The iCAP Mobility Event: Report

Monday 13th - Friday 17th May 2019

University of Thessaly, Volos, Greece

Contents

1 Before the Mobility 3

2 Mobility Management Meetings 3

3 The Main Event 3

3.1 Day 1 3
3.1.1 Introductions and Welcome 3
3.1.2 Progress Reports from the Students 3

3.2 Day 2 4
3.2.1 Progress Reports from the Students, continued 4
3.2.2 What we learned 4
3.2.3 What's most important 4

3.3 Day 3 5
3.3.1 The Guide for students 5
3.3.2 Innovation technology 5
3.3.3 Teachers' voice 5

3.4 Day 4 6
3.4.1 Students' video sharing 6
3.4.2 Storyboard planning 6

3.5 Day 5 6
3.5.1 Planning ahead 6
3.5.2 Cultural visits 6

4 Actions for Intellectual Outputs 6

4.1 IO 1 6
4.2 IO 2 6
4.3 IO 3 6
4.4 IO 4 6
4.5 IO 5 6

Appendix 1 iCAP Mobility Participants 7

Appendix 2 Feedback from Group Work Sessions 11

1 Before the Mobility

This report covers the five-day mobility event of the iCAP (innovation Capaity) project. Before the event, student teams and teachers were asked to organise at least one workshop to prepare the mobility. The discussions were guided by questions that reflected the Mobility sessions, for example:

- Were there cases of special interest?
- What was really difficult when creating such missions?
- How might the missions be integrated in normal school life?
- What would do differently if they stared the missions now?

In connection with the video sessions, the student teams were asked to:

- Prepare any produced video material to show during the Mobility
- If possible, create additional video material to be discussed in the video sessions.

Teachers were asked specifically to prepare for the Teachers' Voice session guided by questions such as:

- What are the most important lessons learned from the missions?
- What worked well, what did not?
- What are your recommendations to other secondary schools and teachers?

Thus teachers and students arrived primed and ready for active engagement in the Mobility.

2 Mobility Management Meetings

To ensure the smooth running of the Mobility, the first session comprised a management meeting with teachers and knowledge partners where the forthcoming event was discussed and planned in detail.

After each day this management team met to reflect on the day's events and adjust plans as required to ensure a smooth and coherent event.

3 The Main Event

This section describes the key points of each day.

3.1 Day 1

3.1.1 Introductions and Welcome

The session was led by the Project Coordinator with notices on logistics from colleagues at the University of Thessaly. The outline of the days ahead was discussed.

3.1.2 Progress Reports from the Students

The afternoon session focused on presentations from the student participants with links via Skype to those in Vilafant, Spain as they would be traveling later in the day.

Presentations were given by:
Scoala Gimnaziala Gheorghe Titeica, Craiova, Romania (RO)
Platon M.E.P.E., Greece (GR)
Solski Center Kranj, Slovenia (SLO)
Furness Academies Trust, Barrow-in-Furness, England (UK)

3.2 Day 2

3.2.1 Progress Reports from the Students, continued

The group from Institut de Vilafant, Spain (CAT) were now present and gave their presentation to the everyone at the Mobility.

3.2.2 What we learned

Student teams were paired in order to encourage the sharing of ideas.

For this session the paired teams were:
CAT 1 / UK 1
CAT 2 / SLO 1
RO 1 / GR 1
RO 2 / UK 2
SLO 2 / GR 2
CAT 3 special dialogues with project professionals.

This approach was adopted throughout the Mobility with pairs rotating so students and teachers worked with different people over the week.

The guide questions for each session varied slightly but all followed the same basic pattern:

- What are the most important things to consider when creating innovation missions in secondary school?
- What were the most important principles?
- What was really difficult about creating these missions?
- Were there opportunities that, on reflection, you feel were not exploited?
- How can the missions be integrated in the normal school life?
- What would you have done differently if you were to start again now?

Students from each paired team reported back to a plenary session after each group meeting. These responses built up over the week and were compiled into a coherent narrative by staff of the University of Gloucestershire, the knowledge partners responsible for Intellectual Output 5. This also served contributory data for Intellectual Output 4. Notes taken at the time are recorded under Appendix 2.

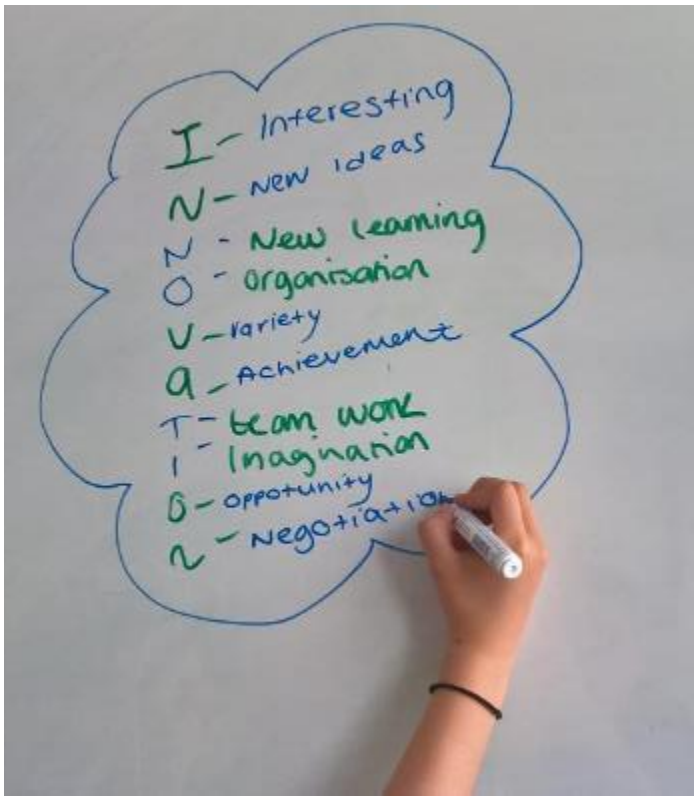
3.2.3 What's most important

Student teams worked in the same paired teams (except the shifting CAT teams) to identify the most important lessons learned from the missions – based on the morning discussions. Again, students reported back to the plenary session.

3.3 Day 3

3.3.1 The Guide for students

Based on the discussions and discoveries from Tuesday, students worked in their own local teams. The creativity of the students shone through as they developed their own ways of presenting their projects and sharing their ideas with others. This included being critical of their teachers if necessary and reflecting on their own performance, all of which was geared to driving up the quality of their work.



Reporting back to the plenary sessions, the students had clearly grasped the rationale of the project as they were growing more confident in expressing their own ideas and in taking the project in directions of their own choosing.

A significant step during this process was the way in which some of the students expressed their concern for supporting the continuation of this way of working within their own schools. They offered to serve as guides to the classes of young people following behind them so that such innovation missions would become a part of their school culture.

During this time a professional video team worked with staff and students to film brief interviews for use in the final project video.

3.3.2 Innovation technology

In the afternoon the students enjoyed a lecture on Educational Robotics by a lecturer from the University of Thessaly. This was very well received by all who attended.

3.3.3 Teachers' voice

Meanwhile, the staff met to discuss plans for the remaining days.
Teachers and project professionals discussed the following questions:

- What were the most important lessons learned from the innovation missions?
- What worked well, what did not? Why was this?
- How might we organise the innovation missions differently with hindsight?
- How can such "open schooling" innovation missions be integrated in the normal life of the school?
- What would we advise other schools and teachers?

3.4 Day 4

3.4.1 Students' video sharing

During this day the students discussed how they woud like to present their work using video. Again they worked in paired combinations of teams from different countries.

This involved sharing any video already created from their local practice and discussing what they considered to be really important from their earlier sessions.

3.4.2 Storyboard planning

Ideas from the morning session were shared in a plenary session before the students worked in paired groups to start creating a "storyboard" for the Student Video with teachers and professional offering support as required.

3.5 Day 5

3.5.1 Planning ahead

The final plenary comprised a presentation by the co-ordinator (see Section 4) reflecting on the results of the discussions that the research team had shared with students and teachers. The whole group agreed on next steps to finalise outputs following the mobility. The coordinator thanked the hosts and everyone for taking part.

3.5.2 Cultural visits

In the afternoon the students were given the option to make cultural visits around Volos; some of the teams had to leave due to the travel time required to reach the airports.

4 Actions for Intellectual Outputs

IO1 - The iCAP Resource Centre
This is where everything will be stored and displayed. A student from Slovenia, Miha, has agreed to help Paul in uploading and arranging material on the site.

IO2 - The practical guidance collection is virtually complete. Paul would be sending a final edit with summary back to Eleni for checking before passing on to Miha for uploading.

IO3 – All video material and photos to be sent to Evangelos at Platon (Greece) so that he can finalise the video.

IO4 – Jan commented that the Policy Paper would reflect much of what has been learned at the mobility. Again, this will be sent to Paul for a final edit before being uploaded to the website.

IO5 – Following the discussions with students and staff, Alex and Paul have amassed a great deal of data to be organised and shared through an accessible research report.

Appendix 1 iCAP Mobility Participants

Name	Organisation	Staff/Student
Paul Vare	University of Gloucestershire, UK (UOG)	Staff
Alex Masardo	University of Gloucestershire, UK (UOG)	Staff
Mireia Masgrau	Working with Europe, Spain (WweU)	Staff
Jan Gejel	Working with Europe, Spain (WweU)	Staff
Eleni Vezali	University of Thessaly, Greece (UTH)	Staff
Charalampos Samantzis	University of Thessaly, Greece (UTH)	Staff
Dimitra Printziou	University of Thessaly, Greece (UTH)	Staff
Esther Benedet	Institut de Vilafant, Spain (IDV)	Staff
Ernest Campderrich	Institut de Vilafant, Spain (IDV)	Staff
Alba Bonal Grau	Institut de Vilafant, Spain (IDV)	Student
Alba Gonzalez Requena	Institut de Vilafant, Spain (IDV)	Student
Joel Velasco Díaz	Institut de Vilafant, Spain (IDV)	Student
Andrea Reñón Martínez	Institut de Vilafant, Spain (IDV)	Student
Emma Grau Moreno	Institut de Vilafant, Spain (IDV)	Student
Aina López Blanco	Institut de Vilafant, Spain (IDV)	Student
Andreu Duran Dumitrescu	Institut de Vilafant, Spain (IDV)	Student
Mireia Garriga Pino	Institut de Vilafant, Spain (IDV)	Student
Erik Ávila Frutos	Institut de Vilafant, Spain (IDV)	Student
Marina Aguilar Ortiz	Institut de Vilafant, Spain (IDV)	Student
Pau García Ortega	Institut de Vilafant, Spain (IDV)	Student
Alexia Martín Pérez	Institut de Vilafant, Spain (IDV)	Student
Mireia Garcia Triadó	Institut de Vilafant, Spain (IDV)	Student
Laura Cateura Chamizo	Institut de Vilafant, Spain (IDV)	Student
Marius Stanescu	Scoala Gimnaziala Gheorghe Titeica, Romania	Staff

	(SGGT)	
Dumitru Felician Preda	Scoala Gimnaziala Gheorghe Titeica, Romania (SGGT)	Staff
Elena Cerasela Cremene	Scoala Gimnaziala Gheorghe Titeica, Romania (SGGT)	Staff
Monica Liana Radu	Scoala Gimnaziala Gheorghe Titeica, Romania (SGGT)	Staff
Mihaela Moanta	Scoala Gimnaziala Gheorghe Titeica, Romania (SGGT)	Staff
Vlad Stefan Moanta	Scoala Gimnaziala Gheorghe Titeica, Romania (SGGT)	Student
Andreea Ana Maria Truta	Scoala Gimnaziala Gheorghe Titeica, Romania (SGGT)	Student
Denisa Patricia Mituletu	Scoala Gimnaziala Gheorghe Titeica, Romania (SGGT)	Student
Alecsia Mihaela Cocheci	Scoala Gimnaziala Gheorghe Titeica, Romania (SGGT)	Student
Livia Ioana Cerban	Scoala Gimnaziala Gheorghe Titeica, Romania (SGGT)	Student
Haritina Trusca	Scoala Gimnaziala Gheorghe Titeica, Romania (SGGT)	Student
Natalia Ioana Cantar	Scoala Gimnaziala Gheorghe Titeica, Romania (SGGT)	Student
Karina Adriana Stancescu	Scoala Gimnaziala Gheorghe Titeica, Romania (SGGT)	Student
Iulia Maria Boagiu	Scoala Gimnaziala Gheorghe Titeica, Romania (SGGT)	Student
Ioana Alexia Tenea-Cojan	Scoala Gimnaziala Gheorghe Titeica, Romania (SGGT)	Student
Maria Kesidou	Platon M.E.P.E., Greece (PLT)	Staff
Ioannis Papadopoulos	Platon M.E.P.E., Greece (PLT)	Staff
Alexandros-Dimitrios Antoniadis	Platon M.E.P.E., Greece (PLT)	Student
Aikaterini Gliati	Platon M.E.P.E., Greece (PLT)	Student
Ioannis Goumas	Platon M.E.P.E., Greece (PLT)	Student
Irene Zetta	Platon M.E.P.E., Greece (PLT)	Student
Maria Kampouridou	Platon M.E.P.E., Greece (PLT)	Student

Spiridon Kandilaris	Platon M.E.P.E., Greece (PLT)	Student
Antonia Kapeti	Platon M.E.P.E., Greece (PLT)	Student
Aristotelis- Georgios Koloniaris	Platon M.E.P.E., Greece (PLT)	Student
Lidia Kouloumoglou	Platon M.E.P.E., Greece (PLT)	Student
Christina Manola	Platon M.E.P.E., Greece (PLT)	Student
Christos Palaiologou	Platon M.E.P.E., Greece (PLT)	Student
Alexandros –Simon Panioris	Platon M.E.P.E., Greece (PLT)	Student
Aggeliki- Konstantina Papadimitriou	Platon M.E.P.E., Greece (PLT)	Student
Eleni Patsiou	Platon M.E.P.E., Greece (PLT)	Student
Sotirios Savvidis	Platon M.E.P.E., Greece (PLT)	Student
Pantelis Tonas	Platon M.E.P.E., Greece (PLT)	Student
Ioannis Topsikiotis	Platon M.E.P.E., Greece (PLT)	Student
Irene Charalabidou	Platon M.E.P.E., Greece (PLT)	Student
Dimitris Blatsios	Platon M.E.P.E., Greece (PLT)	Student
Laura Jesson	Furness Academies Trust, UK (FAT)	Staff
Claire Lyons	Furness Academies Trust, UK (FAT)	Staff
Kirah Newton	Furness Academies Trust, UK (FAT)	Student
Katherine Waters	Furness Academies Trust, UK (FAT)	Student
Annaliese Fell	Furness Academies Trust, UK (FAT)	Student
Poppy Nickson	Furness Academies Trust, UK (FAT)	Student
Ryan Fraser-Knight	Furness Academies Trust, UK (FAT)	Student
Mollie McGovern	Furness Academies Trust, UK (FAT)	Student
Ella Drury	Furness Academies Trust, UK (FAT)	Student
Matthew White	Furness Academies Trust, UK (FAT)	Student
Isobel Bisset	Furness Academies Trust, UK (FAT)	Student
Jenni Shannon	Furness Academies Trust, UK (FAT)	Student

Madison Bower	Furness Academies Trust, UK (FAT)	Student
Aleksandra Frelih	Solski Center Kranj, Slovenia (SCK)	Staff
Rok Škrlec	Solski Center Kranj, Slovenia (SCK)	Staff
Ana Triler	Solski Center Kranj, Slovenia (SCK)	Student
Ajda Peternelj	Solski Center Kranj, Slovenia (SCK)	Student
Miha Meglič	Solski Center Kranj, Slovenia (SCK)	Student
Aljaž Medič	Solski Center Kranj, Slovenia (SCK)	Student
Jošt Eržen	Solski Center Kranj, Slovenia (SCK)	Student
Urh Hajtnik	Solski Center Kranj, Slovenia (SCK)	Student
Mark Valjavec	Solski Center Kranj, Slovenia (SCK)	Student
Tim Benedeik	Solski Center Kranj, Slovenia (SCK)	Student
Matija Demšar	Solski Center Kranj, Slovenia (SCK)	Student

Appendix 2 Feedback from Group Work Sessions

Greece 2 and Slovenia 2
Slovenia team

- Slovenia case interesting because it was a curricular activity
- Spent a lot of time outside and worked together as a team
- Slovenia surprised by the energy of the group

Greek team

- Good cooperation e.g. through use of the trello platform
- Good cooperation but limited time because of their classes
- If they had more time they felt they would have done a better job

Romania 2 and UK 2

- UK collected reports from 500 people
- In Romania - construction of sports hall necessary for the school – of special interest as tried to change the …[?] of the town
- in Romania need for a large enough space for sports classes and the community as well.
- In UK met with the people who ran the food banks to find out what was needed
- Found it was more effective to work in small groups

Difficulties

- Slovenia - did not find enough money for sports hall
- UK had more people involved that they thought they would have
- Each team member has a responsibility

KEY was opportunity to “put ideas into practice” and now want to help out more often

Catalonia 2 – Slovenia 1
Catalan team

- of special interest - life we were given in comparison to the old times

Slovenia

- methods

what worked well?

- teamwork works best when small groups of 3 or 4 and motivated
- Spanish not confident at first but then when they realised they were able to complete the projects this was very satisfying.

Slovenia

- different levels of support from teachers
- Road to the goal can be very long and full of obstacles
- encountered some administrative issues

Adjusting to resources

Difference in levels of support

Catalonia 1 – UK 1

- why of special interest - rural area of Kenya eaxmple– special cases as they were trying to link their home in Catalonia
- spoke to grandparents to compare differences in generational experience

what worked well/no so well

- in UK amount of money they were able to collect
- In Catalonia, What our grandparents liked
- Deadline encouraged us to work harder and faster
- teacher surprised that we were working by ourselves
- surprised by grandparents differences in lifestyles

What did we learn

- the sharing of the jobs
- changes in lifestyle over time in Catalonia
- grandparents had no jobs and had to move to North of Spain
- importance of listening to opinions.

Romania 1 – Greece 1

- motivation because they both help the community with sports hall
- both visited the major of the city
- what works well in both cases - cooperation at a high level and good to work together
- however both teams found very hard to manage the schedule as students very busy all the time
- good communication among teams but difficult to pursue best idea (used questionnaire) very very hard to choose just 4 of them
- Teacher changed the group in the middle of the project for the Greek team [Started with a big team and then this was broken down into three small teams for the mobility]
- Found a lot of different information and found fascinating images range of information
- the bicycle lane and sports hall

Last – what did we learn from the missions

- 'To be more confident and 'emotionless'????
- work together and cooperate
- socialising
- learnt to be more confident and that everything will turn out fine at the end.

Catalonia 3 – Greece 3
What was of special interest?

- Because goal we are learning about how to change the present and the future and in this project we are getting it

what worked well:

- we find ways to work together, respect and listen
- but did not pay enough attention to the younger people
- all members of the group did not put in the same effort

what surprised you most?

- respect each other and how we expressed our opinions
- young people had to carry out

what did we learn?

- how to change society /all the town/city with our projects.

Key point – not everyone puts in the same effort BIG ISSUE – people in teams not putting in the same effort.

Jan – what would you recommend to other students that you want to pass on?
Change thinking from what you did to how will you guide others.

After lunch RECOMMENDATIONS session - that is what we will put in the guidelines document- stories to illustrate the recommendations
12 topics to discuss- 2 in each group – Give a recommendation and example

- how do we integrate it into school life?
- what did you do in order for it to work?
- discuss then turn it into a recommendation
- to make this possible in schools we had to …. give examples

AFTERNOON PLENARY
5 questions
12 themes identified from the morning feedback
Divided up into 2 themes per group for discussion.

Catalonia 1 – Greece 1

- which are the most important things when creating innovation missions in secondary school? which are the most important principles?

(i) making links to the curriculum
(ii) having to be clear about the project we are going to do and then do the background research
(iii) distribution of workload
(iv) having a final result or project
(v) Thinking about how the team will work

- what is really difficult when creating such missions?

(i) sometimes difficult to get in touch with people in the project – therefore need to use different methods

(ii) people agreeing to plans
(iii) not enough time available – due to changes in groups

- Are the opportunities not exploited?

(i) important to think very well about what you want to do in order to make use of all opportunities
(ii) sharing ideas and coming up with new ideas

- how can the missions be integrated in the normal school life?

(i) incorporate into school life e.g. foods and recipes
(ii) we asked a day for them to come in

- what would have done differently now? Recommendations

(i) deadlines (shorter deadlines) more efficient to get work done
(ii) sharing work in smaller groups
(iii) having a team leader
(iv) Making the projects less teacher led.

Catalonia 2 – Greec 2

- which are the most important things when creating innovation missions in secondary school? which are the most important principles?

(i) have to be open to all ideas – mutual respect , no stupid questions
(ii) helps that the project work is optional and voluntary
(iii) out of the box thinking – willingness to learn new things, equal participation – distribution of responsibilities

- what is really difficult when creating such missions?

(i) funding – having to work within budgets
(ii) need a stress free environment

- are the opportunities not exploited?

(i) getting more involved in the schools – more confident now

- how can the missions be integrated in the normal school life?

(i) need to be motivated and open minded – to work after school
(ii) risky but can be applied in the curriculum a few hrs each week

- what would have done differently now?

(i) less time for research and more time for doing the projects as ran out of time
(ii) will have to work into the summer to finish the project
(iii) Dissemination – getting more people know about what we do

Catalonia 2- Slovenia 1

- which are the most important things when creating innovation missions in secondary school? which are the most important principles?

(i) working in teams and use of time
(ii) the fisrts that everyone is involved is voluntary and not forced
(iii) students must be able to control the flow and pursue ideas they really like
(iv) do not force to participate
(v) students need to develop their own mission
(vi) teachers should not instruct
(vii) devote class hrs to the meeting

- what is really difficult when creating such missions?

(i) finding people who want to participate with your ideas
(ii) introduce participants to the missions in every way possible

- are the opportunities not exploited?

(i) don't know whar resource or equipment they have at their disposal
(ii) need to be familiar with information etc

- how can the missions be integrated in the normal school life?

to talk to families, etc can be a valuable asset

- what would have done differently now?

integration into school life:
optional classes that students can choose

Romania 1 – Greece 1
Patricia and Yoanna and Alexandre (greek)

- which are the most important things when creating innovation missions in secondary school? which are the most important principles?

are making the right choice of the working team getting involved
understanding of the concept
taking it seriously
respect each other
make sure kids are taking the decions on their own

collaboration/open mindedness
guidance from teachers very important
time/communication between studentrs can be difficult
ytp fin d te right person for the right task
example f an architect – arranginging a meetin
need to organise time better and could have b=vuisited an old cyle path

needs to be assimilated into normal school lufe eg Maths and Physi s would have been ideal

- what is really difficult when creating such missions?
- are the opportunities not exploited?
- how can the missions be integrated in the normal school life?
- what would have done differently now?

engagae more students
advertised

important getti g people involved
school timetable and syllabus challenging
go green activity – local communkty yelped us.

integrate in school life by doing more practical work than theory
when watching videos or experiments for chemistry this is nor a waste of time
need to change behaviouysr not only from students but teachers
as sometimes the tgeachers are focued on the practical work
could hace involved more students 1000 students bit only 15 involved

key words for f
collaboration dedication, development of entrepreneriual spirit

Romania 2- UK 2
Joanna, lizzi and catherine

- which are the most important things when creating innovation missions in secondary school? which are the most important principles?

finishing tasks and objectives set so they have the biggest impact
deadlines for the separate parts of the task
getting most involved
everyone needs to know the objectives and teamwork, equal contribution, everyone needs to know what they are doing, shared undefstanding, everyome contributed
talk to the architect
some team members had differences of opinion
be tolerant and open minded
create website
design flyers

- what is really difficult when creating such missions?

keeping to dealdlines, making sure everyone is committed eg giving up breaktimes
harest thig s is findi g the – selected those who had the most innovative oideas
so many good ideas difficult to choose

- are the opportunities not exploited?

maximise respurces and have bigger events – looking at the mission
did the most of the work for the foodbank during Christmas but need to keep tis up all year round
municipality – but try and raise some money
don't give up if thin gs domnt work out as expected find another way

- how can the missions be integrated in the normal school life?

showing impact and regular impacts makes it normal in school
we should make up a team of students and teachers to utilise this king of initiative in their free time
get parents interested
shatring their results of activities
in this way other studentrs mat want to participate
went from class to class to disseminate results

- what would have done differently now?

start mission earlier
speread out tasks among more team members eg get small studemts involved
work became more effective
advice
work in smaller groups

catalonia 3 – Greece 3
mrria, laura spios andrea , joel

- which are the most important things when creating innovation missions in secondary school? which are the most important principles?

café
teacher if you need it]earn money by eg doing a concert
decide an hr and a day when everyone can be
an hr of the timetable or meet in the afternoon
control of expelneses

- what is really difficult when creating such missions?

not enough money or time to finish
time to meet till after the school

- are the opportunities not exploited?

other students at the school
free resources
find sponsors
contact media to promote project
retired people or relatives and business people – older studentrs

- how can the missions be integrated in the normal school life?

more help if the students need
explain to eothwer members of the class

- what would have done differently now?

stary t the project before
start earlier with more dedication
ask more peple for hep eg the teachers