**STEAM IN HERITAGE (skraćena verzija)**



**Sadržaj:**

1. **Dio: VISITS - Aktivnosti na svakoj mobilnosti**
2. **Dio: TIMELINE -Aktivnosti između mobilnosti**
3. **Dio: FOLLOW-UP - Aktivnosti na ocjenjivanju i reklamiranju (=diseminaciji) projekta**

**Upute za čitanje:**

Ovo je skraćena verzija, cijeli projekt ima preko 200 str.

Za početak treba pročitati barem prvi dio kod svake mobilnosti u prvoj godini projekta. Još jači naglasak je na 1. mobilnosti u Porto i na 3. mobilnost Zagreb. Najvažnije je označeno žutim.

Zadnji dio Folow-up barem preletjeti pogledom da shvatite kompleksnost onog što se radi poslije mobilnosti. Treba opravdati sredstva uložena u nas.

**VISITS**

**PORTO, PORTUGAL 10/2020**

**Description of the activity:**

- Describe the content, methodology and expected results of the activity.

- How is it going to be related to or integrated with the normal activities of the involved schools?

The short-term student exchange will last 5 days and will focus on the theme STEAM. During the exchange, the participants will take part in scientific workshops, meetings with experts and courses in the Portuguese partner school. Portuguese students and teachers will organize workshops for the European project group, helped by technology teachers.

We will organize several educational outing to educational and professional places where students can explore STEAM and WEB 2.0 and IOT working side by

side with our cultural heritage. We will also be able to observe the host school, in particular the Science labs and Future Classroom place.

All thematic lessons and meetings with experts will therefore be part of the Science and Technology school program. Each group of European guests will present the effects of their work on the subject, thanks to which the whole event will take on an even greater European dimension.

During the workshops, participants will cooperate in European groups working on the project and using modern technologies. All the results of the work will be

published on the project website and on the project Twinspace.

Day 1 - Assembly of the educational team, extended to the parents of pupils, to the school and reception of the European partners by the director, the mayor or

his representative as well as the coordinator of the project.

- Presentations of teams / schools / cities / countries and visit of the school and classes

- visit of the project activities and the displays made

- establishing the rules of behaviour and cooperation

- Job Shadowing - Learn about our teaching practice / curricular flexibility

- Using location-based App build to get to know the town and its main points of interest

Day 2 - Scientific workshops at school with technology teachers from the sector college: 3D Printing Workshop Smartphone Programming Workshop; Visiting

CellCity Tour. Visiting important monuments, historical places, old town, Cristal Palace, Clerigos Tour and Lello Library.

Day 3 - Teachers Meeting: 1) eTwinning workshop - Twinspace, 2) curriculum flexibility and autonomy with Portuguese Examples. Pupils activities: Kitchen

Workshop (Restoration), **Studio Code Programming Workshop**. All the participants: Bridge Cruise - Douro River; Visiting Wine Oporto Cellars; World Discoveries

Museum; Porto Legends, The most precious legends in the history of the Invicta City!

Day 4 - Teachers Meeting: 1) eTwinning workshop -Twin Space, 2) Good example lesson: Teaching cultural heritage. Pupils activities: Pottery Workshop;

Photography Workshop. All the participants: Europeana Building Learning Scenarios.

Day 5 - Restitution of the week's work in the form of a video exhibition, photos and reports managed by the students in the presence of the local educational

community. Evaluation of activities and mobility for partner teachers, in the computer room. Dissemination planning.

**Does this activity combine physical mobility with virtual exchanges through eTwinning?** Yes

**Please explain how this will be achieved and what the expected benefits are.**

All participating pupils will meet each other before the meeting using Twinspace. The program with a short summary of activities and project product about the

topic carried out will be uploaded to eTwinning. Students and teachers will take pictures during the project activities to be published on Twinspace. They'll also

create a presentation about the activities carried out and eTwinning inputs referring to the visit. Teachers and students who have participated in the project

meeting will fill in the evaluation forms about the visit to Portugal through eTwinning.

An eTwinning workshop for the teachers in the project will be held during the meeting, therefore each partner team will be able to manage their information on the

Twinspace. Pupils and teachers will write their own comments on the Twinspace to give feedback on certain activities, not only the pupils and teachers

participating in the meeting, but also other pupils and teachers from each school.

In the long-run, the activities will present an insight for the leaders of education to teach civic engagement at their schools. Besides, the project activities shared

on eTwinning will give other leaders of education dealing with the theme new ideas to learn new non-formal education activities and techniques in order to better

integrate all students and encourage them to develop their skills and look for new education and career opportunities.

Only a few representatives of foreign partner schools will participate in this short-term student exchange. Thanks to the connection of the trip with a virtual

eTwinning project, the entire community of each partner school will be able to participate in the exchange. On Twinspace there will be available video materials

from the meetings with experts, etc. Photo- and video-relations will allow us to present the work of the participants during the workshops and lessons at the host

school. Twinspace will also be a place where student results will be found.

**How is participation in this activity going to benefit the involved participants?**

The teenage participants will:

- develop their key competences, working in international groups, staying in foreign host families, participating in classes conducted in English, and using modern

technologies to report on undertaken activities and documenting the results produced;

- broaden their knowledge of the use of STEAM;

- practice the use of innovative digital practices in the field of education;

- learn how the education system works in another European country;

- become aware of the possibilities of continuing education and career development in another European Union country;

- get to know the lifestyle and education in the host country;

- improving their English language skills,

- develop their interest in other countries and their cultures.

The teachers will:

- develop their English language skills;

- expand their work methods by observing various types of lessons, workshops and activities at a foreign school;

- exchange experiences and good practices with teachers from other European countries;

- benefit from job-shadowing in the hosting school;

- get acquainted with new teaching systems, new contents and in particular with the eTwinning platform;

The schools and the scholar communities will:

- strengthen the importance of the European dimension and its development in their work;

- receive increased support and involvement of members of the local community in school life.

THESSALONIKI, GREECE 2/2021

**Description of the activity:**

- Describe the content, methodology and expected results of the activity.

- How is it going to be related to or integrated with the normal activities of the involved schools?

The exchange in Thessaloniki lasts 5 days. The guest students are hosted by the local pupils’ families.

Day 1: The guests’ group is welcomed at Senior High School of Intercultural Education of Evosmos by the School Board and the project team. A welcome

ceremony is organized with ‘break the ice” activities. The local members of the group guide the guests along the school. There is a Μeeting both for teachers and

students in order to present the Heritage activities and their application to the project. Kick off of three competitions (for Students) on Twinspace : ‘Selfie Quest’

‘Friendship Quest’ ‘Best Quote’. Teachers Meeting: Workshop about the educational use of an orienteering application to promote cultural Heritage. In the

afternoon, there is a visit in the area of Evosmos guided by local students.

Day 2: A Treasure hunt trail is designed to focus on Unesco sites of Thessaloniki using GPS smartphone application. The methodology of experiential outdoor

mobile learning is practised. In 1988 UNESCO declared World Heritage Sites 15 of the finest monuments of Thessaloniki. Teachers meeting: Educational

workshops. In the afternoon, the participants will visit the Archaeological Museum as well as the Museum of Byzantine Culture.

Day 3: Day trip to Vergina. The Museum of Vergina is connected to the history of Alexander the Great.The museum is located in Vergina, 75km west of

Thessaloniki. Some of the most impressive and important exhibits from the Macedonian dominated period of the Greek history are available in the exact location

that the original excavations took place. Practice of related digital puzzles.

Day 4: Morning at School, Activity I: Democracy in Action. Democracy is a Greek word directly associated with our Greek Heritage: Freedom of speech, voting

.Students learn about the procedure of Debating and they practice it using digital applications. Activity II Culinary Heritage: Greek culinary Heritage traces back

over 4000 years. Students study the ingredients of the Greek diet and the benefits of ‘Eating Greek’. The outcome of the activity is uploaded on Twinspace.

Activity IIΙ Dance Greek Heritage: Greek dances is a very old tradition, being referred to by authors such as Plato and Aristotle. Participants will practise short

dancing activities and create videos about traditional dances uploaded on Twinspace. City Centre in the afternoon using innovative applications to visit and

understand the Cultural Sites of Thessaloniki in the city centre.

Day 5: Students finish all the activities they had undertaken during the whole week. Finale of the Twinspace Competition. Winners receive Greek Souvenirs.

Evaluation of the mobility in the computer room. Teachers’ meeting: Feedback discussion. The Council of Parents Association organizes a farewell party which is

held at school and joins all the communities of the project: students, teachers and families. Certificates given to all the guests as well as to the Greek participants.

**Does this activity combine physical mobility with virtual exchanges through eTwinning?** Yes

**Please explain how this will be achieved and what the expected benefits are.**

The eTwinning platform will be used before, while and after the Greek mobility.

Before the meeting, all the students (the ones who travel and the ones who will host them) have to be invited to the Twinspace by their teachers. Then, some icebreaking

activities will be used to engage the pupils to the project and to put them in contact. Videoconference meetings will be organized between the ones who

travel and their hosts. Additionally, the programme with the short summary of the workshops and the activities will be uploaded on eTwinning.

During the exchange, Twinspace will be the platform where all the materials related to the activities are uploaded and arranged. On the first day, the three

competitions will be uploaded on Twinspace: ‘Selfie Quest’ ‘Friendship Quest’ ‘Best Quote’. The participants will upload their photos on Twinspace and winners

will also be announced on the same platform. Apart from the competition, students will also upload all the cooperative activities they will have been involved in.

On the last day of the mobility, the evaluation of the mobility will be done on Twinspace.

After the meeting, Twinspace will be used for the dissemination activities. A small number of representatives of foreign partner schools will participate in the

mobility. Therefore, the connection of the trip with the virtual eTwinning project will enable the entire community of each partner school to participate in the

exchange. Photos, videos and posters will be uploaded on Twinspace so that the participants will disseminate the outcomes of the mobility to their entire

educational community.

**How is participation in this activity going to benefit the involved participants?**

The activities are prepared to fulfill the objectives of the project.The Greek cultural heritage is projected during the days of the exchange.

On Day 1 there are three workshops relevant to the use of innovative applications to make the participants understand the notion of Greek cultural heritage. The

visit of the area of Evosmos on Day 1 is guided by the local pupils. On Day 2 the participants follow the trail of Unesco sites of Thessaloniki using an orienteering

GPS app and they put in practice what they have learnt in the workshop of the previous day. On Day 3 they visit the archaeological museum of Vergina where

hundreds of items are displayed including beautiful gold creations, colorful wall paintings, mosaics which are items of our heritage. Students get involved in

experiential art workshops. On Day 4 students learn about the Greek culinary and dance heritage by using ICT tools and they also practise the Greek democracy

by getting involved in debating tasks. On the last day students will have to finalise the outcomes of their activities using Web 2.0 tools. Meanwhile, during the

exchange, participants will be actively involved as three competitions will be running on Twinspace.

In general students will broaden their knowledge of the use of STEAM, practise innovative educational digital apps, learn another educational system and develop

their interest in our country and our culture.

Teachers who participate in the exchange meet along the week and develop their language skills, exchange experiences and good practices with teachers from

other countries, get acquainted with new teaching systems and expend their working methods.

ZAGREB, CROATIA 4/2021

**Description of the activity:**

- Describe the content, methodology and expected results of the activity.

- How is it going to be related to or integrated with the normal activities of the involved schools?

The exchange in Zagreb is a 5-day activity. The guest partners are accommodated at a hotel/hostel with reasonable prices.

Day 1. The guests are welcomed by the principal and by the host project team. They are given a school tour by the Croatian students. They get acquainted with

the program and the expected results of the mobility. The students attend different classes at the Croatian school. Teachers meeting: the programme and its

expectations are discussed and worked out in detail. In the afternoon the students are guided through the city center of Zagreb by their peers and the teachers by

the host teachers. The evening will be spent with the families of hosting students providing a meal.

Day 2. The day starts with the topic of the history of Udbina which was deserted due to wars many times in its past. The students in groups gather information on

tourist and recreational facilities in the area of Udbina thinking how they can show it on a map to upgrade the tourist offer of the area. They research information

about the battles fought in Croatia in the 15-18th century. They make digital sketches or animations or find visual representations of these battles. In the afternoon

there is a photo contest for the students picturing the walls and fortifications in Zagreb. They closely observe historical heritage especially from the 15-17th

century which they studied earlier on the example of Udbina.

Day 3. The group visits Udbina and Zadar. On the past battlefield of Krbava they make photographs and recordings for a digital map of it. On the archaeological

site of the cathedral they make photos and 3D recordings of the cathedral ruins. Here they try to locate the graves of warriors who took part in the Battle of Krbava

and map them. They also visit and photograph the foundations of the fortress in Udbina and the church of the Croatian Martyrs. In Zadar the group maps and

photographs the walls and fortifications that saved this Venetian town from the same threat at about the same time.

Day 4. Back at school in Zagreb in a computer classroom the students work in groups with their peers from Geodetska skola. They work on transferring and

processing the collected data for the 3D model of the cathedral ruins and the cartographic data to make a digital map. Teachers meeting: begin the preparation of

the mid-project report. In the afternoon the students study the folk ballad on the Battle of Krbava and insert their comments into layers of their map, their pictures,

sketches or animations.

Day 5. The first half of the day is reserved for inserting all their digital products into digital maps or a digital poster and for presenting it to the whole group. In the

rest of the day the students fill out satisfaction and evaluation forms and make closing speeches on their impressions and benefits. Teachers Meeting: to evaluate

the exchange and the continuation of the project. In the evening the students have a party at school.

**Does this activity combine physical mobility with virtual exchanges through eTwinning?** Yes

**Please explain how this will be achieved and what the expected benefits are.**

The Twinspace of the project is a tool that can be applied during the whole project.

At the beginning the teachers will invite all the students to join it. This is the place where the students will meet and get in touch with each other through an ice

breaking activity. They will also get in touch with the project to get inspired. Through it they will see the place and the country which they go to.

During the project they will find there all the materials and tasks needed for the project and the mobility.

After the mobility all the results will be uploaded onto it. This includes links to evaluations. The dissemination activities will find their place on the eTwinning along

with the activities of knowledge transfer.

**How is participation in this activity going to benefit the involved participants?**

During the mobility to Zagreb the teachers and the students get benefits mostly in the areas covered by the topic of the project and that is STEAM in heritage and

Social Sciences and then in the English language, social skills and personal development.

During the meeting the teachers communicate in English and improve their pedagogical background when share the meetings and the activities

The foreign students are introduced to the inner space of a Croatian school and get a deeper understanding of how classes in a different culture work. The

students learn their peers and practice social skills. During the sightseeing they all learn about Croatian heritage. The guest students get a glimpse of a family life

in Zagreb in another culture.

The students and teachers improve their ICT skills and art appreciation and art production on the topic of heritage. They also get introduced to the engineering

elements of the project - digital cartography, 3D modelling as tools in geodesy and engineering tools in geodesy. They combine these skills with their knowledge

of history with photographic art production and ICT skills.

Finally, the students continue to strengthen their English, their presentation skills and self assurance and self-satisfaction because of the new areas they have

learned. They celebrate new friendships and knowledge at a party together developing the EU spirit.

LA SENIA, SPAIN 10/2021

**Description of the activity:**

- Describe the content, methodology and expected results of the activity.

- How is it going to be related to or integrated with the normal activities of the involved schools?

The exchange in La Sénia is a 5-days activity where the guest students are hosted by the local pupils’ families. The event is arranged as follows:

Day 1. The guests’ group is welcomed at the library of INS La Sénia by the School Board and the project team. The event plan is presented and international

workgroups are arranged. The local members of the group guide the guests along the school. After that, all the students attend regular lessons. In the meanwhile

there is a meeting of teachers where they discuss the management of the project, and the host teachers present the Heritage activities carried out in the school

and their application to the project. In the afternoon, there is a visit to the village guided by local students.

Day 2. Meeting at La Sénia Town Council with the Major of the village. Visit to the water circuit around the Sénia River and its industrial exploitation: wheat, paper,

electricity, leather, paintbrush, forge. Visit to the aviation industry at La Sénia Airfield and CAHS (Centre Aviació Històrica de La Sénia). Construction of planes

used during the Spanish Civil War. The students record information to be used on Day 3 and upload them on Google Drive.

Day 3. Project activities at school. The international groups are distributed along the biggest classrooms at school that have been arranged to be empty this day.

They prepare ICT materials (videos, infographies, tourist magazines, models) to present the places visited the previous day. The groups work with the host pupils’

laptops and the school’s multimedia set room (chroma background, lights, cameras) is also used. The outcomes are posted on the Twinspace. Teachers Meeting

to revise the Twinspace implementation.

Day 4. Visit to Capellades Paper Mill Museum (200 km away). The pupils using their smartphones create a cooperative emagazine with a tool 2.0 (Madmagz).

They have to work on the spot arranged in the same international groups and the outcome is embedded on the Twinspace. In the afternoon visit to Barcelona.

Day 5. Presentation at the school library. The international groups present the tasks done during the week in front of the teachers and the students who

participate in the project. Afterwards, they present it again along the classes of the whole school so they transfer the project to the entire school. The assessment

procedure is carried out: 1) the presentations are assessed with rubrics by students (students-students) and teachers (teachers-students), 2) the students’ and

teachers’ feedbacks are recorded with a satisfaction survey, 3) the teachers assess the exchange with a checklist. The results are analysed and commented on in

a teachers meeting and taken in account to the continuation of the project. The secretary of the school prepares the certification for all the guests. Finally, the

families prepare the farewell party which is held at school and joins all the community of the project: students, teachers and families.

**Does this activity combine physical mobility with virtual exchanges through eTwinning?** Yes

**Please explain how this will be achieved and what the expected benefits are.**

The Twinspace of the project is an optimal tool to control and register the whole scope of the activity. Before the meetings, all the students (the ones who travel

and the one who stay at home) have to be invited to the Twinspace by their teachers. Then, some ice-breaking activities can be used to engage the pupils to the

project and to put them in contact. The ones who travel meet their hosts and discover the city and school where they live during the exchange. During the

exchange, the Twinspace is the platform where all the materials for the activities are uploaded and arranged: the list of the international groups, the schedule for

the lessons to attend on Day 1, the links to the Drive folder to store all the information recorded on Day 2, the pages to publish the outcomes produced on Day 3

and Day 4, and the links to access to the assessments procedures (rubrics, satisfaction surveys and checklists) to be implemented on Day 5. After the meetings,

the host teacher collects all the materials produced and places them on the corresponding pages of the Twinspace. They include the transference done in all the

schools when the participants come back from the meetings, the dissemination that shows the work done and promotes the schools and the Erasmus+ actions

and, moreover, the extra activities that emerge in the period between meetings.

**How is participation in this activity going to benefit the involved participants?**

The activities are prepared to fulfil the objectives of the project.

First, the local and regional heritage is focused during the days of the exchange. The visit of La Sénia on Day 1 is guided by the local pupils. On Day 2 the

participants visit the remains of the works done in the mills along the Sénia River and the construction of airplanes at La Sénia airfield. On Day 4 there is a visit to

the Paper Mill Museum in Capellades which is a significant example of the legacy of the water- based industry in Catalonia.

Second, on Day 3 and Day 4 the STEAMS procedures are implemented to the information collected on Day 2 and Day 4. The students have to use Tools 2.0 to

prepare tourist materials for the historical sites. The pupils have to contextualise the sites in the historical period and the natural environment, while creating

artistic designs and applying ICT tools to disseminate them.

Third, the exchange produces an excellent scenario to practise the common English language by both teachers and students in real situations. During this

meeting, the participants have to speak in English at school and also at home. The pupils have to discuss the activities and present them in front of a large

audience. They have to read and understand all the instructions written on the Twinspace and write correctly in English to prepare the tourist materials. The

teachers have to lead the pupils and meet each other to debate about the project advance and detect the possible negative aspects to correct them.

And forth, the teachers share knowledge during the meetings between them. The host country presents the protocols that have prepared to use Heritage as a

didactic tool and introduce curricular contents. They discuss how the implementation of the project advances and the host teachers show the assessment

approaches proposed in this meeting. Finally, since the host is an expert school in eTwinning, the Twinspace implementation is revised.

ARADIPPOU, LARNACA, CYPRUS 20/2022

**Description of the activity:**

- Describe the content, methodology and expected results of the activity.

- How is it going to be related to or integrated with the normal activities of the involved schools?

The exchange in Larnaca is a 5-days activity where 25 students are hosted by the local pupils’ families.

Day 1: After the welcome, guests will be accompanied by local students for a tour in the school premises. Later, all participants will attend a brief presentation of

the long history of Cyprus held by our students. Teachers Meeting: the activities and their goals concerning the following days will be discussed. In the school’s

auditorium, our students will attend a lecture of the distinguished professor of Technology University, dr. Ioannidis (UNESCO Chair on Digital Cultural Heritage

and EU-ERA Chair on Digital Cultural Heritage). The day will end with a walk in the city of Larnaca. Hosting students and teachers will stress out points of interest

to the guests.

Day 2: In Europe’s only divided capital, Nicosia, students will enjoy sightseeing through a treasure game. Later, they will see the green line, which separates the

free from the occupied area. There, on the barricades, they will have the opportunity to talk to refugees and contact with new people who, through their work, care

about preserving our cultural heritage.

Day 3: On the third day we will discover the old history of the island. We will see Choirokoitia, a Neolithic settlement (7000 BC) and the archaeological site of

Kourion with its well-known theater (2nd century BC) and the sanctuary of Apollo Ylatis (8th century BC). In Kourion, our students, honoring the importance of the

site, will present either a passage from a play written for Cyprus (the famous "Othello" by Shakespeare) or a rhapsody from Homer's "Iliad", which also refers to

Cyprus. We encourage students and teachers from other countries to prepare and present in Kourion a ten-minute tribute to their own intangible heritage: it can

be a song, a dance or a passage from a theatrical play, in order to blend our cultures through art. Then we will visit the Rock of Aphrodite, the place where,

according to mythology, the goddess of beauty emerged. Our trip will end up in Paphos Archaeological Park, where the famous and well-preserved mosaics are

housed, as well as the home of Dionysus and Theseus (2nd century AD).

Day 4: Students and teachers will return to school to work on the material they gathered. They will upload photos and write information in the form of captions,

along with the recording of experiences on a platform, tailored specifically to the needs of this program by us. In addition to this, students will create a map of

attractions we have visited and be informed of points of interest we cannot visit since they are in the occupied area. Through technology we will pay a “visit” to

them and discuss the impact war has on heritage. Teachers Meeting: Twinspace and website implementation. A farewell party will follow.

Day 5: Closing ceremony: the students will present, discuss and evaluate their work. Teachers will meet to evaluate, assess and discuss the continuation of the

project.

**Does this activity combine physical mobility with virtual exchanges through eTwinning?** Yes

**Please explain how this will be achieved and what the expected benefits are.**

The students will meet each other using Twinspace. Ice breaking activities will be performed before the meetings. Photos, projects and presentations from these

activities will be uploaded from all participants and later on students will have the opportunity to discuss them.

Students participating in host country activities will have the opportunity to upload live Twinspace material. Βy this way students who did not travel but participate

in the Erasmus+ program will be able to participate actively even remotely.

After the meeting the Cypriot will lead the publication of all the produced materials on the Twinspace with the monitoring of the coordinator country and the help of

the rest of the partners.

**How is participation in this activity going to benefit the involved participants?**

Participants:

· will improve their social skills

· will learn more about their own cultural heritage and get to know the cultural heritage of students from other countries in a direct and pleasant way

· will learn how educational systems of other countries work

· will develop their technological skills and learn about new programmes and applications

· will have the opportunity to get acquainted with the local traditions of the host country. Through food, music, dance and other activities, students will have the

opportunity to come closer

· will have the opportunity to collaborate and use technology to complete the project that our students have started before and present the first day.

. will transfer all the acquired knowledge to the teachers and pupils who stayed at their home schools during the meeting.

. will exchange personal experiences and spend daily life with a Cypriot family and reciprocally.

LOWIZ, POLAND 4/2022

**Description of the activity:**

- Describe the content, methodology and expected results of the activity.

- How is it going to be related to or integrated with the normal activities of the involved schools?

The exchange in Lowicz a is a 5-days activity where the guest students are hosted by the local pupils’ families.

Day 1: After ice breaking activities at school students take part in a conference in which they will discuss the main aspects of heritage in their neighbourhood.

They will show and discuss the presentations prepared earlier and uploaded on eTwinning. The presentations will consist only of photos and names of the places,

objects, ideas connected with heritage. They will discuss why it is important for them and how they will preserve and sustain this heritage in the future.

Pupils will take part in workshops about folklore and will learn about traditional Łowicz patterns and embroideries and in groups they will talk about their traditional

costumes and compare them. Next they will use the patterns to prepare their own piece of clothing or jewellery. Teachers meeting about the implementation of

the activities during the week.

Day 2: In search of Chopin’s heritage students will visit the house of Chopin, with the use of technology they will be guided in the museum. Later in Warsaw they

will take part in an outdoor game. They will be given GPS coordinates to the benches which play Chopin’s music. Some groups will have to find the bench with

the use of their mobile phones using Google Maps, the others with a traditional paper map. They will have to find the title of the work (Shazam).

Day 3: Workshops at school based on the previous day. In groups pupils will use the Chopin’s music from benches into different ways: group A will mix the music

and will try to modernize it (Audacity), group B will prepare the visualisation of the music with the means of graphic programmes, group C will prepare a

choreography of a modern dance for the music, group D will prepare a map with all the coordinates or small photos, signs for the most important places

connected with Chopin. Teachers meeting: Twinspace, eMagazine and website of the project.

A visit around Łowicz- an outdoor game: finding the most important place in the town- asking people why they are important, etc.

Day 4: A visit to Skansen (Open-air folk museum) Students will learn how different machines were used in everyday life in the 19th and 20th century. They will

take photos of them and will compare them to modern machines. At school they will try to find photos of modern machines and will prepare a display (the old vs.

new one)

Day 5: Workshops based on the previous day. In groups students will invent prototypes of new machines-gadgets based on the functionality of the old ones. They

can be as creative as they want in preparing the visualisation and the usage - they can use different programmes to create the picture of the machine and the

presentation of it. Later all the groups will present their inventions and vote for the best invention. Teachers’ meeting- exchange of practices, summary of the

project, discussing and preparing the final report.

**Does this activity combine physical mobility with virtual exchanges through eTwinning?** Yes

**Please explain how this will be achieved and what the expected benefits are.**

This is the last meeting so before the meeting students will use the eTwinning platform to get to know each other. They will use Twinboard to write something

about themselves and to describe their interests.

This will be important for the third day of the meeting where they will have to work in four international groups. Each group will be created based on previously

mentioned interests: creating music with different programmes, technology based on maps, gps and geography, art- graphic programmes and dance. Thanks to

eTwinning we will be able to create the groups earlier and knowing the plan of the meeting they will be able to talk to each other earlier and exchange their

experience and ideas and opinions for their future team work.

Besides, before the meeting they will have to upload on Twinspace their presentations about their local heritage that will consist only of photos and single words.

This will let teachers work with their students in schools (not only those involved in the project) discuss the possible ideas for what given country’s heritage is and

compare it to their own heritage. The presentations could be used in English, Geography or History classes for example.

Later during the conference organised on the first day they will find out whether their guessing and research were correct or not.

**How is participation in this activity going to benefit the involved participants?**

The activities are prepared to fulfil the objectives of the project

The participants will benefit in many different aspects. Not only will they develop their English but they will work on other competences as well. The exchange

produces an excellent scenario to practise the common English language by both teachers and students in real situations. During this meeting, the participants

have to speak in English at school and also at home. The pupils will have to discuss the activities and present them in front of a large audience. They will have to

read and understand the texts on Twinboard and later use English during every activity.

They will also improve their social competence by learning how to work in international groups, they will learn time management and dealing with problem- based

tasks. They will discover their own region’s heritage more deeply and will understand its importance better. They will develop their technological skills- learn about

new programmes and applications and will learn how to use them in everyday life. They will also learn to implement STEM subjects in the artistic and cultural

aspects of life. Those students who are more interested in art subjects will see that STEM subjects help them to develop their passion and vice versa. Those who

are keen on science subjects will see that they can be used to create art and finally both kinds of subjects can be applied to discover and sustain the cultural and

historical heritage of each of the places.

TIMELINE OF ACTIVITIES

P2 Other Project

Events 09-2020

C1 Meeting in Porto. Preparation.

Ice-breaking activities. On the Twinspace, the Portuguese students post presentations about their school, city

and country. They prepare activities about these presentations using cooperative Web Tools 2.0 that have to

be completed by the students from the other schools.

The guest schools select the students who travel to Porto. The host teachers select the families to host them.

Both groups fill a Google Form with personal details which is used by the host teachers to organise the pupils’

pairs host-guest.

The host teachers prepare the timetable and all the activities. They meet the Porto Tourism Office to organize

the visits along the city and the Douro River. The programme is shared on the Twinspace. The host teachers

also meet the families to arrange the hosting details.

The guest teachers meet the school board and the families to show them the programme and prepare the

exchange.

P1 Other Project

Events 09-2020

Open eTwinning project.

The partners communicate through a Google Group and exchange information on Google Drive. The

coordinator and the Greek partner open the eTwinning project associated with the KA229 partnership. They

invite the other teacher partners to the project.

The coordinator of the project organizes a Live Event on eTwinning Live to meet the contact person

(responsible teachers) from each school and revise the project plan.

The schools inform the school communities. Each school opens an “Erasmus+ corner” at their school. The

teachers invite all the students who participate in the project. The pupils fill their Twinspace profiles. The

coordinator school organises a Logo Contest. The pupils prepare logos in the Visual and Art classes, post

them on the Twinspace and vote the best ones to become the Logo of the Project. The teachers running the

project in each school assess the teachers and the pupils initial knowledge and experience in STEAMS and

English.

C1

Short-term

exchanges of

groups of

pupils

10-2020 Meeting in Porto

P4 Other Project

Events 11-2020

Online activity. Puzzles and quizzes about cultural heritage.

Activity between meetings. The 3 partners who do not host during the first year of the project, La Sénia,

Aradippou and Lowicz, prepare presentations about the cultural heritage in their cities using web tools 2.0

(Genially, Canva, Google My Map). They also prepare quizzes and puzzles using interactive tools (Puzzel,

Kahoot). All these materials are posted on the Twinspace and the pupils from all the countries in the project

have to answer them, except the ones corresponding to their own country. Finally, the authors of the puzzles

and quizzes write back their feedback about the received answers, draw out conclusions and publish them on

the Twinspace.

P3 Other Project

Events 11-2020

C1 Meeting in Porto. Revision.

The Portuguese teachers revise and upload all the contents of the exchange to the Twinspace (pictures,

videos, outcomes, assessment, reports). They ask the guest teachers to post on the Twinspace: all the

materials they collected and their feedback about the overall results of the meeting .

The coordinator of the project and the teachers in charge of the budget from each school fill the Mobility Tool

with the cost of the meeting.

P5 Other Project

Events 12-2020

C1 Meeting in Porto and online activity P4. Transference and dissemination.

The teachers and students who took part in the exchange transfer the contents and results of the exchange to

their school colleagues and classmates respectively.

The Portuguese pupils compile all the STEAMS materials created during the meeting in an eMagazine

(Madmagz). The pupils from la Sénia, Aradippou and Lowicz add the results of the online activity too.

The Croatian partner opens a website and project’s social networks to publish the outcomes of the project.

The results of the project so far are disseminated by the six schools of the partnership according to the

dissemination plan, which includes actions inside and outside the school.

C2 Meeting in Thessaloniki. Preparation.

Ice-breaking activities. On the Twinspace, the Greek students post presentations about their school, city and

country. They prepare activities about these presentations using cooperative Web Tools 2.0 that have to be

completed by the students from the other schools.

The guest schools select the students who travel to Thessaloniki. The host teachers select the families to host

them. All the participants fill a Google Form with personal details to be used by the host teachers to arrange

the pupils’ pairs host-guest.

P6 Other Project

Events 01-2021

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The host teachers prepare the timetable of the exchange by meeting the School Board, the Town Council and

the Tourism Center. The schedule is shared on the Twinspace. The host teachers also meet the families to

share the timetable with them and arrange the hosting.

The guest teachers meet the school board and the families to show them the programme and prepare the

exchange.

C2

Short-term

exchanges of

groups of

pupils

02-2021 Meeting in Thessaloniki

P9 Other Project

Events 03-2021

C3 Meeting in Zagreb. Preparation.

Ice-breaking activities. In the Twinspace, the Croatian students post presentations about their school, city and

country. They prepare activities using cooperative Web Tools 2.0 that have to be completed by the students

from the other schools.

The guest schools select the students who travel to Zagreb. The host teachers select the students to

accompany the guest students and the families to host them for a meal or two and a family life cultural

exchange. These pupils fill a Google Form with personal details.

The host teachers prepare the timetable and all the activities to be carried out during the exchange. They

meet the Zagreb Tourist Board to plan the programme. The schedule is shared on the Twinspace. The host

teachers also meet the families to share the timetable with them and arrange the hosting details.

The guest teachers meet the school board and the families to show them the programme and prepare the

exchange.

P8 Other Project

Events 03-2021

Online activity. Pupils’ debate about cultural heritage.

Activity between meetings. The 3 partners who do not host during the first year of the project, La Sénia.

Aradippou and Lowicz, open and moderate Forums in the Twinspace where pupils arrange themselves in

international workgroups by mixing with students from different partner countries. These 3 countries also

publish a list of cultural heritage elements from their countries. After that, each group has to be in contact

through Google Drive where they decide to choose one of these elements and collect information to be able to

participate in a debate (Google Doc and Google Slides). Finally, pupils’ from the 3 partners in charge of this

activity organize and moderate a debate by videoconference (Live Event) where the rest of the groups

participate and discuss the importance and the preservation of our cultural heritage.

P7 Other Project

Events 03-2021

C2 Meeting in Thessaloniki. Revision.

The Greek teachers revise and upload all the contents of the exchange to the Twinspace (pictures, videos,

outcomes, assessment, reports, etc.). They ask the guest teachers to share all the materials they collected.

Then, all the teachers who participate in the exchange revise and share their feedback about the overall

results of the meeting.

The coordinator of the project and the teachers in charge of the budget from each school fill the Mobility Tool

with the cost of the meeting.

C3

Short-term

exchanges of

groups of

pupils

04-2021 Meeting in Zagreb

P11 Other Project

Events 05-2021

C2 Meeting in Thessaloniki and online activity P8. Transference and dissemination.

The teachers and students who took part in the exchange transfer the contents and results of the exchange to

their school colleagues and classmates respectively.

The Greek pupils compile all the STEAMS materials created during the meeting in an eMagazine (Madmagz).

It is published one issue per meeting. The pupils from la Sénia, Aradippou and Lowicz add the results of the

online activity too.

The Croatian partners add the Greek as collaborators at the website and the social networks of the project.

The Greek partners publish the highlights of the project in both virtual media.

The results of the project so far are disseminated by the six schools of the partnership according to the

dissemination plan inside and outside the school.

P10 Other Project

Events 05-2021

C3 Meeting in Zagreb. Revision.

The Croatian teachers revise and upload all the contents of the exchange to the Twinspace (pictures, videos,

outcomes, assessment, reports, etc.). They ask the guest teachers to share all the materials they collected.

Then, all the teachers who participate in the exchange revise and share their feedback about the overall

results of the meeting on a Google Drive document.

The coordinator of the project and the teachers in charge of the budget from each school fill the Mobility Tool

with the cost of the meeting.

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P12 Other Project

Events 06-2021

C3 Meeting in Zagreb. Transference and dissemination.

The teachers and students who took part in the exchange transfer the contents and results of the exchange to

their school colleagues and classmates respectively.

The Croatian pupils compile all the STEAMS materials created during the meeting in an eMagazine

(Madmagz). There is published one issue per meeting.

The Croatian partners publish the highlights of the project on the website and the social networks of the

project.

The results of the project so far are disseminated by the six schools of the partnership according to the

dissemination plan.

P13 Other Project

Events 07-2021

Mid-project report.

Even this report is not mandatory, it is recommended since: 1) it summarises the work done during the first

year of the project and the association benefits from this work to write the final report, 2) it is and evaluation of

the first half of the project (according to the assessment plan) and draws out conclusions to improve the

second half of it.

The teachers running the project in each school assess the teachers’ and the pupils’ acquired knowledge and

the implementation of STEAMS activities in English during the first year of the project.

P14 Other Project

Events 09-2021

C4 Meeting in La Sénia. Preparation.

Ice-breaking activities. On the Twinspace, the Spanish students post presentations about their school, city and

country. They prepare activities about these presentations using cooperative Web Tools 2.0 that have to be

completed by the students from the other schools.

The guest schools select the students who travel to La Sénia. The host teachers select the families. All the

pupils fill a Google Form with personal details which is used by the host teachers to organise the pupils’ pairs

host-guest.

The host teachers prepare the timetable and they meet the Town Council and the Capellades Paper Mill

Museum representatives to plan the programme. The schedule is shared on the Twinspace. The host

teachers also meet the families to share the timetable with them and arrange the hosting.

The guest teachers meet the school board and the families to show them the programme and prepare the

exchange.

C4

Short-term

exchanges of

groups of

pupils

10-2021 Meeting in La Sénia

P16 Other Project

Events 11-2021

Online activity. Puzzles and quizzes about cultural heritage.

Activity between meetings. The 3 partners who do not host during the second year of the project, Porto,

Thessaloniki and Zagreb, prepare presentations about the cultural heritage in their cities using web tools 2.0

(Genially, Canva, Google My Map). They also prepare quizzes and puzzles using interactive tools (Puzzel,

Kahoot). All these materials are posted on the Twinspace and the pupils from all the countries in the project

have to answer them, except the ones corresponding to their own country. Finally, the authors of the puzzles

and quizzes write back their feedback about the received answers, draw out conclusions and publish them on

the Twinspace.

P15 Other Project

Events 11-2021

C4 Meeting La Sénia. Revision.

The Spanish teachers revise and upload all the contents of the exchange to the Twinspace (pictures, videos,

outcomes, assessment, reports, etc.). They ask the guest teachers to share all the materials they collected.

Then, all the teachers who participate in the exchange revise and share their feedback about the overall

results of the meeting on a Google Drive document.

The coordinator of the project and the teachers in charge of the budget from each school fill the Mobility Tool

with the cost of the meeting.

P17 Other Project

Events 12-2021

C4 Meeting La Sénia and online activity P16. Transference and dissemination.

The teachers and students who took part in the exchange transfer the contents and results of the exchange to

their school colleagues and classmates respectively.

The Spanish pupils compile all the STEAMS materials created during the meeting in an issue of eMagazine

(Madmagz). The pupils from Porto, Thessaloniki and Zagreb also post the results of the online activity

The Croatian partners add the Spanish as collaborators at the website and the social networks of the project.

The Spanish partners publish the highlights of the project in both virtual media.

The results of the project so far are disseminated by the six schools of the partnership according to the

dissemination plan.

C5 Meeting in Aradippou. Preparation.

Ice-breaking activities. On the Twinspace, the Cypriot students post presentations about their school, city and

country. They prepare activities about these presentations using cooperative Web Tools 2.0 that have to be

P18 Other Project

Events 01-2022

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completed by the students from the other schools.

The guest schools select the students who travel to Aradippou. The host teachers select the families and

students to host them. The pupils fill a Google Form with personal details which is used by the host teachers

to organise the pupils’ pairs host-guest.

The host teachers prepare the timetable and all the activities by meeting the Larnaka Tourism Board and the

Tech. University. The schedule is shared on the Twinspace. The host teachers also meet the families to share

the timetable with them and arrange the hosting.

The guest teachers meet the school board and the families to show them the programme and prepare the

exchange.

C5

Short-term

exchanges of

groups of

pupils

02-2022 Meeting in Aradippou

P21 Other Project

Events 03-2022

C6 Meeting in Lowicz. Preparation.

Ice-breaking activities. On the Twinspace, the Polish students post presentations about their school, city and

country. They prepare activities about these presentations using cooperative Web Tools 2.0 that have to be

completed by the students from the other schools.

The guest schools select the students who travel to Lowicz. The host teachers select the families to host

them. All these pupils fill a Google Form with personal details which is used by the host teachers to organise

the pupils’ pairs host-guest.

The host teachers prepare the timetable and meet the Town Council and the Skansen Museum to plan the

programme. The schedule is shared on the Twinspace. The host teachers also meet the families to share the

timetable with them and arrange the hosting details.

The guest teachers meet the school board and the families to show them the programme and prepare the

exchange.

P20 Other Project

Events 03-2022

Online activity. Pupils’ lessons about cultural heritage.

Activity between meetings. The 3 partners who do not host during the second year of the project, Porto,

Thessaloniki and Zagreb, open and moderate Forums in the Twinspace where pupils arrange themselves in

international workgroups by mixing with students from different partner countries. These 3 countries also

publish a list of cultural heritage elements from their countries. After that, each group has to be in contact

through Google Drive where they decide to choose one of these elements and discuss to prepare a lesson

about it (Google Doc and Google Slides). Finally, each group, taking the teachers' role, presents the lesson to

the rest in a videoconference (Live Event). The rest of the students, taking the pupils’ pole, make questions

during the lessons.

P19 Other Project

Events 03-2022

C5 Meeting in Aradippou. Revision.

The Cypriot teachers revise and upload all the contents of the exchange to the Twinspace (pictures, videos,

outcomes, assessment, reports, etc.). They ask the guest teachers to share all the materials they collected.

Then, all the teachers who participate in the exchange revise and share their feedback about the overall

results of the meeting on a Google Drive document.

The coordinador of the project and the teachers in charge of the budget from each school fill the Mobility Tool

with the cost of the meeting.

C6

Short-term

exchanges of

groups of

pupils

04-2022 Meeting in Lowicz

P23 Other Project

Events 05-2022

C5 Meeting in Aradippou and online activity P20. Transference and dissemination

The teachers and students who took part in the exchange transfer the contents and results of the exchange to

their school colleagues and classmates respectively.

The Cypriot pupils compile all the STEAMS materials created during the meeting in an eMagazine

(Madmagz). The project generates one issue per meeting. The pupils from Porto, Thessaloniki and Zagreb

add the results of the previous online activity.

The Croatian partners add the Cypriot as collaborators at the website and the social networks of the project.

The Cypriot partners publish the highlights of the project in both virtual media.

The results of the project so far are disseminated by the six schools of the partnership according to the

dissemination plan.

C6 Meeting in Lowicz. Revision.

The Polish teachers revise and upload all the contents of the exchange to the Twinspace (pictures, videos,

outcomes, assessment, reports, etc.). They ask the guest teachers to share all the materials they collected.

Then, all the teachers who participate in the exchange revise and share their feedback about the overall

P22 Other Project

Events 05-2022

results of the meeting on a Google Drive document.

The coordinador of the project and the teachers in charge of the budget from each school fill the Mobility Tool

with the cost of the meeting.

P24 Other Project

Events 06-2022

C6 Meeting in Lowicz. Transference and dissemination.

The teachers and students who took part in the exchange transfer the contents and results of the exchange to

their school colleagues and classmates respectively.

The Polish pupils compile all the STEAMS materials created during the meeting in an eMagazine (Madmagz).

One issue per meeting is published.

The Croatian partners add the Polish as collaborators at the website and the social networks of the project.

The Polish partners publish the highlights of the project in both virtual media.

The results of the project so far are disseminated by the six schools of the partnership according to the

dissemination plan.

The teachers running the project in each school assess the teachers’ and the pupils’ acquired knowledge and

implementation of STEAMS and English during the second year of the project.

P25 Other Project

Events 07-2022

Final project report preparation

The project is summarised on a document on Google Drive according to the template stored in the Mobility

Tool. All the contact persons (responsible teachers from each country) cooperate in preparing this report. The

outcomes and the assessment results are revised and the final conclusions of the project are drawn out. The

project coordinator monitors this task.

The budget management is revised by the responsible person in each country.

P26 Other Project

Events 08-2022

Final project presentation

The responsible teacher in each country of the project uploads the Final Report to the Mobility Tool. The

budget revision is completed.

**FOLLOW-UP**

How are you going to assess if the project's objectives have been met?

The results of the project are assessed according to the following plan which considers 5 elements: 1) assessed issue, 2) person/s in charge,

3) timing, 4) assessment tool, 5) expected result.

A - 1) Students’ Heritage knowledge, 2) Social Science Teachers, 3) At the beginning of the project, mid-project report and final project report,

4) Rubrics and surveys, 5) Improvement throughout the project with a final score over 80 %.

B - 1) Students’ STEAMS practises, 2) ICT, Science and Visual Art teachers, 3) At the beginning of the project, mid-project report and final

project report, 4) Rubrics, surveys / eMagazine issues, 5) Improvement throughout the project with a final score over 80 % / 0-3-6 eMagazine

issues published beginning-mid-end of the project respectively.

C - 1) Participants’ English level, 2) English teachers, 3) At the beginning of the project, mid-project report and final project report, 4) Rubrics

and surveys / External tests, 5) Improvement throughout the project with a final score over 80 % / Improvement of 5 % in the external test

marks.

D - 1) Teachers’ STEAMS methodologies, 2) STEAMS teachers, 3) At the beginning of the project, mid-project report and final project report,

the following 2 courses after the project ends, 4) Checklists, 5) During the project: Improvement throughout the project with a 90% final score.

After the project is finished: 2 cross curricular activities created in the project are included in the curricular contents of each school.

E - 1) Budget management, 2) School Secretaries or teachers in charge, 3) At the end of each meeting and the end of the project, 4) Mobility

Tool, 5) Approved by the National Agencies.

F - 1) Exchanges feedback by all participants, 2) Coordinator Teachers in each country, 3) At the end of each meeting, 4) Satisfaction

Surveys, 5) Final score over 80%.

G - 1) Dissemination management, 2) Dissemination responsible in each country, 3) Teachers Meeting in each exchange, 4) number of

articles on the project’s website / number of publications overall / number of visits to the project sites, 5) 6 articles (one per meeting) / 4 types

of publications per school (school halls, websites, social networks, printed press, radio/tv, teacher conferences and networks, eTwinning Live,

fairs, exhibitions, etc.) / 500 visits per country.

H - 1) eTwinning project implementation, 2) eTwinning ambassador in La Sénia, 3) Teacher Meetings in each meeting, 4) publications on the

Twinspace, 5) the teachers publish all the information produced along the project.

I - 1) School’s internal transference by the exchange participants , 2) Coordinator teachers in each country, 3) At the mid-project report and

final project report, 4) Checklist, 5) Minimum score of 90 %.

How will the participation in this project contribute to the development of the involved schools in the long-term? Do you have plans to continue

using the results of the project or continue to implement some of the activities after the project's end?

The project implements a cross-curricular methodology applied to real life examples of heritage values, discovered and promoted with STEAM

techniques, and studied in English language. This procedure has its impact on all the scholar community during and after its application.

- Students. In the short term, they enhance their social science, scientific, technological, artistic, English language and digital competences.

They become more prepared to solve real and applied problems. The project makes them improve their skills in social relations, autonomy,

personal initiative and European consciousness. In the long term, we predict that this will enlarge the number of students in our schools willing

to participate in innovative projects and their motivation to work harder to be part of them.

- Teachers. During the project they share new expertises and methodologies with teachers from different educational systems which enrich

and update their teaching practise, their English language skills and their digital competences. Moreover, in the long term the teachers will be

prepared to work in interdisciplinary projects such as CLIL lessons, to apply the eTwinning platform in their classes or to prepare new

Erasmus+ partnerships.

- School. During these types of projects, the cooperation between teachers-students definitely grows up. But not only this one, the

coordination between teachers through the school departments also increases, and this is very important in secondary schools like the ones

in the project where the program of studies is divided into subjects. In the long term, the project will bring the school to introduce changes in

its curricular contents. There will be a high increase in the awareness of the importance of the topic of heritage. The schools will plan to

prepare and work on the materials prepared during the project and they will be introduced in the lesson plans to be used by other teachers

and students in future courses.

- Scholar community. The families are a very important part of the project since they support the exchanges and host the guest students. The

project is a perfect opportunity to strengthen the relation between the families and the school. In the long-term, the positive experience of the

participant families will be transferred to the new ones who will be interested in taking part.

- Local area. The dissemination of the project promotes the schools and the heritage values at the same time. The schools raise their prestige

in their area of influence so, in the long-term, the enrollment of pupils will be incremented. Moreover, the students advertise the historical

patrimony and traditions of the area, so more people will be interested in visiting the spots or the exhibitions and the school and the Erasmus+

program will be spreaded around all the visitors. Last but not least, the common European heritage conscience will be empowered, not only

among the pupils, but in the school’s area.

Please describe your plans for dissemination and use of project results.

How will you make the results of your project known within your partnership, in your local communities and in the wider public? Who

are the main target groups you would like to share your results with?

•

• Are there other groups or organisations that will benefit from your project? Please explain how.

Each school team has teachers in charge of disseminating the project. The dissemination is mainly done after each meeting and when the

online activities are done. The host country publishes the meeting outcomes, while the countries who run the online activities publish these

ones. The host school must boost the dissemination after their own exchange since it involves nearby heritage elements that can achieve a

more significant impact. All the outcomes of the project are published on the Twinspace, then the public pages of this platform can be applied

to disseminate. Moreover, the project results are published in a eMagazine (6 issues in total), a website and social networks.

The dissemination process is targeted to the scholar community, who are: all the teachers and students in our schools, school students’ and

non-school students’ families, other schools’ teachers, education networks (national or international), Town Councils, local/national

associations and, in general, people living in the school’s area.

Depending on the context, the dissemination can be done:

- Inside the school. This task will be done by students and teachers presentations before, during and after the meetings. The places where

these actions are done may vary depending on the school but they consist of presentations in class, presentations in teacher meetings,

articles in school magazines or school official documents, communications in parents’ meetings, exhibitions at the school’s main hall or at one

specific place (Erasmus+ corner) created for this purpose.

- Outside the school. The project will be shown on the school’s website and its social networks (Facebook, Twitter, Instagram). eSafety

regulations must be taken into account such as the pupils’ image parental authorisation. The school’s website will have a specific page

dedicated to Erasmus+ projects and the logo will be visible on the main page. The school’s website will publish articles about the project while

the social networks will post immediate news. The eMagazine, the project’s website and social networks will be also linked to these media and

will show all the materials created during the project assigned with a by-nc-nd Creative Commons License. The project will be spread on the

Erasmus+ Project Results Platform (PRP), on the eTwinning Live desktop and to Educational websites in each country to share the project in

an academic context. The PRP link will be disseminated along the project channels too. More external paths are the local or regional media

(radio, television, newspaper, magazines) which inform the local audience. The students offer presentations to the primary schools nearby

since the youngest pupils are more receptive when other students share information with them. Finally the teachers can disseminate the

project participating in teachers’ conferences of publishing articles in journals of teaching research.