

EduTools

User manual

Interactive training platform — www.edu-tools.com

About this manual

This manual describes every function of EduTools, screen by screen and step by step. It is written for anyone who runs a session: freelance trainers, teachers, training managers in a training centre, a school or a company.

You do not need to read it from cover to cover. Four ways to use it:

- **You are starting out** — read parts 1 and 2. In an hour you will know how to create a room, put an activity in it and invite your learners.
- **You are looking for one tool** — part 3 gives each activity its own chapter, always built the same way: what it is for, how to create it, how to share it, what learners see, what you get back.
- **You are running a session** — part 4 covers the live side: launching, following, projecting, re-engaging.
- **You manage an organisation** — part 6 covers sessions, attendance sheets, satisfaction surveys and trainer accounts.

Reading conventions

Button and menu names are written **in bold**, exactly as they appear on screen. Navigation paths are given as **Menu → Submenu → Button**.

Good to know: green boxes carry a usage tip, a shortcut that saves time, or a useful detail.

Careful: amber boxes flag something to watch — an action with no way back, a limit, or a setting whose effect is not obvious.

The screenshots in this manual are taken from the real software. The setting is that of an office-skills trainer, Camille Dubois, and her room "Excel — Niveau intermédiaire". Your own screens will carry your content, but the layout will be the same.

What this manual does not cover

The administration console reserved for the platform publisher is not described here: it does not concern users.

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Part 1 — Getting to know EduTools

What EduTools is, what it is for, and how it is organised.

EduTools on one page

EduTools is a web-based interactive training platform. Nothing to install: you reach it from a browser, and so do your learners — on a computer, a tablet or a phone, and in most cases without creating an account.

It brings together three things usually found in three different tools:

- **teaching activities** — around twenty of them, from the quiz to the whiteboard, by way of the mind map, the sticky-note wall and the code editor;
- **a place to gather them** — the *room*, which your learners join with a short code or by scanning a QR code;
- **a record of what happened** — who took part, who answered what, for how long, with the exports a training organisation needs.

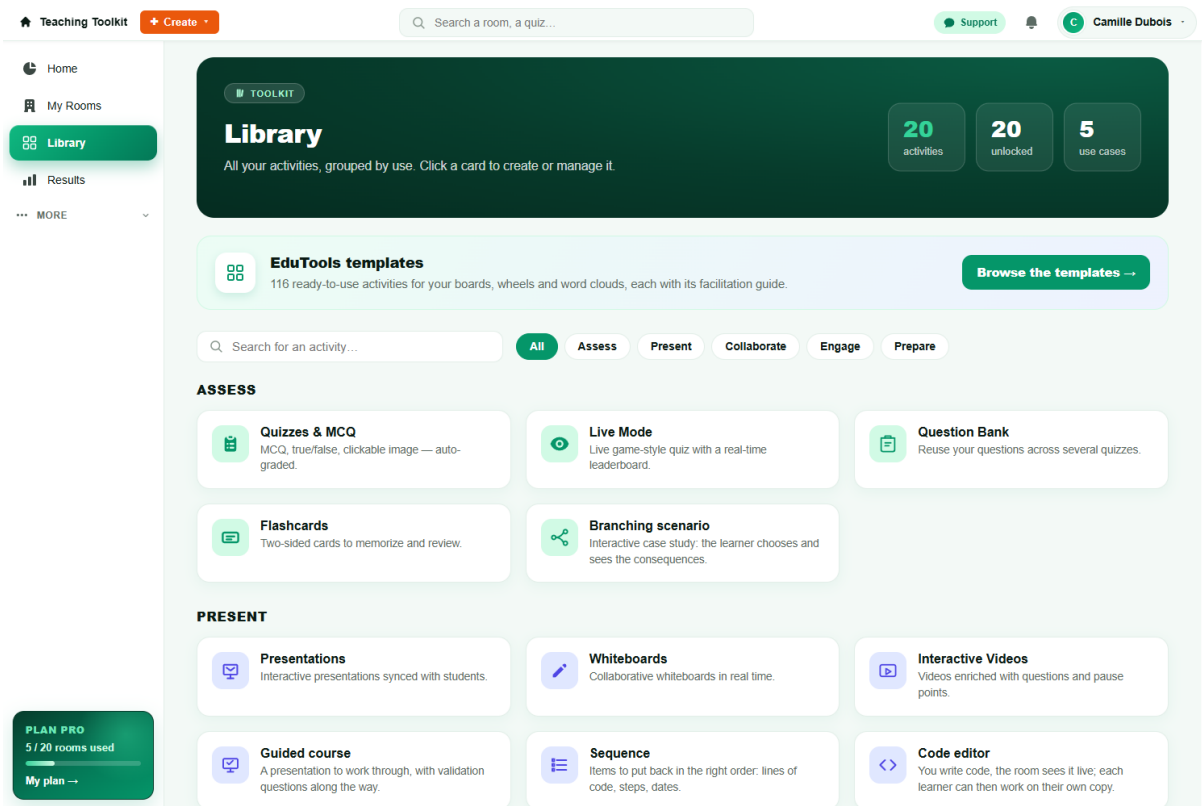


Figure 1 — The Library brings together every activity you can create, grouped by use.

What EduTools is not

Careful: EduTools is not a video-conferencing tool. It never accesses your camera or your microphone. **Screen sharing** does exist, to project a document or an exercise, but voice and video go through the tool you already use — Teams, Zoom, Meet — or through the physical room.

That choice is deliberate: EduTools plugs into your existing setup instead of replacing it.

The three spaces

The platform looks different depending on who signs in.

Space	For whom	What you do there
Trainer space	Trainers, teachers	Create activities and rooms, run sessions, review results
Organisation space	Training centres, schools, companies	Manage sessions, attendance, satisfaction, trainer accounts
Learner space	Trainees, pupils	Join a room, revise, find their documents again

The trainer space is the heart of the product: most of this manual describes it. The organisation space is added on top when your subscription covers several trainers. The learner space is optional — your learners can take part without an account.

How a session unfolds

The most common path has five steps.

1. **You prepare** your activities in advance, from the Library: a quiz, a whiteboard, a sticky-note wall.
2. **You create a room** and put the chosen activities in it.
3. **Your learners join** by typing the room code, or by scanning the QR code you project.
4. **You run the session:** you launch activities, you watch who is answering, you project the whiteboard.
5. **You collect the results** and export them if needed.

Good to know: the room is not compulsory. Most activities can also be shared through a plain link or a QR code, to be used independently — handy for homework or for work between sessions. Each chapter of part 3 states the sharing modes available.

Part 2 — Getting started

Creating your account, finding your bearings, creating your first room.

Creating your account

Go to **www.edu-tools.com** and click **Create an account**. The form asks for your name, your email address and a password.

The **account type** you choose shapes everything that follows:

Type	Choose it if...	What it changes
Freelance	You train on your own account	Plain trainer space
Training centre	You manage several trainers	Adds the organisation space, Qualiopi attendance, satisfaction
School	You are a school	Adds year groups, classes and pupils
Company	You run internal meetings and training	Adds internal sessions and meetings

Careful: the account type decides the wording of the interface ("trainees" or "pupils", "sessions" or "meetings") and which screens are available. Choose carefully: changing it afterwards means going through support.

Activating your account

An activation email is sent straight away. Open it and press the **Activate my account** button.

Careful: clicking the link is not enough — you must press the button on the page that opens. This extra step protects your account on purpose: some antivirus programs visit email links before you do, and would use up the activation in your place.

If the email does not arrive, check your junk folder. You can also send it again from your profile menu, top right: **Activate my account**. A reminder is sent automatically seven days and then two days before the link expires.

Signing in

The sign-in page is at **www.edu-tools.com/admin/login.php**. Enter your email address and your password.

Forgotten password

Click **Forgotten password**, enter your address: a reset link is sent to you. It is valid for one hour.

Two-factor authentication

To make your account safer, turn on two-factor authentication from **Profile → Security**. At each sign-in a six-digit code will be asked for on top of your password, generated by an app such as Google Authenticator or Authy.

Good to know: keep the backup codes shown when you turn it on. They are your only way back in if you lose your phone.

Finding your bearings

Once signed in, you land on your dashboard.

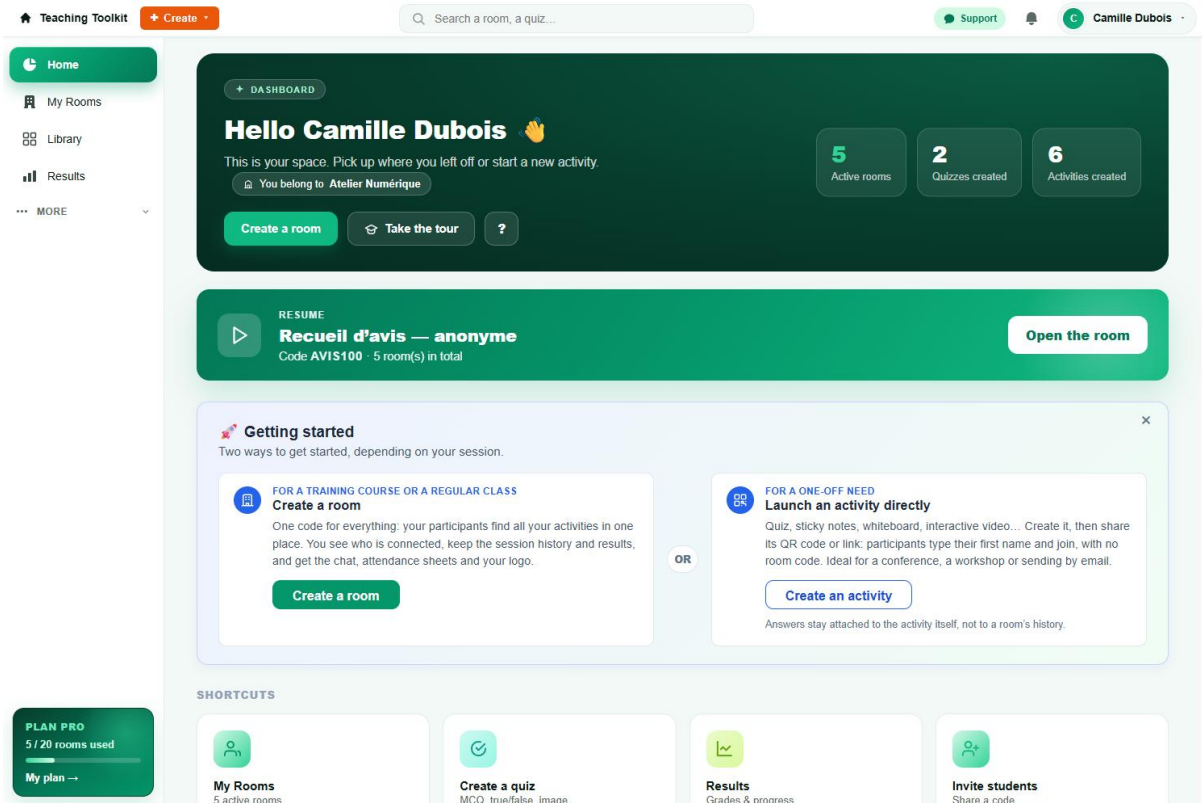


Figure 2 — The dashboard: side menu on the left, search and profile at the top, widgets in the middle.

Good to know: the workspace is titled "Teaching Toolkit" in the top bar. This is indeed EduTools: the commercial name appears on the website and on your invoice, while the application carries a descriptive title.

The side menu

On the left, five entries:

- **Home** — the dashboard;
- **My Rooms** — the list of your rooms;
- **Library** — every activity you can create;
- **Results** — what your learners have produced;
- **More** — learners, documents, classes, attendance, satisfaction, archives and backups.

At the bottom of the menu, a card recalls your subscription and your usage.

The top bar

It carries the global search — type the name of a room or a quiz to find it — the **Create** button, notifications, access to support and your profile menu.

Dashboard widgets

The middle of the screen shows widgets: your recent rooms, your latest results, your activity. You can move them by dragging, and resize them by their bottom-right corner. The layout is saved automatically.

Good to know: the search in the top bar is the shortest route to any content. It searches rooms and activities at once.

The Library

The Library gathers every activity you can create. It is the starting point of all preparation.

Activities are grouped into five families:

Family	Activities
Assess	Quizzes & MCQ, Live Mode, Question Bank, Flashcards, Branching scenario
Present	Presentations, Whiteboards, Interactive Videos, Guided course, Sequence, Code editor
Collaborate	Sticky notes, Notes, Mind maps, Kanban
Engage	Wheel of Fortune, Pathways, Arcade Quiz
Prepare	Exercise bank, Lesson plans

A search field filters the list, and the pills **All / Assess / Present / Collaborate / Engage / Prepare** narrow it to one family. Activities your subscription does not cover stay visible, greyed out, with a link to **My plan**: you see what exists without having to look elsewhere.

Good to know: the Library also offers **EduTools templates** — more than a hundred ready-made activities, each with its facilitation guide, which you copy into your space and edit. See the chapter devoted to them.

Creating your first room

From **My Rooms**, click **New room**.

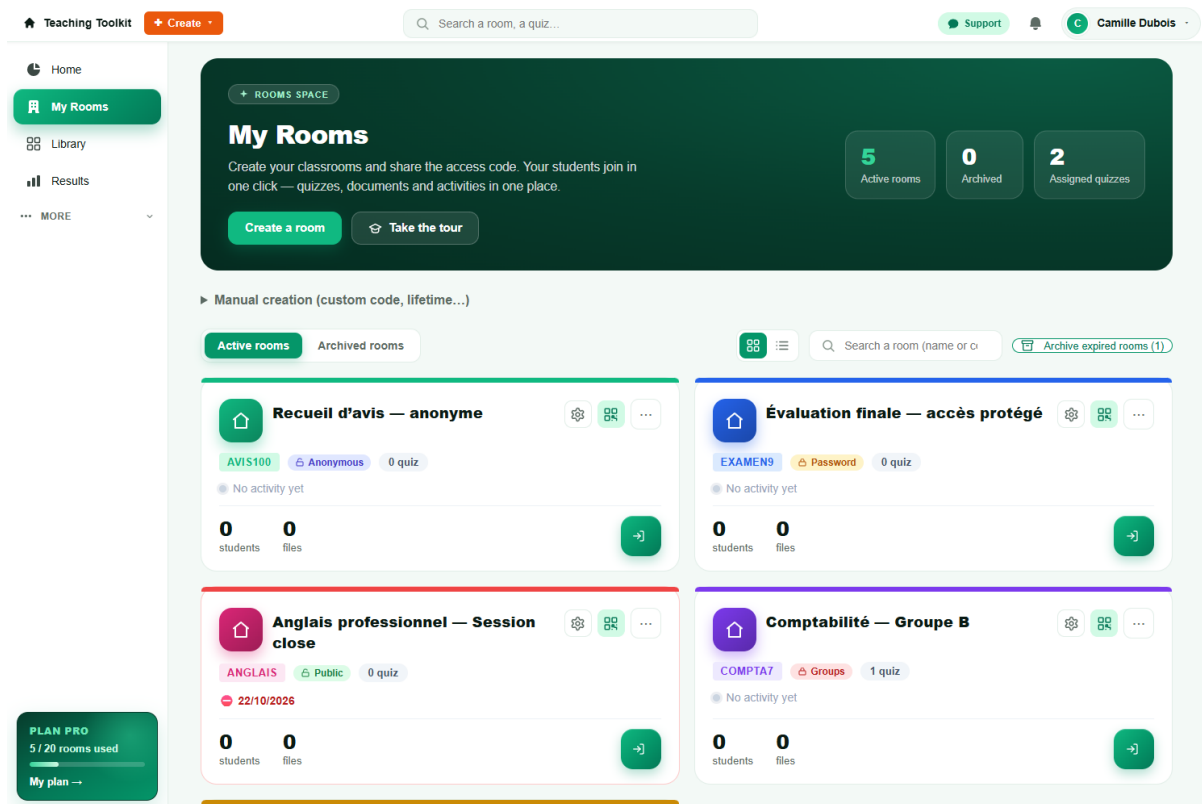


Figure 3 — My Rooms: one card per room, with its code, its state and its actions.

Room settings

The name is seen by your learners: prefer "Excel — Intermediate" to "Session 3".

The code is generated automatically — for example EXCEL24. It is what your learners type in. You can customise it.

The access mode decides who can come in:

Mode	Who can enter	When to use it
Public	Anyone with the code	The usual case — open training, one-off session
Private	Only learners you have registered	Closed group, named follow-up over time
Password protected	Those with the code and the password	Sensitive content, assessment
Anonymous	Anyone with the code, without giving a name	Collecting opinions, delicate topic

The expiry date closes the room automatically. Leave the field empty for a permanent room.

The logo can replace the platform's own inside the room, if your subscription allows it.

Choosing the room's tools

A room only shows the tools you switch on. From the room, open **Components**: there you tick the activities to offer and the facilitation functions — chat, questions and answers, timer, reactions, screen sharing.

Good to know: only switch on what you need. A room with three well-chosen tools works better than one offering fifteen.

Inviting your learners

Three routes, as you prefer.

1. **The code** — your learners go to **www.edu-tools.com**, click **Join a room** and type the code.
2. **The direct link** — you copy it from the room and send it by email or messaging.
3. **The QR code** — you project it: phones scan it and come straight in.

The screenshot shows the 'Join the class' interface. On the left, a blue sidebar contains the EduTools logo, a 'Live session' indicator, and the text 'You are about to join the class'. Below this, it shows the room name 'EXCEL24', the trainer 'Camille Dubois', and a 'Public' status. A privacy notice at the bottom states 'Your data stays private and is managed by your trainer.' On the right, a white panel titled 'Join the class' has a 'Home' link. It includes a disclaimer 'This information is only used to track the session.' and form fields for 'Your last name' (Dupont), 'Your first name' (Thomas), and 'Your group / class' (E.g. Gr. A). There is a 'Remember me on this device' checkbox and a large blue 'Enter the room' button. A footer note mentions 'Information used for running the course (attendance, activities, results)' and links to a 'Privacy policy'.

Figure 4 — The entry screen: the learner introduces themselves before reaching the room.

Depending on the access mode, this screen asks for their first and last name, a password, or lets them in anonymously.

Good to know: the QR code is the fastest route in a physical room. Project it as participants arrive: they are in the room before you have finished your introduction.

Part 3 — The activities

Around twenty tools. Each chapter follows the same plan: what it is for, create, share, learner's view, results.

How to read this part

Each activity is shared in one or more ways. Three modes recur:

Mode	Description
In a room	The activity appears in the room
Direct link or QR	The activity runs on its own, with no room, through a signed link you hand out
Live	You set the pace from your screen

Careful: a direct link stays valid until you revoke it. For an assessment, prefer a private room or a password-protected room.

Quizzes & MCQ

The most used tool on the platform: assess, revise, engage.

What it is for

Asking questions, marking them automatically and getting a score per learner. The quiz serves both formal assessment and a quick check in the middle of a session.

Creating a quiz

From **Library** → **Quizzes & MCQ**, click **New Quiz**.

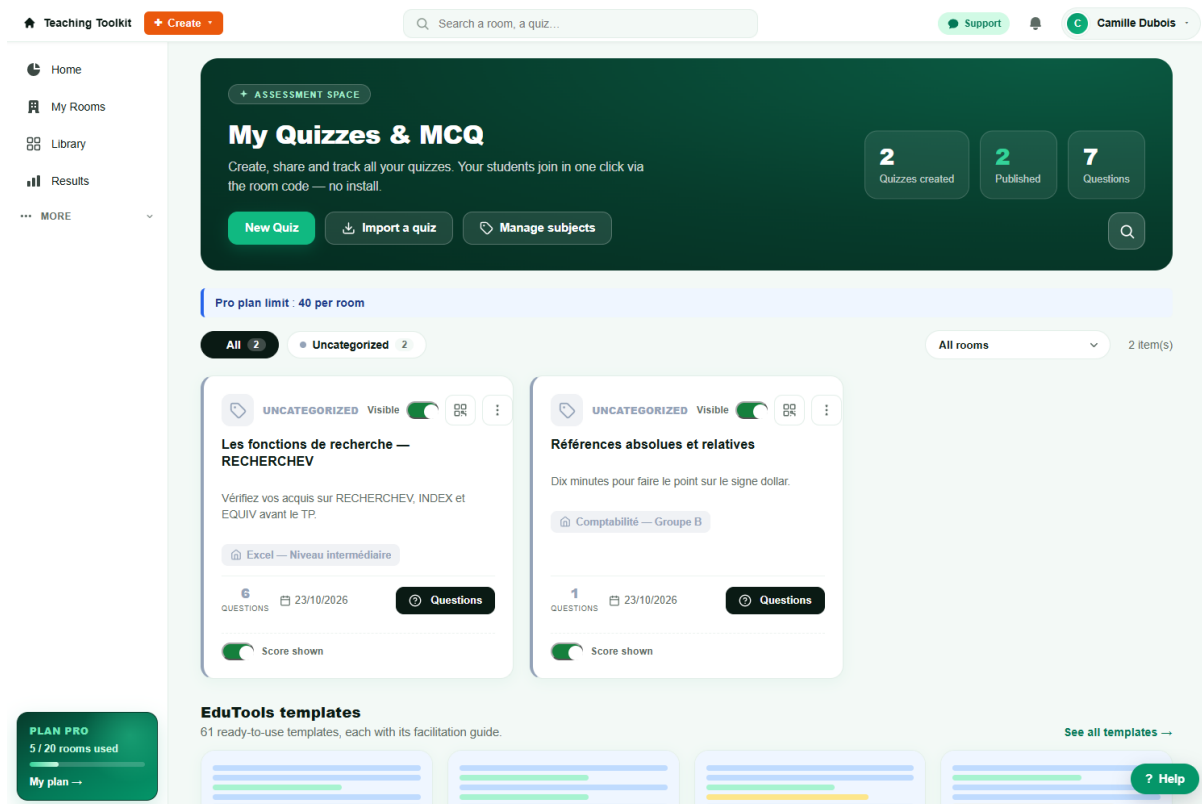


Figure 5 — The quiz list: one card per quiz, with its subject, its question count and its actions.

Give it a title — learners see it, so prefer "Lookup functions — VLOOKUP" to "Quiz 3" — then add your questions.

The six question types

Type	What the learner does	Marking
MCQ	Picks one or several answers	Automatic
True / False	Decides	Automatic
Fill in the blanks	Completes the missing words	Automatic, several wordings accepted
Open answer	Writes	Manual, by you
Click on the image	Points at an area of the image	Automatic
Matching	Links pairs	Automatic

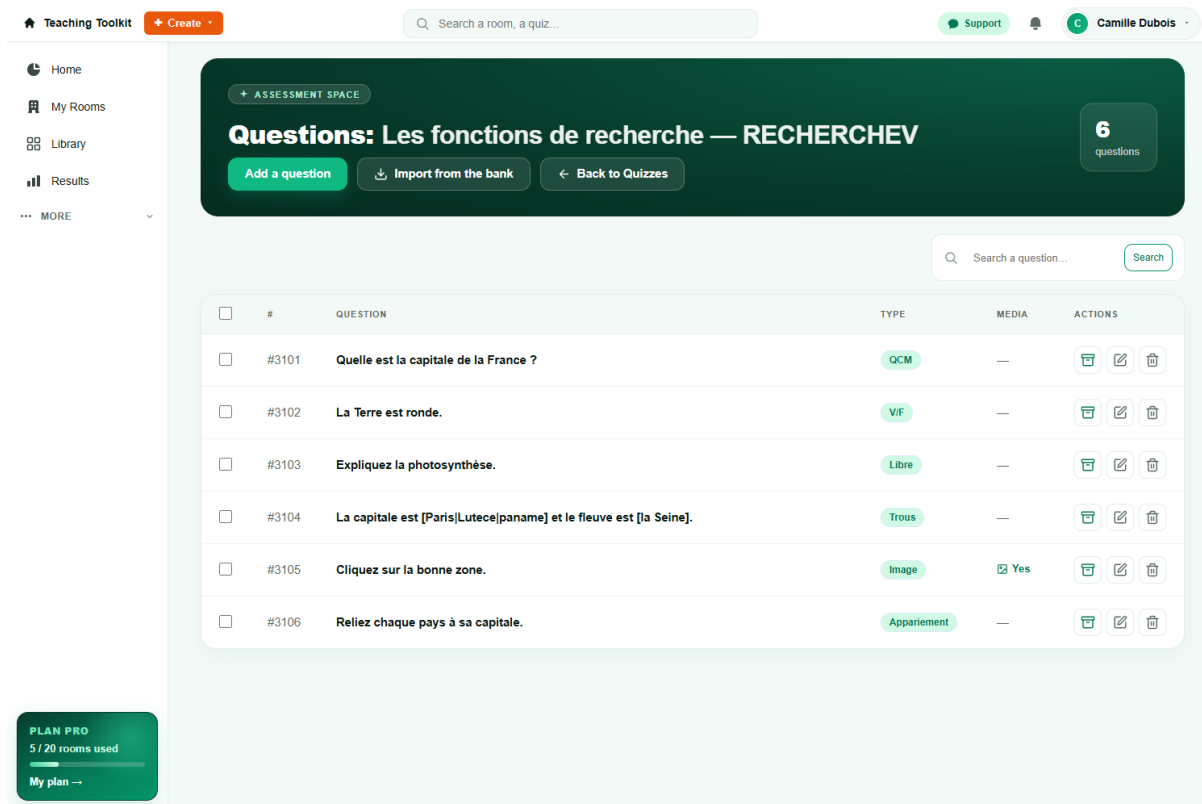


Figure 6 — The question editor of a quiz.

Good to know: vary the formats. A run of MCQs wears thin after ten questions; a fill-in-the-blanks or a matching question wakes the room up.

For fill in the blanks, separate the accepted wordings with a vertical bar: The capital is [Paris | Lutetia]. Case and accents are ignored. It is the **first** wording that is shown in the correction.

Quiz settings

- **Allow going back** — the learner can return to a question already seen.
- **Shuffle questions** and **shuffle answers** — two neighbouring papers do not look alike.
- **Limit the number of questions** — draw 10 questions out of 40.
- **Immediate correction** — the learner sees the right answer after each question.
- **Score shown / Score hidden** — see below.

Hiding the score at the end

On the quiz card, a **Score shown / Score hidden** switch decides what the learner sees at the end.

Hidden, the learner sees "Your answers have been saved" and nothing else: no figure, no percentage. You keep the full score in your results.

Good to know: useful for an assessment you would rather comment on in the room than let someone discover alone, or for a positioning test at the start of a course.

The setting applies to every run of the quiz: in a room as well as through a direct link.

The graded test

A quiz can be declared **graded**. It then only opens during the window you open: from the card menu, **Start the test**, then **Stop the test**. Outside that window, a learner opening the link sees "Test closed".

The four ways to play a quiz

Mode	How	What for
In a room	The quiz appears in the room	Each at their own pace during the session
Direct link or QR	You hand out a signed link	Independent work, between sessions
Live Mode	You drive question by question, live leaderboard	Game-show style facilitation
Arcade Quiz	The same quiz replayed as an arcade game	Playful revision

The results

Results gives the list of papers: who, when, what score, in which room. You can drill down into a paper — question by question, answer given and correct answer.

Exports available: **Excel** (all papers), **PDF per learner** and **PDF per group**, named or anonymous.

Frequently asked questions

Can a learner retake the quiz?

Yes, unless the quiz is a closed graded test. Each run creates a new paper; you see them all.

What happens if the quiz contains an open question?

The score is not shown straight away: the learner sees "awaiting marking". You mark the open question from the paper detail, and the final score is calculated.

Can I reuse my questions from one quiz to another?

Yes, through the **Question Bank** — see the next chapter.

Question Bank

What it is for

Writing a question once and reusing it in several quizzes, instead of typing it again.

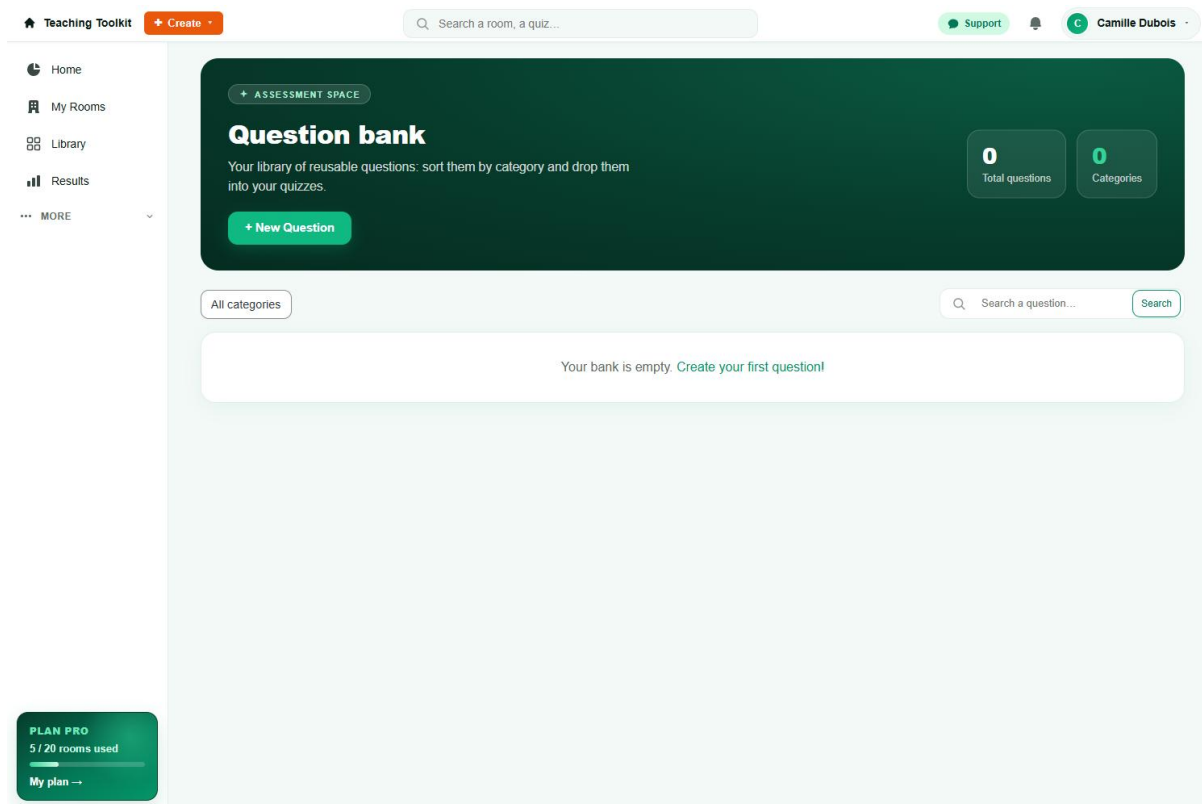


Figure 7 — The question bank, filterable by subject.

How to use it

From **Library** → **Question Bank**, create your questions and file them by subject.

Figure 8 — Creating a question in the bank.

In a quiz editor, the **Import from the bank** button lets you take several at once. The subject filter saves you scrolling through the whole bank.

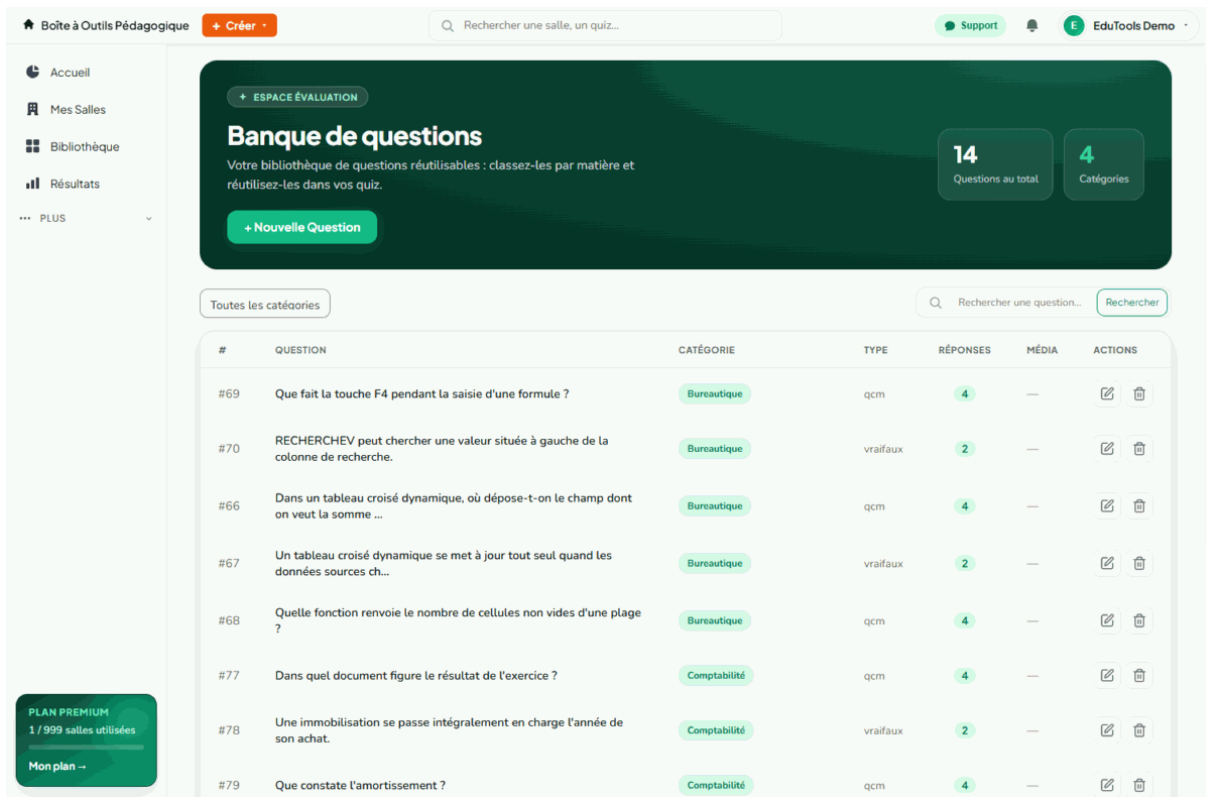


Figure 9 — The subject filter.

Good to know: feed the bank as you go, with every quiz you create. After three or four quizzes you hardly write a new question at all.

Live Mode — the quiz in real time

What it is for

Playing a quiz all together, game-show style: you show the question on the shared screen, everyone answers from their phone, the leaderboard updates between questions.

How it works

From **Library** → **Live Mode**, pick an existing quiz. Three screens come into play:

- **your control screen** — you launch each question, you see who has answered;
- **the projection screen** — the question, the countdown, then the leaderboard;
- **the learner's phone** — answers to tap.

Learners join with the code shown on screen.

Careful: Live Mode accepts MCQs, true/false and fill in the blanks. The other question types — open answer, clickable image, matching — are skipped during a live game.

Teams

You can split participants into teams: the leaderboard is then by team, which noticeably changes the mood of a room where people do not know each other.

Arcade Quiz

What it is for

Replaying an existing quiz as a retro arcade game. Right answers destroy the targets, wrong ones cost a life. Marking is still done by the server: the score is genuine.

How to use it

From **Library** → **Arcade Quiz**, pick the quiz to dress up, then share it in a room or by link.

Good to know: excellent at the end of the day, when attention drops, or as revision before an assessment.

Flashcards

What it is for

Two-sided cards for memorising: a notion on one side, its definition on the other. The learner revises at their own pace.

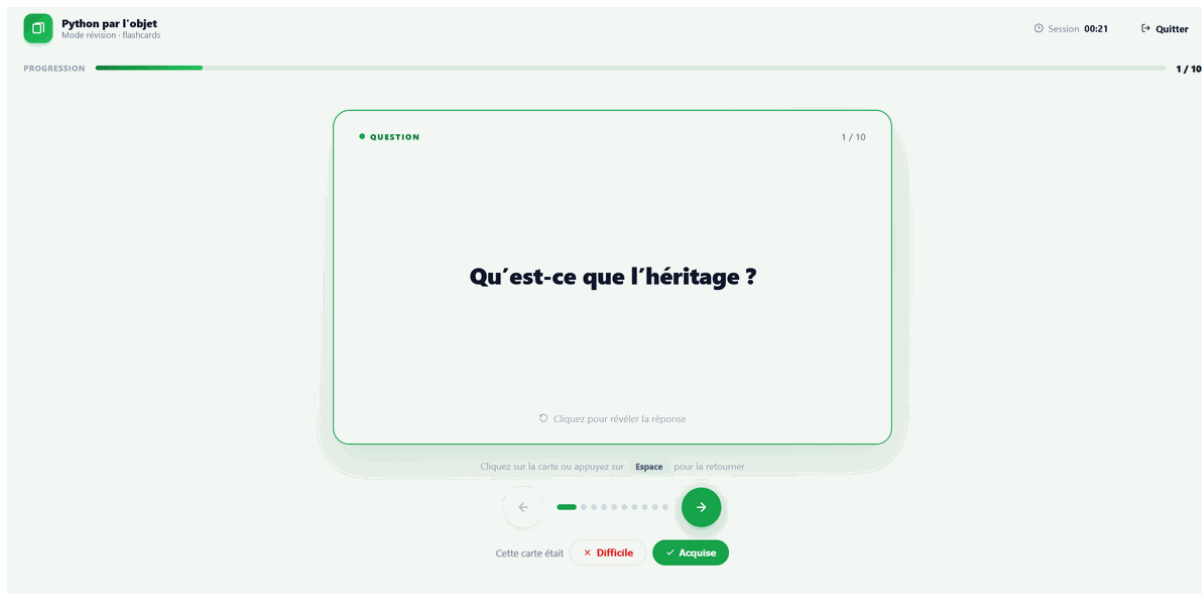


Figure 10 — A card, front side.



Figure 11 — The same card, turned over.

Creating a deck

From **Library** → **Flashcards**, create a deck, then add your cards. Each side accepts text and an image.

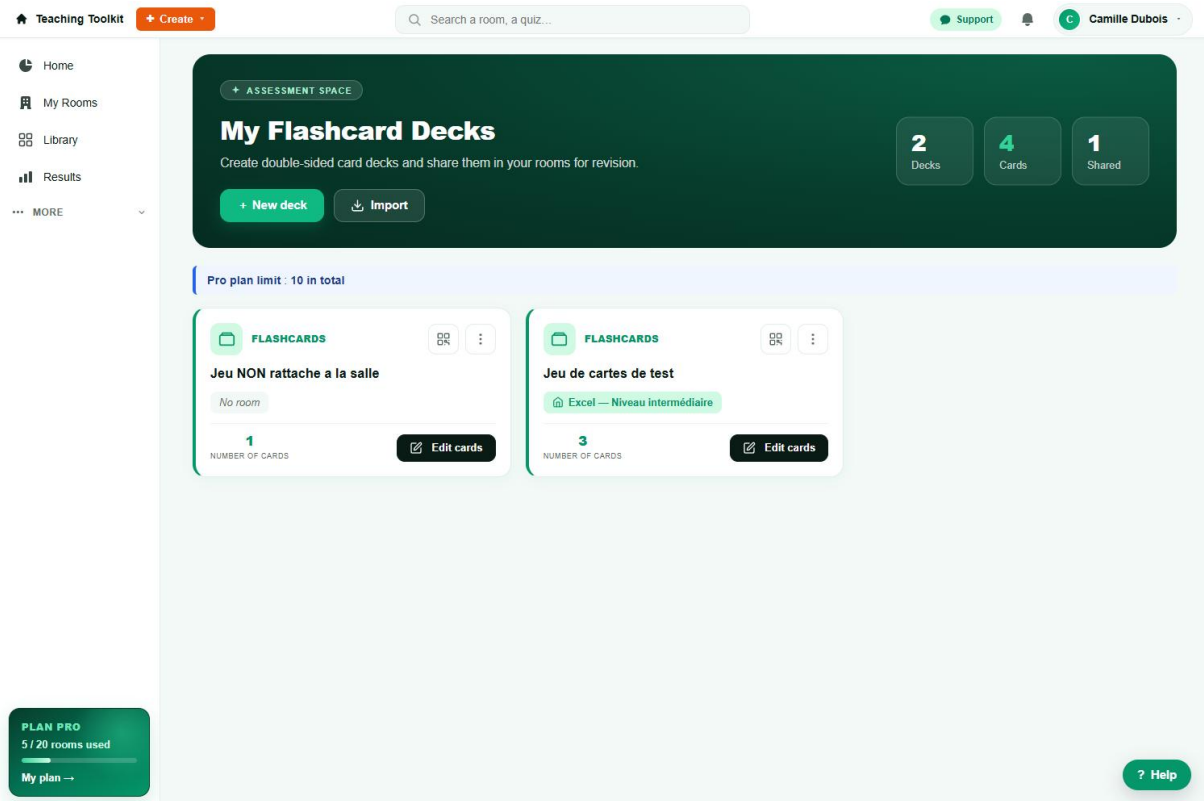


Figure 12 — The list of your flashcard decks.

Importing and exporting

A deck exports as a .zip file, images included, and imports back as it is. Handy for sharing a set of cards with a colleague, or for keeping a copy outside the platform.

Sharing

In a room, or through a signed link. A learner with an account can find their decks again in their space and revise whenever they like.

Branching scenario

What it is for

Putting the learner in a situation: they read a case, pick an option, and discover the consequence of their choice. Each decision opens a different branch — ideal for trade gestures, customer relations, safety.

Creating a scenario

From **Library** → **Branching scenario**, build the tree: a step, its options, and for each option the next step. Several endings are possible.

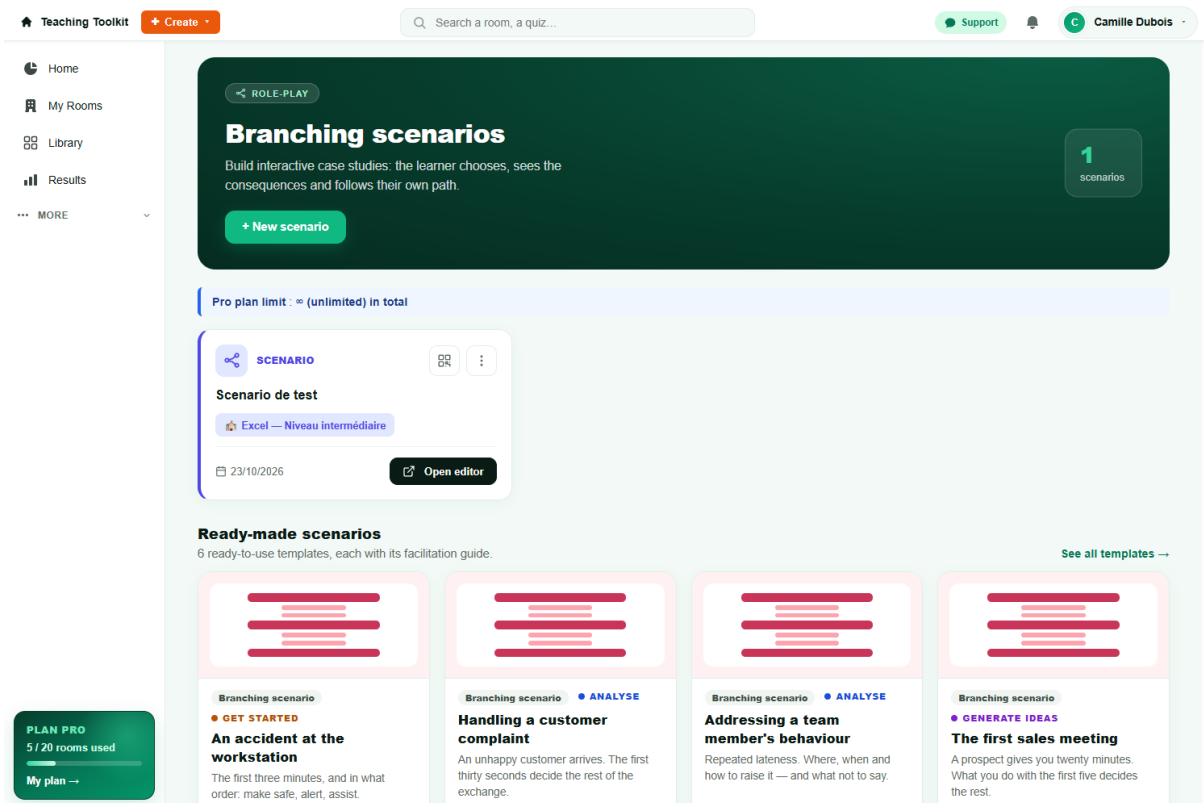


Figure 13 — The list of your scenarios.

Good to know: start small. Three decisions and two endings are enough for a case study that holds up; a tree of twenty nodes quickly becomes impossible to re-read.

Sharing and following up

In a room or through a signed link. You get, per learner, the path they took and the ending they reached.

Guided course

What it is for

Working through a presentation independently, with validation questions along the way: the learner moves slide by slide, and must answer to carry on.

Creating a guided course

From **Library** → **Guided course**, build the alternation: content, question, content, question. Questions accept MCQ, true/false and fill in the blanks, marked by the server.

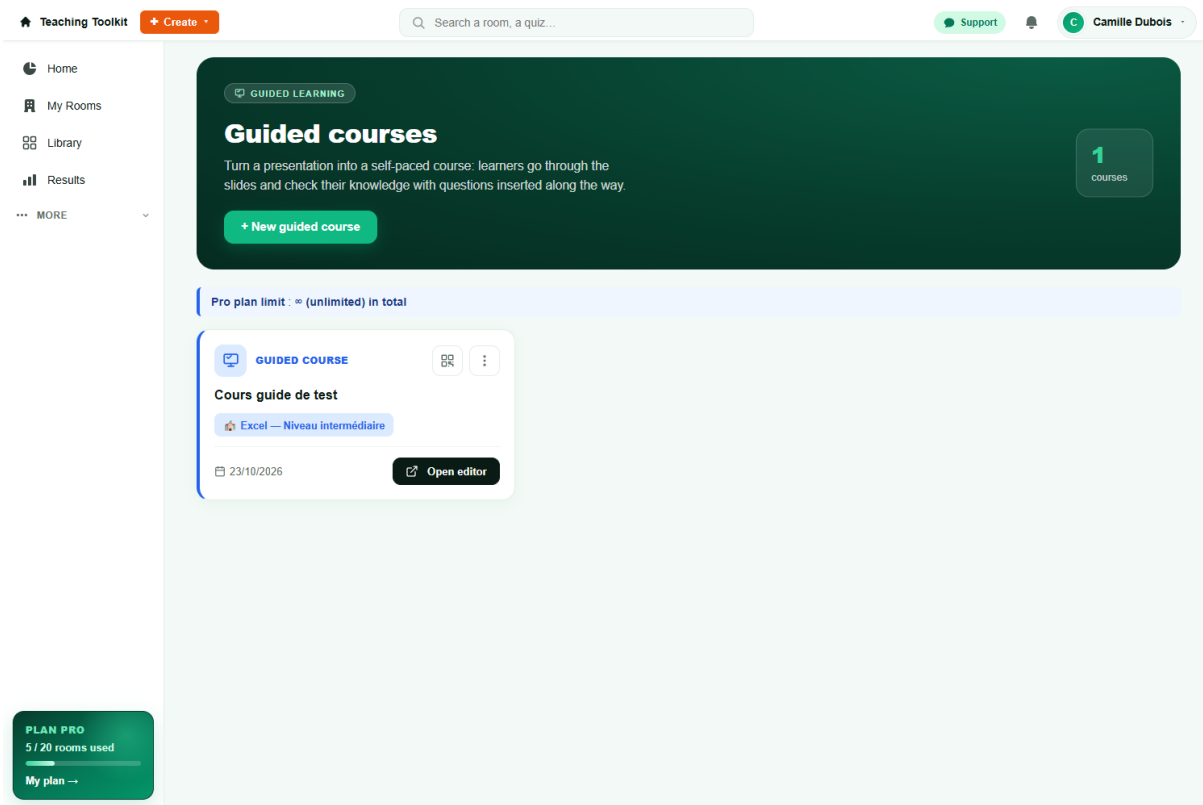


Figure 14 — The list of your guided courses.

Sharing and following up

In a room or through a signed link. You get a score per learner, and the detail of their answers.

Good to know: the guided course answers "I sent the handout, nobody read it". The questions prove the reading.

Sequence

What it is for

Having items put back in the right order: the steps of a procedure, the lines of a program, the chronology of an event.

Creating a sequence

From **Library** → **Sequence**, enter the items in the **correct** order. The platform shuffles them for the learner.

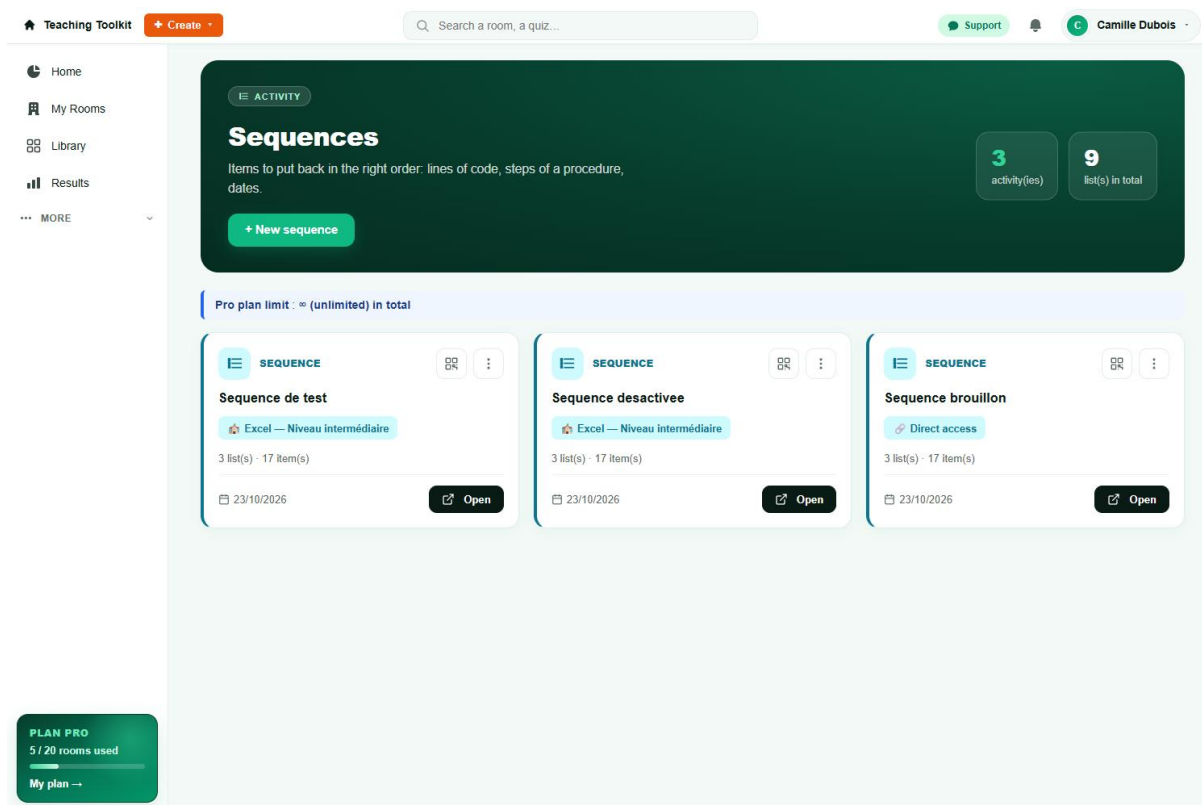


Figure 15 — The list of your sequences.

What you get back

The score takes two things into account: how many items are in the right place, and how many are correctly **linked** — because a shift of one single notch drops the first score to zero even when the learner had understood everything.

Presentations

What it is for

Projecting a handout and having it follow, in sync, on every participant's screen.

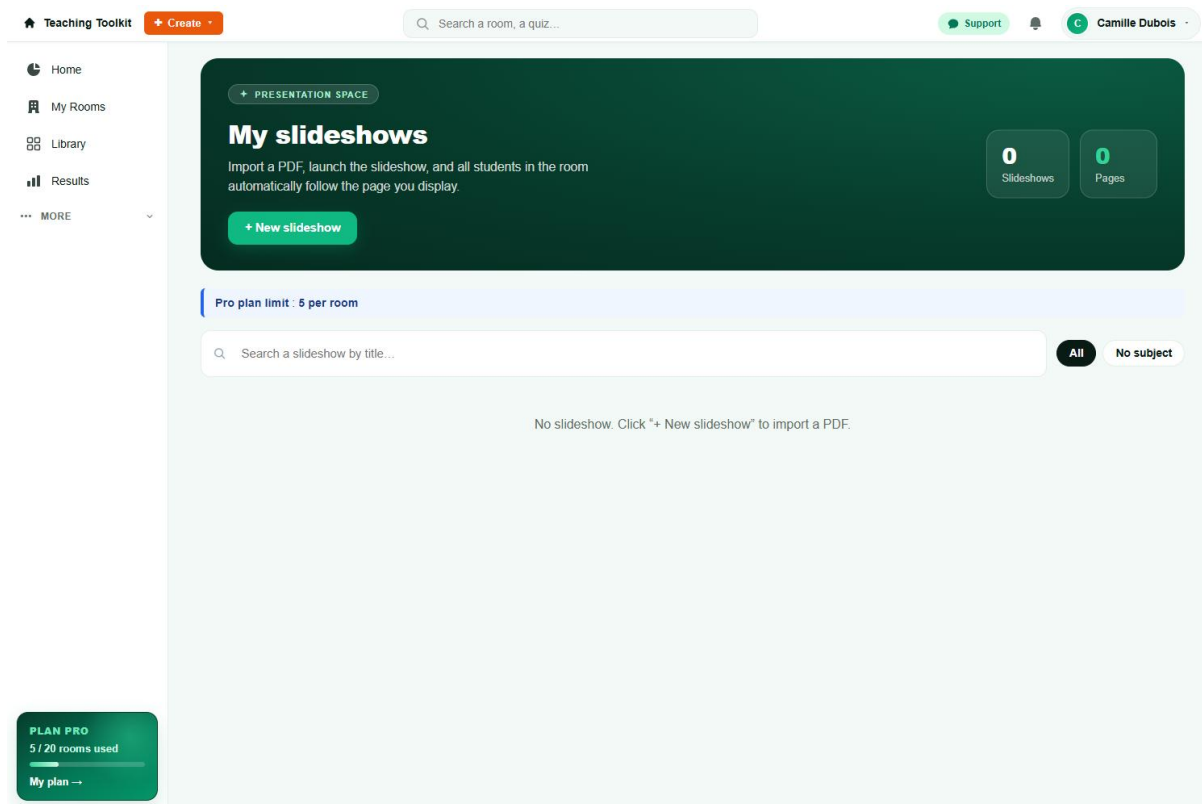


Figure 16 — The list of your presentations.

Creating and sharing

From **Library** → **Presentations**, upload your handout. In a room, you move the slides along and everyone's screen follows.

Download by learners

You can allow the handout to be downloaded, straight away or after a delay you set. The delay counts from the **creation of the room**.

Good to know: a delay of a few days encourages attendance without depriving anyone of the handout. It is not a lock: the presentation stays viewable online in the room.

Whiteboards

What it is for

Drawing, annotating, sketching live in front of the room, each stroke appearing on participants' screens.

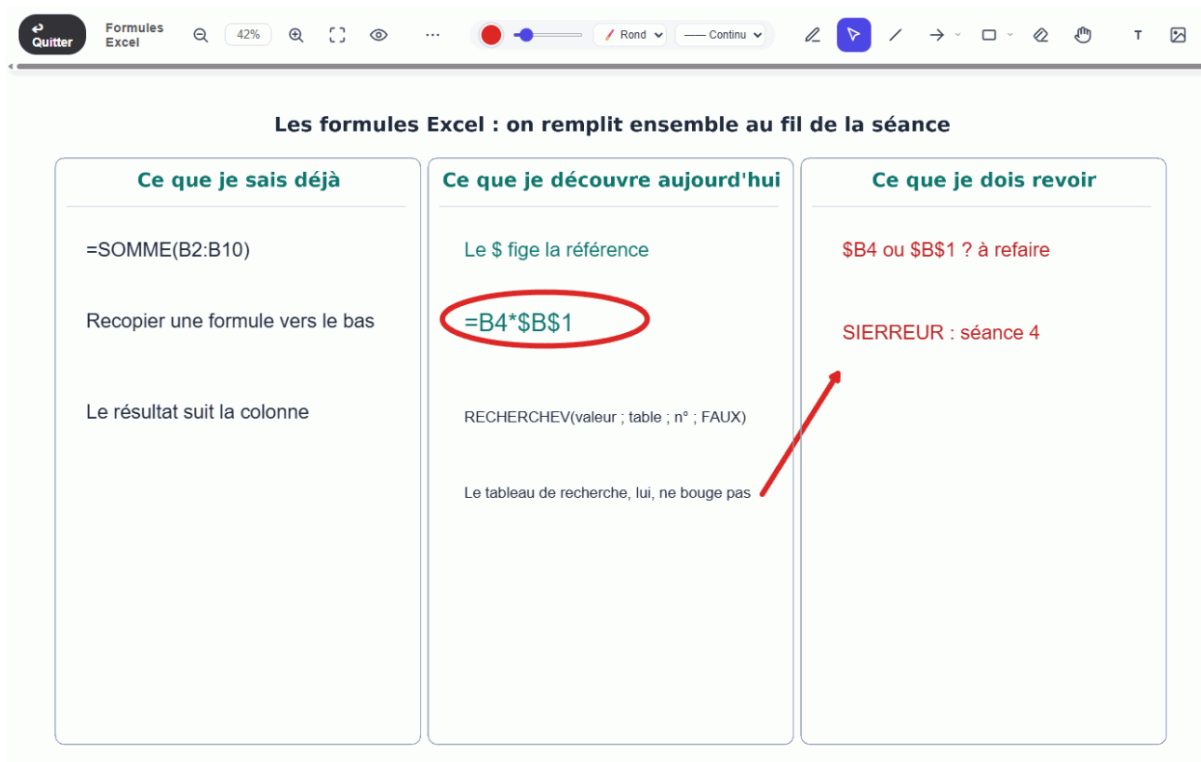


Figure 17 — The whiteboard during a session.

Creating and using

From **Library** → **Whiteboards**, create a board.

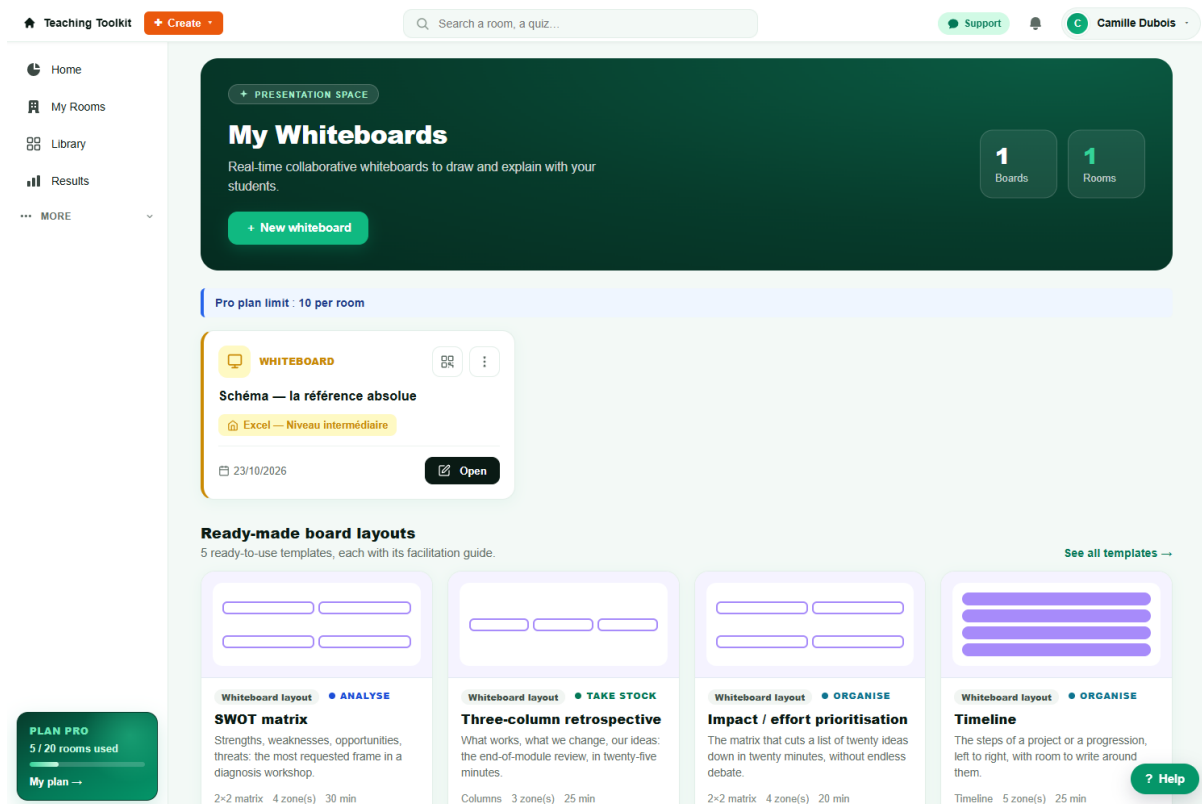


Figure 18 — The list of your whiteboards.

The toolbar offers the pen, shapes, the eraser, the hand tool to move the surface, image import and text boxes.

Text boxes accept a choice of font, and can be moved and resized.

Who is connected

A **Connected** counter shows who is watching the board, and a badge flags who is currently drawing.

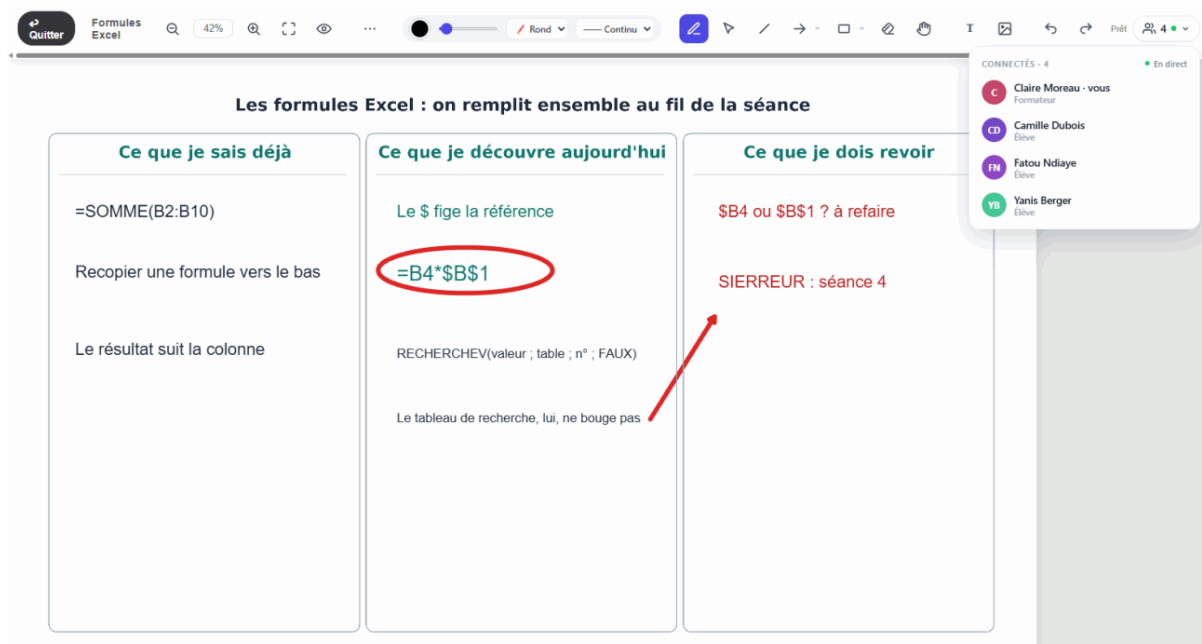


Figure 19 — The panel of people connected to the board.

The learner's view

The learner watches the board being built live. Depending on your settings, they can draw on it too.

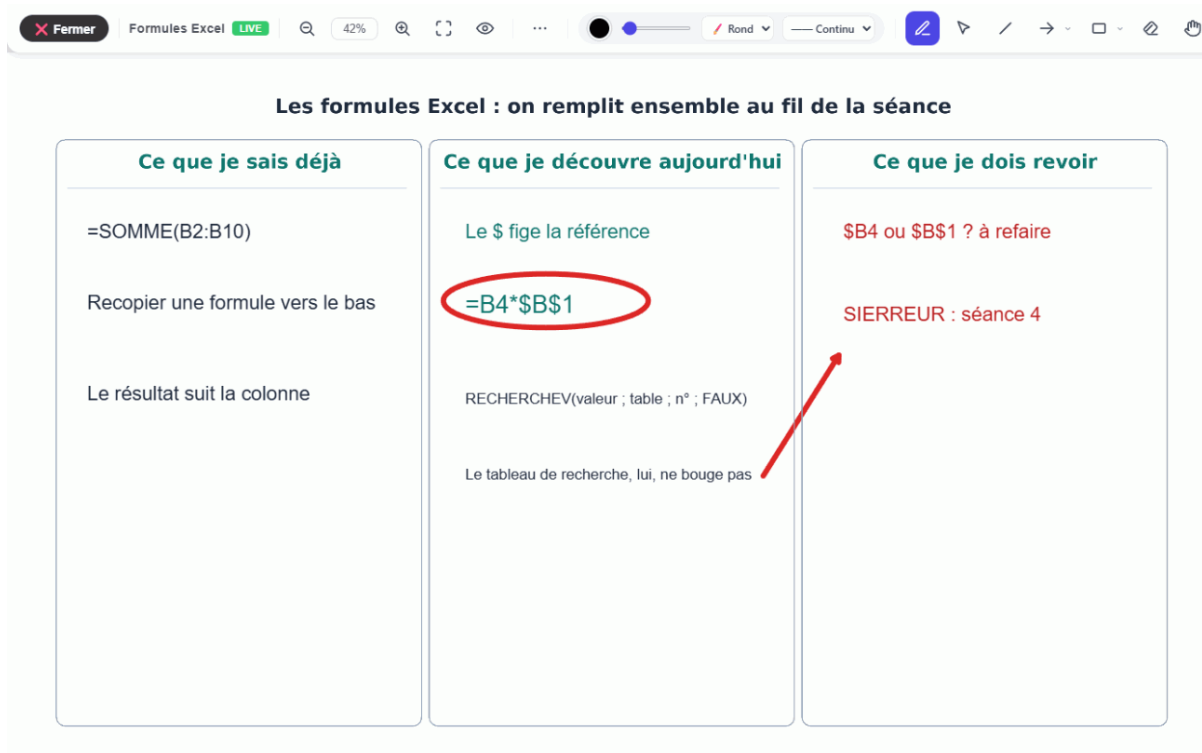


Figure 20 — The whiteboard, learner's view.

Careful: close the board tab rather than letting the computer go to sleep during a break. When it wakes, glance at the board to check your drawing is still there before carrying on.

Interactive Videos

What it is for

Putting questions inside a video: playback pauses, the learner answers, then the video resumes.

The screenshot displays the 'Éditeur interactif : Les références absolues dans Excel' interface. At the top, there's a navigation bar with 'Retour', 'Paramètres', and 'QR code & lien'. The main content area is titled 'Les références absolues' and shows a video player with a table of Excel data. The table has columns for 'Article', 'Prix HT', and 'Prix TTC'. The video player has a progress bar showing '0:24 / 0:37'. Below the video player, there's a 'Ligne de temps (Timeline)' section with a timeline bar and three interaction points marked with colored dots (blue, green, orange). Below the timeline bar, there are three buttons: 'Ajouter QCM', 'Ajouter Texte à Trou', and 'Ajouter Info (Pop-up)'. The video player has a green header with the text 'Avec le \$, la référence ne bouge plus'.

Article	Prix HT	Prix TTC
Clavier	29,90 €	
Souris	14,50 €	
Ecran 24"	139,00 €	
Casque	49,90 €	

Figure 21 — The editor: pause points are placed on the video timeline.

Creating

From **Library** → **Interactive Videos**, upload your video, then place the pause points on the timeline and write each question.

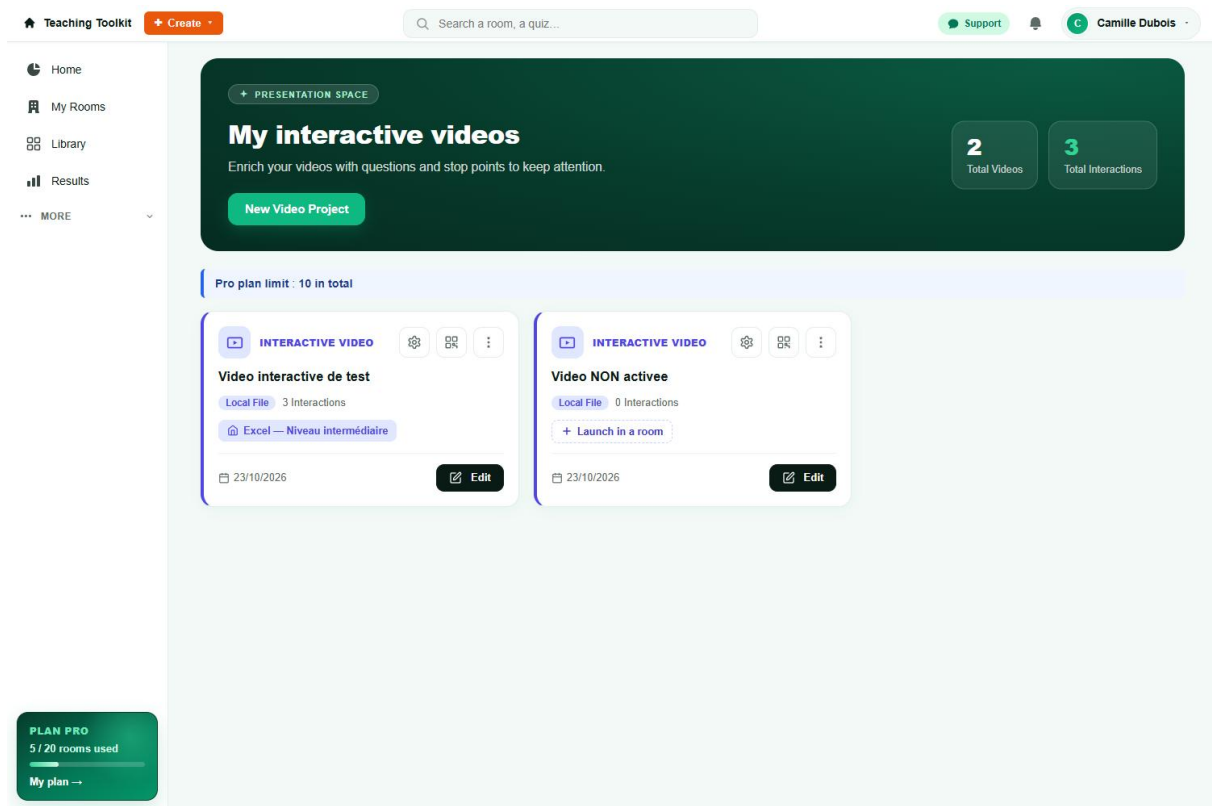


Figure 22 — The list of your interactive videos.

Sharing and following up

In a room or through a signed link. At each pause point, playback stops and the question appears.

es dans Excel

The screenshot shows a video player interface. The video title is "Les références absolues". The video content shows a list of items: Taux de TVA, Article, Clavier, Souris, Ecran 24", and Casque. A formula bar shows "=B4*B1". A white box with the title "Avant de recopier" contains three options: "Toutes les lignes afficheront le bon prix", "Les lignes du dessous tomberont à zéro", and "Excel refusera la formule". Below the video player, there is a "Progression" section with a progress bar and the text "Regardez la vidéo attentivement. Elle se mettra en pause automatiquement pour vous poser des questions."

Figure 23 — A question asked during viewing.

The report gives you, per learner, the answers given at each pause point.

The screenshot shows a report interface for the video "Les références absolues dans Excel". The report title is "BILAN" and "Résultats de la vidéo interactive". There are three summary boxes: "6 visionnages terminés", "83 % score moyen", and "100 % réussite (≥ 50 %)". Below this is a table with the following data:

APPRENANT	GROUPE	ACCÈS	SCORE	%	DATE
Hugo Petit	—	Excel — Niveau intermédiaire	2 / 2	100 %	15/10/2026 20:09
Léa Martin	—	Excel — Niveau intermédiaire	1 / 2	50 %	15/10/2026 20:03
Thomas Leroy	—	Excel — Niveau intermédiaire	2 / 2	100 %	15/10/2026 19:57
Fatou Ndiaye	—	Excel — Niveau intermédiaire	2 / 2	100 %	15/10/2026 19:51
Yanis Berger	—	Excel — Niveau intermédiaire	1 / 2	50 %	15/10/2026 19:45
Camille Dubois	—	Excel — Niveau intermédiaire	2 / 2	100 %	15/10/2026 19:39

Figure 24 — The report of an interactive video.

Careful: marking is done by the server, never by the page. A learner cannot award themselves a score they did not earn.

Careful: the size of uploaded files is limited. For a long video, host it elsewhere and use its address.

Sticky notes — the collaborative wall

What it is for

A shared wall where everyone posts their ideas live: brainstorming, collecting expectations, end-of-day review.

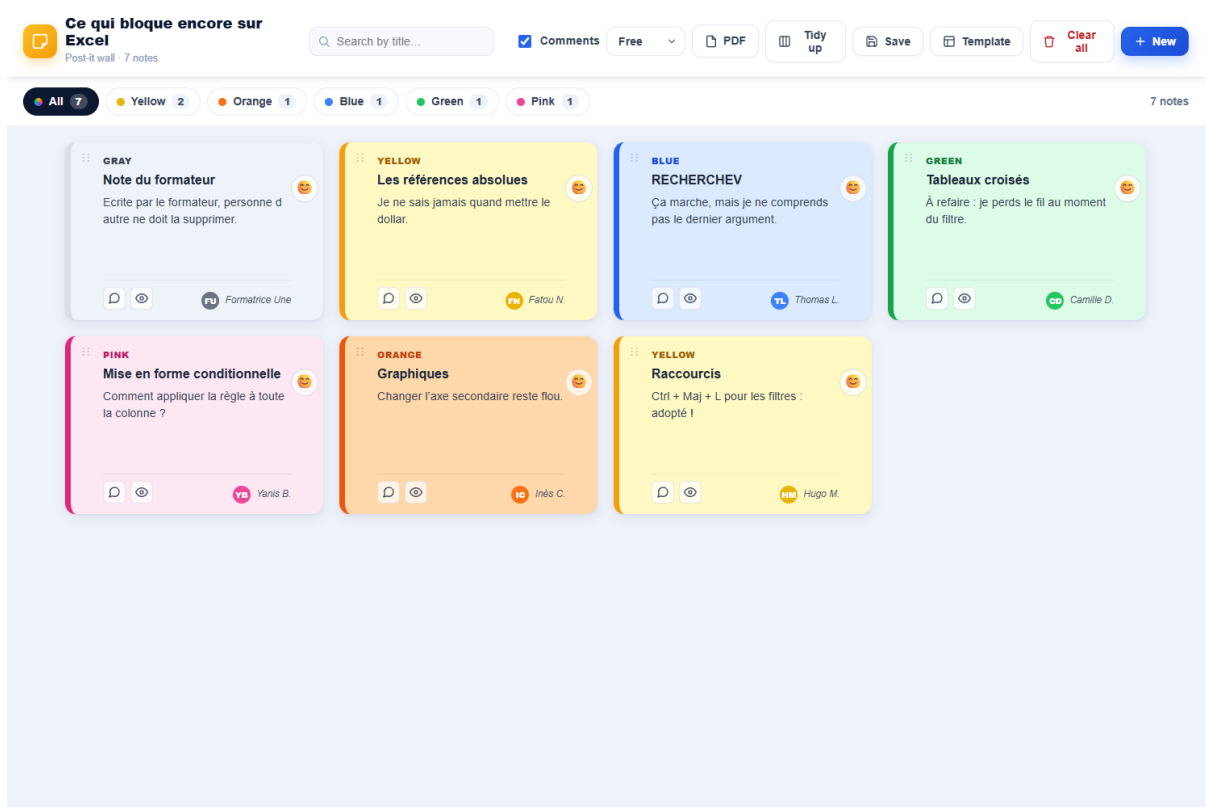


Figure 25 — A wall organised in columns.

Creating a wall

From **Library** → **Sticky notes**. Start from a blank wall or from an **EduTools template** — around twenty are provided, each with its facilitation guide.

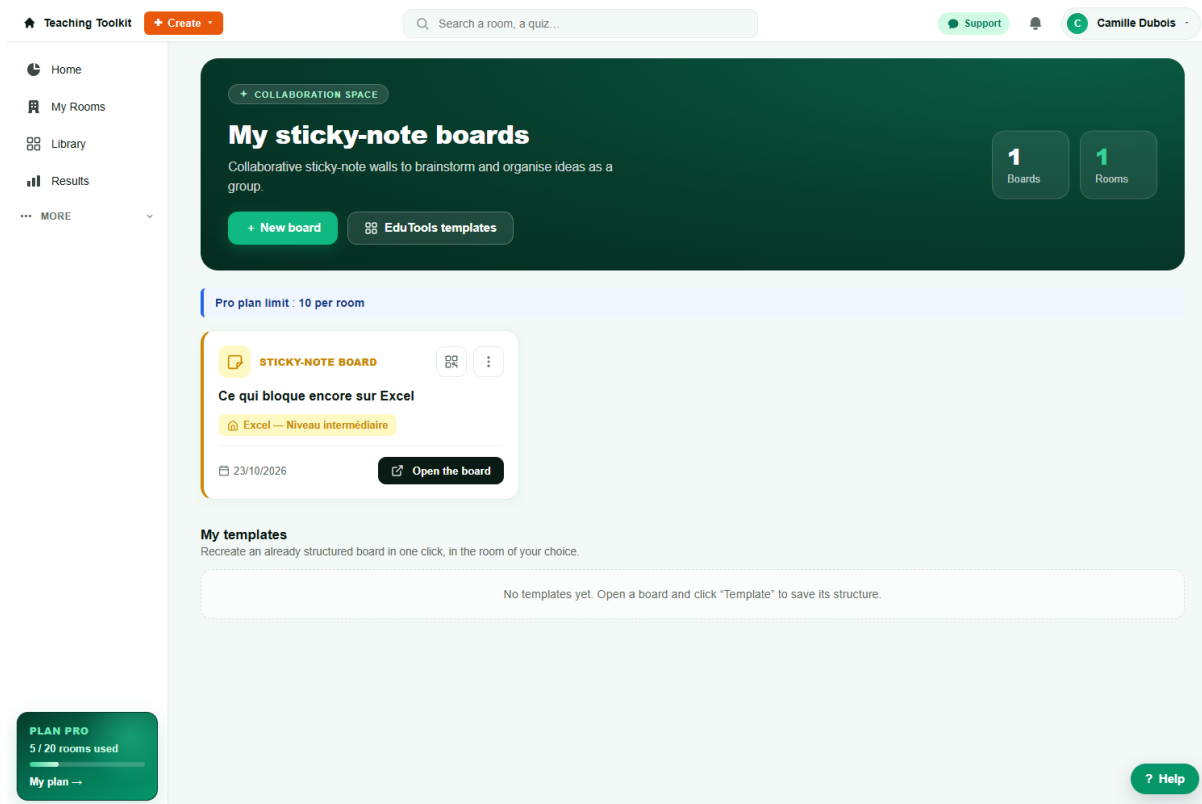


Figure 26 — The list of your sticky-note walls.

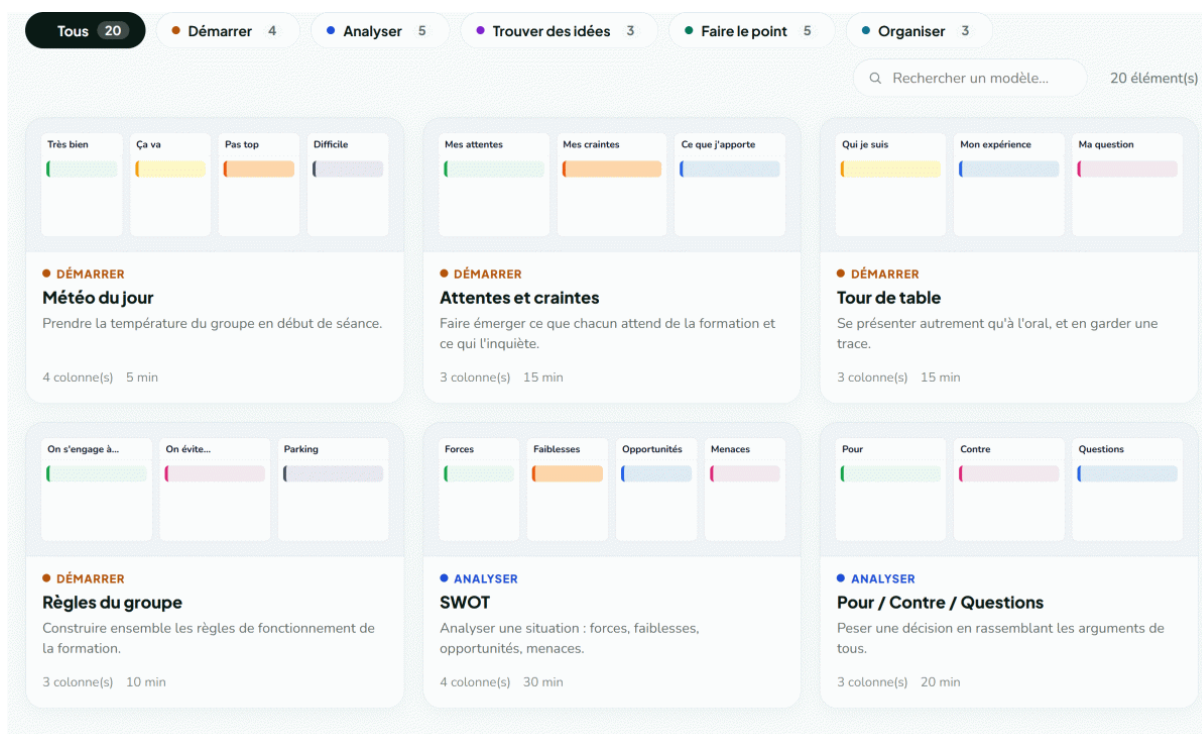


Figure 27 — Ready-made wall templates.

Each template comes with a sheet explaining the suggested run-through: the question to ask, the time to allow, what to do with it afterwards.

FAIRE LE POINT

Start / Stop / Continue

Faire le bilan d'une période ou d'un projet pour s'améliorer.

3 colonne(s) 3 post-it(s) d'exemple Durée : 20 min

Aperçu du mur

Commencer

1

Exemple : un point de 10 minutes le lundi.

Arrêter

1

Exemple : les réunions sans ordre du jour.

Continuer

Exemple : le partage des bonnes pratiques.

Fiche d'animation

Objectif : tirer des enseignements concrets d'une expérience.

Déroulé

- Rappelez la période ou le projet concerné.
- Chacun remplit les trois colonnes (10 minutes).
- Retenez deux ou trois actions précises, chacune avec un responsable.

Astuce : formulez chaque post-it comme une action, pas comme un reproche.

Utiliser ce modèle

Le mur est créé dans la salle choisie ; vous pourrez tout modifier ensuite.

Nom du Tableau

Salle

Sans salle — accès direct uniquement

☒ **Ajouter les post-its d'exemple**
Ils montrent quoi écrire dans chaque colonne : supprimez-les avant la séance si vous préférez.

+ Créer le mur

Figure 28 — The facilitation sheet of a template.

During the session

Notes appear as they are written. You can move them, group them into columns, comment on them if you have switched comments on.

Good to know: launch the wall before your question, not after. Participants discovering the tool while searching for an idea do both less well.

Notes

What it is for

Writing a shared document: minutes, a summary, instructions. Learners read it in the room.

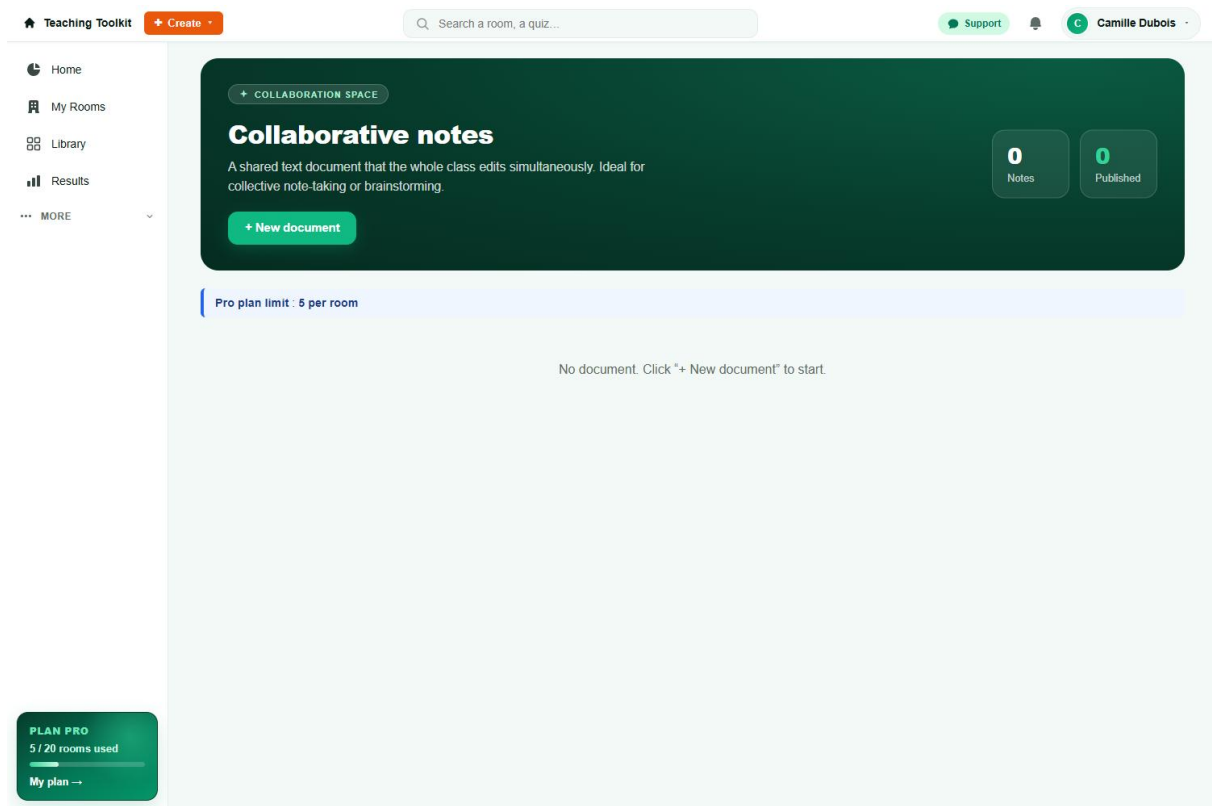


Figure 29 — The list of your notes.

Mind maps

What it is for

Structuring a lesson, a project or a brainstorm as a tree: a central idea, branches, sub-branches.

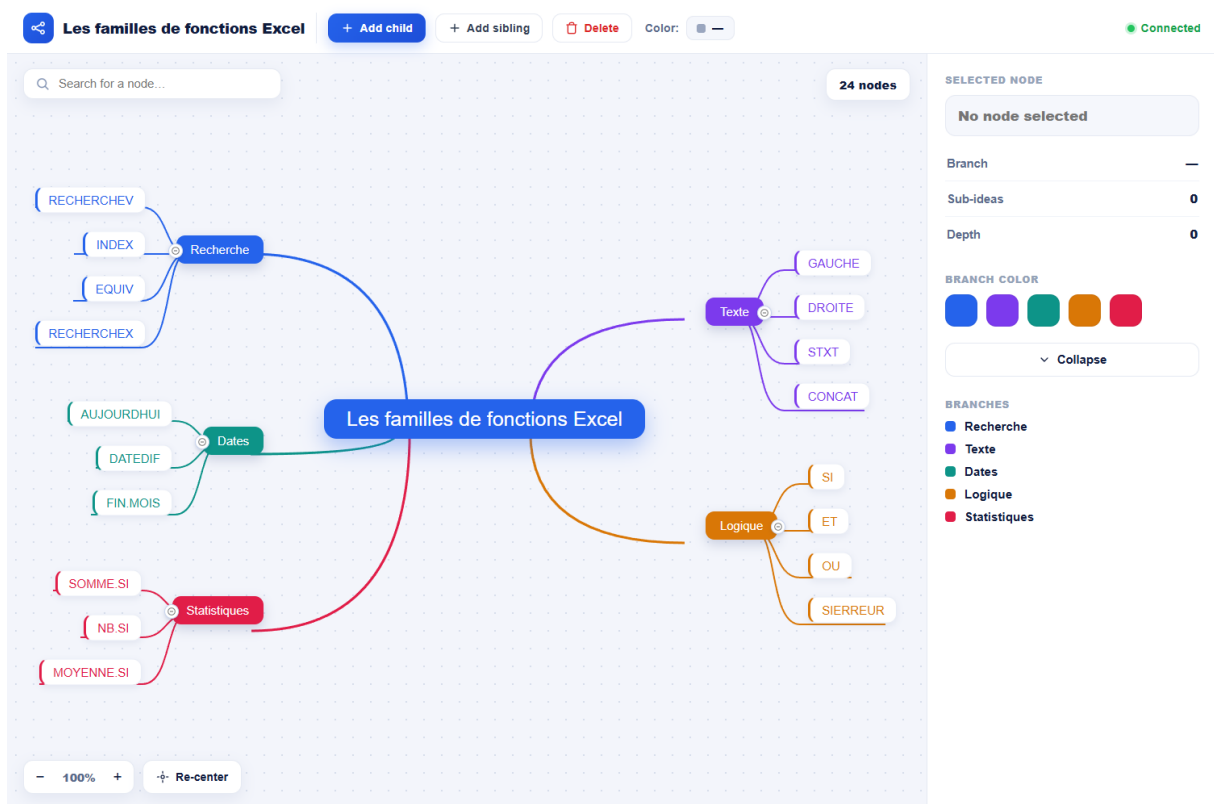


Figure 30 — A mind map during a session.

Creating

From **Library** → **Mind maps**. Add branches freely; the map is kept and can be reused.

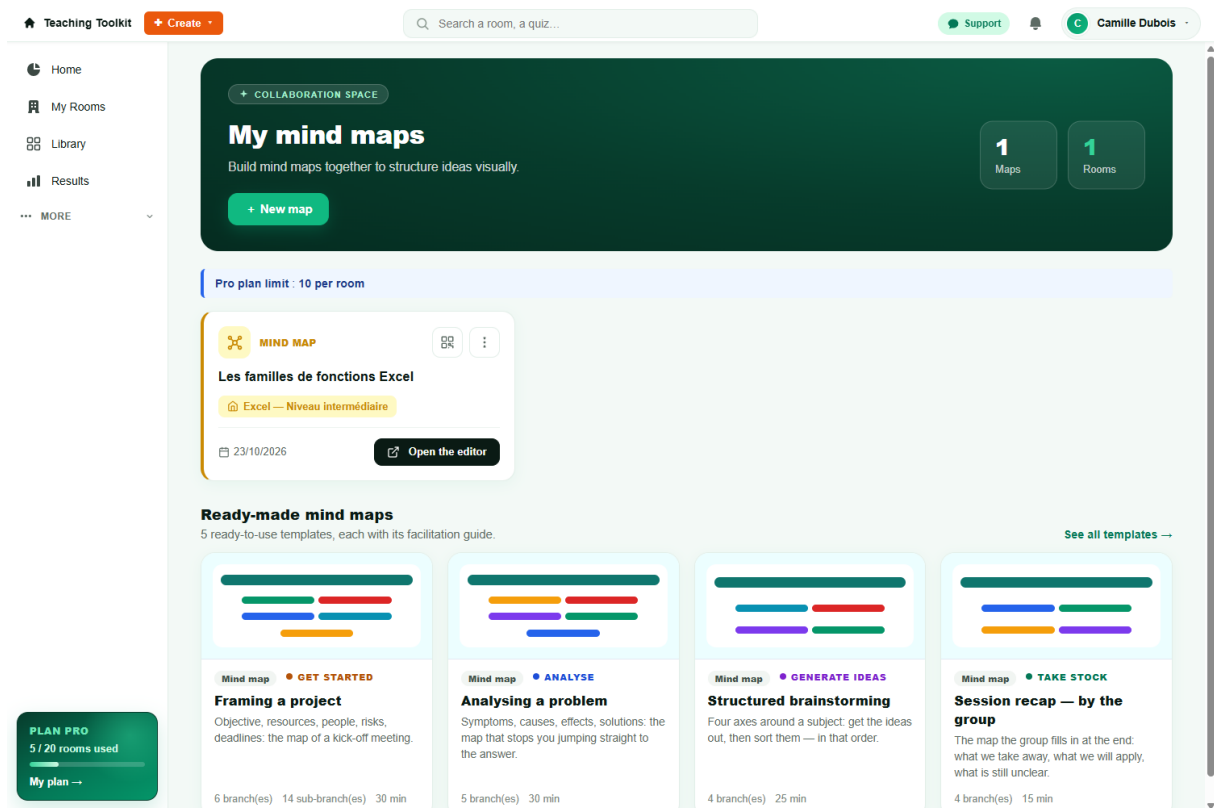


Figure 31 — The list of your mind maps.

Good to know: the mind map also serves as session memory. Reopened the next time, it puts everyone back in context within seconds.



Figure 32 — Finding an idea in a dense map.

Kanban board

What it is for

Tracking the progress of a piece of work in columns: to do, doing, done. Useful for a group project or a workshop spread over several sessions.

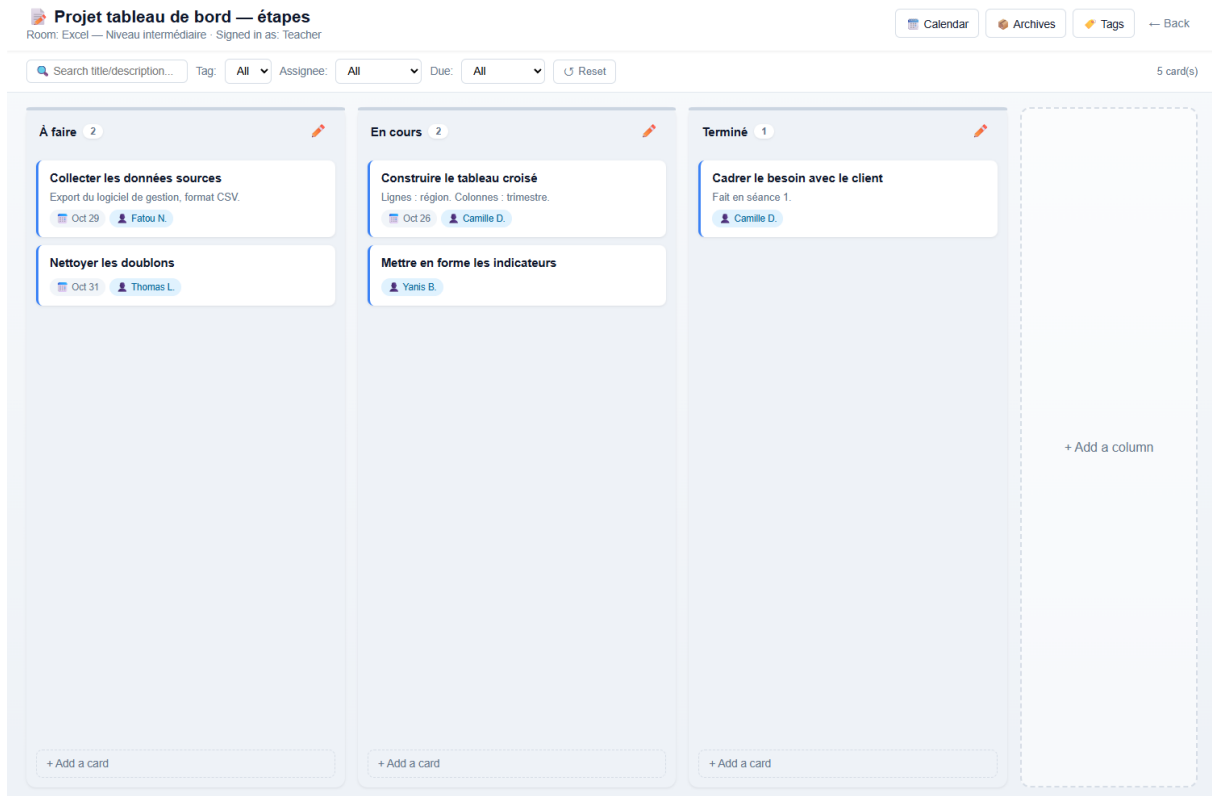


Figure 33 — A Kanban board with custom columns.

Creating and using

From **Library** → **Kanban**. Columns are free.

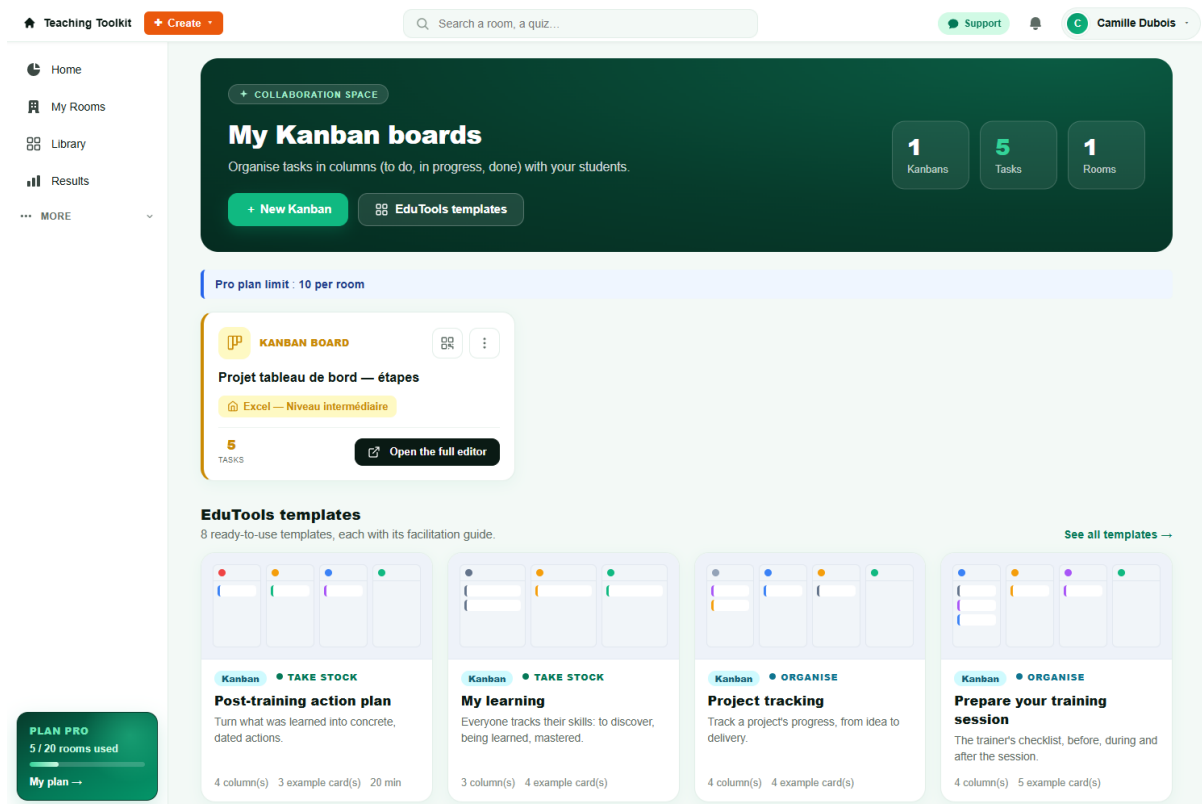


Figure 34 — The list of your Kanban boards.

Each card accepts a description, labels, a checklist and a due date.

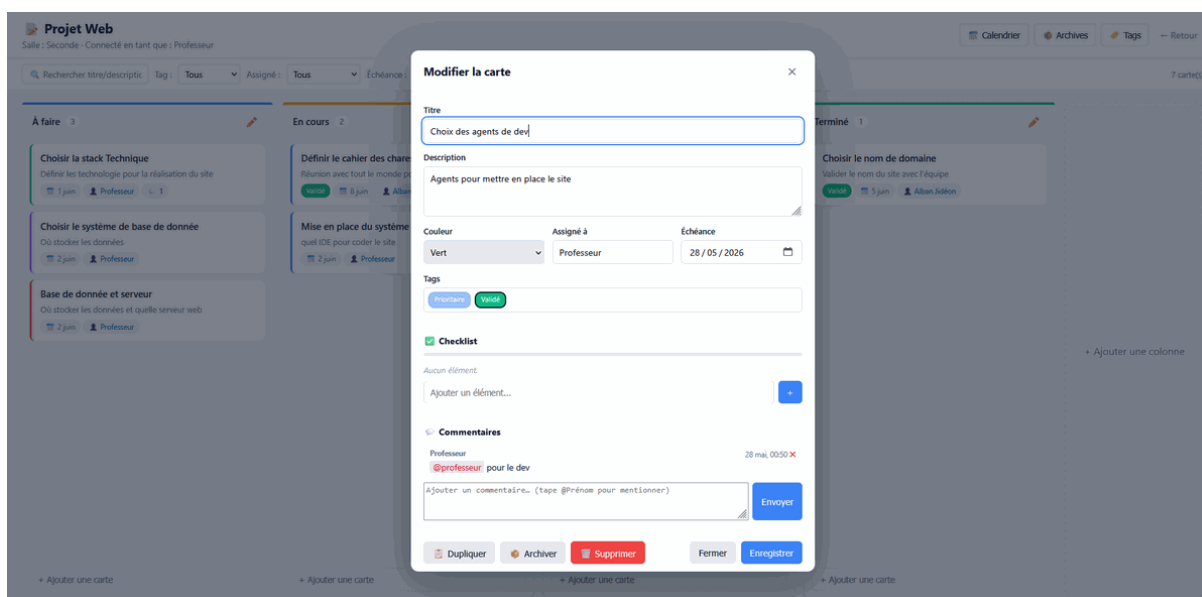


Figure 35 — An open card: labels and checklist.

A calendar view shows the due dates, handy for a project spread over several sessions.

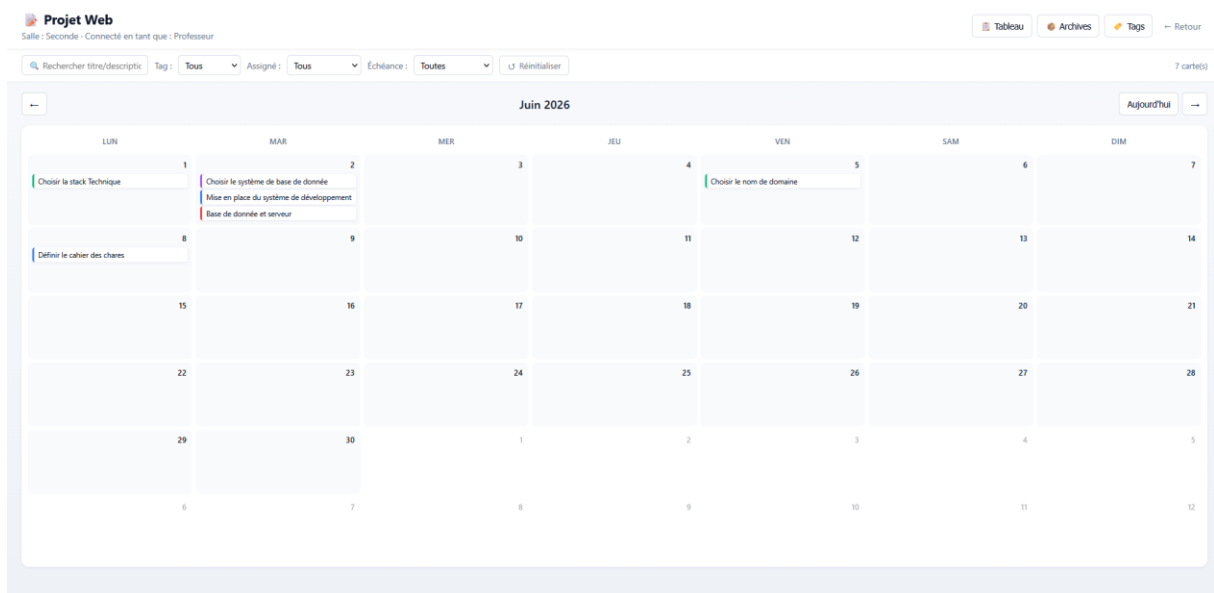


Figure 36 — The calendar view.

Careful: if your session expires while you are moving cards, a message tells you. Sign in again in the other tab before carrying on, otherwise your last moves would not be saved.

Wheel of Fortune

What it is for

Drawing a name at random, deciding who comes to the board, sharing out topics. A simple facilitation tool that breaks silences.

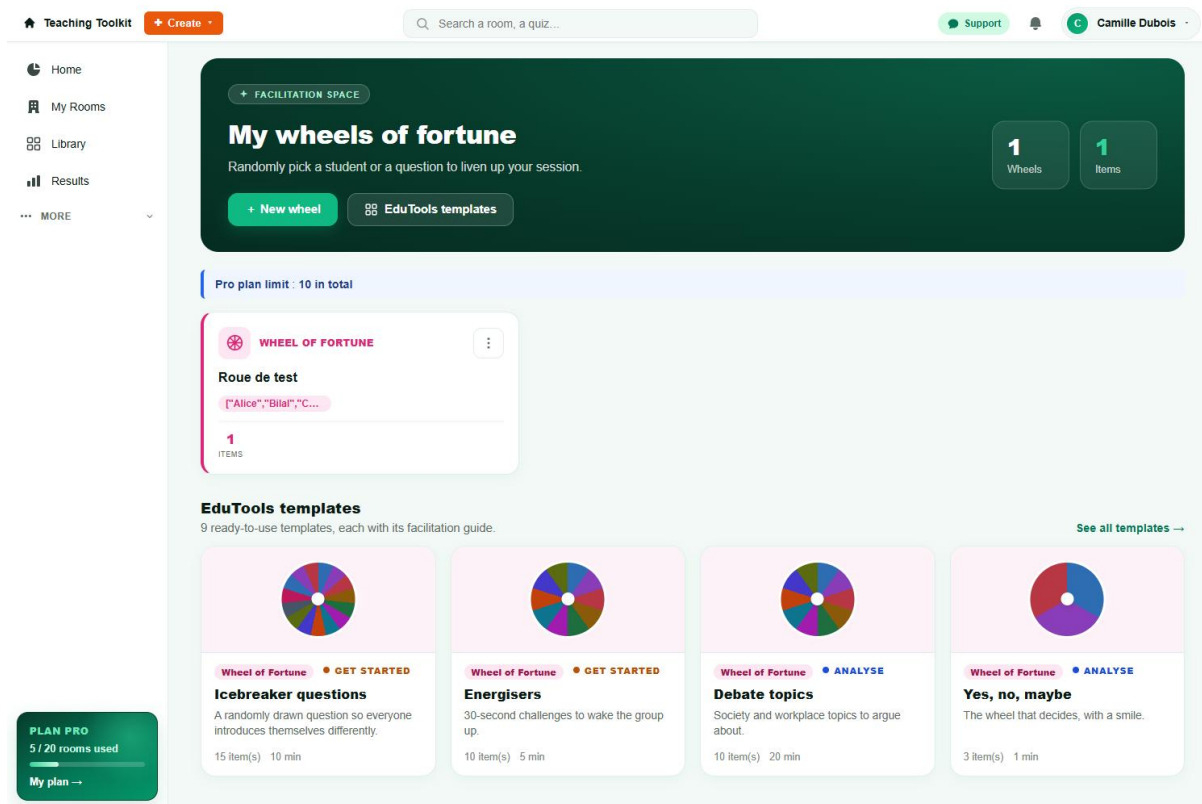


Figure 37 — The list of your wheels.

Creating and spinning

From **Library** → **Wheel of Fortune**, enter the entries — first names, topics, numbers. Project the wheel and spin.

Good to know: beyond about twenty entries the labels become hard to read on the wheel. For a whole class, draw by group.

Word cloud

What it is for

Asking a question, receiving one word from each person on their phone, and watching the cloud build live — the most quoted words grow bigger.



Figure 38 — The results of a question put to the room.

How to use it

The cloud is prepared and then run **live**. You set how many words each participant may send — one to five, or no limit — and you choose whether answers are anonymous.

Good to know: a closed question gives a readable cloud ("in one word, what do you expect?"). An open question gives an unreadable one.

Code editor

What it is for

Writing code in front of the room, everyone following live on their own screen — then each works on their own copy. The code runs in the browser.

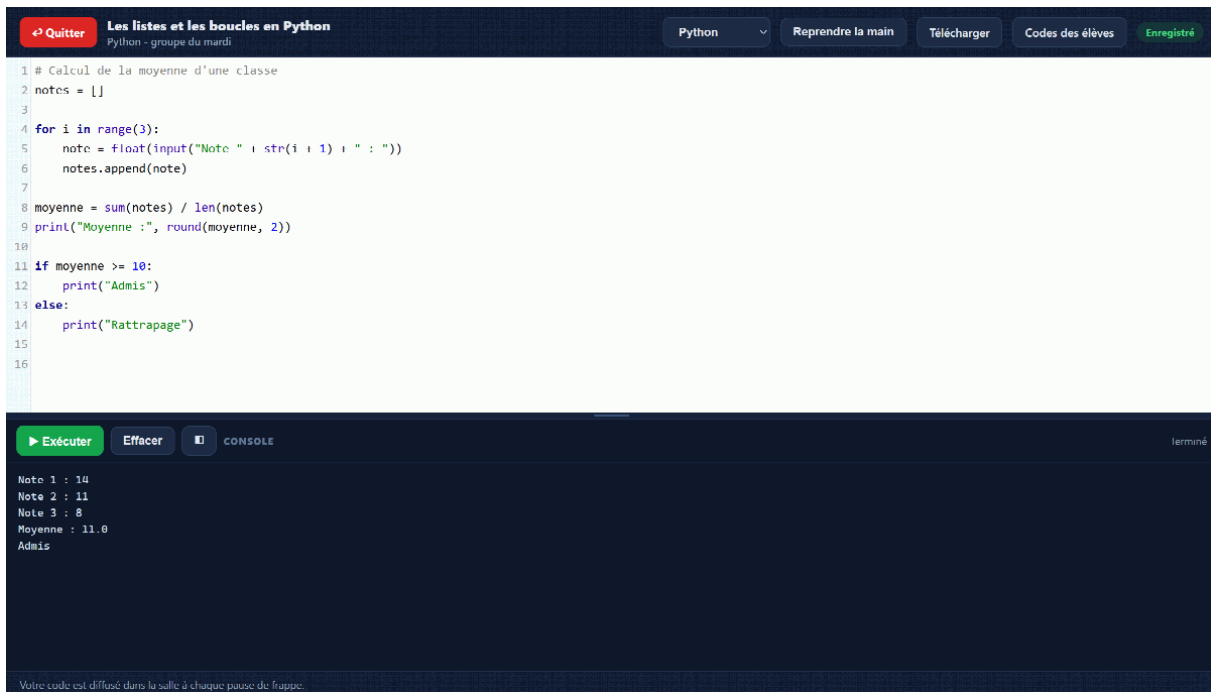


Figure 39 — The editor, trainer's view, during a session.

Opening a session

From **Library** → **Code editor**, choose the language and open the session.

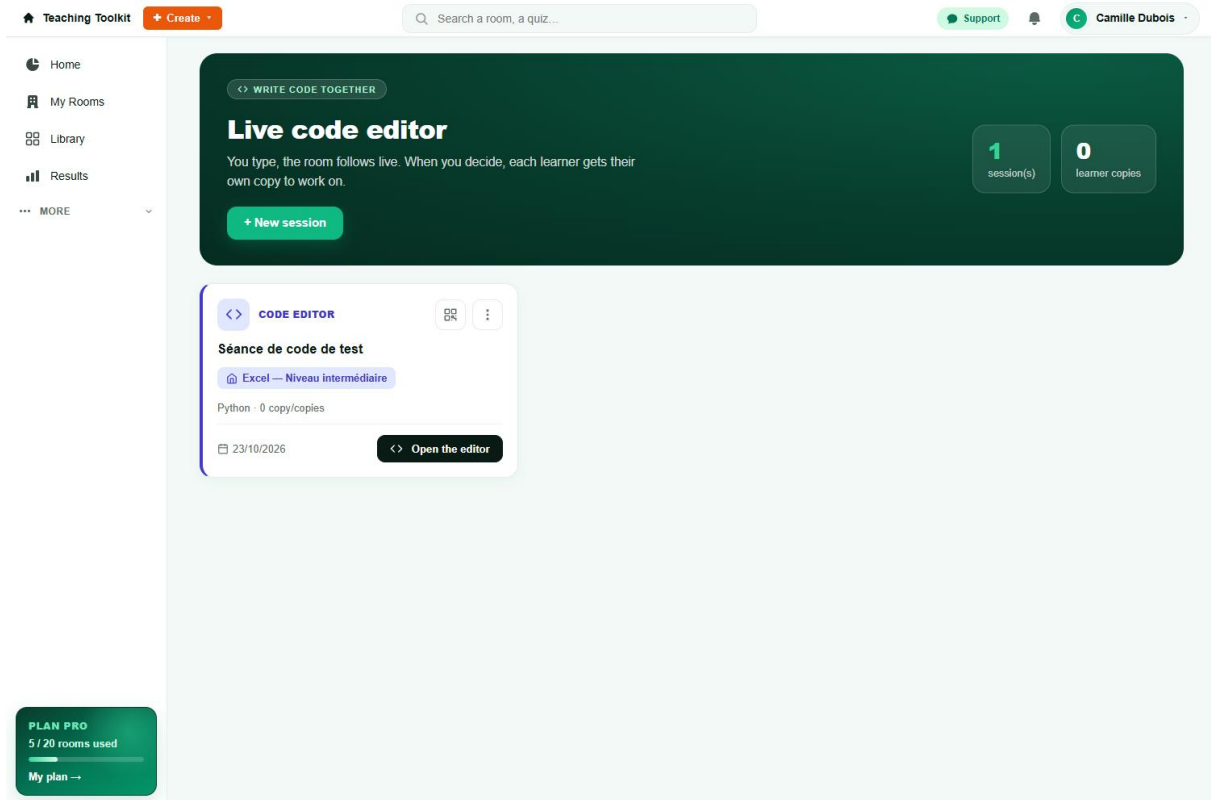


Figure 40 — The list of your code sessions.

During the session

You write, the room follows. Each learner can then take over their own copy and run their own code.

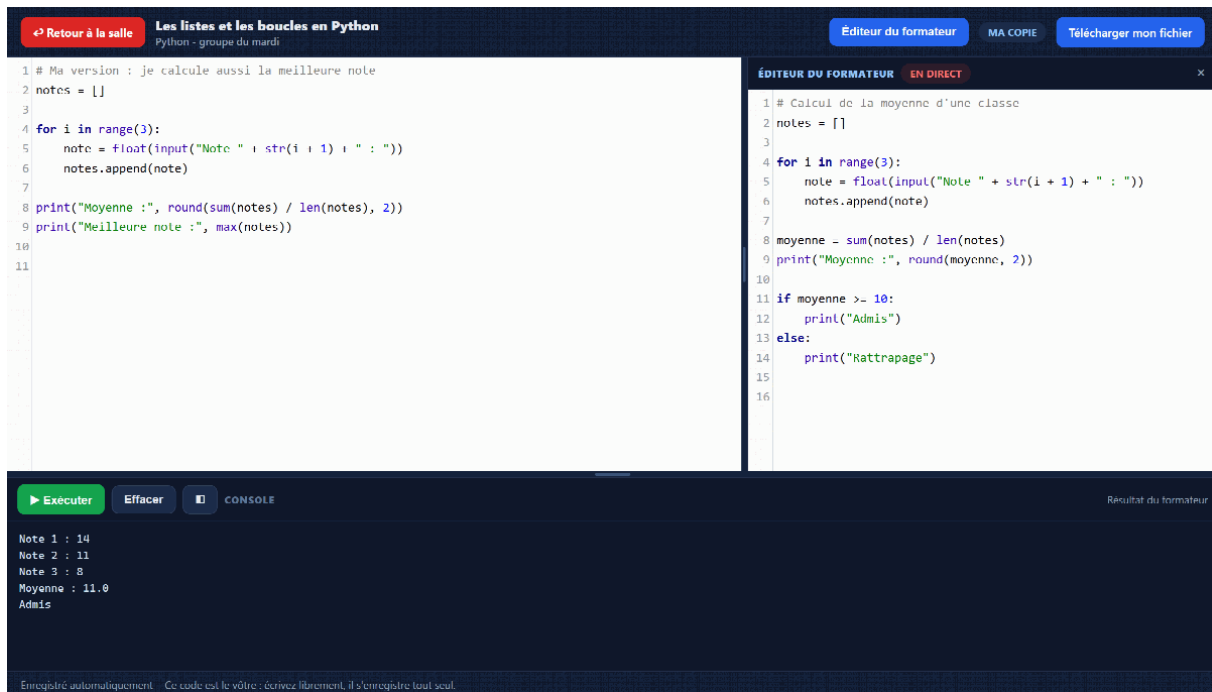


Figure 41 — Learner's view: the trainer's code and their own copy.

The result appears next to the code — an HTML/CSS page rendered, the result of a query, the output of a program.

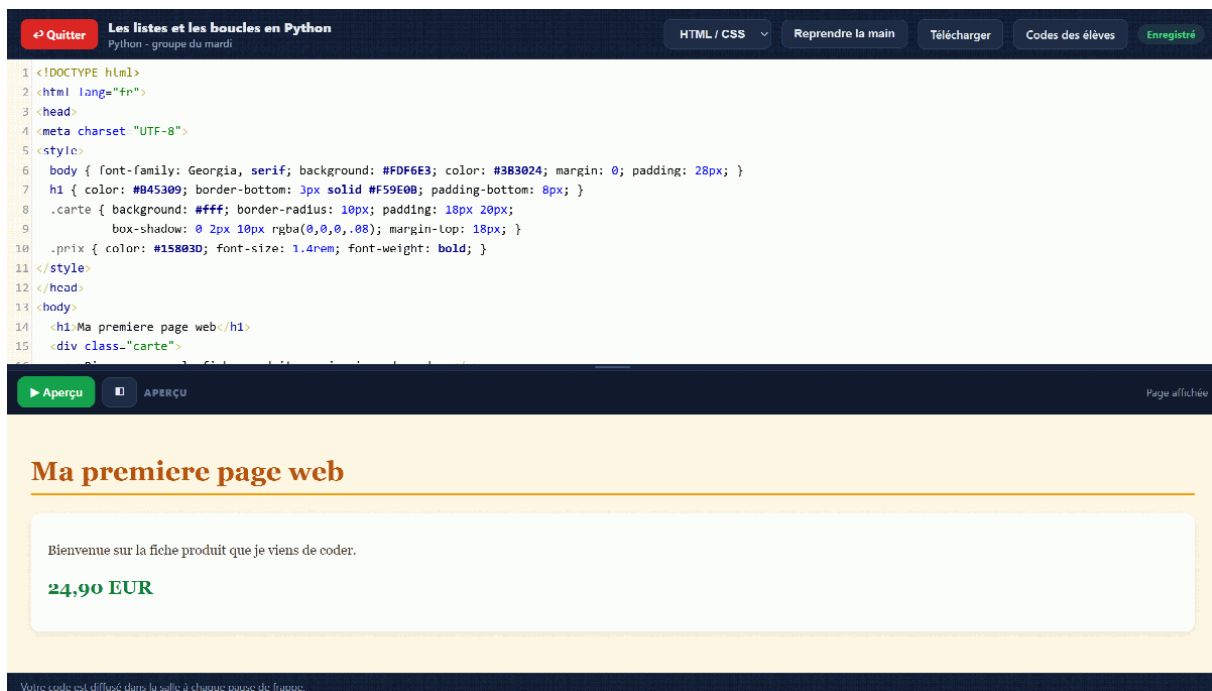


Figure 42 — The preview of an HTML/CSS page.

You can allow a learner's copy to be shared with the whole room. The work is collected as a .zip archive.

Pathways

What it is for

Chaining several activities in a set order: watch the video, then take the quiz, then revise the flashcards. The learner sees their progress.

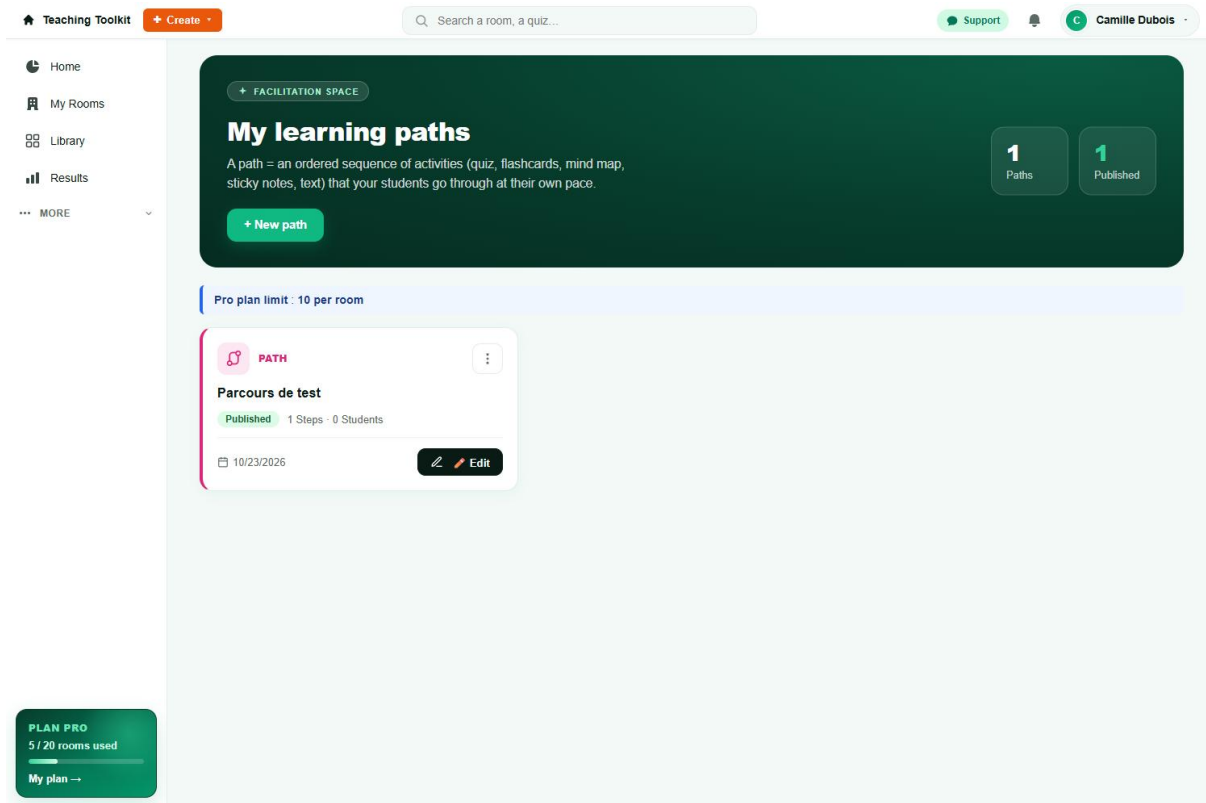


Figure 43 — The list of your pathways.

Creating

From **Library** → **Pathways**, add the steps in the order you want, picking from your existing activities.

Exercise bank and lesson plans

What they are for

These two tools serve your **preparation**, not the learner directly.

The **exercise bank** gathers your exercises filed by subject, with their answers. You send them to the room when you decide to, and you reveal the correction when the time comes.

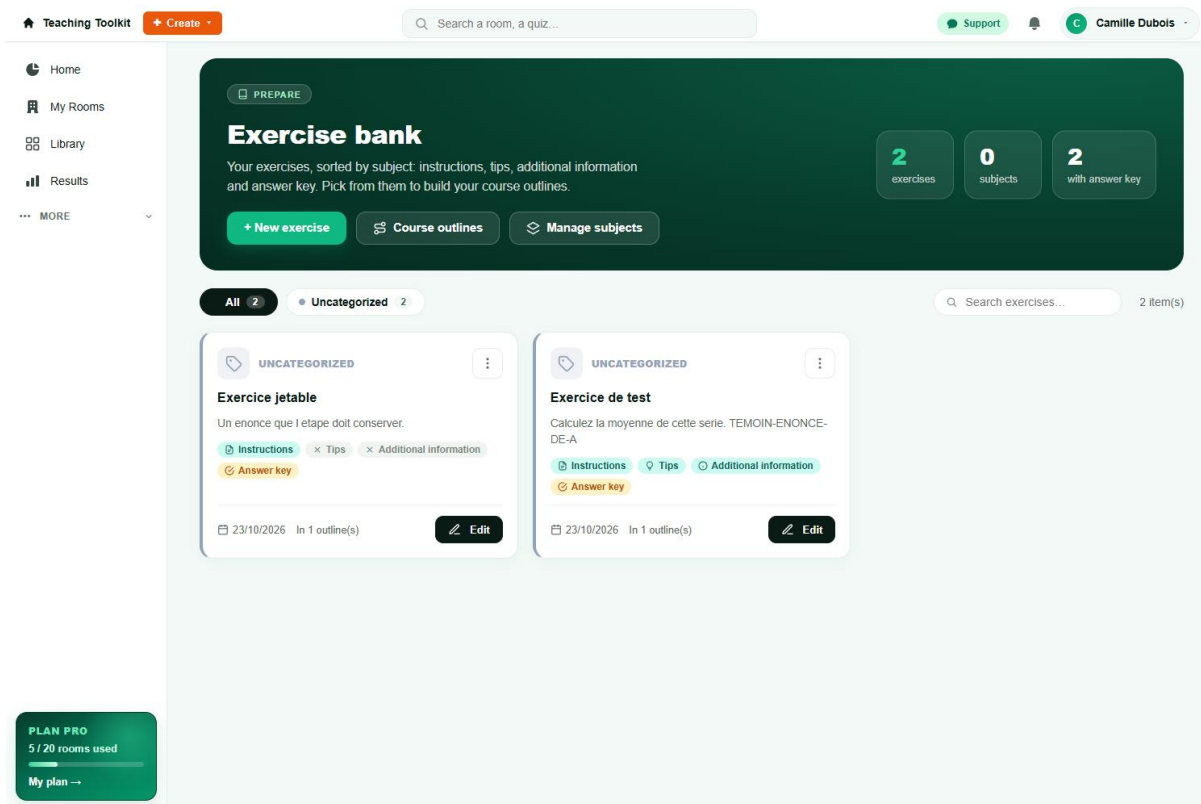


Figure 44 — The exercise bank.

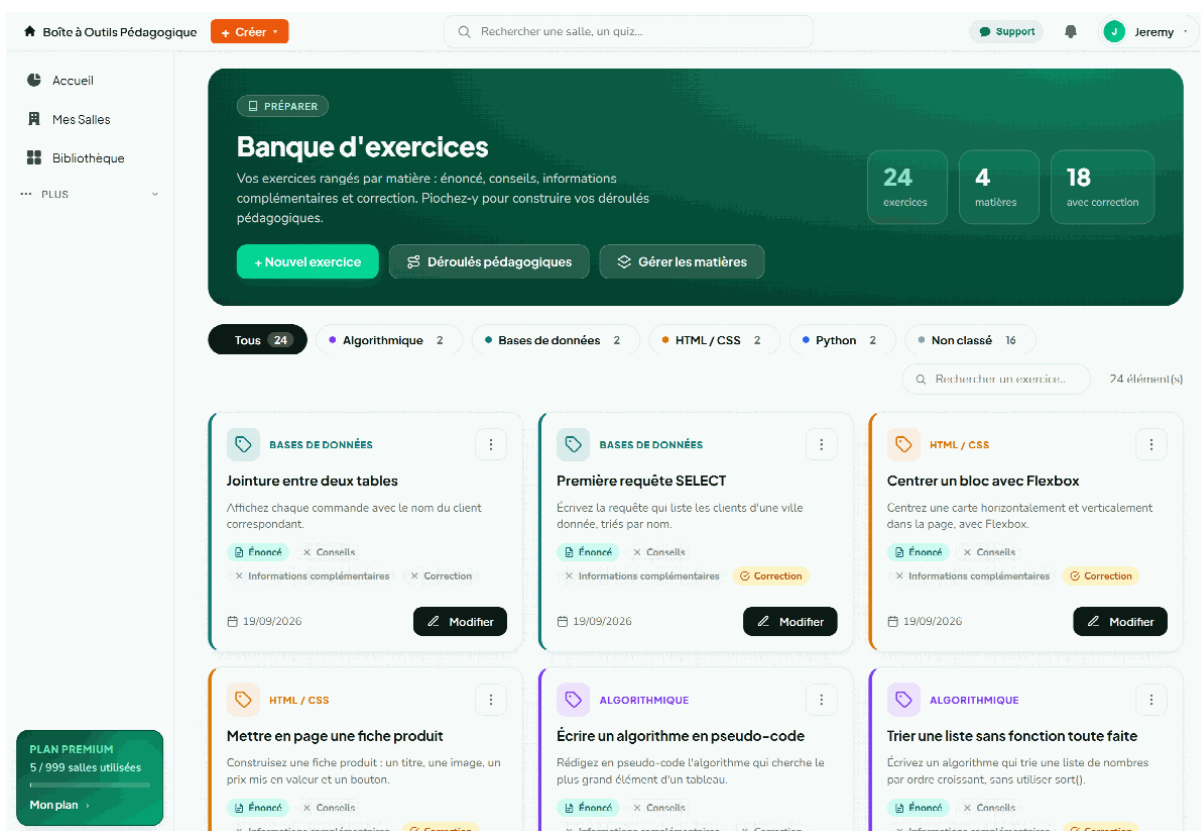


Figure 45 — Exercises, filed by subject.

The editor constantly shows a preview of what the learner will see.

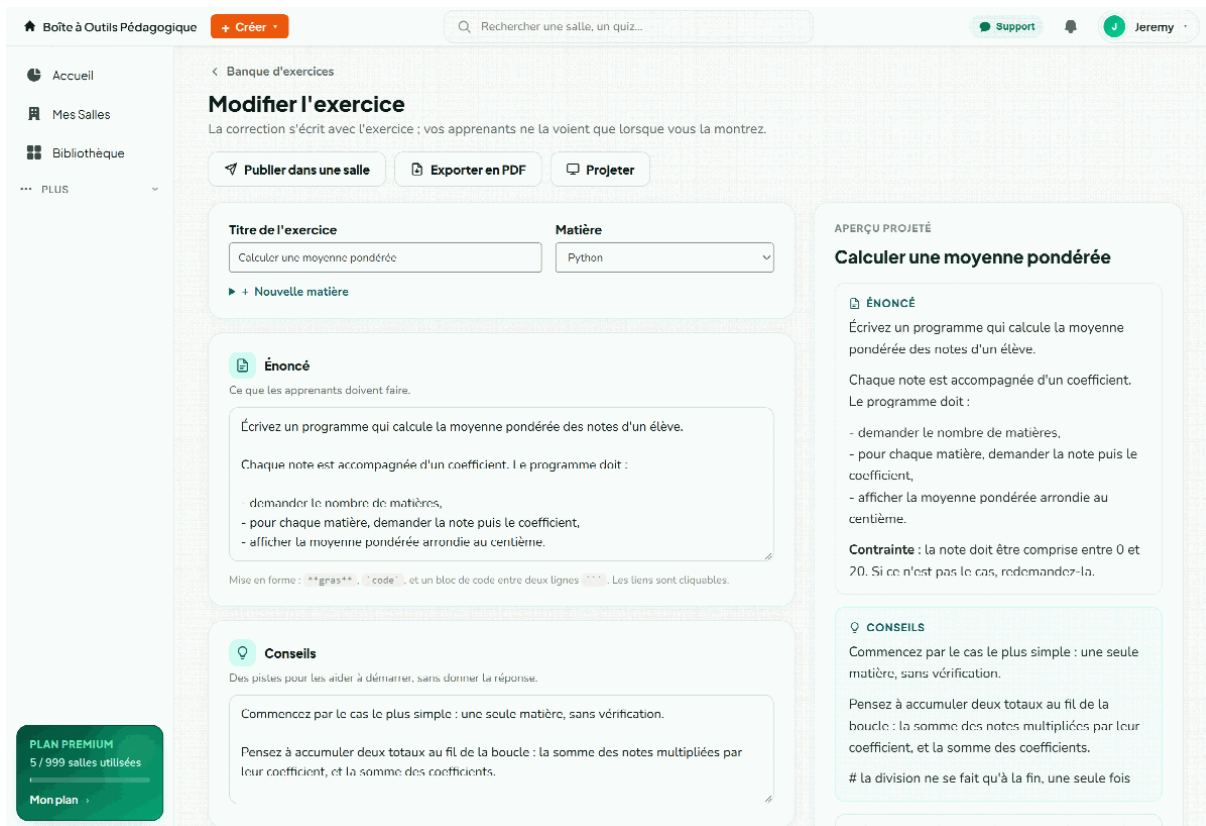


Figure 46 — The editor of an exercise and its preview.

In a room, you project the exercise, then reveal the correction when you choose.



Figure 47 — The correction revealed in projection.

The **lesson plan** is the thread of your session: the run of moments, with their duration and the material that goes with them. You follow it in the room and tick off what is done.

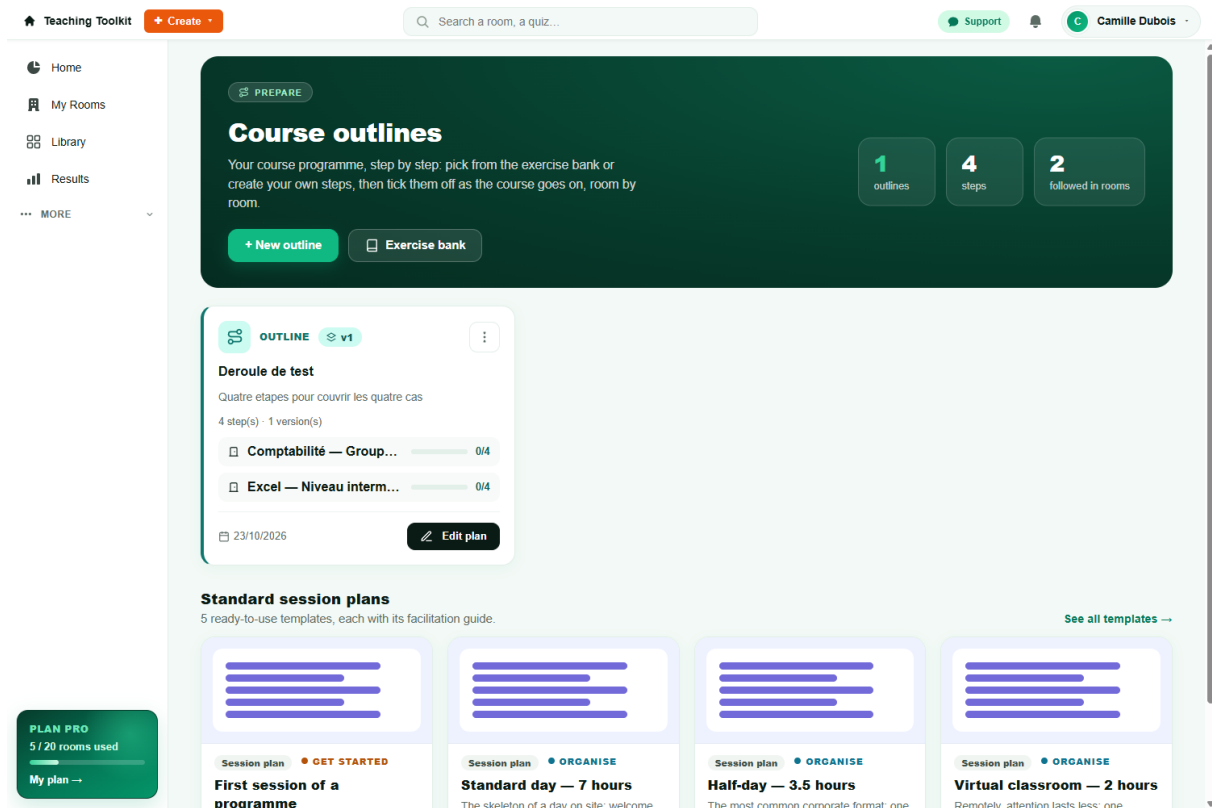


Figure 48 — The list of your lesson plans.

Good to know: the answer is only sent to the learner at the moment you reveal it. Before that, it is not in the page.

EduTools templates

What they are for

More than a hundred ready-made activities — sticky-note walls, quizzes, wheels, word clouds, mind maps — each with a facilitation sheet explaining when and how to use it.

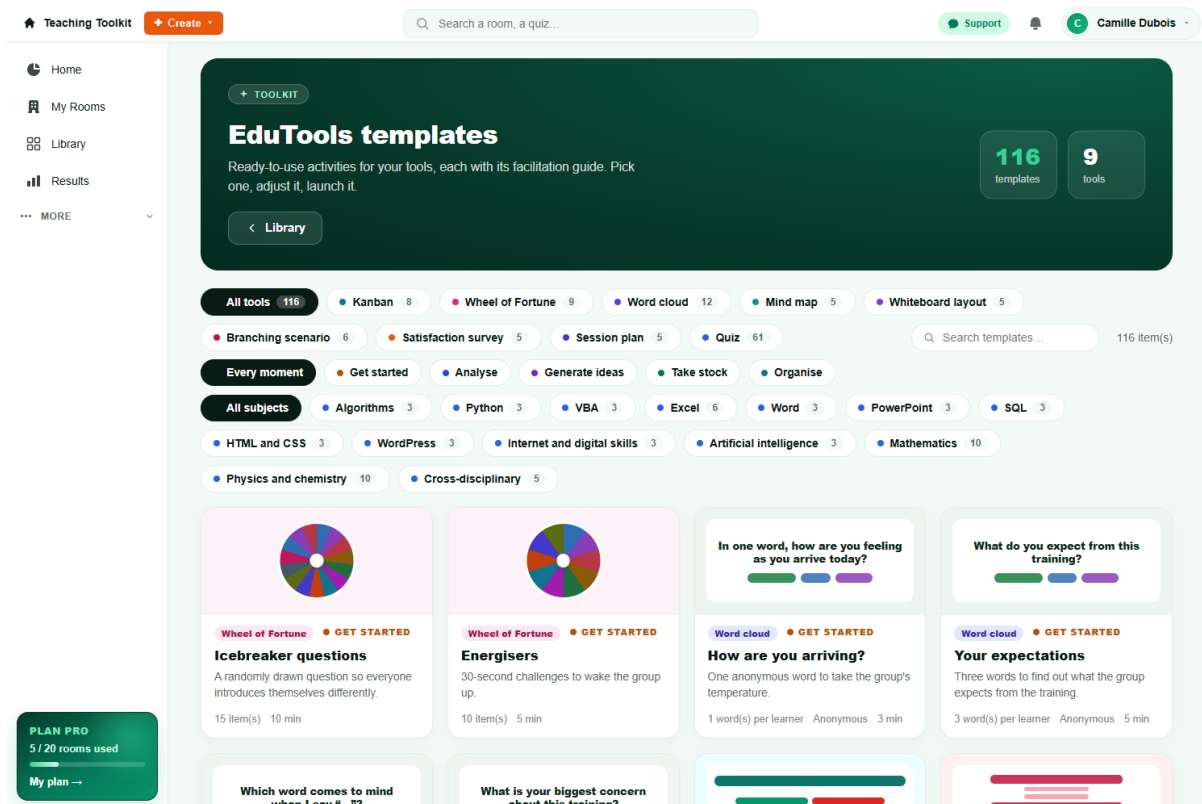


Figure 49 — The template catalogue, trainer's view.

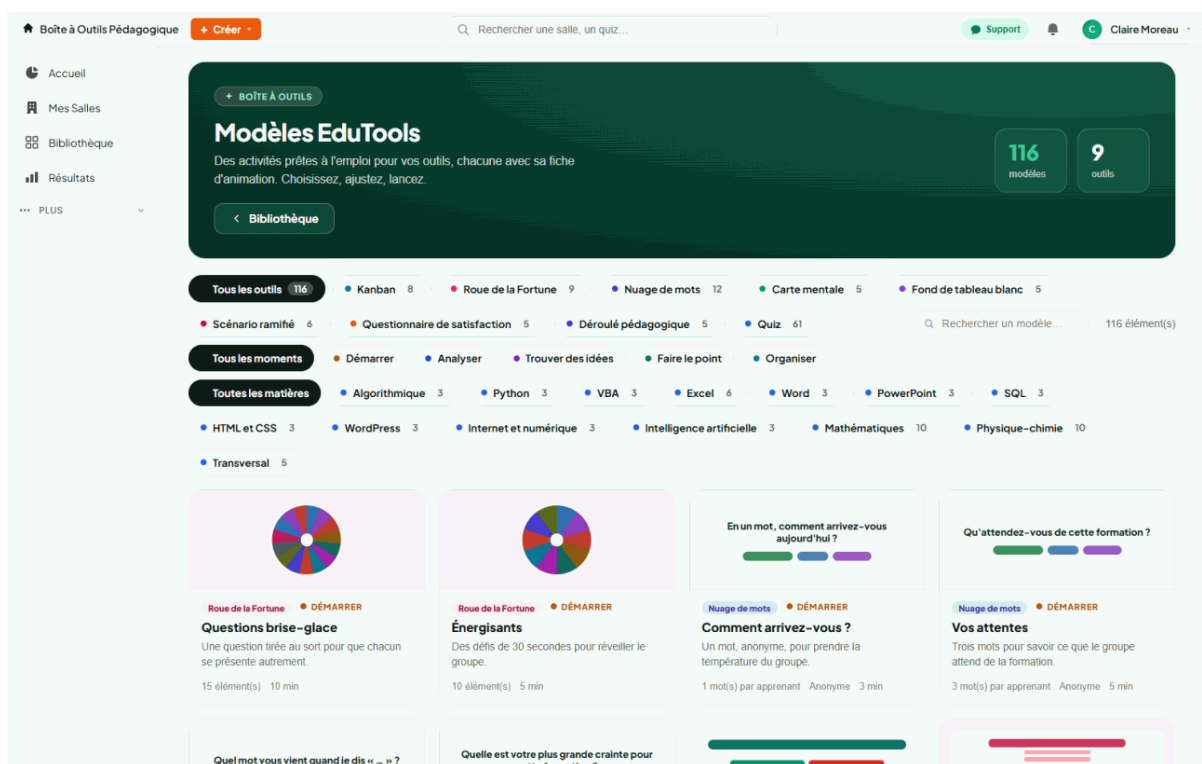


Figure 50 — The catalogue, filtered by tool.

How to use them

From **Library** → **Browse the templates**, open a sheet, read the suggested run-through, then click **Use this template**: a copy arrives in your space, which you edit freely.

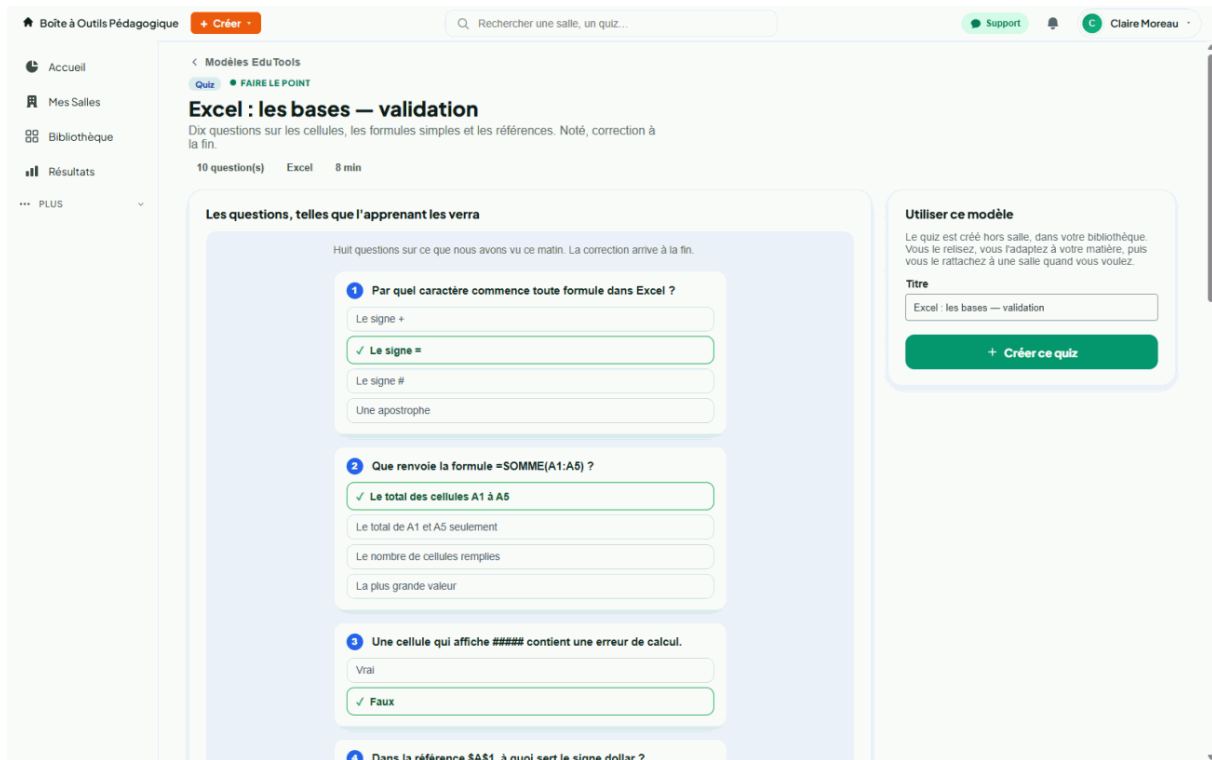


Figure 51 — A template sheet: the suggested run-through, before copying it.

Good to know: templates are a good starting point when you are discovering a tool. Copy one, change it, and you will understand the tool faster than from a blank page.

Documents and files

What it is for

Putting handouts in the room: PDFs, images, spreadsheets. Learners view and download them.

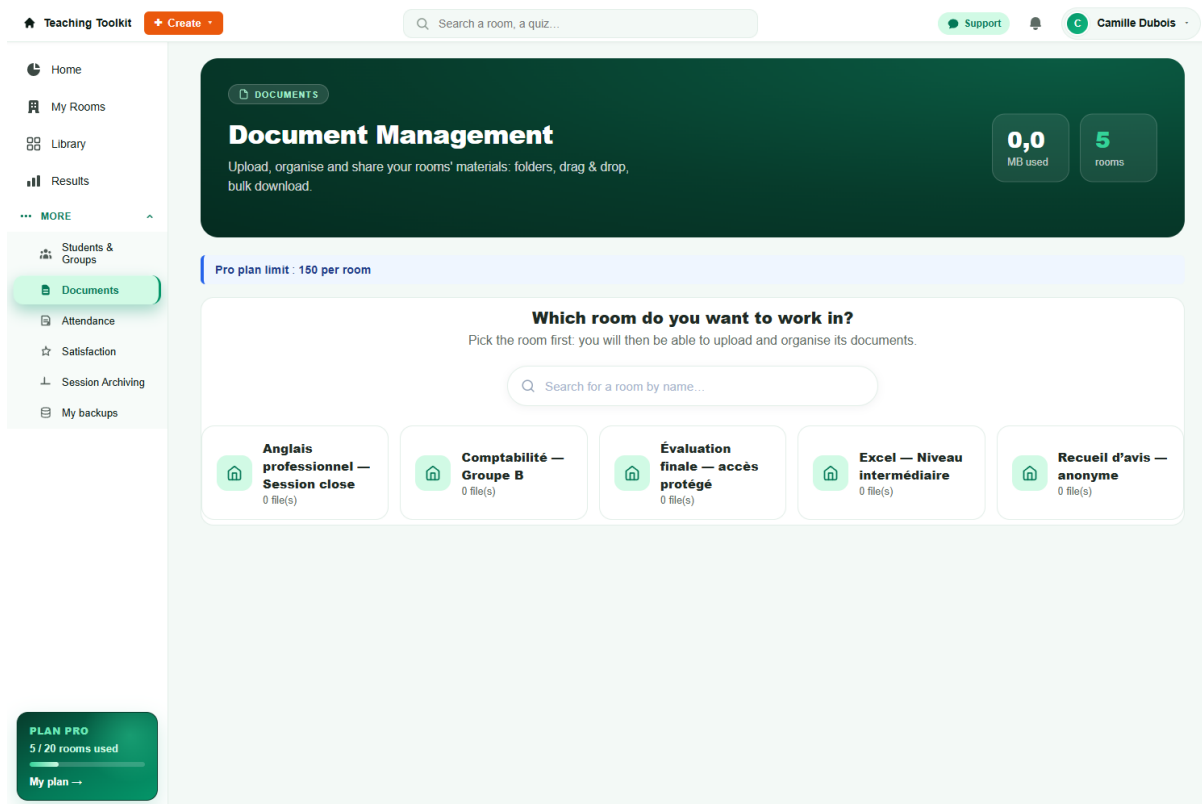


Figure 52 — Document management.

How to use it

From **More** → **Documents**, create folders and upload your files. In the room, the **Files** component gives access to the shared folder.

Part 4 — Running a session

The live side: launching, following, projecting, re-engaging.

The room, trainer's view

When you open your room, you see the activities you have switched on, and the facilitation tools.

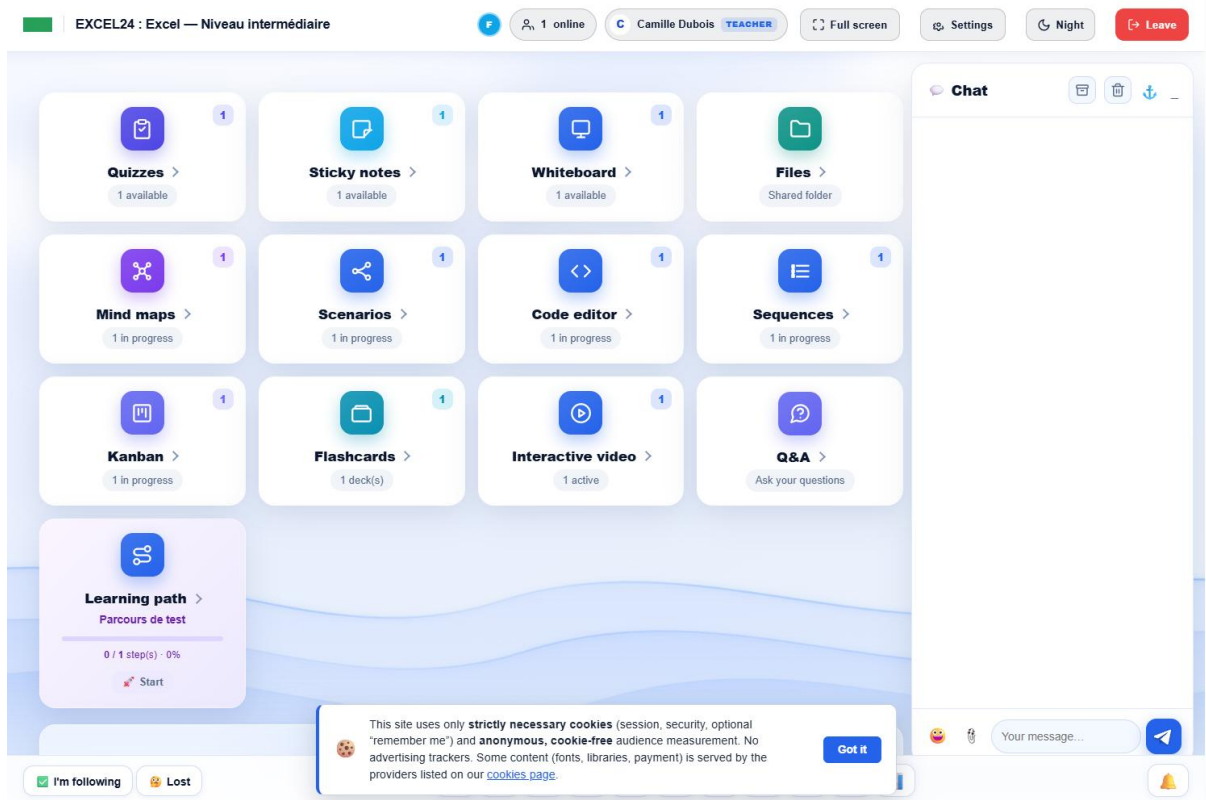


Figure 53 — The room, trainer's view.

The room, learner's view

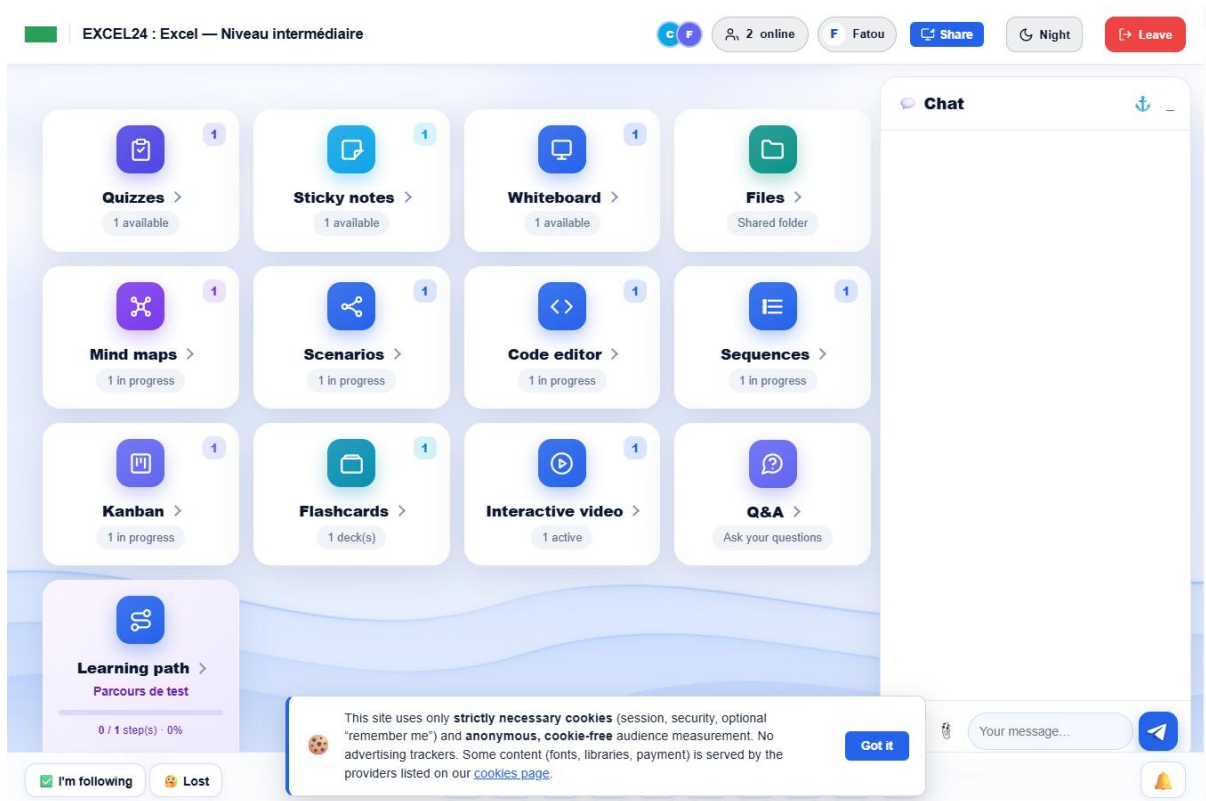


Figure 54 — The same room, learner's view.

The learner sees the available activities, the chat if it is on, and the facilitation bar at the bottom of the screen.

Facilitation tools

Beyond activities, the room offers pacing functions:

Tool	What it does
Chat	The room's discussion thread, moderated
Questions / Answers	Learners ask questions, you answer when you want
Flash poll	A question launched in seconds, live results
Timer	A projected countdown, to frame an exercise
Reactions	Emojis sent by participants — applaud, raise a hand
Ice-breaker	A light question to start the session
Screen sharing	You project your screen, or you ask for a learner's
I'm with you / Lost me	The learner signals they are following, or losing the thread

Good to know: "I'm with you / Lost me" is the most useful sensor when teaching remotely. A learner who dares not interrupt will click "Lost me".

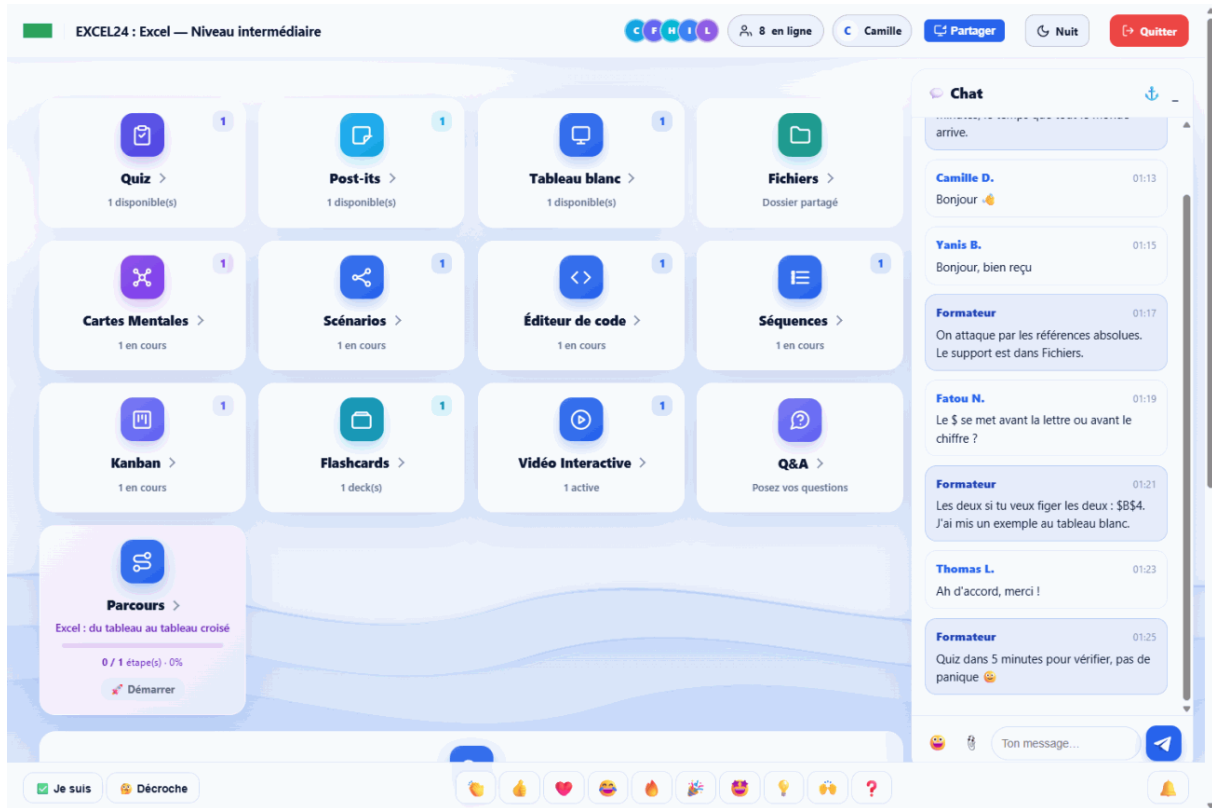


Figure 55 — A room in full session: activities on the left, chat on the right.

The chat

The chat runs alongside the session: questions, links, clarifications. It is switched on in the room components.

You moderate: a deleted message disappears from every screen, including those that had already received it. Attachments are filtered.

Good to know: when teaching remotely, say at the start that the chat is the channel for questions. Without that instruction, half the participants wait until the end to speak — and then do not.

The flash poll

A question put in seconds, with no preparation.

Nouveau sondage flash

Question instantanée pour prendre le pouls de la salle.

Question

Dans \$B\$4, le \$ fige quoi exactement ?

Type de réponse

☒ QCM 2-6 choix ☐ Oui / Non

☐ Échelle 1 à 5 ☐ Mot libre nuage

Options de réponse

La colonne

La ligne

Les deux

Rien du tout

+ Ajouter une option

Annuler Publier

Figure 56 — Putting the question.

Participants answer from their phone.

⚡ Dans \$B\$4, le \$ fige quoi exactement ?

Salle Excel — Niveau intermédiaire · QCM

La colonne

La ligne

Les deux

Rien du tout

Figure 57 — The question, participant's view.

Results appear live, ready to project.

⚡ Dans \$B\$4, le \$ fige quoi exactement ?

Salle Excel — Niveau intermédiaire · QCM

La colonne



2 (17%)

La ligne



2 (17%)

Les deux



8 (67%)

Rien du tout



0 (0%)

12 réponse(s)

■ Fermer le sondage

🖨 Mode projecteur

🗑 Supprimer

↩ Retour à la salle

Figure 58 — Live results.

Good to know: the flash poll is made to re-engage a room that is drifting. A simple question, an answer in ten seconds, and the session picks up again.

Screen sharing

From the room, **Share my screen** projects your screen to everyone. You can also **ask for the screen** of a learner: they receive an invitation and accept or decline.

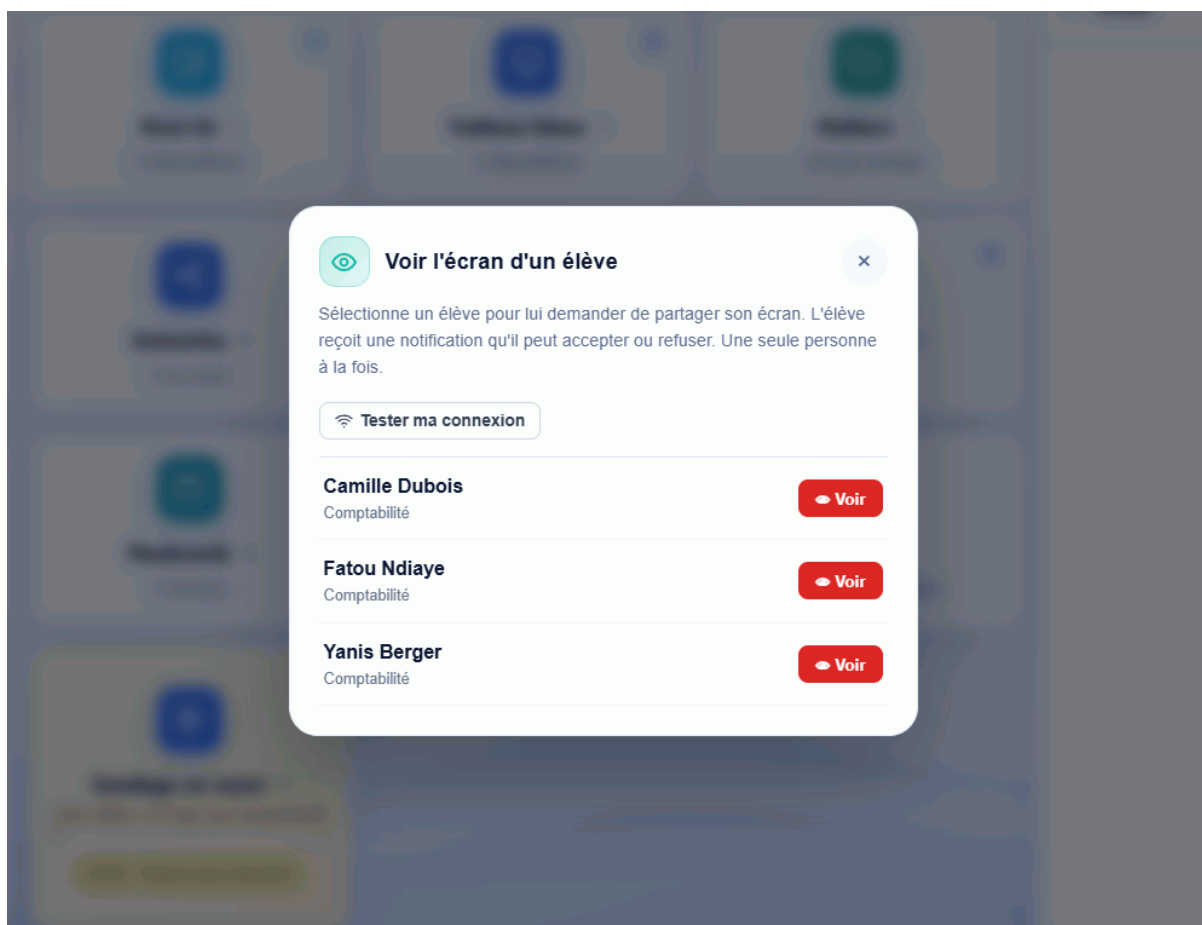


Figure 59 — Asking for a learner's screen.

Careful: if sharing does not establish, use **Test my connection** from the room. Some corporate networks block the necessary ports.

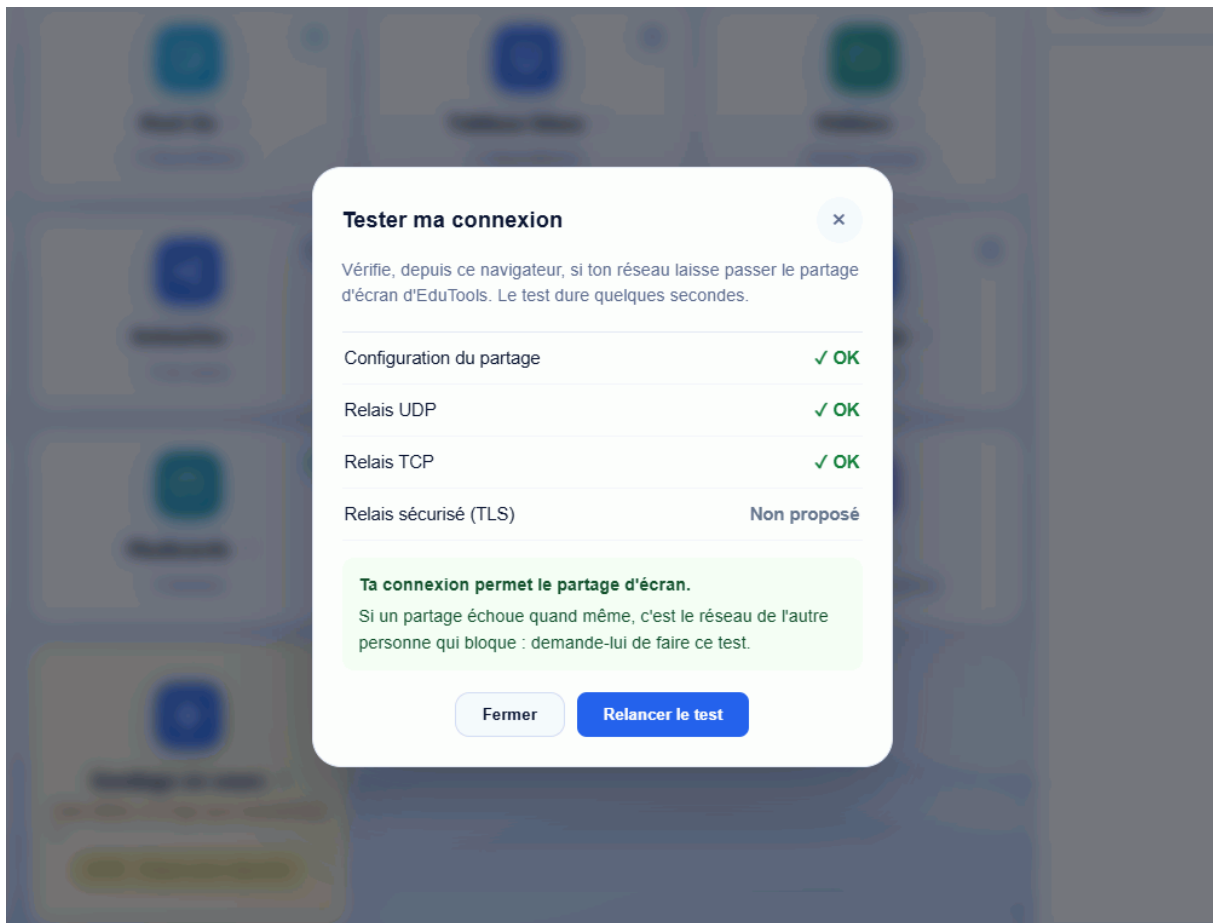


Figure 60 — The connection test, before the session.

Good to know: run that test the day before, from the network you will be teaching on. Discovering a network block in front of thirty people costs twenty minutes.

Following the session live

The **Monitoring** screen shows who is present, since when, and what each person is doing.

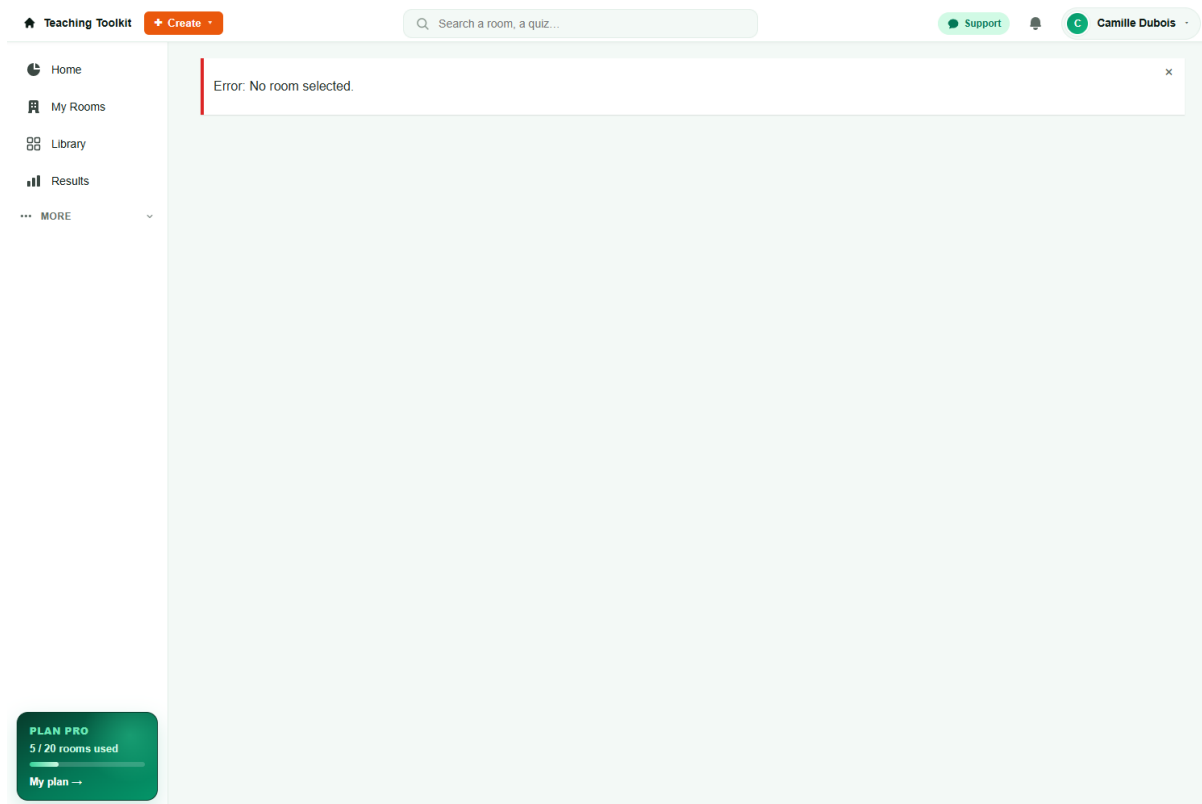


Figure 61 — Live monitoring of a room.

History

More → History keeps the trace of events: arrivals, departures, activities launched, answers submitted.

Teaching Toolkit

Create

Search a room, a quiz...

Support

Camille Dubois

Home

My Rooms

Library

Results

MORE

Activity log (Everyone)

Back to Dashboard

Clear all

DATE	ROOM	STUDENT	ACTION	DETAILS
10/23 19:46:08	Excel — Niveau intermédiaire	Fatou Nkoulou	CONNEXION	A rejoint la salle (Public)
10/23 19:45:58	Excel — Niveau intermédiaire	Camille Dubois Professeur	CONNEXION	A rejoint la salle en tant que professeur
10/23 19:43:58	Excel — Niveau intermédiaire	Fatou Nkoulou	CONNEXION	A rejoint la salle (Public)
10/23 19:43:48	Excel — Niveau intermédiaire	Camille Dubois Professeur	CONNEXION	A rejoint la salle en tant que professeur
10/23 19:42:18	Excel — Niveau intermédiaire	Fatou Nkoulou	CONNEXION	A rejoint la salle (Public)
10/23 19:42:08	Excel — Niveau intermédiaire	Camille Dubois Professeur	CONNEXION	A rejoint la salle en tant que professeur
10/23 19:40:55	Excel — Niveau intermédiaire	Fatou Nkoulou	CONNEXION	A rejoint la salle (Public)
10/23 19:40:44	Excel — Niveau intermédiaire	Camille Dubois Professeur	CONNEXION	A rejoint la salle en tant que professeur
10/23 19:40:01	Excel — Niveau intermédiaire	Fatou Nkoulou	CONNEXION	A rejoint la salle (Public)
10/23 19:39:49	Excel — Niveau intermédiaire	Camille Dubois Professeur	CONNEXION	A rejoint la salle en tant que professeur
10/23 19:39:06	Excel — Niveau intermédiaire	Fatou Nkoulou	CONNEXION	A rejoint la salle (Public)
10/23 19:38:56	Excel — Niveau intermédiaire	Camille Dubois Professeur	CONNEXION	A rejoint la salle en tant que professeur
10/23 19:38:13	Excel — Niveau intermédiaire	Fatou Nkoulou	CONNEXION	A rejoint la salle (Public)
10/23 19:38:03	Excel — Niveau intermédiaire	Camille Dubois Professeur	CONNEXION	A rejoint la salle en tant que professeur
10/23 19:37:20	Excel — Niveau intermédiaire	Fatou Nkoulou	CONNEXION	A rejoint la salle (Public)
10/23 19:37:09	Excel — Niveau intermédiaire	Camille Dubois Professeur	CONNEXION	A rejoint la salle en tant que professeur

PLAN PRO

5 / 20 rooms used

My plan →

Figure 62 — The event history.

Part 5 — Results and follow-up

What you get back, and how to take it out of the platform.

The Results screen

Results gathers what your learners have produced, across all activities.

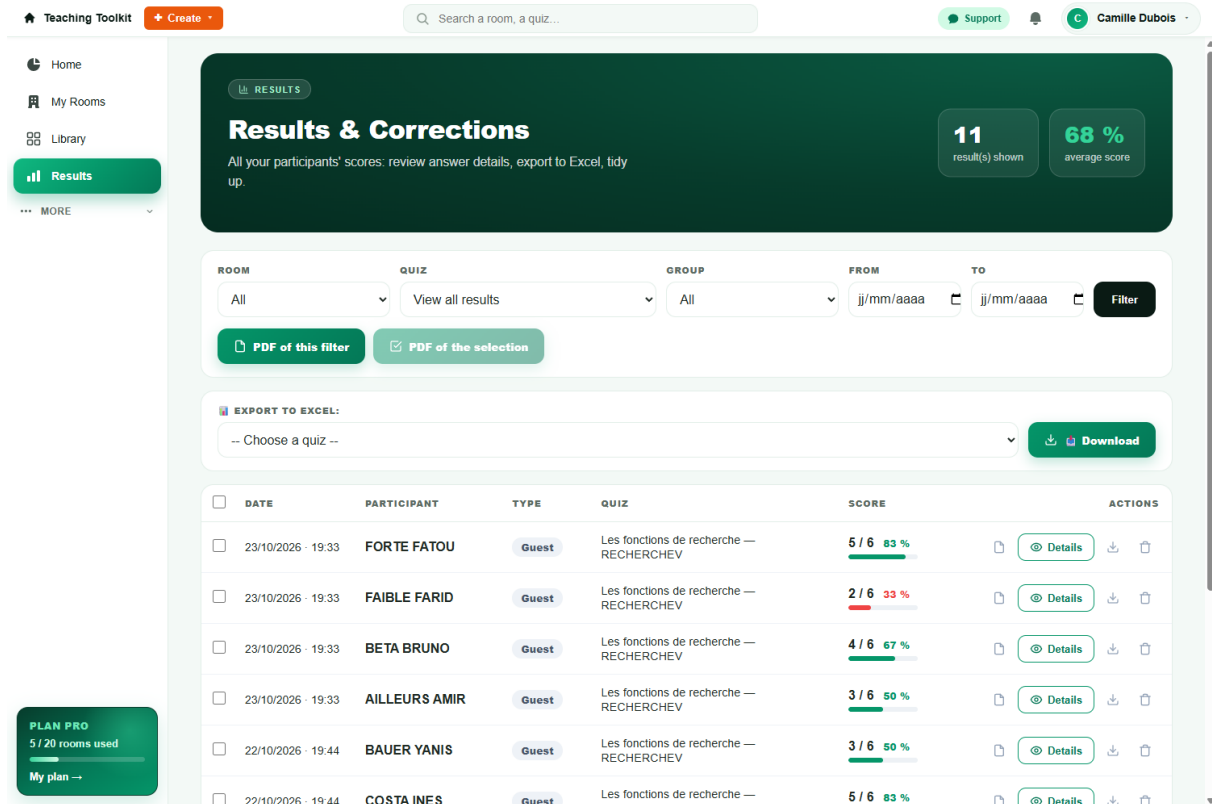


Figure 63 — The results screen.

You filter by room, by activity, by group and by period. Each line opens onto the detail of a paper.

Exports

Format	Content	Where to find it
Excel	Every paper of a quiz, one line per learner	Quiz card menu
PDF per learner	One marked paper, named or anonymous	From the paper detail
PDF per group	A group's record	From the results
CSV	Attendance and satisfaction	From the matching screens

Good to know: the anonymous version of the PDFs replaces names with an identifier. Useful for showing results in the room without exposing anyone.

Learners and groups

More → Learners manages the learners registered in your private rooms, and their groups.

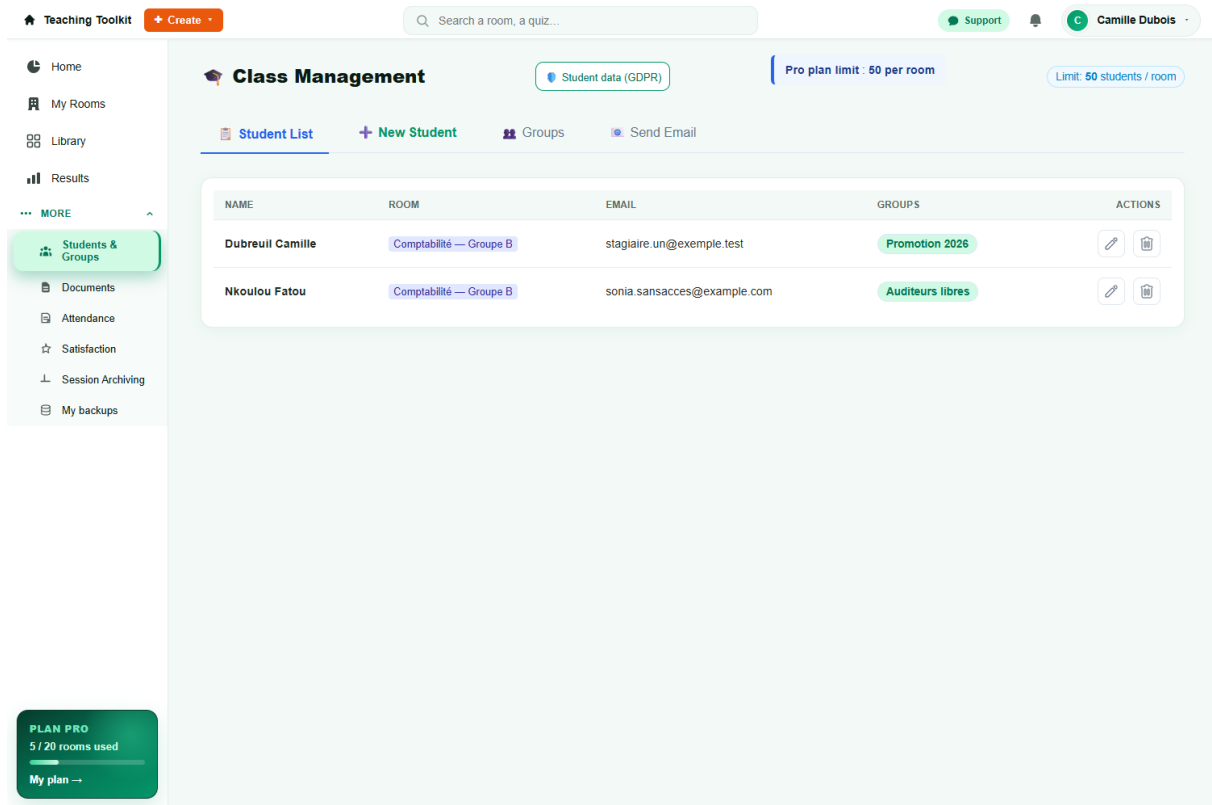


Figure 64 — The list of your learners.

A learner can belong to several groups. Groups serve to filter results and to restrict access to a private room.

Archiving

A finished room is archived from its card menu. It leaves the active list without losing anything: results, documents and activities stay viewable from **More → Archives**.

Teaching Toolkit

Create

Search a room, a quiz...

Support

Camille Dubois

Home

My Rooms

Library

Results

MORE

Students & Groups

Documents

Attendance

Satisfaction

Session Archiving

My backups

ARCHIVING

Session Archiving

All your learners' sessions: timestamped attendance, detailed activity log, exportable evidence.

16 archived sessions

2 active sessions

ROOM

ENTRY DATE

STUDENT

All rooms

jj/mm/aaaa

Name or group...

Filter

Reset

Delete selection

	STUDENT	ROOM	GROUP	ENTRY DATE	EXIT DATE	ACTIONS
☐	Fatou Nkoulou	Excel — Niveau intermédiaire		10/23/2026 19:46:08	In progress...	
☐	Camille Dubois Professeur	Excel — Niveau intermédiaire	Admin	10/23/2026 19:45:58	In progress...	
☐	Fatou Nkoulou	Excel — Niveau intermédiaire		10/23/2026 19:43:58	10/23/2026 19:46:30	
☐	Camille Dubois Professeur	Excel — Niveau intermédiaire	Admin	10/23/2026 19:43:48	10/23/2026 19:45:58	
☐	Fatou Nkoulou	Excel — Niveau intermédiaire		10/23/2026 19:42:18	10/23/2026 19:46:30	
☐	Camille Dubois Professeur	Excel — Niveau intermédiaire	Admin	10/23/2026 19:42:08	10/23/2026 19:43:48	
☐	Fatou Nkoulou	Excel — Niveau intermédiaire		10/23/2026 19:40:55	10/23/2026 19:45:32	
☐	Camille Dubois Professeur	Excel — Niveau intermédiaire	Admin	10/23/2026 19:40:45	10/23/2026 19:42:08	

PLAN PRO

5 / 20 rooms used

My plan →

Figure 65 — Archived rooms.

Good to know: archive your end-of-course rooms. The list stays readable, and your active-room quota is freed.

Part 6 — Managing an organisation

For training centres, schools and companies.

The organisation space

If your subscription covers several trainers, an extra space appears: **Centre management** (or school, or company, depending on your account type).

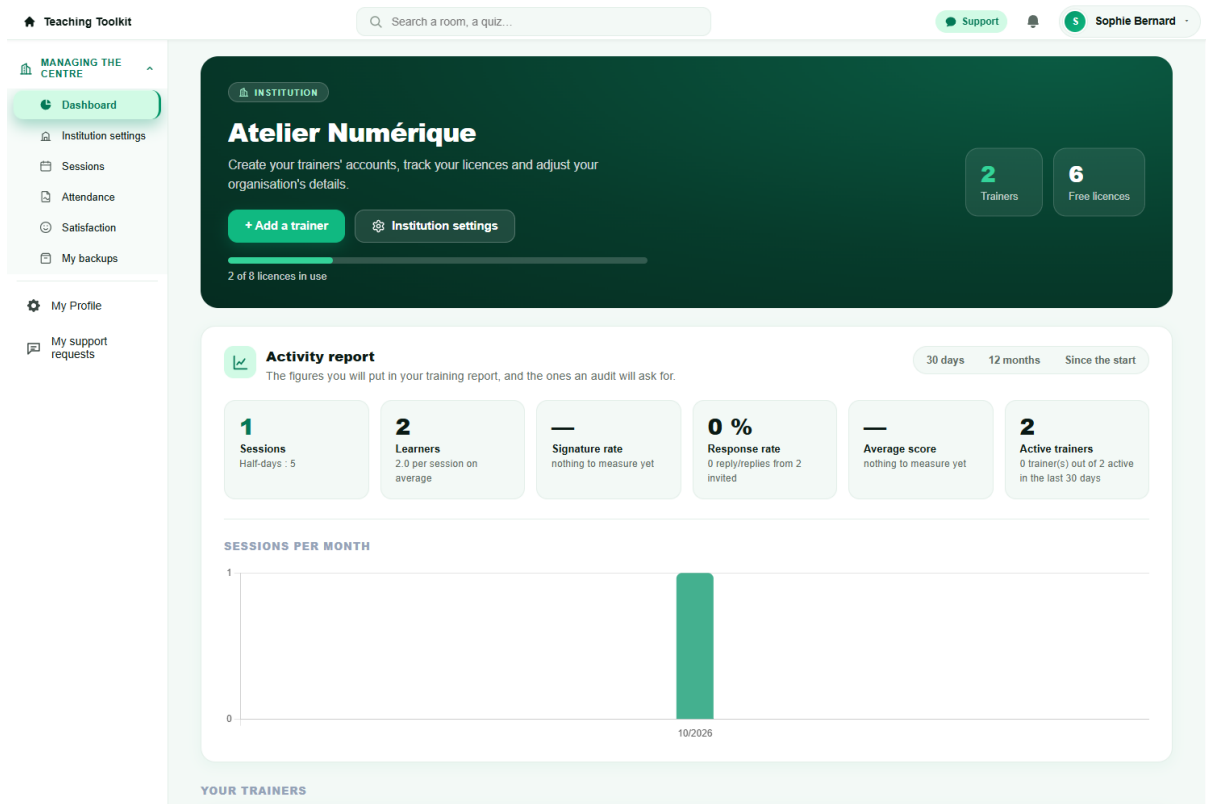


Figure 66 — The organisation dashboard.

It brings together the activity report, trainer accounts, sessions, attendance and satisfaction.

Trainer accounts

The **Add a trainer** button creates an account attached to your organisation. The gauge shows how many licences are used out of those your subscription covers.

Teaching Toolkit

Search a room, a quiz...

Support Sophie Bernard

MANAGING THE CENTRE

- Dashboard
- Institution settings**
- Sessions
- Attendance
- Satisfaction
- My backups

My Profile

My support requests

INSTITUTION

Institution settings

These details appear on official documents: attendance sheets, certificates and exports.

[Back to management](#)

Institution identity

Institution name *

Atelier Numérique

Type

Training center

The institution type is set at creation and cannot be changed. Contact support if needed.

Address

12 rue des Lilas

Training provider

This information appears in the header of your PDF attendance sheets. Entered once.

Address line 2

Postal code

69003

City

Lyon

Country

Figure 67 — Organisation settings.

Settings carry the establishment's details: legal name, address, company number, training registration number, free text and logo. These feed the official documents — attendance sheets in particular.

Good to know: fill these fields in before your first session. They appear on the PDFs you will hand to your funders.

Training sessions

A **session** describes a real course: its title, its dates, its half-days, its trainer and its trainees.

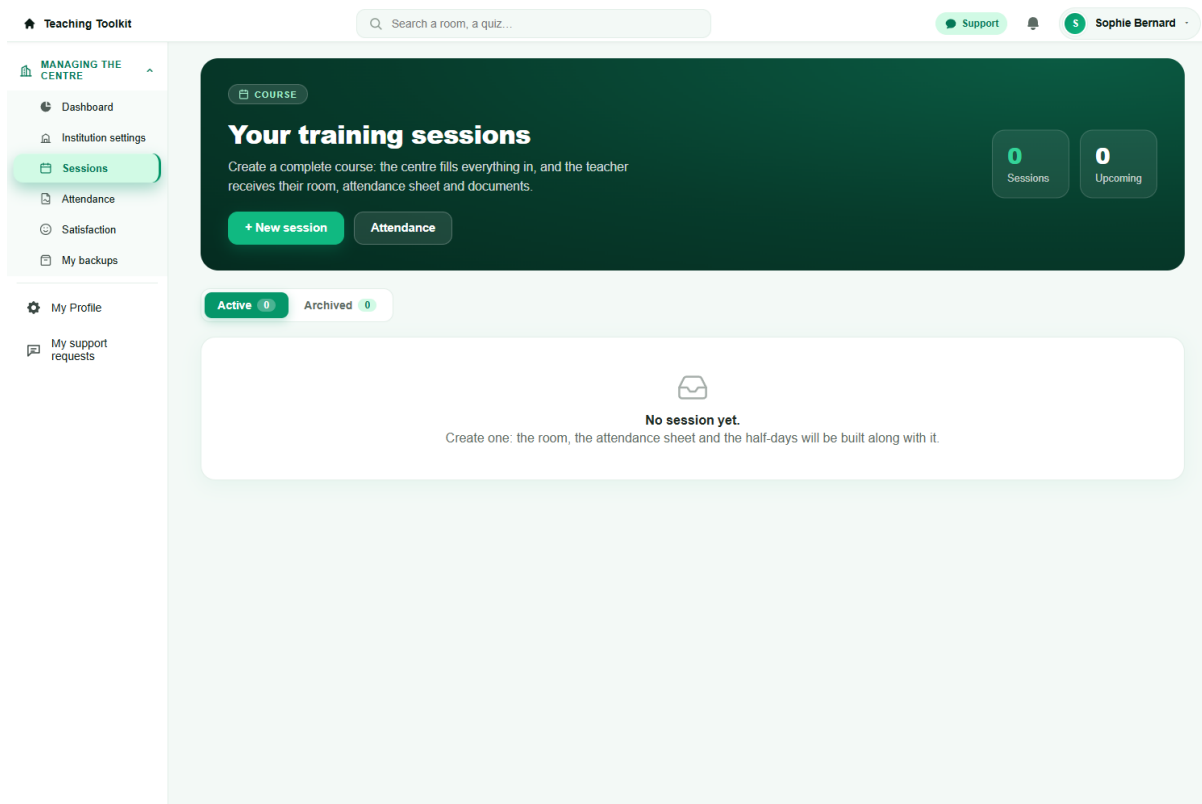


Figure 68 — The list of sessions.

Once the session is described, the platform builds the rest in one gesture: the attendance sheets per half-day, the satisfaction survey, and the associated room.

Good to know: for a Company account, sessions become **meetings**: you enter hours rather than half-days, and the attendance sheet is optional.

Electronic attendance

What it is for

Replacing the paper attendance sheet with an electronic signature, with the PDF a Qualiopi audit expects.

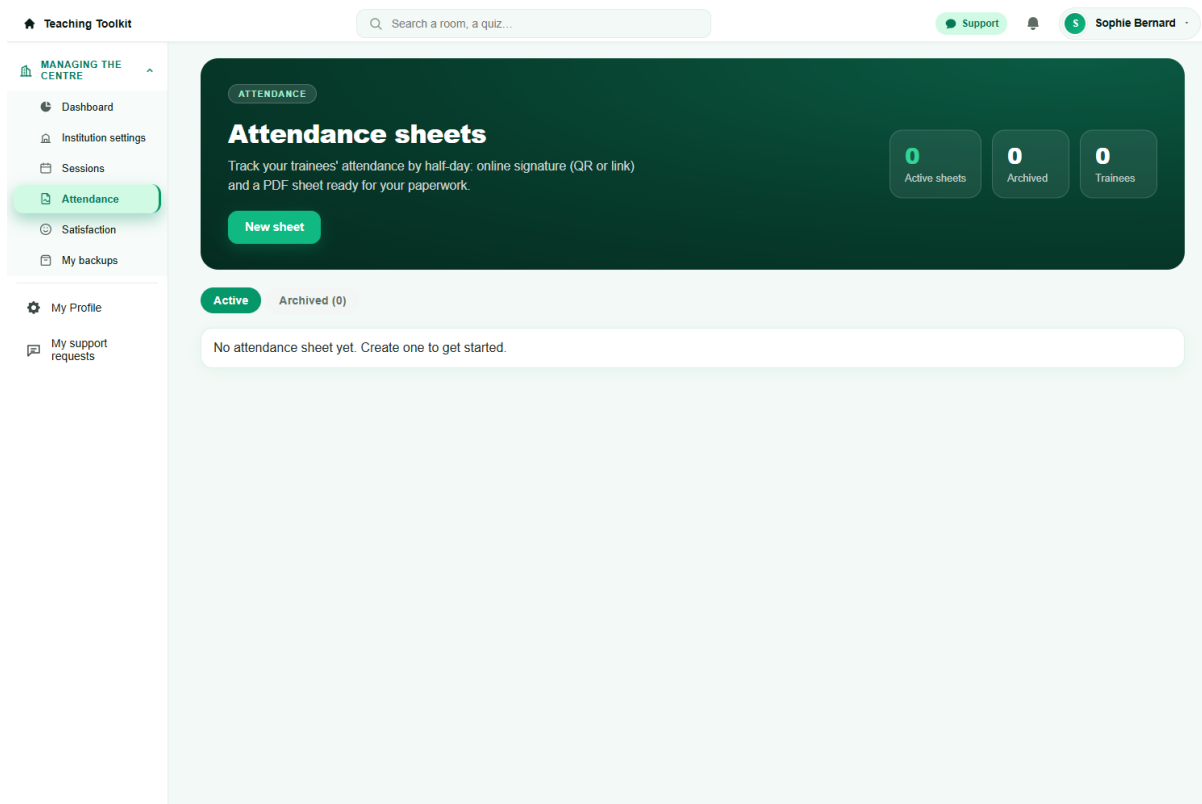


Figure 69 — Attendance sheet management.

How it works

1. The session creates one sheet per half-day.

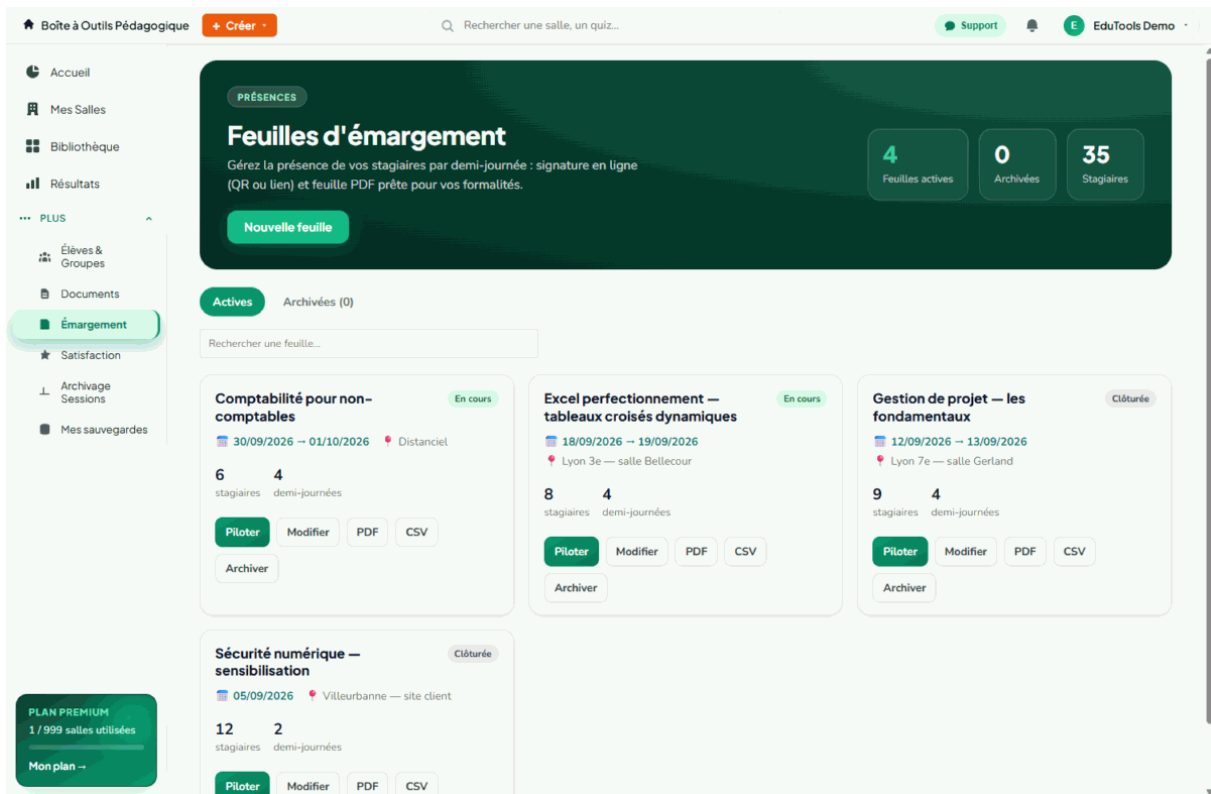


Figure 70 — The sheets of a session.

2. You open the current half-day.

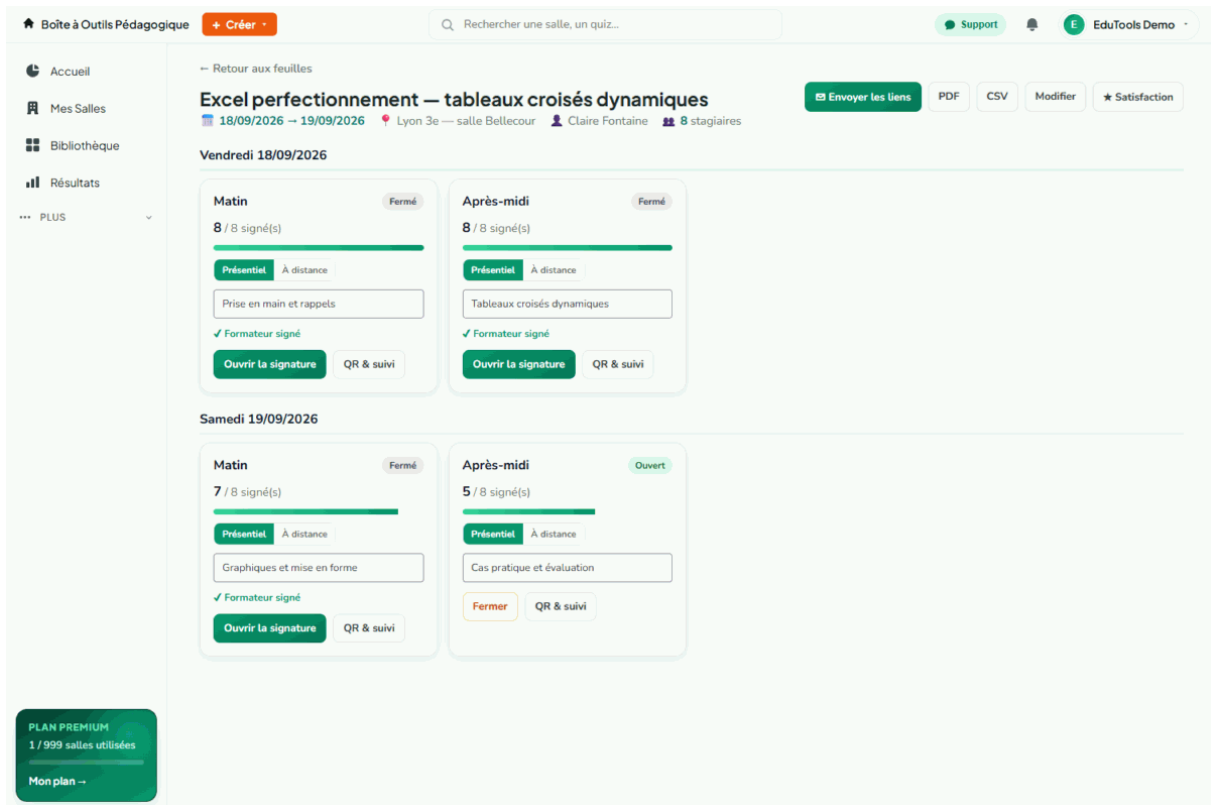


Figure 71 — Half-day management.

3. Each trainee signs from their phone, through an individual link or by scanning a QR code.
4. You close it, and you export the PDF.

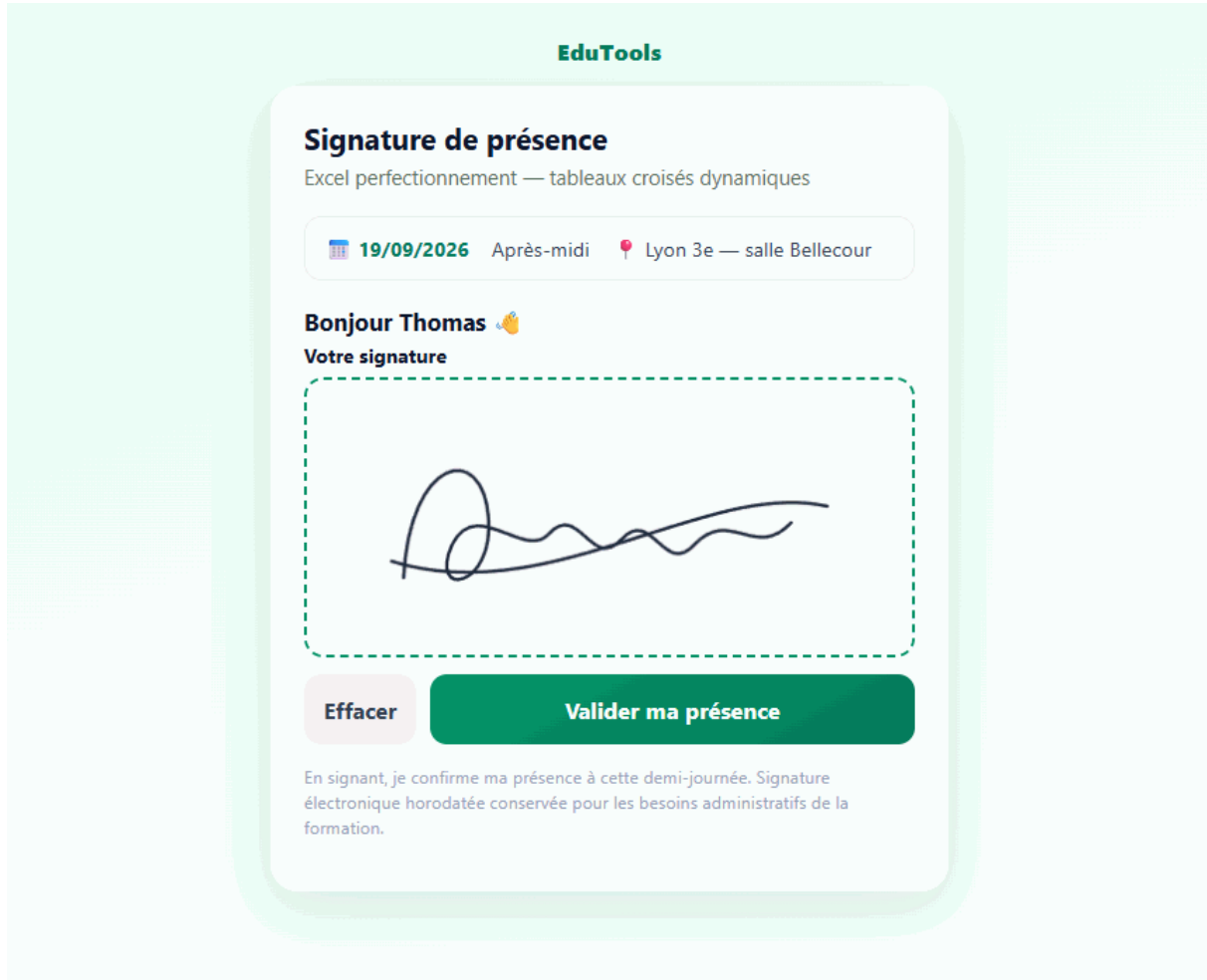


Figure 72 — The signature, trainee's view.

The PDF carries your organisation's details, the list of trainees, their signatures and the trainer's. A CSV export is also available.

Without an organisation space

A freelance trainer has the same tool, without going through a session: **More → Attendance** lets you create sheets directly.

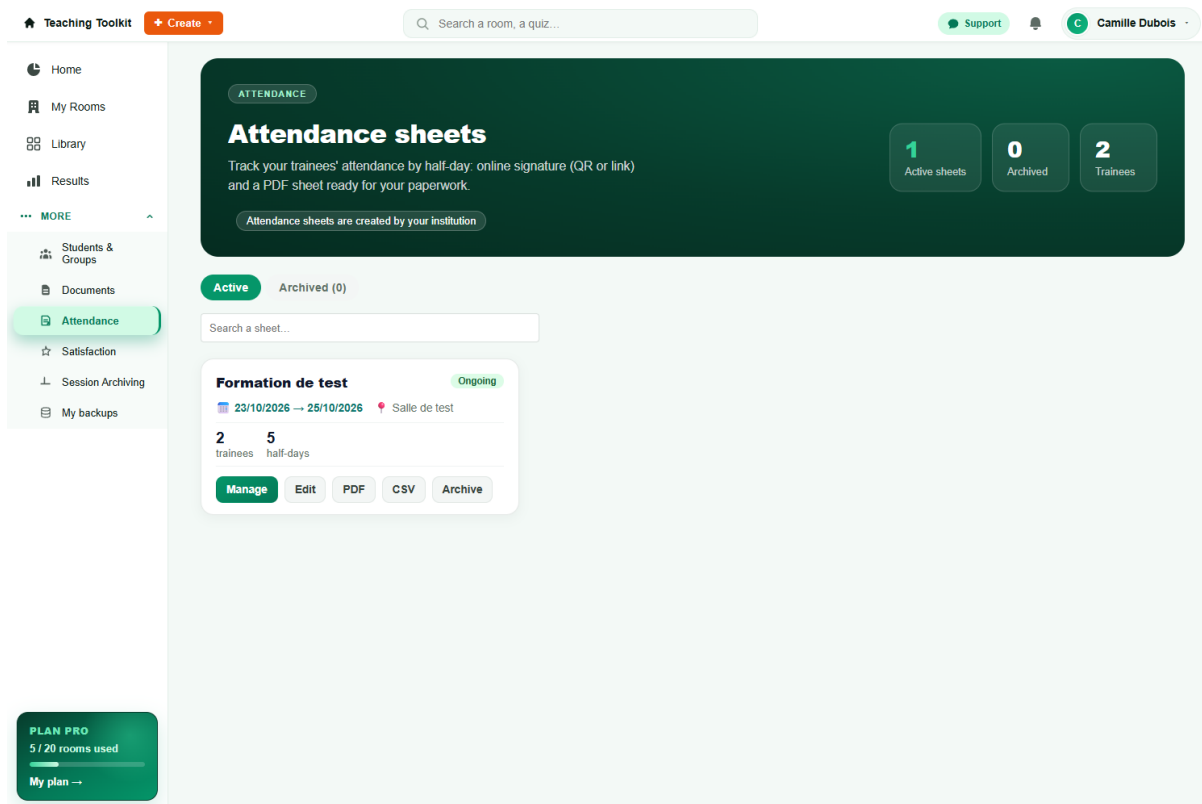


Figure 73 — Attendance, trainer's view.

Careful: a closed half-day accepts no further signature. Check that everyone has signed before closing.

Satisfaction surveys

What they are for

Collecting trainees' views while it is fresh, and producing the expected indicators — response rate and average score among them.

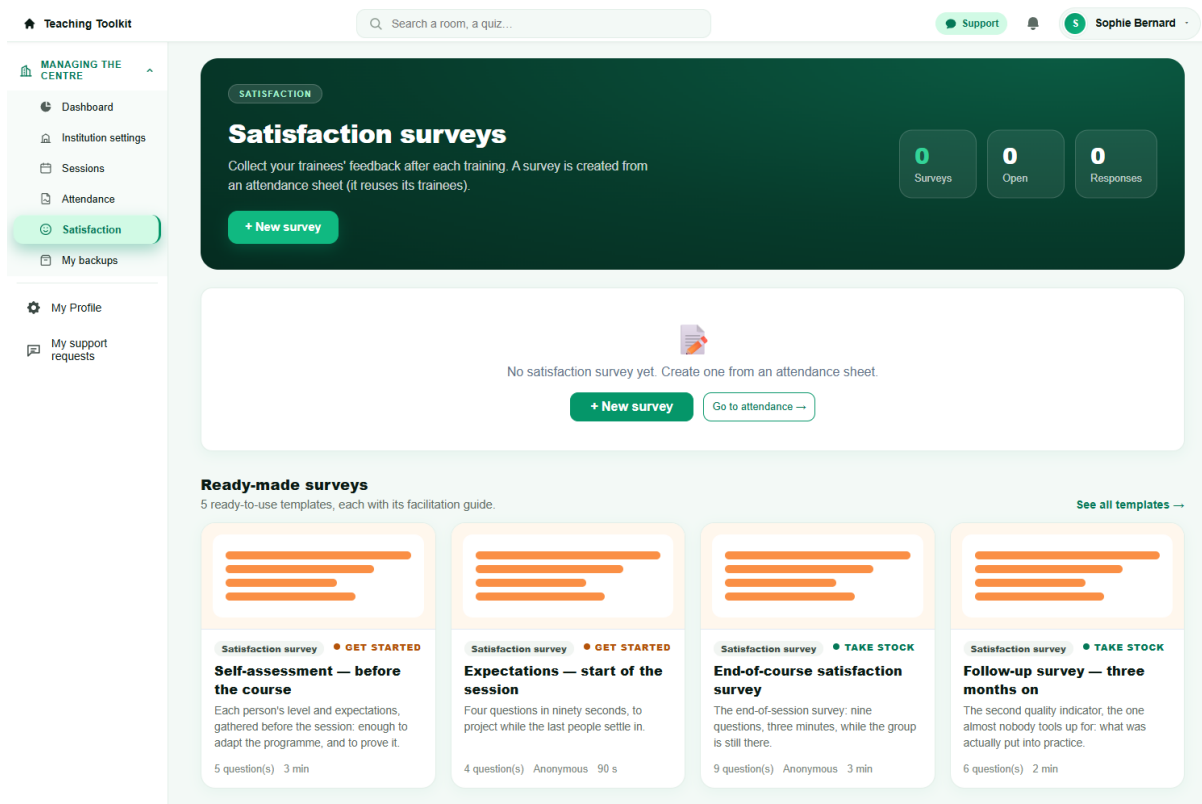


Figure 74 — Survey management.

The two modes

Mode	How	When to use it
Named	Each trainee gets their own link	reminders possible
Collective anonymous	One link or QR for everyone	When candour matters more than traceability

The survey template can be edited: you tune the questions to your reality.

Teaching Toolkit

Create

Search a room, a quiz...

Support

Camille Dubois

Home

My Rooms

Library

Results

MORE

Students & Groups

Documents

Attendance

Satisfaction

Session Archiving

My backups

SATISFACTION

Satisfaction surveys

Collect your trainees' feedback after each training. A survey is created from an attendance sheet (it reuses its trainees).

Questionnaires are created by your institution

3 Surveys

2 Open

0 Responses

TRAINING	STATUS	RESPONSES	
Satisfaction nominative de test	OPEN	0/2 - 0%	Manage Results
Satisfaction anonyme de test	OPEN	0	Manage Results
Satisfaction fermee de test	SATISFACTION.STATUS.CLOS	0	Manage Results

Ready-made surveys

5 ready-to-use templates, each with its facilitation guide.

See all templates →

Satisfaction survey GET STARTED

Self-assessment — before the course

Each person's level and expectations, gathered before the session: enough to adapt the programme, and to prove it.

5 question(s) 3 min

Satisfaction survey GET STARTED

Expectations — start of the session

Four questions in ninety seconds, to project while the last people settle in.

4 question(s) Anonymous 90 s

Satisfaction survey TAKE STOCK

End-of-course satisfaction survey

The end-of-session survey: nine questions, three minutes, while the group is still there.

9 question(s) Anonymous 3 min

Satisfaction survey TAKE STOCK

Follow-up survey — three months on

The second quality indicator, the one almost nobody tools up for: what was actually put into practice.

6 question(s) 2 min

PLAN PRO

5 / 20 rooms used

My plan →

Figure 75 — Your satisfaction surveys.

The link and the QR code are handed out at the end of the session.

Boîte à Outils Pédagogique

Créer

Rechercher une salle, un quiz...

Support

EduTools Demo

Accueil

Mes Salles

Bibliothèque

Résultats

PLUS

Modifier le questionnaire

Pilotage du questionnaire

Excel perfectionnement — votre avis - Collectif

OUVERT 9 réponses

Clôturer

Voir les résultats →

Lien collectif

Partagez ce lien (ou le QR) à l'écran, par email ou dans le chat du webinaire.

https://www.edu-tools.com/satisfaction_form.php?s=19&t=b859a4

Copier le lien

PLAN PREMIUM

1 / 999 salles utilisées

Mon plan →

Figure 76 — The survey link and QR code.

For the trainee, the form fits on a phone screen.

Questionnaire de satisfaction

Excel perfectionnement — votre avis

Trois minutes pour nous dire ce qui vous a servi et ce qui manquait. Vos réponses sont anonymes.

Recommanderiez-vous cette formation à un collègue ? *

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

0 - Pas du tout

10 - Tout à fait

Les objectifs annoncés ont-ils été atteints ? *

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Pas du tout satisfait

Très satisfait

Le rythme était-il adapté ? *

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Pas du tout satisfait

Très satisfait

Les supports remis vous seront-ils utiles ? *

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Pas du tout satisfait

Très satisfait

Avez-vous pu poser toutes vos questions ? *

☐ Oui ☐ Non

Quelle partie vous a le plus servi ? *

☐ Les tableaux croisés

☐ Les graphiques

☐ Les formules

☐ Le cas pratique

Figure 77 — The survey, trainee's view.

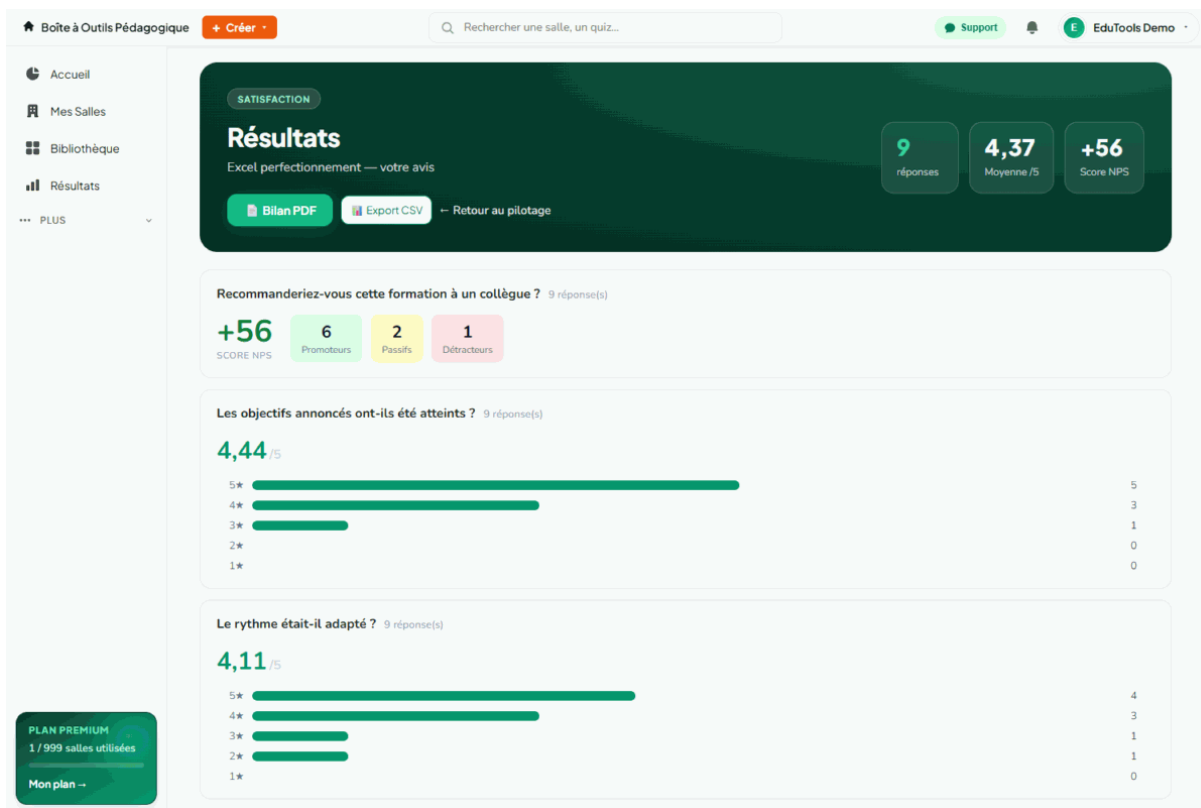


Figure 78 — The results of a survey.

Good to know: hand out the QR code **before** your closing words, while everyone is still seated. A survey emailed the next day gets three times fewer answers.

Managing a school

For a School account, an extra space manages **year groups, classes, pupils** and the **teaching team**.

Year-group and class labels are free: the platform imposes no naming scheme. Each class-teacher pair has its own room, whose link is permanent.

Part 7 — The learner space

Optional: your learners can take part without an account.

What a learner account is for

Without an account, a learner joins a room, takes part, and leaves. With an account, they find their content again from one session to the next: their flashcard decks, their documents, their revision.

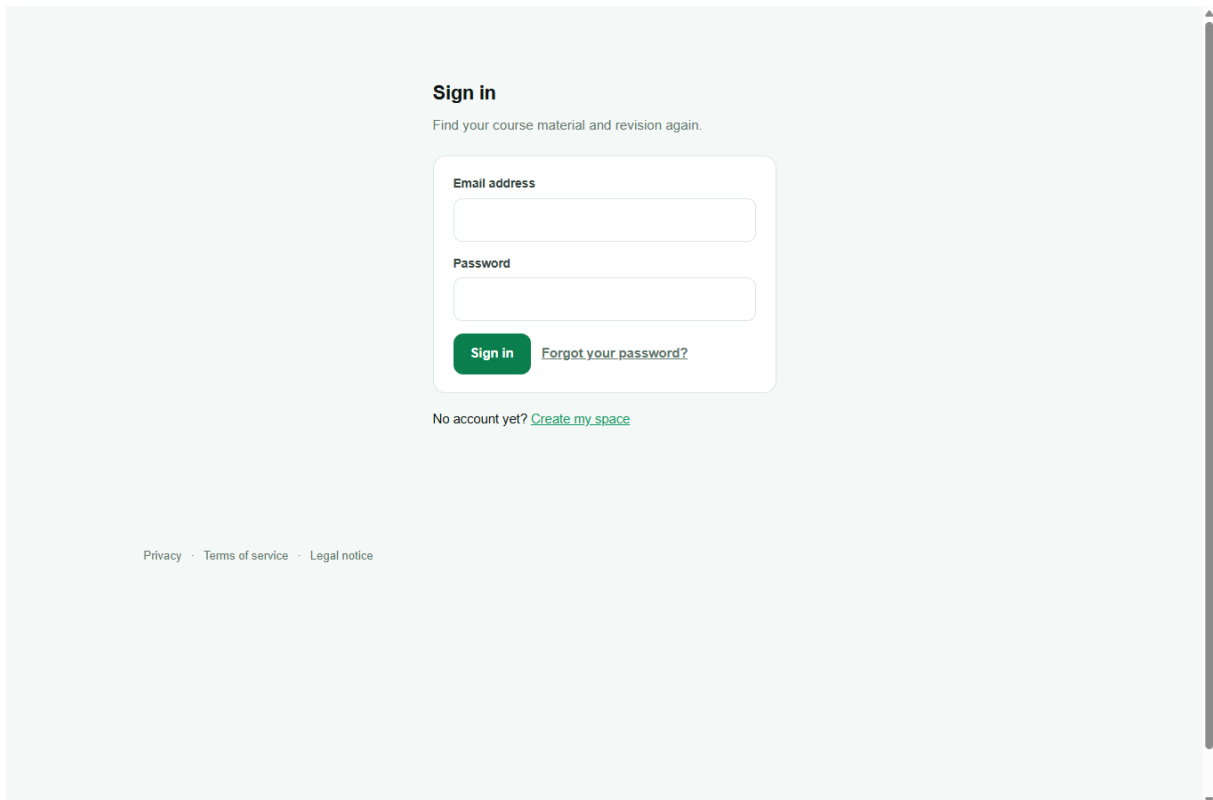
A screenshot of a web page for signing in to a learner space. The page has a light green background. At the top center, the text "Sign in" is displayed in bold, followed by the subtitle "Find your course material and revision again." Below this is a white rectangular form containing two input fields: "Email address" and "Password". A green "Sign in" button is positioned below the password field, with a link "Forgot your password?" to its right. Below the form, the text "No account yet?" is followed by a green link "Create my space". At the bottom left of the page, there are links for "Privacy", "Terms of service", and "Legal notice". A vertical scrollbar is visible on the right side of the page.

Figure 79 — Signing in to the learner space.

Creating a space

From the learner sign-in page, **Create my space**. Registration asks for an email address and a password, and is confirmed by email.

What you find there

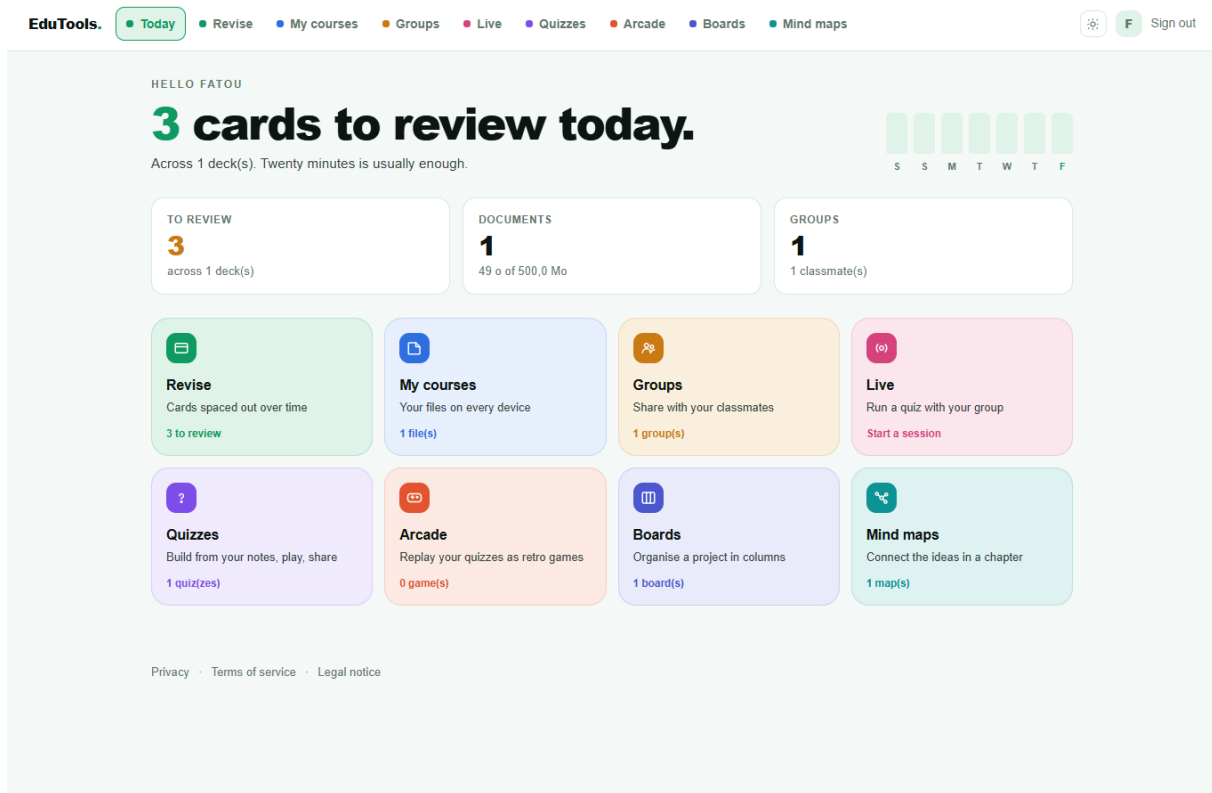


Figure 80 — The learner space home page.

- **Revise** — going back over the flashcards and quizzes met in session;
- **My cards** — the flashcard decks available;
- **My groups** — the groups the learner belongs to;
- **My profile** — their details and the export of their data.

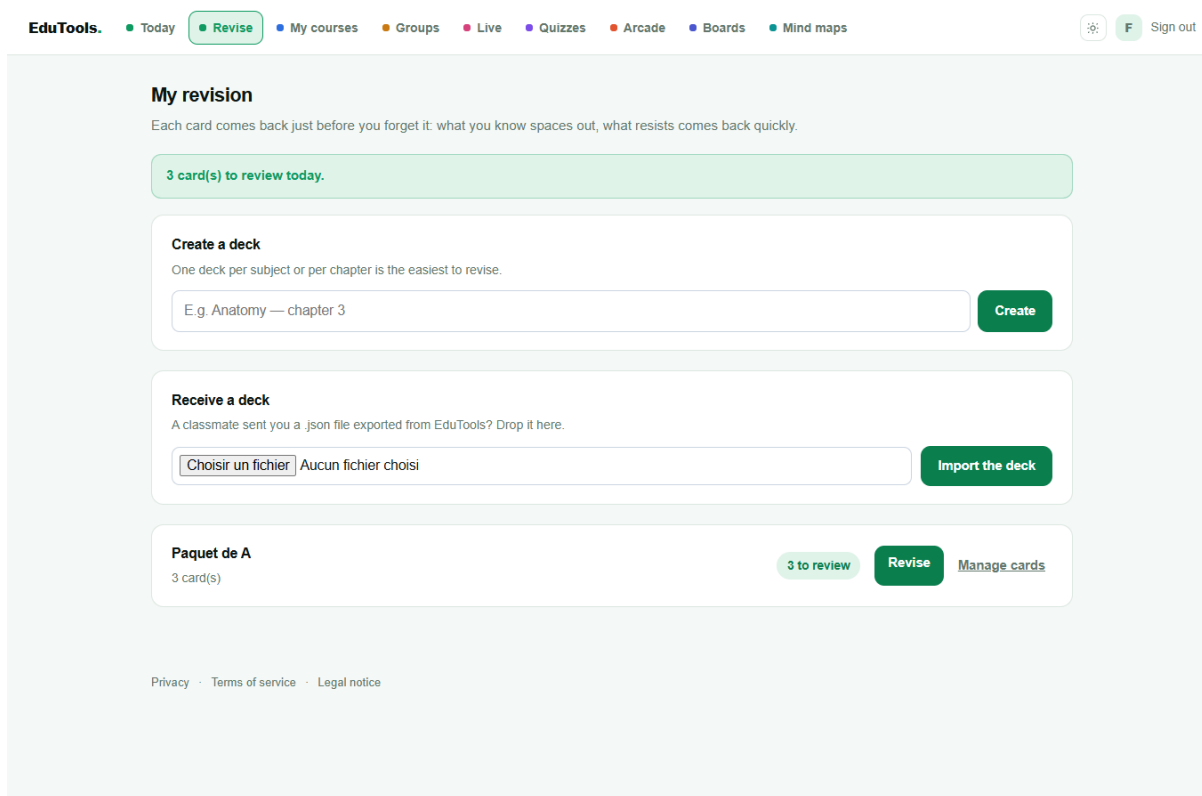


Figure 81 — The revision screen.

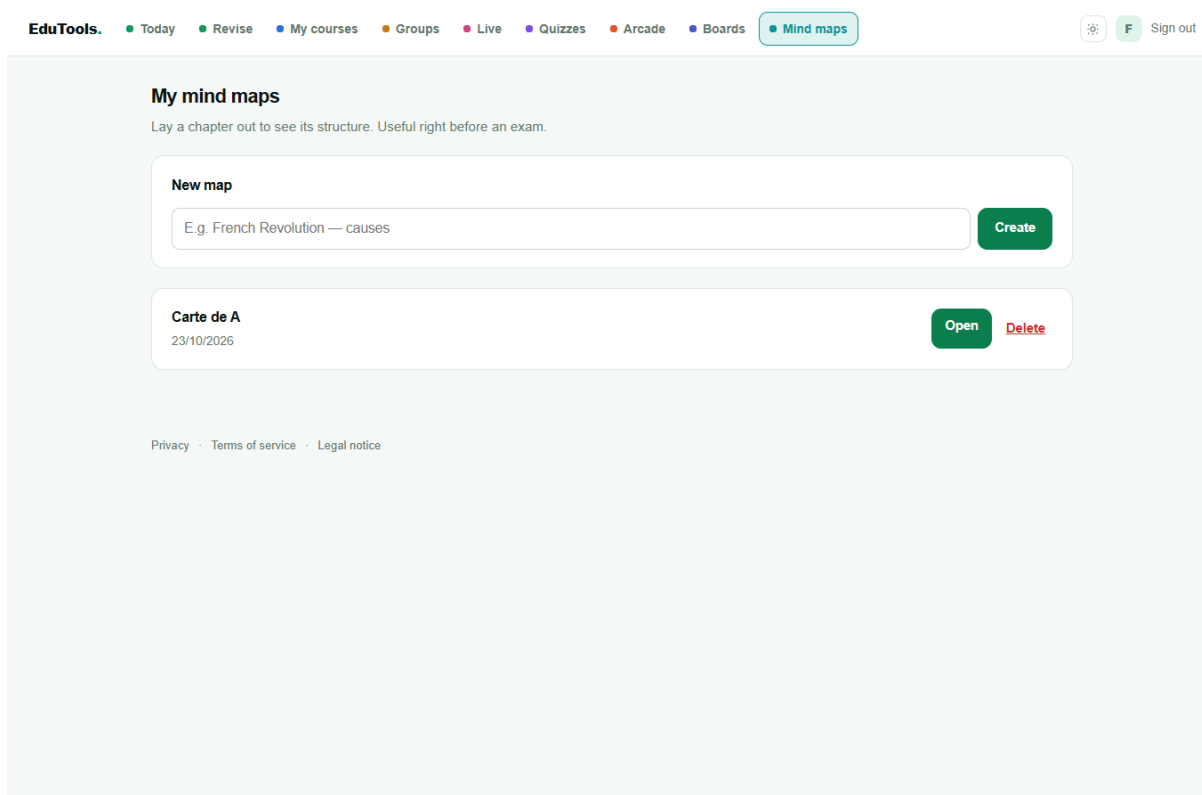


Figure 82 — The learner's card decks.

EduTools. Today Revise My courses Groups Live Quizzes Arcade Boards Mind maps F Sign out

My account

Your details, your password, and what you can take with you or erase.

Details

First name	Last name	Institution
Fatou	Nkoulou	Atelier Numérique

Save

Email address

Current address: fatou.nkoulou@exemple.fr · verified

New address	Current password	Change address

The address changes immediately and a verification link is sent to the new one. Check your typing: if the address is wrong, the link will go nowhere.

Password

Current password	New password	Confirm new password

Change password

Figure 83 — The learner's profile, with the export of their data.

Good to know: the learner space is useful for a long course or for school follow-up. For a one-day session it adds nothing: let your participants come in by code.

Part 8 — Account, data and security

Your subscription, your backups, your obligations.

My plan

Profile → **My plan** shows your subscription, what it covers and your usage.

The screenshot displays the 'My plan' interface. At the top, it shows the 'Pro' plan with '5 room(s) created' and 'Max storage: 5000 MB'. Below this, 'EVENT TOOLS' are listed in a grid, each with a green 'INCLUDED' status. The tools include Flash polls, Moderated Q&A, Breakout sessions, Live Quiz, Screen sharing, Timer, Icebreakers, Question bank, Analytics, and Reactions / Emojis. A 'Chat' tool is also listed. Under 'QUOTAS (RESOURCE CREATION)', a grid shows limits for various resources: Quizzes & MCQ (40 per room), Whiteboards (10 per room), Sticky note boards (10 per room), Mind maps (10 per room), Kanban boards (10 per room), Word clouds (10 per room), Presentations (5 per room), Collaborative notes (5 per room), Learning paths (10 per room), Students (50 per room), Documents (150 per room), Rooms (20 in total), Flashcard decks (10 in total), Wheels of Fortune (10 in total), Interactive Videos (10 in total), and Groups (10 in total). A 'PLAN PRO' badge at the bottom left indicates '5 / 20 rooms used' and a 'My plan →' link.

Figure 84 — The My plan screen.

Understanding quotas

Each plan sets a maximum for every type of content: rooms, quizzes, whiteboards, sticky-note walls, and so on. Two useful points:

- quotas for tools tied to a room count **per room**: "1 whiteboard per room" means one board in each of your rooms;
- a tool created **without a room** uses a separate counter, under the same limit.

When a limit is reached, creation is refused with a message saying which one. Archiving a room frees its counters.

Changing plan

From **My plan**, the change-offer button takes you to payment. Billing is monthly or yearly.

My profile

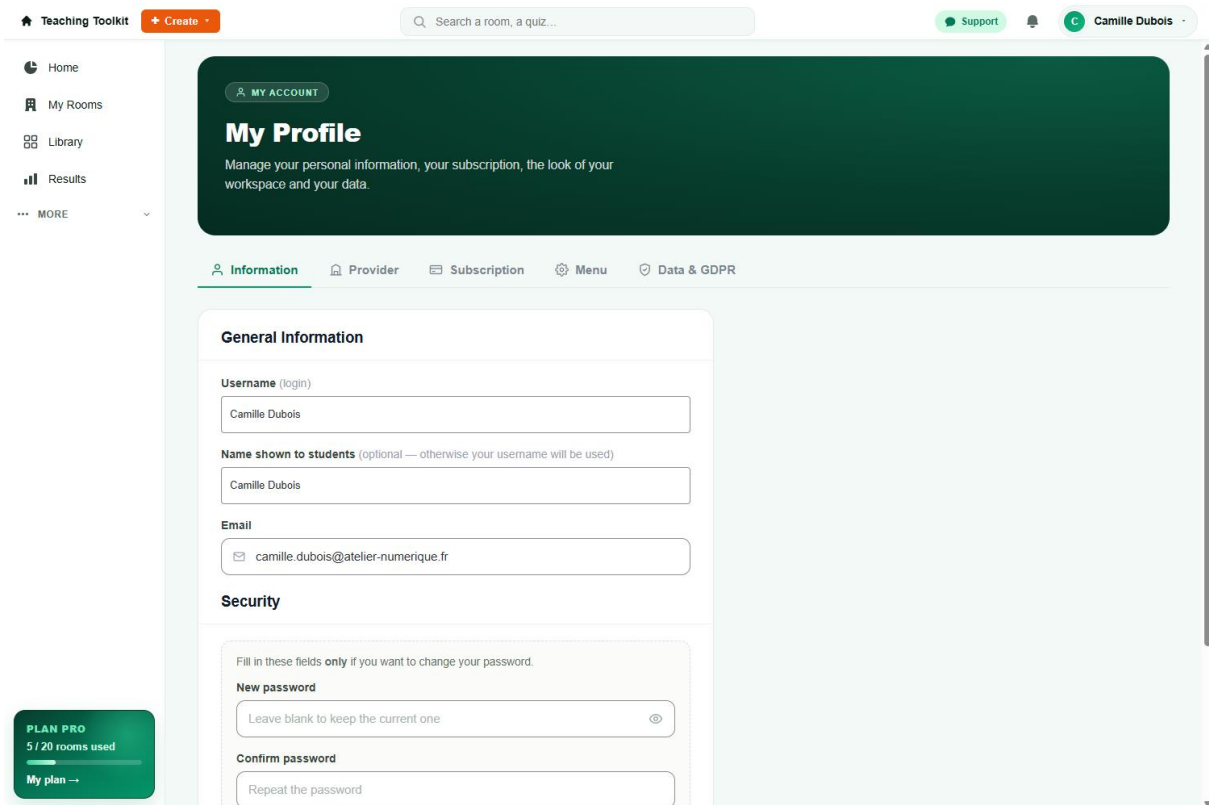


Figure 85 — The profile screen.

There you change your name, your email address, your password, the interface language and the look of the back office.

Languages

The interface exists in six languages: French, English, Spanish, German, Portuguese and Italian. The choice is made from your profile, and your learners have the same selector in the room.

Careful: the language only translates the **interface**. Your content — your questions, your instructions, your documents — stays in the language you wrote it in.

Backup and restore

More → My backups lets you export all your content as an archive, and import it back.

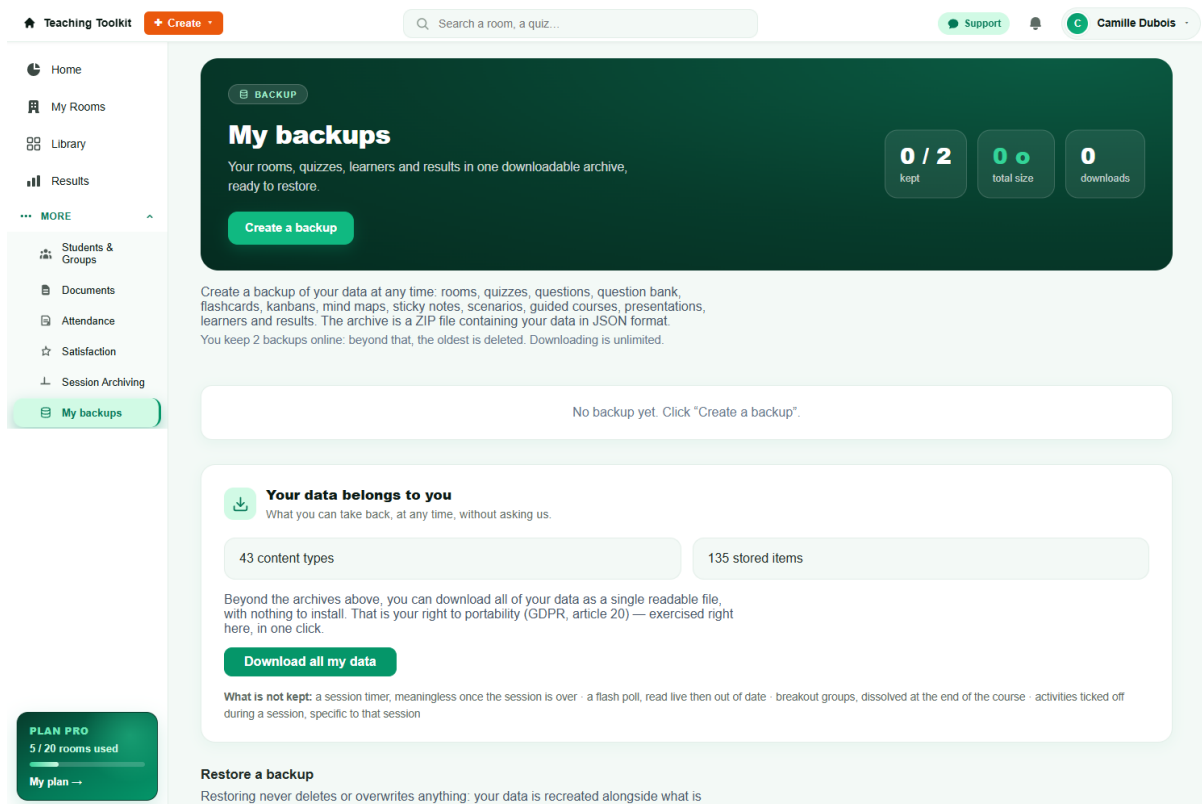


Figure 86 — The backups screen.

Restoring is not destructive: it adds the archive's content to your space without deleting what is already there.

Good to know: export before a major change or at the end of the school year. The archive is readable outside the platform.

Your personal data

The platform provides a full export of your data in a readable format, from your profile. Your learners have the same right from their space.

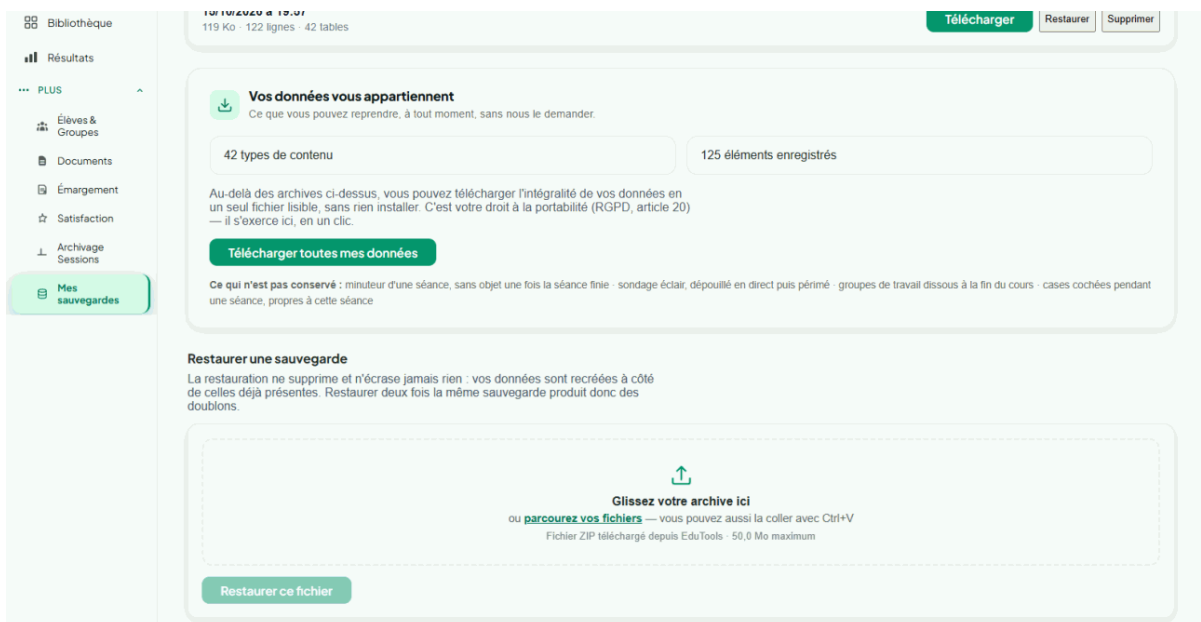


Figure 87 — The export of your data.

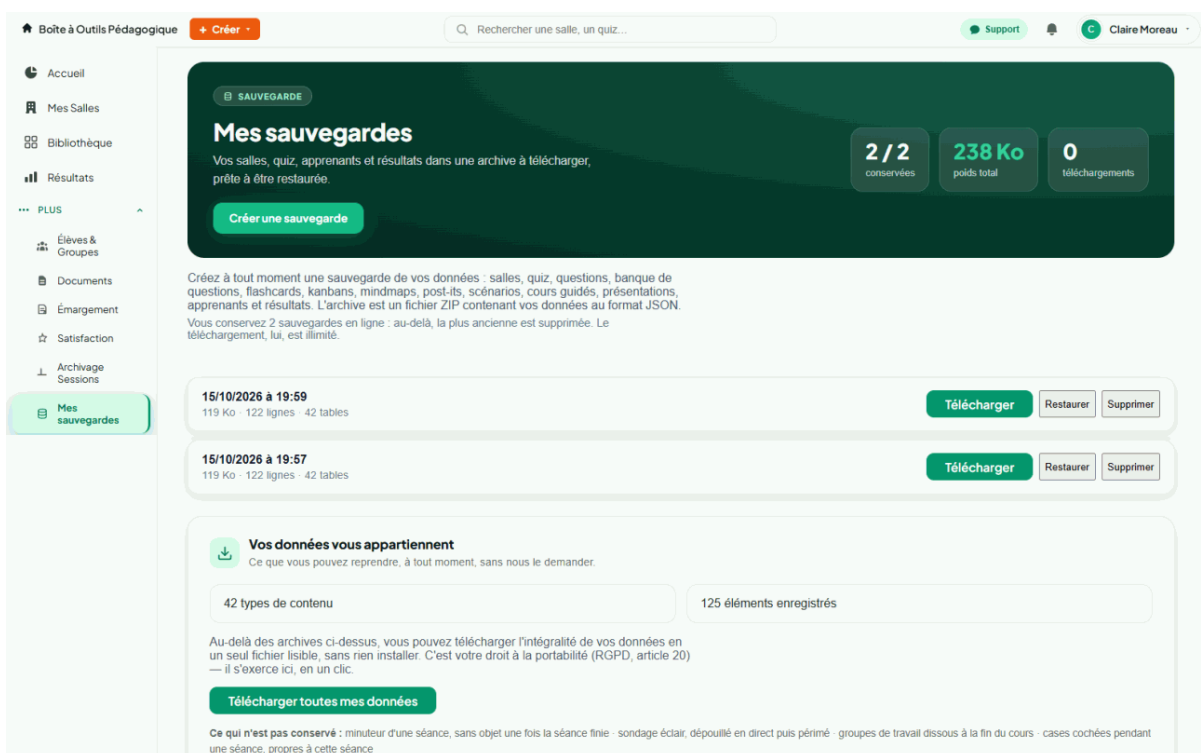


Figure 88 — Your successive backups.

Support

The **Support** button in the top bar opens a discussion thread with the team, inside the platform. You follow your requests from **My support requests**; an email notification tells you about replies.

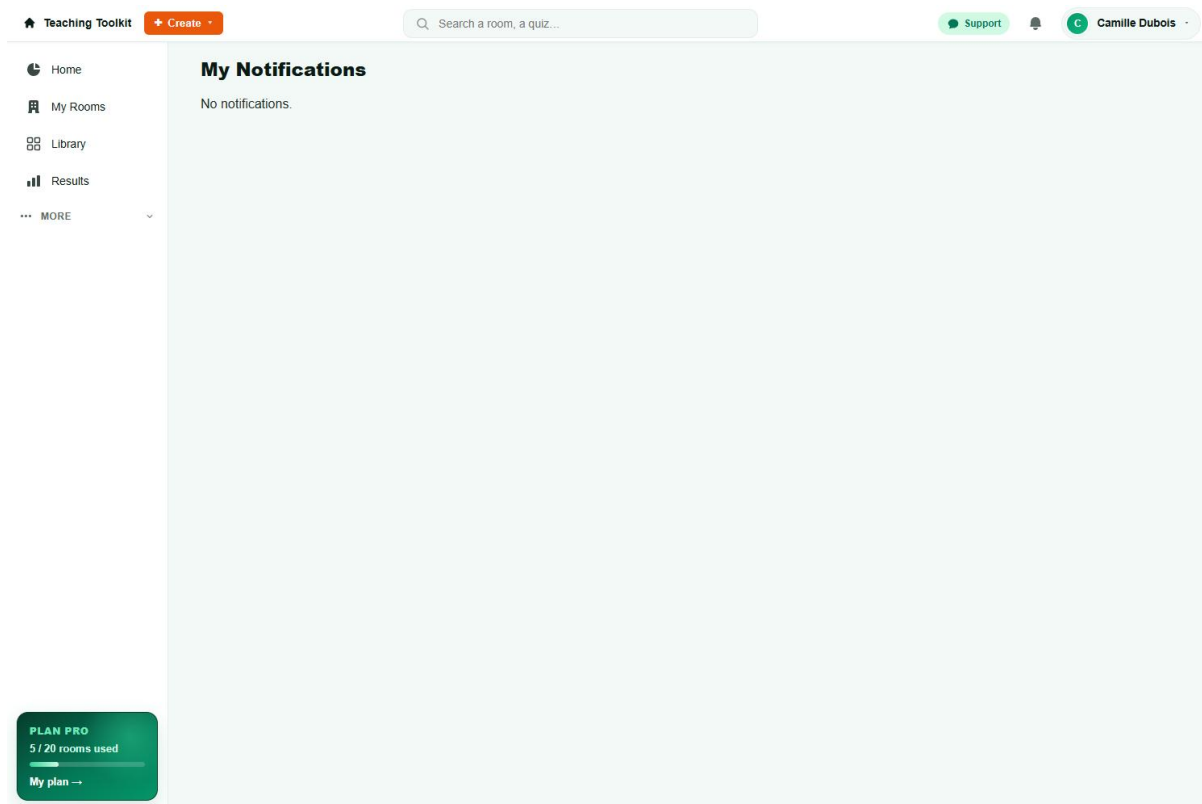


Figure 89 — The notification centre.

Appendices

Appendix A — Activities and their sharing modes

Activity	In a room	Link / QR	Live
Quizzes & MCQ	yes	yes	yes (Live Mode)
Arcade Quiz	yes	yes	no
Question Bank	—	—	— (preparation tool)
Flashcards	yes	yes	no
Branching scenario	yes	yes	no
Guided course	yes	yes	no
Sequence	yes	yes	no
Presentations	yes	no	yes
Whiteboards	yes	no	yes
Interactive Videos	yes	yes	no
Code editor	yes	no	yes
Sticky notes	yes	no	yes
Notes	yes	no	no
Mind maps	yes	no	yes
Kanban	yes	no	yes
Wheel of Fortune	yes	no	yes
Word cloud	yes	yes	yes
Pathways	yes	yes	no
Exercise bank	yes	no	yes
Lesson plans	—	—	— (preparation tool)

Appendix B — Solving common problems

A learner cannot get into the room.

Check three things: the code is the one of the active room; the room has no expiry date in the past; if the room is private, the learner is on the registered list.

Screen sharing will not start.

Use **Test my connection** from the room. Corporate networks often filter the necessary ports; if so, use the guest network or a mobile hotspot.

My whiteboard came back empty.

Reopen the board from the list: the last saved version is there. Avoid letting the computer sleep with the board open, and glance at the content before carrying on after a break.

I can no longer create a room or an activity.

You have reached your plan's quota. Archive a finished room, or change offer from **My plan**.

A learner lost their result page.

The result page is only reachable in the session where the paper was handed in. You, however, find the full paper again in **Results**.

The interface is in the wrong language.

The choice is made in your profile, and it is kept. For your learners, the selector is in the room.

Appendix C — Glossary

Term	Definition
Activity	A teaching item created from the Library: quiz, whiteboard, sticky-note wall...
Room	The online space where you gather your learners and your activities
Room code	The string your learners type to come in
Signed link	A direct sharing link, specific to one activity, that opens access without a room
Group	A set of learners, used to filter results and restrict access
Session	A real course described in the organisation space: dates, trainees, trainer
Quota	The maximum number of items of one type your subscription allows
EduTools template	A ready-made activity, supplied with its facilitation sheet