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Erasmus+ Project "Cooperative learning and digital skills in entrepreneurship education"

2017-1-LV01-KA219_035424

PROJECT JOURNAL NB 1

C O L L E N T

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Partners:

NORWAY: Gausdal videregående skole, Pierre de Coubertin, Gausdal

CROATIA: Graditeljska, prirodoslovna i rudarska škola, Varaždin

ITALY: IIS via Emery 97 ITC CALAMANDREI, Roma

LATVIA : Mālpils novada vidusskola (coordinator)

PORTUGAL: Agrupamento de Escolas de Amareleja

Project' objectives:

- to improve the students' entrepreneurial, digital, language and social competencies by using and further development of innovative and student-centred cooperative Entrepreneurship learning methods, workshops and training in order to reach, motivate and activate young, low skilled, partly socially disadvantaged and potentially unemployed youngsters to start entrepreneurship learning and/or create their own further job possibilities on the basis of their own interests and ideas.
- to foster modernization and internalization of all partner schools by improving cooperation internally as well external stakeholders: enterprises, public authorities and others.

Structure of the project:

MONTHS 1-24:- Project management/evaluation/dissemination activities.

MONTHS 3-5: Preparation of the materials for the Entrepreneurship local pilot workshops.

MONTHS 6-8: Local Entrepreneurship pilot workshops in appropriate duration (12, 24 or 36 hours) for each partner school.

MONTHS 8-14- Local testing and development of cooperative entrepreneurship teaching methods, preparation of the best practice samples for joint project virtual office in Dropbox and Project Journal Nb1.

MONTHS 14-19-Local career guidance and orientation activities, preparation of the best practice samples/skills and abilities testing templates for joint project virtual office in Dropbox and Project Newsletter Nb2.

MONTHS 19-22-Local activities in cooperation with local enterprises and other stakeholders, collection and summarizing of the information and experience for further sharing with partners in Dropbox and project Journal Nb2.

SUMMARY

of the Joint staff training event in Malpils District Secondary school,

Latvia, from 1st till 5th October 2017

The program started on 2nd October with an mutual introduction and a short Business game.

The invited lecturer Dace Kursīte, teacher of Malpils Vocational secondary school, held the main presentation about the TELE –method, worked out during the previous project of Malpils Municipality council “Teaching Entrepreneurship- Learning Entrepreneurship” (2014-2016, <http://tele-project.eu/wp-content/uploads/2015/06/TELE-project-WEB.pdf>)



After a coffee break the teachers have been divided into few mixed groups and started generation of ideas using TELE- and other methods.



At afternoon the teachers' group had a study visit to “Rāmkalni” – food production successful enterprise and Sigulda Business incubator. They had a meeting with workers and leading staff of this enterprise, learned about their cooperation experience with local schools.

On the next day teachers learned about the Methodology of the business plan creating using TELE method.

They worked in small international mixed groups and started to create the model- business plans.

At afternoon they continued their work, paying more attention to creating of marketing materials for their business ideas.

Study visit to a successful sample of entrepreneurial approach to cultural heritage_Ungurmuiža. – a museum that offers a big variety of educative activities.

On the last day of the training at morning teachers started with Preparation of the business plan's presentations and after- presented them to the whole group.



There have been created 4 business plans, and all participants got them for further using as samples for their colleagues students, who have to create own business plans in the next months of the project.

After the teachers have been informed about the materials created by coordinating partner in previous erasmus+ projects and well connected with our project topic. These materials have been uploaded in COLENT joint virtual Dropbox office and are available for all partners for further using in the next steps of the implementation of our project:

[https://www.dropbox.com/home/Materials%20from%20other%20projects/CV Portfolio Job%20Interview Preparation%20to%20Work%20based%20learning](https://www.dropbox.com/home/Materials%20from%20other%20projects/CV%20Portfolio%20Job%20Interview%20Preparation%20to%20Work%20based%20learning)

[https://www.dropbox.com/home/Materials%20from%20other%20projects/Career%20guidance cooperation%20with%20enterprises](https://www.dropbox.com/home/Materials%20from%20other%20projects/Career%20guidance%20cooperation%20with%20enterprises)

The training finished with the evaluation.



Blended mobility of school learners in IIS Via Emery ITC Calamandrei, Roma, Italy from April 8th till 12th, 2018

GOALS OF THE EVENT:

1. to present to an international audience, to evaluate and to improve the best business plans created by our students during 3 months before C2;
2. to work in international teams creating new joint business plans using the information prepared by hosting partner about the local entrepreneurship opportunities

PARTICIPANTS: 8 teachers and 12 students plus Italian staff (teachers and students)

KEY WORDS:

Integration, inclusion, cooperation, business plan, start up, entrepreneurship, swot analysis, digital skills, brochure, costumers, and Mediterranean cuisine!

SUMMARY of the MOBILITY

On **Sunday 8th April** all the guests arrived in Rome from their countries of origin. In the afternoon the participants met at school in order to greet and meet their host families and host students and to get introduced about the program details. The first ice breaking activities took place. In the evening, while students stayed at home to rest and get to know each other, the teachers met in a traditional Pizzeria in the centre of the city in order to catch up and to discuss about the overall project.

MORNING ACTIVITIES

On Monday an orienteering activity took place. The visit aimed to visit the school through the voice of the host students as well as those with special needs.

Furthermore, there has been a meeting in the Lecture Hall where the five students groups (formed by the partner schools) showed the work they organized in the previous months.



CROATIA



LATVIA



NORWAY



ITALY



PORTUGAL

From Monday to Wednesday, the students of the partner schools worked in mixed international teams and put together a simple business plan which was presented to the audience in a Power Point presentation at the end of the workshop.

Participants have been divided into three groups, each of them from different nationalities. Moreover, they worked mostly by themselves with minimal help. At the beginning some problems to assemble ideas and proposals have been encountered. As a matter of fact, participants of each group could not easily find agreements or similar ideas with each other. However after the first steps, they solved the issues and started to work in a productive and successful way through all the workshop.





They prepared promotional material such as brochures, websites as well as a simple "online" poll. Through this activity participants used their IT skills by using Microsoft Word, Power Point, Publisher and other digital tools

Working in this way resulted to be practical and not only theoretical – as it was about “learning by doing”. Every single activity has been closely supervised by the coach/trainer’s assistance. Participants identified and developed a small business plan, based on specific information prepared by the Italian partners.

All workshops were filmed and photographed.

The final works have been presented to the Italian audience/school on the last day of the gathering through a Power Point presentation and evaluated for

1. Best start up
2. Best Brochure
3. Best Presentation
4. Best Website

AFTERNOON ACTIVITIES:

The visit of the teams in Rome has been rich in activities both at school and around the city.

On **Monday 9th April** the host teachers introduced the overall project to their international colleagues and students by illustrating the goals and the desired results. In the afternoon, after a few icebreaking games at the school, there was a two hours tour of the city. The foreign students with their teachers could admire the beauty of Rome by a tour bus which lasted 2 hours, they were accompanied by some of the Italian participants.



On **Tuesday 10th April** in the early afternoon an team building game was organized. This was followed by a foot tour of the city which was led by some of the Italian students and teachers. The participants could admire some of the most famous churches, sites, streets and a parks in the centre of Rome. Moreover, the foreign students had the chance to taste a bit of the Italian culture by trying a traditional Italian ice-cream.

Every evening the students met in one of the host family's in order to spend a nice evening together getting to know each other a little bit more and share their experiences.

On **Wednesday 11th April**, the final project of the three teams was exposed in the main lecture hall to the audience of the school and the rest of the Italian students. The three teams showed their brochures, their ideas together with their Power Point presentations, confirming that this gathering has been a great success not only at the educational level but also socially as students from different countries could spend time together and observe cultural differences amongst each other.

In the afternoon, the foreign students with their teachers and hosting Italian students visited once again the centre of the city. They were given two choices of what to visit amongst the Colosseum / Foro Romano and St Peter Church.

The Italian teachers organized a bike riding tour on the bank side of the river Tiber which was finally canceled due to the high level of rain water of the previous days.

In the evening the hosts organized a Farewelldinner in the main hall of the school where all the participants including the teachers, the Head Master of the school, the parents hosts, the students participants as well as the local stakeholders gathered.

During the dinner, some awards have been given to the three groups of mixed students for their team works.



On **Thursday 12th April** was the final and sad day as this international event came to an end, and participants departed in the afternoon/evening.

In the morning of the same day a typical Italian breakfast has been organized at the school cafeteria with a debriefing in order to summarize the outcome of the project and evaluate the experience gained during this meeting. The teachers agreed that the meeting has been a real success, the objectives have been met and students had great fun in working together!

EXPERIENCE STORIES ABOUT THE MOBILITY IN ROME

Manuela from Croatia:

From this trip to Italy I expected to be the first good party, to meet young people from other countries, to learn a new language and to get new friends. We were all here for the sake of knowledge, so I expected to learn more about the subject we worked on. I also expected some of them delicious food and above all the kindness and accessibility of the host.

At this meeting I learned how to manage a job, how to produce a new product, I also learned a little more

Italian and a few words in Portuguese and Norwegian. I learned a lot about Rome itself, about Fontana di Trevi, many Italian squares. I also learned that friendships are quickly gained at such meetings, some of us still in contact.

At this meeting I learned a lot. First of all, I was forced to speak English, so it was good practice in speaking English. I learned how to manage companies, which are some good techniques and methods of managing a business. I learned how to make good preparation and good organization in working with groups. In the group I also learned some other languages other than English. I learned how an Italian school works and operates, and I also learned how students live in Latvia, Norway, Portugal and Italy, how their way of life is and how they are organized. Certainly a good experience and we can only learn some good things.

In the host family, it was very nice, they welcomed me and kindly treated me. With them I cook some Italian specialties, their famous biscuits. Christina, the housewife who was hosting me was in Rome and told me interesting stories. Finally we were greeted and I was very glad to meet her. The whole impression about students coming from other countries and hosts is great.

During this meeting, I liked being introduced to new people and friends. What I had the opportunity to take part in such a big project involving students across Europe. I was pleasantly surprised that I was chosen for this project. I really liked the final dinner on which Italian specialties were offered. I also liked the opportunity to meet the city of Rome in such a short time. The whole impression is great.

At this meeting I will remember the kindness and accessibility of people, especially the host. Although all of us have been scared that Rome is a city where a lot of stealing has occurred, I have not encountered some unpleasant situations. I will remember various long walks along the Roman streets, their fine ice cream and the beautiful Basilica of St. Peter in the Vatican. That was a lifetime experience. It was great when we went to Italy and back on a plane, again with some new experience. The beautiful city of Rome and its inhabitants will always remain in memory. I can not wait to come back to Rome.

Latvian students and teachers:

Mārtiņš: On the first day, we were surprised by how much Italian traffic was different from Latvia. The family that hosted us was very welcoming. Over the next three days, we presented our previously prepared business plan and split into 3 groups, and we needed to develop new business plans and present them. Of course, we also saw Rome in all its power and, of course, the Vatican. It's a shame that this was my last high-school project trip abroad, but at the same time I appreciated all the projects I could participate in.

Annija: To participate in the Erasmus project COLENT, it was necessary to develop a business plan. Together with Martin, we wrote it about extreme hikes in cooperation with locals. The project team helped design the plan with ideas and recommendations, and the teacher Dace Kursite also helped. We learned to think about a number of things at the same time that would affect the outcome of a business plan. Speaking in Rome was a challenge, but everything went well and we were happy with the work we had done. This was my last Erasmus project and high school trip, but it was also the toughest of all previous projects. Writing a business plan was a time-consuming process. I enjoyed the opportunity to present myself and our idea in Italy!

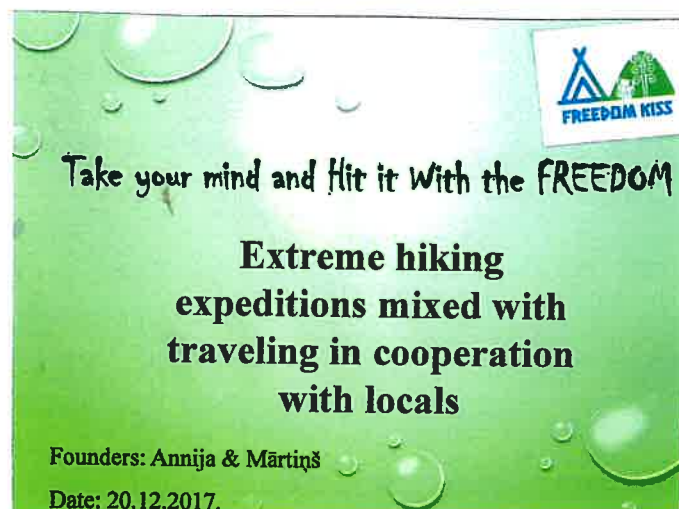
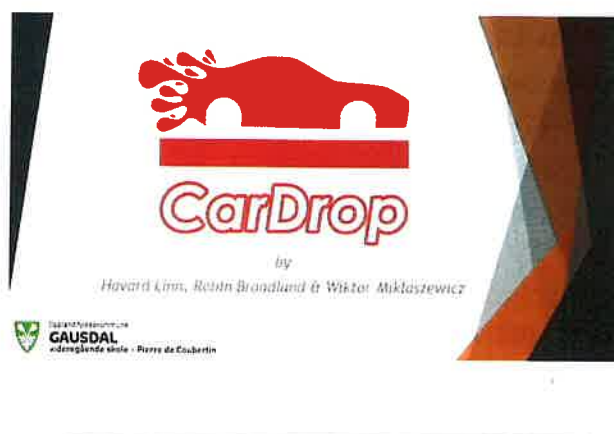
Ieva: At the time of the project, we had to mix ourselves into teams with each country and create new business plans. We had to do this in 3 days. The teams' topics were about travel, catering business and transport. My team's business plan scored the highest. Our project was called "FastPark", an app that could be used by people who find it difficult to park cars in big cities. During the project, we met participants from all countries and gained new friends, which was also one of the goals of the project.

Teacher Elita: This was a great opportunity to get to know and meet teachers and young people from other countries and it was very interesting to find out how young people in Rome learned. The overall impression from the journey is very good. Not only did we find out a lot of new about Italy, we looked at the city, tasted national dishes, met young interesting people, but we were very friendly with each other. In general, I am pleased that the school is involved in such a project and I call on others to take advantage of the opportunities.

Teacher Līva: As part of the project, we could work with teachers and students from Norway, Croatia, Portugal and Italy. It was an excellent opportunity for pupils to become young entrepreneurs and to improve their communication skills by working with other countries. The new business plans, which were developed in Rome, were surprising by both innovative ideas and a modern vision that showed pupils' ability to move quickly into new conditions. Teachers also shared experience on the progress of the project and different approaches. The project will also continue in the next school year. It will also enable other pupils to test their skills in business and in interaction between cultures.

BUSINESS PLANS

After the JTE in October 2017 in Latvia, all partners organized local training for their teachers using the materials of the international JTE. After this training in all partners' schools have been created students' teams which learned in the next 3 months, how to create a business plan. These teams worked out totally more than 20 business plans, and one of them in each school has been chosen as the winner. These business plans have been presented during the Blended mobility in Italy in spring 2018. During this meeting, students worked in mixed international teams, created and presented to the international audience new business plans for international entrepreneurship. All participants of the meeting voted for the best business plan, and here are the 1st slides of all partners' school's presentations and the winner presentation worked out by the international students' team.



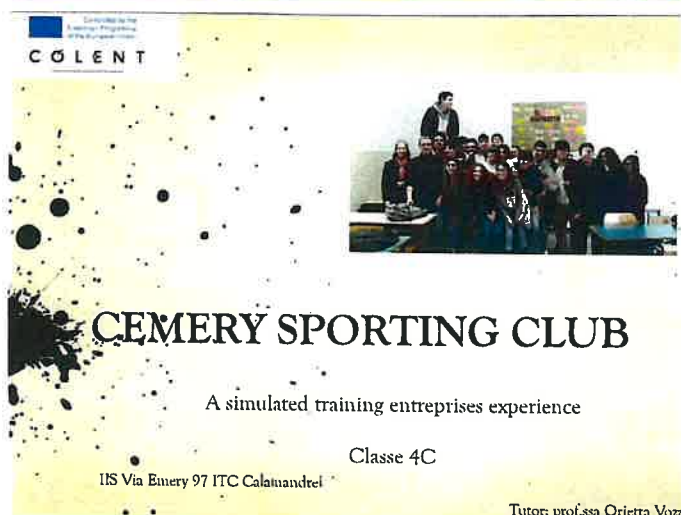
GRADITELJSKA, PRIRODOSLOVNA I RUDARSKA ŠKOLA, VARAŽDIN
„MILCO“ d.o.o., Varaždin

BUSINESS PLAN

Introduction of a new product „Yogochest“ and manufacturing
assortment expansion of MILCO food industry

Teachers:
Nikola Biškup, prof., Ana Sambolec, prof., Alen Lacko, prof., Damir Posavec, dipl. psih.

Pupils:
Neven Novak, Antonia Talaš, Manuela Kamenič, Ilija Kubat, Borna Novosel, Anamaria Benčić,
Karla Ciglaric, Ana-Maria Čretoi, Tea Dokleja, Roman Hosni, Tena Zavrtnek
Varaždin, February, 2018.



THIS IS OUR BUSINESS PLAN:

Haavard Linn
Ruben Ferreira
Bencic Anamaria
Ieva Ozola
Mercurio Davide
Di Paolo Serena
Pietrolucci Gaia
Nissolino Sara
Storti Christian
Fiasco Lorenzo
Soldatini Marta



Business idea

- ▶ An app that makes parking easier
- ▶ Free to use and free to download
- ▶ Shows available parking spots
- ▶ Easier parking in big cities



Goals

- ▶ Help people find parking
- ▶ To become a dominant app on the market
- ▶ Become an widely used app



Problems

- ▶ Competition
- ▶ Funding
- ▶ Users
- ▶ Infrastructure of the app



QUESTIONARY



1. Do you drive a car?
2. Where do you park the car?
3. Do you have a problem parking the car?
4. Where is the most difficult place for find parking?
5. Do you need to save time?
6. Do you often forget where your car is parked?
7. If we do this app would you download it?
8. Do you think this app would help you?

We didn't have time to share a questionnaire to people, but we told them the idea and they like it. They think the idea is good because it will help them to park and then to find car.

S	W	O	T
STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS

STRENGTHS:

S1 - Free
S2 - Easy to use
S3 - Fast access

WEAKNESS:

W1 - Funding
W2 - Operating
W3 - Low quality

OPPORTUNITIES:

O1 - Big market
O2 - Need for an app like this
O3 - Faster

THREATS:

T1 - Competition
T2 - Trust

STRENGTHS

	S1	S2	S3
S1	-	S1	S3
S2	-	-	S3
S3	-	-	-

WEAKNESS

	W1	W2	W3
W1	-	W1	W1
W2	-	-	W3
W3	-	-	-

OPPORTUNITIES

	O1	O2	O3	O4
O1	-	O2	O3	O4
O2	-	-	O3	O4
O3	-	-	-	O3
O4	-	-	-	-

THREATS

	T1	T2
T1	-	T1
T2	-	-

RANG S	RANG W	RANG O	RANG T
S3	W1	O3	T1
S1	W3	O4	T2
S2	W2	O2	-
-	-	O1	-

Vision

Help all,
help fast

Mission

Help people
to find
parking



Target group

- People over the age of 18
- With drivers licence

Typical customer

- Between ages of 20–50
- Likes to visit cities
- Has a hard time finding parking

Price

- The app is free to download and you don't have to pay any extra fees.



Placement



Google Play

- The placement of our product will be on the appstore or on Google play
- Everyone who downloads the product have access to the product

Promotion

- › Advertisement on other apps
- › Banner for promotion

Resource requirements

- › Technology
- › Funding
- › Advertisement
- › Promotion
- › Products



Start-up costs



Item	Amount
Personell	1 000 €
Technology	3 500 €
Advertisement	1 500 €
Development	5 000 €
Infrastructure	3 000 €
Office location	4 500 €/month

Operation costs



Cost factor	2018	2019
Salary	200 000 €	235 000 €
Technology	3 500 €	4 000 €
Advertisement	2 000 €	3 000 €
Development	5 000 €	5 000 €
Product placement	7 500 €	7 500 €

Risks

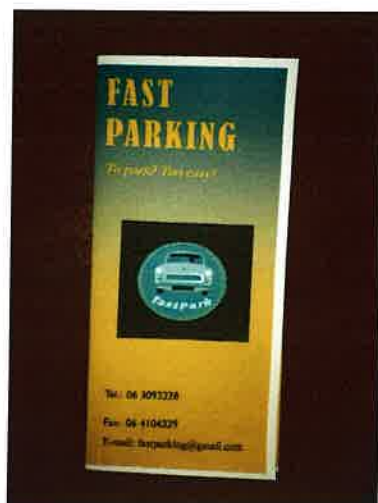
Risks: Big market and other competition

How we deal with it:
Make our app more modern and better

Rewards

Rewards: If we advertise good, we can make our app popular





ERASMUS 2018



COOPERATIVE LEARNING METHODS

At the beginning of the project all teachers participating in the JTE in Latvia were invited to encourage their colleagues not only use cooperative learning methods but also describe them using a joint template prepared by coordinator. During the project partners created a serious collection of these methods, uploaded them in the project Dropbox, and now they are available for all partners.

Here are few samples of the methods.

1) LATVIA: Hobby group “Mazpulki” and its first steps in entrepreneurship

Forms in which the activity is used/carried out/implemented: hobby group “Mazpulki” (forms 2 - 4).

The goal: to understand the correlation between supply and demand; to become aware of the importance of healthy habits and to develop them; to encourage the development of the students' practical activities and social collaboration skills.

Which of the students' needs correspond with this method/activity?

The method is consistent with the students' needs for meaningful free time and for creating practical and useful things for one's everyday life, as well as for learning activities beneficial to one's health and environment.

The way in which the activity corresponds with the studying/educational plan or the hobby group activities' plan of the school

The activity corresponds with the following subjects:

1. home economics and technology — production;
2. natural science — introduction to the chemical composition of fruits and vegetables, the transformation of substances during drying and boiling processes, as well as to growing, gathering and storing fruits and vegetables;
3. mathematics — calculating (kilograms, grams, ratio/proportion in recipes, money and income-expense calculations, planning);
4. social knowledge — demand, supply, planning, socializing, market experience, analysis of said experience, future planning on the basis of experience and practice;
5. English — translating designations and product names for prospective foreign consumers.

Duration of implementation (academic hours)

On average — 2 academic hours per week (1 hour of weekly class + additional activities).

Methods and materials used:

Making dried vegetables and fruits:

Practical use of peeler, cutting knife and dehydration oven, packaging the products, jelly-making and storing in jars.

Making aromatic bath bombs:

Mixing dried fruit peels, tea leaves, soda, citric acid and oil, as well as rolling, pressing, packaging the bath bombs.

Preparation phase (activities, tools, materials):

1. planning;
2. informing the students and their parents via info pages about the activities planned;
3. organizing the space;
4. gathering materials, promoting, advertising, requesting that the materials be brought to school (apples, pumpkins).

Execution/usage/implementation phase (activities, tools, materials):

1. classes (peeling, cutting, drying, packaging, beautifying the packaging);
2. taking part in the marketing events of the school and the region;
3. counting the proceeds and discussing their utilisation;
4. informing the public.

How did you collaborate with other teachers, students, extracurricular partners?

1. Collaborating with school administration and assistant manager.
2. Collaborating with parents (informing, requesting support).
3. Collaborating with the manager of *eco school* and the school's catering service provider's manager.
4. Collaborating with the region's inhabitants in relation to market events and on visits during which we gift our products (visiting people of importance and significance to Mālpils, as well as Mālpils regional care center).

Results/evaluation

1. The students' sense of satisfaction and enthusiasm to be involved in the activities, their joy about the practical and useful products made by their own hands.
2. A meaningful study process which represents a well-distinguished beginning, course, action, result, application, as well as material and moral benefit to oneself.



2) CROATIA: Business meeting simulation

1. Class/Classes to which the method/activity is addressed:

Dietary technician

2. Stimulus/trigger:

Improving the existing knowledge and skills and acquiring new knowledge and skills in the field of entrepreneurship, i.e. business meeting organisation. Correct planning and preparing of the roles for a business meeting simulation. Responsible behaviour during the business meeting, deal-making and drawing conclusions.

3. To which students' need does the specific method correspond?

Group work, dividing students into teams. Business meeting simulation through role play. The conductor of the meeting, the recorder, the supplier of goods, the buyer of goods.

4. Aims:

Discern and connect the main goal of the business meeting for each group. Solve the problems in the acquired content by applying new digital skills. Understanding the business etiquette.

5. Connection of the activity to the existing curriculum or the common relevant school activities of the specific class:

Entrepreneurship in the food industry (2nd grade), Participation in public exhibits and festivals.

6. Duration (total school hours):

Number of hours: 6

7. Methods and materials used:

Conversation, student discussion. Group work, role play, simulation.

8. 1st phase (preparation) (activities, tools):

Preparing students for a business meeting. Creating a role for each of the students or a group of students. Completing a survey on the understanding of the business etiquette.

9. 2nd phase (implementation) (activities, tools):

Business meeting simulation through role play.

a) Conductor of the meeting: notifies other participants about the time and place of the meeting and the agenda by calling them. He/she conducts the meeting and the discussion, draws conclusions after the purchase decisions have been made and closes the meeting.

b) Recorder: writes the record file according to the items on the agenda.

c) Contractor: prepares the contract of purchase and completes it after an agreement has been made.

d) Sellers: the food industry which sets the offer of products, sets the prices, negotiates with the buyers and signs the contract.

e) Buyers: a retail chain which sets the demand for products, negotiates with the sellers and signs the contract.

10. How did you manage to cooperate with other teachers – classes – schools – bodies – partners?

Cooperation via digital technology.

11. Report – Evaluation – Results

Impressions and the analysis of the purchase that was carried out.



3) ITALY: Numbered head thinking together

Numbered Head Thinking Together is a listening and speaking strategy that involves students working collaboratively in groups to answer a question posed by the teacher or to liven up a discussion.

Cooperative learning is a practice that empowers students to interact with one another to realize a common goal

1. **Class/Classes to which the method/activity is addressed:**

NUMBERED HEAD THINKING TOGETHER method can be addressed to all classes, from primary to university. In ITC Calamndrei it is has been used in 3rd, 4th, 5th high school classes

2. **Stimulus/trigger:**

3rd class: If you were a lawyer, what would you do?

4th class: Differences between a limited and an unlimited liability company

5th class: a discussion on *ius soli* or *ius sanguinis*?

3. **To which students' need does the specific method correspond?**

This method works to reinforce a student's own learning as well as the learning of his or her fellow group members.

GOOD STUDENTS: Working **ALL together** and sharing the same mark with the group mates, good students have an equal interest in both their own success and the group members' ones.

WEAK STUDENTS and lower achievers are enforced and are given confidence by this method. They are not afraid of making mistakes because they already know the answer to be given having already discussed it in groups

4. **Aims:**

The opportunity to practice listening and speaking skills, which is especially important for students who have special needs (In Italian BES), in the peer education contest

To give confidence to lower achievers because they feel stronger and they trust in themselves

5. **Connection of the activity to the existing curriculum or the common relevant school activities of the specific class:**

The *Numbered Head* has been practiced with a strict connection of Law studies curriculum. The contents were:

- "The contract structure" in the third class
- "Limited liability company" in the fourth class
- "How to get Italian citizenship" in the fifth class

in all cases the cooperative method has been an effective strategy for content review prior to a test (third and fourth classes) or to liven up classroom discussion (fifth class).

6. Duration (total school hours):

The duration depends on the content and on the class.

7. Methods and materials used:

- A spinner in order to have random choices of students to whom ask the questions
- A post it, when the students have to face a test for example with multiple choice
- A large classroom to let each group have a place where discussing the topic before students were called to share with the class.

8. 1st phase (preparation) (activities, tools):

THE TEACHER: divides students in numbered, equal sized groups of 3-5. Each individual student within each group is also given a number by the teacher.

THE TEACHER assigns a topic (for a content review prior to a test) or an issue to discuss on (to liven up a classroom discussion)

9. 2nd phase (implementation) (activities, tools):

STUDENTS work together in their groups to discuss and determine an answer to the question or to face the topic to discuss on

During this time, each individual student can offer their thoughts and ideas.

All group members should be prepared and able to answer the given question or to attend a discussion

THE TEACHER chooses a student number at random using a spinner, and

THE STUDENTS with the same chosen number in each group share out to the rest of the class what their group discussed (fifth class) or give the right answer to the question (third and fourth classes)

10. How did you manage to cooperate with other teachers – classes – schools – bodies – partners?

Teachers are often afraid to implement cooperative learning in the classroom because it requires them to give up some control. In spite of that, younger teachers were very interested in.

Next school year the contact person of Colent will support all teachers in running cooperative experiments during classes

11. Report – Evaluation – Results

Every year at the end of the lessons, every teacher has to report about the teaching results in each course with a «Relazione finale» (final personal teaching report). There is a template to fill, with a space dedicated to method.

Students made an evaluation as well on a questionnaire.

Results: Advantages of this strategy are :

- all students participate in a low-risk environment,
- it involves collective answering through group collaboration,
- weak students become more self confident
- a high degree of student interaction occurs

...AND IT'S HIGH ENERGY.

