



RUSSIAN-FINNISH PROJECT
ICT-BASED EDUCATION AS A DRIVER OF CHANGE IN LEARNING 2010-2012

Template 5

ICT- Based Learning Environments. Creating and Using Together: Project Report

School(s)

Introduce your school.

School 227 was opened in 1968.

In 1980 school became an experimental platform for the first time. The problem of a dialogue between a teacher and pupils in educational activity was investigated. During this work the respect for the individuality and merit of the child was growing.

New experiment “The Pedagogical Class” started in 1984. We opened pedagogical classes to carry out the permanent work with the capable and talented youth focused on a pedagogical profession. New subjects - pedagogic and psychology were added. Pupils could test themselves in a role of a teacher.

In 1991, having generalized the stored experience of experimental work and practical activities, the school started a new experiment “The Pedagogical School”. So our school became a pedagogical gymnasium. (Gymnasium is a special type of secondary school, in which humanitarian subjects are studied profoundly).

We are support students, postgraduates and doctoral students of the Herzen Teachers Training University. They are engaged in practical work, performing degree works and research, enriching the professional activities of teachers of our school.

Close relations with the Herzen Pedagogical University was adjusted. Today our school belongs to the educational area of this well-known High School. More than 700 of our pupils became students of this University. Third of them works as teachers, directors of studies and principals not only in St-Petersburg. Today 9 of them work in our school.

The school which carries out an experimental work in a joined research with pedagogical science is thinking over the problem what should school, the teacher and pupil be like.

We have many books, monographs, workbooks, articles written by our teachers and pupils in different languages. G.N.Elkin is the author of books and workbooks on Geography. V.Kochergina is the author of workbooks on finish language. These books are used by many schools of Russia.

We have a school Scientific Research Society. Research works performed by our students during 15 years have taken prize-winning places in different competitions and conferences.

We were engaged to set up a School Sporting Club "Bregantine" in 2010. There are 4 branches in the Club: basketball, volleyball, general physical training, light athletics.

We understand that practical everyday school life is impossible without modern pedagogical science. Gymnasium 227 is a practical science



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experimental area now – on the city and district levels. We have developed a conception “Using of educational technologies in educational process at school”.

Now pupils of our school can study 4 foreign languages – English (from second form), Finish (from 5th form) and French or German (from 7th form). We have dealt with international projects (especially with Finland), which realize in our gymnasium.

In 2008 our gymnasium established international contacts with the Puolala’s school from the Finish city of Turku. Our gymnasium became one of the participants in Russian-Finnish project “VUO” - New educational surroundings.

In 2008 we found new partners in Forsa – University of applied science. We had a Russian-Finish conference called “Modern educational views”, which took place in the gymnasium.

We plan joint projects with Finnish-Russian school of Helsinki (Finland), a school of Bordeaux (France), a school from Köln (Germany), a school from Dublin (Ireland).

<http://www.school227.ru>

Name of your ELM or the e-resource you used

«**Secrets of successful education: commonwealth, cooperation, co-authorship (3C). ELM from A to  »**

Change drivers

Coordinator - Sedov Vladimir Anatolievich (total project management, information and communications support)

What was the decision to participate in the project driven by?

Strong desire to make educational process, educational environment of our classical school better, to develop remote education.

Why did you join the project?

The growth of teachers and pupils’ educational level, the growth of positive educational motivation, changing educational environment with the help of ICT provides an opportunity to realize our inner potential, to take part in an innovative product creation. Our teachers can make up and use a set of educational materials for organizing remote education.

Did you achieve your goals?

The aims have been completely achieved by both sides of the project.

Were your expectations met?

We are completely satisfied with the result we have.



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Use your Visiting Card (Template 1) and e-Learning Material Design Process Plan (Template 2)

Change Narrative

The "Big Picture"

Describe briefly

- how your ELM project relates to the "big picture" of your school and its development plans or initiatives

Creating the ELM is an urgent issue for our school as the Finish language is studied as a second foreign language since the 5th form, we do some projects with finish schools, our gymnasia is the official constitutor of "St.Petersburg Educational Association providing learning Finish". The material and its basic ideas will be demanded by all associated schools.

Electronic educational materials are planned to use in academic and extracurricular activities subject, educational work, development of special projects, organization of independent work of students.

ELM can be used as information for educational work, task on which students should think creative assignments for students, reflection, control and self-control, creation of their own products on the project.

The basis of teaching process with the use of ELM is laid two approaches - cultural studies approach and activity approach.

- how your ELM theme serves the students, teachers and the development of the whole school

The theme represents the common interest to all participants in the educational process in Saint Petersburg and Helsinki.

For teachers:

- encourages teachers of two countries to target immersion school in the cultural space of the city and the city of another country;
- creates motivation creating something new (knowledge, skills, attitudes, product, etc.) to others;
- facilitates penetration of the creative workshop of another teacher and understand the pedagogical activities;
- helps:
 - expand your own knowledge, pedagogical methods and technologies
 - to improve the performance of
 - in communion and collaboration with students and colleagues, promoting education and upbringing;
- helps in the development of ICT skills within their subject.



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For students:

- helps you to learn and understand the cultures of cities and towns;
- improves educational interest;
- developing information and communication culture;
- develops universal training actions;
- contributes to the training methods and technologies for success today and in the future;
- includes project participants in the context of the significant life challenges;
- helps students to communicate with each other;
- incorporates educational cooperation in achieving the aims of education.

For the development Gymnasium:

- expands and strengthens international contacts with our nearest neighbour to the North;
- allows you to get acquainted with the ideas, experiences, traditions, education opportunities available to partners;
- would incorporate innovation and innovative products;
- facilitates lifelong learning among peers.

- why you chose this theme

Education in culture and media cannot be carried out within one school, one district, one city, one country requires efforts on all sides of an authentic experience. Solve the problems of education in the field of culture and media may work together, combining our resources with the system step by step towards our goal. Project participants (teachers, students, parents) to the history and culture of the home cities, create products (photo, video, presentations, drawings, etc.) which will be reflected in ELM, through awareness and knowledge of the hometown its reading in the context of another culture develops self-identification, desire to participate actively in the transformative activities for the benefit of other and us.

To produce a positive motivation from the first steps is the main thing to do. There is nothing better than to get acquainted with such an unusual alphabet as “St.Petersburg alphabet” It motivates students not only to learn a foreign language but also immerse them in a neighbouring country culture.

- what was interesting in this theme for a joint development

It is really urgent to teach Finish in our Gymnasia (Gymnasia №227) and to teach Russian in Russian-Finish



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school. We've gained some language teaching experience in both languages and we would like to make up and share an effective ELM – “My city's alphabet”.

Created by ELM may be of interest:

- it is the product of joint activities for teachers and students (interesting for those who created, parent);
- for those who wish to learn more about the culture of the city of Saint Petersburg and Helsinki;
- for teachers who are active, independent students, using interactive materials.

Your product is designed to separate and sharing.

- what issues in the theme were interesting to share with other colleagues from Russian and Finnish schools

The Alphabet of Saint-Petersburg (a product of Gymnasium 227) and The Alphabet of Helsinki (a product of Finish-Russian school) material hasn't finished yet. It forms the basis for search and reflection of teachers, pupils and everybody who has learned it. The results of teachers' and pupils' reflection are given in the part “Pedagogical repository”. We are sure that everyone who will get to know our alphabets, will take a great interest in using ample opportunities of Saint Petersburg and Helsinki during their lessons and extracurricular activities.

- what you wanted to achieve by participating in the project.

We would like to make up the ELM to be demanded in St.Petersburg and Helsinki schools to activate creative explorations as abilities to use the sights of our cities are practically endless.

Personal results:

- Formed value-semantic systems of students.
- Improving the motivation for learning and cognition,
- Defining the boundaries of their own knowledge and ignorance,
- Increased self-esteem,
- Development of personal position, social competencies, personal qualities (responsibility, sociability).

Metasubject results:

- Learn the cultural attractions of twin cities;
- To issue the results in the presentation;
- To show initiative and independence;



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	<p>– To work individually and in teams;</p> <p>Subject results:</p> <p>– An expansion of scientific knowledge in the field of history and culture of the two countries, Finland and Russia, two cities, St. Petersburg and Helsinki</p> <p>– Receiving the experience to obtain new knowledge, to transform it and use;</p> <p>– Learning how to solve educational and practical tasks in a variety of educational, musical and artistic activities;</p> <p>– Mastery of universal educational activities and ICT competency.</p> <p>Different teachers of primary and secondary school developing their own materials connected with our native city, so the capacity of the work will increase. Also we discussed different suggestions and ideas about expanding the scope of our project.</p>								
Staffing and time frames	<p><i>The composition of your project team / development team</i></p> <p>Krasulina Galina Lvovna ("Alphabet of my city")</p> <p>Sedova Nelly Vladimirovna (preparing pedagogical materials)</p> <p><i>Your schedules</i></p> <table border="1" data-bbox="573 839 2000 1286"> <thead> <tr> <th data-bbox="573 839 1048 914">The 1st stage – preparation (2010)</th> <th data-bbox="1055 839 1518 914">The 2nd stage - development (2011-2012)</th> <th data-bbox="1525 839 2000 914">The 3d stage - completion (2012)</th> </tr> </thead> <tbody> <tr> <td data-bbox="573 919 1048 1286"> <ul style="list-style-type: none"> - collecting a team to realize a project - setting up and agree the theme of the project - choosing a partner and make an agreement within the bounds of the International Conference – Workshop - picking up the material according to the theme </td> <td data-bbox="1055 919 1518 1286"> <ul style="list-style-type: none"> - discussing the materials of ELM by both sides - preparation of ELM - testing experimental ELM during joint activity of students and teachers of both sides </td> <td data-bbox="1525 919 2000 1286"> <ul style="list-style-type: none"> - realization of the program while meeting the students (Gymnasia 227 and Finnish-Russian school) - correction of ELM - making up a report </td> </tr> </tbody> </table>			The 1 st stage – preparation (2010)	The 2 nd stage - development (2011-2012)	The 3d stage - completion (2012)	<ul style="list-style-type: none"> - collecting a team to realize a project - setting up and agree the theme of the project - choosing a partner and make an agreement within the bounds of the International Conference – Workshop - picking up the material according to the theme 	<ul style="list-style-type: none"> - discussing the materials of ELM by both sides - preparation of ELM - testing experimental ELM during joint activity of students and teachers of both sides 	<ul style="list-style-type: none"> - realization of the program while meeting the students (Gymnasia 227 and Finnish-Russian school) - correction of ELM - making up a report
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Technical infrastructure	<p><i>Describe briefly the platforms, services, tools, software etc. you used</i></p> <p>For using ELM you need:</p>								



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	<ul style="list-style-type: none">• a PC with the Internet access,• basic PC-user skills to work with<ul style="list-style-type: none">▪ Internet Explorer / Fire Fox Mozilla / Opera / Google Chrome▪ Power Point / Microsoft office / Open office /etc . <p>Techniques to be used – individual and group work according to the aims of activity and planned results.</p> <p>Cooperation links:</p> <ul style="list-style-type: none">• Student-Student and Student-Teacher – through a joint access to the Web-site with ELM, real life communication or online communication. (Skype, Adobe ConnectPro, Moodle)• Student-Student through social networks (Vkontakte, FaceBook, etc.), real life communication or online communication (Skype).• Teacher-teacher – through the Internet, mail, social networks (Vkontakte, FaceBook, etc.), live communication, remote communication (Skype, Moodle).
Development of a sound pedagogy and methods	<p><i>Describe briefly</i> <i>- your ELM concept (in the form of what? A calendar, a portal, etc.), why this concept</i></p> <p>Our main ELM – an interactive text-book “The Alphabet of My City: The Alphabet of Saint-Petersburg and The Alphabet of Helsinki”. It’s posted on the website. Other our project’s materials is provided with extra sections – “The Pedagogical Storage”.</p> <p>We urgently need to unite our efforts creating a valuable product to develop every participant’s personality as we strongly desire to establish friendly relationships with our Northern neighbour and study Finnish educational experience as well as to give out ours.</p> <p>ELM focuses on cultural, informational, communicative, social competences and self-determination. After working with ELM students will be able to work with different materials, create presentations and produce creative works. They will gain individual and group practical skills as well as habits of work with electronic resources.</p> <p><i>- interactivity which pedagogy, pedagogical approach or model was chosen? Why?</i></p> <p>In the development of ELM applied the activity approach, allowing a person to realize his potential, develop in different types of activities (search, creative, research). Also there was used a person-oriented approach, through which the process of training and education was organized with the installation of the personality as a</p>



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value, for its development and for the development of society.

Model that was used is a relationship between the components (the purpose, content, form, result), its implementation allows to organize cultural and educational space of the gymnasium for the effective development of subjects of the educational process.

- incorporated into the learning and assessment tasks and activities if any

On the proposed facility students can be asked to make the task, formulate the targets for Russian and Foreign languages lessons, Math, Nature and so on.

Execution of tasks can be carried out in the following organizational forms: frontal, group and individual forms of learning; for lesson or home task, after classes work.

Students and teachers act in different roles:

- developers and creators of new project,
- performers,
- experts,
- generators of new ideas.

The job had a creative nature. The proposed of ELM is supporting material, it can be used both in class and outside it, to propose on the homework, the creative task, project.

For example, ask pupils of 1-4 grades make the task, the content of which is connected with any kind of landmark of the city; or write a poem, take photos, draw a picture, dedicated to the city, any place, which are chosen by the student, together with their parents, a group of students; or learn and perform a song, which is dedicated to the city and etc

The tasks can be individual and group, their implementation may be as mandatory, so by their own choice. Encourage students to work with of ELM will appeal to this material the teacher, demonstration materials to students, display interesting creative works of children and their parents.

- the changes after reviews and feedback on the initial idea if any.

During the meetings with our Finnish partners, experts gave us different recommendations, which allowed to improve our ELM.

Use your Work plan for organizing and monitoring the development and production process of the ELM (Template 3), your ELM Pilot



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Implementation Plan (Template 4).

Key Outcomes

The ELM / e-resource produced or used

Write a brief description of your ELM or the e-resource you used:

What is it?

Our ELM – “The Alphabet of My City: The Alphabet of Saint-Petersburg and The Alphabet of Helsinki” based on the PowerPoint 2010 presentation and includes the information about main attractions of Saint-Petersburg and Helsinki (history of different attractions and memorials, historical events connected with it). The navigation is in form of alphabet. Each letter is a reference to page with information about attractions which name begins from this letter.

Where and how was it used?

Other our ELM is provided with extra sections – “The Pedagogical Storage”, which consist two parts:

– Pedagogical repository – the part is devoted to the works of teachers and pupils of Gymnasium 227, created under the impression of “Alphabet of Saint-Petersburg” and “Alphabet of Helsinki” which indicates the implementation of the project into the process of learning and upbringing and creation of favourable conditions for using ICT in education and learning. All this allowed to create educational environment in Gymnasium №227 where electronic education is of primary importance and effectively used.

After learning our “Alphabet of Saint-Petersburg” and “Alphabet of Helsinki” and using lateral reflection, you’ll be able to become the author of materials, introduced in the part “Pedagogical Repository”.

– “Methodological repository” (teachers’ works)

Let us remark that these works are performed by teachers who are not official participants of the project “ICT-Based Education As A Driver Of Change In Learning”. Taking up the idea of development of pedagogical and didactic models, based on conception of electronic education, these were they who provided using the models in educational environment of Gymnasium 227. Our teachers implement them successfully during their lessons with their pupils.

Lessons learnt

Describe briefly:

- Advantages gained

Found out	Learnt
- news in the educational system of Finland (the	- cooperate with foreign partners



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<p>using of ELM),</p> <ul style="list-style-type: none"> - the sights of the native city and the city of Helsinki, - what is the ELM, - how to create and use ELM, - the potential possibilities for teachers, children and the assistance of the parents 	<ul style="list-style-type: none"> - create the product for the mutual use by the team - appreciate own experience and realize ideas, derived from the experience of others, - use platform Moodle - use ELM during the development of lessons and extra-curricular activities
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- Concerns

There are some problems with coordinating teacher's work because each teacher have it's own vision of the project.

The developer's team was changed, and also changed the vision of our ELM

Trying to negotiate with our finish partners about providing the learning materials

Some teachers have not enough technical knowledge. To solve this problem we can provide group and individual consultations for such teachers.

Sometimes it's difficult to find appropriate software for developing some elements of our ELM.

Some risks are:

- Developing the methods of the results evaluating
- Unavailability of some teachers to active work with the project

- Benefits for you and students in using the ELM or the e-resource

A key factor in the success of using of ELM has become 3C - Commonwealth, co-creation, promotion. ELM can be used as information for the work, the job over which we have to think, creative tasks for students, for self-evaluation, reflection, control and self-control, to create your own product on the project.

Creative works produced by the students of school 227 can be can here. These works show how far the students got involved in the project. Being met with the project Russian students created their own presentations about St.-Petersburg satellite towns. These presentations can be used for organising mini outings around St.-Petersburg suburbs by our Finish colleagues. The annotations are given in Finish:

- [Lomonosov](#) (fin) (*.pps)
- [Pavlovsk](#) (fin) (*.pps)
- [Pavlovsk](#) (fin) (*.pps)



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	<ul style="list-style-type: none">• Peterhof (fin) (*.pps)• Pushkin (fin) (*.pps)• Peterhof (fin, rus) (*.pps) <p>- Evidence of success</p> <p>Using of our ELM in the schools of Saint-Petersburg and Helsinki, the works of teachers (not involved in the project) in the realization of the ideas of «Alphabet of my city» in their lessons in primary and basic school.</p>
Use your ELM Pilot Implementation Plan (Template 4).	
Transformability/Adaptability and Sustainability	
How can your ELM or the e-resource you used be transferred to other contexts?	<p><i>Key requirement for wider adoption on a sustainable basis</i></p> <p>Terms of using of our ELM is - the desire of the teacher and his ability to apply the ELM or create on the basis of it their own ELM, and the existence of appropriate technical resources.</p>
A "Practical Guide"	<p><i>Create "practical guide" for others to learn how to use your ELM or the e-resource you used.</i></p> <p>Dear colleagues and parents, who are interested in the education of pupils, we offer You to get acquainted with the ELM «Alphabet of my city: the ABC of St. Petersburg and the ABC of Helsinki», developed by the Gymnasium №227 and the Finnish-Russian school.</p> <p>We have created the ELM, which will be interesting to adults and children. When using it, You will get acquainted with the sights of Saint-Petersburg and Helsinki. Visiting the «Pedagogical piggy Bank» - you will be able to think over the questions, puzzles and crosswords, collect the puzzle, see the lessons which use the ideas of our product. Having addressed to our experience, the idea of our ELM, You can create your own ELM for class or extracurricular activities. It is interesting, useful and prospectively.</p> <p><i>Describe briefly</i></p> <p><i>- how it works</i></p> <p>The example of using of ELM "The Alphabet of My City: The Alphabet of Saint-Petersburg and The Alphabet of Helsinki":</p> <ul style="list-style-type: none">• work with the letter «A» in the Russian language, literature (reading), technology lesson (1 grade of Gymnasium 227),• work with the letter «A» in the Russian language (class 1rst),• work with the letter «A» in the Finnish language (5th grade).



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- why use it

The ELM is used at the first stages of school education for:

- ensure cognitive motivation and development of the interests of the students, their ability and readiness for cooperation and joint activity with the teacher and classmates, formation of foundations of moral behavior, which determines the relationship between the individual and society and the surrounding people;
- mastery by the pupils of the primary school of the initial skills of transfer, search, convert, store information, the using of a computer;
- the creation of universal educational activities, ensuring the ability of the student to the independent assimilation of new knowledges and skills, including the organization of this process.

- how it improves current practice

The ELM allows to improve the personal, subjective and multisubjective results of the students.

- technical skills or resources teachers or students need

Professional, informational and cultural competences are necessary for work with our ELM.

- preconditions in order to use your ELM or the e-resource you used successfully?

For the most effective using of ELM it is necessary:

- orientation of a teacher and students in the using of the modern information and communication technologies,
- supporting a desire of a teacher to use the ELM.

- the steps to access and start using it.


The experience acquired during the creation and usage of ICT is embraced by the teachers of the gymnasium and Finnish-Russian school who did not participate in its development. The material was presented at the regional seminar for primary school teachers and for the Saint-Petersburg Association of schools with Finnish language studying.

ICT developed by the gymnasium can be recommended for primary and secondary school teachers, liberal arts teachers.

All information on the project “Secrets of successful education: commonwealth, cooperation, co-



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	<p>authorship (3Cs). ELM from A to  “ can be found on the website of Gymnasium №227 if you follow this link http://school227.ru/ikt/index.html</p> <p>Should you have any additional questions, we’ll be happy to answer them. Please contact the on-line office of the Gymnasium №227 principal via http://school227.ru/call.html</p>
<p>Recommendations, advice and tips</p>	<p><i>Your recommendations, advice or tips for other teachers</i> <i>- who are thinking of starting using your ELM the e-resource you used?</i> Our ELM can be used in studying of Russian and Finnish languages at the initial stage of studying of foreign and native language, by teachers of secondary and higher educational schools, courses of foreign languages.</p> <p><i>- who are thinking of trying out your pedagogical approach?</i> The pedagogical approach we have selected is good to use by teachers, teachers of an additional education, teachers of high schools, etc.</p> <p><i>- for designing and facilitating learning activities?</i> We created the ELM to use it at the organization of individual, group and collective training activities with the active participation of parents.</p>
<p>Where to next?</p>	
<p>Further development of your ELM</p>	<p><i>Describe briefly your plans or ideas for the future use and development of your ELM or the e-resource you used in the project.</i> On the basis of the obtained technology of creation of the ELM can be obtained alphabets of Bordeaux and Paris, Cologne and Berlin, Dublin and London.</p>
<p>School development plans</p>	<p><i>Describe briefly how your school will proceed in enhancing the use of ICTs.</i> The organization of distance learning of students on the basis of software products Moodle and ConnectPro. The main attention will be paid to providing the opportunities for distance learning and studying the Finnish language for students of educational institutions of Russia</p>