

Eclasses Newsletter

May 2019

*2nd short staff training event. Lucca 6th-10th May 2019
The meeting.*

The meeting took place in Lucca, Italy, between 6th and 10th May 2019; the host was the Polo tecnologico-professionale Fermi-Giorgi, which is one of the members of CIPAT. It was the second training event of the project (the first was in Madrid, autumn 2018) and was attended by 32 participants: 6 were members of the EClasses project staff, and 26 were teachers from the host countries (Bulgaria, Italy, Romania and Spain).

First of all, participants met with the local staff and visited the Polo Fermi-Giorgi, in order to know the Italian context and how public schools are organized, what are the subjects taught and also what kind of laboratories and facilities are available to teachers and students.

Then, all teachers gathered in the seat of the training, and began to focus on the aim of the meeting. Since autumn 2018, most of the work of the Eclasses project had been completed and speakers were invited to present the best practice examples and the work done.

The project outcomes shown during the training were mainly IO3 (the flipped lesson) and some samples of IO4 (career orienting). About IO3, participants discussed many videos on different subjects (electronics, maths, &c) and the in-class activities done by teachers with their students. Other topics discussed were the facilities used to make videos and to evaluate students (softwares, platforms like Moodle etc.).

Further activities were a visit to CIPAT in Florence and a guided tour of the town.

The project's main aim is to elaborate, train and experiment the flipped classroom pedagogic model improving VET teachers and students e-competences.



Eclasses

*Flip your classes
through multimedia
enriched
apprenticeship
simulations and
develop e-skills for
VET teachers and
students to
enhance youth
employability*

Erasmus+ Programme

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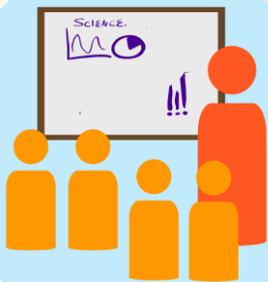
Outcomes

During this training, participants learned a new approach about teaching through the flipped classroom methodology and improved their e-skills. They were shown how to make videos and organize the in-class activity and best practices were shared by all teachers. All participants were involved in the training activities and were encouraged to use the new methodologies in their daily work and to share them with their local colleagues.



Traditional

Lecture



Homework activities



Flipped

Lecture



Classroom activities



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