



SYNERGY AND ENVIRONMENT TO
EMPOWER DECENTRALISED SCHOOLS

HEALTH EMERGENCY AND DISTANT LEARNING: GREEN S.E.E.D.S., EMBLEMATIC PROJECT

At GREEN S.E.E.D.S. distance teaching and learning is not a consequence of the global health emergency. It is the very heart of the project, instead, which was conceived and started well before the Covid-19. The actors of GREEN S.E.E.D.S. are in fact the small decentralized schools, which have always thought of distance learning as a resource. For this reason, GREEN S.E.E.D.S. provides their teachers with theory and tools to study, compare and put into practice paths of interaction and collaboration between pupils of isolated schools from different countries.

We couldn't help but pay attention to the recent debate. Some of us has shared interesting contributions. Here is one.

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GREEN S.E.E.D.S. DOESN'T STOP

In our project, focused on "distance learning", only the training of the teachers' coordinators was supposed to take place in presence, in Cyprus, where we had to meet at the beginning of March. After our kick-off and many months working together, it would have been nice to see us again!

Therefore, in full coherence with the spirit of the project and without slowing down our roadmap, at the scheduled dates we peeped out on Zoom, where Golfo Kateva and Graziella Arcuri, from Synthesis, trained the local coordinators on the Toolkit GREEN S.E.E., realized by the University of Vigo - directed by Prof. Ángeles Parrilla Latas - together with the same Synthesis. At this moment - and until the end of June - Veneto, Valle d'Aosta, Cyprus, Spain, Croatia and Greece are engaged in the training of their local teachers: each group is now deepening the theory, relating it to their own context conditions. And also this time the training is being implemented online.

The training is also a way to verify the learning, leading towards the next steps: ready to start with the second part of the project...from September we will work in schools!

A few points of the debate inside the training are included in this newsletter: they come to us from Verona, from Vela Luka, from Vigo, from Chio and are a beautiful of you!

WHEN MOTIVATION DEPENDS ON EVALUATION

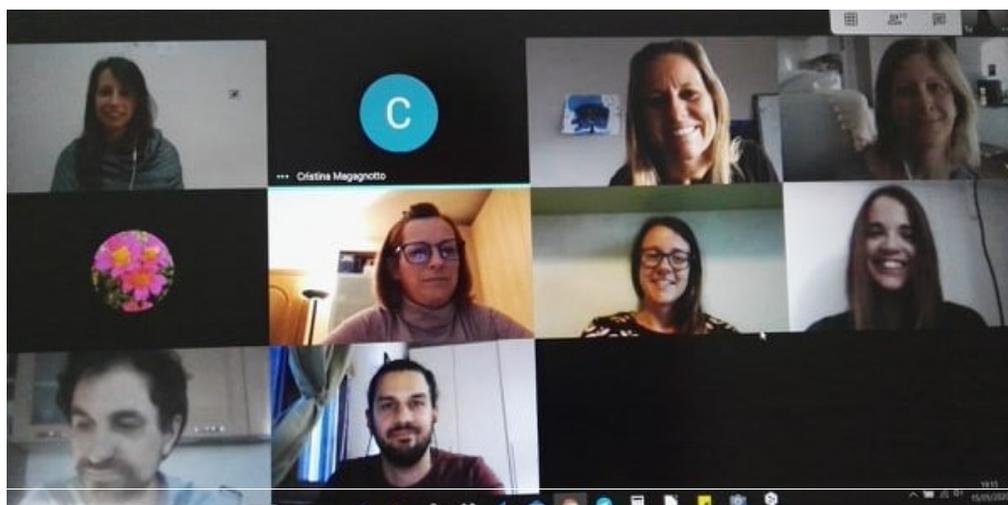
One of the modules of the Toolkit GREEN S.E.E.D.S. is dedicated to teachers and pupils' motivation. In VELA LUKA, Croatia, after investigating the methods of collaborative learning, peer tutoring, project learning, the teachers concluded that the effectiveness of these methods is based on the students' motivation which, in their experience, is expressed through the question students always ask: will this content, or task, be evaluated? If the answer is no, motivation is often very low.

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DIDACTICS AT BOSCO CHIESANUOVA

Multi-classes are a reality at IC BOSCO CHIESANUOVA, in Verona, which includes among the participating teachers the entire body of San Rocco primary school, two teachers from Velo primary school and one teacher from Roveré middle school. As they tell us, they usually work in two different ways: either they distribute different materials for the same questions, or they assign common materials and contents for different and personalized requests. Teachers sometimes worry about not being able to finish their programs - even though they have now been abolished - also because parents often make comparisons with textbooks. They believe parents should be involved in their childrens' education, in order to understand teachers' choices.



WHAT DEFINES THE TEACHERS' SENSE OF BELONGING?

The teachers of the schools on CHIOS island, in Greece, have tried to define it: they tell us that they feel integrated into school life when:

- they feel that their work is important
- children and parents appreciate their work
- they have worked for several years at the school of their choice, although they could go elsewhere
- they do not feel isolated but, on the contrary, their school offers opportunities to communicate with other colleagues and schools
- innovation is encouraged
- they do not feel like they are passing through, but take root in the territory

In this sense, small isolated schools can play an important and positive role, as...

- they give voice to local cultures that are gradually being silenced by globalization
- they revitalize the territory from the economic and cultural point of view
- they realise equal opportunities for all



ON STUDENTS' MOTIVATION

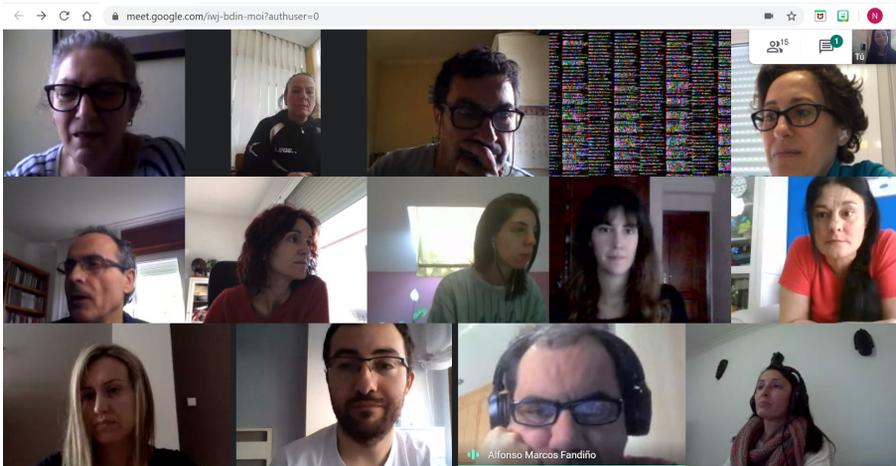
Teachers in VIGO, Spain, while deepening the modules on Motivation and Teaching Methodologies, focused too on the need to motivate their pupils. They stressed the importance and role of the teachers' work: creating a good climate inside the classrooms, bringing teachers and students closer, promoting self-esteem, encouraging relationships between students. They ended saying that motivation can also be achieved through teaching methods, such as cooperative working and personalised teaching.

The recognition of the central role of these methods led the debate on how to approach teaching in the near future, due to the COVID-19 emergency. Which tools and methods will be used, if not allowed to have social contact, if you will not be able to work in cooperative groups? In their schools, teachers are working on multi-level teaching: will it be possible to continue working in this way?

have been analysed. The teachers in Vigo believe that although ICT allows everyone access to knowledge, face-to-face teaching cannot be replaced by video. Contact between classmates and teachers is crucial for the emotional and social development of students.

This is one of the issues mostly discussed during these days of new didactics, as this article shows.

READ IT MORE [HERE](#)



DIGITAL AND ITC SUPPORTING THE CLASSROOM IN REMOTE SCHOOLS

Digital and ITC are the levers of excellence for most isolated schools, in mountain areas or on islands. Peer education, cooperative learning, virtual classrooms, e-twinning are transforming teaching and learning methods, widening boundaries and generating new models that look to national and international experiences and collaborations. Here is the contribution of the European Digital Agenda.

<https://www.agendadigitale.eu/scuola-digitale/piccole-scuole-digitali-crescono-cosi-la-tecnologia-supporta-la-pluriclasse-nelle-zone-remote/>