


TEACHERS ON MISSION

FINDING THE MOST EFFECTIVE METHODS
TO ENGAGE THE STUDENTS BETTER

THE BEST CASES OF
2018 AND **2019**



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TEACHERS ON MISSION: FINDING THE MOST EFFECTIVE METHODS TO BETTER ENGAGE STUDENTS

Acknowledgements

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About Skills for Jobs

'Skills for Jobs' (S4J) is a project of the Swiss Agency for Development and Cooperation (SDC) and implemented by Swisscontact Albania.

S4J addresses the main challenges of the Albanian Vocational Education and Training (VET) system by focusing on ensuring systemic change, capacity development and empowerment of key actors. Based on this approach, S4J supports partner VET providers in Albania in terms of employers' and partners' relations, diversification of VET offer, new ways of inclusive learning and quality, work-based learning in cooperation with employers, and organisational development.

Disclaimer

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Dear teachers,

In its efforts to support and promote new ways of learning in VET, 'Skills for Jobs' (S4J) presents a collection of the best teaching models by teachers of the project partner schools. This publication comes with a capitalization of experiences of teachers that the project supports for about 4 years, including diverse methods of combining online distance with in-classroom teaching. These teaching and learning models are based on the best contemporary pedagogical approaches, inspired by the Swiss model of vocational schools - one of the most successful in the world - at the same time holding the Albanian vocational education culture on the loop. We believe this is the way to bring about sustainable change in Albanian vocational schools.

In this publication, teachers present their every-day work in school and during their collaboration with businesses where students carry out their apprenticeships. They show pedagogical techniques to make learning more engaging, practical, and easily absorbed as vocational skills from their students. You will read how different teachers have included critical thinking, peer assessment, project-based learning, interdisciplinary integration, the use of games as a pedagogical instrument, gradual development of practical skills and other student-centered modalities, aiming to achieve the intended learning outcomes and the ultimate goal of increasing student's employability.

I invite you to find out new strategies and best practices of integrating technology in the teaching process and apprenticeships, ways of tailoring general subjects to support the development of appropriate vocational skills and attitudes in learning situations, using interesting teaching techniques to improve the learning process and engaging students in the evaluation process.

Following this publication, S4J will feature the collection of best cases from the last academic year, dedicated to distance online learning, affected also by COVID-19 pandemic.

I hope these models will serve as an inspiration for you and your colleagues.

Sincerely yours,

Fation Dragoshi
'Skills for Jobs' Project Manager

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1. Student-Centered Learning for General Subjects

School: Industrial “Pavarësia”, Vlorë
Teacher: Selman Feraj
Subject: Albanian History
Grade: XII

Learning Outcomes

By the end of the lesson, the student:

- Identifies the historical circumstances which imposed the need for the organization of the League of Prizren;
- Explains the organization and the platform of the Albanian League of Prizren;
- Identifies the efforts of the Albanian League of Prizren for the protection of the Albanian territorial integrity;
- Analyzes the role of the Albanian League of Prizren for internationalizing Albanian national cause and the increase of national awareness among Albanians.

Context

Through this lesson, students were encouraged to explore, discuss and guess in order to gain a deeper understanding of the historical circumstances. As part of this chapter, students have previously explored historical situations and context in Albanian territories and beyond, to arrive at this lesson that provides the opportunity to summarize the reasons why the Albanian League of Prizren was of special importance for the national cause. Up to this point, students working in groups, watched documentaries and searched for materials on the internet in order to have their independent, comprehensive and historically accurate opinion.

Carrying Out the Project

Students are asked to list the events which took place before the League of Prizren, such as: the Tanzimat Reforms, the Treaty of St. Stephen and the Congress of Berlin based on information they have previously found online, working in groups. The teacher writes the information on the blackboard according to the chronological order.

Then, the students work in groups (in the same group that they gathered information) to keep structured notes, according to the tasks assigned to each of them:

Group 1: Identify the historical circumstances leading to the need of organization of the Albanian League of Prizren.

Group 2: Discuss the position taken by the High Gate, pro and against the League, as well as the efforts to protect the Albanian territories in the North and South.

Group 3: Analyze the political platform of the League and the internationalization of the Albanian cause.

The teacher goes from group to group with the observation list, keeping notes on how the groupwork is performed. Each group presents its work in front of others.

In the last phase, the cluster on the issues raised for the Albanian League of Prizren is completed by using a mind map, prepared beforehand for the work of each group (<https://app.wisemapping.com/c/maps/3/try>). The groups work in parallel on the online platform. The mind map, prepared as group homework, is developed using the opinions from each student, by sending them the online link.

Impact on Learning

Exploring historical issues in a broader context than just the issue specifically addressed helps students to build long-term cause-and-effect relationships, to reflect on the impact of the international context on the Albanian one. This process is vital to accurately understand the history of Albania by recalling to attention the facts and events from world history that have impacted the history of the country of which students learned in the 10th grade. This is a challenging process for the students, so building a concept map helps in the long-term embedding of events.

The students were evaluated for their group work using the observation list and comments provided by the teacher during the presentation, as well as based on the discussions about the issues.

2. Situational Learning – Linking Literature with the Profession

Cross-curricular project: Labëria¹ Flavor

School: “Tregtare”, Vlorë
Teacher: Alketa Ismailaj
Subjects: Literature & Traditional Cuisine

Learning Outcomes

By the end of the lesson, the student:

- Identifies the characteristics of each village in the field of culinary, flora and fauna and cultural traditions;
- Selects traditional songs and provides rationale for their literary values;
- Selects and analyzes the details of cooking recipes according to the village tradition;
- Apprises the role of literary tradition, cuisine and culture as a competitive offer for customers;
- Prepares selected dishes in the kitchen with the help of a cooking instructor.

Context

"Labëria Flavor", as a cross-curricular project integrating literature (chapter of Folklore) and cuisine, helps students to learn the traditions, customs, authentic cuisine, and characteristic plants & herbs of specific areas of Labëria. Students are introduced to the rich culture of these villages by conducting individual and group research. Students revisit traditional recipes cooking them in a new way, using characteristic plants & herbs of the area, as well as become interested in the rich traditional folk with its distinction and beauty.

Carrying Out the Project

For the implementation of this project, the teacher focuses on the chapter of folklore and traditional songs, highlighting the great values of our diverse national cultural wealth. The students of the first year of Hospitality & Tourism and Economy & Business were split into four groups corresponding to four villages: Tragjas, Dukat, Kuç and Gumenicë, all part of the Labëria region. They were instructed to gather information on the history, vegetation, artistic traditions and traditional cuisine, geographical situation

¹ Labëria is a largely rural area in the Vlora region where school is located.

and artistic traditions of the iso-polyphonic songs, typical of the Labëria area.

Artefacts collected by students such as photos, recipes, interviews, etc., became part of the student's portfolio, while the presentation of the project and cooking of traditional dishes were evaluated by the students themselves for each group. Students were evaluated for searching and gathering information, for organizing and carrying out groupwork, for selecting specific dishes and for the photo albums they put together.

Impact on Learning

Searching and apprising homeland traditions helps students to shape national identity and use these characteristics to be successful in their profession.

The student selects the standards, creates a mindset and a vision that adjusts to the needs of the customer who demands services of high quality; also, prepares a special and unique offer that enables competition.

This work, divided into phases of different duration, allows students to closely observe the inexhaustible and unique wealth of folklore, cuisine, vegetation and history of certain areas of Labëria; encourages them to create new dishes by recognizing the tradition and enriching them with elements of the area; inspires them and makes them love the songs of iso-polyphony, inheriting it further and passing on to future generations; as well as improves their presentation skills, whether individually or in groups.

3. Exploring the Profession Through Practical Work

School: Technical Electrical “Gjergj Canco”, Tiranë
Teacher: Anisa Melishte
Subject: Practice, Internet Page Developer profile
Grade: XII

Learning Outcomes

By the end of the lesson, the student:

- Uses various sources and techniques to collect and use the information necessary for own personal and professional development;
- Designs web pages using basic HTML and CSS technologies, processes various graphics, audio and multimedia elements using modern applications;
- Creates dynamic interactive pages using programming technologies and techniques such as Javascript, PHP, AJAX, using databases through a database management system and connects them to web pages;
- Demonstrates problem-solving initiative through research and creativity.

Context

The students learn through website building projects that they carry out during the internship, from researching on a topic with significant social impact up to the final presentation. Competencies are better attained through real practical work carried out to achieve a more professional product compared to the case of separate exercises for each competence. The student is met with a situation which is closer to the profession of web developer.

Carrying Out the Project

At the beginning of the academic year, students are divided at random into project groups. Each group chooses a project topic from a certain field, consulting with each other and with the support of their teacher. The topics are chosen so that the project has a specific social impact. For each project the purpose is defined and a brief description of the functionalities that the developed *website* will provide is given. Projects include all the learning outcomes as specified in the apprenticeships modules. At the end of the academic year, each of the groups presents the completed project. To keep students motivated, ongoing support is offered as well as instructions and assessment for the implementation of

concrete projects in the development of websites. The best projects are published on the school social networks and promoted as products of the students in various activities inside and outside the school.

Impact on Learning

By working on a project, the student engages physically, mentally and emotionally while performing various tasks in a professional, personal and social context. S/he learns to observe the principles of groupwork. The student develops entrepreneurial initiative and presentation skills. The student uses the knowledge obtained in other subjects, such as: foreign languages, writing, design, etc. Project development enables learning of practical skills, design, research skills through students' creative activities. The developed project also helps other students. Ongoing assessment by teachers and fellow students from other groups helps each of the groups to understand whether their work is going in the right direction and how to improve their final product.

4. Planning, Monitoring and Assessing Apprenticeships

School: “Tregtare”, Vlorë
Teacher: Merita Koço
Subject: Apprenticeships

Context

Changes in vocational education have also been accompanied by changes of how apprenticeships are conceived. For carrying out apprenticeships, each teacher and instructor plans the classes/hours according to the Learning Outcomes for the compulsory modules and selects the elective Modules at the beginning of the academic year, plans the modules to be carried out in school laboratories/workshops and those in businesses, defines learning outcomes in accordance with the modules and practical activities, plans the tools and materials needed for carrying out the modules, as well as plans the special hours that will be carried out in businesses or in the school with participation of businesses.

Carrying Out the Project

For the most effective implementation of apprenticeships in school, each instructor/teacher relies on the frame-curricula of the Vocational Module, detailing it in the teaching plan

- Practical activities to be carried out
- Learning outcomes based on the competencies that the student should attain
- Methods for attaining competences
- Tools and materials needed for carrying out activities
- Premises: workshop where the module is to be taught or a mentoring business
- Students' assessment method
- Vocational competencies to be achieved by the student, which include:
 1. skills and abilities that the student must have for applying in practice the theoretical knowledge while performing a series of activities; as well as
 2. attitudes /behaviors that the student must develop to complete the tasks according to certain criteria and standards.

Impact on Learning

Conducting vocational internships in business, based on the teaching modules, enables the development of the students' professional capacities and increases their accountability for the implementation of vocational internships in businesses, as a method of work-based learning. It also solidifies and improves the vocational training competencies of the student. Work-based learning affects students' motivation, improves communication methods and professional work ethic, and provides opportunities for objectivity and collegiality in students' assessment by their mentor, teacher and practice instructor jointly.

5. Foreign Language as Communication Instrument

School: "Tregtare", Vlorë
Teacher: Zamira Shehaj
Subject: Italian language
Grade: XII

Learning Outcomes

By the end of the lesson, the student:

- Identifies tourist spots in the city of Vlora, clearly articulated in Italian language;
- Explains in details the tourist itineraries with the respective locations and prices;
- Clearly conveys relevant information about the city's traditional and modern restaurants;
- Drafts a structured leaflet in Italian language indicating the tourist spots of the city of Vlora.

Context

Students of the Hospitality & Tourism profile need to know and become familiar with the Italian language, as one of the most used languages by many tourists who visit the city of Vlora. The time allocated in the program for learning the Italian language is only 1 hour per week, which is insufficient for the student to learn the language. Therefore, it is necessary to use other activities, which enables students to practice the Italian language both in writing and in oral communication.

By being involved in this project for drafting a leaflet in Italian language, the student develops communication skills by using the appropriate tourist terms and can explore and interpret the tourist itineraries of the whole city with relevant explanations.

Carrying Out the Project

For the drafting of the leaflet the students of grade XI of the Hospitality-Tourism profiles were engaged. The project lasted one academic year. Students of each class were divided into groups. Initially, each group collected and selected the materials for the leaflet.

1. The first group had the task of summarizing information on the most important historical points of the city such as: Flag Square, Kuzum Baba and the museums of the city.
2. The second group conducted a search and identified the restaurants with modern (Italian) cuisine as well as the most prominent traditional ones of the city (restaurants were the ones where students had their internships).

3. The third group collected materials about the most prominent tourist spots of the city, as well as blue tourism (Llogara, Kalaja, Karaburun, Sazan, Zvërnec).
4. The fourth group collected information on the rates/costs of various itineraries.

After collecting the information, as a preparatory phase the students arranged the information and photos, which were presented to all classes with videos. The materials were then translated into Italian, and students role-played how to communicate the information with the tourists during the Italian class and other professional communication classes. Once the leaflets were prepared, they were distributed in "Lungomare", on the opening day of the tourism season near the Italian folk group. The final phase was the welcome of Italian tourists by students near the seaport and the distribution of the leaflets.

Impact on Learning

Throughout this process, the students were constantly assessed for providing ideas and putting them in practice, for respecting the deadlines for submitting information, as well as how well they communicated in Italian language.

Identifying tourist spots within a well-structured and defined time frame and area and presenting them in a functional leaflet, helped students to develop communication skills as well as encouraged them to explore new ideas in achieving goals within their profile and profession.

6. Wiki as an Interactive Method

School: “Kolin Gjoka”, Lezhë
Teacher: Valbona Çokaj
Subject: Tax and customs systems
Grade: XIII

Learning Outcomes

By the end of the lesson, the student:

- Defines the main methods of excise duty;
- Describes two types of excise;
- Analyzes differences between the two types of excise

Context

This lesson encouraged students to research, discuss and assess the excise tax collection methods. As part of this chapter, students have previously explored the topic of excise tax used in our country. They did this by searching information online on the Albanian tax legislation to become familiar with the topic.

Carrying Out the Project

To help students identify the main methods of excise duty, prior knowledge is revitalized through probing questions related to the excise system, goods to which excise is imposed to, etc. Then the Wiki method (on the platform) is used. Students work in groups on scenarios presented in the previous lesson.

Group 1: A coffee producer company that has obtained the status of customs duty suspension regime, puts in the processing line 100 kilograms of coffee, for which the customs duty is not paid yet. It turns out that 25 kilograms are technological loss and 75 kilograms are the finished product for sale. What is the amount of customs tax to be paid, based on the technological coffee loss foreseen in the excise law?

What are the procedures provided by the law on excises, if the company wants to reduce the excise duty? What are the required documents for a company to file the declaration in the customs electronic system for the whole process? What is the excise duty to be paid by the company if it applies for the reduction of this duty in accordance with the procedures provided in the excise law? Allowed loss for coffee is 19% and the excise for the coffee is 60 lek/ kg.

Group 2: What are the causes and consequences/effects that impact the choice between the two types

of excise? Use of cause-and-effect graphic organizer.

Group 3: Indicate the differences and similarities between *ad valorem* and specific excises. Using the Venn Diagram.

After 10 minutes, each group has prepared the answers to the respective scenario. In the last phase, a two-part diary is used, in which students record the main concepts on the topic and their explanations.

Impact on Learning

Students are assessed for their engagement during groupwork, skills and knowledge, collaboration, exchange of ideas and presentation of work.

The use of different methods, especially when using the Moodle platform, facilitates the gain of new knowledge, analysis and assessment of different scenarios.

The Wiki method has helped the students to observe each other's work in addition to being evaluated by the teacher. The use of a cause-and-effect organizer, which affects the choice between the two types of excise, helps in the effective approach to learning.

7. Student-Centered Learning in Vocational Theoretical Subjects

School: “Kristo Isak”, Berat
Teacher: Elda Polovina
Subject: Introduction to Macroeconomics
Grade: XI

Learning Outcomes

By the end of the lesson, the student:

- Lists unemployment costs;
- Distinguishes economic costs from social costs;
- Distinguishes 4 types of unemployment according to experts;
- Illustrates the costs of unemployment in our country with real examples.

Context

The reasons why macroeconomic issues should be studied are not only economic, but also social and political. Studying and avoiding phenomena such as inflation and unemployment are important for all of us, as citizens, as consumers, or as entrepreneurs. Through this lesson, students painted a clear picture of the economic and social wounds that unemployment brings forth, not only for the affected individual, but also for the government and society as a whole.

Carrying Out the Project

The students watched a film sequence of 2 minutes based on which they built a brainstorming. Some students presented their reflection on flipcharts, while others using *WiseMapping* on a Smart-TV. The key concepts, well thought out, were presented in PowerPoint. The explanatory material was accompanied by pictures and diagrams to encourage students of critical thinking, listening and speaking out.

Students' preparatory work on the topic, as well as the presentation on the flipchart of the objectives and conclusions helped with understanding of the theoretical concepts.

In order for all students to get engaged in achieving their learning outcomes, they were organized in small working groups of 4-5 members. Each group had different worksheets on the laptop. The presentation at the end of the work of each group encouraged discussions in the other groups as well.

At the end, the students completed a short test to see to what level the lesson learning outcomes were achieved. To ensure the lesson did not end in the classroom, to encourage critical thinking and to have the students working for the next lesson, I asked them to watch the movie "The Pursuit of Happiness". Students were supposed to write a reflective essay on the film if they believed that a negative phenomenon like unemployment can be battled. The essay had to be submitted to me via email.

Impact on Learning

The combination of technology with modern teaching methods had a positive impact on the students. Unemployment was addressed in a broader context. Students realized that avoiding unemployment is a vital element for the well-being of society and its development. Students understood that monitoring the unemployment rate and drafting stabilizing macroeconomic policies is a basic task of the government, but the individual can also use critical thinking to successfully solve unemployment.

8. Using Games as a Reflection Learning Instrument

School: "Kristo Isak", Berat
Teacher: Nertila Baçi
Subject: Entrepreneurial Behavior
Grade: XI

Learning Outcomes

By the end of the lesson, the student:

- Explains the concept of decision making;
- Implements the decision-making procedures for a real scenario;
- Analyses the decision-making procedures.

Context

Through this game-based lesson, students solved and analyzed various real problematic situations in group-decision-making. Game is a form of learning that gives students pleasure, enables them to create a structure, motivates students, helps create interactive social groups, and generates positive emotions.

The whole process is handled in analogy with a business, whose goal is to maximize the profit and to deal with the risk of competition.

Carrying Out the Project

Once the students get familiar with the issue and the learning outcomes, they open their Moodle accounts and watch a 2-minute tutorial video prepared with *powtoon*. The video is then discussed and students list the steps of the decision-making procedures using a diagram.

Then, the Dice game is played, following these steps:

First step: Students are dividend in 4 working groups and each group is named (A, B, C and D).

Second step: The game was played in three rounds. Each group selects a representative, who rolls the dice. The rolling of the dice is done in turns according to groups A, B, C, D. The dice was rolled every time the group decides for a round, for each rolling of the dice the points are collected. If the number of the rolled dice is 1, the points earned in the round are zeroed. The game is over for the group which decides not to play anymore.

Third step: Points earned are added up and the winner is announced. The winner receives a prize.

Students analyze how they made decisions in playing the game, as a form of self-assessment. Each group works on a flip chart, places them on the board and makes the presentation. Homework worksheets are distributed to students, asking to identify the advantages and disadvantages of group decision making.

Impact on Learning

The competencies that the student attains from playing the game are: groupwork, creating strategies for decision making, risk assessment and identification of different levels of risk. Play is an active form of learning that unites the mind, body and soul, relieves tension that is often caused by efforts to learn and achieve high results, students gain the ability to look through the issue at hand through different perspectives, to help, to collaborate, to participate and to solve problems. The most effective impact of this method is the shift of the classroom center from the teacher to the student.

9. Student's Portfolio in Moodle

School: "Tregtare", Vlorë
Teacher: Lorena Gjonçe
Subject: Mathematics
Grade: XI

Learning Outcomes

By the end of the lesson, the student:

- Identifies learning and multimedia materials (ppt);
- Integrates graphs and homework in the interactive classroom (Moodle Platform);
- Provides his /her peer-review for fellow students' portfolios;
- Evaluates own portfolio concerning integrating technology into the education process.

Context

Via the portfolio discussion and integration of technology in the education process students explore, discuss and navigate the internet in order to make the mathematics as attractive and useful as possible. This lesson summarizes all the tasks that students have worked on during the last quarter using the Moodle platform. Creating and interpreting graphs are tasks that students have worked on PowerPoint and downloaded on the platform, one of them being the project for drafting a business plan. Use of technology for the evaluation process of the portfolio via the platform, ensures the most effective integration for all students.

Carrying Out the Project

The students engaged in carrying out the tasks and projects of their portfolio, worked on the Moodle platform. Each student has his portfolio on a file. Each of them is evaluated for his/her file. Integration of technology in the education process helped students to work in groups helping each other to download materials and perform other tasks on the platform. The project, which is one of the main tasks of the portfolio, is a groupwork of the students. Uploading materials and project processing (in ppt) has ensured the participation of all students.

Implementation of a teaching hour is divided in phases

First phase: Throughout the semester students individually complete their file with materials and assignments, they also update their profile on the platform with these materials.

Second phase: Each student introduces and explains the creative assignments, research and project tasks, which has several stages and is done in groups, with each student having individual responsibilities.

Impact on Learning

The teacher evaluates the students based on the evaluation criteria, including bonuses in scores and grades, use of technology and peer assessment by fellow students. Engaging the students in the process of discussing and evaluating their portfolio helps them to better accomplish all the tasks and the whole project. The process extends over a period of three months, during which students process the materials in consultation with the teacher. The purpose of the portfolio, e.g., the rubrics, assignments and the project carried out by using the technology, helped the students to learn math in a more efficient way.

10. CISCO for ICT Students

School: Industrial “Pavarësia”, Vlorë
Teacher: Lorena File
Subject: Computer Networks
Grade: XII

Learning Outcomes

By the end of the lesson, the student:

- Describes the user interface and commands of a CISCO router;
- Describes the routing process and identifies static, dynamic and default routing types;
- Describes routing protocols, router booting sequence;
- Identifies RIP and IGRP protocols;
- Provides and restores the operating system and configuration of a CISCO router;
- Builds a logical computer network in CISCO

Context

Using the CISCO platform and the programs it offers such as Packet Tracer and CISCO Aspire, students are encouraged to search, discuss, create and configure different types of networks, aiming at attaining a more in-depth understanding of the connections and configurations of the equipment. As part of this chapter, students first analyze different scenarios depending on the needs of the client and the area or environment where the network is set up.

Carrying Out the Project

The class is divided in 3 working groups:

Group 1: design, using Autocad, the diagram for the computer network of a business;

Group 2: design, using Autocad, the diagram for the computer network of a school;

Group 3: design, using Autocad, the diagram for the computer network of a laboratory.

Other members of the groups identify the equipment needed and create the relevant documentation. Then, each student creates a network based on the previously designed diagram. Each of them makes the connections and configurations for computers, switches, routers, hubs, etc.

At the end of the assignment, the network connection is tested by sending e-mails from one computer to another. Some of the students answer customer calls at CISCO Aspire playing the role of a technician.

Impact on Learning

Students experience a real work situation using computer programs, which helps them increase self-confidence and learn to work in a team, a very significant professional skill for computer technicians. They understand the importance of planning and maintaining structured documentation as a necessity for decision-making at higher levels. Through role play, they simulate a real-life scenario, which puts them in the position of a CISCO technician, helping them to shape their vocational skills they need to serve customers efficiently.

11. Research as a Pedagogical Instrument

School: "Hamdi Bushati", Shkodër
Teacher: Ermira Mani
Subject: Introduction to Macroeconomics
Grade: XI

Learning Outcomes

By the end of the lesson, the student:

- Designs questionnaires based on the purpose of the study;
- Calculates the unemployment rate;
- Interprets unemployment results by presenting them graphically;
- Suggests solutions to alleviate the causes of unemployment;
- Collaborates in a group and assumes its responsibilities.

Context

Since the students need to use in practice the knowledge attained in theory, the project-based method has been chosen to carry out this process. This project intends to conduct a research in order to help students develop questionnaires and to interpret the information gathered from school students regarding the employment status of their family members. The information gathered is analyzed in different contexts and the students give their suggestions of how to improve the causes of unemployment and, consequently, their impact.

Carrying Out the Project

The students involved in the project are 11th grade students of Economy & Business. The project is divided into phases and for each phase the tasks, duration and responsible persons are defined. In the first phase "Designing the Questionnaire", the students design the questionnaire in such a way as to get the right information.

During the second phase "Data processing and entering the information in PPT", students collect and process the data according to their educational directions.

In the third phase "Project presentation and evaluation", students present findings of their study and

give their suggestions for improving the result.

Participants and groups of students involved in the project evaluated the presentations. For the presentation representatives from the community and the Municipality were also invited, who expressed their opinions about the research conducted by the students.

Impact on Learning

Through this project assignment, students not only learn important issues related to the subject of Microeconomics such as "Unemployment", but also try to conduct field research looking for facts and analyze the causes and effects of the unemployment in a country's economy while giving relevant suggestions for improving the situation. Also, collaboration within the group and quality and timing of data collection, processing and interpretation are important elements that were included in the evaluation.

12. Project-Based Learning

School: Industrial "Pavarësia" Vlorë
Teacher: Ing. Alba Qirjako
Subject: Use of Computer Software in Electrotechnics
Grade: XIII
Direction: Electrotechnics

Learning Outcomes

By the end of the lesson, the student:

- Analyzes the project of electrical scheme installation in a building;
- Correctly places and connects the elements with the conductors and with each other;
- Draws the scheme according to the requirements and checks if it is correctly done;
- Implements CAD standards for the construction of electrical circuits;
- Improves skills in solving real problems and takes responsibility for teamwork.

Context

Knowledge, skills and attitudes acquired during the theoretical studies regarding electrical circuits, wiring design and AutoCAD, should be used for making the final product.

This project aimed to integrate the knowledge gained by studying the topics of: "Electrotechnics and Measurement", "Project of an Electrical Installation", as well as the module: "Construction of Electrical Circuits"

The project was implemented in 24 teaching hours divided into 5 teaching days.

Carrying Out the Project

The task of the project:

- Design your building in any way you like; the only requirement is to meet the following minimum criteria.
 - Your building should have at least two rooms connected by an entrance and an outdoor lit space;
 - Your building must be at least 50 "x 30" x 30 ";

- Your building should have electrical circuits in which LED lamps are connected in different ways;
- Design the floor plan of the building using AutoCAD;
- Draw the electrical circuit of your building using AutoCAD electrical toolset.

The main steps of the Project were:

- Preparatory phase (initiative, drawings and project planning);
- Design the floor plan and electrical installations of the building in AutoCAD program;
- Preparing the model;
- Complete the electrical installations;
- Evaluation of the work;
- Reflection

Impact on Learning

During the implementation of this project, the tasks were elaborated in different groups. Each group took on the task according to their particular qualities and abilities.

Carrying out groupwork was also done outside of class hours, encouraging individual work. The professional competence to act was fostered through the strong link that exists between reality and practice. For carrying out the project the content from different subjects was integrated. Students were motivated in their work. The students collaborated with each other. The point of view of the group members was respected. Strong problem orientation fostered students' ability to solve problems as well as decision-making competence.

13. Implementation of a Project for Professional Improvement

School: “Hamdi Bushati”, Shkodër
Teacher: Enkeleda Lacej
Subject: Introduction to Entrepreneurship

Learning Outcomes

By the end of this workshop, the student:

- Explains the difference between an entrepreneur and an entrepreneurship;
- Identifies the differences between an entrepreneur and a manager;
- Lists the vital skills of an entrepreneur;
- Lists the qualities of a successful entrepreneur;
- Lists the meaning, functions, characteristics and competencies of an entrepreneur;
- Defines the vision, mission and goals of an entrepreneur;
- Analyzes the steps to be taken to create an enterprise;
- Analyzes the process of entrepreneurship development in current times;
- Explains the connection between entrepreneurship and the socio-economic aspect;
- Analyzes the relationship between entrepreneurship and human activity in economic and non-economic terms;
- Analyzes the causes of entrepreneurial failures.

Context

Entrepreneurship is an essential element for preparing vocational education students for their employment. Nevertheless, it is not always easy to understand which are the elements of successful entrepreneurship only by learning it in theory. Exploring some of the successful entrepreneurship models in the context of Albania, which has an unsustainable legal and social structure and lacks the historical context of individual entrepreneurship, helped students reflect on a personal level on their profession.

This workshop for entrepreneurship aimed at creating opportunities for exploring entrepreneurial businesses. Teachers and students of Economy & Business and Textile & Garment directions of the Hamdi Bushati school participated in it. This seminar was planned to have three sessions and took place in the workshop of a company.

The workshop also brought together business representatives, teachers and parents. Business representatives shared some of their best experiences, giving tips to participating students. Students

then worked on projects on the topics: "How to Become a Successful Entrepreneur" and "Entrepreneurial Skills".

Carrying Out the Project

To start with, the students have the opportunity to get to know successful cases of the entrepreneurship in the city of Shkodra as an opportunity for reflection, and also as an inspiration for the implementation of their project.

Then, students were divided into groups to collect data, which are important for the preparation of the project, for the development of the business plan and for having most accurate conception of work in the enterprise. The actors involved in the seminar supported the students to achieve their goals. Projects were presented to the public. This seminar encourages students through the use of many teaching methods such as: discussions, demonstration, sharing opinions, research, role play, independent practice, project work, groupwork, simulation and independent study.

Impact on Learning

The assessment of the students is carried out by the actors involved in the seminar, based on the following evaluation criteria:

- Collecting information on the invited entrepreneurs;
- Recording the results of each interview, making the relevant notes on the answers provided by the entrepreneurs;
- Ascertaining:
 - In which of the answers do their opinions match, and
 - In which of the answers their opinions are different or opposite;
- Identifying of the most prominent entrepreneurial qualities and skills from the interviews conducted;
- Reporting of the findings;
- Preparation of a summarizing matrix based on the final results of the groupwork;
- Discussing the results of the project and drawing conclusions;
- Presentation all the steps undertaken and project results on large sheets, which are displayed on the walls of the workshop.

This workshop helped students to understand the *information-knowledge-attitudes-skills* cycle. Students discussed challenges at the level of policies, laws and regulations; at the level of private sector

in the implementation of standards and regulations for a more successful enterprise and they developed a business plan and strategy for establishing a successful enterprise. During the seminar, students received quality contemporary information based on the context of their city. They can implement their ideas in workshop conditions. In this way, the *information-knowledge-attitudes-skills* cycle connects all the teaching disciplines and subjects with the practical application of the concepts. This seminar helped students reflect about their profile in the job market.

14. Game as an Incentive to Improve the Joy for Learning

School: Technical Electrical “Gjergj Canco”, Tiranë

Teacher: Jonida Haxhi

Subject: Electronics

Learning Outcomes

By the end of the lesson, the student:

- Draws diode's symbols;
- Defines the parameters of diodes;
- Understands how and when diodes can be used;
- Analyzes diodes based on respective catalogs.

Context

The teaching topic is the repetition of knowledge about diodes. In this lesson students clarify their knowledge about concepts of diodes, as important elements of an electronic circuits. The repetition of the knowledge is achieved by various games in order to memorize the concepts in long-term. Students have presented the symbols of a diode and their KVAs by different drawings (in color, on graph paper, etc.). Diode parameters have been analyzed by studying different diode catalogs. Online search has complemented the practical knowledge of the use of diodes.

Carrying Out the Project

Pantomime game

The class is divided into groups. Each group draws a diode on a A4 sheet. The sheets on which the students have drawn the diodes are collected and mixed. From each group one of the students is selected to pick one of the sheets. Then, he/she describe to the others the diode on the sheet selected by using pantomimes. His/her group should find what kind of diode it is, identify its parameters and draw its KVA on the board. The group which plays the game correctly and in the shortest time is the winning group. The winning group is given a prize.

“Owl Wedding” game

Students make a circle and place their right hand over the next fellow student's hand and the left hand

under his/her hand. Each student names a concept of the topic and claps the hand of the friend, so the game continues throughout the circle. Students who repeat a previously named concept or are late to name another concept leave the circle. After a student leaves the game, the game starts over from the beginning. The student who remains last wins the game. The winner is given a prize.

Impact on Learning

Repetition is necessary for memorizing important concepts, but it can be boring and students get easily tired by simply repeating the same concepts. Use of games is a different method of memorizing a topic concepts. Fun and games help memorizing concepts in an active way by retrieving information through a variety of conditions and effects. Adapting childhood games to assimilate concepts encourages students to have a positive stimulus by increasing their desire to be active. The game helps students build self-confidence, increase social skills and improve their time management skills.

15. Video as a Learning Instrument

School: “Kolin Gjoka”, Lezhë

Teacher: Meri Simoni

Subject: Apprenticeships

Learning Outcomes

By the end of the lesson, the student:

- Uses various sources and techniques to collect and use the information needed to complete the task.
- Respects the principles of teamwork and actively collaborates to achieve the objectives.
- Evaluates his/her fellow students and oneself based on the set criteria as a basis to improve own achievements.

Context

Hospitality & Tourism students have extensive experience in various businesses, which are diverse, often very advanced, but sometimes not in line with the concepts that students learn in vocational theoretical subjects. By collecting data in the field through videos on their mobile phones, students can present models, which are then discussed during the vocational theoretical subject classes, in order to reflect on best apprenticeships and to learn from possible shortcomings. The students have the opportunity to get exposed to the theoretical components of the course, but they do not always have the opportunity to experience them first hand in practice, as the business with whom the student has the apprenticeships contract may not provide all these services. An example is the laundry, which is only offered in large resorts. Students who have such experiences serve as experts for their classmates, introducing them specifically how the process is applied at the resort where they have their internship. Sharing experiences and discussing them in class helps students to gain a broader view and practical understanding of such processes.

Carrying Out the Project

Students are supported to plan what they are going to record, how they should process the videos to share with their classmates, how they should play the role of the expert in their field, and how to give and receive constructive feedback. This process extends throughout the academic year and is linked to vocational theoretical modules as needed. The teacher attentively and constantly encourages students to gather information continuously. The teacher also guides the process of structuring the information in order to determine the most important steps of the process.

Impact on Learning

Theoretical concepts learned from the subjects related to the educational direction are most effectively comprehended when accompanied by illustrations of real examples recorded by the students.

The vocational skills that a student demonstrates in the workplace are also shared with classmates using materials prepared by the student himself.

Behaviors and attitudes that the student displays during classroom activities such as the ability to work in group, the capability to moderate in front of an audience, etc., are used and improved throughout the learning process during the school year inside and outside the classroom.

Examples of the Best Cases of 2019

16. Use of Technology for Learning Albanian Language

School: "Gjergj Canco", Tiranë

Teacher: Fatjona Durollari

Subject: Albanian Language

Learning Outcomes

By the end of this project, the student:

- drafts a dictionary, explanatory-words of computer terms;
- uses his/her lexicographical knowledge to protect and enrich the Albanian language;
- provides the information needed to perform a lexicographical text;
- selects the necessary information;
- adapts the terms in the Albanian language;
- creates a practical guide, and sends it electronically;
- prepares a dictionary with correct Albanian terms.

Context

The Project for the students of twelfth grade is to draft a dictionary that explains the terms which are used in computer science. Since students are interested in information technology (ICT), this dictionary also was organized in an electronic form, created by them. At the beginning, they focused on the basic words and terms of the field and over time this dictionary will be enriched by adding other words. Students have tried to adapt words which do not have a clear explanation in Albanian, as they are borrowed from English. The fact that this dictionary comes in electronic form makes it not only easy to use, but also helpful for future generations who will choose the same field of study.

Carrying Out the Project

This project spreads out into two teaching hours. In the first lesson, the topic is introduced and students come up with ideas on how such a dictionary can be drafted in a simple electronic form. After listening and reviewing all the students' ideas we choose two ideas which the students themselves think are more accessible and also more interesting. Then, the class is divided into two groups, and each group chooses its leader who also made the final presentation.

Group 1- drafts a glossary of basic computer terms in a web form (WEB).

Group 2- drafts the same terms in an application form, which was accessible by a mobile phone. Since it is groupwork, students share the work within the group. Some work with selecting terms and explaining them, while others focused on editing and correcting words. For this project, students worked in the school laboratory.

Second teaching hour of the project is dedicated to the presentation of the final work. The presentation took place in the laboratory where students have access to computers. They are given time to review the material once more and complete the presentation. All saw the steps the students followed to make this dictionary come in two formats, web form and as a phone app. All the students, guided by the leaders of the respective group, tried to access this dictionary on their personal phones.

Impact on Learning

The use of technology in the subject of Albanian language makes a very positive impact on students. They focus as much as possible for their work to come out on a professional level. In addition to the knowledge of how to draft a dictionary in terms of lexicography and the correct and error-free spelling of the Albanian language, they also added information about computer programs. Students are evaluated for their ideas about how to present written materials in very interesting ways using the technology. Engagement of the students and harmony of groupwork, collaboration between groups and presentation of the final work make possible for everyone to learn and feel accomplished.

17. Cross-Curricular Project – An Electronic Cookbook with Summer Recipes

School: “Tregtare”, Vlorë
Teacher: Shpresa Gjergji
Subject: Foreign Language - English
Grade: IX, X, XI, XII

Learning project: A summer recipes e-cookbook / An electronic cookbook with summer recipes

Link with other subjects: history, geography, tourist guide, Albanian language, cuisine, restaurant, esthetics.

Learning Outcomes

By the end of the project, the student will be able to:

- Use English in the context of the profession;
- Develop social competencies, such as: collaboration, communication and groupwork;
- Improve computer skills through project implementation on a digital e-twinning platform;
- Increase knowledge on the cuisine from different cultures.

Context

The E-twinning platform (<https://www.etwinning.net>) is one of the most important projects of the European Commission, co-funded by Erasmus+. It provides a platform for the teaching staff working in a school in one of the European countries involved in the project to collaborate on a learning project through the use of the ICT. “Tregtare”/Business School and teacher Shpresa Gjergji are active members of this platform. The lead teacher searches and applies in e-twinning for a project. If the application is approved, the teacher discusses with the students to see who wants to get involved as a volunteer.

This project is carried out outside the program, in the afternoons or during the weekends. The program is approved by MoE and has its own diary and register. The assessment is made separately and the students are provided with a certificate from the E-twinning platform. This project was implemented in parallel at the “Tregtare” School and a high school in Poland.

The idea of publishing an e-cookbook in English was based on the extensive knowledge on cooking gained over the years. The project duration is 25 extracurricular hours, or two and a half months. To carry out this project, the teacher applied to be part of the project and, after approval, worked with students in groups to select recipes, design the cover of the book and create an e-cookbook with summer recipes and present it under the guide of a mentor and one of the leaders of the e-twinning platform.

Carrying Out the Project

Students are introduced to the topic of the project and how to become part of it by applying on the platform.

Based on the applications and preferences they have; they are divided into groups for continuing work. Students prepare their own recipes, using school resources, the internet, the kitchen, and the businesses in which they complete their apprenticeships.

Tasks are defined for each group and the students present and discuss the recipes in order to select the final recipes for the e-cookbook.

Each lesson focuses not only on the purposes of the course (English), but also discusses geographical and historical aspects related to the area in which the recipe was taken from.

During the last 2 hours the students present the final version of cookbook and are evaluated for their work. Meanwhile, with their appearance on e-Twinning, the students become participants in the competition.

Impact on Learning

Participation in the e-Twinning projects enables interdisciplinary learning, the development of collaboration skills, the promotion of creativity and the spirit of competition. In this way, students learn more naturally, developing self-confidence, fluency, communication and expanding their knowledge not only about the profession they are studying for, but also in English.

The Cookbook:

https://drive.google.com/file/d/1yXLGPDyfGLcwwcNBx2TE0vgXuv7rtGtx/view?fbclid=IwAR2pQIMccEZdQWhSJJdbyeQdeh_2OjXltx8pKBX-fHdQuwk7ewJOpKVQwFM

18. Apprenticeships – Enterprise Management Simulation

School: "Hamdi Bushati", Shkodër

Teacher: Arsela Gjylbegaj

Subject: Compulsory apprenticeships module – Practice Enterprise/Firm

Grade: XII

Direction: Economics

Learning Outcomes

By the end of the Practice module, the student covers the following professional concepts:

*. Planning of personnel

- Obtaining information from different sectors on their needs for personnel
- Analysis of requests from different sectors
- Identification of the needs for new staff
- Preparing summary forms

*. The advertisement for new openings

- Drafting the content of the ad according to the type of personnel needed
- Determining the documents that the candidates should submit
- Identification of the means through which the advertisement was made
- Preliminary calculation of advertising costs

*. New personnel recruitment procedures

- Receiving the applications
- Review of applications and selection of candidates
- Preparation of interviews by the selection commission
- Announcement of the selection results

***. Complete personnel recruitment procedures**

- Legislation on employment
- Drafting the employment contract
- Signing the employment contract by the parties
- Registration in the basic register of the company
- Registration with the employment office

***. Draft working plan for personnel development**

- Identification of the qualification needs at sector level

***. Identification of potential business clients**

- Preparation of formal documentation
- Maintaining contacts with potential clients
- Making sales
- Making sales on Web-shop

***. Identification of potential business suppliers and the analysis of existing suppliers**

- Establishing contacts with potential suppliers
- Conduct a study on suppliers' market
- Making purchases for the business

Creating and Promoting the Business Image

Context: For the compulsory apprenticeships module Practice Enterprise (PE), students work in groups throughout the school year. Students work in several sectors according to a rotation plan drafted by the teacher.

Carrying out the project: For the proper implementation of this module it is necessary to have the following facilities, equipment and materials:

- Office supply
- Various working documents, registers, forms from real enterprises
- Summary of legislation in the field of insurance

- Computers
- Printer
- Photocopy machine

(We at the Practice Enterprise (PE) have all the equipment and materials needed for the implementation of the module)

Impact on Learning

At the Practice Enterprise the students get familiar with all departments of the business.

- Personnel Department
- Sales Department
- Procurement/Purchasing Department
- Accounting Department
- Marketing Department

Presentation at the Fair

This year, the students of the Practice Enterprise participated in the PE Fair 2019 that took place in Prizren with the participation of 64 other PEs. They won the first place.

19. Use of mesovet.al Platform for The Subject of Mathematics

Schools: “Tregtare”, Vlorë
Teacher: Lorena Gjonçe
Subject: Mathematics (ICT)
Grade: X

Topic: Teaching methods on the [Mësovet.al](#) platform (Moodle virtual-interactive learning environment)

Learning Outcomes

By the end of the lesson, the student:

- Identifies teaching and multimedia materials (ppt);
- Identifies creative and research tasks for the blended learning;
- Integrates graphs and homework into interactive classroom. (Mesovet.al platform);
- Learns through entertainment through playing math games and quizzes;
- Gives opinions about other fellow students' portfolio;
- Gives his/her feedback about the organization of the lesson with the integration of technology in the teaching process (self-assessment).

Context

During this lesson (integration of technology in the teaching process) students search, discuss and navigate, in order to make the subject of mathematics as attractive and productive as possible.

This teaching class includes interactive videos explaining the lesson, summarizing all the tasks of the trimester on which the students have worked, collected and processed, including the interactive class, ICT (platform mesovet.al). Construction and interpretation of graphs are research tasks, which students have worked on PPT and uploaded on the platform as well as the project, drafting a business plan. The integration of technology in the process of portfolio evaluation via the platform engages all the students.

Carrying Out the Project

In order to have all students engaged in carrying out the tasks and rubrics of the lesson, they worked with illustrative videos and various games on the *Mesovet* platform. Students have also prepared their own portfolios on specific files. Each of them is evaluated for the personal file. The integration of technology into the interactive classroom engages all students working in groups helping each other to

upload materials and assignments on the platform. The project, which is one of the main assignments of the portfolio, was worked in groups by students. Managing the uploading of the project and processing it (in ppt) has enabled the engagement of all students.

This class is organized in three parts:

First part: Students are introduced to the topic of the lesson using the face-to-face modality, e.g., the teacher explains the lesson and works together with students on various exercises.

Second part: During the second part of the lesson, every student enters the *mesovet.al platform*, all students have access to the platform, and open various interactive video games and quizzes all related to the topic taught in the classroom during the first part. The inclusion of interactive methods in the lesson is an approach that engages all students, not only in the subject of mathematics, but also in other subjects.

Third part: The teacher has evaluated his/her students based on the evaluation criteria, including bonuses in points and grades, based on the use of technology and peer evaluation by fellow students.

Impact on Learning

The inclusion of all students in the process of discussion and evaluation of the lesson and the student portfolio helps them to better accomplish all tasks, assignments and the project. The whole process is carried out over a trimester; the students process the data in different stages in consultation with their teacher. The purpose of the interactive learning, preparation of the portfolio, e.g., rubrics, tasks, project, with the support of technology, came to the aid of the students for a more efficient learning of the mathematics.

20. Building Graphs of the Math Functions with The Use of Software (ICT)

School: Technical Electrical 'Gjergj Canco', Tiranë

Teacher: Ersuela Spari

Subject: Mathematics

Learning Outcomes

By the end of the lesson, the student:

- Identifies the types of functions from the graphical presentation;
- Builds graphs in the coordinate plane;
- Graphically solves equations containing functions of quadratic, tertiary, and oblique proportions;
- Creates and processes various graphical elements using contemporary applications.

Context

This lesson aims at encouraging all students to get engaged in discussions, research, analysis and learning by solving various scenarios with focus on the graphics of the functions. The purpose of this lesson is to bring to the attention of the students how to build graphics with the help of various computer programs. The inclusion of technology ensures a more effective assimilation of knowledge.

Carrying Out the Project

Mathematical functions are the rules of mathematics applied in our daily lives. Math functions help us to design apparatuses and technologies that predict natural disasters, cure diseases, understand economics, and so on. Functions can take data from many variables, but at the end they give a unique conclusion of that function. The relation f with the start set X and the end set Y , is called the function where each element X is associated with only one element of Y . The graph of a function are all points of the plane $(X; f(X))$.

Graphic is a type of information that represents a table of numbers and data organized in a curve or other visual forms. Students have received necessary information about the functions. They can identify the types of functions from their general shape and they can show what the graph of this function looks like in the coordinate plane and the line name. Students are divided into groups of four students and are asked to study the graph (its properties and what curve it represents). Each group studied a function. After finding the properties and what the curve represents, students start building a graph by means of a computer software. Each group builds the graph of the function by assigning values to the variables X and Y . The program automatically constructs the graph of the function. In the next stage the neighboring groups exchange their graphs and thus each of them builds two graphs in a coordinate plane.

Impact on Learning

The use of ICT brings students closer to mathematics. The lesson becomes more tangible and the interest is higher. During this class, we exchanged information and the students interacted among each other and with the teacher, as ICT is the field of their studies. The students brought to class a variety of programs for this lesson. Students are evaluated for their work in groups, for the quality of their explanations and discussions about the collected information and conclusions, for their articulation, as well as for their contribution to the completion of the assignment. Practical actions and groupwork of students revealed their individual responsibility, commitment and involvement of students in order to accomplish the assignment.

21. Cross-Curricular Project - Drafting an Itinerary for Local Guides

School:	“Tregtare”, Vlorë
Teachers:	Velide Llanaj; Edlira Brahimi; Orieta Boraku; Irida Selmanaj; Marsida Danaj; Nexhmie Gjondeda; Dorina Nikaj.
Subject:	Tourist Guide
Grade:	XII
Direction:	Hospitality & Tourism
Profile:	Touristic Guide

Learning Outcomes

By the end of this project, the student:

- Prepares and presents information about the tourist places included in the tourist itinerary;
- Identifies, lists and promotes the tourist destinations of Vlora Region;
- Designs the web page according to the purpose of a tourist guide and builds social networks in function of his professional profile;
- Designs digital materials for the purpose of the tourist guide;
- Applies and uses the knowledge attained from the general subject of History & Geography of Albania, in the function of his/her profession;
- Improves knowledge of English and Italian language;
- Demonstrates courage and entrepreneurial skills for his future;
- Observes the principles of groupwork and actively collaborates in achieving the accepted objectives;
- Evaluates fellow students and self-evaluates based on clear and measurable criteria, as a basis to improve and advance own achievements.

Context

Through this project the students were encouraged to search, create, discuss, analyze, guess, implement and promote tourist itineraries for the local guides in Vlora Region; including all attractive tourist destinations, in order to gain a broader understanding of the profile of a tourist guide and become proficient in this profession.

Carrying out the Project

To help students understand the importance of the knowledge and skills needed in this profile, students

should work in groups and follow several steps.

Group 1: Identify the tourist destinations and plan respective itineraries.

Group 2: Contribute with its *historical-geographical-cultural knowledge*.

Group 3: Use foreign languages. The materials developed for tourist guides would be in English, and in Italian, that the students learn in school.

Group 4: Walking the itinerary in the field.

Group 5: Presentation and promotion of the final product prepared by students.

Group 6: ICT, which deals with building web sites and social networks to promote their work and all related products.

Impact on Learning

This project helps students to use their knowledge gained from a number of subjects, such as "Our cultural and historical-natural heritage"; "History and Geography of Vlora Region and its culture", the theory of "Tourist Guide", "ICT", "English and Italian languages", "Albanian Language and Literature". It encourages them to improve their communication as a requirement of the practical module "Effective Communication" as it is crucial for the presentation and promotion of the itineraries prepared by them.

22. Educational Activities in Function of Gender Equality Awareness

School: Technical-Electrical "Gjergj Canco", Trianë

Teacher: Besa Marku

Learning Outcomes

Breaking gender -stereotype that some classroom tasks are work for girls and that boys cannot / should not do them.

Context

As a class teacher of the grade 11-5, Electronic direction, since the beginning of this academic year, I noticed the mindset of general lack of responsibility to keep the classroom orderly and clean as well as the lack of desire to get involved. When discussing with my students why the classroom was unclean and in such poor condition I was often told "This is how everyone throws stuff around" or "I do not pick up that trash from the floor because I did not throw it". Even more challenging was the answer, "Why me, why am I the one to collect the scattered trash/pieces of paper?!"

Carrying Out the Project

To start changing the situation was not an easy mission. I knew that only with my words the attempt would be in vain. I was convinced that a good portion of the students, deep inside, wanted to keep a common environment clean and neat, but some of them were under pressure not to do so merely for the sake of appearance, or to avoid being labeled by their classmates. Then I thought of doing something unusual for them: To do it myself! When I asked them to take a 5-minute break to collect what was thrown on the floor and some of the students objected to me, then I calmly replied "I am not asking you to do it because I cannot do it myself, I am asking because this is our classroom and all together we have to clean it up." And, I started to collect trash and to put in order things scattered around.

I used this method intending to set an example for them, of a model teacher, who instead of using coercion at all costs, chose to side with the students.

Impact on Learning

Changes came in no time. To make the initiative even more real, we also prepared a cleaning-timetable with the names of the students "responsible" for cleaning on a given day. Students adapted very quickly. Now the classroom is hardly in disorder, but even when that happens, it is enough to point out to them what I have identified and they are ready to fix it. I am not talking here only about "men" tasks such as repairing the door lock or the teacher's chair, but also about those tasks considered "for girls" such as

cleaning the classroom, cleaning the table in the kitchen (where they can be easily noticed by fellow students of other classes) or even arranging and washing the curtains of the classroom. In addition, it feels good to often get compliments by other teachers and cleaning staff about how clean and neat our classroom is kept.

23. Learning Through Practical Challenge Guided by Theory

School: "Kolin Gjoka", Lezhë

Teacher: Adriana Prenga

Subject: Aesthetics and special services in the bars and restaurants

Learning Outcomes

By the end of the lesson, the student:

- Describes the steps for preparation of a buffet;
- Calculates the amount of food required depending on the type of activity and the number of guests;
- Selects the shape of the dishes according to the type of the buffet;
- Places and arranges the dishes based on the type of the buffet.

Context

This course is part of vocational theory courses for the Profile of "Cooking- Confectionery" in the field of Hospitality-Tourism. The course "Aesthetics and special services in bars and restaurants" has the following main goals:

- ✓ Identification of different types of accessories that can be used for decorations in restaurant and bar halls/entrances, for the decoration of food buffets, tables, dishes and drinks.
- ✓ Drawing plans of table/room set up for different activities in which food buffet is served, etc.
- ✓ Observation of the instructions for artistic organization such as shapes, colors for the set up and decoration of the room, dishes, etc.

Is very difficult for this subject to be taught only theoretically, without combining it with practice. Taking into account this fact, it is necessary that in the initial planning practical activities as per the specific topic are also included.

For the implementation of this process, the following are needed:

- ✓ Convenient and / or adjustable premises.
- ✓ Appropriate tools and conditions for carrying out activities.
- ✓ Students' engagement (responsible, motivated, cooperative, etc.)

- ✓ Concrete models and examples that have been carried out in practice.

I continue with the presentation of a topic (90 minutes) with focus on the integration of theory with practice, using blended learning.

Carrying out the project: Practical Groupwork

Topic 15: Preparation of the menu and setting up dishes for a food buffet

Practical Work: **SYSTEM OF SETTING UP DISHES IN A FOOD BUFFET (90 minutes)**

Steps to be followed:

1. Organization of groupwork: (2 groups of 4 students). Selection of a group leader and division of tasks to accomplish the work according to the instructions	15 min
2. Selection of dishes and cutlery according to the type of activity	5 min
3. Arrangement of dishes and the cutlery	10 min
4. Preparing a “ <i>Finger-Food</i> ” buffet (decoration as per the creativity of the students).	20 min
5. Presentation of groupwork.	10 +10 min
6. Self-evaluation and feedback or suggestions from the fellow students	10 min
7. Teacher’s feedback on students: <div style="margin-left: 40px;"> K – Knowledge A - Attitude S - Skills </div>	10 min

Impact on Learning

- ✓ Motivation (students are the protagonists and have an important role in this process);
- ✓ Ability to assume responsibility (physical and emotional commitment in performing various tasks);
- ✓ Ability to work in a group/team;
- ✓ Collaboration student -teacher - business, etc.;
- ✓ Integration of theory with practice;
- ✓ Work-based learning;
- ✓ Evaluation and self-evaluation based on fair criteria as a basis for improving and advancing own achievements;
- ✓ Fostering inner potential in constant search for new, more effective and efficient solutions.

24. Games and Practical Work as an Incentive to Encourage Love for Learning: "Energy and Its Forms"

School: Technical- Electrical "Gjergj Canco", Tiranë

Teacher: Luiza Gjinollari

Subject: Physics

Learning Outcomes

Upon conclusion of this lesson, the student:

- Defines energy and its unit;
- Identifies the forms of energy;
- Describes energy conversions;
- Observes the energy conservation law.

Context

Students need to understand that energy is one of the basic elements of the universe without which nothing can be done. Every day the sun brings us energy to the earth (thermal and light). Energy is defined as the ability to do work; it is the reason why things happen around us.

- Without energy there is no lighting;
- Without energy vehicles cannot work, without energy we cannot even walk or ride a bicycle;
- Without energy we cannot cook;
- Without energy we cannot watch TV, listen to music or spend time online;
- Without energy there is no industry. Factories cannot work, the same goes for agriculture.

Through games and the practical application of energy production and transformation, students are given the opportunity to use in practice the energy.

Carrying Out the Project

Crossword puzzle game

The class is divided into three groups and each group is given a crossword puzzle to solve. The crossword puzzle is constructed using words from the energy chapter and consists of finding the words and definitions given in the form of a questionnaire. If the crossword puzzle is correctly done, a keyword is revealed, which is also the prize that is awarded to the winning group. The group that finishes first and has solved the crossword correctly is the winning group.

Practical work: "four in one "

Students have prepared electrical circuits with various elements such as batteries, light bulbs, electric motors. An AA battery is connected in a simple circuit to an electric motor and a lamp. The chemical energy of the battery is converted into electricity in the circuit, which is converted into kinetic energy in the electric motor and in light energy in the lamp.

Impact on Learning

Using the game (crossword puzzle) is a different form of encouraging students to learn energy terminology correctly. Crossword puzzles help the learner to memorize accurate and correct definitions of the keywords of a specific topic. Dividing students into working groups prompts the spirit of competition while solving the crossword puzzle quickly stimulates the feeling of victory.

While performing practical work, students understand how to use and transform energy through experiments, they are able to understand the benefits that come in everyday life using the property of energy transformation.

25. The Importance of General Subjects Preparing the Students as Healthy Nutrition Specialists

School: "Tregtare", Vlorë
Teachers: Marsida Danaj, Orieta Boraku, Zinete Bejtaj
Subjects: Chemistry; Mathematics; Food and Beverages
Grade: XI

Learning Outcomes

By the end of the lesson, the students:

- reach a compromise among each other regarding the phrase "to eat healthily";
- select different 24-hour recipes;
- calculate the nutrition value of the selected recipes;
- determine the impact of different components on the human body;
- analyze the importance of food for the body;
- self-evaluate their work and peer assess the work of their school mates.

Context

This cross-curricular project encourages the students to search, discuss and guess, in order to achieve a clearer understanding of healthy living. As part of this cross-curricular project, students scrutinize and link the knowledge learned in general education subjects with the knowledge attained in vocational education subjects, prepare different menus and calculate their energy values (calorific), analyze the ingredients of the foods and their impact on the body, cook the recipes while maintaining healthy cooking parameters and serve it esthetically.

Carrying Out the Project

A) Activities of the subject: Food and Beverages

1. Preparation of a daily menu (24 hours)
2. List of ingredients
3. Measurement for each ingredient
4. Cooking each food

B) Activities of the subject: Chemistry

1. Specifying the ingredients for each dish
 - carbohydrates, fats, amino acids, proteins
2. Analysis: What is the impact of these ingredients on the body?
3. When we want to get fewer calories, which foods should we eliminate?
4. What effects do these eliminations have on the body? Does the elimination or inclusion of certain ingredients, for a balanced diet, affect our health?
5. What is a **balanced diet**? What parameters make the diet best for the body?

C) Activities of the subject: Mathematics

1. Calculate the nutritional values
2. Analyze the necessary calories for certain interest groups, such as: athletes, workers, students
3. Construct a statistical description of the study, according to groups and orientation to a balanced diet.

The class is divided into groups at random. The groups are reformed during the project, in order to help them learn from the each-other's expertise.

Impact on Learning

Students of grade XI of Hospitality & Tourism through this cross-curricular project understand how important the subjects of general education and especially chemistry and mathematics are in their training as healthy nutrition specialist. They also understand that mathematics and chemistry are enjoyable when applied in practice. Applying the knowledge and competencies learned in chemistry and mathematics makes a student not only a chef, but also a good nutritionist and a specialist, which is in demand on the labor market.

26. Learning the Albanian Language in Support of the Profession

School: Kristo Isak, Berat
Teacher: Dhurata Gojka
Subject: Albanian Language
Grade: X

Learning Outcomes

By the end of the lesson, the student:

- defines a demonstrative sentence;
- determines the order of words in a demonstrative sentence;
- identifies the intonation in a demonstrative sentence;
- classifies demonstrative sentences according to the modality they express.

Context

During this lesson students recall their knowledge about the sentence in general and about demonstrative sentence in particular. They encouraged to distinguish, define and use demonstrative sentences in texts compiled for different purposes. They understand the order of the words in the sentence and the use of punctuation marks as appropriate. The selected text highlights features of the demonstrative sentence.

This lesson is taught to the students of four 10th grade student classes of different profiles, where the level of students is definitely different, but what I must emphasize is the fact that the students sometimes lack interest in the subject, saying that just a passing grade is enough. Moreover, the textbook is adapted from the high school textbook which has twice the amount of time allocated to the concepts.

Carrying Out the Project

The lesson begins with a conversation about Mark Zuckerberg, the magnate of information technology. The students then read the text in the book and they select the most impressive sentences. In the two-part diary they write down the types of sentences. Using brainstorming, the students exchange everything they know about a sentence and their thoughts are presented on the whiteboard. The text is read again for more information. Students are given some words related to their profession and are asked to compose a text of 8-10 sentences. Then, the same exercise continues in pairs, so that the students have the opportunity to share ideas with each other. One student from each pair presents what they have written. Students are evaluated for their commitment, how they have reached the objectives, for collaboration in groups and pairs, as well as for how they presented the information.

Impact on Learning

The application of pedagogical principles, such as: the transition from the known to the unknown, from the easiest to the most difficult, makes students have an original approach to the information they receive, such as the use of the demonstrative sentence, the order of words in sentences and writing a text. With simple techniques, students are encouraged to create original texts that are used for different purposes. It is important that everyone is faced with a creative work situation and this helps them in their profession too.