



# CATALOGUE

## Innovative Strategies and Processes in Teaching and Teacher Training

**DEC - DISCIPLINES IN EUROPEAN CONTEXT**

**Project Erasmus+ DEC nr: 2021-1-HU01-KA220-SCH-000023671**

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- COORDINATOR OF DEC ERASMUS+ PROJECT



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Plunges technologiju ir verslo  
mokykla



Casa do Professor

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# DEC

## WHY THIS CATALOGUE?

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**This catalogue aims to:**

1

Foster conscious European citizenship and a deeper understanding of each country's history among students and teachers, promoting empathy and acceptance of others;

2

Enhance the knowledge of the participating teachers.

3

Encourage the integration of project results into the functioning of educational institutions.



# DEC

# OBJECTIVE AND GOAL



## OBJECTIVE

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The primary objective of this project is **to establish a strategic partnership with the purpose of promoting awareness and understanding of common EU**

**values, as well as their social, cultural, and historical heritage, across five distinct disciplines:** Literature, Arts, Languages, History, and Sciences.

## ULTIMATE GOAL

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The project's outcomes are a handbook and a catalogue featuring the five disciplines, including introductions and detailed descriptions of the preparation process, project implementation within each discipline, activity impacts, best practices, and applied teaching methods.

# TIMELINE AND MILESTONES

The DEC - Disciplines in European Context project, co-financed by the Erasmus+ Program, spans from 2022 to 2024, with key milestones marking its progress.

- **February 2022:** 1st Transnational Partners Meeting (TPM) in Braga, Portugal, hosted by Casa do Professor. This meeting set the foundation by allocating topics to partners, establishing methodologies, and planning communication and dissemination strategies.
- **May 2022:** 1st Learning, Teaching, and Training Activity (LTTA) in Hungary focused on **Art**. Participants explored creative approaches, emphasizing nature and creativity with various hands-on projects.
- **September 2022:** 2nd LTTA in Poland centered on **History**, with the theme of "Famous Women in History." Students and teachers engaged in collaborative historical research and presentations.
- **April 2023:** 3rd LTTA in Norway highlighted **Science**. Participants engaged in scientific explorations, including dissections and chemistry experiments, and visited science museums.
- **September 2023:** 4th LTTA in Sweden focused on **Literature** under the theme "Famous Writers in History." Students analyzed the cultural and historical impact of renowned writers.
- **May 2024:** 5th LTTA in Lithuania will explore **Languages**, under the theme "Native Languages: Diverse Yet Connected," promoting linguistic diversity and understanding.
- **October 2024:** 2nd TPM in Portugal, marking the final review of the project. Partners discussed the overall impact, finalized dissemination strategies, and consolidated the project's legacy through the integration of its outcomes into educational institutions.

Each milestone emphasizes the development of cross-disciplinary skills, intercultural understanding, and the integration of these experiences into educational systems.

# 1ST TPM



**Braga, Portugal**  
February 2022

# 1ST TPM PREPARATION

The preparations for the first Transnational Partners Meeting (TPM), held in Braga, Portugal, and hosted by Casa do Professor, involved various organizational tasks. These preparations required the coordinated efforts of multiple teams and individuals from each partner country.

## **Organizational Tasks:**

- **Travel Arrangements:** Booking airplane or train tickets for participants.
- **Accommodations:** Arranging lodging for all attendees.
- **Catering:** Organizing meals and refreshments during the meeting.
- **Insurance:** Ensuring all participants had appropriate travel and health insurance.

## **The preparation involved:**

- Management Teams
- Financial Chiefs
- Project Coordinators
- Project Work Groups
- Topic Leaders
- Teachers

## **Activities During the 1st TPM (February 9-11, 2022):**

- **Topic Distribution for LTTAs:** Allocation of topics among partners for Learning, Teaching, and Training Activities (LTTAs) in disciplines such as art, history, science, literature, and languages.
- **Discussion of Project Work Plan:** Reviewing and refining the project work plan to ensure all partners were aligned.
- **Presentation of Communication Platform:** Introducing the platform to be used for ongoing communication and collaboration.
- **Brainstorming Sessions:** Engaging in collaborative discussions to generate ideas and solutions.
- **Teacher Trainings:** Methods and strategies developed by Casa do Professor were shared and discussed.
- **Workshops:** Conducting hands-on workshops to enhance practical skills and knowledge.
- **Attitude and Satisfaction Survey:** Collecting feedback from participants to assess their satisfaction and gather insights for improvement.



# 1ST TPM PREPARATION

**Participants:**

- PT Management Team
- Management Project Work Groups
- Teachers
- IT Staff
- Coordinators
- Topic Leaders

These comprehensive preparations and collaborative activities during the first TPM were crucial in setting a strong foundation for the project. The involvement of diverse teams ensured that all logistical, educational, and collaborative aspects were effectively addressed, facilitating a productive and successful meeting.

# 1ST TPM

1st TPM details	
N.º of participants	20
Duration (days)	3
Country of Venue	Portugal
Date	09-11 February, 2022

The implementation phase of the project included a series of strategic steps to ensure its success. This phase began with the critical initial Transnational Partners Meeting (TPM) and continued through various planning and execution activities.

## First Transnational Partners Meeting (TPM)

The first TPM was held in Braga, Portugal, and played a pivotal role in preparing the project for its subsequent phases.

- **Host Institution:** Casa do Professor
  - Casa do Professor served as the gracious host, skillfully organizing and executing a three-day program.
  - Their dedicated efforts ensured that the meeting was productive and enriching for all participants.

# 1ST TPM

- **Objectives and Focus Areas:**
  - **Defining the Project:**
    - **Objectives:** Clearly defined the project's goals and aims.
    - **Action Plan:** Developed a detailed action plan to guide the project's implementation.
    - **Methodologies:** Discussed and agreed upon the methodologies to be employed.
    - **Results:** Outlined expected results and deliverables.
    - **Communication and Dissemination Plans:** Established plans for effective communication and dissemination of project outcomes.
    - **Feasibility and Sustainability:** Assessed the feasibility and sustainability of the project.
  - **LTTAs Development:**
    - **Distributing Responsibilities and Tasks:** Allocated specific responsibilities and tasks among partner organizations.
    - **Planning Activities and Schedule:** Created a detailed schedule of activities.
    - **Measuring Specific Contributions:** Evaluated and measured the specific contributions of each entity to the project.
    - **Platform Presentation and Workshops:** Introduced the project platform and conducted relevant workshops.
- **Guidance and Instructions:**
  - Casa do Professor provided comprehensive guidance and instructions for the days ahead, ensuring that all participants were well-prepared and aligned with the project's objectives.

This first TPM set the foundation for the project's successful implementation by establishing clear objectives, distributing tasks, and planning activities. It ensured that all partner organizations were on the same page and ready to move forward with their respective roles and responsibilities.

# 1ST TPM

# AGENDA

DATE	TOPIC
<p>February 9, 2022 Wednesday</p>	<p><i>09:15 Welcome to DEC partners and Warm-up, welcoming and agenda presentation</i>  <i>09:30 Brief presentation of Casa do Professor</i>  <i>10:30 Coffee break</i>  <i>11:45 Introduction of schools and Visit to Casa do Professor</i>  <i>12:30 Summary Presentation of the Project</i>  <i>13:00 Lunch</i>  <i>14:00 Project overview : Attitude survey; Brief introduction of the project; Brainstorming of the project; Discussion of technical questions (date); Introduction of the LOGO design plan (catalogue)</i>  <i>16:00 Presentation of the platform that will support the project</i>  <i>17:00 Visit to the Biscainhos Museum</i>  <i>19:00 Walk through the city centre</i>  <i>20:00 Free Dinner</i></p>
<p>February 10, 2022 Thursday</p>	<p><i>09:00 Warm-up; Introduction of the website of the project; Discussion of the construction of the catalogue; Discussion of dissemination</i>  <i>10:30 Coffee break</i>  <i>10:45 Workshop: How to Communicate Consciously and Creatively – Teacher Training</i>  <i>13:00 Lunch</i>  <i>14:00 Teachers Training: Cultural and Emotional competence in Education</i>  <i>17:20 Visit to the city of Guimarães – Word Heritage Site</i>  <i>19:30 Return to Braga</i>  <i>20:00 Free Dinner</i></p>

# 1ST TPM

# AGENDA

DATE	TOPIC
February 11, 2022 Friday	<p><i>9:00 Warm-up</i></p> <p><i>9:15 Presentation of the Hungarian Teacher : ART</i></p> <p><i>9:35 Teachers Training: Mentoring and Mentor Program</i></p> <p><i>10:30 Coffee break</i></p> <p><i>10:45 Teachers Training: Mentoring and Mentor Program</i></p> <p><i>13:00 Lunch</i></p> <p><i>14:00 Lecture with an expert in the field of technologies related to pedagogies + Questions</i></p> <p><i>17:00 Visit to Bom Jesus and Sameiro;</i></p> <p><i>20:30 Farewell Dinner</i></p>

# JOURNAL

# ACTIVITIES

## 1ST TPM

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The day began with welcoming the DEC partners and presenting the agenda, followed by a brief presentation of Casa do Professor.

After everyone was acquainted it was time for a summary presentation and an overview of the project. The project covered various topics including an attitude survey, a brief introduction of the project, brainstorming, and discussing technical questions and the logo design plan. This was followed by a presentation of the platform that will support the project.

After a hard day of working the partners deserved to refresh their spirits, so the day continued with a visit to the Biscainhos Museum and a walk through the city centre.



The partners discussed the construction of the catalogue, and dissemination strategies.

There was a workshop on how to communicate consciously and creatively, focusing on teacher training, to help improve our partners skills.

The training continued with a session on cultural and emotional competence in education.

After all that thinking and emotional work, the partners visited the city of Guimarães, a World Heritage Site, and returned to Braga, refreshed and in time dinner.



During all the fun and work, there was even time for a bit of exercise to help activate our participants' minds and bodies!



The final day began with a warm-up session, followed by a presentation from a Hungarian teacher on art.

The morning continued with teacher training sessions on mentoring and mentor programs, with a coffee break in between.

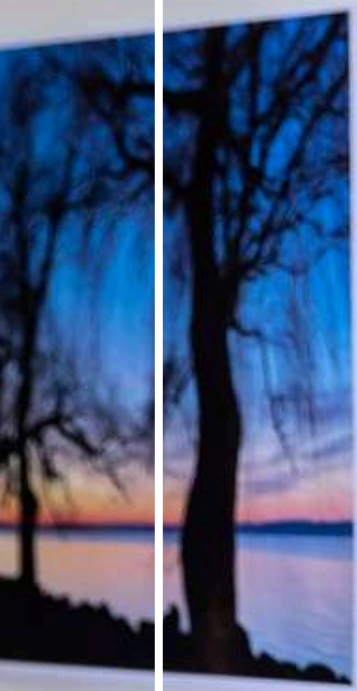


After lunch, there was a lecture by an expert in technologies related to pedagogies, followed by a Q&A session. The day concluded with visits to Bom Jesus and Sameiro, and a farewell dinner in the evening.

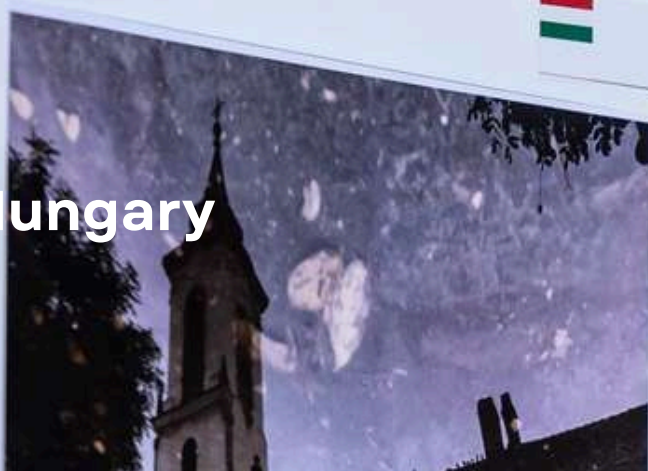




# ART LTTA



Szentendre, Hungary  
May 2022



# ART LTTA

*«Every child is an artist.»*

***Picasso***

1st LTTA details	
<b>N.º of participants</b>	22
<b>Duration (days)</b>	5
<b>Country of Venue</b>	Hungary
<b>Date</b>	09-13 May, 2022

The inaugural LTTA (Learning, Teaching, and Training Activity) unfolded in Szentendre, Hungary, with a captivating focus on the world of Art.

The role of host and coordinator was gracefully executed by VSZ Petzelt József Secondary Vocational School. Their dedicated efforts culminated in a meticulously crafted five-day program designed to enrich the experience of participants from various partner schools.

The meeting brought together a diverse assembly of 22 students, experts, and educators representing six partner countries. Notably, the student and professional English language teachers from partner and coordinator schools formed the core of this vibrant gathering.

Guiding the Art project week in Hungary were Mr. Antal Aladics, an esteemed Art teacher, and Mrs. Andrea Nánási, the psychologist from the coordinating school.

They skillfully provided guidance and instructions for the days ahead, ensuring a productive and enriching experience for all involved.

# PREPARATION FOR MOBILITY ART

During this LTTA, the central theme was WATER, prompting reflection on the following inquiries:

1. What symbolic significance do rivers hold?
2. What multifaceted roles do rivers play?
3. What do rivers symbolize on a deeper level?
4. How do rivers serve as conduits connecting diverse groups of people?

The core concept and activities embedded within this topic revolved around crafting tangible creations using reusable natural materials sourced from the environment. These artistic endeavors metaphorically mirrored the rich tapestry of life on Earth, simultaneously offering a meaningful hands-on experience for the creators. The importance of fostering aesthetic creativity was underscored.

"Natural Creativity" emerged as a universally accessible creative avenue, transcending age boundaries. It showcased age-appropriate expressions of naturalness, aiding in comprehending, portraying, and conveying the Earth's message.

Creativity is a precious skill, and educators can employ several effective strategies to nurture it. These include fostering open creative dialogues (encouraging brainstorming); embracing mistakes and failures as part of the learning process; promoting open-ended explorations; shifting the focus from end results to the passion and process of creation; and refraining from criticism or excessive praise—creating an excellent environment for nurturing creativity.



## Note

**Creativity and nature are inherently connected.** The serenity of natural environments and the escape from the overwhelming stimulation of urban life can work wonders in stimulating students' creativity.

**A brief walk in the park or even a solo picnic in a picturesque setting can yield significant benefits for creativity.**

**Creativity is not merely a talent;** it's a muscle that people can develop, expand, and strengthen.

**Enhancing students' creativity involves providing their minds with the freedom to wander,** allowing them to see things from fresh perspectives.

# AGENDA

DATE	TOPIC
May 9, 2022 Monday	<p><i>10:00-12:30 Bükkös creek Dunapart Kacsakő</i></p> <ul style="list-style-type: none"><li>- Collecting materials and preparing for creative work, including visual and photographic material collection, intellectual creative design, sketching, synopsis, etc.</li><li>- Walking along the Bükkös stream to the Danube bank in Kacsakő to search for Danube locations and creative sites for LAND-ART works.</li></ul> <p><i>13:00-14:00</i> Lunch</p> <p><i>14:15-16:00 Danube bank Szentendre downtown</i></p> <p>Sightseeing with the Google App, further preparation, search for topics, locations, and capture, combined with sightseeing to solve tasks.</p>
May 10, 2022 Tuesday	<p><i>09:00-12:30 Museum Danube bank</i></p> <ul style="list-style-type: none"><li>- Creative work in the museum, including painting, graphics, sculpture, and handicrafts.</li><li>- On-site work along the Danube bank, involving photography and Land Art Works.</li><li>- Creating creative pieces using any technique, material, and tool.</li><li>- Photography of work processes and finished works, in preparation for an exhibition.</li></ul> <p><i>12:30-13:15</i> Lunch</p> <p><i>14:00-16:00 Szentendre Open-Air Museum</i></p> <p>Visiting the Szentendre Open-Air Museum, including an introduction to Hungarian folk art by bus.</p>

# AGENDA

DATE	TOPIC
May 11, 2022 Wednesday	<p><i>10:00-12:30 Museum Danube bank</i></p> <ul style="list-style-type: none"><li>- Creative work in the museum, including painting, graphics, sculpture, and handicrafts.</li><li>- On-site work along the Danube bank involving photography and Land Art Works.</li><li>- Creating creative pieces using any technique, material, and tool.</li><li>- Photography of work processes and finished works, in preparation for an exhibition.</li></ul> <p><i>12:30-14:00 Szentendre</i></p> <p>Lunch</p> <p>Free time, with optional programs in Szentendre.</p>

# AGENDA

DATE	TOPIC
May 12, 2022 Thursday	<p><i>09:00-12:30 Museum</i></p> <ul style="list-style-type: none"><li>- Creative work, completion of ongoing projects, and preparation for the exhibition.</li><li>- Collaborative activity: "BUILDING EUROPE," which includes the application of painted pictures, sketches, quotes, ideas, and objects on the map of Europe.</li><li>- Selection of exhibition materials, photocopying, and installation.</li></ul> <p><i>13:00-14:00 Szentendre</i></p> <p>Lunch</p> <p>Museum visit to Szentendre, organized by the Ferenczy Museum Center, with Gabriella György as the leader. Exhibition organization at the museum site.</p>
May 13, 2022 Friday	<p><i>11:00-12:30 Szentendre Ferenczy Museum</i></p> <p>Exhibition Opening Ceremony at the Ferenczy Museum in Szentendre.</p> <p><i>14:30-17:30 Budapest</i></p> <p>Visit to the House of Music in Budapest by bus, including an introduction to Hungarian music. Departure from Szentendre to Budapest at 12:30.</p>

# JOURNAL

# ACTIVITIES

ART LTTA

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## DAY 1



Participants gathered at the Ferenczy Museum in Szentendre, Hungary, a significant venue for our meeting.

The activities on the first day involved gathering materials and preparing for creative work at the museum.

The opening remarks were delivered by Rita Énekes, the director of VSZ Petzelt József Secondary Vocational School.

Guidance and instructions for the upcoming days were provided by the leaders of the Art project week in Hungary: Mr. Antal Aladics, an art teacher, and Ms. Andrea Nánási, the psychologist from the coordinating school.



## DAY 1



The group strolled alongside the Bükkös stream to Kacsakő on the Danube bank,...

The Danube, Central Europe's largest river, flows in close proximity to Szentendre. This local connection to water is clearly reflected in how we formulate and address project tasks.

...actively exploring potential locations along the river that would serve as ideal settings for the creation of LAND-ART works.



Water symbolizes togetherness, heritage, history, art, and European identity – the cradle of life and the arts.

In the afternoon, under the guidance of the Ferenczy Museum staff, participants engaged in a sightseeing program of Szentendre using Google apps.

This program involved searching for specific topics, locations, and solving various tasks.





## DAY 2

Activities included both indoor sessions at the Ferenczy Museum and outdoor adventures along the bend of the Danube River.



The group was divided into two teams, with a mix of teachers and students from different nationalities in each team.

One team, led by Art teacher Aladics Antal, engaged in various creative activities within the museum.

Their endeavors encompassed painting, creating graphics, sculpting, and crafting handicrafts.



## DAY 2



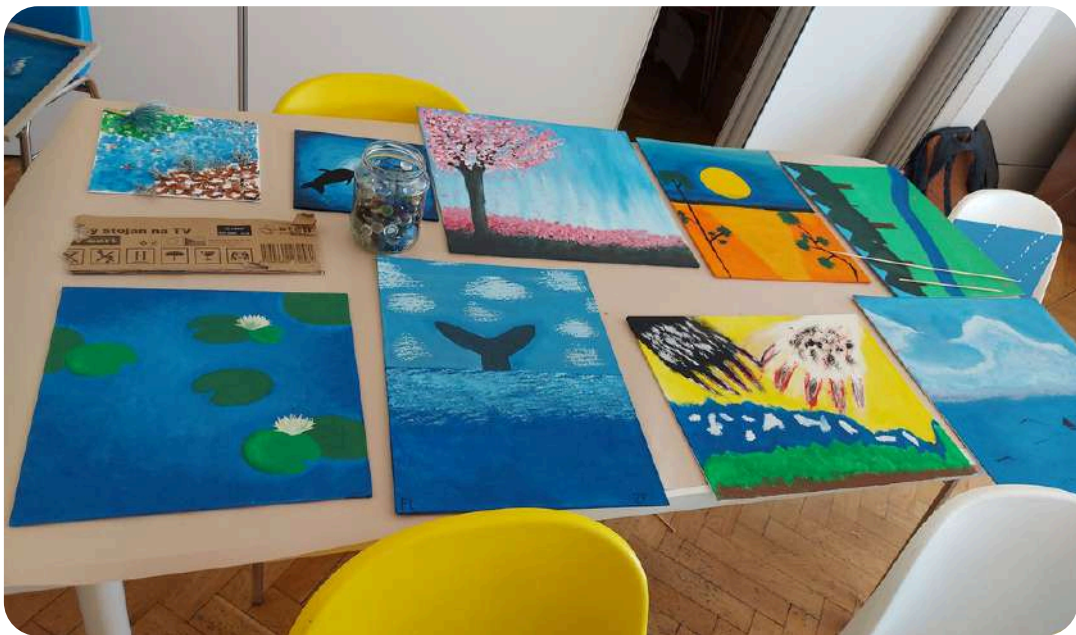
The other team, led by school psychologist Andrea Nánási and guest artist Júlia Egervári as part of the Nature Art workshop, embarked on a creative journey along the bend of the Danube River, crafting their own masterpieces.



## DAY 3



The teams swapped their creative programs. The team that had previously engaged in Nature Art, guided by the Art teacher's instructions, transitioned to painting, sculpting, and crafting handicrafts within the Ferenczy Museum.



## DAY 3



The other team, under the guidance of the school psychologist, ventured to the Danube River and created a Nature Art installation known as the "Flower Gate."

In the afternoon, as part of their introduction to Hungarian folk culture, the project team visited the Skanzen Open Air Museum in Szentendre.



The participants became familiar not only with the fine arts, but also with the music, literature, and folk art of Hungary.

## DAY 4



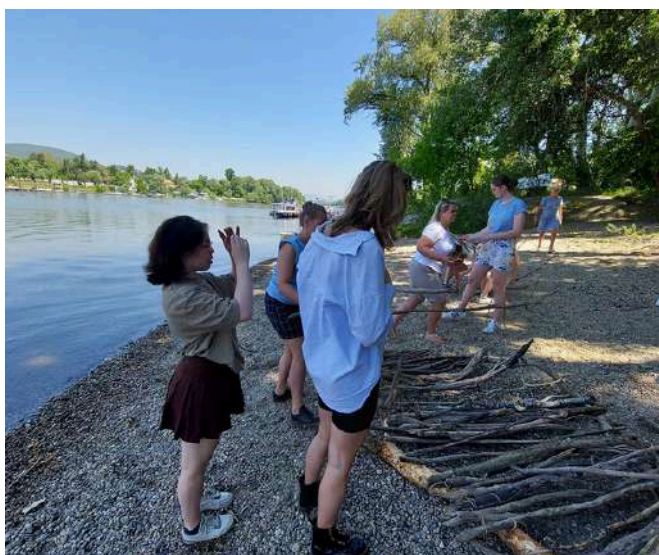
The entire group crossed the river on a ferry to Szentendre Island, where they collectively began constructing a boat from branches and wood.



The boat, intended as a symbol of togetherness and European unity, was successfully launched.

## DAY 4

Boat construction as symbol of togetherness.



## DAY 4

In the afternoon, the program involved visiting renowned museums in Szentendre, arranged by the Ferenczy Museum Center. The museum tours were led by Tünde Sütő, an art-English teacher and a colleague of the Ferenczy Museum.



## DAY 5

### Exhibition, Ferenczy Museum



On the final day of the project week, students and teachers organized an exhibition showcasing both the preparatory works and the outcomes of the project week.

Illustrious guests, including Mrs. Eszter Vitályos, Secretary of State for EU Development at the Hungary Ministry of Human Capacities, and Mr. Zsolt Fülöp, Mayor of Szentendre, were invited to the exhibition's opening. Szentendre TV also attended and recorded the event.



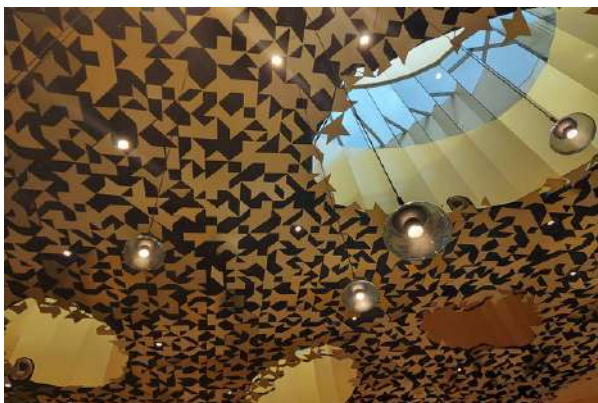


## DAY 5

On the closing day of the program, teachers and trainers shared their development work experiences and exchanged best practices. They also discussed the tasks to be completed before the next meeting.



The project week concluded with a visit to the House of Music in Budapest.



# TEACHING METHODS

## ART LTTA

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Based on the provided program, several good education practices were implemented:

- **Experiential Learning:** The program emphasized hands-on, experiential learning. Participants engaged in various creative activities, including painting, graphics, sculpture, and handicrafts. They also worked on-site along the Danube bank, creating Land Art works. This approach allows students to actively participate and apply their knowledge in real-world contexts.
- **Interdisciplinary Learning:** The program integrated multiple disciplines, such as art, geography, culture, and history. Participants not only created art but also explored Hungarian folk art, history, and music. This interdisciplinary approach promotes a holistic understanding of subjects.
- **Collaborative Learning:** There were instances of collaborative learning, particularly in the "BUILDING EUROPE" activity, where participants worked together to create a map of Europe using painted pictures, sketches, quotes, and ideas. Collaborative learning fosters teamwork, communication, and problem-solving skills.
- **Cultural Immersion:** Participants had the opportunity to immerse themselves in Hungarian culture by visiting the Szentendre Open-Air Museum, learning about Hungarian folk art, and experiencing Hungarian music. Cultural immersion enhances students' understanding of global diversity.
- **Project-Based Learning:** The program involved a project-based approach where participants completed creative works and prepared for an exhibition. This type of learning encourages critical thinking, project management, and presentation skills.
- **Field Trips:** Field trips to museums, the Danube bank, and the House of Music in Budapest provided real-world experiences and expanded participants' horizons.
- **Reflection and Exhibition:** The program included reflection sessions, such as summarizing experiences and preparing for an exhibition. Reflective practices help students process their learning and showcase their achievements.
- **Use of Technology:** The program incorporated the use of technology, such as Google Apps, for sightseeing and task-solving. Integrating technology into learning can enhance engagement and digital literacy.

# ACTIVITIES

# IMPACT

## ART LTTA

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Feedback on the social impact of the project was gathered through two levels of measurement: input and output assessments.

- **Input Measurement:** This involved conducting an attitude measurement survey to gauge participants' perspectives on the topic. This survey provided valuable insights into participants' experiences and opinions regarding the project's theme.
- **Output Measurement:** The second measurement involved a satisfaction survey to evaluate participants' overall contentment with the program.

Both attitude and satisfaction surveys were administered during the LTTAs, with attitude surveys conducted at the outset and satisfaction surveys at the end of the meetings. The results of these measurements were analyzed by the coordinator school's psychologist.

The attitude and satisfaction assessments for the mobility program were designed to encompass various aspects, including:

- Mood factors
- The perceived importance, interest, and utility of the program's tasks
- The emergence of self-awareness (recognizing strengths and weaknesses) during the programs
- The significance of cross-cultural exposure and English language practice in participants' experiences.

# ACTIVITIES

# IMPACT

## ART LTTA

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**Measuring the attitudes of a school mobility training program among participants, before the training activities.**

**Average values:**

- 1)...have a good time and a dissolved and liberated atmosphere. (4,65)
- 2)...get useful knowledge for my everyday life. (4,48)
- 3)...get useful experiences and impulses to clarify my future goals. (4,1)
- 4)...do creative and interesting activities. (4,6)
- 5)...get feedback about my own strengths and weaknesses . (4,02)
- 6)...get a possibility to communicate more confidently in a foreign language. (4,3)
- 7)...get more courage and enthusiasm to start new plans. (4,56)
- 8)...have pieces of sights and culture of another country. (4,13)
- 9)...have time and opportunity to relax. (4,5)
- 10)...get useful knowledge and good feelings and experiences to take home. (4,18)

**Measuring satisfaction with a school mobility training program among participants, after the training activities.**

**Average values:**

- 1)...a good time and a dissolved and liberated atmosphere. (5)
- 2)...useful knowledge for my everyday life. (4,56)
- 3)...useful experiences and impulses to clarify my future goals. (4,3)
- 4)...do creative and interesting activities.(5)
- 5)...get feedback about my own strengths and weaknesses. (4,41)
- 6)...get a possibility to communicate more confidently in a foreign language. (5)
- 7)...get more courage and enthusiasm to start new plans. (4,8)
- 8)...have pieces of sights and culture of another country. (5)
- 9)...have time and opportunity to relax. (4,76)
- 10)...get useful knowledge and good feelings and experiences to take home. (5)

# HISTORY LTTA

Władysławowo, Poland  
September 2022



# HISTORY LTTA

*«Those who do not learn history are doomed to repeat it.»*

**George Santayana**

2st LTTA details	
N.º of participants	22
Duration (days)	5
Country of Venue	Poland
Date	26-30 September, 2022

The second LTTA took place in Władysławowo, Poland, with a focus on the discipline of History, titled "Famous Women in History."

The meeting was organized by the partner school, Zespół Szkół nr 1. The organizing school was responsible for creating a comprehensive five-day work program for participants from partner schools. The meeting was attended by 22 students, experts, and teachers from six partner countries, with additional experts delegated from Casa do Professor, who were responsible for documentation and report writing.

The activities and programs were actively participated in by students, teachers, and experts from the partner countries.

The subject's activities were divided into two levels: the preparation level and the teaching/learning activities during the LTTA in Poland. During the preparation level, students, along with their team leaders and teachers, engaged in various activities. This included collecting data about the roles of women in history, such as queens, poets, writers, composers, activists, and more. The collected materials were then used for presentations and further educational purposes.

# PREPARATION FOR MOBILITY HISTORY

During this History LTTA, the theme was "Famous Women in History," encouraging participants to explore key questions such as:

- What roles have women played in history?
- How have they influenced social, cultural, and political movements?
- What legacies have queens, activists, and leaders left behind?

The core concept of this LTTA centered on historical research, analysis, and presentation. Students were tasked with gathering information about influential women from various time periods and cultures, delving into their contributions, achievements, and challenges. This collaborative work resulted in interactive presentations, debates, and creative projects that highlighted women's roles in shaping history.

The activities were designed to develop students' critical thinking, historical research skills, and public speaking abilities. Discussions and debates allowed students to share different perspectives and insights, fostering an understanding of historical complexities and the broader societal context in which these women lived and worked.

Students from different countries collaborated, using multimedia and storytelling to communicate diverse historical narratives, deepening their understanding of women's contributions across time.



## Note

**History and storytelling are deeply intertwined.** Understanding the roles of women throughout history fosters a sense of connection to the past and provides valuable lessons for the future.

**Researching the lives of historical figures enables students to engage with history** on a personal level, encouraging critical thinking and empathy for the challenges faced by these women.

**Studying history is not merely about memorizing facts,** it's about developing the ability to see events from multiple perspectives and understanding the societal impact of individuals.

**Nurturing students' historical awareness** opens their minds to new interpretations and inspires them to recognize the significance of overlooked narratives in shaping our world.

# AGENDA

DATE	TOPIC
September 25, 2022 Sunday	Arrivals
September 26, 2022 Monday	<p><i>09:00</i> Welcome meeting at ZS1 Wladyslawowo and school visit</p> <p><i>09:30</i> Students presentations “Famous Women in History”</p> <p><i>10:30</i> Coffee-break</p> <p><i>11:30</i> Students presentations – “Famous Women in History”</p> <p><i>12:00</i> – integrative activities for students</p> <p><i>13:00</i> – lunch at school</p> <p><i>14:00</i> – Quiz about “Famous women in History”</p> <p><i>18:30</i> – Dinner – Hotel Rigga</p>
September 27, 2022 Tuesday	<p><i>09:00</i> – Cultural trip to Hel Penninsula</p> <p><i>09:30</i> – Visit to folklore museum in Jastarnia”Famous Women im History”</p> <p><i>12:30</i> – lunch in Hel</p> <p><i>14:00</i> – visit to Fokarium, Sightseeing</p> <p><i>18:30</i> – dinner – hotel Rigga</p>
September 28, 2022 Wednesday	<p><i>08:30 - 16:00</i> Thematic cultural Trip to Gdansk – famous women in history of Gdansk, guided tour</p> <p><i>12:30 Gdansk</i> – lunch</p> <p><i>18:30 Hotel Rigga</i> – dinner</p>



# AGENDA

DATE	TOPIC
September 29, 2022 Thursday	<i>09:00</i> – English lesson about “Famos women in History” – for students and teachers <i>10:00</i> – lesson evaluation – teachers , creative activities – students <i>10:30</i> – project management meeting , discussion panel, evaluation of the LTTA in Poland <i>11:00</i> – coffe break <i>13:00</i> – lunch at school <i>14:00</i> – free afternoon <i>18:00</i> – farewell dinner at school, certificate ceremony
September 30, 2022 Friday	<i>09:00 – 15:00</i> - educational activities for students and teachers at Centre for Education Promotion in Władysławowo <i>13:00</i> – lunch at school <i>18:30</i> <i>Hotel Rigga</i> – dinner
October 1, 2022 Saturday	Departures

# JOURNAL

# ACTIVITIES

HISTORY LTTA

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## DAY 1

The program of the day started with welcome meeting and visiting the host school.



The students presented papers on the theme "Famous Women in Europe."

The school psychologist facilitated team-building activities for the project team.

An international group of students created an exhibition about famous women in history.

The first day concluded with a quiz about "Famous Women in History", with questions based on materials from partner schools, presentations, and posters.



# DAY 1

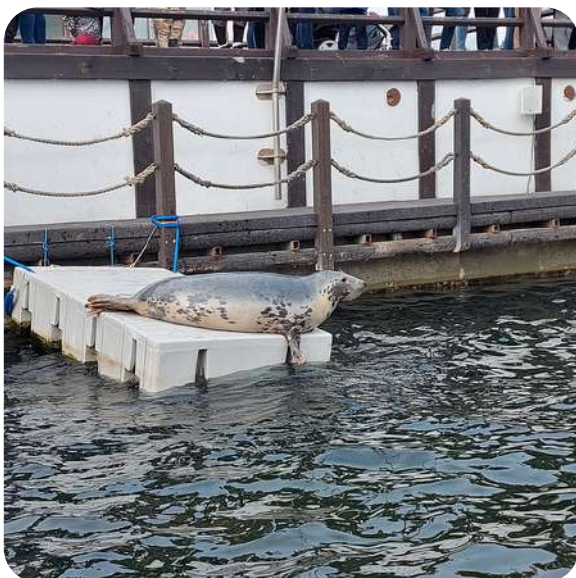


## DAY 2

On the first day, the participants embarked on a cultural trip to Hel Peninsula, where they gained insights into the roles and duties of women in Poland. The day included a visit to a folklore museum in Jastarnia.



The students had the opportunity to delve deeper into the unique customs and traditions of fishermen.



The day concluded with a visit to the local Fokarium.

## DAY 3

On the third working day, a thematic cultural trip to Gdansk was organized, focusing on the famous women in the history of Gdansk.



The group's guide gave presentations about famous women in Polish history at various buildings, churches, and museums in Gdansk.



## DAY 4

Students and teachers participated in a special English lesson on 'Famous Women in History.' The lesson, led by the project's partner English-History teacher, focused on the famous woman Elisabeth Queen and included various creative and experience-based activities.



Students participated in team-building games with the local school's students.



## DAY 4

After the lesson, teachers shared their teaching experiences and best practices related to History and English.

They evaluated their visit to Poland, compared their teaching methods with those of the partner schools, and exchanged insights.

The certification ceremony took place in the evening at the school. It was held on Thursday instead of Friday due to the Norwegian partner's flight schedule, as they had a Friday night flight back home.



**Type of Activity:** Personal/Virtual/Blended

In the 21st century, traditional history teaching methods have become obsolete, prompting a continuous quest for students to take an active role in their learning process.

Given the multitude of possibilities available for both learning and teaching, the modern learning process can integrate various tools, resources, and methodologies, ultimately leading to more effective pedagogical practices.

The primary focus is on the student, who should have the ability to autonomously research information - always with proper guidance - and analyze it to construct knowledge. Learning history often entails understanding and analyzing complex subjects, making digital technologies and active methodologies indispensable for effective teaching and learning.

Active methodologies shift students from passive reception to active engagement in the learning process.

Indeed, new technologies have significantly impacted education, requiring teachers to assume the role of professionals capable of facilitating effective student learning (Morgado, 2013).

Research on the integration of ICT in history teaching and learning has demonstrated substantial contributions to the subject's comprehension. For instance, studies involving mobile technologies, such as the use of iPads and iTunes U as shown in Trindade's research (2014), have led to the development of students' historical knowledge.

Learning history enables us to explore the cultures and civilizations of the past, which is crucial for shaping new generations, particularly in terms of their understanding of humanity's historical dimension.



# TEACHING METHODS

## HISTORY

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Here are some teaching/learning good practices that can be inferred from the provided program:

1. **Student Presentations:** Having students present on a given topic, such as "Famous Women in History," is an excellent way to encourage research, public speaking, and knowledge sharing among peers.
2. **Quiz for Students:** Quizzes can be engaging and interactive tools to reinforce learning. They can be used to assess students' understanding of the topic while making the learning process enjoyable.
3. **Thematic Cultural Trips:** Organizing trips related to the subject matter, like the visit to Gdansk focusing on famous women in history, provides students with real-world exposure and a deeper understanding of historical context.
4. **Museum and Folklore Presentations:** Visiting museums and attending folklore presentations allows students to engage with history through artifacts and interactive experiences, making learning more immersive.
5. **Guided Tours:** Guided tours in historical places enrich students' knowledge by providing expert insights and connecting historical events with specific locations.
6. **Lesson Observation and Evaluation:** Allowing teachers to observe and evaluate lessons in other partner schools can foster collaboration and the sharing of effective teaching methods.
7. **Lesson Plan Development:** Collaboratively developing lesson plans based on observed lessons can lead to the exchange of teaching strategies and innovative approaches that benefit all partner schools.
8. **Free Afternoon:** Providing free time allows participants to relax and explore independently, promoting self-directed learning and personal growth.
9. **Final Evaluation:** Concluding meetings with a final evaluation session encourages reflection on the entire experience, helping to identify successes and areas for improvement.
10. **Management Meeting for Teachers:** Dedicated meetings for teachers can facilitate discussions on administrative and pedagogical aspects, ensuring the smooth organization of the program.
11. **Departures:** Properly concluding the program with departures ensures that participants leave with a sense of closure and allows for reflection on the entire learning experience.

# ACTIVITIES

# IMPACT

## HISTORY LTTA

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### **Measuring the attitudes of a school mobility training program among participants, before the training activities.**

#### **Average values**

- 1)...have a good time and a dissolved and liberated atmosphere. (4,79)
- 2)...get useful knowledge for my everyday life. (4,5)
- 3)...get useful experiences and impulses to clarify my future goals. (4,5)
- 4)...do creative and interesting activities. (4,625)
- 5)...get feedback about my own strengths and weaknesses . (3,95)
- 6)...get a possibility to communicate more confidently in a foreign language. (4,91)
- 7)...get more courage and enthusiasm to start new plans. (4,5)
- 8)...have pieces of sights and culture of another country. (4,66)
- 9)...have time and opportunity to relax. (4,45)
- 10)...get useful knowledge and good feelings and experiences to take home. (4,75)

### **Measuring satisfaction with a school mobility training program among participants, before the training activities.**

#### **Average values**

- 1)...a good time and a dissolved and liberated atmosphere. (4,95)
- 2)...useful knowledge for my everyday life. (4,125)
- 3)...useful experiences and impulses to clarify my future goals. (4,33)
- 4)...do creative and interesting activities. (4,5)
- 5)...get feedback about my own strengths and weaknesses . (3,95)
- 6)...get a possibility to communicate more confidently in a foreign language. (4,79)
- 7)...get more courage and enthusiasm to start new plans. (4,7)
- 8)...have pieces of sights and culture of another country. (4,83)
- 9)...have time and opportunity to relax. (4,79)
- 10)...get useful knowledge and good feelings and experiences to take home. (4,875)

# SCIENCES LTTA



Moss, Norway  
April 2023

Melator 125  
3097555  
Svin Hjerteslag  
004  
TE: 3

# SCIENCES LTТА

*«Reason, observation, and experience; the holy trinity of science.»*

**Edwin Powell Hubble**

3rd LTТА details	
N.º of participants	39
Duration (days)	5
Country of Venue	Norway
Date	17-21 April, 2023

The third LTТА occurred in Moss, Norway, with a specific focus on the Sciences throughout its five-day duration.

This event was meticulously coordinated and hosted by Malakoff videregående skole.

The organizing school diligently curated a comprehensive five-day agenda that catered to the participants hailing from six partner countries, comprising 39 students, experts, and teachers.

The engaging activities and programs were actively attended and participated in by students, teachers, and experts from the partner countries, fostering a rich international learning experience.

# PREPARATION FOR MOBILITY SCIENCES

During this Science LTTA, participants engaged in hands-on scientific exploration through a variety of immersive activities that encouraged inquiry and discovery:

- How do dissections of kidneys, hearts, and lungs enhance our understanding of anatomy?
- What chemical reactions occur during our experiments, and how do they relate to real-world applications?
- In what ways does technology influence scientific advancements and our everyday lives?

The core concept and activities revolved around practical experiences that deepened students' understanding of both human anatomy and chemical processes. These explorations provided a unique and engaging approach to learning science, fostering curiosity and enthusiasm for the subject.

A visit to the Norsk Teknisk Museum (The Norwegian Technical Museum) and Inspira Science Center offered participants an educational program that explored the fascinating world of science and technology, enriching their understanding of innovation and its impact on society.



## Note

**Science and curiosity are inherently linked.** Encouraging students to explore the natural world through hands-on experimentation is key to fostering a deeper understanding of science.

**Dissections and chemistry experiments** provide students with a direct experience of scientific processes, making abstract concepts tangible and accessible.

**Visits to science museums and centers**, like the Norsk Teknisk Museum and the Inspira Science Center, enrich students' learning experiences by offering interactive exhibits and real-world applications of scientific principles.

**Science is not confined to textbooks**—it's an exploratory journey that students can actively participate in, helping them to develop critical thinking, problem-solving skills, and a sense of wonder about the world around them.

**Science is not just a subject to study**, it's a mindset that can be cultivated, nurtured, and expanded.

# AGENDA

DATE	TOPIC
April 17, 2023 Monday	<i>08:45 - 09:00: Meet-up at the entrance</i> <i>09:00 - 11:30: Welcome and Program Introduction (Room B220)</i> <i>11:30 - 12:30: Lunch</i> <i>12:30 - 15:30: Guided Tour of Moss</i> <i>15:30: Return to Malakoff</i> <i>18:00: Teachers' Dinner at Sølve's house</i>
April 18, 2023 Tuesday	<i>08:00 - 10:00: Presentations (Hungary, Lithuania, Poland, Portugal, Sweden)</i> <i>10:00 - 10:30: Coffee Break</i> <i>10:30 - 12:30: Biology: Heart Dissection (Camilla)</i> <i>12:30 - 13:30: Lunch (Canteen/Staff Room)</i> <i>13:30 - 15:00: Chemistry Experiments (Werner)</i> <i>15:00 - Onwards: Free Time for Students to Plan Activities</i>
April 19, 2023 Wednesday	<i>08:30 - Departure from Malakoff by Bus (Wear warm clothing and comfortable shoes)</i> <i>10:00 - Arrival in Sarpsborg</i> <i>10:30 - 13:30 - Visit to Inspiria Science Center (Lunch Provided)</i> <i>15:00 - Return to Malakoff</i> <i>15:00 - Onwards: Free Time</i>

# AGENDA

DATE	TOPIC
April 20, 2023 Thursday	<p><i>08:15</i> - Departure from Malakoff to Oslo</p> <p><i>09:30 - 15:30</i> - Norsk Teknisk Museum (The Norwegian Technical Museum) with Lunch Break</p> <p><i>15:30</i> - Visit to Holmenkollen National Ski Arena (Weather Permitting)</p> <p><i>18:00 - 20:00</i> - Farewell Party at Malakoff (Host students and parents will contribute to the meal, Polish team farewell)</p>
April 21, 2023 Friday	<p><i>08:00</i> - Meeting at Bastø-ferry Pier</p> <p><i>08:10</i> - Departure on the ferry (30 minutes to cross Oslo fjord)</p> <p><i>09:30 - 11:00</i> - Exploration of Oslofjord Visitor Center</p> <p><i>11:00 or 11:20</i>: Return Ferry</p> <p><b>Afternoon:</b> Free Time (Some departures around 14:00)</p>

# JOURNAL ACTIVITIES

SCIENCES LTTA

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## DAY 1



Welcome at Room B220,  
where the program  
introduction will take  
place.

Guided School Tour.



Guided Tour of Moss:  
Explore the city's history  
and culture.



## DAY 2



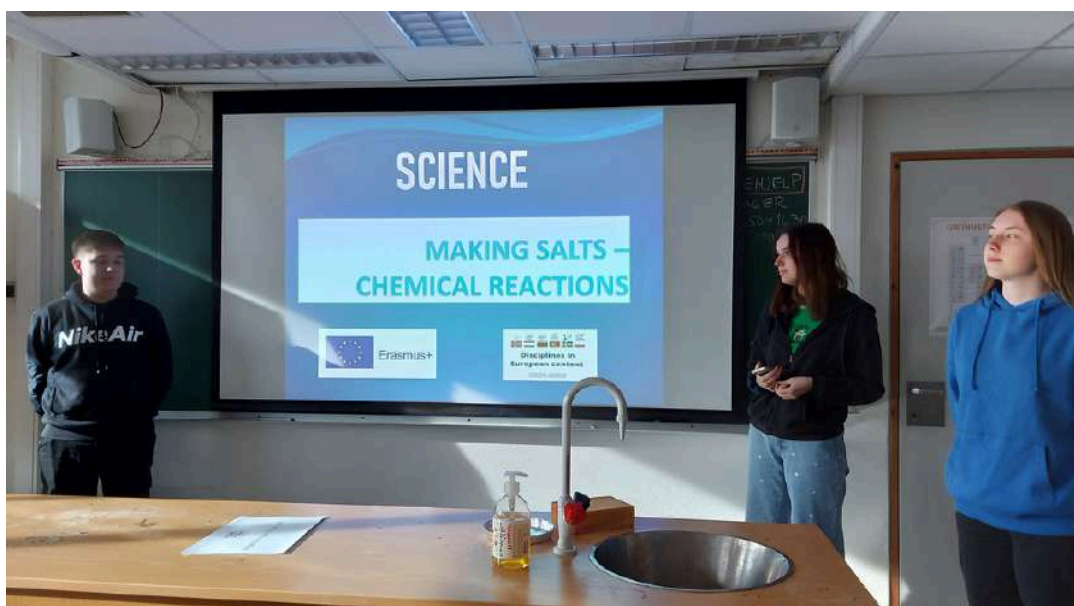
On the second day, students showcased a range of intriguing science experiments conducted in their home countries. These experiments exemplified the diverse and innovative approaches to scientific inquiry across borders.

Lithuanian students explored the fascinating realm of air quality evaluation through the use of lichens as bioindicators, shedding light on the environment's health.



## DAY 2

A teacher from Portugal shared insights into 'Teenagers, Food Safety, and Science,' emphasizing the intersection of science and daily life.



Additionally, Poland students engaged us with their experiment on 'Making Salts through Chemical Reactions.' This captivating experiment showcased the intriguing world of chemistry, offering valuable insights into the formation of salts through chemical processes. Poland's contribution further enriched our collective scientific knowledge during this international gathering.

## DAY 2

Hungarian students demonstrated a lung capacity test conducted at the Joseph Petzelt Technical and Vocational Secondary School, highlighting its relevance to health and well-being.



Swedish students introduced us to the fascinating world of Galvani's Battery, delving into its historical significance and scientific principles.



## DAY 2

**THERE WAS STILL TIME FOR A JOURNEY INTO THE WORLD OF DISSECTION, SHOWCASING THEIR HANDS-ON SKILLS AND KNOWLEDGE IN BIOLOGICAL SCIENCES.**

During the dissection session, the teacher began by giving a comprehensive presentation.

The main goal of this session was to provide students with a deeper understanding of the anatomy of the heart, the circulatory system, and the blood.

Following the dissection, students were encouraged to document their findings. They had the option to take photographs or create drawings that captured their observations during the dissection. Additionally, students were tasked with answering questions related to the heart, lungs, and the circulatory and respiratory systems, further reinforcing their understanding of the subject matter.

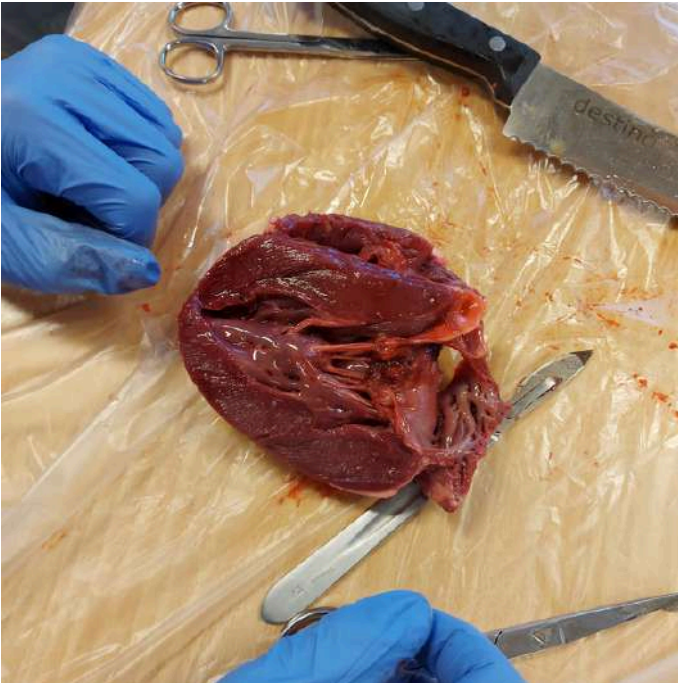
### **Materials Needed:**

- Scissors
- Tweezers
- Tray
- Safety glasses, gloves, and apron



# DAY 2

## Dissection (Facilitated by a Teacher)



In a captivating biology session, a teacher led students through engaging dissections of kidneys, heart, and lungs. This activity provided a unique opportunity for participants to explore the intricate anatomy and functioning of these vital organs.

Under the teacher's expert guidance, students delved deep into the kidneys, heart, and lungs, gaining practical insights into the complexities of these essential components of the human body. This interactive experience allowed them to witness firsthand the wonders of biology and the incredible intricacies of human physiology.



## DAY 2



To ensure safety and precision during the dissections, essential equipment was provided for all participants. Safety goggles, aprons, and gloves were readily available, allowing students to conduct their dissections with confidence and meticulous care.



The teacher's expertise, combined with the provided equipment, created a conducive learning environment where students could truly appreciate the marvels of biology while prioritizing safety and precision. This activity served as a memorable and educational highlight of the program, fostering a deeper understanding of the wonders of life sciences.



## DAY 2

Following the captivating biology session, the scientific exploration continued with a series of exciting chemistry experiments.

### Experiments included:

- **Acid-Base Indicator Experiment:** Participants observed changes in color based on the variation of the solution's pH level, providing a visual demonstration of acid-base reactions.
- **Sugar Concentration Measurement:** Another experiment involved measuring the concentration of sugar in two different liquids. This practical exercise illustrated the principles of chemistry in real-world scenarios.



## DAY 3

### Exploration of Fredrikstad and Inspiria Science Center

On this day, participants were advised to wear warm clothing and comfortable shoes as they embarked on a journey to explore the charming Old Town of Fredrikstad, known for its cobblestone streets.





## DAY 3

The main attraction of the day was a visit to the Inspira Science Center, where participants had the opportunity to engage in an exciting program.



## DAY 4

On the third day of LTTA, an exciting journey to Oslo, the vibrant capital of Norway, was undertaken. The journey from our base in Moss to Oslo took approximately 1 hour and 15 minutes, offering picturesque views of the Norwegian landscape.

Upon arrival in Oslo, the group headed to the renowned Norsk Teknisk Museum, also known as The Norwegian Technical Museum, where an intriguing and educational program centered around the fascinating world of science was provided. The museum served as an engaging backdrop for hands-on scientific exploration.



## DAY 4

Continuing the exploration of Oslo, a visit was made to the iconic Holmenkollen National Ski Area. During this visit, a 30-minute stop at a picturesque vantage point on the hill was enjoyed.

At Holmenkollen, the group had the unique opportunity to witness the renowned Ski Arena, where World Cup competitions in skiing unfold each winter. This experience offered insights into the world of competitive winter sports and allowed participants to appreciate the scale and grandeur of these events.



## DAY 5



Following the exploration in Oslo, a farewell dinner was organized, bringing together the host families who welcomed the participants, students and teachers.



It was a special gathering to celebrate the bonds formed during this enriching experience, and it was during this dinner that certificates were awarded to mark the successful completion of the program.

# TEACHING METHODS

## SCIENCES

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Based on the provided program, several innovative teaching and learning methods are evident. These methods aim to create engaging and experiential learning opportunities for students:

- **Experiential Learning:** The program includes various hands-on activities such as heart dissection and chemistry experiments. These experiences allow students to actively engage with the subject matter, fostering a deeper understanding of scientific concepts.
- **Peer Learning and Collaboration:** Students are encouraged to attend classes with their host students, promoting peer learning and cross-cultural collaboration. Learning from peers can provide different perspectives and enhance the overall learning experience.
- **Student Presentations:** Allocating time for students to give presentations encourages them to take ownership of their learning. It fosters research, critical thinking, and communication skills as students present their findings to their peers and teachers.
- **Outdoor and Experiential Education:** The program incorporates outdoor activities like guided tours, sightseeing, and visits to science centers. These experiences connect classroom learning to the real world, making education more meaningful and memorable.
- **Interdisciplinary Approach:** The program covers various scientific disciplines, including biology and chemistry, within a single learning experience. This interdisciplinary approach helps students understand the interconnectedness of different subjects.
- **Use of Technology:** While not explicitly mentioned, the program may leverage technology for educational purposes, such as using digital resources during presentations or accessing online materials related to the science topics.
- **Cultural Exchange:** The presence of international students and host families offers a unique opportunity for cultural exchange. Students can learn from one another's backgrounds and perspectives, promoting global awareness and tolerance.

# TEACHING METHODS

## SCIENCES

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- **Flexibility and Student Autonomy:** The program provides students with free time during the week, allowing them to plan and engage in activities of their choice. This promotes autonomy, self-directed learning, and the pursuit of individual interests.
- **Community Engagement:** The farewell party and shared evening meal involve both students and their parents, fostering a sense of community and social learning beyond the classroom.
- **Active Learning:** Students are encouraged to be active participants in their learning, whether through tours, experiments, or presentations. Active learning strategies are known to enhance retention and comprehension.
- **Inquiry-Based Learning:** Activities like heart dissection and chemistry experiments involve inquiry-based learning, where students ask questions, investigate, and draw conclusions. This method encourages critical thinking and problem-solving skills.
- **Real-World Application:** Visits to museums and science centers, as well as the sightseeing activities, connect classroom learning to real-world applications, making science more relevant and inspiring curiosity.

Innovative teaching and learning methods, as demonstrated in this program, aim to create a dynamic and engaging educational experience that goes beyond traditional classroom instruction. They focus on active participation, collaboration, and real-world relevance, ultimately enhancing students' overall learning outcomes and enthusiasm for science.

# ACTIVITIES

# IMPACT

## SCIENCES LTTA

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**Measuring the attitudes of a school mobility training program among participants, before the training activities.**

**Average values:**

- 1)...have a good time and a dissolved and liberated atmosphere. (4,76)
- 2)...get useful knowledge for my everyday life. (4,47)
- 3)...get useful experiences and impulses to clarify my future goals. (4,52)
- 4)...do creative and interesting activities. (4,47)
- 5)...get feedback about my own strengths and weaknesses . (4,28)
- 6)...get a possibility to communicate more confidently in a foreign language. (4,85)
- 7)...get more courage and enthusiasm to start new plans. (4,14)
- 8)...have pieces of sights and culture of another country. (4,9)
- 9)...have time and opportunity to relax. (4,61)
- 10)...get useful knowledge and good feelings and experiences to take home. (4,9)

**Measuring satisfaction with a school mobility training program among participants, after the training activities.**

**Average values:**

- 1)...a good time and a dissolved and liberated atmosphere. (4,83)
- 2)...useful knowledge for my everyday life. (3,38)
- 3)...useful experiences and impulses to clarify my future goals. (3,85)
- 4)...do creative and interesting activities.(4,42)
- 5)...get feedback about my own strengths and weaknesses. (4)
- 6)...get a possibility to communicate more confidently in a foreign language. (5)
- 7)...get more courage and enthusiasm to start new plans. (4,47)
- 8)...have pieces of sights and culture of another country. (4,33)
- 9)...have time and opportunity to relax. (4,06)
- 10)...get useful knowledge and good feelings and experiences to take home. (4,76)

# LITERATURE LTTA

Lund, Sweden  
September 2023

Sida 13: 6.0 & 13.1

Sida 28: 6.0 & 13.1

Sida 27: 6.1 & 13.3

Sida 26: 6.1 & 13.5

Sida 25: 6.2 & 13.4

Sida 11: 6.2 & 12.9

Sida 10: 6.2 & 12.4

Sida 9: 6.2 & 12.1

Sida 8: 6.1 & 12.4



# LITERATURE LTТА

*«Literature always anticipates life. It does not copy it, but molds it to its purpose.»*

**Oscar Wilde**

4th LTТА details	
N.º of participants	28
Duration (days)	5
Country of Venue	Sweden
Date	25-29 September, 2023

The fourth LTТА took place in Lund, Sweden, with a focus on the discipline of Literature, titled "Famous Writers in History."

The meeting was organized by the partner school, Vipán. The organizing school was responsible for creating a comprehensive five-day work program for participants from partner schools. The meeting was attended by 28 students, experts, and teachers from six partner countries, with additional experts delegated from Casa do Professor, who were responsible for documentation and report writing.

The activities and programs were actively participated in by students, teachers, and experts from the partner countries.

The subject's activities were divided into two levels: the preparation level and the teaching/learning activities during the LTТА in Sweden. During the preparation level, students, along with their team leaders and teachers, engaged in various activities. This included collecting data about the roles of famous writers in their own countries. The collected materials were then used for presentations and further educational purposes.

# PREPARATION FOR MOBILITY LITERATURE

During this Literature LTTA, the focus was on "Famous Writers in History," prompting reflection on the following inquiries:

- What impact have these writers had on literature and society?
- How do their cultural backgrounds influence their works?
- What themes and messages resonate in their writing?
- How do these authors connect us to different historical periods and perspectives?

The core concept and activities were centered around researching and analyzing the contributions of notable authors from various cultures and time periods.

Students engaged in collaborative projects that involved gathering information about these writers, their literary styles, and the historical context of their works. This literary exploration provided participants with a meaningful opportunity to connect with the rich tapestry of global literature.

Literature is a vital skill that educators can nurture through several effective strategies. These include encouraging open discussions about texts, allowing for personal interpretations; embracing varied perspectives and insights as part of the learning process; promoting creative expression through writing and storytelling; and creating a supportive environment that values exploration and interpretation over rigid assessments—cultivating a love for literature and learning.



## Note

**Literature serves as a bridge to understanding diverse cultures and time periods.** Studying the works of famous writers offers insights into historical contexts and the human experience.

**Exploring literature is not just about reading,** it's about engaging with the text, reflecting on themes, and discussing its relevance to the present day.

**Encouraging students to delve into the lives and works of literary figures** fosters critical thinking, empathy, and a broader understanding of the world through the lens of storytelling and history.

**Analyzing the works of famous writers helps students develop their own narrative and writing skills,** offering inspiration for creative expression while improving literacy.

**Literature is timeless** — its ability to spark imagination and challenge perceptions makes it an essential tool for personal and intellectual growth.

# AGENDA

DATE	TOPIC
September 25, 2023 Monday	<p>09:30 – Welcome meeting at Vipan, school and library visit</p> <p>09:30 – Students presentations “Famous Women in History”</p> <p>10:00 – Coffee-break and tour of the school</p> <p>12:30 – Lunch at school</p> <p>13:30 – Tour of Lund</p>
September 26, 2023 Tuesday	<p>09:30 – Workshop about Book Art</p> <p>12:00 – Lunch at school</p> <p>12:30 – Workshop on Black Out Poetry</p> <p>15:00 – Författare presentation</p>
September 27, 2023 Wednesday	<p>09:00 – Bus/train to Malmö</p> <p>10:00 – <i>Dawit Isaak-biblioteket (The Library of Dawit Isaak). Lecture about forbidden books</i></p> <p>12:00 – Lunch in Malmö</p> <p>13:30 – <i>Boat tour (Rundan) in Malmö and Shopping / touring in Malmö</i></p>
September 28, 2023 Thursday	<p>09:00 – <i>The library in the Q house. Description of our library by our librarian, Emil. Exhibition of the work from Wednesday in the library + Presentations of countries and authors. Quiz!</i></p> <p>12:30 – Lunch at school</p> <p>13:30 – <i>A visit of “Kulturen” in Lund. Shopping in Lund</i></p> <p>18:00 – <i>Teachers for dinner at Rolf’s</i></p>
September 29, 2023 Friday	<p>09:00 – <i>Excursion to “Skrylle” (the forest) with IMS23C</i></p> <p>12:00 – <i>Lunch in the forest</i></p> <p>17:00 – <i>Final dinner</i></p>

# JOURNAL ACTIVITIES

SCIENCES LTTA

## DAY 1



The program of the day started with welcome meeting at the host school. After the welcome meeting, everyone got acquainted and learned about the week's program.

During the morning coffee break, amidst sips of warm beverages, they were treated to a tour of the hosting school and its library, providing insights into the local educational environment and resources.

Following this, the group embarked on a tour of Lund, immersing themselves in the rich cultural and historical tapestry of the city. This excursion marked the end of the first day's activities, leaving the participants with a taste of what was to come.



## DAY 2



As the week progressed, the itinerary took a creative turn with engaging workshops on book art. Participants dived into the world of artistic book crafting, learning techniques and methods to express themselves through this unique medium.



The exploration of literature took another intriguing twist with a session on blackout poetry, where words were transformed into visual art, offering a fresh perspective on language and creativity.



Amidst these enriching experiences, a writer's presentation added depth to the program, offering insights and inspiration from a seasoned literary voice. Their words resonated with the participants, igniting passions and sparking new ideas.

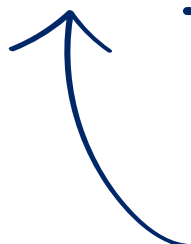


## DAY 3



From thought-provoking lectures on forbidden books to visits to symbolic libraries like the Dawit Isaak-biblioteket, the group engaged in discussions about the power of literature and the importance of intellectual freedom.

Their exploration extended beyond the confines of traditional classrooms, with excursions such as the boat tour in Malmö's serene waters and leisurely shopping escapades, immersing themselves in the cultural fabric of the cities.



## DAY 4

Back in the educational settings, the libraries in both the Q House and Dawit Isaak-biblioteket provided sanctuaries for discovery and creativity, with exhibitions showcasing the participants' artistic endeavors and workshops on book art inspiring innovative expressions.



Cultural exchange flourished through presentations of countries and authors, fostering mutual understanding and appreciation.

## DAY 4

In Lund, the exploration continued with a journey into the past at Kulturen, where they gained insights into Swedish traditions and artifacts, enriching their understanding of the region's cultural heritage.

Evenings were filled with camaraderie, from competitive quizzes to special dinners honoring the teachers' dedication.





## DAY 5



Nature became a classroom as well, with excursions to the forest, fostering connections with the environment and each other. Amidst the tranquility of nature, picnics provided moments of reflection and bonding, deepening the sense of community among the participants.

Finally, the week culminated in a heartfelt farewell dinner, bringing together the hosts, students, and teachers. It was a time of reflection, gratitude, and celebration, marking the end of a memorable journey filled with exploration, learning, and creativity in Lund.



# TEACHING METHODS

## LITERATURE

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Based on the provided program, several innovative teaching and learning methods are evident. These methods aim to create engaging and experiential learning opportunities for students:

- **Experiential Learning:** The program includes hands-on activities such as workshops on Book Art and Blackout Poetry. These creative exercises encourage students to actively engage with literature in an artistic way, allowing them to interpret and express literary themes through various media, fostering a deeper connection to the subject matter.
- **Peer Learning and Collaboration:** Students from different partner countries were involved in presenting research on famous writers. This approach promotes peer learning and cross-cultural collaboration, as students share their knowledge and perspectives, enriching the learning experience by exploring literary traditions from various countries.
- **Student Presentations:** Allocating time for students to give presentations on famous writers and their research findings encourages them to take ownership of their learning. This fosters research, critical thinking, and communication skills as they present their work to both peers and teachers, promoting confidence and mastery of the material.
- **Outdoor and Experiential Education:** The program incorporates outdoor activities such as city tours of Lund and Malmö and an excursion to Skrylle Forest. These experiences connect literary and historical learning to the real world, helping students appreciate the cultural context of their studies in a tangible and memorable way.
- **Interdisciplinary Approach:** The program integrates multiple subjects by combining literature with cultural and historical learning. Visits to places like the Dawit Isaak Library for a lecture on forbidden books bring together literary analysis and real-world political and social contexts, highlighting the interconnectedness of literature and society.

# TEACHING METHODS

## LITERATURE

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- **Use of Technology:** Although not explicitly stated, the program likely utilizes technology for presentations and research, allowing students to access digital resources and multimedia tools that enhance their understanding of the topics covered. This helps prepare students for a digitally connected world.
- **Cultural Exchange:** The presence of international students from six partner countries fosters cultural exchange and global awareness. Students have the opportunity to explore the literary and cultural contributions of their peers' countries, promoting tolerance, understanding, and appreciation of different traditions.
- **Flexibility and Student Autonomy:** The program provides opportunities for students to take the lead in their presentations and research, promoting autonomy and self-directed learning. Free time during the tours of Malmö and Lund allows students to explore these cities independently, further encouraging autonomy.
- **Community Engagement:** The final dinner with teachers, as well as group activities, foster a sense of community and social learning beyond the classroom. This engagement with peers, teachers, and experts helps build stronger relationships and encourages a supportive learning environment.
- **Active Learning:** Students are encouraged to be active participants in their learning, whether through hands-on workshops, city tours, or presentations. Active learning strategies are employed throughout the program, enhancing student engagement and retention of knowledge.
- **Inquiry-Based Learning:** Students investigate the roles and contributions of famous writers and conduct creative literary projects, such as Blackout Poetry. These activities involve inquiry-based learning, encouraging students to ask questions, analyze texts, and develop their own interpretations.
- **Real-World Application:** Visits to libraries, cultural sites, and workshops allow students to connect their literary studies with real-world applications. Exploring the impact of literature in society, censorship, and historical contexts gives students a practical understanding of literature's relevance beyond the classroom.

# ACTIVITIES

# IMPACT

## LITERATURE LTTA

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**Measuring the attitudes of a school mobility training program among participants, before the training activities.**

### **Average values**

- 1)...have a good time and a dissolved and liberated atmosphere. (4,8)
- 2)...get useful knowledge for my everyday life. (4,42)
- 3)...get useful experiences and impulses to clarify my future goals. (4,15)
- 4)...do creative and interesting activities. (4,69)
- 5)...get feedback about my own strengths and weaknesses. (3,23)
- 6)...get a possibility to communicate more confidently in a foreign language. (4,59)
- 7)...get more courage and enthusiasm to start new plans. (3,5)
- 8)...have pieces of sights and culture of another country. (4,65)
- 9)...have time and opportunity to relax. (4,57)
- 10)...get useful knowledge and good feelings and experiences to take home. (4,68)

**Measuring satisfaction with a school mobility training program among participants, after the training activities.**

### **Average values**

- 1)...a good time and a dissolved and liberated atmosphere. (4,78)
- 2)...useful knowledge for my everyday life. (4,27)
- 3)...useful experiences and impulses to clarify my future goals. (4,21)
- 4)...do creative and interesting activities. (4,73)
- 5)...get feedback about my own strengths and weaknesses. (3,9)
- 6)...get a possibility to communicate more confidently in a foreign language. (4,82)
- 7)...get more courage and enthusiasm to start new plans. (4,56)
- 8)...have pieces of sights and culture of another country. (4,73)
- 9)...have time and opportunity to relax. (4,52)
- 10)...get useful knowledge and good feelings and experiences to take home. (4,72)

# LANGUAGES

## LT TA



**Plunge, Lithuania**  
May 2024

# LANGUAGES LTТА

*«Language is the blood of the soul into which thoughts run and out of which they grow.»*

**Oliver Wendell Holmes**

5th LTТА details	
N.º of participants	27
Duration (days)	5
Country of Venue	Lithuania
Date	19-25 May, 2024

The fourth LTТА took place in Plunge, Lithuania, with a focus on the discipline of Languages, titled "Native Languages: Diverse Yet Connected"

The meeting was organized by the partner school, Plunge Technology and Business School. The organizing school was responsible for creating a comprehensive five-day work program for participants from partner schools. The meeting was attended by 11 students, experts, and teachers from six partner countries, with additional experts delegated from Casa do Professor, who were responsible for documentation and report writing.

The activities and programs were actively participated in by students, teachers, and experts from the partner countries.

The subject's activities were divided into two levels: the preparation level and the teaching/learning activities during the LTТА in Lithuania. During the preparation level, students, along with their team leaders and teachers, engaged in various activities. This included collecting data about what makes each partner countries native language unique and similar. The collected materials were then used for presentations and further educational purposes.

# PREPARATION FOR MOBILITY LANGUAGES

During this Languages LTTA, titled "Native Languages: Diverse Yet Connected," participants explored the rich tapestry of linguistic diversity while reflecting on the following inquiries:

- What unique features distinguish each partner country's native language?
- In what ways do these languages share common roots or similarities?
- How do cultural contexts shape language use and expression?

The core concept and activities were centered around researching and celebrating the distinctiveness and commonalities of the languages represented by the partner countries.

Students collaborated to gather information about their native languages, examining aspects such as vocabulary, grammar, idioms, and cultural significance. This collaborative exploration offered a meaningful opportunity for participants to appreciate linguistic diversity and connection.

Language is a vital skill that educators can nurture through several effective strategies. These include encouraging open discussions about language and culture, promoting language exchanges among students, embracing the nuances of dialects and idioms, and creating an inclusive environment that values diverse linguistic backgrounds—cultivating a love for languages and intercultural communication.



## Note

**Language serves as a key to unlocking cultural understanding and connection.** By exploring native languages, students gain insight into the values and traditions of different societies.

**Engaging with language is not just about grammar and vocabulary,** it's about understanding the stories and histories that shape communities and identities.

**Encouraging students to explore their own and others' languages** fosters empathy, critical thinking, and a greater appreciation for diversity in our interconnected world.

**Learning about linguistic diversity can inspire students** to become lifelong learners, embracing new languages and cultures as they navigate an increasingly globalized society.

**Language is not merely a tool for communication,** it's a dynamic reflection of culture and identity that enriches personal and communal experiences.

# AGENDA

DATE	TOPIC
May 19, 2024 Sunday	08:00-23:00 – Arrival and Accommodation of guests.
May 20, 2024 Monday	<p>08:00 – Breakfast for students is organized in the recreation room of the school hotel.</p> <p>10:00 – Arrival of guests at school , directing to the Conference Hall: Reception and talks in the rest area.</p> <p>10:30 – Information about the project agenda of the week activities.</p> <p>11:00 – School presentation and tour round the school premises.</p> <p>12:30 – Greetings and welcoming speech of the headmaster. Meeting with the school community and brief introductions of the delegations.</p> <p>13:00 – Lunch in the school canteen-“Mene”</p> <p>14:00 – Presentation of the homework tasks and reports prepared by the project participants. (in the Conference Hall).</p> <p>16:00 – Acquaintance with the city of Plunge.</p> <p>18:30 – Dinner.</p>
May 21, 2024 Tuesday	<p>08:00 – Breakfast for students is organized in the recreation room of the school hotel.</p> <p>10:00 – A visit to the industrial enterprises in the city of Plunge: Excursion in Litspringas, in Baltic Non-Woven and in STEELSTAG.</p> <p>12:00 – A tour to Telsiai city.</p> <p>13:00 – Lunch in Telsiai.</p> <p>15:00 – Walking excursion around the city of Telsiai.</p> <p>16:30 – Free time in the city / coffee break.</p> <p>18:30 – Dinner.</p>



# AGENDA

DATE	TOPIC
<p>May 22, 2024 Wednesday</p>	<p><i>08:00 – Breakfast for students is organized in the recreation room of the school hotel.</i></p> <p><i>09:00 – Educational activity in the Plunge public library. Theme: “The importance of language preservation. Book smuggling.</i></p> <p><i>11:00 – Educational session at the Samogitian art museum in Plunge. The theme: “Leisure of the lords of the court”.</i></p> <p><i>13:00 – Lunch.</i></p> <p><i>14:30 – Outing to the Žemaitė Memorial Museum.</i></p> <p><i>Educational activities at the Bukantes manor homestead: Writing with a goose quill; Culinary heritage of Samogitians.</i></p> <p><i>18:00 – Return to Plunge.</i></p>
<p>May 23, 2024 Thursday</p>	<p><i>08:00 – Breakfast for students is organized in the recreation room of the school hotel.</i></p> <p><i>09:00 – Project activities at school: Workshop sessions for the participants of the countries; Final discussions with the project partners; The project students` participation in the lessons; Awards of Certificates to the project participants.</i></p> <p><i>12:00 – Lunch in the school canteen-“Mene”.</i></p> <p><i>13:00 – Educational event: A performance of the ethnographical ensemble”Plateliai”.</i></p> <p><i>15:00 – Free time.</i></p> <p><i>17:00 – Project students will have an international student bowling tournament in “Porto”. Teachers will spend the evening in an informal environment, in the homestead nature</i></p>

# AGENDA

DATE	TOPIC
May 24, 2024 Friday	<p><i>08:00 – Breakfast for students is organized in the recreation room of the school hotel.</i></p> <p><i>09:00 – Trip to the city of Klaipeda.</i></p> <p><i>10:30 – An excursion in the Old Town of Klaipeda. (The guide services from Klaipeda TIC)</i></p> <p><i>13:00 – Free time. Coffee break in the Old Town of Klaipeda.</i></p> <p><i>14:00 – Time for individual leisure, shopping and meals in the Klaipeda entertainment and shopping centre “Acropolis”.</i></p> <p><i>19:00 – Return to Plunge.</i></p>
May 25, 2024 Saturday	<p><i>08:00-12:00 – Departure. Breakfast at the place of guest accommodation and school hotel. Dry pre-packed food, beverages.</i></p>

# JOURNAL

# ACTIVITIES

LANGUAGES LTTA

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## DAY 1

The day begins with breakfast in the school hotel's recreation room, followed by guests' arrival at the Conference Hall for welcoming talks. They receive an overview of the week's activities and embark on a tour of the school premises, led by a presentation and warm greetings from the headmaster.



Lunch at the school canteen, "Mene," fuels further discussions before participants present their project work in the Conference Hall. The afternoon concludes with an exploration of Plunge.



The day wraps up with a convivial dinner, fostering camaraderie and reflection on the day's events.

## DAY 2



The day begins with visits to industrial enterprises in Plunge: Litspringas, Baltic Non-Woven, and STEELSTAG. The focus of the visit is the educational program emphasizing the importance of language skills in social and economic well-being.

Next, a tour of Telsiai city unfolds, followed by a satisfying lunch.



Participants then explore Telsiai on foot, delving into the significance of language in national identity.

Afterwards, there's free time for leisure or a coffee break to recharge.



## DAY 3

The day commences with an educational activity at the Plunge public library, delving into the significance of language preservation and historical book smuggling.



Next, participants engage in an enlightening session at the Samogitian Art Museum, exploring the leisure pursuits of courtly figures.



Following a fulfilling lunch, the journey continues with an outing to the Žemaitė Memorial Museum. At the Bukantes manor homestead, educational activities await, including writing with a goose quill and sampling the culinary heritage of the Samogitians. The theme emphasizes the intricate layers of language.



Upon returning to Plunge, pupils enjoy board games with students from Plunges Technology and Business School, fostering friendships and cultural exchange in the school hotel's rest area.

## DAY 4



The day kicks off with project activities at the school, including workshops, final discussions with partners, and student participation in lessons centered around the theme of languages. Certificates are awarded to project participants for their achievements.

Participants enjoy an educational event: a performance by the ethnographical ensemble "Plateliai," connecting the past with the present.

Afterwards, there's free time for relaxation or exploration.



## DAY 5

The day begins with a trip to the vibrant city of Klaipeda, focusing on the themes of multilingualism and multiculturalism.



Participants delve into the dynamic atmosphere of Klaipeda, immersing themselves in its diverse traditions, exploring the unique architectural style of the old town, and indulging in delicious cuisine. They also have the opportunity to stroll through the modern part of the city adorned with artistic installations and partake in various events.

An excursion through the Old Town, guided by Klaipeda TIC, offers insights into the city's rich history and cultural heritage.



## DAY 5

Afterward, there's free time for leisure, accompanied by a delightful coffee break in the charming surroundings of the Old Town, where participants can explore at their own pace.



As the day draws to a close, the group returns to Plunge, enriched by their experiences and newfound appreciation for multilingualism and multiculturalism.





# TEACHING METHODS

## LANGUAGES

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Based on the provided program, several innovative teaching and learning methods are evident. These methods aim to create engaging and experiential learning opportunities for students:

- **Hands-on Experiences:** The program incorporates visits to various industrial enterprises, museums, libraries, and city tours. This hands-on approach allows participants to engage directly with the subject matter and facilitates deeper learning through real-world experiences.
- **Multisensory Learning:** By incorporating activities such as presentations, tours, workshops, performances, and culinary experiences, the program appeals to different learning styles and senses, making the learning process more engaging and memorable.
- **Interdisciplinary Learning:** The program integrates various subjects such as language skills, history, cultural studies, and art. This interdisciplinary approach helps participants make connections between different areas of knowledge, fostering a more holistic understanding of the topics covered.
- **Cultural Immersion:** Participants have the opportunity to immerse themselves in different cultures through visits to museums, city tours, culinary experiences, and interactions with local communities. This cultural immersion promotes cross-cultural understanding and appreciation.
- **Project-Based Learning:** The program includes project activities and workshops where participants work collaboratively on projects related to the theme of languages. This project-based approach encourages active participation, critical thinking, and problem-solving skills development.

# TEACHING METHODS

## LANGUAGES

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- **Reflection and Discussion:** The day concludes with dinners and informal settings where participants can reflect on their experiences, engage in discussions, and foster camaraderie. This reflection time allows for the consolidation of learning and the sharing of insights and perspectives among participants.
- **Community Engagement:** The program involves interactions with various community members, such as museum staff, local artisans, and students from other schools. This community engagement fosters connections beyond the classroom and provides opportunities for networking, cultural exchange, and learning from diverse perspectives.
- **Flexibility and Choice:** The program offers free time for leisure and exploration, allowing participants to pursue activities of personal interest or recharge as needed. This flexibility and choice empower participants to take ownership of their learning experience and cater to individual preferences and needs.

# ACTIVITIES

# IMPACT

## LANGUAGES LTTA

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**Measuring the attitudes of a school mobility training program among participants, before the training activities.**

### **Average values**

- 1)...have a good time and a dissolved and liberated atmosphere. (4,81)
- 2)...get useful knowledge for my everyday life. (4,63)
- 3)...get useful experiences and impulses to clarify my future goals. (4,76)
- 4)...do creative and interesting activities. (4,95)
- 5)...get feedback about my own strengths and weaknesses. (4,5)
- 6)...get a possibility to communicate more confidently in a foreign language. (4,9)
- 7)...get more courage and enthusiasm to start new plans. (4,72)
- 8)...have pieces of sights and culture of another country. (4,86)
- 9)...have time and opportunity to relax. (4,63)
- 10)...get useful knowledge and good feelings and experiences to take home. (4,9)

**Measuring satisfaction with a school mobility training program among participants, after training activities.**

### **Average values**

- 1)...a good time and a dissolved and liberated atmosphere. (4,9)
- 2)...useful knowledge for my everyday life. (4,68)
- 3)...useful experiences and impulses to clarify my future goals. (4,59)
- 4)...do creative and interesting activities. (4,86)
- 5)...get feedback about my own strengths and weaknesses. (4,77)
- 6)...get a possibility to communicate more confidently in a foreign language. (4,95)
- 7)...get more courage and enthusiasm to start new plans. (4,9)
- 8)...have pieces of sights and culture of another country. (5)
- 9)...have time and opportunity to relax. (4,72)
- 10)...get useful knowledge and good feelings and experiences to take home. (4,9)

# 2ND TPM



**Braga, Portugal**  
October 2024

# 2ND TPM PREPARATION

**Location:** Portugal

**Disciplines:** Art, History, Science, Literature, Languages

**Host Institution:** Casa do Professor

Casa do Professor served as the host, organizing and executing a comprehensive three-day program.

## **Activities:**

- **Final Meeting:** Conducted a final meeting to review the project comprehensively.
- **Evaluation of Work:** Evaluated the contributions and performance of all cooperating partners.
- **Financial Examination:** Examined the financial performance and balance of the project.
- **Preparation for International Product Distribution/Dissemination:** Prepared for the international distribution and dissemination of project outputs.
- **Catalogue Construction:** Developed a catalogue based on documentation, reports, and evaluations from the five LTTAs (Art, History, Science, Literature, Languages). This catalogue included intangible results such as innovative strategies and processes in teaching and teacher training, with an emphasis on collaborative and intergenerational dimensions, anchored on good practices. The catalogue was made available in both book and web formats.

## **Project Closure:**

- **Finalization of Dissemination Plan:** Management members finalized the international dissemination plan.
- **Future Cooperation:** Outlined potential future strategic cooperation based on newly identified problem areas from the project work.
- **Recognition of Work:** Issued certificates to teachers participating in the TPM, recognizing the development of their teaching competencies. These certificates were issued by Casa do Professor.
- **Attitude and Satisfaction Survey:** Conducted surveys to gauge participant satisfaction and attitudes.

**Responsible:** Portuguese Management Team, Managements, Project Work Group, Teachers, IT Staff, Coordinators, Topic Leaders

**Date:** 9-11 October 2024 (working days)

# 2ND TPM

*«Europe is the accumulation of memories, the swelling of legend, the transport of myth.»*

**Author**

2nd TPM details	
N.º of participants	X
Duration (days)	3
Country of Venue	Portugal
Date	09-11 October, 2024

The implementation phase of the project culminated in a series of strategic steps to guarantee its success. This phase reached its apex with the pivotal Second Transnational Partners Meeting (TPM), which oversaw the culmination of various planning and execution activities.

## **Second Transnational Partners Meeting (TPM)**

The second TPM, serving as the finalization of the project, was expertly hosted by Casa do Professor in Braga, Portugal, solidifying crucial decisions and concluding collaborative efforts towards project completion.

- **Host Institution:** Casa do Professor
  - Casa do Professor served as the gracious host, skillfully organizing and executing a three-day program.
  - Their dedicated efforts ensured that the meeting was productive and enriching for all participants.

# 2ND TPM

**Location:** Portugal

**Disciplines:** Art, History, Science, Literature, Languages

**Host Institution:** Casa do Professor Casa do Professor served as the host, organizing and executing a comprehensive three-day program.

- **Activities:**

- **Final Meeting:** Conducted a final meeting to review the project comprehensively.
- **Evaluation of Work:** Evaluated the contributions and performance of all cooperating partners.
- **Financial Examination:** Examined the financial performance and balance of the project.
- **Preparation for International Product Distribution/Dissemination:** Prepared for the international distribution and dissemination of project outputs.
- **Catalogue Construction:** Developed a catalogue based on documentation, reports, and evaluations from the five LTTAs (Art, History, Science, Literature, Languages). This catalogue included intangible results such as innovative strategies and processes in teaching and teacher training, with an emphasis on collaborative and intergenerational dimensions, anchored on good practices. The catalogue was made available in both book and web formats.

- **Project Closure:**

- **Finalization of Dissemination Plan:** Management members finalized the international dissemination plan.
- **Future Cooperation:** Outlined potential future strategic cooperation based on newly identified problem areas from the project work.
- **Recognition of Work:** Issued certificates to teachers participating in the TPM, recognizing the development of their teaching competencies. These certificates were issued by Casa do Professor.
- **Attitude and Satisfaction Survey:** Conducted surveys to gauge participant satisfaction and attitudes.

**Responsible:** Portuguese Management Team, Managements, Project Work Group, Teachers, IT Staff, Coordinators, Topic Leaders

**Date:** 9-11 October 2024 (working days)

# 2ND TPM AGENDA

DATE	TOPIC
October 9, 2024 Wednesday	<p><i>09:00 - 09:30: Welcome and Registration</i> <i>09:30 - 10:00: Opening Session by Casa do Professor</i> <i>10:00 - 11:00: Review of Project Progress</i> <i>11:00 - 11:30: Coffee Break</i> <i>11:30 - 13:00: Evaluation of Work by Cooperating Partners</i> <i>13:00 - 14:30: Lunch Break</i> <i>14:30 - 16:00: Examination of Financial Performance and Balance</i> <i>16:00 - 17:00: Preparation for International Product Distribution/Dissemination</i> <i>17:00 - 18:00: Cultural Activity</i> <i>18:00 - 19:00: Free Time</i> <i>19:00 - 20:00: Dinner</i></p>
October 10, 2024 Thursday	<p><i>09:00 - 10:30: Construction of Catalogue from LTTA Evaluations</i> <i>10:30 - 11:00: Coffee Break</i> <i>11:00 - 12:30: Presentation on Innovative Teaching Strategies</i> <i>12:30 - 14:00: Lunch Break</i> <i>14:00 - 15:30: Workshop</i> <i>15:30 - 17:00: Finalization of International Dissemination Plan</i> <i>17:00 - 18:00: Cultural Activity</i> <i>18:00 - 19:00: Free Time</i> <i>19:00 - 20:00: Dinner</i></p>



# 2ND TPM AGENDA

DATE	TOPIC
October 11, 2024 Friday	<p><i>09:00 - 10:30: Future Cooperation and Strategic Planning</i></p> <p><i>10:30 - 11:00: Coffee Break</i></p> <p><i>11:00 - 12:30: Certificates Presentation and Acknowledgment of Contributions</i></p> <p><i>12:30 - 14:00: Lunch Break</i></p> <p><i>14:00 - 15:30: Attitude and Satisfaction Survey Analysis</i></p> <p><i>15:30 - 16:30: Final Session and Closing Remarks</i></p> <p><i>16:30 - 19:00: Free Time</i></p> <p><i>19:00 - 20:00 Farewell Dinner</i></p>

# JOURNAL

# ACTIVITIES

2ND TPM

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## DAY 1



The meeting began with a warm welcome from Portugal, followed by a review of the agenda. Hungary led discussions on partner collaboration and quality management, focusing on maintaining project standards.

After a coffee break, Hungary reviewed the project's financial performance. In the afternoon, Portugal presented the LTTA catalogue, and all partners shared feedback. The day ended with a session on innovative teaching strategies.



## DAY 2

Participants traveled from Braga to Porto for a guided tour of the Ribeira District, a UNESCO World Heritage Site. They explored its rich history and stunning architecture.



## DAY 3

The day began with a visit to the Escola Europeia de Ensino Profissional, where participants learned about vocational training and its impact on students' practical skills.



## DAY 3

The final sessions focused on assessing the project's impact and planning future steps. The day ended with a farewell dinner at Casa do Professor, celebrating the success of the meeting.



# CONCLUSION

The DEC project has successfully fostered an enhanced understanding of European values, culture, and traditions among students and teachers. Through its focus on five key disciplines—Art, Science, Literature, History, and Languages—the project has facilitated collaboration across borders, encouraging participants to explore both their shared heritage and individual cultural identities.

With each Learning, Teaching, and Training Activity (LTTA), students and educators engaged in interdisciplinary learning, utilizing innovative teaching methods such as experiential learning, collaborative projects, and hands-on activities. These experiences contributed to the development of critical thinking, creativity, and empathy, helping to shape a more conscious and united European citizenship.

As the project draws to a close in 2024, its impact will continue through the integration of its outcomes into schools' curricula and teaching practices, promoting a long-term understanding of Europe's social, cultural, and historical heritage among future generations.

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