



21st Century classrooms:

Meeting the challenge of the digital era with innovation and creativity

Identification of the Meeting	
Meeting denomination	Effective Communication and successful Learning and Teaching
Place	SOUEE “Konstantin-Kiril Filosofo”, Ruse, Bulgaria
Time	11-15 May, 2015
Evaluation of the Meeting	
Nature of the evaluation	Qualitative impressionist;
Preparation of the Meeting	<p>The preparation for this Meeting started at the end of the previous meeting, held in Blackburn, which defined the main logistical aspects. Bulgarian colleagues sent (by email) to our partners information about financial and logistical aspects of the movie. Each partner has prepared a presentation to share with other participants in the meeting.</p> <p>Although the Calouste Gulbenkian Foundation has not been involved in the process, the preparation of this meeting required additional efforts to prepare the travel and participation of teachers and students, which was described by some teams as particularly demanding.</p>
Objectives established in the project (pag.61)	<p><i>Overall objectives</i></p> <ol style="list-style-type: none"> 1. To diminish the gap between the use of technology inside and outside school; 2. To reinforce digital bridges of communication in the teaching and learning context; 3. To share experience about different uses of ICT in schools and classrooms with different backgrounds and different solutions or ways to deal with sometimes similar problems; 4. To improve skills, to exchange good practices and build new dynamics for classrooms in an ICT and digital context; 5. To define and assume good practices of using of ICT (both tools and strategies); 6. To create dynamics that facilitate overcoming some difficulties or





	<p>problem situations regarding the digital era and the needs to obtain better performance by European classrooms in 21st century;</p> <p><i>Collateral objectives</i></p> <p>7. To develop joined investigation in subjects concerning the mainstream underlined in this project title, regarding education, ICT and pedagogy, the production of materials to spread the debate and the good practices awareness.</p> <p><i>Specific objectives to this Meeting</i></p> <p>8. To pursuit the global objectives applied to the question of the “<i>Effective communication and successful teaching and learning</i>”</p>
<p>Structure</p>	<p>The framework for the activities was timely provided to the participants, including the plan for teachers and students. The structure of activities was well defined and reconciled quite well the specific activities for each target population with common.</p>
<p>Contents</p>	<p>Session content ranged from discussion sessions and reflection, to contextual and cross-cultural learning activities.</p> <p>However, the time in which content made explicit reference to the theme of the meeting (effective communication and successful teaching-learning) was scarce. The structure of the meeting program distributed to participants reflects this fact. On the one hand, as described in the activity plan for the students, none of the planned activities had in their title the explicit reference to the theme of this meeting. On the other hand, in the case of teachers, only two explicit references to the theme were noted: “<i>Short introduction to the topic,</i>” and “<i>Team Building: Solution to problem situations Regarding using of ICT and effective communication in the classroom.</i>”</p> <p>Our participation in teachers' activities confirmed this trend of the activities being relatively little oriented to the specific theme of the Meeting.</p>
<p>Process</p>	<p>The process of the activities development reflected the effort and significant commitment of the Bulgarian colleagues. But it also reflected some systemic difficulties in the Bulgarian school context. It was especially felt not enough effective involvement (beyond the merely ceremonial character) of school leadership in this particular initiative. In addition, among the various partners, a different understanding was</p>





	<p>evident on some issues, including the level of depth and maturity in addressing the core issues of the project. This aspect was felt also by the leading team of the project that was responsive in addressing this issue to the partners, particularly with regard to achieve the goals and products referred to in the project.</p> <p>From a logistical point of view, the process went smoothly, reflecting the contextual specificities and with normal adjustments provided, often needed in these situations.</p>
<p>Materials</p>	<p>The materials were found not always being at an optimum level and, in some cases, were below desirable. This was especially felt at the level of the school rooms, whose conditions (e.g., lack of seating for all participants in all activities) were not completely satisfactory.</p>
<p>Pursuit of the objectives</p>	<p>Overall, this meeting contributed to the achievement of general and side objectives of the project, particularly for the goals 1, 2, 3 and 4. For the goals, 5, 6, and 7 the contribution of the meeting was less significant. The specific objective for this meeting (achieving the general objectives and collateral objectives on the role effective communication in the teaching-learning process) was pursued unevenly by different activities. In general, the emphasis placed on this topic was relatively dispersed; with various activities not addressing this issue explicitly and systematically. The presentations of the various partners were distinguished in the degree to which they contributed to this goal, with the presentations of Atouguia da Baleia, the Calouste Gulbenkian Foundation and the IES Las Banderas to explicitly address this issue in their approaches.</p>
<p>Overall Evaluation</p>	<p>The objectives were pursued differently, with some to be realized only partially. The presentations of the various partners distinguished them to the degree of their contribution to the specific purpose of this meeting. Despite the activities being well-structured, the degree to which the contents of the activities addressed the specific subject of the meeting was less than expected. Quite responsively, the team leader of the project addressed the issues relevant to the pursuit of the project, helping to situate the partners on the objectives and expected results of the project.</p> <p>Finally, advances have been felt at the level of maturity and depth in the understanding (by the different partners) about the central question of the project. This trend was felt at 3 levels:</p> <p>a) the approach of structural concepts and dimensions to a systematic approach to ICT;</p>





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- b) the critical position of the partners on some issues; and
c) the self - knowledge of partners on the issue of ICTs, particularly at the level of the practices and limitations of their schools, but also at the level of their goals and strategic vision on this area.
This is in line the project itself anticipated:

“This project has also as fundamental goals, not only the Exchange of experiences, building and sharing of good practices, skills improvement and pedagogical materials products, but also the need for the teachers around Europe debate and develop awareness and steps needed and taken in different schools, about the theme of this project, with different backgrounds and different kind of solutions or ways to deal with sometimes similar problems” (p. 61).



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