

## Session Geography education from Portugal

### Integration and multiculturalism: essays on EBS Fontes Pereira de Melo

*Ana Ferreira, Elsa Pacheco, Francisca Teixeira*

As a result of the intensification of population flows on an international scale, one of the most interesting consequences is the promotion of multicultural societies. From the diversity of these people's origins, among other practices and lessons, we must identify the opportunity for integration and solidarity in human development.

In line with this idea, as responsible agents for the education of young people in Portugal, we can't fail to note the challenge facing primary and secondary schools which, prepared to respond to the teaching and learning needs of these age groups, have been confronted in recent years, with a growing number of students from very different geographical origins.

However, despite the defence of an education system centred on the student, which should develop according to a humanist and integrative profile, its physical organisation (19th century classrooms) and dominant working methods (more teaching than learning) seem to suggest the opposite - its homogenisation.

In order to resolve these contradictions, we have tested working methodologies that aim, on the one hand, to analyse the points of view of teachers and students on the "integration" of foreign students at school and, on the other, to test methodologies that could prove to be fundamental in demonstrating the added value of this heterogeneity of geographical origins for teaching and learning in Geography. To realise this goal, we used surveys and activities, which results allow us to suggest that the existence of problems that go beyond the school context is overlaid by the obvious richness of being able to teach and learn from difference.

### eTwinning Projects at School – The Importance of the Noosphere in the Dissemination of Geographic Knowledge

*Elisabet Fiel*

The Noosphere presents itself as the sphere of knowledge, linking collective intelligence and its impact on the planet. The eTwinning project is a strand of the Erasmus+ programme, hosted on the European School Education Platform and funded by the European Commission. It promotes projects among different classrooms in 46 countries, in 30 different mother tongues, using the PBL (Problem-Based Learning) methodology.

The project method is based on constructivism, placing students in real-life scenarios close to the actual situation, seeking collaborative solutions. In this sense, the teacher's role is to guide the work process and create challenging stages based on the curriculum content and the competences to be developed by the students.