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*European Schientific
Committee on Thermalism*



ISTITUTO SUPERIORE

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FINAL REPORT

Project ESCOT EUROPE
"Guide to European thermal resorts"
Competition for European schools to
upper secondary education

- **SPEAKER: Prof. Paola Serra**
(responsible teacher)
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This report aims to show the main points of our experience together with some reflections.

Our school has accepted with enthusiasm the challenge from Escot for the following purposes:

- To publicize and promote the cultural and artistic heritage of our thermal resort
- To open the minds of our students thus increasing their acceptance of others
- Combining education and communication through the twinning of schools in Europe
- To develop knowledge and understanding among young people and educational staff of the diversity of European cultures and languages and its value



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After the initial enthusiasm, we experienced the difference between expectations and reality, through the "state of dissatisfaction" typical of the working groups. The very constitution of the group occurred with some difficulty because not all the teachers felt ready and available for such a complex project. However, passion, mutual support and tenacity have allowed some



teachers to start working after having scaled and adapted the project to our specific work possibilities.



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We have made a selection and redefined some of the goals:

OBJECTIVES IN TERMS OF KNOWLEDGE

- Promoting a knowledge of the thermalism and its benefits
- Promote a knowledge of the town and territory where our students live
- Promote an awareness of other lifestyles

OBJECTIVES IN TERMS OF TRAINING

- Promote collaboration, sharing and teamwork
- Promote the learning of English as a vehicle for understanding among peoples
- Develop a sense of being European
- Develop intercultural and innovative ICT skills
- To promote a more dynamic and interdisciplinary curriculum



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We have planned a distribution of tasks, combining the skills and interests of the team members following the platform directions. The students have chosen and independently created research paths and study with our help as facilitators.





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They have rediscovered **the territory of Arzano** through excursions and researches on line which brought them to know numerous craftsmen and industries. They have also made proposals to improve the quality of life of their town: creating, for example, a cycling path, a library, improving the recycle of the litters, and creating a dog house for the dogs which live in the streets.





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The possibility of choosing the path of study has made them highly-motivated, involved and responsible.

They have had a chance to be themselves actors in a search path using a constructivist and a collaborative approach which not always have the opportunity to be experienced in the present schools.

This is an educational approach often neglected in traditional education and closed programs, which lack in flexibility, interdisciplinary and openness to the outside world.

Otherwise, this experience has given us the opportunity to test a more open and flexible learning process through e-learning network that break down all the barriers of space and time and contributes to the spread of skills and knowledge.



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The Twinning with the French school “ Lycée D’Arcet” from Aire sur l’Adour, in particular, has provided our students an opportunity for growing that has combined knowledge, training and fun through the collaboration with students of another country.





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For the teachers, it has been an opportunity to discuss cultural differences without making them abstractions. The exchange of knowledge and experience, has enriched the participants from cultural, linguistic and human point of view, giving them an awareness that we live in a 'United Europe, multilingual and multicultural.



With the synergistic and coordinated use of communication tools, the network can then be transformed from a simple container of information to collaborative and cooperative environment, in which content is generated with the help of the whole virtual community of students and trainers, thus restoring learning to the true nature of social process.



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Assuming that teaching is, above all, a form of communication, new media supporting the teaching-learning are a great opportunity provided you do not lose the perspective that education must invest more on the person than on the vehicle.



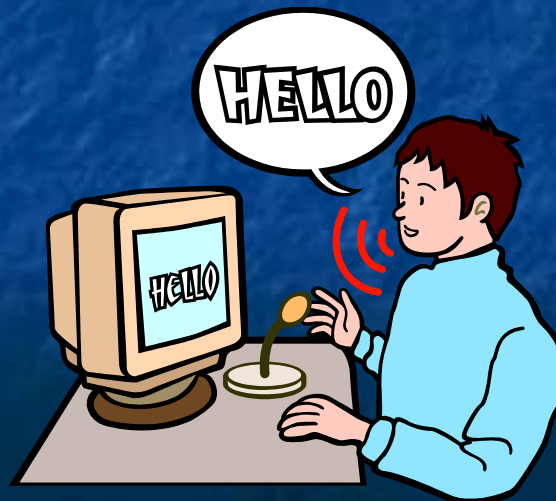
The e-learning in itself has the potential to redefine the very concept of school-level space and time, embodying the concepts of distributed school, distance education, lifelong learning. It can facilitate communication and cooperation between distant objects and the creation of virtual communities with high levels of interaction.

For the wealth of content, the non-hierarchical reticularity and for the continued opening to new viewpoints and perspectives, the same simple search on the network through remote access to information, enable the school to get out from its traditional isolation. This new type of teaching that allows you to create alternative forms of communication, exchange and sharing, in our opinion, is not appreciated and exploited by traditional education.





The weakness of our work is to be found in the difficulties that the team hasn't had a communication contact with the platform, too sophisticated and dysfunctional to chat. However, students have faced the problem with imagination and initiative by creating contacts and communication by e-mail and so they have been able to exchange information, opinions and files.





The inability to physically meet our partners, to directly experience the mutual knowledge is a reason of regret for us. Economic reasons have mainly hindered the meeting.

This is a pity because students should have the opportunity to combine virtual and face to face multicultural experience outside of their territory and to perceive themselves as members of a wider and more open world which goes beyond stereotypes and prejudices.



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Despite the difficulties exposed, the experience has been highly positive for the whole school and the town of Arzano which both have achieved visibility in the European world, thanks to the determination of a team of enthusiastic teachers and students to "open up" to Europe.



Moreover the competition has helped students and teachers to acquire and improve skills not only in the topic which the project was focused on, but also in terms of teamwork, social relations, planning and undertaking project activities and using information and communication technologies. It has also given pupils and teachers the opportunity to practice foreign languages and increase their motivation towards language learning.



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The impact on the school has been that to open it to a European dimension, to outside influences and ideas and to improve its social environment.

Jean Monnet, the great architect of European unity, said, *"If Europe were to be remade I would start from culture"*

The question is therefore, not so much to unite the states, as to unite men.

Europe can not be confined only to the "common market" or "common currency", but to find a common soul.

Who can best help to achieve this difficult task but the school ?



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From school then, from the younger generation and teachers we have to find new life to open to this necessary and fascinated globalized world. But in order to attain this goal it would be a must to reinforce the links between schools, leaders of education, the educational institutions and the political bodies.



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The theme of the competition has been an excellent opportunity for teachers and students to learn more about Europe and to bring to international prominence an important thermal resorts, such as that of Agnano often unknown to the Neapolitans themselves. Our students have received, capturing the potential in every sense of this heritage.



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They have developed a different approach to the Thermal resort:

a place where not only to treat a disease, but to "take care" of themselves by improving their lifestyle, in a broader understanding of the concept of health as mental and physical well-being, and to attend the S.P.A. as another way of using their free time.

The hope is that the thermalism and its benefits can be further enhanced not only in Agnano but throughout Europe, with the expansion of a real thermal tourism that could give employment and entrepreneurship to young people.





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We conclude with the awareness that all the activities linked to the competition of the European schools that have participated with passion and determination, have had a common goal: to make Europe and the world to which they belong, a united and better place.





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Thanks for your attention