

## 2<sup>nd</sup> LTT Workshop at Institut de Sales Viladecans, Spain

### Monday, October 6th, 2025

A meeting for administrators was held in which various coordination and project-monitoring activities took place. The day began with a welcome and introduction, followed by a general report on the dissemination activities carried out so far. Later, the description of the levels of difficulty in a template was reviewed and plans for contacting scientists within a network of science ambassadors were discussed.

After a coffee break, the activities, tasks, and expected outcomes of WP2 were presented.

In the afternoon, progress on the operationalisation of the theory was reviewed, and the comparative framework was presented. The day concluded with planning for the organisation and translation of questionnaires for students and teachers at different educational levels.



### Tuesday, October 7<sup>th</sup>, 2025



The day began with a welcome to all project members, followed by a presentation of the programme and tasks for teachers. Afterwards, results from the MAXQDA study were presented, and consent forms and questionnaires for students and teachers were managed.

After this, Laura guided us on a tour through the city centre while posing very interesting mathematical challenges. We then visited a laboratory where we took part in a fascinating virtual-reality workshop. We all had lunch together at the place where the afternoon activities would later take place, which were organised in parallel sessions:

On one side, participants worked on creating the script, storyboard, and editing of a video for teachers, and later on developing a script and storyboard for one of each teacher's learning units.

On the other side, implementation plans were developed for two project activities related to the systematic literature review (Activity 1 of WP2) and the operationalisation of theory (Activity 2 of WP2).



### **Wednesday, October 8<sup>th</sup>, 2025**

The day began with a series of thematic presentations focused on educational innovation. The factors for successfully implementing inquiry-based learning were analysed from the perspective of a school principal.



We then took part in a workshop led by Mattias, where we created a phone stand using triangles, cardboard, ruler and a cutter.

After a short coffee break, we toured the school, followed by two rounds of classroom observations, where we were able to see in practice the science-related methodologies previously discussed. While we were being shown the school, we recorded videos to later produce an example of what they should look like when implementing the Units of Learning.

After lunch, one group worked with the VN video editor app/programme, learning how it works and editing videos using clips recorded during the observations. They later presented their first results and concepts for the videos created.

The other group focused on project planning, developing implementation plans for Activities 3, 4 and 5 of WP2, related to the comparative framework, research instruments, and survey design.

To close the day, the idea of a YouTube channel designed to share video clips about the Units of Learning was presented.

### **Thursday, October 9th, 2025**

During the day for teachers, the focus was primarily on reviewing and improving the learning units. The morning began with a presentation by Ronny on the level of difficulty and the updated template. Afterwards, Manfred guided the preparation of the feedback process.



Throughout several sessions, we worked on providing feedback on different learning units based on the prepared descriptions. In the afternoon, an implementation plan for schools regarding the learning units was developed.

### **Friday, October 10th, 2025**



Finally, on the last day, we carried out training activities related to technology and computational thinking. The morning began with a hands-on micro:bit workshop led by Jessica, in which all participants were able to work with the tool. Jessica also delivered a session on computational thinking and artificial intelligence, offering an introduction and a discussion of their educational applications.

In conclusion, the second mobility was an intense and highly enriching experience for all participants. Throughout the different days, significant progress was made in the coordination, planning and development of the various work packages, while collaboration among teachers, administrators and researchers was strengthened. The practical activities, training workshops and classroom observations made it possible to connect theory with practice, while the discussion spaces encouraged collective reflection and the improvement of the learning units. The event concluded with a clearer and shared vision of the project's direction, as well as new ideas and tools that will support its implementation in the coming months.