



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 Ostrava, Czech Republic, 30 November-6 December 2014-

Preface

This short report is a summary of the Greek participants' evaluation of the Learning/Teaching/Training Activity that took place in Ostrava, Czech Republic. 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 14 years of age, living in the urban area of the city of Heraklion. The teachers have between 15-20 years of didactic experience and one of them holds a post graduate degree.

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

Overall, the event was found to be extremely useful and quite relevant to their learning needs. The workshop on Lost Treasures, structured as a guided discovery research activity that resulted in a student-generated content, made a lasting impression on them as a very good example of collaborative learning.

The cooking workshop was also appreciated as a very good team building and collaboration boosting activity. It was reported to be quite innovative also since it fostered interaction and cooperation in a refreshing, stress-free yet structured and educative way.

The above mentioned well balanced combination of interactive learning activities and student-friendly learning environment plus the multicultural context of the sessions was the strongest point of the event.

As concerns the weak points of the event, during follow-up discussions it was debated that perhaps the young age of the students (younger than the majority of the groups), the practical, immediate need for

hands-on use of a foreign language and their somewhat reserved nature made it difficult to obtain the full benefits of the activities in a holistic way. On the other hand, their being exposed to commonly accepted as highly educational learning activities has a self-evident merit with cumulative benefits perhaps not immediately appreciated. The latter was shown very early however in their willingness to transfer learned techniques and research methodology in a relevant task they were given at our school concerning historical research on a given monument.

As regards issues to be addressed at upcoming Learning/Teaching/Training Activities they were rather in the form of brainstorming of ideas and suggestions like embedding activities that involve artistic expression (music, dancing, theatrical play) and sports that unite students from different cultural backgrounds. These activities could precede the learning activities and workshop in order to establish good rapport among the participants first.

Results in some detail, according to the structure of the questionnaire.

- Quality of the event
The majority of the participants found the event to be of excellent quality. The students reported that it was very interesting and quite challenging to be involved in learning activities that demand sharing roles and responsibilities with students from 6 different countries. The rationale of the activities and their connection to the aim of the Unesco Heritage project was made clear to them and they were glad for the opportunity to share relevant information about their country. The teachers reported that they were very pleased to have the students exposed to an excellent opportunity to enhance positive attitudes towards cultural diversity and better understanding of the objectives of the project.
- Structure, content and delivery of the event.
The learning and social activities were found to be well planned and balanced, appropriate and plausible. There was a high degree of satisfaction for the effectiveness of the delivery by the trainers and the opportunity to contribute to them to the best of their abilities. Most students reported that they were hindered by their self reserve in using the English language as a working language in real conditions but in retrospect admitted that they were actually motivated to improve their skills. The teachers appreciated the opportunity to observe good practices and were eager for the students to benefit from these as much as possible. For this reason they felt they needed to monitor them and provide assistance in their mother tongue.
- Materials, resources, equipment.
Provision and suitability of materials, resources and equipment was found to be highly satisfactory and well organized.
- Quality of Domestic Arrangements.
There was excellent attention paid to practical details and catering arrangements. Excellent suitability of the working venue and evidence that the hosts took great pains in making the domestic arrangements as comfortable as possible.
- Aim of the educational activities
Participants reported that the educational activities and the event as a whole provided a hands-on experience of the merit and benefits of European Programs. The theme oriented, student-centered learning activities in a multicultural context enhanced (to a high degree) their appreciation of the aims of the Unesco Heritage project.

Rates in more detail.**PART 1- 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			3	3
	evidence of participants sharing roles and responsibilities during the event or as part of the overall project			2	4
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				6
	clear evidence in the event programme of relevance with the main project			2	4
Development of positive attitudes towards European cultural identity.	opportunities for the development of positive attitudes towards Europe and cultural diversity				6
	extent and quality of the intercultural dimension of the shared activities			2	4
	extent of the opportunity for participants to share relevant information about their own countries				6

PART 2- 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				6
	appropriate selection of delegates			2	4
	Completion of activities				6
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.			2	4
	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				6
	Evidence that trainers/leaders have the appropriate didactic experience for delivering training sessions			1	5
Effectiveness of shared ownership of the event	evidence that the needs and expectations of participants have			2	4

	been taken into account				
	evidence that participants have the opportunity to contribute their own expertise			2	4
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.			3	3
Certificates	Participation certificate for every participant.				6
	Mobility Document from Europass Portfolio for every participant.				

PART 3 - 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				6
	relevance and quality of materials issued during the event				6
	sufficiency, range and suitability of other resources, including, where appropriate, ICT				6
	provision of support and assistance for technology users				6
	extent to which technology and other resources are used effectively and innovatively				6

PART 4- 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				6
	suitability of working venue				6
	quality of accommodation			2	4
	evidence of any special requirements of participants being taken account of.				6

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.					2	4
To increase knowledge and respect for world heritages.						6
To exchange experiences and disseminate good practices in heritage preservation.						6
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.						6
To increase self esteem and boost independent lifelong learning acquisition.					3	3
To provide the conditions for multicultural experiences that promote respect for social, linguistic and cultural diversity.					1	5
To consolidate a sense of European citizenship through cultural and linguistic exchange.					3	3
To develop communication skills through cooperative historical research.					1	5
To develop ICT skills through cooperative historical research.					2	4
To develop foreign language skills through cooperative historical research.					2	4
To develop data processing and linguistic skills by giving students hands-on experience on planning and organizing a common project.						6
To establish a positive attitude towards school education.					2	4
To develop Entrepreneurial competences (ex.initiative, systematic planning, critical thinking,creativity, problem solving, information management etc)					2	4

Summary (Coordinator's interpretations)

As it gets clear at first glance, the learning activity organized in Ostrava, Czech Republic was judged in the very positive side. Being the first of the activities planned within the framework of the Unesco Heritage project, it succeeded in immediately setting the scene for a multinational cooperation towards a common theme oriented goal: appreciating not only the importance of cultural heritage but also the need to preserve it.

The topic of the workshop "Lost Treasures of our Heritage" was wisely chosen as it raised awareness to the need to preserve our existing cultural monuments and keep them safe so as they are not lost to future generations. As some of the students pointed out, the workshop made them think "What if they weren't destroyed. Wouldn't it be great if we could see them?"

The methodology of the workshop which was structured as a research activity resulting in student generated content, revealed the possibilities and potential of the didactic material that can be derived from the rich thematology of cultural heritage. This is closely relevant to the development of the cultural identity curriculum our project will produce.

The cooking and handcraft workshops were both great team builders, language skills developers and quite educative as they provided the opportunity for a hands-on experience on "learning by doing". Literally.

The site visits to the Castle and Gardens in Kromeriz and the Holy Trinity Column in Olomouc were valuable in acquiring in situ experience of monuments that have withstood the test of time. In situ visits are in my opinion one of the strongest benefits of the Project's learning activities in general as they help visualize the objectives of the project. "Seeing is believing"