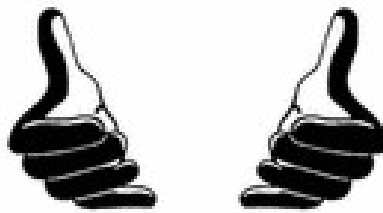




Education and Culture

Socrates
Comenius

PROJECT COMENIUS 1.3



ATTRAPPE

"Autonomy, personal work, and educational project"

Final document :

ATTRAPPE a step ahead for the private study
of the students

- 1 Presentation of the project
- 2 Partners
- 3 Meetings
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- 5 Observations of one or more places
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1 Presentation of the project

Name: ATTRAPPE – School development project – Comenius 1.3

Title Autonomy, Personal study and project of the institution.

The individual responsibility of the student to organise his own school work out of the lessons.

During: 3 years

Objectives:

- 1 Stimulate the discussion about the project: "The individual responsibility of the student to organise his own school work out of the lessons."
- 2 Stimulate in the different partner schools the responsibility of the student and his initiative to organise his own schoolwork.
- 3 Encourage the free access by the students and the use of the different areas and facilities at school. Giving the students more possibilities by increase their responsibility: opening hours, free use of facilities, ...
- 4 Promote the sense of responsibility and the autonomous work of the students.
- 5 Give the students more possibilities to do proposals to improve the organisation of the school. Contribute to and stimulate the reflexion of the school about "giving responsibility and autonomy to the students in their instruction and training".
- 6 Evaluate in a proper way the adaptations which are necessary between the educative intentions and the daily organisation by the pedagogical team. Launch in the institution the theme: "taking responsibility and autonomy by the student in his curriculum".

2 Partners

- | | | | | |
|---|------------------------------------|---|-------------|---------------|
| 1 | Heliconopleidingen | - | Deurne | - Netherlands |
| 2 | Zivilska Sola | - | Maribor | - Slovenia |
| 3 | Wellantcollege | - | Rotterdam | - Netherlands |
| 4 | KTA-HORTECO
coordinating school | - | Vilvoorde | - Belgium |
| 5 | Lycée de Pflixbourg | - | Wintzenheim | - France |

3 Meetings

During the three years of the project we visited once each of the partner schools.

Place	Date	Theme
Year 1		
Wintzenheim	06/11 – 11/11/2004	Analyzing the global survey. Observation techniques.
Deurne	14/03 – 17/03/2005	Process the results of the observations. Interview techniques.
Year 2		
Maribor	11/10 – 14/10/2005	Processing the results of the interviews. Meeting techniques.
Rotterdam	14/02 – 17/02/2006	Observations. Natural learning. Discussion about private study.
Year 3		
Vilvoorde	27/03 – 30/03/2007	Charter. Definition 'Private Study'. Autonomy of the students. Inquiry final evaluation.

4 Global plan

Making a chart of the existing situation using a digitalised inquiry of the global map of the school.

Questions used during the inquiry:

- 1 Which places you don't know at all ?
- 2 Where do you go outside your lessons schedule?
- 3 On which places the access is forbidden or limited ?
- 4 Which are the most properly places to do school work ? - during the pauses – during the lessons – at noon – after the lessons
- 5 Which places are the most convenient to relax ?
- 6 Which places are the most convenient for the students to make exchanges and encounter each other?
- 7 On which places do you feel unsafe ?
- 8 Which places you want to improve ?

The same questions are asked at the staff too to see the difference between the meaning of the students and what the staff think about the meaning of the students.

Results of the global inquiry

Deurne

1. Places for students to meet: computer-room, library, students school entrance, stables.
2. Teachers were not aware of the importance of the locker-room for the students.
3. Private work mostly done in the library and computer-room, but also in the restaurant.
4. Students have a wish for longer opening hours of the library.

Maribor

- 1 The places preferred by the students are: the park, the platform, the school entrance and the corridors.
- 2 The places where the students don't like to go are: the library, the workrooms and the labs of the school.

Rotterdam

Because the school in Rotterdam is a school in the town they have lack of space. The students do all their activities (personal work, recreation, meeting each other) on a very little surface in and around the main building.

Vilvoorde

- 1 Not all the students neither all the staff members know all the places in the school.
- 2 Staff members and the students have a different view on the places where students come.
- 3 The rules of the school are incomplete or not up to date.
- 4 The students do most of their private study in the main building or in the restaurant of the boarding school.
- 5 The questions of the inquiry where not always very clear.

Wintzenheim

- 1 The computer centre (CDI) is a place to work and to get information used by the students as a study room out of the hours of surveillance.
- 2 There is a wide diversity of information and activities in the information centre (CDI).
- 3 The centre for documentation and information (CDR) is used by the students as a computer room and a as space for pedagogical activities.
- 4 The working conditions in the surveillance room are dissatisfying.
- 5 Regular hours of permanence and surveillance for all the students without distinction.
- 6 The opening hours of the room is limited to the hours of surveillance.

5 Observation of one or more places in the school

On the basis of the global inquiry one or more places used by the students to do private study are chosen by each of the partner schools. One properly place and one improperly place is chosen. Due to the results of this observation one or more places are chosen to work around during this project.

Chosen places by the partner schools:

Partner	Properly place	Improperly place
Deurne	Library, computer room	School entrance
Maribor	Library	Corridors 'living room'
Rotterdam	Computer room	Corridor in face of the teacher's room
Vilvoorde	Library	Corridors in the mean building
Wintzenheim	Computer room (CDI) and information centre (CDR).	Corridors

6 Choice and planning of changes

Each of the partner schools has chosen one or two places in their specific situation to stimulate the private study. The improvements are realised in different steps during the second and third year of the project.

Step 1

Analysing the existing situation by using an inquiry and an observation. The chosen place is evaluated on the design (conçu), on the way it is used (vécu) and on the way it is experienced (perçu).

The three different points of view are compared and especially the concordance (conformity) and the non conformity is examined.

Results (*italic= not convenient*)

Partner	Design	Use	Experience
Deurne	<ul style="list-style-type: none"> . Search for info in books, internet, magazines . work out surveys, presentations, individual work 	<ul style="list-style-type: none"> . meeting palls to work together . chatting . sometimes class . doing private work . looking for info 	<ul style="list-style-type: none"> . desire for more opening hours . sometimes too crowded . satisfied with possibilities . wish for more and faster computers
Maribor	<p>Library:</p> <ul style="list-style-type: none"> • Quite place to work and to study (individual work and work in small group) • More computers to search on internet <p>Corridors and 'Living room'</p> <ul style="list-style-type: none"> • Place to relax • Place to take a rest 	<ul style="list-style-type: none"> • Accessible in library opening time • Library's rules • Open for all students • Control by students 	<ul style="list-style-type: none"> • Personal work • Small group work • Good atmosphere • New relationships • Rules by the students

Rotterdam	Open Learning Centre <ul style="list-style-type: none"> • Computer room to search on internet 	<ul style="list-style-type: none"> • Special person in charge • Accessible with teachers Accessible with identification card during the day except the breaks No financial rules	<ul style="list-style-type: none"> • Personal work • Small group work • Limited access • Limited in use Slowness of printer
Vilvoorde	Library: <ul style="list-style-type: none"> • Place to loan books • Space to do search in books or on internet • <i>Quiet place to work and to study</i> • Place to take a rest <i>Place to relax</i>	Library: <ul style="list-style-type: none"> • <i>Classroom</i> • Computer room • Place for study-and work <i>Place to relax</i> <i>Place to punish students</i>	Library: <ul style="list-style-type: none"> • Place to take of students. • <i>Place to punish students</i> • Place to relax • Place to work • <i>Passageway</i> • Quiet/boring/silent • Many people Burden furnishing
Wintzenheim	CDI <ul style="list-style-type: none"> • Place to work and to get information used as a study room. CDR <ul style="list-style-type: none"> • Centre for information and documentation. Surveillance room	Strictly organisation in place and in time. Compulsory inscription for students. Used by the students as a computer room. Accumulation of study hours during the day. Many classes present at one time. Disport potion of study hours in face of necessity.	Lack of concurrence between the different working and living spaces. Concurrence in motivation and expectations hardly compatible. A great diversity in information and activities. Free concurrence between the visit of classes and the visit of students. Superposition of study hours during the day and during the evening.

Step 2 Planning

In each of the partner schools the changes that must be made are stipulated in a planning.

Partner	Where ?	What ?
Deurne	Library School entrance Restaurant	<ul style="list-style-type: none"> • Transform library and computer room into Open Learning Centre (OLC) • Create better access library by more extensive opening hours • Create smoking area near restaurant with shelter and banks. Smoking prohibited at all other paces • Creating corner for relaxing and meeting with each other • Change in colour and design to make the place cosier
Maribor	Library Corridors 'Living room'	<ul style="list-style-type: none"> • Change the opening hours • Rebuild the room to a place for personal study • Placing new banks • Redecorate the room
Rotterdam	Open Learning Centre	<ul style="list-style-type: none"> • Rebuilding the room • Change the opening hours • Decorate the room • Taking responsibility of the students
Vilvoorde	Library	<ul style="list-style-type: none"> • Moving the secretariat • Take away and sorting the books • Increase the number of computers. • Reorganise the furnishing. • Adaptation of the rules
Wintzenheim	CDI CDR Study room	<ul style="list-style-type: none"> • Motivate the students to voluntary presence. • Reduce the obliged time of presence. • Organise a free inscription in the CDI. • Encourage new initiatives by the students. • Reinforce the CDI in his educational function. • Making of the CDR a room for group work. • Facilitate and enlarge the access of the CDI for their searching work. • Making the working room disposal for the students out of the obliged time of study.

Step 3 Agreement

The students have presented the planning of the changes to the principal of the school. Depending of the social culture of the country a simple permission of the principal was enough. In other countries the agreement of different instances of the school (like the student's council, the school council, the committee of principals, ...etc.) was necessary.

Depending of the practical and the financial possibilities the planning is adapted.

7 Characteristics of changes

The in the planning proposed changes are realised taking care of the proposals of the students.

Partners	Realisations
Deurne	<ul style="list-style-type: none"> • Computer room and library are combined into OLC • Extra computers are installed • More opening hours realised, first by use of help of a student, later extra personnel • First study and proposals for refurnishing restaurant are done by students from another school for interior design
Maribor	<ul style="list-style-type: none"> • The opening hours of the library are adapted. • A new place for personal study is realised.
Rotterdam	<p>Due to the decease of our colleague Henk Sanders, the Wellant college has quit the Attrappe-project at the end of the second year.</p> <p>Nevertheless a few proposals of the students are realised, e.g.:</p> <ul style="list-style-type: none"> • The opening hours of the Open Learning Centre are changed. • The students can use the OLC in a autonomic way. • A little dressing room is rebuild to a room where students can do private study. The have the disposal of some computers and the access is total free.
Vilvoorde	<ul style="list-style-type: none"> • The secretariat of the students in moved to taking up more space for the student's work room • All books are removed and sorted. Recent and usable books are replaced on the second floor. • The old carped is removed and the walls are painted. • The number of computers is increased and put on new computer tables. • The rules of the library are adapted. • The opening hours are changed.
Wintzenheim	<ul style="list-style-type: none"> • Organise a free inscription in the CDI. • Changes in the study conditions at the boarding school • Increased access to the computers room • Making of the CDR a room for group work. • Facilitate and enlarge the access of the CDI for their searching work • Dictionaries are available at the boarding school • Students can choose their "free evening" (no study) of the week • Older students have as a rule more responsibilities in the organization of personal work

8 Impact of the changes in the schools

Once the changes are realised the evolution is attentively followed by doing observations. At the end of the third year a inquiry is established to look at the impact of the changes.

Results

* There are no results for Rotterdam because the quit of the Wellant college

Possible answers:

A= always M= most of the time S= sometimes N= not at all D= don't' know

Question	Deurne Stud n=92 Staff n=23	Maribor	Vilvoorde	Wintzenh.
Do the students have possibilities to the take initiatives or to make proposals.	Students 13% A 32% M 48% S Staff 20% A 56% M 24% S	Students 37% M Staff 60% A	Students 39 % M 36% S Staff 21 % A 63 % M	Students 20% M 55% S Staff
Do you think that student's initiatives/make proposals are supported by adults of the school	Students 20% M 71% S Staff 42% M 54% S	Students 61% S Staff 64% M	Students 32% M 64 % S Staff 68% M 26% S	Students 21% M 44,5 % S
Do the rules allows you to take initiative ?	Students 36% M 58% S Staff	Students 68% S Staff	Students 28% A 50% M Staff	Students 31% M 38,5% S Staff 26% A 52% M
Do the opening hours and time schedule prevent you from finding a suitable place for private study	Students 34% M 55% S Staff 33 %M 55% S	Students 37% S Staff 40%M	Students 36% M 43% S Staff 26% M 42 % S	Students 28% M 37,5% S Staff ---

Conclusions:

For all partners the students answered the greatest number of times 'sometimes' (13x) and on the second place 'most of the time' (3x).

In Deurne, Maribor and Vilvoorde the students have 'most of the time' possibilities to take initiatives or to make proposals. Only in Wintzenheim they have it sometimes.

In all the partner schools (Deurne, Maribor, Vilvoorde and Wintzenheim) the student's initiatives/make proposals are in superior strength 'sometimes' supported by adults of the school.

In Deurne, Maribor and Wintzenheim the rules allow the students 'sometimes' to take initiative. Only in Vilvoorde the rules allows the students 'most of the time' and even 28% 'always' the students to take initiative.

In all partner schools (Deurne, Maribor, Vilvoorde and Wintzenheim) the opening hours and time schedule prevent the students 'sometimes' from finding a suitable place for private study. On the second hand for the students of Deurne, Vilvoorde and Wintzenheim is this 'most of the time'.

The staff think that students will response in the first place 'most of the time' (6x) and once 'always' and three times 'sometimes'. We can conclude that the staff think in a more positive way about the meaning of the students.

9 Definition of private study

“Private study is a personal activity and has a relationship with school activities.”

10 Charter

All the partners of the Attrappe project have written a common charter in which they express the conditions to stimulate private study of the students and to give the students more responsibility in organising their study time.

All the partners agree with next formulation:

ATTRAPPE CHARTER

1. The school provides the environment (time, space, resource) for students in order to stimulate their own development to become finally an independent, responsible person.
2. School management and students have a common responsibility in formulating the needs and conditions in using the space, time and resources.