

## PROJECT REPORT

### **PROJECT DESCRIPTION:**

The main purpose of our project is to provide a social and interactive environment that will enable our students to use more foreign languages (English) and to keep our students active in this environment. The project aims to increase the academic success of our students and to improve their attitudes towards foreign languages, thanks to the studies we will integrate into curriculum studies.

The language of the project was English. So, we only used English in all tasks and in communication among the members of the project. The project also encouraged our students to actively use the foreign language (English) and positively contributed to their academic success.

We realized “4 in 1” project with 9 members from 6 different countries. 2 partners from Turkey, 2 from Spain, 1 from Ukraine, 2 from Croatia and 1 from Latvia have participated in the project.

We started the project works in January 2020 and ended in June 2021.

During the preparation phase of each partner, they performed certain tasks. These;

- We added our project work plan to the twinspace and reviewed the work schedule with all partners.
- We established whatsapp group and all members joined in that group (<https://chat.whatsapp.com/GQrlpndH1XHJYGGWPWJKxm>) and provided instant communication to provide faster communication. In addition, we have created a Facebook project page (<https://www.facebook.com/groups/2907988659484858>) that includes project members and we actively use to disseminate the project. We also opened a project blog page for the dissemination of the project (<https://fourinoneetwinning.blogspot.com/>).
- We made a distribution of tasks among all partners on a voluntary basis and all of our partners fulfilled their chosen tasks completely.
- All partners marked their schools on the partner map. Thus, we uncovered the distribution of the project partners on the map.
- We prepared the parents’ permission documents of the students in the classes to participate in the project. We did not include students who were not allowed to participate in the project. We completed our work by acting with the principle of Privacy of Personal Data.

- We created student teams to lead the classrooms where the project works will be carried out. We aimed to develop awareness of responsibility by giving active tasks to our students. The main purpose of the project is to encourage students to participate in the project actively and responsibly.
- The project members have added twinspace to their work, introducing their schools and classes. We provided a friendly environment before the project. We also taught students how to use twinspace so they could be able to upload their works in their own account.
- We added the project members contact information to the twinspace. Thus, we provided instant access to teacher information whenever necessary.
- The teachers introduced themselves, their students, their schools and briefly introduce their hometown in the related page of twinspace.
- We opened a twinspace section about the applications and sites that can be used in project work for project members and students.

## **Project Works**

We made the project logo, poster and slogan choices by including our students and parents. The partners who undertook the tasks prepared the works on time and uploaded the works they interpreted the results to the twinspace page.

We had planned our project monthly, but we had to be flexible about the project activities because of the Covid-19 pandemic. We could not go to schools and not be able to study in person in class. We tried to complete the project activities via online meeting. Anyway, we could be able to finish all the tasks. We had many online meetings with the participation of students and teachers. In the meetings, students had many active roles and they did their best for the project.

In the Kitchen activity group, we celebrated the Safer Internet Day. We had online meeting with students. We created an e-book called Safer Internet Rules. The students contributed to the task on the safer internet use and we used that e-book for informing the students. We also created an e-book called Project School Introduction with the participation of students. We introduced the traditional dishes of the participant countries with posters by using different web2 tools. We organized a mixed student group activity on The World Kitchen. All students were separated as three groups and they wrote questions on the world kitchen. Then, we held an online quiz show with kahoot application. As the common work, we held some meeting with students and they wrote the project meal. After writing the receipt, some students cooked the project meal and uploaded the videos and photos of the process.

In the Adventures groups, the students produced their documents on the important days about how we celebrate.



In the Science activity group, we worked on the funny invention and created posters and documents on it. In addition to the funny invention activity, we held online meeting on Scientific Journey. The students prepared their slides on the famous scientists and inventions/discoveries. In the online meeting, they talked about their presentation. We also held on online quiz show about that topic.

In the Natural Forces activity group, we worked on the disasters we experienced. We described the events we lived by using different web2 tools. We also formed mixed students group and students created three brochures on flood, earthquake and forest fire.

We allocated the last month activity group to the evaluation of our project and the final checks. We applied the post-test to our teachers and students and discovered whether we achieved our project goals. In addition, we organized a survey for families and evaluated our project through their eyes. Moreover, we held an answergarden evaluation activity and all students and teachers joined in that activity. We also created a discussion environment by moving the evaluation process to the forum.

## **Dissemination**

In Twinspace, we opened a page for the dissemination of our project and under this title we opened 2 titles under the name of news and project introduction. We shared our news about the project in the news section with links. We added the project introduction works that we carried out to our students under the name of project introduction studies. We also shared our works in our project blog and Facebook and have used them as the dissemination of the project.

## **Evaluation**

We applied some questionnaires during the evaluation process. At the beginning of the project, we applied and interpreted the students and teachers pre-test. Then, we applied the post-test to reveal the changes that came with the project. In addition, with the questionnaire that we applied to families at the end of the project, we revealed the point of view of our project and the place of our project in their eyes. We also guided our students to evaluate the project and they wrote their evaluations in the forum. We used answergarden app in the evaluation and all members contributed it, too. We worked on the project evaluation report in the project final and evaluation webinar and created our project report.

## **PEDAGOGICAL INNOVATION AND CREATIVITY**

The project is an eTwinning project for students aged 11-14. By bringing together students from 6 different countries, we enabled our students to improve their foreign language proficiency. We carried out our project studies with the student center. We held many online meetings for the activities and students had active roles in the online meetings. By adding



each partner's project team to the twinspace, we enabled students to contribute to the project individually. As in every stage of the project, we put the students at the center of the studies while producing the common product and collaborative product of the project.

The project is a complete reflection of real life since the topics are in our lives. Our students and students tried to reflect their lives on the project. In this regard, we conducted an original study.

We have carried out our project works integrated in the curriculum. We used effective learning methods. The main ones are;

**Brainstorming:** We organized discussions with our students in activities. Before the online meeting of the project activities, we talked about that event and created our tasks all together.

**Learning by doing by living:** Our students learned different meals of other countries and performed them.

**Visual learning:** Our students had the opportunity to learn by visualizing the foreign language with the posters and banners they prepared. They reflected their work on foreign language skills.

**Distance education:** Due to the Covid-19 epidemic, we carried out the works of our project with our students through distance education. We realized our project studies together with our students who met the new learning method of the 21st century.

## **CURRICULAR INTEGRATION**

We carried out the project works with a multidisciplinary approach. We have carried out integrated courses such as English, Social Sciences, Information Technologies, Mother Language, and so on. By keeping our students active in the use of Web 2 tools in education, we fulfilled the objectives of our Information Technologies course. Students actively used English at every stage of the project and reinforced their foreign language acquisitions. We taught our work on culture, economy and lifestyles in our Social Studies course. We reinforced the skills of our Painting and Technology Design course during the preparation of the project images.

The project activities were carried out by each partner in the classroom and via distance learning. The students who actively participated in the project developed many skills such as socialization skills, foreign language competencies, awareness and ownership of cultural assets, the ability to use digital technologies in education, and the ability to work individually. Since we carried out the project works as part of our curriculum, we were able to carry out it easily with our curriculum. Our students, who were overwhelmed by the intensity of the lessons, were able to breathe easily thanks to their project work and had the opportunity



to renew themselves. Before each activity, we had discussions with our students about the purpose and method of the activity. Thus, our students carried out their works with awareness.

Critical thinking, creative thinking, communication skills, research-inquiry skills, entrepreneurship skills, skills such as using native and foreign languages beautifully, accurately and effectively are included in our project studies.

## **PARTNER INTER-SCHOOL COOPERATION**

We had an effective and continuous communication with our partners. We actively used Twinspace. In addition, we established the whatsapp group to provide faster communication and were able to provide instant notifications among the partners. (<https://chat.whatsapp.com/GQrlpndH1XHJYGGWPWJKxm> ) In addition, we opened the Facebook project page to disseminate our project and shared our work here. (<https://www.facebook.com/groups/2907988659484858>). We also used the Twinspace forum page. We realized many student-centered online meetings. Thus, our students made new friends from different cultures and became aware of the existence of different cultures. The project work schedule respected and the partners have successfully accomplished their tasks. Each partner undertook at least one task and the tasks were shared on a voluntary basis. Moreover, we prepared our project e-book based on the cooperation of the project partners. With the participation of all partners, we created the project common work, The Project Meal.

## **THE USE OF TECHNOLOGY**

The use of technology is high at every stage of the project. Both our teachers and students learned about new practices and started using it. Our students showed their development that they can work individually and publish them on twinspace. Due to our schools closed with the Covid-19 epidemic, we carried out our project work using distance learning using technology.

We conducted studies on conscious internet use. We paid attention to the issue of Privacy of Personal Data in our project. In the studies, we applied the principles of not having a student face, parents' permits, and not using copyrighted products.

## **RESULTS, EFFECTS AND DOCUMENTATION**

We successfully completed our project works, even if the Covid-19 pandemic was hampered. Our students realized how important to speak English in life. They had many chance to listen, speak, read and write in English.



Thanks to the project, a very good friendship was established among the partners, and this interaction means that we will work together on new projects in the coming years. The students have also many friends from different countries and they want to last the friendship to the future. The students have also started to be willing to participate in new projects in the following years.

At the end of the project, the opinions of teachers, students and parents about the project were obtained, and a wide range of evaluation questionnaires were applied and their reporting was conducted. The opinions of the students about the project were also taken in the pages opened in Twinspace and in the forum.

The invisible effects of our project are; our students developed their foreign language skills, learned about different cultures, improved their ability to fulfill the task, improved their ability to become conscious digital citizens, reinforced their ability to express themselves, adopted the roles given in group work, grasped the logic of project execution, learned eTwinning and twinspace pages and etc.

At the end of the project, we were able to reach all the goals we set. The students developed a new identity and a member of a social group, met new friends from different countries, improved the ability to recognize problems, produce solutions, and discuss, discovered to use foreign language on different topics, gained four main competences of a foreign language; reading, writing, speaking and listening.

There were some students that had no idea about the eTwinning projects. However, thanks to the project, they got great gains. They understood the logic of running eTwinning projects very well. Although our project was interrupted due to the Covid-19 epidemic, a beautiful project atmosphere was created in our schools that participated in activities. The sincere and collaborative atmosphere established among the partners also encourages us to carry out new projects together in the next years.

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