Deliverable 7.1

Quality Assurance Plan

Document Control Page

WP/Task	WP / T
Title	Quality Assurance Plan
Due date	12/2019
Submission date	12/2019
Abstract	The deliverable presents the QA processes to set the KPIs and the control points for the project monitoring.
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Contributor(s)	Sofoklis Sotiriou
Reviewer(s)	Sofoklis Sotiriou
Dissemination level	☐ internal ☐ public ☐ confidential

Document Control Page

Version	Date	Modified by	Comments
1.0	30/11/2019	Nikos Zygouritsas	Creation of TOC
2.0	10/12/2019	Nikos Zygouritsas	First Draft
3.0	30/12/2019	Nikos Zygouritsas	Final Version

Executive summary

This deliverable will present the QA processes to set the KPIs and the control points for the project monitoring.

The R4C Quality Assurance Plan is set up and maintained as part of the project management processes. The quality management defines the following:

- **Document control - management** of printed and electronic documents (e.g. templates, structure, standard format, handling according to dissemination level, etc.);

- **Deliverables**: instructions about the form and the way of writing the deliverables, review/acceptance of deliverables;

- **Project time-table and deadlines**: A specific plan is presented and agreed by the consortium partners. As the duration of the project is limited the coordinator must make sure that the partners will be able to cope with the challenging tasks allocated to them.

Table of contents

1   Introduction

1.1   Purpose of the document

The R4C Quality Assurance Plan is set up and maintained as part of the project management processes. The quality management defines the following:

• **Document control - management** of printed and electronic documents (e.g. templates, structure, standard format, handling according to dissemination level, etc.);

• **Deliverables**: instructions about the form and the way of writing the deliverables, review/acceptance of deliverables;

• **Project time-table and deadlines**: A specific plan is presented and agreed by the consortium partners. As the duration of the project is limited, the coordinator must make sure that the partners will be able to cope with the challenging tasks allocated to them.

2 R4C Project Evolution

2.1 R4C phases and deliverables

The main phases and the main deliverables of the project are described below chronologically:

Phase A: Preparatory Phase

The consortium will design and validate a **School Innovation Model**, which will define the specific elements to depict innovation in schools (based on the SELFIE and OSOS-SRT indicators), as well as additional relevant indicators and metrics for measuring it based on holistic collection of educational data (e.g. teachers and students involvement in communities of practice, school generated contents and initiatives, students interest and motivation). Additionally, a **School Analytics Framework** will be designed, defining a) the specific educational data types to be collected from different layers of the school (student performance (micro level), continuous teaching innovation (meso-level), and institutional e-maturity and openness (macro level)), as well as b) the methods for exploiting these educational data towards building individual **School Innovation Profiles**. Capitalizing on these, the consortium will propose a set of guidelines and recommendations for the design of a **School Innovation Profiling Tool** and a **School Innovation Planning Recommender System**, which will generate holistic recommendations for school innovation development to inform school leadership strategic planning. This work will take place in **WP1 (School Innovation Model).**
The consortium will design and set in action a **community support mechanism that will empower teachers and learners and facilitate innovation in the participating school settings**. The core activity in this framework will be to **build a group of change leaders who will share leading innovative practices**. Practitioners with specific change management competences required to operate successfully as **change agents** in the participating schools facilitating the implementation of the R4C approach. An advanced professional development programme, which adapts and deploys state-of-the-art learning approaches will be implemented for this purpose. To guarantee sustainability of the approach, the gradual development of the **community of teachers – change leaders** will be supported by a state-of-the-art Web 2.0 collaborative learning and knowledge exchange environment. **A European School Innovation Map** will be developed to depict the evolution of the schools' network and offering opportunities for networking, common project at European level and exchange of school staff for sharing experiences and best practices. This work will take place in **WP2 (School Innovation Support Mechanism)**.

Phase B: Large Scale Pilots

Then the consortium will organize and coordinate **large scale pilots with schools to evaluate the effects of, and systematically validate the proposed approach** by implementing numerous activities and exploiting at the same time the opportunities offered by major ongoing initiatives and reforms, in **Greece, Portugal** and **Italy.** The project will be implemented with a bottom up approach **in 300 primary and secondary school**, in urban as well as in rural areas while the sample for the validation of the proposed approach will consist of **1,500 teachers and 15,000 students**. This work will take place in **WP3 (From School Reflection to School Development).**
In parallel with the large scale pilots the consortium will develop **a strategy to evaluate the effects of, and systematically validate the proposed Innovation Model.** Using as a reference the schools performance in a 12-month cycle of pre- and post-evaluation of their e-maturity and openness (by using the SELFIE and the OSOS-SRT tools), the evaluation of the project impact will focus on the effects (wished and unwished) and barriers to adoption in relation to the following aspects in the participating schools: impact on the processes of learning, teaching, and assessment; impact on the students outcomes; impact on the classroom as a whole and the school as organization; overall acceptance of the innovation; and corresponding organizational and ethical issues arising. An experimental design involving quantitative and qualitative research will be applied, whereby data will be gathered, analyzed, findings synthesized, and evaluation reports produced at key points to serve the needs of the project. This work will take place in **WP4 (Validation of the School Innovation Model).**

Phase C: Roadmaping

Finally, based on the findings and the necessary adoptions the consortium will propose a set of guidelines and recommendations for the development of a school innovation support service, the **School Innovation Academy**, which will facilitate the process for envisioning, managing and monitoring change in school settings by providing a simple and flexible structure to follow, so school leaders and teachers can innovate in a way that's appropriate for school local needs. It will provide new ways for the use of technology and related approaches: not simply to automate processes but to inspire, to engage, and to connect. It will provide a powerful framework for school leaders to engage, discuss and explore: how schools need to **evolve**, **transform** and **reinvent**; how schools will facilitate open, more effective and efficient co-design, co-creation, and use of digital content, tools and services for personalized learning and teaching; how schools can become innovation incubators and accelerators. Towards this objective, the consortium will develop the **School Innovation Roadmap** to support schools to reflect on, plan and undertake changes in education for 21st Century learning. Applying the proposed service in local settings will make it clear that schools have much to gain by fostering connections between formal and informal learning, between existing providers of education and new entrants. This work will take place in **WP5 (Roadmap and Recommendations)**.

A list of the foreseen R4C deliverables is presented in the following table.

Table 1. R4C List of Deliverables

Deliverable	Due Date
D1.1 School Innovation Model	04/2020
D1.2 School Profile and Analytics Framework	06/2020
D1.3 School Innovation Profiling Tool and the School Innovation Planning Recommender System	08/2020
D2.1 Specifications on community building and participatory engagements activities	05/2020
D2.2 Report on Development of the School Community	07/2021
D2.3 School Innovation Map	07/2021
D3.1 Implementation Plan	08/2020
D3.2 Training Materials and On-line Support	06/2021
D3.3 International Professional Development Courses	07/2020
D3.3 International Professional Development Courses	07/2021
D4.1 Validation Methodology and Plan	04/2020
D4.2 Validation Tools	08/2020
D4.3 Validation Report	10/2021
D5.1 School Innovation Strategies	10/2021
D5.2 School Innovation Roadmap	10/2021
D5.3 School Innovation Academy	10/2021
D6.1 Dissemination Plan	01/2020

D6.2 Report of the affiliation programme with existing EU Projects & Initiatives	10/2021
D6.3 Dissemination Materials	From 11/2019 till 10/2021
D6.4 Project Website	01/2020
D6.5 Sustainability Plan	10/2021
D7.1 Quality Assurance Plan	12/2019
D8.1 Project Handbook and Risk Management	01/2020
D8.2 Periodic Report (Interim)	11/2020
D8.2 Periodic Report (Final)	11/2021
D8.3 Data Management Plan	02/2020

2.2   R4C milestones

Contingency plans are being prepared by WP leaders as clear and pragmatic decision-making and voting processes, communication pathways and prompt reporting mechanisms are necessary. It is of outmost importance for the quality assurance structure and processes to support the project in all phases and to focus and adapt accordingly to the specific objectives and needs of each phase.

The objectives and phases of R4C are signposted by the project's milestones, presented in **R4C List of Milestones**

Table 2. R4C List of Milestones

Milestone number	Milestone name	Related work package(s)	Due date (in month)	Means of verification
MS1	Kick-off Meeting	WP1, WP3, WP4, WP6, WP7	M1	Planning and Organisation of the work. Internal management structure. Communication Channels. Detailed Planning and Decision-Making Process.
MS2	School Innovation Model	WP2, WP3, WP4	M6	Delivery of the School Innovation Model. Delivery of the Validation Methodology and Plan. Initiation of the Implementation Plan and of the preparation of the Training Materials
MS3	Beginning of the School Based Pilots	WP2, WP3, WP4	M11	Delivery of the Innovation Profiling Tools and the School Innovation Recommendation System, Delivery of the Analytics Representation and Visualization Tool, Beginning of the School Based Pilots (1st Self-Reflection Measurement), 1st International Professional Development Course, Delivery of Validation Tools.

MS4	End of the School-Based Pilots	WP2, WP3	M20	End of the School-Based Pilots (2nd Self-Reflection Measurement), Delivery of the School Innovation Map, 2nd International Professional Development Course
MS5	End of the project	WP4, WP5, WP6, WP7, WP8	M24	Delivery of the Validation Report, Delivery of the School Innovation Strategies, Delivery of the School Innovation Roadmap, Delivery of the School Innovation Academy (Action Plan), Open Classroom Conference, Delivery of the Sustainability Plan, Delivery of the QA Report, Final Project Report (Closing meeting)

3   Deliverables Quality Management

As far as the confidentiality of deliverables and other documents, including presentations, is concerned, the following four (4) levels of security are considered:

- PU: Public Usage. No restrictions on access (in secured PDF format),
- PP: Restricted to other programme participants (including the Commission Services),
- RE: Restricted to a group specified by the consortium (including the Commission Services),
- CO: Confidential, only for members of the consortium (including the Commission Services).

3.1   Deliverable Preparation and Peer Review Process

All deliverables should be formed according to the R4C Deliverable template, available to the partners. The quality management will be supported by the collaborative project management platform (web-based server for the internal communication of the project) for producing the deliverables. The template provides a deliverable identity sheet and specifies formatting for the most used elements of deliverable report. The partners responsible for the deliverable are required to ensure that before releasing the first deliverable draft to partners, it is in the correct template, specified format and the identity sheet is complete. The following figure **"Deliverable Production Process"** shows the indicative process for preparing deliverables.
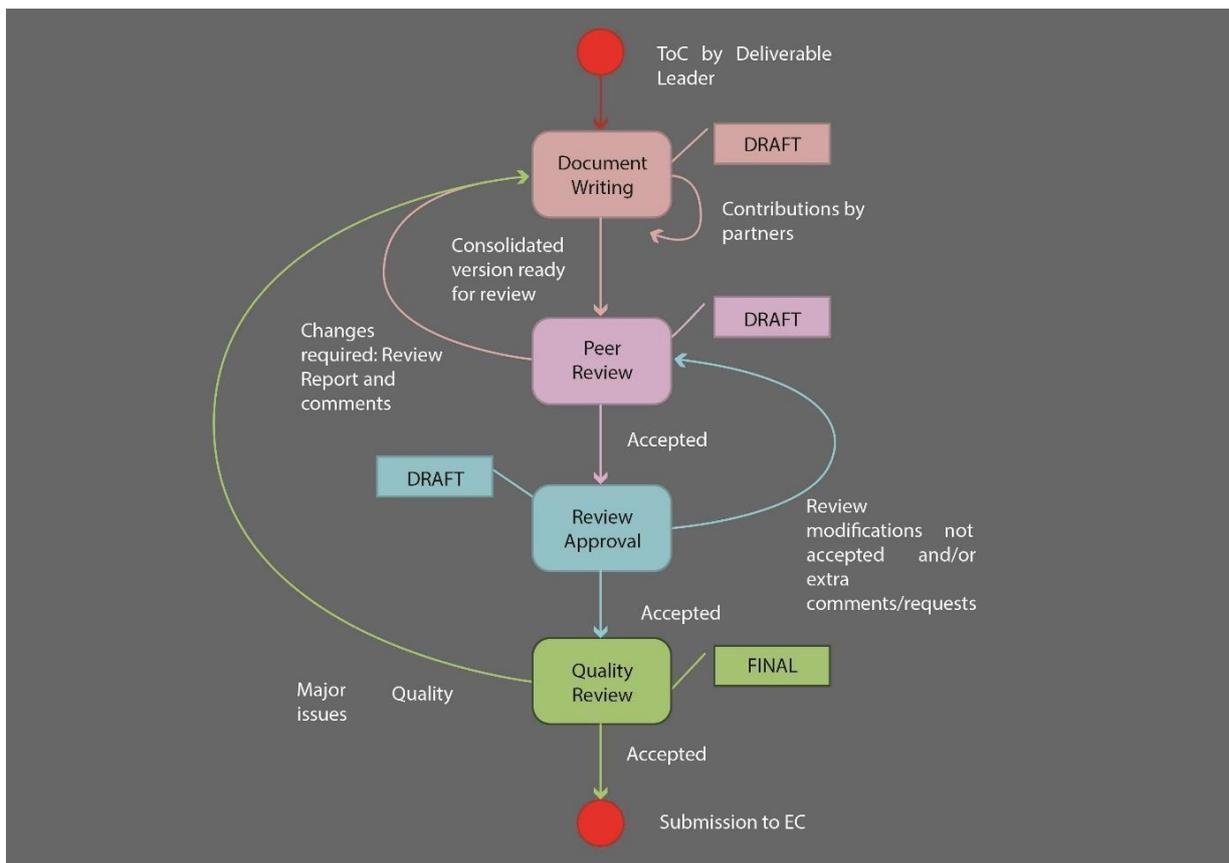

Figure 1. Deliverable Production Process

Communication and exchange of information between the partners is very important while producing deliverables. Quality Management will be supported by the document facility of the collaborative project management platform for producing deliverables.

Especially, regarding the acceptance of deliverables / peer review process, all project deliverables will be subject to acceptance by the following parties, in the order indicated:

partner responsible for the deliverable (normally Task Leader); WP Leader; Project Coordinator and European Commission.

All deliverables will be internally peer reviewed before their final submission. Depending on the deliverable's scope and objectives the most appropriate experts coming from the consortium partners will be chosen. The Project Coordinator/Quality Manager will propose these experts. If needed the help of external to the consortium experts will be sought. The Project Quality Management will be addressed by Task 7.1 QA Plan and Task 7.2 Project Monitoring. Table 3 describes in detail the process of producing a deliverable of the R4C project.

Table 3. Deliverable Preparation and Peer Review Process

Who	Action	To Whom	Phase	Duration
DL	Prepares Table of Content (ToC) and Circulates	Contributing Partners	Document Writing	> 2 weeks from deliverable starting date
DL	Updates ToC according to comments. Proposes Assignments on the ToC and agree with the contributors. Circulates the document to those involved	Contributing Partners	Document Writing	> 1 Months from deliverable starting date
Contributing Partners	Work on the document Issue intermediate releases	Contributing Partners	Document Writing	Ad Hoc
DL	Consolidates all input Issues 1st complete draft Circulates for comments.	Contributing Partners and WPL	Document Writing	1 Month Before Submission
DL	Updates document addressing comments received Circulates final draft for comments	Internal Deliverable Reviewer	Peer Review	2 weeks before submission
Internal Deliverable Reviewer	Returns document with comments and MS-Word track changes	DL	Peer Review	1 week before submission
DL	Updates document addressing comments received and produces its final release Forwards deliverable to WPL and QM for quality inspection	WPL, QM	Review Approval	3 days before submission
QM	Final approval (if not approved it returns immediately back to the DL for revision)	PC	Quality Review	2 days before submission
PC	Submits Deliverable to the European Commission Places the submitted PFD version on the shared platform under the respective WP folder	European Commission	Submission	1 day before submission

4 Monitoring the R4C project

R4C consortium will establish the appropriate structure, processes and instruments to support the project in all phases and achieve the set milestones or take corrective measures if needed. In order to ensure the monitoring and the success of the R4C project, two Work Packages (WPs) are foreseen including the Quality Assurance (WP7) and the Project Management (WP8).

4.1 Key Performance Indicators (KPIs)

Both quantitative and qualitative key performance indicators have been defined for the R4C project. These will be monitored and reviewed throughout the project and a status report on indicators will be included in each QA Report (**Task 7.3**).

Table 4: The Quantitative and Qualitative Key Performance Indicators of the R4C project.

Quantitative Indicators	Value
Number of external experts to validate the Innovation Model	50 (WP1)
Number of schools involved	300 Schools (WP3, WP4)
Minimum number of Implementation Activities	1 (per school) (WP3)
Minimum number of school heads and teachers involved	1.500 (WP3, WP4)
Minimum number of students involved	15,000 (WP3, WP4)
Minimum number of countries involved	3 (WP3, WP4)
School Heads and Teachers Participating to the two International Professional Development Courses	100 (WP3)
Presentations of evaluation results and outcomes at major conferences	5 (WP6)
Publication of evaluation results and outcomes in peer-reviewed journals	2 (WP6)
Minimum number of Dissemination Events	15 (3 per participating country, 3 to be organised by ESHA, 3 organised by EDEN) (WP6)
Number of schools continuing implementing the R4C approach beyond the end of the project	Minimum: 60% of those involved in the pilot phase (WP4)
Qualitative Indicators	**Measure and Outcome**
Reflect on head-teacher, teacher and student initial and final attitudes towards open school culture, learning both in and out of school (WP1, WP3, WP4).	Large-scale surveys at the beginning and end of the project
Engage both teachers and students and have a transformative effect on the introduction of innovation and open culture in the school, in the	Validation Report

classroom, in the local community (WP2, WP3, WP6).	
R4C proposed methodology and activities have an impact on students' educational outcomes and attitudes (WP4)	Modelling observed outcomes against interventions and predicted outcomes. Mapping students behavioural change.
Effective introduction of ICT- and open culture in schools (WP1, WP3, WP5)	Delivery of the R4C key documentation (Strategies, Roadmap) and Action Plan for the operation of the School Innovation Academy.

4.2 Critical risks for implementation

A Risk Register will be used as a monitoring tool, to appropriately assure the quality and manage the project risks that will eventually emerge. This register will be updated as soon as risks are identified / processed throughout the project. In the following table the structure of the Risk Register is shown, with some risks already identified and registered. Each risk is identified by its ID, and the category in terms of, **project management (PM), technology (T), resource (R) and educational (E)**. For each risk, an explanation is given for the contingency plan envisaged. All these risk factors have been plotted in terms of i) their potential occurrence and ii) their potential impact.

Table 5: Critical risks for implementation

ID	Description of risk and WP(s) involved	WP	Proposed risk-mitigation measures	Chance	Impact
PM1	Project execution risks (e.g. critical deliverables are delayed or poor quality). Possible delay in work plan	WP7, WP8	This risk is reduced by the partners' expertise experiences and processes established to ensure on time delivery. Quality procedures to deliverables, templates and guidelines are key elements for mitigating this risk.	Low	Medium
PM2	Partner problems (e.g. underperforming partners; disagreement between partners). WP leaders monitor progress (including potential partner conflicts) at WP level	WP7, WP8	Any problems which cannot be solved bilaterally, are referred to PC for mediation. The Consortium Agreement covers cases of underperforming partners and conflict resolution. The consortium is strong and cohesive with past successful cooperation experiences. The project partnership has long term collaboration strings from previous projects which ensures good collaboration.	Low	High
PM3	Time delays, deadlines cannot be met (e.g. key deliverables are delayed). Lack of internal coordination leads to unexpected delays	WP7, WP8	Revision of work plan. PC organisation and checkpoints will monitor, detect problems early and take corrective action.	Low	High
PM4	Difficulties in consortium coordination	WP8	The consortium has worked together in other projects, whereas partners have a high degree of complementarity. The project coordinator has great experience in bringing about	Low	High

			collaborative projects and large-scale pilots to successful completion.		
PM5	Dissemination and communication risks (e.g. not reaching correct audience for project results. Lack of communication of project results that leads to limited impact	WP6	Early dissemination strategy planning to identify the audiences and how to reach them. R4C partners have significant presence in various disciplines. Dissemination through publications, white papers, workshops and conferences.	Low	High
PM6	Development schedule might be too aggressive. Are there any slacks?	WP7, WP8	The project has been designed to use an iterative method, so all problems if any, will occur quite early, and will give time to react.	Medium	Medium
R1	Expertise risks (e.g. a key person with a specific expertise leaves the project, delaying work plan	All	Quality project documentation and horizontal support. Contingency plans involve rescheduling of work and training. Tight project reporting at WP and project level and prompt response by the Project Coordinator.	Medium	Medium
R2	Lack of resource commitment	All	Commitment of all partners at the outset including the signing of the consortium agreement	Low	Medium
R3	Shortage of resources	WP8	If the requirements analysis and design phase of the project reveals that the dedicated resources and time-schedule are not compliant with the wideness of the topic, a scope reduction might be applied, e.g. additional assumptions introduced to limit the complexity. Nevertheless, a full plan of development and validation based upon the subset will be run.	Medium	Medium
T1	Technological solutions and tools are quite complex for schools	WP1, WP2, WP3, WP4	The technology selections will be as such to minimize this risk from start. The project will use existing solutions used from many schools	Low	Medium
E1	National educational policy moves to different directions from the EU framework	WP1, WP2, WP3	R4C will follow a targeted approach for all project countries as part of the work mainly in WP2	Low	High
E2	Evaluation questionnaires not filled by teachers and students	WP4	Each activity will have at least one person partially dedicated to encourage participants to participate to the survey	Medium	High
E3	Reluctance of schools to join the project	WP3	IEP, CITA, NUCLIO have well established school communities in their countries. These schools are ready to act as test-beds for innovative projects and actions. Additionally, ESHA will bring motivated head teachers and teachers into the project.	Low	Medium

5   Conclusions

The R4C consortium has developed a Quality Assurance Plan that effectively contributes to the project management processes. The plan defines the following:

- **Document control - management** of printed and electronic documents (e.g. templates, structure, standard format, handling according to dissemination level, etc.);
- **Deliverables:** instructions about the form and the way of writing the deliverables, review/acceptance of deliverables;
- **Project time-table and deadlines**: A specific plan is presented and agreed by the consortium partners. As the duration of the project is limited while the level of the foreseen experiment is rather demanding and complex the coordinator must make sure that the partners will be able to cope with the challenging tasks allocated to them.

The quality management will be supported by the collaborative project management platform (web-based server for the internal communication of the project) for producing the deliverables. Especially, regarding the acceptance of deliverables / peer review process; all project deliverables will be subject to acceptance by the following parties, in the order indicated: i) partner responsible for the deliverable; i) WP Leader; ii) Project Coordinator; and iii) EACEA. All deliverables will be internally peer reviewed before their final submission. Depending on the deliverable's scope and objectives the most appropriate experts coming from the consortium partners will be chosen. The Project Coordinator/Quality Manager will propose these experts. Both quantitative and qualitative key performance indicators have been defined for the R4C project. These will be monitored and reviewed throughout the project and a status report on indicators will be included in each QA Report.

The R4C project foresees three tasks for the sound quality assurance of the project.

Task 7.1 QA Plan. A detailed QA Plan is developed to present the QA processes to set the KPIs and the control points for the project monitoring. Additionally, the QA process for the preparation of the deliverables is finalized and is presented in the QA Plan which includes the work that will take place in the specific task.

Task 7.2 Project Monitoring. Based on the final list of KPIs in each of the Milestones of the project, the responsible partner (UBT) will organise a meeting to verify that the project is progressing well and that partners are following the timetable and that they are delivering and reporting in time. The project team has set 5 Milestones in crucial periods of the project to safeguard its smooth implementation and finalization according to the proposed time plan. Partners will need to report to UBT, while UBT will have a close cooperation with the coordinator to agree in the necessary actions.

Task 7.3 QA Reporting. Two QA Reports (Interim and Final) will be produced and they will be integrated as additional chapters to the two Periodic Reports (D8.3). The two reports will present the work done to safeguard the smooth finalization of the project.

6   ANNEX - R4C Deliverable Template

Deliverable X.Y

R4C Deliverable Template

Document Control Page

WP/Task	WP / T	
Title		
Due date		
Submission date		
Abstract		
Author(s)		
Contributor(s)		
Reviewer(s)		
Dissemination level	☐ internal ☐ public ☐ confidential	

Document Control Page

Version	Date	Modified by	Comments

Executive summary

This document is a Microsoft Word file which corresponds to the template of the R4C deliverables.

Table of contents

1. Introduction (style "heading 1")

1.1 Purpose of the document (style "heading 2")

2. Second chapter (another style "heading 1")

2.1 (style "heading 2")

2.2 (style "heading 2")

Normal text (style "standard")

Example of figure:

Figure1: R4C kick off meeting (style "caption")

Example of list:

- Item 1
- Item 2
- Item 3

2.3   (style "heading 2")

2.3.1   this is an example of "heading 3"

2.3.1.1 and this one is "heading 4"

3. Third chapter (style "heading 1")

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Table 1. R4C Table Example

Column 1	Column 2	Column 3	Column 4

4. One more chapter (style "heading 1")

4.1 heading 2

4.2 heading 2

4.3 heading 2

4.3.1 heading 3

4.3.2 heading 3

5. Conclusions

6. References (style "heading 1")

Examples of refences:

Prensky, M., (2005) Shaping Tech for the Classroom, [online] Edutopia, December 5, 2005.Retrieved from: http://www.edutopia.org/adopt-and-adapt-shaping-tech-for-classroom

Rocard, M. (2007). Science Education NOW: A renewed Pedagogy for the Future of Europe, Brussels: European Commission. Retrieved from: http://ec.europa.eu/research/sciencesociety/document_library/pdf_06/report-rocard-on-science-education_en.pdf

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