Na(e)tGEO

Complex Skill Development Using
Experience Based Approaches
Erasmus+ project implemented in years 2019-2022

The Na(e)tGEO project was implemented by

EB1/PE dos Ilhéus – primary school located in Funchal, Madeira Island, Portugal – project coordinator

Edelényi Nyitott Ajtó Baptista Oktatási Tagintézmény – a primary and vocational school located in Edeleny, Hungary - project beneficiary

I. C. DON MILANI – a primary school form Lanciano, Italy – project beneficiary

Szkoła Podstawowa im. W. Pola w Stawiszynie – a primary school from Stawiszyn, Poland– project beneficiary

About the project

The main goals of project:

- **to support individuals in acquiring and developing basic skills and key competences**
- **to promote a comprehensive approach to language teaching and learning**
- **to open education and innovative practices in a digital era**

The Na(e)tGEO project was the answer to the call heard in almost all schools, and therefore it was written to look for solutions which would help the teachers, educators, all school communities in problems they are facing. It is important to add that the project was written in 2019, which was a time when schools worked without any restrictions or limitations.

Today, looking back at the times of lockdown, one can notice the project and its assumptions also fitted into the pandemic school times. Enough to be said it was the period when many ideas, methods, programs, online teaching applications, cloud computing, instant sharing evoked and right now are deeply established in today`s teaching approaches. It was also a period that had negative consequences, as the isolation itself opened doors to many mental issues, lack of self-confidence, breakdowns, or dangerous online behavior.

The first meeting /Kick-off , Edeleny 2019

Teachers in this project had many chances to discuss and share experience internationally, give examples of good practices or even spread widely know-how patents to ICT solutions, used in distant schooling.

Nevertheless the times, the project itself points out problems that teachers are facing almost world-wide. The curriculum is overcrowded, information-based, there is a lot of demands for lexical knowledge, and there is little time to develop the competencies that make use of the acquired knowledge.

One can notice, the students are lost, tired and unmotivated in such a great the flow of information around them. Schools, due to many reasons, fail to use transversal competencies their students do have, not knowing that they have the knowledge and a potential, that combined with skills gives profound results. Sadly, school curriculums are very often in opposition to today's job market needs, plus the educational process is slow and very often unwelcome by most of the children. The problems mentioned by teachers and quoted by many psychologists are very general in their origin and therefore fit almost every educational institution in Europe. Among others the problems are as follows:

- the lack of safe, loving atmosphere: the educational process is overcrowded with numbers, analyzes and competency assessments. Children and teachers barely know each other, they do not have time to discover and understand each other's personality.

- the lack of attachment to the surrounding society: the school environment is isolated, and often - especially for disadvantaged children - completely separated from the broader perspectives.

- the lack of perspectives as one of the most demotivating factors in the educational process. It should be desired for the learning process to become motor factor in the future, as it leads to achieving goals, be reliable and take advantage of the acquired knowledge in real life, and on the future job market.

- the lack of success: public education is generally focused on the existence of one-dimensional and measurable results of a limited set of knowledge. Based on this, students are categorized, not taking into account their diversity, skills, level of socialization, and competencies.

- absence of self-expression: the school is the place where students have to meet someone else's expectations, and very often are left without any feedback why they not fit with their qualities into measurable knowledge. Subjects that develop creativity, self-expression and innovative thinking are dropped into the background with law number of lessons.

- the clash with reality: schools usually operate as closed environments, or little societies with their rules and laws, and very often these enclaves do not resemble real life, dealing with social problems, or acting in crisis situations. It must be said that there are school to which some of the issues mentioned above sound strange or bizarre, yet the problems exist and there is a need to find solutions.

Among many alternative and successful teaching methods, the Na(e)tGEO project was introduced, as a model and a proposal that can be introduced into public education, dealing with the problems mentioned above.

The Na(e)tGEO project aims at a learning process to be based on experience pedagogy, opens the closed framework of school education, connects with the outside world, transforms the acquisition of information into a competitive and exploratory adventure for which students have to mobilize all their competences together.

Therefore such an acquired knowledge is complex, project based, combines the curriculum of a wide range of interest areas i.e. from natural science and language learning to digital competencies. The project itself exercises many universal skills mainly information finding and selecting, communication skills, problem solving skills, conflict management, creativity, innovative thinking or team spirit.

Italian students working on Save the Mother Earth project.

Polish students play the outdoor game We, the Europeans.

The objectives arising from the project:

- increasing students' motivation to make learning more attractive with alternative pedagogical approaches;

- putting an emphasis on awakening inner motivation that rises the passion and personal need for learning;

- providing methodological examples of a complex, competence-based teaching;

- learning progress supporting interdisciplinary approach, usable and practical knowledge, taking into account individual characteristics and personalities;

- making the social surroundings connected, involving parents and civil society into the learning process;

- developing students' fundamental competences, such as multilingual competence (such as content language-learning, English descriptions and active involvement into project communication); Maths and science skills (in providing interesting tasks, practical exercises, research and competition combining lexical knowledge with digital applications and games), and ICT competence (using modern technology in implementing project tasks, learning and research elements).

- increasing students' transversal competences, such as social and civic competences (taking responsibilities, team work, communication skills, problem solving skills); personal and learning competences (inner motivation, investigating personal ways and needs for learning, self-esteem, self-consciousness), sense of initiative and entrepreneurship (independent decisions and problem solving, firmness) and cultural awareness and expression competence (creativity in solutions, finding ways of self-expression, learning intercultural dialogue)


Teachers` meeting in Stawiszyn
Outdoor game in Madeira
Outdoor game in Lanciano

Activities

The activities in the project were designed for a two year period. Unfortunately, due to pandemic emergency, and European general lockdown, it was prolonged for another year.

Despite the hardships, organizational problems, different lockdown policies, schools` inner restrictions, it was possible to arrange and conduct four international visits, achieve the goals of the meetings and materialize the assumptions of Na(e)tGEO project. As it was said earlier, the sudden obstacles pushed the partners in the project to seek for best alternatives, and carry out the tasks.

The management of the project was based mainly on on-line meetings of partners with the use of different communication applications i.e. Zoom, Messenger, What`s up, MS Teams, and Google Apps. The schools closure motivated to look for the best and the most effective applications, used not only to video talk but to work with student while distant learning period was the only method of schooling. It was also a very fruitful time of knowledge sharing and best practices exchange. It is agreed that meeting face to face simplifies project meeting planning and negotiations in project management between partners. Enough to say, the time between mobilities was greatly enriched by means of frequent online meetings.

Teachers` meetings on Zoom/ Messenger
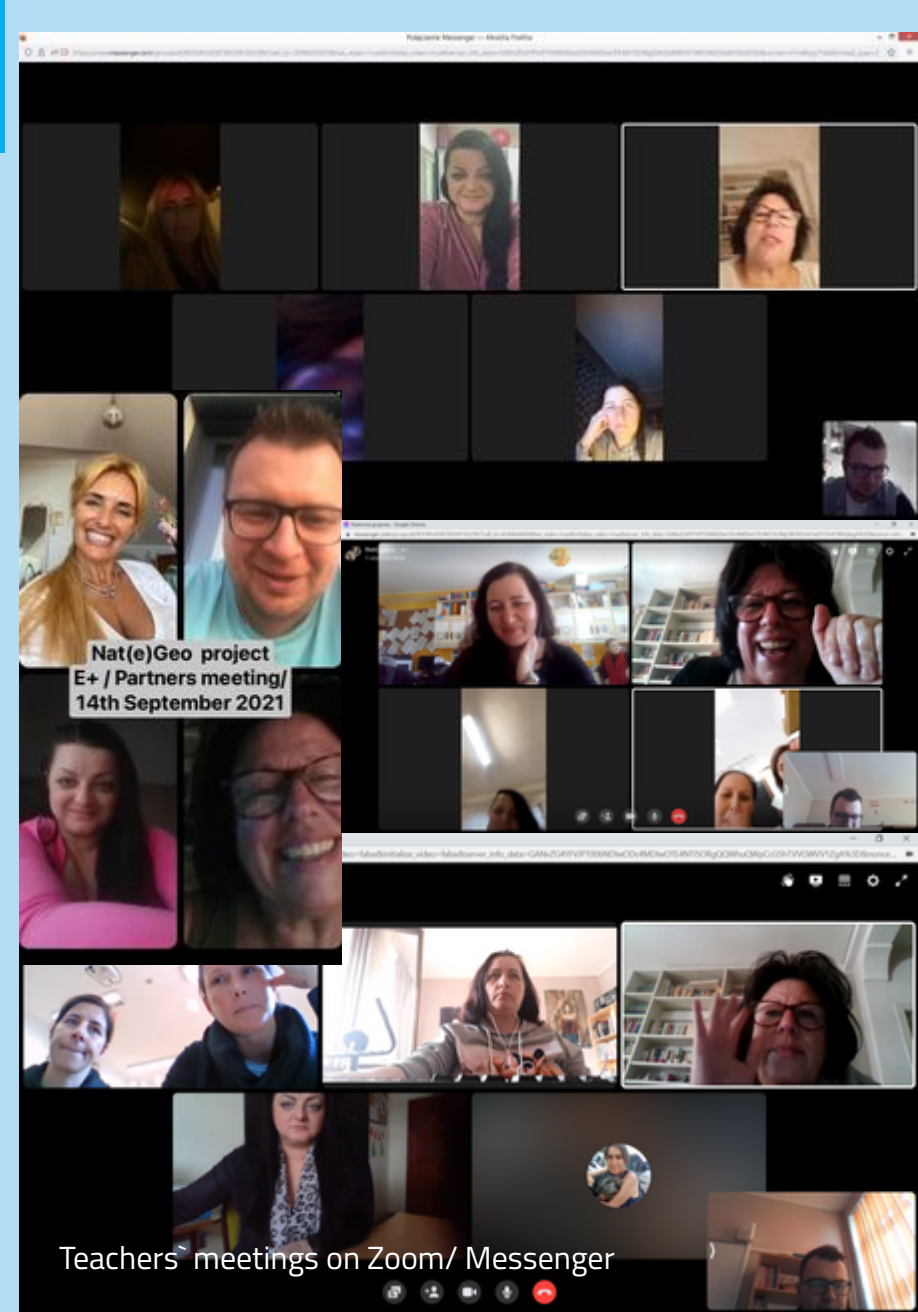
The mobilities

The mobilities in the project were divided into four activities: C1, C2, C3, C4. The order of the meeting had to be changed due to organizational restrictions and different pandemic policy in partners` countries. All in all the swaps fulfilled the project goals either way.


Teachers` meeting in Edeleny

Activity C1 - The first short-term joint staff training event was hosted by Edelényi Nyitott Ajtó Baptista Oktatási Tagintézmény in Edeleny. Hungary – took place on 01.12-05.12.2019.

The first joint staff meeting purpose was to officially launch the project, get to know each other, discuss aims, impacts, main actions, end products, and share "know- how" with the partners. The meeting focused also on financial issues, budget limitations, future monitoring and dissemination patterns.

The first meeting was also an occasion to introduce experimental learning with examples and good practices in the first hand, and get involved into the general geocaching game.

In the meeting it was possible to talk about thematic areas for the future outdoor games, collect ideas for exercises, show ways of creating and adapting treasure hunting maps at different locations, and number basic elementary requirements for the games.

SCAN ME
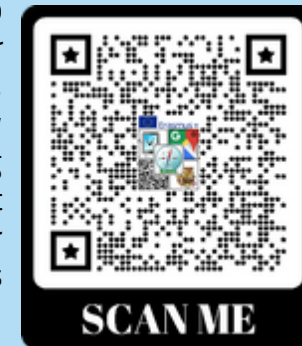
Activity C3 – The second short-term joint staff training events hosted by Szkoła Podstawowa im. Wincentego Pola w Stawiszynie - took place on 02.11-06.11.2021.

It`s worth mentioning that the meeting took place almost 2 years after the last meeting and had to be carried out with the restrains to safety regulations. Teachers participating in the exchange agreed to have greater experience in ICT methods in teaching then at the last meeting. This was possible because of general change in teaching as children stayed at home and the education had to be carried to them over the internet.

Nevertheless, the aim of the meeting in Poland was to introduce more innovative methods in teaching, with so called alternative approaches to digital applications in the process of teaching, and it turned out that there was more to study.

Go to the article

The workshops put emphasis on popularity rising applications at that time. These were: Genial.ly (used to design interactive content, e.g. in the form of presentations, images, guides), Learningapps and Wordwall (used to create online games and tasks). Then, the training participants, based on the acquired theoretical knowledge, created their own presentations and games.

Teachers` meeting in Stawiszyn, November 2021

Photo album

Learning Apps

Genial.ly

WARDWALL
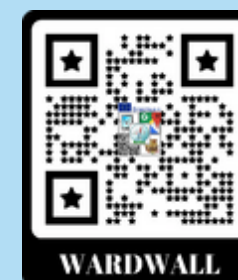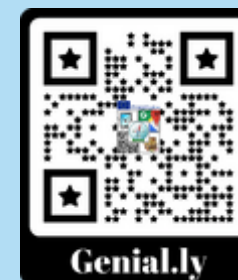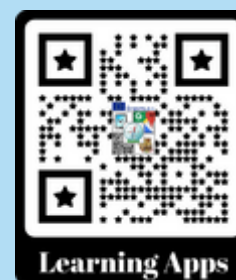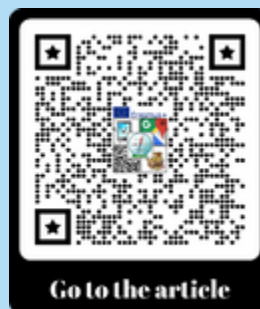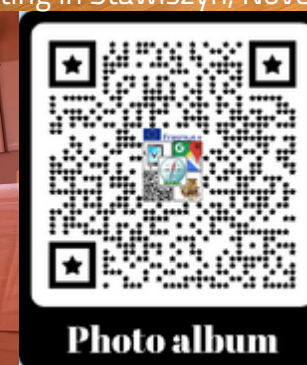
Activity C2: The first short-term exchanges of groups of pupils – Geocaching hosted by Instituto Comprensivo Don L. Milani in Lanciano took place on 25-19.04.2022. The meeting was organized on the basis of two previous teacher meetings and according to the agreed arrangements. Italian exchange was the first possibility to play international, outdoor and geo- oriented games – on which the whole project plan is based on.

Geocaching game prepared by Don Milani school was called Biodiveristy game, and it was conducted according to the rules explained to students before the game. Students were divided randomly into five groups. Each group had to use smartphone or a tablet with internet data plan- the number of smartphones wasn`t limited as it didn`t have any influence on getting points.

PlantNet

The game was played in the school neighborhood and the goal was to locate and name different plants, trees, bushes growing around. Students used QR codes and application PlantNet which by means of a camera built in a smartphone, identifies the plant, and provides detailed information based on Wikipedia. On each post, students were given a part of a puzzle, and once they fulfilled all the tasked, and visited all the posts, the collected puzzle tiles made a secret password. The team who first arranged the password tiles was the winner. In the game students got to know the names of the plants around them, saw how they grew and bloom and were able to discover interesting facts about their origin, locations or usage in everyday life

Biodiversity game photo album

See the game vlog

Go to the article

Lanciano photo album

You Tube vlogs

IC Don Milani school - after the game

Lanciano, ancient part, April 2022

Abruzzo, April 2022

GEOCACHING

The Italian game was based on well-known [Geocaching](#) activity game in which people hide a "geo crab" in an geologically, historically or culturally interesting place, and its location is measured using a GPS receiver and its coordinates. They publish the coordination - or the location with a description of it - on the game's website. The rest of the game's participants search for this hiding place based on the coordinates, and note the password in the box to record the finding on the website. By signing in the website, everyone can report and exchange their personal experiences gained during the search. This way, the website has become a huge online travel guide edited by thousands of people over the years, where a multitude of curiosities can be found about the natural and cultural values of the earth. It is worth noting that the game offers several advantages and benefits for participants. Behind the fact that they can learn professional GPS coordinating and online orientation, the game is a great starting point for team building, discovering famous cultural and historical places in Abruzzo, and generate intercultural discussions and comparisons. It teaches to summarize and report.
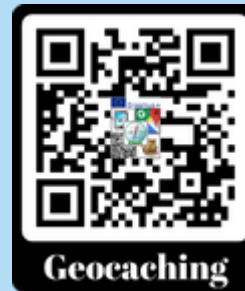
Activity C4: Second short-term exchanges of groups of pupils Na(e)tGEO Games - Pupils` Edition hosted by EB1/PE Ilhéus took place on 10-14.05.2022 in Funchal, Madeira, Portugal.

The mobility was the last meeting in the project, and was an occasion to sum up the activities, talk about evaluation, dissemination, carry out number of interesting workshops, but most of all another it was another chance to play another international game in the outside, with the use of the pre-prepared map, mobile applications, and treasures hidden secret boxes. It was also a chance to take advantage of the competencies, on which pupils and teachers worked on throughout the project.

The main game took place in Parque Ecologico do Funchal on the altitude of 1400 m above the sea level. Students were divided randomly into 6 international teams, were given maps and QR codes with the tasks. The materials included the areas of the park with mapped spots. Each spot had a hidden message, description or a riddle connected with nature, geography, culture of Madeira. The teams were running form place to place to gather all information in order to fill in a final test at the end of the game.

This game, as well as the other games, certainly increase various skills including increased inner motivation, structural thinking, problem-solving, communication skills, cooperative spirit, lexical knowledge of a given topic, creativity, innovation and many more.

See the photo album

Go to the article

Game photo album

Game vlog

You Tube vlogs

In front of EP1/Ilehus – after certificates ceremony, May 2022

OUTDOOR GAMES
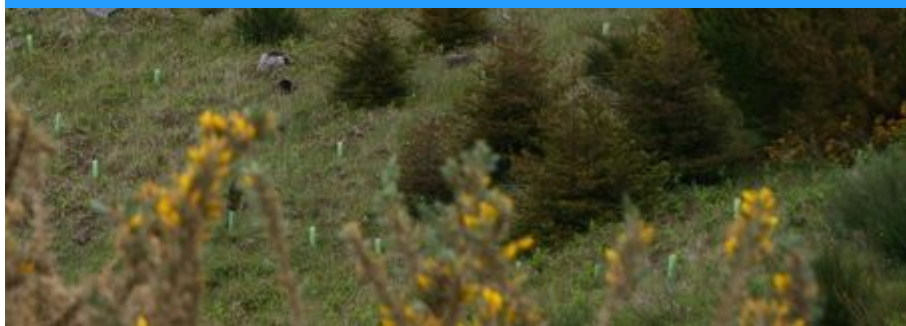
Scavenger Hunt
- a guideline by Agnieszka Petrol

▶ The goal of the game is to find all the checkpoints (ice cream) from the answer sheet in the shortest possible time and do the tasks that are hidden under QR codes

▶ Students work in pairs or in groups of 3-4

▶ The game takes place outside (school playground)

▶ Students will need a smartphone/tablet to scan QR codes (some models running Android need to install QR code scanning application from the Play Store)

▶ Students write down the answers to the tasks on the answer sheet (each task can be assigned a letter, after completing all tasks, one password is created from the given letters)

▶ The group that solves all the tasks and guess the password in the shortest possible time wins

How to create 'ice cream' or other cards with tasks hidden under QR codes?

1. Go to   canva.com to create ice cream from different shapes or various graphics.
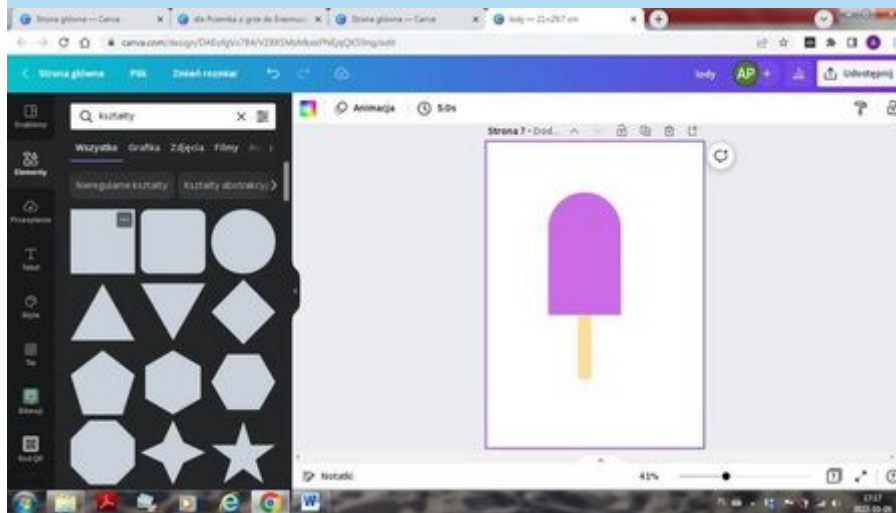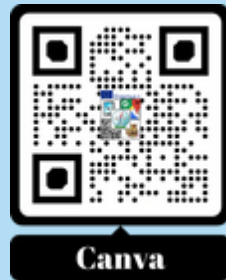
Canva

2. Then create or select from your resources tasks that are to be hidden under the codes (in this case the tasks have been prepared in genial.ly and in canva).

▶ To create a QR code in canva, first create a link to the task, this way:

▶ after creating a task on genial.ly platform, a link to a task can be downloaded by clicking the share button in the main tab, then copy the displayed link.
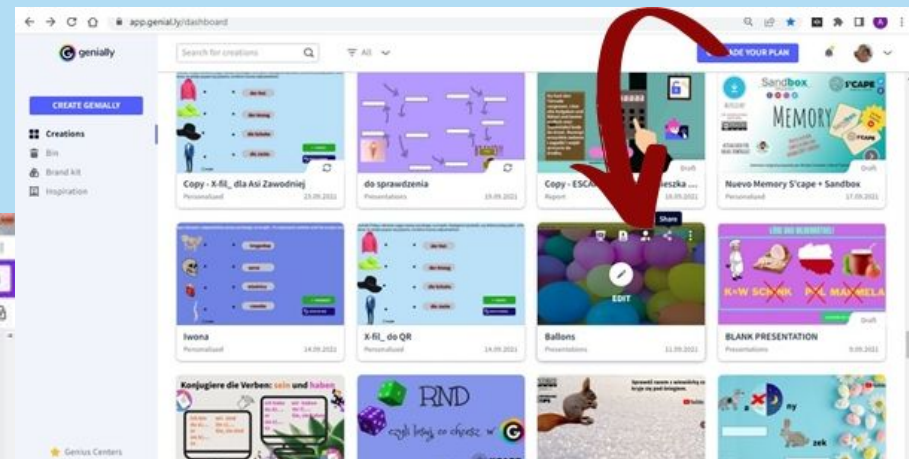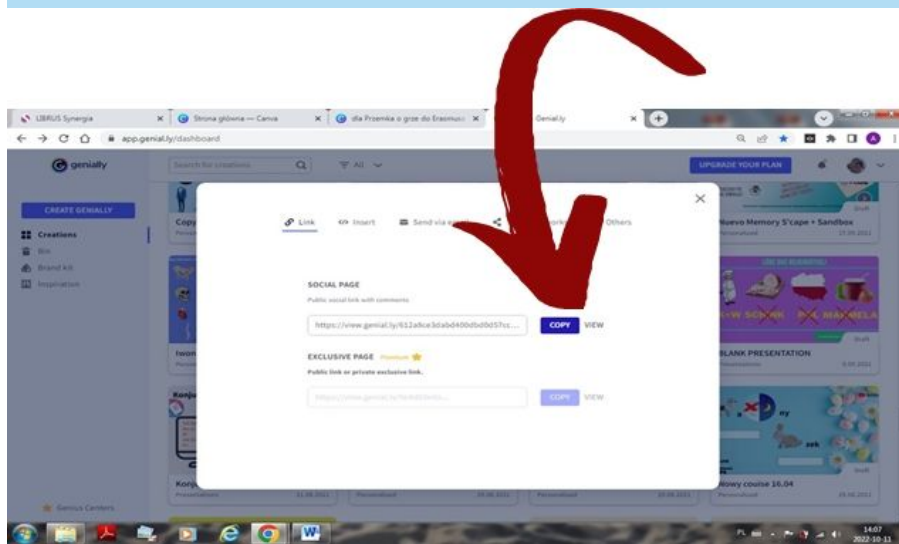
Remember to set up general access for everyone with the link (otherwise the given person will not be able to open the task

When you decide to create a task in .jpg format or pdf, it is best to save it on a Google drive (or any other file cloud) and by right-clicking on the task, select to download the link.
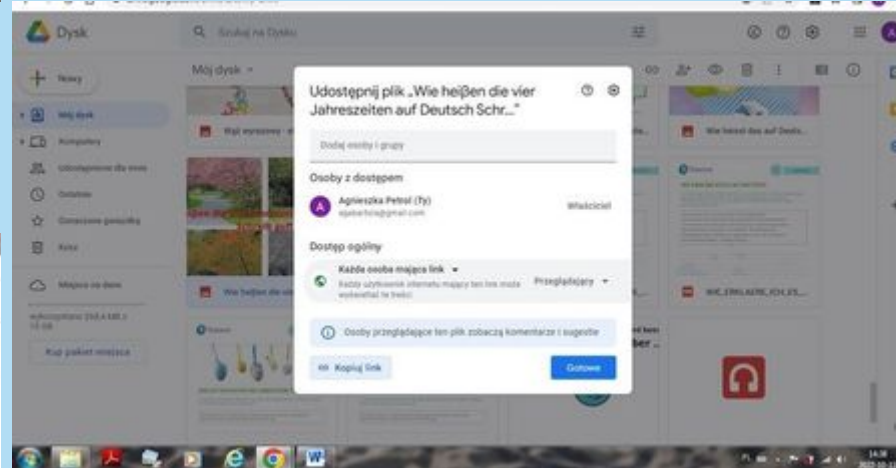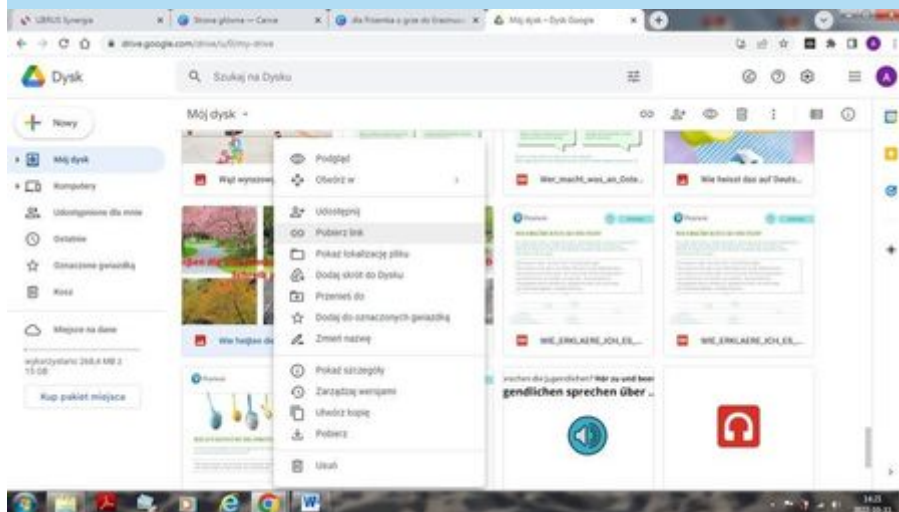
3. Having the links ready, create QR codes in Canva.

▶ In the main canva panel on the left, press

---> QR code.

▶ Then paste the URL address, i.e. our link.

▶ At the very bottom, click Generate QR code.
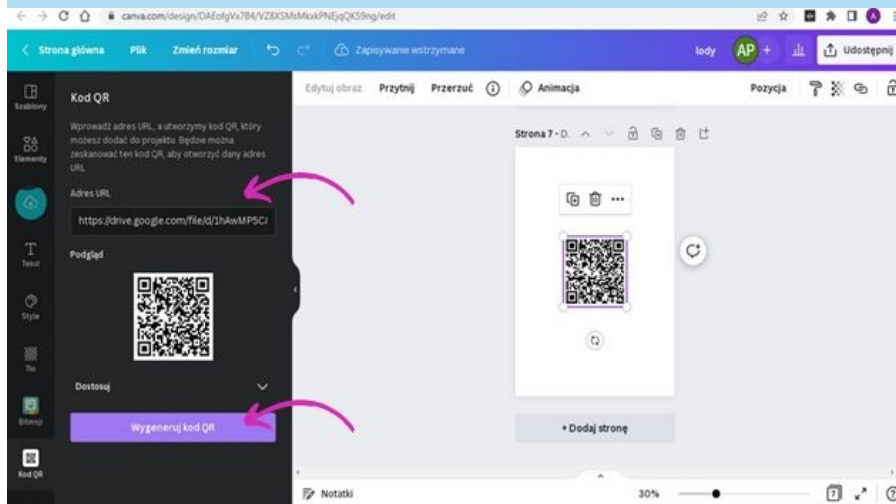
4. Having the QR code ready, paste it on the ice cream picture, then print, laminate and cut it out.
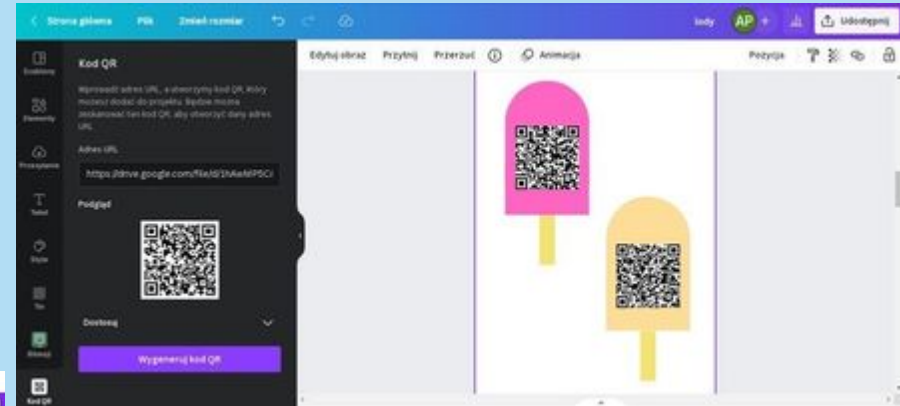
5. Place the prepared ice cream in various places on the school pitch / park, etc.

The game was played in Stawiszyn`s school in September 2021. Please see the album and vlogs.

6. Finally, prepare the answer sheet. For this purpose, it is enough to paste all the prepared ice cream pictures (without QR codes) on the card in the selected order, print it and distribute it to the students.

Scavenger hunt - album
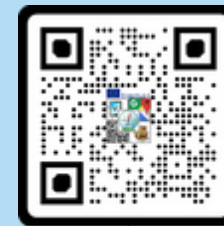
Scavenger hunt - vlog 1
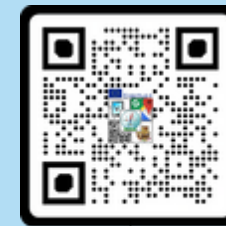
Scavenger hunt - vlog 2

Download pdf to print
shorturl.at/dlvS4

Scavenger hunt - PDF

City Game - We, the Europeans –
by Monika Malinowska

Stages of the game

Preparation of the rules of the game.

The game targeted 12-14 year old students, divided into teams of six. Each team moved according to the map (created in Google Maps). Students run towards the bases pointed on the map, (the team must appear in full squad) and have to solve different tasks. It is possible to use cell phones to solve tasks. After solving the task, the team receives confirmation of correctness of the task completion (signature of the person standing in the base) and moves to the next place marked on the map. The game is won by the team that completes the tasks the fastest and arrives at the finish line.

After the game, Stawiszyn, February 2020

Preparation of tasks for the game and the necessary props.

The students demonstrate their knowledge about the European Union by solving tasks about the EU and the countries that make up the EU and the ability to use ICT tools. Types of prepared tasks: matching the author to the book, entering the missing words into the text of Fryderyk Schiller's poem "Ode to Joy", solving rebuses to find out in which countries, outside the EU, you can pay using the Euro currency and crossword puzzles (where the EU citizens can move without border control), matching the name of the country with its flag and capital, or singing a randomly selected song, with a choice of: "Bailando" - Enriqe Iglesias, "Malovany dzbanku" - Irena Vondrackova , "Felicita" - Al. Bano and "So bist du" - Peter Maffay (from YouTube). The organizers prepare maps for individual teams, team badges and diplomas.

Arranging registration for participation in the game.

As the game is played in public area of the town (not a school property), each student playing must have a parental consent to participate in the game.

Testing the game route.

Informing the Police about the organization of the game through the school counselor.

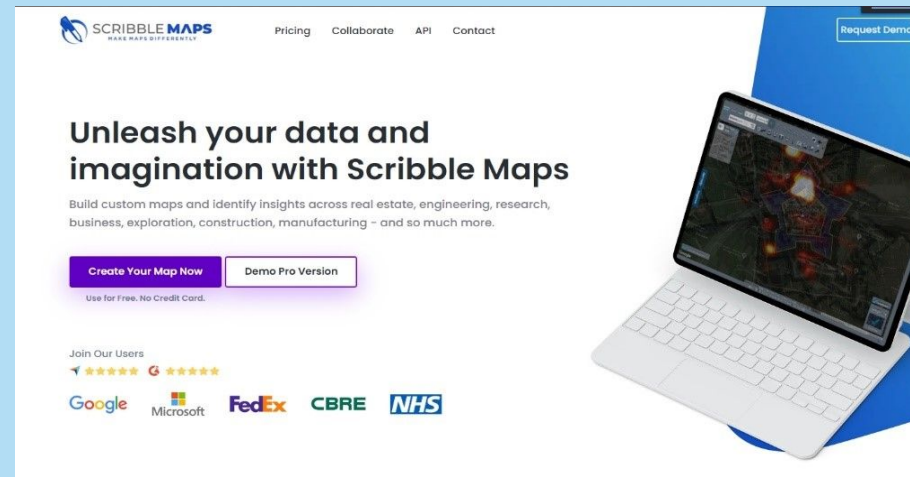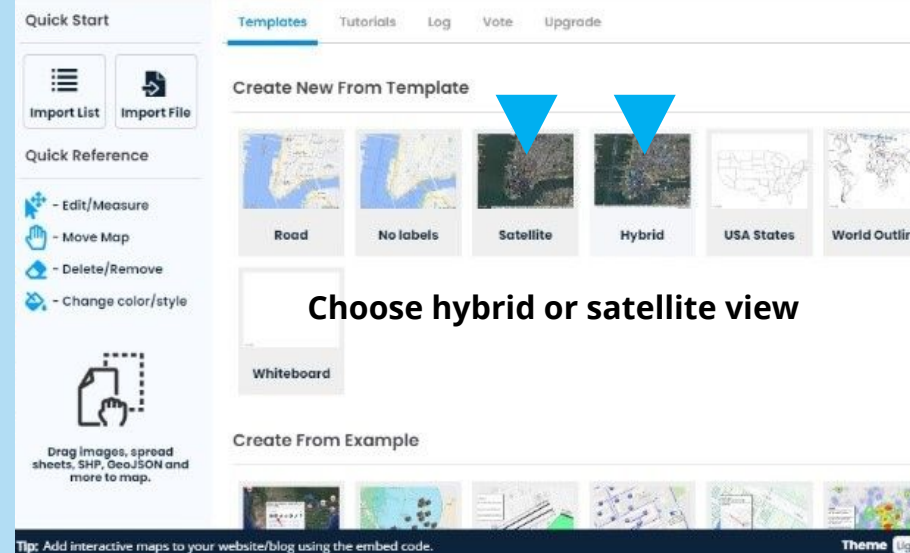**Conducting the game "Europeans are us".**

Teams of 6 people, supervised by teachers, go to the park. After reminding the rules and handing out the maps, the teams start the game. At the end, each team receives a commemorative diploma and a sweet gift (funded by sponsors).

City park in Stawiszyn - teams run for the prize

How to make and edit any google map?

▶ Go to scribblemaps.com

▶ Choose the tab "Create New Map Now"

Choose hybrid or satellite view

Enter the location in the Search tab (upper left corner).
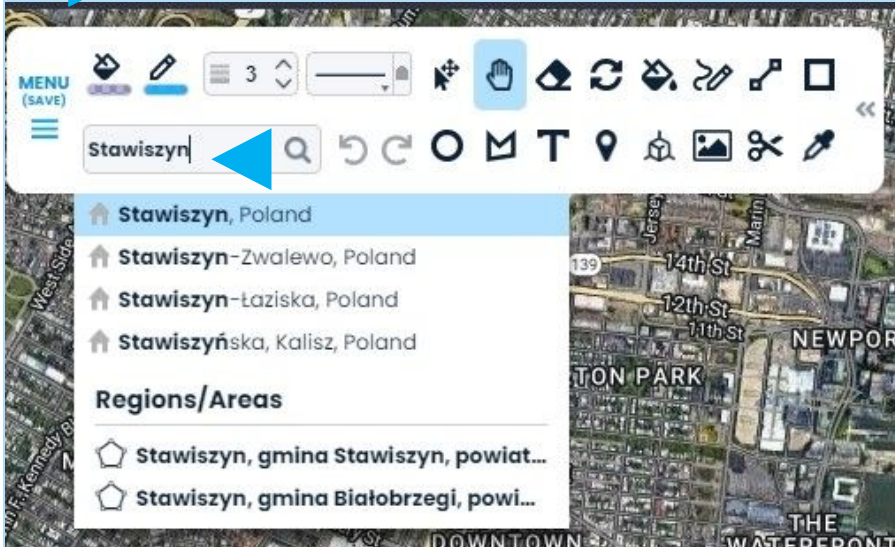
Use to menu to draw on the map.

You can use rectangle tool to draw spots on the map

Line tool - draws simple straight lines

Pencil tool – allows to scribble on the map any shape or line

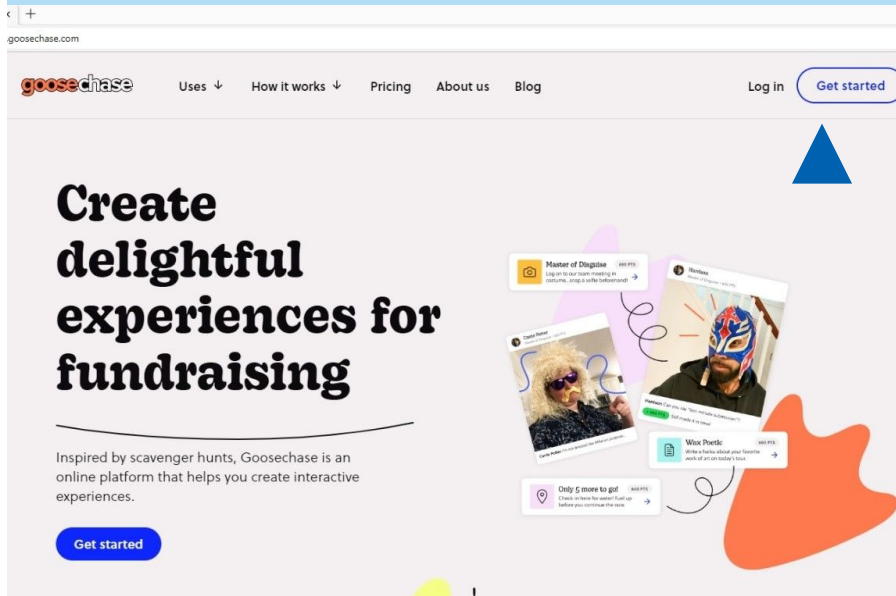Scroll to zoom the place you wish to edit.

Label tool – allows to write on the shapes or on the map

GooseChase – an app for indoor and outdoor activities – by Przemysław Jarzębski

When you log in, go to 'New Experience' tab, and fill in the DETAILS in the form with information you wish. It could be a game made to revise knowledge before the test.

▶ Navigate to Goosechase.com in your browser

▶ Sign up, log in and get started for free

Details

PHOTO
+ Add a photo
Add a photo to set your Experience apart and help participants find it!

NAME
0 / 60
Every Experience is unique. Give yours a name participants can find (and remember)!

DESCRIPTION
0 / 200
Use this space to describe and build excitement for your Experience. You can add information on rules or prizes here, too.

LOCATION (OPTIONAL)
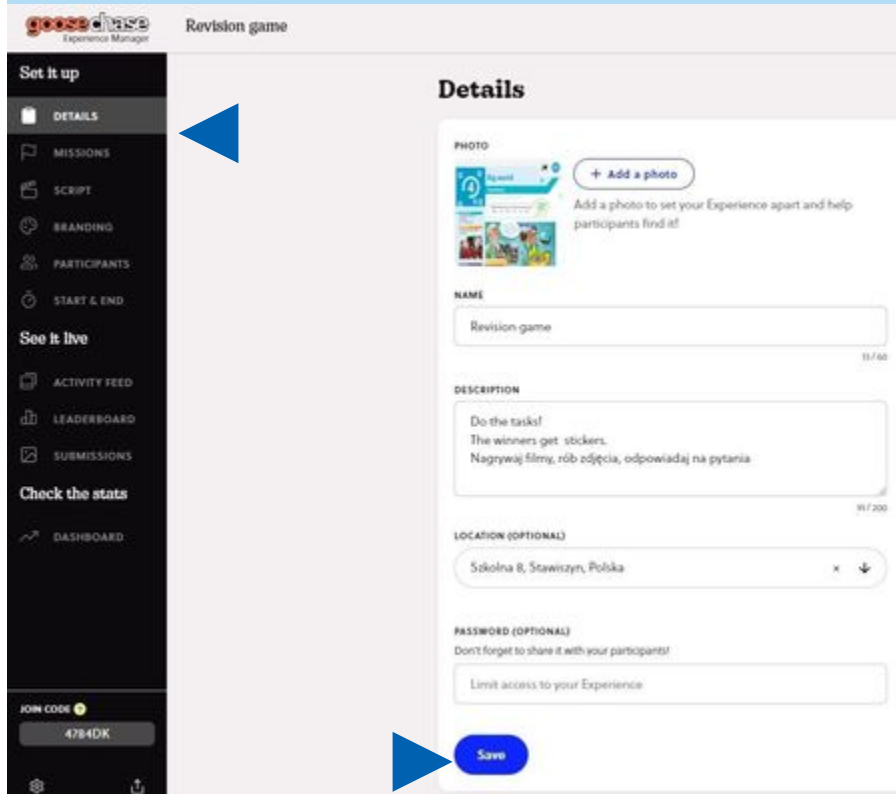Search for a location...
Hosting your Experience in person? Add a location to help participants find Experiences close to them.

PASSWORD (OPTIONAL)
Don't forget to share it with your participants!
Limit access to your Experience

Save

Navigate to MISSIONS. You can choose between three types of activities. You can set a number of points for each activity.
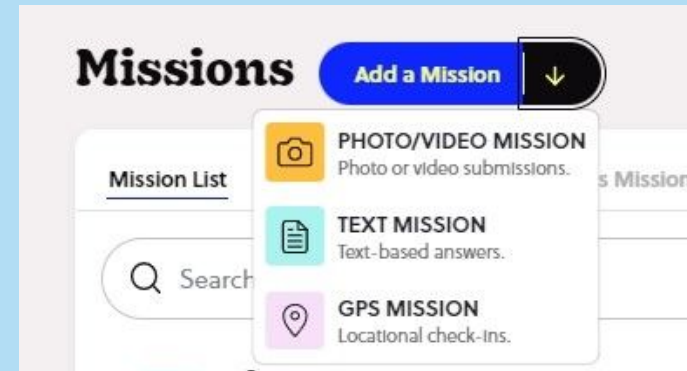
In PHOTO/VIDEO MISSION students upload pictures or short videos documenting the task.

Notice the Menu on the left.
Remember to save the changes.
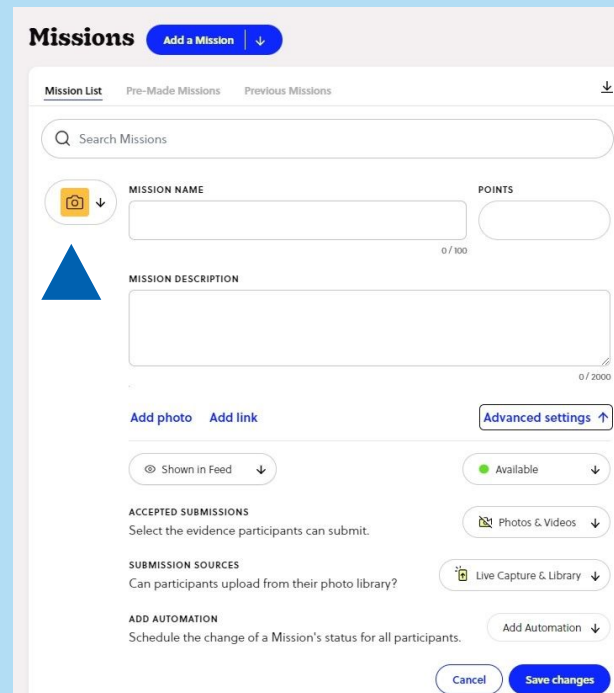
▶ In TEXT MISSION students type in their answer. In the settings you may set the automatization for possible and accepted answers. Task may be enriched with photos or extra links to webpages or applications online.

▶ The GPS MISSION should be played outside. When students find the set location, they document it with a picture, which acts like a GPS stamp.

Missions [Add a Mission ↓]

Mission List   Pre-Made Missions   Previous Missions   ↓

🔍 Search Missions

📄 ↓   MISSION NAME   POINTS

                                                        0 / 100

MISSION DESCRIPTION

                                                        0 / 2000

ACCEPTED ANSWERS

Press Enter to add an answer (optional)

Answers are not case-sensitive. Leave blank to accept any answer.

Add photo   Add link   Advanced settings ↓
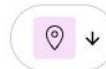
                                Cancel   Save changes

Missions [Add a Mission ↓]

Mission List   Pre-Made Missions   Previous Missions   ↓

🔍 Search Missions

📍 ↓   MISSION NAME   POINTS

                                                        0 / 100

MISSION DESCRIPTION

                                                        0 / 2000

TARGET GPS DESTINATION

Set location

Add photo   Add link   Advanced settings ↓

                                Cancel   Save changes

▶ In the PARTICIPANT section you may optionally pre-create teams –as it saves time when game is played on the lesson. Students may also create their own teams which builds the bonds of the team.

▶ In the ACTIVITY FEED section you see the results 'live' for other students.

Participants

HOW WOULD YOU LIKE PEOPLE TO JOIN?

● In teams ○ Solo

Participants collect points as teams, collaborating with others or as teams of one. You can pre-create teams below, or participants can make their own!

Participants can join this Experience by do... app and searching by join code: 4784DK.

See how it works and send invites

PRE-CREATE TEAMS (OPTIONAL) ?   + Create new
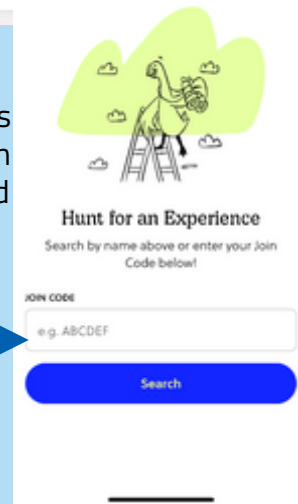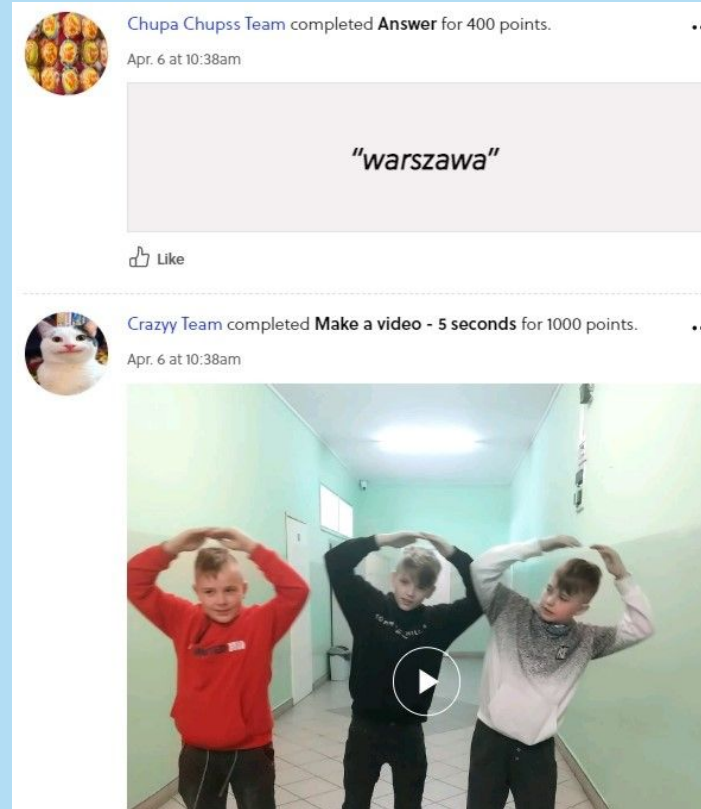
Chupa Chupss Team
No passcode

Crazyy Team
No passcode

JEANSs Team
No passcode

☑ Allow participants to create their own teams ?

19:03

‹ Experiences **Search**

Q Type Experience name

Hunt for an Experience

Search by name above or enter your Join Code below!

JOIN CODE

e.g. ABCDEF

Search

To join the game, students download an application on their smartphone/ tablet and enter the code of the game.

Chupa Chupss Team completed **Answer** for 400 points.   •••
Apr. 6 at 10:38am

"warszawa"

👍 Like

Crazyy Team completed **Make a video - 5 seconds** for 1000 points.   •••
Apr. 6 at 10:38am

The Na(e)tGEO project was written by Anett Varga.

Teachers involved in the project implementation:

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