The use of ICT in international project work
Workshop Sig 3

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How?

Project work
ICT-Tools
4 Characteristics of international project work

• Real and interesting themes
• Structured in different phases
• International group work (learning apart together in mixed teams)
• Ownership of students
Themes

- Broad general themes divided into sub themes
- subject-oriented or cross-curricular (multi-disciplinary)
- contain a clear element of comparison
- My street, daily life, consuming at school
ICT- tools

- e-mail
- Websites
- Chat/discussion forum
- electronic (virtual/digital) learning environment
Criteria ICT- tools for international group work

- Information, communication and collaboration
- Structuring and monitoring by teacher
- Easy to use
<table>
<thead>
<tr>
<th>Information</th>
<th>Communication</th>
<th>Collaboration</th>
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</thead>
<tbody>
<tr>
<td>Unilateral</td>
<td>Bi/multilateral</td>
<td>Bi/multilateral</td>
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<tr>
<td>To show your own product</td>
<td>To compare different products</td>
<td>To create a common product</td>
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<tr>
<td></td>
<td>Information</td>
<td>Communication</td>
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<td><strong>E-mail</strong></td>
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<td><strong>ele</strong></td>
<td>Information</td>
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Case study: Eline

Every’s day life in Europe/
Electronic learning and innovative education

How to use a learning environment for international projects

http://cce.peda.net/magazines (99-03)
www.schooljournals.net (03-04)
Structure a project
Stages of project work

• 1. Introduction: teachers
• 2. Choice of the theme: teachers
• 3. Definition of the problem: teachers/students
• 4. Practical planning: teachers
• 5. Research: students
• 6. Reporting: students
• 7. Evaluation of the product and of the project: teachers and students
Stages project work

1. Introduction
2. Choice theme
3. Definition problem
4. Practical planning
5. Research
6. Reporting
7. Evaluation

Stages in Eline

1. Personal presentations
2. Choice theme
3. Brainstorming
4. Practical planning
5. National reports
6. Internat. reports: comparison
7. Evaluation: self evaluation/marks
General outline

• General multi-disciplinary theme
• Divided into subtopics
• International groups deal with the same topic
• Topic coordinator for each group
• Methodology: phases of project work
<table>
<thead>
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<th>Country</th>
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<tr>
<td>Czech Republic</td>
<td>History</td>
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<tr>
<td>Belgium</td>
<td>Informatics</td>
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<tr>
<td>Norway</td>
<td>Social Sciences</td>
</tr>
<tr>
<td>Germany</td>
<td>Religion/German</td>
</tr>
<tr>
<td>Netherlands</td>
<td>History, social sciences</td>
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</table>
Different approaches

<table>
<thead>
<tr>
<th>Country</th>
<th>Time spent at school</th>
<th>Equipment Connection</th>
<th>Marks given</th>
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<tbody>
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<td>Italy</td>
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Positive results - teachers

- working relation with students
- multi-disciplinary teamwork: beyond own expertise
- ICT-skills
- Learning other didactical approaches
- personal satisfaction (new friends)
- intercultural learning

- Conclusion: innovative
Hindering factors

• not always compatible with curriculum
• time consuming
• pupils not motivated outside class hours
• not all pupils motivated
Positive results - students

• **Motivation**
  - National research = challenging
  - Using English
  - ICT
  - Independent learning in groups
Advice: motivation teachers

• teachers’ team
  - minimum 2 at the centre
  - minimum 2 who are willing to go along

• school management approves

• linked to the curriculum
Advice: motivation students

- participation in decision on theme, objectives, working methods
- Comenius: evaluation meeting students
- Marks

ownership
Did we reach our aims?

X: not very much

- Attitudes: to be measured
- Languages: xxx
- Methodological skills: xxx
- Autonomous learning: xxx
- ICT skills: xxx
- Increase motivation: xxx
Preconditions for succes

1. The full support of the Headteacher
2. The project must reflect a school’s real needs
3. The time element is often underestimated
4. Staff not directly involved should be informed
5. Involving always more than one teacher: committee of internationalisation and a coordinator