

Erasmus+ MCW Mobility 1 – Germany  
Ms Paola Lavinio - eTwinning Ambassador - Italy

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# eTwinning is the community for schools in Europe

## Professional development

Learning Opportunities <https://live.etwinning.net/professionaldevelopment>

eTwinning Featured Groups <https://live.etwinning.net/groups>

## Self Teaching Material

<https://stm.etwinning.net/en/pub/index.htm>

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## CRITERIA FOR QUALITY LABELS

### Pedagogical innovation



- the project has originality in terms of its theme
- it uses a variety of pedagogical methods
- pupils are the ones who take the lead
- pupils interact with their partners and work collaboratively using different methods like information gathering, problem solving, research, comparative work
- pupils take different roles as artists, journalists, technicians, scientists, actors etc.

## EDUCATIONAL OBJECTIVES



### **SPECIFIC**

Clear, and simple.

### **MEASURABLE**

Quantifiable objectives.

### **ACHIEVABLE**

Realistic and attainable objectives.

### **RELEVANT**

Actual, pertinent in the context of school and students.

### **TIME BOUND**

Clear time frame, reasonable deadlines.

## PEDAGOGICAL APPROACHES AND TEACHING PROPOSALS

### **VARIETY OF PEDAGOGIC METHODS**

That encourage active, autonomous learning.

### **STUDENT CENTRED**

Students are actors in the process of learning and creating products.

### **INNOVATION & CREATIVITY**

New and creative use or combining of pedagogical methods and techniques.



## Curricular integration

- the project is rooted in the school curriculum and syllabi
- the majority of project work is done during the school hours
- the curricular integration in the project is clear
- project work allows students develop their skills and competences
- the project-based pedagogical framework has been explained and documented by the teacher



**CURRICULAR INTEGRATION**

### CURRICULAR INTEGRATION IN ONE OR MANY SUBJECTS

Activities derive from curricular objectives and contents on different subjects.




### MULTIDISCIPLINARY APPROACH

The project outcomes are a result of collaboration between different subjects, thus teachers plan and monitor the multi-aspectual learning and creation of multidisciplinary products that can take different forms (song, poem, story, drawing, poster, video clip, experiment etc.).




### KEY COMPETENCES AND SKILLS

The project objectives and activities envisage the development of skills and competences (for example one or several competences from the [European Framework](#)).



[www.etwinning.net](http://www.etwinning.net)



## Collaboration between partner schools

- collaboration activities go beyond communication
- partner schools work together to accomplish joint activities
- partners are not just recipients of information
- collaborative activities result to a tangible outcome



## COLLABORATION

### STRATEGIES FOR COORDINATION AMONG TEACHERS



The agreed work plan includes monitoring meetings or other coordination activities that record, as appropriate, the review and adaptation of the initial approaches.

### STRATEGIES FOR COLLABORATION AMONG STUDENTS

Some or all of the activities are organised so that students from different schools interact, communicate and collaborate towards a common goal to come up with a final joint product. Work is organised in multinational teams.



### CREATING COMMON PRODUCTS

Most products are the result of the collaboration of students from partner schools, where individual contributions are interwoven.



## Use of technology.



- the technology is used to help the partners achieve their pedagogical objectives
- the tools help partners to collaborate better among themselves

### THE CHOICE AND USE OF ICT (ALL DIGITAL TECHNOLOGICAL TOOLS)



#### CREATIVE USE OF ICT TOOLS

The ICT tools are selected to fit the particular purposes of the project. There is a creative way in which the tool is adapted to meet the project goals.

#### VARIETY

There is a variety of tools in the project. There is a different choice of tools for each activity. Students have a say in the choice and they can suggest an alternative.

#### ACCESSIBILITY

The tools are accessible and easy to use. There are tutorials/guides to help the students use them independently.

#### AGE APPROPRIATE

Pupils use ICT tools (suitable for their age), especially to realise various products.

### WORK SPACE MANAGEMENT (TWINSPACE OR SIMILAR)

#### STRUCTURE AND ORGANISATION

The TwinSpace is well organised and easy to follow. The organisation of the TwinSpace (or similar) allow the visitors to clearly follow the pedagogical organisation of the project and its progression.

#### ACCESSIBILITY

(if possible) students are registered on the TwinSpace they can suggest, edit and create pages, contents.

#### FUNCTIONALITY

The TwinSpace is used by teachers and pupils.



### ESAFETY AND COPYRIGHT ISSUES



#### PROTECTED PERSONAL INFORMATION

All the personal information in the project is password protected.

#### RULES OF CONDUCT/ NETIQUETTE

Clear rules about online collaboration are established for all project members.

#### COPYRIGHT

The copyright license conditions relating to the files, images, and videos used are respected.



## **Results, impact and documentation**

**Make sure that:**

- the project results are presented online
- students are involved in the TwinSpace
- all steps of the project are documented including planning - activities' description - evaluation – feedback
- you evaluate and publish the impact that the project had on the students and teachers involved in the project.

## ACHIEVEMENT OF THE SET OBJECTIVES



### MEETING OBJECTIVES

The objectives set at the beginning of the project are met.  
There are tangible results.

## PROJECT EVALUATION

### ANALYSIS

There is a continuous evaluation throughout the project. Evaluations from the teachers and the pupils are visible and analysed.



## DISSEMINATION AND IMPACT



### DISSEMINATION

The project was disseminated outside the classroom  
- in school, community, country via events, social networks, local or national media (newspapers, TV, Internet, school blogs, sites, channels).

## Group work 1 - Advanced Level in eTwinning

- **Photography exhibition analysis (slide 12) example** [eSafety and eTwinning](#)
- **Netiquette and copyrights in MCW (starting from CHANCE**

## Group work 1 – Basic Level in eTwinning

- **How to use the Twin Space (slide 13)**
- **Planning quality online activities for this year suggesting collaborative tools (Immigration)**

## Plenary session

- **Planning quality online activities for this year suggesting collaborative tools (Refugees in our countries/Traditional games/survey to examine the rate of intolerance in the partner countries)**

# Photography exhibition

<https://www.youtube.com/watch?v=oRUIZDlc0ms&t=15s>

**Pedagogical innovation:** are objectives clear/achievable/measurable? Did pupils take the lead? Did pupils interact collaboratively developing EU competences\*? Were new and creative techniques used?

**Curricular integration:** Does the activity derive from curricular objectives? Is the approach multidisciplinary? Are different competences developed?

**Collaboration between partner schools:** Did students collaborate to come up with a final joint product? Was the work organized in multinational teams?

**Use of ICT:** Is there a creative use of ICT? Is the tool accessible, appropriate to the age and easy to use? Are copyrights respected? Are personal information protected?

**Evaluation/Documentation/Impact:** Were the results evaluated by teachers and students? Were the results disseminated outside the involved classes?

\*

- 1) Literacy competence;
- 2) Multilingual competence;
- 3) Mathematical competence and competence in science, technology and engineering;
- 4) Digital competence;
- 5) Personal, social and learning to learn competence;
- 6) Civic competence;
- 7) Entrepreneurship competence;
- 8) Cultural awareness and expression competence.

How to use the Twin Space:

<https://youtu.be/OYTkcPBaamk> (from Self Teaching Material)

- adding teachers and students
- adding materials
- creating a page (draft)
- publishing a page
- copyrights and privacy
- moderating a forum
- creating and moderating live events
- organizing the Project Journal

**Workshop E-Twinning: let's use the Twin Space**