Palermo Meeting Report

Javier Izquierdo (UCA)

Joaquín Moreno (UCA)

Participants

Teresa Santiago (Porto)	Religion	aciteresasantiago@yahoo.es
Ania Ramírez (Porto)	Principal	aniaramirez@mixmail.com
Claudia Reis (Porto)	Portuguese	claudiareis_crea@hotmail.com
Marie Blanche Thompson (Paris) Principal		mb.thompson@ecl-alma.com
Catherine Simonet (Paris)	History, Geography	c.simonnet@ecl-alma.com
Rossana Carmagnani (Palermo) Psychopedagogy		crea.carmagnani@ceiscuola.it.
Daniella Landino (Palermo)	English, Literature	danilandino@hotmail.com
Dora Cordone (Palermo)	Arts	crea.carmagnani@ceiscuola.it
Paolina Martorana (Palermo)	English	crea.carmagnani@ceiscuola.it
Rosalba Ferlisi (Palermo)	Musical education	rosalis@ltsnet.it
Marisa Di Liberto (Palermo)	Mathematics, Physics	maridili@inwind.it
Lorenzo Simone (Palermo)	Informatics	crea.carmagnani@ceiscuola.it
Corrado Cometa (Palermo)	Administration	amministrazione@ceiscula.it
Emilio Sánchez (Pto Santa María)	Technology	emilio_noe_sp@hotmail.com
Javier Izquierdo (UCA)	Project Administration	javier.izquierdo@uca.es
Joaquín Moreno (UCA)	Project Co-ordinator	joaquin.moreno@uca.es

Palermo Meeting -Agenda-

8.45 Welcome

9.00 WP7- Project management. Objectives for the meeting (Joaquin Moreno)

9.15 WP6-Evaluation: Impact of CREA in each partner institution (Teresa Santiago, Catherine Simmonet, Emilio Sánchez, and Daniela Landino)

10.15 Open discussion

10.45 Coffee break

11.15 WP3 -Methodological proposal. CReA Learning Network (Joaquin Moreno)

11.30 WP4- Activities proposal and selection: Trans-national collaborative CREA activities planned for this years (all partners: short presentation; look at the ANNEX for the list of activities proposed).

13.00 CEI visit

13.30 Lunch

14.30 WP3 -Methodological proposal: How to collaborate in CREA trans-national activities (Joaquin Moreno).

14.45 Open discussion

15.00 WP3 -Methodological proposal: How to increase creativity in activities for CREA project (Joaquin Moreno)

15.15 WP4-Activities proposal and   selection: Planning activities for transnational cooperation (group work)

15.45 WP4-Activities proposal and   selection: Results of groups' work

16.00 WP2- Teachers' training on ICT use (open discussion)

16. 30 Project management   session (co-ordinators and principals)

17.30 Summary of the meeting results

<u>Objectives for the meeting</u>

Joaquín Moreno underlined the importance of the increment creativity in pedagogical activities and the development of transnational activities. The activities for collaboration are yet to be defined.

One of the main goals of the meeting of Palermo is to foster the exchange between students.

Evaluation: Impact of CREA in each partner institution.

An assessment on the impact of the CREA project on each institution is carried out by the representatives of each school.

Teresa Santiago (EESC)

As for the EESC Teresa Santiago has explained on two levels:

The human component, their teachers are now using the ICT in their lessons. The students who before the project experienced fear towards the use computers, have now lost that fear. It is also relevant the gab existing between girls and boys concerning the use of computers, which was regarded by the girls as "technical" and something mainly for boys. By now this difference between boys and girls has disappeared.

Technical aspects: prior to the CREA project there were only three computers.

Teresa also mentioned the fact that they were to participate int an e-Schola project

Teresa stressed the new mentality of the teachers on ICT.

Look at the Annex I for a more extended information presented by Teresa

Daniela Landino (CEI).

She spoke on the difficulty of finding teachers of other departments within their own school for collaborating in the project due mainly to its size; there are 40 high school teachers, 26 middle school teachers and 100 primary school teachers. It is difficult to involve other teachers into the project. The rest of the teachers regard the CREA project like "their" project, of "only some teachers". Others do not even know anything about the project.

She mentioned as other problem the lack of interaction between the students; if the students have no contact with students of other schools they do not realize the importance of the project. She insisted on the need to promote the contact between the students of the other participating schools, that is to say, the international collaboration.

Joaquin Moreno proposed two solutions: to work in small team of teachers and to increase the collaboration of students.

It was mentioned the financial possibility for students' exchanges (Comenius action)).

She spoke on the problem of the language; she suggested that teachers could write in their own language and the others could take in charge of the translations.

A list of all collaborating teachers of different subject should be available in short for everybody.

CEI started to work with computers 10 years ago. Almost all teachers can use PC's as user's level. There are even some who use them very well and help in the project. All students have PC's at their homes. There are some students who have presented their final courses works by means of ICT tools.

Catherine Simonet (IA)

Report on technology; the CREA project has accelerated the renewing of the computers' infrastructure: 9 computers, 2 printers, 1 scanner, and a faster access to Internet. Now there is a multimedia room, a teacher's room equipped with 4 computers.

The project has helped to create a new dynamism at the school. The teachers are more motivated. They prepare their lessons using computers. Only few are involved in the CREA project. Teachers with no prior knowledge of computers have by now started to work with computers and there are more teachers interested in the ICT.

8 teachers have had training on word processing and other computer programmes for preparing their lessons (math's, language, etc.). Now teachers use Internet searching information, pedagogical information, etc. Most of them have their own e-mail address, but they are yet not used to check them! They have become familiar with the computers. Now they show a more respectful attitude towards computers and Internet.

As for the students who had no PC's at home, the project has allowed them to balance their knowledge on computers with the students having PC's at home.

They have weekly one 1-hour lesson on computers.

The education department has launched a programme to motivate the creativity among the students, the so called the "itineraires de découvertes". CREA has allowed the students to get familiar with this. Students choose the subject and the project. What really matters is their attitude. Those "itineraires" last 4-5 months, 2 hours a week, teams of two or three students with a teacher.

Teachers go beyond of their subject. The use of Internet makes them to reflect and to share knowledge with other teachers.

Teachers and students are very interested in the international activities

They have running a Comenius. They are used to linguistic exchanges, children of 15 years old. The show a great interest in exchanges of teachers and students with other CREA partners.

French system is very rigid; there are difficulties for finishing the works started by students, they have to finish after the regular lessons (Daniela agrees with that; the number of students is a problem, there are 25 or 30 students per classroom and there should work in smaller work teams.)

Thanks to the **"Itineraires of decouverte"**, lessons can became more flexible allowing teachers and students to work in smaller groups.

They have received messages only from Spain…but not from CREA…"junk mails" or Spam. The result was that at the end, they opted not to open the e-mails.

Outer impact. The students' parents are very happy about the project. Nevertheless, some of them do not want pictures of their children to be published on the Internet. Those are not the majority, but still are a problem. Daniela mentioned the need of getting to know each other if exchanges of pictures, not even names are permitted.

The complete IA report is in Annex II.

Emilio (CNSL)

He agreed basically with the presentation of Teresa about the impact. The first impact has taken place on technology; a year and a half ago there were no PC's, no access to Internet…now there is. There have been another impact; it has been a methodological change in different subjects which have integrated ICT in their curriculum, in their lessons they use them in most activities e.g. power point presentations, etc. Primary school there are students who use PC's to read English, to practice arithmetic, etc.

Another point to stress is the students' motivation; bat students show now a big interest in computers.

Also relevant has been the teachers' training on ICT; word processors, power point presentations, web design, use of e-mails, etc.

Open Discussion.

It was suggested to put on the web page of CREA **a scheme of the educational system of each country.**

Collaboration of students will be crucial this year. It did not work properly last year; Daniela said some students sent e-mails to Porto and never got an answer. Teresa answered that it did not worked properly in Porto, because they have not had sufficient infrastructure, the access to Internet was not good enough. Now they are well provided.

Having in mind to keep a high motivation between students, Teresa Santiago mentioned the relevance of a quick answer.(maximum a week).

There were some problems to avoid; that no student should **surf on the net by non convenient web sites**. Teresa said they had not that problem, if activities were better programmed and time controlled. On the technical aspect, Emilio Sánchez, from CNSL, suggested to activate the filter option the explorer has available. Emlio agreed with Teresa in the sense that a good planning of activities is very important for a properly use of Internet. Another problem was the number of students; you can not work with too big groups of 25 or 30 students. They have had no problems for showing pictures of their students. A

solution to avoid the students to visit certain sites they are not suppose to do, additionally to the "technical" solution of activating the filter of the explorer, could lie in giving them accurate activities and little time

Joaquin said that the ICT, though interesting, could give problems. But reminded all that the ICT are available to students at the school and outside the school. They should get educated, so that they do not misuse Internet. This is also a relevant result of CREA, we all should find methodological solutions to this problem, **how to educate them to use ICT in a suitable way.**

Teresa said that **now students communicate between them and teachers**. She thinks the solution does not consist in "closing doors" and keeping students off some inappropriate web sites. Now are the students communicating and dealing with "convenient" subjects. But still there is no communication with other schools. Now that they communicate between them, both students and teachers, the notice the lack of trans-nationality with other schools.

Joaquín said that for a reasonable **communication between students** the e-mail address system should improve; designing accurate timings and timetables, planning meeting points in all communication possibilities.

Activities proposal and   selection

Joaquin presents the activities suggested by the partners. There are 23 but can be enlarged on initiative of the partners. The activities presented have been the following:

1. **The ideal Village**

2. **Cityzenship**. How artists have done self-portrait along history. The students will make also self-portraits and will exchange them. They can put them into the virtual gallery of CREA and also hang them at the school.
Marie Blanche mentioned the possibility to send the results of a Comenius project and share them with the partners.

3. **CReA virtual Cartoon**. Emilio Sánchez: to create a cartoon at each school. The procedure would as follows; one school starts and create the first three vignettes and send them to other school who will do the following three ones and send them on, creating thus an interesting story. It should be in English and is addressed at children of 13-14 years old.

4. **Virtual art gallery**

5. **The book of books**. Students read a book in-groups and will write their impressions on it together with images and words related to the subject the book deals with.
There is the problem when it comes to choose a language. It seems that if the students are to use English for writing this could impoverish and limit their sensitivity and creativity. Subsequent problem; who does translate into English?

6. **Geographic atlas of Portugal**: historic characters, geography... (written in Portuguese)

7. **Immigration**: a debate on the immigration, the opinion of the students on this issue.

8. **Sharing of pedagogical resources and material**.

9**. English forum**: meant for children of 13-14 years old. A given classroom organizes the game by choosing an English speaking city and its landmarks. They think out ten hints, so that the other classrooms can guess the city they are talking about. Every week there will be winners.

10. **Religions all around the world**

11. **Our God's image.**

12**. Christmas cards**

13. **Mathematical pedagogical material** (already finished)

14. **Electronic magazine CREA TIME**: sports, education, etc. It is foreseen to launch it the 2nd of December. Therefore Emilio Sánchez needs to receive the material latest the 15 of November (150 pixels). It can be sent also the parents, public authorities, teacher's communities, etc. Teachers can of course participate. Each group could translate a paragraph and the teacher of English could check it.

15. **CREA Teachers**.   Presentation of each student, a link to his/her picture, etc. Again, there is the problem of the language...

16 **Voyage enter ecriture poétique et ecriture choréographique**

17. **Sport, performance et dopage**

18. **Ton coeur m'interesse**

19. **Les formes géometriques dans l'art,** that could be included into the
Virtual Gallery

20. **Particular School days**: celebrations, holidays at each one of the partner
schools. Each institution presents information on itself to the rest of the schools.

An initial teachers' team for each activity has been established as indicate in
ANNEX III. In ANNEXIII there is also a description of each activity.

Methodological proposal.

CReA Learning Network (Joaquin Moreno, UCA):

 1.What is a learning network?

 2.Why a learning network?

 3.Types of collaborative activities.

 4.How to develop CREA Learning Network?

 5. Converting ideas into projects.

 6.What possibilities ICT have for learning network?

 7. Problems

The full document is available at the web project:

http://www.uca.es/crea/methodol.html

The   "**Activities Definition"** form**,** has been designed (look at ANNEX IV) as a tool for converting ideas into project. At the web of the project a similar on-line form is available.

How to increase creativity in activities for CREA project? (Joaquín Moreno, UCA)

 1. What is creativity?

 2. Creativity and curriculum areas

 3. Outcomes of creative work.

 4. What capacities and attitudes to be creative?

 5. A general context to develop creativity

 6. Educative problems to develop creativity

 7. CREA proposal

 8. Criteria for evaluation

 9. ICT role

The full document is available at the web of the project:

http://www.uca.es/crea/methodol.html

Project Management

Joaquin Moreno suggested the possibility of working together with some schools interested in the project, the so-called "Collaborating Schools". It was discussed regarding the suitable level of the school. The French and the Italian partners did not want to mix with a Collaborating Primary School. As conclusion, the co-ordinator, Joaquin Moreno, will send the partners a draft of the agreement detailing all activities and tasks that Collaborating School could participate in.

Javier Izquierdo had made a brief summary of the Justification State of the project. There is still some pending documentation to be gathered from the partners and he will ask each partner for the due documentation.

It was stressed the relevance of the dedication of teachers to the project (an average of 3,5 hours per week). That dedication should include training activities on ITC (even self training), activities management, communications with partners and the development of pedagogical activities.

Each partner should report to the University of Cadiz the time devoted (by their participants) to the project on a monthly basis.

It has been underline the convenience that the CREA team of each institution holds a meeting at least monthly (even better weekly if possible). A 30 minutes meeting should do.

Conclusions and Recommendations

The project coordination is grateful to all participants in the meeting for their positive and creative attitude and works, specially to the CEI.

As general conclusions and recommendations of the meeting we remarks the following :

1. It is very important to **check the e-mail every day**!!
2. Identify CREA e-mails with a clear subject
3. **Interactivity** is essential. Example: a mail should be answered as soon as possible.
4. In 15 days (therefore by the 20th of October) the co-ordinators use the pedagogical form available on line so that they can provide a **more detailed information on the activity** (planning, etc…), in order that be available in the project web page on 30th October.
5. An appropriate **planning of activities** is very important for students good Internet use.
6. Each teachers' team must have a **general co-ordinator (s)** of the activity and **local coordinator** in each partner institution that participate in the activity.
7. The students and teachers want to **see immediately their works** on the web.
8. It has been suggested that all works could have **links** so that for example, a work of Portuguese history has a link to a similar one of the French, Spanish or Italian partner. It is important to reinforce the sense of a common project by browsing on the project's web.
9. To put on the web page of CREA **a scheme of the educational system of each country.**
10. The participation of teachers of all partner schools has been rather considerable; there have been a pretty number of proposed activities. This shows that **teachers are very active and have a big enthusiasm and both are crucial for the success of the project!**

11. Last but not least, we would to express our warmest congratulations to CEI for their good organization of the meeting and thank them heartily for their hospitality.

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Annex I: Impact of CREA on EESC

Teresa Santiago

HUMAN COMPONENT

1. TEACHERS

... before CReA

- very weak teachers formation on ICT

- only 3 teachers with some formation on ICT belonging to the 3rd level

 - very little motivation to use ICT

- "computer fear" symptoms

Solutions:

- meetings to promote CReA activities

- weekly formation on ICT (with Adriano Paupério) to CReA Team Teachers

- 3 formation courses on ICT promoted by School open to all teachers and staff

- great economical investment made by the School on technical improvements and formation skills

... during CReA PROJECT

- Adriano Paupério's support: technical and creative support

- around 25 teachers have followed one or two ICT formation course (Windows, Word, Front Page, Internet, Power Point, image treatment...)

- new teachers with ICT formation were admitted to work at School

- teachers ask for more formation on pedagogical use of ICT

- new mentality around the use of ICT on education: loss of "computer fear symptoms", creativity using ICT to teach (mostly with power point)

- teachers from all teaching levels are now using ICT to prepare their classes and several other activities

- international CReA meetings were very stimulant

2. STUDENTS

... before CReA PROJECT

- used computer to play or to copy or download from internet

- couldn't imagine they could create their own knowledge using ICT

- lack of creativity using ICT

- got lost using internet: couldn't select information

- seldom could they use computer at school   because they had to work 7 at the time at the same computer

- had few classes using ICT

- couldn´t use internet for research as the connection was bad

- there was a gap between boys and girls using computer (it was a boys' matter)

- used computer to communicate with unknown persons (using MIRC)

Solutions:

- to overcome the "copy-paste" and "download" mentality, teachers worked offline, guiding students' research and teaching them how not to get lost surfing on internet

- students learned how to work with some programs: word, power point, front page, excel, to navigate on internet and use e-mail

... during CReA PROJECT

- with 8 more computers and teachers training, students begun to have classes using ICT

- had better conditions to access to internet and use internet resources to study

- became familiar with the computer and got motivation to use it

- the gap between boys and girls using computer almost disappeared

- creativity and new ways of using computer increased and developed

- created their own projects through CReA and NATUS methodology as well as during Science Club activities

- used computer as a communication tool between school companions (with messenger)

- Science Club had a technical support to work on projects using ICT

    -    prepared extra curricular activities, such as parties, using ICT

TECHNICAL COMPONENTS

WHAT WE HAD BEFORE CReA PROJECT

- 3 computers to 515 students;

- an internet connection at 56 kb, which was most of the year unavailable (sponsored by the Ministry of Education)

- an A4 colour printer

- a scanner

Conclusion: it was impossible to use ITC at class and to make research on internet

WHAT WE HAD WITH CReA PROJECT

- 8 more computers

- a video-projector

- an A3 colour printer

WHAT WE HAVE NOW (CReA and NATUS PROJECTS and SCHOOL INVESTMENTS) after a year and a half

- 16 computers

- 3 scanners

- 2 printers: A4 and A3 colour printers

- video projector

- a portable computer

- cable modem internet connection

- intranet connecting the three school buildings

- a new technology class

- a small class wich is prepared to receive 6 more computers with internet and intranet connections

- intranet optical fibre connection

- technical support by FISPED and UCA counselling

- web space to put online CReA Project and other works done by teachers and students

- science lab equiped with 3 computers, intranet and internet

PRESENT DYNAMICS

COLLABORATIVE WORK BETWEEN UCA - ESCJ

- "moral support" to face difficulties

- international coordination

- stimulate teachers' motivation

- frequent communication using "messenger"

- technical and esthetical support for our web page

- share knowledge about the project finantial aspects

- information about international projects (eSchola and Socrates-Minerva virtual community)

- treatment of activities evaluation data

NEW MENTALITY

1. TEACHERS: pedagogical innovation

- class planning recurring to ICT; pedagogical use of ICT and curriculum integration of these activities

- increasing creativity while planning classes

- more "friendly" and pleasant relationship with the computer

- make research on internet for their own benefit

- use computer as a communication tool and to share information with colleagues

- increasing dedication to formation on ICT: the need of formation is already considered and taken into account

- prepare activities to show to students' parents (parties, meetings...)

- teachers stimulate CReA participation between themselves

2. STUDENTS

- use the computer to communicate with colleagues and with teachers

- more "clever" use of computer: to create, communicate, search information

- use of video projector to show their works at school

- computer is a tool which stimulates motivation to learn and creativity to "produce"

- CReA activities are very positively evaluated

3. SCHOOL

- there is much more attention paid to the relation between teaching process - ICT use

- considerable economic investment on technical improvement (ICT) and teachers' formation

- stimulate adhesion to new ICT projects (PRODEP and NATUS)

USE OF ICT AT EXTRA-CURRICULAR AREAS: Science Club

- where more creativity was shown and developed

- preparing activities to the whole school: "Science Feria " (science meeting), contests, ...

TEAM WORK

- between teachers to prepare and coordinate CReA Projects

- between students to develop their CReA Projects

- increasing number of teachers willing to join CReA Project

PERSPECTIVES

HUMAN

- increasing use of ICT as a pedagogical tool

- continue daily teachers' formation: specific courses, Adriano's help and e-learning

- enlargement of CReA Project to other School levels: primary, kindergarten, arts, extra-curricular activities

COLLABORATIVE WORK

- inside each School, between classes and between different levels

- with other CReA students

- among teachers: CReA virtual teachers community

STIMULATE CREATIVITY

- teachers: through formation and sharing pedagogical tools;

    applying ICT in a pedagogical way more often

- students: approaching CReA projects' to their own interests

    opening the library at lunch to let them have "free time" to use internet and ICT

    collaborating with Science Club activities

    working on transnational projects with new ideas

    allowing personal projects

    to teach students how to develop a project - methodology

USE CReA KNOWLEDGE

- to join other projects and to keep in contact with worldwide students

TECHNICAL: new projects

- join national projects to get more equipment

- join international contests... (eSchola, Net@days...)

- gradual School investment to purchase new equipment

ANNEX II.

Réunion Palerme octobre

2002

IMPACT DU PROJET CREA SUR L'INSTITUT DE L'ALMA

-I- TECHNOLOGIE :

PARC INFORMATIQUE :

Le projet CREA a permis **d'accélérer l'équipement informatique** du collège.
Le parc informatique de la salle de technologie du collège a été renouvelé : 9
ordinateurs, deux imprimantes, un scanner, un appareil photos numérique sont
désormais utilisables.
Au-delàdu collège et de la subvention CREA, c'est tout l'établissement qui est
désormais équipé :
Salle multimédia pour le lycée
Salle multimédia pour l'Ecole
Équipement de la salle des professeurs (plusieurs ordinateurs) et une
imprimante).
Équipement des bureaux des cadres éducatifs
Liaison Interner haut débit
Réseau Intranet

Le projet CREA a largement stimulé l'équipement de l'établissement.

MOBILISATION DES PROFESSEURS :

L'impact est très fort en ce qui concerne le personnel.

Huit professeurs ont suivi l'année dernière une **formation au traitement de texte**.

La plupart des professeurs utilisent désormais régulièrement l'ordinateur pour les sujets d'interrogation, de devoirs. Cela facilite le travail des élèves.

Certains professeurs utilisent **des logiciels** pour des séances d'aide à de petits groupes d'élèves.

Beaucoup effectuent des recherches documentaires ou des recherches pédagogiques sur **Internet.**

Certains ont créé **une adresse e-mail** et reçoivent des informations pédagogiques

Le projet CREA a contribué à banaliser l'usage de l'informatique au Collège, à dégager tous les aspects positifs de cet outil. On entend beaucoup moins de plaintes concernant l'effet négatif d'Internet sur les élèves. Les professeurs se rendent compte qu'il s'agit d'un outil qui offre de multiples possibilités et non une fin en soi.

FORMATION DES ELEVES :

Le projet CREA a permis à certains élèves peu habitués à l'informatique (qui n'ont pas d'ordinateur à la maison) de se familiariser avec cet outil.
Ils ont pu approfondir l'initiation qu'ils ont en cours de technologie.

-II-- SUR L'ORGANISATION DES APPRENTISSAGES :

POUR LES ELEVES :

Le projet CREA qui vise **à développer la créativité et la motivation** des élèves par **le travail en équipe et l'utilisation des nouvelles technologies** va dans le même ses que les réformes qui sont introduites en collège par l'Education Nationale en France.

Ainsi, le projet CREA a habitué élèves et professeurs au **travail interdisciplinaire**, **en équipe,** en vue de la **réalisation d'un projet** (même modeste) ; c'est ce que nous devons faire àpartir de cette année avec les Itinéraires de Découverte en 5° et en 4° (élèves de 12 à14 ans).

Les élèves ont déjàl'expérience du travail en équipe, ils doivent faire preuve de plus d'autonomie et d'initiative.

POUR LES PROFESSEURS :

Les professeurs se réunissent pour bâtir le projet, puis pour en assurer le suivi.

Il sont obligés de sortir de leur matière et de la mettre en relation avec les autres impliquées dans le projet.

Beaucoup ont appris àmieux se connaître.

Le projet CREA oblige à « sortir des sentiers battus », àrenouveler sa pédagogie, àse mettre en projet, **il est donc dynamisant pour les professeurs.**

Élèves et professeurs sont très motivés par l'aspect international du projet.

Beaucoup d'échanges linguistiques existent àl'Alma et le Projet CREA s'inscrit bien dans la culture européenne de l'établissement.

Il est particulièrement intéressant pour les professeurs de constater que nous rencontrons tous en Europe les mêmes difficultés face àdes élèves qui changent, face àun métier qui évolue, que nous devons tous ensemble en partageant nos expériences, relever le défi de l'éducation au XXI° siècle.

-III-DIFFICULTES :

Ce sont surtout des **difficultés d'organisation.**

Les emplois du temps sont obligatoirement assez rigides et concernent la classe tout entière,

Or, le projet CREA fonctionne sur le principe de petits groupes.

Ainsi, beaucoup de travaux commencés cette année n'ont pas été complètement terminés et n'ont pu être envoyés sur le site.

LE TEMPS :

Il est difficile de dégager du temps pour les réunions.

Il est difficile d'intégrer la conduite des projets dans les heures de cours, programme àterminer.

L'ENCADREMENT :

Il est difficile à**un adulte seul de superviser plusieurs petits groupes** àla fois.

La plupart des professeurs **ne maîtrisent pas suffisamment l'informatique pour encadrer** le travail des élèves sur les ordinateurs. C'est un frein considérable.

Il est nécessaire d'être **très vigilant lorsque les élèves utilisent Internet**. Ils dérivent très vite sur d'autres sites…

LES LOCAUX :
Nécessité de disposer de plusieurs salles pour plusieurs groupes.

-IV-IMPACT A L'EXTERIEUR DU COLLEGE

Les parents d'élèves sont informés lors des réunions de rentrée, par des panneaux àla fête de l'école.

Accueil **très positif** de leur part (**ouverture internationale** du projet, utilisation **des TICE**) mais **très grande réticence** en ce qui concerne la **transmission de photos** où figurent leurs enfants par Internet, du nom de leurs enfants.

ANNEX III:Activities and teachers' teams

PROJECT	Teachers	email
The ideal village Teachers want to share with our CReA virtual community the description of this project (12 years)	Sandra Torre (EESC) (coordinator) Susana Carneiro (EESC) Françoise Lassalle (IA	sandratorres_crea@hotmail.com susanacarneiro@netcabo.pt f.lassalle@ecl-alma.com

Cityzenship Classes / Arts To compare our schools spaces.To embellish our school spaces – humanize by art.To value our school spaces.	Isabel Duarte (EESC) (coord..) SandraTorre (EESC)	isabelduarte_crea@hotmail.com sandratorres_crea@hotmail.com
Create a comic! We are trying to create a comic. The spanish team will make the first page of the comic. Once it's been done, it would be sent to you, and you'd make the followship page, then you have to send the two first pages to another country, for example, Oporto and then Oporto would do the next page, and so one...	Carmen Márquez (CNSL) (coord) Isabel Duarte (EESC) María Jordano (U. Córdoba) Sandrine Balbastre (IA) Rosalba Ferlisi (CEI) Paolina Martorana (CEI)	Carmen_crea@hotmail.com isabelduarte_crea@hotmail.com mjordano@hotmail.com Balbastresan@hotmeil.com rosalis@Itsnet.it crea.carmagnani@ceiscuola.it
CReA virtual art gallery To expose teacher's and student's works at CReA virtual art gallery	Isabel Duarte (EESC) (coord..) Teresa Santiago (EESC) Joaquín Moreno (UCA) Jeanne Debusne (IA) Emilio Sanchez (CNSL) Emilia Wanderlingh (CEI) Adelfio Di Fresco (CEI)	isabelduarte_crea@hotmail.com aciteresasantiago@yahoo.es joaquin.moreno@uca.es jeanne.debusne@meloo.com emilio_noe_sp@hotmail.com
The book of books Each student team read a book chosen by themselves	Cláudia Reis (EESC) (coord..) Sandra Reis (EESC)	claudiareis_crea@hotmail.com sandrareis_crea@hotmail.com

and fulfil a form speaking and giving their opinion about the book subjects (usually youth subjects); this work will be translated into English; students from all CReA coutries could share their readings and debate youth subjects	F. Viau (IA) E. Chalfen (IA) Paolina Martorana (CEI) Carmen Márquez (CNSL)	crea.carmagnani@ceiscuola.it Carmen_crea@hotmail.com

Geographic atlas of Portugal Thematic and geographic atlas of Portugal (cultural events, famous people, geography…). This is a national project to be shared with other CReA teachers	Sandra Torre (EESC)	sandratorres_crea@hotmail.com
The migration The migration (immigration and emigration) matter in CReA coutries. To promote a debate between students using email and CReA TIME articles	Sandra Torre (EESC) Teresa Santiago (EESC)	sandratorres_crea@hotmail.com aciteresasantiago@yahoo.com
Pedagogical Material in Geography To share pedagogical material used in geography classes	Sandra Torre (EESC) (coord.) Catherine Simonnet (IA) Francisca Oñate (CNSL)	sandratorres_crea@hotmail.com c.simonnet@ecl-alma.com esclapuerto@terra.es
English forum -To share our traditions:National Events, Christmas Time, Halloween… - Ecologic Problems – debate - Consumption Society - debate	Sandra Reis (EESC) (coord..) Daniela Landino (CEI) Carmen Márquez (CNSL) Antonia Lucena (CNSL)	sandrareis_crea@hotmail.com danilandino@hotmail.com Carmen_crea@hotmail.com
Religions all around the world Debate: our faith, the richness of each religion, dialogue between religions;	Teresa Santiago (EESC) (coord..) Michele Daviet (IA) Francisca Oñate (CNSL)	teresa_o_santiago@hotmail.com micheledaviet@voila.fr esclapuerto@terra.es

To know world religions: Buddhism, Islamism, christianism, …		
Our God's image Our God's image: debate	Teresa Santiago (EESC) (coord..) Michele Daviet (IA) Francisca Oñate (CNSL)	teresa_o_santiago@hotmail.com micheledaviet@voila.fr esclapuerto@terra.es

Christmas Card To send to other countries students a electronic Christmas Card on ppt	Teresa Santiago (EESC) (coord..) Francisca Oñate (CNSL)	teresa_o_santiago@hotmail.com esclapuerto@terra.es
Mathematical pedagogic material To produce and share mathematical pedagogic material	Filomena Sá (EESC) (coord..) J. Carlos Moreno (CNSL) Catherine Simonnet (IA) L. Jacquemin (IA)	filomenasa@hotmail.com jcar_gmor@hotmail.com c-simonnet@ecl-alma.com
Electronic Magazine "CREA TIME" Develop an electronic newspaper with design and contents elaborated by the own students. In each school it should exist a work team and a coordinator	Emilio Sánchez (CNSL) (Coord) Isabel Alves (EESC) Paolina Martorana (CEI) Daniela Landino (CEI) Claudia Reis (EESC) Sandra Reis (EESC) Adriano Paupério (EESC)	Emilio_noe_sp@hotmail.com isabelalves_ingles@hotmail.com crea.carmagnani@ceiscuola.it danilandino@hotmail.com claudiareis_crea@hotmail.com sandrareis_crea@hotmail.com apauperio@hotmail.com
Crea Teachers Work on our WEB PAGE: with students' self presentations, sharing projects, learning how to build a web page	Adriano Paupério (EESC)	apauperio@hotmail.com
Mesures et progres du XVIIème siècle Students will be interested in ways to measure the time, the space, the speed, nunmbers, money, the knowledge...	L Jacquemin (IA) (coord..) Emilio Sánchez (CNSL) Antonio González (CNSL) J. Carlos Moreno (CNSL)	Emilio_noe_sp@hotmail.com anjelgodi@hotmail.com jcar_gmor@hotmail.com
Sport, perfomance et dopage	C. Lermintaux (IA) (coord..)	

From the recent examples provided by actuality, students will study effects of dopage on the bodily development	Cristofalo (CEI)	
Ton coer m´interesse Students will achieve a file on a topic that results from them "your heart", for example: the heart and the sport, illnesses of heart, the heart and the alcohol...	Catherine Simonnet (IA) (coord.) Antonio González (CNSL) Cristofalo (CEI) Adriano Pauperio (EESC) Susana Carneiro (EESC)	c.simonnet@ecl-alma.com anjelgodi@hotmail.com apauperio@hotmail.com susanacarneiro@netcabo.pt
Values transmitted to young people by our society	F. Viau (IA) E. Chalfen (IA)	
Import events of school	Ania Ramirez (EESC)	aniaramirez@mixmail.com

ANNEX IV: Activities Definition Form

CReA Learning Network
Defining Activities
Objective Description

Participants	e-mail	Partner
Coordinator		

Tasks

Calendar

Remarks