

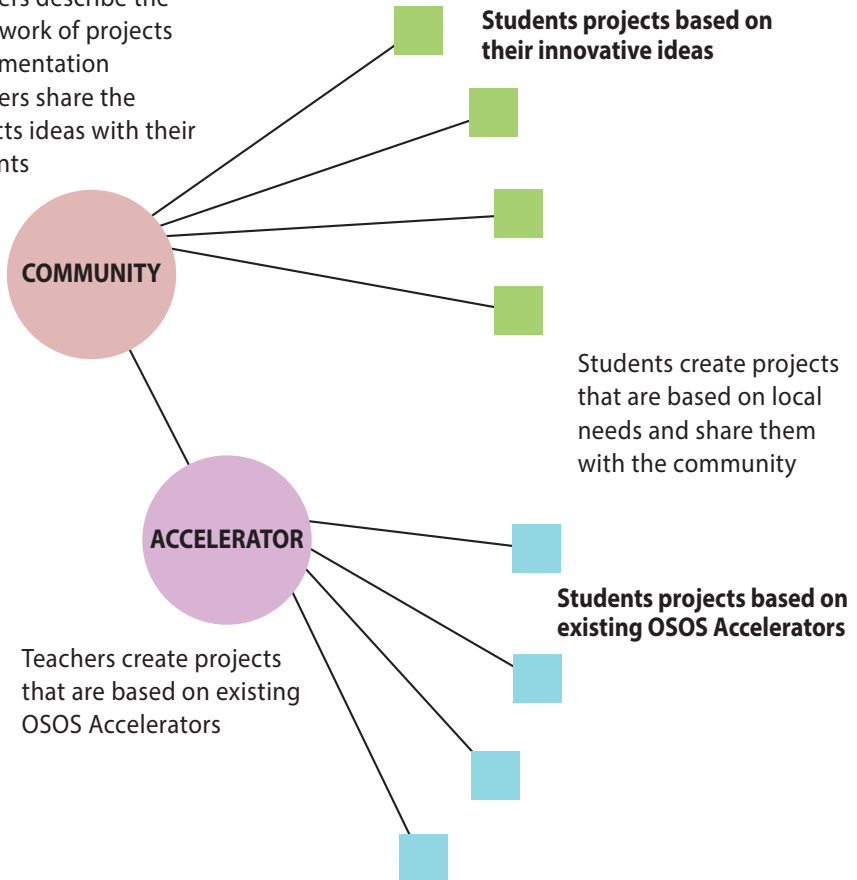


Open Schools for Open Societies

Students Projects Authoring Tool



- Teachers create projects in the school community
- Teachers describe the framework of projects implementation
- Teachers share the projects ideas with their students





Schools as student-lead Responsible Research and Innovation (RRI) project hubs

The OSOS approach aims to encourage the uptake of project-based and resource-based learning practices and to engage a wider school community (by involving more teachers in the projects and initiatives, technical staff, parents, community members, local industry) in implementing innovative projects in various curriculum areas, as well as to reflect on the use of tools, resources and practices through the systematic assessment methodology that will be set in place to act as a reference system for the school development as an Open School. This phase aims to create the steady and supportive development of new learning methodologies, leading to sustained improvement.

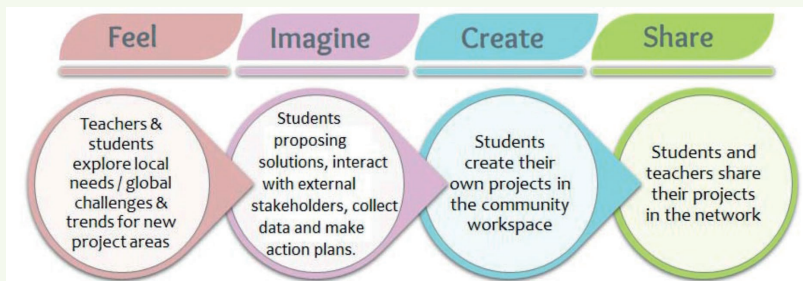
The development of strong communities of practice around the school-lead projects is regarded as a crucial element in the success of proposed interventions. At this phase, the OSOS offers numerous tools for the school communities. Apart from community building and support tools numerous content creation and content delivery tools will be available for students and teachers. The aim is to help them to become creators of educational activities which will reflect on the real educational needs of their classrooms as well as they are providing solutions to their local communities. They will be able to adopt existing content, enrich it with numerous resources and tools in order to provide integrated solutions to the local problems. The OSOS team will adopt the following four-step process in guiding students to develop their projects:

Students Projects Authoring Tool

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- **Feel:** Students identify problems in their local communities. They can also select topics related to global challenges. Students observe problems and try to engage with those who are affected, discuss their thoughts in groups, and make a plan of action, based on scientific evidences.
- **Imagine:** Students envision and develop creative solutions that can be replicated easily, reach the maximum number of people, generate long-lasting change, and make a quick impact. They are coming in contact with external actors, they are looking for data to support their ideas and they are proposing a series of solutions.
- **Create:** Students are implementing the project (taking into account the RRI related issues) and they are interacting with external stakeholders to communicate their findings.
- **Share:** Students share their stories with other schools in the community and local media.

This guide aims to help teachers and students to work collaboratively in the development of their projects. The guide describes in 10 steps the preparatory work that has to be done from the teachers to offer the opportunity to the students to describe and share their project ideas following the FEEL, IMAGINE, CREATE and SHARE approach.





Students Projects Authoring Tool

Prepare Students Projects

To prepare a Students Project, teachers have to perform the following steps:

Step 1: In the school or in the thematic community under interest select **Project**.

Step 2: Select **Create new project in the Community**.

Step 3: Select **Option 1 Start a new Project**.

At this step teachers have the option to select an already existing OSOS Accelerator and develop their localized projects. Teachers have to follow the same process for both new projects (based on students innovative ideas) or projects based on OSOS Accelerators (project ideas proposed by the OSOS team).

Hints: Key characteristics for the students' projects. They must be:

- **Placed:** The activity is located, either physically or virtually, in a world that the student recognizes and is seeking to understand.
- **Purposeful:** The activity feels authentic, it absorbs the student in actions of practical and intellectual value and fosters a sense of agency.
- **Passion-led:** The activity enlists the outside passions of both students and teachers, enhancing engagement by encouraging students to choose areas of interest which matter to them.
- **Pervasive:** The activity enables the student to continue learning outside the classroom, drawing on family members, peers, local experts, and online references as sources of research and critique.

These four criteria can provide a useful checklist for teachers formulating their learning designs, but also suggest what a science classroom and a school as an organization needs to offer to become more engaging in itself: a place-based curriculum, purposeful projects, passion-led teaching and learning, and pervasive opportunities for research and constructive challenge.

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My School Garden | Ο Σχολικός μου Κήπος

This is a schools community of 9th Primary School of Rethymon
Domain: Science

Parent Community: GREENET: Sharing Environmental Educational Resources

Welcome to the OSOS community that focuses on school-gardens! Gardening and plant-based learning open a door to discovery of the living world. In here you will find information, lesson plans, scenarios, ideas, tips offered by experts and educators from around Europe.

Καλωσήρθατε στην κοινότητα εκπαιδευτικών για τους σχολικούς κήπους, μία εκπαιδευτική πρωτοβουλία που προωθεί τη μύηση για το φυσικό κόσμο! Εδώ θα βρείτε πληροφορίες, εκπαιδευτικά σενάρια, ιδέες, και πρωτοβουλίες από διάφορους εκπαιδευτικούς οργανισμούς της Ελλάδας και της Ευρώπης. Επίσης εδώ σας δίνετε η ευκαιρία να συζητήσετε μαζί τους και να αναπτύξετε από κοινού τις ιδέες σας!

Της τελευταίας δύο δεκαετίες φαίνεται να υπάρχει ένα κίνημα αναβίωσης των σχολικών κήπων, το οποίο δείχνει να έχει μια πανόμοια διάδοση. Αν καταβάλει κανείς στο διαδίκτυο μπορεί να βρει σύγχρονους οδηγούς εφαρμογής και διαχείρισης σχολικών κήπων, εγχειρίδια βιολογικών καλλιεργειών για σχολικούς κήπους, εγχειρίδια κομποστοποίησης κ.α.

Δείτε ενδεικτικά τα ακόλουθα:

Τον επιταχυντή (accelerator) του Ευρωπαϊκού Έργου OSOS για τους σχολικούς κήπους:

<http://portal.opensciencespace.eu/en/content/school-garden-open-school>

Παράδειγμα ολοκληρωμένου εκπαιδευτικού σεναρίου από προηγμένο διαγωνισμό, που αναφέρεται σε σενάριο από τη μεριά του εκπαιδευτικού μόνο, με τα έργα των παιδιών ενσωματωμένα σ' αυτό:

<http://portal.opensciencespace.eu/el/edu-object/kallierontas-idees-ston-kipo-tou-sholeiay-S31309>

Για προηγμένο διαγωνισμό, δραστηριότητες και θερινό σχολείο 2016:

<http://efepereh.wikidot.com/summer-school-lee-2016>

Δείτε εισαγωγικά μια εκπαιδευτική προσέγγιση για το σχολικό κήπο:

<http://efepereh.wikidot.com/garden-intro>

και ενδεικτικές πηγές πληροφόρησης για τους σχολικούς κήπους (αναανεώνονται διαρκώς):

<http://efepereh.wikidot.com/garden-resources>

Δηλώστε συμμετοχή στην κοινότητα-ομάδα εκπαιδευτικών, γονιών και μαθητών στο facebook με πάνω από 3100

μέλη:

<https://www.facebook.com/groups/1587449181539164>

Managed By:

osofidis



Stephanos Cherouvis



Nikitaros Thiagiotti



Katerina Riviou



Alivi Glanarakoulou

Created on: 24.10.2013

Last visited: 13.06.2018

Network of related communities



Members:140

Activities: 0

Projects: 1

Members:140

Activities: 0

Projects: 1

Groups: 3

Blogs: 1

Events: 10

Resources: 53

Search projects in the Community

Create new project in the Community

Option 1

Start a new Project

Option 2

Select an existing Accelerator

These activities will be adapted by the Open School members that will involve representatives from educational providers, industries, civil society associations and even students themselves. The activities used in the project will promote collaborations and the opening up of the classrooms to the society. The participating schools will include both primary and secondary education level and activities will be selected and adapted accordingly to fit the different levels.

Step 4: Provide the main description under the **Project** field.

Complete the following fields:

- **Title:** set the title of the project (in all languages that you select)
- **Description** (in all languages you select): use the rich editor to add multimedia content, images and text
- **Keywords:** separated with comma
- **Language:** select one or more languages for the project. If you choose more than one, the Students need to provide their content in all the selected languages
- **Subject:** select one or more Subjects
- **Learning objectives:** define the learning objectives of the project (separate with comma)
- **Age group:** select from the available options
- **No of students:** indicate here the number of the Students that work together in this Project (no matter how many will edit the content)
- **License level:** define if this Project is public or private
- **Status:** define the status of the Project as draft

Hint: Only students can change the status of the project to final!

Step 5: Select **Save & go to next**.

Step 6: For each one of the four phases: FEEL, IMAGINE, CREATE and SHARE, add guidelines that the students should follow when working with the project. Don't forget to add links, videos, images using the options of the editor.

Hint: The guidelines are only visible to the students and not publicly!

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Project
Feel
Imagine
Create
Share

Project Preparation

Description of the project

General Info

*Title:
 (Text must be no longer than 255 character)

*Description:

Source
 B I U abc X₂ X'
 List Bulleted Numbered
 Indent Outdent
 Link Unlink
 Image
 Video
 Audio
 Embed
 Table
 Code
 Help

Styles Normal Font Size

*Keywords:

separated with comma ,

(Text must be no longer than 255 character)

*Language:

☒ English
 ☐ Greek
 ☐ German
 ☐ Italian
 ☐ French
 ☐ Irish
 ☐ Dutch
 ☐ Spanish
 ☐ Portuguese
 ☐ Romanian
 ☒ Finnish
 ☐ Bulgarian
 ☐ Arabic
 ☐ Basque
 ☐ Hebrew
 ☐ Catalan
 ☐ Galician

*Subject Domain:

Select subjects

*Learning Objectives:
 (Text must be no longer than 255 character)

Students Info

*Age Group:

☐ less than 6
 ☐ 6 - 9
 ☐ 9 - 12
 ☐ 12 - 15
 ☐ 15 - 18
 ☐ 18 - 25
 ☐ 25+
 ☐ all ages

*No of students participating:

Project Status

License Level:

☐ Private
 ☒ Public

Status:

☒ draft
 ☐ final

Save & go to next
Save
Save & exit
Exit
Clear

Students Projects Authoring Tool

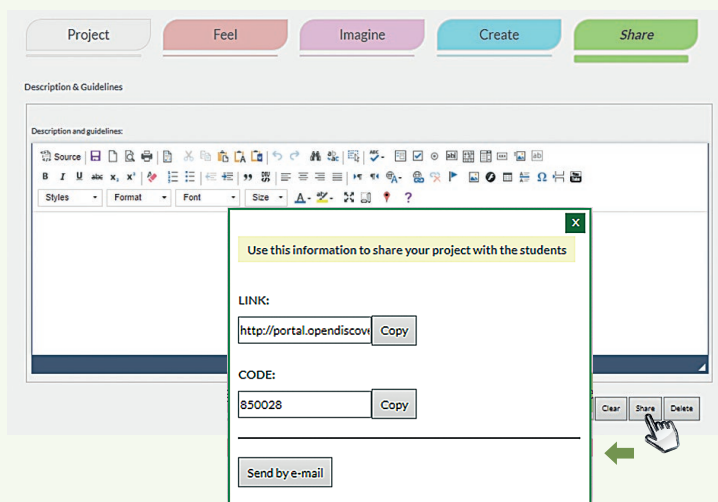
Share the Project with your Students

Step 7: Use the **Share** button to present the URL and the CODE that you need to share the project with your students.

Step 8: Copy the URL and the CODE and present them to the students.

or

Press **Send by e-mail** to create a new e-mail with the information included and send it to your students.



Provide feedback to your Students

Step 9: After students have added some content in the project you have access to it and can add any comments you might have! Visit the summary page of your project (if this is a draft it is available under your profile,

<http://portal.opendiscoveryspace.eu/en/my-area>)

Step 10: Select **Edit**. In each phase, see the content of the student(s) and provide your feedback in the last field at the bottom of the window and "Save" when you finish.

Students Projects Authoring Tool

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**Students developing their projects
using the URL and the CODE provided
by the teachers**

Welcome! Start working with your project.

Διαγωνισμός Αντιλογίων

Project code:

Username:

Password:

Login

Clear



Students identify problems in their local community or related global challenges. They have to describe problems and to discuss their thoughts in groups as well as with external stakeholders like community authorities, experts and researchers.

[illegible]

Students Projects Authoring Tool

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ProjectFeelImagineCreateShare

Description & Guidelines

Students identify problems in their local communities. They can also select topics related to global challenges. Students observe problems and try to engage with those who are affected, discuss their thoughts in groups, and make a plan of action, based on scientific evidences.

You can follow the video below to get an idea:



Description and guidelines:

We planned our project for the month of April 2013. We made a comparative study of our residence and observed a reasonable saving in the morning use. In the school all period in the morning session, we were able to save electricity consumption and reduce monthly electricity consumption in the school.

When the students observed power saving in their residences and made a comparative usage of energy. The students have tabulated and shown the conservation of energy and Parents appreciated the work of the children in doing the innovative working model regarding the project done by the students and sent it with appreciating the work for

Additional Material:

Attach

Logo of the Project:



Available Partnership Opportunities:



αισθανόμαστε

ότι αποτελούμε ένα κομμάτι ενός κόσμου που συνεχώς αλλάζει και θα πρέπει να επιλέξουμε το μέλλον μας, προσπαθώντας να βοηθήσουμε στην ίδρυση μιας βιώσιμης παγκόσμιας κοινωνίας θεμελιωμένης στο σεβασμό για τη φύση, τα ανθρώπινα δικαιώματα, την οικονομική δικαιοσύνη και έναν πολιτισμό ειρήνης. Για το σκοπό αυτό είναι απαραίτητο, να διακροζούμε την ευθύνη μας, ο ένας απέναντι στον άλλο, προς την ευρύτερη κοινότητα της ζωής και προς τις μελλοντικές γενιές. Η Παγκόσμια Κατάσταση χαρακτηρίζεται από κυρίαρχα μοντέλα παραγωγής και κατανάλωσης, τα οποία προκαλούν την περιβαλλοντική καταστροφή, την εξάντληση των πόρων και τη μαζική εξάλειψη βιολογικών ειδών.

το φαινόμενο της υπεραικλιώσης



Η εργασία μας έχει να κάνει με την επικοινωνία ενός κομματιού και ενός τυφλού. Σχεδιάσαμε πόσο δύσκολο είναι να επικοινωνήσουμε μεταξύ τους ένας τυφλός και ένας κοφός. Από την αρχή, θέλαμε να πραγματοποιήσουμε ένα project το οποίο θα βοηθούσε να λυθεί ένα κοινωνικό πρόβλημα. Αναρωτήθηκαν και προβληματιστήκαμε και τελικά αποφασίσαμε η εργασία μας να έχει το συγκεκριμένο θέμα. Διο υλοποιή στην εποχή μας ένα συνηθισμένο μέσο το οποίο να πραγματοποιεί την επικοινωνία ενός τυφλού και ενός κοφού.



Save & go to nextSaveSave & exitExitClearPreview

Phase "Feel" Examples

In this phase, students imagine possible solutions to the defined problem. To do this, students have to work in groups and to present a pool of solutions with questions like “what can solve or improve the issue?” or “how do you imagine the situation in a better way?” They can ask stakeholders for further support. Since they should be working on teams, brainstorming and voting methodologies are important to develop and propose a shared solution. This situation can also be shared with external agents to figure out the best scenario to work on. Students have to develop an Action Plan.

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Our workshop started with four meetings where some teachers told us about , cosmetic and homeopathy.

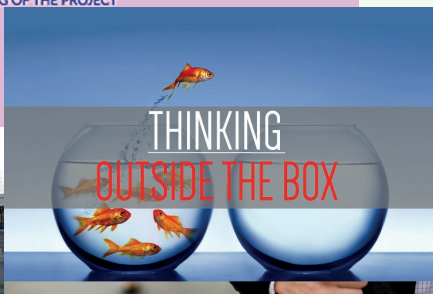
Later we went for two weeks at a chemist's: a close contact with work.

Finally we visited a cosmetic company.

THOUGHT BEFORE THE DEVELOPING OF THE PROJECT

Imagine

- Learn something new
- Empower me because I had to relate with people unknown
- Come into contact with the world of work

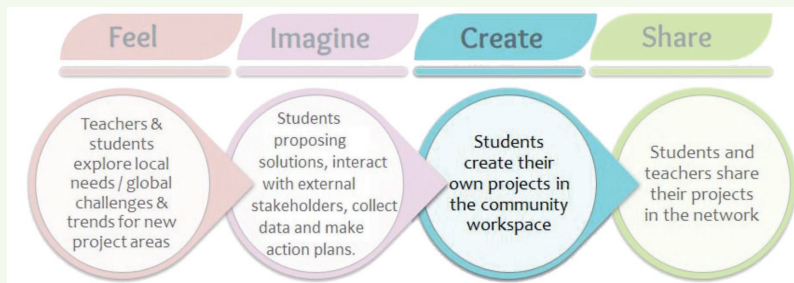


Fears

- I was afraid of being exploited by the company and not being comfortable with the managers
- I thought it was boring and useless
- I thought I was thin considered
- I thought I was in the way
- I was worried to make mistakes
- I thought I was learning more slowly

Phase "Imagine" Examples





Phase “Create”

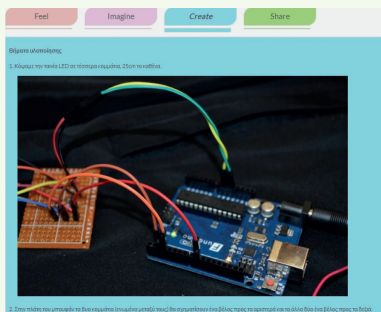
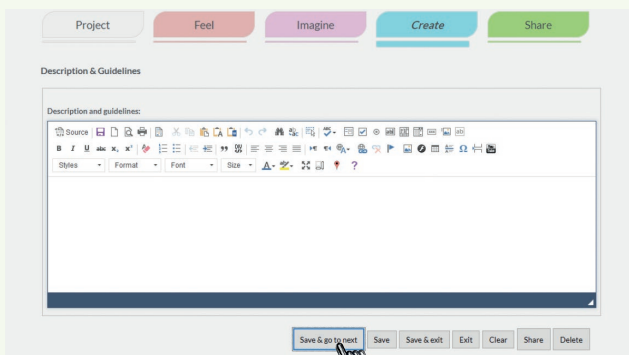
In this phase of the project, students will need to develop and to present their solutions to the problem. The projects can vary widely depending on the type of activity and the solutions they seek and the level of the problem students are trying to solve. They have to implement the project and interact with external stakeholders to ask for support and guidance. It is very important to note that the proposed solutions have to be based on scientific evidences and research results. Students have to be engaged in experimentations and data analysis to provide optimum solutions. Close cooperation with the local communities in necessary.

Hints:

- Plan and document your idea, trying to figure out your needs. Everything should be written into the OSOS portal, since it will act as a “diary”. Think about resources, materials, tools, etc.; you may ask external agents for further support.
- Implement/execute the idea you have planned. It is important to document the issues you have faced.
- Share the results with your classroom (in case there are different workgroups), and within the stakeholders that have been involved in the project.

Students Projects Authoring Tool

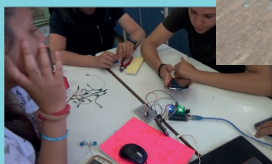
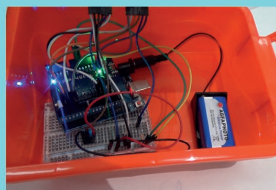
17



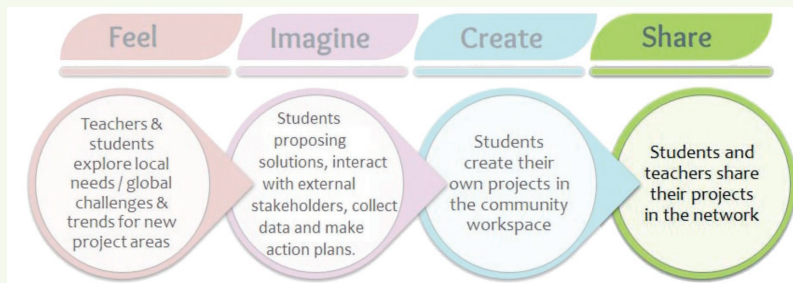
Phase "Create" Examples



Η συνδεσμολογία ήταν απλή. Οι δύο πλακέτες συνδέθηκαν μεταξύ τους και η οθόνη με ομαδική εργασία, καθώς ήταν το πιο απαιτητικό κομμάτι του project προκειμένου να φτάσουμε στον τελικό κώδικα. Σκεφτήκαμε πως το γραπτό μήνυμα να γίνεται ηχητικό, οπότε αυτό συμπεριλήφθηκε στις ρυθμίσεις της εφαρμογής, ακουγόνταν από τα ηχεία του κινητού (ενώ για τυπικούς λόγους, το γραπτό μήνυμα αφορά την αντίθετη διαδρομή, περιλαμβάνεται στον προγραμματισμό του Ard τυφλού γίνεται γραπτό στην οθόνη, ώστε να το βλέπει ο κουφός. Το πρόβλημα, όμως, είναι ότι σε μακρινές αποστάσεις. Συνειδητοποιήσαμε όμως πως η πλακέτα (όχι την επικοινωνία εάν χρησιμοποιούσαμε δύο κινητά. Έτσι, προσθέτοντας μπορούσαμε να στέλνουμε μήνυμα στο κινητό του κουφού και το ανάποδο.



Students Projects Authoring Tool



Phase “Share”

In this phase of the project, students have to disseminate the solutions that have created throughout the whole project. They are encouraged to use social networks, contact local newspapers, etc. They can also organise small scale activities between students, stakeholders, families to present their projects in the local community. Contests, infodays are ideas that the students can explore in this framework. Open Doors events where schools are presenting the students projects and activities are ideal cases for sharing the results of students work. Large scale events (e.g. virtual visits to research centers or science centres and museums) could be also organised. OSOS is also promoting the school to school collaboration so events where schools are collaborating and sharing experiences are highly recommended.

Hints:

- Ask them to add here the contact details of their team.
- Ask them to share their story with other schools in the community and local media.
- Point out that they need to be careful with the information they are adding
NO PERSONAL DATA!!!

Students Projects Authoring Tool

The Bioshere 2

Apart from the wonderful journey and the experiences we gained, we will never forget the connection in real time with the scientists on **Biosphere 2**.

We had the opportunity to ask questions about the difficulty of this enormous experiment, but also about specific issues regarding **Biosphere 2** and a possible future manned trip to Mars and received very substantial and detailed answers from the scientists. In addition, we all had the unique experience of seeing live images from the outside environment (tropical forest, ocean, crops) and from the interiors of **Biosphere 2**.



Earthquakes: The school makes the difference

Ellinogermaniki Agogi with the collaboration of the National Observatory of Athens organised a special event to present the "Schools Study Earthquakes" activities. The event was under the hospices of His Excellence the President of the Hellenic Republic Pr.Prokopis Pavlopoulos.



The Exhibition

At the end of this wonderful journey, our school

School Contest "Build your own seismograph"

102 schools from different areas of Greece participated in the contest. During the Athens Science Festival, the eight chosen schools showcased their work to other schools and to the general public



Showing our ebooks to the parents at the exhibition

The evaluation and the competition

Our projects (Many Stories and the Shelters) were evaluated by a team of teachers and external evaluators and the best were awarded. The Team of students that scored the highest score will travel to **Cité de l'Espace, Toulouse** (<http://www.citeespace.com>), where they will have the unique experience of testing the exhibitions and spaces of the theme park on space and participating in educational and flight simulation events in space!

It was a unique night that combined science with imagination and traveled as far as away!



Seismoving

Students of Ellinogermaniki Agogi created the virtual company "**Seismoving**" that collects and distribute seismological data and offers information to the general public.

Seismoving also provides assistance in case of emergency after earthquakes.





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