

# DAKORA+ App

Dakora+ is an **educational app** that you can use to implement **competency-based, active, learner-driven, personalised education** in your courses.



## CASE:

Competency-based learning education assumes that **each student learns at their own pace** and therefore, to grow and develop, they require a certain level of **personalisation**. Our current educational system, however, groups students not according to their individual competency level or learning pace, but **according to their age**. Each age group has a certain programme to cover within a certain timeframe, which leaves very little space for personalisation.



**Dakora+** will help you bring more personalisation into your current educational environment. With the app, you will be able to:

- inform students what competencies they are developing
- provide students with a clear structure of the subject/programme and the learning process
- plan how your students will develop their competencies
- demonstrate logical relation between course materials and activities students work on, and competencies they develop
- create individual, personalised learning plans
- differentiate the level of proficiency/difficulty in each competence
- evaluate students' progress in each competence
- give students meaningful feedback
- empower students to achieve learning goals in different ways
- promote students' ownership of learning



Your students will be able to:

- see what competencies they are developing while studying different courses
- achieve learning objectives and competencies at their own pace
- take agency over their schedule
- self-reflect on their learning process at the level of a task and a competence
- demonstrate proficiency in different ways



## Supporting individual learning processes digitally

The amount of work involved to support students individually over a longer time can be quite high. Therefore, it is useful to use digital instruments to reduce working time.

Dakora+ digital features that support personalised learning processes include:

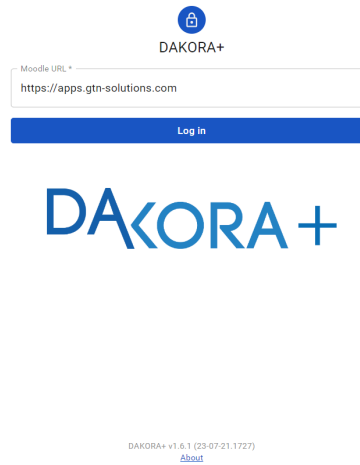
- Database of pre-defined competence grids and child competences
- Linking of competence description and learning materials
- Creating interactive learning materials using the H5P tool
- Assigning learning materials to a whole class or a particular learning group or an individual learner
- (Self-)selection of material by the learner in different difficulty levels
- Planning guide (for example weekly schedule and overviews of materials to be worked on (planning storage)
- Self-assessments of students at the level of tasks and competences
- Assessment by the teacher on competence level.
- Bidirectional feedback from student to teacher and vice-versa
- Upload of evidence of learning and digital solutions
- Annotating students' tasks
- Acknowledging and using the principles of GDPR

The functions described above show a clear way that these pedagogical instruments are ready to use for digital learning scenarios in classes with tablets or where time and space-independent learning is needed.



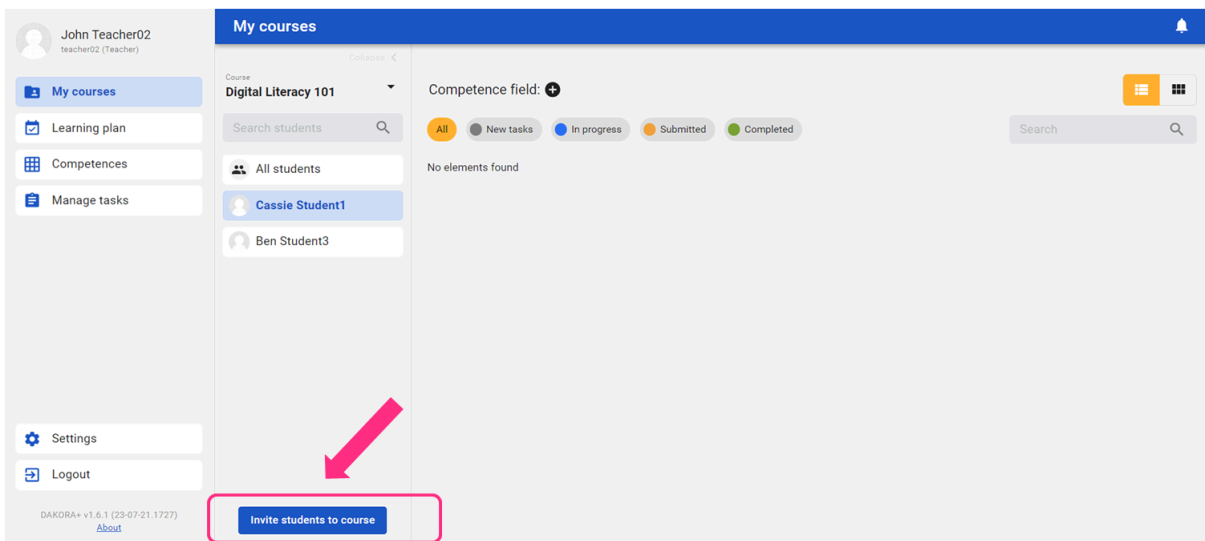
### How to start using the Dakora+ App?

Go to [dakoraplus.eu](https://dakoraplus.eu) to log in or contact your school administrator to set up your account within your organisation. If you have the Dakora+ App enabled in your Moodle installation, simply input the name of your Moodle installation and click "log in". Then log in with the same credentials as your local Moodle platform.



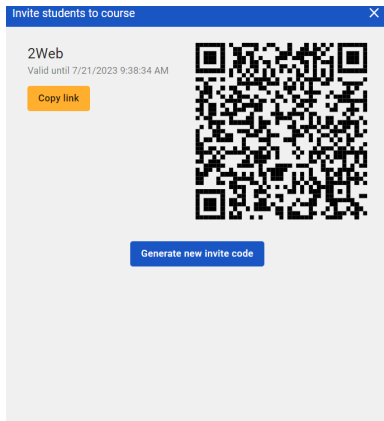
Check the [Admin section](#) to see how to integrate Dakora+ with your local Moodle installation.

Once you have your account ready, you should be able to see all your courses in the MY COURSES tab. From this tab, you can also **invite students** to join your courses.



[pic 01]

Click “**Invite students to course**” and a pop-up window will appear with a code that you share with students. You can display the QR code or share the link.

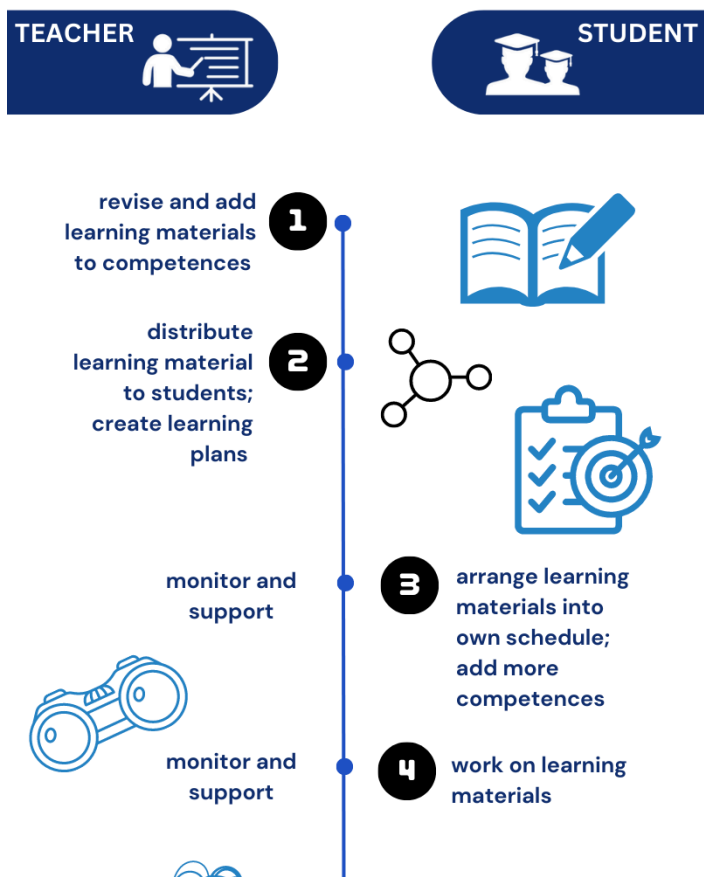


[pic 02]

Your students can scan the QR to log in directly to the Dakora+ app or type in the code on the course's site in your organisation's Moodle installation.

# DAKORA+ workflow

## Dakora+ learning process workflow



The process starts with teachers designing how students will achieve their learning objectives and gain competencies. They populate pre-defined competency grids with different learning materials: tasks, activities, games, resources etc. and link them to competencies.

Students see their subjects, and competence grids linked to each subject in the app. They can access course materials by clicking each competence. This way they see what competencies they are developing while learning course material and completing tasks.

Students work on the tasks, self-assess themselves, give feedback to the teacher



and upload their solutions as artefacts to the platform.

This leads to a change in colour from blue to grey in the weekly schedule. The colour turns green as soon as the teacher has assessed the material as being solved. The colour turns red if the learning goal has not been reached yet.

Automatically generated statistics and graphical overviews help during learn-coaching and parental talks.

Teachers also work with DAKORA+ during the teaching and learning phases. They can assign more tasks, have an overview of all students' work and can assess them.

[pic03]

## Dakora+ learning process explained:

Below you will find all the steps of the Dakora+ workflow explained in detail. They are divided into two main sections: teacher's and student's steps. However, both are explained from the teacher's perspective to better understand Dakora+ Learning Process.



### Revise and add learning materials to competencies

Inform students what competencies they are developing



One of the simplest and most powerful tools to **boost motivation** is to help students understand **why they have to learn**.

Why do they need math? So that they can estimate how long they have to save pocket money for a new scooter. Why do they need physics? So that they understand, that when there is a storm they should always avoid open spaces. We know it, but do our students know it?



#### CASE:

Why do I have to go to school? Why do I have to learn maths? Can I skip PE classes? Sounds familiar? Often learners go to school because it is **the thing everybody does**. With such a mindset, they are more **reluctant** to learn and do not use their full potential to thrive. When we inform students what **the purpose of their learning** is, we help them **take more responsibility** for their learning process.

**Competence** is to be able to apply specific **knowledge, skills** and **behaviours** in particular **learning contexts, live and work situations**. Therefore, in the Dakora+ app, students' primary focus is on developing their competencies.

Provide students with a clear structure of the subject/programme and the learning process

Becoming familiar with OER	Searching for OER	Using OR	Creating OR	Sharing OR
<ul style="list-style-type: none"> <li>▼ D1.1 Distinguish an OER from another resource               <ul style="list-style-type: none"> <li>▶ 1. Define an OER in your own words</li> <li>▶ 2. List the essential characteristics of an OER</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▼ D2.1 : Use a search tool to find OER               <ul style="list-style-type: none"> <li>▶ 1. Understand the meaning of the various terms bank, deposit, directory and repository of resources, and be able to recognize them as the source of an OER</li> <li>▶ 2. Searching for OER on Internet with simple and advanced search mechanisms by manipulating the search parameters in order to modulate the search results of OER as required</li> <li>▶ 3. Know the major OER repositories and be able to specify those that are the most suited to your needs</li> <li>▶ 4. Understand the role played by the standardization of metadata in the interoperability of banks</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▼ D3.1 : Distinguish between the different types of Creative Commons licences               <ul style="list-style-type: none"> <li>▶ 1. Set out in simple terms the comparative advantages offered by Creative Commons licences</li> <li>▶ 2. Understand the exceptions to the laws of intellectual property and name at least two of them that apply in teaching</li> <li>▶ 3. Identify the four basic options for Creative Commons licences, know their initials and explain their meaning</li> <li>▶ 4. Identify at least one of the reasons given by those who oppose the licensing system</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▼ D4.1 : Design OER               <ul style="list-style-type: none"> <li>▶ 1. Produce original or reusable content that can be assembled into a work that may be licensed to become an OER</li> <li>▶ 2. Know the right practices to design resources that take into account the educational and cultural dimensions of the resource, its technical quality and ergonomics as well as basic concepts in order to ensure its discovery and accessibility</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▼ D5.1 : Choose a licence for an OER               <ul style="list-style-type: none"> <li>▶ 1. Select an appropriate licence for your OER</li> <li>▶ 2. Recognize which licences are less suitable for reuse when several of them are combined</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>▼ D1.2 List some factors in the emergence of OER               <ul style="list-style-type: none"> <li>▶ 1. Describe the place of education in the Sustainable Development Goals (SDG) of the United Nations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▼ D2.2: Select appropriate OER               <ul style="list-style-type: none"> <li>▶ 1. Know the quality criteria of an OER</li> <li>▶ 2. Know the validation mechanisms of the quality of OER</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▼ D3.2: Respect the terms of Creative Commons licences               <ul style="list-style-type: none"> <li>▶ 1. Use a resource licensed under the Creative Commons licensing system</li> <li>▶ 2. Demonstrate</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▼ D4.2 : Revise OER               <ul style="list-style-type: none"> <li>▶ 1. Be able to identify and distinguish a modifiable OER in open format (in particular by ensuring the original design format is available)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▼ D5.2 : Assign a licence to an OER               <ul style="list-style-type: none"> <li>▶ 1. Assign a Creative Commons licence to a resource</li> <li>▶ 2. Demonstrate best practices in the attribution of</li> </ul> </li> </ul>

[pic04]

What students need to learn, how the mastery is determined and how they will be assessed should be **clear** and **communicated** to students at the beginning and related throughout the whole semester. This way students (and their parents) know where they are, where they are heading, and what they need to get there. This **reinforces their involvement** in their learning process and creates a safe learning environment.

In Dakora+ all subjects have **pre-defined competency grids** with learning outcomes that students are expected to reach by the end of the course.

Competence grids offer a **condensed overview** of the description of competencies and learning objectives. They are used to **plan** teaching and learning processes. They can be used as reflection and assessment tools and to plan individual learning paths. They **unify the language** and clarify educational standards, learning objectives and course requirements which can be useful during evaluation sessions and talks with parents.

The description of competencies is differentiated at a second level (**child competencies**). Using child competencies the gain of competencies can be tracked in such detail that the targeted individualized learn-coaching and support can be deducted from this process (pedagogical diagnostic as principle of learn-coaching).

Digital competence grids can be part of a **grading book** by documenting for each learner when a child competence or competence has been reached. This way an overview of the basis of tutoring and individual support is created.

## Plan how your students will develop their competencies



In a **constructive approach** to teaching and learning students work out meanings and competencies from various activities. They can read a text and answer questions, watch an interactive video, engage in learning games, work together on a project and more.

In Dakora+ you can **plan** different activities, resources and learning objects and attach them to respective competencies.



### CASE:

For Biology 30, *Life and Evolution* one of the **learning objectives** for “*Explore how scientific understandings of life and its characteristics change in light of new evidence*” is: “*Debate whether or not entities such as viruses, viroids and prions should be considered alive.*” To help students achieve this learning objective, the teacher planned for watching an educational video on viruses, viroids and prions; read an article on terms and conditions that need to be met for entities to qualify alive; and scheduled a class project: Oxford debate.

Teachers can add learning materials **collaboratively** in schools: assignments, learning materials, resources, interactive activities, relations to school books and literature as well as web links. Each teacher can add individual materials and **enhance** the competence grid for all.

## Demonstrate logical relation between course materials and activities students work on, and competencies they develop

If you are teaching older students, you know that to be **motivated** to learn, submit assignments and solve their homework, they need to see **the purpose** of these activities. Once they see the logical **correlation between competencies and tasks** they will be more eager to solve them. Therefore, in Dakora+ learning material and tasks are added to competencies.

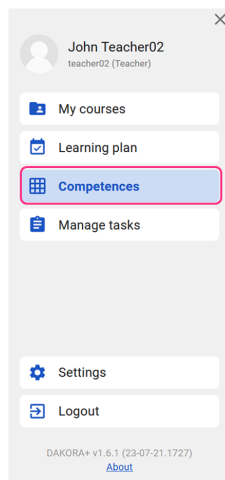
On the student's account in the "MY WORKSPACE" tab student sees all of his tasks, assignments and learning materials from different courses and subjects. Once a student clicks a task they see all the competencies they are developing while completing the task or learning new material.

This way student works on specific tasks and materials with the sole purpose of gaining certain competence, rather than just being forced to study abstract concepts.



How to do it:

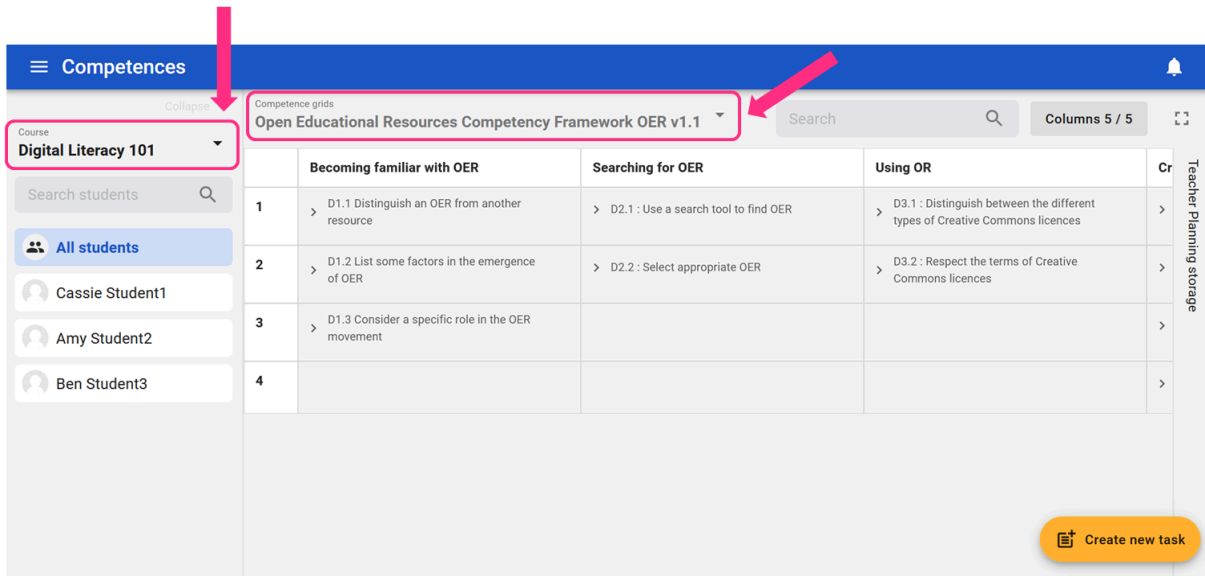
There are three ways to add materials and tasks to competencies.



#1: First way to add materials and tasks to competencies -  
COMPETENCES tab

[pic05]

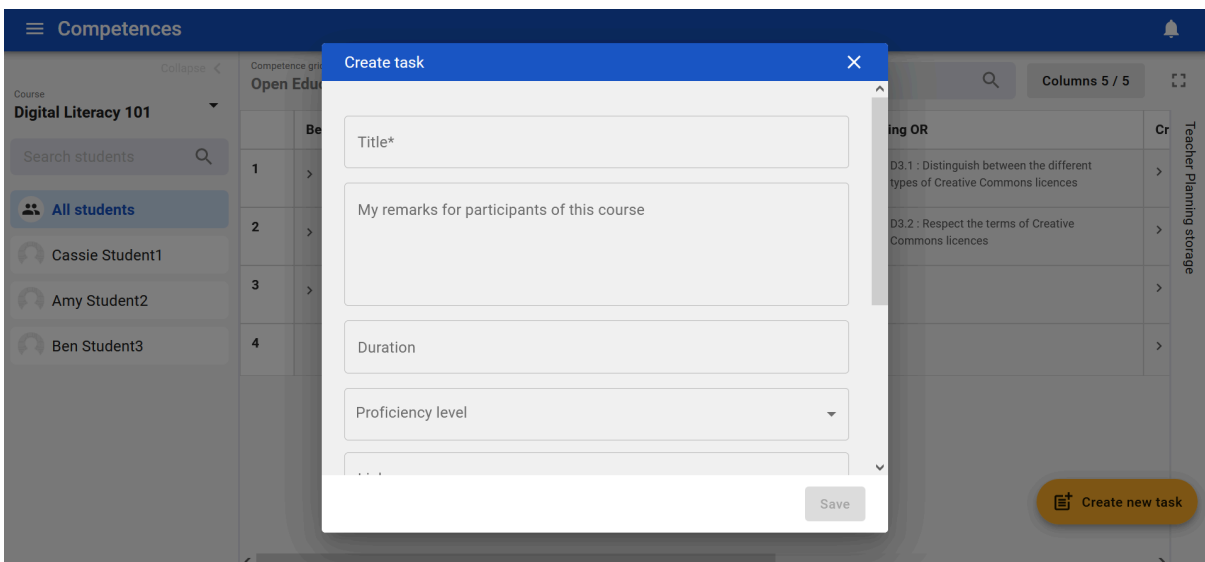
Open the COMPETENCES tab, and from two drop-down menus choose the subject and the competency grid. On the display you will see the students' list with the option: all students (select this option) and the competence grid with levels and competencies.



[pic06]

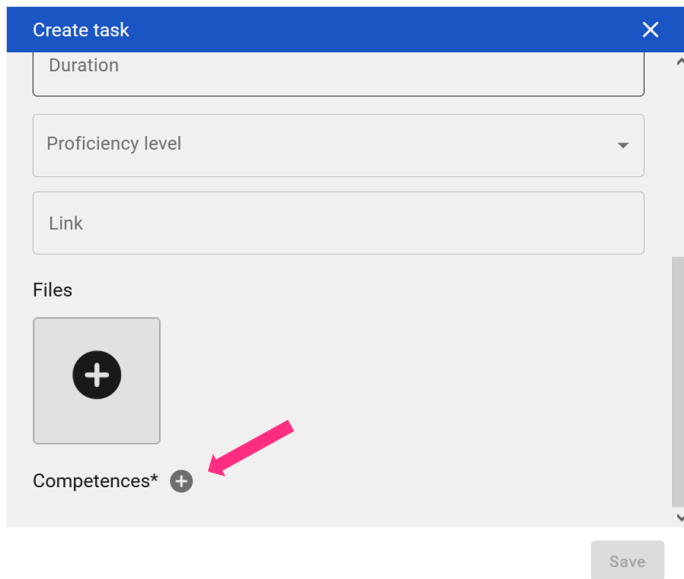
The simplest way to add a new task/material is to click the **yellow button on the bottom-right** corner: "Create new task".

A pop-up form will open. Now you can add a link or file with course task/material, specify its name and how much time a student needs to complete it as well as other parameters.



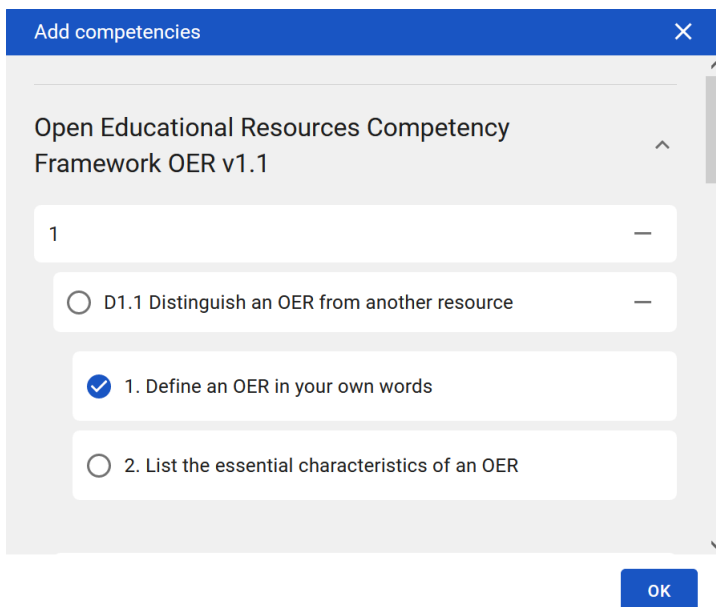
[pic07]

When you scroll down the form you will see an option to **add competencies** to your task/material.



[pic08]

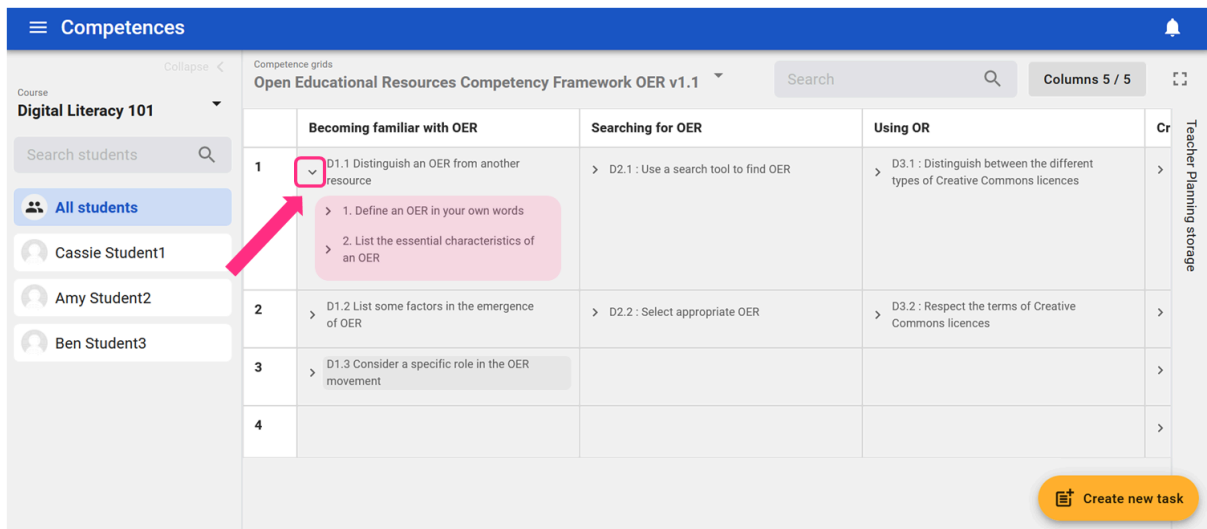
Click the “plus” icon and another **pop-up window** will open. You will see all the **competency grids added to your course**. Use **arrows** and **pluses** to open the grids and child competencies. Then select all the competencies and child competencies you want to add to your task and click “OK”.



[pic09]

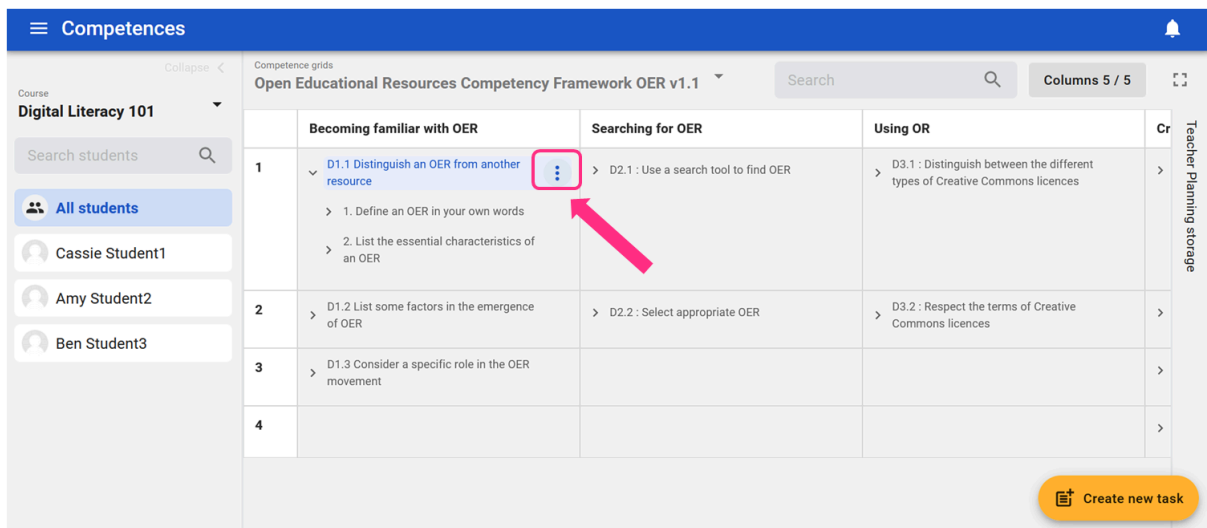
#2. **Second way** to add materials to competencies - the **COMPETENCE GRID** tab. You can also add tasks and materials **directly to competencies from the competence grid level**.

In the main view of the competence grid (the COMPETENCY tab), each competence has a **small arrow** on the left. When you click the arrow, it will turn and face down, and you will see all the **child competencies**:



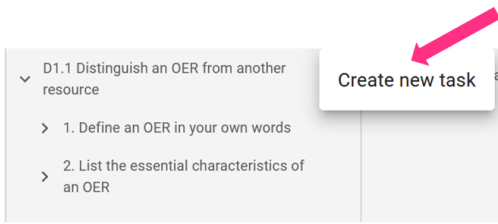
[pic10]

When you **hover over** the right side of each competence and child competence, **three vertical dots** will appear:



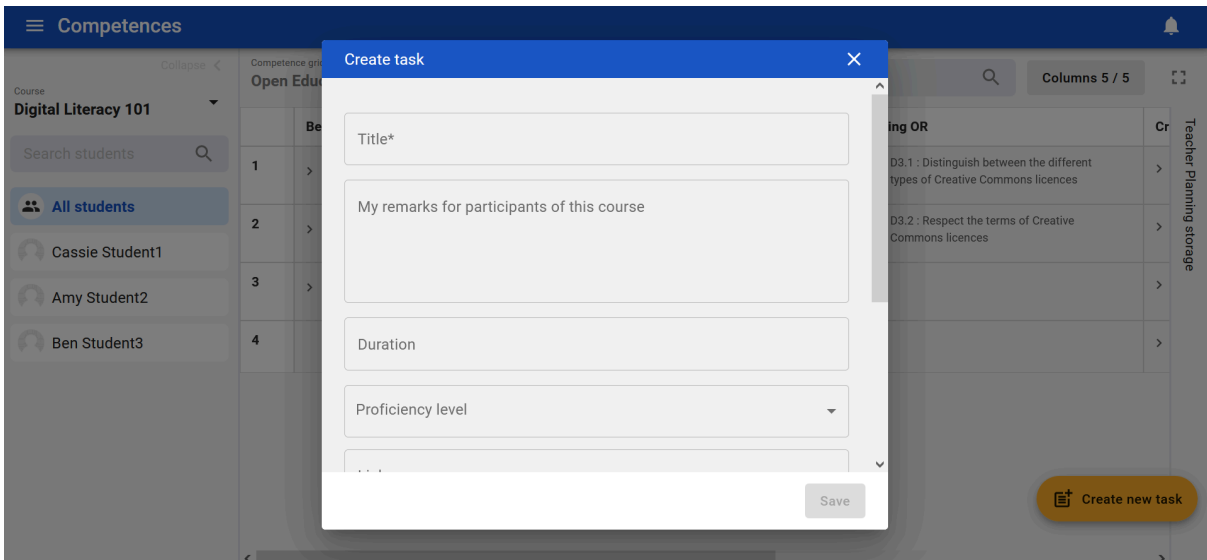
[pic11]

When you click the three vertical dots, the command: **“Create a new task”** will open.



[pic12]

Click the command, and the same pop-up form for **task creation** will open.



[pic07]

At the very bottom of the pop-up window, you will see the **competence** to which you were adding the material. At this point, you can also decide to **add other competencies** to the same task/material. You can do it by clicking the plus icon.



Create task

Proficiency level

Link

Files

+

Competences\* +

1. Define an OER in your own words

Save

[pic13]

John Teacher02  
teacher02 (Teacher)

My courses

Learning plan

Competences

Manage tasks

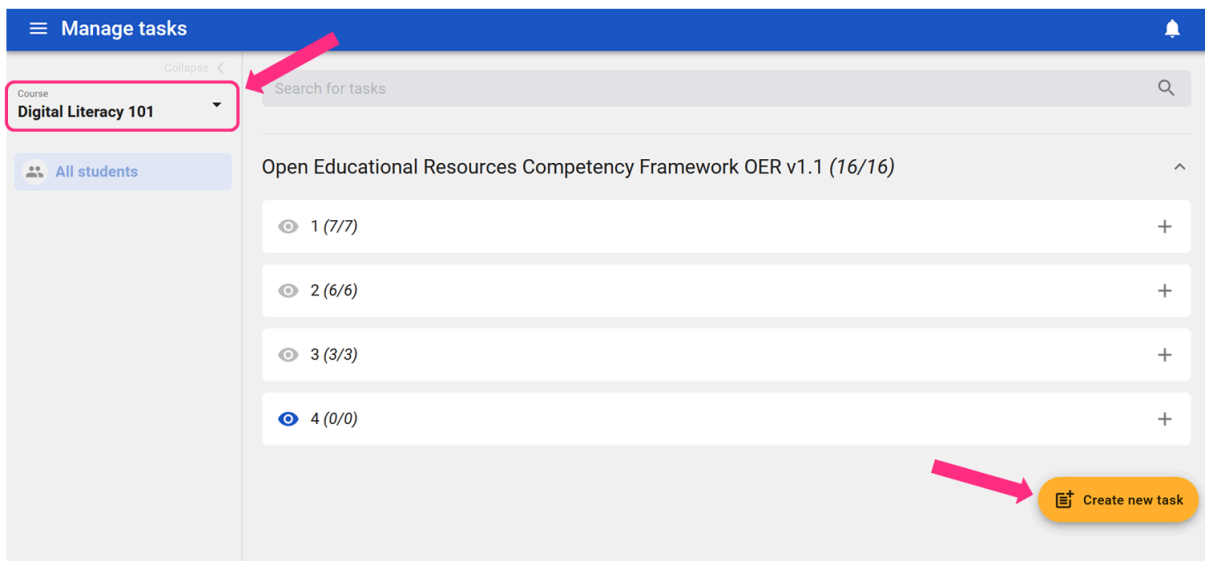
Settings

Logout

#3: Third way to add materials and tasks to competencies:  
**MANAGE TASKS** tab

[pic14]

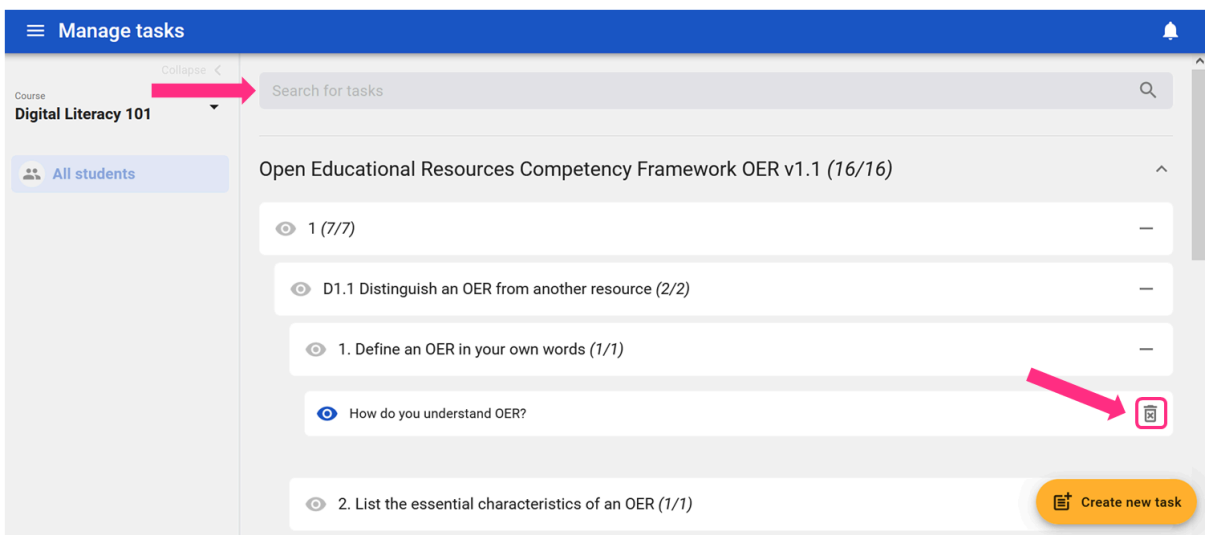
Go to the **MANAGE TASKS** tab, and choose the right course from the top-left corner. You will see **all competence grids** attached to that course. Click the yellow **“Create new task”** button to quickly add a new task or learning material:



[pic15]

The same **pop-up form will open** as in the first way (from the COMPETENCES tab). You will fill in the same fields, and add competencies.

From the **MANAGE TASKS** tab, you can also **delete materials** (the bin icon on the right) and **search** for materials using the search bar at the top of the page.



[pic16]

Design interactive activities with H5P extension

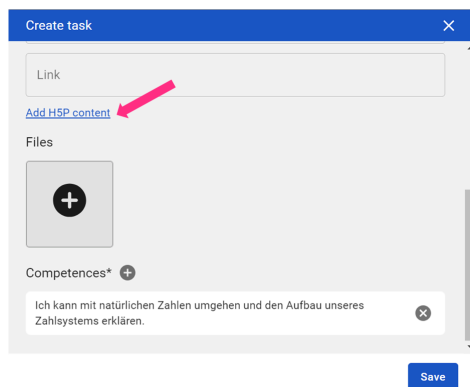
**Interactive digital material** proved to be very successful at all levels of education. It **engages** learners with captivating media, **prompts interactions** with the course material and promotes repetition and retrieval of previously learnt information and skills.



Dakora+ H5P extension allows you to create interactive content within the application. [Read more](#) about the H5P tool and its features.

To work with H5P content in Dakora+, a H5P plug-in needs to be added to the main Moodle installation. For more details refer to Admin section.

From the **“Create new task” form** click **“Add H5P content”**.



[pic17]

If you do not see all the types of H5P that you would like to use, go to your local Moodle installation, open the course and check if all the content type has been installed by your admin. If it was not, you can do it by yourself.

Enable the editing mode, add activity: H5P, and in the content type search bar click “get” then “install” next to the type of H5P you would like to use.

## Add materials

Schedule weekly workload of learning materials and activities



As teachers, we can assess **how much time** students need to complete a task. It is important to provide students with a **framework** to understand how long they should work on a particular material or task before **asking for help**. Additionally, students need to know, how many tasks they have to submit every week. Planning their weekly workload will **train their organizational skills** and expand their awareness of their learning process.



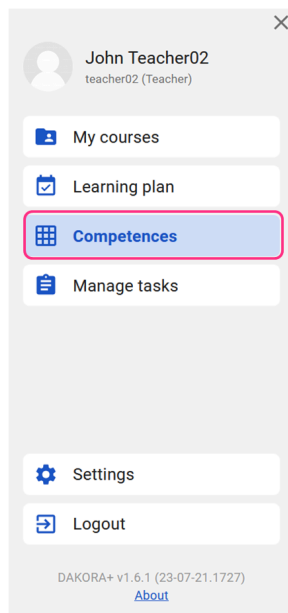
## CASE:

Normally students have **more than one subject** every semester. In their physical classroom, they have a weekly schedule - times and places of every session. Learning Plan works similarly. Instead of classrooms and subjects, teachers can populate students' schedules with **course materials** and **estimated time** that they would need to spend to complete a task or an activity.

In Dakora+ App, you can add materials and tasks related to competencies to a place called **Teacher Planning Storage**. Material stored in Teacher Planning Storage is ready to be distributed to students. Once distributed, tasks and materials will appear in each student's planning storage from where they will be able to **organize them into a weekly schedule**.

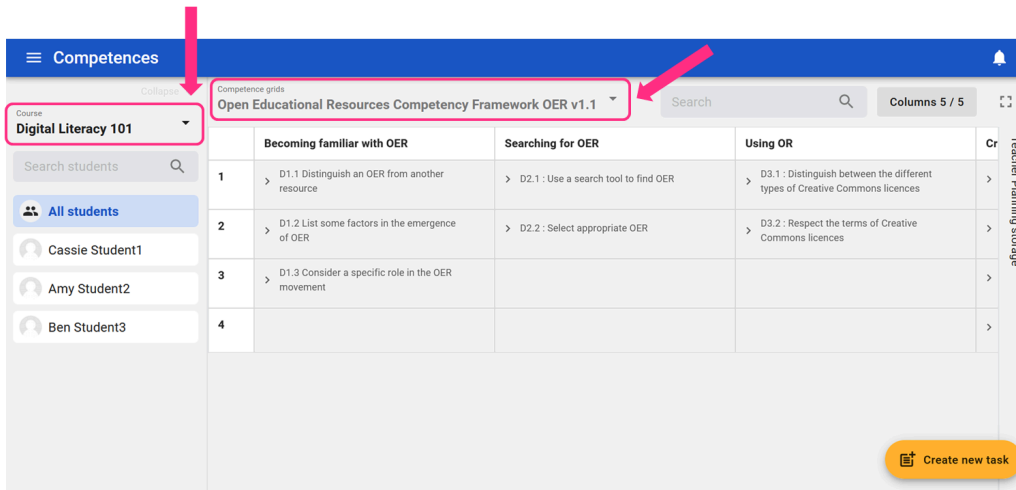


## How to do it?



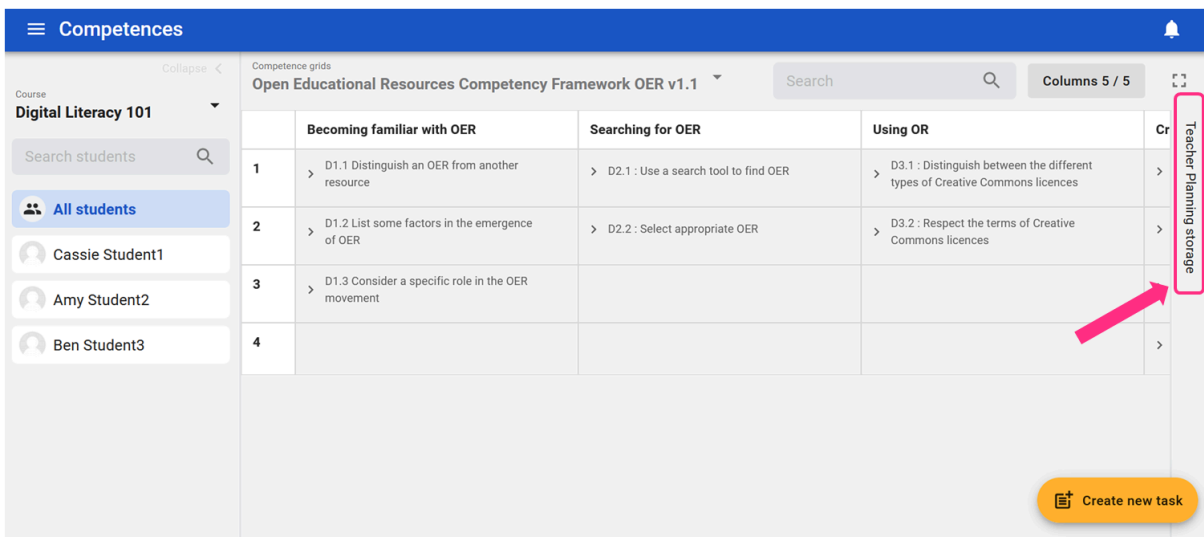
Open the **COMPETENCES** tab, and from two drop-down menus choose the **subject/course** and the **competency grid**. On the display you will see the students' list with the option: **all students** (select this option) and the competence grid with levels and competencies.

[pic05]



[pic06]

**Click an arrow** next to each competence to open a child competence, and then to open tasks or materials related to child competencies. **Drag the material/task and drop it** into the space on the right, called **Teacher Planning Storage**. Sometimes Teacher Planning Storage is wrapped into the **right sidebar**. Click to open it.



[pic17]

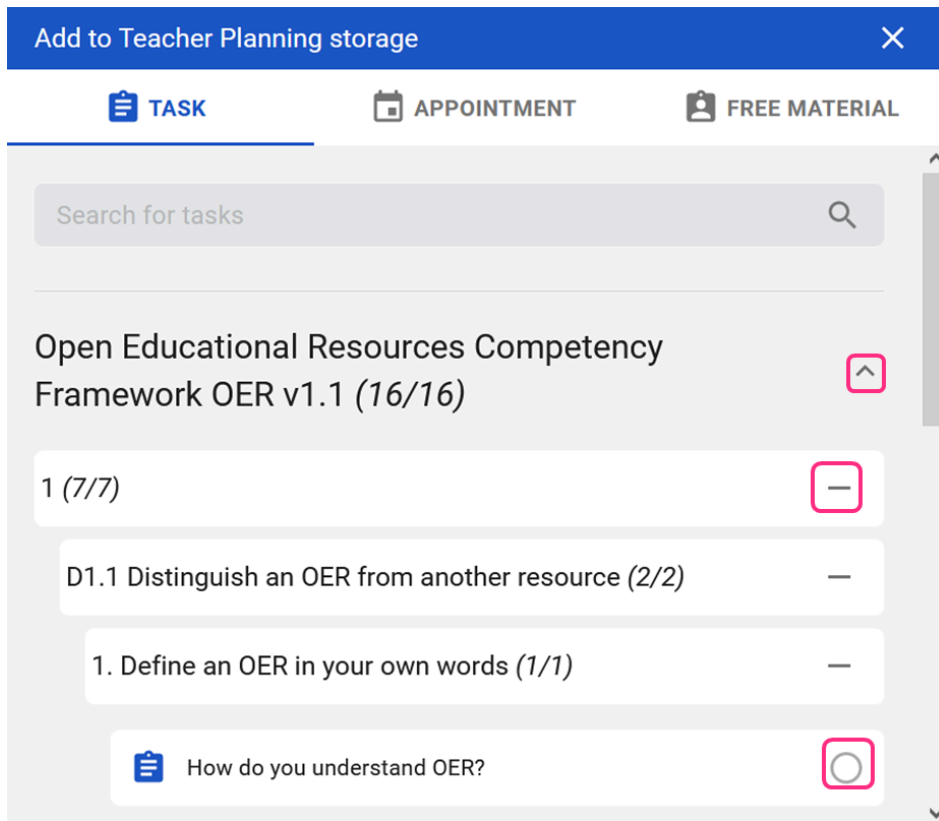
The screenshot shows the 'Competences' interface for the course 'Digital Literacy 101'. It features a table of competence grids with three columns: 'Becoming familiar with OER', 'Searching for OER', and 'Using OR'. A task 'OER quiz' is highlighted in the first row. To the right, a 'Teacher Planning storage' sidebar is visible, containing tasks like 'How do you understand OER?' and 'Reading, OER in european strategy for education'. A pink arrow points from the 'OER quiz' task in the table to the 'Teacher Planning storage' sidebar.

[pic18]

You can also click a **plus icon** at the top of the Teacher Planning Storage. A pop-up window will open, and you will see all competence grids dedicated to a given subject. Using arrows and pluses open competencies and child competencies, and **select the task** you want to add to Teacher Planning Storage.

The screenshot shows the 'Teacher Planning storage' pop-up window. It has a title 'Teacher Planning storage' with a pink plus icon and a trash icon. Below the title, there is a description: 'Drag and drop materials from their Planning storage to the calendar or students Planning storage.' There are two task cards: 'Math 101' with 'New tasks • A' and 'Math 102' with 'New tasks • B'.

[pic19]



[pic20]

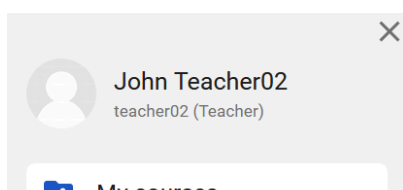
From this pop-up window, you can also schedule **appointments** and add **free material**.

**Appointments** could refer to face-to-face meetings with students. You can schedule an appointment via any videoconferencing platform, such as Zoom, MsTeams, or BigBlueButton. You can also use this function to schedule appointments onsite, in a physical classroom.

**Free Material** is an additional learning object, materials, or task that you would like to pass to your students. It does not need to be connected to any of the competencies. Let's say there was an interesting off-topic discussion during one of your sessions with students, and you promised to send students an article on the topic. You can do it using the Add Free Material option.

## Distribute learning material to students

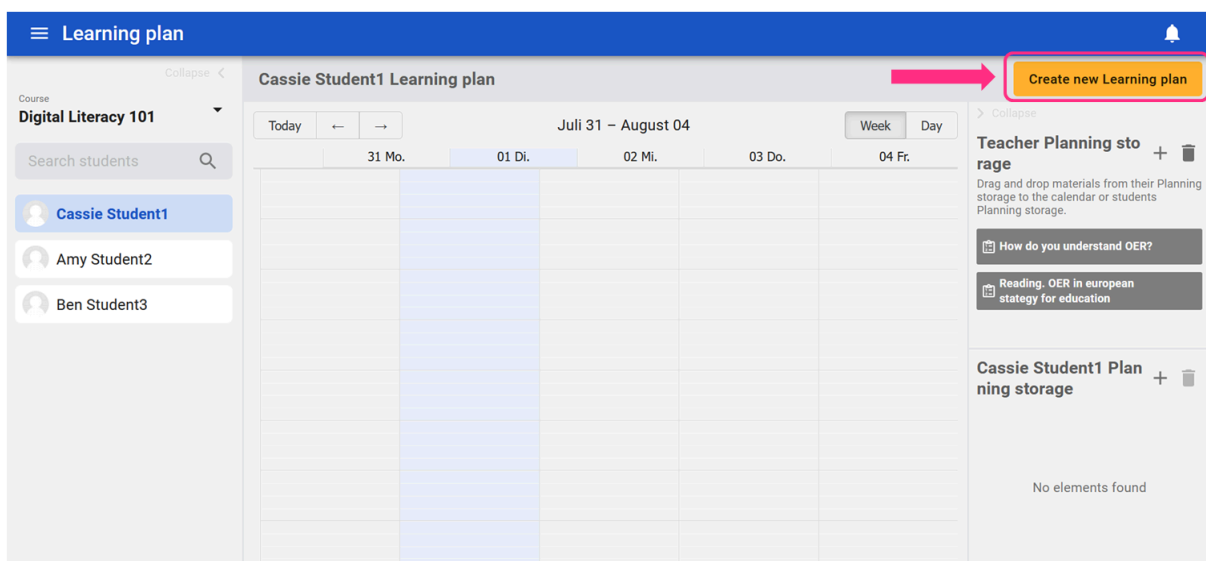
Now, all the materials are stored in Teacher Planning Storage. Next step is to **distribute them to students**.



Open the **“LEARNING PLAN”** tab from the left-hand sidebar.

[pic21]

From the **LEARNING PLAN** tab choose the yellow button on the top **“Create new learning plan”**.

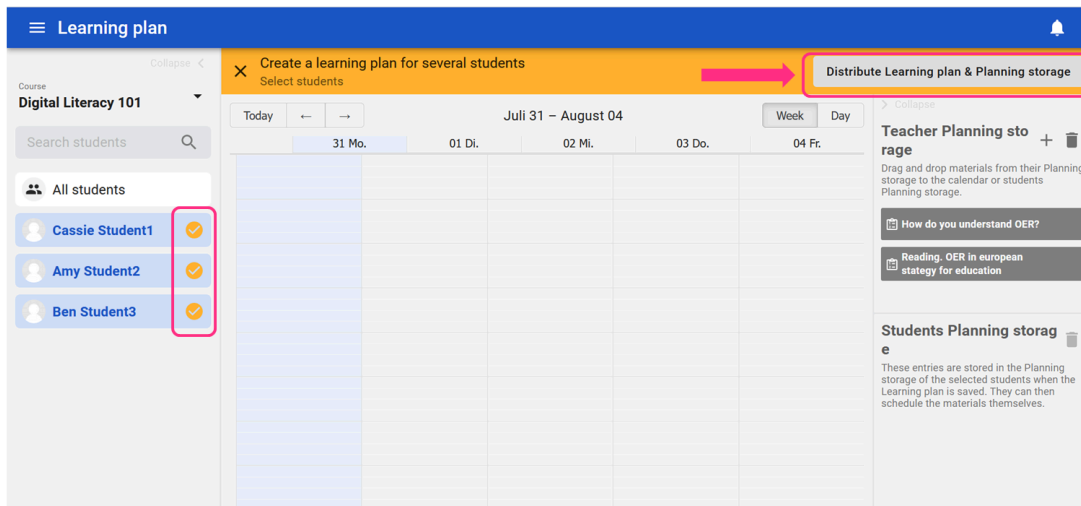


[pick22]



Select **all the students** button above the students' lines on the left side. Now next to each students' name an orange tick should appear. Then click the orange button on the right that says: "**Distribute learning plan and planning storage**".

Once distributed, learning materials and tasks will appear in students' planning storage and in the "MY WORKSPACE" tab. They will have the status "New tasks". To read more go to the [STUDENT](#) section.



[pic23]

## Create individual, personalised learning plans



In competency-based education, we assume that **all students should acquire the same competencies** and reach the same learning goals. Some will need more time and practice to do so, some less. Some are more of a read-repeat type, some focus best when cooperating with others. Personalising students' learning experiences will help them better develop their competencies.



### CASE:

In every student group, there is at least one student who finishes everything faster than the rest of the group. **Fast finishers** could easily tackle more advanced tasks, learn more information or develop extra skills if given a chance. In Dakora+ you can **individualise students' learning plans** by assigning extra activities and materials for fast-finishers, or by providing more practice for those who need to strengthen their basics.



## How to do it?

You can create **individual learning plans** for students in **two different ways**.

#1: **First way** to create an individual learning plan is to open the **COMPETENCE GRID** tab. Select the course and the competence grid from the top drop-down menus:

The screenshot shows the 'Competences' interface. At the top, there is a blue header with a menu icon and the text 'Competences'. Below the header, there is a search bar and a dropdown menu for 'Competence grids' which is currently set to 'Open Educational Resources Competency Framework OER v1.1'. To the left, there is a dropdown menu for 'Course' set to 'Digital Literacy 101'. Below the course dropdown, there is a search bar for students and a list of students: 'All students', 'Cassie Student1', 'Amy Student2', and 'Ben Student3'. The main area displays a table with columns for 'Becoming familiar with OER', 'Searching for OER', and 'Using OR'. The table has 4 rows. A red arrow points to the 'Competence grids' dropdown, and another red arrow points to the 'Course' dropdown.

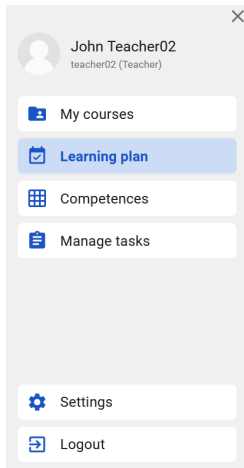
[pic06]

Then, instead of choosing "All students" from the students' list on the left, **choose an individual student**. On the right hand, you will now see the **Planning Storage** of this particular student:

The screenshot shows the 'Competences' interface with the 'Amy Student2' selected in the student list. The main area displays a table with columns for 'Becoming familiar with OER', 'Searching for OER', and 'Using OR'. The table has 2 rows. A red arrow points to 'Amy Student2' in the student list, and another red arrow points to the 'Using OR' column. On the right side, there is a 'Teacher Planning storage' panel for 'Amy Student2 Planning storage'. This panel contains a list of tasks: 'Lecture on the history of OER' and 'Interactive Quiz. History of OER'. A red arrow points to the 'Using OR' column, and another red arrow points to the 'Amy Student2 Planning storage' panel.

[pic24]

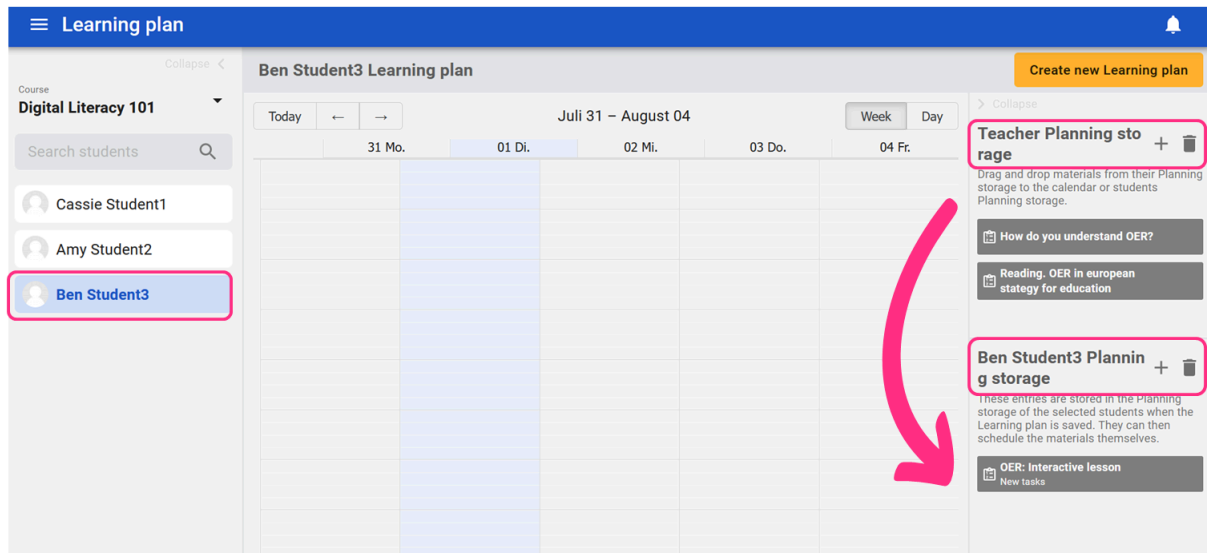
At this point, you can either **use the arrows** to open competencies and child-competences, and **drag and drop** tasks and materials to the student's planning storage, or use the **plus icon** at the top of the planning storage. This process is further explained in "**SCHEDULE MATERIAL**" section.



#2. The second way is to open the **LEARNING PLAN** tab from the main menu.

From **Teacher Planning Storage** move selected activities to planning storage of individual students.

[pic21]



[pic25]

You also have the option to **drag tasks from your student's planning storage and drop them into their weekly schedule**. At this point, you can also adjust the time of the task. However,

students can do so on their own, which **enhances their agency** and thus makes them more accountable for their learning process.

## Create learning plan for small groups of students

Apart from distributing materials for all students and for individual students, you can also create learning plans for **groups of students**.

### CASE:

You prepared groups work activity for students, and each student group should work on different material, to later on discuss it together.

You can distribute different material to different student groups by creating learning plans.



How to do it?

**Save material** for one group in **Teacher Planning Storage**, then, from the **LEARNING PLAN** tab **create a new learning plan** - the same way as if you were distributing the material to all students. This time, **do not select "all students" button** from the students' list, but only **tick the students** from the group you are assigning the material for, and click **"distribute material and planning storage"**. Repeat that action with another group.

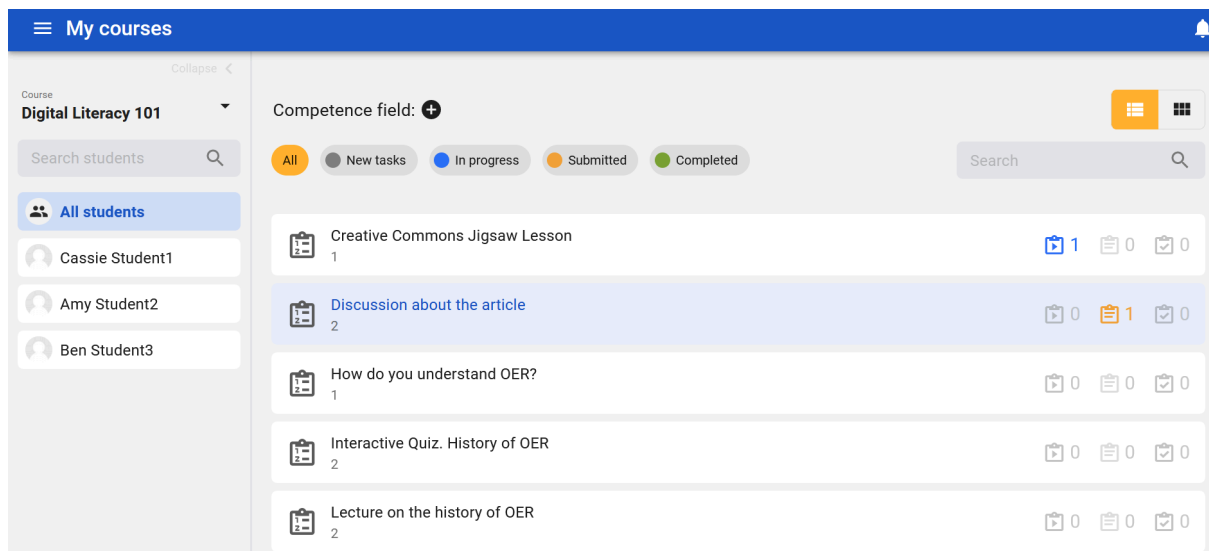
The screenshot displays the 'Learning plan' interface for the course 'Digital Literacy 101'. The main area is a calendar for the week of July 31 to August 04. On the left, a list of students is shown: 'All students', 'Cassie Student1' (checked), 'Amy Student2' (unchecked), and 'Ben Student3' (checked). A pink arrow points to the 'Cassie Student1' checkbox. At the top right, a button labeled 'Distribute Learning plan & Planning storage' is highlighted with a red box. The right sidebar shows 'Teacher Planning storage' with a search bar and a list of materials, and 'Students Planning storage' with a description of how materials are stored for individual students.

[pic26]

## Check students' work

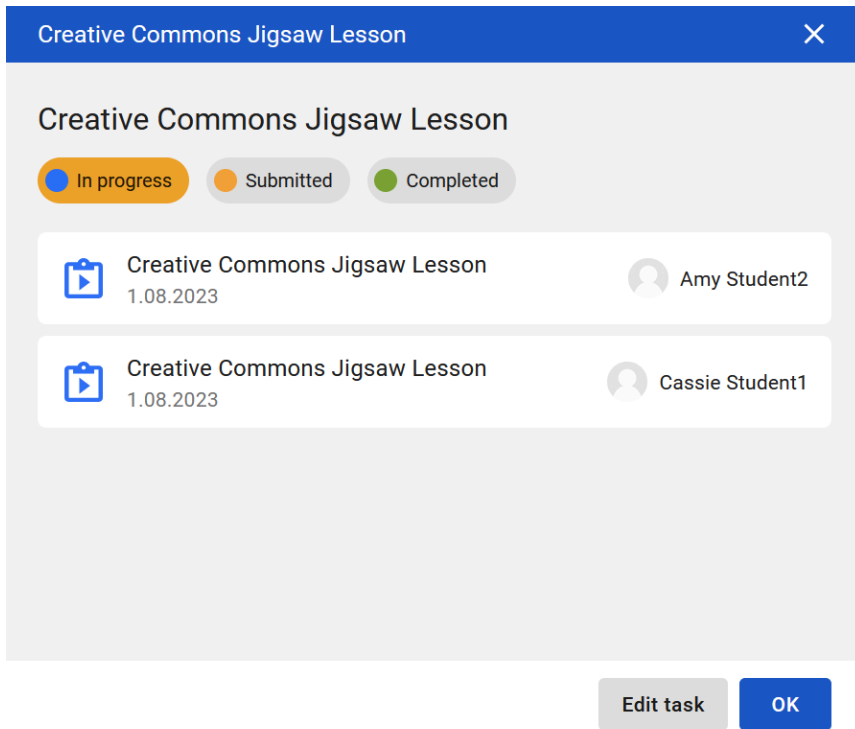
In the **“MY COURSES”** tab teacher sees all learning materials from all the courses. In each course teacher can **filter materials** according to students’ names, competence and according to the status of the task. The teacher can view each task, even if it is still not submitted.

The **small icons on the right** show how many students started working on the task, how many submitted and completed the task.



[pic27]

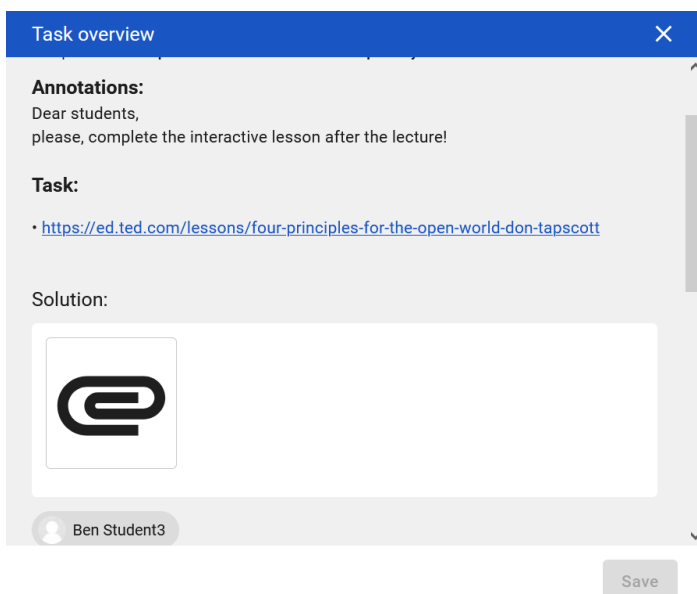
To check the task, **double click** it. A **new pop up window** will open where you can filter the students’ task according to its statuses.



[pic47]

From here you can click and open **individual student's task**.

After the task is submitted teacher can **check it**. In the Dakora+ App there is a special **Annotation Tool** that allows teacher to **add their comments directly to the attached PDF** document.



[pic48]

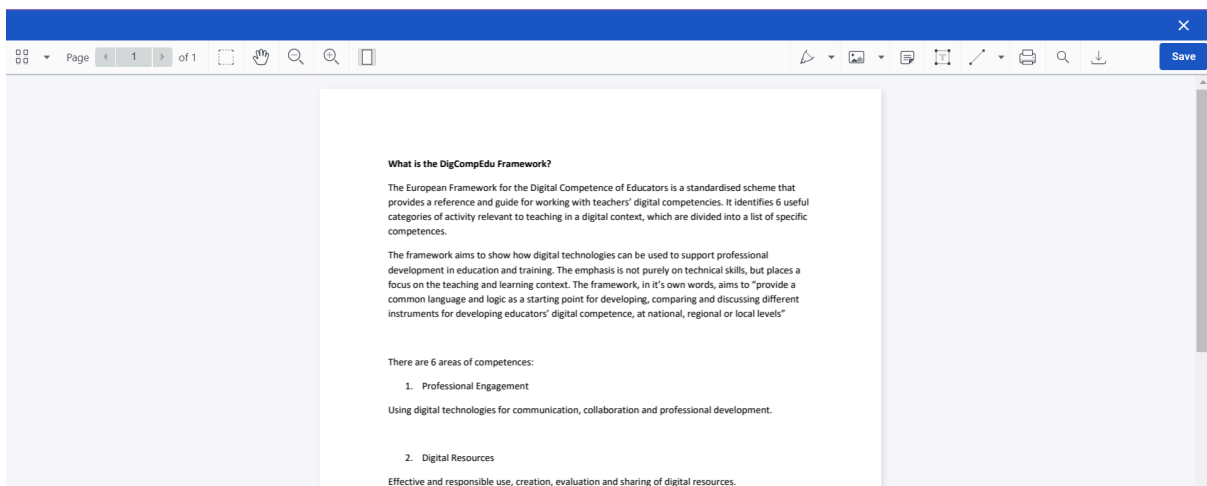


Adding **constructive feedback** and pinpointing students' mistakes and areas for improvement directly in their work helps them focus on correcting these mistakes. Students can analyse teachers' comments and hints against their work, think about the solution and even fix the task in the same document.



How to do it?

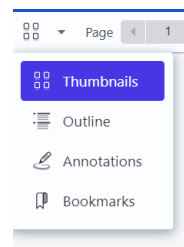
When the **student submits the task** in PDF format, click directly on the PDF file. The file will open in the **Annotation tool**:



[pic28]

Now you can **annotate the document** using the following **options**:

- Choose the view: thumbnails, outline, annotations or bookmarks. From this tab, you can also add your own bookmarks.

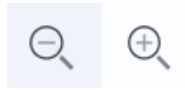


- Move freely between pages.

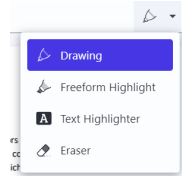


- Select all annotations, or using the little hand, drag an annotation, move it and drop it in a different place of the document.

- Zoom in and zoom out.



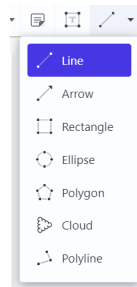
- Draw, highlight and erase.



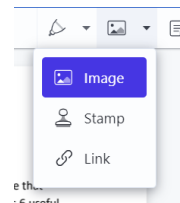
- Add a post-it. You can also change the colours and placeholder icons of your post-its.



- Draw lines, arrows, and other shapes.



- Insert images, pre-defined stamps (e.g. approved) and links.



- Insert a text box and type in some text.



- Print the file, download it or search it.



[pic29,30,31,32,33,34,35,36,37,38,39]

## Evaluate competencies and send feedback





The **purpose of evaluation and assessment** is to guide students on their way to achieving learning objectives and competencies. Therefore, the feedback should be **constructive** and **meaningful**. It should guide the student to take next steps to **master** the competence or **complete** the task.

In the Dakora+ App you can **decide** whether a **student has already completed the task**, and **evaluate** their competencies using symbols of different colours and facial expressions.

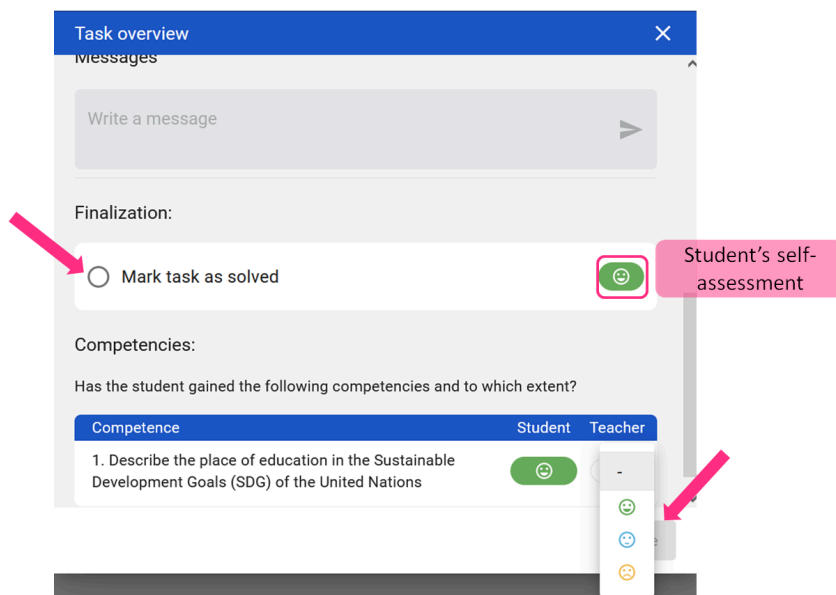
You can also **exchange feedback with a student** (write a message field). This bilateral feedback exchange can strengthen your relationship with the student and **reinforce** the personalisation and individual approach.



How to do it?

From the **MY COURSES** tab elect the assignment you intend to review. **Tick** the **“Mark task as solved”** if you agree with student’s self-evaluation and wish to approve the task.

You can also **evaluate student’s competence** against their self-evaluation by choosing the right icon.



[pic40]



## STUDENT

### Arrange learning materials in a schedule; add more competencies



In Dakora+ it is a student who arranges their own schedule organizes learning materials and tasks in a calendar and decides how much time to spend on each task. Such an approach gives students agency and enhances their accountability for their learning process. Being responsible for one's own learning is a study competence that will help students not only during their formal education but throughout their whole lives.

In the MY LEARNING PLAN tab a student sees their weekly schedule (calendar) and their planning storage, where all tasks and materials assigned by teachers appear. From their planning storage **student drags tasks and drops them into their calendar** thus creating their weekly schedule. Students decide what day and what time they would like to choose for each task. They can also adjust the length of each task. Additionally, they can search through various courses and competence grids and add tasks and materials on their own.

Of course, the teacher can **at any time access students' weekly schedules** and planning storage and **modify the content**.

My learning plan

Choose course

- Testkurs diggr+
- Digital Education in Austria
- Digitale Grundbildung
- ENGLISH SEK 1
- GutscheinTestKurs
- Mathematik
- Schulung
- Soziale Kompetenzen
- teast

Today ← → Juli 17 – 21

	17 Mo.	18 Di.	19 Mi.	20 Do.	21 Fr.
08:00-08:45					
08:45-09:30					
09:45-10:30					
10:30-11:15					
11:30-12:15					
12:15-13:00					
14:00-14:45					
14:45-15:30					
15:35-16:20					
16:20-17:05					

My Planning storage +

Schedule tasks on your own by dragging them with the mouse on your calendar.

- Digital Communication Basics New tasks
- Akzeptanz In progress
- Emotionslesung New tasks
- Gesellschaftliche Mitgestaltung New tasks
- Selbsteinschätzung meiner Digitalen Kompetenzen New tasks
- Einfühlungsvermögen New tasks
- Digital Literacy Skills Completed
- Digitalization concept

[pic41]

## Work on learning material

In Dakora+ students **gain competencies based on their achievements**. They receive learning materials and tasks allocated by teachers, work on them and submit them.



How to do it?

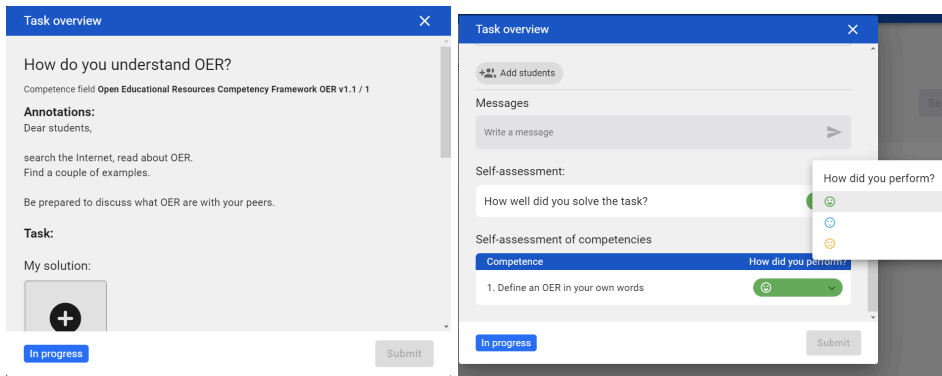
Once you have distributed learning material to your students, it will appear in their planning storage, as well as in the MY WORKSPACE tab.

In the **MY WORKSPACE** tab student can **filter their tasks according to the completion status** (new tasks, in progress, submitted and completed) or **according to competence**.

The screenshot shows the 'My work space' interface. At the top, there is a blue header with a hamburger menu icon, the text 'My work space', and a notification bell icon. Below the header, on the left, is a 'Choose course' section with two options: 'Digital Literacy 101' (selected) and 'English 5A'. To the right of this is a 'Competence field: +' dropdown menu. Below the course selection, there are five filter buttons: 'All' (selected), 'New tasks', 'In progress', 'Submitted', and 'Completed'. A search bar is located to the right of these filters. The main content area displays a list of tasks, each with a clipboard icon, a title, a date, and a status indicator. The tasks are: 'Creative Commons Jigsaw Lesson' (8/1/2023, In progress), 'Discussion about the article' (8/1/2023, Submitted), 'How do you understand OER?' (1), 'Interactive Quiz. History of OER' (2), and 'Lecture on the history of OER' (2).

[pic41]

Student **clicks a task** that they want to complete **to open learning material**. They can **submit the answer**, add **annotations** and **send a message** to their teacher. They can also **self-assess** and **self-reflect** on their competence. If they want to **save a draft** of their task, they can click the **“save”** button at the bottom. The task will have **“IN PROGRESS”** status. They can revisit and **submit** the task by clicking **“submit”**. The status of the task will change to **“SUBMITTED”**. Once the **teacher corrects** the task it will appear as **“COMPLETED”**.



[pic42, 43]

## Empower students to achieve learning goals in different ways



Working on learning materials distributed by teachers should only be one of the options available to students. For a more personalised learning experience, students should be able to **demonstrate their proficiency in various ways**. Instead of submitting their answers to the task provided, they can upload any other evidence of learning and annotate it with a short explanation, of why they believe this evidence demonstrates how they mastered particular competence.



### CASE:

One of the competencies in the “Geography 101” curriculum states, that students are familiar with basic map symbols and are able to set the route from point A to B and estimate its time. The teacher prepared a number of exercises and a final assignment for students to acquire knowledge and skills and demonstrate their competency.

One of the students is a member of a local scouts’ organization and he designed a city game, for which he prepared a map with all the points and routes that lead to these points. He also marked important symbols on the map.

With Dakora+, he can upload his city-game map to demonstrate his knowledge and skills and gain competency without working through the course material, tasks and assignments.

## Self-reflect, self-assess and submit

Have students self-reflect on their learning process



**Self-reflection** and **self-evaluation** have numerous benefits to the learning process.

Firstly, it helps students **understand how they learn**, how they **process information** and tackle various tasks. This is very important for developing their learning skills, self-awareness and learning tactics.

Secondly, when thinking again about the task after completing it, students improve their understanding of the task's requirements, focus on the teacher's instructions and analyse their work against it. This helps **build their mental models**, which are their own mental representations of abstract knowledge and concepts, and transfer new information into the **long-term memory**.

Finally, when students reflect for the second time after receiving feedback from the teacher, they are better able to fill the gaps in the information or performance that might have occurred.



How to do it?

From the **"MY WORKSPACE"** tab student **chooses a task**. They work on it, and **upload the evidence of learning**.

**Before submitting the task** they **self-reflect** on both: **task** they were completing, and **competence** they were developing while working on the task:

The screenshot shows a 'Task overview' window with a blue header and a close button. Below the header, there is a '+ Add students' button. A 'Messages' section contains a 'Write a message' input field with a send arrow. The 'Self-assessment' section has a question 'How well did you solve the task?' and a dropdown menu labeled 'How did you perform?'. The 'Self-assessment of competencies' section has a table with two columns: 'Competence' and 'How did you perform?'. The first row of the table has the text '1. Describe the place of education in the Sustainable Development Goals (SDG) of the United Nations' under the 'Competence' column and a dropdown menu labeled 'How did you perform?' under the 'How did you perform?' column. At the bottom, there is an 'In progress' button and a 'Submit' button. Two red arrows point from the text above to the dropdown menus in the self-assessment sections.

[pic44]

Ultimately, a teacher **receives the student's task** and sees how the student evaluated themselves. After checking the student's tasks, the teacher can also **evaluate the competencies** attached to the task.

## Keep your learning diary



**Self-reflection** helps students look at their education and learning skills as a whole. It **raises awareness** about one's strengths and weaknesses, learning styles and techniques, progress, throwbacks. It allows students to set their priorities, and **make informed decisions** about their study plans.

In Dakora+ there is a designated area called "**LEARNING DIARY**" where students can **write their thoughts**. Teachers do not have access to this area, neither have other students. Each day a blank page appears. Once a student writes down text on the page, it saves in the left-hand index, so that the student can come back to it at any time.

Learning diary

Today

Save

What did you learn? What have you been working on?

[pic45]

## ADMIN

Dakora+ App uses **Moodle** as a database where all created data is stored. Moodle provides the save and open source environment.

To **start working with the Dakora+ App**, first your institution needs to have a **Moodle installation**. All the data processed in Dakora+ is stored and pulled from the local Moodle

platform. **Users and courses** created in Moodle are then **displayed** in the Dakora+ App where all its functionalities could be used.

The idea is that user will not have to go back to the Moodle installation, and they will be able to conduct all course related actions, such as inviting students, planning and creating tasks, giving feedback etc. in the Dakora+ App. To make it possible, several settings needs to be adjusted.

## How to activate Dakora+ App on a local Moodle installation?

There are three steps to follow in order to correctly configure Dakora+.

#1. Add EXABIS plug-ins to your Moodle installation. For Dakora+ app you will need two of them: ExaComp and ExaPort. You can do so via [Moodle plugins directory](#).

ExaPort - Exabis Portfolio operates on a platform level, but ExaComp - Exabis Competence Grid is course-related. Make sure to **add ExaGrid** (Exabis Competence Grid) as a block to **all the courses** that will use Dakora+ App.

#2. In the “**site administration**” go to blocks and choose “ExaComp”. Then scroll down to the **Security section**. In the “**applogin urls**” subsection add: “dakoraplus.eu”:

### Security

Password protection (AES-256 encryption) for competence grid export  
exacomp | export\_password

Default: No

(Only available from php version 7.2 on)

Applogin Urls  
exacomp | applogin\_redirect\_urls

dakoraplus.eu



Default: Empty

Enable App Login  
exacomp | applogin\_enabled

Default: Yes

Allows the login from Exabis Apps (Diggr+, Dakora, Dakora+, elove)

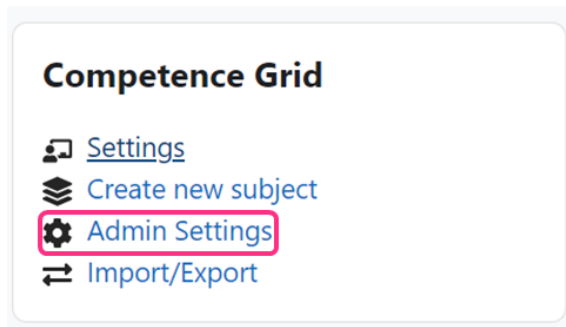
Enable SET-App Functions

Default: No



[pic46]

#3. From the course view, in **Exabis Competence Grid block**, choose admin settings, then **“Check Webservices”**. All the listed items must have an OK status. If there is a missing item, follow the instructions in the “description” column.



[pic57]

Settings Admin Settings

Competence grids pre-selection Difficulty levels ⓘ Import/Export Check Webservices

Please follow the steps below to enable Exabis Competence Grid webservices:

Step	Status	Description
1. Enable web services	OK	Web services must be enabled in Advanced features.
2. Enable protocols	OK rest	At least one protocol should be enabled. For security reasons, only protocols that are to be used should be enabled.
3. Enable web services for mobile devices	OK	Enable mobile service for the official Moodle app or other app requesting it. For more information, read the <a href="#">Moodle documentation</a>
4. Roles with webservice access	OK Manager Authenticated user	Grant additional permission to the role "authenticated user" at: Site administration/Users/Permissions/Define roles 4.1 Select Authenticated User 4.2 Click on "Edit" 4.3 Filter for createtoken 4.4 Allow moodle/webservice:createtoken
5. Additional webservice checks	OK	

[pic58]

The next step is to **create empty Moodle courses** and add to them **competence grids** via Exabis Competence Grid block.

## Adding competence grids to the Dakora+ App

Since the Dakora+ App is integrated on a local Moodle installation, all the competence grids have to be added to courses on Moodle using the Exabis Competence Grid plug-in. Find out more about Exabis plugins.

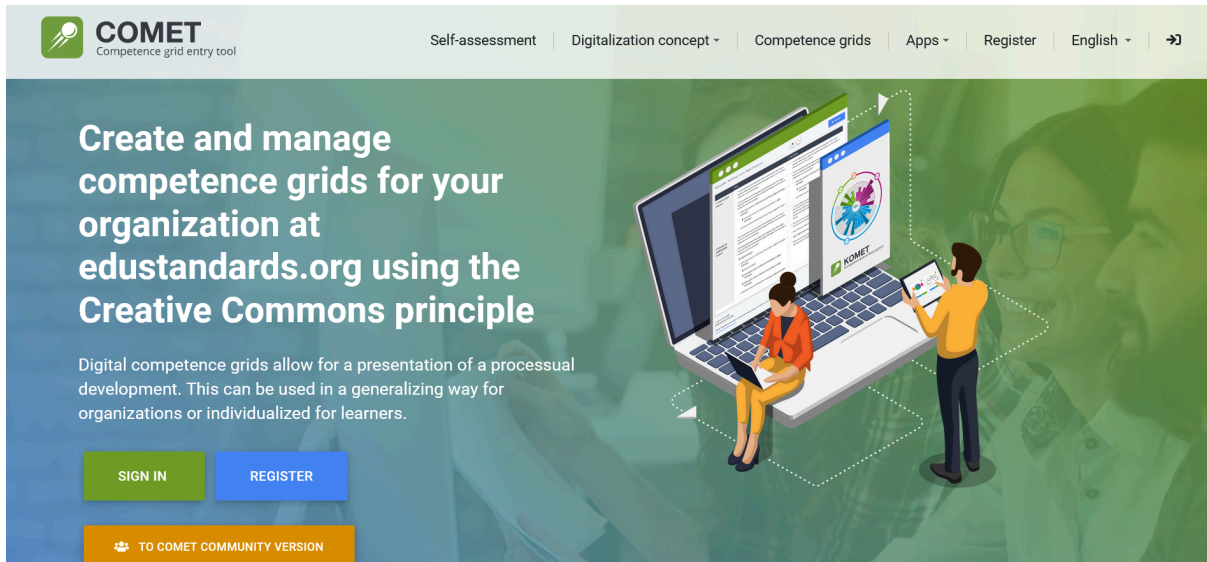
<gear icon> How to do it?

#1. Using Comet tool

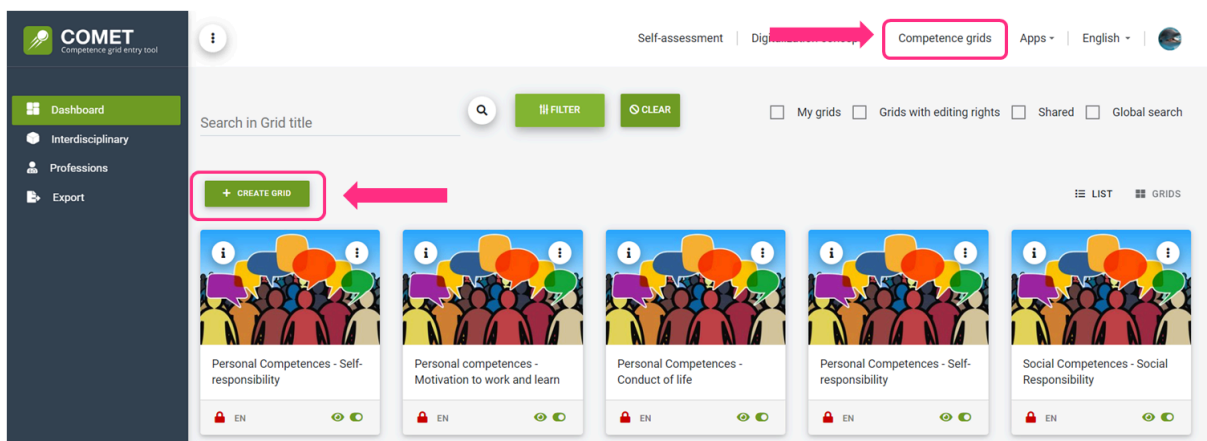


Comet is an open source tool for **creating competence grids** that could be used in Moodle (and therefore in Dakora+).

Go to **comet.edustandards.org**, and register.



In the “**COMETENCE GRIDS**” tab click “**create grid**” button.



[pic49]

Fill in the **grid's metadata**, such as its name, subject, educational level etc. and **save**.

New grid ✕

Title \*

Subject ?  
 +

Educational level \* ?  
 +

School type \* ?  
 +

Educational standard \* ?

Class ?

interdisciplinary grid ?

You will then be transferred to the grid's view where you will be able to **add grid's topics, difficulty levels, competencies and child competencies**.

Self-assessment | Digitalization concept ▾ | Competence grids | Apps ▾ | English ▾

Grid for Moodle ⚙️ ⋮ SHARE

created: 28. 08. 2023  
 edited: 28. 08. 2023 not published

Once you have created your grid, you can **export it to XML file**, and in this format **upload the grid to Moodle**.

To do so, click the **three vertical dots above the grid** and choose **“Export”**.

A window will pop up, where you can decide if you would like to export the grid with or without materials, and the format of exported file. Make sure to choose **“XML for exabis competencies”**. In this way, via Comet-created grids, you can export more than one competence grid and add them all to the course.

Export ✕

Grid for Moodle

Export options

▾

Export with files

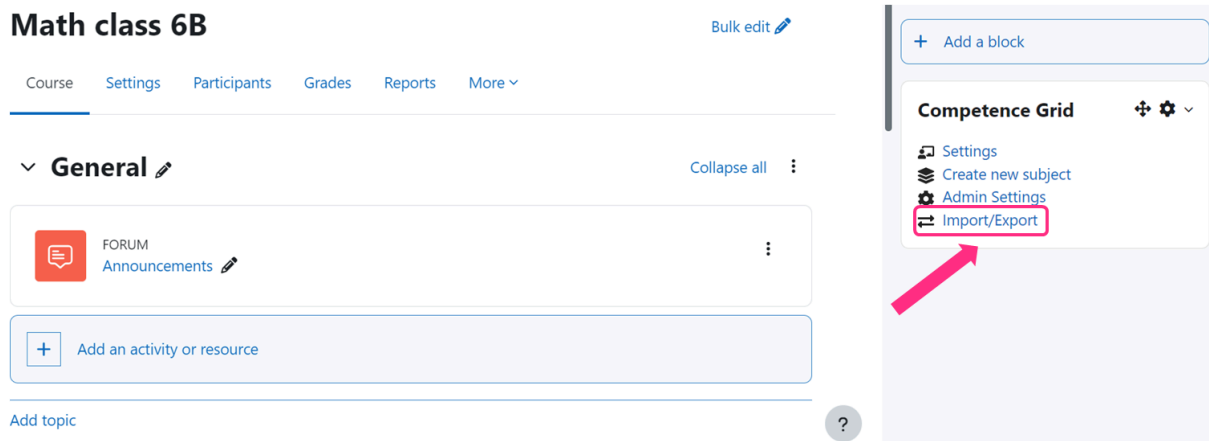
▾

EXPORT MORE CANCEL EXPORT

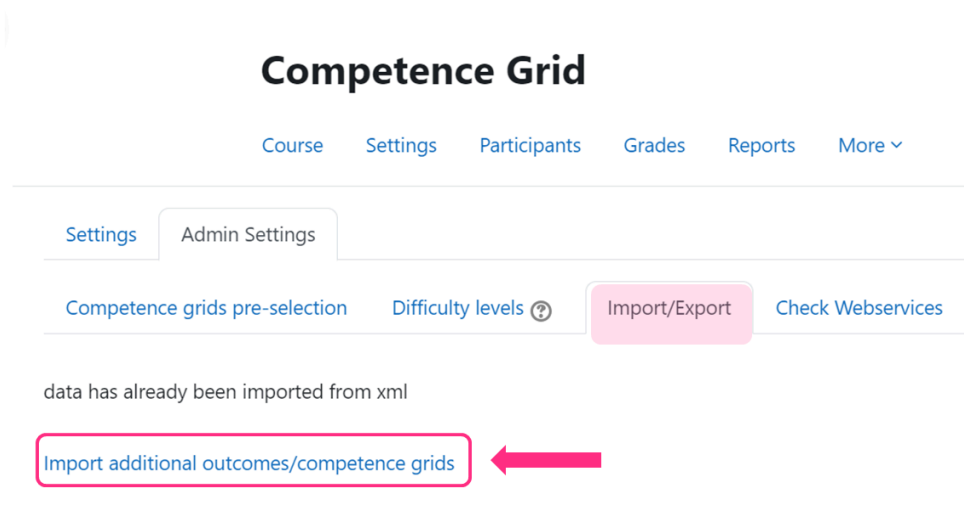
<swiping icon>

To read more about the Comet tool and its features check [COMET documentation](#).

Now you can **import the grid into Moodle**. To do so open the Moodle course you would like to add your grid to, and **in editing mode**, click “**Import/Export**” in **Exabis Competence Grid block**.



From the “**IMPORT/EXPORT**” tab, select “**Import additional outcomes/competence grids**”.



**Drag** the exported from the Comet tool XML file and **drop** it onto the designated area, or click the “choose the file” button to select the file directly from your PC. Then, **chose the course**, to which the grid should be associated.

Settings Admin Settings

Competence grids pre-selection Difficulty levels Import/Export Check Webservices


Please create your competence grids at [www.edustandards.org](http://www.edustandards.org).

It is possible to keep the data up to date via a [Server-URL](#).

1 Select file:

▼ **Import competence grid**

File ! Choose a file...



You can drag and drop files here to add them.

Destination of imported activities

Select course to import moodle activities from competence grid to:

If added correctly, a configuration wizard should open. You should see the **metadata of your grid**: educational level, school type and the name of the grid. If the metadata matches the one from your grid, tick the name of the grid and click add.

Settings Admin Settings

Competence grids pre-selection Difficulty levels Import/Export Check Webservices

2 Select subjects for importing:

▼ **Import competence grid**

If an XML has been imported previously, these values are preselected

All Subjects

[select all](#) / [deselect all](#)

**Secondary education** ▶ **Public** [select all](#) / [deselect all](#)

new Grid for Moodle

! Required

The system will prompt consecutive actions. In the next step you will see one more time the metadata of your course. If you imported more than one grid, in this view you will see the metadata of all previously imported grids. **Tick your grid**, and click “confirm”.

**2** In this configuration step you have to pre-select competence grids.

Your outcomes have already been imported. In this configuration you have to make the selection of the main competence grids you would like to use in this Moodle installation.

site-specific topics	
Secondary education (KOMET - edustandards.org)	
Public	<input checked="" type="checkbox"/>

[Confirm](#)

Next, you will see **general settings** of the grid in relation to the course. It is recommended to keep only the default setting "show all outcomes in overview".

Settings [Admin Settings](#)

Configuration [Subject selection](#) [Course assessment](#)

**1** The first step of course configuration is to adjust general settings for your course. [Click here to continue configuration.](#)

- I work with Moodle activities
- Show all outcomes in overview
- Use without students
- Hide global subjects

[Save](#)

In the next step you will see **all the topics in your grid.**

At this point you can decide which topics you would like to associate with the course. You can tick all or only selected topics. At the end click "confirm".

Settings [Admin Settings](#)

Configuration [Subject selection](#) [Course assessment](#)

**2** In the second configuration step topics to work with in this course have to be selected.

**Filter**

Schoolltype:

Show only selected grids:

[Filter](#)

Public (KOMET - edustandards.org)	
Grid for Moodle	Select all/none
Topic 1	<input type="checkbox"/>
Topic 2	<input type="checkbox"/>

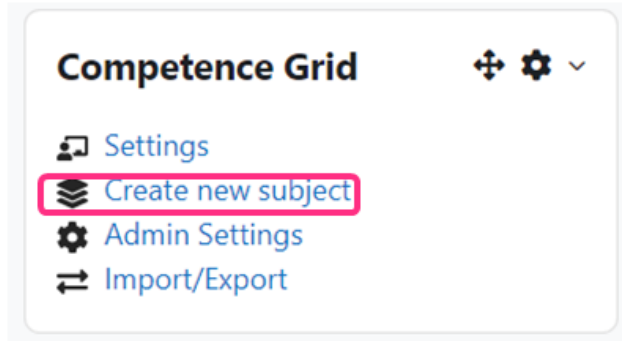
[Confirm](#)

The configuration is completed. You can choose either overview or competence grid to see your grid.

## #2. Manually

You can create a grid **directly in the Exabic Competence Grid block**. However, you **manually you can create only one grid**, whereas the above option allows you to import multiple grids and add them to the same course.

In the Exabis Competence Grid block choose **“Create new subject”**



Add the name of the subject, and set the first topic, difficulty level, and competence.

### Competence grid

Name

### Topic

Create your first topic:

Name

Number

### Difficulty Level

Create your first Difficulty Level:

Name

Number

### Competencies

Create your first descriptor:

Competency title

Save changes

The frame of your grid is now created. In the next step you will be prompted to add **more rows, columns and competencies**, as well as child competencies to your grid. You can do it **in the editing mode**.

Editing mode is turned on

Turn editing off

The screenshot shows the Moodle course editing interface. At the top, there is a pink banner that says "Editing mode is turned on" and a button that says "Turn editing off". Below this, there are several tabs: "All difficulty levels", "Basic", and "new learni...". There are also icons for editing and deleting. Below the tabs, there is a section for "Digital Competencies for Citizens" with a "new Topic" button. The main content area shows a table with columns for "Digital Competencies for Citizens" and "difficulty Level". The table has several rows, including "Information and Data Literacy" and "1.1 Browsing, searching and filtering data, information and digital content. i". Below the table, there is a "Curricular additions" section with two input fields: "New child competence" and "New competence", each with an "Add" button. The "Add" buttons are highlighted with a pink box.

Grids can be added to one or more subjects, and all of them will be displayed in Dakora+. This means, that teachers are able to access all competence grids added to Moodle through Dakora+ and select either whole grids or certain competencies that they would like to add to their course.

## Enabling “inviting students” button in Dakora+

Teachers can enrol students to the course directly from the Dakora+ App. To do so, an “Enroll By Code” plug-in needs to be installed. You will find the plug-in and instructions [here](#).

## Enabling interactive H5P content

Dakora+ allows teachers to **add interactive H5P** content directly in the app. To enable this option, **install the H5P plug-in** in your moodle installation. You will find the instruction [here](#).

Once installed, you need to **override HTTP security**.

<gear icon>

How to do it?

Open “**site administration**” and in **General settings** choose **Security > HTTP security**. By default “Allow frame embedding” will be set to “No”, change it to “yes”.