



September Seminars 1-4/09/2026
English Inspectorate
Ministry of Education, Sport and Youth

Outline



- Project: What and Why?
- Theoretical framework
Multiliteracies & 21st century skills
- EFL Curriculum
- Project examples
- Moving Forward

What is a Project?

A purposeful, hands-on, and often collaborative activity that connects classroom learning with real-life experiences, driven by the student's own interests and needs.

Alternative
Assessment

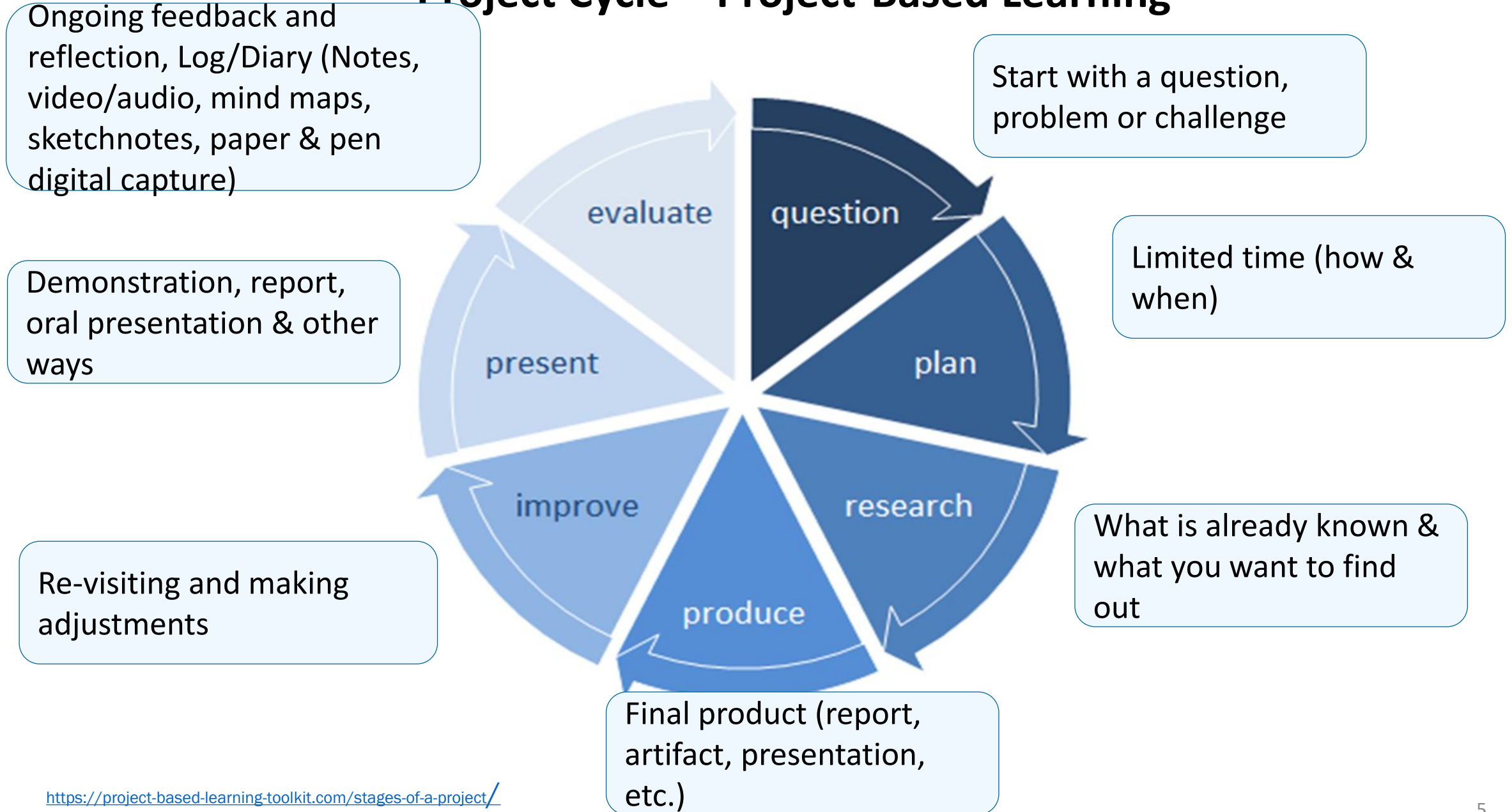
(Dewey)

AfL





Project Cycle – Project-Based Learning



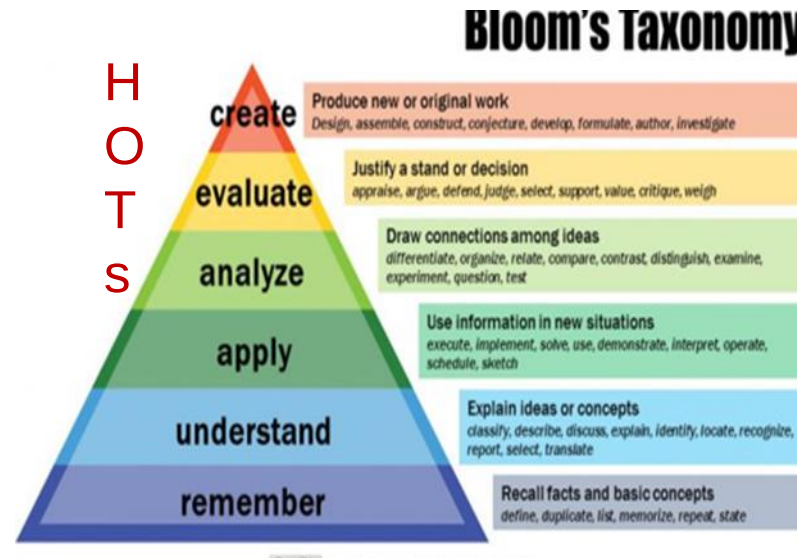
Why?

Key aspects of the Council of Europe's approach to Project assessment include:



CEFR & Action-Oriented Approach

- Learners as social agents
- Collaborative tasks
- Real-world products (poster · website · performance)
- Competence & self-assessment



Project-Based Learning Competences for Democratic Culture

- Critical understanding
- Democratic skills
- Active participation

8 key competences for Lifelong Learning

- ☐ Literacy competence
- ☐ Multilingual competence
- ☐ Mathematical competence and competence in science technology and engineering
- ☐ Digital competence
- ☐ Personal, social and learning to learn competence
- ☐ Civic competence
- ☐ Entrepreneurship competence
- ☐ Cultural awareness and expression competence

The 4Cs

- ☐ Critical thinking
- ☐ Communication
- ☐ Collaboration
- ☐ Creativity



Projects promote:

- autonomous learning
- critical thinking
- a holistic approach to knowledge, teamwork and cooperation

(Charalambous, 2019)

Why?

Project Method (recommended practice for Global Education)

"Working around a common global theme is a very creative task for learners in formal and non-formal education...Even individual projects must have a collective dimension including final presentation, discussion and evaluation. Team work is encouraged, allowing participants to contribute according to their interests and talents. Field work is also welcome, starting from local situations."

Project Output

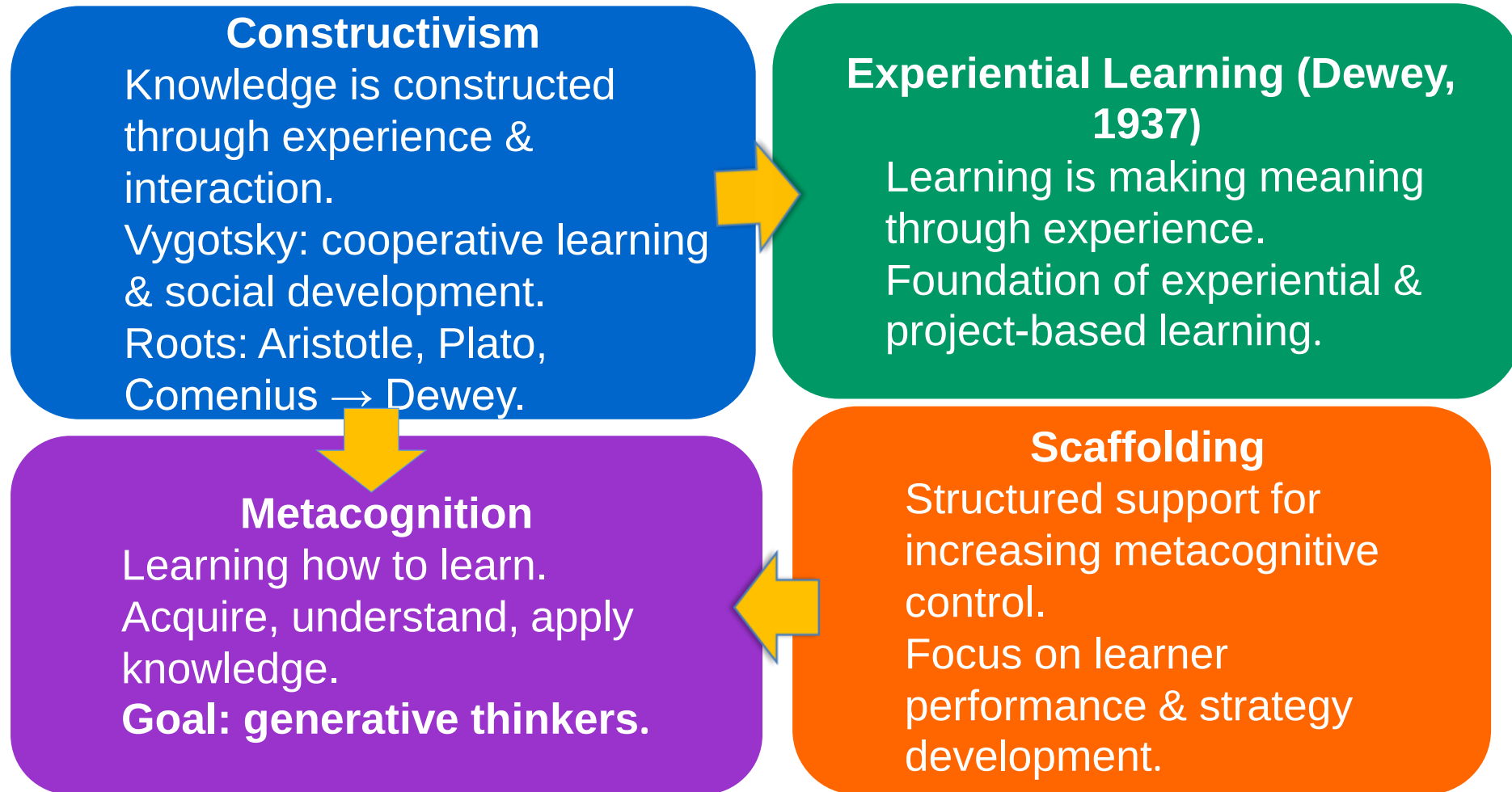
- visual product
- texts, photos, drawings
- comics, newspapers
- music, drama
- audiovisuals

Final Result

- Exhibition of the whole project
- School or local community level



Learning Theories Supporting Project-Based Learning



What is Multiliteracies Theory?

Multiliteracies is a theory that expands the traditional view of literacy beyond reading and writing. This supports students with limited or interrupted formal education by valuing their life experiences as they transition into their new classroom setting.

Key features include:

Multiple Forms of Communication

Literacy can include oral storytelling, images, videos, and multimedia resources.



Digital Literacy

Skills such as navigating the internet, evaluating online sources and creating digital content.



Contextual Learning

Literacy is continually evolving across time and contexts, including in the home, school, work and community settings.

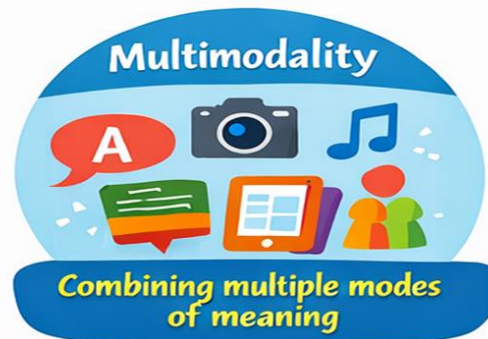


AE AMERICAN ENGLISH for educators

The Multiliteracies Model

(Core Components)

Two Key Ideas



= Literacy in a diverse, connected world =

Four Pedagogical Components

- Multiliteracies Pedagogy -



The Multiliteracies Model — New London Group (1996): Multimodality & Cultural-Linguistic Diversity

<https://www.facebook.com/photo/?fbid=1160228329479949&set=a.151730510329741>

‘Language learning for democratic participation, inclusion, and mutual understanding’ *Alain Berset’s (Secretary General)*

EFL Curriculum: CEFR-based

Student evaluation: Test(s), alternative assessment, self-assessment, peer-assessment, diary, interdisciplinary task (project**), systematic observation, portfolio, games, dramatization, story-telling, conferencing, debate, journal, entry/exit cards etc.**

ASSESSMENTS

https://sch.cy/sm/114/ap_axiologisi.pdf

Tests:

1 (Gymnasium level and Common Core)
or
2 (Option class)

Class participation

Project (Individual or group work)

FA, alternative forms

Homework

Quiz(zes)

Other Activities and/or
Voluntary Work

First Decisions When Planning a Project

PROJECT TYPE

- One class project (pairs/groups handle aspects)
- OR separate group projects

STRUCTURE

- One large task set by teacher
- OR cumulative stages & steps

LESSON TIME

- Whole lessons
- OR part of lessons

DURATION

- Two periods
- or longer (week, month or a full term)

(Scrivener, 2011)

Ideas for Projects

Tourist guide
(local area)

Everyday life web
page

My life diary
(poster / booklet /
presentation/
introduce it to others)

3-minute film
(script →
storyboard →
film)



Live performance
(sketch or play)

Invent a country
(map, capital, laws)

Poster to present
the country

Solve real
problems (lack of
entertainment
facilities, green
area, etc.)

Public research
interviews
(opinions & trends)

(Scrivener, 2011)



The graphic at the top of the page features the word "PROJECT" in large, blue, 3D block letters. Three small, grey, stylized human figures are positioned around the letters: one is pushing the 'P', one is standing on the 'O', and another is near the 'T'. To the right of this, a rectangular piece of light brown corkboard is shown. A white rectangular card is pinned to the corkboard with two red pushpins. The word "CHECKLIST" is written on the card in a bold, black, hand-drawn font.

List	(√) / notes
Project Title	
Topic and aim(s)/attainment targets	
Alignment with curriculum	
Interdisciplinary approach(connection with other subjects)	
Competences	
Final product (article, video, poster, theatrical play, performance, blog, webpage, speech, podcast, newspaper etc.)	
Length of time (No of lessons/week etc.)	

Link

<https://drive.google.com/file/d/1c2r9cyhMWRPI0edD9RGSQpba88TEJhOb/view?usp=sharing>



- Tests are insufficient to test students' holistically
- EFL teachers stressed the importance of creative work i.e. creative tasks/mini projects (small-scale projects due to time constraints)
- Variation in how teachers perceived projects (obligatory or voluntary (to improve grades, individual or pair/group work))



Need for: clear guidelines

teacher training targeted at project design, implementation and pedagogy.

- **Student portfolios can include project work**
(*Nicodemou Pasiardi, 2024*)

1

B Gymnasium mini



ENGLISH CLASS B (GYMNASIUM)

MINI PROJECT [semester B]

TOPIC: Animal life



Themes: animal world, protection of animal life, sustainability

Deadline: 10/5/2021

Points: 20 [20% of Semester Grade]

INSTRUCTIONS: Choose a species of the animal world (wild animal, fish etc.) of your choice. Do some research on its life (for example, where it lives, habits, food, needs, threats etc.) so you will present it in notes and spoken form. You can use PowerPoint or video software. You can work individually or in pairs.

In your presentation (if PowerPoint) use only 3 slides:

Slide 1: Title slide (name of animal, your name and class)

Slide 2: Main slide (picture(s) of animal, notes on its life (suggestions: place, description, food, habits, needs, threats), audio of the text (record your voice using your mobile, <https://vocaroo.com/> or other and insert in the slide).

Slide 3: Sources

Evaluation: Self-assessment/Teacher Assessment (see Appendix)

Sources:

Project created by Chrysanthi Nicodemou

Images

<https://www.dreamstime.com/stock-images-collage-wild-animals-birds-image20837164>

APPENDIX

Instructions: Evaluate the project using the following rubric. There is the maximum number of points for each criterion. The minimum number of points is 1 but if the work misses one or more of the criteria, it receives [0] points for that criterion).

Animal Project Evaluation Rubric				
Student's name:		Total Score:		
CRITERIA		POINTS	Student Evaluation	Teacher Evaluation
Content	Accurate content, information about animal habitat, animal characteristics, habits, threats	5		
Oral (recording)	Clear voice Good language skills Good pronunciation	5		
Mechanics	No spelling errors No grammar errors Text(notes) is in student's own words	4		
Slide creation	Correct Number of slides:3 1.title slide 2.description of animal 3.sources	3		
Creativity (pictures and background)	Appropriate and attractive image(s)	3		

2

Class B lyceum(CEFR B1+)

Project

How do we evaluate people from history?

Project task



Taking part in a balloon debate

You are one of a group of important people from history in a hot-air balloon, on your way to the History Hall of Fame. The balloon is losing height rapidly and will soon crash. Half of your group must be thrown out to save the rest from certain death. Do some research on your life, and prepare a slide presentation about your historical significance. Then join in a debate, using your slide presentation to persuade your audience that you deserve to stay in the balloon and reach the History Hall of Fame.

UNDERSTAND

- 1 Read the instructions for the project task. What do you have to do to succeed in the balloon debate?
- 2 Read the statements 1–5 for assessing the historical significance of different people. Decide which three statements are the best criteria to use to judge this. Then, in pairs, rank the people below in order of their historical significance.

1 Their actions affected people's lives very deeply.

2 They did more good than bad in the world.

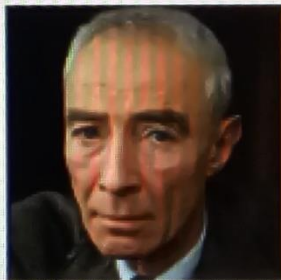
3 Their actions affected people over a long period of time.

4 Their actions affected a large number of people.

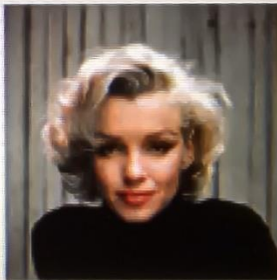
5 A lot of people are interested in their lives.



Nelson Mandela,
South Africa's first black
president



J. Robert Oppenheimer,
the scientist in charge
of developing the first
nuclear weapon



Marilyn Monroe,
an American movie star

- 3 Read the slide presentation about Genghis Khan. How effective is it in persuading you of his historical significance? Why?

CLASS C31: ENGLISH LANGUAGE (6 period)

Mini Project: Historical Figures for the History Hall of Fame

TASK: You are one of a group of important people from history in a hot-air balloon, on your way to the History Hall of Fame. The balloon is losing height rapidly and will soon crash. Half of the group must be thrown out to save the rest from certain death. Do some research on your life and prepare a well-structured PowerPoint slide. Then, using your slide presentation persuade your audience that you deserve to stay in the balloon and reach the History Hall of Fame. The project can be individual or pair work.

Timeline: Historical figure selection: 6-7 /02/2025

PowerPoint slide preparation: 7/02/2025 (computer lab)

Deadline for submission (ppt slide): Monday 10/02/2025

Oral presentation: Thursday (13/02/2025)

Project Requirements:

Part 1: PowerPoint Slide

Your slide must include:

- The Name of the historical figure (you take his/her role)
- 1 or 2 Photos of the historical figure (with proper sources).
- 3 to 6 Reasons/Explanations of why you are significant.
- Sources of the photos and information (website, book, etc.).

Part 2: Oral Presentation

- Present your slide in 1-2 minutes to the class.
- Use clear and persuasive language to justify why you should reach the History Hall of Fame.

Assessment Rubric for PowerPoint Slide

2

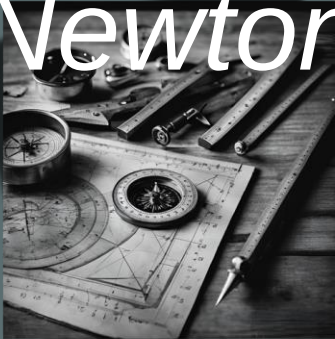
Assessment Rubric for PowerPoint Slide

Criteria	4 - Outstanding	3 - Good	2 - Satisfactory	1 - Poor
Content & Accuracy	Information is highly accurate, well-researched, and relevant.	Information is mostly accurate and relevant, with minor errors.	Information is somewhat accurate but lacks depth or has some errors.	Information is inaccurate or lacks relevance.
Clarity & Organization	Slide is well-structured, easy to read, and visually appealing.	Slide is mostly well-organized but could be clearer.	Slide is somewhat cluttered or difficult to follow.	Slide is poorly structured and confusing.
Persuasiveness	Provides strong and convincing reasons for significance.	Provides good reasons but could be more persuasive.	Provides basic reasons but lacks depth.	Provides weak or unclear reasons.
Use of Sources	Sources are properly cited and clearly displayed.	Sources are mostly cited correctly.	Some sources are missing or unclear.	No sources provided.

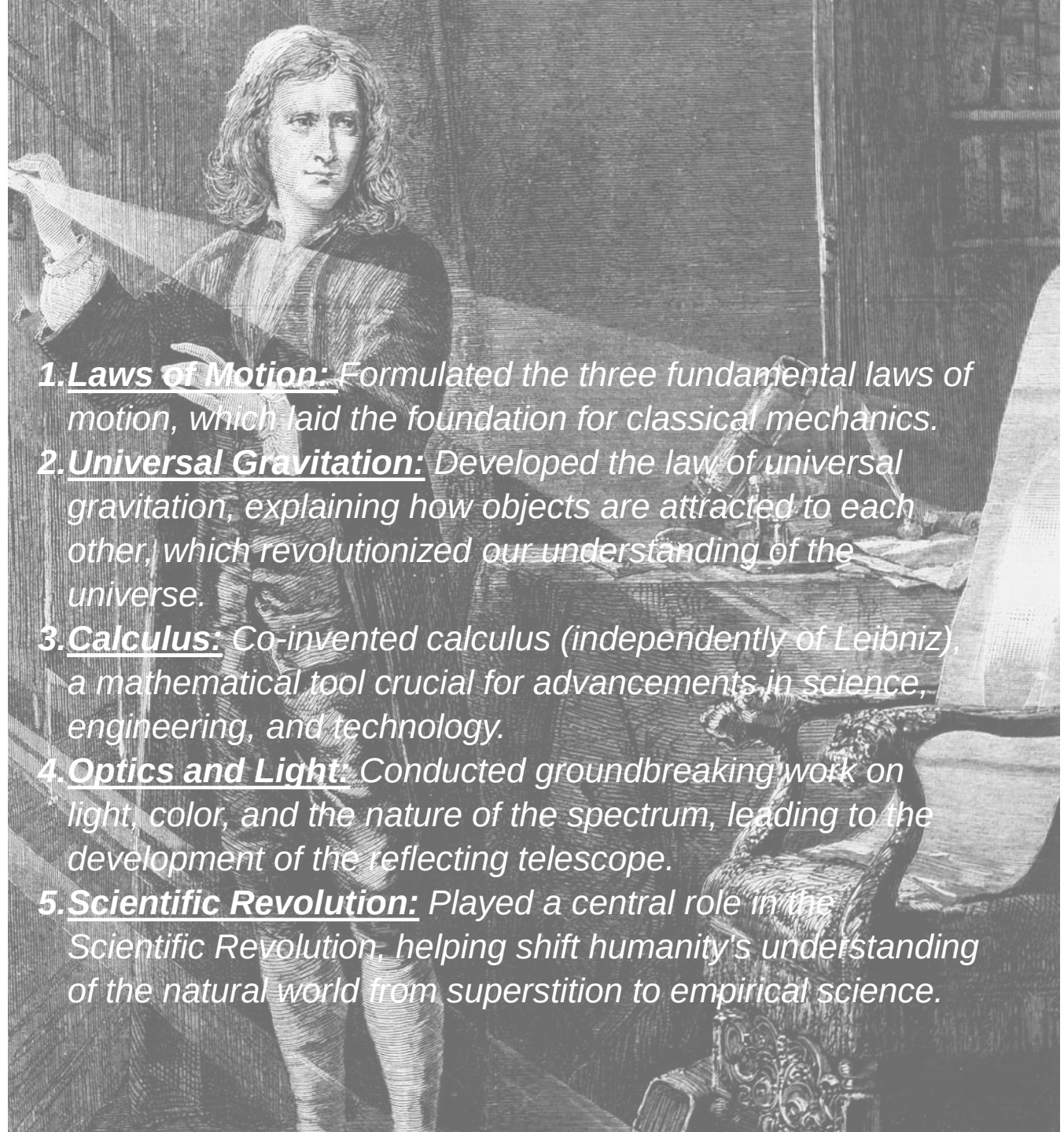
Assessment Rubric for Oral Presentation

Criteria	4 - Outstanding	3 - Good	2 - Satisfactory	1 - Poor
Content & Justification	Provides strong, well-supported reasons for significance.	Provides good reasons but lacks full depth.	Justifies significance in a basic way but lacks detail.	Fails to justify the historical figure's significance.
Clarity & Organization	Speech is well-structured, logical, and easy to follow.	Speech is mostly organized but could be clearer.	Speech has some structure but is difficult to follow.	Speech is unorganized and hard to understand.
Persuasiveness	Uses strong arguments and persuasive language convincingly.	Uses some persuasive language but needs improvement.	Attempts persuasion but lacks effectiveness.	Does not attempt to persuade the audience.
Language Use & Fluency	Uses clear, accurate B2-level vocabulary and grammar fluently.	Mostly accurate but with minor language mistakes.	Some mistakes that affect fluency and clarity.	Many mistakes that make understanding difficult.
Delivery & Engagement	Speaks confidently, with good volume and eye contact.	Speaks clearly but lacks confidence or engagement.	Speaks hesitantly and with little engagement.	Lacks confidence and engagement, making it hard to follow.

Isaac Newton



1. **Laws of Motion:** Formulated the three fundamental laws of motion, which laid the foundation for classical mechanics.
2. **Universal Gravitation:** Developed the law of universal gravitation, explaining how objects are attracted to each other, which revolutionized our understanding of the universe.
3. **Calculus:** Co-invented calculus (independently of Leibniz), a mathematical tool crucial for advancements in science, engineering, and technology.
4. **Optics and Light:** Conducted groundbreaking work on light, color, and the nature of the spectrum, leading to the development of the reflecting telescope.
5. **Scientific Revolution:** Played a central role in the Scientific Revolution, helping shift humanity's understanding of the natural world from superstition to empirical science.



2 Worksheet for the rest of the class(per presenter)

- **Write the most significant aspect of each historical figure:**
- **Name of figure: No 1 significance.....**
- **Name of figure: No 1 significance:.....**
- etc

How does someone become a hero?

Designing a digital timeline

Work in groups and create a digital timeline about a real hero, living or dead. Research **key dates in their life**. Include dates, images, and information about key events in their life. Present your digital timeline to the class.

UNDERSTAND

- 1 Read the instructions for the project task and look at the timeline below. Work in groups and answer the questions.

- 1 What is the main goal of the project?
- 2 What is a digital timeline?
- 3 Look at the timeline. How old was Malala when she spoke to world leaders at the UN?

MALALA YOUSAFZAI



Discover more

SEARCH ONLINE and find out about **making a timeline**. What key events or information can you include?

Zayn Malik:



https://www.zaynmalikstore.com/dept/zayn-x-feeding-britain?cp=81220_112283_112727

<https://www.instagram.com/p/B5n7DQrJeer/?igshid=1db998knfw108>



Rosa Parks

"the mother of the civil rights movement"





Project: creation of a radio
program (Program Networked EU
School Web Radio) -Class B
Gymnasium, Class B & C Lyceum



STAGES OF CREATING THE RADIO PROGRAM

Selection theme/topic of radio program

Decision on the type/layout of program

Selection of participants (whole class or group)

Role selection: Interviewer/
presenter, guest speaker(s)/interviewee(s), script writer(s), editor(s), music selector(s),
Tech team (audio editing and audio production)

Scenario/ script writing

Drafting/redrafting/editing/proofreading

Music/song selection

Logo creation/radio programme advert spot

Recordings (the script broken into small parts for recording). Numbering the recordings in
for the audio editors.

Audio editing using audacity to make the final product: the radio program

Uploading the radio program on the Nestor platform



Learning goals – expected learning outcomes (EFL Curriculum)

Listening skills

- can understand the main points of simple radio program
- can understand descriptions of experiences and events
- -can understand simple interviews

Spoken production

- Can participate in discussion
- Can narrate a story
- Can communicate meaning via a description of an experience or event
- Can describe feelings about an experience/event

Cross-curriculum goals:

ICT Skills:

- Improve ICT skills for communication and expression

Activities to meet the expected learning outcomes

Identifying features of short stories
Identifying features of storytelling
Planning a story
Interviews
Telling a story of their own experience or other
Writing personal narratives and short stories
Script writing
Script editing and proofreading
Selecting songs, background music
Using audio recording devices (mobile phones, [vocaroo](#), voice recorder or other)
Audio-recording of the radio programme
Self-evaluation, Reflection

Sources/tools

Students' book:
Eyes Open, Cambridge University Press
References related to storytelling
-Internet
-Online music
-Audio recording and editing devices software

Skills and competences involved in creating a radio broadcast

- ICT/Digital skills (audio recording editing software e.g. Audacity), *Discord* app for managing team
- Listening skills (being a good listener)
- Speaking skills intonation, adjusting voice volume and pitch)
- Social skills (negotiation skills, team-work, collaboration)
- Creativity
- Intercultural awareness and understanding

Learning products of all stages of work (evaluation)

Script of radio broadcast
Audio-recorded stories
Final product: The radio broadcast "EST"
Personal narrative and short stories
A selection of songs
Interview transcript/Radio broadcasting procedures



**General** Posts Files RADIO PROGRAM SC... 5 more +

File **Home** Insert Draw View Help Open in Browser  Tell me what you want to do 


Undo


Paste


Clipboard

Calibri Light 20   
B *I* U  x_2     
Font


Styles



Tags


abc
✓
Spelling



Dictate



Feed




WHOLE CLASS WORK: Complete the script

Friday, February 26, 2021 7:49 AM

School: Regional Gymnasium of Kokkinotrimithia (school year 2020-2021)
Radio programme: *Extreme Story-times*

Music: Name of song & source

Presenter 1 (Varnavas): Gmorning listeners. I hope you all keep safe and healthy under the current pandemic circumstances. And welcome to our EST program. let me introduce the other two presenters of today's program – Nikolina and Agapi.

Presenter 2 (Nikolina): Hi everyone! Today we have two young people to share with us their extreme stories, real life experiences. Before we hear our guests, let me introduce you to our next presenter, Agapi.

MSTeam
=class e-
platform

B2 CLASS EXTREME STORY TIMES PROGRAM

Home / Productions / B2 CLASS EXTREME STORY TIMES PROGRAM



PRODUCTION: B2 CLASS EXTREME STORY TIMES PROGRAM

🎵 Every 1 week/s **Κυριακή, 14:00**
27/06/2021 - 27/06/2021 🎵

Description:

ΟΙ ΜΑΘΗΤΕΣ ΤΟΥ Β2 ΠΑΡΟΥΣΙΑΖΟΥΝ ΠΡΟΣΩΠΙΚΕΣ ΑΠΙΣΤΕΥΤΕΣ ΙΣΤΟΡΙΕΣ ΑΝΤΛΩΝΤΑΣ ΤΙΣ ΙΣΤΟΡΙΕΣ ΤΟΥΣ ΑΠΟ ΤΗΝ ΠΡΑΓΜΑΤΙΚΗ ΖΩΗ ΑΓΓΙΖΟΥΝ ΘΕΜΑΤΙΚΕΣ ΟΠΩΣ ΤΑ ΤΑΞΙΔΙΑ, ΤΟ ΠΕΡΙΒΑΛΛΟΝ ΚΑΙ ΤΑ ΖΩΑ, Η ΑΣΦΑΛΕΙΑ, Η ΕΥΗΜΕΡΙΑ ΣΤΕΛΛΟΝΤΑΣ ΙΣΧΥΡΑ ΜΗΝΥΜΑΤΑ ΣΤΟΥΣ ΑΚΡΟΑΤΕΣ

Type: Έκτακτη εκπομπή (μισή ώρα),
Zone: Ζώνη Έκτακτων Β/θμιας,

Χρησιμοποιούμε cookies για καλύτερη εμπειρία περιήγησης.
[Περισσότερα](#)

Συμφωνώ

Διαφωνώ

Βοήθεια

B1 CLASS VIRAL TIMES PROGRAM

Home / Productions / B1 CLASS VIRAL TIMES PROGRAM



PRODUCTION: B1 CLASS VIRAL TIMES PROGRAM

🎵 Every 1 week/s **Σάββατο, 14:00**
26/06/2021 - 26/06/2021 🎵

Description:

ΜΑΘΗΤΕΣ ΑΠΟ ΤΟ Β1 ΠΑΡΟΥΣΙΑΖΟΥΝ ΤΗΝ ΕΜΠΕΙΡΙΑ ΤΟΥΣ ΑΠΟ ΤΗΝ ΠΑΝΔΗΜΙΑ ΤΟΥ COVID_19 ΕΣΤΙΑΖΟΝΤΑΣ ΣΤΙΣ ΣΥΝΕΠΕΙΕΣ ΤΗΣ ΠΑΝΔΗΜΙΑΣ ΣΤΗ ΣΧΟΛΙΚΗ ΚΑΙ ΤΗΝ ΚΟΙΝΩΝΙΚΗ ΤΟΥΣ ΖΩΗ ΚΑΙ ΑΠΟΚΑΛΥΠΤΟΝΤΑΣ ΤΙΣ ΑΝΗΣΥΧΙΕΣ ΤΟΥΣ

Type: Έκτακτη εκπομπή (μισή ώρα),
Zone: Ζώνη Έκτακτων Β/θμιας,
Frequency: Εβδομαδιαία,
Tags: Υγεία ,
School: Περιφερειακό Γυμνάσιο Κοκκινότριμιθιάς

Βοήθεια

<http://europeanschoolradio.eu/el/archives/production/5132#sch>

<http://europeanschoolradio.eu/el/archives/production/5131#sch>


[Κοινότητα](#)
[Νέα](#)
[Εκπομπές](#)
[Σχολεία](#)
[Υποστήριξη](#)
[Σχετικά](#)

Ιστορίες στον αέρα

Home / Productions / Ιστορίες Στον Αέρα

PRODUCTION: ΙΣΤΟΡΙΕΣ ΣΤΟΝ ΑΕΡΑ

🎵 Every 1 week/s **Τρίτη, 13:00**
26/05/2020 - 26/05/2020 🎵

Description:

Οι μαθητές/τριες διηγούνται τις ιστορίες στον αέρα.

Type: Έκτακτη εκπομπή (μισή ώρα),
Zone: Ζώνη Έκτακτων Β/θμιας,
Frequency: Εβδομαδιαία,
Tags: Κοινωνικά Θέματα,
School: Λύκειο Κύκκου Β'

Βοήθεια

<http://europeanschoolradio.eu/el/archives/production/4198#sch>

5

Centennial trees

Storytelling Project *learning* activity



Erasmus+ Project 'Think Global, Act local - Our Forests'
C4 Mobility in Bulgaria (30th may-3 June 2022)

Lesson activity: Tree storytelling

Overview:

The activity is a follow-up of the project partner students' group presentation of their country's very old trees and forests. The tree storytelling activity is an innovative and creative way for presenting the life of trees via personalisation). (the activity was targeted at students aged 14-18 but it can be adapted to younger students too)

Aims	➤ awareness of centennial trees in other European countries and their importance ➤ development of environmental conscience ➤ development of creativity ➤ acquisition of storytelling skills
Objectives: Ss will be able to:	➤ familiarise themselves with the life of centennial trees ➤ tell a story of a centennial tree
Time:	90 mins or more
Materials	Students' presentations on centennial trees, A4 paper, markers/colour pencils mobile phones, internet.

Activity description	Group (Students are in groups according to their country) Each group chooses one of the centennial trees of their country to tell it Procedure: Each group: negotiate the choice of the centennial tree collect information about the tree (character(s), setting, plot, morale) make a draft, revise it Choose the storyteller(s) Choose a picture of the tree and/or draw one Do an audio recording of the story Send it by (date)
Final product	A powerPoint presentation of the audio recorded story per country (1 slide per country with a photo and/or drawing of the tree)
Assessment	The stories are assessed based on a storytelling presentation rubric. The winning group is announced.

Storytelling rubric [presentation]

Group name:

CRITERIA	Exemplary (4)	Good (3)	Fair (2)	Poor (1)	score
Story content	Knows the story well	Knows the story pretty well	Knows some of the story	Does not know the story	
Voice and delivery	Always speaks loudly, slowly and clearly uses correct pronunciation Uses some inflections	Usually speaks loudly, slowly and clearly Correct pronunciation Voice with little inflections	May speak too softly or too rapidly Incorrect pronunciation of some words Voice with very little inflections	Speaks too softly or too rapidly, mumbles Incorrect pronunciation Uses no inflections	
Duration	Story lasts 1-2 mins	Story lasts 1 min	Story lasts half a minute	Story lasts less than half a minute	
Visuals	It includes a photo/image (free copyright) and a drawing of the tree	It includes a photo/image or a drawing of a tree	It includes a photo/image or drawing but of poor quality	It doesn't include photo/image or drawing	
TOTAL SCORE					

Poetry Rubric

CRITERIA	Exemplary (4)	Good (3)	Fair (2)	Poor (1)	score
Title	Has a lot of <u>creativity</u>	Has creativity	Has very little creativity	Has no creativity	
Follow poetry directions	All poem is written correctly	Most poem is written correctly	Some of the poem is written correctly	Little of the poem is written correctly	
Creativity	Very creative ideas	Many creative ideas	Some creative ideas	Little or no creative ideas	
Illustration(s)	It includes a photo/image (free copyright) and a drawing of the tree	It includes a photo/image or a drawing of a tree	It includes a photo/image or drawing but of poor quality	It <u>doesn't</u> <u>include</u> a photo/image or drawing	
TOTAL SCORE					

Adapted from <https://www.pinterest.com/pin/366832332133496918/visual-search/?imageSignature=cb9bdc5ed97127a28334b09cef4d23d9>



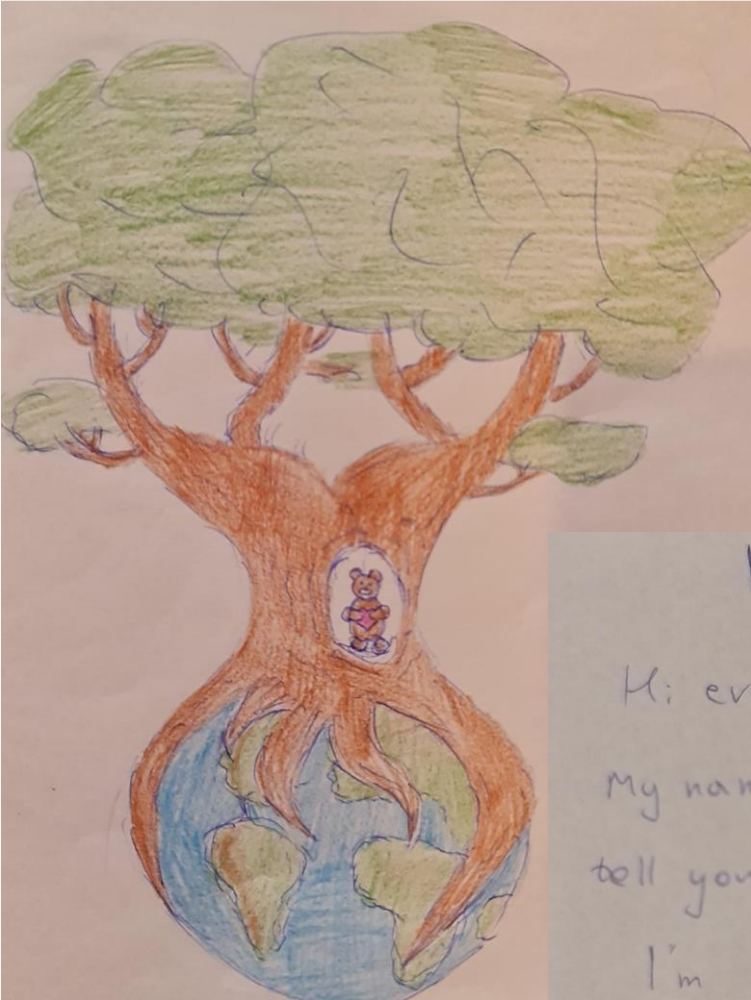
Script sample



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- 'Let me tell you my story. I am Mavri. My home is Koilani, a village in Limassol. I am 36 meters tall, and my width, or shall I say, circumference, is 7 and a half meters. When I was young, my parents wanted me to marry someone I didn't want to get married to. My parents wouldn't listen to me, they insisted that I marry him. So, the night of the wedding, I left home. My parents chased me. They wanted me arrested. I was feeling so desperate, that when they approached to arrest me, I knelt on my knees and begged Virgin Mary to help me. As I was on my knees I slapped my hand on rock, a hole opened, and pushed me in. My parents tried to get me out of there but couldn't. A spring with a lot of water started running flooding the area. The locals, amazed by this miracle, built a monastery in my name, 'The monastery of Agia Mavri. Since then, visitors coming to the village, stand in my shade. I don't feel lonely. I am happy to be alive for so many years, to provide shade and oxygen, to remind you of the importance of trees in your life. There are many more stories to tell about me surviving extreme weather conditions, flood and drought and other dangers. My only wish and advice to you is to respect me and all other trees. You need us. Make us part of your family for your own good.

BULGARIA



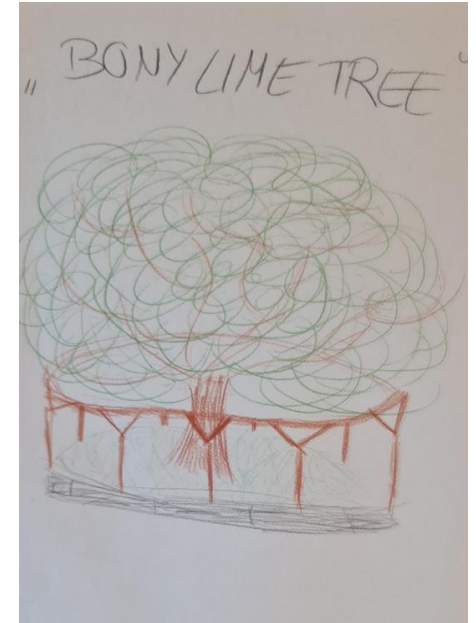
Kartsov beech

Hi everyone!

My name is Kartsov beech and now I'm gonna tell you my story.

I'm over 200 years old and I'm a historic century-old tree. My location has the same name as me.

GERMANY



ESTONIA





- **Start small, think big**
- **Invest in teacher professional learning**
Provide ongoing training focused on project design, assessment, scaffolding, and classroom management, LAL and Digital Literacy
- **Integrate projects into the curriculum**
Map projects to curriculum standards and learning objectives
- **Rethink assessment**
Include rubrics, reflection, peer feedback, and authentic performance-based assessment.
- **Build a culture of collaboration**
Encourage teacher collaboration, shared planning, and reflection to sustain effective project-based practices.
- **Align projects with 21st-century skills**
Use projects to explicitly develop collaboration, critical thinking, creativity, communication, and problem-solving.
- **Embed multiliteracies intentionally**
Design projects that integrate digital, visual, media, and cultural literacies—not as add-ons, but as core learning outcomes



"Education is the most powerful weapon
you can use to change world" - *Nelson
Mandela*

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