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BE-AWARE RE-AWARE AND RE-DISCOVER CURIOSITY AND CONNECTION IN EDUCATION THROUGH OUTDOOR LEARNING. (POP-UP LEARNING)

Official Newsletter of the 2020-1-LT01-KA226-SCH- 094825 Erasmus+ Project



Overview of the project

FRAME:

The sudden, unplanned move to distance learning during spring 2020 drove a wedge into the middle of the school year—disrupting academic schedules, putting an end to extracurriculars, and undercutting the assessment and academic feedback cycles in most schools. Engaging students in learning and adapt them in the new normal is a requirement at all: Children today who are experiencing the coronavirus pandemic need lots of imaginative play opportunities to help them make sense of the radical changes that have affected so many aspects of their lives. And once kids do return to in-person school, they are going to need a lot of time to play to process all the changes they've been through. The curiosity and connection sparked by outdoor learning could be a much-needed antidote to the anxiety and stress of 2020. Decades of research and theory tell us that play is the primary way that young children make sense of their world.

OBJECTIVES:

- To strengthen the profile of teachers: To be creative and proactive in identifying and finding solutions to challenges—emotional or academic—that individual students are facing.
- To pilot a need-based virtual training program, which based on digital-outdoor learning;
- To motivate the students in online learning;
- To produce materials that ease teachers' online learning process;
- To prepare, adapt, and engage students in the new normal;
- To improve the students' and teachers' communication, cooperation, critical thinking, creativity and problem-solving skills;
- To raise cultural awareness and develop global skills of our students and teachers that are so necessary for the future;
- To increase the cross-sectoral collaboration in the field of SCHOOL education
- To create an EU wide digital-outdoor learning platform that will generate new projects

OUTPUTS:

- O1: The virtual courses: Teachers learn outdoor learning, envision and implement outdoor learning wherever they are.
- O2: Tool-kit for Teachers to teach Outdoor Learning

ACTIVITIES:

- eTwinning
- virtual trainings.

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Erasmus+

Rokiskio lopselis-darzelis Varpelis
Coordinator



Rokiskis nursery-kindergarten; Varpelis“ vision is to create a streamlined, open to vicissitude and innovations, a modern, open to positive change, cooperating educational institution, which recognizes the child's culture, provides quality educational services according to the curriculum of primary education.

Asociaton for Human Resources Development



Association for Human Resources Development (Polymath) is non-governmental organisation working at regional, national and European level in the field of human rights, education and science. It is based in Makarska, Croatia.

PROGEU-PROGRESS IN EUROPEAN UNION -
ISTITUTO PER LO SVILUPPO



Progeu is a social-promotion association which aims to promote cooperation between public and private entities from the non-profit and profit sector. The association is actively involved in the promotion of culture, technological development, education, sustainable development, environmental protection, integration of marginalized groups and knowledge exchange.

AVRUPA YENİLİKÇİ TOPLUM DERNEĞİ



- EISA is an NGO from Turkey. EISA aims to
-support individuals to meet the needs of the global world
-provide opportunities through cross-sectoral cooperation, international cooperation, and solidarity acts and encourage individuals in this regard
-provide community-based educational opportunities for YOUTH ADULT and disadvantaged young people; train them committed to peace, democracy and inclusion; contribute to nonviolent processes of conflict transformation in the Europe by providing competences, skills development on the following topics to ensure sustainable development of our community;

ΣΥΓΧΡΟΝΗ ΠΑΙΔΕΙΑ ΙΔΙΩΤΙΚΑ
ΕΚΠΑΙΔΕΥΤΗΡΙΑ
ΜΥΚΟΝΟΥ



it is a private school called 'Synchrony Paideia' located in Mykonos island, Greece. we have 300 students, separated in kindergarten, primary school, secondary school and high school.

Balozu vidusskola



Balozu secondary school is one of the schools in Latvia which implements educational programs in two languages – Latvian and Russian. In this sense it makes our school unique from cultural perspective. Students from the first grade are challenged to cope with different cultures in everyday life and learn how to tolerate them.

PHILOSOPHY AND VISION FOR THE FUTURE -EISA

Open the new gates



EISA PROVIDES SERVICES WITHIN A FRAMEWORK OF SUSTAINABLE DEVELOPMENT OF;

1. NON-FORMAL TRAINING COURSES;
2. BLENDED LEARNING METHODOLOGIES,
3. ICT-ORIENTED LEARNING APPROACHES,
4. STEAM, PROJECT BASED LEARNING, INQUIRY-BASED SCIENCE EDUCATION AND EDUCATION IN HYBRID MODEL WITH TUTORIAL SUPPORT,
5. TECHNICAL VET WORKSHOPS,
5. SOCIAL INCLUSION ACTIVITIES OF THE YOUTH GROUPS,
6. HANDS-ON LEARNING SEMINARS,

European Innovative Society Association

EISA is an NGO from Turkey. EISA aims to

- support individuals to meet the needs of the global world
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- provide community-based educational opportunities for YOUTH ADULT and disadvantaged young people; train them committed to peace, democracy, and inclusion; contribute to nonviolent processes of conflict transformation in Europe by providing competencies, skills development on the following topics to ensure sustainable development of our community;
- *Strengthening the Professional Skills of Educators
- *Digitalisation
- *Entrepreneurial Skills
- *Innovation
- *Environment and Climate change
- *Virtual Reality, Artificial Intelligence, and Augmented Reality
- *Renewable energy
- *Health and well-being
- *Creativity and Art

Besides, EISA aims to graduate young people (who are in the NEET category) digitally literate, socially active, and skilfully employed individuals for their sustainable communities. It aims to contribute to the development, integration, and well-being of disadvantaged groups and to promote tolerance, justice, and social responsibility in cooperation with other organizations and public institutions.

EISA supports various projects, educational activities, courses, seminars, studies and research on social, political, and cultural issues, and public activities. We actively support social and educational cooperation activities with educational institutions and international organizations to support migrants, refugees, asylum seekers, and families, especially those who have great difficulties in social integration.

EISA was established in 2020 by 50 Science, Maths, Language teachers, university science teaching staff, and education consultants to ensure the professional development of young people. Even though EISA is a new NGO, it has 200 active members and the number is increasing day by day.

With its experienced trainers, active members, and skillful members, ISA promotes training and implementation of systems relevant to the support of the VET, adult, and young people. It cooperates with social sector organizations to promote policy changes and improvements to services. The scope of the association is to provide a flexible environment, non-formal education programs in various fields within the framework of lifelong learning. It has oriented its services toward the main guidelines and priorities stressed out by the European Commission. The main focus is given to skills training and initiatives that will enable people to be active in social and vocational life.

THE RELATIONSHIP OF THE EISA WITH THE MAIN IDEA OF THE PROJECT, THE INTENDED RESULTS.



EISA ACTIVITIES RELATED TO THE TOPIC AND MOTIVATION

Eisa has 200 members and most of them are teachers and PE teachers. Individuals in acquiring and developing basic skills and key competences. By integrating digital and outdoor learning tools into education and our classes we expect to create a positive impact on our students' motivation, engagement, and attitudes to classes than they usually do which is mostly low and insufficient. One of our aims is to find effective, fun, and engagement fostering ways especially to increase creativity, critical thinking, creative problem solving, adapting through effective and innovative teaching.

Strengthening the profiles of the teaching professions

With the corona outbreak, many school districts offered a wide variety of training over the summer to prepare teachers for distance learning in the fall, but some struggled to offer enough to meet the needs of all teachers, leaving many to find training on their own. Many districts offered in-house trainers: But in many places, training focused only on teleconferencing tools like Zoom and educational platforms like Google Classroom. In other districts teachers were largely on their own to convert lessons from in-person to virtual (TR, LT, LV GR and CR. Eighty-five percent of the 670 school across the partnership, superintendents who answered a survey question on the topic said their districts were offering distance learning instruction. About 40% of the districts offered 9 to 16 hours of training, roughly a third offered 5 to 8 hours of training and 16% offered 1 to 4 hours. Less than 10% of the school districts offered more than 16 hours of training for teachers. Despite the challenges of providing training during a pandemic, the professional development offered by the district over the summer was "Non-versatile and non-robust". The provided teachers training has been a greater focus on lesson planning, instructional information, theory and how to use online tools to teach their specific subjects. However, creative teaching, critical thinking in teaching, adapting and need based issues have been skipped. Regarding this the majority of teachers are not capable of teaching online creatively and they do not know what to do in the new normal. Bearing this in mind, teachers will need additional support in terms of teacher training in the new normal to adapt their students in the new education year. The more training we can provide to help teachers and students feel as comfortable as they possibly can in this online environment and new normal, all of that adds up for good. To meet the demands of distance learning and adapting teachers and students in the new normal. Teachers have not only need instruction on using online video platforms effectively, they've also need to learn how to organize instruction and curriculum in ways that are constructive. The teachers who are effectively teaching, should adjust their teaching methods to distance learning and new normal, rather than using old teaching methods in an online format. With this project, training and the skills teachers will learn how to use outdoor learning in teaching and how to adapt NFE methodologies in their online teaching process.

Outdoor Activities

GET OUT TO GET IN THE OUTDOORS.



Outdoor games and activities are important for the physical and cognitive development of children and teenagers.

Being active in nature or in a semi-natural environment, implementing tasks promote active learning with direct personal experience.

Being given a challenge, which an outdoor adventure can provide, young people learn to overcome their challenges and fears, and are given opportunities to develop their independence, which will help to build their confidence.

Taking into consideration that children and youngsters are at the age when they make most of their friends, and get to know other cultures by themselves, the outdoor activities can also be used as a tool for inclusion and integration of youngsters with fewer opportunities.

Unfortunately, the potential for outdoor activities and games as a tool for inclusion and integration is not fully used. Youngsters facing cultural differences, social obstacles or educational difficulties will increase their opportunities for inclusion or integration, if outdoor games or activities are constructed or adjusted in a way to support this goal, or comprise of elements supporting it.

INCLUSIVE EDUCATION

EDUCATION FOR ALL

Education for All is closely linked to inclusive education. However, this is still a difficult and unfulfilled wish for many people with disabilities and their parents. Education, participation, social justice and equality is the key to citizenship. Education is the determinant of each individual's chances. To organize training comprehensively it is necessary to adhere to the idea and variety of inclusion.



Inclusive Education

By Dr. Murat Aydogmus

Reforming education systems is not just a technical task; First of all, it depends on the commitment and goodwill of the individuals that make up the society. Considering that there are people who do not adopt inclusive education, it becomes a necessity to find strong arguments to ensure this. The right to education for all is recognized as a foundation for the future, and has been established in many international instruments, the most recently adopted UN Convention on the Rights of Persons with Disabilities.

“Inclusion is seen as the process of addressing and responding to the diversity of the needs of all students through increased participation in learning, cultures, and communities. At the same time, the content, approaches, structures, and strategies of participation are It includes a common vision involving children and the responsibility of the regular system to educate all children. (Guidelines for Inclusion, UNESCO, p.14, 2005)

POLICY FRAMEWORK FOR INCLUSIVE EDUCATION



The right to education of all children - including children with mental disabilities - is increasingly recognized at the international, European, and national levels. The right to education has long been recognized in international instruments such as the Universal Declaration of Human Rights and the International Covenant on Economic, Social, and Cultural Rights. The targets for universal basic compulsory education were determined by the World Children's Summit in 1990 and rearranged in 2002. In addition, with the restructuring framework for 2000, the World Declaration of Education for All, and universal primary education, there was a 50% improvement in adult literacy levels by 2015.

WHAT RESULTS ARE EXPECTED DURING THE PROJECT AND ON ITS COMPLETION?



The project foresees the following results:

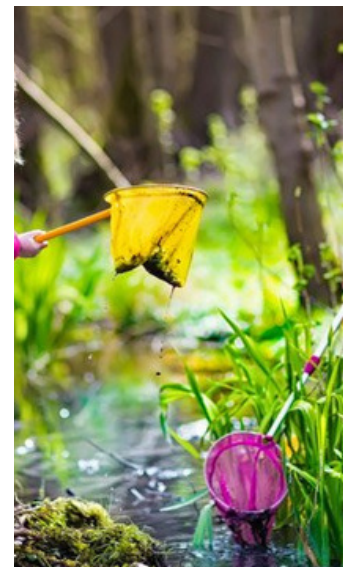
Outputs:

O1: The virtual courses: Teachers learn outdoor learning, envision and implement outdoor learning wherever they are: 5 virtual trainings delivered per partner and 3 international at EU level.

O2: Tool-kit for Teachers to teach Outdoor Learning: It contains tips, activities and strategies engaging students in online-outdoor learning and adapting them in the new normal.

Web-platform and eLearning modules for outdoor teaching in the new normal: it includes eLearning modules in digital outdoor learning.

- An e-Twinning project.
- YouTube channel containing videos from the activities
- Newsletters
- Social media accounts; FB, Instagram, Twitter, etc.





Outcomes:

- Strengthened the profile of teachers:

- Piloted a need-based virtual training program, which based on digital-outdoor learning; - 5 virtual pieces of training delivered per partner and 3 international at EU level.

- Motivated the students in online learning; - %80

- Produce materials that ease teachers' online learning process;

- Prepared, adapt, and engage students in the new normal; %70 min.

- Improved the students' and teachers' communication, cooperation, critical thinking, creativity, and problem-solving skills; %80.

- Raised cultural awareness and develop global skills of our students and teachers that are so necessary for the future; %85.

- Increased the cross-sectoral collaboration in the field of SCHOOL education; 3 NGOs and 3 Schools in the consortium.