

## 2<sup>nd</sup> learning mobility

**MatLan** Learning math and languages through research and cooperation  
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### The town of Briançon

Located at an altitude of 1326 meters in the region of Provence-Alpes-Cote d'Azur, Briançon is a small town with a rich history. We had the chance to unravel its mystery during a guided tour which lasted for about 2 hours, during which we saw some main sights of the town.

We entered the old town by The Pignerol Gate, which in the past was the gate that controlled the access to the top of the town. Then we continued by climbing a hill, up to the Chemin De Ronde, a look out spot with a huge bell that was used to alert the citizens in case of emergencies (like fire or danger). From there we could see the façade of Fort Du Chateau, a medieval building. We went back on the streets of the town and visited The Collegiale, a catholic medieval church. We also went to Place D'Armes, that was used in the Middle Ages as a market place. Nowadays, the courtroom hosts a copy of a scale model of Briançon.

After a fire that burned all the city, Maison Du Temple was one of the few buildings that didn't burn due to the fact that it was made of stone, so naturally we went to see it from outside. Now it is a Tourist Office. We passed by Maison Prat, one of the most beautiful houses in Briançon. And we were also given information about an important document about the liberties of the brianconnais and other things.

At the end of the day, we were content with what we had discovered.



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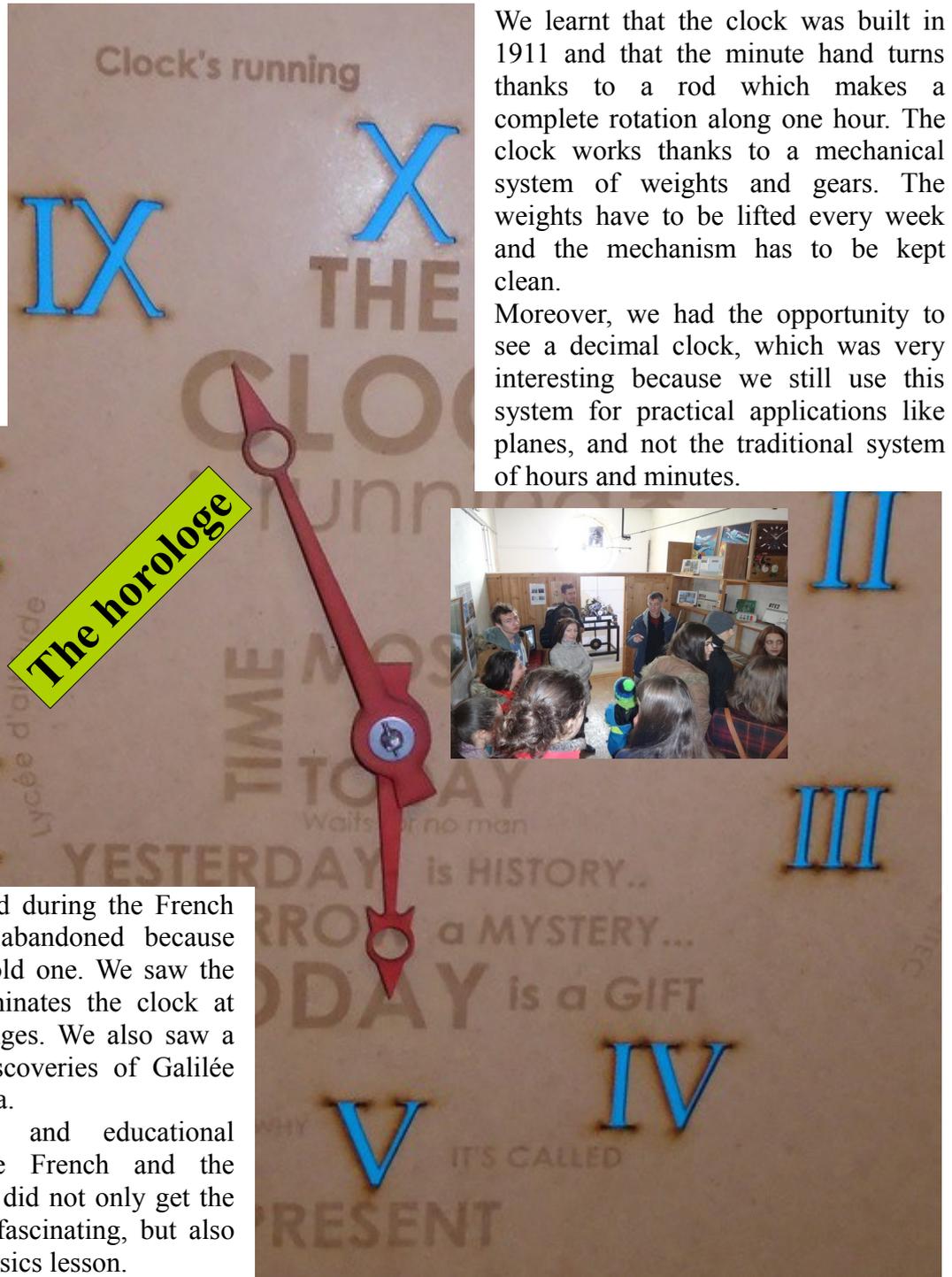
MatLan project website  
<http://matlanproject.weebly.com/>



Erasmus+

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On the first day of the exchange we had the opportunity to visit the clock of the Briançon highschool. The Romanian students were impressed to see the clock because there isn't anything similar in their country and they weren't expecting to see such a big and old horologe in a highschool.



We learnt that the clock was built in 1911 and that the minute hand turns thanks to a rod which makes a complete rotation along one hour. The clock works thanks to a mechanical system of weights and gears. The weights have to be lifted every week and the mechanism has to be kept clean. Moreover, we had the opportunity to see a decimal clock, which was very interesting because we still use this system for practical applications like planes, and not the traditional system of hours and minutes.



This system was also used during the French Revolution, but it was abandoned because people were used to the old one. We saw the light animation that illuminates the clock at night when the hour changes. We also saw a model made after the discoveries of Galilée and Huygens about pendula. It was an interesting and educational experience both for the French and the Romanian students, as we did not only get the chance to see something fascinating, but also had an unconventional Physics lesson.



## The educational system in France and Romania



Group work in a math lesson in Romania

To begin with, the *primary school* systems are quite similar, with 5 years of school for children between about 5 or 6-year-old and 10-11-year-old. This comes after approximately 3 years of *kindergarten*. After that, the *secondary school* lasts for 4 years in both countries.

Differences begin in the *high school* years which last in France for 3 years and for 4 years in Romania. The specialization options in France are as follows, with 3 different kinds of Baccalaureate:

- General or theoretical, with 3 subsections: L, ES, S
- Technological
- Professional

In Romania, the Baccalaureate is considered to be the same exam for everyone, but it also takes into account the student's choices. There are 4 theoretical specialties (Social Sciences, Maths and Computer Science, Science and Humanities) and several Technological ones. The Professional school system is very underdeveloped in Romania in comparison with France, but slowly rising in importance.

Also, French schools don't have their own specialty, while Romanian ones



Digital library in Romania

tend to be focused on one or two specialties. During high school, students from both countries don't get to choose the subjects they want to specialize in and, therefore, have to study a standard set of subjects.

Holidays are also quite different: The French students have a 10-week summer holiday and also get 4 2-week breaks which are spread among

the year whereas the Romanian students get a 3-months long summer holiday and a longer Christmas holiday to compensate for the lack of breaks during the year.



Experiment in a physics lesson in France



Explanations of the school program in France

## Discovering our partner's country and educational system

At the end of this experience we managed to draw some conclusions both related to the differences between the French and Romanian educational systems, as well as to rather general differences between the two countries. Therefore, we get to quote a few aspects, which, even if apparently trivial, are quite relevant.

Romanian students are allowed to use mobile phones at school, mostly for educational purposes and complementary to IT (information technology). Moreover, during breaks, music is played, this contributing to the friendly and pleasant atmosphere that the school exhibits.

It can also be noticed that whether we are talking about France or Romania, most of the economic power is concentrated around the major cities. At the same time, we cannot deny that in Romania the rural zones are not very well preserved and we got to find out this in the context of a visit to a salt mine. Tourism is another topic that has to be discussed.

If in France tourism is an important income source, not the same thing can be said about Romania, which is a pity, considering the country's beauty.

By the way, transports are much less developed in Romania, some dating back to the second half of the XX<sup>th</sup> century and not respecting the current standards, for example those active in France.



# MATh.en.JEANS Congress



We arrived Thursday, at noon, at the University Claude Bernard in Lyon and we immediately started to set-up our stalls and to finalize the preparation of our common presentations. After the opening and "Tails" by Jérôme Germoni, we presented our research results on the topics "Disc du Poincaré" and "Growth of the crystals".



We were impressed not only by the diversity of the research topics, but also by the excellent organization of the Congress. Each research topic was presented also, at the stands, in an interactive manner, for example the "Nacelle" team explained their research through a game with a marble and the "Crystal Growth" team offered everyone the chance to build their own crystals.



University of Lyon  
700 participants  
42 schools

Students, teachers and researchers walked on the corridors where the stalls were organized, stopped at the stands where they found an interesting research topic for exchanging ideas with the presenting students. During the two-day Congress we made seven plenary presentations, each of them being followed by a question-answer session. Both presenting students and public were engaged in fruitful discussions. We also had the opportunity to attend conferences, e.g. "Troubadours, permutations and other stories" by Michèle Audin, and we had the chance to meet and discuss with professional researchers.

