



DMC – Digital Menu Card

User manual – lesson plans, digital learning materials and methodological resources for vocational education

October 2026

About the DMC website

Digital Menu Card brings together classroom-ready lesson plans, methods, and digital tools in one practical library for teachers and trainers.

Website: <https://dmc-edu.eu>

Contact us at: edu@itstudy.hu

Interface languages: English, Spanish, Lithuanian, Hungarian, Italian



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VITA – Vocational Innovation through Teaching with AI · 2025-1-LT01-KA220-VET-000362456
VETWork – Digital Culture for the 21st Century Vocational Education · 2020-1-HU01-KA202-078760

Developed by the VETWork Erasmus+ Consortium.

Renewed and expanded within VITA Erasmus+ project.

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About this document

This manual is a complete user guide to the **DMC – Digital Menu Card** online platform (<https://dmc-edu.eu>). It explains the purpose, structure and every feature of the website: from browsing and downloading content, through registration and creating your own lesson plans and digital learning materials, to the community features and the editorial (moderation) tasks.

Who is it for?

- **Teachers and trainers** who are looking for ready-made lesson plans, methods and digital tools, or who want to create and share their own lesson plans and learning materials.
- **Mentors and editors** who review, approve and maintain the submitted content (see the [For editors and mentors](#) chapter).

Conventions used in this document

- **Bold** text marks labels shown on the screen (menu items, buttons, field names).
- The **Menu › Submenu** format means successive clicks (for example **CREATE... › Lesson Plans**).
- Required fields are marked on the website with a red asterisk (*).
- The screenshots were taken on the English interface in October 2026 with a demo account created for this purpose ("Sample Teacher"). The live website may differ in minor details (for example the counter values or the content of the lists).
- Most content on the platform has been created in Hungarian or English. The examples in this manual therefore show English content; the menus, buttons and form labels appear in the interface language you choose.

1 What is DMC?

DMC (Digital Menu Card) is a practical knowledge base and community platform, primarily for teachers and trainers in vocational education and training (VET). In one place it offers:

- **lesson plans, project plans and micro-courses that can be downloaded and freely reused,**
- **digital educational materials (micro-learning contents),** including interactive materials that run in the browser,
- detailed descriptions of **innovative teaching-learning and assessment methods,**
- practical presentations of **digital tools (applications)** with advantages, disadvantages and examples,
- a selection of **free content sources and repositories,**
- and a **guided, step-by-step lesson planning form** with which anyone can create, save and share lesson plans and develop them further together with others.

The platform is a “one-stop shop”: teachers can learn about methods and tools that colleagues have tried and tested, browse materials created by others, and rate, download, copy and adapt them to their own needs.

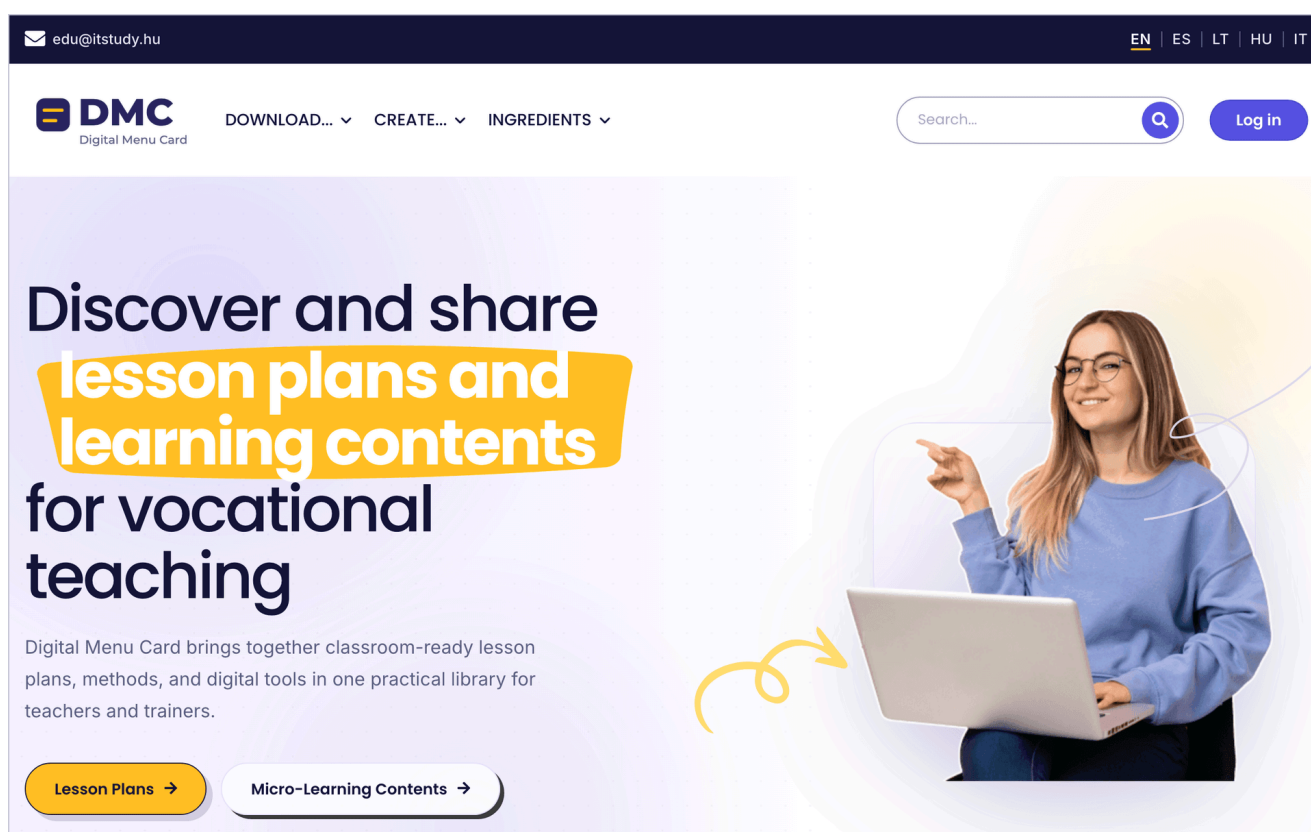


Figure 1 – The DMC home page

Project background. DMC was developed by the *VETWork – Digital Culture for the 21st Century Vocational Education* Erasmus+ consortium (2020-1-HU01-KA202-078760) and renewed and expanded within the *VITA – Vocational Innovation through Teaching with AI* Erasmus+ project (2025-1-LT01-KA220-VET-000362456), among other things with learning materials and modules on artificial intelligence. The platform is operated by ITStudy; contact: edu@itstudy.hu.

1.1 The structure of the “menu card”

The website is organised like a restaurant menu. The three main items of the main menu are:

Menu item	Meaning	What you find there
DOWNLOAD... (“Takeaway”)	Ready-made, downloadable content	Lesson and project plans, digital educational materials (micro-learning contents)
CREATE... (“DIY”)	Creating your own content	Online lesson/project planner, uploading digital materials
INGREDIENTS	Building blocks for planning	Teaching methods, digital tools, content sources
Forum	Community space (logged-in users only)	Discussions, questions, exchange of experience

1.2 The platform in numbers

A counter on the home page shows the current size of the platform: the number of **lesson plans to download**, **downloadable materials** and **registered users**. When this document was prepared, the site listed more than 500 public lesson plans, more than 750 downloadable materials and almost 2,000 registered users.

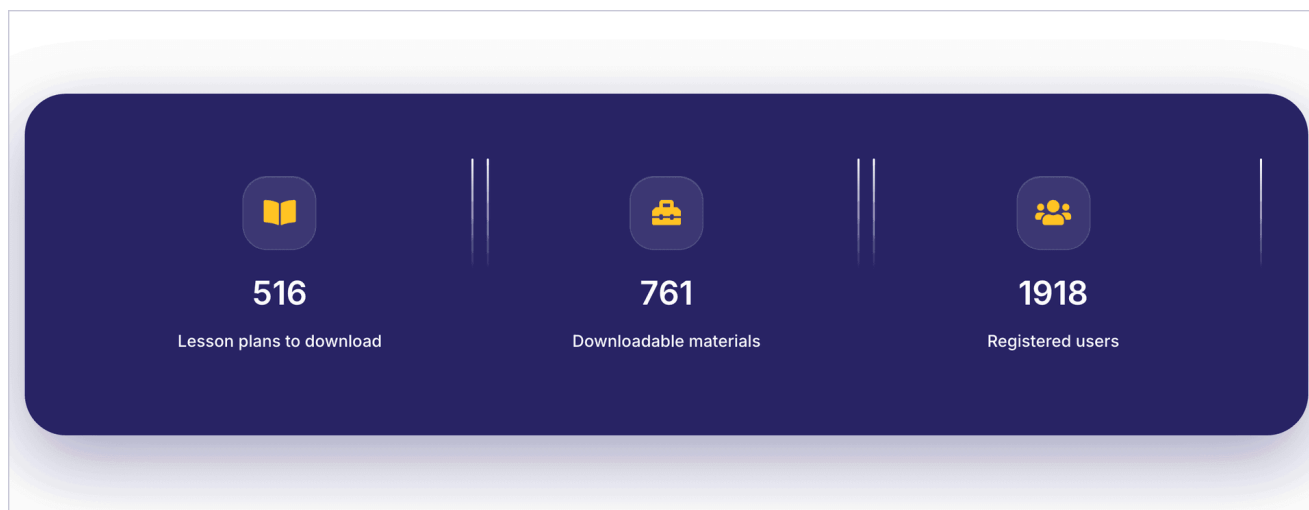


Figure 2 – The statistics bar on the home page

2 Roles and permissions

What you can do on DMC depends on whether you are logged in and which role you have.

Feature	Visitor (not logged in)	Registered user (teacher)	Mentor	Editor
Browsing and searching lesson plans, materials, methods and tools	✓	✓	✓	✓
Downloading PDFs and attachments	✓	✓	✓	✓
Reading and writing comments	–	✓	✓	✓
“Likes” and Favourites	–	✓	✓	✓
Reading the forum, starting a new forum topic	–	✓	✓	✓
Creating, editing and deleting your own lesson plans and digital materials	–	✓	✓	✓
Copying (cloning) lesson plans	–	✓	✓	✓
Viewing other users’ profiles	–	✓	✓	✓
Reviewing, publishing and archiving submitted lesson plans and materials	–	–	✓	✓
Adding new methods, digital tools and content sources	–	–	✓	✓
Editing and translating any content, managing revisions	–	–	partly	✓

Note: In addition, system administrators manage the whole website (users, settings, approval of comments, etc.). This manual covers the administration interface only as far as it is needed for editorial work.

3 Site structure and navigation

3.1 Header

The header is the same on every page and consists of the following elements (from left to right):

- **top bar:** the contact e-mail address (edu@itstudy.hu) and the **language switcher** (EN, ES, LT, HU, IT);
- **DMC logo:** takes you back to the home page;
- **main menu:** **DOWNLOAD...**, **CREATE...**, **INGREDIENTS** and, after logging in, **Forum**;
- **search field:** quick search in lesson plans, digital materials and resources;
- the **Log in** button or, after logging in, the **My details** menu.

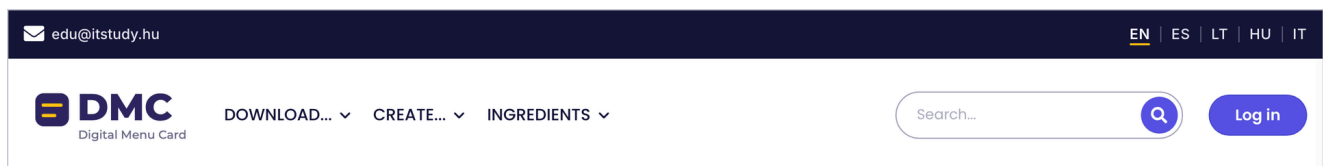


Figure 3 – The header before logging in

3.2 Main menu

When you move the mouse over a main menu item (or tap it on a mobile device), its submenu opens:

- **DOWNLOAD... › Lesson Plans** – the list of lesson and project plans;
- **DOWNLOAD... › Digital Educational Materials** – the library of digital educational materials (micro-learning contents);
- **CREATE... › Lesson Plans** – creating a new lesson plan (login required);
- **CREATE... › Digital Educational Materials** – uploading a new digital material (login required);
- **INGREDIENTS › Teaching Methods, Digital Tools, Resources.**

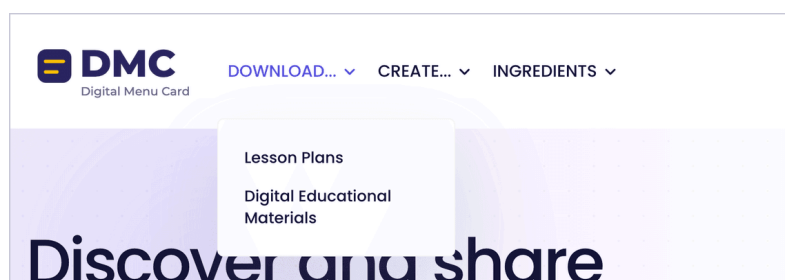


Figure 4 – The DOWNLOAD... menu

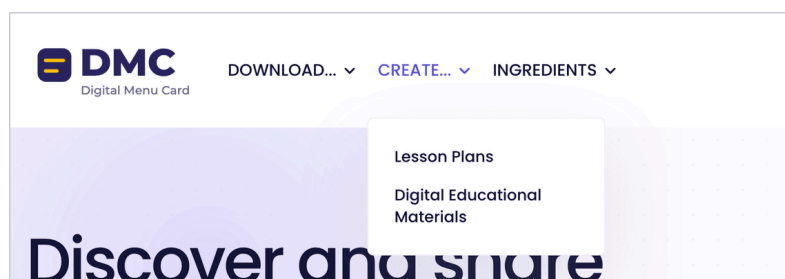


Figure 5 – The CREATE... menu

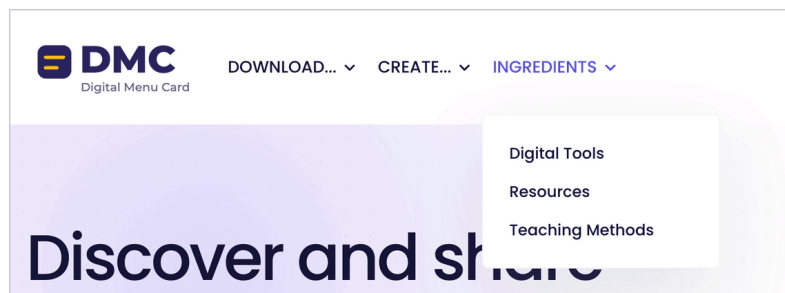


Figure 6 – The INGREDIENTS menu

3.3 Choosing the language

The interface is available in five languages: **English (EN)**, **Spanish (ES)**, **Lithuanian (LT)**, **Hungarian (HU)** and **Italian (IT)**. You can switch the language in the top right corner of the header; the current language is underlined. As a logged-in user you can also set your default site language under **My details › Settings** (see [Settings](#)).

It is important to distinguish two things:

- **the interface language** – the language of the menus, buttons and labels;
- **the material language** – the language in which the lesson plan, learning material, method description or tool description itself was written. It is set in the **Language** field when the content is created, and the lists can be filtered by it. The platform contains materials in English, Hungarian, Italian, Spanish, Lithuanian, German, Romanian, Slovenian, Serbian, Slovak and French.

Tip: On a content page the categories (for example sector, competencies, type of tool) are always shown **in the material language**. This is why the labels of a Hungarian lesson plan appear in Hungarian even on the English interface.

3.4 Home page

The home page introduces the platform and offers quick entry points:

- **Lesson Plans** and **Micro-Learning Contents** buttons – take you directly to the two main lists;
- **statistics bar** – the number of lesson plans to download, downloadable materials and registered users;
- **About the Platform** section – what DMC can be used for (finding ready-made lesson plans, creating your own, sharing, collaboration, tools);
- **How does this site help?** – the pedagogical background and aims of the platform.

3.5 Thematic landing pages

Three landing pages belonging to the menu-card idea lead to the relevant lists through picture tiles:

- **Takeaway** (</en/takeaway>) – downloadable lesson/project plans, micro-learning contents;
- **DIY** (</en/diy>) – online lesson/project planning, sharing digital educational materials;
- **Ingredients** (</en/resources>) – innovative teaching-learning methods, digital tools, free content sources and repositories.

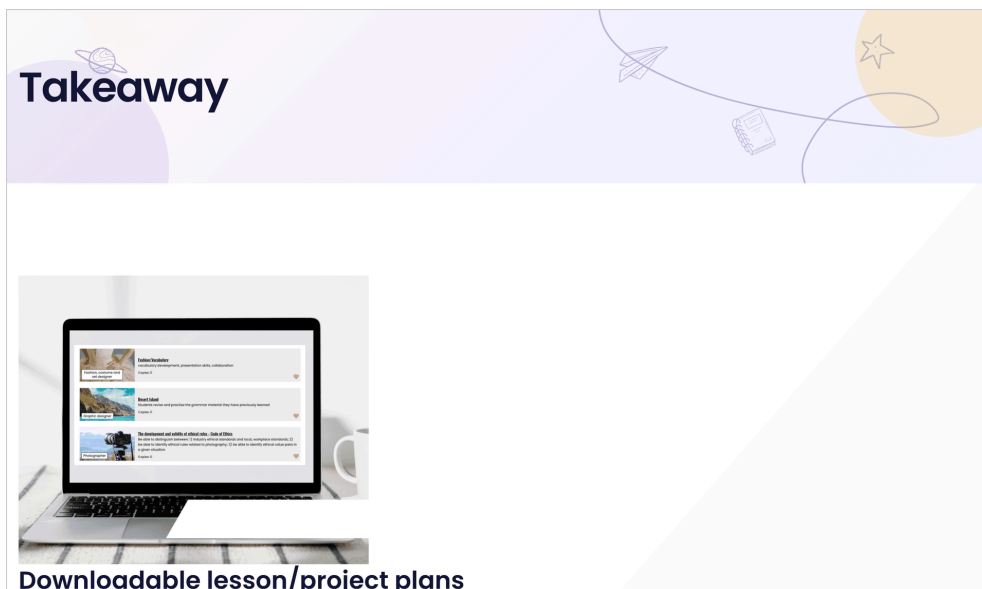


Figure 7 – The Takeaway landing page

3.6 Footer

The footer at the bottom of every page contains the **Contact us** form and the **VITA webpage** link, together with the logos and project numbers of the Erasmus+ projects that developed the platform (VITA, VETWork).

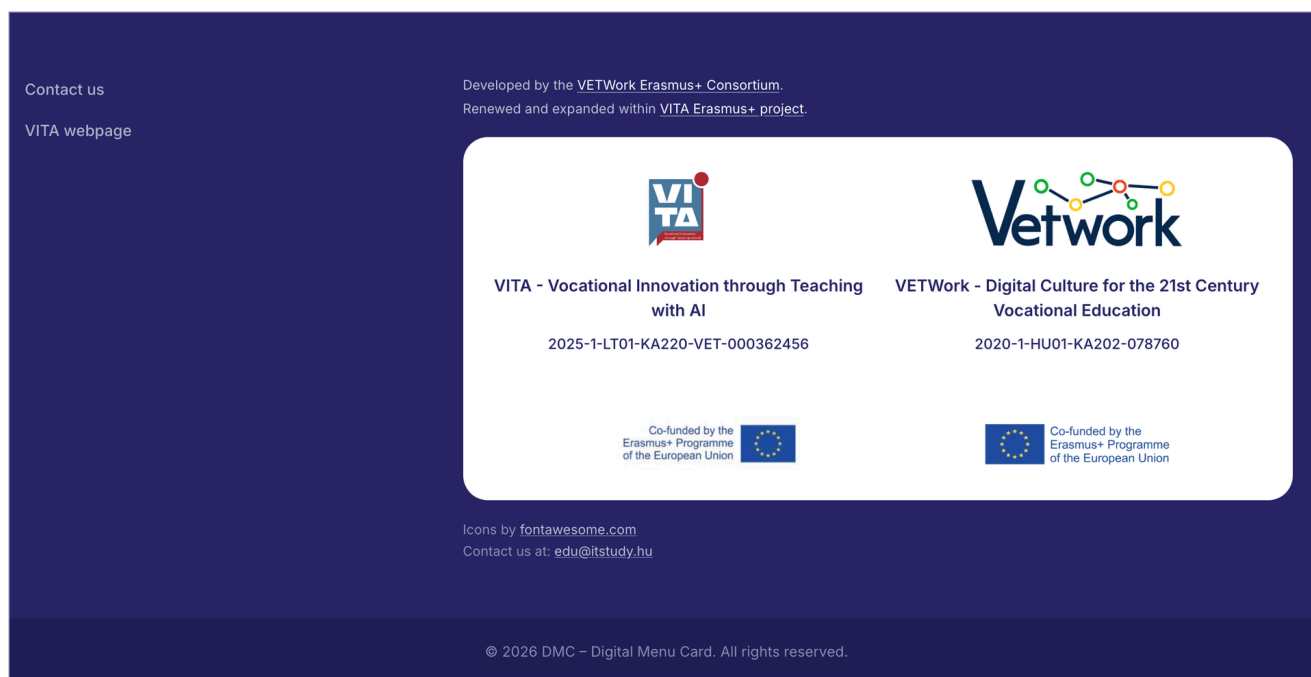


Figure 8 – The footer

3.7 Accepting cookies

On your first visit, a cookie banner appears at the bottom of the page. With **Accept** you consent to the use of cookies; with **No, thanks** you decline them. The **More info** link opens the privacy policy.

Figure 9 – The cookie banner

3.8 Mobile view

The website can be fully used on phones and tablets. On small screens the main menu moves behind the **Menu** button in the top right corner; next to it, the **user icon** takes you to login or to My details. The panel that opens contains the search field, the menu items (expandable with **+**) and the language switcher; close it with **×**.

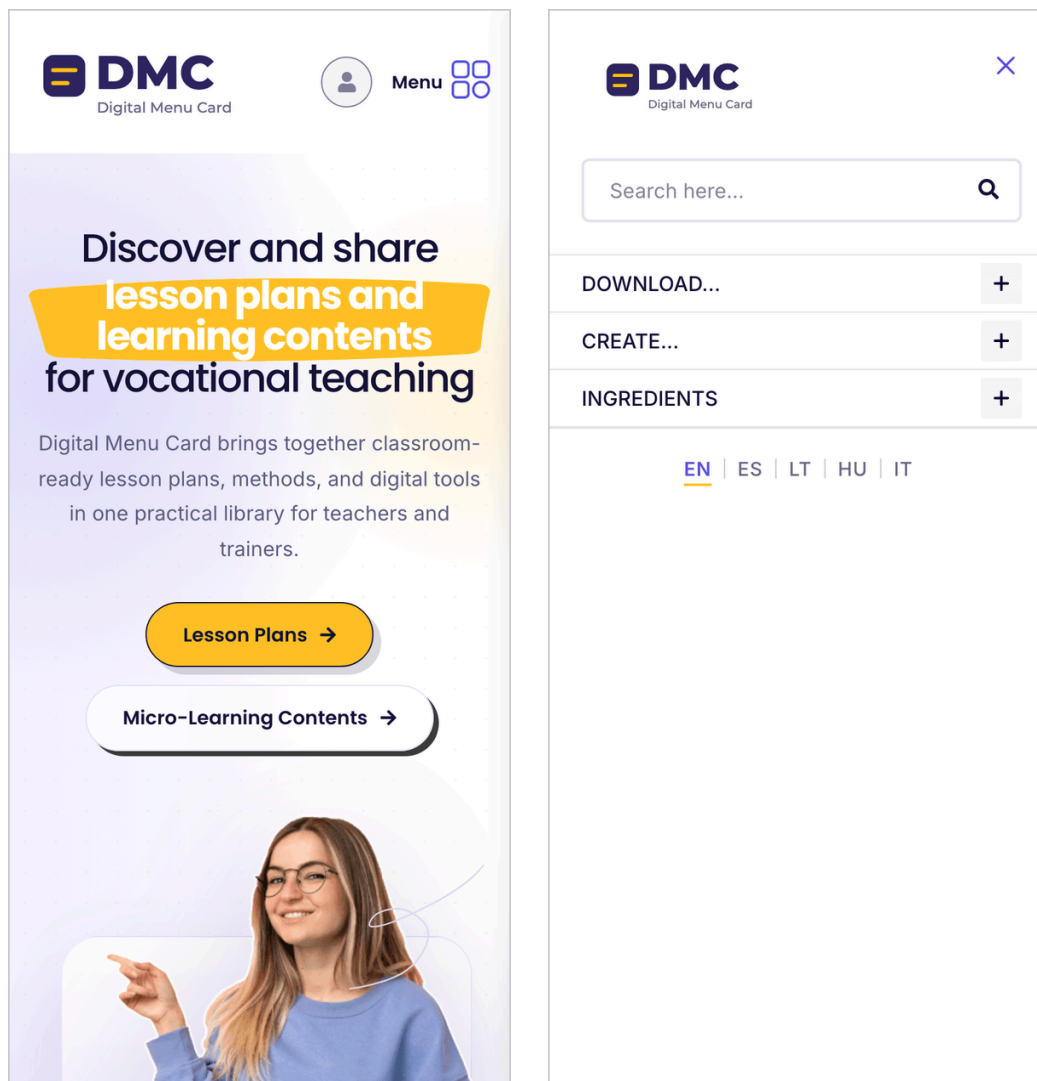


Figure 10 – The home page on a mobile phone / The opened mobile menu

4 Registration and login

You do not need to register to browse and download content. **Registration is required**, however, to create lesson plans and materials, to comment, to use “Likes” and to use the forum.

4.1 Registration

1. Click the **Log in** button in the header and then the **Create account** link (or open <https://dmc-edu.eu/en/user/register> directly).
2. Fill in the form:
 - **Email address** – it is not made public and is used only for account-related notifications;
 - **Username** – spaces, periods, hyphens, apostrophes, underscores and the @ sign are allowed;
 - **Last name, First name** – shown as the author of your lesson plans;
 - **School** and **Sector** – your institution and your field.
3. Click **Create account**. You will receive an e-mail with a **one-time login link**. Click it to log in and set your password.

Faster option: Google account. With **Continue with Google** you can register and log in with your Google account, without a separate password.

Create your account

Join our community of educators.

 **Continue with Google**

Email address

The email address is not made public. It will only be used if you need to be contacted about your account or for opted-in notifications.

Username

Several special characters are allowed, including space, period (.), hyphen (-), apostrophe ('), underscore (_), and the @ sign.

Last name

First name

School

Sector

Create account

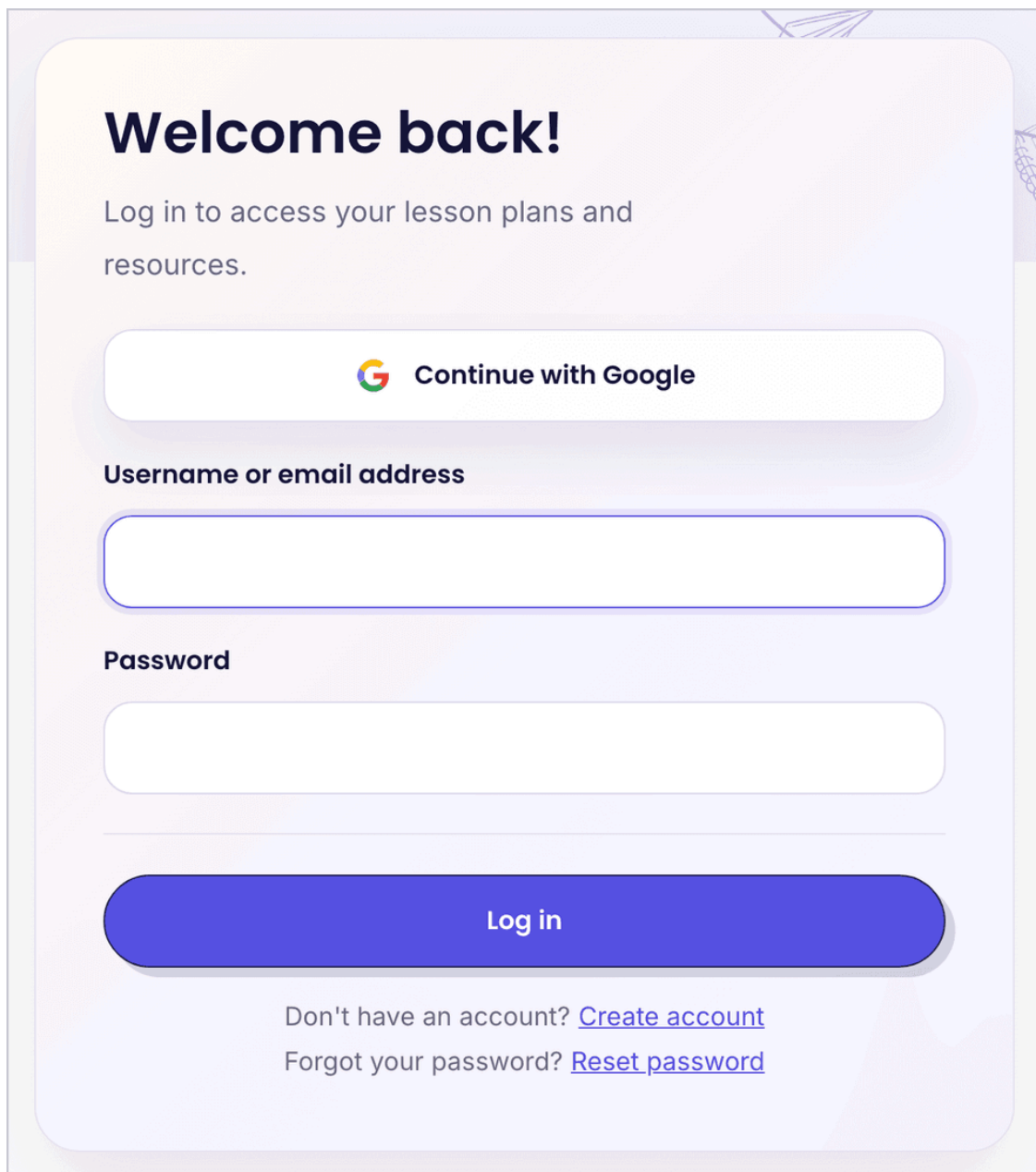
Already have an account? [Log in](#)

Forgot your password? [Reset password](#)

Figure 11 – The registration form

4.2 Logging in

Clicking **Log in** opens the login page. Enter your **username or email address** and your **password**, or use **Continue with Google**. After a successful login you are taken to the home page and the **My details** menu appears in the header.

The image shows a login page with a light purple and white background. At the top, it says "Welcome back!" in a large, bold, dark blue font. Below this, it says "Log in to access your lesson plans and resources." in a smaller, dark blue font. There is a button with the Google logo and the text "Continue with Google". Below that, there are two input fields: "Username or email address" and "Password". At the bottom, there is a large blue button with the text "Log in". Below the button, there are two links: "Don't have an account? [Create account](#)" and "Forgot your password? [Reset password](#)".

Welcome back!

Log in to access your lesson plans and resources.

 Continue with Google

Username or email address

Password

Log in

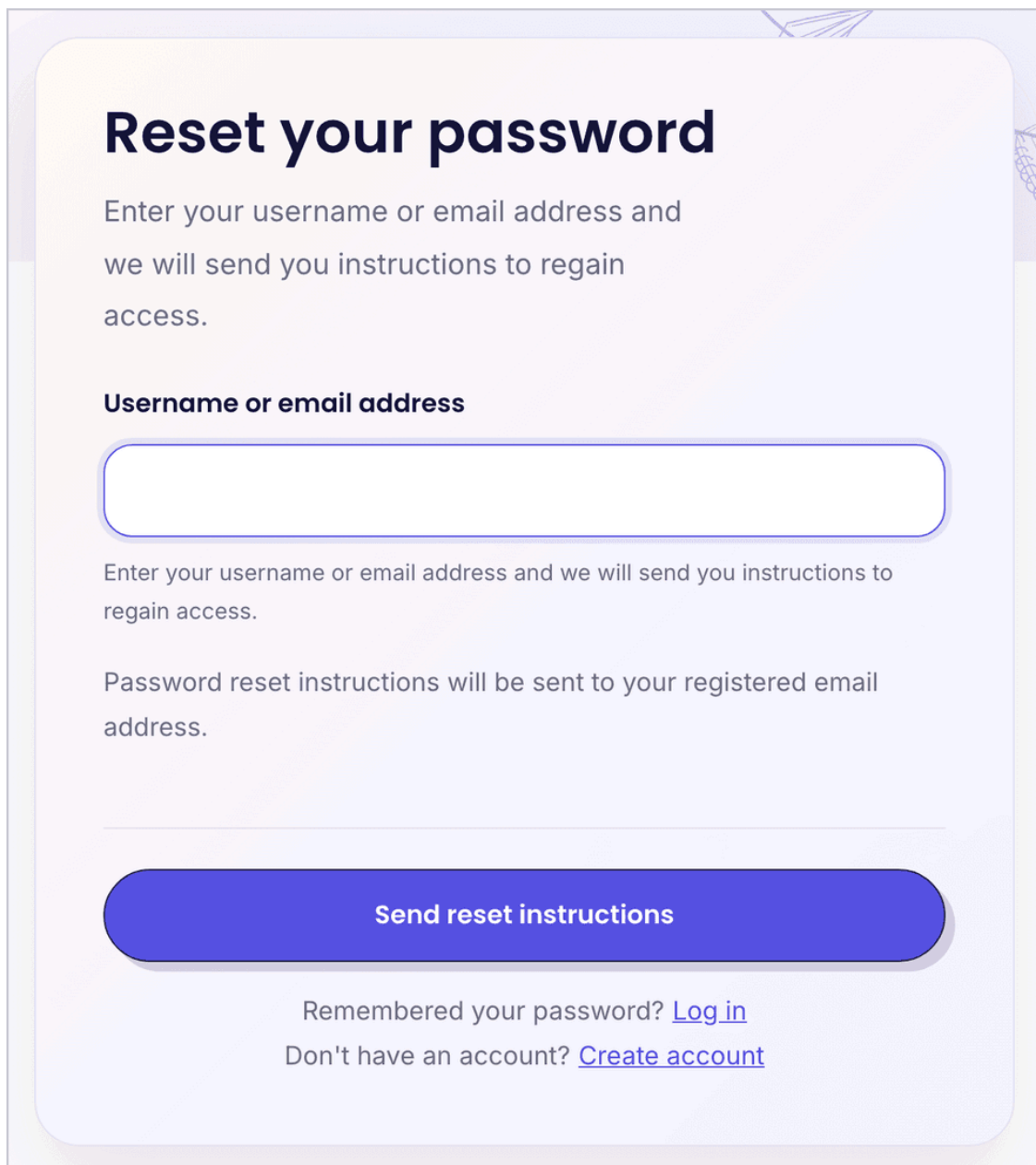
Don't have an account? [Create account](#)

Forgot your password? [Reset password](#)

Figure 12 – The login page

4.3 Forgotten password

On the login page click **Reset password**, enter your username or email address and click **Send reset instructions**. Use the link in the e-mail sent to your registered address to set a new password.

The image shows a 'Reset your password' form. At the top, the title 'Reset your password' is in a large, bold, dark blue font. Below it, a paragraph explains that the user's username or email address will be used to send instructions to regain access. A label 'Username or email address' is positioned above a white input field with a blue border. Below the input field, another paragraph repeats the instruction. A second paragraph states that password reset instructions will be sent to the user's registered email address. A large, rounded blue button with the text 'Send reset instructions' is centered below a horizontal line. At the bottom, there are two links: 'Log in' for users who remember their password and 'Create account' for new users.

Reset your password

Enter your username or email address and we will send you instructions to regain access.

Username or email address

Enter your username or email address and we will send you instructions to regain access.

Password reset instructions will be sent to your registered email address.

Send reset instructions

Remembered your password? [Log in](#)

Don't have an account? [Create account](#)

Figure 13 – Resetting the password

4.4 Logging out

To log out, use **My details › Logout** (see the next chapter).

5 My details – your user account

5.1 The My details menu

After logging in, the **My details** button appears on the right of the header. Its drop-down menu contains:

- **Profile** – your own dashboard (your lesson plans, materials and favourites);
- **Create Lesson Plan** – starts a new lesson plan;
- **Upload Digital Material** – submits a new learning material;
- **Settings** – profile data, password, language;
- **Logout**.

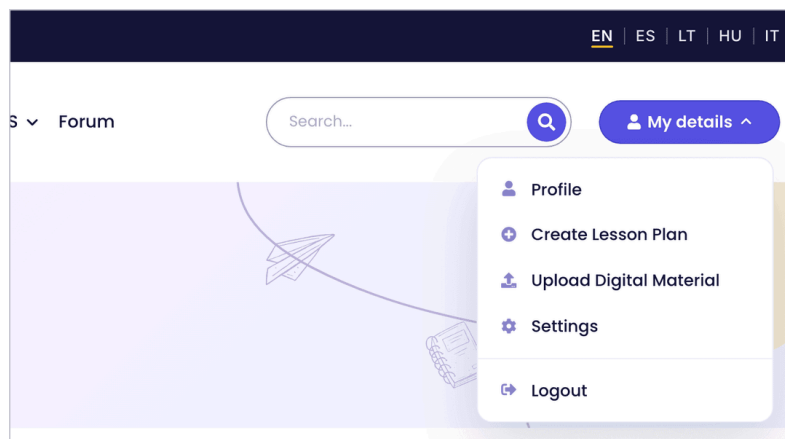


Figure 14 – The My details menu

5.2 Dashboard (profile)

The header of your profile page (dashboard) shows your name and your **sign-in method** (for example “Email and password” or Google). Below it there are two blocks:

- **My lesson plans, digital educational materials** – all lesson plans and digital materials you have created, shown as cards. Each card shows the type (**LESSON / PROJECT PLAN** or **DIGITAL EDUCATION MATERIAL**) and the status: **DRAFT** (not yet public) or **PUBLISHED** (approved and available to everyone). The **Open** button takes you to the content page.
- **Favourites** – the content you have marked with “Likes”.

The sidebar on the left contains shortcuts: **Create Lesson Plan**, **Upload Digital Material**, **Settings**, **Logout**.

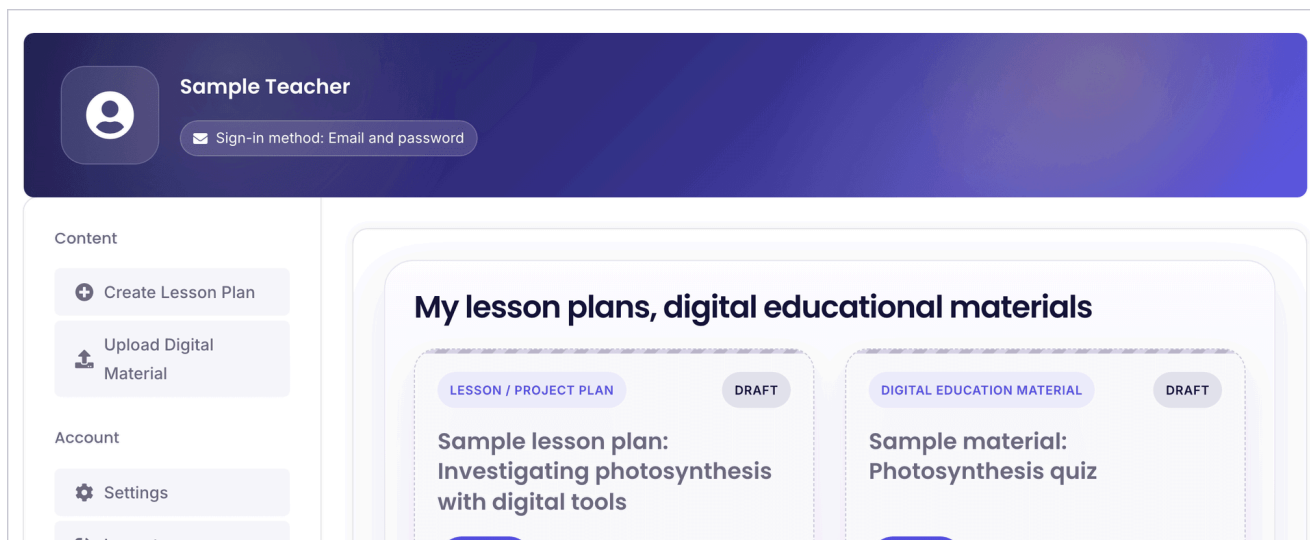


Figure 15 – The dashboard with two drafts

5.3 Settings (profile data, password, language)

Under **My details › Settings** you can change:

- your **email address** and **password** – for this you also have to fill in the **Current password** field;
- your **username** – after changing it you log in with the new name (Google login is not affected);
- your **last and first name**, **school** and **sector**;
- under **Language settings**, the **Site language** – the language of the e-mails you receive and your default interface language.

Click **Save** to store the changes. With **Cancel account** you can request the deletion of your account.

Sample Teacher

Content

- Create Lesson Plan
- Upload Digital Material

Account

- My Profile
- Settings
- Logout

Current password

Required if you want to change the *Email address* or the *Password* field below. [Reset your password.](#)

Email address

demo-teacher@example.com

The email address is not made public. It will only be used if you need to be contacted about your account or for opted-in notifications.

Username

demo_teacher

Several special characters are allowed, including space, period (.), hyphen (-), apostrophe ('), underscore (_), and the @ sign. After changing your username, use the new one to log in. If you sign in with Google, this does not affect you.

Password

Password strength:

Confirm password

Passwords match:

To change the current user password, enter the new password in both fields.

Last name

Teacher

First name

Figure 16 – The Settings page

Sample

School

Sample Vocational School

Sector

Language settings

Site language

English

This account's preferred language for emails and site presentation. This is also assumed to be the primary language of this account's profile information.

Save Cancel account

Figure 17 – The bottom of the Settings page: site language, Save, Cancel account

5.4 Other users' profiles

When you are logged in, you can click the name of a content author to open their profile and see which public lesson plans and materials they have shared. This makes it easy to find more work by a colleague.

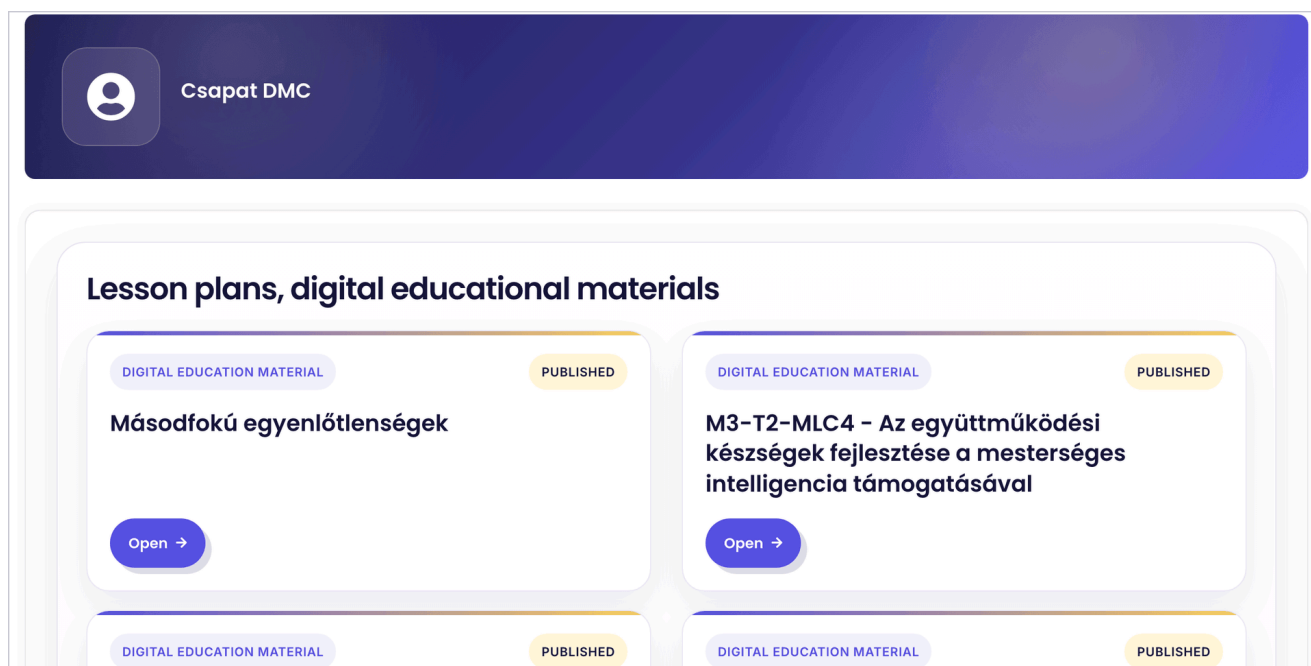


Figure 18 – The profile of another user (the DMC team)

6 Searching and browsing

6.1 Quick search in the header

As soon as you type at least **3 characters** into the search field in the header, suggestions appear (with title, type and thumbnail). Click a suggestion to go straight to the content page, or press **Enter** (or click the magnifier icon) to open the full list of results.

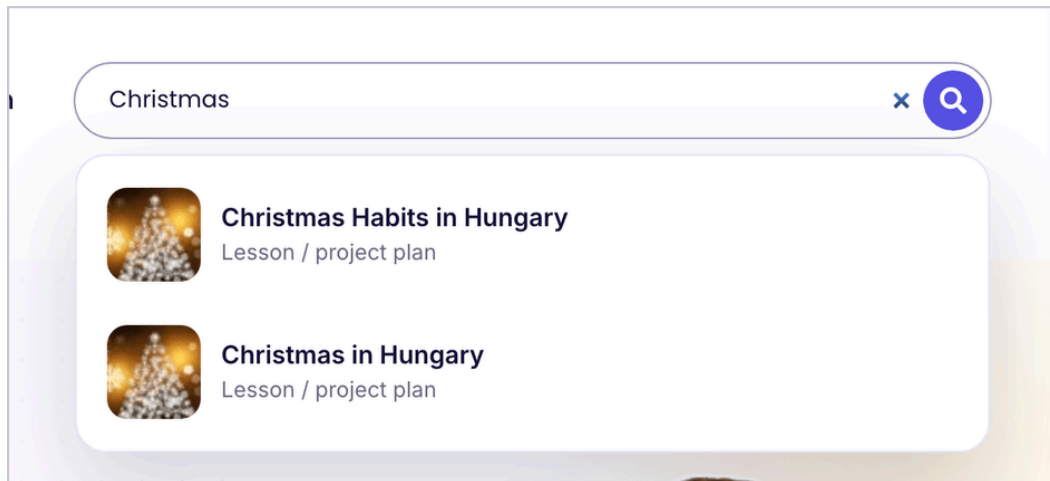


Figure 19 – Quick search with suggestions

On the **Search** page you can change the keywords (**Enter your keywords**); the results are numbered and show the content type and date.

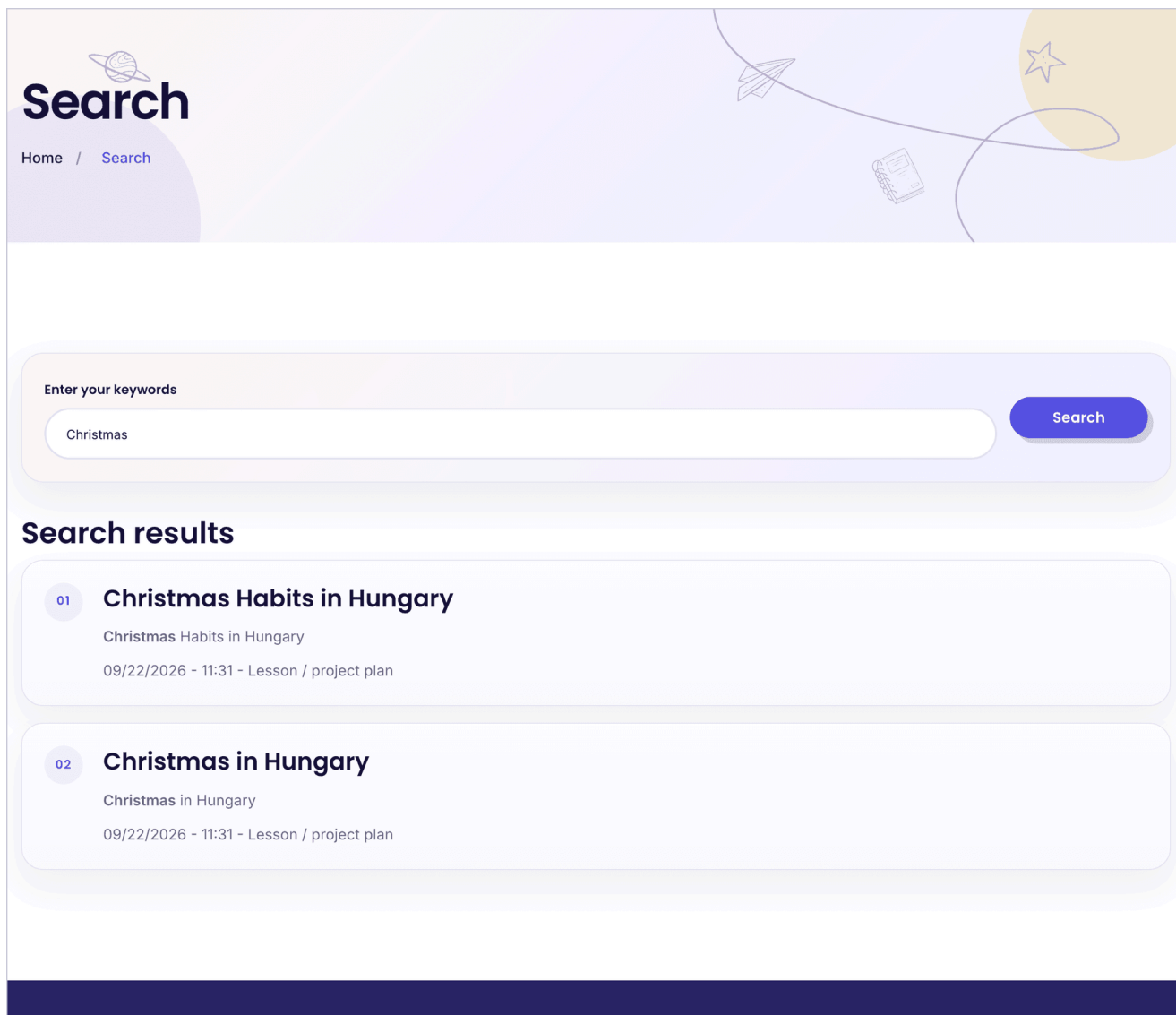


Figure 20 – The search results page

6.2 The list of lesson and project plans

DOWNLOAD... > Lesson Plans (or the **Lesson Plans** button on the home page) opens the list of public lesson plans. Each card shows:

- the **list image**, the **title** and the **author**;
- the **View** button – the lesson plan page;
- the **Likes** button and the number of likes.

Above the list you can narrow the results with the **Search lesson plans** field (search by title), and start a new lesson plan with **Create**. At the bottom, **Loading more results...** loads further cards.

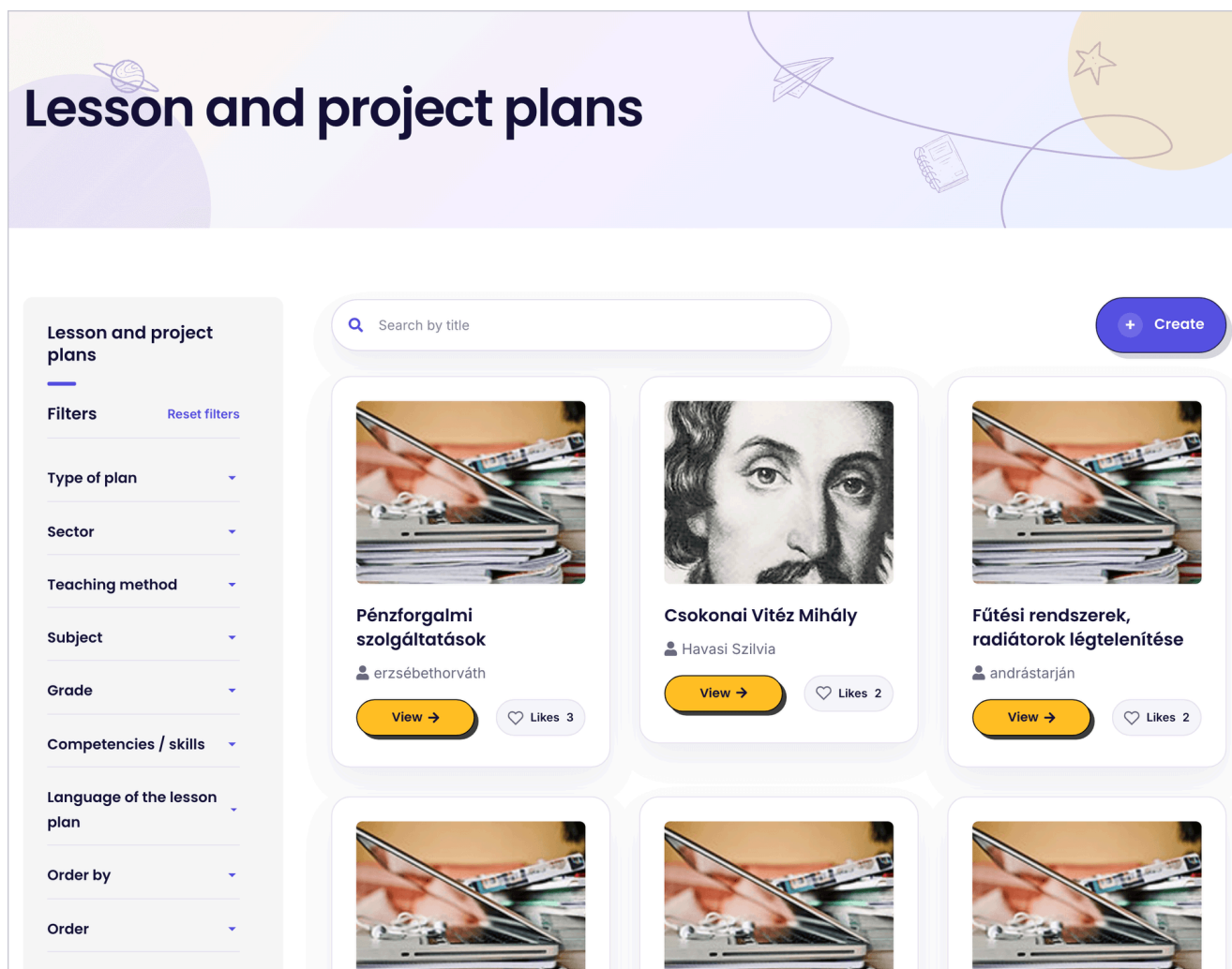


Figure 21 – The list of lesson plans

6.3 Filters and sorting

The **Filters** panel on the left lets you narrow the list by several criteria. Click a filter name to open its values; long lists have a **Filter options...** field at the top to help you find a value. The selected filter is **applied immediately** – there is no separate button to press. **Reset filters** clears all filters.

Filter	Possible values (examples)
Type of plan	Lesson plan, Project plan, Mikrokurzus (micro-course)
Sector	Business and management, Agriculture and forestry, Health care, welfare and social professions, Information and communication technologies, Artificial intelligence, etc.
Teaching method	Problem-based learning (PBL), Pair work, Active learning, Online (Synchronous/Asynchronous), etc.
Subject	Hungarian language and literature, Mathematics, Physics, Biology, foreign languages, etc.
Grade	1st–14th grade, VET years, Adult education, Teachers, educators
Competencies / skills	Digital skills, Creativity and innovation, Critical thinking and problem-solving, etc.

Filter	Possible values (examples)
Language of the lesson plan	Hungarian, English, Italian, Slovenian, Romanian, German
Order by	Number of likes, submission time, Clone count
Order	Ascending, Descending

Lesson and project plans

Filters
[Reset filters](#)

Type of plan
▼

Sector
▲

☒ - Any -

☐ Business and management

☐ Agriculture and forestry

☐ AI presentations and assignments

☐ ...

Teaching method
▼

Subject
▼

Grade
▼

Competencies / skills
▼

Language of the lesson plan
▼

Figure 22 – The filter panel with the Sector filter opened

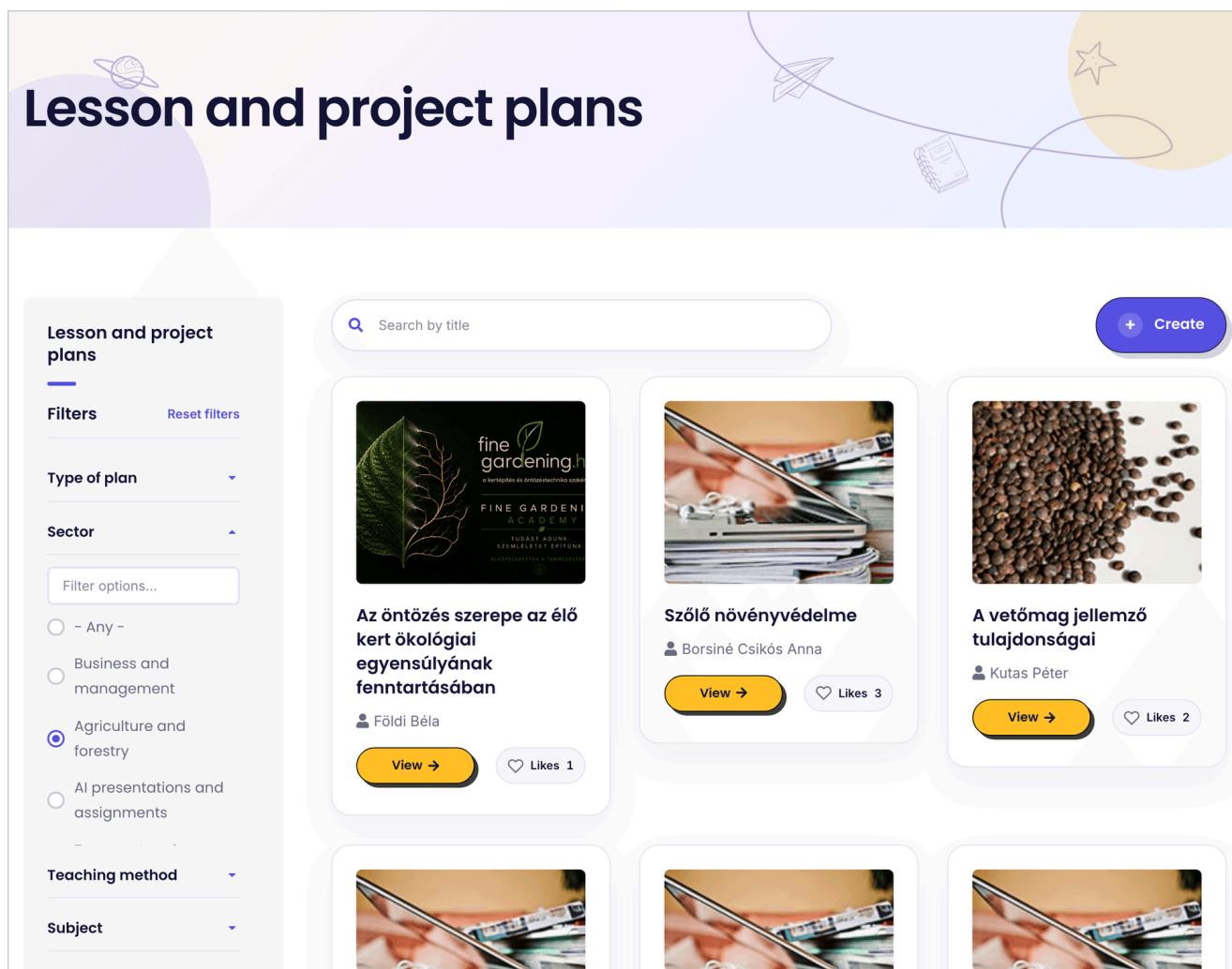


Figure 23 – The list filtered to the “Agriculture and forestry” sector

6.4 The lesson plan page

When you open a lesson plan, the header shows its title and list image, followed by the author’s name and the submission date. The main part shows all completed data of the lesson plan in clearly separated blocks: **type of lesson / project plan, sector, topic, learning area, subjects, grade, competencies, skills to be developed, teaching method, learning and development goals, concepts, required tools, duration, materials released before class, introductory part, implementation plan, used digital devices, evaluation plan, differentiation, homework, project task** and the **attached files**. Clicking a label (for example a grade or a subject) opens the list of content with the same label.

The box on the right contains the actions:

- **Likes** – marks the lesson plan as a favourite (when logged in);
- **Comments** – jumps to the comments at the bottom of the page;
- **Copy Lesson Plan** – creates an editable copy (when logged in, see [Copying a lesson plan \(cloning\)](#));
- **Edit** – shown only for your own lesson plans;
- **Download PDF** – downloads the lesson plan as a printable PDF.



Irrigation Systems – lesson / project plan

Home / Lesson and project plans



Irrigation Systems

Lajtos Gábor Wed, 06/15/2022 - 10:59

TYPE OF LESSON / PROJECT PLAN

Lesson plan

SECTOR

Agriculture and forestry

TOPIC, LEARNING AREA

Irrigation systems for plant walls

Likes 1

Comments

Download PDF

Figure 24 – The top of a lesson plan page (visitor view)

Irrigation systems for plant walls

VOCATIONAL SUBJECT(S)

Garden technology

GRADE

14th grade

COMPETENCIES, SKILLS TO BE DEVELOPED

Initiative and self-direction Creativity and innovation Flexibility and adaptability

PROFESSIONAL COMPETENCIES, SKILLS TO BE DEVELOPED

- recognizing the panels and elements of a plastic plant wall - recognizing the elements of metal-structured plant walls - assembling the irrigation system of plastic and metal-structured plant walls -recognizing pump types and failures

TEACHING METHOD

Flipped classroom

LEARNING AND DEVELOPMENT GOALS

Irrigation system for plastic and metal-structured plant walls design

CONCEPTS

plastic and metal framed plant walls

REQUIRED TOOLS

Smartphone, tablet, internet access

DURATION

45 min.

MATERIALS RELEASED BEFORE CLASS OR FOR A PROJECT

<https://www.youtube.com/watch?v=Cld3DOjJNTQ>

INTRODUCTORY PART AND PREPARATION OF THE LESSON / PROJECT PLAN

Searching for a video in social media (Youtube) that introduces the topic. Setting the aspects and questions to the students based on which they can drive their own new knowledge acquiring process.

Students watch the video pre-class.

The teacher prepares the teaching material (ppt) pre-class.

IMPLEMENTATION PLAN FOR THE LESSON / PROJECT

Figure 25 – The detailed content of the lesson plan

6.5 Downloading a lesson plan as PDF

Download PDF downloads the complete lesson plan as a single PDF file that you can print or freely use in your own lessons. The PDF contains the author, the submission date and all completed fields; links remain clickable.

Tip: If the lesson plan contains a video, also type its link into the text, so that the link is kept in the PDF as well.

Irrigation Systems

Lajtos

Gábor

Submitted by Lajtos Gábor on Wed, 06/15/2022 - 10:59

Type of lesson / project plan

Lesson plan

Sector

Agriculture and forestry

Topic, learning area

Irrigation systems for plant walls

Vocational subject(s)

Garden technology

Grade

14th grade

Learning and development goals

Irrigation system for plastic and metal-structured plant walls design

Concepts

plastic and metal framed plant walls

Required tools

Smartphone, tablet, internet access

Materials released before class or for a project

<https://www.youtube.com/watch?v=CId3DOjJNTQ>

Introductory part and preparation of the lesson / project plan

Searching for a video in social media (Youtube) that introduces the topic. Setting the aspects and questions to the students based on which they can drive their own new knowledge acquiring process.

Figure 26 – The first page of a lesson plan in PDF format

6.6 The library of digital educational materials (micro-learning contents)

DOWNLOAD... › **Digital Educational Materials** (or the **Micro-Learning Contents** button on the home page) opens the **Digital educational materials** library. It contains ready-to-use learning materials created by teachers: interactive materials, quizzes, games, presentations, videos, podcasts, mind maps and documents.

Filters: **Type** (Game, Interactive learning material, Webpage-HTML, Podcast, Mind map, Image / figure, Presentation, Quiz, Text / document, Video, Other), **Tool used for creation** (more than 70 applications), **Knowledge area**, **Language**.

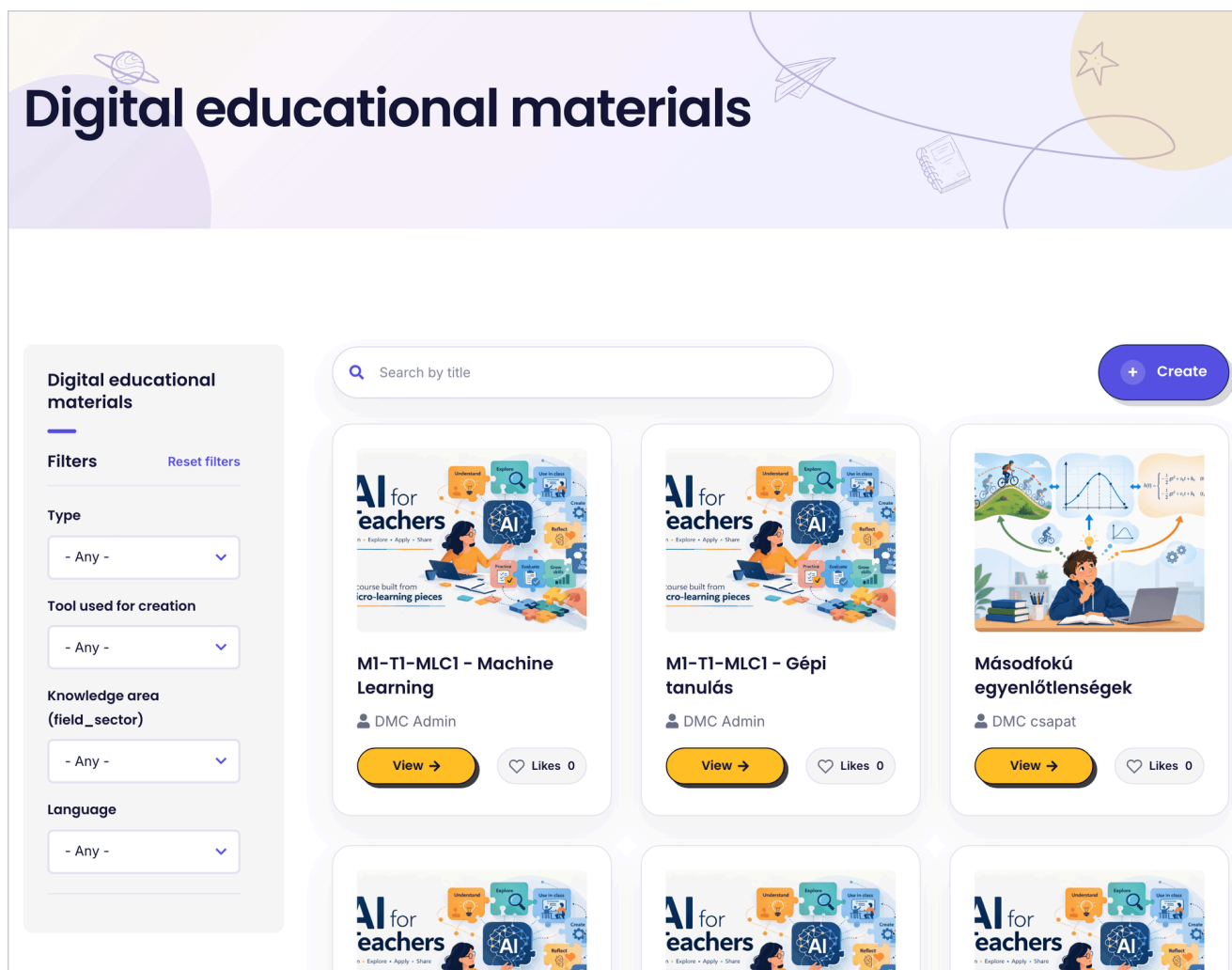


Figure 27 – The library of digital educational materials

On the material page, summary cards show the **name of creator**, the **institution**, the **type**, the **language**, the **recommended age**, the **knowledge area**, the **applications used for creation** and the **subjects**. They are followed by the **short description** and the list of **linked lesson plans on DMC**. The **Materials** box on the right contains the **Open** button (or the attached files to download), and below it the author and date.

Home / Digital educational materials


AI in Construction and Finishing

DMC csapat Tue, 07/21/2026 - 13:45

NAME OF CREATOR
Andrius Molis

INSTITUTION
APRC

TYPE
Interactive learning material

LANGUAGE
English

RECOMMENDED AGE
Teachers, educators

SECTOR
Artificial intelligence

APPLICATIONS USED FOR CREATION
ChatGPT

SHORT DESCRIPTION

Construction and finishing work is increasingly supported by digital tools, but it remains practical, material-based and dependent on professional judgement. Artificial intelligence (AI) can help teachers and learners connect drawings, photos, measurements, schedules and material data with better decisions on site or in the workshop.

This microlearning material introduces how AI is used in construction and finishing through planning,

Likes 1

Materials

Open

M2-T2-MLC2-START 2.zip

Details

Author
DMC csapat

Date
Tue, 07/21/2026 - 13:45

Figure 28 – A digital material page

Interactive materials. Materials of the “Interactive learning material” type run directly in the browser when you click **Open** – nothing has to be installed or downloaded. Students can open them too, for example on a projector or on their own devices.

INTRODUCTION AND LEARNING GOAL

Construction and finishing work is increasingly supported by digital tools, but it remains practical, material-based and dependent on professional judgement.

Artificial intelligence can help teachers and learners connect drawings, photos, measurements, schedules and material data with better decisions on site or in the workshop.

This module introduces how AI is used through planning, design visualisation, safety monitoring, documentation, material estimation and workflow optimisation.



Facade insulation and finishing practice in a vocational workshop.

[Back](#)[Next](#)

7 Ingredients – methods, tools, content sources

The **INGREDIENTS** menu collects the “building blocks” from which a good lesson can be put together. This content also helps you fill in lesson plans: several fields of the planning form link directly here.

7.1 Teaching and learning methods

The **INGREDIENTS** › **Teaching Methods** page (**Methods**) is a collection of learner-centred, activating methods (for example brainstorming, group work, flipped classroom, project method, experiential learning, diagnostic and formative assessment, SWOT analysis).

Filters: **Type of method** (Assessment methods, Creative techniques, Teaching and learning methods) and **Language**.

Methods

Home / Ingredients

Methods

Type of method

- Any -

Language

All languages

How can we prepare young people for the future, what do we need to do as educators and teachers to not only teach effectively, but also to develop students' professional and transversal competences? What methods can we use to motivate young people to take responsibility for their own knowledge and development?

There are many different ways and methods of developing competences. From a practical point of view, motivational teaching methods (games, group work, exploration, discussion, projects) play an important role in competence development. Game-based and inquiry-based learning, creating a safe learning environment, fostering interaction and collaboration are significant innovations in teaching methods and learning organisation, with a focus on the strengths of students' personalities and their active participation.

The reform of education and training involves a new type of relationship between the teacher and the learner, new strategies for teaching and knowledge acquisition, more effective methods, forms and tools that also influence effectiveness. The following learner-centred, active learning/teaching methods are recommended to enrich teachers' methodological toolbox.

Search by title

"From Sources to a Star"

View → Likes 1

Brainstorming

View → Likes 13

Brainwriting

View → Likes 6

Cooperative method

View → Likes 7

Csopormunka - Teamwork

View → Likes 13

Demonstration

View → Likes 4

Figure 30 – The list of teaching and learning methods

A method page contains a **summary**, the **method walkthrough**, its **benefits**, the **challenges and pitfalls** and how to deal with them, **practical tips**, **feedback from teachers and students**, **attached files**, **further information** (external links), and the **Likes** and **Download PDF** buttons.

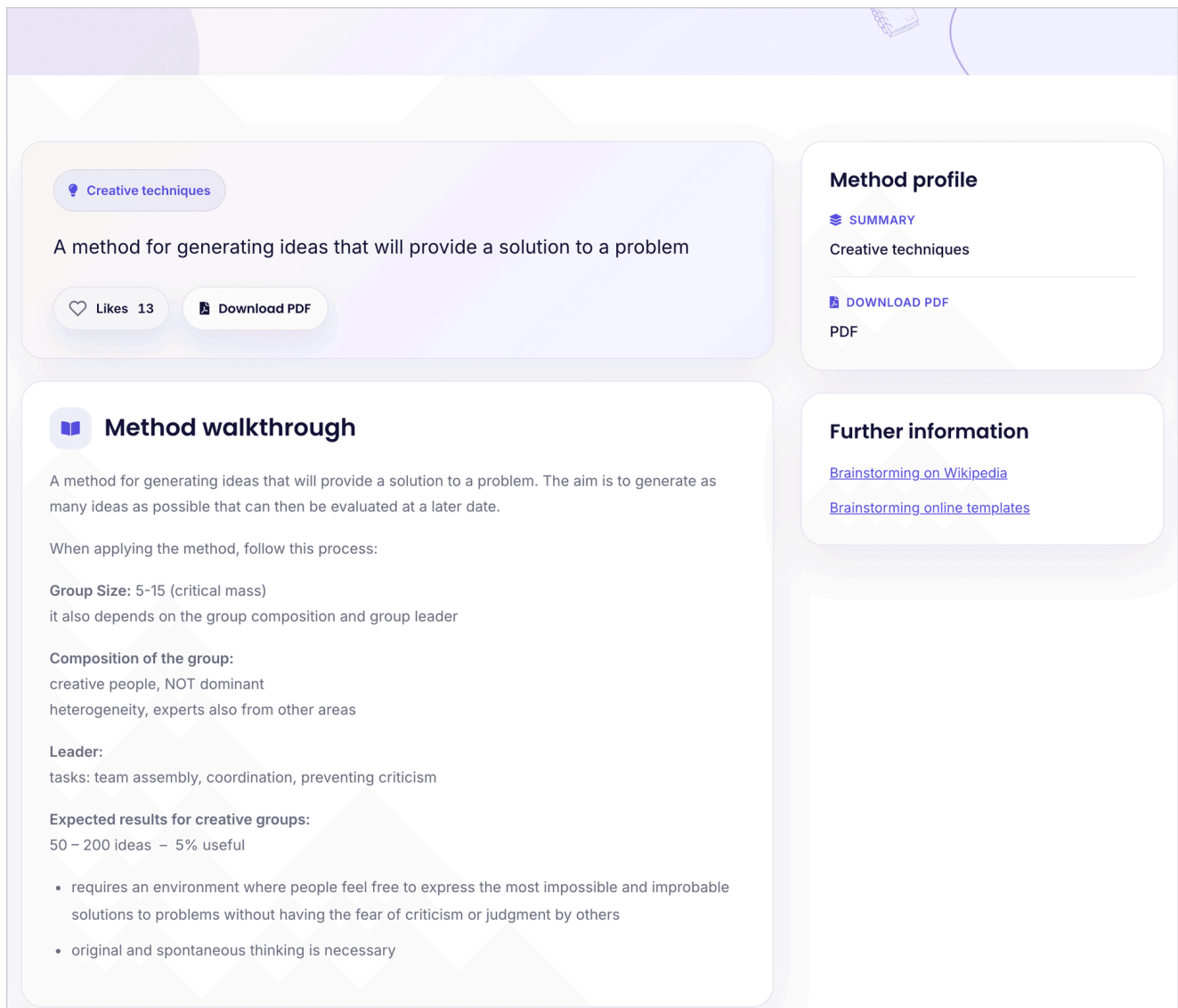


Figure 31 – A method page

7.2 Digital tools

The **INGREDIENTS › Digital Tools** page (**Digital tools for creating lesson plans**) is a selection of applications that can be used in teaching (for example Canva, Kahoot, Padlet, Genially, Mentimeter, ChatGPT, Copilot, Gemini).

Filters and sorting:

- **Tool type** – by purpose (AI application, interactive exercises, presentation, mind map, video, podcast, infographic, etc.);
- **Pricing** – completely free, free version available, free during the trial period, paid;
- **Difficulty** – for beginners, for advanced users, for professionals;
- **Interface language** – for example only tools with an English interface;
- **Language** – the language of the description;

- **Sort** – Name (A-Z), Name (Z-A), Most liked, Newest first.

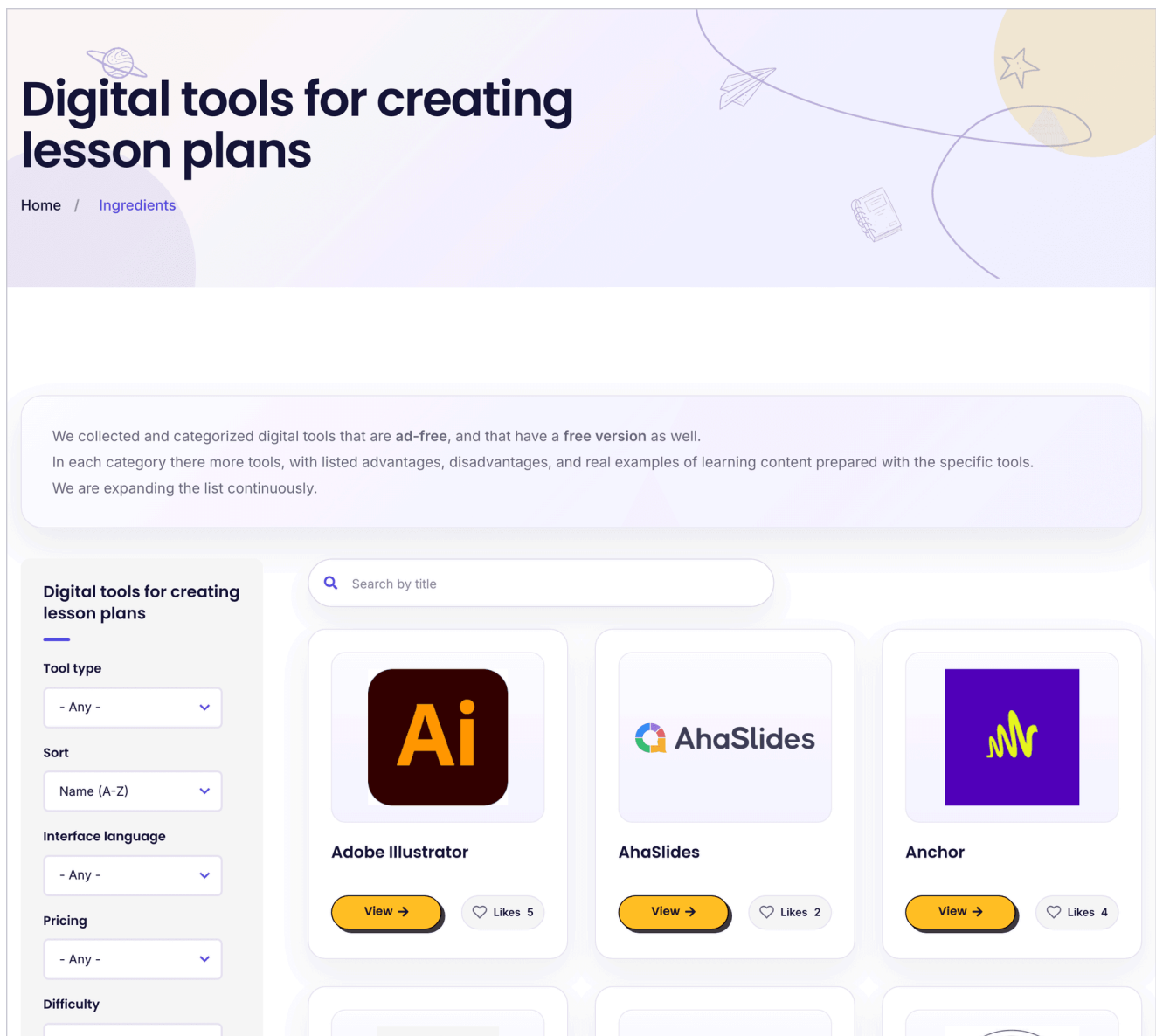


Figure 32 – The list of digital tools with filters

A tool page shows a **short summary**, the **link**, the **type of tool**, the **pricing**, the **interface language**, whether it **has a built-in repository** (where you can browse content created by other teachers), whether **the free version supports online cooperation**, the **difficulty**, the **AppStore and Google Play links**, and a detailed **description**, **advantages**, **disadvantages**, **tutorial video(s)**, **examples** and ideas for **usage in teaching/learning**. The sidebar on the right recommends **more digital tools**.

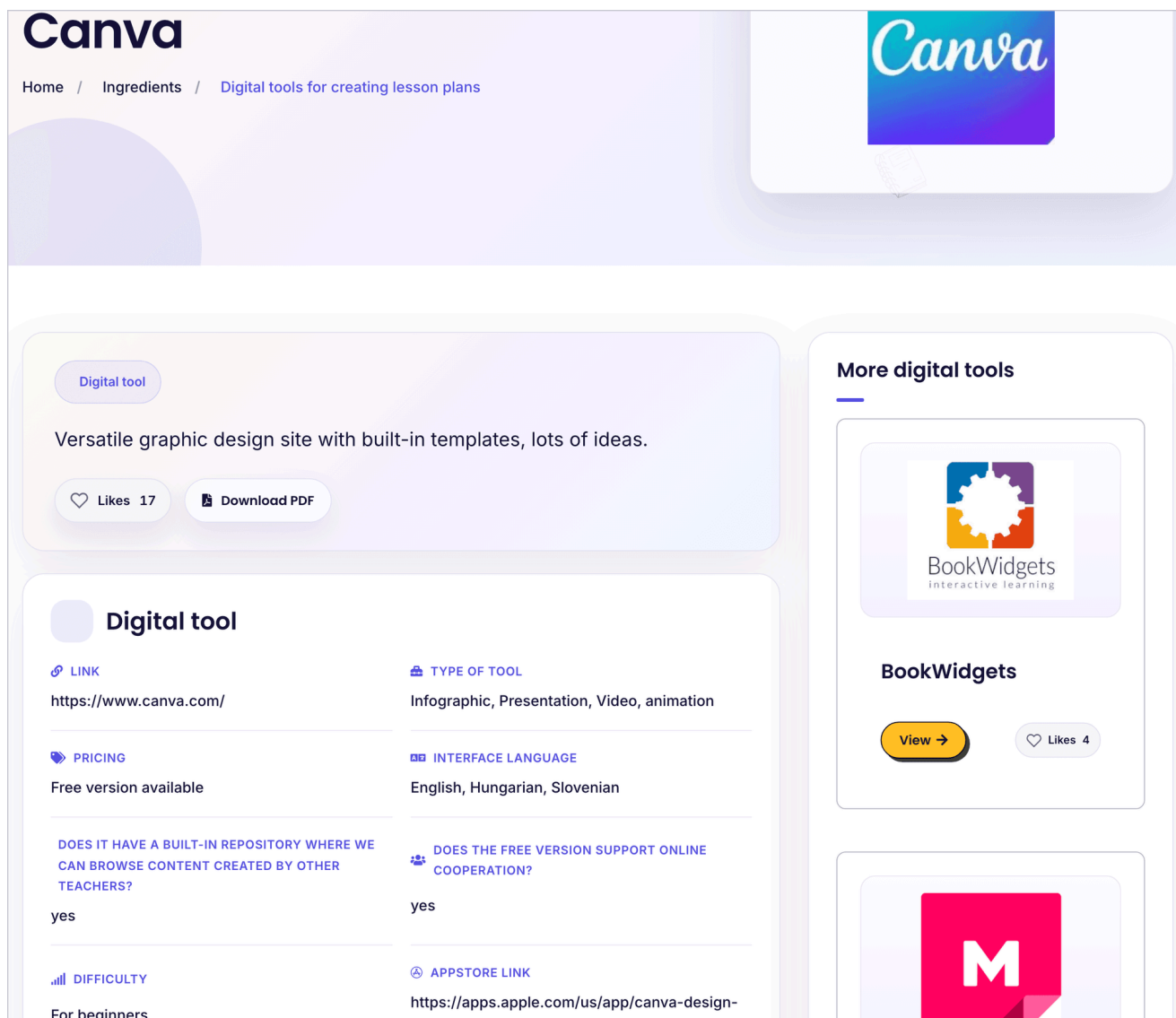


Figure 33 – A digital tool page

7.3 Free content sources and repositories

The **INGREDIENTS › Resources** page (**Repositories**) collects free learning material repositories, image libraries, video platforms and knowledge bases (for example Khan Academy, Europeana, PhET, Pixabay, MIT OpenCourseWare, Creative Commons Search). The list can be filtered with the **Search repositories** field.

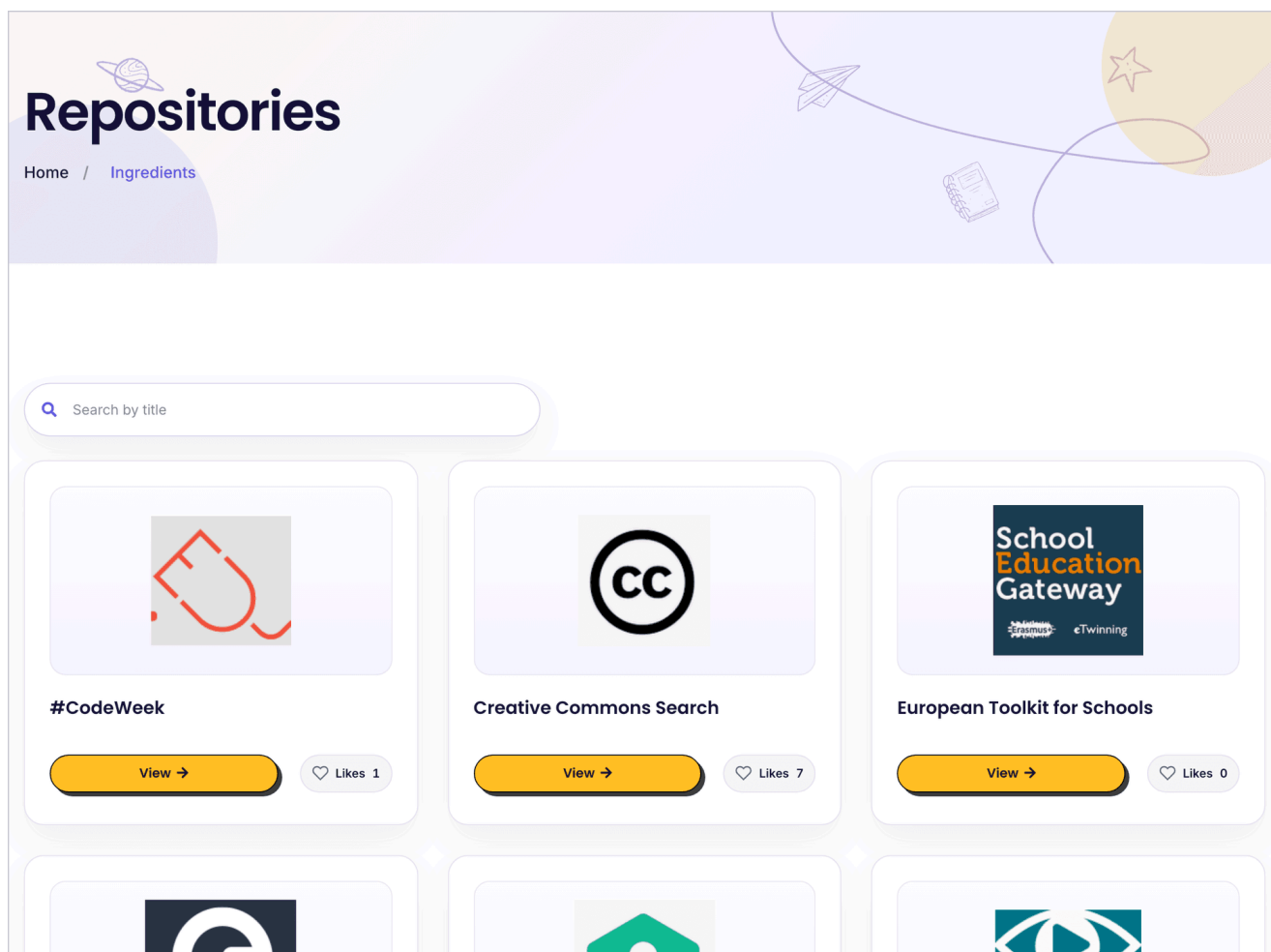


Figure 34 – The list of content sources

A repository page shows the **description**, the **link**, the **interface language** and the **author of the description**.

PhET

Home / Ingredients / Repositories



Repository

Interactive simulations.

Likes 4

Download PDF

Description

We can find simulations for the following subjects: Physics, Chemistry, Maths, Earth Science and Biology.

SUBJECT

☒ Physics
 ☐ Sound & Waves
 ☐ Work, Energy & Power
 ☐ Heat & Thermo
 ☐ Quantum Phenomena
 ☐ Light & Radiation
 ☐ Electricity, Magnets & Circuits
 ☐ Chemistry
 ☐ General Chemistry
 ☐ Quantum Chemistry

15 Results

Motion X

HTML5 X

Balancing Act

Collision Lab

Energy Skate Park

Energy Skate Park: Basics

Sort by: A-Z

Repository

LINK

https://phet.colorado.edu/hu/

INTERFACE LANGUAGE

English, Hungarian

DOWNLOAD PDF

PDF

Figure 35 – A repository page

8 Creating a lesson plan step by step

This chapter presents the most important feature of the platform, **guided lesson planning**. Only **registered and logged-in** users can create lesson plans.

8.1 Where do I start?

You can start a new lesson plan in three ways:

1. in the main menu: **CREATE... › Lesson Plans**;
2. on the list of lesson plans: the **Create** button;
3. in the header: **My details › Create Lesson Plan** (or the **Create Lesson Plan** button on the dashboard).

If you are not logged in yet, you are redirected to the login page.

8.2 How the form is organised

The **Create Lesson / project plan** page is a **guided form of six steps**. The steps are shown one below the other on cards; the top right corner of each card shows how many required fields you have already completed (for example “2 / 4 required”) or that the step is **Complete**.

The **Progress** panel on the left stays visible while you scroll. It shows how many steps are complete (for example “5 / 6 complete”), and clicking a step name takes you to that step.

Step	Content
1. Basics	language, title, type of plan, list image, broader field of expertise
2. Subjects and audience	topic, general and vocational subjects, grade
3. Skills and tools	soft and professional competencies, digital devices, teaching method, concepts
4. Goals and timing	learning goals, required tools, duration
5. Lesson flow	materials released before class, introduction, implementation, evaluation, differentiation, homework
6. Attachments and submission	attached files, advanced settings, submit for examination, save

Create Lesson / project plan

Home / [Add content](#)

Progress 0 / 6 complete

- 01 Basics 2 / 4 required
- 02 Subjects and audience 0 / 2 required
- 03 Skills and tools 0 / 3 required
- 04 Goals and timing 0 / 2 required
- 05 Lesson flow 0 / 3 required
- 06 Attachments and submission 0 / 1 required

STEP 1

Basics 2 / 4 required

Start with the title, format, image, and sector.

LANGUAGE *
- Select a value -

TITLE OF THE LESSON/PROJECT PLAN *

TYPE OF LESSON / PROJECT PLAN *

Figure 36 – The beginning of the lesson planning form with the Progress panel

Progress 6 / 6 complete

- 01 Basics Complete
- 02 Subjects and audience Complete
- 03 Skills and tools Complete
- 04 Goals and timing Complete
- 05 Lesson flow Complete
- 06 Attachments and submission Reviewed

Figure 37 – The Progress panel for a completed form

8.3 Step 1 – Basics

- **Language*** – the language of the lesson plan. *Start with this field*, because the labels of the later selection lists (competencies, grades, subjects, etc.) are shown in the selected language.

- **Title of the lesson/project plan*** – a short, descriptive title. Words that are typical of the lesson content make it easier to find.
- **Type of lesson / project plan*** – **Lesson plan**, **Project plan** or **Mikrokurzus** (micro-course).
- **Lesson plan list image** – the thumbnail shown on the list page (PNG or JPG, at least 256×154 pixels). It is optional; if you do not upload an image, a default image is used. To upload, click the file selection button or drag the image into the field.
- **Broader field of expertise*** – the sector or field of science to which the lesson belongs. For general education lesson plans choose **Not applicable**.

STEP 1 Complete

Basics

Start with the title, format, image, and sector.

LANGUAGE*

English

TITLE OF THE LESSON/PROJECT PLAN*

Investigating photosynthesis with digital tools

TYPE OF LESSON / PROJECT PLAN*

Lesson plan

LESSON PLAN LIST IMAGE

 Choose File No file chosen

Displayed size: 256×154 px.
One file only.
512 MB limit.
Allowed types: png jpg jpeg.
Images must be larger than 256×154 pixels.

BROADER FIELD OF EXPERTISE*

Agriculture and forestry X

Sector or field of science.

Figure 38 – Step 1 completed

Clicking the **Broader field of expertise** field opens a searchable selection list; the selected value appears as a “tag” in the field and can be removed with the **x**.

BROADER FIELD OF EXPERTISE

Agriculture and forestry x

Search options

- ☒ Agriculture And Forestry
- ☐ Business And Management
- ☐ Creative Professions, Arts
- ☐ Engineering, Manufacturing, Construction And Chemical Industry
- ☐ Health Care, Welfare And Social Professions
- ☐ Information And Communication Technologies
- ☐ Artificial Intelligence
- ☐ AI Presentations And Assignments
- ☐ Arts, Sports And Leisure
- ☐ Natural Sciences, Mathematics And Statistics

Sector or field of science.

Figure 39 – The selection list of the broader field of expertise

8.4 Step 2 – Subjects and audience

- **Topic, learning area*** – the broader topic to which the lesson belongs (for example, if the lesson is about “accounting analysis”, the topic is “Accounting”).
- **General subject(s)** – a searchable selection list; several values can be selected. Not required if the lesson is related to a vocational subject.
- **Vocational subject(s)** – an autocomplete field: start typing the name of the subject and choose from the suggestions. If the subject is not in the list, type its full name – it will be created automatically. Separate several subjects with commas.
- **Grade*** – checkboxes; at least one must be selected (1st–14th grade, Adult education, Teachers/educators, Other). If you choose **Other**, you can specify the target group in a text field. The grades offered follow the education system of the selected material language: for Italian, for example, the Italian school grades are listed, and for Spanish the years of intermediate and higher VET (FP de grado medio / superior).

VOCATIONAL SUBJECT(S)

Plant

- Ornamental plant cultivation
- Plant studies

Figure 40 – Autocomplete in the Vocational subject(s) field

STEP 2

Complete

Subjects and audience

Define the topic, subjects, and student group.

TOPIC, LEARNING AREA *

Plant physiology

For instance: „quadratic equations“

GENERAL SUBJECT(S)

Biology X

VOCATIONAL SUBJECT(S)

Plant studies (609)

Start typing to find existing subjects. If your subject is not in the list, type the full name — it will be created automatically.
Separate multiple entries with commas.

GRADE *

☐ 1st grade
☐ 2nd grade
☐ 3rd grade
☐ 4th grade
☐ 5th grade
☐ 6th grade
☐ 7th grade
☐ 8th grade
☐ 9th grade
☒ 10th grade
☐ 11th grade
☐ 12th grade
☐ 13th grade
☐ 14th grade
☐ Adult education
☐ Teachers, educators
☐ Other

Figure 41 – Step 2 completed

8.5 Step 3 – Skills and tools

- **Competencies, skills to be developed*** – transversal (“soft”) skills that are relevant to many fields (digital skills, communication and collaboration, critical thinking and problem-solving, creativity and innovation, etc.). Any number can be selected.
- **Professional competencies, skills to be developed*** – the job-specific or subject-specific skills, as free text (for example “identifying technical faults”, or “vocabulary building” in an English lesson).
- **Used digital devices** – a checkbox list of the digital tools in the DMC toolbox. The tools selected here appear as links on the lesson plan page.
- **Other** – free text for digital tools that are not in the list above.

- **Teaching method*** – a searchable, grouped selection list (Teaching Methodology, Working Methods, Format and Delivery Channel). The **Browse teaching methods** link below the field opens the methods collection of the INGREDIENTS menu.
- **Concepts** – the most important concepts of the lesson, separated by commas.

STEP 3

Complete

Skills and tools

Capture the competencies, methods, and digital tools involved.

COMPETENCIES, SKILLS TO BE DEVELOPED *

☒ Digital skills
 ☐ Information literacy
 ☐ Initiative and self-direction
 ☒ Communication and collaboration
 ☐ Creativity and innovation
 ☒ Critical thinking and problem-solving
 ☐ Media literacy
 ☐ Productivity and accountability
 ☐ Flexibility and adaptability
 ☐ Social and intercultural skills
 ☐ Leadership and responsibility

PROFESSIONAL COMPETENCIES, SKILLS TO BE DEVELOPED *

Recognising and explaining the life processes of plants

The job-specific vocational and professional competences.

USED DIGITAL DEVICES

☐ Adobe Illustrator	☐ AhaSlides	☐ Anchor
☐ Animoto	☐ Apowersoft online screen recorder	☐ Bandicam
☐ Biteable	☐ Bitly	☐ Blogger
☐ Book Creator	☐ BookWidgets	☐ Bubbl.us
☐ Camtasia	☐ Canva	☐ ChatGPT
☐ Classcraft	☐ Copilot	☐ Copilot a Wordben
☐ Copilot Excelben	☐ Deepl – fordító	☐ Flippity
☐ Gamma.app – prezentáció készítő	☐ Gemini	☐ Genially
☐ Geogebra	☐ Google Classroom	☐ Google Forms
☐ Google Meet	☐ Google NotebookLM	☐ Google Sites
☐ h5p	☐ Inkscape	☐ Jamboard
☐ Jitsi Meet	☒ Kahoot	☐ LearningApps

Figure 42 – Step 3 (detail)

TEACHING METHOD *

Group / cooperative work X

project X

TEACHING METHODOLOGY

☐ **Project-Based Learning**

Open the list, search, and select a teaching method. Need help? [Browse teaching methods](#)

Figure 43 – The searchable selection list of teaching methods

The picture below shows that if you select another language – for example *Hungarian* – in the **Language** field of step 1, the list of competencies is automatically shown with Hungarian labels. Values that are already ticked are kept when you change the language.

COMPETENCIES, SKILLS TO BE DEVELOPED *

- ☐ Digitális készségek
- ☐ Információs műveltség
- ☐ Kezdeményezés és önirányítás
- ☐ Kommunikáció és együttműködés
- ☐ Kreativitás és innováció
- ☐ Kritikus gondolkodás és problémamegoldás
- ☐ Médiaműveltség
- ☐ Produktivitás és számonkérhetőség
- ☐ Rugalmasság és alkalmazkodókészség
- ☐ Társadalmi és kultúrák közötti készségek
- ☐ Vezetés és felelősségvállalás

Figure 44 – The labels of the selection lists follow the material language (Hungarian selected)

8.6 Step 4 – Goals and timing

- **Learning and development goals*** – the learning outcome to be achieved by the end of the lesson (up to 255 characters). A good practice is to start with “By the end of the lesson students will be able to...” and finish with an action verb (for example “...solve a system of equations”).
- **Required tools** – a list of the aids used in the lesson (for example “calculator, smartphone”).
- **Duration*** – for example “45 minutes”, or “5 sessions” for a project.

STEP 4

Complete

Goals and timing

Summarize the intended outcomes, resources, and duration.

LEARNING AND DEVELOPMENT GOALS *

By the end of the lesson students will be able to explain the process of photosynthesis and demonstrate a simple ex

For instance: „At the end of the lesson the students will be able to solve incomplete quadratic equations.“

REQUIRED TOOLS

projector, smartphone or tablet, pondweed (Elodea), beaker

For instance: „calculator, smartphone...“

DURATION *

45 minutes

You can write for instance: "45 minutes", or "5 sessions" for a project.

Figure 45 – Step 4 completed

8.7 Step 5 – Lesson flow

In this step you describe the course of the lesson in detail in **rich-text editor fields**. A character counter below each field shows the length used and allowed.

Field	Content	Length
Materials released before class or for a project	links, videos, presentations that students receive before the lesson, and their purpose	up to 5,000 characters
Introductory part and preparation of the lesson / project plan*	starting the lesson, warm-up, motivation, didactic aims	20–3,000 characters
Implementation plan for the lesson / project*	the course of the lesson, activities, student tasks, timing (even as a table)	20–8,000 characters
Evaluation plan*	how you check whether the learning goals have been achieved	20–3,000 characters
Differentiation	how you support slower learners and enrich the work of faster ones	up to 3,000 characters
Homework, project task	description and links of the homework or project task	up to 3,000 characters

STEP 5

Complete

Lesson flow

Outline the preparation, delivery, evaluation, and follow-up.

MATERIALS RELEASED BEFORE CLASS OR FOR A PROJECT

B
I
🔗
🔢
🔢
🔢
🔢
🔢
🔢
Paragraph
Source
<>

A short introductory video on photosynthesis that students watch before the lesson.

83 / 5000 characters

[About text formats](#)

For instance: links, texts... You can insert files, links with the paperclip icon.

INTRODUCTORY PART AND PREPARATION OF THE LESSON / PROJECT PLAN *

B
I
🔗
🔢
🔢
🔢
🔢
🔢
🔢
Paragraph
Source
<>

Warm-up (5 minutes): students write on a Padlet wall what they already know about how plants feed. The teacher briefly summarises the ideas.

140 / 3000 characters (minimum 20)

[About text formats](#)

IMPLEMENTATION PLAN FOR THE LESSON / PROJECT *

B
I
🔗
🔢
🔢
🔢
🔢
🔢
🔢
Paragraph
Source
<>

Group work (25 minutes): groups of four carry out the pondweed experiment and record the oxygen bubbles with a smartphone. They upload their observations to the Padlet wall.

Discussion (10 minutes): the groups present their results.

231 / 8000 characters (minimum 20)

[About text formats](#)

EVALUATION PLAN *

B
I
🔗
🔢
🔢
🔢
🔢
🔢
🔢
Paragraph
Source
<>

Kahoot quiz (5 minutes) to check the key concepts, plus a self-assessment questionnaire on the group work.

106 / 3000 characters (minimum 20)

[About text formats](#)

Help: [Evaluation methods](#)

DIFFERENTIATION

Figure 46 – Step 5 completed (detail)

The editor toolbar offers **bold**, *italic*, **insert link**, **bulleted** and **numbered list**, **block quote**, **insert image** (by upload), **paragraph style** (headings) and **Source** (HTML view). You can also paste tables, so the traditional table format of lesson plans can be kept.

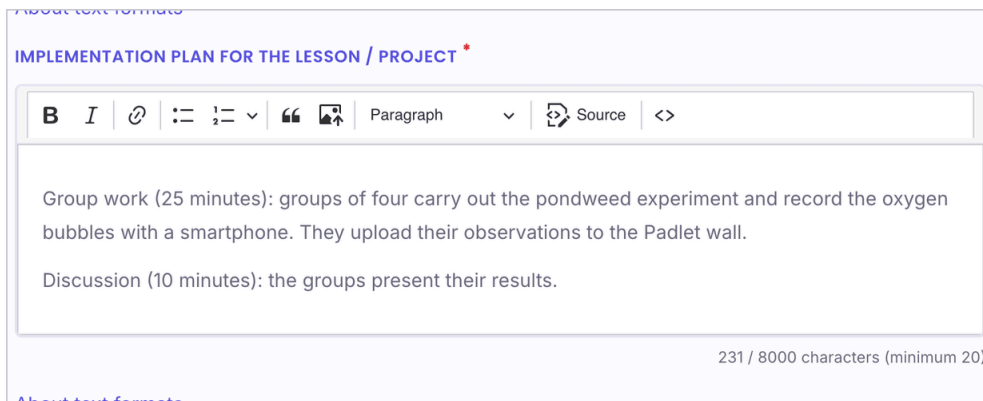


Figure 47 – The rich-text editor field and its toolbar

8.8 Step 6 – Attachments and submission

- **Attached file** – any number of files (worksheets, presentations, videos, etc.) can be attached. Allowed types: txt, pdf, xls,xlsx, xml, doc, docx, jpg, png, jpeg, ppt, pptx, mp4; up to 512 MB per file. Click the file selection button or drag the files into the field.
- **Advanced settings** – the system language of the content can be set here (usually it does not need to be changed).
- **Submit for examination** – tick this when the lesson plan is ready and you would like it to be **included among the public, downloadable lesson plans**. If you do not tick it, the lesson plan is saved only in your account, as a draft.
- **Save** – saves the lesson plan.

STEP 6

Reviewed

Attachments and submission

Attach supporting files and choose how this plan should be saved.

▼ Attached file

ADD A NEW FILE

Choose Files

No file chosen

Unlimited number of files can be uploaded to this field.
512 MB limit.
Allowed types: txt pdf xls xlsx xml doc docx jpg png jpeg ppt pptx mp4.

▼ Advanced settings

LANGUAGE

English

▼

☐ Submit for examination
Select this when the lesson plan is ready to be submitted for review.

Save

Figure 48 – Step 6: attachments, Submit for examination and Save

Tip: You do not have to finish in one go! You can save the lesson plan as a draft at any time and continue editing it later from **My details**.

8.9 If something is missing: error messages

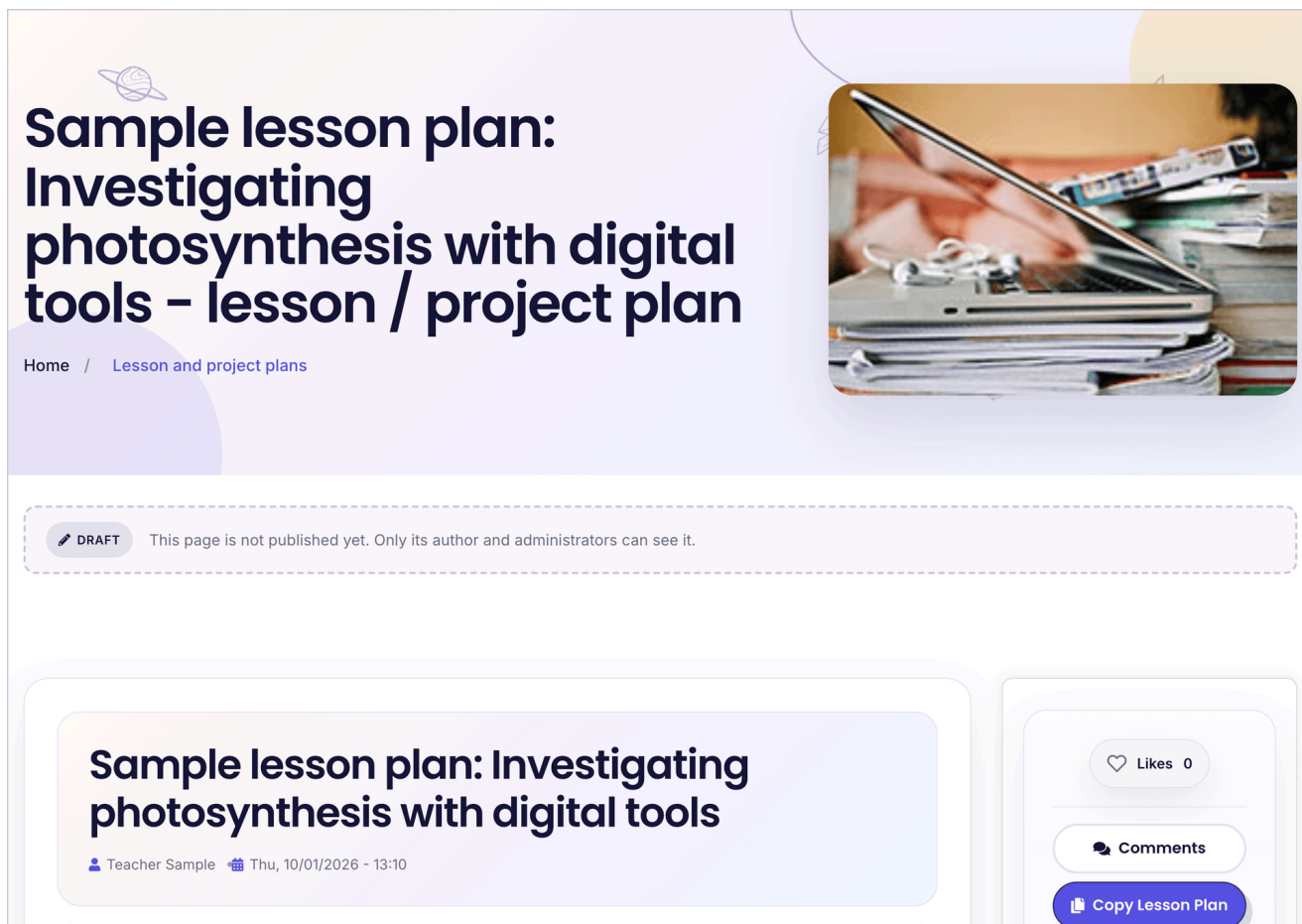
If a required field is empty or invalid when you click **Save**, the form is not saved. A **“Please review the highlighted fields”** box appears at the top of the form with the list of missing fields; clicking an item scrolls to the field concerned. The Progress panel marks in red the steps that still need attention.

The screenshot shows a web interface for creating a lesson or project plan. At the top, there's a header with the title 'Create Lesson / project plan' and navigation links 'Home' and 'Add content'. Below the header, a progress bar indicates '0 / 6 complete'. On the left, a sidebar lists six sections: '01 Basics', '02 Subjects and audience', '03 Skills and tools', '04 Goals and timing', '05 Lesson flow', and '06 Attachments and submission'. The first five sections are marked with a red exclamation mark and 'Needs attention', while the sixth is marked with a circle and 'Not started'. The main content area displays a red warning message: 'Please review the highlighted fields'. Below this, a list of required fields is shown, each with a red underline and the text 'This field is required.': 'Language', 'Title of the lesson/project plan', 'Topic, learning area', 'Grade', 'Competencies, skills to be developed', 'Professional competencies, skills to be developed', 'Teaching method', 'Learning and development goals', 'Duration', 'Introductory part and preparation of the lesson / project plan', 'Implementation plan for the lesson / project', and 'Evaluation plan'.

Figure 49 – Error messages for an incomplete form

8.10 What happens after saving?

1. **Draft.** After saving, the lesson plan is a **draft**. A **DRAFT** bar at the top of the page indicates that the page is not published yet and that only its author and the administrators can see it. You also receive a confirmation e-mail with the link to the lesson plan.
2. **Submission.** If you ticked **Submit for examination**, the mentors of the platform receive an e-mail notification about the new lesson plan.
3. **Approval and publication.** A mentor or editor reviews the lesson plan and, if everything is in order, **publishes** it. The lesson plan then appears in the public list, and anyone can view it, download it as PDF and copy it. You receive an e-mail notification about the publication.
4. **Later changes.** You can keep editing your published lesson plan; changes appear immediately after saving, no new approval is needed.



Sample lesson plan: Investigating photosynthesis with digital tools – lesson / project plan

Home / Lesson and project plans

DRAFT This page is not published yet. Only its author and administrators can see it.

Sample lesson plan: Investigating photosynthesis with digital tools

Teacher Sample Thu, 10/01/2026 - 13:10

Likes 0

Comments

Copy Lesson Plan

Figure 50 – A draft lesson plan with the DRAFT bar

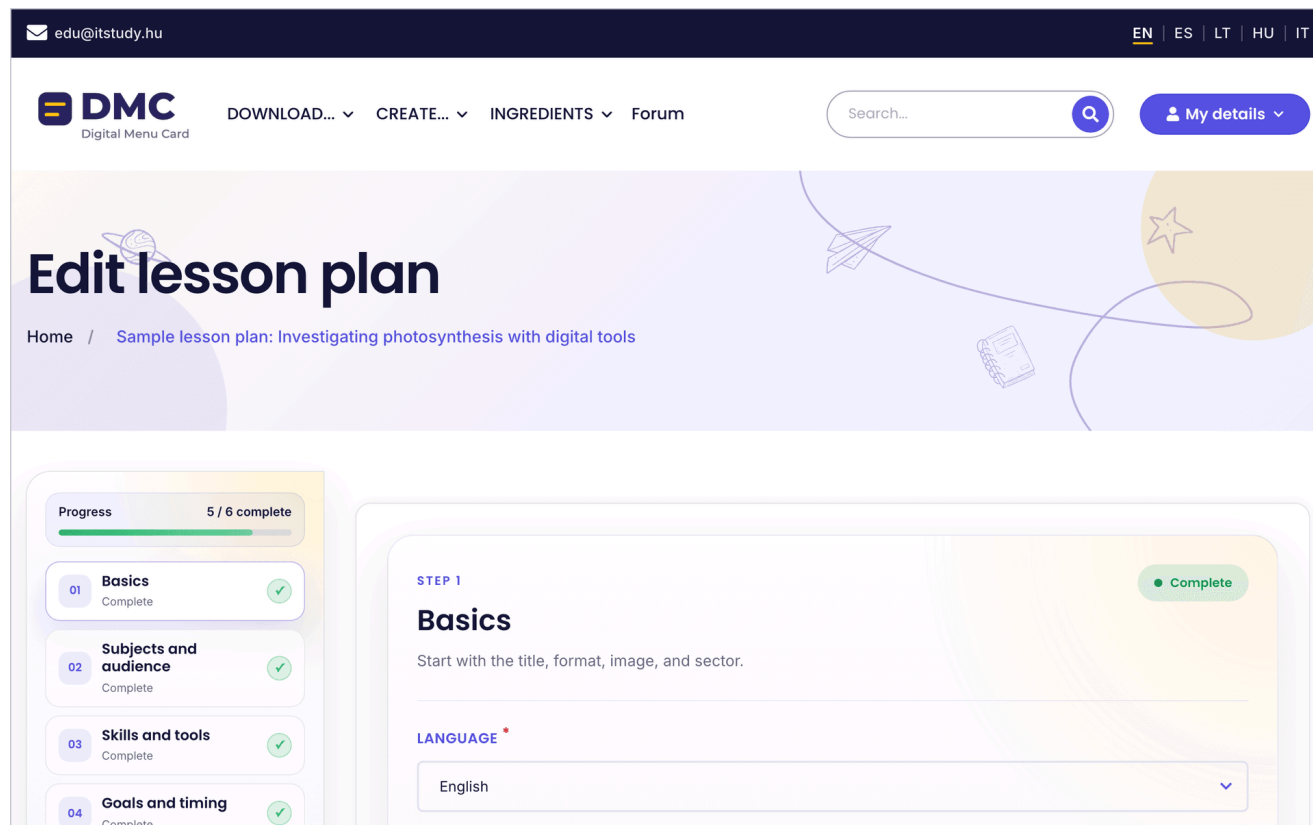
8.11 Tips for a good lesson plan

- Keep the **title** short and include keywords typical of the topic – this helps others find it.
- Formulate the **learning goal** with a measurable action verb.
- In the **implementation plan**, estimate the duration of each phase; a simple table helps a lot.
- Describe the **evaluation** even if the lesson is not a “test” lesson: how do you get feedback on whether the goals were reached?
- **Attach** worksheets and supporting materials – colleagues appreciate these most.
- Also type **video links** into the text so that they remain available in the PDF.
- Use the **INGREDIENTS** menu: the method descriptions and tool presentations help you fill in the method and tool fields.

9 Managing your lesson plans

9.1 Editing

You can edit your own lesson plan with the **Edit** button in the box on the right of the lesson plan page (or after clicking **Open** on the dashboard card). The **Edit lesson plan** page is the same six-step form as for creation, with the data already filled in. Click **Save** when you have finished.



The screenshot shows the 'Edit lesson plan' page in the DMC (Digital Menu Card) application. The page has a dark blue header with the email 'edu@itstudy.hu' and language options (EN, ES, LT, HU, IT). Below the header is a navigation bar with the DMC logo and links for 'DOWNLOAD...', 'CREATE...', 'INGREDIENTS', and 'Forum'. A search bar and a 'My details' button are also present. The main content area has a large 'Edit lesson plan' title and a breadcrumb trail: 'Home / Sample lesson plan: Investigating photosynthesis with digital tools'. On the left, a 'Progress' section shows '5 / 6 complete' with a green bar. Below this is a list of steps: '01 Basics Complete', '02 Subjects and audience Complete', '03 Skills and tools Complete', and '04 Goals and timing Complete'. The main form area is titled 'STEP 1 Basics' and includes a 'Complete' button. The instructions say 'Start with the title, format, image, and sector.' There is a 'LANGUAGE' dropdown menu currently set to 'English'.

Figure 51 – The Edit lesson plan page

9.2 Deleting

You can also delete your own lesson plan: open it for editing and click **Delete** at the bottom of the form, next to **Save**. A confirmation window appears. **This action cannot be undone.** Confirm with **Delete**, or go back with **Cancel**. (For digital materials, the **Delete** tab at the top of the page leads here as well.)

STEP 6

Not started

Attachments and submission

Attach supporting files and choose how this plan should be saved.

▼ Attached file

ADD A NEW FILE

Choose Files

No file chosen

Unlimited number of files can be uploaded to this field.
512 MB limit.
Allowed types: txt pdf xls xlsx xml doc docx jpg png jpeg ppt pptx mp4.

► Advanced settings

☐ Submit for examination
 Select this when the lesson plan is ready to be submitted for review.

Save

Delete

Figure 52 – The bottom of the edit page with the Save and Delete buttons



Sample lesson plan: Investigating photosynthesis with digital tools – lesson / project plan

Home / Sample lesson plan: Investigating photosynthesis with digital tools



This action cannot be undone.

Delete

Cancel

Figure 53 – Confirming the deletion

9.3 Copying a lesson plan (cloning)

If you like someone else's lesson plan but want to adapt it to your own goals, **make a copy of it**. You can then edit the copy freely.

1. Open the lesson plan and click **Copy Lesson Plan** in the box on the right.
2. The edit page of the copy opens. The “Copy of ...” prefix of the title shows that it is a copy – **change the title** to suit your version.
3. Change the content as you like (all fields can be edited).
4. If you would like your modified version to be public too, switch on **Submit for examination** in the panel on the right.
5. Click **Save**. The copy is saved in your own account as a draft.

The system records **how many times** the original lesson plan has been copied (the list of lesson plans can be sorted by **Clone count**) and stores the **original author** with the copy.

← Back to site

Copy of Irrigation Systems

Save

Language *

English

Title of the lesson/project plan *

Copy of Irrigation Systems

Type of lesson / project plan *

Lesson plan

Lesson plan list image

Types of green walls.png (30.64 KB) Remove

Alternative text

Short description of the image used by screen readers and displayed when the image is not loaded. This is important for accessibility.

Apply cropping for the best visual result. If you skip it, the image is cropped from the centre automatically when you save, and you can adjust it later.

This crop definition affects more usages of this image

Crop image (cropping applied)

Lesson plan list image crop

Cropping applied.

Last saved: Not saved yet

Author: demo_teacher

Revision log message

Briefly describe the changes you have made.

Submit for examination

Figure 54 – The edit page of a copied lesson plan

10 Uploading a digital educational material

You can also share your own digital learning materials (quizzes, interactive materials, presentations, videos, etc.) in the library of digital educational materials.

10.1 Where do I start?

- in the main menu: **CREATE...** › **Digital Educational Materials**;
- in the library of digital educational materials: the **Create** button;
- in the header: **My details** › **Upload Digital Material**.

10.2 The Create Digital education material form

Like the lesson planning form, this form consists of **six steps**, with a Progress panel on the left.

Figure 55 – The beginning of the Create Digital education material form

Step 1 – Basics: Language*, Title of digital education material*, Name of creator*, Institution.

STEP 1

0 / 3 required

Basics

Name the material and identify who created it.

LANGUAGE *

- Select a value -

TITLE OF DIGITAL EDUCATION MATERIAL *

NAME OF CREATOR *

INSTITUTION

Figure 56 – Step 1 – Basics

Step 2 – Subject context: General subject(s), Vocational subject(s), VITA curriculum module(s) (for materials related to the modules of the VITA AI training), **Recommended age*** (lower primary school, upper primary school, secondary/technical school, 14–20 years, adults, teachers/educators, age-independent) and **Knowledge area***.

STEP 2

1 / 2 required

Subject context

Place the material in the right subject, sector, and age group.

GENERAL SUBJECT(S)

- None -

Not required if the material is related to a vocational subject.

VOCATIONAL SUBJECT(S)

- None -

VITA CURRICULUM MODULE(S)

Choose one or more VITA curriculum modules from the suggestions. If you need a different category, type its full name and it will be added. Separate multiple entries with commas.

RECOMMENDED AGE *

Secondary school, technical school (14-18 years)

KNOWLEDGE AREA *

Knowledge area

Figure 57 – Step 2 – Subject context

Step 3 – Material profile: Type* (game, interactive learning material, podcast, webpage-HTML, mind map, image/figure, presentation, quiz, text/document, video, other) and **Short description***.

STEP 3

0 / 2 required

Material profile

Explain what the material is and what type of resource it belongs to.

TYPE *

☐ Game
☐ Interactive learning material
☐ Podcast
☐ Webpage-HTML
☐ Mind map
☐ Image / figure
☐ Presentation
☐ Quiz
☐ Text / document
☐ Video
☐ Other

SHORT DESCRIPTION *

B *I* Paragraph Source

[About text formats](#)

Figure 58 – Step 3 – Material profile

Step 4 – Tools and extras: the **applications used for creation** from the DMC toolbox, and **other applications used for creation** that are not in the list.

Step 5 – Links and files:

- **Attached files** – any number of files (txt, md, pdf, xlsx, xml, doc, docx, jpg, png, jpeg, pptx, mp4, zip, html; up to 512 MB per file);
- **Public link** – if the material is available on an external website;
- **Link to lesson plans on DMC** and **Related microlearning materials** – start typing the title and choose from the list; **Add Another Item** adds more, and the order can be changed with the handle icon;
- **Screenshot** – an image presenting the material (png, jpg, jpeg, webp).

STEP 5

● Not started

Links and files

Add downloadable files, public links, screenshots, and related lesson plans.

▼ Attached files

ADD A NEW FILE

Choose Files

No file chosen

Unlimited number of files can be uploaded to this field.
 512 MB limit.
 Allowed types: txt md pdf xlsx xml doc docx jpg png jpeg pptx mp4 zip html.

PUBLIC LINK

This must be an external URL such as <https://example.com>.

Link to lesson plans on DMC

Remove

Start typing the name of the lesson plan and select from the list.

Add Another Item

Use the handle icon on the left to reorder rows.

Related microlearning materials

Remove

Add Another Item

Use the handle icon on the left to reorder rows.

SCREENSHOT

Choose File

No file chosen

One file only.
 512 MB limit.
 Allowed types: png jpg jpeg webp.
 Images larger than 1600×1600 pixels will be resized.

Figure 59 – Step 5 – Links and files

Interactive material in a ZIP package. If you choose the **Interactive learning material** type in step 3, the **Interactive learning material ZIP** field appears. Here you can upload a ZIP package that contains the complete material running in the browser. The ZIP must contain exactly one **index.html** file (in the root or in a top-level folder) and every local file it refers to (images, style sheets, scripts, fonts, sounds, videos). The form also provides a sample prompt that you can use with an AI system to create a suitable ZIP package. A published interactive material can be started directly in the browser with the **Open** button on its page.

Interactive materials only work when every referenced local file is included in the ZIP package. Before uploading, check that images, CSS, JavaScript, fonts, audio, video, and other asset files referenced by index.html are all inside the ZIP.

Create a complete interactive learning material as a ZIP package. Put exactly one `index.html` file at the root or inside one top-level folder. Include every local file referenced from HTML, CSS, or JavaScript in the ZIP package, including images, stylesheets, scripts, fonts, audio, and video. Use relative paths only, do not reference missing local files, and verify before packaging that all `src`, `href`, and `url(...)` references resolve inside the ZIP. Return the ZIP file and briefly list its folder structure.

Choose File

No file chosen

Upload a ZIP package that contains the complete interactive learning material. The ZIP must include exactly one `index.html` at the top level or inside one top-level folder, and all local images, stylesheets, scripts, and other referenced files must also be included.

Step 6 – Submission: click **Save** to store the material.

The uploaded material is saved in your account **as a draft** (marked **DRAFT** on its page) and also appears in the **My lesson plans, digital educational materials** block of your dashboard. The DMC editors and mentors review it and publish it in the library after approval. Until then you can edit the draft (**Edit** tab) or delete it (**Delete** tab).



Sample material: Photosynthesis quiz

Home / Digital educational materials

DRAFT
 This page is not published yet. Only its author and administrators can see it.

View
 Edit
 Delete

Sample material: Photosynthesis quiz

Teacher Sample
 Thu, 10/01/2026 - 13:10

NAME OF CREATOR Sample Teacher	INSTITUTION Sample Vocational School	TYPE Quiz	LANGUAGE English
RECOMMENDED AGE Secondary school, technical school (14-18 years)		SECTOR Agriculture and forestry	
APPLICATIONS USED FOR CREATION Kahoot		GENERAL SUBJECT(S) Biology	

Likes 0

Materials

Open

Open the quiz

Details

Author
Teacher Sample

Date
 Thu, 10/01/2026 - 13:10

Figure 61 – A draft digital material

11 Community features

11.1 Likes and Favourites

When logged in, you can mark any lesson plan, digital material, method, tool or content source with the **Likes** button. The number of likes is shown next to the button; after marking, the heart turns solid red. Click again to remove the mark.

The marked content is collected in the **Favourites** block of your **My details** page, so you can quickly find it again. The list of lesson plans can also be sorted by the number of likes (**Order by › Number of likes**).

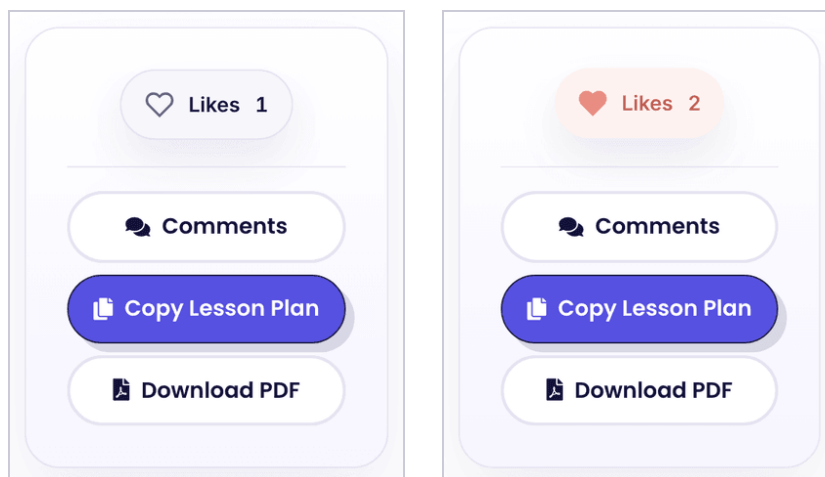


Figure 62 – The action box before liking / ...and after

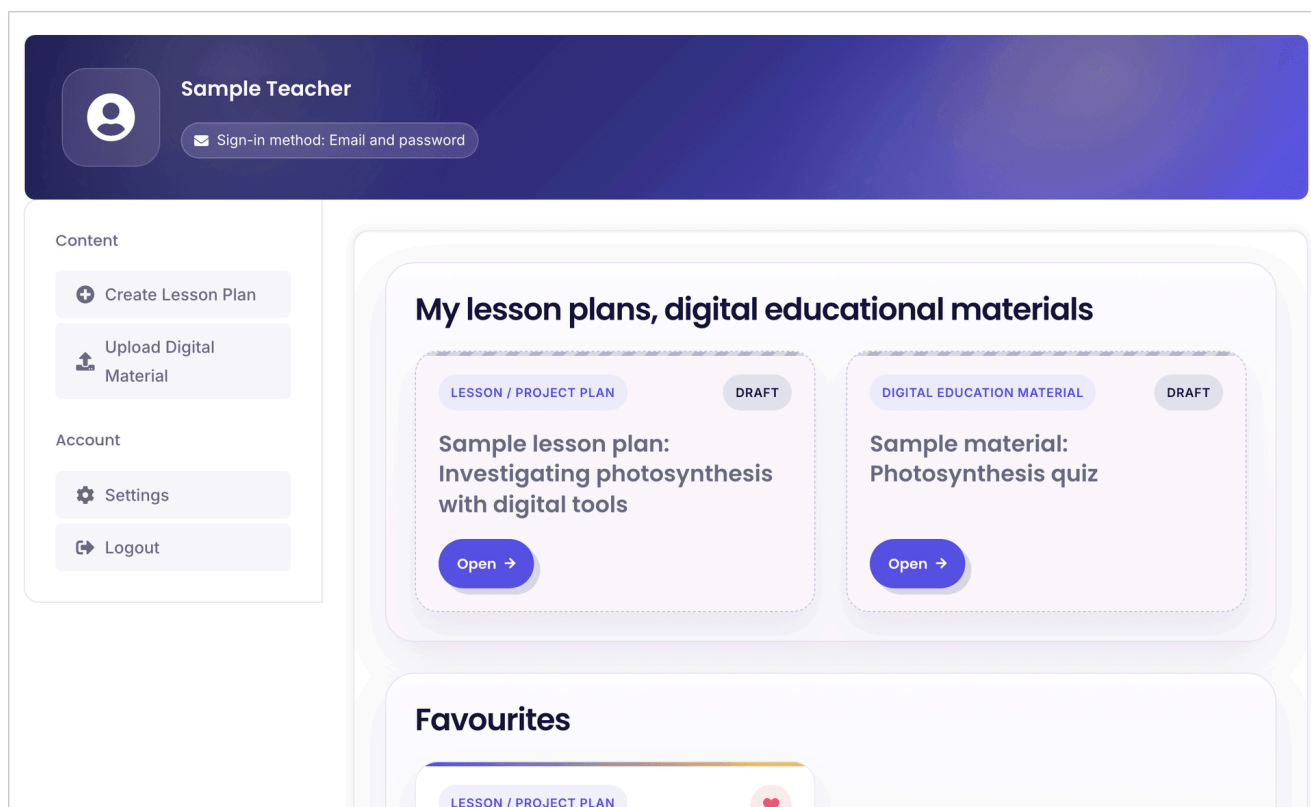
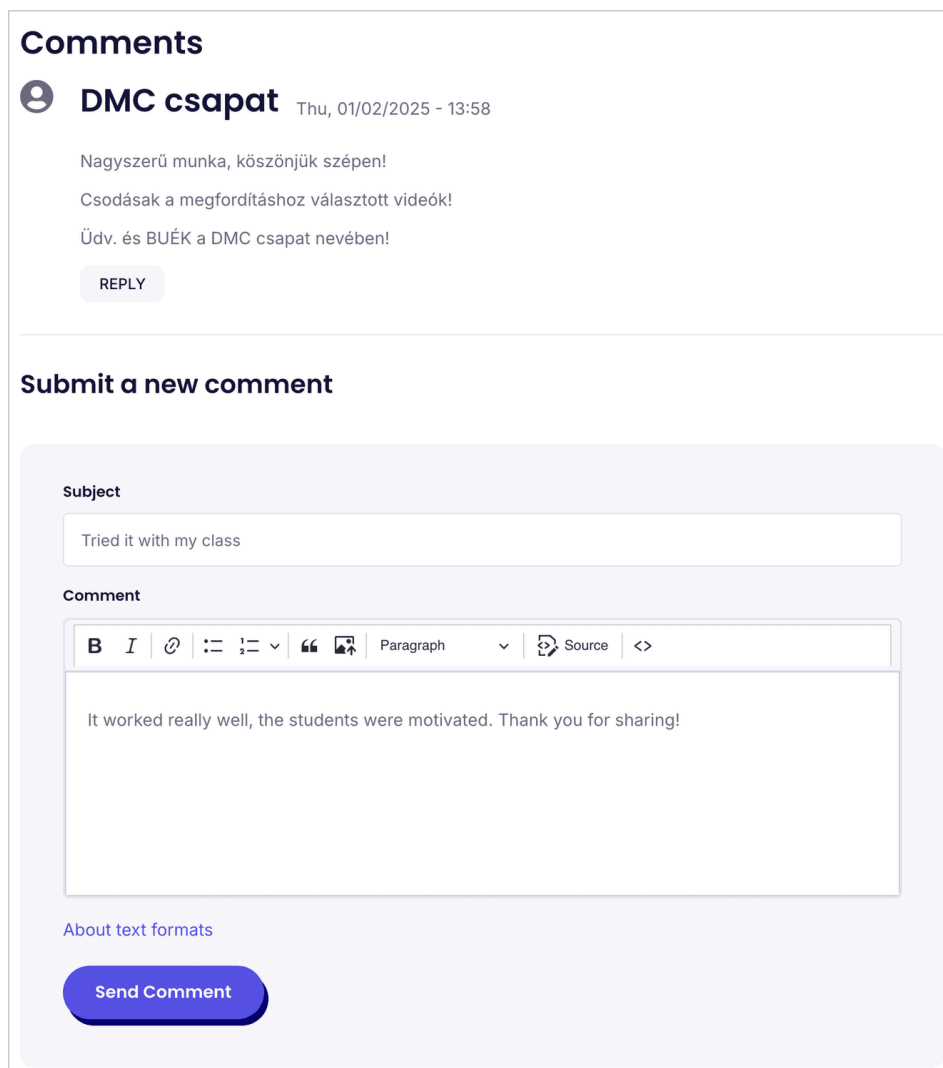


Figure 63 – The Favourites block on the dashboard

11.2 Comments

The **Comments** section is at the bottom of the pages of lesson plans, materials, methods, tools and content sources. Here you can share your experience, ask the author questions and give ideas to colleagues.

- Comments can be written by **logged-in** users. Enter the **Subject** and the **Comment** (the editor allows formatting, links and images here too) under **Submit a new comment**, then click **Send comment**.
- Use **Reply** to respond to an existing comment.
- You can edit your own comments later.
- Comments are **moderated**: a new comment becomes public after it has been approved by the platform moderator.



The screenshot displays the 'Comments' interface. At the top, under the heading 'Comments', there is a comment from 'DMC csapat' dated 'Thu, 01/02/2025 - 13:58'. The comment text reads: 'Nagyszerű munka, köszönjük szépen! Csodások a megfordításhoz választott videók! Üdv. és BUÉK a DMC csapat nevében!'. Below the comment is a 'REPLY' button. Below the comment section is a 'Submit a new comment' section. This section contains a 'Subject' input field with the text 'Tried it with my class'. Below the subject field is a 'Comment' section with a rich text editor. The editor's toolbar includes buttons for bold (B), italic (I), link (🔗), bulleted list (•), numbered list (1=), quote (🗨️), image (🖼️), paragraph (Paragraph), source (Source), and code (<>). The text area of the editor contains the message: 'It worked really well, the students were motivated. Thank you for sharing!'. Below the text area is a link 'About text formats'. At the bottom of the form is a blue 'Send Comment' button.

Figure 64 – Comments and the form for a new comment

11.3 Forum

The **Forum** menu item appears in the main menu after logging in. The forum is not available to visitors who are not logged in: if you open it without logging in, the **Please sign in** page is shown with a **Sign in** button. Discussions in the forum are organised by topic, for example news of general interest or sharing AI prompts.

- The **Forums** page shows forum cards with the number of topics and posts.
- Opening a forum shows the **list of topics** with the number of replies and the time of the last reply.
- Opening a topic shows the first post and the **Replies**; you can add your own reply at the bottom of the page.
- With **Add new forum topic** you can start your own topic: enter the **Subject**, choose the **Forums** entry and write the **Body**.

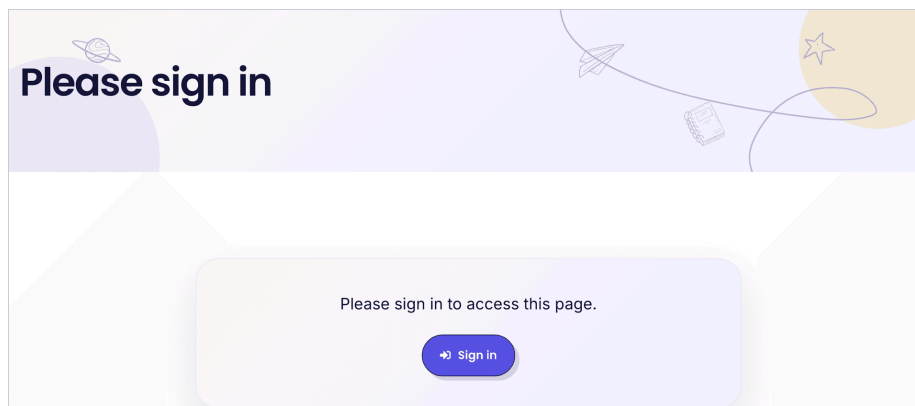


Figure 65 – The forum without logging in

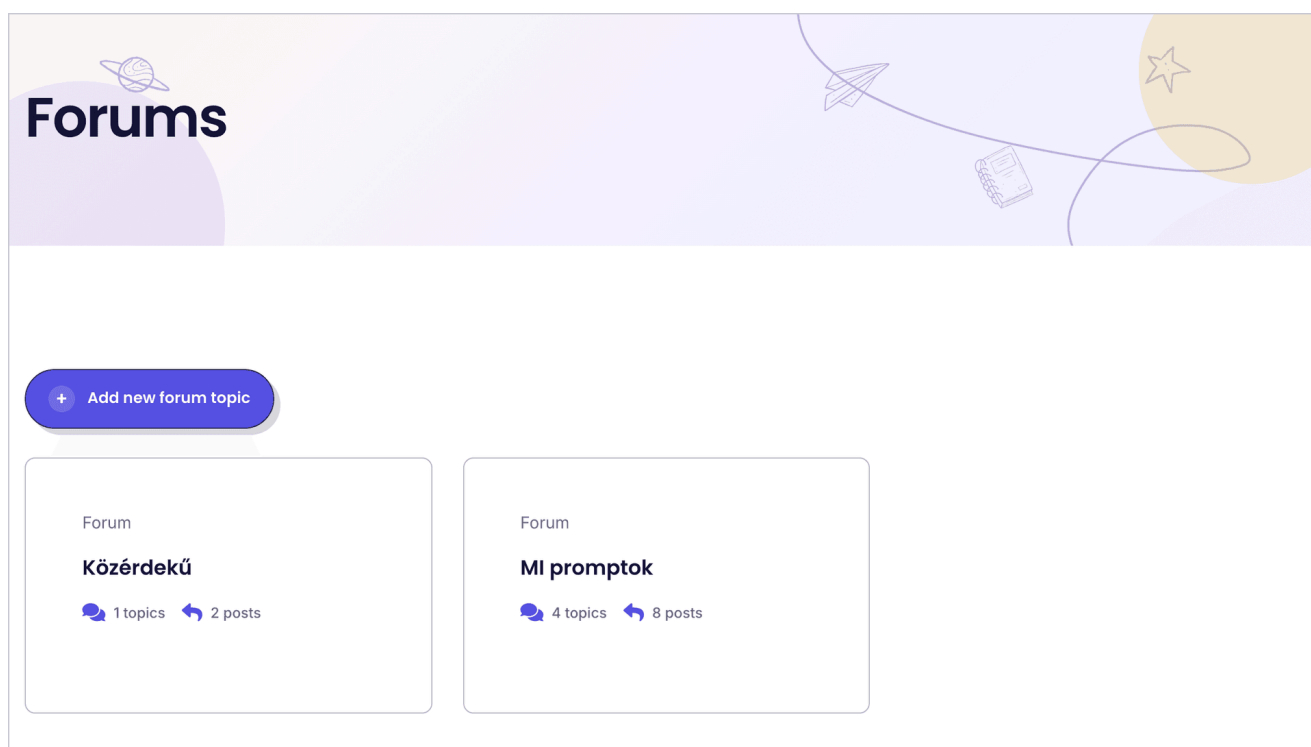


Figure 66 – The Forums page



MI promptok

[Home](#) / [forums](#)





+ Add new forum topic

Topic	Replies	Last reply ▼
Guided reading By hadiyahadi 3 months ago	0	n/a
Guided reading By hadiyahadi 3 months ago	0	n/a
Guided reading By hadiyahadi 3 months ago	0	n/a
MI promptok By DMC csapat 6 months 1 week ago	4	By admin 5 months ago

Figure 67 – The list of topics in a forum

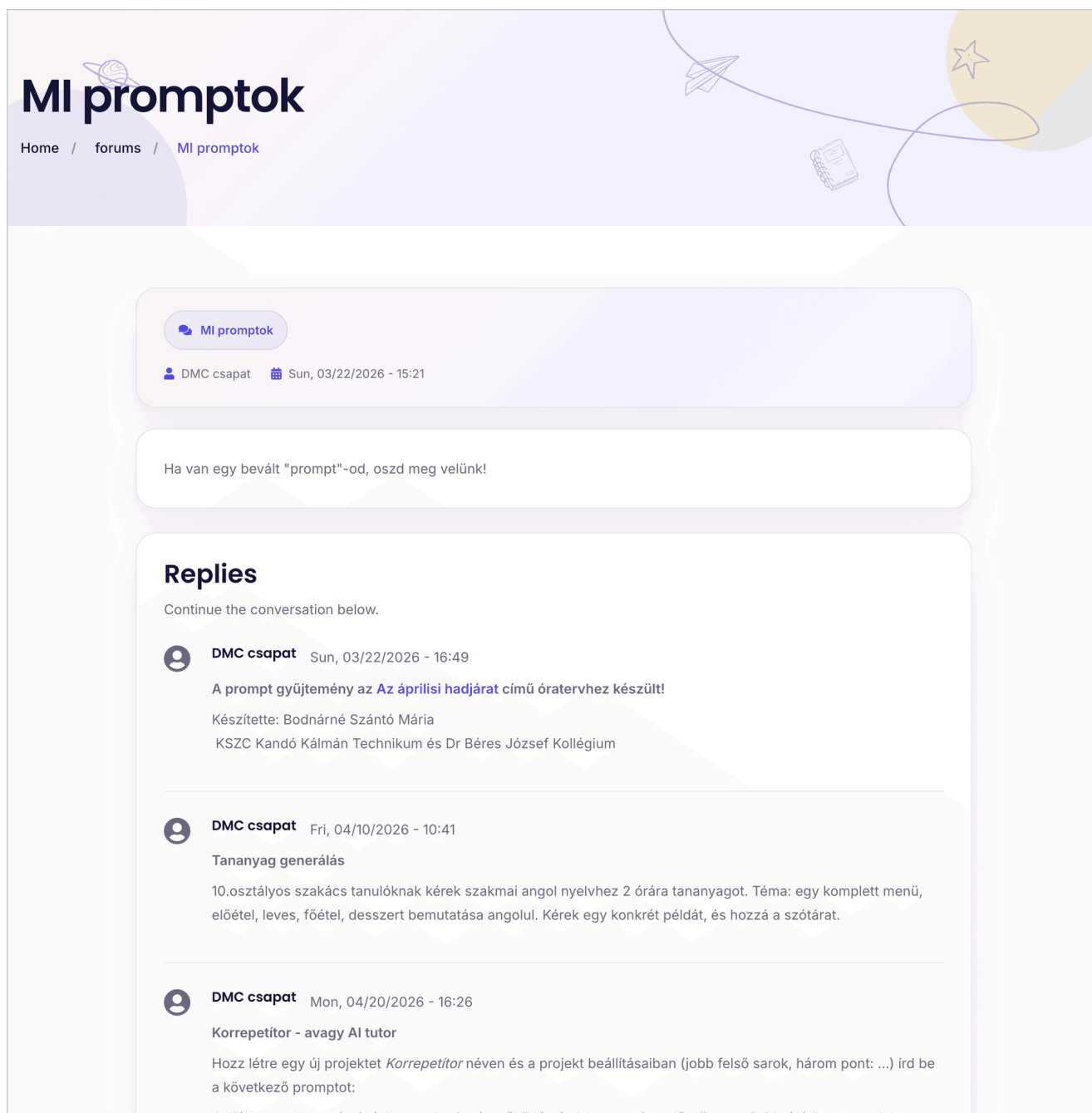


Figure 68 – A forum topic with replies

Create Forum topic

[Home](#) / [Add content](#)

Content

Create Lesson Plan

Upload Digital Material

Account

My Profile

Settings

Logout

Subject *

Which AI tools do you use for marking tests?

Forums *

MI promptok

Body ([Edit summary](#))

B I Paragraph Source

Figure 69 – Starting a new forum topic

12 Contact, feedback and information pages

12.1 Contact

The **Contact us** link in the footer opens the contact form. Enter **Your Name**, **Your Email**, the **Subject** and the **Message**, accept the privacy policy and click **Send message**. The form is protected by automatic spam protection (reCAPTCHA). You can also write directly to edu@itstudy.hu – for example if you would like to suggest a new tool or resource.

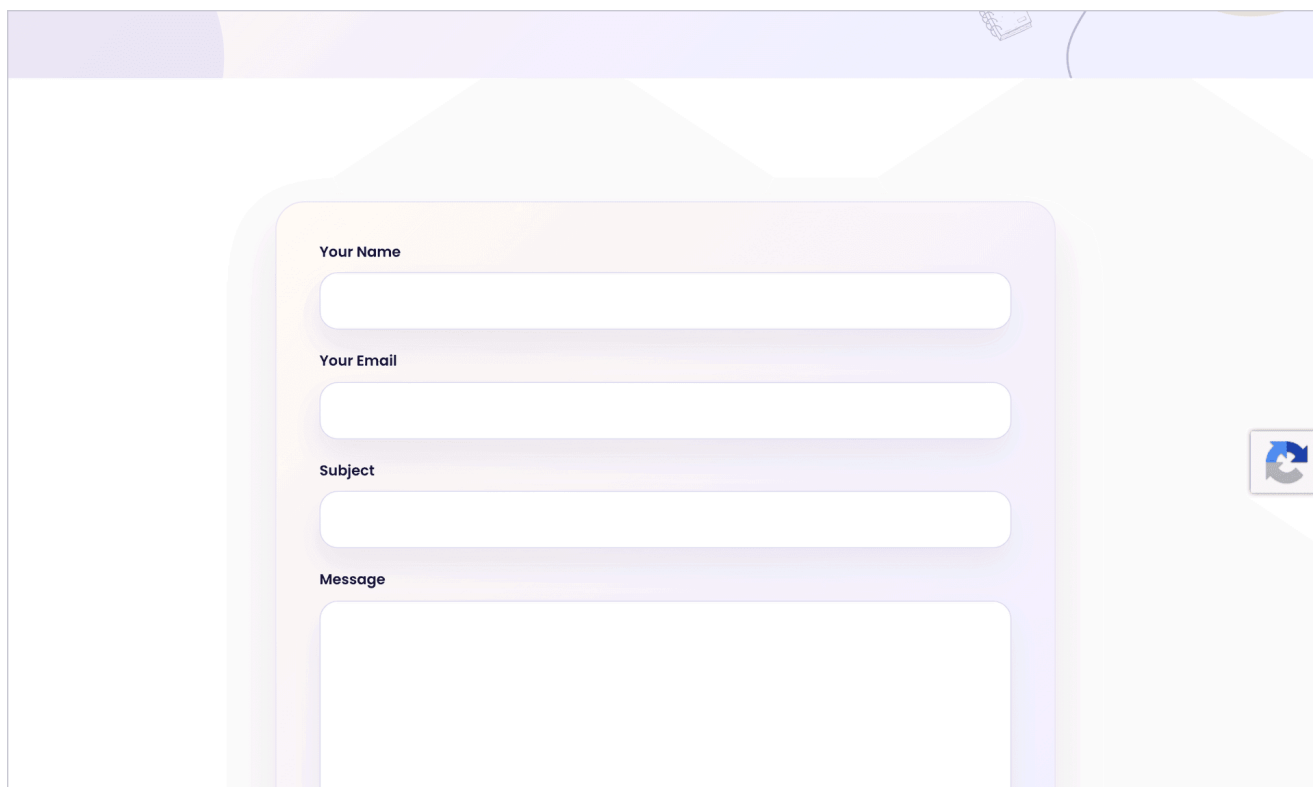
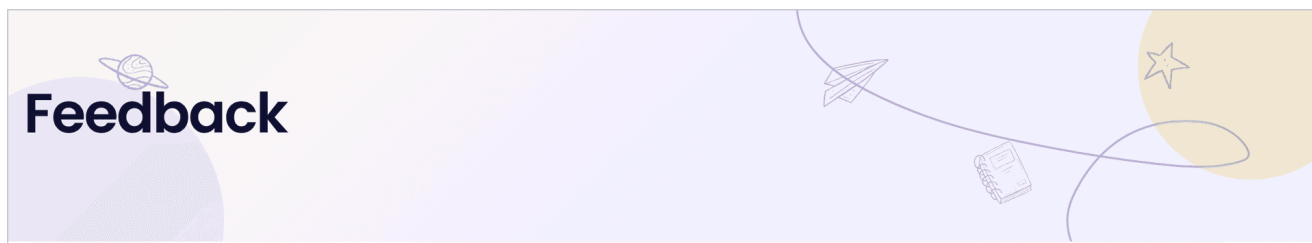
A screenshot of a contact form on a website. The form is centered on a light gray background with a subtle geometric pattern. It consists of four input fields stacked vertically, each with a label above it: 'Your Name', 'Your Email', 'Subject', and 'Message'. The 'Message' field is a larger text area. To the right of the form, there is a small square icon containing a blue circular arrow, likely a refresh or submit button. The top of the page has a light purple header bar.

Figure 70 – The contact form

12.2 Feedback on the platform (questionnaire)

On the **Feedback** page (<https://dmc-edu.eu/en/feedback> , “Evaluation of DMC”) you can rate the usability of the website (transparency, navigation, filtering and search options, communication, etc.) and report technical problems. Your feedback helps to develop the platform further.



Feedback

Evaluation of DMC

1. Please rate the DMC website for its usability?

	Very good	Good	Ordinary	Poor	Very poor
Transparency, image	☐	☐	☐	☐	☐
Navigation, orientation	☐	☐	☐	☐	☐
Filtering and search options	☐	☐	☐	☐	☐
Communication on the forum and on the blog	☐	☐	☐	☐	☐

2. Technical problems

☐ There wasn't any

☐ There were some

☐ There were many

3. Please rate the quality of the content uploaded to the DMC website?

	Excellent	Good	Ordinary	Poor	Very poor
Teaching-learning, assessment methods, creative techniques	☐	☐	☐	☐	☐
Digital tools	☐	☐	☐	☐	☐

Figure 71 – The platform evaluation questionnaire

12.3 Privacy policy

The **Privacy Policy** (<https://dmc-edu.eu/en/privacy-policy>) explains which personal data the platform processes (contact, registration, web forms, analytics and technical data), for what purpose and for how long, and what rights you have. It can also be opened from the cookie banner and from the contact form.

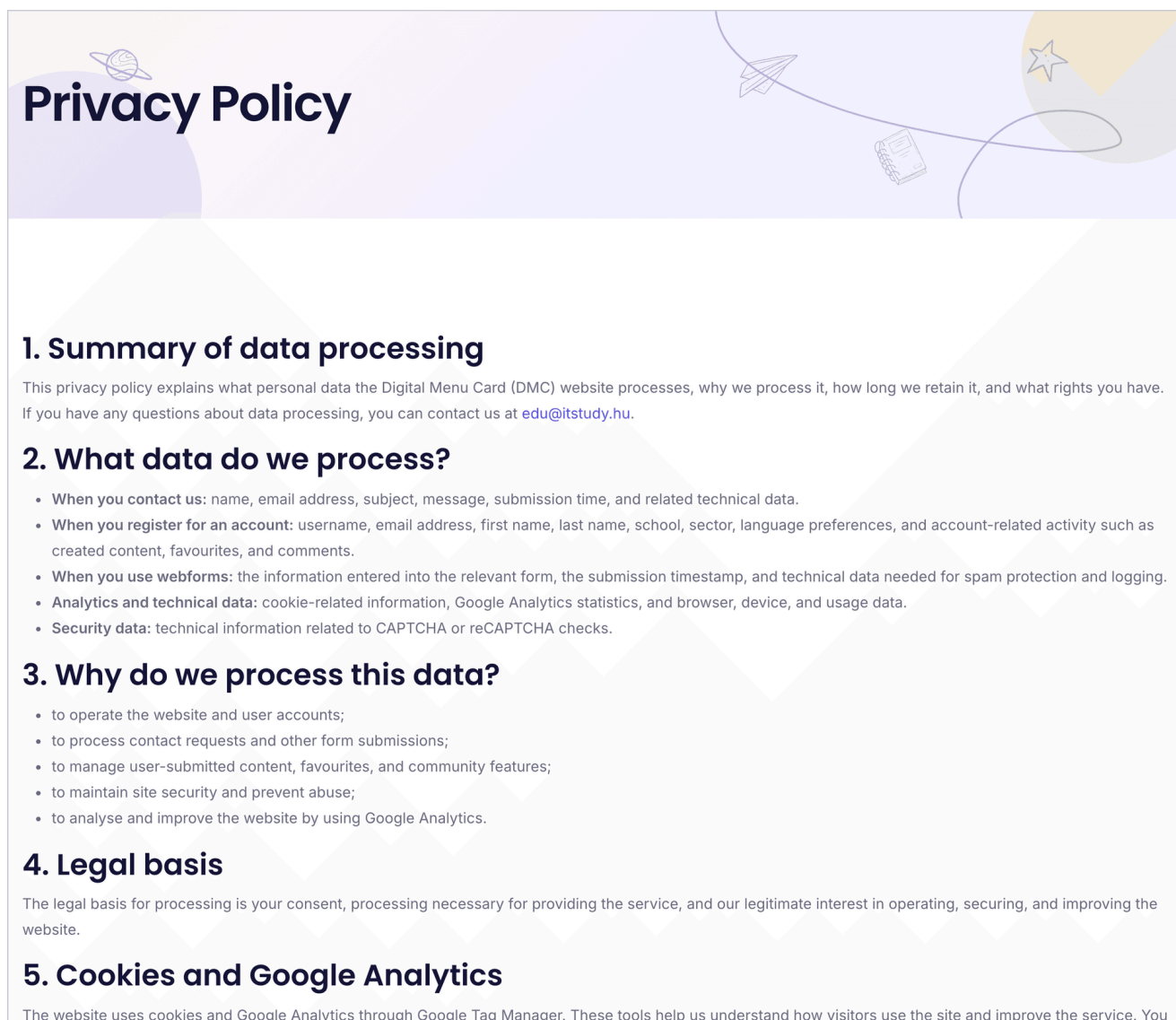


Figure 72 – The privacy policy

13 For editors and mentors

This chapter is for users with the **Mentor** or **Editor** role, who review and publish submitted content and maintain the INGREDIENTS collection (methods, tools, content sources).

13.1 The life cycle of content

Lesson plans and digital materials, as well as methods, tools and content sources, go through a simple approval process:

State	Meaning	Who can see it?
Draft	saved by the author but not yet published	the author, mentors, editors and administrators
Published	approved, published content	everyone
Archived	withdrawn content, removed from the public lists	mentors, editors and administrators

The process: the teacher creates and saves the lesson plan (**Draft**) → ticks **Submit for examination** → the mentors receive an e-mail notification (“A new lesson plan has been submitted for examination”, with the link to the lesson plan) → a mentor or editor reviews it and, if necessary, gives feedback to the author in a comment → **publishes** it (**Published**) → the author receives an e-mail notification about the publication. Published content can later be **archived**, and archived content can be restored to draft or published.

13.2 Moderated content

Content waiting for review is listed on the **Moderated content** page (<https://dmc-edu.eu/en/admin/content/moderated>). The list can be filtered by **Title**, **Content type**, **Moderation state** and **Language**, and shows the author and the time of the last update. Open the content with the **Edit** button.

[Back to site](#) | Content

Moderated content

[Overview](#)
[Moderated content](#)

Title	Content type	Moderation state	Language		
Sample	- Any -	- Any -	- Any -	Filter	Reset

Title	Content type	Author	Moderation state	Updated	Operations
Sample material: Photosynthesis quiz	Digital education material	de-mo_teacher	Draft	10/01/2026 - 13:10	Translate
Sample lesson plan: Investigating photosynthesis with digital tools	Lesson / project plan	de-mo_teacher	Draft	10/01/2026 - 13:10	Edit v

Figure 73 – The Moderated content list

13.3 Content list

On the **Content** page (<https://dmc-edu.eu/en/admin/content>) all content of the website can be searched and filtered (by title, content type, published status and language). Bulk actions can be applied to the selected items, and new content can be created with **+ Add content**.

[Back to site](#)

Content

[Overview](#)
[Moderated content](#)

Title	Content type	Published status	Language		
Sample	- Any -	- Any -	- Any -	Filter	Reset

☐	Language	Title	Content type	Author	Status	Updated	Operations
☐	English	Sample material: Photosynthesis quiz	Digital education material	de-mo_teacher	Unpublished	10/01/2026 - 13:10	Translate
☐	English	Sample lesson plan: Investigating photosynthesis with digital tools	Lesson / project plan	de-mo_teacher	Unpublished	10/01/2026 - 13:10	Edit v

No items selected
 Action:

Figure 74 – The Content list

13.4 Publishing content

On the edit page of a content item, mentors and editors also see the **moderation state** at the bottom of the form: next to **Current state**, they can choose **Draft** or **Published** in the **Change to** list. To publish, choose **Published** and click **Save**. From here the content can also be deleted permanently with **Delete**.

STEP 6

Not started

Attachments and submission

Attach supporting files and choose how this plan should be saved.

▼ Attached file

ADD A NEW FILE

Choose Files

No file chosen

Unlimited number of files can be uploaded to this field.
512 MB limit.
Allowed types: txt pdf xls xlsx xml doc docx jpg png jpeg ppt pptx mp4.

► Advanced settings

☐ Submit for examination

CURRENT STATE

Draft

CHANGE TO

Draft

▼

Select this when the lesson plan is ready to be submitted for review.

Save

Delete

Figure 75 – The moderation state on the edit page

13.5 Adding a new method, digital tool or content source

The INGREDIENTS collection is extended by the editors and mentors. New items can be added at the following addresses:

- **Create Method** – <https://dmc-edu.eu/en/node/add/modszer> : language, name of the method, type of method, type of teaching-learning method, short summary, description of the method, advantages, challenges and pitfalls, practical application tips, feedback from teachers and students, attached file, more information, author of the method;
- **Create Tool** – <https://dmc-edu.eu/en/node/add/eszkoz> : language, name of tool, tool list image, link, AppStore and Google Play links, type of tool, pricing, difficulty, interface language, built-in repository and online cooperation, short summary, description, advantages, disadvantages, tutorial videos, examples, usage in teaching/learning, author of the description;
- **Create Repository** – <https://dmc-edu.eu/en/node/add/tartalomforras> : language, name of repository, cover image, link, interface language, short summary, description, author of the repository description.

Note: Methods, tools and content sources added by mentors are published by the editors; editors can also publish, archive and restore items of the INGREDIENTS collection.

Create Method

Home / [Add content](#)

Content

Create Lesson Plan

Upload Digital Material

Account

My Profile

Settings

Logout

Language *

- Select a value -

Name Of The Method *

Type of method *

Assessment methods

Creative techniques

Teaching and learning methods

Type Of Teaching-Learning Method

- None -

If this method is a teaching-learning method, then here you can select it's subtype.

Short Summary *

0

The essentials under 160 characters.

Figure 76 – The Create Method form

Create Tool

Home / Add content

Content

Create Lesson Plan

Upload Digital Material

Account

My Profile

Settings

Logout

Language *

- Select a value -

Name Of Tool *

Tool List Image

placeholder image

Choose File

No file chosen

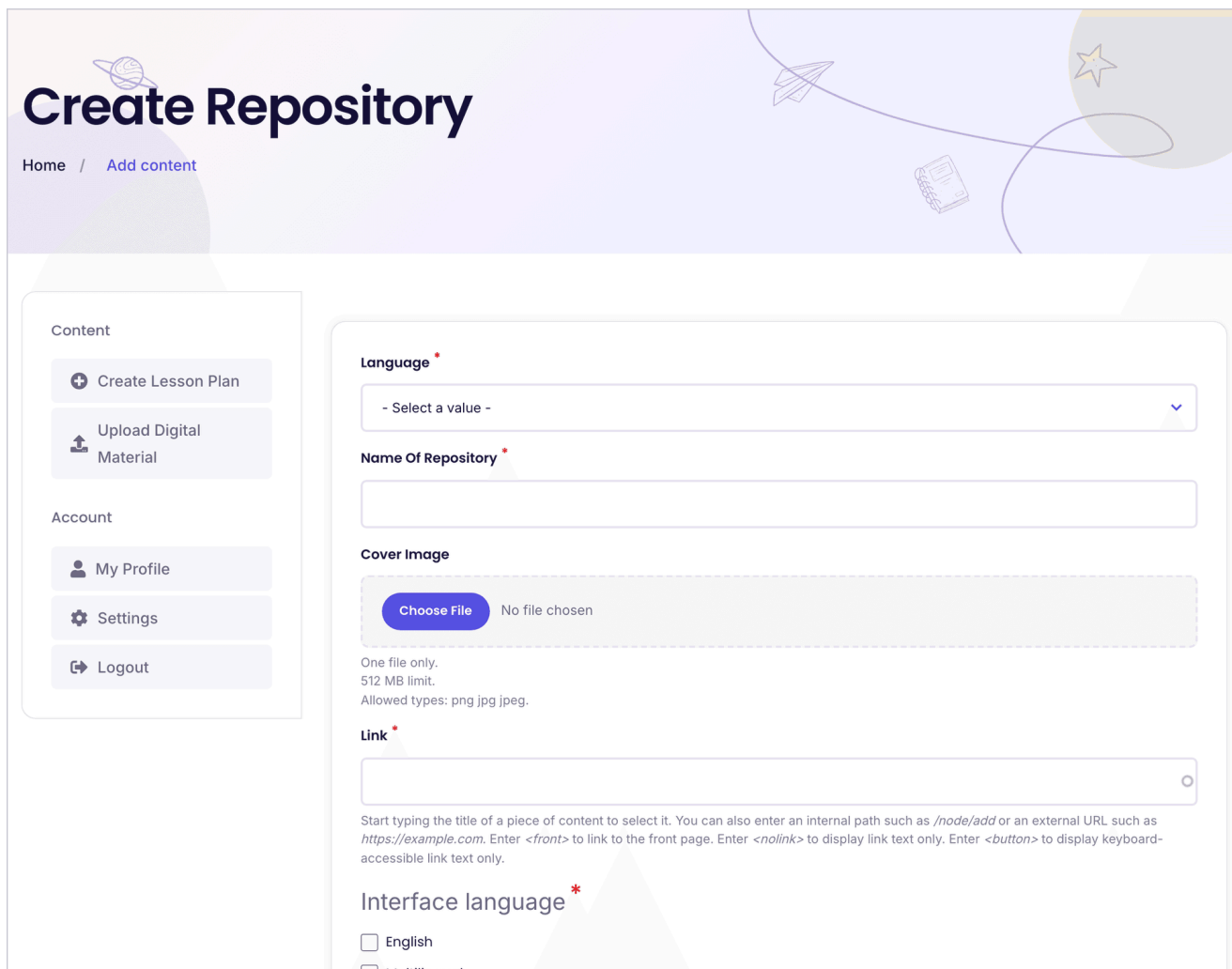
One file only.
512 MB limit.
Allowed types: png jpg jpeg.

Link

Start typing the title of a piece of content to select it. You can also enter an internal path such as `/node/add` or an external URL such as `https://example.com`. Enter `<front>` to link to the front page. Enter `<nolink>` to display link text only. Enter `<button>` to display keyboard-accessible link text only.

Google Play Link

Figure 77 – The Create Tool form



The image shows a web form titled "Create Repository". At the top left, there is a logo with a planet and the text "Create Repository". Below it are links for "Home" and "Add content". The form is divided into two main sections: a left sidebar and a main content area.

Left Sidebar:

- Content:**
 - Create Lesson Plan
 - Upload Digital Material
- Account:**
 - My Profile
 - Settings
 - Logout

Main Content Area:

- Language:** A dropdown menu with the text "- Select a value -".
- Name Of Repository:** A text input field.
- Cover Image:** A file upload section with a "Choose File" button and the text "No file chosen". Below it, small text reads: "One file only. 512 MB limit. Allowed types: png jpg jpeg."
- Link:** A text input field. Below it, small text reads: "Start typing the title of a piece of content to select it. You can also enter an internal path such as /node/add or an external URL such as https://example.com. Enter <front> to link to the front page. Enter <nolink> to display link text only. Enter <button> to display keyboard-accessible link text only."
- Interface language:** Radio buttons for "English" and "Multilingual".

Figure 78 – The Create Repository form

13.6 Good practice for moderation

- Check that the **required data** are filled in meaningfully (title, goals, lesson flow, evaluation).
- Check that the **language** and the **categories** (sector, grade, subject) are correct – the filters rely on them.
- If corrections are needed, tell the author in a **comment** below the content; the author can correct the draft.
- Look at the **PDF version** before publishing, because many users download lesson plans in this format.

14 Frequently asked questions

Do I have to register to download lesson plans? No. Browsing lesson plans, materials, methods and tools and downloading PDFs is possible without registration. Registration is needed to create your own content, to comment, to use favourites and to use the forum.

I did not receive the registration e-mail. What should I do? Check your spam folder too. If it is not there, request a new login link on the **Reset password** page, or register with **Continue with Google**. If the problem persists, write to edu@itstudy.hu.

Where can I find my saved lesson plans? On the **My details › Profile** page, in the **My lesson plans, digital educational materials** block – both drafts and published plans.

Why is my lesson plan not shown in the public list? Because it is still a **draft**. Open it for editing, tick **Submit for examination** and save it. After the mentors have approved it, the lesson plan becomes public.

Can I change my lesson plan after it has been published? Yes, at any time with the **Edit** button; the changes appear immediately after saving.

Can I copy someone else's lesson plan? Yes: when logged in, use the **Copy Lesson Plan** button on any public lesson plan. The copy is saved in your account and you can rewrite it freely.

Why does my comment not appear immediately? Comments become public after they have been approved by the moderator.

Why are the labels of some content in another language, although I use the English interface? On a content page the categories (sector, type of tool, etc.) are shown in the **material language**. If the content is in Hungarian, its labels appear in Hungarian.

What files can I attach? To lesson plans: txt, pdf, xls, xlsx, xml, doc, docx, jpg, png, jpeg, ppt, pptx and mp4 files; to digital materials additionally md, zip and html files (up to 512 MB per file).

How can I delete my account? With the **Cancel account** button at the bottom of the **My details › Settings** page.

Appendix

Glossary

Term	Explanation
Lesson plan	a detailed plan of one lesson (goals, course, evaluation, tools)
Project plan	a plan of a project spanning several sessions and often several subjects
Micro-course (Mikrokursus)	a plan of a short training unit that can be completed independently
Digital educational material / micro-learning content	a ready-to-use digital learning element (quiz, game, video, interactive material, etc.)
Interactive learning material	an HTML learning material uploaded as a ZIP package that runs in the browser
Ingredients	the collection of methods, digital tools and content sources
Draft	content that has been saved but not yet published
Published	approved content available to everyone
Submit for examination	sending a draft to the mentors for publication
Copying (cloning)	creating an editable copy of a lesson plan in your own account
Material language	the language of the content (lesson plan, material, description)
Interface language	the language of the website's menus and labels
Soft competencies	transversal skills independent of any particular field (communication, creativity, etc.)
Likes / Favourites	marking content and the collection of marked content in your profile

Useful addresses

Page	Address
Home page	https://dmc-edu.eu/en
Lesson and project plans	https://dmc-edu.eu/en/lesson-plans
Digital educational materials	https://dmc-edu.eu/en/digital-materials
Teaching and learning methods	https://dmc-edu.eu/en/resources/methods
Digital tools	https://dmc-edu.eu/en/resources/tools
Repositories	https://dmc-edu.eu/en/resources/repositories
New lesson plan	https://dmc-edu.eu/en/node/add/oraterv

Page	Address
New digital material	https://dmc-edu.eu/en/node/add/digital_educational_material
Forum	https://dmc-edu.eu/en/forum
Search	https://dmc-edu.eu/en/search/results
Registration	https://dmc-edu.eu/en/user/register
Login	https://dmc-edu.eu/en/user/login
Contact	https://dmc-edu.eu/en/form/contact
Feedback questionnaire	https://dmc-edu.eu/en/feedback
Privacy policy	https://dmc-edu.eu/en/privacy-policy
Moderated content (mentors, editors)	https://dmc-edu.eu/en/admin/content/moderated