

Schools joining up for Communities of Peace: Further (digital) Procedure

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Step 1: The digital friends book (<https://www.gpendialogue.net/mod/data/view.php?id=245>) from the first learning activity is retrieved and sent to all schools with a request for completion in the **short term**;

Especially the newly joined students and schools should register and have the opportunity to learn about the other participants

Step 2: The schools finally select the places of peace and conflict;
They send the name, address, a short description (2-3 sentences) and, if possible, photos by **December 07** to Annika

The team of GPENreformation will create a Moodle course on GPENdialogue per place, containing the information sent

Step 3: By **Christmas**, the school classes (students under the guidance of their teachers) clarify among themselves which students work on which place aiming to create possibly heterogeneous groups (see: Criteria for the allocation of working groups);
The students join the respective course on GPENdialogue

The team of GPENreformation equips the individual course rooms with a blog tool containing the guiding questions suggested by Uli, forums etc. and list concrete tasks

Step 4: In **January**, the students arrange a first group meeting on their own (via a medium of their choice) to plan the future cooperation and work together digitally in **February**;
They have the possibility to invite experts to their meetings if required;
They record their results in the blog (see question on project progress in Uli's checklist)

The experts follow the blog entries and take part in individual group meetings as required

Step 5: At the **beginning of March**, the intermediate results (first drafts of digital visits of the chosen places) will be made available online and will be presented to the other students, teachers and experts in short presentations via video conference on 3 or 4 afternoons (dates are set at the beginning of 2021; if it is not possible to find common dates, the intermediate presentation will be asynchronous)

Based on a checklist, the other students, teachers and experts ask questions and make suggestions during the video conference and in writing afterwards

Step 6: Based on the feedback, the groups continue to work from **March to May**

The experts follow the blog entries and take part in individual group meetings as required

Step 7: The final digital visits of places of peace or conflicts are put online, and short presentations are made to teachers and experts via video conference on 3 or 4 afternoons in **May**

Then: The EduMaP is put together and finally programmed;
If a personal meeting of all participants is possible at the **beginning of the 2021/2022 school year**, the EduMaP will be tested and revised if necessary

Participation of Teachers:

The teachers are responsible for accompanying their students' digital work and being available to answer questions (for example regarding the group allocation and the development of tasks and questions that the digital visits involve). They meet every 6 to 8 weeks for a short video conference to exchange views on the process and to advise each other. As a mentor, they supervise the work of the group that focuses on the place chosen by the respective school. They follow the work process, inquire about progress and difficulties and are available to answer questions.

Participation of Experts:

The experts are available to the students and teachers for questions and take part in individual group meetings as required. For this purpose, they present themselves and their respective expertise on GPENdialogue. They take part in the regular meetings of teachers as well as in the (interim and final) presentations of working results. There, they give professional feedback. In parallel, the experts work on the accompanying handbook and support the final compilation of the EduMaP.