



# Visibility of eTwinning Projects Group

## NEWSLETTER 7



~ *Crossing the right bridges* ~

July 2017

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**eTwinning**  
**Sibiu, July 2017**



### Introduction

by Anne Gilleran

The Visibility of eTwinning Projects Newsletters have been versatile tools used for the benefit of eTwinning for 7 years now. For us eTwinners they mean that schools collaborating on issues of recognized pedagogical value get appreciation and reasons for celebration.

This 2017 newsletter is a great summer read again – enjoy!



*Anne Gilleran has always worked in the field of education, firstly as a lecturer on a training course for guidance counsellors, then as guidance counsellor in a school. Then she became a School Principal in a post primary school in Dublin, before she moved to work in European Schoolnet. She has worked in eTwinning since the beginning in 2005 and she is the Pedagogical Manager, responsible for coordinating the pedagogical and professional development aspects of the community.*

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### Embracing the 4Cs with eTwinning

by Helena Serdoura

This article aims to show how eTwinning can embrace the 4Cs for the 21st Century skills in the classroom and beyond and was presented this year at the 31<sup>st</sup> Annual APPI Conference, in Lisbon, under the title “eTwinning – Europe@Click – part 2”. The text reflects some of professional development undergone this year, namely “Make eTwinning Live 2016” as well as much of my experience as an eTwinner.

The focus is on the learner we have in our classes and how eTwinning can provide relevant, meaningful and real world 21st century contexts for students to articulate thoughts and ideas effectively, use communication for a range of purposes and utilize multiple media and technologies. How students can work effectively and make compromises to accomplish a common goal; how they can become problem solvers by analyzing how parts of a whole interact with each other, learn to identify and ask significant questions, make connections and draw conclusions. And we will also look at new approaches to get things done like use a wide range of idea creation techniques and develop, implement and communicate new ideas...

#### 1<sup>st</sup> C – Communication

By involving Students in eTwinning projects, one can create a classroom without walls: students are able to communicate with peers all over Europe in an engaged and meaningful way, they learn together, they have a real audience to share their work with, they can compare and build their own identity and it takes place in a safe environment.

#### What communication tools do teachers have at their disposal in eTwinning?

**Asynchronous communication** seems to be dominant as far as eTwinning projects are concerned. This type of communication occurs in delayed time and conveys several time-based advantages, including increased time-on-task, extra time for and sufficient opportunities for everyone to contribute to the discussion. It provides deeper cognitive processes and critical thinking as much as creativity and innovation. Each student can engage at its own space...

So, don't forget to **ask your students to:**

- #1 Update their TwinSpace profiles.
- #2 Choose a photo or create an avatar, and tell who they are.



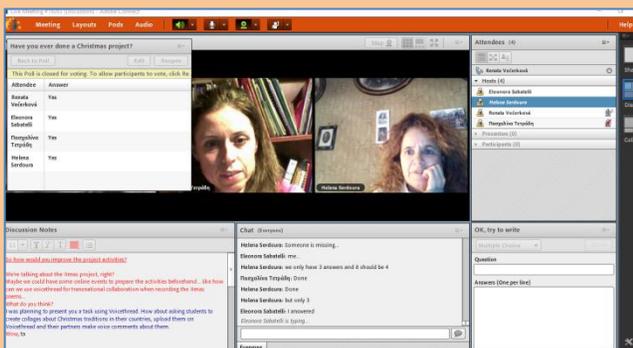
- #3 Start interacting with their partners.
- #4 Leave short messages on their partners' walls.
- #5 Log in regularly.

Within the TwinSpace teachers can also:

- #6 Create discussions forums and invite students to use forum to start getting to know their partners better. Tell them about their school, where they live, what is important in their life and so on.
- #7 Use the mail box to send, in English, important information (reminders, clarifications, deadlines, progress feedback etc.) to your students

**Synchronous communication**

- #1 Brings real communication and meaningful activities to the learning process. It engages and motivates pupils and fosters intercultural communication skills.
- #2 It provides pupils with the chance of problem solving during communication.
- #3 Teachers can download the chat history and assess conversations in the foreign language class. Synchronous tools can also be used as a complementary learning/teaching component to plan/monitor/evaluate tasks and/or hold task-orientated sessions, as in the picture below.



**2<sup>nd</sup> C – Collaboration**



This is a quote I am quite fond of to illustrate real COLLABORATION as much as the acronym TEAM – Together Everyone Achieves More.

To star our reflection, I will highlight the DON'Ts of COLLABORATION:

- #1 Each partner school does the same activity but on their own. Just doing the same things at each school does not make an activity collaborative.
- #2 It does not turn the activity into a collaborative one if partners show each other their final products afterwards, once they're finished.
- #3 It is not collaboration even if they decide to put their final products together and show or disseminate them as a final common product. Just doing the same things without reactions or interactions is not collaborative working - "COMMUNICATION IS AT THE HEART OF COLLABORATION".

**Collaborative tips for successful learning**

You should... Team up students in transnational groups:

- #1 Create a shareable table with teams composed of students from different countries.
- #2 Involve students in the establishment of group goals to develop interdependence / responsibility among peers.

Then, you can start by promoting TEAM BUILDING activities (Ice breaking activities) where students get to know each other and learn to work together and support each other.

**KEEP INVEST DONATE SPEND**

**PRETEST FOR BANK VISIT**

1. I know the function of the bank.
  - A lot    A little    Not very much    Not at all
2. I know what ATM is.
  - A lot    A little    Not very much    Not at all
3. I have an idea about interest rate.
  - A lot    A little    Not very much    Not at all
4. I guess how to open a bank account.
  - A lot    A little    Not very much    Not at all
5. I know what savings account is.

A good way to ensure the group learns together is to engage in a pre- and post-test. In fact, many researchers use this method to see if groups are learning. An assessment gives the team a goal to work towards and ensures learning is a priority:

- #1 Provides students with information before



- engaging in the activity.
- #2 It gives the team a goal to work for.
- #3 Ensures learning is a priority.
- #4 Provides instant feedback to the groups.

Another online collaboration tool that allows students from the various countries to engage in digital communication and comment either in text, audio and/or video on a common theme is Voicethread.



In this example, where students used Voicethread, they were invited to reflect upon Romania's educational system by observing pupils' drawings. It allowed them to work in transnational teams, providing real online communication and engagement.

This is a great tool that combines real and meaningful collaborative online activities for eTwinning transnational teams.

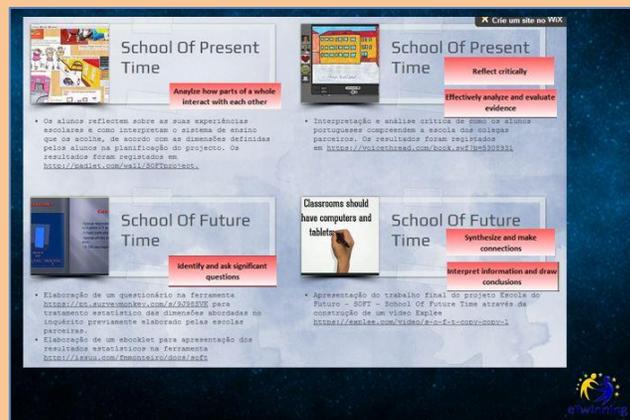
The success sometimes relies not on the quantity of tools but the quality and the educational purposes of them.

### 3<sup>rd</sup> C – Critical thinking

Critical thinking is the process of reflecting on the information we use to form our ideas and opinions. And how can we boost it with eTwinning?

With SOFT – School Of Future Time – students were encouraged to compare and contrast European school systems, as much as projecting their views and thoughts on how it should be the School Of Future Time, promoting Critical Thinking Skills.

In a first moment, students had to share aspects of their present school systems, using Padlet, an online notice board around some dimensions: teaching methodology / curriculum / school campus / teacher's role. With this activity, they had to analyse how parts of a whole interact with each other.



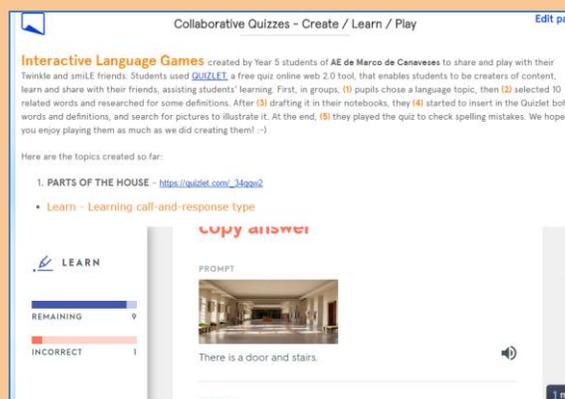
Afterwards, each school did a presentation about the partner's country school system, expressing how they understood the others. They developed skills of interpretation and establishment of relationships between aspects of the two cultures, involving the ability to analyse data from one's own and the partner's country – they reflected critically, analysed and evaluated evidence, interpreted information, synthesized, made connections and draw conclusions.

To come up with a framework for the School Of Future Time, Students' research activities involved the making of enquiries and interviews to the local community: peers, teachers, parents/family, friends, doctors, business people, leaders, volunteers, etc. – so they had to identify and ask significant questions.

Finally, in group they reflected upon the results and findings and expressed their ideas on a common theme

### 4<sup>th</sup> C – Creativity

This is a topic dear to me as I truly support the idea of having Students creating their own learning content.





In this example, 5-year grade Students used **QUIZLET**, a free quiz online web 2.0 tool, that enables students to be creators of content, learn and share with their friends, assisting students' learning. First, in groups, (1) pupils chose a language topic, then (2) selected 10 related words and researched for some definitions. After (3) drafting it in their notebooks, they (4) started to insert in the Quizlet both words and definitions, and search for pictures to illustrate it. At the end, (5) they played the quiz to check spelling mistakes.

Other possibility is to have students reading the collaborative story created during the project, and then prepare questions and organize them in a Kahoot game.



It enhances their reading and writing skills as much as collaboration and interaction. A thread can be added in the forum with each team's results.



In this example, pupils took photographs to illustrate what is winter like in their countries and used **ToonyTool** for the speech bubbles. Then using **Toondoo** they created a BD book and shared it.

**Summing up...**

"So, what do we do? We continue to teach students to read and write, to think through their math problems, to learn about history and geography. But we also need to **EXPLICITLY** teach them how to work **collaboratively** with others and respect teamwork. We need to teach them to **communicate** effectively, both verbally and in writing, and to understand the role of effective communication as global citizens. We need to teach them to be **creative** and innovative so they seek new and different ways to tackle problems, and aren't afraid of risk. We need to teach them to be **critical thinkers** so they can effectively sift through and understand the overload of information available at their fingertips." (in <http://projects.upei.ca/ed626-2015/2015/07/24/4-cs-21st-century-skill-for-success/>)

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- # <http://www.p21.org/our-work/p21-framework>
- # Keep Invest Donate Spend
- # SOFT – School Of Future Time
- # Twinkle And smiLE



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### **Embedding virtual field trip to a museum into an eTwinning project**

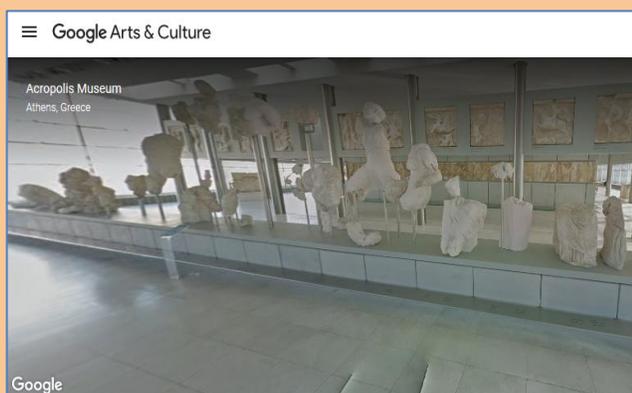
by Angeliki Kougiourouki

The purpose of this teaching proposal is to identify the educational role that museums can play in society's cultural memory based on the visual power of objects and heritage in the context of collaborative educational eTwinning projects.

According to the ICOM (International Council of Museums) definition, adopted on 2007 by the 22nd General Assembly in Vienna, "A museum is a non-profit, permanent institution in the service of society and its development, open to the public, which acquires, conserves, researches, communicates and exhibits the tangible and intangible heritage of humanity and its environment for the purposes of education, study and enjoyment."

It is widely acknowledged that the value and role that museums can play in learning is of great importance. (Johnson, Adams & Witchey, 2011) These environments are explicitly designed with the intention of facilitating engagement and learning with their content encouraging visitors to imagine, explore and experience our rich human heritage and natural world first hand.

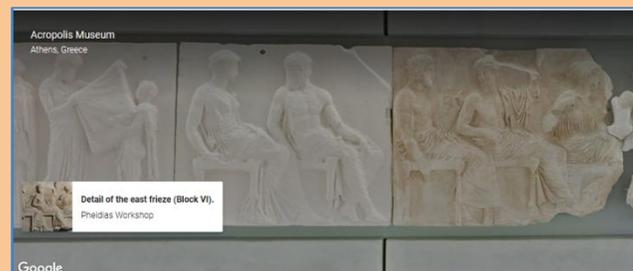
Museums can be a fun and creative way to engage our "empathy muscles" inspiring at the same time more empathy in our children as they create experiential learning opportunities, promote awe and wonder, provide a safe space for contemplation as they are a form of storytelling. (Gokcigdem E.M., 2017) They have the capability to bring together arts, technology, sciences, and literature to show how all living things are interconnected. Since 2005 researchers have underlined the growing interest in exploring the ways in which new technologies can enhance participation in museums and galleries (Lehn v.D. & Heath C., 2005).



Nowadays a lot of museums take this issue under serious consideration and try to find solutions which will enable them to claim a "place" in cyberspace, aiming to make their exhibits more accessible (digitalisation and e-learning) and to attract wider audiences, especially those more difficult to reach, such as young people.

The use of New Technologies offers interesting perspectives for museums and the opportunity to add a new, digital dimension to the traditional ones, thereby creating a "virtual museum". A "virtual museum" can be defined as "a logically related collection of digital objects composed in a variety of media, and, because of its capacity to provide connectedness and various points of access, it lends itself to transcending traditional methods of communicating and interacting with the visitors being flexible toward their needs and interests; it has no real place or space, its objects and the related information can be disseminated all over the world (Schweibenz W., 1998).

Although a virtual culture-based educational museum could not replace the physical one, it can offer learning opportunities, improve perceptions and skills, exchange experiences and encourage student learning, providing a learning motivation through a simple visit or tour or use in educational practice (Anderson D., et al, 2002).



Limitations imposed by the traditional method of organizing and presenting information can be overcome in the context of museum visits by making a virtual tour. Such kind of museum provides multiple levels, perspectives, and dimensions of information about a particular topic: not only multimedia, (print, visual images through photographs, illustrations or video and audio), but, more importantly, information that has not been filtered out through these traditional methods (Andrew J., Schweibenz W., 1998).

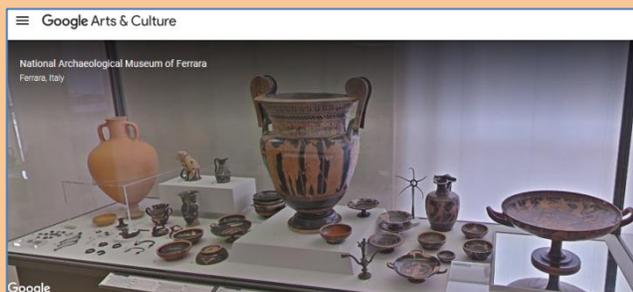
At the same time, eTwinning, the community of schools in Europe, enables pupils to "escape" from the narrow boundaries of the classroom, thus making learning more interactive providing online



lifelong learning and aiming to develop innovation and competitiveness (Uzunboyly, 2006), as it offers many opportunities for teaching and learning through the given tools from which teachers but mainly students benefit from the collaboration they achieve with schools in other countries (Angelopoulos P., Pateraki I., 2014).

Through technology mediated communication it allows the active participation of pupils and teachers in cooperative learning tasks in intercultural cross-curricular prospects with the aim of achieving common goals (Paloff & Pratt, 1999).

The relevant bibliography (Schulz-Zander, Büchter & Dalmer, 2002) supports that e-collaborative learning is a promising educational means as it helps teachers to design activities based on ICT, applying the PBL, putting into use the modern concepts about cross-curricular approach to knowledge. They can support the student-centered, active, exploratory, discovering and collaborative learning, the procedural knowledge, expression and communication activities which contribute to the creation of interaction between teachers, but also between teachers and pupils through authentic activities integrating a feeling of European identity, as well as an awareness of the continent's linguistic diversity into the learning process (European Commission, 2013; Crawley et al., 2010a, Raptis & Rapti, 1999; Repousi & Tsivas, 1999; Giakoumatou, 2004; Kavoura, 2004).



Cultural context becomes more attractive when pupils are asked to virtually visit museums which, as Cultural institutions, can play the role of social agents by being an active resource and helping to create constructive engagement strategies to support social and cultural change. (Da Milano, C., 2013) Moreover, through a collaborative eTwinning project and the English language, pupils have the chance to communicate to their peers from other countries their own way of viewing cultural social issues.

eTwinning projects within the process of authentic learning, the collaboration, the European dimension

and the use of new technologies (Galvin et al, 2006) could be directly related to a unit that participant schools are currently studying or have already covered. Thus, students have the opportunity to probe into something, investigate it, and appreciate it more fully, but with some foundational content knowledge that they can use to navigate and enrich the experience. The first step towards realizing a virtual field trip activity to museums is to plan it well ahead as part of an eTwinning project, as teachers should have in mind that there are pre-field activities, during it and after field-trip activities to be done.



An interesting topic while developing a cultural eTwinning project could be the one about the Footprints in our antiquity and the suggested museums pupils could visit virtually are: **Acropolis Museum of Athens** (Greece), **National Archeological Museum of Ferrara** (Italy), **Hamburg Archeological Museum** (Germany).



Teachers should organize very well the pre, during and after virtual field trip activities according to the suggested plan:

#### Pre-field

Students of the participant countries will use forum, chat or an organized videoconference to:

- Discuss about their prior visits to a virtual museum
- Review relevant content and vocabulary

Students will also discuss in the classroom behavior



expectations and consequences while using the web to make a virtual tour to a museum as well as useful tips for doing it in the best way.

### During the field trip

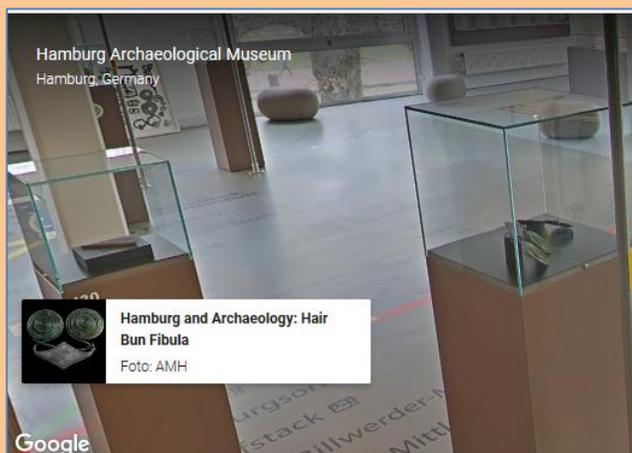
Students of the participant countries will work in 3 transnational groups to take a tour around their virtual museum (one of the three selected) and:

1. Select an exhibit and answer to questions like:
  - What do you see in this photo?
  - Who could have constructed it?
  - When did he do it and how?
  - Where was it found?
2. Write a description of a specific exhibit that is placed in the virtual museum they visit
3. Look for exhibits related to specific categories (daily use objects, bodies of sculptures, other) and answer the work sheet prepared by teachers

### After the field trip

Students will

- Discuss in the groups' forums what they liked or didn't like during the virtual field trip
- Share their findings during a videoconference comparing their observations
- Write journal entries about their findings and their experiences
- Create a common ebook with articles and photos of what they learnt
- Work in transnational groups to design their own virtual museum with their findings (Artsteps tool)
- Create a digital poster (Glogster) to add all the virtual museums in one collaborative poster to upload on the project's TwinSpace



The practice and use of the English language in oral and written speech through the collaboration and communication with peers from abroad, the

extension of the results from this collective effort to the school as well as the local community, the development of ICT skills in a didactical way, the expression of their questions regarding cultural concepts by means of art will be the expected outcome.

Employing this kind of eTwinning project activity is an example of innovative teaching which aims to enhance appreciation and respect for the museums as representatives of cultural heritage.

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Virtual museums:

**Acropolis Museum, Athens Greece:**

<https://www.google.com/culturalinstitute/beta/streetview/acropolis-museum/IwFUqVjI1QDVA>

**National Archeological Museum of Ferrara Italy:**

<https://www.google.com/culturalinstitute/beta/streetview/national-archaeological-museum-of-ferrara/uQHwlcNyKI2rHw>,

**Hamburg Archeological Museum Germany:**  
<http://bit.ly/2mJ5dQ3>



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**eTwinning Events – From sharing practices to peer learning**

by Rita Zurrapa

"What I enjoyed the most was the healthy sharing of practices, questions and doubts. We always learn so much and it's a very enriching experience. I wish I had some more free time to attend more eTwinning events." (PT 7)

**Teacher Professional and Personal Development in the eTwinning platform**

The eTwinning portal has evolved a lot since 2005, when the available tools in the platform promoted mainly sharing of information among partners. From the beginning teachers began to value collaborative work and the portal improved to meet these needs. In 2008 the platform changed and



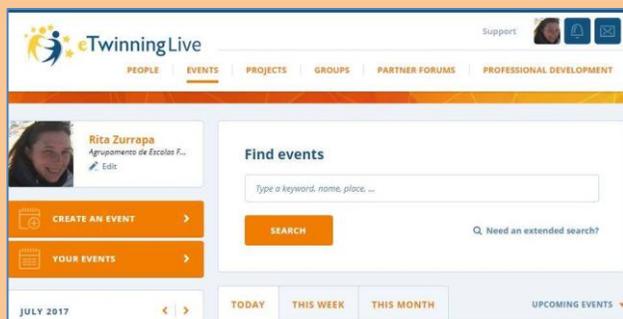
some tools that promote collaboration are incorporated.

"It was realised that eTwinners used the platform to do much more than beginning projects and then working in pairs (or in Twins). It was found that teachers logged into the platform to exploit the potential of a community of thousands of colleagues. The level of interaction among eTwinners had turned multidimensional. (...). For instance, the dimension of peer and rapid learning was quickly growing in importance." (Crawley, C., Gilleran, A., Scimeca, S., Vuorikari, R. & Wastiau, P., 2009, p.5)

In 2013, the survey made to 190000 teachers, students and headmasters on ICT in Education (EUN, 2013) emphasized the importance of teachers having the opportunity to learn in community and made recommendations to stakeholders.

In September 2015, with the launch of eTwinning Live, the platform became more dynamic and now allows more interaction between teachers and the creation of spaces of collaborative learning. The eTwinning platform promotes Professional Development at two levels. On the one hand teachers can participate in the formal teacher training opportunities promoted by the CSS, where Learning Events and Online Seminars are included. On the other hand the platform provides opportunities of learning created voluntarily by teachers that promote peer learning, namely the eTwinning Groups and Events. This article focuses mainly on Online eTwinning Events and teachers perceptions on its use and impact.

eTwinning Live replaced the Desktop and brought new features that reinforced the platform as a social network. With eTwinning Live teachers can meet their peers to collaborate, learn, work and interact more effectively. Projects are still the main core of eTwinning but the proposals for autonomous and peer work is consolidated with the introduction of eTwinning Live. Teachers soon started to appreciate the new tool "eTwinning Events".



### eTwinning Events – Teachers perceptions

"I find it endlessly fascinating to being able to contact, learn and get inspired by people from all over the world! Events opened us countless opportunities for developing and grow as teachers." Manuela Correia, Portugal

At the date of this article no study was made on the impact of events and this article intends to find out about teachers perceptions of the value of this tool on their professional and personal development. From the beginning, these events had a big participation of teachers. In the first year (September 2015 to September 2016) 3307 events were created with a total of 16231 participating teachers.

To find out about teachers' perceptions on the tool "eTwinning Events", a small survey was launched on Facebook. This survey was posted on 3 Facebook Groups of eTwinners. (Somos eTwugas; eTwinning and Open eTwinning)

59 eTwinners from 17 different countries answered. It confirmed the numbers of the CSS concerning the attendance and creation of eTwinning events. There are more teachers participating on events than those creating. In the survey 61% of the teachers answered that they have created events and 96,6% say that they have participated in eTwinning Events.

### Creating eTwinning Events

"Powerful tool to share experiences and develop competences." Ana Cristina Tendinha, Portugal

Teachers can create online and onsite events. 84,6% of the teachers answered that they have created online events and 53,8% created onsite events. According to their opinions the onsite events registration are a good way to promote activities and practices.

Teachers had to choose which kind of online events they prefer to create. There is a great tendency to the "Sharing Practices" (48,7%) and "Training Session" (41%). Teachers could choose more than one answer. In order of preference, from the highest to the lowest these were their choices: Sharing Practices, Training Session; Workshops, Lesson, Seminar, Promotion / dissemination; Presenting a project; Presentation of school/classroom, Partner finding.

One the whole teachers that have created an event are very happy with the tool. They highlight how user friendly it is, they value the chance to "meet" others face-to-face, to meet new people, the



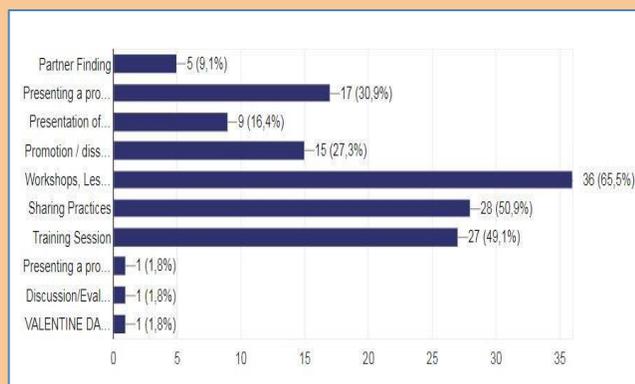
opportunity it gives to learn more and the willingness of others to help.

- "This tool is fantastic. It allows participants to get together and meet face to face so that a bigger commitment between the parts involved is built." Teresa Lacerda, Portugal
- "Great experience, peers willing to help." Kristina Kaucic, Croatia

### Participating on eTwinning Events

"My impressions were the best! There's very healthy collaboration, sharing practices and lots of useful information!" (PT17)

Out of the 96,6% of teachers that stated that they have participated on eTwinning events, 86% chose to participate on online events. 65,5% of teachers participated in "Workshops Lesson, Seminar" kind of events. 50,9% of teachers chose to participate in "Sharing Practices" events.



According to the teachers these are some of the positive points when participating in these events:

- Making new acquaintances, meet new people, find partners
- "Participating on eTwinning Events has given me new connections - other eTwinners, experts in different areas, contacts for future projects." Marisa Rocha, Portugal
- "Very useful, gives a possibility to hear and discuss about experiences with professionals in different countries." Laila Bröcker, Finland
- Improving Knowledge
- "I am really grateful for eTwinning because I have learnt a lot in these kind of events that otherwise wouldn't be possible (online and free). The biggest difficulty is, sometimes, the English language, because it takes me a long time to understand, yet I have tried to overcome this situation and have not made it an obstacle. It takes me

longer but I am learning." Helena Pires, Portugal

- "It has given me more e-knowledge - web-tools, examples of good practices. It has given me a space to get some answers and a lot of help. You always learn something!" Marisa Rocha, Portugal
- New ways of interacting
- "This is an innovative and efficient way to work and share experiences and knowledge." Ana Cristina Tendinha, Portugal
- "Excellent opportunity to learn and share good practice." Kristina Kaucic, Croatia
- "I think that eTwinners found the best way to collaborate and share ideas!!" (GRE3)
- Changing the way of teaching
- "I have learned a lot of things from my colleagues and implemented in my teaching." (CRO1)
- "After participating in these events I felt safer in using in the portal and more motivated to use ICT in the classroom." (PT17)

Teachers referred some setbacks such as: timezones, time limit (22h00 CET), participants registering and not showing up at the event preventing others from participating, lack of knowledge of the full potential of the tool and the usual teacher "excuse" lack of time, but in this case for learning.

The eTwinning Event tool is being used more and more and the impact on teachers is not yet known. Nevertheless we can conclude that teachers' perceptions meet the conclusion in the study of the European Commission of 2015: "... eTwinning teachers, through collaboration and access to eTwinning professional development opportunities, learn about and adopt new teaching tools and methods.(European Commission (c), 2015)" Kearney, C.; Gras-Velázquez, À. (2015). p.6

### Conclusion

"What I enjoyed most was feeling part of the community, family." Naira Nahapetyan, Armenia

One the whole teachers highlight the characteristics of the tool such as: user friendly, simple, dynamic, interesting, useful, free and intuitive. The biggest advantages highlighted are the opportunity to meet new people from different countries that share the same tastes, beliefs, doubts and anxieties, the possibility to share practices, to collaborate with others and the possibility to learn with each other in an interactive way. Teachers refer the fact that participating in these events has made them more



confident in their own capacities, more motivated and in an “always warm and friendly!” environment. (Kristina Kaucic, Croatia)

Throughout the years after some changes and improvements on the tools offered by the platform, we can say that the existing tools contribute to the Professional and Personal Development of teachers allowing interaction, sharing and collaboration.

The eTwinning platform encourages the continuous learning of teachers on a free and voluntary basis. Many teachers regularly use eTwinning Events to learn collaboratively, both as content facilitators and recipients. Teachers no longer only seek training in order to advance in their careers.

Teachers’ professional development is no longer confined to the school or teacher training centers. Technology development has enabled learning to occur anywhere at any time. eTwinners have learned that anyone can be an expert on any subject and that they can learn from and with each other. As in any other community not all contribute on the same level, but more and more moments of sharing and collaboration among members of eTwinning are being registered in this community.

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**Blogging reasons in eTwinning projects**  
by Alexandra Duarte

1. Since blogs first emerged at the dawn of the new millennium, they have had great acceptance and their growing popularity has led to the development of a vast array of genres; there are also blogs on virtually every topic from recipes to photography, pets to hobbies, fashion to sports, from health to education - these last being often referred to as educational blogs or simply edublogs. Indeed, it did not take long for educators, teachers and professors worldwide to apply the promising potential of this new tool to their own practices (Bartlett-Bragg, 2003; Campbell, 2004; Downes, 2004). As reported by Hungerford-Kresser, Wiggins, & Amaro-Jimenez (2012), an increasing number of teachers has been successfully blogging with pupils from kindergarten to high school, thus taking advantage of this tool’s affordances.

The eTwinning platform has long acknowledged the blogging relevance for projects by contemplating the blogging feature in every twinspace.

2. But what exactly is a blog?  
A blog (shortened form of weblog) is a website with posts or entries appearing in reverse chronological order; in other words, with the most recent blogpost at the top. Blogs can have one or more authors (as it often happens within projects), can be used for a vast array of purposes and can be enriched by adding images, podcasts, videos and hyperlinks to the written word; they are popular, fast and easy tools for people to communicate.



Furthermore, they are one of the best learning tools pupils can have and are ideal for eTwinning projects.

**3.** Being an English as a Foreign Language (EFL) teacher and eTwinning, blogging has long been within my radar for the development of several skills. Chen (2015) systematises those contributions in three categories:

**Language skill practice.** Reading and writing have always been a huge concern for all teachers and, in L2 learning contexts, blogging practice improves vocabulary and grammar (Vurdién, 2013); for Switek (2016) blogs are “writing laboratories”. Huang (2016, p.43) also highlights the importance of motivation and comments claiming that “the asynchronous nature of blogs benefited them [pupils] in reading, writing, editing, and giving comments on their own postings as well as their peers’.”

Now, as partners in eTwinning projects, we are promoting language exchanges and communication in real contexts and for a real audience, so why not invest (more) in blogging?

**Metacognitive skills.** Today’s world is far more complex than it was a couple of years ago and pedagogy has to change in order to better support the acquisition of 21<sup>st</sup> Century skills (Scott, 2015) capitalising on the web 2.0 technologies (Morgan, 2015). New technologies require new skills – collaboration, creativity, communication, critical thinking along with problem solving skills – not only for the time being but also to prepare our pupils to face the challenges of an ever-changing world of work. By involving our pupils in eTwinning and blogging projects, we are providing them with even further opportunities to develop these much-needed skills.

**Intercultural competence.** Within school projects, our pupils may contact with peers from different language and cultural backgrounds which boost the exchange of ideas and interaction (Meinecke, Smith, & Lehmann-Willenbrock, 2013), making learning a group process. At the same time, these powerful and memorable cross cultural experiences promote positive attitudes of respect, tolerance and acceptance towards differences around us. With a blogging project, these practices may be extended to a whole new level since the potential audience exponentially increases.

Bearing in mind that the current job market already works under the premises of collaboration 24/7, by participating in eTwinning and blogging projects

(how about eTwinning projects?) we are not only fostering pupils’ intercultural awareness, but also amplifying learning and instilling active global citizenship.

As said before, I am an EFL teacher, but these eTwinning and blogging affordances apply to all contact languages, be it English, French, German, Spanish - you name it. So, why not spread the word about eTwinning projects and take full advantage of the blogging potential?

**4.** Whilst I cannot say much about blogging within other twinspace besides my own, the truth is that, in Portugal, blogging is almost exclusively pursued by educators and teachers. Indeed, after accessing [Portal das Escolas](#), our largest collaborative network in the educational field, and checking its dedicated blog catalogue at [Catálogo dos Blogues Educativos](#), I did come across a number of EFL blogs as well as some others created within eTwinning and Erasmus+ projects. However, after a more attentive look, we can observe that only teachers post entries and only a minority of blogs, if any, includes comments and interactions.

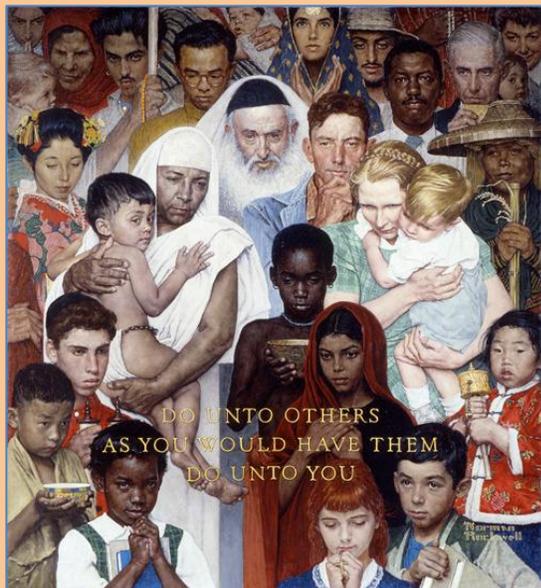
Do not get me wrong - this is no criticism at all, solely the stating of a fact. Therefore, if eTwinning educators and teachers are willing to create blogs and promote their eTwinning projects and good practices, the ultimate challenge now is to involve our pupils in blogging, too.

**5.** It is no easy task to get pupils blogging. Blogging tasks and activities should be directed and well structured, narrow enough to guide the young eTwinners, but also broad enough to allow them some freedom to develop their ideas and express their opinions (Meinecke et al., 2013). There can and should also be assigned and scheduled blogging tasks to ensure continuous participation, and pupils should be accountable for their publications (though always under the instructor’s monitorisation, including safety issues). One way to ensure this can be to rotate blog posts and or comments among the participating schools / countries; just like teachers are free to post blog entries, pupils should also be allowed to do so – or at least have a “spokesperson” to do it thus empowering learners, developing their autonomy and creating a sense of attainment and ownership. Last but not at all least important is to tackle issues that meet our pupils’ interests.

**6.** eTwinning blogs should not be limited to one single class or project partner, or, as too often happens, to teachers alone; they should be interacted by teachers and pupils and shared with



the world for visibility which resonate with the power of online community building and learning. As literature suggests, the benefits for our pupils in terms of personal and academic growth outweigh any possible constraints. Blogging in itself, though, is no guarantee of any skill improvement if not approached seriously by teachers and pupils alike.



It is therefore up to each one of us, eTwinning educators and teachers, to go the extra mile and involve pupils in blogging. Now we all know that with any (new) tool, some initial time investment is common; however, as familiarity and ease grow, time demands will surely decrease. In any case, we are already well-aware of "that" extra time and effort needed to devote to our beloved European projects, right (eT)winners? Maybe, future eTwinbloggers?

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Alexandra Duarte is an EFL Teacher currently teaching in Soure, Portugal. She has been a teacher of English for over 20 years and has already taught different levels and age groups. She is an avid reader, a blogger and very curious about free tools and their implementation in the classroom.



### **Documenting an eTwinning project**

by Françoise Altamura and Grazia Del Tito

Project documentation and dissemination are very important in eTwinning projects and, in general, in all projects.

Which is the difference between documenting and disseminating? To summarize, we could say that documenting is *telling* what you have done, how and why. Disseminating is *letting know* what you have done, how and why. In our personal and professional experience as teachers, eTwinners and ambassadors, we have often seen that innovative and high quality pedagogical projects remain unknown. They last forever in the memory and the experience of the participants but as something 'private'.

Any project, to switch from private to public, requires visibility. How do you get visibility for your project and why is it important to make your experience 'visible'?

#### **Why do you need to document projects?**

You need to document to tell what you have done, why and how. Documenting is a simple and effective way to both show the work you have done with your pupils and leave an indelible trail. A mark that can be a starting point for other teachers.

A clear, complete and accurate documentation, which takes into account all the aspects of your work, is like a small treasure chest of knowledge, skills and emotions.

It is essential to share your experience and good practices with your colleagues, your school community and outside your school. Sharing means telling also about your failures and how you moved on. This aspect is extremely important because it can provide insights and ideas to other teachers.

Last but not least a detailed documentation is very useful when you apply for the National Quality Label.

#### **Who shall document? Who to document for?**

- Teachers, to reflect on the formative and educational aspects of the project.
- Pupils, to tell about what they have learned, their emotions and discoveries.

You document for yourself, for your pupils and their parents, for your school and to maintain a constant dialogue with the NSS.

#### **When do we document?**

At the design stage, at the end of a major activity and at the completion of the project. Retrospective documentation is very important because, unlike the documentation in progress, it allows a more detached and objective vision of the work.



#### **What do we document?**

All the significant moments of the project, starting from how and why the project was created, the aims, the didactic and training goals and objectives, the methodology used, the tools, the activities, the significant moments of the project, the quality and quantity of collaboration between the partners, students' interaction and outputs, feed-backs and students' emotions. It is very important to tell about all the activities: the ones carried out successfully, the ones modified or cancelled with the motivations and the adjustments.



#### **What tools can we use / how to document?**

The range of tools is wide and the choice depends on several elements: the kind of documentation we



intend to do, the purpose, who documents, personal technical skills and inventiveness.

At the design stage, the most effective and simplest way is to set up a digital or paper journal where you can write your ideas, personal considerations, reflections and exchanges of views with colleagues, students and partners.

To document during the project, you can use the eTwinning platform, namely the project journal, which is public. Or you can choose to create a dedicated page for the project. The main elements in this case will be the calendar of the activities, the links to the activities, files and photos. Both tools will be an important support when you apply for the Quality Label.

Once the project is completed you need to document in order to share all your work, leave a record of your experience and disseminate your practice. To achieve these goals you can use videos, slideshows, eBooks, blogs, and digital wallpapers (Adobe Spark, Joomag, Issuu, Calameo, Padlet ...). They are all free and relatively simple to use, moreover they have a big impact.

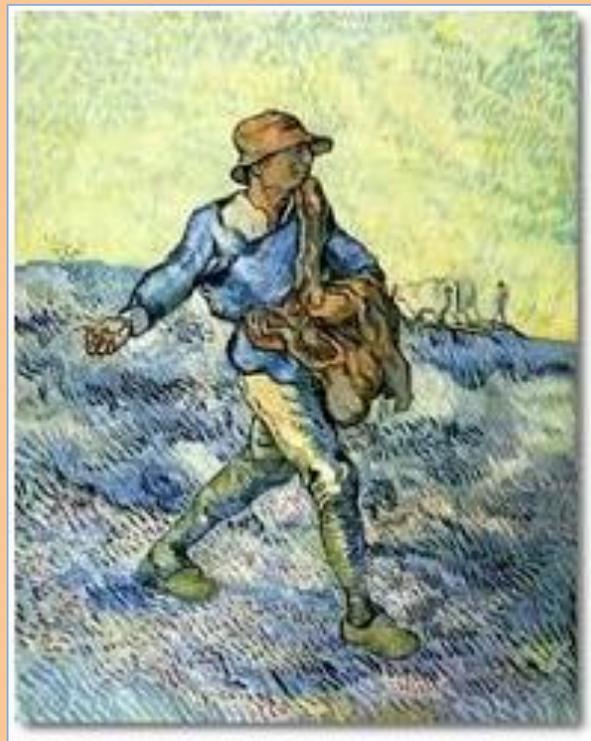


### **Documentation as a tool for reflection, self-evaluation and self-education**

A clear and accurate documentation, which tells the work done from the design phase to the end of the project, is an important tool for reflecting on your own work, the problems that have arisen and the strategies put in place to overcome them, the choices made in terms of remodelling and solutions.

Ex-post evaluations allow you to analyze with detachment and objectivity your own work, the alternative and improvement choices and find new ideas to improve and transform your daily teaching activities.

Documentation becomes a self-evaluation tool when you review the whole educational path in order to check what you have learned from the interaction with partners and students, the different activities, the problems you met and the choices you made.



Reflection and self-assessment are indispensable tools for transforming your experience into something worth to be shared inside your own your school and spread at a wider level.

When, through your documentation, you reflect on your work and the new skills and knowledge acquired, you are involved in a self-education process based on the analysis of the whole experience and aimed at improving the practice itself.

### **About dissemination**

The projects and the activities you carry out during your educational drive need to be known and shared to become visible and replicable experiences. The eTwinning platform, once more, is an excellent dissemination tool because it allows everyone, with your prior approval, to view the eTwinning page.

Nevertheless, we believe that, to ensure the maximum project visibility, you should use also other tools such as the school website, Facebook pages and groups, school newspapers online, school networks, articles published in local newspapers.

In summary, documenting is an effective and concrete way to keep track of your work and add value to your project. Sharing your experience with your colleagues can encourage creativity and

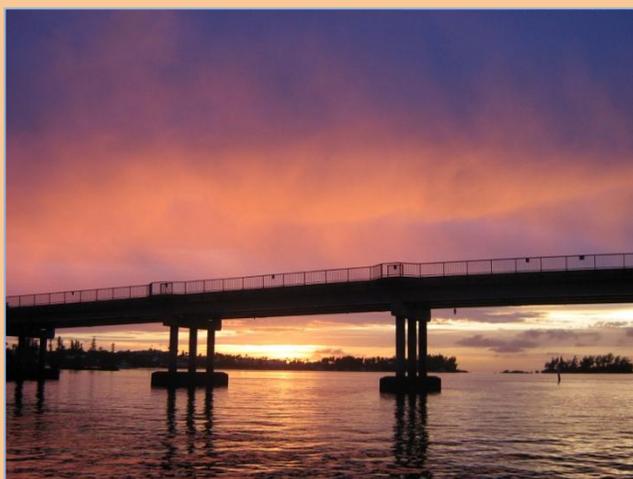


innovation in your school. A good documentation benefits both students, who can do their own evaluation of the activities they have done and become aware of their new skills and competences, and teachers who never stop learning.



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**The role of eTwinning in digitutors' teacher training with Erasmus+ and beyond**  
by Roberta Maria Delle Monache

The Italian school is undertaking a series of activities to improve and develop the digital skills of students and school staff in a plan that is called **PNSD**.

**What is PNSD?** - National Digital School Plan - Piano Nazionale Scuola Digitale  
The aim of the Digital School National Plan is to reduce the digital divide inside the school, especially between teachers and pupils. The National Plan foresees teacher training to be provided by the Agency for Research and Innovation (INDIRE).

The plan includes a gradual transformation of the learning environments, making the school one of the drivers of the development of digital skills in the country.

One of the purposes is to create learning environments, which allow the use of technology for school activities, and learning activities – the same technology that students already use for their own personal. This initiative involves all teachers in the class, with the aim of exploiting digital devices.

The strategy combines teaching innovation with new school structural and infrastructural models of human resources organization. Accordingly, the way of "being at school" and the "school time" as well change, the collective space of learning can extend beyond the physical boundaries of the building. It allows the creation of fully personalized training for students.

Innovative figures inside it are the **Digitutors**, teachers particularly devoted to innovation in every school. They are called upon to organize activities and workshops to train the school community on PNSD issues and to work for the diffusion of a shared digital culture among all the protagonists of the world of education, stimulating above all the participation and creativity of the students.

The **Regional School Agency of Lazio Region (USR) Ufficio IV** (the Operating Unit in charge of Training and Updating of school staff-Technological innovation in schools headed by Mr La Covara along with the teachers Mr Bovicelli and Mrs Criscuolo) applied and got a grant for an Erasmus+ KA1 so to give 34 digitutors an international training experience which could enhance their skills according to the PNSD issues.

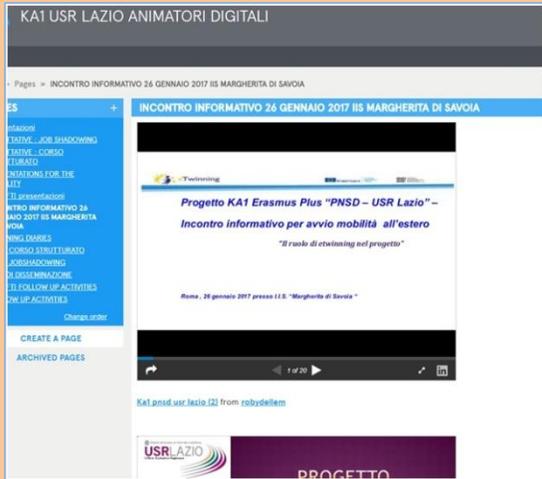
Digitutors could choose among a job shadowing or a structured course in different countries like Spain, Germany, England, and Finland. The project included the presence of **eTwinning** as a tool to accompany the entire project in all its steps and beyond.

As an eTwinning ambassador of Lazio I was asked to join the USR project group and I immediately opened a group on the eTwinning platform for the digitutors and the staff involved in the project.

The group was meant as a starting point for sharing project activities, co-operation between all the people and institutions involved, but also a key tool for disseminating the results of the training and the final stages of the project

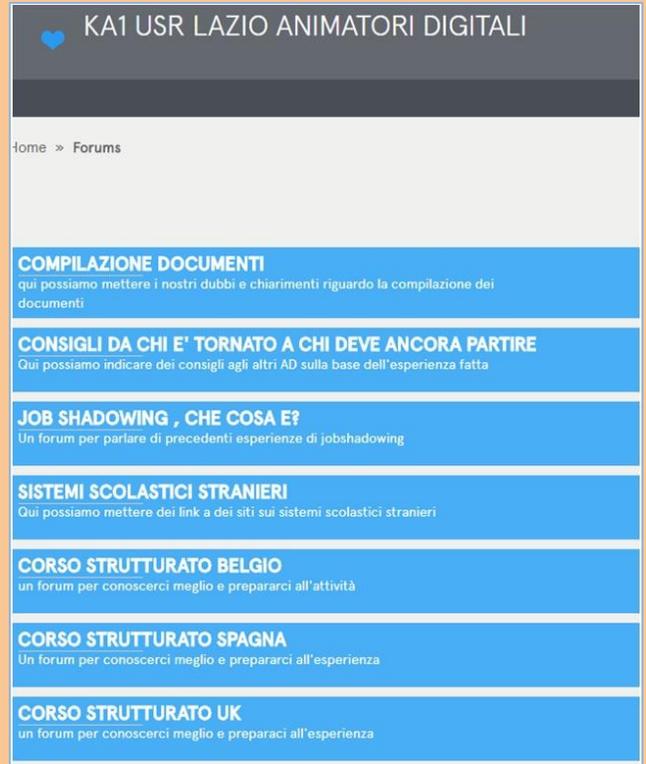
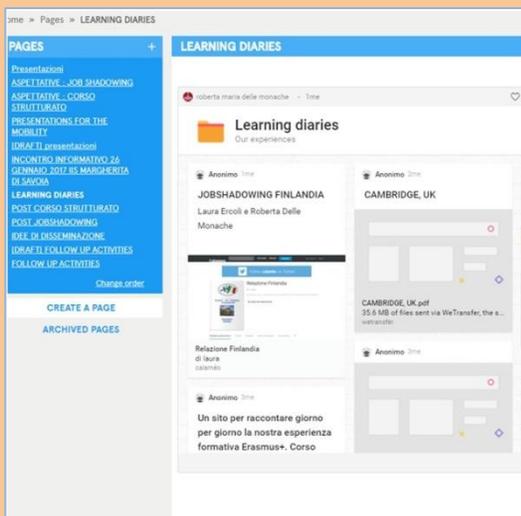


During the meetings organized by the USR Lazio the digital animators were shown the eTwinning community, they were asked to join it and were shown the role of eTwinning in the project by some presentations of mine.



The Digitutors come from different levels of school from the elementary to the secondary one. Among them, there is another eTwinning ambassador, Maria Cristina Bevilacqua, but some of them did not know what eTwinning was and knew nothing about its potentialities. For most of them joining the community has been training in the training since they have learnt to set up a profile, create a group of contacts and of course to join the devoted group.

They have had and have a "space" for their own as a form of documentation in progress of the project. Pages have been created to introduce themselves by a **Padlet** and to express their expectations before the mobility and their reflections after them through links to **Triciders**.



Other pages have been set up to have them upload their **learning diaries** and to their dissemination and follow up.

Forums have been divided into the different kinds of mobilities so to share their doubts and suggestions.

In the "materials", they have been invited to upload some images of the experiences they had and at the same time, they could find all the detailed support material realized by the USR staff.

The group has been a multi-function environment where the digitutors could find information about the project but at the same time they could and can have an active role uploading their materials in form of posts or reports.

It has been also a place to learn and improve from the others as they were invited to use different tools to create their presentations and reports.

The groups will not close when the Erasmus+ KA1 project is going to end, that is to say next September 2017. Erasmus+ projects times are fixed while eTwinning groups are not!

In the final seminar in September 2017 organized by the USR Lazio, they will be shown and suggested different ways to "use" and exploit their **group** according to their own creativity in order to turn in



to practice what they are for in terms of innovation, technology and training.

They may use it to take suggestions for other activities to be implemented looking at other digitutors' disseminations and follow up activities. They may show it to the school staff to present the project and the steps.

The group might be an example to be reproduced in their schools in the future in order to report the follow up activities mentored by the digitutor. They could involve more and more other teachers that can become members of the eTwinning community and learn to use and enjoy the platform giving this way a form of training and upgrading to the colleagues.

Moreover, being part of the community the digitutors and other teachers can become acquainted with all the potentialities of the platform. They could start a new project with any other school participating in the project and involve foreign colleagues met in the activities to realize some of the best practices and compare the results among them.

They can also become an **eTwinning school** or prepare to be that having in this way the possibility *"to give their school a European presence and greater visibility at local, regional and national level; to receive recognition for the work done in the school by all staff involved in eTwinning related activities; to influence policies: their school will become a model for other schools, and for regional and national authorities."*

Last but not least, they can enjoy a multi-lingual and multi-cultural communicative dimension through participation in Learning Events or Platform themes proposed in the new eTwinning live version to be proposed and shared with the others involved schools. So no ends but endless new and stimulating beginnings with eTwinning!

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*Roberta Maria Delle Monache works at Istituto Magistrale Statale "S. Rosa da Viterbo" in Italy and she is a Lazio eTwinning Ambassador.*

#### **Stop bullying – Say NO to intimidation!**

*by Monica Oancea*

What is bullying?

Aggressive behaviour may be bullying, depending on what has happened, how often it happens and who it happens to. Find out what bullying is and what the different types are (you can also learn more about other topics related to bullying) here: <https://www.stopbullying.gov/cyberbullying>.

This can involve physical, emotional, verbal, bullying, and there is also cyberbullying. For an act to be considered bullying it must meet certain criteria. This includes hostile intent, imbalance of power, repetition, distress, and provocation. Bullying can have a wide spectrum of effects on a student including anger, depression, stress and suicide. The person who is bullied is affected, and the bully can also grow up to develop different social disorders or have higher chances of engaging in criminal activity.

If there is suspicion that a child is being bullied or is a bully, there are warning signs in their behaviour. There are many programs and organizations worldwide which provide bullying prevention services or information on how to cope if a pupil has been bullied. See here for more information: [https://en.wikipedia.org/wiki/School\\_bullying](https://en.wikipedia.org/wiki/School_bullying).

I am a Computer Studies teacher at a secondary school in Sibiu, Romania and the class teacher for 30 15-year-old students, very interested in teenagers' problems.



In April 2017, in collaboration with the school psychologist Daniela Poplacenel, we participated in activities proposed through the educational project "Say NO to Bullying (Stop Bullying)", developed by

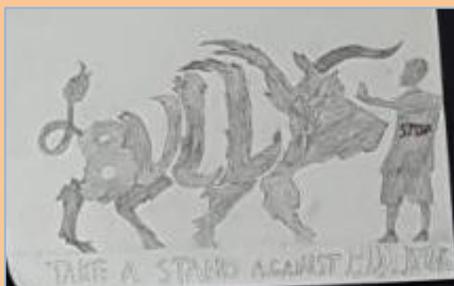


Centrul Județean de Resurse și Asistență Educațională Cluj CJRAE in Cluj-Napoca (the Cluj County Centre of Resources and Educational Support) and implemented in partner counties, including Sibiu. The project goal is prevention and combating violence or behaviours of intimidation (bullying), by raising awareness of the existence of this phenomenon in the population (students, parents, teachers, community) and by developing attitudes and skills of cooperative behaviour and interpersonal relationships among students.

Advisory activities included:

- presentation of films in the audio-video room of the school library, to identify bullying behaviour types and to be made aware of the factors that may cause these behaviours, but also of the attitudes and behaviours needed to identify alternatives;
- development of interactive activities such as analysis of situations, identifying solutions, solving problematic situations, practising behaviours, recognizing different types of behaviours and reactions, in order to develop skills in problem solving, decision making, cooperation and networking, effective and assertive communication, conflict resolution.

My students tried to express their opinion regarding bullying in an exhibition of drawings expressing their attitude about this topic. They participated in a contest in Cluj-Napoca with their creations.



Following the evaluation of students' opinions about this project, they appreciated its usefulness and

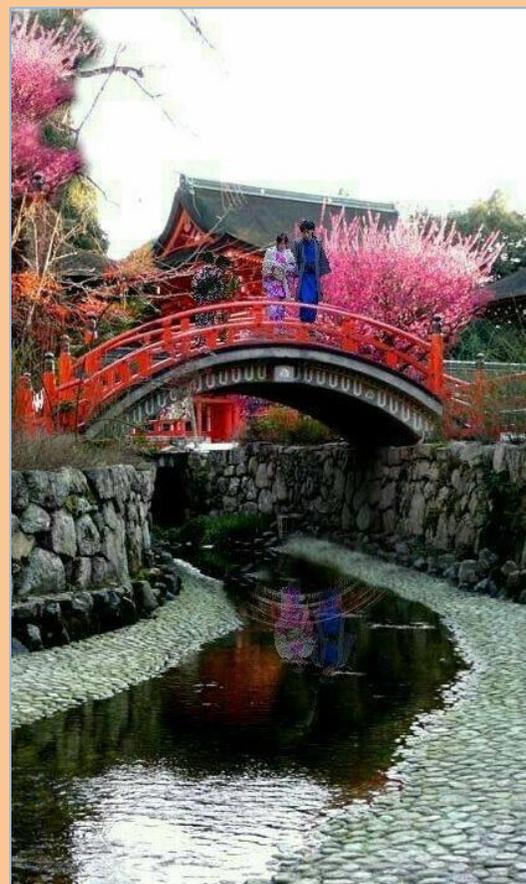
found the activities really interesting. The main idea drawn from them is the need of unity among students, of authenticity behaviour, of assertiveness in addressing problems and conflicts, of openness to others and acceptance.

This project was a very attractive way to interrelate, express opinions and form attitudes. As an eTwinning teacher, I strongly recommend standing up and going a step further to meet our students' problems.



*Monica Oancea is a teacher of Computer Science and ICT at Colegiul Național Gheorghe Lazăr in Sibiu, Romania, a member in various educational committees, a certified mentor, an Oracle Academy tutor and an ECDL trainer.*

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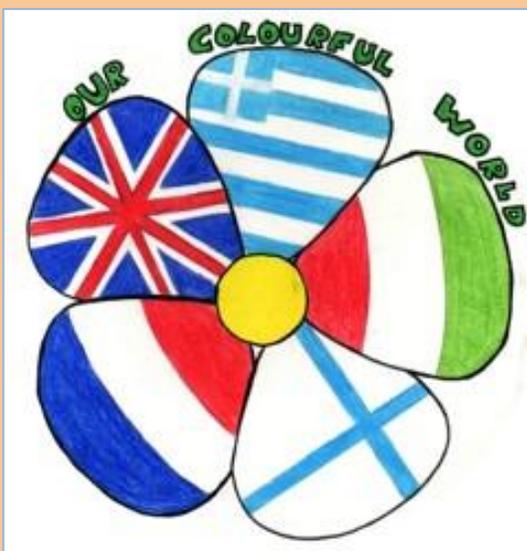


## eTwinning explained to future teachers

by Lia Molini

Last June 16<sup>th</sup> I was called to present eTwinning and its opportunities in terms of training events and projects to 80 future teachers at University in L'Aquila (Italy). The University is involved in an eTwinning training pilot project. In a couple of hours I had to show them the platform and tools.

I started my workshop with a Kahoot quiz <https://create.kahoot.it/#quiz/9b631f2a-3459-4c9e-ba40-1008229d9b0e> to test the students' knowledge about eTwinning. Kahoot is an amazing tool I often use at school with my very young students to test their pre-knowledge or assess the results of their learning but also to introduce new topics. My idea was to go on with a project to give them a practical example. The project I talked about was one of mine, the last one; it is titled "Our Colourful World" and comes from an Erasmus+ KA2 project among Finland, Italy, France, England and Greece. My aim was to show them how collaboration among different schools can work and produce high quality results but also underline that through eTwinning hard topics such as inclusion and inclusive education can be explored and experienced.



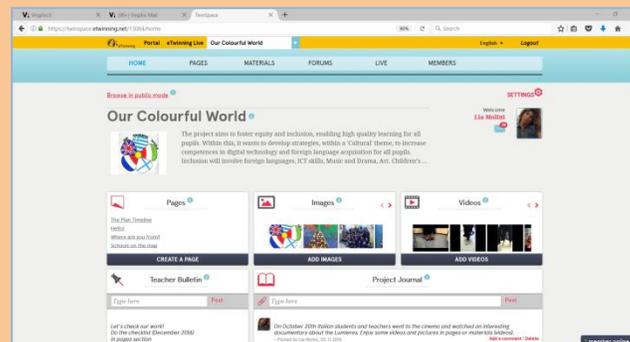
The project aims to foster equity and inclusion, enabling high quality learning for all pupils. It wants to develop strategies, within a 'Cultural' theme, to increase competences in digital technology and foreign language acquisition for all pupils. Inclusion involves foreign languages, ICT skills, Music and Drama, Art. Children's emotional and mental health needs may have a significant impact on their ability

to make the most of the opportunities in school, as may family circumstances. "Our Colourful World" stands for every student's different world which schools cannot ignore. Sometime teachers complain about pupils' lack of attention, unruly behaviour. When students are unmotivated and not involved into the activities, they are destined to fail in achieving results and developing their self confidence.

eTwinning, through exciting and challenging activities, can contribute to develop strategies and increase competences in digital technology and foreign language acquisition for all pupils, by focusing on each student's potential, adapting activities to students' learning styles and providing a variety of materials and teaching strategies; to reduce barriers to learning and respond to pupils' diverse learning needs, bring together learners who are widely dispersed or who have learning difficulties and engage learners who in the past may

have felt excluded, raise the profile of foreign languages in order to increase global/inter-cultural understanding & appreciation. ICT based activities, which encompass many other curriculum subject areas, provide some of the main opportunities through which to successfully include all pupils.

eTwinning ensures that all pupils can access the learning involved. In the project, for example, the production of the podcast was planned into whole class story writing so that pupils could be supported, where relevant and appropriate, whilst at the same time, allowing them to be free to generate ideas and be creative in writing and illustrating. Those with more advanced ICT skills were involved in the actual production of the podcast.



In an extremely fast moving climate of ICT, the development of digital skills, for both staff and pupils is not only relevant but essential. All of the project work has been presented digitally to



promote inclusive practices in schools, work together on challenging projects that have real aim and purpose; so students in European team collaborated to make: quizzes about Myths and legends with Learning apps [https://padlet.com/lia\\_molini/slz8xia0qyb5](https://padlet.com/lia_molini/slz8xia0qyb5); three ebooks collecting and comparing pictures and information about 10 places through Canva [http://issuu.com/sedaaltunbay/docs/our\\_colourful\\_world\\_ebook](http://issuu.com/sedaaltunbay/docs/our_colourful_world_ebook) (volume 1); an emagazine with Madmagz <https://madmagz.com/magazine/851433> telling about special events in each school partner.

### **eTwinning and the experience of true inclusion**

When students are taught to work in team, to share experiences and take part in building knowledge, the product of their work is always the most innovative one, in terms of results, new working method. "How to make 'Minute-films' Tutorial" is the main product of the project: <https://youtu.be/Ujlx1t4KDw>; it is a video where students from the school partners give INSTRUCTIONS on how to express stories starting with very simplistic films less than a minute long. The product is the result of the partners' collaboration, the training activities, practices, and of the documentary work. The work plan included in the first year training activities and workshops for students about the Lumieres' technique; the videos were assessed on line by two cinema experts. In the second year the focus was on the question "Who am I?" and the interviews by students (who were trained to make one minute films) according to defined and shared topics (love, friendship, immigration, job, fear, happiness) to classmates (they used the mobile phones), then to parents, grandparents who came to school and finally, each student interviewed one member of his/her family at home.

Each group of students made a short film to produce the final documentary "Our Colourful World: inclusive stories from Europe", available here: <https://youtu.be/IglSgLINI6I>. They added subtitles in English. Students collected all the best videos on eTwinning through Dropbox. The students have learned and experienced the audiovisual language as a tool to understand the other and oneself and promote true inclusion among experiences that apparently seem different. They contributed to promote an inclusive school and education, where individual differences were experienced and taught, to support a democratic school, where equality is respect of diversity and diversity is considered as an added value, to promote increased inclusion in future environments through appreciation and acceptance of individual differences.

### **The flipped approach on eTwinning**

eTwinning can offer the chance to flip the traditional teaching: from technology to topics, exploring inclusion through the use of ICT in culture. Teachers can activate new methodologies coming from Web 2.0 technologies (collaboration and/or distributed authorship, active, open-access, "bottom-up" participation and interactive multi-way communication, continuous production, reproduction, and transformation of material). The use of the audiovisual tool, for ex., has given the chance to students to experience a professional approach to cinema through a collective work method. Participants have shared topics, rules, instructions. Students have expressed with the video camera in hand their point of view on reality.

The tutorial work has improved students' linguistic and technological skills regarding the innovative use of ICT and its use in a inclusive education: pupils, including those with specific needs, have worked collaboratively with partners. It has contributed to forge effective and stronger connections among schools and local communities, demonstrating a real example of integration of projects and curriculum with clear evidence of the students' and teachers' competence development.

### **Conclusion**

eTwinning can represent for future teachers the living and learning laboratory for themselves and their students where cognitive and cultural differences can be learnt, empowered and valorised; where positive outcomes for pupils, teachers and wider school communities can be achieved. eTwinning makes the "learning real", as Conor Galvin puts it in his book "eTwinning in the classroom - A showcase of good practice"!



*Lia Molini has been an Italian eTwinning Ambassador since 2009. She works as an English teacher at primary level in Istituto Comprensivo "Zippilli-Noè Lucidi" in Teramo. Lia is also a KA2 Assessor.*

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### **The ELENA project at school**

by Gabriela Săndulescu

#### **Learning through real experiences**

Education for the conservation of biodiversity in the context of sustainable development requires a development of skills that is not possible without the direct experience of the pupils related to different species and their natural habitats. The Comenius (predecessor of Erasmus+) project ELENA (Learning through Experimental Discovery and Education for Nature Awareness) has aimed at improving students' scientific research capability and developing attitudes towards the conservation and sustainable use of biodiversity as part of nature protection.

The project promotes a set of values and attitudes, such as curiosity and respect for any form of life, increased care towards one's own person, towards others and towards any form of life, tolerance of others' opinions, and active involvement in solving the global problem of nature protection.

The idea of the project was to go beyond the boundary of moral consciousness formation and to reach the stage of moral conduct of students, manifested through habits, as well as positive features such as responsibility, self-control, courage, tolerance, gentleness, patience, esteem, sensitivity, vigilance, generosity, compassion, opposed to negative ones such as selfishness, waste, negligence, obtuseness, inconsistency.

#### **Personal experience**

We organized activities within the ELENA project, which focused on wolves and dogs, reptiles, and ants. Within these activities, the 6th grade students had the opportunity to analyze the behaviour of some animals in various situations. Regarding the wolf and dogs module, pupils were able to observe a trained dog of a colleague and thus learned how to act around families' dogs or strangers' dogs. They also attended presentations by colleagues describing the behaviour of personal dogs in various situations.

I also presented them with pictures of dogs in various situations, which they analyzed and compared with the real ones of their own dogs. There were discussions about the behaviour of dogs in various situations.

At the end of the activity, students were given an activity sheet – its requirement was to identify the correct behaviour in various situations: terrified dog, aggressive dog, and relaxed dog.





Before the start of the activities, I informed the parents and the school headteacher about the activities we planned. I asked for the parents' consent to have live animals at the activities.

### Conclusions

The activity was based on good documentation on the content, objectives, resources, methodological development, reactions of children and parents, advantages and disadvantages, the degree of involvement of pupils, the need to know the behaviour of dogs. The children understood the importance of knowing the behaviour of dogs, satisfying their curiosity through their own investigation activity, based on the materials made available.

We accomplished an expansion of the sphere of representations and educated curiosity and research spirit. I noticed that children can learn by their own effort, being trained to learn through discovery and experimentation. There was better involvement and communication between children and a growing interest from parents.

### Recommendations for possible future eTwinning projects

1. Informing parents and the school headteacher about the planned activities.
2. Requesting parents' consent to have live animals at the activities.
3. Documentation on the topic of the activities.
4. Specialists in the field of activity may be invited where appropriate and possible.



*Gabriela Săndulescu has been a Science teacher for 19 years and an eTwinning teacher for a few months now. She has a Bachelor degree in Biology and a Master degree in Quality Management. She has played different roles in school: classteacher, school magazine coordinator, school projects and outdoor activities coordinator, evaluator for national exams. She has attended numerous teacher training programmes and is constantly involved in regional school projects promoting cross-curricular activities and implementing new teaching practices. She is a mentor for Bachelor level education (Biology and Medicine from Lucian Blaga University of Sibiu), a national teacher trainer for Health Education, a member of the National Body of Experts in Educational Management and also a co-author of two pedagogical and scientific papers.*

### **The effective use of an eTwinning project' TwinSpace**

by Diana Linford

The TwinSpace is where learning and work in projects is shared with eTwinning pupils and partners. It can also be used very effectively to promote the visibility of eTwinning and to showcase project outcomes. Pupils can be members and administrators of the TwinSpace so that they can contribute.

This article will cover the organisation of the TwinSpace, with particular reference to good visibility. Particular attention will be paid to the Project Pages, the Project Journal, the Project Logo, the Materials section, the sharing of good practice and Quality Label applications.

### Effective use of Pages

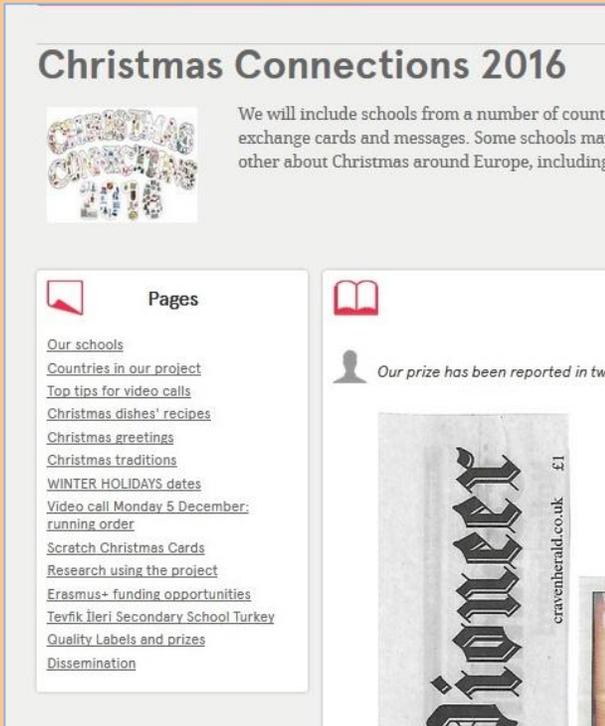
Pages can be used as a learning tool and also to share information within the project, both during the project and afterwards. Some, or all, of the pages can be made public so that anyone can access these without being a member of eTwinning. It is possible to check what is publically viewable by clicking on 'Browse in public mode' (at the top of the TwinSpace). The pages which have been published, and the Project Journal, will be visible. Care should be taken with all public pages to make sure the necessary agreements, for example for publishing photos, have been obtained. A link to the project's TwinSpace can be put on the websites of the schools in the project so that parents can see the pupils' activity and learning. The order of the pages can be changed, if necessary, as the project develops.

### Possible pages to be included in a TwinSpace

Project plan. It is useful to include this so that visitors to the TwinSpace can see the plan. Schools and countries involved. Pages for active learning during the project. This can be ongoing work – it does not have to be finished. Links can be embedded into pages, by clicking on the chain icon. These can be used for online collaborative learning. Activities during the project. Partners can add pictures and information. There are lots of activities which take place during a project, both digital and non-digital, and it is good to record these and share them with project partners in a page. For activities such as video calls, where there is little written evidence, it is a good idea to take photos and create a page to showcase the learning from these activities. Reflections about the project by pupils and staff, at the end of the project.

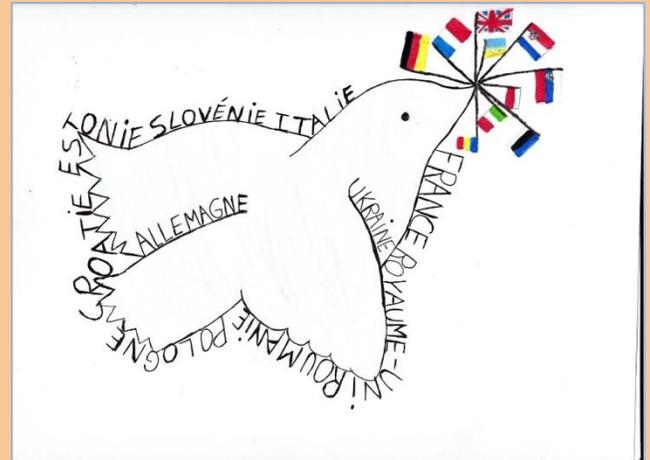


Dissemination (for example press articles).  
Quality Labels and prizes.



### Project Logo

The logo is a very public image of the project. It can be used as part of the learning within the project. For example, the pupils can have a competition to design the logo, with all the pupils voting for their favourite:



Or there could be a collaborative design process, with all pupils contributing. In the 'Christmas Connections 2016' project, the logo was compiled from a letter or number from all the schools in the project, with work from lots of pupils in each picture:



### Tracking events using the Project Journal

The Project Journal is public and can be seen by anyone with the link to the TwinSpace so it is great for the visibility of the project. It is the perfect place for noting learning activities as they happen, day by day or week by week. Photos can be added and other members of the TwinSpace can comment on the posts.



### Materials section: photos, videos and files

This section is for uploading items into the TwinSpace and is not public. In order to make any information in this section visible, it is necessary to create a page and then insert the pictures or other information into the page. Photos from the Materials section can also be uploaded into the Project Journal.

### Sharing of good practice amongst teachers

The TwinSpace can be used effectively for the teachers in the project to share ideas. If ICT tools are included, for example, information about how to



use these can be shared. More experienced eTwinners can share information about how to use eTwinning in school, or give practical information about some of the online tools.



**Starting with eTwinning**  
by Cinzia Masia

The eTwinning program is becoming more and more exciting for the school world due to its many opportunities. Besides offering chances for twinning between European and non-European schools, for some years now it has become one of the most widely used platforms, by teachers who want to get information or to attend training courses so that they are updated on new methods, strategies, tools and materials. Recently, this professional social network has also been providing useful experiences for the initial teacher training programmes of several European training institutes.

**Quality Label applications**

It helps the Quality Label assessors to see the learning which has been achieved in the project if the TwinSpace is well organised. At the end of the project, before applying for a Quality Label, it is a good idea to check to see if all the project activities feature in the pages, and to create more pages if necessary.

The order of the Pages can be altered if needed. If project partners have contributed to the Project Journal during the course of the project, this also gives the assessor a good idea of the activities and learning which has taken place.

**In conclusion**

Used effectively, the eTwinning TwinSpace can be a valuable tool for pupils' active learning, a space for the sharing of good practice amongst teachers and a wonderful showcase of the activities and learning.

Making as many pages public as possible, and the collaborative use of the Project Journal throughout the life of the project, will maximise the visibility of the project.



*Diana Linford is a teacher and International School Coordinator at Steeton Primary and Eastburn JI Schools, West Yorkshire, England, and a UK eTwinning Ambassador.*

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Both the European Commission and the Council of the European Union have highlighted how important initial teacher training is for acquiring appropriate professional skills to face various school contexts in which trainees will have to work efficiently but also effectively (ET2020). In fact, over the years different European countries have started preparing future teachers with a complete initial training program that includes, in addition to theoretical studies, also apprenticeships in schools in order to get suitable didactic skills.

Which skills should a teacher and a future teacher have?

Traditional methodologies have become obsolete according to pupils' knowledge and experience in several educational contexts. Actually, it is increasingly necessary to know and propose diversified strategies and tools that will enable students to develop their skills and competences in an appropriate way. According to the requests of a large number of teachers and the needs expressed by trainees, it is essential to offer them ICT courses to develop digital skills but also be familiar with different approaches that encourage pupils to acquire some of the skills listed in the *Lifelong Learning Program*.



To support and develop good teaching practice, it is required to implement actions that will provide additional training opportunities for trainees as well.

A few years ago different institutions involved in pre- service teacher training realized that future teachers did not need to improve only their knowledge on theories and topics about their subjects, but it was necessary to offer them occasions to carry out experiences in the classes where they practised their traineeship. In particular, it was indispensable to support them on reflecting and evaluating their chosen strategies as well as the pupils' motivation involved during the activities. Then, trainees should have focused their attention on the didactic training useful to build a proper competence.



In this scenario, the eTwinning program offers various opportunities for professional development giving the chances to both teachers and trainees to improve their skills interacting in a multicultural context. According to the *Guidelines of the Council of the European Union in the Strategic Framework for Education and Training (ET2020)*, in 2012 the European eTwinning Unit started a new educational adventure with the **Teacher Training Pilot Project (eTwinTPilot)** trying to involve Teacher Training Institutes (TTI) and trainees of several European countries. European institutions from Belgium, Denmark, Norway, United Kingdom, France, Iceland, Italy, Poland, Spain have decided to include eTwinning in their initial teacher training programs.

The main aims of this project are:

- proposing eTwinning platform with all its opportunities and tools;
- getting in touch with pairs from different social and culture backgrounds by exchanging and comparing experiences;
- developing competences, particularly foreign language and ICT skills;
- developing professional skills (planning and carrying out a project, working in team, exchanging ideas and materials etc.);
- reflecting on professional practice;
- cooperating in an international and intercultural environment.

Each Teacher Training Institute is supported by its eTwinning National Support Service (NSS) to set up the registration on the platform, to link with other institutions but also to guide it during the planning and development of the project.

Trainee students have the opportunity to use the platform taking part in one type of projects listed in the following models:

**MODEL 1**, small collaborative projects can be realized with:

- a. students of the same teacher training institution/university;
- b. students of teacher training institution/university in the same country;
- c. students of European teacher training institutions/universities.

According to these models pupils are not involved.

**MODEL 2**, eTwinning projects can be realized with pupils in the classes where trainees do their traineeship.



In Model 1 projects are activated by supervisors of the trainees that are familiar with the eTwinning program or by an experienced eTwinning ambassador who supports them during the practice. According to the aims of the collaborative project, trainees can use different tools available in the TwinSpace "learning by doing" because they are involved actively planning and arranging materials with peers from other TTI. That is also an important chance for sharing and comparing ideas about methods, approaches and strategies useful for their professional development. Furthermore, they have the opportunity to know, try and use applications and/or programs that enable them to make different digital products by developing digital skills. While interacting and communicating with peers, students improve their foreign language skills throughout the project development due to this practical experience.

In Model 2 trainee students have the opportunity to take part in an eTwinning project with pupils in the schools where the traineeship is held under the mentorship of an eTwinning teacher. In this situation, trainees' role changes because they have the opportunity to collaborate to plan a project (set goals, look for materials and tools etc.) as well as attend and support pupils during the activities. They can observe and monitor pupils' motivation while interacting with peers from other countries and test how eTwinning can be a powerful and enthusiastic experience.



Both these models allow trainee students to know an effective professional social network useful to identify and acquire effectiveness in teaching / learning process by exploiting all the opportunities that eTwinning platform offers. Then, it is essential that the different eTwinning National Support Services keep on working together with Teacher Training Institutions to sustain the **Teacher Training Initiative (TTI)** in order to offer future teachers a highly formative didactic practice interacting in a stimulating European context.

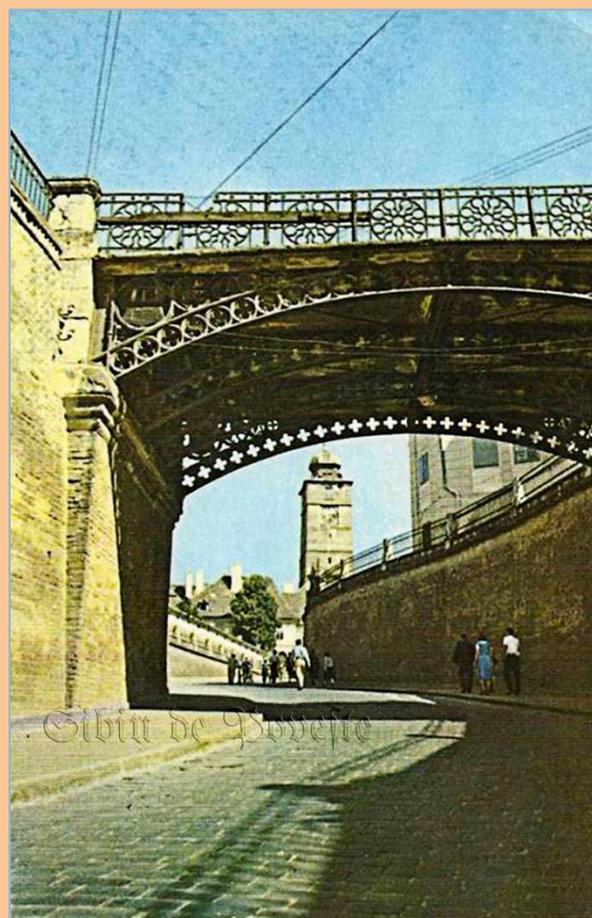
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*Cinzia Masia teaches English Language in a Lower Secondary School in Sassari where she lives. She is an eTwinning Ambassador in Italy and a teacher trainer too. She is interested in putting into practice new strategies and tools involving her students. She likes travelling and reading books.*

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## Teachers matter - Global Teacher Prize for the best one

by Jolanta Okuniewska

I must admit that it has been the most powerful moment in my life. In August 2016 I was invited to fill in an application form to compete with the best teachers in the world. My friend decided to put forward my candidature in the competition organized by Varkey Foundation since 2015. I was surprised and at first I did not want to fill in that application. Now I am happy I did it. That was the second year of the prize - widely referred to as the Nobel Prize for teaching. This one million dollar prize is the largest prize of its kind. And it was incredible that I was selected from over 8000 applications and nominations from around the world. We had to write essays about our achievements, provide evidence, testimonials and videos too. The whole process was overseen by PWC who also oversee the Oscars. I was invited to Dubai to attend Global Education Skills Forum and to meet those incredible teachers who were brave and decided to send their applications. We are a big family of Varkey Teachers Ambassadors now and stay in contact to learn from each other and spread our good practices around the world. Even if only one could receive that big reward, we all are winners.

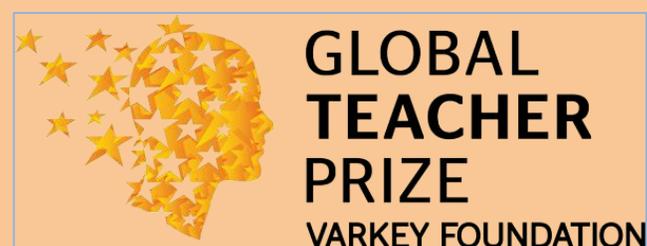


Varkey Foundation is a not-for-profit organisation established to improve the standards of education for underprivileged children throughout the world. The Global Teacher Prize is awarded by the Varkey Foundation under the patronage of HH Sheikh Mohammed bin Rashid Al Maktoum, UAE Vice President, Prime Minister, and Emir of Dubai.

The winner is chosen by a global academy which includes people inside and outside education – from the sciences, arts, NGOs, business etc. They include prominent names such as Academy Award winning actor Kevin Spacey; Carina Wong, Deputy Director of the Bill and Melinda Gates Foundation; Wendy Kopp, co-founder and CEO of Teach for All; Brett Wigdortz, founder and CEO of Teach First; Nick

Booth, CEO of The Royal Foundation of The Duke and Duchess of Cambridge and Prince Harry; Jeffrey D. Sachs, world-renowned professor of economics and special advisor to the U.N; Lewis Pugh, the only person to have completed a long distance swim in every ocean of the world.

There are so many wonderful teachers around the world! Every day they serve their students, help them understand the world, change their lives to be able to change the world to be a better place. I would like to encourage teachers from Europe to nominate someone or apply for The Global Teacher Prize of 2018. We believe the Global Teacher Prize is making a real difference to the profession, and having a very positive effect both at grassroots level and on the global stage.



My life has changed. I can learn every day from Mike Soskil from Pennsylvania, the USA or Rashmi Kathuria from India, I am inspired by Stephen Ritz from New York and by many, many more incredible teachers who are creative, open minded and ready to share their experiences to make the world a better place for others. I am blessed to know them and call them my friends.

The Varkey Foundation Global Teacher Prize 2018 applications are open. Please, do not hesitate – if you know of a wonderful teacher, let the world know him or her!



*Jolanta Okuniewska is a primary school teacher at Szkoła Podstawowa nr 13 im. KEN w Olsztynie in Olsztyn, Poland. She is an ambassador of eTwinning in her region. Her students are 6-10 years old. She teaches English and integral education. She likes reading books, and loves travels and meeting new people.*



## **Up, up to the (eTwin)sky!**

By Ksenija Vidmar-Ninčević

To Thalia, Daniela, Cristina, Anna, Branka, Adam...  
who have inflicted me  
with passion  
for eTwinning

### **Abstract**

*The aim of this article is to observe the development of eTwinning portal from 2005 till now, with the particular interest in all the elements that may create a perfect eTwinning Project. What obstacles are we still facing, are there solutions to resolve them? What might be expected from eTwinning community of European schools in the years to come and, a short presentation of two eTwinning awarding Projects that may serve as a sample of what we really would like to happen in a near future - to see eTwinning up, up to the (eTwin)sky!*

eTwinning has become my passion from the very moment I registered myself among Slovenian teachers, as Croatia was still not one of eTwinning members! Tackled by the fascinating teacher Dr Thalia Hatzigiannoglou during our first work on one of eTwinning Projects many years ago, it became clear that this platform for teachers from Europe could benefit us, teachers, and our students, as well a lot.

Launched in 2005, as a lifelong program within Comenius, eTwinning was changing in accordance to social, educational and technological circumstances. In the second phase (2008-2013) eTwinning was led by the motto: The community for schools in Europe.

Indeed, the number of schools, teachers, and countries was constantly growing up. This platform served as an inspirational source for all the teachers eager to be involved in some eTwinning Project, in online Conferences and expert talks, chat rooms for teachers, many interest groups gathered over the similar objectives. I was growing up together with all the numerous events and, of course, running quite many eTwinning Projects. Some of them were realised with my co-founder, or, as a member in someone else's Project. There was a variety of topics: environmental, maths, chain reaction Projects, those connected to postage stamps which offered endless possibilities as they were covering all the possible fields. Our students were thrilled: their multiple intelligences were growing provoked by immensity of topics. Their ICT competences became upgrading as well as their communicative skills.

Then, in 2014 our eTwinning portal has become the largest online community of teachers in Europe: there were 37 countries which contributed eTwinning flourish so beautifully. From this year (till 2020) eTwinning is a transversal action in ERASMUS+ - the world of students-centred projects! Aren't all the efforts teachers make on the benefit and development of their students?

Despite the fact that our School in Zadar, Croatia, was given 15 EQL prizes for projects we were still passionately running, there was (and is) always one constant issue that remains unanswered: what makes a perfect eTwinning project? What elements should 'click' to produce one perfect project?

In theory it all looks quite possible if not close to perfection.

First, an eTwinning project should be constructed with a well-planned platform. Then, it should involve a strong team of teachers and students dedicated completely to meet all the targets in a defined time. Team members should be dedicated, willing to take risks, their decisions should be made together, time is very important as it enables completing the Project goals. There are 2 main ones: encouraging greater use of computers for communicating between schools and promoting intercultural dialogue.

The founders' role here is essential: these two should constantly be focused on ongoing the process of Project realization. Teachers should show their inspiration, are determined, resourceful, dedicated, adaptable in any situation, cooperative and passionate.

Clear communication is essential: between co-founders, students involved in the project, other project members during the processing the Project. The lack of the clear communication would make a mess and lead the Project in wrong direction. What if some of the activities seem not to work effectively as was planned? Therefore, adaptable approach is necessary. We, teachers, do not like to listen to our students. They are our partners who, either by intuition, or something else we, teachers, forget to realise, are great in giving a critical opinion. So - learn to learn. Provoke them, support them, awaken them - you will be amazed how capable they may become in accomplishing their goals. Their curiosity and creativity is an unexplored gold mine. Foster their independency and allow them freedom to choose (project topic, the activity they like doing, the tool they want to explore and put in use).



Technology is an essential part of eTwinning as it provides a safe environment for interaction and could easily be accessed both by students and teachers. Students today are facing a global society which is interconnected. This necessitates competencies in digital and cultural integration skills to become successful global citizens. This study reviews the benefits and challenges of global education and intercultural interaction amongst students participating in eTwinning projects between various European countries.

(<http://www.tandfonline.com/doi/full/10.1080/2331186X.2016.1210489?scroll=top&needAccess=true>).

Project topics, ideas? Yes, they should definitely be original, unique in a way. But – close to your students as they like the feeling of security starting from something familiar and known to them. From known to unknown - the recipe that naturally, almost organically, works in every project.

Goals have to be clear and well settled to everyone. It has to be vivid what are we doing, why and how we want to accomplish our goals, what are our outcomes. Project missions are to promote schools and teachers collaboration, to serve as 'glues' that paste differences among cultures, even more, to develop intercultural awareness through the exploitation the creative ways of ICT. When mentioning final vision, everyone should have a clear picture of the 'product' itself. The best projects combine multiple subject areas, powerful ideas, they are personally meaningful. What is crucial in the project that could be valuable in educational system (curricula) or as a part of informal education, to extend schools could share the benefits of project with others in a future time. Could it be incorporated into school curricula? Cultural knowledge includes an awareness of local, national, and European cultural heritage and their place in the world.

Evaluation and dissemination of a project is necessary for a number of reasons. It should be transparent to find out if we reach and satisfy all the planned goals well, what we have all learned from a Project and how we may share our outcomes with the society: in regional, national and international-European levels. Our school headmasters need to be more supportive, more informative in order to let the project be presented to the school stuff. It is not the case in many schools around Europe. A community has to be involved in promoting a project valuable for the whole region and nation. Our NSSs should put more efforts to find new ways how to present those good projects: either by organising more on/offline Seminars where valuable projects could be

presented to wider audience, on online conferences, too. Our national eTwinning ambassadors should also widen-up their role as promoters of good practise projects. Then, the percentage of active eTwinning teachers (3.3%) will arise vividly.

The situation with NSSs vary from country to country: some projects' dissemination becomes transparent to schools (feedback is important during applying for any QL – the lack of them leads to less motivational teachers who don't know what they accomplish well, what could be improved). Also, in some countries, QLs are given just for joining the project, where, in others, it becomes difficult if not impossible to get one. These issues of transparency in disseminating the project become a barrier in further commitment to eTwinning activities by teachers and students. Furthermore, in some countries, well-done projects are recognized and promoted, but in some they aren't.



Mathematicomix, a runner-up eTwinning Project in 2011, wasn't even noticed by our NSS. But, it has been promoted for several years in Romania on the Seminars: Everything in the world is Maths. The same goes to Our Political Party - the first prize nominated eTwinning project in 2013, presented and re-done during workshops in Stockholm Seminar by teachers from more than 20 European countries. No recognition from Ministry of education, as well. At least, in my country. That spirit of appreciation is missing in many ways.

The benefits and challenges of global education and intercultural interaction amongst students participating in eTwinning projects vary among various European countries. Technology benefits are not present equally in every European country. Schools are not well-enough equipped with

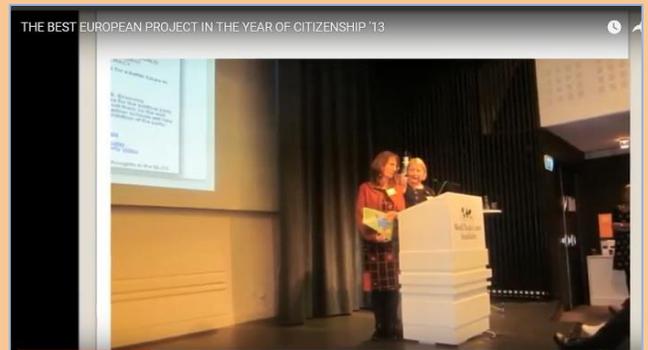


computers, or Internet connections are a serious obstacle in some schools. Digital competence involves the confident and critical use of Information society technology for work, communication and leisure. Skills needed include the ability to search, collect and process information and use them in systematic way. A number of different competences are required in order to act more effectively. These ones were recognised in two eTwinning Projects we'd like briefly to present are Mathematicomix and Our political party. Why? Because they met all the needs necessary for a well-done project. And, besides, they fit to this definition: Projects are what students remember long after the bell rings. Great teachers know that that their highest calling is to make memories.

Mathematicomix, founded by Ms Thalia Hatziyiannoglou, was a runner-up in the category of 14 year old students in 2011, fulfilling almost all the characteristics of a perfect project: strong, well-based planning, excellent, collaborative teams of students giving each other maths tasks in a funny way, timing perfect, evaluated and disseminated. Let me quote Cristina Nicolaita, one of the Project members: "by means of creative and imaginative projects, it can become interesting, helpful, surprising, flexible, intriguing, and fun". This is also what we tried to achieve with our project, Mathematicomix, which you can visit here: <http://mathematicomix.wordpress.com/>

We combined comic drawings, quizzes and games with Maths and the results were amazing! -„benefits the students' different skills by a multiple intelligence approach and promotes a natural use of ICT." And „it is important that this involvement continues even after the project is concluded." Disseminating our Maths projects activity and results helps other teachers and students to improve their Maths skills and learning styles. I must congratulate the author also for creating "Challenging students with Maths in eTwinning" teachers room, where I am proud to be a member, where I learn from and share with others my experience. I also involved my students and my eTwinning partners from Greece and Croatia in an international on-line event, MATH EXPERIENCE Symposium Bucharest, <http://www.mathexperience.ro/index.php/parteneri-ai-proiectului> , a very impressive marathon video-conference. I conclude with the last event motto: „Everything around us is Mathematics" (isn't it?). (Cristina Nicolaita)

Our Political Party, 2013, founded by Anna Drakotou and the author is also a splendid example



of the importance of clear planning, fantastic respond of engaged student teams from Greece and Croatia, great structured over 6 Modules. Time of our work lasted 6 months. A lot of joy exchanging, researching, playing with words etc. activities in order to finalise the main goals: learn in practice rather than in theory what democracy is, what are students' values they agreed on. Student-centred brilliant Project that served as the sample to eTwinners to try to create their own project based on these 6 Modules. Creativity in action. Students did put all their minds together, created the political party slogan and the poster. Unforgettable time - thanks to Anna, my dear friend, who, hopefully, would create more exceptional, if not, perfect projects. We won the first prize in the competition in the significant year of citizenship. Last but not least, there won't pass a lot of time until eTwinning Projects would reach its perfection - up, up to the (eTwin)sky - that is my future vision on eTwinning.

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## eTwinning events

### **eTwinning and Scientix at the European Geosciences Union General Assembly in Wien, Austria, 24-26 April 2017**

by Cornelia Melcu and Cristina Nicolăiță

Every spring, EGU-European Geosciences Union General Assembly, gathers together, along with Scientists of different fields, a number of teachers from many countries around the globe for several years now. Each year, the conference has a main theme; this year's theme was the "Mediterranean Zone". The EGU General Assembly 2017 was again a great success with 4,849 oral, 11,312 poster, and 1,238 PICO presentations. 649 unique scientific sessions together with 88 short courses and 322 side events created an interesting programme. At the conference 14,496 scientists from 107 countries participated, of which 53% were under the age of 35 years, 15,000 copies of EGU Today distributed, keen media presence and reporting, and thousands of visits to the webstreams as well as to the EGU blog GeoLog <http://blogs.egu.eu/geolog/>.

A special workshop was dedicated to STEM teachers, workshop called "The Geosciences Information for Teachers" (GIFT) Workshop. This year, the workshop brought together 80 teachers from Europe, but also from Japan, India, Mexico, the United States or Russia. Besides the very interesting presentations, the teachers were also involved in hands-on experiments and in a poster session, which was attended by hundreds of participants at the conference. From Romania, 5 teachers participated in the GIFT workshop and 10 at the poster session entitled "EOS3- Science in the tomorrow's classroom", where the participants had the opportunity to present works, projects, lessons or relevant activities on STEM. (<http://meetingorganizer.copernicus.org/EGU2017/posters/22685>).

Two eTwinning and Scientix Ambassadors from Romania, Cornelia Melcu and Cristina Nicolăiță, actively participated in both activities, presenting the following posters: **STEM and eTwinning in my school** and **Scientix in our school – discovering STEM**.

**STEM and eTwinning in my school** presents the two eTwinning projects students from Gheorghe Magheru School Caracal, Romania, were actively

involved in, "STEM Club" and "What's the weather like #eTwCitizen2016?", with partners mostly from the Mediterranean area.



STEM CLUB project focuses on the introductory level STEM activities, as well as awareness of the STEM fields and occupations. This initial step provides standards-based structured inquiry-based and real world problem-based learning, connecting all four of the STEM subjects.



This international eTwinning project is designed for students from 6 to 11 years old and was implemented during the school year 2016/2017. The partner schools are from the United Kingdom, Italy, Ireland, Spain, Poland, Romania, Portugal and Turkey. The project focuses mainly on the introductory level STEM activities, starting coding and joining European Codeweek, planting seeds in classroom, joining European Robotics week, having an idea about Augmented Reality, creating an experiments bank and fostering to use technology in classroom. In this project, Project-Based Learning (PBL) is integrated into partner schools' curriculum. Project's basic aims are:



1. increasing student STEM ability, engagement, participation and aspiration
2. increasing teacher capacity and STEM teaching quality
3. supporting STEM education opportunities
4. facilitating effective school partnerships
5. building a strong evidence base
6. improving ICT skills

During the second eTwinning project, "What's the weather like #eTwCitizen2016?", students investigated weather in our lives, culture and science, in literature (including popular sayings and informative digital literacy), languages, science and Maths (including astronomy, physics, environmental studies) social sciences, religion, art, music, history, psychology (ways of thinking at different weather conditions, feelings related with the weather forecast, careers related to weather, climate change and sustainability). They used the different intelligences they possess, bringing their contribution to the team work and developing the ability to identify, find, evaluate, and use information effectively.

#### Scientix in our school – discovering STEM

focused on STEM education in primary and secondary school. During the last two school years the author's school participated in several national and international STEM projects aimed on developing Mathematics and Science, ICT and investigation skills.



**ESERO** - European Space Education Resource Office is a project which provides collaboration between ESA- European Space Agency and national partners from thirteen ESA Member States: Austria, Belgium, Czech Republic, Denmark, Ireland, Finland, Netherlands, Norway, Poland, Portugal, Romania, Sweden and UK. ESERO Romania (<http://www.esero.ro/>) is based in the Romanian Space Agency's (ROSA) headquarters in Bucharest; it is co-funded by ESA and the Romanian Space Agency (ROSA), sitting under the Romanian

Ministry of Education. By using the space context to make the teaching and learning of STEM subjects more attractive and accessible, pupils could feel more comfortable and familiar with sciences in general. The ESERO activities helped bring STEM subjects within the pupils reach, demolishing the misconception that science was only for geniuses. Space, in particular, became not just a place of inspiration and future dreams, but also an everyday fact of modern life.

**Space Awareness** (<http://www.space-awareness.org/en/>) strives to inform children and young adults about current research and issues related to space sciences and the numerous career opportunities offered by space, and to show them that space science can be fun and inspiring. Educators can benefit immensely from the project by taking advantage of the large array free high-quality resources that are easily adaptable to different disciplines and countries. Space Awareness offers a series complementary activities and resources to inspire children from 8 to 18 years old, primary and secondary school teachers, teacher trainers, science educators, and families, in four modules: Our Wonderful Universe, Our Fragile Planet, Navigation Through Ages and Islamic Heritage: the journey of ideas.

#### Scientix- the community for science education in Europe

(<http://www.scientix.eu/home>) has received funding from the European Union's H2020 research and innovation programme – project Scientix 3 (Grant agreement N. 730009) and it is coordinated by European Schoolnet (EUN). Scientix promotes and supports a Europe-wide collaboration among STEM (Science, Technology, Engineering and Mathematics) teachers, education researchers, policymakers and other STEM education professionals. Scientix collected around 500 projects results and over 2, 300 resources. The "translation on demand" service is unique and free. If you found an interesting resource and it was not available in your preferable language and the teaching material is eligible for the service, a "Request translation" line appears at the bottom of the page of the specific teaching material. Whether or not a resource is available for translation depends on these criteria:

1. It must be of direct use in class (only teaching materials and not reports or courses)
2. Its licence must allow modifications and derived work
3. Authors or submitters of the resource will have to provide an editable version of the resource when filling in the upload form



A user requests a translation by selecting the language into which he/she wants the specific material to be translated. This is done by clicking the language code under the "Request translation" line on the description page of the material.



Several resources of the projects listed above discovered on the Scientix portal were used during an eTwinning STEM project for primary school students aged 6-9 related to space education and astronomy "Open the Gates to the Universe" (<https://twinspace.etwinning.net/12520/home>).

Our participation to EGU was an opportunity to enhance the eTwinning projects' visibility, but also to get ideas for new projects. A lot of resources, hands-on activities and presentations at the conference were very inspiring, and also the people we met there. Talking about eTwinning, Scientix, ESERO or Space Awareness to people from Asia or Australia was a real challenge, and also a great honour for us. We will participate next year for sure; you are invited, too!



*Cornelia Melcu is a primary school teacher in Brasov, Romania. Additionally, she is a teacher trainer of Preparatory Class Curriculum, Google Application in Education Course and European Projects Course. She is mentoring newly qualified teachers and trainee teachers. She is also the Scientix Deputy Ambassador in Romania, eTwinning ambassador and an award winner in several competitions (eTwinning Awards and national competitions). Cornelia is currently involved in Erasmus+ programme, participating in STEM projects such as ESERO and SPACE AWARENESS, using extracurricular activities and projects to motivate her students.*

*Cristina Nicolăiță is from Romania, a teacher of Physics and Computer Science, an eTwinning ambassador since 2013, as she is actively involved in eTwinning since 2008. She is also a Scientix ambassador starting 2016. Currently she is involved in the European pilot project INDUCAS as the moderator for the Romanian newly appointed teachers community.*

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**Crossing my jobshadowing – A wonderful landscape!**

by Maria Nica

*'When a stranger approaches, and we think he is our brother, and all conflicts disappear, that is the moment when night ends and day begins.'*  
From 'Like the flowing river' by Paulo Coelho

In my jobshadowing to Schwanthalerschule in Frankfurt was day every day. Yes, I found a very welcoming atmosphere and friendly smiling teachers and students wherever I looked. First the headmaster: he participated in all activities of the school and had a very collaborative approach with the teachers and students. He has never used authoritarian tones with teachers and students and he is very respected.

My jobshadowing was a mobility inserted in the Erasmus+ KA1 project of my touristic high school, Istituto Polispecialistico San Paolo in Sorrento (near Naples, in South of Italy) and I had experience of it for 14 days with my colleague Filomena Iovino, English teacher. The Schwanthalerschule is the School coordinator of the ka2 project in my school, so the two Erasmus+ actions are connected and I went twice in Frankfurt and I was able to reinforce my knowledge of the school.



Our work in the timetable included the deepening of the national school systems and the exchange of good practices related to the national school institutions, observing the new teaching methodologies and the school organization.

The Schwanthalschule is located in the centre of Frankfurt in a nice neighbourhood. This is a Hauptschule, from Classes 5 to 9, which prepares students mainly for manual work with two classes of Realschule (class 10), attended by those who will conduct an apprenticeship in the economic field. The age of the boys is between 12 and 17 years.

The peculiarity of this school is the presence of 90% of non-German pupils from different countries, with a high percentage of migrants and some refugees predominantly from Kurdistan and Afghanistan. There are in fact in the school pupils of more than 30 nationalities and also the teachers are of different origin. The school thus activates projects aimed at integrating pupils and learning German. They work in the school three social workers who daily attend the pupils and to which the latter can address at any time of the day. There are weekly workshops of kitchen and carpentry, with the participation of representatives of the world of work and volunteers, and sports activities. The

Municipality of Frankfurt is very present and economically supports school projects. The business world, being the dual system in Germany, is actively involved with lessons and workshops.

During our stay we did job shadowing and we were able to compare our teaching methodologies. It was a very positive experience for us, thanks to which we were able to share moments of work, relaxation and exchanges of views with other foreign colleagues, and with whom we entered into a life of a scholastic reality so different from ours as for the student audience. In fact, pupils attending school have almost all the special educational needs. Teachers therefore operate by putting the individual students at their core with their peculiarities. The student becomes the protagonist of his learning through active engagement. Learning becomes meaningful and cooperative. Students interact with each other and with the teacher, work in pairs, group, individually, share ideas and concepts, seek new data, make decisions on the results of their choices and present results to the entire class, perform practical activities. Laboratory and project teaching is carried out.

The pupils led us to visit the school building, interacted with us and asked questions, prepared for us a multiethnic lunch and shared some school activities with us.

My workshop on the eTwinning Platform, with which all teams have been able to experience TwinSpace, and the know-how needed to involve students when returning to their respective countries, was important. TwinSpace of the project was then officially presented at a press conference to local and national journalists.

The school day is organized in this way: there are 20 minutes break every 90 minutes of lesson. There are no janitors. The school is cleaned by a private cleaning company. The bell is not there, the end of the lessons is signalled by a flashing light. News, information, alerts and so on are spread across a loudspeaker in all classes and is not common. The headmaster arrives at school at 6.40 am, before all, to arrange the timetable according to any teacher's substitutions to be made. The teachers arrive at 7.30, the entry to school is at 8. There are no questions but a lively participation in the lesson of all students who are constantly engaged by the teacher who never sits in the chair. There is no religion but ethical teaching and there are obviously no religious symbols in the classrooms. Books are provided free of charge by the state and then returned when they no longer serve. If students ruin the books they has to pay them.





The interactive whiteboards does not exist but there are 8 classic green magnetic boards, all used during the lesson. There is also a blackboard with a separate screen. The checks are daily with cards printed only on recycled paper. Classroom ordering and cleaning of the chalkboard turn in turn to the students.

During the breaks, the headmaster is in the teacher-room to share with teachers a tea or slice of sweet (which never misses). Every Friday there is a coordination meeting with all the teachers to discuss weekly work, problematic issues, and activities to be planned. That is, a general meeting every week! Actual lesson hours per teacher are 27 of 45 minutes each week, but considering the early morning hours, weekly coordination, and 40 minutes of break-time in the day, the teachers are doing much more at school.

Although there are many differences between the German and Italian school system, I felt comfortable with colleagues and students and I felt the positive atmosphere in the whole Schwanthalerschule.

My aims with this job shadowing were to learn more about the Country and German school system. Furthermore about foreign languages training, I improve my English language and I listen to a lot of words in German; I create many contacts with teachers in Germany to give opportunities to my students to be able to compare our countries and communicate through eTwinning chat with German students.

At the end of this great jobshadowing experience I think that I learnt more during my two weeks in Schwanthalerschule about the country's school system, culture, food and language, than studying the same topics in my university training!

So what did I tell my colleagues when I returned to my school in Italy about my visit at Schwanthalerschule in Frankfurt? Well, I told them that it is a school with teachers who really care about their students and welcome newcomers (like me) in a friendly way. Furthermore, I noticed that the school takes good care of the environment in the school, which contributes to the positive atmosphere. I also mentioned the new changes to the schedule, made in order to encourage the students to take on more responsibilities for their studies. Another thing I talked about is how serious the students are about school and how important it is for them to make good result to get high grades in order to get a good job in the future.

The impact on me that left an indelible trace was two very intense experiences: the visit to the Dialog



Museum and the Multi-ethnic breakfast at school. Dialog Museum is a dark museum in Frankfurt, built and operated by blind people, where through sensory experience (you sit at the bar for a drink and talk to friends, walk the streets, in car traffic, walk in the public gardens always staying in total darkness, etc...) it is possible to make a real experience of the life of a blind person, its wealth and its difficulties. The other great experience was multi-ethnic breakfast, a cleverly versatile activity because teachers get three goals at once: educate students to have breakfast, learn German and integrate different cultures. Indeed, every morning, intensive class students begin their lessons sitting around a table and have breakfast with their traditional foods, explaining to the other students, in German, the recipes. These two particular experiences have given me the full awareness of what it means to truly integrate, include, welcome and respect diversity.

So, in conclusion, I can say the most beautiful and impassable thing in Schwanthalerschule is the climate of serenity, hospitality and acceptance that is breathing in every corner of the school.

Yes, from the Schwantalerschule people come out changed. Forever.



Maria Nica has been an Italian eTwinning ambassador since 2009. She lives in Sorrento in southern Italy and works at the Regional School Office for Campania. She is a professor of Italian Literature, journalist, sociologist, pedagogue, media educator, social worker, and master doctor in clinical psychology. For over ten years now she has been interested in media education and cultural exchanges between European schools. She published in 2010 with The Children's Movement Foundation, the volume "Teens and Psycho-Technologies: the new media addiction". She is the president of the Cultural Eta Beta association which since 1996 has been promoting cultural and musical initiatives with numerous literary encounters with prestigious authors of literature, poetry, cinema, journalism and television. Since 2009 she has been organizing the "Projects of Author: Music as a Way of Construction" review, which promotes the importance of the Italian Song of Author. She is a simple but determined soul person, and she loves life and everything that moves her heart.



## DOUBLE PERSPECTIVE

**eTwinning multilateral training seminar  
"Innovative Learning Environments", 22-24  
June 2017 – Lisbon, Portugal**

### 1. Carmen Alexandra Miricioiu



Carmen Alexandra Miricioiu is a primary school teacher at Colegiul Național "Constantin Cantacuzino" in Târgoviște, Romania.

We were welcomed by warm people. They talked about learning and social inclusion, ICT integration and critical thinking, involving eTwinning. The Portuguese staff organized four training workshops and we had the right to participate in three of them. I chose *Doing, creating, collaborating ... I learn, Redesigning classrooms for the future through Mysteries - The journey of ideas and Laboratory of the senses*.



During the first workshop (*Doing, creating, collaborating ... I learn*) we were taught to make movies using BITEABLE. I realized that my students could do what we had done. That's great!

At the next one (*Redesigning classrooms for the future through Mysteries*) we discovered how to do programming without using the computer. Wonderful! I'll easily integrate it into Maths classes. It will have that character of novelty, the one that children want at every moment.

The last workshop (*Laboratory of the senses*) turned us into children. With tools and applications,



we measured sound intensity, power etc. At the same time, they presented us some very useful applications - *Heart Rate Plus, Mobizem, Decibel measure, Sensors.*



The Lisbon tour was a delight for the senses. The city is wonderful, people are special, the food is extraordinary. It ended with a festive meal taken in one of the town's traditional venues.

The last day, the one that came too fast, started with a very interesting session *Why Mobile Learning is Important in Education?*. They presented us successful projects and applications with a high applicability during classes, school and extracurricular activities - *APPS, QUIZLET, SYMBALOO, PODCAST, FLIPGRID* etc.

We completed the projects started on the previous day and uploaded them to the eTwinning platform. The one I am involved in is called *The weather in our lives.*

The experience ended with the handing over of the certificates.



It was a wonderful experience! I learned many things that could be very useful during classes. We formed new teams, partnerships. We saw a wonderful city. We stayed in a dream location. Thank you, dear friends!!!

## 2. Aspazia Olar



Aspazia Olar is a teacher at the Technical College "Latcu Voda" Siret, with a teaching experience of 19 years. She is an active professional, responsible for the European Programmes and the Projects Commission, she is also part of the CEAC, where she manages the school account on the [https://calitate.aracip.eu/\\_layouts/AracipMc/Landing.aspx](https://calitate.aracip.eu/_layouts/AracipMc/Landing.aspx) platform. She has been an active member of the eTwinning community since August 2010. She was one of the first eTwinning mentors in 2012 and in 2016 she was nominated as an eTwinning Ambassador.

I was accompanied by other 3 teachers from Romania, while the total number of participants was 80. The teachers came from several European and pan-European countries, such as: Belgium, Azerbaidjan, Poland, The Czech Republic, Croatia, Malta, Slovakia, Ciprus, Portugal. The other three teachers from Romania became my friends from the beginning and I am very happy that I had the chance to know them.



The activities of the seminar began with a moment of interaction between participants, then followed the presentations of the national authorities responsible for the eTwinning activities.





The first day, Thursday, ended also with an activity aimed at helping the participants to know each other better.



On Friday there took place four workshops, each participant having the possibility to choose three of them to attend to.

I attended the following activities:

- Workshop 3 - Redesigning classrooms for the future through Mysteries - The journey of ideas
- Workshop 1 - Project Based Learning and Arduino
- Workshop 4 - Laboratory of the Senses.

At the end of the four workshops, which took place simultaneously, there were highlighted some examples of eTwinning good practice. By exploring the potential offered by the projects regarding school co-operation, as well as watching presentations of examples of eTwinning good practice, all the participants had the possibility to create a complete image of what a successful eTwinning project means. The most impressive project was presented by Ana Boléo Fernandes, and the main character was a 6-year old girl, who was in wheelchair.

<https://twinspace.etwinning.net/files/collabspace/5/85/185/40185/files/afe36156.pdf>

All the activities included in workshops were extremely special, as there were presented new and innovative ideas, we worked in teams and everything was dynamic. We learned much and even very much, but I was really impressed by Workshop 1 - Project Based Learning and Arduino. The approaching of this workshop and the laboratory application that we conducted together, made me willing to do my best in order to bring in the school where I work (with the help of Latcu-Voda Parents Association or other financial sources), at least 5-6 Arduino boards, which will help us to do practical activities with our students, so as to

complete our activities, taking into account the fact that I supervise an Informatics Laboratory. The workshop 4 - Laboratory of the Senses, was also really interesting, but the only disadvantage of it as regards its applicability in or school would be the difficulties in getting the diagnosis kits.

On Saturday, I took part in the following activities:

- ✓ Presentations in plenary - Why Mobile Learning is Important in Education? (many applications that we can use in the classroom: Kahoot, Quizlet, Podomatic etc.)
- ✓ Group presentations of the projects drafts proposed
- ✓ Certification of the participants

The immediate result of this seminar is represented by the initial project with the participants in the seminar:



Dissemination of the activities in this seminar was made at:

- Facebook personal account: <https://www.facebook.com/aspazia.olar> and Twitter account: <https://twitter.com/aspaziaolar?lang=en>
- the local newspaper, before leaving: <https://www.monitorulsv.ro/Local/2017-05-10/Profesori-suceveni-invitati-la-un-seminar-in-Portugalia>
- the results of this seminar will be also presented during a show at the local TV station Cromtel TV Radauti, at the beginning of September

For me, this was the most complex and pleasant activity, both personal, as well as professional (I have been on the platform since 2010). The interaction, meeting and finding new partners for our future projects or the ones already started, all these represent unquestionable advantages of this



international meeting. Even now, at the moment when I am writing this document, I received on email two messages related to the projects which began in Portugal. These represent new opportunities new possible collaborations for me and my school too.

Nevertheless, we must not neglect the cultural part of this seminar. The Portuguese are friendly people, very friendly, I could say. Since I got in the underground station and up to the moment of departing, I was helped in no time. The organizers took us in a sightseeing tour of Lisbon and prepared a festive dinner in a wonderful location. In the part of the day remained free after the end of the seminar, we could visit the two important bridges in Lisbon, also accompanied by a Portuguese lady.

Taking into account all these, and having my soul filled with all the wonderful people met, I am ready to start again on the road of eTwinning.



Thank you, eTwinning!

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### Web 2.0 Compass Area:



### Web 2.0 tools

by Gulhanim Dursun

The term "Web 2.0" is used to describe applications that distinguish themselves from previous generations of software by a number of principles. Existing work shows that Web 2.0 applications can be successfully exploited for technology-enhance learning.

If you integrate Web 2.0 technology in your lesson, this enhances collaboration and critical thinking, and promotes creativity.

Here are some tools to support the design of your lessons unit that focus on demonstrating content mastery and critical thinking.

- 1- Blogger, Wikispaces, Edublogs, Weebly etc. will allow students to upload documents, conduct discussion boards, and link to outside sources.
- 2- Edmodo as a Learning Management System. The quiz feature of Edmodo is easy to master. Once you create a multiple choice, true/false, or short answer quiz, you can use it in the future for other classes. Simply create the questions and answer key and Edmodo will do the rest. Students immediately receive their graded quizzes and Edmodo creates a graph of the correct responses for each question. This data is



useful in determining what significant content you may need to reinforce or re-teach to the entire class or to a select few students.

- 3- With SlideShare, Prezi, Kizoa, Emaze etc. you can push the boundaries of traditional presentations, and make learning more engaging than ever before.
- 4- You can try Animoto, PhotoPeach etc. - free video integration tools in your classroom for projects, presentations, parent meetings and more.
- 5- By using [Charles Kelley's Quiz Generator](#), Sokrative, Kahoot, you can create multiple choice or bilingual tests.



I invite you to use web 2.0 tools in your lessons. Add photos to Slideshare and use it with your students or let students try it. Find your place on the Google map and ask students how they use Google map on their school work. Upload a class video to YouTube. See how a wiki supports the gradual development of a setting. Then share with all of us what you have learned about this new way of telling!



*Gulhanim Dursun has been teaching since 1996. She teaches primary school subjects and likes working with ICT and special pupils. She believes that we have to get our pupils ready for life and we have to show and teach all about it.*

### **Useful tools for effective online synchronous activities in an eTwinning project**

*by Enrica Maragliano*

One of the most important elements in achieving a good eTwinning project is the real collaboration between the students in the involved classes. To improve this collaboration, teachers need to use appropriate software tools, such as Padlet or the resources made available by Google (Google Drive, Google Docs etc.): these tools are certainly useful to help students to work efficiently and effectively being far each other, but often young people are more stimulated to work together and share ideas if they can interact directly online with their partners who are far away.

For a couple of years now, the Italian National Support System has been training ambassadors to realize how important it is to use synchronous communication in eTwinning projects. I attended the online training course last year and learned a lot: the course was mainly useful to help me to reflect on how I planned and implemented the activities I had actually done, considering the positive and the less successful aspects of my work.

At the end of the course, I produced a video with Adobe Spark, whose link is at this address: <https://spark.adobe.com/video/A1FbpCHYYAEWR>.

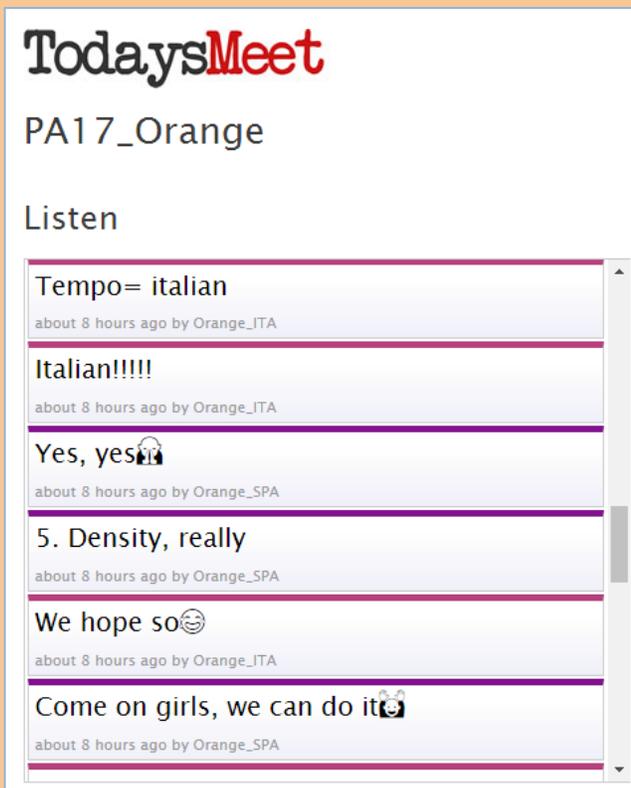
Just reflecting on these activities I got convinced that online activities are essential to projects, though they are often marginal with regard to timing and they are also very difficult to be managed and organized because you often have to face big real problems, like the different time zones, the different organization of school time, the time tables of the involved classes, the possibility of having all the classes participating in the project at the same time for the same purpose.

All this is, of course, much more difficult when many partners are involved in the project.

Based on last year's experience and after a strong reflection in the summer, this year, together with the partners of the two new eTwinning projects that I worked on, I organized several online synchronous activities whether or not included in the context of a videoconference.

The first activity I want to tell was done using Sokrative with the new partners of the project "Migrants through the ages" but on the lines of what we did the year before with the partners of the project "My world of Math".





We used Kahoot also for the final videoconference of the "Migrants through the Ages" project, but this time the students prepared the questions to ask about what they wrote in the shared documents and then assembled into an ebook. In this way everyone had to read all the contributions. On this occasion we did not play by groups but the singles had to play the game as we ask to participate to the quiz even to the parents who had attended to the final reports.

Here you have the link to the TwinSpace page: <https://twinspace.etwinning.net/35367/pages/page/247948>.

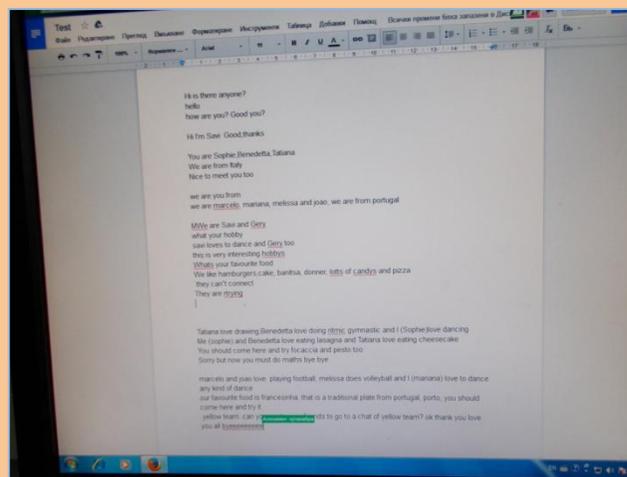


I wrote at the beginning of this article that Google provides many interesting tools but often students never use them and need to be taught how to take advantage of them.

In the project "Migrants through the Ages" my dear colleagues Zulmira Magalhães (P), Plamena Dineva (BG) and I thought this activity could be synchronous: student groups were connected at the same time to the same document by working each in a group-specific shared folder and they learned to how to write, to interact and to chat using Google.Doc.

The activity has been interesting and stimulating and has allowed better knowledge and interaction, by achieving the extended class that eTwinners would like to have when they make a project.

Here you have the link to the TwinSpace page: <https://twinspace.etwinning.net/35367/pages/page/216805>.



I hope my experience can help and can be stimulating for some other colleagues. I have to say that feedback from students and parents during the activities was great, as did the colleagues I told and asked to do some of these activities during the seminars I held as eTwinning ambassador. This makes me very happy because I understand that I am going in the right direction to stimulate and engage more our millennials in learning activities and pushes me to experiment with other approaches, working with reliable, curious and intelligent partners.

Links to the tools I mention in this article: <https://kahoot.it/#/> and <https://kahoot.com>  
<https://www.socrative.com/>  
<https://todaysmeet.com/>



<https://drive.google.com/>  
<https://www.menti.com/> and  
<https://www.mentimeter.com>  
<https://it.padlet.com/>



*Enrica Maragliano is a Math and Physics teacher at Liceo Classico and Linguistico "C. Colombo" in the town where she lives, Genova (Italy). She is a graduate in Math and worked as ICT employee in some local firms, then she has been a Computer Science teacher for 15 years. She is an eTwinning and Scientix ambassador and is a passionate eTwinner. She has won 3 national eTwinning prizes and was runner-up at the eTwinning European prizes in 2015.*

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**Postcards to Georg, postcards to friends**  
 by Betina Astride Santos and Andrea Ullrich

 STUPENDOUS PROJECT



Betina & Andrea: After a year full of fun and learning with friends we are here to take you with us on a short trip down memory lane, a short trip through a year of collaborative activities, learning, joy and friendship. "Postcards to Georg" was about four teddy bears: Georg and his brothers who had been given to each of the partners by the German team, as a present after previous projects. Now the bears exchanged virtual postcards to share their experiences in Finland, Italy, Portugal and Germany. What started as an exchange soon turned into doing lots of things together.

Andrea: As postcards need stamps we started the project with a booklet of "Multinational Stamps" to celebrate the European Day of Languages. We collected words related to writing in our mother tongues and English.





Betina: My students liked it a lot because they had to add pages to the Google slides and they used Google translator too. And since then, we started to share our postcards on social media under the hashtag #hietwinbro. We shared them on Twitter, Facebook, school web pages and class blogs.



Betina: Did I? Why do you say that? I remember I felt quite... how can I say? Jumbled? Because I thought "OMG! How am I going to fill six doors with my class in a creative and collaborative way?" So I began talking to my kids and we made a list of possible things to do: poems, songs, Christmas cards... ok ok these are good things but... we need something bigger, something more exciting, with interaction. So, we had the idea of challenges! Paper fortune teller, Mannequin...

**Jonne's team**  
The Calendar was a success! We loved it. We were very happy for the Portuguesemannequin challenge and did our own for the day 24.

Andrea: In October I had the chance to do three days of job shadowing with our Finnish partner Tiina Torvinen. What a nice experience! We prepared some activities together, and did with her students what I hadn't been able to do with mine, as the equipment at my school was not sufficient enough. So, her 3rd grade pupils created teddy bear comics with empty speech bubbles, which had to be filled by the other teams. Everyone was inspired and more and more collaborative activities were added to the postcard exchange. A week after my returning home I sent Tiina a message, asking if she could arrange an advent calendar. She replied that she had just wanted to ask me the same - that's the spirit of a good project. And knowing you can count on your partners makes it an excellent one. As expected, Betina, you gave the advent calendar a special touch...



Andrea: I still remember when we opened the first window and saw the Portuguese challenge; my team wanted to go for a Mannequin challenge right away, and used the bus ride back from an excursion to a chocolate factory to make their video. By the way, at the factory almost every student made a chocolate teddy bear. They were so much into the project. Also unforgettable - the Finnish Mannequin challenge, so much fun, so much snow. Talking about snow, do you remember the snowman challenge? My students felt sorry for their Portuguese friends who didn't have any, and made snow bears for them. Finally we found a nice template for the creation of virtual snowmen, which was immediately sent as a postcard.



Betina: Oh yes! Snowmen challenge was a big success! We began with a class snowman. Everybody came to the computer and added something but after that kids started to ask for more: "Please, let us create one of our own!" And so it was. I shared the Google slide with them and each one created a snowman in a little computer we have in class called Magalhães. They are old and too slow, even for the kids! But it was nice because they experienced the wonders of the Google drive all at once. The first term of the school year was really intense. Do you remember the charity task? The first one was still in November, I guess! I decided to take a challenge my daughter created to help refugees living in Greece. I don't remember very well the whole thing but my class ran for 10 minutes and they made some posters. Our teddy-bear was in too, of course, because he took part in all the activities, and your students were so touched with the cause that they organized selling Christmas teddy bears to get some money for that refugee project. But both of our classes had more opportunities to be kind. I'm thinking about the day we went to visit and socialize with some old people from our village and when you participated in a solidarity concert, right?

Andrea: You remember well. And let's not forget how Jonne (FI), Mark Allan (PT) and Georg (DE) set children books free for other children to find and keep, or the Safer Internet Day activities, or... we could go on talking forever, so it's best to recommend a visit to our [TwinSpace](#). :)

Betina and Andrea: This project was so full of creativity and positive vibes. We think the comment Mika, a German student, left on the project journal summarizes our thoughts and feelings best: **"Can we start another project? This was the best project for a long time! Love you all! Happy Holidays!"**



*Betina Astride Santos is a primary school teacher at Escola Vale de Figueira - Agrupamento de Escolas de Montemor-o-Novo in Portugal and has been an eTwinner since 2009.*

*Andrea Ullrich is a teacher of English and Ethics/Philosophy at Gymnasium Georgianum Hildburghausen in Germany. She has been an eTwinner since 2008 and an eTwinning ambassador since 2014.*

*They first met in an eTwinning learning event and still love learning together. In the course of the project they used several professional development events to make "Postcards to Georg" visible, e.g. "Quality Label criteria: How to achieve them", "Collaborative Teaching and Learning", "Online Safety Course", "Make eTwinning Live 2016", "Thinglink Summer Challenge 2017".*

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## eTwinning project competition - A multi-motivational journey

by Maria Georgiadou



Diversity, Digital Citizenship, Inclusion are some of the latest **social issues** promoted by eTwinning, the biggest European community of open-minded and active teachers. As teachers, we have to help students to learn and we always have to look for new and efficient ways to do it. But we don't provide only knowledge and skills, we teach also behaviours or even better, attitudes to life.

The project competition launched last year on the subject of the "digital Citizenship" was a motive for me to think about a new project, not only because of the prize, but mainly because of the journey. I always loved competitions and with my students we have taken part to many of them at a national or European level. To be honest, every time I speak to them about a contest, automatically comes the question: "What's the prize? ". But after a while, when we start to think about the process, they forget it and they are focused on the essential theme.

The result of this idea fair was our eTwinning project **digizEN**. With my Italian partner, Laura Gentili, we created it aiming at raising awareness on the digital threats we all face in our everyday life, in combination with the use of the French language, because we both are teachers of French (FLE).

### 1. Why "digizEN"?

Because our main concern is to be ... digitally ZEN, cool, without any problem during our digital activities, researches or communication. To be aware of all the dangers we encounter and to become better citizens.

### 2. Which schools?

4th Gymnasium of Rhodes Greece - 4ο Γυμνάσιο Ρόδου, RODOS Greece  
and  
ISIS "F. Gonzaga", Castiglione delle Stiviere (MN) Italy.

### 3. Which are the positive things of this collaboration?

Students and teachers know each other, their schools and culture through the project. They create a collaborative film with focus on digital behaviour, responsibilities and skills

### 4. What did the students like the most?



- Students liked in particular the initial **logo competition**. This is another proof that students really like competitions!
- They also loved their first meeting in which they could see each other and speak through Appear.in. Link to [ebook](#).
- Finally, they liked the illusion that the protagonists of [the film](#) are in the same place, but in fact, they are in their countries!!!! Mario in Italy and Mathilda (alias Faye) in Greece!

### 5. Conclusions

- Our project will participate in other works aimed to promote esafety, such as <https://groups.etwinning.net/7617/home>
- It will also give the Italian school the opportunity to apply for Move2Learn, Learn2Move, the new competition for students 16+ years old, launched by the eTwinning CSS, on the occasion of the 30th anniversary of the

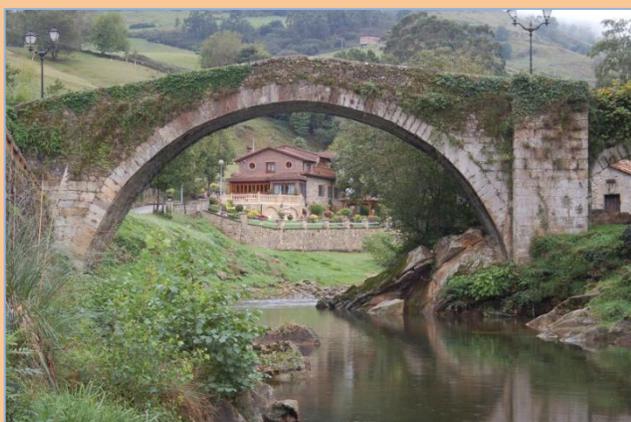


Erasmus programme. They will have, maybe, the chance to win travel tickets for trips to other Erasmus+ Programme countries, for instance to Greece.



*Maria Georgiadou is a teacher of French. She holds a Master degree in teaching French as a foreign language (Didactique du FLE) from Sorbonne Nouvelle, Paris. She has been teaching French for 20 years. She has been an eTwinning ambassador since 2010. She likes improving her teaching methods and exchanging ideas with her colleagues from all over Europe. She is very proud to be a member of the eTwinning family.*

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**Bursa İpekçilik proudly presents...**

by Pınar Alniak Çömlek



Hello eTwinners, I am going to introduce you an eTwinning Project which has just been experienced for the first time by Prep F Class at Bursa İpekçilik Anatolian Imam Hatip High School this year. The name of the Project is "It is time to discover Great Britain".

Students and teachers from seven European schools have collaborated in order to explore Great Britain. The project aimed to develop students speaking skills as well as their knowledge of Great Britain (traditions, holidays, places, sports, music, other cultural heritage). The partners created visual materials, presentations, films as well as have

videoconferences, exchange Christmas cards by post or via emails. Students worked on TwinSpace platform on their own with the teachers' support. The students also got access to their TwinSpace after they used web 2.0 tools successfully. They were the first eTwinners in our school which created great impact among the girls.

*How we went further...*

"It is time to discover Great Britain" has been introduced in Bursa İpekçilik Anatolian Imam and Hatip High School for the first time in its history. As I am teaching Prep Classes for 20 hours of English Language, I need to add awareness to the students by guiding them to use web 2 tools, to text in English and most importantly to develop tolerance towards others. We are at a Project School which basically teaches Theology and then English and Arabic however the pupils should improve self courage and communicating skills with their peers.

First they learned what to do on TwinSpace by following the steps. Gradually they are successful at preparing videos and Padlets and sending them via emails. By working in small groups at the school dormitory (they are from different cities), they have prepared interviews with our native speaker to introduce our school vision.

Although they are Imam Hatip School students, they have learned to be respectful to other religions and cultures by preparing hall boards with the flags of countries in Great Britain, which has created somehow awareness and surprise among the other students. The female students have been very active and we prepared Christmas Cards though we do not celebrate it in our country because of religious concerns. We put the cards with gifts, national food and souvenirs in a big parcel and sent it by post to Poland for Christmas. This action does really create involvement and tolerance in the class.

They have small chatting on eTwinning Chatroom during the arranged lesson time with Poland. It is a great experience for them as this has been the first time in their lives.

As İpekçilik is a Project School by Ministry of Turkish Education, the capacity of learning among the students is very high and they need to express themselves by the help of newly learned eTwinning portal. We have 20 hours of English classes including Main Course, Reading, Writing, Listening and Speaking; it has been the great opportunity to integrate the project into my curriculum.

They have learned too search and surf on the net both independently and with group work. They have



been to record themselves and share with their peers. They have used their knowledge of English and adaption into the project. Organization has started on eTwinning Project Page by giving the students their user names and passwords. They have the chance to access to the TwinSpace by mobiles phones and desktops.



The teachers use other social media tools and TwinSpace forum page to plan the upcoming activities. The students get in touch via chatting room on TwinSpace. They have become real pen pals and exchange their Christmas cards by Post.

#### Activities

These are the activities of collaboration between the partners – project calendar:

1. Hello – each school prepares a short video presenting the students and the school, the teachers creates students accounts on twin space Deadline: 7 October
2. Great Britain- each partner creates a poster of England, Scotland, Northern Ireland or Wales, and sends the pictures of the posters Deadline: 21 October
3. London – using Wikipedia each partner creates a short Prezi or PowerPoint presentation titled "I love London" Deadline: 04 November

4. British Sports- students invent, describe and draw new sports, after that record and send a short video of playing this sport Deadline: 18 November
5. Videoclip - each partner chooses a song in English, record a video clip, and publishes it on TwinSpace platform Deadline: 2 December
6. Christmas cards Exchange- students prepare self-made Christmas cards, the teacher sends the parcel with cards Deadline: 9 December
7. A cooking programme - students prepare shorts videos – they imitate cooking programme Deadline: 13 January

#### What about the tech?

The technology has been used in every aspect of the project. To learn about Great Britain culture, traditions, holidays, to encourage pupils to get to know each other and making friends, to develop our pupils' abilities to communicate in English, to enhance our pupils' ICT skills, we need to use technology and social media such as YouTube, Padlets, PowerPoint presentations, Prezi, chatting, videoconference and other web 2.0 tools.

#### Great impact at school

Successfully we have tried to disseminate the project in school community as it has been the first eTwinning Project in the history of my school. As a teacher of English Language, I can say I have created different points of views and tolerance to others and the cultures of others in an Imam Hatip School. Sometimes students cannot know why they have been learning language and how they will use it. The project has proven them we can use our speaking skills to communicate and understand others.



The most successful result they have obtained is that they have discovered the GB because in the beginning of the project, they were unaware of the countries, its cultures and even the flags within the



Great Britain. After preparing pinboards and presentations in the class and at school, they have the chance to talk about even the forgotten sports of British Culture which is Rounders or very famous music band Beatles and the history of rugby etc.

Now I am proud of my students as they have always supported and believed in me.

Here are the links you may have a look at:  
<https://www.youtube.com/watch?v=VM3oYbldLwA&t=34s>  
<https://www.youtube.com/watch?v=zIcbon3pdX4&t=40s>  
<https://padlet.com/iremnewsabirli/7tf1ojcwvmdf>  
<https://padlet.com/canfatmabetul/78ixnxwlpztw>  
<https://padlet.com/iremnewsabirli/wecucsh28cwp>  
<https://padlet.com/canfatmabetul/a1yryu3gdihl>



*Pinar Alniak Çömlek has taught English in various governmental schools for the past 13 years. This year, she is teaching English courses, focusing on reading, writing, listening, and speaking to Prep Classes. She also engages in European Union International Projects with partner schools in other countries. She holds a Bachelor Degree in American Culture and Literature from Hacettepe University. In 2011, she went to the Summer Teaching Institution in Indiana University for six weeks. Nowadays she is attending the Intensive Sessions / Camps Exchange Program of the Bureau of Educational and Cultural Affairs of the United States Department of State in Cincinnati and Kansas, hoping to implement Summer Camps in Turkey.*

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**KULTURKIOSK: Discovering museums, connecting cultures – An interactive museum guide**

by Johanna Chardaloupa



Students from seven European countries (Germany, Finland, Greece, Italy, Poland, Hungary and Austria) jointly designed an interactive museum guide as part of an Erasmus+ & eTwinning project.



Seven European schools (1.Kurt-Tucholsky-Oberschule (KTO), Berlin/DE, 2.Liceo Statale G. Mazzini (Liceo Mazzini), Neapel/IT, 3.Bundesgymnasium Rein (BG Rein), Graz/AT, 4.Gimnazjum nr 25 (Gim25), Gdańsk/PL, 5.Karinty Frigyes Gimnázium (KFG), Budapest/HU, 6.Oulunkylän yhteiskoulu (OYK), Helsinki/FIN and 7.Protypo Peiramatiko Gymnasio Panepistimiou Patron (PPGPP), Patras/GR ) cooperated for three years (2014-2017) offering their students the possibility to work together through the use of mobile phones, tablets and computers/laptops.

Within the project "Kulturkiosk", museum pedagogy and subject teaching were combined to fulfil the aim of modern language teaching. Main language for communication and work was German; however, English and occasionally French were used by the students in order to facilitate peer communication and workflow. All partners encouraged multilingualism.



### The idea

Out-of-school learning places are experimental spaces where learning processes can take place in a situational context, authenticity-oriented, action-oriented, cooperative, interdisciplinary, discovering and involving all the senses (Biener 2004: 8).

As places of cultural education and as a mediator of culture, **museums** play a new role as a learning environment because they enable perceptions and experiences that cannot be made in the classroom and therefore allow a different, authentic debate on language (Marx 2006:123).

### The project

Each one of the participating schools had to propose five museums of their city. The students who participated in the project created a video for

each one of those museums and they presented it to the students of the other schools so that everyone would vote and select two museums online (using the Doodle tool) [with the exception of Berlin (DE) and Patras (GR) where students visited and worked on three museums].

This is how the visited museums were selected. Assignment papers on each one of them were supposed to be completed during the respective museum visit.

One of the main goals of this project, supported by all members, was to try out new methods within interdisciplinary classes with an emphasis on art and culture, but also in connection with science and technology. Therefore, this online museum guide was solely created by the students.

Through short and long-term stays, these young people got to know their "neighbours" better and had the opportunity to open up to the European idea. Students realized that every project partner, from every country, invested in the partnership. During their long-term stay, students were able to compare teaching methods and also use their own experience, to enrich the project work in the host country.

The project also focuses on the application of various digital media (apps and web tools) in the classroom, as for today's teenagers' technology is a self-evident part of life. Two training sessions were also offered to the teachers in order to assist them for working on this project. The first one took place in Patras (GR), with workshops on how to use QR-Codes, Kahoot, Aurasma, Google drive and Weebly. The second one took place in Helsinki (FIN), which was focused on new media in teaching and conducting digital examinations.



### Evaluation

*Before the meeting:* Both students and teachers answer a survey.

*After the meeting:*

- a) Both students and teachers answer a survey and
- b) students and teachers publish their most beautiful experiences and impressions of the meeting at a Padlet wall ([https://padlet.com/abohn\\_kto/Kulturkiosk](https://padlet.com/abohn_kto/Kulturkiosk)).

### Results, outcomes and conclusions

Two websites were developed for this project (both in German): a) [www.interactive-museum.guide](http://www.interactive-museum.guide) and b) <http://kulturkiosk-2014-2017.weebly.com/>. They helped us to document and record the "steps" of the project process and the results of each meeting. The Coordinator of the Greek school made also a project website in Greek: <http://kulturkiosk-gr.weebly.com/>.

The final product of this 3-year collaboration is an online guide (the interactive museum guide) and an OER-ebook. It can be used for interdisciplinary courses as well as for CLIL classes. A non-reciprocal



approach and the opportunity of an active participation on an "open" ebook, where anyone, anytime can contribute by adding a new interactive presentations of a museum, was the fundamental idea of this project.

Intensive cooperation helped our students to develop joint ventures. Living with the host family created new international friendships. Intercultural competencies were strengthened and the European idea practically experienced.

Through this project teachers realized how safely students can transfer from one culture to another and also to communicate in foreign languages. Working together in the museums where only the framework was given, gave these young people the opportunity to exchange ideas in order to get results. Teachers also did not only maintain good contacts between themselves for the project, but there was a continuous communication and exchange of ideas/thoughts/suggestions/examples that goes far beyond the project. As a result, two other projects were developed among the partners of this project: an EU project linked to the refugee theme (Was uns bewegt) and an eTwinning project (Food Coalition).

### Final Highlight



May 22, 2017 was a very special day for the partner school in Berlin. On the occasion of the European Day, the German Chancellor Dr. Angela Merkel visited the Kurt-Tucholsky-Oberschule. The Chancellor attended the presentations of the students with great interest and asked many questions. That indicates a high degree of

understanding of the project work and the importance of the teachers and students of the school. The participating countries had prepared a greeting message for Mrs. Merkel:  
<https://www.youtube.com/watch?v=dl47WRnjkk0&feature=youtu.be>

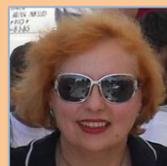
The official video from the Federal Press Office on the visit of Chancellor Merkel:  
<https://www.youtube.com/watch?v=O6-uLQO-fsc&feature=youtu.be>

Our "journey" goes on! The same partners plus two new ones applied for a new (or better the continuity of this project) Erasmus+ project and we got the approval!

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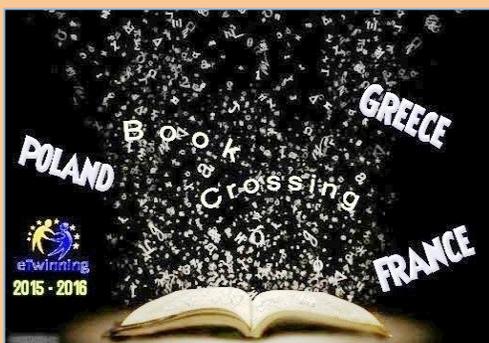
*Johanna Chardaloupa teaches German as a Foreign Language at the Experimental High & Senior School of the University of Patras in Greece (Peiramatiko Gymnasio-Lykeio Panepistimiou Patron). She has been a passionate eTwinner since 2005 and loves involving NT & Web 2.0-Tools to inspire & motivate her students in her foreign language classrooms.*





**BOOKCROSSING: Re-discovering literature, connecting teens through artistic multimedia expression**

by Theodora Gkeniou, Claudine Coatanéa and Lucyna Nocoń-Kobiór



Bookcrossing was the meeting point of 3 schools (Pentapolis Upper High School; Lycée Michelet, VANVES France; Zespół Szkół nr 1 w Pszczynie, Pszczyna Poland) and 52 students, united under the topic of transforming literature through the use of media and creativity. During the course of the project, we followed the leading characters of the chosen novels in their adventures in the past, the present and the future.

The main aspects that constitute pedagogical innovation are the following:

**Differentiation of learning:** 7 books were read, discussed and processed with respect to the personal needs and preferences of the students and corresponding activities chosen from a toolbox available.

**European added value:** exposure of the students at a wide variety of international literature and collaboration in 7 international teams.

**Development of student autonomy:** discussion in active forums, decision making in international groups' TwinSpace pages

**Content production:** alternative, multimodal activities based on the original books, through the lens of the students and their international groups.

**Alternative methods of assessment:** peer learning and evaluation in asynchronous (forums) and synchronous (tele-meeting: Virtual Round Table) communication settings.

**English language Learning Curriculum:** the project is in line with the three countries' curricula regarding English language teaching and learning according to which there is a need to create authentic contexts whereby teenagers experience the language and are immersed in the language through the use of literary texts. Language learning becomes thus "modus vivendi" and we hope that

we have achieved the main goal, which is to for the children to love languages and reading in a multicultural context.

**Meta-learning and social skills:** besides language, we aimed at creating modern European citizens who are in the position to learn autonomously, to reflect critically, to exchange and collaborate with their peers, to enhance their digital skills. These are incorporated in the broader pedagogical aims set by educational institutions in Greece, France and Poland.

**Time of work:** our intention was to transform the traditional language classroom into a class without borders and time limitations. Therefore we worked during lesson time, at school, we worked independently at home, we worked at school and the town library and in the computer lab.

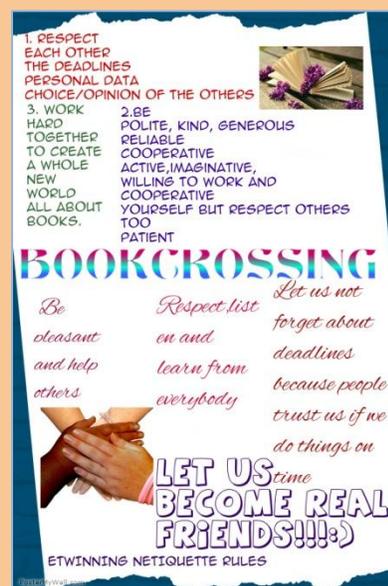
**Key competences:** through extensive reading techniques we targeted the developing of the skill of communicating in a foreign language, of creative expression and digital creation.

**CEFR:** the level of English of the students and the activities are B1+/B2.

**Work process:**

1. **SELF-PORTRAIT AS A READER:** the students introduce themselves creatively by drawing their self-portrait as readers: they create shelfies (audio, video or text), or Chinese portraits. Also, they interact in forum #1 and forum #2 to get to know one another better.

2. **FOLLOW THE NETIQUETTE:** students collaborate on a pad to decide together on the rules they'll follow to make this project a success. A poster is created.





3. A PICTURE IS WORTH A THOUSAND WORDS: the students suggest a logo to give a visual identity to the project.

4. SEASON'S GREETINGS: in December, the students prepare some cards to send their partners. They include a literary challenge in the card: the first sentence and some clues about a favourite book of theirs; the partner who receives the card will have to find out which book it is. Then the students copy out the sentences they have received on a collaborative pad, and a catalogue of "25 must-read books" for teenagers is created in the form of a calendar, as well as 2 games (literary challenges).



5. TEAM UP: the students team up in national groups of 2-4 students and they present their groups, so as to find like-minded partners who might be willing to collaborate with them in an international team (1 team = students from 3 countries). They also interact in forum #3 to find their team-mates. Each of the seven international teams must agree on a literary genre they'd like to work on. The following genres are chosen: young adult fiction, action-packed novels, autobiographies, crime stories, science-fiction, fantasy, historic novels.

6. READ AND CREATE: the bulk of the project. Each team is assigned a TwinSpace page to collaborate as well as a forum thread to communicate. They are invited to discuss to choose the books or authors they'd like to read together, and to choose the material they would like to create from the toolbox of activities. Then the teams get given a few weeks to create some multimedia material about the books they have chosen.

7. COMPOSE: the teams post all their productions on a collaborative mind-map. They have a close

look at the other teams' productions, and start preparing the virtual round table: they prepare some questions they'd like to ask their partners on a pad, they agree on the assessment criteria, and share the tasks they'll be in charge of during the video-conference.

8. VIRTUAL ROUND TABLE WEB CONFERENCE: on May 10th, all the students present their work to their partners and answer their questions during a 2-hour web conference on eTwinning Live. They comment on a live twitter-like feed and assess their peers' work.

9. POST-CONFERENCE: the students write a report on the highlights of the web-conference.



Finally, the students assess the project and say good-bye to their partners in forum #4.

**Final products include:**

- a public TwinSpace demonstrating the whole process and the final product (including a catalogue of 25 must-read books and a collaborative mind map);
- an online student conference, in the form of a Virtual Round Table, where transnational teams display their work;
- an experiential, multimedia and collaborative approach to integrating literature in the EFL classroom.

Students had the chance to enhance their knowledge of language and literature, they developed their European/ transnational cooperation skills, they became more independent and able to take initiatives, they became active creators of knowledge and not passive consumers.

The teachers were experienced eTwinners who become more competent each year, learning from each other and extending our cooperation to an approved KA1 Erasmus+ project under the topic of the 21st century skills development.



The project was awarded the 1st prize at the age category 16-19 in the 2016 Greek National eTwinning Contest.



*Theodora Gkeniou is an English language teacher in secondary education and an eTwinning ambassador in Greece. She has been moderating the ESL featured Group for the past 2 years. She is passionate about teaching and learning.*

*Claudine Coatanéa is an EFL teacher in upper-secondary schools since 2005, an eTwinner since 2008 and an eTwinning ambassador since 2009. She is presently teaching in Vanves near Paris.*

*Lucyna Nocoń-Kobiór has been teaching English for 20 years in lower- and upper-secondary school Gymnasium ages 12-15 and Lyceum ages 16-19 in the historical Town of Pszczyna (Pshtshina), called The Green Pearl of the Silesian District, in the South of Poland. She has been an eTwinner for 8 years.*

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**STEM subjects in primary school – How we opened the gates to the Universe**  
by Cornelia Melcu



My name is Cornelia Melcu and I am a primary school teacher in Brasov. Additionally, I am a teacher trainer of Preparatory Class Curriculum, Google Application in Education Course and European Projects Course and a mentor to new teachers and students in university. I am an eTwinning, Scientix and ESERO ambassador too. I have been an eTwinner for 7 years now and I strongly believe eTwinning helps my students to perform better in school and prepares them for the future.

During the last three school years my school was involved in several STEM projects, as science, technology engineering and mathematics are often considered difficult. The main goal of those projects was to develop basic STEM skills of our students based on project work integrated into the curriculum.



**Open the Gates to the Universe** (<http://gatestotheuniverse.blogspot.ro>; <https://twinspace.etwinning.net/12520/home>) is an eTwinning project for primary school students started on September 2015 and finished on September 2016. Our partners were from Poland, Cyprus, Portugal and Moldova. The students discovered different aspects of space science and astronomy working on international groups. They explored some aspects of Science included in their curriculum using resources from ESERO, ROEDUSEIS and Space Awareness (e.g. Calculate with Rosetta, Writing the travel diary, Building Rosetta , How to become an astronaut, etc.)

The project was a great opportunity to apply integrated learning methods for developing competencies which are a part of the primary school curriculum in Romania. In Language and



Communication classes the students talked about their partners living places and their traditions and habits. They learnt some basic words in their partners language related to the weather. They created stories- both in Romanian and English; they described life in space and astronomical phenomena. They talked to the other partners during the several online meetings we organized and wrote short stories in English. In Mathematics and Science they found out about the Milky Way, the Solar System, the weather, famous astronauts and astronomers. They calculated, solved problems, made experiments and explained specific natural phenomena related to Space. During the ICT lessons, they used different devices for creating and playing online games and quizzes, took photos and edited them, searched for and found specific information related to the topic. In Art they made cards, posters, drawings and paintings. They learnt songs in Music and in PE made outdoor experiments (like calculating the distance between planets in our Solar System using a scale). During the Personal Development lessons the students found out solutions for problems (e.g. How would you survive in Space?) and they presented their project work to their schoolmates, teachers and parents.

children and all the adults involved (staff, parents) a lot of fun and satisfaction.



As recognition of our work, the project was awarded with several prizes: the National eTwinning prize in Romania – for primary school, the National eTwinning prize in Moldova, second prize in Poland (for projects run by eTwinning ambassadors) and eTwinning Annual Prize 2017 for science.



*Cornelia Melcu is a primary school teacher in Brasov, Romania. Additionally, she is a teacher trainer of Preparatory Class Curriculum, Google Application in Education Course and European Projects Course. She is mentoring newly qualified teachers and trainee teachers. She is also the Scientix Deputy Ambassador in Romania, eTwinning ambassador and an award winner in several competitions (eTwinning Awards and national competitions). Cornelia is currently involved in Erasmus+ programme, participating in STEM projects as ESERO and SPACE AWARENESS, using extracurricular activities and projects to motivate her students.*

The project 'started where the children were', it was built on the knowledge and ideas children brought with them to lessons and helped them to develop their understanding of scientific concepts related to the Universe. It helped them to understand the diversity of weather conditions and as part of a world community and their responsibility for the environment. The students are able to identify main planets and stars on the sky and they have of basic notions related to Earth and Sun.

In conclusion, the project provides opportunities for learning STEM topics in pre-primary and primary education. Implementing the project gave the





**Inside the rainbow**

by Irena Raykova

**STUPENDOUS PROJECT**

This is the name of the project that I have been running the last school year with my lovely partners and friends: Cira Serio, Francesca Borrelli, Renata Večerková, Barbara Tatol, Danuta Bartkowiak-Siekańska and Rangel Pantaleev. We have been working as a team for 3 years and have run really successful projects such as "A treasure chest of Wisdom" and "Just like me".

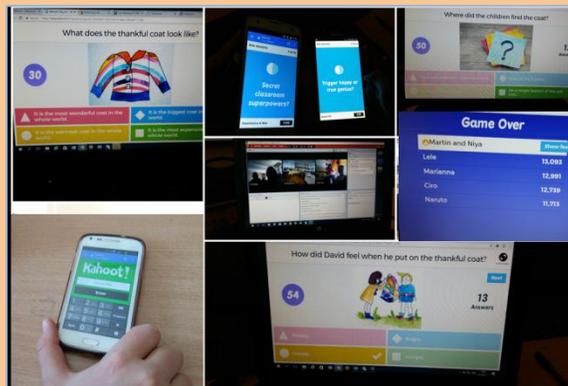
We know that the light is vital for human existence and our wellbeing. Our physical, emotional and mental health depends on the Light. "Inside the rainbow" is a project that raise children's knowledge about the light and the rainbow through the variety of creative activities: exploring the rainbow, kids science experiment, colour theory, creating mandalas and rainbow crafts. Children have also built healthy eating habits and became aware of the importance to have all colours of the rainbow in their daily meal. In the project activity "Can the rainbow speak?", children explore the connection between the colours of the rainbow and the musical notes and played on the rainbow piano.



Three years ago, my partners and I set up a reading club "The wise owl" which has been running in our project as an activity that promote reading and help children to develop communication skills in their mother tongue and in English. Children were divided into seven international teams and wrote the collaborative poem "The voice of the colours". They have also experienced the power of the thankfulness creating their own thankful coats.

Each project activity is summarized as an outcome of the project: online book with children's work on the topic. Our students have been divided into mixed international teams in almost all project

activities. Every two Wednesdays, pupils met in the TwinSpace and had a chat. They also met in eTwinning Live events and played Kahoot based on the story "The thankful coat" by Karen Harvey Cox. Children communicated, collaborated and learnt through creative online tools such as Meetingwords, SurveyMonkey, polls, Answergarden, Kahoot, Quizizz, Quivervision.



We achieve our set goals through the project based learning, STEM, flipped classroom, learning by doing and CLIL.



As a team we realized that thanks to eTwinning our students can learn, grow and play together. They are not only project partners, but true friends in a real life as we, their teachers, are too.



Irena Raykova is a primary school teacher in 13<sup>th</sup> Innovative Secondary School "Angel Kunchev" in Sofia, Bulgaria and an eTwinning ambassador.



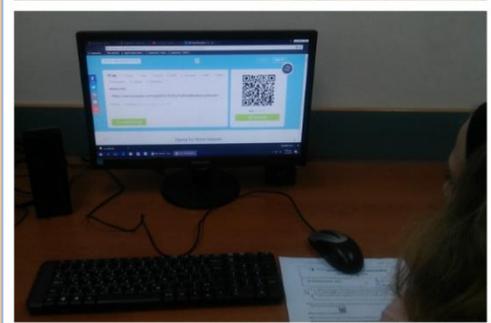
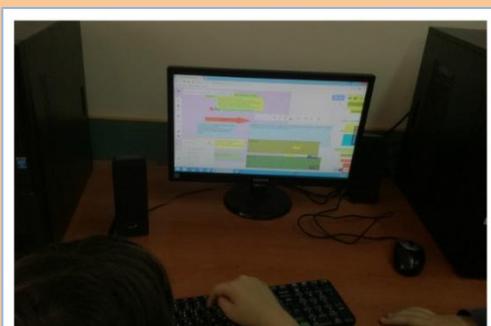
## Collaboration and dissemination in the eTwinning project Zero-One

by Iva Naranda and Georgina Lascaris



### Introduction

The eTwinning project Zero-One enables the students to get familiar with one of the fundamental terms in computer science, a binary digit (bit). In cooperation with partners from other countries, by learning through games and fun activities, students understood the meaning and importance of the bit. Apart from the main topic of the project, during the project activities we tried to raise the awareness among pupils about the importance of the friendship and cooperation between different countries and cultures. By creating a highly engaging environment we wanted to transform the learning experience for our students and to intrigue and evolve them in innovation activities by using Web 2.0 and augmented reality tools. We used inquiry-based, active, collaborative learning on interdisciplinary activities in which pupils developed knowledge and attitudes through a series of subjects. During the project work we tried to develop key competences of our pupils, especially digital competence and communication in foreign languages according to the eTwinning publication "Developing pupil competences through eTwinning". Pupils gained knowledge, experiences, skills and attitudes according to the five skills from The European Digital Competence Framework for Citizens.



### Work process and collaboration

Cooperation and collaboration is evident in all project activities. The founders have set the main goals but all partners proposed solutions, ideas, opinions and tools on the TwinSpace forums, so that each task we did was the result of collaboration of all of us.

After the presentation of the schools, as an introductory activity we processed the initial questionnaire. Next activity was a logo contest. Pupils created the logos and we organised the contest using the tool Tricider introducing them to the respect of democratic values.



The next activities were triggered by an infographic poster (in Croatian, Greek, Turkish) asking the students, without giving further explanations, to break a code based on ASCII within a week. During December we worked on our task called the Code Bucket Challenge. We created four international teams of pupils. Teams created coded messages using different codes (ASCII code, Morse code, QR code, binary coded image) and the pupils in the teams from partners schools needed to break the code. Pupils collaborated in real time on shared collaborative Cacao diagrams. Pupils also made unusual greeting card using ASCII code, Morse code, QR code and bitmap. During January and February we introduced our pupils to the augmented reality world with the tool Aurasma, connecting it to their knowledge of Pokemon go game.





During March and April schools have worked on the digital storytelling, we created the collaborative story "Planet Zero-One" by using Web 2.0 tool RealTimeBoard which enabled us to collaborate in the real time. During May we created a common Kahoot! quiz which is public available. We organized four eTwinning Live Events which were especially interesting for the pupils. During this online meetings pupils from three countries (Greece, Turkey and Croatia) played common Kahoot! quiz and they could finally see each other. The ex-post evaluation of the project was carried out by an online questionnaire among pupils and teachers. Pupils worked together by participating in the forum, by working in international teams and online meetings. Pupils used Web 2.0 tools such as RealTimeBoard, Online Logo Maker, Tricider, Cadoo, Solvr, Kahoot!, ProProfs Brain Games, various online converters and QR code generators, and augmented reality tool Aurasma. Pupils used MS Paint, IrfanView, Revelation Natural Art and FotoMorph. Teachers used the Google Docs system and Google Maps to create project map with all partners schools. Teachers used Kizoa, YouTube, Vimeo, Pizap, MS PowerPoint, Canva, Symbaloo, Genially, FlipHTML5 and SlideShare to present the work of their schools. To carry out the questionnaires we used the Google Forms and the SurveyMonkey.

### Ways of dissemination

Throughout the project we worked on the project dissemination. All activities are documented by publishing on TwinSpace and school websites. These activities were also coordinated and implemented in cooperation with partners. All schools regularly reported on project progress in several ways, through the school website, presentations at schools, by editing the eTwinning Zero-One corner and publishing articles on web portals in Greece, Croatia and Turkey. We used technology for project dissemination. Our school websites helped us make the results of our work visible to the local community. At the beginning of the project we have created the project pages on our school websites. On this project pages we have continuously published all project work. In that way the overview of project activities was available also in our mother tongues, Croatian, Greek and Turkish.

The interdisciplinary activities in which the students took part, mobilised the school community by involving teachers of different specialities (English, Art, Language teachers and Primary School subjects) to participate, help and support the Zero-One project, what they did with enthusiasm. In this

way, we have also interested other teachers at our schools for eTwinning.

The eTwinning Live Events (playing Kahoot!) helped us to make our project visible to eTwinners outside of project. Furthermore, to make our project visible to a larger number of eTwinners, we joined the eTwinning Live Event "We Love Kahoot" and published our materials on the Padlet within the event.

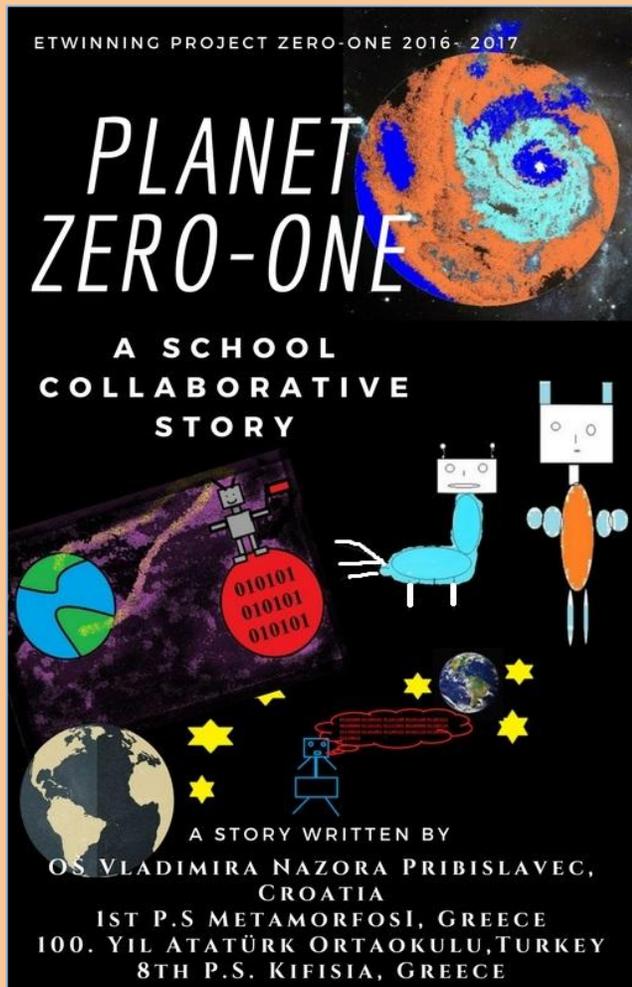
By the end of the project, on the occasion of the School Day, we prepared the memento cards for our pupils with augmented reality pictures, QR codes for TwinSpace, school website and the story. With these cards we reached the families of our pupils in an original way as they were prompted to scan these cards and bring it to life.



At Primary school Vladimir Nazor Pribislavec, Croatia we organised two presentations of the project activities and promoted not only the importance of the use of information technology in education, but also the concept of eTwinning. The first project presentation was held at the beginning of December 2016. Pupils have presented our project, partners and the first activities to other pupils and teachers. The second project presentation was held at the beginning of March 2017. Teachers, school pedagogists and other pupils were introduced to project activities from December to the end of February, the Code Bucket Challenge and the Augmented Reality. We used the local portal of our county to publish an article that describes the project presentation at our school. Two articles about the eTwinning Live Events were published on the school website. Furthermore, on the occasion of completion of the project we published the articles on the Croatian national portal for schools ("Portal za škole"), the local portal of our county ("emedjimurje") and school website. At the end of the school year we printed



the story and gave it to the school library and class teachers.



As the next step of the dissemination of this project more channels are intended to be used at the beginning of the next school year. To motivate and inspire schools, teachers and eTwinners an article in two Croatian journals for education is planned, in digital and printed edition. We believe that the printed edition of Croatian weekly magazine for education "Školske novine" is a great way of dissemination of our eTwinning project, as it can be reached by all schools in Croatia. The goal is to inspire schools, students and teachers to join eTwinning community, and give ideas to new eTwinners. Furthermore, the project will be presented at a national conference in Croatia during the next school year.

1st Primary School of Metamorfosis, Greece has also submitted the Zero-One project to the Schools' Cultural Projects of the 2nd' Athens' Educational Department of the Ministry of Education (protocol

number 8-24-10-16). The project will be presented at the beginning of the new school year 2017-2018 in the Conference organized by the Second Athens' Educational Department (Cultural Projects) intending to inspire schools and teachers to eTwinning projects.

Zero-One has also been presented to students of the 5th Primary School of Iraklio (4th-5th-6th grade) and to the 1st Primary School of Metamorfosis (5th and 6th grade).

Finally, an article presenting this project has also been published to the Greek Educational Portal (Ελληνική Πύλη Παιδείας) and to the Educational Web Site Eduadvisor.

### Conclusion

The project had positive results for all participants: students had the opportunity to collaborate with alternative teaching techniques, to show talents of their creativity and skills, to acquire necessary digital skills, to develop analytical, critical and structured thinking through the Solving problems / enigmas acquiring this way metacognitive skills.

They became familiar to the use of Web2 tools (which facilitate collaboration and eliminate spatio-temporal constraints), developing in the same time internet safety awareness and digital citizenship.

The benefits were also very positive for teachers, as the project contributed to their professional development, to the exchange of information and techniques, to the relations between different European countries and to the availability for future collaborations.

The benefits have been significant for the wider school community, involving other school teachers and communicated them the eTwinning program, disseminating the project to parents, school pedagogists, teachers and pupils through school websites, TwinSpace, eTwinning Live Events, and publishings to educational and news portals.

And finally, writing this article is also an excellent example of the collaboration between the eTwinning partners and a way of project dissemination. eTwinning really does a lot for the professional development of all teachers and we are happy to have it!

Detailed view of all the activities on the project on: <https://twinspace.etwinning.net/24061/home>.

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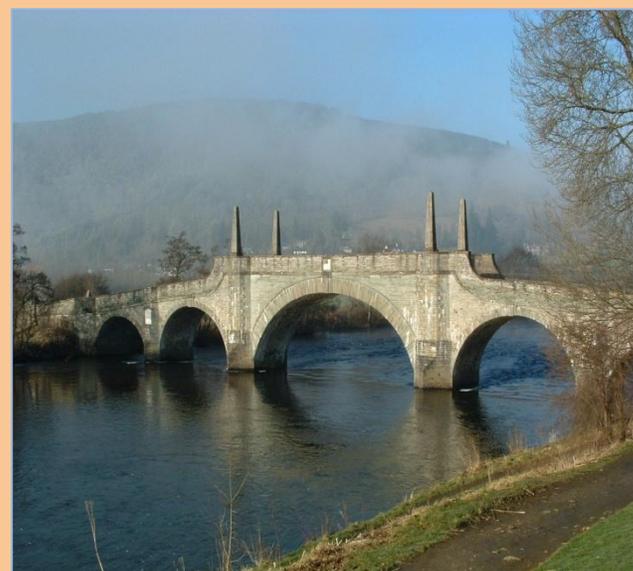
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*Iva Naranda has been an IT teacher at two Croatian primary schools, since 2003. She has graduated Grammar School Čakovec, Faculty of Organization and Informatics and Faculty of Teacher Education, University of Zagreb and she has been active in eTwinning since 2012.*

*Georgia Lascaris has been an IT teacher for Greek Ministry of Education, Research and Religious Affairs since 2005. She has graduated Athens, University of Economics and Business, Department of Informatics-School of Information, Sciences & Technologies. She has been active in eTwinning since 2014.*

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**Is it real, unreal or surreal? An inspiring eTwinning project**

by Antonietta Bianca Ferrara and Manuela Baptista



"It all began with a book, *Une histoire à quatre voix*", thirteen years old Maria Teresa wrote in her written essay to get through the junior high school graduation exams, where she chose to describe her experience of *Lire, comprendre, interpréter, débattre et créer pour découvrir le monde et apprendre à se connaître*, a French language eTwinning project based on the reading of this little masterpiece by Anthony Browne.



The project's main objectives were to guide the students of four nations to explore the different point of views of a story, to find out the hidden meaning of quotes and connect them to the untold in the history, to empower the perception of an experience with the force of imagination, to shape a new vision through the sharing of opinions and valorisation of personal contribution.

Inspiring and meaningful, the students of this project produced argumentations, pictures, presentations, comments, videos and an e-book, *Our history of a 5<sup>th</sup> voice*, during a one-year didactic experience carefully planned by the teachers in a page devoted to teacher collaboration. There they shared three fundamental learning units: orientation to self-discovery, orientation to the knowledge of the other and, evaluation of the students to foster meta-cognition.

The discovery of how many point of views there are in a history prepared the way to the assumption that one angle of perspective can generate superficial, limited or even wrong knowledge. This way, students embarked on a full analysis of

Browne's "A history in a park", the illustrated tale of an episode narrated by four different voices, full of references to art, literature and cinema. They explained how Magritte, the Renaissance, Mary Poppins, the Little Prince and King Kong among others, colours, seasons, trees with eyes and mouth, social prejudices, emotional moods and economic conditions could frame the content of a short story which only apparently is addressed to children.

Students shared their works on the project's Twinspace, conceived as a tinkering lab where the results of their researches were being published during the work in progress, to allow participants to take advantage from their partner's work and, to be free to shape and model findings and opinions. Teachers carefully chose digital resources allowing collaboration and democratic choice (open source writing utilities, social voting apps, online quiz). Also the choice to assign admin privileges to more actively involved students, served the pedagogy of the project to foster their sense of entrepreneurship.



The literary trip through Browne's book soon became a meaningful journey leading to the interpretation and discovery of the symbolic meaning of icons (the lamp, the rose, the hat, the black sea) that gave driving force to debate and questioning in each classroom.

**It is not easy to explain what happened from this point on – a fundamental passage from simply reading to taking action.**

Creativity is the clue. And, we do not choose the letter 'C' for chance!

Criticism, collaboration and creativity...to understand complexity and connection and gain self-confidence. The learning environment fostered



by the implementation of this project led students to acquire an insight into profound consideration of the meaning of words and icons, into sharing opinions and discoveries to enrich one's own perspective by the contributions of all, into re-elaborating data to give added value to individual or group works. Taking another one's idea, a piece of a sentence, a fragment of an image, a quote, a line... inspired, for example, the shooting of a photo from a new perspective; gathering clips made by the partners led to the editing of a new video; following the model of an already finished story gave the idea to invent an original continuation. This creative process helped students to find out how complex things can be and, how knowledge can be connected with one's own experience of the world.

So, to argument opinions, to justify drawings or explain a choice they made, students began by connecting knowledge (for example school disciplines like foreign language learning, art, literature and history, or poetry and cinema, school excursion and psychological counselling, this project and other projects) and finished by acquiring a positive attitude towards the idea of participating in a community with an open mentality, with readiness to listen. As a result, participants gained confidence in assuming initiatives.

Teachers chose to provide for occasions to foster student's protagonism either by participating in international initiatives like the European Day of Languages or the International Week of Travelling Books, or by letting them at school actively promote the project with Open Days and family meetings. The creative interpretation of the book and its themes led teachers and students to stand for and act to support common values such as tolerance, non violence and respect. Students organised and managed a civic campaign against vandalism by involving the whole school community and the city mayor, with the support of their eTwinning partners.

Chers amis, nous sommes solidaires et unis avec vous face à cet acte de vandalisme! Nous avons signé votre campagne et nous vous envoyons des fleurs de papier pour planter... ( Vos partenaires portugais)



Merci beaucoup chers amis, votre soutien est précieux.

1+2:3x4=5?

The four voices of Italy, Portugal, Greece and Tunisia, collaborating in eTwinning, melt into something new, not simply the assembling of one thing with another but more and beyond. At the end of the activities, in a project focused on the comprehension of the different point of views, to explore the self and the others, on the role you can play in a community and on the dialogue you can activate to prevent conflicts, students have been implicated in a collaborative story-writing activity. First they voted for the choice of the fifth voice, then they produced a new story that was going to integrate Browne's four voices. The result is an e-book which is at the same time a story (fictional or unreal) and, the history of real student's didactic and pedagogical experience. The ultimate result is witnessed by the gaining of a new attitude which overcomes the limits of real, "this new learning experience led me to love a foreign language I underestimated once and, opened my eyes not only to French culture but also to an attentive consideration of the whole world", concluded Maria Teresa in her essay.

This is real on <https://twinspace.etwinning.net/24681/home>.



Photo by Marian Mosulica: "Parco di Capodimonte, Naples, Italy"



Antonietta Bianca Ferrara, "...that which seems to be separated is to be perceived as one and unique". Project partner and FLE teacher in Italy at Istituto Comprensivo 2° "Vincenzo Russo", Palma Campania.



Manuela Baptista, "...most important of all is that we are creating connections between young people of different nations and cultures...moments of joy they will never forget". She is the project founder and an FLE teacher in Portugal at Agrupamento de Escolas Infanta D. Mafalda, Gondomar, Rio Tinto.

**Credits:**

Anthony Browne, "Une histoire à quatre voix", 1998, Kaléidoscope, Paris, original title "A History in the Park", Transworld Publishers Ltd., London

Various authors, "Notre histoire d'une cinquième voix", May-June 2017, eTwinning project "Lire, comprendre, interpréter, débattre et créer pour découvrir le monde et apprendre à se connaître", Italy - Portugal - Greece - Tunisia, only online with canva.com

**About the students mentioned in this article:**

Maria Teresa Nunziata, 13 years, admin student of the project, gently permitted translation of quotes from her post.

Marian Mosulica, 13 years, admin student of the project, gently permitted use of the photo "Parco di Capodimonte".

**More:**

Enjoy our Trailer on YouTube, "Notre histoire à quatre voix"

Visit our Twinspace,

<https://twinspace.etwinning.net/24681/home>

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**"Small Scientists" eTwinning project's success story**

by Ionela Camelia Lazea



In last year's newsletter I wrote about the eTwinning project "Small Scientists discovering the sky" which lasted from January to June 2016. Partners in this endeavour were 11 kindergarten teachers who teach children between 3 and 7 from 8 European countries: Poland (2 partners), Romania (2 partners from Bistrita and Scornicesti), Turkey (2 partners) Bosnia and Herzegovina, Lithuania, Latvia, Portugal and Croatia.



The children from the middle group (4 to 5 year old children) at Kindergarten Nr. 3 in Bistrita, along with their European colleagues, enjoyed participating in activities which focused on enhancing and improving communication between pupils in different cultures, encouraging communication in a foreign language, using computer and ICT tools and carrying out scientific experiments that stimulate students' creative thinking. The teachers used various innovative methods and techniques, especially scientific experiments adapted to the age of children, as well as teamwork or collaborative learning. The project had a strong impact on the children and teachers of Kindergarten Nr. 3 Bistrita by presenting similarities between different European countries. The involvement of children in this international project contributed to motivating and fostering the interest of children and their parents in collaborating at European level in the field of preschool education.

In this year's edition I want to share with you the success my partners and I had with this project. After the project finished all the partners applied for the National Quality Label and, to no one's surprise, we all received them. This also meant that all of us received the European Quality Label. But this was just the beginning and also an incentive to promote and disseminate our project further.



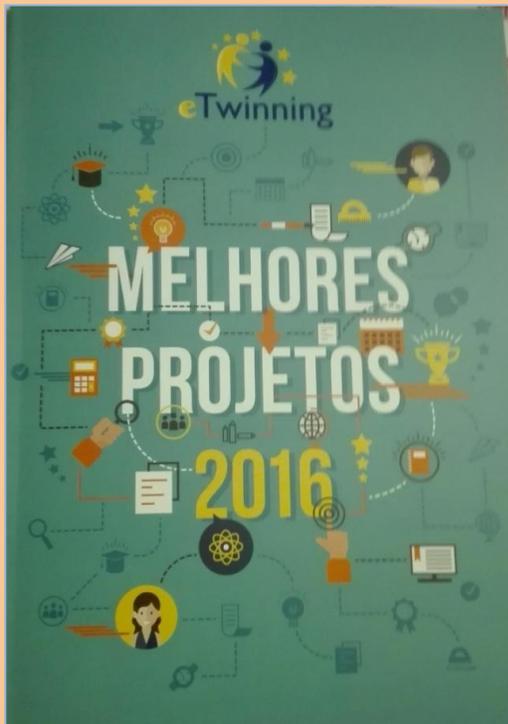
It all began when one of our 2 founders, Edita Vukovic Antolovic from Bosnia and Herzegovina, presented the project at an eTwinning Conference in her native country.

Our first great surprise came in November 2016 from Portugal; our partner Maria Francisca Pessoa won First Prize in 2016 National eTwinning Awards in the Preschool education category with our project and also got published in the Melhores Projetos 2016 brochure from eTwinning Portugal. Her school received an eTwinning banner and a National Quality Seal certificate for the recognition of the project.

Also, in November 2016 our Turkish partner Damla Sinmaz was invited to present our project in Turkey at the Turkey eTwinning Conference in Antalya.



In December 2016 I was invited at the eTwinning National Awards in Romania as a finalist for the preschool education awards. Our project won the First Prize for the Preschool education category in Romania, too.





And this year, in June, we got our third First Prize in the category 3-10 years old from Poland where our partner Hanna Jary from Rybnik represented our project with pride at the gala for the eTwinning National Awards. You can also find our project in the "Interesting Projects" category on the Polish eTwinning website as an example of good practices and inspiration and in the publication *Zwycięskie projekty w konkursie eTwinning 2017*.



In Croatia we were the runner-up in the Preschool education at the eTwinning National Awards and Marina Dojder, our partner was honoured that our project was included into an e-brochure called "Project Mosaic" with examples of project activities applicable in each class that came about within eTwinning, KA1 or KA2 projects.

In March 2017 I accompanied one of my kindergarten children to present our project at the regional phase of the National Contest "Made for

Europe" 2017. It is a competition organised by our Ministry of Education for to promote and increase the value of European projects.

My pupil was awarded the first prize for the Preschool education category.



In May 2017, Onur Gökdoğan, the Turkish founder of the project was invited in Antalya to the Second International Symposium on Social Studies to present our project and also his work was also published in the Official symposium summary booklet.





All throughout this school year, my partners and I disseminated the project in our school in professional development meetings, in regional, national or international symposiums, contests, newsletters or magazines.

We believe it really is a successful project and that is why, this year, we continued our work in eTwinning with another project on a different theme Small scientists "discovering earth". But that is not all. We tried to push our work a little further and also applied for an Erasmus+ KA219 project in March 2017. While the wait continues for the Erasmus+ results to come in, our eTwinning work will continue just like before.

I hope our results can motivate you too into developing inspirational eTwinning projects and in finding good and hardworking partners that you can collaborate with to get such results.



*Ionela Camelia Lazea is a preschool teacher from Bistrita, a small town in northern Romania. She has been teaching for 9 years to children between 3 and 6 at Kindergarten No. 3 Bistrita. She has been active on eTwinning since 2010 and she has participated in many Learning Events, webinars and eTwinning projects and also a Comenius project in 2011-2013. She enjoys very much the challenges eTwinning provides teachers with, and she loves applying them into her work.*

### **Small scientists discovering the Earth**

by Edita Vuković Antolović



The project "Small Scientists – Discovering the Sky" started in January 2016 and lasted for six months. It was awarded with National and European quality labels, every partner has got one.

We have got first prizes at eTwinning national awards in Portugal, Romania and Poland, and second place prize in Croatia. In Turkey our project was presented in Symposium at Alanya Alaaddin Keykubat University. In Bosnia and Herzegovina the project was presented at an eTwinning national conference.

So, this year, we decided to continue our project with the name "Small Scientists - Discovering the Earth".

The project "Small Scientists - Discovering the Earth" started in March 2017 and lasted for five months. 13 teachers from 9 European countries were involved in the project: Poland, Romania, Turkey, Bosnia and Herzegovina, Lithuania, Estonia, Portugal, Greece and Croatia. We used English to communicate during this project and all the children involved were between the ages 3 – 7.

With this project our pupils improved their English language skills, and they began to use computer and IC technologies. Nearly 450 preschool pupils had the opportunity to learn about other cultures and languages.



### **Project activities**

In March all the partners were introducing their classes, kindergarten/school, city and country. Every partner made an eTwinning board and introduced other partners in it. We used flags, maps, globes, photos. In this month every school/kindergarten planted a plant and the children were active involved. They watched the plants growth every day since, and then we made a video about it.



In April every partner prepared 4 experiments. These experiments were carried out by children, the teachers only guided them. Partners uploaded them on YouTube etc. Partners also prepared a Word document and described the steps, which materials were used etc., and then uploaded these to TwinSpace. In this month we had a Skype meeting, and this was one of our favourite activities.



In May every partner chose 2 experiments among the other partners' experiments and applied them with children. Partners also prepared games to learn about other cultures, flags, and so on. Our kids made flag puzzle and we had a lot of fun playing with it.



In June we did an evaluation. We made a questionnaire for children and colleagues. The aim was to record the experiences related to our project. We used Word Art to show all the responses.

The final product of our cooperation is an e-Book. This book contains every experiment we prepared. Also, we had a meeting about Quality Label.

**What we accomplished**

During the project children enhanced their social and collaborative skills, improved communication, creative thinking, science and nature experiment skills.

We were using different pedagogical methods, especially science experiments, to learn more about our theme. Learning about the Earth with preschool



children was very challenging. Exploring as a method is a great way to learn in kindergarten. Our children took the lead in applying experiments, and they were pretty independent in these activities.

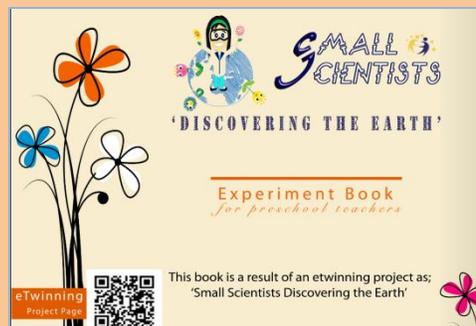
We adapted the activities of the project into our daily lessons, plan, and themes. Through collaboration, teamwork, small groups and independent work, we aimed the personal, social and emotional development of preschoolers.



Our participation in projects wasn't an extra task; it was a tool we used to improve our teaching skills and developing the student's key competences. We were exchanging experiences with our partners through different kinds of communication, Facebook, TwinSpace (forum, journal, materials, pages), e-mail, eTwinning live mail etc. We made a Facebook private group "Small Scientists", which we were using for different kinds of agreements and appointments, and sharing some materials. For fast communication we used Facebook Messenger, it was appropriate for some administrators' instructions and partners' questions.

We were helping each other in accomplishing all the project activities. We were not only working parallel, we really worked together (we discussed everything in our Facebook group, we chose our logo together by voting, we tried out our partners experiments and so on). Teachers from different educational systems worked together on the same aims. We shared all the work with other teachers and pupils.

We held videoconferences, we talked to each other, sharing rhymes, introducing ourselves and our group mascots etc. The kids enjoyed our Skype meetings; this was one of their favourite activities.



This project was a great idea, one that encouraged us more to see that we were not working parallel, but working together. In order to achieve the project's pedagogical objectives we used many ICT tools (computer, laptop, photo camera, mobile phone, projector). For the evaluation we used a questionnaire for exchanging experiences and results with each other. We made an evaluation for children and colleagues.

Participation in this eTwinning project was a great opportunity for the teachers and the students to play with experiments. They really enjoyed it, and told their parents about the experiments they liked and also did them at home. The parents saw the positive impact this project had on their children and this is really amazing.



*Edita Vuković Antolović is the headteacher of the kindergarten "Don Ivica Čondrić" in Žepče, Bosnia and Herzegovina. By profession she is a Professor of Preschool Education, Bachelor of Pedagogy and Master of Educational Sciences. Currently she is a PhD student at the Faculty of Education at the University of Sarajevo. She is an eTwinning ambassador and has been active on eTwinning since 2015. She likes the challenges and creativity that eTwinning provides us with, so she enjoys promoting eTwinning.*



## Reading Roald Dahl together

by Francesca Falconi



<https://twinspace.etwinning.net/26285/home>

This project has involved 4 secondary schools and 1 primary school from 3 different countries, Italy (2 partners), Greece and Turkey (2 partners). In 2016 it was 100 years since the birth of Roald Dahl, the famous English author that wrote worldwide famous children's stories known also for their screen adaptations. Starting from this occasion the project aimed at investigating our pupils' relationship with the reading practice and at stimulating them to read stories. The students have reflected on these issues, they have known the author and read collaboratively one of his work, "The Twits".

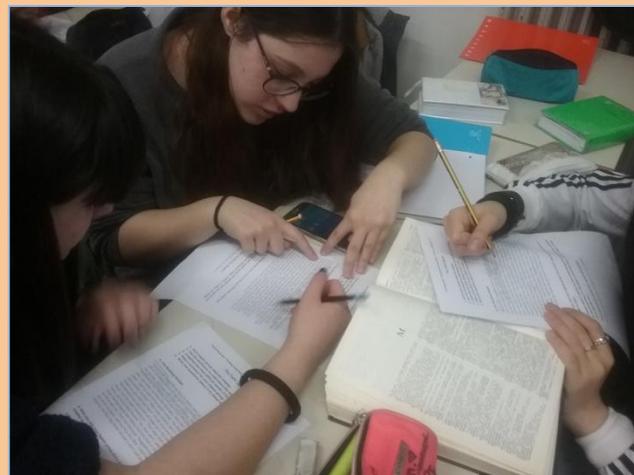


The aims of the project were the following ones:

- have pupils' reflect on the importance of reading for life and promote it
- give students the chance to improve their written and oral English language knowledge

- know one of the most famous authors of children's story and one of his works
- learn to collaborate and to develop a series of soft skills, also by using ICT
- experiment new ways of learning English

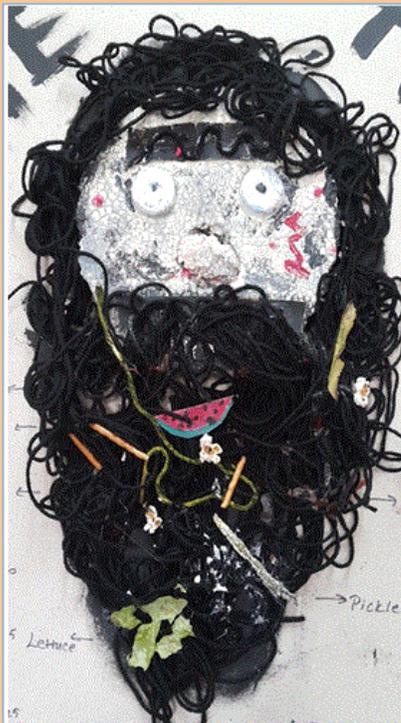
From October to December the pupils got to know each other by sharing their opinions on books, talking about their relationship with reading and suggesting a book to their European partners on [Padlet](#), a virtual board. Then each class answered a [survey](#) on their reading habits and made a presentation of the collected data. After that each partner presented their school and territory in [several ways](#) by creating videos, multimedia presentations and one e-book. In order to make it more interactive each partner school prepared a series of questions about their work for their foreign partners. One of the strength of this project lies in the fact that, even if the activities were carefully planned by the teachers, each partner carried them out in a different way. This has brought great variety to it and the partners were stimulated by each other's work. To complete this phase of knowledge during the Christmas holidays all the pupils were divided into small chatting groups of 4 or 5 and invited to talk on several topics. This gave them the chance to know their partners better and to practice their English.



In the months of January and February the students got to know Roald Dahl's life and works. Each group involved dealt with this topic in a different way. For example my class created a timeline on a poster and a [video](#) to explain the information and the pictures collected on it. The pupils worked collaboratively in small groups. The Greek partner prepared a funny and challenging quiz about the author, while the Italian one recorded some podcasts with questions.

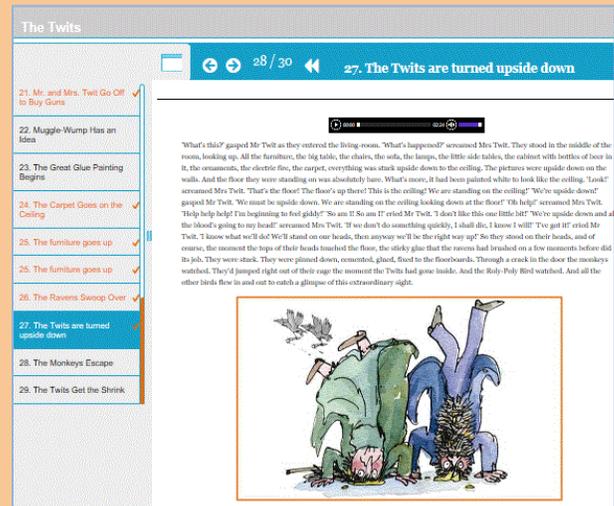


From March to May the pupils got involved into the reading of "The Twits". Each school was given some chapters of the book on which they had to work. They created questions, summaries, visual glossaries and quizzes to facilitate their partners' reading. All the partners gave their personal contribution in an utmost creative way. My pupils worked in jigsaw groups and created some comprehension questions, a video summary and a visual glossary with pictures and videos for each chapter. Turkish students drew wonderful pictures of the main characters, while the Greek ones made funny useful videos to explain the main words contained in their chapters.



All the classes involved in the project shared their works and read the rest of the book with the help of their foreign partners' material.

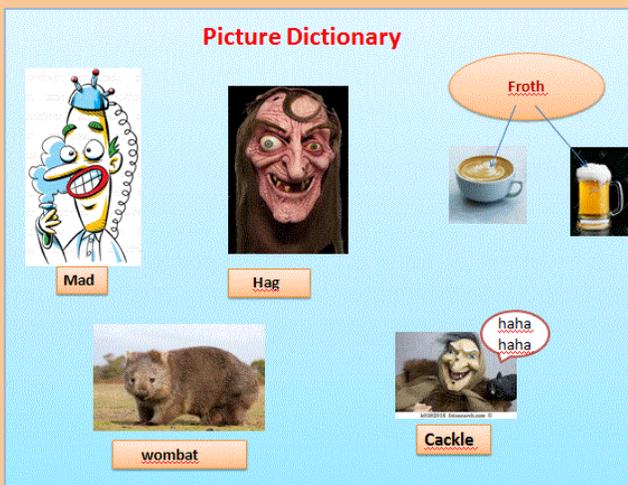
The last activity of the project was the creation of a collaborative audiobook. Each single student involved read and recorded a part of "The Twits". Then the teachers put everything together by using the application epubeditor.



Finally a couple of web conferences were made among the partners to share their views about the project and to give the students the opportunity to meet virtually. It was an exciting experience for them and they decided on their own to continue to keep in contact with their new European friends by using means of social networks.

A considerable part of the curricular timetable was devoted to the project. The activities foreseen helped the students to improve their English knowledge as for reading, writing and speaking. Students dealt with a range of texts (biography, story, survey, videos, etc.) and produced several ones. Furthermore the project helped them to develop a series of competences:

- social and civic competence: the students have become more aware about their own territory and their partners' ones and they have known foreign cultures and school systems through the voice and the works of their partners;
- digital competence: students have constantly used technology during the project to make research, share documents and thoughts, communicate among them. They have learned to use new applications that they will be able to transfer also in other areas;
- sense of entrepreneurship and creativity: the students have engaged creatively in several





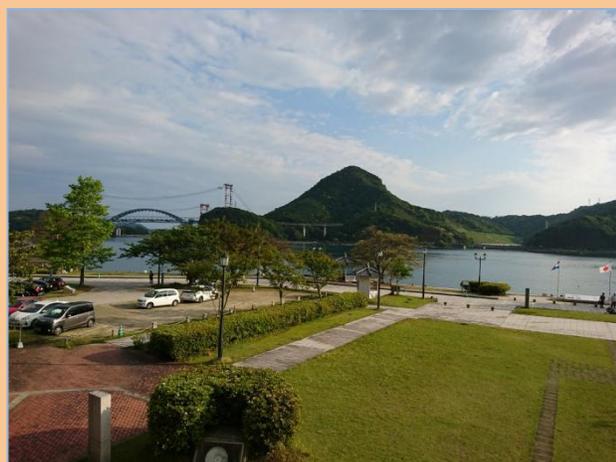
challenging activities and sometimes they had to overcome some difficulties, as for example, the necessity to collaborate at distance or to use unknown digital application.

The project has had a very positive impact on the students. They used English language for authentic tasks like collaborating, sharing and communicating with their foreign partners and they have developed soft skills and competences that a traditional didactics do not allow them to. The project has been highly motivating for the students that did all the activities with great enthusiasm and it has been inclusive for SEN students without doubt, because they could give their personal contribution to their own groups while receiving support by the other members. For us as teachers the most relevant result of this project has been to see our pupils motivated in their learning of the English language, curious and eager to open up to other cultures.



*Francesca Falconi is a teacher of English and Spanish at Liceo Scientifico e delle Scienze Umane "Laurana- Baldi" in Urbino, Italy. She holds a PhD in Intercultural European Studies and has a master degree in Methods and technologies for e-learning. Her interests include the application of 2.0 technologies in education, task-based learning, developing students' competences through eTwinning projects. She has been researching the use of podcasting for teaching and learning foreign languages and published several articles about it.*

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### **Every child is special**

by Svetla Popova



Every adult - a parent and a pedagogue - agrees with the title above. It is also imperative that children know this - each of them is special. And different. And unique! How do we accept the different person, how to play with him/her, how to communicate and befriend and at the same time stay ourselves?

A wonderful Persona Dolls methodology appeared in the United States in the 1950s. It is a response to the aggressive behaviour of adolescents towards different peers. A problem particularly relevant today - child aggression. That is why we happily accepted the project "Every Child Is Special", founded and coordinated by Marilyn Palla from Estonia. The project was joined by colleagues from Turkey, Greece, Czech Republic, Poland, Italy, Spain and Portugal.

The objectives of our project are:

- development of tolerance. Children recognize the differences and identify them as values.
- development and improvement of children's social skills.
- prevention of aggression among children.
- involving children with special needs.

Through the methodology, children learn about human differences - we are different, but at the same time we are the same.

The methodology uses dolls - personalities.

I present to you the Bulgarian dolls:

Alisa:





Kelvin:



Each of them has a biography. They are not play dolls. They visit children at a special time called a session. During the sessions, children learn about human differences - skin colour, people with special needs, what special aids they use.

In addition, children solve problems that arise every day in kindergarten, they analyze situations that lead to aggression and find a solution for each one.

Through methodology we develop child analytical skills - they make a difference between good and bad behaviour, develop the courage to stand out from others, and also get to know yourself.

Besides, in the project plan we have fixed special weeks of differences. We meet each partner country - its culture and traditions. We make Skype connections with children from partner institutions. We implement complex activities that teach how to be tolerant to the different: through theatre, plays, books, thematic walls.

Albena:



The haedteacher of my kindergarten was very excited about the topic of the project and wrote the story "Looking for friends." The children made this story into a theatre play. And we invited guests from all over Bulgaria to introduce them to Persona Dolls methodology.

The results we expect at the end of the project in 2018:

- Children improve self-assessment and self-esteem; they are more positive about the differences and are not afraid to be different.
- Acquiring courage and habits for self-assessment and understanding of the different.
- Acquiring skills to solve problematic situations through the Persona Dolls methodology.
- Developing self-expression and communicativeness.

Kaloian:



As a bonus, children learn new words in different European languages.

At the end of the project, we expect, based on the information that children have received, to increase their tolerance and empathy towards differences at all. Not only to peers.

These are some photos from the sessions:



This is a link to the Bulgarian site I created for the project: <https://personadollsbg.wixsite.com/bgsite>  
It can be freely used by all teachers in Bulgaria.

More about the methodology you will learn here:  
<http://www.persona-doll-training.org>



*Svetla Popova is a music teacher. She is the coordinator of all European projects in her kindergarten. Design-based learning changes and improves the education plan, and she implements new methods of working with children in the Pre-school Institution. She has worked on projects with teachers and students from 3 continents - Europe, Asia and Africa.*

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### **Trucks of taste**

by Murièle Dejaune

#### STUPENDOUS PROJECT

The eTwinning project "Trucks of Taste" <https://twinspace.etwinning.net/9698/home> uses the theme of healthy alternatives to fast food, served from food trucks, to develop students' entrepreneurial skills by integrating several school subjects: marketing, advertising, gastronomy and ICT.



Students from France and Poland, coordinated by their teachers Murièle Dejaune and Dominika Tokarz, worked in four international teams whose aim was to design small business enterprises. To do so, team members worked on multiple aspects of the project – planning the business strategy, running an advertising campaign, selecting menu options, calculating cost and preparing food for sale. This is the link to the eMagazine of the project: <https://madmagz.com/fr/magazine/638678>.

Each student contributed to the overall result of the project by individually completing a part of shared work. This allowed creating an environment in which work for a bigger company was reflected. Students worked in teams which were formed on many levels. Within the school, students came from different grades, and they did not have classes together, but they had to take into consideration what their teammates were doing. In Poland we had a group of waiters, a group of hotel workers and a group of advertising design students. Within

each of these groups, four sub-teams were formed (sometimes pairs). In France pupils worked in pairs from level one and level 2 of CAP of the training Agent Polyvalent de restauration. They then worked together as four school teams to complete different aspects of project work. Simultaneously, they were members of international teams. Therefore the four groups consisted of Polish and French students who were experts in different areas. Students took the roles of market researchers, advertising designers, accountants and chefs. They also had to communicate with teachers of different subjects to make sure that the work content is correct. Since students were the key participants of the project, they decided on the majority of content of the project and how to organise the project activities. Within their sub-groups they appointed leaders and shared the many tasks and responsibilities according to their own decisions.

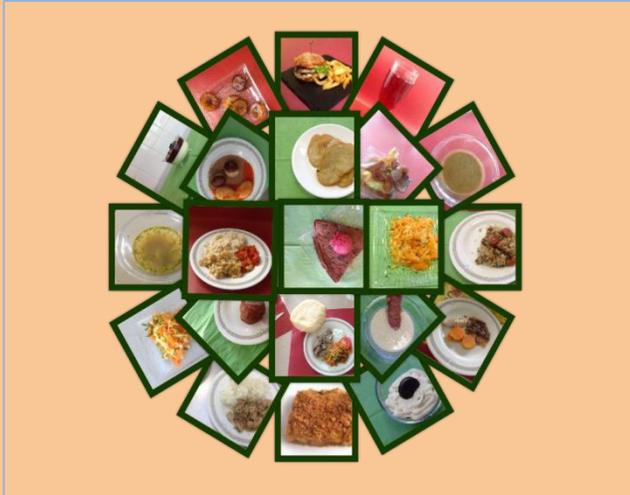
Students communicated to get to know everyone and they completed their profiles and in pairs (1 + 1 first year second year) they presented their pairs to the other partners on a Pallet. They posted messages on the project diary (some students were administrators). They also answered to publications on the project diary. They communicated to wish Christmas and a farewell message at the end of the project. They also communicated to choose their fruits and vegetables in season and then voted to look up recipes with fruits and vegetables selected for the season.

In the forums our students had threads to discuss in order to find the theme of their food trucks and then chose in which groups they wanted to work and then commented and gave opinions of their recipes.

They had to communicate in English and they appreciated these exchanges and it was not perceived as a burden but as a means to an end, a goal.

In France our students also presented in French their project to explain to people who came to eat in our restaurant the aim of their project and at the end of year ceremony a student presented the project to our guests.

Students collaborated to work for the smooth running of the project because each needs the other to move forward, they collaborated to choose their team of Food Trucks to decide on recipes, logos and names of their Food Trucks, to achieve brainstorming on fruits and seasonal vegetables and on the creation of a multilingual dictionary and to create advertisements, menus.



They have gained confidence. They discovered the languages of our Polish partners. The contact with other young Europeans increased their motivation, created links. This allowed teachers to strengthen teamwork, learning to work differently with students and with colleagues.

For our school, impacts are important also as it allows us to open up to the outside and to be recognized in our town and at the European level. The French school was elected by the European parliament for school "Ambassador of the European Parliament" for the importance of their European projects.

Students are very proud of their eMagazine which gathered all their activities.

The project received the National Quality Label and the European Quality Label both in France and in Poland, and won the First national eTwinning prize in Poland.



*Murièle Dejaune teaches English and French in Trappes, lycée Louis Blériot, a vocational high school in the suburbs of Paris. She has been an eTwinning ambassador for 9 years. She has run many successful projects, which won National and European eTwinning prizes. She has been rewarded with the Label of Languages. She is the coordinator of the Erasmus+ KA1 mobility for students and teachers in her school.*

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They collaborated to write role-plays, to create video, in developing the eMagazine, each chose the page they wanted to do and were responsible for his page and had to complete it until it was approved by the editor of the eMagazine.

Tools we used: Padlet, interactive wall to present; Spicynodes to achieve a brainstorming on fruits and vegetables; Stickymoos to vote; Smore to create leaflet; Tagul for word clouds; MovieMaker to realise videos; Photocollage for the photo montage; Madmagz to compile all the work of our project; Google Forms to conduct the evaluation of the project; Imagereziser to reduce images; iPad to records dialogues; Writecomics to create comics.

This project allowed students and teachers to work differently and to bring an international dimension to the course. This allowed our students to progress in language autonomy, in ICT in a natural and enjoyable way. Tutoring was totally new for the pupils and this has been very beneficial and reassuring for 1st year and empowers autonomy to the 2nd year.





### Let's play!

by Merve Akyol Kiliç



"Let's Play!" is an active-learning based project. It involves the learning with cultural diversity. It also encourages our kids to more playing and learning.

The aims of the project are:

- Introducing children's games and toys by different cultures through music and dance and being recognized by students,
- Use of cultural games and toys in the educational process, protection and transfer to future generations,
- Promoting traditional children's play, where children move away from the TV / computer screens, instead of contributing to physical and mental health,
- Emphasis on tolerance towards different cultures,
- Providing intercultural intertwining,
- Contributing to the cultural and personal development of students,

- The role of the cultural embassies of the countries is assumed by the students,
- Contributing to the participants' prejudices and learning to live together in peace,
- To contribute to the healthy development of children in terms of body and spirit,
- Contributing to the growth of a healthy generation of people from all angles.



During the project, students and teachers from 9 European countries (involving children between 4 and 16 years of age) worked together to become familiar with the different cultures of each partner school's home country through the use of national games, toys, dances, and songs. Topics were part and parcel of our curriculum.

We used video conferencing with our partners were the children sang songs to each other, introduced themselves as well asked each other questions about each other's country. All the children enjoyed this experience a lot. Also, children found out that game is a great physical activity. Each school also chose one national game which had to be performed by the students in national language and recorded in video file. Kids not only learned about traditional games but also to collaborate in a group.



It was a wonderful experience for the students as they had a taste of the different cultures around Europe. And an important outcome was building



respect in students for differences in different countries' culture.

At the end of the project, we held 5 closing meetings to share experiences with all partners of the project. And we created a digital magazine which eTwinning activities we made on the project throughout 2016/2017. This is the most important point of our project.

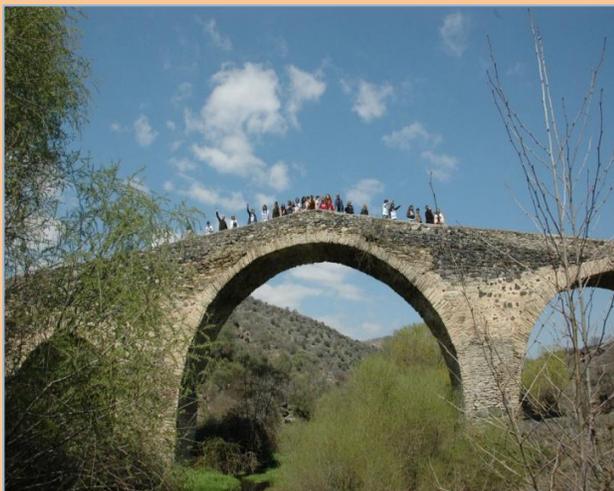


Finally our project won the National Quality Label from Turkish NSS.



Merve Akyol Kılıç lives in Istanbul, Turkey. She is a preschool teacher, a project manager, and a Scientix Ambassador.

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### "Read and Share" eTwinning project - Anchoring the European idea in the heart of readers

by Christina Kasinti



After being an active member of the eTwinning Community for six years, it seemed that the school year 2016-2017 was my turning point. It was high time for me to get involved into a 'different' project, an extraordinary project in many respects called 'READ AND SHARE'

<https://twinspace.etwinning.net/26198/pages/page/242303>. I will shortly explain what I mean.

When in October 2016 I was invited to join the 'READ AND SHARE' project, I was rather reluctant to do so, feeling really exhausted after my previous, extremely demanding eTwinning project. Everything changed when I read the aims and work process of 'READ AND SHARE'. I felt absolutely enchanted and, of course, I said yes! This was a project focusing on two goals which every teacher of English would consider, at least, noble; the promotion of reading and the development of students' attitude of active citizenship through the use of IT tools. But how would these noble goals be achieved?

Well, READ AND SHARE project is ingeniously woven around seven Adventures in which the nine teams that participate are actively involved. Adventure 1 is creating a logo and voting for the logo which best expresses the spirit and essence of our project.



Adventure 2 is reflecting on what a book is and recording our thoughts in an eBook. Adventure 3 is the creation and exchange of original bookmarks.



Adventure 4 is taking shots of people reading and running a photo contest for the best spontaneous photo. Adventure 5 is called 'Small, Big and Unusual Libraries Around us' and all teams describe their visits and unique experiences in these magical places. Adventure 6 is participating in bookmaking workshops in which IT and writing inspiration fuse. Adventure 7 is the creation of attractive libraries by the students, using their resourcefulness and the means available to them to achieve it. Last but not least, there is our encounter with an author, a mysterious person we are willing to shed light upon.

As time went by, our project seemed to bloom! Not only did we all enjoy the adventurous eTwinning journey we were lucky to embark on, but we were also inspired to move even farther, to explore various, smaller paths along the main road and have more exciting reading Adventures on the way. We co-operated to create great things we are now proud of, like our collaborative Map of Children's Literature in Europe, we exchanged opinions on book issues, even adopted and improved fresh ideas our partners had, adding our own creative touch.



Another example of this interactive process is our haiku poems. At first, the Greek team studied the haiku poetic form, produced great haiku poems and used them as exquisite ornaments to decorate our POETREE, a lovely pot with sunflowers at school. The Portuguese team was inspired by the work of the Greek team on haiku poetry and they created their own lovely haiku poems, which were displayed in their POETREE, a little chestnut tree they planted in the school yard!

Another example of the constant interaction among READ AND SHARE teams is Reading picnics. This original idea of the Polish team from Gdynia, which allowed students to enjoy reading in the countryside, close to nature, was adopted by the Portuguese team and aptly complemented by the Spanish team who invented a special kind of portable library, a travelling basket full of books to carry along!

And not only these! We shared so many experiences and feelings! We took a fairy-tale trip to faraway China and celebrated Valentine's Day, Mother's Day and Safer Internet Day at a Library. We searched for the recipe for a good book and created our own activities on great books, like 'Le Petit Nicolas', 'A Tree Grows in Brooklyn' and 'Billy Elliot'. We explored what the great reasons to read are, made posters promoting reading and book report galleries and showed our resourcefulness creating jewellery, flowers and animals from old books.

We had fun playing the original online games we created, painting legends and fairy tales in the school yard or even, reading our Tree Tales under the leafy dome of trees in the countryside near our school.

We put on a theatrical performance which was based on a book and organized many special events, like reading flash mobs, a Bible Reading Day, a reading and cooking fest and reading sessions with adults and reading padrins at the school yard. We took part in Library Challenges, Scavenger Hunts, and historical exhibitions at the school library.

We ran various reading competitions, like The Reading Slogans Competition, The Recitation Competition or The Book Spine Poetry Contest.

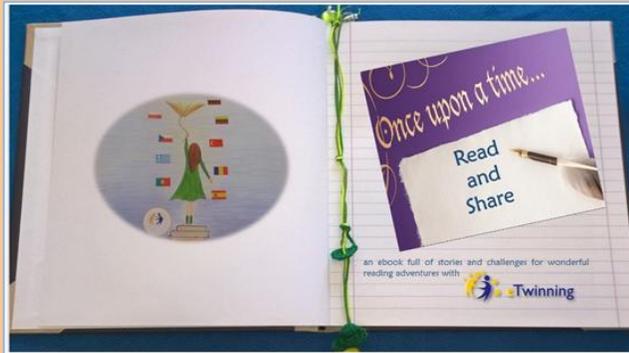
Last but not least, the end of the school year was celebrated with great reflective activities, like contemplating and writing what we will miss most about our project or even, writing our message in a bottle to future eTwinners!

The evaluation of our project by students and teachers and the Padlet wall entitled 'I wish my teacher knew...' revealed that the initial goals we set were accomplished and that everyone involved, benefited in many ways from the READ AND SHARE valuable eTwinning experience.

The final outcome of the READ AND SHARE project is a common eBook which has the structure of a



fairy tale and presents our Adventures in an engaging manner.



However, when our book reached the end, we realized that there is no end to our story. Reading never ends and for us, who lived the READ AND SHARE great Adventure, new adventures will inevitably arise shortly after.

We are determined to continue travelling in the world of books. And we will always keep in mind that it all started with this wonderful eTwinning project which inspired us to do miracles together and, as Mr Banscherus, the famous German author, commented 'it was the perfect way to anchor the European idea in our hearts and brains'. And this is no small thing to do.



*Christina Kasinti is a teacher of English at the Third Junior High School of Corinth, Greece. She has been an active member of the eTwinning community since 2011. Two of the projects she has co-founded, 'COOKING THE FOUR SEASONS' and 'EUROPE'S SWEET TOOTH', were shortlisted in 2014 and 2015 respectively.*

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### **"EuroFolklore", a pilot Folklore Festival in Bucharest**

*by Aurelia Beruşcă*



The eTwinning platform offers teachers unlimited opportunities to share their experience, as well as for continuous professional development. It is where we can freely share creativity, present projects with diverse themes, meet new people, new places, nations and traditional cultures, different educational systems, educational activities where our students can work together even if they are thousands of miles away.

For me, the eTwinning Platform has become "home", where I feel like a big family. I have "grown" professionally within this family who, like any family, has given me support, examples to follow.

From year to year we have created more and more daring projects, relying on what we have learned here. One of these is the FolkFestival Project that was developed on the past school year. Traditions and customs, national folklore are topics most often encountered in eTwinning projects.



Europe is made up of an extremely diverse range of cultures, religions, and ethnic groups. Each country has its own holidays, traditions, and history. Folklore is a representation of culture and tradition. It reflects the moral value of a particular culture and society. Folklore as a subject in school education could be an effective moral education that is devoid of any religious or spiritual sentiment. Folk manifestations have strong messages of ethics



and values because it is speaking about who we are, which are our roots.

Folklore can produce a strong sentiment towards culture and unity. What is more interesting and unique is, this sentiment is devoid of disadvantages and criticality of patriotism and competitive nationalism. The reason is: Folklore is about common human values and they signify universal characteristics of humanity.

The project main objective was to promote the folk song, dance, traditions, the beauty of folk art of the European countries. Also, the students were able to:

- acquire feelings of love and respect for the traditions, customs and folklore
- promote strengthen collaboration between school, family, community to guide and appreciation of traditional values.
- learning folk songs and dances and a popular national folk dance of partner countries
- participation in folklore festival on line, or live
- familiarization with traditional crafts.

Through this project we intend to value the traditions and customs of our people in the current socio-cultural influence of the media when promoting youth loans from different cultures. Our traditions inherited from ancestors, we want to be taken and sent to the following generations, to plant in the hearts of children and genuine love for beauty, harmony, grace, rhythm.

We want to teach students to appreciate the beauty of folk, dance and folk songs, traditional crafts. Therefore we considered it appropriate to outline education project values, national traditions and customs, which grow from infancy sense of belonging, love and love for roots and national values.

The novelty of this project was the organization of an international festival "EuroFolklore", in which the artistic groups from all the partner schools participate. At first, I wanted to invite them to Bucharest, but the lack of funds for such participation is always a big obstacle even if the desire and enthusiasm exists. The only possibility to participate directly at the festival was the on-line transmission of the artistic performances of pupils from the partner countries.

On May 6, 2017, at the School "Sfintii Voievozi" of Bucharest, this Festival took place, bringing together over 300 children aged between 5 and 18 years from Romania (Arges, Braila, Calarasi, Dambovita, Teleorman, Ialomita, Ilfov, Giurgiu, Prahova and Bucharest) and over 100 pupils from

partner schools from Malta, Turkey, Poland, Estonia, Ukraine, Albania. Modern gym host school became too small for the participants (children, teachers, parents).



The festival - contest had a program in which the times of live participation with the ones online were alternated. On-line broadcast was made through an event created on eTwinning Live. The preparation for the festival was preceded by several on-line meetings with the involved partners, organized as online events on eTwinning Live or through the Google Docs where everyone enrolled with the participating artistic groups. Closer collaboration with partners was also done through the Closed Facebook Group.

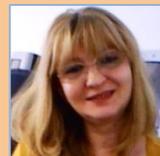
The online participation of artistic groups had a success among those in the gym. The audience had the opportunity to know the specifics of folklore in each participating country, the dances, songs and folk costumes. The online broadcast of the festival allowed the partners to see the performances of the Romanian pupils, the joy they presented in front of the camera, the beauty of the Romanian folk port, the diversity of folk dances and songs.





Like any first attempt, this experience also had some inconveniences related in particular to the technical possibilities of such an on-line broadcast: too small and mobile screen, sound less compatible with a very large gym. It has not prevented us from making this pilot festival, but we have gained experience for the new edition to be held in 2018.

This festival has become the place where students manifested traditions virtuosity, originality and talent of dancers, singers and vocal folk groups of Europe, have friendships, were they have strong emotions and when we remembered that we are part of a large multinational community that knows how to love and appreciate the national folklore, which proudly promotes what they have more durable: traditional culture.



*Aurelia Beruşcă is a primary school teacher at "Nicolae Titulescu" School in Bucharest, Romania. She is also the coordinator of the "Bucur" Folk Ensemble.*

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### **An eTwinning project at preschool**

by Nicoletta Hustiuc

#### STUPENDOUS PROJECT

Our project is about winter activities that can be shared with other respective schools as partners in our project. We make in each class very different kind of activities, cards for winter, activities with winter theme and Santa Claus, all this for a Merry Christmas.

In Romania we celebrate December as gifts month, that's why we like to share our activities with others. That's why we learn and sing a lot of songs for Christmas, called carols, we draw, we paint a lot of usual things for home and classroom decorations.

We try with our children to show to the others all the activities for winter and we choose the title "Merry Christmas" because all winter activities are about these very special activities for winter. In January we learned about winter activities, games with snow, penguins, and the project was thought to be finished with a carnival.

As a little final product for this project we made a little "Three languages dictionary", with pictures and explanations.

This kind of projects are very important for each country involved because at the finish of the project the European dimension of the education in our schools has grown.

We integrated the project as interdisciplinary subject, all about Christmas and winter activities, we tried to develop the competences of drawing, communication between children and be able to explain to others what we do in our country in this period of the year.

The children searched with their parents the information, pictures, drawings, then we made the cards, we learned the poems and the carols, we played together; then shared with other children.

We have learned that not all the children celebrate Christmas as much as we do, and also others' winter games and activities.

We shared our activities, by using pictures and videos, also a little bit of Skype meetings, because the pupils are young - from 5 to 10, and the time of class was not the same, that's why we used more the pictures and videos to show our partners our activities for winter and Christmas.

We had very good communication because we, the founders participated in an Erasmus+ seminar for early childhood education and care in Poland and we kept in touch; we decided to make this project to show each other and also other partners from Poland, Italy, Turkey and Latvia our activities.

The founders of the project thought about what we wanted to do, we proposed it to other partners, and we decided together the time and the activities.

The founders reminded the partners that we would do the activities by month, so in December we had the Christmas activities, making cards and decorations, songs and poems shared by videos and pictures whit the children in the activities.

We also decided together about the pictures that we used to make the dictionary and each partner helped with the translation in each language.

We think about this "DIctionary" a little bit like a future material to remind us about this project and also can be used in classroom. We made it, we registered it with the Romanian National Library, and then we sent some little books by post to Spain to our partners. The others have it on the email. So all the children who were involved in the project are able to draw and to learn all the words that we wanted to represent by our drawings and also all the languages used: English, Romanian and Spanish.





### Singing and eTwinning in the English class

by Loredana Popa



First off, I know you are thinking you have read all this before, using songs during the English class in order to help students learn in an attractive and easy manner; except we are not talking about singing only in English.

So let's start at the beginning. September 2016, planning to celebrate EDL via the usual means, postcards, small sentences, a few videoconferences, something we have been doing for years. But this time we add a few twists: tongue twisters, in our partners' native languages and singing in their languages too. You would think that is so complicated, especially since we are talking about 4<sup>th</sup> graders and languages that are so different from ours, such as Polish, Slovenian, Greek, Ukrainian.

However, the two 4<sup>th</sup> grade classes at School nr. 17 Botosani kicked off a one of a kind eTwinning project entitled [Let's celebrate EDL together](#) with 23 partners from 10 other countries (France, Spain, Italy, Greece, Lithuania, Ukraine, Poland, Czech Republic, Portugal, Slovenia). We had worked on the project for a few weeks before school started, just brainstorming and gathering ideas and tools we would use. We did the usual, sent and received our cards celebrating EDL and recorded a few messages in our language and English and posted them on the TwinSpace.

At the same time, we reckoned it would be great if all the children sang the same song, but in their language. We all agreed on the soundtrack from a cartoon that is popular in all the countries, Gummy Bears, so we got to work. We each sang the version of the song in our language and English, but some of us were even bolder and tried singing it in a few other languages too. It was a lot of fun, especially during our videoconferences.

Celebrating the International Day of Education, we (the Romanian team) recorded messages in all the languages, each student choosing at least 2 languages, apart from English and saying a few things about themselves. Some parents were able to help us, because they had been living or working abroad, so we got help with our Greek, Czech, Polish, Italian and Ukrainian messages.

Needless to say how happy our partners were to receive such an amazing gift, be it virtual! What came next was only natural – teaching our language to our partners and learning from them during our Videoconferences. Soon, we had

We used the TwinSpace of the project very much, and also the YouTube account to share the videos; in SlideShare we have a school magazine where we wrote about the project: some pages, and also the emails and what was up.

For adding images each of us created an album for images, also for videos for better sharing.

This was a good project, and students and teachers are extremely proud of it!



*Nicoletta Hustiu works as a primary school and preschool teacher at Scoala Gimnaziala nr. 3 Cugir, Grădinița cu Program Normal Vinerea – Alba, Romania. She has been involved in eTwinning projects since 2008. She loves working with children and being involved in very different kinds of projects. She participated in a Grundvid workshop in 2014 in France and in an Erasmus+ seminar in Poland in 2016. She constantly tries to keep in touch with teachers with similar ideas abroad.*

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Romanian kids counting in Polish, Portuguese, Czech, French, Ukrainian kids learning Italian or Portuguese, Czech, Polish, French and Slovenian kids learning Romanian and so on. Our videoconferences were full of songs as well. For every videoconference we would choose a different song in English, as well as a song in the language of the partner we were having the VC with.



Somehow the Romanian kids found it a lot easier to learn songs in all 10 languages, in some even more than one song and the joy they would see on their partners' faces during the VCs was probably their motivation, whether they were aware of it or not.

So what did we sing? It is such a long list and I might leave some of the songs out, not on purpose of course. Let's look at a few examples:

- in English: "Donna Donna", "Morning has broken", "Over the rainbow", "Hello, goodbye", "Faded", "Lost on you", "All of me"
- in French: "La ballade des gens heureux", "On écrit sur les murs", "Petite fleur fanée" (in creole), "Mon beau sapin"

- in Spanish: "Feliz Navidad", "A la nanita nena", "Qué Verdes Son"
- in Italian: "Per fare un albero", "Carissimo Pinocchio", "A natale puoi"
- in Polish: "Kukuleczka Kuka" and "Na Wojtusia z popielnika"
- in Greek: "Astro Fotino"
- in Ukrainian: "Malinkaia strana"
- in Czech: "Pujdem spolom" and the national anthem

How did we go about singing in so many languages? Let me take you through the process. First we would brainstorm, students, teachers, parents and come up with a few suggestions. We would then listen to the songs and choose one. The students would print the lyrics and look for the English translation of the lyrics so we could understand what the song was about. Next stop, the pronunciation. The students did not have the phonetic transcription of the songs, but the actual lyrics, so without realising it, they picked up some basic pronunciation rules in all the languages, as well as a few words, basic phrases and quite a lot of English grammar (we are talking about past tense simple and continuous in the case of 10 year olds).

Why did it work? Because they loved singing. Once they started a song, they couldn't stop till they finished it, even if that meant they would spontaneously start singing in French or Polish while solving exercises during their English classes. They felt confident enough to create interviews for their partners, mistakes and all, to show how much they had learnt about the geography of Europe and to share information about their country. We played mime with Christmas related words during some of our VCs and sang carols to each other and together.

Soon enough, my students' pronunciation skills had increased dramatically, their listening skills too and they had even come to the point where once we had to read a new text for the first time, they would do it on their own, choosing the order in which they would read, like a well-oiled machine. The same with all the other tasks, I never knew which student would start, who would continue, but it felt so natural and they were all engaged and willing and helping each other, correcting each other and serving as translators for their peers where needed.

So how come singing in all these languages helped them with their English? Well, it is no longer a secret that each language has its rhythm and listening to it while relaxed helps us actually get in tune with it. But what using several languages also does is rewrite the brain and at such a young age,



children learn through music and game. Because they used so many languages and they enjoyed it and felt empowered by being part of the whole process and getting real feedback, they turned their brains into big language sponges, able to learn a new song in less than a few hours and remembering it even now, almost 6 months after the project has ended.

Feel free to visit our TwinSpace and check our videos, read the comments students and teachers left there. If you are a language teacher and you have the chance of using music in your class, do it. But don't stick to English only. Learn with your students, sing with them, make mistakes with them and let them correct you, because I can guarantee they will be faster than you in learning a new song and they will feel proud to help you out.



*Loredana Popa has been an English teacher at School nr. 17 in Botoşani, Romania, since 2001, when she started getting involved in international projects. In 2013 she became an eTwinning ambassador but she has been integrating eTwinning projects into her teaching routine ever since 2010.*

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**eTwinning project "European Immigration"**  
by Murièle Dejaune



About 40 students from Cyprus, France and Romania actively took part in this project.



The link to its TwinSpace is <https://twinspace.etwinning.net/12904/home>.

Our objectives were:

- To develop their written and oral language skills
- To work in teams
- To confront their ideas on immigration
- To enhance their ICT skills
- To become active citizens

After trying to guess what their partners liked and played quizzes to learn about their schools, these students and their teachers Cristina Gila, Christos Papachristodoulou and Murièle Dejaune worked together and they shared ideas and opinions on why people leave their countries and how we can help them. They organized a logo contest. They created surveys in their respective schools and discovered and were amazed by so many different origins of students. They collaboratively wrote to invent short stories and poems in national and international teams. They enjoyed very much chatting with their partners. They compiled all the results of their work in an emagazine.

The tools we used:

- Padlet to collaborate and introduce oneself to gather poems;
- Quizlet and Learningapps to create quiz;
- Thinglink to present our schools;
- Tricider to discuss and give opinions;



- Zeemaps to situate the origins of students in schools;
- SurveyMonkey to create survey;
- Stickymoose to give opinions;
- Tikitoki to perform the timeline;
- Tagul to create Word clouds;
- Picktochart to present results of our survey;
- Madmagz to enhance our works;
- Google forms to realise the evaluation.



The impacts are numerous on students, they gain in autonomy and motivation and working with and for their partners is part of the success of this project. They learn how to work in national teams but also in international teams and they learn how to get a sense of responsibility. The use of the technology and the right use of the different tools to develop their creativity to fulfill the tasks were also another huge positive impacts. Their linguistic skills were also increased because they have to read, write and produce in English.

The participation of each student according to his/her skills gave them the feeling of being part of the project and they didn't feel excluded from it. All together little by little we all created this unique and collaborative thinking on what is European Immigration for us. The survey done among all students of our schools allowed us to show our project to the other students and teachers in the school. The teachers worked in a team in order to plan the project and to assure its continuity along the year. They managed to motivate their students and to have a different and positive contact with their students.

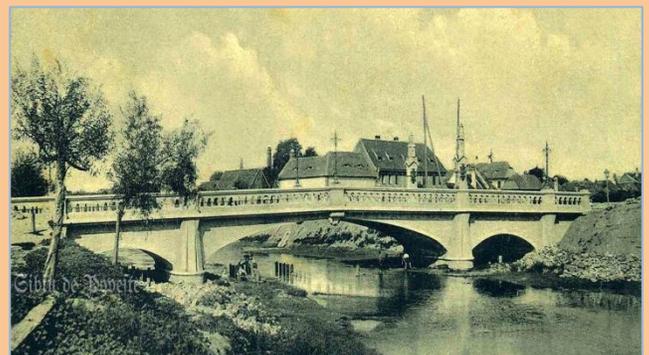
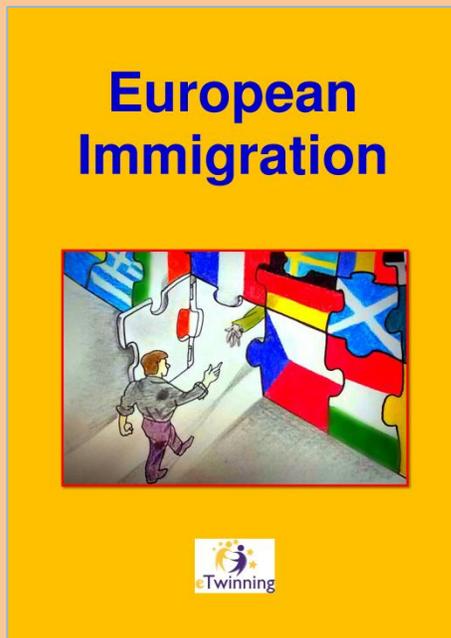
This is the link to our emagazine:  
<https://mادمagz.com/fr/magazine/735450>

**Awards:**

- National Quality labels and European Quality Labels in Cyprus, France, Romania;
- First prize in the category "citizenship" for the national eTwinning prize in France;
- First prize in the regional and third prize in the national competition *Made for Europe* in Romania.



*Murièle Dejaune teaches English and French in Trappes, lycée Louis Blériot, a vocational high school in the suburbs of Paris. She has been an eTwinning ambassador for 9 years. She has run many successful projects, which won National and European eTwinning prizes. She has been rewarded with the Label of Languages. She is the coordinator of the Erasmus+ KA1 mobility for students and teachers in her school.*





## eTwinning Project “@ctive @nd Digita@l Citizenship Dimensions”

by Cristina Gila



The project “@ctive @nd Digita@l Citizenship Dimensions”, with participants from Slovakia (Obchodna Akademia Levice), Italy (Liceo Statale Carlo Porta, Erba) and Romania (Colegiul National Pedagogic Constantin Bratescu, Constanta), was created to nurture the interest of the students in the problem of the digital world, namely a deep understanding of what it means to be a digital citizen.



The project encourages the students to become active citizens in their day to day lives, including in the digital world, thus expanding their knowledge of it. Since teenagers are becoming more and more interested in what it means to be a digital citizen, we wish to help our students be more informed about and skilled in using technology in our modern world. The participants may be described as being “digital natives” who gained digital skills through completing the activities included in the project, thus evolving from simple digital users to active and responsible e-citizens.

The activities mentioned above are tailored to shape the students’ moral attitudes, in order to build up responsible online behaviour; a key objective of the project is to encourage students to understand the attributes a responsible e-citizen should have.

The students worked together by discussing aspects related to the digital life and combining together their views on what a safe digital environment should represent. The means of these discussions were: eTwinning online forum, as well as web and video conferences. The project wishes to shape the students involved into responsible e-citizens, eager to build a better digital world, thus improving life in the 21<sup>st</sup> century.

Our project aims to achieve a modern and pleasurable teaching experience using the internet and other online resources. We wished our method

to be an innovation in education. We started from real situations, which the students discussed together through video conferences and workshops. The students were arranged in teams, both national and international.

The students successfully reached an understanding of what it means to be an active e-citizen, as well as its importance in the digital world. Moreover, working in groups helped build up connections of understanding and trust between the students. They were able to use both the school library and the internet for documentation.



One of the educational benefits of the projects is the fact that it directly facilitates the creation of a better and safer online environment. The creativity of the project lies in the variety of teaching methods involved, especially the digital ones.





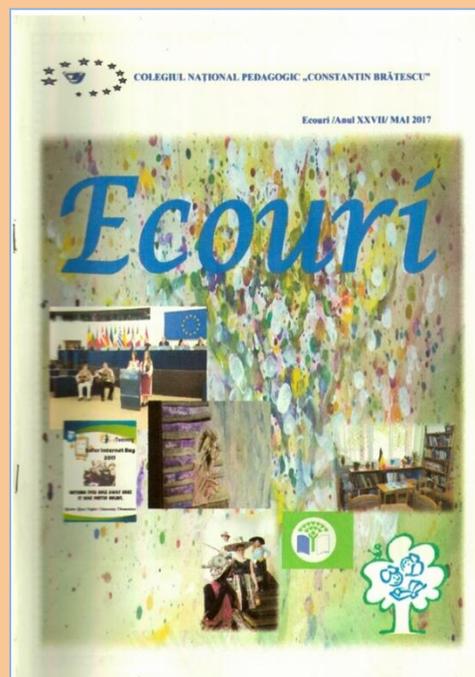
Communication between students was enabled through debates and group objectives. The inter pares evaluation of the results of the students' work, as well as the dissemination of the results of the project, was done at a meeting involving both the parents and the students.

eTwinning became an integral part of the teaching carried on in the three schools involved. The project was integrated in the curriculum of the 11<sup>th</sup> grade, which studies European history in the 20<sup>th</sup> and 21<sup>st</sup> centuries. One of the topics involved was that of responsible use of the computer and the internet in day to day life. The students were split into teams with different tasks: documentation from various sources (scientific papers, other online resources etc.), application of surveys, and the presentation of the country, city and school of each team involved. The students were active in all stages of the project since the beginning, starting with planning, development, and evaluation. Our project is a result of individual work (personal profile, communication via chat or email), group work (establishing the means of presenting, editing), and international work (questions between partner schools, answering said questions, adding information to Padlet together etc.). The students honed their English language and digital skills. The project "@ctive @nd Digit@l Citizenship Dimensions" involves different disciplines: Civic Education, History, English, IT, hence the project helped develop the students' skills in all these areas. The abilities they formed are: development of civic behaviour through exercising social skills, development of communication skills in English, along with digital abilities (use of technology to communicate, exchange information, and sustain critical thinking and creativity).

All throughout the project, communication between partners (students and teachers alike) was essential. In order to communicate, we used the TwinSpace forum, online chat, video conferences, emails and Facebook. Many of the work activities

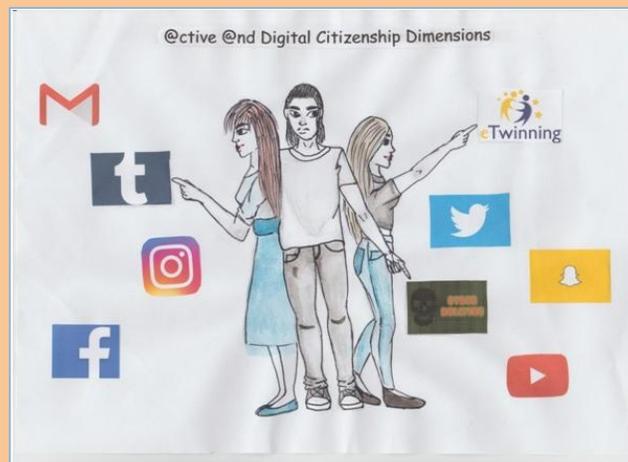
were completed through collaboration. The students created online quizzes in mixed groups. The best questions were chosen and their answers were processed. Tools such as Padlet, Linoleum, and Quizlet were used in order to distribute the quizzes to students from all partnering schools. In addition, debates were organised, and as a result of them conclusions regarding the topics were reached and discussed.

Project management was at a high, truly professional standard, because participating schools were experienced in designing and implementing projects within the eTwinning workframe. The three schools established at the start of the project its objectives, the topics to be discussed, the tasks, the resources, and the means and methods of cooperation. The activities of the project were included in the school curriculum. The tasks were divided equally and unanimously between project partners by the teachers. This way, every participant had a role in the projects, each having their own task to fulfil. The participant schools continuously publish their activity on the eTwinning online space, and the results are evaluated together (Zoomerang forms, Google). The students worked on the project both individually and in larger groups, where communication and cooperation were greatly supported and encouraged. The participant schools also wrote about the results of the project in the schools' magazines, online on their websites, and in the local press (e.g. Echoes Ecuri).





The project used all available IT services: video conferences, emails, files (Word, PDF, PowerPoint presentations), Linoleum, SlideShare, AnswerGarden, ProProfsm, Animoto, Vimeo, Smile Box, Padlet, Zoomerang, Quizlet, and others. Skype, Facebook and TwinSpace were used by the members of the project to communicate. The TwinSpace journal was used continuously on the eTwinning public area. We also published information regarding cooperation and created our own website (<https://digitalcitizenship0.wixsite.com/etwinning>). We used software such as Photoshop, Corel Draw, and Brothers to create posters in order to promote our project inside our school and at PTA meetings.



The project is relevant not just for partnering schools, but also to every other institution, as it focuses on citizenship and safety in the online environment, which is a very relevant topic in our modern world. The activities of the project contribute to building a suitable attitude regarding the online environment. It is important to realise the importance of treating people equitable in the online environment.



The project itself can be extended to other schools in Romania and Europe as a benchmark of interesting activities which may be applied during classes. The experience gained through participating in this eTwinning project can be used practically in day to day life. It can be expanded and developed, since the participating schools have a high standard of cooperation and are open to dialogue and future collaborations. The extensions can also result from suggestions of parents and students alike.



The project has completed all of its objectives and was found beneficial for not just the students, but also the school. The results were presented in front of teachers, parents, other students, and the rest of the community, and have led to a deep understanding of the importance of an active digital citizenship.

The application of this project was done thanks to the personal contributions of the students involved, who are responsible users of digital instruments, social media, and the internet as a whole. They have created apps and instruction sets aimed towards combating cyber bullying; these can be used by students outside the project as well. The results of the cooperation between us have been published on the school's website and magazine. The project offers visible solutions and also



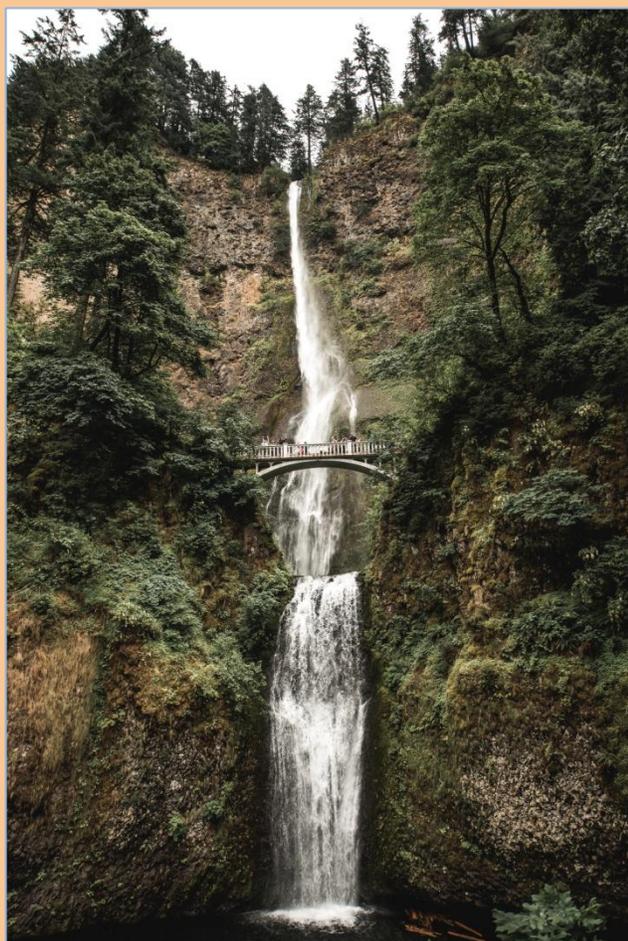
demonstrates an increased interest of the students in this topic.

The Slovak team has applied to the Competition for the best eTwinning team in Slovakia and our project has won 2nd place.



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## **eTwinning projects: Connecting classrooms - Fostering creativity**

*by Sophia Kouzouli*

### **Abstract**

This paper focusses on the work of three eTwinning projects carried out by the author and her students at the 1<sup>st</sup> Primary School of Pyrgos in collaboration with colleagues and students from other European countries. It explores how the collaborative development of these projects connects classrooms and promotes creativity, identifying specific characteristics of the project that provide insight into the invaluable transformative dynamic of eTwinning projects.

### **Introduction**

Creativity, according to Sir Ken Robinson (2011), is a dynamic process that often involves making new connections, crossing disciplines, and using metaphors and analogies. Developing and carrying out collaborative projects, consequently, being a challenging creative activity which builds innovative community-school partnerships, is undoubtedly of great significance as it can inspire pupils, promote innovation and originality, and offer authenticity. The present paper investigates the significance of specific collaborative practices which set students up for powerful, successful and unforgettable learning experiences.

In particular, the paper discusses the eTwinning project "Forest Friends", <https://twinspace.etwinning.net/35133>, which was carried out by the 2<sup>nd</sup> graders of the 1<sup>st</sup> Primary School of Pyrgos in collaboration with the 4<sup>th</sup> graders of Istituto Comprensivo di Ghilarza in Sardinia, Italy, "Vitamin M(agic)", <https://twinspace.etwinning.net/25904>, carried out by the 4<sup>th</sup> graders in collaboration with Portuguese, Turkish, Romanian, French, Lithuanian and Icelandic students and "Story Feast", <https://twinspace.etwinning.net/25390>, carried out by the 5<sup>th</sup> graders in collaboration with the students of a Czech and a Polish school.

### **Aims**

- Connecting classrooms
- Fostering creativity

### **\*Specific goals**

- Development of students' writing and speaking skills.
- Practice of understanding and producing speaking and writing.
- Development of students' cognitive and social skills.
- Use of acquired knowledge from other school subjects.



- Sensitization on language diversity.
- Students' group work.

### Methodology

In the classroom, offering learners a wealth of experiences is a stepping stone to learning (Kolb, 1984). The fundamental aim of these experiences, as stated by Piaget (1978), is to promote creativity, critical thinking, and innovation, building on prior knowledge (Vygotski, 1978). Pupils through the activities they do at school need to connect to acquired knowledge and the world to fit new experiences into current cognitive schemata. Collaborative learning (Gerlach, 1984) is an educational approach to teaching and learning that involves groups of students working together to solve a problem, complete a task, or create a product. It challenges learners both emotionally and socially to listen to various perspectives, think and reflect, articulate and defend their opinions. Thus, it provides the pupils the opportunity to interact with their peers and be actively engaged.

Robinson (2015) advocates that the school culture needs to adopt an interdisciplinary methodology and a more holistic approach that nurtures the diverse talents of our children and provides students with the personalized, compassionate and community oriented education they need. Teachers, taking into account the multiple talents of their students, have to create the conditions under which they will begin to flourish.

The effective integration of ICT encourages learners to work collaboratively and fosters interaction (Wetzel & Brophy, 2014). The learning process is facilitated by computer applications and online tools and the development of metacognitive skills is strengthened (Davies & Florian, 2004).

Taking into consideration the above mentioned learning theories, certain activities designed for the eTwinning projects carried out in the school year 2016-2017 aimed at connecting classrooms and fostering creativity.

### Connecting Classrooms

- **Collaborating**

Students in all three projects discussed in the present paper collaborated in designing and developing them. They suggested the thematic units they would explore, they voted for deciding on specific issues, assumed shared responsibility on carrying out the project and contributed to all products. The cooperative structure of the activities together with their artistic nature resulted in making the participants feel successful and happy with their work. They used a variety of digital

applications to facilitate their interaction and ensure that all partner schools are productive.

- **Communicating**

The project journal on the twinspace was used for the exchange of ideas and opinions. Students were also active members of their twinspace. They chatted with each other on twinspace and exchanged messages. Major social networks, such as Facebook and twitter, were also employed to strengthen contact and communication and help our projects grow online. Communication throughout the project proved to be both very important and inspiring and contributed to creating a solid bond among all the participants. Video conference was another inspiring way that expanded their classrooms and made them feel happy and part of a broader community.



### Fostering creativity

- **Drawing a collaborative logo**

Students who participated in "Forest Friends" used Web Whiteboard, a touch-friendly online whiteboard application at <https://awwapp.com/> and made a collaborative logo.

The logo was started by B2-Greece, was continued by the Italian team and finished by B1-Greece. They were all so happy when they saw their drawing!

Logo creation, B2-Greece:





Logo creation, Italy:



Vitamin M, Acrostic Poems:



Logo creation, B1-Greece:



Vitamin M, Acrostic Poems with student drawn illustrations:



- **Writing collaborative poems**

Students used [aswergarden](http://www.aswergarden.com) to vote for the words with which they would like to write acrostic poems.

Vitamin M, deciding on the words for the acrostic poems:



- **Writing a collaborative story**

Students of the two schools explored how we benefit from nature, the dangers that threaten our forests and how they can protect nature. Then, the students of Istituto Comprensivo di Ghilarza started a story for which they drew accompanying illustrations. Then, the students of the 1<sup>st</sup> Primary School of Pyrgos discussed and wrote the end of this amazing story which you can read together with the accompanying pictures at [https://issuu.com/sophiakouzouli/docs/forest\\_story\\_partii](https://issuu.com/sophiakouzouli/docs/forest_story_partii). The entire story is published in an e-book at [https://littlebirdtales.com/tales/view/story\\_id/691150](https://littlebirdtales.com/tales/view/story_id/691150)

Forest Friends - A Forest Story:



Then, they chose the thirteen most voted words and started writing poems in a collaborative document. The first edition of the poems was made with [issuu](http://issuu.com/sophiakouzouli/docs/acrostic_poems) at [https://issuu.com/sophiakouzouli/docs/acrostic\\_poems](https://issuu.com/sophiakouzouli/docs/acrostic_poems) and includes the poems the pupils of all schools wrote in collaboration in a google doc. The second edition of the e-book of acrostic poems includes the pictures the pupils drew to accompany their poems, <http://www.calameo.com/read/0020224669569e6245f6c>.



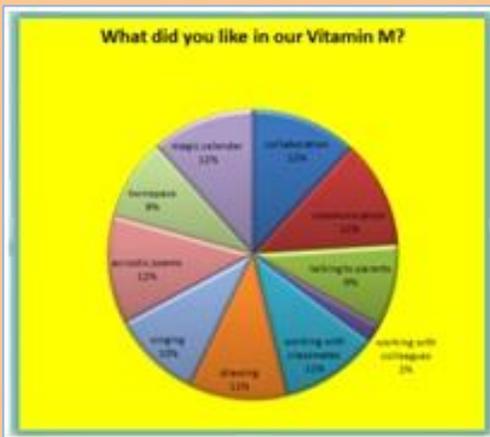
**Fostering critical thinking**

- **Reflecting and evaluating**

Evaluation during the project was twofold. Initially, it was in the form of feedback on the progress as students and teachers expressed their opinion on twinspace about their work and contributed with comments. Self-evaluation in the end of the project encouraged the students to think about their successes, mistakes, and goals promoting, thus, higher-level thinking helping them to become aware of their strengths and shortcomings for next project.

In the project Vitamin M(agic) students selected the most preferable answer they answered in the internet poll they made with the application Doodle Polls at <http://doodle.com/poll/hx36ek7374tmyzbh>.

Vitamin M., evaluation:



In the project StoryFeast students reflected on their work and answered a questionnaire which was created with the online application EasyPolls at <http://www.easypolls.net/poll.html?p=5926d2a1e4b027b19716427e>. In this way both the teachers and the students became more aware of the collaborative process of the project, the products and their preferences.

Story Feast, reflection stage:



StoryFeast, evaluation:



**Conclusion**

The main aims of the projects were achieved thanks to the cooperation and interaction of the collaborative activities that were carried out by all the participants. Students of all schools, collaborated successfully, connected with each other and developed their creativity. Their social and collaborative skills were fostered in a positive learning environment. They were inspired and, using their imagination, created poems, wrote stories, made pictures, reflected and self-evaluated. Teacher collaboration enhanced a supportive learning culture which helped autonomous and collaborative work. The pedagogic integration of ICT in the learning process significantly enriched the learning environment and contributed to familiarizing students with the multiple beneficial uses of technology. Finally, the participation of all members, both the pupils and the teachers, in the twinspace of the projects ensures that they all developed a sense of ownership of the project and that they can be used as a common reference in the future.

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**eTwinning teaches, eTwinning enlarges your world!**

by Nilüfer Dinç Demirok

eTwinning can sometimes be underestimated by the teachers since it is not a way to earn or get money from. However eTwinning made me and my students rich only just not in a traditional way. My school is a school for gifted students and they question a lot. You have to convince them in the benefit of something to make them do things.

At first it was hard to convince not only but also the parents why we are doing projects and what is the benefit of doing eTwinning projects. Then I realized that if you truly believe in what you do, then everybody believes in what you do. So I decided to plant the idea and philosophy of eTwinning to my students and the parents.

The very first thing I promote was the benefits of web tools and the opportunity to use English. Once they realized the endless opportunities throughout the projects their eagerness boost up regardless of me. My students are now different from the beginning of the semester since they know a lot of web tools to use. They had the joy to introduce themselves in English, to have the chance to know different cultures, different countries and same interests.

We had the chance to participate in seven projects as my students were so eager to do all the requirements. One of the projects that most had a deep impression on them was the project named *Welcome To Turkey and New Caledonia* in which we were partners with New Caledonian teacher Patricia. New Caledonia is a dependent overseas territory of France in the western Pacific Ocean. It is situated in the Coral Sea, to the east of Australia.





It was a pleasure for us to participate in such an instructional project with my students. They have learnt a lot, they have taught their parents and people in their environment a lot. They always asked what are going to do next. Realizing their enthusiasm I thought that this has made all the difference.



eTwinning connects people and it teaches and it enlarges your world. Happy to be in this family! I also hope that everyone can feel that joy and happiness.



*Nilüfer Dinç Demirok is a teacher of English at Zonguldak Science and Art School in Turkey, which is a school for gifted students. She loves English and teaching creatively.*

### ***From time to time, eTwinning***

*by Virgilio Iandiorio*

Throughout these years, and I am talking for about half a century, I have always heard about reforms, laws that could lead to a new school. But is there a really chance to change the school lawfully? Every new proposal, every new law seems to be, at first glance, the definitive resolution for a radical change of practices no longer responding to the demands of school and society, is being re-started. Because it is always the result that you do not overcome the obstacles you want to overcome, even you create others. This ultimately creates disappointment, disbelief, and the conviction that nothing can change in school.

Considering my past experience, I am convinced that we probably should apply the principles of mechanical physics to school. The first principle of thermodynamics, that of energy conservation, states that the energy of a thermodynamic system is neither created nor destroyed, but is transformed from one form to another.

If that were the case (at least for thermodynamics no one doubts it), it is not worth looking for solutions to liberating all the evils of the school, or at least those that the legislative provisions would like to correct. If the principle of thermodynamics is also valid for schools, then it is not worth looking for solutions that can lead us to establish such a good school to last more than a century.

School is perpetually undergoing transformation, under our eyes, even though we do not perceive its flow. We have also hoped that the introduction of the new computer technology in the school would have represented the revolution for teachers and pupils. The fact is that we have cultivated, and cultivate, the hope the solution came from outside (government, public administration, economy, etc.); and our task at school was only to be more or less attentive and witty performers of legislative provisions.

Economic resources, the latest model equipment, and comfortable working environments are not enough to make a school. There is a quid that escapes from a statistical quantification. How big is the enthusiasm? And passion?

It seems so long ago, instead it has just elapsed over a decade when the eTwinning program was launched. At first I did not know what it was, then it turned out to be one of the most innovative ideas brought into school in recent times. An idea that is reproduced by contact, a kind of desire that



prompted you to try the unknown: a partner you do not know, a school that you do not even know in what corner of Europe is, pupils, probably with different interests. And then, gradually you begin to feel this strange world at your side. Even the different language of travel companions, little or nothing known, becomes familiar to you. Because you understand enough with your partners from the other school, that from virtual becomes real.

Nothing is created, nothing is destroyed, everything is transformed into school. This possibility is given with eTwinning. You feel yourself the protagonist. The project will or will not have a success, it depends on you, your partner, and the involvement of the pupils. Trying an adventure not to the unknown, but building something that you have chosen and following in your process, not alone but in company.

Verifying the goodness of work is the satisfaction of seeing it accomplished; without judgments and without external evaluations. Self-reference? I do not believe because it is like in daily work; if at the end of the day the result is poor, it means something has not been done well. And if you do not feel satisfied at all, look forward to the next day for "revenge": just like in the game. And you do not even find out who to download the disappointment upon, since there has been no one who has placed obstacles or impediments to you. Because if there was, it would be to hire a fight against someone or something.

In recent years, I do not feel far from the school. I live the reflection (but not so much) thanks to my grandson Stefano who is attending primary school. It is important and interesting to understand his perception of the school, to listen to things that he likes and those that just do not go down. And to understand why.



A few months ago, he asked me to accompany him in a neighboring village where there was a fair inspired by the Middle Ages. There was the falconer showing birds, there were rooms equipped with armor and other war instruments. Without my attention, he was filming what he was interested in with his cell phone.

Back at home he asked for help to transfer images to DVD. He was content. The next morning at school he brought the DVD to his teacher and pupils. They saw it in the classroom. For about fifteen minutes (so much the length of the film) his companions saw his "fair", the things that had raised his interest. And now he was acquainted with his comrades. He did not have to perform any assignment; but had freely chosen to translate practical things into things that were taught about history, animals, the environment, and medieval warriors.

Interest, creativity do not have precise rules to be respected. However, when school transmits students not only knowledge, but can create interest in creativity in them, then it becomes "alive". And for me, eTwinning is a live school.



*Virgilio Iandiorio is a teacher of classical languages in high schools, then headmaster of liceo classico and scientifico in several cities of Italy. He has made important projects of cultural exchanges with several European schools. He has joined the eTwinning program since its start. Currently, he is in quiescence for two years; he collaborates with provincial newspapers, with weekly articles. He has published several books, four in the last year. In eTwinning, in December 2006, together with pupils and teachers of three other European schools, he published the book "The Tales of Europe".*

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## Teaching peace and tolerance through eTwinning projects

by Svitlana Dyka

### Introduction

Teaching Peace and Tolerance is an actual and urgent task of modern education. Nelson Mandela claimed that "education is the most powerful weapon which you can use to change the world", and it is true. If we educate our children on the best human values, then we will shorten half of the problems of this world.



In this article I would like to share how Peace Education can be effectively used in school classes as a Peacebuilding Method with the help of European educational platform eTwinning.

This material can be helpful both for understanding of importance of Peace Education and for generating future projects on this theme.

### Building bridges of peace and tolerance

"If we are to teach real peace in this world, we shall have to begin with children". I fully agree with these words of Mahatma Gandhi, a prominent Indian political leader. The greatest potential and hope of any country is its young generation. And the main task of education is to bring up the growing generation as real leaders who think, aspire, create and are ready to change for better the present and future of the countries.

Struggling for peace in the world is the next eternal issue. But nowadays it is even more important than it has ever been. From the one hand, we live in a

globalized world which is highly integrated. From the other hand, the modern world is becoming less peaceful and safe. It is full of tension, violence, injustice, reducing of tolerance and respect for human rights. There is no doubt that today we have a greater need for creating a conflict free environment.

Furthermore, modern realities require from us, teachers, new, non-traditional approaches for teaching pupils the art to live in peace, stimulate to look for more effective forms and methods of shaping their peacekeeping views.

The analysis of pedagogical literature and the latest researches on the problem show that there is a rather large experience in the field of Peace Education in Ukraine.

The main methodological approaches to Peace Education of schoolchildren can be found in the works of M.V.Kabatchenko, A. S. Kapto and Z. I. Shnekendorff. Formation of the concept of education in the spirit of peace and tolerance is also reflecting in the writings of I. D. Bekh, O.V. Bezkorovayna, I. I. Brynzov, L.V. Iskra and others.

As to me, I am also standing for principles of friendly, tolerant attitudes toward others and for the importance of international collaboration. I believe that problems of respect to other cultures are solved when we all work together and are interested in getting a mutual result. "Peace" is a very important issue which I am constantly trying to incorporate in my English lessons and extracurricular activities. I widely involve my pupils into the international projects where they can act as advocates for peace and tolerance. With joining of our country to eTwinningPlus community pedagogues and youth of Ukraine have received a wonderful opportunity to communicate and collaborate with their European peers through various eTwinning projects.

Our educational establishment became a part of eTwinning community in January, 2016. Since then we took part in 20 eTwinning projects and 201 events. There are such projects as "Be KIND", "Let's play!", "Open Ukraine with postcards", "STEAM in teaching English", "We love what we do" and others among them.

In eTwinning net our Educational Complex #31 have initiated such projects as "Let's Give Peace a Chance!", "Let's Be Tolerant!" and "Festivals reflect us as mirrors". We hope that they have helped to build the bridges of peace and tolerance in our communities.



### Project "Be KIND"

We started our collaboration in eTwinning net with the project "Be KIND" ("Be Keen to Involve in Noble Deeds"). The project was aimed at promoting the value of kindness through celebrating of International Random Acts of Kindness Week (February, 14-20).



At the beginning it was a little bit difficult because we needed to study in a new learning environment. But thanks to the active participation and cooperation of pupils and teachers the work was coherent and productive.

On February, 15 we started our school day with spreading the news about International Week of Random Acts of Kindness and the project "Be KIND". We distributed the hearts with "Be KIND Messages" and attached them to a door of each classroom. In such a way our pupils and teachers had learnt about International Day of Random Acts of Kindness (February, 17). They were stimulated to pay more attention to such a feeling as kindness.

Working in the project our pupils tried to be kind not only to one another, to friends, classmates, parents and elder people, but also to nature. Each day of the Week they did the kind actions. Then they described their experience. They were creating stories, commenting on photos of kindness, preparing presentations and videos. We were downloading them on the project TwinSpace for discussion with other participants. Our pupils had come to conclusion that it was a great pleasure to be kind to our surrounding! And they had decided to be always kind during entire their lives.



Our first eTwinning project was not only rather interesting and cognitive but also successful. It received such awards as "Project of Month", "National Quality Label" and "European Quality Label".

There is a project site. Check it out!  
<https://goo.gl/fKTqT1>

### Project "Let's Give Peace a Chance!"

In March 2016 our Educational Complex launched the project "Let's Give Peace a Chance". The project was addressed to such a global theme as Peace and Peacekeeping on the planet Earth.

Our pupils worked in teams with the partners and used different methods, such as the search for information, analyzing, comparison and problem solving. The participants of the project shared their ideas about Peace and considered how they could create it together. They expressed their ideas in essays, poems, songs, paintings, drawings, and other activities. The project gave its participants the understanding that the notion 'peace' means not only absence of wars and conflicts between people but also a peaceful co-existence of a man and nature.

The participation in the project has given my pupils the opportunity to learn in the more meaningful way. The Web 2.0 tools were at the heart of our communication and co-operation.

As a teacher, I fully agree with the famous Soviet psychologist Lev Vygotsky who stated that



"pedagogy should focus not on the yesterday's child development but on the tomorrow's one". I also consider that to be more successful in their future life my pupils need to have Collaborative Problem Solving Skills as an example of complex but the relevant 21st century skills. They also must possess 8 European Key Competences. The project has given them the opportunity to develop these competencies and skills.

It was aimed at promoting the values of tolerance through celebrating of International Day of Tolerance (November, 16).

The project work was organized so that our pupils were able to act both in small groups and individually. In small groups they brainstormed the issue "What is tolerance?" and created the common project' outcomes. In addition, they studied and researched the problem individually, created a logo and drawings for the project, wrote their essays and prepared presentations and videos. Such approaches gave an opportunity to involve into the project's work the pupils of different abilities and to increase their interest to study.



It had many different practices. For example, there was conducted the Online Session, devoted to the 30-th Anniversary of Chernobyl Disaster. The pupils were able to watch presentation with the basic facts about Chernobyl Nuclear Disaster and then they had the quiz "What do you know about Chernobyl Accident?"



I have created the European Teachers Group for Peace Education for interaction among teachers-coordinators. It has become a platform for communication not only for teachers of our Project but also for other eTwinners who support Peace Education. See the link: <https://goo.gl/EFD45R>. We conducted Live and On-Site Events for the members of this group during which they shared their experience in organizing of Learning and Extra Curriculum Activities devoted to the International Day of Peace.

The pupils were divided into groups according to their interests and inclinations: painters, singers, story tellers, digital specialists, secretaries, leaders of groups. But they all were the promoters of tolerance. They expressed their commitment to tolerance through their final products. For example, the singers and digital specialists created their videos with songs about tolerance. The digital specialists and painters created the wordclouds, drawings, paintings, wall papers and posters about tolerance and disposed them on the Page "Imagery of Tolerance". Children, who liked to write, wrote essays about tolerance in English or in their native language.

There were many project outcomes which its participants had created. One of them was the website "Let's Give Peace a Chance" on Weebly <https://goo.gl/j8kY3u> where you may make more close acquaintance with this project and its aims and tasks.

Our pupils had a quiz "When in Rome" about differences in customs, traditions and rules of etiquette in different countries of the world. Now they are realizing that it is very important to be sensitive to the environment, behave tactfully and respect things that are important to other peoples.

### Project "Let's Be Tolerant!"

The next project, which had rather positive impact both on teachers and pupils of our educational establishment, was the project "Let's Be Tolerant!"

It may be concluded that through collaboration and creativity on the theme of tolerance our pupils have found the way to express themselves, their



thoughts and desire to live in a peaceful, friendly and tolerant world. See a website

<https://goo.gl/9RSMAF> and e-magazine

<https://goo.gl/sxFy9N>.

### Conclusion

Thus, due to the participation in eTwinning projects the teachers of our educational establishment have received a wonderful chance to use new methods of teaching and upbringing in spirit of peace, human rights and tolerance with the help of new technologies. The abovementioned eTwinning projects have expanded the scope of our lessons and discovered the excellent opportunities for cooperation in Peace Education with other European schools. And our pupils have received a chance to build bridges of peace and tolerance together with their foreign peers and practice the key European competences which they need in their future life.

Moreover, our school as a part of European educational net eTwinningPlus has new vistas for itself.

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*Svitlana Dyka is a teacher of English as a foreign language from Kropyvnytskyi Educational Complex #31(Ukraine), a Microsoft Innovative Educator Expert 2016-2017, and a founder of "European Teachers' Group for Peace Education".*

### **Together we can make a change**

*by Irene Confalone*

An ideal teacher should be a good human being, kind, compassionate, understanding and forgiving-someone, who is interesting and fun loving, someone, who loves us and can make teaching interesting teacher's work, I think, he or she should work with heart and soul.

When I was a child, my mom was a teacher and she used to say that she wanted me to become a teacher. I loved my mom and I wanted to make her dream come true. During my childhood, I always noticed every manner, every gesture of my teachers and mom as well, and those became a part deep inside of me. I have been teaching for 26 years and never like this year I found myself having to change my way of working. This year I had a very difficult class. I have had the privilege of teaching some tough kids. Teaching these students pushed me to be a better educator and a more compassionate person. So I had to change my way of teaching because I had to find out different strategies. I could not stop! I noticed that ... Once you've made a positive connection and the student can trust you, you'd be surprised how fast they might open up to talking about their hopes, fears, home life. I had to change! Last summer I met a colleague of Oradea in Romania, known through eTwinning projects, Prof. Mirela Gabriela Tanc, who came to Sicily to spend her holidays with her family. We met, no longer in telematic form, but for the first time, at the end of July we could look into our eyes and see how many things we had in common.

Since then, friendship and collaboration have been born that seem to have far-reaching and deep roots. So we started working together and this was born in me, the desire to open the doors of my class to the others in my school. We have been coding, like our friends, following directions and commands like the others, creating new codes. Share ideas and grow up together.

One for all, all for one.

So we worked in groups: The first and second primary school classes to build Tibetan flags. It was a success! A big party of joy and peace messages. After this experience, I also think that the relationship between children of different ages has improved. Large pupils helped the youngest. Learning has been built up and consolidated by the pleasure of learning. A study aimed at increasing self-esteem and self-confidence. Children spend so much time in the school benches and with the



teachers, and must learn to communicate and express their feelings, desires, and develop their own creativity. Today's kids talk little and they do not know how to listen. The school environment must help young people today to overcome these fears, misunderstandings, and barriers that divide peoples.

The school opened the doors of play, smile, love and tolerance.

You cannot increase your knowledge of whether you are anchored to the past and opening the doors of my class has given input to many other classes, to open to change. So we participated in the European Day of Languages, linking us through Skype with the "Ms. O. School" of Oradea and Professor Tanc. I am so passionate about making these connections with other countries because I believe that, if the children learn languages and are used to working with children from other ethnicities, then that is going to affect the decisions they make in their lives and opens the world up to them. It is a huge force for good. In this way we have been working with recycle and reuse materials with second class children. We have also planned to carry out during the year: tours, guided tours, dancing, drawing, writing printing new logo. All together. Because it is better together. Together they put ideas, opinions, and new techniques, together they had fun, they grew up together and in this way they do not easily forget what has been doing during the year.

Together, selfishness and personal misunderstandings are overcome. I had to change even more and I had to find new inspiration activities. For the first time, I was a co-founder of a new eTwinning project with my sister. That project was called "Escher: playing with Art and Geometry". Even more, I have experienced the pleasure of working with a group of very special teachers: good teachers and special people who wanted to create and discover something new together. We have been helping, supporting, teaching and learning one to the other.



Teachers and students of my school recognised the amazing work done by teachers and their pupils, in partnership with their colleagues from other countries. The teachers were proud and extremely happy to celebrate their work together with their students in a festive atmosphere. My students learnt this way of studying this year. Create a learning environment that is serious and thoughtful, while using light humour to create a sense of community.





This was what I tried to create this year, in my class and after that in the whole building. Flashmob of the whole school, drawing with Idroo, sharing Skype events, sharing cards from all over, connecting people from different places to share new good practices and so on.



This was our experience, this was our eTwinning project. I think that this year: Working together was really better!



*Irene Confalone is a cross curricular teacher in a primary school in San Giovanni La Punta, a town near Catania in Italy. She loves her job and she loves children. She likes jogging and gardening. She has been involved in different Comenius projects and then she was the Italian coordinator of several multilateral projects. She enjoys sharing ideas with teachers from all over the world. She loves eTwinning because she can discover, every day, a new way of teaching.*

### **eTwinning cultivates eTwinners' expertise**

*by Angela Dimitriu*

It is well known that eTwinning keeps teachers and pupils engaged and motivated during the school year. It also promotes a high spirit of productivity, accomplishments and team work that turn into great experiences and unforgettable memories of school partnerships.

The eTwinning program offers for both myself and my students one of the most enriching teaching and learning experience. I joined the eTwinning teachers' community from the very beginning, in 2013, when it was launched in the Republic of Moldova, but for this newsletter I would like to share some remarkable events and experiences of the 2016-2017 school year.

Last September, I was thinking hard how to best ignite the interest, arouse the curiosity and motivate the first year's students, who came to study at the College of Ecology from different regions of our country, so that they are positively engaged in their study process. Furthermore, I was particularly eager to build up a strong, trustful and friendly teacher-student relationship and also create a unique learning atmosphere in the college that is highly interactive, joyful and pleasant. The eTwinning projects "RAR(R)E Responsible Assistance Reporters aRound Europe" and "Peer bullying in school" gave me the opportunity to achieve my goals and to also unleash my students' potential.

We highly value the brilliant collaboration with teachers and pupils from other countries, including Belgium, Turkey, Lithuania, Greece, Romania, Poland, Italy and Ukraine, and the extraordinary chance for my students to learn and gain useful experience from how to plan a project to how to moderate it online.

I noticed that giving the students responsibilities and tasks it fostered and cultivated their interest and expertise. Moreover, the online interaction with their project partners challenged their digital skills along with the intercultural and social skills and tested their level of English language knowledge, as they had to create contents and hold thematic discussions.

This borderless educational platform, which doesn't treat each subject as being walled off in its own room, but incorporates the interdisciplinary learning and reflects the real world, has really a great impact on my students.



The project "Peer bullying in school", which we firstly joined last autumn, included many interactive activities on increasing students and teachers' positive involvement in the bullying situation at school and preventing bullying. As teachers, it's our responsibility to discuss with students, including those with disabilities, about bullying at schools and to give advice on good manners and behavior in order to prevent both, physical and verbal violence at school. Manners need to be taught, shown, and fortified by teachers, parents and other adults who have authority over them. I managed to include the activities of the project into the national curriculum.

I focused on developing transversal and interdisciplinary skills, using ICT in the classroom and project based learning method. Besides, I paid a lot of attention to the development of specific competencies of English language use, by receiving and producing oral messages, identifying the key information in the audio or video messages provided by our partners, participating in dialogues on topics of everyday life situations; receiving and producing written messages using information from various sources to perform a structured work task, writing stories aimed at presenting opinions and views on a certain topic.

Moreover, I devoted time and efforts to develop students' civic competencies and self-management skills necessary to work successfully both alone and in a group as well as their intercultural skills by selecting distinctive cultural aspects presented in videos, photos and presentations of project partners. I am really proud to mention that as a result of our great team work, the project "Peer bullying in school" was awarded with the National Quality Label.

A key highlight of my eTwinning time in the last school year was my participation in the eTwinning Annual Conference 2016 „Embedding eTwinning in School Education" held in Athens, Greece.



The exchange with teachers on different subjects opened the door to new project collaboration. I met Sabine Callens, a teacher from Belgium, and thanks to our initiative, the project "RAR(R)E Responsible Assistance Reporters aRound Europe" was born. The project is ongoing and through its development I and my students discovered and explored a new world of technology use in the classroom.

We realized that the effectiveness of communication increases when the right tools are used. Thus, to date, we chose TwinSpace as an excellent tool for our collaboration.

At national level, I and my students took part in the eTwinning Pupils' forum „eTwinning my gate to Europe" and the eTwinning competition "Project ideas on Digital Citizenship" organized by Partner Support Agency Moldova. The pupils' forum built on amazing activities such as get-to-know games, dissemination of good practices, discussion sessions and other interactive activities.

The pupils emphasized that the eTwinning projects played a significant role in their academic achievements and successes, increased their level of engagement and encouraged their regular school attendance.

Within the open space activities, pupils proved their ingenuity and came up with splendid ideas on upgrading the education system in our country and increasing access to quality education so that it would increase learning motivation and link the professional training to the requirements of the labor market.

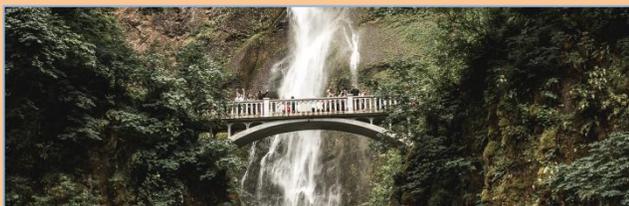


Finally, it is worth mentioning that the teachers and pupils' eTwinning network interaction promotes a high level of work and helps them to deepen their knowledge on various topics and learn about the new educational developments and trends. Nowadays, it is more important to educate independent learners that would take initiative, learn outside the classroom and engage in lifelong learning. Any experience is a two-way process, we teach the students and we also learn from them.



*Angela Dimitriu is an English teacher at College of Ecology in Chişinău, Republic of Moldova. Her purpose is to get her students involved in their own learning process through interactive and enjoyable activities and dynamics. She has chosen the opportunity of participating in eTwinning projects because she considers it as a relevant way of enhancing the collaboration and making it more efficient, more visible and therefore more motivating for her pupils – it is a great way to develop pupils' creativity, critical thinking, digital literacy and language skills.*

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**eTwinning's innovative learning environments**  
by Cira Serio

Emotions play a central role in learning and teaching processes and not just in the social and relational sphere. Emotional development and intellectual capacity development are closely interconnected. Yet, our educational system is predominantly based on cognitive skills and tends to consider ancillary emotional ones. An educational process, of which schooling is a very important segment, becomes truly significant only if it points to the full development of the energies of the learner. As Montessori maintained, these energies are intellectual, social, emotional, creative, motric. It is the whole personality of the student who has to be involved within a wider relational context.

In the "San Tarcisio" Primary School in Ercolano, it has been working for three years with the innovative teaching offered by the eTwinning Platform, the School Community in Europe. This engaging and effective methodology makes teachers and students protagonists throughout the learning path through twinning projects.

Let's ask the Ambassador eTwinning Italy Cira Serio.

**Good evening, Doctor, what do you do in this school?**

"I'm the ICT Coordinator and I'm driving all school students to acquire digital skills and citizenship through the activation of eTwinning projects. In July 2016, I was named eTwinning Ambassador for Campania and I love the eTwinning learning environment".

**How has this school decided to take part in eTwinning projects?**

"It is impossible not to fall in love with the creative and motivational strength that derives from the sense of belonging to a community of practice, which is exactly that of eTwinning teachers. We joined eTwinning in 2013 with the project "One balloon, two balloons ..." (<http://new-twinspace.etwinning.net/web/p102123>) for which we have received the Quality Label as a high quality project. From that moment on, our school has never stopped implementing eTwinning projects for which it has always been awarded national and European awards, until the National Prize for the "A treasure chest of wisdom" (<https://Twinspace.etwinning.net/2360/home>), receiving a beautiful 3D printer. Our school guides its students to become the creators of their learning because, as Plutarch said, "Students are not jars to fill, but torches to ignite!"

**How are eTwinning projects implemented?**  
We can use the online platform to collaborate and



share worksheets using tools such as messaging, video conference, blogs, forums, chat, TwinSpace: a collaborative space, totally safe for student privacy. eTwinning helps to shape and consolidate not only digital but also communicative and cultural skills that lead students and teachers to a feeling of shared European citizenship. "

**Which eTwinning projects did your school take part in this school year?**

Our School this year has been involved in three eTwinning projects: "International Scratch Challenge" and "Inside the Rainbow".

**Can you explain these projects?**

The "**International Scratch Challenge**" project is based on computational thinking and visual programming. Computational thinking is the development of thinking skills that contribute to learning and understanding. Logical reasoning allows pupils to make sense of things, analyzing and verifying the facts through clear and precise reasoning, which turns into algorithms, that is, the ability to make a series of steps in a given order to reach a goal. It is a formative "game" where everything you learn will learn by doing. The "**Inside the Rainbow**" project was aimed at bringing our students, closer to the STEM world. We did various activities proposed, have enabled the achievement of those skills that are often difficult and Tedious to be achieved through traditional lessons. eTwinning is for all of us "The most beautiful place to grow", pupils become the protagonists of their school life and no longer spectators of a didactics, which now needs to change habits.

**Was this project scepticism from the parents?**

Some parents, still tied to traditional didactics, cannot perceive the change that occurs and that the pupils today need to be protagonists of their learning. Other parents tell us their satisfaction. Our pupils, starting from emotions related to the colours present in the rainbow, went to question scientifically how the rainbow forms itself, why it has got those colours, that shape ... and doing so many experiments. Both projects have favoured also the CLIL methodology, to communicate and share works in foreign language.

**Which countries are twinned with you in the various eTwinning projects?**

The "**Inside the Rainbow Project**" team (<https://twinspace.etwinning.net/25061/home>) is made up of Italy, Bulgaria, Poland and the Czech Republic. The "**International Scratch Challenge**" team

(<https://twinspace.etwinning.net/22404/home>) coding project, the teams are very numerous. The pupils of our school distinguished themselves so much for their computational skills so that with the participation in Code Week we have received a

Certificate of Excellence. "**Inside the Rainbow**" was born as a project of continuity by the international team mentioned above, who has been working together for three years with the same classes and pupils and has helped pupils to respect and live the values of peace, equality, tolerance and freedom. The eTwinning didactics and Problem-Based Learning pedagogy are the tracks along which our "eTwinner pupils" have been conducted in this beautiful path. Our school slogan is "Do not be afraid to get wrong" so the kids can live their school experience in a very positive way, learning from their mistakes.



**What do you expect from eTwinning?**

"What's more and more for kids to learn creatively, to believe in themselves, to never feel inadequate and to realize that everybody, sooner or later, reaches the goal"

**Let's ask something to the pupils and their parents:**

**Did you have fun with eTwinning and what did you learn?**

"So much. We learned that eTwinning is a twinning among us and pupils from other countries. We learned so many things without ever noticing it and



above all we learned to work together.

**Have you made friends with someone?**

Yes, we have! This year, however, each of us chose a 'PenPal' with whom we started exchanging letters, greeting cards and handmade works. We hope to meet as soon these new friends, as we have met, several times ago, Mrs. Francesca Borrelli, a teacher of the School "A. Maestri" of Parma, with whom we have collaborated in several projects.



**Now we ask to a student's mom, what she thinks about studying with eTwinning projects?**

I believe that since the School started working on the eTwinning platform, the kids, as my daughter, come to school with a strong motivation and joy. They never feel tired and at home they talk about projects and gather in groups to find ideas and draw designs, posters, and artefacts for their project friends. I feel thanking the School for the wonderful work it is doing with our children and special thanks goes to eTwinning that allows teachers to bring Europe in the classes.

**Let's talk now with Sister Loredana Ursini, Headmaster of Primary School San Tarcisio: How did you know about eTwinning and when**

**did you decide to take your school to various projects?**

"I met eTwinning through our ICT Coordinator, Cira Serio, to whom we are all very grateful to have been the pioneer in this new path, which aims at a real innovation of didactics. In fact, through the eTwinning projects, she helps students to reach the skills they need to train future European citizens. I have realized immediately that, this great European community of teachers, through electronic twinning among schools, in different European countries, is making a major contribution to the process of innovation in teaching and learning models and so I invited all my school teachers to participate in the various Projects and I myself took part in them. E-learning, team-work, problem solving, and learning by doing, through sharing experiences, have increased pupils' participation and led the classes to a much higher level of communication.



**What would you like to become this school?**

"Our goal is the educational success of all our students, a success that is built only by making each of them the protagonist of building their own knowledge, eager to know and experiment. Pupils really learn when they are involved in targeted activities, reflect, ask questions, identify problems, and cause others to emerge when they are placed in the state of being curious, to reflect on their thoughts and to put forward continuous questions to which they will find the answers and then



compare their thinking with that of other friends and teachers. To learn, then, do not just listen to what the teacher says, because often, in this way, they cannot store the essential knowledge. The student, to learn, must also experience, because it is through it that he can better understand what he is learning. I would like this school to be more and more a great laboratory of didactic innovation, characterized by the courage to look always ahead and beyond for the good of the pupils who are entrusted to us". Nowadays, we can say that St. Tarcisio School in Herculaneum is looking to the future and is already present in the European dimension.



*Cira Serio is the ICT coordinator in the Primary School "San Tarcisio" in Ercolano, a nice town very close to Naples, Italy. She started enjoying eTwinning in May 2014. From that moment she always received National and European Quality Labels for her projects. In 2015 she was awarded with The National Prize and in July 2016 she had the honour of becoming National Ambassador eTwinning Italy.*

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### **E-CLIL experimentation: Action-research with eTwinning for the first cycle**

*by Brigida Clemente*

The Public Notice of 13 October 2010 for the submission of project proposals aimed at the development of CLIL - art. 29 of M.D. 663 of 2016 - gave the opportunity to five schools in Foggia and the province to join the network for the design and testing of Content and Language Integrated Learning (CLIL) learning pathways through action-research. The aim was to activate collaborative working methods between foreign language teachers and non-linguistic teachers (CLIL team) with the formation of working groups aimed at sharing strategies and ways of teaching the foreign language, defining a Continuous professional development framework for teachers, with Methodological Training courses for CLIL. The Santa Chiara-Pascoli-Altamura Comprehensive School, as a leading school, has submitted a project entitled "Getting to know the national tales" involving four other schools and thus giving life to a network of school institutions Called "Foggia Schools in the Network to Innovate Teaching". By Decree of the General Director of the Directorate General for School Ordinations and the Evaluation of the National Education System prot. n. 1433 of December 22, 2016, the design proposal was approved and funded to combine the CLIL method with the opportunities offered by new technologies, thus promoting the learning of foreign language disciplinary content and the development of digital skills.

Through the collaboration between foreign language teachers and NLD professors in action-research projects, integrated into the eTwinning platform for European projects aimed at internationalization and innovation both linguistic and intercultural, teachers have been guided and supported in the Design and implementation / testing of CLIL modules in the background of the latest developments in the field of didactic innovation and the size of technologies and multimedia. In view of this approach, structured in three distinct phases of action, the promotion of language and digital skills of students has been urging the active role in the collaborative realization of digital products within partnerships as documentation of project experiences to be shared on eTwinning site.

The project involved schools that previously had the opportunity to collaborate on the Network for other projects with actions and trials: Accompanying measures to 2012 National Guidelines and Certification of Skills in the First Education Circuit (DM 435/2015 Art. 28) and projects contemplated



by MD 435, art. 25 letter a) for the implementation of the National Evaluation System, with particular reference to the design and implementation of the Improvement Plans. The schools in the network share an educational context that requires a general rethinking of didactic practices, setting and general organization to have a strong impact on all school community actors (school leaders, teachers, students, families, territory). It is therefore "shared" an interest in the process of school system innovation related to the implementation of the CLIL methodology. There were 10 classes (fourth and fifth primary and first grade primary school students), in total about 100 pupils



The overall objective of the Project was to raise the awareness of teachers and students in the CLIL teaching, inviting them to the concrete experimentation of this innovative methodology with the integrated use of digital technologies. The specific objective was to improve students' linguistic-communicative skills through the use of a foreign language in the teaching / learning of a curriculum discipline. Integration into an eTwinning project is certainly an effective way to promote language use in a dual-setting, in a real-life context for instant and practical communication (through synchronous and asynchronous network tools) with partners of the international project and the collaboration in the realization of digital didactic activities. Therefore, the project aimed at promoting the rethinking of disciplinary teaching, practices in the light of new multimedia and multimodal technologies and guiding teachers and students in the cross-cutting use of these tools in teaching / learning practices.

The theme of the project is the story through the discovery of the territory: "Tales are one of the oldest cultural symbols. We want to help to enhance the cultural roots of ancient traditions that are often common to all countries. We would like to share the main national stories and repetitive elements, such as characters, magic objects, the struggle between good and evil, good and happy ending. Students will learn various national stories, compare and share the features of fairytales characters in each country, increase the level of intercultural awareness, the ability to develop



creativity, and motivation to read. The use of information and communication technologies (ICT), the development of communication skills will be promoted.

The project assumes an international dimension as it is structured and integrated into the eTwinning platform that promotes school collaboration in Europe (and not only) through the use of information and communication technologies (ICT), providing support, tools and services for schools. With the aim of communicating, collaborating, developing projects, sharing and, in short, participating in the most exciting European educational community



After an initial coordination meeting between school leaders, referent lecturers and project team in order to start planning and schedule commitments, the project developed in three phases:

### I. Initial training phase

This first phase involves the participation of the project team in training sessions (with experts) on CLIL teaching methods and innovative classroom management practices as well as on learning environments through the use of new multimedia and multimodal technologies on the eTwinning platform. This phase started with a first meeting on the theoretical aspects of the CLIL methodology. Two laboratory meetings were held on the use of the eTwinning platform, which is essential for project structuring and management in CLIL, workshops on the setting of UDL with CLIL methodology and a webinar held by the researcher of the Indire who directed and supported the tutors Didactic methodology for a proper start-up. The goal here is to promote digital skills for both teachers and students using learning environments that allow the expansion of language skills in digital mode, by strengthening the average English language level with language enhancement courses and with elements of Innovative didactics, related to QCER

**Progetto CLIL**  
"Getting to know the national tales"  
a.s. 2016/17

[Avviso pubblico per la presentazione di proposte progettuali finalizzate allo sviluppo della metodologia CLIL - art. 29 del D.M. 663 del 2016 \(USR18/10/2016\)](#)



Esito approvazione progetto USR Puglia

### Programmazione Progetto: 1° fase

| DATA                                             | TIPOLOGIA INCONTRO                                                                                                          | UTENTI                                      | DURATA                     |
|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|----------------------------|
| 17 febbraio 2017                                 | 1° riunione coordinamento Progetto                                                                                          | Dirigenti, Coordinatori, gruppo di progetto | 1 ORA<br>12.00-13.00       |
| 22 febbraio 2017                                 | Seminario Oxford Academy Primary sulla metodologia Clil                                                                     | gruppo di progetto                          | 2 ORE                      |
| 3 marzo 2017 (Clemente, Panettieri)              | Seminario eTwinning per organizzazione e gestione del progetto in piattaforma con metod. Clil. Struttura del progetto e UDA | gruppo di progetto                          | 3 ORE<br>15.30-18.30       |
| settimana seg.                                   | Laboratorio eTwinning: introduzione metodologia Clil e presentazione PROGETTO                                               | studenti                                    | 3 ORE di lezione in classe |
| 10 marzo 2017 (Clemente, Panettieri)             | Seminario eTwinning per organizzazione e gestione del progetto in piattaforma con metod. Clil. Presentazione studenti       | gruppo di progetto                          | 3 ORE<br>15.30-18.30       |
| settimana seg.                                   | Laboratorio eTwinning: produzione e sperimentazione materiali didattici (Introduce yourself and the school)                 | studenti                                    | 3 ORE di lezione in classe |
| 14 marzo 2017 (Clemente, Ciccarullo, Panettieri) | Seminario eTwinning e metodologia Clil a supporto della didattica                                                           | gruppo di progetto                          | 6 ORE<br>11.00-17.30       |

### II. Training phase and guided experimentation

Subsequently, all weekly training workshops (3 hours) always favoured classroom experimentation



(2 hours) for the development of student-centred teaching activities aimed at improving both the foreign language and the language skills through the use of d 'Action to stimulate foreign language learning in the problem-based learning methodology. In the laboratories, the faculty faced one by one, with the development of a time-saving learning project UDL, topics related to the presentation of students, schools and territories, the virtual geolocation of historic sites of interest and the narration of legends related to them. Obviously the themes have always been addressed in class with the CLIL methodology, the support of digital technologies and the use of web tools (Padlet, Smooth, Izitravel). Classroom experimentation, closely linked to apprentice teacher training laboratories (for UDL), with the prediction of methodological strategies and digital tools (eTwinning and web-based tools) to be used for activities, allow the production of digital and Continuous documentation of processes and products made by teachers and students, through collaboration in the realization of didactic activities aimed at solving reality tasks through the use of digital teaching tools

paths based on the practice of audio-oral skills and cultural exchange, also by activating comparisons and sharing with distance classes, schools, teachers and classes from other countries, combining the awareness of the CLIL methodology. Specifically, at this stage, thanks to the participation of the MIRA association, every school of the Net has been supported in carrying out research activities, through historical sources of legends and stories of the past, guided tours of sites of historical interest Cities and didactic-experimental laboratories on the site. It starts with the promotion of the "real" skills of students by stressing the active role in realizing "real" products as documentation of project experiences, to be publicized through digitization, to extend their value to the collective interest. An App of this third phase of the project has been implemented entirely by the materials produced by students on the site through digital re-elaboration.

### Programmazione Progetto: 2° fase

| DATA                                    | TIPOLOGIA INCONTRO                                                                                                                                                                                | UTENTI                     | DURATA               |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------|
| 17 marzo 2017<br>ore: 11:00             | 2° riunione coordinamento e monitoraggio Progetto                                                                                                                                                 | Dirigenti, gruppo progetto | 1 ORA<br>11:00-12:00 |
| 21 marzo 2017<br>(Clemente, Panettieri) | Seminario eTwinning per organizzazione e gestione del progetto in piattaforma con metod. CLIL. Presentazione scuola                                                                               | gruppo di progetto         | 3 ORE<br>15:30-18:30 |
| settimana seg.                          | Laboratorio eTwinning: applicazione metodologia CLIL per SELF INTRODUCING                                                                                                                         | studenti                   | 3 ORE di lez. classe |
| 24 marzo 2017<br>(Letizia Cinganotto)   | Webinar Live con Ricercatori Indire                                                                                                                                                               | gruppo di progetto         | 2 ore<br>15:30-17:30 |
| 27 marzo 2017<br>(Clemente, Panettieri) | Seminario eTwinning per organizzazione e gestione del progetto in piattaforma con metod. CLIL. USO WEB-TOOLS geolocalizzazione e Tour Virtuale (Pretti e Smore, Google map, Thinglink, Izitravel) | gruppo di progetto         | 3 ORE<br>15:30-18:30 |
| settimana seg.                          | Laboratorio eTwinning: produzione e sperimentazione materiali didattici (attività con risorse digitali per la didattica)                                                                          | studenti                   | 3 ORE di lez. classe |

### Programmazione Progetto: 2° fase

| DATA                                | TIPOLOGIA INCONTRO                                                                                                                                                                                            | UTENTI             | DURATA               |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|----------------------|
| 4 aprile<br>(Clemente, Panettieri)  | Seminario eTwinning per organizzazione e gestione del progetto in piattaforma con metod. CLIL. Strutturare un brano e formulare un questionario. Storytelling illustrazione leggenda con didascalie o fumetto | gruppo di progetto | 3 ORE<br>15:30-18:30 |
| settimana seg.                      | Laboratorio eTwinning: applicazione metodologia CLIL                                                                                                                                                          | studenti           | 3 ORE di lez. classe |
| 12 aprile<br>(Clemente, Panettieri) | Seminario eTwinning per organizzazione e gestione del progetto in piattaforma con metod. CLIL. Presentazione                                                                                                  | gruppo di progetto | 3 ORE<br>15:30-18:30 |
| settimana seg.                      | Laboratorio eTwinning: produzione e sperimentazione materiali didattici (attività con risorse digitali per la didattica)                                                                                      | studenti           | 3 ORE di lez. classe |

### III. Research-action phase with "on-the-field" workshops for students

The third phase was aimed at promoting literacy and reading skills through extensive reading, both in paper and digital format, by promoting training

### Programmazione Progetto: 3° fase

| DATA                               | TIPOLOGIA INCONTRO                                                                                  | UTENTI                               | DURATA                           |
|------------------------------------|-----------------------------------------------------------------------------------------------------|--------------------------------------|----------------------------------|
| 19 aprile 2017                     | 3° riunione coordinamento e monitoraggio Progetto                                                   | Dirigenti, gruppo progetto           | 1 ORA<br>11:00-12:00             |
| 26-27 aprile (2 uscite)            | Laboratori Associazione MIRA sui siti storici EPIAFFIO                                              | studenti<br>I.C. CARAPELLE           | 4 ORE (per classe)<br>DALLE 9:00 |
| 2 maggio<br>(Clemente, Panettieri) | implementazione app con metodologia CLIL                                                            | gruppo di progetto<br>I.C. CARAPELLE | 3 ORE<br>15:30-18:30             |
| settimana seguente                 | Laboratorio App: implementazione con materiali didattici                                            | studenti                             | 3 ORE di lez. classe             |
| 28-29 aprile (2 uscite)            | Laboratori Associazione Mira sui Siti storici e narrazioni delle relative leggende CHESA ADDOLORATA | studenti<br>SANTA CHIARA             | 4 ORE (per classe)<br>DALLE 9:00 |
| 3 maggio<br>(Clemente, Panettieri) | implementazione app con metodologia CLIL                                                            | gruppo di progetto<br>SANTA CHIARA   | 3 ORE<br>15:30-18:30             |
| settimana seguente                 | Laboratorio App: implementazione con materiali didattici                                            | studenti                             | 3 ORE di lez. classe             |

### Programmazione Progetto: 3° fase

| DATA                                | TIPOLOGIA INCONTRO                                              | UTENTI                                 | DURATA                           |
|-------------------------------------|-----------------------------------------------------------------|----------------------------------------|----------------------------------|
| 2-6 maggio (2 uscite)               | Laboratori Associazione Mira sui Siti storici e ... CATTEDRALE  | studenti<br>SAN PIO X                  | 4 ORE (per classe)<br>DALLE 9:00 |
| 11 maggio<br>(Clemente, Panettieri) | implementazione app con metodologia CLIL                        | gruppo di progetto<br>SAN PIO X        | 3 ORE<br>16:30-18:30             |
| settimana seguente                  | Laboratorio App: implementazione con materiali didattici        | studenti                               | 3 ORE di lez. classe             |
| 12-13 maggio (2 uscite)             | Laboratori Associazione Mira sui Siti storici e ... FEDERICO II | studenti<br>CATALANO-MOSCATI           | 4 ORE (per classe)               |
| 15 maggio                           | Webinar Daniela Caccarallo                                      | gruppo di progetto                     | 2 ORE<br>17:00-19:00             |
| 17 maggio<br>(Clemente, Panettieri) | implementazione app con metodologia CLIL                        | gruppo di progetto<br>CATALANO-MOSCATI | 3 ORE<br>15:30-18:30             |
| settimana seguente                  | Laboratorio App: implementazione con materiali didattici        | studenti                               | 3 ORE di lez. classe             |

### Programmazione Progetto: 3° fase

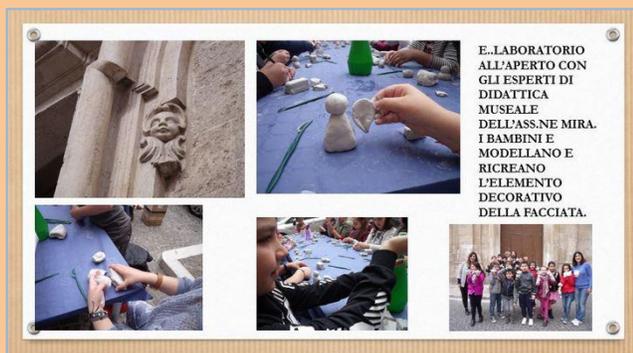
| DATA                                | TIPOLOGIA INCONTRO                                                 | UTENTI                                         | DURATA                           |
|-------------------------------------|--------------------------------------------------------------------|------------------------------------------------|----------------------------------|
| 17-19 maggio (2 uscite)             | Laboratori Associazione Mira sui Siti storici e ... PALAZZO DOSANA | studenti<br>ALFIERI-GARIBALDI                  | 4 ORE (per classe)<br>DALLE 9:00 |
| 22 maggio<br>(Clemente, Panettieri) | implementazione app con metodologia CLIL                           | gruppo di progetto<br>ALFIERI-GARIBALDI        | 3 ORE<br>15:30-18:30             |
| settimana seguente                  | Laboratorio App: implementazione con materiali didattici           | studenti                                       | 3 ORE di lez. classe             |
| 25 maggio 2017                      | 4° riunione coordinamento e monitoraggio Progetto                  | Dirigenti, Coord., gr. pr.                     | 1 ORA<br>11:00-12:00             |
| 30 giugno                           | scadenza candidatura Quality label                                 | docenti                                        |                                  |
| Settembre                           | Convegno chiusura Progetto                                         | Dirigenti, gruppo progetto, studenti, famiglie |                                  |

TOTALE ORE FORMAZIONE: 31



The transition to each stage has always been preceded by a coordination and monitoring meeting of the project team with school leaders and referents.

In the initial processing of the project, there was a phase of verification, evaluation and documentation of the project but, with the progress of the various phases, we realized that this phase was actually transversal and inherent in all the others phases through the continuous and constant documenting the process, in the eTwinning virtual project area: the TwinSpace, by uploading the results of weekly activities, or materials produced by students in a collaborative way. Verifications were consistently carried out by students with the support of web-based tools. The evaluation of the process was automatic and essential for the continuation of the activities



Thanks to eTwinning, the project has had an international dimension in which teachers and students have been offered the opportunity, by integrating into a European Community of teachers and students, to enter an enlarged learning context. This added value represents a boost towards multilingualism, multiculturalism, towards a European vision of disciplinary knowledge.

The originality of the project is given by the subjects studied and deepened by the students, but above all by the contextualization of the same

within a European design. The integrated CLIL methodology in eTwinning has offered real occasion of language use, allowing interactive and collaborative dynamics to be launched, encouraging curricular integration, promoting multilingualism, developing the essential conditions for future "European" teachers and students.

As part of the project, the production of digital materials was the result of the activities carried out by students in a sharing or collaborative approach. The reference is to digital storytelling typologies, digital quizzes, geolocalizations, animated images with video, audio and video. Thanks to these "productions", there are "naturally" and continuously developed processes of sharing, disseminating and enhancing best practices produced between Schools in the network also in the perspective of internationalization. Subsequently, dissemination in the territory was realized through the spread of school communities, families and the entire territory, of an App entirely implemented with the "products" of the activities carried out in the third phase of the project.

Also linking the eTwinning public link to the Network School sites, national and international eTwinning prizes and the organization of disseminating territorial events, contributed to the enhancement and dissemination of the training experience.

With a view to improve the quality of training and learning, the project has made a significant contribution to the mandatory, permanent and structural training (Law 107/2015 n. 124) of the faculty through a research-action initiative, aimed at guiding and supporting teachers in eTwinning design and implementation of CLIL modules in the background of the latest developments in the field of didactic and technological innovation.





In terms of replicability, the development of the Project for the implementation and testing of CLIL modules with the integrated use of the eTwinning platform ensures the material's accessibility to other territorial schools or the entire school system, as the platform constitutes a tool for documentation, dissemination and spreading of good practices for the valorisation of public waterway experiences



*Brigida Clemente is an eTwinning Italian Ambassador engaged in the training of teachers for the National Plan Digital School on new technologies to support teaching and to promote, in the schools, research-action activity and experimentation of new teaching methodologies.*

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### **The challenges for a math teacher**

by Anamaria Corina Golumbeanu

The challenges for a math teacher are as follows: Speaking, Follow the rules, Differentiation, Problems solving.

Speaking: Teaching children to speak Math can be difficult, because they do not know the correct language to use. For me, is very important that students use the words and notions of mathematics correctly. I must help students to speak well, to verbalize what they are doing. Using the words correctly helps students to understand mathematical notions. For that I use various activities. One of the most enjoyable for pupils is the dialogue between two students like a drama.

An example is an activity made with my 6th grade students in **Gifted and talent individual drama education** eTwinning project (<https://twinspace.etwinning.net/15950/pages/page/124752>). In this activity students learned about the properties of the isosceles triangle and the properties of the equilateral triangle. So students watching the video they learn the lesson without realizing it.

Follow the rules that mean discipline and motivation. Discipline and motivation are very important to support the learning process. .

In my opinion the class rules must be taught just like any lesson. Only by knowing these rules students will respect them. These rules should be published in an attractive poster on the class wall, too. Because students like Facebook, I must teach rules to use it safely. This activity is part of **Digital Citizen – How and Why** eTwinning project. (<https://twinspace.etwinning.net/27441/pages/page/206550>).

### **Safe Internet Day 2017**





Causes of lack of students' motivation are various. Motivation is supported in many ways. I like to link math to everyday life. Teaching math with project-based learning is another way.

An example is Eratosthenes Experiment presented on the **MUST** eTwinning project (<https://twinspace.etwinning.net/10290/pages/page/54674>).



Differentiation: Teachers are dealing with students who are at different stages of learning, and each student has different individual needs.

For every such student I make tailored teaching materials. I also have extra-curricular activities that educate all students informally. An example is Trip to the Planetarium - activity presented on **MUST** eTwinning project.



Problems solving: Children become easily bored with this.

In math to solve problems is like the grammar. This is the most important challenge for teacher and pupils. In my opinion doing practical activities is a good way to improve key competences, particularly STEM skills.

Astronomy is one of the fields in which mathematics has many applications. I usually involve students in astronomy projects and activities like Eratosthenes Experiment. Students apply Pythagoras' theorem in an experimental context and understand the importance of mathematics in solving practical problems.

Another example is activity called Little Astronomer. Students navigated through the Science of the Universe and they did presentation about famous astronomers, artificial satellites, spacecraft, astronomical sanctuaries, yesterday and today.

eTwinning projects are a good way to teach math in a fun and formative path!



*Anamaria Corina Golumbeanu is a math teacher in Craiova, Romania. She is interested in applied mathematics, art, astronomy, ecology, traditions and interculturality.*

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### **Collaboration and communication in eTwinning projects**

by Valerica Mititelu

During the school year 2016-2017 my 6 years old students, being in their first year at school participated in two eTwinning projects, which they liked very much. The key of the success in such projects is not only the theme and the competences we want to develop in our students, but the real collaboration and communication between partners to find the best ways to make students participate actively and to have fun while learning.

### **Communication and collaboration between teachers involved in the project**

Both projects, CHRISTMAS FUN and ART FROM THE BIN started with a very good communication to decide the activities, the terms, the responsibilities for all partners. We used Twinspace for this, on Forum, Teachers Journal, the communication on emails, but Google Docs was the best way to add our ideas and to make our final work with everyone's help. We also used Google Slides for our collaborative work.

The collaboration with the colleague from Greece was more efficient when she agreed to participate in the Regional Symposium "MODERN SCHOOL AND ITS ROLE IN THE COMMUNITY" - within the educational project "Education for change and its values in the society" where she talked about 'Christmas Fun' eTwinning project: partners' collaboration and young learners' creations in order to explain to our participants how was the collaboration during our project.

### **Communication and collaboration between students involved in the project**

CHRISTMAS FUN was a collaborative one for all the three months of project. The first activity was to make Christmas cards and ornaments using different techniques of work and send them (1 card and 2-3 ornaments) to our partners. We also worked on a miniature flag of our country to be send too. Every school involved in the project decorated the Christmas tree in the classroom with the objects received by post. Another activity was to record a traditional carol and translate into English the lyrics in order to be understood by our partners, and we made a common book of carols from all the countries participant and links to the songs to be listened to.

The wonderful part of the project was the meeting with our partners. For the children, communication is very important. They wanted to show their partners how they spoke English while introducing

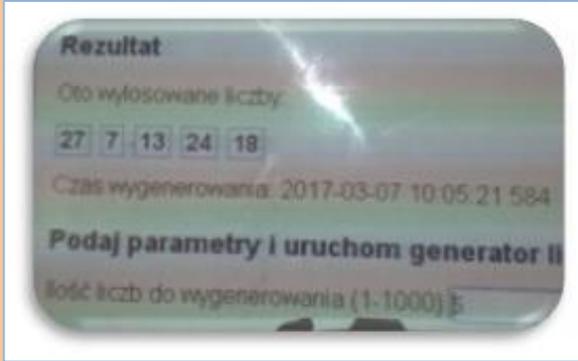


themselves, their traditional carol - live, they asked their partners to say words related to Christmas in our mother tongue and they tried to repeat words in Greek and Lithuanian. A touching moment was when, together, all students were singing "We Wish You a Merry Christmas!".



ART FROM THE BIN was a project not only to develop competences of citizenship, but a real communication of ideas about how to protect the environment, activities of learning by doing communicated to the partners. All these were possible with our collaboration.

During the school year, our students had three activities to make products by different materials (paper, plastic, old CD-ies, dough, carton/ plastic



plates and glasses....) To choose 5-6 materials from a given list we used <http://www.losowe.pl/liczba> . Students' creativity was really amazing. With the materials we created toys such as: robots, cars, snowmen, flowers, football pitch, animals, scenes - A camel in the desert, Jesus' birth... After the first activity we had to choose one product to be sent to our partners from Portugal. They made a small dialogue about it. We sent a **snowman** made by a group of students. Then we made a dialogue, on the recycling theme for their product.



After the third activity, students participated in role play activities where their toys were alive talking about the subject they had chosen according to their imagination - in small groups.



The book with worksheets added from all participants, showed our students how all of them worked in groups on the recycle - reduce- reuse theme.

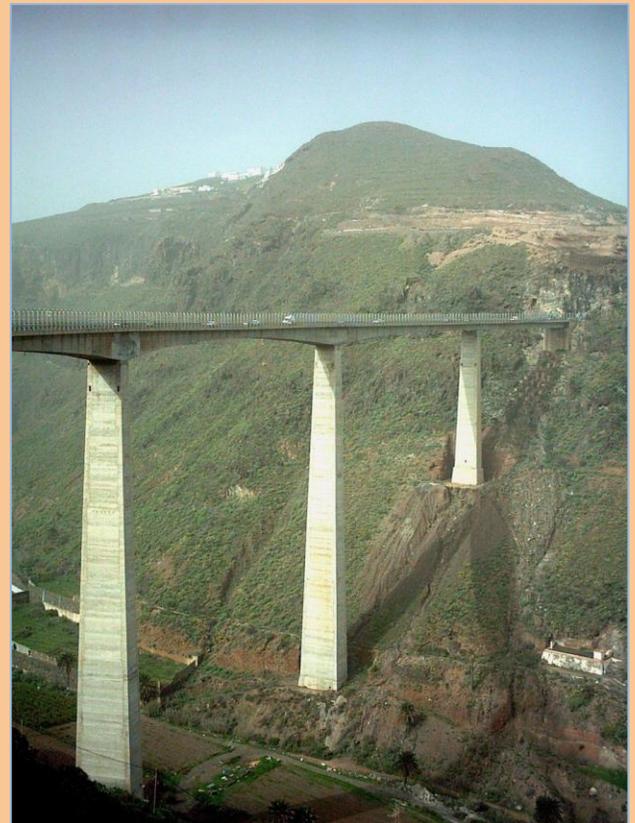
Of course, the videoconference, organised via an eTwinning Event on the eTwinning platform, was the favourite of our students because they had the opportunity to meet their friends, to talk to them, to say in Romanian words related to recycling, reducing and reusing resources.

At the end of a wonderful school year with such interesting activities, my students and I look forward to participating in new eTwinning projects and do great work with our partners!



*Valerica Mititelu is a teacher for primary school students at School Elena Doamna in Tecuci, Romania, with experience in eTwinning projects due to 8 years of eTwinning.*

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## From partnership to friendship

by Barbara Klaaßen

I have been involved in eTwinning for several years now. I have worked with teachers from many different countries and schools. I really enjoy getting to know new teachers, new schools and new ideas. Nevertheless there are some teachers we are working together in projects again and again. One of them is Zeliha Uğraş from Mersin in Turkey.

In 2013, when I was looking for a German speaking partner for my eTwinning group in the afternoon care at a primary school, I was introduced to Zeliha by a colleague of hers. She was a newcomer in eTwinning when our joint journey started with "Kommt, wir treffen uns!". We were 4 Turkish and one German partner. Zeliha and I fit together perfectly, we understood each other straight away.

Our second project – this time with another Turkish and one Lithuanian school – was really a pleasure. We collaborated really well, had common ideas, we were able to adjust and react. The project "Wie sagt man das bei Euch?" was a great success thanks to all partners involved; in Germany my kids and me were awarded the German eTwinning Prize.



So Zeliha and I went on and started in 2015 our third project called "Auch ein Kind hat Rechte!" a multilingual project related to the UN Convention on the Rights of the Children. Again we collaborated with other partners – this time from Spain and Turkey. As in the projects before, we enthusiastically shared ideas and complemented each other in a very productive and creative way.

In all these projects I participated with a group from the afternoon care.

Last summer Daniela Gubbels, a colleague of mine, and me connected Daniela's 3a with Zeliha's class 3a. "Das kleine Quadrat", a very intensive eTwinning project with our 3<sup>rd</sup>-graders, started.

Of course, kids introduced themselves, sent letters to their one-to-one partners, and introduced their schools. But the main point of this project was the story of a little square, which was very sad in the beginning, as it thought that it was pretty boring. On every page of the story the square is experiencing something and is folded in different ways, until it recognizes it is special. Partners from both countries read out the pages alternately and explained in videos how to fold the Origami. The other class followed this and prepared the next page. Both sides read the story in German and Turkish.



In Daniela's and my group we have many kids with Turkish roots, which were really proud to be able to read the text in their mother tongue. Zeliha teaches their 3<sup>rd</sup> graders some German. As the story has 22 pages, we had to plan very well, when and who was responsible for which page; keeping in mind different free days, holidays ... Indeed we were a little nervous if we could manage in time as our plan was really very strict and narrow.

Although we had some problems with illness, secondment of Daniela to another school ... we made it. We are really proud!

Each kid created her/his own printed copy and we produced a multimedia version of the story with all the folding instructions embedded as well. Additionally kids created and played online games around the story and both classes performed the story as theatre play. Our whole school enjoyed a performance of the story of the little square.



Pupils were always deeply involved in the project as we either had to create audios and instructions or to follow them. During the project some refugees without any German or Turkish language skills joined as new classmates in our German team. They managed to be involved in the project immediately.



I remember a boy from Chechnya being in our school for two weeks, who wanted to record the folding instruction with me – and – he really made a good job!

Very impressive were the video conferences when kids taught their partners from abroad how to fold a square to various new shapes according to the story, just like our final video conference when we solved over thousands of kilometres apart a Kahoot together.



Meanwhile the project is closed and we all enjoy our holidays. But don't forget: "After the project is before the project" (a German soccer coach once said "after the match is before the match") – we are already planning for next school year to go on with both classes.

I think I can say about Zeliha that she is really a wonderful, reliable partner, with many creative ideas and we both understand each other nearly blind. Indeed in my opinion Zeliha and me are not only partners anymore, I think a friendship grew. We have exchanged uncountable mails, we have chatted a lot at day and night time, we have talked to each other in several video conferences with and without kids. For me one thing is missing – I would like to meet her once in real life and as I always say: "Have a smell!"

Perhaps one day...



Barbara Klaaßen (<https://www.klaassen-moers.de>) is a certified INTERNET MEDIA COACH ©. She is working with groups in primary schools, both in "normal" classes as well as in the open day care. Since 2008 she has been involved in eTwinning, with more than 35 projects. These projects received many national and European Quality Labels, three of them were even awarded the German eTwinning Prize (age category 4-11 years). She is also a Scientix ambassador for Germany.

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## **eTwinning: A tool for teachers' professional development**

by Antonietta Calò

Filling in the Mobility Tool and the Beneficiary's Dashboard for the closing of my Erasmus +KA1 project has given me the chance to reflect on my professional development as a Foreign Language (FL) teacher and, above all, as an etwinner. But let's start from the beginning...



June 2015: the two-year project "Europa 2020: docenti formati, studenti preparati" (Europe 2020: trained teachers, skilled students) that I planned within the Erasmus+ programme was approved and funded, allowing 13 people of my Institute- teachers and administrative employees- to join European training courses. In October, I attend a training course in Cardiff entitled "Using technology for teaching English".



Here I met EFL teachers from different grades of schools and from different European countries to whom I proposed my idea to create an eTwinning

project, where we could upload the results we would get with our students thanks to our innovative teaching methods. With this collaboration the eTwinning project "eTwinning: a tool for teachers' professional development" was born!

During that school year, I showcased all the results I was getting with my students in all the official dissemination meetings I ran as an eTwinning Ambassador for Campania region, pointing out how eTwinning had helped me in planning a winning Erasmus+ project and how its platform was supporting me in the running of the whole KA1 in my school.



Thanks to my expertise, I was called to be a member of the project group for the planning of the KA1 Consortium – call 2016 - on behalf of the Regional School Board. The project was approved and it funded 22 Digital Champions of different schools in Campania to attend a training course abroad. Luckily I was one of the group of the trainees and in October 2016 I attended the course in Ipswich on "Using technology effectively to enhance English". Once again eTwinning was the core of my own professional development and at the same time the starting point for my colleagues' professional improvement.

Moreover, before our departure for the Training Course, the Italian National Support Service approved my eTwinning project "Campania Digitale per Europa 2020" (Digital Campania for Europe 2020). In the TwinSpace of this project, each teacher joining the Consortium had their own school page where to share any personal teaching experience deriving from the training abroad. In this way the dedicated eTwinning project was a tool to collect results, outcomes, innovative teaching methods and approaches, but also a tool to share and disseminate good practice among teachers' communities and connections.

Considering that the group of 22 Digital Champions attended not only a training course about the use of



personal devices to enhance students' learning process, but also a two-day job-shadowing in the local schools, one can appreciate what a fantastic experience it was and how much innovation each of us was able to spread through the pages of the eTwinning project!

I was really satisfied and proud of my planning and running this KA1 Consortium project as it was considered a Best Practice by the School Office of the Italian Ministry of Education.

At this point, as an eTwinning Ambassador I could disseminate the lessons learned from two different KA1 in the Erasmus + programmes to inspire junior teachers with my experience. I am proud to have motivated senior teachers to innovate their teaching methods thanks to a student focused approach.

As for my school, the direct consequence of all this innovative process has been the launch of two more national eTwinning projects both of them about the use of CLIL methodology and collecting a network of schools of Campania Region as project members.



The first project "CLIL in a CLICK" was born with a double aim: first, to stimulate Italian students towards the Extensive Reading, and second, to create CLIL modules on the different topics using 2.0 web-tools. It is important to point out that with the Upper School Reform in 2010, the CLIL teaching method is mandatory but there are neither enough qualified teachers, nor enough teaching material. For this reason the Regional School Board had invited teachers to create innovative CLIL based projects to be funded. I decided to accept the

invitation and together with 4 high schools of the region I created the network "CLIL in daily school life" with the mission of creating, sharing and disseminating the CLIL approach via the dedicated eTwinning project.

The second project "EcoLab: una guida alla difesa attiva dell'ambiente" (Ecolab: a guide to actively protect the environment) was created by my Science colleague as a result of her training course abroad under the KA1- call 2015- that I have mentioned before. The main aim of this project, joined by local schools of different levels, from pre-elementary to junior high ones, was to promote a greener lifestyle among young people, teaching them how to reduce the waste line, how to reuse and recycle, in order to be conscious European citizens.



What can I add? I must recognise that the last two years have been a real challenge for me, but I am proud of the results I have achieved! I have improved my professional development, as an EFL teacher and as an eTwinning Ambassador, stretching my personal and teaching skills: each one of them made me a bit better!

eTwinning has proved to be an effective tool for innovation and dissemination, giving teachers the chance to share their own personal experience, and to be enriched by partners' ones, according to eTwinning mission of long life learning.

In Italy we say that "una ciliegia tira l'altra", which means "Once you start eating cherries, you cannot stop" – let me say that eTwinning projects are my personal cherries!



*Antonietta Calò is a teacher of English as a foreign language at Liceo Scientifico "Don L. Milani" in Gragnano, Naples, Italy. She has been an active eTwinner since 2007 and an eTwinning Ambassador for Campania region since 2010. She is interested in enhancing her students' learning process thanks to the conscious use of ICT.*



### **eTwinning is inclusion**

by Clara Elizabeth Báez

As we know, the 2017 eTwinning theme is about the topic of Inclusion. I should like to explain how the methodology of ABP in eTwinning helps me to reach this goal by improving inclusive education. I teach Spanish in six classes and in every class I have an eTwinning project – I like to call them in Spanish “hermanamiento” for me it seems closer to brotherhood.

Through eTwinning I have the opportunity to let all the students to feel special and unique. In every class the projects give me the opportunity to help the pupils to become active, open-mind and to accept and respect difference and diversity.



In Italy from June 2013 every school must organize a PAI (Piano Annuale dell’Inclusività – Annual Plan of Inclusion) intervention strategy for pupils with special educational needs and territorial organization for school inclusion. I should like to underline that eTwinning is included in the PAI of my school “ITE R. Raffaele Piria” (Reggio Calabria-Italy) together with Erasmus+.

This year my experiences were varied: in a class we have a student with autism spectrum disorder, for him the visual support is very important. Our project, that shows photos of the trip of a pet in different towns, was a success for him and the class.

The project became a socialization strategy in an appropriate environment, once a week we went to the technology laboratory, it was not beneficial only to him but also to his classmates.

eTwinning additionally helps me with other students; an example: one of them, with a selective mutism. He used the TwinSpace to present himself and to create his own “product” in group and after to show it to the friends, that means to be part active of the class and finally to improve his attitude toward the teachers.



To all our students and for them with Special Education Needs and learning disabilities eTwinning becomes motivation of learning in an unusual way, to approach the classmates and a new reality, to be interest and part of the community. It is my hope to continue on the path we have been on.

For us teachers it is a challenge, a place to develop ideas of projects, to communicate and collaborate, to find colleagues in different groups, to have the occasion to exchange suggestions and opinions, to improve our skills and to understand better how we can approach in different situations.



*Clara Elizabeth Báez was born in Montevideo, Uruguay and is a Spanish teacher in Reggio Calabria, Italy. She has been an eTwinning Ambassador since 2009. She is also a mentor of teachers and the representative for the region Calabria in the “Settimana del Rosa Digitale” 2017. She has authored several didactic articles in Spanish.*



## **eTwinning projects - A multitude of facets!**

by Carmen Sin

I have been involved as both coordinator and partner in many international projects, starting with Comenius, partnerships, volunteering, ending with eTwinning, GTP, TSL projects, and I could say that each has taught me, my students, school, colleagues something valuable.

Honestly, the most complex, with a multitude of facets, starting with the number and variety of partners, the diversity of cultures and themes dealt with in my work, which you can see alongside, the variety of methods and activities and working tools, the ease of connecting and contacting, finding serious contacts and partners for future projects, all can be found here, on eTwinning projects.

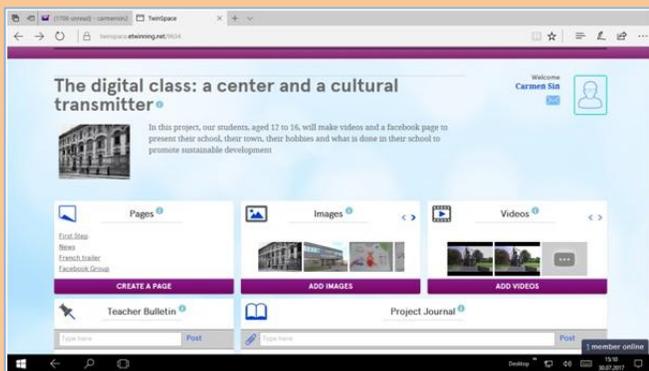
### *1. The chance of using foreign languages*

Thus, the potential of eTwinning project activities is a vast one, 10 years ago approximately when I first got in touch with the portal, there were not so many opportunities for using foreign languages with our fellows from Europe. It was something that we had been looking for since the 80s, and once involved, we, Romanians proved to be the very good, reliable and honest partners European teachers needed!

### *2. The chance of finding new and reliable partners for future Comenius (then) / Erasmus+ now.*

As we all know and can be seen in my case, having partners worthy of working on eTwinning projects, we have further developed new partnerships and wrote new other projects together. It would be interesting to ask teachers how they found their partners for late serious projects besides Facebook or yahoo groups.

*3. Both teachers and students taking part in these projects proved to really improve, and learnt easily, unwillingly many techniques and tools related to IT – for example, The Digital Class.*



*4. Bigger chances for our students to find out things, learn by doing mutual project work on different, veery distinct types of activities and topics, ranging from protecting the environment to methods of teaching STEM, writing mails, reports, statistics.*

### *5. Students' self esteem*

Another eTwinning project has taught us to be environmentally friendly and to engage in greening activities alongside our friends in the "Together, for a Healthier Future" project, where, besides greening, land art, debates and questioning, we managed to make friends, talking on the forum, or Posting ideas, activities, pictures on the project site. This is really great! I have always engaged students coming from different environments, social status with varied knowledge of English or of being a member in a project. We ended up by being a big family, and students having a higher self esteem, with more information and knowledge for their future career.



### *6. Spirit of entrepreneurship*

In many eTwinning projects students proved to improve this spirit essential for each no matter the job or career they may have in future. It is well known that professional schools here have almost disappeared, and as far as it concerns my school and students, studying in a theoretical high school, I could say my students have had lot of experience in gardening, IT tools, land art, many other crafts, editing or writing an article, learning more about other European culture, history, geography.

### *7. eTwinning tools at our disposal*

We have been indeed enchanted with the tools we have had so far, and all of us have seen that the portal has been improved again and again, so we had them all in one – privacy, but space to post in projects our work, either films or photos or reports,



apple pies, chatting rooms, dictionary of terms, help to write projects or to get the label everyone” is chasing for”, and many others. I must add , for example, in many countries eTwinning portal or projects are more known and given importance to in comparison to Romania, have a look at our Turkish partners, but not only them. There has been done more progress in our country recently, too, thanks to the symposiums, e papers, e books or Facebook groups that some Romanian teachers have been doing or writing, doing this in order to share success.

**8. ME becomes WE!**

We must admit that at the beginning it was something which made us proud, winning a prize or getting a quality label, nobody else had them, but soon I, WE realized that being a partner, later on a coordinator of eTwinning projects means more than that, it is about sharing, giving other teachers the chance to do it, becoming eTwinners or evaluating the relevance of eTwinning projects for the schools involved. An alternative and new dimension of training, personal development and citizenship, greater chances of insertion on the labor market for graduates, internationalization of education and training, all reunite and group together in this family called eTwinning!

**9. A very split society united in a single eTwinning project!**

This is great! Seeing different nationalities and religions working under the same “umbrella”! It has been proved to me many times when weaker students at languages did their best in making marvelous land art! Or sometimes, not very talkative and communicative students due to their family environment, or hardships, parents being abroad, working hard there, to be Facebook group administrators, or leading their group!

**10. A very modern and necessary European tool**  
Last, but not least, we must admit that progress in education was and still is necessary for teachers, schools, students, local people, media! It has been already seen that these projects led to progress in schools, more, in teenagers’ minds, and this is very important, they are the new generation, we should all try to invest more in their development, both physically and spiritually.

These projects have really done wonders!



*Carmen Sin is a teacher of English as a foreign languages at the Alexandru Marghiloman theoretical secondary school in Buzău, Romania. She has been a Scientix ambassador since March 2017. She is the project manager at the “Edu Care” non profit organization [wecare82.wordpress.com](http://wecare82.wordpress.com). She has been in charge of the foreign languages department in her school since 2011, responsible with educational projects too, having coordinated numerous local, national and international projects, such as “All for us!”*

*<http://fanef92.wixsite.com/allforus> with partners from Greece, Turkmenistan and “Almarkal” with partners from Turkey. She is the Erasmus+ coordinator in her school.*





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All links were working on July 29<sup>th</sup> 2017.

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