

SMART LESSON KIT

DESIGNING A SMART LESSON IN 4 STEPS

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KEY THINGS TO KNOW ABOUT SMART LESSONS

1. What is a Smart Lesson

A Smart Lesson is a lesson specifically designed to be accessed directly from a smartphone. It is based on the idea that a mobile phone, rather than being merely a source of distraction, can become a powerful tool for learning and a means to develop technical, transversal, and digital skills.

To achieve these goals, however, lessons must be designed using the Smart Lesson Method, which allows for the creation of purposeful, modular, and engaging learning experiences. These lessons focus on leveraging the positive effects linked to the development of key digital competencies.

1. The Smart Lesson Method

The Smart Lesson approach is built on four pillars:

- Mobile Learning, which designs lessons to be accessed via smartphones
- Active Learning, which engages students in a participatory and creative way
- DigComp, which focuses on developing and assessing digital competences
- AppOriented, which highlights the transformative and educational potential of apps

A simple, effective model tailored for today's schools.

👉 **For a complete overview of the topic, read: Methodological Guidelines for Designing a Smart Lesson** https://smartlesson.eu/tools/smart-lesson-kit

2. The authors of the Smart Lesson Method

The Smart Lesson Method was developed with the support of the Erasmus+ program by a European partnership coordinated by Aretés (Italy) and composed of ten partners from five

European countries: Open Up Association and the High School of Kallithea Elassonas (Greece), Istituto Vallauri (Italy), Fundación Cibervoluntarios and IES Luis Vives (Spain), GO-AHEAD Association and the Romanian-Finnish High School (Romania), LIGZDA Youth Organization and Rūjiena Secondary School (Latvia).

HOW TO DESIGN A SMART LESSON (STEP BY STEP)

Step One: Give your lesson an identity
Every Smart Lesson starts with a well-defined identity card: title, subject, class composition, estimated duration, and delivery method (in-person, online, or hybrid). These elements are the foundation for designing a clear, effective, and easily reusable lesson.

When planning a digital lesson, identify these key elements right away. Don't overlook the details—this information makes your lesson understandable and shareable with other educators.

Practical Tips 👉 Get straight to the point, but don't skip the details: this is what makes your lesson unique and easy to share. Think of this step as the "business card" of your educational proposal.

References 👉 You can find the identity card form in the Methodological Guidelines for Designing a Smart Lesson – see section 3.3: The Smart Lesson Template - **https://smartlesson.eu/tools/smart-lesson-kit**

Step Two: Define the learning outcomes

The second step of the Smart Lesson Method focuses on building the pedagogical core of your lesson. This means clearly defining:

- the disciplinary objectives (i.e., the content students are expected to learn),
- the digital competence objectives, based on the five areas of the DigComp 2.2 framework,
- the liffelong learning competences objectives activated by the lesson (e.g., collaboration, communication, critical thinking, or problem-solving).
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Practical Tips 👉 A good Smart Lesson doesn't just "deliver" content—it helps students develop real, applicable skills. Remember: even a single well-chosen digital competence can make your lesson effective and measurable.

Use a simple but powerful formula when designing your lesson—the 3Comp Formula:
Disciplinary Competences + Digital Competence +Lifelong learning Competences
References 👉 You can find the structure of digital competences from the DigComp 2.2 model in the Methodological Guidelines for Designing a Smart Lesson – see section 2.3.2: Digital Competences.
- **https://smartlesson.eu/tools/smart-lesson-kit**

Step Three: Choose the right tools to make a difference

The third step is where you define the digital tools to be used during the Smart Lesson. List the apps and platforms you might use (e.g., Padlet, Kahoot, Canva, Mentimeter) and explain what they are for and which digital skills they help develop. Each tool should have a clear role in your lesson: encouraging reflection, collecting responses, fostering collaboration, or creating content.

Tips 👉 There's no need to overdo it: focus on tools that are simple, free, and reliable. Choose those that make the lesson more interactive, creative, and engaging. And remember: a tool is a means, not an end. It should enhance your learning objective, not complicate it.

References 👉 You can find a selection of recommended apps in the *Methodological Guidelines for Designing a Smart Lesson* – see Section 2.4 *The Smart Lesson Matrix: How to Integrate Different Sets of Competences*.
- **https://smartlesson.eu/tools/smart-lesson-kit**

Step Four: Give rhythm to your lesson with the 4 Smart Phases

Once the Lesson Identity Card, the learning objectives across the three competence levels, and the digital tools have been defined, the Smart Lesson takes shape through a four-phase structure known as the e-lesson model. This sequence is designed to guide both students and teachers through a logical, active, and mobile-friendly learning path.
The four phases are:

- eTASK – Introduce the activity, clarify the objectives, and spark curiosity.
- eEXECUTION – Core phase: students engage with digital tools to complete the task.
- eCORRECTION – Feedback, peer comparison, self-correction, or teacher input.
- eASSESSMENT – Final evaluation of the activity and competences, including via the Smart Evaluation Meter.

Tips 👉 Keep the lesson short, streamlined, and modular. Each phase should have a clear purpose and contribute to the learning goal. Include moments for reflection and engage students not only in content learning but also in evaluating the experience itself.

References 👉 You can find a selection of recommended apps in the Methodological Guidelines for Designing a Smart Lesson, Chapter 3: How to Develop a Smart Lesson**.**
- **https://smartlesson.eu/tools/smart-lesson-kit**

7 Key recommendations for creating an effective smart lesson

The **7 Recommendations** presented here are the result of a collaborative effort carried out by the Smart Lesson project partnership during an international focus group held in Madrid on May 9, 2025.

During the meeting, partners from Italy, Spain, Greece, Romania, and Latvia analyzed the pilot initiatives implemented throughout the project, comparing practices, tools, and needs that emerged across the different participating countries.

Through direct discussion and the analysis of experiences gathered in school settings, the group selected the most effective and priority actions for the various competence areas, aiming to provide teachers and trainers with a clear, practical, and experience-based guide.

These Recommendations therefore represent a shared and Europe-wide validated synthesis, built from the field and oriented towards practice.

1️⃣ Digital Competences – Safety

Digital safety is not just a technical issue: it is education for digital citizenship. It aims to make students aware of risks, responsible in their online choices, and capable of protecting themselves and others.

Priority actions:

1. Integrate digital safety into the curriculum in a cross-disciplinary and practical way
2. Strengthen awareness of digital risks through ongoing educational activities
3. Address the less visible aspects of safety (e.g., emotional well-being, updates)
4. Actively involve students in building safe behaviors
5. Design educational pathways appropriate to the level of digital maturity

2️⃣ Digital Competences – Information and Data Literacy

Knowing how to search for, analyze, and interpret information is at the core of digital citizenship. Teaching students to critically evaluate sources is now an absolute priority.

Priority Actions:

1. Strengthen critical evaluation of digital sources
2. Integrate digital tools into research and analytical activities
3. Promote conscious interpretation of data
4. Encourage self-assessment and awareness of one's own skills
5. Provide differentiated support for basic digital skills

3️⃣ Digital Competences – Communication and Collaboration

Digital collaboration is not just about working together online, but above all about doing so in a structured, inclusive, and meaningful way. Simulations and clear roles strengthen real skills.

Priority actions:

1. Develop digital skills through simulations of real-life situations
2. Promote diverse use of digital communication tools
3. Encourage structured collaboration with defined roles
4. Support students who feel less confident in collaborating

5. Design effective workshops on time management

4 Digital Competences – Digital Content Creation

Creating digital content means producing value, not just replicating information. It is a lever to stimulate creativity, participation, and a sense of responsibility.

Priority actions:

1. Use content creation as a means to increase participation
2. Stimulate digital creativity with advanced tools
3. Provide broad and diversified technical training on digital tools
4. Integrate courses on copyright and source citation
5. Monitor progress through competence assessment

5 Digital Competences – Problem Solving Area

Solving problems develops autonomy, critical thinking, and resilience. Doing so with digital tools and skills means doing it faster and more accurately. This area develops the competence that best prepares students for real life.

Priority actions:

1. Support the transition from asking for help to autonomy in problem solving
2. Teach an independent and reflective approach to digital problems
3. Use problems to build confidence in one's own abilities
4. Teach adaptive and flexible strategies to deal with complexity
5. Diversify sources and support methods to tackle problems

6 Lifelong Learning Competences

Lifelong learning means cultivating autonomy, reflection, and the ability to adapt. Schools must train students to become the protagonists of their own learning journey.

Priority actions:

1. Design tasks that require initiative and autonomous management of work
2. Systematically include critical thinking and reflection in digital learning pathways
3. Provide structured moments of self-analysis within the learning process
4. Value adaptability as a core competence
5. Integrate transversal skills into assessment criteria

7 Smart Lesson

The Smart Lesson is the dynamic container of all this: a purposeful, digital, participatory lesson focused on competences. Its value lies in the coherence between content, tools, and assessment.

Priority Actions:

1. Train teachers in designing personalized digital learning pathways
2. Use feedback tools co-designed with students
3. Standardize the use of multimodal, interactive, and reflective activities
4. Ensure equity in access to technologies and personalized resources
5. Sviluppare strumenti di monitoraggio per le competenze trasversali

REFERENCES

👉 *For the full text of the Recommendations, see* **Smart Lesson Final Report**

EXAMPLES OF SMART LESSONS

Want to design a Digital Lesson? You can find inspiration from those already designed and tested during the project.

👉 See the Smart Lessons designed **https://smartlesson.eu/tools/smart-lesson-**

LEARNING PATHS BASED ON THE USE OF SMARTPHONES AND THEIR POTENTIAL TO DEVELOP STUDENTS' KEY SKILLS

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