

# Best practice example

## *Atlantbib-Small Nordic Subject Books*

### NMR Priority: Nordic languages

<b>Target group(s)</b>	: Primary school	<b>Project period</b>	: 2015-2017
<b>Sector(s)</b>	: School	<b>Allocated grant</b>	: 30.790 €
<b>Programme</b>	: Nordplus Nordic Languages	<b>Web references</b>	: <a href="http://www.atlantbib.org">http://www.atlantbib.org</a>
<b>Project type</b>	: Development project		

<b>Project coordinator</b>	: Vonsild School Kolding (DK)
<b>Partners</b>	: Gullbrandstorp (SE) Frosakulls School (SE) Tanem Oppvekstsenter (NO) Skúlin við Streymin (ex-Nordskála Island School (FO))
<b>For more, contact</b>	: Stefan Áge Hardonk, +45 4233 7841, <a href="mailto:snskole@gmail.com">snskole@gmail.com</a> , <a href="mailto:info@atlantbib.org">info@atlantbib.org</a>

### Project summary

The projects aim is to produce several mini textbooks on a lot of different subjects. About animals, history, nature etc. One chooses e.g. a book in Danish, about Danish geography by using a flag to choose the language. If the book is available in all Nordic languages then all the Nordic flags will appear next to the book. Eventually all books will also have a sound effects.

The reading is going to be done in the book's original language. To keep the costs down, students write and record books in close dialogue with participating teachers from three Nordic countries. The project leader is Danish but there are four teachers involved, reading tutors and school librarians from Denmark, Sweden and Faroe Islands. The leaders are helping to secure process time and economic aspects and to create closer cooperation on several levels between the schools.

With the textbook portal the Nordic schools have an accessible tool for teaching Nordic language and culture in an innovative way.

### Project results

This project has produced several mini textbook portals available on the net for 1st - 3rd grade students. The books are simple, with pictures, low readability index, and content with a Nordic theme. The books have been translated into Norwegian, Danish and Swedish and some have also been translated into Icelandic and Faroese. Some also have been claimed with sound. This tool is it's first on the market now - and it is free.

# Best practice example

## *Taleboblen – The speech bubble*

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### NMR Priority: Scandinavian languages (Swedish, Norwegian, Danish)

<b>Target group(s)</b> *	:	Pupils and teachers	<b>Project period</b>	:	2014-2016
<b>Sector(s)</b> *	:	Pre primary school	<b>Allocated grant</b>	:	58 000 €
<b>Nordplus Program</b>	:	Nordplus Nordic Languages	<b>Web references</b>	:	<a href="http://www.visnakker.no/">http://www.visnakker.no/</a>
<b>Project type</b> *	:	Development project			

<b>Project coordinator (2014)</b>	:	(GL)
<b>Partners</b>	:	Malmö University (SE), Telemark University College (NO), University College Lillebælt (DK), University of Iceland (IS), University of Oulu (FI), University of the Faroe Islands (FO)
<b>For more, contact</b>	:	Ane Fleischer, +299 55 11 60, <a href="mailto:afl@teachnet.gl">afl@teachnet.gl</a>

### Project summary

Álka is a Nordic network within the area of teacher training with a special focus on natural sciences. The network is still active in Nordplus. During this project period, Álka was granted from mobility, an intensive course and network activities. The goal for the course was to enhance the knowledge of teacher students in how to plan the teaching in climate change and natural resources for school children. In addition a grant was given for the development of the network's web page.

### Project results

Student/teacher mobility during academic year 2012-13: 12 students on study exchange (express), 5 teachers on teaching exchange. 30 students and 14 teachers participated in the course which was arranged in Greenland. The web page was developed e.g. with a new database.

Dissemination: teaching material created during the course is used in partner institutions' ordinary teaching, presentations of experiences in several seminars and conferences both in the Nordic countries and Europe.

## Lists

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\* See lists

# Best practice example

## *Linking Schools, NGOs and Enterprises into a Network of Entrepreneurship Education*

### Entrepreneurship | Teacher training

<b>Target group(s)*</b>	: Write target groups here	<b>Project period</b>	: 2013-2014
<b>Sector(s)*</b>	: NGO, upper secondary, vocational training, adult learning, private sector	<b>Allocated grant</b>	: 23 000 €
<b>Nordplus Program</b>	: Nordplus Horizontal	<b>Web references</b>	: <a href="http://www.ja.ee/index.php?page=191&amp;">http://www.ja.ee/index.php?page=191&amp;</a>
<b>Project type*</b>	: Development project		

<b>Project coordinator</b>	: Junior Achievement Estonia (EE)
<b>Partners</b>	: Tallinna 21. Kool (EE), Junior Achievement Latvia (LV), Valle videregående skole (NO), Ung Foretagsamhet Dalarna (SE)
<b>For more, contact</b>	: Hilde Granås Kjøstvedt (SIU), +47 55 30 38 64, hilde.kjostvedt@siu.no

### Project summary

The project aims to strengthen the contact between stakeholders in entrepreneurship education in the four countries – schools, NGOs, and businesses. The main goal is to improve entrepreneurship education in the four participating countries by involving partners who develop learning programmes with partner schools where the ideas can be piloted by teachers and students and best practices can be disseminated. By taking a method – job shadow day (JSD) - which is frequently used on students, and involving teachers instead, teachers can be better equipped to include entrepreneurship in their curricula and also to better prepare students for their JSD in particular and for meeting the business world in general.

### Project results

In organising teacher job shadow days (JSD), new methodology in entrepreneurship education has been piloted. In advance, the materials and methods used in student JSD were amended and adapted to fit the new target group. By making the event international, involving participants from all four countries, the lessons learnt from the JSDs were relevant to all partners involved. 49 teachers and about 15 businesses were involved in the JSD. Afterwards the method was evaluated and amended according to feedback from the involved parties. Students were involved in discussing and suggesting new standards for evaluating entrepreneurship education and results, and in testing a self assessment system.

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\* See lists

