STEAM Project

Exploring the Evolution of the Concept of Beauty: From Ancient Greece to Modern Greek Culture on Lesvos Island (Greece)

Main school subjects involved
Literature & Arts

Complementary school subjects
History

Aimed for
students between 14 and 18 years old

Participant Schools

St. Catherine's
Moorlands School
(Argentina)

A'ksent Suisse
International School
(Switzerland)

Nika
School
(Russia)

Italo Calvino
School
(Italy, Russia)

Supporting Organizations

STEAM Practices
Advisor

Organizational
Endowment

Academic
Advisor

Lesvos Natural
History Museum
(Greece)

International Schools
Association - ISA
(Switzerland)

Aegean
University
(Greece)

School term:
September 2023 - May 2024

Introduction

In the realm of modern education, the pursuit of collaborative and interdisciplinary learning is a hallmark of progressive pedagogical approaches. This project proposal unites four esteemed secondary-level institutions: A'ksent Suisse International School, St. Catherine's Moorlands School, Nika School, and Italo Calvino School. This visionary initiative aims to forge an interschool STEAM project, broadening students' intellectual horizons and nurturing cross-cultural appreciation. Through a collaborative platform, students will embark on an educational journey, immersing themselves in exploring the Evolution of the Concept of Beauty: From Ancient Greece to Modern Greek Culture on Lesvos Island.

Central to this project is the harmonization of scientific inquiry with the richness of history, art, and cultural heritage. Each participating school will research and produce an essay delving into a specific facet of the overarching theme. These essays will converge to form a cohesive synthesis upon the project's completion. This synthesis will ultimately culminate in the creation of a unique, comprehensive essay—a testament to collaborative knowledge. This unified work is intended to be presented at the University of Aegean in April 2024 on Lesvos Island, exemplifying the project's depth and significance.
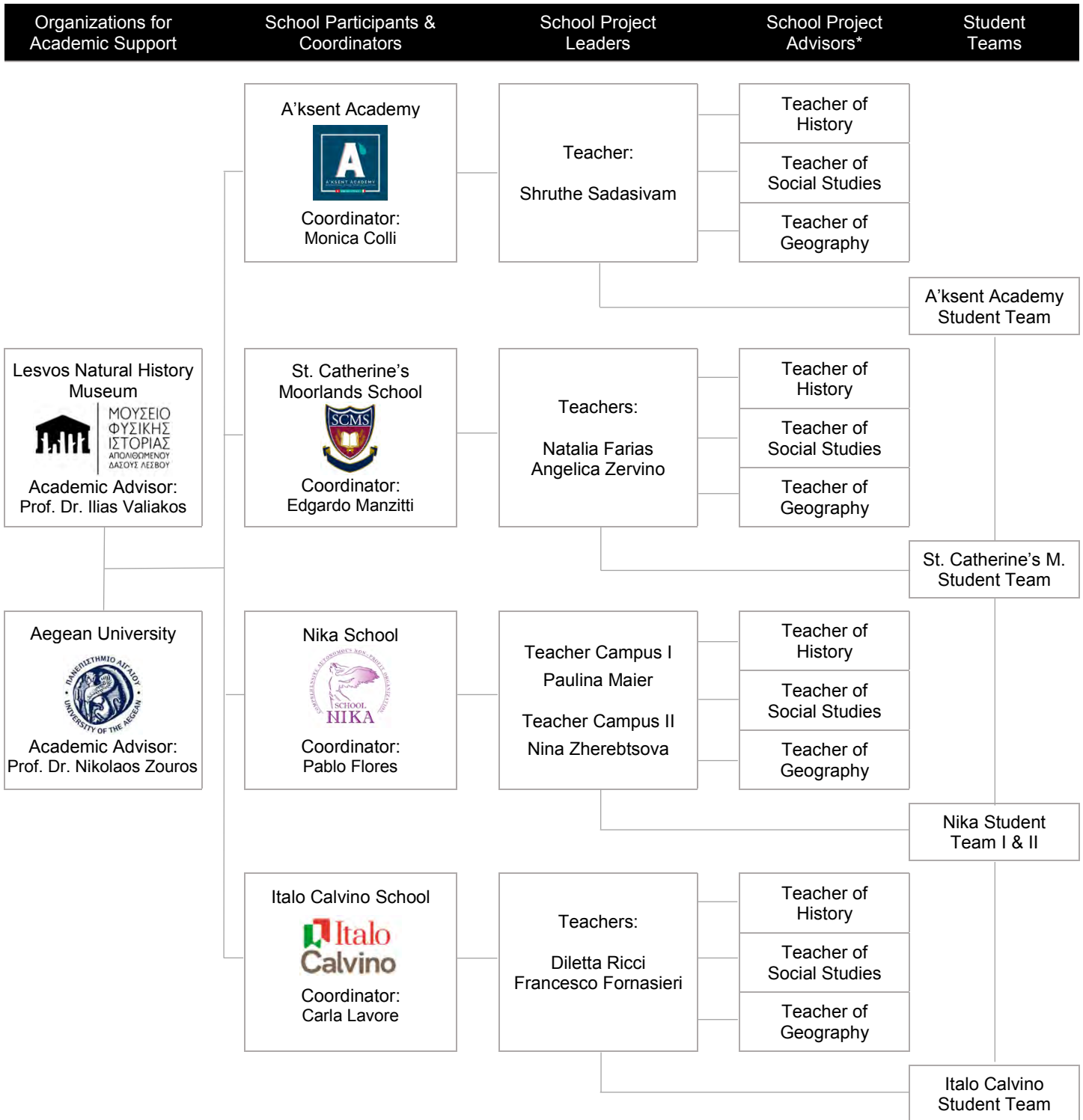
Learning Objectives

The integration of diverse academic dimensions transcends conventional disciplinary boundaries, nurturing critical thinking, effective communication, and collaborative adeptness. By meticulously scrutinizing the evolution of the concept of beauty across epochs, the project aims to illuminate the continuum of cultural aesthetics. Furthermore, it seeks to underscore the profound influence of these aesthetic paradigms on the intricate framework of societal structures. Through this interdisciplinary exploration, students will gain a profound appreciation for the intricate interplay between cultural expressions and the unfolding narrative of human civilization.

The objectives collectively empower students with versatile skills and insights, fostering their holistic development and preparedness for diverse academic and professional landscapes. The project's learning objectives are as follows:

- *Interdisciplinary Understanding.* Develop an appreciation for the interconnections among literature, art, history, and culture to comprehend their combined influence on societies.
- *Collaborative Skills.* Cultivate effective teamwork and communication abilities through cross-institutional engagement on the collaborative platform.
- *Critical Thinking.* Analyze historical context, artistic representations, and cultural influences to hone discerning and analytical thinking.
- *Digital Proficiency*. Enhance proficiency in utilizing digital resources for research, communication, and collaboration.
- *Cultural Awareness.* Gain insight into diverse cultures and heritages, fostering global perspectives.
- *Project Management.* Acquire skills in planning, organization, and execution of academic projects.
- *Literature Narrative Skills.* Enhance narrative proficiency through the creation of comprehensive essays, cultivating effective communication of complex ideas.

Organizational Workflow

Organizations for Academic Support	School Participants & Coordinators	School Project Leaders	School Project Advisors*	Student Teams
	A'ksent Academy Coordinator: Monica Colli	Teacher: Shruthe Sadasivam	Teacher of History Teacher of Social Studies Teacher of Geography	
				A'ksent Academy Student Team
Lesvos Natural History Museum ΜΟΥΣΕΙΟ ΦΥΣΙΚΗΣ ΙΣΤΟΡΙΑΣ ΑΠΟΛΙΘΩΜΕΝΟΥ ΔΑΣΟΥΣ ΛΕΣΒΟΥ Academic Advisor: Prof. Dr. Ilias Valiakos	**St. Catherine's Moorlands School** Coordinator: Edgardo Manzitti	Teachers: Natalia Farias Angelica Zervino	Teacher of History Teacher of Social Studies Teacher of Geography	
				St. Catherine's M. Student Team
Aegean University Academic Advisor: Prof. Dr. Nikolaos Zouros	**Nika School** Coordinator: Pablo Flores	Teacher Campus I Paulina Maier Teacher Campus II Nina Zherebtsova	Teacher of History Teacher of Social Studies Teacher of Geography	
				Nika Student Team I & II
	Italo Calvino School Coordinator: Carla Lavore	Teachers: Diletta Ricci Francesco Fornasieri	Teacher of History Teacher of Social Studies Teacher of Geography	
				Italo Calvino Student Team

* School Advisors can develop their own subprojects. For instance:

History: A history teacher could provide historical context and insights into how the concept of beauty has evolved over time. This perspective would help students understand the broader context in which artistic and literary representations of beauty were created.

Social Studies: A social studies teacher could delve into the sociocultural factors that influenced the concept of beauty in different time periods. They could explore how beauty standards are linked to gender roles, social hierarchies, and cultural norms, providing students with a deeper understanding of the societal dynamics that underpin these ideals.

Geography: A geography teacher could discuss the geographical and environmental factors that might have influenced the cultural and artistic expressions of beauty. They could also explore how the island's unique geography might have contributed to a distinct sense of beauty and aesthetic appreciation.

Operational Characteristics & Estimated Schedule

Time Frame	Work	Operational Characteristics
September-October 2023	Project Initial Organization and Start	- Creation of an interschool group of teacher leaders. Each school will assign one teacher leader to this group. They will meet to coordinate the activities, to establish a shared understanding of goals, roles, and expectations. They will also update the project plan timelines, milestones, and distribute the part of the project to research. For instance, one school team can study beauty from the philosophical perspective, other school team from the arts point of view, and so on. - Creation of the student team in each school. Determine the collaborative platform, the frequency and forms of communication between them, including virtual meetings using Zoom, Google meeting or other similar means. - First virtual meeting between the teams, in order to get to know each other.
November 2023 - March 2024	Project Development	- Students from each school begin research on their assigned segments of the theme, drawing from historical records, geology and geomorphology that shaped Greece, particularly the island, art collections, literature, and cultural resources. - Teachers guide students in locating relevant online and offline resources. - Regular check-ins and collaborative discussions on the project platform to share findings and insights. - Regular virtual meetings between the school student teams in order to share their experiences, discuss arising issues, and exchange useful information. The time and frequency must be agreed between project leaders. Recommended once per month. - Five lectures would be provided by the Lesvos Natural History Museum (Greece) in order to provide useful thematic insights on various aspects of Greek culture, art, history, geology and geomorphology, and environment issues. The theme for each lecture will be agreed between teacher leaders according to their needs, and proposed in advance to the academic advisor of the Museum. - Organization of field trip to Lesvos island (Greece) - Each school team will produce an Argumentative Essay describing their findings. - Once school essays are completed, schools will work together on merging them into a cohesive synthesis to produce one overarching essay.
April 2024	Field Trip, Project Presentation, Closing Ceremony	- Field trip to Lesvos island (one-week trip). More details will be produced later, as details of activities should be agreed with teacher leaders and the Lesvos Natural History Museum considering the project developments. - Defense of the Project findings by all students at the Aegean University - Award of certificate to all student participants and teachers. Awarded by the Aegean University and the International Schools Association.

Documentation of the Activities and Means of Interschool Communications

Each team, in each school, should have a "Development report diary" to register details like stages, problems found, things to improve, etc. Project leaders may appoint a student that should be responsible for keeping that diary, take pictures and make short videos on the activities of his team.

Team "…………" School Activity Diary	Teacher Supervisor_____ Team coordinator_____ Team members_____ _____ _____	School Logo
Lesson #	Activity	Working reflections	Difficulties found	Suggestions

Example of diary of activities

Keeping a diary of activities in a school project serves several important purposes. For instance, it provides a detailed record of what has been done throughout the project. Additionally, it documents the progress, milestones, and accomplishments achieved by the project team. This documentation can be valuable as a space for reflection on the project's progress. Team members can analyze what has been accomplished, what challenges have been faced, and how those challenges were overcome. This reflection is crucial for evaluating the project's effectiveness and identifying areas for improvement. Finally, the diary serves as a means of communication within the project team. Team members can refer to the diary to stay informed about the project's status, upcoming tasks, and any changes or adjustments that have been made. This helps to maintain transparency and keeps everyone on the same page.

Blogging

- Blogging in the classroom, especially throughout project work, is a great way for students to document their work and experiences.

- The blog serves as a platform upon which to post written editorials, videos, photos, how-to instructions, and more.

- This would be a great way for students to take initiative, get involved, and share their stories with others.

- Parts of this blog can be uploaded in a collaborative platform in order to share the activities with other schools participating in the project.

Collaborative Platform Engagement

- Utilization of the collaborative digital platforms for cross-school interactions.

- Scheduled virtual meetings or discussion forums to facilitate knowledge sharing, address challenges, and exchange perspectives.

- Platform serves as a repository for research materials, discussions, and updates.

Estimated Budget for the Project

Item	Provider	Aim	Total cost (euros	Cost distribution per school / team (euros)	
5 Lectures (50 minutes each)	Lesvos Natural History Museum (Greece)	To provide useful thematic insights on various aspects of Greek culture, art, history, geology and geomorphology, and environment that could influence the perception of the concept of beauty. The theme for each lecture will be agreed between teacher leaders according to their needs, and proposed in advance to the academic advisor of the Museum.	625	St. Catherine's Moorland	125
				A'ksent Suisse Int. School	125
				Italo Calvino School	125
				Nika School (I)	125
				Nika School (II)	125
Field trip to Lesvos Island (Greece)	Lesvos Natural History Museum (Greece)	It aims to immerse students in the island's culture, architecture, and landscapes, gaining firsthand insights into the evolution of beauty. Additionally, the opportunity to present their collaborative findings at the Aegean University adds a layer of academic rigor, allowing students to engage with a broader audience and fostering their research, communication skills, and academic accomplishment.	To determine on next November 2023* and will be calculated according to various aspects, including transportation, lodging, meals, and incidentals connected to the trip.	The cost will be equally distributed among the participant schools, and will be calculated according to the program agreed between the schools.	

In parallel, the host organization will actively investigate potential sources of funding, such as grants, sponsorships, and fundraising initiatives. This proactive approach intends to mitigate costs and ensure that a broader spectrum of students can partake in this remarkable educational opportunity.