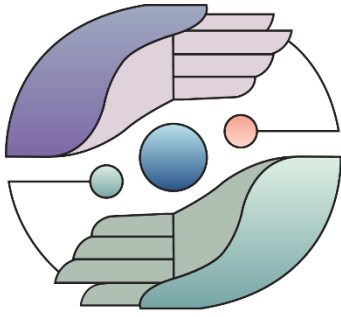
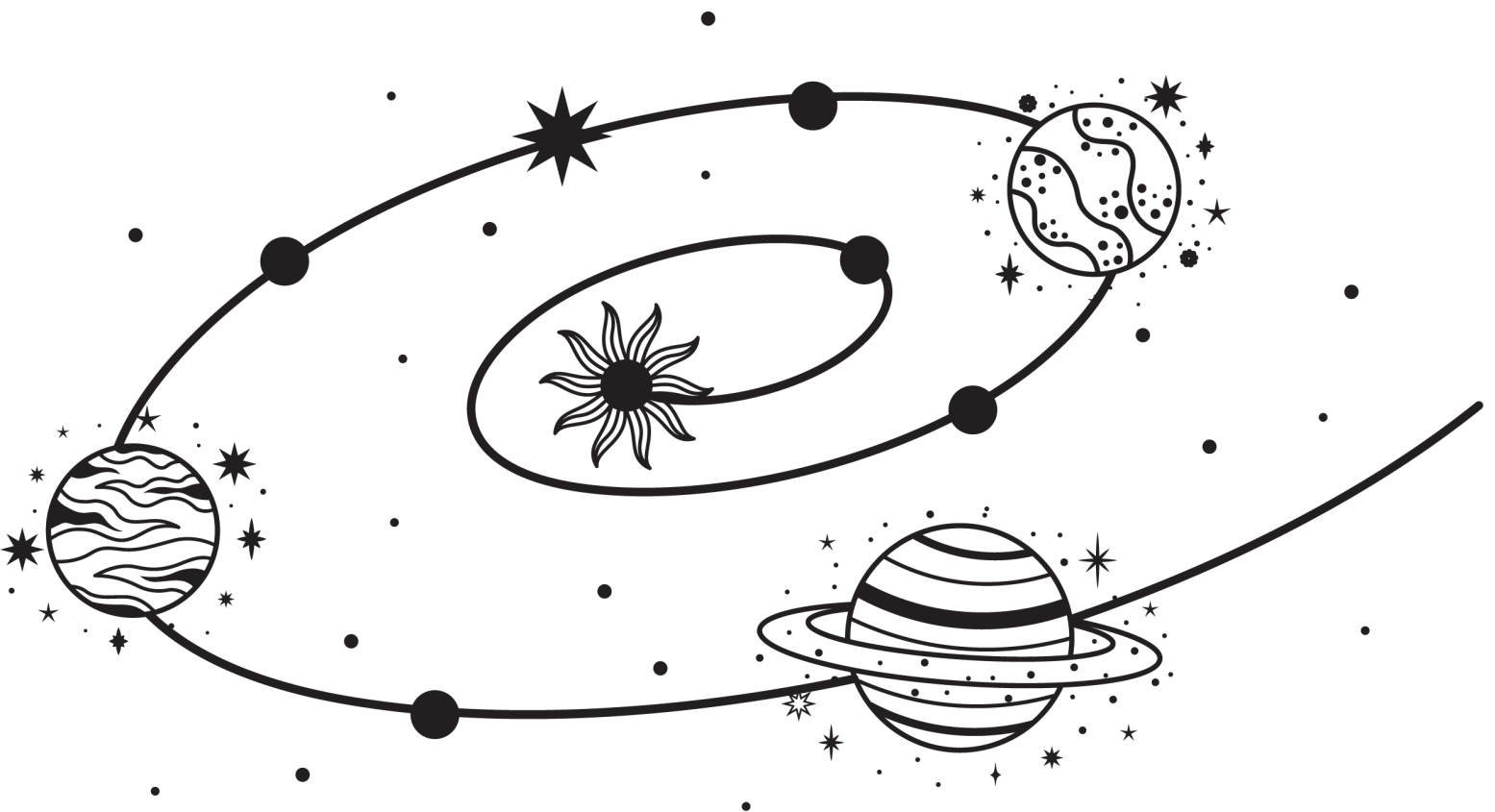




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School

Country and date



CARDET



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Report on the First Year Pilot Implementation

School: 6th Elementary School

Please use complete periods and document, as fully as possible, your report in each field.

A. School Context	
Name and location	6th Elementary School
Type and size of school	Public School, 6 grades, 2 classes/grade
Age range of the students participating in the case study	11-12 years old 2 classes: 41 students
B. Pedagogy and STEAM before the intervention	
The pedagogical approach in STEAM before the intervention	
Classroom teaching is based mainly on the textbooks and the curriculum set out in the Ministry's curriculum. To a certain extent, the characteristics and needs of the pupils are taken into account, but without much scope for autonomy and flexibility. Finally, the teaching method is mixed: Task-centred and, where possible, group work.	
STEAM in the school before the intervention	
According to the curriculum, sixth grade students are taught 11 hours of STEAM for a total of 30 instructional hours per week. The breakdown of hours is as follows: Science: 4 hours (3 hours Physics/Science and 1 hour Geography). Technology (ICT): 1 hour Art: 2 hours (1 hour Visual Arts and 1 hour Music) Mathematics: 4 hours.	
C. Transforming learning – the educational brief	
The vision and educational brief for the new or renewed learning approach	

The subjects of STEAM have been taught in Greek schools in isolation from each other and by teachers of different disciplines. The aim of the new learning approach is the interdisciplinary teaching of the STEM subjects, as well as the effective collaboration of teachers in a school unit, always in accordance with the particular needs and interests of the pupils.

The process of developing the educational brief and how it was led and by who

The class teacher, after studying the existing instructions in the "Methodology" file and the relevant lesson plans, applied the teaching material in the classroom. Throughout the lessons, the teacher played the role of a facilitator following the student-centered learning model.

How the participants (teachers, students, other staff, community) were engaged in the process

The classroom teacher worked with the IT teacher in order for the children to complete the pre-test and post test. Also, the teacher in collaboration with a teacher from the 3rd primary school designed the human orary in the school yards in order to challenge the lessons.

The strategies adopted to manage pedagogical change

The lessons were conducted in the context of collaborative teaching. The children worked in groups, aiming to discover knowledge, while the teacher had a coordinating role.

D. Project Delivery

Rationale for the focus

The teacher focused on the first three lesson plans, which she completed in the first two sections of the sixth grade. She emphasized working on the human orary, the study of the solar system, the motion of the planets, the concept of time on the various planets, the alternation of day and night, and the position of Venus in relation to Earth.

Sequence and delivery model

After working through the human orary, the students began to discover the planets of the solar system and identify them in the human orary. They walked through the orbits and learned the rules of motion. Then they understood the astronomical unit as an important unit for measuring distances in space, as well as the unit for measuring time in the human orary. In the following lessons they dealt with the concept of time on the different planets and learned to calculate the change of the year. Finally, they studied the alternation of day and night, transferring their knowledge to the way Venus is visible from Earth.

Timeline – Chronology and Adaptation

Classes were held in the last two hours every Monday for one section and in the last two hours every Thursday for the other section. Completion of the course took place in six two-hour sessions. This was preceded by the teaching in the courtyard and followed by the children's work on the worksheets.

E. Attainment

Number of learners completing Sequence 1 to Sequence 6 curriculum areas and other relevant attainment indicators



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Forty students from two sections of the sixth grade attended three of the six modules. A pre-test was administered prior to the start of the program, followed by a post-test after completion. All students actively participated in the lessons and seemed to enjoy themselves during the teaching process.

F. Impact

On Students

Please include quotes from pupils' comments and observations, photos and videos of pupils if written consent is obtained.



The students were enthusiastic and enjoyed the lessons. Characteristically they said "First time we had so much fun in school lessons" "We like to have lessons in the yard"

On School Community



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Several teachers of the school unit had the opportunity to attend our classroom lessons. They showed enthusiasm, interest and in some cases helped to coordinate the students during their movement on the planetary orbits.

On School Leaders and Teachers

The headmistress of the school applauded the project and praised the effort of the students to respond successfully to it.

On the partner school

There are no comments

On other stakeholders

There are no comments

Learner attitude to HO, value of the pilot to them

Through HO, the students explored the solar system to which our planet Earth belongs, in a playful and entertaining way. They learned about planets they didn't know, distance units and time units. The students loved the HO, drew it, sketched it and played on it.

Qualitative feedback from teachers/ school leaders on the value of the pilot as a means to raise awareness of STEAM

Through the pilot implementation of the project, the students became familiar with difficult concepts regarding the solar system to which the Earth belongs. The children performed mathematical calculations, participated in experiential learning and operated computers with great fluency.

G. Reflection

Driving forces for the accomplishment of the project objectives

Forces may be of an internal or external nature, and inherent in individuals, relationships, groups, organizations, or society-at-large.

The main driving force for the completion of the project was the enthusiasm of the children and their desire to meet the challenges of the lessons, as they were dealing with such concepts for the first time.

Restraining forces and challenges

Forces may be of an internal or external nature, and inherent in individuals, relationships, groups, organizations, or society-at-large.

The limiting factor for the implementation of the project was the limited time, the non-dispatch of the HO and the pressure to complete the subjects of the curriculum.

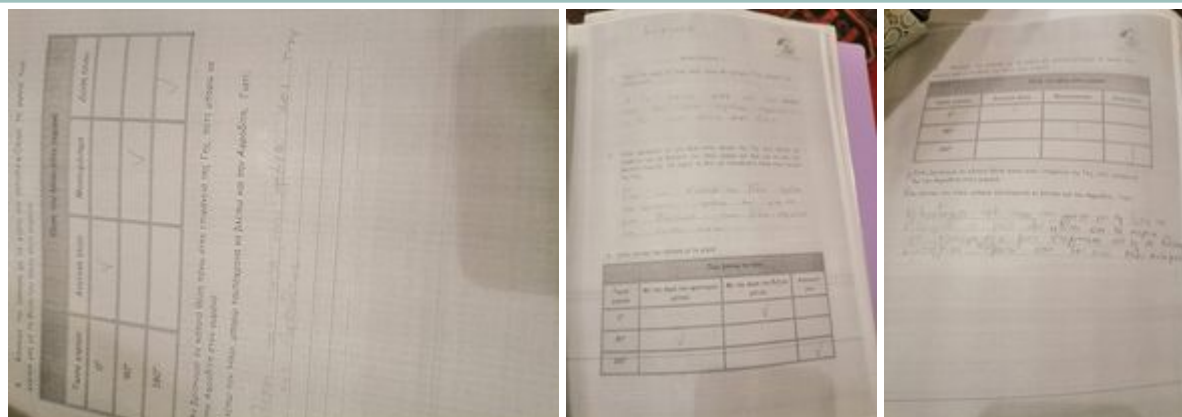
Additional Comments

H. Sustainability

School plans for continuation beyond the project lifespan

I hope to participate as a teacher with my students in the continuation of the project through the implementation of augmented reality.

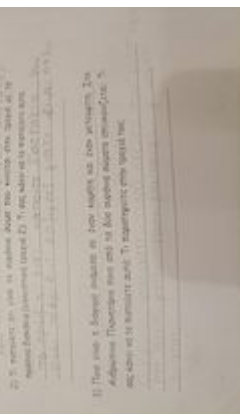
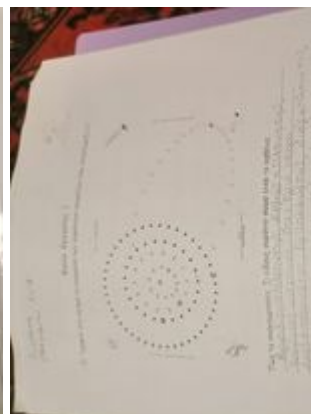
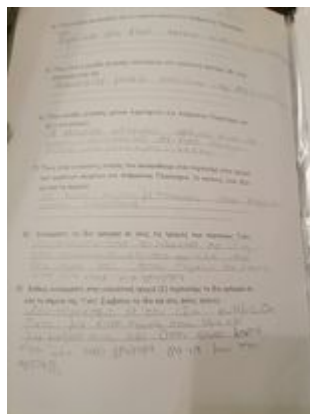
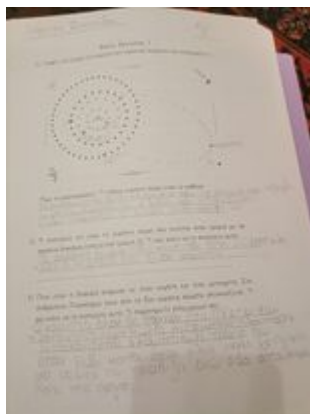
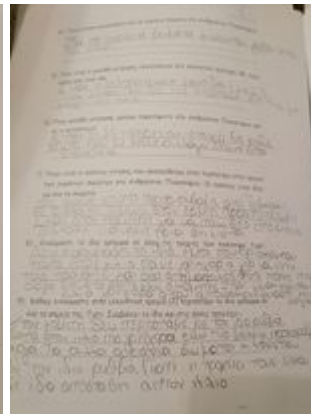
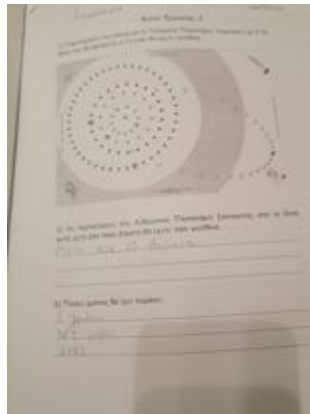
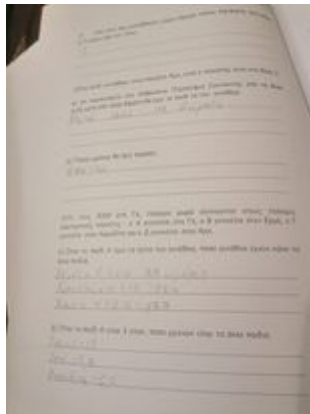
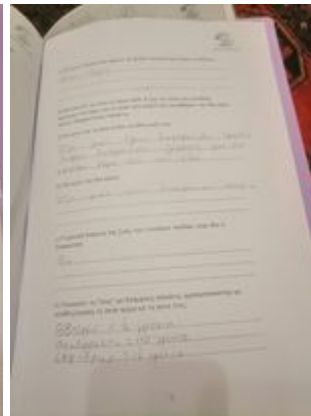
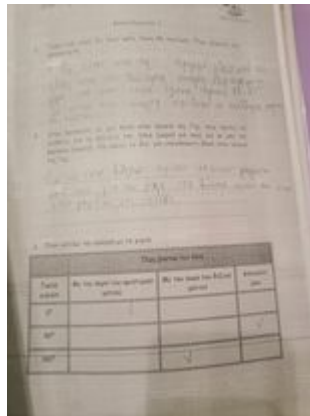
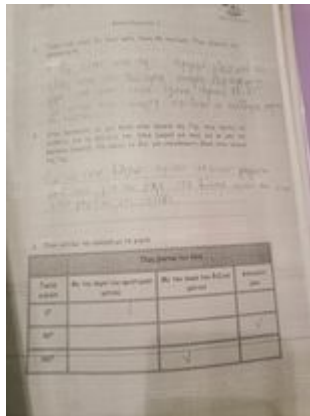
I. Supporting Materials





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