**SUMMARY OF ERASMUS + MOBILITY IN TAMPERE (FINLAND)**

 **(8-12 FEBRUARY 2016)**

**8/02/2016 (1st day)**

**9.30** Welcome by Finnish teachers and students in room 206. Welcome by head teacher from Tampereen Lyseon Lukio (founded in 1884). She explains with a powerpoint presentation their school organization. This school has got 550 students and 45 teachers.

The students are divided as follows:

-General High School 3 x 115 students

- European Studies 3 x 25 students

- IB (International Baccalaureate) Program (English) 3x45 students

She also explains the Finnish Education System, for more information: Finnish National Board of Education website.

In Tampere students choose English as the first foreign language, although they can choose from the elementary school: German, French, Russian, Spanish. Everybody studies Swedish.

**10.30-11.15**  *Michael Davies’ talk: Finland through English eyes.*

Finnish people are well-educated, they don’t laugh too much.

In Finland there are 5.5 million inhabitants, one reason why Finland seems quiet and peaceful is because of space, it is a very big country for few people.

In Finland people use the mobile for everything (cinema, car park, train, etc.)

Finnish people don’t lie (they are very honest and straight) for example, if they receive a present they don’t like, they say it without any problem. They don’t talk (not even small talk –polite chat about nothing—), they are quiet and are relaxed with silence. Silence for English people is negative. They are not used to near space, maybe because there is a lot of space in the country.

They always use the same intonation. Low intonation is bad for us and flat intonation looks hostile for us. To call you by your proper is too friendly for Finnish people.

Three reasons to stay in Finland are: 1. Good sense of humour, 2. Space and 3. Everything works.

**11.30** Lunch Break

**12.15-13.00** Students go for Finnish lesson.

**13.00** Teachers’ Meeting

Emilio shows the files about electricity consumption and explains that students can complete the worksheets to compare this consumption about their countries (school/home).

Emilio explains Form 3 about saving energy. We will pool the information from the different schools to make a comparative study, the students will complete it on Tuesday.

Next, we will discuss about teaching Maths in our countries.

The third topic is the mini company presentation. Emilio shows a model prezi presentation for the mini company (steps to follow to create it). We discuss if it is possible to create a real mini company.

The program is a little bit changed on Friday, because the Italians leave earlier (at 2 p.m), so 9.45 will be Activities before and after Malaga.

Finally, Emilio explains the program for Malaga, he says there is a draft, and he explains some of the activities, some of them are going to be outdoors.

 Kaarina says that we have set the guidelines for the week in this first meeting.

**9/02/2016 (2nd day)**

**8.30-9.30** Carmel introduces the Carbon footprint workshop. She explains activities we can do from now until Malaga to respect the environment and to recycle.

First each school presents its information about school/home electricity consumption.

1. England is the first in showing their presentation:

 Improvements in school: 50 solar panels, bio-mass boiler, eco team made up of students and staff, vegware ( completely compostable packaging).

 Improvements at home: things we can do to reduce the carbon footprint (driving less, shower instead of bath, unplug things, etc.)

2. Spain

 Research on the spending of watts and money of some home appliances: the hair dryer is the most expensive.

 Energy consumption at home (graphic about CO2 emissions)

 Ways of saving electricity at home and at school.

3. Italy

They have done worksheets about CO2 calculations.

They have done a comic with paper about being environmentally-friendly.

There is a comic on Roberta’s facebook, with the logo: *Use your mind, don’t be blind.*

4. Poland

 10 points list to avoid pollution.

 They show a presentation on smoke, a video on how they calculate their carbon footprint, doing posters to reduce it.

5. Germany. Pic Incentive Carbon Footprint

 Problems with the bills to calculate the energy consumption.

 They did some questions on energy consumption individually, for example: type of food eaten, how much time spent in the shower, etc.

6. Finland

 Presentation on recycling. Paper, Hazardous Waste, Glass, Biowaste, Cardboard, Metal, Plastic (percentages). They have also researched how to reduce electricity consumption individually.

**11:00** After these presentations, students form 4 international groups (in each group a student from each country) and they are going to do 3 tasks, to discuss and compare:

1. Electricity consumption and CO2 emissions (worksheet/grid 1). Things you can do to make it better at school and home to reduce carbon footprint (worksheet/grid 3)

2. To draw their carbon footprint.

3. Recycling: building a toy. Students present their creations with recycled materials.

**Teachers meeting:** teachers specify some activities to do during the week and decide that it will be very interesting to show the pledges or actions put into practice ( eco-team, LED tubes,…) in the following mobilities.

**12.00** Lunch

**13.00** Students’ Maths OER presentations.

1. Finland

Mathisfun.com

Math.com

Numberphile > Math made interesting with videos

Khanacademy

Internet game: Kahoot.it, ( play.kahoot.it/#/question?quizld) with this game you can learn about any topic, you have to answer choosing the correct answer. (you need a pin number to log in, and it is given: 914473). It can be used with movile telephones, Ipads, and tablets.

Socrative.com b.socrative.com/teacher. Website presented by Seppo

2. Spain

(6 websites): basic geometry, symbolab (equations), digital calculator, visual curiosities and math paradoxes, algebra videos.

3. Italy

[www.mathworksheetland.com](http://www.mathworksheetland.com)

maine.edu.org/file

[www.zapzapmaths.com](http://www.zapzapmaths.com) (games) but you need to register.

4. United Kingdom

The Math teacher (Pippa) explains her resources.

mr.bartonmaths.com/teaching resources (website for both students and teachers with diagnostic questions).

Mathsloops.co.uk (simplifying surds with 16 cards)

5. Poland

They show a presentation about different resources provided by their Math’s teacher.

6. Germany

They don’t do any presentation.

**13.45** *Talk by Tuuli Kürkipää “Digital Teaching Tools”*

At the present moment, the discussion in Finland is the use of ICT in Education. This use in High School is due to Matriculation Exams, they are going to be digitalized.

There is a 3 years project to introduce ICT into secondary school, it is going to be carried out step by step.

It is compulsory to have a computer (from this year) in Finland when you enter High School. Orgonomy is given much importance.

Final Exams would be about finding certain information about things on the internet.

When students bring to school their own electrical devices, they are bringing their own educational environment. All schools in Finland use ICT and learning environment

Sway.com (it is in Finnish).

They are going to have a new curriculum > LOPS 2016 in Finnish.

Students can only have one test each day.

After some surveys, the authorities are considering the following students’ proposals for the new curriculum:

Interaction, personal experience, listening to them, individual learning, collaborative learning.

The focus is placed on students, that is, they leave them to think, to create, to research by themselves, without saying how to do it. Students negotiate with teachers to improve their teaching.

There are university courses which students do being at High School just to try if they like and the courses help them to decide what degree he or she wants to do at university.

In Finland flipped learning is starting to be used. They want to apply the Lean Philosophy: adjust the production of products to the customers’ demands, reducing wastes, to focus its efforts only on activities which add value for the end customer, more value for the client achieved with less resources -Toyota use this methodology).

Digital learning environment:

Moodle.tampere.fi/course/view.php?id=3214

Pda resource? For teaching

Polku.opetus.tv/node/103

Ideaoppi.fi ( it’s a thinglink in Finnish)

A thinglink is is a free and user friendly digital tool that provides users with the ability to turn any image into an interactive graphic. Create multiple “hot spots” on specific parts of an image and turn that image into a multimedia launcher. Include video, record audio or provide a link to any website with the click of a button. Easily embed an interactive ThingLink graphic into any blog or website. ThingLink is a truly amazing tool that allows users to pack a lot of content into a small space.

**10/02/2016 (3rd day)**

**8.30-9.30** History of Finland by Ville Salonen

1323

1809

1917

These three dates are the most important ones for Finland.

**1323**

Land of Finland was created. A treaty was signed in which a line was drawn in the map to separate Sweden and Russia, and Finland became part of Sweden.

 **1809 Napoleonic Wars**

Finnish identity. A war started between Sweden and Russia. Finland became a semi-independent part of Russia and separate from Sweden. Finland was an autonomous duchy of Sweden.

Finland created its own identity through its language (Finnish), it is not an Indoeuropean Language, it is not connected to any European language either. It is a weird and exotic language.

**1917 Revolutions in Russia**

Finland declared independent and Lenin agreed. Afterwards, in 1918 there was a Finnish civil war, among red (socialists) and white sides. It was the largest land battle in Escandinavia. Tampere was the centre of this war and of Great Finland

In conclusion, it can be said that Finland is a rather young country.

Learning history is not learning dates, but learning skills, and the analysis of information, because nowadays we have a lot of information, but we must distinguish reliable and unreliable one.

Curriculum is more about skills than information or content. How to source out your point of view of history facts?

When learning history the most important is to discuss and analyse different historical sources. Is this information trustworthy? We must ask who? What? When? Why? Whom?, these are important questions to analyse data and information, to check if it is truthful or not. Analysis of information is the main thing, not the information.

Why is history distinctive from other subjects? History studies finished events. With history we can see the whole evolution of events. We can find out and analyse the important things. In Science we use reason, mind and our senses, in History we need records, resources and authority. In Social and History studies we have to think in hindsight, the nature why things happened: the First World War was caused by a bad breakfast had by someone who killed the Sarajevo Duke and Duchess. Hew curriculum goes from content to skills.

Tampere is the world largest small town, not city because it hasn’t got a cathedral. It was the birthplace of textile industry to do business with StPetersburg.Tampere is the capital of Ice Hockey.

**9.30-10.00** Coffee Break (staff room)

**10.00- 11.00** *Flipped classroom method in Maths teaching by Tero Taubert.* (for teachers only)

We are going to work in international pairs. On the board we place our problems to teach Maths to our students:

Funds, lack of engagement, much rubbish in the classroom, no recycling, how to turn humanistic students into Maths (Italy), social inequality in achievements, boys achievements (lack of).

Lessons in Finland last 75 minutes.

In Maths (60 mins working, 15 mins homework, to explain new theory, to solve any doubts), students work 15 minutes by themselves.

The students will find the answers to the activities on the internet, they check with other students or ask the teacher.

Teachers’ proposals to change these problems:

Rewarding them, making them have a good breakfast, to have the support teacher in the classroom to let them set with the peer they want, problem-based method, ability sets of students, partnership teaching ( teachers collaborate with teacher assistant or support teacher). Pippa presented the “Kagan cooperative learning structures for engagement”, it is American: www.kaganonline.com

 A teacher assistant from Greek explains and compares Finnish and Greek educational systems.

**11.30** *Familiarising with our eTwinning and Facebook Project (Emilio and Roberta)*

Emilio explains how this website works.

[www.etwinning.net](http://www.etwinning.net)

Go to projects, improving the teaching-learning process at an entrepreneurial and sustainable establishment.

We can upload images, videos (you tube, vimeo), files (pdf, mp4)

To upload we must go to materials and select from our memory stick; and later we have to select from materials to place it in the right page.

Roberta> facebook

Why has she created it?

To communicate and disseminate results, to engage passive teachers and students.

Because it is easier to use and faster.

ILTP Erasmus KA2 project.

**12.30** Lunch Break

**13.15** Visit to the City Museum.

**11/02/2016 (4th day)**

**8.30-12.00** *Proakatemia Unit for Entrepreneurial Studies (TAMPERE UNIVERSITY OF APPLIED SCIENCES)*

We visit this place in town, we are explained how they study in this place, how students prepare their projects to create their own companies.

We are shown several examples of these students’ projects. They propose our students to create their own project from an idea given. Our students in international groups made a presentation on how to market a heavy metal festival.

They don’t have classrooms, they work in team groups, have team companies in dialogues rooms.

The first step to create a company, can take 2 months.

While the students are working on their ideas, the teachers are shown the different spaces in this university. We have seen different teams creating their own companies.

We have been explained by a coach how they are helping teachers in Tampere’s schools to change their way of teaching, they are becoming more innovative (National Curriculum is changing).

**10.50** Students present their ideas.

Group 1

Powerpoint presentation

Open bus, things to do around, heavy metal memorabilia auction, main performer will come down from a parachute.

Group 2

Heavy Hero

A guitar hero competition, VIP tickets, 3 rounds, where the festival is held, month before it, advertising (radio roc, social network, two weeks before)

Sponsors: Sony, Radio Rock, Pizza Hut.

Group 3

Performance on stage about going to the heavy metal fair/festival (starting at school)

Group 4

Prezi presentation

How will it start> parade with band playing

The Jury (university students) will decide which group is the winner: Group 1 (Team Business in which our student Juan Carlos Hidalgo was)

**12.15-13.15** Lunch Break

Afternoon Sessions

**13.15** Students will work the topic of the mini company. They will carry out different tasks:

1. International groups: Share your business, ideas, logo, chart, CV, share certificate, company name, service/product

2. International groups: Suggestions, ideas,… from one school to the other schools.

3. National groups: What you have learnt today from other schools and this morning workshop, in order to put into practice in your own company.

4. Presentations.

After working together, the students explain their companies (some with logos), some show a presentation on the computer.

**14.45**  *Emilia Vanni Talk*

She was a student in this school, she studied IB (International Baccalaureate), where she had to do 6 subjects. Now she has got a degree in Virology. She has done her thesis on Herpes Simplex Virus 1 (HSV-1) & Human Skin Pathogenesis.

She is working now in Stanford University (San Francisco and Silicon Valley), and as part of this work she is going to continue her research in Africa.

She did her degree in Scotland at Glasgow University, which offers free university studies for European Union Citizens, except for the English. She did her PhD studies in Chris Boutell’s lab in Glasgow: lytic infections in skin, HSV infections, DNA virus, latency associated transcripts (LATs), amount of virus, titre, measured in plaques. Human skin xenograft model.

**12/02/2016 (5th day)**

**8.30** *How I became an entrepreneur? By Emma Davies*

The meaning of the word entrepreneur is a person who takes openings (literal meaning: entre is opening and preneur is taking)

Her first job was as a tennis coach. Can you turn your hobby into a job? Be responsible and get promoted!

High School

Problem: What and where to study?!

University

Applications to universities in Finland and the UK. In Finland universities are free and in UK there is a fee to enter a university.

Applied for science subjects

Accepted to all- problems not solved!

Solution: microbiology at the University of Helsinki.

Studying

Student life fun, problem: no money, solution: find a job!

Difficulties: little work experience and only being able to work past time.

Finding a job

Advertisement online for a company specialized in face-to-face selling.

Applied🡪 interview🡪 got job!

Tips: try new things, prepare for the interview in advance, give yourself time to learn (you can’t know everything immediately), learn by doing, try your best, keep a job which fits your current lifestyle.

One thing leads to another:

-Summer as a student

-Problem: need more money

-Interested in languages

-Solution: Translation!

-Background: helping parents with translation

-New translation work!

Her Company

Exciting new things: naming the company, logo, website, etc.

Difficult things: taxes, finances, accountancy, bureaucracy.

Tips: one thing at a time, you can’t know everything immediately, ask for help.

2016

Studies at University, work part-time selling newspapers, run her own company (translation: Finnish to English)

**MESSAGE**

Find study opportunities where you can also study business.

Think how you can use your skills or interests to create a job

Simple: Find openings🡪 take them🡪 one thing leads to another!

**9.40**  Activities before and after Malaga

Emilio starts explaining what we are going to do and have done about the mini company:

We need to focus on the Production Plan, subcontracting other companies, statutes.

He also presents a rough program for Malaga Mobility.

Finally he shows a presentation with the welcome to Malaga.

**10.15** Mobility Evaluation. Students in international Groups:

What you have liked more

What you have liked least

Any suggestions for next mobilities, how to do activities, activities to be included.

**Teacher meeting:** maybe presentations are a bit boring (very passive), so it would be better to do some work in the mobility.

Tasks until next mobility:

1. Entrepreneurship

-Second step in our creating a mini company: Production Plan and main things to be included in the statutes. In Malaga students, in international groups, will share ideas, make suggestions and national groups present their production plan and statutes.

-The Marketing Plan will be given as an example for third step in our creating a mini company.

2. Energy

- Measures, ideas and pledges about recycling and energy efficiency, taken after Achim and Tampere, will be presented to parents and school authorities in order to put into practice.

-To finish the grid 1 and 3 about the annual electricity consumption and carbon footprint and the measures of energetic efficiency.

3. Teaching-learning process: schools will exchange good practices on addressing diversity in teaching: SEN or SLDD students, measures against school dropouts, bad achievements, as streaming/tracking measures, low/middle/high ability sets, how each school faces/deals with these problems (Bad achievements, drop-outs🡪 reasons). In Malaga teachers will have a workshop to discuss and exchange ideas and experiences on the treatment of diversity.

Emilio presents a stand-by activity that could be done during the project: A “Teacher assessment sheet” by students and a “Student assessment sheet” by teachers. Carmel says that teacher assessment by students is a delicate matter. She also says that in Penair school “learning detectives” or “learner detectives” are students who observe lessons and give suggestions in order to improve the teaching-learning process.

4. eTwinning platform: each school will upload the documents done before and in Tampere, or send them to Emilio in order for him to upload them. Teachers are free to upload documents and write in the Project Journal of eTwinning, as it is the public place of our project.

5. Project Facebook: Roberta will upload some news and pictures to disseminate the project activities done in Tampere.

6. European Commission dissemination platform VALOR: Emilio will upload some products and documents done during the course of the project.

7. The Mobility tool platform is not active yet.