



Erasmus +: Digital Inclusion

Digital Inclusion Transforming and Internationalizing Schools through Technology

Good practices collection

Prepared by SOU Gimnazija Koco Racin

Aim of the project:

To extend and develop educators' competencies, including their digital skills and knowledge of ICT tools, to create an inclusive classroom climate.

Aim of the collection of good practices:

To share the different good practices to improve the academic results and motivation in our pupils.

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Annex 1:
Reporting practices template

MATH LABYRINTH	
Good practice description	<p>Students consider mathematics as a difficult discipline and they certainly lack motivation and interest in acquiring skills and competences in this particular subject. The number of low-achieving students in math in high schools around Europe is quite large.</p> <p>Math Labyrinth interactive platform is a digital tool that contains real-life math problems and intends to increase the motivation and the students' understanding of the problem. The purpose of the e-platform is not giving them answers, but making them think and learn at the same time. The core of it is learning the most common operations and relations and using them in their everyday life.</p> <p>The approach contributes to the process of teaching maths by giving a useful digital tool for teachers to make their lessons and activities more interesting. It also contributes in the process of motivating the students while being directly involved in the process of learning and increasing their self-satisfaction after completing stages.</p>
Level	European Math Labyrinth is a European project under the Erasmus+ programme
School subjects it deals with	Maths
Country	North Macedonia, Italy, Bulgaria, Greece, Cyprus
Name of the Institution	SOU Gimnazija Koco Racin Veles



Type of institution involved and main functions	Schools: <ul style="list-style-type: none">- SOU Gimnazija Koco Racin, MK- Oreste del Prete, IT- St.st. Cyril and Methodius, BG Associations: <ul style="list-style-type: none">- Cyprus Mathematical Society, CY- MASSEE, GR University: <ul style="list-style-type: none">- Goce Delcev University, MK
Involved target group	(Institutional level - school manager, math teachers, technical and administrative staff, students, local level - primary and high schools: math teachers and students; regional and national level - National Agency, high schools, universities) European level: high schools: Math teachers, students)
Main challenges key success enabling factors	The method Labyrinth involves giving clues and hints using already created free softwares like GeoGebra and Maxima, ICT - applications, hidden formulas, definitions and drawings, but not answers. The name Labyrinth refers to the complexity of providing solutions; in order to solve a problem of this kind a couple of operations are required and students will have to go back and forth through all the acquired knowledge they have during their education.
Lessons Learnt and Recommendations	Guidelines for using the Interactive book are intended for teachers who will use this particular method of teaching in their classroom as curricular or extracurricular activity. It provides the aims and objectives of the e- platform, the methodology of getting to the solution of all real-life mathematical problems in it, lesson plans and some useful links, resources and explanations on using different ICT tools.



Tool / tools used for self-evaluation	Pilot testing of the effectiveness of using the interactive platform during the mathematical summer camps held in the three countries that represent the partners from the secondary schools, Italy, Bulgaria and Macedonia.
Visual elements	http://www.math-labyrinth.eu/