CliMates - Together for the Better

**Project Meeting in Pärnu June 9 - 15, 2019**

**Working sessions I and II**: Mon, June 10, 9:15-11:45 and 14:00 -15:30

**Working session III:** Tue, June 11, 10:00-12:30

**Working session IV, V and VI:** Thu, 09:00-10:30, 11:00-12:30 and 13:30-15:30

Attendees: NOTICE: NAMES WERE DELETED IN THE PUBLIC VERSION!

**Green: Things that have to be done**

|  |  |
| --- | --- |
| **Questionnaires** | In Estonia, Hungary and Tenerife the students have answered their questionnaires the second time. Germany is the only school which included control groups (two classes from another school).  We all agree that **each partner school analyses their results and** **summarizes them in a text**, also trying to give possible reasons for the outcome. These texts should be written into the pages of the TwinSpace (under **“EVALUATION” → “Questionnaire”** – Regine has already made a start). You should also **insert the result tables (word document or link)**. |
| **Curriculum** | Dates / Schedule  We agree that the activities for year 7/8 and year 9/10 should take place at the same time. In the last meeting in Germany, we said that October / November was a good time for the curriculum activities. In this meeting, we agree to start at the end of October/beginning of November. The exact date will be fixed in the middle/end of September (as the Spanish cannot fix it before).  Regine suggests that each year we should follow the following schedule:   1. The coordinators fix the exact date of the start of the curriculum activities in the middle/end of September. 2. Directly after that the coordinators send the names and the email addresses of the English teachers that will be involved to Regine. 3. Regine makes email distribution lists for the teachers that will work together (2 lists for form 7/8, 1 list for form 9/10) and mails them information on the curriculum activities and a **schedule with the deadlines**. The coordinators will be in the distribution lists, too.   **The coordinators remind the English teachers of their tasks and make sure that they keep the deadlines. If a deadline cannot be kept, they inform the other teachers as soon as possible!**  Reminder: How many weeks/lessons do the curriculum activities take?   * The activities in year 7/8 take around 4 weeks (around one lesson a week – there are interruptions because you have to wait for answers) * The activities in year 9/10 take around 6 lessons within 5 weeks (lesson 1-4: introduction, vocabulary work, watching films, asking questions – (1 week interruption until worksheet is made) – lesson 5: making four one-minute answer videos – (1 week interruption until all videos are uploaded) – lesson 6: watching the one-minute answer videos to their questions)   Choice of classes  We agree that the students of each school should – if possible - take part in the curriculum activities either in **year 7 and 9** or in **year 8 and 10**. This way they will “meet”  the same partner country students twice, which is probably more motivating. |
| **Edmodo (for year 7/8 curriculum activities)** | In Tenerife and in Germany, we decided to try Edmodo as an alternative to TwinSpace for the curriculum activities in year 7/8.  During working session III, we tested Edmodo. It seems to work quite well if you set up a group with six mini groups (1. Estonia-Germany, 2. Estonia-Martinique, 3. Estonia-Tenerife, 4. Germany-Martinique, 5. Germany-Tenerife, 6. Martinique-Tenerife). The students of each participating class will be divided into three groups by their teachers, each joining one of the mini groups.  There will be two classes from each country (except Hungary) in the curriculum year 7/8 activities. Therefore we will have two separate groups of teachers / classes that will cooperate with each other. For that, we will also have **two different Edmodo groups (with two different group codes)**.  Compared to TwinSpace, the advantages of Edmodo are:  - You can see all the messages of your students at one glance.  - The students can easily see if they got a new message from their partner.  - If the students answer a message, their answer appears directly under the text they are replying to.  The disadvantage is:  **Signing in is not totally easy:** You have to type in the group code, a user name and a PIN. The problem is that it is not easy to find a user name or PIN that is not already used by somebody else!  **Regine’s tipp:** Let your students use user names like: ***Erasmus+Tenerife2019Carlos, Erasmus+Tenerife2019Maria, …***. If they want to, they can also use it as a PIN. This way the user names / PINs are easy to remember and there won’t be chaos each time the students want to sign in. – But, of course, every teacher is free to do it as they like.  **Regine stresses that it is important that each coordinator is familiar with Edmodo, so** that they can help their English teachers if they have any problems. She asks every coordinator to join the group she has set up (more information in the email “Edmodo - Please join the group!”). The English teachers will have to sign in as “teachers”. So they will have the right to delete messages or students etc.. |
| **Trombinoscope** | The Estonians and the Hungarians have already sent their class photos to Anna-Lena und they would like to have a trombinoscope with classes, as we agreed upon in the last mobilities. The Tenerifans will send their pictures to Anna-Lena; the Martinicans have been asked to send theirs, too. |
| **Skype with Martinique** | We tried to skype with Martinique but unfortunately it did not work. Dominique had problems with her internet connection. So we communicated via email/WhatsApp. |
| **ICT questionnaire** | As increasing the ICT competences of teachers and students is one of our main goals of our project, Regine suggests (working session I) to devise a questionnaire in which teachers and students can document which ICTs they used during the project. The partners agree. Regine sets up this questionnaire after working session III and puts it on OneDrive. She asks everybody to fill it in and to let other teachers and students of their schools fill it in, too (in some cases it makes sense to write the name of whole classes). When it is finished, it will be put on the “Pages” in the TwinSpace and the link will be inserted into the final report (question on evaluation). |
| **Webpage** | The Estonian team points out that the webpage of the project needs to be filled. **Many partners still need to upload:**   * A description of their area / school (as on the “Pages” of the TwinSpace) * A summary of every mobility in English * media publications (or links) including a summary in English * links to the school’s webpages, Facebook, … |
| **TwinSpace** | **Regine asks all partners to look through the “Pages” on the TwinSpace and fill in everything that is missing.** The national agency is sure to take a look at them!! |
| **Dissemination of the CliMApp** | Our project results (curriculum, puzzlehunt, CliMApp) need to be presented on the project results platform. We agree that all versions of the app should be presented there.  The German NA has pointed out that it should be as easy as possible for e.g. other schools to use our results. It is enough to set links there.  **Our CliMapp versions should be available for …**   1. **… everybody who is interested in walking the app routes.**   Three possibilities to supply the apps are discussed:   1. QR codes: Kairi and Mariann explain that they can only be used within two hours after they have been generated. Therefore, they are not suitable for the app’s dissemination to other schools or to the public. 2. Google PlayStore / App Store: We discuss if it is possible to put our app into the Google PlayStore (for android phones) and into the App Store (for iPhones). Mariann and Kati say that everybody can do this if they pay 30 euros and accept liability. Kati and Mariann say they would not want accept liability personally, and if the school does it, it would be a lot of paperwork. 3. Link on our homepage and the schools’ homepages: The German NA says that uploading the apps on Google PlayStore is fine, but they do not expect it of us. For them, it is enough when the apps can be installed with the help of a link on our homepage. However, Kairi and Mariann say that it is technically not possible to upload them on our website or on their school’s homepages. **Antonio will ask Maido if she can upload all app versions on the Spanish website.** Then, a link could be set on our project website, the other school websites - and on the project presentation platform. Short descriptions of the routes will have to be added.   Regine points out that, for **copy right** reasons, all schools should make sure that they only use their own pictures in the apps.   1. **… e.g. teachers who want to fill it with their texts and coordinates and make their own app route**. **Mariann will put the instructions for this on our website.** She has already sent them to the Martinicans, and it worked!   **All CliMApp versions must be presented on our website and on the TwinSpace, too.** Anybody who is interested should easily see the differences between the different versions and be able to choose the version he/she likes best. Each school that has created a version is responsible for the presentation of their version. |
| **Final Report** | At least half of the working session time we work on the final report.  Liis suggests that everybody works on different questions because she has had positive experiences with this. It is quicker than working in groups.  Everybody chooses the question they want to work on next (in the word document on OneDrive) and writes it into a table on the board. Once it is finished, they tick it. This is a good way to make sure that two people do not work on one question at the same time. If anything is unclear, questions can be asked to anybody at any time.  The extensive brainstorming that has been done before the project meeting (in the word document on OneDrive) was a good preparation. However, after all six working sessions, only around a quarter of the answers is finished. |
| **Deadline for the final report** | The deadline for finishing the final report of the main coordinator is October 9th (Regine points out that each partner needs to check the deadline for their report because it might be earlier).  However, the partners agree that it should already be **finished by September 9th**. This includes:   * uploading everything on the **TwinSpace** * uploading everything on our **Webpage** * presenting our results on the **Project Results Platform** * answering the questions of the **final report**, including the links.   On September 9th, the main coordinator will check if everything is finished / uploaded and remind partners if necessary. |
| **Climate compensation** | Regine suggests to use part of our money for climate compensation for all the flights that we and our students did during the project. As the partner schools say that they do not have any money left, the German team will pay the climate compensation for the flights of all schools. |

Written by Regine