of high-quality publications in peer-reviewed journals, communication in international conferences and many subsequent doctoral theses have been gradually cited every year in SCOPUS, e.g.

In this institution, the project "The Living Book - Augmenting Reading For Life" was followed more specifically by LabCom.IFP, a research unit in Communication, Philosophy and Humanities located at the Faculty of Arts and Letters of UBI. Regarding its organizational and

operational level LabCom.IFP is composed of three research groups: 1) Communication and Media; 2) Practical Philosophy; 3) Arts and Humanities. Interdisciplinary work is carried out under three lines of research which are: - Information, Media and Society; - Ethics and Politics; - Culture and New Humanities.

The main purpose of LabCom.IFP is to develop advanced research on communication and new media technologies, especially those underlying online and digital processes in order to assess their impact on everyday life and to understand different kinds of communication phenomena on an individual, communitarian and societal basis. From a theoretical point of view, LabCom's research is based on two basic assumptions.

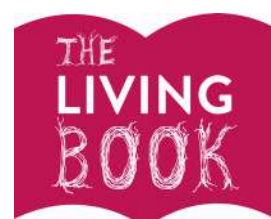
The first is that communication and new media technologies are turning our society into a mediated one, subordinating all social and cultural phenomena to a media logic.

The second is that there is a reciprocal relationship between communication and contemporary arts: as all mediated communication denotes a growing aesthetization, the theory, practice and reception of the arts imply communication strategies, but also have repercussions on it.



[The Living Book Final conference in Rome, 6-7 June 2019]

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As an Erasmus+ Key Action 2 (KA2) project, "The Living Book Project" is the result of the cooperative work of diverse organisations, settled in different countries, which developed the project, shared knowledge and practices in the training and educational fields.

The Quality Assurance package of this project was delivered to LabCom.IFP, a research unit settled in University of Beira Interior. Like in any other project, Quality Assurance has a critical role in what concerns observing the many steps and procedures taken by the different partners. To convey a well-structured quality assessment, it was crucial to monitor whether or not activities were in accordance with the project's original work plan, and if the existing deviations prove to be justified.

An important part of the Quality Assurance Package is to guarantee that the intellectual outputs are not only in accordance with the project's original aims, but also available, fulfilling the purpose of an Erasmus+ KA2 project, i. e. Cooperation and Innovation for Good Practices. In this matter, "The Living Book Project" was designed as an innovative approach, based on a coherent framework, allowing the coverage of all intellectual outputs settled in the project's original work plan.

The accomplishment of the project dues to the fact that all partners were closely involved and all of them contributed to the successful project delivery. An empirical observation allowed to determine that actions taken by all partners in what concerns decision making and problem solving were adequate to the project's design and specifications.

One of the most important aspects of any project is its dissemination, and "The Living Book project" gathers all necessary conditions to be extended to a wide range of beneficiaries. The fact that it has a strong framework, and being supported by a well-conceived online platform, that comprehends a "Living Library",

diverse teaching resources and reading groups, where participants can register freely, assures that this project is sustainable and that it can be extended over time beyond its completion.



[The Living Book Final conference in Rome, 6-7 June 2019]

GET INVOLVED!

<http://thelivingbook.eu>

REGISTER TO THE LIVING LIBRARY!

www.thelivinglibrary.eu/register

FOLLOW US ON FACEBOOK!

<https://www.facebook.com/TheLivingBookProject>



[The Living Book Team]

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