



# Erasmus +: Digital Inclusion

## Digital Inclusion Transforming and Internationalizing Schools through Technology

### Good practices collection

Prepared by Leonardo da Vinci First Private School

#### Aim of the project:

To extend and develop educators' competencies, including their digital skills and knowledge of ICT tools, to create an inclusive classroom climate.

#### Aim of the collection of good practices:

To share the different good practices to improve the academic results and motivation in our pupils.

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## Annex 1:

ROBOTS ONLINE	
<b>Good practice description</b>	For the fourth year in a row, the young students at Leonardo da Vinci Pri- mary School are learning to program with the popular Dash & Dot robots for children. With the help of the little blue machines, computer science is transformed from a regular discipline into an entertaining game. Our young colleague Mr. Georgi Stoychev makes the children program while having fun, using an innovative methodology known as "programming by following the flow of instructions". When the children are at home and he is watching them from the monitor, the little ones program by arranging colored blocks of code in one of the most popular visual programming environments, Scratch, in preparation for the next live meeting.
<b>Level</b>	Local level, institutional level
<b>School subjects it deals with</b>	Robotics
<b>Country</b>	Bulgaria
<b>Name of the Institution</b>	First Private School Leonardo da Vinci
<b>Type of institution involved and main functions</b>	School, private



<b>Involved target group</b>	<p><b>Institutional level</b> - managers, heads of departments, teachers/trainers/researchers, technical and administrative staff, adult education institutions' staff;</p> <p><b>Local level</b> - adult education institutions' staff in general, adult education institutions and associations, educational institutions on all levels of education, local policy-makers (department of education within municipalities), general public;</p>
<b>Main challenges key success enabling factors</b>	<p>(Highlight here all relevant aspects)</p> <p><b>Main challenges</b></p> <ul style="list-style-type: none"><li>• The successful development of the logical thinking of young students with a formal model, such as the programming language;</li><li>• The development of dexterity and ability to work with a tablet when controlling robots.</li></ul> <p><b>Key success</b> The lasting interest in children to create block structures of code and work "live" with robots.</p> <p><b>Enabling factors</b> Satisfaction with obtaining the expected result immediately, at the moment, and the possibility of repeated, probably successful, attempt in case of failure.</p>



<b>Lessons Learnt and Recommendations</b>	<p>(Specific tips, suggestions ...)</p> <p>Pedagogical approaches:</p> <p>Block programming; Design thinking;</p> <p>Games in training</p> <p>Rhythmically, as participants or audiences, parents or students who do not study the subject are invited. In this way, children receive additional support to motivate them, and other students can become interested in programming.</p>
<b>Tool / tools used for self-evaluation</b>	<p>(Name of the tools and link if available)</p> <p>At the end of each lesson, students place the emoticon, which they draw on the whiteboard or on the tablets. They reflect the attitude and satisfaction of the student from the class.</p>
<b>Visual elements</b>	<p>For dissemination purposes (photos, logos...), link. Photos please attach separate.</p> <p><a href="https://www.facebook.com/leonardodavincips/videos/492224078593481">https://www.facebook.com/leonardodavincips/videos/492224078593481</a></p> <p><a href="https://www.psleonardo.com/%d0%b4%d0%b8%d1%81%d1%82%d0%b0%d0%bd%d1%86%d0%b8%d0%be%d0%bd%d0%bd%d0%be-%d0%be%d0%b1%d1%83%d1%87%d0%b5%d0%bd%d0%b8%d0%b5-%d0%b7%d0%b4%d1%80%d0%b0%d0%b2%d0%b5%d0%b9-%d0%b7%d0%b4%d1%80%d0%b0%d0%b2/">https://www.psleonardo.com/%d0%b4%d0%b8%d1%81%d1%82%d0%b0%d0%bd%d1%86%d0%b8%d0%be%d0%bd%d0%bd%d0%be-%d0%be%d0%b1%d1%83%d1%87%d0%b5%d0%bd%d0%b8%d0%b5-%d0%b7%d0%b4%d1%80%d0%b0%d0%b2%d0%b5%d0%b9-%d0%b7%d0%b4%d1%80%d0%b0%d0%b2/</a></p>