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Go-Lab Pilot Sample profile – V3

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Go-Lab

Global Online Science Labs for Inquiry Learning at School

Collaborative Project in European Union's Seventh Framework Programme

Grant Agreement no. 317601



Deliverable D7.4

Pilot Sample profile – V3

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Executive Summary

The aim of this deliverable is to provide a clear insight on the methodology and organisational structure of the Go-Lab Pilot phase C and selection process of the participating Go-Lab Pilot Schools. An overview on the selected Pilot schools that will participate in Go-Lab during Pilot Phase C, is also provided. The Go-Lab Pilot phase C, which will take place between November 2015 – June 2016, was launched in June 2015 with small modifications compared to Pilot phase B. The results of Pilot phase B and its corresponding dissemination efforts made it possible to reach more teachers and schools applying for participation. After the launch of the Call for Go-Lab Pilot phase C Schools, the number of applications has reached a total of 720 (October 2015), a much larger number of schools than the expected 500 schools according to the DoW.

The selection of Pilot Schools to participate in the Go-Lab implementation activities is the result of a carefully organised selection process. The final procedures and selection criteria of the Pilot Schools described in this document is the result of a series of meetings with the top management and the National Coordinators of the Go-Lab project. The reaction of the school and teachers communities around Europe and beyond has been very encouraging providing us with great numbers and a pool of motivated teachers that will assist us in the further development of the Go-Lab interventions.

Section 2 of this deliverable “Organisation of Go-Lab Pilot activities” represents the aims and goals of these activities as well as organisation of work within the Go-Lab consortium.

In Section 3 “Pilot Phase C: methodology”, we are looking into the tasks that the selected Pilot Schools are asked to carry out as well as the selection criteria the consortium defined related to both schools and teachers. The organisation and dissemination of the Call for Go-Lab Pilot Schools is also extensively explained, while information is also provided regarding the first implementation steps and the ways teachers/schools have been invited to contribute to the whole process.

In Section 4 “

Pilot Phase C: selected schools”, the current lists of the 710, Pilot Schools that have applied so far for Phase C, per country, are provided.

In Section 5 “Statistics”, we are looking into the distribution of schools per country in relation to school types, taught subjects and age groups. Statistics for all participating countries will be provided in the final deliverable which will provide us with clear conclusions regarding the type of teachers that opt to use Go-Lab.

In Section 6 “Schools’ profiles” we are presenting a selection of Go-Lab Pilot phase C schools profiles and in particular their infrastructure, internet connectivity plus teachers’ skills and experience of the use on online laboratories.

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1. Introduction

The aim of the Go-Lab Pilot activities is to implement the Go-Lab inquiry scenarios (test the Inquiry Learning Spaces based on the Go-Lab inquiry learning cycle) at a large European scale. By the end of 2016, the project will be implemented in a total amount of 1000 schools in Austria, Belgium, Bulgaria, Cyprus, Estonia, Germany, Greece, Italy, Netherlands, Poland, Portugal, Romania, Spain, Switzerland and UK. The Go-Lab inquiry learning spaces are treated as case studies and are tested in real conditions at the pilot sites. Active teachers and students engagement is crucial to ensure that each Go-Lab learning tool is planned and developed effectively.

In this perspective, this deliverable provides an overview of the workflow and development leading to the set-up, selection and coordination of the Go-Lab three Pilot phases with emphasis on the selection of at least 500 schools to participate in implementation Phase C. The deliverable describes the following tasks carried out in details:

- The identification and clarification of the Go-Lab Pilot School objectives;
- The identification of Pilot teachers tasks and tools to be used;
- The set-up of the Pilot School selection criteria;
- The development of the Call for Go-Lab Pilot Schools in Phase C;
- The efforts carried out to publish and disseminate the Call for Go-Lab Pilot Schools to support WP7 tasks;
- The selection of the Go-Lab Pilot Schools for the Pilot Phase C;
- The authorisation of Pilot Schools by the relevant Ministries of Education (MoEs);
- Collection of Pilot Schools sample profiles to describe the various profiles of Go-Lab Pilot schools.

The first approach forming and organising the contribution of Go-Lab Pilot Schools was to identify the profile of the Pilot Schools the project wished to target. This gave the consortium a clear insight on the profiles of schools which can contribute to the finalisation of schools/teachers requirements and selection criteria. In this way, partners formed an idea on the qualities, characteristics and capacities that an “ideal” Go-Lab Pilot School will need to have in order to fulfil its tasks and constructively contribute and participate in the project. The second call for teachers became available in June 2014 and resulted in a final list of 484 participating Pilot Schools for Go-Lab Pilot Phase B. The 484 Pilot Schools that have participated in Pilot Phase B and the selection methodology followed during that phase can be found in “D.7.2 Pilot sample profile – V2” and in Appendix I – Example Memo sent by European Schoolnet to MoEs of the countries running Pilot activities as part of the Go-Lab project.

2 Organisation of Go-Lab Pilot activities

As one can see in Figure 1, Go-Lab Pilot Schools are being selected in the course of three (3) different stages while the number of involved schools is also gradually increasing.

2.1 Goals and status

In Phase C and according to the Description of Work (DoW), 500 schools have to be selected to take part in the Pilot activities, to reach a total of 1000 pilot schools for the overall duration of the project. The distribution of schools, according to the DoW, for the three Pilot phases among the partner countries can be found in Figure 1.

| Country | Target No of schools | Pilots Phase A | Pilots Phase B | Pilots Phase C |
|-------------------------------|----------------------|----------------|----------------|----------------|
| Netherlands | 40 | 4 | 16 | 20 |
| Cyprus | 40 | 4 | 16 | 20 |
| Germany | 100 | 10 | 40 | 50 |
| Spain | 60 | 6 | 24 | 30 |
| Austria | 100 | 10 | 40 | 50 |
| Estonia | 40 | 4 | 16 | 20 |
| Switzerland | 70 | 7 | 28 | 35 |
| UK | 70 | 7 | 28 | 35 |
| Portugal | 100 | 10 | 40 | 50 |
| Greece Romania Bulgaria | 220 | 22 | 88 | 110 |
| Belgium Poland Italy | 160 | 16 | 64 | 80 |
| Total | 1000 | 100 | 400 | 500 |

Figure 1. Go-Lab Pilot Schools' summative distribution per country.

As from Pilot Phase A and Pilot Phase B, 186 and 506 Go-Lab Pilot schools respectively have responded to the Call for Go-Lab schools, with 154 and 484 finally selected by the NCs and approved by the Ministries of Education (MoEs). More information regarding this issue is provided in "Section 3.6 Validation of selected Go-Lab Pilot Schools for Pilot Phase C by the respective MoEs".

2.2 The consortium task division

As established during Pilot Phase A and Pilot Phase B the schools are trained and informed about the Go-Lab activities through their national Go-Lab coordinator. The National Coordinators are consortium members that have been selected on the basis of their experience of work with schools and access to relevant school networks and dissemination channels. This way we ensure the full use of the consortium's resources in the involved European countries and reaching the targeted number of schools (illustrated on Table 1).

The composition, launch, implementation and dissemination of the Call for Go-Lab Pilot Phase C Schools, has been coordinated and implemented with the contribution and support of different work packages (WPs) and partners. More specifically:

- **WP7:** Under the coordination of European Schoolnet (EUN) and with the support of all WP7 partners plus WP9, the structure and content of the Call has been updated and formalised.
- **WP3, WP6 and WP8:** All work packages have contributed to the composition of teachers' tasks by providing information on their requirements and respective needs of teachers' input.
- **WP9:** IMC has worked closely with EUN and the WP7 partners on updating the structure and online presentation of the Call as well as on its dissemination through project's and other related media and online channels.

The list of National Go-Lab Coordinators (NCs) per country can be found on Table 1:

Table 1. Go-Lab National Coordinators (NCs)

| Country | Go-Lab National Coordinator (NC) |
|--------------------------------------|--|
| Austria | Amir Mujkanovic (d.garbizutin@fh-kaernten.at) |
| Bosnia | Amir Mujkanovic (d.garbizutin@fh-kaernten.at) |
| Brasil | Amir Mujkanovic (d.garbizutin@fh-kaernten.at) |
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| Bulgaria | Georgios Mavromanolakis (gmavroma@ea.gr) |
| Cyprus | Zacharias Zacharia (zach@ucy.ac.cy) |
| Estonia | Margus Pedaste (Margus.Pedaste@ut.ee) |
| Germany | Kristina Angenendt (angenendt@collide.info) |
| Greece | Georgios Mavromanolakis (gmavroma@ea.gr) |
| Bulgaria | Georgios Mavromanolakis (gmavroma@ea.gr) |
| Romania | Georgios Mavromanolakis (gmavroma@ea.gr) |
| Turkey | Georgios Mavromanolakis (gmavroma@ea.gr) |
| Finland | Georgios Mavromanolakis (gmavroma@ea.gr) |
| Slovenia | Georgios Mavromanolakis (gmavroma@ea.gr) |
| Serbia | Georgios Mavromanolakis (gmavroma@ea.gr) |
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| Israel | Rosa Doran (rosa.doran@nuclio.pt) |
| Australia | Rosa Doran (rosa.doran@nuclio.pt) |
| Hungary | Rosa Doran (rosa.doran@nuclio.pt) |
| India | Rosa Doran (rosa.doran@nuclio.pt) |
| Lithuania | Rosa Doran (rosa.doran@nuclio.pt) |
| Federal Republic of Macedonia | Rosa Doran (rosa.doran@nuclio.pt) |

| | |
|------------------------|---|
| Malta | Rosa Doran (rosa.doran@nuclio.pt) |
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| USA | Rosa Doran (rosa.doran@nuclio.pt) |
| Spain | Olga Dziabenko (olga.dziabenko@deusto.es) |
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| Albania | Barbora Gulejova (barbora.gulejova@cern.ch) |
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| Bangladesh | Barbora Gulejova (barbora.gulejova@cern.ch) |
| Canada | Barbora Gulejova (barbora.gulejova@cern.ch) |
| Colombia | Barbora Gulejova (barbora.gulejova@cern.ch) |
| Ecuador | Barbora Gulejova (barbora.gulejova@cern.ch) |
| Egypt | Barbora Gulejova (barbora.gulejova@cern.ch) |
| Georgia | Barbora Gulejova (barbora.gulejova@cern.ch) |
| Latvia | Barbora Gulejova (barbora.gulejova@cern.ch) |
| Morocco | Barbora Gulejova (barbora.gulejova@cern.ch) |
| Nigeria | Barbora Gulejova (barbora.gulejova@cern.ch) |
| Slovakia | Barbora Gulejova (barbora.gulejova@cern.ch) |
| Sweden | Barbora Gulejova (barbora.gulejova@cern.ch) |
| Ukraine | Barbora Gulejova (barbora.gulejova@cern.ch) |
| Vietnam | Barbora Gulejova (barbora.gulejova@cern.ch) |
| The Netherlands | Henny Leemkuil (h.h.leemkuil@utwente.nl) |
| United Kingdom | Fraser Lewis (fraser.lewis@southwales.ac.uk) |

Countries in **red** mentioned in Table 1 compose the International group which is supported by the respective organisations.

3 Pilot Phase C: methodology

The methodology to structure the Pilot activities is based on a set of goals, principles and actions established for all Go-Lab Pilot Phases that have helped define responsibilities, actions, quality and unify efforts done to train the participating schools in a relevant and successful way. This means that the methodology serves as a structure to foster successful conduct of pilot school activities for 1000 European schools.

To ensure quality we set up:

- a. Criteria** (Section 3.2 Definition of selection criteria of Pilot teachers and schools) to ensure the selected schools have a relevant profile and are interested in the Go-Lab repository and Go-Lab Inquiry Learning spaces (ILSs) and
- b. the National Coordinators** (Table 1) who are able to engage schools and to coordinate and conduct training that can produce useful feedback on the further application of Go-Lab in schools.

Furthermore, each Pilot Phase is organised around a set of actions, which are illustrated in Figure 2.

- Step 1.** Each pilot phase starts with the launch of a call for Pilot Schools followed by
- Step 2.** A selection of relevant applying schools;
- Step 3.** The selection is announced to the relevant MoEs (when applicable) to clarify the selection process and it makes sure that appropriate authorisations are in place;
- Step 4.** The selected and approved schools are informed and officially invited to participate in the pilot activities;

The Pilot Schools' feedback and suggested adjustments to Go-Lab eco-system and methodology are being integrated into the project and lead to a new developments that will strengthen further adaptation of eco-system.

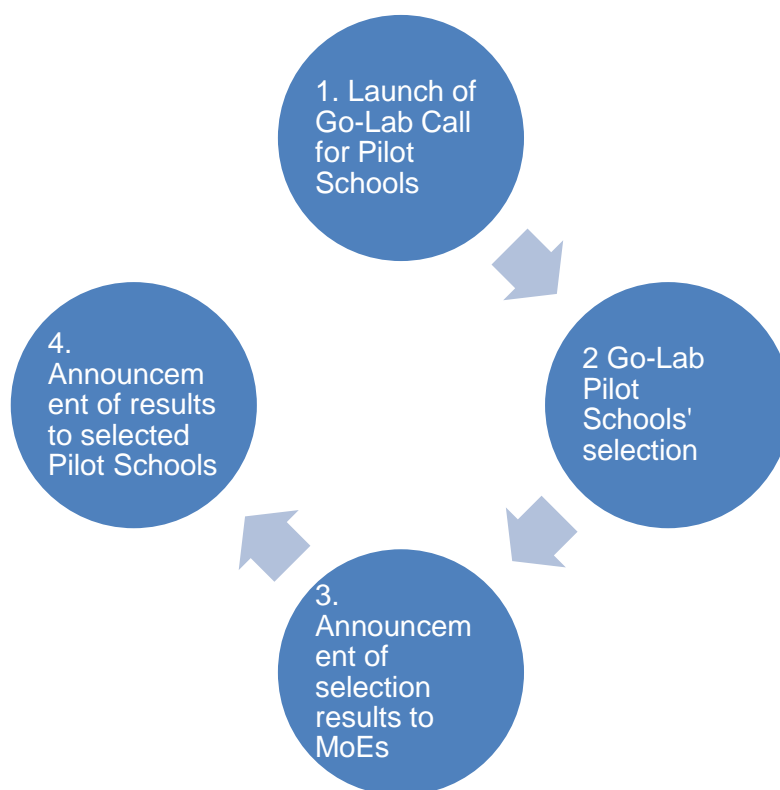


Figure 2. Selection procedure for Go-Lab schools.

In more detail the specific principles and actions set to conduct Pilot Phase C activities are identified as the following steps:

1. Definition of tasks of the Go-Lab Pilot Schools for Pilot Phase C;
2. Definition of selection criteria of Pilot teachers and schools;
3. Preparation and recruitment activities;
4. Launch of Call for Go-Lab Pilot Schools for Phase C;
5. Selection of Go-Lab Pilot Schools for Phase C;
6. Validation of selected Go-Lab Pilot Schools for Pilot Phase C by the respective MoEs;
7. Announcement of selected Go-Lab Pilot Schools for Pilot Phase C;
8. Conduction of Pilot activities;
9. Evaluation and feedback to the project (in connection to WP8).

Full action and explanations regarding each of the above mentioned 9 steps, are provided in the sections below.

3.1 Definition of tasks of the Go-Lab Pilot Schools for Pilot Phase C

Before the launch of the Call for Go-Lab Pilot Schools for Phase C, the WP7 partners in collaboration with WP8¹ and WP6² have agreed on a set of tasks that the Go-Lab Pilot Schools for Phase C would be asked to perform in order to test the Go-Lab Inquiry Learning spaces (ILSs) and Go-Lab repository, measure their efficiency and impact. At this point, it is

¹ Evaluation & validation workpackage

² Community building

worth pointing out that these tasks have been based on the lists of tasks that have been composed for Phases A & B, but efforts have been made to make them more specific and concrete in order to facilitate Pilot teachers work and NCs coordination efforts.

The identified tasks of the Go-Lab Pilot Schools for **Phase C** are:

1. Use the **Go-Lab repository** (<http://golabz.eu/>) in order to look for an online laboratory that they will then use with their classroom (minimal one).
2. Implementation of an **existing Inquiry Learning Space (ILS)** within their classroom choosing between (at least one):
 - Existing ILSs that can be found under: <http://www.golabz.eu/spaces>
 - Adapting and modifying an existing ILS and implementing it in the classroom
 - Creating a new Inquiry Learning Space (ILS) that they will publish and use withing their classroom
3. Visit and use of the Go-Lab user support material by (non-mandatory):
 - Going to the **Go-Lab tutoring platform**, <http://tutoring.golabz.eu/>, and trying out one of the offered activities:
 - Attend a new or recorded webinar
 - Get in touch with one of the available tutors and ask them questions
 - Watch the available tutorials at <http://www.golabz.eu/videos>
4. Contribute to the **Go-Lab dissemination** by publishing or sharing their experiences and activities in national conferences events (non-mandatory).
5. Participate in the overall **evaluation** of the project by filling in a pre & post questionnaire. The pre- and post- questionnaires (English version), can be found in the following links:
 - Teachers' pre questionnaire:
https://www.surveymonkey.com/s/go_lab_pp3_teachers_pre_en
 - Teachers' post questionnaire:
https://www.surveymonkey.com/s/go_lab_pp3_teachers_post_en

Other language versions of these questionnaires are also available and can be accessed by changing the language prefix (i.e en for English, nl for Netherlands, es for Spanish, etc.)

EA and EUN have also provided NCs with a document including NCs and teachers tasks (see Appendix II – NCs tasks for Pilot Phase C). The aim of this document is to serve as a guide for the NCs and facilitate their work related to the Go-Lab Pilot schools.

3.2 Definition of selection criteria of Pilot teachers and schools

Similar to Go-Lab Pilot Phase B, the selection criteria for the **Go-Lab Pilot teachers** for Pilot Phase C are the following:

1. **Good knowledge of English (understanding, reading, writing):** Despite the fact that the evaluation questionnaires and numerous of the Go-Lab activities will be available in their national language (translations will be provided by the National Coordinators), teachers should be in a position to understand and communicate in English in order to collaborate with other teachers from other partner countries, project partners and attend Go-Lab organised international events.
2. **Secondary school teachers of STEM subjects (physics, chemistry, biology, technology, mathematics, informatics, etc.) or primary school science teachers:** Due to the strategic nature of the project, teachers are required to be in a teaching position related to one or more of the subjects mentioned above. In this way, they will be able to fully comprehend and use the Go-Lab Portal. However, teachers from other disciplines are also welcome and encouraged to participate in the project and investigate further its interdisciplinary dimension. During the selection process it was agreed among the consortium that a percentage of teachers (minimum 5%) from other disciplines (i.e. literature, foreign languages) are invited to participate to the project. During Phase C and since the number of schools that responded to the Go-Lab Call for schools exceeded our target by approximately 30%, a larger percentage of teachers from non STEM related disciplines has been allowed to join the Pilot. The agreed percentage was close to 15% of the schools.
3. **Interest in the use of online laboratories:** Despite teachers' subject and previous experience in the use of online laboratories, a response to the Go-Lab Call or Pilot teachers is considered as a clear sign of teachers' interest in the use of online laboratories.
4. **Interest in learning and sharing experiences and good practices:** Teachers responding to the Call for Go-Lab Pilot schools will also be asked to demonstrate their interest on collaborative activities and learning as well as using pedagogical methods including any previous positive experience and lessons they have acquired by their involvement in other European projects.

Go-Lab Pilot Schools are also advised to have **good internet connection** both in terms of stability and available bandwidth. Despite the fact that effort is being made into choosing and using online laboratories with minimum operational and technical requirements, many online and remote laboratories have specific requirements that need to be fulfilled before users are in a position to fully use and experience them.

Frequent or regular access to technical devices (i.e., PCs, computer rooms, etc.) is also very important since classes and teachers need to be able to regularly use the Portal. In this way, teachers will be in a position to integrate the Go-Lab eco-system to their day to day teaching and fully evaluate the offered activities.

3.3 Preparation and recruitment activities

The first 2 years of the project helped define the general purpose of the workshops and presentations for teachers. Within WP6 three types of workshops, namely, **I. Visionary**

Workshops (year 1), **II. Practice Reflection Workshops** (years 2 and 3) and **III. Summative Workshops** (year 4) have mainly been identified and described. These workshops are decentralised activities that take place in each country that participates in the large-scale Piloting, in cooperation with National Coordinators.

- 1 The first cycle of workshops was a series of “**Visionary Workshops**” (following a three-step process) organised locally in the participating countries between M3-M8. Visionary Workshops were arranged ad-hoc by National Coordinators (NCs) or collocated with other relevant events (e.g., exhibition, training event, conference). The Visionary Workshops provided direct input from the stakeholders (teachers, teacher trainers, school administrators, curriculum developers, policy makers, etc.) regarding the first ideas of Go-Lab.

The Visionary Workshops had the purpose of collecting stakeholders’ views on the future of science education, establishing a dialogue and contributing to dissemination of information on the Go-Lab project approach, to the recruitment of schools and teachers that could accept to participate in the large-scale Pilots and, of course, to the collection of early stakeholders’ feedback on the Go-Lab approach.

- 2 The second cycle of workshops (Pilot Phase A and B) are “**Practice Reflection Workshops**” have been and will continue being a fundamental source of input from experience and will substantially contribute to the project’s research achievements such as teachers’ needs, perspectives etc. (Validation and Evaluation). In the second and third project years participatory activities will have “formative evaluation” as the main characteristic. By preparing reflection on the parallel piloting activities open to potential “newcomer” schools and to policy makers, we will be able to consider the transferability and scalability issues associated to the implementation of the Go-Lab approach.

Workshops took place both in a face to face setting as well as online events. The aim of these sessions was to collect information on teachers’ Go-Lab experience along with their suggestions and their feedback. In all cases facilitators noticed a high level of interaction between teachers as well as well many exchanges of a variety of ideas. Teachers discussed themes such as: the usefulness of Go-Lab in their teaching, potential impact of the use of the Go-Lab project on teachers and students, different ways of implementing ILS, recommendations and also challenges faced and barriers of use.

Relevant feedback was collected and a recurrent theme was the need for more training and support in order to ensure teachers’ ability to work with Graasp efficiently, both for them and for assisting their students. Teachers also reported that students find the use of ILS very engaging and interesting and that there is a need for translated ILS in their own language for primary and low secondary students.



Figure 3. Brussels Go-Lab reflection workshop 22/2/2015.

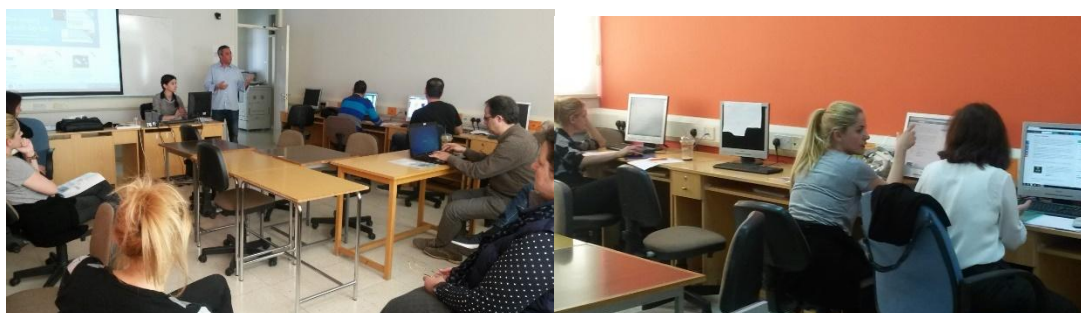


Figure 4. Cyprus Go-Lab reflection workshop 20/4/2015.

In parallel with the above mentioned types of workshops, other types of workshops have also taken place starting from Phase B and will continue during Phase C of the project.

Multiple dissemination activities are taking place and these will be described in D9.4 (M36), which will be finalised in October 2015.

More information about the content of other specific events can be found below:

- **Teachers Trainings**

Teachers have been introduced to Go-Lab portal and to some experimentation via the anchor labs. As a result, they did not only improved their understanding of the portal opportunities and future developments but they were also able to provide relevant feedback contributing to the process of enabling the adaptation of the use of labs in school practice.

- **Dissemination workshops**

Go-Lab was also presented in scientific workshops in the field of STEM education during its first year. Where possible, public demonstrations of the project progression took place in order to stimulate awareness and to collect feedback.

- **Presentations**

The Go-Lab project and its aims were presented on its own and also in the framework of other events (conferences, workshops, etc.) related to education and science in order to attract more schools and teaches.

- **Poster sessions**

Poster sessions also took place contributing to the preparatory activities aims and to the general dissemination of the project.

3.4 Launch of Call for Go-Lab Pilot Schools for Phase C

As illustrated in Figure 2, the Call for Go-Lab Pilot Schools is organised in 4 steps:

- Step 1.** Launch of Go-Lab Call for Pilot Schools (June 2015);
- Step 2.** Go-Lab Pilot Schools' selection (October 2015);
- Step 3.** Announcement of selection results to MoEs (October 2015);
- Step 4.** Announcement of results to selected Pilot Schools (November 2015);

For Pilot Phase C, the call for Pilot Schools was launched on June 16th 2015. Go-Lab published the Call for Go-Lab Pilot Schools inviting teachers to participate in Go-Lab with their classes. The Call was managed centrally and included an introduction to the project, its aims at participating partners as well as detailed explanations on teachers' tasks, benefits, dates and number of days teachers are expected to spend on the project by the end of Phase C (June 2016).

Translation of the call was optional. Some partners chose to translate the call into national languages in order to reach more teachers, while others decided to leave the call in English, given that the Go-Lab Pilot school activities required the participation of teachers with a basic knowledge of English.

Setting up the call was organised between EUN (content provider and collection of applications) and IMC who was responsible for updating the specific part of the website plus publishing the Call and integrating translations in social media.

1. A screenshot of the "Call for Schools"³ page on the project website can be found in Figure 5.

³ <http://www.go-lab-project.eu/call-for-schools>

Open Call for Schools

Are you a teacher? Do you want to enrich your classes with exiting experiments and appealing demonstrations? Do you want your students to get hands-on experience of doing science? Then join the Go-Lab project and its Pilot activities! We will train you in using the online labs and the [Go-Lab Portal](#), help you create inquiry learning scenarios for your classes and implement them in Inquiry Learning Spaces. You will get access to the online labs and use them together with your students! And we will be thankful for your valuable feedback for improving our infrastructure!

The selection of participating schools for the third pilot phase (starting in November 2015) has begun, around 1,000 schools from all over Europe will join us this time! If you are also interested, find your country in the list below, click on the flag, and follow the instructions provided on that page. If you are not from one of our partner countries, but still interested in Go-Lab and our pilot activities, please click on the world map ("other countries") and follow the instructions on the page. Your applications will all be reviewed by our partners and you will receive their feedback by October 2015. We are glad to welcome you in Go-Lab!

Other countries

Austria

Belgium

Bulgaria

Cyprus

Estonia

Germany

Greece

Italy

Netherlands

Poland

Portugal

Romania

Spain

Switzerland

United Kingdom

Figure 5. Go-Lab Call for Pilot Schools' page, Phase C.

Depending on their country of residence and by clicking on the respective national flag, schools are redirected to the part of the Call managed by the respective National Coordinator, which includes additional information and the actual application form. An example of a country page is shown below for the United Kingdom.

Home Project Go-Lab Portal **Teachers** Research Partners Keep in touch

Join Go-Lab in United Kingdom

Go to the Portal

News Blog

Go-Lab Project Smart Show

Quick Links

- [Call for Schools](#)
- [Newsletter](#)
- [News Blog](#)
- [Workshops](#)
- [Social Media](#)

General Information

Pilot School Coordinator: Fraser Lewis fraser.lewis68@gmail.com

Project Leaflet: [Download](#)

Go-Lab Pilot Activities - Information for Teachers: [Download](#)

Go-Lab Pilot Application Form: [Online Form](#)

About the project

The Go-Lab Project (Global Online Science Labs for Inquiry Learning at School) opens up remote science laboratories and their online models (online labs) for the large-scale use in education. Its technical framework – the Go-Lab Portal - offers students the opportunity to perform personalized scientific experiments with online labs, whereas teachers may enrich their classroom activities with demonstrations and disseminate best practices in a web-based pedagogic community.

Go-Lab creates an infrastructure (the Go-Lab Portal) to provide access to a set of online labs from worldwide renowned research organizations, such as European Space Agency (ESA, the Netherlands), European Organisation for Nuclear Research (CERN, Switzerland), Núcleo Interactivo de Astronomia (NUCLIO, Portugal), as well as multiple universities and institutions. Interested in using our labs and the Portal for your classes? Then join our Pilot activities!

Figure 6. Go-Lab Call for Pilot Schools – United Kingdom.

Figure 7 illustrates the Go-Lab school application form which includes limited information, focusing on schools' demographics, teachers' teaching subjects and age of their students.

GO-LAB
GLOBAL ONLINE SCIENCE LABS
INQUIRY LEARNING AT SCHOOL

Open Call for Go-Lab schools 2015-2016

* Required

*** 1. Surname (Last Name, Family Name)**
e.g. Smith, Kowalski...

*** 2. First Name**
e.g. Jane, Maria, Susanna, John, Michael...

*** 3. Email address**
Please make sure you write your email address correctly

*** 4. Country where you teach**

*** 5. City where you teach**

*** 6. Name of your school**

*** 7. Postal address of your school**
Please write the full postal address of your school. For example:
European Schoolnet, Rue de Treves 61, 1040, Brussels, Belgium

Figure 7. Go-Lab school English application form 2015.

The Call for Phase C was published on the Go-Lab portal project website (<http://www.go-lab-project.eu/>) on June 16th 2015 and was also disseminated through various communication channels (see some examples in the figures on Appendix III – Call for Go-Lab Schools dissemination):

- Newsletters (Go-Lab Newsletter, EUN Teachers' Newsletter, Scientix)
- Go-Lab website
- Partners' websites and contacts
- Partners' and project's social media channels (Facebook, Twitter)

Dissemination actions targeted mainly schools and teachers of all disciplines, with extra focus given on Science teachers. An indication of the Call's outreach can be seen below:

Table 2. Dissemination for “Call for Go-Lab Pilot schools”

| Channel | URL | Time frame | Target audience (followers, hits) |
|---------------------------------|---|------------|-----------------------------------|
| Go-Lab website | http://www.go-lab-project.eu/ | July 2015 | 2,600 visitors (average/month) |
| Go-Lab Newsletter | http://www.go-lab-project.eu/sites/default/files/files/download_material/file/Newsletter%202014_2.pdf | July 2015 | 250 recipients |
| Go-Lab Facebook group | https://www.facebook.com/groups/golab.project | July 2015 | 503 members |
| Go-Lab Twitter | https://twitter.com/GoLabProject | July 2015 | 466 followers |
| EUN website | http://www.eun.org/ | July 2015 | 10.000 visitors (average/month) |
| EUN Facebook page | https://www.facebook.com/european.schoolnet | July 2015 | 9,489 followers |
| EUN Twitter | https://twitter.com/eu_schoolnet | July 2015 | 10.3K followers |
| Scientix website | http://scientix.eu/ | July 2015 | 12.500 (average/month) |
| Scientix Twitter | https://twitter.com/scientix_eu | July 2015 | 3,530 followers |
| EUN Teachers' Newsletter | http://www.eun.org/news/newsletters | July 2015 | 7500 subscribers |

The overall response to the call and the evolution of the applications between its launch in June 2015 and July 2015 has been quite impressive. Only one month after the launch, more than 400 new schools had filled in the application form while by the end of October 2015 a total of 720 applications have been received. .

3.5 Selection of Go-Lab Pilot Schools for Phase C

National Coordinators have selected with the support of EUN the most suitable candidates based on the set of criteria that were defined within the consortium (see Section 3.2) and the information submitted by the teachers and schools.

EUN provided the National Coordinators with direct access to the data of the countries they were responsible for. The schools filled in applications through a Survey Monkey form

allowing the National Coordinators to follow the process and monitor the collected applications individually, assessing if further actions needed to be taken in order to reach the wished amount of Pilot Schools.

3.6 Validation of selected Go-Lab Pilot Schools for Pilot Phase C by the respective MoEs

As described in Figure 3 (Step 3), the selection of schools should be followed by the announcement of results to respective MoEs. According to the DoW (Task 7.2), the engagement of schools as Pilot sites in Go-Lab needs to be clarified with the relevant Ministries of Education in order to ensure buy-in from policy makers and that appropriate authorisations are in place. Moreover, in a number of countries i.e. Spain, Greece, Portugal, Belgium, the respective Ministries of Education need to provide schools participating to projects and Pilot activities with the appropriate permissions. With the help of European Schoolnet which is governed⁴ by the Ministries of Education who are full members of the organisation, selected Go-Lab Pilot schools for Phase C have been communicated to the respective Ministries of Education, asking for their approval.

Ministries of Education represent the decision-making body of European Schoolnet through a number of groups, namely:

- The **Steering Committee**, which is responsible for the political and strategic orientation of European Schoolnet. It adopts the work programme and the budget of the organization;
- The **Board of Directors** which provides input regarding the administrative and financial operations.

For Pilot Phase C, after the selection of the Pilot Schools had been completed, European Schoolnet prepared a full memo to the MoEs, explaining the project, its aims, and teachers' tasks and finally including all chosen schools.

The MoEs were instructed to take a week to go through their respective lists and get back to EUN with their approval or in case of problems or questions.

The Memo can be found in Appendix I – Example Memo sent by European Schoolnet to MoEs of the countries running Pilot activities as part of the Go-Lab project (phase C).

3.7 Announcement of selected Go-Lab Pilot Schools for Pilot Phase C

As also illustrated in Figure 3 (Step 4) the announcement of results to selected schools will be made after the MoEs approval. MoEs have been asked to express any questions or issues they see with the selected schools by October 31st 2015.

⁴ <http://www.eun.org/about/governance>

National Coordinators will contact all applicants via e-mail and inform them whether they have succeeded to participate in the Pilot Phase C. Schools that have not been selected in the second Pilot Phase are given the chance to participate in Pilot phase C (see Section 3.1).

Figure 14 is an example of an announcement letter made to a participating teacher and his/her school:

Dear <teacher name>,

Many thanks for your interest in becoming a Go-Lab Pilot teacher for Phase C. We are very happy to announce that **your application has been successful and your school will participate in the Go-Lab Pilot Phase C activities which will take place between October 2015 – June 2016** as explained in <link>.

I will be your national coordinator during that period and will provide you with all the necessary support and guidance.

Before proceeding any further, please confirm your interest in participating to **Go-Lab** by this **Friday <date>!**

Best regards on behalf of the Go-Lab Team,

<NC name>

Figure 8. Example of a school selection announcement sent by EUN.

3.8 Conduction of Pilot activities

The developed teacher training materials for each Pilot Phase are centralised in a dedicated folder on the Graasp, to ensure the National Coordinators have an overview and access to the materials needed to conduct the pilot training and activities.

The National Coordinators are provided with the necessary support and training to be able to conduct the pilot activities. In the beginning of their activities in October 2015, during the Go-Lab General Assembly in Lausanne, representatives from all WPs updated each other on their progress providing NCs with useful information for their upcoming tasks and interaction with schools. EA and EUN have also provided NCs with a document including NCs and teachers tasks (see Appendix II – NCs tasks for Pilot Phase). This document will be used as a basis by the NCs when they will contact the selected Go-Lab Pilot schools for Phase C.

Moreover, on bi-weekly basis, online meetings are being held between the WP7 leader and the NCs in order to keep track on their progress and respond to any possible questions. The Go-Lab Technical cluster partners that are involved in developing the Go-Lab Portal facilities are also available to give online training and respond to specific questions/needs on short notice.

3.9 Evaluation and feedback to the project (in connection to WP8)

WP8 “Validation and Evaluation” is focusing on the validation (assess the impact) of the Go-Lab major interventions on the participating school communities (organizations, teachers, and students), including for example career choices, acceptance of technology based innovation etc. When it comes to teachers this feedback is provided via the pre and post questionnaires (available in D8.1 and links provided earlier on) that teachers will be instructed by the NCs to fill in at the appropriate times.

At the end of Pilot Phase B, WP8 in collaboration with WP7 and WP6 has also organised a number of interviews with Go-Lab Pilot teachers who have successfully implemented a number of ILSs with their classes. During those interviews, which are scripted in detail and fully reported in D8.2 due in October 2015, WP8 has collected information related to the type of implementations teachers have carried out focusing on students reactions, identified advantages and disadvantages that teachers faced and looking into the impact on the Go-Lab activities and students motivation regarding STEM topics. Similar interviews will also be carried out at the end of Pilot Phase C.

4 Pilot Phase C: selected schools

School applications received to take part in the pilot phase C were considered eligible only if they were submitted between March 1st and October 15th 2015. Applications submitted before that date were considered for the activities related to phase B.

The total number of schools applications received for phase C were 820 (as of September 2015). From these applications and after removing the duplications and Phase A & B Pilot schools, we arrived to 709 new potential Pilot Phase C schools. It is worth mentioning at this point that in Pilot phase C, same as in Pilot Phase B, an International group has also been added in order to support teachers from countries beyond the Go-Lab consortium. These teachers will be supported by EA, EUN, CERN and Nuclio partners.

Consequently, the distribution of schools per country that replied to the Call as in September 2015 is as follows:

Table 3. Distribution of schools per country for Phase C (October 2015)

| Country | No of schools in Pilot Phase C |
|----------------|--------------------------------|
| Austria | 25 |
| Belgium | 4 |
| Bulgaria | 10 |
| Cyprus | 5 |
| Estonia | 20 |
| Germany | 25 |
| Greece | 25 |
| Italy | 40 |
| Netherland | 8 |
| Poland | 14 |
| Portugal | 64 |
| Romania | 86 |
| Spain | 178 |
| Switzerland | 10 |
| United Kingdom | 44 |
| International | 106 |
| Total | 664 |

An overview of the Go-Lab Pilot schools in Phases A, B and C can also be seen below:

Table 4. Go-Lab Pilot schools in Phases A, B and C

| Country | No of schools in Pilot Phase A | No of schools in Pilot Phase B | No of schools in Pilot Phase C | Total per country |
|----------------|--------------------------------|--------------------------------|--------------------------------|-------------------|
| Austria | 12 | 19 | 25 | 56 |
| Belgium | 7 | 1 | 4 | 12 |
| Bulgaria | 5 | 7 | 10 | 22 |
| Cyprus | 4 | 36 | 5 | 45 |
| Estonia | 13 | 24 | 20 | 56 |
| Germany | 13 | 23 | 25 | 62 |
| Greece | 26 | 42 | 25 | 92 |
| Italy | 12 | 40 | 40 | 93 |
| Netherland | 3 | 0 | 8 | 11 |
| Poland | 3 | 2 | 14 | 19 |
| Portugal | 24 | 20 | 64 | 108 |
| Romania | 10 | 90 | 86 | 185 |
| Spain | 7 | 69 | 178 | 254 |
| Switzerland | 7 | 1 | 10 | 18 |
| United Kingdom | 8 | 16 | 44 | 68 |
| International | 0 | 94 | 106 | 200 |
| Total | 154 | 484 | 664 | 1302 |

4.1 Lists of schools per country that applied to Call

The list of schools that applied so far to participate in Go-Lab Pilot Phase C without including those schools that have participated in Phase A or B can be found below:

Austria (25 schools)

| | School name | City |
|-----|---|-------------------|
| 1. | TN2 MS St. Marienkirchen | St. Marienkirchen |
| 2. | NMS Golling | Golling |
| 3. | Volksschule Gutenberg | Weiz |
| 4. | NMS Fieberbrunn | Fieberbrunn |
| 5. | NMS Horitschon | Horitschon |
| 6. | BHAK/BHAS Oberpullendorf | Oberpullendorf |
| 7. | bundesrealgymnasium feldkirchen | feldkirchen |
| 8. | Bildungsanstalt für Kindergartenpädagogik (Bakip) | Klagenfurt |
| 9. | Fachberufsschule Villach 2 | Villach |
| 10. | BRG Spittal | Spittal/Drau |

| | School name | City |
|-----|--|------------------------|
| 11. | NMS Anton Auer | Telfs |
| 12. | die Berater | Lienz |
| 13. | NMS | sankt Veit an der Glan |
| 14. | Private Neue Mittelschule der Barmherzigen Schwestern Schloss Dobl | Dobl |
| 15. | Pädagogische Hochschule Kärnten | Klagenfurt |
| 16. | BG / BRG Völkermarkt | Völkermarkt |
| 17. | NNÖMS für Wirtschaft und Technik | Wr. Neustadt |
| 18. | NMS St.Veit | St. Veit an der Glan |
| 19. | VS St. Stefan | St. Stefan |
| 20. | NMS St.Stefan | Wolfsberg |
| 21. | Fachberufsschule | St. Veit an der Glan |
| 22. | Volksschule Ebenthal | Ebenthal i. Kärnten |
| 23. | VS1 Feldkirchen | 9560 Feldkirchen |
| 24. | NMS Rechnitz | Rechnitz |
| 25. | Musisches Gymnasium | Salzburg |

Belgium (4 schools)

| | School name | City |
|-----|----------------------------|-------------|
| 26. | Ecoles Escale | Brussels |
| 27. | European School Brussels I | Brussels |
| 28. | St-Gummaruscollege Lier | Lier |
| 29. | Heilig Graf | Turnhout |

Bulgaria (10 schools)

| | School name | City |
|-----|--|--------------|
| 30. | 133 sou | Sofia |
| 31. | PMG Ivan Vazov | Dobrich |
| 32. | Professional School of Electrical Engineering and Automation | Sofia |
| 33. | Science and Mathematics Secondary School "Ekzarch Antim I" | Vidin |
| 34. | Secondary school "Proff. Ivan Batakliiev" | Pazardzhi |
| 35. | SOU Lyuben Karavelov | Koprivshitsa |
| 36. | Vocational school "Prof. dr. Asen Zlatarov" | Vidin |

| | School name | City |
|-----|-------------------------------------|------------|
| 37. | Zemedelska profesionalna gimnazia | Sandanski |
| 38. | Secondary school "Kliment Ohridski" | Krushovene |
| 39. | “Vassil Aprilov” | Rousse |

Cyprus (5 schools)

| | School name | City |
|-----|---|--------------------|
| 40. | Β Δημοτικό Τραχωνίου (B Primary school of Trachoni) | Limassol (Λεμεσός) |
| 41. | Γυμνάσιο Διανέλλου και Θεοδότου (Gymnasium Dianellou and Theodotou) | Nicosia (Λευκωσία) |
| 42. | Δημοτικό Σχολείο Αραδίππου Ε'-Αγίων Αυξεντίου και Ευσταθίου (Primary of Aradipou, Agion Afxediou and Efsthqthiou) | Larnaca (Λάρνακα) |
| 43. | Β' Περιφερειακό Γυμνάσιο Λευκωσίας (Κλήρος) B' Periferiako Gymnasium Nicosia (Klirou) | Nicosia (Λευκωσία) |
| 44. | Γυμνάσιο Αγίου Δομετίου (Gymnasio Agiou Dometiou) | Nicosia (Λευκωσία) |

Estonia (20 schools)

| | School name | City |
|-----|-------------------------------|--------------|
| 45. | Uhtna Põhikool | Uhtna alevik |
| 46. | Tartu Kivilinna Kool | Tartu |
| 47. | Kose Gümnaasium | Kose |
| 48. | Haljala Gümnaasium | Haljala |
| 49. | Kääpa Põhikool | Kääpa |
| 50. | Vastseliina Gümnaasium | Vastseliina |
| 51. | Tallinna Saksa Gümnaasium | Tallinn |
| 52. | Tallinna Õismäe Gümnaasium | Tallinn |
| 53. | Türi Põhikool | Türi |
| 54. | Lasila Põhikool | Lasila |
| 55. | Toila Gümnaasium | Toila vald |
| 56. | Tallinna Kuristiku Gümnaasium | Tallinn |
| 57. | Virtsu Kool | Virtsu |
| 58. | Tõstamaa Keskkool | Tõstamaa |
| 59. | Keila Ühisgümnaasium | Keila |

| | School name | City |
|-----|---------------------|-------------|
| 60. | Keila Kool | Keila |
| 61. | Meremäe Kool | Meremäe |
| 62. | Kernu Põhikool | Kernu |
| 63. | Nõo Reaalgümnaasium | Nõo |
| 64. | Narva Keeltelütseum | Narva |

Germany (25 schools)

| | School name | City |
|-----|---|-----------------|
| 65. | Oberschule zum Dom | Lübeck |
| 66. | Primo-Levi-Gymnasium | Berlin |
| 67. | Max-Born-Gymnasium Neckargemünd | Neckargemünd |
| 68. | Gesamtschule Kierspe | Kierspe |
| 69. | Otto-Hahn-Gymnasium | Dinslaken |
| 70. | Berufsbildende Schule | Pirmasens |
| 71. | St. Ursula Gymnasium | Freiburg |
| 72. | Humboldt Gymnasium | Koeln |
| 73. | Max-Ernst-Gesamtschule | Köln |
| 74. | Mariengymnasium Essen werden | Essen |
| 75. | Gymnasium Othmarschen | Hamburg |
| 76. | Weiterbildungskolleg der Stadt Mönchengladbach | Mönchengladbach |
| 77. | Beethoven Schule | Berlin |
| 78. | Walther-Rathenau-Gymnasium | Berlin |
| 79. | Elsa-Brändström-Gymnasium | Oberhausen |
| 80. | Landfermann Gymnasium | Duisburg |
| 81. | Paulsen-Gymnasium Steglitz | Berlin |
| 82. | Neues Gymnasium Bochum | Bochum |
| 83. | Geschwister-Scholl- Gesamtschule Moers | Moers |
| 84. | Landrat-Lucas Gymnasium | Leverkusen |
| 85. | Oberschule Langen | Langen |
| 86. | Erich-Brost-Berufskolleg | Essen |
| 87. | Niels-Stensen-Gymnasium | Hamburg |
| 88. | Matthias-Claudius-Gymnasium | Hamburg |
| 89. | Gymnasium an der Wolfskuhle | Essen |

Greece (25 schools)

| | School name | City |
|------|--|-------------------|
| 90. | Πρότυπο Πειραματικό Λύκειο Ευαγγελικής Σχολής Σμύρνης | Νέα Σμύρνη |
| 91. | 1ο ΓΕΛ Δραπετσώνας | Δραπετσώνα |
| 92. | 1ο ΓΕΛ Καλαμαριάς | Θεσσαλονίκη |
| 93. | 1ο Γενικό Λύκειο Αμαλιάδας | Αμαλιάδα |
| 94. | 1ο Γυμνάσιο Κέρκυρας | Κέρκυρα |
| 95. | 1ο ΕΠΑΛ Νεάπολης Λασιθίου | Νεάπολη, Λασιθι |
| 96. | 1ο Πρότυπο Πειραματικό νηπιαγωγείο Θεσσαλονικης Α.Π.Θ. | Θεσσαλονίκη |
| 97. | 26ο Γενικό Λύκειο Αθηνών | Αθήνα |
| 98. | 2ο Γυμνάσιο Κέρκυρας | Κέρκυρα |
| 99. | 3ο Γενικό Λύκειο Σερρών | Σέρρες |
| 100. | 3ο Δημοτικό Σχολείο Ζακύνθου | Ζάκυνθος |
| 101. | 4ο Γενικό Λύκειο Νέας Σμύρνης | Νέα Σμύρνη |
| 102. | 4ο Γυμνάσιο Αλεξανδρούπολης | Αλεξανδρούπολη |
| 103. | 6ο Γυμνάσιο Κέρκυρας | Κέρκυρα |
| 104. | 7ο Γενικό Λύκειο Τρικάλων | Τρίκαλα Θεσσαλίας |
| 105. | 7ο Γυμνάσιο Κέρκυρας | Κέρκυρα |
| 106. | Καλλιπάτιρα | Ιαλυσός, Ρόδος |
| 107. | Γενικό Λύκειο Κρουσώνα | Κρουσώνας |
| 108. | Γυμνάσιο Κρόκου | Κρόκος |
| 109. | Γυμνασιο Ύδρας | Ύδρα |
| 110. | Δημοτικό Σχολείο Φιλώτα | Φιλώτα |
| 111. | Ιδ. Εκπαιδευτήρια "Παναγία Προυσιώτισσα" | Αγρίνιο |
| 112. | Καλλιτεχνικό Γυμνάσιο με Λυκειακές τάξεις Αμπελοκήπων | Θεσσαλονίκη |
| 113. | Μουσικό Σχολείο Κέρκυρας | Κέρκυρα |
| 114. | Τ.Ε.Ε. Ειδικής Αγωγής Α΄ Βαθμίδας & Ειδικό ΕΠΑ.Λ. Σερρών | Σέρρες |

Italy (40 schools)

| | School name | City |
|------|---|-------------------------------|
| 115. | Anna Frank primary school | Florence |
| 116. | Collegio Ballerini | Seregno MB |
| 117. | Don Bosco | Paderno Dugnano (MI) |
| 118. | I.C. "Lombardo Radice - Ovidio" | Sulmona |
| 119. | I.C. Alfieri Bertagnini | Massa |
| 120. | IC 6 Galileo Galilei | Grosseto |
| 121. | IC De Amicis | Foggia |
| 122. | IC Torri | Marola di Torri di Quartesolo |
| 123. | IC Zola Predosa- Scuola secondaria di I grado Francesco Francia | Zola Predosa (BO) |
| 124. | ICS Giovanni XXIII Scuola Secondaria di Primo Grado | Premana |
| 125. | IIS G. Alberti | Benevento |
| 126. | IIS VALLAURI | Fossano |
| 127. | iis viola marchesini | rovigo |
| 128. | IISS "G. Peano - C. Rosa" | Nereto |
| 129. | Isis Obici | Oderzo |
| 130. | Istituto Comprensivo " Ex Circolo Didattico" Rionero in Vulture | Rionero in Vulture |
| 131. | Istituto Comprensivo "A. Casalini" | San Marzano di San Giuseppe |
| 132. | Istituto Comprensivo "Ignazio Buttitta" | Bagheria |
| 133. | Istituto Comprensivo 2 Montesarchio | Montesarchio |
| 134. | Istituto Comprensivo di Rubiera | Rubiera |
| 135. | Istituto Comprensivo Frosinone 2 - Scuola Secondaria di 1° grado Luigi Pietrobono | Frosinone |
| 136. | Istituto di Istruzione Superiore "Stanga" | Cremona |
| 137. | Istituto d'Istruzione Superiore "Leonardo da Vinci" | San Giovanni in Fiore (Cs) |
| 138. | Istituto Magistrale Maria Immacolata | San Giovanni Rotondo |
| 139. | Istituto Statale d'Istruzione Superiore "G. Galilei" | Gorizia |
| 140. | Istituto Tecnico Statale Cattaneo | San Miniato (PI) |
| 141. | Istruzione Educativa P. Colletta Avellino | Avellino |
| 142. | ITAS "Salvator Ruju" | Sassari |
| 143. | ITES P. Dagomari | Prato |
| 144. | Liceo da Vinci | Terracina |

| | School name | City |
|------|--|-------------------------|
| 145. | Liceo Ginnasio E Scientifico 'Raeli' | Noto |
| 146. | Liceo Scientifico Alessandro Volta | Torino |
| 147. | LICEO SCIENTIFICO C. CATTANEO | MONSELICE |
| 148. | liceo scientifico, artistico e sportivo "G. Marconi" | Foligno |
| 149. | MILE Bilingual School | Milan |
| 150. | Salvemini La Pira | Montemurlo |
| 151. | Scuola Primaria "VERA VASSALLE" | Lucca |
| 152. | Scuola Primaria Don Bosco | Moncucco di Vernate |
| 153. | Scuola S.Tarcisio | Ercolano |
| 154. | Stabiae Salvati | Castellammare di Stabia |

Netherlands (8 schools)

| | School name | City |
|------|-----------------------------------|----------|
| 155. | Bonhoeffercollege Bruggertstraat | Enschede |
| 156. | Canisius | Almelo |
| 157. | De Prinseschool | Enschede |
| 158. | Het Stedelijk Lyceum locatie Zuid | Enschede |
| 159. | Stedelijklyceum (ZUID) | Enschede |
| 160. | Lyceum de Grundel | Hengelo |
| 161. | Obs Panta Rhei | Zeewolde |
| 162. | RKSG Canisius | Almelo |

Poland (14 schools)

| | School name | City |
|------|---|---------------------|
| 163. | Gimnazjum im. Jana Pawła II | Skulsk |
| 164. | Gimnazjum nr 1 z Oddziałami Dwujęzycznymi | Jaslo |
| 165. | Gimnazjum w Gorzycach Wielkich | Ostrow Wielkopolski |
| 166. | III liceum Ogólnokształcące w Suwałkach | Suwałki |
| 167. | III Liceum Ogólnokształcące im. prof. T. Kotarbinskiego | Zielona Gora |
| 168. | International school of Gdansk | Gdańsk |
| 169. | Szkoła Podstawowa nr 9 im. Mikołaja Kopernika | Dzierżoniów |

| | School name | City |
|------|---|-------------|
| 170. | Zespół Placówek Oświatowych im. Armii Krajowej | Sieciechów |
| 171. | Zespół Szkol nr 10 | Torun |
| 172. | Zespół Szkół w Pobiedziskach | Pobiedziska |
| 173. | IAS Warsaw | Warsaw |
| 174. | Kujawsko-Pomorskie Centrum Edukacji Nauczycieli | Torun |
| 175. | ZS nr 56 | Warsaw |
| 176. | First High School | Tczew |

Portugal (64 schools)

| | School name | City |
|------|---|--------------------|
| 177. | Agrupamento de Arga e Lima | Viana do castelo |
| 178. | Agrupamento de Escolas D. Afonso Sanches | Vila do Conde |
| 179. | Agrupamento de Escolas de Barroselas | Barroselas |
| 180. | Agrupamento de Escolas de Esmoriz - Ovar Norte | Esmoriz |
| 181. | Agrupamento de Escolas de Freixo | Freixo |
| 182. | Agrupamento de Escolas de Pinhel | Pinhel |
| 183. | Agrupamento de Escolas de Vieira de Leiria | Vieira de Leiria |
| 184. | Agrupamento de Escolas do Marco de Canaveses nº 1 | Marco de Canaveses |
| 185. | Agrupamento de escolas Eugénio de Andrade | Porto |
| 186. | Agrupamento de Escolas Gonçalo Sampaio | Póvoa de Lanhoso |
| 187. | Agrupamento de Escolas José Sanches e S.V. Beira | Alcains |
| 188. | Agrupamento de Escolas Padre Benjamim Salgado | Joane |
| 189. | Agrupamento de escolas Rafael Bordalo Pinheiro | Caldas da Rainha |
| 190. | Agrupamento de escolas Romeu Correia | Almada |
| 191. | Agrupamento Escolas Dr Francisco Fernandes Lopes | Olhão |
| 192. | Colégio Atlântico | Seixal |
| 193. | Colégio da Imaculada Conceição | Viseu |
| 194. | Colégio de São Tomás | Lisboa |
| 195. | Colégio Internato dos Carvalhos | Vila Nova de Gaia |

| | School name | City |
|------|---|---|
| 196. | Colégio Júlio Dinis | Porto |
| 197. | Colégio Sra Boa Nova | Cascais |
| 198. | Conservatório de Música do Porto | Porto |
| 199. | E.B. 2,3 de Quarteira | Quarteira |
| 200. | EB 2,3/S Drº João de Brito Camacho | Almodôvar |
| 201. | EBI/JI Prof. Dr. Ferrer Correia | Senhor da Serra |
| 202. | Escola 2+3 Cónego João Jacinto Gonçalves de Andrade | Funchal |
| 203. | Escola Básica 2,3 Pedro Eanes Lobato | Seixal |
| 204. | Escola Básica D. Jorge de Lencastre | Grândola |
| 205. | Escola Básica de 1º Ciclo de Vale de Figueira | Foros de Vale de Figueira - Montemor-o-Novo |
| 206. | Escola Básica de Catujal - Unhos | Catujal |
| 207. | Escola Básica de Miragaia - Agrupamento Rodrigues de Freitas | Porto |
| 208. | Escola Básica de Ribeira do Neiva | Braga |
| 209. | Escola Básica de Vale de Milhaços | Corroios |
| 210. | Escola Básica e Secundária À Beira Douro | Medas (Gondomar) |
| 211. | Escola Básica e Secundária Lima de Freitas | Setúbal |
| 212. | Escola Básica Sophia de Mello Breyner | Arcozelo, Vila Nova de Gaia |
| 213. | Escola Cooperativa de Vale S. Cosme | Vila Nova de Famalicão |
| 214. | Escola E.B. 2, 3 das Naus | Lagos |
| 215. | Escola Prof. Alberto Nery Capucho, Agrupamento de Escolas Marinha Grande Nascente | Marinha Grande |
| 216. | Escola Regional Dr. José Dinis da Fonseca - Outeiro de S.Miguel | Guarda |
| 217. | Escola Secundária Poeta Joaquim Serra | Montijo |
| 218. | Escola Secundária Conde de Monsaraz | Reguengos de Monsaraz |
| 219. | Escola Secundária D. João II | Setúbal |
| 220. | Escola Secundária da Boa Nova - Leça da palmeira | Leça da Palmeira, Matosinhos |
| 221. | Escola Secundária da Maia | Maia |
| 222. | Escola Secundária de Camarate | Lisboa |
| 223. | Escola Secundária de Loulé | Loulé |
| 224. | Escola Secundária de Paços de Ferreira | Paços de Ferreira |
| 225. | Escola Secundária de São João da Talha | Loures |

| | School name | City |
|------|---|-------------------|
| 226. | Escola Secundária de Valongo | Valongo |
| 227. | Escola Secundária de Vila Verde | Vila Verde |
| 228. | Escola Secundaria Dom Manuel Martins | Setubal |
| 229. | Escola Secundária Ferreira Dias, Aqualva - Sintra | Cacém |
| 230. | Escola Secundária João de Deus | Faro |
| 231. | Escola Secundária José Gomes Ferreira - Agrupamento de Escolas de Benfica | Lisboa |
| 232. | Escola Secundária Professor José Augusto Lucas | Lisboa |
| 233. | Escola secundária Quinta das Palmeiras | Covilhã |
| 234. | Escola Superior de Educação | Viseu |
| 235. | Externato Cooperativo da Benedita | Benedita |
| 236. | Externato das Escravas do Sagrado Coração de Jesus | Porto |
| 237. | Externato João XXIII | Lisboa |
| 238. | Garcia de Orta | Porto |
| 239. | Isabel Maria Dourado Alvelos Monteiro Guedes | Estoril - Cascais |
| 240. | St. Julian's School | Lisboa |

Romania (86 schools)

| | School name | City |
|------|---|----------------------|
| 241. | COLEGIUL NAȚIONAL "MIHAIL KOGALNICEANU" | Galați |
| 242. | COLEGIUL NATIONAL AUREL VLAICU | Orastie |
| 243. | B. P. Hasdeu | Iasi |
| 244. | Colegiul National Ionita Asan | Caracal |
| 245. | Colegiul National Pedagogic Stefan cel Mare | Bacau |
| 246. | Colegiul Tehnic "Petru Poni " Roman | Roman |
| 247. | COLEGIUL TEHNIC "AUREL VLAICU" | Galati |
| 248. | Colegiul Tehnic de Comunicatii "Augustin Maior" | Cluj-Napoca |
| 249. | Colegiul Tehnic MIHAI VITEAZU | Vulcan |
| 250. | Gradinita cu Program Prelungit Raza de Soare, Pitesti | Pitești |
| 251. | Gymnazial School of Cristian | Cristian, Jud. Sibiu |

| | School name | City |
|------|---|--------------------|
| 252. | Liceul "Petru Rares" | Feldioara |
| 253. | Liceul Tehnologic SAMUS | Cluj- Napoca |
| 254. | Liceul Tehnologic Topoloveni | Topoloveni |
| 255. | Liceul Teoretic | Codlea |
| 256. | Liceul Teoretic "Emil Racovita" | Galati |
| 257. | LICEUL TEORETIC MIRCEA ELIADE | INTORSURA BUZAULUI |
| 258. | National College Gheorghe Sincai Baia Mare | Baia Mare |
| 259. | Nichita Stanescu | Baia Mare |
| 260. | OLTEA DOAMNA | Oradea |
| 261. | School No. 9 ,, Nicolae Orghidan" | Brasov |
| 262. | Scoala Giimnaziala Nr. 29 | Galati |
| 263. | SCOALA GIMNAZIALA "ANTON PANN" | BRAILA |
| 264. | Scoala Gimnaziala "Avram Iancu" | Turda |
| 265. | Ș coala Gimnazială "Grigore Moisil" Galaț i | Galaț i |
| 266. | Scoala Gimnaziala "Ion Tuculescu" | Craiova |
| 267. | Scoala Gimnaziala "Matei Basarab" | Pitesti |
| 268. | Școala Gimnazială "Mihai Eminescu" | Pitești |
| 269. | Scoala Gimnaziala "Ovid Densusianu" | Fagaras |
| 270. | Scoala Gimnaziala "Sfantul Andrei" | Bucharest |
| 271. | Scoala gimnaziala "Tudor Vladimirescu" | Călăraș i |
| 272. | Scoala gimnaziala "Vasile Alecsandri" | Roman |
| 273. | Scoala Gimnaziala "Vladimir Streinu"Teiu | Teiu |
| 274. | Scoala Gimnaziala ,,Samson Bodnarescu"- Galanesti | Galanesti, Suceava |
| 275. | Școala Gimnazială ,,Ștefan Bârsănescu" | Iași |
| 276. | Scoala Gimnaziala ,,Toma Cocisui" Blaj | Blaj |
| 277. | Ș coala Gimnazială "DimitrieSturdza" Tecuci | Tecuci |
| 278. | Scoala Gimnaziala "Luceafarul " | Bucharest |
| 279. | Scoala Gimnaziala Buzescu | Buzescu |
| 280. | SCOALA GIMNAZIALA CICIRLAU | CICIRLAU |
| 281. | Scoala Gimnaziala Gheorghe Lazar | Zalau |
| 282. | Scoala Gimnaziala Ghindeni | Ghindeni |
| 283. | SCOALA GIMNAZIALA HECI | HECI |
| 284. | Scoala Gimnaziala Ioan Badescu | Popesti Leordeni |
| 285. | Scoala Gimnaziala Ion Basgan | Focsani |

| | School name | City |
|------|--|---------------------|
| 286. | Școala Gimnazială Iordache Cantacuzino | Paș cani |
| 287. | Scoala Gimnaziala Ipotesti | Ipotesti |
| 288. | Scoala Gimnaziala Jimbolia | Jimbolia |
| 289. | Scoala Gimnaziala Liviu Rebreanu | MIOVENI |
| 290. | Scoala Gimnaziala Liviu Rebreanu | Tirgu Mures |
| 291. | Scoala Gimnaziala Mihai Eminescu | Arad |
| 292. | Scoala Gimnaziala Mircea cel Batran | Pitesti |
| 293. | Scoala Gimnaziala Mircea Eliade | Satu Mare |
| 294. | Scoala Gimnaziala Miron Pompiliu | Stei |
| 295. | Scoala Gimnaziala Moraresti | Moraresti |
| 296. | Scoala Gimnaziala Nicolae Balcescu | Craiova |
| 297. | Scoala gimnaziala nr 200 | Bucuresti |
| 298. | Scoala Gimnaziala Nr. 1 | Buftea |
| 299. | Scoala Gimnaziala Nr. 1 | Seini |
| 300. | Scoala Gimnaziala Nr. 1 Costesti | Costesti |
| 301. | SCOALA GIMNAZIALA NR. 1 VLADESTI, ARGES | VLADESTI, ARGES |
| 302. | Scoala Gimnaziala Nr. 279 | Bucharest |
| 303. | Scoala Gimnaziala Nr. 28 | Galati |
| 304. | Scoala Gimnaziala Nr. 3 Tibucani | Tibucani, Neamt |
| 305. | SCOALA GIMNAZIALA NR. 4 | Suceava |
| 306. | Scoala gimnaziala nr.17 Botosani | Botosani |
| 307. | Scoala Gimnaziala Nr.2 Cernavoda | Cernavoda |
| 308. | Scoala Gimnaziala nr.2 Zimnicea | Zimnicea |
| 309. | Scoala Gimnaziala Nr.206 | Bucharest |
| 310. | Scoala Gimnaziala nr.5 | Giurgiu |
| 311. | SCOALA GIMNAZIALA ONICENI | Oniceni - Suceava |
| 312. | Școala Gimnazială Oprea Iorgulescu | Câmpulung |
| 313. | Scoala Gimnaziala Pui | Pui |
| 314. | Scoala Gimnaziala Rediu | Iasi |
| 315. | Scoala Gimnaziala Sfanta Vineri Ploiesti | Ploiesti |
| 316. | SCOALA GIMNAZIALA SPECIALA PENTRU DEFICIENTI DE AUZ 'SFANTA MARIA' | BUCURESTI |
| 317. | Scoala Gimnaziala Vranesti | Vranesti, Calinesti |
| 318. | Scoala Gimnaziala Vulturu | Vulturu |

| | School name | City |
|------|--|-------------------|
| 319. | Scoala Gimnaziala"Dr.Ioan Mihalyi de Apsa" | Sighetu Marmatiei |
| 320. | Ș COALA GIMNAZIALĂ"ION PILLAT" | PITEȘ TI |
| 321. | Scoala Mihai Viteazul Targoviste | Targoviste |
| 322. | Scoala Primara Banpotoc | Banpotoc |
| 323. | Secondary School "Petru Musat" | Siret |
| 324. | Secondary school Constantin Brancusi | Cluj-Napoca |
| 325. | Secondary School No. 1 | Ludus |
| 326. | Tudor Vianu High School | Giurgiu |

Spain (178 schools)

| | School name | City |
|------|--|-------------------|
| 327. | Colegio Esclavas | A Coruña |
| 328. | IES Salvador de Madariaga | A Coruña |
| 329. | Domus- Museos Científicos Coruñeses | A Coruña |
| 330. | IES David Buján | A Coruña |
| 331. | CPI Alcalde Xosé Pichel | A Coruña |
| 332. | Abadinoko IES | Abadino |
| 333. | Gredos San Diego Alcalá | Alcalá de Henares |
| 334. | IES Bajo Aragón | Alcañíz |
| 335. | Fundación Educativa ACI - C. Sagrada Familia | Alcoy |
| 336. | IES ALBAIDA | Almería |
| 337. | Colegio Altaduna, grupo Attendis | Almería |
| 338. | KARMENGO AMA IKASTETXEA | Amorebieta-Etxano |
| 339. | Lauaxeta Ikastola | Amorebieta-Etxano |
| 340. | IES Zaraobe | Amurrio |
| 341. | La Presentació | Arenys de Mar |
| 342. | IES CIUDAD DE ARJONA | Arjona |
| 343. | CEIP San Miguel | Armillá |
| 344. | Arrasate BHI | Arrasate |
| 345. | Colegio Santa Teresa | Badajoz |
| 346. | IES Primeiro de Marzo Baiona | BAIONA |
| 347. | Balmaseda BHI | Balmaseda |
| 348. | Colegio San Vicente de Paúl | Barbastro |
| 349. | Institut Joan Salvat Papasseit | Barcelona |

| | School name | City |
|------|--|----------------------|
| 350. | IES Joàn Boscà | Barcelona |
| 351. | Kensington School | Barcelona |
| 352. | Institut Montserrat | Barcelona |
| 353. | Ins Josep Comas i Solà | Barcelona |
| 354. | INSTITUT ESCOLA TURO DE ROQUETES | Barcelona |
| 355. | Claret | Barcelona |
| 356. | Institut Font del Ferro, Palafolls | Barcelona |
| 357. | Escola Súnion | Barcelona |
| 358. | Escola Anna Ravell | Barcelona |
| 359. | Fundación Educativa ACI Benirredrá | Benirredrá |
| 360. | Colegio Esclavas del Sgdo. Corazón de Jesús | Benirredrá |
| 361. | CPI Cruz do Sar | Bergondo (A Coruña) |
| 362. | CPR Nuestra Señora del Carmen | Betanzos |
| 363. | CPR ALCA | Biduido-AMES |
| 364. | Institut Maria de Bell.lloc | Bigues i Riells |
| 365. | Esclavas del Sagrado Corazón. Fatima (Sede Tiboli) | Bilbao |
| 366. | El pilar ikastetxea | Bilbao |
| 367. | KIRIKIÑO IKASTOLA | Bilbao |
| 368. | COLEGIO VIZCAYA | Bilbao |
| 369. | IES San Adrian BHI | Bilbao |
| 370. | CEP. Maestra Isabel Gallego Gorria LHI | Bilbao |
| 371. | NTRA. SRA. DEL CARMEN | Bilbao |
| 372. | Colegio Zabalburu | Bilbao |
| 373. | IES Rekaldeberri | Bilbao |
| 374. | GEDOS SAN DIEGO BUITRAGO | Buitrago del Lozoya |
| 375. | AROfec, Asociación robótica y tecnología creativa de Extremadura | CÁCERES |
| 376. | Fundación Educativa ACI - Colegio San José | Cádiz |
| 377. | IES Valle del Cidacos | Calahorra (La Rioja) |
| 378. | Institut-Escola Les Vinyes | Castellbisbal |
| 379. | Colegio San Cristóbal | Castellón |
| 380. | Colegio Menéndez Pelayo | Castro Urdiales |
| 381. | IES Ataúlfo Argenta | Castro Urdiales |
| 382. | CEIP MIGUEL HERNÁNDEZ | CASTRO URDIALES |

| | School name | City |
|------|--|--|
| 383. | IES CONSABURUM | Consuegra |
| 384. | CEIP Stmo Cristo de la Vera Cruz | Consuegra (Toledo) |
| 385. | IES VIRGEN DE VALME | Dos Hermanas (Sevilla) |
| 386. | Colegio Puente III | El Astillero |
| 387. | Gredos San Diego El Escorial | El Escorial |
| 388. | INS Alexandre Deulofeu | Figueres |
| 389. | COL·LEGI L'ESTEL | Granollers |
| 390. | Gredos San Diego Guadarrama | Guadarrama (Madrid) |
| 391. | Teniente Hugo Ortiz | Guayaquil |
| 392. | Tecla Sala | Hospitalet de Llobregat |
| 393. | CENTRO MULTIDISCIPLINAR ATR3S | HUÉRCAL-OVERA |
| 394. | Santo Angel La Dehesa | Humanes de Madrid |
| 395. | A Coruña | IES AGRA DO ORZÁN |
| 396. | CDP CRISTO REY - JAÉN | JAÉN |
| 397. | Gredos san Diego las rozas | Las Rozas de Madrid |
| 398. | IES Artaza-Romo BHI | Leioa |
| 399. | Nuestra Señora de las Mercedes | Leioa |
| 400. | Lemoiz HLHI | Lemoiz |
| 401. | IES Lancia | León |
| 402. | Institut Bellvitge | Hospitalet de Llobregat |
| 403. | Institut Provençana | Hospitalet de Llobregat (Barcelona) |
| 404. | 2029 "Simón Boívar" | Lima |
| 405. | LAURO IKASTOLA | LOIU |
| 406. | IES Francisco Ros Giner | Lorca |
| 407. | IES Ramón Arcas Meca | Lorca |
| 408. | IES San Nicasio | Madrid |
| 409. | Fundación Educativa ACI-Sagrado Corazón de Jesús | Madrid |
| 410. | Senara | Madrid |
| 411. | Colegio Santa Rafaela Maria | Madrid |
| 412. | GREDOS SAN DIEGO GUADARRAMA | MADRID |
| 413. | GREDOS SAN DIEGO MORATALAZ | MADRID |
| 414. | Gredos san Diego las rozas | madrid |
| 415. | GSD Vallecas | Madrid |

| | School name | City |
|------|---|--------------------------|
| 416. | Gredos San Diego El Escorial | Madrid |
| 417. | GEDOS SAN DIEGO LAS SUERTES | Madrid |
| 418. | Gredos San Diego | Madrid |
| 419. | COLEGIO NUESTRA SEÑORA DE LAS VITORIAS | MADRID |
| 420. | IES Ignacio Aldecoa | Madrid |
| 421. | IES. ISAAC ALBENIZ | Madrid |
| 422. | IES Carmen Conde | Madrid |
| 423. | IES Francisco Giner de los Ríos | Madrid |
| 424. | Internacional aravaca | Madrid |
| 425. | Las Chapas - grupo attendis | Malaga |
| 426. | I.E.S.Sierra Mágina | Mancha Real |
| 427. | La Salle | Manresa |
| 428. | Escola Sant Ignasi | Manresa |
| 429. | IES Pedro Álvarez Sotomayor | Manzanares |
| 430. | I.E.S. Dunas de Las Chapas | Marbella |
| 431. | INS MATADEPERA | Matadepera, Terrassa |
| 432. | Departamento de Aplicación Docente | Mendoza, ARGENTINA |
| 433. | IES LA CALA DE MIJAS | MIJAS |
| 434. | IES PLURILINGÜE A PARALAIA | MOAÑA |
| 435. | Colegio Salesianos "San Francisco Solano" | Montilla |
| 436. | IES Gúdar-Javalambre | Mora de Rubielos |
| 437. | CEIP LA FUENTE | NAMBROCA |
| 438. | J.M.Barandiaran | Nanclares de Oca |
| 439. | Escola Daina-Isard, S.C.C.L | Olesa de Montserrat |
| 440. | IES El Palmeral | Orihuela (Alicante) |
| 441. | CEIP RODRIGUEZ MARIN | Osuna (SEVILLA) |
| 442. | Colegio Plurilingüe Divina Pastora | Ourense |
| 443. | COLEGIO SAN IGNACIO (JESUITAS) | OVIEDO |
| 444. | COLEGIO SANTA MARÍA DEL NARANCO ALTER VÍA | OVIEDO |
| 445. | Institut Font del Ferro | Palafolls (BCN) |
| 446. | Institut Ramon Casas i Carbó | Palau-solità i Plegamans |
| 447. | colegio san Jose | Palencia |
| 448. | Blanca de Castilla | Palencia |
| 449. | EOIP | Pamplona |

| | School name | City |
|------|--|-------------------------------------|
| 450. | FPA nº3 | Picassent |
| 451. | Museo Nacional de la Energía | Ponferrada |
| 452. | IES de Meaño | Pontevedra |
| 453. | Colegio Calasancio | Pontevedra |
| 454. | SANTA MARIA IKASTETXEA | PORTUGALETE |
| 455. | Asti Leku Ikastola | Portugalete |
| 456. | Escoles Betlem | Premià de Dalt |
| 457. | IES RAMBLA DE NOGALTE | PUERTO LUMBRERAS (MURCIA) |
| 458. | María Inmaculada FEC | Puerto Sagunto (Valencia) |
| 459. | San Jose Hijas de la Cruz | Renteria |
| 460. | Institut Gabriel Ferrater i Soler | Reus |
| 461. | Escola Mare de Deu de la Salut | Sabadell |
| 462. | Insitut Baix Montseny | Sant Celoni |
| 463. | Institut Castellet | Sant Vicenç de Castellet |
| 464. | IES MONTPEDRÓS, SANTA COLOMA DE CERVELLÓ | Santa Coloma de Cervelló |
| 465. | Fundación Educativa ACI - Colegio Sagrado Corazón (Esclavas) | Santander |
| 466. | IES Las Llamas | Santander |
| 467. | Compañía de María | Santander |
| 468. | IES Arcebispo Xelmirez II | Santiago de Compostela |
| 469. | Bihotz Gaztea Ikastola Koop. Elk. | Santurtzi |
| 470. | Colegio Diocesano La Milagrosa | Segorbe |
| 471. | IES Angela Figuera | Sestao-Bizkaia |
| 472. | Escuelas Francesas SAL | Sevilla |
| 473. | Instituto Can Peixauet | Sta. Coloma de Gramenet (Barcelona) |
| 474. | IES El Calero | Telde |
| 475. | Institut de Terrassa | Terrassa |
| 476. | IES de Tomiño | Tomiño |
| 477. | CEIP Benyamina | Torremolinos |
| 478. | IES NÚM. 1 - LIBERTAS | Torre vieja |
| 479. | Institut Cristòfol Despuig | Tortosa |
| 480. | CIP ETI TUDELA | Tudela |
| 481. | ESCUELAS PROFESIONALES SAGRADA | ÚBEDA |

| | School name | City |
|-------------|------------------------------------|------------------------|
| | FAMILIA ÚBEDA | |
| 482. | IES Rascanya | valencia |
| 483. | CEIP TEODORO LLORENTE | Valencia |
| 484. | Colegio Sagrado Corazón -Esclavas- | Valencia |
| 485. | IES Fuente de San Luís | Valencia |
| 486. | IES PIO DEL RIO HORTEGA | Valladolid |
| 487. | IES DIEGO DE PRAVES | VALLADOLID |
| 488. | Col·legi Sant Miquel dels Sants | Vic |
| 489. | COLEGIO DIVINO SALVADOR | Vigo |
| 490. | Col·legi Sant Gabriel | Viladecans |
| 491. | INS Eugeni d'Ors | Vilafranca del Penedès |
| 492. | Institut Vilanova del Vallès | Vilanova del Vallès |
| 493. | Fundacion Flors | Vila-real |
| 494. | CEIP SANTIAGO APOSTOL | Villadangos del Paramo |
| 495. | Koldo Mitxelena Ikastetxea | Vitoria |
| 496. | Carmelitas Sagrado Corazón | Vitoria-Gasteiz |
| 497. | Colegio Vera-Cruz | Vitoria-Gasteiz |
| 498. | Nuestra Señora de las Mercedes | Vitoria-Gasteiz |
| 499. | ZALLA BHI | ZALLA |
| 500. | Colegio Vizcaya | Zamudio |
| 501. | BTEK | Zamudio |
| 502. | Colegio Juan de Lanuza | Zaragoza |
| 503. | IES El Portillo | Zaragoza |
| 504. | IES La Azucarera | Zaragoza |

Switzerland (10 schools)

| | School name | City |
|------|----------------------------|--------------------|
| 505. | Gymnase Provence | Lausanne |
| 506. | HEP Vaud | Lausanne |
| 507. | Ecole Moser | Geneva |
| 508. | Collège Sismondi | Geneva |
| 509. | Gymnasium Neufeld | Bern |
| 510. | Kantonsschule Trogen | Trogen |
| 511. | Kantonsschule Heerbrugg | Heerbrugg |
| 512. | Lycée des Glières | France - Annemasse |
| 513. | Sekundarschule | Zürich |
| 514. | Lausanne Gymnase du Bugnon | Lausanne |

United Kingdom (44 schools)

| | School name | City |
|------|----------------------------------|-----------------|
| 515. | Abbeyfield School | Northampton |
| 516. | Academus Independent | Taunton |
| 517. | Aprioc learning | Varies |
| 518. | Bishop Hedley | Merthyr Tydfil |
| 519. | Cleeve School | Bishops Cleeve |
| 520. | Colchester Sixth Form College | Ipswich |
| 521. | Croesyceiliog School | Cwmbran |
| 522. | Dollar Academy | Dollar |
| 523. | Dorothy Stringer School | Brighton & Hove |
| 524. | Edinburgh Montessori Arts School | Edinburgh |
| 525. | Evans independent | Birmingham |
| 526. | Glebe School | West Wickham |
| 527. | Hartpury College | Gloucester |
| 528. | Hereford Cathedral School | Hereford |
| 529. | Hitchin Girls School | Hitchin |
| 530. | Holyhead School | Birmingham |
| 531. | Kenton Primary | Exeter |
| 532. | Lockerbie Academy | Lockerbie |
| 533. | Norwich School | Norwich |
| 534. | Nower Hill High School | Harrow |

| | School name | City |
|------|--|-------------------------|
| 535. | QEGS | Ashbourne |
| 536. | Queen's College | Taunton |
| 537. | Redmoor Academy | Leicester |
| 538. | Shooters Hill Post 16 Campus (Academy) | London, Greenwich |
| 539. | Simon Langton Grammar School for Boys | Canterbury |
| 540. | Southbank international | London |
| 541. | St Catherine's College | Armagh |
| 542. | St Columba's School | Glasgow |
| 543. | St Richard's Catholic College | Bexhill (near Hastings) |
| 544. | Stafford college | Stafford |
| 545. | Swalwell Primary | Newcastle upon Tyne |
| 546. | The Arnewood School | New Milton |
| 547. | The Burgate School and Sixth Form | Fordingbridge |
| 548. | The King Fahad Academy | London |
| 549. | The Piggott School | Wargrave near Reading |
| 550. | The Purcell School | Watford |
| 551. | Tiverton High School | Tiverton |
| 552. | Vinehall School | Robertsbridge |
| 553. | Whitchurc High School | Cardiff |
| 554. | Wymondham High Academy Trust | Norwich |
| 555. | Wyvern College | Southampton |
| 556. | Yeovil College | yeovil |
| 557. | Ysgol Bro Gwaun | Fishguard |
| 558. | Ysgol Glan Clwyd | Llanelwy |

International (106 schools)

| | School name | City | Country |
|------|--|------------|------------------------|
| 559. | DEMOKRACIA | Durres | Albania |
| 560. | Private school KRISTAQ RAMA | Tirane | Albania |
| 561. | Yerevan 198 high school | Yerevan | Armenia |
| 562. | Kattali City Corporation Girls High School & College | Chittagong | Bangladesh |
| 563. | JU OS " BEHAUDIN SELMANOVIC" | Sarajevo | Bosnia and Herzegovina |
| 564. | OS Sutjeska | Modrica | Bosnia and Herzegovina |

| School name | City | Country |
|--|---------------------|------------------------|
| 565. Osnovna škola "Kovačići" | Sarajevo | Bosnia and Herzegovina |
| 566. Colégio Antares | Americana | Brazil |
| 567. The Leo Baeck Day School | Toronto | Canada |
| 568. West Kings High School | Auburn, Nova Scotia | Canada |
| 569. FEMENINO DE VILLAVICENCIO | Villavicencio | Colombia |
| 570. Liceo Mixto Sinai - Manizales | Manizales, caldas | Colombia |
| 571. ENSST | Tunja, Boyacá | Colombia |
| 572. Osnovna škola Petrijanec | Petrijanec | Croatia |
| 573. OŠ Ivana Kukuljevića Sisak | Sisak | Croatia |
| 574. OS Trilj | Trilj | Croatia |
| 575. OS "Mladost" | Osijek | Croatia |
| 576. Prva gimnazija Varaždin | Varaždin | Croatia |
| 577. OŠ "Viktor Car Emin", Donji Andrijevc | Donji Andrijevc | Croatia |
| 578. Secondary school Bedekovcina | Bedekovcina | Croatia |
| 579. OŠ "Petar Zoranić" Nin | Nin | Croatia |
| 580. Unidad Educativa Juan Javier Espinoza | Guayaquil | Ecuador |
| 581. Modern Education Language School | Alexandria | Egypt |
| 582. Ulvilan lukio | Ulvila | Finland |
| 583. Ort | Paris | France |
| 584. La Xaviere | Lyon | France |
| 585. Naphareuli public school, Telavi, Kakheti, Georgia | Tbilisi | Georgia |
| 586. Sashegyi Arany János Primary and Secondary School | Budapest | Hungary |
| 587. Kállay Miklós Primary School | Kállósemjén | Hungary |
| 588. Nagy László Secondary Grammar School | Budapest | Hungary |
| 589. Sajószentpéteri Kossuth Lajos Általános Iskola | Sajószentpéter | Hungary |
| 590. Tatai Református Gimnázium | Tata | Hungary |
| 591. Balassi Bálint Nyolcévfyamos Gimnázium | Budapest | Hungary |
| 592. TVS School , Tumkur | Tumkur | India |
| 593. Angel school | Pune | India |

| School name | City | Country |
|--|----------------------|---------------------|
| 594. Federal Institute of Science and Technology | Kochi | India |
| 595. Ulpenat Bnei- Akiva Hashomron | Elkana | Israel |
| 596. Yeelim | Arad | Israel |
| 597. Ziv and Marks school | Jerusalem | Israel |
| 598. Gulbenes vidusskola (Gulbene secondary school) | Gulbene | Latvia |
| 599. Sērmūkši primary school | Sērmūkši | Latvia |
| 600. Daugavpils 13. vidusskola | Daugavpils | Latvia |
| 601. Palangos senoji gimnazija | Palanga | Lithuania |
| 602. Vilnius Antakalnis progymnasium | Vilnius | Lithuania |
| 603. OU Dame Gruev | Bitola | Macedonia (FYROM) |
| 604. Dr.Jovan Kalauzi | Bitola | Macedonia (FYROM) |
| 605. Straso Pindur | Negotino | Macedonia (FYROM) |
| 606. Dimitrija Chupovski | Veles | Macedonia (FYROM) |
| 607. OOU „Goce Delcev“ | Negotino | Macedonia (FYROM) |
| 608. OU "Krume Kepeski" | Skopje | Macedonia (FYROM) |
| 609. Archbishop's Seminary | Rabat | Malta |
| 610. St Joseph School, Senior Section | Sliema | Malta |
| 611. St.Theresa Secondary | Birkirkara | Malta |
| 612. St.Ignatius College Boys' Secondary School, Tal-Handaq | Qormi | Malta |
| 613. St Dorothy's Senior School | Zebbug | Malta |
| 614. BIN LAMDOUNE EL JADIDA | Casablanca | Morocco |
| 615. Precious Sprouts School | Lagos | Nigeria |
| 616. Glenart college (formerly Arklow community college) | Arklow | Republic of Ireland |
| 617. St. Oliver's N.S. | Carlingford, Dundalk | Republic of Ireland |
| 618. Gaelscoil na Laochra | Birr, Co. Offaly | Republic of Ireland |
| 619. Colaiste Bhaile Chlair | Claregalway | Republic of Ireland |
| 620. Santa Sabina | Dublin | Republic of Ireland |
| 621. The High School | Dublin | Republic of Ireland |
| 622. Loreto College, Cavan | Cavan | Republic of Ireland |

| School name | City | Country |
|--|--------------------|---------------------|
| 623. Garrafrauns N.S. | Garrafrauns | Republic of Ireland |
| 624. St. Peter's college | Wexford | Republic of Ireland |
| 625. Southern Federal University | Rostov-on-Don | Russia |
| 626. Secondary School 21 | Ulyanovsk | Russia |
| 627. GBOU SOSH #418 | Kronshtadt | Russia |
| 628. Stojan Novaković | Blace | Serbia |
| 629. Simeon Aranicki | Stara Pazova | Serbia |
| 630. OŠ "Svetislav Golubović Mitraljeta" | Belgrade-Batajnica | Serbia |
| 631. OS Vuk Karadzic | Cacak | Serbia |
| 632. Bozidar Dimitirjevic Kozica | Bradarac | Serbia |
| 633. Masinska skola "Pancevo" | Pancevo | Serbia |
| 634. High School Lazarevac | Lazarevac | Serbia |
| 635. Osnovna škola "Živadin Apostolović" | Trstenik | Serbia |
| 636. OŠ " Nikola Vukićević" | Sombor | Serbia |
| 637. Technical School „15th May" | Prokuplje | Serbia |
| 638. secondary shool Braca Jerkovic | Belgrade | Serbia |
| 639. Základná škola Ármina Vámbéryho s vyučovacím jazykom maďarským | Dunajska Streda | Slovakia |
| 640. Spojená škola Martin | Martin | Slovakia |
| 641. Prva gimnazija Maribor | Maribor | Slovenia |
| 642. International School of Stockholm Region | Stockholm | Sweden |
| 643. Kristvallabrunnsschool | Nybro | Sweden |
| 644. Internationella Engelska Skolan Jönköping | Jönköping | Sweden |
| 645. Private SANKO Science and Technology High School | Gaziantep | Turkey |
| 646. KÜÇÜKYALI TEKNİK VE ENDÜSTRİ MESLEK LİSESİ | Istanbul | Turkey |
| 647. Cebeci Primary School | Ankara | Turkey |
| 648. Seyfettin Tatoğlu Ortaokulu | Mersin | Turkey |
| 649. KEÇİÖREN MEVLANA ORTAOKULU | Ankara | Turkey |
| 650. MEF SCHOOLS | Istanbul | Turkey |
| 651. Necip Fazıl Kısakürek lho | Konya | Turkey |
| 652. Hisar Schools | Istanbul | Turkey |
| 653. Kerimbey Ortaokulu | Samsun | Turkey |
| 654. Small Academy of Sciences | Odessa | Ukraine |

| School name | City | Country |
|---|-------------------------------------|---------|
| 655. Glenfield Middle School | Montclair | USA |
| 656. Georgia Virtual School | Atlanta (cover all of Georgia, USA) | USA |
| 657. Ninth Grade Center | Cedar Hill Texas | USA |
| 658. Indian Creek Elementary School | Indianapolis | USA |
| 659. North Valley Military Institute | Los Angeles | USA |
| 660. Merrill Middle School | Des Moines, Iowa | USA |
| 661. Bellevue College | Bellevue, Washington | USA |
| 662. River HomeLink | Battle Ground, Washington | USA |
| 663. Long View Learning Lab | Austin, Texas USA | USA |
| 664. Exprimental Highschool | Ha Noi | VietNam |

5. Statistics

5.1 Introduction

The Go-Lab Repository (<https://golabz.eu>) offers teaching resources in physics, chemistry, biology, mathematics, technology and informatics. In order to make sure Go-Lab's full resource capacity in all fields is well utilized by its stakeholders, it is important that the selection of teachers correspondently has the expertise to benefit and teach the diversity of teaching materials offered by the Go-Lab project. At the same time, teachers' disciplines and interests will also have an impact on the further development of Go-Lab and on the selection of future online laboratories. In the sections below we are looking into the individual country statistics for Austria and United Kingdom regarding the distribution of taught subjects, age groups and school types. Detailed statistics for all countries along with a summary view of all our Pilot teachers are provided below.

5.2 Country statistics

5.2.1 Austria

In Go-Lab Pilot Phase C, 20% of the schools involved in Go-Lab in Austria are primary schools. All the remaining (80%) are secondary schools.

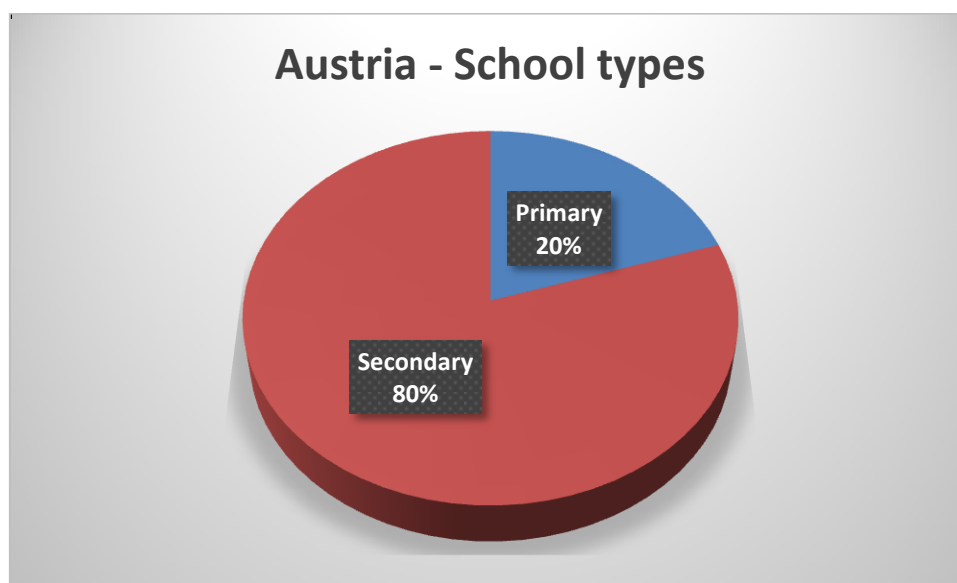


Figure 9 Austria: Distribution of school types

When it comes to subjects, Informatics (21%) is mostly represented with Mathematics (19%) and Physics (17%) following. Biology (8%) and Technology (9%) on the other hand are least represented.

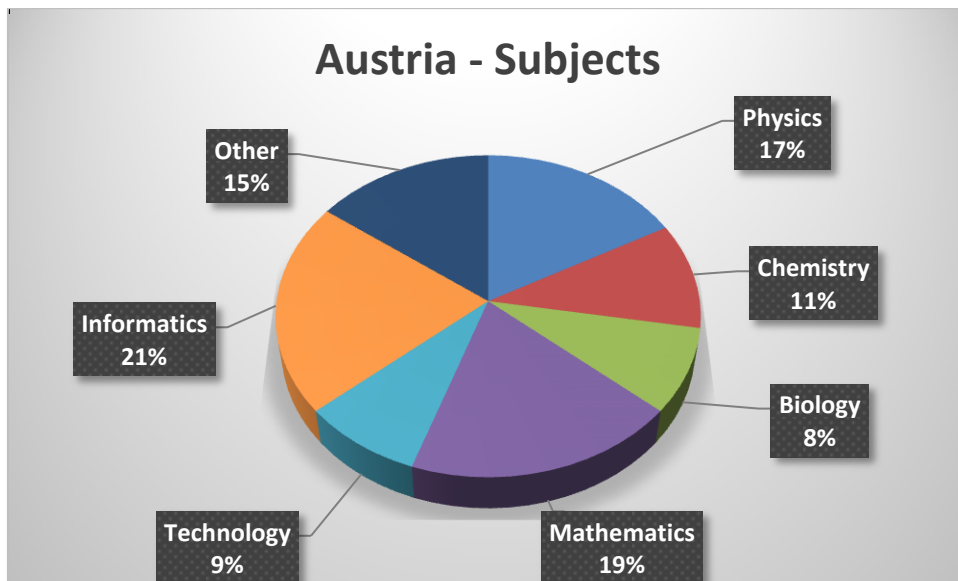


Figure 10 Austria: Distribution of taught subjects.

Age groups in Austria appear to be quite widely distributed with 12-13, 13-14 and 14-15 year olds occupying a total of 35%.

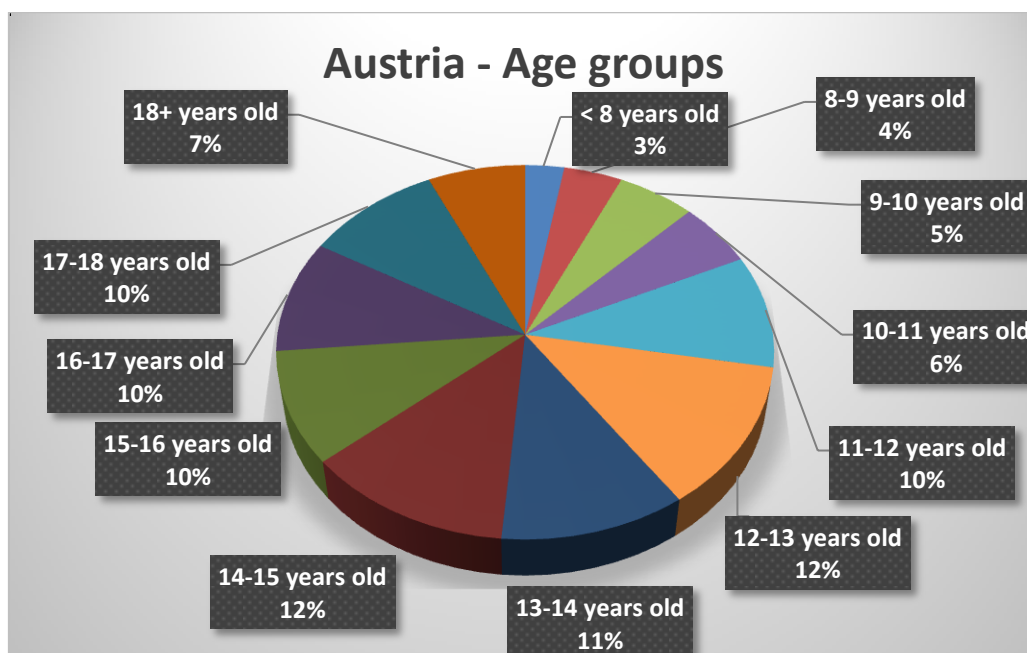


Figure 11 Austria: Distribution of age groups.

5.2.2 Belgium

In Belgium, all Belgian Go-Lab Pilot Schools are secondary schools.

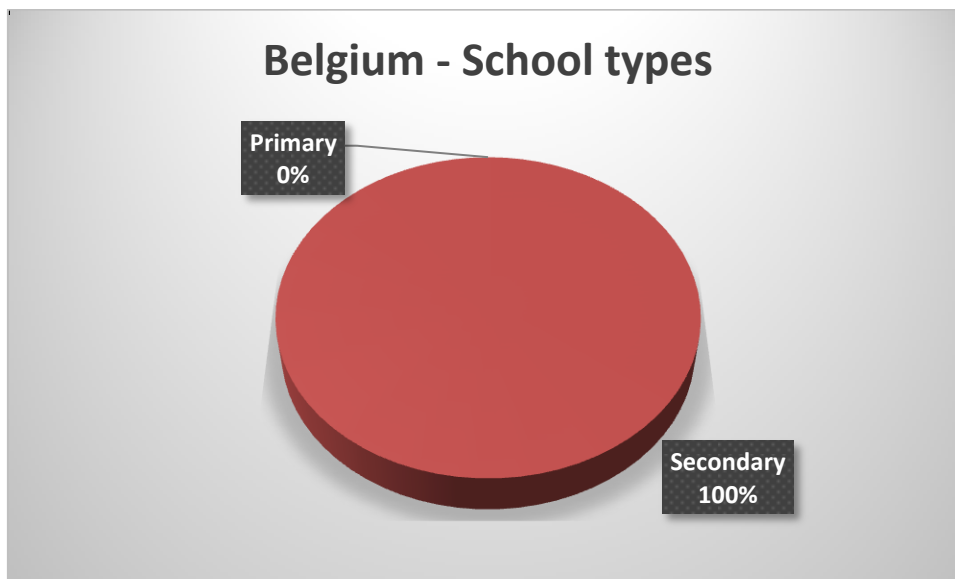


Figure 12 Belgium: Distribution of school types.

When it comes to subjects, Informatics (23%) is mostly represented with Technology (15%) and Chemistry (15%) following. Mathematic (8%) on the other hand is least represented.

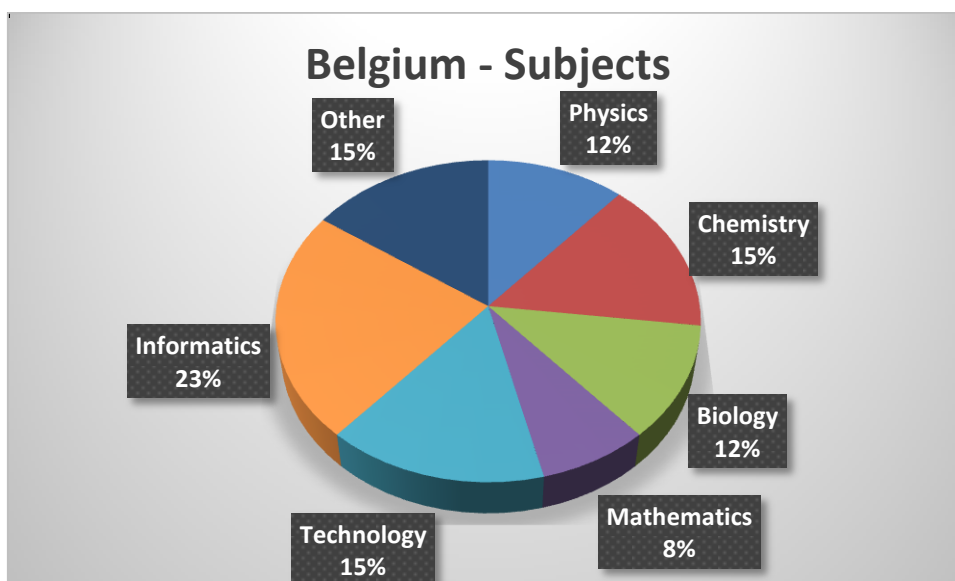


Figure 13 Belgium: Distribution of taught subjects.

Age groups in Belgium appear to be quite widely distributed with 12-13, 13-14 and 14-15 year olds occupying a total of 40%.

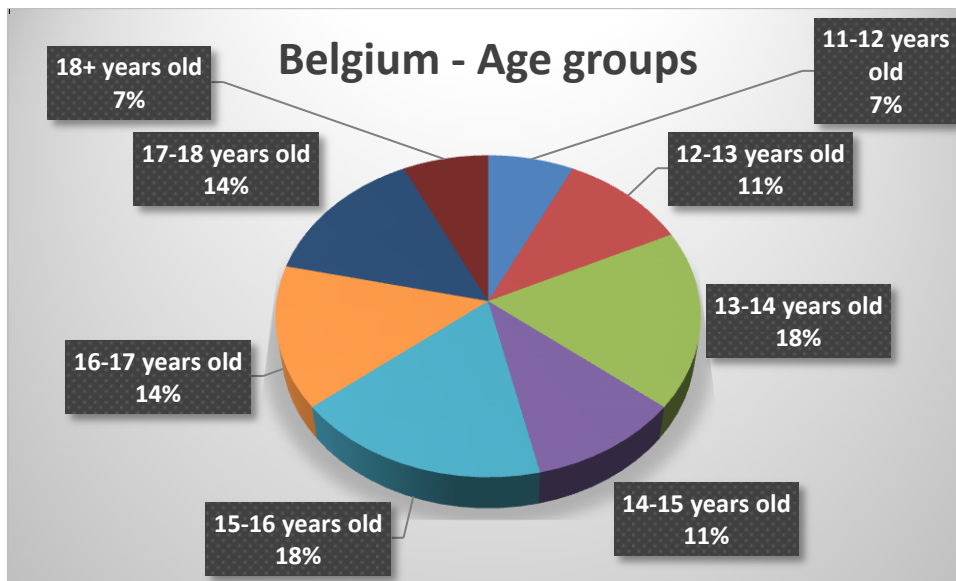


Figure 14 Belgium: Distribution of age groups.

5.2.3 Bulgaria

In Pilot Phase C, 20% of the schools involved in Go-Lab in Bulgaria are primary schools. All the remaining (80%) are secondary schools.

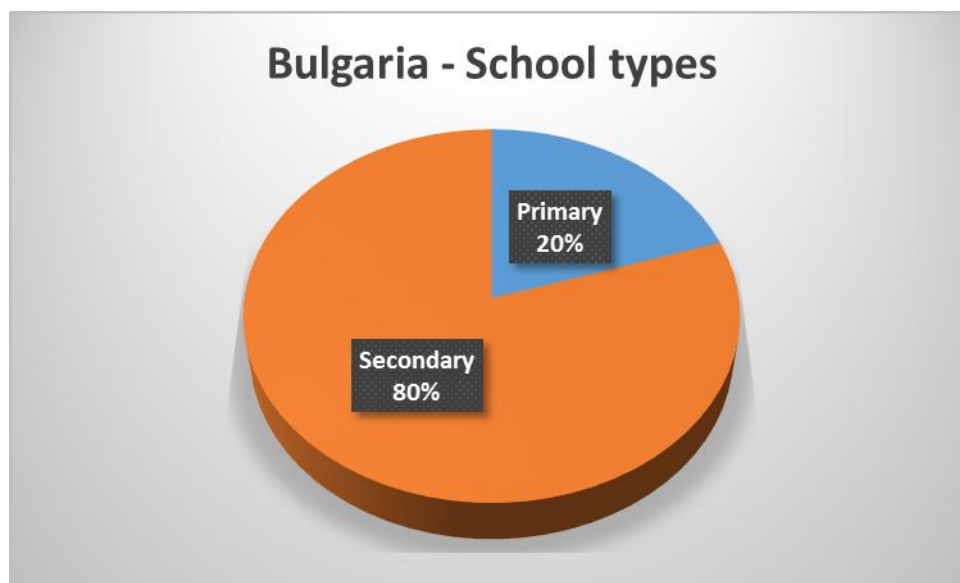


Figure 15 Bulgaria: Distribution of school types.

When it comes to subjects, Informatics (25%) is mostly represented with Mathematics (19%) and Physics (17%) following. Chemistry (6%) and Technology (9%) on the other hand are least represented.

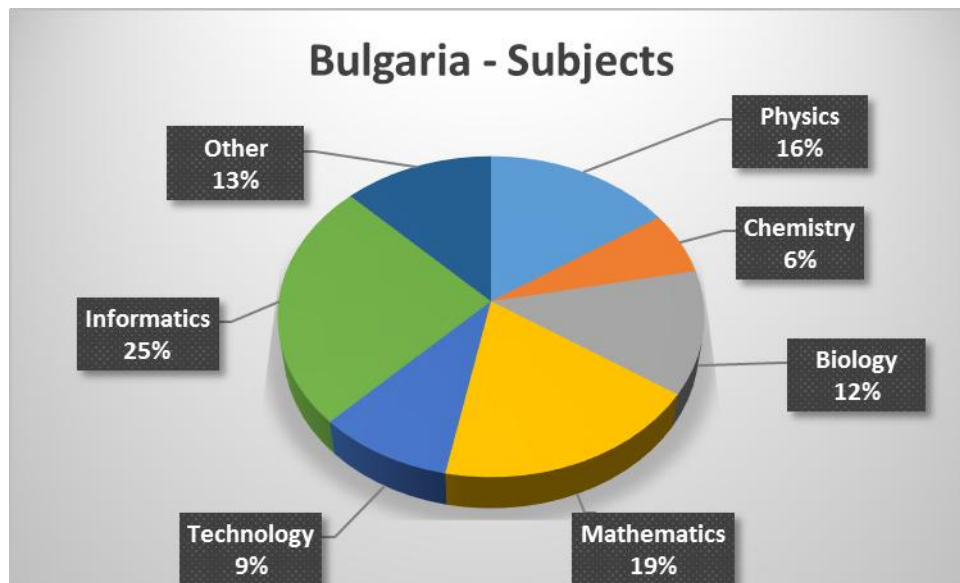


Figure 16 Bulgaria: Distribution of taught subjects.

Age groups in Bulgaria appear to be quite widely distributed with 12-13, 13-14 and 14-15 year olds occupying a total of 31%.

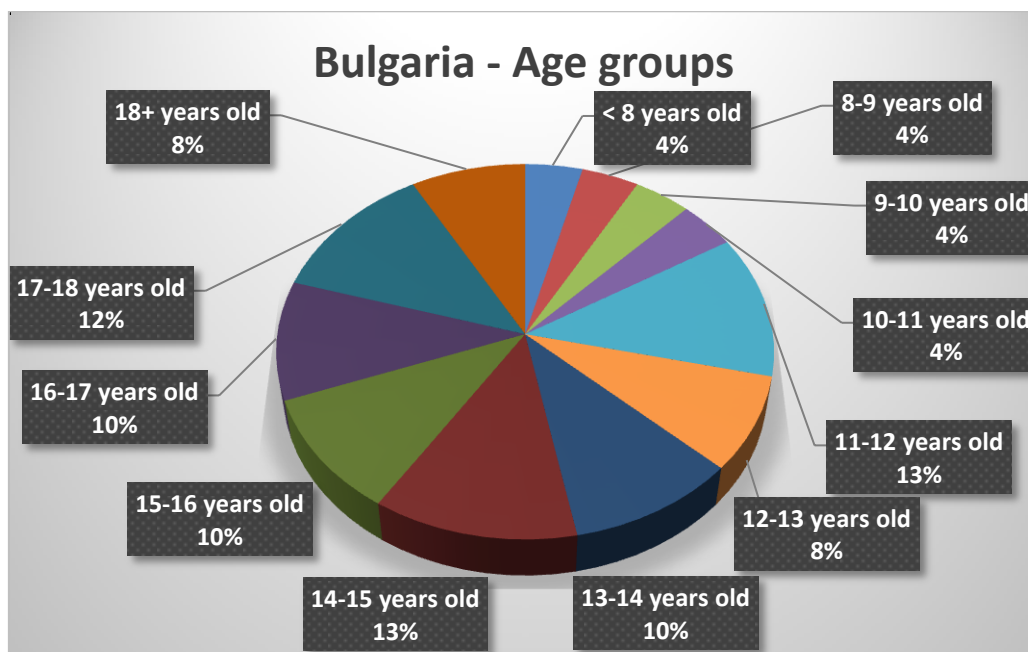


Figure 17 Bulgaria: Distribution of age groups.

5.2.4 Cyprus

In Pilot Phase C, 60% of the schools involved in Go-Lab in Cyprus are secondary schools. All the remaining (40%) are primary schools.

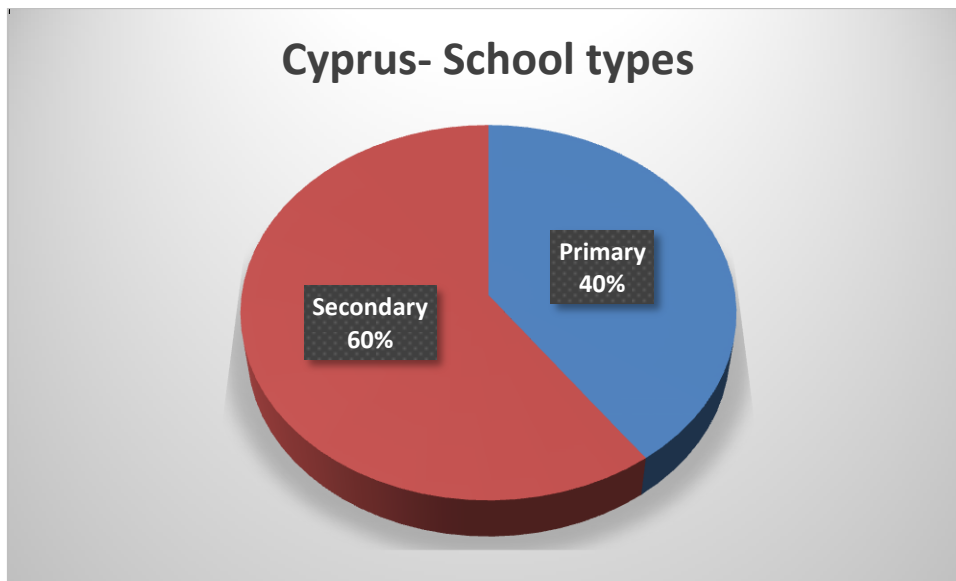


Figure 18 Cyprus: Distribution of school types.

When it comes to subjects, Mathematics (21%) is mostly represented with Biology, Chemistry and Physics (16%) following. Astronomy (5%) and Geography (5%) are least represented.

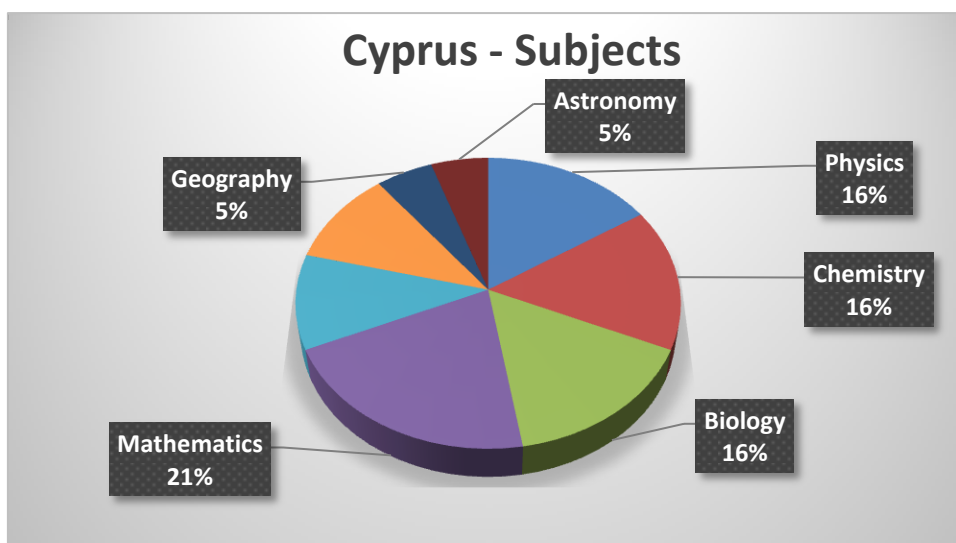


Figure 19 Cyprus: Distribution of taught subjects.

Age groups in Cyprus appear to be quite widely distributed with 12-13, 13-14 and 14-15 year olds occupying a total of 51%.

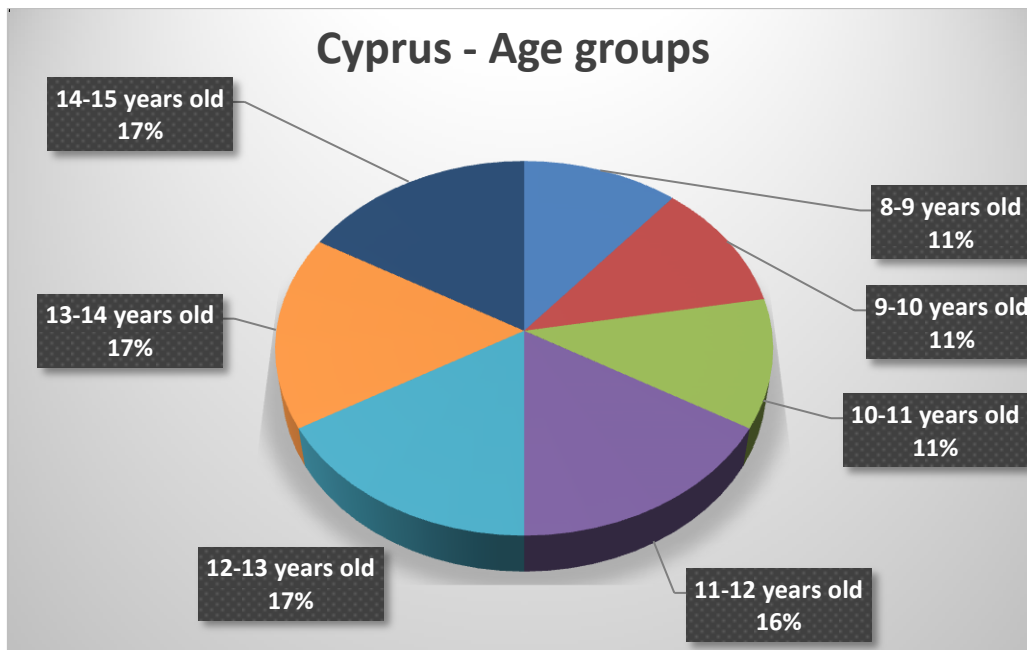


Figure 20 Cyprus: Distribution of age groups.

5.2.5 Germany

In Pilot Phase C, 96% of the schools involved in Go-Lab in Germany are secondary schools. The remaining (80%) are secondary schools.

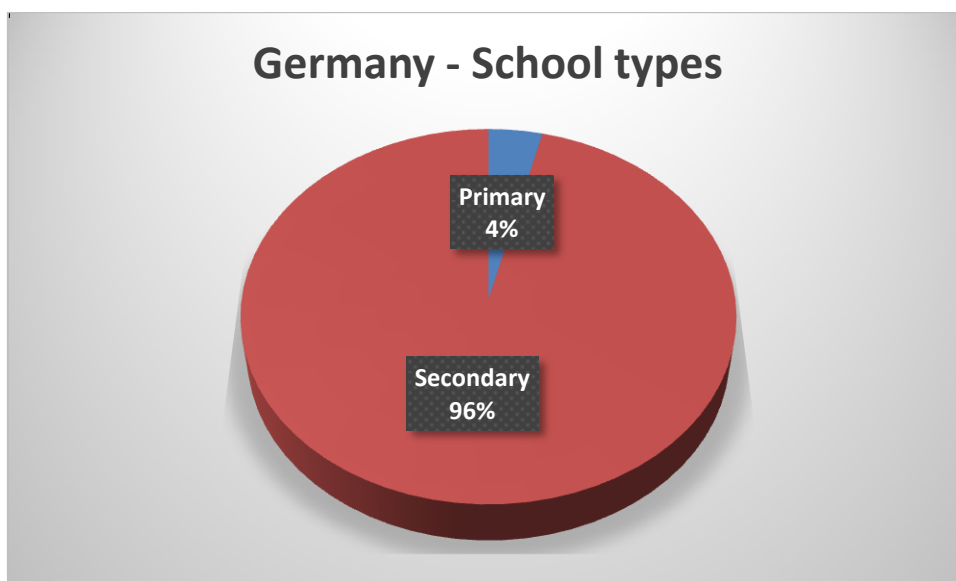


Figure 21 Germany: Distribution of school types.

When it comes to subjects, Physics (28%) is mostly represented with Chemistry (22%) and Biology (16%) following. Informatics (12%) and Geography (5%) on the other hand are least represented.

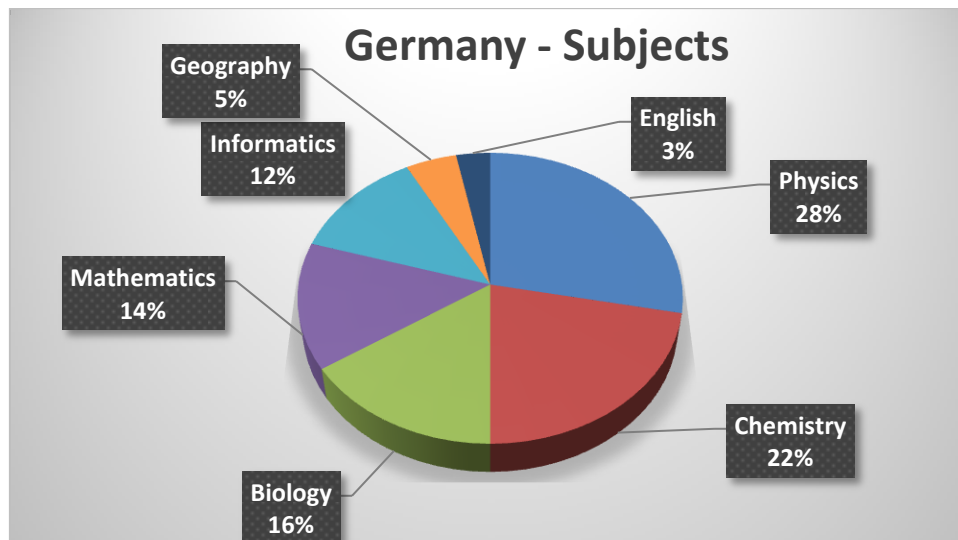


Figure 22 Germany: Distribution of taught subjects.

Age groups in Germany appear to be quite widely distributed with 12-13, 13-14 and 14-15 year olds occupying a total of 33%.

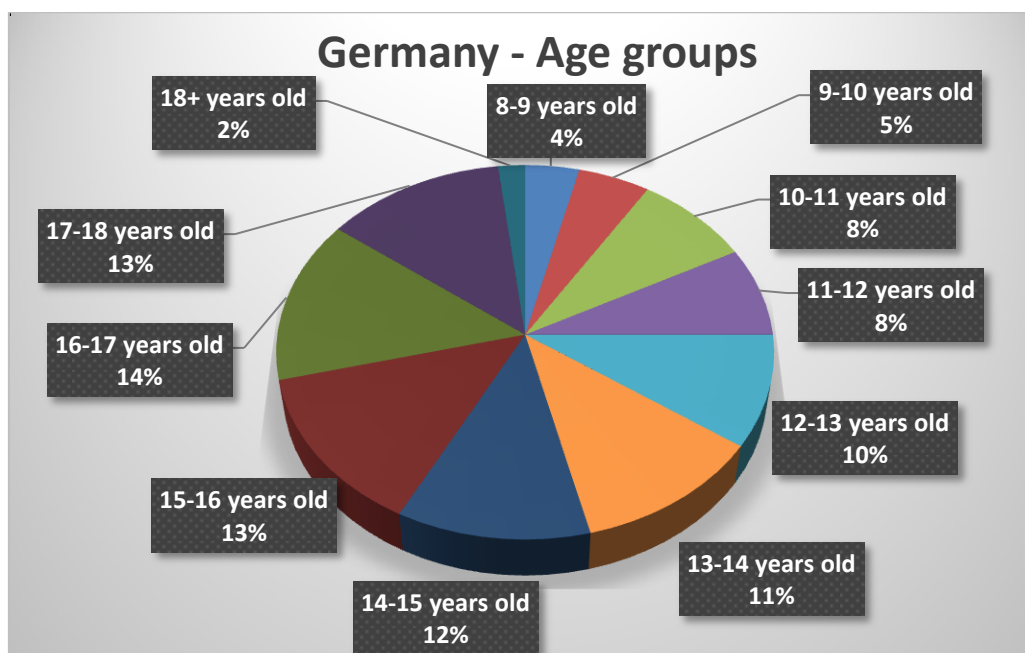


Figure 23 Germany: Distribution of age groups.

5.2.6 Greece

In Pilot Phase C, 84% of the schools involved in Go-Lab in Greece are secondary schools. The remaining 16% are primary schools.

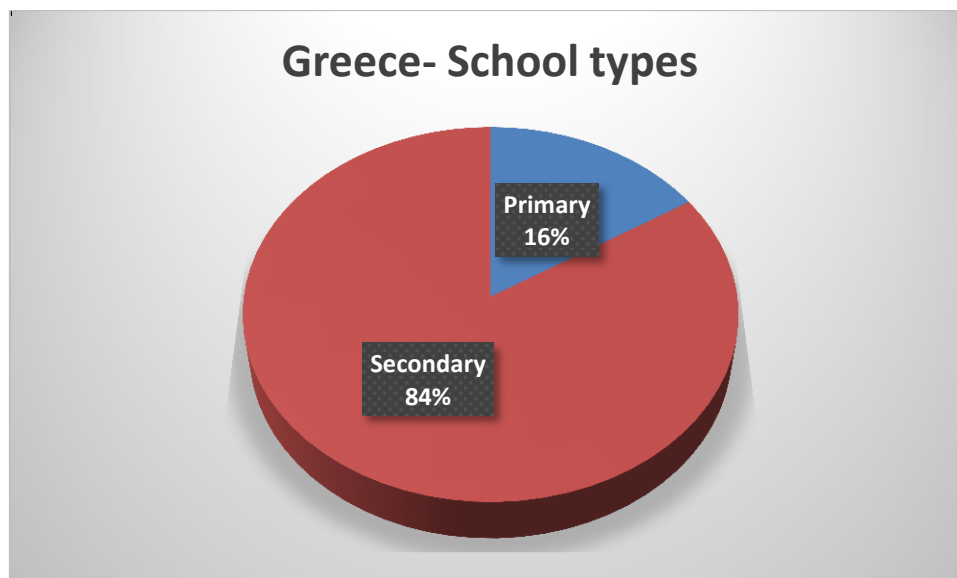


Figure 24 Greece: Distribution of school types.

When it comes to subjects, Physics (42%) is mostly represented with Chemistry (19%) and Biology (16%) following. Astronomy (9%) and Geography (5%) on the other hand are least represented.

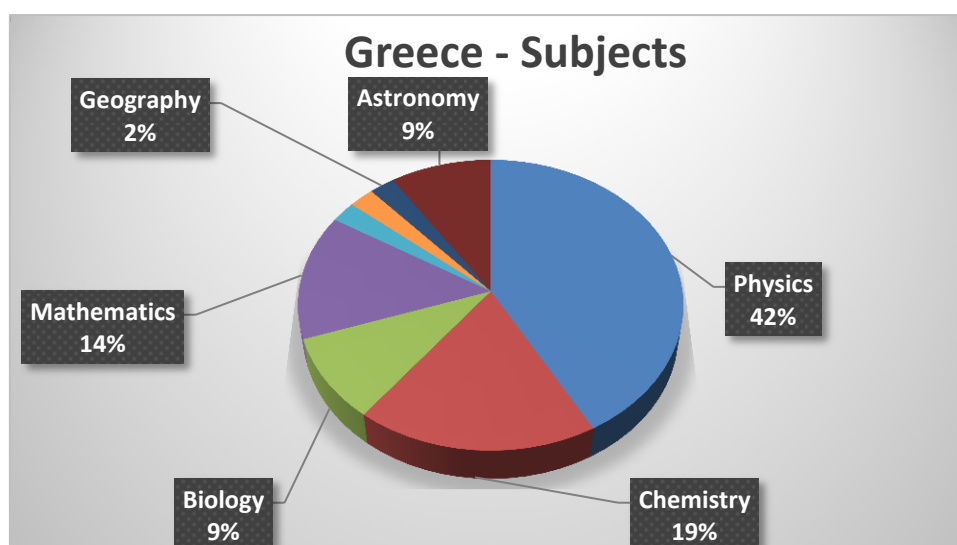


Figure 25 Greece: Distribution of taught subjects.

Age groups in Greece appear to be quite widely distributed with 12-13, 13-14 and 14-15 year olds occupying a total of 46%.

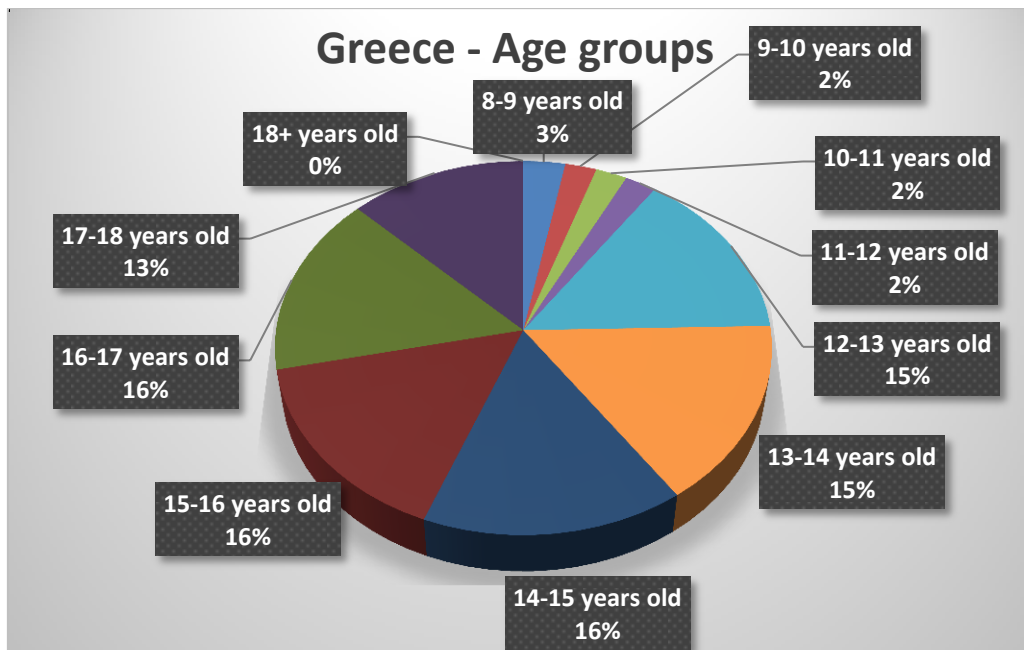


Figure 26 Greece: Distribution of age groups.

5.2.7 Estonia

In Pilot Phase C, 75% of the schools involved in Go-Lab in Estonia are secondary schools. The remaining 25% are primary schools.

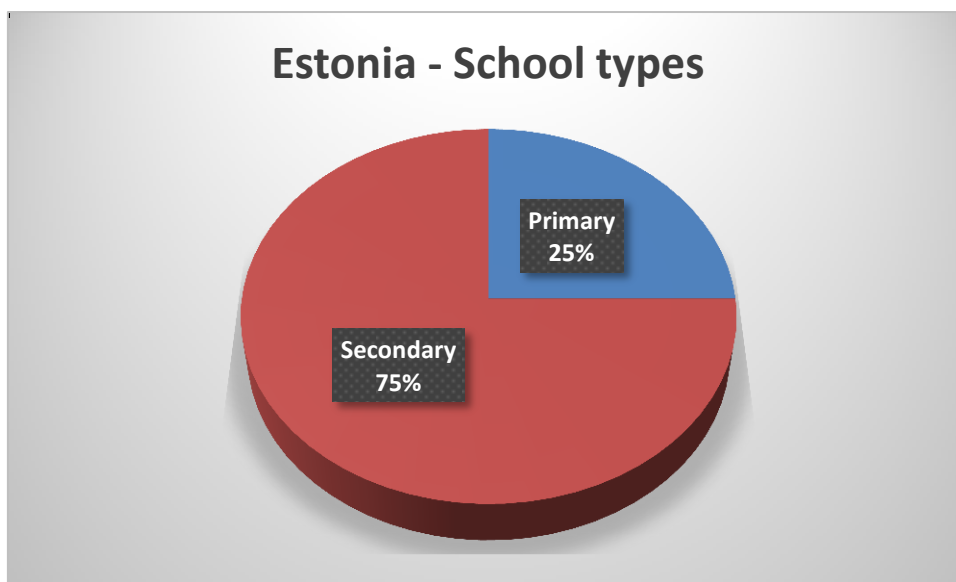


Figure 27 Estonia: Distribution of school types.

When it comes to subjects, Physics (26%) is mostly represented with Chemistry (20%) and Biology (19%) following. Informatics (10%) and Geography/English (5%) on the other hand are least represented.

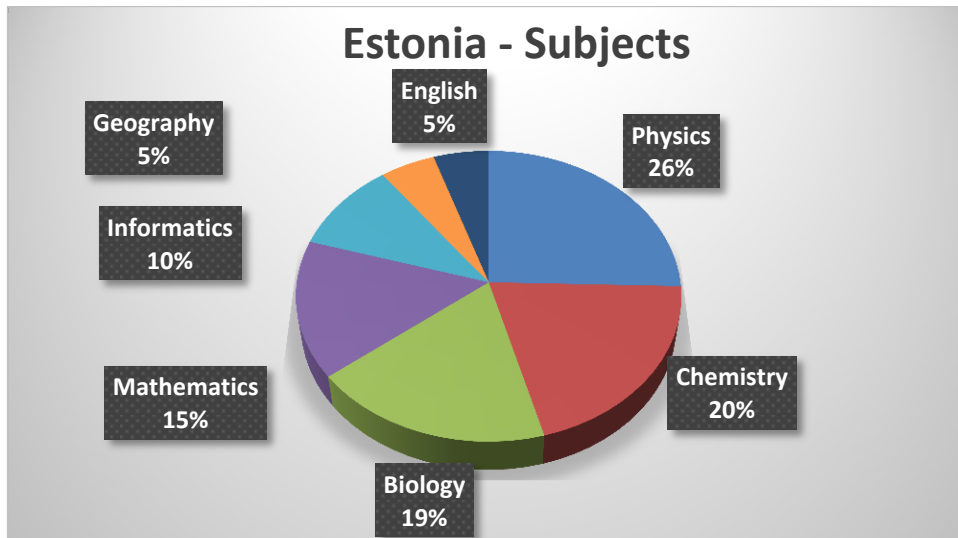


Figure 28 Estonia: Distribution of taught subjects.

Age groups in Estonia appear to be quite widely distributed with 12-13, 13-14 and 14-15 year olds occupying a total of 33%.

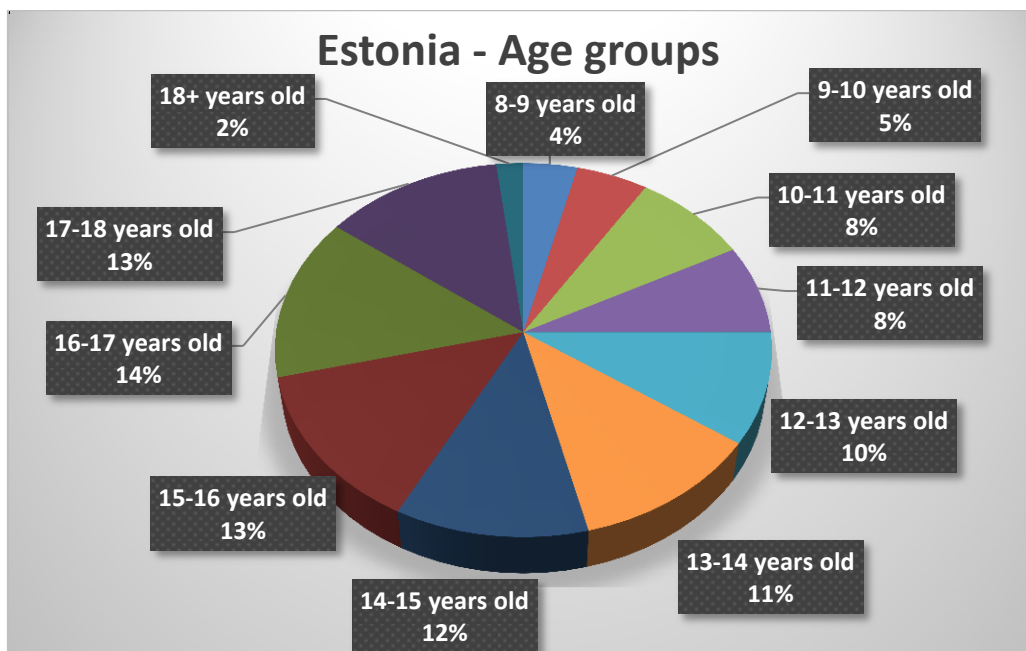


Figure 29 Estonia: Distribution of age groups.

5.2.8 Italy

In Pilot Phase C, 90% of the schools involved in Go-Lab in Italy are secondary schools. The remaining 10% are primary schools.

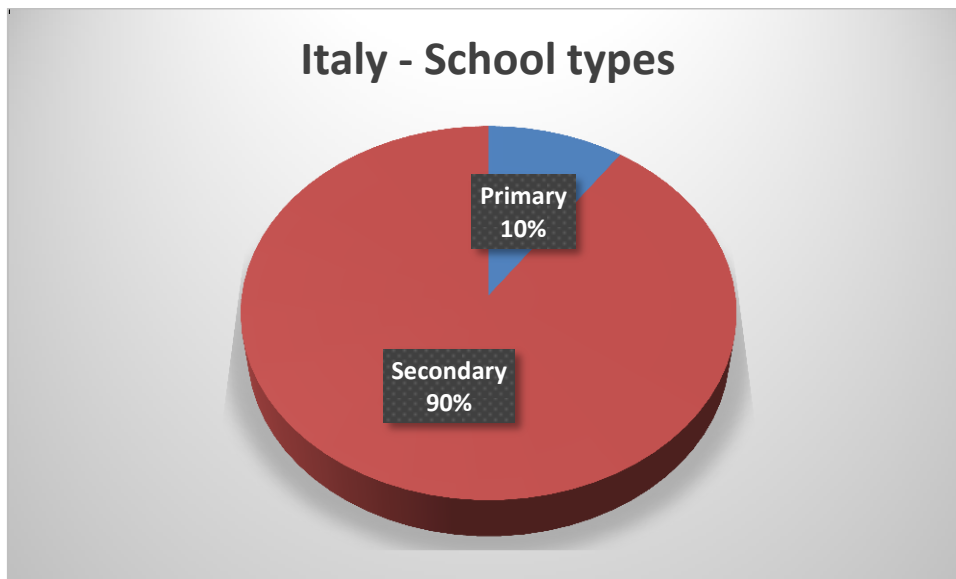


Figure 30 Italy: Distribution of school types.

When it comes to subjects, Physics (32%) is mostly represented with Chemistry (23%) and Mathematics (16%) following. Informatics (12%) and Geography (5%) on the other hand are least represented.

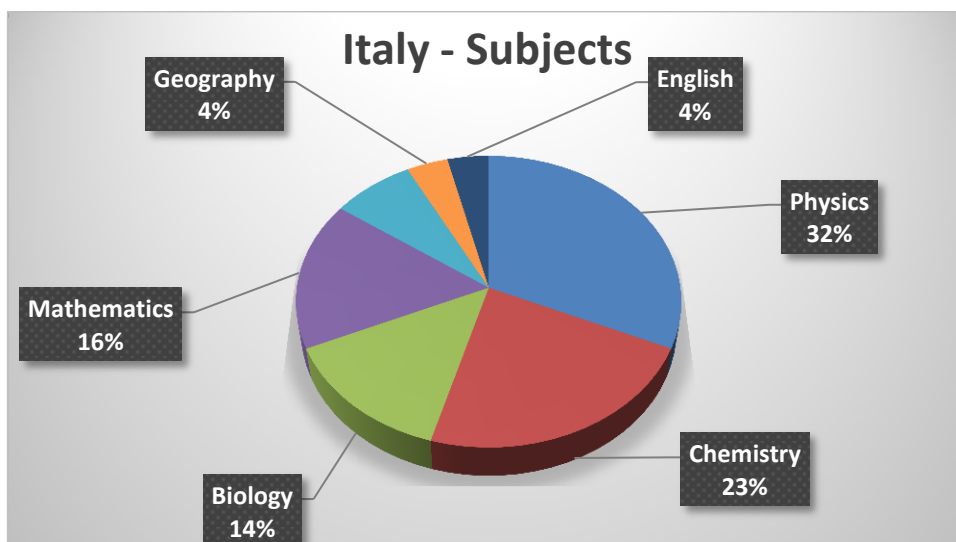


Figure 31 Italy: Distribution of taught subjects.

Age groups in Italy appear to be quite widely distributed with 12-13, 13-14 and 14-15 year olds occupying a total of 55%.

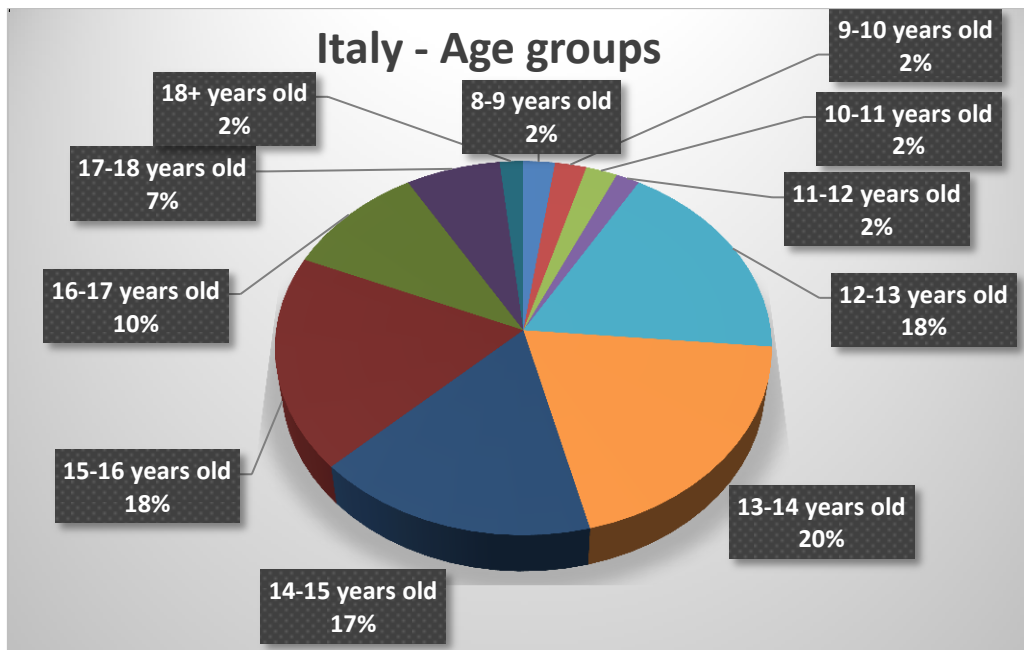


Figure 32 Italy: Distribution of age groups.

5.2.9 Netherlands

In Pilot Phase C, 75% of the schools involved in Go-Lab in Netherlands are secondary schools. The remaining 25% are primary schools.

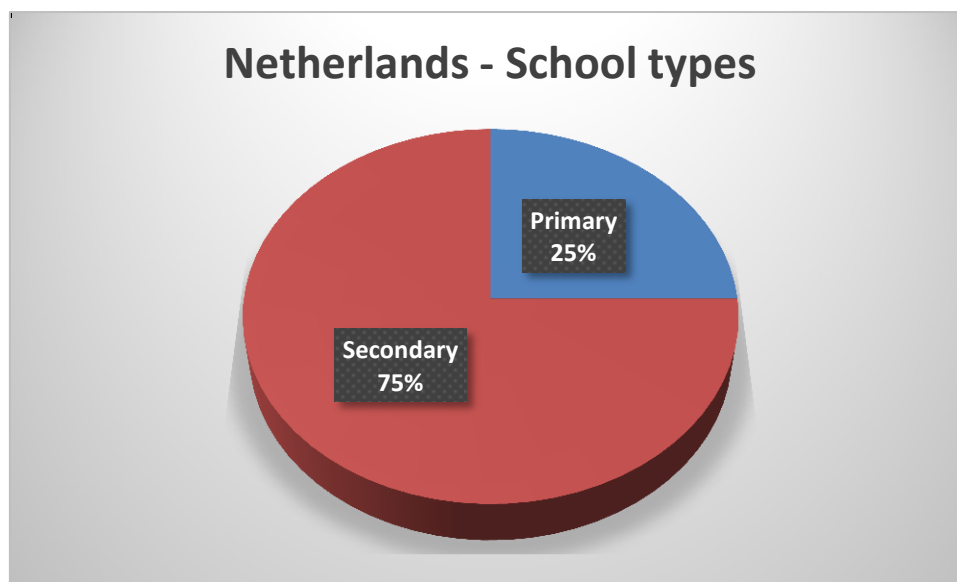


Figure 33 Netherlands: Distribution of school types

When it comes to subjects, Physics (20%) and Mathematics (20%) are mostly represented with Chemistry (17%) and Biology (17%) following. Informatics (13%) and Geography (6%) on the other hand are least represented.

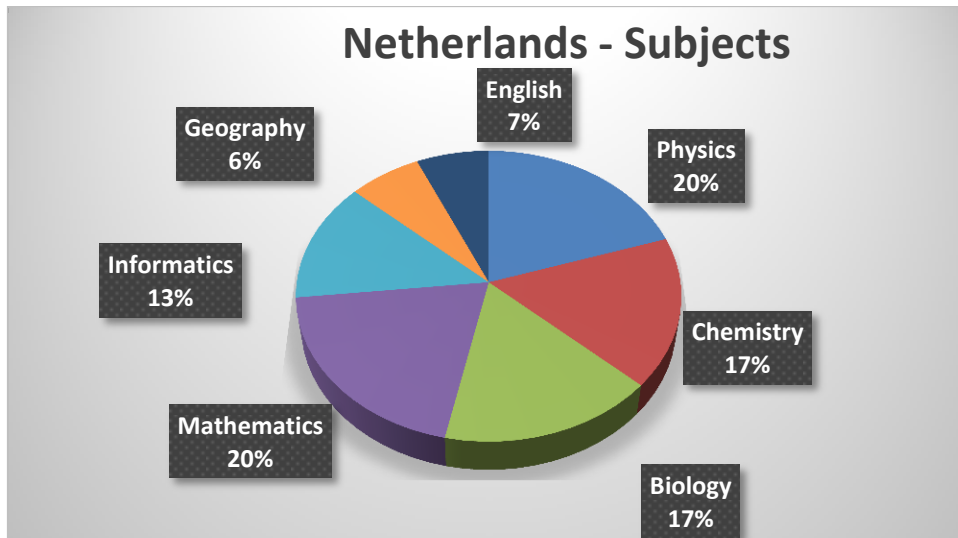


Figure 34 Netherlands: Distribution of taught subjects.

Age groups in Netherlands appear to be quite widely distributed with 12-13, 13-14 and 14-15 year olds occupying a total of 36%.

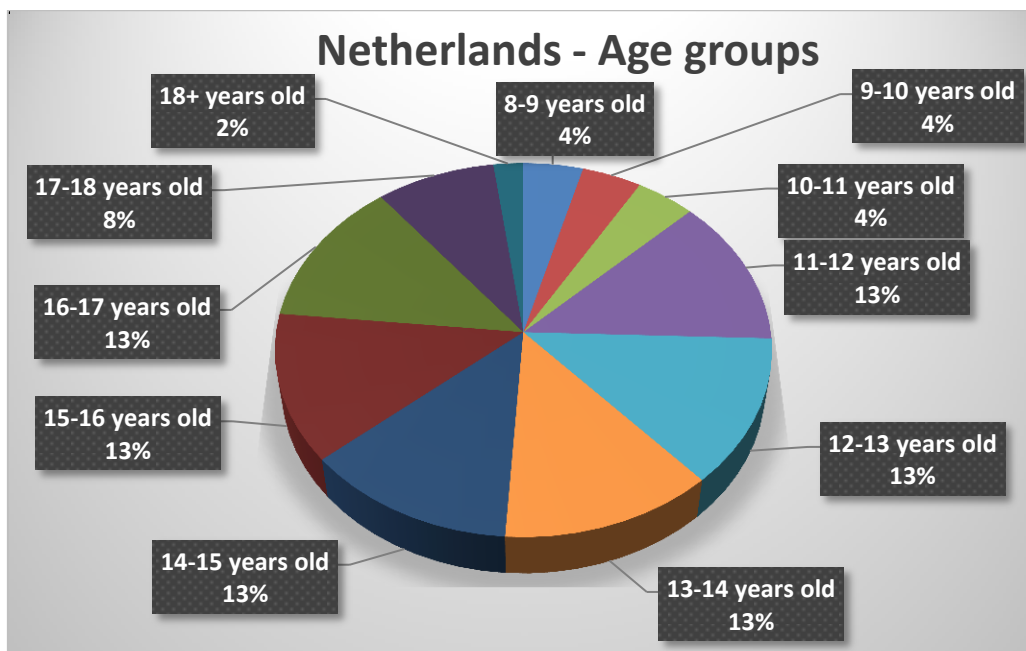


Figure 35 Netherlands: Distribution of age groups.

5.2.10 Poland

In Pilot Phase C, 57% of the schools involved in Go-Lab in Poland are secondary schools. The remaining 43% are primary schools.

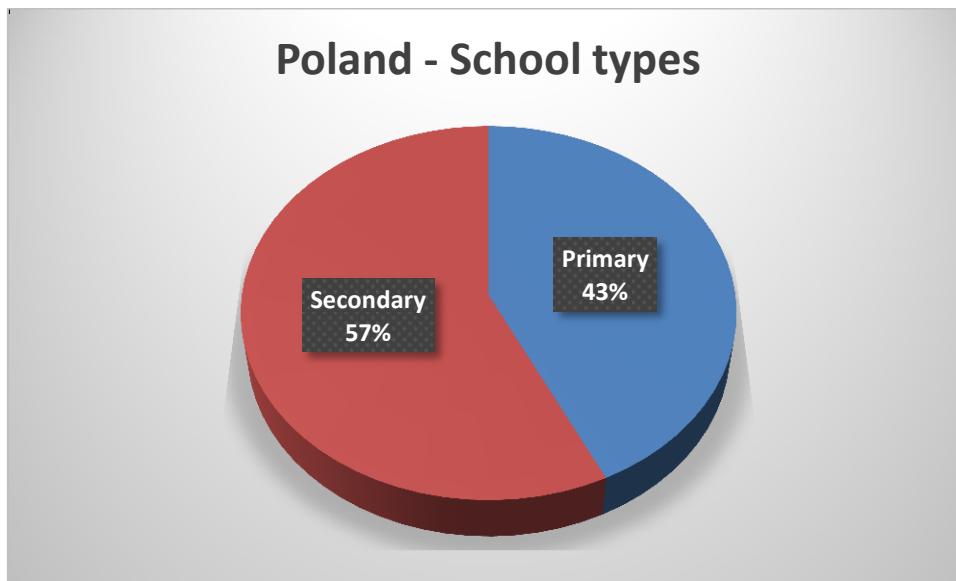


Figure 36 Poland: Distribution of school types.

When it comes to subjects, Mathematics (19%) and Physics (17%) are mostly represented with Biology (17%) and Chemistry (14%) following. Informatics (12%) and Geography (9%) on the other hand are least represented.

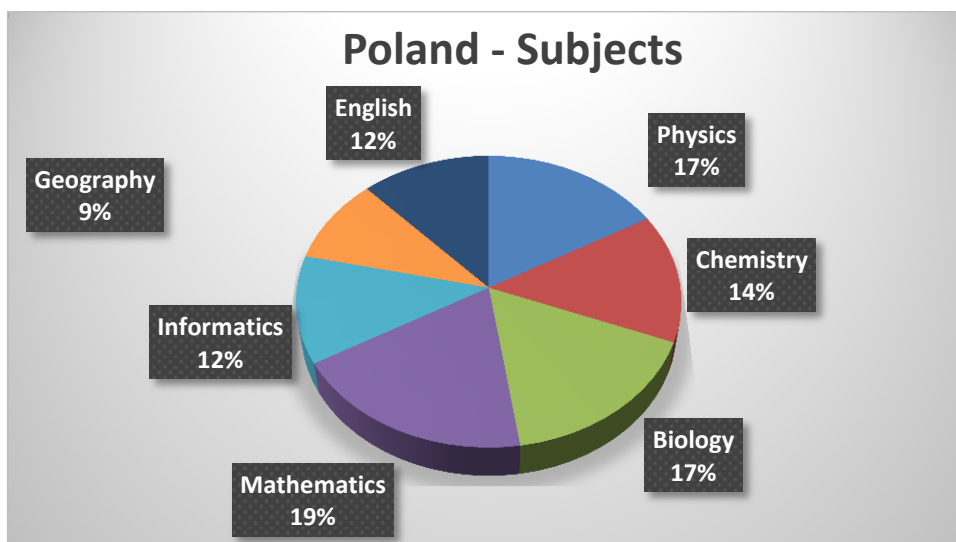


Figure 37 Poland: Distribution of taught subjects.

Age groups in Poland appear to be quite widely distributed with 12-13, 13-14 and 14-15 year olds occupying a total of 35%.

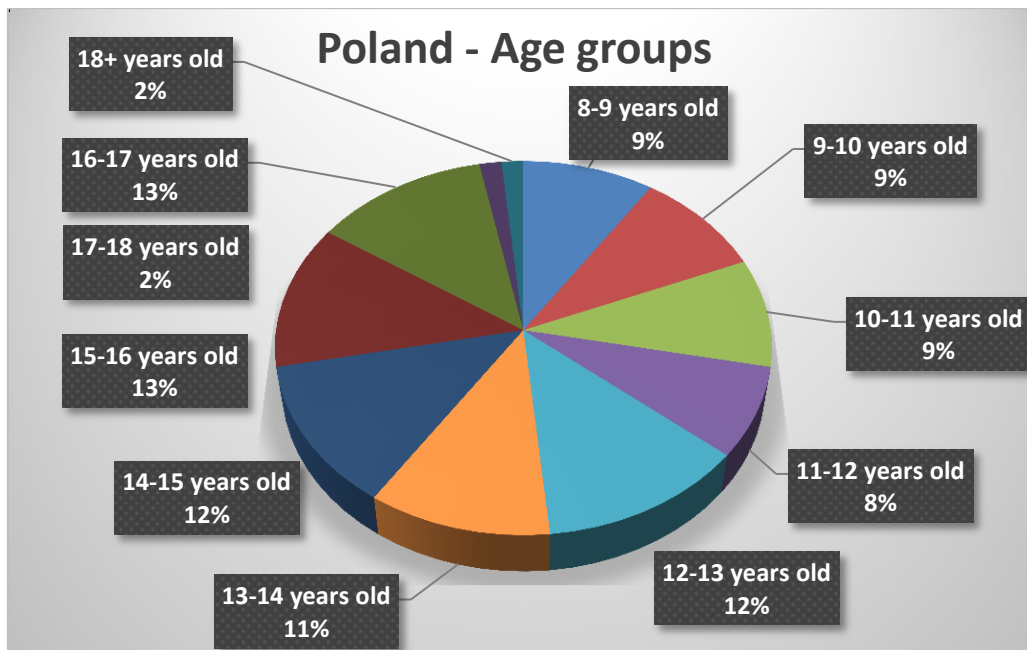


Figure 38 Poland: Distribution of age groups.

5.2.11 Portugal

In Pilot Phase C, 48% of the schools involved in Go-Lab in Portugal are secondary schools. The remaining 52% are primary schools so we are very close to having a balance in the participation of primary and secondary schools.

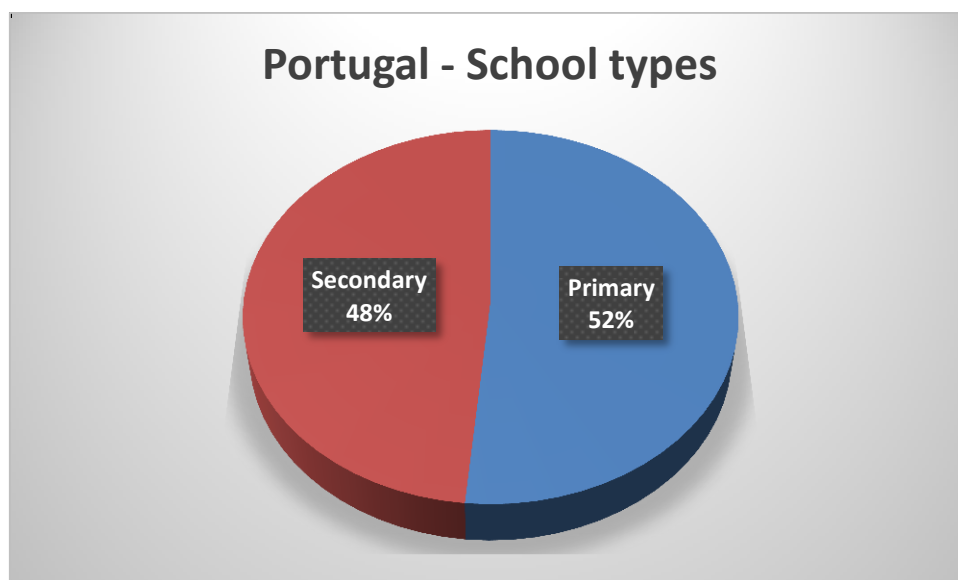


Figure 39 Portugal: Distribution of school types.

When it comes to subjects, Informatics (28%) and Mathematics (23%) are mostly represented with Biology (13%) and Physics (13%) following. Chemistry (12%) and Geography (4%) on the other hand are least represented.

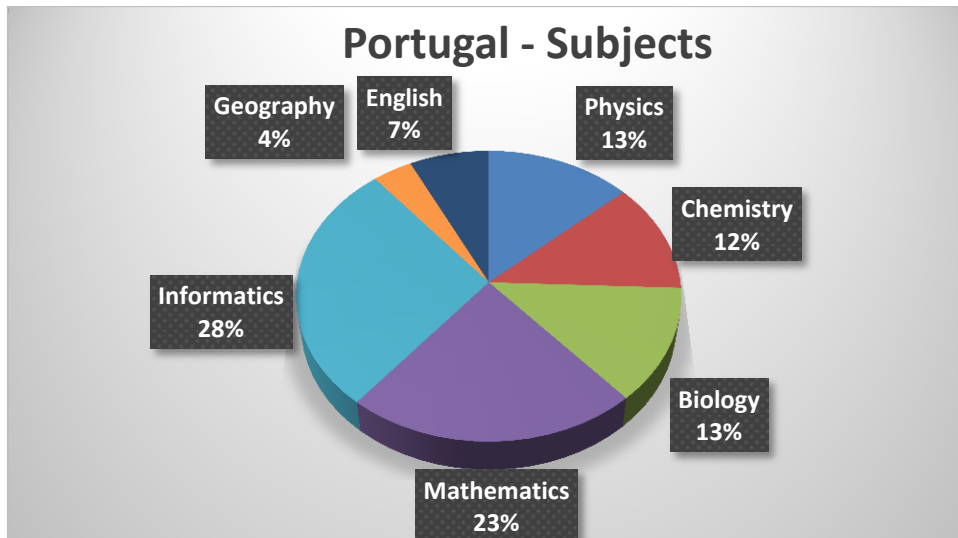


Figure 40 Portugal: Distribution of taught subjects.

Age groups in Portugal appear to be quite widely distributed with 8-9, 9-10-14 and 10-11 year olds occupying a total of 48%.

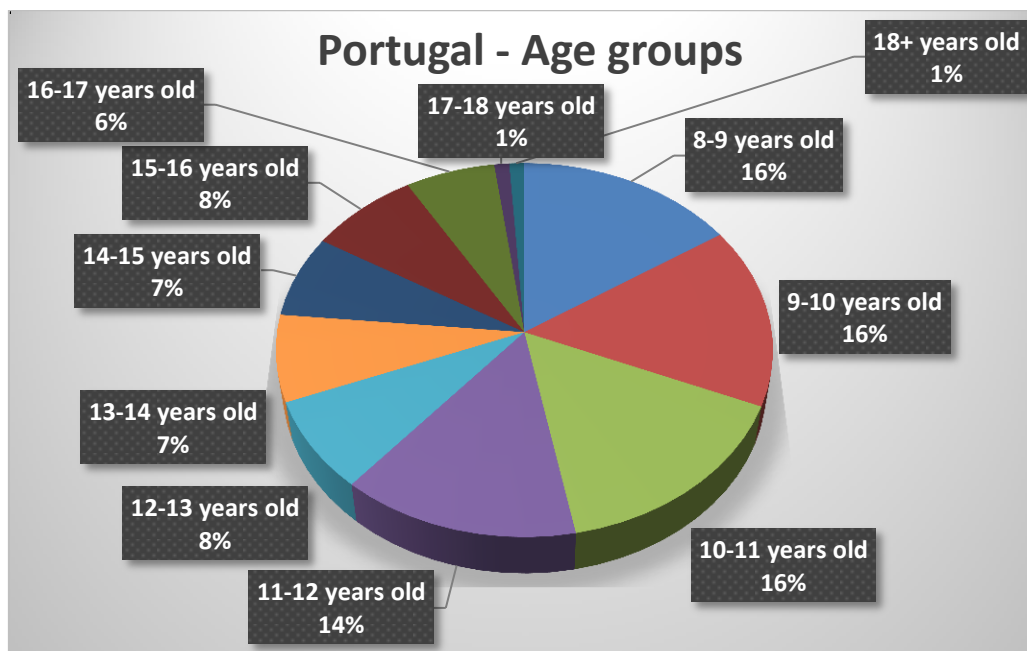


Figure 41 Portugal: Distribution of age groups.

5.2.12 Romania

In Pilot Phase C, 93% of the schools involved in Go-Lab in Romania are secondary schools. The remaining 7% are primary schools.

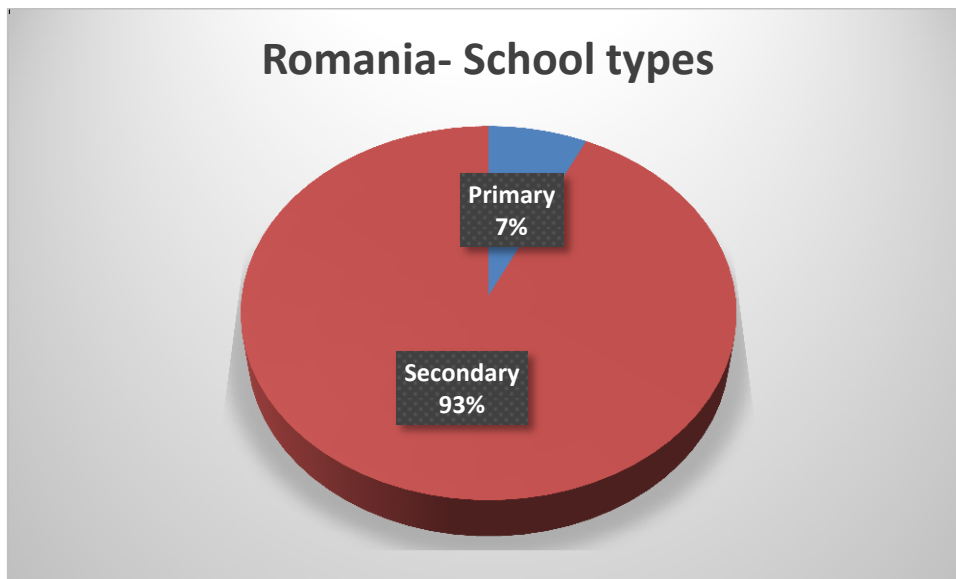


Figure 42 Romania: Distribution of school types.

When it comes to subjects, Technology (22%) and Physics (20%) are mostly represented with Chemistry (18%) and Informatics (13%) following. Mathematics (10%) and Biology (12%) on the other hand are least represented.

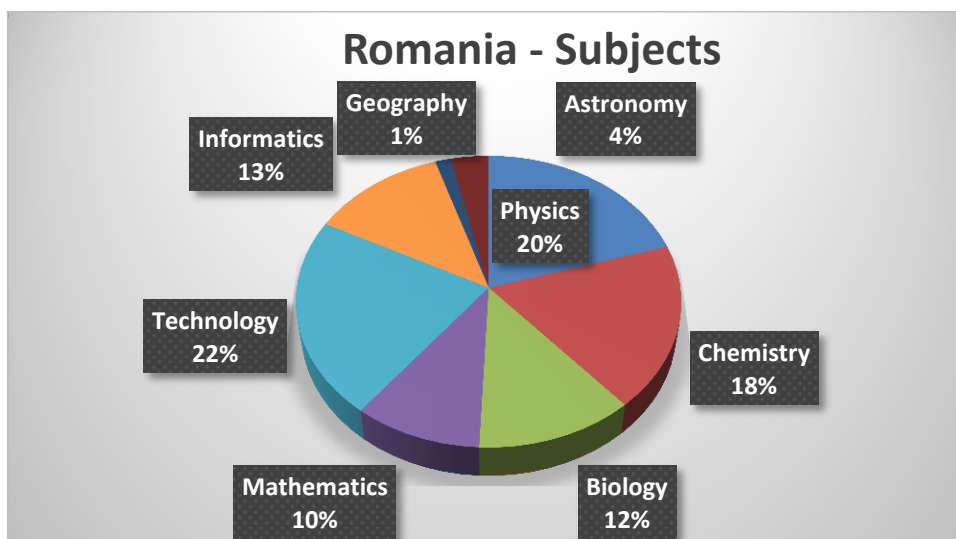


Figure 43 Romania: Distribution of taught subjects.

Age groups in Romania appear to be quite widely distributed with 12-13, 13-14 and 14-15 year olds occupying a total of 48%.

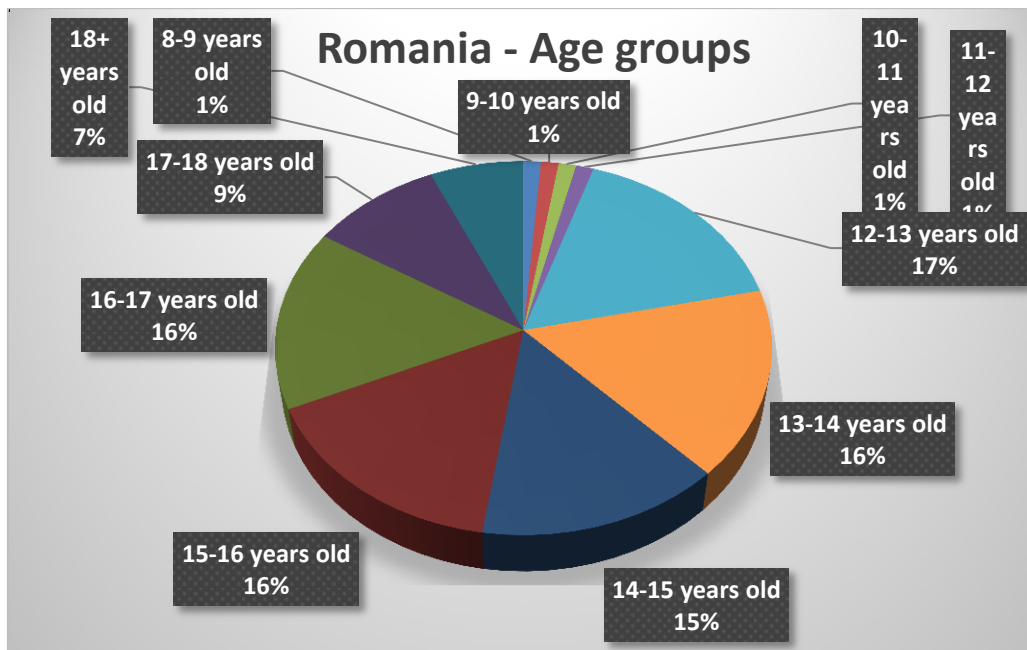


Figure 44 Romania: Distribution of age groups.

5.2.13 Spain

In Pilot Phase C, 81% of the schools involved in Go-Lab in Spain are secondary schools. The remaining 19% are primary schools.

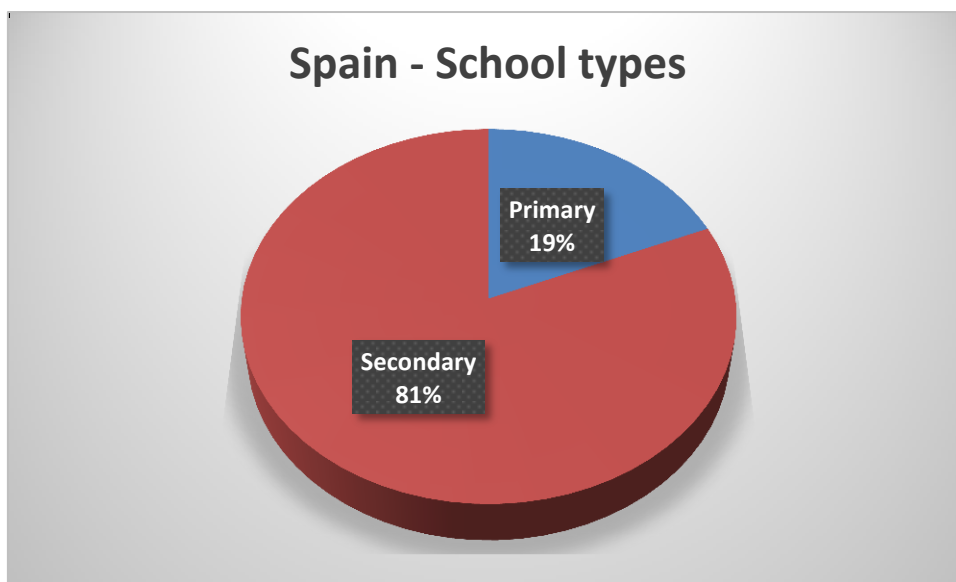


Figure 45 Spain: Distribution of school types.

When it comes to subjects, Physics (23%) and Informatics (17%) are mostly represented with Chemistry (16%) and Mathematics (14%) following. Biology (11%) and Geography (4%) on the other hand are least represented.

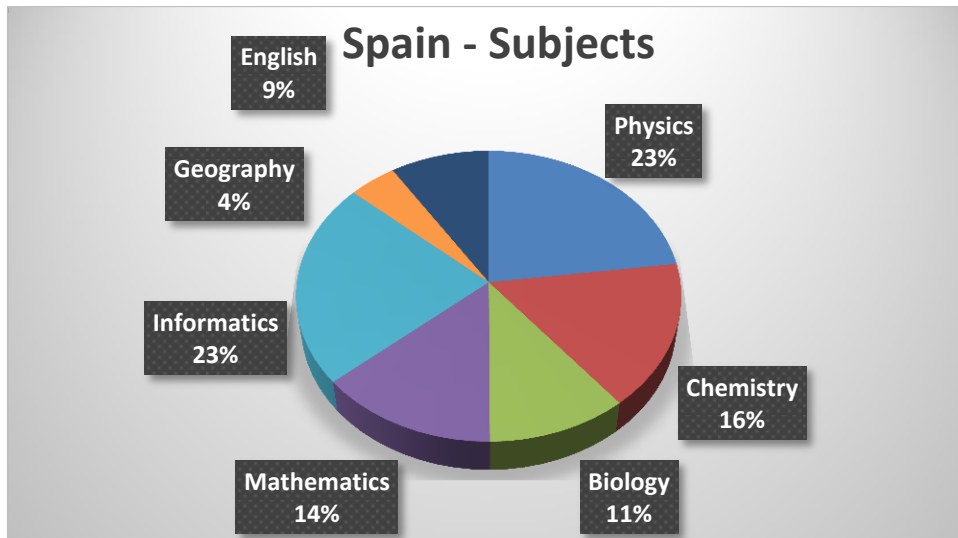


Figure 46 Spain: Distribution of taught subjects.

Age groups in Spain appear to be quite widely distributed with 12-13, 13-14 and 14-15 year olds occupying a total of 36%.

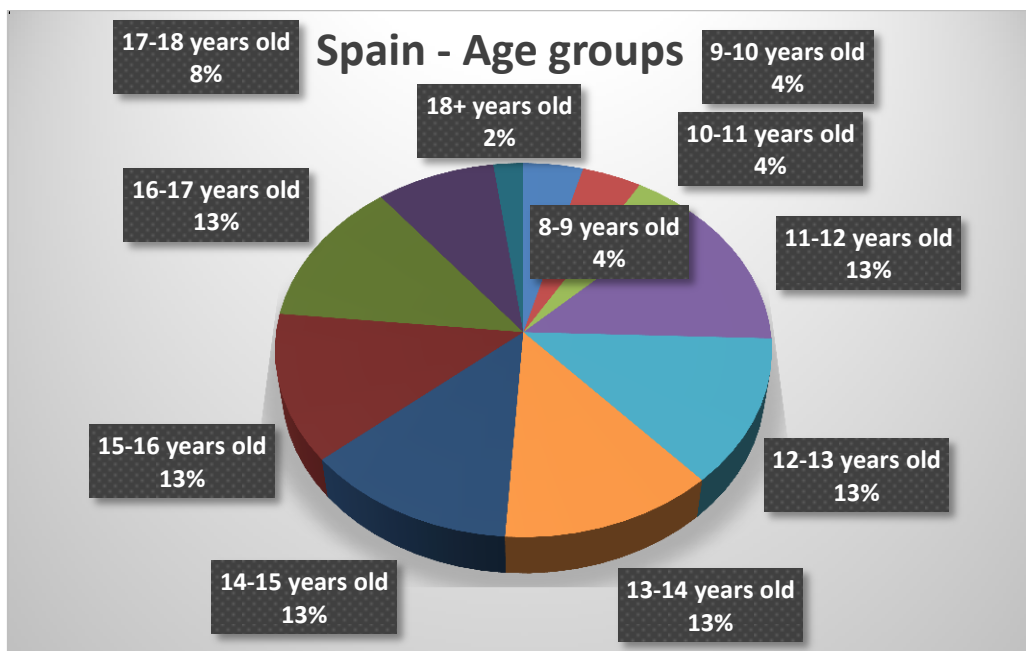


Figure 47 Spain: Distribution of age groups

5.2.14 Switzerland

In Pilot Phase C, 89% of the schools involved in Go-Lab in Switzerland are secondary schools. The remaining 11% are primary schools.

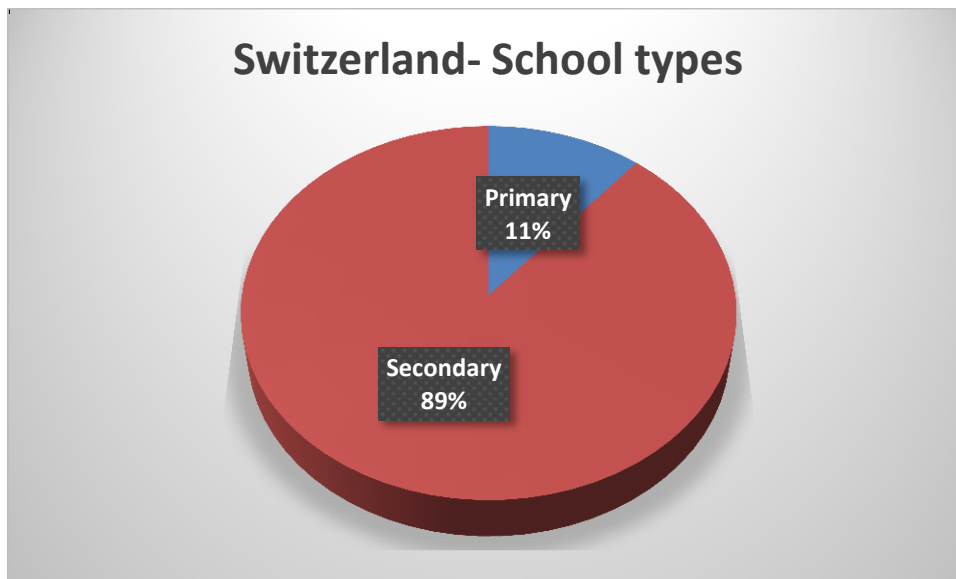


Figure 48 Switzerland: Distribution of school types.

When it comes to subjects, Physics (19%) and Technology (18%) are mostly represented with Mathematics (15%) and Astronomy (15%) following. Informatics (6%) and Geography (3%) on the other hand are least represented.

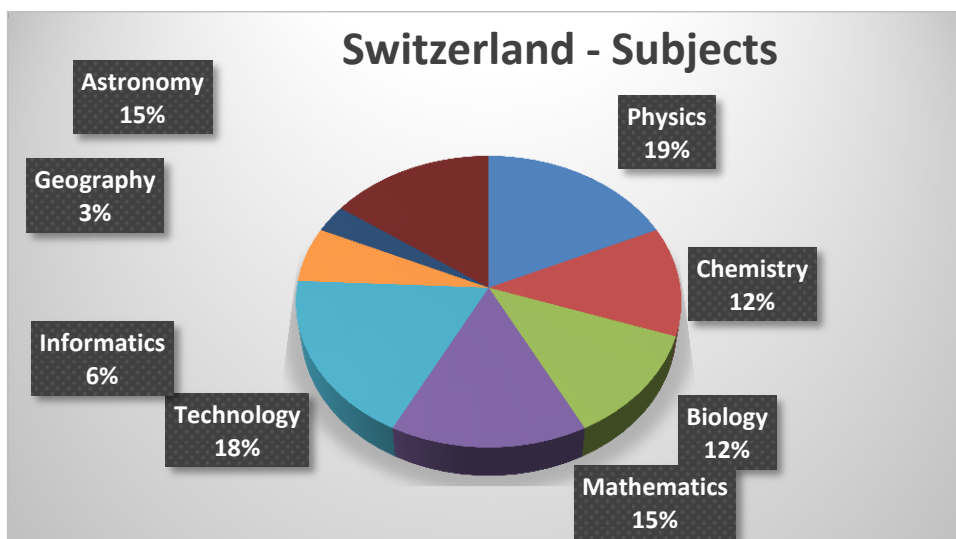


Figure 49 Switzerland: Distribution of taught subjects.

Age groups in Switzerland appear to be quite widely distributed with 12-13, 13-14 and 14-15 year olds occupying a total of 54%.

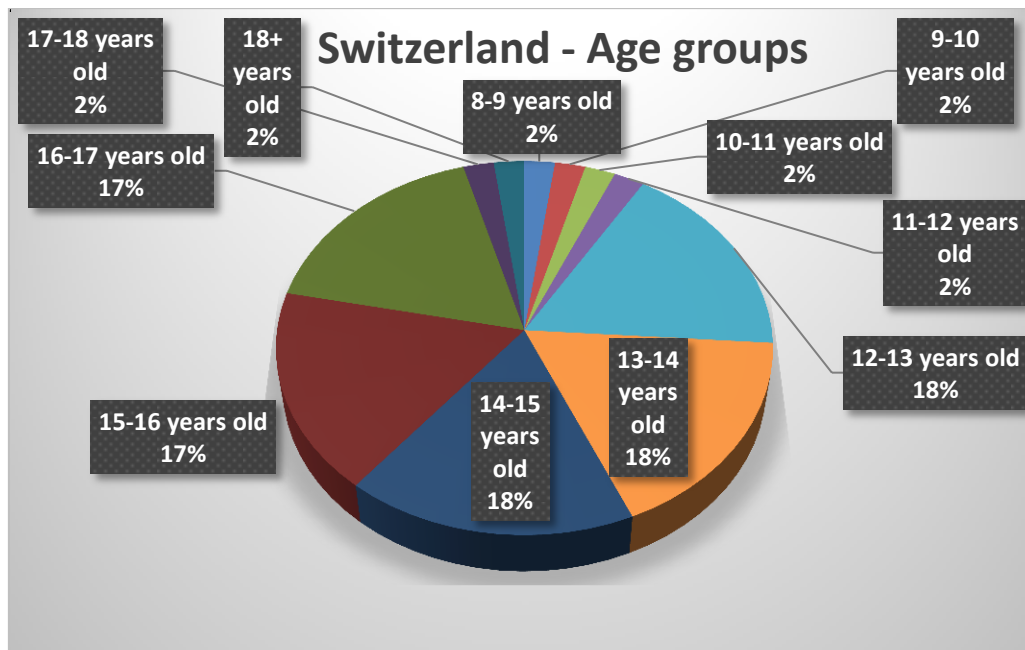


Figure 50 Switzerland: Distribution of age groups.

5.2.15 United Kingdom

In the United Kingdom, all Go-Lab schools participating to the project are secondary schools.

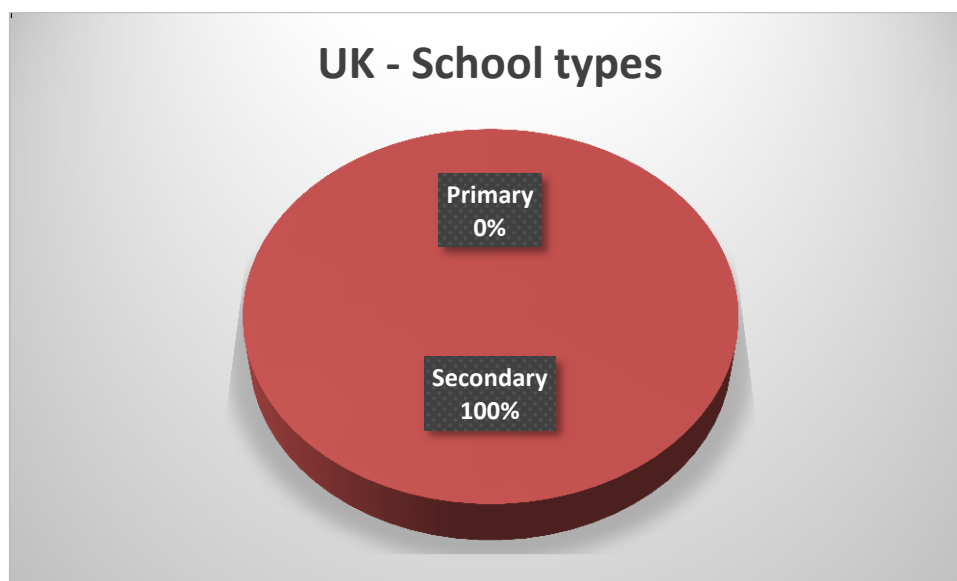


Figure 51 UK: School types distribution.

When it comes to the distribution of subjects, Informatics (25%) is the mostly represented with Physics (21%) and Chemistry (17%) followin. Geography (12%) and Mathematics (11%) are the least represented subjects.

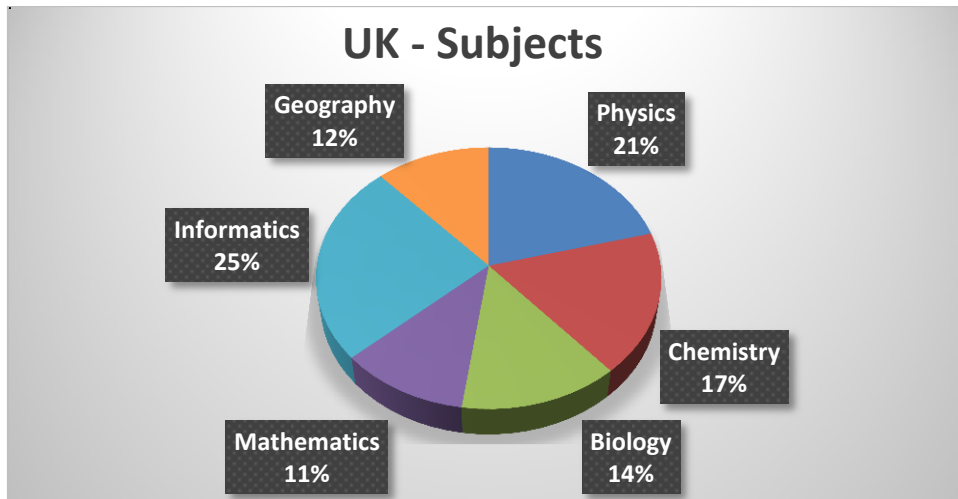


Figure 52. UK: Subjects distribution.

The distribution of age groups in the UK underlines the dominating role of secondary schools. Upper primary and low secondary ages (between 11-16 years old) are highly represented with lower primary students (between 8-11 years old) covering only 2%.

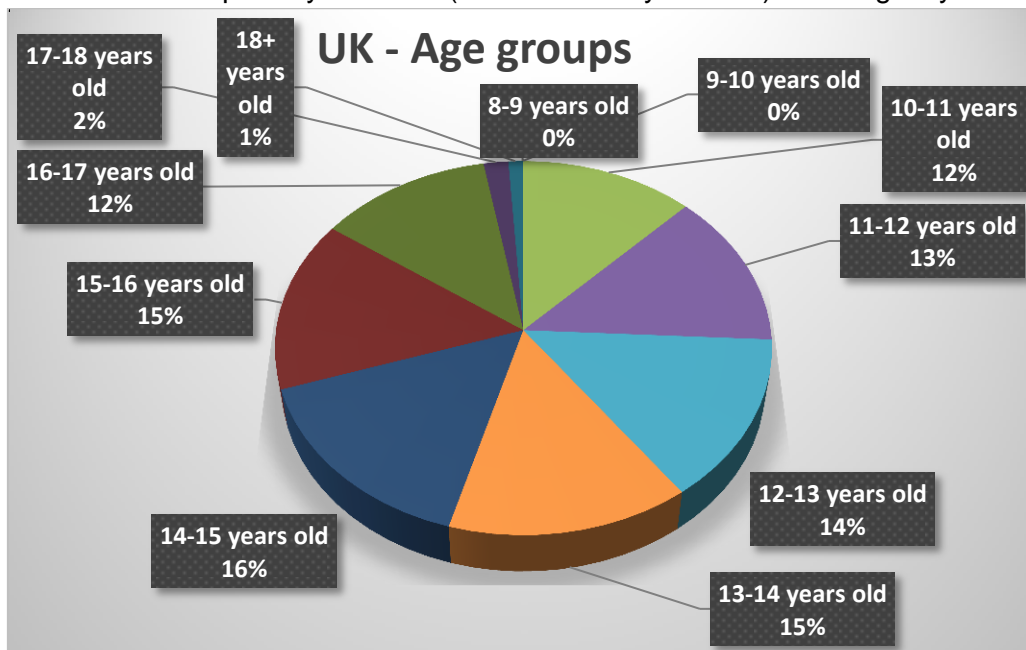


Figure 53. UK: Age groups distribution.

5.2.16 International group

In the International group, 74% of the schools are secondary schools with 26% being primary schools.

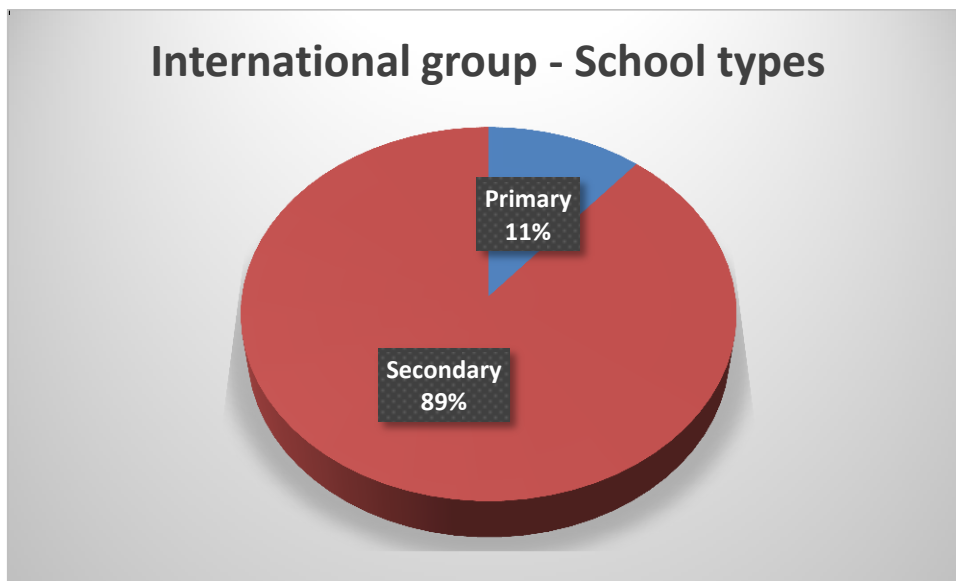


Figure 54. International: School types distribution.

When it comes to the distribution of subjects, Physics (19%) is the mostly represented with Technology (18%) and Mathematics/Astronomy (15%) following. Chemistry (12%) and Geography (3%) are the least represented subjects.

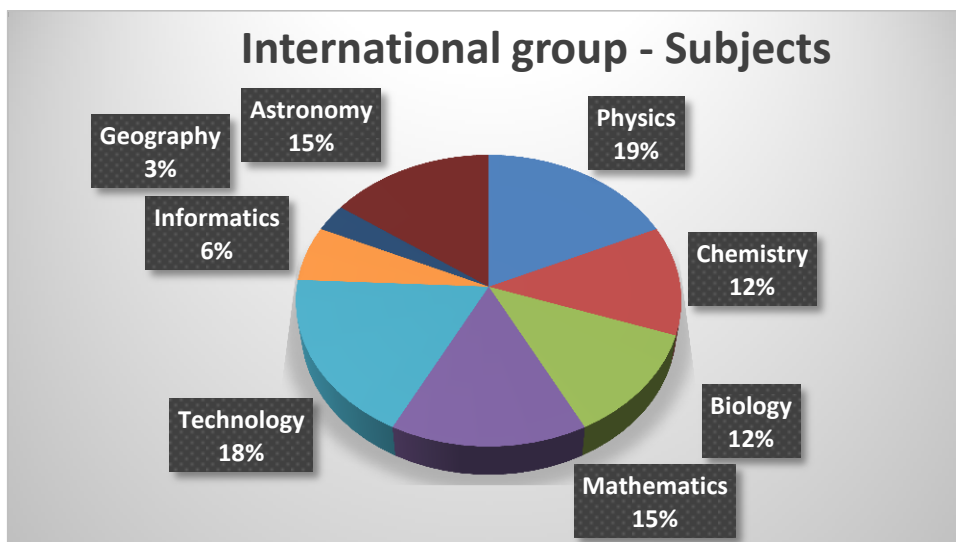


Figure 55. International: Subjects distribution.

Age groups in the International group appear to be quite widely distributed with 12-13, 13-14 and 14-15 year olds occupying a total of 54%.

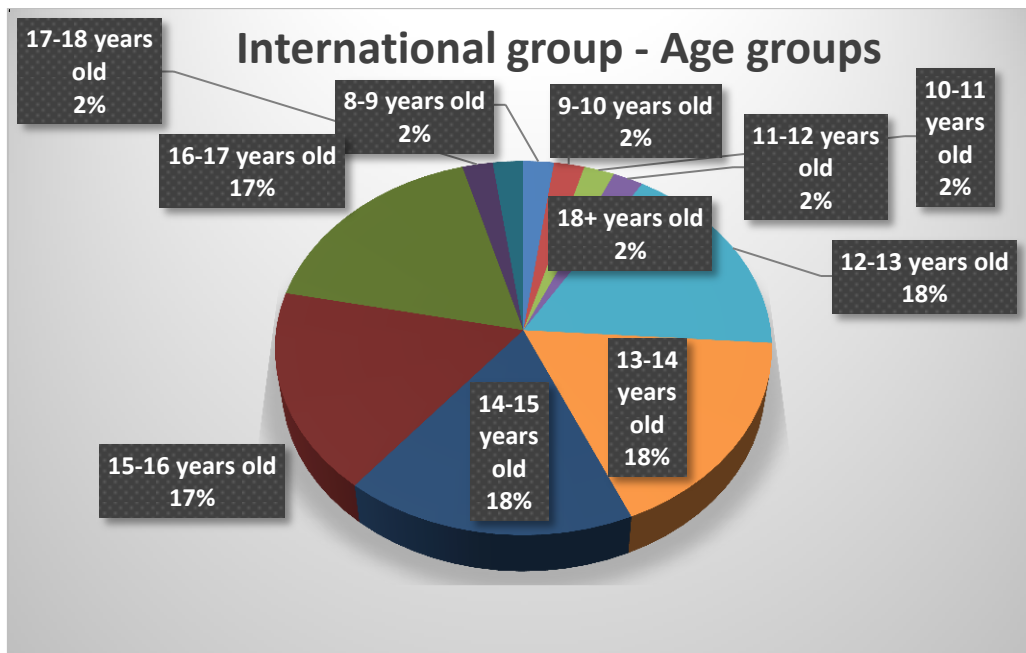


Figure 56. International: Age groups distribution.

5.2.17 Collective results

Taking into account all the respective country results we can put together the collective results that represent the total of 664 Go-Lab Pilot schools. In Pilot Phase C, 82% of participating schools are secondary with 18% being primary schools.

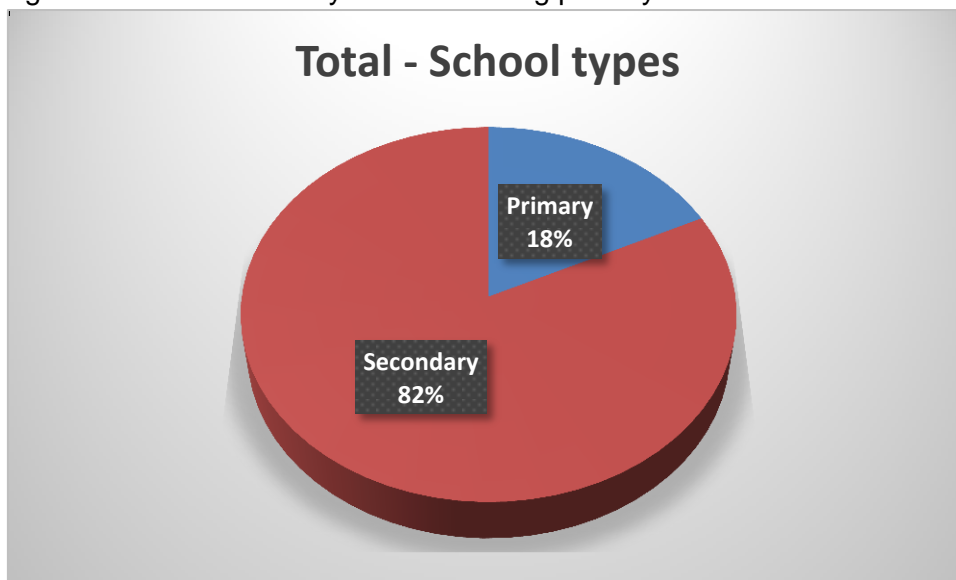


Figure 57 Total: School types distribution

When it comes to the distribution of subjects, Physics (20%) is the mostly represented with Technology (17%) and Informatics (15%) following. Mathematics (12%), Chemistry (12%) and Geography (10%) are also present.

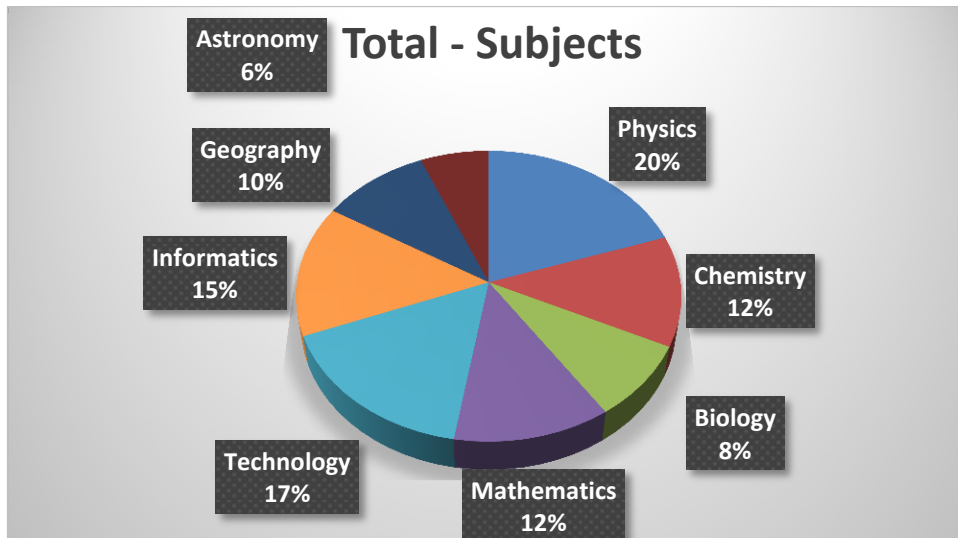


Figure 58 Total: Subjects distribution

The distribution of age groups in the underlines the dominating role of secondary schools. Upper primary and low secondary ages (between 11-16 years old) are highly represented with lower primary students (between 8-11 years old) covering only 13%.

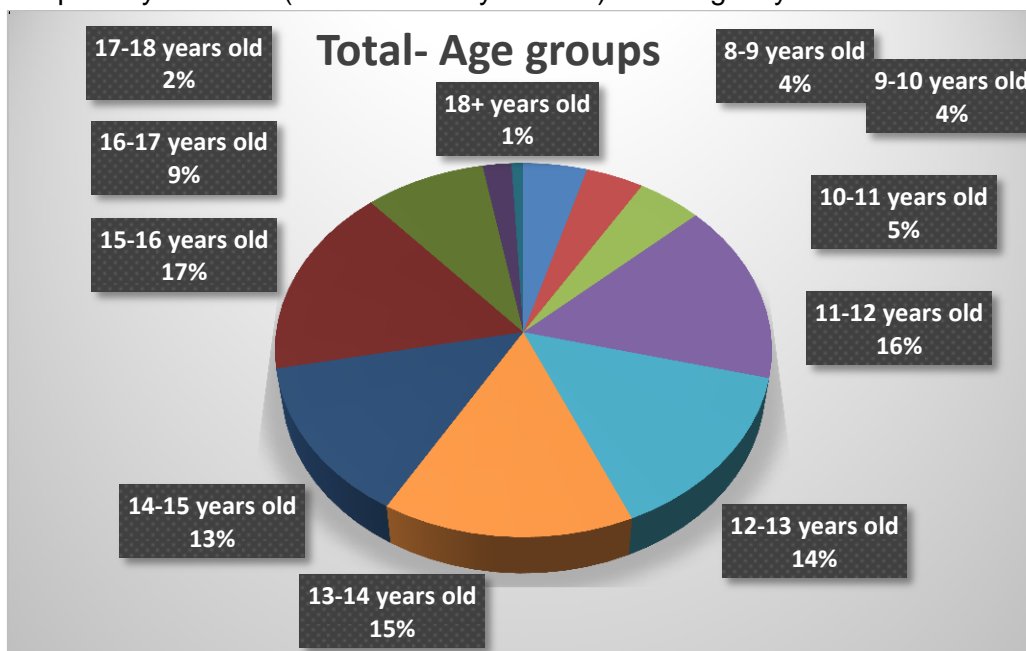


Figure 59 Total: Age groups distribution

6 Schools' profiles

As we have seen earlier, schools and teachers interested in participating in Go-Lab Pilot activities need to fulfil a certain set of criteria in order to be able to contribute to the evaluation of the Go-Lab Portal. For Pilot Schools and teachers to be in a position to fully experience, test and finally evaluate the use, integration and impact of the Go-Lab Portal, the schools need to have in place some minimum infrastructure related to computers and their internet connectivity plus the teachers must be interested in the use of online laboratories.

Below and in the form of good practice, we introduce the profiles of 10 Go-Lab Pilot Schools from Pilot Phase C including information about their infrastructure and teachers' characteristics. The process for collecting this information for Pilot Phase C has started in August 2015 and has been concluded in October 2015.

Belgium

Ensorinstitute, Oostend

The Ensorinstitute is a secondary school which offers general or subject specific education, vocational education, technical education and art secondary education. The school is owned by the communities and is situated in Oostend. Pupils attend school here from the age of 12 until the age of 18. The school offers a lot of ICT equipment such as computer classes, classes where lessons are taught with a smartboard, digital workbooks, laboratories with or without smartboard, a conference room for around 100 people, an educational learning area, an online platform and of course access to the internet.

The school participates in a lot of innovative projects on national or EU level. They try to offer students plenty of real-life situations and try to prepare them for the future by participating in educational projects. School has projects related to local companies, where students can experience the day-to-day tasks. They also participate in a lot of government subsidized projects, such as Go-lab and InGenious.

Cindy Margodt, the main Go-Lab teacher, thinks that acid-based solutions and methyl orange are two labs which are very interesting. Gravity force lab is also very interesting because it shows, in a simple and obvious way how gravity works. The Pedulum of Foucault is also a simple experiment which demonstrates the earth rotation.

Cindy has experience with online laboratories and uses them occasionally in my lessons. (example: <https://phet.colorado.edu/nl/simulations/category/physics/light-and-radiation>)

To make her lessons more attractive she tried to involve her students by using audio-visual footage and online scientific websites with lesson material

Finally, school also participates in the course and workshops given by MOS (Milieuzorg op school).

Bulgaria

Vocational Secondary School of Computer Technologies and Systems (PG po KTS), Pravets, Bulgaria

Vocational Secondary School of Computer Technologies and Systems is a secondary school. The school has 15 laboratories and computer rooms equipped with modern computers and laboratory models, a lecture hall with 160 seats, two lecture halls with 115 seats and two lecture halls with 60 seats. There is good ICT equipment - high speed internet, interactive sideboards, science laboratories and classrooms with computers.

School uses online laboratories, as Phet and Go labz, at Physics and Astronomy classes. A moodle course is also available. School participates and works on various national and international projects.

Bulgarian projects:

- Project "Success"
- Project "Care for every student"
- Project under Operational Program Human Resources Development "Development of vocational education and training in cooperation with employers"
- Project "Modernization of the school environment"

International projects:

- Project "Europe 2000 without pollutions. Reality or Utopia?"
- Project "Sharing European Products in the past, present and future"
- Project "The use of IT in everyday teaching"
- Project "E-learning and Web2 tools as means of enhancing education outcomes and establishing transnational cooperation"

The senior teacher of physics, Tsetsa Hristova, is the Scientix Ambassador for Bulgaria. She has a long experience on European projects and has used technology extensively in her lessons.

Website: <http://uktc-bg.com/>



Figure 60. Vocational Secondary School of Computer Technologies and Systems.

Cyprus

Periferiako Gymnasio Pera Choriou Nisou, Nicosia, Cyprus

Periferiako Gymnasio Pera Choriou Nisou is a public (rural) gymnasium in Nicosia, Cyprus. The school is equipped with three computer labs (15-17 computers each) with high speed internet connection. It has two physics labs, one chemistry lab and two biology labs; each one equipped with one computer and one projector.

In the current school year, the school participates in several national and European programs, such as Erasmus +, UNESCO international programs, Etwinning, EUfolio, EYZHN, Young Reporter for the Environment and Tiganokinisi. Through these programs the students are engaged in several educational tasks.

Mrs Zoe Demetriou is a physicist at Periferiako Gymnasio Pera Choriou Nisou. Mrs Zoe has been teaching physics in this school for four years and her total science teaching experience is ten years. In her daily teaching practice she incorporates the use of simulations, so that to help her students to succeed a deeper understanding of the scientific content and develop ICT related skills.

Website (in Greek): <http://gym-pera-chorio-nisou-lef.schools.ac.cy/>



Figure 61. Periferiako Gymnasio Pera Choriou Nisou, Nicosia.

Estonia

Tartu Hansa School, Tartu, Estonia

Tartu Hansa School (THS) is a public lower secondary school situated in the city of Tartu. The school is equipped with two computer labs with a total of 45 computers. Teachers can also use tablets in their lessons. All this is supported by high speed internet connection and WIFI.

Tartu Hansa School is a member of the Network of Innovation Schools of the University of Tartu. This networks aims to bring together research and practice, where the schools and university are equal members and benefit from each other's strengths.

In Estonia science subjects include biology, physics, chemistry and geography. Tartu Hansa School has five science teachers. So far science teachers of THS have used in their lessons as online laboratories, for example Phet simulations or different web-based learning environments (e.g., Young Scientist) that are created by Estonian developers. As a new development (starting from this school year) students from 4th to 6th grade are learning science subjects in an open plan classroom format.

Website: <http://www.hansa.tartu.ee/>



Figure 62. Tartu Hansa School.

Germany

Erich Brost Berufskolleg, Germany

Erich Brost Berufskolleg is a secondary school with about 2500 students and 90 teachers. It has 10 computer rooms, so new media and multimedia techniques can be used in every class for every subject. The internet access of all computers is on a high speed level to enhance the students' study experience. The school focuses on educating its students in different professional fields, including several STEM and new media fields. Students are encouraged to take part in projects like writing articles for print media or actively engaging in economy.

The teachers are actively trying to get the best from the students by early encouraging them to choose their path of career and follow their interests. Therefore, the school offers a lot of different professional fields to choose from. Teachers support and lead student projects to raise the students to be responsible and independent human beings. Team work and ongoing innovation are two of the schools leading concepts.

Website: <https://ebbk.essen.de/web2/>



Figure 63 Erich Brost Berufskolleg, Germany

Max-Born-Gymnasium, Neckargemünd, Germany

Max-Born-Gymnasium in Neckargemünd has been built in 1984 and includes about 70 teachers who teach their students how to take responsibility and treat others with respect. Therefore, the teachers have close contact with the students to support them in learning soft and hard skills. Students also participate in students' exchanges with other countries such as England, USA, or France, and internships. The students' educational career has to include learning at least two languages and engaging in a STEM subject. STEM subjects are built as a mixture of science and engineering.

The school has been certificated as a STEM friendly school. It cooperates closely with the Haus der Astronomie (house of astronomy) in Heidelberg and regularly holds competitions in mathematics or engineering. It is being supported by a lot of STEM partners all over Germany.

Teachers are supporting and leading different projects in STEM, language, and other fields of education. They permanently search for new ways to expand STEM education by gaining new partners such as science laboratories or engineering companies. They also take part in a project called “digitale Kompetenz” (expertise in computer science) to encourage the students’ usage of new media.

Website: <http://www.gymnasium-neckargemuend.de/web/index.php>



Figure 64 Max-Born-Gymnasium, Neckargemünd, Germany

Netherlands

R.K. Scholengemeenschap Canisius, Tubbergen, Netherlands

Canisius is a school for all levels of secondary education and it has a “Bring your own device” policy. All students have their own laptop or tablet which they bring to school to use in lessons.

The school has also the so called Canisius Classes. In these classes all students from the first until the third school year make a choice for one of the following topics: Sports & Lifestyle; Arts & Music; Science & Technology; or Economics & Business. For two hours per week they work on the chosen topic at their own pace.

The school also participates in national and regional programs that stimulate interest in Technology. The teachers are involved teach physics and biology. The physics teacher made his own ILS “Hoe werken tandwielen” <http://www.golabz.eu/spaces/hoewerken-tandwielen> , which he is planning to use in lessons.

Website: <http://www.canisius.nl/Tubbergen/Home>



Figure 65. R.K. Scholengemeenschap Canisius.

Portugal

Escola Secundária de Palmela, Setúbal, Portugal

Escola Secundária de Palmela is an educational organization of public law. The high school is equipped with broadband high speed internet, interactive whiteboards, physics and chemistry labs, computers labs and a gym. The teachers have a little experience of participation in EU funded educational projects and initiatives. The school is receptive to innovative projects, although our participation is sometimes constrained by budgetary limitations.

Most teachers show little interest in changing practices and methodologies, but there is a lack of command of the English language, time given to the meetings and preparations and excessive bureaucratic burdens imposed by the system in our country.

Out STEM teachers are focusing on Biology, Geology, Physics and Chemistry and no one has used online laboratories before.

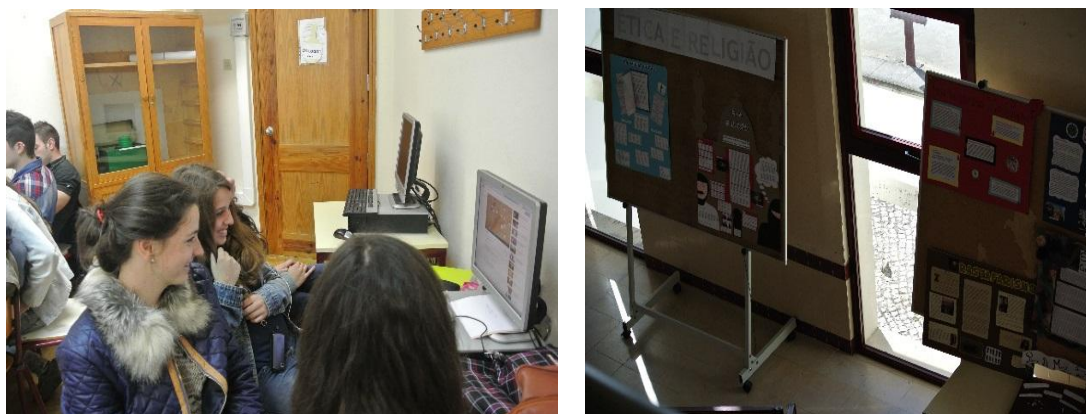


Figure 66. Escola Secundária de Palmela.

Romania

Technological High School Teodor Diamant, Boldesti Scaeni, Prahova

Technological High School "Theodore Diamant" is located in the town of Boldesti- Scaeni, Prahova County, is 12 km from Ploiesti, 72 km away from the capital, Bucharest.

The profile of school is technological (mechatronics, electrical, natural resources) and natural sciences, where students are prepared for the post-secondary job of environmental protection laboratory technician.

The town where the high school is located is a disadvantaged area and the local community does not have sufficient funds to invest in this school.

In school there are two computer laboratories whose equipment date back to 2006 and some other from 2008, so quite old with dated software.

The internet connection is also quite poor (15 mb) with three classrooms having video projectors and two computer labs plus two classrooms having interactive whiteboards.

The school lacks physical labs, biology or science.

Many teachers are motivated to try more innovative teaching methods but because of the strict curriculum requirements it is hard to integrate anything new.

In school there is one professor of physics, chemistry, biology, 2 math teachers and more engineers. For realising the lessons the teachers should bring their personal computer and present lessons theoretical lessons since practical activities and experiments cannot be performed. Online activities, including Go-Lab take place out of the school hours and the communication between teachers and the students takes place online, by mail, by telephone.



Figure 67. Technological High School Teodor Diamant.

Spain

Gredos San Diego (GSD) Colegios - Gredos San Diego Schools Association

The Gredos San Diego Colegios includes 7 schools – GsD Alcalá, Gsd Buitrago, Gsd El Escorial, Gsd Guadarrama, Gsd Las Rozas, Gsd Las Suertes, Gsd Moratalaz, Gsd Vallecas. All schools are situated in Madrid. Every school offers Pre-Primary Education (kindergarten), Primary Education, ESO (middle school), and Baccalaureate (high-school). All schools are very good equipped with high speed internet, smartboards, and classrooms with computers.

The school administration is highly interested in innovation and participation in education projects since they state: “It is worth reiterating that the English language, technology, sports, and music, are all equally important components of the educational process. Furthermore, successfully promoting interest in science, human progress, and new discoveries is also an important factor in achieving academic excellence.” All schools have experience in participation of EU projects

Teachers of GSD schools are actively involved in innovated methods and contemporary technology of class instructions. The teaching subjects of participants are science, such as physics, chemistry, biology, computer science/informatics and English as a second language (ESL). In the last case the English will be studied by students using science Go-Lab ILS application.

Teachers of GSD schools take part in national projects and at 2015 the school was also granted Erasmus+ (KA1).

Website: <http://www.gredossandiego.com/colegios.aspx>



Figure 68. Gredos San Diego (GSD) Colegios.

United Kingdom

The Piggott School, Berkshire, UK (Borough of Wokingham local authority)

The Piggott School is a mixed 11-18 comprehensive. It has good internet connection, interactive whiteboards in classrooms, 9 science labs, computer suite of 15 desktops plus 30 laptops in trolleys. Starting 'Bring Your Own Device' (BYOD) this year. The Piggott School has languages and humanities specialisms, and the Head teacher is supportive of innovation and of expanding ICT use in general.

Our main Go-Lab teacher in the school, teaches A level Chemistry (age 16-18), GCSE Science (KS4: Biology, Chemistry, Physics) and KS3 Science. He has set up lunchtime science clubs for KS3 students and is looking to extend these into KS4. He is interested in innovative teaching and is part of the school pilot for use of tablets (an addition to normal laptop use). He has used the Faulkes Telescope but not yet in its newer 'off-line' form.

Website: <http://www.piggottschool.org/>

Nower Hill High School, Harrow, London, UK

The school is a secondary school. Across the whole school high speed internet, interactive sideboards, specialist rooms & classrooms with computers are available. Years 9, 12 & 13 with also have their personal learn pads.

The Science Faculty is well resourced with 16 specialist laboratory classrooms, each fitted with an interactive whiteboard. There are three technician preparatory rooms, one for each Key Stage. There is also a dedicated set of state-of-the-art tablet computers and class sets of data loggers. Fronter, the school's Managed Learning Environment, is used extensively by the Science Faculty in order to enhance and enrich teaching and learning

School has no former experience on the use of online laboratories but many teachers have experience have experience working with innovative teaching methods and technology.

Website: <http://www.nowerhill.org.uk>

6 Summary

The selection of Go-Lab schools for Pilot phase C to participate into the Go-Lab implementation activities is the result of a carefully organised progress which was built on the experience of Pilot phase B. The final procedures and selection criteria of the Pilot Schools described in this document is the result of a series of meetings with the top management and the National Coordinators of the Go-Lab project.

This deliverable includes the organisation of the Call for Go-Lab Pilot phase C schools, the adopted methodology plus the list of selected Pilot schools as it was finalised at the end of October 2015. The process of preparation of Pilot Phase C included the definition of schools' tasks and selection criteria, the launch of the call, the school selection, and the announcement of the selection results to the MoEs which will be finalised the first week of November 2015.

A set of requirements applying to both interested schools and their teachers were defined by the consortium with the purpose of ensuring that the selected teachers and schools will be in a position to fully participate to the planned Pilot activities and contribute fully and efficiently to the testing and evaluation of the Go-Lab concept and technical infrastructure. Teachers' interest or previous experience in using online laboratories plus the adequate availability of sufficient computers and reliable internet connection to schools, are the basic and minimum requirements to be taken into account. Experience or knowledge of IBL⁵ is also an important factor as long as the frequency of computer access and use within the classrooms. At the same time, inexperienced but motivated teachers, are also given the opportunity to participate, receive training and enhance their teaching by introducing online laboratories to their classrooms.

Pilot phase C exceeds in size and variety of involved countries all previous phases and will support 664 (DoW target was 500), additional schools into discovering the use of online laboratories. This brings the total number of Go-Lab schools to 1302. This remarkable growth of the Go-Lab network launches a new phase of the project, which will demand more and effort from the National coordinators and the whole consortium into supporting those schools' implementation activities.

⁵ Inquiry Based Learning

Appendix I – Example Memo sent by European Schoolnet to MoEs of the countries running Pilot activities as part of the Go-Lab project (phase C)

Summary

The Go-Lab Project (Global Online Science Labs for Inquiry Learning at School) develops activities and tools to provide school access to online laboratories in order to enrich classroom experience. The efficiency and impact of the tools and activities developed are tested and measured through the involvement of Pilot Schools. This report gives an overview of the proposed schools to be engaged as pilot sites in the third pilot phase of the project. The Go-Lab consortium will sign agreements with these teachers for the work to be carried out between November 2015 – October 2016 (Phase C of the Go-Lab Pilot).

This report gives relevant Ministries of Education the opportunity to clear the selection process and this way making sure that appropriate authorisations are in place.

The selection of the first group of schools started in December of 2013 and was based on National Coordinators' accumulating experiences from the interaction with school communities and expressed school interest provoked by local project publicity. The second selection took place in October 2014 with the final selection taking place in October 2015.

The Go-Lab project coordinates the collaboration with Pilot Schools in 15 different European countries.

| Country | Target Nof Schools | Pilots – Phase A | Pilots – Phase B | Pilots – Phase C |
|-------------------------------|--------------------|------------------|------------------|------------------|
| Netherlands | 40 | 4 | 16 | 20 |
| Cyprus | 40 | 4 | 16 | 20 |
| Germany | 100 | 10 | 40 | 50 |
| Spain | 60 | 6 | 24 | 30 |
| Austria | 100 | 10 | 40 | 50 |
| Estonia | 40 | 4 | 16 | 20 |
| Switzerland | 70 | 7 | 28 | 35 |
| UK | 70 | 7 | 28 | 35 |
| Portugal | 100 | 10 | 40 | 50 |
| Greece Bulgaria Romania | 220 | 22 | 88 | 110 |
| Belgium Poland Italy | 160 | 16 | 64 | 80 |
| total | 1000 | 100 | 400 | 500 |

It should be mentioned that many of the consortium partners are already collaborating with many of the Pilot Schools (and teachers) in their corresponding countries of responsibility

and that the consortium also has established an effective collaboration scheme with specific schools and communities, by offering them the opportunity to get inspired by the innovative activities in the framework of the Go-Lab project.

The Tasks to be carried out by the Go-Lab Pilot teachers

Pilot Schools will be asked to perform a variety of tasks within the Go-Lab portal in order to test the provided tools and activities plus measuring their efficiency and impact. While the specific tasks are still not finalised because of the development of Go-Lab portal still being in progress, a set of suggested tasks can be found below:

- a. **Create a learning scenario** (space) that they will use and test with their students
- b. **Implement and evaluate** a minimum of three (3) Go-Lab activities within the Go-Lab environment. The evaluation consists of teachers and their pupils filling in the indicated questionnaires at the appropriate times. A mixed approach might be followed in this case: Teachers can be asked to create an activity on their own using one of the Go-Lab labs and then test and evaluate it plus test and evaluate two (2) existing ones.
- c. Use the portal to **search for labs** and relevant materials
- d. Contribute to **dissemination activities** (e.g., getting one of their science team colleagues using a Go-Lab activity and spreading out news regarding the Go-Lab competition)
- e. Participate in minimum one (1) **chat/webinar** with a laboratory provider.

Minimum requirements for Go-Lab schools:

Go-Lab schools will need to have a good internet connection both in terms of stability and available bandwidth. Despite the fact that effort is being made into choosing and using within, Go-Lab, online laboratories with minimum operational and technical requirements, many online and remote laboratories have specific requirements that need to be fulfilled before users get to fully use and experience them.

Frequent access to technical infrastructure (i.e., pc's, computer rooms, etc.) is also very important since classes and teachers need to be able to regularly use the portal. In this way, teachers will be in a position to integrate the tool to their day to day teaching and fully evaluate the offered activities.

Teachers selected per country

Pilot Schools will be selected in the course of three (3) different stages. According to the figure, the consortium is expected to include an additional 500 schools to take part in the Phase C pilot activities. Meanwhile the consortium received a high amount of applications for which XX schools will be invited to take part in the Pilot activities. Their details are all listed in this report.

Figure 43 indicates the amount of schools to be involved in both pilot phases A, B and C. This second group of schools will participate in the second cycle of Practice Reflection workshops together with the 154 schools that will have participated in the first

implementation cycle, thus facilitating the formation of communities with both more and less experienced innovators. The full sample of 1000 Pilot Schools will be operational from April 2016 and will form the field basis for the third cycle of implementation and other project activities. The sample of all pilot sites will be initially formed and then continually monitored to meet certain criteria of balance and representativeness, in order to reflect a variety of conditions, cultures and contexts of educational innovation. The specifications for the selection and the characteristics of the participating Pilot Schools was documented in the Pilot sample profile report, which was delivered in April 2014, D7.1 (100 schools), and furthermore will be delivered in October 2015, D7.2 (500 schools) and April 2016, D7.4 (1000 schools).

Phase C - Teachers selected in Belgium, Poland and Italy

The following table includes the names of the schools and involved teachers, and subjects they have experience in teaching, as well as the age of their students.

| Country | Last Name | First Name | City | Name of school / educational centre | Physics | Chemistry | Biology | Science | Maths | Technology | Informatics | Other | <8-11 yrs old | 12-14 yrs old | 15-18 yrs old | 18+ yrs old |
|---------|-------------|-------------|-----------------------|--|---------|-----------|---------|---------|-------|------------|-------------|---------------------------|---------------|---------------|---------------|-------------|
| Belgium | Verreycken | Wim | Mechelen | Thomas More Zandpoortvest 60 2800 Mechelen | x | x | x | | x | x | x | | | | x | x |
| Belgium | Cuppens | Wim | Bree | Sint Augustinusinstituut Sint Jacobstraat 12, 3960 Bree | x | | | | | | | Astronomy | | | X | |
| Belgium | Van Boven | Hans | Brakel | KTA Brakel Kasteelstraat 32, 9660 Brakel | | | | | | | x | STEM-project coordination | | | x | X |
| Belgium | Baki | Fatiha | Geel | Middenschool Geel, Technische Schoolstraat 15, 2440 Geel, Belgium | | | x | | | x | | | | x | | |
| Belgium | Hartog | Karin | Aartselaar | D Y Patil International School, Belgium Kontichsesteenweg 40, 2630 Aartselaar, Belgium | x | x | x | | | | | Geography | | x | | |
| Belgium | Van de Paer | Lucas | Turnhout | Campus Zenit de Merodelei 220 2300 Turnhout | | | | | | x | | | | | | |
| Belgium | Bartholeyns | Jean-Pierre | Brussels - Schaerbeek | INSTITUT Institut Communal Technique Frans Fischer, Rue Eenens 66, 1030 Brussels, | | x | x | | | | | | | | | |

| Italy | Gatti | Lucia | Carbonia | IIS Beccaria, IIS Beccaria, Via Umbria, 27, 09013, Carbonia, Italy | x | x | | | | | | | | | | | | x | | | | |
|--------|----------------------|------------|-----------|--|---|---|--|--|--|---|--|--|--|---------------------|--|--|--|---|---|---|---|---|
| Italy | Guidi | Giorgio | Pescara | Liceo Scientifico Statale "G.Galilei, Liceo Scientifico Statale "G.Galilei", via Balilla 34, 65123 Pescara, Italy " | x | | | | | x | | | | | | | | x | x | x | x | |
| Italy | Giordano | Nicoletta | Torino | Ipia G. Plana Robilant 5 - 10100 Torino | | x | | | | | | | | material science | | | | | | x | x | |
| Italy | Cramerotti | Giuliano | Trento | ITT Michelangelo Buonarroti, Via Brigata Acqui 15, 38122 Trento, Italia | | | | | | | | | | Earth science | | | | | | x | x | |
| Poland | Maslowska | Malgorzata | Kalisz | III Liceum Ogolnokształcace im. M.Kopernika, III Liceum Ogolnokształcace, ul. Kosciuszki 10, 62-800 Kalisz, Poland | x | | | | | | | | | | | | | | | | x | x |
| Poland | Sidoruk- Sołoduha | Renata | Warsaw | ZS nr 77, Zwycięzców 7/9, 03- 936 Warsaw, Poland | | | | | | | | | | | | | | | | | x | x |
| Poland | Zajaczkowska | Malgorzata | Bialystok | Zespol Szkol Integracyjnych no 1, ul. Lagodna 10, 15- 757 Bialystok, Poland | | x | | | | | | | | English | | | | | | | x | x |

Phase C - Teachers selected in remaining countries

(Tables are not included since they are a repetition of tables already provided in Section 4.)

Future steps

Contracts between the Go-Lab consortium and Pilot Schools will be finalized once the pre-selection of teacher and schools have been approved by relevant Ministries of Education. These contracts will last until October 2016.

In the period November 2015 - October 2016, Phase C Pilot teachers will have to take part in at least one Practice Reflection workshop and one Practice Summative workshop. The aim of these workshops is to support the processes of designing Go-Lab Portal with experience and knowledge gained through the implementation.

All Phase C Pilot teachers are encouraged to take part in the final Go-Lab contest. The Go-Lab contest which will take place during the first half year of 2016 that is part of the initiatives undertaken in the Go-Lab project which aims to inspire teachers from European countries and to encourage them to implement lesson plans which involve the use of online labs. In the framework of the contest teachers will have the opportunity to combine their imagination and creativity in order to design their own lesson plans and implement them into the classroom.

The contest is targeting teachers from different European countries and invites them to build lesson plans that follow the Inquiry Based Science Education (IBSE) approach and involve the use of online labs that target students between 10 and 18 years old.

The contest will take place in the following countries:

Austria, Belgium, Bulgaria, Cyprus, Estonia, Germany, Greece, Italy, Poland, Portugal, Romania, Spain, Switzerland, the Netherlands, United Kingdom

Two teachers from each participating country will be awarded with a five-day trip in the summer of 2016 to attend the Go-Lab Summer School. The winners of the contest will be announced on May/June, 2016.

Appendix II – NCs tasks for Pilot Phase C

Before the launch of Pilot Phase C (Nov 2015)

- Disseminate the Go-Lab Call for Pilot schools for the country(-ies) they are responsible for which is available under: <http://www.go-lab-project.eu/call-for-schools>
- Provide a list of the selected Go-Lab Pilot schools for Pilot phase C to EUN in excel form. **NOTE:** These schools need to be different than the ones recruited for Phase A and B. Having more than one teachers from the same school though, is understandable and fully acceptable.
- Complete and send to EUN two (2) school profiles for Pilot phase C, by using the template provided. **NOTE:** Profiles are needed for D7.3 which is due at the end of October 2015. Profiles need to be from different schools and not from the ones that have already been collected for Pilot phase A and B.
- Contact the selected teachers and inform them about their selection and expected tasks. A sample email will be provided in due time.

During Pilot phase C

- Organise an online or live (if feasible) meeting with Pilot C (and Pilot A and B) teachers in order to explain them their tasks, answer questions and get everyone up to speed with the project.
- Monitor on monthly basis teachers' progress: This can be done either via email, online/live sessions and by using the questionnaire reports (to be provided by WP8). Important things to look out for: Have they started with any of their tasks? Have they filled in the appropriate questionnaire? Are they familiar with the platform? Do they know how to reuse an ILS? etc.
- Record teachers' progress to the Dashboard tool: In collaboration with EUN which will set up and carry out the administrative side of this task. EUN will organise individual calls/online meeting with NCs as soon as the tool is ready.
- For any organised Go-Lab workshop/training, please make sure you fill in the related report and return it to Georgios (gmavroma@ea.gr).

Appendix III – Call for Go-Lab Schools dissemination

Home › News › All news › 500 schools invited to join hands-on science experiences

500 SCHOOLS INVITED TO JOIN HANDS-ON SCIENCE EXPERIENCES

02/07/2015

GO-LAB

Country:
No Country

Topic:
Applied sciences

Target groups:
education authorities, parents, teachers, trainee teachers

The Go-Lab project is looking for 500 schools from across Europe to join its third phase of pilot activities starting in October 2015.

Schools' representatives are trained in using online labs and a portal created by the Go-Lab project to develop inquiry-based learning scenarios.

The Go-Lab project offers an enriching experience for schools and teachers to join hands-on experiments in science and appealing demonstrations. This call applies to the fifteen pilot countries participating in the project (Austria, Belgium, Bulgaria, Cyprus, Estonia, Germany, Greece, Italy, Netherlands, Poland, Portugal, Romania, Spain, Switzerland and UK).

The Go-Lab project (Global Online Science Labs for Inquiry Learning at School) is a European collaborative project co-funded by the European Commission's Seventh Framework Programme. It gives classrooms access to online laboratories and other stimulating learning activities. Students and teachers can use modern laboratory equipment in a guided experiment and gain a deeper understanding of fundamental concepts in science education. The aim is to motivate pupils to pursue scientific careers in the future.

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In your country

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- [Scientix Moodle](#)
- [Science it's a girl thing!](#)
- [Scientix blog](#)

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Figure 69. Scientix news about Go-Lab Call for Pilot Schools.

Scientix @scientix_eu · Jul 2

#Scientix News! 500 schools invited to join hands-on #ScienceExperiences @GoLabProject - you can register your school bit.ly/1LWNmIm

15 10

Figure 70. Scientix Tweet about Go-Lab Call for Pilot Schools.



European Schoolnet
14 July at 13:01 · 🌐

If you are interested in using online labs and enriching your classes with interactivity and new media, join the Go-Lab project and its Pilot activities in November 2015!

We will guide you through every step of the online lab use, so you can easily get started and will welcome your feedback on the infrastructure. We are looking for 500 schools in 15 countries.

Find more information at: <http://www.go-lab-project.eu/call-for-schools>



Open Call for Schools | Go-Lab

Are you a teacher? Do you want to enrich your classes with exiting experiments and appealing demonstrations? Do you want your students to get hands-on experience of doing science? Then join the Go-Lab project and its Pilot activities!...

GO-LAB-PROJECT.EU

👍 Like 💬 Comment ➦ Share

42 people like this.

43 shares

Figure 71. European Schoolnet Facebook page advertising the Go-Lab Call for Pilot Schools.



Figure 72. European Schoolnet Tweet about Go-Lab call for Pilot Schools.