



Certificate of Personal Competencies

Material for Module 1

“Learning and motivation”

Kaufmannsschule II, Hagen, Germany

I.I.S.S. Canudo, Gioia del Colle, Italy

Colegiul National Mihai Viteazul, Bucuresti, Romania

Geniko Likio Pentapolis, Pentapolis, Greece

VG-S2S-K-NW-18-24-047329

Gefördert durch



This project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Contents

Description of the project	3
Module 1: Learning	4
Programme.....	4
Day 1 (Monday)	5
Empower for Employability – Worksheet 1	7
Day 2 (Tuesday)	9
Empower for Employability – Worksheet 2	11
Day 3 (Wednesday)	12
Day 4 (Thursday).....	13
Empower for Employability – Worksheet 3	15
Empower for Employability – Worksheet 4	16
DAY 5 (Friday)	19
Impact on participants	20

Description of the project

Teachers at the applicant schools have realised that their students lack many skills and personal competences for entering working life. Many students do not have a long-term strategy for their professional development. They are mainly focused on their free-time activities and not consciously seeing the benefits of the full-time education they are in. Many students claim to aim for a higher school leaving certificate but they do not actively work for it. There are students who do not do their homework, show disruptive behaviour in class and are not diligent enough to achieve good marks or the best marks they could. Teachers have observed that in many cases the students do not have the skills and personal competences to reach their goals. Sometimes economical circumstances are not favourable.

The teachers involved in this project would like to develop new ways of tackling these problems in a European perspective. The Greek and Italian school are faced with the consequences of the financial crisis. Moreover they are situated in remote areas. The Romanian school is faced with students who see their future in an academic career but do not realise that you need personal competences to attend university courses where lecturers will focus on special knowledge not on personality. The German school has a very heterogeneous group of students who come after having attended different types of secondary schools in order to prepare for an apprenticeship in business or to study. We believe that our different problems and circumstances will enrich our view on the situation of the students and give us the chance to see personal competences from different perspectives. The schools aim at developing a programme leading to a Certificate of Personal Competences (CPC) that will be implemented in the schools on a long-term basis. Moreover the concept and the steps will be published in an eBook for other institutions to use for their students.

Many schools throughout Europe face these problems and we would like to find ways of addressing them and sharing our ideas with other institutions via the project blog. The project team has taken a conscious decision to focus on pupils who are not achieving their potential - this includes pupils of lower abilities but also gifted students who are hindered by other factors from getting the best marks they could.

The teachers of the schools involved will have the chance to think about their students and their pedagogical and teaching methods in a different way. Many teachers only see the knowledge a student has and how s/he uses it in class. This approach will help teachers to see their pupils from a holistic point of view. So teachers will find new ways of working with the pupils thus helping them to improve their exam results. We believe that this project will facilitate new developments in our schools which would not be possible without the European perspective enriching us with different views on solving the problems we are all faced with.

Module 1: Learning

Programme

Empower for Employability – Project meeting on self-reflection from 11 to 15 February 2019 at Geniko Likio Pentapolis in Serres, Greece.

MONDAY 11/02	TUESDAY 12/02	WEDNESDAY 13/02	THURSDAY 14/02	FRIDAY 15/02
09.00 arrival at school/ welcome/ meeting the teachers and the surroundings 09.30 ice breaking activities for students and teachers (photography activity)	9.00 1st workshop: Motivation and its importance for success- Motivational speakers TED-X talks	9.00 Body language and success. Drama Workshop on power poses and how they can influence you. - videos	9.00 Student workshop: How can school and formal education become more motivating? <ul style="list-style-type: none"> School presentations Suggestions for participating schools.	9.00 Positive thinking and mindfulness for pupils. Storytelling activity Reflect on success and failure
10.30 Snack	10.00 Writing and giving their own motivational speeches - videos	11.00 Visit at the local winery - talk to the owner about motivation and job prospects	10.00 A project based lesson STEM - Humanities	10.00 Compiling worksheets for the module for CPC
11.00 Twinspace materials print pdfs-posters- assess timetables	11.30 Snack	12.00 School buffet with parents board	11.30 Snack	11.00 Evaluation of meeting -Romanian team leaves
12.00	12.00 Discuss with EVS volunteers on what	Pentapolis Band visit	12.00	12.00
<ul style="list-style-type: none"> Learning Types Activities/- Brainstorming Tests/Quizzes 13.00 Reflexion of the results	skills Volunteering can enhance		<ul style="list-style-type: none"> Peer teaching dance class to develop 4 Cs (21st century skills) Logo drawing 	Meeting with Mayor - sightseeing - bus tour with the rest

My keywords:

- theory on learning types and strategies,
- test on which kind of learner you are,
- theory of motivation,
- examples of how to motivate yourself (maybe look at those motivational speakers),
- giving a motivational speech yourself,
- developing a module for our Certificate of Personal Competences (CPC) which we promise to give Europe

Day 1 (Monday)

After welcoming our partners and exchanging memorabilia, we had icebreaking activities so as to form international working subgroups from Day 1. Since it was our first meeting, we had prepared a blended activity to introduce ourselves to the working group (1.2 My self-portrait activity). Before the meeting, we had posted on a twinboard (twinspace) our photos and self-introductions with reference to our learning preferences and then the students physically presented themselves to the entire community. On basis of these presentations they formed groups (1.3) after discussion with their partners. The groups had to be formed with 1 member from Germany, 1 member from Italy, 1 member from Romania and 2 members from Greece. In total we would have 5 Teams with 24 students. The 4 out of 5 Teams would have 5 members. One Team would have 4 members. The names and the members of the Teams were posted on a twinspace forum to be visible for everyone.

DAY 1 was dedicated to “Learning Types”. We had already conducted an initial analysis of the students’ opinions on the topic «Learning for school-experiences and successful strategies» which was connected to the next blended activity (1.4) “My experience with learning”. The Driving Question was: How do we (children) learn for school? It was analysed in the following sub-questions:

1. What are the things that work when preparing for exams?
2. What are the things that work when preparing for a written assignment?
3. What are the things that don’t work?

The students agreed thus on a brief definition of the term “learning” and “learning styles” as follows: *The term “learning styles” speaks to the understanding that every student learns differently. Technically, an individual’s learning style refers to the preferential way in which the student absorbs, processes, comprehends and retains information.*

The international groups had to create a team poster with the tool <https://www.postermymwall.com/> giving suggestions to their classmates on Effective Study Habits. The posters were posted on the materials section (twinspace) and then on a twinspace forum, to be read and commented by all teams. The posters were presented in class.

Each group was assigned a different topic:

1. Study habits in class
2. Study habits at home
3. How to become an independent learner
4. How to organise your time schedule
5. What to do during exams

Activity 1.5 was about having a poll on the term “Learning Types”, watching a video and finding out what the “Learning Types” are and which one each student belongs to. There was also a [self-assessment quiz](#) and a forum discussion on the topic, with examples of the techniques they can use

to study more effectively, to illustrate their points. Extra materials to study were provided, such as the following web page <https://www.mindtools.com/pages/article/newLTL127a.html>

The final activity 1.6 focused on Reflection. The students were invited to write down on a post-it note what they had learnt on the first day. They also had Learning Diaries provided by Geniko Likio Pentapolis in the form of notebooks, pens and folders, on which they wrote their impressions and observations. These were the questions to guide them when writing their diary:

1. What did I learn today?
2. What was easy to do/answer?
3. What was difficult to do/answer? Why?
4. What do I have to work on more?
5. What are my next goals in the following days?

The Results of DAY1 (1.7) are compiled on a PDF "results of day!" which displays the results of the students' work of the topic learning types and can be found on the twinspace of the project.

The activity worksheet 1 for "Learning and Learning types" follows below.

Empower for Employability – Worksheet 1

1.1 brief introduction

The general objective of the project is to **enhance the students' skills to make them more employable**. Teachers agree that many students from their schools lack the same skills in view of being employable. This project has been devised to tackle these key issues:

**learning and motivation,
reflecting yourself,
time management
project management.**

The objective is to enhance students' knowledge about these areas in order to make them achieve their potential to a large extent.

The 1st Module "learning and motivation" will cover the theory of learning, different kinds of motivation. Students will learn about how to adapt their learning techniques to their learning type and how to motivate themselves for learning.

1.2 "i create my self-portrait" : ice breaking activity (50') 9.30-10.30

- on the twin board "my self-portrait", post a photo of your self-portrait and a caption before our first meeting by clicking of the button "add item"
- during our meeting on monday you will present yourself on basis of this photo. the presentation will take 3-4min.

1.3 let's find our teams 10.30-11.00

now that you have met each other, it's time to form international teams. each team will have 1 member from germany, 1 member from italy, 1 member from romania and 2 members from greece.

in total we will have 5 teams with 24 students. the 4 out of 5 teams will have 5 members. one team will have 4 members.

during the coffee break, you will discuss and form the team.

find a name for your team.

post the name and the members of your teams on forum#1

1.4 my experience with learning 11.00-12.00

- go to page <https://twinspace.etwinning.net/72064/pages/page/474330>
- consider the following driving question:

how do we (children) learn for school?

1. what are the things that work when preparing for exams?
2. what are the things that work when preparing for a written assignment?
3. what are the things that don't work?

based on this information

[padlet-wge4hrt5q1mm.pdf](#)

[padlet-22hyuk0sv8ay.pdf](#)

and your ideas, create a team poster with the tool <https://www.postermywall.com/> giving suggestions to your classmates on effective study habits. save it as jpeg and post it on the materials and then on [forum#1](#)

each group has a different topic:

1. study habits in class
2. study habits at home
3. how to become an independent learner

4. how to organise your time schedule

5. what to do during exams

- present your posters to the class
- here is an example for you:

<http://www.stp.pembrokeshire.sch.uk/public/docs/revision/study%20skills%20powerpoint.pdf>

1.5 learning and learning types 12.00-13.00

- have you ever heard of the term "learning types". go to the poll and answer this question quickly.
- watch this video and find out what the "learning types" are and which one you belong to.
- you can also take this [self-assessment quiz](#)
- now go to the [forum#1](#) and post your answer:

1. what is your learning type?

2. give some examples of the techniques you can use to study more effectively

extra materials to study

<https://www.mindtools.com/pages/article/newLST4.htm>

1.6 reflection

- before you leave today's session, write down on a post-it note what you learnt today. [post it eboard](#)
- you all have a notebook and a file. use this notebook to take notes throughout our meetings. add thoughts, ideas, suggestions. make them colourful. they are your learning diaries. post photos of your diaries on [forum#1](#)
- use these questions to guide you when writing the diary

1. what did i learn today?

2. what was easy to do/answer?

3. what was difficult to do/answer? why?

4. what do i have to work on more?

5. what are my next goals in the following days?

1.7 results of day1

the pdf "results of day!" displays the results of the students' work of the topic learning types

[day 1 - results.pdf](#)

Day 2 (Tuesday)

DAY 2 was dedicated to the topic “Motivation and Success”

For activity 2.1/2.2 “The art of persuasion, from Ancient Greece to TED-X talks” the main topic was: Motivation and its importance for success, Motivational speakers, Writing and giving your own motivational speeches. According to schedule, this unit consisted of two parts:

- 1) A brief introduction about "The art of persuasion in ancient Greece: rhetorics of Athens and Aristotle." (By the teacher, 5 min)
- 2) A brief introduction about modern speakers all around the world. The example of TED-X talks. (By a student, 10 min)

After the brief introductions:

1. The students were divided in groups (5 groups of four students) - they assumed different roles (speaker, writer, assistant, pc operator) (10 min)
2. They got subjects about which they wrote a motivational speech (10 min)
3. They worked step by step, as the powerpoint presentation demonstrates (5 steps, 15 -20 min per step) During the preparation of speeches, the teacher helped the students by explaining the basic terms of the rhetoric art, the body language of a speaker and the way of memorizing texts.
4. They delivered their own speeches. (30 min)
5. They recorded their speeches on video or took photos. The videos and/or photos and/or speeches were posted on the MATERIALS and then on FORUM#1 (twinspace)

For team work instructions go to Worksheet 2 “topics for discussion”.

The next activity (2.3) focused on “Talking about Motivation with EVS Volunteers”. After the end of the previous activity, the students met EVS Volunteers who live in the town of Serres and discussed what motivated them to take up volunteering, what skills and knowledge they acquired, how they applied, how they enriched the CV and whether they would recommend it to other young people. Below you can browse some relevant websites:

<https://europeanvoluntaryservice.org/>

https://europa.eu/youth/EU/voluntary-activities/european-voluntary-service_en

https://europa.eu/youth/volunteering/evs-organisation_en

Here are some initial questions:

6. Why have you come to Greece?
7. What is EVS?

8. What are the benefits of working as a volunteer?
9. What skills do you gain?
10. What made you make this decision?

The last activity of the day (2.4) was “reflection” where students wrote down on a post-it note what they had learnt that day and updated their learning diaries, using these questions to guide them:

1. What did I learn today?
2. What was easy to do/answer?
3. What was difficult to do/answer? Why?
4. What do I have to work on more?
5. What are my next goals in the following days?

2.5 The results of day 2 included a powerpoint summerising in pictures the work done during the 2nd Day of our meeting.

Empower for Employability – Worksheet 2

	Topics for the speeches for 5 different international teams
1	<p>Situation= Suppose you are a company department manager of an AL (Artificial Life) company. You want to convince your employees to work harder and more effective in order to get ahead other competitive companies. The employees believe that they already have done their best and they aren't willing to do more for bosses.</p> <p>Pathos = Your aim is to wake up the fear of losing their jobs or have lower salaries.</p> <p>Ethos = You argue about the company's impersonal policy.</p> <p>Project = You are going to make a public speech (about 100-150 words: 2 arguments – ethos – pathos)</p>
2	<p>Situation = Suppose you are a famous football team fan. You and your mates are watching live a football match. The opposite team's fans curse at you, so your mates have decided to take revenge after the end of the match. You try to prevent them from this violent reaction.</p> <p>Pathos = Your aim is to wake up feelings of sympathy to other young fans.</p> <p>Ethos = The superiority of yours team behavior in similar circumstances.</p> <p>Project = You are going to make a public speech (about 100-150 words: 2 arguments – ethos – pathos)</p>
3	<p>Situation = Suppose you are a priest (christian or muslim or other's religion) just arrived in your parish. You want to convince the believers of your parish to accept the installation of ten refuge's families in a camp near their houses. They afraid of extremist beliefs and diseases.</p> <p>Pathos = Your aim I to wake up feelings of humanity.</p> <p>Ethos = The examples of holy persons</p> <p>Project = You are going to make a public speech (about 100-150 words: 2 arguments – ethos – pathos)</p>
4	<p>Situation = Suppose you are leader of an industrial labor group in France. President Macron's economical policy and taxes lower yours incomes. You want to convince your mates to demonstrate in front of parliament with yellow vests movement. They afraid of police reaction.</p> <p>Pathos = Your aim is to wake up the anger for rich men's injustice laws.</p> <p>Ethos = The social struggles of france society.</p> <p>Project = You are going to make a public speech (about 100-150 words: 2 arguments – ethos – pathos)</p>
5	<p>Situation = Suppose you are a eighteen old boy or girl and you're planning to live alone, apart from your parents, but you can afford it yet. You want to convince your parents to accept your will and give you some money. They question your ability to do so and afraid from themselves of being all alone.</p> <p>Pathos = Your aim is to wake up the feeling of pride because their children is adult.</p> <p>Ethos = Your responsibility towards your studies.</p> <p>Project = You are going to make a public speech (about 100-150 words: 2 arguments – ethos – pathos)</p>

Day 3 (Wednesday)

Day 3 is dedicated to “active and experiential learning”. It comprises two workshops:

The first workshop's topic is “Body language and success. Power poses and how they can influence you.” (3.1) Non-verbal communication, gestures, facial expressions are essential to convey meaning when communicating. To prepare before the workshop, the participants of the workshop watched this TED-X talk about how [your body language shapes who you are](#). They explored various situations in learning and work contexts via role plays and short dialogues, following drama games and ice breakers, to create bonds among the group members and define how success at the work field can originate from developing a growth mindset, collaboration techniques and self-confidence.

The second workshop (3.2) was a visit to the local winery. We continued discussing once again "Motivation", while visiting the local winery. The owner discussed what inspired him to take up this business, his hard work and persistence, his dreams for the future.

Here are some questions the students asked to interview the entrepreneur:

1. How long have you been working here?
2. Why did you decide to take up this profession? What motivated you?
3. What have you studied?
4. What are qualities that you need to have?

The day ended with activity 3.3, a “School Buffet”, during which we discussed what we learnt and socialised, which helped build stronger bonds.

Day 4 (Thursday)

DAY 4 focused on “Formal education and motivation” as opposed to informal forms of education discussed in the previous days.

Activities 4.1 and 4.2 relate to how formal education (schooling) can be enriched so that students can benefit as much as they can. Therefore we started with a presentation of the schools and educational systems of our countries. The students presented their schools and educational systems in national groups and engaged in a discussion about similarities and differences. In this way they were introduced to the topic, while connecting it to their everyday experiences.

The next activity (4.3) “Formal education and lifelong learning” (35-40') was about the ways in which education can adapt to the changes of a globalised world, as shown in “Worksheet 3”.

The next session involved two parallel workshops under the theme “project work in humanities and STEM” (90'). The rationale behind these workshops was to approach two areas that typically focus on theoretical knowledge acquisition via a practical ‘hands on’ experience so as to motivate our students and help them connect with these subjects. We therefore divided the students in two groups of 12 persons each and we worked on the two different subjects.

One of the workshops discusses the definition of learning according to the classical Greeks Plato and Aristotle, as presented in Worksheet 4 “The elements of Learning”.

The other workshop is about science through experiments and specifically exploring earthquakes using a sandbox. Initially, a short introduction of the topic was delivered and the sandbox’ mode of operation was briefly explained. Next, explanations were given on the implementation of soil imaging exercises. Students analyzed the mathematical parameters they had to take into account and the technical difficulties they might encounter.

The usefulness of the whole process and the goals that they had to achieve were explained to them. Thus, the first and main objective was the best possible depiction of the landform of a known area of geological interest. Then the students would have to simulate flood situations due to heavy rains or ice melting due to the greenhouse effect as well as volcanic action. In addition, all pupils were given a crossword to a direct solution geospatially-related and a problem related to how long-range electromagnetic waves were transmitted by geostationary satellite interference.

The students were divided into four national groups of four members (Greece, Italy, Romania, Germany) and each one started to create the landform of a given area. (Prefecture of Chalkidiki Greece). At the same time their creation was projected on a large screen with the help of a projector so that the other students could see the progress of the work of the group that created the landform. All students succeeded in completing the answers both in the crossword puzzle and in the problem given to them with very good results in terms of the first and with good results in the problem. In the last ten minutes of the ninety-minute period, most students gathered around the layout and discussed issues of geophysical and ecological interest.

Students have been able to collaborate with each other to understand the impact of the rise of sea level on the Earth's earth, but also to simulate ways of transmitting telecom signals to difficult landforms with the help of laser and a mirror.

All in all, tangible examples were generated in Day 4 of how learning can become relevant to theoretical as well as practical approaches. Formal education should have a dual focus in order to be balanced and provide students with the knowledge and skills needed in their future. Taking into account that our school provides general education, we designed these workshops to illustrate how general (as opposed to vocational) education can still be relevant, especially at an area that has suffered recession for a long period of time, yet educators join forces to provide the best for their students.

Empower for Employability – Worksheet 3

Introductory remarks about Lifelong learning features and role:

According to the European Council in Lisbon (2000) education has an important role to play *"to make Europe the most competitive and dynamic economy in the world based on knowledge and capable of sustainable economic growth with more and better jobs and greater social cohesion"*

The main element of lifelong learning is that it is characterized by flexibility in terms of time, space, content, teaching techniques etc

Lifelong learning aims at:

- personal fulfilment
- active participation and social inclusion
- adaptability to new working conditions, as well as to employability

Group Work

1. Characteristic of lifelong learning, including the «..flexibility in terms of teaching techniques ": Reflect on the new teaching techniques that can be applied in your teaching context to empower and motivate students.

2. « *Human is called to form along with other participants. ... the content, process and the ways of education* »: In which ways do you think that school can contribute to the formation of the curriculum? To what extent can it be flexible and adaptive to students' needs?

3. With the position expressed by the European Council in Lisbon, as students and citizens of Europe, which changes in the educational system of your country do you recommend to the European Council, in order to be ready in the next few years to overcome the difficulties of global society and modern labour market?

4. TASK: Organise your ideas in a Power Point per group. Present your work in class.

Empower for Employability – Worksheet 4

The meaning of Learning - introduction

A wise man from the East is said to have coined the following maxim: *“Up until I was 15 I played, until the age of 25 I loved, until the age of 35 I fought, until the age of 50 I acquired riches, now I’m beginning to learn.”*

Man “learns” from the first to the last moment of life. While he is literally alive, he learns, and when he stops learning, he is already dead, although he is not buried yet.

ORAL DISCUSSION

>To what extent do you agree with the wise man’s maxim? Is the necessity of life-long learning clear as a constant process of people’s self-improvement?

A. Towards learning: IMITATION (what we learn for the first time is through imitation).

An Aristotle Quote:

In Ancient Greek

“ Το γαρ μιμείσθαι σύμφυτον τοις ανθρώποις εκ παιδων έστι. Και τούτω διαφέρουσι των άλλων ζώων ότι μιμητικώτατον εστι και τας μαθήσεις ποιείται δια μιμήσεως τας πρώτας”, Αριστοτέλης, Περί ποιητικής IV, 1448b, 2-4.

In English

For imitation is natural to man from his infancy. Man differs from other animals particularly in this, that he is imitative, and acquires his rudiments of knowledge in this way; besides, the delight in it is universal.

ORAL DISCUSSION

>Is imitation a casual repetition of gestures, facial expressions, a chain of phonetics, registering what we perceive through the senses or something more profound?

B. Approaching the essence of the concept of learning

Through learning (a global phenomenon in the universe of life) every living being is striving for and achieving two goals:

- a. It activates and directs its powers so as to adjust itself, as well as it can, to its natural environment (and in the case of man) to his historic environment.
- b. It acquires the ability and the means in order to change this environment, to upgrade it if it is to succeed in meeting its needs and (in the case of man) his ambitions.

In essence, these two procedures are interrelated and mutually reinforcing, one complementing and securing the other. For this reason, we can combine the two in a single definition. “I learned”, generally speaking, means I tried and succeeded in adjusting myself to the principles governing the natural and historic world so well that I made it adjust itself to mine. In this way, I do not only surrender myself to its demands (its laws), but I also put my own seal on it forcing it to serve me myself. The goal of learning includes both the above. And since life means integration into, but above all, dominance over the “environment”, the natural one and the historic one in the case of man, every living being learns in order to survive and lives if and for as long as it learns.

It becomes evident then that through learning, in its broader sense, just as we can transform a desert into an orchard, we thus become capable of altering the very flow of history, of ushering in a different perception of things, a different sensitivity, different ethical rules and different global notions.

(E.P. Papanoutsos, Modern Philosopher “Practical Philosophy”)

ACTIVITY 1 (READING COMPREHENSION)

Decide whether the following statements are TRUE or FALSE.

1. Learning is a process which includes the whole natural world, not just human beings.

2. "Learning" means adjusting oneself to the natural and historic environment and surrendering oneself to its principles governing it.
3. I learn in order to live and live in order to learn.
4. Man has the power to change the continuation of history, to construct new ethical codes, to re-define his place in the cosmos.
5. Man's potential to adjust is functionally embedded in the concept of life-long learning since it promotes his successful integration into society guided by its laws.

C. Life-long learning is associated with experiencing essential emotions and skills for happiness.

The following text was written by Ralph Waldo Emerson, an American Transcendentalist poet, philosopher and essayist during the 19th century.

*To laugh often and much;
to win respect of intelligent people,
and the affection of children;
to earn the appreciation of honest critics,
and endure the betrayal of false friends;
to appreciate beauty,
to find the best in others;
to leave the world a bit better,
whether by a healthy child, a garden patch,
or a redeemed social condition;
to know even one life has breathed easier because you lived.
This is to have succeeded.*

ACTIVITY 2

Fill in the blanks in the following text by WILLIAM BLAKE using the words given (palm – grain – hold – eternity – wild)

*To see a world in a _____ of sand
and a heaven in a _____ flower,
_____ infinity in the _____ of your hand,
and _____ in an hour.*

D. Let us read a few ancient Greek maxims that reinforce the concept of life-long learning.

1. "Ἄνθρωπος, ὁ ἀναθρώων ἃ ὅπωπε" / Man is the one who reflects and ponders on what he has seen. (PLATO)
2. "Πολέμιον ἀνθρώποις αὐτοὶ ἐαυτοῖς" / Man's enemy is he himself. (ANACHARSIS)
3. "Οὐ το ζῆν περί πλείστου ποιητέον, ἀλλά το εὖ ζῆν" / What is worth pursuing is not living to acquire more but to live well. (PLATO)
4. "Βραχύς αἰών" / Life is short. (EURIPIDES)
5. "Τις εἶναι θέλεις σαυτῷ πρῶτον εἰπέ. Εἰθ' οὕτως ποίει ἃ ποιεῖς" / First tell yourself who you want to be. Then act accordingly. (EPIKTITOS)
6. "Γράμματα μαθεῖν δεῖ καὶ μαθόντα νοῦν ἔχειν" / You have to educate yourself and love learning. (MENANDROS)
7. "Γηράσκω δ' αἰεὶ πολλὰ διδασκόμενος" / I keep learning while aging. (SOLON)
8. "Καιρόν γινώθι" / Keep abreast of what is happening around you. (PITTAKOS THE MITILENIAN)

WRITING ACTIVITY: Choose one of the above quotes and write a short text (up to 140 characters) analyzing the central idea to be posted on social media. (Time given: 10 min)

E. Let us clarify what the bottom line of learning is and if it is possible to last through our entire life.

“Learning” means not only collecting established facts but comprehending them as well. And the one who comprehends is the one who does not take anything for granted but processes it through his mind. In other words, he correlates, categorises, analyzes and composes all input through the careful and relevant application of critical thinking that a cultivated individual has at his disposal.

(E.P. Papanoutsos, “Practical Philosophy)

HOMEWORK (Optional)

A prerequisite for life-long learning is personal inner cultivation coupled with the simultaneous development of critical thinking.

Write an essay of about 250 words in which you discuss the contribution of education to the shaping of critically thinking citizens also suggesting alternative forms of learning.

DAY 5 (Friday)

Positive thinking and mindfulness

The final day was about reflection of what we have learned. Therefore we started with a brainstorming activity (5.1) about “What is success?-Define success/failure in learning contexts” followed by watching a TED [video](#) at the school lab.

The 2nd activity’s starting point was a familiar [story](#). In 5 international groups we discussed the Italian story of Pinocchio and its morale, in relation to the topic of learning and motivation, being guided by the following questions in a circle, with the entire student community.

1. positive influence by external factors in learning
2. negative influence by external factors in learning
3. the role of the family
4. how diversity influences success and failure

In the end, right before delivering our course certificates and prepare for a festive lunch, we used our learning diaries for recollection of what we had learned and reflection on what learning is, how it can be achieved in formal and informal settings, how our success is influenced by our mindset, our learning styles and habits, how to adjust in various learning and work conditions, how to deal with success and overcome failure, in need be.

Impact on participants

All in all, students learned about different learning types and learning styles, testing themselves and developing strategies and examples for successful learning. Moreover, they investigated aspects of motivation and how to become more successful by boosting motivation with relation to body language and power poses as well as its importance for success, via motivational speakers and the students delivering their own motivational speeches. The student workshop about “How can school and formal education become more motivating”? was organized using teaching methods such as snowballing and discussion groups, and triggered debate on the topic by engaging the participants. Two workshops, run by a teacher of humanities and a STEM teacher, explored how project-based learning can engage unmotivated students in knowledge and skills acquisition. Finally positive thinking and mindfulness for pupils was boosted by reflecting on a traditional Italian story and its morale so as to inspire optimism.

Our assessment was qualitative and we had students express their thoughts and feelings as well as impressions on their learning diaries on one hand and the twinspace forums and post-it walls on the other. Some quotes about what they have learnt:

“This week gave me hope for the future and I can’t wait to meet everyone again” Alice-Romania

“We wrote and presented motivational speeches and, to my surprise, I really enjoyed talking in front of everyone” Martina-Italy

“Today I learnt how to be a team with people I didn’t know until yesterday. Also, I learnt how to communicate in English.” Stella - Greece

“We learned about different learning types and which one suits us. We learned to collaborate with people who don’t speak our mother language and even though it was a bit more difficult, we managed to overcome this problem. We made new friends and we created bonds.” Emine-Turkey

The entire evaluation section about the first module is available on the twinspace of the project.