

FINAL REPORT OF THE PROJECT

SOCRATES COMENIUS 1 – «School project»

Title: School Microcosm

CO ORDINATOR: Geniko Lykeio Archagelou, GREECE

PARTNER SCHOOLS: 1) Juankosken lukio, Finland 2) Gymnázium a Jazyková škola, Czech Republic

GR CONTRACT REFERENCE num.: 06-GRC01-S2C01-00001-1

FI CONTRACT REFERENCE num: 06-FIN01-S2C01-00253-1

CZ CONTRACT REFERENCE num: CA 1 – 06 - 1

General informatin about the project

Participant Teachers

School	BOYS	GIRLS	TOTAL
Geniko Lykeio Archagelou, GREECE	6	4	10
Juankosken lukio, Finland	6	4	10
Gymnázium a Jazyková škola, Czech Republic	3	3	6
TOTAL	15	11	26

Participant students

School	BOYS	GIRLS	TOTAL
Geniko Lykeio Archagelou, GREECE	35	25	60
Juankosken lukio, Finland	70	20	90
Gymnázium a Jazyková škola, Czech Republic	55	35	90
TOTAL	160	80	240

- ensure equal opportunities for the participation of female and male pupils and staff?

Since the project covers most curriculum subjects there are equal opportunities for male and female to participate in the group that is closer to their interests and skills. The activities are flexible and do not respond to stereotype sex roles. Also, bigger number of female participate in the project, at school level and totally. This means that the project ensured equal opportunities.

- facilitate the participation of disabled pupils and staff?

There are not disabled teachers or pupils in participant schools. But pupils with special educational needs participate in the project since project activities do not require a high intellectual level, just creativity and imagination.

- facilitate the participation of pupils/schools who/which are disadvantaged for socio-economic or other reasons?

Some of partner schools are disadvantaged because of geographical reasons. They are far away from capital city or sea is an obstacle for transportation. Project activities along with ICT that overcomes geographical restrictions, offered the opportunity to co operate with pupils and teachers who live very far away,

- help combat racism/xenophobia?

Since pupils learn more about their countries and their cultures, they understand that diversity is a common characteristic in Europe. As a result, awareness of diversity and differences helps combat racism/xenophobia. Also, intercultural education was promoted through exchange of information among pupils and teachers about their countries and way of life.

- enhance the participation of pupils from ethnic and other minority groups, in particular children of migrant workers, gypsies, travellers and occupational travellers?

In Greek school there are pupils who are children of minority groups. These pupils are children of migrant workers who can easily get a job in Rodos because of tourist development. They had the same opportunities to participate in the project. Also, since project activities indicated that diversity is a common characteristic all around Europe, these pupils with different origin are not considered "different".

- Promote language learning.?

Preparation and exchange of material in English along with communication and cooperation among participants, promotes language learning. Exchange of material about school subjects promotes CLIL (Content and Language Integrated Learning) since part of the curriculum is delivered through the medium of foreign language. For example, pupils translate the content of their school subjects in English and pupils in partner schools are taught the content of these translated lessons through English.

- Promote ICT?

E-mail was used for communication among institutions, teachers and pupils since it is fast and cheap. We used chat and videoconference for communication and co

operation. Exchange of material was mainly in electronic form. Software like WORD, EXCEL, POWERPOINT was used for production and presentation of end products. Internet was used for searching material and creation of websites. Also it was used for dissemination of the project through websites.

TOPICS. INTEGRATION IN THE CURRICULUM

Project topics are Foreign languages, Information and Communication Technologies and Pedagogical methods. Project activities involve cross curricular topics so teachers of different subjects participate by integrating the project into the curriculum.

Most school subjects were included with a variety of topics. Basic project activities were integrated in regular classes, as an extension of the lesson. For example, basic information about country was prepared in Geography/ History classes, translated in English classes and then presented electronically in Computer classes. Email exchange between pupils was organised in English classes.

Exchange of teaching material about English classes helped pupils and teachers to see in practice how the same subject is taught in other European schools. They had the chance to compare educational material and teaching methods and transfer useful pedagogical strategies.

ACTIVITIES

Project activities refer to exchange of material and co operation among participants.

Exchange of material was relevant to two themes:

a) exchange of information about country

- Exchange of material: PowerPoint presentations and posters about a)country, b)region.
- Exchange of material: PowerPoint presentations and posters about a)town and/or b)hometown

b) exchange of teaching material.

- Exchange of teaching material: part of school textbooks along with teaching tips were exchanged based on common subjects. This material was used by partner schools during lessons so that pupils and teachers get an idea of teaching in other European countries. Teaching material regarding English lessons was the first exchange.

Other activities were:

- E-mail communication among pupils.
- Comenius events in each school for the presentation of the partnership
- PowerPoint presentation about Comenius school partnership "School Microcosm", participant countries and schools
- Comenius Day in Greek school with participant teachers from Finland and Czech republic (during partnership meeting)

- Questionnaire/ survey about information that pupils know or would like to know about participant countries.
- Competition for partnership logo.
- Use of NiceNet for pupil communication / exchange of personal information
- Production of posters, T-shirts and other material with partnership logo.
- Exhibitions about Comenius partnership in each school
- Chat and video conference among participant pupils from partner schools.
- Part of end products was uploaded in school websites.
- Publications at school magazines/ papers and local newspapers.

AIMS

Aim of the project was to exchange information about educational systems and school life, to compare it and to transfer useful pedagogical methods and strategies to improve learning. Teachers and pupils were informed about European schools and enhanced their knowledge about school systems, curriculum, school activities, methods, facilities, books, practices and so on. Every participant improved his/her awareness of community identity and European dimension. Also, everyone got experience and useful co operative/communicative skills on working with fellows from other countries.

Another aim was teachers and pupils to use foreign languages and ICT as tools to communicate and to organise a project. Also they practiced project based learning, co operative learning, autonomous learning, co operation through ICT and other useful pedagogical strategies.

FINAL PRODUCT

- ✓ PowerPoint presentation about Comenius school partnership "School Microcosm", participant countries and schools
- ✓ PowerPoint presentations about a)country, b)region
- ✓ Survey results about pupil knowledge and areas of interest regarding participant countries.
- ✓ Partnership logo in printed and electronic format (posters, T-shirts).
- ✓ CD with basic communication words in each language.
- ✓ Pupil information via NiceNet. (<http://nicenet.org> Class Key MZ85226S4Z)
- ✓ Posters about the project and participant countries
- ✓ Teaching material about english classes

EVALUATION

- ✓ The progress of the partnership was evaluated informally through a)material produced, b)number of participant teachers and pupils and c)e-mail exchange among pupils.

- ✓ Also the partnership was evaluated through questionnaire for participant teachers and pupils which was common for all schools.
- ✓ Coordinator teachers used factors included in Self-evaluation Checklist for Comenius 1 partnerships in order to evaluate the partnership.
- ✓ Lastly, non participant teachers and pupils were asked to report on partnership activities and possible drawbacks.

DISSEMINATION EVENTS

- Comenius events in host schools with participant teachers and pupils from partner schools during partnership meetings
- In each school, there were Comenius events, in the beginning of the new school year in order to present the partnership and at the end of the school year in order to present material and activities carried out.
- Peer teaching. Participant pupils present and "teach" non-participants about information and experience they gained through Comenius partnership.
- Each school publishes information about the partnership and its activities in local papers and pupils' magazines/newspaper/yearbooks.
- There are permanent exhibition of Comenius partnership material at schools (posters, booklets e.t.c.).
- School websites have information and material produced during the partnership. (www.gy.svitavy.cz/socrates/index.php)

MOBILITY

- Project meeting in Greece in October 2006 with participant teachers from Czech Republic and Finland.
- Project meeting in Czech Republic in April 2007 with participant teachers from Greece and Finland.
- Project meeting in Greece in June 2007 from Czech Republic and Finland.
- Study visit from Czech school in Greece in June 2007

During first partnership meeting in Greece in October 2006, participant teachers discussed and finalised a detailed partnership programme for school year 2006/07, ways of communication, duties, material to be exchanged, teacher and/or pupil mobility and so on.

During project meetings, guest teachers attended classes and had an opportunity to discuss with teachers and pupils from host school. Participant teachers saw how each school works in practice and exchanged information about schools, educational systems, subjects, facilities, working conditions and other educational matters. This exchange of information helped teachers understand better each other and co operate more efficiently.