DEMETER PROJECT

MINI PROJECT TITLE

DemeteR

Subtitle

The title or subtitle will consist of a single sentence and will be written in the third person. It has to be creative and hook the reader.

Here we will include a 3-4 lines description of the micro project.

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Teachers and collaborators of the mini-project

A list of teachers who have participated in this mini-project will be included.

Image of the teacher and brief curriculum including school and nationality.

Collaborators (they may not exist) are people who participate in the mini-project but who may not be a teacher.

Introduction

Make a detailed description of the mini-project

Explain in detail the objectives of the project

Explain in detail the classes, ages and curriculums (studies they are doing) of the students of the different teams, etc.

Explain in detail the communication and cooperation mechanisms carried out and how the responsibilities have been distributed among the different members of the mini-project.

Summary of units and timing

Brief summary of the units that make up the project. The units will be the activities or parts of the mini-project that have been carried out. For example, one activity can be reading a book and making an infographic and another can be a literary contest. The activities are related but do not depend on each other. If there are any that depend on another, they can surely be included in the same activity.

Make a Gantt chart to define the planning and scheduling of the units and tasks that have been carried out. In this way you can control the stages and progress that the mini-project has undergone.

Detail the resources and materials needed or used in the microproject.

Methodology

Explain in detail how thematic-learning methodology is being used by all team members and how it is being integrated into the curriculum.

Is gamification used?

How are students motivated? Explain in depth how this microproject motivates students.

Responsibility in learning. Detail how students are responsible for their own learning.

Advice that can be given to teachers to carry out this methodology.

Integration of key competences. Detail how the key competencies are included in the curriculum:

- Communicative competence. Communication between students not only in their mother tongue but in a foreign language such as English is basic. In ICAROS and DEMETER, groups of students of different nationalities have been created to work together on parts of the project. In addition, all communication has always been preceded by a group presentation.

- Mathematical, science and technology competence. This DEMETER project is basically a technical project. In it, the use and development of scientific methodology and knowledge is necessary.

- Digital competence. DEMETER students use new technologies as the basis for communication, learning, analysis, production of results, etc.

- Learn to learn. Working through projects based on thematic learning allows students to improve their organization and collaborative skills.

- Social and civic competences. In the ICAROS and DEMETER projects many ethical dilemmas have been debated and through many activities the student will understand and rethink concepts such as justice, human rights, solidarity, etc.

- Initiative and entrepreneurial spirit. The student has to be responsible for their own learning and has to make decisions regarding problem solving. The student will have to manage and plan in order to solve the problems that the DEMETER project is posing.

- Cultural awareness and expression. Art is one of the fundamental pillars of the DEMETER project. The members of the project have included this discipline because we consider it basic in the student training.

Results and outputs

Results / outputs expected from the mini project. What is going to be obtained in each unit or in the specific micro-project? Infographics, electronic devices, rover, etc.

Service learning? The results have an impact on society, community, school, municipality, … Will it bring some benefit to them?

Is the impact evaluated? Explain in detail whether the impact has been assessed and to what extent the preparation of students has improved.

Sustainability: The project lasts over time. It has been a project with a beginning and an end, or the results (rover, programs, etc.) are still being used in student learning.

Student feedback

Two types of evaluation of student feedback can be carried out:

- Through a survey. It is not recommended.

- A video in which a group of students explains what the DEMETER project has meant for them. Recommended.

Include a summary of the video and a link to it.

UNITS

UNIT 1. TITLE

Detailed description of the units. Video material (links) and photos will be included.

Lessons

In-depth description of the unit with images, links to documents, infographics, mind maps, etc.

In this section you can optionally include details of the lessons:

- Lesson description

- Duration / number of lessons

- teacher / s

- Class Objectives (what are the lesson objectives; evaluation of objectives, Indicators …)

- Another details (short description of the need of the target groups to work on this topic, how to deal with problems)

- Material / resources (classroom …)

- Micro plans

- Teacher's evaluation of the lesson

- etc.

UNIT 2. TITLE

UNIT 3. TITLE

Bibliography

WEB LINKS, BOOKS, PAPERS, ETC.