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Education for Citizenship Competence to Participation and Sustainability

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Observation and monitoring - LTTA

Exchange of ECCOPS good practices over the borders

The teachers of the pilot course produced videos, recording parts of the teaching/learning activities (LTTA) conducted in the classrooms with the pupils during the pilot course.

The observation's purpose is: improving the approach to Civic and Citizenship Education (CCE). The observation of the recorded educational work provided a high-level opportunity to exchange expertise, cooperate/ monitor each other as critical friends, improve one's teaching practice and self-esteem.

Observers: group peer observation.

All videos registered by the schools during the pilot course can be found at the link:

<https://eccops.uciim.it/school-videos/>

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1. Title / Topic of video	MIGRATION - on migrant and refugee
School	Liceo Sophie Scholl, Trento (IT) Class IIE
Observation	May 16th 2023
Length and language of the video	12 minutes (plus short videos) in Italian and in German - the undertitles in English can be activated in YouTube.
Lesson's purpose	Study of human rights, focusing on the field of migrations

Phases opening noticing (starting from concrete experience) comparing (reflective observation) reflecting (abstract conceptualization) interacting (active experimentation) assessing (self-, peer-, teacher-assessment) closing other: Opening and topic presentation recap homework check presentation of lesson's purpose surprise effect no opening other:	Opening by the teacher Recap Instructions Different parts are recorded in the videos; two small videos are on the group work of the students preparing a billboard about Ein- und Auswanderung.
Contents	Reasons and conditions of migration. Definitions. Refugees.
Student's activities listening to the teacher reading texts or other handouts watching video working individually working in pairs or small groups interacting with the teacher (individually or in a small group) giving individual or group presentations/feedback reacting to other students discussing as a whole group interviewing other:	Students work in 4 groups, Interact with the teachers.
Learning climate. Motivation of students Positive reinforcement and positive self-concept Appropriate activities Variety of teaching materials Effective questioning Creativity.	Open learning climate. Good motivation.

<p>Participation of the students The teacher involves students in the lesson, and in some decisions encourages class participation Students attentive, cooperative and responsive.</p>	<p>Students take active part in the activities. Students attentive, cooperative and responsive.</p>
<p>Classroom layout</p>	<p>The tables are grouped in 4 groups, called 'isole' islands. On the walls there are interesting pictures and texts.</p>
<p>Interaction the teacher gives a monologue the teacher talks with the whole class the teacher talks to a group of students the teacher talks to a single pupil the pupils work among themselves other:</p>	<p>The teacher writes at the blackboard. The pupils work among themselves. The teacher take part in the work and organizes it in advance.</p>
<p>Communication-Interaction Socratic questioning Clear directions Listens to students Answer to students' questions Respect for the students - does not embarrass, use sarcasm, or argue with students Make good eye-contact with the students Tone of voice, posture, and smiles Move around the classroom Shows enthusiasm Displays a sense of humor Maintains authority.</p>	<p>The cooperation among students is effective.</p>
<p>Effectiveness of lessons Classroom management, Clear objectives Knowledge of the material Stay on topic Structure - Organized, detailed lesson plan. Well timed lesson Working methods Effective explanation Legible board writing Clear summary of the LTU.</p>	<p>The teacher explains how to use the common big sheet of paper to report the collected information, definitions etc. The sheet of paper is divided in 4 parts in order that every student has a part where s/he has to write. The teacher goes to the groups and offers support. Legible writing on the sheets of paper.</p>
<p>Inclusion The teacher is aware of individual different needs facilitates cooperative learning supports students when needed has patience and sensitivity uses differentiated teaching and assessment tools.</p>	<p>Students have freedom in their writing.</p>
<p>Classroom Climate purposeful relaxed warm</p>	<p>Purposeful friendly</p>

supportive friendly unfriendly disaffected constructive other:	
Evaluation oral written test (closed answers) test (open answers) individual task pair or group task other:	No assessment.
Available subsidies used when textbook blackboard electronic blackboard photocopies wall chalkboard flip chart overhead projector electronic whiteboard recorder video recorder computer, PPT billboards other:	Big sheets of paper Colours Internet to search about the topics.

2. Title / Topic of video	MIGRATION - setting and poster
School	Liceo Sophie Scholl, Trento (IT) Class IIE
Observation	June 15th 2023
Length and language of the video	8 minutes in Italian and German - the undertitles in English can be activated in YouTube.
Lesson's purpose	Studying questions related to migration and raising awareness of the question.

Phases opening noticing (starting from concrete experience) comparing (reflective observation) reflecting (abstract conceptualization) interacting (active experimentation) assessing (self-, peer-, teacher-assessment) closing other: Opening and topic presentation recap homework check presentation of lesson's purpose surprise effect no opening other:	Different parts are recorded in the videos, showing the explanation by the teacher and the group work of the students and the finished billboard about Migration.
Contents	Reasons and conditions of migration. Pieces from Laws and from daily news
Student's activities listening to the teacher reading texts or other handouts watching video □ working individually working in pairs or small groups interacting with the teacher (individually or in a small group) giving individual or group presentations/feedback reacting to other students discussing as a whole group interviewing other:	working in groups.
Learning climate. Motivation of students Positive reinforcement and positive self-concept Appropriate activities Variety of teaching materials Effective questioning Creativity.	Open learning climate.

<p>Participation of the students The teacher involves students in the lesson, and in some decisions encourages class participation Students attentive, cooperative and responsive.</p>	<p>Students take active part in the activities.</p>
<p>Classroom layout</p>	<p>The tables are grouped in 4 groups.</p>
<p>Interaction the teacher gives a monologue the teacher talks with the whole class the teacher talks to a group of students the teacher talks to a single pupil the pupils work among themselves other:</p>	<p>T he pupils work among themselves and select information.</p>
<p>Communication-Interaction Socratic questioning Clear directions Listens to students Answer to students' questions Respect for the students - does not embarrass, use sarcasm, or argue with students Make good eye-contact with the students Tone of voice, posture, and smiles Move around the classroom Shows enthusiasm Displays a sense of humor Maintains authority.</p>	<p>The cooperation among students is effective. The final results look fine. The selected information are important: Dublin Treaty etc.</p>
<p>Effectiveness of lessons Classroom management Clear objectives Knowledge of the material Stay on topic Structure - Organized, detailed lesson plan. Well timed lesson Working methods Effective explanation Legible board writing Clear summary of the LTU.</p>	<p>Legible writing on the sheets of paper.</p>
<p>Inclusion The teacher is aware of individual different needs facilitates cooperative learning supports students when needed has patience and sensitivity uses differentiated teaching and assessment tools.</p>	<p>Flexibility in reporting information etc.</p>
<p>Classroom Climate purposeful relaxed warm supportive friendly unfriendly</p>	<p>purposeful</p>

disaffected constructive other:	
Evaluation oral written test (closed answers) test (open answers) individual task pair or group task other:	The results are high quality products.
Available subsidies used when textbook blackboard electronic blackboard photocopies wall chalkboard flip chart overhead projector electronic whiteboard recorder video recorder computer, PPT billboards other:	Painters Colours Scissor Paste Computer internet to search about the topics.

3. Title / Topic of video	<i>Diritti umani e territorio</i> (Human Rights and territory)
School	IC Mandatoriccio, Mandatoriccio (Cosenza - IT) class IIIA
Observation	Ma 17y th 2023
Length and language of the video	9 minutes in Italian -the undertitles in English can be activated in YouTube.
Lesson's purpose	Performing a classroom work about human rights - environment

<p>Phases opening noticing (starting from concrete experience) comparing (reflective observation) reflecting (abstract conceptualization) interacting (active experimentation) assessing (self-, peer-, teacher-assessment) closing other: Opening and topic presentation recap homework check presentation of lesson's purpose surprise effect no opening other:</p>	<p>The video records a part of the teaching/ learning unite. As opening, a text is projected on the overhead projector</p>
<p>Contents</p>	<p>Students learn to know that families I need can be local or Immigrant (from Argentina Romania), that the Municipality and the Church helps them, that the members of the multidisciplinary <i>equipe</i> of the social services are: Assistente sociale, psicologo, educatore professionale, educatore familiare, mediatore familiare - for all disadvantaged families and people (poverty, abusis, etc.)</p>
<p>Student's activities listening to the teacher reading texts or other handouts watching video □ working individually working in pairs or small groups interacting with the teacher (individually or in a small group) giving individual or group presentations/feedback reacting to other students discussing as a whole group</p>	<p>The students draw and show pictures on the topic, working in groups with mobile tables - several students working at the same drawing. Students work at the competence cards (in paper): Civic Participation, Active Citizenship, inclusion and solidarity.</p>

other:	
Learning climate - Motivation of students Positive reinforcement and positive self-concept Appropriate activities Variety of teaching materials Effective questioning Creativity.	Good motivation
Participation of the students The teacher involves students in the lesson, and in some decisions encourages class participation Students attentive, cooperative and responsive.	Students interview the (3) members of the (socio/psychological) <i>equipe</i> of the Municipality who care for the disadvantaged families and people offering social services (Project PRINS Pronto Interventi Sociale - vicariati). The teacher leaves free space to the interaction among students and the members of the <i>equipe</i>
Classroom layout	The classroom has a technologic blackboard (LIM) besides a traditional one. The desks of the students are single ones. There are posters at the walls - even from Christmas time - a big comet.
Interaction the teacher gives a monologue the teacher talks with the whole class the teacher talks to a group of students the teacher talks to a single pupil the pupils work among themselves other:	The teacher talks with the whole class and gets a few answers. the pupils work among themselves for drawing pictures on big billboards about human rights.
Communication-Interaction Socratic questioning Clear directions Listens to students Answer to students' questions Respect for the students - does not embarrass, use sarcasm, or argue with students Make good eye-contact with the students Tone of voice, posture, and smiles Move around the classroom Shows enthusiasm Displays a sense of humor Maintains authority.	The teacher asks some questions (from the chair) to the students- families who need support in the village. The questions are quite rhetoric - about families in need of help -Require close answers- the teacher asks whether the families in need are ore Italian or more foreigners in the village.
Effectiveness of lessons Classroom management, Clear objectives Knowledge of the material Stay on topic Structure - Organized, detailed lesson plan. Well timed lesson Working methods Effective explanation Legible board writing Clear summary of the LTU.	Comments /-- the reading by the students at the beginning should be more expressive reading
Inclusion	

<p>The teacher is aware of individual different needs facilitates cooperative learning supports students when needed has patience and sensitivity uses differentiated teaching and assessment tools.</p>	<p>A student near the window looks not interested and not involved.</p>
<p>Classroom Climate purposeful relaxed warm supportive friendly unfriendly disaffected constructive other:</p>	<p>Relaxed and constructive</p>
<p>Evaluation oral written test (closed answers) test (open answers) individual task pair or group task other:</p>	<p>No assessment in this part.</p>
<p>Available subsidies used when textbook blackboard electronic blackboard photocopies wall chalkboard flip chart overhead projector electronic whiteboard recorder video recorder computer, PPT billboards other:</p>	<p>electronic blackboard billboards</p>

4. Title / Topic of video	The water
School	IC Mandatoriccio, Pietrapaola (Cosenza - IT) Class IIIIB
Observation	May 16th 2023
Length and language of the video	22 minutes in Italian -the undertitles in English can be activated in YouTube.
Lesson's purpose:	Conducting a classroom work about sustainability: the water in a place near the see.

Phases opening noticing (starting from concrete experience) comparing (reflective observation) reflecting (abstract conceptualization) interacting (active experimentation) assessing (self-, peer- , teacher-assessment) closing other: Opening and topic presentation recap homework check presentation of lesson's purpose surprise effect no opening other:	As opening of the video, a student describes the work for the project ECCOPS and its goals. The learning work starts from a picture on the LIM where a boy cannot see himself reflected in the water of the see because of the pollution.
Contents	Sustainable development - goals 2030 (n. 6 water, 14 life below water) . Students discover that the local Water network (from the mountain Sila) is very old. They learn about bathing and the purification of the water in a touristic place.
Student's activities listening to the teacher reading texts or other handouts watching video working individually working in pairs or small groups interacting with the teacher (individually or in a small group) giving individual or group presentations/feedback reacting to other students discussing as a whole group interviewing other:	listening to the teacher working in pairs or small groups interviewing
Learning climate, Motivation of students Positive reinforcement and positive self-concept Appropriate activities	Good motivation

Variety of teaching materials Effective questioning Creativity.	
Participation of the students The teacher involves students in the lesson, and in some decisions encourages class participation Students attentive, cooperative and responsive.	Students take part in a debate on Sustainable development and 'progress', and 'waste in the see', and later an open debate in the circle time. Students produce a billboard on the use of drinkable water. They invite the maire of the small city Pietrapaola and interview her.
Classroom layout	The classroom has a technologic blackboard (LIM) besides a traditional one. The desks of the students are single ones, and there is a big table where the students, the teacher and the maire sit around. There are posters at the walls.
Interaction the teacher gives a monologue the teacher talks with the whole class the teacher talks to a group of students the teacher talks to a single pupil the pupils work among themselves other:	A young teacher in the classroom and writes on the blackboard.
Communication-Interaction Socratic questioning Clear directions Listens to students Answer to students' questions Respect for the students - does not embarrass, use sarcasm, or argue with students Make good eye-contact with the students Tone of voice, posture, and smiles Move around the classroom Shows enthusiasm Displays a sense of humor Maintains authority.	The teacher leaves free space to the interaction among students and the maire of Pietrapaola and they ask prepared questions.
Effectiveness of lessons classroom management, Clear objectives Knowledge of the material Stay on topic Structure - Organized, detailed lesson plan. Well timed lesson Working methods Effective explanation Legible board writing Clear summary of the LTU.	The students developed a brochure for the correct use of the water. The maire invites them to the - giornata ecologica- of the community.
Inclusion The teacher is aware of individual different needs facilitates cooperative learning supports students when needed has patience and sensitivity	

uses differentiated teaching and assessment tools.	
Classroom Climate purposeful relaxed warm supportive friendly unfriendly disaffected constructive other:	purposeful
Evaluation oral written test (closed answers) test (open answers) individual task pair or group task other:	No assessment in this part.
Available subsidies used when textbook blackboard electronic blackboard photocopies wall chalkboard flip chart overhead projector electronic whiteboard recorder video recorder computer, PPT billboards other:	blackboard electronic blackboard computers and programmes for developing the brochure

5. Title / Topic of video	IL RICICLO (Reuse)
School	IC F.Berton, Pedavena (Belluno, IT) Classes IIIA and IIIC
Observation	JUNE 15th 2023
Length and language of the video	28 minutes in Italian - the undertitles in English can be activated in YouTube. The last part is in English.
Lesson's purpose:	Studying and practicing reuse (art) - sustainable development.

Phases opening noticing (starting from concrete experience) comparing (reflective observation) reflecting (abstract conceptualization) interacting (active experimentation) assessing (self-, peer-, teacher-assessment) closing other: Opening and topic presentation recap homework check presentation of lesson's purpose surprise effect no opening other:	Different parts are recorded in the video.
Contents	Work to reuse plastic making art. -Meeting with the maire about the 'destiny' of waste etc. - Ecologic footprint etc. Earth day celebration (22.4.2023) - eeting eith a volunteering woman for the environment.
Student's activities listening to the teacher reading texts or other handouts watching video □ working individually working in pairs or small groups interacting with the teacher (individually or in a small group) giving individual or group presentations/feedback reacting to other students discussing as a whole group interviewing other:	working individually and in groups.
Learning climate. Motivation of students Positive reinforcement and positive self-concept Appropriate activities Variety of teaching materials	Open learning climate. Good motivation.

Effective questioning Creativity.	
Participation of the students The teacher involves students in the lesson, and in some decisions encourages class participation Students attentive, cooperative and responsive.	Students take active part in the activities. Conversation with the maire and with the woman volunteering for the environment.
Classroom layout	The students paint the plastic bottles on the tabled and protect them with papers.
Interaction the teacher gives a monologue the teacher talks with the whole class the teacher talks to a group of students the teacher talks to a single pupil the pupils work among themselves other:	The pupils work among themselves. The teacher take part in the work especially organizing it in advance.
Communication-Interaction Socratic questioning Clear directions Listens to students Answer to students' questions Respect for the students - does not embarrass, use sarcasm, or argue with students Make good eye-contact with the students Tone of voice, posture, and smiles Move around the classroom Shows enthusiasm Displays a sense of humor Maintains authority.	The cooperation among students is effective.
Effectiveness of lessons classroom management Clear objectives Knowledge of the material Stay on topic Structure - Organized, detailed lesson plan. Well timed lesson Working methods Effective explanation Legible board writing Clear summary of the LTU.	The students show a strong ability both in painting and in using the plastic tools. -Legible board writing. The final artistic result is very nice.
Inclusion The teacher is aware of individual different needs facilitates cooperative learning supports students when needed has patience and sensitivity uses differentiated teaching and assessment tools.	All students have a task according to their abilities.

<p>Classroom Climate purposeful relaxed warm supportive friendly unfriendly disaffected constructive other:</p>	<p>purposeful</p>
<p>Evaluation oral written test (closed answers) test (open answers) individual task pair or group task other:</p>	<p>The results are high quality products.</p>
<p>Available subsidies used when textbook blackboard electronic blackboard photocopies wall chalkboard flip chart overhead projector electronic whiteboard recorder video recorder computer, PPT billboards other:</p>	<p>Painters Colours Plastic bottles Computer internet to search about the topics.</p>

6. Title / Topic of video	ALESSIA HERE - against discrimination of disable people
School	IC F.Berton, Pedavena (Belluno, IT) Class IIID
Observation	May 10th 2023
Length and language of the video	30 minutes in Italian with undertitles in Italian and in some parts in English; the last part is in English.
Lesson's purpose:	Raising knowledge and awareness about inclusion - against discrimination of disable people (Human rights).

Phases opening noticing (starting from concrete experience) comparing (reflective observation) reflecting (abstract conceptualization) interacting (active experimentation) assessing (self-, peer-, teacher-assessment) closing other: Opening and topic presentation recap homework check presentation of lesson's purpose surprise effect no opening other:	The speech of a disable person is a basis for reflexion and for statements in English about inclusion.
Contents	Meeting with a woman in rollchair and debate about isolation, feelings etc.
Student's activities listening to the teacher reading texts or other handouts watching video □ working individually working in pairs or small groups interacting with the teacher (individually or in a small group) giving individual or group presentations/feedback reacting to other students discussing as a whole group interviewing other:	listening carefully to the woman in rollchair interviewing debating express statements in English about inclusion.
Learning climate. Motivation of students Positive reinforcement and positive self-concept Appropriate activities Variety of teaching materials	Open learning climate. Good motivation

Effective questioning Creativity.	
Participation of the students The teacher involves students in the lesson, and in some decisions encourages class participation Students attentive, cooperative and responsive.	Students take active part in the activity outside the school.
Classroom layout	The activity does not take place in a classroom - it is a Centro diurno la Birola, for disadvantaged people.
Interaction the teacher gives a monologue the teacher talks with the whole class the teacher talks to a group of students the teacher talks to a single pupil the pupils work among themselves other:	The teacher invites the students to think about what they are learning and lead the discussion.
Communication-Interaction Socratic questioning Clear directions Listens to students Answer to students' questions Respect for the students - does not embarrass, use sarcasm, or argue with students Make good eye-contact with the students Tone of voice, posture, and smiles Move around the classroom Shows enthusiasm Displays a sense of humor Maintains authority.	The teacher gives clear directions, leaves free space to the interaction among students.
Effectiveness of lessons classroom management, Clear objectives Knowledge of the material Stay on topic Structure - Organized, detailed lesson plan. Well timed lesson Working methods Effective explanation Legible board writing Clear summary of the LTU.	The statements of the students at the end look very appropriate.
Inclusion The teacher is aware of individual different needs facilitates cooperative learning supports students when needed has patience and sensitivity uses differentiated teaching and assessment tools.	Acceptance of the disability and the diversity.

<p>Classroom Climate Purposeful relaxed warm supportive friendly unfriendly disaffected constructive other:</p>	<p>purposeful</p>
<p>Evaluation oral written test (closed answers) test (open answers) individual task pair or group task other:</p>	<p>No assessment in this part.</p>
<p>Available subsidies used when textbook blackboard electronic blackboard photocopies wall chalkboard flip chart overhead projector electronic whiteboard recorder video recorder computer, PPT billboards other:</p>	

7. Title / Topic of video	INVESTIGANDO SOBRE LA HUELLA IDRICA (Water footprint)
School	IES dr. Antonio González González (ES)
Observation	May 17th 2023
Length and language of the video	Several short videos 9 minutes - written and oral comments in Spanish. The last video is in English - undertitles in different languages can be activated in YouTube.
Lesson's purpose:	Learning the importance and a correct use of water.

Phases opening noticing (starting from concrete experience) comparing (reflective observation) reflecting (abstract conceptualization) interacting (active experimentation) assessing (self-, peer-, teacher-assessment) closing other: Opening and topic presentation recap homework check presentation of lesson's purpose surprise effect no opening other:	Different parts are recorded in the video: the water footprints; the work 'for' the water used in different commercial fields: agriculture, clothes, buildings; the interview with the students (in English).
Contents	Discovering the Huella idrica - water footprint. Climate change.
Student's activities listening to the teacher reading texts or other handouts watching video □ working individually working in pairs or small groups interacting with the teacher (individually or in a small group) giving individual or group presentations/feedback reacting to other students discussing as a whole group interviewing other:	working individually -and in groups too, to prepare coloured posters. Presentations using the blackboard (posters pasted there).
Learning climate. Motivation of students Positive reinforcement and positive self-concept Appropriate activities Variety of teaching materials Effective questioning	Open learning climate. Good motivation.

Creativity.	
Participation of the students The teacher involves students in the lesson, and in some decisions encourages class participation Students attentive, cooperative and responsive.	Students take active part in the activities.
Classroom layout	The tables are mobile, mostly two of them are together,
Interaction the teacher gives a monologue the teacher talks with the whole class the teacher talks to a group of students the teacher talks to a single pupil the pupils work among themselves other:	The pupils work among themselves. The teacher take part in the work in the final part (interview).
Communication-Interaction Socratic questioning Clear directions Listens to students Answer to students' questions Respect for the students - does not embarrass, use sarcasm, or argue with students Make good eye-contact with the students Tone of voice, posture, and smiles Move around the classroom Shows enthusiasm -Displays a sense of humor -Maintains authority.	The cooperation among students is effective.
Effectiveness of lessons classroom management, Clear objectives Knowledge of the material Stay on topic Structure - Organized, detailed lesson plan. Well timed lesson Working methods Effective explanation Legible board writing Clear summary of the LTU.	The posters are very nice. The answer of the students in the final interview are interesting.
Inclusion The teacher is aware of individual different needs facilitates cooperative learning supports students when needed has patience and sensitivity uses differentiated teaching and assessment tools.	All students have a task according to their interests.
Classroom Climate purposeful relaxed warm	Purposeful constructive

supportive friendly unfriendly disaffected constructive other:	
Evaluation oral written test (closed answers) test (open answers) individual task pair or group task other:	The results for the dia de l'agua (day of the water) are of high quality level. The answer of the students in the final interview are documented.
Available subsidies used when textbook blackboard electronic blackboard photocopies wall chalkboard flip chart overhead projector electronic whiteboard recorder video recorder computer, PPT billboards other:	Posters Tablet Music tools Computer internet to search about the topics and to show the results.

8. Title / Topic of video	Water is LIFE
School	ECHEYDE II, San Cristóbal de La Laguna (ES)
Observation	May 15th 2023
Length and language of the video	Short videos summarizing some activities of the students and pictures of students filling in the competence cards in paper and in digital form- Spanish - undertitles in English can be activated in YouTube.
Lesson's purpose:	Learning and developing awareness that water is life.

Phases of the lesson opening noticing (starting from concrete experience) comparing (reflective observation) reflecting (abstract conceptualization) interacting (active experimentation) assessing (self-, peer-, teacher-assessment) closing other: Opening and topic presentation recap homework check presentation of lesson's purpose surprise effect no opening other:	Different parts are recorded in the videos.
Contents	Studying and building awareness that Water is life.
Student's activities listening to the teacher reading texts or other handouts watching video □ working individually working in pairs or small groups interacting with the teacher (individually or in a small group) giving individual or group presentations/feedback reacting to other students discussing as a whole group interviewing other:	working individually to prepare colored posters - and in groups too. Presentations using the blackboard and the computers. Students express definitions and ideas. Students report group work about the chosen topics.
Learning climate. Motivation of students Positive reinforcement and positive self-concept Appropriate activities Variety of teaching materials	Open learning climate. Good motivation.

Effective questioning Creativity.	
Participation of the students The teacher involves students in the lesson, and in some decisions encourages class participation Students attentive, cooperative and responsive.	Students take active part in the activities.
Classroom layout	The tables are mobile
Interaction the teacher gives a monologue the teacher talks with the whole class the teacher talks to a group of students the teacher talks to a single pupil the pupils work among themselves other:	The pupils work among themselves and with the teacher.
Communication-Interaction Socratic questioning Clear directions Listens to students Answer to students' questions Respect for the students - does not embarrass, use sarcasm, or argue with students Make good eye-contact with the students Tone of voice, posture, and smiles Move around the classroom Shows enthusiasm Displays a sense of humor Maintains authority.	The cooperation among students is effective.
Effectiveness of lessons classroom management, Clear objectives Knowledge of the material Stay on topic Structure - Organized, detailed lesson plan. Well timed lesson Working methods Effective explanation Legible board writing Clear summary of the LTU.	several working methods
Inclusion The teacher is aware of individual different needs facilitates cooperative learning supports students when needed has patience and sensitivity uses differentiated teaching and assessment tools.	All students have a task according in flexible way.
Classroom Climate purposeful relaxed warm	Purposeful constructive

supportive friendly unfriendly disaffected constructive other:	
Evaluation oral written test (closed answers) test (open answers) individual task pair or group task other:	No assessment in this part.
Available subsidies used when textbook blackboard electronic blackboard photocopies wall chalkboard flip chart overhead projector electronic whiteboard recorder video recorder computer, PPT billboards other:	Posters Tablet Music tools Computer internet to search about the topics and to show the results.

9. Title / Topic of video	Children rights
School	Colegiul național Mihai Eminescu, Buzău (RO)
Observation	May 22th 2023
Length and language of the video	25 minutes in English.
Lesson's purpose:	Knowing Human Rights - fighting racism - bullying - domestic violence.

Phases opening noticing (starting from concrete experience) comparing (reflective observation) reflecting (abstract conceptualization) interacting (active experimentation) assessing (self-, peer-, teacher-assessment) closing other: Opening and topic presentation recap homework check presentation of lesson's purpose surprise effect no opening other:	Opening by the teacher, who reminds the performed work on the topics. Three groups of students report their group work about topics like: racism - bullying - domestic violence. In the conclusion the Convention of the rights of the children is reminded, with several examples.
Contents	Thinking and searching about Human rights: Racism, bullying, domestic violence.
Student's activities listening to the teacher reading texts or other handouts watching video working individually working in pairs or small groups interacting with the teacher (individually or in a small group) giving individual or group presentations/feedback reacting to other students discussing as a whole group interviewing other:	Listening to the teacher, expressing ideas presenting the performed work. Students comment pictures shown on the overhead projector.
Learning climate. Motivation of students Positive reinforcement and positive self-concept Appropriate activities Variety of teaching materials Effective questioning Creativity.	Open learning climate. Good motivation.
Participation of the students The teacher involves students in the lesson, and in some decisions	Students take active part, explaining contents and their opinions. There are two different teachers in the

encourages class participation Students attentive, cooperative and responsive.	different parts of the video,
Classroom layout	The students work in the aula magna, not in the classroom. There is an overhead projector, but very high.
Interaction the teacher gives a monologue the teacher talks with the whole class the teacher talks to a group of students the teacher talks to a single pupil the pupils work among themselves other:	The teachers lead the work and encourage students to be active, and express argumentations.
Communication-Interaction Socratic questioning Clear directions Listens to students Answer to students' questions Respect for the students - does not embarrass, use sarcasm, or argue with students Make good eye-contact with the students Tone of voice, posture, and smiles Move around the classroom Shows enthusiasm Displays a sense of humor Maintains authority.	Clear directions. Effective listening.
Effectiveness of lessons classroom management Clear objectives Knowledge of the material Stay on topic Structure - Organized, detailed lesson plan. Well timed lesson Working methods Effective explanation Legible board writing Clear summary of the LTU.	The contents are mostly well chosen.
Inclusion The teacher is aware of individual different needs facilitates cooperative learning supports students when needed has patience and sensitivity uses differentiated teaching and assessment tools.	The whole work is for inclusion.
Classroom Climate purposeful relaxed warm supportive friendly unfriendly disaffected constructive	Purposeful, active and responsible.

other:	
Evaluation oral written test (closed answers) test (open answers) individual task pair or group task other:	The results look high quality.
Available subsidies used when textbook blackboard electronic blackboard photocopies wall chalkboard flip chart overhead projector electronic whiteboard recorder video recorder computer, PPT billboards other:	Posters

10. Title / Topic of video	WE ARE ALL WONDERS - Human rights
School	Școala Gimnazială nr. 7, Buzău (RO) 5th grade
Observation	May 15th 2023
Length and language of the video	13 minutes in Romanian - subtitles in English.
Lesson's purpose:	Learning and developing awareness about Human Rights- intercultural understanding- against discrimination (identity)

Phases opening noticing (starting from concrete experience) comparing (reflective observation) reflecting (abstract conceptualization) interacting (active experimentation) assessing (self-, peer- , teacher-assessment) closing other: Opening and topic presentation recap homework check presentation of lesson's purpose surprise effect no opening other:	Opening by the teacher, who address the topic. Very good involvement of the students.
Contents	Respect to everybody.
Student's activities listening to the teacher reading texts or other handouts watching video □ working individually working in pairs or small groups interacting with the teacher (individually or in a small group) giving individual or group presentations/feedback reacting to other students discussing as a whole group interviewing other:	listening to the teacher, expressing ideas and definitions.
Learning climate. Motivation of students Positive reinforcement and positive self-concept Appropriate activities Variety of teaching materials Effective questioning Creativity.	Open learning climate. Good motivation.
Participation of the students The teacher involves students in the lesson, and in some	Students take active part, explaining contents and their opinions.

<p>decisions encourages class participation Students attentive, cooperative and responsive.</p>	
<p>Classroom layout</p>	<p>The classroom has pictures etc. on the walls. The tables are in pair.</p>
<p>Interaction the teacher gives a monologue the teacher talks with the whole class the teacher talks to a group of students the teacher talks to a single pupil the pupils work among themselves other:</p>	<p>The teachers lead the work and encourage students to be active, and express argumentations.</p>
<p>Communication-Interaction Socratic questioning Clear directions Listens to students Answer to students' questions Respect for the students - does not embarrass, use sarcasm, or argue with students Make good eye-contact with the students Tone of voice, posture, and smiles Move around the classroom Shows enthusiasm Displays a sense of humor Maintains authority.</p>	
<p>Effectiveness of lessons classroom management, Clear objectives Knowledge of the material Stay on topic Structure - Organized, detailed lesson plan. Well timed lesson Working methods Effective explanation Legible board writing Clear summary of the LTU.</p>	<p>The contents are mostly well chosen. Appropriate quotations are used.</p>
<p>Inclusion The teacher is aware of individual different needs facilitates cooperative learning supports students when needed has patience and sensitivity uses differentiated teaching and assessment tools.</p>	<p>Respect for the differences is underlined.</p>
<p>Classroom Climate purposeful relaxed warm supportive friendly unfriendly disaffected constructive</p>	<p>Purposeful, active and responsible.</p>

other:	
Evaluation oral written test (closed answers) test (open answers) individual task pair or group task other:	The results look high quality.
Available subsidies used when textbook blackboard electronic blackboard photocopies wall chalkboard flip chart overhead projector electronic whiteboard recorder video recorder computer, PPT billboards other:	blackboard electronic blackboard reading materials

11. Title / Topic of video	<i>The Freedom of thought</i>
School	Colegiul național, Buzău (RO) Class 8D
Observation	May 28th 2023
Length and language of the video	14 minutes in Romanian - subtitles in English
Lesson's purpose:	Thinking about the Freedom of thought and debating about that

Phases opening noticing (starting from concrete experience) comparing (reflective observation) reflecting (abstract conceptualization) interacting (active experimentation) assessing (self-, peer-, teacher-assessment) closing other: Opening and topic presentation recap homework check presentation of lesson's purpose surprise effect no opening other:	At the beginning students are invited by the teacher to express sentences about the importance of the freedom of thought. After that, students read parts of official documentation on the topic: Constitution, Universal Declaration of human rights, the Charter of fundamental rights of the EU, with the help of posters as well. Examples from other countries (North Korea, China, India) and from the past in Romania are reported.
Contents	Freedom of thought, religion etc.- examples.
Student's activities listening to the teacher reading texts or other handouts watching video □ working individually working in pairs or small groups interacting with the teacher (individually or in a small group) giving individual or group presentations/feedback reacting to other students discussing as a whole group interviewing other:	Reading Listening Giving presentations.
Learning climate. Motivation of students Positive reinforcement and positive self-concept Appropriate activities Variety of teaching materials Effective questioning Creativity.	Open learning climate. Good motivation.
Participation of the students The teacher involves students in the lesson, and in some decisions	Students take active part in the activities. The ones talking have a good English.

encourages class participation Students attentive, cooperative and responsive.	
Classroom layout	The tables are grouped in pairs. There are pictures and posters on the walls.
Interaction the teacher gives a monologue the teacher talks with the whole class the teacher talks to a group of students the teacher talks to a single pupil the pupils work among themselves other:	The teacher interacts with the students. The pupils are asked for their opinions.
Communication-Interaction Socratic questioning Clear directions Listens to students Answer to students' questions Respect for the students - does not embarrass, use sarcasm, or argue with students Make good eye-contact with the students Tone of voice, posture, and smiles Move around the classroom Shows enthusiasm Displays a sense of humor Maintains authority.	The students listen carefully to each other.
Effectiveness of lessons classroom management Clear objectives Knowledge of the material Stay on topic Structure - Organized, detailed lesson plan. Well timed lesson Working methods Effective explanation Legible board writing Clear summary of the LTU	Good classroom management. The given examples are not very convincing.
Inclusion The teacher is aware of individual different needs facilitates cooperative learning supports students when needed has patience and sensitivity uses differentiated teaching and assessment tools.	A student has difficulty in reading and that was accepted.
Classroom Climate purposeful relaxed warm supportive friendly unfriendly disaffected constructive other:	Friendly purposeful

<p>Evaluation oral written test (closed answers) test (open answers) individual task pair or group task other:</p>	<p>No evaluation.</p>
<p>Available subsidies used when textbook blackboard electronic blackboard photocopies wall chalkboard flip chart overhead projector electronic whiteboard recorder video recorder computer, PPT billboards other:</p>	<p>posters</p>

12. Title / Topic of video	Democratic education
School	Colegiul național B.P Hașdeu, Buzău (RO) Class 12E
Observation	May 24th 2023
Length and language of the video	10 minutes in Romanian -with undertitles in English
Lesson's purpose:	Knowing and thinking about the question of democratic education, included 'Democracy and women'.

Phases opening noticing (starting from concrete experience) comparing (reflective observation) reflecting (abstract conceptualization) interacting (active experimentation) assessing (self-, peer- , teacher-assessment) closing other: Opening and topic presentation recap homework check presentation of lesson's purpose surprise effect no opening other:	The student Alexandra starts and the other ones follow expressing their (prepared) ideas on the topic. Opening by the teacher, introducing the topic.
Contents	Democracy
Student's activities listening to the teacher reading texts or other handouts watching video □ working individually working in pairs or small groups interacting with the teacher (individually or in a small group) giving individual or group presentations/feedback reacting to other students discussing as a whole group interviewing other:	Individual answers to the teacher/ Debates in pairs about women and democracy.
Learning climate. Motivation of students Positive reinforcement and positive self-concept Appropriate activities Variety of teaching materials Effective questioning Creativity.	Open learning climate. Good motivation.

<p>Participation of the students The teacher involves students in the lesson, and in some decisions encourages class participation Students attentive, cooperative and responsive.</p>	<p>Students take active part in the activities. The ones talking have a good English.</p>
<p>Classroom layout</p>	<p>The tables are grouped in pairs. No pictures nor posters on the walls.</p>
<p>Interaction the teacher gives a monologue the teacher talks with the whole class the teacher talks to a group of students the teacher talks to a single pupil the pupils work among themselves other:</p>	<p>The teacher interacts with the students. The pupils work together. They are asked whether they would vote for a woman (or for a man) as president (answer: yes).</p>
<p>Communication-Interaction Socratic questioning Clear directions Listens to students Answer to students' questions Respect for the students - does not embarrass, use sarcasm, or argue with students Make good eye-contact with the students Tone of voice, posture, and smiles Move around the classroom Shows enthusiasm Displays a sense of humor Maintains authority.</p>	<p>The cooperation among students is effective. They listen carefully to each other.</p>
<p>Effectiveness of lessons classroom management Clear objectives Knowledge of the material Stay on topic Structure - Organized, detailed lesson plan. Well timed lesson Working methods Effective explanation Legible board writing Clear summary of the LTU.</p>	<p>Good classroom management.</p>
<p>Inclusion The teacher is aware of individual different needs facilitates cooperative learning supports students when needed has patience and sensitivity uses differentiated teaching and assessment tools.</p>	<p>Can not be observed</p>
<p>Classroom Climate purposeful relaxed warm supportive friendly</p>	<p>Friendly purposeful</p>

unfriendly disaffected constructive other:	
Evaluation oral written test (closed answers) test (open answers) individual task pair or group task other:	No evaluation.
Available subsidies used when textbook blackboard electronic blackboard photocopies wall chalkboard flip chart overhead projector electronic whiteboard recorder video recorder computer, PPT billboards other:	

13. Title / Topic of video	Women and democracy
School	Colegiul național, Buzău (RO)
Observation	May 18th 2023
Length and language of the video	18 minutes in English
Lesson's purpose:	Learning and thinking about Democracy and women as chief of states etc..

Phases opening noticing (starting from concrete experience) comparing (reflective observation) reflecting (abstract conceptualization) interacting (active experimentation) assessing (self-, peer-, teacher-assessment) closing other: Opening and topic presentation recap homework check presentation of lesson's purpose surprise effect no opening other:	The teacher introduces the topic and guides the discussion.
Contents	Woman as politicians.
Student's activities listening to the teacher reading texts or other handouts watching video □ working individually working in pairs or small groups interacting with the teacher (individually or in a small group) giving individual or group presentations/feedback reacting to other students discussing as a whole group interviewing other:	Individual answers to the teacher/ Debates in pairs about women and democracy.
Learning climate. Motivation of students Positive reinforcement and positive self-concept Appropriate activities Variety of teaching materials Effective questioning Creativity.	Open learning climate. Good motivation.
Participation of the students The teacher involves students in the lesson, and in some decisions encourages class participation	Students take active part in the activities. The ones talking have a good English.

Students attentive, cooperative and responsive.	
Classroom layout	The tables are grouped in pairs. No pictures nor posters on the walls.
Interaction the teacher gives a monologue the teacher talks with the whole class the teacher talks to a group of students the teacher talks to a single pupil the pupils work among themselves other:	The teacher interacts with the students. The pupils work together. They are asked whether they would vote for a woman (or for a man) as president (answer: yes).
Communication-Interaction Socratic questioning Clear directions Listens to students Answer to students' questions Respect for the students - does not embarrass, use sarcasm, or argue with students Make good eye-contact with the students Tone of voice, posture, and smiles Move around the classroom Shows enthusiasm Displays a sense of humor Maintains authority.	The cooperation among students is effective. They listen carefully to each other.
Effectiveness of lessons classroom management Clear objectives Knowledge of the material Stay on topic Structure - Organized, detailed lesson plan. Well timed lesson Working methods Effective explanation Legible board writing Clear summary of the LTU.	Good classroom management.
Inclusion The teacher is aware of individual different needs facilitates cooperative learning supports students when needed has patience and sensitivity uses differentiated teaching and assessment tools.	Can not be observed
Classroom Climate purposeful relaxed warm supportive friendly unfriendly disaffected constructive other:	Friendly purposeful

<p>Evaluation oral written test (closed answers) test (open answers) individual task pair or group task other:</p>	<p>No evaluation.</p>
<p>Available subsidies used when textbook blackboard electronic blackboard photocopies wall chalkboard flip chart overhead projector electronic whiteboard recorder video recorder computer, PPT billboards other:</p>	

14. Title / Topic of video	<i>Be a responsible citizen</i>
School	Colegiul național, Buzău (RO)
Observation	May 25th 2023
Length and language of the video	10 minutes in Romanian - with undertitles in English.
Lesson's purpose:	Raising awareness about responsible citizenship in students 17-18 years old.

Phases opening noticing (starting from concrete experience) comparing (reflective observation) reflecting (abstract conceptualization) interacting (active experimentation) assessing (self-, peer-, teacher-assessment) closing other: Opening and topic presentation recap homework check presentation of lesson's purpose surprise effect no opening other:	Opening by the teacher Instructions for the exercise-play Asking questions.
Contents	About voting
Student's activities listening to the teacher reading texts or other handouts watching video □ working individually working in pairs or small groups interacting with the teacher (individually or in a small group) giving individual or group presentations/feedback reacting to other students discussing as a whole group interviewing other:	listening to the teacher interact with the whole class.
Learning climate. Motivation of students Positive reinforcement and positive self-concept Appropriate activities Variety of teaching materials Effective questioning Creativity.	Open learning climate. Good motivation.
Participation of the students The teacher involves students in the lesson, and in some decisions	Students take active part in the main activity choosing and explaining their opinion and moving to the groups YES or NO.

encourages class participation Students attentive, cooperative and responsive.	
Classroom layout	The students are not in the classroom.
Interaction the teacher gives a monologue the teacher talks with the whole class the teacher talks to a group of students the teacher talks to a single pupil the pupils work among themselves other:	The teacher leads the work both organizing it in advance and expressing the sentences about responsible citizenship. The students have to choose YES or NO (in English) and explain their choice argumenting.
Communication-Interaction Socratic questioning Clear directions Listens to students Answer to students' questions Respect for the students - does not embarrass, use sarcasm, or argue with students Make good eye-contact with the students Tone of voice, posture, and smiles Move around the classroom Shows enthusiasm Displays a sense of humor Maintains authority.	The cooperation among students is effective. A good tone of voice.
Effectiveness of lessons classroom management Clear objectives Knowledge of the material Stay on topic Structure - Organized, detailed lesson plan. Well timed lesson Working methods Effective explanation Legible board writing Clear summary of the LTU.	The teacher gives a summary of the learning unite. The students conclude expressing their well founded opinions (importance of information, fight against prejudices, expressing the one opinion and respect the other ones etc,) and show posters with sentences of responsible citizenship.
Inclusion The teacher is aware of individual different needs facilitates cooperative learning supports students when needed has patience and sensitivity uses differentiated teaching and assessment tools.	Respect for the differences is underlined.
Classroom Climate purposeful relaxed warm supportive friendly unfriendly disaffected constructive other:	Purposeful, active and responsible.

<p>Evaluation oral written test (closed answers) test (open answers) individual task pair or group task other:</p>	<p>The results look as quality products, in the posters at the end of the teaching/learning unite.</p>
<p>Available subsidies used when textbook blackboard electronic blackboard photocopies wall chalkboard flip chart overhead projector electronic whiteboard recorder video recorder computer, PPT billboards other:</p>	<p>Posters Signs YES NO</p>

15. Title / Topic of video	<i>Let's Protect The Environment!</i>
School	Școala Gimnazială nr.11, Buzău (RO)
Observation	May 18th 2023
Length and language of the video	8 minutes in English
Lesson's purpose:	Learning strategies for the protection of the environment.

Phases opening noticing (starting from concrete experience) comparing (reflective observation) reflecting (abstract conceptualization) interacting (active experimentation) assessing (self-, peer-, teacher-assessment) closing other: Opening and topic presentation recap homework check presentation of lesson's purpose surprise effect no opening other:	Opening by the students; most of them express sentences about the risks of pollution and the need to protect the environment. At the end, a student explains at the electronic blackboard several slides on the performed work.
Contents	Environment - Democracy
Student's activities listening to the teacher reading texts or other handouts watching video working individually working in pairs or small groups interacting with the teacher (individually or in a small group) giving individual or group presentations/feedback reacting to other students discussing as a whole group interviewing other:	Individual expression of sentences
Learning climate. Motivation of students Positive reinforcement and positive self-concept Appropriate activities Variety of teaching materials Effective questioning Creativity.	Open learning climate. Good motivation.
Participation of the students The teacher involves students in the lesson, and in some decisions encourages class participation	Students take active part describing the questions of the environment and the risks of ignoring the pollution. The ones talking have a good English.

Students attentive, cooperative and responsive.	
Classroom layout	The tables are grouped in pairs. Many pictures, decorations and posters are on the walls.
Interaction the teacher gives a monologue the teacher talks with the whole class the teacher talks to a group of students the teacher talks to a single pupil the pupils work among themselves other:	The students know in advance what to do and what to say.
Communication-Interaction Socratic questioning Clear directions Listens to students Answer to students' questions Respect for the students - does not embarrass, use sarcasm, or argue with students Make good eye-contact with the students Tone of voice, posture, and smiles Move around the classroom Shows enthusiasm Displays a sense of humor Maintains authority.	Students express clear statements and listen carefully to each other.
Effectiveness of lessons classroom management Clear objectives Knowledge of the material Stay on topic Structure - Organized, detailed lesson plan. Well timed lesson Working methods Effective explanation Legible board writing Clear summary of the LTU	Clear objectives Effective explanation
Inclusion The teacher is aware of individual different needs facilitates cooperative learning supports students when needed has patience and sensitivity uses differentiated teaching and assessment tools.	Can not be observed
Classroom Climate purposeful relaxed warm supportive friendly unfriendly disaffected constructive other:	Friendly Purposeful constructive

<p>Evaluation oral written test (closed answers) test (open answers) individual task pair or group task other:</p>	<p>No evaluation.</p>
<p>Available subsidies used when textbook blackboard electronic blackboard photocopies wall chalkboard flip chart overhead projector electronic whiteboard recorder video recorder computer, PPT billboards other:</p>	<p>electronic blackboard posters</p>

16. Title / Topic of video	FAKE NEWS
School	Colegiul național Alexandru Vlahuță, Râmnicu Sărat (RO)
Observation	May 12th 2023
Length and language of the video	18 minutes in English
Lesson's purpose:	Learning strategies of reliable information and for fighting fake news.

Phases opening noticing (starting from concrete experience) comparing (reflective observation) reflecting (abstract conceptualization) interacting (active experimentation) assessing (self-, peer-, teacher-assessment) closing other: Opening and topic presentation recap homework check presentation of lesson's purpose surprise effect no opening other:	The students in 5 groups prepare big posters and describe them in detail to the other students showing the different parts.
Contents	Analysing information and fighting fake news.
Student's activities listening to the teacher reading texts or other handouts watching video □ working individually working in pairs or small groups interacting with the teacher (individually or in a small group) giving individual or group presentations/feedback reacting to other students discussing as a whole group interviewing other:	Individual and group presentation of the developed posters.
Learning climate. Motivation of students Positive reinforcement and positive self-concept Appropriate activities Variety of teaching materials Effective questioning Creativity.	Open learning climate. Good motivation.
Participation of the students The teacher involves students in the lesson, and in some decisions	Students take active part in the activities. The ones talking have a good English.

encourages class participation Students attentive, cooperative and responsive.	
Classroom layout	We see only the posters and the blackboard.
Interaction the teacher gives a monologue the teacher talks with the whole class the teacher talks to a group of students the teacher talks to a single pupil the pupils work among themselves other:	The pupils work together.
Communication-Interaction Socratic questioning Clear directions Listens to students Answer to students' questions Respect for the students - does not embarrass, use sarcasm, or argue with students Make good eye-contact with the students Tone of voice, posture, and smiles Move around the classroom Shows enthusiasm Displays a sense of humor Maintains authority.	The cooperation among students is effective. They listen carefully to each other.
Effectiveness of lessons classroom management Clear objectives Knowledge of the material Stay on topic Structure - Organized, detailed lesson plan. Well timed lesson Working methods Effective explanation Legible board writing Clear summary of the LTU.	
Inclusion The teacher is aware of individual different needs facilitates cooperative learning supports students when needed has patience and sensitivity uses differentiated teaching and assessment tools.	Can not be observed
Classroom Climate purposeful relaxed warm supportive friendly unfriendly disaffected constructive other:	Friendly purposeful

<p>Evaluation oral written test (closed answers) test (open answers) individual task pair or group task other:</p>	<p>No evaluation.</p>
<p>Available subsidies used when textbook blackboard electronic blackboard photocopies wall chalkboard flip chart overhead projector electronic whiteboard recorder video recorder computer, PPT billboards other:</p>	<p>blackboard billboards</p>

17. Title / Topic of video	Education as a right
School	Școala Gimnazială Jon Rosca, Cochirleanca, Buzău (RO) Class 1GB
Observation	May 25th 2023
Length and language of the video	23 minutes in English.
Lesson's purpose:	Reach awareness that education is a right and a privilege in the world.

Phases opening noticing (starting from concrete experience) comparing (reflective observation) reflecting (abstract conceptualization) interacting (active experimentation) assessing (self-, peer-, teacher-assessment) closing other: Opening and topic presentation recap homework check presentation of lesson's purpose surprise effect no opening other:	Opening by the teacher who divides the class in two groups, one is pro and one is contra. The teacher gives Instructions for the work. Students prepare in groups, express and sustain their ideas; at the end they write and present slogans on the topic. The teacher supports with interesting comments And asking further questions.
Contents	Education as a right.
Student's activities listening to the teacher reading texts or other handouts watching video □ working individually working in pairs or small groups interacting with the teacher (individually or in a small group) giving individual or group presentations/feedback reacting to other students discussing as a whole group interviewing other:	listening and talking to the teacher, interacting with each other, Presenting.
Learning climate. Motivation of students Positive reinforcement and positive self-concept Appropriate activities Variety of teaching materials Effective questioning Creativity	Open learning climate. Very good communication. Good motivation.
Participation of the students The teacher involves students in the lesson, and in some	Students take active part in the activity and are not distracted by what happens outside the

<p>decisions encourages class participation Students attentive, cooperative and responsive.</p>	<p>classroom.</p>
<p>Classroom layout</p>	<p>The classroom is very rich on pictures, posters etc. on the wall. There is even a nice festoon.</p>
<p>Interaction the teacher gives a monologue the teacher talks with the whole class the teacher talks to a group of students the teacher talks to a single pupil the pupils work among themselves other:</p>	<p>The teacher leads the work both organizing it, giving clear instructions, leaving time for the student's work, and expressing comments. The students explain their argumentations.</p>
<p>Communication-Interaction Socratic questioning Clear directions Listens to students Answer to students' questions Respect for the students - does not embarrass, use sarcasm, or argue with students Make good eye-contact with the students Tone of voice, posture, and smiles Move around the classroom Shows enthusiasm Displays a sense of humor Maintains authority</p>	<p>The cooperation among students is effective.</p>
<p>Effectiveness of lessons classroom management Clear objectives Knowledge of the material Stay on topic Structure - Organized, detailed lesson plan. Well timed lesson Working methods Effective explanation Legible board writing Clear summary of the LTU</p>	<p>The students conclude expressing their slogans and showing their group posters. All together say 'by by' to the external future observers.</p>
<p>Inclusion The teacher is aware of individual different needs facilitates cooperative learning supports students when needed has patience and sensitivity uses differentiated teaching and assessment tools</p>	<p>Respect for the differences is underlined.</p>
<p>Classroom Climate purposeful relaxed warm supportive friendly unfriendly disaffected constructive</p>	<p>Purposeful, active and attentive</p>

other:	
Evaluation oral written test (closed answers) test (open answers) individual task pair or group task other:	The results look as high quality.
Available subsidies used when textbook blackboard electronic blackboard photocopies wall chalkboard flip chart overhead projector electronic whiteboard recorder video recorder computer, PPT billboards other:	Posters

18. Title / Topic of video	LEARNING TO LEARN
School	Colegiul național Alexandru Vlahuță, Râmnicu Sărat (RO)
Observation	May 25th 2023
Length and language of the video	20 minutes in English.
Lesson's purpose:	Improve the learning habits of the students sharing their best habits of learning

Phases opening noticing (starting from concrete experience) comparing (reflective observation) reflecting (abstract conceptualization) interacting (active experimentation) assessing (self-, peer-, teacher-assessment) closing other: Opening and topic presentation recap homework check presentation of lesson's purpose surprise effect no opening other:	Opening by the teacher. Students express and sustain their ideas and effective habits of learning. The teacher asks questions and gives feedbacks.
Contents	The 8 EU Competences for lifelong learning Learning strategies
Student's activities listening to the teacher reading texts or other handouts watching video □ working individually working in pairs or small groups interacting with the teacher (individually or in a small group) giving individual or group presentations/feedback reacting to other students discussing as a whole group interviewing other:	Students list learning strategies for learning to learn, for example: organizing the materials, being clear about the objectives, distributing timely the different tasks, how underlying a written text (different colours), studying with friends, stress management, interacting with each other etc.
Learning climate. Motivation of students Positive reinforcement and positive self-concept Appropriate activities Variety of teaching materials Effective questioning Creativity	Open learning climate. Good communication. Good motivation.
Participation of the students The teacher involves students in the lesson, and in some	Students take active part in the activity individually.

<p>decisions encourages class participation Students attentive, cooperative and responsive.</p>	
<p>Classroom layout</p>	<p>No pictures, posters etc. on the walls. The tables of the students are two together Phones are on the tables.</p>
<p>Interaction the teacher gives a monologue the teacher talks with the whole class the teacher talks to a group of students the teacher talks to a single pupil the pupils work among themselves other:</p>	<p>The teacher leads the work both organizing it, giving clear instructions and expressing comments. The students explain their argumentations.</p>
<p>Communication-Interaction Socratic questioning Clear directions Listens to students Answer to students' questions Respect for the students - does not embarrass, use sarcasm, or argue with students Make good eye-contact with the students Tone of voice, posture, and smiles Move around the classroom Shows enthusiasm Displays a sense of humor Maintains authority</p>	<p>The students listen to each other.</p>
<p>Effectiveness of lessons classroom management, Clear objectives Knowledge of the material Stay on topic Structure - Organized, detailed lesson plan. Well timed lesson Working methods Effective explanation Legible board writing Clear summary of the LTU</p>	<p>The suggestions are interesting. The board writing is no good legible.</p>
<p>Inclusion The teacher is aware of individual different needs facilitates cooperative learning supports students when needed has patience and sensitivity uses differentiated teaching and assessment tools</p>	<p>The proposal of working in pairs, as learning strategy, is a form of inclusion.</p>
<p>Classroom Climate purposeful relaxed warm supportive friendly unfriendly</p>	<p>Purposeful, active and attentive</p>

disaffected constructive other:	
Evaluation oral written test (closed answers) test (open answers) individual task pair or group task other:	The English language looks as high quality.
Available subsidies used when textbook blackboard electronic blackboard photocopies wall chalkboard flip chart overhead projector electronic whiteboard recorder video recorder computer, PPT billboards other:	electronic whiteboard competence cards computer

19. Title / Topic of video	<i>Human rights</i> - against discrimination
School	Colegiul național Mihai Eminescu, Buzău (RO)
Observation	May 15th 2023
Length and language of the video	19 minute in English
Lesson's purpose:	Learning and developing awareness about Human Rights- intercultural understanding- common European identity

Phases opening noticing (starting from concrete experience) comparing (reflective observation) reflecting (abstract conceptualization) interacting (active experimentation) assessing (self-, peer-, teacher-assessment) closing other: Opening and topic presentation recap homework check presentation of lesson's purpose surprise effect no opening other:	Opening by the teacher, who address the topic. Students express definitions and ideas on migration, globalization, integration. Students report group work about topics like: peaceful society, commenting posters. After several information and some interviews, the teaching/learning unite concludes with the European Hymn.
Contents	European Dimension - intercultural understanding - globalization - migration.
Student's activities listening to the teacher reading texts or other handouts watching video □ working individually working in pairs or small groups interacting with the teacher (individually or in a small group) giving individual or group presentations/feedback reacting to other students discussing as a whole group interviewing other:	listening to the teacher, expressing ideas and definitions presenting the performed work.
Learning climate. Motivation of students Positive reinforcement and positive self-concept Appropriate activities Variety of teaching materials Effective questioning Creativity	Open learning climate. Good motivation.
Participation of the students The teacher involves students in the lesson, and in some	Students take active part, explaining contents and their opinions.

<p>decisions encourages class participation Students attentive, cooperative and responsive.</p>	<p>There are two different teachers in the different parts of the video,</p>
<p>Classroom layout</p>	<p>The classroom has pictures etc. on the walls. The tables are in pair.</p>
<p>Interaction the teacher gives a monologue the teacher talks with the whole class the teacher talks to a group of students the teacher talks to a single pupil the pupils work among themselves other:</p>	<p>The teachers lead the work and encourage students to be active, and express argumentations.</p>
<p>Communication-Interaction Socratic questioning Clear directions Listens to students Answer to students' questions Respect for the students - does not embarrass, use sarcasm, or argue with students Make good eye-contact with the students Tone of voice, posture, and smiles Move around the classroom Shows enthusiasm Displays a sense of humor Maintains authority.</p>	
<p>Effectiveness of lessons classroom management, Clear objectives Knowledge of the material Stay on topic Structure - Organized, detailed lesson plan. Well timed lesson Working methods Effective explanation Legible board writing Clear summary of the LTU.</p>	<p>The contents are mostly well chosen. Appropriate pictures and quotations are used.</p>
<p>Inclusion The teacher is aware of individual different needs facilitates cooperative learning supports students when needed has patience and sensitivity uses differentiated teaching and assessment tools.</p>	<p>Respect for the differences is underlined.</p>
<p>Classroom Climate purposeful relaxed warm supportive friendly unfriendly disaffected constructive</p>	<p>Purposeful, active and responsible.</p>

other:	
Evaluation oral written test (closed answers) test (open answers) individual task pair or group task other:	The results look high quality.
Available subsidies used when textbook blackboard electronic blackboard photocopies wall chalkboard flip chart overhead projector electronic whiteboard recorder video recorder computer, PPT billboards other:	Posters Exercise books.