

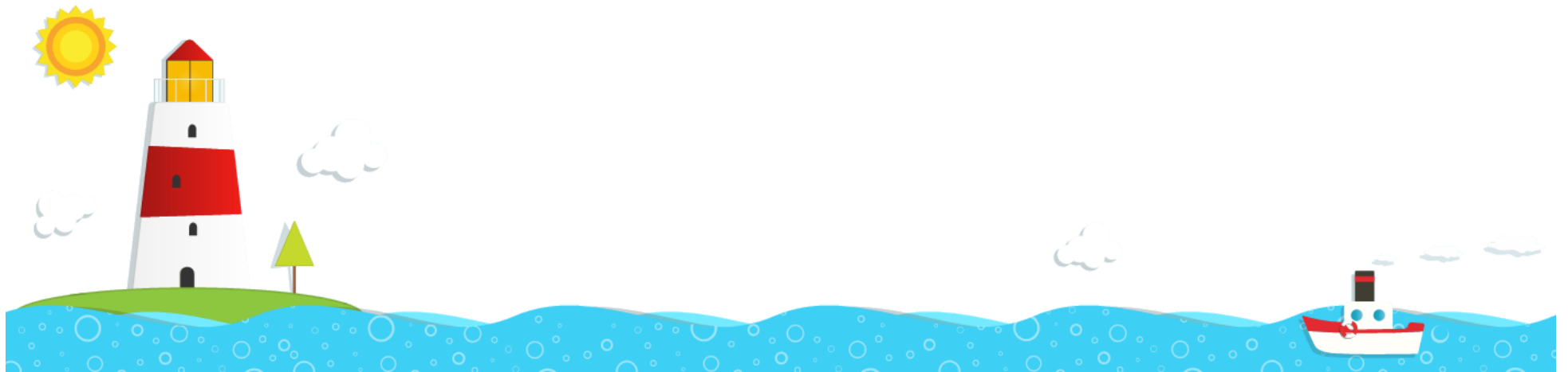
mozaLearn Basic-Advanced training

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About the training

mozaLearn is a professional, integrated digital education system developed to assist teachers' work according to their needs, covering and fulfilling all requirements of the entire school system (all subjects of K-12). The system is based on mozaBook, a software platform designed for interactive boards, which allows for the upload of the textbooks used in a particular country and their immediate conversion to interactive digital textbooks.

Besides digital textbooks, teachers are also provided with a modern tool system for interactive boards (3D scenes, videos, interactive educational tools and other digital content), designed to support and deepen students' understanding of the curriculum. With the help of mozaBook, teachers can arouse the interest of their students, enhance their motivation and increase participation in the classroom.

Students can access the system on the Internet (mozaWeb), so the educational content used in the classroom is also available for home use. By using mozaWeb, learning at home becomes more enjoyable and effective, which helps students to deepen their knowledge.

Learning to use mozaBook on a basic level is not a long process, thus teachers can use the program confidently right from the beginning, incorporate impressive elements into their work and experience success, which may motivate them to improve their knowledge of the system.

For gaining an in-depth knowledge of the opportunities offered by the program and teaching their colleagues how to use the program, it is essential that teachers attend the training. The training is held by instructors and is divided into two modules: a basic and an advanced one.

The aim of this training is to familiarise the participants with certain elements of the mozaLearn system, especially with the structure and operation of mozaBook and mozaWeb, and provide them with a comprehensive picture of the possibilities one has when applying mozaBook in the classroom, and enable them to gain proficiency in operating and utilising the program.

The training is practice-oriented, thus, at the end of the training, trainees are expected to have developed their digital competence and be able to use mozaBook both on a basic and advanced level. This material is intended to be a guide for instructors and consists of the syllabus, detailed unit plans and the expected results.

Participants must have at least basic IT skills and their own laptop computer. Teaching basic IT skills and the use of a laptop is not part of the training. Managing mozaBook does not require high-level IT skills, however, it is an advantage if trainees have experience in using word processors and slideshow presentation programs.

Thematic units of the training and recommended number of hours

The recommended hours for the training are only indicative. By leaving the optional activities out (15 hours) the duration of the training can be reduced.

	Unit title	No. of hours
	BASIC UNITS	30 hours
Unit 1	<p>First steps: overall presentation of the system – introduction to the mozaLearn System, overall presentation, installation, registration, creating user accounts, logging in and out</p> <p>Basics: Navigation – activating, opening, updating and filtering publications, importing PDFs, navigation, basic settings, content, managing multiple publications</p>	<p>3 hours</p> <p>3 hours</p>
Unit 2	<p>Extras – opening and using videos and 3D scenes, functions of videos and 3D scenes</p> <p>Creating new content – creating exercise books, settings and properties of exercise books, entering text, drawing tools for beginners (pencil case)</p>	<p>3 hours</p> <p>3 hours</p>
Unit 3	<p>Optional activity: class visit and discussion/analysis of videotaped lessons – effective application of mozaBook in the classrooms, options for motivation</p> <p>Media library, help and settings – media library for beginners: searching and inserting videos and sounds – video tutorials, help, settings for beginners</p>	<p>3 hours</p> <p>3 hours</p>
Unit 4	<p>Tools and games – examples of simple tools, types of tools, using and inserting tools, types of games</p> <p>Test editor – purpose of the Test editor, creating, saving and inserting simple exercises</p>	<p>3 hours</p> <p>3 hours</p>
Unit 5	<p>Optional activity. Practice: creating and delivering presentations – creating an exercise book by inserting a couple of exercises, 3Ds, and tools</p>	<p>3 hours</p> <p>3 hours</p>

	ADVANCED UNITS	30 hours
Unit 6	<p>Selection, editing – normal and selection mode, cropping a selected image, functions of the local menu, aligning objects</p> <p>Exercise book/presentation tools – media library for advanced users, animation effects, shapes, relations diagrams, layout and design of exercise books and possible errors, sketches, notes, desktop icons</p>	<p>3 hours</p> <p>3 hours</p>
Unit 7	<p>Tools and games for advanced users – saving tools, generating exercises, drag & drop content and 3D objects</p> <p>Managing publications – double book mode, inserting the content of publications into exercise books, zooming, search, solutions, tray, favourites, bookmarks, page links, opening the last state</p>	<p>3 hours</p> <p>3 hours</p>
Unit 8	<p>Test editor – creating complex worksheets, additional pages in worksheets, automatically generated exercises, modifying exercises</p> <p>Drawing tools – advanced settings, straight lines and splines, calligraphic pen, geometric tools, image editor</p>	<p>3 hours</p> <p>3 hours</p>
Unit 9	<p>mozaBook for advanced users – synchronisation, cloud, uploading, printing, layers, hardware requirements – multimedia tools, weblinks, searching the Internet, handwriting recognition, advanced settings – Homework assignments, classwork</p>	<p>3 hours</p> <p>3 hours</p>
Unit 10	<p>Optional activity. Practice: creating and delivering presentations Methodological recommendations, tips for instructors</p>	<p>3 hours</p> <p>3 hours</p>

BASIC UNITS

The aim of the basic units is to let trainees become familiar with and practise the *basics* of the mozaBook software, that is, its structure, functions and application possibilities.

UNIT 1 – First steps and Basics

The aim of the unit is to familiarise trainees with the structure of the mozaLearn system, the possibilities and methodology of the application of mozaBook.

After an overall presentation of mozaBook, the instructor will present the technical equipment necessary for using the software and the steps of setting it up, and will explain the process of installation. The trainees will then install the software on their computers, start the program, create their own user accounts and log in. Once it is done, trainees learn the steps of managing publications.

First steps

Topic	Knowledge and skills to be acquired	Short description
First steps	<ul style="list-style-type: none">– introduction to the mozaLearn system; mozaBook and mozaWeb– the overall presentation of mozaBook (publications, extras, exercise books, tools)– help options– installation– registration,– creating a user account,– logging in and out	<p>The instructor explains the role of mozaBook and mozaWeb in the mozaLearn system; as well as their structure and the benefits they offer.</p> <p>The instructor explains the basic purpose of mozaBook, its place within the mozaLearn system, its structure and the benefits of its usage.</p> <p>The instructor also describes briefly how to use mozaBook, the devices required by the system (laptop computer, projector, interactive board) and how these are to be set up.</p> <p><i>The trainees install these devices.</i></p> <p>The instructor presents the various options that can help trainees to use the software. The instructor describes the steps for installing mozaBook and how to create a user account.</p> <p>The instructor explains how to upgrade the software.</p> <p><i>Trainees install the program on their computer and create their own user account. They also practise logging in and out.</i></p>

Basics	<ul style="list-style-type: none"> – opening publications – activating books – updates, pdf import – filtering publications (choosing a subject, grade) – navigation (page-turning and jumping to a particular page) – basic settings (page-turning arrows, toolbar layout) – table of contents – opening multiple publications, switching between publications – page / double-page / double-book mode – zooming in a page section with a click 	<p>The instructor explains how to activate and update books and how to import pdf files. The instructor then explains how to filter, select and open publications, how to navigate in publications, the location of the toolbar and of the page-turning arrows. The instructor also explains how to use the table of contents and illustrates how to switch between publications, highlighting the possibility that teachers have to open textbooks used in other grades and subjects and use them in their own classes.</p> <p>Then the instructor shows on a particular double-page, how the program can be used in the classroom: enlarging page sections, paragraphs and exercises.</p> <p><i>Trainees practise these operations on their own computers.</i></p>
Expected result	<p>Concepts: mozaLearn, mozaBook, selection of publications, navigation</p>	<p>Application of knowledge: Connecting the devices (if you have a interactive board with a built-in computer, you just have to turn it on; however if you have a interactive screen without a built-in computer, you need to connect your computer to the interactive screen and the projector as well) necessary for using mozaBook in the classroom, installing the software, creating a user account, opening and using a selected publication, basic navigation in the software.</p>

What is mozaBook?

Basic sentences for instructors:

mozaBook is a presentation software for interactive boards, part of the mozaLearn digital educational system. The software allows using digital textbooks created by publishers on interactive boards and opening the included digital content (videos, audios, 3D scenes, exercises) in the classroom. It also increases the effectiveness of the teaching and learning process by various thematic tools. The software also allows creating custom presentations, lesson plans and worksheets.

Users can also install mozaBook on their home computers, in order to prepare presentations and worksheets used in lessons.

Explain the purpose of the mozaLearn digital system and introduce its structure briefly. Highlight the role of mozaBook.

Suggestion: Use the diagram illustrating the mozaLearn system. (Getting Started, page 2)

mozaBook guides 2

What is mozaBook?
mozaBook is a presentation software suite for easy-to-teach, eye-catching classes.

What features does the software offer?
You can create your own exercise books within the software, and you can even import PDF files. You can write or draw in them and easily make them even more exciting with the Media library's interactive content. You can also animate your presentation.

mozaBook is excellent for use on interactive boards and computers - in a school environment and from home.
You can create your own presentation in the comfort of your home and use it in the classroom the next day.
With online synchronization, you can access all your content with any computer that has mozaBook installed.

You can display digital textbooks within mozaBook and supplement them with digital content (videos, audio clips, 3D scenes and exercises) with just a few clicks. You can even get recommendations from the software.
You can make exciting presentations, lesson plans and worksheets to attract students' attention and help them better understand the topic.

mozaBook for teachers interactive boards

mozaWeb for student learning at home

mozaLog for schools management

mozaPortal

mozaMap

euklides

euler 3D

Media library

mozaBook editor

online BOOK editor

Home learning

competition

moza Labs CI

ICT training courses

School administration

Tablet apps iOS, Android, Win

3D video audio image

MOZAIK

Common problems and questions

Because of the complexity of the mozaLearn system, trainees may initially find it difficult to separate the individual components of the system and understand how these are related to each other. Assure them that, as the course progresses, it will become easier and easier to understand the relationship between the components.

Introduce mozaBook through an overall presentation during which trainees do not use their computers.

The Introducing mozaBook video can help instructors in creating their comprehensive presentation.

What is mozaWeb?

Basic sentences for instructors:

The mozaWeb online platform *provides unique support for students in learning at home and teachers in preparing for lessons at home.*

By purchasing a mozaWeb digital textbook, one can already explore the interactive world of mozaWeb. Books can be paged through, page sections can easily be enlarged, and the interactive content within the books (3D scenes, educational videos, audio files, images and exercises) can be opened and played.

mozaWeb enables students and teachers to access the digital textbooks and their built-in extra content used in the classroom from home too, via the Internet.

Return to the sample publication and go to the page containing the built-in link, then click on the web link to open mozaWeb.

Note: Make a brief description of mozaWeb, briefly mention the options offered by the cloud.

Task: Ask trainees to browse mozaWeb.

Common problems and questions

When to use mozaWeb and when to use mozaBook?

mozaWeb shall be mainly used by students for learning at home. The digital books, exercise books and their interactive content can be opened and scrolled. Students can play the interactive content in the media library, open tools and solve interactive homework assignments.

mozaBook has been designed to help teachers in preparing for lessons at home and in teaching in the classroom using an interactive board. In addition to the options offered by mozaWeb mentioned above, mozaBook enables teachers to create exercise books as well as digital books from PDF files, in which they can insert interactive items from the media library. Teachers can use drawing tools, insert notes and create animated presentations.

Further help: <http://www.mozaweb.com>

mozaWeb mozaBook guides 3

Online platform for learning at home

Designed for learning at home and preparation, mozaWeb is part of the mozaLearn educational system. It provides unique support for both students and teachers alike. Using mozaWeb makes learning at home more enjoyable and effective.

- As soon as you register, you can gain an insight into the spectacular and interactive world of mozaWeb, but you will need to subscribe to enjoy all the benefits mozaWeb has to offer.
- You can access the same educational content you have come to know through mozaBook by going online with an Internet browser.
- You can open your digital textbooks, turn the pages, enlarge page sections, and play the subject-related interactive extra content (3D scenes, educational videos, audio files and exercises).

Media library

You can choose from several thousand of interactive extras within the Media library and play them immediately in mozaWeb's built-in media player.

- More than one thousand interactive 3D scenes
- Hundreds of videos
- Pictures, audio files, exercises and other extras

Tools and games

You can access over 100 topic-based tools and games that provide unique support for practising the subject material and deepening knowledge already acquired.

MOZAIK

What are the technical requirements of using the system?

Basic sentences for instructors:

mozaBook can be used both online and offline in the classroom. If there is no interactive board available, the software can be used with a computer and a projector.

The technical requirements of mozaBook are the following:

- A desktop computer or notebook
- Microsoft Windows 7 or later
- 2 GB free disk space without books (digital book packages with online extras require a further 20–80 MB per book; packages with offline extras require 1–2 GB per book)
- RAM: 4 GB (8 GB recommended)
- CPU: Intel Pentium 4 or later, AMD Athlon or later
- GPU: graphics card for playing 3Ds and videos fast
- Display resolution: min. 1024 x 768

Describe the devices used in the system (laptop computer, projector, interactive board) and explain how the system is to be set up. Outline the minimal requirements of using the system, as well as the optional devices.

Task: Set up the system with the help of one of the trainees.

Common problems and questions

Since instructors may experience problems while installing and setting up the system, which are related to the use of the interactive board, they should try the interactive board, set it up and calibrate it before the training.

Can mozaBook be used on a macOS computer?

To use mozaBook on a computer running a Mac OS X (iMac, MacBook) you need to install Windows on a virtual machine. You will need a Windows Installer, a valid Windows activation code and a virtual machine software, e.g. Oracle's freely available VirtualBox, as well as 50 GB free disk space.

How to learn to use the mozaBook software?

The user-friendly interface of mozaBook makes it easy for users to acquire basic knowledge of using the program. During and after the practice-oriented training, there are several helpful options for self-development and practice.

The Getting started manual, which is currently available in 25 languages

Suggestion: Use the manual during the training so that trainees may get used to developing their skills on their own. The number of pages which offer trainees further help is marked for each topic in the training material.



Help options can be accessed in the program by clicking on the ? icon.

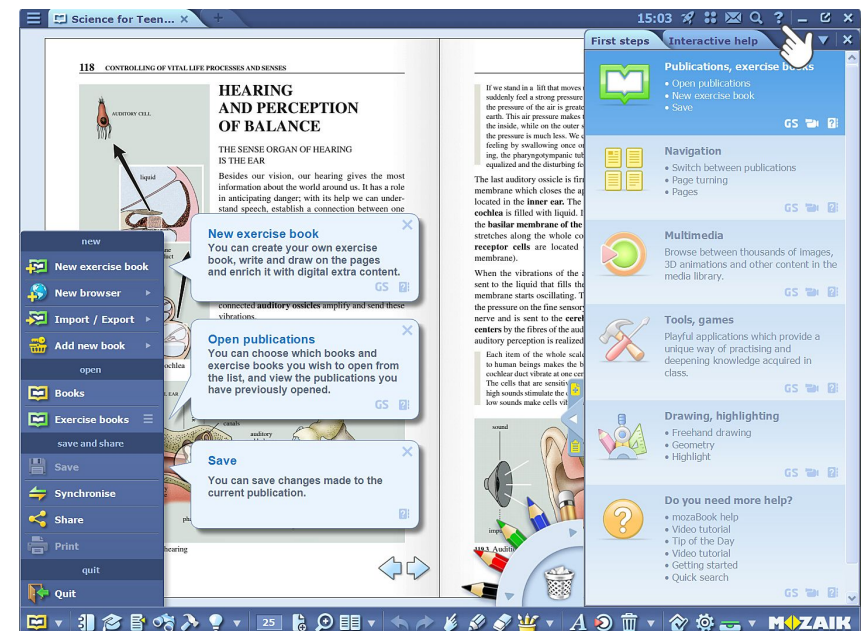
Introduce the various help options to trainees: First steps, mozaBook help, Video tutorial, Quick tips, Tips of the day, Getting Started

By using the options First steps and Quick tips, users are guided through the program with the help of written texts and recorded narrations.

Video tutorials, which offer a detailed description of the tools, are also available in English.

Open some of the available help options together with the trainees.

Discuss how these options can provide help for users.



What are the steps for installing mozaBook?

Ask the trainees to download the mozaBook program from the mozaweb.com site, then describe the steps of installation. Inform trainees of the role of the licence code. Make a brief presentation of the options offered by the Classroom and Multilang versions and mention the possibility of using the demo version. Then describe the steps of creating a mozaWeb online account.

Basic sentences for instructors:

When starting the software for the first time, enter the licence code (1) to prove you are an authorised user of mozaBook. One licence code can be used to install the software on two different devices.

Task: Ask trainees to install mozaBook on their own computers and enter their licence codes.

After installing mozaBook, a mozaWeb account must be created to access the mozaLearn interactive content (videos, 3D scenes) and synchronise the user's own content with several devices (www.mozaweb.com).

Task: Ask trainees to create their own mozaWeb accounts.



Common problems and questions

To create their mozaWeb account and activate it, trainees should provide an email address. It is advisable to inform the trainees prior to the training that they will need their login data during the training.

Can the data of the mozaWeb account be modified?

Yes. To do so, you need to log in to mozaWeb, click on 'My Profile' and then on 'Edit'.

Further help

Pages 4-6 in Getting started as well as the program itself guide the users through the steps at the first login.

How to create a new user account? How to log in and out mozaBook?

In the case of the Multilang version, show the trainees how to select a language. Describe the steps of creating a new local user account (1) the name entered in the mozaWeb account appears here, (2) entering a password (2) selecting an avatar (3) Show trainees how to log in and out the software.

Suggestion: While presenting the steps, ask trainees to follow those on their own computer. Work together, step by step. Always check if there is anyone who needs help.

Task: Ask trainees to create a mozaBook local user on their own computers. Practise logging in and out the software.

Discuss when it is advisable to choose the automatic login option, that is, logging in without a password. Present the other options related to logging in, e.g. the use of the Open last state button.

Common problems and questions

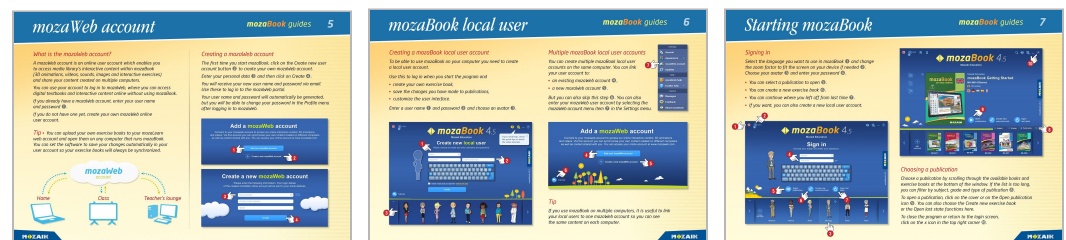
You need to explain to the trainees the difference between the local user account and the mozaWeb user account and that the local user is bound to a given device. Several users can create their own local users on the same device and connect these to their own mozaWeb accounts. One person can create several local users too.

If users forget their passwords, they can request a password reminder. The program identifies users when they add their mozaWeb account data and enables them to log in not only with their local user data but also with their mozaWeb account data later.

What is a local user?

mozaBook allows multiple users to use the software on the same device (e.g. several teachers in one classroom). The drawings, notes, presentations and content created and inserted into the software will always be saved to the local user account of the current user, so these will only be visible for that particular user.

It is, therefore, necessary for the program to be able to identify local users. Thus, a local user account serves to log into mozaBook, as well as to separate and protect the custom content of mozaBook users.



How to update mozaBook?

Basic sentences for instructors:

mozaBook content is updated continuously, thus the software must be updated from time to time. When launching the software, users are notified automatically about available updates and can choose from several download options (Install now, Background, Later). The software can be updated later as well by clicking on the icon in the header or by selecting the Update menu on the Settings panel.

Describe the options for updating the software.

Suggestion: Provide an opportunity for trainees to ask questions.

Common problems and questions

The duration of the update depends on the amount of data that is downloaded (this is specified by the program), Internet bandwidth and the performance of the device one uses.

Managing publications

Basic sentences for instructors:

mozaBook includes publications that can be immediately downloaded and opened (Getting started manual, Science for teenagers). Besides, any publication can be downloaded (the first 20 pages) and used in demo mode. In mozaBook users can find the publications they purchased and activated. Other books can be activated using the activation code, which enables users to use the books during the validity period of the licence (e.g. 1 year). In mozaBook it is possible to import PDF files, which work like mozaBook textbooks and exercise books created within the software: you can project them, turn the pages and enlarge page sections and interactive content can be inserted into the pages.

Show trainees how to find and open publications, how to activate and update them, how to import PDF files, and how to navigate within publications.

After logging into the previously created user account, we land on the home screen, where the books available in the software are listed.

Show trainees how to filter the available publications by subject or grade.

Publications that have been downloaded can be opened by clicking on the icon next to them, or by clicking on 'Open publication'.

Suggestion: Inform trainees that the 'Science for teenagers' sample publication will be used during the training, designed especially for this purpose and containing all the possible items in order to help their work during the course.

Show trainees the Open drop-down menu where they can choose from the available publications. Since there are many publications on the list, explain how they can filter the list by subject or grade.

Show trainees how to activate a new publication.

Basic sentences for instructors:

The main page of mozaBook offers several ways to activate a textbook.

If activation was successful, you can download the book with online extras or offline extras:

Any textbook can be downloaded with online extras, which means that the extra content included in textbooks (3D scenes, videos, audio files) can be opened with an Internet connection, it is not stored on your device.

If you download a textbook with offline extras, you can open the extra content included in it also without an Internet connection, that is, this content is downloaded to your device together with the digital textbook.

Later you can also switch between the online and offline versions of the publication. To do so, you need to click on the information button.



The available books can be ordered by various properties (e.g. book ID, frequency of opening) and the available updates (that is, new editions of books available) are also visible. After updating the publication, the program needs to be restarted, this process takes a few seconds.

Tell trainees that they have the opportunity to import publications. Show them how to import a PDF file and talk about the advantages of doing so.

Common problems and questions

To activate a book, it is important to enter the correct activation code (without hyphens). The activation button next to the given publication also checks if the code entered by the user is correct. If the book has been downloaded with online extra content, an Internet connection is needed to play it.

To open a publication that has been downloaded and activated, it is necessary to restart the program. The program notifies users about it as they try to open the given publication.

Can a publication, activated on a certain device, be used on another device as well?

Yes, if the mozaWeb account that has been used for activation is also set on another computer on which mozaBook is used, the publication can also be downloaded there. To use the publication, one needs to download it to the other device as well.

Further help



Navigation

After choosing a publication, describe the basic page-turning functions, [the page-turning arrows and page number menu](#).

Task: Together with trainees, filter for history publications and open the 'Science for teenagers' sample publication. Ask trainees to turn pages forwards and backwards, using the page-turning arrows. Then use the page number menu located in the toolbar to jump to a certain page (e.g. page 12).

Demonstrate how to open the Contents window, which displays the contents of the publication with the chapters. Show how to use the table of contents. Change between Contents view and Pages view (the latter showing page thumbnails). Then open another publication and show how to switch between the two of them by clicking on the tabs.

Note: A maximum of 6 books or exercise books can be opened at the same time. A warning message will appear if you try to open more. On 4K displays, only 2 publications can be opened at the same time.

Basic sentences for instructors:

It aids illustration if related publications are placed next to each other. mozaBook offers the opportunity to do so.

Tell the trainees that if at least two publications are open, they can place them next to each other by clicking on the double arrow next to the publication tabs. Show trainees how to use the Page view icon on the toolbar to switch to double book view and view two books or exercise books at the same time. Show them that by long clicking on a publication tab, they can place the selected publication to the other side of the screen. In Double book view, only a part of exercise books is displayed, but the exercise books can be moved horizontally.

Then switch back to single book view and show how to enlarge page sections or images. Show the single-page view and how to zoom in different parts of the pages.

Note: If you click on a picture, only that will be enlarged, but clicking on the caption will enlarge the picture together with the caption.

Task: Ask trainees to practice each introduced function.

Suggestion: Always check if trainees can keep up with you.

Ask short questions to make sure all the trainees understand the concepts (choosing a publication, navigation).

Suggestion: Provide an opportunity for trainees to ask questions.

Common problems and questions

Trainees may find the amount of information overwhelming and lose self-confidence. Assure them that they will be able to use the program more and more confidently the more they practise using it. The initial difficulties will disappear as they will use the program more and more frequently.

How to switch between publications in Double book view, if more than two publications are open?

The Double book view in mozaBook divides publications between the two sides of the screen. You can switch to a publication found on any side of the screen by clicking on the publication tab.

Navigation in publications mozaBook guides 11

1. Basic navigation functions
After opening a publication, you can navigate between the pages using the arrows 1, or using the Page number menu 2 located on the Toolbar to jump to a certain page.

2. Table of contents and page thumbnails
Click on the Table of Contents icon on the Toolbar 3 to open the Table of Contents. When you click on any chapter title, the program navigates to the right page. Using the tabs on the header of the pop-up window 4, you can switch between the Content view and Pages view (the latter showing page thumbnails). You can click on a page thumbnail you select 5 to see its content.

3. Views and enlargement
You can enlarge paragraphs, text boxes and images (page sections) by clicking on them. Use the Page view menu 6 to:
• zoom to page parts
• switch between single-page view and double-page view
• switch to double-book view if multiple publications are open.

In double-book view, you can move the publications between the two sides of the window by clicking on the arrows located in the header 7. You can open as many as six publications at the same time.

4. Masking
During your presentations you may find it useful to temporarily mask page sections or even the entire page 8, or to hide or darken the background. To use this function, click on the Mask icon 9 on the Toolbar. You can choose rectangular or elliptical masks, which you can resize, invert 10 or place anywhere on the page.

The screenshot shows the mozaBook interface with various icons and menus highlighted with numbered callouts (1-10) corresponding to the text. It displays a 'Changes in the Neolithic' document with a table of contents, a page view menu, and a masking menu.

UNIT 2 – Extras, creating custom content

The purpose of this unit is to reassure trainees that mozaBook is easy to handle. The success that teachers experience during the teaching process will motivate them to use mozaBook as often and variously as possible in the classroom.

This unit presents the extra content, especially the 3D scenes, their built-in functions, and the possibilities of using these scenes in the classroom. mozaWeb, which serves as a home supplement to classroom activities, is also presented here.

The unit shows the tools mozaBook offers users to create their own content. These are very useful methodological tools, as they provide an impressive and effective way to support the teaching and learning process. As a result, teachers are rewarded with success and students are more motivated to participate in the classroom. Visual and interactive tools render the learning process more exciting and enjoyable, thus students learn more easily and more efficiently.

Topic	Knowledge and skills to be acquired	Short description
Extras	<ul style="list-style-type: none"> – opening extras – managing the video player – managing 3D scenes, the structure of 3D scenes, narrations (basics) – 3D menu, video library 	<p>The instructor shows how to use the built-in extra content and how it can be applied in the classroom. The instructor also explains the structure and functions of 3D scenes, videos and how these can be applied in the classroom. The instructor introduces the 3D menu and the video library.</p> <p><i>Trainees practise using these.</i></p>
Creating new content	<ul style="list-style-type: none"> – creating exercise books (properties of pages, background, setting background colour) – creating new pages – saving exercise books (covers, features of exercise books) – entering and editing text – pencil case: freehand drawing, highlighting text, magic pencil, colour pipette, line thickness and line type, eraser – undo/redo 	<p>The instructor describes the steps of creating a new exercise book, as well as how to create and delete pages, how to enter and edit text, how to add pictures and text, and how to save the newly created content. The instructor also presents the pencil case tool and the ways of using it.</p> <p><i>Trainees follow the instructor and try these elements and functions on their own devices. Trainees choose a topic and create a new exercise book in which they draw and add text.</i></p>
Expected result	<p>Concepts: extra content, 3D scene, exercise book, saving an exercise book, pencil case</p>	<p>Application of knowledge: Knowledge of the structure of 3D scenes and its methodological justification and of the basic tools for creating new content.</p>

How to use the extra content?

Basic sentences for instructors:

Publications contain extra content (3D scenes, videos, audios), the role of which is to provide a diversity of illustration possibilities and ensure the success of the teaching process.

Present the margin of the Science for Teenager publication, which contains the extras' icons. Show the most common types of icons and open an image, an audio and a video.

Task: Discuss the role of applying the extra content in the teaching process.

Built-in 3D scenes can be opened by clicking on the icons inserted on the margin of textbooks. Scenes can be rotated, zoomed or viewed from preset viewpoints. All 3D scenes have a single user interface, thus it is easy to learn how to use it.

Then open the 3D scene entitled 'Santa Maria' and present its basic functions: zooming in and out, adjusting brightness and volume, switching between preset views, cutaway views showing the internal structure of objects, switching labels on and off, narration and quiz questions.

Note: Make it clear that not all 3D scenes include quizzes and narrations, as this depends on the topic. Tell trainees that other functions and settings of 3D scenes will be demonstrated in later units. Show trainees where to find and how to use the 3D menu.

Show trainees how to use the video player (play, pause, fast-forward – either by clicking on the appropriate buttons or by clicking on the screen –, full-screen mode, volume, related videos). Introduce the video library.

Task: Ask trainees to open the extra content of the sample publication and practise using these. Ask them to use the 3D menu and the Video library and search for content that fits their interests.

Common problems and questions

If the book is used with online extras, an active Internet connection is necessary to open the extras.

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Extra content

Extra content for publications
mozaBook publications include icons for illustrative built-in content (3D scenes, videos, audio clips, images, interactive exercises, etc.). Click on these icons to access extra content.

- Extra content makes lessons more exciting and increases the standard of illustration, thus making the teaching process more successful.

3D scenes

Use the 3D scenes to learn about tools and machines from the past and present, take a walk in the past, and delve into the mysteries of the human body and the world of chemistry.

- 3D models that can be rotated and zoomed.
- Consistent user interface, which you can easily learn how to use.
- A wide range of scenes can be explored with animations accompanied by narrations.

Videos

Videos inserted into publications include:

- physics, chemistry and biology experiments,
- nature videos, documentaries and educational videos,
- fairy tales, literary works, film excerpts and other videos.

Publications may also include audio files, drawings, images, explanatory illustrations and interactive exercises.

Custom content and worksheets

Besides extras, the Media library also enables you to insert custom content into publications. You can easily use the Test editor or tools to create attractive worksheets, which you can insert into your publications or even set as homework.





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3D animations

1. Select to play 3D content
Click on the Media Library icon on the toolbar. Click on the 3D scenes icon. Double-click on the content you want to view. The content will be displayed in your publication.

2. Filter and search
Play the content you want to select. Use the search function to find the content you want. If you are unable to find the content, click on the search icon.

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3D scenes • Menu

1. Select to play the 3D scene
Click on the Media Library icon on the toolbar. Click on the 3D scenes icon. Double-click on the content you want to view. The content will be displayed in your publication.

2. How to interact 3D content
Use the mouse to interact with the 3D scene. Click on the scene to select it. Click on the scene to interact with it. Click on the scene to interact with it. Click on the scene to interact with it.

3. Open 3D scenes
Click on the 3D scenes icon. Click on the scene to select it. Click on the scene to interact with it. Click on the scene to interact with it. Click on the scene to interact with it.

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3D scenes • Play

1. Select to play the 3D scene
Click on the Media Library icon on the toolbar. Click on the 3D scenes icon. Double-click on the content you want to view. The content will be displayed in your publication.

2. How to interact 3D content
Use the mouse to interact with the 3D scene. Click on the scene to select it. Click on the scene to interact with it. Click on the scene to interact with it. Click on the scene to interact with it.

3. Open 3D scenes
Click on the 3D scenes icon. Click on the scene to select it. Click on the scene to interact with it. Click on the scene to interact with it. Click on the scene to interact with it.

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3D animations • Extra

1. Select to play the 3D scene
Click on the Media Library icon on the toolbar. Click on the 3D scenes icon. Double-click on the content you want to view. The content will be displayed in your publication.

2. How to interact 3D content
Use the mouse to interact with the 3D scene. Click on the scene to select it. Click on the scene to interact with it. Click on the scene to interact with it. Click on the scene to interact with it.

3. Open 3D scenes
Click on the 3D scenes icon. Click on the scene to select it. Click on the scene to interact with it. Click on the scene to interact with it. Click on the scene to interact with it.

How to use 3D scenes?

Basic sentences for instructors:

3D scenes contain beautiful, rotatable models that help students understand the topic.

Besides the rotatable 3D models, pre-set camera views, labels and hidden explanations (hints), information bars, narrated animations, built-in exercises (such as quizzes) and, in certain 3D scenes, Walk function and Maps add to the complexity of the scenes.

Select a 3D scene and show trainees the following elements:

(1) Title of the 3D scene - this is the title listed on mozaWeb and in the Media library.

(2) Top row of icons (volume, background music, rotation, screenshot, related content, 3D menu, help etc.)

(3) Buttons (views) available in the current 3D scene.

(4) Generate worksheet icon

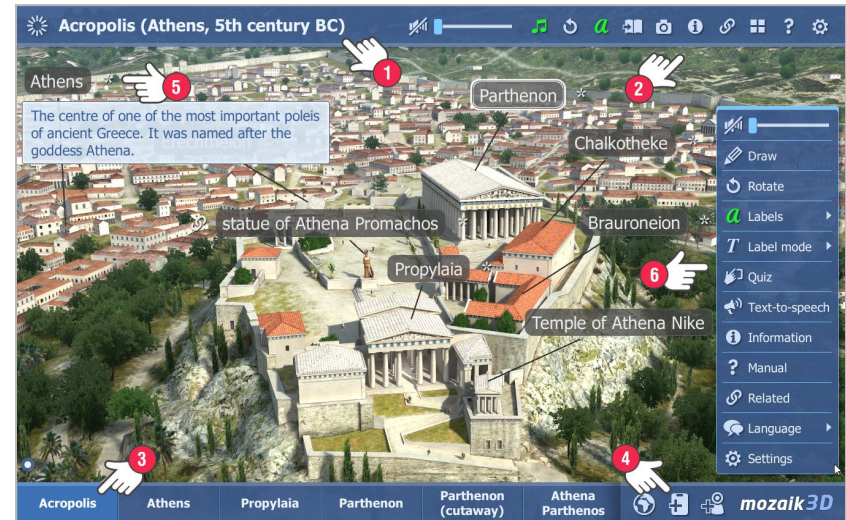
(5) Labels and short explanations (hints, available by clicking on the asterisks behind the labels)

(6) Quick menu (available by clicking on the small circle icons in the left and right bottom corners)

It is recommended to give trainees enough time to carefully study a 3D scene and to process the information.

Describe to trainees the possibilities for using the built-in exercises of 3D scenes and to create new ones.

- Exercises readily available in the 3D scenes
Show trainees the exercise types available in the quick menu of 3D scenes (labelling exercise).
Certain 3D scenes contain multiple-choice questions built in, which are available by clicking on the Quiz button. The 3D scene evaluates the solutions and shows the results. Explain trainees that these exercises serve deepening the acquired knowledge and practising.



- Custom exercises and worksheets that can be generated by the 3D scene (and sent to the Test editor tool)

Assessing the knowledge acquired from the 3D scenes can take place through several types of exercises. These include labelling exercises using screenshots of the scene and labels, matching exercises using labels and hints, gap-filling exercises using paragraphs of the information bars and the bold-formatted words in these. Each exercise of the built-in quiz can be sent to the Test editor and added to a custom worksheet.

Show trainees how they can create a worksheet by clicking on the 'Generate worksheet' icon found on the bottom button bar.

Suggestion: Discuss with trainees the advantages of both using the built-in exercises and generating custom worksheets. In what situations may these be necessary?

Task: ask trainees to try the built-in exercises of the 3D scene first, then generate a custom worksheet that contains one of each type of exercise.

How to create exercise books?

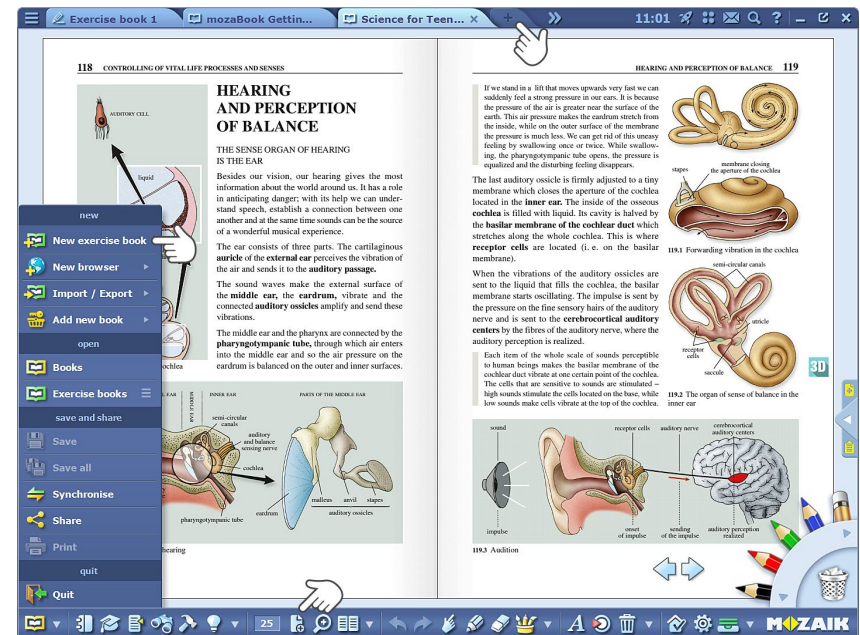
Basic sentences for instructors:

MozaBook enables teachers to create custom exercise books and write or draw or insert 2D and 3D-shapes into them, as well as make Euclidean constructions with the help of the editing tools. The exercise books can also be enriched with different types of digital content, such as images, videos, audio clips, 3D scenes and worksheets. Teachers can create eye-catching presentations and lesson plans and can use these similarly to digital textbooks.

Suggestion: Create an eye-catching, inspiring and thought-provoking multi-page exercise book in advance. If you need help, you can use the mozaBook Samples exercise book and the video tutorials related to exercise books.

Demonstrate the ways of creating a new exercise book.

There are several ways to create an exercise book.



In the Page properties window, you can set the properties for the new exercise book. You can set the pages to be wide or normal width, portrait or landscape (single-page or double-page format), you can set the ruling of pages, choose a background colour or image.

Explain how to create a new exercise book and set the size, properties, background image, background colour and other decorative elements.

Make it clear that these settings – except the size of the exercise book – can be changed later on.

Show how to add a new page to an exercise book.

Then, explain the steps of saving an exercise book (choosing a cover, parameters)

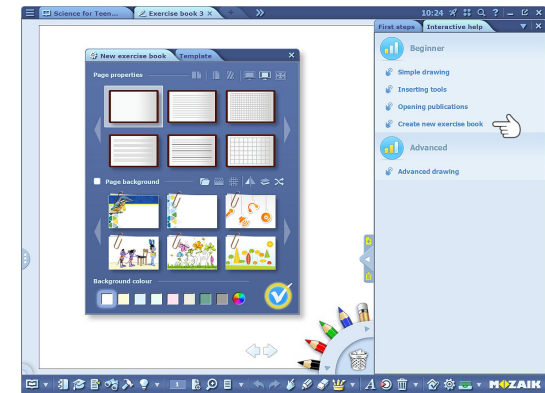
Task: Ask trainees to practise the creating new exercise books using the Interactive help. Instruct them to select the Interactive help from the help options, then the Create new exercise book option and solve the task.

Ask trainees to create a book as it was presented earlier.

This exercise book should contain 5 pages, each with different properties.

They can choose from the following properties: page colour, ruling, background image.

Instruct trainees to save their exercise books. From now on, they will solve all the tasks in those exercise books.



Basic sentences for instructors:

Users can open the exercise books saved in mozaBook later on and continue working in them.

Show trainees how to reopen exercise books after closing it or after restarting mozaBook.


Suggestion: Regularly ask trainees to also work on the interactive board in order to become familiar with using it.

If time permits, ask some trainees to present the exercise books they created on the board. For this, the instructor will share the exercise book as a public upload on the trainee's device; trainees themselves will learn about sharing later during the training.


Exercise books
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1. How to create a new exercise book

If there are no open exercise books, you can create a new one by clicking on the New page icon on the Toolbar ①. You can also use this icon to add a new page to an exercise book that is already open.




If you have already opened an exercise book but want to create a new one, click on the Open icon on the Toolbar and select the New exercise book menu item ②.



3. Quick and easy with templates

With predefined layouts (templates) you can easily create exercise books to best fit your goals.

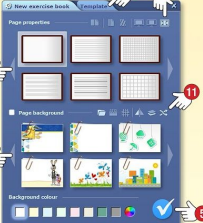
- Click on the Templates tab ⑦ to select a template ⑧ and fill the frames with content.
- You can resize or move the frames on the pages of the exercise book.



2. Setting properties for exercise books

Before the software creates a new exercise book, you need to set its properties:

- set landscape or portrait orientation and single- or double-page view ③,
- set page lines,
- choose a background ④,
- set page colour.




Click on this icon ⑥ when you are done.

4. Saving exercise books

To save an exercise book click on the Open icon on the toolbar and select Save. Give your exercise book a title ⑨, select a topic, grade and related publication and add a cover image ⑩. Write a brief description of the content.

Tips

- Make an exercise book with a landscape orientation when you make a presentation and choose a double-sided format like a book for classroom use. When you create an exercise book, make sure to choose the right aspect ratio ⑩.
- You can add a random background image chosen from a group ⑪.



Common problems and questions

For creating exercise books, it helps if the trainees have already made presentations with other programs, but they also need to discover the options provided by mozaBook for themselves.

The format of the exercise book (standard width or widescreen) can be set when creating the exercise book and cannot be modified later. If the format of the saved exercise book is not appropriate, a new one must be created. Show how to rename an exercise book that has already been saved.

Presentation at the interactive board requires practice. Each trainee should try it, to see how using the program on the interactive board is different from using it on a computer, for example.

How to enter text?

Users can add text into the exercise books they created, similarly to other presentation software. Choose the Text menu on the Toolbar to enter text and set the properties of the text.

Type text into the open exercise book and describe the functions of the text input tool (font type, size, colour, alignment etc.) Click on the keyboard icon and let trainees know about the possibility of using the on-screen keyboard to enter text.

Task: Ask trainees to practise entering and formatting text on their own devices. Ask one of the trainees to work on the interactive board.

Suggestion: Ask trainees to type the sentence displayed on the board into their exercise books. ('mozaBook offers the opportunity to create impressive exercise books'). Ask them to change the font type, size and colour of the entered text as follows: Georgia, 36, italic, blue.

While solving the tasks, frequently ask trainees to use a new page so it will be easy to find each of these later.

Remind trainees of the several ways they can add new pages to their existing exercise books.

Common problems and questions

The Text toolbar can be repositioned on the screen by holding it on either end. Move it where it does not interfere with your work. Double-click on the left end of the toolbar to close it.

The Text toolbar is displayed but the user cannot type, the text does not appear. What to do?

Before starting to type, one has to click on the exercise book page.

How to draw in mozaBook? The pencil case

Basic sentences for instructors:

mozaBook enables users to enrich their publications with their own drawings, using the wide variety of built-in drawing tools.

Open the pencil case by clicking on one of the bottom corners of the window or on the 'Pencil case' icon on the toolbar.

Suggestion: Show both ways of opening the tool.

Describe the functions of the Pencil case: switching between different types of drawing tools, selecting a pencil, drawing, placing back the pencils in the pencil case. Describe the basic drawing tools: pencils, text highlighters, magic pen for presentations.

Task: Ask trainees to practise using the drawing tools on their own devices, using the Interactive help (simple drawing, advanced drawing).

Task: Ask trainees to draw a line in their exercise books using colour, line type and thickness defined by you (e.g. red, thickest, dashed line), then ask them to use a different pencil with properties they choose. Then ask them to draw using any colour, line type and thickness they choose. Instruct them to change the properties of the line they have just drawn. To do this, they will have to select the line, then change the properties using the toolbar that is automatically displayed.

Ask trainees to practise using the drawing tools and changing the line thickness. Instruct them to draw 5 lines next to one another, each of which differs in two properties from the previous one.

Present the eraser, the two ways of opening it and the way to adjust its size.

Finally, describe the two ways to delete items: using the bin located in the pencil case or the one on the toolbar (with several options, e.g. erasing from a particular page, from publication, etc.). Deletion can also be done either by selecting the element and pressing the Del key or from the local menu.

Note: It is only the lines drawn with the writing utensils that can be erased, so pictures and shapes cannot be erased. However, all shapes and content can be deleted by using the bin.

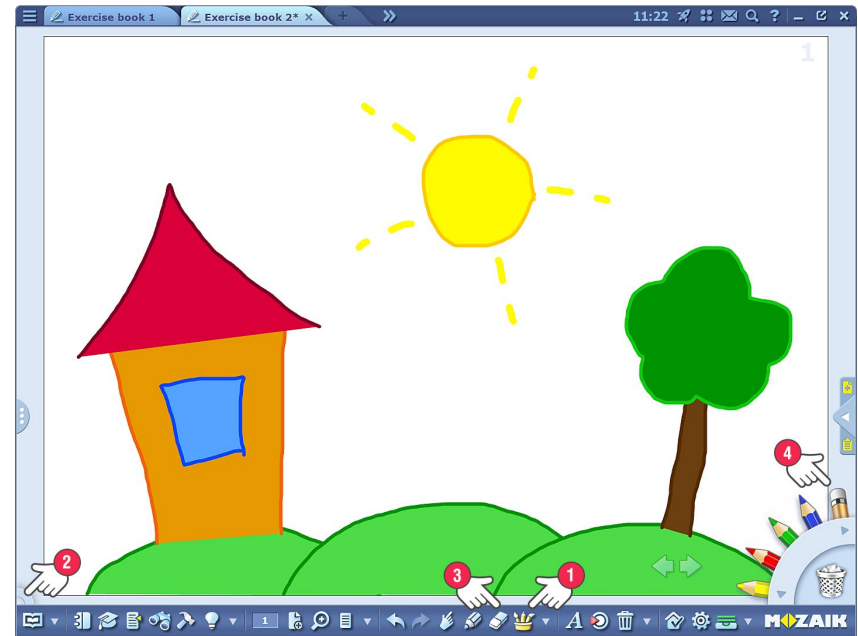
Task: Ask trainees to practise deleting objects with a click, and by dragging to the bin.

Delete the last created content and show that the deletion or any operation can be undone using the undo/redo button.

Ask short questions to make sure all the trainees understand the concepts (mozaWeb, extra content, 3D scene, exercise book, saving an exercise book, pencil case).

Suggestion: Provide an opportunity for trainees to ask questions.

Further help: Exercise book video tutorial (in English).



UNIT 3 – Class visit/discussion, media library, help and settings

In this unit, trainees will have the opportunity to see how mozaBook is used in the classroom. Optionally, they can also visit a lesson and discuss their experiences (during the school year, between October and May). Besides, trainees can also watch and analyse video-recorded lessons, whose aim is to provide trainees with new ideas and creative methodological proposals. After becoming familiar with the media library, trainees will be able to enrich their textbooks and significantly enhance the range of illustration possibilities.

Topic	Knowledge and skills to be acquired	Short description
Class visit and discussion/analysis of videotaped lessons	<ul style="list-style-type: none"> – the effective methodological application of the mozaBook tools in the classroom – the ways mozaBook provides to motivate teachers and students 	<p><i>Trainees can participate in classes or watch video-recorded lessons or parts of lessons to see how mozaBook can be applied in the classroom in a particular subject.</i></p> <p><i>Trainees follow the course of the lesson, then discuss and summarise their experiences.</i></p>
Media library, help and settings	<ul style="list-style-type: none"> – knowledge of the elements of the media library (ways to search, sources) – gestures (scrolling and drag and drop) – moving the media library window and displaying the results – insert types (small icon, large icon, etc.) – using the built-in picture editor – help (video tutorials, mozaBook help) – training videos / presentations – settings (Display; Operation; Mouse, touch; Desktop icons; Languages; mozaBook login; mozaWeb account, System) 	<p>The instructor presents the media library menu's items: Image, Video, Audio, 3D scene, Presentation, Exercise, Map, Euklides, Office, Interactive, pdf. The instructor also presents the search options within the media library, and how and for what to use the media library's content.</p> <p>The trainees' task is to get acquainted with the types of items found in Media library, to find a particular item, and to insert the selected item into the publication in different ways.</p> <p>The instructor shows the system's built-in search options and the system settings.</p>
Expected result	<p>Concepts: media library, drag & drop, gestures, insert types, Help</p>	<p>Application of knowledge: use of the media library, using the Help, knowledge of settings</p>

How to use the media library?

Basic sentences for instructors:

The media library contains the digital extra content offered by mozaLibrary (3D scenes, videos, images, audios, etc.), but teachers can also insert content from their own computer or download it from the Internet. All this can be performed in the single user interface of the media library, so teachers do not need to leave the program. Content can either be searched or browsed by filtering by grade and subject, which makes it easy to find content related to the lesson.

- (1) Open the Media library
- (2) Click on 'Image'
- (3) Describe each source: Internet, **mozaWeb**, My account, My computer, etc.
- (4) Set the mode of insertion (small icon, large icon, **image**)
- (5) Scroll up & down (or use the search bar) to find an image
- (6) **Drag & drop** the image into the document

Choose the Internet source and type in a topic to search for (e.g. 'books').
Make sure to enter expressions that will only return safe search results.

Drag an image from the search results into the publication, illustrating how easy this is. Before doing so, make sure that you have selected the insert type you want to use (e.g. insert as image).

Present the gestures:

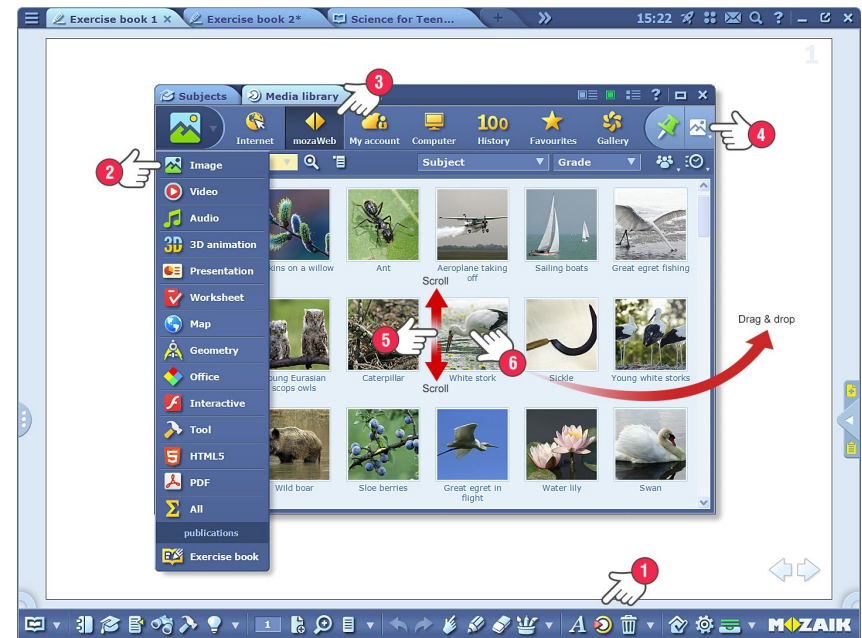
- clicking + vertical mouse movement = **scroll (5)**
- clicking + horizontal mouse movement = **drag & drop image (6)**

Drag & drop an image into the exercise book.

Suggestion: While dragging the image into publication, call the attention to the fact that by so doing only the header of the media library window will be displayed, so as not to cover a big part of the publication.

Also show that by dragging the media library to the side, we can switch to a vertical, side view. Show the grade and subject filters for the mozaWeb source.

Finally, speak about the insert types: small icon, large icon, image, interactive. Show how to select a particular insert type and describe the advantages of each of them.



Task: Ask trainees to practise using the media library individually. Also ask them to insert any content into the publication using the four insert types (small icon, large icon, image, interactive)

Suggestion: Discuss the differences between the four insert types, and for what purpose they can be used for. Show that inserted content can be moved to a different point in the exercise book.

Content inserted as image can be edited with the built-in picture editor. It offers basic editing features (resize, crop, rotate). Ask trainees to experiment with the built-in picture editor on the inserted images.

Further help: Media video tutorial.

Common problems and questions

By default, when content is inserted as a small icon, it appears in the upper-left corner on the current page of the exercise book. If a menu is opened on the left side of the exercise book, the inserted content may not be visible, and the trainee may not find it. Suggest that they close all windows and menus that are currently not used so that the exercise book is clear. This way content inserted as a small icon is easier to find.

Help and settings

Basic sentences for instructors:

The various mozaBook help options provide users with extensive assistance in using the tools.

Remind the trainees about the help options: First steps, mozaBook help, Video tutorial, Quick tips, Tip of the Day, Getting started.

Show how useful it can be to hover the cursor over each menu button on the Toolbar or click and hold on them. Present Help, which can be opened by clicking on the question mark icon in the header, and describe its structure and search function.

Suggestion: Watch some of the video tutorials (e.g. Toolbar / Content - Exercise book 1 tutorial), then use the search field to look for some specific expressions (e.g. drawing, password).

How to use help mozaBook guides 45

1. Where to find help
You will find general support for all functions in mozaBook Help by clicking on the question mark icon in the window header, where you will also find other options.
Get direct support for some tools by clicking on the question mark icon in the window header . You will also find other functions there.

- Opens mozaBook Help .
- Opens video help, which helps you learn how to manage mozaBook and its built-in tools .

2. Search
mozaBook Help is organized by into topic. You can navigate between topics or return to the default page at any time .

You can also use the search field at the bottom of the help page to find the assistance you need .

Tips

- You can get to know the most frequently used functions of mozaBook in the First steps menu .
- Get tips and recommendations for using the program .
- If the Multiling version of mozaBook is installed on your computer, you can also change the language of the tool .
- You can also send a feedback about the tool .

Basic sentences for instructors:

The user interface in mozaBook can be customised to make your everyday work easier.

Present the following settings:

- **Display:** settings regarding display, e.g. the position of the page turning arrows, icon styles etc.
- **Operation:** settings regarding layout, e.g. the position of the toolbar (top or bottom), vertical or horizontal pop-up menus etc.
- **Mouse, touch:** settings regarding control, gestures, e.g. multitouch control, SMART Board functions etc.
- **Desktop icons:** enabling and disabling the Desktop icons
- **mozaBook login:** settings regarding logging in the software, e.g. quick login, changing username and password etc.
- **Languages:** setting the language of the software and the keyboard etc.
- **mozaWeb account:** Entering username to access content on mozaWeb.
- **System:** managing mozaBook files, saving, history.

Settings mozaBook guides 49

Wide range of settings
You can customize the mozaBook user interface to best suit your daily workflow.

1. Desktop icons
You can set up icons anywhere on the mozaBook desktop for functions you use often (Bin, Favourites, Pencil case and Media library) and start them from there ❶.
Click on the Settings icon ❷ on the Toolbar and select Desktop icons in the Appearance menu ❸.
Select the icons ❹ you want to display on the desktop.
You will also find the Desktop icons menu on the main window header ❺ and you can enable or disable the icons displayed on the Desktop.

2. Sidebar and full screen mode
Use the tabs ❹ on both sides of the window to open the Sidebar ❶, a sketch ❷ or create a new exercise book.
The Sidebar is also designed for quick access on the whiteboard during presentations. Use the small triangle to close the menu. You can also switch to full screen mode ❸.
In this mode, access the menu or exit the full screen mode using the small icon next to the navigation arrows ❹.

3. Settings menu ❶

- Display - Menu, Toolbar, Sidebar, Pencil Case display, Menu position, turn page, header, background, setting buttons and icons, window scale.
- Operation - mozaWeb, extras, browser, save.
- Mouse and touch - Mouse and whiteboard settings.
- Desktop icons - Enable and disable desktop icons.
- Languages - mozaBook and keyboard language settings.
- mozaBook login - Set login mode, change username or password.
- mozaWeb account - Log in to access mozaWeb content.
- System - mozaBook file handling, save, history.

Changes are saved upon closing the window, they do not have to be saved manually. The system, however, may ask you to restart mozaBook.

Task: Ask trainees to practise using the help options and the described settings.

Ask short questions to make sure all the trainees understand the concepts in this unit (media library, drag & drop, gestures, insert types, help).

Suggestion: Provide an opportunity for trainees to ask questions.

Training videos

Basic sentences for instructors:

The training videos found in the **MS-9861** publication, available in mozaBook, can be helpful for trainees. In these English videos, Mozaik Education's own instructors explain the structure of the mozaLearn system, show how its components can be used (for example worksheets, Media Library, Tools and Games, mozaLog school register, etc.), and gives a few marketing tips as well.

Show trainees where they can find the publication that contains the training videos, and play a short fragment of one of these.

Recommend trainees to use these videos if they want to deepen their knowledge of the system, to practise using its components or to find ideas on how to talk about it when it comes to train others.

If trainees want to watch these training videos in other languages too, inform them that they can do so at the following website in the 'Presentation' menu:

<https://www.mozaweb.com/portal.php?cmd=solutions>

Training videos

2

Training videos

Training Videos 3

Training - Introduction (Peter Torok)

Training - First steps of mozaBook (Peter Torok)

Training - Help and Feedback (Matyas Balint)

Training - Media Library (Lidia Vasut)

Training - Tools and Games (Zsófia Gabriel)

Training - Test Editor (Adrienn Polyák)

MOZAIK

UNIT 4 – Tools, games; Test editor

The aim of the unit is to introduce trainees the wide range of built-in tools and games. The instructor describes the classification of the tools, whose purpose is to facilitate and make the teaching and learning process more enjoyable for both teachers and students. Since a full presentation of the tools is out of the scope of this training, participants will only get a glimpse of the tool. However, once having completed the training, trainees will have the opportunity to deepen their knowledge through self-study. (Video tutorials describing how to use the tools can be a real help in this respect.)

In this unit, the instructor presents the Test editor, which allows creating impressive worksheets. The instructor also describes the available types of exercises and possible variations. The unit's purpose is to familiarise trainees with the steps of creating worksheets and enable them to create worksheets appropriate for their own field.

Topic	Knowledge and skills to be acquired	Short description
Tools and games	<ul style="list-style-type: none"> – the purpose of the tools and the methodological justification of their application in the classroom – tools, tool filters – types of tools: skill development games, visual tools, practice tools and virtual experiment tools – games (types, settings, evaluation) 	<p>The instructor explains the classification of the available tools and games and the operation of some of the tools from each group and gives ideas about how these can be used in the classroom.</p> <p><i>Trainees are introduced to as many tools and games as possible, also with the help of video tutorials.</i></p>
Test editor	<ul style="list-style-type: none"> – the purpose of Test editor and its methodological justification – simple types of exercises – additional pages in worksheets – the steps of saving worksheets 	<p><i>The instructor describes the purpose of Test editor, its built-in exercise types and templates, and illustrates the steps of creating and editing exercises, as well as the possibilities offered by the tool through examples. The instructor also explains how to save exercises and worksheets. The trainees' task is to create worksheets consisting of several types of exercises.</i></p>
Expected result	<p>Concepts: tools, games, skill development tools, visual tools, practice tools, virtual experiment tool, Test editor, types of exercises, templates</p>	<p>Application of knowledge: selecting tools for particular topics, presentation of tools, creating custom worksheets.</p>

Which tools assist teachers' work in the classroom?

Basic sentences for instructors:

The mozaBook software contains thematic tools, whose fundamental aim is to increase the effectiveness of the work in the classroom, to help students deepen and practise the knowledge they acquire and to be a means of impressive illustration.

Currently, there are more than 100 available tools, grouped by the purpose they serve: skill development tools, visual tools, practice tools and virtual experiment tools. Some tools can be used for several purposes and can be variously applied.

Some examples of tools:

Type	Tools
Skill development	Chess, Clock, Codebreaker, Grid board, Kaleidoscope, Puzzle, 3D puzzle, Logical blocks, Xylophone, Piano
Illustration	3D menu, Aerial photos, Astronomy, Gallery, Instruments, Microscope, Time machine, Content graph
Practice	Money, miniScore, Quiz, Piano, Scale, Test editor, Chess, Number line, Coordinate system, Weekly practice
Subject library	Music gallery, Hall of fame, Minerals, Molecules, Elements, Colors, Countries, Calendar, 3D menu, Video library
Virtual experiment	Electro kit, Mechanics, Optical kit, LabCamera, Scale

Note: Each tool can be listed in at least one group according to which activities they can be used in the classroom. After becoming familiar with all the tools, trainees can classify each tool on their own.

Click on the Tools icon to open the list of tools. Here present how to arrange the tools by title, default order, and favourites. Show some tools to help arouse trainees' interest.

Suggestion: It is worth asking a few questions about their areas of interest and the subjects they teach before showing them the tools.



Choose any of the tools – e.g. Clock – and show the options located in the header: insert type, tool guide, video tutorial and language selection.

Note: These functions can be accessed in all tools.

Show an example for each of the following functions:

- Saving states for later use, e.g. Number line, Logical blocks
- Drag&drop picture and text from tools to publications, e.g. Wildlife, Hall of Fame
- Automatic generation of exercises e.g. Countries, Musical instruments, Wildlife
- Allows for adding custom content e.g. Dice, Board games
- Can be used for interactive practice or assessment e.g. Scale, Money, Maths grid, Multiplication table

Task: Ask trainees to study the tools and try out some of them. Also ask a few trainees to try out some tools on the interactive board and collect ideas about how these could be applied in the classroom.

Suggestion: Make sure you leave enough time for trainees to work independently, but this should not exceed 20 minutes. Don't forget to highlight that it will be trainees' task to discover each tool on their own after the training.

Show that the following freely resizable tools can be opened in a new tab when you click on the button on the left of the minimise button in the upper-right corner of the window: Coordinate system, miniMap, Grid board, Time machine, Picture editor, Puzzle, 3D menu, Quiz, Word problems, Globe, 3D puzzle, 3D rotating game, Question sheet, Weekly practice. This makes it easier to manage these tools.

Common problems and questions

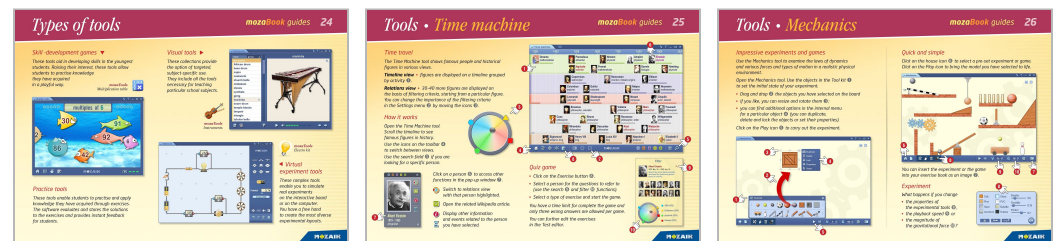
Due to a large number of tools available, it is time-consuming to familiarise yourself with all the tools and master their use.

In addition, to use them in class, you should practise using the tools on an interactive board.

Further help

The tool guides and video tutorials of the tools.

Ask trainees to practise inserting tools with the Interactive help.



Let's play!

Basic sentences for instructors:

The mozaBook software contains games designed for arousing students' interest and practising the acquired knowledge playfully.

With these games, students will not even notice they are actually learning.

Games can also be grouped based on the areas they help to develop: Logical, Skill development and Practicing games.

Type	Games
Skill development	Continue!, Directions, Discs, Extremes, Memory, Operations, Repeat it!
Logical	Connect 4, Domino, D-Fense, Mill, Odd one out, Othello
Practice	Discs, Lan(g)ame, Magic square, Mikado, Odd one out, Operations, Word types

Note: Each game can be listed in at least one group according to which activities they can be used for in the classroom. After becoming familiar with all the games, trainees can classify each tool on their own.

Open the list of games. Here present the grade and subject filters.

Choose some of the games, show how to use them and give ideas about how these could be applied in the classroom.

Task: Ask trainees to study the games and try out some of them.

Suggestion: Make sure you leave enough time for trainees to work independently, but this should not exceed 20 minutes. Don't forget to highlight that it will be trainees' task to discover each game on their own after the training.

Ask short questions to make sure all the trainees understand the basic concepts (tools, games, skill development tools, visual tools, practice tools, virtual experiment tools).

Suggestion: Provide an opportunity for trainees to ask questions.

Further help: Help for games.

Games mozaBook guides 27

1. Where to find games
Click on the Games icon 1 on the Toolbar.

Use the tabs to switch between tools and games 2.

2. Find the best games
Choose from a wide range of games that develop language, mathematical, logical and concentration skills.
Click on a game to start.
Have fun!

3. Hints
After you open the game, click on the question mark icon 3 to read the description.

Tip
You can insert games into your publication as small or large icons, images or interactive items 4.

How to create worksheets?

Basic sentences for instructors:

mozaBook Test editor contains templates for several types of exercises. Using these, teachers can compile a wide variety of exercises even from home. The worksheets can be inserted into the pages of books and exercise books (similarly to the content added by the editors of the publisher). Prepared worksheets can be quickly opened in the classroom, without losing time with searching. Teachers can create personalised exercises and worksheets within seconds.

Worksheets can be printed for use as traditional, paper-based worksheets.

Describe the purpose of Test editor (creating colourful worksheets with a wide variety of exercises for deepening, practising or assessing acquired knowledge or for motivating students).

Suggestion: Prepare and present a short worksheet in advance, then solve the exercises together with the trainees to motivate them. Ask some of the trainees to work on the interactive board.

Suggestion: You can also demonstrate the use of Test editor by asking one of the trainees to create a worksheet on the interactive board, and the others to help (learning by discovery). This method is also useful for showing how user-friendly mozaBook is and that one can learn to use it intuitively. This, of course, takes somewhat longer, but due to its methodological value, it is worth considering.

Open the Test editor and briefly explain the four basic exercise types:

- *single choice: there is one correct answer in the list of choices*
- *multiple choice: there are one or more correct answers in the list of choices*
- *true or false: the truth of statements is examined, states are either true or false*
- *matching: matching texts or images based on various criteria*

Note: Mention the other types of exercises but do not spend time explaining them, as they will be discussed in detail in Unit 8.

Also mention that the great variety of available exercises allows creating worksheets appropriate for all subjects and all methodological situations (reviewing, practicing, assessment, etc.)

The image shows a screenshot of the 'Test editor' interface. The title bar reads 'Test editor' and 'mozaBook guides 29'. The main content is divided into two columns. The left column is titled '1. How to use it and where to find it' and contains text explaining that the Test editor enables users to create varied and attractive exercises and worksheets. It instructs users to click on the Tools icon on the Toolbar and choose the Test editor. Below this text is a screenshot of the toolbar with a red circle and arrow pointing to the 'TEST' icon. The right column is titled '2. Templates' and explains that the software offers exercise templates with a wide variety of layouts and structures. It states that users can create text-only exercises or insert multimedia content from the Media library. Below this text is a screenshot of a 'Matching' exercise template. A red circle and arrow point to a 'Media library' icon in the bottom right corner of the template window. At the bottom of the page, there is a 'Tip' section that says 'Use the Media library to insert multimedia content into your exercises, such as images and audio and video files.' The Mozaik logo is visible in the bottom right corner.

Choose the Single choice exercise type and show the functions of the Test editor: choosing a template, inserting a picture, entering choices and specifying correct answers, entering a title and choosing a skin.

Task: Ask trainees to create a Single choice question.

Explain how to add new exercises to an already existing worksheet. Then show trainees how to use the sidebar, where they can change the title of the worksheet and the order of exercises.

Show how to save and insert worksheets on the pages of publications. Give ideas about the application of different types of exercises.

Task: Ask trainees to compile a worksheet consisting of 4 different exercise types, save it and insert it into the publication.

Show how to check exercises and view the correct answers.

Suggestion: If time permits, ask some of the trainees to show their worksheets on the interactive board. In this case, the instructor synchronises the exercise books of the trainees with a USB flash memory (without explaining how to do it), then with the instructor's device. (The instructor can also upload the exercise books to mozaWeb.)

Ask short questions to make sure all the trainees understand the concepts (Test editor, types of exercises, templates).

Suggestion: Provide an opportunity for trainees to ask questions.

Common problems and questions

A problem regarding saving the worksheet may occur: after creating the worksheet with the Test editor, you have to click on the Save button. This will close editing mode; the worksheet thus created has to be inserted to the book/exercise book, which then also has to be saved. If you click on the close button without saving first, the program prompts you to confirm this to avoid data loss. It is worth emphasising this several times.

The need to modify already saved books/exercise books while creating and using worksheets may arise. Raise trainees' attention to save the worksheet even if it is not finished yet. Show them how to return to the Test editor from an already inserted worksheet and how to modify or add new exercises to it using the Edit option.

Further help

The video tutorial and tool guide of the Test Editor.



UNIT 5 – Practice

The aim of this unit is to provide trainees with the opportunity to apply the knowledge they acquired during the training. The purpose of the practice is that trainees prepare a presentation based on their newly acquired knowledge and their own ideas, and deliver their presentation with mozaBook.

Topic	Knowledge and skills to be acquired	Short description
Creating and delivering a presentation	<ul style="list-style-type: none">– creating a presentation individually using mozaBook– presentation and evaluation of a mini-lesson	<i>The trainees' task is to prepare a mini-lesson to introduce a new topic from the subject they teach. After the presentation trainees will evaluate their work.</i>
Expected result		Application of knowledge: Trainees will be able to use mozaBook during a mini-lesson.

Creating and delivering a presentation

In the morning, trainees shall individually prepare a presentation for a 5-8 minute mini-lesson, which they will deliver in the afternoon. At the end, trainees shall evaluate each other's work.

Ask trainees to choose a topic from the subject they teach, for which to prepare a mini-lesson introducing a new topic. Ask them to use the learned tools for the presentations.

Ask trainees to prepare a lesson plan for the mini-lesson with the help of Exercise book, using the elements of the video library and incorporating some tools and games into their presentation. Let them know that they have 3 hours at their disposal to create the presentation and each trainee will have 5-8 minutes to deliver his/her presentation on the interactive board.

Suggestion: Let trainees know about the task only in the morning, at the beginning of the unit. Endeavour to offer them help and encourage them while they work independently. Ask them not to turn to each other for help but to use the mozaBook help instead.

Task: Ask trainees to prepare a 5-8 minute mini-lesson and to present it to the group. Inform them that they can freely use the learned tools.

The lesson plan has to contain the title and subtitle of the topic and the most important content of the lesson in the form of pictures, text and drawings. It also has to contain a worksheet as well as tools and games intended to help practice and evaluation.

Ask trainees to introduce the subject and age group for their lesson plan and the objectives they wish to achieve during the mini-lesson. At the end of the presentation, ask trainees to evaluate their own performance, then ask the members of the group to discuss whether they managed to achieve their goals.

Note: Provide an opportunity for each trainee to present the mini-lesson he/she prepared on the interactive board.

This part of the training concludes with an oral assessment. The instructor and trainees shall discuss their experience of the week. Ask participants to fill in a trainee satisfaction questionnaire intended to help decide what to focus on during the second week of the training.

ADVANCED UNITS

The aim of the advanced units is to enable trainees to become familiar with and practise the advanced use of mozaBook.

UNIT 6 – Presentation

As teachers use mozaBook, they will acquire experience and grow more and more confident in their ability to use it. This unit is intended to present some further tools for creating and editing presentations and to enable trainees to gain proficiency in creating animated presentations.

The instructor, together with the trainees, reviews the use and application possibilities of the Exercise book. The instructor describes the advanced editing options (e.g. creating a relations diagram, adding animation effects) and gives ideas about how these could be applied in the classroom. After explaining the steps of preparing a presentation the instructor asks trainees to practise these steps.

Topic	Knowledge and skills to be acquired	Short description
Selection, editing	<ul style="list-style-type: none"> – normal and selection mode (background theme) – editing an inserted image (adjusting the size of the selected image, cropping and rotating it) – objects' local menu (cut, copy, paste, group, flip, order, align, properties, lock, duplicate) – moving an object to another page – aligning objects (align to edges, to centre, distribute selected items horizontally/vertically, order) – use of the grid and the Layout manager 	<p><i>The instructor shows the select options, the steps of editing and the functions available in the objects' local menu.</i></p> <p><i>The instructor also demonstrates how objects can be aligned and moved.</i></p> <p><i>Trainees practise selecting and editing objects in their own publications.</i></p>
Exercise book / Presentation	<ul style="list-style-type: none"> – displaying the content of exercise books – changing a page (changing background, deleting a page, changing the sequence of pages) – media library for advanced users – animation, objects, relations diagram – layout and design errors and how these could be corrected – deleting an exercise book – inserting sketches, notes 	<p>The instructor explains the other functions of exercise books.</p> <p><i>Trainees are asked to choose a topic and create a new page on which to add pictures and text, and drag & drop elements of 3D scenes from another publication.</i></p> <p>The instructor describes the steps of animating inserted items and the available options to do this. <i>Trainees are asked to animate the items inserted on their page.</i></p>

	<ul style="list-style-type: none"> – sidebar, full-screen view, – desktop icons 	<p><i>The instructor shows the steps of creating a relations diagram. Trainees will create a relations diagram on a new page in their exercise books.</i></p> <p><i>The instructor demonstrates how to create sketches and notes, presents the functions in the sidebar, the full-screen view and the desktop icons.</i></p>
Expected result	<p>Concepts: objects' local menu, object alignment, grid, exercise book, editing a page of an exercise book, page background, animation, presentation, relations diagram, sidebar, insert options, hyperlink, desktop icons</p>	<p>Application of knowledge: creating animated presentations and lesson plans according to given criteria</p>

Selection, editing

Task: Normal and selection modes: Ask trainees to proceed together with you and insert an image from the media library, then click on the pencil and draw a smiley next to the image. Then ask them to click on the 'A' text input icon and type a word. Thus, three different objects will be created.

Note: Turn off all the tools on the mozaBook toolbar, so that there is no yellow or highlighted icon – if there is any highlighted icon click on it to turn it off. This is called the normal mode and it is indicated by the plain background behind the exercise book. In this mode clicking on an inserted picture will open it in a new window, while clicking on the other objects does not result in any change. This mode is used during presentations and working with books.

By clicking on the hand icon we can change to selection mode. This is indicated by the dotted background behind the exercise book. In this mode we can select, move, resize all three types of objects and we can access their local menus (editing mode).

Task: Ask trainees to practise switching between the two modes.

Note: By clicking on the 'A' text input icon, the background of the window will appear to be ruled and the user can continue to type the previously entered text.

Show how to access the local menu of the inserted content in the selection mode.

Present the Duplicate, Cut, Paste and Insert functions.

Show how to move an object to another page.



Task: Ask trainees to try out the Duplicate, Cut, Copy, Insert, Delete and Move functions together with you.

Editing and ordering images and objects

Remind trainees how to edit an image inserted on the page: the selected image can be resized, rotated, cropped.

Present the functions (cut, copy, paste, group, flip, order, align, properties, lock, duplicate) from the local menu of objects and how these can be applied. Finally explain the Flip, Shadow and Resize functions.

Show how to use the grid. Introduce the functions from the page's local menu (grid, layout manager). Also show how to align objects and which aligning options are available in the objects' local menu (align to edges, to centre, distribute selected items horizontally/vertically, order, align objects in relation to each other)

Suggestion: Ask trainees to order the content inserted on the page to practise the Order and Lock functions. Discuss why it is important that objects are properly arranged on the page and when it may be important to lock objects on the page.

Task: Together with the trainees, practise editing and aligning images.

Suggestion: Have trainees work on their devices but, if possible, also ask some participants to work on the interactive board.

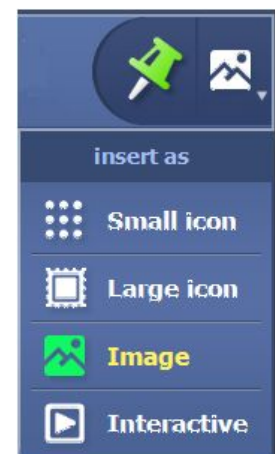
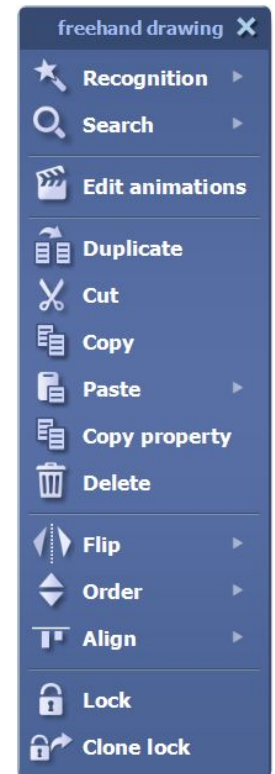
Media library for advanced users

Trainees have already become familiar with the Media library and have been given ideas for using it in the classroom.

Ask trainees to refresh their knowledge of the Media library. To do so, ask some of them to work on the interactive board and show each type of items in the Media library. Also show the video library, the audio library and the 3D library. Show how to insert these elements into publications.

Task: Ask trainees to practise inserting items from the Media library into exercise books.

Suggestion: Trainees should insert four different types of items in their exercise books in 4 different ways (small icon, large icon, picture or interactive). Ask one trainee to work on the interactive board. Discuss when it is appropriate to insert items as an interactive object.



Presentation tools

By now, using the functions of exercise books introduced so far, trainees have compiled a lesson plan containing pictures and text. In exercise books, it is possible to animate a lesson plan and to add further elements to it.

Suggestion: Create an eye-catching, inspiring and thought-provoking animated page in advance. Present it in full-screen mode.

Task: Ask trainees to open the exercise book they created in their chosen topic.

Show how to display thumbnails of the pages of exercise books, how to delete pages, change the background or the order of pages.

Task: Ask trainees to try out these functions on their own devices and on the interactive board.

Presentation with animations

Basic sentences for instructors:

In lesson plans and presentations, it may be necessary to display text and other objects in a sequence. This can be achieved by using animation effects.

The built-in animation panel of mozaBook allows creating eye-catching animated presentations and lesson plans.

Content can be displayed in a number of ways using preset animation schemes; if presentations include extra content, it will also be played. Presentations can include text, custom drawings, pictures, videos, 3D scenes inserted from mozaLibrary or other interactive content.

Animation mozaBook guides 38

- 1. Where to find the Animation tool**
Open the Edit menu from the Toolbar ❶ and select the Animation menu item ❷.
- 2. Preparing the animation**
Step 1: Use the Drawing tools, as you have already learnt, to finish your animation: add images, tools, text and your own drawings to your page.
Step 2: Click on the Animation tool icon. Highlight items in your animation in the order you want them to appear and set animation effects for each of them.
- 3. Animating an object (an image, in this case)**
A) Open the Animation tool dialogue box ❸.
B) Click on the object you wish to animate (here on the picture) ❹.
C) Select an animation option on the Animation toolbar ❺.
- 4. Playing the animation**
When your animation is ready, close the Animation settings window ❻ and play the animation using the arrows at the bottom of the page ❼.

Navigation: Previous page [Back] [Next] Next page

Present the animation effects on a page of an exercise book. Show the three main types of animation effects:

- *entrance effects: items will appear on the page in the specified order. This can be used in situations when we want items to appear one by one (e.g. an outline of the lesson for students to copy in their exercise books)*
- *exit effects: items will disappear from the page in the specified order. This can be used in presentations to hide items that are no longer needed (e.g. properties of sets or groups with examples that later disappear, leaving only the list items on the page)*
- *emphasis effects: items will be emphasised by movement, according to the applied effect. We can use this effect to emphasise certain items of a presentation (e.g. when talking about several objects during a presentation, the one we are currently talking about can be animated).*

Present the animation panel and how to:

- *set playback speed*
- *set timing (whether the animation proceeds automatically or by clicking, where to click)*
- *change the order of animation effects*
- *copy animation effects to several items.*

Then show how to play the animation.

Task: Ask trainees to choose a page from the exercise book they created and animate the objects on it, then play the animation.

Suggestion: If time permits, ask some of the trainees to present their animated exercise book page on the interactive board.

Further help

Animation video tutorial (in English).

Common problems and questions

It is recommended to avoid the excessive use of animation effects. Less is more.

Check your presentation on an interactive board to see whether you added too many effects.

View your presentation further away from the board (and use a wireless mouse to see it as trainees will see it later).

Illustration with relations diagrams

Basic sentences for instructors:

Relations diagrams are useful for linking, illustrating the relationships - contrast, cohesion - between the terms, concepts, image-represented elements of a school subject, or representing the hierarchy of these.

Examples for this include

- depiction of a food web of a particular ecological community,
- grammatical structure,
- elements of industrial processes, etc.

Show trainees that relations diagrams are suitable for:

- linking information in text boxes, pictures, drawings, or other types of inserted objects by lines or arrows;
- indicating the relationship between these objects (process flow diagram, indicating contrast, etc.);
- allowing to dynamically move the linked objects on the page of the exercise book without breaking the link between them;
- allowing students to discover relationships between the elements of a system themselves, by moving the objects on the page.

Provide trainees with ideas about how to use relations diagrams in the classroom. Prepare a complex relations diagram in advance in order to demonstrate the importance of this tool.

Present the steps of creating a relations diagram. Explain that not only text boxes, but pictures from the media library too can be linked in a relations diagram.

Task: Ask trainees to create a relations diagram for the topic of their exercise book.

Suggestion: Ask some of the trainees to present their relations diagrams on the interactive board.

Further help

Animation video tutorial (in English).

Relations diagram mozaBook guides 37

1. Where to find it and what to use it for
Open the Edit menu from the Toolbar ① and select Relations diagram ②.
Use it to connect objects. Relationships are maintained even if you move the objects. Use this drawing tool to show relationships and processes.

2. How to connect objects
If the Relations diagram toolbar ③ is open, select and click on the objects to connect them.

3. How to create a text box
If the Relations diagram toolbar is open, double-click on any empty area to create a text box ④. Click on an existing text box to edit the content.

Tips
You can change the shape of the text box you select on the Relations diagram toolbar ⑤.
Use different types of lines and arrows to illustrate relationships ⑥.

Layout and design errors; how to correct these

When creating an exercise book, various layout and design errors may occur, e.g. bad choice of font type and font size, inappropriate backgrounds, excessive use of animation effects. These errors may damage illustration as they usually turn out during the delivery of the presentation. Explain that these errors are not due to the errors of the software, but that they entirely depend on the person that creates the presentation.

Create an exercise book and deliberately use mismatched colours, a disturbing background, too small font sizes, illegible font types, a text box hanging over the edges of the page, a too small picture, exaggerated animation, unordered pictures, poor picture quality.
Ask trainees to highlight the errors and discuss how these errors may affect illustration. Ask them to discuss how these errors can be avoided or corrected.

Task: Identify the errors in the presentation together with the trainees. Then ask trainees to correct the errors on the board and evaluate the final result.

Demonstrate the use of the layout templates, making it clear that using these may prevent some design errors.

Task: Ask students to try the templates in their exercise books.

Common problems and questions

Always try to create pleasant pages and remind trainees what they learnt about layout and design errors. Show them how templates help them in creating a well-organised, consistent layout.

Deleting an exercise book

Basic sentences for instructors:

If an exercise book becomes redundant, it can be deleted from mozaBook and mozaWeb. Your own exercise books saved in mozaBook and the ones uploaded to mozaWeb can be found in the 'Exercise books' menu, as it was explained earlier. Click on the gear icon in the Exercise books window to display the Bin icon next to each exercise book. Select the exercise book you want to delete then click on the bin icon next to it. For safety reasons, prior to deleting the exercise book, you will be asked whether you really want to delete the exercise books then to enter your mozaBook password.

Animated templates mozaBook guides 42

Clear, well-organized pages
Create clearly structured exercise books and attractive presentations with animated mozaBook templates. You can move the frames on the pages in the exercise book and resize them to best fit your needs.

How to use them
When you create an exercise book, click on the Templates tab ①. In the pop-up window, choose a template ② and a style ③ for the page in your exercise book and tick the 'Animated' checkbox ④. Click the check mark ⑤ to save the settings.
If you already have an exercise book open, click on the Page properties menu item in the local menu to access the Templates tab.

• Click on a text frame and write something into it ⑥.
• Drag a related image, 3D or video from the Media library ⑦ into the frame.
• You can change the size of the images ⑧, the number of text frames ⑨ and turn the animation of the template on or off ⑩.

You can use a different media item for each frame. On the finished page, click on the text to display a related image, video or 3D.

Classical Musicians
Joseph Haydn
31 March 1732 – 31 May 1809
Johann Sebastian Bach
21 March 1685 – 28 July 1750
Wolfgang Amadeus Mozart
27 January 1756 – 5 December 1791
Ludwig van Beethoven
16 December 1770 – 26 March 1827

Click here to add a title
Click here to add text
Click here to add text
Click here to add text

Classical Musicians
Joseph Haydn
31 March 1732 – 31 May 1809
Click here to add text
Click here to add text

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Suggestion: Create an exercise book in advance for the purpose of deleting it in front of the group. Call attention to the fact that open exercise books cannot be deleted and that deleting an exercise book is irreversible.

Common problems and questions

If an exercise book has been deleted from the computer, can it be recovered?

After deleting the exercise books of the local user in mozaBook, they cannot be recovered. However, if the exercise books are stored on mozaWeb, they can be downloaded again. Exercise books deleted from mozaWeb cannot be recovered, but if they are stored on the computer, in mozaBook, they can be uploaded again to mozaWeb.

Why can't I delete my own exercise book?

Open exercise books cannot be deleted. Close the exercise book first to delete it.

Insert menu

Basic sentences for instructors:

The Insert menu in mozaBook allows for inserting sketches, notes or links into publications.

mozaBook is designed to enable users to create Sketches on which they can write and draw, insert pictures from the Media library, create a relations diagram or animation. The finished sketch can be inserted into a publication or an exercise book.

To insert a text-only note, we can choose Note in the Insert menu.

Open the Insert menu on the toolbar. Show how to create a sketch and a note. Provide trainees with ideas about how these can be applied in the classroom.

Task: Ask trainees to create a sketch and a note for a selected lesson of a particular publication.

Notes and links mozaBook guides 40

- 1. Insert menu**
Use this menu to insert sketches, notes and links into publications.
- 2. Sketch and note**
Choose Sketch in the Insert menu. When creating a new sketch, you need to set the page size, background texture and background colour.
- 3. Web link and online video**
You can insert web links and online videos into publications. These will be opened by the built-in mozaBook browser.
Enter a title for the link or video and enter the correct URL. If you also enter keywords, you can find the link with the mozaBook search function.
- 4. Page link**
You can create a special link which takes you to a particular page in the publication you have selected. First, find the page you want to be the target of the link and select Page link in the Insert menu. Return to the spot where you want to insert the link and click on the Check icon to insert.
- 5. Bookmark**
You can bookmark pages in your books and exercise books. Click on the bookmark tab to open a particular page.

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Sidebar

Basic sentences for instructors:

The side menu is designed for quick access on the interactive board during presentations. It can be accessed through the sidebar located on both sides of the window. By using the sidebar it is also possible to switch to full-screen mode.

Show how to use the Sidebar and how to enable or disable the full-screen mode.

Task: Ask trainees to practise using the Sidebar and the full-screen function.

Desktop icons

Basic sentences for instructors:

mozaBook users can customise the program interface in order to facilitate their daily work. The icons of frequently used functions (such as the Bin, Favourites, Pencil case, Media library) can be placed anywhere on the screen, and the functions can then be started by clicking on them.

By enabling Desktop icons, the icons of the most important functions will always be displayed on the screen, even in full-screen mode, when the toolbar is not visible. mozaBook allows for setting which functions we want to display on the desktop.

Show how to use, enable and disable Desktop icons.

Task: Ask trainees to practise using and enabling Desktop icons.

Further help: video tutorial (in English).

Ask short questions to make sure all the trainees understand the concepts learnt in this unit (objects' local menu, object alignment, grid, exercise book, editing a page of an exercise book, page background, animation, presentation, relations diagram, sidebar, insert options, hyperlink, desktop icons).

Suggestion: Provide an opportunity for trainees to ask questions.

Settings mozaBook guides 49

Wide range of settings
You can customize the mozaBook user interface to best suit your daily workflow.

1. Desktop icons
You can set up icons anywhere on the mozaBook desktop for functions you use often (Bin, Favourites, Pencil case and Media library) and start them from there 1.
Click on the Settings icon 2 on the Toolbar and select Desktop icons in the Appearance menu 3.
Select the icons 4 you want to display on the desktop.
You will also find the Desktop icons menu on the main window header 5 and you can enable or disable the icons displayed on the Desktop.

2. Sidebar and full screen mode
Use the tabs 6 on both sides of the window to open the Sidebar 7, a sketch 8 or create a new exercise book.
The Sidebar is also designed for quick access on the whiteboard during presentations.
Use the small triangle to close the menu.
You can also switch to full screen mode 9. In this mode, access the menu or exit the full screen mode using the small icon next to the navigation arrows 10.

3. Settings menu 11

- Display - Menu, Toolbar, Sidebar, Pencil Case display, Menu position, turn page, header, background, setting buttons and icons, window scale.
- Operation - mozaWeb, extras, browser, save.
- Mouse and touch - Mouse and whiteboard settings.
- Desktop icons - Enable and disable desktop icons.
- Languages - mozaBook and keyboard language settings.
- mozaBook login - Set login mode, change username or password.
- mozaWeb account - Log in to access mozaWeb content.
- System - mozaBook file handling, save, history.

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UNIT 7 – Tools and games for advanced users

The purpose of this unit is to allow trainees to expand and deepen their knowledge of how the tools, games and publications can be applied and gain proficiency in utilising these.

Topic	Knowledge and skills to be acquired	Short description
Tools and games	<ul style="list-style-type: none"> – functions of tools: save, drag & drop, automatic generation of exercises – preparing tools and saving state for use in the classroom – drag & drop content from a tool into exercise books – 3D scenes (drag & drop models into exercise books, bilingual mode) 	<p><i>The instructor presents further possibilities of using tools and games in the classroom.</i></p> <p><i>Trainees follow the instructions and try out the introduced functions.</i></p>
Managing publications	<ul style="list-style-type: none"> – navigation among several publications in double book view – drag & drop images from a publication into an exercise book – inserting text from a publication into an exercise book – reinserting page sections – zooming in and out – two-point selection – masking – tray – favourites – bookmark, page link – open last state 	<p><i>The instructor presents the advanced functions of publications.</i></p> <p><i>Trainees follow the instructions and try out the introduced functions.</i></p>
Expected result	<p>Concepts: generation of exercises, lock, interactive lock, favourites, bookmark, page link</p>	<p>Application of knowledge: Demonstration of how the tools and games can be applied.</p>

Tools and games

Ask trainees to refresh their knowledge and experience of mozaBook tools and games and review how these can be classified from a didactic point of view.

Ask them to provide examples of the practical application of particular tools (brainstorming, discussion).

Describe the possibility of preparing tools for use in the classroom: inserting preset and saved exercises as interactive content.

To demonstrate this, use the Electro kit tool for instance.

Show how to drag & drop content from tools to exercise books (pictures from Hall of fame and Periodic table, text from Function tables and Word cards, etc.)

Finally, present the functions of 3D scenes that have not yet been introduced during the training: built-in screenshot, drag & drop 3D content [both functions are available in the 3D scene entitled 'Greek hoplite (5th century BC)'], enabling bilingual labels, settings menu.

Ask each of the trainees to choose a tool or a game and study it for a short period of time (maximum 10 minutes). Then ask trainees to present their selected tool or game on the board to the group and provide ideas about its complex application in the classroom.

Suggestion: Indicate that when using the bilingual mode available in the MULTILANG licence, it is suitable to learn languages. For example, a 3D scene presented in a Biology lesson can also be useful in a language lesson.

Task: Ask each of the trainees to choose a tool or a game and study it for a short period of time (maximum 10 minutes). Then ask them to present their selected tool or game on the board to the group and provide ideas about its complex application in the classroom.

Suggestion: Ensure that each trainee chooses a tool or a game which he/she will present on the board. Also make sure that no tool or game is chosen twice. Presentations should not exceed 3 minutes per trainee.

Note: Emphasis is not on how tools and games work (as this has already been discussed in the basic units), but on their application, that is, trainees will be provided with specific ideas about how these could be used in the classroom.

Types of tools mozaBook guides 24

Skill-development games ▼
These tools aid in developing skills in the youngest students. Raising their interest, these tools allow students to practise knowledge they have acquired in a playful way.

Visual tools ▶
These collections provide the option of targeted, subject-specific use. They include all the tools necessary for teaching particular school subjects.

Practice tools
These tools enable students to practise and apply knowledge they have acquired through exercises. The software evaluates and stores the solutions to the exercises and provides instant feedback for students.

Virtual experiment tools
These complex tools enable you to simulate real experiments on the interactive board or on the computer. You have a free-hand to create the most diverse experimental layouts.

Managing publications

Show how to arrange publications in double book view and how to switch between open publications, in case multiple publications are open.

Task: Ask trainees to arrange the open publications in double book view (e.g. move an exercise book displayed on the right side to the left side of the screen) and practise switching between publications.

Suggestion: Open two books and two exercise books and switch to double book view. Ask trainees to switch between the open books and exercise books on the board, so that the exercise books will be displayed on the left and the books on the right.

Show how to insert text from a publication into an exercise book and how to move the text to another page of the exercise book. To do so, use the Copy and Paste functions of the local menu.

Tell trainees that by using these functions, the text can be pasted only into mozaBook exercise books, and not into any other software. This is because the text is copied into an internal clipboard, which has no connection with the clipboard of the operating system. This ensures that the content of textbooks remains protected.

Explain how to drag & drop content between the open publications.

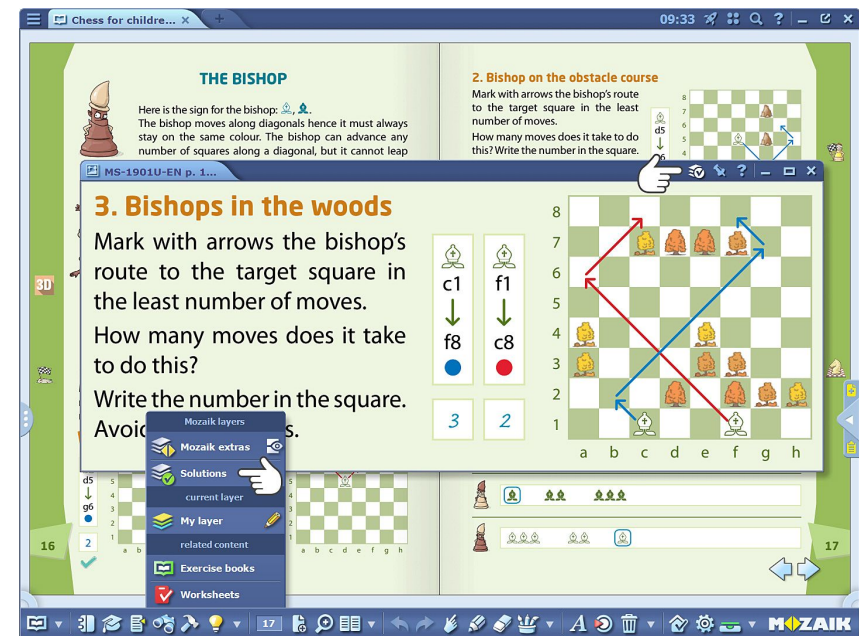
Show how to drag & drop a picture from a publication into an exercise book in double book view.

Task: Ask trainees to try out the introduced functions.

Suggestion: Ask trainees to add particular content (2 pictures and 2 text paragraphs) on one of the pages of the exercise book while another publication is also open in double book view. Ask them to arrange this content in a way to avoid possible layout and design errors (see the previous unit).

Open a picture or a paragraph from the publication, draw on it and use the Reinsert function to reinsert it into the publication.

Tell trainees that in workbooks, teachers can also display the solutions to exercises. Show an example.



Zooming in and out, selection, masking

Show the zoom in, zoom out and two-point selection functions.

Also show how to enable or disable various masking options (full page mask, normal rectangle, inverse rectangle, normal ellipse, inverse ellipse).

Task: Ask trainees to practise the introduced functions on their own device. Also ask some trainees to work on the interactive board.

Further help

Mask tutorial.

Search, tray, bookmark, page link

Search

Basic sentences for instructors:

By clicking on the 'Search' icon on the toolbar, a search box will appear, which allows for searching words in the open publication. After entering a keyword we can start the search. The occurrences of the word will be displayed in context together with the page number, in a drop-down list. We can navigate in the list with the arrows.

Introduce the Search function.

Task: Ask trainees to search for a particular word in the publication.

Suggestion: Ask one of the trainees to work on the board and enter a word in the search box by using the on-screen keyboard, then to start the search. Ask the group to make a list of situations in which it may be useful to use the Search function.

Search mozaBook guides 44

1. Finding text in publications
Select the Search icon on the Toolbar.

You can search for a text in the active publication in the pop-up menu. Results are highlighted.

If there is more than one result, you can navigate through the list with the arrows. You can also view all the results in a drop-down list.

If you click on an item in the list, it will take you to the right page of the publication.

2. Find mozaBook functions and tools
Select the magnifier icon in the main window header. Enter a keyword in the drop-down window.

mozaBook publications, functions and tools that contain the keyword will be listed below.

Tip • Use the Search panel to search on the Internet without leaving the software itself.

If you click on the Eye icon next to some of the results, mozaBook will show you the easiest way to find the particular function or tool in the menu system.

If you click on an item, the function or tool will be loaded or the publication will be opened.

Tray

Basic sentences for instructors:

The tray displays a list of the open publications, texts or extra content opened in a separate window, so it is also possible to manage (open, save, close) these here.

Present the tray and its functions. Show where to find the tray, how to open or hide it and the elements displayed on it.

Open a new picture and minimise it to the tray. Then turn the page and open the picture from the tray.

Suggestion: Open several publications, pictures and tools and ask one of the trainees to identify these on the tray. Open the elements on the tray and close them one by one.

Task: Ask trainees to practise using the tray and its functions.

Open publications mozaBook guides 9

- 1. Where to find publications**
Click on the Open icon on the Toolbar. Select the Books menu item to display available publications . Use the tabs to switch between your books or exercise books .
- 2. How to open a publication**
Click on a publication to open it . If the publication list is too long, use the filters located in the header to filter by subject or grade .
- 3. How to switch between open publications**
Click on the tabs located in the header in the main window to select the publication you want to appear in the window . You can also switch between open publications by clicking on the Tray icon on the Toolbar.
- 4. How to save your publications**
Click on the Open icon on the Toolbar and select the Save menu item in the pop-up menu . You can also save changes by clicking on the Tray icon and then on the Save icon next to the publication title.
- 5. How to close your publications**
Click on the x icon located in the header next to the title of the publication's tab . You can also close your publications from the Tray .

Bookmark, favourites

Inserting bookmarks into some pages of publications allows users to immediately open these pages at the specified location.

Show how to insert and delete bookmarks and give ideas about when it can be useful to use bookmarks.

Note: The maximum number of bookmarks that can be inserted into a publication is 5.

It is recommended to add the most frequently used content (pictures, 3D scenes, videos, audios, page sections, exercises, tools etc.) to favourites. To do so, one needs to click on the star icon located in the operations menu in the window header. The favourites can be found in several places (e.g. Pages, Media library), so users can easily access their favourite content.

Show how to add content to favourites and then how to delete it from there.

Task: Try the introduced functions out together with the trainees.

Page link

Basic sentences for instructors:

Page links provide an opportunity to directly access from a publication a particular page of the same or another publication. A custom display (e.g. picture) can be assigned to a page link inserted into a publication.

Describe the steps of creating a page link and give ideas about how page links can be used in the classroom.

Task: Ask trainees to create a page link in their publications to a particular page of another publication. Ask them to assign a picture or drawing to the page link icon. Also ask them to collect ideas about how to apply this function in the classroom.

Suggestion: Ask trainees to go to the page of the exercise book that they have previously created and insert a page link pointing to the location of the inserted content.

Opening the last state

Basic sentences for instructors:

The “Open recent” option gives users the opportunity to open the most recently used publications and exercise books where they left off last time. This option can be selected either on the login screen or on the publication selection screen.

Task: Ask trainees to save their work and log out of the software, then to log in again. Then ask them to select the “Open recent” option on the publication selection screen in order to open the most recently used publications.

Suggestion: Discuss in which situations it can be useful to use this option.

Common problems and questions

Choosing the last state option is useful when the user frequently saves, for example, in his current exercise book or when creating worksheets with the Test editor. Enabling Autosave at specified intervals in Settings is also an efficient way to prevent data loss.

Ask short questions to make sure all the trainees understand the concepts in this unit (generation of exercises, lock, interactive lock, favourites, bookmark, page link).

Suggestion: Provide an opportunity for trainees to ask questions.

UNIT 8 – Test editor, drawing tools for advanced users

The purpose of this unit is to allow trainees to expand and deepen their knowledge of how the Test editor and the Drawing tools can be applied and gain proficiency in utilising these.

Topic	Knowledge and skills to be acquired	Short description
Test editor	<ul style="list-style-type: none"> – complex exercise types – additional pages (the bottom row of icons on the ‘Exercise types’ screen, e.g. Title page, Info page etc.) – exporting exercises from tools and 3D scenes to the Test editor – inserting content from publications into the Test editor – further editing inserted exercises 	<p><i>The instructor presents exercise types not yet introduced and further functions of the Test editor.</i></p> <p><i>The trainees will compile a complex worksheet in the topic they choose.</i></p>
Drawing tools	<ul style="list-style-type: none"> – detailed settings of the drawing tools in the toolbar – use of the drawing tools (straight line, spline, calligraphic pen, fill, transparency, etc.) – use of the geometry tools – use of the picture editor 	<p><i>The instructor presents further functions of the drawing tools and gives ideas about their use in the classroom.</i></p> <p><i>Trainees will practise using the drawing tools, geometry tools and the picture editor.</i></p>
Expected result	<p>Concepts: type of exercise, geometric tools, picture editor</p>	<p>Application of knowledge: creating custom worksheets, advanced use of the drawing tools</p>

Test editor

Basic sentences for instructors:

The basic exercise types (single choice, multiple choice, true or false, matching) of mozaBook Test editor have been introduced previously. The aim of this unit is to introduce further exercise types and possibilities offered by the Test editor.

The Test editor is capable of automatically generating worksheets with the help of the tools. Teachers can then choose from these exercises or replace them with their own exercises and thus create custom worksheets quickly.

Ask trainees to review the purpose of the Test editor (creating colourful worksheets with a wide variety of exercises for deepening, practising and evaluating acquired knowledge or for motivating students).

Open the Test editor and briefly introduce the exercise types that have not been introduced yet.

- *ordering: ordering pictures or textual elements by various criteria (e.g. increasing or decreasing order, etc.)*
- *chains: connecting pictures or text elements as the links of a chain or puzzle pieces, to illustrate coherence or causality*
- *crosswords: crossword puzzle with text or picture clues*
- *gap-filling: certain parts of a text are replaced by blank spaces, students choose from the words listed below the text to fill in the blank spaces.*
- *text filling: certain parts of a text are replaced by blank spaces, students complete a text by writing the correct word or phrase in the gaps*
- *mistakes: certain words or expressions in a text are replaced by 'wrong' ones, students' task is to find these*
- *labels: students' task is to drag labels to the correct place in a picture or diagram*
- *tables: students fill in tables by dragging the listed items to the right cell*
- *sets: students' task is to drag the listed items to the right set in a set diagram*

Refresh knowledge necessary to set up worksheets (choosing an exercise type, template, editing an exercise, text input possibilities, drag & drop picture or multimedia item, specifying correct answer(s), saving an exercise, adding a new exercise, saving and inserting worksheets). Also review the steps of solving and checking exercises.

Task: Ask students to create an ordering exercise and a set exercise, then save and insert these into their exercise books.

Mention that not only pictures but videos or audio items together with pictures can also be added to exercises, making them more interesting.

Demonstrate how to edit an already saved worksheet (local menu - edit - edit exercise icon).

When explaining how to add new exercises, also introduce the additional pages (the bottom row of icons on the Exercise types screen, e.g. Countdown, Evaluation, Info Page etc.) and how to add these to the worksheet.

Task: Ask trainees to create a complex worksheet with 6 exercises consisting of several types of exercises, pictures and multimedia items, in order to try out all the functions and possibilities. Then ask them to save and insert it into the exercise book.

Show how to import exercises from other tools (Countries, Wildlife, Instruments, Spelling, Watch, Time machine) and 3D scenes that are capable of automatically generating exercises. Discuss what the benefits of this function are.

Suggestion: If there is time, ask some of the trainees to present their worksheets on the interactive board.

Drawing tools

Show trainees that all drawing tools are also accessible from the toolbar with an icon. Clicking this icon displays the drawing toolbar.

Suggestion: Since it is the first time trainees see the drawing toolbar, show how it can be moved on the screen and how to change between predefined settings and advanced settings with the magic hat icon.

Show the ways of using the drawing tools, e.g. straight line, curve, calligraphic pen. Show further pencil settings: gradient colour, transparent colour, arrows, shadow, fill. Give ideas about how to use the drawing tools in the classroom.

Show the steps of using the geometric tools: how to move, translate, rotate the ruler or change its length. Also show how to manage the compass: moving it, changing its size, mirroring it, setting the pencil, drawing a circle. Demonstrate the use of the protractor.

The screenshot displays the 'Test editor' interface with a yellow background. At the top, it says 'Test editor' and 'mozaBook guides 30'. The interface is divided into two main sections:

- 1. Creating exercises:** This section includes instructions: 'Insert text and multimedia content into the template you select and mark the correct solution. You can change some items in the template, set the number of possible answers 1 or change the layout of the exercise 2. You can insert 3 your new exercise into your publication or add new exercises to it to create a worksheet.' Below this is a screenshot of a 'Match the pairs' exercise template with numbered callouts 1 through 6 pointing to various elements like the toolbar and exercise slots.
- 2. Completing and checking exercises:** This section includes instructions: 'Click on an exercise icon to play it. Follow the instructions for the exercises and select the right answers, match or order answers, etc.' Below this is a screenshot of a completed 'Match the properties to the pictures' exercise with a score of 100% and a 'Check' icon. A numbered callout 7 points to the 'Check' icon.
- 3. How to edit an exercise you created previously:** This section includes instructions: 'If you would like to edit an exercise you have previously created, long-click the icon and choose Edit in the pop-up menu 8.' Below this is a screenshot of a 'Worksheet' pop-up menu with a numbered callout 8 pointing to the 'Edit' option.

At the bottom left of the screenshot, the 'MOZAIK' logo is visible.

Task: Ask trainees to try out the drawing and geometry tools on their own devices and on the interactive board.

Plan in advance which tools you will use, what you will draw and what you will ask trainees to draw (e.g. constructing a 60° angle)

Suggestion: Make a video of the steps of the construction with the built-in video recorder and play it for the trainees.

Further help: Geometric tools video tutorial.

First, demonstrate the functions of drawing tools and geometry tools on the interactive board, then repeat and ask trainees to follow you on their own devices. Then, in step 3, ask a trainee to draw on the interactive board and the other trainees to follow him on their own devices.

Thus trainees will have the opportunity to practise the use of these tools.

Show how to use the Picture editor (accessed from the local menu). Show some of the drawing functions (brush, crayon, stamp, eraser). Then choose a picture to edit with the Picture editor: remove its background (cutout), crop it, then sharpen it (filter), and finally, reinsert it into the publication. Also show how to drag & drop pictures into exercise books.

Task: Chose a picture for trainees to practise using the functions of the Photo editor.

Common problems and questions

Trainees must have the opportunity to practise using the tools not only on their own devices but also on the interactive board.

Ask short questions to make sure all the trainees understand the concepts in this unit (exercise type, geometry tools, picture editor).

Suggestion: Provide an opportunity for trainees to ask questions.

UNIT 9 – mozaBook for advanced users

The aim of this unit is to present additional functions designed to enable advanced users to exploit the possibilities offered by the system and share their own content.

The instructor describes the steps of creating a layer (My layer), how to share content and teaches advanced editing skills.

Topic	Knowledge and skills to be acquired	Short description
Cloud and sharing	<ul style="list-style-type: none"> – upload, synchronisation – printing – managing layers, user layers – hardware requirements 	<p>The instructor shows how to upload and synchronise publications.</p> <p>The instructor describes the steps of creating one's own layer and shows how to switch layers on and off.</p> <p><i>Trainees will create their own layer for a unit of a publication of their choice and upload it.</i></p> <p>The instructor shows the printing settings and how to print.</p>
Proficient use	<ul style="list-style-type: none"> – screenshot, audio and video recorder – weblink – online video – searching the Internet (content, images, videos) – handwriting recognition – advanced settings (General) – homework and classwork 	<p>The instructor presents the screenshot, the operation of the video and audio recorder and gives ideas about how these could be used in the classroom.</p> <p><i>Trainees try out a tool they choose.</i></p> <p>In connection with the advanced use of mozaBook, trainees will learn how to use the homework and classwork functions.</p>
Expected result	<p>Concepts: synchronisation, cloud, upload, My layer, user layers</p>	<p>Application of knowledge: creating a layer (My layer) for a particular unit from a publication, synchronisation, upload, use of the screenshot, audio and video recorder, sending and checking homework assignments, opportunities for organising classwork</p>

Cloud and sharing

Basic sentences for instructors:

There are several ways to share content using mozaBook.

All users can upload their own content (e.g. an exercise book or one's own layer related to an exercise book or publication) to the cloud specifying who can access it.

Shared content can be opened on any device with an active Internet connection and mozaBook installed. In addition, you can send the exercise books you want to share by email.

However, it is also possible to share content without an active Internet connection, that is, to synchronise your content, for example, by using a USB flash drive.

There are three options to share content:

- private sharing: teachers have the opportunity to upload the content they created on their device at home and easily access it in the school. The advantage is that one does not need to use external storage devices, e.g. USB flash drive, external hard disk.
- institution sharing: teachers have the possibility to upload the content they created and make it available to school users. The advantage is that members of the teaching staff can share their own exercise books with each other.
- public sharing: this option is intended for expert users who are already proficient in creating their own content. Before any public content is uploaded to the cloud, it will be reviewed by moderators, so that only the content that meets the professional and typographical demands of the publisher will be available for everyone. The advantage is that teachers can choose a particular user whose materials they can use in the classroom. Thus, teachers may receive professional assistance via mozaBook.





Show how users can upload their own content and explain how the Cloud works. Do not forget to inform trainees that before uploading any publication they can specify the type of access: private, institution or public.


Synchronizing

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



How to synchronize your exercise books
If you wish to access your exercise books on multiple computers, the software offers you two ways to do this.


1. You can synchronize your exercise books with a USB flash drive. This enables you to open them without an Internet connection.
2. You can synchronize your exercise books with your web account, so you can open them on any computer that runs mozaBook and is connected to the Internet.


1. Synchronize using a USB flash drive
Click on the Synchronize menu  on the Open panel.
Select an exercise book  and a drive  in the pop-up window and click on the arrow in the middle to start synchronizing .




When you insert the USB flash drive into another computer, click on the opposite arrow to synchronize the exercise book.



2. Synchronize with your web account
Share • Click on the Share menu  and select Upload to mozaWeb 
Specify who can see the exercise book  and provide data necessary for future searches (keywords, subject, grade and related publications). Then upload your exercise book into your mozaWeb account .



Download • Click on the Exercise books menu on the Media panel .
Select an exercise book you want to download from the list of available exercise books, and click on Download.



Tips

- Set mozaBook to automatically save all the changes you have made in your exercise books to your online account .
- You can also send your exercise books to your friends by email, by choosing the Share by email option .

MOZAIK

Show that public exercise books can be downloaded and used by anyone.

Note: Tell trainees that they can modify exercise books created by other users, but these modifications cannot be uploaded because of copyright protection.

Show trainees it is possible to automatically upload modifications made in already saved exercise books to the mozaWeb account.

Then show that the USB flash drive can be an alternative solution in case an Internet connection is not available in all regions and describe the steps of synchronising content.

Task: Ask trainees to upload the content they have already saved to the cloud.

Common problems, questions

When uploading, users usually choose the public option, so it has to be indicated that choosing this option makes the publication accessible to all mozaBook user.

Printing

Basic sentences for instructors:

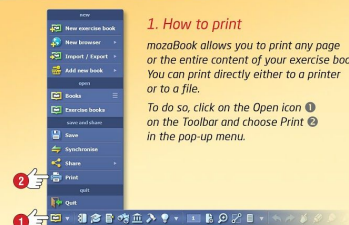
mozaBook allows for printing a part of its content.

Users can print either a particular page or the entire content of exercise books directly to the printer or to file.

Show the print function and the available print settings.

Printing

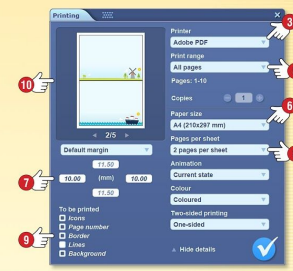
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1. How to print
mozaBook allows you to print any page or the entire content of your exercise books. You can print directly either to a printer or to a file.
To do so, click on the Open icon ① on the Toolbar and choose Print ② in the pop-up menu.

2. Printing directly to a printer
If you have a printer connected to your computer, first select the printer by clicking on the name ④ in the drop-down list ③.
Depending on your printer model, set the following options:
• Select pages to be printed ⑤.
• Select paper size ⑥ and set margins ⑦.
• Select number of pages to be printed on one sheet ⑧.
• Set to print in colour or black-and-white.
• Set to print single-sided or double-sided.
• Set which items in your exercise book (icons, page number, border, lines and background) you want to make visible in print ⑨.

3. Printing to file
When printing to file, you can choose which file format you want to create (png, jpg, pdf or Microsoft XPS). You can insert this file into your publication or print it out later.



Tip
The Print preview window ⑩ in the Print menu allows you to view what the printed version will look like, according to your settings.

MozaiK

Managing layers

Basic sentences for instructors:

In mozaBook, users can create layers in publications and exercise books. The purpose of the layers is to enable their creators to enrich the content of their publications and exercise books.

There are three types of layers:

- Mozaik extras/Mozaik layers: Publications contain a built-in layer, which is created, continuously edited, developed and enriched by the publisher. This layer contains the extra items (videos, 3D scenes, pictures and audios).
- My layer (current layer): The mozaBook users always work on an editable layer that is attached to the publication. Users can use this layer to add their own content and draw. This layer can be saved and uploaded.
- Shared layer, user layer: Expert users can upload their own layers to publications. Users have the opportunity to choose a layer created by another user and use it in the classroom. Teachers can choose one shared layer at a time, but there is the possibility to switch between several layers created by different users, according to the needs.

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1. Layers in publications
Layers are built on one another and can be switched on and off. They offer a way to enhance basic publications with a wide range of content.

- mozaBook stores different extra content (images, videos, 3D scenes, exercises, etc.) on layers in publications (Mozaik extras).
- Some publications also contain solution layers (Solutions).
- By drawing or highlighting something in the publication or adding extra content to it, you can also create your own layer (My layer).
- You can also use others' shared layers (User layers).

2. Using layers
Click on the Layers icon on the Toolbar to manage layers. In this menu, you will find the layers of the publication that are available for you, and display them.

3. Synchronizing and sharing
You can make your own layers accessible to others by uploading them to mozaWeb and making them public. To do so, click on the Open icon on the Toolbar and choose the Share menu. By choosing automatic synchronization, you will save your own layers automatically to your mozaWeb online account. This will keep your publications synchronized. If there is no Internet connection, you can also synchronize your publications from the Synchronise menu with a flash drive.

Tip - Use the Media library to open additional exercise books and individual exercises in the Related content sub-menu to match publication content.

Users can see these three layers at the same time in the publication. Each layer can be switched on and off.

Show examples of the listed layers. Ask trainees to download an already existing shared layer (that you have previously created).

Show how to easily find the downloaded shared layer by switching off other layers.

Task: Ask trainees to select a shared layer and download it. Then ask them to create a layer in a publication, upload it and discuss why it is useful that layers can be switched off.

Suggestion: Specify which items trainees should include on their layer (My layer) (graphical additions, text, inserted multimedia content, weblink, a tool inserted as an icon with preset content etc.) Ask trainees to search for the uploaded layers, download and open these on the interactive board.

Hardware requirements

Advice for users

Some devices are essential for using mozaBook while some others make its use more comfortable. In order to use mozaBook in the classroom a computer and a projector, or a touchscreen device are indispensable.

After plugging in the projector we need to enable the dual-screen mode. To start mozaBook in extended desktop mode we need to set on which monitor we want to use the program. We can do this in Settings > Display.

Many projectors have built-in speakers and audio output ports. However, if this is not the case, it is advisable to purchase a pair of loudspeakers so as to be able to fully enjoy the audios, music and narrations.

Although not essential, it is useful to have a high-bandwidth Internet connection, which allows us to search the Internet and access the cloud from where we can download and upload user layers, exercise books and content.



If an interactive board or a touchscreen is also available, the use of mozaBook becomes much more impressive, as users can operate the system directly from these devices. Interactive boards and touchscreens usually communicate with the computer via a USB interface. There are different types of interactive boards, each of which detects touches in a different way and each type has a different drive via which it communicates with the computer.

MozaBook is platform-free, that is, it can be used with any type of interactive board or touchscreen, because the board is only used for controlling the mouse. The software makes use of the board to utilise the possibilities offered by multi-touch systems. (This can be enabled in Settings > Mouse, touch > Multitouch gestures)

Suggestion: Make sure that the driver corresponding to the interactive board or touchscreen you wish to use is installed on the computer.

Task: Ask trainees to set up the system so that it is suitable for running mozaBook.

Proficient use

Basic sentences for instructors:

By applying their knowledge of the program in more and more complex situations, teachers can achieve a high level of proficiency in using mozaBook.

The multimedia recorder is designed to enable teachers to save screenshots or screen sections and make audio or video recordings.

Show how to use the Screenshot function: full-screen, window content, freehand etc. and how to select a save location.

Then present the functions and use of the audio recorder, video recorder and web camera.

Note: Point it out that recording video requires careful planning and it is recommended that users create a script in which the exact order of the demonstrated functions are written.

It is possible to make pauses while making a video recording.

Task: Ask trainees to collect ideas about how these tools could be used in the classroom. Have them discuss some of the ideas they came up with and try out some of them.

Further help

Video recorder and Audio recorder video tutorials (in English).

Common problems and questions

Making audio and video recordings takes a lot of practice, and even though making a professional recording is time-consuming, the time put into it will pay off.

Multimedia recorder mozaBook guides 46

1. What is the Multimedia recorder and where can you find it?
Use this tool to save screenshots, make audio recordings and create screencasts. Click on the Screenshot icon 1 on the Toolbar to start the tool.

2. Saving screenshots
Use the menu to select the type of screenshot you want to save and select the area of the screen you want to save. You can insert your screenshots into publications from the Saved screenshots folder 2.

3. Making an audio recording
If your computer has a microphone, use the mozaBook audio recorder to make audio recordings. Select the Audio recorder menu 3. Click on the REC button to start the recording.

4. Creating screencasts
Use the Video recorder to record what happens on your computer screen. If your computer has a microphone, you can also record sound. Select the Video recorder menu 4.

Once you stop the recording, playback will start automatically. You can insert the audio recording into your publication immediately 5. You can find it later in the folder on the Audio recorder toolbar or in the Media library.

Click on the Hide mozaBook icon 6 to choose whether you want to capture the mozaBook window or the window for another software application running on your computer. You can also choose whether you want to capture the entire screen or only a section of it 7.

You can access recorded multimedia content from the Media library or directly from the recorder toolbars 8.

Web links

Web links are designed to enable teachers to open websites related to the curriculum with the help of the mozaBook built-in web browser without leaving the program. Once the web link is saved and inserted into the publication teachers can access the particular website with one click.

Describe the steps of inserting a web link and explain what is the role of entering keywords for the inserted links.

Task: Ask trainees to insert a web link into their publication.

Handwriting recognition

The handwriting-recognition function of mozaBook as well as the possibility of dragging the handwriting, e.g. into one of the search fields of mozaBook is supported in Windows 7 and later versions of Windows.

Show how handwritten text is recognised.

Suggestion: Install the appropriate language package in Windows (Control Panel > Regional and Language Options).

Task: Ask trainees to click on the Text recognition pen icon on the toolbar and write any English word on the publication then instruct them to search the Internet for images related to that word by dragging the handwriting directly into the search field of in the Media library window.

Handwriting recognition

mozaBook guides 48


- 1. What to use it for and when**

The mozaBook handwriting-recognition function enables you to use your handwriting instead of the on-screen keyboard to enter text on the interactive whiteboard.
- 2. System requirements**

The handwriting recognition function of mozaBook is supported by Windows 7 and later versions.
The languages for which handwriting recognition is available depend on the language packages installed on your computer.
- 3. How to use it**

Click on the Freehand Drawing icon on the Toolbar, and write something on the board.
Select what you have written and choose Recognition in the local menu for the object.
This will show a list of alternatives to the text.
By clicking on the right alternative, mozaBook converts your handwriting into typed text and treats it as a text object.
- 4. Search using handwriting recognition**

Select the handwritten text and then choose Search in the local menu. This will show a list of alternatives to the text. Select the text you want to search far from this list.
You can search on the web, in the gallery and in the open publication.
You can also start your search by dragging the handwriting directly into the built-in Search function in mozaBook. When you do so, handwriting recognition takes place automatically and the software starts the search on the basis of the text alternative it recognizes.



Advanced settings

Review the previously learned settings and show the following ones:

- *Desktop icons (Unit 6): the user can set which desktop icons to display on the mozaBook screen*
- *mozaWeb account: entering a username which grants access to the mozaWeb cloud*
- *General: other important settings, freeing up temporary store space, restoring factory settings*

Task: Ask trainees to follow you and try out the settings on their own devices.

Present the settings not yet detailed during the training and the most common troubleshooting tips:

- **Multitouch:** Several students can simultaneously draw or write on the interactive board. In addition, objects can be rotated and zoomed in or out, among others, by holding them with two fingers.
Note: When the multi-touch function is enabled on a single-touch interactive board, users can experience unwanted double-clicks.
- **SMART Board switch:** SMART Boards (interactive boards by SMART Technologies) have a tray that contains 4 pens and a sponge. By picking up either of these the SMART software opens a transparent window on the screen on which we can draw. If we exit the previously opened SMART window, the drawings disappear. However, if we enable the SMART Board switch and pick up either of the pens, it is not the SMART transparent window that opens, but the mozaBook pencil case is switched on and the right colour pen is active.
- **Multi-screen mode:** mozaBook can run on several screens; it is possible to specify on which screen to start the software.

Ask short questions to make sure all the trainees understand the concepts learnt in this unit (synchronisation, cloud, upload, own's own layer, user layers).

Suggestion: Provide an opportunity for trainees to ask questions.

Homework

Basic sentences for instructors:

Exercises created with the Test Editor in mozaBook can be set and sent as homework.


With mozaBook, it is possible to manage homework assignments set for classes, groups or individual students.

The program notifies students by email when a new homework assignment is set and lets them know the topic and the deadline for submission.

Students can open the homework by clicking on the Homework link in the notification email and solve the exercises online.

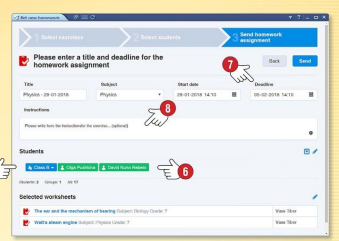
Homework mozaBook guides 51

How to set homework
mozaBook provides the option to select worksheets that have been previously uploaded to mozaWeb and set them as homework for a selected group.



Click on the Homework icon on the Toolbar and choose Set new homework from the pop-up menu.

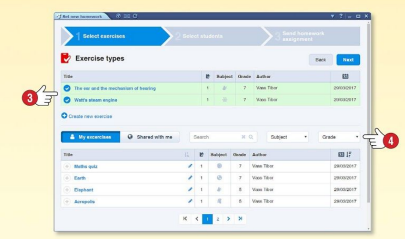
You can make homework settings in the pop-up window.



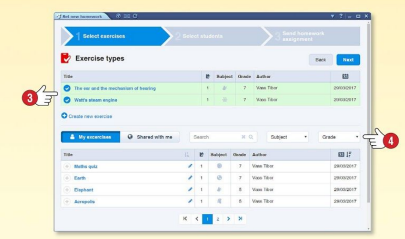
Setting options

- Select an exercise or worksheet. Filtering by subject and grade helps you to navigate among exercises that have been uploaded and are available to you.
- Whom would you like to set homework for? Choose a group or select individual recipients.
- Enter the time available to complete the exercises.
- If necessary, you can add extra instructions to the exercises.

Tip • You have the option to manage groups on the mozaWeb platform and review data on homework that has been set and completed. These functions are also directly available on the Homework panel in mozaBook.



Title	Subject	Grade	Author
The use and the mechanism of bonding	Chemistry	Year 10	20050817
Water clean engine	Year 10	Year 10	20050817



Title	Subject	Grade	Author
Maths sets	Maths	Year 10	20050817
English	English	Year 10	20050817
Spanish	Spanish	Year 10	20050817
Arts and	Arts and	Year 10	20050817

Introduce trainees to the benefits of the system:

- It records homework assignments that have been set and submitted, so they can be easily evaluated and managed
- The program automatically checks the answers and creates statistics on the results, making it easy to evaluate and compare students' performance.
- The assignments can be completed online with any Internet browser.

Show how worksheets can be uploaded to mozaWeb and how they can be set and sent as homework for students.

To do this, you need to create a worksheet with the Test editor and upload it to mozaWeb before the training as well as adding trainees to a group.

Set and send a worksheet with five exercises as homework and check the solutions during the next unit.

Further help

Getting started page 50.

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Homework

Uploading the worksheet to mozaWeb

You can upload the exercises and worksheets you have created in the mozaBook Test Editor to mozaWeb, make them accessible to others or set them as homework.

To upload an exercise, click on the icon inserted in the publication and choose Upload to mozaWeb in the local menu.

In the pop-up menu

- label the exercise
- enter keywords to be searched for
- choose a topic, grade and related publication and
- mark difficulty level

Before uploading, decide which groups you want to make your exercises accessible to on mozaWeb and indicate them.

Tip

If you would like to use an exercise inserted into a publication and set it as homework immediately, you can do so with a single step.

- On the Homework toolbar, choose the Set new homework menu item presented previously.
- Drag the icon for the exercises you have selected directly to the pop-up window.
- After you have made the settings described above, set the homework for the group you have selected.

Classwork

Basic sentences for instructors:

If students use PCs or tablets in class, they can connect to the mozaBook program that runs on the teacher's computer or on the interactive board. This way students can use their own devices to solve exercises, or open and play digital content sent to them. This can make group work even more exciting and effective.

Describe the options mozaBook offers for classwork:

Teachers

- can send images, diagrams, and exercise books to the student's devices, so that the class can work together
- can send individual and group exercises, so that every student receives the appropriate amount of tasks
- can organise, direct and monitor group work
- can keep track of completed assignments, see answers that have been submitted and automatically checked, receive statistics on the results

Students

- are motivated thanks to the use of digital devices
- can receive individual and personalised activities
- receive immediate feedback about their performance

Describe the steps of creating connections, starting classwork and connecting students. Show trainees how to send images, 3D scenes, pages in publications and worksheets to students.

Introduce the trainees to evaluation and statistics functions.

Task: Show how the function works (ask the trainees to connect to the teacher's device): send pages 30-31 in the publication Science for teenagers to the devices of connected trainees. Ask the trainees to solve the assignment at the bottom of the double-page and evaluate it together.

Further help: Getting Started pages 53–55.

Classwork mozaBook guides 54

How to connect to the classwork

1 Click on the Homework icon on the Toolbar and select the Create a connection menu item.

2 Create a connection

3 Student connection

4 Create a connection and start the classwork.

Students can connect to the mozaBook software on your computer via the local network or the Internet.

- Ask students to start mozaBook on their devices and
- select the Student connection menu item so they can connect to the classwork.

Teacher's control panel

On the Classwork panel, you can check the connected students' status, keep track of the status of assigned exercises, or open a summary.

Sending content

8 You can send content to connected students via their devices. Select the Send to students option in the local menu for images, figures, exercise books or textbooks, or in the Save and Insert menu for 3D scenes and the Test editor.

Sending images and illustrations

9 You can send an image or figure, or choose illustrative material from the Internet.

Sending current page in book or exercise book

You can display the current page in your open textbook or exercise book on students' devices, so students can immediately see what you want to show them without turning to that page.

Tip • Click on a name or an avatar to open the quick menu and check the content displayed on the device of that particular student.

MOZAIK

Basic sentences for instructors:

The Classwork feature offers users various possibilities to solve exercises and evaluate the results, and also to compile statistics regarding them.

Explain trainees that there are two different ways to assign exercises to students using the Classwork feature:

Ways to solve exercises:

- *Exercises solved by students on their own*

The entire worksheet is displayed on the students' devices, and students are able to answer the questions only on their own devices. The worksheet does not have to be displayed on the interactive board.

- *Exercises displayed only on the interactive board*

Students can see the exercises only on the interactive board controlled by the teacher. The worksheet itself is not displayed on students' own devices, they see the answers only. In this function less exercise types are available: single choice, multiple choice, and true/false exercises. The teacher shows the question on the interactive board, and the students can mark the answer they consider to be correct on their own devices by selecting the letter belonging to the answer.

Suggestion: Make it clear to trainees that the 2nd option is useful when the teacher wants to supervise the entire process of solving the exercise and measure the time needed to do so. It can also be useful if the connection between the interactive board and the students' devices does not work correctly in the classroom. (In this case, as the exercise itself is not displayed on students' devices, less data traffic takes place the devices.)

Explain trainees the difference between the 'Answer' and the 'Vote' options. Ways to evaluate answers:

- *By selecting the 'Answer' option, teachers can see answers given to each question by each student (evaluation by exercise and individual evaluation).*
- *By selecting the 'Vote' option, teachers can only see how many students chose each answer, not the answers given by each student separately.*

Suggestion: Explain trainees that the 'Vote' option should be used if the teacher does not want to know, cannot know (for privacy reasons), or it is not important what answer has been given by each student. In other words, this option should be selected when the teacher only wants to see how many times has been each answer chosen (for example: Should students take a test the next day? Have you already tried smoking cigarettes? Have you already travelled abroad? etc).

Classwork mozaBook guides 55

Assigning and solving exercises
Exercises created in mozaBook can be sent to students or groups connected via the 'Classwork' function in two different ways.

Simplified assigning
Students use their devices only to answer questions. The questions are displayed on the board controlled by the teacher. Students solve the exercise at the same time. The entire process is controlled by the teacher. This function does not require a lot of data traffic, so classwork will not be interrupted by poor local network connection.

Evaluating solutions
In 'Answer' mode, solutions can be evaluated by student or by exercise. In 'Vote' mode, students answer the questions anonymously, so teachers only see how many students chose each answer.

Sending the entire exercise
The entire exercise is displayed on the students' devices, they can solve and send back their solutions using their own devices.

Student	A	B	C	D	E	Score			
Abdul Ghafar	✓	✓	✓	✓	✓	80			
Benito Rodriguez	✗	✗	✗	✗	✗	20			
Dasha Serebrina	✓	✓	✓	✓	✓	100			
Denise Tufford	✓	✓	✓	✓	✓	50			
Edina Uroic	✗	✗	✗	✗	✗	40			
Elise Smith	✗	✗	✗	✗	✗	0			
Leonard Williams	✗	✗	✗	✗	✗	0			
Total	60	63	67	60	60	33	33	17	48

UNIT 10 – Methodological ideas for future instructors (optional)

The last unit is aimed at providing trainees with ideas and instructions about how to prepare for teaching their motivated and innovative colleagues in their home country how to use mozaBook. In the morning, in the frame of practical activities, trainees receive ideas intended to help them during their work as instructors. In the afternoon, they will study the detailed training plan designed to guide them during the training sessions.

Topic	Knowledge and skills to be acquired	Short description
How to teach?	<ul style="list-style-type: none">– teamwork, preparation of a training plan for a particular topic– presentation of the chosen topic	<i>The trainees' task is to prepare a training plan for the chosen topic and present that topic. After the presentation trainees will be asked to evaluate their work.</i>
Detailed training plan	<ul style="list-style-type: none">– familiarisation with the structure of each unit in the detailed training plan	<i>Trainees will get to know and study the detailed training plan and add their own notes to it.</i>
Expected result	Concepts: detailed training plan	Application of knowledge: Trainees are expected to reflect on activity ideas for teaching the elements of mozaBook, present these elements to their colleagues and have a knowledge of the detailed training plan.

How to teach it?

Task: Divide trainees into five groups and ask each group to choose one of the following topics. Ask them to prepare for teaching their colleagues the selected topic by making a training plan.

1. Navigation, managing publications, Screen map
2. Extra content
3. Creating one's own content, exercise function
4. Tools and games
5. Test editor

Ask trainees to:

- collect information related to the topic
- list the important and less important information
- reflect on how to present the chosen item to their colleagues
- prepare a presentation of 4 or 5 pages in a mozaBook exercise book, containing the steps of the teaching process (preparation of a training plan)
- choose a trainee who will present the training plan to the others (they can use the content created during the training)

The groups will have 60 minutes to prepare their training plans and a maximum of 20 minutes to present them.

Detailed training plan

Trainees will receive the detailed training plan in PDF format.

Ask trainees to have a look at the tasks for the instructor in each unit.

Proceed together through the practical steps. Provide trainees with ideas and advice.

Discuss the experience trainees had during each unit and the arising problems.

Task: Ask trainees to familiarise themselves with the detailed training plan. Then ask them to make a copy of it and add notes that may be important in terms of their future job as instructors.

This part of the training concludes with a discussion and evaluation. The instructor and trainees discuss their experience of the two weeks.

They shall also define the action steps until the next training event. Trainees are to:

- practise the skills learned during the training and develop their digital competence
- enrich the digital textbooks created by local editors with their own content and create their own layers in textbooks
- create and upload worksheets related to the curriculum and save these into publications
- use mozaBook in their lessons, make notes and collect their questions and problems
- carry out surveys among their students to find out what advantages the program offers
- study the training plan prepared for instructors