

Learning@Europe 2006-2007



Final report on results

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Executive Summary

Learning@Europe 2006-07 has involved, between November 7, 2006 and May 29, 2007, a total of **80 classes** of students from **54 high schools** in 16 European countries. 1615 students and 116 teachers participated. 20 experiences were organized and 81 sessions were performed (one had to be repeated due to a serious network failure that interested an entire Italian region). Over 1700 surveys were collected from 80-90% of teachers and 35-50% of students.

OVERALL

Overall, results were quite satisfactory. **98% of teachers** rated the overall **educational impact** either **good, very good or excellent**, with 62% rating it very good or excellent. Also 66% of students rated the experience very good or excellent in terms of engagement.

EDUCATIONAL BENEFITS

75-81% of teachers rated the students' **improvements in history** good or higher (32-40% rated them very good or excellent). 67% of teachers agreed or strongly agreed that some of their students acquired a more European view of history, and 56% that they reasoned critically on historical phenomena (besides learning relevant historical facts).

94-99% of teachers rated students' improvements in technological **skills**, new learning methods, English, and especially group work good or higher (57-71% rated them very good or excellent).

86-93% of teachers rated students' improvements in their **attitudes** towards other cultures and school in general good or higher (36-53% rated them very good or excellent). 70% of students also showed good or higher improvements in their general level of proficiency. After taking part in Learning@Europe, 42.4% of students said they changed their mind about history, 34.8% about Europe, 51% about English and 47.5% about other nations – in general, all of these acquired a new interest and a new relevance for them.

CONTENTS

Participants found the contents challenging, but interesting and stimulating. **Interviews** in English to renown European experts forced students to work hard on both history and language. Read by 70.6% of students, they represent the activity that involved directly the largest proportion of students (L@E participants usually split in groups, with each group working on only part of the project's tasks). They are followed by the 2D chat, which engaged at least once 51.1% of students, and the 3D world, with 49.2% of students. **Assignments** were an opportunity to apply knowledge to the students' local context. Collaboration, however, still proves the hardest task. Respecting deadlines is also hard for many, and teachers often ask for more time to complete the activities. **Questions**, both in the 3D world and in the 2D chat, proved at least as engaging as the games during online sessions.

ORGANIZATION

Apart from difficulties in remote collaboration and lack of time, no significant **organizational** problem emerged – except last-minute calendar problems which caused a few classes to miss a session. Slow bandwidth causes a number of other minor problems. While there are many areas for improvement, none of these problems seriously hindered the students' involvement.

In general, data show many improvements with respect to year 2005-06 – especially in organizational issues: calendars were approved in due advance, almost no calendar changes were made, teachers and classes were closely followed by the guides, and received all the assistance they needed. In addition, 60% of teachers had had previous experience with L@E. This resulted in better-prepared classes, increased number of assignments delivered, more surveys completed, much more active participation on the forums.

INTERACTION AND ENGAGEMENT

The **games** and **question-based** discussions proved extremely engaging, while presentations of students' works were less stimulating – partly because the majority of teams did not post the homework on the forum in time for the other team to read it. The **forums** were actively used in over 70% of classes, and proved an excellent tool for socialization, attitude-change, and English practice: students used them especially to interact with their foreign peers, exchanging information about their life and interests. They were less effectively used for collaboration, and even less to discuss about history.

PARTICIPANTS

Learning@Europe 2006-2007 involved **1614 students** and 116 teachers, from **80 classes** of 54 schools in **16 European countries**: Belgium, Bulgaria, Croatia, Czech Republic, Estonia, France, Germany, Greece, Italy, Latvia, Lithuania, Poland, Romania, Spain, Sweden, U.K. With respect to L@E 2005-06 we didn't have any participant from Norway and Hungary, whereas students from Croatia and Sweden participated for the first time. 39.1% of teachers were participating in Learning@Europe for the first time.

20 Experiences were formed and 81 sessions were completed between November 7, 2006 and May 29, 2007 (one session had to be repeated due to a serious network failure that interested an entire Italian region).

Data collected

Between November 1, 2006 and June 16, 2007, a total of 1743 survey responses were collected, covering in average **90.3% of teachers** and 42.8% of students, with 74.3% of classes represented.

Teachers were asked to complete only one survey per class, at different points of the educational experience, representing also the opinion of the colleagues involved (we therefore expected 80 responses to each teacher survey). Since in some cases more than one teacher completed a survey for the same class, some response rates exceed 100%. For clarity reasons we report also the percentage of participating classes actually represented by responses.

Surveys	Expected responses	Responses collected	Participants' response rates	Classes covered	Classes' response rate
Teachers' Expectations	80	90	112.5%	70	87.5%
Teachers after Session 1	80	76	95%	66	82.5%
Teachers after Session 2	80	64	80%	55	68.8%
Teachers after Session 3	80	64	80%	55	68.8%
Teachers after Session 4	80	67	83.8%	49	61.3%
Students' Expectations	1615	837	51.8%	72	90%
Students' impressions	1615	545	33.7%	49	61.3%

In addition, online tutors wrote a report and filled in a online survey after each of the 81 sessions. All chat logs and forum posts were recorded and archived. More than half of the sessions were screen-recorded from the guide's monitor.

RESULTS

Learning history and building a European identity

According to guides' reports, in 92.1% of sessions most students were able to answer correctly to most of the guide's questions and in 73.7% of sessions they were also very fast. In 55.3% of sessions they also justified their answers, and in 46.1% of session some showed evidence of critical thinking. In 35.5% of sessions the guide and/or helper marked the discussion as particularly stimulating and interesting.

75% to 81% of teachers rate their students' improvements in history either good (37-47%) or higher (32-40%).

A Latvian teacher commented: *"They were happy not only about chatting about Italian pastas of the nice weather, but that they had been able to remember some German poets, historical events etc."*

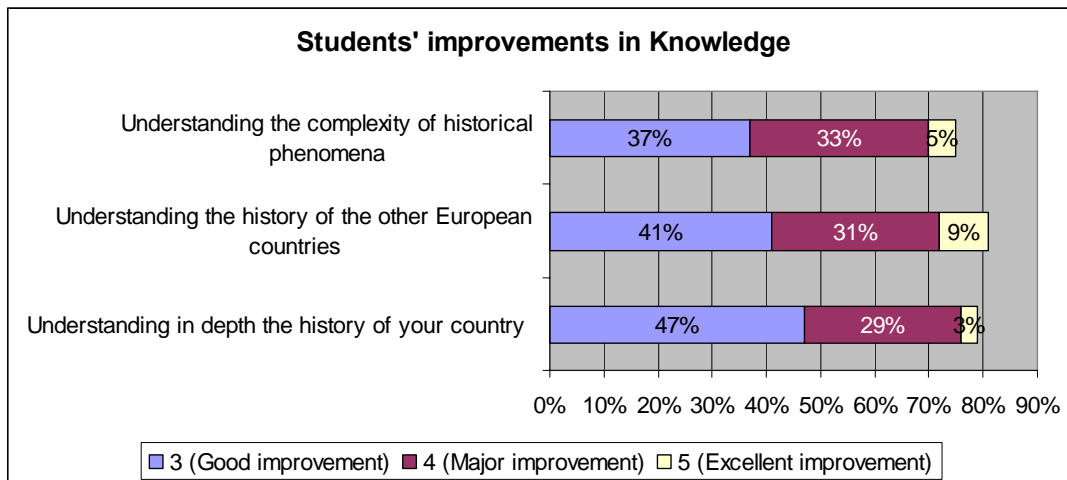
A Swedish teacher pointed out that *"At the moment they seem interested in History, too. I just feel that they are more interested now than in the beginning."*

Some of the students' comments:

"I did not know that the other nation people find our culture that interesting" (a Latvian student)

"I discovered new info about my nation" (an Italian student)

"we found that we have rich traditions" (a Polish class)

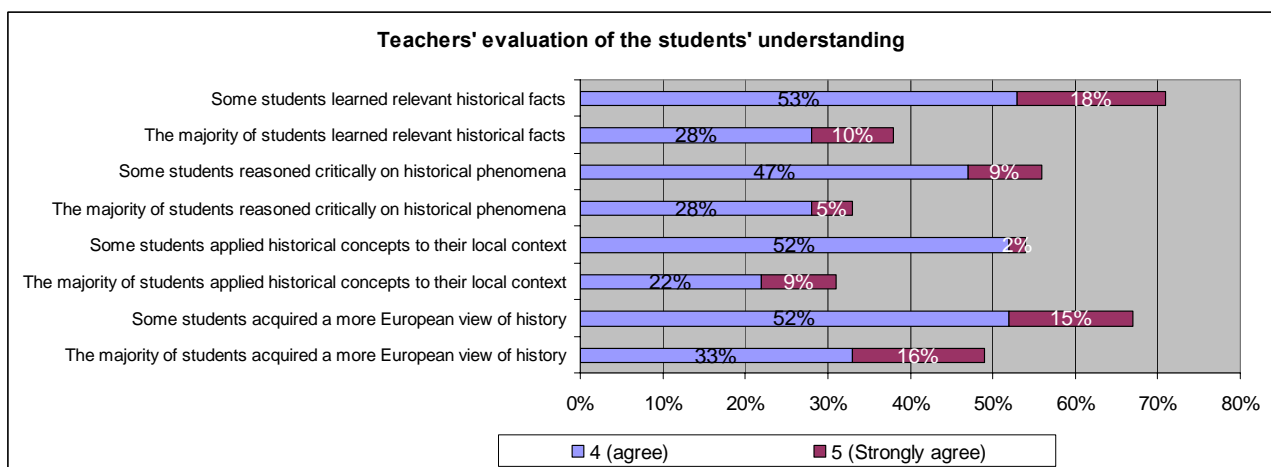


From the *Teachers' Survey after Session 4* (positive ratings). Total respondents: 61.

Asked more analytically about their students' improvements in history, 50% or more of teachers agreed or strongly agreed that at least some students in their class had achieved important content-related educational goals, such as acquiring a more European view of history and applying historical concepts to their own local context.

For 30-50% of teachers, these goals were reached by the majority of students in the class.

Between 26 and 48% of teachers partially agreed on the achievement of these goals; less than 25% disagreed (mainly about the achievement of goals by the *majority* of students). Apparently, the goal most difficult to achieve is the critical reasoning about historical phenomena.



From the *Teachers' Survey after Session 4* (positive ratings). Total respondents: 61.

Attitude change

One of the most remarkable results of Learning@Europe is the way it improved many students' attitude toward European national identities, the matters studied, and the very fact of studying them.

Students were asked whether they had changed their mind about a number of issues after the L@E experience. Of the 498 respondents:

20.3% changed opinion about their own nation:

"now i know somethings of our history and before i didnt know" (a Spanish student)

"we found that we have rich traditions" (a Polish student)

"I disco[ve]red and learnt in depth more about famous men in the history of our country" (an Italian student)

"I did not know that the other nation people find our culture that interesting" (a Latvian student)

47% changed their mind about other nations:

"I know better nations like Poland and Bulgaria that before I didn't know" (an Italian student)

"I start to feel some interest about the history of their cultures.." (a Spanish student)

"i enriched my knowlegde about cultures" (a Greek student)
"I like travelling and meeting new people and here I had a chance to do this" (a Polish student)
"got understand poland has been a great nation in midages" (a Latvian student)
"poland is very interesting" (an Italian student)
"Well... I got [to] know many happily and sadly events in other countries" (a Polish student)
"I noticed that the history of europe's countr[ies] is more similar than I believed" (an Italian student)

34.1% changed their mind about Europe

"I think that Europe is one big family". (a Polish student)
"We have many common things" (a Latvian student)
"i feel that [it is] my big home" (an Italian student)
"I understand that we are the same" (a Polish student)
"Now i see it with other eyes..." (a Spanish student)
"[I understood] that all the europe is our home and we must know more about other nationalities" (a Latvian student)



42.2% changed their mind about studying history:

"I think ttat history was boring to study but now I don't think so! Studing with the computer is really great!" (an Italian student)
"History can be interesting" (a Lithuanian student)
"I saw a different tipe of History" (an Italian student)
"I thought, that history is boring subject, but now, when I could collaborate with other countries and my friends, I've got new experience..." (a Lithuanian student)

Engagement

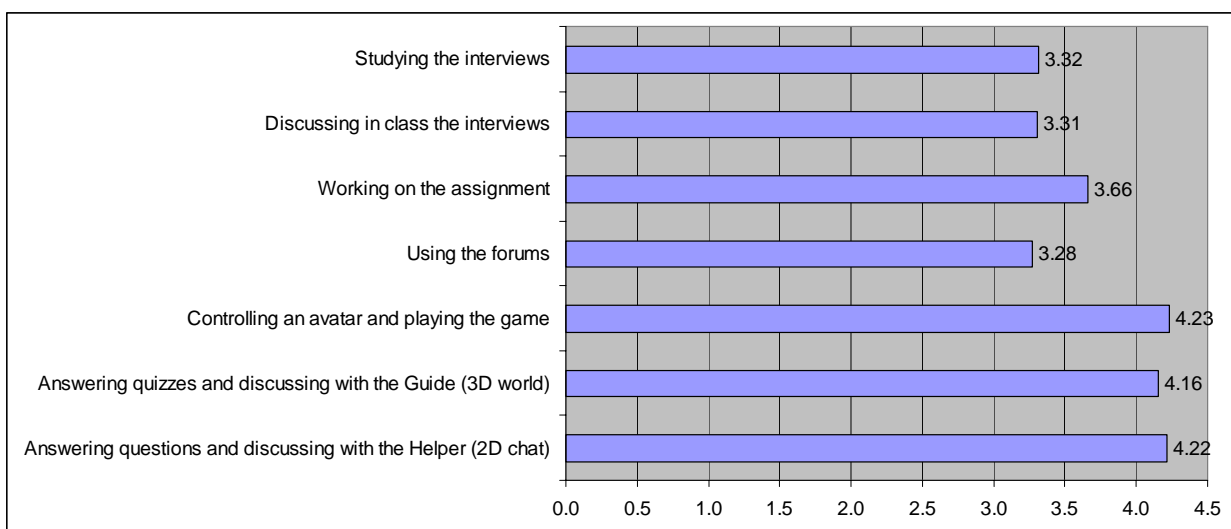
One of the reasons for the unusual amount of interest in history shown by many students might be the fact that the L@E approach – with games, quiz-based competition, interaction with foreign peers, and the use of computer for unusual tasks – is unusually engaging.

Participation through the 4 sessions

In 76.2% of classes at least 70% of the students were actively involved in the activities in preparation for the session, and in 73.9% of classes more than two thirds of students participated actively in the sessions.

What activities teachers found most engaging for students

According to teachers, the students were highly engaged in session activities, with very small differences between the discussion in the 3D world, the questions in the 2D chat, and the games. Also the activities in preparation for the session resulted sufficiently engaging in the vast majority of classes.



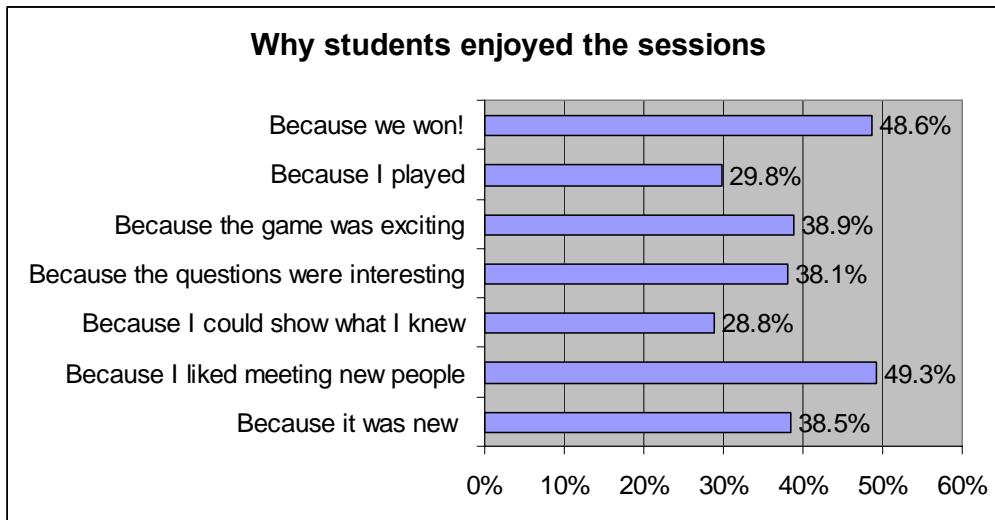
From the *Teachers' Survey after Session 1, 2, 3, 4* (average scores). Total respondents: 267.

What activities students liked best

Students seemed to prefer above all the interaction with foreign students (therefore the forums) and the group work with their class-mates (average score: 3.72 and 3.68 out of 5, where 1 is “boring”, 3 is “quite interesting” and 5 is “really exciting”). Surprisingly, the highest average rating of all (3.81) is given to the overall L@E experience, rather than to any of its specific activities.

The games score only slightly higher than the questions in the 3D world, and their ratings are a little lower than the discussions in the parallel chat without 3D graphics, where competition is only cultural.

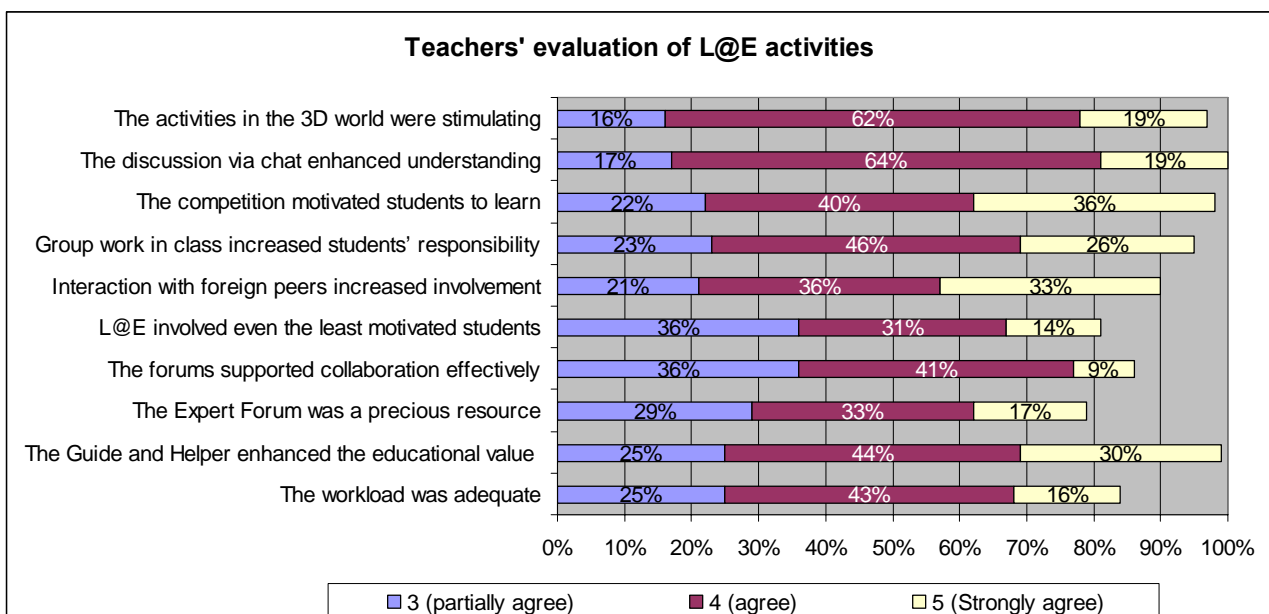
According to students, the most attractive aspects in online activities are the interaction with foreign peers and the competition – with very similar ratings for the games and the questions.



From the *Students' impressions Survey*. Total respondents: 539.

What students learn in addition to contents

According to the overwhelming majority of teachers, L@E activities had a high educational impact: 76% of teachers agreed or strongly agreed that competition motivated the students to learn, 83% that the chat discussions enhanced understanding, 74% that the Guide and Helper enhanced the educational value. Also, 81% of teachers found the activities in the 3D world stimulating or very stimulating.

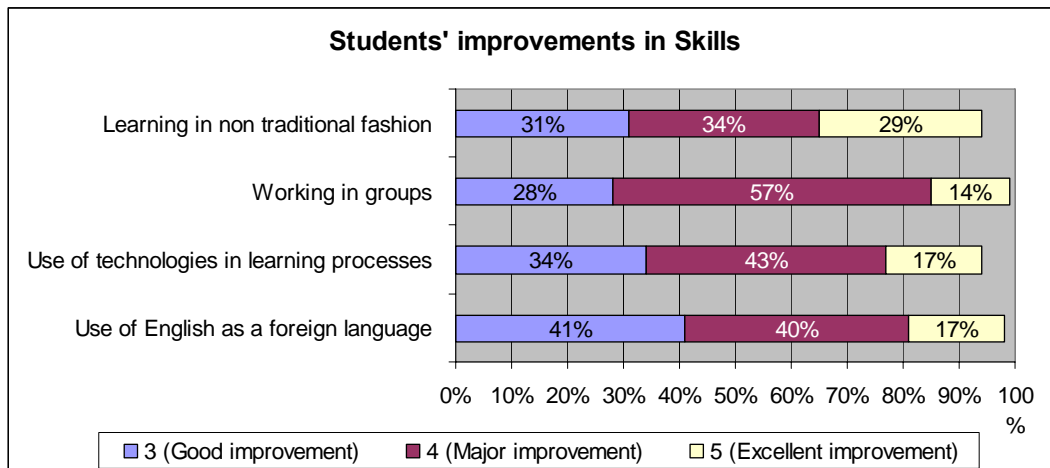


From the *Teachers' Survey after Session 4* (positive ratings). Total respondents: 61.

Improvements in the students' learning of history have been presented in the previous page. We focus here on transversal benefits.

Acquiring XXI Century Skills

Negative ratings for improvements in skills are below 10%: students seem to have definitely benefited from the Learning@Europe experience, especially in English and group work.



From the *Teachers' Survey after Session 4* (positive ratings). Total respondents: 61.

Some teachers commented:

"I believe L@E [helped] us and our students for learning(better) English, Computers and (the basic) European History!" (a Greek teacher)

"Our students learn: - responsibility - independence - team-work." (a Polish teacher)

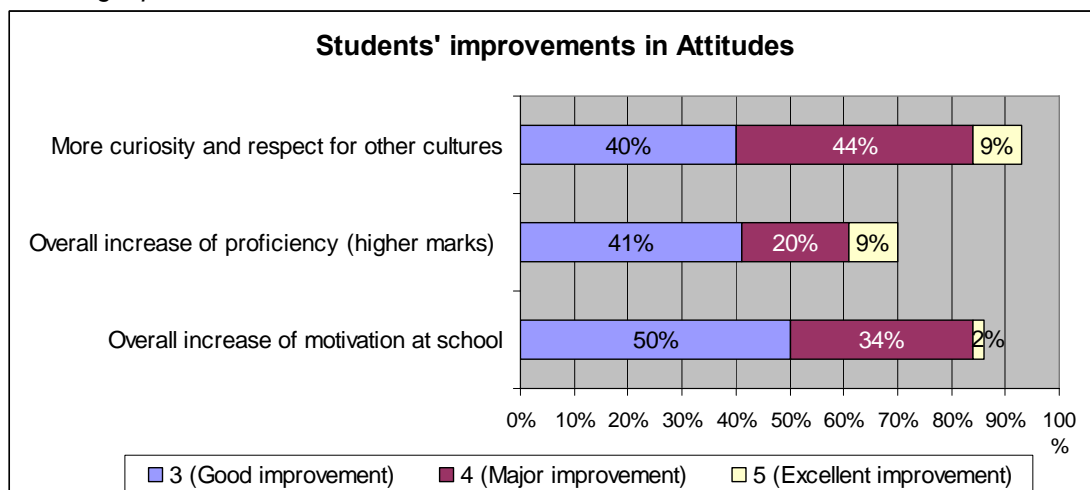
"Possibly the most important conclusion was that English spelling is needed not only to please the teacher of English..." (a Latvian teacher)

"My absolutely strongest reason for taking part in this game/competition is that it is important for modern students of different countries to get to know each other." (a Polish teacher)

Improving Attitudes

Also for attitudes, improvements are quite significant, especially in the increased **respect and curiosity for other cultures**: 53% of teachers reported major or excellent improvements!

Improvements in **motivation** are rated major or excellent by 36% of teachers. The competition probably plays an important role in this, as the comments of an Italian teacher suggest: *"there's much more involvement [compared to usual involvement in lessons]. since we are not the winner team, they are trying to do their best to get points"*.



From the *Teachers' Survey after Session 4* (positive ratings). Total respondents: 61.

"I think that different cultures, history and habits create a variety in European Union! We all know that the motto of EU is "United in diversity" and we have to be different, but united in order to be more powerful and to succeed easier!" (a Bulgarian student)

"Yes, of course that we are an feel europeans. We lived for too long disconnected from the rest of Europe. We love to be visited by our european neighbors and visit them to, to have the feeling of belonging to Europe. It's kind of exciting!!!" (a Spanish student)

Again, one of the most significant benefits of Learning@Europe is the way it improves the students' attitude not only about the contents and the subject matter, but also about the tools and skills that can be useful in order to achieve these and other goals.

36.6% of students changed their minds about using the computer at school

"now I know that it's not only for playing games" (a Lithuanian student)

"it is a different way to know something new and use computer at school (it is more exciting)" (an Italian student)

"it is more easier and we can do interesting things in school" (a Latvian student)

"I thought computer weren't useful at school" (a Spanish student)

"This computer we can use not only for homeworks, but for meeting some new friends" (a Latvian student)

"I'm better now" (an Italian student)

51% of students changed their minds about English

"Talking with other people i really improve my level og writting." (a Spanish student)

"Now I know better this language" (a Latvian student)

"I learnt new words and phrases" (an Italian student)

"I want to learn more english language." (a Latvian student)

"It's more fun" (a Swedish student)

"It's more easy when we speak with other people" (an Italian student)

"Now i like it very much!!!" (a Polish student)

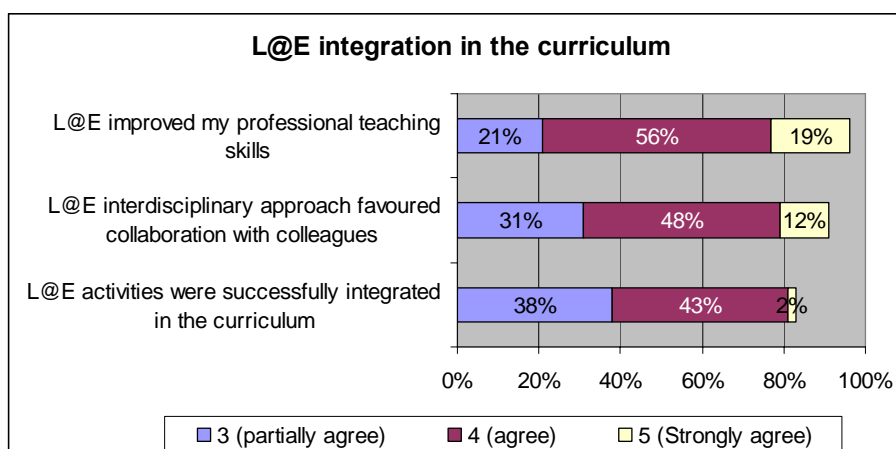
"is very important language for my life" (a Latvian student)

"I have understand the importance of knowing english in order to comunicate with people of foreign countries" (an Italian student)

Curriculum Integration and Teachers' Professional Development

According to almost all teachers, Learning@Europe was also a precious opportunity for professional development: it provided opportunities for learning technical skills, organizational and coordination abilities, practice with English, integration of technology in teaching activities, interdisciplinary collaboration with colleagues – which also greatly enhanced the educational value of the experience.

83% of classes were able to integrate it somehow in curricular activities, 45% with success.



From the *Teachers' Survey after Session 4* (positive ratings). Total respondents: 61.

More than one teacher reported difficulties in obtaining the collaboration of colleagues: *"I, being the English teacher, lacked the knowledge of history to be able to discuss all those topics with students. As all the*

teachers are busy it was difficult to ask the history teachers for help. On the other hand history teachers don't know English so for them it is difficult to participate too." (a Lithuanian teacher).

However, the experience can still offer major benefits; a Polish teacher commented: "Such projects like L@E are a break from everyday teaching routine and are very useful for both teachers and students. They let us do something innovative and exciting. We may benefit from modern technologies, collaborate with colleagues from other countries and exchange our experiences."

Global educational impact

After the conclusion of the experience, 41% rated it "very good", and 21% "excellent". Only 1 teacher rated the global educational lower than "good".

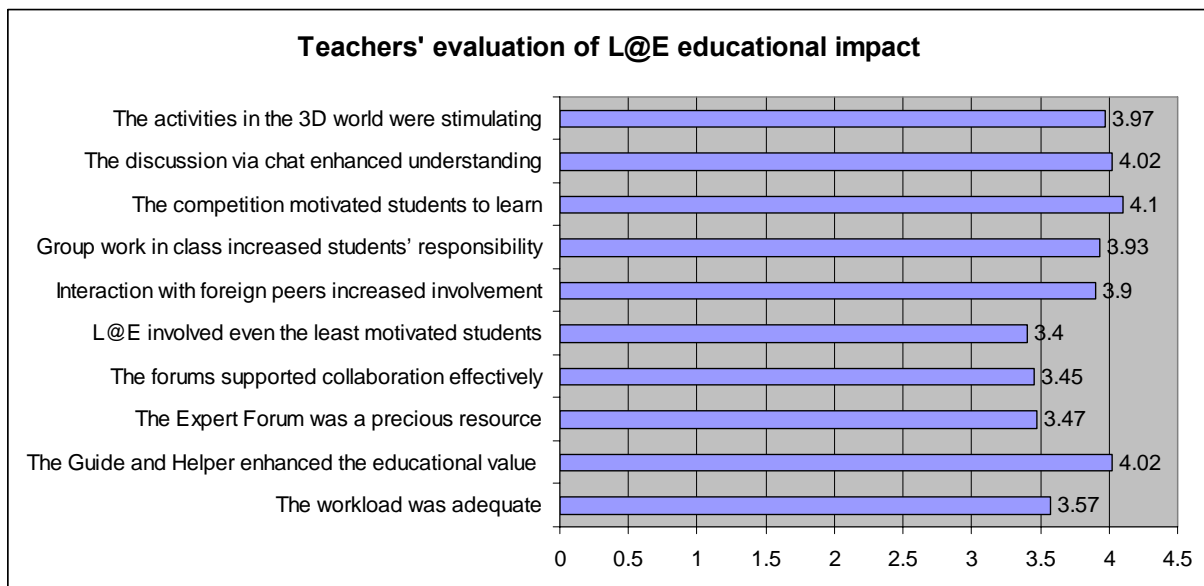
"The educational impact is really great: learning history in an innovative way, getting used to new technologies, effective communication with other students and the opportunity of getting to know them better and making friends with them." (a Polish teacher) "The majority of students increased of motivation at school. They get higher marks with History, English and Information Technology." (a Polish teacher)

"It is a novel kind of learning when students from different countries learn the same things at the same time, which is precious. For school it is also rewarding because this is an offer for students that other schools cannot boast about." (a Polish teacher)

Apparently the features teachers found most effective were the motivating effects of competition and the discussions in the chat with the Guide and Helper.

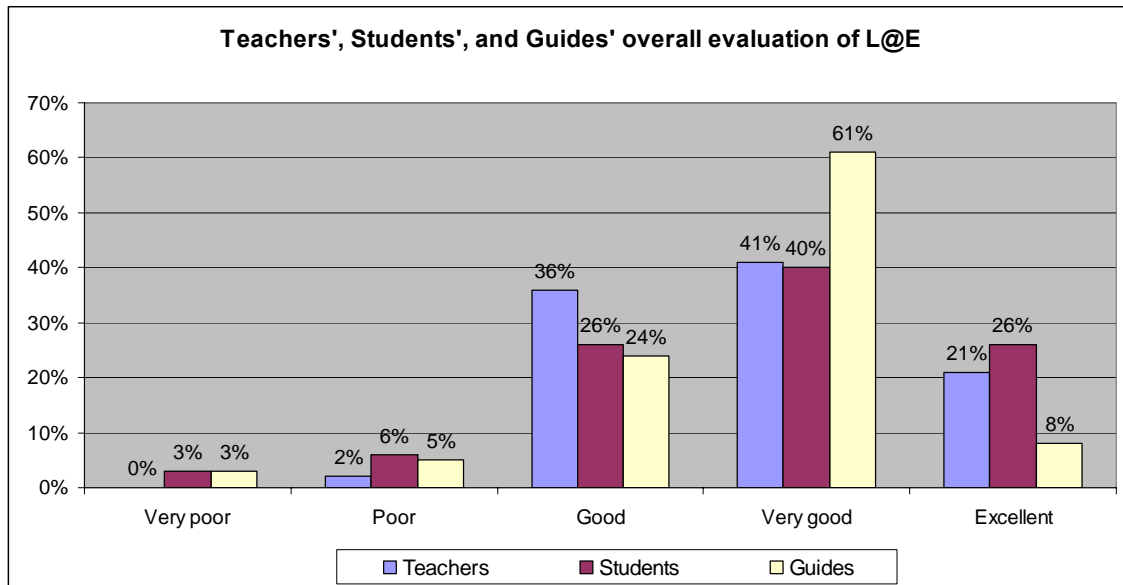
None of the experience's features was rated in average below 3.4 (with 3 = "partially agree").

45% of teachers agreed or strongly agreed that L@E involved even the least motivated students, and 72% agreed or strongly agreed that L@E increased students' responsibility.



From the *Teachers' Survey after Session 4* (average ratings on a 5-points scale). Total respondents: 61.

"I have a very positive opinion about the whole project .It is an innovative approach towards teaching and learning history thanks to the access to original sources written by the best experts in their field .It is combined with the possibility of discussing various issues in 3D world with students from other countries, which is particularly attractive for young people." (a Polish teacher)



From the *Teachers' Survey after Session 4*, *Students' Impressions Survey*, and *Guides' Reports* after the conclusion of L@E 2006-07. Total respondents: 58 teachers, 529 students and 79 guides

The vast majority of teachers, students and online tutors agree that, overall, Learning@Europe has been an extremely positive experience, on all fronts.

In particular, teachers were asked to evaluate the overall educational impact (very good or excellent for 62% of them); students rated the level of engagement (very good or excellent for 66% of them); and guides were particularly concerned with technical and organizational issues, i.e. with the general feasibility of the problem (very good or excellent for 69% of them).

Overall, we might conclude that **60-70%** of participants found a Learning@Europe experience **well above average** in terms of **engagement, feasibility, and educational impact**.

Annex 1: Discussions via chat about European issues

A chat discussion about multi-ethnic states among students from Greece, Poland, Italy and Lithuania
(the Helper is a moderator from L@E staff)

Helper: A multiethnic State ("Republic of two Nations") was made in Poland and Lithuania since 14th till 18th century. What do you think about multi-ethnic States? Are they an opportunity or a threat, a risk against peace?

Helper: this is a difficult question... I usually ask it to 19 yo students... but since you are very good historians...

Hapsburg: ok lets see...

Bourbouns: I think there is a challenge

Savoias: but this is a question were you can give any answer!!

Savoias: it's something personal

Hapsburg: I think, it was not very good for Lithuania...

Bourbouns: it very difficult to save nationality

Piast: we think that's difficult to make people of different cultures, needs, and so on

Piast: live together

Savoias: yes but at this point the world isn't about saving nationality but is't about understanding the nationality of others!!

Hapsburg: it's like a mix of two nations and it's not very good for the smaller one.

Hapsburg: the stronger nation tries to rule upon the smaller one

Piast: yes savoias

Piast: but we can understand other cultures

Bourbouns: it like ocupation

Savoias: sooo...

Piast: even they are out of our state

Hapsburg: for that time in 15thcentury it was a threat

A chat discussion about European identity among students from Bulgaria, Spain, Poland, Italy

Helper: do you think european politics is moving in the right direction?

Bourbouns: yes

Hapsburg: yes but for us they should do more

Savoias: There is too much propaganda and stronger countries want to dominate.

Helper: What do you mean Haps?

Hapsbourg: we mean that they should build a common education system for all the countries

Hapsbourg: the people should be more involved in european politics

Helper: do you think there is not enough enthusiasm?

Piast : but we already have about 900 membes of parlament

Hapsbourg: yes 'cos we don't feel involved enough

Savoias: there is also a question - what can we do

Hapsbourg: because we don't have an european feeling of identity yet

Helper: it is gonna be an important process for you right?

Hapsbourg: yessssssssssssssss

Piast : yes

Hapsbourg: and long too!

Bourbouns: to feel part of eu

Piast : but europeans lived together for thosands of years

Bourbouns: we should learn the history of all the eu countries

Piast : and this process hasn't been done yet

Hapsbourg: now it is more important the local identity and so this process will be very difficult

Annex 2: Students' interviews on national awareness. Team: Poland-Sweden

Assignment 1: Interview at least 10 people on how they perceive your country's history and identity, and test their knowledge of your country's history.

Use the following questions:

1. what are in your opinion our national symbols? Why?
2. whom would you say is our national hero? why?
3. do you know what our national anthem is, and when and why it was chosen?
4. do you know what is the meaning of our flag?
5. do you know who X [name of a national hero; ex. Garibaldi for Italy] was?
6. do you know what happened in year X? [year in which a critical event for your country occurred; ex. 1812, the constitution of Cadiz, for Spain]
7. can you tell us something about the battle of X? [name a battle of particular relevance for your country's history: ex. The battle of Marienberg for Poland]
8. do you know why we have a festival on day X? [name a day in which there is national festival; e. g. July 14th for France]

Compare your findings with those of your team mates through the Team Forum and prepare a COMMON FINAL REPORT.

In our report we would like to present the results of survey the national awareness. The most recognizable national symbol is national flag in both countries.



According to Swedish people the national Hero is Gustav Vasa, who is also on their money (1000 Swedish-crown-bills). There is a big Ski-run on every year in the beginning of March that is named after him: Vasaloppet = The Vasa Run/Race. Polish Hero is Józef Piłsudski. Both man were spectacular patriots and great commanders.

Most people in both countries knew what national anthem are and why and when they were chosen. It was very difficult to Poles and Swedes to answer what the meanings of the national flags are.

Swedish part of our group asked in their country who Gustav Vasa was. The majority of people asked didn't have problems with the answer, because he was the king who brought Reformation/Lutheranism to Sweden.

We also asked some Polish people who Józef Piłsudski was. Everyone answered that he was the hero of the First World War and helped to recover our country, when it gained the independence.

Swedes led an interview and asked what happened in 1520. The correct answer is: Stockholm Bloodbath begins (a successful invasion of Sweden by Danish forces under the command of Christian II of Denmark results in the execution of around 100 persons). A lot of people didn't know what happened then. We also asked in Poland what happened in 1791. People didn't have problems with answering. In this time Polish constitution which was the first in Europe was signed and started to exist.

Swedes knew what the battle of Lutzen was about and when it happened (1632). People in Poland also knew that the battle of Grunwald was against Teutonic Knights in 1410.

The majority of Polish people were able to answer why we have the national festival in 11 November (because it is an anniversary of gaining the independence of Poland). Swedes knew that they have the national festival in 6 June, but didn't know what the occasion is it.



Annex 3: Reflection and comparison. Team: Italy-Latvia

Assignment 2: Based on what you have studied in the interviews so far, answer the following question:
Describe folklore and tradition in your country: how is it related to national identity?
 Then compare your answer with that of your team mates, critically discussing analogies and differences
 Compare your answer with that of your team mates through the Team Forum and prepare a COMMON FINAL REPORT

TEAM B - FOLKLORE AND TRADITIONS

In **Italy** there isn't an evident national identity.

There are more local and religious festivals and feasts than national ones.

The reason for this is that Italy has become unified only recently. The process was forced by the king and the Catholic Church was hostile.

The most important local festivals come from medieval times. The most known are in Tuscany, for example "Palio di Siena", "Gioco del ponte di Pisa", "Calcio in costume of Florence", that date back to that historical period when the towns were split into neighbourhoods.



Religious festivals are celebrated in Italy and some are national holidays (15th August St. Mary's Day, 8th December the Immaculate Conception). Some are celebrated locally.

The only national festivals are on 25th April (the Liberation from the Nazis), the 1st May (Labour Day), the 2nd June the birth of the Nation founded on democratic values and the 4th November (Victory of Italy at the end of the WW1). The festival of the 2nd June had been in suppressed for about 30 years and started to be celebrated again in 2001.


Latvian national folklore are folksongs and folk-tales. Folk songs in our country are sung at song and dance festival. This festival is organized once every four years. In this festival choirs and national dance collectives from all Latvia participate. This festival shows our national identity and unity of Latvia population, because everyone who takes part in this festival cooperates with each other.



It is a great event that takes about a week. On 24th June we celebrate summer solstice. We make a fire, drink beer, sing and dance all night. Latvians have celebrated this day for ages. In old days Latvian peasant celebrated this day as the end of sowing. People believe that in this day all kind of grass have a healing effect and a great power that give energy for the whole year.

Annex 4: Discussion on the forum: “Do we feel European?”

11-13-2006, 3:26


 aragon269
Joined on 10-28-2006
Posts 104

[reply](#) [quote](#) [delete](#)
Edit Post | Delete Post(s) | Split Posts | Edit User | Unmoderate User | P

Re: Are we European? Do we feel so?

Yes we are European, but at our weekday we don` t think about that we are our we don` t
I feel that i am European and it for me important to know who i am, and i think that all EU is like a big family, we just need more learn about each other like a persons and traditions and like that. Its just new beginning at my country history and culture.
U are wondering why none of us didin` t introduced with text: Im European..... Well, we just all know that we are at this organisation and that we feel in our hearts that we are European, but maybe its just a new experience that we now don` t accent so much and its hard at that moment to think about that.
Its just my opinion, but i would start to talk about that, i think i would change somethig, its just all that i think about this situation
Nelda [TeamA LV]

11-13-2006, 5:38


 jagiellon269
Joined on 10-28-2006
Latvia, Jekabpils
Posts 11

[reply](#) [quote](#) [delete](#)
Edit Post | Delete Post(s) | Split Posts | Edit User | Unmoderate User | P

Re: Are we European? Do we feel so?

I definetly feel like European. And all thanks goes to the raises of prices and costs. All demans and terms. I would like to ask other students... does your school ofeer you to learn more foreign languages, like for example latvian? If we are all a big community we should be able to communicate in all languages. Maybe thats is the situation just here 😊
But also the fact that we all are unite makes me feel better. Unite we have better chances to develop.
That is my opinion.... Elgars from Latvia 😊


11-16-2006, 4:14


 managerteamB266
Joined on 11-07-2006
Posts 25

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Re: Are we European? Do we feel so?

I'm from Lithuania and I am European, I can feel, that I am European... Lithuania is in the geographical center of Europe, so we have what to be proud of. But I think, that for these days teenagers it's not a very important thing, well, that's what I think... In our school (Vyduņas gimnāsijs) you can learn some other languages, not even English, Russian. you can also learn French, German, Polish, Latin and Greek 😊 so it's quite lot, but I would like to learn Spanish... I hope someday I will 😊 bye


 managerteamA268



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Re: European Motto

i feel really european and italian 😊
i'm proud to be european

 managerteamB270
Joined on 11-08-2006
Posts 3

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Re: Are we European? Do we feel so?

Yes, of course that we are an feel europeans. It took our country too much time to be part of Europe. We can't forget, even if we didn't live that period of our history, those decades under the fascism government of Franco. We lived for too long disconnected from the rest of Europe (only at the very end of his government he decided to open our borders to Europe and to the europeans). We love to be visited by our european neighbors and visit them to, to have the feeling of belonging to Europe. It's kind of exciting!!!

[This last contribution is by a Spanish student]

Annex 5: L@E Participating schools, year 2006 – 07

COUNTRY	SCHOOL	CITY	CLASS	TEACHER
BELGIUM	Sint Bernarduscollege	Oudenaarde	6HuWe	Guy Verzele
BULGARY	English Club Foundation	Targovishte	10	Rosetta Stoicheva / Ivelina Balabanova
CROATIA	Hotelijersko Turisticka skola	Zagreb	2	Ana Mardesic
CZECH REPUBLIC.	Gymnázium Ostrava-Zábřeh	Ostrava	6A	Lenka Glakova
	Gymnázium Ostrava-Zábřeh	Ostrava	5A	Lenka Glakova
	Gymnázium Ostrava-Zábřeh	Ostrava	7A	Lenka Glakova
	Lyceum Ústavní	Praha	7 A/B	Lukas Buzek/ Ivana Švagrová
ESTONIA	Arvutikutsekool Inter	Tallin	INFO 1	Irina Balvotsene / Tatjana Zjuzina
FRANCE	Collège D.Reinhardt	Toulon	3eEURO	Danielle Monrocher
	Lycée Agricole Armand Faillères	Nerac	BTS	Marthe Geoffroy
	Lycée Livet	Nantes	1 S2	Benôit Picherit
	ORT Daniel Mayer	Montreuil	2A	Christian Robin / Elio Lumbroso
GERMANY	Echendorffschule Kelkheim	Kelkheim	x	Heiko Purket
GREECE	Sth Geniko	Mytilene	11	Christophoros Mourougiannis
ITALY	I.I.S. "A.F. Formiggini"	Sassuolo	3CSL	Silvia Pompucci / M.Cecilia Gargiuolo
	IIS L.Da Vinci	Civitanova	2E	Achiropita Fusaro / Catia Micucci
	IIS L.Da Vinci	Civitanova	2A	M.Luisa Gnocchini / Daniela Savoretti
	IPSSAR Matteotti	San Benedetto del Tronto	5A TST	Leonella Ferrarini / Antonella Marcheggiani
	ISIS "Edit Stein"	Gavirate	4 A	Fabio Della Bordella
	Istituto Statale d' Arte Mengaroni	Pesaro	3AM	Roberta Cappelletti Alberto Sacco
	ITC M. Cassandro	Barletta	5B Igea 5A	Ida Palumbieri / Francesco Messinese
	ITC M. Cassandro	Barletta	Mercurio	Grazia Torraca / Francesco Messinese
	ITCG C.Battisti	Salò	4 E Erica	Ilario Lombardi/Riccardo Sessa
	ITIS Caramuel	Vigevano	2 C ITIS	Paola Fantoni
	ITIS Magistri Cumacini	Como	3EL1	Luisa Bianco
	ITIS Magistri Cumacini	Como	3EL2	Luisa Bianco
	ITIS Magistri Cumacini	Como	3EL3	Emanuela Longoni
	ITS Commerciale Turistico & per geometri "Jean Monnet"	Ostuni	2T	Paola Cirasino / Nicola Rotondo
	ITS G.Marzocchi	Ascoli Piceno	4AL	Anna Maria Virgulti / Cinzia Pettinelli

	ITS G.Marzocchi	Ascoli Piceno	3AL	Anna Maria Virgulti / Cinzia Pettinelli
	Liceo B.Russell	Cles	4 C	Viviana Russo / Alessandro Paris
	Liceo B. Russell	Cles	3 PA	Massimo Gaburro
	Liceo B.Russell	Cles	3 LA	Maura Zini / Giovanna Valentini
	Liceo B.Russell	Cles	4B	Colonia Loretta
	Liceo Benedetto Varchi	Montevarchi	2	Sandra Ermini
	Liceo Classico "S.M.Legnani"	Saronno	4 AL	Dante Santarelli
	Liceo Linguistico Leonardo da Vinci	Pontremoli	2A	Mariella Sommovigo / Palma Marina
	Liceo Linguistico Leonardo da Vinci	Pontremoli	2 AL	Francesca Mori / Marina Palma
	Liceo Staffa	Trinitapoli	3C	Anna Maria Torraca
	Liceo Scientifico Statale Guglielmo Marconi	Pesaro	2H	Michele Paolini
LATVIA	Adazy Secondary School	Riga Region	9 A	Skuja Dace
	Adazy Secondary School	Riga Region	11 A	Daukste Galina / Sarmite Savicka
	Jekabpils State Gymnasium	Jekabpils	12D	Inga Ermansone / Biruta Lasmane
	Olaine Secondary School nr.1	Olaine	10A	Iveta Svarinska / Brigita Udre
	Smiltene Center Secondary School	Smmiltene	11	Gundega Upeniece / Dace Ciekure
LITHUANIA	Silutes Vydunas Gymnasium	Silutes	2T	Lolita Kucinskiene
	Silutes Vydunas Gymnazium	Silutes	3 VG	Daiva Abisaliene
	Silutes Vydunas Gymnazium	Silutes	2G	Lilija Zdaneviciene
POLAND	Gimnasium nr.3 im. Jana Pawla II	Thychy	2A	Tamara Zelazna
	Gimnasium nr.3 im. Jana Pawla II	Thychy	2D	Tamara Zelazna
	Gimnasium nr.3 im. Jana Pawla II	Thychy	2E	Tamara Zelazna
	Gymnazjum nr 1 w Skyerniewicach	Skyerniewice	2C	Malgorzata Sandelewska / Marzena Zdrojewska
	Gimnazjum im F. Skoedrskiego	Poknoc	2A	Paszke Malgorzata / Maria Nevoaver-Darska
	Gimnazjum nr 1 w Sanok	Sanok	1A	Jacek Zozak / Joanna Marc
	Gimnazjum im. Czestlawa Mitosza	Teczycza	3G	Jolata Szyller / Ewelina Gryglewska
	Zespol Szkol nr. 5 Elku	Elku	X	Wojciech Wawrzynczak/ Dariusz Tukaszewicz
	Gimnasium Sportowe no.24	Gdask	2C	Beata Tubis / Ewa Mizejewska
	Gimnazjum nr.2 im J.P.II	Stalowa Wola	1 B	Aneta Zukovicz
	Gimnazjum publiczne w Oksie	Oksie	3A	Iwona Ziolkowska / Grazyna Marzec
	Gimnazjum publiczne w Oksie	Oksie	1 B	Joanna Sajtyna / Jerzy Supernat
	I Liceum Ogólnokształcące im. KEN	Sanok	2 AI	Hanna Duleba / Grzegorz Malec

	I Liceum Ogólnokształcące im. KEN	Sanok	2 AT	Hanna Duleba / Ewa Mazepa
	I Liceum Ogólnokształcące im. KEN	Sanok	2 D	Aleksandra Olszewska / Ewa Mazepa
	IV High School in. Dra Tytusa Chalubinskiego	Radom	2G	Marcin Kamanczyk/ Marzena Aksamit
	IV High School in. Dra Tytusa Chalubinskiego	Radom	2C	Monika Majewska Dziuba / Pawek Majchrzyk
	IV High School in. Dra Tytusa Chalubinskiego	Radom	2F	Monika Majewska Dziuba / Pawek Majchrzyk
	VIII Liceum Ogólnokształcące - Zespół Szkół Medycznych	Bydgoszcz	1 E	Marzena Czechumska / Irena Paczos
	VIII Liceum Ogólnokształcące - Zespół Szkół Medycznych	Bydgoszcz	2 E	Roman Wojtkiewicz / Wiesława Wilk
	VIII Liceum Ogólnokształcące - Zespół Szkół Medycznych	Bydgoszcz	3E	Bożena Jozwiak / Maria Ciemińska
	Zespół Mechanicznych im. Stefana Czarnieckiego w Lapach	Lapy	1B	Marcin Wiecko / Piotr Jasłowski
	Zespół Mechanicznych im. Stefana Czarnieckiego w Lapach	Lapy	2B	Rafał Michałowski / Piotr Jasłowski
	Zespół Szkół	Czarna Biakostocka	3 LP	Ewa Zglejszewska / Roman Matlag
	Zespół Szkół Handlowych	Sopot	1 THT	Katarzyna Komodzinska / Irena Karnat
ROMANIA	Colegiul Economic Buzau	Buzau	11 B	Catalina Postovei/ Pietrareanu Adriana
SPAIN	I.E.S. Atenea	Madrid	1 Bach B	Hector Sanchez / Conception Peligros
	I.E.S. Atenea	Madrid	1 Bach A	Hector Sanchez / Santiago Rebaque
	IES Gredos	Piedrahita	2 bach B	Angel Lopez Hernandez
	IES Gredos	Piedrahita	2 bach A	José Antonio Sanchez
SWEDEN	Alvstrands gymnasiet	Hagfors	BF2	Brigitta Carp
U.K.	Myers Grove School	Sheffield	Y 10	Mohamed Kemali/Winston Wait