



V Conferência Ibérica de Inovação na Educação com TIC

ieTIC2019: Atas da Conferência

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**ieTIC2019: Livro de Atas da Conferência
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Atas da Conferência**

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AduLeT community of practice: an innovative learning setting Comunidade de práticas do projeto AduLeT: cenário de aprendizagem inovador

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Abstract

This paper aims to present the platform which supports the AduLeT Community of Practice (CoP), giving hints to higher education teachers on the use of the CoP in the teaching-learning process. The platform assembles teaching methods, technology enhanced learning (TEL) tools and problems, a matrix combining teaching methods with the most adequate tools, as well as user experiences (problems and solutions) shared by lecturers. The CoP works on the advisory level, facilitating good practice regarding the adequate use of TEL tools, matched with teaching methods adapted to problem fixing as well as other requirements. Lecturers can always register and thus add their own contribution to the CoP in regards new methods, tools, problems and solutions. Consequently, the CoP intends to: be a helpful platform so lecturers can improve their teaching performance, generate collaborative networks, and upgrade technology enhanced learning competences in innovative learning settings.

Keywords: Community of Practice; educational technology; teaching methods.

Resumo

Pretendemos com esta comunicação apresentar a plataforma de suporte à Comunidade de Práticas, no âmbito do projeto AduLeT, e elucidar como os professores do ensino superior podem usar a CoP no processo de ensino-aprendizagem. A plataforma agrega métodos de ensino, ferramentas educativas e problemas, uma matriz de métodos de ensino combinados com tecnologias adequadas, bem como experiências de uso (problemas e soluções) partilhadas por professores. A CoP possibilita a consulta de boas práticas para o uso adequado de tecnologias educativas, devidamente enquadradas com métodos de ensino adaptados à resolução de problemas e outros requisitos de ensino, assim como o registo de professores que podem contribuir com novos métodos, ferramentas, problemas e soluções. Portanto, a CoP pretende ser uma plataforma que auxilie os professores a melhorar a qualidade do ensino, a criar redes de colaboração e a aperfeiçoar as suas competências de utilização avançada de tecnologias em cenários de aprendizagem inovadores.

Palavras-chave: *Comunidade de práticas; tecnologias educativas; métodos de ensino.*

Introduction

Nowadays, it is a truism stating that we live under the spell of a global world and as such we have to face and deal with all the consequences stemming from the phenomenon of

globalisation, namely technological progress, new relationship trends, different commercial networks and economic changes. These trends, already taken for granted, evidently carry political, social and cultural implications to which the Western world tries to adjust, by finding new ways of keeping up with these paradigmatic changes.

More particularly, in the context of education, these transformations demand policies that conform to the new realities. Old methods, once so popular, have to be challenged, and eventually readjusted, and their relevancy has to be questioned in regard to their suitability to the students' needs, likes and requirements. Our students, the Z-generation students (Gonçalves, Moreira & Corrêa, 2019, p. 9), already born in the digital era, have different, but also valid, predispositions towards learning and, hence, they easily adapt to alternative education models which transgress the conventional ones.

The contemporary school has indeed to keep the pace with technological advances at the same time it has to keep students motivated to learn in a relaxed, but meaningful, environment. Educational models have thus to take into account all the major stakeholders whose contribution to the teaching-learning process is paramount. However, this process will not become effective unless all educational actors adapt to the learning context, which is highly influenced not only by internal conditions but also by external factors, namely cultural, social and technological. We will mainly focus on the latter, so as to discuss the relevancy of digital learning on education models and Information Communication Technology (ICT) guidelines nowadays.

A number of skills and competences to be acquired and enhanced by the learners have been defined, not only to deal with and effectively promote digital-age learning but also to cope with all challenges brought about by the globalised world. Therefore, embracing the digital era, the European frameworks, namely the European Union's Recommendation on Key Competences for Lifelong Learning, UNESCO framework, OECD DESECO framework, New Agenda Skills, set out a number of core guidelines to be adopted by the educational players.¹ Learners must then enhance critical thinking, autonomy, entrepreneurship, problem solving or digital competences so that they deal successfully with the challenges of the job market and society itself. The Portuguese document: *O Perfil dos alunos para o século XXI*, based on these European guidelines, also highlights the importance of digital competences to tackle educational and professional barriers.²

¹ <https://ec.europa.eu/jrc/en/news/competence-frameworks-european-approach-teach-and-learn-21st-century-skills> (accessed 8 April 2019)

² (accessed 8 April 2019)

Technology enhanced learning tools (TEL) are then facilitators in learning and teaching practices even though not the sole guarantor of effective learning. Everyone involved in this process must understand and explore the true and full potential of TEL and the innovative stance they inherently convey. The European Framework for Digitally-Competent Educational Organisations (DigCompOrg) was recently released with the purpose of self-assessing the impact of the use and integration of digital technologies and resources in the learning process.³ The core value of ICT and pedagogical practices supported by TEL tools have also been widely discussed at both the national and the international levels, either in the literature (Pedro, Piedade & Matos, 2019; Atherton, 2018; Duval, Sharples & Sutherland, 2016; Flavin, 2016; Branch, Bartholomew & Nygaard, 2015) or at conferences or discussion forums (e.g. ieTIC, ticEDUCA, Innodoc, EDULEARN, ICERI). This is highly symptomatic of the relevancy technologies have gained in the context of education and how important they are for the future of education.

It is in this context of innovation accomplishment, guided by underpinning core skills and competences within the field of education that the AduLeT project emerged. However, the scope of the project is narrower, nonetheless more focused, than the one announced by frameworks such as the DigCompOrg. It centres on the higher education context and it intends to make available to lecturers a repository of good practice, from different areas of study, as far as the use of TEL tools is concerned. It aims to provide valid, useful and substantial teaching guidelines for higher-education lecturers who, wanting to add some technological innovation to their classes, sometimes fail to cope with digital technologies, either because they lack the most adequate skills as far as this trend goes, or simply because the institutions do not provide them with the right technological tools and facilities. Therefore, in this paper, we shall underline the relevance and validity of the Community of Practice (CoP), intended to be the most enduring outcome of the AduLeT project. In order to do so, we must first emphasize the importance of the different outputs the project has committed to accomplish in order to identify, understand and analyse the major difficulties that the higher education teaching-learning context faces. We will then focus on the barriers to TEL identified in the Portuguese context and try to come up with solutions that somehow could overcome them. Finally, we will demonstrate some of the practicalities of the CoP.

³ <https://ec.europa.eu/jrc/en/digcomporg> (accessed 8 April 2019)

The context: AduLeT Consortium and Project

Bearing in mind the importance of the technology enhanced learning (TEL) setting, the AduLeT project was created in the attempt of getting advantage of this new educational trend and inescapable reality. Making available a wide range of methods combined with TEL tools, in addition to diagnosing problems and suggesting solutions by means of the collection of user experiences, will indeed become of the utmost importance in the area of higher education. The community of practice that the project was set to create and develop will foster a network of knowledge on teaching methods and TEL tools among all the higher education community, at the European level.

Driven by this underlying purpose, the Consortium is formed by several European Higher education institutions, namely: Ludwigsburg University of Education, University of Stuttgart, from Germany; Complutense University of Madrid, Spain; Humak University of Applied Sciences, Finland; John von Neumann University, Hungary; Open University of the Netherlands and Delft University of Technology, both Dutch universities; Pixel-Associazione Culturale, Italy; and, finally, our own institution, Polytechnic Institute of Bragança (IPB), Portugal. The consortium was committed to design and apply a hands-on platform which would be of paramount value to the European Higher Education communities aiming at the ultimate goal of the project: the CoP, which we analyse further down in our text.

Towards innovation and learning: the main goals of the project

Working collaboratively and co-creatively, experts in ICT and education from the aforementioned institutions set forth this project which aimed first and foremost to: create and foster a CoP in order to identify and share a wide range of learning methods, identify the most adequate TEL tools bearing in mind different educational settings, the lecturers' own style of teaching and the students' learning styles, and finally provide guidelines for the effective use of TEL tools. The CoP is the final outcome which results from the joint effort of analysing methods and tools in each country, identifying barriers to the use of TEL and then provide some recommendations and strategies for technology-enhanced learning to these barriers, and finally cross data on methods and TEL tools combined.

We consider this project to be meaningfully innovative as it facilitates the teaching-learning process by means of a showcase of methods and tools combined, in addition to the display of user experiences, which has not yet been fully accomplished at a pan-European level, as the European Commission's Science and Knowledge Service acknowledges:

Several frameworks and self-assessment tools are in use in a number of European countries, but no attempt has hitherto been made to develop a pan-European approach to

organisational digital capacity. A European reference framework that adopts a systemic approach can add value by promoting transparency, comparability and peer-learning. (<https://ec.europa.eu/jrc/en/digcomporg>)

AduLeT project can in fact help minimise this weakness. By providing the CoP, a ready to use and user-friendly platform, AduLeT also boosts peer-learning and makes available real teaching experiences as far as the use of TEL tools goes. It also allows the community of higher education lecturers to compare and reflect on different educational contexts, shedding thus light on their own teaching practices and on different teaching contexts and learners' styles. That way, lecturers can improve their own teaching approaches.

Methodology and problem survey

AduLeT is being carried out by following a number of steps which will lead to the final outcome of the project: the CoP. The project hence underlies five major outputs (IO): IO 1, TEL Teaching methods; IO 2, TEL tools; IO 3, Case Studies; IO 4, Survey, and finally, IO 5, CoP. Initially, each consortium member country had to collect a considerable number of teaching methods and TEL tools which could work well together, based on the consortium members' own experience, and by carrying out two workshops with the purpose of starting the build the community process. During the second workshop, participants had to test the CoP by accomplishing some assigned tasks, such as: search for TEL teaching method with the problem based approach; fill in a comment if you had already have experiences with this method; search for a TEL teaching method using the matrix; suggest a TEL problem and/or TEL teaching method and/or TEL tool. The main purpose was to get feedback from the attendees in order to improve the CoP and to expand the number of TEL methods, TEL tools, as well as to reveal problems that constrain the use of TEL tools. At the same time, lecturers could also write down their own user experiences regarding TEL tools, adding reasons for the validity of the methods and tools presented. In Portugal, we managed to get feedback from 30 colleagues.

By analysing case studies on teaching methods and TEL tools and conducting a survey, whose results were identified, clustered and ranked using the Group Concept Mapping methodology, the consortium could also identify critical barriers or challenges to TEL which we are now in the process of analysing, at the same time we have to provide solutions to these barriers in order to overcome or curtail them.

Group Concept Mapping (GCM) was used to identify and analyse the common understanding of a group of lecturers over this specific issue: barriers for implementing ICT in the higher education teaching and learning context. Therefore, it allows to arrive at consensus

regarding the main barriers, by dividing, clustering, and rating all the statements the participants provided in reply to the questions asked on the GCM study. Twenty-eight higher education lecturers across Europe, i.e. contributors from the consortium member countries, participated.

In order to capture similarities and trends in the data obtained, a Multidimensional Scaling (MDS) and a hierarchical cluster analysis (HCA) was applied (Jokiaho et al., 2018). The GCM study identified six major clusters of critical barriers common to all the participating countries, namely: lack of organization support, teachers' lack of knowledge and skills, lack of time, lack of hardware and software, students' lack of knowledge, skills and motivation, and, finally, lack of reward and recognition. In Portugal, statements like the following were signposted: “the lack of commitment by the school /university to invest in hard-or software-they want everything for free”; “The sense of unimportance within the curriculum – I do not get rewarded for spending my free time on good ICT teaching” or “lack of time to know how tools work in real life (classroom)”.

The GCM study, done within IO4: Survey, could also establish comparative trends in terms of importance and level of difficulty.

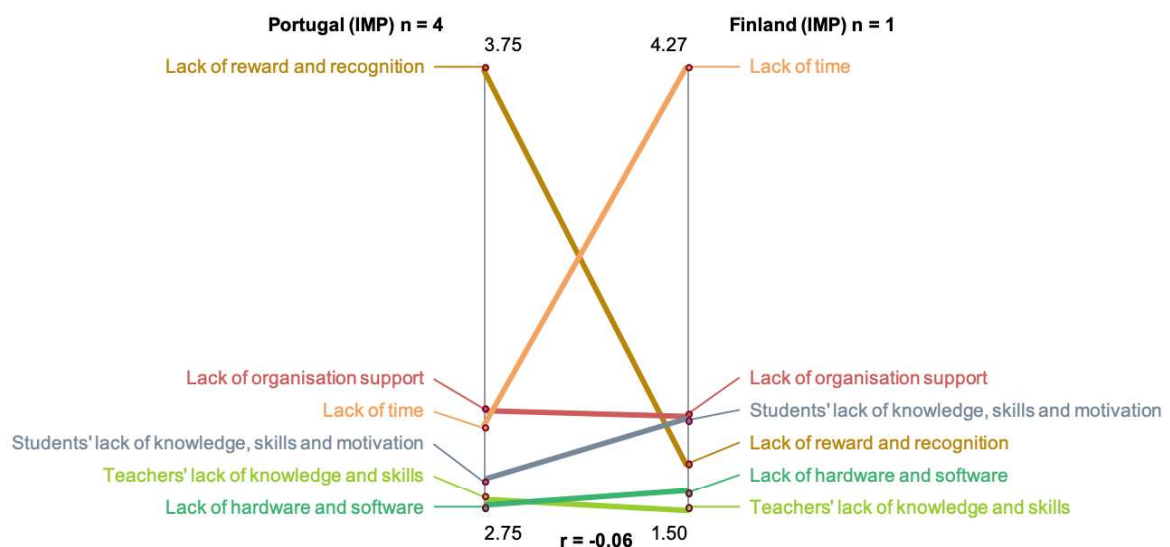


Figure 1: GCM study – Portugal vs Finland

For example, lack of time is to be given less importance by the Portuguese lecturers than by the Finnish counterparts. These find it the most important barrier whereas the Portuguese lecturers consider lack of reward and recognition more important than all the remaining barriers (see figure 1). However, the Spanish consider the lack of time more difficult to solve than the Portuguese, who find it easy to overcome.

In the Portuguese context, a sixteen-cluster solution was provided, but it was later refined. We ended up choosing a seven-cluster solution.

The First Results

Within the scope of IO4 – Survey – the seven-cluster solution was decided taking into account the type and similarity of the statements put forward. Therefore, the seven clusters identified were the following: Cluster 1: More work, little support; Cluster 2: Lack of time; Cluster 3: Learning Design issues; Cluster 4: Teachers' knowledge and skills in ICT; Cluster 5: Lack of recognition, Cluster 6: Learners as a focus for teaching with ICT; Cluster 7: Lack of hardware and software.

Solutions and strategies to national barriers to TEL: a brief assessment

Here, we analyse the seven barriers identified in terms of importance and level of difficulty, trying to provide solutions and strategies to overcome the Portuguese barriers to TEL.

Therefore, in the Portuguese context the most important barrier to TEL is 'lack of recognition'. Nonetheless it is relatively easy to solve as the use of TEL in the classroom is neither assessed nor rewarded by the institution or by the peers themselves. As such, solutions are not too difficult to find as the problem would most probably be solved if these consortium recommendations were implemented:

1) the use of TEL was part of the lecturers' overall evaluation. An item should be included in the teachers' assessment grid for the TEL use in the classroom. That way TEL could be more valued in the learning-teaching context;

2) lecturers were assigned less courses so that they could devote more time to TEL;

3) there was a national competition with a prize granted to lecturers who use TEL in the classroom to keep them more motivated;

4) lecturers worked more collaboratively and praised each other efforts when using TEL. People are naturally competitive even though sometimes this condition per se could turn into something negative as peers become rather envious of each other's accomplishments. However, if one highlights the positive side of competition, it should not leave space for envy for each other's work. Instead it should rather work as a stimulus for more collaborative and supportive work among lecturers using TEL in their classes.

Learning design issues is the second most important barrier but one of the easiest to solve. We believe this has to do with the fact that if teachers could be furnished with some sort of specific training on ICT they would easily overcome this major constraint. As such, solutions could be as follows:

- a) An intensive course on ICT (mainly TEL) for both lecturers and students every year (beginning of the school year);
- b) Peer Tutoring sessions among lecturers and students throughout the semester;
- c) Designing learning is not easy. Usually, the coordinator professor of the department or the scientific area should help the lecturers together to design the learning. But one could create the figure of "DL Buddy" (lecturers with more experience and lecturers with more knowledge in ICT) so that the instructional design was improved and the educational technologies were in fact well used.

Lack of time is considered not as important as the previous ones, but still the third most important. It is seen somehow as very easy to solve. The only solution that we believe would immediately overcome this barrier is the reduction in the number of teaching hours in accordance with the European average. Normally, at the IPB and the other Polytechnic Institutes in Portugal, the normal number of teaching hours assigned to a senior lecturer per year is 12 hours a week. This number leaves very little time for other required and mandatory tasks such as research (e.g. TEL methods and tools in order to apply them in class) and organizational work, which are part of the teaching staff assessment.

About cluster 4, teachers' knowledge and skills in ICT, and in order to teach effectively, based on TEL, lecturers should have a good command of ICT. However, this barrier, considered the fourth most important, is also the most difficult to solve. In our viewpoint, and considering the Portuguese context, the higher education institutions should:

- a) promote the use of TEL by carrying out training sessions and workshops;
- b) implement curricular guidelines for the use of TEL in the higher education context;
- c) create peer tutoring groups in which the lecturers who have a better command (and feel more confident) of ICT could guide the other colleagues who have less knowledge and skills in this domain.

The barrier 'More work, little support', is at the same level of importance as teachers' knowledge and skills in using ICT. Even though considered less important, it is nonetheless not too difficult to solve. If the institution does not provide the lecturers with the right support regarding the use of TEL, then the teaching staff cannot do much about implementing this innovative approach in class. Therefore, solutions to address this problem could be:

- a) Actively promote ICT formats like blended learning and online learning. In Portugal, the higher education accreditation system should grant the approval of blended learning or online learning to other higher education institutions apart from Open University that normally provides this teaching mode.

b) Reduce the number of teaching hours to the lecturers who are in fact using TEL tools in their classes.

The barrier ‘Lack of hardware and software’ is considered very important, but one of the most difficult to solve. Due to the constant technological improvements, hardware and software quickly seem to become obsolete and should be replaced with more recent ones. This, of course, requires more investment by the higher education institutions, which is already a barrier itself.

Solutions should be grounded on coordinated actions among the different stakeholders involved: Higher Education Institutions, Ministry of Science, Higher Education and Technology, secondary and basic schools. Two possible solutions could be:

a) hardware and software reuse policies. Every two years, higher education institutions should make updates. The replaced material would go to secondary and basic schools that could reuse the technological devices no longer used in other institutions. This, of course, would be sustained on a non-discriminatory approach but rather on a cooperative attitude in which everyone, in a concerted way, would profit (win-win proposal).

b) Improve the already existent governmental policies about replacing commercial software by open source software.

Finally, focus on learners regarding their knowledge, skills and motivation on ICT skills seems to be quite difficult to solve, despite the fact that it is considered the least important barrier. In order to overcome this barrier, the following solutions and strategies could be carried out:

a) Stimulate students’ motivation by introducing and practising innovative and meaningful approaches so that students could identify themselves with the course or topics studied, namely: co-creation, flipped classroom, collaborative work. That way TEL tools and methods could gradually be introduced (and explained to students) into the classroom.

b) Assign the students with more autonomous and responsible tasks. Make the students feel they are also part of the co-creative work as everyone is important and should hence be involved in the teaching-learning process.

c) Create tutoring groups among students in which the students who have a better command (and feel more confident) of ICT could guide the other students who have less knowledge and skills in this domain.

d) Teachers should know exactly what to do in class when using TEL, that is, they should have a good lesson plan so that students are adequately guided and given accurate information and instructions regarding the different steps they need to take when dealing with TEL tools, for example.

The Community of Practice (CoP): an innovative learning setting

The CoP is the result of the aforementioned stages, within the project and compiled in a platform. It is already available at <https://cop.adulet.eu> or <https://dev.adulet.eu> (see figure 2), even though it will only acquire its final form in August 2019.

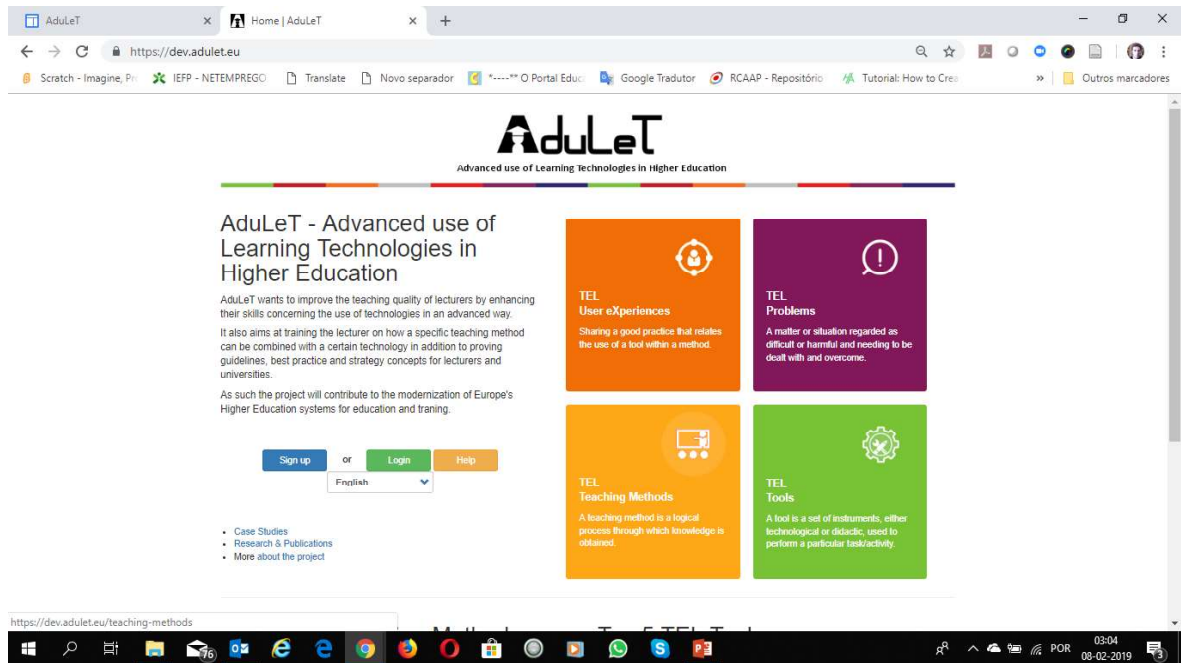


Figure 2: AduLeT CoP

The CoP embodies the most substantial and visible result of the project. As already mentioned, the consortium intends it to be the lasting outcome, however always in progress as lecturers can continuously add information regarding (what are considered to be) effective methodologies combined with the TEL tools in use. Besides that, they can also leave their own TEL user experiences statements.

Lecturers can thus improve their advanced use of learning technologies by means of a CoP. This makes possible sharing learning experiences in the higher education context in order to solve (or get awareness of) problems within the teaching-learning process, matching methods with TEL tools. For example, if in classes we intend to introduce a new topic, describe visually a concept or theme or even present ideas discussed in group work, we can use brainstorming or use tools to build concept maps, like FreeMind, xmind, Mind42 online, openmind, Popplet, Mindmeister, among others, as figure 3 illustrates. It is, of course, desirable that this user experience is shared among the CoP.

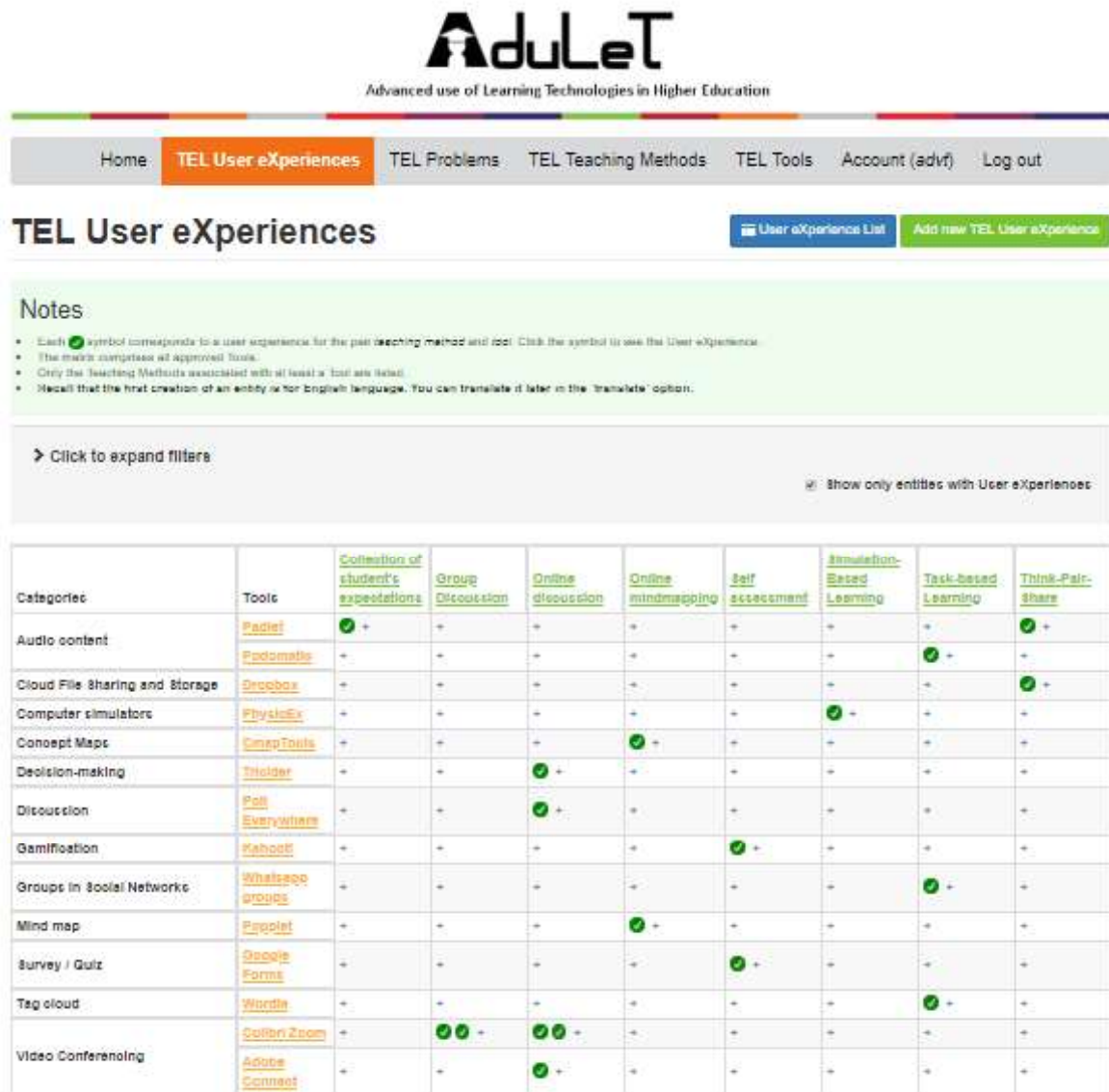


Figure 3: TEL methods and TEL tools matrix

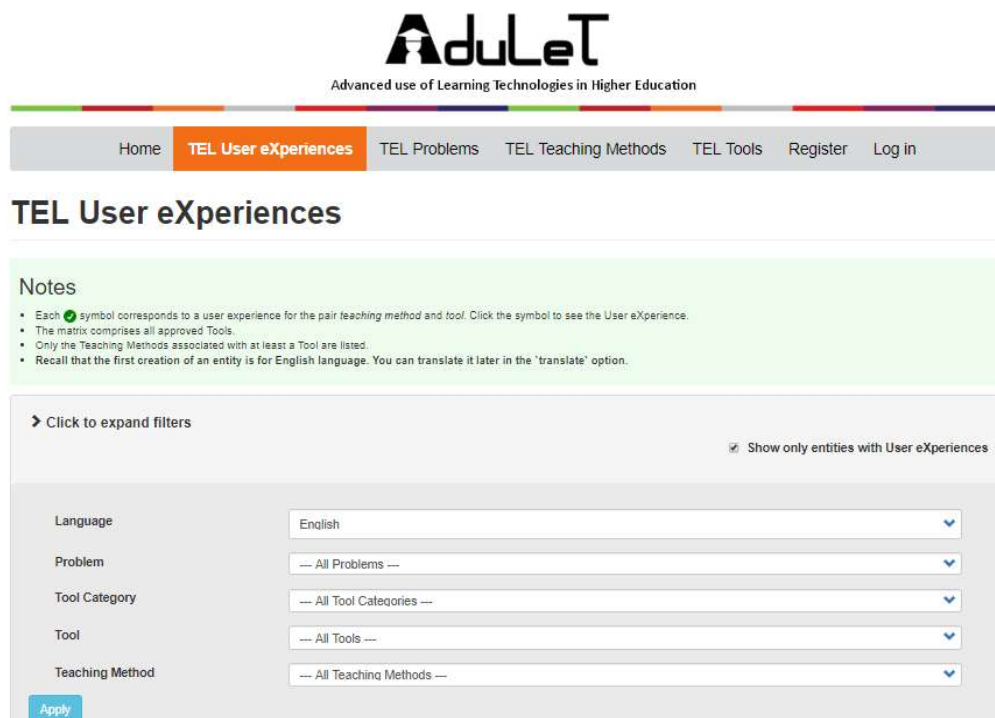
About the user experiences, we have already managed to collect some. The example that follows is quite illustrative of the importance this user experiences exchange brings to the teaching-learning process in the higher education context:

Using videoconferencing tool (Colibrizoom, skype, hangout) to develop project work

I have been working as a teacher for the last 15 years and throughout this period I have witnessed many developments within the ICT area, mainly in regard to educational technology. This TEL tool is suitably targeted to small groups and one to one online meetings to develop project work. Teachers and students have now access to a myriad of different TEL tools and Higher education institutions have also invested in teacher training within educational technology. As such I started using videoconferencing with my students who had to develop a project work as part of the overall assessment. Students had to develop the project outside the classroom environment. There are several tools such as zoom, skype, hangout, just to name a few. All teachers can use zoom, but I used Colibri

Zoom because that's what is available in Portugal for higher education institutions. The contents can be presented and discussed according to the pedagogical options, in synchronous sessions. Video demos or screen sharing can be performed using the zoom platform. It is possible to create small chat rooms for small group work or to clarify specific doubts. The students first had the opportunity to visualize videos or other contents and to clarify doubts about the contents and activities about the project work they were assigned to carry out. Discussion involves a two-way communication between students. Not only does it help to foster students' involvement in what they are learning, as well as it may contribute to desired attitudinal changes. In addition, it makes the distance group discussion feasible. Discussion may also be used for the purpose of lesson development, making students apply what they have learnt or to monitor students learning by way of feedback. However, when I first started using this, I noticed that some students did not feel much confident to interact with me and the classmates but as time went on, they felt gradually more at ease with this tool and became more involved in the whole process.

In the CoP, participants can describe, check or leave their own user experience, in a rather detailed way, as shown in figures 4 and 5:





The screenshot shows the AduLeT website interface. At the top, the logo "AduLeT" is displayed with the tagline "Advanced use of Learning Technologies in Higher Education". Below the logo is a navigation menu with the following items: Home, TEL User eXperiences (highlighted in orange), TEL Problems, TEL Teaching Methods, TEL Tools, Register, and Log in. The main heading is "TEL User eXperiences". Underneath, there is a "Notes" section with a green background containing four bullet points: "Each  symbol corresponds to a user experience for the pair teaching method and tool. Click the symbol to see the User eXperience.", "The matrix comprises all approved Tools.", "Only the Teaching Methods associated with at least a Tool are listed.", and "Recall that the first creation of an entity is for English language. You can translate it later in the 'translate' option." Below the notes is a filter section titled "Click to expand filters" with a checkbox "Show only entities with User eXperiences" which is checked. The filter section contains five dropdown menus: Language (set to English), Problem (set to -- All Problems --), Tool Category (set to -- All Tool Categories --), Tool (set to -- All Tools --), and Teaching Method (set to -- All Teaching Methods --). An "Apply" button is located at the bottom left of the filter section.

Figure 4: TEL User eXperiences Filters



Advanced use of Learning Technologies in Higher Education

Home
TEL User eXperiences
TEL Problems
TEL Teaching Methods
TEL Tools
Account (raquel/patricio)
Log out

Task-based Learning in combination with Podomatic

<p>Task-based Learning</p> <p>Task-based language learning is an approach where the planning of learning materials and teaching sessions are based around doing a task. In education, a task refers to an activity where communication is necessary; for example; deciding something, solving a problem, designing or organising something, or telling someone to do something.</p> <p>It is student-centred; Assign tasks in context (task-based approach), e.g. designing online/face to face tasks (written/oral tasks); simulation and development of real life tasks; completion of tasks and the language study is determined by what happens as the students complete them; it aims at the description, reflection and discussion of meaningful tasks; practice of areas which need more work.</p> <p style="text-align: right;">★★★★★</p>	<p>Podomatic</p> <p>Easily create your own podcast website so that you can share your content with your students. They or anyone can listen, share and download mp3's of your episodes!</p> <p style="text-align: right;">★★★★★</p>
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Add new User Experience

User eXperiences

Podcasts to improve writing and speaking in foreign languages

Activities:

Warm-up activity: to remind students of the topic 'The value of Money' which has already been discussed in previous classes, students watch a video on Youtube <https://www.youtube.com/watch?v=0fIM8x5vxcY> on the Pros and cons of buying and renting a house. Oral discussion on what they see. Teacher clears out some more difficult words related to the topic, e.g. mortgage, credit, rent, equity, insurance, etc. (Time: 10 minutes)

Task 1: Students are asked to join in groups. Each group (4 people max., 4 groups max) will be assigned with a role. Two groups will be buying a house and the other two will represent the landlords who want to rent a house. Groups are given some time to prepare their arguments on the pros and cons of buying and renting a house. Debate starts (time: prep. Time: 7 to 10minutes; debate: 15 to 20 minutes) – speaking skill focus

Task 2: Students are now asked to listen to two (previously chosen) podcasts (e.g. Rentprep for Landlords) announcing properties to rent. Two groups will write a (formal) letter or an email to the landlord according to what they hear on the podcast announcing their intentions to buy the house and wanting to know more details about the sale. The two other groups assigned with the role of landlords will reply to the potential buyers. NB: students are given model emails so that they can follow the style, accurate punctuation and correct grammar) (Time: 30 minutes)

Follow-up activity: Students create their own podcasts announcing a house to rent (details regarding the property description, amount of money asked, etc, will have to be mentioned) NB: as this activity involves the use of a TEL tool and some preparation, Students can do this activity at home and then make it available in the school's platform (e.g. Moodle or Sakai).

Figure 5: Detailed TEL user eXperiences

The user experiences, which are validated before being published, reveal educational settings that can bring support to lecturer's previous or initial ideas on a specific methodology and tool to be used. They can simultaneously serve as examples and inspiration. The project does not intend to prescribe the right solution to teaching problems. On the contrary, it expects to foster the CoP with the provision of a wide array of methods combined with different TEL tools experienced by lecturers working in multidisciplinary educational fields.

Conclusion

Education is unavoidably linked to the technological paradigm that permeates nowadays society. Throughout our paper, we tried to convey the idea that technology enhanced learning is of paramount importance if one strives for innovation and constant upgrading in our teaching methods. As higher education lecturers we do not want to lose track of the new

reality and of the new students' learning profiles. By keeping up with this new trend we take the most advantages of all the teaching possibilities it carries. Therefore, AduLeT Community of Practice suits perfectly this need.

To sum up, the CoP aims to be a repository of Teaching methods, where a teacher can add or read a teaching method; a repository of TEL tools: a teacher can add or read a TEL tool; a repository of Problems: a teacher can add problems or situations to solve; a repository of User eXperiences: a teacher can add or read a user eXperience that crosses a teaching method with a TEL tool to solve a given problem.

From all the potentialities the AduLeT CoP comprises, we believe it can make a difference to lecturers' practices by providing opportunities for technology enhanced learning. It will help lecturers to improve their teaching quality, build connections and collaborate in efficient ways by enhancing their skills regarding the use of technologies in an advanced way. Overall, the main goal is to enable lecturers to use innovative learning scenarios in their teaching based on the provided examples.

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