



Equalizing the chances of success in life of pre-university students through a quality digital education 2020-1-RO01-KA201-080061

The second meeting of the partners in the project entitled “*Equalizing the chances of success in the life of pre-university students through a quality digital education-Q-Ed!*”, with no. 2020-1-1-RO01-KA201-080061, action KA2 - Strategic Partnership, School Education, took place in **Helsinki, Finland, between 15.11-19.11.2021** and was organized by the **project partner institution Suomi-Romania Edustudio ry, Finland.**

The major objective of the project is to equalize the chances of success in the life of primary and secondary school students by developing the skills of application, analysis and interpretation of knowledge acquired in school.

The specific objectives proposed are:

1. Developing the skills of applying and interpreting the knowledge acquired in school by developing an e-learning platform with assessment and self-assessment sheets, developed according to the PISA tests for the second, fourth and sixth grades of secondary education. table and special
2. Development of literacy skills by developing tools for multi- / inter- and transdisciplinary reception of literary and non-literary text - open resource for teachers of different disciplines and students
3. Developing teachers' ability to assess students' skills in applying, analyzing, and interpreting students' knowledge through a Guide to Assessment Methods

Duration:

September 1, 2020 - August 31, 2022

**Target group:**

- teachers and students in pre-university and special education in Romania, the Czech Republic and Finland
- teachers / inspectors in primary and secondary mass education (Romanian, biology, physics, chemistry, English) and in special education
- 2nd, 4th and 6th grade students in mainstream and special education
- the parents
- local community

Coordinator:

- **SCHOOL INSPECTORATE OF BUCHAREST, Romania**

Partners:

- **"St. Mary" Special Vocational School for the Hearing Impaired, Bucharest, Romania;**
- **Zakladni school Odry, Czech Republic;**
- **Suomi-Romania EduStudio, Helsinki, Finland.**

Our project responds to the need for effective learning and assessment tools in order to develop key skills, knowledge and basic skills essential both for further studies and for full participation in social life or for integration into the labor market.

The horizontal priorities underlying this project, according to the Erasmus Program are:

- Innovative practices in a digital era
- Social inclusion
- Reinforcing the development of key competences

Activity Planning:

- Project launch conference - Sept 2020
- Online activities - January-August 2021
- Transnational meeting in the Czech Republic - September 2021
- Development of the project website and e-learning platform - September -November 2021
- Training course to develop the professional skills needed to carry out a quality educational act - Finland - Nov 2021
- Elaboration of the Guide for using the e-learning platform - January 2021
- Development, translation and uploading of the 240 tests on the e-learning platform



- Development of multi- / inter- and transdisciplinary reception tools for literary and non-literary text - September 2021
- Development of the Guide Assessment and self-assessment methods for the use of teachers of different specialties - October 2021
- Piloting the e-learning platform-March 2022
- Application of a progress questionnaire - February 2022
- The final meeting in Romania – June 2022
- Conference on dissemination and valorisation of project results June 2022

The results expected during the project are:

The following products will be made within the project:

- An e-learning platform with 240 assessment and self-assessment sheets, developed according to the PISA tests for the second, fourth and sixth grades of mainstream and special education. All tests will be in English and in the languages of the partner countries and in sign language, specific to the hearing impaired.
- A progress questionnaire for the direct beneficiaries of the e-learning platform and the text-receiving tools to assess the impact and address any shortcomings.
- 10 tools for multi- / inter- and transdisciplinary reception of literary and non-literary text - open resource for teachers of different disciplines and students in mainstream and special education. The novelty elements are: the diversity of texts and the organization of the resource text, the teaching of scientific vocabulary, reading strategies, the formative assessment for literacy skills in the discipline of study and learning, auxiliary texts that will be used in teaching
- A guide to using the e-learning platform for the use of students and teachers, in English and the languages of the partner countries, as well as in sign language
- A guide to assessment methods for the use of teachers of different specialties
- 150 teachers, school inspectors from schools in the country and in partner countries, initiated in the use of the e-learning platform and text reception tools, participants in the Conference on the valorization of project results held in Bucharest
- Improving the results of PISA tests and National Assessments
- Reducing education gaps between urban and rural, between mainstream and special education,
- Developing students' ability to extrapolate what they have learned and to apply knowledge in unfamiliar situations, both in and out of school.

Meeting report of the 2nd Transnational Project Meeting Helsinki, Finland 15.11.2021-19.11.2021

The 2nd Transnational Meeting of the *Qed Equalizing the changes of success in life of pre-university students through a quality digital education 2020-1-RO01-KA201-080061* IN A POD, Erasmus+ project took place between **15.11.2021-19.11.2021 in Helsinki, Finland**. Participants from all the 4 partner institutions participated in activities meant to put into practice our strategic partnership.

Date	15.11.2021-19.11.2021
Venue	Helsinki, Finland
Objectives	This 5-day transnational meeting was organized under the form of a practical pedagogy course and it introduced the participants to the success factors behind Finland's successful educational results. The 5-day practical pedagogy course included presentations of the main principles of Finnish education in terms of organization, curriculum process and steering tools for evaluation, to case studies and workshops in best practices of teaching and creating educational material to support students' development of 21st century skills.
Basis for discussions	Themed presentations, Brainstorming sessions, Co-creation of content through group work and round table talks
Attendance	The School Inspectorate of Bucharest, Romania - 12 participants Zakladni skola Odry, Czech Republic - 4 participants Școala Profesională Specială pentru Deficienți de Auz "Sfânta Maria", Bucharest, Romania - 6 participants Suomi-Romania Edustudio y - 3 participants (see the annexed detailed list of participants)

1. Preparations for the 2nd Transnational meeting in Helsinki

Preparations for the 2nd Transnational Meeting of the project took place in October and November 2021. The host organization made practical arrangements, such as providing information on how to arrive to Helsinki, information on cultural etiquette and sightseeing and booked the necessary venues

(meeting rooms, school visits, educational visits to local partners, final project dinner). The Finnish partner prepared the themed presentations and practical activities for the workshops of the week. The participant's institutions made travel arrangements: booking flights, booking accommodation and organized meetings to provide the participants with the necessary information for the transnational meeting in Helsinki.

2. Organization of the 2nd Transnational meeting in Helsinki




The training and working sessions were organized according to the official agenda of the event, with the overall purpose of planning and advancing on the development of outputs of the project. The participants were encouraged to identify methods and types of activities in the Finnish educational approach, that can be applied to their own context and that can be transposed into learning activities that support 21st century learning and literacy skills.

Day 1	Day 2	Day 3	Day 4	Day 5
Training session: Myths and Best practices in Finnish education. Round-table discussion on the project status and next steps. Training session and visit: Finnish school environment. School visit.	Training session: Teaching methods in Finnish education. Learning by doing. Project Guide Review: Methods, strategies and techniques of evaluating and self-evaluating the knowledge acquired by students in schools Training session: Teaching methods in Finnish education - Outdoor learning.	Training session: Methods of assessment. Training session: Transdisciplinary teaching methods and tests creation Round-table discussion on the project status and next steps. Training session and visit: Finnish early-childhood environment. Kindergarten visit.	Training session: Digital tests creation workshop Training session and visit: Finnish educational books publisher. Finnish digital educational material publisher visit. Ceremony of grating certificates of participations	Round-table discussions: Pisa and international assessment testing. Round-table discussion on the project status and next steps. Final conclusions.

3. Discussed topics at the 2nd Transnational meeting in Helsinki and the decisions taken for each project intellectual output

Intellectual output O1. E-learning platform -Quality education in pre-university education -(Q-Ed!)

The Finnish partner has developed and prepared a *Digital literacy tests creation check-list*. This document is based on best practices in Finnish pedagogy and is meant to guide the partners in their selection of their support materials and the type of items they will create for the e-learning platform test. (Please see attached annex to this report).







Digital literacy tests creation check-list

The support material

The support material can be a piece of literary or informational text (for mother tongue) or an informational text, a diagram, a graph, a table, a map, a chart, or a combination of these (for science and mathematics).

Is the support material?	Tips	Check
Based on the National curriculum	Is the support material related directly to a content in the national curriculum? Is it grade appropriate (check length of text, for example grade 4 - 200–800 words) Is it optimally challenging and factually correct?	
Current/For the future	Is the theme something that is talked about at the moment or relevant for the future? (check events and phenomenon that are taking place now or in the upcoming future)	
Authentic and useful for life outside school	Is the support material an authentic text applicable to everyday life?	
Interesting for the students	Is the support material something the students are generally interested in? Would it be meaningful for the students?	
Requires higher-order thinking skills	Does it ask students to use higher-order thinking skills: • locate/recall • integrate/interpret • critique/evaluate.	





The items (tasks) created for each support material

The items created can be: multiple choice, true or false, put in the correct order, true/false, yes/no, fact/opinion. For each support text, create 6-9 items.

Is the created item:	Tips	Check
Focused	Does the item focus on one aspect of learning?	
Relevant	Does the item address a central issue in the curriculum?	
Engaging	Is the stimulus material an authentic text applicable to everyday life?	
Optimally challenging	Is the item optimally challenging and fair to students of different levels.	
Clear and short	Are the options for the item as short as possible and equal in length?	

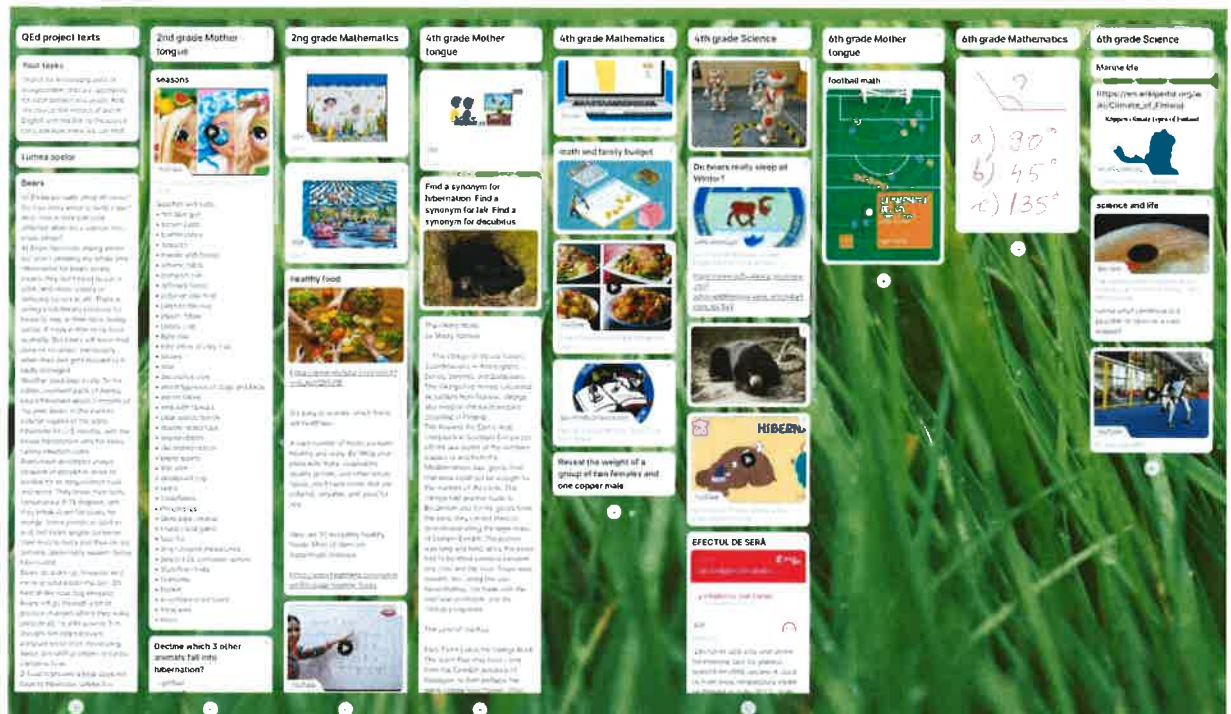
The Digital literacy tests creation checklist has been reviewed together with the partners during the working sessions in Helsinki. As seen before, the curriculums from all 3 countries are similar in terms of general and specific competences, and so each partner can address items from their national curriculum and apply to it the digital literacy test creation checklist.



During the **Workshop for the Creation of tests to support digital literacy skills for 2nd, 4th and 6th graders (day 3 and 4 of the Helsinki meeting)** each partner institution has researched and identified useful digital and physical support texts, based on which the tests for the e-learning platform can be created. The Finnish partner has guided the participants to search and identify support texts online, and they also borrowed around 30 books from the Helsinki library, in which the partners also identified useful texts.



The results of the support texts research work have been added to a common Padlet digital board: <https://padlet.com/biancabiro/vdp4ouvbn30sarkk> This online board will be used for organizing and sharing texts that will be used as support material in the creation of the tests for the e-learning platform.



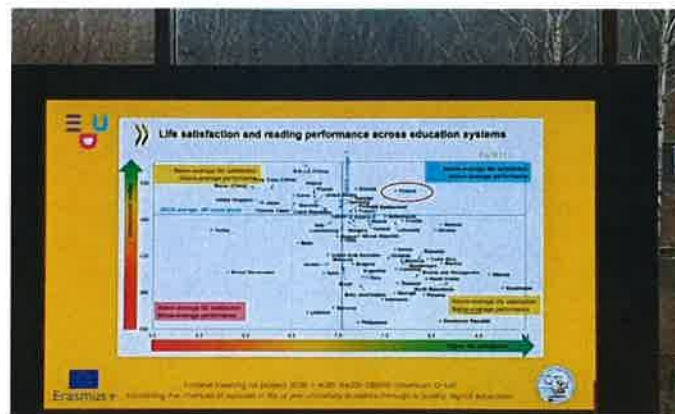
The Finnish partner has also prepared models of test for each grade and subject and has demonstrated on the Moodle platform how will the digital tests look and what are the possibilities of the platform.

Next steps for O1:

- Reviewing the Guide for using the e-learning platform created by The School Inspectorate of Bucharest, Romania with the Technical specialists from each partner country. (December-January 2021)
- Development, translation and uploading of the 240 tests on the e-learning platform. (first part of the tests ready and uploaded on the e-learning platform January – February 2021)

Intellectual output O3. Guide of "Methods, strategies and techniques for evaluating and self-evaluating the knowledge acquired by students in school for their participation in PISA tests"

The Finnish partner has presented during the **Workshop on Finnish curriculum and modern pedagogy** the structure of day one of the Helsinki meeting the principal characteristics and latest developments in Finland in the field of education.



In relation to intellectual output O3, the Finnish partner highlighted the importance of including into the guide the expertise of all the partners and so during the **Workshop on the Guide for modern pedagogy workshop on day 2 of the Helsinki meeting**, a co-creation session took place where we worked together on the Tips section of the Guide, in order to include in the Guide a list of best practices from all the countries.





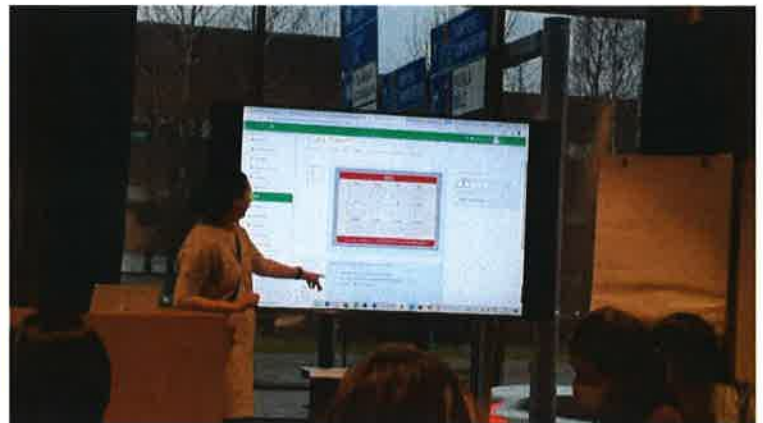
Next steps for O3:

- The Finnish partner will send the ready guide and the Canva template to all partners (December 2021)
- Each partner will translate the Guide to their respective languages (December - January 2021)
- The Technical team from The School Inspectorate of Bucharest, Romania will upload the ready guide on the project platform (December - February 2021)

Intellectual output O4. Tools for multi-/inter-and transdisciplinary literary and non-literary text reception-an open resource for teachers from different disciplines and students from mass and special education

The intellectual output O4 has been finalised by both the Saint Mary School's team and by the Finnish partner. The literacy tools were presented and discussed during the meeting, both in terms of content and also in terms of implementation on the e-learning platform.

Starting from the example of the created literacy tests, we have discussed and found together with the partners other topics of interest that can be used for the developing of the digital tests in order to support literacy skills for 2nd, 4th and 6th graders.



Next steps for O4:

- The literacy tools will be uploaded on the platform with the final reviews from the Helsinki meeting and will be sent for translation to the partners (December 2021)

Cultural aspects of the Helsinki meeting

We have visited a Finnish school and kindergarten, educational publisher, did some sightseeing and also cooked together the Finnish piparkakku (gingerbread). The different experiences helped the partners to get to know each other better and create long-lasting partnership relations.



4. Next meetings

The 3rd and last Transnational meeting will take place in Romania in June 2022. The Romanian partner will inform the partners as soon as possible on the suggested dates.

5. Evaluation of the Transnational meeting

We had a debriefing session on Day 5 of the Helsinki meeting. The partners expressed their views on the programme of the week and these were positive. One wish was that there would be more visits in Finnish schools, but unfortunately due to the Covid situation, we were only able to visit one school and one kindergarten and only after the school hours.



Conclusions were reached on the achievement of the proposed objectives for the second transnational meeting.



The meeting was evaluated, the minutes of the meeting ended, the attendance table was signed and the participation certificates were awarded for the second meeting of the *Q-Ed project! Equalizing the chances of success in life of pre-university students through a quality digital education*, Nr. 2020-1-RO01-KA201-080061, held between 15.11.2021-19.11.2021 The host institution: Suomi-Romania Edustudio ry, Helsinki, Finland.

Bianca Biro, Chairperson
Suomi-Romania Edustudio ry
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