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**Planning a project**

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| **Partners** | **AUAS with another TTI for secondary or primary education** |
| **Age of students** | **20 yrs + (3rd,  4th, 5th year bachelor student teachers)** |
| **Other partners** | **-** |
| **Language to use in the project** | **English** |
| **How long**  (Hours a week, weeks, months etc) | **2 months**  **(2,5 hrs/week)** |
| **How will you communicate?** | **Twinspace,**  **MSTeams** |

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| **Name of the project** |
| **ICE-Twins**  (**I**nternational and **C**ross-cultural **E**ducation **TWIN** partnership)  An international online project to discuss and develop an international view and lesson activities to develop global citizenship internationally. |
| **Project description** |
| Student to student online interaction to get to know each other, communicate and come to a common understanding (declaration) on one of the following educational issue such as:   * use of CLIL to teach/learn language * use of assessment to learn (at school) * internationalising education * bilingual education   The project could first start small (2 sessions/weeks with between 2 partnering TTI’s) with ambition to grow into a 4 week project experience (with 3 TTI’s) |
| **Goals, pedagogical methods** |
| **The project goals:**  Communication/Language:  - to improve usage of English as lingua franca in oral communication and presentation.  - to identify and improve the communication skills needed to be able to collaborate effectively  Cross-cultural awareness and teacher’s global citizenship:  - to become aware and respect different approaches to communication, collaboration, education, and citizenship.  - to understand each other's (cultural) perspectives on specific educational and societal issues  eTwinning:  - to understand the educational merits and requirements of e-twinning projects.  **The pedagogical methods:**  The student teachers first use TwinSpace to experience connecting, communicating and collaborating online with peers abroad. From that experience to think and suggest activities themselves intended for their own pupils at school to participate in such a project (double layering) to achieve goals mentioned above.   * experiential learning (learning by doing) * collaborative learning in teams drawing on each other’s expertise. * applying / using knowledge in cultural sensitivity from earlier part of module. * reflective learning (activity log and peer counselling sessions) |
| **Working process and activities** |
| 1. **Make connections - (19 Feb event):**  The students from the partner TTI’s get to know each other in an introduction activity.  * Activities generated by the group of student teachers.   For example:   * semi structured interviews of: each other’s teacher profile; their current education, family, living situation, study ambitions/career, hobbies... * Drawing a double portrait on a shared platform page: one instructs the other what and how to draw … their home, favourite restaurant, classroom.  1. **Understanding each other’s school system and educational culture – live event: interviews in groups (5 March - event).**    * Students preparation: creating questions to ask about the partners school system culture which they are curious about and collect information that may be interesting for the other to know.    * Live-event in teams (in their own time?) Interview each other.    * On both sides create a poster of the collect information    * Poster are shared on forum in TwinSpace and all partner students decide on:      + Is the information received complete and correct?      + how well the oral communication?      + The use of this format of collaboration?    * AT TTI: the outcomes of their activities is discussed in a counselling session 2. **Survey in (former) placement school of global citizenship education (5 – 19 March).**  * Students of the TTI carry out surveys at their placement schools to identify what activities are offered to develop global citizenship: student can interview 2 teachers of the school online. * Result are shared on the forum in TwinSpace  1. **Team up: Collaborative design of a Global Citizen eTwinning activity (19 March – 9 April)**   Together Design and carry out a global citizen activity in eTwinning.   * Make design teams that meet in their own time in TwinSpace, mail, WhatsApp, google doc to discuss the goals, activity, materials, planning, evaluation and organisation. * The design process will be monitored in sessions by the TTI * If possible; carry out the activity at placement school. * The activity plan needs to be justified and evaluated (after testing it)  1. **Live event: Sharing examples of good practice and learned insights on eTwinning and Global Citizenship Education (9 April event)**   *Live event to close the project: 30 minutes of sharing, 20 minutes to arrive at a common declaration (small groups) and 10 minute conclusion and look ahead*   * + From both partners 2 or 3 good examples of global citizenship are presented.   + Followed by a breakout activity to create a common declaration (critical statement to which both partners can agree) on global citizenship education.   + The declaration may require more than one week to prepare in advance, which will require further collaboration and mutual negotiation of student teams.   + Declarations identified as good practice can be published on the TwinSpace, but and in the TTI website. * We need to decide on the group size to provide safety, support and continuity. (i.e. with 24 students we would make 6 groups?) * The 3 live events can be scheduled during the Friday afternoons. Counselling and reflection on the communication process, the use of eTwinning, possible input to feed the topic discussions, reflection on the collaboration. * Student groups are required to keep a log of activities and reflections to enable better counselling and reflection at the TTI. |
| **Results** |
| * Knowledge and understanding each other’s educational systems / schools * Appreciation of the merits and drawbacks of each other’s ed. Systems / schools. * Examples of internationalisation activities in class. * Declaration on one of the educational issues. * Insight in what is required to work with e-twinning * Insight in intercultural communication and collaboration. * A possible start of an international (student) teacher network**.** |
| **Cooperation between the students–** |
| See above : working process and activities |
| **Digital tools to use** |
| TwinSpace – forum, TwinBoard, TwinMail, Journal, Profile  MSTeams  Mail  Google docs  Padlet |
| **How will you evaluate the process and the result??** |
| * Process evaluation with students during debriefing/counselling sessions along the way and in a form following the final live event. * Peer evaluation of the gathered educational system information, lesson activities and common declarations (e.g using feedback fruits or forum): choosing the examples of good practice. * The created eTwinning global citizenship activity and the evaluation of its implementation will be assessed and graded as part of the course grade.   And: a position paper on internationalising education is later written where they are asked to use the experience gained and insights of the eTwinning project. |
| **How to present and promote the result?** |
| Examples of good practice presented on   * the internationalisation page of the AUAS website * presented to the AUAS teachers during our study day on internationalisation / use of ICT * share within the school network using:   + twitter of the minor Teaching in English   + newsletter |