Plurilingual Marine Rescue

Remove pollution in a multilingual way

This project combines interactive multilingual activities aiming to raise awareness around the topic of marine ecology.

Team: The marine plurilingual rescuers

Team members

Douvana Sofia-Ifigeneia , Dimitriadou Eui, Nerantzaki Effie, Papazoglou Zoe

Members roles and background

Douvana Sofia-Ifigeneia: Creating quiz number 1
Dimitriadou Eui: Create quiz number 2
Papazoglou Zoe: Creating board games
Nerantzaki Effie: Editing, correction

All members are students at Aristotle University of Thessaloniki who belong in two cohorts: those carrying out Bachelor studies at School of French Language and Literature, and those carrying out a Master's degree at the Interdepartmental postgraduate studies program "Languages, Communication and Management of Educational Services in modern social, economic and technological environment »

Team mentor was Associate Professor Evangelia Mousouri, Aristotle University of Thessaloniki.

Katerina Zourou hosted the event, provided general framework for Citizen Science and assisted with technical support on Slack.

Contact details

sofi.douva@hotmail.gr

Solution Details

Solution description

Our activities aim to promote digital interactive education to pre-school/elementary school students. We have created activities based on the classic game snakes and ladders, videos and quizzes in order to help students interactive with different languages from different areas of the world and cultures, through environmental problematic. Using classic animation that has touched on the environmental issues multiple times throughout his run, we aimed to engage students with familiar characters and stimulate their watchfulness in the next activities. The final quiz, which is based on the board game, their combination provide valuable information about the current environmental hazards and sea mammals that live close to the countries where the chosen languages are spoken.Our activities promote digital and long-distance learning at the same time combining learning with fun. The success can be measured though the student's participation. It's not vital that they find the correct answers. Our primary goal is the language awakening and the contact of the students with foreign languages and new alphabets, and not the direct learning.

Students are welcome to use their previous experience, logic, imagination and they can even guess the correct answers as long as they are willing to participate and have fun! All they have to do is watch our video, share their ideas and discuss talk about the languages we see. Then, they can explore the ultimately fun board game that we created which is based on the classic, snakes and ladder. Every child can play that game, whether individually or as a team and discover fun facts about our chosen languages and the theme of our activities! Last but not least, they can explore further, by playing the final quiz and answer relative to the board game questions. We truly hope that all participants will amuse themselves and realize that languages are interesting, they carry the cultural heritage of each country and are the voice of our thoughts and feelings.

Solution context

We have faced various problems, mainly during our search for the proper activities, as well as the selection of the languages. We wanted to include languages that are spoken in different parts of the world, different continents and have also other difficulties such as different alphabet and phonological characteristics. We believe that we managed to overcome most of our difficulties and feeling challenged but not overwhelmed, we created the final activities that both are informational as well as fun, challenging and educational.

Technology has been a valuable ally on this Hackathon, and we have used it as well as possible in order to create our activities. For example, we searched online about information that had to do with our main theme, we used online dictionaries and translators in order to find the correct words and pronunciations. A true challenge has been the creation of the board game, which took a lot of time and demanded handwriting of the chosen languages. Consider that when it comes to languages written with the Latin alphabet everything is easier, but when it comes to languages such as Urdu, is a true challenge to manage handwrite everything and intact, correctly. We keep in mind that through the creation of this game we ended up learning ourselves a big deal of things, about languages, cultures and even the current hazards of the sea environment!

Solution target group

While working on our project, we decided that our target group would be elementary school students, where children have a first contact with the foreign language. The goal anyway is language awakening at this young age and not learning. Also, we suggest that "environmental awakening" is essential in young ages, creating thoughtful and responsible adults. That's why we didn't intend to include hard or extremely complicated exercises, but simple activities that combine children's play and extracurricular interests with education.

Solution impact

The solution impact doesn't apply only to language learning but also to a universal problem such as the environmental crisis. The common problem that exists for everyone is the pollution and destruction of the environment and especially in the seas of the world. And is there a better way to deal with this problem than to wake up and raise awareness among young people?

Solution tweet text

The marine plurilingual rescuers need your help in saving the sea environment! The planet is in danger! Let's join our forces! Raising awareness and introducing foreign languages are our two superpowers! Learn! Play! Help!

Solution innovativeness

Our work did not return to the traditional ways of learning! Today's children will hardly be interested in dealing with a piece of paper that will be given to them in class! Fortunately, the technological development of today introduces us to the digital world. On the other hand, unfortunately the children are only interested in it. Given this, our team managed to develop exercises that are completed through the tablet, the computer, or the mobile phone. Surely students will be more interested than solving a class quiz on a piece of paper! as for the board that does not work in digital form ... well, who does not like a board game?

Solution transferability

Our activities are simple and can be used at any educational context, at any school subject or general idea, or even at home. Each educator can take the chance to create a board game, or an interactive video or even a simple group play quiz and adjust it to their needs and goals.

Solution sustainability

While being created, the project has already been a valuable chance to students in order to explore their knowledge and perception of marine ecology as well as to finally achieve the composition of a qualitative educational plan. It is planned to be implemented by elementary students in future lesson plans both regarding language awareness as well as environmental-friendly motivation. Furthermore, the activities will be offered to educators regardless their target group, since their aim is to engage students in fan playing regardless their previous language knowledge. The project can play a significant role in any lesson plan that has to do with the subjects that are used in the activities.

Solution team work

Considering the current challenges of the pandemic, we had to work online and without the possibility of actual real-life teamwork. Despite this serious difficulty, we managed via technology to know each other, work, exchange ideas and doubts, discuss, disagree and finally come to a conclusion. We don't know what is up for us in the future, what new or current challenges we might have to face again. We must be prepared and willing to work as a team, even a virtual one! We hope we will have this opportunity again!