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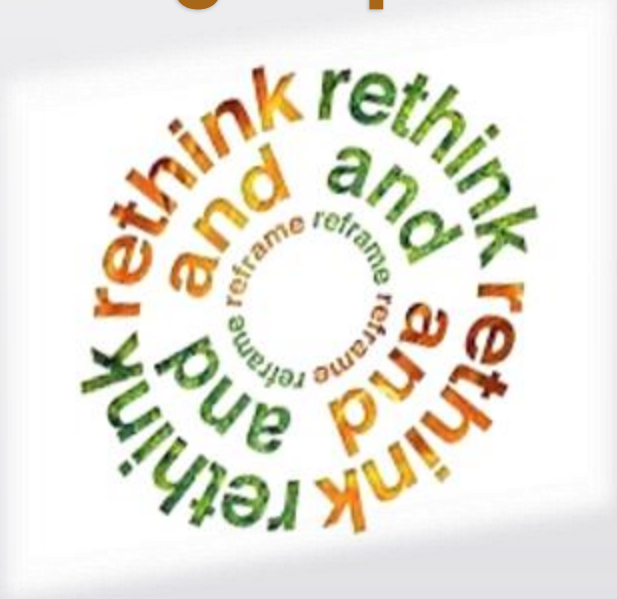
Bridging European Communities 4 Learning

Project code
2021-1-IT02-KA122-SCH-000013105

A teacher's perspective
(Italian group e-book)



Moving towards a European teaching profession

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Welcome to Europe

IES Campo Charro

Ginnasio Antonio Sema Pirano

I Liceum Ogolnoksztalcace im. Juliusza Slowackiego

I.I.S.S. Lercara Friddi

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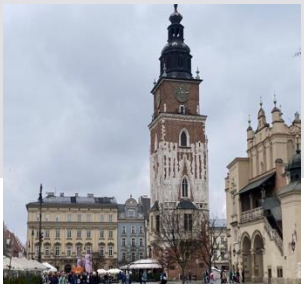
Objective 1
To promote natural and cultural awareness and the historical heritage of the school's nearest environment.

Culture
The mobility activities allowed students to compare the areas in which their schools are located. They shared and taught each other the historical and cultural heritage that characterize the areas where they live.

Italy

Spain

Poland



Slovenia

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Teacher Reflection

Culture

What kind of culture do students learn?

Think of possible answers and fill in the spaces below

Culture Vs Culture

Survival culture and invisible forms of culture:

Visible forms of culture include:

Common grounds

Culture

How do Erasmus+ mobility activities help students learn about cultural heritage? Theirs and others.

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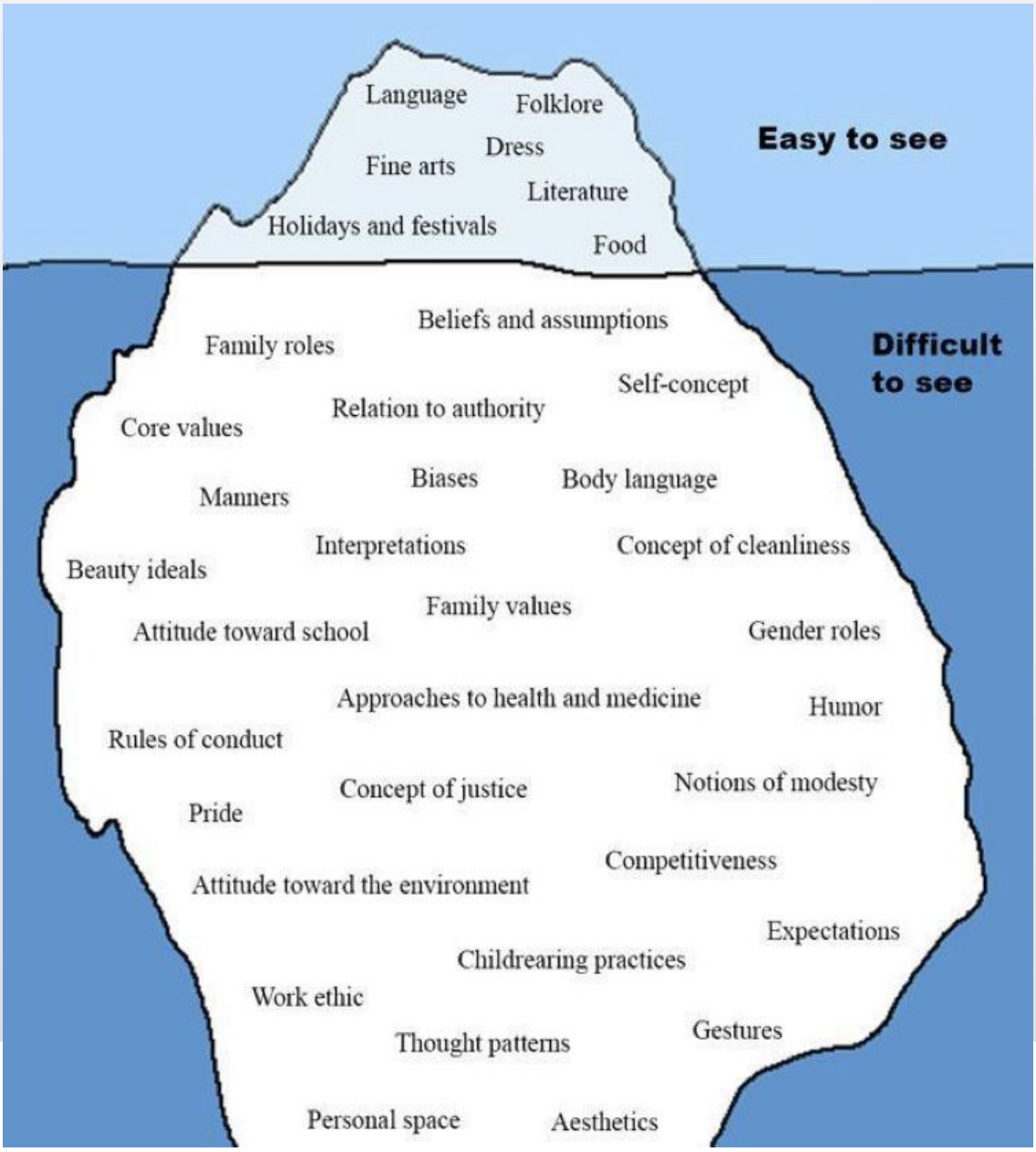
Culture

What students know and learn

What Erasmus+ mobilities can help to "see"



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Culture

Sharing identities

Features of our territories

Italy | Spain | Poland | Slovenia

ART

ARCHITECTURE

TRADITIONS & CUSTOMS

FARMING TECHS

LANGUAGES

SCHOOL

FAMILIES

ENVIRONMENT – NATURAL LANDSCAPES

What else?

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How much do we have in common?

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How much do we have in common?

SALAMANCA -SPAIN

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How much do we have in common?

SALAMANCA -SPAIN

Watch video on Salamanca's Cathedrals

https://youtu.be/9J00MABPo5Q

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How much do we have in common?

CIUDAD RODRIGO - SPAIN

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How much do we have in common?

MOGARRAZ -SPAIN

What is so particular?

Are there any similar features within your territory?

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How much do we have in common?

LA ALBERCA -SPAIN

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How much do we have in common?

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How much do we have in common?

PRZEMYSL - POLAND

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How much do we have in common?

PRZEMYSL – CITY HALL – MEETING LOCAL AUTHORITIES

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How much do we have in common?

KRAKOW - POLAND

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How much do we have in common?

KRAKOW - POLAND

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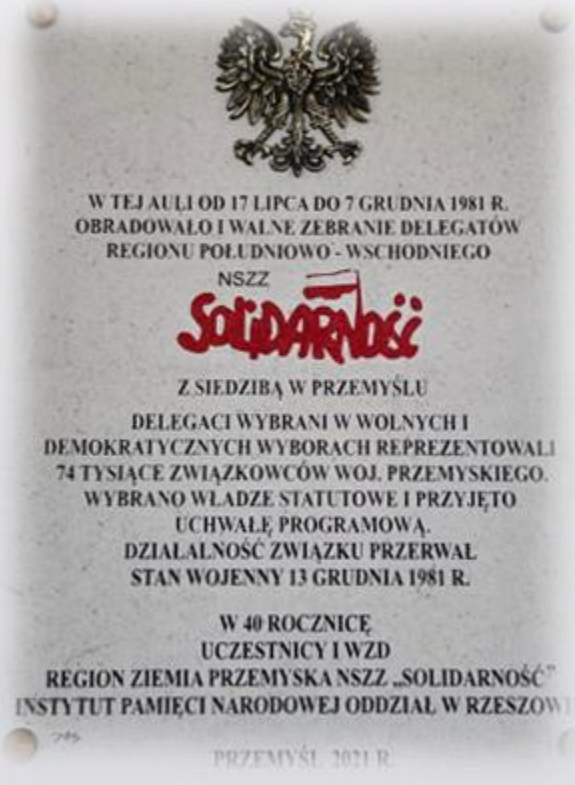
How much do we have in common?



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How much do we have in common?

ISOLA- SLOVENIA

What is so particular?

Are there any similar features within your territory?

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How much do we have in common?

ISOLA- SLOVENIA

What is so particular?

Are there any similar features within your territory?

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How much do we have in common?

ISOLA- SLOVENIA

What is so particular?

Are there any similar features within your territory?

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How much do we have in common?

LJUBLJANA - SLOVENIA

What is so particular?

Are there any similar features within your territory?

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How much do we have in common?

LJUBLJANA - SLOVENIA

What is so particular?

Are there any similar features within your territory?

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How much do we have in common?

LJUBLJANA - SLOVENIA

What is so particular?

Are there any similar features within your territory?

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LJUBLJANA - SLOVENIA

What is so particular?

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LJUBLJANA - SLOVENIA

What is so particular?

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PIRAN - SLOVENIA

What is so particular?

Are there any similar features within your territory?

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PIRAN – TARTINI HOUSE

What is so particular?

Are there any similar features within your territory?

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CITY HALL – PIRAN – VICE MAYOR

What is so particular?

Are there any similar features within your territory?

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How much do we have in common?

TRIESTE

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Cultural heritage: students teaching students

Teacher Reflection

Why is it important for students to teach each other?

Do you ever plan any similar activities in your lessons?

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Cultural heritage: students teaching students

Teacher Reflection

Why is it important for students to teach each other?

Do you ever plan any similar activities in your lessons?

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What do you think?

Teacher Reflection

How can a teacher help students develop and improve Cultural intelligence?

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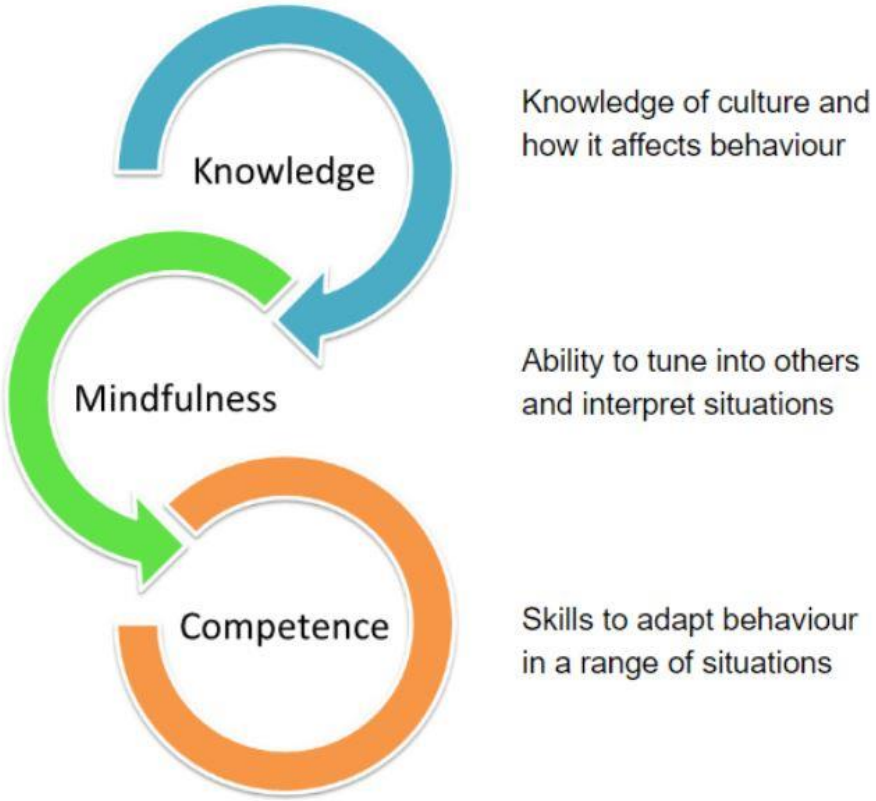
Teacher Reflection

How can a teacher help students develop and improve Cultural intelligence?

- The ability to perceive and recognize cultural differences.
- The ability to accept cultural differences.
- The ability to appreciate and value cultural differences.



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Teacher Reflection

How can a teacher help students develop and improve Cultural intelligence?

"Big C" culture refers to that culture which is most visible. Some forms of Culture include

- Holidays,
- Art,
- Popular culture,
- Literature, music, dance
- Food
- Architecture

These are things that will never go away.

Teacher Reflection

Which of the above cultural forms do we teach and HOW?

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Teacher Reflection

How can a teacher help students develop and improve Cultural intelligence?

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Teacher Reflection

How can a teacher help students develop and improve Cultural intelligence?

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What does this pic tell us? What is so «deep» about it?

Watch video

https://youtu.be/MMVhFaEHUKs

Teacher Reflection

How can schools help to preserve traditions which are relevant to the community?

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Teacher Reflection

How can a teacher help students develop and improve Cultural intelligence?

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Teacher Reflection

How can a teacher help students develop and improve Cultural intelligence?

Past Vs Present

How much do we have in common?

Do mobilities allow us reflect on our past?

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How much do we have in common?

Do mobilities make us reflect on our past?

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How much do we have in common?

Do mobilities make us reflect on our past?

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How much do we have in common?

Do mobilities allow us reflect on our past?

Old town of Skansen - Poland

Then

Now

Watch video on Skansen

https://bit.ly/4hjFsxC

What is so particular?

Are there any similar features within your territory?

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Teacher Reflection

How can a teacher help students develop and improve Cultural intelligence?

Watch video

https://youtu.be/lkS1oD_WHn8

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Teacher Reflection

How can a teacher help students develop and improve Cultural intelligence?

"Little c" culture, in contrast, is the more invisible type of culture associated with a region, group of people, language, etc. Some examples of "little c culture" include:

- communication styles,
- verbal and non-verbal language symbols,
- cultural norms (what is proper and improper in social interactions),
- how to behave,
- myths and legends.

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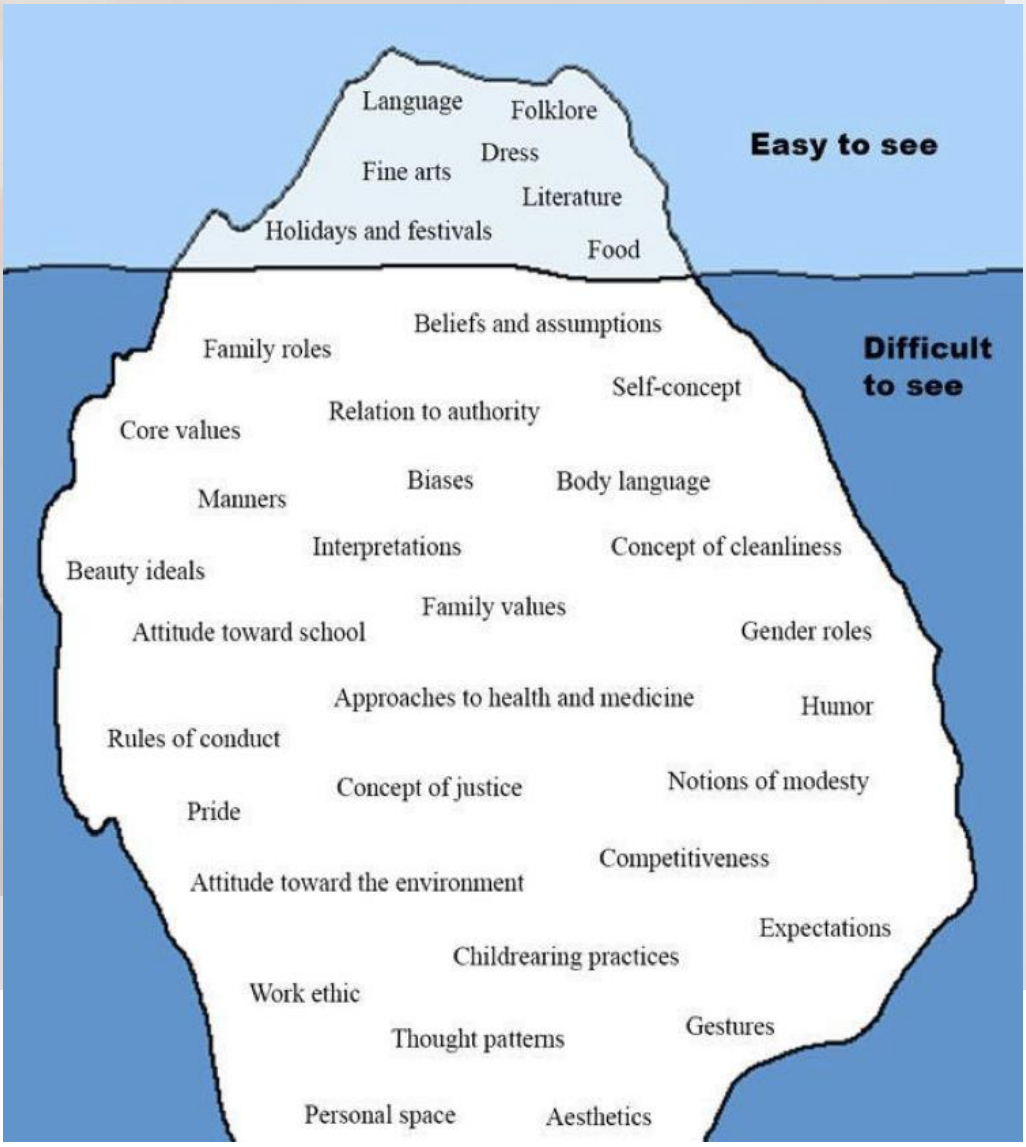
Teacher Reflection

How can a teacher help students develop and improve Cultural intelligence?

"Little c" culture

How can We help Students learn about "small c" forms"?



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Teacher Reflection

How can a teacher help students develop and improve Cultural intelligence?

Body language

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Exploring cultural differences is a journey

where …

- ✓ **we constantly question the obvious,**
- ✓ **we are often unsure whether what we do is the right thing to do**
- ✓ **whether what we say or not say is appropriate, polite.**

Teacher Reflection

Reflect on the above statement. What do you think? How can we make this "journey" pleasant and full of experiences?

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Music and dance have the power to break all barriers

In every mobility, moments were dedicated to dancing. Students danced knowing the songs and dances. They felt like they were in any disco in their country, communicating, having fun and moving their bodies. There were no signs of geographical or cultural barriers, just perfect integration.

Watch video: https://bit.ly/4g1DNM5

Teacher Reflection

Reflect on the above statement.

In what way do you think music and dance have the power to break social and cultural barriers?

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Music and dance have the power to break all barriers

There were also performances by students who played known songs, and everyone sang … Once again it seemed as if we were all part of **ONE SCHOOL, ONE COMMUNITY**, **ONE COUNTRY**.

Watch video

https://bit.ly/4akQW1A

Teacher Reflection

Reflect on the above statement. In what way do you think music and dance have the power to break social and cultural barriers?

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How much do we have in common?

Objective 2

Erasmus+ projects promote learning and appreciation of the natural environment.

Culture

The mobility activities provided students with the opportunity to compare the areas in which their schools are located with those visited in other mobility countries.

It also gave insights into the unique natural heritage.

Students became aware of the importance of sustainability in preserving and safeguarding local heritage.

An increase in students' awareness about environmental issues has empowered them to become citizens who care and are aware of their impact on the environment.

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How much do we have in common?

MOBILITY IN SPAIN

Look deep into nature, and then you will understand everything better. —Albert Einstein

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How much do we have in common?

MOBILITY IN SPAIN

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Look deep into nature, and then you will understand everything better. — Albert Einstein

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How much do we have in common?

“A journey through environmental heritage"

MOBILITY IN SPAIN

How can we help students be aware of the importance of sustainability, preservation and safeguard of local heritage?

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Bridging European Communities 4 Learning

Teacher Reflection

Rethinking living and learning in featuring natural environments

How can we help students be aware of the importance of sustainability, preservation and safeguard of local heritage?

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Teacher Reflection

Rethinking living and learning in featuring environments

MOBILITY IN POLAND

How can we help students be aware of the importance of sustainability, preservation and safeguard of local heritage?

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Bridging European Communities 4 Learning

Teacher Reflection

Rethinking living and learning in featuring natural environments

MOBILITY IN POLAND

How can we help students be aware of the importance of sustainability, preservation and safeguard of local heritage?

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Teacher Reflection

Rethinking living and learning in featuring natural environments

MOBILITY IN SLOVENIA

How can we help students be aware of the importance of sustainability, preservation and safeguard of local heritage?

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Teacher Reflection

Rethinking living and learning in featuring natural environments

MOBILITY IN SLOVENIA- Škocjan Caves

How can we help students be aware of the importance of sustainability, preservation and safeguard of local heritage?

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MOBILITY IN SPAIN

Teacher's Reflection

Environmental Contribution

Students planted a tree to promote environmental awareness and symbolize the strong relationship between the 4 European communities partnered in the project.

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MOBILITY IN SLOVENIA

Teacher's Reflection

Environmental Contribution

Students planted a tree to promote environmental awareness and symbolize the strong relationship between the 4 European communities partnered in the project.

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Objective 3
To foster English as a useful tool to communicate outside the school environment, offering students the possibility to learn English in real-life situations with people around Europe and the world.

Culture
The students improved their English communicative skills by using them to learn in all fields. Students learned from each other about their cultural and environmental heritage.

The project encouraged students to think that English is an indispensable tool for their future life.
The project aims at making youngsters think they must learn English because it is useful, not compulsory.
Such consideration makes students more motivated and stimulates their creativity and critical thinking.

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Teacher Reflection

Do students learn effectively when teaching each other?

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Teacher Reflection

Do students learn effectively when teaching each other?

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Teacher Reflection

Why is it important for students to work collaboratively?

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Teacher Reflection

Why is it important for students to work collaboratively?

As students work together in Erasmus activities, they improve key skills such as communication, collaboration, *problem-solving, and adaptability*. ***What do you think?***

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Teacher Reflection

Do students learn effectively when teaching each other?

FOOD FAIR - SPAIN

Welcome to the delicious world of Salamanca's typical food and dishes

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MOBILITY IN SPAIN

Teacher Reflection

Do students learn effectively when teaching each other?

Spanish students prepared dishes and cakes, wrote recipes, uploaded them, made QR codes for each speciality, explained, and invited students from other countries to taste and ask ?s.

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MOBILITY IN SPAIN

Do students learn more when teaching each other?

FOOD FAIR

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MOBILITY IN SPAIN

Teacher Reflection

Do students learn effectively when teaching each other?

FOOD FAIR: local products

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Teacher observation

NOW FOCUS ON THE FOLLOWING PICS

How much **learning** is actually taking place?

How much "**teacher-student teaching time**" is involved?

How much "**student-student learning time**" is involved?

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MOBILITY IN SPAIN

Teacher observation

How much learning is actually taking place?

How much teacher teaching time is involved?

How much student learning time is involved?

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MOBILITY IN SPAIN

Teacher Reflection

Do students learn effectively when teaching each other?

FOOD FAIR

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MOBILITY IN SPAIN

Teacher observation: students teaching students

How much learning is actually taking place?

How much teacher teaching time is involved?

How much student learning time is involved?

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MOBILITY IN POLAND

Teacher observation: students teaching students

How much learning is actually taking place?

How much teacher teaching time is involved?

How much student learning time is involved?

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MOBILITY IN POLAND

Teacher observation: students teaching students

Don't tell me,
Show me

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MOBILITY IN POLAND

Teacher observation: students teaching students

Don't tell me,
Show me

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MOBILITY IN SLOVENIA

Teacher observation: students teaching students

Don't tell me,
Show me

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MOBILITY IN SPAIN

A Paella goodbye party

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MOBILITY IN SPAIN

A Paella farewell party

What would you prepare as a farewell meal to a group of foreign teachers? Why?

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Teacher observation

THE MORE THE STUDENTS TALK THE BETTER..
DO YOU AGREE?

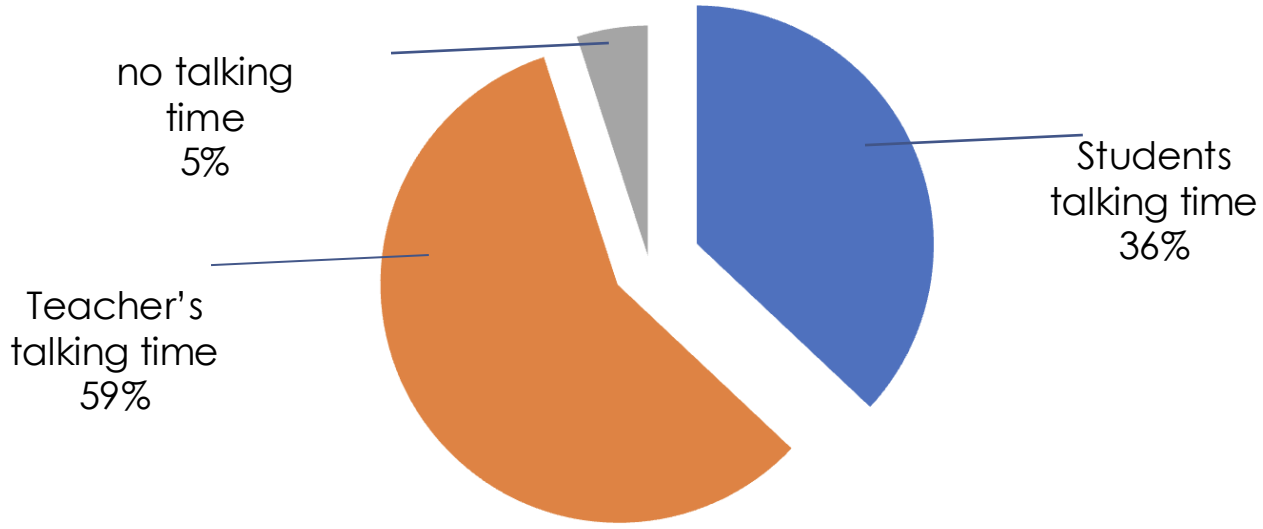
Think about your teaching experience.

How much "teacher-student teaching time" is involved in your lessons?

How much "student-student learning time" is involved in your lessons?

From previous research findings

In a previous Action Research, teachers found out the following amount of classroom talking in their lessons – per week.



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Teacher observation:

THE MORE THE STUDENTS TALK, THE BETTER..

What activities can be planned to reduce teacher talking time and increase learners' talking time?

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Objective 3
To use English to learn from each other: community language learning

Languages
The mobility helped students improve their learning about the world socializing knowledge.

Game-oriented activities activated motivation and pleasure for learning and enabled students to learn in authentic contexts.
Such activities also implied collaboration, learning by doing and problem solving, which improve "thinking" and interacting in a foreign language.

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Teacher Reflection

Can students learn from each other?

Can they teach what they have learned to others?

If yes, **HOW?**

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Teacher Reflection

Learning from each other leaners

LEARNING FAIR

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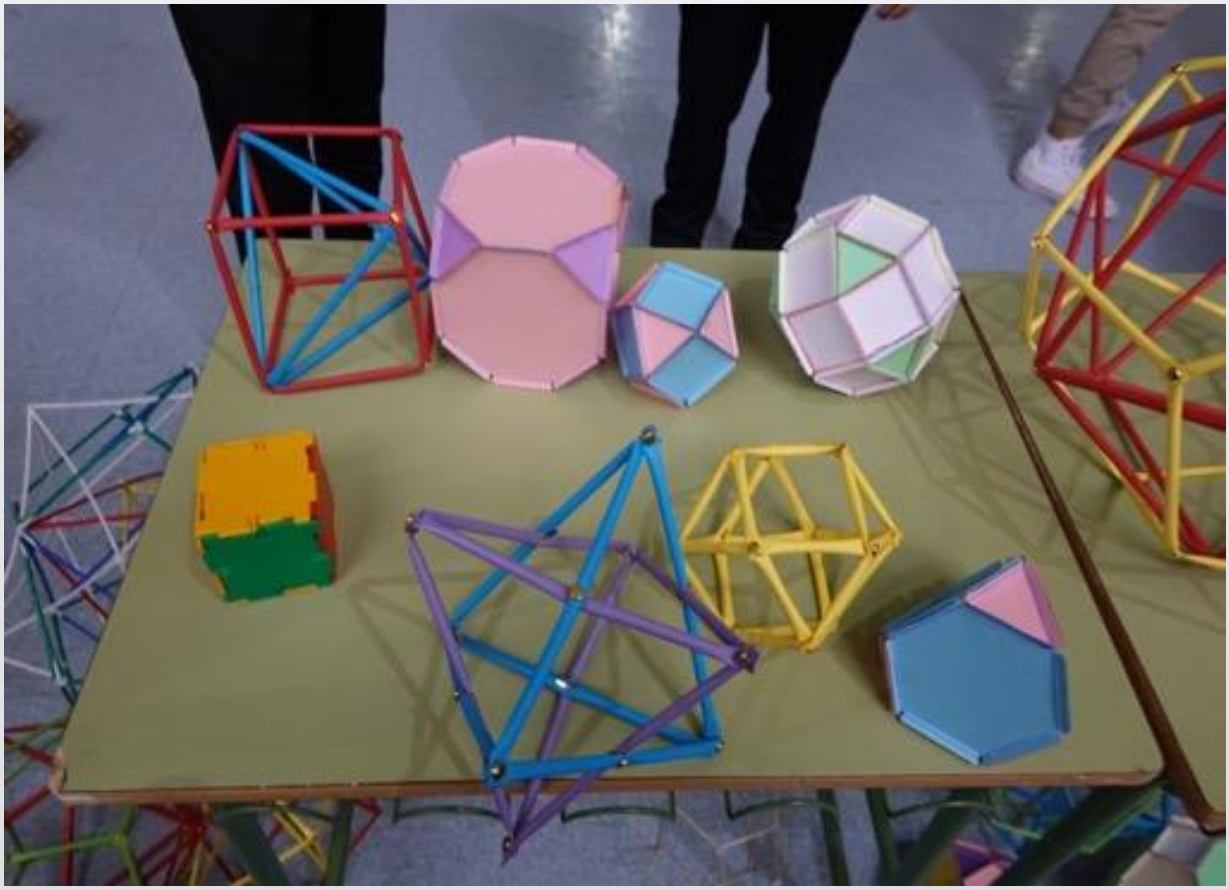
Teacher Reflection

Learning from each other leaners

LEARNING FAIR



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Teacher Reflection

Learning from each other leaners

LEARNING FAIR

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Bridging European Communities 4 Learning

Teacher Reflection

Learning from each other leaners

LEARNING FAIR

Learning English literature by playing games and quizzes

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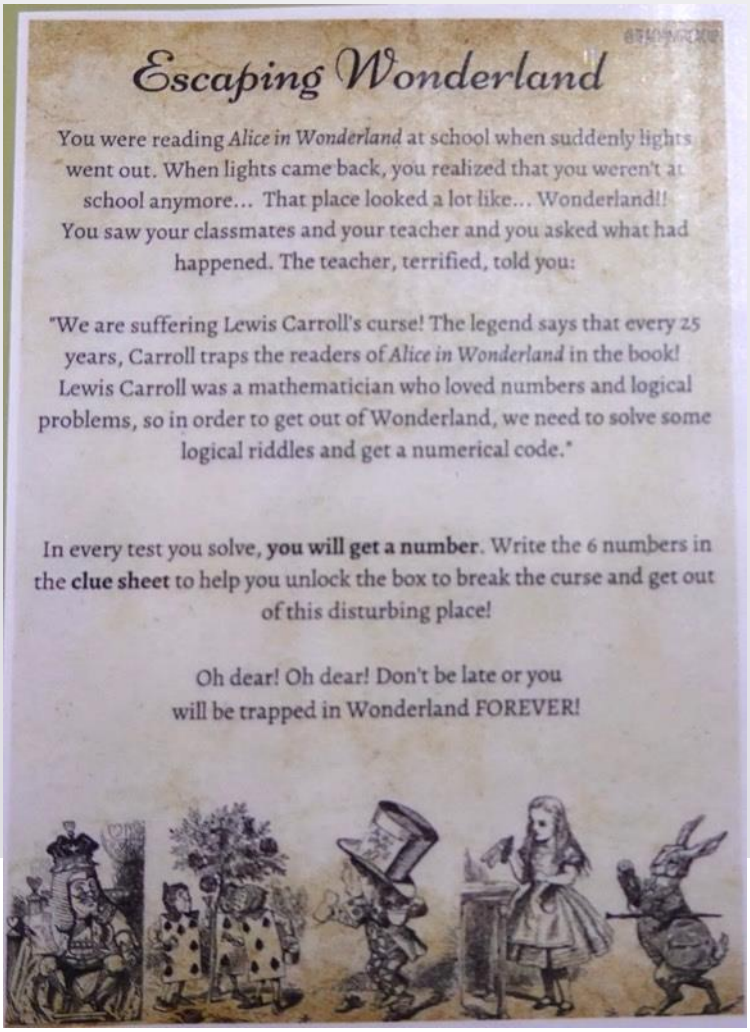
Teacher's Reflection

Learning from each other leaners

LEARNING FAIR

Learning English literature by playing games and quizzes



Escaping Wonderland

You were reading *Alice in Wonderland* at school when suddenly lights went out. When lights came back, you realized that you weren't at school anymore... That place looked a lot like... Wonderland!! You saw your classmates and your teacher and you asked what had happened. The teacher, terrified, told you:

"We are suffering Lewis Carroll's curse! The legend says that every 25 years, Carroll traps the readers of *Alice in Wonderland* in the book! Lewis Carroll was a mathematician who loved numbers and logical problems, so in order to get out of Wonderland, we need to solve some logical riddles and get a numerical code."

In every test you solve, **you will get a number**. Write the 6 numbers in the **clue sheet** to help you unlock the box to break the curse and get out of this disturbing place!

Oh dear! Oh dear! Don't be late or you will be trapped in Wonderland FOREVER!

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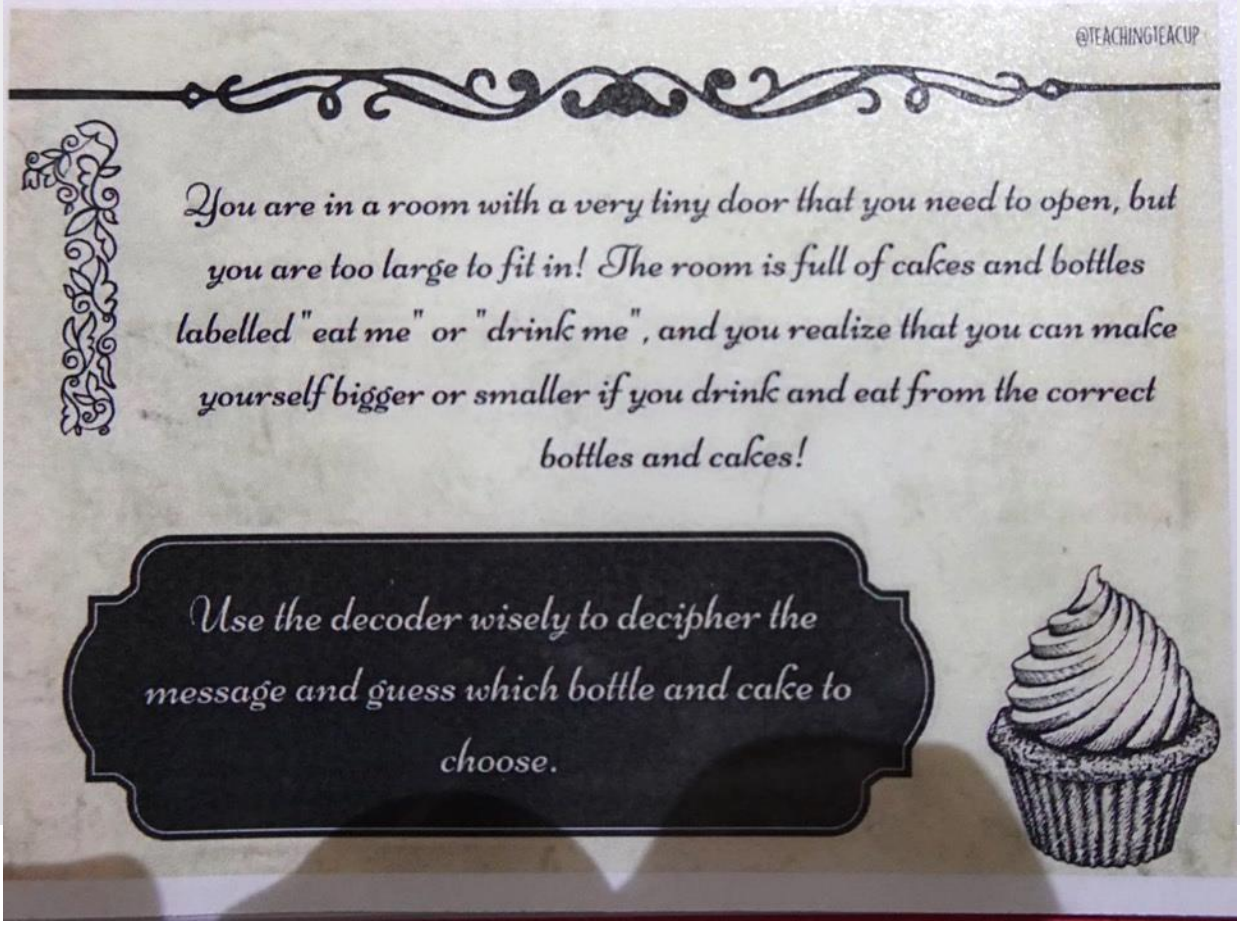
Bridging European Communities 4 Learning

Teacher's Reflection

Learning from each other leaners

LEARNING FAIR

Learning English literature by playing games and quizzes



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Teacher's Reflection

Learning from each other leaners

LEARNING FAIR

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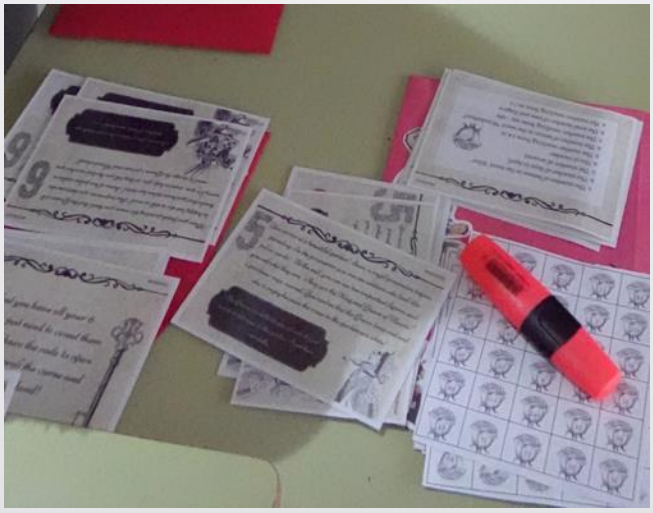

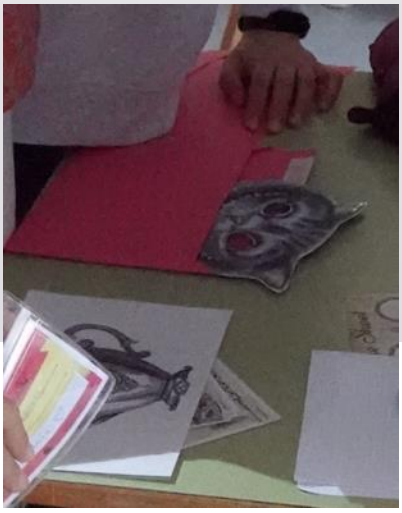

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Teacher Reflection

“Play is vital to learning, adapting, finding new possibilities and connecting socially”

Professor Barbara Doran, professor of creativity and innovation at Sydney’s University of Technology

«Fun and playful are core traits of creative people”

How can we use such ideas in our teaching?

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Teacher Reflection

Playing is a natural and enjoyable way for students to keep active, stay well and be happy:

Focus: the natural approach

Game oriented activities improve the cognitive, physical, social, and emotional well-being of young people.

They also learn skills they need for study, work and build relationships such as:

-confidence -self-esteem –resilience -interaction

- social skills – independence - curiosity

- coping with challenging situations

How can we use such ideas in our teaching?

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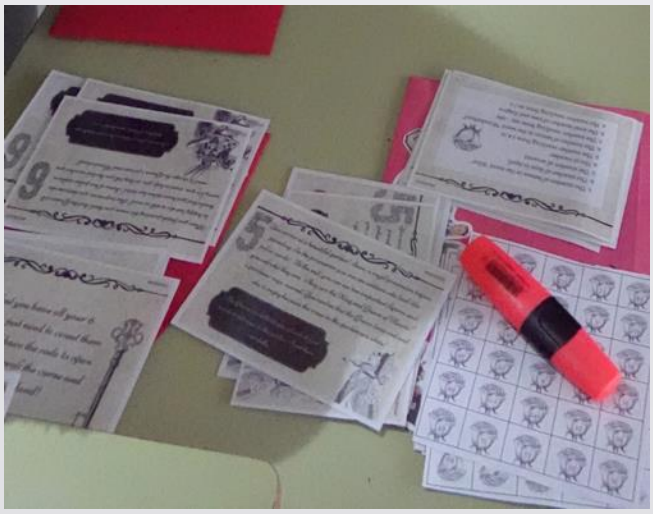
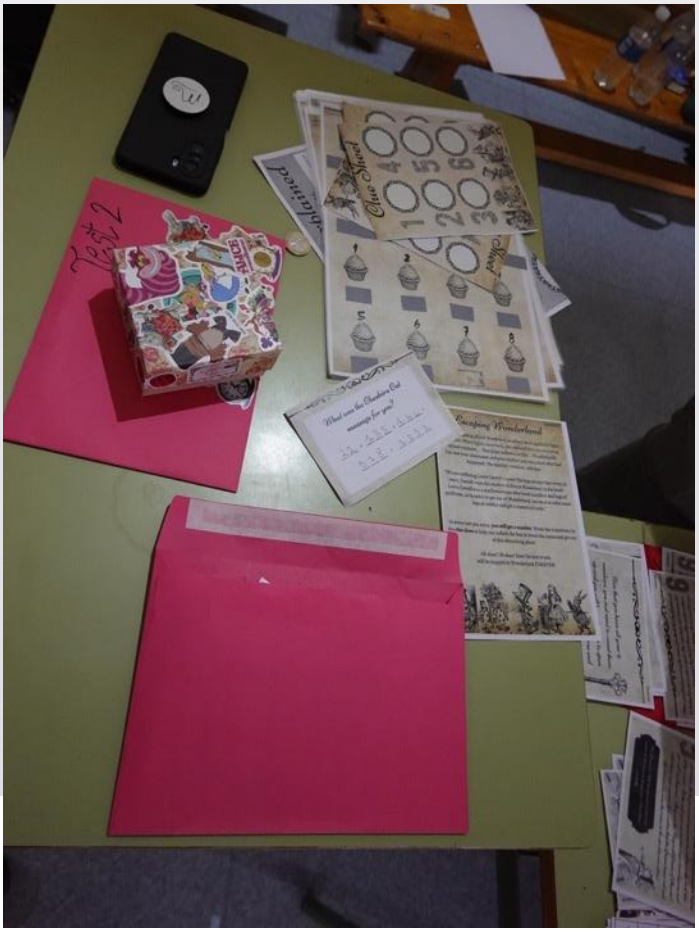
Action research

Plan game-oriented and having fun activities to improve the learning process

Focus: Use the Alice in wonderland activity





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MOBILITY IN SPAIN – ART WORKSHOP

Teacher Reflection: Learning by doing

LEARNING FAIR: students use English to explain things, do things; they learn new words and expressions regarding tasks and processes; they learn to think in English.

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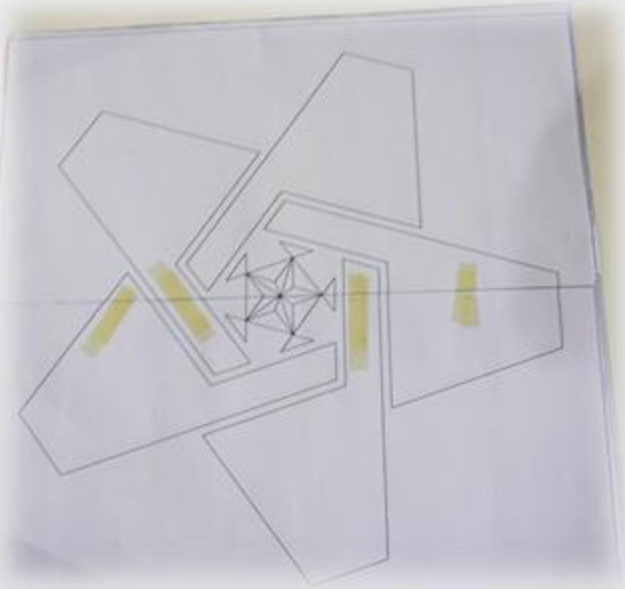

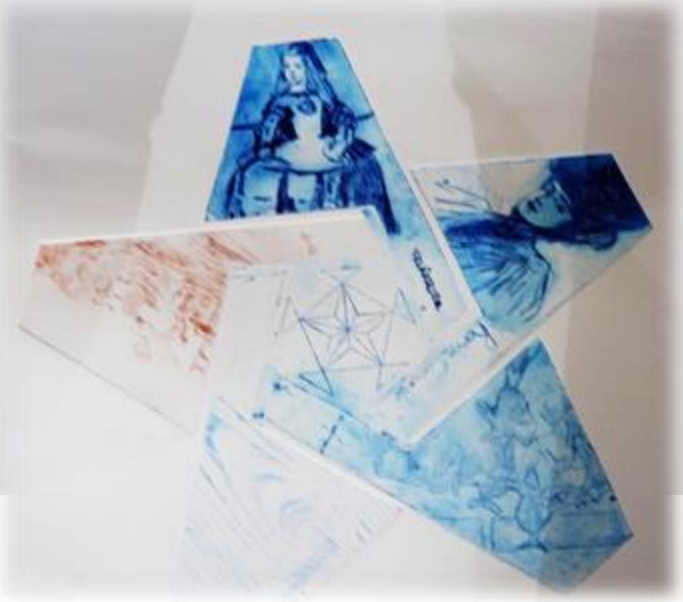

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MOBILITY IN SPAIN – ART WORKSHOP

Teacher Reflection: Learning by doing

LEARNING FAIR: teacher's intervention is important when explaining instructions and giving feedback.

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MOBILITY IN POLAND – EASTER EGGS WORKSHOP

Teacher Reflection: Learning by doing

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MOBILITY IN POLAND – EASTER EGGS WORKSHOP

Teacher Reflection: Learning by doing

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Bridging European Communities 4 Learning

Teacher Reflection

Culture and games

learning about each other's games

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Teacher Reflection

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Teacher Reflection

Culture and games

learning about each other's games

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Teacher Reflection

Intercultural perspective: **learning about each other's games.**

Focus:

1. a form of culture

2. they recall childhood

As students play games from other countries:

- they learn about new worlds;
- explore the cultural diversity of the world beyond their classroom, community, country;
- learn and practice "cultural norms" and other important social aspects of life regarding traditional games from different countries;
- they reinforce socialization;
- they learn new vocabulary and expressions to follow instructions and instruct others

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Action research

Try to incorporate traditional games in your lesson and create game-orientated and all-inclusive atmosphere activities where students learn new words, explore cultural topics, learn to be respectable and friendly, and share learning.

Focus

Besides English, think of using these activities

To explore local dialects

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Teacher Reflection

Friendships that last a lifetime.

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Teacher Reflection

True Friendships …

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Teacher Reflection

True Friendships …

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Ideas for your future … Share your opinions with your colleagues

Do you think it's important for students to meet friends around Europe? Why?

Have you tried to get into contact with other schools and have students share lessons and projects?

Could such moments be effective for our students' education and learning?

What about getting into contact with a class from a European school and work on e-project, such as a magazine?

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Objective 4
To raise awareness of a European identity and to foster the feeling of belonging to Europe.

A development of the feeling of belonging to the same community and promotion of a European dimension.

By working with an international dimension, students got to know what belonging to Europe meant.

Students agreed the project encouraged them to think that Europe is a commonplace with plenty of opportunities. It also allowed them to feel connected and tolerant towards other cultures, lifestyles, and social practices.

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Teacher Reflection

Game-oriented group games to learn about Europe, bring together European communities, widen horizons, share roots and identities, bridge diversities and eliminate borders, becoming European citizens.

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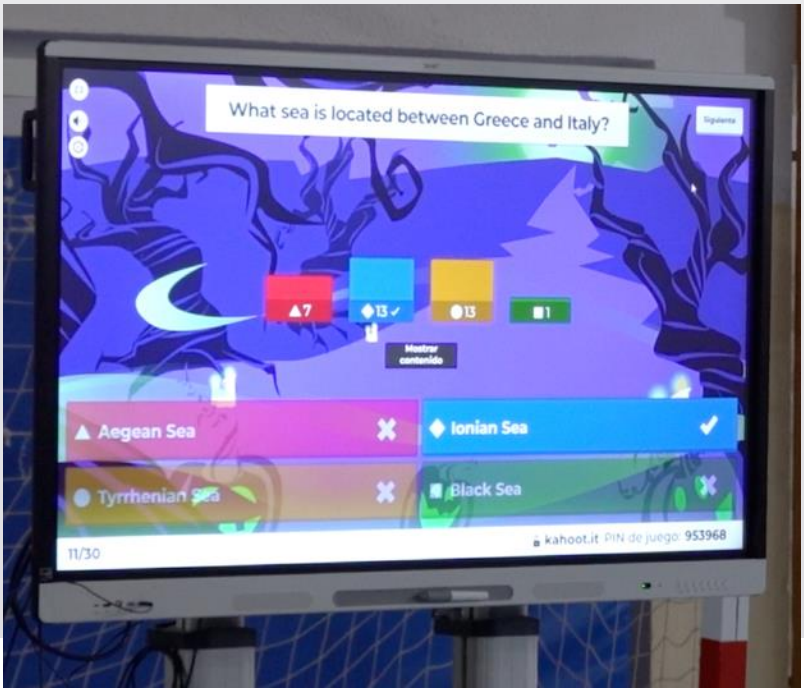

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Teacher Reflection

Game-oriented group games to learn about Europe, bring together European communities, widen horizons, share roots and identities, bridge diversities and eliminate borders, becoming European citizens.

kahoot

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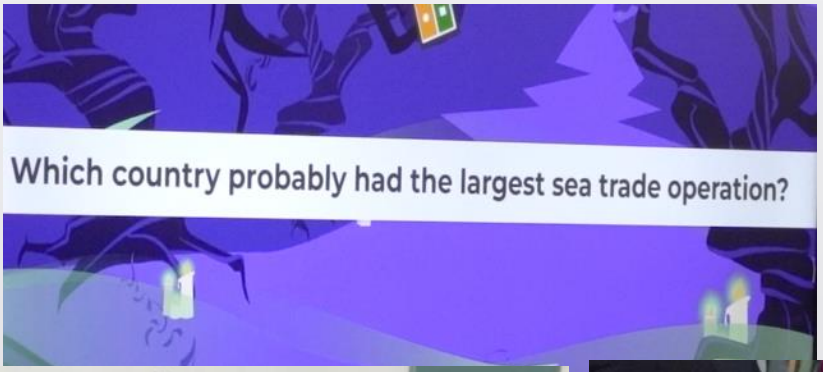

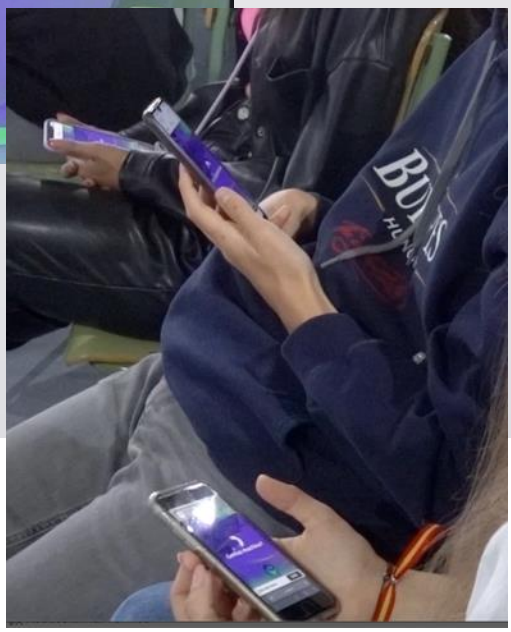

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K!

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Teacher Reflection

Mobilities allow students to find out more and more about the European institutions …

Visit to the multimedia centre EUROPA EXPERIENCE in Ljubljana

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Visit to the multimedia centre EUROPA EXPERIENCE in Ljubljana – The **European citizenship quiz**

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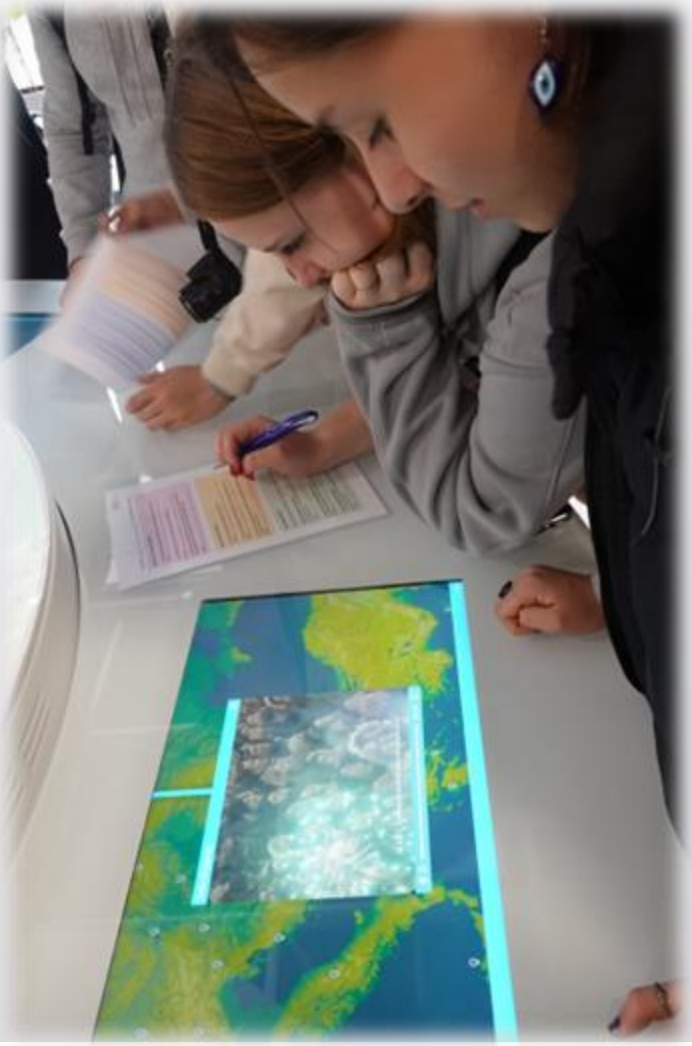

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Teacher Reflection

What students say about being part of an Erasmus project…

What Erasmus+ means to me – Activity in Poland

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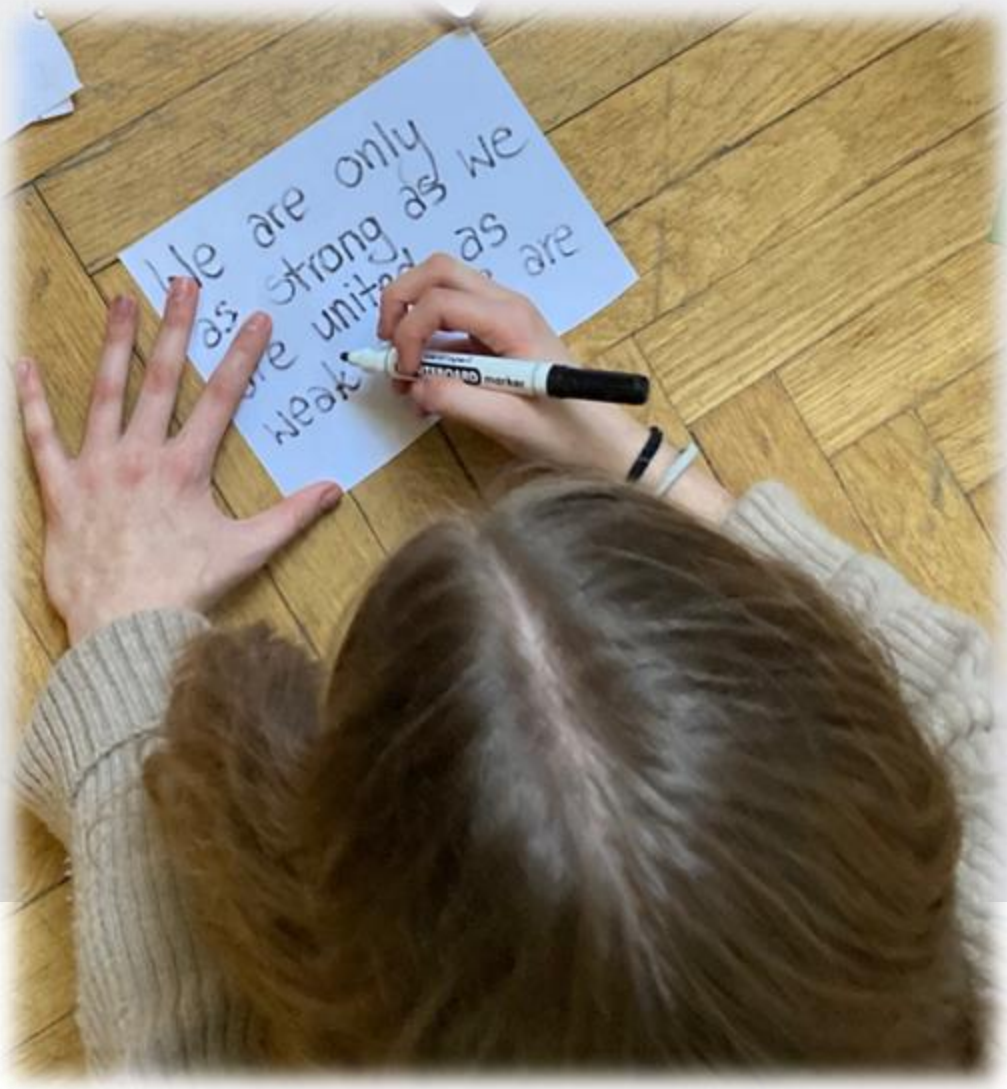

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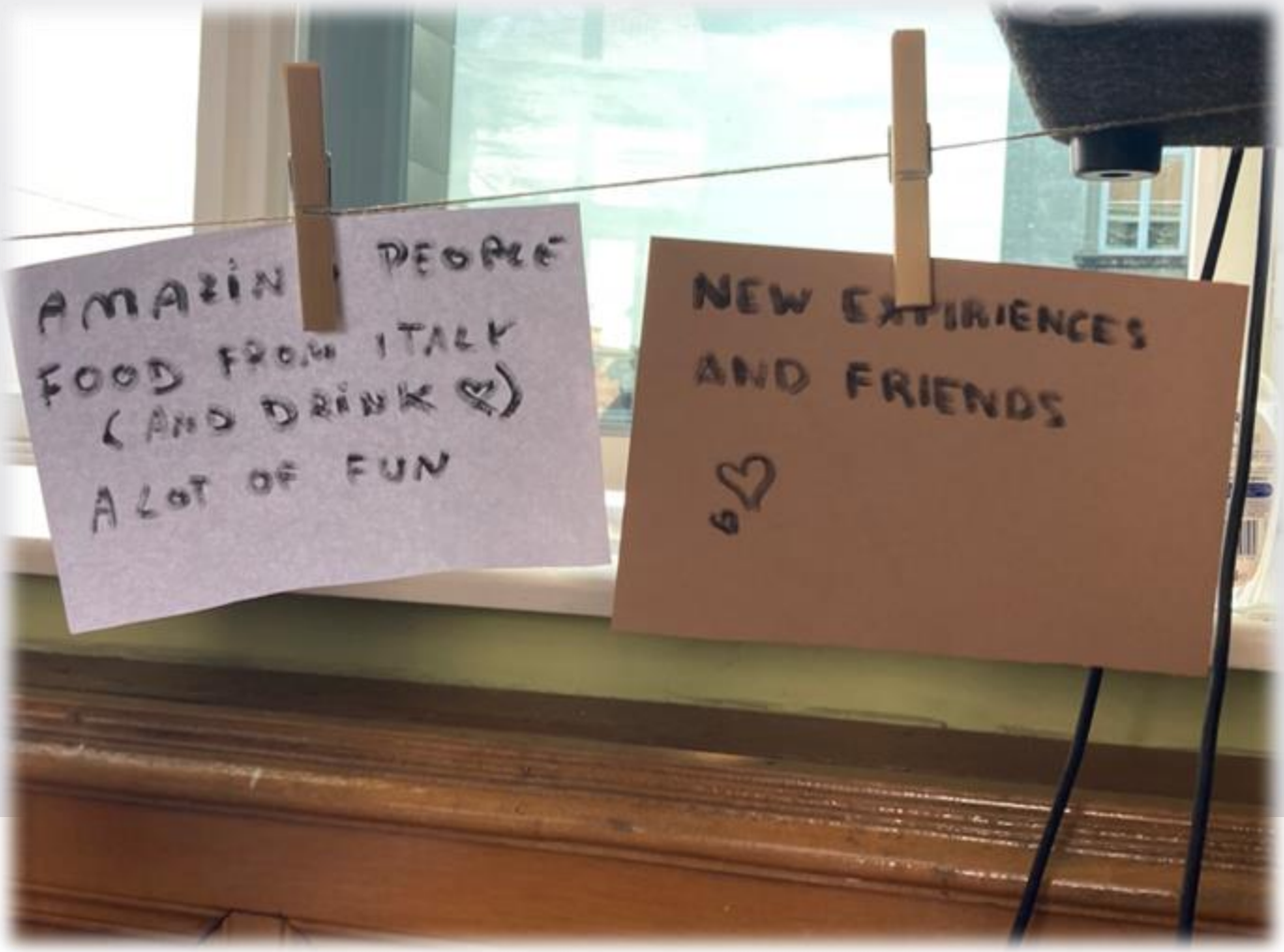

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Watch video: https://bit.ly/3PEUyBZ

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Teacher Reflection

Can we engage students in game-oriented and group games to help them to learn more and more about Europe, widen horizons, share roots and identities, bridge diversities, eliminate borders, find new friends, raise awareness of memory, history and values in a Common Europe and become aware of being true European citizens?

Europe for Citizens

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Objective 5

To integrate ICT use in the learning/teaching process, promoting cross-curricular work and teamwork.

The use of ICT tools raised students' autonomy, entrepreneurship, and self-esteem. It has also showed new ways of learning and increased the use of different kinds of intelligences and capacities to accomplish tasks, research and teamwork.

Socrative

Google Forms

Kahoot!

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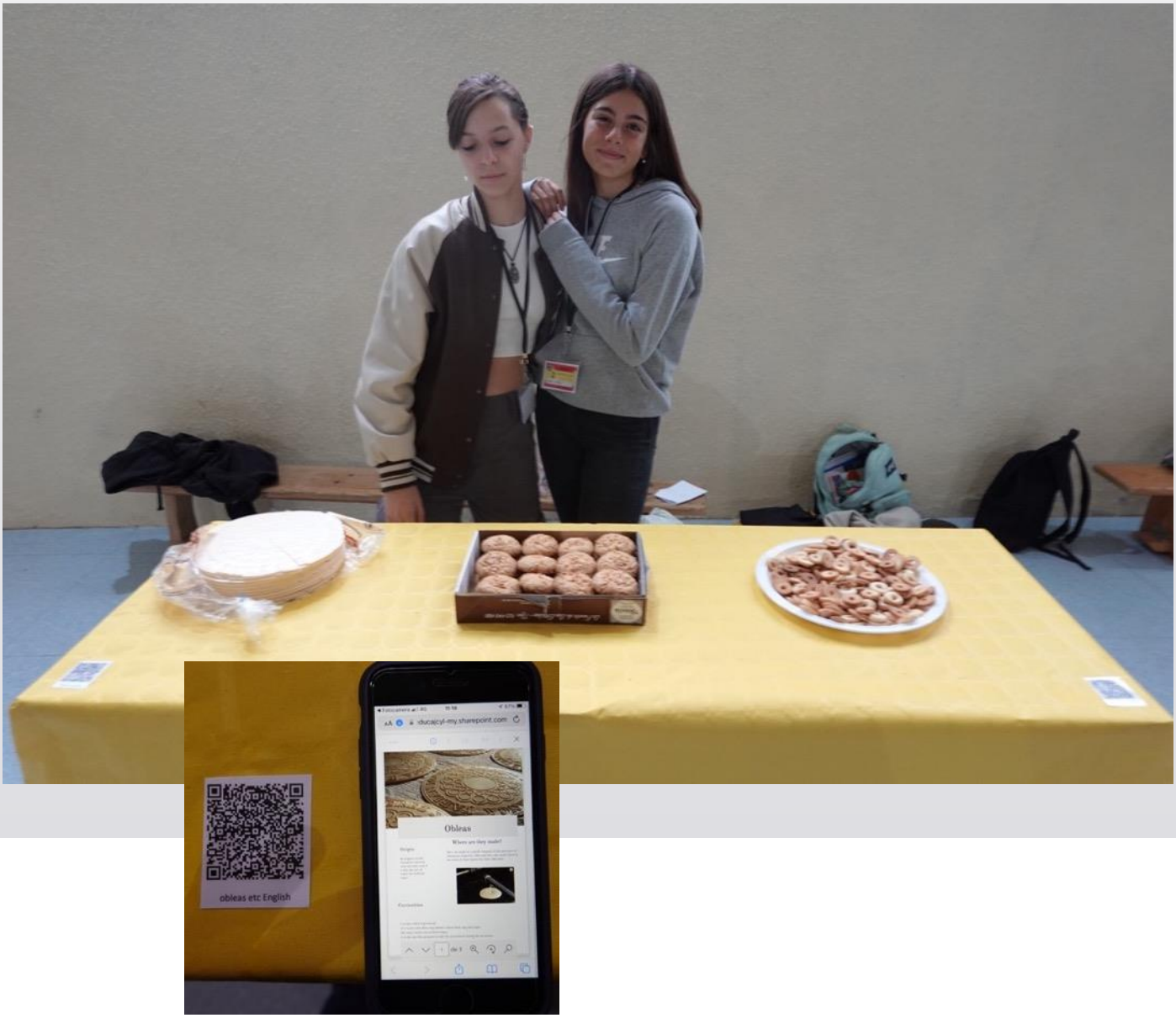
Teacher Reflection

Does the integration of ICT techniques and devices into the activities improve learning?



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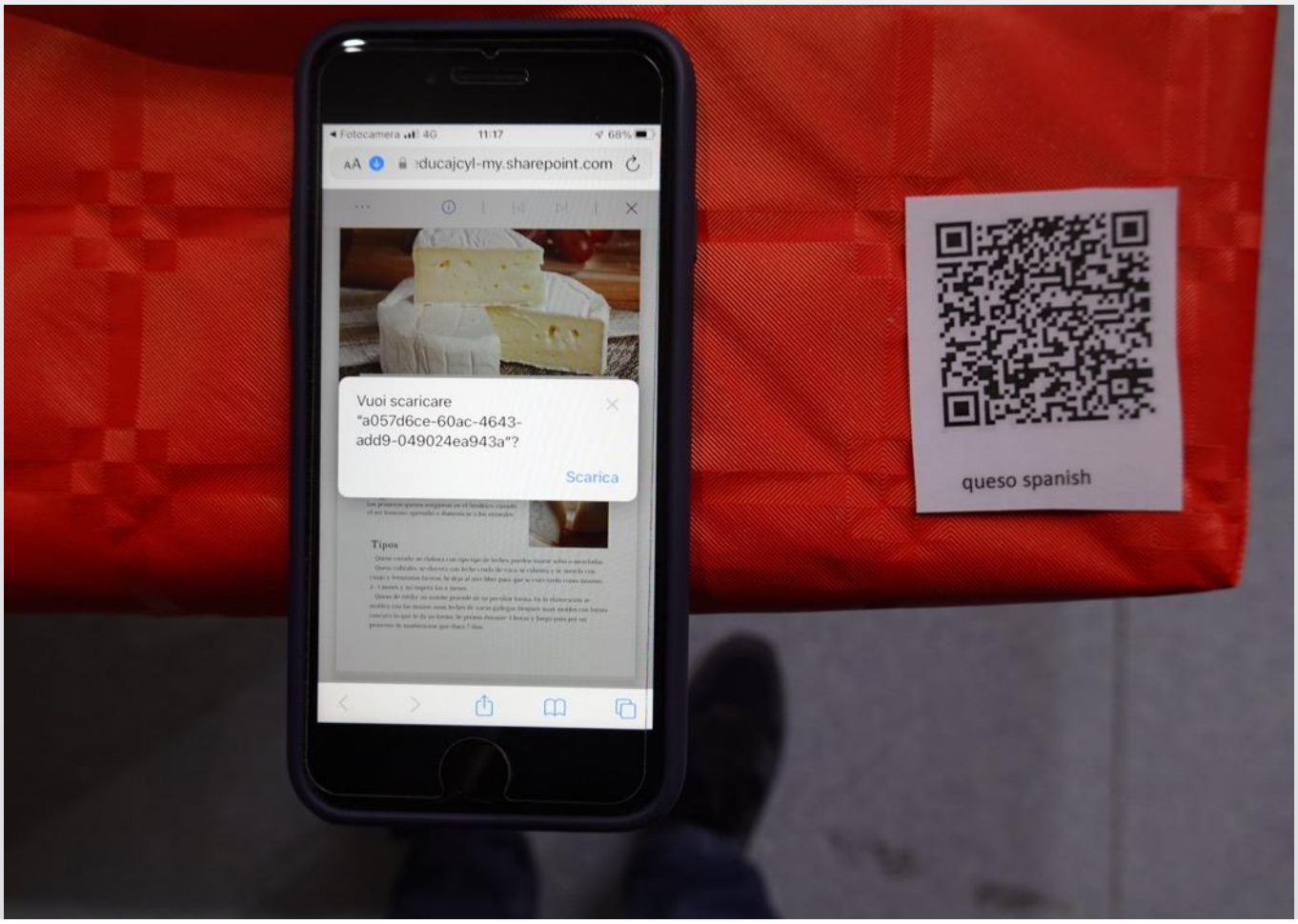

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Teacher Reflection

Does the integration of ICT techniques and devices into the activities improve learning?

Orientation game in teams - *Students worked in mixed groups following an Actionbound itinerary, gathering information needed to finish the game.*

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Teacher Reflection

How can we integrate of ICT techniques and devices into our lesson activities to improve learning?

What do you think?

Effective tech integration changes classroom dynamics, encouraging student-centred project-based learning and has students take control of their learning.

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Objective 6

To exchange our teaching methods to teach EFL to improve and modernize our professional development as teachers.

Mobility activities allowed teachers to exchange ideas and resources and experiment with new teaching methodologies.

The project also allowed teachers to improve their English communication and project skills.

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Teacher Reflection:

All the mobility activities allowed teachers to talk about their teaching ideas, methodologies and programs, and find ways to improve their teaching competences in a European perspective.

What benefits do you think teachers can gain from Erasmus+ mobilities? Let us have your ideas …

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Teacher Reflection

What do the teachers involved in Erasmus+ project mobilities say?

Watch video

https://youtu.be/2g1jTLa3r-E

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Final Reflection

Every day is an opportunity
to learn more about
each other,
to grow together
rather than drift apart.

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See you on our next journey ...

Commissione Erasmus

Prof.ssa Chiara Sorce

Prof. Felice Romolo

Prof.ssa Rosalia Calamaio

Coordinatore Erasmus

Prof. Giuseppe Castelli

Studenti/Studentesse

Cali Serena, Campagna Matteo, Canzoneri Martina, Di Bella Francesco, Gattuso Elisabetta, Gentile Viviana, Gibiino Rosalia Marika, Granata Maria Grazia, Marsala Ettore, Mercadante Fabrizio, Nogara Giulia, Passalacqua Alessia, Riili Alice Maria Sofia, Rosato Giuseppe, Salamone Valerio Ignazio, Salerno Rita, Scaccia Elisa, Scaglione Caterina, Tirrito Francesca

Dirigente Scolastica

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Opening minds