

BLENDED MOBILITY IN ITALY 2017

The activity took place in March (13-17). It went according to plan and it met all the objectives from the project. The general idea was to prepare the students from all the partner schools for making their own videos which will be used in the final project period (September 2017-June 2017). Since the project targets at students teaching their peers, during the blended mobility in Italy the central activity were so called Tool-torials. Each partner school presented a chosen tool. Students demonstrated 7 different tools and explained what their options are and what they can be used for. The list of the tools included: Edpuzzle (Poland), Redmenta (Hungary), Videosoftdev (Romania), Moovly (Turkey), Kahoot (Italy), Youtube Editor (Lithuania) and Move Maker (Greece). After the presentation, each team's task was to make a video on Italian customs. Another activity was to create cartoons with the use of special cartoon and comic creators such as ToonDoo, Chogger, Make Beliefs Comix, Strip Generator and Strip Comics! All the comics were in English so students could learn some facts about each other's cultures but also become more digitally fluent in using certain internet tools. The Greek team made a video out of a series of cartoons about one of the ancient legends about their country.

The third activity was a debate whose topic was "Do parents have the right to log in their teenager children webprofiles on social networks?". Originally, according to the project form, the topic was to be "Advantages and disadvantages of preserving customs and traditions". It was the Italian teachers who changed the topic. As they are more experienced in leading debates, they chose the topic that would help the students talk more freely. In order to make it easier for students to find arguments, Eva Kalman, the Hungarian project coordinator, suggested using a voting online platform called Tricider which turned out to be ideal for brainstorming and collecting ideas. The students were given access prior the discussion day so they could prepare themselves for the debate coming up with arguments for and against and placing them on Tricider. The students could also vote for the ones they agreed with the most. The following day the debate was preceded by a short presentation on how to debate e.i. its organizational structure. The instruction was given by Serena Lenza, a debate expert. She presented different formats and strategies of a debate. After the theoretical part, the volunteers were divided into groups of three. There were two rounds of the debate. Each time one group of three students were the Opposition and another three- the Proposition. The debates went smoothly. Both groups in each round presented their sides of the issue. Then teachers voted for the strongest and most convincing speeches.

The last activity was to fill in an online Maths dictionary. It is a Google Drive document in which Mathematical terms are in 7 different languages: Polish, Hungarian, Lithuanian, Romanian, Greek, Turkish and Italian. Each team chose a Mathematical area and added 10 words which had to be translated into the partners' mother tongues. The dictionary will be used throughout the project during Flipped Maths lessons.

Apart from work at computers in the school lab, the students went on sightseeing tours in the neighbouring area. They had a unique chance to explore Montefiascone (Rocca dei Papi, the Cathedral, Santa Maria delle Grazie, San Flaviano & Lake Bolsena). The tour was guided by both teachers and students from Italy. It was mainly Italian students who told us about the places we visited. Another places of interest was Viterbo where we saw Palazzo dei Papi and Bagnoregio- the picturesque ancient town. The most exciting trip was to Rome. We saw the Trevi Fountain, the Quirinal Palace, Spanish Stairs, Capitoline Hill, Forum Romanum the Colloseum and the Vatican. During these trips all the students and teachers learnt a lot about the Italian geography, history and architecture. They got familiar with the Italian traditions.

Another project's objective was to give the participants of the mobility an opportunity to develop their linguistic skills. Apart from taking part in the project activities, they spent with each other their free time talking and discussing things. Some students had an extra opportunity to use English in everyday situations thanks to staying with host families.

For the teachers the mobility was a perfect occasion to share their ideas and experience when helping their students to perform their project tasks. They exchanged their views on the project issues to find solutions to the problems that cropped up. The questionable issue was the debate. Since the format suggested was too demanding for some of the students in view of their age (Greek and Turkish students were younger than the rest), all the teachers altered the rules by shortening the time assigned for the speeches .