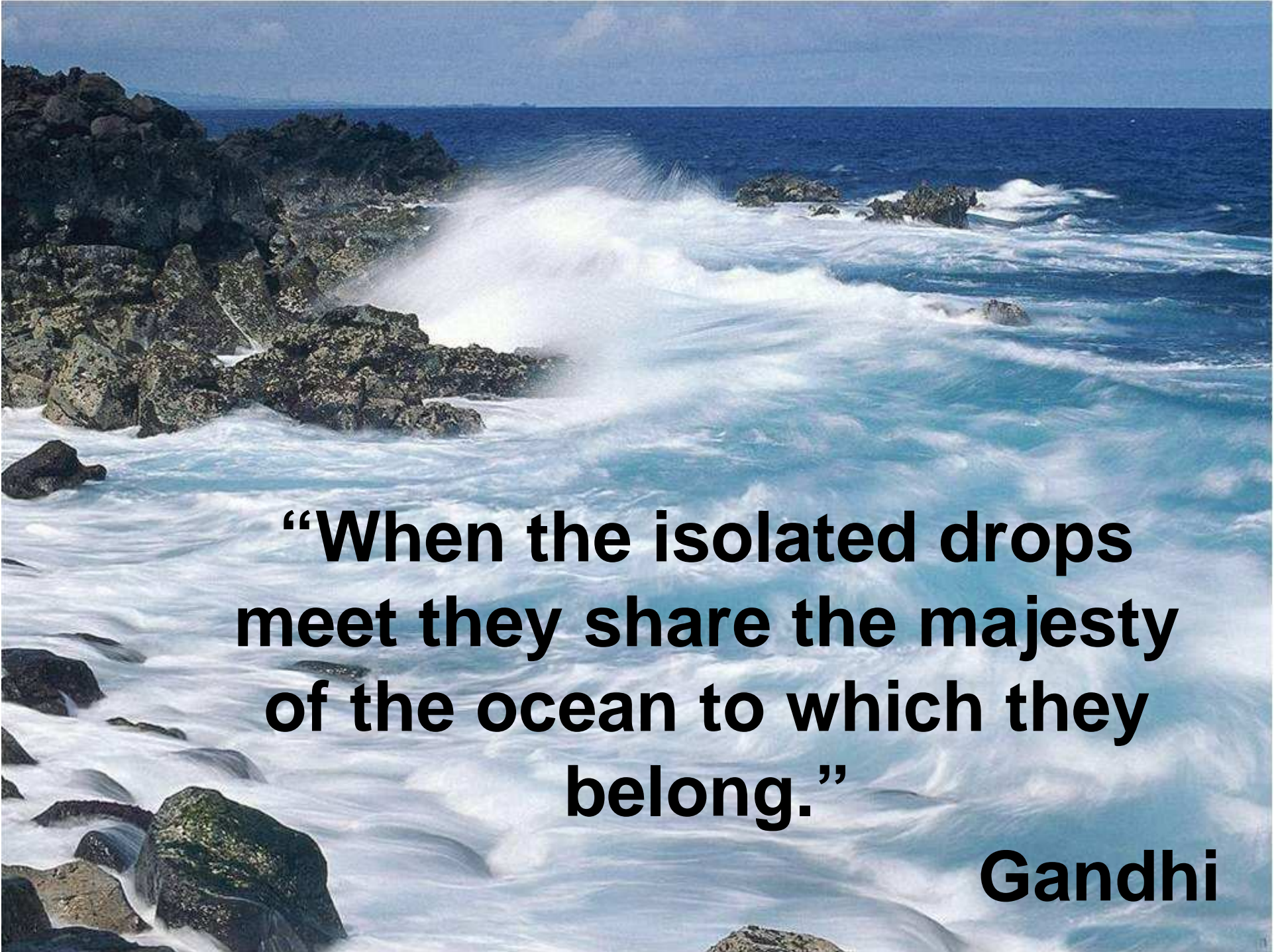


P.A.C.E.

DIFFUSION SEMINAR

Marghera, 19th May, 2008

Sandy Thomas – Education Director



**“When the isolated drops
meet they share the majesty
of the ocean to which they
belong.”**

Gandhi



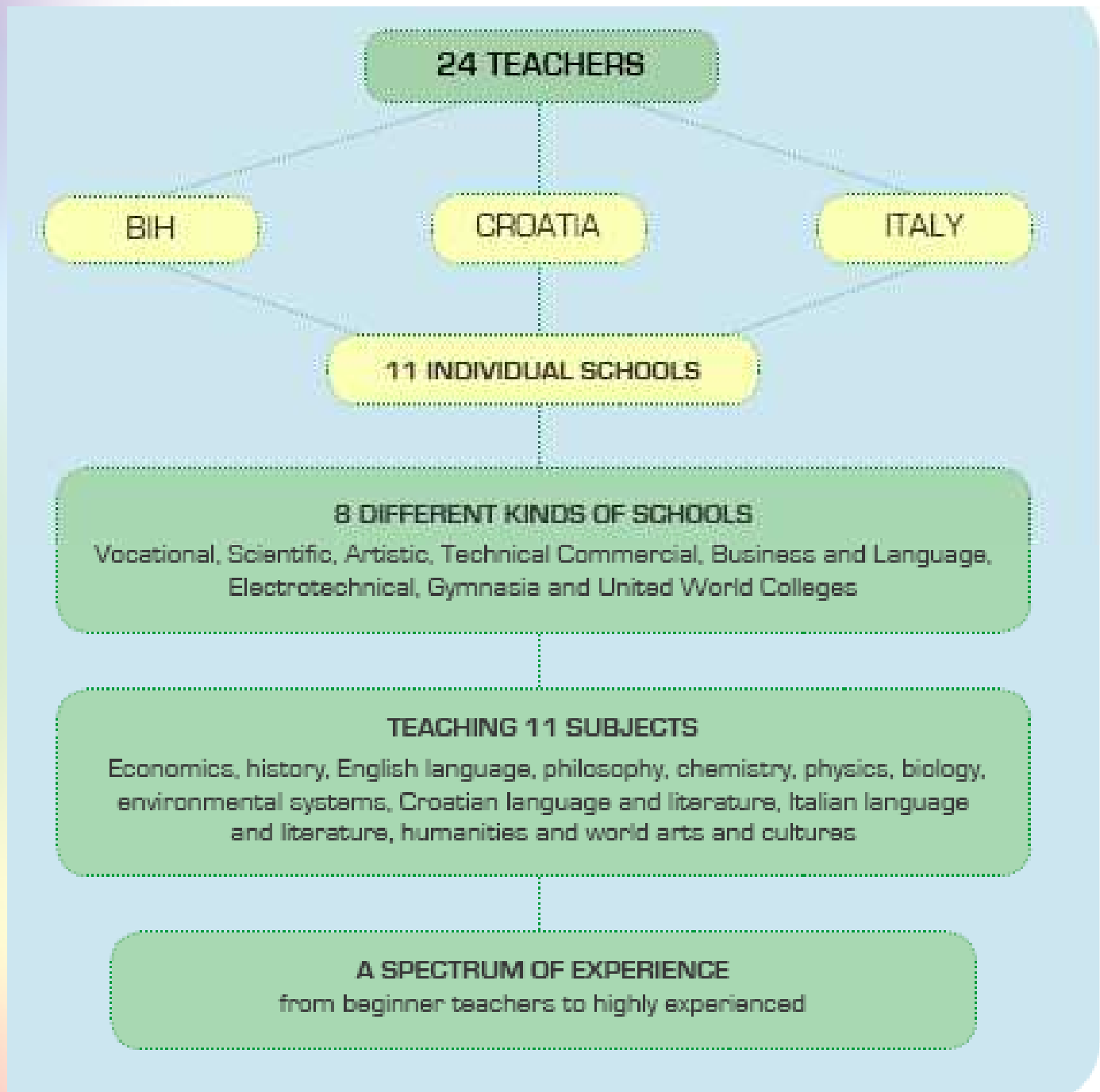
INSTITUTIONAL PARTNERS

- A University (Venice)
- An NGO (Forum for Freedom in Education, Croatia)
- Two United World Colleges (Adriatic and Mostar)
- A county (Province of Forlì-Cesena)

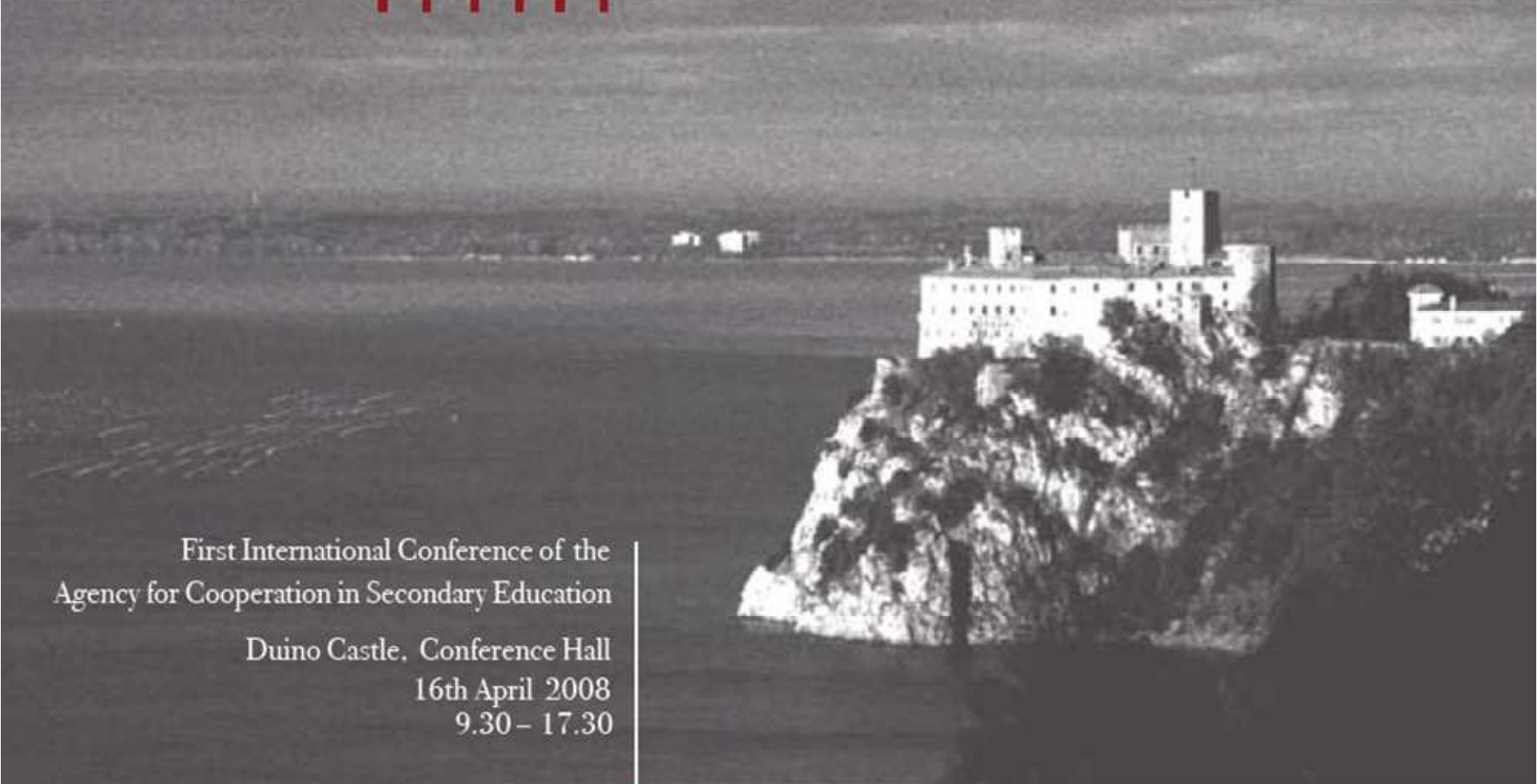
-
- Education Director (Duino)
 - Project Managers (Venice, Duino, Forlì, Zagreb and Mostar)
 - Scientific Committee Members (BiH, Croatia, Italy, UK)

TEACHERS FROM







A black and white photograph of Duino Castle, a large stone building with a prominent tower, situated on a rocky cliff overlooking the sea. The sea is dark and calm, with some ripples visible. In the distance, a low-lying coastline with some buildings is visible under a hazy sky. The image is framed by a dark red border at the top and bottom.

First International Conference of the
Agency for Cooperation in Secondary Education

Duino Castle, Conference Hall
16th April 2008
9.30 – 17.30

Collaboration – a means to an end

THE PROJECT VISION

“To harness the potential of education as an instrument of reconciliation in post conflict societies facing challenges of social and cultural change in the Adriatic region”

“We live in a time of vast changes – changes so epochal that they may well dwarf those...in earlier eras...entailing the power of science and technology and the inexorability of globalisation. These changes call for new educational forms and processes. The minds of learners must be fashioned and stretched in...ways that have not been...as crucial...until now.”

Howard Gardner, “Five Minds for the Future”.

A Methodology, appropriate for Adriatic learners in the 21st century

CORE BELIEFS (underlying all strategies)

- Knowledge should lead to understanding.
- The personal development of the student is central.
- Independent learning should be encouraged and supported .
- Different kinds of minds (eg, respectful, ethical) and intelligences (eg, emotional, creative) should be respected and fostered.
- Students should be given opportunities to think about why and how they learn, about how they know what they know.
- Transparency: the goals of the programme should be clear; the modes of assessment and the assessment criteria should reflect the common strategies and be known to the student.
- Student feedback and views are essential. Students are collaborators.

COMMON STRATEGIES

- Experiential learning: practical work in tandem with theory.
- Opportunities for learning both inside and outside the classroom. (For example, via small group projects, perhaps with a social service element, designed and organised by students themselves; via field trips; via visits to relevant institutions/sites.)
- Subject material with “real life applications” and connections to the world outside the classroom.
- Diversity of teaching methods, resources and aids;
- A participatory approach to class, with students taking responsibility for contributing;
- Students challenged to develop their own, well-founded ideas and express them in their work
- Collaborative work amongst students and between students and teacher;

THEMES (compatible with existing curricula) conceived in terms of “Big Ideas” – to give FOCUS to the project vision and CONTEXT for experimentation with new approaches

BIG IDEAS

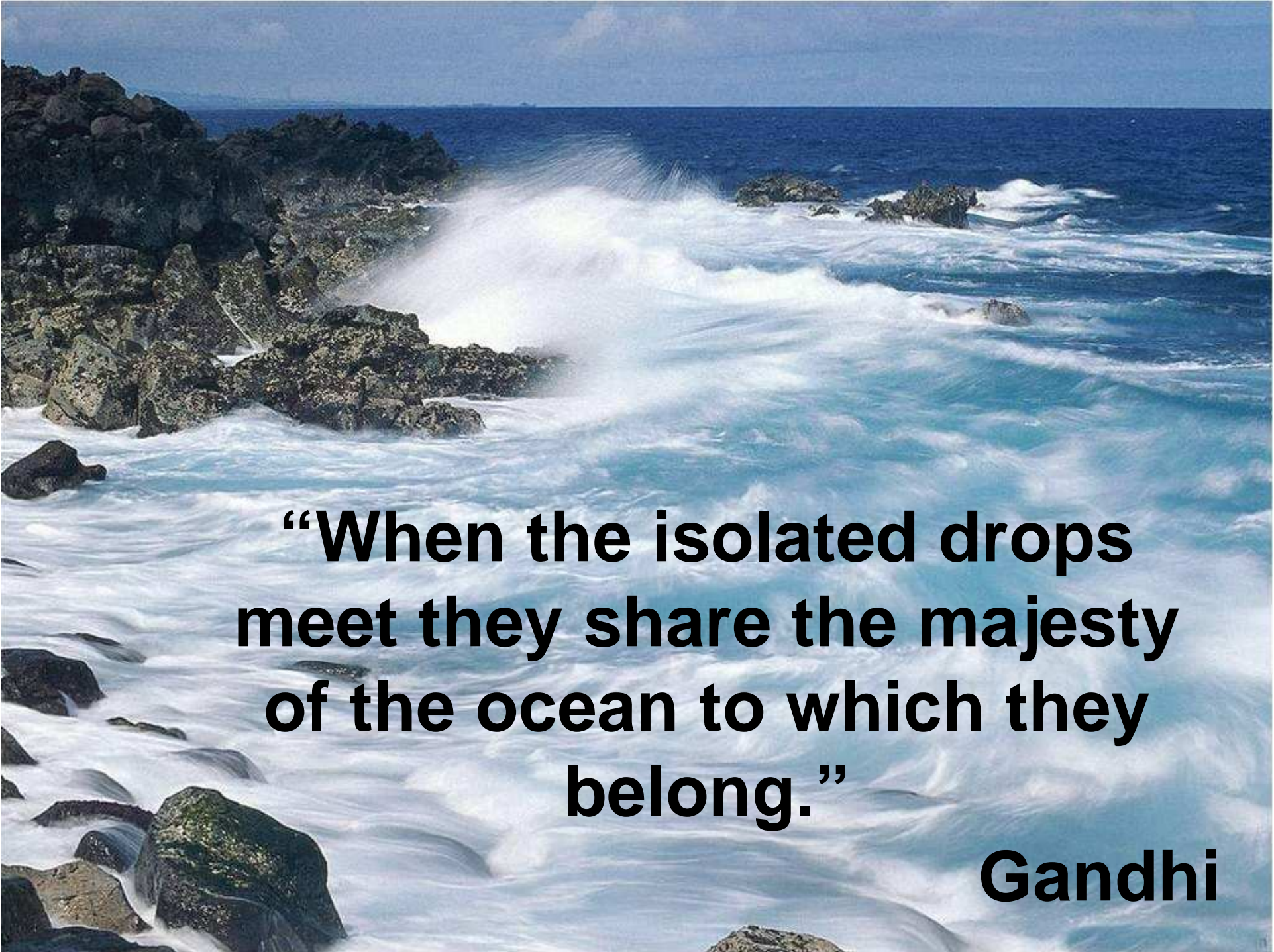
1. Culture and Change: the human being, cultural identity and cultural interaction (humanities teachers)
2. Experimental Science: the human being and the natural world (science teachers)
3. The Human Being: what it is, or means, to be a human being in Europe, in a country, in a local region, in a family, as an individual (Language and literature teachers)

A Unifying metaphor – the story of the blind men and the elephant – running through strategies and themes giving imaginative force to:

- The importance of different points of view, of understanding different perspectives on topics and of broadening own points of view by listening to the views of others
- The importance of the acquisition of the tools of analytical and critical thinking that enable students to challenge received ideas and go beyond impressions to reach independent, well-founded judgements.

"Good teachers can always be helped to improve and their passion for teaching can be stimulated by coming together with other teachers"

Visit the Space,
explore the materials
PACE teachers made
and create something
new!



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