

INTEGRATED CURRICULUM AND INNOVATIVE PEDAGOGY IN E TWINNING

GREEN ALLIANCE 2018-2020



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KAREN QUILL. IES COSTA DEL SOL. NOVEMBER 2018

WHERE ARE WE?



- **What is the eTwinning platform and why use it?**
- The eTwinning portal is the **community for schools** in Europe and the **entry point to the eTwinning world**, its available in 28 languages
- eTwinning is a free online community for schools in Europe which allows you to find partners and collaborate on projects within a secure network and platform.
- The objective of the eTwinning action is to **strengthen and develop networking among schools** using Information and Communication Technologies (ICT). This platform creates **a space to communicate, collaborate, develop projects**, share and to be part of the most exciting learning community in Europe.

34 OFFICIAL EUROPEAN MINISTRIES

- Its **Central Support Service** is operated by [European Schoolnet](#), an international partnership of 34 European Ministries of Education developing learning for schools, teachers and pupils across Europe. eTwinning is further supported at national level by 38 National Support Services
- The European eTwinning platform is nowadays a wide network that provides a platform for schools, head teachers, teachers, teacher trainers, researchers, **using exchange mechanisms of good practices, visible results** from study visits and mobilities, working groups, forums, and project based work



WHERE ARE WE MOVING TO?

- The network is moving into an **exciting new era**. With the ongoing support of all of its members, the space is strengthening its role as a major **entrepreneurship laboratory** for **upcoming educational challenges**.
- The added value of the network is to continue to support **teacher capacity-building, whole school approaches** to implementing innovative practices implementing project work in our day to day teaching and learning activities working with others to bring about change in education systems in Europe.



QUALITY LABELS. HOW AND WHY?



- **eTwinning quality label area a concrete European Educational Standard Recognition at the highest level for teachers and schools for the activities and work done on the platform.**
- **This standard level recognition that encourages students and teachers to participate and work in eTwinning activities is a concrete way to show that their efforts will be recognized and acknowledged. Students can receive the Pupil Quality Label, once their teacher receives a National Quality Label.**
- **Labels are Public affirmation of school's commitment to quality and openness in European collaborative work**



REWARDS:

- NATIONAL
- EUROPEAN



Beginning in eTwinning

Have you registered in eTwinning? **LET'S START!**

1



FIND THE RIGHT PEOPLE TO CONNECT!

Welcome to the eTwinning Community where thousands of like-minded teachers are ready to get in touch and start working with you. If you need help you can, contact your [National Support Service - Partners Support Agency](#) if you are in eTwinning Plus, or the eTwinning Ambassadors in your region. Go to eTwinning Live, and enrich your profile with pictures and information about yourself. [Search for other eTwinners](#) who share your interest in a theme, or an age category.

2



TAKE TIME TO READ AND EXPLORE!

eTwinning offers many possibilities to explore:

Projects: share ideas, tools, and inspiration.

Recognition: gain formal acknowledgement for your work in eTwinning.

Professional development: develop yourself with free, and high quality learning.

3



NETWORK WITH OTHER COLLEAGUES AND ENGAGE IN GROUPS!

eTwinning Groups are a place to connect with people with similar interests: search for topics, subjects, geographical areas. Join a public, private or why not try one of our featured eTwinning Groups? If you are a beginner and need more guidance, you can join [Virgilio](#), the group for new eTwinners.

4



THERE IS ALWAYS ROOM FOR IMPROVEMENT!

eTwinning helps you improve your teaching skills, engage your pupils, empower your school, and enrich your community!

- Use the [eTwinning Self-teaching materials to learn about the eTwinning tools](#).
- Check your potential via the [Monitoring eTwinning Practice tool](#) where you will assess your competences, and learn how to get the most out of eTwinning.
- Join our free [Learning Events](#) and [Online Seminars](#) led by experts in dozens of different areas. Watch them on our [YouTube channel](#).

5



ARE YOU READY TO START A PROJECT, OR LOOKING FOR INSPIRATION?

Join the [partner forums](#) and find out what other teachers [do or want to do](#). After the first contacts, it will be easy to register a project and start your eTwinning journey.

MAKE THE FIRST STEP TODAY!

www.etwinning.net



Erasmus+

QUALITY CRITERIAS FOR LABELS



IT MUST BROADLY ACHIEVE EXCELLENCE IN THE FOLLOWING AREAS_

- The project must have **common goals** and a shared plan.
- It must be **finished** or in its last stages.
- **2x2:** The applying teacher must have done **significant contributions** to the project for National label. **2** or more schools must present National to opt to **European**. A certain degree of collaboration must appear. The minimum to be considered is using and reacting to partners' materials.
- **Project results** must be visible.

HOW MUST WE WORK? 5 TIPS



1. We must t have **common project goals and a shared plan in our 5 schools.**
2. We must t finish our project.
3. **Teachers and students must** contribute to most project's activities.
4. The 5 schools must **organize collaborative** activities.
5. We must make our project **results visible.**

6 CRITERIAS FOR NQL

Evaluation Criteria for National Quality Labels



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- A graphic of a spiral-bound notebook with a white cover and blue lines. The top left corner is curled up. A magnifying glass icon is positioned over the top left of the page.
- 1.** Innovation and Creativity
 - 2.** Curricular integration
 - 3.** Communication and Interaction among partner schools
 - 4.** Collaboration among partner schools
 - 5.** Use of technology
 - 6.** Results, impact and documentation

PEDAGOGICAL INNOVATION



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

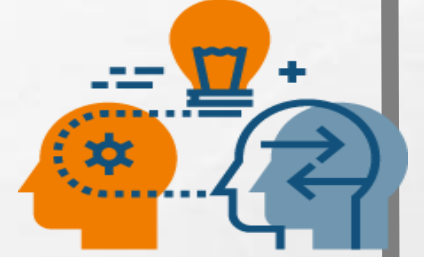




EVALUATION SHEET CRITERIAS FOR P.IN

- Depending on the context and age of pupils etc. the situation should be such that the pupils are encouraged to **become the main force in the project**, creative, responsible, autonomous and not merely be in the position of carry out the ideas of the teacher.
- Teachers in the project have tried out a variety of pedagogical methods with their pupils during the project such as; **posing leading questions** for the pupils to research and analysis, **organizing collaborative team work**, allowing the pupils to choose the ways to find and **display** information etc.

RUBRIC FOR INNOVATION AND CREATIVITY 1/5



1. Most of the activities are designed by the teachers and carried out by the students. There are no possibilities for the latter to participate more actively.
2. At least some of the activities are designed using methodologies which are different from the traditional lecture. The working methods permit the students to interact with their partners (for example comparing information, working together to obtain a common product...).
3. The project is designed and implemented so that the students interact with their companions and also organize the work in different ways (individually, in small groups, in international teams...).
4. The project encourages interactive and collaborative pedagogy: the learning strategies are clearly identified (information gathering, comparative work, problem solving, collaborative creation: literary, artistic, scientific, journalistic...).
- 5 . As well as all that is described in point 4, there is a strong relation between academic rigour and creativity in the management and development of the project. There is originality in the chosen topic.

INTEGRATED CURRICULUM

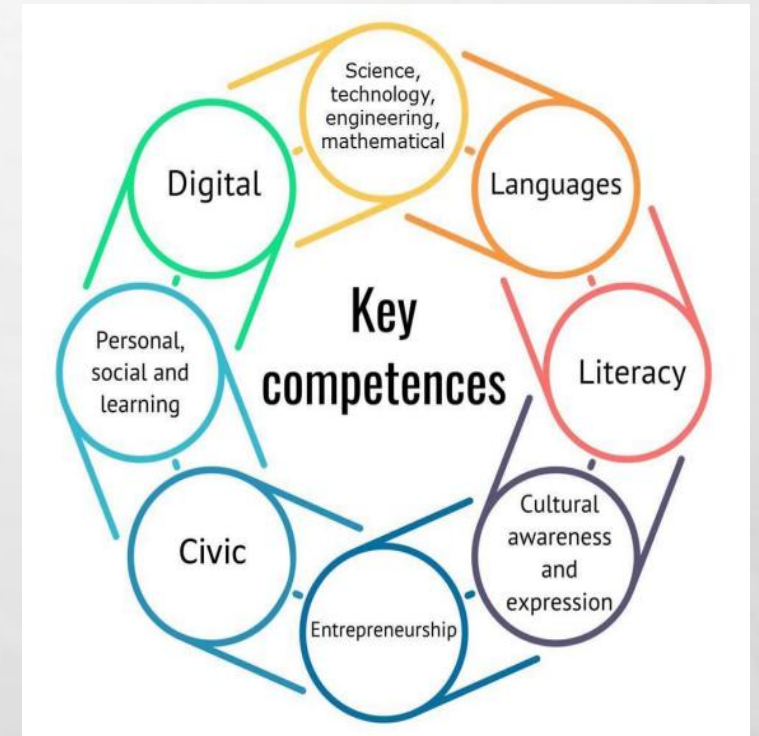


- The concept of “integrated curriculum” incorporates the idea of **unity between forms of knowledge** and the respective disciplines”
- It implies **application of methodology and language** from various disciplines to deal with a topic .Portfolio levels **A1-C2**.
- Results of studies show that an integrated curriculum **increases intellectual curiosity, improves attitude towards schooling,** enhances problem-solving skills and higher achievement in college.



CRITERIAS FOR INTEGRATED CURRICULUM

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



KEY CONCEPTS



FLEXIBLE

- **THE PROJECT SHOULD BE INTEGRATED IN STUDENTS' LEARNING ENVIRONMENT**
- **THE PROJECT MUST BE FOCUSED ON AS A LEARNING STRATEGY IN THE CURRICULUM AND AT SCHOOL TIME.**

COMPETENCES

- **INTEGRATION OF COMPETENCES SHOULD BE DEVELOPED AS A QUALITY FACTOR**
- **FORMAL AND INFORMAL LEARNING TECHNIQUES SHOULD BE APPLIED.**

INTERDISCIPLINARITY

- **AN INTERDISCIPLINARY APPROACH WHERE STUDENTS MAY TAKE THE LEAD AND ENRICH THE PROJECT IS ADVISABLE.**

INTEGRATION OF FORMAL AND NON FORMAL LEARNING

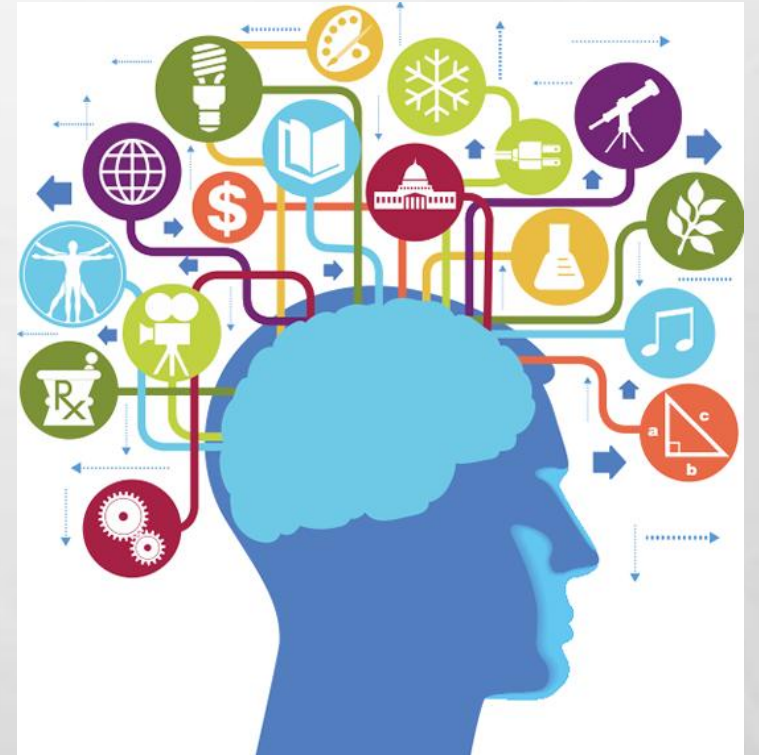


- Curriculum integration permits students to **approach the** different curricular areas/subjects using different types of learning:
 - **Formal learning:** learning according to didactic objectives related with subjects and their school level)
 - **Non- formal learning:** learning through external agents who are not part of the school: specialists, professionals, members of the Community where they live,etc
 - **Informal learning:**(through their own interaction with classmates, relatives, teachers, self-learning, socialization, games...).



INTERDISCIPLINAR APPROACH

- Another quality factor in your eTwinning project is to facilitate interdisciplinary work. This involves **incorporating different subjects** from the curriculum in a single project, widening the ranges that each one offers and encouraging students to approach the object of study **from different fields and points of view**.
- Interdisciplinary work also contributes to developing a **collaborative culture** among the teachers of different areas, where their task is not limited to teaching in an isolated manner, but is involved **in agreeing on objectives, contents and activities** with the rest of the teachers in the project.



RUBRICA FOR INTEGRATED CURRICULUM



- **Acceptable** - Occasionally for projects that are run as part of an extracurricular club or workshop, with volunteer pupils. In these cases, curricular integration may not be a priority. Their goals may be more educative and less pedagogical.
- **Good** - Curricular integration is obvious, but not very explicit in the teacher's application and project description, and not very clear in the pupils' activities
- **Very Good** - Curricular integration is very clear: the project is obviously a project-based pedagogy whose goal is to allow pupils to effectively develop skills and acquire knowledge as laid out in the curriculum of the different subject areas involved in the project.
- **Excellent** - The teacher has explained the project-based pedagogical framework, for example, by describing the objectives of the activities the teachers propose to their pupils.



PROJECT BASED LEARNING BASICS



PURPOSES

- ✓ To build knowledge, skills, and confidence the workplace.

PROCESSES

- ✓ To encourage sustained inquiry, project management, instruction, and facilitation

PRODUCTS

- ✓ To apply learning, to make products public, to produce common balanced assessment (formative + summative).

PRINCIPLES

- ✓ Holistic, equality, authenticity, inclusive and added intercultural value.

COLLABORATION, CREATION AND INTERACTION FROM INTEGRATED CURRICULUM. EXAMPLE:



- **Team collaborative activities:** content, creation and group interaction.
- **Padlet:** <https://twinspace.etwinning.net/11113/pages/page/371618>

EXAMPLE OF APPROVED QUALITY RUBRIC FOR INTEGRATED CURRICULUM





- **The topic** of Ancient Heritage has been integrated in our schools 'curriculum.
- **Objectives** have been specified in our schools' curricula, for students aging 14-16 to permit students develop skills and acquire curricular learning in the areas/subjects worked on.
- **Project work and quests, surveys, questionnaires** have focused work on Key Competences which have been present in our day to day teaching and planning.
- **Communicating in a foreign language** as all tasks are in English, **the Social and Civic competence** relates directly with project based learning tasks specially with the Trivial Pursuit knowledge competition, the Digital, **scientific and technological competences** have been developed through the projects of inventions, photography, documentary making.

- **Cultural awareness competence** has had a strong role through out the project, as we projected the value of culture and the arts in order **to enhance cultural diversity** and encourage cooperation between students.
- **CLIL methodology** has been used in our classrooms integrating knowledge, using innovatory methods of teaching and active-learning techniques. ICT, social sciences and English lessons have been used to work on this project in our schools. **Language levels have been managed and specified A2- B1**
- We have **used project based learning approach** building upon authentic learning activities which have engaged our students' interest and motivation. **Designing tasks to answer questions** and solve problems such as **web quests**, project work, etc. We have had inclusive education with **workshops**, seminars, expert classes, **online exchanges** and Department involvement on the topics of work. In essence, our European Project has been based on learning by doing, experimenting and exchanging as well as engaging learners in meaningful and **goal-oriented learning activities**.



STEPS FOR INTEGRATED CURRICULUM ACTIVITIES ETWINNING

1. Bases for the tasks
2. Teachers and students information exchange through platform: **horizontal priority:** achievement of relevant and high quality skills and competences
3. Project tasks in groups of international teachers and students for mobilities.
4. Making of:
 - multilingual booklet of photo definitions on topic.?
 - legend digital book.
 - photo album of landscapes.
 - photo booklet about pollution forms.

A LOOK AT 2 INNOVATIVE EDUCATIONAL PRODUCTS



DRAMA:

<https://twinspace.etwinning.net/11113/pages/page/371624>

PHOTOGRAPHY

<https://twinspace.etwinning.net/11113/pages/page/371624>



USEFUL WEBS



<https://www.schooleducationgateway.eu/en/pub/index.htm>useful

<https://www.epals.com/#/connections>

GOOD LUCK GREEN ALLIANCE!!!

