

# Erasmus KA101 Training Course, Helsinki 11- 14 September, 2018

## Day 1- Monday, 11th.

### 1. Competence Learning

☆KEYCONET - general document

#### SKILLS PANORAMA:

Skills forecast- updated library demand and offer

To boost young jobs seekers and bridge the gap between education and the job market.

13.000 list of competences.

One of the new competences is **ENTREPRENEURSHIP**

☆New doc: EntrComp. by the European Commission

Made up of 15 different parts in 3 sections





### How to teach entrepreneurship and competence based learning

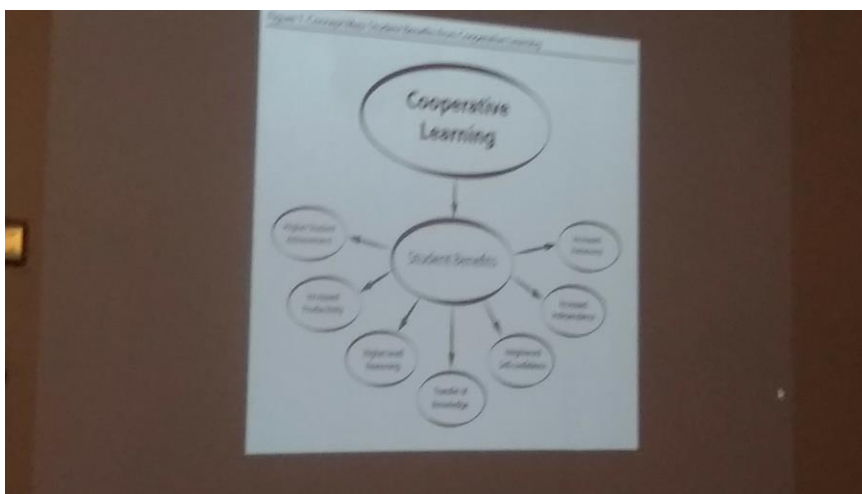
☆Link to Youtube video - The entrepreneurial classroom and what happens in entrepreneurial learning:

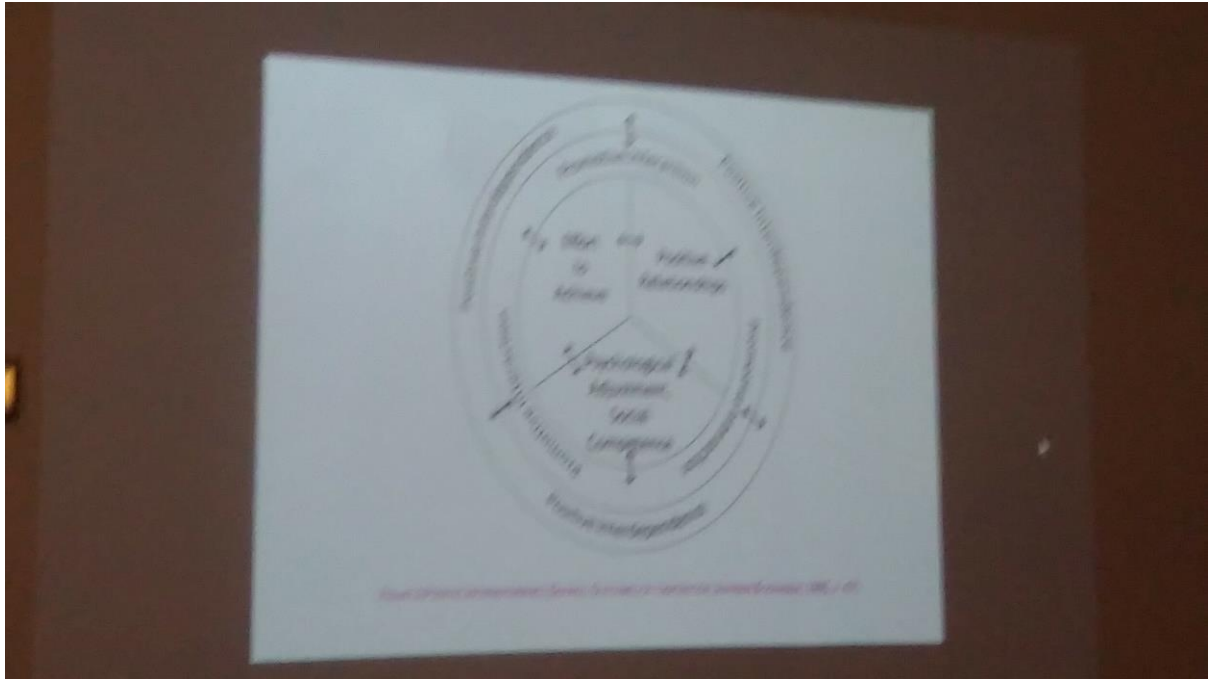
- Creativity
- Interpretation + innovation
- Assessment for purpose, integrated in the process
- Learning from real world businesses and universities and researchers- how they work
- Important to change the view of education in teachers and parents, specially.

**EXAMPLE:** youtube- Interactive classroom: Cloud learning and the interactive classroom. (Lucca di Pacioli Institute. In European School net.)

- Collaborative learning., groupwork, no textbook, rearrange spaces making a flexible environment , Google Cloud + Drive to share and create materials.
- Helps class cohesion.
- Implementing the Debate approach and research learning

### COOPERATIVE LEARNING AT SCHOOL





It's about independence, teamwork and promotes positive interrelations.  
It's positive from different points of view.

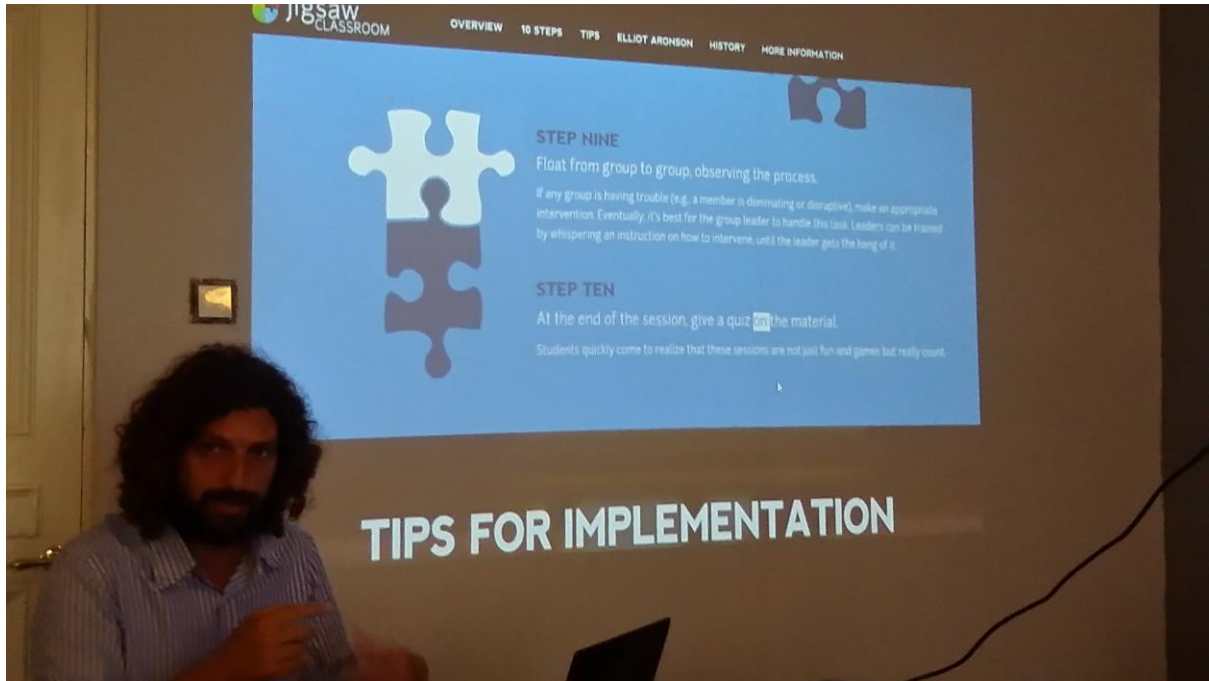
**EXAMPLE:** the JIGSAW STRATEGY A reading comprehension example.  
4x3 groups-



1 lesson divided into 3 subtopics  
4 home groups read 3 different extracts. Each group has different info. In total 12 different extracts or types of information.

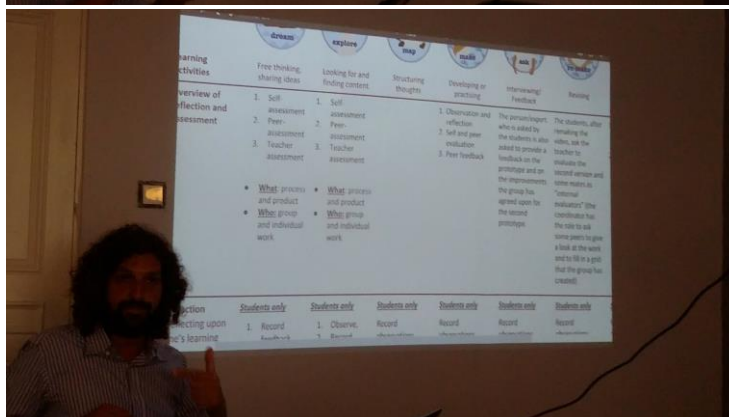
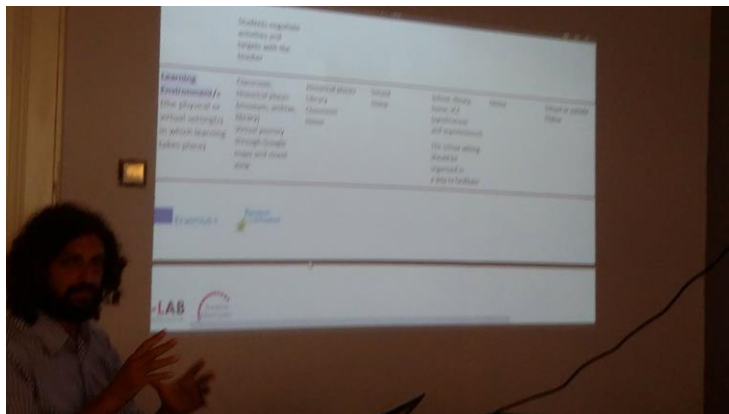
Secondly, each HOME GROUP IS DIVIDED and students work in SPECIALISED GROUPS.  
They work together to prepare a common task.

Finally they go back to their HOME GROUP to do a final task.



☆CO-LAB study on ASSESSMENT IN COOPERATIVE LEARNING.

It gives many different examples of assessment tasks, activities and learning environments/tools-



Give relevance to self assessment and peer assessment. Leave teacher assessment to the end.

HOW TO IMPLEMENT COLLABORATIVE LEARNING AT SCHOOL

☆LINK TO YOU TUBE- Designing Learning Environments- Finnish teacher training centre.



Take into account social impact, school involvement. Co designing process- students and teachers. Intragroup competition is also important.

It's important to plan well, specially when integrating new technologies.

Time management is also important. Make the process real, because that is an Important task in the real world.

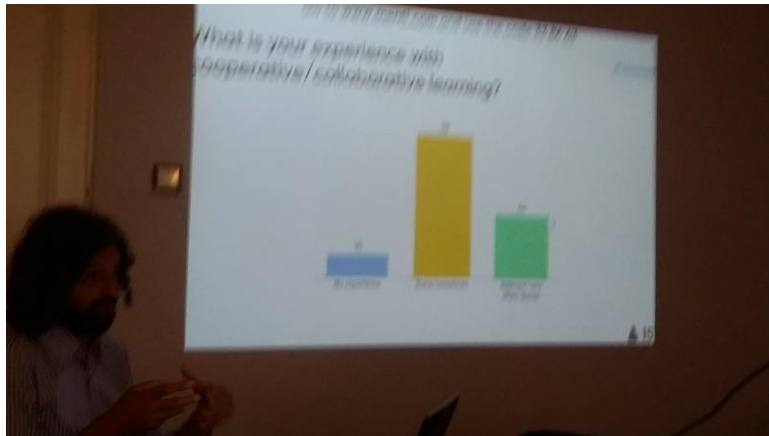
☆INVENTORS 4 CHANGE KA3 project 2015-16 India-Spain- Youtube video



[inventors4change.org](http://inventors4change.org)

**EXAMPLE (e tool)**

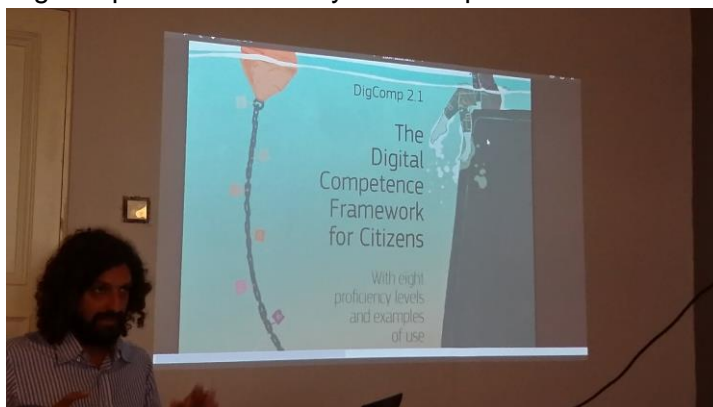
[www.menti.com](http://www.menti.com) for surveys online



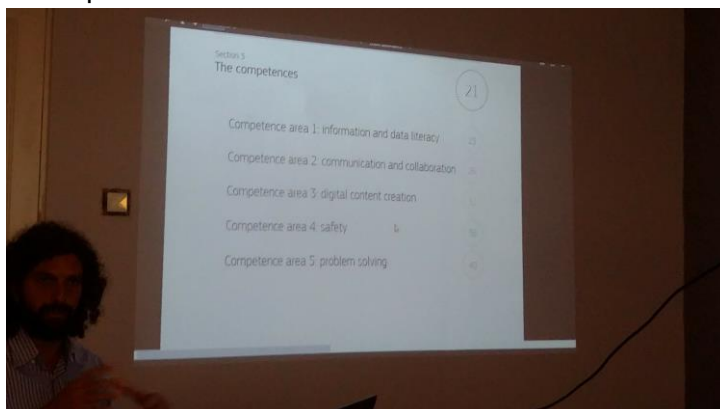
## BLENDED LEARNING

When we mix traditional with new technologies and competence learning.

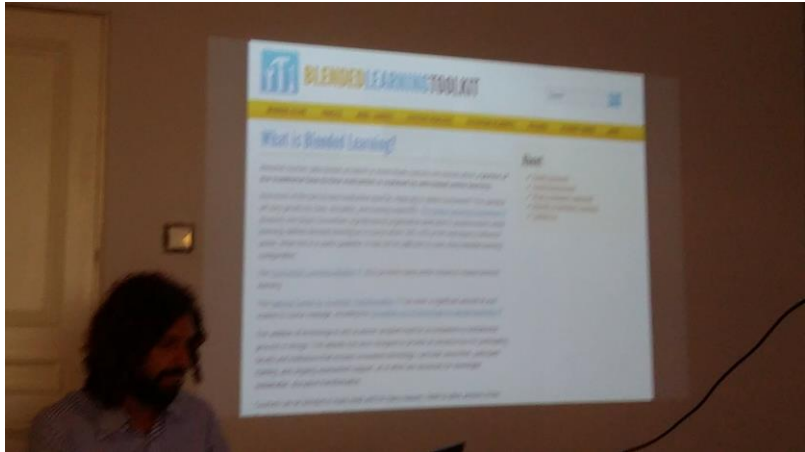
☆THE DIGITAL COMPETENCE FRAMEWORK-  
DigComp21 document by the European Commission



5 competence areas-



Fosters groupwork and problem solving skills too.  
It is important to deal with a safe environment



**FLIPPED CLASSROOM**

☆Flipping the classroom: explained- you tube video



PHOTO



- Changing the role and active levels of teachers and students
- Learning through activity
- Involves educational technology
- Using different environments

It helps us to also use and cater for the different learning styles and attitudes of our students.

It is probably important to combine and blend with other teaching techniques, and with traditional teaching style.

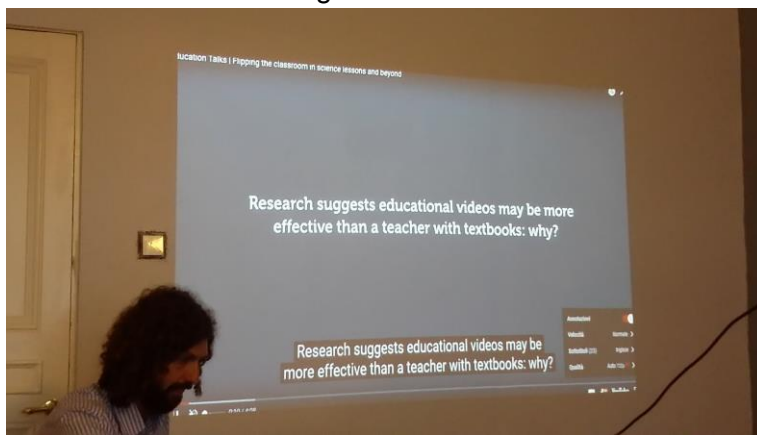
It is important to select the most appropriate web tools and content for our specific students.

☆**EXAMPLE**- Flipping the classroom in science and beyond- video in School Education Gateway - Spanish science teacher, Global Teacher Awards prize 2017.

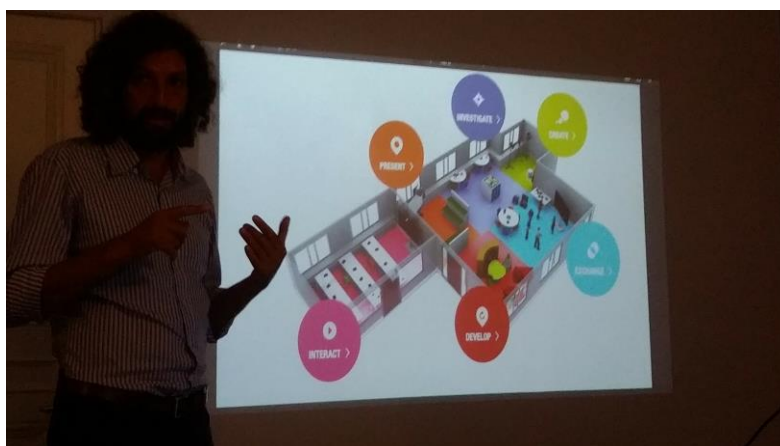
Uses many videos in YouTube. Brings science to real life experiences.

☆**CHANGING TIME MANAGEMENT**- Document by European School net

**PHOTO**- class models according to class management and what is going on in class and the skills we are focusing on.



PRESENT  
DEVELOP  
INTERACT/SHARE  
CREATE  
EXCHANGE  
INVESTIGATE



**EXAMPLE**- Italian school Ettore Maaiorana, Brindis (on Etwinning)



You tube and virtual tour



☆Euronews- Book in progress- you tube video



## Etwinning platform

A very good platform for foster collaborative learning, cultural awareness and learning to learn.

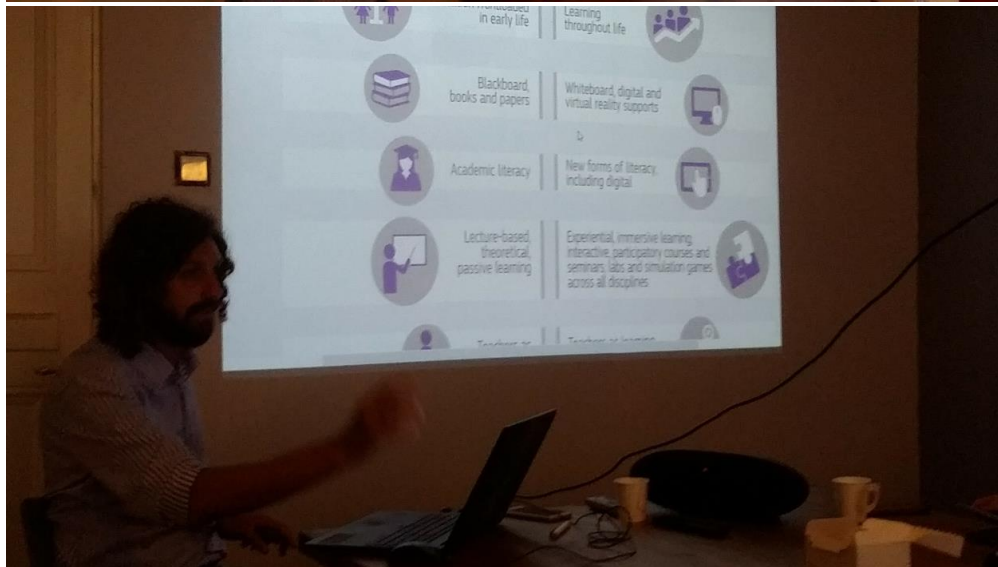
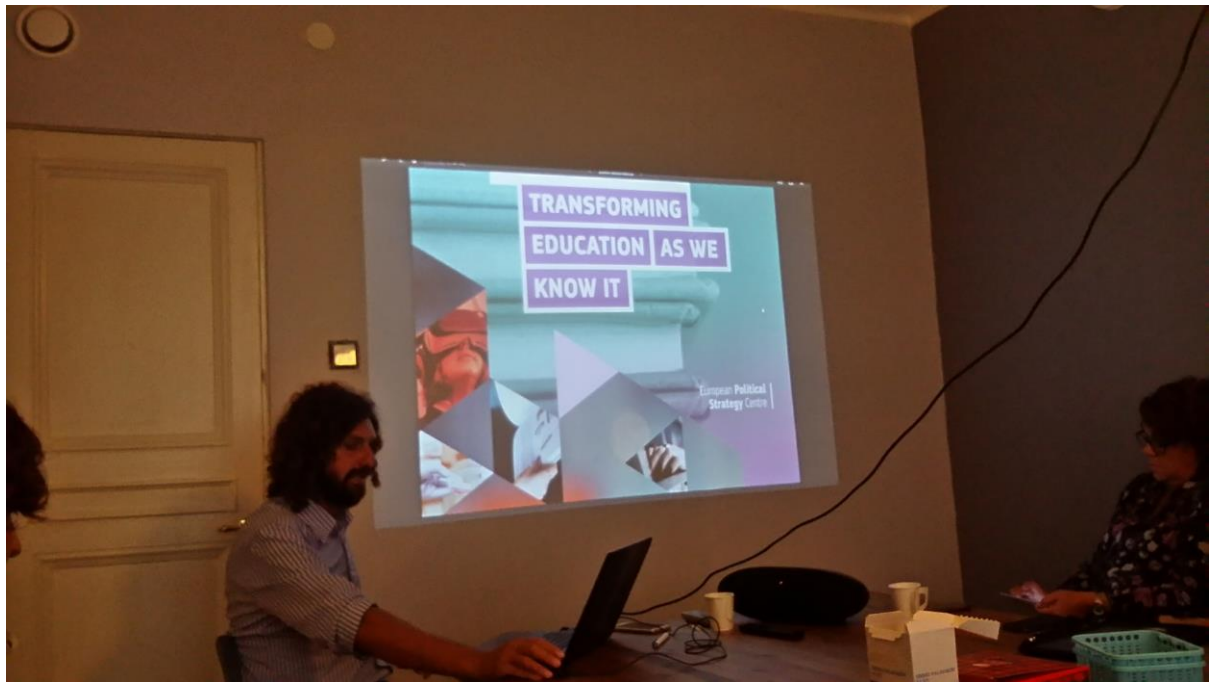
ETWINNING Live and My Twinspace are useful tools for this.

**10 TRENDS, Transforming Education as We know it.  
EU document European Political Strategy Centre.**

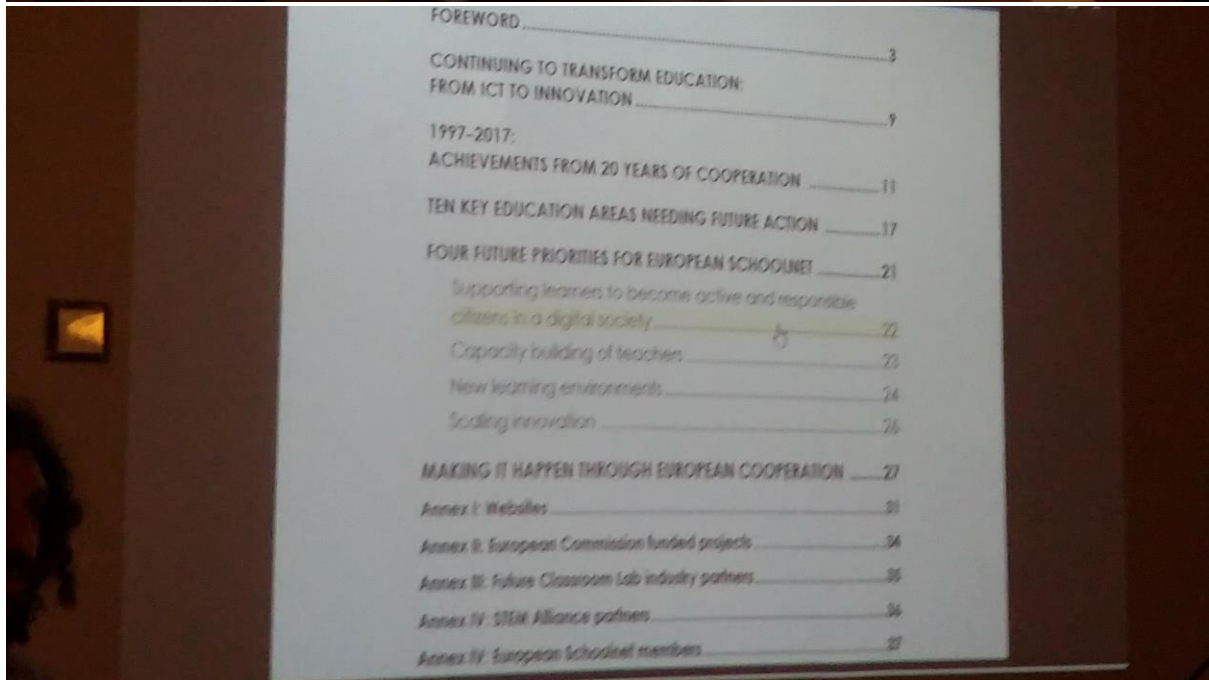
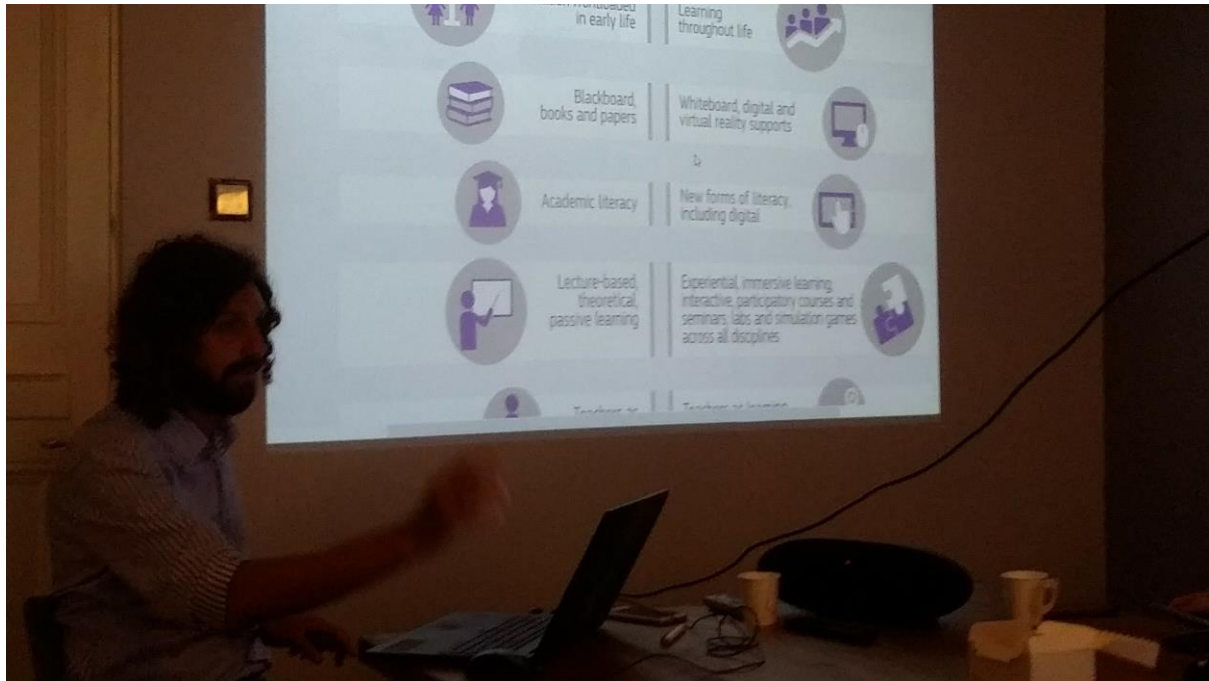
How is education changing ...from tradition to nowadays.

# European School net plan: Driving Innovation

Four future priorities - PHOTO







**Weds, 12th**

**PROJECT DESIGN  
THE LOGICAL FRAMEWORK**

- 1. PROBLEM ANALYSIS**
- 2. METHOD- THE LOGICAL FRAMEWORK APPROACH**

Programming  
Identification

Appraisal  
Financing  
Implementation  
Evaluation

### 3. ADVANTAGES

systematic analysis of problems and objectives  
Objective basis for monitoring and evaluation  
Coherent

### 4. ANALYSIS PHASE

☆**prioritise- Problem Tree-**

1st-start with the main problem

Ask WHY does this happen

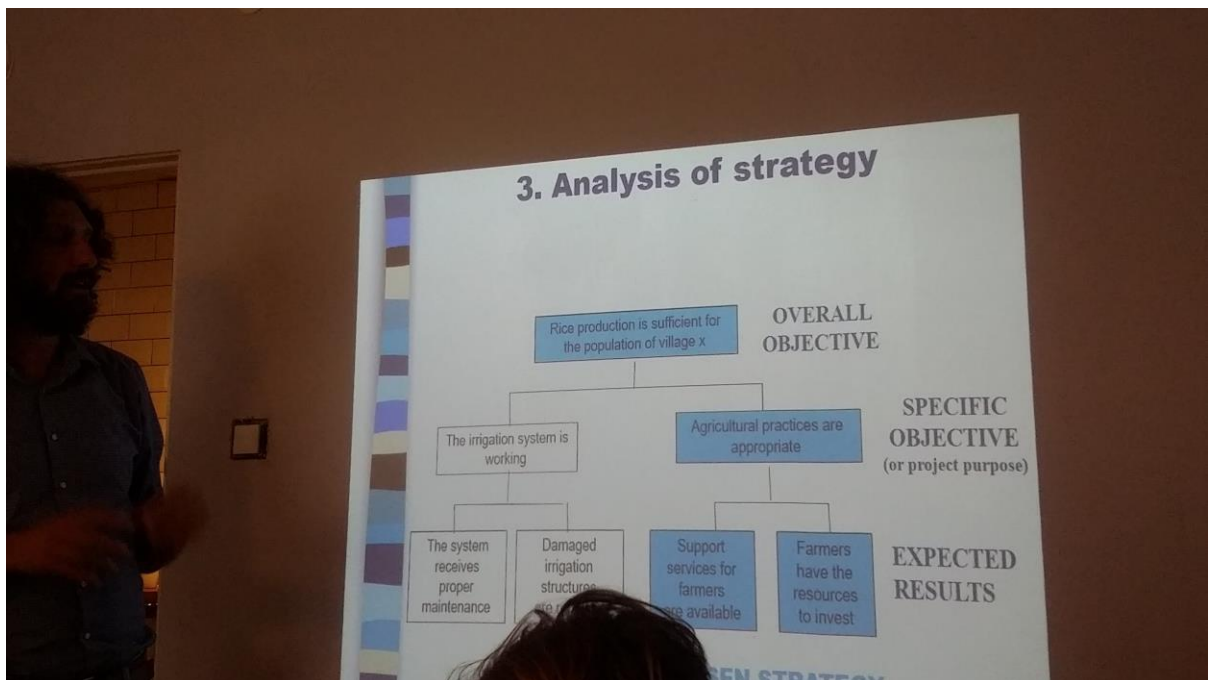
We will find different reasons

At least 3 levels of causes and effects- hierarchical CAUSE EFFECTOS approach

Identify target groups, try to be specific

2nd-Transforming PROBLEMS into OBJECTIVES-MEANS changing negative to positive.

3rd- PRIORITISE your objectives and choose the most important branch of the OBJECTIVE TREE-  
PHOTO



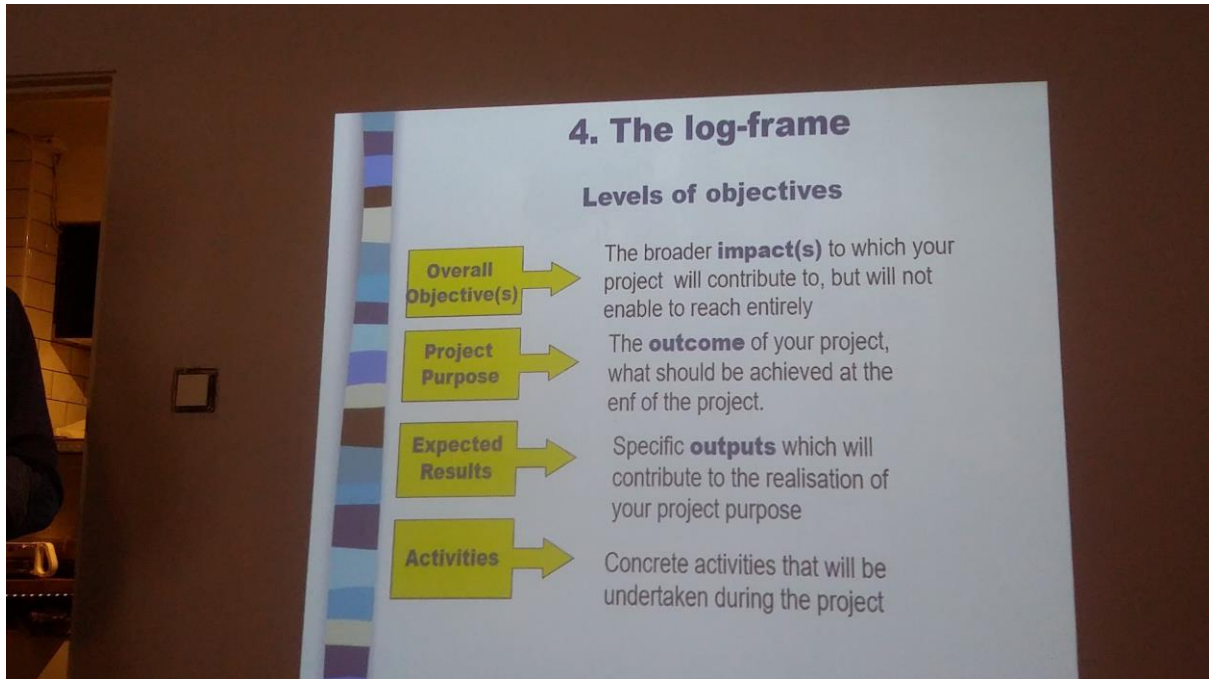
### 4. THE LOG FRAME

OVERALL OBJECTIVE is the IMPACT

PURPOSE is the OUTCOME

RESULTS are the specific OUTPUTS or PRODUCTS

Finally the ACTIVITIES hat will be undertaken.



☆ **Identify stakeholders**

☆ **Analysis of alternatives**

Possible criteria to choose a specific intervention logic of your project: Resources, feasibility, cost, timelessness, risks.

☆ **OBJECTIVE and VERIFIABLE INDICATORS**

Define specific quantities to be achieved from the start to the end of the project.

ie: 34% increase in...

INDICATORS must be SMART

Specific

Measurable

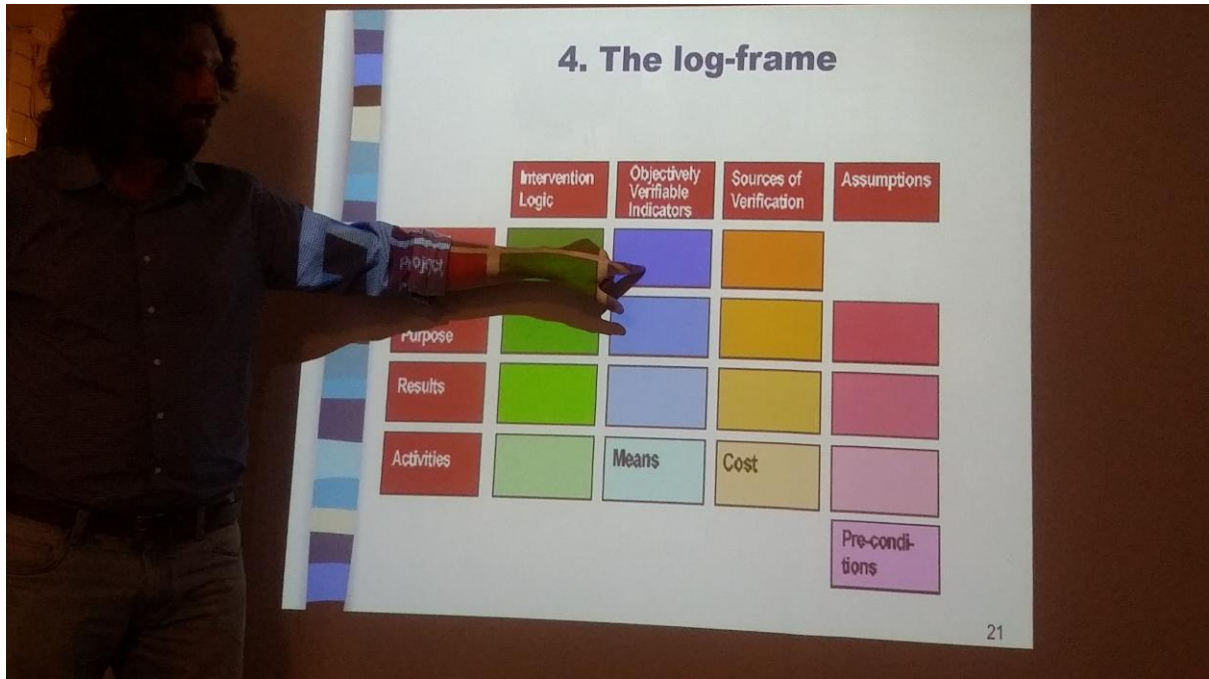
Acceptable/Affordable

Relevant

Time bound

Start from the school and local area official documents and statistics.

Use European statistics like EUROSTAT for European statistics

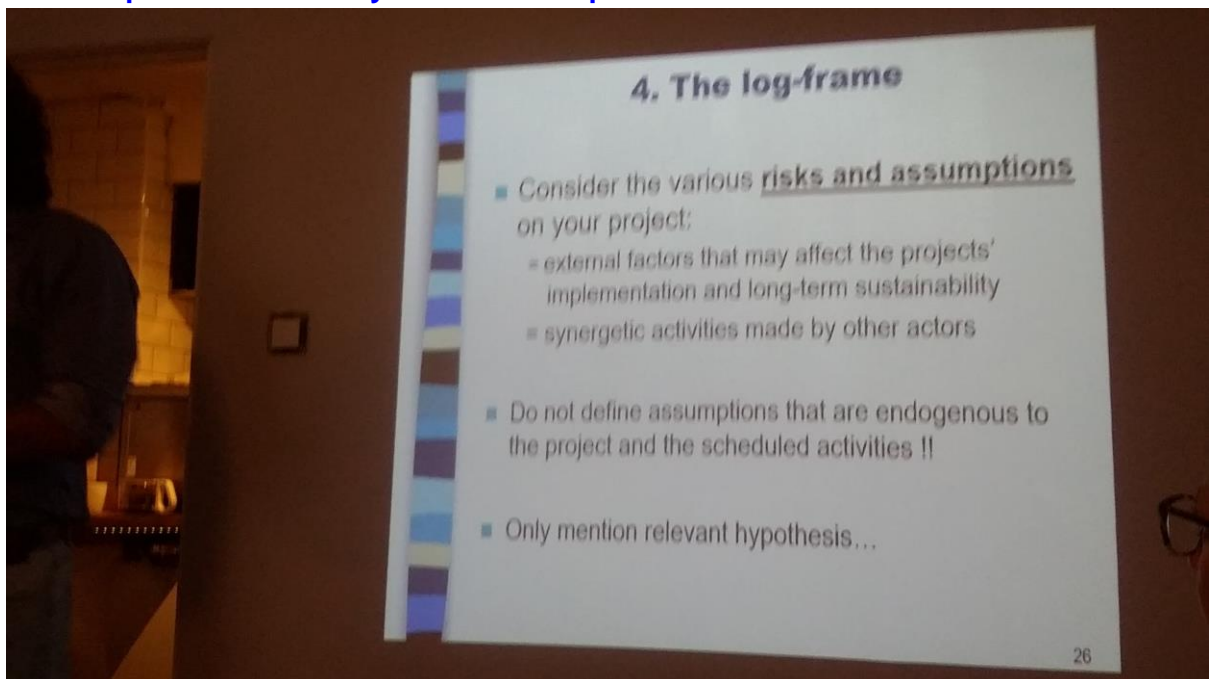


**The next step is to define the source of verification**

Administrative report, management report, monitoring data, adapted monitoring statistics, interviews or specialised surveys.

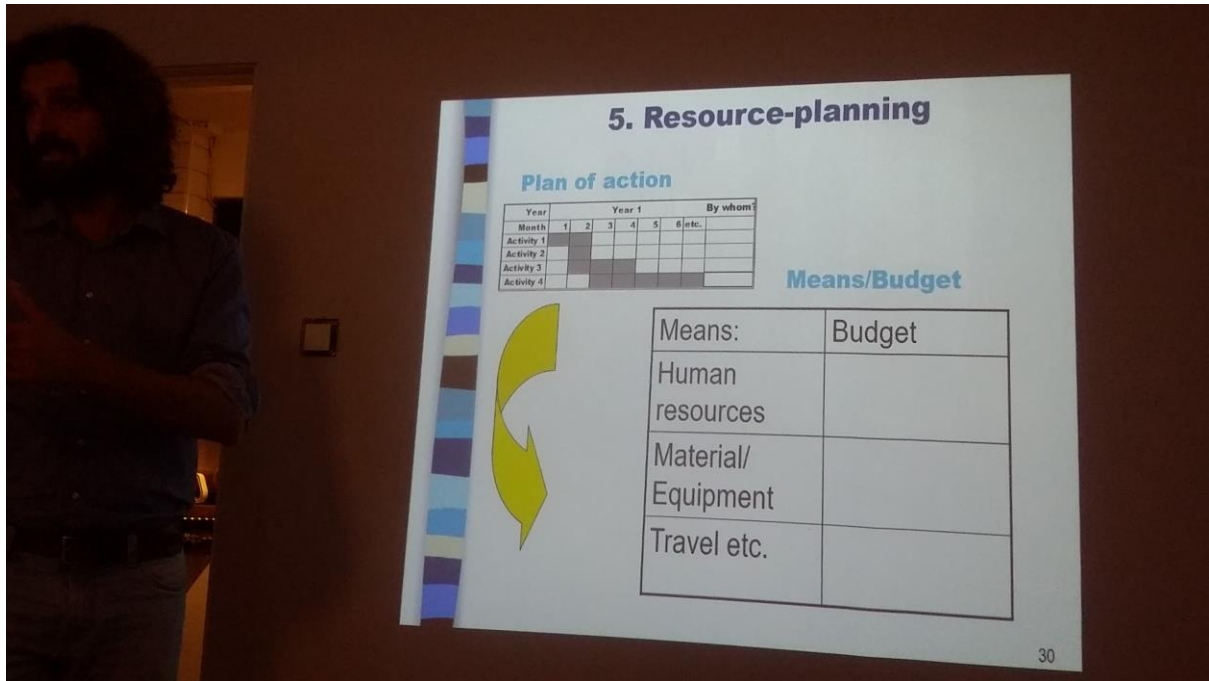
Motivation, feelings, non tangible results can be verified with a questionnaire.

**The last phase is risk analysis and assumptions**



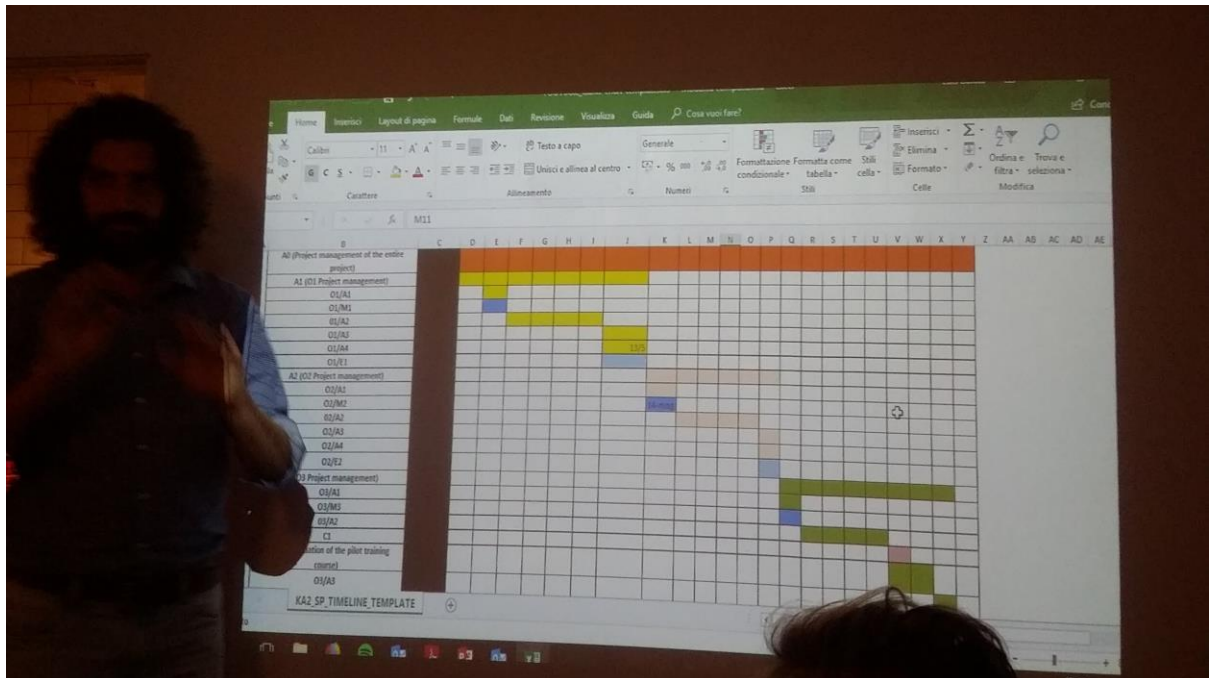
**ACTIVITIES**

Must be planned, and implemented in a time frame



PREPARE A TIMELINE FOR THE PROJECT

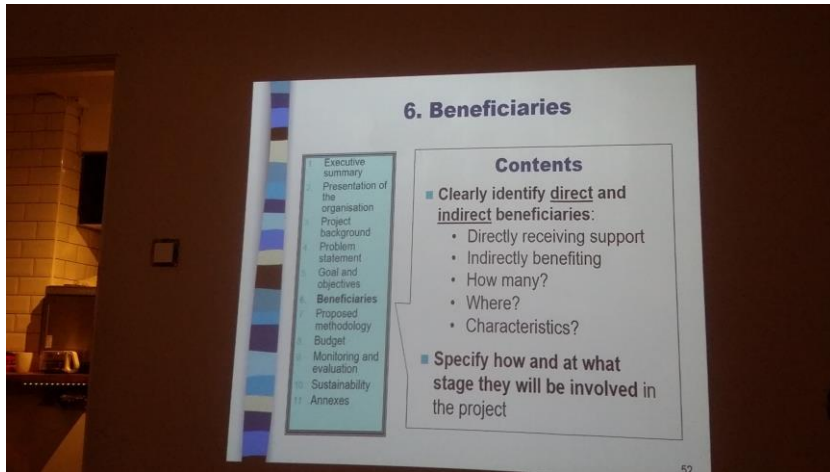
Assessment and monitoring must be regular and throughout the project.



6. BENEFICIARIES

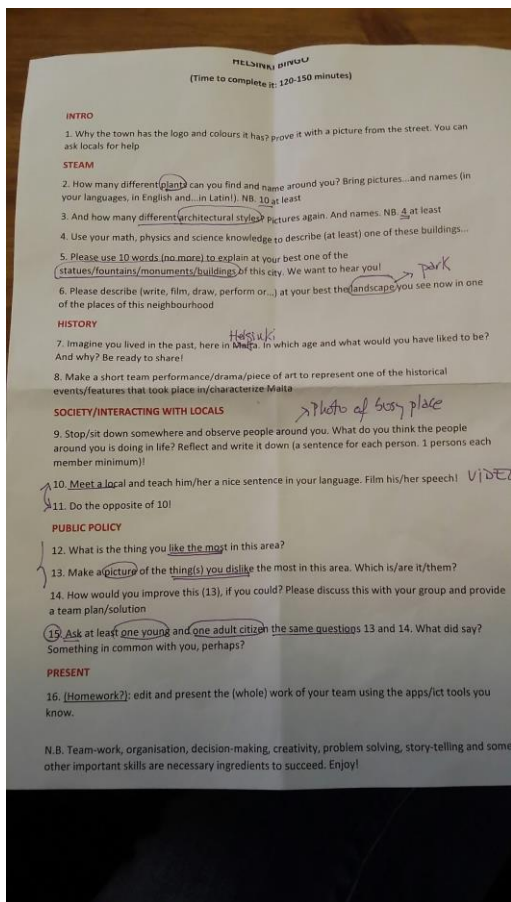
Identify DIRECT and INDIRECT beneficiaries for the IMPACT and HOW they will benefit.





## Erasmus KA101 HELSINKI, Thursday, 13th Non formal education, outdoor methods and workshop

### 1. HELSINKI BINGO



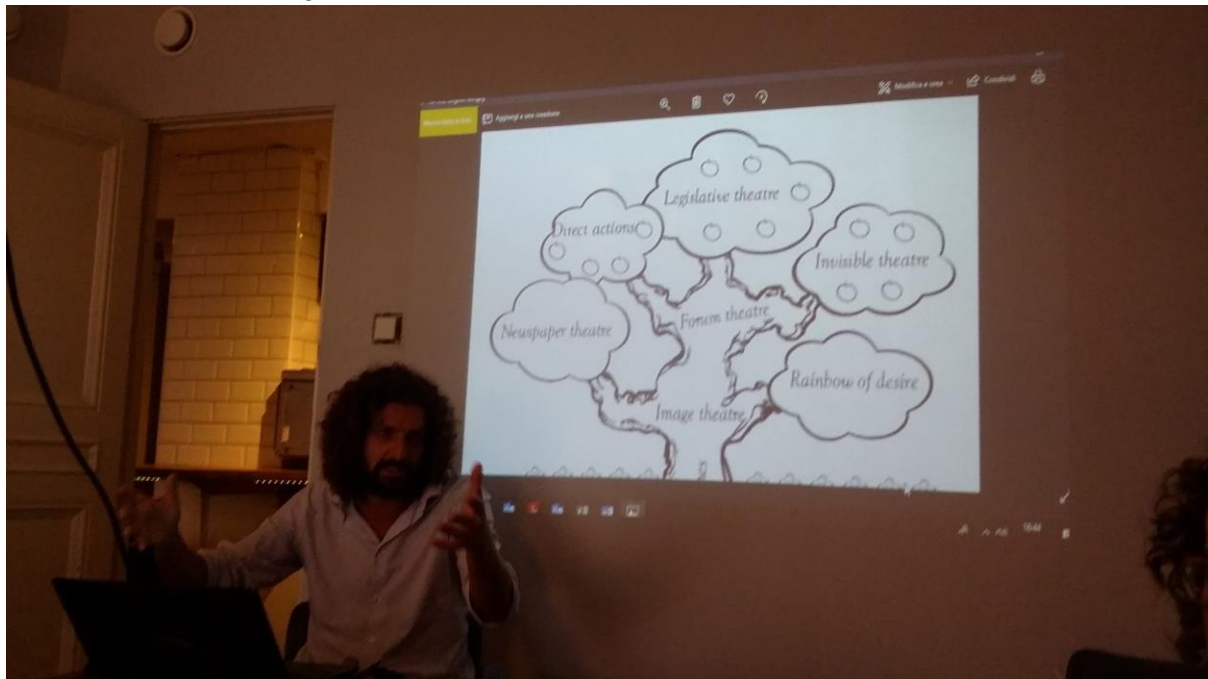
An activity which starts IN CLASS, is developed OUTSIDE and is finished IN CLASS again.

It fosters group work

You can divide the activities in different teams or give them the same activity in different sections of a map, so each group works in a different site.

Quest. 14- You can relate this to social science, citizenship and entrepreneurship and ask students to give feasible suggestions and work out the budget they would need. (Similar idea that is used in PARTICIPATORY BUDGETING)

## 2. TREE OF THE THEATRE OF THE OPPRESSED- USING PERFORMANCE AND THEATRE - Augusto Boal



Performance Fosters many different skills, but not everybody is prepared.

Sometimes you need to prepare these activities.

Forum theatre- participative and body language

Newspaper theatre- starts with a newspaper article, students analyse it and prepare some kind of drama activity.

### 3. STORY TELLING

EXAMPLE VIDEO:Huweei Seeds of future, SEEDS: The future, Our last Erasmus youth project.(you tube)- all on the Enjoy Italy web page

Activity organisations is set up, performed and mounted in a 1 day workshop.