



# Visibility of eTwinning Projects Group

## NEWSLETTER 9



~ *Cruising the right oceans* ~

July 2019

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## **eTwinning as a walk of life**

by Daniela Bunea



Teaching with eTwinning means teaching with authentic, technology-rich projects in a secure learning environment and with partners from across Europe and beyond. But it is also so much more. The experience is enhanced by collaboration with colleagues, for instance. This newsletter is here to give you a taste of just that. By sharing good practice, the authors of the articles continue their collaboration with peers in the evaluation phase of their projects. Their texts seem to be able to turn themselves into actual incentives for others to follow in their footsteps and adapt the design to their own context, thus creating new engaging learning experiences for their students.

eTwinning encourages independent thinking, creative problem-solving skills and an interdisciplinary approach. Read about all these, and more, in the articles selected to be part of this yearly newsletter!



*Daniela Bunea is a teacher of English as a foreign language at a secondary school in Sibiu, Romania. She has been an eTwinning ambassador since 2010 and a Microsoft Innovative Educator Expert since 2015. For 2 years now she has been a Scientix ambassador, a member of the Europeana User Group and a National Geographic Certified Educator. She has been a Galileo Teacher since January this year and an Adobe Campus Leader since May. She is also the editor of this newsletter.*



## **Recognition of National and European Quality Labels**

by Rosa Luisa Gaspar

eTwinning provides for the development of curricular flexibility, quality and internationalization, as well as the creation of collaborative work networks between European schools with the use of information and communication technologies (ICT), in order to develop the spirit of European citizenship.

In this sense, this program provides a platform for education professionals who perform roles in the European schools involved to "communicate, collaborate, develop projects and share experiences".



The 2nd and 3rd Cycles Basic School Dr. Horácio Bento de Gouveia in Madeira, Portugal received the 3rd eTwinning Regional meeting on January 25th and 26th, 2019. This was an event attended by the Regional director of education, Marco Gomes.

The meeting was also attended by two plenary sessions, led by Laura Filipe, representing the Directorate-General for Education (DGE), and myself. I am an eTwinning ambassador from the Autonomous Region of Madeira (RAM), and I presented a reflection on the evolution of eTwinning Programme at national and European level since 2005 and the great potential of eTwinning as a collaborative work platform and methodology.

The programme also included the communications of Marco Teles, coordinator of the Europe Direct-Madeira Information Centre, Carlos Silva, Ambassador of the Security of RAM, and Dora Pereira, eTwinning Ambassador and representative of the learning laboratories of the autonomous region of the Azores.

In this meeting there was also a place for the realization of parallel workshops, related to the programming, which counted with the participation of Luís Ferreira, of the National Support Service of the DGE.





On the second day of the meeting there were the best practice sessions, in which some projects were presented – all with the European eTwinning Quality label. The intervening professors were Carlos Pessoa, Alexandra Francisco and Rubina Silva.

The meeting ended with the focus on the recognition of schools and teachers who were awarded the "European Quality Label 2018-2019". This intends to distinguish and make known the work of the teachers involved in the eTwinning educational program and the effort to promote the internationalization of their education in educational centres.

### **Flexibilizing your curriculum with eTwinning – What is eTwinning?**

The eTwinning Programme is an initiative of the European Commission which was established in 2005 as a key part of the eLearning programme. In 2014, it was integrated into the Erasmus+ program, the European Union programme on education, training, Youth and Sport and thus gained a more prominent role in becoming the online reference platform for Key-Action 2 (cooperation for innovation and exchange of good practice). Starting 2019, eTwinning has acquired even more relevance, as shown in the criteria for assessing candidates for Key Action 2.

Since its inception in 2005, eTwinning has become the largest European community of teachers and schools. The goal of eTwinning is to promote and facilitate contact, exchange of ideas and collaborative work between teachers and students from participating countries through ICT. In addition to offering interaction and training opportunities, teachers and students, usually from at least two schools in different European countries, can develop collaborative projects through the Internet, on any theme agreed upon by the founders.

eTwinning is intended for all levels of education before the university. All areas, disciplines and professional groups, from pre-school education to basic and secondary teachings, take place in eTwinning, as well as those in the area of special education. The working languages are those that the partners want to use.

44 is the number of countries covered by eTwinning: Albania, Austria, Armenia, Azerbaijan, Bosnia and Herzegovina, Bulgaria, Belgium, Cyprus, Croatia, Czech Republic, Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Hungary, Ireland, Italy, Iceland, Jordan, Latvia, Lebanon,

Liechtenstein, Lithuania, Luxembourg, Malta, Netherlands, North Macedonia, Norway, Poland, Portugal, Republic of Moldova, Romania, Serbia, Slovenia, Spain, Slovakia, Sweden, Tunisia, Turkey, Ukraine and United Kingdom.

### **Best practices in eTwinning**

Work through eTwinning projects is increasingly being consolidated as a widespread resource for all teachers, from preschool education, to basic and secondary teachings, as well as to special education and vocational training that Grows every year with the creation of collaborative projects that reinforce the European dimension and cooperation between the educational centres of Europe.

The incorporation of the eTwinning tool on the day to day of the class brings countless benefits to teachers and students of vocational training in interaction with other centers and training stages. Some of the advantages offered by eTwinning in vocational training are:

- share working methodologies with other teachers;
- introducing ICT as a living practice classroom;
- motivate students to work with other colleagues in a European project;
- build a support tool in an Erasmus+ project
- find trusted partners to initiate a strategic project/partnership, plan and support during their development, as well as disclosure upon completion.

There are many eTwinning projects that have become examples of good practice. These successful projects, which include the participation of vocational training groups in collaboration with other European centres of different levels of education, can serve as an inspiration to future stakeholders and include work issues such as health, First Aid, beauty and personal image, emotions, food habits, sports, technology, environment, careers, cultural heritage, justice, diversity, social, economic and environmental impact of industrial activity or human rights. These projects almost always result in collaborative and highly creative end products, such as games, books and digital magazines, blogs, video clips or questionnaires.

These are based on collaboration and develop innovative methodologies such as gamification. In project planning, eTwinning has facilitated the interaction, communication or organisation of mobility among partners. The platform and tools offered, as well as other external ones that can be integrated into the virtual collaboration space, have



contributed to the development of digital skills, teamwork, intercultural learning, relations Planning and implementation of the project activities of teachers and students.

### **Involvement of families in eTwinning projects**

Two key factors are very important in the teaching-learning process: the teacher, with their training and resources, and the families, with their collaboration and participation.

In our experience, we believe that the involvement of families in the work performed in the classroom is of the utmost importance. The fact that students can see that their parents, grandparents, among others, give importance to the work they do in the classroom, collaborate in carrying out activities and are active part of the school life, reinforces not only the contents worked, but also strengthens the feeling of being an important part of the educative community, favours their involvement and motivation in daily work and, in turn, creates a feeling of positive appreciation of the school, which is no longer seen as separate from other aspects of their lives.

If we add to all these factors the work for collaborative projects of a European dimension offered by eTwinning, the result is an educational experience that will undoubtedly leave a mark on our students.

Among many other aspects, eTwinning favours the integration and involvement of families through collaborative projects, the internationalization of work in classrooms and, of course, our day-to-day educational practice.

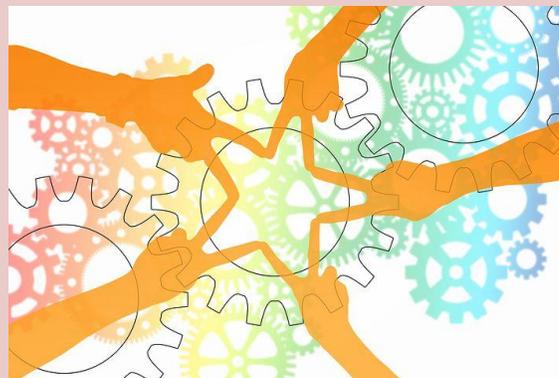
### **Different methodological experiences**

Several schools work as a learning community. It is a project based on a set of successful educational actions aimed at social and educational transformation. The idea, as a learning community, is to increase the expectations of our students, improving their school performance with the collaboration and participation of their families in the life of the school.

One of the activities that help us to improve these goals is the creation of interactive groups. There is common use of this interactivity in many of the eTwinning projects in which many of the schools participate. There are a lot of activities designed within an eTwinning project in which parents are the true architects. A good example of this can be those that are designed to celebrate the carnival, the Day of Peace, Christmas, Easter, etc.

In addition, students are invited to participate in the virtual workspace known as eTwinning virtual space, which makes eTwinning projects spread through the educational community and become a hallmark of each school.

Increasingly, and according to our educational practice, we are convinced that involving families in the classroom work increases the motivation and participation of our students in any task we undertake.



School and family must be holding hands. In this sense, it is essential to find the means that promote this cooperation to enable real and effective collaborative work. If we give this collaboration a European scope and open the doors of our homes and classrooms to other homes and schools in Europe, we will also be contributing to the integral development of the student as a European citizen.

In the development of eTwinning projects, families are involved through different activities and experiences: voting on certain aspects, workshops, shared readings, artistic activities or even sporting events, such as, for example, a scavenger using QR codes. In addition, families are always informed about the development of the project, so that they can share the whole process with their children at home, reinforcing and further promoting the bond established between the different schools. And, of course, they are an important part of evaluating projects, contributing ideas, suggestions and aspects to improve.

In this sense, the involvement of families encompasses suggestions, ideas, support, motivation, collaboration, work, among others, always necessary and constructive for the development of students.

An eTwinning project gains a lot when, in addition, it is an "e-familia" project.



### Curricular integration in the eTwinning project

Participating in a school project, whether eTwinning or other, is always motivating and enriching. It can also be the starting point for a significant advancement in improving the quality of education. However, it is not uncommon to hear from teachers who are unaware of eTwinning, arguments such as: "I participate, but it is that the curriculum is very broad and there is no time to finish this...", "Make a project, as well of the complete development of the curriculum? It's a lot of work, not enough hours..."

It is urgent to dismantle these arguments and proving that it is possible to develop the curriculum of an integrated discipline in an eTwinning project during school hours.

This is just an example of a possible project:

*Objective of the project:* to facilitate and motivate the learning of the foreign language, interacting with other cultures and traditions with the support of the 2.0 tools.

*Project description:* Partners use a collaborative document in which each one details the content to work in English in your classroom, in a group; the age of the pupils; school holidays and contact information. The activities to be carried out, the team's working groups and the schedule can be planned in an online meeting, where all partners participate. Questions that arise in the day-to-day work are resolved through instant messaging in a group created for this purpose.

This is just one example that confirms that, with good planning of activities, adequate timing and good communication among partners, it is possible to develop the curriculum of an integrated discipline in an eTwinning collaborative project, enriched with the contribution of the European partners.

(2011), is the process of developing original ideas that have value and innovation, the process of putting new ideas into practice. Thus, the challenge of education is to develop the huge creative capabilities we all have.



Rosa Luísa Gaspar has been a primary school teacher for 32 years. She is an eTwinning and Scientix Portuguese Ambassador. She is a children's book writer and appreciates being part of a community of teachers who share knowledge and believe in a future of collaborative learning, coding and robotics.



### Engaging Reluctant Readers with eTwinning

by Alexandra Duarte



### The power of Reading

The power of reading is well documented in the fields of the first language (L1) / second language (L2) and EFL, and with diverse age groups (Krashen, 2004), but, for some authors (Atwell, 2007; Gallagher, 2003; 2009), schools are not doing enough – but killing the reading experience – for the sake of an overloaded curriculum and standardised tests. In fact, as school schedules and curricula don't incorporate the time needed for pupils to extensively practise reading and writing, eTwinning projects may provide the opportunity we are looking for.

However, being an EFL teacher, I cannot ignore speaking and listening in a foreign language teaching / learning context. Reading and writing go hand in hand and so do listening and speaking, but unlike the first two, these latter are often "The untaught skills" as Adler (2002) calls them. Though speaking practice is limited, too, the truth is that the demand for improving oral proficiency is increasingly higher, especially in relation to English as the international language of communication.





As a foreign language teacher, I have also experienced this imbalance and pressure. Due to the size of our classes, limited class time, demanding curricula and to the heterogeneous groups we face every year, we are unable to give all pupils an equal opportunity to participate.

In the 21st Century, the four traditional skills (reading, writing, speaking and listening) are no longer enough. According to the National Education Association (2014), NEA, if today's pupils and students want to succeed in the future, they must also be proficient communicators, creators, critical thinkers, and collaborators. The 4 additional Cs (Communication, Creativity, Critical Thinking and Collaboration) emphasise the complexity and globalisation of today's world and "need to be fully integrated into classrooms" (NEA, 2014, p.6). That is not new as acknowledged in a recent blog post (Juliani, 2017) or if we have watched Sir Ken Robinson's talks on youtube, especially the one on "Changing School Paradigms" (RSA, 2010), in a visually striking animated version. It is therefore urgent, on the one hand, to captivate pupils for school and not alienate them and, on the other hand, to prepare them for a new working reality - for some jobs that do not even exist yet (World Economic Forum, 2016). To prepare our pupils - and not deepen the already existing gap - to be able to pave their path with creativity and resilience, schools need to be reimaged: learning spaces, school subjects, pedagogies have to change to equip pupils with a new set of skills that allows them to face the challenges of a fast-changing society such as ours. As the educational researcher Mitra (2013) points out, "It's not about making learning happen; it's about letting it happen. The teacher sets the process in motion and then sets back in awe and watches as learning happens."

If these research data and our own experience weren't enough, eTwinning reports highlight the positive effects these European projects have both on teachers and pupils (Kearney, C. and Gras-Velázquez, À., 2017) for the projects offer precious prospects for the acquisition of 21<sup>st</sup> Century skills, for interacting and collaborating with peers, using ICT skills and the English language for real purposes.

### **Let's Create the Biggest Reading Club in Europe**

Being an avid reader myself and aware that reading has been a neglected skill, this last school year my students and I joined "Let's create the biggest reading club in Europe", a project founded by Spanish and Italian eTwinners. Developing a reading culture by instilling reading habits and

restoring the joy of reading in learners by providing memorable experiences with literary texts were some of the goals we pursued.

To achieve those goals, first, I assured my students they could read the selected titles in any language and that there wouldn't be any kind of evaluation - what mattered was that they would read and engage in activities that would bring them joy.

Second, and setting expectations, each trimester my 7<sup>th</sup> & 9<sup>th</sup> graders, teacher(s) & parents would read the same title, discuss and engage in varied activities related to literature. Even though reading is, for many, a lonely activity, I strongly believe that it can and should often be social and, as such, it would be important to provide opportunities for discussion and interaction (especially among reluctant readers) as a way to engage them and, simultaneously, to develop critical thinking, communication and language skills around the selected books. Therefore, having in mind the literary debates all partner schools were planning to schedule to take place via videoconference, I gave my word that I would also support students by taking time off my classes to discuss bits of the book being read.

In practical and general terms, in the first and second trimesters, the procedure was basically as follows:

- In a working document shared in the drive, partner teachers added book titles that were previously suggested by students or that teachers considered interesting and appropriate for learners to read. The ones that most teachers agreed upon were then further suggested to our young eTwinners.
- Via google form, participants would vote after having had some more info on each of the titles.
- The results were published in the twinspace and soon teachers and students delved into the physical copies (though some into the digital ones).

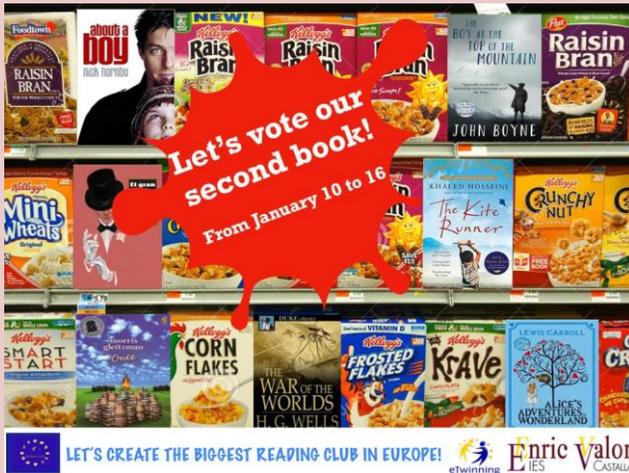
From early on, students were stimulated to contact with their peers which they did introducing themselves, sending some private messages, too. In the 1st trimester, when it became clear that the internet connection at my school wouldn't allow us to easily have video conferences, my students suggested using the chatroom from home and a total of 3 sessions were scheduled with our partners: one, for further introductions and communication/exchanges about compulsory/academic readings at school; a week later, in another session, the exchanges were also general, concerning digital or print versions. Students justified their preference for the printed copies, and this chat ended expressing their opinion



on "The Lord of the Flies", by William Golding, the first title they chose.



During the 2nd trimester there was a 3rd chat session, this time around "The Boy At The Top of The Mountain", by Irish novelist John Boyne, the second title selected by students. This time the chat was essentially around WWII and the main character's surprising metamorphosis.



Besides these really productive chats, following the class literary debates (no tasks assigned or assessment attached), parents were invited to step in and participate and so they did!

This 2<sup>nd</sup> book really hooked my students – so much that, again without holding them accountable, they made wonderful and diverse contributions with presentations and reviews (mono and bilingual), book talks, readings (and in different languages) as highlighted with these examples:

<http://bit.ly/2JFnCqr>, an excerpt read in Russian; another student reads in Spanish

<http://bit.ly/2YQHH3r>; a bilingual book review can be accessed at <http://bit.ly/2JxZPu0>; a synopsis, in Portuguese, is available at <http://bit.ly/2SikuF8> and a PowerPoint Presentation, in English, is available at <http://bit.ly/2G9jvLC>. 7<sup>th</sup> graders loved my kahoot at <http://bit.ly/2LPwA7i> as you can see in this short video: <http://bit.ly/2Z0weyF>.

However, the best example of this student empowerment was the forum debate around "The Boy At The Top of The Mountain": for the 16 topics / threads, there were 102 messages! I was particularly proud of my eTwinners' commitment and involvement due to the quantity and quality of their contributions, answering relevant questions about the characters, the historical period, expressing their points of view, interacting and collaborating with their peers.

Besides these lively and engaging activities, as well as real and virtual tertulias, ingenious bookmarks were also created, exhibited and sent to partner schools.

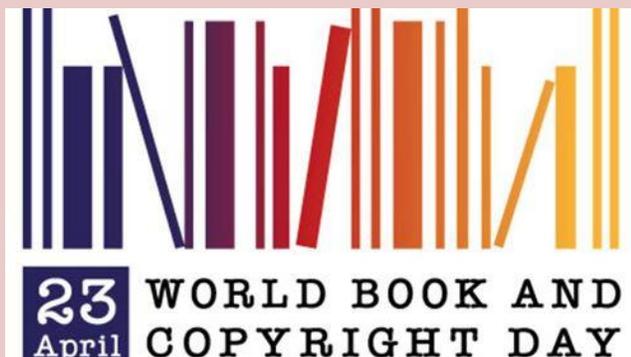


During the 2<sup>nd</sup> Trimester, other initiatives included marking relevant dates related to books and reading:





1st February is **World Read Aloud Day** (WRAD) and I challenged my students to read out loud some excerpts so that I could record them. This challenge was then extended to our European partners and what we got in the end was a mixed video, compiled by one of the project founders, the Spanish colleague, in which students read excerpts from "The Boy At The Top Of The Mountain" in different languages.



23rd April marks **World Book and Copyright Day** (WBCD) and the ubiquitous mobile phones "caught" some students reading in our school. I created a video and as students enjoyed the idea and then shared some more photos taken by their relatives at home, we ended up with not one but 3 short videos.

For the 3rd Trimester, and due to time constraints, the methodology was different: in the drive, a working document was shared with students so that they could fill in with their choice of short story and build multinational working groups. After that, in the forum, the teachers created 11 threads corresponding to the 11 titles / 11 groups (with at least 3 narrators and 1 editor each), and the exchanges among some of them were really intense. As a result of this commitment and true collaborative effort, 8 amazing videos were created and shared in a padlet.

As before, besides these collaborative videos, my young eTwinners shared audio files reading excerpts from their short stories and one even recorded a video. Here are some examples:

- from The Martian Chronicles, by Ray Bradbury: <http://bit.ly/2Gpf1HV>;
- Edgar Allan Poe's (in)famous short story "The Tell-Tale Heart": <http://bit.ly/2Jz8Ra1>;
- Yet another learner reads an excerpt from "Tuesday Siesta", by Gabriel Garcia Marquez at: <http://bit.ly/2NVscGF>;
- And a short shared by a student reading Julio Cortázar's House Taken Over at <http://bit.ly/2Y6GjMY>.

To sum up, throughout the project, collaboration was excellent – between teachers and students alike – very professional and always effective, which resulted in the high quality of the several creations and final products. In fact, if there were any doubts, this etwinning project showed us that we are doing it the right way and very successfully, on the one hand, in providing the opportunities students lack at school for the development of the traditional and the so-called 21<sup>st</sup> century skills; on the other hand, in hooking students as readers by engaging them in conversations about actual books, books of their choice. As Veronica Henry claims in her novel "How to find love in a bookshop", "there's a book for everyone, even if they don't think there is. A book that reaches in and grabs your soul."

Hope you, too, can find at least one book that grabs your soul this summer.

Happy readings and happy projects!

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Alexandra Duarte is an English as a Foreign Language (EFL) teacher currently based in Soure, Portugal. She has been teaching 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. For books and readings, visit

<https://www.instagram.com/teacheralexduarte/?hl=en>.

**eTwinning Going Global:  
Global Partnerships and Global Goals**  
by Sophia Kouzouli



### Introduction

"No One is too Small to Make a Difference." This phrase, being an inspiration for students all over the world and teachers who wish to empower their students to take ownership of their own learning and develop the necessary skills to become active citizens, has been the motto of the eTwinning collaborations in this paper. eTwinning, the largest community for schools in Europe, facilitated school partnerships on a global level both as far as the topic as well as the participants of the projects are concerned. Global goals and global partnerships supported by eTwinning will be explored and presented in the present paper.

### The Climate Action Project

The Climate Action project, <https://www.climate-action.info/>, designed and organized by Koen Timmers, inspired teachers and learners to work and collaborate on real world problem solving, focusing on the tremendous effects of climate change, relating it to their community and suggesting ways of how it can be faced. In 2017 250 schools across 69 countries participated and in 2018 there were 515 schools across 90 countries. This project is supported by Dalai Lama, Dr. Jane Goodall, Greenpeace, Unesco, Microsoft Education,

scientists and other public figures. Students over 6 continents focused on Climate Change during 4 weeks. They explored, brainstormed, discussed, constructed, presented and shared their findings.



This project was an opportunity for our students to become familiar with the ideas of The 2030 Agenda for Sustainable Development, a plan set forth by the United Nations to bring solution to the most complex and urgent problems that our world faces today. This plan concerns 17 initiatives, known as the Sustainable Development Goals. Each goal, ranging from areas such as eliminating poverty (Goal 1) and hunger (Goal 2), quality education (Goal 4), reducing inequalities (Goal 10), climate action (Goal 13), to peace (Goal 16) and global partnerships (Goal 17), offers clear targets for countries and citizens to respond to the call to action to meet the goals by the year 2030. In October 2019 it will be the third year this project will take place.

### Save the Word

Save the Word, <https://twinspace.etwinning.net/73755/home>, was an eTwinning project that focused on issues of critical importance that are challenges for the future of humanity and the planet. Climate, Poverty, Hunger, Peace and Global Partnership were the five topics that the participating countries explored. Together with dear colleagues, Betina Astride Santos, Andrea Ullrich and Innap Kaya, we guided our students in Portugal, Germany, Turkey and Greece outside their comfort zones and helped them to explore, think and make their own creative collaborative work. Each thematic unit was initiated by a riddle. Students tried to solve the riddle and find out the topic of their work. This inspiring and playful way made them brainstorm and become highly engaged.





Climate action project was integrated in the Save Word project. For the first four weeks of the project students explored what climate change is, causes and effects and solutions. It was an amazing way to start their educational adventure in relating their everyday life with their project and the whole world.

The second mission was to explore the issue of poverty. Students, after their initial research on the reasons and effects of poverty, made collaborative postcards from the Land of Poverty and uploaded them at <https://padlet.com/sophiakouz/challenge2>. They also had an opportunity to talk about the problems that refugees are facing.

We then contacted the Coordinator of the Myrsini Center in Greece and the Coordinator of Education at the Myrsini Refugee School in Lechaina Greece, and arranged a visit on Thursday, December 20th 2018.

Two big carton boxes full of school supplies, pens, papers, markers, note books and note pads etc, were sent by the Portuguese and German students as well as black and white and coloured inks to use in their printer were sent by the Greek students to the Refugee Primary School at the Myrsini Refugee Camp.

Lessons for the refugees took place in the afternoon, when the morning classes of the pupils of the village had finished.

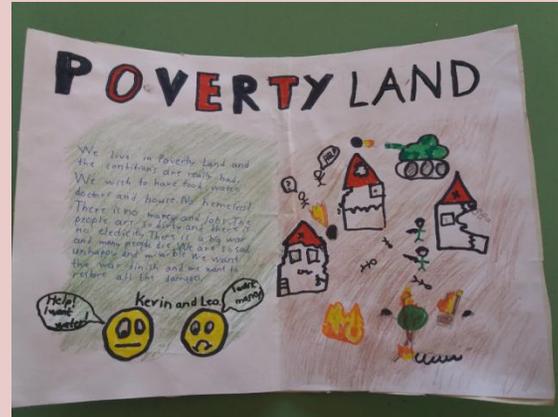
On the day of the visit the Coordinator of the Myrsini Center, a civil servant in the Department of the Reception and Identification Service in the Ministry for Migration Policy, General Secretariat for Migration Policy and the Coordinator of Education at the Myrsini Refugee School were present.

First we visited some parts of the camp. Then we went to their school.

There are two classes: one for the 6-9 and one for the 9-12 year old students. All the communication was in English. One of their classmates was there to help in the translation when they did not understand English.

One of young refugee students had a relative in Germany and some others students knew people who had gone through Portugal.

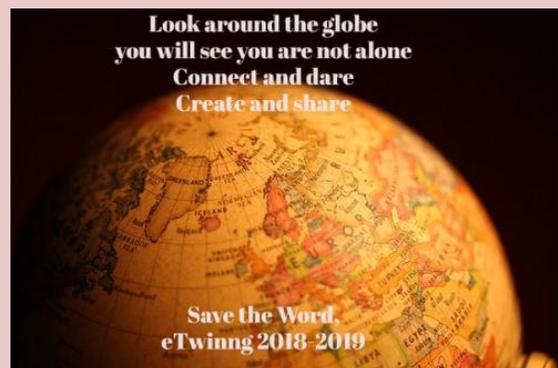
They were happy to receive the gifts and thanked the teachers and students sending postcards to them.



Peace was the third challenge for our students. They explored the issue and wrote poems in English and in their own national language. <https://soundcloud.com/betinaastride/save-the-word-english-version>



Zero hunger inspired learners to write messages and record them on Voki. Then, they used web tools to make digital posters in order to spread their messages at school and in the local community, an activity which developed their empathy and increased their active participation.





Global partnership was the final challenge for the Save the Word project. Students used web tools 2.0 to create their own news broadcast news and newspapers.



### Transatlantic Educators Dialogue Alumni Group 2019

Sustainable Development Goals, Global Goals, were also the focus of the third collaborative action that was facilitated by eTwinning. Transatlantic Educators Dialogue Alumni Group 2019 (TED Alumni) which was sponsored by the European Union Center and College of Education at the University of Illinois at Urbana-Champaign, during the 11 weekly TED sessions, enabled teachers from different countries and continents to discuss topics and issues relevant to the educational policies and practices in the many diverse political and cultural contexts in which the participants taught.

All the participant teachers had the opportunity to form groups and cooperate for the completion of a short project whose topic and plan they decided after elaborate discussion. The group I belonged decided to work on the topic of Global Goals. Teachers from five countries, Austria, Spain, Turkey, USA and Greece, cooperated to design a project, the Global Schools project, on 4 global issues as a part of our collaborative work in the Transatlantic Educators Dialogue Alumni Group 2019.

### CONCLUSION

Learning is a personal, social and collaborative process. Learning that takes place in a supportive context and in a personalized approach can have



great impact on learners to become actively involved and concerned about a peaceful and sustainable future. Educational collaborative projects can, therefore, effect a bottom-up positive change in our lives.

Thank you, dear partners, for your collaboration, and you, dear students, for your enthusiasm and commitment. Thank you, eTwinning, for offering us the platform and the tools to communicate, collaborate, share and be part of the most exciting learning community in Europe, and for promoting a democratic and creative culture at school.

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*Sophia Kouzouli is a teacher of English. She holds a B.A. in English Language and Literature and a M.Ed. in Teaching English as a Foreign Language. She is an eTwinning Ambassador and a Teach SDGs Ambassador. She is interested in exploring innovative ways to integrate technology in the classroom so as to foster creativity and in promoting collaborative learning. Her blog is at <http://blogs.sch.gr/skouzouli/>.*





## **Customizing eTwinning into Imam Hatip Schools' Curriculum**

by Pınar Alniak Çömlek

When Daniela offered me to write for the eTwinning Newsletter, I had the chance to count my years with eTwinning. 2009 was my first encounter with eTwinning, and this has been my fourth article since eTwinning Projects Newsletter Volume 3 of 2013.

2017 is a brand new start for my eTwinning adventure as I have become a teacher of eTwinning Project Team in Imam Hatip Schools in Turkey. I shall begin with introduction of Imam Hatip Schools to the readers as IHSs have been the unique examples of the deep-rooted institutions in Turkey's educational system since 1950.

According to Islamic Belief, education is a lifelong process "from cradle to grave". The IHSs combine an educational model that nourishes humanity with positive sciences through an approach that restores and develops both matter and meaning. I have been working for IHSs which have been giving a novel touch and have been a pioneering figure in many areas of life. IHSs are public schools that have been established by Ministry of National Education of Republic of Turkey.



The success of IHSs has aroused interest in Turkey which has enabled young students to grow up in a multifaceted way and to understand and to open new paths to humanity by leaning on their own roots as well as learning out of the country. Briefly IHSs are not just schools of religious education.

### **What is new at IHSs?**

"2023 Vision Document" has been applied in IHSs since 2014. Within the context of 2013 VD prepared by the Turkish Ministry of National Education, syllabi diversity is supported and disseminated

throughout Turkey. The main aims are to develop students' rational, analytical thinking skills, to improve them in line with their abilities and applying foreign language capacity which will make them ready for the future.



In the scope of foreign language training at international level – MUN (Model United Nations) and International Model Organization of Islamic Cooperation Summit (BEYMOIC'18) are held for students. Native language is English. Opinion sharing of students in consideration of specific agenda items is targeted at BM councils and committees, committees such as Security Council, Economic and Social Council, Disarmament Commission amongst our students. Each student becomes a delegate of a country and makes investigation and prepares a speech about the country he/she represents at these committees. Participants present the resolutions they've prepared to the UN General Assembly at the end of the programme. In this way our students produce solution ways for global problems on the agenda of the world. BEYMOIC'18 is held in Arabic. Through BEYMOIC'18, raising the awareness of the participants for the problems of the world and the Islamic world by being in international political discussions via International Model Organization of Islamic Cooperation Summit; to enable the students to represent their culture, to present solution offers within the frame of the country policy they represent and to improve their mastery in foreign language are targeted.

The novelty of IHSs is the Foreign Language Preparatory Classes that developing humanitarian, scientific, economic relation with the countries in which English, Spanish, Russian, Arabic and German are spoken. Students can have the chance to raise awareness of foreign languages by getting academic knowledge in order to see beyond the boundaries. The best example for building a broad vision and tolerance between IHSs and European Schools is of course the great help of eTwinning.



### UK Time – Discovering Great Britain, by İpekçilik Anatolian Imam Hatip Project High School

Six countries from eight teachers collaborated to rediscover United Kingdom by coordinating among themselves. Georgia, Ukraine, Poland, Slovenia and Turkey successfully worked on the development of speaking skills as well as their knowledge of Great Britain's traditions, holidays, historical places, food, sports etc. The amazing number for students was 121.



The perfect part of the project was the exchange of Christmas gifts and cards via post among the partners. They had the advantage of using Sykpe meetings during class hours presenting their Padlets to each others. It was the fantastic example of religious tolerance and hospitality.



Having penpals and writing friendly e-mails, learning other countries' traditions helped them to create an unforgettable interaction among the students and teachers. One of the famous play of Shakespeare was performed by the eTwinners of Prep-F.



The most amazing part was that Mr. Gümüş reorganized and updated the play for the female students. The achievement of the project was based on tolerance and respect to one another. Opening the real gift boxes during a video conference was the bright side of the project. Another advantage was to work with my colleagues Serkan Gümüş, Esra Akça, Murat Tekece and Daniel Von Ruff.

At the end of the project, the students were more equipped, had self-confidence, and they were aware of the values of their own civilization and other nationalities.



### eTwinning Projects at Preparatory Class of IHSs

eTwinning is a multifunctional tool in Language Project with Prep Classes of IHSs. As the there is a one year prep class application, students learn at least one foreign language ideally besides his/her mother tongue during school life. In IHSs with Prep



Classes, the first language is instructed for 20 course hours while the second language is given for 7 hours. Turkish is also available for 3 hours.

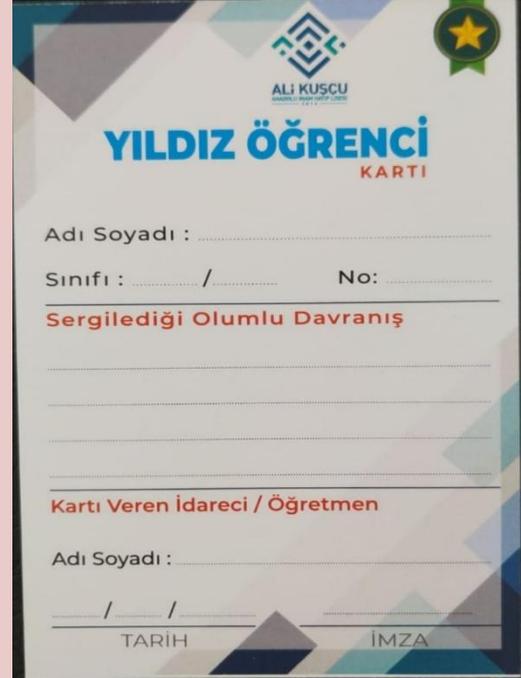
Teachers apply eTwinning in "Language Project Rooms" by negotiating with foreign national teachers. Courses on four basic skills are taken into consideration to support the students' fluency and motivation in language learning.



Another ongoing eTwinning project is **Star Student Project**. Ali Kuşçu Anatolian Imam Hatip Project High School and Özlüce Rasim Özdenören Anatolian Imam Hatip Project High School are working on motivating the students about the school rules and norms to create a long term positive sustainability and involvement in the school. By the help of the project, rate of the dropouts will be reduced and a friendly school atmosphere will be achieved.



I, as an English Language Teacher and Zeynep Aydın, as the School Counselor of Ali Kuşçu IHS are studying on the terminal behaviour of students and parents to frame the students of five stars of both schools.



**Yıldız Öğrenci Olabilmek İçin Neler Yapmalıyım?**

1	Sınıfta öğretmenimi yerimde oturarak beklerim.
2	Ders esnasındaki hareketlerimi sınıf kurallarına göre sergilerim.
3	Derslerde söz alarak konuşurum.
4	Derslere zamanında girerim.
5	Okulda öğretmenlerim ve arkadaşlarımla selamlaşırım.
6	Yardım aldığımda teşekkür eder, hata yaptığımda ise özür dilerim.
7	Çöplerimi çöp kutusuna atar, çevreyi kirletenleri uyarırım.
8	Okulda yapılan törenlere katılır ve gerekli özeni gösteririm.
9	Kılık kıyafet Yönetmeliği'ne uygun ve temiz giyinirim.
10	Okula ve arkadaşlarıma ait eşyaları özenle korurum.
11	Ders işlenişini bozan olumsuz davranışlar sergilemem.
12	Okul ve sınıf başarısını arttırmak için gayret gösteririm.
13	Ödevlerimi aksatmadan ve zamanında yapar, okula zamanında gelirim.
14	Ders öğretmenim gelmeden önce ders araç ve gereçlerimi hazırlarım.
15	Düzenli olarak kitap okurum.
16	Arkadaşlarıma saygılı davranırım.
17	Okulumu okul dışında da temsil ettiğimi unutmam.
18	Kültürel, sportif ve sanatsal etkinliklere, yarışmalara katılırım.
19	Türkçeyi doğru kullanır, argo kelimelerden kaçınırım.
20	Gerçekleri gizlemem, yalan söylemem.
21	Okul ve sınıf nöbetlerimi aksatmadan yerine getiririm.
22	Küfür etmem, kavgaya girmem ve saldırgan davranışlarda bulunmam.
23	Okul idarecileri, öğretmenleri ve personeline saygılı davranırım, uyarılarını dikkate alırım.
24	Okul etkinliklerinde görev almak için istek duyarım.
25	Küçüklerime iyi örnek olur ve onlara yardımcı olurum.
26	Okulumu, sınıfımı ve çevreyi temiz tutarım.
27	Konuşan kişinin sözünü kesmem.
28	Derste işlenecek konu için araştırma yaparak hazırlıklı gelirim.
29	Derse katılmaya özen gösteririm.
30	Okul kaynaklarını israf etmem (elektrik, su, okul araç ve gereçleri).
31	Doğayı ve hayvanları sever, korurum.
32	Öğrenmeye istekli olurum ve düzenli not tutarım.

Teachers are given star students badges and cards for each school month and they should monitor the students to identify and assign these rewards in their schools. I hope this national eTwinning project will be very successful at the end of the academic year.

One month ago I successfully completed my Master's degree in Philosophy of Religion



Department at Bursa Uludağ University. I have relearned to teach how to be respectful to the differences in both national and religious forms.



Of course I am a sensible and sensitive to the others without a doubt and the most difficult part is to teach and transfer what a teacher knows and practices when the topic is a special issue –*religion*. Now I am fully satisfied with what I am teaching and passing on the new generation.

I would like to finish my article with one of my beloved Hadith Sherifs. "The person who is full while his/her neighbours are hungry is not one of us." That is to say, we are living in a big city called "World" and we are all brothers and sisters of this colourful universe. Respect is the only seed we can water and plant into our hearts.

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*Pınar Alniak Çömlek was born in İstanbul, Turkey in 1981. She graduated from American Culture and Literature Department of Hacettepe University in 2004 and took her Master degree on Philosophy of religion in Bursa Uludağ University in 2019. She has been teaching English for fifteen years. She is the mother of a pretty girl called Deniz.*

### **Transnational groups in eTwinning: A field for collaboration and interaction**

*by Angeliki Kougiourouki*

Towards the end of 20<sup>th</sup> century, the majority of research attaches particular importance to collaborative learning as an effective teaching practice that allows important cognitive benefits through the implementation of appropriate learning strategies and modern learning environments. According to Berge & Collins, students are capable in building new knowledge under the guidance of the teacher in partnership with their classmates (Berge & Collins, 1995). Through collaborative learning, students work to achieve common goals such as solving a problem or developing learning tasks (Galton & Williamson, 1992).

In a student-centered environment, students, assisted by the facilitator, take the initiative to be responsible for their team by organizing and directing the learning process and thus contributing to the enhancement of knowledge and the development of communication. Talking about communication we mean the interaction and synergy with actions aimed at achieving common goals. The educational approach of collaborative learning aims to take advantage of the social interaction in education. By defining the term of interaction as the action "that occurs when two or more individuals have an effect upon one another" we define the "two-way form of this relationship of influence among the diffused individuals as opposed to the one-way form of the conventional action: cause-result" (Wiktionary).

According to Panitz, an interaction among students who need to reach a consensus in order to accomplish their goal or to design a final product is encouraged by cooperative learning. Thus, he defines cooperation as a "structure of interaction designed to facilitate the accomplishment of an end product or goal, whereas collaboration is a philosophy of interaction and personal lifestyle" (Panitz, 1996). This "collaborative" situation is described by Dillenbourg as a "social contract" between peers or peers and teacher and specify conditions under which types of interaction are expected to occur when teachers carefully design the situation and set up the initial conditions focusing on to enhance collaboration with a well-designed scenario and to define the rules scaffolding productive interactions, monitoring and regulating them (Dillenbourg, 1999).

To ensure a successful collaborative learning experience, teachers should encourage awareness of the participants and a shared understanding of



the current state of the work in a small group towards a common goal (Clark et al, 1991). This kind of interaction and active exchange of ideas within the groups seems to promote critical thinking and increase the interest of the participant students as well (Gokhale, 1995).

Nowadays, being a part of a group has a significant role in the development of a student. And that is because by working with others the individual is being put in a situation where thinking, problem solving and talking in spirit of disciplinary work is needed. In these active communities rather than learning through the old fashion way of teaching, students learn by talking to each other, sharing values and appreciating that their work contributes to a larger group goal (Scardamalia & Bereiter, 1994).

The acceptance of the Web and the recognition of the importance of the distant education overcame the boundaries of the traditional educational systems and underlined the increasingly need to realize the potential of collaborative learning and computer supported communities. Thus, we are highlighting online groups of students within which social interactions achieve individual development and higher-level cognitive functions such as analysis, synthesis, evaluation, critical thinking, argumentation (Vygotsky, 1978).

Feeling part of these online learning communities, students have multiple possibilities in communication and exchange of views which can bring positive changes in knowledge, favor cognitive exchanges and collaboration between them. This kind of distant collaboration, which takes place in an expanded and technologically supported environment, helps students to gain new knowledge understanding that their contribution on jointly designed goals will be on a common knowledge base. Within these online learning communities, members interact socially by trying to satisfy their own needs or the execution of specific roles (Preece, 2000) having a common purpose that gives the community speech and entity through agreements that guide the interaction (Redfern & Naughton, 2002).

Among different kinds of Learning Communities stands eTwinning whose potential for collaborative learning and for social networking creates hopeful and innovative intercultural cross-curricular prospects. The well-developed network and the collection of tools that eTwinning has provided helps students to benefit from the collaboration they achieve with schools in other countries (Angelopoulos & Pateraki, 2014). The concept of

online interaction and collaborative work with students from different countries which eTwinning promotes, especially when they are working in transnational groups, has proven to be very motivating and attractive to them.

Teachers have found that students, when working in transnational groups, seem to get used to the online environment quite quickly and they are willing to use foreign languages to collaborate with their peers taking advantage of the provided online tools. The variety of possibilities that eTwinning offers, encourage students' interaction through the implementation of authentic expression and communication activities in a learner-centered, active, exploratory, discovering, collaborative learning environment.

Students from Greece, attending the 5<sup>th</sup> grade in 1<sup>st</sup> Experimental Primary School in Alexandroupolis, had the chance to work in transnational groups during the school year 2018-19 and benefit from the interaction with peers from abroad while they collaborated to achieve common goals in the following projects:

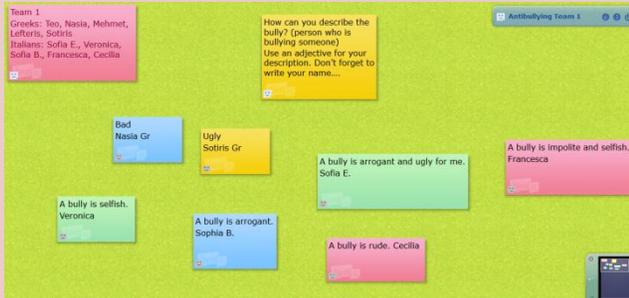
### Antibullying ambassadors

(<https://twinspace.etwinning.net/74471/home>):

The first attempt to form transnational groups within this project and among students from Greece and Italy (Chieti) was the balloons of friendship. It is about an ebook which includes colourful balloons of bouquets inside which students introduced themselves with an adjective and formed the first transnational teams.



During an online event before Christmas students formed the official transnational teams with Greek and Italians and started describing the bully.



This helped them to reflect on their role as Antibullying ambassadors and to draw during an online Twiddla session the bully and his victim. This common draw is the project's authentic logo. Another important moment of work in transnational groups were when students from Greece and Italy suggested, working in google docs, rules for the antibullying contract which they signed afterwards to ensure their active role as Antibullying ambassadors. Spinning the wheel of emotions in their transnational teams they wrote good and bad emotions which they helped them to fertilize their common tree of emotions and make it blossom.

Write in the table the emotions that you chose:

	Good emotions	Bad emotions
Transnational Group 1	love, hope, relief, hope, hope	sadness, disinterest, disgust, terror, shame, shyness
Transnational Group 2	confident, love, relief	lonliness, sadness, shock, anger
Transnational Group 3	love, contempt, contentment	shame, terror, shyness, contempt, depression, shock
Transnational Group 4	confidence, relief	terror, depression, anxiety, fear, disinterest
Transnational Group 5	happy, relief, satisfaction, sadness	guilt, boredom, embarrassment

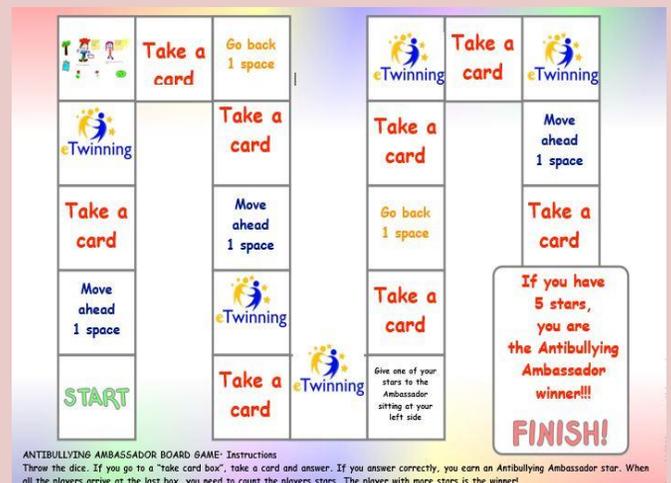
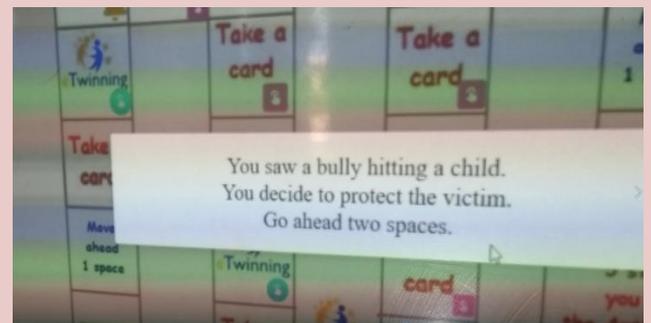
We wrote with red colour dear Italian partners.

Now it's your turn to choose the colour of your pencil an to write two good and two bad emotions in your transnational teams.

We wrote with blue colour dear Greek partners.



Using one more time the google docs and working in transnational teams they wrote collaborative stories of emotions producing an ebook inside which the reader could find stories about bullying incidents and solutions. The great moment of their work in these groups was when they created collaboratively an antibullying board game both in printed and online version which they played by the end of the school year.



ANTIBULLYING AMBASSADOR BOARD GAME: Instructions  
Throw the dice. If you go to a "take card box", take a card and answer. If you answer correctly, you earn an Antibullying Ambassador star. When all the players arrive at the last box, you need to count the players stars. The player with more stars is the winner!



### Shall we meet at the harbour?

(<https://twinspace.etwinning.net/80701/home>): Three countries, Greece, Azerbaijan and Italy (Catania) joined their forces and from January to June they worked collaboratively to promote three harbours, learning about their history and highlighting lighthouses and social life inspired by the use of Europeana platform. After working in chain to search for and present Alexandroupolis', Baku's and Catania's port, encouraging inquiry learning, they formed transnational groups and as Scientists, Historians, Writers, Artists and Photographers they worked collaboratively to find information about their harbours' lighthouses.



They posted the result of their research in five transnational Twinboard walls getting inspired to draw a common lighthouse during a live event and to write and illustrate a common lighthouse story while creating an ebook.

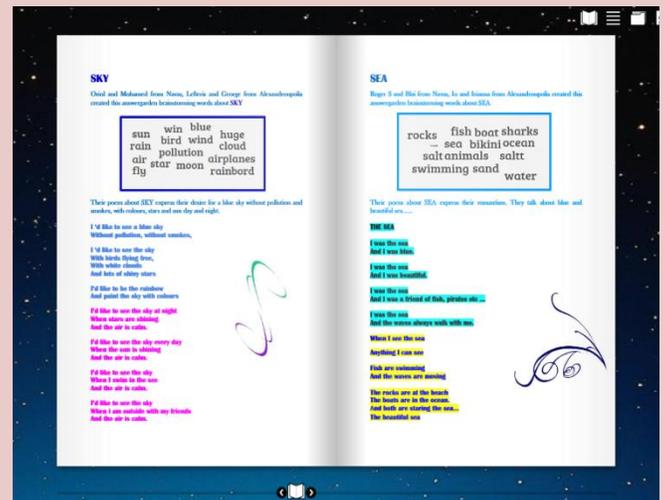


Harbours' social life gave them the chance to work in transnational groups again, this time as: Fishermen, Visitors, Traders, Sailors.



### Reading makes me fly

(<https://twinspace.etwinning.net/71630/home>): Promoting reading as an important ethic which helps to build independence and self-confidence, students from Spain (Catalonia) and Greece worked collaboratively in transnational groups using google docs to write ten different poems during the month of poetry. At the beginning of this task they brainstormed words related to their poem category in the transnational group they belonged to and using these words they tried to write the poems. An interesting ebook of 10 different categories with poems was the result of this collaborative work and it is available to students and teachers who wish to use it.



Summarizing, teachers who developed this year this kind of eTwinning projects, noticed that the work in transnational groups brought positive changes to their students

(<https://padlet.com/akougiou/e6pa3wuxv1h9>).

They started to feel confident while working collaboratively to gain new knowledge understanding that they are not alone despite the age, the different cultures and the distant communication. They broaden their learning horizons contributing on jointly designed goals, learned from each other enhancing their creativity and knowledge.

Taking advantage of the online environment quite quickly they increased skills and abilities in using a foreign language. Teachers, as facilitators of the work in transnational groups, encouraged social interactions between students from different countries to achieve individual development and thus to promote opportunities for future perspectives giving an added value to their work, which is furthermore appreciated by parents as well.



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Angeliki Kougiourouki is a primary school teacher in 1st Experimental Primary School, Alexandroupolis, Greece. She has been an eTwinning ambassador in East Macedonia and Thrace since 2015. She also holds a Degree in History and Ethnology from Democritus University of Thrace and an M.Ed. in Visual Culture from Trakya University, Edirne, Turkey. Her blog is at <http://angeliki23.weebly.com/>.



## Applying copyright and data protection rules – a practical example

by GrațIELA Vișan

I have chosen an activity from eTwinning Live – Create my own online event. The title was: *Laboratorul de idei- Ziua Mondială a Educației/Lab of Ideas – World Teacher's Day*. The main objectives of this event were: exchange good practices on celebrating the Education Day, exchange of ideas between participants, work together to include these activities in eTwinning projects. The event took place in eTwinning live, using Adobe Connect and it lasted 30 minutes.

I did not borrow materials from other authors. The information from UNESCO site was for nonprofit, educational use. I uploaded iconic images without copyright.

The right way to proceed when I use some materials from other authors is:

- when I cut and paste text from a website, I must use with referencing the original author;
- when I use images I find online, I must check if they are copyright protected;
- if I publish parts of someone else's website on my own page, I must use them with the proper referral.

We should always check the copyright licences, e.g. *Creative Commons licences*, to find out if the materials we use are copyright protected in order to be sure we are not infringing any copyright laws. If we use materials which have a ShareAlike licence instead, we do not need to acknowledge any intellectual property.



I created a Word document. I use the Creative Commons generator tool to create my licence. This license lets others remix, tweak, and build upon my work, as long as they credit me and license their new creations under the identical terms.



In case students' sensitive data are included, I would use an Attribution-Non Commercial-NoDerivs (CC-BY-NC-ND) licence, which allows other users to download my work/presentation etc. and share it with others acknowledging and crediting my work. Users will not be able to change my work in any way or use it for commercial purposes.



I would use Social Media to promote this event. First of all, I will respect the golden rule: "Think before posting online".

To protect data privacy, I would make sure that:

- the members of the educational communities targeted know and follow the netiquette;
- the content I am about to share online does not affect my, or someone else's, privacy;
- I will have parental consent for the processing of personal data of children, because children have specific protection;
- on the forum or chatroom, I will follow up the discussions to prevent cyberbullying.

I have taken into consideration all the necessary measures to protect my students' personal and sensitive data.



Grațela Vișan is an eTwinning ambassador and a primary school teacher at Școala Gimnazială Mihai Viteazul Boldești-Scăeni, Romania.



### Escape room around the world

by Heidi Giese

Starting on this year's World Environment Day, June 5 2019, thousands of students from around the globe took part in a digital Escape room organized by members of the eTwinning project "Making Friends around the World".

It was about sustainable development goals and Greta Thunberg and went on for three days.



### An eTwinning project activity for lifelong learners

This year I will not write about our own etwinning projects but about a project called "Making Friends around the World" created by teachers from Spain ([Camilo Rodríguez Macias](#) and Angel Pavon) and Cyprus (Nikki Shekkeris). At the end of their eTwinning activities there was a breakout activity planned for participants from countries around the globe. Therefore, with this eTwinning project, many students and teachers had the unique opportunity to experience how a digital Escape room and Breakout Edu work.





## Sustainable Development Goals of the United Nations

Let's start from the beginning. One day in early June 2019 I received an e-mail from our National Support Service (NSS) eTwinning Germany asking if we teachers were interested in playing a very "innovative World Escape Room Breakout" with our classes. The e-mail that our NSS received from the Spanish founder of "Making Friends around the World" said: "Would you like to participate in the digital Escape Room of the eTwinning project #ERMakingfriends... with challenges, secret numbers to discover, enigmas to be deciphered, with Flipgrid and discovering the SDG Global Goals...?"

And so I thought: "Yes, I'll certainly propose that to my students!" It was one of our last weeks of school. Everybody was thinking about the summer break and the temperatures in our classrooms (climate change? SDG? We've never seen such a hot June in Germany before!) rose in a vertiginous way up to 30°C. Would my students be able to work on the challenges under these circumstances? The answer is: yes, they were.



### How a digital Breakout/Escape room activity works

Each Breakout/Escape room activity starts with a reason why the students have to solve all the different challenges prepared for them. In our case, the introductory story was: "Students from different schools around the world have been lost in the world and they are discovering cultures, countries and different languages... all this has been reflected in a global comic that tells us these stories. But they have learned something disturbing about their travels. The world is haunted by dangers. For that reason, they want to give a message of peace... but... you will have to help them to decipher the enigmas that have been found throughout this journey around the world... would you like to come with us?"

On the **5th June at 08:00 (CET Time)**, the game will open. You have to click on any one of the two links so you can access the full game. It is a non-competitive activity.

[Link to the game](#)  
[Link to the game WIX](#)

If you can't play on 5th June, what happens? **You can play the Escape Room until 8th June at 10:00 CET Time.**

- First, you will have **some challenges** to overcome and in **each challenge you will have to guess the secret number to advance.**
- Write down all the secret numbers of each challenge on a piece of paper, because you will need the last number of each challenge to **access** the final QUIZZ.
- The **final game** is a QUIZZ with questions about the **sustainable development goals**. To access this QUIZZIZ, you must write the name of the team and your country.

When you access the final game (QUIZZIZ), **write the name of your team and country, (Dragons-Spain)**, so we can send you the digital badge at the end of the game.



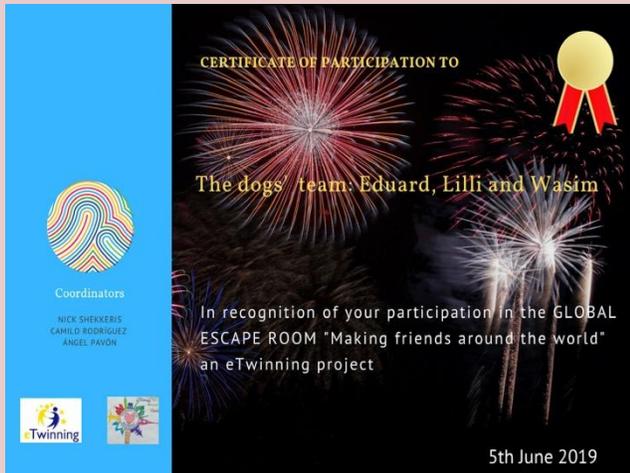
After the introduction there are 12 different challenges to face.

Example of Challenge 1: "In the video of the sustainable development goals Malala says a number. If you can find it, put it on the padlock and follow the next challenge."

My students set up several teams and named them after animals. We had "tigers", "elephants", "cats" and "dogs". They worked hard and wanted to reach the final challenge to open all the locks. In the end, almost all teams of my class reached the final challenge and had collected the secret number needed for the last quiz.

To finish the Breakout activity, there was a final quiz prepared by students of the eTwinning project with Quizizz.com. The quiz was completed by my students the day after they had completed the digital breakout. By doing so, they summarized everything they had learned about the Sustainable Development Goals the day before in a very funny way.

After a few days, the winning teams received a certificate of participation they proudly took home.



**Motivating end-of-school-year activity**

All in all, it was a very motivating lesson for wrapping up the English units of the school year. By playing the Breakout game, my students learned new vocabulary, practised their listening and viewing skills by watching real world videos and their speaking skills by talking to their partners in English.

Additionally, they did a mediation exercise from English to German to explain their findings to fellow students who didn't fully understand a task or some content of a video.

The most valuable success was that the students dealt thoroughly with the Sustainable Development Goals of the United Nations since they were already interested in "Fridays for Future" and Greta Thunberg's speech.

**All you need for a digital Breakout**

We used tablets and mobile phones with wifi in the classroom.

You can also go to the computer lab and play a digital Breakout game with personal computers and speakers or headphones. Our eTwinning colleagues put the challenges and introduction on a Smore (<https://www.smore.com/fjmu1>) page and explained the functions of the challenges on a genial.ly page (<https://kurzelinks.de/genially>). The Quizizz app is fun to play with in a classroom with a whiteboard or beamer which is connected to a laptop to show the progress of single players.

**Conclusion**

In the past, when I heard of Breakout EDU and Escape rooms used at school, I always wanted to create one for my classes, but never had the time or deeper knowledge on how to prepare. Now we have had this great opportunity of participating in a Breakout activity prepared by students around the globe in the course of an eTwinning project. What a chance we had and what a challenge to continue - as lifelong learners. Ideas for a new eTwinning project with digital Breakout for the coming school year are already in my mind. With eTwinning we



are all lifelong learners and always share our knowledge. It is really teamwork across the borders for getting better every day.

Link to the TwinSpace of the eTwinning project:  
<https://twinspace.etwinning.net/76769/home>.



Heidi Giese is a German eTwinning ambassador and a teacher of French and Social Science/History/Geography at Anne-Frank-Schule, Europaschule, in Eschwege, Germany. She is a lifelong learner, interested in all kinds of pedagogy helping students to succeed, be motivated and not be left behind.



### **Coding – first steps for young students** by Florentina Păduraru

Living in a digital era, coding for young schoolchildren has become important, just like learning to read or to count. Anyone (absolutely anyone) can learn to code. What is coding? Coding means giving a computer some instructions, in a language that it understands, to do some specific actions. Coding is important for young students because it teaches them how to solve problems, to be resilient, persistent, determined.

A good, simple and fun way to teach coding to primary school students is the treasure hunt. They must follow some steps (3 giant steps left, 2 frog jumps forward, 5 small steps right etc) to get to the treasure. This way, students learn the concept of algorithm – a set of steps to follow to get from one point to another – basic information when trying to code. Solving mazes (blindfolded or not) also teaches students that they need to follow specific steps to get where they want.

Story sequence helps students to learn about sequencing, another concept in coding. A story will be broken into pictures and students will arrange them in a logical order. Solving puzzles is a lot like story sequence, only that an image is broken into many smaller pieces that children must put back together. Through play they learn to solve problems, a good quality when coding.

All children love building stuff, especially houses and cars. Using the building blocks students can build what they like, but also create dominoes. With

these simple ideas young students learn about cause and effect, about logical thinking, qualities useful for coding and for life, in general. With Lego sets (especially building blocks) they learn about following instructions, then building their own ones.

All of these activities can be organized at school, but also at home. The following ideas I used with my second class students in an eTwinning project "First step to coding", a project that was nominated last year in Romania as the best eTwinning project for the creative use of technology. This project is prepared for the students aged between 4 and 11 to take the first steps in coding and to enable them to be ready for a higher level of coding education. Firstly, the teachers participated in "First Step To Coding With Code.org" course. Students designed their projects through the end of the process of the project.

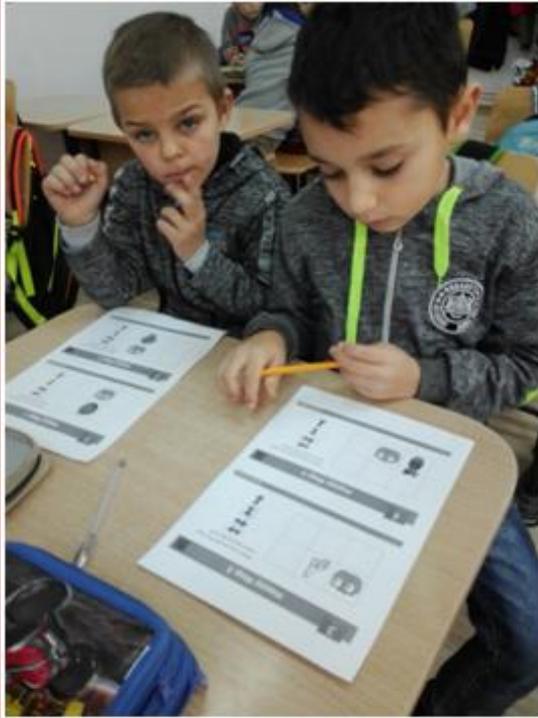
The main objectives were: to increase the knowledge and skills of teachers and the students about coding, to increase the digital literacy skills, to enable learning environment through playing, to integrate the technology into education, to develop designing skills, to have a communication and cooperation among with different project partners, to get the realization of cultural exchange, to improve foreign language skills, to share and disseminate the activities and project outputs in various ways in some portals such as teacher, student, parent and education portals.

The results of the project were: students were informed about coding and they gained a realization about coding by preparing the infrastructure and they also gained skills such as problem solving, cooperation, algorithmic thinking and design. They were taught basic programming terms and principles and were encouraged to make their own designs. They were also capable of using the technology more effectively and appropriately, and communication, cooperation and sharing among partner schools were ensured. All work and activities of the project were shared on various platforms, such as website, e-magazine, online events.

One of the most interesting activities was "Move the Flurbs", when the students had to show the shortest road for Flurb to get to the apple. They did that by cutting out arrows and gluing them to form a path for the Flurb to follow. Another successful activity was to learn how to dance using codes – "Move it Map". Each move got a name: South, North, West, East, Stop, Rest. By combining them, the students learnt a few simple dance steps and they were delighted. They also learned about



“Getting Loopy”, repeating some moves. The students cut out some images with the steps of planting a seed, then worked together to glue the six correct steps, in order, onto a separate piece of paper.



Another task for the students was to build a structure using only provided supplies (toothpicks and modelling clay). Structures had to reach a certain height and bear the weight of a book for at least 10 seconds. Students got the chance to discuss the idea of being persistent when things get complicated.



The most intense task the students had was to create an algorithm so that all the students would learn how to tie their shoelaces. After long discussions and negotiations, they created a 5-step algorithm to help all their colleagues tie their shoes by themselves.



Florentina Păduraru has been a primary school teacher for 20 years in Botoșani, Romania. She loves her job and thinks that education is the best way to make the world a better place.

### **The wonderful and magical eTwinning world** by Emilia Elisabeta Nițescu

The world is in constant change, and the one in Education is no exception in terms of technology. But my changes were beneficial from a professional point of view when I discovered another world. A magical world full of empathy, kindness, simplicity, a community of people gathered to help everyone, beginner or advanced, adults or students, whoever is willing to collaborate.

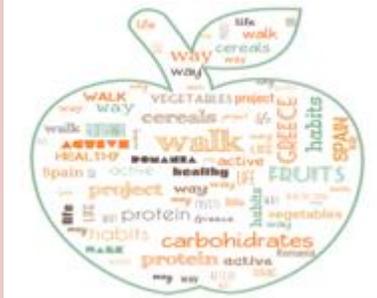


This world I have discovered and that I find it hard to distance is the world of eTwinning. Many can see it as a platform, and so for me, no, I say this because from the moment I am I find this place, I want to come back daily, to follow, to learn to ask for help and always receive it. And in this world there are special, altruistic people who help without waiting for something in return, they are open, they share and they are poor.



The first meeting with the platform was something I could not understand, I was afraid of the new, I was thinking not to grind or to disappoint. But I did not leave, I came back. I have found that many colleagues love and work here together, then I figured out how I did not understand. Then I slowly managed to slowly discover the platform world. It's simple! All you have to do is discover, explore and understand how things are seated, how they are divided.

One day I saw that I had a message on the platform. It was a contact request that I approved. The next day I received a message asking for a founder in a project about "healthy habits and an active way of life". I stammered, sweating my hands instantly and responding that I was not ready to participate, because I was a beginner, I was on an unknown field! I sent the message, but my thought was to the opportunity that I gave myself and I gave up too easily. I regretted the decision for the whole day. Towards the evening I received another message in which my colleague begged me not to give up, for her it did not matter that I was a beginner, and she was also unknowing but helped. I immediately accepted and I followed all the steps to give life to that project. I had two extraordinary partners who had the courage to start a project with an apprentice. We worked, collaborated, discussed, made decisions together, formed a wonderful team, but most importantly I learned to use technology in a different way. I did not know apps, I did not know how to use them, and when I did not know much, of course I did not know very well how to work with some applications, but I was not afraid to ask for help, and I can say that I learned a lot of things which I then used with my students. The experience has been wonderful, pleasant, fruitful, we have "tied" as friends that are still "alive".



This is the logo, made by me, for the project "Healthy habits and an active way of life".

I enrolled and participated in other projects, where I contributed to what I did with the students. I always follow the projects I want to participate to successfully integrate into school activities and curriculum.

To my great surprise, colleagues have asked us to enroll these projects for the National Quality Certificate. I stammered! What certificate? I did not know what he was supposed to do, but my colleagues helped me and explained everything to me, I worked and I succeeded! Success is great, the sensation is wonderful when you receive e-mail, and the second, in which you are congratulated for your work. I could not believe it! Tears have come into being, and I've begun to look at the world with other eyes, unreal what sensations you can feel.



Work is hard when you are working on something new, everything is unknown and uncertain, you do not know if you will succeed in realizing everything the team has proposed, but this world helps, encourages you and does not give up on you. Then I started to gain courage, strength, security in my own ideas, opinions, and participated in another project for pupils with special educational needs because I work with these children.



I have enrolled in courses, seminars, events, all are useful when you start putting together the information and understanding it. You realize that you are capable of many things that you have not even imagined that you will do. You become a person who wants more and more, eager for new, eager to learn and realizing with stupor that you want everything that at first you were afraid to start.

Now I can say I am more prepared than when I opened the platform for the first time. I am definitely working on applications without the fear of technology and failure. There is no failure, unprepared people, mistakes. Here is another world I am very glad to find, or maybe it found me.



The title of my article says "the magical world of eTwinning" because the people in it can really make it magical through everything they do; and it is "a wonderful eTwinning world" because these people are distinct, good, altruistic. You will find all of these things here, in eTwinning.



I am proud to say that we are part of this wonderful and magical world and we write beautiful stories every minute, day, month – year after year we have more and more opportunities to tell to others our stories of joy and achievements!



*Emilia Elisabeta Nițescu is a primary school teacher at Școala Gimnazială "Georg Daniel Teutsch" in Agnita, Sibiu county, Romania.*



### **eTwinning forever**

**#etwinning**

*by Loredana Ursini and Cira Serio*

For several years now, our [San Tarcisio Primary School in Ercolano](#) has been aiming to implement innovative teaching, aimed at providing our students with skills and not just knowledge.

Certainly basic knowledge and skills are necessary, but they are no longer sufficient to meet today's complex social demands of an increasingly competitive global economy. In an increasingly digital world, where professions based on functional skills are in decline, competence-oriented education therefore takes on particular relevance, as acquiring skills means being able to effectively apply a combination of knowledge, skills and attitudes to react successfully to a situation or solve a problem in the real world.

However, implementing skills in schools requires that appropriate teaching methods are developed. Given their interdisciplinary nature, it is necessary to have a teaching that spaces between the various subjects and, consequently, a planning that involves the whole school.

A school, in fact, that continues to base its teaching exclusively on the teacher who explains, questions, corrects the tasks, assigns the grades and on the student who only has to listen, answer questions, perform the exercises to be evaluated, is a school that transmits so many notions, but that teaches little and that children experience as an anachronistic, useless, boring self-referential institution that has no relationship with real life.

In order for the school to help the pupil acquire real skills, it is therefore necessary to create interactive educational environments, in which the pupils can engage in practical and inquiry-based activities. These educational environments, which promote collaborative and multidisciplinary learning, are increasingly favored by technology. In particular, project-based learning is one method particularly suited to developing pupils' skills, because different key competences can be tackled simultaneously in an interdisciplinary manner. This is the reason why our School has given ample space in its teaching to eTwinning projects in these years, because they are a successful channel for the development of skills, as pupils are engaged in active learning in real life situations and they become active and responsible for their own learning, developing the ability to learn independently: "Learning to learn" competence.

With eTwinning projects, teachers and students have the opportunity to experience a new way of doing teaching based on exchange and collaboration in a multicultural context, on the use of information technology, on communication in a foreign language, with numerous appropriate growth rate.

eTwinning projects are electronic twinning with European schools, which are developed through an IT platform that involves teachers and students, making them known and collaborating in a simple, fast and safe way, through activities enriched by an international dimension that favors the creation of a concrete sense of European citizenship.

This year our school has participated in four projects: [Enjoy the STEAM](#), [WWW-What a Wonderful World](#), [La mia splendida terra](#) and [Wonderland](#), founded by our School.



Through these projects, which are based on distance collaboration between schools in different European countries, the students had the opportunity to improve their skills, in particular by promoting relational skills, problem solving, the use of foreign languages in real contexts, technological skills, creativity and ability to work in groups to reach common goals.

In all projects, special attention is paid to safety, ie to online safety, and in fact every year our School participates in the [Safer Internet Day](#) involving all students, parents and local authorities to promote safer use and responsible for the web and new technologies.

This year the [reflection on this very important theme](#) has been made in several voices, in fact they have intervened: the Mayor of Ercolano, Avv. Ciro Buonajuto, the Councilor for Education, Avv. Lucia Busiello, and Regional Councilor Bruna Fiola.

The students of our School contributed to the reflection by singing the Anti-Cyberbullying Rap "[I like it](#)", [Safer Internet Song](#), written by the members of the [GMCBeats](#) rap workshop and [Webwise Ireland](#), who kindly granted us the musical base, while the boys of the [School Aqua Dance Fitness of Bagnoli \(NA\)](#), danced by the Teacher Choreographer Ballerina [Simona Papparone](#) of the Ducker Crew.

Still as part of the eTwinning projects, the pupils reflected on the Rights of the Child and Adolescent, starting their journey by meeting the Scattering Authority of the Campania Region, Giuseppe Scialla, at the headquarters of the Municipal Council of Ercolano, and concluding it by meeting in Rome the [National Ombudsman for children and adolescents](#), [Filomena Albano](#).

Undoubtedly, eTwinning was the means to open up to a new teaching based on planning, exchange and collaboration, in a multicultural context, and all this has also allowed us to receive numerous awards. Our school, in fact, obtained the status of [eTwinning School in the 2018-19](#) school year.

eTwinning Schools are recognised as leaders in their areas and transmit their expertise on:

- Digital practice
- eSafety practice
- Innovative and creative approaches to pedagogy
- Promoting continuous professional development of staff
- Promoting collaborative learning practices with staff and students

This year our school has won:

- the [National Prize 2018, eTwinning Project "Think"](#);
- the [European Label](#) for languages 2019, eTwinning project "Think";
- Esafety Label 2019.

These successes belong to the whole of our school community: pupils, teachers, ATA staff, families and are the fruit of the collaboration and commitment of all.

However, a special thankyou, I, Loredana Ursini, as head teacher, owe from the bottom of my heart to the eTwinning Ambassador Cira Serio, ICT Coordinator of our school, for the professionalism and passion with which she carries out her work. She has been able to "infect" all of us, teachers, students and families, with her enthusiasm and her passion for eTwinning!



*Loredana Ursini is the head teacher at Scuola Paritaria Primaria "San Tarcisio" e infanzia "Bimbi lieti" in Ercolano, Italy.*



*Cira Serio is the ICT Coordinator at this school and an eTwinning Ambassador.*





**Democracy Participation in Europe - eTwinning Project @mb@ss@dors of Europe@n Democr@tic Culture**

by Cristina Iulia Gilă and Zuzana Meszarosova

This article aims to demonstrate the educational role of young people's participation and involvement in the life of the city, better understanding the importance of democracy. Starting with the celebration in 2019 of the European Year of Democratic Participation, a new eTwinning @mbass@dors of Europe@n Democratic Culture project was launched in the 2018-2019 school year.



Democracy means the people are in power and thus that all democracies are participatory. Participation of young people can take many forms and have different degrees: getting involved in political life via institutions or informally, participating in cultural activities, caring about social problems and the community by volunteering and doing the civic service, participating in education and the labour market.

Different European institutions promote European values and democracy and human rights. These institutions encourage active and responsible citizenship by empowering citizens to contribute and develop a sense of ownership over the activities of decision-makers and institutions. The Directorate of Democratic Participation from Council of Europe enables Europe's citizens to participate effectively in today's diverse and complex democratic societies. Also EACEA – Education,

Audio-visual and Culture Executive Agency encourage organizations, schools working on citizens' participation in the democratic life of the EU, ranging from local democracy to the empowerment of citizens to play a full part in EU policy.

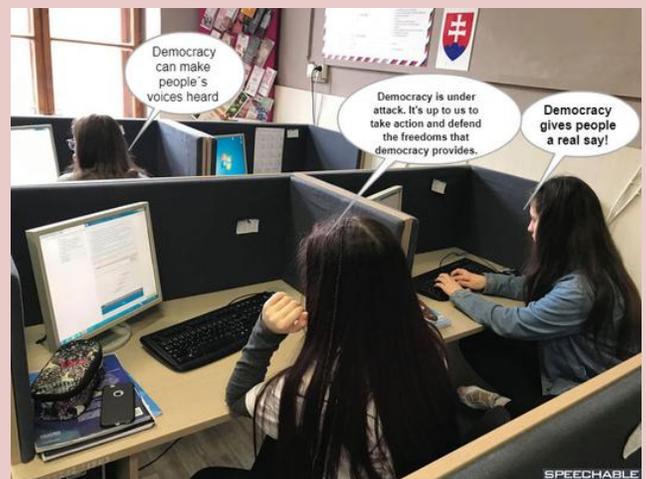


Young people in the 21st century need to understand the importance of European institutions, how they work and their role. Thus, by the Act of 20 September 1976 on the election of members of the European Parliament, this was done by direct universal suffrage (1976). This act completely changed the institutional status of the European Parliament and laid the foundations for a more democratic European Union. With the entry into force of the Treaty of Lisbon (2009), the right to vote and stand for election has become a fundamental right (Article 39 of the Charter of Fundamental Rights of the European Union). Therefore, any European citizen can choose or can be chosen. Informing young people about the electoral procedure and the composition of the European Parliament were key moments in raising awareness of the work carried out by Members of the European Parliament. Democratic participation is an integral part of eTwinning because it promotes active participation of students, teachers, and head teachers in collaborative activities.

The "@mb@ss@dors of Europe@n Democr@tic Culture" project, developed in collaboration within the Slovak - Italian - Romanian partnership, was created to enhance the interest of partner school pupils in European democratic culture. It took place over an 8-month period and aimed to strengthen peaceful and cultivated democracy, especially deep understanding of the dimension of European citizenship and actions for democratic participation



in Europe. Project activities encouraged students to become active citizens and broadened their horizons in this area by addressing different aspects of a higher level of knowledge and skills to understand democracy as such. There has been an analysis of the history of democracy in Europe and especially in the countries involved. One of the main objectives of this project is to give students the feeling that they are European citizens. The activities of this project focused on the values of European democracy. Students have learned about the fundamental values of the EU: respect for human dignity and human rights, freedom, democracy, equality and the rule of law. The young people felt that they belong to the entire European community. Through the project activities of the games, the created presentations have understood that life in Europe is culturally diverse and that different people bring different values to the European community. They have tried to contribute to their country, to bring about a change that has led citizens to participate democratically in the European Union. By their own efforts, the understanding of the voting system and the voting process become active by engaging in shaping the common future of the European member states. Other project objectives included improving communication skills in English, learning to work in national and international teams, developing critical thinking and creativity, and developing and enhancing digital literacy and literacy skills for students involved in the project using advanced Web 2.0 tools in the project activities. The project united the knowledge of the school with information and practical applications. Interactive debates on the Twinspace forum and videoconferencing were organized within the project. The project aimed at empowering students, their families and local community members with the future of a better, democratic Europe, contributing to improving the lives of their citizens in the 21st century. The project has opened up the possibility of communicating, working in mixed teams, as well as new possibilities to strengthen relationships of trust and understanding among students themselves. The great educational advantage is that work in the project creates the premises for building a better and democratic environment and the social capital needed to cope with today's society, which is extremely valuable to young people. It was unusual for all participating schools to organize the European Parliament's simulation of elections, demonstrating a high level of participation. The creativity of the project lies in the variety of pedagogical methods used, the work means of the project, in particular, communication within the partnership, the formation of moral values and attitudes and the creative use of modern ICT resources.



The project has helped to deepen the importance of democracy, European democratic culture, active participation and active citizenship. Each participant in the project personally contributed, through workshops, to the training of citizens participating in the life of their country, as well as to the large



common European family. The members of the project have created educational resources using online tools (Padlet, Linoit and Quizlet, Slideshare, Slideshow, AnswerGarden, Brain ProProfs, Smile, Magisto, Wordle, Tricider, Zeemaps, Stupeflix, Jigidi) also used by students who are not involved in the project. The quality of the project lies in the fact that we have made the most of the virtual means of collaboration with our partners and participated in videoconferencing between partner students. The students participated in knowledge contests and questionnaires on this topic, working in international teams and collaborating. The project received first prize in eTwinning National Competition in Slovakia, in the special category project with the topic of Democratic participation, in June 2019.

In conclusion, we believe that our project has helped to increase collaboration among international student teams, and young people have grasped the importance of participatory democracy, becoming active citizens of their community.

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Web page:

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*Cristina Gîlă is a History and Civics teacher at Colegiul Național Pedagogic Constantin Brătescu in Constanta, Romania and an eTwinning ambassador. She is interested in projects about history, human rights, European Union, Holocaust, European culture and art.*



*Zuzana Meszarosova is an English, ICT, Philosophy and Civics teacher at Secondary School Business Academy in Levice, Slovakia and an eTwinning ambassador.*



### Twins in eTwinning

by Irene Confalone

Some years ago when the year of cultural heritage was celebrated, my sister Rosalba and I founded an inclusive, transversal and interdisciplinary project called: "Escher: playing with art and geometry ". The brilliant idea was of my sister who has thought of a world entirely dedicated to Escher's tessellations. She believed that our students could think like Escher, it was enough to look at the tiles on the floor, it was enough to think of a geometric design repeated indefinitely, it was enough to look for all the works of Escher and to imagine that everything around you respects a periodic Olga, Rosalba and I in Taorminarhythm that has no end.



I liked the idea a lot but it seemed difficult to start this sort of job with small children. But with eTwinning everything is possible! We began to look, search, copy and imitate Escher and then visit Escher's exhibition in Catania, to understand that with passion we overcome difficulties and discover wonderful things, create inextricable and profound bonds that we could not even believe. The project had its evolution and the results obtained exceeded all expectations. We received several Quality Labels. The project welcomed two eTwinning ambassadors from two different Italian regions: Loredana Messineo (Sicily) and Cinzia Masia (Sardinia). Then we welcomed a teacher from Salerno, Olga Mosca, a professor from the province of Padua, Mariapia Borghesan (now ambassador of Veneto), then Lucia Letizia of Isernia, Loredana Mucciaccitto and Amparo Salom Badenes from Spain. A growing union and collaboration, intertwined with a mutual respect mixed with the desire to learn from one another. Time passes relentlessly and situations change our lives and change our heart. Being a virtual platform and a



community as extensive as our eTwinning, it is very unlikely to come face to face with the people with whom you have only worked electronically. However, it happened! After my mother's death in August 2018, Rosalba and I received the wonderful visit of Olga Mosca, who came from Salerno-Naples to see us. We spent two extraordinary days in Taormina and Catania, like very old friends who meet each other after a long time. A bond born with eTwinning has solidified in real and concrete human relationships. The need to stand next to a colleague who has had such an important loss was perceived, and friends come together to face even difficult moments with resilience.



In May 2019 I find myself once again meeting Amparo Salom Badenes from Valencia, Spain, who did a job shadowing in my school. Again eTwinning gave me the opportunity to meet (not just virtually) wonderful teachers who have a European vision similar to mine, and with a considerable human sensitivity. Twins in eTwinning, this is what we are – conception of strategies, dissemination of good practices, sharing of tools, but also of friendship, communion of deep feelings and positive emotions.



*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 enjoys sharing ideas with teachers from all over the world. She loves eTwinning because she can discover, every day, a new way of teaching.*



### **Learn math by playing**

by Diana Gheorghe

Mathematical concepts are used by all people every day, but many describe this science as unfriendly. It is learnt from early childhood, from the age of 3 years, and depending on how attractive it is to the children, they will form an open and positive attitude towards it.

More and more often, in school, there is talk of STEM (Science, Technology, Engineering and Mathematics) education. The STEM approach integrates all areas involved in a coherent learning paradigm based on real-world applications. Therefore, the basic concepts in this approach are interdisciplinarity and applications in different contexts.

Through the eTwinning project, "Let's start working about <mathematic materials>" we wanted a STEM approach, a project to help students understand mathematical concepts more easily.

The objectives were:

1. The main objective of the project was to enable all students to successfully learn math with mathematic materials.
2. Students developed the critical thinking skills and gained the ability of problem solving in daily life and in business life.
3. Improvement students ' technology skills,
4. Increasing student's self-confidence,
5. Enabling our students to understand and interpret mathematics more easily and giving them love for school.
6. Foreign language skills were developed.

Target group: students in primary school.

The project brought together teachers and pupils from Turkey, Greece, Albania, Romania, Lithuania and Ukraine.

At the beginning of the project we created logos and posters, and after the vote the logo of the project was established. In the webinars we interacted with the partners establishing the project activities, but also for the students to know each other and communicate on the topic of a set activity.

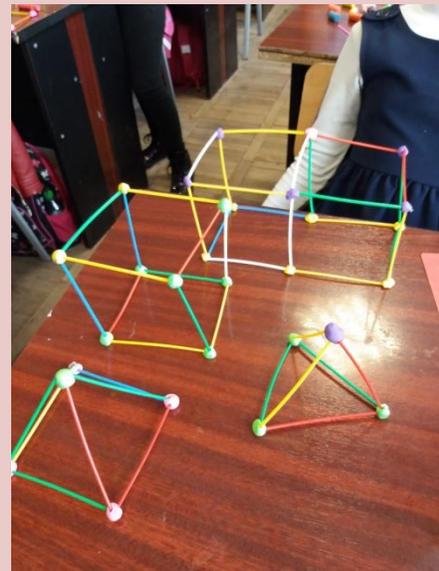
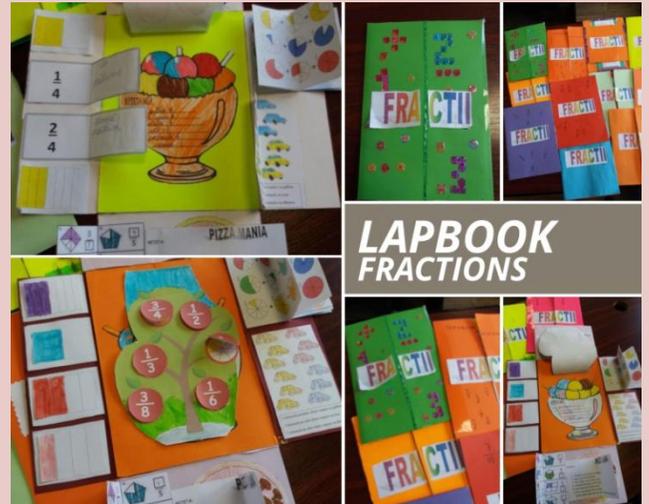
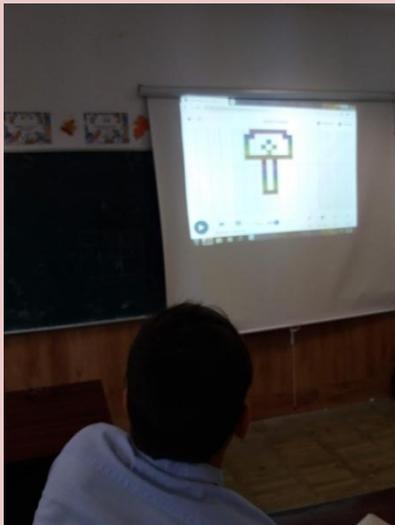
We tried to develop their learning speed and we achieved the targeted progress with mathematical materials. We organised activities every month in cooperation with our project partners according to the project plan and our students' ages and school curriculum in each class/school of our partners.



During the project work, we combined several pedagogical methods. Pupils were divided into small groups to develop their creativity, critical thinking and collaboration skills.

During the events and at every stage of the project, web2 tools and technology have been used effectively. These are: Canva for creating the poster, LogoMarker for logo creation, Powtoon, Renderforest, Voicethread, Biteable, VivaVideo, Animoto for presenting the school, the country and the city where we are, the various activities, the Adobe Connect webinar for online meetings, Word cloud to identify mathematical terminology specific to mathematical operations, Kahoot for student testing, Learning Apps to create game exercises, paddle for posting all activities in the TwinSpace, Chrome Music Lab when drawing styles using symmetry, and each form had its song, SurveyMonkey to evaluate the project.

Throughout the project teachers worked together with Whatsapp. Mathematical materials have been created to make math lessons interactive. The Lapbook I used to consolidate learned mathematical concepts. We were pirates looking for treasures, we calculated distances, we were constructors measuring and building houses, shopping. I have even merged the arts drawing with the help of broken lines and curved landscapes.



The most successful outcome of this project is that we produced were effective math materials for every learning speed and our students developed their mathematical abilities and skills by using also technology effectively.

They successfully completed learning process, developed positive attitudes towards the school and increased their self-confidence. Every month we



created very good math materials by working in small groups that helped us as teachers and our students to learn the importance of team work. Accordingly, class success has increased in an educational and social sense. The process of teaching and learning has been successfully completed. The connection with real life is another positive aspect of this project.

School needs to adapt day after day to the needs of young people who are preparing for a future where the key to success is to know how to adapt and use what you have learned for a continual change.



Diana Gheorghe is a primary school teacher at Școala Gimnazială George Emil Palade in Ploiești, Romania and a Scientix ambassador.



### Art, Crafts and Fashion by Recycling in eTwinning

by Daniela Elena Ionele

The aim of this project started earlier this month is to improve students' English language skills while raising ecological witty and artistic skills of students. They will carry out the activities regarding environment protection and environmental cleanliness in the school's region. Divided in groups they will work collaboratively by creating products of art or clothing from waste. During the project students will share and implement their ideas. They will organize exhibitions of their works of art and fashion shows. Many of the products will be sold or donated to charity organizations.



The objectives of the project are: to understand the importance of a clear environment by doing various activities; to use creativity for realising the products to be shared or sell for Humanity aim; to learn how to use the internet, social media right, safely and consciously by doing activities on platform; to develop the competences of handicraft art and tinkering for various of products; to learn and use web2 tools and virtual reality practices in our lessons for European Code Week Event 2019 ; to improve 21st Century Information and Communication Technology competences; to collaborate to the cultural interaction by doing different activities, improving the ability to work in team; to develop the awareness that everything related to recycling must be done in the name of cleaner, more ecological environment and practicality; to improve students' artistic skills and develop their aesthetic taste; to facilitate cultural exchange and to improve communication and ICT skills of students at the working language, and to encourage learning new languages; to spread intercultural European values. During the project, the following subjects will be explored: learning foreign languages, ecology, environment protection, art and design.

In order to achieve the objectives of partnership the following project activities will be accomplished the themes of the project that will be integrated into foreign language learning, ecology, environment protection, art and design with the aim to develop English language skills. The partners will exchange good example practice and experience among institutions and it will be organized dissemination activities. Considering the environmental issue, the ecological situation of the schools' regions will be investigated and there will be initiated the clean up campaigns and organized together with surrounding community, the waste suitable for the





development of project will be collected and held separately. Collaboration will be through activities like: the sketches of the waste using opportunities will be created using e-mails, TwinSpace, Facebook, Instagram or other communication spaces and we will organise chats and meeting events on TwinSpace, forum or social media. The attractive part will be that the works of art, clothing and other products will be created from waste by partners participating visibly and organising the exhibitions works of art and fashion shows by partners' schools. We will include obligatory the dissemination of the project experience and results that will be carried out in local, regional and international level. The presentations and disseminations of created project final products will be organized in visible links and sites and on social media.



The expected results are:

- students' English communication skills will have been improved;
- the exhibition of art works from waste will have been presented in partners' institutions;
- the fashion show of clothes made from waste will be presented as events in the schools and shared with partners;
- the environment clean-up campaign will have been organized.

Final products of project activities with descriptions of the participants' experience will be: catalogue, brochures, bookmarks, common video and the common site of the project.



*Daniela Elena Ionele is a teacher-engineer of Textile and Confectionery Processing at Colegiul Tehnic August Treboniu Laurian Technical in Agnita, Sibiu county, Romania. She is also the coordinator of the Erasmus+ project "Internship at European level", with the desire to develop new eTwinning projects for implementing it in curriculum. She participates actively also in the Teaching with Europeana blog for teachers and students using presented resources in the classroom.*



### **Impact of eTwinning network on students and teachers in Albania**

by Dhurata Myrtollari

Albania is in the fifth year of its participation in the eTwinning network. From the very first steps of eTwinning projects, many teachers are part of this platform. Albania has more than 2,700 projects and about 4,000 teachers from more than 1,200 schools.

On July 5th, in Durres city, the best projects developed on this platform by Albanian teachers were rewarded.





The best 62 projects were selected, of which the winners of this year came out. You can watch them here: <https://www.youtube.com/watch?v=-49QrZkcWhk>.

One of the projects that was classified as a successful project is the project "Languages and Cultures around the World" developed with several European teachers, where I was founder together with Julia Czerwik from Szkoła Podstawowa im. Powstańców Śląskich Kamienicy Śląskiej Kamienica Śląska, Poland. We had 16 other partners from different countries.

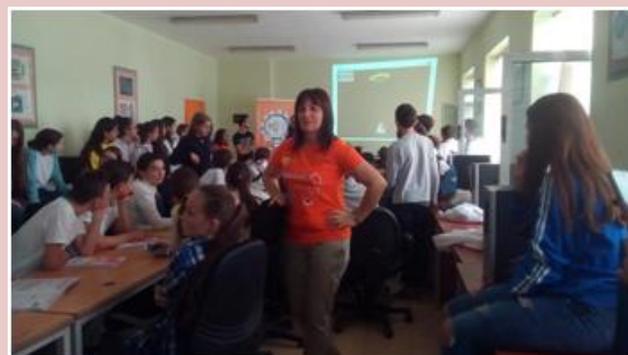
This project provided students with cognitive skills of various European cultures and festive traditions. Pupils promoted the culture of their areas and cities by creating different essays, presentations and questionnaires. A nice experience was learning a song from another country and singing in class from them. The students were delighted to hear some languages they had not heard before; they started reading and caring about them. This is a good opportunity to connect the knowledge acquired in different subjects such as geography, music, figurative art, IT, history etc. They integrate knowledge with projects and this is a productive lesson.

Another wonderful experience this year was co-operation with several schools in the "Once Upon a Time, the West" project. The students worked in international teams and studied three Westerners. From a historical point of view, they learned about the historical elements that referred to the extract. From the philosophical point of view, they discussed the issues related to the notions of 'The Idea of Progress', 'Forms and Places of Power', 'Myths and Heroes'.

The particulars of this project were American students from Oklahoma who participated in the project. Learners like projects in the eTwinning network, this brings about improvements in their linguistic and digital competences.

As eTwinning Albania's ambassador, along with other ambassadors, I have focused on encouraging Albanian teachers to register in this network and to make use of the training on platform usage that is available.

As a Scientix and Leader Teacher network ambassador for the European Week of Coding 2019, I have conducted some activities in other schools and rural areas where teachers were interested in how they would develop the course and create their own activities.



I have collected, for you to read, some of the impressions and thoughts of students about eTwinning projects:

Romina Balashi 9 grade  
"Freedom Conditionality" Tirana  
Teacher: Dhurata Myrtollari

*eTwinning is a very secure network for students, teachers and parents. At first I had no experience with the virtual world I did not know how to use a computer rather than the eTwinning network. The influence that eTwinning has had for me is an impact on the positive side. Thanks to the teacher, I learned to use the computer, to make online presentations, to get acquainted with new friends also to have knowledge about the virtual world. This is also thanks to the teacher time gift that made this ring yet fun and more beautiful to me...*



Samanta Shani 8 grade

Teacher: Suela Uruci

School "Rubjeka" Durres

*It's a project that we can get more knowledge and have many developments! It's a very good project for any age, where you can learn many new things. I'm very happy to be part of eTwinning!*

Rajmonda Çezma 9 grade

Teacher: Lindita Lohja

School "Pashko Vasa" Shkoder

*eTwinning has an impact on my growth as a person, on the things I do and on my personality. It has helped me to understand that a good job (project) needs to be devoted.*



*Dhurata Myrtollari is an Albanian eTwinning ambassador, a Scientix ambassador and a Leader Teacher for EU Code Week 2019.*



### **eTwinning Plus in Armenian Schools**

by Naira Harutyunyan and Liana Karapetyan

In today's world, it is impossible to imagine any progress, any undertaking, any project or work without collaboration. Whatever an individual does alone, whatever achievements he has, he will not go too far if he does not gather around himself people of the same interests, viewpoints, aims, and which is more important, enthusiasm and inspiration.

From the pedagogical viewpoint, collaboration and sharing, as its part, give an opportunity to express one's ideas, share experience, learn from others, get inspired, trust, assist and support each other, and as a result have success. Collaborative work in any group, be it a group of pupils or a group of teachers, is positive, rewarding, motivating and full of fun.

In the face of all the challenges of the 21st century eTwinning is the right place to make this collaboration happen. It is a valuable tool to make education a powerful weapon for creating a better world.

Armenia joined eTwinning in 2012 as a European Neighbourhood country and the programme fluently integrated into our educational system. The educational system of Armenia gives an opportunity to implement eTwinning projects within the programme of secondary school subjects, as well as beyond it.

Our school joined eTwinning in 2013, and we have had quite a lot of successes and achievements during these 6 years. We have received National Quality Labels and European Quality Labels, national certificates and prizes, and this year we have been recognised as an eTwinning School. This is a great honour and responsibility for us, and we will do our best to carry out the mission of eTwinning Schools successfully.



We have implemented a number of projects related to various subjects and topics such as cultural awareness, tolerance, languages, environmental issues, inclusive education, emotional intelligence, etc.

The project "Creative ideas, creative things" is an example of great and productive collaboration in eTwinning.

The aim of the project was to highlight some of the environmental problems of each participating country (lack of fresh water, waste storage, recycling, air, water, soil pollution). First we learnt about environmental problems of partner countries and then tried to find appropriate solutions together through exchange of ideas. Within the frameworks of the project we created beautiful and useful things by reusing materials collected in the garbage which other people had got rid of (plastic bottles, empty cans, batteries, bottle caps, clothes, thread, paper, etc.).

This was an educational project that helped the pupils realise their creative potential. It gave them an opportunity to express themselves individually



or in groups, develop critical thinking and improve their problem solving skills. It was also a social activity which resulted in moral and cultural development of the pupils. They learned to be more tolerant towards each other, respect each other and each other's opinions and unite their efforts for having their small contribution to solving some environmental issues. As a final result each partner team created hand made products, drawings, posters, photo albums, PowerPoint presentations, writings, e-books, etc.

The project aroused our interest and the group of pupils aged 11-15 started working on it with great interest and motivation. They demonstrated peculiar creativity and made poufs from bottles, foam plastic and worn clothes. Then they sold those poufs at a fair making a small profit. And they used this money for buying food and medicine for lonely elderly people of their district. So, the project did not only have an educational aim, it had a social aim as well. This was our pupils' first charity activity and they realized they were responsible for helping people around them. And the vases made of bottle caps still decorate the school corridors reminding pupils of this project!



This is a platform that gives an opportunity to Armenia as a small country to represent itself on equal terms with the great powers of the world, communicate without any restrictions and break national stereotypes.

It enables us as representatives of small and less recognised country to develop our world outlook and feel ourselves representable with our own merits and values.

We have an opportunity to implement projects about our countries, hometowns, culture, literature, holidays, customs and traditions, thus introducing ourselves to the world. One of the examples of such projects was "Famous artists", a project within the frameworks of which each partner team presented national artists of its country. We made PowerPoint presentations about our famous artists and their works, created calendars with the artists' pictures. The project helped the pupils brush up their English communication skills, improve ICT skills, and which is more important, enlarge their knowledge about art and famous artists of different countries. And



for us it was one more opportunity to feel pride while presenting such famous Armenian artists as Martiros Saryan, Minas Avetisyan, Hovhannes Aytvazovski, Arshile Gorky. This was a great lesson for our pupils – Talent is recognised worldwide despite country, origin, education or social background!



eTwinning gives an opportunity to form an idea about educational systems, programmes, and teaching approaches of partner countries. And this is a great opportunity for exchanging and acquiring the best experience of colleagues all over Europe.

Within the programme we participate in different contact seminars, conferences, on national and international levels both abroad and in Armenia. Every year we host eTwinners from different countries in a contact seminar. At these national and international events our ambassadors represent Armenia not only as participants but also as speakers. This is a wonderful chance for Armenian teachers to collaborate with European colleagues face to face, learn and share knowledge, set higher standards and achieve them. eTwinning also offers opportunities for free and continuing online Professional Development.



eTwinning stands out in the school programme having its special place and role as it makes the teaching process more interesting, motivating and rewarding. eTwinning projects have easily integrated into a number of school subjects as Handicraft, Art, Music, Nature Studies, Foreign Languages, and Geography.

The teachers who are involved in eTwinning develop and improve their ICT skills and make the greatest use of technology in the classroom thus making their teaching suitable for the needs of the 21st century pupils.

eTwinning is a platform that gives an opportunity to Armenian pupils communicate and cooperate with each other and foreign peers. As a result of this, they improve their language skills and while communicating with non-natives speakers of English they overcome language barriers.

It is also a great and challenging experience of cross-cultural communication. Personal communication with children beyond a screen helps them overcome some personal complexes which can have social, linguistic or cultural roots.

And what is the most significant for us as pedagogues, eTwinning gives an opportunity to work with pupils with special needs which has its positive impact on these children: they realise their significance and role, develop collaborative skills, learn to believe in themselves and feel themselves as full members of society.

Our National Support Service shows constant support to all eTwinners organizing seminars, local workshops, providing new eTwinners with tools and services for productive collaboration. It also organizes annual national award ceremonies encouraging teachers and students who have demonstrated significant participation and activity in eTwinning.





Thus, we can say that eTwinning is a wonderful opportunity for international collaboration in Armenia which helps fulfill not only educational aims and goals but also spreads human values and respect for other cultures, as a result leading to globalization.



*Naira Harutyunyan is the head teacher of Vanadzor Basic School no. 16, Armenia. She has been teaching Chemistry for 18 years. In 2011 she was recognised as "The teacher of the year" in Armenia. She has been involved in eTwinning since 2013.*



*Liana Karapetyan is an English teacher at Vanadzor Basic School no. 16, Armenia. She worked as a school ICT coordinator for 10 years. She has been involved in eTwinning since 2015, an eTwinning ambassador since 2017.*

### **Understanding the eTwinning Journey: The Case of Lebanon**

by Samar Al-Kassar

My experience as a Lebanese eTwinning journey was more of a gruelling journey since I have faced and still face numerous challenges on the way that seem to emanate from the ways the project is delivered, supported and implemented. As a project coordinator, I can think about any project as-planned, as-taught, and as-learned. Hence, I got the idea of importing this design and building my article accordingly because I believe it serves my perspectives. My "as-planned" eTwinning journey phase discusses the expectations and aspirations that I had before applying for the quality label. My "as-taught" phase pinpoints the various challenges that I have faced throughout my teachable experience. As for my "as-learned" phase, it reveals the view-gained lessons that I derived in order to avoid further difficulties which I am to encounter in the upcoming projects on one hand, and to spare the eTwinning novices the burned-out state that I have suffered from.

This article adopts the narrative inquiry approach which is a story-based approach used in research resting on the assumptions that human beings

make sense of a random experience by the imposition of story structure on them. Such approach is set in human stories of experience. It provides readers with a rich framework through which they can investigate the ways humans experience the world depicted through their stories.



At the very beginning of my eTwinning journey, I had very high expectations of eTwinning due to its great reputation being a teachable platform for teachers and students. After choosing my school to be in the eTwinning, teachers and school principals were called for a general assembly to be acquainted with the eTwinning platform. The moment the National Support Service took the floor, she started her speech by talking about the importance of multidisciplinary projects in the world to shape modern and global trends in the field of education. However, in order to embark on this "interesting worldwide" journey, each of us had to submit a proposal of a project in a two-month deadline that must be accompanied with an international partner. After hearing such a shocking announcement, dissatisfaction started showing and group discussions were triggered. After all, we were just stepping in. So, all participating teachers were not on our best days. The general assembly ended, teachers rushed to look for partners in case they were lucky to find one. Others left the room mumbling. As for me, I decided to look elsewhere since the clock started ticking from the very first day.



I had a "wide tour" in my international friends in order to find my "dream partner" who, once again, should accept my suggested project. You cannot imagine how fast an aspiration can turn into a burden. I was worried knocking every possible contact haunted by the deadline, finding a suitable project which must confirm to the eTwinning terms of originality, modernity, and added-significance, or lose the privilege of becoming an eTwinning school. I contacted teachers in the field in Jordan since it has joined eTwinning two years ago. I was "lucky" to find a teacher who kindly accepted to partner with my school in this eTwinning journey which began to seem gruelling even at its very beginnings. The issue of finding a partner was solved, but still I have to come up with an accepted project. If I didn't have the extra "inch" determination inside, I would have quit. I sent my project to the Jordanian partner who showed great interest in the topic of the project. I have sent it to the committee to be checked, reviewed and hopefully accepted.



However, will be countless obstacles and hardships if one doesn't understand and define what success means to him or her. This part is so dear to me. It wraps up what I have learned so far as a Lebanese eTwinner. You might be expecting to hear more criticism or whining, but this time, your expectation won't be met. This journey has had a series of teachable moments. First, I have learned what resilience really means, and that there will always be a glimpse of light at the end of the darkest tunnels. Next, I have built a strong cohort of work, support, and harmony. This solid and complementary partnership is getting stronger every day through sharing experiences, planning projects together, evaluating the work done, revising and editing it, and all in very high spirits. Among all my partner and I learned from each other, enriched our minds, and experienced the

true value of collegial work. In addition, self learning is one of the gains I have earned in this experience. I learned to depend on myself and push myself further and learn more and more by always referring to the very source of things in every desired work. After all, this is what builds and shapes a genuine project coordinator.



Last but not least, I believe my article is of great significance for a number of reasons. Firstly, it constitutes a first in Lebanon since no teacher has tackled the issue of eTwinning through a reflective narrative journey. It captures a real-life experience of a teacher who persevered in pursuing her goal of completing the project and achieving the quality award despite of all the issues faced on the way and felt the urge of sharing my eTwinning journey as a motivation for any of my colleagues who ever thought of withdrawing. Secondly, it can inform other abroad teachers on the nature of the challenges I have faced and provide them with lessons learned that I have followed to navigate and overcome these challenges. Thirdly, it explores the nature of the challenges from the perspective of an eTwinning teacher who was awarded the quality label. Therefore, it serves as a feedback for my school stakeholder and offers them recommendations for improvement that are grounded in the real life experiences.



*Samar Al-Kassar was born in Beirut, Lebanon. She got her BA in English Language and Literature from Beirut Arab University. She graduated from the Lebanese University with a Master's in Educational Leadership and Management. She is currently pursuing her PhD in the Lebanese University Doctoral School. She has been an English teacher since 2000.*





### **Ecology and ICT in the modern pedagogical process**

*Interviewer: Svetla Popova*

*Interviewees: Yana Zhecheva, Mariyana Mileva and Stanislava Slavcheva*

3 teachers from Latinka Kindergarten in Shumen, Bulgaria gave an interview about the potential of Erasmus+ projects to grow into eTwinning projects, and is the opposite possible?

Svetla Popova: Mrs. Zhecheva, Latinka Kindergarten has implemented a one-year project "Ecology and ICT in the modern pedagogical process" under Erasmus+, Key Action 1 - Learning Mobility of Individuals. Relevant to this, your institution has created eTwinning projects that have implemented what you have learned in practice. Would you tell us more about structured courses, please!

Yana Zhecheva: We have applied and participated in 3 structured courses organized by LEAP /Language Education And Partnerships LTD, 34, Fallowfield Road, Walsall, WS5 3DH, United Kingdom /. The team of the trainers and director Emilia Quaranta are an excellent working machine. I admire the perfect organization before, during and after each course. The methodology required the active participation of all attendees - learners and trainers. We had the opportunity to visit different schools and get to know the education systems in three countries. Excellent training was the basis for practical application of what was learned by creating eTwinning projects.

Svetla Popova: Mrs. Mileva, you participated in a structured "Creative Teaching Approaches in Early Years and Pre-school Education" in Italy. Would you share the most interesting moments during the course?

Mariyana Mileva: The course took place in Bologna, and this city was not chosen by LEAP by accident. The region held a leading role in writing national curricula in Italy. We visited two kindergartens. We were impressed by the lack of ICT in the children's rooms. We visited Reggio Center in Reggio Emilia.



Here was shown Malaguzzi's method of developing children's creativity in the different fields of knowledge. The children experimenting and themselves make products with different materials, the teacher only registers this process. There is no demonstration or display of the work stages - something that is unthinkable for the learning process in Bulgaria.

Svetla Popova: Mrs. Mileva! During the training course, you wrote down a plan for your institution's work on the subject under review. What did it involve?

Mariyana Mileva: Yes, it is true. It was a mandatory element of our participation. Our plan included the dissemination of knowledge through teacher training and a practical application to develop creativity in adolescents at national and European level. This is how the eTwinning project "YOUNG COOKS" was born with partners from Georgia, Croatia and Bulgaria - Detelina Kindergarten, town of Tervel. Its aims were acquainted with the Intangible Cultural Heritage of Humanity by cooking.





Svetla Popova: Please, tell us what this project was interesting for children and useful in your pedagogical work!

Mariyana Mileva: The theme of the Intangible Cultural Heritage of Humanity is not included in the compulsory curriculum. It was developed in children enthralling way. Preconditioning included making cook's hats, compulsory "accessory" to the cook. They "wrote" (drew, cuts and glue from ready-made pictures) recipes with typical national dishes illustrating the identity of each country. Teachers organized a European Day of Cooking in each partner institution. We invited parents to cook with us this day. They came suitably dressed and, of course, with cooking hats. It was a very emotional moment - teachers, parents and children all cooking and tasting together. In addition to the European Day of Cooking, we also produced another common product - an online book with recipes.



Svetla Popova: Thank you for sharing! I wish you success in your future eTwinning projects to develop children's creative abilities.

Svetla Popova: Mrs. Zhecheva! You participated in a structured course in "Visual Narrative and ICT Enhanced Classroom" in Spain. Would you share the impressions of his organization and the benefits for your institution?

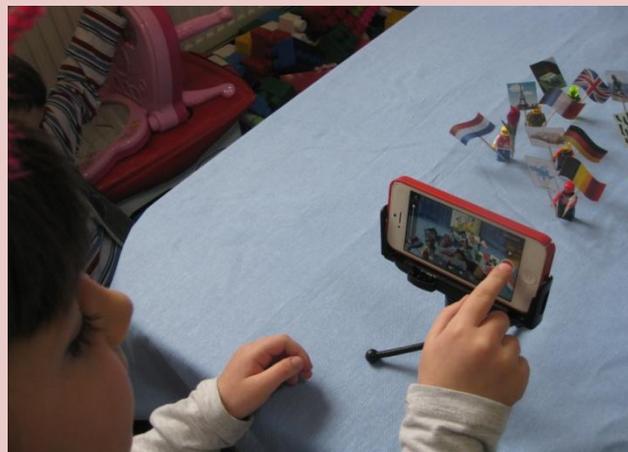
Yana Zhecheva: The course was held in Malaga. Here were presented various programs and applications for creating online products and effective communication between teachers, parents and learners. We had a practical workshop in groups.



The LEAP training institution has given us a one-year free subscription to the latest beta version of Triptico - programs in the program. It allows a training game to be developed in 8 different ways. This is how we created different authoring games which we have implemented the curriculum.

Svetla Popova: - How did you apply what you learned in Malaga in your work with children?

Yana Zhecheva: We created the eTwinning project "Young creators - animators".



Its goal was to filming animation on a theme chosen by children. Before we started the main activity, the children get acquainted with the ChatterKid application, a completely new application for them. They made speaking avatars. It was an emotional experience for both the small participants and their parents, who we once again included in the TwinSpace of the project. There was a discussion about choosing a theme for the animation. After many suggestions and comments, the children decided to make a film about our big European family. We considered the story - the birthday of the European Union. The children produced two small flags for each of the 28 countries - a national flag and a national symbol. They brought from their homes various figurines to which we put these flags in their hands. Then they used the Stop Motion application completely independently and captured the sequence of individual scenes and movements of each character.



The teachers processed animations putting captions / children cannot write / and appropriate music. It was a successful ICT implementation project for modern kids who adore technology. We are considering a new eTwinning project in the next school year to apply other applications presented in Spain and in other national courses involving our pedagogues.

Svetla Popova: Thank you! I wish you success in new projects for developing the ICT competences of your children. Miss Slavcheva! You participated in a structured course "Forest learning: The Swedish Perspective" in Sweden. Would you like to share its usefulness and the possibilities of applying the knowledge in your pedagogical work!

Stanislava Slavcheva: So far, our work on outdoor education includes only observations in nature, zoo visits, and the creation of natural materials products. Therefore, the course in Sweden is of particular benefit to us.



Here we saw practically outsourced training taking place in the meadows and forests of this interesting country. We watched lessons in nature in all

subjects. Divided into teams, we participated in practical activities in mathematics, drawing, acquainting with the metamorphosis phenomenon in the class of natural sciences, music, literature, physical exercises. We have acquired basic survival skills in the wild - how light a fire, how to make a cup of birch bark, how to cut wood, work with a knife for making cutlery.

Svetla Popova: What next?

Stanislava Slavcheva: The course was in May and we were unable to administer a third eTwinning project. In the summer we'll do a compilation of all the outdoor games we've seen in Sweden. We will include others initiated by our pedagogues. We will issue a book "Forest School". This "textbook" will be used by the college and will be shown at every presentation of the kindergarten activity as an innovation in the training of 3-7 year old children in Bulgaria. This booklet will also be used by parents who want to have fun, and in parallel to develop the skills and knowledge of their children.

Svetla Popova: Mrs. Zhecheva! You have participated in 3 structured courses in Erasmus+ and you are the author of 2 eTwinning projects later on which are relevant to the courses. Have you managed to create professional contacts, and, if so, do they have a future?

Yana Zhecheva: We met teachers from different countries. We joined the CALL (Creating A Learning Love) eTwinning project with partners from Spain, Estonia, Macedonia, Slovenia and Turkey. We have applied with an Erasmus+ KA2 project on the same topic that has already been approved by the Spanish National Agency. We work hard to form a common European education and active learning in an international environment.

Svetla Popova: Thanks! I wish you success in the implementation of the new projects and making new friendships.



*Svetla Popova is a senior teacher at Latinka Kindergarten in Shumen, Bulgaria. She is a creator and administrator of many eTwinning projects and the coordinator of Erasmus+ projects. She is interested in innovation in education - ICT, psychology, Intangible Cultural Heritage, traditions and customs, music, promotion of literacy, games, creative development of children, cultural awareness.*

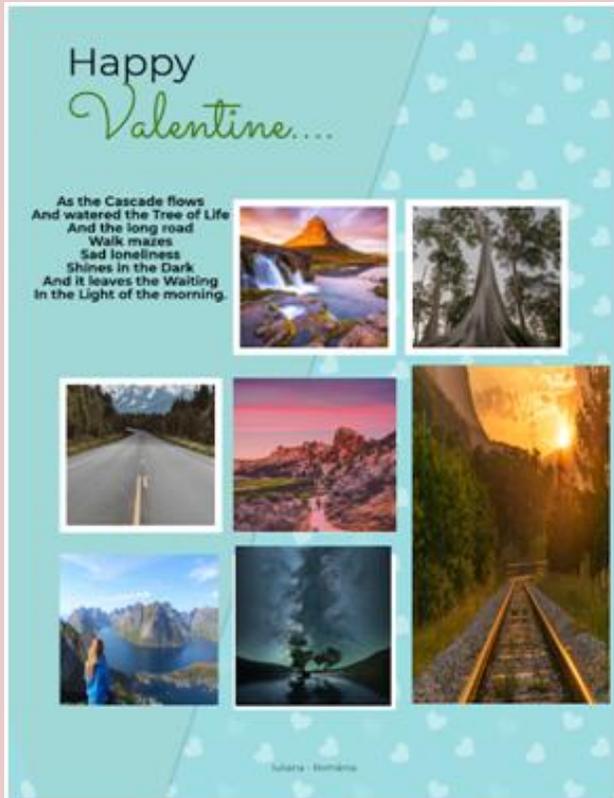




Poems presented by  
**Iuliana Florentina Ispir and Alexandra Anamaria Vlad**  
 Școala Gimnazială Nr. 4, Structură Grădinița  
 Dumbrava Minunată in Râmnicu Vâlcea, Romania

### Happy Valentine...

As the Cascade flowing  
 And watered the Tree of Life  
 And the long road  
 Walk mazes  
 Sad loneliness  
 Shines in the Dark  
 And it leaves the Waiting  
 In the Light of the morning.



### Magic Box

Once upon a time, there were  
 7 partners from two wonderful countries,  
 Turkey with a proud half-moon  
 And Romania with a flag in three colours.  
 Into an eTwinning project they have met each other  
 And a Magic Box they have made together.  
 Lot of surprises arise from it with enthusiasm  
 Collages, paintings, nature materials,  
 Mascots, joy and many meetings.  
 When the Magic Box finished her gifts  
 Into a big wonderful exhibition she shifts.  
 This is the story of a great box,  
 It's the story of a charmed box.  
 These are us, the seven partners, who together  
 worked,  
 And all the things we've done are here exposed.  
 Thank you for watching! Hope you enjoyed!



### Europeana in the classroom

by Işıl Gülmez

Europeana Collections is Europe's digital platform which provides access to over 50 million digitised items such as books, music, artworks and more. These resources can be used in the classroom. Teaching with Europeana has been created as part of the Europeana DSI-4 project which aims to encourage teachers to use Europeana resources in their classroom and share their experiences. Project established a Europeana Ambassador network which consists of 13 teachers (Teresita Gravina, Rafael Montero, Marco Neves, Işıl Gülmez, Katarzyna Siwczak, Kati Lorincz, Ivana Stiglec, Niina Vantanen, Jean-Christophe Jost, Thedora Gkeniou, Heathcliff Schembri, Maria Isabela Miron, Francois Jourde) from 12 countries. Europeana ambassadors prepared learning scenarios and story of implementations and coordinated 130 Europeana Education User Group to prepare learning scenario and story of implementation contents for Teaching with Europeana blog which launched in March 2019. They also edited blog content and took part in MOOCs. Project also organised Europeana Education competition between user group teachers to select best learning scenarios.

In the first project year, we had two project meetings to organise project works and all partners could share their ideas and work on future works. In second meeting, held in June 2019, the 30 winners of the Europeana Education competition 2019, and the 13 Ambassadors of the Europeana DSI-4 project were invited to Brussels for the 29th



Science Projects Workshop in the Future Classroom Lab, hosted by European Schoolnet. In the picture you can see both teacher ambassadors and winners of the competition.



In Teaching With Europeana Blog, we shared learning scenarios which includes lesson plans to share examples how to use Europeana resources in different subjects. We also shared story of implementations in which teachers shared their experience implementing published learning scenarios.

As a Turkish teacher ambassador, when I was searching items I was very interested in sound resources and I prepared a learning scenario which aims for students to learn about different bird species, as well as how they can be protected from extinction. My learning scenario was implemented in Romania, Portugal and Croatia. I liked learning experiences of other teachers implementing my learning scenario. I want to thank teachers who implemented my learning scenario and shared their comments.



The Birds Are Singing! (LS-TR-13)  
<https://teachwitheuropeana.eun.org/learning-scenarios/the-birds-are-singing-ls-tr-13/>

Story of Implementations:

Romania

<https://teachwitheuropeana.eun.org/stories-of-implementation/implementation-of-the-birds-are-singing-soi-ro-17/>

Portugal

<https://teachwitheuropeana.eun.org/stories-of-implementation/implementation-of-the-birds-are-singing-soi-pt-11/>

Croatia

<https://teachwitheuropeana.eun.org/stories-of-implementation/implementation-of-birds-are-singing-soi-hr-06/>

As Turkish team we have 8 published posts so far. I want to introduce some of them to you.

Post-Modern Novel To The first Novel Of History (LS-TR-62)

<https://teachwitheuropeana.eun.org/learning-scenarios/a-journey-from-a-post-modern-novel-to-the-first-novel-of-history-ls-tr-62/>

The Unforgettable Battle (LS-TR-18)

<https://teachwitheuropeana.eun.org/learning-scenarios/learning-scenario-the-unforgettable-battle-tr-28/>

Take the Quiz: How much do you know about women who pioneered Europe? (LS-TR-48)

<https://teachwitheuropeana.eun.org/learning-scenarios/quiz-women-who-pioneered-europe-ls-tr-48/>

Links:

<https://www.europeana.eu/portal/en>

<https://teachwitheuropeana.eun.org/about-teaching-with-europeana/>

<https://teachwitheuropeana.eun.org/updates/europeana-education-and-european-schoolnet-a-common-vision-for-digital-cultural-heritage-in-education/>

<https://teachwitheuropeana.eun.org/updates/the-30-europeana-education-competition-winners-visiting-the-future-classroom-lab-in-brussels/>

<https://teachwitheuropeana.eun.org/updates/europeana-as-seen-by-students/>

<https://www.schooleducationgateway.eu/en/pub/latest/news/europeana-education.htm>

<https://pro.europeana.eu/page/a-school-year-with-europeana>

<https://pro.europeana.eu/post/bringing-digital-cultural-heritage-to-classrooms-more-than-44-000-students-reached>

<https://www.eba.gov.tr/haber/1543668992>



<http://yildirim.meb.gov.tr/www/ogretmenler-icin-teach-with-europeana-projesi/icerik/990>,  
[http://6nisananadolulisesi.meb.k12.tr/icerikler/teach-with-europeana-projesi\\_7556748.html](http://6nisananadolulisesi.meb.k12.tr/icerikler/teach-with-europeana-projesi_7556748.html)  
<https://yildirim.meb.gov.tr/www/europeana-projesi-avrupa-okul-agi-european-schoolnet-konsorsiyumu/icerik/886>



*Işıl Gülmez is a deputy head teacher and a computer science teacher in Bursa, Turkey. Her student ages are between 11 and 14. She is also Scientix and Europeana teacher ambassador. She holds a Master degree in computer science and is currently a Phd student in educational administration. She enjoys attending courses and workshops. She likes collaborating for new teaching practices and is interested in projects about educational administration, leadership, teaching programming to children with Scratch, robotics and using social media in education.*



### **The importance of eTwinning in CLIL teaching applied to STEM**

by Enrica Maragliano

eTwinning is the largest European platform in which teachers and educators can get in touch, professionally update and collaborate by involving their classes in projects that allow students to significantly improve both their knowledge and their skills and to feel part of a virtual community by enlarging the size of their class, removing the walls and reducing the distances.

For this reason, when more than ten years ago, quite casually, I approached eTwinning as a tool to find partners for a Comenius project, I immediately fell in love with it and started to develop projects involving my subject in interdisciplinary contexts, allowing to my students to better understand the aspects they had to study and analysing them from different points of view.

I am a Mathematics and Physics teacher in an Italian Classical and Linguistic High School and for my students my subjects are usually not among their favourite and have a relatively low weight in terms of teaching hours in their curriculum. I also have a classical education even if I chose to graduate in Mathematics because in high school I discovered that theoretical subject that I was studying amused and intrigued me. I would have never thought of becoming a teacher: my goal was to become a software analyst, a job I did for some

years, until, again in a quite random way, I participated in a competition to become a Computer Science teacher and I won it. As for my previous job I had the opportunity to speak English as I was in constant contact with US colleagues and for my good computer skills, the meeting with eTwinning was a thunderbolt and now I would not be able to conceive my teaching without this methodological approach.

eTwinning and the CLIL methodology are a perfect example of synergy and I strongly believed in this before that CLIL became a compulsory part of the teaching in high school's last years: a teacher who for years showed up in class talking in his/her mother tongue is little credible when, due to a didactic obligation, starts speaking another language in front of his/her students. Very different is the approach of those who, carrying out eTwinning projects from the early years and integrating the curricular teaching with the one in L2, continue to do what they had always done and to which the students are well accustomed.

Nowadays, thanks to the technological support, it is easy to organize online chats and videoconferences in which students and teachers can communicate directly and asynchronous work sessions in which, thanks to careful planning, students use, process and complete the work of foreign partners. In this way CLIL teaching is not confined within a few hours with the feeling of sacrificing essential parts of teaching to fulfil a ministerial obligation: with eTwinning the teaching opens up to new contributions and the students feel more involved, no longer distinguishing between what it is CLIL teaching and what it is not, learning to appreciate the points of view of classmates and foreign partners, working in international teams. This methodological approach, in addition to allowing a practical and intensive use of the L2 language, also promotes contacts with peers from different cultures, with knowledge and educational background that is very various both from scholastic and social point of view: students have to get used to these aspects for their future careers and sometimes they have to grow up and try to understand and sympathize with their partners to interact to the best.

For teachers this is an opportunity for professional and human development of incredible value: learning from others, opening the virtual door of their class and allowing foreign colleagues to suggest new teaching methods and tools, new approaches and new problems is sometimes not easy and it is certainly unusual in a profession such



as that of the teacher in which individualism often dominates. Instead, in these years I learned a lot from my colleagues, who often become friends, not only virtual, but also real because, if things work, it often happens that an eTwinning project becomes a students' exchange and maybe an Erasmus+ project that benefits from European funding.

In particular, a STEM teacher can obtain many other benefits using the eTwinning approach in his/her CLIL teaching:

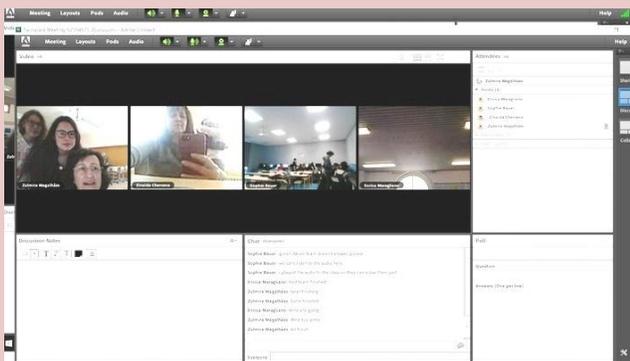
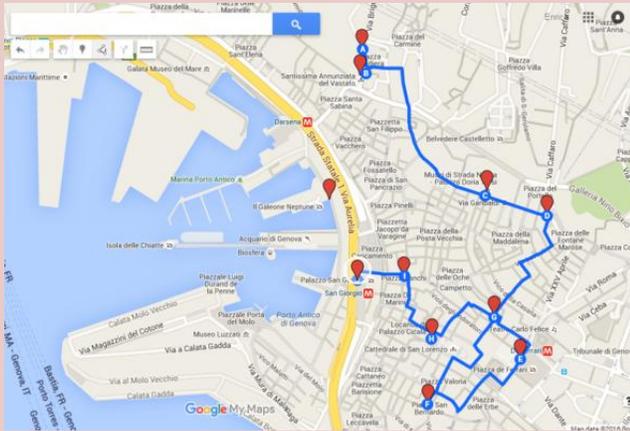
- every good eTwinning project naturally uses a PBL approach and the driving question arises spontaneously from the discussion with partners and students;
- the use of technologies, exactly with the use of the vehicular language(s), becomes an integral part of the learning process and not a mere theoretical exercise: students become able to distinguish which software tools are best on which occasions. In this regard, I want to emphasize that BYOD becomes essential because it is very difficult for all the necessary hardware and software tools to be on the computer equipment of the school. If, on the contrary, students use their devices, not only they don't have problems installing everything they need from time to time but they become more aware that their smartphones or their tablets are tools they can use to work with and offer many other possibilities beyond the interaction on social networks. By the way, eTwinning is a very safe platform as the partner teachers can decide what is possible to see outside and what instead can be accessible only to the members of the project. Students can get in touch with each other on the platform, without having to use passwords and credentials not controlled by the school, thus guaranteeing privacy, also based on recent European legislation (see <https://eugdpr.org/>) on the processing of sensitive data;
- in eTwinning it is possible to introduce elements of gamification and use the GBL approach: for instance, teachers can organize challenges among international groups that bring out the best potentials of each student, also from the perspective of an inclusive education. In these challenges, often the logic and, therefore, the cognitive processes suitable to solve mathematical problems, are stimulated and strengthened but, thanks to the collaboration between peers, the efforts of each student are valued and often a virtuous circle is established. Self-esteem and awareness of one's abilities, even the results in standard assessment tests are often improved;
- eTwinning allows each student to learn according to his/her own pace and to assume within each team roles that enhance his/her potential: this is

particularly important in the teaching of STEM that are often experienced as arid and difficult subjects;

- in these projects all European key competences are often present and, therefore, it is good that STEM elements are inserted in such a way as to strengthen not only the written and oral expression in the mother tongue and in the foreign language(s), but also elements that consolidate the skills STEM, together with digital, social, civic, entrepreneurial and cultural ones (see [https://www.schooleducationgateway.eu/en/pub/practices/key\\_competences\\_for\\_21st\\_century.htm](https://www.schooleducationgateway.eu/en/pub/practices/key_competences_for_21st_century.htm)).

Now let's have a look at some examples of eTwinning projects that I developed over the years:

- Bridges through History with Maths (2009-10) and Bridges through History with Maths 2010-2012: an eTwinning and then a Comenius project about Math History (<http://new-twinspace.etwinning.net/web/p38442/welcome> and <http://new-twinspace.etwinning.net/web/p38442/welcome>)
- Geometry in my school, Geometry in my town, Geometry everywhere (2011): a project involving Geometry and Art (<http://new-twinspace.etwinning.net/web/p46860/welcome>)
- Show me your stats and I will learn about you (2011-12): starting from Statistics, we analysed students' habits in the different countries (<http://new-twinspace.etwinning.net/web/p59401/welcome>)
- Physical Awareness (2012-13), Physical Awareness 13-14, We run, we learn (14-15), Physical Awareness 17: projects about Math, Physics and Physical Education (<http://new-twinspace.etwinning.net/web/p92756/welcome> – Physical Awareness; <http://new-twinspace.etwinning.net/web/p100954/welcome> – Physical Awareness 13-14; <https://twinspace.etwinning.net/5293> – We run, we learn); <https://twinspace.etwinning.net/38143/home> – Physical Awareness 17)
- Why Maths? - 2011-12 and Why Maths? - 2012-14: an eTwinning and then a Comenius project involving Math and many different other subjects (Science, Dance, Philosophy, Physics, Literature...) (<http://new-twinspace.etwinning.net/web/p69096/welcome> and <http://new-twinspace.etwinning.net/web/p84818/welcome>)
- My world of Math (2015-16): a project about Math, food, orienteering in towns, Art, European culture (<https://twinspace.etwinning.net/10394/home>)
- Numb3rs (2017-18): about numbers and their history and use by each civilization in their



context (<https://twinspace.etwinning.net/54944>) - Escape from Math (2017-2018) and Let's play Math (2018-2019): involving logic, basic Math (Algebra), language, storytelling with the final creation of some escape rooms by international teams of students. Students played and learned in a not informal way (<https://twinspace.etwinning.net/58724>, <https://twinspace.etwinning.net/79364/home>) - Hit that ball (2018-19): CLIL activity about Kinematics. Students, after some ice-breaking activities, learned the specific vocabulary about Physics and two sports where players interact with a ball (Basketball and Volleyball) and planned and made an experiment using a ball analysing the videos with Tracker (<https://twinspace.etwinning.net/74776/home>).



*Enrica Maragliano is a Math and Physics teacher at Liceo Classico e Linguistico C. Colombo in Genova, Italy and an eTwinning and Scientix ambassador. She is a former Computer Science teacher and ICT employee. She likes the cross-curricular approach in her teaching and loves learning new things.*



**We remember – Recordamos**

by Clara Elizabeth Báez STUPENDOUS PROJECT

“No human race is superior; no religious faith is inferior. All collective judgments are wrong. Only racists make them.”  
— Elie Wiesel

It is important, especially today, that our students be true messengers of tolerance, hope, and peace. In order for them to be open mind and spokesperson, they should need to understand the importance of respect for human rights, which is the reason by which we, a group of teachers from different countries: Bulgaria, Italy and Poland, thought about addressing the issue of damages and dehumanization has produced in the world from a European perspective.

With this project we try to get students to approach history and especially historical memory, so that they should arrive to know and understand some important events, emphasizing different moments until our days in Spanish.

The teachers decided together the different activities to reflect about the local realities, on what



has happened and finally to find, if possible, solutions.

Our virtual trip begins with the presentation of the countries involved in the project, so that students first know each other and then through research, a constant consultation and comparison of what has happened especially to a minority of people so they can reach conclusions and personal contributions.

This collaborative work aims to help students develop a critical judgment that leads them to understand what was and is the prejudice, racism and stereotypes of a society. Therefore, we try to link memory with education, memory with knowledge, with the aim that our students should be the real protagonists.

It is important to underline that Bulgaria is the only state that did not give the Jews who lived there to the Nazis, instead the history of concentration camps in Poland and the role of Italy during World War II are known: three important and different realities.

In order to exchange opinions and ideas, forums have been created in the TwinSpace, which have highlighted some aspects of human behaviour, where students have answered some questions such as: have you witnessed a racist episode? Are we different in what our diversity consists of?

The project move on to a brainstorm of ideas, with AnswerGarden, about discrimination, and the creation of acrostics with the name of the project "Remember" by hanging them on a mind map made with Popplet. Here is the link: <https://twinspace.etwinning.net/74352/home>.

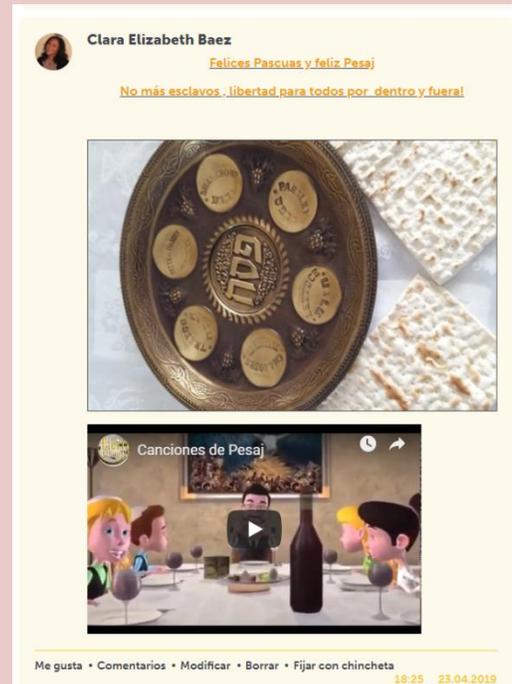
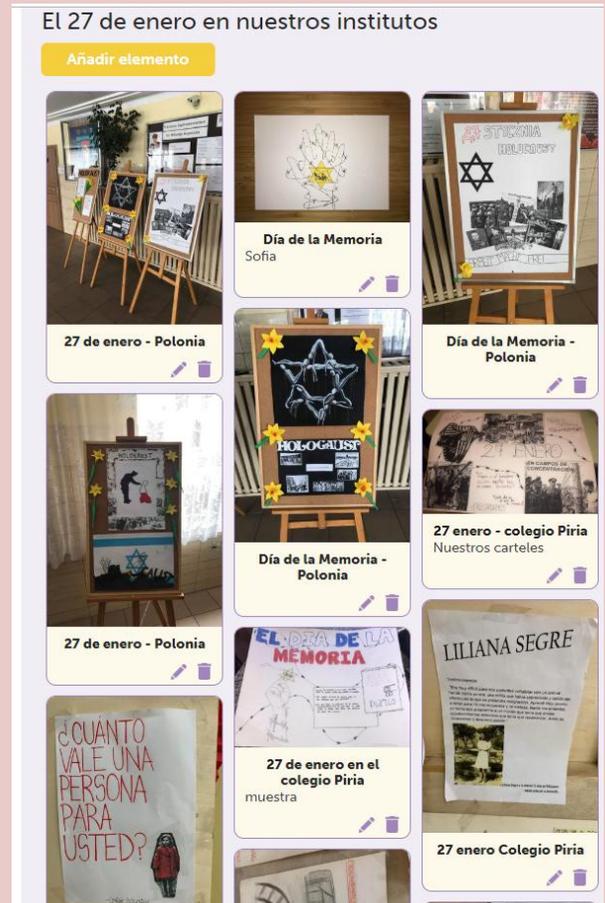
The students have been divided into seven mixed groups, they decide in the forum the ICT tools to make comics about a racist story that they themselves have created with a Google document. The final product has been the compilation in a collaborative ebook with comics.

Other topics on which they have written in the forum have been the films they knew about the Shoah, the books they have read and made them reflect.

Another important moment which has allow the students to deepen and reflect on what they knew about minorities, the reality of the ghetto and anti-Semitism has given life to personal drawings.

Throughout the project, students have examined alarm signals by collecting news about racism,

discrimination and anti-Semitism on a "news" page.





I think that the virtual visit to the Jerusalem Yad Vashem Museum has been very important and on January 27 the commemoration of the Shoa it has been organized an exhibition of the work done in each country, see <https://twinspace.etwinning.net/74352/pages/page/463099>.

The project has grown with the students, who developed the activities themselves adding themes such as "Devils in person" (investigation of the cruelty of some people, in special women).

The intention was that the student actors of their own learning could, among other things, watch videos about witnesses of history and generous people who "used the heart", to know and after to write about different topics such as: Women, Shoah and Denialism.

The Manifiesto/Decalogue "No to violence and discrimination" is the result of the reflections done in the forum.

In addition, thanks to Music and Art, new emotions have been experienced. Students after having researched music and Shoah they collaboratively created a melody with stringed instruments: the violin and the guitar and as far as Art is concerned, they have been able to know the conception of degenerate Art in "The paintings and racism".

Also laughter helps and that is why we have faced the topic of "Yiddish humour." Humour is the language of the soul and as the Jewish tradition says "laughter is a way of affirming the love of life", that is why students reading jokes they have understood the importance of irony, as the Jewish people know how to laugh at itself as an affirmation of hope and life.

Another step was to find "tools" that will help to build a better future.

And finally the students created collaborative Mandalas of peace and a golem that speaks and say the tools that they decide will help to create a bright future.



A golem is a being in Jewish folklore. It is in the shape of a man but it is made of inanimate material, usually clay, and is brought to life by a rabbi. The most famous golem in legend is the one said to have been created by Rabbi Juddah Loew



ben Bezael, the chief rabbi of Prague, in order to protect the people of the Prague ghetto from an anti-semitic pogrom (see <https://judaism.wikia.org/wiki/Golem>).

Our collaborative work is here: <https://www.flipsnack.com/9A89E85BDC9/recordamos.html>.

I think that very important was the evaluation, done by students and teachers, to understand what has been carried out, the importance of this journey in the soul.

"We remember" also has great dissemination: what we have done arrive in Argentina (in an online didactic newspaper) in our schools, communities and also in UCEI (Union of Italian Jewish Communities). UCEI will upload our project in their website [www.scuolaememoria.it](http://www.scuolaememoria.it).

This eTwinning project has left an indelible mark in our hearts: students and my great colleagues Irina Alamanova and Lázaro Luis Delgado Conde.

"One should never begrudge deletions."  
Theodor W. Adorno

**mariarosa pellicanò**  
NUESTRO GOLEM FINALMENTE HABLA :D  
clickea aqui para verlo

Mi piace • Commenti • Modifica • Cancella • Non fissare più in alto  
08:53 31.05.2019

★ 3 0



*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.*

**International Chess Challenge – eTwinning project**  
by Eugen Grigore STUPENDOUS PROJECT

Chess is an old but topical sport. It is appreciated as a sport of mind, because it trains thinking, creativity and attention and is related to mathematics. In the Romanian school, this sport is an optional subject, but there are competitions for passionate teachers and students. Our eTwinning project was of great interest to students, being re-run many times. The project consisted of 37 teachers from Turkey, Poland, Italy, Greece, Macedonia, Great Britain, Liechtenstein, Spain and Romania, with more than 500 students who learned chess, many of whom are champions in their areas.

This year we wanted to create chess clubs around Europe, from primary schools. After ice breaking and getting acquainted, we all took part in an international tournament, playing online, as we had done the previous year in the "International Chess Challenge" project.





Students were able to plan a strategy, to see the game from the opponent's point of view, to make a right self-evaluation, to respect rules and opponents, to evaluate the possible consequences of their actions, to learn from their mistakes, to calculate possibilities.

First phase: ice breaking between teachers via chat and video conferences (November). Second phase: meeting pupils from other schools in video conference (December-January) and playing friendly matches just to warm up. Third phase: international online tournament, using the lychees platform.



We created a public TwinSpace, where we published images, video clips, presentations and files in general, as tangible results of our work. Teachers and chess clubs kept in contact via the TwinSpace. As this project was the natural continuation of last year's project "International Chess Challenge", we tracked the coordinator's suggestions by posting some of the materials made on the TwinSpace, photos from activities and links to online gaming with children to develop our gaming skills.



For students, it was interesting to know the history of chess, both scientifically and in the form of a story, concert, movie, games.

## History of Chess

The origin of chess is something that is debated and there is not really a consensus on its origin or even the history of chess, from the old to the present.

Some say that versions of chess and its board date back from Ancient Egypt or Dynastic China, but its most supported origin is that it first appeared in India around the 6th century, at that time it would have the name of Chaturanga.

Over time, it eventually reached Persia and its name in time changed, being now called Xatranje, probably having other rules as well.

It ultimately spread throughout Europe slowly and it took about 500 years for Xatranje to begin to look more like the chess we know today.

In the year 1475 it began to be consolidated with the current rules, and its name also finally changed to chess, but it still took a few hundred years for Europe to play with the most modern pieces and rules as well.

In the middle of the 19th century tournaments and chess competitions began to appear, thus giving rise to a sport that was always dominated by the same players and had World champions who maintained their reign for long periods, 20 or 30 years for example.

## A funny story about chess

Some time before the empire age, there was this king who had conquered the world. One day, he had a festival in his huge palace. All the kings below him arrived along with a lot of wealthy people.

A poor looking prince arrived with a present called "Chess". The king loved this amazing game. He said he would give the poor prince something he deserved. The prince pointed to the chess board and said: "I would like to have 1 grain on the first square of the board, then at the second square, I would want 2, on the third square, I want 4, on the 4th square I would want 8 and so on." The king thought it was a small price to pay for such a great game.

He ordered the mathematicians to calculate how much grains will cost him at the 64th square which is the last square on the chess board. At the last square, it will cost him 9,223,372,036,854,780,000 grains. And a total of 18,446,744,073,709,600,000 grains.

A week after the festival the king realized he was bankrupted.



### Chess in Concert

<https://genius.com/Chess-in-concert-the-story-of-chess-lyrics>

<https://www.youtube.com/watch?v=4IvuRABJm4U>

<https://www.youtube.com/watch?v=j9RST31cuUo>

### Chess in movies

<https://www.youtube.com/watch?v=LTFonIYKJS0>

### Chess Rules History

The game of Chess aims to give the "mate" to the king of the opponent player. This happens in the following situations:

The king cannot move to any house (they are all in the attack line of the opponent's pieces);

No part can stand in front and protect the King;

The piece you are attacking cannot be captured.

Source: <https://sportsregras.com/en/chess-rules-history/>.

### Activities in the school and community

In our school a chess club was set up, which was equipped with 15 chess games, 2 timers for competitions and books for chess learning by children. The activities were conducted weekly, by level groups. For beginners, pupils from 6 to 10 years old, I combined in the club other activities like movies, songs, drawing, game and motion activities.



For advanced, computer chess games, opponent games, and team games were used.

**Chess competitions** I attended with students and awards:

- Days of Caracal City- Championship 17-24 November 2018 - 12 boys and 10 girls. Students received the 2nd prize at boys, primary and third prize at girls, gymnasium. The competition was organized by the Caracal Mayoralty and the County Direction for Sport and Youth Olt.

- Olimpia gymnasium 2018-2019, Olt County - Mixed Team Competition, organized by Olt School Inspectorate. The team of our school got a mention.



- Regionelmen contest "Chess, sport for all", Pucioasa, Dâmbovița county, 7-9 June 2019. The contest was organized by the Dâmbovița Intercultural Association *Pucioasa Children Club* and the Dâmbovița School Inspectorate. The contest was attended by pupils from disadvantaged backgrounds, Romani children and other talented children from six counties. A boy from our team got a mention.



We think this project was very important to students. It attracted a large number of schools and community students to practise this old and beneficial sport for thinking and creativity.



The activities will continue in the future, with new partners and an international online competition.



*Eugen Grigore is a teacher of physical education and sport at Liceul Tehnologic Constantin Filipescu in Caracal, Romania, with an activity of 40 years. He is also a coach and constantly organises sports competitions. He believes that sport unites people, makes them healthier, better, wiser, happier, and eTwinning projects are a good opportunity for collaboration, exchange of ideas and good practices, beyond the boundaries of space and language.*

**eTwinning As a Tool of Student-Centered Learning**

by Ankica Šarić and Helga Kraljik



Our school is relatively new in using eTwinning and there are still a lot of things we can learn but that didn't stop us from coordinating a very successful project.

The first international eTwinning project our school took part in was *Clicks in the City*. Teachers and students from Belgium, Croatia, Spain and Poland took part in it. They all loved cooperating internationally with their peers and improving their basic ICT and English language skills as well as transversal skills and competences which they will be able to use not only in school but also at college and work. This was a rewarding journey for all of

us, and we learnt a lot about what works best in our context along the way. Our goal to blend traditional with modern learning was reached and this was recognised by Croatian and Spanish National Agencies that awarded the project National Quality Labels. It was also awarded European Quality Label.



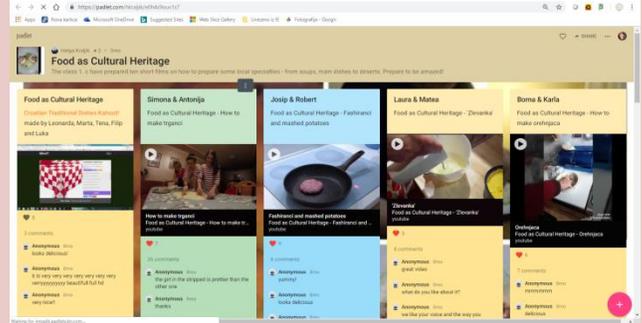
During the project, students presented their cultural and natural heritage through the presentation (WortArt and digital posters) of their cities: Antwerp, Zaprešić, Bialystok, Aguadaluce. The aim of the project was to develop interculturality, international cooperation and to present one's own and the acceptance of another's cultural heritage. Students independently, in pairs or groups studied a topic as homework for the purpose of preparing for the better cooperation in group work / pair work in the school.





In order to develop digital, language and transversal skills we used various innovative teaching methods like PBL, flipped classroom, cooperative learning, ICT based learning, cooperative learning and many others which put students in the centre of learning.

During the outdoor learning, students had a task to record a movie with an audio record in English on the *My Town in 10 stops*, developing soft skills such as critical thinking (selecting and studying sights / people), creativity (filming, text compilation), communication and teamwork. The Padlet Wall <https://padlet.com/hkraljik/3a3b> was also applied for the Oxford Press prize game to promote their own homeland.



In the *Customs and Traditions* activities, students presented a tradition that is important to them and their families - both the description and the photos were uploaded to a Padlet wall for their peers to read and comment. Each of these activities has been accompanied by interaction on an international level

(<https://padlet.com/emartasanchez/9khk50qddoot>)



*City interviews* was an activity in which two partner schools held two LIVE chats. During the first students met online, and during the second they conducted structured interviews later used to write newspaper articles about their partners and their partner's cities. The articles were published online as an eMagazine

(<https://www.calameo.com/read/005435212f2851b5b93ce>).

For *Food as Cultural Heritage* activity, students chose a traditional dish, translated the recipe into English, and filmed a video preparing food accompanied by audio recordings or subtitles in English. Peer students watched the videos, commented on them and liked their favorites. After watching the videos, the partners from the partner school also played *Kahoot!*

(<https://create.kahoot.it/share/traditional-croatian-food/27da6c9a-58fd-4afe-ad72-0c70bc0df1a6>) - a quiz about the traditional dishes of Croatia and Spain (<https://padlet.com/hkraljik/e0h4s9ouv1s7>).



### City Interviews

Croatian students interviewed Polish students about their cities and wrote articles with the information

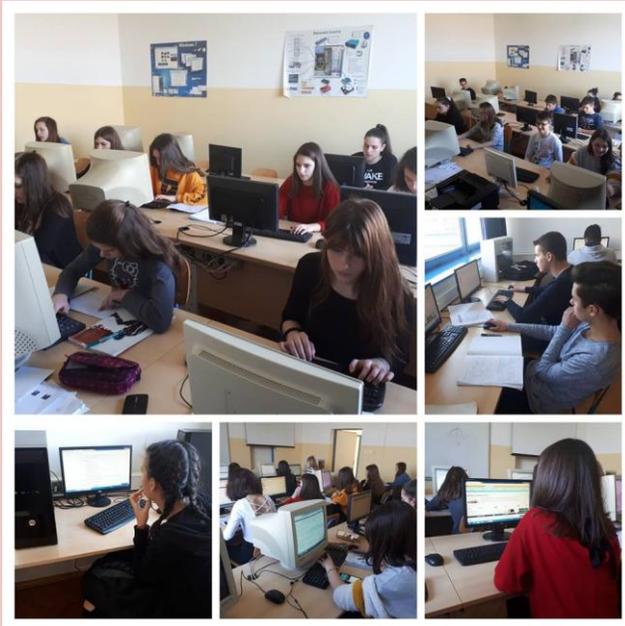
SŠ Ban Josip Jelačić  
Zaprešić



*The virtual tours of our cities* is an activity in which students selected a part of the city and the way they want to present it. All the material was uploaded to the joint Thinglink presentation as a virtual guide through its city as the project's final result. Students have disseminated the project on the school website and local media by doing this, they developed media literacy.

In the final phase of the project students assessed the project by doing peer reviews on the project results as well as the final survey on the project which examined the students' satisfaction with the project.

Along with developing students' skills, this project also marked the European Year of Cultural Heritage.



In the final phase of the project, pupils performed peer reviews by explaining their grades, to answer questions about the cities of partner schools as a check on how much they have learned. The final survey examines the student's satisfaction with the project. This project also marked the European Year of Cultural Heritage.

**Results of the project and the dissemination**

1. TwinSpace: <https://twinspace.etwinning.net/53454/home>
2. An article in the emagazine of the Croatian Association of Teachers of English [http://www.hupe.hr/images/hupezine/Hupezine\\_No\\_9.pdf](http://www.hupe.hr/images/hupezine/Hupezine_No_9.pdf) (pages 11-14)
3. An article in the official town's magazine in

Croatia (online and printed version)

<http://www.zapresic.hr/userfiles/files/mjeseчник/2018/GM91.pdf> (page 4)

4. An article in the local magazine Zaprešički špiگل July/August 2018 (page 26)

<https://drive.google.com/drive/u/2/folders/1-CPVpb-Gx2LqYkUm90JAGoiKvvQ1q2Eb>

5. An article on the Croatian educational platform skole.hr

[http://www.skole.hr/ucenici/radovi/svi?news\\_hk=5407&news\\_id=15555#mod\\_news](http://www.skole.hr/ucenici/radovi/svi?news_hk=5407&news_id=15555#mod_news)

6. Madmagz - dissemination emagazine of the KA 101 <https://bit.ly/2JjTSOB> ; <https://bit.ly/2sBN8p3>;

7. The project on the local TV - TV Zapad, March 2018

- Vijesti - <https://youtu.be/VhuKEFNziX8>

- Veliki i mali <https://youtu.be/BLATTUjTA08>

- Tjedan iza nas

<https://youtu.be/mmQ1GFPWmso?t=15m25s>.



Ankica Sarić is a teacher of English at high school Ban Josip Jelačić in Zaprešić, Croatia. Besides teaching English (which she loves), she has participated in many projects. Some of them are connected with English language and culture but she has also organized volunteer work trying to make her students sensitive to the needs of others.



Helga Kraljik is a teacher of English and German at high school Ban Josip Jelačić in Zaprešić, Croatia. She has been an active eTwinner since 2014.





### **Wonderland - the collaborative world of little eTwinners**

by Irena Raykova, Cira Serio, Renata Večerková and Rangel Pantaleev



The project "Wonderland" was run by the teachers Irena Raykova, Cira Serio, Renata Večerková and Rangel Pantaleev. We met each other in the eTwinning platform four years ago. Since then, we have run many successful eTwinning projects. The last one, "Think", gained three national eTwinning awards and it was announced as "The eTwinning project of the year 2018" in Bulgaria.

eTwinning helps us to grow as modern educators and offers the best learning environment for us and for our students. It gives us a better understanding of modern active teaching methods. We learnt how to design the tasks in order to develop high-level thinking skill, communication, collaboration and creativity. For us, eTwinning is one of the best and most natural ways of professional development. As we watch each other, our own eyes and minds are opened to new, different, and exciting ways to teach. Of course, this also means that if one teacher has a problem, or is looking for a better way to do something, then we support each other and suggest solutions together. This means that our collaboration benefits and enriches all members, and that it turns gives a richer experience to our students.

Our latest project "Wonderland" is aimed at developing English language skills via Literature, Art and ICT. What is Wonderland? It is the land where people meet unusual creatures. They usually have extra powers. They could be humans with extra powers, look like humans or have strange features. They dwell in fairy tales and Wonderland is their homeland.

As the project developed, eight doors opened to lead the children through the Wonderland. Each door was opened on a set date and introduced the challenges that children had to solve in the magical world of Wonderland.

Wonderland has strengthened our friendship and the close collaboration that has been consolidated throughout all these years in which we work together in projects. Wonderland has allowed our students to improve their language skills and to grow as more confident speakers of English. The conscious use of the web, while respecting the privacy of all European citizens, is aimed at developing a democratic culture of life. Our first motto - born in our first project together - turned from "A friend is forever!" into "eTwinning forever!"

### **Developed competences:**

Communication in foreign language: listening, speaking, understanding and writing skills.

Students can:

- introduce themselves;
- talk about their likes and dislikes;
- talk about e-Safety and netiquette rules: prohibitions and abilities
- describe a hero: talk and write about: appearance, qualities and abilities, express personal point of view.

Communication in mother language: storytelling skills, reading comprehension skills;

Social and civic competences: skills to work in teams, respect other people point of view.

Digital skills: e-Safety and Netiquette awareness, responsible use of the Internet, digital citizenship

Students worked with the following online tools and applications: Google presentations, Google Forms, Padlet, AnswerGarden, My blue robot, Learning Apps, Quiver Vision, Elf yourself, ChatterPix, Twiddla, Popplet, Jigsaw Planet, QR codes.  
TwinSpace tools: chat, project diary, forums

They learned to find, select and present the information.

Cognitive skills: problem solving skills, remembering, analysing, evaluating, creating, decision-making

Lifelong learning skills: concentration, ability to focus, remember, gather and connect the pieces of information.

The 4Cs = Critical thinking, Communication, Collaboration and Creativity.

Emotional intelligence: Self-Awareness, Social Skills, Self-Regulation, Motivation, Empathy.

The First Door revealed the introductory task. Students created their avatars and introduced themselves on a padlet wall. They presented their country, flag and language. During the first video conference they added some more information about their town, school and sang their national anthems. Moreover, they tried to say a sentence in partner languages, which was really funny.

The project focused on developing digital skills, too. Therefore, the Second Door aimed at e-Safety and netiquette. Students formulated the rules to follow and chatted about them with their partners. They also learnt about copyright and how to use safe search engines for kids.



In the Third Door little eTwinners collaborated in three international teams and studied creatures from fairy tales. Each team worked on a different topic, i.e. creatures living under water, creatures living on land, and creatures that can fly. Team members had different roles according to their abilities. They chose fairy tale creatures to describe, searched for information about them in books or on the Internet and watched videos. Then they processed what they had found, filled in worksheets, drew pictures and presented their findings to the other teams. The three teams together created an eBook of the classical fairy tale characters. They also shared videos with the fairy tales from which the chosen creatures come in English and partner languages. At the end students self-evaluated how they contributed to their team work.



The Fourth Door was devoted to Father Christmas and his superpowers. Students also learnt the Christmas symbols, sent Christmas cards to their eTwinning friends and sang Christmas carols with them during a video conference.

Little eTwinners enjoyed the Fifth Door activities that concentrated on modern superheroes from comic books and films. They searched for information and coloured pictures with them. Thus, a gallery of male and female superheroes was created. Working in international teams, students used ChatterPix App and made the superheroes talk.

In the Sixth Door all the four teams created together the map of Wonderland and prepared a challenge for their partners. Each of the teams had to solve the challenge and include it into a comic strip describing their adventure on the way through Wonderland.

The Seventh Door task was to create the project logo. All the partners chose their favourite superhero and met online in Wonderland. During the videoconference students coloured their superheroes and created the logo together with a web tool Twiddla.

The Eighth Door completed the whole year work. Students, their parents and teachers evaluated the project and its activities.

Each of the eight doors included self-evaluation activities which enabled students to find out how well they had managed the project tasks. The little eTwinners also expressed their feelings and opinions about the particular tasks.

The dissemination of the project has developed on three levels: Local, National and International. Each level aimed to inform a wide audience of people both about the various project activities aimed at developing linguistic competence, digital competence and democratic citizenship and about disseminating the eTwinning platform in its entirety and the variety of learning possibilities.

The project has become a promoter of widespread dissemination aimed at enhancing the eTwinning platform as a community of highly motivated European teachers able to support the improvement and innovation of teaching practices to guarantee students a school that sees them as more active protagonists of their own cultural growth process, and as participants who are aware of their European and international citizenship.



"A friend is forever!"  
"eTwinning will be forever in our hearts!"



*Irena Raykova is an eTwinning ambassador and a primary and English teacher at 137th Secondary School Angel Kanchev in Sofia, Bulgaria.*



*Cira Serio is an eTwinning ambassador and an ITC coordinator at Primary School San Tarcisio in Ercolano (NA), Italy.*



*Renata Večerková is an English teacher at Elementary school Komenského náměstí 440 in Kroměříž, Czech Republic.*



*Rangel Pantaleev is a primary school teacher at Secondary school St. Ivan Rilski in Sofia, Bulgaria.*

### **Learning about friendship in eTwinning projects**

by Adriana Lefter



I have been a primary school teacher for over ten years, and all these years very few times I happened to enter the door of the class without having a plan of the activity, without preparing them a game, an activity to be convinced they will be pleased. I dedicate a long time to prepare lessons, to read a lot, to search for games, activities in addition, new things to please, new projects like eTwinning. We start from the preparatory class with small eTwinning projects and

all, students and parents, were impressed with activities that we develop.

eTwinning project "Let the peace be everywhere" started with partners from Turkey, Greece, Italy, Ukraine, Bulgaria and Romania and had as objectives the emotional and social development, the identification of emotions and their management, the increase of the inclusion and acceptance at their age.

The most important activities were working on the need for peace & inclusion, peace circle activities, empathy games, solving games problem.

All activities were very well planned and explained, detailed and appropriate to the age level of students.



The activity that had a particular impact on Elena Doamna Elementary School pupils in Tecuci was the Friendship Jar, which was made during t of Personal Development class, in the chapter "About friendship". I firmly believe that all these activities that have the role of developing emotional intelligence, children's trust should find their place as often as possible in our day-to-day work, for them they need us to explain their emotions, feelings, to them alongside and encourage them every moment. After choosing the classmate for whom the jar had to be prepared, the children had the task of decorating them according to each other's preference and imagination, then putting in messages, letters, congratulations, small symbolic gifts to show appreciation and respect to their colleague. The moment of messaging was exciting, as they were looking forward to discovering what was inside, and their reactions were unexpected. Friendly smiles, emotions all made this activity an unforgettable one. Their sincere messages enjoyed me greatly, there were messages of appreciation, admiration, many compliments, along with drawings, small collages and candy. At the end they were very excited, they told me that they felt



amazing, that all those compliments excited them to tears and that they felt more appreciated than before.



Other activities developed within the eTwinning project alongside teachers and student partners were empathy games. These activities are very important, games that strengthen their relationships, making them socialize and interact as much as possible through games to develop their empathy. The "musical chairs" game with an adapted version so that during the game the pupils are not eliminated, only the number of chairs is reduced and they have to group together as well as no one will be left empty.



"I'm Important!" An activity where students gave examples of situations in which they felt / did not feel important (at school / home / with friends) and argued the answer;



"Put on my shoes" with examples of real or imaginary situations that would cause positive or negative emotions;

"Paper Story" an activity in which we discussed the effects of negative emotions on colleagues after using offensive words - I took a white paper which I compared to the pure soul of a child, who, being offended, suffers, and so I have wrung it.



As we apologize for, the effects remain in the child's heart as the effects of the wrinkle remain on the paper, so I insist very much on completely avoiding these words and proving daily empathy and friendship.

These are just a few activities that can be complemented by many other games that can be applied to the disciplines, as students are constantly interacting and one of our worries is to teach them how to find the key to the other colleagues' soul because friendship is the greatest wealth .

All project activities were uploaded on the TwinSpace page and there we discovered how they were applied in the other schools, we have discovered new and varied variants of the game.

During the entire project, we considered as a common element to make a poster with the symbol of peace, to be decorated by all the students participating in the project. Using the post, the poster has reached all the schools involved and at the end we have a joint logo, along with the online magazine covering all the activities and games developed with students in this project.



Adriana Lefter is a primary school teacher at Școala Gimnazială Elena Doamna Tecuci, Romania. She has been an eTwinning ambassador and trainer since 2016.





**Coding@shools**  **STUPENDOUS PROJECT**  
by Stefania Altieri



Coding@shools is a project based on the improvement of the computational thinking. Coding helps to conceive and express rigorous procedures that lead to the solution of a problem or the realization of an idea. Soft skills and creativity are fully involved in the process and they are continuously called to act.



Coding can be applied to any discipline, but it requires reflection and awareness. In nowadays complex and digital society it's considered a key skill.



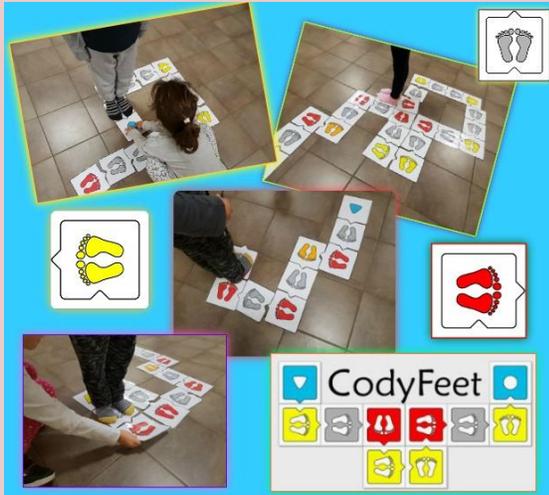
The project Coding@schools, at its second edition, has the aim to develop coding across the curriculum, applying it to all the subjects.



Following the coding Campaigns, new teaching approaches and lab methodologies have been tested. Code Week, Hour of code, Scratch day are only few examples for our inspirations. Funny activities, like code games and use of robots, have been proposed in our TwinSpace:  
<https://twinspace.etwinning.net/71731/home>.



Unplugged activities such as pixel art, Cody cards, cryptography, coded secret messages, together with online coding challenges have been taken place in our classrooms. Students and parents have been involved in playing and sharing their experiences within project partners.



The project is strictly connected with the featured group <https://groups.etwinning.net/45001/home>.



Stefania Altieri is an Italian teacher. She is a Scientix Ambassador and the Coding@schools eTwinning featured group moderator. She likes ICT and innovative teaching approaches. She believes in the role of educators of new generations for a better and responsible future.



### STEM and the eTwinning project "Breaking New Ground"

by Valerica Mititelu and Eda Karaca



**STEM** activities (Science, Technology, Engineering, Maths) have become one of the most important aims of the modern school in order to prepare the students for their future jobs. That is why we decided to start the project **BREAKING NEW GROUND** based on **STEM** activities.

The starting point was the idea that ever since the first prehistoric stone tools, humans have lived in a world shaped by invention. Indeed, the brain appears to be a natural inventor. As part of the act of perception, humans assemble, arrange, and manipulate incoming sensory information so as to build a dynamic, constantly updated model of the outside world.

**Participants:** students from three countries coordinated by their teachers Eda Karaca- Turkey, Valerica Mititelu- Romania, Aldona Sroka- Poland, Anna Bajec- Poland, Nilufer Dinc Demirok- Turkey.



Students had to develop foreign language and they had an opportunity to share their inventions with other people from all over Europe. Using **STEM** activities, they also had the opportunity to turn into reality their inventions and prove if the hypothesis was real or not.

When Gardner placed mind of frames in the pictures of mind, learners believed intelligence was single and fixed, were ready for journeys into this

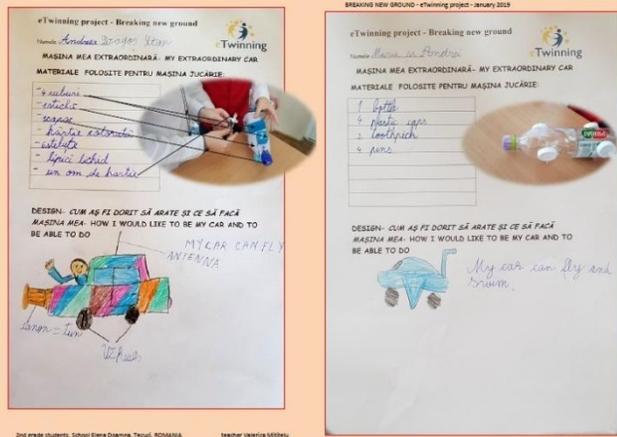




among dimensions with their unique potentials and secret capacities. Our story was written during these journeys into this dimension by today's small discoverers. According to Gardner, all children have varying levels of intelligence. Everyone has these types of intelligence and can develop their potential. This project was in accordance with his opinion. Firstly will applied brainstorming and questionnaires for defining their intelligence area. Then we talked about the results of these methods. They prepared small notes by adding their opinions about language learning, and how they wanted to learn foreign languages. They prepared their portfolio with folders with the whole work during the project.

Every month the students involved in this project had different topics such as: designing spacecrafts, bridges, cars, houses, robots.

As the **STEM** activities involve Science, Technology, Engineering and Math students had to study the topic, to learn about how things work, then make their own designs by different materials and finally try their hypothesis.



Students made cars from recycled materials, using plastic bottles, Lego, they thought of different mechanisms in order to make them move and played in races with their cars, to try if their hypothesis worked.

As multiple intelligence theory offers eight keys for opening their eight doors, each activity was prepared according to this theory and results of methods. Some of the students like drawing pictures, some of them like listening to those who like writing. They chose their activities while language learning by using their multiple intelligence. They enriched their potential ways by learning how to use in a different way.

For the bridge, the younger students asked for the help of a parent. First, they learned about bridges, types of bridges, what makes them resistant, They tried different types, with different materials, thought of what would be the best shape. To make the bridge look real, they added copper tape and surface-mount LEDs to allow them to make a fully functional circuit on a flat surface.





They designed smart houses and robots creating a wonderful world seen by their eyes and according to their creativity. The younger students had fun using their houses for the story "The three little pigs", helping them to choose the best house to be saved from the bad wolf.



All the students, individually or in pairs / small groups, prepared their invention notebook by

designing its cover. According to the work plan, they designed their inventions by drawing pictures and writing small explanations in their native language and English.

Using the creations and the diaries made of the students during the project, the participants created common products such as a magazine and an ebook using web 2.0 tools ( Story Jumper, ISSUU, Kizoa).



The most successful results are that our students met their peers from other European countries. This helped them to grow up in an atmosphere free from prejudices and stereotypes. They became tolerant and open-minded members of the European community, a new generation of creative and independent individuals. In other words, they had a chance for sharing their opinions, inventions and drawing without thinking negative critiques. Besides, the better they got to know the other cultures, the more positively they perceived them.



*Valerica Mititelu is a teacher for primary school students at School Elena Doamna in Tecuci, Romania, with experience in eTwinning projects due to 10 years of eTwinning. She is also an awarded eTwinner.*



*Eda Karaca is an English language teacher at Science and Art Centre for gifted students in Selçuklu, Turkey. She has experience in eTwinning projects since 2009 and she is an awarded eTwinner.*





### Celebrating UNESCO Days with eTwinning

by Lina Maria Pereira

eTwinning has been part of my personal and professional life for more than 10 years now and I am very grateful for it!

My students are already used to eTwinning, and when school starts they ask with a smile on their faces: "Teacher, are we going to collaborate in an eTwinning project this year?" And I can proudly say that they have participated enthusiastically, they have acquired intercultural competences, are more aware of the democratic values, the importance of social inclusion and active citizenship. They have also had very positive interactions with their peers. In fact, even in a short-term project, it is very rewarding to watch the students happiness and curiosity when they get in touch with real stuff from their European school partners, for instance a simple postcard, leaflet or bookmark that transmits in a simple way the language and cultural diversity of each country and shares a piece of their school lives.

This year we engaged in a new challenge with our eTwinning project: "Let's celebrate UNESCO days together." We started a healthy partnership with schools from Albania, Germany, Italy, Poland, Portugal and Spain and it is amazing how eTwinning and UNESCO can match and work together for specific purposes. They both promote the understanding of inclusion, the development of common values and a positive response to diversity by fostering acceptance and respect.

Most of the schools involved in this project were awarded with the eTwinning School Label and are Members of UNESCO Associated Schools Project Network (ASPnet Schools). In my opinion, this is a great chance for teachers to enhance their skills and knowledge. It is also a benefit for schools to connect with relevant organisations and gain greater visibility at local, national and European levels. It is also very useful for students because they feel helpful and appreciated as human beings.

The students got in touch in TwinSpace, exchanged ideas while they participated and voted in their creative logos and decided together which UNESCO days they were going to celebrate in common and how. They chose Human Rights and Migrants' Day, Happiness Day, Mother Language Day and World Ocean's Day. Meanwhile, all the schools agreed that they would celebrate other dates according to their interests and school plan, such as: eTwinning and Europe Day, Safer Internet Day and Woman's Day. The activities were very diverse, interesting and

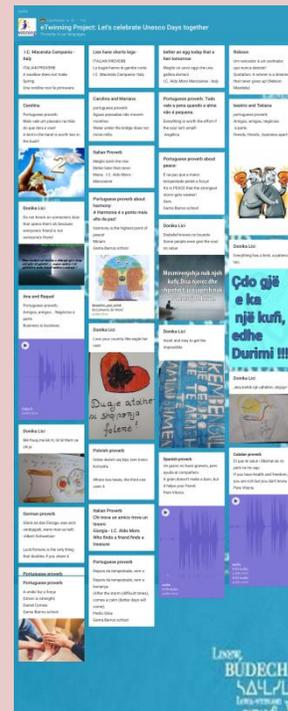
rewarding. Among other activities and a healthy interaction in the Forum of the TwinSpace, they collaborated in a Wall of Wishes, did important research work about Human Rights Day, Nobel Peace winners and the refugees' drama, expressed their feelings and pointed out some solutions. They also offered bracelets with human values decorated by them to children with disabilities of our school.

Human Rights wall:

<http://linoit.com/users/lpereira/canvases/What%27s%20your%20hope%3F>



Mother Language Day was celebrated with a nice collaborative Padlet containing proverbs, sayings and quotations selected by the students as well as a magazine and phrase book where the richness of our language and cultural diversity is evident.





The students also had some fun playing Kahoot about the cultural heritage of their countries. Proverbs, sayings and quotations in English and our mother language:

<https://padlet.com/lpereira220/2e2i7a1uih8j>.

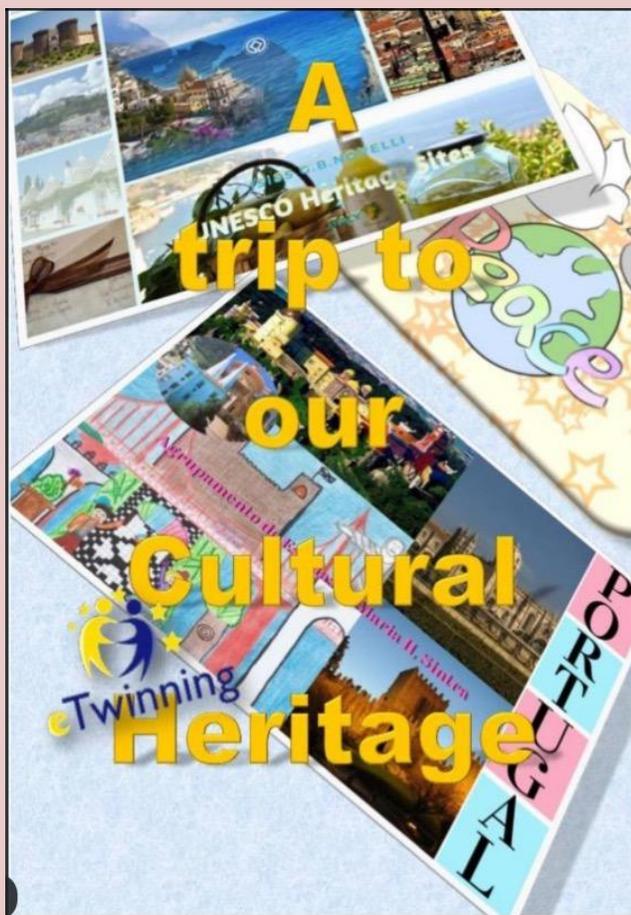
For Happiness Day, we created a *happiness Corner* with "happy" messages to the teachers and the school community.

A trip to our cultural heritage:

<https://pt.calameo.com/read/00259906018fa702dd4b0>.

Our Magazine UNESCO guidebook:

<https://madmagz.com/magazine/1572200#/>.

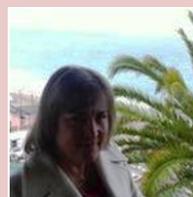


And what better way to end the project activities with a video Skype session and playing a collaborative Kahoot on World Ocean's Day? That was definitely an unforgettable experience with amazing moments spent together! Kahoot on World Ocean's Day:

<https://create.kahoot.it/share/world-oceans-day/460f76d0-49c4-41d7-9c7c-34cb6eeb2526>.



The interdisciplinary approach with the Geography teacher and Coordinator of the Eco-Schools Project was another benefit and as a Coordinator of the Project, I am sure these innovative teaching methodologies and this joint collaboration in Twinning contribute to a happier and safer environment that helps our students to grow as responsible citizens. But the secret of eTwinning success is obviously the friendly and hard-working cooperation of all partners with their pupils! Thank you to: Anna Pascual, Angela Lucia Capezzuto, Sandra Paul, Malwina Kordus, Donika Lici and M.<sup>a</sup> Rosário Portugal.



*Lina Maria Pereira is a teacher of English as a foreign language at Agrupamento de Escola D. Maria II, Cacém in Sintra, Portugal. She believes eTwinning is an easy and fascinating platform to develop the main competences for our 21st century students and get in touch with Europe. Thanks to her fantastic partners and her students, they have developed successful projects and they learn something new every day. She is really proud of being an eTwinning and gets really happy when her students also share her enthusiasm!*





**Our eTwinning Project "Health before everything"**  
by Flavia Daniela Oniga and Nicoletta Huştiuc



The Health Project was first born as a result of participating in the first eTwinning workshop at Gymnasium School no. 3 Cugir, within the Erasmus+ project, EARTHWORM. Together with Mrs. Nicoletta Huştiuc, pre-school teacher at GPN Good Friday, we set up this small project that we thought would address a current topic that could be examined in the activities that have been carried out since the early years.

This theme addressed topics such as caring for and respecting personal hygiene rules, knowing and practising a rational diet, etc. We wanted this project to be an international one so it was translated into 3 languages: Romanian, English and Spanish. First of all, the Health project was planned to run for a period of one year after a timetable, so each month the teachers participating in the project had activities with children taking into account its structure (e.g. September - Kindergarten the castle of cleanliness, October - The mirror image, November - I know how to take care of myself, etc.). We invited Spanish and Turkish partners, so this project became international.

The objectives proposed for it were: the distinction of some rules of collective hygiene, the designation of rules for the maintenance of life and health, the identification and knowledge of the role of objects used for hygiene, the understanding of concepts such as health, hygiene, illness, etc.



As a working procedure, each partner institution worked by re-establishing the timetable, one activity each month, small working groups were created in each class / group involved in the project. We designed to work with specialized medical staff, dental practitioners, and parents and grandparents in the project.





At the end of the project, we organised exhibitions with works on the theme proposed in the project in the partner institutions, to create a teaching aid with hygienic rules and an online exhibition of photos during the activities. At the end of the project, each partner teaching partner received a participation certificate.

It was a wonderful project and it has as a result a tangible one, a little online book translated into English, Spanish and Romanian. Everybody liked the project, so we will continue this wonderful idea.



Flavia Daniela Oniga works as a pre-primary teacher at Școala Gimnazială nr. 3 Cugir, Romania.



Nicoletta Huștiuc works as a primary school and pre-school teacher at Școala Gimnazială nr. 3 Cugir, G.P.N. Vinerea – Alba, Romania. She has been involved in eTwinning projects since 2008. She loves working with children and being involved in different kinds of projects. She constantly tries to keep in touch with teachers with similar ideas abroad.



**eTwinning for environment, sustainable development goals and democratic participation**

by Mariapia Borghesan and Imen Taktak Marzouk



Our eTwinning project "I'm in Love with the GREEN EARTH"  
<https://live.etwinning.net/projects/project/174284>  
 is about environment and its connections with some sustainable development goals (for example numbers 6, 7, 13, 14, 15) and it involves 4 countries (Croatia, Italy, Romania and Tunisia), 324 students and 21 teachers.



This project gave us the opportunity to perform a lot of practical activities at school and outside the school. For example we decorated our school gardens, we planted trees and cultivated flowers and vegetables, we prepared exhibitions and more. Above all we tried with our students to raise awareness about our beautiful planet among our community, and to take action. It has been also a great opportunity for democratic participation.



The goals of the project were: improving problem-solving and decision-making skills, engaging in cooperation, stimulating creative activity, being more responsible, playing an active role as young citizens, developing critical thinking while searching, selecting, organizing and evaluating information.



The project has been designed to implement and enhance various pedagogical methods, as the main aims of the project were using 21st century strategies to develop and enhance the students' potential.

The students make decisions and express their opinions with regards to fundamental aspects of the project, either in virtual or non-virtual spaces. The



students were also asked to discuss and decide together (planning videos, presentations, stories; making brainstorming) about pollution and finding solutions.



The project has focused on enhancing autonomous work among students basically through project-based learning and the blended learning approach. They were involved in planning, implementing, and assessing the various activities. The teachers supervised the work progress and they guided the students when they needed help.

The work includes curricular objectives and contents. The project involves different subjects at the same school and different schools. This multidisciplinary approach is reflected in the project contents (Working in international teams of students with their teachers having different disciplines) and objectives in general as well as in the design of a significant number of activities. Final products merge different fields of knowledge (Science, ICT, English, History), see here: <http://bit.ly/2GnAtwH>.



Our students were really motivated and interested in the project because they had a very active role. We also involved them in several other international projects or initiatives such as EU Code Week, ENO tree planting Day, Safer Internet Day, Earth Day, World Bee Day and of course eTwinning Day. They also had the opportunity to easily understand we need to collaborate in order to save our planet.



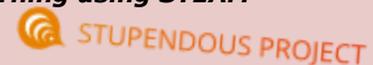
*Mariapia Borghesan is a Scientix and an eTwinning ambassador. She teaches Maths and Science at D. Alighieri lower secondary school of Merlara in the North of Italy. She loves teaching, learning, collaborating with other teachers and joining new projects. Her favourite topics are environment and sustainable development.*



*Imen Taktak Marzouk is an eTwinning ambassador, Microsoft Innovative Educator Expert and Trainer and a European Code Week ambassador. She has a Master in Informatics and multimedia and she is currently a Phd student. She is an ICT teacher at Pioneer middle school of Sfax, Tunisia. She loves teaching that gives her life. She is fond of doing research and achieving projects that enhance her key competences and improve leadership.*

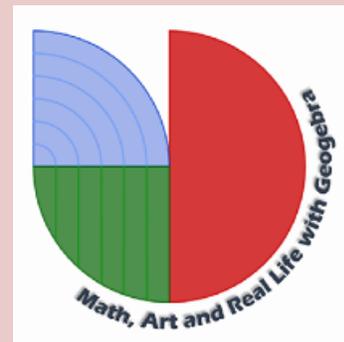
### **Example of a modern, interdisciplinary approach to learning using STEAM**

by Mihaela Giț



### **Math, Art and Real Life with GeoGebra - eTwinning project 2017-2018 -**

<https://twinspace.etwinning.net/45383/home>





Teachers: Monika Schwarze - [Pestalozzi Gymnasium](#) - Germany, Inara Vasilevska, Tatjana Vinukurova - Privātā vidusskola "KLASIKA" - Latvia, Mihaela Giț - ["Jean Monnet" High School](#)-Romania, Norma Lisa Neiman - [IIS "Tommaso Salvini"](#) - Italy, Maria del Carmen García González - [IES Schamann](#) - Spain, Siegfried Maillard - [College les Eyquem](#) - France.

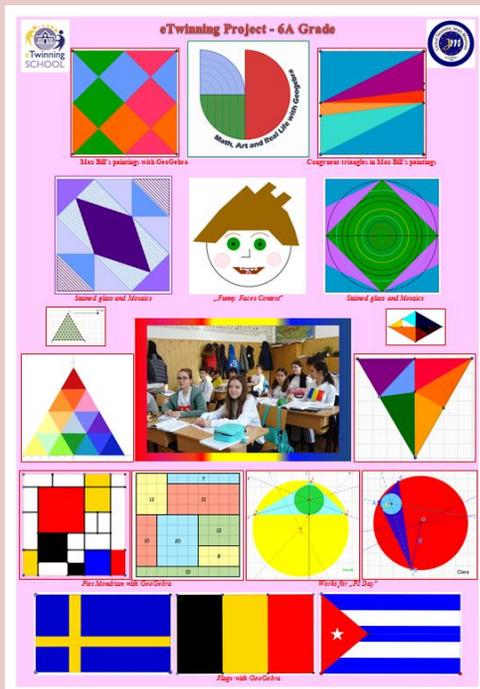
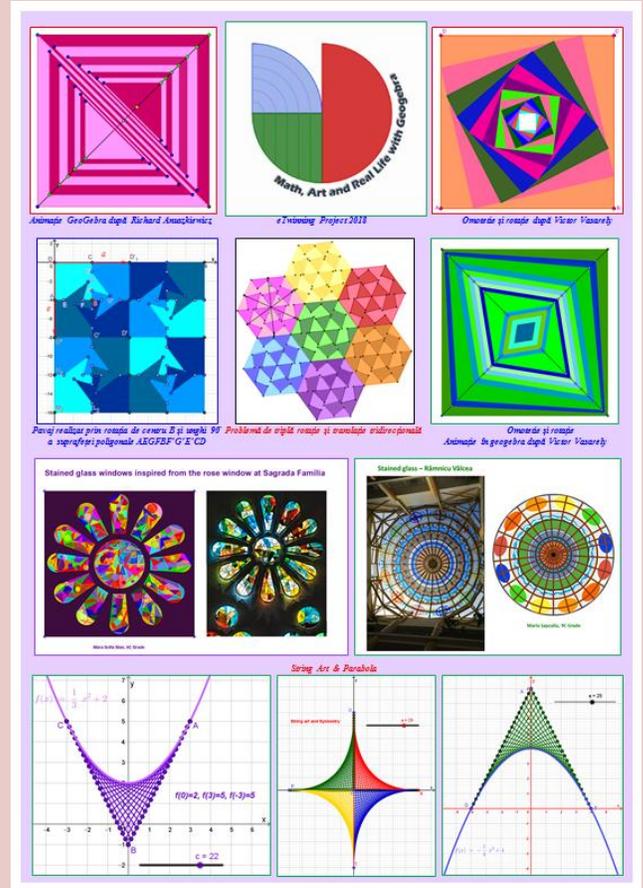
Participants: 41 students from the 6th and 9th grades of the "Jean Monnet" High School - 89 students from 6 countries in all.

5 mathematics teachers received the European Quality Certificate

Considering that art unites us all through beauty, harmony, and why not, through science, the "Math, Art and Real Life with GeoGebra" Project wants to bring all age-old students closer to science through arts. We also want to create art through science.

The discovery of mathematics in art and in general in real life, the modelling of real phenomena with the help of GeoGebra program and the creation of a collection of materials made by students for students in an international collaboration are an objective of this project.

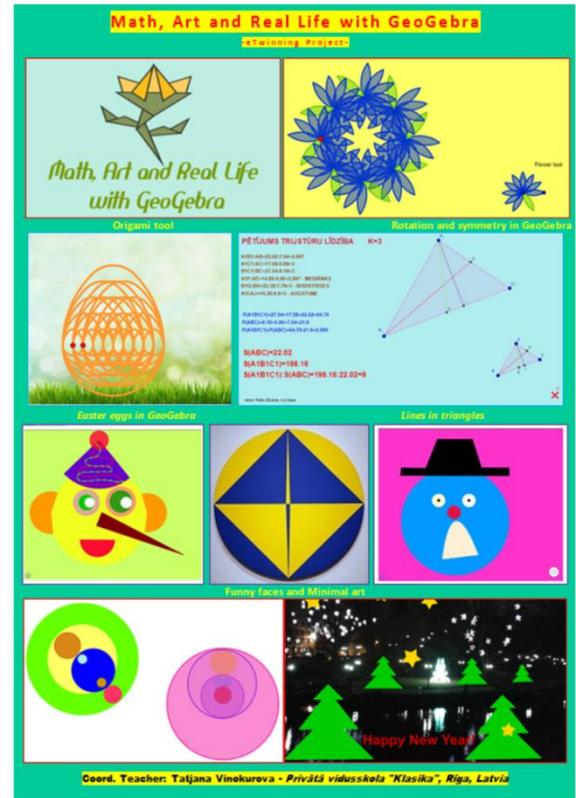
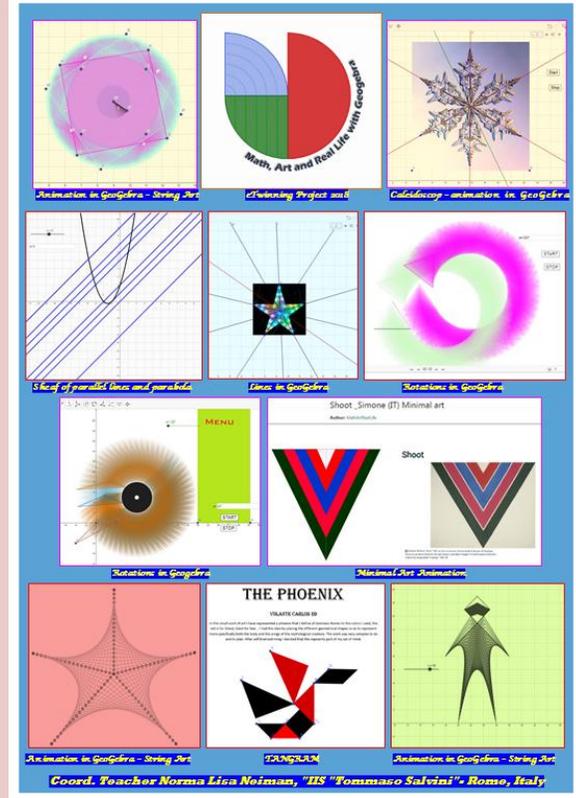
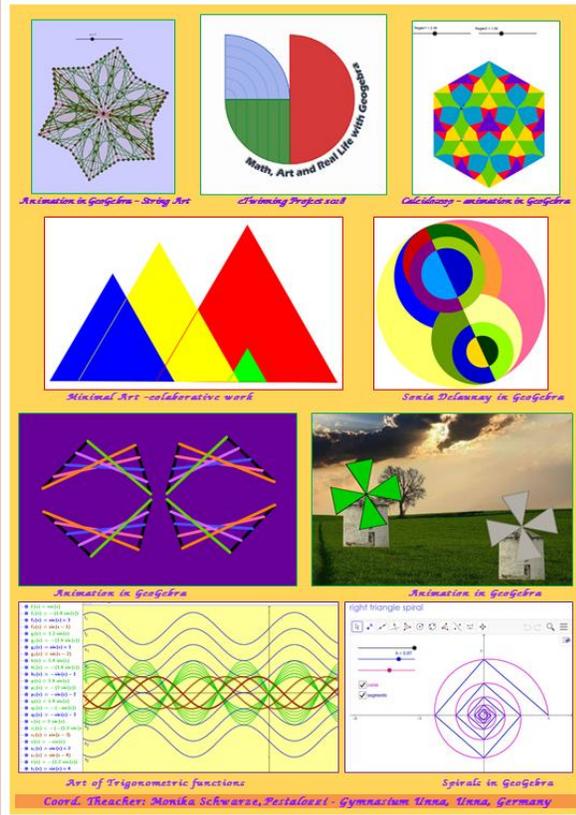
The collaboration between the teachers involved in the project to create a package of workbooks, interactive applications, useful games useful to other classroom teachers has been successful.



The innovative and creative approach to learning is focused on the observation, discovery, analysis and modelling of the surrounding reality and especially of art through mathematics; the use of the GeoGebra program has made it possible to explain and model the practical situations encountered in everyday life. Much of the material was uploaded in specially created public space-"MathArtRealLife"-of the GeoGebra platform:

<https://www.geogebra.org/u/mathartreallife>; so students modelled art objects, phenomena of real life (using geometric figures and their properties, graphs of I and II grade functions). They have created applicative problems based on the knowledge they have learned; they also created animations, games that highlight scientific properties and prove their creativity. It was an exchange of ideas and e-materials useful for teachers as well.

The use of English in the project has brought added value to communication with other colleagues from other countries. Using ICT enabled this information transfer in various forms: GeogebraBooks, Padlets, Google Docs, Publishing, Google Slides, e-mail, Skype, etc.



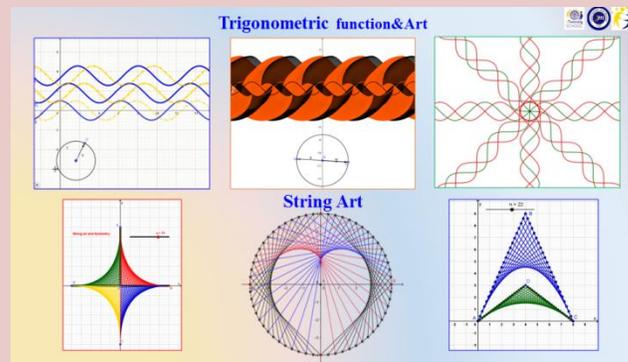
Many activities have been integrated into the curriculum. The students of the 5th and 6th grades have discovered and built geometric figures in both the work of making flags and paintings by Max Bill, Victor Vasarely, Piet Mondrian; they also practiced triangle congruence problems, parallelism, important triangle lines, the sum of the angles of a triangle, percentages through the activities: "Congruent triangles using Max Bill paintings", "Congruences, parallelism and percentages in Max Bill's painting", "Pi Day", "Stained glass and mosaics", "The sum of the angles of a triangle", etc. [https://issuu.com/mihagit/docs/congruence\\_parallelism\\_percentages](https://issuu.com/mihagit/docs/congruence_parallelism_percentages)





Students in the 9th grade have discovered translations by a vector (even homotheties and rotations) in the paintings of Victor Vasarely, Richard Anuszkiewicz, Herbert Douglas, Sonia Delaunay; they developed tessellations using translations and rotations, created practical problems in "Applications of linear function in real life"

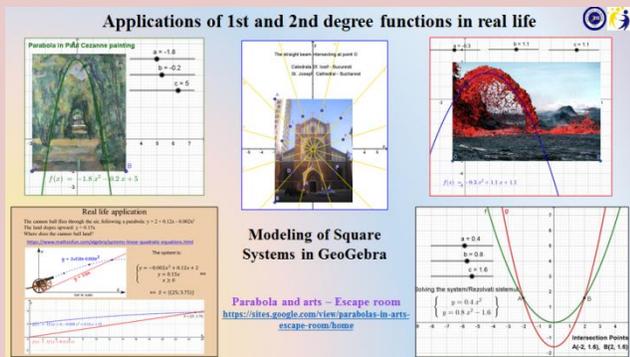
([https://issuu.com/mihagit/docs/aplicatii\\_ale\\_functiei liniare](https://issuu.com/mihagit/docs/aplicatii_ale_functiei liniare)), they made modelling using the linear/quadratic function in "Linear functions in modelling real objects" and "Square functions in modelling real objects, they discovered and created parabolas ([https://issuu.com/mihagit/docs/application\\_of\\_square\\_function\\_in\\_r](https://issuu.com/mihagit/docs/application_of_square_function_in_r) in "String art&Parabola" (GeoGebrabooks), Modeling Square Systems with Geogebra.



[https://issuu.com/mihagit/docs/homothety\\_rotation\\_and\\_symmetry\\_in](https://issuu.com/mihagit/docs/homothety_rotation_and_symmetry_in)  
[https://issuu.com/mihagit/docs/art\\_through\\_the\\_trigonometric\\_and\\_s](https://issuu.com/mihagit/docs/art_through_the_trigonometric_and_s)  
[https://issuu.com/mihagit/docs/string\\_art\\_parabola](https://issuu.com/mihagit/docs/string_art_parabola)

Teachers communicated throughout the project via email, Skype, Forum. They worked together to succeed in integrating into the curriculum the proposed activities. It was very interesting that pupils from the 5th to the 9th grade were involved in this project. I can say (and the rich activities of the project prove it) that art unites us all through GeoGebra, pupils of different ages and teachers from 6 very active countries (Germany, Latvia, Italy, France, Spain, Romania). We managed to work very well in the joint GeoGebra space created.

All the materials have been shared in eTwinning space and in the MathArtRealLife space on the GeoGebra platform. Students responded to the work tasks received from the teacher in their school as well as those received from the other schools. In the TwinSpace there is a special page dedicated to communication and collaboration (which contains 8 subpages) illustrating the collaboration that I will detail in the next paragraph.



The most interesting and spectacular activity was that students created animated art, using the translation and rotation of graphs of trigonometric and quadratic functions in "Arts through functions" - GeoGebraBook and issuu publication. In the twinspace, there is a special page of math materials organized by math topics: "Work ordered by math topics".

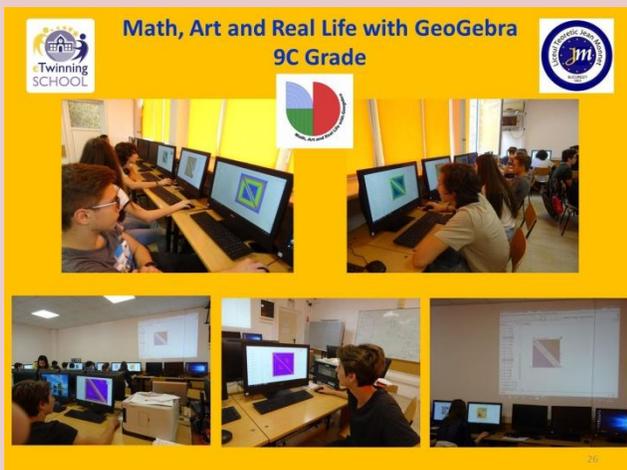
The students presented themselves in the Padlet on the page "Students' introduction". In the sub-page "Task for other partners" (from "Communication and collaboration") work tasks have been launched for partners. The Romanian pupils responded to the tasks given by their partners in Germany, Italy, France and each other. Students from 6 schools participated in the "Funny faces" contest for beginners or advanced students and the logo contest. On the occasion of winter holidays, students built congratulations on GeoGebra. On Easter holidays the students worked in GeoGebra eggs (with animations) or flowers. Most of the students' works are public on the GeoGebra platform in the "MathArtRealLife" space



(<https://www.geogebra.org/u/mathartreallife>). The students also shared ideas about the project work in the paddles of the "Students2students" sub-page. Pi Day was also celebrated. The Italian colleague proposed a special page dedicated to Stephan Hawkins, who died that year on March 14 (Einstein's Day Pi/Einstein's Birthday), where students/teachers created different types of spirals.

A special pad was created for the impressions / proposals of plastic education teachers in partner schools; also parents, visiting professors / executives have written about the project in a padlet dedicated to them.

In this project, the students worked with much interest in the GeoGebra program: 6th graders continued to discover new options in use, and those in the 9th grade first came into contact with this program, but they managed to achieve graphics / drawings / animations difficult for their age. They also learned to use eTwinning space.



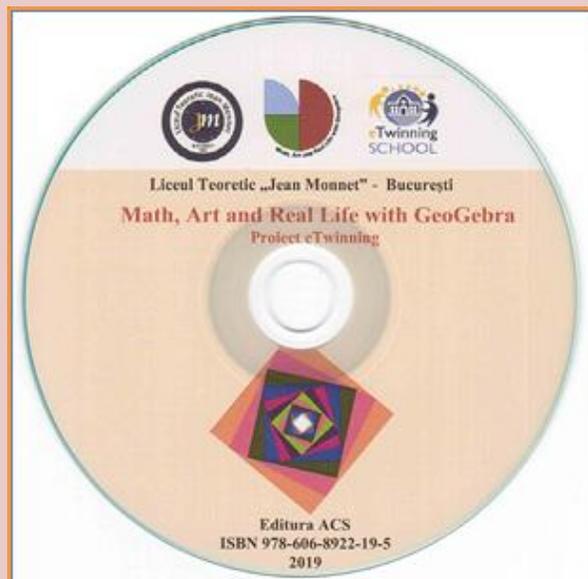
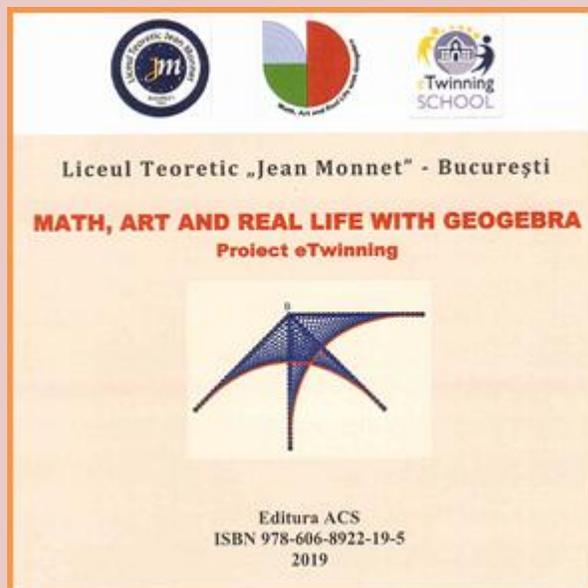
Students and teachers used Microsoft Office Word / Google Doc to edit application problems or insert graphics, Geogebra drawings, and create worksheets saved as .pdf; have used Google Slide / SlideShare for collaborative presentations, Microsoft Picture Manager to edit pictures. In Padlet, they presented or shared impressions about their activities and the project. For collaborative publications I used Issuu.

The conclusions and the results of the project are analyzed in the Evaluation&Assessment discussion - page. Participating in this project had the following effects: developing student creativity and imagination, developing scientific, collaborative and communication skills in English using IT. Of course, it has greatly increased their motivation for learning.

Effective results - useful for students as well as for school in general are collections of problems, graphics, drawings from the public space "MathArtrealLife", e-books published on the issue, worksheets, games proposed, etc.

It is a rich project with a great variety of materials - useful for students of grades 5-9 ..., as well as for teachers. The pages of the project are public; materials can be used or can be sources of inspiration for creating new resources. "Jean Monnet" High School students have selected the best materials in a CD awarded at the national stage of the Made4Europe competition:





### Extract from Guestbook of "Math, Art and Real Life"

#### **Inspiring!**

It's amazing to see in what creative ways GeoGebra can be brought into action - especially when Maths and Arts cross their paths and get joined in STEAM education across Europe. Congratulations on this project - well done!

**Alicia Hofstätter- Head of GeoGebra Content Team**

#### **Gratitude**

Thank you, teachers, for your enthusiasm, for the excellent collection of materials that diversify the teaching process and expand the horizons of our students.

### ***S.Shibko-Shipkovska, Private secondary school KLASIKA, principal***

#### **What to say! Marvellous experience!**

It is so wonderful to share ideas, thoughts, strategies, teaching lessons. I felt like being in the same school. Sometimes even closer. You will never step in to a colleague's lesson, but in this TwinSpace I felt to be in the same classroom with all the students and teachers. I'm always interested in collaboration, when the ideas are good. It is a great honour to be part of it! The students of each partner school showed great interest and I think all of their works were outstanding.

**Norma Lisa Neiman, Rome, Italy**

#### **Other awards**

- 2nd Prize at the National *Made for Europe* Contest in Romania
- The Popularity Prize at the *National Virtual Learning Conference* in Romania

#### Bibliography:

- *Art History* - E. H. Gombrich, Art. 2016
- *Modern and Contemporary Art Dictionary* - Constantin Prut, Polirom-2016 Edition
- <https://www.britannica.com/art/Op-art>



*Mihaela Giț is a Mathematics teacher at Jean Monnet High School in Bucharest, Romania. She has been an eTwinner since 2010 and an eTwinning Ambassador since 2017.*



### ***Working towards an inclusive approach to travelling – "Attractions for us, Accessible to all"***

by Carla Pacheco, Hanan Abu Rashed, İlker Karadağ, Manuela Baptista, Maria José Mota, Panagiota Koufopoulou and Violeta Solomon



This is an #eTwinclusion and #eTwForCulture project which brought together Greek, Jordanian, Portuguese, Turkish and Romanian teachers and students. The project aims to research, suggest and share traveller information from the partners' countries regarding places of interest which are and/or should be accessible to all visitors regardless of their difficulties (mobility or sensory difficulties).

Several pedagogical modalities centred in the student were adopted, adapting them to the



abilities and needs of each one, exemplifying care to find effective ways to contribute to the education of all students, including those who have difficulties, promoting favourable strategies to their emotional and socio-cognitive development.

It assumed an active and collaborative pedagogy in order to promote skills integrated in the curriculum and life skills aiming to the full inclusion of all participants by involving students with Special Educational Needs (the ones from Portugal and Turkey) and students who follow a regular curriculum, all participating to an equal extent with similar responsibilities.



### The process

The work process was simple and creative, making tasks clear and meaningful. They started by presenting themselves and their schools to other partners and sharing photos in TwinSpace. To be more engaged in the project, they interacted with each other with comments on a Padlet designed for that purpose or on project TwinSpace. Then students brainstormed on various places people usually visit in their hometowns.

Having done that, each country tried to create a logo for the project and put their creation online for a [vote](#). This creative exercise gave them the opportunity to express themselves in a unique and specific way. Students were amazed at their

partners work and at the same time became aware of democratic processes. Taking into account that participation is the primary goal, the Portuguese students who are more competent in crafts than drawing made a mascot to represent our logo. During videoconferences students sang songs from their countries, discussed their progress and the Portuguese group presented the mascot they had created. To feel how many of their worries also their partners share, the students talked about the available equipment for disabled people in their local attractions and the actions that could be taken so as to let everyone enjoy those places.



In due course, the partner schools visited most of the attractions they had selected, either in person or digitally where access was not possible. During their visits, they investigated and discussed the accessibility of those sites to people with mobility or sensory issues. Not only did they research what measures can be taken to improve accessibility further, but they also presented their views to the local community and some of them sent their ideas to the local council too.

After finishing the tasks, we started the process of dissemination through the collaborative production of the final product, a digital [travel guide](#) with Flipsnack: <http://www.flipsnack.com/yiotaefl/our-travel-guide-ftkmg5amz.html>

To the dissemination of the project, we also resorted to QRcode and to online publications (institutional sites of the schools, Facebook, Twitter etc.).

### Project Highlights: knowledge and skills development

Some highlights from the 21st century skills included in the project to achieve our collaborative



activities and goals entail:

- Active learning methods: students were engaged in a real life task concerning their local community, that is, they had to deal with “accessibility for all” by searching for information and visiting places to explore this issue, they had to connect with local communities to point out their concerns about lack of accessibility to attractions people face to other members of the school and the local community;
- Student-centred learning: the responsibility of learning was in the hands of Ss. They had to employ and develop their ICT knowledge and handle information, make decisions and be creative. More specifically, they had to create Logos, collaborate and vote (*#democraticparticipation*) for the best one among their works;
- PBL (project-based learning) method: students have worked on a meaning task in relation to making tourism available to all. They had to investigate places of interest in their communities, search the web or in real life for accessibility. They were engaged in real problems in their daily life and they were capable to present solutions;
- Critical thinking: students developed their skill to analyze information they got about attractive places, made their judgment and then presented solutions. Students had to evaluate the project and see what other students from the partner schools had written;
- Problem solving: students pinpointed several problems related to disabilities, they made some suggestions that might result to solving the accessibility problem.



### Acquiring new knowledge

Students gained knowledge about places of interest in their community and in the participant schools' communities. In this way, they familiarized themselves with other cultures and improved their foreign language skills and digital skills.



They linked their knowledge with real life and participated in a democratic method for selection by voting online for a logo, taking into account their favourite digitalized methods.

They developed their communication, collaboration and leadership skills.

### Raising awareness about social issues:

Students gained knowledge about the needs of people with mobility and sensory limitations. Their awareness of the needs of people with mobility and sensory limitations increased and their creativity in finding ways to engage them in the community was triggered.

### At the end of the project

- Students were braver than before and improved their self-confidence.
- They have a feeling of accomplishment.
- The most important thing is they were really happy and smiling in the process. Learning must be fun, especially for special needs students.

### Final thoughts looking back in time

The commitment of all the partners highly contributed to the success of the project: we discovered our places and interesting places in the partners' hometowns, we collaborated, we learned



from each other, and, of course, we became friends. Our shared experiences, knowledge and memories have been a step forward to our future selves.

There was mutual support, positive reinforcement and recognition of each other's work. Some students felt overwhelmed in their efforts to overcome their physical and cognitive limitations. We can also say that there was a continuous exchange and sharing of information among all, a timely disclosure – in the virtual space of the project – of all the processes of work development and a concerted accomplishment of the collaborative tasks, which proved an essential strategy in the motivation of the students, who enjoyed the "immediate" feedback they received upon completion of the tasks in which they were involved. The videoconferences that the partner schools had the chance to participate in were a very significant and privileged moment of communication for the partners to strengthen their bonds.

This was a project that touched the Educational Communities and that aspires to touch people in all countries in relation to the values we should embrace.

**Digital travel guide:**

<http://www.flipsnack.com/yiotaefl/our-travel-guide-ftkmg5amz.html>

**Project's TwinSpace:**

<https://twinspace.etwinning.net/76286/home>

**Participant Schools:**

- ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΒΑΡΗΣ-MANNA ΣΥΡΟΥ in Syros, Greece
- Agrupamento de Escolas Infanta D. Mafalda in Gondomar, Portugal
- Hakama Secondary School in Irbid, Jordan
- Atatürk Special Education Vocational School in Aydın, Turkey
- Școala Gimnazială Viorel Cucu Paltin in Arpasu de Jos, Sibiu county, Romania



*Carla Pacheco has an EFL teacher degree but she has been a Special Needs Education teacher for 13 years, presently working at Infanta D. Mafalda School in Rio Tinto, Portugal. The project "Attractions for Us, Accessible for All" was her first experience in the eTwinning Community.*



*Hanan Abu Rashed is a Computer Science teacher, Winner and Ambassador for Queen Rania Award for Educational Excellence, Microsoft Innovative Educator and Curriculum Developer.*



*İlker Karadağ is a Special Needs Education teacher, Teacher Trainer, eTwinner, eTwinning Content Developer for Turkish NSS.*



*Manuela Baptista is a librarian teacher at Infanta D. Mafalda School Grouping in Gondomar, Portugal. She is interested in educational innovation and has been an active member of the eTwinning community since 2010. She is also a Microsoft Innovative Educator Expert.*



*Maria José Mota has been a Special Needs Education teacher since 1984, presently working at Infanta D. Mafalda School in Rio Tinto, Portugal. She has been an active member of the eTwinning community since 2013.*



*Panagiota Koufopoulou has been an EFL teacher for the last 14 years and she also holds a BA in Psychology and a MEd in TEFL. She is currently teaching English at the Primary School of Vari-Manna on the island of Syros, Greece.*

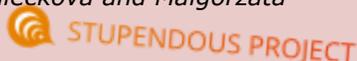


Violeta Solomon has been working as a teacher since 1997 and has experience in various educational levels and teaching practices. Since 2001 she has been teaching Romanian culture and civilization and Spanish language in a non-formal education school in Sibiu, Romania, and for the last 2 years she has been the head teacher of the school in Arpasu de Jos, Romania.



**Discover Poland with Bolek and Lolek**

By Jana Anděl Valečková and Małgorzata Walczykiewicz



The Primary school in Přimda in the Czech Republic and the Primary school in Mielżyn in Poland have been partners since 2014. We have done four eTwinning projects and two Erasmus+ projects together. Our last common eTwinning project is called *Discover Poland with Bolek and Lolek* and it is based on the Bavarian contest *The Germans and their Easter Neighbours – We in Europe (Die Deutschen und ihre östlichen Nachbarn – Wir in Europa)*. The Bavarian Ministry of Education organizes this contest every two years and the topic for this year was Poland. The communication language of the project was German, so the original name is *Entdecke Polen mit Bolek und Lolek*. Pupils from the 8<sup>th</sup> grade from Přimda and 7<sup>th</sup> grade from Mielżyn in Poland participated in this project. Pupils participating in the project are beginners in German – they start learning German in the 7<sup>th</sup> grade.

At the beginning, we read the brochure about the contest and choose the topics for our project. Then we created the schedule and designed the logo of the project. There were different designs created by our two groups, so we had to vote for the final logo. Our pupils also voted for the name of our project. Our guides through the whole project were Bolek and Lolek – characters of Polish cartoons.

The first task of the project was to introduce ourselves. The Czech pupils recorded a short video, the Polish pupils prepared presentations about themselves.

We were working on different topics that were connected to the contest. The contest is divided into two main parts – Creative Workshop and Looking for Traces. Creative Workshop has 4 parts – Art, Country and People, Literature and Music. We have chosen some tasks from each topic.



In the part *Looking for Traces*, our pupils were looking for common Czech and Polish history – they learnt more about the Middle Ages in our countries and created different presentations and comics about the first members of the Přemyslid and Piast dynasties. They also learnt about the history of Łódź and Theresienstadt in the WW II – both of them were ghettos for Jews.

In the part *Art*, our pupils created the logo of our project and many comics with Bolek and Lolek. They also painted pictures of Łódź and Theresienstadt in style of the Polish painter Nikifor and created models of “kierpce” – traditional Polish shoes. They painted medieval pictures on “wood shingles” – Czech group painted the first half of the shingle and the Polish group finished the second part. We have also created our own calendar with Bolek and Lolek.

In the part *Music*, Czech pupils learnt Polish song *Strumyk* and recorded a video of it; Polish pupils learnt the dance *Gołąbek* and recorded a video of their dancing.





In the part Country and People, our pupils learnt about the Polish Christmas and Easter traditions, created cook books with traditional Polish and Bavarian recipes, prepared quizzes about Poland and Bavaria created a model of a Polish-Bavarian garden and they also created their own board game called Bolek and Lolek discover Poland. This game is based on the Polish book of the same name.

In the part Literature, Czech pupils found and illustrated some Bavarian proverbs and their Polish partners added their Polish version. Polish group prepared two presentations with Polish proverbs and sayings. They also created a presentation containing words that are similar in Polish and German. Czech pupils added the Czech translation to them.

We used many tools for creating our outputs – computers (MS Office Word and PowerPoint, Movie Maker, Superlame, PiZap), iPads (PicCollage, Memopad), camera and camcorder (for taking photos and videos). Thanks to the project, our pupils have improved their language knowledge and their ICT skills. Working on the project was a big challenge for our pupils because they are beginners in German. They had to use dictionaries and different translators, but despite their low level of German they were able to fulfil all the tasks. They also strengthened their friendship that started five years ago.

Our pupils really enjoyed working on the project and they were ready to work on it in their free time too. Working on the project tasks motivated them to learn German – the project work was more interesting than learning from a course book, although they had to use “more difficult” language than they find in their course books. One of the most important things is that they learnt “unknowingly” new vocabulary, grammar etc. And of course, they learnt more about their partners’ country, its geography, history and culture. They found out the similarities and differences of our two Slavic languages – Czech and Polish.

In April, we sent all the outputs of our project to Bavaria. Our project was really successful – it was awarded the second prize. Pupils from our both schools were allowed to meet in Bamberg in July 2019 where they got the prize for their project. It is not usual that pupils participating in an eTwinning project meet personally, but our pupils could meet thanks to their participation in the contest. They spent wonderful three days in Bamberg together and met pupils from other countries (Germany, Poland, Hungary and Slovenia) who participated in the contest too.



Our project outputs are in our TwinSpace: <https://twinspace.etwinning.net/72983/home> and on our school websites: <http://zsprimda.cz/etwinning-2018-19/> and <http://www.szkolamielzyn.pl/news.php?readmore=498>.



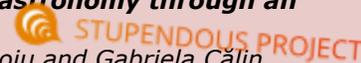
*Jana Anděl Valečková is a Czech, English, German and History teacher at the Primary school in Přimda, Czech Republic. She has been active in eTwinning since 2010 and she is an eTwinning ambassador.*



*Małgorzata Walczykiewicz is a German and ICT teacher at the Primary school in Mielżyn, Poland. She has been active in eTwinning since 2013.*



**Mysteries and beauty of astronomy through an eTwinning project**  
by Carmen Alexandra Miricioiu and Gabriela Călin



Area Lake 2 Prișeaca, near Târgoviște, Romania hosted a special event on June 12 and 14, 2019, due to the interest in mysteries and beauty of astronomy, seen and felt by hundreds of students of the *Constantin Cantacuzino* National College in Târgoviște.



Thus, in each of the two evenings, accompanied by the head teacher of the College, teacher Silvia Mareş, parents and the teachers of the preparatory class Step by Step - teacher Călin Gabriela, preparatory A - teacher Radu Marioara, 1st grade B - teacher Manole Adriana, 3rd grade D - teacher Bejinaru Claudia, 3rd grade Step by Step - teacher Ciovlică Isabella, 5th grade A - class teacher Dragomir Cristina, 11th grade pedagogical profile - class teacher Radu Florentina and 4th grade B - teacher Miricioiu Alexandra, the coordinator of the project, the *Cantacuzino* students have experienced a unique learning experience under the careful guidance of the president of the Romanian Society for Meteors and Astronomy (SARM), Mr. Valentin Grigore. So, finding out from him about the sky map, they have learned how to use a Planisphere, a tool that shows the position of constellations in the night sky, according to time and date of the year, have discovered the sense of concepts such as "constellations", "meteor", "meteorite" and identified the position in the sky of the North Star, leaving from Big Dipper and Little Dipper, finding the cardinal points. Through the telescopes made available and handled by the members of the Romanian Society for Meteors and Astronomy (SARM), George Tănase and Ionuț Negoescu, the children could see Jupiter and its Galilean satellites and visually explored the moon's relief with craters and mountains.

The other partners have observed the sky in the same period and post photos here: <https://learningapps.org/display?v=ppdwk9ujk19>.



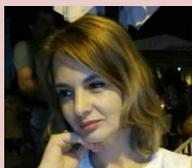


This carried out activity has completed the eTwinning project that "Constantin Cantacuzino" National College in Târgoviște develops in partnership with teachers and pupils from Azerbaijan, teacher Aliya Agayeva, the Republic of Moldova, teacher Adriana Bujag and Turkey, teacher Nimet Oyman, entitled "Universe, new frontiers". Through an interdisciplinary approach from the perspective of several study disciplines, based on experiments, applications from the surrounding reality, the project aims to develop STEM competences in our students.

This type of non-formal activities is appreciated among the students from our college because it promotes interdisciplinary project-based learning.



*Carmen Alexandra Miricioiu is a primary school teacher at Colegiul Național Constantin Cantacuzino in Târgoviște, Romania. She is a mentor teacher for pedagogical pupils, an "Hour of Code" Ambassador, a methodology teacher at Inspectoratul Școlar Județean Dâmbovița and a projects coordinator.*



*Gabriela Călin is a primary school teacher, a mentor teacher for pedagogical pupils and a projects coordinator at Colegiul Național Constantin Cantacuzino in Târgoviște, Romania.*



### **Green IT in school**

by Iva Naranda  STUPENDOUS PROJECT

In this article I want to describe how the work on the eTwinning project can influence the adoption of energy-efficient IT practices in school. In order to make the impact on all teachers and other school stuff, student's families and the local community we worked hard on the visibility of the project, which will also be described in this article.

### **Short project description and aims**

The eTwinning project Transformation To Green IT drew attention to comprehensive understanding of the planning and implementation of green IT strategy and practice in an easily understandable way. Green IT embodies an entire cycle including manufacture, procurement, use and disposal of IT

technologies and services. Green IT is a global challenge and we wanted to check how our schools can put green IT to work. The aims of the project were to share information on green IT, to explain and approach the basics of green IT and to understand the importance and possibilities of implementing green IT in our lives. We wanted to raise awareness of the teachers, students, their parents and the local community about the green IT and encourage them to implement it. The project's goals were also to assess the state of green IT at our schools, and then to raise awareness and speed adoption of energy-efficient IT practices in our schools. Furthermore, we enabled our students to use ICT in a positive, safe and creative way. Apart from the main topic green IT, by working on project tasks students learned about searching the Internet and copyright. The work on the eTwinning project was integrated into the school curriculum 2018/2019 in 2nd Primary School Čakovec (II. osnovna škola Čakovec), Croatia, as a part of the syllabi of Computer Science for 8th graders (age 14).

During the whole project teachers collaborated and exchanged ideas and experiences, and each school reported regularly on their progress via TwinSpace which proved itself as an irreplaceable platform.

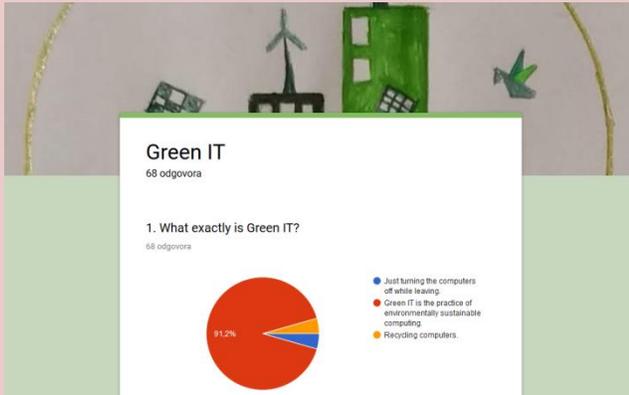
Project activities were created in a way to enable active participation to all students in way that suits them best and offer them a chance to express their creativity, the feeling of success and learning through fun. The work was divided into main tasks: research about the topic Green IT, common online survey among the teachers and other school stuff, determining the state of Green IT at our schools and suggesting adoption to energy-efficient IT practices. Below I will describe two main activities which encouraged the adoption of energy-efficient IT practices in school.

### **Survey: Green IT**

After introducing and researching to the main topic green IT, during January and February 2019 students and teachers collaborated to prepare questions for an online survey on how much other teachers and school stuff know about the green IT and the possibilities of implementing it in our schools. We used TwinSpace forum to agree about the questions and the Google Forms to conduct the survey. The results were published on the TwinSpace. The results showed what the teachers and other school stuff were aware of and which issues could be improved. My colleagues' comments were positive, they realized what they could do better in everyday life and the breadth of the problem. By working on this task we also

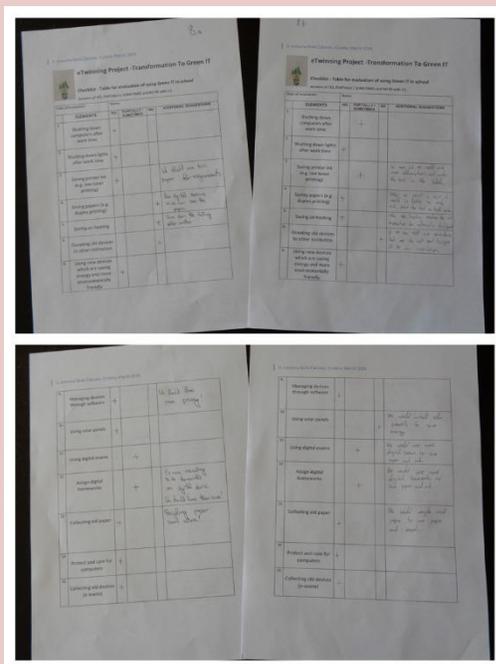


introduced all teachers and other school staff with our project, what was also the part of project dissemination in our school.



**Checklist: determining the state of green IT at our schools**

Next activity was preparing the checklist to determining the state of green IT at our schools and suggesting adoption to energy-efficient IT practices. My students prepared the checklist and we shared it via TwinSpace so that all partners can use it in their schools. In that way the same checklist was filled by students in schools from different countries, and the results were compared. The results of this checklist can be observed from two sides. First, teachers got feedback how their students understood the topic. Second, this checklist provides us the informations on how our students see the work in our school.



**Other project activities**

The project consisted of many other activities, such as introducing to partners, creating avatars and editing student's TwinSpace profiles, participating in TwinSpace forum, creating wordclouds, participating in the logo contest, creating ecological greeting cards, participating in Safer Internet Day 2019 and eTwinning Day 2019.

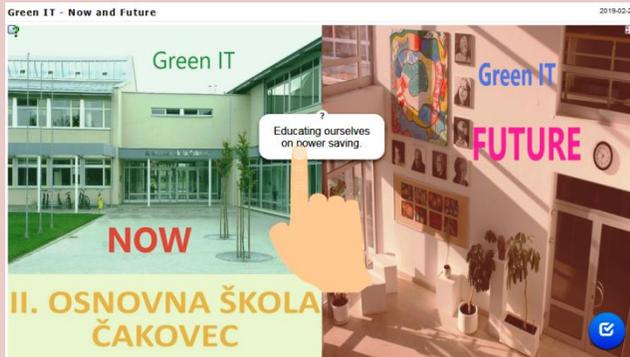
Furthermore, we have created international students teams which collaborated on three tasks: creating LearningApps modules, Quizlet sets and collaborative story named Green IT for planet Earth. We also created the collection of LearningApps games using the AppMatrix module. Near the end of the project students created the online magazines named Green IT in which each student prepared one page.



The project enabled us to use some ICT tools we've already been familiar with, but also to get familiar with some new ones. During the project students used AvatarMaker, WordArt, OnlineLogoMaker, MS Paint 3D, MS PowerPoint, Padlet, LearningApps, Quizlet and Madmagz. I'm grateful to all partners on the excellent ideas for different activities and especially thankful to partners from Spain who drew



our attention to the Internet tool Madmagz, which was new for me and my students.



### Dissemination

The project's dissemination was carried out throughout the project, starting with the article on the school website about launching the new eTwinning project at the beginning of the school year.

I created a project page on our school website which helped us make the results of our work visible to the local community and on our mother tongue. On this webpage I regularly reported on the project progress and I published the work of my students and school. In this way, at the end of the project, I have a complete overview of activities from my school in the native language, with the link on the TwinSpace and the comment that the work of all project partners is available there.

As a part of the dissemination activities I created the eTwinning Live Event Transformation To Green IT during June 2019 to share with eTwinners our common final project presentation with the overview of main projects activities. This joint online brochure named We Want Green IT was created as a shared Google document.



Near the end of the project we decorated the big board in IT classroom to present the project in our

school. I published articles on the occasion of completion of the project on the Croatian Portal for schools, the local portal of our county eMedjimurje and school website.



On the occasion of the eTwinning Day my students watched the video published by our partners from Greece which presented the presentation of the project Transformation To Green IT held on April 17, 2019 at the 11th Student Conference in Computer Science in Thessaloniki, Greece.

One more great dissemination activity was realised by our partners from Turkey which attended the eTwinning Azerbaijan-Turkey Bilateral Contact Seminar held in Baku between 1-3 May 2019 and presented the eTwinning project Transformation To Green IT in the best practices section.

This were very important steps for the project dissemination and I'm very proud and thankful to my partners which enabled that the project being launched in my school came to such important events.

Partner schools also worked on project dissemination through school websites, national educational portals, social networks, newspaper articles and presentation of project activities in their schools.

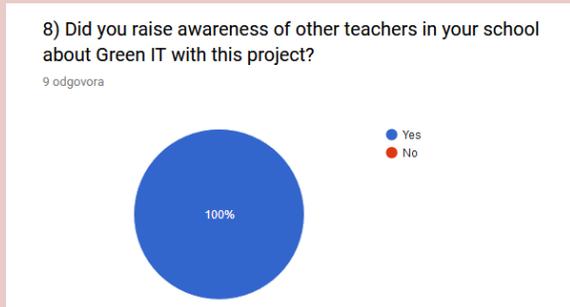
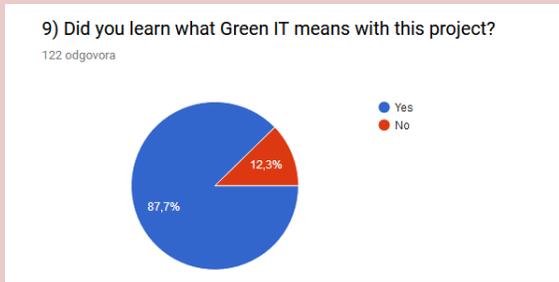
Although the project is finished and closed on 30<sup>th</sup> June 2019, I plan further dissemination through professional journals in Croatia, after the expected European Quality Label in autumn 2019.

### Evaluation

The evaluation of the project was carried out by an online questionnaire among project participants. To carry out the ex-post evaluation questionnaire we used the Google Forms. The teachers worked together to prepare questions and the evaluation



questionnaires were completed by students and teachers, which is another proof that we have successfully collaborated to the end of the project. The evaluation results are published on TwinSpace.



### Conclusion

In my opinion, the most important results of this project is increasing students interest in green IT and environmental issues, raising the awareness among students about the green IT as a global challenge and raising the awareness about the importance of the cooperation between countries. One more positive impact of this project is the adoption of responsible behaviour and energy-efficient IT practices among teachers, students, their parents and the local community. In addition to all the above, work on this eTwinning project has provided various benefits for all people involved in project activities, starting with developing key competencies, teamwork skills, enhancing awareness of cultural diversity, and developing the environmental awareness of all citizens.

TwinSpace:

<https://twinspace.etwinning.net/71027/home>



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 Varaždin and Faculty of Teacher Education, University of Zagreb and she has been active in eTwinning since 2012.



### Letters & Cultures Project by Işıl Gülmez



### Project aim

We aimed to do an international project which was inspired by previous project I conducted. In this project we made penpal friendship for promoting





language skills, writing skills. We also aimed learning about different countries and cultures and sharing what we learnt. We started this project with different countries such as; Ukraine, Poland, Lithuania, Croatia, Philippines, Russia, Italy, Serbia, Romania, Benin, Brazil, Latvia, Uzbekistan, Malaysia, Macedonia, France, Bosnia and Herzegovina, Nepal, Vietnam and Spain. Our students are between 14 and 18. Teachers took a list of students which wanted to write letters to a foreign country then we matched students according to their ages. Teachers from the project made a collaboration to organise students writing letters about their schools, country, traditions, festivals and foods. Students learnt about different cultures, similarities and differences. We shared what we learnt in projects Padlet page (<https://padlet.com/isilgulmez/letterproject>).



After the project we made an online survey to explore student and teacher views. Below you can see some of the views and opinions from students and teachers about the project.

### Student views

"I've learned a lot about different countries, such as popular foods, events, historical facts and monuments and much more." a student from Bosnia & Herzegovina

"I learned that, although other cultures may seem very different, they are alike in many ways. Even in types of traditions and food." a student from Romania

"I learned that we have different and very intriguing habits." a student from Italy

"I learned about differences and similarities between countries and their religions." a student from Croatia

"Keeping in touch with other cultures and talking about their different life style is very attractive to me. Also I have a foreign friend now thanks to the project." a student from Turkey

"I liked that the project helps us meet new people, connect to them and their cultures." a student from Macedonia

### Teacher views

"It`s great project with good project idea. Benefits for students are improving their language competences, learn about culture of other participants, emotional benefits, exchange of their personal experiences... Benefits for me as a teacher is a chance to do project based learning, collaborate and work together with teachers from different countries, work with students on some new way, improving my language and teaching competences..." a teacher from Serbia

"It was a nice experience. My students were eager to receive letters and they were glad when they read the letters and found out that they have many things in common with students from Turkey. It was a great opportunity to exchange thoughts and experiences and I think we should repeat it." a teacher from Romania

"It's a very nice way to learn about another culture. We learn something new about another culture, we can practice English and we can also have the opportunity to start a friendship with somebody abroad." a teacher from Brazil

"Practising English, acquiring new friends..." a teacher from Croatia

"It is a very interesting project. It helps students to be good at writing and know more about different



cultures. We could enhance writing skills, know more about the culture of the world” a teacher from Benin

“Writing letters maybe for the first time in my students' life, make new friendship.” a teacher from Macedonia

“It was a great opportunity for them to exchange opinions, to try their hand at writing, to make new friends and find out how people of their age feel, speak about their lives, what their dreams and plans are.” a teacher from Romania

“Increasing students' interest in the subject and making learning more fun.” a teacher from Bosnia and Herzegovina

“It is a great idea to share cultures and practice letter writing rules. Practising letter writing skills and see for real that they could be of practical use.” a teacher from Russia

### Our web pages

Our Padlet page:

<https://padlet.com/isilgulmez/letterproject>

Our project video: <https://youtu.be/JTWImmVCnf4>

Our project news:

<https://www.eba.gov.tr/haber/1556545364>

[http://6nisananadolulisesi.meb.k12.tr/icerikler/uluslararasi-letters-cultures-projemiz-devam-ediyor\\_7241659.html](http://6nisananadolulisesi.meb.k12.tr/icerikler/uluslararasi-letters-cultures-projemiz-devam-ediyor_7241659.html)

[http://sp6.kolobrzeg.pl/letters-and-cultures-project/?fbclid=IwAR2KySberK\\_XssiHglpHL1WybGd3OftlZXtLfl9nGe8DxDLed70xj4S4iq](http://sp6.kolobrzeg.pl/letters-and-cultures-project/?fbclid=IwAR2KySberK_XssiHglpHL1WybGd3OftlZXtLfl9nGe8DxDLed70xj4S4iq)

<https://bit.ly/2yh33v7>

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<https://bit.ly/2MfjqcO>

<https://bit.ly/2GsOz02>

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*Işıl Gülmez is a deputy head teacher and a computer science teacher in Bursa, Turkey. Her student ages are between 11 and 14. She is also Scientix and Europeana teacher ambassador. She holds a Master degree in computer science and is currently a Phd student in educational administration. She enjoys attending courses and workshops. She likes collaborating for new teaching practices and is interested in projects about educational administration, leadership, teaching programming to children with Scratch, robotics and using social media in education.*



### Developing Multiskills for 21<sup>st</sup> Century through "For My Health" eTwinning Project

by Alina Mirela Popa  STUPENDOUS PROJECT

Our students enhanced healthy life skills with the activities done per month through our project. They were also competent in digital competence, improved foreign language skills, used the internet safely and consciously, collaborated with other partners, were productive entrepreneurs, and had social skills. Furthermore, we aroused our students' interests and improved their success using web 2.0 tools, virtual reality practice so that we taught the curriculum efficiently.

The project's TwinSpace page is at <https://twinspace.etwinning.net/80328/home> and its website is here: <https://for-myhealth.wixsite.com/site>. More information is here: <https://issuu.com/emrullahkizil/docs/combinepdf> and <https://www.flipsnack.com/nesrinkurt/0-d-n-t-r-ld.html>.

“For my health” is a special collaborative eTwinning project, involving students led by teachers. It has 38 partners and 309 students and the work was more than fruitful, with exchanging our experience and learning a lot one from each other during the activities in this project as based-gaming learning.

The project had the aim of improving skills that are integrated into the curriculum, also with accent on collaborative work in teams, in class with students and teachers, together. The activities were diverse and the presentations were led very synthesisingly, professionally and clearly by the main coordinator, Nesrin Kurt from Turkey. Pedagogical methods were focused on developing the skills for searching and studying on one's own, to be aware about health in general, style of healthy living, diseases and effects. Also the strategies of teaching through this project were organising groups, collaboration in the class and between partner-teams, individually, practical activities and many collaborative and dissemination actions. Their work results were presented using various education digital web 2.0 tools – collage-photos, logos voted, videos, quizzes, genially, picture-collage, questionnaires and reports of their collaborative work. The project has organised pages, with many parts and spaces added for presentation like: introduction, web-site of the project; page of IT tools used, presenting schools, partners, students' teams; the obligatory netiquette rules to follow; the plans for the monthly work on monthly theme announced. We worked collaboratively, for the final products of the project,



questionnaires, surveys, the reports for the common e-books with all the work get together. The project had activities for dissemination in class, school and community and social media. During thematic activities the students improved their knowledge in class or at home. The project had practical activity about celebrations: Tuberculosis Day in January, Safer Internet Day in February, Water-Day in March, Nutrition Day in April, eTwinning-Europe Celebration Day in May, as events for this project. The obtained results were presented in different ways using web-tools techniques get together all the time in padlets or the genialy tool. The project included monthly surveys for students and teachers about satisfaction regarding project and also the appreciation of the parents and other visitors.

The project was integrated in many areas of the curriculum: Biochemistry subject, Food Hygiene, Nutrition and Quality of Food. But the target was also enriching knowledge from other disciplines which are: Chemistry, Biology, personal hygiene, creativity, English language, IT tools, discipline of life behaviour, Counselling Hours. In the project there is a page with the disciplines involved in project.



The main skills for students to develop were practical and daily knowledge about health and possible threats of diseases. At the same time the project appealed for understanding some food components and biological aspects – organs' functions, or medical issues - diseases of the body function and a discipline of daily routine life, all this, with influences on the healthy body functions. Students worked during school hours or in technological lab-classes and the project's work was correlated with theoretical knowledge presented at Food Technology Modules. Some of the work was translated into English at school or in lab-classes. In this way we followed to improve the English language skills working together in translating and more.

In order to make them to be interested, the students searched on the internet about components, nutritional quality, main nutrients and components with influence on health, obesity, diseases and other issues, the importance of sports in their life, for understanding the positive aspects of a good nutrition and active life. Also to be aware and conscientious about the importance of creating or maintaining a well organised daily routine and discipline.

The project was an interactive one and we were in touch all the time with partners via TwinSpace, Facebook-page, Twin-Forum, Whatsapp for teachers. Our project has also an organised TwinSpace where were presented all the steps to follow in plan's project and the subjects of the parts, by each partner. Every partner country fulfilled its part according to the monthly and deadlines program of the project. We exchanged information about our work by making folders on TwinSpace materials and uploaded work. Informative messages and deadlines messages related with monthly activities were sent by email between teachers and in Latest Updates News, also with feedback responses. All the time we were in contact and we received feedback of our work posted on the Forum page.

The communication was individual on Padlets or in groups of students for their work, Twin-Forum space, through presented materials, logo-voted, reports analysis and videos; students presented their part-work in project. For a better interaction, each partner presented some relevant activities from their schools related to project as seminars in school, events outside the school, activities in class about project and monthly events with photos and collages of activities. Student-members of teams wrote to one another on live-eTwinning-chat events from home or from school time. We approached the new-based-gaming learning with Cospaces tools. Mails, Facebook and Whatsapp Teachers Group were useful for each partner, which made a good communication and encouraged opinions and sharing work in time. Teachers were in contact also on Live-Chat series of webinar-sessions – meeting events during the whole project - to establish the plan, for appreciations, for dissemination activities, for sharing the events, pictures, news and other discussions. The communication was more than efficient. The project had many surveys - feedback after each step for students and teachers, too. In this way we managed the impact of the project on every member involved.

Collaboration between partners was very efficient and we were all the time in contact on Whatsapp



group, coordinating all steps during monthly stages. We have communicated with partners via TwinSpace page, live connection through Chat and social media. Every work was shared and commented on TwinSpace of the project. All news was easily seen on TwinSpace and the corresponding information and steps, were just in time. In this order we created chat information meetings, creating eTwinner membership, students-school-country introductions, panel preparations, organising seminars about project, posted logo and posters about our work in the prepared sections on TwinSpace and presented materials, videos, making reports, publish e-book of our work and the final common big magazine, as the final product, also preparing short videos about the project works with partners and schools activities. The final step was the evaluation of the project and the final appreciations from all and from the visitors of the project, where students and teachers express their opinion and thoughts about entire fruitful project work on a surveymonkey tool or questionnaires. The opinion about all work of the project was registered on TwinSpace Forum at special final section.

This project had the aim to improve IT-technologies skills for students using online techniques. The web 2.0 tools were diverse and innovative for teachers and for students, too. We have learned from each other new interesting tools and also games that we used in the project to express the steps of the project. Students developed their computer skills and also discovered or trained themselves in new techniques and other tools, for presenting their work. The work was collaborative and was proved with many pictures with students working on the class individual or in teams on the space of online tools using diverse techniques of editing activities. Students trained with many web 2.0 tools and chose the easy ones for them, which made the presentation on the project and could be added on TwinSpace. More Web 2.0 Tools were used as: collage-photos, info-introduction in Padlets, boards of the project in Padlets, logos in Padlets, impressions and reports, padlet.com, animoto.com for short videos, googlemaps, biteable, powtoon, kizoa, quizziz, logmaker, bookcreator, picArt, canva, calameo, smallpdf, voki, ourbox, flipsnack, learning-apps, kahoot, surveymonkey, googleforms and many more. The project has a dedicated page with IT tools that were used during the project by partners.

The project had the objectives for improving health between youngsters. The project achieved its objectives by increasing the students' interest and motivation on learning by researching in a daily

attractive and important activity. Their awareness for healthy living gained good aspects and perspectives. Students become more confident in their behaviour regarding their meals, they started to be aware about diseases correlated with the habits in eating, also with the necessity of being active and sportive. They have grown their responsibilities for an open-minded approach about their living all the time.

Being integrated in learning national curricula as an added activity to the Biochemistry Modules, through the proposed activities, the project developed multiskills being interconnected with many other disciplines so important in future careers, such as: professional profile, English Language, IT competences, last two absolutely necessary for professional future. The activities and the activating methods were approached with a high utility and curiosity, success wish, motivating students for a final good result and self-satisfaction. The students were engaged in new contact experiences, changing cultural interesting information and reports about others life, cultures and other schools system. They gained knowledge, experience, developed skills, trained themselves in English, learnt how to research something useful for all life-living. They worked with responsibilities that were shared during collaboration and contact with partners. The coordinating teachers had a very good collaboration and contact with all partners in meetings, like students had in chat-events.

The school had the advantage of landing to a complex system of learning tasks through our eTwinning project. The project was disseminated in school, between the participant members from different classes and had a high appreciation. The project received also encouragements and support.



*Alina Mirela Popa works at Liceul Tehnologic de Industrie Alimentară G. E. Palade in Satu Mare, Romania. She is a Food industries teacher and the coordinator of 6 successful eTwinning projects. The "Stories to be told" eTwinning project 2018 was awarded with first prize for 'involving students' category in Romania. She coordinates the Erasmus+ projects in the school. Also she coordinated the eTwinning School 2019 process and continued with Selfie School 2019 and Skills Competition Week 2019.*





## Teaching E-waste management based on the 17 Sustainable Development Goals

by Iva Naranda and Georgia Lascaris



### Introduction

In this article the authors of the eTwinning project "Electronic Waste Around Us" (<https://twinspace.etwinning.net/71973/home>) describe the project in its entirety, covering the main activities of all project partners. The project started in September 2018, and activities lasted until June 2019. The aim of the project was to draw attention to a comprehensive view of the social, environmental and economic aspects of electronic waste based on the 17 Sustainable Development Goals (SDGs) and convince our students to engage in further environmentally conscious behaviours. Sustainable development is crucial as it involves satisfying the needs of the present population without endangering the capability of the future population. Globalization and technological advancements have led to a boom of the electrical and electronic industries and therefore to a very significant increase of e-waste with a negative impact on people's well-being and the environment. Therefore it's very important to teach e-waste management at schools to help our students develop skills and attitudes of active citizenship. In this project, we especially considered the possibilities of reducing, reusing and recycling e-waste.

### The main project activities

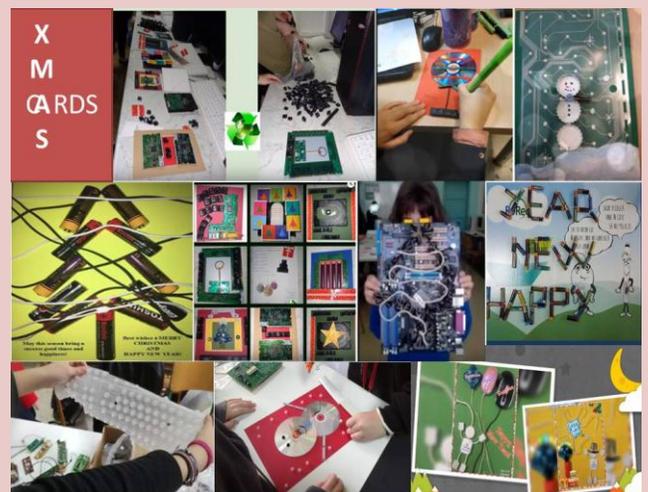
At the beginning of the project, the partners presented themselves in various ways. We used Google Maps to show our locations and Padlet for all other materials used to present teachers and schools.

We marked the International E-waste Day by creating a few collaborative activities. In fact, it was the first International E-waste Day in the world and we are proud to be a part of it. Teachers collaborated and prepared a poster, an online questionnaire for students, LearningApps games and started a shared presentation with the picture dictionary. We used this poster in our eTwinning corners at schools and on school websites to draw attention to the event and our project.

The next activity was our participation in the European Week for Waste Reduction. We used Padlet to present our work and we created the eTwinning Live Event. Since then, we have been working on reducing the amount of various waste in our local community, collaborating with the ecological groups of our schools or with environment non-profit companies.



The e-waste collection action at school in a co-operation with a local company, as well as the creation of New Year greeting cards using e-waste, were the most important actions of this project, inviting the students and the whole school community to take an active part in the e-waste recycling process. A recycle corner was created in each school with specific e-waste recycle bins (made by students or placed by local non-profit environmental companies) and they were challenged to fill them up. The students, using experiential learning activities, were asked to disassemble e-waste objects (keyboards, old computers, mice), keep the useful parts, create art with some of those elements (our Christmas cards) and then, correctly recycle the rest.



Professional lectures at schools help students realize that e-waste is a global problem in need of solutions and that reducing and reusing electronics and electrical materials are as important as recycling them.

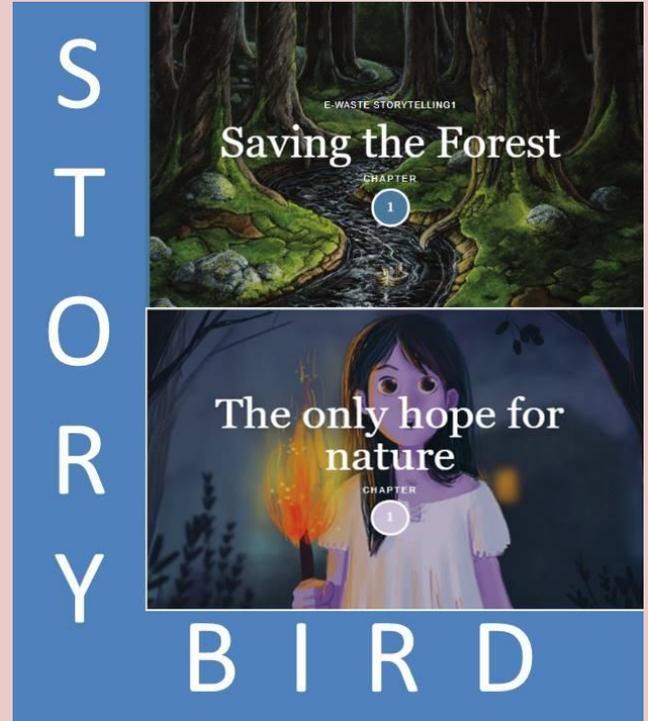


Furthermore, we created international student teams across partners' schools. International teams worked collaboratively to create Scratch projects (games and animated stories about e-waste development life cycle), Canva infographics (e-waste management and e-waste impact of Human Health) and environmental digital stories using the tool "Storybird".

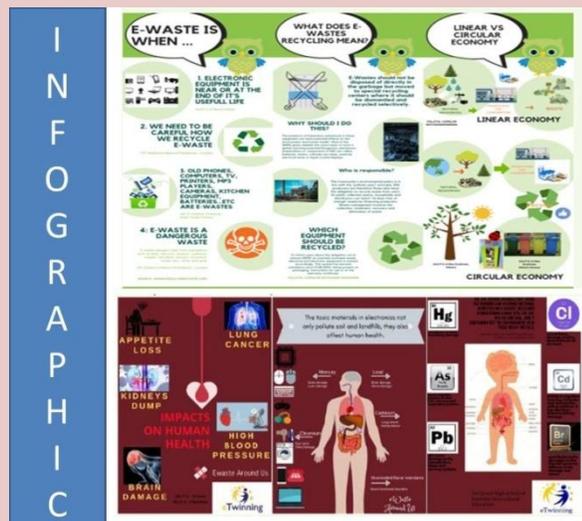
For the Storybird project, they wrote beautiful stories in both native and English language about e-waste and the environment. Each team had to continue freely the story the previous team had written. There was no preconceived scenario, so each team had to improvise to continue the story.



All projects were the result of the collaboration between the international teams. For the Scratch project, before beginning the coding process, the teams exchanged their ideas, collaborated through a shared Google document and decided together on the main scenario (places, characters, actions). When one school finished, the Scratch project was ready to be remixed by the next school. For the Canva projects, they used the discussion section of their twinspace to decide the subjects of their posters.



Active citizenship is also about being digitally active and able to function in the digital world. Digital skills are more than ever needed and students must learn how to be safe online, so we also took part in the Safer Internet Day with various activities. Safer Internet Day activities were also the result of collaborative work. Cristina Mato from Spain prepared a presentation about understanding consent in a digital world and the online questionnaire. Georgia Lascaris from Greece initiated the creation of a collaborative audio message involving Greece, Turkey, and Croatia about e-safety to be broadcasted on the European School Radio. Furthermore, students from Croatia created and shared a Canva poster on English with advices about the need to wipe personal data from the devices before donating or recycling them, to be translated in other languages (mother tongue).



Many schools participated in the eTwinning Day 2019 celebration and in the eTwinning group Spring Campaign. Students traveled through the eTwinning Galaxy, discovered the five planets and created their own posters. The work of several schools participating in this project has been highlighted on



the Padlet Spring Campaign 2019. Two posters made by students from Croatia were highlighted on the main pages Planet of History and Planet of Media.

### Dissemination activities

To make our work visible to all eTwinners, Iva Naranda created two eTwinning Live Events. The first one named "EWWR - Let's reduce e-waste!" during November 2018 and the second one named "Electronic Waste Around Us" at the end of the project, during June 2019.

Schools used the school websites to publish articles about the main project activities on their mother tongues and in this way we have a complete overview of activities from our schools in native languages.

Many partners published articles on the national portals for education in their countries and the local news portals.

In Romania, Cecilia Vicoveanu with students promoted their recycling patrol and our project on the occasion of the 8-year Buzz newspaper.

We worked hard on the dissemination in our schools to motivate other teachers and school staff to join eTwinning. The boards in our classrooms and school corridors were decorated. In Croatia the project was presented at the Teacher's Council in school in July 2019 and in Greece, the project was presented at the annual ICT teachers' conference of the Regional Educational Planning Centre of Attica from Irene Papadopetrakis.

In Turkey, Elif Şimşek disseminated the project in Samsun eTwinning Project Exhibition and by creating a science fair at school.

Great dissemination activity was also realized by Bilge Varel from Turkey who participated in the eTwinning Azerbaijan-Turkey Bilateral Contact Seminar held in Baku between 1-3 May 2019 and presented the eTwinning project "Electronic Waste Around Us" in the "best practices" section.

The project was also disseminated by Stavroula Skiada, Lascaris Georgia, and Irene Papadopetraki from Greece through the Bravo Schools initiative which aims at highlighting the most integrated educational approaches on social responsibility issues related to the 17 UN Global Sustainable Development Goals. The three schools gained the privilege to be part of the ONLINE SCHOOL INSTITUTIONS NETWORK for the 17 SGDs Schools Club in action, a great Global Network of Schools.

Furthermore, Stavroula Skiada, who presented our project's methodology and activities, gained the Best Good Practice reward.

### 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 be involved in real problem solving and acquire this way a good understanding of e-waste management. Teachers also had great benefits and improved their professional development as they collaborated, exchanged ideas, knowledge and techniques.

The dissemination of the project (schools' recycling corners, schools' websites, European School Radio, the TwinSpace, eTwinning Live Events, conferences and competitions, publications to educational and news portals) had also a significant impact the wider school community.

Members of the project: founders  
Iva Naranda, OŠ Vladimira Nazora Pribislavec, Croatia and Georgia Lascaris, 2nd Primary School of Nea Erythraia, Greece; Bilge Varel, 100. Yıl Atatürk Ortaokulu, Aydın, Köşk, Turkey; Irene Papadopetraki, 8th Primary School Of Kifissia, Athens, Greece; Stavroula Skiada, 8th Primary School of Nea Filadelfeia, Athens, Greece; Maria Tzouma, 2nd junior high school of Ioannina Intercultural Education, Greece; Cristina Mato, IES Escultor Juan de Villanueva, Pola de Siero, Spain; Cecilia Vicoveanu, Palatul Copiilor, Botosani, Romania.



*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 Varaždin 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 the 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.*





## **When the coordinator of the Erasmus+ project is an ICT teacher**

by Alma Suto

The project team of [Primary School Zmijavci](#) has used ICT in all stages, from idea to implementation of the project, which is a new experience in the preparation and implementation of international cooperation within the Erasmus+ KA1 Project Learn2Teach. Various modern technologies have been implemented through collaborative activities and the use of web tools from initial ideas, writing to project implementation.

The Erasmus+ KA1 project Learn2Teach is a two-year project that we are pursuing to develop a new MediaLab extracurricular activity and are implementing it in the school curriculum. The aim of MediaLab is to enhance different types of literacy as the basis of acquiring key lifelong learning competencies. Within project Learn2Teach our teachers are trained through structural courses, job shadowing and teaching assignments so that they could use modern and innovative teaching with ICT tools and integrate various teaching contents through project teaching thus motivating learners for better achievements and stimulate them for lifelong learning.

In the following paragraphs you have the opportunity to learn more about digital tools that can be used throughout all phases of planning, implementation, evaluation and project presentation. ICT can be used in all phases of work. Using ICT in planning and implementation of international projects improves teachers, enables their professional advancement and their readiness to implement modern teaching.



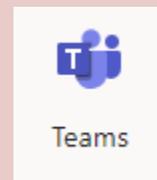
Examples of use of Office365 tools (Team, Forms, Sway, Word, Excel) which unite content: from planning, ideas sharing, writing and editing documents, tracking, evaluation, and presentation of project activities will be introduced. The use of ICT in all project activities saves time and facilitates the management of all its parts. This way, participants will be presented with actual situations in which information and communication technology can be used in all phases of work from idea to implementation of the project. Office365 is available in the Republic of Croatia, without fees, for all educational staff to collaborate, make

decisions, develop self-confidence and use additional opportunities in the lifelong learning process, and to encourage them to collaborate, logically judge and interact.

Office365 is an integrated application and service interface designed for business development. Its online version updates each month with the latest features and security updates. All members of Croatian educational staff can login to Office365 with AAI@Edu.Hr account.

Office365 offers a number of applications that can be used online no matter where users are located. It can also be used offline - all changes are saved when re-connecting to Internet.

Furthermore, it provides many opportunities for collaboration and creating common documents, although associates are not physically in the same place, and do not have to work at the same time. Everything mentioned above is a good reason for the use of this tool for quick and efficient collaboration.



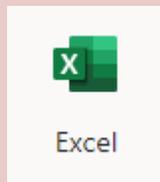
After the initial idea and the decision to write a project proposal, the first step was creation of Microsoft Team by project coordinator, who is ICT teacher. All members of school project team were included. Microsoft Teams is cloud-based team collaboration software and it is part of the Office 365 suite of applications. The core capabilities of Microsoft Teams include business messaging, calling, video meetings and file sharing. Also, all team members are able to upload files (receipts, agreements, certificates, and etc), which simplifies administrative tasks.



The second step was to write a project proposal in MS Word file, online version. The MS Word file was opened in the Microsoft Teams, so it was available to all team members. All members answered some questions from the official project application form.



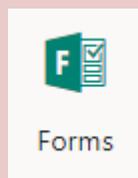
Furthermore, all members could read and correct each others answers. When we were satisfied with the final project proposal, it was easy to copy the answers, paste them to the official form and submit it to the national agency.



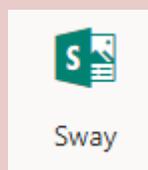
When the official announcement that the project proposal was accepted came, the third step was to add the Excel file in the Microsoft Teams for finance monitoring so that all members of the team would have insight into it, as well as the ability to record all the expenses made during mobility.

In the fourth step, separate folder was created for each mobility and everything associated with said mobility was saved in that folder e.g. contracts, bills, photos, dissemination activities, evaluation, etc.

After each mobility and project activity, we conduct different dissemination activities such as: public teaching classes, workshops, lectures, public presentations, online presentations, and we also carry out the evaluation of the above mentioned.



Forms is a great solution for evaluation activities. It can also be part of Microsoft Teams. Microsoft Forms, part of Office365, is a simple, lightweight app that enables users to create surveys, quizzes, and polls very easily. In educational institutions it can be used to create quizzes, collect feedback from teachers and parents or plan class and staff activities. Responses from Forms are easy to review and analyze.



Sway is an easy-to-use digital storytelling app for creating interactive reports. Sway is an Office 365

app that helps you and your colleagues express ideas by using an interactive, web-based canvas. Sway's design engine helps you quickly and easily produce professional, interactive, and visually appealing designs from images, text, documents, videos, maps, and more. Sway makes your creation look great in any browser, on any screen, and you can share it with your customers and colleagues by simply sending a link. You can view our activities within the Teach2Learn project if you click [here](#).

The result of our first mobilities, where we met with colleagues from all across Europe, was the launch of two international eTwinning projects and one Erasmus+ KA2 project. One of our eTwinning projects "Influenced by Influencers" has already ended, while the other one, a two-year project "Let's Speak European" is underway. Our Erasmus+ KA2 project will start in September.

The first year of projects is behind us. Members of our school team are already familiar with and can easily use all the web tools mentioned above. Another interesting year awaits us: two mobilities, several workshops and public teaching classes, and, as a special challenge, writing a final report. But writing one will certainly be much easier and simpler with the use of ICT and already existing digital materials.



*Alma Suto is an ICT and Technology teacher at an eTwinning School in Zmijavci, Croatia. She has been progressing in the profession and is currently a teacher advisor. She has participated in many education projects as educator, mentor and trainer. She has hosted a series of workshops and lectures on county, inter-county, state and international levels in the area of application of digital technologies in teaching and integration of digital technologies into daily learning and teaching in different areas. She is the author of digital educational content published on the e-Sfera portal and Edutorij (the official website of the Ministry of Education).*



**Shaping the future of our school: an Erasmus+ KA1 project on eTwinning**  
by Francesca Falconi

<https://twinspace.etwinning.net/68511>

Have you ever considered using eTwinning within an Erasmus+KA1 project? Here is how I did it!



In May 2018 my school was surprisingly awarded an Erasmus+KA1 grant for the project 'Shaping the future of our school' which has given the opportunity to 26 members of the staff (24 teachers, the headmaster and the administrative director) to develop themselves professionally by attending structured courses and doing job shadowing experiences in several European countries. The main objectives of the project are:

- to improve the school educational standards by implementing innovative and interdisciplinary teaching methodologies that allow pupils to acquire the 21st century competencies;
- to improve pupils' wellbeing and the efficacy of their learning thanks to a more inclusive school environment, able to meet the students' needs in a personalized way;
- to develop the school European dimension which will help to direct its future policy.

In order to reach these goals 4 actions have been designed: 1) CLIL all around: Courses to empower language skills and improve CLIL methodology 2) A school for the 21st century: Courses on innovative teaching methodologies 3) A school for all: Courses about inclusive teaching 4) A school of the future: Job shadowing experiences and courses for improving the English knowledge.

eTwinning had proved to be a valuable ally during the writing of the project application form, as I had found some schools available to host my colleagues. Furthermore I had found some advice concerning the courses which could fit my school needs that had to be included in our European Development Plan.

### An environment for any needs

After the joy for the approval had faded, the time came to wallow in thousand doubts. It was my first time as Erasmus+ project coordinator and I hadn't ever been in charge of running such a big project. How could I manage to my drive my colleagues through all the project phases (pre-mobility, mobility, implementation, dissemination) in the best way? How could I gather all the materials and make them public, so that the wider school community could benefit from it? Last but not least, how could I make the project accessible to as many people as possible?

I started to browse the internet in search of inspiration. I came across different projects pages, mostly embedded on their school websites. They were usually showcasing all the work done through the project, which is absolutely fine, but I wanted something different. I needed a more dynamic space which was easy to handle but at the same

time had some useful tools, like the possibility of integrating different media and apps, creating forums, sharing pictures and storing material.

I suddenly realized that eTwinning was the online environment I was looking for ! I came up with the idea of setting up a TwinSpace for the project and to make the most of its different features. The project progresses and I could create different pages, some of which would be public and some others visible only to the TwinSpace members, that is all the beneficiaries of the projects. Besides, it could have been a different way to introduce eTwinning to my colleagues.

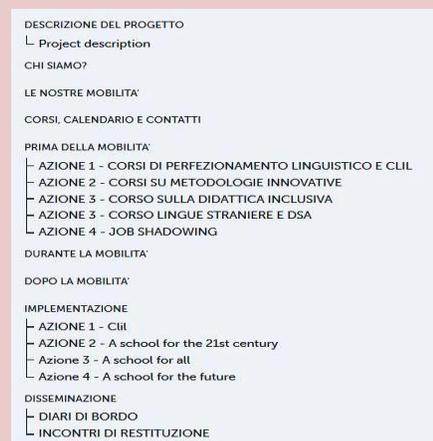
### Setting up the environment

The project was due to start in autumn 2018 so I devoted the summer to create the TwinSpace environment. First of all I asked my National Support Service about the possibility of opening a project for an Erasmus+ Ka1 project. They said it was absolutely fine and that they even encouraged it. I started from the very beginning by filling all the fields required in order to get the approval and I asked a colleague of mine to be a founder member as for this project I did not need a foreign partner.



The screenshot shows the TwinSpace interface for the project 'Shaping the future of our school'. It includes a header with the project name, registration date (24.06.2018), and status (Attivo). There are navigation tabs for 'ATTIVITÀ', 'A PROPOSITO DI', 'MEMBRI', and 'FOTO'. A 'P-LIKE' button is visible. The main content area is titled 'A proposito del progetto' and contains a description of the project as a mobility project for staff at Liceo Terezo Mamiani di Pesaro. It also lists objectives, such as improving staff training in innovative didactic methodologies.

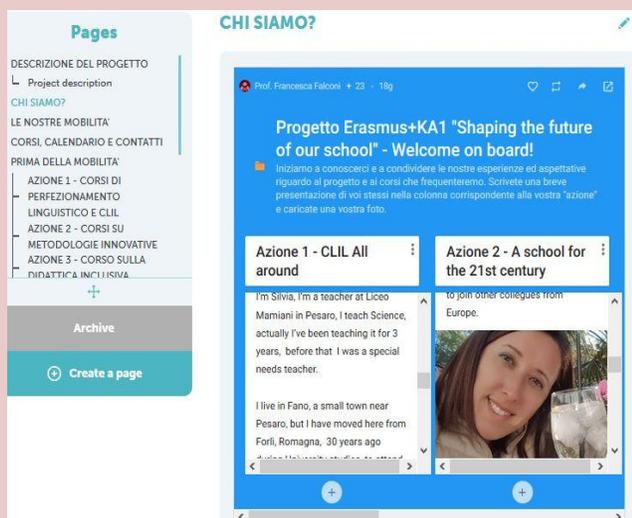
After a few days I received the approval and I could start working on the TwinSpace.



The screenshot shows a detailed project description page. It is organized into sections: 'DESCRIZIONE DEL PROGETTO' (Project description), 'CHI SIAMO?', 'LE NOSTRE MOBILITÀ', 'CORSI, CALENDARIO E CONTATTI', 'PRIMA DELLA MOBILITÀ', 'DURANTE LA MOBILITÀ', 'DOPO LA MOBILITÀ', 'IMPLEMENTAZIONE', 'DISSEMINAZIONE', and 'INCONTRI DI RESTITUZIONE'. Under 'PRIMA DELLA MOBILITÀ', there are four actions listed: 'AZIONE 1 - CORSI DI PERFEZIONAMENTO LINGUISTICO E CLIL', 'AZIONE 2 - CORSI SU METODOLOGIE INNOVATIVE', 'AZIONE 3 - CORSO SULLA DIDATTICA INCLUSIVA', and 'AZIONE 4 - JOB SHADOWING'. Under 'IMPLEMENTAZIONE', there are four actions: 'AZIONE 1 - CLIL', 'AZIONE 2 - A school for the 21st century', 'Azione 3 - A school for all', and 'Azione 4 - A school for the future'.



The first page is I set up is about the description of the project itself in Italian and its translation in English. Although Italian is the main language of the project a translation would facilitate the project dissemination and the networking with other European schools. The second page hosts the presentations of all the beneficiaries of the project who were asked to write a short profile in English on an embedded Padlet. This was meant as a way to break the ice among the participants and to provide everybody some information about them. The third and the fourth page are dedicated to the mobilities. A calendar and a map were embedded in the pages, as well as Google document including all the details about the course dates and the course providers.



The next sections are devoted respectively to 1. the pre-mobility, 2. during the mobility 3. after the mobility phases. They include all the tasks the participants should do in each phase and could serve as a kind of check lists for them. As the project involves 4 different actions and quite different courses I needed to find a way to instruct the beneficiaries properly. With regard to the pre-mobility section, it is organized starting from a general page containing the information useful to all, and several subpages which describe all the specific activities for each single action. As a matter of fact the participants were required to prepare themselves for the courses/job shadowing experiences in a personalized way according to the project action. Some of them had to read through some materials provided and answer questions in the forum section, some others had to attend MOOCs and comment about them in the forum. The people who would attend a CLIL methodology course would have also to attend a language course.

## FORMAZIONE PREPARATORIA ALLA MOBILITA'

In questo forum i partecipanti alla mobilità commenteranno e si scambieranno opinioni riguardo ai materiali messi a disposizione per la formazione preparatoria alla mobilità.

### Azione 4 - #forum1

Come intendete organizzare il vostro periodo di permanenza presso l'istituto ospitante? Quali aspetti intendete osservare?

2 replies

Last reply by Sabrina Marinelli - 15.03.2019

### Azione 2 - Metodologie didattiche innovative forum#5

In questo forum i partecipanti all'azione 2 condividono le loro opinioni sui contenuti del MOOC scelto e le risorse che ritengono utile mettere a disposizione del resto del gruppo.

11 replies

Last reply by Cristina Bertozzini - 03.03.2019

### Azione 3 - Didattica inclusiva #forum3

Nel secondo contributo si parla di integrazione e di inclusione. In base alle definizioni che vengono fornite ritieni che...

In the "During the mobility" page all the tasks to be done during the stay abroad are detailed. All the participants had to write a project journal after their stay. Moreover the people who went job shadowing were required to fill in observation worksheets.

## DURANTE LA MOBILITA'

In questa pagina verranno indicate le attività da svolgere durante il periodo di mobilità, ovvero:

1. raccolta di materiale utile per la redazione di un **diario di bordo**
2. postare qualche foto e breve descrizione sul **Project journal**
3. compilazione del documento **Europass mobility**
4. compilazione delle **scheda di osservazione giornaliera** (solo per attività di job shadowing)
5. ritiro dell'**attestato di frequenza** del corso o dell'attività di job shadowing (copia da consegnare a Liceo Mamiani)

### 1. Diario di bordo

Ogni partecipante dovrà tenere un **diario di bordo** in cui racconterà la propria attività di formazione o job shadowing. Il racconto dovrà essere corredato di immagini, documenti o materiali raccolti e prodotti durante il corso.

#### ----> Informazioni da inserire nel diario di bordo

Il diario di bordo potrà essere redatto utilizzando un'applicazione a scelta del docente (es. Word, PPT, ecc.).

Una volta redatto dovrà essere caricato su questo Padlet entro 30 giorni dalla fine della mobilità

Esempi di diari di bordo da progetti Erasmus+ KA1:

The teachers were also asked to update the TwinSpace journal (Home page) regularly while abroad by posting about what they had been doing during the day together with some pics. In this way



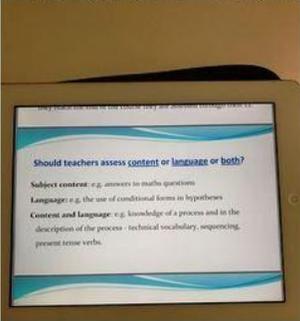
anybody who wanted to follow their mobility could do it and it was also a very good way to disseminate the project.

**Emanuela Albertini**

Siamo ormai arrivati al termine di questa impegnativa ma altamente stimolante esperienza!

A riguardo della lezione Clil di ieri, che ci ha visto portare la unit avviata in precedenza a sostanziale compimento, racconterei lo step riservato all'assessment.

E' questo un punto molto complesso della metodologia Clil, poichè comporta operare una fine grammatura di bilanciamento tra valutazione del contenuto e valutazione del linguaggio.



In the "After the mobility" page there is a list of all the activities required to be done once the mobility is over, with a special focus on the monitoring and on the implementation and dissemination phase. The participants were required to put in practice or to spread the world about their experiences abroad in different ways.

**4. Implementazione e disseminazione**

Per ogni azione sono previste delle **misure di implementazione specifiche**.

**Azione 1**

1) La sperimentazione un'unità CLIL (6/8 ore) nel secondo quadrimestre dell'a.s. 2018/19 in almeno una classe.

**Scheda di progettazione unità CLIL**

La scheda è da scaricare, compilare e caricare nella sezione "Materiali CLIL" del TwinSpace per la condivisione.

2) La realizzazione di 1 o più moduli CLIL di almeno 15 ore nel triennio del liceo linguistico e nell'ultimo anno di tutti i corsi a partire dall'a.s. 2019/2020

3) Disseminazione di quanto appreso tramite incontri anche laboratoriali per i colleghi.

**Azione 2**

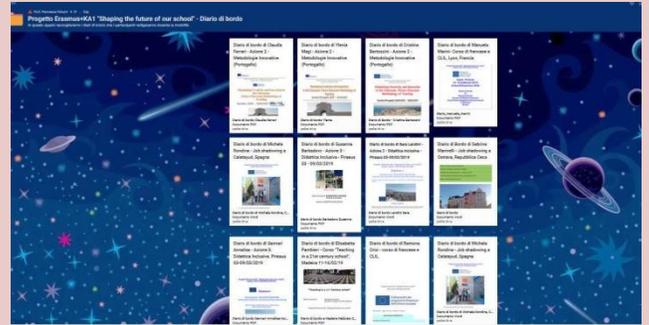
1) Eventuale sperimentazione di una lezione/unità utilizzando le metodologie apprese durante il corso nell'a.s 2018/19.

2) Disseminazione di quanto appreso tramite incontri anche laboratoriali per i colleghi.

**Azione 3**

**1) Didattica inclusiva:** redazione di un documento che riporti le buone pratiche e le metodologie apprese durante il corso, proposta di iniziative volte a favorire l'inclusione nell'istituto

**2) Lingue straniere e DSA:** redazione di linee guida specifiche per l'insegnamento e apprendimento delle lingue a studenti DSA/BES (anche di lingue non il gruppo di lavoro sull'inclusione) e proposte e condizioni di



While the Mobily sections are visible only to the TwinSpace members the rest of the TwinSpace is fully public. The last two sections are about the implementation and the dissemination phases and contain all the materials created by the participants such as lessons, activities, presentations done during the several workshops held at school after each mobility. In the dissemination section there is also a page hosting all the project journals, a mine of resources full of links and interesting materials, as well as reflections about the experiences.

**Enhancing the project potentialities thanks to the TwinSpace**

I introduced the TwinSpace to my colleagues at the very beginning of the project during the first general meeting and even if almost all of them were new to it, they didn't encounter any particular issues in using it. On the contrary they found it useful not to get lost among the many tasks and documents required and they particularly appreciated the idea of having a reference point which helped them feel part of the same training community.



The project will go on until the end of 2019 and the TwinSpace will grow along with it and beyond it. It will be always there to be enriched with further



materials concerning the dissemination of the project as well as its medium and long term implementation at our school. It will also be a permanent bridge to connect with other European schools and might be inspiring for those who want to take advantage of the wonderful opportunities offered by Erasmus+ or need information and advice about course providers.

Flexibility, a wide range of possibilities and above all a user-friendly safe environment are its key features making it an excellent online platform to manage challenging projects such Erasmus+KA1.



*Francesca Falconi works as a teacher of English language and culture at Liceo T. Mamiani, an upper secondary school in Pesaro, Italy. She has been an eTwinning ambassador since 2018.*

### **Learning Differently with Creative Writing** by Loredana Popa

Last year, a courageous group of teachers from 5 different countries decided it was high time something was done regarding young people's poor skills when it came to understand written texts and expressing themselves. Being able to understand, really comprehend a text, with its nuances and elusive meaning at times, being able to synthesise information, not just copy paste it with no regards to punctuation, coherence, all this meant students often do their literature and language tasks just to have them done and not retaining anything, not gaining any knowledge, not improving as people.

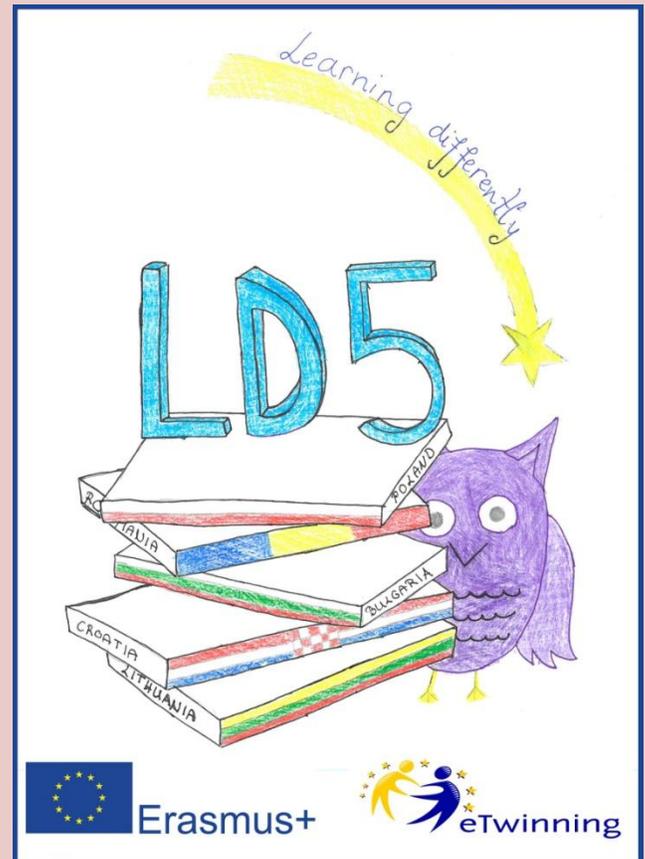
This gave us an idea, to write a KA229 project, accompanied by an eTwinning one, called Learning Differently, as we wanted to change the paradigm, make learning meaningful and fun, unforgettable and useful, give it purpose, by changing our methods, learning from one another and involving the students in the process and allowing them to be creators of content.

Coordinated by a relentless, hardworking team from Gedminu progimnazija, Klaipeda, Lithuania, 4 other schools joined.

Soon we were 5 motivated schools, Lithuania, Croatia, Poland, Bulgaria and Romania (School nr.17 Botoşani).

After weeks of planning and emails, we finally kicked it off in September and we are confident the team working on it will have a definite impact on all the target students and teachers. The former have begun creating games, stories, plays, learning how to take an interview, but most importantly, understanding how they really learn.

The first few weeks were dedicated to celebrating EDL together, learning about each other, creating a logo and voting the best one, organising Safer Internet Day activities, presenting the project to parents and preparing for the first teacher meeting in Lithuania, between 11-14 December.



The Romanian students, all the 6<sup>th</sup> graders, 3 classes, really outdid themselves, searching for information on each country, linguistic, cultural, historical, culinary. They also looked for personalities and created trading cards or posters, summarising what they had read, including arts and crafts if they felt like. From trading cards to introduce themselves to trading cards with traditional recipes, a cookbook with desserts from all 5 countries, main courses and other recipes, a tourist's guide in terms of famous places, natural and cultural heritage, a dive into the countries'



personalities, from musicians, sportspeople, scientists, historical figures, writers, they discovered Europe's amazing diversity but also our similarities. Researching traditions and customs, they came across interesting facts that stayed with them long after their tasks had finished. They worked in teams and learned to distribute tasks, be accountable, share responsibility, understand and accept each other. I am not going to say there were no problems and everything was perfect, but it is a work in progress and projects help with integration and tolerance, respect, patience and self-confidence.

To make sure they would get feedback on their work, the students also created a Quizizz game with questions regarding all 5 countries and also played quizizz and kahoot games on basic phrases in Croatian, Polish, Bulgarian, Lithuanian. They started using Duolingo and Youtube podcasts to study basic phrases in the language of their choice. The prospect of meeting students from other countries, something they had only done through Videoconferences, but never live, was a great incentive.

We celebrated week of code by playing with Scratch and creating a small game about cultural heritage that will keep being developed.

Since creating the trading cards had helped them summarise information, choose what was really relevant, rephrase it according to their level, we started playing with them, coining our own creative writing method. Each student and teacher/parent/visitor (and we have even had school inspectors and headmasters from France do it) chose one card from each group (recipes, personalities, places), without looking, cheating, just drawing a card and then... they would get a 'surprise' word, something completely unrelated to what they had drawn.

Armed with these, they had to put their imagination to the test and create a story. They could do it in groups or on their own, in English or their mother tongue. The story had to be coherent... it would obviously not make a lot of sense most of the times, since the cards they would end up drawing had no connection to each other.

Imagine Picachu, George Emil Palade, Diocletian's Palace and a Polish cake or a Polish pancake that built its own bionic hand out of Nutella to avoid being eaten by some 14<sup>th</sup> century Lithuanian astronomer or Marie Curie, 'jumari', 'gravity' and a famous city in Croatia.

And the list can go on...



Finding a way to connect these random notions was the main attraction. Reading the stories to their colleagues, answering questions (like what was Lithuania's first astronaut doing at Salina Turda participating in "Made for Europe"...?) was



absolutely hilarious. It proved to be so effective at engaging students in this creative writing exercise that in our school 7 classes wrote amazing stories and came up with 'magical' words on their own, gave them to other teams to make their stories more challenging. Since it was such a success, we decided to broaden our trading card selection to include recipes, personalities, places from any country the students preferred. They would also be able to create trading cards for vocabulary phrases, inventions, characters and even pets. Now our stories should really be a thing of magic.

But why stop here. Creative writing can be done in so many ways and it is obviously more fun when you are trying to make sense of things that don't necessarily make sense and convince others your story is the absolute truth. This is what we did when our students first met their partners, in March 2019, at Botosani.

We got everybody out of their comfort zone, especially the teachers, and asked a former student, with years of eTwinning under his hat, to help us create teams, transnational, mixed, teachers, students. Then each team drew a title or a list of 20 completely random words and started making history. From Jijou the time machine and the black hole, to a new sport of the future, volleyball with peanuts, a human adopted by a family of aliens, the friendship between a mammoth and a comet, the story of a new constellation, a family of Yeti in search of proof humans were real (which they of course found in Botoşani), secret talents and super powers, a dragon who could transform his stories into reality through music, all the teams came forward and amazed us with their wild ideas and sense of humour. There were mistakes but nobody cared about those. We all cared about the fun, the learning, the confidence, the bonding, the desire to do more and cooperate, innovate. And to make things even simpler, we created Auras for each story, making the videos available with a simple scan.



Our creative endeavours did not stop there. We could not skip the chain stories. This time different mixed teams were tasked with starting a story, ending it with a half-finished sentence, then spending 5 minutes continuing the stories the other teams were writing. Spaceships and kittens, mysteries and aliens, the stories were even illustrated, and the students' enthusiasm was obvious in the way they were frantically moving from story to story, reading, debating, writing, checking, moving to the next one.



The end of the short exchange of students was in sight, tears were running freely, and friendships had been forged in the fires of creative writing and learning together. Promises were made and new ideas were starting to form.

At the end of May, different groups of students met again, this time in Poland (the Romanian students had the chance to see the Polish friends that had



visited them in March) and creativity was overflowing. Dubbing a video snippet from the popular cartoon 'The Smurfs', inventing legends, acting out old stories that had been kicked up a notch by the kids' creative genius (imagine a Red Riding Hood who orders her clothes online, very fashionable and smug or the Prince from Cinderella rocking the Gangnam Style keeping on a straight face with such professionalism while we were laughing so hard we couldn't even hear the lines anymore)... this is what happens when students are given the reigns of their learning.

Creativity is something innate to any kid, something they should embrace, develop, use, build upon and this is what our creative writing ideas have helped them do so far.

The trading card kit is available to anyone to use in any school or social gathering, the stories make for some authentic and engaging reading comprehension material and the methods we have created can be replicated anywhere. All these are available on our TwinSpace at: <https://twinspace.etwinning.net/71984/home>.

If you want your stories to be included in our e-almanac, drop us a line on eTwinning. We would love to read and listen to your stories, thrilled our kit or methods are being used to spark curiosity and keep the imagination alive.



*Loredana Popa teaches English to primary and secondary school children in Botosani, Romania. She loves IT, SF, technology, science, PC games, languages and sports. I am interested in using web 2.0 tools for teaching and learning.*



**We are "Small Scientists Across Europe"!**  
by Elisabeth Gustovic

In the first years of life, the child learns especially through contact with the physical and social environment and the interactions he / she establishes with them. For the child, activities in the kindergarten are learning experiences and come to complement the education provided within the family.

By actively engaging, the child forms new acquisition mechanisms, new operations, cognitive structures, able to facilitate the acquisition of new progressive information. Children like to rediscover

scientific truths because this helps them understand the world they live in and apply what they have learned in practice.

A modern method that supports this idea is the *scientific experiment*. With this method, children are studying directly, being in direct contact with reality, which leads them to learn by discovery. The experiment is the fundamental science teaching pathway, being considered a "pillar" for supporting active methods. The role of the teacher is to direct the execution of actions by children in order to provide concrete-sensorial support, which will facilitate the knowledge of certain aspects of reality, not only by direct observation of an experiment, but also by the individual execution of the experiments.

To adapt the field of Science, which is an extremely abstract subject, to the preschool curriculum, a group of 7 pre-school school institutions from 6 countries (France - coordinator, Estonia, Lithuania, Portugal, Romania - Bistrita and Scornicesti - and Turkey) ran an Erasmus+ KA219 Project called **"Small Scientists Across Europe"** from 1<sup>st</sup> September 2017 until 31<sup>st</sup> August 2019.



The coordinator of this project is *Elisabeth Gustovic* from Ecole Maternelle Tordo in Tourette Levens – France and along with the other project coordinators like *Natalja Varkki* from Preschool Põngerjas in Narva – Estonia, *Jūratė Stakeliūnienė* and *Almeda Kmieliauskaitė* from Kauno lopšelis-darzelis "Giliukas" in Kaunas – Lithuania, *Maria Francisca Pessoa* and *Joana Minderico* from Agrupamento de Escolas Rainha Santa Isabel in Coimbra – Portugal, *Ionela Camelia Lazea* from Grădinița cu Program Prelungit Nr. 3 in Bistrița – România, *Loredana Mihaela Crînguș* from Grădinița cu Program Prelungit Scornicești in Scornicești – România and *Ibrahim Onur Gökdoğan* from Huma Hatun Ozel Egitim Anaokulu in Bursa – Turkey managed to involve in the project around 1,000 pre-school children with their parents and another 70 teachers from the participating kindergartens.

This project was designed for pre-schoolers only and is especially interesting for children of this age

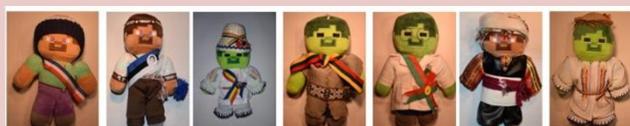


because they are in a position to explore, learn on their own, using new and concrete, active-participatory methods that motivate them to work and engage in activities. Through games and experiments and the application of acquired knowledge, pre-school children found new ways to keep the environment clean and healthy.

The activities of this project involved searching for information on four main topics such as *Earth, Air, Water* and *Fire* by using different sources like Google Earth, models with the solar system, using books, encyclopaedias, atlases, or visiting astronomic observatories, museums, aquariums, field trips to scientific institutions, libraries, interactive exhibitions, participating in workshops and / or discussing directly with specialists.



In order to help the children in their new learning paths the science centres in each pre-school groups have been enriched with materials needed to carry out experiments: graded containers of different sizes, tubes, pipettes, magnifiers, tripods, hourglasses, magnets etc.



After finding information about a specific theme, each kindergarten conducted a number of 3 scientific experiments of different difficulty level: easy, medium, advanced and reunited them in a common project book. The children, helped by the project mascot, a little robot called **Hooke**, also created stories about each theme and illustrated stories sent by the children in the other kindergartens. For each theme the children could also play digital puzzles and games specially created for them.

So, at almost the end of the project, we can proudly present the final products of the children's and teachers' work: 4 books of experiments designed and published with detailed instructions



and photos, 28 stories about the elements created and illustrated by children and published together in 4 e-books, 90 interactive digital puzzles and games created and played with pre-schoolers.



Working on these themes allowed participating children to discover various scientific processes. These child-centred, problem-solving based lessons proved the essential of teaching and learning Science for our children and teachers.

Other activities were carried out in parallel with the learning themes: celebration of environment elements like Earth Day, World Water Day, World day of the Sun, Forest Day, World Environment Day, World meteorology day, environmental workshops but also developed specific activities for Europe Day, ErasmusDays and Internet Safety Day.

Our project enabled additional value when it increased key digital and technical competence of staff and children, as well as insights related to the key competences of cultural and intercultural awareness.

In order to achieve the project's pedagogical objectives, we used many ICT tools and now the teachers in partner kindergartens are more confident and willing to embrace the new technologies in their classrooms (the amount of ICT used during project life cycle – 35 web 2.0 tools).



We constantly made sure the children are safe in the virtual space, by obtaining their parents' consent to use photos or by blurring images of children, according to each country's regulations. The project is running in parallel on the eTwinning platform which provides participants with a secure virtual environment for uploading all the activities. During all project life cycle each partner team journalized all project materials in TwinSpace project on eTwinning platform <https://twinspace.etwinning.net/35541/home> to perform own experience and share with other partners.

All partner kindergartens had accepted responsibility for the eTwinning aspect of the project, 75 teachers were registered to work there. Participating children could share their work with children of other European countries using various web tools and learnt about the culture of the partner countries accepting their co-existences and getting the sense that they are part of a larger world called Europe.

The dedicated project website <https://www.ssaeeu.com/> has been designed on time as scheduled and acted as a vivid and regularly updated resource of information in English, but the activities and results of the project are also disseminated through the Facebook group (<https://www.facebook.com/groups/1698593106881524/>), Twitter (<https://twitter.com/SmallScientists>) or the YouTube channel (<https://www.youtube.com/channel/UCvb3VDsPM7vpNeFSMLaCRkw>).

Our project also included Transnational meetings and Learning, teaching, training activities for teachers that were successfully implemented, took place in a fruitful and productive atmosphere, and acted as an excellent opportunity to exchange good practice in teaching Science. Communication among education staff allowed further networking and receiving feedback about ideas to work within the project. Thanks to the opportunity of networking at European level through this Erasmus+ project, all the teachers could develop their pedagogical

approach to boost their lifelong learning competences and skills.

Looking back, now, almost at the end of the project, and analysing all the project outcomes we can proudly say that the achievements exceeded the initial expectations:

- a) children horizons and scientific knowledge have broadened;
- b) intercultural awareness was tested personally by children (traditional handmade gifts, sweets and souvenirs were distributed in each visited kindergarten);
- c) amount of involved and interested public (during two project years, approximately 7000 children, belonging to the different schools, 4000 parents, 2000 teachers got in touch with the project; at least 50 experts, 26 mayors, local administrators and authoritative representatives, 20 pedagogical and science officers and professors of each country were involved).

Through scientific context embedded in daily child' environment in combination with selected activities of preschool curriculum, skills of our children in research, critical and creative thinking have been developed. They experimented with different materials, learnt through play, cooperated with other children, respecting the rules and responsibilities, had a chance to explore, observe, analyse and solve problems, felt the joy of creativity.

For the pre-school children, the involvement in this project means building of 21<sup>st</sup> century skills such as collaboration, communication, critical thinking and use of technology, important skills in the workplace and life. For the teachers, participating in this project was a benefit to their pedagogical practice and it provided an opportunity to exchange experiences.

The impact of this project in all partner institutions offered a new experience and a new vision of learning, sharing, and international cooperation.

This project allowed us international experience and to connect with peers and others to exchange and share experience working with preschool children.

With this project, all institutions raised the quality criteria in the field of educational innovation and creativity, use of technology, knowledge of property, and therefore, we improved the



conditions for optimal development of creative and innovative pre-school children.



Elisabeth Gustovic works at Ecole Maternelle Tordo in Tourette Levens, France. She has studied biology, chemistry, and biochemistry in university and for 15 years worked in a pharmaceutical laboratory. After that, she decided to teach children and now works in a big school with children from 3 to 10. Teaching science to children and making science more attractive to them is important to her.



### How to teach disability etiquette

by Branka Lamza

Marking important dates has always been an important part of the primary school curriculum. eTwinning projects are a great way to expand marking important dates on an international level. The article tackles the theme of marking the International Day of Persons with Disabilities. I will share with you ideas how to mark this important date, which I selected together with my project partners Zoi Kaouri, Ewa Tyborowska, Mihaela Mihăilescu, Angela Gordino, Tina de Rosa and Emma Foster.

All activities have been a part of the eTwinning and Erasmus+ KA2 project Innovate Together, carried out between 2017 and 2019 by primary schools from seven countries: Szkoła Podstawowa nr 19, Legnica (Poland), St Michael's Roman Catholic Voluntary Aided Primary School, Houghton-le-Spring (UK), Scoala Gimnaziala nr. 1, Independenta (Romania), 9th Primary School Limassol (Cyprus), Istituto Comprensivo San Rocco, Faenza (Italy), Agrupamento de Escola de Rua Afonso III, Loureiro (Portugal) and II. osnovna škola Čakovec (Croatia) as the coordinator.

The main aim of the project as a whole has been strengthening 8 key competences for lifelong learning. Among many activities carried out within our project, for this article we have chosen the International Day of Persons with Disabilities.

Second graders from Croatia and their teacher Dunja Mikulaj had a guest – a mother of one of the students, who kindly told them a story about her

life. She has used a wheelchair since she was thirteen – it was difficult for her at first but eventually she got used to it. She graduated from university, works and has a family. The children had a chance to try moving in a wheelchair and walk with their eyes blindfolded, to see how disabled people must feel in their everyday activities.



Seventh graders from Croatia, led by the English teacher Branka Lamza, watched a short film about a teenage girl with a disability. They also did a research on the "disability etiquette" – how to treat people with disabilities with respect. Pupils had a task to highlight the rules of good communication they find the most important. Here are some of them:

*Speak directly to a person with a disability, not to their companion; Respect their personal space; Offer your arm - don't take theirs; Be specific when giving directions; Always ask before you help; Children with disabilities and interested in the same topics as all other children.*

The Web 2.0 tool Voki was used to create animated characters with audio messages containing previously selected rules of disability etiquette. We also used Kizoa, a very simple-to-use tool to create slideshows.





In Cyprus, a Civil engineer, Mr Kyriakos Tsioupanis, was hosted at school. Mr Tsioupanis has an artificial leg because of an accident while serving in the army. He was invited to school to talk about the inner strength that enabled him to study abroad and overcome every difficulty he had to face.

Following the event (that took place on the 3th of December), in the coming few days, the students were taught issues related to diversity and had produced different kinds of creative assignments and activities. In particular the first-class children wrote acrostic poems using the word RESPECT. They wanted to give the message that people with disabilities need respect not pity.

In Poland, sensory workshops for children from grades 1-3 were prepared. During the classes, students experienced how to get to know and perceive the world of a person with motor, visual and auditory disabilities. Children with blindfolds recognized the flavours and smells of products demonstrated by teachers and arranged wooden jigsaw puzzles. These struggles brought students closer to the specificity of the functioning of the blind. The next tasks the children had were exercises, consisting in recognizing sounds and writing dictations, of course, with stoppers in their ears. In this way, students learned about the difficulties that deaf people face. The last exercises that pupils from grades 1-3 were given, were slalom between the bollards without the use of legs, drawing geometric figures with the help of feet, and stacking the tower from blocks, with kitchen gloves on their hands. Participation in these activities made the children aware of the problems encountered by people with mobility disabilities in their lives. At the end of the meeting, students participated in a sign language lesson. The youngest got to know the dactylography, that is, the finger alphabet and the gestures defining the polite phrases.

In Portugal, this day was celebrated by the Physical Education Department; the teacher Raquel Serrano organized a tournament of BOCCIA among students (from the 5th grade to 9th grade). Students got the opportunity to learn how to play this sport, which, in the Portuguese school, is played by the students with disabilities. It was truly an inclusive activity, all students, in groups played along with the team of students with Special Needs.

"It's normal to be different" is the motto of the Italian school. Every year teachers work with children on a peculiar issue, which has to do with people, their identity and human relationships. This year the theme was Ikigai. Ikigai is a Japanese

word that cannot be translated with a single word in English. Ikigai is a treasure in our soul, which we have to discover and cultivate day by day to live happily, in peace with ourselves and with other people. We could say it is our reason to live.

*What is my passion? What am I good at? What's the reason I wake up every morning? What can I do for other people? What does the world need?*

Around these questions, we can build a big thinking on what we are and how we can live our life fully, taking care of us and of other people. If we focus on it we will discover that in the little details of everyday life we can find seeds to make our souls blossom. Every team proposed this theme in their class in many different ways: reading books, interviewing children, writing stories or poems, finding the words to describe pupils' talents and the way they can help other people through them. After these activities, each class created an artwork, which was exhibited in the hall of the school on 3rd December.

In Romania, in order to change attitudes, as well as to create and develop an empathic behaviour towards the disabled, the students from 3rd, 4th and 8th grades were asked to search for some information about the disabled which they turned into drawings, posters, messages. Furthermore, the school psychologist explained to the students the concepts of disability and infirmity. There was also an interactive meeting between the students and a disabled person. This person told the children about the incident which led to his disability and has put him into a wheelchair, his feelings, how his life is today. M.B.M. has shared a few of the difficulties he had to face: the inability to walk, the depression, the ignorant people, the lack of the access ramp at the entrance of the buildings. With the help of his family and psychologists, he managed to overcome all these obstacles and today he is very proud that he is an active person that can move easily in his wheelchair, he can drive and he also attends different charities for other disabled people.

The students have been challenged to play the part of a disabled person, to use the wheelchair and they have realised that it is not easy to live like this. They have discovered that the disabled people are not different from us, they only do things which we think are normal, a little bit different. Many disabled can fit perfectly in our society, they can learn, they can work, but they need the necessary conditions to do that and it depends on us to provide them. At the end the students have handed in cards and messages to support and encourage him.



To celebrate the International Day of Persons with Disabilities in the UK the KS2 classes watched a video about a 13-year old gymnast named Jemma who was born with heart complications and has Down's syndrome.

Children really enjoyed learning about Jemma's story and how resilient and positive she is.

Following on from this, our Year 6 class learned a little bit about disability sports and decided to organise a game of blind football. Much hilarity and fun ensued. However, on a more serious note, children gained a much better understanding and respect for people with disabilities.



For all the partners there has always been the need to promote tolerance, respect and appreciation for all the members of society, as well as to raise the awareness of the dangers of intolerance. We were deeply moved by the experiences we were able to find out about from persons with disabilities we hosted at our schools. Most importantly, we

managed to have our students empathize with people with disabilities and strengthen their social and civic competence.



*Branka Lamza is a teacher of English as a foreign language at II. osnovna škola Čakovec, Croatia. She has been an active eTwinner since 2011, awarded with 14 European Quality Labels. She has also been the coordinator of the Erasmus+ KA2 project "Innovate Together" 2017-2019.*



### **Voluntary actions in an Erasmus+ eTwinning project**

*by Adriana Mariş*

The Erasmus+ project "School 21, Digitally and Socially Yours" was implemented between 2017 and 2019 by five European schools: Obchodní akademie a Vyšší odborná škola ekonomická, Tábor, Czech Republic as coordinating school and Hebel-Gymnasium Schwetzingen, Germany, Türr István Gimnázium és Kollégium, Pápa, Hungary, Zespół Szkol Ogólnokształcących Nr 2 im F.D. Książnica w Puławach, Poland, and Colegiul Național Coriolan Brediceanu Lugoj, Romania, as partners.



Our projects' main topic was community service in different areas of volunteering: refugees, mentally or physically ill people, children with vulnerable backgrounds, animal shelters. The main objectives included learning specific skills, known as the 4 Cs: critical thinking, communication, collaboration and creativity. About 25 – 30 students, aged 15-18, from each school worked in national and international groups with teachers and external partners, such as charities, voluntary organizations, experts and local associations, to achieve our goals.



We completed various online tasks which can be followed on our TwinSpace site:  
<https://twinspace.etwinning.net/44282/home>.

Our preliminary research revealed that community service has become an integral part of Hungarian education. Students can choose from dozens of activities to complete as a requirement to receive their school leaving (Matura) certificates. The Polish school actively takes part in volunteering activities. They run a school volunteering club whose members take part in various charity events supporting local organizations, helping elderly people and students from their school.

The German school concentrates on enabling their pupils to take responsibility for themselves and show an appreciation for others, which is reflected by the aims of their obligatory subjects as well as their extra-curricular activities focusing on social skills supervised by the teachers.

The Czech and Romanian schools do not have community service or volunteering included in their curricula, but their students take part in various fundraising activities and are volunteers in different NGOs. One of our objectives was to explore the opportunities and compare good practices in the partner countries.

During our learning – teaching – training activities, our students had the opportunity to join their European colleagues in their voluntary clubs or community service actions. In Hebel-Gymnasium from Schwetzingen, Germany, we met children with different national backgrounds (mostly refugee children who do not speak German), attending a preparation class, trained by a special teacher who tries to enable them to attend regular classes.

We also took part in a campaign to raise money and collect products for a local food bank.

But the most impressive moments of our week in Germany were spent in the company of refugee children and their mothers, members of the "Women's café". This event takes place once a month and gives the refugee women the chance to meet, talk to each other and take language classes while voluntary students organize games and spend time with their children.

Together we visited the Sea Life museum in Speyer. It was a great possibility for the students and the teachers to talk to the refugees and to learn about their difficulties in Germany and about their reasons to flee from their home countries.



Our meeting in the Polish school focused on mentally ill and Down Syndrome people. We visited a Daily Adaptation Centre and the local centre for mentally ill people and we took part in typical therapeutical workshops like cooking and crafting activities together with them. The most important fact that we learnt was that music, rhythm and dance are part of these people's therapy, so we sang and danced along them. We rehearsed the Belgijka dance at the Daily Adaptation Centre in Pulawy and in Warsaw, during the rehearsal of the folk group called "The Integrative Ensemble of Songs and Dance Mazowiaczy", a group consisting of disabled and mentally ill artists touring all over Poland and Europe. Belgijka dance became a leitmotif of our project activities. We practiced it during each transnational meeting and we performed it in front of our school colleagues.



The topic of our meeting in Romania was physically ill people. We met the members of the "Marathon '93" sports club of the Physically Handicapped People Association from Lugoj and we organized



together a sports competition called "All different, all equal". Students noticed that people in wheelchairs can play high quality basketball or table tennis and realized that none of us is immune to invalidity, since some of the participants were born physically ill, but some of them became so after an accident. A special moment was the presentation of Vasile Stoica's travels around the world in his wheelchair, travels that included him in the Guinness World of Records Book. National presentations about Paralympics teams completed this powerful life lesson.



The meeting in Hungary included volunteering in animal shelters. To prepare our presentation on a local animal shelter, our students organized a short campaign to raise money in our school, they bought food for the animals and visited the local shelter "Free Amely", where they donated the food, played with the animals and documented their video: <https://www.youtube.com/watch?v=64JLx3nwQyY>.

During our learning – teaching – training activity, we had lunch in a restaurant in Budapest, where all employees were disabled, we visited the "Blind Exhibition", where we had to find our way and experiment how to live in complete darkness, and went to an animal shelter in Győr, where our students voluntarily participated in taking care of the dogs.



Our last meeting, in the Czech Republic, focused on voluntary activities in the benefit of children with vulnerable backgrounds. We visited two daily centres mostly frequented by Roma children and joined them in games, sports and music activities. Teachers and students from our schools also participated in a charity run in the benefit of a hospital for terminally ill people.



But our voluntary actions did not happen only during our meetings. Our students are regularly involved in community service, and we included some of our best moments in a project online magazine, <https://padlet.com/tabor1/volunteering>, one of the project outputs. Another output is the booklet containing our bimonthly newsletter, with all partners' contributions, in national or transnational teams. It also includes the description of voluntary actions that our students took part in: [https://issuu.com/adriana0437/docs/whole\\_booklet](https://issuu.com/adriana0437/docs/whole_booklet)

During the entire project life cycle, online transnational groups collaborated to create outputs on sensitive subjects as destitute people, single parents, unemployment, fake news or hate speech. They also imagined the world they want to build for their children, in 20 years from now. <https://create.piktochart.com/output/29361878-new-piktochart>  
<https://create.piktochart.com/output/29361506-new-piktochart>  
<https://youtu.be/ycOIBFDsbdA>

<https://create.piktochart.com/output/29361506-new-piktochart>  
<https://www.youtube.com/watch?v=ycOIBFDsbdA>

A summative analysis showed us that we reached our project goals. Our primary objectives were to enable students to learn basic digital skills within the frame of practical tasks in an international



environment of Central and Eastern Europe, to encourage them to become active citizens, being aware of and taking part in community service. The objectives were divided into 3 categories: didactical (developing critical thinking, flexibility, interest in Europe, exchange of diverse cultural knowledge), methodical (use of modern technology, developing tasks through team work) and social (long-term interest in community service activities, learning about cultural differences, sharing opinions).

Students conducted research, discussed, analyzed, collaborated, made questionnaires, presentations, quizzes, digital stories, videos, a magazine and bimonthly newsletters. Teachers created learning scenarios based on 21 century skills, assessment rubrics and digital badges recognizing completed tasks. As the project heavily relied on constant online communication, teachers and students alike learnt to use new digital skills of collaboration, communication, creativity and critical thinking internationally, creating outputs on community service and volunteering. Students came into contact with inquiry-based learning, entrepreneurship activities, presentations skills, social and emotional learning, critical thinking based on learning scenarios created by teachers participating in the project.

Thanks to transnational collaboration, the participants got to know partners from other countries of the European Union and learnt to work together, taking into consideration cultural differences, the need for tolerance, the art of listening to others, of expressing oneself in a foreign language and gaining confidence in international communication. I think we all became better European citizens.



*Adriana Mariş is a Mathematics teacher at Liceul Teoretic "Coriolan Brediceanu" in Lugoj, Romania. She has been an eTwinner since 2010 and an eTwinning ambassador since 2013.*



### **Track it - Don't Lose It** by Murièle Dejaune

This is an Erasmus+/eTwinning project which lasted two years with three vocational schools from Cyprus, France and Portugal. The students presented their schools and countries. They



discussed, shared ideas, programmed, coordinated and cooperated with each other in order to produce an IT asset management program in order to be able to handle the stocks of our schools. We used MySQL to create a database file which includes all the necessary tables, and installed it on our database servers. The creation of a IT program allowed the students to use their professional skills in a real world task. The program is free to use, if you are interested, do not hesitate to contact us via eTwinning

They also worked collaboratively in international teams to get acquainted with entrepreneurship; they created brainstorming to gather qualities you must have to be a good entrepreneur. They met business people who created their own companies. And then they invented mini-companies. The mini companies created by the students were intended to develop their skills for employability, foster creativity and foster entrepreneurship and learn how to work in a multicultural environment.

The different cultural visits enhanced the aspect of diversity and tolerance and fitted completely with one of our aim of the whole project develop and active conscious European citizenship to respect differences and to value each other cultures.



*Murièle Dejaune is an English and French teacher in a vocational school in the suburbs of Paris, France. She has been working with eTwinning for 11 years now and cannot see her job without eTwinning projects.*





### Travellers Through Time

by Daniela Bunea

29 Romanian students, aged 11 and 12, learners of English as a foreign language (current level: A1+ on the Common European Framework of Reference for Languages – see <https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions>), owners of a make-believe time travel agency, worked together in this classroom activity of 50 minutes and came up with recommendations for their (prospective) customers to visit various places in the past, as by travelling there they could find out more information about important events, sights and people connected to STEM careers. This was Katalin Lörincz's idea – see the blog post here: <http://blogs.eun.org/teachwitheuropeana/history/ta-time-travel-agency-is-hu-02/>. We implemented part of her learning scenario (to be found here: [https://blogs.eun.org/teachwitheuropeana/files/2019/01/Europeana\\_DSI\\_4\\_Learning\\_Scenario-Kati-pdf-2.pdf](https://blogs.eun.org/teachwitheuropeana/files/2019/01/Europeana_DSI_4_Learning_Scenario-Kati-pdf-2.pdf)), adapting it to my youngest students – the final products were not brochures, but posters.

It was all part of the learning activities of the Erasmus+ project 2017-2019 titled "Enhancing student and teacher success through STEM education" that has its own TwinSpace on the eTwinning platform.

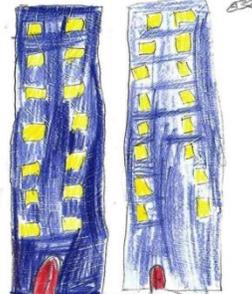
It so happened that we were scheduled to reinforce describing people and places on April 16<sup>th</sup> 2019, and this was the day after the devastating fire in Paris (<https://edition.cnn.com/2019/04/15/europe/firefighters-notre-dame-intl/index.html>), and in the midst of all the comments a few groups of students chose to advocate for travelling to disaster places such as the Twin Towers (<https://www.history.com/topics/21st-century/9-11-attacks>) on September 11<sup>th</sup> 2001 with the idea of doing STEM jobs that were of help to the people involved, yet others decided upon either feasting their customers' eyes with the building of impressive constructions by excellent engineers and architects (such as the Great Wall of China (<https://www.nationalgeographic.com/archaeology-and-history/magazine/2016/03-04/the-great-wall-of-china/>) or the Eiffel Tower (<https://www.toureiffel.paris/en/the-monument>) – choosing for the French tower for example the day of its opening, yet another team opted for a date for it 20 days before the finishing of its construction...) or witnessing notable (somehow) events (for their emotional state at the time, and at their age...) involving people who had liked STEM ever since they were at school (such as

footballer/goalkeeper Helmuth Duckadam (<https://thesefootballtimes.co/2018/11/27/helmuth-duckadam-and-the-dream-shootout-that-won-steaua-bucharest-the-1986-european-cup/>), the Romanian dubbed "the Hero of Seville", having saved four consecutive penalty shots in the 1986 European Cup Final).

**TIME TRAVEL AGENCY**

WHICH COUNTRY the USA  
 WHERE EXACTLY NEW YORK  
 WHEN EXACTLY 11 September 2001  
 day month year  
 WHY You can see the crash of the Twin Towers.

Authors: teodorandrei  
 RNG SKIPPER 18

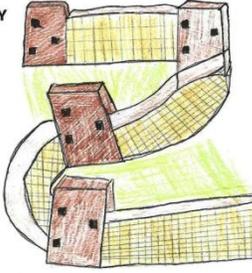


Daniela Bunea, 2019

**TIME TRAVEL AGENCY**

WHICH COUNTRY China  
 WHERE EXACTLY Around ancient China  
 WHEN EXACTLY 23 October 205 B.C  
 day month year  
 WHY : you can see how people worked to build a wall to protect their country.

Authors: Savaitu Adima, Spam Gabriela, Trif Alexandra

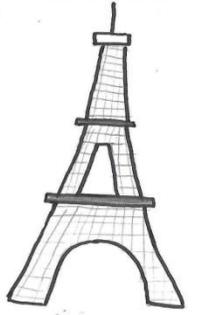


Daniela Bunea, 2019

**TIME TRAVEL AGENCY**

WHICH COUNTRY France  
 WHERE EXACTLY Paris, the Eiffel Tower  
 WHEN EXACTLY 31 March 1889  
 day month year  
 WHY You can be one of the people who visit the Eiffel Tower for the first time.

Authors: Hristin Daniela and Borady Daria



Daniela Bunea, 2019

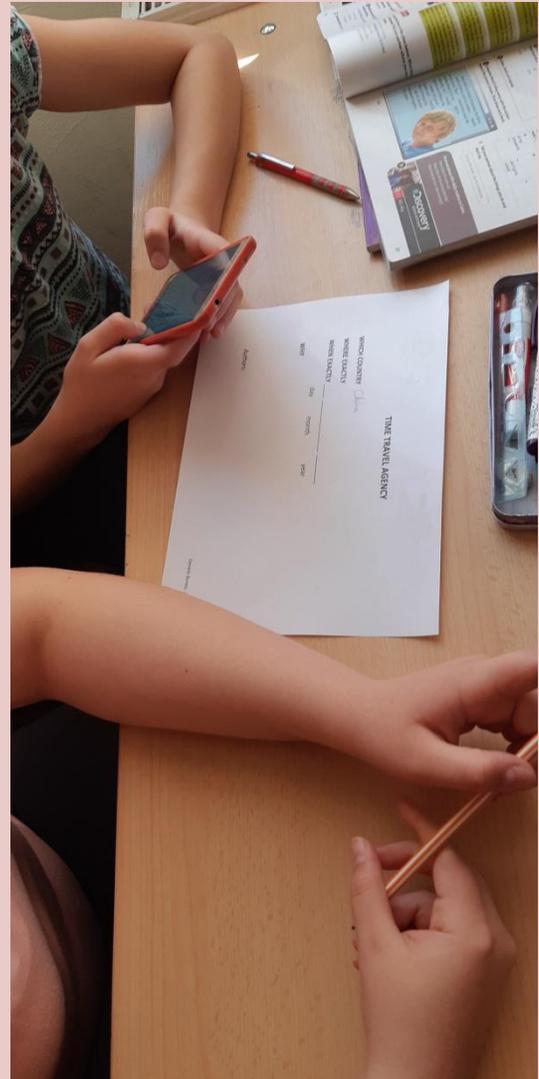
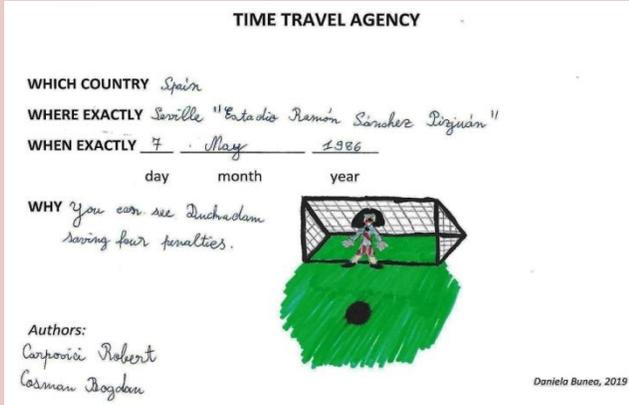
**TIME TRAVEL AGENCY**

WHICH COUNTRY France  
 WHERE EXACTLY 4<sup>th</sup> arrondissement, Paris  
 WHEN EXACTLY 31 March 1889  
 day month year  
 WHY You can see the tallest tower in the world: the Eiffel Tower, designed and built by Gustave Eiffel. It has 984 ft, 5 floor counts and 8 elevators. The Eiffel Tower is the most visited paid monument in the world. Its construction started on 28<sup>th</sup> January 1887 and it was completed on 15<sup>th</sup> March 1889. The visitors could enter into the famous tower on 31<sup>st</sup> March 1889 (130 years ago).

Authors: Borady Daria, Hristin Daniela



Daniela Bunea, 2019



My students worked together and agreed on content and design in their respective groups – they had shared responsibility and their work was interdependent. Thus they developed their collaborative skills. They also did a splendid job at revising their work based on feedback from teacher and peers, being able to monitor their own work, with the prospect of being capable of taking responsibility for their lives, work and ongoing learning in the future. Today's complex world demands such self-regulated thinkers and learners!

The activity was a very successful one, and I am determined to apply this learning model to other lessons as well. I warmly recommend it – it will have an impact on better preparing your students for life and work with STEM in the 21<sup>st</sup> century.



*Daniela Bunea is a teacher of English as a foreign language at a secondary school in Sibiu, Romania. She has been an eTwinning ambassador since 2010 and a Microsoft Innovative Educator Expert since 2015. For 2 years now she has been a Scientix ambassador, a member of the Europeana User Group and a National Geographic Certified Educator. She has been a Galileo Teacher since January this year and an Adobe Campus Leader since May. She is also the editor of this newsletter.*





## Breaking down walls on the European Day of Languages

by Andrea Ullrich

In September 2018 we celebrated the European Day of Languages in two different ways; one was pure eTwinning, the other one Erasmus+ and eTwinning.

Both activities were registered on the official EDL [website](#), which made our projects visible to people all over the world.

Let's take a quick look at our work; I will keep it short and give you the chance to check the material yourself. :)



When I started last year's summer holidays [Betina Astride Santos](#) (EB Vale de Figueira, Portugal), an excellent eTwinning partner and friend, suggested that we could have a little project for the European Day of Languages to show our pupils the diversity of languages. As our collaboration is usually fruitful and fun, I immediately agreed and "[Show Me Your Language](#)" was born.

We started our project with cartoons and phrases for pupils from other countries to translate. More than 30 schools accepted our invitation to contribute to the e-book, some even joined our project. You can check the results in this [Thinglink image](#).



What I had actually planned for a little bit longer was an excursion on 26th September.

At that time we were hosting a short-term exchange of pupils for our Erasmus+ and eTwinning project "[Breaking Down Walls](#)". The programme included [several activities](#) on how Europeans overcame walls in the past and what we can do to build bridges today and in the future.



Our meeting coincided with the European Day of Languages so we organised a tour to Point Alpha, a memorial place at the former inner-German border, where East and West were once separated. What place could have been better for celebrating diversity? After a guided tour pupils from Portugal, France, Italy, Latvia, Turkey and Germany created posters on words they related to the location, e.g. freedom, peace, community, and presented their posters in border area.





At the end, a little tip for your activities this year: contact your national relay for the European Day of Languages; they will provide you with promotional material like stickers, pencils or posters. You can find a list with contact details [here](#).



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



### **eTwinning - an active part of Erasmus+** by Cornelia Melcu

eTwinning was launched in 2005 as the main action of the European Commission's eLearning Programme. Since 2014 eTwinning has been co-funded by the Erasmus+, the European programme for Education, Training, Youth and Sport. eTwinning promotes school collaboration in Europe through the use of Information and Communication Technologies (ICT) by providing support, tools and services for schools. If you are planning to apply for Erasmus+ school funding, eTwinning can support you in different ways.

Firstly, eTwinning is an easy and free of charge way for you to find partners, training courses and more for Erasmus+ projects across Europe and beyond. Then, you can promote in a safe way the results of your Erasmus+ projects. The place where eTwinning magic really happens is the TwinSpace; a safe platform visible only to the teachers participating in a project. Students can also be invited in the TwinSpace to meet and collaborate with peers from their partner schools.

My school has been involved in eTwinning-Erasmus+ projects since the beginning of the programme. This past school year, we ran three projects: "The odd one...IN!", "MY ROOTS BECOME OUR WINGS -TRAVEL AGENCY" and "Children's Voices for a new Human Space". eTwinning is a crucial part of our projects: all the activities, meetings and products, in one word the results, are visible on eTwinning Live.

"The odd one...IN!" is focused on diversity and emotional awareness. Diversity is evident in every aspect of school life in all countries. Children and

young people find difficult to deal with the different. It is because they have limited experiences and tend to have a suspicious attitude towards and even reject anything that does not seem to fit in their small world. Although there has been a great progress to protect minorities, several researches carried out in EU seem to conclude that people are still biased when it comes to race, gender, economic and social status and so on. It is therefore our main objective to help our pupils develop a more analytic and critical thinking towards people that stand out in one or another way.



We try a new approach to teaching diversity. The innovation is applied on the fact that the focus will not be the stranger, for example refugees, but our attitude towards anything different. Our intention is



to teach children through activities how to face different as a whole. In other words, making the "odd" more familiar by information provided is not a lasting solution. Stating a method to approach the "odd" in general is.

Find more about the project following this link:  
<https://twinspace.etwinning.net/45916>.

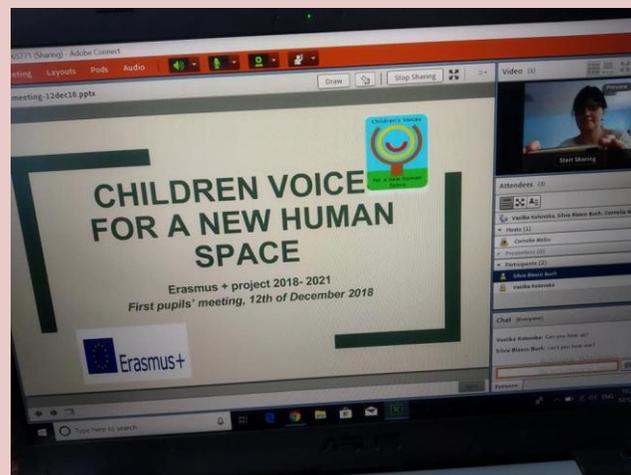
"MY ROOTS BECOME OUR WINGS - TRAVEL AGENCY" aims to increase awareness on the importance of the development of transversal skills and basic key competences in nowadays life and specifically in school through the implementation of inclusive education and digital integration.

The main idea: pupils are travel agents who aim to increase awareness on local and European identity and cultural heritage through the use of transversal skills, digital integration and inclusive practices. Link to the TwinSpace:  
<https://twinspace.etwinning.net/72502/home>.



"Children's Voices for a new Human Space" is a collaborative project between 3 universities, 5 schools, 1 non-governmental organization and 1 software house, funded under the Erasmus+ programme. We aim to foster democratic and intercultural competences of pupils and teachers in the primary school context; to improve the access and participation of disadvantaged pupils, such as pupils with a migrant background in their living school contexts regarding democratic and intercultural competences; to promote innovative methods and pedagogies, by developing learning materials and tools based on the use of IT; to provide materials and methods (educational curricula), and IT tools (the mobile App) and to support teachers in dealing with cultural diversity in the classroom and in adopting new collaborative and innovative practices.

More about of this project, here:  
<https://twinspace.etwinning.net/72519>.



eTwinning is an active part of our projects. Firstly, all coordinators of participant teams in the project are active eTwinners and worked together in several projects. We use eTwinning platform for disseminating our results and sharing good practice with other teachers who are members of the eTwinning community. Participating in School Education Gateway forums and professional courses helped some of the teachers who participate in the project to be prepared to organize activities related to developing the main 21st century skills. In conclusion, eTwinning is the best way to promote and develop the Erasmus+ projects for schools.



*Cornelia Melcu is a primary school teacher and a teacher trainer in Braşov, Romania. She has been an eTwinning ambassador since 2013 and a Scientix ambassador since 2014.*

### **Active Minds, Moving Hands**

*by Cristina Nicolăiță*

"Gheorghe Magheru" School is a STEAM oriented eTwinning School. Our adventure started with our STEM club, created in 2017 for an eTwinning project, and continued with two Erasmus+ projects, a KA201 and a KA229 one. Both of them are STEAM (Science, Technology, Engineering, Arts and Mathematics) projects, one of them finishing this August and the other one is at halfway.

"Active Minds, Moving Hands" is a KA201 Erasmus+ project that uses modern methods such as PBL (Problem Based Learning), interdisciplinary



approach and Gamification (Game-Based Learning), with activities reaching 7 dimensions. These are:  
 Technological dimension (coding and programming activities);  
 Games dimension (creating board/brain games, creating/playing Tangram);  
 Ecological dimension (recycling activities, ecological garden/greenhouse);  
 Cultural dimension (STEM songs, STEM plays);  
 Designing and innovation dimension (STEM class designing);  
 Social dimension (embossed books, Braille alphabet, activities for SEN students);  
 The STEM festival (a big organized event for all the project products).

The project was developed during two school years, 2017-2019, by partner schools from Czech Republic, Greece, Romania, Spain and Turkey (coordinator). The associated eTwinning project was founded and coordinated by our school, together with the Turkish coordinator.



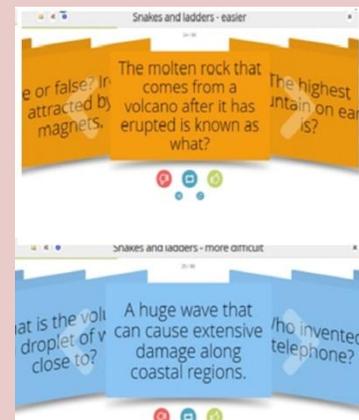
The technological dimension, which is certainly one of the most important sectors in the overall word "STEM" and which has a vital importance in reaching our project goals and completing our activities, was covered in September - December 2017. This dimension, which nearly took 4 months, was filled with lots of activities. Students were introduced to the coding through Arduino uno, Scratch, Lego We Do, working on code.org during Code week and Hour of code. More of that, the next year, Code week 2018 meant a challenge for our partners, and we completed it successfully.



Later on the game dimension started. Tangram, which was selected to improve attention, concentration and focus of the students, was first to be introduced. The schools bought the Tangram pieces or the students were asked to create their own pieces either using recycled materials or the new ones (3D printing). Simple shapes were introduced and it got more difficult as the students learnt more and more. Brain games were thought at this stage to make it more attractive and the partnering organizations discussed and decided the shared board game to be created as a tangible product at the end of this dimension. It was a game board similar to "Snake and ladders". It was also presented in the workshop I co-moderated in 3rd Scientix Conference, May 2018.



The board of the game was created by the kindergarten partners and each partner school was responsible for producing 10 easy and 10 difficult questions related to STEM subjects. The questions were written on a shared Google document in order to make it easier to collaborate by all the partners, and then uploaded on GoConqr - two repositories of 100 questions each.





The ecological dimension covered the STEAM oriented activities to improve recycling and environmental awareness within our children. Ecological gardens or greenhouses were set up at schools. Different kinds of plants were selected, planted and grown.



In this stage the observations were made, some schools used Arduino to water their greenhouses. Different kind of recyclable materials were studied and the ways to reuse them in producing certain materials to be used in the ecological gardens which were created. We also created clothes from recycled materials and participated in a carnival in our town theatre.

The cultural dimension also involved some recycling, as we designed and created our own musical instruments from different materials, from natural ones to reused ones. After creating our little "orchestra", every country composed a song to promote Science, showing why Science is important in everyday life. Our younger students recorded a song about robots, and our oldest students' song was about Simona Halep, showing some connection between Physics notions, like length, speed, force, strength and playing tennis.

The next step was organizing our own STEM lab. Thanks to "Active minds, moving hands" project, our school has now a lot of STEM materials for our Science lab, as Arduino Uno kits, Lego WeDo sets and the tablets needed, Beebots and "Code and go" mouse, interactive games for biology and chemistry lessons. Our "STEAM club" is meeting weekly in a new ambient, with new interesting materials for our students. They love designing, creating, coding and programming the robots they create.



Starting the month of March 2019 we dedicated our work to the last two dimensions, social (inclusive) dimension and the STEM festival. For the social dimension of the project, the students from "Gheorghe Magheru" School, Caracal, Romania, created a tactile STEM package. Very colourful, easy to use and play, it tries to make STEM subjects more attractive. Target audience of the set is children and pupils aged 5-8, pupils with special educational needs, like attention deficits or visual impairment. The set of activities was completed with some representations of Braille Alphabet using different materials. All these were presented during our final mobility, in Aliaga, Izmir, Turkey, on 14th -19th April 2019, but also in our national contest, "Made for Europe", between 17th and 20th April.



*Cristina Nicolăiță works at "Gh. Magheru" School in Caracal, Romania. She is a Physics and IT teacher, an eTwinning & Scientix ambassador, a Microsoft Innovative Educator Expert, a teacher trainer, an SEG-TA course facilitator, an INDUCAS community animator and an Erasmus+ projects coordinator.*





## ***No Man Is an Island: eTwinning and Erasmus+ hand in hand***

by Elena Pezzi

How many eTwinning projects will I have done with my students in all these years? And how many Socrates, Comenius and Erasmus+ projects have I been involved in since I was infected with the Europeanisation virus?

Surely dozens, and certainly some of the most engaging and motivating activities were those in which eTwinning and Erasmus+ merged together to create exciting projects both online and in presence!

I would like to tell you something about the latest project of this kind, a three-year Erasmus+ partnership which is also, at the same time, an eTwinning project between six partner schools from five different countries.

The title? *No Man is an Island*, because we are convinced that only from communication, collaboration, interaction can come something beautiful and special for us, for our students and, hopefully, also for our society.

All the partners are eTwinners who have been active for a long time (three of us are also eTwinning Schools) and by common agreement we wanted to create a space where we could share and collaborate beyond the simple repository of materials, where to meet and work together on the mutual knowledge of our schools, countries and cultural heritage.

The leitmotif of the project is the discovery of our cultural heritage, of what makes us unique and special but, at the same time, makes us recognize what each of us owes to the "other" in the construction of a piece of its own identity.

We also wanted to disseminate the good practices already implemented in our institutions to make the school a place where values of respect, inclusion, interculturalism and active citizenship are promoted.

During the project we have run common activities, such as:

- the creation of the national and international logos
- the collaborative creation of some episodes of a webradio program
- a joint discussion (debate) on some topics of common interest
- the celebration of some important dates (World Heritage Day, Earth Day, etc.)

All the activities lead to a collaborative "Heritage Catalogue" of all partners and a "Cross-cultural newscast" in which we will show the characteristics of the "other" through our eyes.

The activities involve a heterogeneous group of teachers and students of various school orders, between 14 and 18 years old. All the students work actively on the project; we want to stimulate knowledge and collaboration among young Europeans from European schools all over the world using English as a language of communication with an action-oriented approach and project-based learning.

The modular structure and the different tasks have allowed all pupils to work according to the rhythms and methods best suited to them, always with a view to collaboration and the implementation of activities.

As far as pupils are concerned, for some of them this was their first eTwinning project, for mine it was their third, so I didn't have to involve them particularly, on the contrary they had a beneficial "towing" effect by hooking up the new pupils and getting them immediately into the collaborative atmosphere.

In fact, the other fundamental aspect of the project is its opening to the whole school, allowing pupils from different classes to work together on the project, already experiencing at school the collaboration that we have established at European level.

The project is fundamental to change our attitude towards the teaching-learning process. The students themselves learn language and cultural content in a more lively and effective way in an informal and pedagogically focused context. From this point of view, the emotional aspect is also very important, creating deep bonds between students and teachers.

The integration in the curriculum is evident in all phases of the project, which is based on the methodology of project based learning and task approach, whose objectives are that the pupils develop skills and acquire at the same time the curriculum content.

The topics on which the students have reflected and worked collaboratively all refer to the different phases of learning both of a foreign language and culture and of the contents developed in the mother tongue, also according to the CLIL perspective and



of the great educational values that form the basis of school social interaction.

We deal with several topics related to human coexistence, multiculturalism, interculturalism, universal values. All partners commit themselves in a collaborative spirit that involves everyone, improve our knowledge and attitudes starting from the enthusiasm that the project arouse.

An important phase of the project is that the students disseminate the experience among their own peers not directly involved in the project, thus allowing a deeper reflection on what they learn.

It is therefore clear that the project completely reaches the main objective we had set ourselves: to reflect on our identity, to know the reality that surrounds us and to make concrete proposals for a more active and constructive human and social coexistence.

The eTwinning experience of most of us has also a positive impact on communication too, which is organized in a constant way among teachers both in the planning phase and throughout the work process, with clearly defined objectives: comparison and deepening of content, research and broadening of the personal horizons of participants. These objectives are pursued through teaching-learning processes negotiated and applied by teachers and students thanks to a continuous communication between all, inside and outside the TwinSpace.

We share the work, treat common aspects, students debate several types of issues; materials are organized in transversal areas to get to the final shared products; the works of the groups are uploaded on the TwinSpace, on the blog and on the shared Drive to be easily available and accessible by all.

We always encourage the exchange of ideas and experiences and the sharing of information to achieve a truly effective collaboration between students.

We would not have been able to produce videos, e-magazines, presentations, join awareness campaigns etc. if there had not been a continuous, constant and sincere communication between all participants.

Collaborative activities go far beyond simple communication: participants are members of groups, co-authors and collaborators; each individual participant and each group needs the contribution of others to complete the activities.

International groups are a very effective way of working together.

In addition, we want to integrate emotional and affective aspects into the project, creating long-lasting bonds between all partners. It is not therefore a project in which each school work independently, but every step, every decision taken and every activity carried out are integrated into the broader context of the planning that we constantly keep in mind (teachers and students). Pupils have been actively involved since the beginning, demonstrating that they can adapt to the needs of each phase. The possibility for some of them to meet in person certainly helps, but it should be remembered that not all the students participate in the mobility, yet they also cooperate actively with each other.

The materials (presentations, e-magazines, videos, blogs, etc.) have been created on the basis of common reflections and it should also be noted that the commitment to the ideas proposed by the project is so evident that on some occasions it was the students themselves who "surpassed" the teachers by proposing activities or creating content not initially planned, such as the Kahoot on cultural heritage, some episodes of web radio, Instagram and Twitter profiles for better dissemination.

We can therefore say that the project represents a great opportunity to concretely experiment what it means to be active members of a collaborative community of good practices, both at teacher and student level.

Students also experiment with various technological tools according to the needs of each phase of the work. In fact, this project offers the opportunity for all participants to use the most suitable and effective tools.

At the beginning we have used simple tools, such as the Twinspace forum or other known tools. Then we have started to use those tools that could help us to achieve our goals: offline and online presentations, audio and video recordings (the use of the online tool Spreker for our webradio is fundamental), online digital newspapers, web content management, collaborative tools, image management programs, etc.

The use of ICT is functional to the whole project and to the different products and not as an autonomous tool in itself; therefore this allows students to approach the world of information and communication in a more critical and conscious way and develop more independent digital skills.



Experimentation with teachers, who are not holders of "technological secrets" but "companions of adventure", also makes it clear that everyone's commitment contributes to the collective construction of the result.

It is obvious, therefore, that the impact of this project is very wide and affects the whole school at different levels - as I have already said.

First of all, we have found a very high impact on the project participants in terms of motivation: some of the groups that collaborated in this project have already had positive experiences in eTwinning and this has been a further opportunity for them to collaborate with new friends and with even more enthusiasm.

In addition, the motivation for studying the different subjects and for the learning environment in general has certainly increased; communication and intercultural skills have been significantly strengthened in a much faster time.

The most evident result is the acquisition of intercultural competences and knowledge about the partner countries, which allows a wider reflection on our being full European citizens (with its unavoidable lights and shadows).

As mentioned, moreover, students have sometimes assumed the role of "mentors" and disseminators for other peers and for the educational community in general. I find this aspect very interesting, because it has set in motion dynamics that the students can practice within the school, on the occasion of experiences of "peer to peer" also in other institutional educational processes (recovery, deepening). They also help in the dissemination through social networks (Instagram, Twitter).

The other aspect (which I have already mentioned) is the impact on the whole educational community: schools benefit greatly from these activities and thanks to dissemination they are better known by families and the local community, promoting innovative teaching methods and promoting a true European dimension of learning.

I can say, after many years of eTwinning and Erasmus+ projects, that the impact on the school is now well established and that year after year there are more and more colleagues and students in our schools who ask to participate in the projects or decide to engage with their own.

To put it very briefly: you can no longer be without eTwinning! And not even without Erasmus+... Once

the virus has infected you, there is no escape, but it is a beautiful disease: Europeitis!



*Elena Pezzi is a teacher of Spanish and she likes everything concerning new ways to improve learning and to motivate pupils. She believes eTwinning is a wonderful way to do that and, above all, her pupils are sure that it perfectly works! Her aims? To improve collaboration, sharing and knowledge among eTwinners... yes, together we can! She has always been passionate about European projects, sharing, collaboration and technology. She believes in collaboration, sharing and in the European dimension of education.*



### **Empower for Employability**

by Niculina Chiper

"Empower for Employability" is a project of four European schools from Germany, Greece, Italy and Romania. They teamed up together in order to use their different strengths for helping their students to enhance their chances for working life. The partner schools of the Erasmus+ funded project "Empower for Employability" (KA229) will jointly develop a Certificate of Personal Competences (CPC) for their students. It will have these four modules: Lifelong learning, Reflecting yourself, Time management and Project management. Each module will consist of work sheets and activities which will help students develop their personalities in order to enter the job market more smoothly.





The schools aim at developing a programme leading to a Certificate of Personal Competences (CPC) that will be implemented in the schools on a long-term basis. Moreover the concept and the steps will be published in an eBook for other institutions to use for their students. Many schools throughout Europe face these problems and we would like to find ways of addressing them and sharing our ideas with other institutions via the project blog. The project team has taken a conscious decision to focus on pupils who are not achieving their potential - this includes pupils of lower abilities but also gifted students who are hindered by other factors from getting the best marks they could. The teachers of the schools involved will have the chance to think about their students and their pedagogical and teaching methods in a different way. Many teachers only see the knowledge a student has and how s/he uses it in class. This approach will help teachers to see their pupils from a holistic point of view. So teacher will find new ways of working with the pupils thus helping them to improve their exam results. We believe that this project will facilitate new developments in our schools which would not be possible without the European perspective enriching us with different views on solving the problems we are all faced.

The four partner schools will develop a programme that leads to developing personal competences in the students. Participants will be given the CPC to use for their applications in order to enhance their chances on the labour market. The certificate will focus on 4 aspects which teachers have identified as the most problematic areas: time management, reflecting yourself, lifelong learning and project management. All areas are seen as vital in the European and national discussion on qualifications for young people before they start working life.

Our project includes 4 modules. This is a video about our first meeting from Serres, Greece: <https://youtu.be/i5FR5czzRHs>.

The students have learned during the first module (February 2019) about different learning types and learning styles testing themselves and developing strategies and examples for successful learning. Moreover they did investigate about motivation and how to improve their motivation.

The second module about Self-reflection will be the theme of our second meeting at Hagen-Germany (the last week of September 2019). The aim of this meeting is to help students discover their talents and suitable job profiles. Students will find out about their strengths and weaknesses and discover ideas of how to work on them. Furthermore they

will be given the chance to experience of overcoming their weaknesses and being successful.

Students are invited to consider carefully to what extent time is a structuring category in their personal life; during our third exchange that will take part to Bucharest in the first week of November 2019. Our aim is to make students become conscious of their attitude and relationship towards time by making students reflect on their past time activities and their daily routine. They will heighten their awareness to the role of time in society and become more attentive to the way time is 'treated' publicly. By means of different activities and the application of various methods - students will learn how to work for a cooperative international project, promote an intercultural dialogue; use ICT to communicate, share, create, collaborate.

The last school exchange will be in Italy where we are going to discuss about project management. We would like to give students the skills of treating their formal education as a kind of project and learn how to successfully manage this. In order to achieve this, we are going to give students the task to think of a product (concert, party, play...) they would like to organise on the penultimate day of the project meeting. Students will be working together in an international team to initiate their project and discuss what they need to do. Next they will plan their steps in preparation.



*Niculina Chiper works at Colegiul Național Mihai Viteazul in Bucharest, Romania. She has been an active eTwinner since 2011. She has always been interested in sharing her teaching experience and in enriching it with new ideas from schools and colleagues throughout Europe.*



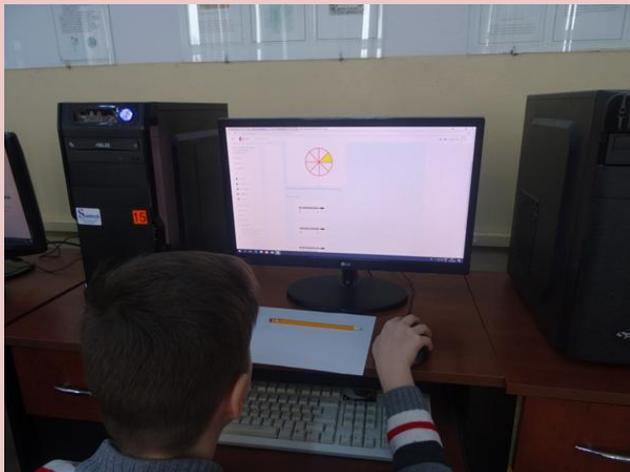
### **Some examples of digital activities for the development of mathematical skills** by Anamaria Corina Golumbeanu

Today the focus is on the blended learning. This methods introduce digital activities into classes. Blended learning, or better, mixed learning is a mix of technology-based and traditional methods.

An example of e-learning is to guide students in solving online tests created within the Erasmus+ KA2 project SCORE - Student Competences as Outputs of Research-Based Education.



Our school is partner in this project with a team from Spain, Portugal and the Institute of Educational Sciences Foundation of Bucharest.



In this project we created a set of tests on a Moodle platform under the name "World of Fractions and Reports". Repeated practice, but also solving problems of every day life gives students the opportunity to understand some notions, working techniques and the importance of their study.

This project also has an eTwinning project with the same name to disseminate and valorise the resources created by students <https://twinspace.etwinning.net/71157/home>.

In this project, we have developed the same theme, but especially with the emphasis on developing collaborative methods that can be seen in the online environment.

My students and I created a collection of posters about fractions that were presented as a video.

Games have also been created using the Web 2.0 tools Learning App (<https://learningapps.org/>) and Quizlet (<https://quizlet.com/>) for fractions and densities.

Another example of digital activities at math classes is the eTwinning project "Using Percents in Practice" <https://twinspace.etwinning.net/42766/home>.

Thus, an attractive and engaging activity was to create logos and vote for the best logo for the project using a Google Form questionnaire.

Google Presentation and Google Docs have also been used in math classes to collect examples of practical problems with percentages, problems created by students.

Games created in H5P for percentage determinations were published in the eTwinning project and the final product is an e-book.

And last but not the least is the eTwinning Matharchitect project (<https://twinspace.etwinning.net/60053/home>) contains examples of digital activities that can be done in math classes.

In this project students had to recognize geometric shapes and geometric bodies in the composition of some buildings in our city (<https://twinspace.etwinning.net/60053/pages/page/438539>). Together with the students, I have developed explanatory videos, interactive games and dictionaries.

Let's not forget the videoconferencing of these projects with a special educational value, engaging all pupils in communicating with partners.





Student participation in eTwinning projects contributes both to the development of mathematical skills as well as to the use of languages and the use of ICT. eTwinning projects also contribute to the development of teamwork and communication skills.



Anamaria Corina Golumbeanu is a math teacher at Școala Gimnazială Ion Țuculescu in Craiova, Romania. She is interested in applied mathematics, art, astronomy, ecology, traditions and interculturality. She is an Awarded eTwinner and her school is an Awarded eTwinning School.



**STEAM ambassadors**  
by Cristina Nicolaiță

Our eTwinning/Erasmus+ project “We are creating STEAM embassies in the European School network” promotes STEAM education. This is an educational approach that aims to transform theoretical knowledge into practice, product and innovative inventions, and incorporate it into the country's curriculum from pre-school to doctoral education. STEAM is to develop the skills of creativity, scientific thinking, algorithmic thinking, critical thinking and problem solving, flexible thinking, aesthetic skills, design skills and risk taking that form the basis of innovative research.



The banner features the Erasmus+ logo and the text: "Proiect finanțat cu sprijinul Comisiei Europene. Școala Gimnazială 'Gheorghe Magheru' Caracal. We are creating STEAM embassies in the European schools network. Proiect de parteneriat strategic Erasmus plus KA229 2018-2020". Below the text are the flags of Sweden, Latvia, Ireland, Romania, Italy, and Turkey.

The Erasmus+ project is coordinated by Internationella Engelska Skolan from Stockholm, Sweden. Partner schools from Italy, Ireland, Latvia, Sweden, Romania and Turkey plan to share best practices and increase STEAM competencies not

only across our six nations, but by promoting our work, across the European school network. eTwinning gives us this opportunity, and our school is the founder of the project on eTwinning portal, along with our Turkish partner.



The screenshot shows the eTwinning project page titled "We are creating STEAM embassies in the European school network". It lists two founders: Engin KARAMANLI (Turkey) and Cristina Nicolaiță (Romania), along with their respective subject expertise.

To create STEAM embassies in the European partner network, we would like to encourage STEAM subjects among teachers and students, improve their competencies, and change their outlook. By enriching STEAM practices in the classroom, we are eager to develop our skills by focusing on the motivation, attitudes and excitement of our teachers and students.

Our main aims are:

- to develop a core curriculum that integrates STEAM based on STEAM education into classes;
- to develop teacher competencies in terms of new contemporary and modern teaching methods for STEAM subjects;
- to develop the competencies of teachers in STEAM-specific English terminology;
- the sharing of experiences among the teachers and students;
- to increase the interest in technology and technical creativity;
- intercultural dialogue, multilingualism, internationalization.



We are now half way and we already could see the variety of educational systems in different countries working with the same goal. It was amazing to see



how all countries speak the same scientific language. All of us were very hopeful and confident that this project will help us all to grow interest in learners in the STEAM fields. We improved existing knowledge and skills as well as acquired new ones. As students were hosted by partner students' families, we promoted cross-cultural tolerance and developed their personal and social skills, along with the English language use in everyday situations, but also in a scientific environment. The interaction between students started at the beginning of the project, when the logo of the project was chosen from a large number of designs made by all students involved.



The first three transnational meetings were in Mersin, Turkey, January 2019 - focus on Engineering and Ecology; in Stockholm, Sweden, April 2019 - focus on Robotics and Technology; in Dublin, Ireland - focus on Basic Science and Physics.

A usual day of a meeting will be full of challenges for our students, developing also their creativity, critical thinking and team work. Just a few challenges they had to solve:

"Save the pelicans" - create a transport device to protect pelicans' eggs on their way to a lab. It should be cost efficient, but also very resistant in case of any accidents and provide good conditions for the eggs to arrive safely to their destination - Turkey meeting.



"Shelter" challenge - create a shelter for immigrants or homeless people, using geometrical shapes. Calculating area, volume, choosing suitable materials for a better price/ quality ratio - Sweden meeting.

"Bridges" challenge - create a bridge that can be strong and wide enough, cheap and also aesthetic, choosing suitable materials and creating designs as a team, and then building it - Ireland meeting.

All activities were then presented and replicated in our school conditions, so as many students as possible could benefit from the experience of those participating in the mobilities. They were mentors for their colleagues, a role they have taken very seriously. We are now looking forward to welcoming our partners in Romania, in September 2019. Our meeting focus will be on Renewable energy sources and Recycling and we are preparing interesting challenges for our partners, too.

Within the scope of the project, scientific fairs and festivals were also organized; so that the project to be known by more people and the parents also realize the importance of the STEAM education. This way it will be ensured that society's educational perspective and innovative practices and creativity in the 21st century education system are realized with our project. We are on our way to become great STEAM ambassadors!



*Cristina Nicolăiță works at "Gh. Magheru" School in Caracal, Romania. She is a Physics and IT teacher, an eTwinning & Scientix ambassador, a Microsoft Innovative Educator Expert, a teacher trainer, an SEG-TA course facilitator, an INDUCAS community animator and an Erasmus+ projects coordinator.*





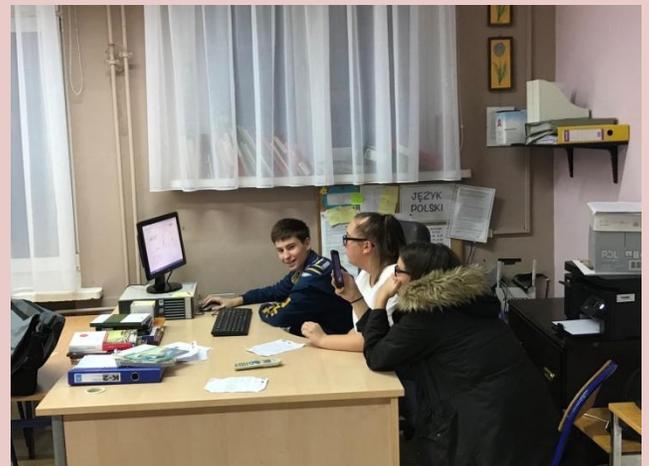
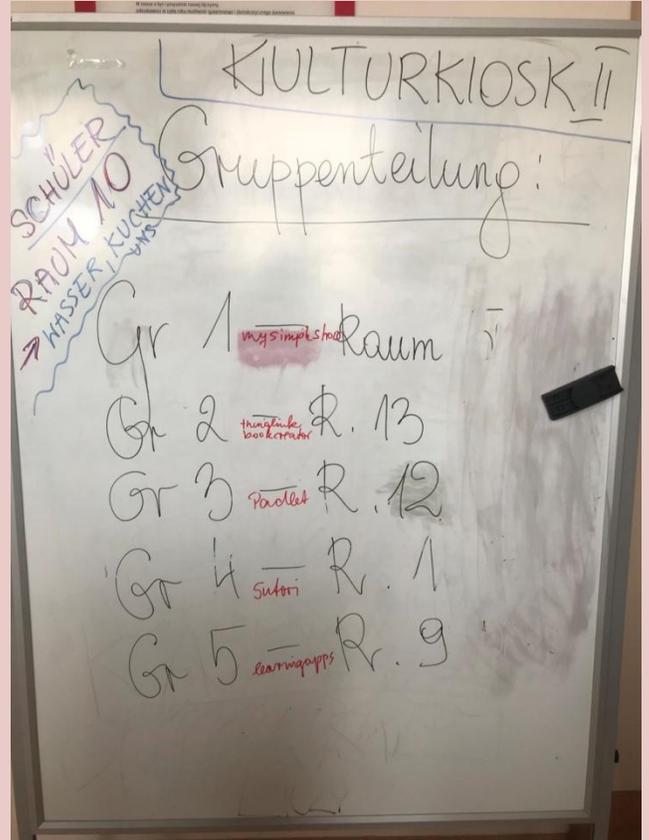


- The students worked in internationally mixed working groups. The most notable innovation of this project is the way the students worked together. As emphasized in the name of the project "from student to student", the students were in the foreground and, as it were, took on the role of teacher by presenting new apps, both to teachers and students, and explaining their functions and applications. This is what the Greek students in the meetings in Taormina and Gdansk have especially made.

In Taormina they presented "METAVERSE" and in Gdansk "MYSIMPLESHOW", "SUTORI", "BOOK CREATOR", "THINGLINK", "PADLET" – always explaining the function of the app and showing some examples of their own.



The presentation of the materials and documentation collected from the field work during the joint transnational meetings was always done with the help of digital applications mentioned above. The content-related task for all students in



mixed groups was to visit the World Heritage Monument on site, collect information and photos, record it digitally, consult experts or the accompanying teachers and agree on an app to use for creating learning material or an educational scenario. The students worked interdisciplinary and as self-determined as possible. In the mixed country working groups, students were able to access their diverse skills and abilities to grasp the foreign language, digital, social and cultural dimensions of work.



Also innovative was the connection of our project to the year 2018 - European Year of Cultural Heritage (2018 EYCH). All partners have applied for and received the official seal.



### Educational Scenario about Olympia & Olympic Games (Patras/Hellas)

The students of the Experimental Junior High School of the University of Patras (PGPP), who participated to the project, choose Olympia & the Olympic Games to present to their European friends. They visited Olympia, the City Hall, the Mayor, the Archaeological Museum and the Stadium. A guided tour with an archaeologist through the monuments helped them to understand the meaning behind the "Olympic Games" and they could choose a sculpture, a statue or an area that impressed them.

#### 1<sup>st</sup> Step

A student had filmed a turtle in the Stadium, and they used the scene to let the "turtle" welcome to Olympia the students from abroad!

#### 2<sup>nd</sup> Step

A video explaining where exactly in Greece is Olympia, was created by the students. It could be used by the other partner schools to show the students (after guessing!) where Olympia is (east - west / north - south / on the seaside - near/on an island etc.)

#### 3<sup>rd</sup> Step

The students created a video with 10 facts about Olympic Games! They "introduced" the Olympic Idea and the "Ekexiria" (Olympic peace / truce), informed about the Sports that took place etc.

#### 4<sup>th</sup> Step

The next video showed the places where the Olympic Games took place. The video combined

photos from the places and explanations / information about what was happening there (3 small videos were produced, where 3 specific places can be seen, as they are today).

#### 5<sup>th</sup> Step

Finally, to ensure that everyone, who saw the videos, also paid attention to the information that where given, the students created a game using METAVERSE!

(more details:

<https://twinspace.etwinning.net/89402/pages/page/660163> &

[https://padlet.com/abohn\\_kto/rvv67fdshlpj](https://padlet.com/abohn_kto/rvv67fdshlpj))

### Dissemination

The Greek School had two great opportunities until now to disseminate the results of the project and make it public.

- Erasmus KA1 - job shadowing: From the 21<sup>st</sup> to the 27<sup>th</sup> of January 2019 four teachers from Poland visited the Greek school. Students from the Erasmus Team presented to the teachers following applications: METAVERSE, MYSIMPLESHOW & SUTORI. They explained them how to use them and showed them their examples.

Other students just introduced them our Erasmus project and talked about their impressions visiting the partners' schools / countries. Two students explained them why our school choose Olympia & the Olympic Games and revealed their thoughts / feelings / impressions while we visited Olympia.

One student created a METAVERSE - Game just for the teachers with questions about Hellas and the Region of Achaia!





- On July 20<sup>th</sup>, 2019 the Greek School organized an Erasmus-Projects Dissemination Day!



**Impact**

The participating students benefited from the project on various levels. During the project, they learned a lot about the World Heritage Sites/Monuments of the participating countries. It became clear in the meetings the importance of the world heritage for humanity. Awareness of the

protection of natural and cultural assets also for the coming generations was trained with the participants. The project made a major contribution to skills development, especially in media education. The students learned independently with the various Internet applications to present content, they gained an insight on how many different ways you can use the media for presentation and learning purposes. Especially the cooperation with the different cultures encouraged the students by communicating with all, the willingness of the participants to become more intensively occupied with the languages and to learn them. A fundamental gain in self-confidence during the project can be recorded to the students. The most notable innovation of this project is the way the students worked together. The students were in the foreground and, as it were, took on the role of teachers by presenting new apps, both teachers and students, and explaining their functions and applications.

**Last info**

We have been informed that 6 of the partners (the new Erasmus+ rules) are going to participate in a new Erasmus+ project! Stay tuned!



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

**Project of Life for Young European People. Educate and Guide from Educational Centre**  
by Vasilica Gazdac

The project start an eTwinning partnership with schools from Spain, Italy, Portugal after first year graduated in Erasmus+ project ( No:2017-1-ES01-KA219-038162) aimed forming primary school children and secondary school in new concepts in emotional intelligence, non-formal education, English skills, digital competences .After the completion of the selection process and the formation of the project team, Salve Club was formed by the name of our locality, a club promoting non-formal education, multiple intelligences theory, emotional education and IT competencies as a viable alternative to motivating



primary and middle school students in the educational process.



We started this club of non-formal activities with a number of 8 teachers and a number of about 35-40 students from primary and gymnasium. The meeting period was weekly, several hours in which through the methods and stories of non-formal education we tried to develop the life skills of our students and our teachers. Our teachers have applied various questionnaires to identify the predominant type of student intelligence and communicated the results of teachers and parents to find solutions to motivate students for the educational act and the sustainability of the educational process both within and outside of the school. All persons involved in project know more information about non-formal education, insertion of non-formal education methods and development of emotional intelligence into activities from various disciplines, the languages of partners and incoming peoples in Europe also through their cultures (geography, music, arts, literature, food, religion and dances).

In my school grew up interest in the study of foreign languages special English, Portuguese, Spanish and Italian and digital competences by developing of curricular and extracurricular activities, materials for Club Salve, support interdisciplinary and interactive lessons. For pupils grew up basic skills that will ensure them in the future even better job opportunities and competences to communicate in other languages, share experiences, learn to cooperate together. For pupils all activities made so far open their minds, strengthen the common sense of European clubs, friendship and spirit of cooperation. Teachers have improved their professionalism and good practices in school and local community. Local and regional

community involved in various way (organizations, universities, volunteers, civil authorities) contributed by our support to increase the visibility of our activities and to support our main product Club Magazine.



An important role in this project is the involvement of parents in school activities by carrying out handicraft workshops, workshop focused on the arts, craft workshops, stitch workshops. These workshops took place in the school and Salve Club Hall on various cultural and traditional themes: Christmas, Martisor, Easter Fair, Presentation of the village brochure. Parents and grandparents have increased the awareness of being empathy to accept social and religious inclusion. All activities so far can be seen through the results and products achieved to date and have been gradual activities going from easy to hard, culminating in the creation of a magazine both in English and in Romanian, presenting the local heritage in the year of the European cultural heritage.

We have benefited from the help of the project team in the school (teachers and students) and the school leadership who supported by all means the implementation of this project especially as it presents a real a solution for changing the teaching optics of disciplines and extracurricular activities especially in the gymnasium cycle. Many of the activities were filmed or photographed and presented as examples of good practice of the teaching staff, methodical committees, pedagogical courses and educational conferences on various occasions. Many of the activities and materials made in first year were filmed or photographed and presented as examples of good practice of the teaching staff, methodical committees in our school and associated schools, pedagogical courses and educational conferences on various occasions at Regional Education Inspectorate Bistrița-Năsăud.

Activities made in project year are:  
- Introduction project in our school. Presentations



of school activities, examples of non-formal education activities carried out in previous years; presenting our area and our village:

<https://padlet.com/vasilicagazdac/hx7ye277r5c2>

- Looking for a logo. Running the internal competition at the school level to designate the best logo of the project. The children were encouraged to graphically represent the theme of the project as well as the concept of emotional education. Selection of the drawing following the vote expressed in the school that was voted in the next stage by the students and teachers from the other schools participating in the project

(<https://twinspace.etwinning.net/54019/pages/page/317140>)

- Mini-project "Old times, new people"-This mini-project of volunteering aims to bring to the attention of young traditional brewery activities and the valorisation of these crafts through a traditional products fair

(<https://twinspace.etwinning.net/54019/pages/page/343582>)

- Brochure "Salva touristic sights" presenting the tourist objectives of the locality in a succinct and pleasant format for the promotion of local values in a brochure that developed pupils' linguistic, digital and civic competences. The brochure was printed in 100 copies and distributed to partner schools in time of short training event in Andria, Italy, students, teachers, parents and other contributors

(<https://twinspace.etwinning.net/54019/pages/page/404924>)

- "Old time, new people" magazine in English and Romanian version published as open resource on issuu:

[https://issuu.com/vasilicagazdac/docs/revista\\_impact\\_engleza](https://issuu.com/vasilicagazdac/docs/revista_impact_engleza)

[https://issuu.com/vasilicagazdac/docs/revista\\_salve\\_romana](https://issuu.com/vasilicagazdac/docs/revista_salve_romana)

The magazine represents a sustained effort for a year and marks a teamwork of our students and teachers who chose the topic of local traditions in a non-formal manner. The magazine was printed in 120 copies and distributed to partners during the meeting in Andria, Italy, but also to associated schools, the county library and other associated parties.

The magazine participated in the school journal contest organized by the Educational Inspectorate Bistrița-Năsăud and took second place.



In time of project were organized many non-formal workshops with students and teachers, workshops with parents, workshops with grandparents, historical investigations and research work on the village's past, the purchase of materials for the production of traditional products in the workshops, publishing and printing stickers and poster to increase the visibility of the project within the local, regional community, a TV advertisement was created for the promotion of the project regional television Sangeorz TV. All created materials are both digital in the eTwinning portal that is public and printed in school in Erasmus+ hall. The printed materials participated in the exhibition organized for the "Made for Europe" 2019 contest and won first place with our student Amalia Tuteuruga.

We have tried to involve as many institutions as possible from our region Bistrița-Năsăud as well as at national level because our school is a good practice school with several Erasmus + projects implemented. We have tightened partnership ties with various associated schools from our region (Școala Mihai Eminescu Năsăud, Colegiul George Coșbuc Năsăud, Școala Ștefan cel Mare Bistrița, Școala Gimnazială Nr.1 Bistrița, Școala Avram Iancu Bistrița, Colegiul Petru Rareș Beclean, Liceul Tehnologic Grigore Moisil Bistrița, Grădinița Căsuța cu Povești Bistrița) in which we have carried out dissemination actions, experience exchanges, methodical lessons, methodical circles. Many of these associated schools were interested by our activities, products, results, impact in the eTwinning/Erasmus+ actions. We have been supported in our efforts by Regional County Educational Bistrita-Nasaud through our European projects teacher Daniela Hudrea, with which we discussed implementation of the project and our activities. We were invited to the County Council Bistrița-Năsăud, European Centre Bistrița and Highschool Petru Rareș at international educational conference where we made some presentations regarding the activities carried out (<http://proiectuleducationaliaatitudine.blogspot.com/p/5-simpozionul-international-etwinning.html>).



We collaborated with the "Noi Orizonturi" NGO to find resources for workshops and non-formal education activities. We have initiated a partnership with FEDROM Madrid, Spain for an international visibility of this project in the Romanian community in Spain. During the process of writing the magazine "Old times, new people", our students and teachers have searched information about the past of the locality, traditions, tourist objectives, opening collaboration with the Regional Library "George Coșbuc" and the Bistrița Complex Museum. The eTwinning projects we are conducting have enriched our educational experiences and helped us to get the status of eTwinning School 2019-2020, a status that binds us to excellence in the learning process.



*Vasilica Gazdac works at Tiberiu Morariu School in Salva, Romania. She is a pre-school teacher and also the coordinator of European projects at the institution level. She is an eTwinning ambassador and one of the Methodist teachers at the Bistrița-Năsăud School Inspectorate.*

### **Virgilio - an introduction to eTwinning... and much more!**

*by Paola Arduini, Laura Maffei and Elena Pezzi*

Who among you is not yet a member of the featured group "Virgilio"?

If we look only at the numbers, we would say that we can only rejoice in the constant growth of our group: at the end of July 2019 the members of Virgil are close to 12000 units.

A great success in so few years of life of the group, but also a great responsibility for us moderators!

For those who do not know us yet, here is a brief excursus on the characteristics, objectives and mission of our group. The objective of the group is Support & Orientation for new eTwinners: that is to say, a sort of Helpdesk, but at the same time something more - a guide to the fabulous eTwinning Galaxy of people, ideas, opportunities.

The mission of our Group develops in two intertwined areas: Communication and Assistance.

Just to give you some examples, during these years we have promoted eTwinning and Virgilio Group in & out of eTwinning (on Twitter, Facebook, Telegram, Instagram, etc). We think that spreading the "eTwinning word" is crucial, especially among those newbies who are still a little scared by the "dark forest" of the platform.

At the same time we have enriched our Virgilio YouTube channel with new "3 tips 4 newbies" videos and tutorials, tools that we think could be useful for those who are approaching eTwinning for the first time; they are small tips to facilitate the approach to the platform, to the projects, to the European collaboration.

Within the eTwinning community we have promoted the Group via the European Ambassadors net, via the Italian NSS (for the third year, Virgilio Group was presented in the introductory course for newbies) and via different eTwinning initiatives, events and training courses, both sponsored by the Ministry of Education and local authorities.

But that's not all: we have also promoted the Group in our journals and during Events and contests, and assisted members and members-to-be in their activities, offering step by step assistance in the HELPDESK forum, both in the general forum and the dedicated areas.

Always with a view to helping new eTwinners and making life a little easier for them we have created new tutorials, regularly presented new tools and how to take advantage of them in eTwinning projects.

But since very often a word said is worth more than a thousand written, we have also organized webinars and different Live Events to interact with participants and give them feedback and personalized support.

To go even deeper we have organized informal Live Events to strengthen the sense of community and collaboration among members.



Obviously the work of our group cannot be unrelated to that of the other Featured Groups or even to that of the European network of Ambassadors. That is why we have regularly met online with the Moderators of Featured Groups and the network of European Ambassadors to decide on common lines of action and to think of activities that could benefit not only the newbies but also the wider eTwinning community.

Moreover, since we know that it is often difficult for a new eTwinner to orient itself among the many national and international proposals, we have disseminated within our Group the various eTwinning initiatives that have been brought to our attention by the CSS, other Groups, different agencies.

In a word: we have tried to make a welcome and orientation action for all those eTwinners (newbies and oldies, without distinction!) who for some reason are in need of guidance on certain aspects of the platform.

We think that webinars are really a very useful tool for all members of the community. We know that they have been followed, as we said, not only by new members but also by those who have been on eTwinning for a long time, especially after the significant changes of the TwinSpace that since December 2018 have changed the appearance of much of the platform.

Here is a summary of the topics we have dealt with.

First of all, we have talked about the activities that we have carried out so far, the projects that some of us implemented and the opportunity to apply for a Quality Label.

Then we have shared our "philosophy" about running a group, the opportunities that Virgilio can offer to new registered teachers and the experiences of some "old" eTwinners.

The third (and last) Virgilio's webinar for the year 2018 took place on the eTwinning Live, hosted by the CSS. It was attended by around 160 eTwinners, very active and interested mainly to explore the new aspect of groups and TwinSpace.

As we have said, this great participation means that Virgilio group is intended as a support group for everyone in eTwinning platform and when changes happen eTwinners look for a community space where is possible meeting other teachers and discuss new features.

The same numbers were seen in the other two webinars of the first half of 2019: many eTwinners participated in the webinars that still dealt with the characteristics of the new TwinSpace or quality criteria to better organize their projects.

Based on these premises, what are our expectations for our group in what remains of 2019?

Given our first aim - spotting, involving, and motivating eTwinners to stick to the community - and the constant raise in the number of members, we have for the next times very positive expectations.

We aim of course at consolidating participation, encouraging effective exchanges among eTwinners, supporting new users in the latest changes.

There's no doubt in our mind that we expect a closer collaboration with the CSS in the helpdesk activity, as a consequence of the transition to the new features.

We will have to update or directly rewrite entire pages of our Group due to the change, and we will need help to answer our users' questions on tools we didn't have the opportunity to test ourselves before.

We will also have to reorganize the forum section (which has always been the main asset of our Group) because the changes have interfered with the structure of the different areas and members have expressed a certain difficulty in organizing themselves with the new features.

Despite this (or maybe because of it?), we expect an increase in the number of members and a constant participation in the Live Events and forum debate.

That is why we are also considering the opportunity to organise special training events for new eTwinners regarding the different areas of eTwinning and how to take advantage of the new tools.

How's that? These are some of the ideas we have, but we expect that those of you who read these few lines will give us more ideas on how to be even more active and proactive for our group members!

We assume the main challenge for this second semester will be effectively assisting eTwinners with the innovations recently introduced in the platform.



For this reason, we will provide members with support material for managing the new TwinSpace, collect recurring doubts/issues and (hopefully) answers, in order to create a list of FAQ.

This is not enough: we plan to revise the pages and replace old information with new content, related to new tools and structures, adjust the forum, keep on offering constant forum assistance. Of course, our "core business" is to disseminate all eTwinning initiatives and assist the members in the completion of their activities.

That is why we will organize other live Helpdesk sessions and live promotional sessions. What is more, we plan to organize some formal Live Events - with guests/experts if possible, targeted at the different stages of the eTwinners' journey (introductory - project planning - project development...) as well to organize informal internal Events (as we already did this year, upon request or in set occasions)

We think that the huge amount of messages in the forums (our group is the one that records the most interactions in this section) is an *interactive and engaging activity* and a *tangible outcome* in itself: as we stated before, Virgilio is a place where users either come, ask their questions, read the answers and come back at the next question, or look for what they need, take it, and come back the next time they are in need.

Our responsibility is to let them find their answer/meet their needs as soon and as easily as possible. Our aim is orientation of eTwinners.

Since Virgilio is not a thematic Group, Virgilians have different interests, stories and needs, and all they have in common, as far as we know, is their interest in the eTwinning opportunities. That is why it is not easy to involve them in a common activity: in the past we tried with ebooks, and it was a successful step at the time, but we had to keep the subject very wide and vague (and for this reason not particularly interesting).

We want to stress the fact that, differently from other Groups, our aim is to keep eTwinners into eTwinning, not into the Group. They may (and will) come and go!

However, we will try to create simple products during the webinars, which are the moments when Virgilians actually gather and interact in a creative and effective way. We will then share the products within the Group first, and then in the eTwinning community.

Our last point is for a proposal: what we would really like is to accompany the Group activities with a set of mini-Learning Events for new eTwinners (or everybody struggling with the new features). A sort of "survival eTwinning kit".

We would like to organize these Learning Events on the different new features and the opportunity they offer/the challenges they pose in the development of a project, so that eTwinners can test them in advance and then properly take advantage of them in their projects. We would like to organize these Events hosting an expert (CCS member, developer...) that can give his/her point of view.

We think this kind of events could raise huge interest and could be extremely useful. Moreover, since the quality of projects is among the eTwinning priorities, these LEs could give us the opportunity to have eTwinners reflect on how to structure a project as well as how to use the TwinSpace tools.

Just a quick final note: 2018 was a great year for Virgilio, which reached the 10,000 members in December and keeps growing. However, we want to keep it growing (not only "surviving") and effectively assist eTwinners: this, given the recent challenges, will require lots of work and renovation in a short time. That is why we will need assistance ourselves by all eTwinners, yes... you too!!!



*Paola Arduini, Laura Maffei and Elena Pezzi, AKA Virgilio Ladies, have always been passionate about European projects, sharing, collaboration and technology. eTwinning has therefore represented all this for them, and since they discovered it they have not left it! They believe in collaboration, sharing and in the European dimension of education. They are curious and passionate about new technologies as educational tools. They like experimenting, not getting bored and not being boring. They believe eTwinning is the ideal space to build shared knowledge, that is why they run the featured group "Virgilio - an introduction to eTwinning".*



### **My first year as an Italian eTwinning School** by Antonietta Calò

I was appointed Ambassador for the Italian region Campania in 2010 and since then I have tried to involve my colleagues in the different activities that are offered by the eTwinning community of practice. Step by step I could organize a skilled



eTwinning Team at my school and in 2018 we got the eTwinning School Label.



It was a real satisfaction for all of us and the right reward for our hard work towards the students, their families and all the members of the school community. As an enthusiastic group we decided to apply for the first eTwinning School Online Course organized by the European Agency. Two of us were chosen to enrol the course and, as for me, I got a unique training which helped me to spread the eTwinning program better and better.

At the end of this course I asked myself some questions: "What could I do to spread eTwinning in other schools of your district? How could I involve them in eTwinning projects or give them new ideas in applying new methodologies which are the eTwinning backbone? How could I collect all the education grades – from pre-primary school to

university - in the same eTwinning path? My answer to these questions was a blended training course that I planned and organized on the Italian educational platform S.O.F.I.A. for the teachers of all grades of schools of my region.



In doing this, I could rely on the support of Mrs Mariagrazia De Meo, professor of English at the University in Salerno, who I was working with in the TTI project. We decided to involve in this course the teachers of the elementary schools which were hosting student teachers at their schools so that they could start to know the eTwinning platform and take part in a real eTwinning project. So from January to March I run the 25-hour course "eTwinning : the European engine of innovation" divided in 13 hour on site and 12 hours on line with the final task of opening or taking part in an eTwinning project.

"eTwinning motore europeo di innovazione"		
25 ore ( 13 on site + 12 on line)		
DATA	MODULO	WORKSHOP ON SITE
16/01/2019	Conoscere eTwinning	Registrazione/Profilo personale eTwinning Live
28/01/2019	eTwinning & Erasmus+ per la formazione di docenti e discenti	Forum Ricerca partner/ Utilizzo dei KII di progetto/Apertura di progetti
06/02/2019	eTwinning e le nuove metodologie: CLIL e PBL	La pedagogia sottesa ai principali "tools" da utilizzare nel Transdisciplinare
27/02/2019	Le eTwinning Schools	Auto valutare le competenze pedagogiche, digitali e di collaborazione con TET-SAT
Entro il 30/03/2019		ON LINE
in piattaforma eTwinning		1) Progressione Globale (aumentata almeno del 10%) 2) Apertura/partecipazione progetto in corso

I must say that it was a real success which let me achieve three main goals: 1) more than 30 teachers took part in each on site meeting; 2) a lot of university teacher trainers involved in the TTI project joined the course and learnt how to run or take part in a project where the student teachers could be involved; 3) an Erasmus+ KA1 was planned by two teachers of the nearby High School, after they had followed the dedicated training meeting and had the opportunity to be guests in my Erasmus+ KA2 project; their project was approved





As a team with a shared leadership, we are aware that we need an organic and well-structured plan to enhance the e-safety in our school and for this reason we decided to start involving the younger students, I mean the students of the first and the second classes, in a training process to use a safer Internet. With this aim, two 60-hour courses were organized last June about computational thinking and digital citizenship which were attended by 40 students who are now ready to spread their knowledge to their classmates, acting as active agents of change during the next school year. At the same time we are going to organize a series of conferences and debates on e-safety addressed to the parents of our students so that they can be aware of the risks that their children may incur, empowering the link between the School and the Families in a teaching/learning process focused on our students.

In order to strengthen our relationships with local stakeholders, we are also organizing a professional development meeting at the University of Salerno next 10<sup>th</sup> September to spread the TTI project and to collect a greater number of primary schools in a net where the student teachers can be hosted and supported while practising in eTwinning projects.

Yes, I can be really satisfied about what we have done so far on the eTwinning path but we are ready to go on keeping in mind what the principles of an eTwinning School are!

#### eTWINNING SCHOOL MISSION: PRINCIPLES

- ★ eTwinning Schools have a commitment to shared leadership
- ★ eTwinning Schools display a strong commitment to collaboration, sharing and team work
- ★ Students in eTwinning Schools are agents of change
- ★ Twinning Schools are models for other schools
- ★ eTwinning Schools are inclusive and innovative learning organisations



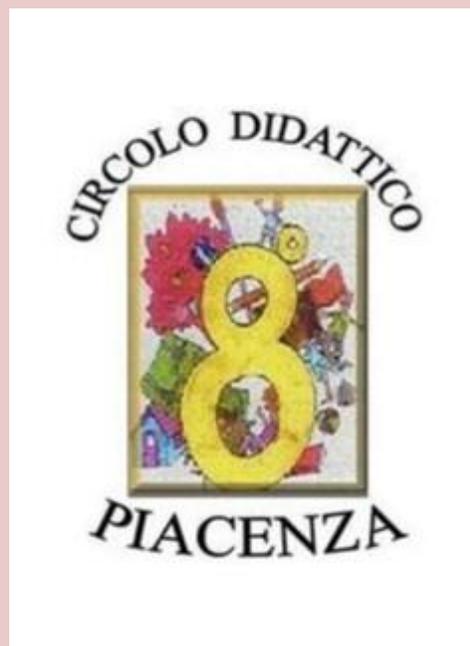
*Antonietta Calò teaches English language and literature at Liceo Scientifico in Gragnano, Italy, where she lives with her husband. She has been a passionate eTwinner since 2007; in 2010 she was appointed Ambassador for Campania region. She has always been interested in students' and teachers' mobility programmes, being the Erasmus+ coordinator at school for KA1 and KA2 programmes.*



#### **Open roads to eTwinning Schools: challenges for change**

*by Marisa Badini*

Our Public School is in Piacenza, Italy and it is called Direzione Didattica Ottavo Circolo. It is made up by two primary schools (ages 6-11) and five pre-primary schools (ages 3-5).



In 2018 we were awarded the eTwinning School label, recognized as pioneers and leaders in areas such as: digital practice, eSafety practice, innovative and creative approaches to pedagogy, promoting continuous professional development of staff and promoting collaborative learning practices with staff and students.





This is not only recognition of personal success of individual teachers, but also an acknowledgment of the great achievement of the entire eTwinning team in our school.

(<https://www.etwinning.net/en/pub/highlights/2018--2019-etwinning-school-l.htm>)

How were we able to reach such a great award?

### Starting the journey

The eTwinning development in our schools went together with our Erasmus + KA1 "European development plan" for professional and pedagogical growth in an international perspective.



The process was basically founded on COLLABORATION, with actions as involving pre-primary and primary teachers in eTwinning and the internalization process, in order to enhance continuity between the two school orders, and develop new methodologies, communicative and digital skills. Our Development Plan was presented at the Thematic Conference in Florence: "A new ethic for the 21st century – the contribution of eTwinning" in September 2016

(<http://www.indire.it/wp-content/uploads/2016/10/Badini-EUROPEAN-DEVEL.-PLAN.pdf>).

At the same time, fostering a shared leadership focused on a common vision, taking into account inclusion, pedagogical innovation, collaborative attitudes and shared responsibility.

To reach this goal, a group of 7 eTwinning teachers from the two school orders, with responsibility in the school management, worked together with the head teacher to understand the school needs and how to work on them.

They had workshops, planned eTwinning seminars for the teachers and attended online courses, with the aim to arrange a shared leadership school development plan.

(See [https://docs.google.com/file/d/1bAOHpiYM-Q-MIND\\_U\\_0i1O-fRZhiXLGb/edit?filetype=msword](https://docs.google.com/file/d/1bAOHpiYM-Q-MIND_U_0i1O-fRZhiXLGb/edit?filetype=msword)).

Also published inside:

<http://academy.schooleducationgateway.eu/web/shared-leadership-school-development-alumni-group/curation-results>.



### Becoming an eTwinning school: new challenges

Since we received the eTwinning school label, the number of teachers involved in eTwinning has grown. The head teacher and the deputy head teacher attended the dedicated eTwinning Schools MOOC. Additionally, the school teachers became members of the eTwinning Schools dedicated Group.

In 2019 the Mission Statement was published: <https://www.etwinning.net/en/pub/highlights/etwinning-schools-mission-stat.htm>.

The eTwinning team, as a priority, assumed this mission: eTwinning Schools display a strong commitment to collaboration, sharing and team work.

To reach this goal, the eTwinning team:

- organized a celebration meeting, brainstorming school's needs and priorities - inclusion, 21<sup>st</sup> century competences, new methodologies, CLIL, coding, environment, cultural heritage, Erasmus+ projects, connections with local agencies - in order to enhance eTwinning opportunities;
- presented to the whole school community some successful projects carried out in our school, as examples of good practice in collaboration, use of tools, connections with the curriculum;
- trained colleagues how to use some collaborative tools, organizing workshops to share them;
- implemented the participation in eTwinning projects, events, groups and professional development, also by creating events and some groups for collaboration with Erasmus+ partners;



Marisa Badini ha aggiunto 5 nuove foto. 15 h · 🌐

Presentation of our eTwinning project "Out of the box" to the Erasmus+ partners; collaborative storymaking, storytelling, animation and videos.

## the Out of the Box

#eTwCiti

Registered on 15.10.2016 · Active

ACTIVITY | ABOUT | MEMBER

Ottavo Circolo Piacenza

Erasmus+

All activities are (re)using materials from "Tegami Fanciulli School, Barcelona, Spain"

2016 Nov 2017 Calendar	2017 Nov 2018 Calendar	2018 Nov 2019 Calendar
📅	📅	📅
📅	📅	📅

- promoted eTwinning inside our Erasmus+ "Partnership for Bilingual Citizenship Education" partners, in a training event and in a transnational meeting, both hosted in our school, creating an eTwinning project together;
- arranged a Training course on CLIL and eTwinning for Erasmus Plus partners from Poland and Spain, together with teachers of our schools.

**PARTNERSHIP FOR BILINGUAL CITIZENSHIP EDUCATION**  
Piacenza 27th June-1st July 2018

**3rd Project Training and Workshops Schedule**

**Meeting and Evaluation time**

**PARTNERSHIP FOR BILINGUAL CITIZENSHIP EDUCATION**  
Piacenza 27th June-1st July 2018

**3rd Project Training and Workshops Schedule**

Two team members shared the eTwinning potentiality by presenting it to Erasmus+ "Learning outside the classroom in the European nature" partners from Greece, Estonia, France, Romania in a training event in Voula, Greece, where about 50 teachers from different schools of the district were invited.





Some team members and class teachers collaborate with other European eTwinning schools, also with a Croatian one, partner in the Erasmus+ "Mystery of History", taking part in a dedicated group and in an eTwinning project "Mystery of History in Legends", with more partners from different European schools.

Two team members coordinated a Workshop at the National eTwinning Conference about collaborative writing, as a strategy used in the winner project "Out of the box".



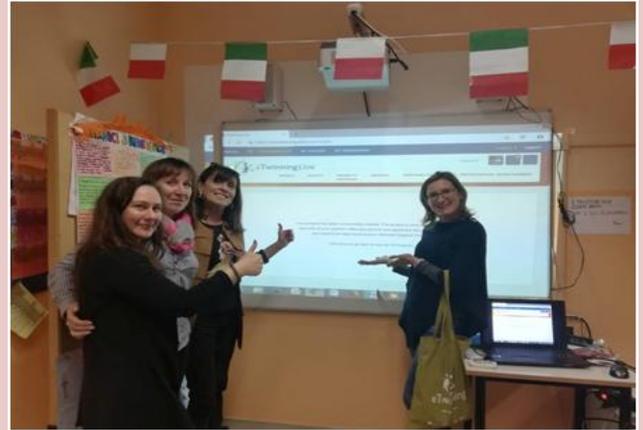
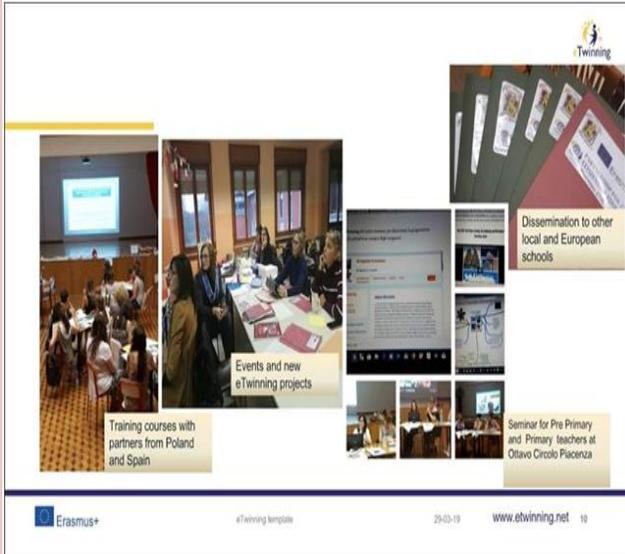
The eTwinning staff organized eTwinning Days and Erasmus Days promoting our projects as means for pedagogical innovation, democratic participation and more active citizenship.



**Outcomes**

Until now, about 40 projects have been carried out, with the active participation of hundreds of pupils and about half of the registered teachers, supported by other colleagues. Some eTwinning projects received national and European Quality Labels and also national and European prizes.

Teachers of pre-primary and primary schools in our institution have strengthened their collaboration, thanks to eTwinning and Erasmus+, by sharing events and professional development, planning activities together, collaborating in projects.



- representing one of the six eTwinning Schools selected for "eTwinning Schools Monitoring and Development Activity".

### On the road: work in progress

We are now:

- having informal meetings "on demand" with teachers from primary and secondary local schools, to help them become familiar with the eTwinning platform;
- planning monthly eTwinning meetings inside our school, for better and more productive connections;
- sharing tasks for dissemination, professional development, projects activities;
- engaging students as eTwinning projects student Ambassadors, to help them become actors of change, promoting their work in eTwinning, presenting it to other pupils, parents, teachers, the local community;

Coordinated by the eTwinning Pedagogical Manager Irene Pateraki and expert Alexandra Licht, the group of 12 European teachers and headmasters from Romania, Italy, Spain, Greece, France and Turkey are working on the program through direct, shared experiences, collaborative projects, case studies, implementing and modelling the eTwinning schools' mission statements, which are:

- eTwinning schools have a commitment to shared Leadership.
- eTwinning Schools display a strong commitment to collaboration, sharing and team work.
- Students in eTwinning Schools are agents of change.
- eTwinning Schools are models for other schools.
- eTwinning Schools are inclusive and innovative learning organizations.



- disseminating our processes and outcomes during local and European events, on social media and newspapers;





Let's follow the eTwinning schools mission to strengthen our community to grow better people, better learners, better and more active citizens!



*Marisa Badini is deputy head teacher and teacher of English at 8°CDS di Piacenza in Italy. She is the Erasmus+ and eTwinning group coordinator in her school. She is also responsible for her school's Educational Teaching and Learning Planning, enhancing professional development, collaborative learning, PBL, Techno CLIL and 21<sup>st</sup> century competences. In addition, she is a Multilingual Educational Twitter chat Facilitator with #EdChatEU and is currently working within the European group "eTwinning schools monitoring and development activities" representing Italy among the six selected European schools.*



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Editor-in-chief: **Daniela Bunea**  
Editorial assistant: **Cristina Nicolăiță**  
Designer: **Anca Borza**  
Photo editor: **Raluca Filip**  
Proofreader: **Helena Serdoura**

More information on **eTwinning, the EU Programme for schools** is available on the Internet:  
<https://www.etwinning.net/en/pub/index.htm>

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All links were working on July 31<sup>st</sup> 2019.

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#### **Contact**

For more information, please contact Daniela Bunea  
Address: Colegiul National Gheorghe Lazar Sibiu,  
Str. Gheorghe Lazar nr. 1-3, 550165 Sibiu,  
Romania  
Telephone: +40269212896  
E-mail: [arghir \[dot\] daniela \[at\] gmail \[dot\] com](mailto:arghir[dot]daniela[at]gmail[dot]com)

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