To write use a different colour

For the QL
Please provide a short summary/description of your project (1 paragraph).
"Track it or Lose it" is a 2-year-Eramus+ project composed of teams of the students and teachers of 3 countries - Cyprus, France and Portugal all of which are vocational schools and are convicted that nowadays the aim of our schools is to prepare our students for future challenges. We shared our knowledge and our expertise in order to increase our students' participation in learning and better prepare them in their future jobs and careers all over Europe. We wanted to strive to enhance their professional skills in creating an IT programme and giving them the basic on how to create their own companies. We tried to make our pupils to be the very best ambassadors of Europe because they will become tomorrow's adults and will have to live in a society which will be more and more multicultural.

Links to Project Outcomes
Please include all links to any online outcomes of your project such as a website, public TwinSpace, audio/video clips, etc.
Login : trackit.etwinning
Password : etwinning
Link for the Twinspace : https://twinspace.etwinning.net/44911/home
Link for our IT programme https://issuu.com/trackitdontloseit/docs/working_assests_code

Please describe the various pedagogical methods you have used with your pupils during the project work. (Examples; small group work, independent research by pupils, etc.) If your pupils are very young, please describe the methods you used to engage their interest in the project.
Track it don't lose it enabled students to work together on the subjects of the writing an IT programme and creating mini companies in an innovative and original way . In order to keep interest in this project we alternated personal work, first of all we did ice breaking activities, where students introduced themselves by writing acrostics with their names. Then individually or by couples they created a logo for the project to submit all them to vote. They worked in national teams to present their schools and countries to the other nationalities. They collaboratively worked in the creation of a multilinguism dictionary, in brainstorming on computers, in the creation of the mini companies.
We created transnational work team for the students and the teachers worked transversally, the English, the Art and the IT teachers worked together to manage the success of this project.
In addition to the main activities, the project visits gave the students the chance to gain direct inside into school differences and cultural backgrounds. They gained confidence along the project and ideas in relation of themes became deeper and more serious .
Our students got involved in all different procedures required to communicate with each other in authentic situations. They used their imagination, their creativity, their collaborative skills and their knowledge in the classroom and outside the classroom to work in a virtual partnership using twinspace. They used their knowledge and skills share it with others and used it in the English lessons. Teaching and learning became more enjoyable. Sharing ideas and experiencing benefits of team working on different tasks chosen by our students had

added great value to the work itself and the idea of being part of the same project has been really motivating.

Curricular integration

You have to write something which correspond to your curriculum in relation with your project

Ce projet s'intègre dans notre projet d'établissement pour s'ouvrir sur l'Europe. Ce projet comporte 3 disciplines croisées (anglais, arts appliqués, système Numérique, éco-gestion) et également parfaitement intégré dans nos référentiels.

Développement des compétences clés du cadre européen: communication en langue étrangère, des compétences numériques, apprendre à apprendre (organiser le travail de recherche au sein des équipes), compétence sociale (trouver des jeux ensembles pour devenir plus conscients des problèmes environnementaux en rapport avec une énergie qui est l'électricité). Développement de compétences transversales : se présenter, poser des questions, résoudre des énigmes, commenter et réagir aux points de vue des autres, exprimer ses opinions. Projet qui s'intègre au programme de LV en BAC PRO : entraînement dans 4 activités langagières (écrire, écouter, lire, parler). Pratique authentique de la langue : savoir utiliser l'anglais comme langue de communication dans le cadre d'un travail collaboratif à échelle internationale et pour réaliser une production commune – cadre du CECRL et perspective actionnelle. Ouvrir sur l'Europe et développer les échanges dans le cadre de la politique d'ouverture au monde, par le travail coopératif: « L'apprentissage des langues vivantes reste l'un des vecteurs essentiels de l'ouverture au monde » (circulaire n° 2009-172 du 24-11-2009) ; éveiller la curiosité pour d'autres cultures européennes et inviter au dialogue interculturel. Il développe les compétences numériques.

Communication and exchange between partner schools

How did you organise the communication between you and your partners?
What communication activities did you design for or with your pupils for sharing the work of each class on the themes of the project?

The main communication with the teachers from the three countries was done via our personal emails. The teachers from the 3 countries communicated during their breaks or on their free time to organise the different activities and to monitor the project. Working in

To write use a different colour

pluridisciplinary of course engage communication. We communicate face to face during the visits in the countries.

The communication with students and the teachers was done by the use of twinspace tools. Pupils communicated on the project using forums and the email box in the Twinspace. We organize webinars.

Firstly students communicated to know each other, they filled in their profile and then they did an icebreaking activity.

Secondly they communicated to present their school, in national team they had to share the work and decide who would do what. They present it via a Padlet.

Thirdly they create a logo so they had to communicate with the pupils of the school to present them the project.

Fourthly they communicated in a forum to give their point of view.

Finally they communicated during the 3 visits which took place during our project and also with their own social media such as FB, messenger, snapchat or instagram.

But we communicated with the school community to present our projects in the school Europe Day celebration, students presented the project to guests or they presented it also in open days.

Collaboration between partner schools.

Collaborative activities were numerous; they first had to decide which words they wanted and decide who translated what and recorded them in the creation of a multilinguism dictionary . Then they conducted a logo contest and vote and gave their point of views. They collaborated for the writing of the different newsletters, leaflet, posters, videos, choosing the photos to use, for the creation of the IT programme, they had to teach their peers how to do it.
They also work in international teams for the creation of mini companies by making brainstorming to decide what companies to create, then they had to elaborated the business plan and decide among themselves who would present during the meeting in Portugal. Collaboration was enhanced thanks to the Meeting in the three countries.
 Then they left messages on a collaborative wall to say goodbye to their partners and they evaluated the project.
Teachers collaborated to write the Erasmus+ Application, to supervise the plan during the two years, to write the final report

Use of technology

We used the TwinSpace as a workspace with its tools at our disposal : "Home" to give news about our project and activities ; "Pages" to give objectives and plan of the different activities, embed our videos and other tools, Forum to communicate and share our views and to collaborate on various topics ,"Materials" to download our photos, the "email" to send personal messages,

To write use a different colour

To create videos we used Imovie and then these videos were uploaded in Youtube.
To work collaboratively we used Pictochart to create our leaflets , Google docs to write collaboratively the application, the final report, newsletters, Answergarden to achieve Brainstorming, Padlet to share greet us, Tagul to create games, Tricider to vote, Audacity to record our dictionary, Genially or Publisher to create our posters, Oracle to write our IT programme and ISSUU to publish our final production or newsletters.

Results, impact and documentation

The results are numerous for students, teachers, schools:

Getting to know other people their age, where they live in a funny and original way.
Confront other cultures and opening to other ways of thinking.
Discover the countries, food of our partners

Gain autonomy and social maturity through their active participation in collaborative and cooperative exchanges

Develop their skills in various language activities (reception and production, oral and written)
Highlight the work of young people by publishing the IT programme.

Share responsibilities and work together effectively within national and international groups.

Use of ICT in a concrete continuous, original way to perform the various activities and become internet responsible.
Learn and discover to work in group and restore the confidence of our students who are failing in school.
Strengthen the links between teachers.
Continue collaboration with European schools in which our school is involved.
My most successful result is to see my student volunteers and to present their project with their own words which were so true and convincing during the different presentations done at school.

Other Awards (if applicable).

Portugal applied for the QL. France got the QL