
Interesting examples: Level of education – Upper secondary schools

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Network

URL to the school website:

<http://www.10solrod.dk/>

**School name:**

10. klassen Solroed, Denmark

Number of students:

53

Number of teachers:

6

Level of education:

upper secondary school

Experience with international projects:

We are on our second year of a Comenius project: educating tv-viewers. We work together with schools in Portugal, Spain (Galicia), Italy and Hungary. The project has an eJournal: Address: <http://ejournal.eduprojects.net/tv/> In German language, we make international projects every year: The last 3 years we make e-mailprojects with a school in Wisconsin, and before that with schools in Italy and Yugoslavia. We have been joining the "Elch Edgar"-project, a project among schools in the Northern European countries where you can find Elgs. A link to Elch Edgar you can find on the Dafnord homepage. We have an eJournal for German, where we have made projects for example about our dreams about our personal future: education, job, family. This year we are making a project with an Italian school about film revues.

How many computers/per 30 pupils?

We have 22 computers for our 53 students

Is your Internet connection:

good

Title:

Educating TV viewers

Theme:

Learning about tv, tv-habits, watching tv being made, doing tv ourselves, what did people do before

Network

they had the tv? Resulting in "life-stories" for 3 generations in the eJournal (this year), tv-commercials, how do they impact on us? The news/ making the news for young people, historical aspects of communication, exchanging good tv-programmes for young people and evaluating them, etc .And we have an e-mail project involving all our students. Now the students are going to have their own eJournal linked to the other one. This part starts from November 2004.

URL to the project website:

<http://ejournal.eduprojects.net/tv>

Age and number of the students involved:

At my school: all the students (age 15 - 17) and teachers

Activities: what did students do

creating website, investigation, communication, publishing, creating CD-rom, survey, videos with news for young people, a play about "young stars pop television" - a young tv channel with rating problems.

Integration into the curriculum, - other. Which areas of describe of the curriculum?

English: Communication in English. Waking international interest among the students, and help them understand people in other countries - and themselves.

Math: making investigations and surveys.

Danish as mother tongue. Danish/ knowledge about media/tv/ reading and writing text / news / commercials etc.

Cultural understanding Producing text Making exhibitions/layout etc.

Is participation compulsory for the students?

Yes

Type of partnership:

Comenius

Which technology did you use:

chat rooms / messenger chat, e-mail, websites, electronic learning environment

Describe the technical equipment in your and the other participating schools. What use did you make of the technology? Describe the methodology used.

We use our eJournal for our results national and mutual, for communication too. Then we used emails for the emailproject. Digital videocameras and editprogrammes for the computer. And lots of technical equipment for the play. The other schools did not make a play,- but the other things are the same.

How did you use it: at school, during lessons...

We use the computers for our e-mail project of course, and we use the Internet a lot. But most of all our E-journal is our main program. It is easy to use for students and teachers in every country, all you have to have is a password and a username. We do not need a webmaster. As soon as you have written an article/text you can publish it on the Internet.

Network

What went very well? Give some examples.

E-Mailproject. All our students had contact with another student in one of the other countries. We used the "Image of the Others" as inspiration. The goal was to write 3 letters each, and most of the students were satisfied with their e-Mailproject. The eJournal is successful too. After some beginners problems our eJournal is being used by many. Just look at the number of visitors. The students too are starting to make more articles. Next year we hope it will be even more...:o)) The very good thing about the eJournal is, that everybody can work in it - just having a username and a password. You do not need a webmaster and a lot of technical knowledge.

What was not so successful? Give examples.

The different schools had different possibilities, and some teachers were almost alone in the project. Therefore they had difficulties making all we agreed upon. One group of teachers weren't there, when I gave the course in e-journal, so of course they had difficulties. There were different expectations at some points.

What solutions were found to problems occurring in the activity?

We found out communicating better. When working in a international project you have to talk much more about the things than you are used to at your own school. You have to be tolerant and patient and not rush things. Communication, - communication, - communication!!! We have written 5 Kilometres of email, I think!

What difficulties were not solved during the duration of the activity?

The problems about having different equipment - and different knowledge about computers.

What kind of long term benefit and impact has the project had on learning activities?

In my school we talk a lot about, that this project has changed our school. We really have an international feeling among the teachers. Our students are only at our school 1 year, and they are at an age, where they are getting able to look not only at themselves, - but also discover, that there is a world outside their country. This project is very motivating and contains so many different approaches and themes, that we can use it in almost all our subjects. We use the computers more and more, - we now have a very good homepage at the school, and we are using it everyday and in all subjects too. Our students can make all their written papers on computers, and they can use the eJournal.

We are now starting an eJournal for the students in the project, that will be linked to the other eJournal. We hope that the students in the eJournal will have a platform of their own where they can use their creativity and develop multicultural understanding. And have fun!!! When the project is over, we are going to apply for other projects, that's for sure!

Has there been an impact on other projects, on the learning and teaching activities at school? Please describe.

Making everything more interesting.

How did it change your practice in your school?

When we plan the content of the year we always "think" the international themes into the subjects, the theme weeks and we always try to find people from other countries who can visit us at school and tell about their country.

What advice would you give to other teachers who would like to do a similar project?

1. Make as many colleagues at the school as well as the headmaster and others, part of the project. Make exhibitions; make big posters with the address of the website.
2. Ask so many questions to your partners and the project as it is necessary. Do not feel stupid asking. Ask again to be sure, that you all have the same understanding of what you are planning to do. "Did I understand it right, that we are going to....."
3. When you meet, make sure that there will be some time for relaxing too, - and not just working and sightseeing all the time. It is very hard to concentrate about talking a foreign language all the time, and you need some time for yourself too.
4. Exchange little things from everyday life: Magazines, pictures, photos, toys, recipes for food. It is wonderful to read and experience things on the Internet and in e-mails, but is also very important to have real things, sent by snail-mail to have in your hand and feel. For example we have exchanged "youth magazines". It is a very international thing (they are almost alike) and you can almost read them, although they are in Italian or Spanish. They are very popular among our students. Commercials, the kind you get from stores with clothes and food and tv-sets tells a lot about your life and culture. By the way: it is still very wonderful to receive a parcel and unpack it, - no matter how old you are.
5. Photos. It is fine to exchange photos, or put them in your eJournal or web-page, - but my advice is: Wait a little, till the students have had contact for some time. Young people, and grown ups too, often judge people from how they look like. If you already know a person from e-mails it doesn't matter if they perhaps are short, or big, or have big ears. But when you see a photo first, perhaps you will not be open-minded about them.
6. It is better to write too many emails to your partners than too few. The cultural differences and the language problems are big at the beginning. We have had 2 meetings now, - and now it is getting easier to understand one another. All partners should give each other calendars of their school / working year. It is very important when you make agreements of doing different parts of the projects. If one school has holidays - and the others wait impatiently to get answers. Always answer quickly when you get mail/contact from the others. It is enough to write: I have got your email-I write next week. Then your partner knows that you have received the mail and don't have to worry: Did he get it, - or did he delete it by mistake. Agree upon to write t.x. Comenius in the subject-line. Then you know it isn't spam-mail. Use the eJournal for communication if you have one. Then you can avoid all the problems with spam.

Respondent:

Susanne Hviid

URL to the school website:

<http://cnu.lufo.ro/>



School name:

Unirea National College (Romania)

Number of students:

850

Number of teachers:

60

Level of education:

upper secondary school

Experience with international projects:

the 3rd year of school project European Youth Cultures 2.e-journals activity with Finland and Italy
3. Linz conference 2003 4. Barcelona conference 2004

How many computers/per 30 pupils?

25

Is your Internet connection:

good

Title:

European Youth Cultures

Theme:

cultural themes

URL to the project website:

<http://comenius.lufo.ro/>

Age and number of the students involved:

17 students aged 16-19

Network**Activities: what did students do**

creating website, investigation, communication, publishing, creating CD-rom

Integration into the curriculum, - other. Which areas of describe of the curriculum?

the school project hasn't been integrated in the curriculum so far but we will propose.

Is participation compulsory for the students?

No

Type of partnership:

Comenius

Which technology did you use:

chat rooms / messenger chat, e-mail, websites, electronic learning environment

Describe the technical equipment in your and the other participating schools. What use did you make of the technology? Describe the methodology used.

computers are used by all of us.

How did you use it: at school, during lessons...

we use them at school during lessons for searching subjects and then working upon them and publishing results in eJournals and other spaces.

What went very well? Give some examples.

the choice of common subjects went very well all having the same areas of interest the project meetings schedule

What was not so successful? Give examples.

the deadlines haven't been respected by all of us.

What solutions were found to problems occurring in the activity?

the school project coordinator has been changed the students have been warned to respect deadlines

What difficulties were not solved during the duration of the activity?

the grants haven't covered the travel costs for students.

What kind of long term benefit and impact has the project had on learning activities?

a better challenge for foreign languages study a better practice of ICT

Has there been an impact on other projects, on the learning and teaching activities at school? Please describe.

the improvement of teaching English the new techniques in ICT interest for the others' way of life

How did it change your practice in your school?

new ways of teaching languages new ways of using ICT skills improvements in teaching

What advice would you give to other teachers who would like to do a similar project?

to feel free to share anything to ask advice& help to Comp@ct team members who are unique in everything they organize each time!

Respondent:

Claudia Slujitoru

Network

URL to the school website:



School name:

Strabrecht College (Belgium)

Number of students:

1650

Number of teachers:

120

Level of education:

upper secondary school

Experience with international projects:

Many exchanges Comenius projects. Recently started with Comenius school development plan

How many computers/per 30 pupils?

3

Is your Internet connection:

good

Title:

ELINE - a comparison of 50ties and present time

Theme:

very broad theme: every days life

URL to the project website:

[http://www.schooljournals.net/index.php?action\[\]=IBrowsing::gotoFolder\(1263\)](http://www.schooljournals.net/index.php?action[]=IBrowsing::gotoFolder(1263))

Age and number of the students involved:

16/30

Activities: what did students do

investigation, communication, publishing

Integration into the curriculum, - other. Which areas of describe of the curriculum?

History, social sciences

Network

Is participation compulsory for the students?

Yes

Type of partnership:

Comenius

Which technology did you use:

electronic learning environment

Describe the technical equipment in your and the other participating schools. What use did you make of the technology? Describe the methodology used.

Computer rooms at the Strabrecht College. Many other computers available in library

How did you use it: at school, during lessons...

at school during lessons (about 6 lessons)

What went very well? Give some examples.

Personal presentations of the students with pictures. Brainstorming session on one article about the content of the project

What was not so successful? Give examples.

International comparison of the national research

What solutions were found to problems occurring in the activity?

Good contacts between the teachers involved. Shared responsibility between the teachers

What difficulties were not solved during the duration of the activity?

Respecting deadlines. But it was not too bad.. (one or two weeks)

What kind of long term benefit and impact has the project had on learning activities?

using schooljournals as ele has caused the implementation of a learning environment in the school also for subjects

Has there been an impact on other projects, on the learning and teaching activities at school? Please describe.

see above

How did it change your practice in your school?

I became very much involved in using ICT in my lessons and I became project manager to implement ICT in school

What advice would you give to other teachers who would like to do a similar project?

1. Create very detailed outline for teachers and students 2. Train the trainers 3. Share responsibility among teachers

Respondent:

Ludo Mateusen

Network

URL to the school website:

<http://www.ursulinenmechelen.be>

**School name:**

Ursulinen Mechelen (Belgium)

Number of students:

1 100

Number of teachers:

160

Level of education:

upper secondary school

Experience with international projects:

Several years experience with international projects: Leonardo da Vinci projects Comenius projects (both European Community projects)

How many computers/per 30 pupils?

4

Is your Internet connection:

good

Title:

ELINE (Every Day life in Europe / Electronic Learning in an international environment)

Theme:

A comparison of 50ties and present time concerning different topics in different European countries

URL to the project website:

www.schooljournals.net

Age and number of the students involved:

appr. 16 years old - 39 students in 2003-2004

Activities: what did students do

creating website, investigation, communication, publishing, creating CD-rom

Network

Integration into the curriculum, - other. Which areas of describe of the curriculum?

No real integration into the curriculum. The students did work for the project during several lessons: e.g. English, Dutch, Wordprocessing but that did depend on the motivation of some teachers. The students did get marks for the work done during the lessons. the students had to do some work during their spare time at home (e.g. interviews, investigation)

Is participation compulsory for the students?

Yes

Type of partnership:

Comenius

Which technology did you use:

e-mail, websites, electronic learning environment

Describe the technical equipment in your and the other participating schools. What use did you make of the technology? Describe the methodology used.

Students could use pc\'s in the computerrooms at school. Communication and investigation by means of the website of the project, e-mail and internet.

How did you use it: at school, during lessons...

Students could use the internet during the lessons to look for information about their topic. The students of the different countries did communicate with each other by means of the website and e-mail

What went very well? Give some examples.

The personal presentations of the students and teachers were a good tool to get to know the other members of the topicgroups. The brainstorming between the members of the different topicgroups worked very well.

What was not so successful? Give examples.

Some students didn't cooperate very well. The comparison between the different countries didn't work out very well at our school because of a lack of time

What solutions were found to problems occurring in the activity?

The role of the topic coordinator (a teacher of a participating school) and an assistant (a student appointed by the topic coordinator) was important: they could in some cases motivate the students to work better by sending messages to those students.

What difficulties were not solved during the duration of the activity?**What kind of long term benefit and impact has the project had on learning activities?**

Threshold fear for new technologies and for new challenges in general declined. Students learned to use and build a website. They learned to communicate in English without fearing to make mistakes.

Network

Has there been an impact on other projects, on the learning and teaching activities at school? Please describe.

The use of new technologies at school improved (e.g. use of smartschool)

How did it change your practice in your school?

I'm feeling more comfortable with the use of new technologies and I use more frequent internet possibilities during my lessons.

What advice would you give to other teachers who would like to do a similar project?

The use of a electronic learning environment is an easy way to communicate with students of other countries. It opens the minds of both students and teachers towards new methodologies, technologies and cultures.

Respondent:

Linda Bevers

URL to the school website:

<http://www.iesbecerrea.com>



School name:

IES BECERREA (Spain)

Number of students:

302

Number of teachers:

45

Level of education:

upper secondary school

Experience with international projects:

COMENIUS 3.1 LINGUA 2 COMENIUS 2.1

How many computers/per 30 pupils?

16

Is your Internet connection:

good

Title:

LEARNING IN THE DIALOGUE

Theme:

URL to the project website:

<http://www.iesbecerrea.com/S%F3crates/partes/dialogoindex.htm>

Age and number of the students involved:

302

Activities: what did students do

creating website, investigation, communication, publishing

Network

Integration into the curriculum, - other. Which areas of describe of the curriculum?

All matters integrate it in the curriculum

Is participation compulsory for the students?

Yes

Type of partnership:

Comenius

Which technology did you use:

e-mail, websites, electronic learning environment

Describe the technical equipment in your and the other participating schools. What use did you make of the technology? Describe the methodology used.

How did you use it: at school, during lessons...

at school, during lessons

What went very well? Give some examples.

classroom works with pupils transnational meetings with pupils

What was not so successful? Give examples.

Cooperation with teachers of one country is not very well

What solutions were found to problems occurring in the activity?

A lot of problems with the information about conflicts in the school. A lot of work for the coordinateing teacher.

What difficulties were not solved during the duration of the activity?

Two different levels of cooperation with every country of the project.

What kind of long term benefit and impact has the project had on learning activities?

Every teacher has the new strategies for work in the classroom The pupils know strategies of dialogue and cooperative work...

Has there been an impact on other projects, on the learning and teaching activities at school? Please describe.

Every project is a new step for the teachers. It is a very footprint in their work.

How did it change your practice in your school?

Now, we can work in cooperative work with teachers, that is less difficult

What advice would you give to other teachers who would like to do a similar project?

a team work is very important. The project is not alone of the coordinator

Respondent:

Pilar Fernández

Network

URL to the school website:

<http://www.imolalicei.it>

**School name:**

Polo Liceale "Rambaldi-Valeriani" e "Alessandro da Imola" (Italy)

Number of students:

1050

Number of teachers:

100

Level of education:

upper secondary school

Experience with international projects:

- Various Comenius 1 - 23 Cultural Exchanges - Organising and participating in International meetings

How many computers/per 30 pupils?

25 computers

Is your Internet connection:

good

Title:

ELINE

Theme:

Everyday life in Europe / Electronic Learning and Innovative Education

URL to the project website:

www.schooljournals.net/eline

Network

Age and number of the students involved:

32 fifteen-year-old students

Activities: what did students do

investigation, communication, publishing

Integration into the curriculum, - other. Which areas of describe of the curriculum?

One hour extra every week included into English Curriculum

Is participation compulsory for the students?

Yes

Type of partnership:

Comenius

Which technology did you use:

e-mail, websites, electronic learning environment

Describe the technical equipment in your and the other participating schools. What use did you make of the technology? Describe the methodology used.

Multimedia Lab. - personal e.mail - Internet - Digital camera

How did you use it: at school, during lessons...

ICT was used at school during lessons and extra time at school to communicate with partners, to search for data and information, to publish the articles written by students and teachers, to give information and instructions within the international virtual classes.

What went very well? Give some examples.

Communication within some students and teachers; publishing of articles; practising the target language in a real communicative context.

What was not so successful? Give examples.

Few students communicated on a personal base; final phase with sharing ownership of international articles (because lack of time and too much involvement in preparing final evaluating meeting).

What solutions were found to problems occurring in the activity?

For technical problems direct contacts with provider of website which went on well and efficient. Stimulating communication with peers giving more time in the ICT lab.

What difficulties were not solved during the duration of the activity?

For the last phase of the planned project (international articles) there was not much time left and coordinator did not urge the partners.

What kind of long term benefit and impact has the project had on learning activities?

Improvement of etiquette and good habits in communication and in group work activities; Appreciation of Electronic learning environment benefits in improving self-learning skills and long-

Network

life learning attitude; Pleasure to learn from peers; Different teacher's role (cooperation, advisor)
Improvement the use of foreign target language.

**Has there been an impact on other projects, on the learning and teaching activities at school?
Please describe.**

More use of ICT for learning process; Spreading the self-learning skills for other subjects.

How did it change your practice in your school?

More possibilities to use the foreign language at a real communicative level; A further way to challenge students and teachers themselves in improving the teaching /learning process; Higher motivation in using ICT and the foreign language; More possibilities to communicate and project-working throughout European schools.

What advice would you give to other teachers who would like to do a similar project?

1. Real transnational-cooperation; 2. Higher motivation in learning for students and teachers;
3. Sharing learning experience at European level in different cultural backgrounds; 4. Easier way for fast communication and organisation of common projects at transnational level.

Respondent:

Marinella Sangiorgi

Network

URL to the school website:

<http://www.imolalicei.it>



School name:

Alessandro da Imola (Italy)

Number of students:

450

Number of teachers:

50

Level of education:

upper secondary school

Experience with international projects:

Arcade Eline Europroject meeting

How many computers/per 30 pupils?

1 per student

Is your Internet connection:

good

Title:

Arcade

Theme:

Cultural Diversity

URL to the project website:

<http://www.schooljournals.net>

Age and number of the students involved:

30 stud. about 16/17 yrs. old

Network

Activities: what did students do

investigation, communication, publishing

Integration into the curriculum, - other. Which areas of describe of the curriculum?

In the English Language course

Is participation compulsory for the students?

Yes

Type of partnership:

Comenius

Which technology did you use:

e-mail, websites, electronic learning environment

Describe the technical equipment in your and the other participating schools. What use did you make of the technology? Describe the methodology used.

ICT - Internet

How did you use it: at school, during lessons...

At school during English lessons. Stud. sometimes used internet at home

What went very well? Give some examples.

Co-operation: teachers-stud. & stud.-stud.

What was not so successful? Give examples.

-sometimes difficulties in respecting deadlines - some students didn't work as much as others

What solutions were found to problems occurring in the activity?

-give marks to students for the work they produced

What difficulties were not solved during the duration of the activity?

-deadlines: this problem was impart solved because we submitted the work a bit late, but we submitted it!

What kind of long term benefit and impact has the project had on learning activities?

-stud. learned how to work well with ICT and internet -stud. contacts were kept and still last -wider knowledge of others -good & motivating Eng. practice

Has there been an impact on other projects, on the learning and teaching activities at school? Please describe.

No because we always work on these kind of projects

How did it change your practice in your school?

we use the computer lab more than before

Network

What advice would you give to other teachers who would like to do a similar project?

1. find teachers willing to help
2. accept that stud. work more on their own
3. be ready to fill in a lot of forms

Respondent:

Elizabeth Tamba

Network

URL to the school website:

<http://www.mallorcaweb.net/iesdarder/>



School name:

Institut Educació Secundària Emili Darder (Spain)

Number of students:

430

Number of teachers:

57

Level of education:

upper secondary school

Experience with international projects:

Comenius 1.2 (2003/2004)

How many computers/per 30 pupils?

10

Is your Internet connection:

bad

Title:

EUROLIKES

Theme:

English language improvement, ICT usage, language comparison and multicultural identity

URL to the project website:

<http://ejournal.eduprojects.net/palma7/>

Age and number of the students involved:

16 year old - 12 students

Activities: what did students do

investigation, communication, publishing

Integration into the curriculum, - other. Which areas of describe of the curriculum?

Most of the areas collaborated in the project: Social and Natural Science, Literature, Music

Is participation compulsory for the students?

No

Network

Type of partnership:

Comenius

Which technology did you use:

e-mail, websites

Describe the technical equipment in your and the other participating schools. What use did you make of the technology? Describe the methodology used.

How did you use it: at school, during lessons...

Flexible methodology: for sessions and productions. Computers were used whenever the computer room in the school was available for us. We did our most out of our lessons time, and also had to use home PCs and cybercafes

What went very well? Give some examples.

Students' participation and involvement. English language communicative competence improvement. Critical usage of PCs. Reflection on cultural and linguistical differences. Citizen training

What was not so successful? Give examples.

Partner's poor and irregular collaboration

What solutions were found to problems occurring in the activity?

Produce more material on our side. Cover the areas that were possible to

What difficulties were not solved during the duration of the activity?

None

What kind of long term benefit and impact has the project had on learning activities?

Fluency and communicative competence in English. Respect toward other cultures. Cultural knowledge.

Has there been an impact on other projects, on the learning and teaching activities at school? Please describe.

Students want to participate again

How did it change your practice in your school?

Integrating ICT in my lessons (if possible)

What advice would you give to other teachers who would like to do a similar project?

A GOOD TEAM AND LOTS OF PATIENCE.

Respondent:

Maite Rabanal

Network**URL to the school website:**<http://www.gymkc.cz>**School name:****Gymnázium Karla Ěapka Dobříš (Czech Republic)****Number of students:**

350

Number of teachers:

39

Level of education:

upper secondary school

Experience with international projects:

Participating in - Comenius project (now called Eline) for more than 10 years - Comenius project Czech Republic, Poland, Germany - Ecological project Czech Republic, Germany. Bilateral exchanges with Norway, the Netherlands

How many computers/per 30 pupils?

16 students per 1 computer

Is your Internet connection:

good

Title:

Eline - Everyday Life in Europe

Theme:

Comparison of the past and the present (different topics)

URL to the project website:www.schooljournals.net/eline**Age and number of the students involved:**

11 students, aged 16

Activities: what did students do

Network

creating website, investigation, communication, publishing

Integration into the curriculum, - other. Which areas of describe of the curriculum?

Is not a part of curriculum

Is participation compulsory for the students?

No

Type of partnership:

Comenius

Which technology did you use:

e-mail, websites, electronic learning environment

Describe the technical equipment in your and the other participating schools. What use did you make of the technology? Describe the methodology used.

computers, scanners, digital camera

How did you use it: at school, during lessons...**What went very well? Give some examples.**

Generally spoken, students really like participating in the project. The most successful part is always getting know each other - personal presentation. We don't have many problems with motivation of students as their participation in the project is optional.

What was not so successful? Give examples.

Usually approaching the end of the school year, students start to be less interested and we don't manage to meet deadlines. In the beginning the communication among students is very active but it often ends or is very poor in spring.

What solutions were found to problems occurring in the activity?

Teachers try to encourage students to communicate and work continuously.

What kind of long term benefit and impact has the project had on learning activities?

Project is an excellent combination of using English, computers, Internet, social sciences and history. It learns students tolerance, Europeanism, they learn about history, culture, customs and habits in other European countries. Some of the students have possibility to travel.

Has there been an impact on other projects, on the learning and teaching activities at school? Please describe.

as said above

What advice would you give to other teachers who would like to do a similar project?

You need to be enthusiastic, be ready to learn new things and give the project hours of your free time. But it will pay off in the end. You will be richer.

Respondent: Ivona Coufalová

