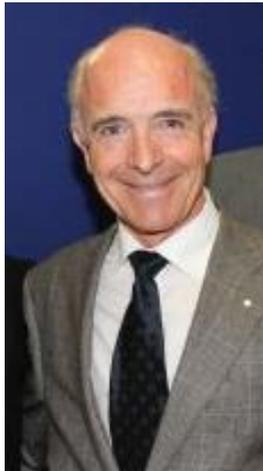




## **21st CENTURY STRATEGIES TO TACKLE EARLY SCHOOL LEAVING**

17<sup>th</sup> June 2017 – Milan

# **SPEAKERS**



***Pierre Zappelli***, was born in Switzerland in 1943.

From 1973 to 1996 was Judge in Fribourg and from 1996 to 2008 Judge of the Swiss Supreme Court. In the meantime, he was also member of the federal mediation board and President of the cantonal conciliation commission to resolve disputes between doctors and health insurances.

In the field of sport, he played tennis table up to the 1st Regional Division. Since 1978 he has been member of the Appeal Court for Swiss Basketball, member of the Swiss table tennis Federation, President of the Commission on the Sport rules of Swiss table tennis and since 2004: President of the Licence Commission of the International Cycling Union.

He has been panathlet since 1995 and since May 2016 President of Panathlon International.

### ***The educational value of sport (Panathlon)***

Does sport have educational value? If any, what moral values can sport bring?

What is Panathlon International? Short introduction of the Movement, its main goals and its target audience. What can Panathlon International do for fostering the achievement of sport ideals and what does it actually do? Is it possible for Panathlon International to work alone in that field?

Outline of the current and future cooperation with other Organisations.

Recent developments and prospect for the next future.



**Gisella Langé** is a Foreign Languages Inspector with the Italian Ministry of Education, advising on internationalisation and foreign languages. A researcher, writer and consultant on issues relating to Foreign Language teaching, curriculum development, bilingual and intercultural education, she has vast experience of working on culture and language learning solutions and web-based teacher training. An expert within the European Commission and the Council of Europe, thematic groups, studies and projects she has been involved with include language policies, early language learning and bilingual education/CLIL. She is currently involved in National Groups organized by the Ministry of Education on teacher training, National Guidelines and CLIL.

## ***CLIL in Europe and Italy: state of the art***

The talk is divided into three main parts. The first focuses on innovative policies and strategic objectives in Europe (competence based approach, definition of teachers' and students' profiles, analysis of recent European documents on CLIL). The second part deals with the implementation of CLIL/EMILE in Italy, that is proving to be a real change agent in education since it enables integration in the curriculum and benefits cross-section and cross-curricular dialogue, thus offering an example of innovative educational model. The third part points out key areas to be faced by different actors in implementing CLIL: a) training and qualifications for teachers; b) development of classroom applications for effective CLIL teaching/learning; c) providing guidance and monitoring developments and experiences.

To conclude, the importance of assisting, guiding and supporting headteachers and teachers and the need to develop vertical curricula from Primary to Upper Secondary schools is emphasised.



**Letizia Cinganotto**, holds a PhD in linguistics and is currently a Researcher at INDIRE, the Italian Institute for Innovation, Documentation and Educational Research. Former teacher of English at upper secondary school level, trainer and author of digital content, she worked at the Italian Ministry of Education, University and Research, Directorate General for Schooling, dealing with issues relating to foreign languages and CLIL. Her main research areas are: CLIL, CALL, MALL, TELL, teacher training, learning technologies.

## ***Digital CLIL: flipped classroom and other solutions for an innovative CLIL***

Moving from the international and national background and from a brief literature review, the presentation describes some innovative examples of CLIL & CALL (Computer Assisted Language Learning), in particular: flipped classroom, TEAL (Technology Enhanced Active Learning) and debate. Some initiatives, projects and repositories are also mentioned in order to provide practical hints and suggestions for implementing CLIL and innovation at school.



**Arjana Blazic** is a Language Arts Teacher at IX. gimnazija in Zagreb, Croatia and a 2014-2015 Hubert H. Humphrey Fellow at the Pennsylvania State University. She is technology advisor and course designer, international speaker and workshop leader and a member of the K-12 Horizon Report Expert Panel for New Media Consortium. She is the author and founder of a number of award-winning projects. Arjana is interested in researching the use of new technologies in education. As an eTwinning ambassador she offers support to teachers and shares knowledge and experiences with them. She has written articles and a book about teaching and learning with technology.



**Bart Verswijvel** is a Belgian educator and expert trainer who works with Ministries of Education and schools as a Pedagogical Adviser for European Schoolnet in Brussels. Bart's special interest is in whole-school approaches to the use of information and communication technology and the ways in which sustainable, growing networks of teachers are developed to enhance technology integration in teaching and learning. Bart promotes and investigates innovative teaching practices and new ways of continuous professional development for teachers. Bart is an international keynote speaker and a leader of workshops, Teachmeets and Twitterchats. He is the pedagogical lead of the Future Classroom Lab, the concept of a flexible learning space.

Before joining European Schoolnet, Bart worked as a teacher of Dutch in a secondary school and as a coordinator at the Flemish National Support Service of eTwinning.

In 2010, Bart was awarded the Queen Paola Prize for Education.

## ***Global Networkers***

In the talk it is discussed how social media and global networking can help teachers and students engage and interact with peers from around the world. Social media has become an important part of our private and professional lives. What may have started as a tool to connect and keep in touch with friends and family has now turned into a powerful tool for teaching, learning and professional development. Social media has provided us with amazing opportunities to network with a global audience. Never before have we been able to connect, collaborate and co-operate with peers from all over the globe. As global networkers we are empowered to introduce new learning opportunities to our classrooms and staffrooms.



**Paola Martini** has been a teacher of English Language and Literature at secondary school level since 1987. She graduated from Università Ca' Foscari in Venice in 1987, and at present she is seconded to the Regional Board of Education in the Foreign Languages and International Relations Office in Milan.

Supervisor Tutor in SSIS training courses at Università Cattolica del Sacro Cuore in Milan (2006 – 2009) and Coordinator Tutor in TFA and PAS training courses at Università degli Studi di Milano, Paola is currently Language Trainer and On-line Tutor for primary and secondary school teachers, Lecturer and Examiner in CLIL advanced methodological training courses for subject teachers at Università degli Studi di Milano and Institutional representative in Lombardy for eTwinning INDIRE and Esabac.

## ***Building bridges among countries through eTwinning***

Joining a learning platform can change the school's ecosystem and a teacher's career. E-Twinning was born in 2005 with the aim to build bridges among countries and has been true to its word: thousands of teachers have introduced eTwinning projects in their classes and this has improved ICT skills, built teams, raised motivation, boosted school image and fostered a cross-cultural dimension in the students involved, leading to global citizenship. Moreover, by collaboratively developing projects and by means of peer-to-peer tutoring, teachers can achieve high order skills that can enable them to become expert teachers and teacher trainers. Italy has responded grandly in the last two years, doubling the numbers of registrations, projects and National Quality Labels!



**Kornelia Lohynova** is a teacher of Hotel Management, Tourism Business and Economy at Hotel Academy in Bratislava, Slovakia. Additionally, she is a teacher of Junior Achievement Entrepreneurial Programs and a teacher trainer of Tourism Business Program.

She is an ambassador of eTwinning and a moderator of two eTwinning featured groups, "Entrepreneurship in Education" and "Teacher Academy Alumni-PBL course group" as well as an eTwinning group "Active learning with web 2.0 tools" in Slovak language. Her curriculum utilizes extracurricular activities and projects as a means of engaging students in the classroom.

She speaks at conferences, leads workshops and runs online learning events and courses with focus on Entrepreneurship, Resilience, Innovative Teaching and ICT tools in education.

Kornelia is a Microsoft Innovative Educator Expert.

She was selected as one of the twenty women global leaders 2013 for the International Visitor Leadership Program in the USA - Women and Entrepreneurship sponsored by the US Department of State.

She worked as a tourist guide some years ago and her passion for travel is still very strong.

## ***How to implement PBL at school***

Many of us are already very familiar with doing projects in class, either as a student or as a teacher. However, it's important to remember that there is a difference between "doing projects" and Project Based Learning. In PBL, in order for students to learn something, they must do something.

Why should we use PBL approach in our schools? Because the result of PBL is not only a greater students' engagement but students remember what they learn longer and develop success skills.

The goal of the presentation is to understand criteria for a high quality PBL, to learn how to write a driving question and get advice how to implement PBL at school.



***Maria Megna***, Eures Adviser-Europe Direct Regione Lombardia, offers guidance and counselling in transnational mobility (study and work), educational activities in schools and universities, communication projects, events and public relations.

***Europe Direct Lombardia for schools:  
workshops, games, Erasmus+ project collaboration***

General information on Europe Direct Information Centres and Europe Direct Lombardia.  
Focus on Europe Direct Lombardia for schools: tools, services, educational activities, projects, websites.



***Maria Angela Cerri*** is a biologist and scientific researcher, specialized in hygiene laboratory practices at the University of Milan, Italy.

She worked as head of the laboratory of clinical analysis at the Researcher Foundation “Rivetti”- Milan, Italy from 1987 to 1988 and from 1988 to 1996 as head of the laboratory of hepatocyte cultures at Knoll Pharmaceutical Company – Liscate (MI), Italy, a drug development company. She is currently working as a full time teacher of Food Science and Culture of Nutrition in a public secondary school in Crema.

## ***Healthy Diet and physical activity: a key to improve academic achievement***

The purpose of the presentation is to explain the evidence linking healthy eating, physical activity, and improved academic achievement, and how this evidence can be used to attract stakeholders and get them to take action in supporting healthy eating and physical activity in schools given the impact of exercise and healthy eating on the youth’s psychological, mental and social well-being.

Schools are an ideal setting for students to learn about health and healthy behaviors. More than 95% of young people are in school for 13 critical years of their development.



**Stefano Tanturli** is a strategic consultant, expert in philosophical practice, ethical responsibility and management of critical scenarios. He has been working for a decade in education, corporate and government areas. He has 10K hours of relation-help/guidance/motivational dialogues and performance coaching. The 12.0 version of his project about problem solving at school, happy hour – ph. tips for students, is now in progress with excellent feedback.

## ***STRATEGIC MANAGEMENT IN TEENAGER DISCOMFORT: MISSION (IM)POSSIBLE?***

In order to manage adolescent crisis, it is necessary not only a psychological approach but also a strategic management frame with a procedure and a target. If we identify the “vision” of teenager problems as a need of independence, we can use the sense of accountability as the “mission” to (try to) solve them. Beyond the theory of problem solving, a practical support in youth discomfort consists in a dialogue that is, at the same time: self-help, guidance and motivational. Therefore, to handle individual autonomy it is necessary to motivate at subjective responsibility (respons...abilitas): etymologically the ability to find answer to a question. The priority question (AMI) that we have to consider is about the dimension of being, a sort of introspection to determine our way of thinking: am I fundamentally affective, mental or instinctive? The other questions (6w’s) regard the dimension of doing and specifically the discomfort that we would like to solve: who, what, where, when, why, how... to strategically manage the problem? Each answer should be found not in a thoughtful existence but in the real life to make some concrete choices possible. In conclusion, the exclamation marks will be the beginning of a clear action plan for our mission (im)possible.



**Anna Papapicco and Antonio Settimio**

**Romei** are English teachers and teacher trainers.

They are currently teaching English at Convitto Nazionale “D. Cirillo” in Bari, south Italy. They have been teaching in high schools for more than 20 years now and have attended post-graduate courses on CLIL methodology and ICT applied to education both in Italy and abroad. They have been running courses on CLIL methodology and the use of digital tools as well as Pearson and Cambridge exam preparation courses for both students and adults.



**Mariella Brunazzi** is a teacher of English Language and Culture at I.I.S. P. Sraffa Crema. She is coordinator of the Department of Foreign Languages, of the CLIL team, and of European projects.

Mariella is interested in innovative teaching methods and tools to actively engage students in lessons and increase their participation. She regularly attends online courses offered by the European Schoolnet Academy and the Teacher Academy at the School Education Gateway, as well as eTwinning Learning Events. She also runs eTwinning projects in cooperation with CLIL subject teachers.

## ***S.M.I.L.E. Intellectual Output 01 - Online training course for teachers***

The online training course on Versal is aimed at teachers at all school levels, interested in innovating their teaching approaches. The partner schools elaborated the guidelines for an innovative educational path and created a set of steps to enable participants to acquire the necessary instruments to implement it in their classes.

The course provides:

- A template for a CLIL/learner centred module
- Flipped classroom and action-research activities
- Video examples of how other teachers (Project partners) have implemented CLIL/learner centred activities in their classrooms
- Examples of useful techniques and tools (improved and implemented during the project) to help students engage with digital learning content during the above-mentioned activities.
- A variety of tools to help less motivated students feel in charge of their learning process
- Hints about using class time to review, reinforce, personalize learning, in order to plan strategies to motivate students through peer-learning, peer-assessing, teamwork.



**Dario Malchiodi** is an associate professor at the Computer Science Department of Milan University, where he teaches "Statistics and data analysis", "Big scale analytics", and "Informatics didactics". Previously he worked as software architect at Inferentia-DNM, as statistical analyst at The Continuity Company S.r.l. and as software developer at Olivetti S.p.A. His research activities are focused on the treatment of uncertainty in machine learning. He published more than ninety scientific papers and he participated in the activities of around ten national and international research projects. He is involved in activities focused on the popularization of computer science, including the development of teaching methodologies for primary and secondary schools, the training of secondary school teachers and a radio broadcast on informatics.



**Mattia Monga** is an Associate Professor at the Computer Science Department of the Università degli Studi di Milano. He also worked as a Teaching Assistant at the University of Italian Switzerland, and as a Lecturer at Politecnico di Milano. His research interests are in the field of software engineering, system security, and computer science education. He organized over 50 international conferences, and he is a co-founder of ALaDDIn, a group working to spread informatics as a science among the general public. He pursued part of his research at the Technischen Universität Berlin, at the JAIST in Kanazawa (Japan), and the Computing Department of Lancaster University (UK). He is part of the steering committee of CLUSIT, an Italian association promoting awareness about digital security.

## ***S.M.I.L.E. Intellectual Output 02 - Software – based monitoring of a project***

A deliverable primarily made up of analyses and studies based on the activities in the project drawn up by the University of Milano and based on data and other useful information collected from the partner schools in the project provides a set of guidelines for other schools aiming at monitoring the students' performances through data collection and analysis. The data gathering process involves both direct measurements of the students' scores and participation to the project activities, as well as mining of social network-based activities. The analyses have been done using exclusively existing open source software, and writing ad hoc software where needed. The realized software has an open source license and is a part of the proposed deliverable. The whole experience is embodied in a publication providing a detailed analysis of what was decided to monitor and what it was useful for, what was monitored but was not useful, as well as describing the results of the data analysis process. All of this is based on the actual results of the project. The publication offers a case study to international researchers and schools that are interested in the use of data in order to monitor educational activities.