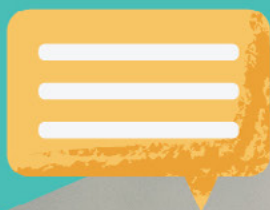




Fundación
Ceibal

Innovative Experiences 2021

 NODO



Innovative Experiences 2021



NODO



**Fundación
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Innovative Experiences 2021



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How to cite this publication: The Ceibal Foundation (2022). Innovative Experiences 2021. NODO

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Introduction

The NODO Awards are a joint initiative of the Ministry of Education and Culture (MEC), the National Administration of Public Education (ANEP) and Ceibal that was first implemented in 2021 in Uruguay. The main idea behind this initiative is to celebrate pedagogical innovation and draw attention to the people involved in it by sharing their experiences.

The aim of this stimulus is to recognize and highlight projects and schools that stand out for their most creative pedagogical proposals. The awards therefore seek to identify the most innovative projects implemented in schools and recognize their impact on improving learning. These are awards for education communities as leaders in pedagogical innovation.

The NODO Awards are presented in three categories: **Innovative Project**, which contemplates transformative pedagogical experiences for better learning; **Innovative School**, in recognition of the school's efforts to promote teacher leadership and the strengthening of the professional community for better learning, and **The Public's Recognition**, based on the people's vote.

This first edition of the awards drew 96 submissions from all over the country. Of the 10 that were shortlisted, the winners were selected by an inter-institutional jury. The seven winning teachers participated in the 2022 international forum on the STEP education system in Helsinki, Finland.

In the **Innovative Educational Project** category, the "CapillApp" project by Capilla del Sauce Secondary School in Florida won first prize. The project involved the development of an application offering information on the school in a quick, reliable and user-friendly way to students who are going to join or have recently joined the school and their families.

In the **Innovative School** category, the award went to the Technical School in Guichón – on Paysandú's southern border – for the project "Innovation as an alternative". The initiative updates the traditional notion of a technical school, and thinks about it in relation to new technologies. Teachers and students chose innovation as an alternative on the basis of a rearrangement of the subjects and a strong sense of community.

As regards the **The Public's Recognition** Award, it was won by República de Panamá Primary School No. 28 in Montevideo for the project "Tracks and gaps in online learning: zoom to school learning", designed to offer online lessons and school support to 2nd, 4th and 5th year students during the pandemic. It was developed as an alternative

for furthering the bonding and learning of schoolchildren in periods of distance education.

Honourable mentions were also awarded for pedagogical creativity in this edition of the NODO Awards. The project "Quality online education. Me at my online school", submitted by CEA 183 Nelson Mandela, located in Carrasco Norte, Montevideo. Mentions also went to Paso Libindo School in the Tacuarembó Rural Cluster for the "Radio podcast" project and Yvynará School in Cerro Largo for the project "Casa del Profesor R. Goldberg."

This publication presents a detailed description of each of the award-winning experiences for the purpose of drawing attention to the leaders of the innovation processes and showcasing their work, which is necessarily collective and collaborative.





INNOVATIVE EDUCATIONAL PROJECT:

CapillApp

Capilla del Sauce
Secondary School,
Florida



INNOVATIVE EDUCATIONAL PROJECT:

CapillApp



Capilla del Sauce Secondary School was honoured with the NODO 2021 Award in the Innovative Educational Project category for the development of the CapillApp application, designed to offer information on the school in a quick, simple, reliable and user-friendly way to students who are going to join or have recently joined the school and their families. It is an open-access application available for smartphones with the Android operating system developed with the aim of promoting continuity and bridging the education gaps in the transition from primary to secondary school.

Characteristics of the school



Capilla del Sauce Secondary School belongs to the General Directorate of Secondary Education and is located in Capilla del Sauce, a village with 835 inhabitants in the middle of the Department of Florida's northern border. It was founded in 1970 and stands as the only secondary education facility in the area. In 1995 it moved to the current building.



This secondary school is attended by 110 students, 63 of them in lower secondary, organized into three groups, and 47 in upper secondary, which offers options in Science, Biology and the Humanities in 5th year and Social Sciences-Humanities, Biological Sciences, Physics-Mathematics in 6th year. Between 30% and 40% of the students come from rural areas, and in some cases, they are the first generation to experience secondary education. Furthermore, about 20% of them commute on a daily basis to attend classes. Inadequate transport services and road closures due to inclement weather in the area sometimes make the journey to the school difficult.



The school has 30 teachers, and tutoring is offered as part of the *Uruguay Estudia* scheme for the completion of lower secondary education.



Characteristics of the project

Motivation



A diagnosis that scrutinized information on management and data from the check-in meetings found very poor bonding among students, families and the community in the transition from primary to secondary school. A large percentage of those who had relationship problems came from rural areas because it was their first contact with such a large institution.

Sequence



First, a task force was set up with three teachers and six interested students, and they were later joined by the headmistress. A new stage of information gathering began among first-year students, families, and schools in the area. It was then that the decision was made to develop an app providing access to clear, reliable, contextualized and readily available information to bring students, their families and other institutions in the area closer to the school.



For that purpose, a simple structure organized into five large menus was chosen: two of them feature 20 and 15 questions of interest to students and family leaders, respectively; another contains information on the school's facilities, activities and social networks, and the others provide general information on the purpose of the app and contact information.

The process of developing the application lasted from March to September 2020, with one weekly three-hour work meeting outside school hours. Then, each member would keep working throughout the week. During lockdown, the meetings continued online.

A joint decision was then made as to what information should be incorporated into the application and how to lay it out, and roles were assigned within the team. The next step was the exploration and selection of the technological tools available free of charge, which would make the development of the contents possible.

When the app was ready, an important part of the work was to promote it. All the members of the team were involved in this exercise, but it was the students that played a leading role. In addition, the economic awards won by the project from FINNA (Funds for Children and Adolescent Initiatives) of the Uruguayan Institute for Children and Adolescents (INAU) were used to pay for transport and merchandising promoting the application (T-shirts, pens, QR code stickers).

Strengths of the innovation

- ➔ Using resources that were already available, but combining them in one single quick-, easy-access application.
- ➔ Strong commitment of the students and support from their families. Raising the general public's awareness of the institution, even when it is closed during lockdown.
- ➔ Developing the students' 6 competencies as proposed by the Global Learning Network (creativity, critical thinking, communication, character, collaboration, citizenship).
- ➔ Strengthening identity and a sense of belonging to the institution.
- ➔ Drawing attention to a small institution in a semi-rural setting.





Main challenges

The main challenges identified by the education community revolved around two issues.

- ➔ Devoting time and resources to the technical maintenance and dissemination of the tool.
- ➔ App scalability for use at the DGES (General Directorate of Secondary Education) level.



Key points of the innovation according to those involved



The interviews with students and teachers involved in this experience helped to identify 4 features of the innovation.

➔ 1. Pedagogical leadership

"I felt that in a way the principal trusted the teachers and gave them freedom."

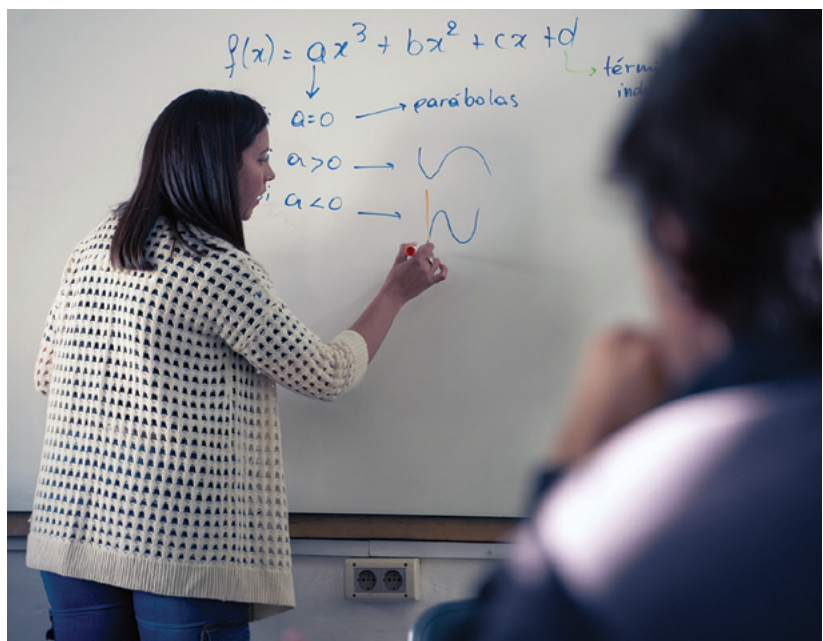
Analía Tacuaratí, Mathematics teacher.

"The principals have to get involved with educational projects."

Adriana Madriaga, principal of the secondary school between 2018 and 2020.

"The promotion of distributed leadership by the principal does not only involve delegating responsibilities. She was like another member of the team but provided openness; she let the teachers, and in a certain way the students, lead the process too."

David Luzardo, Global Learning Network mentor between 2019 and 2021.



→ 2. Use of information and data for decision-making

“We used to say, “Oh, that’s too many children having to take exams in the first year” or “That’s a lot of repeaters.” Those are things discussed at teachers’ meetings, but having access to those data has to do with management. It’s self-criticism, so to speak.”

Yessica Cabral, mathematics teacher.

“We are now in the process of reviewing and getting feedback to improve the app further, because it’s a product that belongs to the institution and stays here.”

Alexis Núñez, biology teacher.

→ 3. Keeping an open mind and building partnerships

“The main thing is to open your mind, that is, to be open to experimenting with new things, to looking for partners.”

Alexis Núñez, biology teacher.

“Flexibility and openness on the part of the school leaders, that is to say, the principals, who are the ones who create the spaces.”

David Luzardo, Global Learning Network mentor between 2019 and 2021.



➔ 4. Promoting contextualized proposals

"Once we had decided that the app was going to be made, I think the first thing was to start determining what things were going to feature in the application. What we did then was prepare Google forms that were given to the students, their families and teachers to gather information."

Analía Tacuaratí, mathematics teacher in 2020.

Technological *resources used*

- ✚ Google DRIVE: a file storage system with associated collaboration capabilities at different levels (viewer, commenter, editor). [Personal Cloud Storage & File Sharing Platform - Google](#)
- ✚ Google Forms: allows the user to design and distribute questionnaires for the collection and analysis of information; associated collaboration capabilities at different levels (viewer, commenter, editor). [Google Forms: a solution for creating online forms | Google Workspace](#)
- ✚ CANVA: a tool for the design and publication of documents in various formats such as presentations, videos, brochures, banners, etc; collaboration capabilities. [About Canva](#)
- ✚ Genially: a tool for creating interactive content. <https://genial.ly/>
- ✚ Youtube: website for sharing videos. <https://www.youtube.com/>
- ✚ Capcut: photo and video editor specially designed to create images and clips for social networks. [CapCut | All-In-One Video Editing Software](#)
- ✚ Zepeto: tool for creating avatars and animations. <https://zepeto.me/>
- ✚ Powtoon: Cloud-based animation software for creating animated presentations. <https://www.powtoon.com>
- ✚ App Inventor 2: a platform for developing applications for the Android operating system. <https://appinventor.mit.edu/>



Voices of the education community



“ The priority was to work on competencies and skills that would allow the students to leave their peers a legacy. That's crucial: a secondary school should be the place where they not only teach you the curricular subjects but also provide you with another kind of concept that will help you to develop as a human being. ”

Adriana Madriaga, principal between 2018 and 2020.



“ We were sort of given challenges. Each of us had to submit a different project. We started working on the app to submit it at the end of the project. ”

Juan Martín Reyes, student.



“ At first it wasn't going to be an app. We didn't know what we were going to do. We started by asking the students questions ”

Mateo Luzardo, student.



“ The students weren't used to joining a project in the early stages of research, data analysis and design of an app. I think that was the bonus that was added to the learning process. ”

David Luzardo, territorial mentor of the Global Learning Network between 2019 and 2021.



“ I think CapillApp is very good for new people trying to find their feet ”

Lucía Escalada, first year student.





“ When I started out, I used the app for guidance on the subjects and the schedules ”

Mía Echeverría, first year student.



“ What the app helped me with was the new schedule and the number of subjects we have ”

Martín Sosa, first year student.

INNOVATIVE SCHOOL:

Innovation as an alternative Technical School in Guichón, Paysandú



INNOVATIVE SCHOOL:

Innovation as an alternative



On the southern border of the department of Paysandú, the Technical School of the city of Guichón was honoured with the NODO 2021 award in the Innovative School category for updating the traditional idea of a technical school by deeply intervening in its practices.

When rethinking the Technical School in relation to the new technologies, they chose innovation as an alternative, based on a rearrangement of the subjects and a strong sense of community.

Characteristics of the school

Guichón's Technical School belongs to the General Directorate of Vocational and Technical Education and first opened its doors as a trade school in 1953. Since 2015, enrolment has been growing steadily.



This school is attended by 205 lower secondary students organized into 9 groups, and 181 upper secondary students in 12 groups (administration, computer science, sports and agriculture). About 30% of them come from rural areas and small nearby villages. There are 108 teachers. The school also has a facility in Piedras Coloradas offering Lower Secondary Education (6 students) and Basic Vocational Training in robotics (28 students).



Characteristics of the project

Motivation

The need to innovate in order to adapt the school to technology renewal, together with the desire to change the unfavourable atmosphere and the high levels of repetition and student dropout that characterized the situation of this school in the middle of last decade.



The winning proposal is based on *five pillars*:

1

Integration of subjects through the formation of pairs, threes or teacher teams

Promotion of the integrated work of teachers, who share some of their hours teaching simultaneously with other colleagues. The subjects were organized into curricular spaces: one bringing together communication, logical-mathematical thinking, natural sciences and social sciences; a space for technological development, and a third for citizen articulation. This project is based on ambitious activities in logistics and creativity which integrate social and recreational aspects while strengthening the school as a community.

2

Project-based work aligned with local demands

The Deep Learning Activity tool of the Global Learning Network is essential here, as it offers a framework for the design and development of *Deep Learning Activities*. All the proposals incorporate some of the competencies promoted by the Network, known as the 6Cs (creativity, critical thinking, communication, character, collaboration, citizenship). The competency to be prioritized is determined on the basis of institutional agreements based on various mechanisms. In 2022, the families voted: the competencies chosen were *character and communication*.

3

Promotion of the development of skills for life together with the curricular content

As an institutional guideline for maintaining some internal consistency, the projects are framed around 3 hubs: environmental education, the 2030 Agenda for Human Rights, and health. Apart from this, the projects, like the teaching groups, are also dynamic: they may change every year.

4

The drive to mainstream educational technology in all subjects and levels

Digital leverage has been a hallmark of the institution since the beginning of the process. In order to mainstream technology for learning purposes, a strategy was promoted for upgrading the technological skills of teachers through the wide range of training offered by Ceibal related to Computational Thinking, Ceibal in English, robotics Olympics, use of CREA, as well as the use of tools such as the Learning Assessment System, the Adaptive Mathematics Platform (PAM), and the Language Platform, among others.

5

Assessment of student processes rather than student outcomes

Assessment is based on the rubrics and guidelines provided by the Global Learning Network but also takes into account the information supplied by the Public Primary Education Authority through the Student Register, which plays a key role in this process.





Key points of the innovation according to those involved

The interviews with students and teachers involved in this experience helped to identify 4 features of the innovation.

→ Pedagogical leadership

"I see great leadership in the school. The principal's office lays great stress on the pedagogical aspect. That, I think, is one of the keys."
Carina Suanes, Mathematics teacher.

→ A consolidated, committed professional community

"The principal does a great job, but he also has a teaching team that keeps up with him."
María del Valle, territorial mentor of the Global Learning Network.

"There are many opportunities for exchange, specifically for seeing what we are doing, how we are doing it."
Virginia Goldie, teacher, agriculture, upper secondary education.



→ Consensual school project

"There is a line of work, and you work within that framework."
Carina Suanes, mathematics teacher.

"There are about 40 people who are working quite selflessly and in coordination."
Belén Rodríguez, Physics and Chemistry teacher.

→ Proposal geared to the school context

"Apart from taking ideas, innovation has to do with our own practice. We are our main critics and I believe the mistakes we make are the basis for innovation."
Danny Silveira, principal.





CEILAB: A space that promotes learning by doing through the use of various technological devices and tools, based on the design thinking methodology and the principles of maker practices. For further information, go to [About the programme – Ceilab \(ceibal.edu.uy\)](https://ceibal.edu.uy)



Technological *resources used*

- + CEILAB laboratory (3D printers, drones, sensors, micro:bit boards, Arduino, Raspberry)
- + CREA platform (training, PAM, PAL, Valijas)
- + Google DRIVE: a file storage system with associated collaboration capabilities at different levels (viewer, commenter, editor). [Personal Cloud Storage & File Sharing Platform - Google](#)
- + Google Forms: allows the user to design and distribute questionnaires for the collection and analysis of information; associated collaboration capabilities at different levels (viewer, commenter, editor). [Google Forms: solution for creating online forms | Google Workspace](#)
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- + CANVA: a tool for the design and publication of documents in various formats such as presentations, videos, brochures, banners, etc; collaboration capabilities. [About Canva](#)
- + Capcut: photo and video editor specially designed to create images and clips for social networks. [CapCut | All-In-One Video Editing Software](#)
- + Padlet: digital platform for creating collaborative bulletin boards. [Padlet](#)
- + Kahoot: allows the user to devise tests and assessment questionnaires in a recreational format. [Kahoot! | Learning games | Make learning awesome!](#)
- + Prezi: a platform for making online presentations with a greater impact. [Presentations and videos with engaging visuals for hybrid teams | Prezi](#)
- + Scratch: straightforward programming language that uses blocks to allow the use to create interactive stories, games, animations, among other projects. [Scratch - Imagine, Program, Share \(mit.edu\)](#)



Voices of the education community



“ The school provides everything for both specific and non-specific subjects. You have everything to work with; you don't need to pay for anything out of your own pocket for making progress in your projects or in your daily classwork. You have a lot of programmable boards, a computer, good internet connection. ”

Beltrán Berriel, upper secondary student in computer science.



“ The teachers usually try to find topics that we like, and we have to choose one of them. That makes you want to come and work, because if the topic is not interesting and you don't like it, you just don't feel like working. ”

Luna Pérez, lower secondary student.



“ Five years ago, one of the teachers phoned the INASE (National Seed Institute) regional office in Paysandú to show the children that there was another kind of agricultural work they could participate in rather than that typically associated with working in the country. Every year it's a challenge to decide what they are going to sow, what they are going to learn. ”

Lourdes Carameso, contact at the National Seed Institute (INASE).



“ We went from students dropping out, with poor outcomes, to students making it to December and moving up a year. ”

Natalia Miglónico, student support assistant.





“ In the long run, when you consolidate a strategy that improves your own practices and the comparison with the history of the institution itself, that actually boosts the development of the student, who is the focus of the educational strategy. ”

Danny Silveira, principal.



THE PUBLIC'S RECOGNITION:

Tracks and gaps in online learning

República de Panamá
Primary School No. 28,
Montevideo



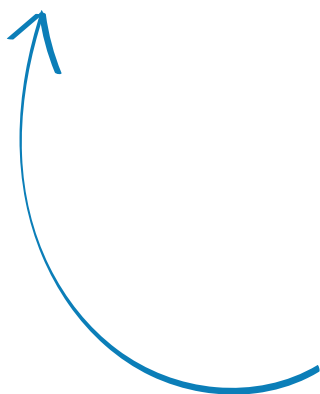
THE PUBLIC'S RECOGNITION:

Tracks and gaps in online learning



República de Panamá Primary School No. 28 was honoured with the NODO 2021 Award in the *The Public's Recognition* category for its project Tracks and gaps in online learning, aimed at offering online lessons and school support to 2nd, 4th and 5th year students during the pandemic. It was implemented as an alternative for furthering the children's bonding and learning through periods of distance education and alternating attendance due to capacity restrictions in 2020 and 2021.

Characteristics of the school



República de Panamá Primary School No. 28 is located in La Blanqueada, a neighbourhood in the geographic centre of Montevideo. It belongs to the General Directorate of Preschool and Primary Education. It was founded in 1900, and its current building dates back to 1969.

The school is attended by 475 children, from preschool for 4-year-olds to 6th year primary school. There are 3 groups for preschool for 4-year-olds and 1st, 2nd, 3rd, 4th and 5th years each, and 2 groups for preschool for 5-year-olds and 6th year.

The teaching staff is made up of the principal, a teacher attached to the principal's office, 22 classroom teachers, a PE teacher and a teacher of English. The school also has the support of a development committee that, among other contributions, pays for a music teacher and a dance teacher.



Characteristics **of the project**

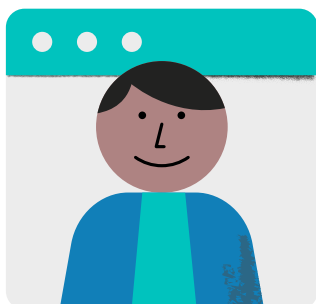
Motivation



The suspension of face-to-face classes due to the pandemic and the subsequent return to face-to-face lessons with the inherent risks exposed this state school to new challenges, such as supporting and protecting learning through online education, and the need to implement alternating attendance in some school groups.

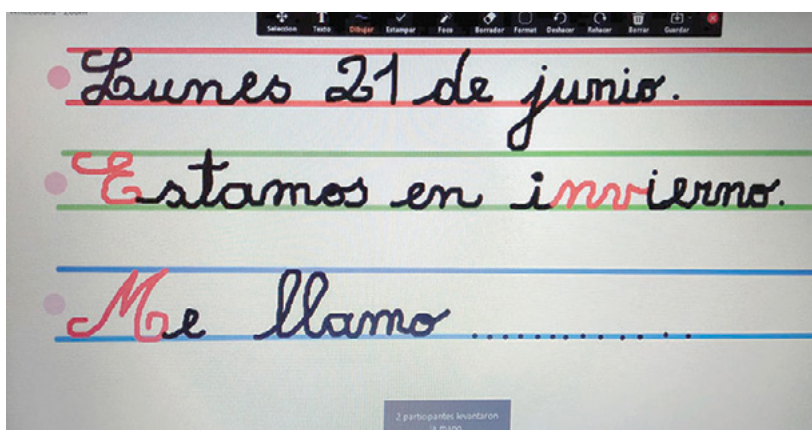


Sequence



The innovation revolved around Adriana de León, a teacher on certified leave whose asthma prevented her from attending school in person during the two years of the COVID-19 health emergency and who worked with great flexibility to continue her teaching online. She therefore went beyond her traditional role to become a figure that supported and protected the children's learning.

During the pandemic, she worked with 4th year A from Monday to Friday from 13:00 to 15:30 via Zoom. The choice of this platform was based on its interface and many features, which made it more dynamic and attractive compared to the available CREA tool. The licence was paid by herself and her colleagues from 4th and 2nd year.



In addition to working to the plan and the syllabus, the videoconferences enabled integration spaces for marking national dates, celebrating Mother's, Father's or Children's Day and organizing virtual shared snacks, among other activities. Student teachers and PE teachers also participated in some get-togethers.

At 3:30 p.m., at the end of her day's work with her 4th A students, Adriana would start her coaching, which in 2020 was aimed at students at this level in any of the three groups who needed a more personalized approach. It was necessary to work in close coordination with her colleagues from 4^oB and 4^oC in order to diagnose and refer the children, in addition to organizing schedules.



On returning to face-to-face classes in mid-2020, this scheme of online coaching classes was kept, and later, in 2021, extended to 4th and 5th year students. In addition, in the second year of the health emergency, a new modality was added for the online teacher, who also began to work with 2nd year students so that they would not miss classes due to the alternating attendance scheme resulting from the capacity restrictions.

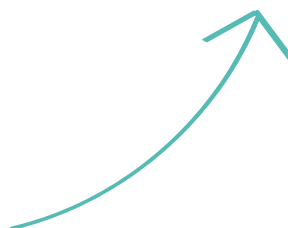
Leemos: "Se escapó una mona" 15/7

Responde:

- 1) **¿Qué sucedió?**
- 2) **¿Dónde sucedió?**
- 3) **¿Quiénes rescataron a la mona?**
- 4) **¿Qué consiguieron los vecinos?**

To work in this new role, Adriana had to adapt all her planning to the online context and apply new resources. In this respect, a valuable contribution was her weekly work with Ceibal's facilitator teacher Gabriela Freire, who trained her in the use of the CREA classroom and other tools for the implementation of more attractive online strategies.

Another key aspect in the implementation of this strategy was the coordination and support of the families. In this regard, the teachers involved would inform them of the work that was being done and help them with potential connection issues or trouble using digital resources. There was also a strong emphasis on the significance of creating a space in the home where the children could work comfortably.



Key points of the innovation according to those involved

The interviews with students and teachers involved in this experience helped to identify 4 features of the innovation.

➔ An ability to adapt to the circumstances

"There was a problem to solve and we had to look for solutions, and this was one of the possibilities. I believe difficulties are always an opportunity to move forward."

Adriana De León, teacher on certified leave in 2020 and 2021.

➔ A committed teaching community mindful of the needs of their students

"It was like seizing the opportunity and thinking and reflecting carefully as a group of teachers."

Valeria Fernández, principal of the school in 2021.





➔ **Families involved in their children's learning processes**

"The families were also key players in this. Without them it wouldn't have been possible."

Valeria Fernández, principal of the school in 2021.

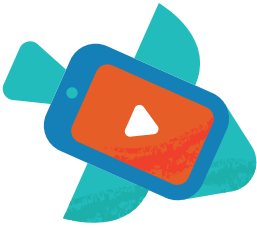
➔ **Training and mainstreaming of technological resources**

"I used them on a daily basis. Once a week, I received training from the Ceibal facilitator, Gabriela Freire."

Adriana De León, teacher on certified leave in 2020 and 2021.

Technological *resources used*

- + Google DRIVE: file storage system with associated collaboration capabilities at different levels (viewer, commenter, editor). [Personal Cloud Storage & File Sharing Platform - Google](#)
- + Google Forms: allows the user to design and distribute questionnaires for the collection and analysis of information; associated collaboration capabilities at different levels (viewer, commenter, editor). [Google Forms: solution for creating online forms | Google Workspace](#)
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- + Kahoot: allows the user to devise tests and assessment questionnaires in a recreational format. [Kahoot! | Learning games | Make learning awesome!](#)
- + Wumbox: A platform offering over 5,000 games and educational resources for children aged 3 to 12 years old <https://www.wumbox.com/>
- + Leo con Grin: an app promoting reading skills in school children based on the Educaplanet method in 30 lessons divided into 3 missions. https://play.google.com/store/apps/details?id=air.educaplanet.grin.leo1.full&hl=es_UY&gl=US



- ✚ Mundo primaria: a platform with educational resources and free games <https://www.mundoprimary.com/>
- ✚ Mentimeter: a platform that creates presentations and promotes interactive meetings. <https://www.mentimeter.com/es-ES>



Voices of the education community



“ This is a teaching practice school. Although the school staff are not all tenured, most of the teachers choose this school year after year. It's quite a stable team. ”

Natalia Canto, principal of the school in 2022.

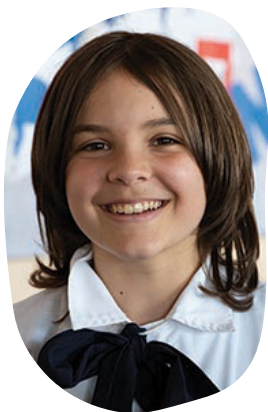


“ This is an open-door school where parents can come and discuss their concerns. We have always been lucky in that we have been listened to. ”

Verónica Salvi, Chair of the Development Committee.

Adriana set up a mini classroom in her living room and worked as if she was in the school. And the children too felt as if they were in the school. That was very good at a time of so much uncertainty.

Valeria Fernández, principal of the school in 2021.



We would have scavenger hunts. Adriana would name items and we had to go and look for them at home.

Martín Kulik, 4A student in 2020.

You see, when you want to say something, you raise your hand. Well, there was a tool on Zoom that was for raising your hand so that you'd be unmuted and allowed to speak to give an answer.

Santiago Tejera, 4A student in 2020.





“ We would do things on our mobile phones on Zoom. We would write and draw. ”

Cristhian Crocco, a student who participated in the online coaching space.

“ The endings were fun on Zoom because the teacher would tell us, ‘We’re not leaving until everyone has used the emoji to say goodbye.’ I thought it was even more comfortable because I was at home; because I had everything at hand. I could do everything on the computer. ”

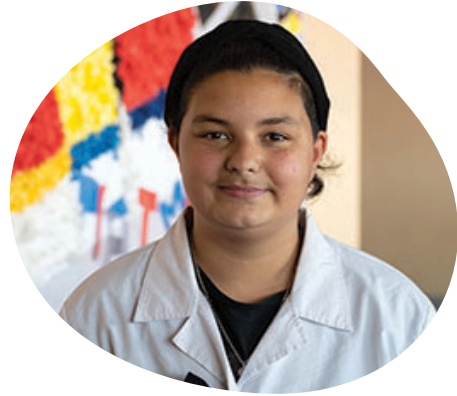


Ramiro Gastesi, 4A student in 2020.



“ They’d send my mother the password to join Zoom. She would dictate it and I would type it out, and once I was in, she would leave the room and leave me to work on my own. She would then bring me a coffee and some fruit. ”

Uma Severo, a student who participated in the online coaching space.



“ What we usually did was mathematics because most of us found it hard. We would do multiplications and divisions in a notebook, and the next day we'd have a Zoom lesson and correct them, or we would have times tables tests ”

Azul Inara Boga, 4A student in 2020.



“ I still sometimes work with online homework, with videos, apps, different online formats, because, what do we teach the children? That education has changed, and we also have to change our way of thinking ”

Adriana De León, teacher on certified leave in 2020 and 2021.



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