SERN

PRESENTATION PROJECT RESULTS

12 MAY 2022

Lilla Bommens Conference Center
Gothenburg

General Features about DEEDS

» DEEDS is an Erasmus+ project

» It will last 36 months, from September 2020 to August 2023

» It involves 5 partner organisations from 4 European countries

The partnership

1 **SERN - Sweden Emilia Romagna Network**
Parma – Italy
Lead Partner

2 **Liceo Scientifico Statale Aldo Moro**
Reggio Emilia – Italy

3 **Folkungaskolan**
Linköping – Sweden

4 **Scuola Italiana Madrid**
Madrid – Spain

5 **CARDET- Centro di ricerca e sviluppo per la tecnologia educativa**
Nicosia – Cyprus

Why DEEDS?

The project starts off from the need to promote a new approach towards **transnational mobility** opportunities for upper secondary school students in which the school plays a **more active role** in driving the process while offering high quality learning experiences and ensuring recognition of the period(s) spent abroad.

Upper secondary schools can in fact play a key role in educating the European citizens of the future by providing a **transnational educational path** equipping them with skills and competences needed to access the tertiary education of the future such as the European Universities.

What is our goal?

To develop a model of European exchange and study programme among general upper secondary schools

📌 To develop and test a **joint transnational curriculum/programme** among the involved schools;

📌 To identify a set of **common assessment and certification methods** tailored to the acquired competences and skills;

📌 To build **organisational capacity** in upper secondary schools through the identification and the solution of administrative/management problems pertaining long term transnational mobility of pupils.
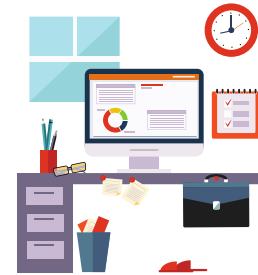
What will be the outputs?

OUTPUT 1
Transnational study plan

OUTPUT 3
Administrative and organisational package

OUTPUT 2
Set of assessment tools

OUTPUT 4
Online training course for the school staff

Two periods abroad for the students

2020	2021	2022	2023
SEPT OCT NOV DEC	JAN FEB MAR APR MAY JUNE JULY AUG SEPT OCT NOV DEC	JAN FEB MAR APR MAY JUNE JULY AUG SEPT OCT NOV DEC	JAN FEB MAR APR MAY JUNE JULY AUG

1° round

2° round

First round
January 2023 - March 2023
Folkungaskolan - Sweden

» 10 students from Liceo Moro and 4 from Scuola Italiana Madrid

Second round
January 2023 - March 2023
Liceo Moro - Italiy

» 10 students from Folkungaskolan and 4 from Scuola Italiana Madrid

Two seminars for teachers

2020	2021	2022	2023
SEPT OCT NOV DEC	JAN FEB MAR APR MAY JUNE JULY AUG SEPT OCT NOV DEC	JAN FEB MAR APR MAY JUNE JULY AUG SEPT OCT NOV DEC	JAN FEB MAR APR MAY JUNE JULY AUG

1°

2°
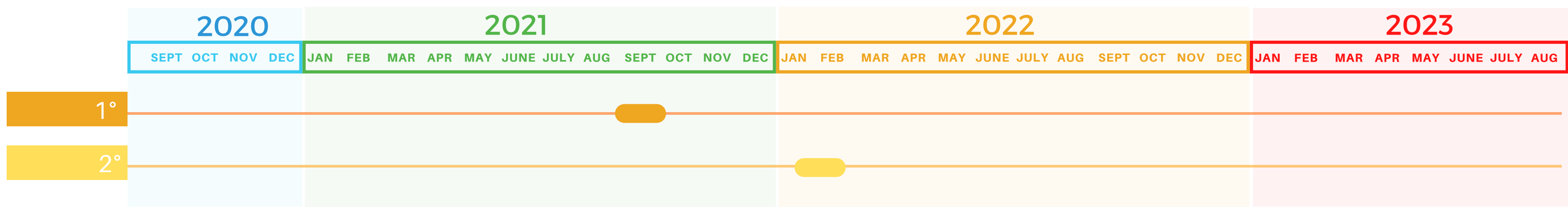
First seminar
September 2021
Reggio Emilia - Italy
3 day

Second seminar
March 2022
Madrid - Spain
3 day

Output 1 The Study Plan

2020	2021	2022	2023
SEPT OCT NOV DEC	JAN FEB MAR APR MAY JUNE JULY AUG SEPT OCT NOV DEC	JAN FEB MAR APR MAY JUNE JULY AUG SEPT OCT NOV DEC	JAN FEB MAR APR MAY JUNE JULY AUG

O1
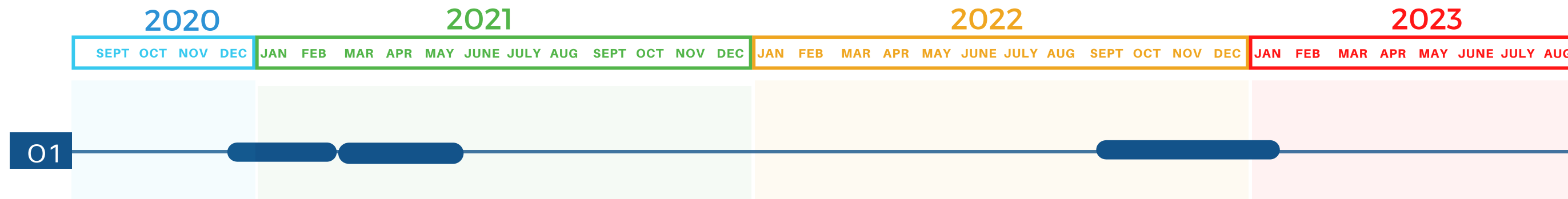
This output is the key to the success of the whole project. The output will consists of a set of 3 sections:

📌 an introductory text illustrating the **national curricula** and the way in which the curricula are implemented in the partner schools, and how the study programme will be embedded in each school context

📌 **the subjects** which will be taught in the different partner countries in relation to the common learning objectives.

📌 the **actual programme**, i.e. a set of topics through which the programme will be implemented

Eight subjects have been identified for inclusion in the transnational study plan:

» History
» Philosophy
» Mathematics
» Science
» English
» Spanish
» Physical Education
» Hyìistory of Art

Working method:

For each subject, a **thematic group** was set up comprising teachers from the three high schools involved.

1 step comparative analysis of the three national curricula to identify common contents, topics and learning objectives for each subject.

2 step creation of teaching modules that can be implemented in short- and long-term mobilities

Example: an English language module

Module 1: Being Young (S year 1, E year 2-3, I year 3) Teaching hours: 10-15

Description

Pretend you are an exchange student from an English-speaking country. Find information in relevant and reliable sources and present to the class. The presentation should give a good overall picture of what it is like to be young in your country (family, school, spare time, chores, food, religion, politics, basic facts about your country and so on).

Learning objectives

Living conditions, attitudes, values and traditions, as well as social, political and cultural conditions in different contexts and parts of the world where English is used. The spread of English and its position in the world.

Different ways of searching for, selecting and evaluating texts and spoken language.

Oral and written production and interaction of various kinds, also in more formal settings, where students instruct, narrate, summarise, explain, comment, assess, give reasons for their opinions, discuss and argue.

Materials

Written and spoken material on living conditions, politics, history, school system, hobbies, food, religion etc (national newspapers, embassy, tourist information and so on).

Example: a Spanish language module

MODULE 1: The argumentative text: the debate and the speech. (year) Teaching hours:

Description:

- Introduction to the argumentative text
- Argumentative texts that share elements of the written and oral language (debates, speeches, gatherings, round tables and forums)
- Structure of the debate: presentation, body of the debate and conclusion and closing
- Structure of speech: clarity and order
- Its protagonists: moderator, interlocutor, speaker and audience

Learning objectives

- Preparation of a class debate on a topic of general interest. The class will be divided into groups of five speakers and a moderator
- Write and read a short speech, attending to the student's tastes and imagining a situation conducive to its pronunciation.

Materials

- Television debates on current affairs (www.rtve.es)
- Speeches given on the occasion of the delivery of the Princess of Asturias Awards (www.fpa, es)

Example: a Philosophy module

Module 5: The Scientific Revolution(year 3rd/4th)

Teaching hours: 15

Description

- Aristotle's cosmology
- Copernicus' heliocentric system
- Tycho Brahe and his compromise system
- Kepler's platonic view and Kepler's laws
- Galileo and the birth of the scientific method
- Newton systematization
- Popper and post popperian interpretations of the scientific theory changes
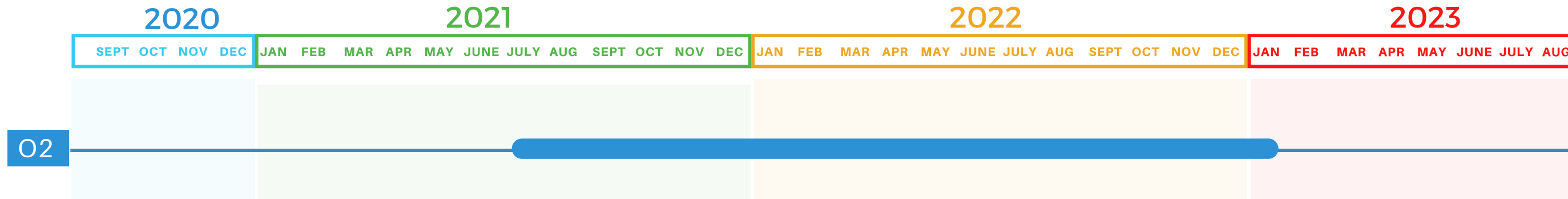
Learning objectives

- To understand basic scientific theories and concepts in science.
- Comparison between research methods and traditions in the humanities, social sciences and natural sciences.
- To understand how and why scientific theories change over time, and why they are accepted or not.

Challenges faced by teachers

Output 2 Tools for the assessment

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O2

A SET OF ASSESSMENT TOOL to be employed by the participating schools in the framework of the joint study plan and more specifically during and after the mobility session.

📌 The SECTION 1 with tools to assess content- related learning including a common assessment grid related to the subjects included in the study plan model

📌 The SECTION 2 with tools to assess skills such as critical thinking, problem-solving, autonomy in learning-to-learn, civic participation, intercultural competence, social skills, multidisciplinary learning, digital skills, oral skills.
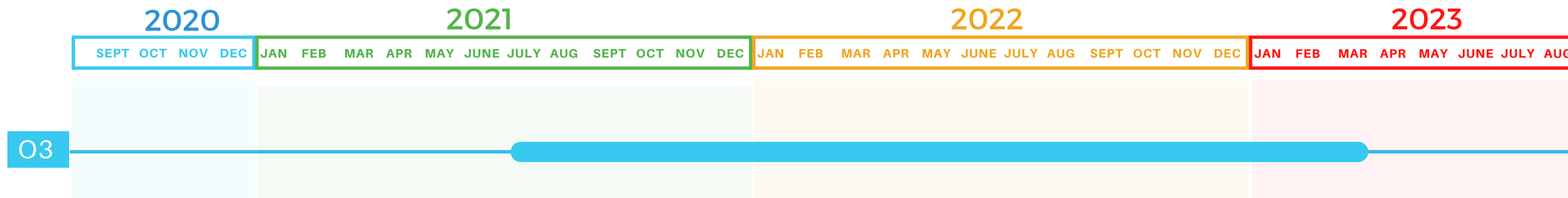
Example

Rubric for assessment - History and Philosophy

Criteria	F (1-5)	E (5,5)	D (6)	C (7)	B (8)	A (9-10)
Content knowledge and content organization	Lack of contents	Basic contents acquired	Essential contents are acquired and sufficiently organized	Contents are acquired and their exposition is organized	Contents are acquired and their exposition is well organized	Complete contents are acquired, cogently and personally organised
Specific disciplinary language	Not acquired	Only a few terms are acquired and used	Acquired but not always used in a proper way	The main terms are acquired and properly used	Acquired and used	A wide range of specific vocabulary is well acquired and correctly used
Critical thinking (including explaining relationship between the past condition and mentality, and the present one)	Absent	Basic	Partially employed	Original but not grounded	Quite original and grounded	Original and sound/grounded
Analytic and synthetic skills (logical skills)	Absent	Basic	Partially employed	Sometimes present	Evident	Evident and well recognizable

Output 3 Administrative and organisational package

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O3

In order to structure a two-year-programme at transnational level the involved schools need to establish internal organisational and administrative procedures to ensure a smooth in implementation of the activities.

n particular, the needs pertain four key areas:
- the need to define **internal management procedures**
- the need to ensure a **smooth management of the outgoing mobilities**,
- the need to ensure a **smooth management of the incoming mobilities**
- the need to ensure **recognition (from an administrative point of view) of the experience**

Output 3 Administrative and organisational package

Section 1: INTERNAL MANAGEMENT PROCESS

Section 2: PROCEDURES FOR OUTGOING MOBILITIES

Section 2: PROCEDURES FOR INCOMING MOBILITIES

Section 4: RECOGNITION OF THE EXPERIENCE

Section 2: PROCEDURES FOR OUTGOING MOBILITIES

Part 1: selection of the students
Part 2: preparation

e.g. the module to collect info for families

Administrative and Organizational Package (AOP)

PART 2 - OUTGOING MOBILITY - PREPARATION

A) Information to the families

General Explanation of the Programme (Curriculum)

General Explanation of the Programme (Assessment)

General Explanation of the Programme (Recognition)

Insurance
Provide a description as follows: a paragraph about what does the school insurance currently covers; a paragraph about the (possible)need for a specific insurance when travelling abroad and what this is covering.

Responsibility
Please describe the organizational rules/legislation pertaining the responsibility of the minors when abroad.

Funding
In case the school decides to provide additional funding through the project or other sources this should be explained by including the following information (additional amount granted per participant, origin of the funding, application process and award criteria – if relevant; deadlines)

Accommodation and Meals
Provide a text about the accommodation solution offered to students and the procedures the school will set in place to ensure and adequate matching between students and the hosting families.
Provide information about whether meals will occur during school time or in the hosting families (based on the information provided by the hosting school – section 3)

Transport
Provide information about the procedures for the planning and reservation of the trip (who does what, timing, choice of the carrier) and information about the local transport to/from the school (on the basis of the information provided in section 3)

Digital Tools
Provide a description about the use of digital tools of your school that students will continue to use during the mobility

Support and Assistance
Provide a description as follows: a paragraph about what does the school insurance currently covers; a paragraph about the (possible)need for a specific insurance when travelling abroad and what this is covering.

Learning and Participation Agreement Model
The template of the model will be available as attachment. In this section each should indicate when and how this model will be given and explained to students and families.

Section 2: PROCEDURES FOR OUTGOING MOBILITIES

e.g. the module to collect info for teachers

B) Information to the teachers

General Explanation of the Programme (Curriculum)

General Explanation of the Programme (Assessment)

General Explanation of the Programme (Recognition)

Information to teachers pertaining the process
Information to be provided about the process (timing and type of information provided) to other teachers (class council in Italy and Spain) affected by the outgoing mobility

Remote learning
Information to be provided about the remote learning hours teachers will be expected to provide to achieve minimum requirements in those subjects not fully covered during the mobility

Schedule
Information will be provided by the sending school about the schedule

e.g. the module to collect info for students

C) Information to the students before selection

General Explanation of the Programme (Curriculum) For Students

General Explanation of the Programme (Assessment)

General Explanation of the Programme (Recognition)

Schedule
Information will be provided by the sending school about the schedule

Admission procedures and criteria
Information will be provided by the sending school about the schedule

D)Information to the students after selection

General Explanation of the Programme (Curriculum) For Students

General Explanation of the Programme (Assessment)

General Explanation of the Programme (Recognition)

Schedule
Information will be provided by the sending school about the schedule

Information about the hosting school and city
Information will be provided by the sending school about the schedule

Learning and Participation Agreement Model
The template of the model will be available as attachment. In this section each should indicate when and how this model will be given and explained to students and families.

Financial Management of the EU grant
Information to students about how the grant can be used

5

6

e.g. the module to collect info to monitor and follow up

PART 2 - OUTGOING MOBILITY – IMPLEMENTATION

Monitoring Procedures
Description of the activities the school will set up to monitor the mobility . Describe roles (who will do it), how often, who the results of the will be reporting to, how the monitoring will be carried out

Local Tutoring
Description of the activities the school will set up to interact with the local tutoring in the hosting school including a final evaluation meeting between the sending school tutor and hosting school tutor

Online activities with the home class
Describe possible activities to be arranged with the home class (online meetings or joint lessons) how these could be prepared and included in the schedule.

Reflections of the students
Describe how the school will promote and share reflections of the students about the experience during the mobility

PART 2 - OUTGOING MOBILITY – FOLLOW-UP

Soft Landing
Describe what the school will do to facilitate a soft landing of the students after the mobility. There should be a description at school level in general and/or at subject (Sweden) – class level (Italy)

Communicating the experience
Describe how the mobility will be presented in the school /class (Provide details if possible about the activities and the timing)
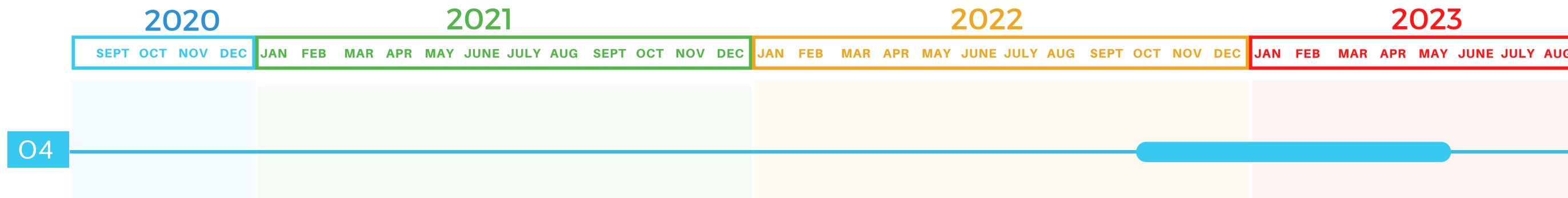
Financial Reporting about the mobility
Description of the procedures pertaining the financial reporting of the grant once the mobility is over

Assessment of the mobility flow
Description of the overall assessment process about the mobility flow inside the school and with the hosting school.

Output 4

Online training course for school staff

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O4

The output starts off from the need to provide an online training path for teachers and administrative staff which shows how to use the IOs, while focusing on some critical elements emerged from the process (lesson learned).

Module 1
IMPLEMENTING THE IOs

Part 1 - The Study Plan
Part 2 - The Assessment Tools
Part 3 - The Administrative and Organisational Package

Module 2
LESSON LEARNED

Module 3
USING TEACHING MATERIALS IN THE DIFFERENT SUBJECTS OF THE PROGRAMME USED/DEVELOPED DURING THE PROJECT