



R E G I O N A L E S C H O L E N G E M E E N S C H A P

TROMP MEESTERS

International Projects

Highlight Your Surroundings

Project Summary

The project's aim is to help the students with innovative methods to develop key and other competences and in this way to make knowledge useful and the students more prepared as potential future employees. This will be achieved by an intensive international cooperation of teachers of art, of foreign languages, of the mother tongue, of (social) science (biology, chemistry), ICT teachers, their students and experts in the field of communication and publishing. The cooperation is divided into different areas: research, development, writing, design, publishing, dissemination.

5,5 million young people are unemployed in the EU today, which means that one out of five EU citizens under the age of 25 can't find a job. The reasons can be found in the economic crisis and falling numbers of work places but also in inadequate education or unskilled young work force.

The knowledge young people gain is often partial, theoretical, reproductive; young people can't use it in unfamiliar situations, hence it is useless. Even though they gain a multitude of information during their studies, they do badly when they have to solve problems or show basic skills (PISA studies – there are no European countries among the best). Partially that can be the consequence of inefficient teaching methods, "compartmentalization of knowledge' according to school subjects, focus on memorizing information rather than the development of transversal competences, which would allow young people to find themselves in new situations.

An additional problem of today's school is that we don't really know what we are preparing our children for. « Of the 10 most wanted jobs today, only 2 existed eight years ago. So, what we are teaching in our schools today, won't be needed in the future » (dr. R. Rajović, MENSA International)

The European framework for key competences for lifelong learning has been used in many EU countries as a reference point for reforming national education and training systems. It has contributed to the move towards a more competence-based teaching and learning approach. Progress has been significant in school curricula and in giving transversal key competences a more prominent part therein. This does not mean that the objectives are fully achieved in this area: these competences should be developed by all teachers in all subjects, but only few really take responsibility and do that. Besides that, this is a completely new area of expertise. Teachers haven't been trained for competence teaching and do not exactly know how to deal with it in class. Another problem is also that key competences cannot really be developed in an environment where teachers see only within the boundaries of their subject area. There have been some movements made (cross-curricular integration, project days) but all these ways are very short (an hour or two) and limited to two or three similar objects, so they don't represent the actual interdisciplinary approach to acquiring knowledge. A step forward is a modular approach that attempts to combine the objectives of at least some of the subjects (e.g. Science, social sciences ...)

We should look for the solution of these problems in a different school with new approaches to teaching and learning. Young people need interdisciplinary knowledge, learning on the basis of solving authentic problems and development of key competences. To prepare youngsters for real life, schools have to work with local communities, learn about their needs and co-operate with them. In this way the youngsters will learn about their career possibilities and the requirements for jobs.

We will develop and try out an example of interdisciplinary and competence focused approach to teaching. We will develop an appropriate plan of teacher training, interdisciplinary (topic) teaching material and a practical learning tour which will be tested in practice. The main focus will be placed on tourism – because all these areas have an enormous touristic potential that is not being used.

Target groups: students and teachers

General objectives:

- To train teachers for new approaches to teaching.
- To give an opportunity to teachers to develop key competences and interdisciplinary approach.
- To link knowledge of different subject fields and make it useful (contribute to prevent early school leaving)
- To develop competences with youth and teachers, which will help them find their way in the changing labour market and in life (prevent unemployment in the future).
- To exchange experiences and examples of good practice among partner schools and beyond.
- To reinforce co-operation between schools and local community.
- To enable students, teachers and the wider community to experience a multicultural exchange.

STUDENT ASSIGNMENT: HIGHLIGHT YOUR SURROUNDINGS

Dear international exchange students,

The main goal for the international project work is to **Highlight your surroundings**. You have to do several tasks, both theoretical and practical. The theoretical tasks will be of interdisciplinary character and the main practical work result of the project will be an organized, relevant guided city walk by you, students, in your city (the host city).



Before the exchange week you students, will have a workshop about tourism and you will have to work creatively with the topic **Tourism**, as this is one of the important topics of the project.

Before the exchange week you students have a workshop about Entrepreneurship. You will have to work creatively with the topic **Entrepreneurship**. Before and during the exchange weeks it is important that you make use of the Entrepreneurship ideas\method.

Before the exchange weeks an important task for you students (who are hosts) is to collect a broad range and selection of relevant cultural, historical, industrial information about the host city & surroundings. To include all the participating students, they will have the possibility to send questions about the host city\community, to the hosts.

Here is a short description for you students about the practical project work and activities during the exchange week: In the exchange week you will be divided into international working-groups. The division of you into groups can be related to different topics, working-methods and ways of presentation.

In these groups you have to work together and share the knowledge you have learned\gained in the workshops in your own countries. Each international group will have a mentor to help you in your efforts to make a good project presentation of the chosen topic.

In this project-work you will work in accordance with the entrepreneurship method, saying that each international student group is creatively able to pick topics of preference related to the overall topic and aims of the project.

The groups have to write a start document stating their arguments for their preferences as regarding the choice of topic, with help from your mentor who will approve your work. As a starting point you must make a mind-map which has to be accepted by your mentor as well. Another important part\ competence of the work is a visualisation part\showing your designer skills.

During the exchange week your main goal is to plan and fulfil in practice, a well-documented and educational city-walk. You will also have the opportunity to test your own planned guided tour, the city-walk, to changes or improvements by learning by doing. A plan is that the city-walk in practice will be attended by visitors\parents. The end result of your student project work will be a digital presentation and document that you will hand in. Some of them will be published at the project website. During the whole working-period we will provide you with and give you access to a checklist to help you to see\control if you have fulfilled your aims with the project task.

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