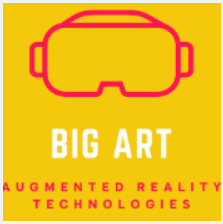

Bootcamps in Greece with

Augmented Reality Technologies

Dissemination Plan

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Project Acronym:	BIG ART
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Contents

1 Objectives of the Dissemination Plan

- Raise awareness of the Big Art project's goals, activities, and results.
- Ensure that teachers trained in Matterport technologies can apply this knowledge in their curricula
- Share how students apply 3D mapping technologies via Matterport platform to map real-world industry spaces.
- Promote the long-term sustainability and impact of the project through continued engagement with stakeholders.

2 Target Audience

2.1 Primary Audience

In the first phase of the project, a representative group of lecturers from the partner colleges will be trained in the use of the software. The training of the faculty will allow the institution to develop a new capability that can be used for innovative and attractive teaching, adapted to the tangible and connected to the world of industry. The lecturers sent for training will form the pioneering team in implementing the capability in their departments.

It is important to involve representatives from a variety of departments already in the first phase.

In the second phase: the project will be expanded to lecturers from all departments of the partner colleges

In the third phase: the project will be expanded to teaching staff at other technological colleges in the partner countries, as well as to high schools whose students may be integrated as future students in technological education.

2.2. Secondary Audience

We define two target audiences: students and industry partners.

The student audience at the technological colleges - in the first stage, students at the partner colleges will undergo training through their teaching staff. Students will study in their native language, and the best will go to an advanced training camp in Greece. According to this model, students in the partner countries will be able to continue future international collaborations with their colleagues or with the teaching staff in Greece, as well as provide a student perspective to the course developers.

In the second stage, the range will be expanded to additional students outside the partner colleges as is done with the lecturer audience. The skill acquisition for students will be carried out using the TRAIN THE TRAINER method

Learning through the use of real future workspaces will allow students to become intimately familiar with their future work environments. Mastering the software will allow students to be relevant to the industrial world throughout their studies and to acquire skills that may give them added value as graduates.

The second target audience is industry partners- one of the goals of the project is to create a connection with industry in order to use the software to map relevant workspaces in each field. In the first stage, the teaching staff or the person responsible for industrial relations at the partner institutions will contact representatives of the industries that the technological colleges are already working with and propose the project. Throughout the years of the project, work will be carried out to expand the circle of partners by identifying employer needs in projects based on 3D technology and by proactive inquiries from teaching staff and students who are conducting training procedures in factories. In addition to the initial benefit for the factories, the software can be used for training purposes for existing and new employees, identifying problems in the work place environment, etc. In addition to the teaching benefits, there is a secondary benefit in imparting communication skills and dialogue needs with industry for both students and teaching staff.

2.3 Tertiary Audience

- Educational professionals and researchers in technology and innovation.
- Policy makers in education and technology.

- Addressing this population could enable continuous improvement of capabilities and focus on additional relevant target populations.

3 Key Messages

The 3DTech project using Matterport platform empowers teachers by providing them with the latest 3D mapping technologies to enhance their teaching methods.

Teachers will apply the knowledge gained to help students use 3D technology to create real-world projects in industries like architecture, urban planning, and manufacturing.

The project strengthens the bridge between education and industry, making students job-ready in cutting-edge tech fields.

The project contributes to the development of digital skills, a crucial factor for employability in the modern workforce.

4 Dissemination Activities and Tools

4.1 Online Presence

Project Website:

The project website will include information about the project's goals, partners, timelines, and project deliverables. The website will be in English. Each partner college will build an English section on its website dedicated to the project, with reports on each milestone in the project including photos.

Each college will hold an updated student's projects plan. The plan will be updated every semester during the 3 years of the project

See example in Appendix A - Student's Projects List

The products of the students and lecturers related to the software will be uploaded to a dedicated website:

Vet2hub only after there are completed and geared.

Each lecturer will be able to enter this website only through permission granted to him by the technical expert of the project for uploading staff and student's products.

Social Media

Each college partner will hold an excel file for monitoring the social media activities including: advertising channel and description of the target population, the type of advertising, the link, and tracking of exposure to the advertising. The project coordinator at each college is responsible for sending an updated version of the table to the partner responsible for the Dissemination package once every six months in December and June of each of the project years.

See example in Appendix B - Social Media monitoring

4.1.1 Communication between project participants

Each college will hold regular status meetings. The purpose of the meetings is to monitor compliance with the project goals, share concerns, successes, ideas, and mutual learning. Each college will record the meetings and distribute the summary via email or through a dedicated WhatsApp group.

See Appendix C - Project Status meeting for an example of a status meeting document via zoom

The project management team will be managed through a dedicated WhatsApp group and Zoom meetings as needed and at least once a quarter.

A newsletter will be issued to participants twice a year in December and June and will include a summary of the main milestones of the project, sharing of the successes and experiences of the participants, expansion on a topic relevant to the project, a summary of quality data and photos documenting the milestones in the project.

The newsletter will be distributed to other partners such as partner colleges, supervisory authorities, local Erasmus offices, industry partners.

See Appendix D - Newsletter for example of the project's newsletter

4.2 Academic Publications

4.2.1 Articles in Journals

The management team will make an effort to submit articles on the educational impact of 3D Matterport technologies in teaching, particularly in mapping industries at least once during the project

4.2.2 Teaching Conferences

The pedagogical team /part of project manager will Present findings on the effectiveness of the teaching at least one via teaching conference

For this purpose, the project coordinator at each partner college is responsible for transferring relevant materials for examining the effectiveness of teaching, such as: monitoring projects in which the software was used, project grades, interviews with teaching staff, students, and supervisory bodies to the project manager after the implementation phase is completed.

4.3 Collaboration with Stakeholders

4.3.1 Industry Partners

Each college will collaborate with the project's industry partners to showcase the real-world applications of the students' final projects.

And will arrange webinars where industry experts discuss how 3D Matterport technologies are used in their sectors.

4.3.2 Other Erasmus+ Projects

The Big Art project manager create connections with other Erasmus+ projects to share experiences and insights. Participate in Erasmus+ networks and platforms to ensure cross-project collaboration.

4.4 Events & Conferences

4.4.1 Project Presentation Event

Each college will ensure Virtual or physical event for: Introduction to the project, objectives, and first steps. Include key partners, industry representatives, and educators.

4.4.2 Mid-Project Event

Mid-term event (Month 18): Present interim results, showcase the teachers who have completed the training, and present a few student projects.

4.4.3 Final Conference

Final project conference (Month 24): Each college will organize a final conference (virtual or in-person) to showcase the completed projects, provide in-depth analysis of the results, and engage with stakeholders from the educational and industrial sectors.

Invite media representatives to cover the event.

4.5 Printed Materials

Brochures/Flyers:

Distribute printed promotional materials at relevant events (conferences, workshops, educational fairs) that outline the project's goals, methodology, and results.

Posters:

Display posters at partner institutions, at industry events, and on the college's campuses to promote the project's impact and raise awareness

4.6 Feedback Mechanisms and Surveys

Regular surveys with teachers, students, and industry stakeholders to gather feedback on the effectiveness of the training, project materials, and collaboration.

The feedbacks are necessary to refine dissemination activities and improve project outcomes.

5 Timeline for Dissemination

Activity	Timeline	Responsible Party
Project website	Month 1	Lead Partner
Status Meetings	Ongoing(month 1-36)	All Partners
Social media campaign	Ongoing (Months 1-36)	All Partners
Newsletter	Twice a year(dec+june))	Lead Partner
Academic article submission	Month 24	Research Partner
First presentation of the project	First year	Industry Partner
Webinar for teachers and stakeholders	Month18- 24	All Partners
Mid-project event	Month 18	All partners
Surveys	Month12,24,36	All partners
Final Conference	Month 36	All Partners
Final Report & Publication	Month 36	Lead Partner

6 Monitoring & Evaluation

Website Analytics: will be held by Google Analytics to track the traffic and engagement with the project website.

Social Media Insights: will be held by Regularly monitor engagement levels (likes, shares, comments, exposure) on social media posts.

Feedback Surveys: will be analyze feedback from teachers, students, and industry partners at various stages to ensure the dissemination efforts are reaching the right audience.

Impact Reports: At the end of the project, Ort Braude will generate a final impact report summarizing all dissemination activities and key outcomes.

Appendix A - Student's Projects List

Students' Projects (Drive)

Appendix B - Social Media monitoring

All partners Dissemination Activity (Drive)

Appendix C - Project Status meeting

Summary of the Implementation and Dissemination Status Meeting- 3/25

Participants: Anat Nissel-Miller, Luda Golod, Shadi Askala, Orit zamelson, Hana Faiger, Samin zin Eldin, Kusai Ali, Sharon Tidhar.

Meeting Objectives

1. Progress status and identification of difficulties in connection with the industry
2. Decision on criteria for selecting an outstanding project
3. Determination of a progress schedule for 4-9/25

Status

Department of Mechanical Engineering: Despite numerous attempts to contact manufacturing plants (even those that do not serve the defense industry), no consent was given to photograph the work spaces. Consent was given by 2 plants in the field of agricultural engineering where third-year students work. The department, together with the project manager, will conduct an investigation into the reasons for refusal for future learning purposes as part of the Employers' Fair in May.

Software Department: A visit was made to TDK, who gave their consent to photograph the warehouse and workstations. The lecturers went out to take pictures and will use the photographs for teaching purposes in the introduction to the world of high-tech course. The department was asked to include a student representative in the project so that they could also practice using the software.

Department of Medical Devices: Will be combined in the second and third years. In the second year, lecturers will build clinical situations for students to examine which devices will be used and how through virtual simulations on the device. In the third year, students work in hospitals and clinics, students will be able to carry out a project on the test protocol and the

equipment. The department's task is to check the programming against internship places

Department of Industry and Management: 5 Project presentations were carried out, the software was used in the first part of the project called economic

feasibility. The projects were edited as a video and uploaded as a demonstration to the project website.

BigArt Competition Judging Criteria

1. Use of matterport technology to advance the project goal
2. Proper use of technology (photography, labeling, measurements, storage)
3. Industry integration
4. Collaboration within the project team (teamwork)
5. Added value to the project
6. Innovative thinking
7. Contribution to future students in the department/college

Milestones for the progress of the project in the second semester of 2025

- 4/25 Explanation of the project and the competition in all departments of the college via zoom
- 6/25 Departmental selection - selection of up to 3 projects in each department
- 7/25 College-wide happening to select the outstanding project- 10/7/25

BIG ART

Funded by the European Union

Bootcamps in Greece with Augmented Reality Technologies for VET centers from Israel and Albania

Project id 101128976

May 2024 – December 2024 newsletter

TABLE OF CONTENTS:

Welcome

It is with great excitement that I am pleased to share the first edition of our project's newsletter. As we near the end of the year, we are also celebrating the upcoming New Year, with some of us preparing for Christmas, while in Israel, Hanukkah, a time symbolizing light and renewal, is in full swing. Our project, which began earlier this year, is also marking the one-year anniversary of its approval.

Our project represents renewal and growth. This is the first time that the college in Greece has had the honor of leading an international project funded by the European Union. It is also the first time that a vocational education and training (VET) college in Israel has had the privilege of participating in such a project.

This newsletter will be distributed to all project participants twice a year. Its purpose is to highlight the major milestones of the project and create a cohesive communication space for all our partners.

Between May and December 2023, we celebrated two significant milestones: the project's launch in Albania and the Teacher's Bootcamp training for lecturers in Greece. I am confident that we will continue to work together with energy and enthusiasm, fully embracing the journey ahead.

Warm regards,
Sharon

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Building capacity in Augmented Reality Technologies for VET in Israel and Albania

Transnational Partners Meeting 1-3 May 2024, Lezhe, Albania

KICK-OFF MEETING- Cordinator Review – WPI- TSAEK EGAIEO

1st May 2024

On arrival to Tirana on 1st May, partners introduced themselves and had the chance to visit some sights of cultural interest in the capital before reaching their final destination, Lezhe. During the welcome dinner, partners discussed the project's theoretical background, namely, to give educational support to marginalized groups in the targeted regions in Israel and Albania. Augmented Reality technologies will be an effective way to teaching hard skills and will make educational experiences much more interactive. Furthermore, all participants agreed that special emphasis should be given to the enhancement of students' soft skills since they are quite valuable both in business and social life. Finally, partners reviewed the key points scheduled in the agenda for 2nd May.

2nd May 2024

1. **Official Opening**

Dimitris Kiriakos welcomed the participants to the BIG ART project and thanked everyone for the trust and support in joining SAEK EGALEO in this exciting journey. Mr. Kiriakos also reviewed the outcomes and outputs to be produced over the next two years and informed the partners that there will be a detailed analysis and planning of the upcoming Teachers' training session in Athens by Mr Stratos Labrinos.

2. **Project management**

The project coordinator presented the key documents that stipulate the management and implementation of the project as well as the roles and obligations to fulfil that are linked to the project's relevance and added value in the 3 Partner Countries involved, dissemination of activities and results, involvement of relevant stakeholders, ensuring project results' implementation and sustainability.

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In line with the project management mechanisms, embedded in the approved project application form, over the project lifetime, the 3 VET providers (ORT in Israel, SAEK in Egaleo and Kolin Gjoka in Albania) will develop effective networks and exchange best practices, ensuring timely completion of the project activities, smooth communication and a positive working atmosphere in the partnership. All members will take active part in the process of task distribution and production of appropriate project evidence and documentation and prepare the project progress reports. Specifically, Israeli, Albanian and Greek VET providers will collaborate in a multilateral partnership to align on local, regional, and national strategies to drive sustainable socio-economic development. TSAEK Egaleo will coordinate the project, and 1 VET institution from Israel (ORT Israel) and 1 from Albania (Kolin Gjoka") will provide the vocational training.

The Italian partner, WMAPP will assist VET colleges in remaining close to the job market preparing their future alumni for the real world. MWAPP is the Italian technology partner that will organize the training of trainees from Vocational Training Institution into new technologies and digital platforms like the Augmented Reality platform Matterport. To do so, during the first phase of the project, WMAPP will hold the BIG ART Train the Trainers Bootcamp in Greece. The Greek partners will host this bootcamp to train the trainers, in order to build and increase the capacity of Israeli and Albanian VET teachers and trainers. The aim is to host the teachers for two weeks in the period of June/July 2025 in Athens. The consortium will team up to collaborate in building the syllabus and requirements for the three-month AR/Soft Skills course by the end of 1st year.

3. WP5 Dissemination and sustainability

During the project lifetime, ORT institute will ensure that different activities will be carried out for different types of dissemination. These include various types of social media, such as, project website and Facebook page. Other forms of dissemination will involve project leaflets and project newsletters. There will also be internal dissemination seminars within each partner, for management officials, VET students, teaching staff and other stakeholders. Finally, external dissemination events will be held via public resources, targeting industrial actors for potential partnerships.

All partners agreed to integrate a long-term action plan for the progressive roll-out of project deliverables after the project has finished (based on sustained partnerships with industry), including measures for scalability and financial sustainability but, first and foremost, they will draft a syllabus and lesson plan for future courses based on the AR/VR courses. In fact, the consortium will gather all lessons learnt and evaluate the program to establish a new curriculum that would allow other local VET centers to replicate the VET training on AR/soft skills. The industrial partners will assist the students to revise their competences and skills and counsel on their preferences and career goals to enhance their chances to find a job after their graduation.

4. WP2 Training Modules

Mr. Labrinos opened the discussion by introducing the training modules. In particular, he focused on the employment of Augmented Reality and Mixed Reality technologies for VET students, enhancing, at the same time, their soft skills. Firstly, MWAPP will build the capacity of the institutions by transferring the basic knowledge through workshops as part of a boot camp for the content lecturers who will teach the technical courses of virtual

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reality and are part of the academic staff at the university in the departments where the courses will be taught. The **Train the Trainers** Bootcamp of Israeli and Albanian VET trainers will be held in Greece.

The aim is to host the teachers for two weeks in the period of June/July 2025 in Athens where teachers will have the chance to familiarize themselves with new technologies and digital platforms like the Augmented Reality platform Matterport.

5. WP3 Training of trainers

Mr. Kiriakos from TSAEK Egaleo, who will be hosting the bootcamp for the trainers, discussed with the partners the details for the training session. They decided that there will be 16 educators who will be trained in AR through multiplier workshops each of whom, will receive a certificate of completion. QA feedback forms will be distributed among participants on the first and on the last day of the training meeting which will be prepared by partner Ort Braude using google form platform.
After completing the training, a Zoom meeting will be scheduled between the partners to summarize the training within two weeks of the completion date. At the meeting, a report will be given by the training entity MWAPP, feedback by the project manager and a presentation of the results of the feedback by ORT.
Based on obligations of the beneficiaries, related to information requirements, the partners shall inform the public, (internet included) of the event which must visibly indicate "Co-funded by the Erasmus+ Programme of the European Union" as well as the graphic logos of the project and Erasmus+ Programme. Posters, roll-up and other promotional materials shall be displayed during the event.

3rd May 2024

1. WP 4 CERTIFICATION AND RECOGNITION

On the third day of the meeting, partners discussed the next steps of the project. Particularly they focused on the second milestone which involves the students' bootcamp in Greece. The partners agreed to select the participant students from Greece, Albania and Israel ensuring that their criteria will adhere to the principles of inclusion.

The aim of this phase of the project is to adequately prepare both teachers and students for the upcoming core bootcamp and project-based learning in 2025 with the local industry in each country, where students will put into practice the knowledge, experience and skills they have acquired in a real working environment.

After the break, the partners discussed the different pedagogical approaches, the teaching and training materials and methods to be applied, including work-based learning, virtual mobility and open educational resources which will ensure the full exploitation of ICT potential. All partners agreed to offer additional recommendations and discuss their ideas in the upcoming meeting in Greece.

At the final time of the meeting the partners expressed their feelings and wishes for a smooth cooperation in the years to come and hoped that the outcome will live up to the project's expectations.

5

BIG ART

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Bootcamps in Greece with Augmented Reality Technologies for VET centers from Israel and Albania

Project id 101128976

Scanning Spaces and Expandinding Colabboration- Teacher's Bootcamp training experience - Greece 7/23

Bootcamp in Greece- WP2-Ort Braude experience

his marks the first time that an engineering college in Israel has had the privilege of participating in a European Union capacity-building project. It is also the first time that a European development company is offering 3D software specifically for VET (vocational education and training) teaching purposes, which presents a fascinating combination for us.

Although this is our first Erasmus project focused on capacity building, we made a bold decision at the college to implement a lateral change from the very beginning. We chose to select representatives from various departments through a specially formulated call for proposals, sending 16 lecturers to the summer bootcamp in Greece.

The rationale behind this decision was to ensure the creation of a unified language across all departments. By involving representatives from different fields, we aimed to implement the technology in courses and final projects throughout these departments. Given that we are part of the ORT network, the potential for extending these capabilities across the entire network is vast.

- The integration of technology in teaching, combined with the opportunity for discourse with local industry, the need for teamwork and technological skills (which are both crucial for the future workforce), and the potential for widespread distribution, enables us to lead a significant educational transformation.
- The technology we explored allows for full space scanning and the creation of 3D models. It enables precise mapping of points in the space, with the possibility of tagging and delving deeper into each point. This technology provides the ability to capture and analyze existing buildings, identify weaknesses and failures in work environments, plan workspaces, conduct safety training, and offer training on laboratory equipment. It can even facilitate virtual industry tours.

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- Augmented reality glasses can also be incorporated, allowing users to experience a visit to the scanned workspace. "You can tag everything—whether it's a pole, a descending beam, a concealed beam, or a ribbed ceiling. It's ideal for my students," says Grace Hazan, Head of the Civil Engineering Department.
- Maya Fuchs, a lecturer in the Architecture program, is already exploring a new specialization in building conservation as a result of this technology.
- During the course, our lecturers were divided into teams, each focusing on a different aspect of the project in preparation for the next stage. As we speak, Qusai Ali, a young and energetic lecturer in the Medical Device track, has already reached out to the management of the hospital where he works. In collaboration with his role as a lecturer, he is working to map out the future workspace for his students.
- Dr. Shadi Askalla, Head of the Software Department, reflects on the course: "It was a perfect experience in the world of augmented reality. I walk away feeling that anything is possible, and that technology has a special contribution to education."
- As we conclude this first, successful stage, certified in augmented reality, we look forward to the next stage with anticipation

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Spotlight on Soft Skills: Teamwork at ORT Braude

As lecturers, we typically spend most of our time working individually in our classrooms. We rarely have the opportunity to interact with colleagues outside our own departments, perhaps meeting them occasionally in the corridors or during teaching courses.

- In the last week of July, however, a diverse group of lecturers from various departments—Machinery, Construction, Electricity, Architecture, Software, Medical Devices, Industry and Management, and Biotechnology—boarded shuttles to the airport, en route to Athens, Greece. This group, which included both men and women, as well as Druze, Jewish, Christian, and Muslim colleagues, of varying ages, truly exemplified diversity at its best.
- What surprised us was that, despite many of us having worked at the college for years, we realized we didn't really know each other.
- In an effort to foster a sense of belonging and commitment, we decided to call ourselves the "Lecturers Winning Team." However, on the very first day, we discovered gaps within the team. Some lecturers were disappointed by the contrast between the finished product they had expected and the reality of participating in a pilot project, while others saw this as an opportunity to make a real impact.

- Some colleagues reacted competitively, while others sought ways to collaborate. Some focused on the challenging weather conditions and the poor internet infrastructure, while others critiqued the course advisor, a software developer, who was not an experienced educator.

- Yet, within less than a week, we witnessed a significant shift. It was clear that our group had transformed into a true winning team. This process involved a change in mindset—from passive observers to active partners, and from individuals to cohesive working groups. Through this transformation, we were able to leverage the unique strengths of each team member. Almost every participant began to take initiative, assuming roles that benefited the entire group.
- As Orit Zemelson, a lecturer in the Department of Industry and Management, put it, "A wonderful group, from very diverse backgrounds—different sectors, different religions—and yet we share common values of educational mission, mutual respect, curiosity, technological innovation, and a desire for joint growth and collaborative action." The rest of the group wholeheartedly agrees.

- Our team will continue to collaborate in focused working groups starting next week. These include:
- A **Technical Team** to assess and recommend the optimal equipment the college should purchase.
-

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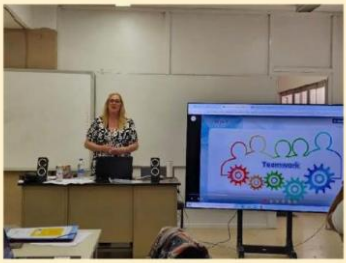
- A **Pedagogical Team** to recommend teaching methods and measure the change in students' abilities after using the software.
- A **Pilot Team** to test the technology's assimilation among an experimental group of students.
- A **Documentation Team** to create operating instructions and presentations.
- All teams will begin their work this summer with the goal of introducing the technology to our students at the start of the school year.
- And perhaps most importantly, if you visit us at the Israeli ORT Braude College, you will see deep conversations, meaningful friendships, and even hugs—all of which were made possible by this journey.



Quality Time- Sharon Tidhar

In the **Quality Corner**, I would like to share the key issues and improvements that arose after each meeting:

After the Meeting in Albania:

1. **Necessity of Interaction Between Team Members** – 50/50
2. **Role of the Host College** – 50/50

In the quality survey, disagreements emerged regarding the role of the host college in organizing the meeting logistically, as well as in providing opportunities for partners to familiarize themselves with the host institution and the culture and heritage of the country. There was also a question about the need for informal meetings that could help with team building and personal connections.

Conclusions for Implementation: A key aspect of the project is the development of current and future international relations and partnerships. Interpersonal interaction is critical in achieving this goal. Given that teamwork is a soft skill we have chosen to emphasize, and considering that many lecturers will participate in the next milestone, it was decided that:

- The Greek College will ensure there is allocated time for informal activities that promote team-building and help partners get to know one another.
- A teaching model focused on teamwork will be provided.

After the Meeting in Greece:

The main area for improvement identified was related to the teaching method and the written materials, as highlighted in the verbal feedback collected through the survey.

Conclusions for Implementation: The training provided by Stratos Librios, our technical expert, included verbal instructions, updates, and on-the-fly adjustments from Stratos and the software development team, as is typical in pilot development. Since we, as lecturers, are tasked with conveying the software's use to engineering students as a finished product in the local language, it is essential that we create tailored materials for our students.

Action Steps:

- Each college will develop teaching presentations suited to their target audience.

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Implementation

Asynchronous online course for students "Augmented reality and Matterport software"

Hana Faiger (Ph.D.), Pedagogical Director, ORT Braude College of Engineering

At ORT Braude College of Engineering, we decided to prepare an asynchronous online course for students to introduce them to the topics of virtual and augmented reality, working with space and using Matterport software.

In an asynchronous online course, students learn independently working with study units prepared by a lecturer in advance. Students learn in their own time and place. Asynchronous units are built in short pieces of content that include videos that lecturers have prepared in advance, including presentations, articles, and more. In addition, each unit contains an activity that students must perform after learning the content. The goal of the activity is to implement, carry out the understanding and evaluate what is being learned. The course is built in a very visual and user-friendly way. Asynchronous teaching has been carried out at our college over the past three years and has proven to be an effective teaching and learning tool .

Lecturers who participated in the BIG ART training in Greece prepared 3 asynchronous study units. In the first unit students will learn about virtual reality and augmented reality, in the second unit they will learn about 3D photography and download the Matterport software. In the third unit, students will learn to work with this software and experience working with it.

Before starting to work with the software, all college students participating in the project will be asked to complete the asynchronous course. Only students who successfully pass the course will be able to start the project. We hope that our asynchronous online course will help students to get ready for work and enjoy the process.

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Innovation Room at Ort Braude: Enhancing Learning Through MatterPort 3D Technology

A creativity and innovation room at Ort Braude college serves as a vital platform for expanding students' learning opportunities. This space encourages brainstorming, technological experimentation, and collaborative projects, enhancing engagement and enjoyment in their studies. Students not only learn technical content but also develop essential soft skills such as teamwork, problem-solving, and creative thinking, which are crucial in today's job market.

Through 3D imaging of the innovation room, students can participate in an innovative educational game designed to enrich their learning experience in the Java course. The game will be based on the 3D space captured, allowing students to progress according to their individual capabilities. This personalized approach promotes deeper understanding and challenging learning experiences. The Java course, being a central part of software practical engineering studies, demands in-depth comprehension and continuous practice; this method can ease students' grasp of complex concepts.

When students can experience the 3D-rendered room even outside of college, they feel that learning extends beyond the classroom walls. The virtual dimension allows them to explore and engage with the material at their own convenience, providing greater control over their learning process. This experience contributes to a sense of belonging and higher involvement, especially in challenging courses like Java, which can intimidate new students

Dissemination at Kolin Glojka

The Albanian school was the first one to To harness its partners in the industry in order to implement the application of the software for the benefit of promoting the practical learning of students in the departments.

Mrizi I Zanave – Agrofishta

Food Technology

Fermentation Area: One of the most important steps in wine production. This area can be showcased to illustrate the fermentation process and the equipment used.

Wine Tasting Rooms: Spaces where visitors can taste the produced wine. This is an opportunity to highlight the tasting experience and showcase the types of wines offered.

Production Equipment: Such as presses, tanks, and other equipment used during the wine production process. Students can explain the role of each piece of equipment and the processes that occur.

Storage Area: Like cellars where wine is kept during the aging process. This may include information about the ideal conditions for wine storage and the importance of this phase.

Rafaelo Resort

Hospitality-Tourism

Cooking Area: The main point of the kitchen, where chefs and staff prepare food. The equipment used, such as ovens, grills, and mixers, can be illustrated along with the cooking process.

Cleaning Area: An important part of the kitchen where the staff handles the cleaning of equipment and utensils. This demonstrates the importance of hygiene in food preparation.

Decor and Atmosphere: The kitchen's decor and any other elements that contribute to its ambiance, including lighting and colors, can also be included.

Twin Towers

Hospitality-Tourism

Reception: The area where visitors check in and receive information.

Accommodation Rooms: The various hotel rooms, such as standard rooms, suites, and family rooms. Each room can be detailed with information about the furnishings and services offered.

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Conference Room: Spaces used for various events, such as meetings, conferences, or weddings. This is an opportunity to showcase the capacity and equipment available for events.

Pool and Spa: Relaxing areas where visitors can enjoy the pool, spa services, and relaxation opportunities.

Netsyscom

Information and Communication Technology

Creation Studios: Spaces where visual creations such as graphics, illustrations, and other designs for products and services are developed.

Technology Projects: Spaces where various technological projects are undertaken, such as application development or content management systems.

Preschool Facilities

Classroom: How teaching materials, toys, and activities are organized for children's development.

Kitchen or Food Area: The space where food is prepared and offered for children.

Lezhë Hospital

Social and Health Services

Laboratories: Areas where analyses and tests are conducted. Students can illustrate the technology and equipment used in the diagnosis and treatment of diseases.

Specialized Clinics: Such as clinics for heart care, orthopedics, etc., where students can focus on the specific services offered.

Directorate of Tourism and Culture, Lezhë Municipality

It plays an active and creative role in the tourism and cultural marketing of Lezha.

It is responsible for the promotion of historical and cultural monuments

It takes care of cultural heritage documents and makes the library collections available to readers.

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