# Getting to know my area, and my fellow student's

## Primary Schools of Chalandritsa, Farres and Leontio

**Learning from the Extremes**
A Rural Schools Innovation Roadmap

Tools · Rural Schools Development · Infrastructure · Content

## Abstract

We are a network of three primary schools in the Municipality of Erymanthos, Greece. Despite being distant from Patras, our area features unexplored archaeological and cultural sites. Our schools lacked technology and teacher training. The project aimed to familiarize students with local cultural sites and promote them using technology. Students created digital content and engaged in robotics and 3D printing. Here we show that, by upgrading tech and training teachers, we narrowed the digital gap with urban schools, moving closer to our goal of modern, community-oriented schools. The project fostered collaboration among students and teachers of our three schools, enhancing both teaching and community involvement.

**Keywords:** cultural heritage, technology, digital activities, 3D printing, robotics

## Description

Aligned with our schools' goal of transforming into "modern schools open to the community," this project significantly upgraded the outdated technological equipment across our three schools. Teachers received initial training on the equipment, with some integrating it into their daily teaching. Students were introduced to innovative educational techniques such as 3D printing, robotics, and digital storytelling, enhancing their technological literacy and narrowing the digital gap with larger urban schools. The project, fostering learning by doing, collaborative learning, and STEAM activities, was a partnership involving 165 students (aged 6-12) and 19 teachers across the three schools.

## Feel

We are a network of three primary schools in the Municipality of Erymanthos, Greece. Despite being distant from Patras, our area features unexplored archaeological and cultural sites. The main objective of our project was to familiarize students with local cultural sites, to promote them using technology and to become ambassadors of their area.

## Imagine

Students worked in groups, gathering information through online research, field visits and guided tours of monuments.



## Create

Students utilized collected information to create **digital content** and **activities** showcasing the studied monuments:

- e-books with recorded narration
- crossword puzzles
- word search activities
- presentation
- jigsaw puzzles
- matching activity



Students engaged in **robotics** and **3D printing** inspired by local points of interest.

Younger students programmed a **Bee-bot** to move on a "map" of the local monuments.



Older students programmed a **micro:bit** to monitor temperature and wind and give a warning for high risk of fire.



A **robotic vehicle (TP-bot)** was programmed to follow the black line and stop in front of each monument, on a map.



A **3D printer** was used to replicate an ancient vase, resembling those found in local archaeological excavations.



## Share

All created digital content is displayed on this **interactive board** and accessible via a **QR code** for convenient mobile phone or tablet access.
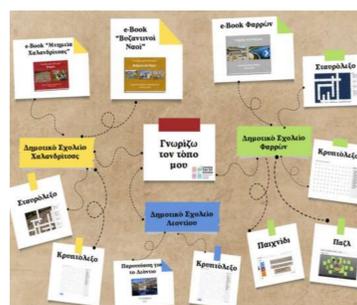


Students served as area **ambassadors**, welcoming peers from other schools and leading guided tours to local monuments. Throughout the visits, all students enjoyed interactive digital activities created by their peers.



## Link on the portal

https://www.schoolofthefuture.eu/el/osos/osos-project/gnorizo-ton-topo-moy-gnorizo-ton-topo-toy-symmathiti-moy