STUDENT GUIDE: A PROPOSAL

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Abstract
SUPERCOMET Family of Leonardo Projects constitutes a coherent approach for improving continuous vocational training in-service and pre-service)teacher training on a European level. Building on the results of the SUPERCOMET (SC) and SUPERCOMET 2 (SC2) projects, MOSEM runs from 2007 until 2010.

MOSEM offers participating schools and teachers a collection of simple, thought-provoking tabletop physics experiments. Electronic and printed support materials use text, videos and animations to raise the user's curiosity. Investigating the encountered phenomenon and doing own research with the provided materials and other sources improves motivation and learning. The project builds on many previous Leonardo and other EU projects, most notably the SC2 project. From the team of Murcia (Spain), it was interesting the development of multimedia materials and the translation of the Teacher Guide. Student Guide is a proposal to improve motivation and collaborative learning, actually.

1. About the Student Guide

By convention there is color,
By convention sweetness,
By convention bitterness,
But in reality there are atoms and space.

Democritus (c. 400 BCE)

Cultural considerations necessarily leads to questions about coding in the transmitting and receiving information, as well as culture of the issuer and the receiver while an agreement is needed. This agreement ensures that meaning of the teaching content arrive in the right line. The receiver can't discard their culture, an internal factor, mental (Hall, 1977; Cole, 1996). Culture is an irrational force and it lies in the way in which we understand and accept how individual's minds work (Hall, 1977).

This approach was studied in Martínez (1995) to differentiate between personal culture, group, social and supracultural culture or media culture, Hall (1959) and Cole (1996) to recognize that culture is an internal factor, the person's mental and influence the relationship between artifact-person-environment; Martínez and Prendes (2003) to differentiate between the networks education and networking for education as the last generation of more flexible modes of education and a multitude of environments, and Martínez (Martínez and Prendes, 2004) focusing on the needs of students and teachers in cyberspace and placing interculturality as a priority feature.

Assuming these considerations, description of the agenda/diary is done managed by the "Educational Multimedia Evaluation Tool" (Martínez, et.al, 2002; SIMPLICATUS, 2008). We attend: 1) Cover 2) Identification; 3) Schedules and calendars; 4) Units of work, 5) Contacts and Dedications.

The resource comes from the University Volunteer Service with Children and Adolescents Children's Area of the Department of Social Welfare and Equality of the Municipality of Murcia (Spain). It was elaborated by Araceli Alcaraz Ramon, Miguel Angel Franco Dana and Mª José Sánchez Mirete (figure 1). It was illustrated by Tey Teng Chuan (Alcaraz, 2008). The objective of the school agenda/diary was to support the educational work conducted on volunteers under collaboration agreement between the City of Murcia and University of Murcia, in that time.
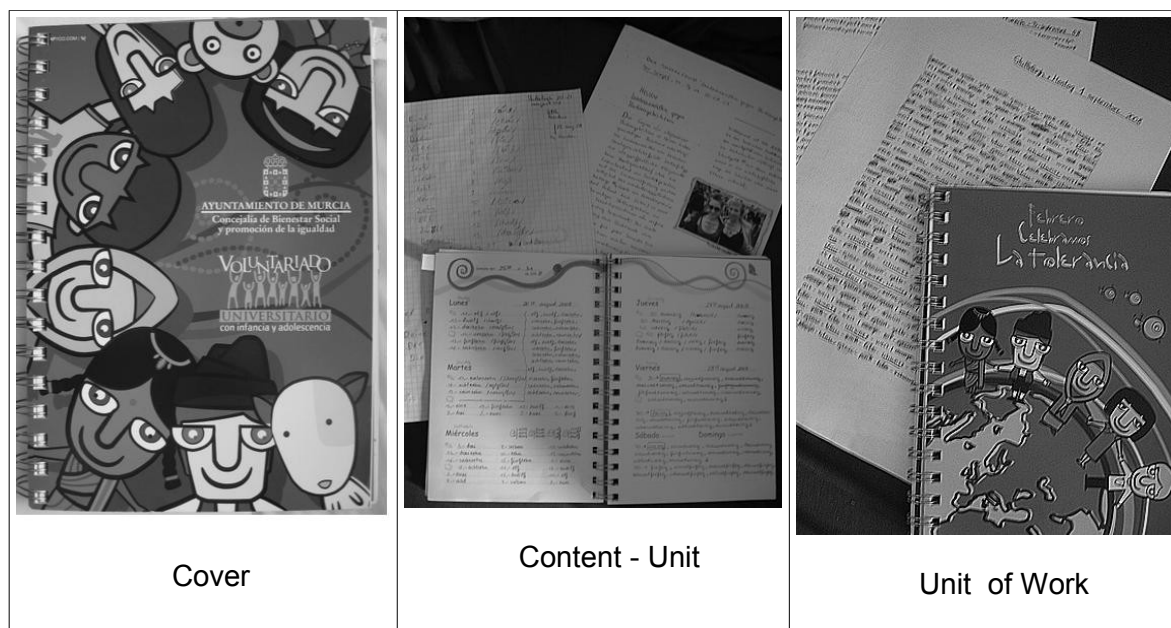
| Cover | Content - Unit | Unit of Work |

Figure 1: Student Guide's proposal. Ideas

1.1. *Discussion*

Below we focus in the environment which student guide was applied between august -2008 to march-2009. After that, we focus these activities inside methods to active learning taking SC2 teacher guide (Engstrøm, 2007 et. al.) as a source to describe learning in practice, considering collaborative work. Finally, the adjustments from school agenda to the student guide as a proposal to MOSEM ² .

Environment in which Student Guide was applied and collaborative work as result

School guide was applyed for 1 volunteer (woman) analyzing bases of the project IE-2006-14 (European Union, EVS programs). One actual example of this program can be revised in http://ec.europa.eu/youth/evs/aod/hei_form_en.cfm?EID=38000219781 from Cork (2009-IE-18). Be a volunteer means different thinks. Goals and aims from volunteers are as different nature as local volunteer, European Volunteer Service (EVS here to below) or other programs from America (example: ATLANTIS) and Europe as well (examples: *Zivildienst* or *Freiwillig Sociales Jahr* in Germany).

Active Learning taking Student Guide as a resource

According with Bonwell and Eison (1991: 2) "strategies promoting active learning are defined as instructional activities involving students in doing things and thinking about what they are doing". Active learning, a form of democratic education, means several models of instruction with the focus in learning on learners. Teaching methods to active learning used in this time were published in the Teacher Guide of SC2 (Engstrøm et.al, 2007). Methods are Quiz, A/B Activities, Mind map, Construction of Knowledge, Rotating corners and Lab experts.

Adjustments from School Agenda to the Student Guide as a proposal beside MOSEM ²

Structure of the agenda evaluated is useful, however some aspects of Physics Education must be included. These considerations give the sense to speak about a student guide inside MOSEM ². By the process of work, adaptations are recommended.

About 1) Cover: The cover recognizes the context where the school diary was created and the aims of the resource. The understanding for the user was motivation to the job. About 2) Identification: In the section on the identification, student must to write: 2.1) personal data such as name, e-mail, allergic and telephone number. It could be necessary include the item "special needs" as "Allergic/special needs" and/or delete "allergic". About 3) Schedules and Calendars: Schedules and calendars section has five pages devoted to school hours, calendar, planning of student staff, forecasts for the first and second semester. It was not used by the user. However, in

different times was necessary look for a calendar to write about any particular event or week. About 4) Units of Work: Units of work are collected by months from January to December. This lineal redaction is common in book. However, user starts the learning in august, so every unit adapted the month. In other words, in January was August, in February was September and so on. To do that, first of all, the user revised all the units to: a) remember the topics and b) remember the dates of that topic. In the guide can be useful offer an initial mapping of the units of work. About 5) Contacts and Dedications: In the fifth month was opened a section "References" at the end, after Dedications. In that space, user noted about books and manuals to improve the job every day.

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Credits

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