From Hoharupa to Europe

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Abstract: This project presents in a detailed way the design, the theoretical framework, the implementation as well as the evaluation of the school curriculum of the educational intervention Teachers 4 Europe. The educational action Teachers 4 Europe is an innovative teaching intervention of the Delegation of the European Commission in Greece. With this project an attempt was made to bring students in contact with what we call Europe. The implementation of this project was done through a series of experiential activities and active learning that made students discover the continent they live in, get to know the EU and its institutions, the cultural and any other peculiarities of its states, the many commonalities that unite the peoples of Europe as well as the contemporary problems that arise. Both the playful and enjoyable activities as well as the functional integration and integration of information and communication technologies in the educational process left encouraging results for similar actions in the future.

Key words: Teachers 4 Europe, travel, ICT, European Union, art attractions

1. Introduction

The implementation and utilization of the innovative educational action Teachers 4 Europe is an original and complex project. This innovative educational action started recently, in 2011, on the initiative of the Delegation of the European Commission of Greece, which in collaboration with the Ministry of Education, Lifelong Learning and Religions has undertaken the important task of creating a national-human network of teachers in primary and secondary education. The school year 2015-2016 and in secondary education that will have the appropriate knowledge and ability to convey to their students in the appropriate way issues related to European affairs, developments and prospects. A key axis in the design of this educational intervention is the transmission and infusion of the European idea and European values. The design took into account the experiential activities and the interdisciplinary approach and meets the learning objectives of the courses of the respective class. The general purpose of this action is, through group activities, to let my students know what Europe is, where it is on the map, what its history is, what the European Union is, when it was founded and why it exists to this day. Also to approach the countries of the European Union from different cultural angles, discovering that they are all equal members of a large family while maintaining their special characteristics. Undoubtedly, new technologies (ICT) have played a key role in the design and transmission of new data, which are now in modern society a key tool for the transmission of information and experiential contact with the subject. With the new technologies the students built the knowledge more pleasantly, more easily not in the traditional way, but with active cognitive participation

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of themselves. I believe that such an educational action brings various benefits not only to the students, but also to the teacher.

2. Program Goals

The transmission of the European idea and European values is the main axis of this innovative educational action. The implementation of this educational intervention takes into account the interdisciplinary approach and meets the learning objectives of the second grade courses. It is necessary to determine the general purpose and the individual objectives of the specific educational action. The general purpose is for students to know what Europe is, where it is located, what the European Union is, why it was created and what it means to us that we are European citizens. All of the above are part of the general purpose of this educational intervention. With innovative teaching methods, with experiential, collaborative, communication and alternative techniques, but also with the use of ICT. the students together with the teacher are informed about what the European Union is but also about the developments of European issues.

2.1 Indicative Sub-objectives

The individual indicative objectives can be grouped into four main axes:

A) Knowing and understanding (Cognitive goals)

• Students should consider the proper preparation that one should do when preparing for a trip. What he observes, where he visits, what cultural elements stand out. The culture and art of every place always leaves a gain of knowledge.

• Students to know what Europe is, where it got its name from and where it is on the world map

• Get to know what the European Union is, which Member States are on the map, which are their capitals and which are their flags

• To know the reason for the creation of the European Union

• Classify information via internet and bibliography on the 5 EU Member States who will deal more.

B) Appreciating and Adopting (Emotional Goals)

• Students to ask and admit the existence of cultural peculiarities that exist among the EU member states.

• To accept and agree that today there are problems within the EU such as the economic crisis and the refugee issue

• Adopt the necessity and importance of cooperation between EU member states in a spirit of love, solidarity, mutual understanding and respect with any cultural differences

C) Applying and constructing (Psychomotor goals)

• Students draw on the map with different colors the EU Member States and complete the capitals of the Member States

• Select and color on the map with a different color the member states that use their own currency and not the common currency of the EU, the euro.

• Learn the flags of EU member states drawing and playing online games

• To apply on the map icons from important sights of the 4 EU member states who will deal more

• Build models of 6 major attractions in the 4 Member States that will be most involved

D) Communicating and connecting with life (Communication - Diffusion)

• To work in working groups with a certain theme that they will undertake to work on (group collaboration)

• To develop communication and collaborative skills

• To present to the class the results of their group work

• To present to the whole school community, to the parents and to the 6th festival of digital creation, organized by the Primary education with the participation of Primary & Secondary Education Schools, the results of their group work

3. Theoretical Framework

My participation in the Teachers 4 Europe program created the occasion for my involvement in the implementation of this project. The European Commission delegation in Greece is implementing this project for another year and many of the elements that were the main focus of my training created the opportunity to transmit and disseminate our knowledge to my students.

3.1 Program Title:

"From Hoharupa to Europe"

3.2 Implementation team/class

The action "Teachers 4 Europe 2015-2016" was implemented by the 2nd grade with 21 students (10 girls and 11 boys).

3.3 Program Duration

20 teaching hours (flexible zone hours)

3.4 Compatibility with APS/DEPPS

The reason for starting this trip to Europe was given by the sections of the Language course "Preparations for the trip" and "The trip to Hocharupa". The specific project negotiates the thematic units of DEPPS (Government Gazette 303 and 304 March 2003) of the Primary School Class and makes reference to the interdisciplinary concepts of space, the whole, its interaction, its solidarity, culture and art. It seeks to achieve the objectives of the acquaintance with the Member States of the European Union, its basic characteristics, its operation and structure on the one hand and on the other hand the learning of the correct organization and implementation of a trip.

3.5 Learning Theories

Pedagogical Psychology has as its main object the problems that arise in the process of teaching and learning in school. The different ways of intervention and implementation of applications from different influences and influences lead to the formulation of different theories for Learning. These Theories try to help and illuminate difficult aspects of the multifaceted and multidimensional issue of education. The theories of learning that mainly support a teaching are the behavioral and the cognitive. Representatives of behavioral theory study the relationship between stimuli and the reaction that arises from them and appears in the form of certain behavior (Koliadis, 2002; Bosniadou, 2001). Representatives of cognitive theories focus their observation on the spiritual processes of the mind. There are two different approaches to cognitive theories.

• Constructivism

• Information processing theory

The main axis in constructivism is the active participation in the construction of knowledge. Dewey and Piaget focused their research in this direction with a basic philosophy in the field of teaching methodology, "how

students learn". In constructivism, the acquisition of knowledge is a process in which external stimuli do not reach a recipient with a passive role. On the contrary, the receiver (student) processes the stimuli internally and builds corresponding cognitive structures (Kassotaki Flouri, 2002). Knowledge is constructed by the student himself through his interaction with the world around him and is intertwined with social becoming (Koukla, 2002). Knowledge is created because students choose and use experiences and stimuli that are of real importance to them. At the same time, Vygotsky's social constructivism highlights the role of the group in shaping the individual point of view (Kolb et al., 2000, Dedouli, 2003). According to Vygotsky, knowledge is first formed in the social context and then adopted by individuals individually. Students' pre-existing knowledge plays a crucial role in learning new concepts (Ausubel, 1960) because new knowledge will be built on them. Information processing theory focuses on the way the student processes and interprets new information. Several tools can help the student to organize and represent new knowledge through shapes and patterns. Such tools can be concept maps, tools for writing, reading, art and music, Multimedia and Hpermedia tools that contain conceptual sources and help the learner to organize his knowledge and ideas (Delgarno, 2001).

The present project was designed and implemented in the main axes of the above theories. Students were actively involved in building knowledge. They searched, selected, classified and organized new cognitive objects, supplementing any pre-existing knowledge that existed. Everything was done collaboratively and the communication dynamics of the working groups through social mediation created conditions for the development of skills that each individual would hardly create.

3.6 Teaching Techniques

In the modern school it is necessary, in the design but also in the implementation of the daily teaching practice, whether it is called teaching a lesson or it is called elaboration of a teaching scenario, to adopt means and techniques that arouse students' interest, favor teamwork and create conditions for research and learning.

3.6.1 Brainstorming

Brainstorming is based on students' pre-existing knowledge. Pre-existing knowledge is an important factor and crucial since new knowledge on the same subject will be built on them. It does not require students to have a predetermined knowledge of the subject being researched. It allows the student to express himself without being evaluated. This technique comes from constructive teaching approaches. At this stage, findings are made about the level of the students in relation to a subject in order to plan the next steps of implementation.

3.6.2 Project Method

The innovative educational action Teachers 4 Europe was designed and implemented according to the project method, an innovative approach both in terms of how it was implemented and in terms of content. It is a creative process that integrates the student into the mechanism and process of learning. It arouses his interest with the various activities and gives him the opportunity to choose the theme. Finally, with the project method, the student has an active role and learning comes from experience. The elements that determine the method of students' work in an organized work plan are self-action, experientiality, physical supervision, reflection, group work. Collaborative activities promote alternative solutions with critical thinking and creative collaborative problem solving.

3.6.3 Use of ICT in the Implementation of the Program

The contribution of ICT to the learning process is shown by how much it is used pedagogically. Students' interest in computers, their familiarity with new technologies, their active participation through interactive

activities and the selection of appropriate software for the creation of mental models are important factors in the pedagogical use of ICT in learning in general. In teaching scenarios or teaching scenarios the use of ICT is even more appropriate, since the field of action, self-action and general choices enables the student to organize and compose the products of his research. Undoubtedly, new technologies and in particular ICT will undoubtedly play a key role in the design and transmission of new data, which are now in modern society a basic tool for the transmission of information and experiential contact with the cognitive object. With the new technologies, students will build knowledge more pleasantly, more easily not in the traditional way, but with active cognitive participation of themselves. Taking into account the theory of knowledge building, in order to pedagogically utilize new technologies, they should be integrated as cognitive and exploratory tools and secondarily as dynamic supervisory teaching tools and communication and information seeking tools.

3.6.4 Software Used (ICT)

• Taxendo and wordle software. Compositions of cloud words based on the words travel, Europe and European Union

• Google earth software. Locating Europe, states and capitals of the European Union, locating 6 attractions (for modeling)

• Internet and Youtube connection. "Europe's rapture myth"

• Inspiration software. Composition of conceptual maps

• Movie maker software. Composition of a film with traditional music of EU member states and with student activities

• Power point software. Presentations of activities and works

• Hot potatoes software. Worksheets and evaluation activities

• Collagerator software. Composition-photo collage of the project

• gimp software. Edit photos

• avidemux software. Video editing for the needs of the project

4. Implementation of Didactic Intervention (Activities)

Here are presented in detail the activities that were implemented in relation to the objectives set in this project (mentioned above, paragraph 2). The activities are distributed per teaching hour and are as follows:

4.1 1st Teaching Two Hours

There are theatrical play activities that help the cooperation and the acquaintance of the members of a group. Students make a circle. Each child says his name and something he likes. The next child must remember the name of the previous one, what he has said he loves and recommends. Then he says his own name and something he loves. If someone does not remember what his neighbor said, he is reconstituted. The 21 students are divided into 4 heterogeneous groups, in terms of gender and performance. The groups of students are then given cards in different colors and asked to write: What do they expect from the program and What can they offer. Brainstorming based on the words travel, Europe and European Union. With wordless and tuxedo software, cloud words are composed. First with the words Europe, names of EU member states and then with the word trip and what one needs when organizing a trip. Then we print the clouds on A3 paper, laminate them and post them in the classroom. There is a class discussion about how we organize a trip, what things we will observe where we will go, which places we will definitely visit and what we should have with us.

4.2 2nd Teaching Two Hours

In the context of the reader we read the fairy tale "Raki travels to Europe". Locating Europe on the globe as well as the 28 EU member states with the Google earth software we locate Europe among the other continents of our planet. We underline on the map of Europe the position of the 6 member states mentioned in the tale "Rocky travels in Europe". The reference to these countries will be more detailed. From these countries we will choose important sights and we will depict them in visual constructions (models).

4.3 3rd Teaching Two Hours

Search, locate and download in photo (jpeg) format the flag of each EU member state Children paint all the flags of the EU member states workgroups and post them on the board. We talk about the variety of colors of each flag, we remember from mathematics the types of geometric shapes we have learned and we try to locate them in the flags. We all play with a digital memory game with EU flags located on the website europa.gr.

4.4 4th Teaching Two Hours

Discussion with students about the name of Europe. Search and locate on the internet about the name "Europe". Screening of a film about the myth of Europe (related video on Youtube). Then the myth of Europe is represented by the students with a theatrical event.

4.5 5th Teaching Two Hours

The europa.gr website conducts a search for material related to the gradual accession of the 28 European countries to the EU. There is a historical background on the main reason for the establishment of the EU. Interactive application on the EU website Theatrical event by all students on the need to establish an EU (i.e., to have peace and love between the member states and any disputes that arise to be resolved through peaceful negotiations).

4.6 6th Teaching Two Hours

Composition of concept maps with information for each EU member state. Search and locate on the internet the capitals, major attractions and maps of each Member State. Each working group finds information on certain Member States. With the inspiration software, a concept map is compiled for each EU member state and exported in image format (jpeg) and then presented to the class. Each slide displays information about the state map, the capital, the flag and the most important attraction.

4.7 7th Teaching Two Hours

With Google earth software we locate in every EU member state the capitals. We draw on a large map-board of Europe all the member states with a different color of each state.

4.8 8th Teaching Two Hours

Search for traditional musicians of EU member states and EU anthem music from the internet with Youtube we download the traditional music in mp3 format. We compose digital creation (movie) with movie maker software with data from each EU member state (map photo, capital photo, photo of main sights) framed with the corresponding traditional music of each state. Then we proceed to an artistic creation of the flag of E, E, first with styrofoam, cardboard and embossed paper and then with blue sand-powder and starfish from the sea.

4.9 9th & 10th Teaching Two Hours

Working groups undertake to build models of EU city attractions which Rocky and his company visited on their trip to Europe. The materials we will need in the construction of the models are: styrofoam, cardboard, sponges, plastic paints, brushes, pieces of glass, pieces of wooden kitchen counter (4 cm), 3D puzzles (purchased from toy stores), colorless varnish and various types of models . Printing photographic material with the specific sights from internet and Google earth software. Implementation of construction of the models with coordination and help from their teacher.

5. Conclusions: Evaluation

The innovative educational action teachers 4 Europe gave students the opportunity to enrich their knowledge on issues related to the European Union and Europe in general. They helped them to think about what it means to be apart from being a Greek citizen and a European citizen and finally gave them the opportunity to discover that the European Union is a family of countries with different language, culture, customs, different views on art, monuments, to the sights in everyday life. At the same time, however, they understood how important, human and functional it is for us all to be united in diversity. Everything was implemented in a pleasant atmosphere of cooperation and communication. All students in the activities freely developed their creativity and imagination. They gained knowledge of geography that they would learn in larger classes, played digital games about Europe, composed digital creations (presentations, concept maps, clouds, movies [movie maker]) and with the support and help of their teacher carried out the construction of six models with sights of European cities (Parthenon, Colosseum, Leaning Tower of Pisa, Eiffel Tower, Louvre glass pyramid and Big Ben). They also took part in the 6th Festival of digital creation organized by the Regional Directorate of Primary & Secondary Education of Western Greece. There, as part of the program's information and dissemination in and out of the classroom, students presented some of the program's activities by announcing digital creations on major European attractions. The hot potatoes software was used to evaluate the cognitive subjects that the students knew about the EU and its Member States. Finally, the students were given questionnaires in which, among other things, they expressed their opinion about the program, what they liked most, if something seemed boring to them, what they would like to do if we started the program from the beginning, what they would like to change. The general picture shows that the knowledge was pleasantly built and the children enjoyed the implementation of the innovative educational action.

Photo From Digital Festival: Presentation of Models With European Sights

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