

LTT3 Report

Monday – Administration Day

The first day of the LTT3 in Terrassa was dedicated to administrative work and collaborative reflection among all project partners. The participants were warmly welcomed by the students of Escola Sant Josep, who performed traditional Catalan dances, creating a friendly and authentic introduction to the local culture.



After the welcome, we were guided on a tour around the school, where we had the opportunity to observe the different learning spaces, teaching methodologies, and educational environments implemented at the school. The visit allowed participants to better understand how the school organizes learning processes and promotes innovative educational practices.

Later, the administration meeting focused on analyzing the work carried out so far within the project. The university partners presented their ongoing research related to the operationalization of theory and the comparison of curricula. Together, we reflected on the comparative framework, discussing possible improvements, identifying potential mistakes, and providing constructive feedback on the work completed up to this point.

The consortium also reviewed the interim report collaboratively, working in two language groups, English and German, to facilitate discussion and revision.

At lunchtime, the school kindly offered traditional Spanish food, including croquettes and Spanish omelette (“tortilla de patatas”), which participants greatly enjoyed.

In the afternoon, participants visited several “ambients” workshops organized for early childhood education students, including P3 Art, P4 Science, and P5 Building Technology. The day concluded with further work on the interim report and the consolidation of the feedback discussed throughout the sessions.

Tuesday—Technology and Institutional Visit

The second day began with a hands-on technology workshop organized together with 4th grade students. Working alongside the children, participants built a small paper fan powered by a motor and a battery. This practical activity encouraged creativity, teamwork, and problem-solving while demonstrating how technology and engineering concepts can be introduced through simple and engaging experiences.

Later, we attended a presentation about Lab 06 from the University of Manresa, an educational initiative focused on fostering fascination for science from a very early age. The session highlighted the importance of sensory exploration, curiosity, and self-directed learning in children’s scientific development. The approach presented by the Lab

emphasized experimentation and discovery as key elements for meaningful learning in science education.



At midday, all participants had lunch together in the Sant Josep school, enjoying the opportunity to continue exchanging ideas in an informal environment and to experience the atmosphere of the city.

In the afternoon, we visited the Town Hall of Terrassa for an institutional reception. During the visit, participants learned more about the city and its commitment to education and international collaboration, strengthening the connection between the project and the local

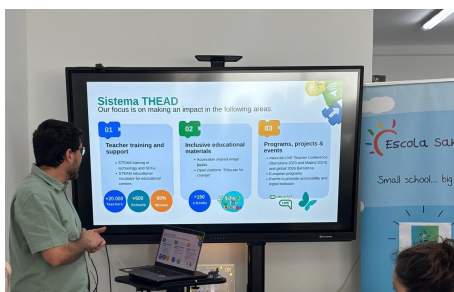
community.

Wednesday – Radio Interview and Learning Units Feedback

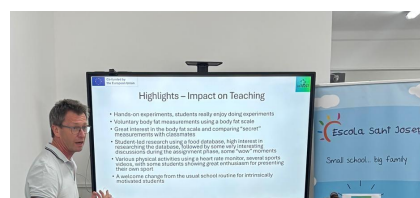
The third day started with a very special activity organized by the oldest students of the school, who interviewed the project participants for their English-language radio program. The students did an outstanding job preparing and conducting the interviews, showing excellent communication skills, confidence, and enthusiasm throughout the session.



Afterward, we attended a presentation about Tactile Scratch, an innovative educational tool designed to introduce programming and computational thinking in an inclusive and accessible way. The session explained how the tool can be used with very young learners, students with visual impairments, and also secondary school students, who can contribute by designing and creating their own characters and ideas for projects. The presentation highlighted the importance of accessibility, creativity, and collaboration in technology education.



Later in the day, all partners presented their different Units of Learning developed within the project. Each group shared its ideas, methodologies, and implementation plans, followed by collaborative feedback sessions where participants exchanged suggestions and reflections to improve the learning units. These discussions created a productive environment of cooperation and professional learning among all partners.



Thursday—Barcelona Cultural Visit and Project Workshops

On Thursday, the participants travelled to Barcelona for a cultural and educational visit guided by Dani, who introduced us to the architectural and artistic legacy of Antoni Gaudí. During the tour, we visited some of the most iconic modernist landmarks of the city, including Casa Batlló, Casa Milà and Sagrada Família. Throughout the visit, participants learned more about Catalan Modernism, Gaudí's creative vision, and the cultural identity of Barcelona.

After lunch in the city center, the group continued the afternoon session in a meeting room at a hotel in central Barcelona.



During the working sessions, Loukas presented the results of the student questionnaires from the different participating countries. Overall, the feedback was positive, with particularly encouraging results from primary education students, although some differences between primary and secondary levels were discussed and analysed.



Later, Matthias led a workshop focused on “making” as a didactic concept, exploring how hands-on construction activities can support meaningful learning and creativity in the classroom. Following this session, Jessica and Matthias guided a practical workshop in which participants built small machines using paper straws, plastic connectors, and Micro:bit boards. The activity combined engineering, computational thinking, and collaborative problem-solving in an engaging and practical way.

The consortium also reviewed the templates and documentation related to the Units of Learning that teachers will later implement in their schools. To conclude the day, participants began preparing the next multiplier event, which will take place in Neusiedl am See, discussing organization, dissemination, and future project activities.

The day concluded with a farewell dinner at a traditional Galician restaurant in the Paral·lel district of Barcelona. It was a pleasant and relaxed moment to celebrate the final evening of the LTT3 together, share experiences from the week, and strengthen the connections among all project partners before the closing sessions of the mobility programme.

Friday – Visit to CosmoCaixa and Closing of the LTT3

On the final day of the LTT3, participants visited CosmoCaixa, the science museum of Barcelona. We took part in a guided tour through the museum, where we received fascinating explanations related to physics, biology, and the origin of the earth. The visit offered many inspiring examples of how



science can be presented in an interactive and engaging way for learners of all ages.

After the guided tour, participants had time to explore the Flooded Forest exhibition independently, observing in greater detail some of the elements and experiments that had impressed us the most during the visit.

To conclude the mobility, all participants completed the satisfaction questionnaires and shared final reflections about the experience. The LTT3 ended with a warm farewell, marking the end of an intense and enriching week of collaboration, learning, and cultural exchange, while looking forward to meeting again at the next project event.

