



# Experiencia como coordinador y socio en proyectos Erasmus+

## Caso del Grupo GRIAL de la USAL

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GRupo de investigación en InterAcción y eLearning (GRIAL)  
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**VNiVERSiDAD  
D SALAMANCA**

CAMPUS DE EXCELENCIA INTERNACIONAL

Jornada Informativa Erasmus+  
"Convocatoria 2017 y Preparación de Propuestas"  
Aula Francisco Salinas, Edificio Histórico, Universidad de Salamanca  
13 de diciembre de 2016





# Índice

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1. Trayectoria
2. ¿Por qué participar en Erasmus+?
3. Recomendaciones



# GRIAL EUROPEAN PROJECTS (FROM 2009)

Lifelong Learning Programme, Erasmus+, Horizon 2020, and more...



GRIAL University of Salamanca



# 1. Trayectoria



# Grupo GRIAL

- GRupo de investigación en Interacción y eLearning (GRIAL)
- Grupo de Investigación Reconocido (GIR) de la Universidad de Salamanca desde 2006
- Grupo de Excelencia de la Junta de Castilla y León (GR47) desde 2007 a 2016
- Unidad de Investigación Consolidada de la Junta de Castilla y León (UIC081) desde julio de 2016



<http://grial.usal.es>

# Composición del grupo

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- Grupo interdisciplinar
- Miembros provenientes de diferentes campos disciplinares
  - Ingeniería en Informática
  - Educación
  - Humanidades



<https://www.flickr.com/photos/umdnnews/7562831366/>

# Líneas de investigación

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- Interactive learning systems (Interaction paradigms, user interfaces, collaborative systems, usability, visualization, visual analytics)
- Technologies for learning (LMS/LCMS platforms, eLearning ecosystems, LO, authoring tools, educational software, standards and specifications for eLearning, Learning Analytics)
- Web engineering and software architecture (Semantic web, ontologies, software quality, Knowledge Management, Service-oriented architecture , MDA, Web Services)
- eLearning methodologies (Online tutoring, learning communities and community management, CSCL)
- Quality and assessment in education (Evaluating educational programs, evaluation and training processes in virtual environments, educational and vocational guidance, educational measurement)
- Communication theory (Interpersonal communication, rhetoric, linguistic interaction, didactic communication, language theory)
- Strategic management of knowledge and technology
- Digital Humanities
- ICT and educational innovation
- Information science (Repositories, open knowledge, digital libraries)

# Línea de tiempo

← → ↻ [https://cdn.knightlab.com/libs/timeline3/latest/embed/index.html?source=1LRj647kP3rLkjK8D2dJQZq0wMlfY7vX1c1EsgEMqPM&font=Default&lang=en&initial\\_zoom=2&height=650](https://cdn.knightlab.com/libs/timeline3/latest/embed/index.html?source=1LRj647kP3rLkjK8D2dJQZq0wMlfY7vX1c1EsgEMqPM&font=Default&lang=en&initial_zoom=2&height=650) ☆ 📄 ⌵

Aplicaciones Personalizar vínculos Otros marcadores

**GRupo de Investigación en Int...** 📍 ★

Universidad de Salamanca. Facultad de Educación, IUCE. Paseo de Canalejas 169, 37008 Salamanca, España

1 reseña

Ampliar el mapa

SEPTEMBER 2, 2009

## WHERE ARE WE?

GRIAL University of Salamanca Research Group

📍 Where are ...

E-learning in fl... Entrepreneurship Educati...

Multicultural Interdisciplinary Handbook: Tools for Learning History and Geography in a Multicultural Perspective (MIH) TALARIA (Teaching a...

ELVIN (European Language Virtual Network)

MAY JULY SEPT. NOV. 2008 FEB. APRIL JUNE AUG. OCT. DEC. 2009 MARCH MAY JULY SEPT. NOV. 2010 FEB. APRIL JUNE JULY SEPT. NOV. 2011 FEB. APRIL JUNE AUG. OCT. DEC. 2012

Timeline JS

<http://goo.gl/8FPRxL>

# Algunos proyectos destacados

**M@I@H** Multicultural Interdisciplinary Handbook

OCTOBER 1, 2009 – SEPTEMBER 30, 2011

## MULTICULTURAL INTERDISCIPLINARY HANDBOOK: TOOLS FOR LEARNING HISTORY AND GEOGRAPHY IN A MULTICULTURAL PERSPECTIVE (MIH)

**Comenius Multilateral Project**  
 The aim of this Project was to build and share a set of tools that includes a Handbook, Digital Modules and a Teacher Training Course. They offered a structured path through European Contemporary History and Geography where the countries concerned will be those of the Project partners.

Project Website: [MIH Project](#)  
 Project Partners: [View in Google Maps](#)

Timeline JS interface showing months from MAY 2008 to MARCH 2012. The project period is highlighted from OCT. 2009 to SEPT. 2011.

# Algunos proyectos destacados



JANUARY 1, 2012 – DECEMBER 31, 2013

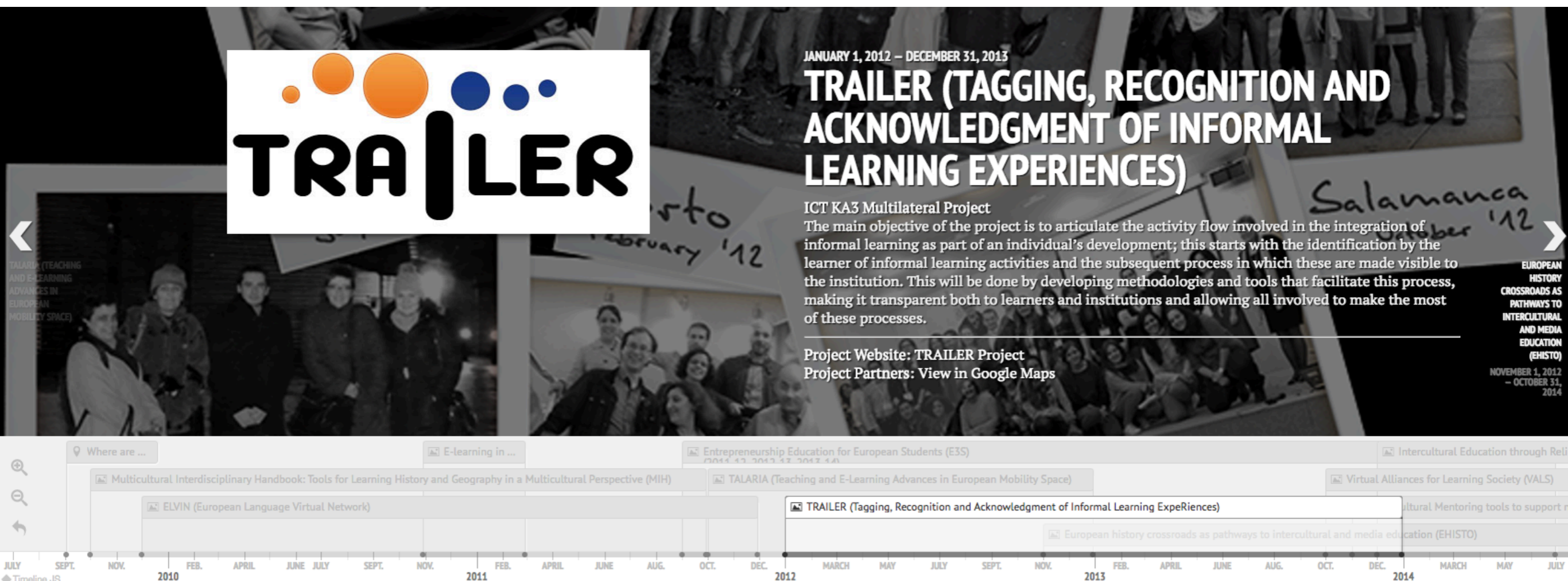
## TRAILER (TAGGING, RECOGNITION AND ACKNOWLEDGMENT OF INFORMAL LEARNING EXPERIENCES)

ICT KA3 Multilateral Project

The main objective of the project is to articulate the activity flow involved in the integration of informal learning as part of an individual's development; this starts with the identification by the learner of informal learning activities and the subsequent process in which these are made visible to the institution. This will be done by developing methodologies and tools that facilitate this process, making it transparent both to learners and institutions and allowing all involved to make the most of these processes.

Project Website: [TRAILER Project](#)

Project Partners: [View in Google Maps](#)



# Algunos proyectos destacados

**EHISTO**  
European history crossroads as pathways to intercultural and media education

NOVEMBER 1, 2012 – OCTOBER 31, 2014

## EUROPEAN HISTORY CROSSROADS AS PATHWAYS TO INTERCULTURAL AND MEDIA EDUCATION (EHISTO)

Comenius Multilateral Project  
The project reacts to the growing importance of mass-medial commercial ways of dealing with history in public space that in many respects does not comply with the EU standards for history teaching. However, mass media verifiably influence the historical perception of pupils, and therefore they constitute an important factor in history teaching. Thus arises an irrefutable demand in history and civic education for a combination of intercultural and media-critical competences in studying history multi-perspectively. EHISTO develops and tests the innovative concept of a transnational and multi-perspective “historical media education”, which strives to close the gap between the scholastically conveyed conception of history and the history culture outside the school walls.

Project Website: [EHISTO Project](#)  
Project Partners: [View in Google Maps](#)

Timeline JS

- E-learning in ...
- Entrepreneurship Education for European Students (E3S)
- Intercultural Education through Religious Studies (IERS)
- Tools for Learning History and Geography in a Multicultural Perspective (MIH)
- TALARIA (Teaching and E-Learning Advances in European Mobility Space)
- Virtual Alliances for Learning Society (VALS)
- Virtual Network
- TRAILER (Tagging, Recognition and Acknowledgment of Informal Learning Experiences)
- Intercultural Mentoring tools to support migrant integration at school (INTO)
- European history crossroads as pathways to intercultural and media education (EHISTO)

# Algunos proyectos destacados



OCTOBER 1, 2013 – FEBRUARY 29, 2016

## VIRTUAL ALLIANCES FOR LEARNING SOCIETY (VALS)

Erasmus - Knowledge Alliances

VALS will establish sustainable methods and processes to build knowledge partnerships between Higher Education (HE) and companies to collaborate on resolving authentic business problems through open innovation mediated by the use of Open Source Software (OSS). OSS provides the means whereby HE institutions, students, businesses and foundations can all collaborate to resolve authentic business problems. Not only does OSS provide the necessary shared infrastructure and collaborative practice, the foundations which manage the software are also hubs which channel the operational challenges of their users through to the people who can solve them. This has great potential for enabling students and supervisors to collaborate in resolving the problems of businesses, but is constrained by the lack of support for managing and promoting collaboration across the two sectors.

[Project Website: VALS Project](#)

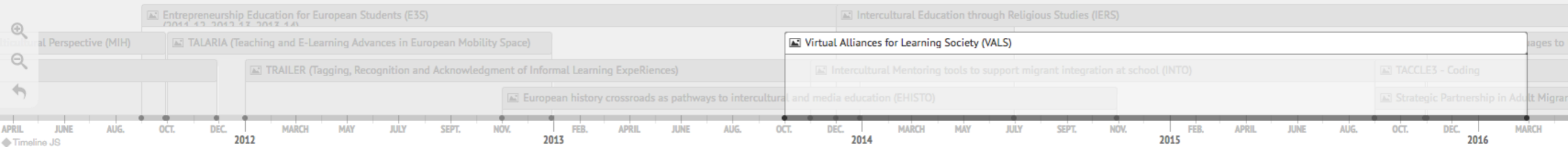
[Project Partners: View in Google Maps](#)



EUROPEAN HISTORY CROSSROADS AS PATHWAYS TO INTERCULTURAL AND MEDIA EDUCATION (EHISTO)



INTERCULTURAL MENTORING TOOLS TO SUPPORT MIGRANT INTEGRATION AT SCHOOL (INTO)



# Algunos proyectos destacados



NOVEMBER 1, 2013 – OCTOBER 31, 2015

## INTERCULTURAL MENTORING TOOLS TO SUPPORT MIGRANT INTEGRATION AT SCHOOL (INTO)

★ Good practice example ★ Success story

### Comenius Multilateral Project

The project aims to promote strategies and methods that help students with a migrant background at risk of early school leaving to maintain their motivation, through the development of an innovative model of “Intercultural Mentoring” and an Intercultural Mentoring Programme. Furthermore, the project aims to help young people acquire the basic life-skills and competences necessary for their personal development, for future employment and for active European citizenship.

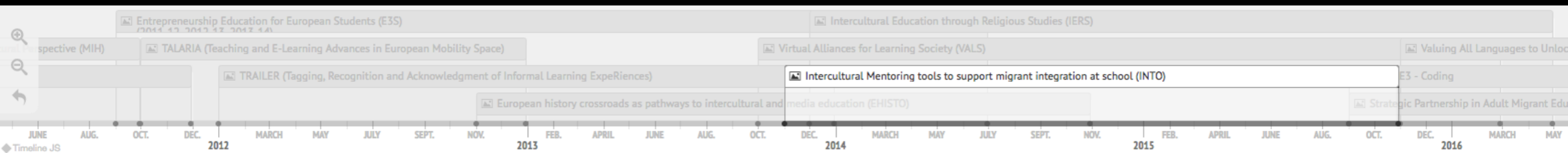
Project Website: [INTO Project](#)  
 Promo video: [INTO Promo video](#)  
 Project Partners: [View in Google Maps](#)



VIRTUAL ALLIANCES FOR LEARNING SOCIETY (VALS)



INTERCULTURAL EDUCATION THROUGH RELIGIOUS STUDIES (IERS)



# Algunos proyectos destacados

## Taccle3

coding

SEPTEMBER 1, 2015 – SEPTEMBER 1, 2017

### TACCLE3 - CODING

Erasmus+ KA2 - Cooperation and Innovation for Good Practices. Strategic Partnerships for school education

Taccle 3 Coding supports Primary School and other teachers who want to teach Computing to 4 - 14 year olds. Taccle 3 will equip classroom teachers with the knowledge and the materials they need by developing a website of ideas and resources together with inservice training courses and other staff development events.

Many European countries are introducing Computing as a core curriculum subject. Some have already done so; others are intending to. Inevitably the detail of the curricula will be different in each country but there is a substantial overlap - most all of the curricula available so far include coding/programming, control technology and computational thinking so we have started with these.

**Project Website:** [TACCLE 3 Coding Project](#)  
**Project Partners:** [View in Google Maps](#)

VALUING ALL LANGUAGES TO UNLOCK EUROPE (VALUE)  
 NOVEMBER 1, 2015 – NOVEMBER 1, 2017

Timeline JS interface showing project durations from 2014 to 2018. Key projects include: Intercultural Education through Religious Studies (IERS), Virtual Alliances for Learning Society (VALS), Valuing All Languages to Unlock Europe (VALUE), netWorked Youth Research for Empowerment in the Digital society (WYRED), TACCLE3 - Coding, Strategic Partnership in Adult Migrant Education: Perspectives, and Supporting teachers and immigrant students at school (STEMS).

# Algunos proyectos destacados

**OCTOBER 1, 2016 – SEPTEMBER 30, 2018**

## EVALUATION ENVIRONMENT FOR FOSTERING INTERCULTURAL MENTORING TOOLS AND PRACTICES AT SCHOOL (E-EVALINTO)

Erasmus+ KA2 - Cooperation and Innovation for Good Practices. Strategic Partnerships for school education

The objective of E-EVALINTO is twofold. On the one hand, it is intended to promote peer mentoring actions addressed to both reduce early school leaving in migrant students population (secondary school) and to acknowledge the value of interculturality itself as part of an active and responsible European citizenship education. On the other hand, E-EVALINTO is aimed to develop an ICT framework for assessing, managing and developing activities for intercultural contexts, with particular focus to taking decision processes and the identification of different patterns that may be induced from the variety of potential situations to be analysed.

Project Website: [E-EVALINTO Project](#)  
 Project Partners: [View in Google Maps](#)

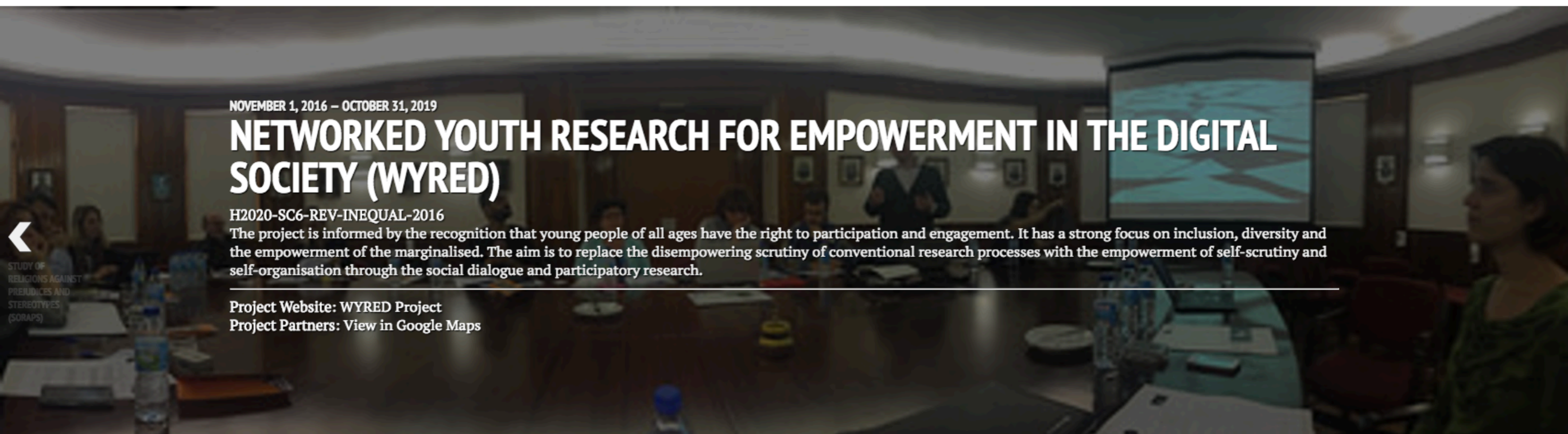
← VALUING ALL LANGUAGES TO UNLOCK EUROPE (VALUE)

→ SUPPORTING TEACHERS AND IMMIGRANT STUDENTS AT SCHOOL (STEMS)

Education through Religious Studies (IERS)	Evaluation environment for fostering intercultural mentoring tools and practices at school (E-EVALINTO)
Valuing All Languages to Unlock Europe (VALUE)	netWorked Youth Research for Empowerment in the Digital society (WYRED)
TACCLE3 - Coding	Study of religions against prejudices and stereotypes (SORAPS)
Strategic Partnership in Adult Migrant Education: Perspectives to support migrant integration at school (INTO)	Supporting teachers and immigrant students at school (STEMS)

Timeline JS: MAY 2015, JULY, SEPT., NOV., 2015, FEB., APRIL, JUNE, AUG., OCT., DEC., 2016, MARCH, MAY, JULY, SEPT., 2017, NOV., 2017, FEB., APRIL, JUNE, AUG., OCT., DEC., 2018, MARCH, MAY, JULY, SEPT., NOV., 2019, FEB., APRIL

# Algunos proyectos destacados



NOVEMBER 1, 2016 – OCTOBER 31, 2019

## NETWORKED YOUTH RESEARCH FOR EMPOWERMENT IN THE DIGITAL SOCIETY (WYRED)

H2020-SC6-REV-INEQUAL-2016

The project is informed by the recognition that young people of all ages have the right to participation and engagement. It has a strong focus on inclusion, diversity and the empowerment of the marginalised. The aim is to replace the disempowering scrutiny of conventional research processes with the empowerment of self-scrutiny and self-organisation through the social dialogue and participatory research.

**Project Website:** [WYRED Project](#)

**Project Partners:** [View in Google Maps](#)



STUDY OF RELIGIONS AGAINST PREJUDICES AND STEREOTYPES (SORAPS)

on through Religious Studies (IERS)

ALS)

support migrant integration at school (INTO)



Evaluation environment for fostering intercultural mentoring tools and practices at school (E-EVALINTO)

netWorked Youth Research for Empowerment in the Digital society (WYRED)

Study of religions against prejudices and stereotypes (SORAPS)

Supporting teachers and immigrant students at school (STEMS)



Timeline JS

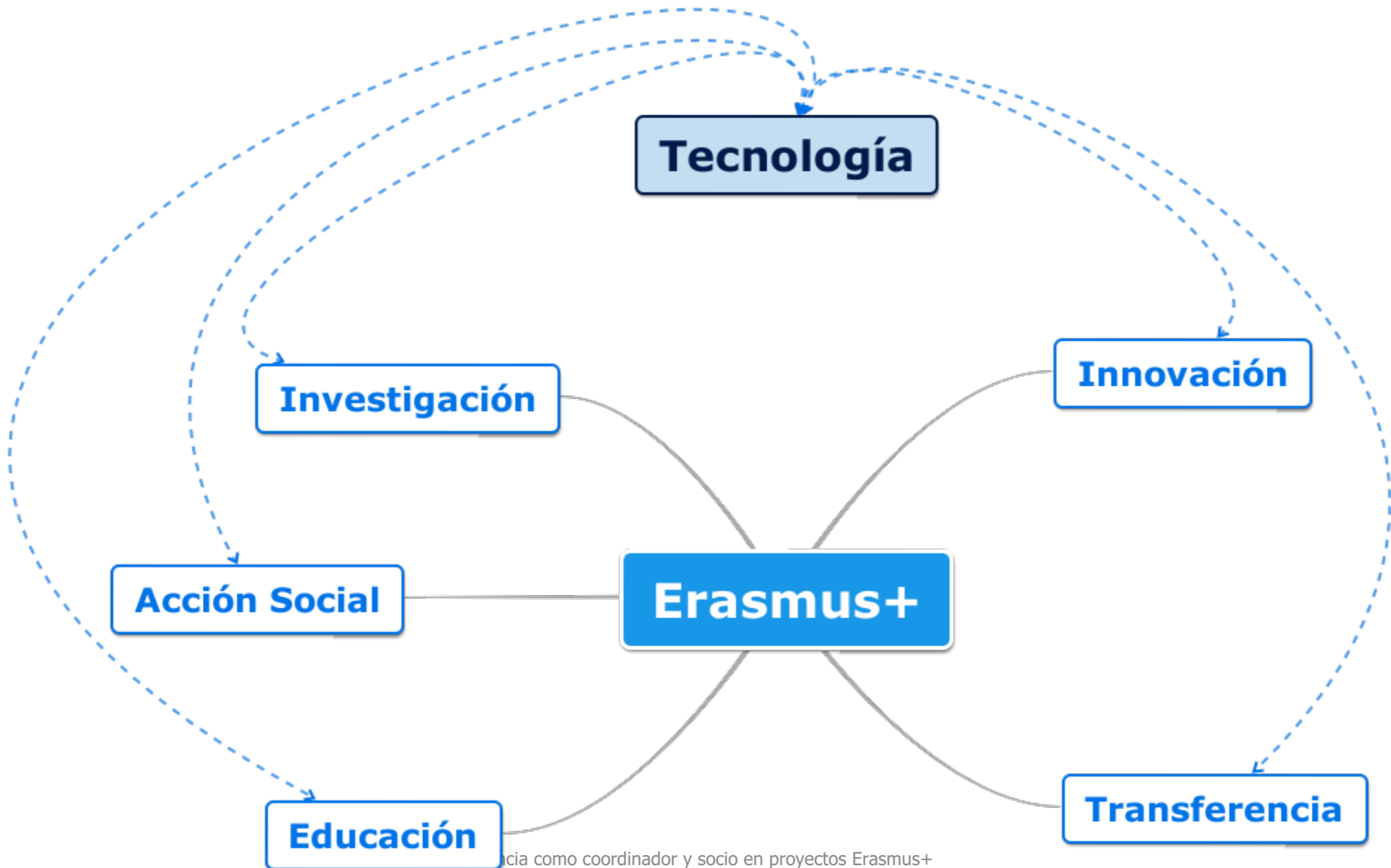


<https://www.flickr.com/photos/jeanette/4414970677/>

## 2. ¿Por qué participar en Erasmus+?



# Los proyectos Erasmus+ significan OPORTUNIDADES



cia como coordinador y socio en proyectos Erasmus+  
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# Los proyectos Erasmus+ significan FINANCIACIÓN



<https://static.pexels.com/photos/63635/bank-note-euro-bills-paper-money-63635.jpeg>

Experiencia como coordinador y socio en proyectos Erasmus+  
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# Los proyectos Erasmus+ significan INTERNACIONALIZACIÓN



<https://unsplash.com/collections/141647/international?photo=mluSdDeOksc>



Experiencia como coordinador y socio en proyectos Erasmus+  
Caso del Grupo GRIAL de la USAL

# Los proyectos Erasmus+ significan POSICIONAMIENTO y PRESTIGIO



<https://unsplash.com/collections/186577/nature-appreciation?photo=hpyO24WMSLE>



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# Los proyectos Erasmus+ ayudan a CRECER



[https://unsplash.com/collections/429954/success?photo=sm3Ub\\_IJKQg](https://unsplash.com/collections/429954/success?photo=sm3Ub_IJKQg)



<https://unsplash.com/search/help?photo=tnxRFtXI9dI>



### 3. Recomendaciones



# Estudia la convocatoria y el contexto de la propuesta



<https://static.pexels.com/photos/24873/pexels-photo-24873.jpg>



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# Ten claros los objetivos y el alcance del proyecto



«crossroads» by Pajo89  
<http://www.deviantart.com>

# Elige bien el consorcio



PHOTOGRAPH BY CHARLIE HAMILTON JAMES

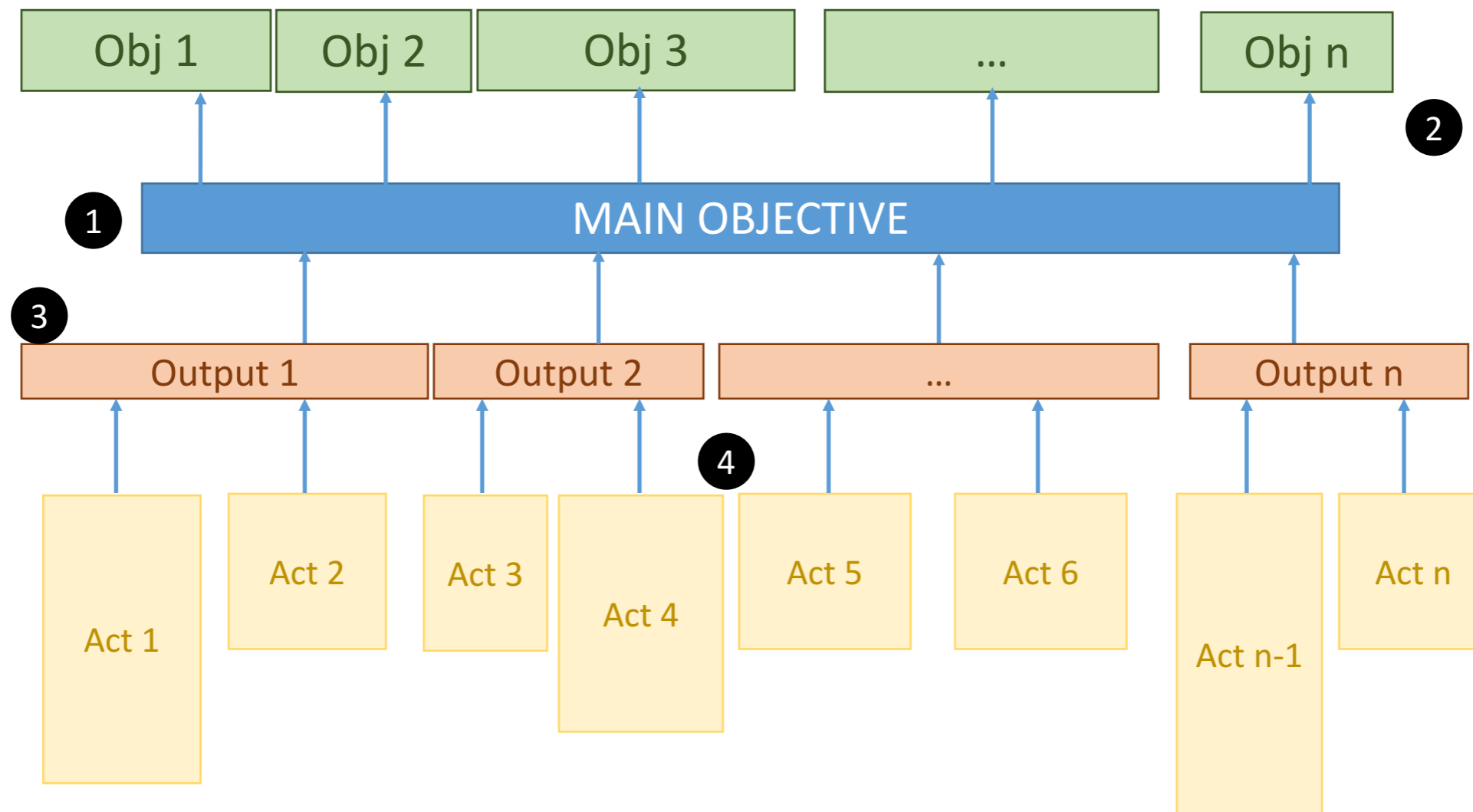
<http://www.nationalgeographic.com/magazine/2016/06/manu-peru-biodiversity-national-parks/#/tamarin-girl.ngsversion.1463419627238.jpg>

# No tengas miedo a liderar



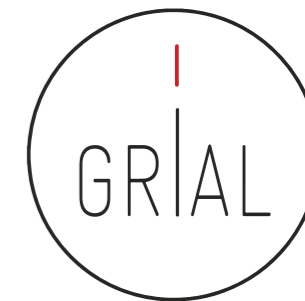
Foto de Eduardo Apariz  
<https://twitter.com/i/moments/805472596561162240>

# Aplica el marco lógico



① Overall objective ② Specific objectives ③ Results & Outputs ④ Activities

# Ten paciencia





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# La presentación está disponible en

<http://es.slideshare.net/grialusal/experiencia-como-coordinador-y-socio-en-proyectos-erasmus-caso-del-grupo-grial-de-la-usal>



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