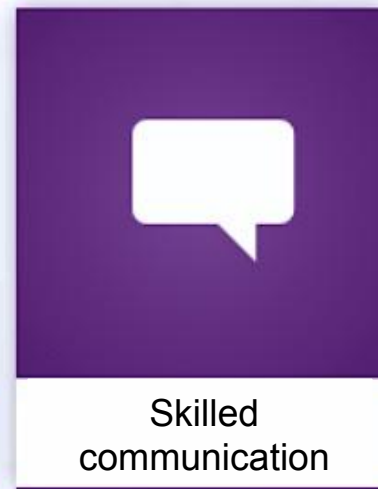
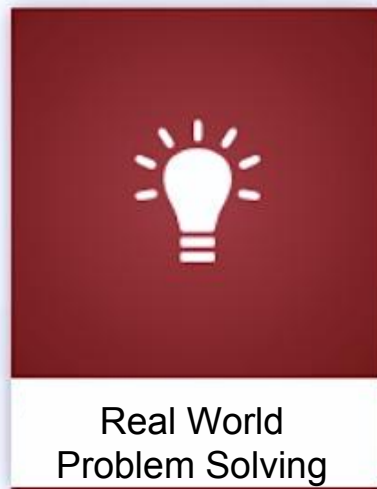
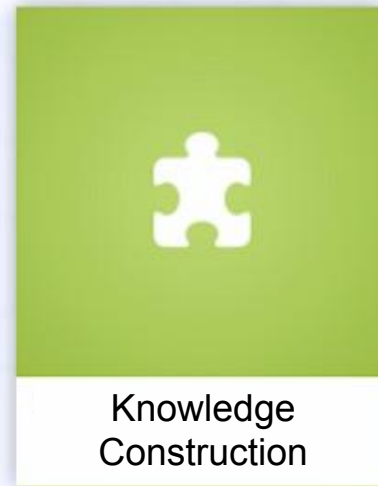
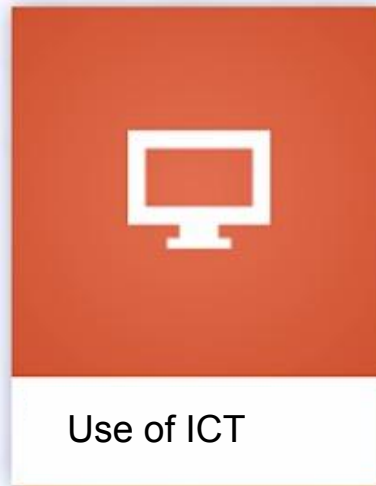
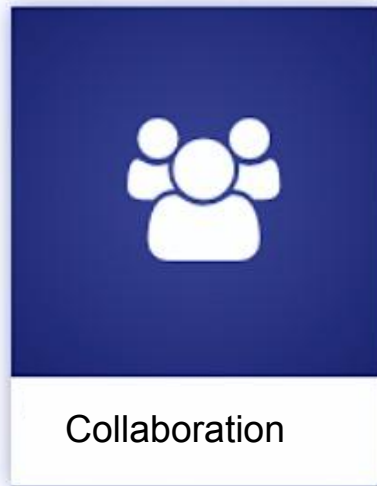




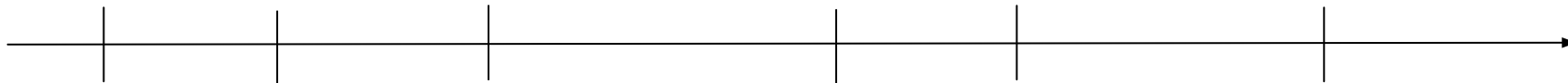
21ST LEARNING DESIGN FROM A STUDENT PERSPECTIVE

Emma and Ida

21ST CENTURY LEARNING DESIGN



Our Background



COLLABORATION

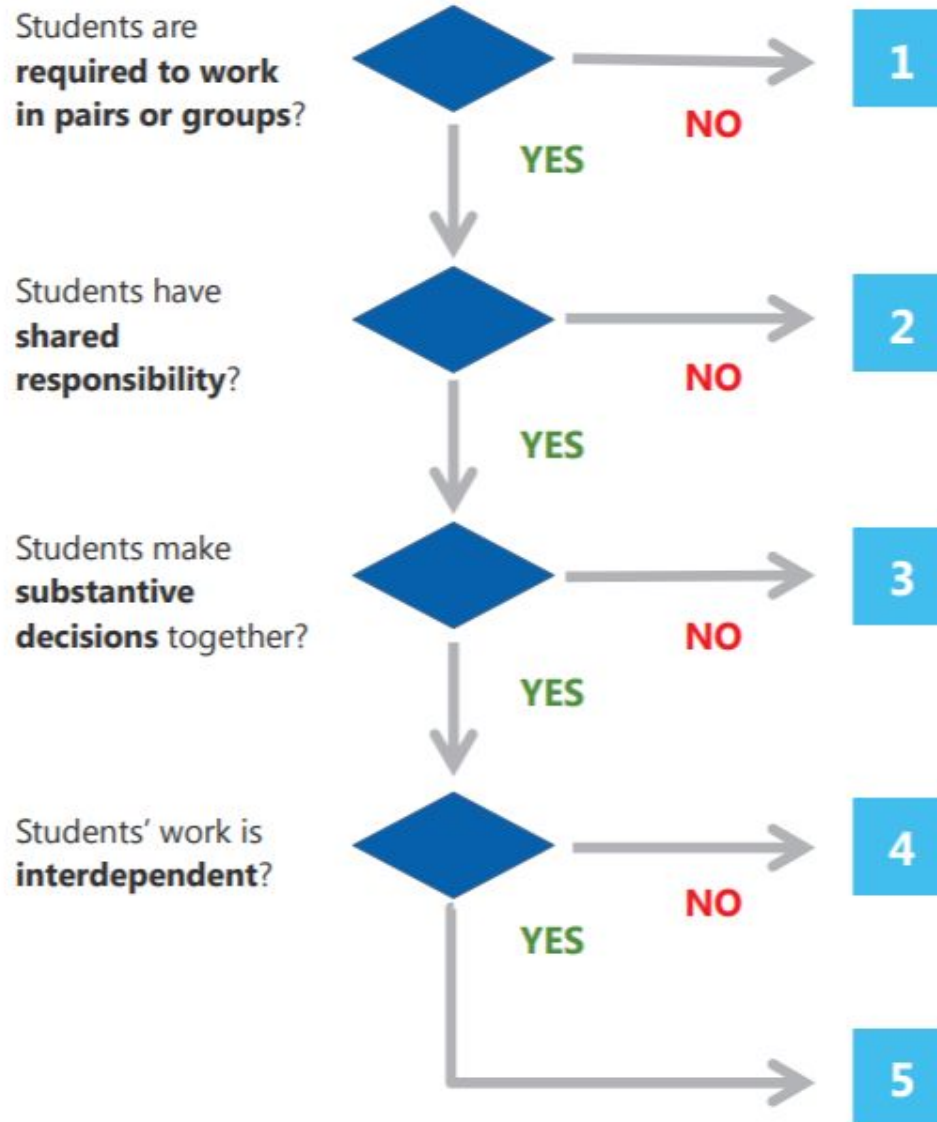
Working in groups

Shared responsibility

Students make the important decisions together

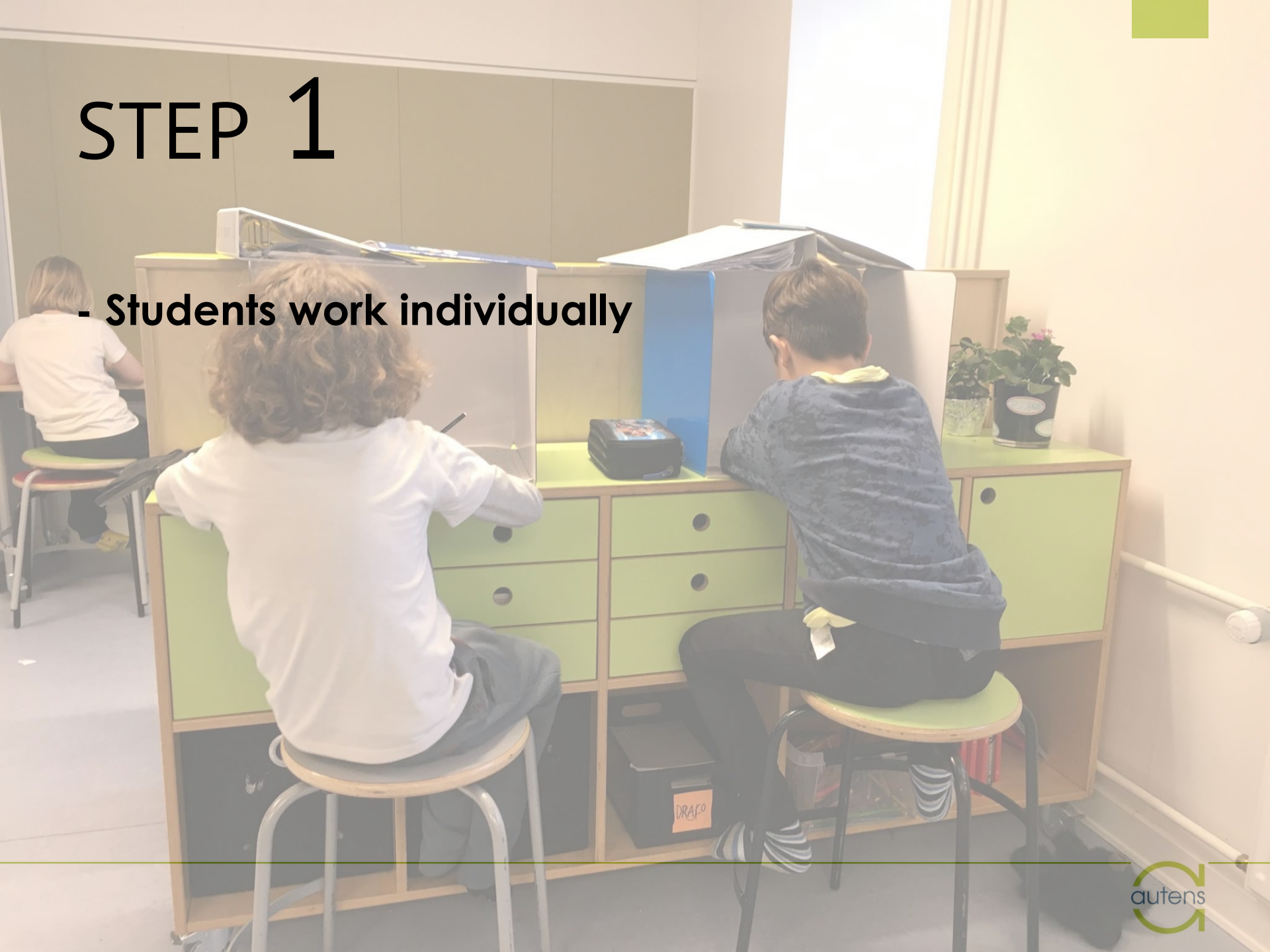


Collaboration: Decision Steps



STEP 1

- Students work individually



STEP 2

- Students work together



- Students work together
- **Students have shared responsibility**

STEP 4

- Students work together
- Students have shared responsibility
- Students make essential decisions together**

STEP 5

- Students work together
- Students have shared responsibility
- Students make essential decisions together
- Students are dependent on each other**

EXERCISE

Come up with two example of how your students have collaborated in the last six months?

Which step did they collaborate on?

INNOVATION

- Responsibility
- Solving problems where there is no specific or right answer
- Assignments from the real world
- Designing your own product
- Feedback from “real” people

ALWAYS END WITH A BANG!



SELF-REGULATION

A large group of students, mostly teenagers, are sitting on the floor in a classroom. They are arranged in a large circle, facing each other. Many students are looking towards the center or are talking to their neighbors. Some are holding papers or books. The room has a whiteboard and a bulletin board in the background. The lighting is bright, and the overall atmosphere is one of active participation and learning.

- Students should be able to manage their own time
- Feedback
- Becoming aware of your own strengths and weaknesses

SKILLED COMMUNICATION

- Explaining thoroughly
- Knowing the target audience
- Communicating in different ways

$$5 + (8 - 2x) = 15 - (3x - 1)$$

⇕

$$5 + 8 - 2x = 15 - 3x + 1$$

⇕

$$13 - 2x = 16 - 3x$$

⇕

$$13 - 2x + 3x = 16 - 3x + 3x$$

⇕

$$13 + x = 16$$

⇕

$$13 + x - 13 = 16 - 13$$

⇕

$$x = 3$$

KNOWLEDGE CONSTRUCTION

- Interdisciplinary learning
- Interpret and analyse
- Critical thinking
- Using the knowledge in another connection



USE OF ICT

- ICT has to be used actively
- Making ICT products that are useful for others
- Open the classroom



EXERCISE

Brainstorm in groups your next course – how will you use one of the skills?

WHY DOES 21ST WORK?

- **Motivating**
- **Trust from teachers**
- **More fieldwork**
- **More freedom and own deadlines**
- **Responsibility and influence**



21st skills * (teachers + students)

=

more motivated students



The ABC of eTwinning

Mia Sandvik
eTwinning NSS, Sweden
Lonnie Laugaard Rasmussen,
eTwinning ambassador

Copenhagen
7 March 2018
mia.sandvik@uhr.se

Pictures:
Pixabay.com



You can find today's presentation behind this link
– and on our joint Twinspace:

https://padlet.com/etwinning9/PDW_CPH2018



Let's get started





Collaboration
Kollaboration



Use of ICT for Learning
IT og læring



Knowledge Construction
Videnskonstruktion



Real-world Problem-Solving and Innovation
Problemløsning og innovation



Self Regulation
Selvevaluering



Skilled Communication
Kompetent kommunikation

civic competence
 digital competence maths science and engineering
 literacy and languages
 entrepreneurship personal social and learning competence
 cultural awareness and expression

- Discuss with your neighbour.
- What do you think are the two most important competences/21st Century Skills your student should learn during your classes – and why?
- 2 minutes





557000



190671

SCHOOLS



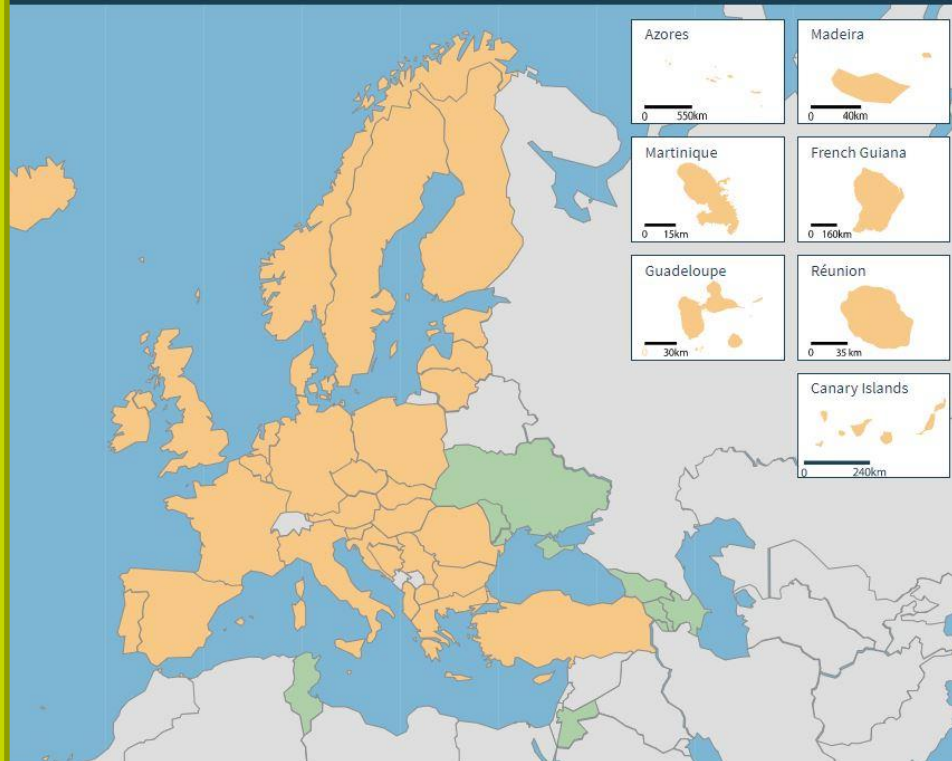
71665

PROJECTS

Started in 2005
Funded by the EU
commission
Part of Erasmus+

For school staff (pre-
school to upper
secondary education

Collaboration
using digital tools



eTwinning

– the community for schools in Europe



PROJECT COLLABORATION

Tools for finding partner teachers for digital projects, where your students collaborate over the borders.

PROFESSIONAL DEVELOPMENT

Thematic groups: discussions, sharing, learning from each other
Online learning events and webinars. Courses with participants from all over Europe.

- 1. Public European Portal:**
 General information
 Project examples and kits
 Registration (and login)



- 2. eTwinning Live (community)**
 Teachers' community
 Partner finding
 Project registration
 Continuous Professional Development (Groups and Learning Events)



- 3. TwinSpace (platform for projects)**
 Collaboration space for pupils and teachers
 Communication tools (video conf, chat, forums, file upload, possibility to embed other tools ...)
 Work publication and dissemination – you can decide to open up parts of your Twinspace



eTwinning is flexible

- ✓ YOU decide on your activities
- ✓ No application deadlines for projects
- ✓ No reporting
- ✓ Projects can be combined with programmes like Erasmus+(KA1 and KA2) where you can get funding.
- ✓ No money in eTwinning
 - ✓ support from the NSS and from eTwinning ambassadors
 - ✓ recognition: the possibility to apply for Quality Labels, Prizes and to apply to become an eTwinning School

>> Teachers of all subjects can do eTwinning!

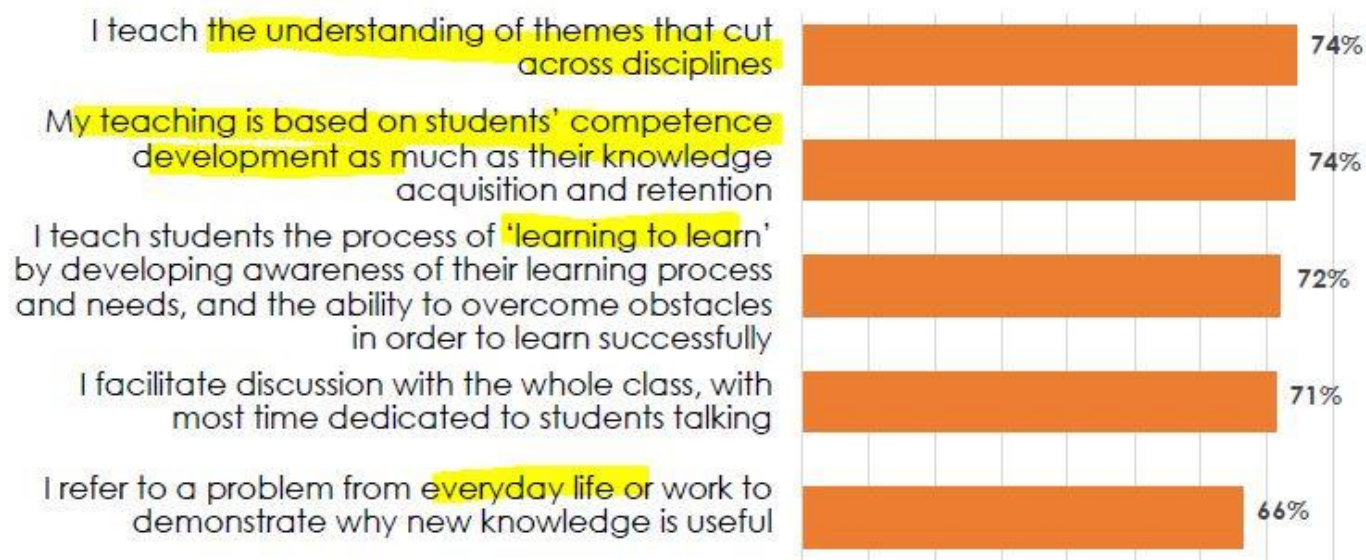


YOU decide in your project

Intergrate your project into "your normal teaching"

eTwinners say:

Figure 2: Increase in teaching practices as a result of eTwinning

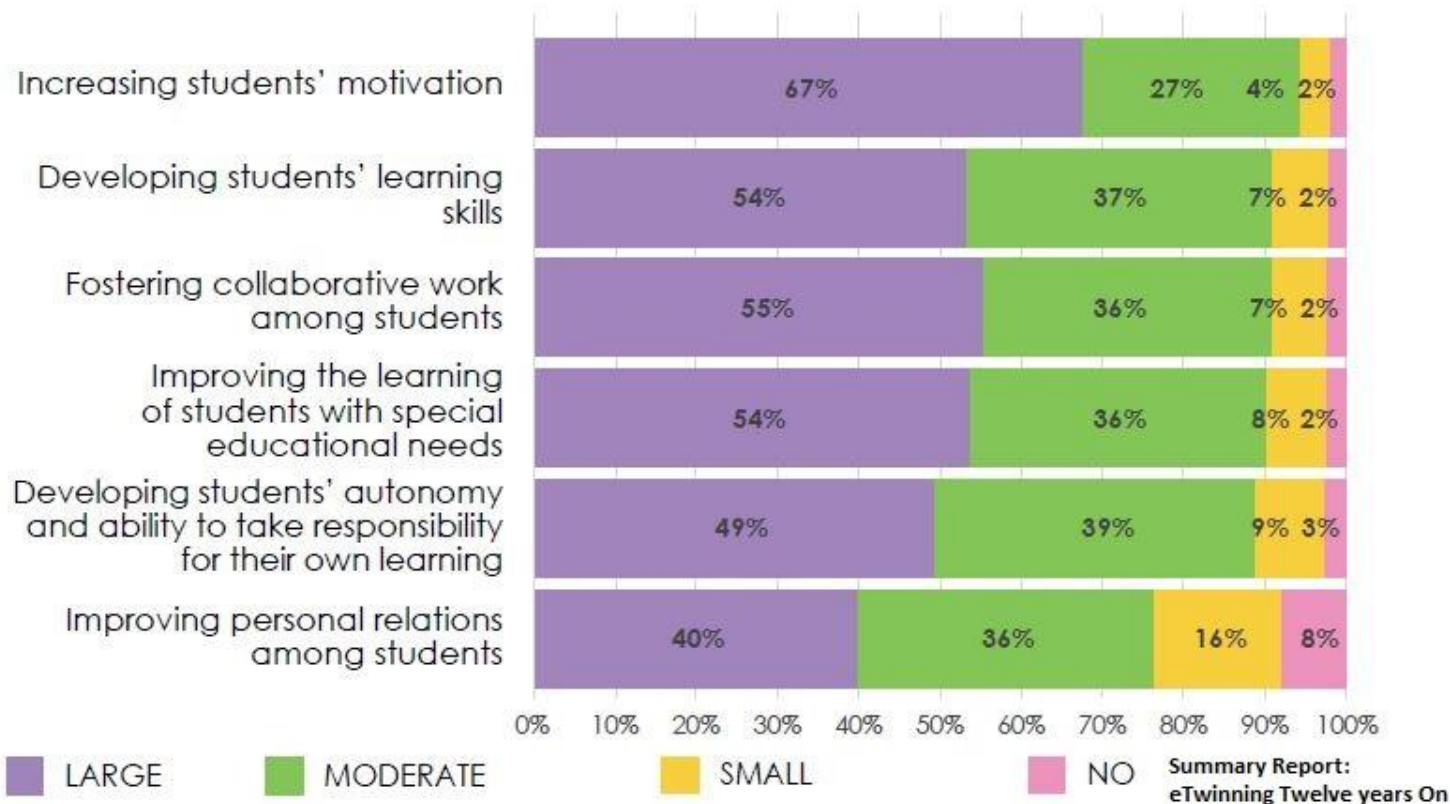


Summary Report: eTwinning; Twelve Years on



- Discuss with your neighbour:
- In what ways do you think an eTwinning project would impact your students?
- 2 minutes

Figure 4: eTwinning's impact at student level



eTwinning

A tool for carrying out the Curriculum..

- ✓ Subject content
- ✓ Key competences
- ✓ ICT becomes a necessity
– but also a tool for creativity
- ✓ Authentic learning
- ✓ A broadened perspective



Year 9 Migrants and Refugees

An eTwinning project between five schools in France, The Netherlands, Germany and Norway



You can find today's presentation behind this link
– and on our joint Twinspace:

https://padlet.com/etwinning9/PDW_CPH2018



Thank you!

***Good luck in your eTwinning activities
– which ever you decide on.***



eTwinning next - ases

Communication	Very limited communication between students. Only few or no students use Twinspace or other communications tools. The project does not emphasise discussions between students or let them communicate.	Some students use Twinspace. Some activities have been done to ensure that students share and communicate cross country. A limited range of tools used for communication. Teacher led communication.	Teachers has designed the project with a clear goal to let students to interact and communicate. Student led discussions. Many means of communications used eg. Forum, shared documents, videoconferences etc
Collaboration	Very limited or no collaboration between students. Each partner school make their own productions that they share with project partners.	Some effort/activities have been made to make students collaborate on shared work or exchange ideas. Twinspace is well organized and shows a wide range of activities: a videoconference, forum tread, a blog and chat etc.	Teachers has designed the project with a clear goal to let students to collaborate. Students work in cross country groups and are mutual depended on each other. They structure knowledge together and are co-authors.
Student involvement	The project is led by teachers. The students have limited or no influence on the project. The students are answering questions and produce products decided by the teachers.	Students have some influence on the project. They have choices to choose between and can come with ideas. Students take responsibility of part of the project. Students show engagement.	In the project students make choices and reflect on ways to solve tasks. Students are responsible and work autonomously with parts of the project. The project let student work with the questions they find interesting.
Use of technology	Very little use of technology. Not all students are included on Twinspace or other tools. Only very basic tools used.	Not all inputs are authentically produced by students. Basic technology tools used in the project. Some documents consist of copied and pasted internet information. Some awareness of e-safety issues and copyright.	Students actively make use of technology. Technology is used creatively, and many different and contemporary tools used. Many tools used in the Twinspace. Full awareness of e-safety issues and copyright issues.
Results documentation	Very few project results. No evaluation has been planned. The project made little or no impact on participants. No one outside classroom has heard of the project.	Many project results created by students. Material mostly consists of documentation. Some evaluation has been done. Little reflections on whether objectives achieved.	A variety of project results present. Project is evaluated by both students and teachers. Clear documentation of impact on students and teachers and the wider community The objectives have been defined and are achieved.

eTwinning next - assess





eTwinning next

Advanced project facilitation in eTwinning



Co-funded by the
Erasmus+ Programme
of the European Union



Six rubrics of 21st Century Learning

- Collaboration
 - Knowledge construction
 - Self-regulation
 - Real-world problem-solving and innovation
 - Use of ICT for learning
 - Skilled communication
-

The eTwinning criteria

- Pedagogical Innovation
 - Curricular integration in one or many subjects
 - Interaction and communication
 - Collaboration
 - Use of Technology
 - Results, impact and documentation
-

21st Century Learning:

- Collaboration
- Knowledge construction
- Self-regulation
- Real-world problem-solving and innovation
- Use of ICT for learning
- Skilled communication

The eTwinning criteria:

- Pedagogical Innovation
- Curricular integration in one or many subjects
- Interaction and communication
- Collaboration
- Use of Technology
- Results, impact and documentation

Communication

- authentic communication
- designed for the students to interact
- curiosity
- discussions

The image shows a screenshot of the Today'sMeet 'Create a Room' form. The form is titled 'Create a Room' and includes the following fields and text:

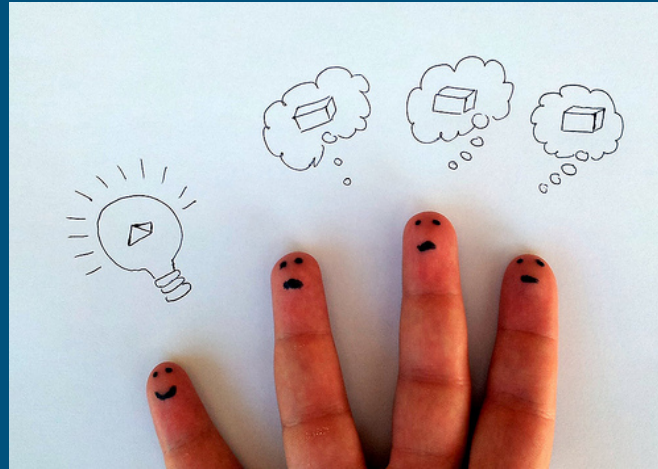
- Today'sMeet** logo at the top left.
- Talk, Listen** section with the text: 'Today'sMeet helps you embrace the backchannel and connect with your audience in realtime. Encourage the room to use the live stream to make comments, ask questions, and use that feedback to tailor your presentation, sharpen your points, and address audience needs.'
- Create a Room** section with a red header.
- Name your room** field: A text input field containing a yellow box, followed by the text 'is: https://todaysmeet.com/' and a dropdown menu.
- Close the room in** field: A dropdown menu with 'one day' selected, and the text 'how long will the room data be saved?' below it.
- Create your Room** button.
- Footer text: 'By submitting this form you agree to the Privacy Policy and Terms.' and 'Blog | About Today'sMeet | Need Help? | Privacy Policy | Terms of Use | © 2008-2014 Today'sMeet LLC'.

Collaboration

- beyond communication
- not just recipients of information
- mutual depended
- mixed nationality teams
- co-creators and co-authors
- knowledge construction

Student involvement

- allowing the students to find the ways
- students are encouraged to become the main force
- responsible and autonomous
- critical thinking
- higher taxonomy of reflection



Use of Technology for learning


- making it possible
- doing it together
- multimodality
- e-Safety and copyright
- creativity
- future learners - learning for the future



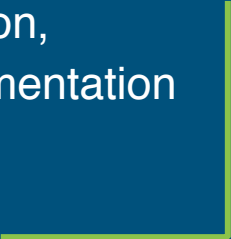
Results and documentation

- evaluation
- impact
- dissemination
- impact on wider community

Form international teams of five where at least one member has an ongoing eTwinning project or has finished one.



Discuss in the group based on the handout ideas on how to improve or enhance the project with just small adjustments regarding communication, collaboration, student involvement, use of ICT, results and documentation





eTwinning

A NEW WAY TO LOOK AT SCHOOL

Rute Baptista

eTwinning Central Support Service





A technologically enabled world

A world driven by media.

A Demanding Youth Culture

What do we need to teach in this context?

WHAT'S IN YOUR HANDS?

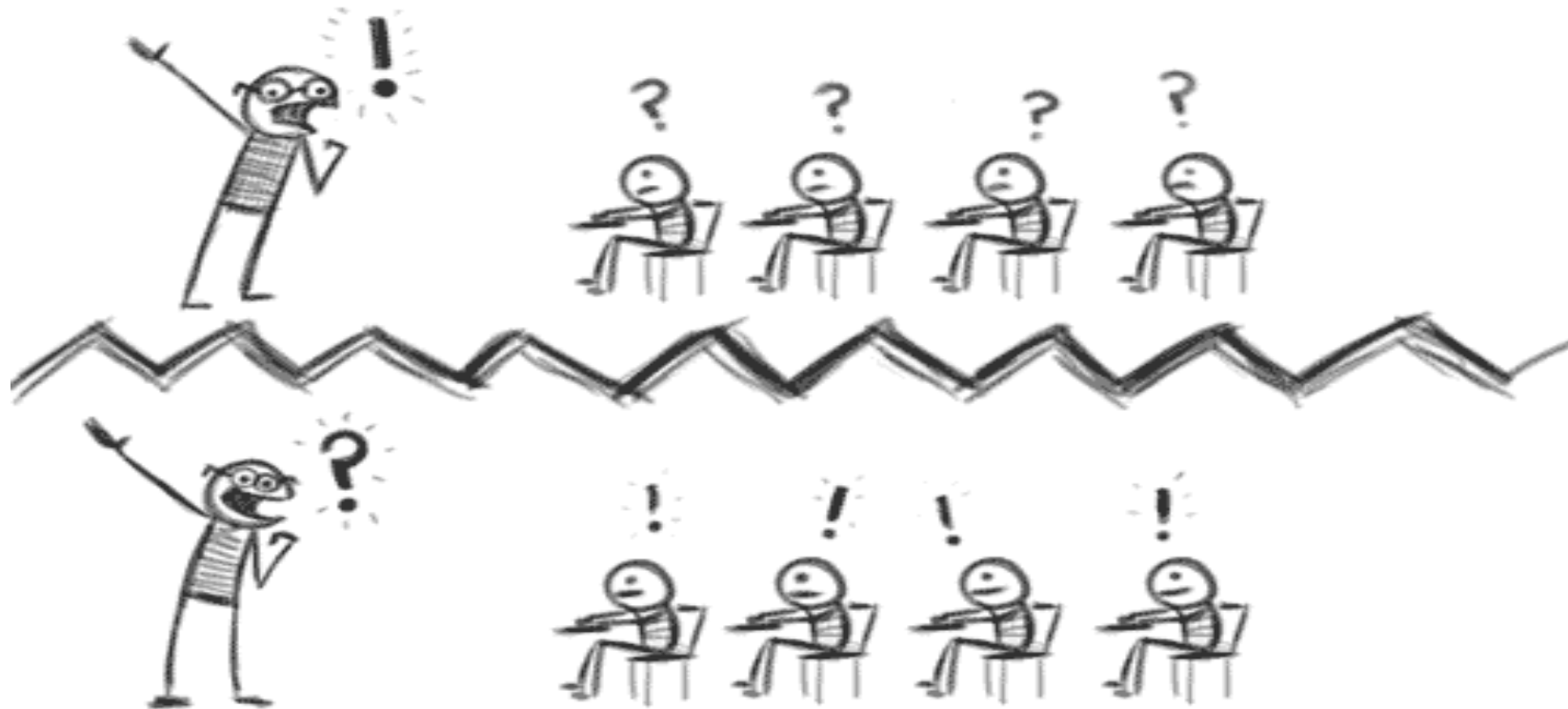
- ★ Who you are
- ★ What you have
- ★ What you can do

WHAT CAN YOU DO?

Change
Adapt Adequate
Update



MIND SHIFT

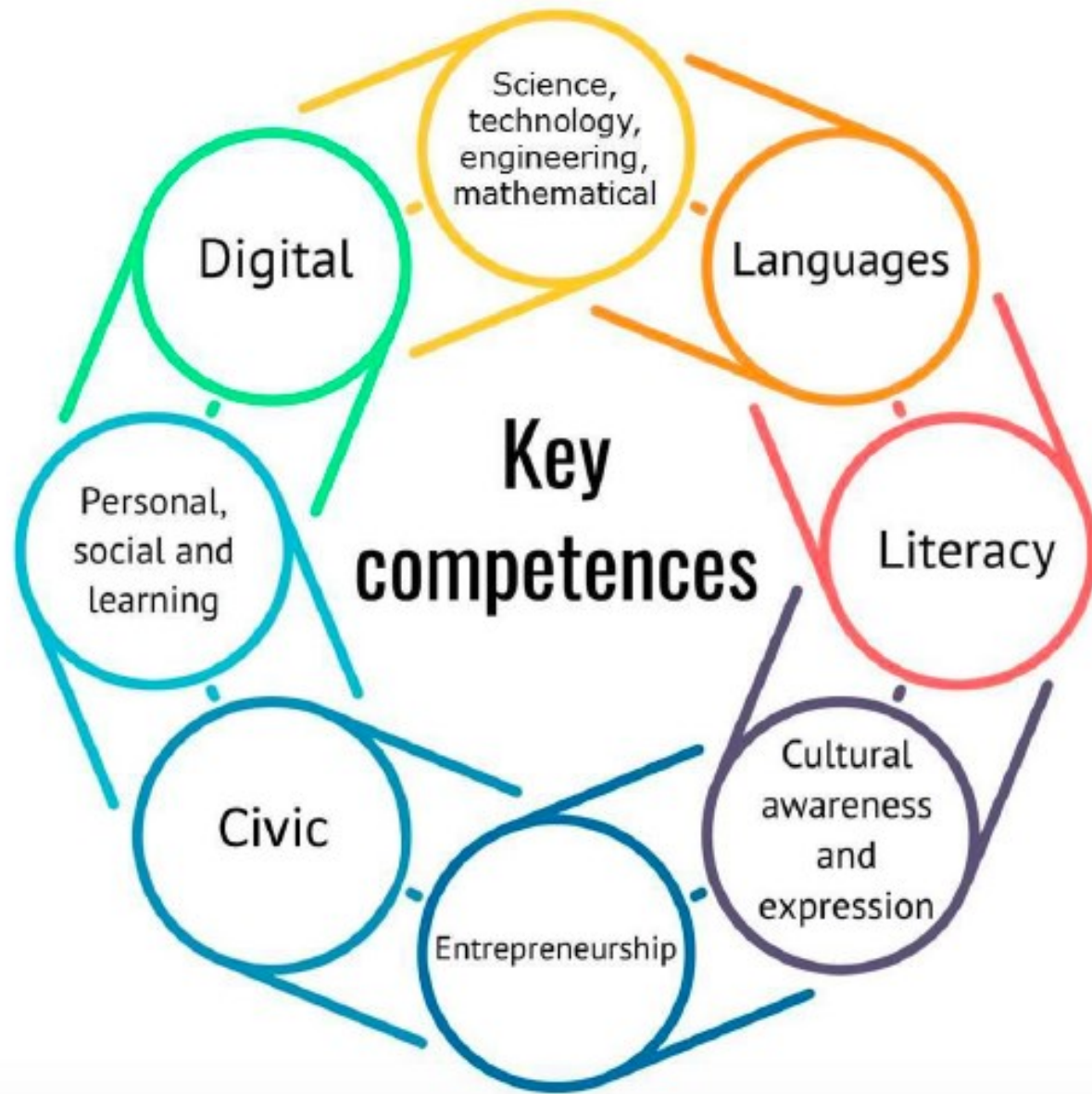


Our schools today



Our students today





WHAT'S IN ETWINNING?



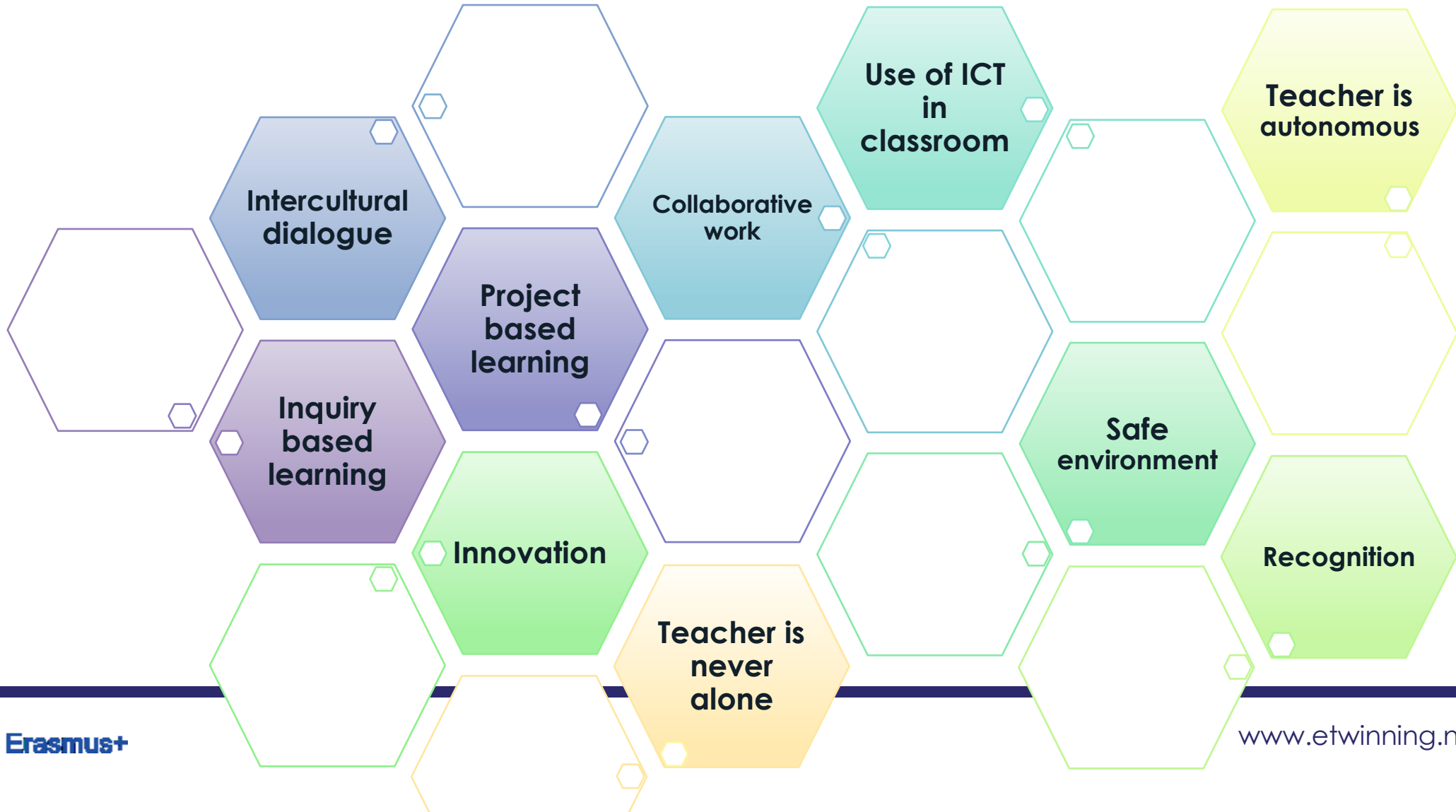
ETWINNING IS NOT JUST ABOUT TECHNOLOGY....

ETWINNING IS ABOUT

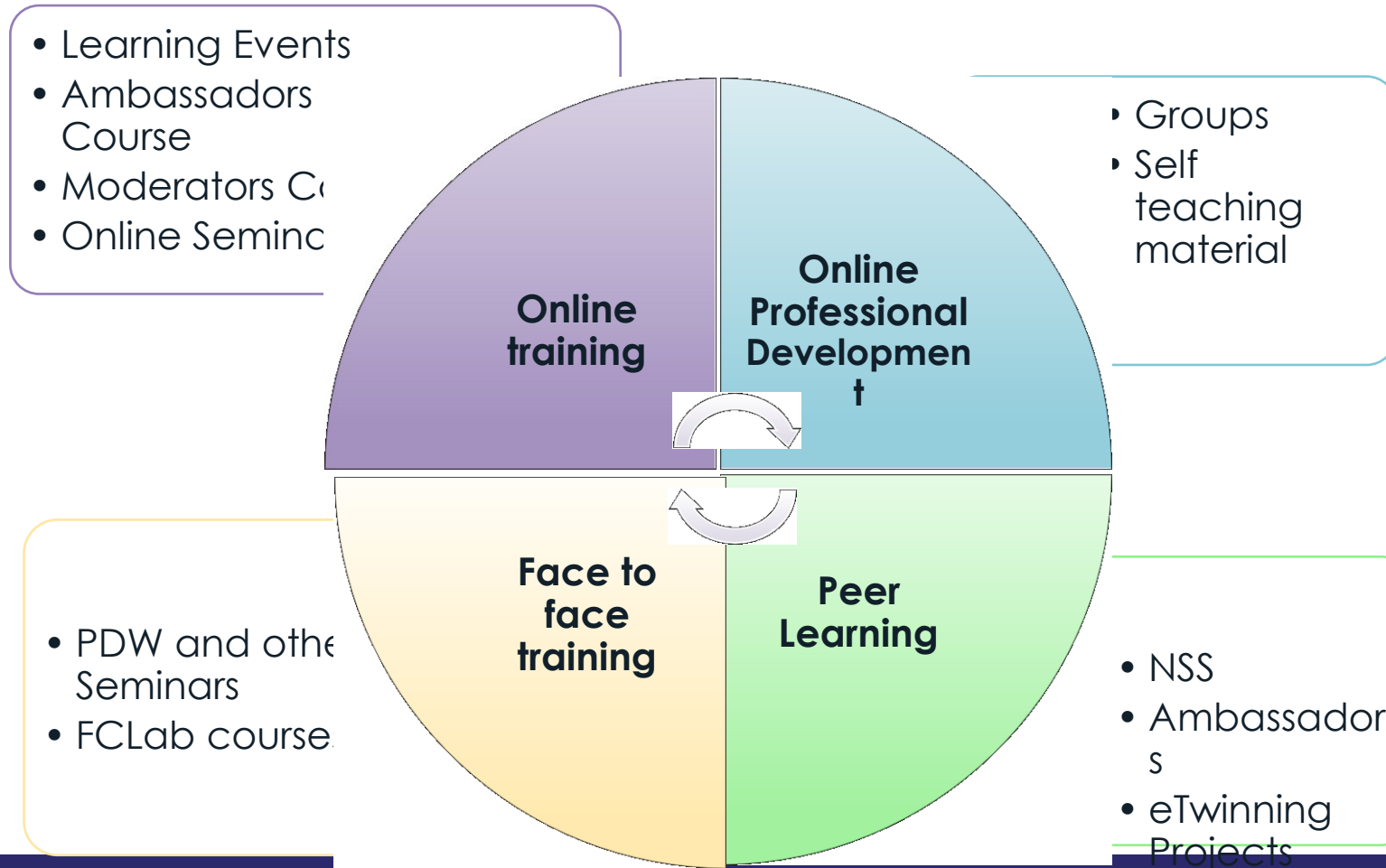
- ★ Learning
- ★ Skills and Competency development
- ★ People
- ★ Education



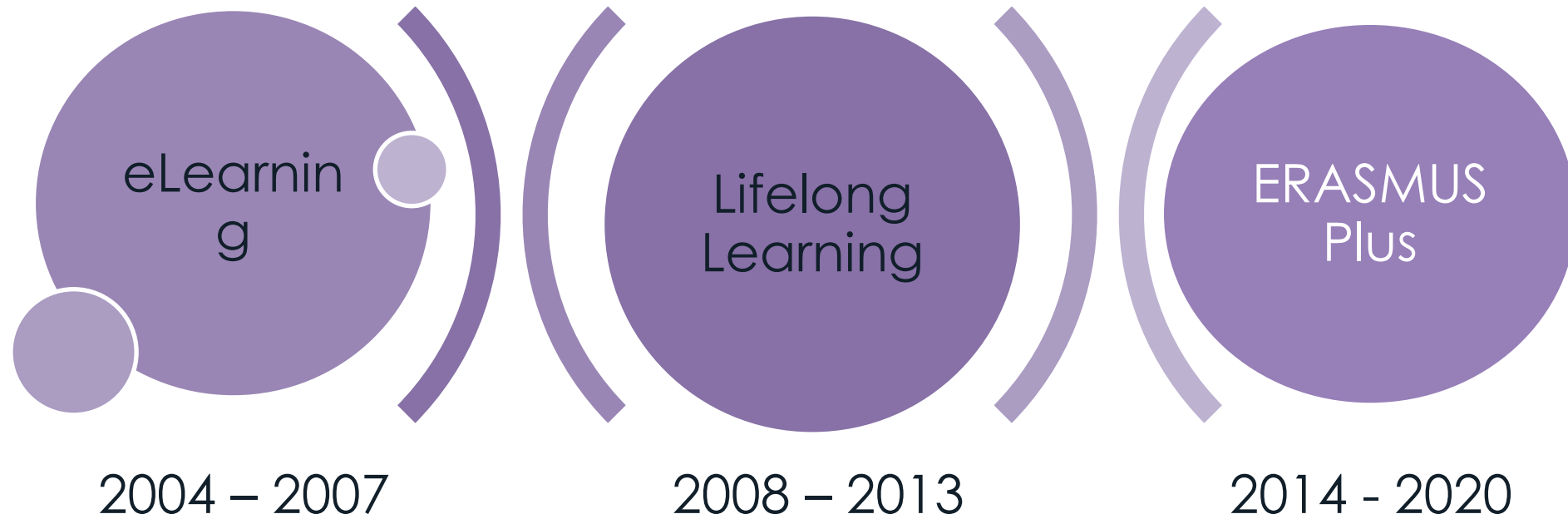
DIFFERENT PEDAGOGICAL APPROACH



PROFESSIONAL DEVELOPMENT OPPORTUNITIES



HISTORY



SUPPORT



CONCEPT OF ETWINNING



557147

TEACHERS



190554

SCHOOLS



71607

PROJECTS

DEFINITION OF COMMUNITY

- ★ the **condition of sharing or having certain attitudes and interests in common**
- ★ a **similarity or identity**

Source: <http://oxforddictionaries.com/definition/english/community>

- ★ Rewarding teachers for their work in eTwinning has been a core concept since the beginning with both Quality Label and Prizes. The time is right now to recognise those schools where eTwinning is embedded in the core work of the school, and its staff.



WWW.ETWINNING.NET

The screenshot shows the eTwinning website homepage. At the top, there is a navigation bar with links for PORTAL, ETWINNING LIVE, MY GROUPS, MY TWINSPACES, ENGLISH, and LOGIN or REGISTER. The eTwinning logo is prominently displayed, along with navigation links for About, Projects, Professional development, and Highlights, and a search icon.

The main content area features a video player with the text "Let's start eTwinning!" and a play button. Below the video, there are three statistics cards:

- 557147 TEACHERS
- 190554 SCHOOLS
- 71607 PROJECTS

At the bottom, there is a map of Europe with several inset maps showing specific regions: Azores, Madeira, Martinique, French Guiana, Guadeloupe, Réunion, and Canary Islands.

eTwinning is the community for schools in Europe.

eTwinning offers a platform for staff (teachers, head teachers, librarians, etc.), working in a school in one of the European countries involved, to communicate, collaborate, develop projects, share and, in short, feel and be part of the most exciting learning community in Europe.

[Join the eTwinning Community](#)

ETWINNING PLATFORM

The image displays several overlapping screenshots of the eTwinning platform interface. Key elements include:

- Navigation Bar:** Features the eTwinning logo, "ETWINNING LIVE", and "LEARNING EVENT 2017: FLIP...". It also includes language and user options like "English" and "Logout".
- User Profile (Rute B):** Shows a user profile with a photo, name "Rute B", location "Central S", and statistics: "Followers 1915" and "Following 6". It includes sections for "MY EVENTS", "MY PROJECTS", and "MY GROUPS".
- Event Page:** Titled "Learning Event 2017: Flipping the classroom". It lists the expert as Arjana Blazic, dates as 11-22 December 2017, and target group as "All Teachers". The description explains the flipped classroom model.
- Event Content:** A "WELCOME!" page with a green heading "WELCOME TO THE LEARNING EVENT FLIPPING THE CLASSROOM!". It includes a list of pages: Orientation, Schedule, Certificate of Achievement, Your Host, and 12 Fun Tasks of The Learning Event (Block 1-5).
- Local News:** A section titled "LOCAL NEWS" with articles like "eTwinning Kick-off 06.09.2017" and "Save the date v weeks! 06.09.2017".
- ETWINNING NEWS:** A section with the headline "The eTwinning | growing, please seventh and ne Jordan".
- Activity Cards:** Various cards such as "NOT ALL CLASSROOMS HAVE FOUR WALLS" (outdoor activities), "THE MAGIC RING" (years old pupil in fo...), and "Coding and Robotics" (to get to know the learning).
- Footer:** A yellow button labeled "CREATE A PAGE".

ETWINNING PLUS

The screenshot shows the eTwinning Plus website interface. At the top, there is a navigation bar with links for PORTAL, ETWINNING LIVE, MY GROUPS, MY TWINSACES, ENGLISH, and a user profile for RUTE BAPTISTA. Below the navigation bar is the eTwinning Plus logo and a search icon. The main content area features a video player with the text "Let's start eTwinning!" and a play button. To the right of the video, there is a welcome message: "eTwinning Plus welcomes neighbouring countries!" followed by a paragraph describing the platform's purpose and a link to "Join the eTwinning Plus community". Below this, there are three statistics: 557159 TEACHERS, 190556 SCHOOLS, and 71608 PROJECTS. At the bottom, there is a map of Europe with inset maps for Azores, Madeira, Martinique, French Guiana, Guadeloupe, and Réunion.

PORTAL ETWINNING LIVE MY GROUPS MY TWINSACES ENGLISH RUTE BAPTISTA

eTwinning Plus

About Projects Professional development Highlights

Let's start eTwinning!

eTwinning Plus welcomes neighbouring countries!

eTwinning Plus offers a platform for staff (teachers, head teachers, librarians, etc.), working in a school in one of the neighbouring countries involved (Armenia, Azerbaijan, Georgia, Moldova, Tunisia, Ukraine and Jordan), to communicate, collaborate, develop projects, share and, in short, feel and be part of the most exciting learning community.

[Join the eTwinning Plus community](#)

557159 TEACHERS

190556 SCHOOLS

71608 PROJECTS

Azores Madeira

Martinique French Guiana

Guadeloupe Réunion

RUTE BAPTISTA

Portuguese

Pedagogical & Professional Development officer

Since 2012 in eTwinning CSS

Since 2004 in eTwinning in Portugal



★ Thank you for your attention!
rute.baptista@eun.org





PROBLEM BASED LEARNING

RUTE BAPTISTA, CSS

PDW on 21st Century skills - @ Danish Learning Festival 2018

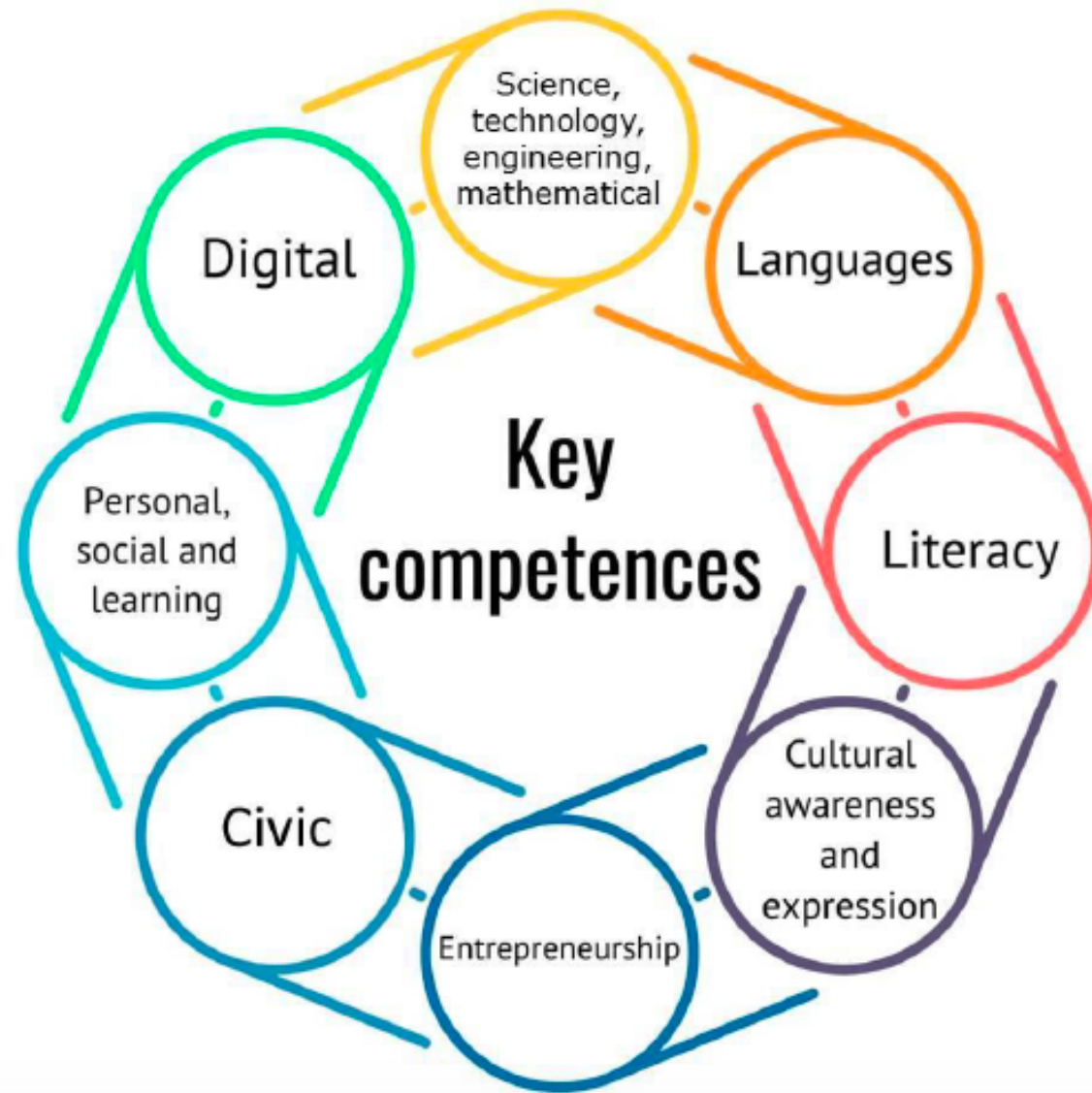
6-8 March 2018

WHAT DO 21ST CENTURY LEARNERS NEED, IN YOUR OPINION?

<https://answergarden.ch/653994>



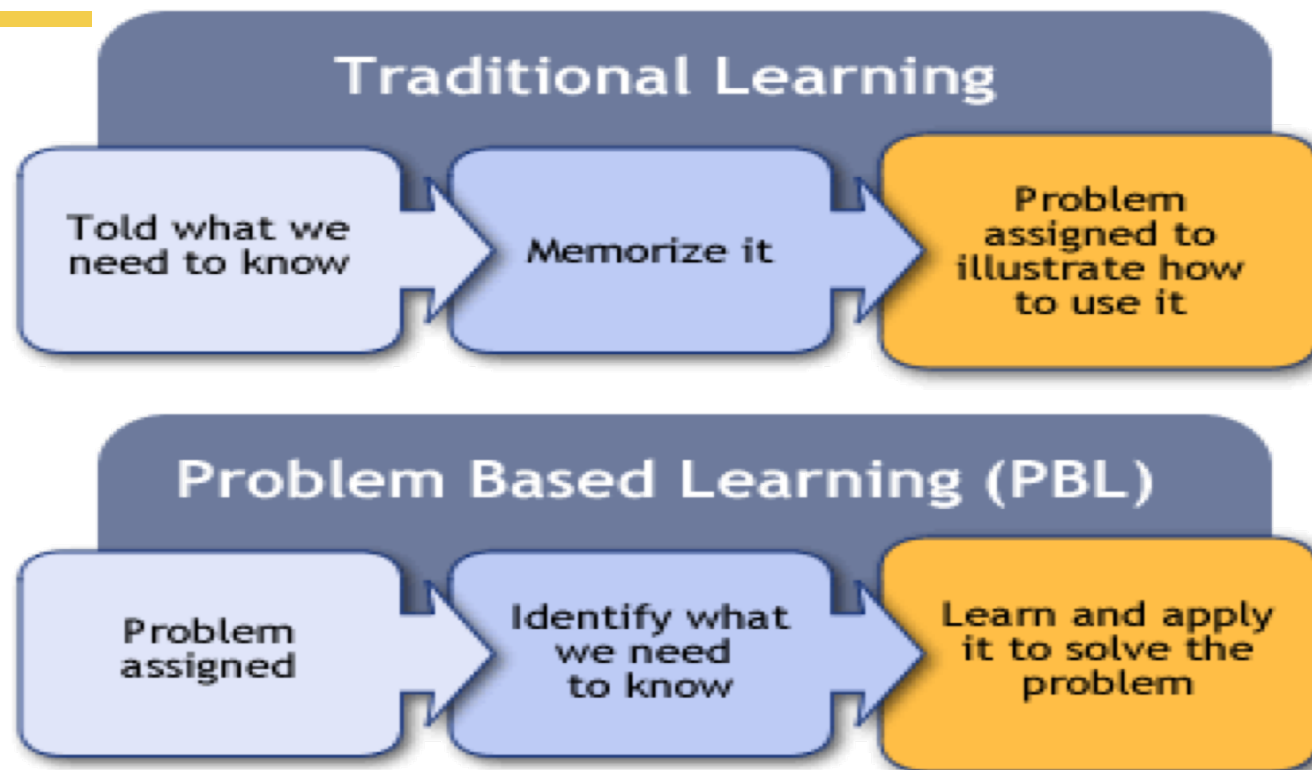
answergarden.ch/653994



-
- ★ For critical thinking to occur, projects have to be **structured to demand deliberate, reflective thought**, and students have to be shown examples of what critical thinking looks like, in addition to being **supported, assessed, encouraged, and given feedback** as they try such thinking out with their peers and on their own. Only then can PBL become “genuinely educative” for critical thinking.

John Mergendoller, Executive Director of the Buck Institute for Education.

<http://www.p21.org/news-events/p21blog/1097-teaching-critical-thinking-skills-through-project-based-learning>



WHAT ARE THE HALLMARKS OF THIS APPROACH?

- ★ Write 3 things (on a post it) that make this approach distinctive
- ★ Share with the person next to you
- ★ Share with everyone



WHAT ARE THE HALLMARKS OF THIS APPROACH?

- ★ Projects form the centrepiece of the curriculum
- ★ Students engage in real-world activities used in authentic disciplines.
- ★ Students work collaboratively to solve problems that matter
- ★ Technology is integrated as a tool
- ★ teachers collaborate to design and implement projects that cross geographic boundaries
- ★ one **good project extends far beyond the original classroom**. Projects that “go big” may also **attract media attention**

INVOLVEMENT IN A PROJECT

• For teachers it

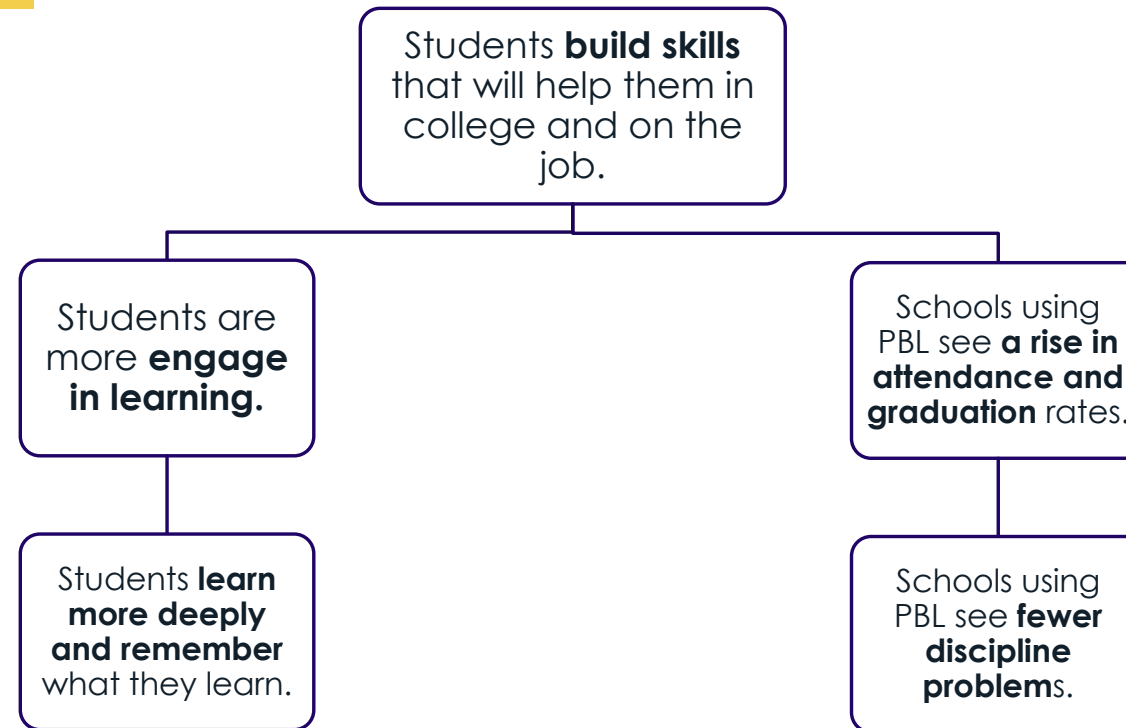
- ☆ Introduces reflection & experimentation of different pedagogical approaches...
- ☆ Which leads to Continuous professional development

For students it

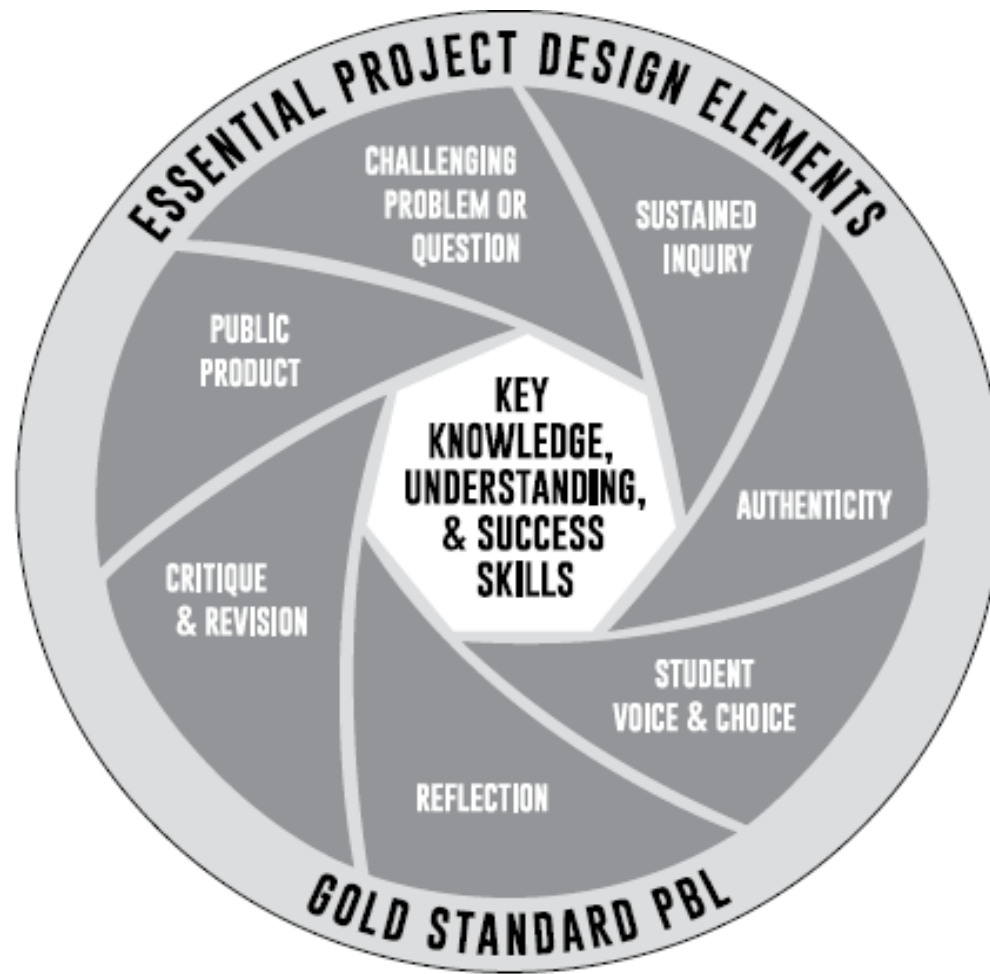
- ☆ Promotes critical thinking
- ☆ Facilitates communication
- ☆ Provides feedback on performance
- ☆ Builds digital literacy skills
- ☆ Fosters entrepreneurial spirit
- ☆ Prepares for active citizenship

In a **problem/project based** project both **pupils** and **teachers** are challenged

BENEFITS OF PBL




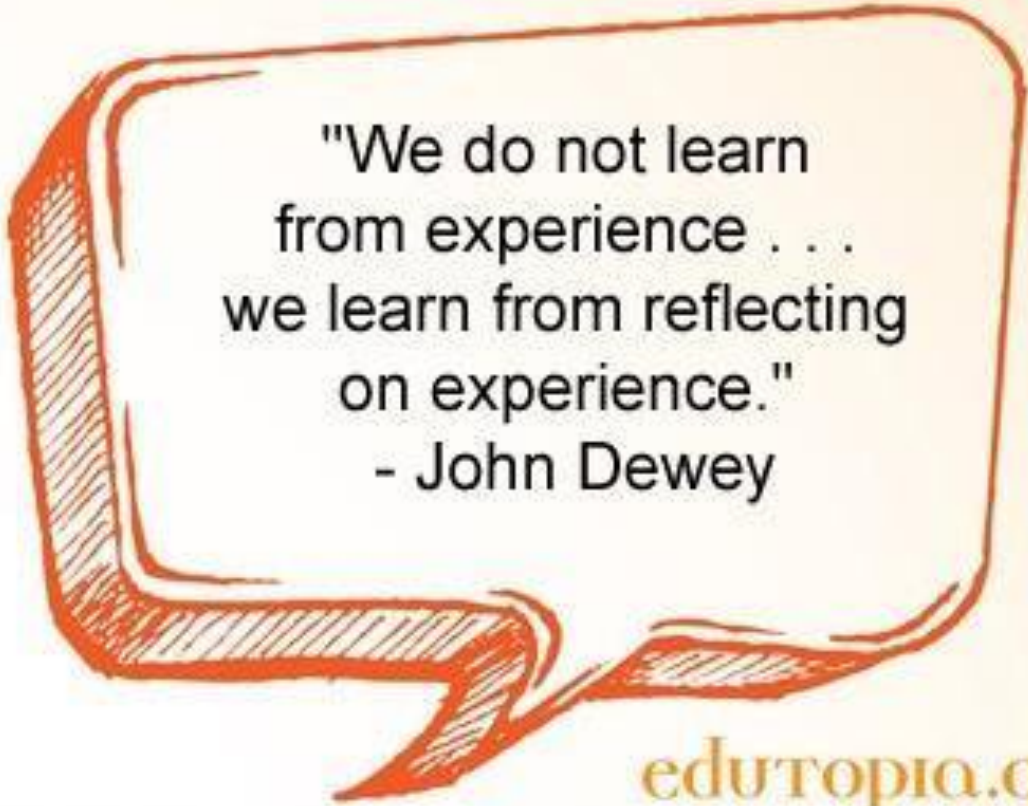
Benefits of using PBL (Larmer, 2016, p. 11)



Download the document in pdf at
http://www.bie.org/object/document/gold_standard_pbl_essential_project_design_elements

ESSENTIAL PROJECT DESIGN ELEMENTS

- ★ **Key Knowledge, Understanding, and Success Skills** - The project is focused on student learning goals, including standards-based content and skills such as critical thinking/problem solving, communication, collaboration, and self-management.
- ★ **Challenging Problem or Question** - The project is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge.
- ★ **Sustained Inquiry** - Students engage in a rigorous, extended process of asking questions, finding resources, and applying information.
- ★ **Authenticity** - The project features real-world context, tasks and tools, quality standards, or impact – or speaks to students' personal concerns, interests, and issues in their lives.
- ★ **Student Voice & Choice** - Students make some decisions about the project, including how they work and what they create.
- ★ **Reflection** - Students and teachers reflect on learning, the effectiveness of their inquiry and project activities, the quality of student work, obstacles and how to overcome them.
- ★ **Critique & Revision** - Students give, receive, and use feedback to improve their process and products.
- ★ **Public Product** - Students make their project work public by explaining, displaying and/or presenting it to people beyond the classroom.

A solid yellow square located in the top-left corner of the slide.A quote by John Dewey enclosed in a hand-drawn orange speech bubble. The text inside the bubble reads: "We do not learn from experience . . . we learn from reflecting on experience." - John Dewey.

"We do not learn
from experience . . .
we learn from reflecting
on experience."
- John Dewey

edutopia.org





-
- ★ Meaningful knowledge
 - ★ Sense of belonging
 - ★ Sense of participation
 - ★ Inclusive learning

USEFUL RESOURCES

★ **Collaborative Projects Can Work in Any Subject**

Medium.com

Teacher-blogger John Spencer argues for wider use of collaborative and creative projects and design thinking, offering lots of good examples from various subject areas.

★ **The Value of Establishing a Culture of Thinking in the Classroom**

Getting Smart

Not explicitly about PBL, but on the same wavelength: an overview of the Cultures of Thinking Project, led by Ron Ritchhart as part of Harvard's Project Zero.

★ **Poquoson students connect with veterans for class project**

Daily Press

A local news story from Newport News, Virginia, about a project in which 11th graders interviewed local veterans and documented their stories through writing and video, which will go to either the Friends of the National World War II Memorial or the Poquoson Museum.

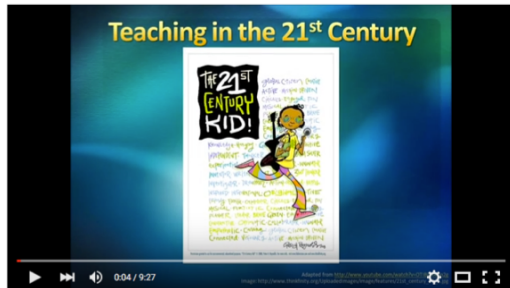
★ **A Teacher's Guide to Project Based Learning**

Biracial Bookworms

Here's a fairly thorough look at PBL, by a teacher who clearly gets it and loves it (and has been to BIE's PBL 101 workshop). Great answers to FAQs, and a nice explanation of the compatibility between PBL and International Baccalaureate programs.

More at: http://www.bie.org/blog/top_5_pbl_news_stories13

2 MUST WATCH VIDEOS



<https://www.youtube.com/watch?v=075aWDdZUIM>



<https://youtu.be/UCFg9bcW7Bk>

Teaching Methods for Inspiring the Students of the Future | Joe Ruhl | TEDxLafayette

Let's keep
in touch!

rute.baptista@eun.org

3. DESIGNING A CRAFT PROCES FOR STUDENTS

CLASSROOM ACTIVITIES

AIM OF THIS WORKSHOP

- To get an overview of the steps students will typically go through during a CRAFT project.
- To get into the mindset of planning activities for a CRAFT project and make it your own.
- To discuss with others different classroom activities that will support the students at different steps in the process.

AGENDA

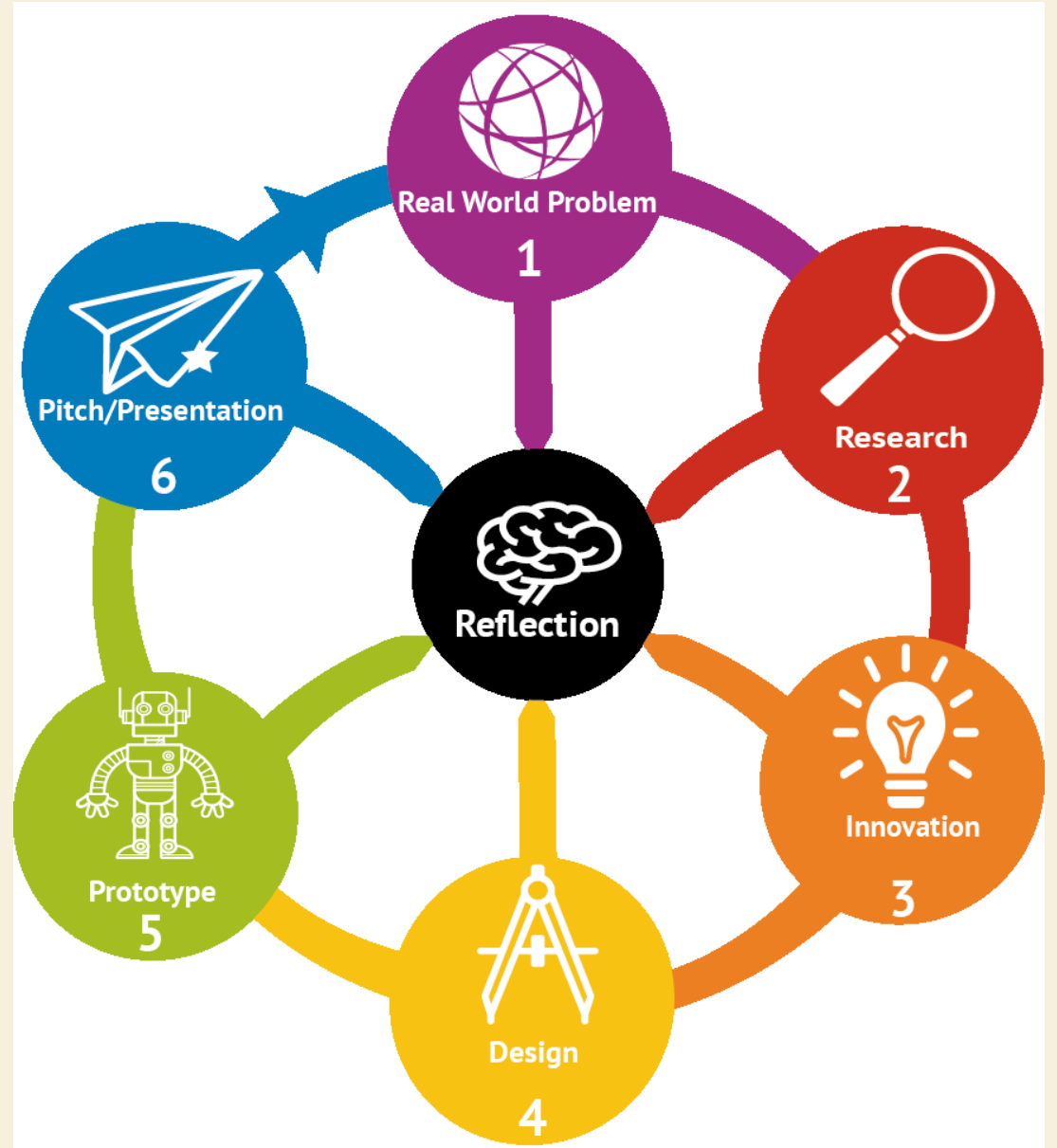
- A little film and a short presentation: What goes before the presentations that you've witnessed – which steps have the students been through?
- Discuss with those sitting close to you – what kind of classroom activities may support students at different steps in the process? Share ideas with padlet.

CRAFT IN PICTURES

kortlink.dk/t8yc

THE STEPS OF A CRAFT PROCES





DISCUSSION/WORKSHOP

Link:

kortlink.dk/t996

1. Get together with those closest to you: 2-3 people.
2. Choose a step from the 'CRAFT-circle'
3. Try to get right down to business.
 1. *Which activities would you create for you students to work with at this step? You may discuss things like:*
 - *What skills will be necessary for the students and how to teach them?*
 - *What exercises and activities to do?*
 - *What materials to use and make available to the students?*
 - *Which technology and/or software to use? What's available?*
 - *How to support students at this step?*
 - *How many days or lessons would you use?*
4. Go to the padlet en give a brief explanation of your thoughts on 'the step'
5. Choose another step from the circle and go back to '3'.

TO SUM IT ALL UP

Link Padlet:

kortlink.dk/t996

Link video:

kortlink.dk/t8yc