

DEEDS

Modelling a European Cross-curricular Study
Programme for Upper Secondary Schools



Co-funded by the
Erasmus+ Programme
of the European Union



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.

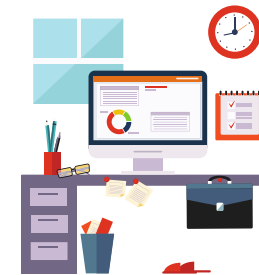


What will be the outputs?



OUTPUT 1

Transnational study plan



OUTPUT 3

Administrative and organisational package



OUTPUT 2

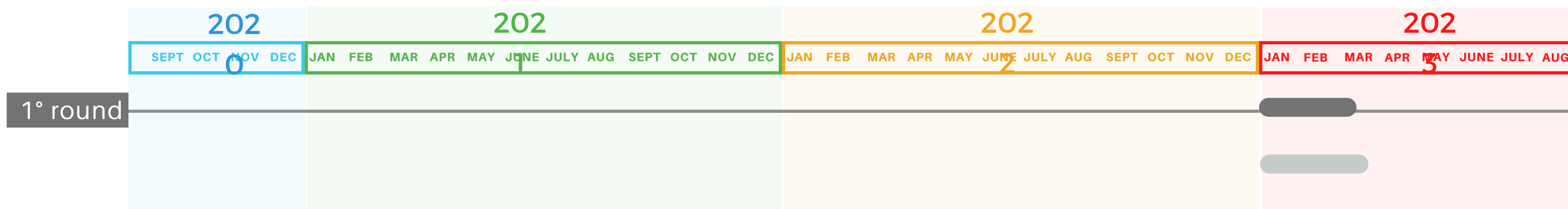
Set of assessment tools



OUTPUT 4

Online training course for the school staff

Periods abroad for the students



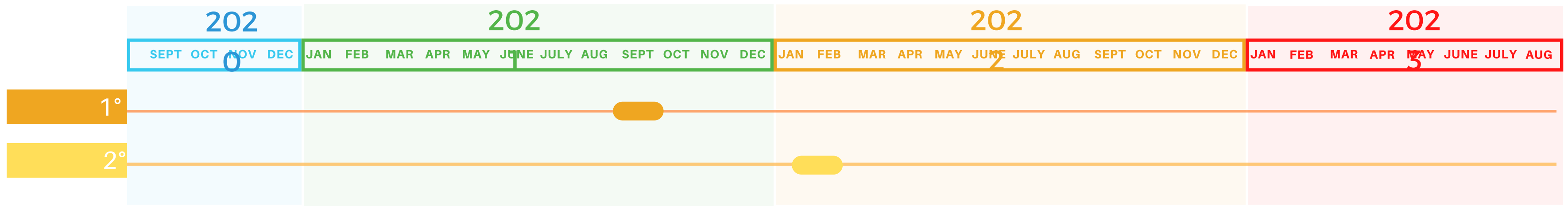
- 
January 2023 – March 2023
Folkungaskolan – Sweden

3 students from Liceo Moro
- 
January 2023 – March 2023
Liceo Moro – Italy

3 students from Folkunga and 8 from Scuola Italiana Madrid
- 
January 2023 – March 2023
Scuola Italiana Madrid – Spain

4 students from Liceo Moro

Two seminars for teachers



First seminar



September 2021
Reggio Emilia – Italy
3 day

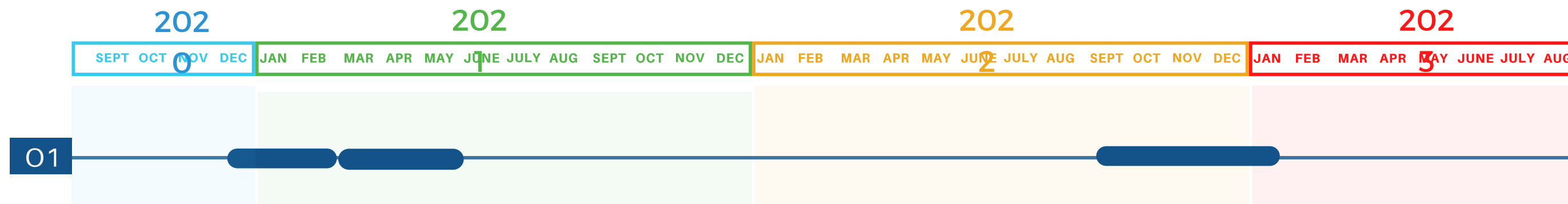
Second seminar



March 2022
Madrid – Spain
3 day



Output 1 The Study Plan



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
- » History 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

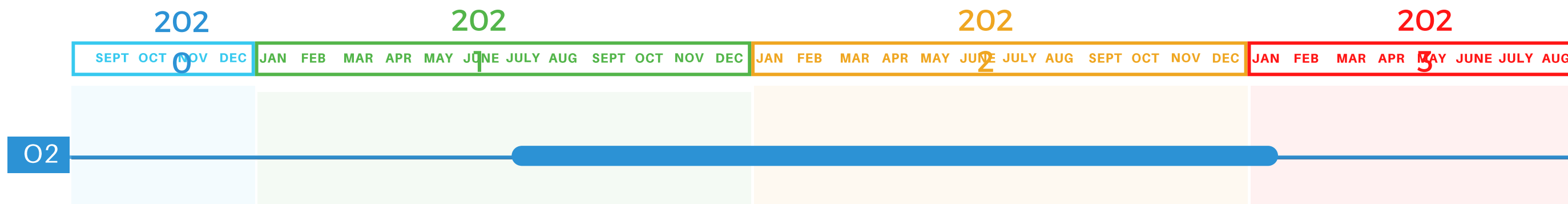
Learning objectives

- 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.



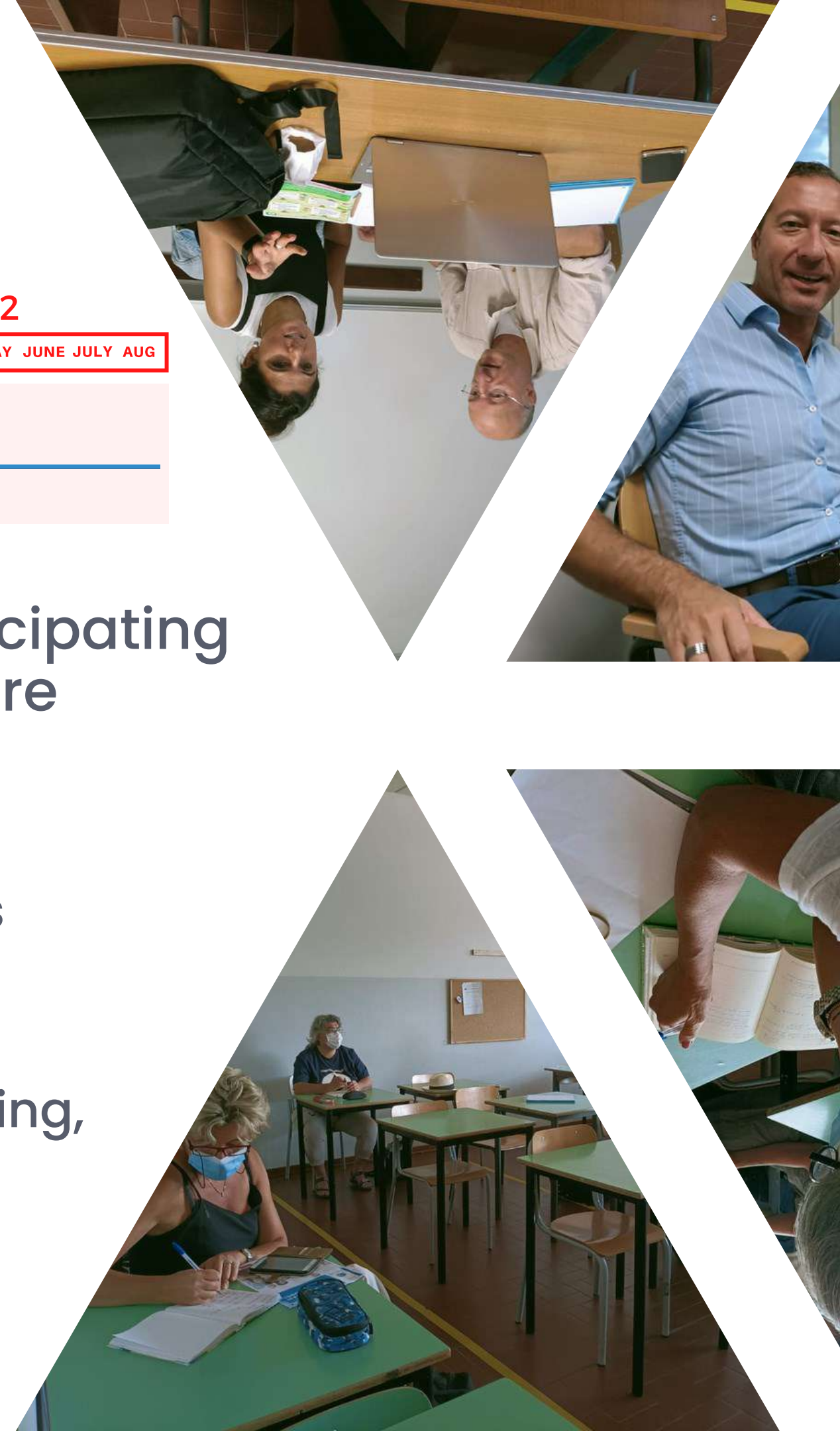
Challenges faced by teachers

Output 2 Tools for the assessment



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.

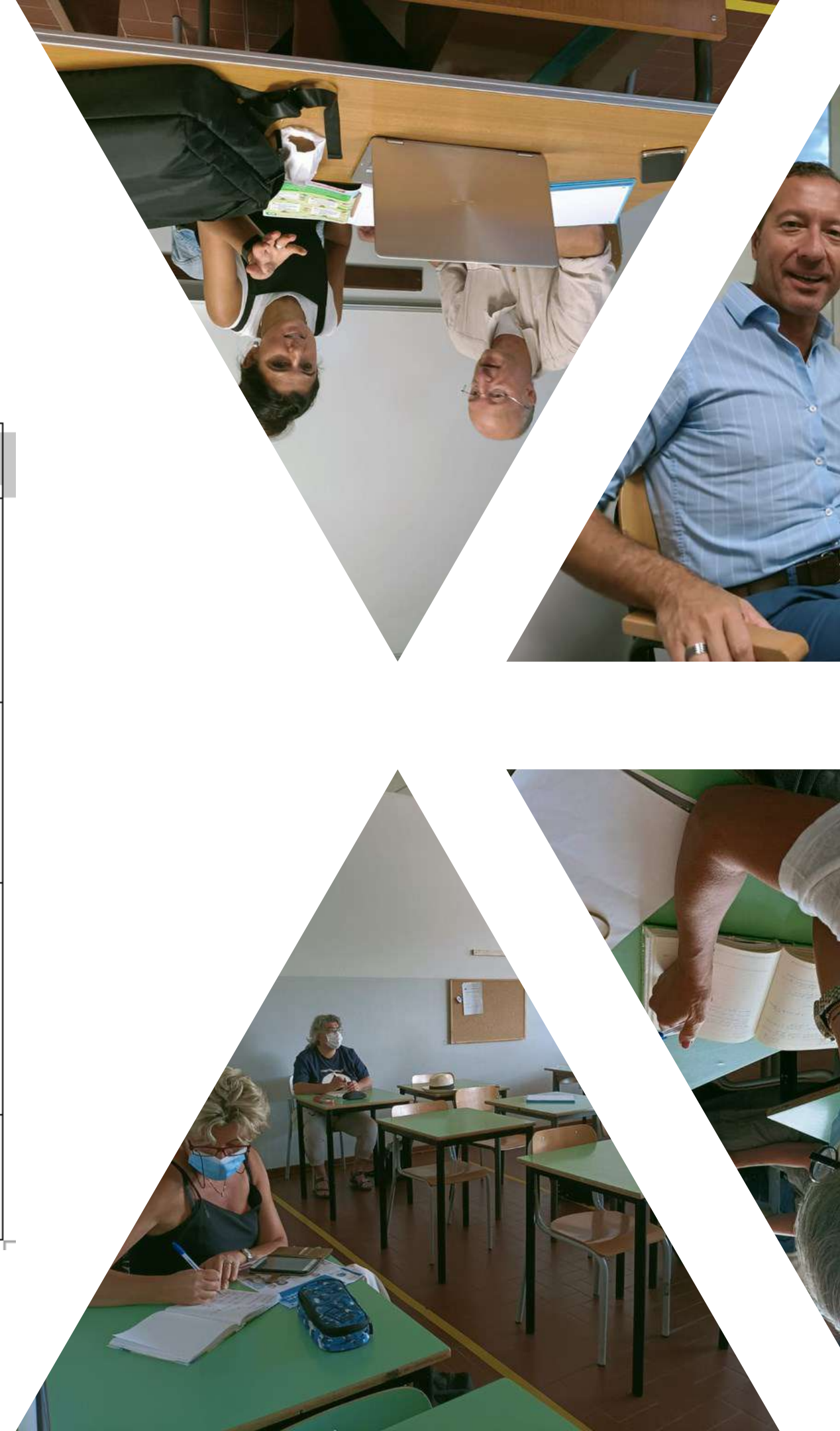


Example

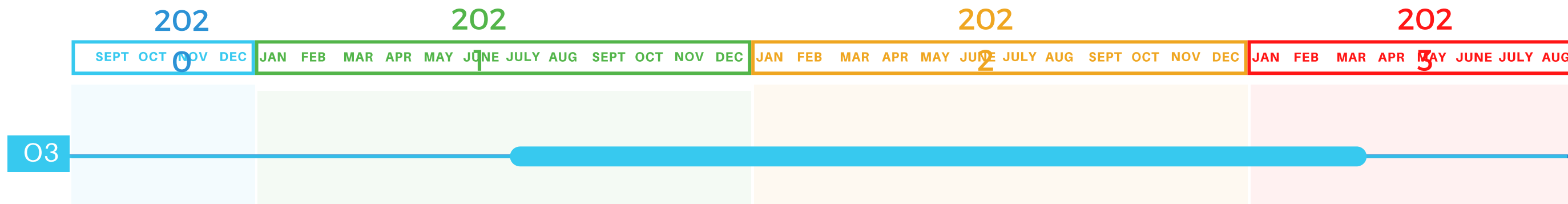
Rubric for assessment - History and Philosophy



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 <u>are acquired</u> , cogently and personally organised
Specific <u>disciplinary language</u>	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



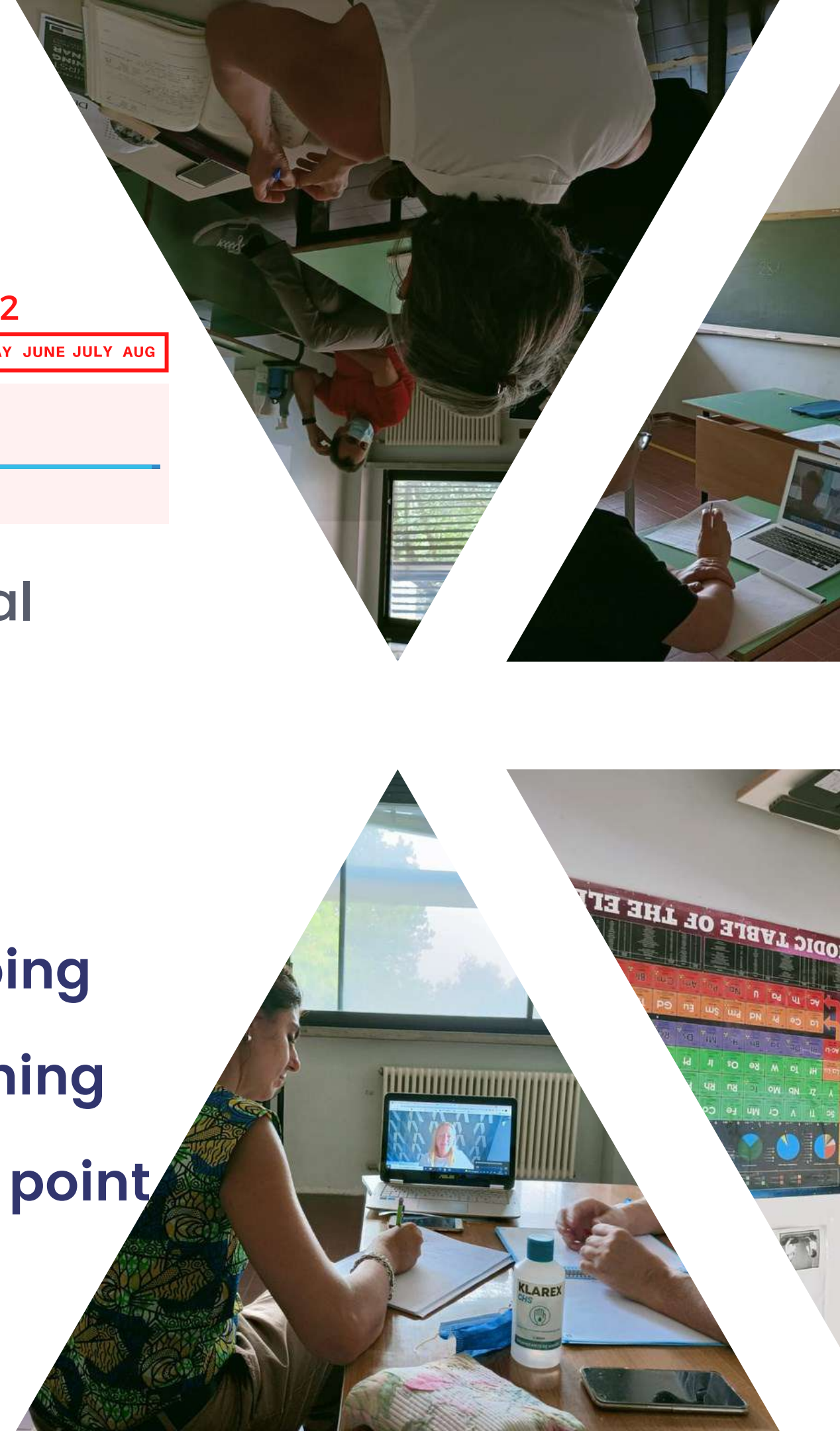
Output 3 Administrative and organisational package



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

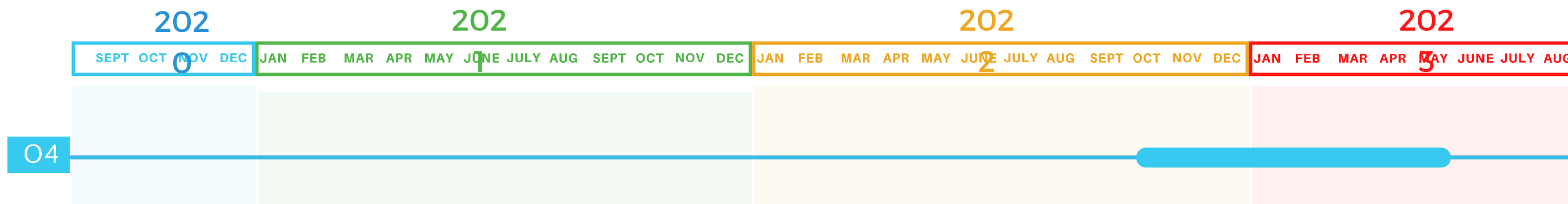
Section 2: PROCEDURES FOR OUTGOING MOBILITIES

Section 2: PROCEDURES FOR INCOMING MOBILITIES

Section 4: RECOGNITION OF THE EXPERIENCE



Output 4 Online training course for school staff



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

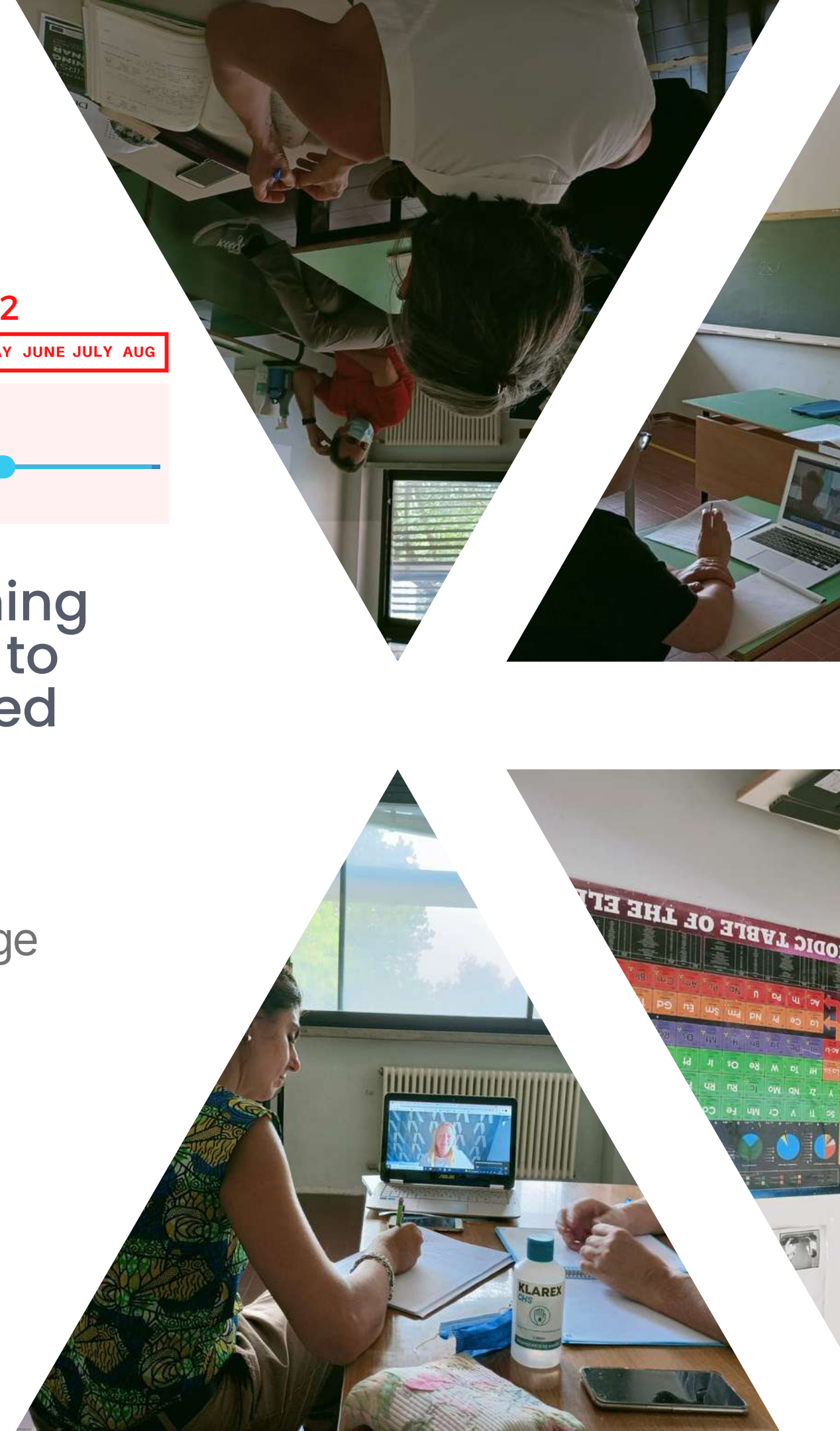
Part 3 - The Administrative and Organisational Package

Module 2

LESSON LEARNED

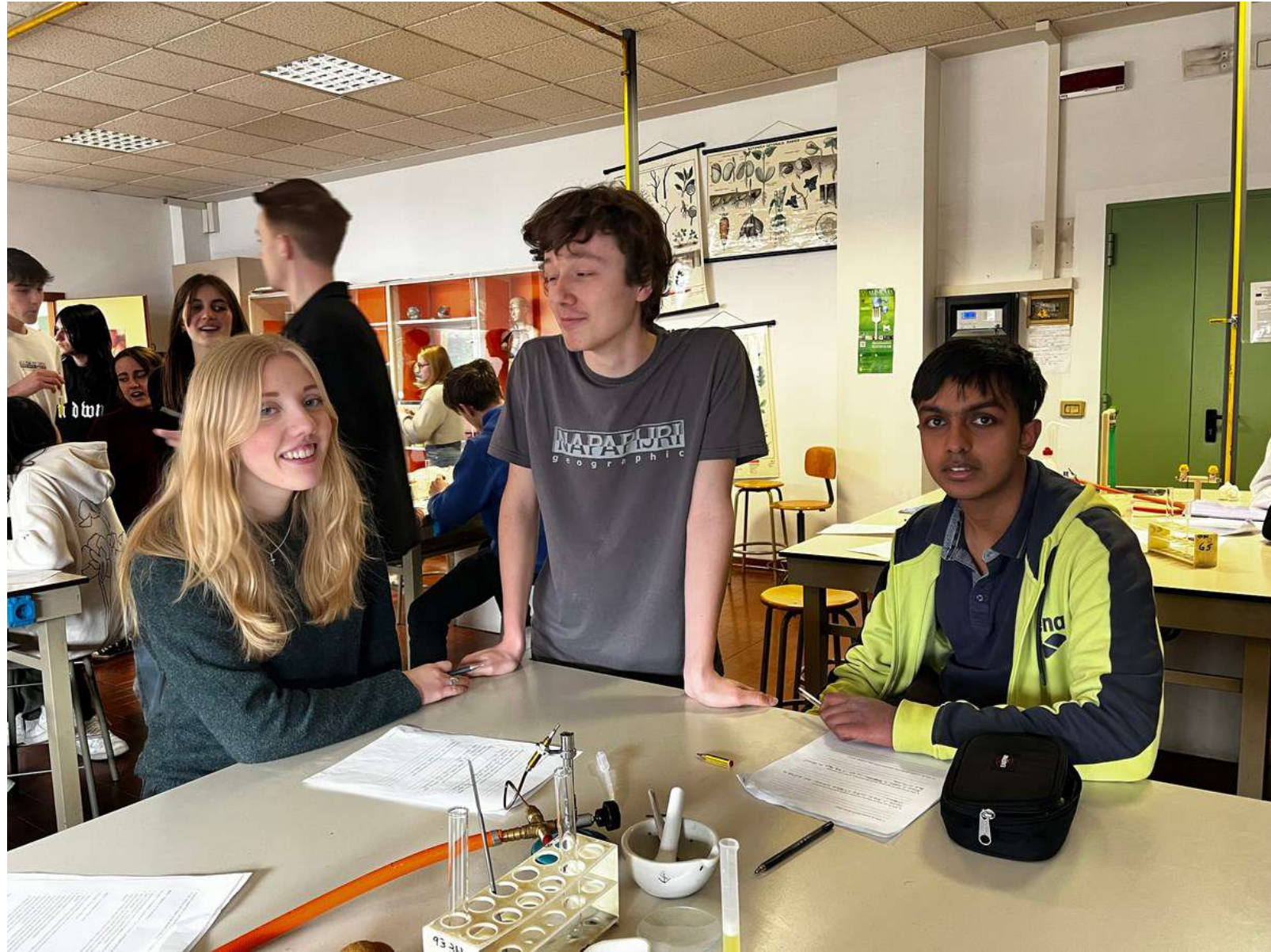
Module 3

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















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