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LEARNING BY DOING, LEARNING HELPING



Virtual Volunteering Laboratory
USER'S MANUAL



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**LEARNING BY DOING,
LEARNING HELPING**

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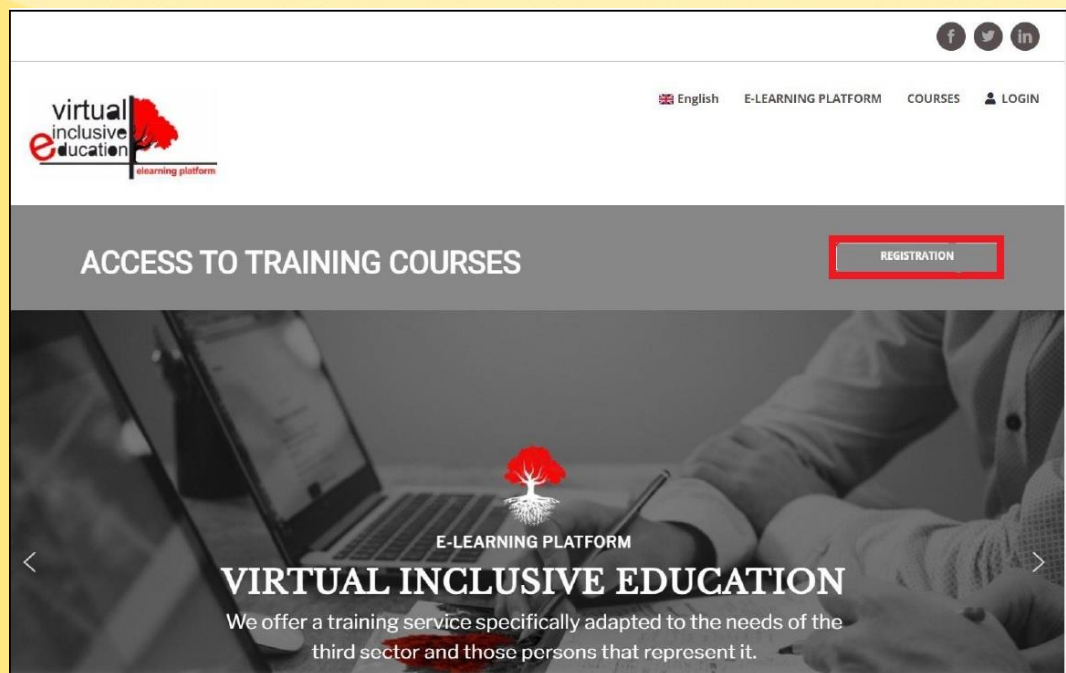
1. REGISTRATION AND LOGIN

To register or log in to the Virtual Volunteering Lab (VVL) web-based application, the user needs to open any web browser and input the following URL in the address bar:

www.virtualinclusiveeducation.com

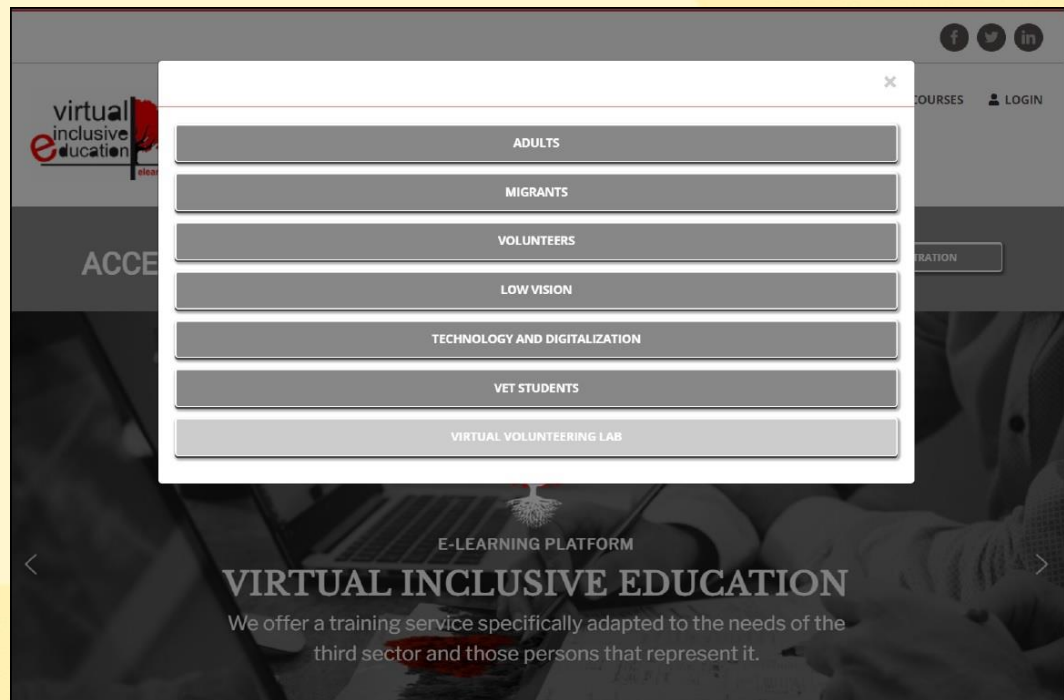
1.1. Registration

In order to register, click on the “REGISTRATION” button as highlighted in the first picture below, then select the “VIRTUAL VOLUNTEERING LAB” option, as shown in the second picture below:

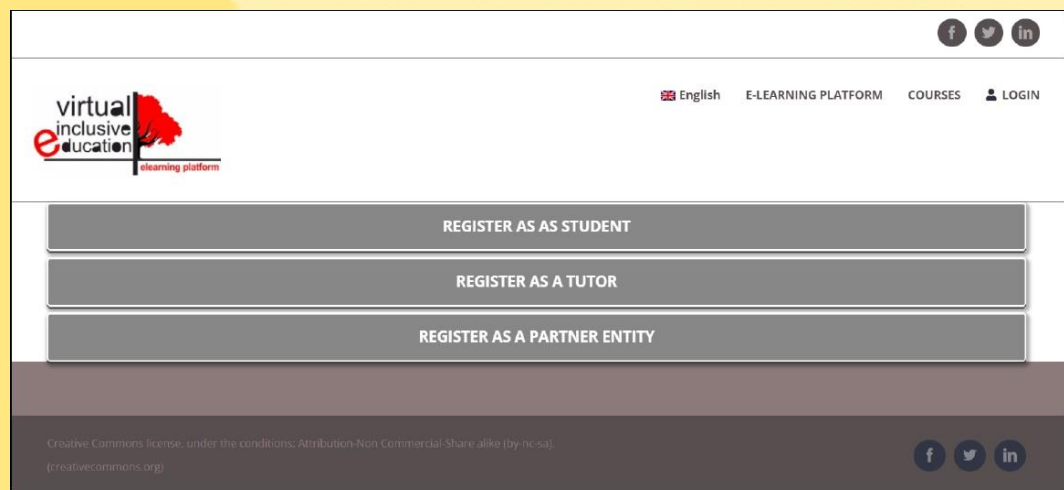


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Metodological guide



The next step is to choose the role one wants to have in the VVL: the options are “STUDENT”, “TUTOR” and “PARTNER ENTITY”. Based on this choice, the user will have access to different functionalities in the VVL, but the registration process is the same in all three cases, the only difference being the fact that First Name and Last Name are asked to students and tutors (being individuals), whereas only the entity name is asked to the Partner Entities.





In order to register, all users are asked a unique email address (which can be only associated to one single user within the Virtual Inclusive Education platform), a username and a password, as shown in the picture below:

The screenshot shows a registration form on the Virtual Inclusive Education platform. The form is titled "Personal Data" and contains the following fields and elements:

- Entity Name:** A text input field.
- Email Address:** A text input field.
- Username:** A text input field.
- Password:** A text input field with a note: "The password must have at least: 8 characters, 1 digit, 1 !@".
- Confirm Password:** A text input field.
- Your category:** A dropdown menu with the selected option "Virtual Volunteering Lab - partner entity".
- Show privacy policy:** A link.
- Privacy Policy Confirmation:** A checkbox with the text "Please confirm that you agree to our privacy policy".
- Buttons:** "Submit" (blue) and "Login" (grey).

Once the registration process is concluded, the user is automatically redirected to the Virtual Volunteering Lab login page (see paragraph 1.2).

1.2. Login

Logging in to the Virtual Volunteering Lab (VVL) webapp requires logging in to the Virtual Inclusive Education platform first, as highlighted in the picture below:





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Once logged into VIE, the user is asked to input his/her email once again in order to confirm logging into the VVL, see picture below:



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Metodological guide



2.MAIN FUNCTIONS

The functions available to users depend and change based on their role: students, tutors and partner entities have access to different screens and functionalities.

2.1. Students

2.1.1 Initial Test

The first time a new student accesses the VVL, (s)he is prompted with a welcome screen (shown below), introducing the initial test that the student needs to take in order to be assigned one or more out of six possible modules, based on the answers given to a set of preliminary questions.

welcome to the Virtual Volunteering Lab

Welcome to the Virtual Volunteering Lab: Learning by Doing, Learning Helping (VVL)! This is a virtual learning tool aimed at adults and migrants in which, by carrying out digital volunteering activities, progress is made in learning the competences of basic adult training. It is a free, personalized and remote system aimed at promoting social inclusion. This virtual space offers all the tools and contents necessary to develop a high-quality learning process through the learning helping methodology.

In this way, depending on the results obtained in the initial test, students are offered a personalized educational itinerary to reinforce their key competences through the development of digital volunteering activities with different associations and social entities throughout Europe.

The VVL also uses peer learning methodology, so you will be assigned a learning partner, another student with different and complementary skills to yours with whom you can collaborate, share doubts, help one another, and learn from one another.

In order to start the educational itinerary, click on the "Find Actions" button and the different learning modules assigned to your personalized itinerary will appear. In each of them there is a brief list with the competences to be worked on it.

By clicking on each of the competences, you will see the different digital volunteering actions that can be carried out, just have choose the one you like the most and click on the "CLAIM" button to get started.

If you have doubts there is a chat and e-mail to contact the social entity in charge of each activity, with a tutor assigned and with your learning partner.

In order to successfully complete your educational itinerary you must carry out one digital volunteering activity for each of the competences included in each learning module.

Once all the activities of all modules have been completed, access to the final exam will appear, and once you complete it successfully, you will be sent a certificate accrediting the completion of the course.

Thank you very much for participating in the Virtual Volunteering Lab!

PROCEED TO THE INITIAL TEST





The initial test consists of six blocks composed of three questions each (an example is shown below): each block corresponds to one of the modules and, in case less than two answers to the corresponding questions are correct, the student is assigned that specific module to complete.

Below each answer is a dropdown menu through which the user is prompted four possible answers; once the user selects one and clicks on “confirm answer” next to it, it is not possible to change that answer. Once all three questions from a block have been answered, the button “proceed to next group of questions” appears below and the user gets to move on to the next block/module.

Initial test

Answer these 6 blocks of questions in order to register as a participant

Basic language communication and inclusion skills

1) After reading the following text of "One Thousand and One Nights", point out which of the statements is true.

In a very distant country, east of the great desert, lived an old Sultan, owner of an immense fortune. The Sultan was a very temperamental man as well as superstitious. One night he dreamed that he had lost all his teeth. Immediately after waking up, he sent for one of the wise men of his court to urgently ask him to interpret his dream.

"What a misfortune my Lord! — exclaimed the wise man, "Each fallen tooth represents the loss of a relative of Your Majesty.

"What insolence! — cried the enraged Sultan. "How dare you say such a thing to me!" Get out of here! — He called his guard and ordered him to be given a hundred lashes, for being a band of ill omen.

Later, he ordered another sage to be brought to him and told him what he had dreamed of. The latter, after listening to the Sultan attentively, said to him:

"Excellent, Lord! Great happiness has been reserved for you. The dream means that your mercy will have a long life and will outlive all its relatives. The Sultan's countenance lit up with a big smile and ordered him to be given a hundred gold coins.

Select the correct answer... **CONFIRM ANSWER**

2) Which of the following terms is not a synonym for omen?

Select the correct answer... **CONFIRM ANSWER**

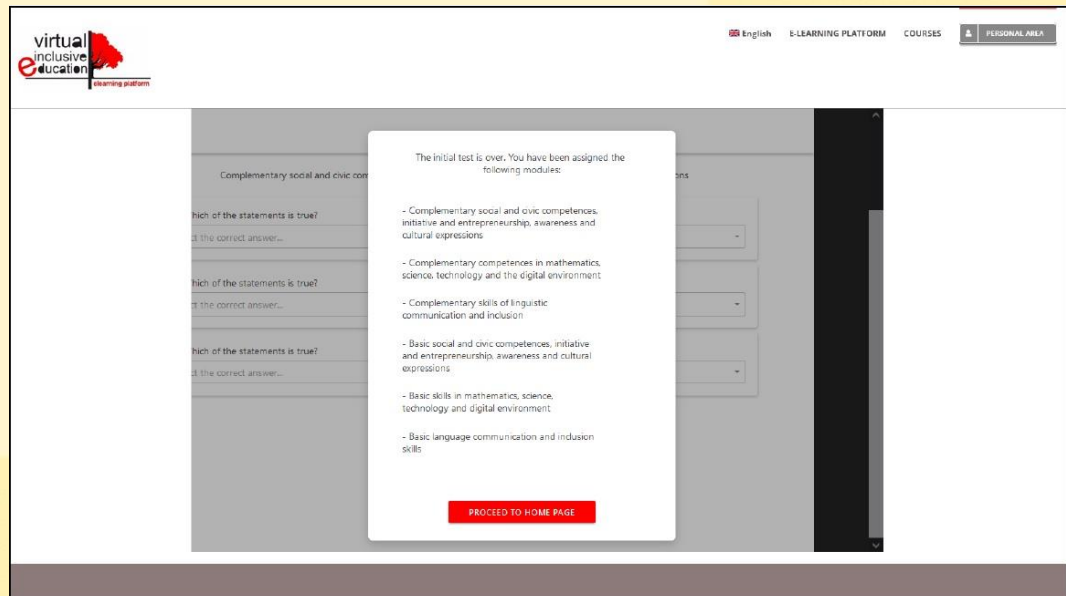
3) Grammar: which of the following words is spelled correctly?

Once all questions from all six blocks have been answered, the user clicks on “finish test” before being prompted with a message listing all the modules (s)he has been assigned, based on the answers given: these are the





modules that the student will have to complete by carrying on a number of actions related to them.



2.1.2 Home screen

The main screen of the web-app (depicted in the picture below) consists of three parts: a description of the user including a recap of the modules assigned /completed and of the ongoing actions; a chat with the student's tutor and partner (if any); a "find actions" button at the bottom, that takes the user to the other main section of the application (see paragraph 2.1.3).

The central part shows the avatar picture of the student, its email and user name, and any self description that the user may have entered.

At the top right corner, an icon in the shape of a pen takes the user to the "edit profile" screen (see paragraph 3).

Below, in the dark gray area, are reported the number of modules completed by the user and those still to be completed, the number of ongoing actions (which details are reported below) and the "go to final exam" button (see paragraph 2.1.5).





In the area below, a list of the actions that the student has claimed and is carrying on, with all their details: title, description, date, associated Partner Entity.

The screenshot shows the user profile for 'Harry Potter' on the 'Virtual Inclusive Education' e-learning platform. The profile includes a profile picture of a character, the name 'Harry Potter', and contact information: email 'harry@hogwarts.com' and username 'harry'. A bio section contains placeholder text. Below the bio, a summary shows 'Completed Modules: 0', 'Ongoing Actions: 0', and 'Modules to end of itinerary: 6'. A prominent red button labeled 'GO TO FINAL EXAM' is visible. At the bottom, there is a 'FIND ACTIONS' button. The page header includes 'English', 'E-LEARNING PLATFORM', 'COURSES', and 'PERSONAL AREA'. A message on the right states 'You haven't been assigned a study partner yet'.

2.1.3 Finding Actions

When the student clicks on this button, (s)he is taken to the “Your modules” screen, where, after a short text reminding how the platform works, and the possibility to download a pdf guide about the peer tutoring sessions, (s)he will find listed all the (one or more, up to six maximum) modules that were assigned to him/her to carry out, based on the results of the initial test. If there are actions that the student has claimed and are ongoing, and / or actions that have been completed by the student, the corresponding sub-modules are highlighted, in yellow and green respectively, in the list in this page.





virtual
inclusive
education
learning platform

English E-LEARNING PLATFORM COURSES PERSONAL AREA

Your modules

These are the modules and relative items that you have to complete in order to conclude your studies; kindly click on one to see the actions available to fulfil.

Remember that before starting the volunteer activities of each module you must carry out a peer tutoring session with your learning partner. We recommend you hold this meeting via videoconference; to do this, contact him/her through the chat that you will find in your personal area and set a date and software for the meeting (Skype, Zoom, Google Hangouts...). You have some documents that explain what to do in that peer tutoring session in the following document.

DOWNLOAD FILE

Basic language communication and inclusion skills
5 available actions:

- Knowledge of the language **engpang**
- Oral communication
- Written communication

Basic skills in mathematics, science, technology and digital environment
5 available actions:

- Numbers and operations
- Measure, Estimation and calculation of magnitudes
- Technology
- Health

2.1.3.1 Modules, sub-modules and actions

Each module (see picture below) consists of a number of sub-modules (between three and five), each of which has to be completed in order for the module to be considered completed as a whole. The sub-modules pertaining to the same module are framed together in a black rectangle.

For each sub-module, there can be a number of actions available for the student to choose from: they are all equivalent and completing any of them will count in order for the sub-module to be completed, so the student can choose (in case there are more than one available) to claim the one that (s)he feels suits him/her best. In case only one action was available for a specific sub-module, the student has no choice but to pick that one. By clicking on a sub-module in the list, the user is taken to the next screen, see paragraph 2.1.3.2.





2.1.3.2 Claiming an action.

In the screen relative to a specific sub-module, the student will find a list of all the actions available under said sub-module (see picture below), with a complete description, any attachments that may be included, and, most importantly, the contact information of the reference person at the Partner Entity, that the student has to contact autonomously (via email, phone, or any other means specified in the contact information) and form outside of the VLL. Inside the platform, the student must click on the “claim” button next to the action’s details, in order for the system to register that action (and, by consequence, the relative sub-module) as ongoing for him/her and allow their tutor or Partner Entity to mark it as completed, when the case will be.

The screenshot shows a web interface for the VLL platform. At the top, there is a navigation bar with 'virtual inclusive education' logo, 'E-LEARNING PLATFORM', 'COURSES', and 'PERSONAL AREA'. The main content area is titled 'Basic language communication and inclusion skills - Oral communication'. It contains a list of actions available for claiming. The first action is 'The Learner's Immediate Needs' with a description: 'How to learn the positive basic and immediate communication that can allow for people learning the language and negotiating through the necessary linguistic forms, different negotiated aspects (small town like Mylène is a metropolitan area like Athens)'. Below the description is a 'CLAIM' button. The second action is 'Oral communication' with a description: 'A social entity dedicated to children is carrying out a program to bring them closer to children's literature; the program...'. Below the description is a 'CLAIM' button. The interface also includes a search bar and a back arrow.

2.1.3.3 Carrying out and completing an action.

Once an action has been claimed by a user, the “Ongoing” mark appears next to it (and next to the corresponding sub-module, in the previous screen) and all the other actions belonging to the same sub-module become unavailable for the student to claim (that is: one can and needs to only carry out one action per sub-module). See picture below.





Still, a student can, for any reason, decide to abandon an action (s)he had previously claimed, by clicking on the “abandon” button: all the actions belonging to the sub-module (including the one that’s just been abandoned) immediately become available for claiming again.

In order to carry out an action, the student needs to coordinate directly with the reference person at the Partner Entity, who will provide all the information and material needed for the student to carry out the action. The reference person at the Partner Entity is also that who can mark the action as completed, except for special cases (see paragraph 2.2.1.4).

The screenshot shows a web interface for a learning platform. At the top left is the 'virtual inclusive education' logo. The main content area is titled 'Basic language communication and inclusion skills - Knowledge of the language'. It lists three actions:

- Written communication Italian A1 - biographical generalities**: Requested by Gerardone Jan, Status: Ongoing.
- Explaining Articles & Cases**: Requested by LeucoSofia, Status: Ongoing.
- Language knowledge**: Requested by Reineke Veling ProjectCoor, Status: ABANDON.

2.1.3.2 Completing a module.

Once all sub-modules have been completed (by carrying out an action corresponding to each of them), the student can ask their tutor to mark the module as completed for them, after checking that everything went fine with each sub-module.





2.1.4 Study Partner and Tutor

The main idea around which the Virtual Volunteering Lab application and the Learning Helping project revolve around is that of cooperative learning: for this reason, each student is encouraged to find a study partner to pair with, in order to help and support each other in carrying out the actions that are part of their itinerary. Students are actually coupled by their tutor (they need to be tutored by the same person, in order to be matched) and cannot choose a partner autonomously; they can, though, ask their tutor to be split from the partner in case of incompatibility between the two.

When two students are coupled by their tutor, a chat becomes available in their home page for them to communicate within the application, and with their tutor.

Although they are encouraged to help and support each other in carrying out their actions, the two members of a study pair won't necessarily have the exact same modules to follow, and, even in case they do, are not bound to select the same actions for the sub-modules. Similarly, each of the two will carry out their actions autonomously and the completion of an action for a student does not imply the completion of the same action for his/her partner. This allows a student to carry on with his/her study itinerary even in the case of a discontinuous or absent study partner.

In order for a tutor to take on tutoring of a student, the tutor needs to input a personal pin code that the student will have to provide him/her with (see paragraph 2.2.1.1). This is to prevent unwanted tutors to take students who preferred another tutor to be following them.

2.1.5 Final Exam

Once the student has completed all the modules that were assigned to him/her during the initial test (thus, when "Modules to end the itinerary" states "0"), (s)he can speak to their tutor again to ask for the final exam to be unlocked for them: the tutor will do so (see paragraph 2.2.1.4), after





having checked that all modules have indeed been completed by the student. Only then will the “go to final exam” button become operational: before then, if the user clicks on it (s)he gets prompted a message reminding him/her that (s)he will only be able to access the exam after completing all the modules. The “go to final exam” button takes the user back to the VIE platform and outside of the VVL, to take the exam and get the corresponding certificate.

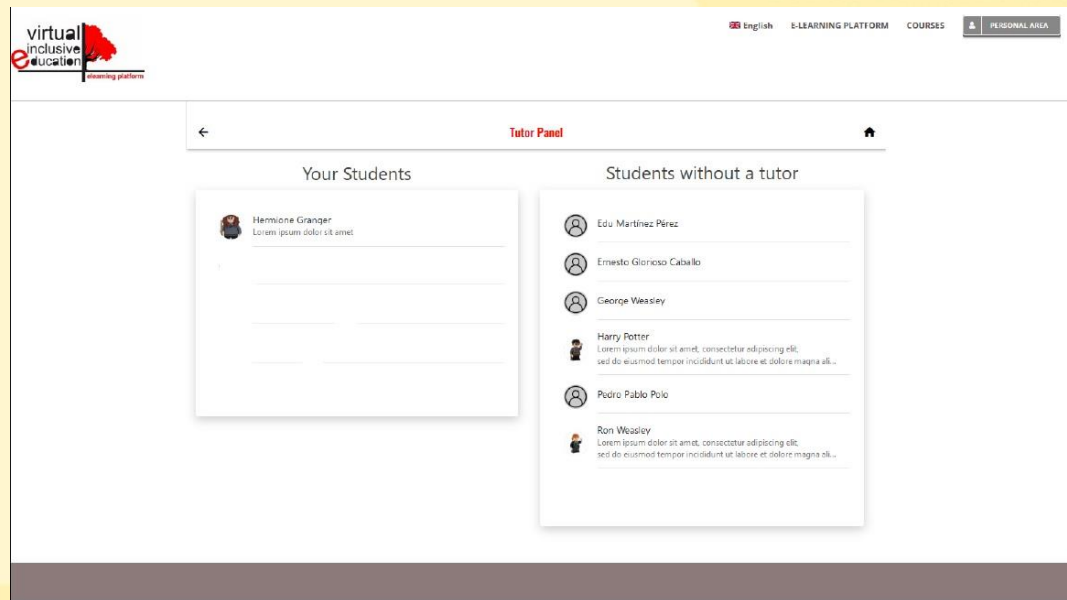
2.2. Tutors

Tutors are users (usually teachers) who assist and help students in their path through the VVL. They have the power to connect two students into a study pair, marking their actions and modules as complete and grant them access to the final exam. On the other hand, tutors don't have modules to follow themselves, thus no initial test nor actions to complete.

2.2.1 Tutor panel

The home screen of a tutor is similar to that described for a student, except that the chat and “resume” parts are missing. As a matter of fact, it only serves the purpose of starting page, from where the user can access the “edit profile” screen, as well as the screen enclosing the main functionalities, i.e. the tutor panel, which opens via the click of the corresponding button at the bottom of the home screen.





The tutor panel, shown in the picture above, consists of two lists of students: on the left, the ones whom the user is tutoring; on the right, those who don't have a tutor yet. By clicking on the name of a student in either list, the user will access a new screen with the details of that student (a list of the completed and incomplete modules, as well as the ongoing actions), a chat to communicate with the student (and his/her study partner, in case the student has one) and different functionalities based on whether the user is already tutoring that student, or not, as detailed in the following paragraphs.

2.2.1.1 Tutoring a new student

In the case of a student whom the user is not tutoring, underneath the student's details (avatar picture, email, username and self-description) there will be a button saying "start teaching this student", as shown in the picture below.





When clicking on said button, a message is prompted asking if the user confirms to start tutoring the student; the tutor is required to enter the personal pin code of the student (which will have to be passed on by the student, either via the chat provided or outside of the platform) in order to be able to proceed: until then, the “YES” button does not show and the user cannot therefore become the student’s tutor.

By default, all new users are created with the pin 00000, but each student can personalize that in the “edit profile” screen (see paragraph 3.2) so that they can decide to only pass their pin code to the desired tutor(s).

After confirming, the screen goes back to the student’s profile details, this time in the configuration relative to a student who is indeed being tutored by the user, as detailed in the following paragraph.

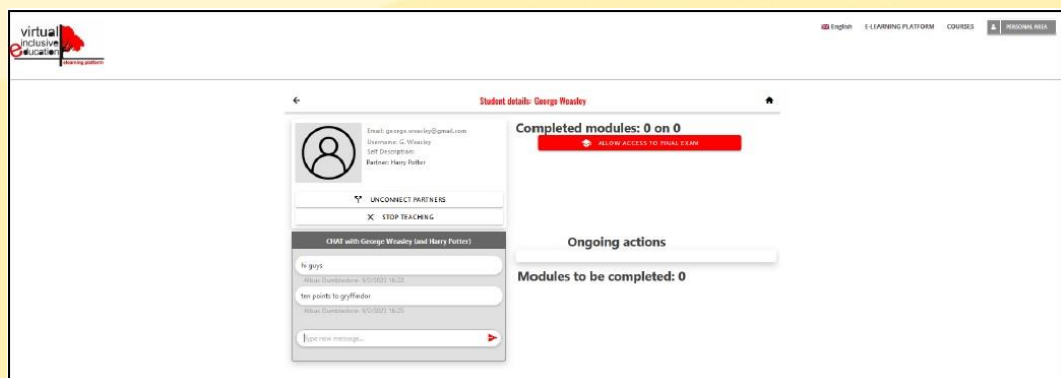
Similarly, this student will from now on appear in the list to the left of the tutor panel (see paragraph 2.2.1).





2.2.1.2 Assigning and splitting pairs

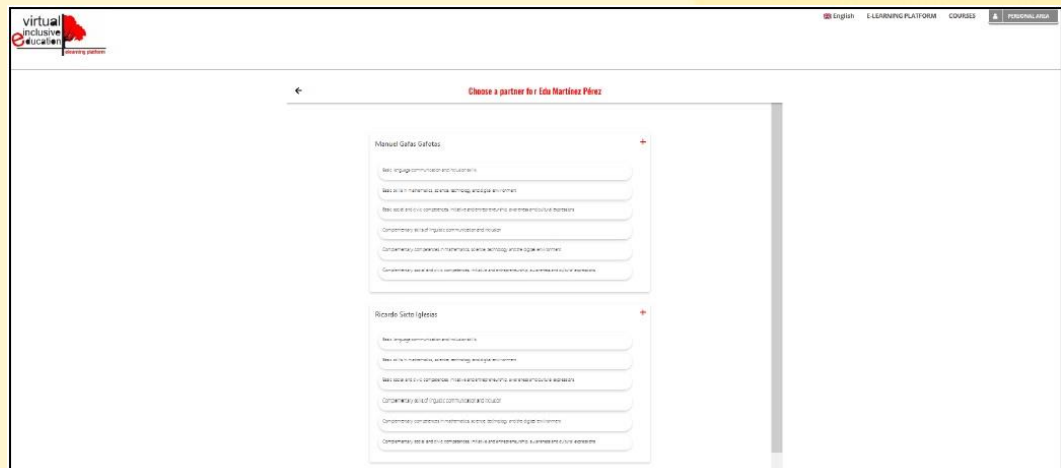
When the tutor accesses the page with the details relative to a student whom (s)he is tutoring, the information displayed is the same as already described, but the buttons available underneath the student's avatar picture and description are: i) "stop teaching", by clicking on which, after a further confirmation, the student goes back to not having a tutor; ii) "choose partner for student" or "disconnect partners" depending on whether the student currently has a study partner or not.



In the first case, the tutor is prompted with a list of other students whom (s)he is also tutoring, and who do not have an assigned partner, to choose from. In the list, below the name of each available student, is a list of the modules they are following, to allow the tutor for a better informed choice in forming the pair.

By clicking on the red "+" next to a student, the tutor is asked for a last confirmation and then proceeds to coupling the two students into a new study pair.





The name of the newly assigned partner appears in the screen relative to each student, together with the other details about him/her.

In the case of a student who already has a partner, the button available to the tutor is “disconnect partners”, which quite intuitively allows the tutor to split an existing study pair, in case (s)he deems as necessary doing so (possibly, under request by one of the two students).

After being separated by their study partner, both students become available to be assigned as partners of other “free” students tutored by the user.

2.2.1.3 Chat

The chat, which is located in the main page for users of category “student”, is available for tutors on the screen where the individual student’s details are. This allows the tutor to chat separately with different students, in case (s)he is tutoring more than one.

As for students, each chat is between tutor, student and study partner. In case a student and tutor have exchanged messages before the student was assigned a partner, those messages will be visible to the newly assigned study partner, once the two have been paired.





2.2.1.4 Marking modules as complete and allowing access to exam

Among the information that the tutor can visualize about each of the students (s)he is tutoring, are the actions that that student is currently carrying on. Normally, those should be marked as completed by the corresponding Partner Entity, but the tutor also has the power to do so, should it be necessary (for example, in the case of a Partner Entity not answering to messages and absent from the platform).

The tutor is also the one appointed for marking a module as complete for a student, after having checked that one action for each of the sub-modules has been completed by the student. The tutor can do both of the above by clicking on “mark as completed” or “mark module as completed”, respectively, next to the action or module that needs to be marked as such. In a similar fashion, by clicking on the “allow access to final exam” button at the top of the student’s profile page, the tutor will allow that student to access the final exam, as detailed in paragraph 2.1.5). The tutor will do so after having made sure that the student has indeed completed all the modules assigned to him/her

2.3. Partner Entities

The third kind of user existing in the webapp are Partner Entities: like tutors, they don’t have an initial test to take nor modules to complete; they don’t manage students either. Rather, they are responsible for uploading to the platform the actions that students will then take care of carrying out.

The picture below shows the homepage for a user of type “Partner Entity”: the lower section of the page includes a description of the Virtual Lab and what the partner can do within it.

The pen icon to the top right gives access to the “edit profile” page (see par.3), while the button in the middle “Manage your Actions” gives access to the core functionalities, as described in the following paragraphs.





virtual
inclusive
education
e-learning platform

English E-LEARNING PLATFORM COURSES PERSONAL AREA

Virtual Volunteering Lab - your homepage

email:
Username:

MANAGE YOUR ACTIONS

Welcome to the Virtual Volunteering Lab: Learning by Doing, Learning Helping (VVL)!
This is a virtual learning tool aimed at adults and migrants in which, by carrying out digital volunteering activities, progress is made in learning the competences of basic adult training. It is a free, personalized and remote system aimed at promoting social inclusion.
This virtual space offers all the tools and contents necessary to develop a high-quality learning process through the learning helping methodology.
As a collaborating entity, you can upload digital volunteering activities to the platform so that students carry them out and collaborate with your organization while learning.
To do this, click on the "Manage your actions" button and the six learning modules forming the educational itineraries of the students will appear, along with the competences that are worked on in each of them. Click on the most appropriate competence for the volunteering activity you want to upload to the platform to assign it to it.
Once the competition has been selected, the "Add new action" button will appear. By clicking on it, you will enter details of the activity: its title, description, contact details, and attachments if necessary.
Once the new volunteering activity is uploaded, it will be visible to all students of the platform with that learning module within their educational itinerary, who will be able to do carry it out. When a student completes one of your organization's volunteering activities, you can validate it by clicking on the pencil-shaped icon in the upper right corner of the activity description.

2.3.1 Managing actions

The next screen that the user accesses is shown in the first picture below: the user is prompted to select first a module (among the six available) and then an item (among the three or four available for each module). Once these selections are made, the button below becomes clickable and takes the user to the next screen, shown in the second picture below, where the user can see listed all the actions that (s)he has already uploaded under that specific module and item. If no actions have been uploaded yet, the page will be empty except for the "add new action" button at the bottom..





← **Select a module** ↑

Select a module ▼

Select an item ▼

→ GO TO ITEM'S ACTIONS

← **Basic language communication and inclusion skills - Oral communication** ↑

Actions that you have uploaded within this module and item

The Learner's Immediate Needs
How to teach the possible basic and immediate conversations that can arise for people learning the language and navigating through the bureaucracy? Depending on locality this may take not only different languages, but also different linguistic forms, different navigational aspects (small town like Mytilene vs a metropolitan area like Athens).
Contact and sending data of the action:
lesvosolidarity@learninghelping.com
Added on: 13/1/2023

Oral communication
A social entity dedicated to childcare is carrying out a program to bring them closer to children's literature; the program consists of volunteers recording audio files in which they read stories to the children. Choose a children's story and record an audio file for this program. Try to give correct intonation and make adequate pauses in reading. Listen and repeat if necessary, until the final recording is satisfactory.
Contact and sending data of the action:
email: redtree.proyectos@gmail.com
phone: +34 960150604
Added on: 6/12/2022

+ ADD NEW ACTION

2.3.1.1 Uploading a new action

By clicking on the “add new action” button the user will access the corresponding prompt, where to input a title, a description and any contact data (phone, email, other), all of which are required in order to be able to save and upload the action. Optionally, the user can add an attachment of any kind (image, pdf, other) to the action.





Note that the contact data inserted by the same partner entity can be different in each action, if needed (e.g. if there are different reference people within the entity) and will be the ones seen and used by the interested students to get in touch. There is no other way (internal to the web-app) for students to get in touch with the Partner Entity that has published an action they are interested in carrying out; it is therefore important that these data are correct and up to date.

The screenshot shows a mobile application interface for creating an action. At the top, there is a red header bar with a white back arrow on the left and the text "add action" in white on the right. Below the header, a white form is centered on a light gray background. The form has four sections: "Title" with a text input field containing "Enter title..."; "Description" with a text input field containing "Enter description..."; "Contact and sending data" with a text input field containing "Enter contact information..."; and "attachment" with a text input field containing "Scegli il file". At the bottom of the form is a red button with the text "CREATE ACTION" in white.

By clicking on “create action”, it will be created and become visible to students who are taking the corresponding module. It will also appear in the list of actions created by the partner entity (see 2.3.1).

2.3.1.2 Editing an action

In the list of actions described above in 2.3.1, each action listed has an icon in the shape of a pen, at the top right: clicking on it gives access to the “edit action” screen, shown in the picture below:





The screenshot shows a mobile application interface for editing an action. On the left, there is a form with the following fields: Title (filled with 'Literary education'), Description (filled with 'A social organization dedicated to working'), Contact and sending data (email field), and Attachment (a button labeled 'Scegli il file'). At the bottom of the form is a red 'UPDATE' button. On the right, there are two lists of students. The first list is titled 'The following students have claimed this action and will contact you (or have contacted you) directly. Click on the icon to mark this action as completed for them' and contains two entries: 'Ron Weasley' and 'Harry Potter', each with a small profile icon and a red '+' icon. The second list is titled 'The following students have completed this action' and contains one entry: 'Hermione Granger' with a small profile icon.

The form to the left allows the user to edit the three main fields of the action (title, description and contact data) as well as add an attachment, if desired. The right part of the screen separately lists the students, if any, who have claimed and not yet completed, and completed the action, respectively.

2.3.1.3 Marking an action as complete

In the first of these two lists, there is a red “+” icon next to the name of each student who has claimed (and is supposedly carrying out) the action: by clicking on this icon the Partner Entity can certify that the student has completed the action, and therefore mark the item it relates to as completed by the student. Note that, in case of need, a tutor has the same power.

2.3.1.4 Deleting an action

In the list of actions described above in 2.3.1, each action listed has an icon in the shape of a trash bin, at the bottom right: clicking on it prompts a pop-up message asking for confirmation that the user wants indeed to proceed with deleting the action. If the user confirms, the action is deleted.





3. EDITING YOUR PROFILE

3.1 Changing name, description, profile picture

All users have access, from their homepage, to the “edit your profile” screen: this is accessible by clicking on the pen-shaped icon at the top right of the homepage.

The screenshot shows a mobile-style interface for editing a user profile. At the top left is a back arrow. The main form area contains three sections: 'Full Name' with a text input field; 'Self description' with a text area and a vertical scrollbar; and 'profile picture' with a large empty box containing the text 'Scegli la foto'. Below the form are three buttons: a prominent red 'UPDATE USER' button, and two smaller white buttons labeled 'DELETE PROFILE' and 'LOGOUT'.

The form allows the user to change its name (or name of the Partner Entity), description and profile picture, if needed. Email and password, which are unique identifiers of each user, cannot be edited by the user.





3.2 Setting up a personal PIN code

For students only, the “edit profile” form also shows the PIN currently set (by default, when a new student profile is created, the PIN is set to 00000). The user can change it to whatever combination of numbers or letters (s)he desires. The PIN allows a tutor to connect to a student and has to be transmitted separately (outside of the platform) to the tutor.

3.3 Deleting your profile

In the “edit profile” screen, a white button at the bottom allows the user to delete their profile from the VVL: note that by doing so all actions previously uploaded (if the user is a Partner Entity) will not be automatically deleted, to avoid damaging students who were potentially carrying out said actions, or have already carried them out and rely on them in order to complete the VVL.

Note also that deleting your profile in the VVL will not automatically delete it from the VIE platform, although the two have been created together and respond to the same login credentials. Your profile from VIE will have to be deleted separately.

3.4 Logging out

The “logout” button at the bottom right of the “edit profile” screen will log the user out of the VVL (but not out of the VIE platform).





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