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## 'Integration of Museums into School Education'

Erasmus+ Strategic Partnership Project

2018-1-TR01-KA201-059698

3rd TPM – Transnational Project Meeting Minute

Date: 11-12. February 2020

Rossano – ITALY Venue: [Museo Diocesano e del Codex –  
Via Arcivescovado 5, 87064 Corigliano-Rossano](#)

### Project Partners:

<b>KIM</b>	- Konya İl Milli Eğitim Müdürlüğü	<b>TURKEY</b>
<b>REG. DIR. OF IPEIROS</b>	- Regional Direction of Administration of Education of Ipeiros	<b>GREECE</b>
<b>ESPACIO</b>	- Espacio Rojo	<b>SPAIN</b>
<b>AHE</b>	- Akademia Humanistyczno-Ekonomiczna w Łodzi	<b>POLAND</b>
<b>DRPDNM</b>	- Društvo za razvijanje prostovoljnega dela Novo mesto	<b>SLOVENIA</b>
<b>IDEC S.A.</b>	- Aintek Symvouloi Epicheiriseon Efarmoges Ypsilis Technologias Ekpaidefsi Anonymi Etaireia	<b>GREECE</b>
<b>FUN</b>	- Fundación Uxío Novoneyra	<b>SPAIN</b>
<b>IPC</b>	- Insieme per Camminare	<b>ITALY</b>



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## ATTENDANTS

No	Partners	Participants Name & Surname	Contact Details
1.	KIM - TURKEY	Ibrahim AYDIN	<a href="mailto:ibrahimaydnn@gmail.com">ibrahimaydnn@gmail.com</a>
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7.	IPC – ITALY	Biagio GRECO	<a href="mailto:Prof.biagiogreco@gmail.com">Prof.biagiogreco@gmail.com</a>
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14.	IDEC S.A. – GREECE	Magdalini Vlami	<a href="mailto:ionionstars@gmail.com">ionionstars@gmail.com</a> , <a href="mailto:ionionstar@yahoo.gr">ionionstar@yahoo.gr</a>
15.	IDEC S.A. – GREECE	Kallia Papatheodorou	<a href="mailto:kalliapap9@gmail.com">kalliapap9@gmail.com</a>
16.	REG. DIR. – GREECE	Gouveli Charikleia	<a href="mailto:efgouveli@gmail.com">efgouveli@gmail.com</a>
17.	REG. DIR. – GREECE	Konstantinos Kampourakis	<a href="mailto:ckampur@sch.gr">ckampur@sch.gr</a>
18.	DPRDNM – SLOVENIA	Kaja Jenkole	<a href="mailto:drpdnm.kaja@gmail.com">drpdnm.kaja@gmail.com</a>
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21.	ESPACIO – SPAIN	Manuel González Crespo	<a href="mailto:m.g.crespo@edu.xunta.es">m.g.crespo@edu.xunta.es</a> , <a href="mailto:krespo1989@gmail.com">krespo1989@gmail.com</a> , <a href="mailto:m.g.crespo@hotmail.com">m.g.crespo@hotmail.com</a>



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## General agenda of the meeting:

TPM "Integration of Museums into School Education" - Rossano, 11-12/02/2020

Venue: [Museo Diocesano e del Codex – Via Arcivescovado 5, 87064 Corigliano-Rossano](#)



Museo Diocesano e del Codex  
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f t youtu



## TPM – ROSSANO - 2020

3RD TPM “INTEGRATION OF MUSEUMS INTO SCHOOL EDUCATION”		
Corigliano-Rossano, 11 - 12/02/2020		
<a href="#">Museo Diocesano e del Codex – Via Arcivescovado 5, 87064 Corigliano-</a>		
Tuesday 11/02/2020		
08:45-09:00	Registration	
09:00:00 - 09:30	Welcome & short visit to the Museum	Insieme per Camminar
09:30 -10:00	Evaluation of up-to-date activities	AHE
10:00-10:45	Evaluation of pilot interdisciplinary lesson plans and information about main implementations	All partners
10:45-11:00	coffee break	
11:00 - 11:30	Information about creating museum corners	All partners
11:30 -12:00	Information about realizing local seminars	All partners
12:00 - 12:30	Information about eTwinning project	Ipeiros
12:30 - 13:00	Creating 2000 copies of newsletters, brochures, and leaflets	All partners
13:00 - 15:00	<a href="#">lunch break – Vineria Mastro Gustino</a>	
15:00 - 15:30	Creating a guide combining with methodological guideline	All partners
15:30 -16:00	Providing necessary documents both on google drive and mail address	All partners
16:00 - 16:30	Budget issues	All partners
20:30 -22:30	<a href="#">Dinner – ristorante “La Bizantina”</a>	
Wednesday 12/02/2020		



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09:00 - 10:30	<a href="#">Visit to the partner school " Scuola media statale Carlo Levi"</a>	Insieme per Camminar
10:30 - 10:50	Coffee break	
10:50 - 11:00	Transfer to Rossano old town	
11:00 - 12:45	Guided tour of Rossano historical centre	Insieme per
12:45 - 13:15	Certificates – Farewell - Closing - Evaluation	Insieme per
13:30:00 -	<a href="#">Lunch – trattoria Porta Romana</a>	

## Day 1: Tuesday 11/02/2020

### Theme: Welcoming remarks and Ice breaking and warm-up activity

Date	Time	Topic	Discussion leader	Helping partner
11/02/2020	09.00	Welcoming remarks of the host partner & a short museum visit guided by Natalino Scino	Konya İL MEM	All

### Presentation:

Representatives of Insieme per Camminare and Museo Diocesano e del Codex welcomed all participants of the 3<sup>rd</sup> TPM from 4 participating countries – TURKEY, GREECE, SLOVENIA, SPAIN

A short visit to Museo Diocesano e del Codex was realized with the guidance of the representatives of Museo Diocesano e del Codex Cecilia PERRI and Natalino SCINO. They took the participants around the Museum and informed them about the sections in the Museum. The emphasis was on the Bible which was original from the 6<sup>th</sup> Century and Natalino Scino gave detailed information about it.

### Theme: Presentations of the coordinator and each partner on up-to-date project activities from 2<sup>nd</sup> TPM in Madrid, Spain until now

Date	Time	Topic	Discussion leader	Helping partner
11/02/2020	09.30	Evaluation of pilot interdisciplinary lesson plans and information about main implementations	Konya İL MEM	All



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## **Presentations:**

The TPM started with the opening speech of the coordinator Ibrahim AYDIN from Konya İL MEM. He made a presentation about their progress during the project lifetime such as implementation of pilot interdisciplinary lesson plans, postcards made by the students, feedbacks of both teachers and students, their activities about eTwinning project, dissemination activities in general and also for the newcomers as well. He stressed that they will be going through the necessary steps to create the final output named "Integration of Museums into School Education Guidebook" At the meantime, it was mentioned that there are some missing documents from the partners.

What the Turkish partner/coordinator did in Konya by now was summarised by İbrahim in his speech.

He also informed participants about the numbers/types of main interdisciplinary lesson implementations as both indoor and outdoor lesson plans by Fine Arts, History and Geography teachers. He stressed that each teacher is going to implement one indoor and one outdoor interdisciplinary lesson plans so that they will be put into the guide book as model lesson plans. He said that it should be combined with the methodological guidebook.

It has been emphasized by the coordinator that we already have the template plans for indoor and outdoor lesson plans and each partner is going to take this template into consideration when making their own.

## **PRESENTATION LINK:**

<https://cutt.ly/nrNo42F> - Main lesson implementations – Slide 22

<https://cutt.ly/JrNadet> - eTwinning project works in Turkey – All slides

Then Halil İbrahim KINALI as history teacher from Turkey made a presentation about interdisciplinary lesson plan.

## INTERDISCIPLINARY LESSON PLAN FOR INDOOR OR OUTDOOR MUSEUMS & CLASSROOMS

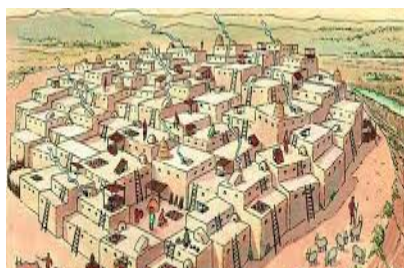


A- PREPARATIONS FOR THE MUSEUM / OUTDOOR		
1	Definition of the museum or outdoor visit	<b>CATALHOYUK OPEN AIR MUSEUM/EXCAVATION</b>
2	Determining the date of going to the outdoor or indoor museum and making sure that it complies and relevant with the annual curriculum and with other	X
3	Determining the appropriateness of weather conditions on the date of departure to the outdoor excursion or the	
4	Making an appointment at the museum or the outdoor excursion to be visited or	X
5	Providing museum experts from the outdoor historical site or the museum to	X
6	Obtaining official permission from the institution where the teacher works.	X
7	Preparing the list of participants. Receiving permission from parents for students under 18 by the teacher on	X
8	To collect data or information about the museum to be visited, to search through the literature review, to learn interesting	X



9	To identify and determine station points for interdisciplinary information to share; to determine	X
10	To identify the students, teachers and parents (if necessary) to participate in the trip and to plan task sharing among them.	X
11	To make a calculation for approximately expected expenses of the course to be held in the museum	X
12	Knowing the general facilities of the museum in advance and preparing the excursion plan (toilet, parking, cafeteria,	X
13	To determine and set up the rules that the students will obey in the museum or the outdoor excursion and to remind	X
14	Giving information about the museum or outdoor excursion visit	X
15	Preparing the museum or outdoor	X
16	To prepare activities, worksheets, pre-test and post-test questionnaires and evaluation scales for these documents.	X
17	Preparation and taking security measures related to the trip.	X
18	Implementation of a knowledge test to increase students' curiosity and motivate them for expeditionary learning before	X

## EXPEDITIONARY INTERDISCIPLINARY LESSON PLAN FOR MUSEUMS OR INDOOR /OUTDOOR CLASSROOMS



1	NAME OF THE SCHOOL	Erbil Kuru Anadolu Lisesi
2	LESSON	TARİH
3	CLASS / CLASSES	9
4	THE TOTAL TIME	180 minutes
5	MUSEUM TO VISIT	Catalhoyuk Open Air Museum and Archeological site(Neolithic Age)
6	PLACE AND TIME OF	School Playground 12:00
7	RETURN PLACE AND TIME	School Playground 15:00

8	AIMS / OBJECTIVES / ACHIEVEMENTS OF THE MUSEUM VISIT	<ul style="list-style-type: none"> <li>- To establishing the connection between nature and human life</li> <li>-To have information about the Neolithic period.</li> <li>-To understand the importance of Catalhoyuk and its surroundings for local,</li> </ul>
		-To comprehend the artistic, crucial effects for human life and residential types; characteristics of Catalhoyuk and its
9	OUTDOOR EXPEDITIONARY LESSON	Halil İbrahim KINALI (History Teacher) Cater Tayyar Şenel
10	TRANSPORTER& VEHICLE INFORMATION	42 XX XXX Bus with valid license and plate that is convenient to regulations.





## B- DURING MUSEUM / OUTDOOR SITES EXPEDITIONARY VISITS

### 9A HISTORY LESSON DAILY COURSE PLAN

CLASS	9A	SUBJECT /TOPIC	-GENERAL INFORMATION ABOUT THE NEOLITHIC PERIOD (chronological, geographical, historical, ethnological and socio cultural). -Relation between pre and post Neolithic period. -Distinguishing information about the Neolithic period. -Geographical, historical and artistic features of Çatalhöyük and its surroundings. -Neolithic residential structure in Çatalhöyük. -Neolithic social life structure in Çatalhöyük. Local regional and	DATE	
				COURSE HOURS	6/7/8
GOAL	<b>Direct / indirect connection of the museum to the course content. Relevance of the place visited with other disciplines and subjects</b>  <b>1-Geographical features of the region to be visited.</b>				

2- To comprehend the Neolithic settlement characteristics of Çatalhöyük and its surroundings. To teach the types of dwelling and the factors affecting the dwelling structure.  
3- To create awareness on students about chronological features of the Neolithic age in history and geography.  
4. Distinguishing the types of settlements in Turkey. 5. To learn the diversity of historical settlements.





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ACHIEVEMENTS		Teacher: 1-To be able to make interactive lesson planning and organization for out-of-school environments and in open space. 2-Gains knowledge for the geographical and historical texture of the close neighbourhood and regional climate. 3-To have self-development at interdisciplinary course acquisition skills. Student: 1- Distinguishes the types of dwellings and lifestyles. 2- Distinguishes the factors affecting the materials and properties used in dwellings and lifestyles. 3- To have knowledge about the history of the first settlements in the vicinity. 4-To make her/himself sure that to plan to work at an art work about
CONCEPTS AND TARGETS		<b>Thematic: To comprehend the nature and human factors affecting the choice of settlement</b>
		<b>Specific: Why was Çatalhöyük chosen as a settlement? Starting from the question to</b>
		<b>Interdisciplinary relations: History, Visual Arts, Collaboration with Literature Courses.</b>
METHODS AND TECHNIQUES		Question & Answer, Observation, Brain Storming, Use of Evidence, Time Perception
TOOL-MATERIAL (Products to be used in		Textbook, supplementary books, wall map, pictures and photos, newspapers and magazines,
ACTIVITIES TO BE		<b>Old Village Model Making - Model House Making</b>
PROCESSING AND APPLICATION OF THE LESSON		
PROCESS	OBSERVATION	Observation of Çatalhöyük Neolithic Open Air Museum and its environment in terms of human settlement, the natural and human
	INFORMATION	1- The history teacher gives information about the geographical, natural and human factors that are effective in choosing the region as a settlement. 2- History Teacher gives information about the settlement date of the region.
	DATA COLLECTION	It is ensured that the students take note of what
	SAMPLE COLLECTION (IF AVAILABLE)	Observing stone samples from the field
PROCEDURE		
1	The natural-human characteristics of Çatalhöyük region	
2	are introduced. Historical importance and values of	
3	Çatalhöyük region are introduced. Çatalhöyük residential	
4	area is visited.	
5	Visual design elements related to the settlement area	
6	are determined. Prepared picture settlement activities are applied.	
	Information about types of settlements and natural-human factors affecting settlements are given.	

<b>ACTIVITY TOPIC 2</b>	<b>- To see the reflections of objects and impressions of artistic figures observed in Çatalhöyük Neolithic Site of excavation on the students using the materials from that period.</b>
<b>Methods and Techniques</b>	Discussion, Developing Opinions, Demonstration, Organizing Exhibitions, Working with Group
<b>ACHIEVEMENTS</b>	Student achievements: 4- They enjoy being in the museum. 5- Use the incentive to discover. 6- Improves research skills. 7- Learning through curiosity and exploration is provided. 8- Gain the ability to express their ideas. 9- Develop the ability to make a connection between nature and real life.
<b>Tools and equipment</b> 	4- Notepad, Pen, Paper 5- Picture paper or fund cardboard 3. Scissor 4. Adhesive 5. Painting pens 5- Postcards, photos, pictures 6- Gypsum building material (clay or mud)
<b>Process:</b>	4- In the course of interdisciplinary outdoor expeditionary learning, general geographical and geological structure of the region is given. 5- The students are asked to compare whether the previous situation and the current situation have changed having given information about the current geographical and geological structure of the region. 6- When the students reach the teacher trip area; they are asked to do the followings: a- to evaluate the natural environment. b- to observe what kind of architectural structures exist. c- to be able to list the tools and equipment used. d- To know the materials used in building construction.

EVALUATION		<p>G-students visit the stations and talk with them about the conditions of daily life in the Çatalhöyük campus.</p> <p>11- The students are asked to draw the picture of the area and the wall paintings of the Neolithic period.</p> <p>12- Upon completion of the visit of the stations, students are given mud materials and they are asked to reflect the architectural or architectural structure of the period that left the most impact on them.</p>	
	1	Visual Completion Test	
	2	Vocabulary Knowledge Test (Puzzle)	
	3	Story Creation	
	4	The evaluation of word placement is done to explain and describe the settlement types and the lifestyle in	
	5	Çatalhöyük Open Air Museum and Neolithic Site evaluation	

**GEOGRAPHY / HISTORY / ART TEACHER**

## C- INFORMATION SHARING AFTER AN EXPEDITIONARY MUSEUM VISIT/

1	Reading the answers of the worksheets used during the museum visit in the classroom and remembering the observations and emotions during the visit.	Worksheets
2	Brief interpretation of the subjects in the form of questions and answers on objects and objects seen during	
3	The evaluation of the museum's history, the museum's artefacts, the period and characteristics of the museum with question and answer method.	
4	Composition, story, drama and poetry writing about the visit to the museum, imagination, two-dimensional (pattern work), three- dimensional and so on. production of designs, panel and exhibition work	Story-Drama-Poetry
5	Poster designing related to museum trip	Poster Planning
6	Final test survey application	Model Planning
7	Self-assessment scale	Clipboard and
8	Keeping an expedition report	Final test
9	Letter of thanks to the museum after the visit	Travel report
10	Giving certificates and gifts to visiting teachers and students	
11	In the school painting workshop, a cardboard or gypsum model of residential areas is made in collaboration with the painting and history teacher.	



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12	ONLINE FEEDBACK QUESTIONNAIRE TO STUDENTS AND PARENTS(OPTIONAL)	COLLECTING THE FEEDBACK AND ASSESSMENT OF THE FEEDBACK FOR THE FUTURE PLANNING
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**PRESENTATION LINK:**

<https://cutt.ly/3rNVUMJ>

Miguel Wenceslao Rodriguez Carnota from Fundación Uxío Novoneyra made a presentation about their progress from the 2<sup>nd</sup> TPM in Madrid, Spain until now and the implementations of pilot interdisciplinary lesson plans.

Pilot interdisciplinary implementations:

Pilot visit was with 17 students. Museum is a small place on the mountains and it takes about an hour for the students to arrive there. The students were served snacks first. They motivated them first and then informed them about this historical place.

At the second step, they had the guided tour inside the house. It is a very special house of course and they can speak many languages. Every corner of the house has cultural corners including paintings and drawings. There is a meaning, a sense and a history so there is a gaining in every corner. Poet corner had poetry reading for some poems written by a huge man/poet who had very sensitive poems (working on senses).

Finally, they came to another room; with a game of tongue twister. (Broken Phone game which is some fun). Then they had a small break before lunch. Lesson plan was about CALLIGRAMS. Calligrams of poems.

**1<sup>st</sup> step:** They made them sensitive about the place

**2<sup>nd</sup> step:** Inside and outside the museum guided tours

**3<sup>rd</sup> step:** Calligrams

**4<sup>th</sup> step:** After about an hour, they could make their own calligrams

**Evaluation:** They had evaluation sheets; one for teachers and one with students

**PRESENTATION LINK:**

<https://cutt.ly/ArNajgs>





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Alberto Vazquez from Espacio Rojo made a presentation about their progress from the 2<sup>nd</sup> TPM in Madrid, Spain until now and the implementations of pilot interdisciplinary lesson plans.

### **Evaluation of pilot interdisciplinary lessons:**

They had 4 meetings with school staff. For management they had the meeting with director and teachers and had an interview with the manager of Reina Sofia Modera Art Museum in Madrid. She explained the general policy of the museum. No photos or videos were allowed in the museum. No more than 15 minutes was allowed for the groups to be in one room. The museum also had an educational department which does not focus on history only. No dissemination activity or workshop was allowed inside the museum according to their policy.

Interdisciplinary lesson plans were Art; thinking; creativity, communication skills, history and geography.

Photos from the visit to the museums are available on Rethinking Geurnica (website)  
Teacher Evaluation was done with seven questions. Dissemination on social media was done.  
eTwinning activities was done.

### **PRESENTATION LINK:**

<https://cutt.ly/vrNcebt>

Artemis Driva and Magda Vlami from IDEC S.A. made a presentation about their progress from the 2<sup>nd</sup> TPM in Madrid, Spain until now and the implementations of pilot interdisciplinary lesson plans.

She started with summarising headlines of what they did or participated so far in the project. She said that they had implementations twice with 3<sup>rd</sup> grades and once with 1<sup>st</sup> grades. Websites of the school and an article on the magazine of Art Teachers of Greece were used for dissemination purposes of the project.

Marta Vladimi from Greece started with a promotional material distribution to the partners. It was a handmade thing made in art activity.

She informed that the 1<sup>st</sup> implementation was on Ancient Theatre of Dionysus. (Use of Technology to motivate students to Action). Actionbound App can be uploaded to your mobile phones. (en.actionbound.com) There are other apps as well but action bound is the easiest and most practical one.

### **PRESENTATION LINK:**

<https://cutt.ly/jrM54Gz>



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Gouveli Charikleia from Regional Direction of Ipeiros made a presentation about their progress from the 2<sup>nd</sup> TPM in Madrid, Spain until now and the implementations of pilot interdisciplinary lesson plans.

#### Pilot interdisciplinary lesson plans:

1<sup>st</sup> one on History: "A trip to the Silversmithing Museum in Ioannina on 15<sup>th</sup> December 2019 was realized. Students from the 2<sup>nd</sup> grade of 5<sup>th</sup> Gymnasium were participated.

2<sup>nd</sup> one was on Geography: "The evolution of Silversmithing in Epirus through Space and Time". Participant students were from the 1<sup>st</sup> grades.

3<sup>rd</sup> one was on Fine Arts: "Designing and Reproducing of the Exhibits on the Museum using the Engraving Technique".

Students made postcards after the visit to the museum. Photos of the cards and general photos are available.

The process of eTwinning project named "Art around e-globe" with 6 schools, the two of which is Turkish schools was presented by Efharis. During eTwinning project the following tasks are realized:

First suggestions for the project logo were made in this portal.

Second Videos were uploaded to the Twinspace.

And then Interviews with local artists was made; Italian, Turkish and Greek interviews are available.

#### **PRESENTATION LINKS:**

<https://cutt.ly/8rN5HzU>

<https://cutt.ly/erN5KaQ>

Kaja Jenkole from DPRDNM made a presentation about their progress from the 2<sup>nd</sup> TPM in Madrid, Spain until now and the implementations of pilot interdisciplinary lesson plans. She said they had 20 implementations with 18 teachers. Geography, History and Art Lessons were included. In October 2019 and late September 2019, they had Geography implementations. Photos for evidence is available.

Art lessons were also implemented in the same timeline. Photos available also on the website. History lessons also in the same timeline. It took place in the Museum of Dolenjska. Photos are available. They prepared their lesson plans beforehand and do their implementations in May 2020. In April, they are doing their seminars explaining that it is to disseminate the project results and informed them with what content they can do it.

eTwinning project by a Primary school is available.

#### **PRESENTATION LINK:**

<https://cutt.ly/prN5YXf>



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## Theme: Information about creating museum corners

Date	Time	Topic	Discussion leader	Helping partner
11/02/2020	11.00	Information about creating museum corners in 3 associated schools of per each partner	Konya İL MEM	All

### Presentations:

İbrahim AYDIN, the coordinator from Konya İL MEM stressed that in April, Museum corners at schools should be ready by the end of the month.

Museum corners should be in associated partner schools and they should be designed as explained in the application form.

We will need evidence of each event for reporting purposes. A report including the photos of it should be presented to the coordinator. It's stated that in April, Museum corners at schools should be ready by the end of the month (April).

### PRESENTATION LINK:

<https://cutt.ly/SrNVqYk> - Creating museum corners – Slide 31

## Theme: Information about realizing local seminars

Date	Time	Topic	Discussion leader	Helping partner
11/02/2020	11.30	Realizing local seminars in 8 partners' cities	Konya İL MEM	All

### Presentations:

İbrahim AYDIN, the coordinator from Konya İL MEM reminded the partners to organize local seminars in April 2020 because afterwards it may be difficult to gather teachers due to the exam period that starts in the mid of May 2020 until the end of June 2020.

Halil İbrahim KINALI stated that the local seminars can be enriched by adding appropriate workshops on creating interdisciplinary lesson plan for fine arts, geography or history lessons.

Some partners are going to realize local seminars as in the following way:

1. DPRDNM from Slovenia will be doing their seminars in April.
2. By the first week of May, the Greek partner will have completed the implementations and the local seminars.
3. Espacio Rojo from Spain is will doing their seminars in 24<sup>th</sup> June 2020
4. The rest of the partners will be doing their seminars from the beginning of April 2020 until the mid of May 2020.



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**The structure of the local seminar could be like this:**

15 minutes	Opening and general remarks
30 minutes	Presentation of the project and its results
30 minutes	Each teacher who participated in the programme and in the 1st and 2 <sup>nd</sup> LTTs (30 Fine arts teachers, 30 History teachers, 30 Geography teachers)
30 minutes	Presentation about eTwinning project (responsible teacher and the other teachers)
10 minutes	Dialogue, comments, evaluation
5 minutes	Closing remarks

**PRESENTATION LINK:**

<https://cutt.ly/nrMqBJ0> - Realizing local seminars – Slides 3-34

**Theme: Information about eTwinning project**

Date	Time	Topic	Discussion leader	Helping partner
11/02/2020	12.00	Information about eTwinning project	Konya İL MEM	All

**Presentations:**

Gouveli Charikleia from Regional Direction of Ipeiros made a presentation about the process of the eTwinning project named “Art around e-globe”.

**PRESENTATION LINK:**

<https://cutt.ly/OrMJgU2>

**Theme: Information about creating 2000 copies of newsletters, brochures, and leaflets**

Date	Time	Topic	Discussion leader	Helping partner
11/02/2020	12.30	Creating 2000 copies of newsletters, brochures, and leaflets	Konya İL MEM	All



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### Presentations:

İbrahim AYDIN, the coordinator from Konya İL MEM emphasized that the template for the 2000 copies of leaflets/brochures will be prepared in English by İbrahim and sent to the partners to be translated to the mother tongues. Each partner is going to publish 2000 copies of these and distribute. On the other hand e-leaflets/e-brochures will be also sent to the other local schools and the evidence of this dissemination will be sent to the coordinator for the reporting process. Deadline for this is the end of July 2020.

### PRESENTATION LINK:

<https://cutt.ly/ArMJz61> - Creating 2000 copies of leaflets/brochures – slide 32

### Theme: Information about creating a guide combining with methodological guideline

Date	Time	Topic	Discussion leader	Helping partner
11/02/2020	15.00	Creating a guide combining with methodological guideline	Konya İL MEM	All

### Presentations:

Halil İbrahim KINALI from Konya İL MEM as the coordinating institution started his presentation named "Education at Museum/Outdoor Sites to Integrate into School Education". He explained what "Museum" today means compared to old/classical museum understanding. He mentioned and explained what different theme/category museums are.

He also explained the general aim of the project saying that it is to contribute to developing of their competences in such atmosphere outside the school.

He mentioned what questions the participant should ask himself/herself at the end of Museum training. He summarised all the contributions of education in the museum.

He, then explained the steps of museum activities starting with Pre-Museum Activities. Then during the Museum Activities (in the framework of a lesson plan content, etc.) Finally Post Museum Activities. He talked about features by trainings to be held in Museums.

Halil İbrahim KINALI kept on talking by a speech on Methods of Techniques that can be used for teaching at a Museum. Then he got into details talking about technology used in Museum Visits combining it with online, in museum technology use.

Assessment and Evaluation in Museum Activities was also explained by him as Pre Museum, At Museum, and Post Museum Activities. Then the basic philosophy of such a training was introduced by him saying the assessment should never be judging, but guiding.

He kept on presenting by an interdisciplinary lesson plan that he did for an outdoor teaching in Çatalhöyük; the 9000 year-old Neolithic city which is also a Unesco World Heritage.

### PRESENTATION LINK:

<https://cutt.ly/MrNXUJm> EDUCATION AT MUSEUM/OUTDOOR SITES TO INTEGRATE THEM INTO SCHOOL EDUCATION – All slides

After this presentation, İbrahim AYDIN, project coordinator from Konya İL MEM stated that guide is going to be created from the beginning of March 2020 until the mid-April 2020. He informed





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participants about the structure, parts and subtitles of the guidebook.

Part 1: **The objectives of indoor/outdoor Museum learning**

Part 2: **Implementation of classes for indoor and outdoor learning**

Part 3: **Evaluation – Assessment and Feedback**

Part 4: **Model Interdisciplinary Lesson Plans**

Part 5: **References and Bibliography**

It has been emphasized by the coordinator that we have to share the tasks to create the guidebook. In this way, we can create a guide with high quality content taking into consideration of different expertise, experience and aspects.

He said that until the end of March, everything related to the GUIDEBOOK should be finished and translations into the mother tongues should be finished by the end of April 2020. Obeying deadlines is of great importance.

#### **PRESENTATION LINK:**

<https://cutt.ly/2rNXU84> - Main implementations – Slides 22-30

**Theme: Providing necessary documents both on google drive and mail address**

Date	Time	Topic	Discussion leader	Helping partner
11/02/2020	15.30	Providing necessary documents on google drive and mail address	Konya İL MEM	All

#### **Presentations:**

The coordinator, İbrahim informed all the partners that there should be no missing documents in google drive related to all implementations and budget expenses so that the coordinator can write the final report with no problems.

#### **PRESENTATION LINK:**

<https://cutt.ly/jrMuoHy>



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## Theme: Information about budget issues

Date	Time	Topic	Discussion leader	Helping partner
11/02/2020	16.00	Budget issues	Konya İL MEM	All

### Presentations:

Budget details and budget rules was explained by İbrahim in his speech in details including the budget of each partner as well.



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### BUDGET TRANSFER RULES

The beneficiaries are allowed to transfer up to 20% of the funds allocated for **Project management and implementations, Transnational Project meetings, Intellectual Outputs, Multiplier Events, Learning/teaching/training activities and Exceptional costs** to any other budget category with the exception of the budget categories Project management and implementations and Exceptional costs.



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### BUDGET TRANSFER RULES

When transferring into eligible budget headings, the budget heading receiving the additional funding cannot increase by more than 20% of the amount rewarded



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#### PRESENTATION LINK:

<https://cutt.ly/jrMuohy> - Current budgets and related Mobilities, Budget rules - Slides 4-20

#### Theme: Visit to the partner school "Scuola media statale Carlo Levi"

Date	Time	Topic	Discussion leader	Helping partner
12/02/2020	09.00	Visiting to the associated partner school "Scuola media statale Carlo Levi"	Konya İL MEM	All

#### Presentations:

The directors of "Scuola media statale Carlo Levi" and Daniela Rapani and Biagio Greco with Cecilia Perri and Tiziano Claudio

#### PRESENTATION LINK:

#### Theme: Guided tour of Rossano historical centre

Date	Time	Topic	Discussion leader	Helping partner
12/02/2020	11.00	Guided tour of Rossano historical centre	Konya İL MEM	All

#### Presentations:

All participants visited historical sites of Rossano with the guidance of Cecilia Perri, Natalino Scino, and Tiziano Claudio.

#### Theme: Certificates – Farewell – Closing – Evaluation

Date	Time	Topic	Discussion leader	Helping partner
12/02/2020	12.45	Delivering Certificates, Farewell, Closing the meeting, Evaluation of the meeting	Konya İL MEM	All



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The 3<sup>rd</sup> meeting was evaluated all together via using the link below: <https://cutt.ly/8rMukoW>  
The meeting was ended with the participants getting their certificates and good wishes.  
Each partner is asked to follow dissemination tasks from the following link on google drive:

### DISSEMINATION TASK FILE LINK (XLS)

<https://cutt.ly/QrMpMXI>

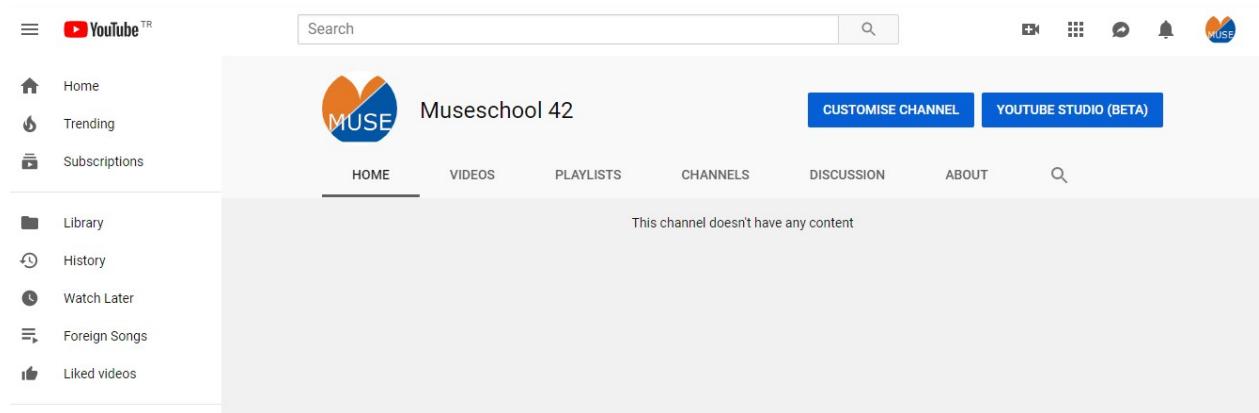
Each partner is asked to complete dissemination activities so far in the project to the file on drive.

### DISSEMINATION TASK FILE LINK (XLS)

<https://cutt.ly/frMp1zJ>

The coordinator informed the participants about social media of the project. New project ideas were shared.

1. Project website: [www.museschools.eu](http://www.museschools.eu)
2. Youtube page:



3. Facebook Group:  
2018-1-TR01-KA201-059698 "Integration of Museums into School Education"



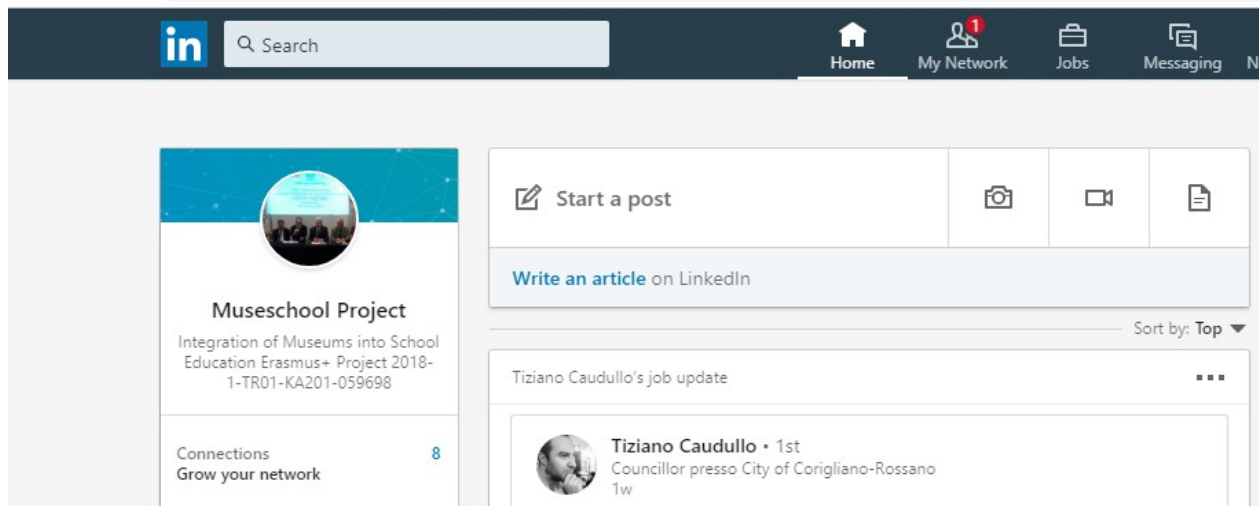
4. LinkedIn Page: [linkedin.com/in/museschool42](https://www.linkedin.com/in/museschool42)



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## 5. Twitter Profile: Museschool @SchoolMuse



## Conclusions:

- Each partner is asked to use social media created for this project as much as possible and make disseminations using especially #muse, @ulusalajans, Ziya Selçuk (The Minister of National Education in Turkey), Seyit Ali BÜYÜK.
- Each partner is asked to inform teachers about project's social media tools and ask them to join to this social media groups, pages, channels. (Twitter, Facebook, Youtube)
- Each partner is asked to check google drive of the project regularly and complete the missing files.
- It's of great importance to complete the tasks in and on time by each partner
- The creation of the guide book is of great importance for dissemination of the project as well.
- Museum corners should be in associated partner schools and designed





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as explained in the application form.

- The implementation of the main interdisciplinary lesson plans and realizing local seminars will be an important part of the project as well as explained in the application form.
- 2000 copies of leaflets/brochures will be prepared and sent to the partners to be translated to the mother tongues and each partner will publish 2000 copies of these and distribute.
- E-versions will be also sent to the other local schools and the evidence of this dissemination will be sent to the coordinator for the reporting process.
- The deadlines should be obeyed strictly because they need to be translated into the mother tongues of the partners.
- We will always need reports for each activity realized including information on participant details, aim, timing, venue, target groups, photos (videos if available) of the events for reporting purposes.



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## PROJECT FLOW

PERIOD	TASKS (18 MONTHS PASSED) 7 MONTHS LEFT)	RESPONSIBLE PARTNERS	DELIVERY STATUS
MARCH -19	Realizing 1st LTT	DPRDNM - SLOVENIA	DONE
MAY - 19	Realizing 2nd LTT	IDEC - GREECE	DONE
SEPTEMBER - 19	Creating pilot lesson plans	ALL PARTNERS	DONE
OCTOBER - 19	eTwinning project "Art around e-globe"	REGIONAL DIR. GREECE	DONE
NOVEMBER - 19	One-day training activities	ALL PARTNERS	DONE
DECEMBER - 19	Preparations & Pilot Lesson Implementations	ALL PARTNERS	DONE
JANUARY - 20	Preparations & Pilot Lesson Implementations	ALL PARTNERS	DONE



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## PROJECT FLOW

PERIOD	TASKS (18 MONTHS PASSED) 7 MONTHS LEFT)	RESPONSIBLE PARTNERS	DELIVERY STATUS
FEBRUARY - 20	Realizing 3rd TPM & Preparations for main lesson implementations	IPC - ITALY	ONGOING
MARCH - 20	Main implementations & Disseminations	ALL PARTNERS	
APRIL - 20	Creating museum corners & Disseminations	ALL PARTNERS	
	Finalizing guide book combined with methodological guideline	ALL PARTNERS	
APRIL TO MID OF MAY 20	Realizing local seminars	ALL PARTNERS	
JUNE / JULY- 20	Realizing 4th TPM & Collection of all documents	ALL PARTNERS	
31st August 2020	Sharing final reports and writing	ALL PARTNERS	



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RESPONSIBLE	TASK	DEADLINE																
<u>ALL PARTNERS</u> P1 – Konya İL MEM P2 – IDEC S.A. P3 – REG. DIR. P4 – ESPACIO R. P5 – FUN P6 – DPRDNM P7 – IPC P8 – AHE	<u><b>THE CREATION OF MAIN INTERDISCIPLINARY LESSON PLANS AS INDOOR AND OUTDOOR:</b></u> Art, History and Geography Teachers from each partner is going to implement MAIN INTERDISCIPLINARY LESSON PLANS as indoor and outdoor for each branch. The structure of the main interdisciplinary lesson implementations is going to be like this: <table><tr><th>RESP. PARTNER</th><th>TEACHERS</th><th>NUMBER OF IMPL.</th><th>TYPE OF IMPL.</th></tr><tr><td>ALL PARTNERS</td><td>Fine Arts</td><td>2</td><td>Indoor / Outdoor</td></tr><tr><td></td><td>History</td><td>2</td><td>Indoor / Outdoor</td></tr><tr><td></td><td>Geography</td><td>2</td><td>Indoor / Outdoor</td></tr></table>	RESP. PARTNER	TEACHERS	NUMBER OF IMPL.	TYPE OF IMPL.	ALL PARTNERS	Fine Arts	2	Indoor / Outdoor		History	2	Indoor / Outdoor		Geography	2	Indoor / Outdoor	UNTIL THE BEGINNING OF MARCH
RESP. PARTNER	TEACHERS	NUMBER OF IMPL.	TYPE OF IMPL.															
ALL PARTNERS	Fine Arts	2	Indoor / Outdoor															
	History	2	Indoor / Outdoor															
	Geography	2	Indoor / Outdoor															
<u>ALL PARTNERS</u> P1 – Konya İL MEM P2 – IDEC S.A. P3 – REG. DIR. P4 – ESPACIO R. P5 – FUN P6 – DPRDNM P7 – IPC P8 – AHE	<u><b>THE IMPLEMENATATION OF MAIN INTERDISCIPLINARY LESSON PLANS AS INDOOR AND OUTDOOR:</b></u> Each partner is going to have at least 6 main interdisciplinary lesson implementations. This will be of great importance so that they can be put into the guidebook as model interdisciplinary lesson plans.	UNTIL THE END OF MARCH																
<u>ALL PARTNERS</u> P1 – Konya İL MEM P2 – IDEC S.A. P3 – REG. DIR. P4 – ESPACIO R. P5 – FUN P6 – DPRDNM P7 – IPC P8 – AHE	<u><b>CREATING MUSEUM CORNERS IN ASSOCIATED PARTNER SCHOOLS:</b></u> Museum corners at schools should be ready by the end of the month. Museum corners should be in associated partner schools and they should be designed as explained in the application form. We will need evidence of each event for reporting purposes. A report including the photos of it should be presented to the coordinator. It's stated that in April, Museum corners at schools should be ready by the end of the month Each partner is going to create a report after museum corners are created at schools and they will be sent to <a href="mailto:museschool42@gmail.com">museschool42@gmail.com</a>	UNTIL THE END OF APRIL																



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<u>ALL PARTNERS</u> P1 – Konya İL MEM P2 – IDEC S.A. P3 – REG. DIR. P4 – ESPACIO R. P5 – FUN P6 – DPRDNM P7 – IPC P8 – AHE	<u>REALIZING LOCAL SEMINARS:</u> Each partner is going to hold local seminars in April 2020 afterwards it may be difficult to gather teachers due to the exam period that starts in the mid of May 2020 until the end of June 2020.  <u>The structure of the local seminar could be like this:</u> <table><tr><td>15 min.</td><td>Opening and general remarks</td></tr><tr><td>30 min.</td><td>Presentation of the project and its results</td></tr><tr><td>30 min.</td><td>Each teacher who participated in the programme and in the 1st and 2nd LTTs ( 30 Fine arts teachers, 30 History teachers, 30 Geography teachers)</td></tr><tr><td>30 min.</td><td>Presentation about eTwinning project (responsible teachers)</td></tr><tr><td>10 min.</td><td>Dialogue, comments, evaluation</td></tr><tr><td>5 min.</td><td>Closing remarks (Certificate of participation, attendance sheet, online survey, proofs of Disseminations such as photos, screen prints)</td></tr></table> The local seminars can be enriched by adding appropriate workshops on creating interdisciplinary lesson plan for fine arts, geography or history lessons. <u>Some partners are going to realize local seminars as in the following way:</u> 1. DPRDNM from Slovenia will be doing their seminars in April. 2. By the first week of May, the Greek partner will have completed the implementations and the local seminars. 3. Espacio Rojo from Spain is will doing their seminars in 24 <sup>th</sup> June 2020 4. The rest of the partners will be doing their seminars from the beginning of April 2020 until the mid of May 2020.	15 min.	Opening and general remarks	30 min.	Presentation of the project and its results	30 min.	Each teacher who participated in the programme and in the 1st and 2nd LTTs ( 30 Fine arts teachers, 30 History teachers, 30 Geography teachers)	30 min.	Presentation about eTwinning project (responsible teachers)	10 min.	Dialogue, comments, evaluation	5 min.	Closing remarks (Certificate of participation, attendance sheet, online survey, proofs of Disseminations such as photos, screen prints)	FROM THE BEGINNING OF APRIL 2020 UNTIL THE MID OF MAY 2020.
15 min.	Opening and general remarks													
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10 min.	Dialogue, comments, evaluation													
5 min.	Closing remarks (Certificate of participation, attendance sheet, online survey, proofs of Disseminations such as photos, screen prints)													
<u>ALL PARTNERS</u> P1 – Konya İL MEM (Main responsible partner) P2 – IDEC S.A. P3 – REG. DIR. P4 – ESPACIO R. P5 – FUN P6 – DPRDNM P7 – IPC P8 – AHE	<u>CREATING 2000 COPIES OF LEAFLETS/BROCHURES:</u> The template of 2000 copies of leaflets will be prepared in English by İbrahim and sent to the partner to be translated to the mother tongues. Each partner will publish 2000 copies of these and distribute.  <u>On the other hand</u> e-brochures/e-leaflets will be send by email to neighboring schools/education centers (indirectly). Proofs of them will be provided to the Coordinator for the reporting until the end of July 2020	UNTIL THE END OF MARCH  <u>Reporting is</u> UNTIL THE END OF JULY 2020												



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<p><u>ALL PARTNERS</u></p> <p>P1 – Konya İL MEM P2 – IDEC S.A. P3 – REG. DIR. P4 – ESPACIO R. P5 – FUN P6 – DPRDNM P7 – IPC P8 – AHE</p>	<p><u>CREATING GUIDEBOOK COMBINING WITH METHODOLOGICAL GUIDELINE:</u></p> <p>The guidebook is of great importance for dissemination of the project and for producing a high quality project output.</p> <p>It's going to be created from the beginning of March 2020 until the mid-April 2020.</p> <p>The structure of the guidebook/parts /subtitles/responsible partners of the guidebook is like this:</p> <table border="1"> <thead> <tr> <th colspan="3">Part 1: The objectives of indoor/outdoor Museum learning</th></tr> <tr> <th></th><th>Subtitles</th><th>Responsible partners</th></tr> </thead> <tbody> <tr> <td></td><td>- Definition of museums and museum types</td><td>IPC</td></tr> <tr> <td></td><td>- Aims of the museums</td><td>FUN</td></tr> <tr> <td></td><td>- The role of the teacher or the trainer for the museum or outdoor learning classes</td><td>IDEC</td></tr> <tr> <td></td><td>- The competences aimed at indoor and outdoor museum learning environment</td><td>REGIONAL DIRECTION OF IPEIROS KONYA İL MEM</td></tr> <tr> <td></td><td>- Aims of the museums</td><td></td></tr> <tr> <th colspan="3">Part 2: Implementation of classes for indoor and outdoor learning</th></tr> <tr> <td></td><td>- Teacher preparations for indoor and outdoor learning</td><td>KONYA İL MEM IDEC</td></tr> <tr> <td></td><td>- Events planning at a museum/open air sites according to the development levels of the learners.</td><td>KONYA İL MEM IDEC</td></tr> <tr> <td></td><td>- Planning of the lesson venue according to the plan and curriculum</td><td>KONYA İL MEM IDEC</td></tr> <tr> <td></td><td>- The features of process for implementation. (Methods and techniques used during the lesson)</td><td>KONYA İL MEM IDEC</td></tr> </tbody> </table>	Part 1: The objectives of indoor/outdoor Museum learning				Subtitles	Responsible partners		- Definition of museums and museum types	IPC		- Aims of the museums	FUN		- The role of the teacher or the trainer for the museum or outdoor learning classes	IDEC		- The competences aimed at indoor and outdoor museum learning environment	REGIONAL DIRECTION OF IPEIROS KONYA İL MEM		- Aims of the museums		Part 2: Implementation of classes for indoor and outdoor learning				- Teacher preparations for indoor and outdoor learning	KONYA İL MEM IDEC		- Events planning at a museum/open air sites according to the development levels of the learners.	KONYA İL MEM IDEC		- Planning of the lesson venue according to the plan and curriculum	KONYA İL MEM IDEC		- The features of process for implementation. (Methods and techniques used during the lesson)	KONYA İL MEM IDEC	<p><u>The creation of guidebook in English</u></p> <p>UNTIL THE END OF MARCH</p> <p><u>The translation of the guidebook into mother tongues</u></p> <p>UNTIL THE END OF APRIL 2020</p>
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<b>ALL PARTNERS</b> P1 – Konya İL MEM P2 – IDEC S.A. P3 – REG. DIR. P4 – ESPACIO R. P5 – FUN P6 – DPRDNM P7 – IPC P8 – AHE	<b>Part 3: Evaluation – Assessment and Feedback</b>		
		Subtitles	Responsible partners
		- Evaluation by the teacher	AHE FUN
		- Assessment by the implementer	AHE FUN
		- Feedback of the students	AHE FUN
		- Feedback of the other participants psuch as parents or other colleagues	AHE FUN
		- Indirect assessment of feedback (Feedback by parents who hasn't participated in the class and feedback by schools management)	AHE FUN
	<b>Part 4: Model Interdisciplinary Lesson Plans</b>		
		- Plans for indoor and outdoor expeditionary learning in history, geography and fine art classes.	ALL PARTNERS
		- Digital tools for interactive learning	ALL PARTNERS
	<b>Resp. Partners / Teachers / Number of Imp. / Type of Imp.</b> All partners / Fine Arts / 2 implementations / Indoor/Outdoor All partners / History / 2 implementations / Indoor/Outdoor All partners / Geography / 2 implementations / Indoor/Outdoor		
	<b>Part 5: References and Bibliography</b>		
		- References and Bibliography about indoor and outdoor learning	DPRDNM
	<p>It is of great importance to share the tasks to create the guidebook. In this way, we can create a guide with high quality content taking into consideration of different expertise, experience and aspects.</p> <p>Until the end of March, everything related to the GUIDEBOOK should be finished and translations into the mother tongues should be finished by the end of April 2020.</p> <p>Obeying deadlines is of great importance.</p>		



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<u>ALL PARTNERS</u> P1 – Konya İL MEM P2 – IDEC S.A. P3 – REG. DIR. P4 – ESPACIO R. P5 – FUN P6 – DPRDNM P7 – IPC P8 – AHE	<u>PROVIDING NECESSARY DOCUMENTS BOTH ON GOOGLE DRIVE AND MAIL ADDRESSES:</u> Google drive of the project will be regularly checked and missing files will be completed	Regularly during the project life time
<u>ALL PARTNERS</u> P1 – Konya İL MEM P2 – IDEC S.A. P3 – REG. DIR. P4 – ESPACIO R. P5 – FUN P6 – DPRDNM P7 – IPC P8 – AHE	<u>DISSEMINATIONS:</u> COMPLETING DISSEMINATION ACTIVITIES SO FAR Each partner is asked to complete dissemination activities so far in the project to google drive from the following link: <a href="https://cutt.ly/DrMKTxY">https://cutt.ly/DrMKTxY</a>  <u>DISSEMINATION TASKS TO FOLLOW</u> Each partner is asked to follow dissemination tasks during the project lifetime from the following link on google drive <a href="https://cutt.ly/urMKFg6">https://cutt.ly/urMKFg6</a>	Regularly during the project life time
<u>ALL PARTNERS</u> P1 – Konya İL MEM P2 – IDEC S.A. P3 – REG. DIR. P4 – ESPACIO R. P5 – FUN P6 – DPRDNM P7 – IPC P8 – AHE	<u>THE EXACT DATES FOR THE 4<sup>TH</sup> TPM</u> The dates for the 4 <sup>th</sup> TPM was identified with common agreement of all partners It's going to be realized during 3 days' time. Because it will be the last meeting and all the missing documents have to be completed.	28-29-30 <sup>th</sup> June 2020  Excluding 2 travelling days



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INTEGRATION  
OF MUSEUMS  
INTO SCHOOL  
EDUCATION

## DISSEMINATION LINKS/SHORTCUTS

(Dissemination via project Facebook, Twitter, LinkedIn groups, project/partner/schools websites and other platforms)

Konya İL MEM – TURKEY

<https://cutt.ly/irMZYTB>

Museschool project on x MeWeb | Yönetim Paneli x Ynt: Erasmus+ New Proj x About presentations and x Konya İl Milli Eğitim Müd x +

konyaarge.meb.gov.tr/www/konya-il-milli-egitim-mudurlugumuzun-koordinatordoldugu-integration-of-museums-into-s...

**T.C. MİLLÎ EĞİTİM BAKANLIĞI**

Anasayfa RSS Arama İletişim

Personel AB Projeler SP-Belgeler Stratejik Plan İstatistik AR-GE Bülteni Belgeler İletişim

### KONYA İL MEM ARGE

Anasayfa / AB Projeler Müdürlüğümüzün Projeleri

#### Konya İl Milli Eğitim Müdürlüğümüzün koordinatör olduğu 'Integration of Museums into School Education' Erasmus+ KA201 Stratejik Ortaklık projemizin 3. ulusaşırı toplantısı İtalya Rossano kentinde başarıyla gerçekleştirildi

" Konya İl Milli Eğitim Müdürlüğümüzün koordinatör olduğu 'Integration of Museums into School Education' Erasmus+ KA201 Stratejik Ortaklık projemizin 3. ulusaşırı toplantısı İtalya Rossano kentinde başarıyla gerçekleştirildi "

f t w a + 01:25 20 Şubat 2020

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### 3rd Transnational Project Meeting


<https://cutt.ly/RrMZUEe>

twitter.com/EUMusee/status/1230260350089650179


### Tweet

Project Meeting of 2018-1-TR01-KA201-059698 'Integration of Museums into School Education by the coordination of Konya İl MEM was realized in Italy successfully. #Muse @ulusalajans Ziya SELÇUK Seyit Ali BÜYÜK Servet ALTUNTAŞ


Translate Tweet

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### 3rd Transnational Project Meeting

 'Integration of Museums into School Education' - MUSE

IPC - Rossano/ITALY  
11-12/02/2020  
[www.museschools.eu](http://www.museschools.eu)

 Konya İl MEM 2018-1-TR01-KA201-059698 #MUSE



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<https://cutt.ly/wrMZGMT>

Facebook group page for "2018-1-TR01-KA201-059698 'Integration of Museums into School Education'". The page shows a post by Ibrahim Aydın, the project manager, announcing the successful completion of the 3rd transnational project meeting. The meeting was held in Museo Diocesano e del Codex (Rossano, Italy) on the 11th and 12th of February 2020, with 15 participants. The post includes a video player showing the meeting and a link to the project website: [www.museschools.eu](http://www.museschools.eu). The page also features a sidebar with group information, including the group name, description, and a list of members.

[linkedin.com/in/museschool42](https://www.linkedin.com/in/museschool42)

<https://cutt.ly/MrMXbgR>

LinkedIn post by Museschool Project. The post describes the 3rd Transnational Project Meeting of the 2018-1-TR01-KA201-059698 'Integration of Museums into School Education' project. The meeting was held in Rossano, Italy, on February 11-12, 2020. The post includes a video player showing the meeting and a link to the project website: [www.museschools.eu](http://www.museschools.eu). The post also features a sidebar with the project's profile information, including the project name, description, and a list of members.

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## IPC and Museo Diocesano e del Codex

**Museo Diocesano e del Codex** 13 Şubat, 19:39 · 🌐

Il servizio andato onda ieri su Tele A1 racconta il progetto europeo #MUSE e il lavoro svolto da Insieme per Camminare in partenariato con la #ScuolaMediaCarloLevi.

#europa #coriglianorossano #musei #scuola #didattica #integrazione #museodelcodex #scuolamediaCarloLevi

<https://www.youtube.com/watch?v=taDPfXIMFDY>

Çevirisine Bak



MUSEO DIOCESANO E DEL CODEX: "INTEGRATION OF MUSEUMS INTO SCHOOL EDUCATION"

YOUTUBE.COM

Integration of Museum into school education - servizio Tele A1 -11 febbraio 2020


Sen Uxin Novo Cecilia Perri ve 48 diñer kişi 1 Yorum 23 Pavlasım

<https://www.youtube.com/watch?v=taDPfXIMFDY>

(1) museo dioc... (1) Museschool... MeWeb | Yön... Ynt: Erasmus+... About present... Konya İl M...

youtube.com/watch?v=taDPfXIMFDY

YouTube TR museo e del codex



Cecilia Perri  
Vicedirettore Museo Diocesano e del Codex

MUSEO DIOCESANO E DEL CODEX: "INTEGRATION OF MUSEUMS INTO SCHOOL EDUCATION"

0:42 / 4:09

cleaned by Adblock for Youtube™ Share

Integration of Museum into school education - servizio Tele A1 -11 febbraio 2020

284 görüntüleme · 13 Şub 2020

5 0 PAYLAŞ KAYDET ...

Museo Diocesano e del Codex

ABONE OLUNDU

videoplayback.mp4

Masaüstü Bağlantı





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**Asociación Espacio Rojo**  
Publicado por Alberto Vazquez [?] · 23 horas ·

#musee

**Musee** está en Rossano con Mitja Bukovec e Ibrahim Aydın.  
13 de febrero a las 22:13 ·

TGR RAI Calabria visits our LTT event on Museo Diocesano e del Codex



MUSEO DIOCESANO E DEL CODEX: "INTEGRATION OF MUSEUMS INTO SCHOOL EDUCATION"

YOUTUBE.COM

**Integration of Museum into school education - servizio Tele A1 -11 febbraio 2020**

36 Personas alcanzadas · 1 Interacción · Promoción no disponible

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Creación de la página: 7 de septiembre de 2009

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DPRDNM – SLOVENIA

<http://www.nevladnik.info/si/novice/?id=17707>

2018-1-TR01-... x Cuttly | Free C... x LinkedIn x 3rd TPM in Ro... x društvo za raz... x Third Internatio... x Društvo za raz... x Društvo SPM - x + -

Not secure | nevladnik.info/si/novice/?id=17707

Archive

Event calendar

2019 > 2020 > 2021  
January > February > March

P	T	S	Č	P	S	N
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	1

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News

### Third International Meeting within the MUSESCHOOL Project - Integration of Museums into School Education

Monday, 2/17/2020

Všeč mi je 0

Representatives of the Society for the Development of Volunteering Novo mesto attended the 3rd international meeting of the partners of the MuseSchool (Integration of Museums into School Education) project in Rossano, southern Italy, from February 10 to February 12.



Firefox\_Screensho....png ^ videoplayback.mp4 ^ Show all X

Masaüstü Bağıntılar Adres

TUR 02:04 20/02/2020



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