
Sofia, 12th– 13th December 2008

EUCLIDES
3rd Meeting Agenda
9:00 a.m. 18:00 p.m. on 12th December 2008
10.00 – 12.30 on 13th December 2008

Minutes

Opening:

The MEETING of the EUCLIDES Project has been called to order at 9.00 a.m. on December 12th 2008 by Ms. Maria Rita Bracchini

Participants:

Ms Maria Rita Bracchini _ *Centro Studi e Formazione Villa Montesca_IT*
Mr Philippos Pouyioutas _ *Intercollege - Nicosia University_CY*
Ms Elisabetta Volpi _ *Perugia Province_IT*
Ms Selina Martin _ *CECE_ES*
Mr Gonzalo Santamaria _ *CECE_ES*
Ms Katerina Voreadou _ *NHMC_EL*
Ms Iasmi Stathi _ *NHMC_EL*
Ms Roxana Gavrilas _ *Grup Scolar_RO*
Ms Marieta Lesovici _ *C.C.D._RO*
Ms Georgeta Mihaila _ *C.C.D._RO*
Mr Philippos Pouyioutas _ *Intercollege - Nicosia University_CY*
Mr Emil Yassim _ *CEI_BG*
Ms Bistra Stoimenova _ *DDIU_BG*
Mr. zahari Zahariev _ *DDIU_BG*

Purpose of the meeting:

Learning environment presentation, Experimentation protocol presentation, Definition of methods and timetable for the experimentation in the different countries, Specification of the members of the National Commissions, Methods and Reporting of the experimentation activities, Explanation of next project steps, Definition of the partners' tasks and duties, next meeting agenda and activities to be accomplished

Chairman of the meeting:

Maria Rita Bracchini, Project Manager

ACTION ITEMS:

1) Welcomes

→ After the participants registration, Mr Emil Jassim on behalf of CEI, wished a good work to all the European partners involved in the project.

Ms Maria Rita Bracchini underlined the importance of the meeting for the planning of the experimentation phase into the European schools.

2) Presentation of the Learning Environment for the experimentation

M. Rita Bracchini introduced her speech describing the realization of the Learning Environment Software (work in progress) and its introduction in an open source platform in order to guarantee traceability and resources sharing among partners.

In accordance with the results singled out in the previous phase, the principal steps for Learning Environment realization are: Preparation of the Resource – systems of certification of the on-line activity; Preparation of on-line and off-line monitoring systems for the evaluation of the accesses and for the creation of passwords; Setting of the final structure of the software learning environment and of the concerning graphic realization; Functionality Check and optimisation and Publication on-line.

P. Pouyioutas suggested to develop the entire platform taking into consideration the working groups.

All the partners agreed with the general structure of the platform and with the suggestions about how to finish the work on it.

3) Presentation of the Protocol for the experimentation

After an instruction on the PBL method in general, M. Rita Bracchini presented PBL in EUCLIDES project describing the Experimentation Protocol in all its parts (for each working phase it has been mentioned an indicative number of hours, but the teacher can organize their work at discretion).

-The first phase consists in creating the cooperation working environment (**Setting**).

In this phase the scheduled actions concern the definition of the roles of teacher and students, the group organisation (criteria), the system of rules as well as the construction of a work ethic for the group work (and of the group participants), the establishment of the typology of products presentation (communication of results), the assessment instruments and the sharing of the criteria and tools for the documentation.

The success of the process depends to a clear setting of norms in the group. Students must establish ground rules and help to create a comfortable climate for collaborative

learning. The most important task is to establish a non-judgmental climate in which students recognize and articulate what they know and what they do not know.

The product expected in this phase is a document showing agreed decision and the contract

Katerina Voreadou suggested that the number of the groups participants must be no more than five.

- The second phase consists in creating **PBL Scenario** inspired by literature, television programming, news programs or newspapers articles. With the Scenarios the learners can experience an information-rich representation that can alert them to important physical and social contexts that are relevant to the task. Scenarios have to be introduced to students not giving them enough prior knowledge to solve the problem. Students have to gather necessary information or learn new concepts, principles, or skills to solve the problems presented in the Scenarios.

M. Rita Bracchini presented a Scenario example and described the steps of a work group adopting a PBL Scenario, showing the role of the teacher as facilitator and pointing out what makes a good scenario (Close to reality, Appropriate to the student contexts, Aligned to learning outcomes and assessment (appropriate to the level of study), Appropriate level of complexity/openness, Challenging & sustaining Beyond knowledge and recall)

The product expected in this phase is that each group will inform the others (during a meeting) about the work done and assess it with colleagues and teachers.

- The third phase consists in the realization of the **research itinerary/path** consisting of guided observation, resources outlining (e.g. bibliography and sitography) data and information analysis, group re-elaboration of data and information, first hand hypothesis formulation

The products expected in this phase are that each group will inform the others (during a meeting) about the work done and assess it with colleagues and teachers and the preparation of the first draft of the final presentation

- The fourth phase consists in **assessment process** of the solution to the initial problem. Each group will assess the validity of the work carried out.

Last steps consist in: creating the **product for the presentation** (with a timetable determines by the type of product), planning and realisation of the product, presentation of final product and self –assessment group activity

The Protocol provides some evaluation indicators (Ability to group work and participation to social climate, Respect of time and role within the group, Knowledge of scientific language, Ability to establish links between concepts, Ability to build a theory from observation, Ability to single out and analyse a problem, Truthseeking, Openmindedness, Inquisitiveness, Systematicity, Cognitive Maturity, Analyticity) Katerina Voreadou & Iasmi Stathi presented some scenarios and some interesting evaluation questionnaire.

After their presentation the partners decided to use the questionnaires proposed with some adjustments.

Katerina Voreadou & Iasmi Stathi will put the final version on the project forum at the beginning of January 2009.

4) Definition of the method and the timetable for the curricula experimentation

About the methodology to adopt for the curricula experimentation, M. Rita Bracchini explained to the participants that it will be necessary to organize the activities defining the experimentation calendar in the various schools of the project and the calendar of the group activities for the PBL.

The timing for each phase is included in the Experimentation Protocol. The mentioned number of hours is indicative, because each teacher will be able to organize the work at his discretion.

The experimentation will also foresee the following steps:

- Monitoring of the development of the activities and of the outcome by involving the reference national authorities
- Exchanges of experience (also live) through the platform among the schools of the various involved countries

5) Specification of the National Commissions members

National Commissions are composed of representatives (2 or 3) of the various education systems of the partner countries.

Their task, in each partner country, is to implement the diffusion of the activities carried out during the experimentation phase and to give a contribution to the evaluation activities.

6) Financial and administrative issue

About reporting of the experimentation activities, M. Rita Bracchini exhorted the partners to respect the next deadlines (31/05/2009 covering the period 01/10/2008 – 30/04/2009; 18/12/2009 covering the whole project period).

The coordinators reminded that each participant is entitled to receive a new payment only proving - through the financial and the activity reports + supporting documents - to have spent the previous one.

For support in accomplishing administrative requirements each partner was recommended to use the financial and administrative FORUM.

The coordinators advised the partners to consult periodically the EACEA website where it is possible to find important news and updates about the programme (http://eacea.ec.europa.eu/llp/projects/reporting/reporting%20_lifelong_learning_2007.htm)

7) Next meeting Agenda and Activities to be accomplished

All the partners agreed that the fourth project meeting will be held in Greece on the 19th June 2009. It will be host by the Euclides Greek partners.

All the participants accepted the following deadline activity table:

Outcomes	Who	When
Scenarios and questionnaire	NHMC_GR	Beginning of January 2009
Guide-lines for teachers	CSVM	01/09
Final Platform	CSVM	01/09
Composition of the National Commission	All the partners	01/09
Experimentation with classes	All the partners	Till may 2009
REPORT ON THE EXPERIMENTATION	All the partners	06/09

It was pointed out that the dissemination activities are transversal to the entire project, so dissemination has to be carried out during all the project activities.

Minutes submitted by:	Maria Rita Bracchini
Approved by:	Fabrizio Boldrini