



Unesco Heritage. Erasmus + 2014-2016

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### **Learning-Teaching-Training Activities Report.**

**Code of activities according to the project's Gantt Chart: C1, C2**

**-Learning session Heraklion-Greece, 27. September- 3. October 2015-**

### **Preface**

This short report is a summary of the Croatia participants' evaluation of the Learning/Teaching/Training Activity that took place in Crete, Greece. The base of the following summary is : a questionnaire administered to the direct participants almost 5 days after their return, their informal feedback, observation of reactions and their personal thoughts in retrospect.

All four students are age 17, living in the urban area of the city of Split. The teachers have about 10 years of didactic experiences.

None of the participants had been involved in a European project before and they were from the beginning attracted to the idea of participating to a multicultural learning activity with many benefits and the chance to acquire knowledge and experience that could not have been obtained within the school curriculum.

### **Overall evaluation and Comments**

The learning session in Heraklion ( Crete ), Greece , has successfully been completed, according to project tasks and goals. It was consisted of several work shops, visiting UNESCO monuments and mythical places, folk costumes dance presentation and learning of Greece traditional dance , and observing lesson.

Also it was very interesting and useful for students because they learned about different cultures, students could improve their language skills, visiting places where Greek myths were created and mythical characters were living.

Students and teachers enjoyed visiting „Foundation for Research and Technology (FORTH)“ , „Institute of Electronic Structure and Laser“ i „Institute of Computer Science .

During visit to the Institute of Computer Science (ICS) of the Foundation for Research and Technology - Hellas (FORTH) we all learned how modern technology can help in the preservation of heritage. Also it was interesting to see how computer and robotics technology has developed in the last several decades, how technology can be useful in our lives or in the disaster. Listening and watching all that we felt like in the movie.

Infopoint (Information office for the visitors of Heraklion) was very interesting place where we learned and saw all monuments on Crete using modern computer technology. Students enjoyed reading and watching computer simulation of all monuments and places from Crete history, even those that exist no longer.

Traditional Cretan village „Arolithos“, village, which was built as a traditional village on the island of Crete, that would reflect many aspects of Cretan tradition, conveying it on their architectural drawings. Such aspects included arts and crafts, cuisine, and local customs. Students took active part in a workshop, learning traditional Greece dance and weaving in the traditional way as part of the learning process. It was a good example how students can enjoy learning and doing something that has existed hundred years ago.

Spinalonga island is on Unesco tentative list, but very interesting island. Known as the last leper colony in Europe. Nowadays, the island is intended sightseeing where teachers and students saw a piece of history from the time of Venetian rule and the time when the lepers were living on the island.

The most interesting parts of mobility were visiting Minoan palace Knossos, the cradle of European civilization, climbing the hill to Phourni and Minoan cemetery, visiting the grotto where Zeus was born by the myth. We enjoyed the famous British archaeologist Gareth Owens lecture, visiting the Archeological Museum of Heraklion and the palace of Phaistos in his entourage and the story about the meaning of the Phaistos Disk.

Students and teachers will report on this at their schools, in particular classes, where they will contribute with newly acquired knowledge and integrate it in school programmes and the curriculum.

All the activities have been well-balanced with regard to interactive learning and acquiring new skills and knowledge, including students' previous knowledge, a friendly surrounding and a multicultural approach.

Students have found the strongest points of this mobility to be getting to know other cultures, visiting Greek monuments, all places where Greek myths begin. Also developing a friendly relationship with others and finding out about the ways of life in different communities. They have also found the conversation in English to be very useful, since English was the „official“ language of this project; they have also had an opportunity to teach each other some basic vocabulary in their mother tongue.

Teachers have also gained new experience and acquired knowledge about the methodology of their work at school by participating in workshops, meetings with other teachers in the project and all other participants, getting to know other countries traditional food, way of living and proud for heritage that made Greece the cradle of European civilization.

They have exchanged their own experience and methods of work in the teaching process, discussed different school systems in participating countries and gained knowledge about other

methods of work in the classroom, discussed about all task in project that should to be until the end of the project.

As week points of this mobility project students and teachers mentioned that there were so much activities in short time and less free time, .

As for the questions about future Learning – Teaching – Training Activities students have no suggestions that are not mentioned.

The majority of the participants evaluated the event to be an excellent quality. Provision and suitability of materials, resources and equipment were evaluated highly satisfactory and well organized.

Most participants considered quality and appropriateness of domestic arrangements and the comfort to be excellent.

The value of this UNESCO Heritage project is that it has increased participants' knowledge and experience. All topics were student - oriented towards learning activities in multicultural contexts which is the strongest point .

### Rates in more detail.

#### PART 2- QUALITY OF THE EVENT

		1.Poor	2.Good	3.Very Good	4. Excellent
Input into the event by the project beneficiaries	extent to which each participant contributed to the event			2	5
	evidence of participants sharing roles and responsibilities during the event or as part of the overall project			1	5
Link between the aims of the event and the main aims of the project.	mutual understanding amongst participants about project and event rationale and the short-term/long-term objectives of the event and the project			5	1
	clear evidence in the event programme of relevance with the main project		1	5	
Development of positive attitudes towards European cultural identity.	opportunities for the development of positive attitudes towards Europe and cultural diversity			1	5
	extent and quality of the intercultural dimension of the shared activities				6
	extent of the opportunity for participants to share relevant information about their own countries				6

#### PART 3- STRUCTURE, CONTENT AND DELIVERY OF THE EVENT

		1.Poor	2.Good	3.Very Good	4.Excellent
Organization of the event	evidence of clear planning		2		4
	realistic timescales	1	1		4

	appropriate selection of delegates		2		4
	Completion of activities			2	4
Effectiveness of content and appropriate range and balance of activities	appropriate content, clearly related to the aims/objectives of the event			2	4
	relevant mixture of activities: e.g. icebreaking activities, information-giving sessions, active participation in workshops by participants etc.			1	5
	appropriateness of social programme			1	5
Effectiveness of the delivery by trainers/workshop leaders etc.	trainers/leaders have the appropriate subject competence and knowledge			1	5
	trainers/leaders are good communicators, with the necessary language skills			5	1
	Evidence that trainers/leaders have the appropriate didactic experience for delivering training sessions			6	
Effectiveness of shared ownership of the event	evidence that the needs and expectations of participants have been taken into account		1	5	
	evidence that participants have the opportunity to contribute their own expertise			5	1
Effectiveness of the process of monitoring and evaluation of the activities	quality of the mechanism for monitoring, evaluation, feedback including postevent follow-up, if appropriate			2	4
	evidence of on-going assistance to participants.			1	5
Certificates	Participation certificate for every participant. Mobility Document from Europass Portfolio for every participant.			1	5

#### PART 4 - MATERIALS, RESOURCES, EQUIPMENT

Provision and suitability of materials, resources and equipment		1.Poor	2.Good	3.Very Good	4.Excellent
	evidence of appropriate prior information being issued to participants			2	4
	relevance and quality of materials issued during the event			2	4
	sufficiency, range and suitability of other resources, including, where appropriate, ICT			2	4
	provision of support and assistance for technology users			1	5
	extent to which technology and other resources are used effectively and innovatively			2	4

**PART 5- QUALITY OF DOMESTIC ARRANGEMENTS**

Quality and appropriateness of the domestic arrangements and the comfort factor		1.Poor	2.Good	3.Very Good	4.Excellent
	attention to practical details and catering arrangements		2		4
	suitability of working venue		2		4
	quality of accommodation			1	5
	evidence of any special requirements of participants being taken account of.		1	1	4

**PART 6- AIM OF THE Educational ACTIVITIES. Please rate to what extent were the aims of the project (as they are described in the project proposal) reached during learning activities.**

	Aim was reached :	1.Not at all	2.To little extent	3.To some extent	4.To a good extent	5.To a great extent
To get acquainted to each other as a group or team in order to prepare further communication and cooperation.					4	2
To increase knowledge and respect for world heritages.				1		5
To exchange experiences and disseminate good practices in heritage preservation.					1	5
To provide the students with a sense of belonging to a European community with strong cultural identity through the knowledge of the Unesco World Heritage.			1		1	4
To increase self esteem and boost independent lifelong learning acquisition.			1	1		4
To provide the conditions for multicultural experiences that promote respect for social, linguistic and cultural diversity.					2	4
To consolidate a sense of European citizenship through cultural and linguistic exchange.					2	4
To develop communication skills through cooperative historical research.					5	1
To develop ICT skills through cooperative historical research.				1	2	3
			1			5

UNESCO Heritage. Erasmus + 2014-2016

To develop foreign language skills through cooperative historical research.						
To develop data processing and linguistic skills by giving students hands-on experience on planning and organizing a common project.			1	1	2	2
To establish a positive attitude towards school education.					1	5
To develop Entrepreneurial competences (ex.initiative, systematic planning, critical thinking,creativity, problem solving, information management etc)				1	1	4