

Monday 25th March 2019

Portugal Feedback, Dissemination & Implementation in the country

The first mobility of the Erasmus Project “Numeracy and Literacy through Coding and Robotics” took place in Malta, and lasted for four days, from 25th to 28th March.

This activity involved three teachers from Agrupamento Escolas da Batalha, four teachers from Slovenia, five from Italy and all the teachers from the partner school in Malta.

Our partners from Malta organized different activities related to the theme of the project, following the guidelines which had been established when the activities for this project were planned and programmed. All the teachers involved were informed and became fully aware of the different activities that had previously been planned as well as the contents that were going to be dealt/ focused by the host country.

All the tasks were carried out during lessons and therefore it was possible to be inside classrooms, to see how the different contents were presented, the issues were discussed, and different approaches were used, having in mind the subjects of the curriculum, such as languages, maths, sciences, arts and crafts, and physical education. All the activities involved the use of different robotic and coding resources/ tools.

The rotative sessions took one hour each and the events occurred in several and different places inside and outside the school premises, according to the features of the activities and tasks to be performed. Some were even carried out in the centre of Rabat, that was the case of the “rally paper” activity and the school trip to the Sciences Centre.

Teachers had the opportunity to go sightseeing, visit historical and iconic buildings in Malta, learn about the local history and traditions as well as enjoy the beautiful landscapes of the two main islands: Malta and Gozo.

This mobility enabled the exchange of teaching/ learning experiences and practices, giving the teachers and students the opportunity to engage and interact with peers from a different cultural and educational background, and to be face to face with the Maltese. It was also a great opportunity to improve our foreign language skills, since all the communication process was in English, which is one of the official languages in Malta. Furthermore, it helped us to broaden our horizons about the world and enjoy ourselves.

All the expenses related to travelling fees and accommodation inside Malta were supported by each country.

On the last day of this mobility, we analyzed positive and less positive aspects of the meeting in Malta and their Coordinator suggested having a report online, which would be shared on google drive. Through this report each partner would present their own views and suggestions for further events. The evaluation of this mobility will also be done online through an online questionnaire.

As a final task, we've planned the following stage of the project, that is the dissemination of the resources presented during the meeting in Malta. Back home the partners will create new presentations to disseminate what they have learnt and experienced during these fantastic four days.

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[Slovenia Feedback, Dissemination & Implementation in the country](#)

On Monday we attended lessons with young children (kindergarten). The activity was called Bee Bot Activity. The pupils learned how to coding using Bee Bot. They had a plan on the table, and after solving the tasks, Bee Bot was programmed to move to the appropriate solution of the given task (to find the required record of the clock).

In addition, they learned orientation: forward, backward, left, right They learned the game in such a way that they were not even aware of it at all. All pupils were active, since they were divided into smaller groups of 4 students. Each group was attended by one teacher. Without the help of a teacher who gave instructions and guided them at work, pupils would more difficult to solve their tasks. At our school, we will use this teaching method for the first-years students. Robots are useful for MAT - moving over the web, as well as for other objects, depending on the cards that are placed under the net. In the next school year, we will buy Bee Bot.

Then we watched classes with a few older students who told the story, using computer programs and smartboards.

Kasneje smo bili pri pouku likovne vzgoje, ki je potekal zunaj, na dvorišču. Učenci so si naredili posebna očala, s pomočjo katerih so se virtualno sprehodili po umetnostni galeriji in si ogledali umetniške stvaritve Moneta. Nato so ustvarjali in risali cvetove, kot jih je risal Monet. Prav tako smo bili prisotni pri pouku glasbe, kjer so učenci s pomočjo pametne table urili določene glasbene pojme in spoznavali zvoke različnih glasbil.

Later, we attended the art lesson, which was held outside, in the yard. The pupils had to wear special glasses, through which they walked virtually through the art gallery and watched

Moneta's artistic creations. Then they created and painted the flowers as they were drawn by Monet.

We were also present in music lessons, where pupils used to learn certain musical concepts and learn the sounds of different instruments using a smart board.

In sports lessons, the students by themselves prepared a coded exercise record, which was then performed. Pupils were constantly active in this, they created examples of exercises that were physically tiring, because they had to repeat them several times, but they were still performed, as these were their exercises. We will definitely use this idea for fifth grade students.

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Monday 25th March 2019

Malta Feedback, Dissemination & Implementation in the country

Tuesday 26th March 2019

Portugal Feedback, Dissemination & Implementation in the country

Tuesday 26th March 2019

Slovenia Feedback, Dissemination & Implementation in the country

The pupils attended at literature lesson. After the introducing story, they made a scene from the story with the lego cubes. The teacher photographed their creations and handed them over to their classmates. During the next lessons, they will tell stories about the pictures and write them down. The use of Lego Cubes for making stories is very suitable for students who learn how to write stories (grades 2 and 3).

Then was followed Google Earth coding activity. Pupils used the Google Earth computer program. They had to find the required part of the place (street, square, building ...) and,

according to instructions, to solve the task, for example, count the number of parked cars. This teaching method is also very suitable for our students in 5th grade when they learn about Slovenia and it is very good for cross-curricular integration.

The QR Code Easter Egg Hunt was followed by using the tables. The pupils solved the worksheet tasks. They sent each assignment to another place in school. They had to solve the given task and get directions for further work. At work, tables and QR codes were used. The work was dynamic, the students were constantly in the activity and very motivated. This learning approach is also useful for us and will be used in the social sciences and nature sciences.

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Tuesday 26th March 2019

Malta Feedback, Dissemination & Implementation in the country

Wednesday 27th March 2019

Portugal Feedback, Dissemination & Implementation in the country

Wednesday 27th March 2019

Slovenia Feedback, Dissemination & Implementation in the country

We went to the eLearning Centre, where students used WeDo Lego Robots. They made their own robot with the lego building blocks and then programmed it to move it according to their commands. This teaching method, implemented by imployers eLearning center was great experience for all of us. Teachers of class teaching in Slovenia will be able to complete the knowledge for carrying out such activities, and the material conditions for carrying out this kind of teaching will be improved at our school.

Wednesday 27th March 2019

Italy Feedback, Dissemination & Implementation in the country

Wednesday 27th March 2019

Malta Feedback, Dissemination & Implementation in the country

Thursday 28th March 2019

Portugal Feedback, Dissemination & Implementation in the country

Thursday 28th March 2019

[Slovenia Feedback, Dissemination & Implementation in the country](#)

The last day of lessons was held in Mdina. Pupils received tasks that they had to deal with throughout the Mdina, using tables also on which photographs were recorded, which are evidence of the tasks that were solved. The work was very dynamic, everyone was enthusiastic and active. Each group of students was accompanied by a teacher. In solving tasks they used the knowledge of all subjects. This form of teaching would also be very interesting for our students. We will include it in the environment lesson. It is necessary to provide a safe environment (as far as traffic is concerned) where the pupils should move, have adequate ICT support and a sufficient number of teachers who would be present during the lesson.

Thursday 28th March 2019

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Thursday 28th March 2019

Malta Feedback, Dissemination & Implementation in the country

