

Maria Potes Barbas, Pro-President for Innovation

E-learning Interaction: Social e-reader learning platform(Perusall)

Diversity; Inclusion; Aecessibility



Introduction

The priorities outlined nationally and internationally in the world of Digital Transformation led to the sharing of experiences at local, regional, national and international levels. The examples presented are the result of specialized training in eLearning, the experience as teachers and students during the pandemic, invitations to integrate national (A3es) and international assessments (Ethics in Human and Data Protection) that have greatly contributed to a constantly updated "knowledge".

References

2020

16 Dec. Participation in the Virtual Conference "A Transformação Digital e Tecnologias da Informação em tempo de pandemia"

<https://www.ipsantarem.pt/pt/unidades/investigacao/chamada-de-trabalhos-a-transformacao-digital-e-tecnologias-da-informacao-em-tempo-de-pandemia/>

15 Dec. Participation in Incode Talks <https://www.incode2030.gov.pt/destaque/incodetalks-sao-o-novo-ciclo-de-conferencias-online-dinamizados-pelo-programa-incode2030>

9 Dec. Presentation and host of the 2nd Edition of Metared Portugal of Educational Technology. <https://eventos.metared.org/58724/detail/ii-encontro-metared-portugal.html>

23 Nov. Presentation at UNESCO/Council of Europe Conference "From making student voice heard to active civic participation in the digital age: The role of schools during and after the pandemic". <https://events.unesco.org/event?id=31456252488lang=1033>

Barbas, M. & Matos, P. (2020). An Experience in Higher Education: The Labor Relations curriculum unit before and during the COVID-19 pandemic. In UIIPS Journal, vol. 8 n. 92 (2020), pp. 57-68. <http://hdl.handle.net/10400.15/3056>

Barbas, M., Torres, A. & Lopes, N. (2020) Adaptation of the "Distance Education" curriculum unit in the face of the COVID-19 pandemic outbreak. UIIPS Journal, vol. 8 no. 2 (2020), pp. 102-110. pp. 102-110. <http://hdl.handle.net/10400.15/3054>

Torres, A. (2020). Enreac-Hei. <https://www.enreachei-project.eu/index.php/pt/>.

Discipline Moodle. <https://online.eurosc.eu/moodle/course/view.php?id=23>

E-learning Interaction: Social e-reader learning platform(Perusal)

Diversity; Inclusion; Accessibility



**E-learning Interaction: Social e-reader learning platform(Perusall)
Diversity; Inclusion; Acessibility**

2. Innovation Scenarios

Maria Potes Barbas

Elena Amaral (Medical Student at the New University of Lisbon; Attending UC in Immuno-oncology at Harvard University)

David Torrezão (1st Year Graduate Student in Multimedia Production in Education at Escola Superior de Educação de Santarém)

Juliana Semanas (2nd Year Student of TeSP Digital Design at Escola Superior de Educação de Santarém)

Catarina Escrevente (2nd Year Studying Digital Design in the TeSP of Escola Superior de Educação de Santarém)

**Renata Pintor (TESP_Design Digital, Social Manager)
Suzana Leonardi (IT_Viatecla)**



REALITY SHARING in UAb

INNOVATION SCENARIOS in eLearning:
Diversity; Inclusion; Accessibility

01



VIRTUAL CAMPUS | COURSE GUIDE

PUC (60 Students Class | 1st Cycle with Tutoring)

AMBIANCE MODULE

TEACHER HELP-DESK

Verify the Learning **Contract Model Learning**; Monitoring the evolution of learning in the Course; FAQ; Discussion Forum; Validation of the CU's; Interaction with Human Resources and the Computer Centre for the certification of the Evaluation of the C (Examination in Moodle with fixed hour opening)

02



HUMAN RESOURCES

Certification of the sending of the students' final evaluation scores.

03



QUALITY ASSURANCE OFFICE

The Model should be available in the Quality Assurance Office "teaching, learning and assessment in EaD".

04



LIBRARY UNIT

Web site for students to access to **digital libraries**; **Open Access Policy**; To raise awareness of the need to create digital content/resources in line with the **Creative Commons**; Encourage academia to submit RD results in the **Plataform RCAAP**

05



ID

To reinforce the RD capacity of teachers to belong to Research Centres accredited by FCT; Reinforce the need to publish in Impact Journals;

06



EMPLOYABILITY OFFICE

Contribute to the improvement of scientific employment conditions

07



INTERNATIONALISATION

Create the necessary Protocols for virtual evaluation in International Institutions (according to the presence of the students in the different countries);

08



TECHNOLOGICAL HELPDESK

Construction of Videograms to support learning content; Support in the construction of Digital Resources. Permanent support in Moodle; FAQ;

09



COMPUTING

Anti-plagiarism software integration (Urkund)
Support for the duplication of CUs by teaching degrees (ITESP, I, 2°);
Permanent HelpDesk (forum with a response within 24 hours);
Ensure that the website displays:
Pedagogical model;
Selection and access criteria;
Equipment to attend the course;
Number of student work hours;
Mechanisms to verify the identity of the students students when carrying out the assessment;
Clarifying that the course is in EaD;

10



DATA SECURITY_DPO

Confirm that the guiding principles guiding principles respond to the Data Protection policy.

1. Shared Experiences on ESE

CU of EaD_Lic. Produção Multimédia (2º Ano)



MPB

SUMÁRIO:

Apresentação do percurso de construção da UC.



Link para aula zoom: <https://videoconf-colibri.zoom.us/j/85341515601?pwd=Qnp1d0QxWt3TldkKz92ZzhxVFR0UT09>

ID: 853 4151 5601 | **Passcode:** 289024

Metodologia de aprendizagem em espaço de aula presencial ou virtual:

1 - Apresentação e debate do tema

2 - Tempo de trabalho de colaborativo em salas privadas no zoom. As apresentações dos resultados do trabalho colaborativo devem ser apresentados com o recurso digital.

3 - Os estudantes regressão à sala de aula presencial/virtual com a apresentação do trabalho colaborativo construído.

4 - Recurso presencial ao CTEC para a produção dos videogramas.

5 - Será obrigatória a testagem dos conteúdos com o público alvo do projeto.

6 - Poderão surgir aulas em formato síncrono respeitando o modelo de e-learning utilizado pela Universidade Aberta (única Universidade acreditada em Portugal para o EaD)

7 - Será pedido aos estudantes um contrato de aprendizagem (percentagem personalizada de cada estudante para o trabalho, articulação no grupo, respeito pelo estudante trabalhador)

8 - A avaliação terá em consideração 3 dimensões: Construção dos trabalhos individuais com um valor de 30% (a entrega do trabalho será feito no dia 09 de março); A construção de uma UC em EaD que terá um valor de 50% (a entrega do trabalho será efetuada dia 20 maio e a apresentação pública a 25 de maio); Qualidade da submissão dos textos personalizados no fórum de discussão terá o peso de 20%.



Página pessoal Maria Potes Barbas



Página Pessoal Ana Torres



Forum geral_informações_pedidos de ajuda!



Modelo_Conteúdos_TrabalhoUC



Elementos do grupo e tema/título da UC



Experiências em EaD

Partilhe neste fórum de discussão as suas experiências em EaD em tempos de Covid-19.



Rede Colaborativa_EURAXESS database

Oculto para os alunos



Cenários de futuro



Comunicar 2021



Future 2021



Percurso evolutivo em Produção Multimédia



Template | Declaration of Content Responsibility

INNOSD 2021 WORKSHOP - Oportunidade fantástica



INNOSD 2021 WORKSHOP



Call for Students

2. Shared Experiences

INTERNATIONAL CONTENTS

Pólo Literacia Digital e Inclusão Social (PT)
CSI_Centre for Social Innovation (CY)
Viatecla_ICT Company (PT)
Meath Community Rural & Social (IR)



THE JOB SEARCH:

SOURCES OF INFORMATION AND EMPLOYMENT;
ACTIVE JOB SEARCH;
PERSONNEL SELECTION PROCESS;
THE IMPLEMENTATION OF AN E-PORTFOLIO MODEL;

DIGICOMPEDU; ASSESSING EDUCATORS' DIGITAL;

RULES FOR GOOD BUSINESS ETIQUETTE;
RECOGNIZING OR UNDERSTANDING COMMUNICATION AND SOCIAL CUES;

THE LABOR CONTRACT; SPECIAL LABOR RELATIONS; BASIC LABOR RIGHTS AND DUTIES; THE SALARY;

LABOUR PRACTICE INICIATION:

REPORT; EVALUATION;

DESIGN THINKING;
STORYTELLING;
PUZZLES AND RIDDLES (JOB INTERVIEW PUZZLE);
ESCAPE ROOM MANUAL;
ETHIC ISSUES AND DATA PROTECTION GUIDELINES;

**IDENTIFY DIFFICULTIES AFFECTING IDD PEOPLE;
UNDERSTAND SPECIAL NEEDS IN EDUCATIONAL AND TRAINING;
IDENTIFY NEEDS OF THE STUDENTS;
DEVELOP PEDAGOGICAL GUIDELINES AND STRATEGIES ON
HOW TO USE EDUCATIONAL CONTENTS;**

2. Shared Experiences

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SOCIAL SKILLS:

**REPORT;
EVALUATION;**

DESIGN THINKING;
STORYTELLING;
PUZZLES AND RIDDLES (JOB INTERVIEW PUZZLE);
ESCAPE ROOM MANUAL;
ETHIC ISSUES AND DATA PROTECTION GUIDELINES;

**IDENTIFY DIFFICULTIES AFFECTING IDD PEOPLE;
UNDERSTAND SPECIAL NEEDS IN EDUCATIONAL AND TRAINING;
IDENTIFY NEEDS OF THE STUDENTS;
DEVELOP PEDAGOGICAL GUIDELINES AND STRATEGIES ON
HOW TO USE EDUCATIONAL CONTENTS;**

2. Shared Experiences

CONTENTS FOR THE DID (People with intellectual and developmental disabilities)

Maria Potes Barbas

Helena Luís

CU of Diversity and Inclusion in
Multimedia Production



Literacia Digital

para o Mercado de Trabalho

or youth
-005995

Communication and Customer Service;

Digital Literacy for the Job Market - Business Information and

Communication Technology Literacy I;

Digital Literacy for the Job Market - Business Organization;

Tips and Tricks in Multimedia Production.



2. Innovation Scenarios

Maria Potes Barbas
Elena Amaral

INNOVATION

1. CONTENTS SHEET

2. MODULE STRUCTURE

PROGRESS BAR

HUMAN-IN-THE-LOOP (Videogram + Infographic+ forum)

KEY CONCEPTS (3 Questions + Digital Library Resource)

STAKEHOLDERS_OVERVIEW: Have your say in practice!
(Entreprise; Academia)

JUMP TO IMMERSIVE ECOSYSTEMS (Microsoft HOLOLENS, GOOGLE
Arcore, HSP)

NEXT GENERATION (Future in 10 Years)

ASSESSMENT_CERTIFICATION

DATA_ANALYTICS (Student Life Cycle)

FLAVOR IN EaD

Innovative Learning EcoSystem

PROGRESS BAR

Em linha com as métricas da avaliação

HUMAN-IN-THE-LOOP

KEY CONCEPTS/ DIGITAL LIBRARY RESOURCE

STAKEHOLDERS OVERVIEW: HAVE YOUR SAY IN PRACTICE!

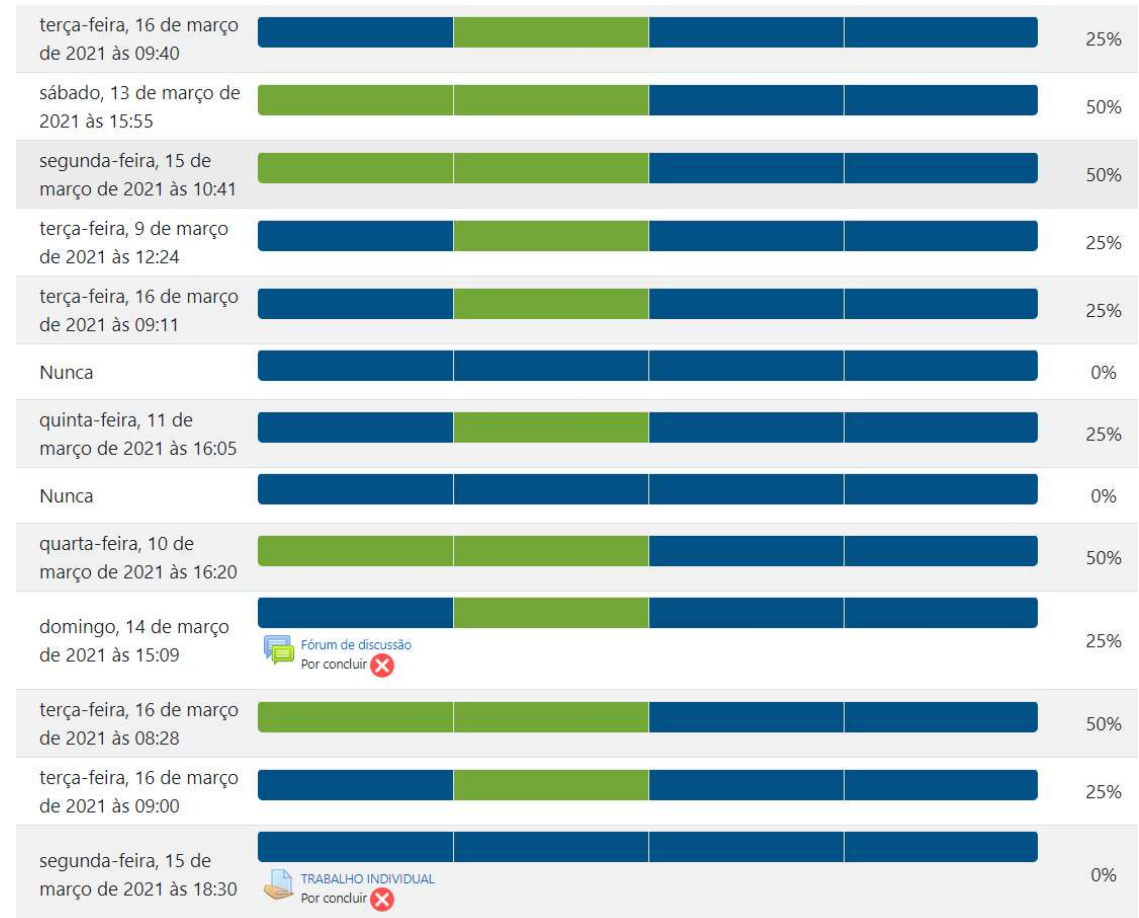
JUMP TO IMMERSIVE ECOSYSTEMS

NEXT GENERATION

ASSESSMENT CERTIFICATION

DATA ANALITICS

PROGRESS BAR



FLAVOR IN EaD

Innovative Learning EcoSystem

PROGRESS BAR

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HUMAN-IN-THE-LOOP

KEY CONCEPTS/ DIGITAL LIBRARY RESOURCE

STAKEHOLDERS OVERVIEW: HAVE YOUR SAY IN PRACTICE!

JUMP TO IMMERSIVE ECOSYSTEMS

NEXT GENERATION

ASSESSMENT CERTIFICATION

DATA ANALITICS

VIDEOGRAM H5P



[FLAVOR IN EaD](#)

Innovative Learning EcoSystem

[PROGRESS BAR](#)

Em linha com as métricas da avaliação

[HUMAN-IN-THE-LOOP](#)

[KEY CONCEPTS](#) / [DIGITAL LIBRARY RESOURCE](#)

[STAKEHOLDERS OVERVIEW: HAVE YOUR SAY IN PRACTICE!](#)

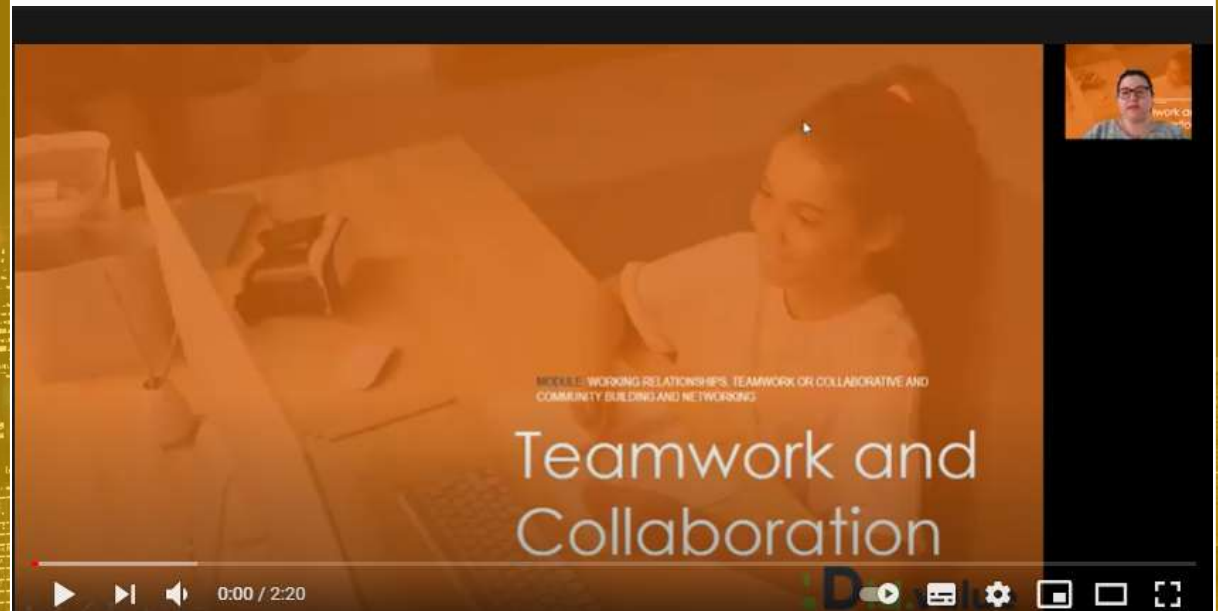
[JUMP TO IMMERSIVE ECOSYSTEMS](#)

[NEXT GENERATION](#)

[ASSESSMENT CERTIFICATION](#)

[DATA ANALYTICS](#)

VIDEOGRAM ZOOM



FLAVOR IN EaD

Innovative Learning EcoSystem

PROGRESS BAR

Em linha com as métricas da avaliação

HUMAN-IN-THE-LOOP

KEY CONCEPTS / DIGITAL LIBRARY RESOURCE

STAKEHOLDERS OVERVIEW: HAVE YOUR SAY IN PRACTICE!

JUMP TO IMMERSIVE ECOSYSTEMS

NEXT GENERATION

ASSESSMENT CERTIFICATION

DATA ANALYTICS

VIDEOGRAM ESTÚDIO



FLAVOR IN EaD

Innovative Learning EcoSystem

PROGRESS BAR

Em linha com as métricas da avaliação

HUMAN-IN-THE-LOOP

KEY CONCEPTS / DIGITAL LIBRARY RESOURCE

STAKEHOLDERS OVERVIEW: HAVE YOUR SAY IN PRACTICE!

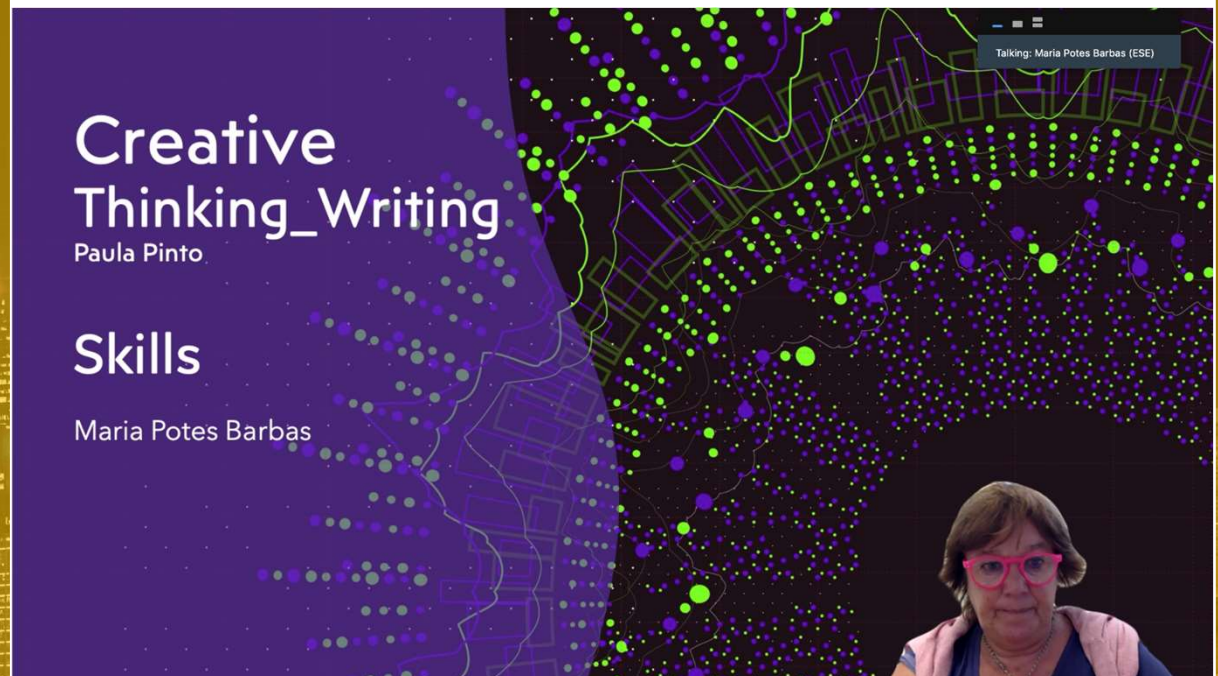
JUMP TO IMMERSIVE ECOSYSTEMS

NEXT GENERATION

ASSESSMENT CERTIFICATION

DATA ANALITICS

VIDEOGRAM ZOOM_Advanced



FLAVOR IN EaD

Innovative Learning EcoSystem

PROGRESS BAR

Em linha com as métricas da avaliação

HUMAN-IN-THE-LOOP

KEY CONCEPTS/ DIGITAL LIBRARY RESOURCE

STAKEHOLDERS OVERVIEW: HAVE YOUR SAY IN PRACTICE!

JUMP TO IMMERSIVE ECOSYSTEMS

NEXT GENERATION

ASSESSMENT CERTIFICATION

DATA_ANALYTICS

INFOGRAPHIC



COLLABORATIVE
TEAM

FLAVOR IN EaD

Innovative Learning EcoSystem

PROGRESS BAR

Em linha com as métricas da avaliação

HUMAN-IN-THE-LOOP

KEY CONCEPTS/ DIGITAL LIBRARY RESOURCE

STAKEHOLDERS OVERVIEW: HAVE YOUR SAY IN PRACTICE!

JUMP TO IMMERSIVE ECOSYSTEMS

NEXT GENERATION

ASSESSMENT CERTIFICATION

DATA ANALITICS

KEY CONCEPTS/ DIGITAL LIBRARY RESOURCE

Key Concepts

What do you consider most important in the e-portfolio (adapted CV model)?

- ☐ The fact that it is an innovative and different model, which serves as a knowledge mediating tool;
- ☐ The fact that it is a simple and practical CV to fill out.
- ☐ The fact that it includes different components, dimensions and criteria for assessing skills to be presented in the labor market;

Check



Key Concepts

What do you consider to be the most innovative aspect of the e-portfolio?

- ☐ The inclusion of multiple-choice elements as a way of simplifying information.
- ☐ The fact of including different dimensions, customizable scales and levels of knowledge and skills that demonstrate the main skills for the labor market.
- ☐ Easy filling and simplified layout.

Check



Key Concepts

Select the option that you consider most appropriate for the definition of the e-portfolio model.

- ☐ An innovative and simple model that facilitates filling by all users. It includes components like Europass CV without any adjustment.
- ☐ A model inspired by Europass CV but adapted to the needs of users with disabilities. It includes diversified dimensions, as well as scales of aptitudes and knowledge adjusted to the level of each user.
- ☐ An alternative CV model that includes some aspects of traditional CVs.

Check

Terminar



FLAVOR IN EaD

Innovative Learning EcoSystem

PROGRESS BAR

Em linha com as métricas da avaliação

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JUMP TO IMMERSIVE ECOSYSTEMS

NEXT GENERATION

ASSESSMENT CERTIFICATION

DATA ANALITICS



Dean of UAB
Carla Oliveira

FLAVOR IN EaD

Innovative Learning EcoSystem

PROGRESS BAR

Em linha com as métricas da avaliação

HUMAN-IN-THE-LOOP

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STAKEHOLDERS OVERVIEW: HAVE YOUR SAY IN PRACTICE!

JUMP TO IMMERSIVE ECOSYSTEMS

NEXT GENERATION

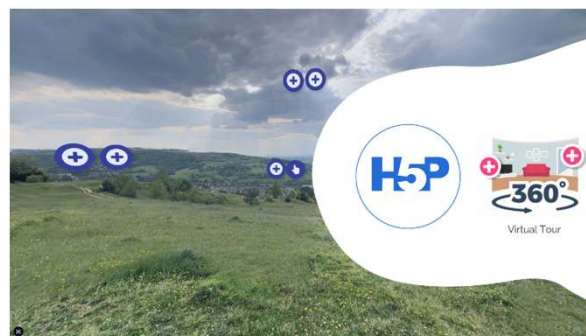
ASSESSMENT CERTIFICATION

DATA ANALITICS

Catarina Escrevente



ARCore
G



Microsoft
HOLOLENS

GOOGLE
ARcore

H5P

FLAVOR IN EaD

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PROGRESS BAR

Em linha com as métricas da avaliação

HUMAN-IN-THE-LOOP

KEY CONCEPTS/ DIGITAL LIBRARY RESOURCE

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JUMP TO IMMERSIVE ECOSYSTEMS

NEXT GENERATION

ASSESSMENT CERTIFICATION

DATA ANALITICS

Catarina Escrevente

H5P_360º
Enviroment Module

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PROGRESS BAR

Em linha com as métricas da avaliação

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NEXT GENERATION

ASSESSMENT CERTIFICATION

DATA ANALITICS



Minister of Science Technology and Higher Education
Manuel Heitor

[FLAVOR IN EaD](#)

Innovative Learning EcoSystem

[PROGRESS BAR](#)

Em linha com as métricas da avaliação

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Envio de escolhas

Modalidade	Estudantes
Nenhuma	2

Assinale o docente responsável:

☐ Maria, Potes Barbas

Assinale a pessoa que efetivamente faz a tutoria:

- Não existem tutores inscritos na turma.

Enviar (mbarbas)

Após a 3ª semana, deve lançar as escolhas dos alunos e ocultar o recurso de decisão.

Perusall®

Flavour in EaD_Drivers of Innovation in a Virtual Ecosystem

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- Video **New**
- Podcast **New**
- iClicker **New**
- Folder

Keep students engaged

Current conversation

+63 ? Are gravitational and electric fields mutually exclusive? Presumably objects that have electric fields are also massive and thus must have a gravitational field. Do the electric and magnetic fields interact at all?

Jun 28 10:29 pm

Gravitational and electric fields are not mutually exclusive. It is possible to have things that are both massive (and therefore exert a large gravitational field) and are have a lot of charge (and therefore exert a large electric field). Electric and magnetic fields definitely interact! It is the interaction between these two types of fields that is behind a lot of technologies (radio, telegraph, electromagnetic motors, just to name a few).

Jun 28 10:32 pm

Get complete metrics

Category	Percentage
Completed with maximum score	33.2%
Completed but not maximum score	28.3%
In progress	31.7%
No work submitted	

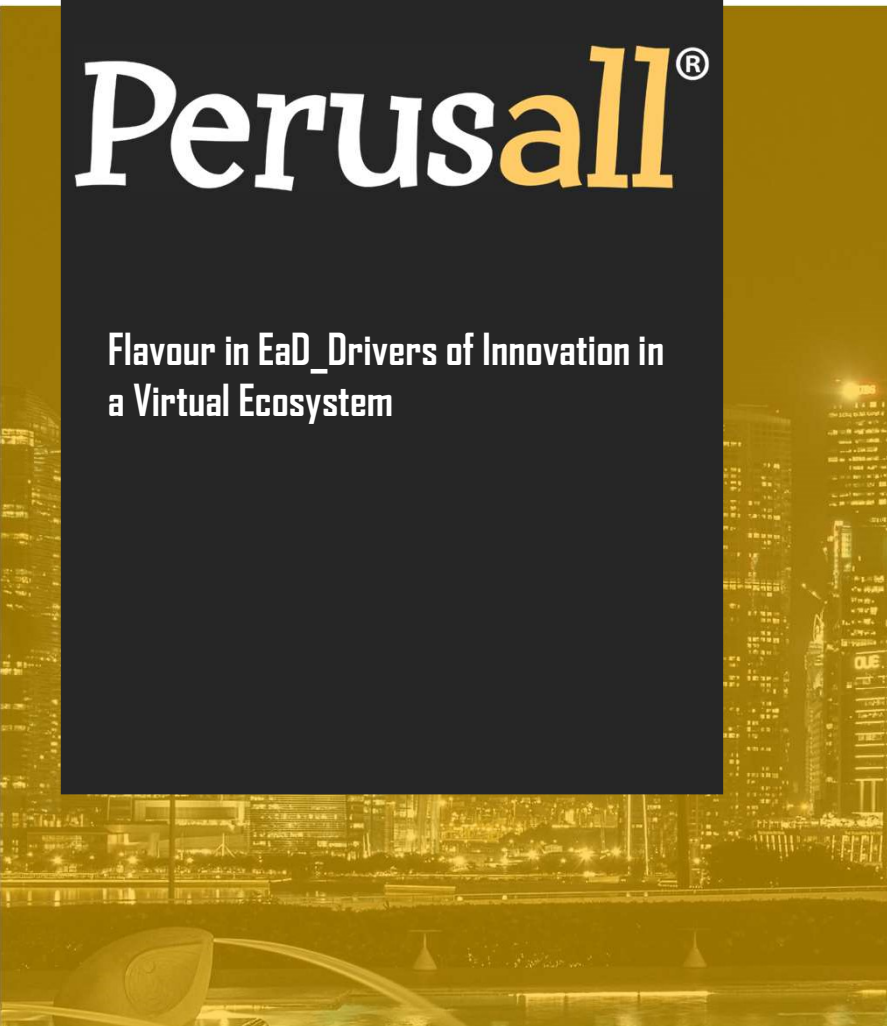
1041 comments, 252 questions, 91 unanswered questions

19 minutes average reading time

Deliver all reading and video assignments in one place. Adopt published books, incorporate open educational resources, or drag-and-drop in your own materials. **Set up for the whole semester in 15 minutes.** Perusall manages the rest of the semester automatically.

Students annotate readings and asynchronously respond to each other's comments and questions in context. Perusall proactively engages students with automated personalized guidance, ensuring continual motivation. Large courses are automatically segmented into smaller groups to ensure productive discussion.

Keep track of student progress at a glance, and utilize the "student confusion report" to help plan class time. Perusall's nonadversarial and nondiscriminatory grading tries to get 100% of students 100% credit for being 100% prepared. Grades sync automatically with your LMS.





PERUSALL

eLearning INNOVATION SCENARIOS:
Diversity; Inclusion; Accessibility

SOCIAL FEATURES

DEFINITION

Online, social learning platform design to promote high pre-class reading (compliance, engagement, conceptual understanding)

Seetining (20students)

Avatars

Upvoting annotation: To present a question; Helpful question;

Email notifications

ASSESSMENT

Gradebook (grading algorithm uses machine learning)

Timelines

Quality

Distribution

INTRODUCTION TOOL (modeling algorithm)

Using questions that students are asking 3 or 4 conceptual content

01

RESEARCH METHODS

SETTINGS

Meet 2 weekly for 3hours (PBL; Team based learning)

PROCEDURE

Amount of time students reading

How long before each class students log on?

How often they returned to the same reading assesment?

STATISTIC AND SOFTWARE - STATA

RESULTS

Engagement: 81 % spend 2/6hours week reading

Active reading: 85% anotate they read; 40% rare notes while reading

02

MOTIVATION FACTS

INTRINSIC

Social interaction

Tie-in to in-class activity (reading, communication)

EXTRINSIC

Assesment (fully automatic)

Rubric based assesment

Specialized machine learn algorithmic

Accesses intellectual content

Exceeds intercoder reality (gradebook)

03

Keep students engaged

Current conversation

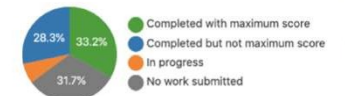
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Use content from anywhere

+ Add

- Book from the Perusall catalog
- Web page
- Documents from Dropbox
- Documents from my computer
- Materials from another course
- Video **New**
- Podcast **New**
- iClicker **New**
- Folder



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2. Digital Spaces for Content Construction

David Torrezão



BUILDING AN E-LEARNING CONTENT?

HERE'S HOW



E-LEARNING CONTENT MUST HAVE:

01

PROGRESS BAR

Progress of students during the life-cycle of each module

02

HUMAN-IN-THE-LOOP

Learning content with 1 presentation, 1 videogram, 1 infographic and a discussion forum

03

KEY CONCEPTS

Acquired concepts of students, with an quiz (Exercises) and give them some additional resources (Digital Library).

04

STAKEHOLDERS OVERVIEW

Have the labor market testimonial of a stakeholder about each topic.

05

JUMP TO IMMERSIVE ECOSYSTEMS

Present the students with an immersive ecosystem about the topic: AI, AR, Machine Learning... You choose!

06

NEXT GENERATION

Invite an expert to present future environments in 10 years.

07

ASSESSMENT CERTIFICATION

Evaluate your students based in every content previously presented.

TO BUILD THE HUMAN-IN-THE-LOOP YOU WILL NEED:



A **presentation** with your materials (based in a template only)



A **videogram** with an wide definition of contents (3 options)



An **infographic** with a summary of the materials, inline with the videogram

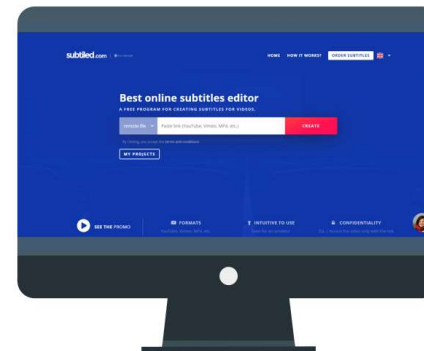


A **discussion forum** to students participate with a collaborative post

2. HOW TO SUBTITLE A VIDEO?

Juliana Semanas

How to subtitle a video



Subtitle.com

01 – After you upload your video head to "subtitle.com";
02 – The website is available in two languages Polish and English, so you can switch to English;
03 – Place the link of your video on the blank space and click create;

3. Virtual Reality Solutions

Catarina Escrevente



How to create a 360° Virtual Tour using H5P



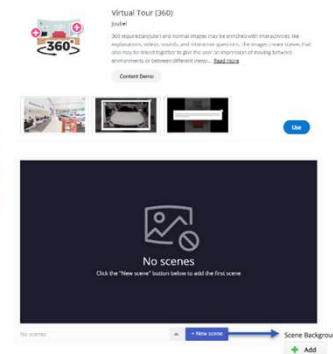
Google Street View

Download the app Street View from google app store and create a photo sphere of your desired place.

H5P

H5P Build Up

Access your H5P Platform and select the Virtual Tour to upload the 360° image you captured using Google Street View.



or youth
-005995



Thank You!
Maria Potes Barbas