















Self-acceptance: being kind to themselves, Different ways of learning, ICT skills.

- Through SIDiT they gain a lot of knowledge and insight about each student individually which then helps them in their daily work.
- Students feel safe, open up with each other even for the ‘bad things in life’. They learn to respect, understand and know each other better. As a result, their tolerance and openness is enhanced.

As main difficulties during the implementation they mentioned the time required for the detailed completion of the lessons plans and the reporting process. Especially the e-portfolio was sometimes difficult for some students due to the language barrier.

As for the students, what they liked during SIDiT lessons was working in groups, working on the iPads (i.e. searching information), the art aspect and the friends that they gained. They mentioned that SIDiT “ was more fun, cool, more dynamic than they expected “, “they learned about different countries and did presentations” and “they feel that they are not alone”. They disliked the lack of attention of some of the kids sometimes and the fact that sometimes ‘to feel’ is sad and expressing feelings is difficult because some things are more private and are difficult to share.

## 6. Discussion

The evaluation results showed that the SIDiT project has been implemented successfully.

The SIDiT teaching methodology increases teacher and learner satisfaction and ensures that all students are included in the classroom activities, regardless of their background or abilities. Moreover, the teachers’ profiles are strengthened through the development and testing of a new teaching methodology.

The methodology seems to be feasible, useful, and successful. The lessons seem to be interesting and fun for the students and the teachers and seem to promote the inclusion of all students into the classroom activities.

Participating students significantly improved their attitudes / motivation / interest in almost all factors after the implementation. We also observed improvement in their skills’ acquisition, especially in the enhancement of their digital and entrepreneurial competences, such as: self-esteem, resilience, taking initiative, expressing ideas, cooperation, problem solving, critical thinking, digital literacy, and communication skills.

Finally, participating teachers and students seem to be satisfied with the SIDiT teaching methodology and feel more self-confident. These results are quite encouraging and predispose us positively for the

continuation of the program and the optimization of the results.

## 7. Conclusions

Our results are quite encouraging, urging us to promote the adoption of the SIDiT teaching methodology to public education authorities and its implementation in more schools. Our work adds to previous studies exploring the ways of improving the learning process by motivating students and promoting the successful integration in the classroom of all children, regardless of their socio-economic, cultural, religious and linguistic backgrounds, or their abilities.

The SIDiT Project and its methodology seems to enable students to create values, set goals, make decisions and find solutions to problems, develop creative ideas, be curious and active and think critically.

Therefore, the SIDiT teaching methodology and toolkit can be used by teachers in different countries who want to focus on the development of the transversal skills of their students, as a means of integrating students into society.

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### **Ethics statement**

Ethical review and approval were not required for the participation of teachers and students in the research, in accordance with the local legislation and institutional requirements. Parents of the students provided their written informed consent to participate in this study.

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