



ASEF Classroom Network #ASEFClassNet Online Collaboration 2018

Proposal

1. Title of the Online Collaboration (Max. 6 words)

SDGs in Action Heroes

2. Name and contact details of project co-ordinator(s)

Mr Janos Blasszauer
Teacher
Batthyany Lajos Gimnazium
23 Rozgonyi St.
Nagykanizsa 8800
Hungary
E: janos.blasszauer@gmail.com / bjohnnyus@gmail.com

3. School description (Max. 30 words)

Our school is ranked among the "top 100 best secondary schools" out of the 1100 Hungarian high schools. We are proud of our school enrolment and the grade point average.

4. Summary of the Proposed Online Collaboration (Max. 200 words)

Having witnessed the great interest toward the previous editions of our [heroes](#) project, we have decided to sustain it and launch a new upgraded version of it. This project will provide opportunities for students to engage in collaborative learning tasks which will require them to research and promote the Sustainable Development Goals as well as get inspired by their global, national and local heroes. Students will connect with each other via a Google classroom, plus a great community-powered mobile tool. They will elaborate on heroism, discuss heroic issues, create multimedia presentations on their chosen SDGs and subsequently design and carry out an SDG project/SDG action. Our vision is to see youth in the participating schools in Asia and Europe get actively engaged in shaping a more inclusive, peaceful and sustainable world by taking action in global educational outreach campaigns and service projects.

The word hero comes from a Greek word "Heros". Heros didn't mean "tough guy" or "killer of bad guys". It meant "protector". Heroes care and their "weapon" is love, compassion, and empathy. Our world today more than ever before needs such heroes. We, educators, need to nurture and "chisel" our students in such a way that they can actualize their heroic potential. The project aims to inspire young people to use their youth power to promote the Sustainable Development Goals (SDGs). It is also a well-planned character building programme. The word character also comes from the Greek word that means "chisel" or "the mark left by a chisel". As Henry David Thoreau once said, "You cannot dream into a character; you must hammer and forge yourself one." Our project gives a self-transcending purpose to our

students by kindling their inner fire. The project ends by disseminating information about the overall learning procedure by presenting the project in front of students, teachers and parents.

**5. The Online Collaboration falls under the main themes of:
Please state "1" to "3" in level of relevance**

- | | |
|---------------------------------------------------------------------------|-----------------------------------------------|
| <input type="checkbox"/> Arts & Culture | <input type="checkbox"/> Health |
| <input type="checkbox"/> Business & Entrepreneurship | <input type="checkbox"/> History |
| <input type="checkbox"/> Education | <input type="checkbox"/> Media |
| <input checked="" type="checkbox"/> Environment & Sustainable Development | <input type="checkbox"/> Science & Technology |
| <input type="checkbox"/> Others. Please specify below: | |

6. Duration of the Online Collaboration (Please state start and end date):

Start Date : 1 March 2018
End Date : 31 August 2018
Duration : 6 months

7. Expected no. of schools/students involved and level of language and ICT skills

No. of Schools in total : 3-13
No. of Students in total : 200
Students Age Group : 14-18
Level of English : Intermediate
Level of ICT Skills : Intermediate

**8. ICT tools/software required
Please tick (✓) as appropriate)**

- | <u>Word processing software</u> | <u>Video conference tools</u> | <u>Storage tools</u> |
|-----------------------------------------------|-------------------------------------------|---------------------------------------|
| <input type="checkbox"/> Adobe Acrobat Reader | <input checked="" type="checkbox"/> Skype | <input type="checkbox"/> Dropbox |
| <input type="checkbox"/> Google Docs/Sheets | <input type="checkbox"/> Viber | <input type="checkbox"/> Google Drive |
| <input type="checkbox"/> Microsoft Word/Excel | <input type="checkbox"/> Vyew | <input type="checkbox"/> iCloud |

<input type="checkbox"/> Scribd	<input checked="" type="checkbox"/> Wechat	
<input type="checkbox"/> Wordpress		
<u>Social media</u>	<u>Image editing software</u>	<u>Online collaboration</u>
<input type="checkbox"/> Ask.fm	<input type="checkbox"/> Adobe Illustrator	<input type="checkbox"/> Mindmeister
<input checked="" type="checkbox"/> Facebook	<input type="checkbox"/> Adobe Lightroom	<input type="checkbox"/> Slack
<input type="checkbox"/> Flickr	<input type="checkbox"/> Adobe Photoshop	<input type="checkbox"/> Telegram
<input type="checkbox"/> Instagram	<input type="checkbox"/> BeFunky (online)	<input type="checkbox"/> Trello
<input type="checkbox"/> Pinterest	<input type="checkbox"/> Sketch (Mac only)	
<input type="checkbox"/> Tumblr		
<input type="checkbox"/> Twitter		
<input type="checkbox"/> Weibo		
<u>Video/audio editing software</u>	<u>Presentation</u>	<u>App development</u>
<input type="checkbox"/> Adobe Premiere	<input type="checkbox"/> Google slides	<input type="checkbox"/> Adobe Flash builder
<input type="checkbox"/> Audcity	<input type="checkbox"/> Microsoft Powerpoint	<input type="checkbox"/> Alpha Software
<input type="checkbox"/> Garageband (Mac only)	<input type="checkbox"/> Prezi	<input type="checkbox"/> Appy Pie
<input type="checkbox"/> Soundcloud		
<input type="checkbox"/> Windows Movie Maker		
<input checked="" type="checkbox"/> Youtube		
<u>Others (please specify):</u>		
<ul style="list-style-type: none"> ▪ Google Classroom website ▪ Video-Conferencing ▪ Google Hangout 		

9. Other resources needed:
(Please tick (✓) as appropriate)

<input checked="" type="checkbox"/> Camera	<input type="checkbox"/> E-reader	<input type="checkbox"/> OHP
<input checked="" type="checkbox"/> Desktop Computer/Laptop	<input type="checkbox"/> GoPro	<input checked="" type="checkbox"/> Smart Phones
<input type="checkbox"/> Digital Projector	<input type="checkbox"/> Interactive Whiteboard	<input type="checkbox"/> Tablet
<input type="checkbox"/> Voice Recording Devices	<input type="checkbox"/> NA	
<u>Others (please specify):</u>		
Video Camcorder		

10. Learning objectives and outcomes for teachers and students

(Please list at least 3 learning objectives and outcomes for teachers and students respectively.)

Learning Objectives	Outcomes
Teachers should join to:	For Teachers:
1. Initiate, facilitate and sustain relationships between students across Asia and Europe	1. Developing their professional capacity to include intercultural dialogue as an integral part of the education which they impart.
2. Enable young people to become agents of change for a more peaceful and harmonious world by integrating real-world global issues into their teaching	2. Developing leadership, communicative and ICT skills in order to mobilize and inspire students.
3. Promote tolerance, compassion and the appreciation and respect for diversity	3. Educators can realize that they can contribute a lot to a more peaceful world.
Students will learn to:	For Students:
1. Collaborate with their peers across Asia and Europe	1. Becoming more open-minded, compassionate and tolerant people, as well as becoming more aware of their own culture and other cultures.
2. develop global-mindedness by learning about and contributing to the complex issues of global goals (SDGs)	2. Deepening their understanding of different subject matters and integrating their knowledge in order to solve real-world problems. Putting the "Thing global, act local." Philosophy into practice.
3. Become agents of change for a more peaceful and harmonious world	3. Developing leadership, communicative and ICT skills in order to make the world a better place.

11. Timeline and activities of the Online Collaboration

	<u>Main Coordinator</u>	<u>Teachers</u>	<u>Students</u>
Phase 1 (March 2018)			
▪ Set-up Facebook group and/or Google class and invite members to the group	✓		
▪ Self-introduction by all participating members		✓	✓
▪ Match the Group works between Asian and European Schools	✓		
Phase 2 (April to May 2018)			
▪ Research and share information found in their country			✓
▪ Planning an SDG action or SDG actions and uploading information on online platform			✓

• Carrying out the SDG action/actions			
Phase 3 (June to July 2018)			
▪ Showcase of the research and SDG action in the respective countries through an exhibition		✓	✓
Phase 4 (July to August 2018)			
▪ Dissemination of project information through school presentations and via information given about the project to different local and/or national media outlets, national pedagogical journals.	✓	✓	
▪ Feedback and evaluation	✓	✓	✓

For further details about this online collaboration, please contact the coordinator directly



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