



SYNERGY AND ENVIRONMENT TO
EMPOWER DECENTRALISED SCHOOLS

TOOLKIT GREEN S.E.E.D.S.

TEACHING GUIDE



Co-funded by the
Erasmus+ Programme
of the European Union

RESPONSIBLE FOR IO1 “TOOLKIT GREEN S.E.E.D.S.”

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PROJECT

GREEN S.E.E.D.S. - Synergy and Environment to Empower Decentralised Schools,

www.greenseeds.eu

PROJECT COORDINATOR

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PROJECT PARTNERSHIP

This document is one of the 15 units of the "Toolkit GREEN S.E.E.D.S.", the Intellectual Output n.1 of the homonymous project. It has been led by the University of Vigo and undertaken with the support of all the Partners, with particular reference to the training on the toolkit contents, which has worked also to test them. The Units have been developed from September 2019 to the end of January 2020. The subsequent training, in two steps, lasted until the end of June 2020:

1. Training of the national responsible (5-6.03.2020)
2. Training of the teachers at local level (1.04.2020 – 31.06.2020)

HOW TO CITE THIS DOCUMENT

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COURSE DESCRIPTION

GREEN S.E.E.D.S. (Synergy and Environment to Empower Decentralized Schools) is a project financed by the European Union for educational institutions in five countries: Italy, Spain, Greece, Croatia, and Cyprus. The main objective is to break the isolation of decentralized schools, making dialogue possible between students who, although far from each other, share similar socio-environmental realities. This is made possible through the project and the implementation of a method which may serve as a model for interaction at a distance between classes in different countries.

This is a training course based on the specific teaching and learning needs of schools at risk of isolation. This toolkit is meant to provide educational, organizational, motivational, relation-related, and IT and communication content for teacher training; it is also for training teachers, and for designing teaching units which have been codesigned and implemented by the students in the member countries' small schools.

The training modules are intended to share teaching approaches among different countries, which can also be put to use in other contexts. There are 5 modules, each comprised of 3 units (15 units in all), as well as pre and final self-assessment tests:

1. **SEEDS for BOOSTING** – motivation module
2. **SEEDS for TEACHING** – teaching module
3. **SEEDS for MANAGING** – management module
4. **SEEDS for COMMUNICATING** – relational module
5. **SEEDS for NETWORKING** - digital module

Conceptually, the toolkit is based on an active and participative learning model rooted in a reflexive and constructive understanding of the teaching-learning process, which facilitates the creation of networks between teachers in schools which are far from one another. It is a training strategy which allows one to strengthen the culture of inquiry of teachers through the exchange of experiences, dialogue, and the joint reconstruction of knowledge generated during each module in general, and each unit in particular. At the same time, it assumes that everyone is independent enough and responsible enough to complete the tasks during the course, relying on materials provided as well as on their classmates and their tutor who guides their learning process.

PREREQUISITES

Internet connection

Previous knowledge in the field of education: inclusive language, IT management



AUDIENCE

Primary-school and secondary-school teachers (same for foreign members).

COURSE DURATION AND ESTIMATED TIME

The course is made up of 15 units, distributed into 5 modules of 3 units each. It is expected to take 12 weeks to complete, with an estimated dedication time of 2.5 hours per week.

FORMATIVE PROPOSAL

1. Course objectives

Course objectives are divided into training modules.

MODULE	OBJECTIVES
SEEDS for Boosting	<p>To show the educational panorama and reflect on the current situation of education in rural schools.</p> <p>To develop a comprehensive and integral educational and social-sustainability project, adopting a critical attitude towards the role played by rural schools.</p> <p>To know the influence of the feeling of belonging and identification of the teachers with their schools and school community as an element for improving the climate and identity of rural schools.</p> <p>Identify the factors which play a role in the feeling of belonging of the students with their schools as an element for preventing school and social dislocation, desertion, and abandonment in rural environments.</p>
SEEDS for Teaching	<p>To know about and reflect on teaching and teaching strategies with diverse students and multi-grade classrooms.</p> <p>To know about and to understand the principles of shared learning, promoting active and participative learning through cooperative learning, peer tutoring, and project-based learning.</p> <p>To know about and to understand the principles of multi-level teaching by designing different types of multi-level teaching in multi-grade classrooms.</p> <p>To know about and to understand the principles of personalized teaching by designing different strategies aimed at personalizing the teaching-learning process of the students.</p>

SEEDS for Managing	<p>To understand and reflect on the different steps for transforming a school into a learning organization where everyone learns.</p> <p>To introduce educational professionals to the theoretical-practical framework of shared teaching, its principle models and contributions to rural schooling.</p> <p>To learn about the role of collaborations between rural schools, by describing different types of inter-school collaboration.</p>
SEEDS for Communicating	<p>To know about, reflect on and understand Communication of Digital Competence.</p> <p>To learn about tools and platforms which favor online communication and collaboration.</p> <p>To rethink the traditional idea of student participation at the school.</p> <p>To know about creative and participative strategies which allow the students to have a voice.</p>
SEEDS for Networking	<p>To design and develop a WebQuest based on the principles of teaching and learning for project-based learning, by using free web tools available online.</p> <p>To provide a key description of European platforms which teachers and schools can use to enrich their knowledge and practices.</p>

2. Topics

MODULE 1: SEEDS for Boosting

The aim of this module is to promote a reflexive and active attitude among the participants regarding the role of the rural school in the community, as well as to reinforce the sense of belonging of the teachers at students at it. It is composed of the following units:

- ◆ Education, communities, and rural schools: a common project.
- ◆ The feeling of belonging of teachers in rural schools and communities: belonging, commitment, and disconnection.
- ◆ The feeling of belonging, commitment, and disconnection of students in rural schools and communities. Analysis of institutional and social barriers and levers.

MODULE 2: SEEDS for Teaching

The aim of this module is to explore and test different strategies for responding to the diversity inherent in a rural classroom (diversity of ages, cultural origin, performance, learning style, capacity, etc.). It looks at how classroom methodologies can meet the needs of each student through strategies based on diversification, personalization, and joint learning.



It includes the following units:

- ◆ Teaching methodologies and learning strategies which recognize and celebrate diversity: cooperative learning, peer tutoring, problem-based learning, etc.
- ◆ Teaching methodologies and learning strategies which support multi-level classrooms: multi-level teaching.
- ◆ Teaching methodologies for personalizing learning: personalized agendas, learning contracts, and plans.

MODULE 3: SEEDS for Managing

The aim of this module is to emphasize and strengthen the collaborative approach within schools as a means of dealing with diversity and fragmentation among members of separate communities (teachers, schools, community members and services, etc.). It includes the following units:

- ◆ School organization: school improvement, learning communities, contextual factors, and leadership.
- ◆ Classroom organization: collaborative work among teachers, teacher-collaboration models.
- ◆ Collaboration between schools: the relationships between schools and between institutions, different types of inter-school collaboration and their impact on the schools.

MODULE 4: SEEDS for Communicating

This module is dedicated to developing abilities related to relations and technology-based, and non-technology-based, communication between teachers and students. It includes the following units:

- ◆ Communication in educational environments: with families, teachers, and students. Communication and group-dynamics strategies.
- ◆ Technology-mediated communication: interactions mediated by computers, conversational abilities, computer-mediated communication; computer literacy, student-teacher-family communication.
- ◆ Communication with the students: the role of student voices in a democratic and inclusive community, strategies for promoting and facilitating student voices and student research projects.

MODULE 5: SEEDS for Networks

This module is dedicated to establishing methodologies and resources which make collaborative work possible, with a focus on productivity *tools* for solving different tasks. It is composed of the following units:

- ◆ WebQuest. What it is and how to build one: fundamental structure and components.
 - ◆ Teaching-learning based on the cloud. What it is and what it offers. Web tools which help with its development.
 - ◆ European platforms
-

3. Module and teaching-unit structure

Each formative module consists of three teaching units which develop its objectives. The modules will look at rural schools, learning processes in the classroom, institutional, teaching, and inter-institutional structures, communication and collaboration in the field of education, as well as some web resources which may be useful for these purposes.

Each unit is composed of 4-5 sections which include conceptual aspects, a case or testimony as an example of the topic in question and a practical proposal or activity (see Plan and agenda for activities).

The units are structured around questions means to pique the reader's interest in the main issues of the same, starting with more general and conceptual considerations and finishing with more specific and practical ones. This first approach is complemented by an invitation to action the teachers. Every unit ends by inviting or suggesting an activity to do in the classroom, school, or community by the teachers. The units also include cases, testimonies, and citations which are meant to help one to think and to make learning more significant.

A bibliography is included after each unit. It also includes a section of references where you can learn more, which includes a selection of bibliographical references, cases, and/or examples in the different languages of the countries participating in the project. This section is proposed by each country.

4. Activity plan and agenda

MODULE	ACTIVITY*	DUE DATE
1. SEEDS for Boosting	1.1: Reflection and analysis of a case, contrasting this with your own center. 1.2: Reflection in pairs about connection and commitment with the school. 1.3: The creation of a decalogue to promote a feeling of belonging among students.	2 weeks after the start of the course.
2. SEEDS for Teaching	2.1: The creation of a map showing the advantages and disadvantages of different diversification strategies. 2.2: The design of a multi-level activity. 2.3: The selection and design of a teaching-personalization strategy.	4 weeks after the start of the course



<p>3. SEEDS for Managing</p>	<p>3.1: The identification of examples of school and community cooperation in your own community. 3.2: The designing of a shared-teaching experience with a colleague. 3.3: Reflection on participation in inter-school collaboration, analyzing what type of collaboration could be the most useful for your own school.</p>	<p>6 weeks after the start of the course</p>
<p>4. SEEDS for Communicating</p>	<p>4.1: Abilities practice with a co-worker. 4.2: The exchange of communication experiences mediated by technology. 4.3: The development of a strategy which makes it easy for students to be heard.</p>	<p>8 weeks after the start of the course</p>
<p>5. SEEDS for Networking</p>	<p>5.1: Design a WebQuest. 5.2: Develop a Seed Quest. 5.3: The selection of one of the European platforms described and web navigation.</p>	<p>10 weeks after the start of the course</p>

*In each module, one of the practical proposals in any of the units making up the said module will be chosen and completed.



EVALUATION AND ACCREDITATION

1. Evaluation

To evaluate the knowledge, skills and competences acquired by the teachers, an ex-ante and an ex-post self- assessment questionnaire can be designed addressing each of the above described Modules. Teachers can be asked to complete the ex-ante questionnaire before attending/reading the training Modules. Right after the completion of the training experience, teachers can be asked to complete the ex-post questionnaire. In both questionnaires, the questions can be the same so the trainers can compare the teachers' progress before and after the training. The questionnaires can be created on-line using free online tools like google forms, survey monkey, etc. A printed option is also desirable in the cases that a face to face training is taking place. The advantage of the online forms is that they automatically process the data and produce charts that can be used in reporting results. Otherwise, you will need to process the data collected using an SPSS or similar software.

For the trainers to be able to compare the teachers' individual progress before and after the training, they will need to match the ex-ante and ex-post questionnaires with the trainees/teachers. One way is for the teachers to use their real names. Another option, if you select an anonymous methodology, is for the teachers to create their own code and use this in both questionnaire forms.

Bellow, we present the questions suggested for ex-ante and ex-post questionnaire forms.

EX-ANTE QUESTIONNAIRE

Dear Teacher,

We would like to thank you for your willingness to participate in the GREEN S.E.E.D.S course.

Before you begin your learning experience, you may spend a few minutes to answer the following questions regarding your knowledge, skills and competences on the areas that are going to be covered during the course. There is no wrong or right answer. The purpose is for you to evaluate yourself.

The questionnaire is anonymous. You will have to create a personal code that you will also use to answer another self-evaluation questionnaire after the completion of the course. This way, you will be able to see your progress at the end of the training



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programme.

Thank you in advance for your cooperation!

(Feel free to add any other questions in this section according to your needs.)

Name/Surname or Personal code

Teaching level

SEEDS for Boosting

From a scale 1-5, where one is the lowest and five is the highest, evaluate yourself on how capable you are on the specific knowledge, skill or competence expressed in the statement.

	1	2	3	4	5
I can describe the characteristics of contemporary rural schools.					
I can identify the different types of rural schooling.					
I can explain the social and educational function that a rural school fulfils.					
I can suggest ways to improve teachers' sense of belonging in a school.					
I can suggest ways to improve students' sense of belonging in a school.					



SEEDS for Teaching

From a scale 1-5, where one is the lowest and five is the highest, evaluate yourself on how capable you are on the specific knowledge, skill or competence expressed in the statement.

	1	2	3	4	5
I can identify the most appropriate teaching strategy for my class.					
I can explain the teaching strategies that deal with diversity in the classroom.					
I can differentiate the types of multilevel instruction.					
I can apply personalised teaching modalities to my students.					
I can assess the level of participation/collaboration in my school.					
Among the different co-teaching models, I can select the most appropriate for a group of students.					
I can estimate the positive impact that inter-school collaboration can have on my school.					

SEEDS for Communicating

From a scale 1-5, where one is the lowest and five is the highest, evaluate yourself on how capable you are on the specific knowledge, skill or competence expressed in the statement.

	1	2	3	4	5
I can adapt my communication skills accordingly to achieve the best communication results with others.					
I can select the most appropriate digital tool to communicate and collaborate with students and colleagues.					
I can choose a strategy to give voice to students.					



SEEDS for Networking

From a scale 1-5, where one is the lowest and five is the highest, evaluate yourself on how capable you are on the specific knowledge, skill or competence expressed in the statement.

	1	2	3	4	5
I can create WebQuests to facilitate the students learning process.					
I can employe cloud computing tools in my teaching practice.					
I can choose a strategy to give voice to students.					
I can search for European platforms to enrich my knowledge and practices.					

EX-POST QUESTIONNAIRE

Dear Teacher,

We would like to thank you for your participation in the GREEN S.E.E.D.S training course.

We would appreciate if you could spend a few minutes to answer the following questions regarding your knowledge, skills and competences on the areas that were covered by the course. There is no wrong or right answer.

The questionnaire is anonymous. To answer this self-evaluation questionnaire, use the same personal code that you created for the ex-ante questionnaire. Your responses will help us to see if the training programme has contributed to developing further your knowledge, skills and competences.

Thank you in advance for your cooperation!

(Feel free to add any other questions in this section according to your needs.)

Name/Surname or Personal code



Teaching level

SEEDS for Boosting

From a scale 1-5, where one is the lowest and five is the highest, evaluate yourself on how capable you are on the specific knowledge, skill or competence expressed in the statement.

	1	2	3	4	5
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I can suggest ways to improve teachers' sense of belonging in a school.					
I can suggest ways to improve students' sense of belonging in a school.					

SEEDS for Teaching

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I can identify the most appropriate teaching strategy for my class.					
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I can apply personalised teaching modalities to my students.					
I can assess the level of participation/collaboration in my school.					
Among the different co-teaching models, I can select the most appropriate for a group of students.					
I can estimate the positive impact that inter-school collaboration can have on my school.					

SEEDS for Communicating

From a scale 1-5, where one is the lowest and five is the highest, evaluate yourself on how capable you are on the specific knowledge, skill or competence expressed in the statement.

	1	2	3	4	5
I can adapt my communication skills accordingly to achieve the best communication results with others.					
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SEEDS for Networking

From a scale 1-5, where one is the lowest and five is the highest, evaluate yourself on how capable you are on the specific knowledge, skill or competence expressed in the statement.

	1	2	3	4	5
I can create WebQuests to facilitate the students learning process.					
I can employe cloud computing tools in my teaching practice.					
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I can search for European platforms to enrich my knowledge and practices.					



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2. Accreditation

The course can be accredited following the guidelines for the accreditation of non-formal courses/trainings provided by your national authorities. In the case that such an option is not applied in your country, you may provide a certificate of attendance.



