

# eTwinning



## GENERAL GUIDELINES



Education and Culture DG

Lifelong Learning Programme



## TABLE OF CONTENTS

---

Introduction .....	3
What is eTwinning? .....	4
Joining the eTwinning community .....	5
The eTwinning Portal: Using the tools .....	7
Get involved in an eTwinning project .....	19
The TwinSpace: Get your pupils involved .....	24
Sharing results and gaining recognition .....	28
Beyond the eTwinning Platform .....	36
Annex 1: eTwinning Glossary .....	40
Annex 2: Internet safety and eTwinning .....	46
Annex 3: Intercultural dialogue and eTwinning .....	47
Annex 4: The benefits of ICT in eTwinning .....	50

## INTRODUCTION

Welcome to the eTwinning Guidelines! This collection of guidelines aims to support you throughout your eTwinning experience. Guidelines range from the basic elements of international collaboration and the pedagogical strength of it to more specific technical steps to getting involved in projects, networking activities and professional development opportunities.

The eTwinning action is coordinated by a Central Support Service (CSS) in Brussels, Belgium, in collaboration with National Support Services (NSS) in each participating country. These guidelines aim to help you along every step of the way; however, should you require further assistance, both the CSS and NSS offer support to teachers.

[www.etwinning.net](http://www.etwinning.net)



## WHAT IS ETWINNING?

**eTwinning is the *Community for schools in Europe*. Teachers from all participating countries can register and use the eTwinning online tools (the Portal and Desktop) to find each other, meet virtually, exchange ideas and practice examples, team up in Groups, learn together in Learning Events and engage in online-based projects.**

In addition to becoming part of a community of teachers in Europe, eTwinning is an opportunity for pupils to get to know one another through eTwinning projects. As the building block of eTwinning in 2005, the idea of *twinning* schools together across borders aimed at getting young people to communicate with their European peers. eTwinning projects - between a minimum of two schools from two countries - are collaborative opportunities for classes to work together using Information and Communication Technologies (ICT). One of the many benefits in this case being that, as work takes place over the Internet, there are no grants or administrative conditions connected to the scheme and face-to-face meetings are not required.

Finally, eTwinning is an opportunity to think big or keep it simple. eTwinning can be used by teachers in a number of ways. To name a few:

- as an online resource for ideas and inspiration
- as a networking and community building tool
- as a partner-finding solution for international projects
- as a collaborative platform for pupils to work on projects
- as a means of professional development

The possibilities in eTwinning are multifaceted. To see how eTwinning works for you, register today at [www.etwinning.net](http://www.etwinning.net).

## JOINING THE ETWINNING COMMUNITY



The eTwinning community is a network of schools from across Europe. While only teachers and head teachers can register to the Portal, the list of those involved either directly or indirectly can go on forever because it is a network of people interested in creating links and friendships through education.

The benefits of being involved in eTwinning are as numerous as the activities offered. By joining in on one or many activities linked to international collaboration, the learning experience can be enhanced and bring a real-life dimension in the classroom.

Activities in eTwinning include the following:

### **eTwinning Projects:** Delve into

international collaboration with your pupils by setting up a project with one or more schools from another country. Registered eTwinning projects have access to a great number of free customised tools (TwinSpace and Project Diary) to support both you and your pupils along the way.



### **eTwinning Groups:** Connect with

European colleagues with similar interest by joining an eTwinning group. Groups vary in focus – from kindergarten teachers to secondary school teachers, groups are an excellent way to discuss ideas, share experience and learn from peers. eTwinning groups also run on online platforms in order to facilitate communication and sharing.



**Resource Exchange:** Learn and share experiences with fellow eTwinners through the Resources area of the restricted platform (Desktop). Between the Resource search area and the LRE Widget (Learning Resource Exchange run by ministries and educational associations across Europe), you can find many great tools, lesson plans, project testimonials and general inspiration from teachers and experts everywhere. As an eTwinner, you can also upload your own resources, all of which can be rated by others in order to make them living and growing tools for use.



**Learning Events:** Develop a certain skill or learn a new tool through eTwinning's online Learning Events series. Run throughout the year, these 1-2 week online sessions chaired by experts are great ways to develop confidence in ICT, work on a certain tool or theme, get a feel for the international community and contribute to one's professional development. All Learning Events take place in the Learning Lab:



<http://learninglab.etwinning.net>

## Professional Development

**Workshops (PDW):** Meet European

peers face-to-face for a 2-3 day training event somewhere in Europe. Each PDW brings together approximately 100 teachers from across Europe to focus on various themes or aspects of eTwinning work. They vary in scope and are well suited for both beginner and experienced eTwinners.



While the above activities encompass the bulk of eTwinning actions, there is always so much out there and so much to learn and discover from peers across Europe. The following sections will help you get started in practice.

## THE ETWINNING PORTAL: USING THE TOOLS

The eTwinning Portal is the main area for eTwinners to find inspiration and join the ever-growing Community for schools in Europe. The following section will describe the main areas of the Portal and explain how they fit together, as demonstrated in the following table.

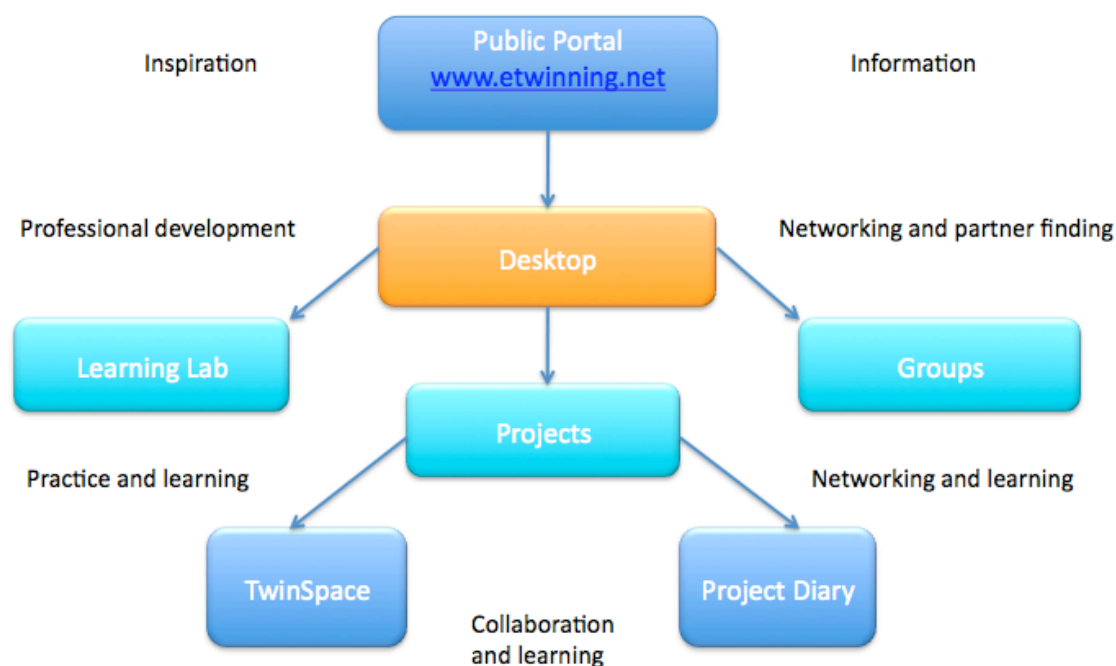


Table 1. The eTwinning Portal

### First of all - why register?

Register to eTwinning to be part of the teachers' virtual community that will allow you to access a lot of opportunities: use eTwinning tools for communication and collaboration, share resources and experiences, take part in online learning events, find project partners, become a member of a thematic group and meet new friends!

**Tip:** *Community means people: remember to describe your interests and give a personal touch to your account! This will increase your opportunities to meet like-minded people and get the most out of eTwinning.*



Your account is the place where your personal eTwinning journey will start and where other teachers will come to meet you and have a look at your ideas and eTwinning life. Consider it as a virtual home to welcome your future colleagues, and avoid leaving it empty and anonymous! Registration is the action that uniquely identifies you among all the eTwinning users and provides the access to Desktop and tools.

eTwinning is flexible and adapts to your needs, experience and wishes. You can choose your own level of engagement.

## How to register

Registration takes place in two stages in order to ensure the quality of the database of schools and to avoid that eTwinners come across any spam or false profiles within the restricted community.

**PRE-REGISTRATION**

Please give us some details about yourself

Name \*

Surname \*

Your email address \*

Choose a username \*


Choose a password \*  The password should be between 6 and 10 characters (only letters and digits).

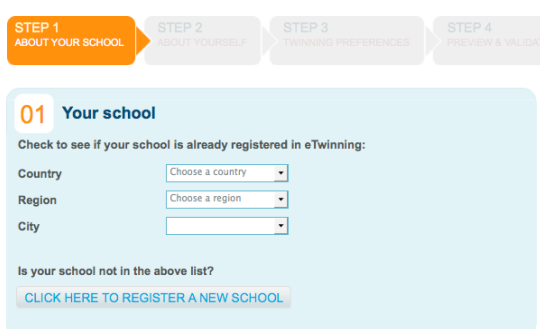
Re-type password \*

1. **Pre-registration:** here you are asked to create a username and password and provide your email address. These three details are then used for all subsequent official communication, such as: notifications




from your workspace, alerts related to your activities in eTwinning, messages from the Central and National Support Service, etc. In case you forget your password you can always ask for a new one, which is sent to your email address.

 **Tip:** *Providing the email address you use most often is the best way to get involved.*




**2. Full registration:** Once you've completed the pre-registration, you receive an email from the eTwinning team that contains a link. By clicking on this link, you are redirected to the full registration form where you can complete your registration. If you do not receive this email, please

contact your National Support Service who can then provide you with this link.


 **Tip:** *If you do not complete this step, the system will certainly recognise your username and password if you try to login; however, you will not be able to login properly and use the restricted platform area.*

Once you have accessed the full registration form, you are asked to verify if a colleague has already registered your school. It is important that you do not duplicate the school registration, so take some time to verify the full school list for your region.

 **Tip:** *Pay attention not to duplicate the school registration! This is the only information that you will not be able to change later on.*

If you find your school, you can select it so that you and your colleagues will be displayed as part of the same institution. If the school is not listed, please enter the new school by completing the information requested.

At this point, you can then proceed with your personal information and eTwinning preferences. Try to write a simple and clear project idea – which you can always update later - using the languages you prefer to use for communication with others.

 **Tip:** *You will always have plain access to your personal data, so don't worry if you change your mind*

Start the registration process here: <http://www.etwinning.net/en/pub/preregister.cfm>

## Creating "My Profile"




Once the registration is completed, from the "My Profile" section you are able to correct and/or update the initial information given. Your personal space is the key to finding potential project partners and new contacts: do not

leave blank spaces where you can provide information that will help others to learn more about you. To do this, go to the Desktop (with login and password you just created) and customise your profile with more details and a picture (your photo, an image you like or an avatar).


By clicking on the "Edit Profile" you can add, update or modify "My project ideas" as well as your personal and school data. To give to your presentation a personal touch,

fill the field "My short profile", a brief personal portrait that will be displayed under your name.


 **Tip:** *Your profile image can change according to your taste and mood: a picture of you taken on holiday, a special place of your city, or your favorite plant flowering*

You can also change your availability for Comenius and eTwinning projects according to your professional goals and wishes.

If you work for different schools or move to a new one, you can add another school profile and put new project preferences in your second personal profile. From the drop-down menu at the top you can switch from one profile to the other. Remember that only the "eTwinning preferences with this school" data refer only to you while the school and principal section are shared with your colleagues.

 **Tip:** *"Do you still work in this school?" Check if your answer is correct in each school profile!*

Remember that the online community provides several tools to get people to know each other – so, why not try them all out? While you can contribute to others' profiles, you can in turn receive comments, feedback and messages from other users who may write a short message on your "Wall". It is therefore strongly advisable to have a look at it from time to time.

 **Tip:** *Do you know the expression, "the early bird catches the worm"? Don't wait too long for others to come to you; social network tools need your active participation to be successful!*

## Meeting colleagues, finding partners



With thousands of teachers registered from over thirty European countries, eTwinning has become the perfect place to meet other teachers, share ideas and start discussions. Although projects are the central focus in eTwinning, it goes a step beyond. It is not only a database to find partners

and start projects. It's also a community of professionals, a meeting point to get in touch with colleagues from all over Europe.

Here, you'll have the opportunity to share ideas and experiences, and to start and develop projects with other teachers. The remaining question is then, where and how to find them? The eTwinning platform offers many tools to make contacts, several of which will surely suit your needs and expectations.

### Networking and learning: eTwinning Groups, Learning Events, Teachers' Blog

These tools offer teachers a point to gather around a topic of common interest, where you'll find a variety of activities to engage in such as forums, file sharing, chat, learning activities, etc. It's the perfect way to find a partner and start a project!

	What it is:	What you can do:
<b>eTwinning Groups</b>	Communities of teachers focused on a specific topic. They have forums, file sharing, wikis, a chat room, etc. Topics and moderators are proposed by the CSS and the NSS, or by teachers themselves.	Discuss ideas, share experiences, find tips and advice to develop the topic in your projects and teaching routines
<b>Learning Events</b>	Short intensive online events on a number of themes. They are led by an expert and include active work and discussion among teachers.	Develop your skills, learn new things to be used in your teaching practice, get helped by experts and together with more teachers. Some of them have a limit in participation, so be sure to check the “Professional development” section on the eTwinning Portal.
<b>Teachers’ Blog</b>	The teachers’ blog has been active for years. You can access frowinning Portal (Inspiration > Teachers’ Blog) or at <a href="http://blog.eun.org/etwinning/">http://blog.eun.org/etwinning/</a> . It’s made for and by eTwinning teachers. Posts can be in English, French, German, Italian and Spanish. Some NSS also have their own blogs in their national websites.	Go ahead! Read, comment, post (for the latest, you’ll have to contact <a href="mailto:christina.crawley@eun.org">christina.crawley@eun.org</a> ). You’ll surely find interesting threads and discussions.

Table 2. Tools for networking, learning and inspiration

## Browsing ideas: finding inspiration and connecting like-minded people

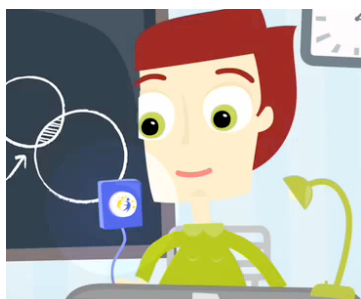
Teachers’ profiles are not the only thing you can see and explore in eTwinning. You can also see many examples of good practice, proposals for projects, ideas... In many cases, users can label them, so they’ll share their opinions with the rest of the community. Just explore a project that you find attractive, and then you’ll be able to contact those teachers who have participated in it. Or find an idea that you think

interesting and see who shares your opinion. Also, leave your comments and ratings; this way you can be traced back by other users. It's a great starting point to establish contact with anybody and see the possibility of founding a project together.

	What it is:	What you can do:
<b>Galleries, project finders</b>	Good practice is well disseminated in eTwinning, both in the CSS portal and in many of the NSS websites. You can find projects awarded with Quality Labels or European Prizes, or selected because of their quality. You also have finding tools to search for any project, using different filters (public TwinSpace, age, subject, language...).	Browse the projects, have a look at them. You will not only find lots of good ideas, but also the teachers who had them. If you find a project that is attractive to you, either because of the subjects or the way they worked, don't hesitate to contact the teachers. They may be willing to start a similar one.
<b>Kits</b>	<i>Kits</i> and <i>Modules</i> are ideas for projects and activities, which you can find in the CSS portal. In your profile you can mark if you want to start a project using one of the existing kits. They can also be rated by eTwinning users.	Through the partner finder (see below), you can find other teachers who want to work with the same kit as you. You can also see the ratings that a kit has received and who sent them (or send your own). This way, you can meet and contact teachers who share your opinion about any specific kit or module.
<b>"Me too"</b>	When you enter a teacher's profile, you can read their ideas for a project. Just below the description, you'll find a "Me too". Did you like the idea? Then, click on "Me too" and you will be added to the list of people who also liked it.	Saying "Me too" doesn't imply necessarily that you have to start this project with this teacher. It's just a way of telling everybody that you like the idea and include yourself in a list of teachers with the same opinion.

Table 3. Finding ideas, connecting ideas.

## Searching for partners: partner finders, forum



If you are looking for a possible partner, bear in mind that not all eTwinners participate in the groups, appear in the galleries, or can be traced back through labeling. Also you may have a clear idea of the characteristics of the










project you want to start: the country or town of the partner school, age and subject *OR* maybe you just want to get to the profile of somebody you already know (virtually or in person) and add it to your contacts. If so, then the following tools will be quite useful for you.

	What it is:	What you can do:
<b>Partner Finding search</b>	In your Desktop, you can access this tool in the “Partner finding” tab In the basic search, you can enter the name of a teacher, a school or any other key word. In the advanced search, you’ll find several filters that can be combined, including the using of a kit.	As a result of your search, you’ll get all the eTwinning users who meet your criteria. Have a look at the list, or refine the search if you get too many results. From the list, you’ll be able to invite them to be part of your contacts. Use this tool also if you want to add a specific person.
<b>Comenius partnership search</b>	In “My profile” tag, you can mark if you want to start a Comenius project other than eTwinning. If you click on “Available for a Comenius project”, you’ll go to a partner finder with three possible filters: country, subject and language. All the teachers that you find here have marked “Yes” here. (What is Comenius? See Chapter “Beyond the eTwinning Platform”)	There are many possible synergies and interactions between eTwinning and other Comenius projects. You may want to start a Comenius association, either apart or linked in any way with eTwinning. If so, this is a great tool to find a partner.
<b>Forum</b>	Also in the “Partner finding” tag you will access a forum. There, teachers publish their ideas and proposals for a project. As you’ll see, the forum is quite active and new posts appear constantly. If you click on a topic, you will be led to the full text and to a link to the teacher’s profile. You can also filter posts by a keyword.	If you have an idea for a project and don’t want to wait for other teachers to visit your profile, just publish it here. Or browse through the posts and reply to those you find interesting. You can also go to the teacher’s profile and send him or her an email.

Table 4. Partner finding

## Some tips: it's not only spotting, adding and starting

As in any other community, there are some netiquette rules that are advisable to follow. Also, not all teachers you may contact have to be a “perfect” partner for your project. In fact, you can meet teachers whose work you like, or you share opinions or exchange material with, and then, they may not be a good choice to start a project; maybe the age of your pupils, your subjects or the kind of project you want to get involved in are not compatible. Below, are some tips to help you contact some colleagues and, eventually, find a partner.

 <b>Scott Manifold</b> Brownhills Maths And Computing College, Tunstall, United Kingdom To be edited Age group: 11 - 16 Registered since: 22.01.2010	EN FR	Citizenship, Foreign Languages, Informatics / ICT, Special Needs Education	 
 <b>sebastiano ghigna</b> Liceo Artistico Statale "B. Cassinari", Piacenza, Italy My interests:1) use of IT and new media in teaching Maths and Science in the classroom; 2) exploring connections between Arts and Maths/Science;3) comparing teaching practices in different schools and countries;4) environment and sustainability issues;5) astronomy/ astrophysics / cosmology themes; Age group: 15 - 20+ Registered since: 14.02.2010	ES EN FR IT	Astronomy, Informatics / ICT, Physics	 
 <b>Sebastià Sastriques</b> IES Tarragona, Tarragona, Spain I'm a Maths teacher from Spain. I would like to work with another school about the laws in political elections (for example, Hont's Law). Age: 16-18 Age group: 12 - 18 Registered since: 20.04.2005	DE EN ES	Mathematics / Geometry	 

### Don't add anybody without previous

**communication:** If you find somebody you'd like to work with, don't start by sending him or her an invitation to be part of your contacts. Before

that, try to establish some communication and see if the other teacher is interested. You can also do this in the Groups or Learning Events, replying to the posts in the forum or sending an email.

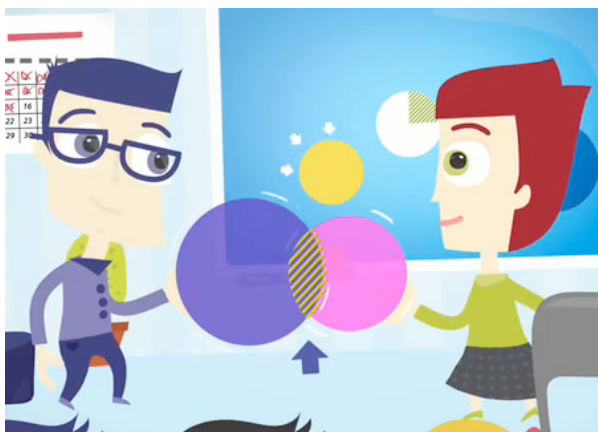
**Be culturally aware:** Bear in mind the cultural differences among all the participants. The same text can be considered too formal or too informal in different countries, and words like “soon” may have a wide range of meanings beyond their literal translations. Be clear and reasonably polite when writing, and if you read something that you don't understand or don't like, ask for an explanation before



judging (and be prepared to be asked for that!).

**Establish a ‘netiquette’:** If you establish a set of netiquette rules for everyone to follow, such as deadlines to send documents or reply to previous messages, try to respect them. If you can’t, at least send your partner a message telling him or her that you’ve received the message. And if you eventually decide that you don’t want to work with this teacher, be clear and let him/her know. This is much better than making your partner wait for your next message.

**Browse through all the information:** When you read an idea that you like, explore the projects this teacher has been involved in; see how many he/she has completed... this will give you some insight to how project ideas come to fruition.



**Make things meet:** You have found a potential partner, and you two want to work together. Before getting “seriously” involved in the project, there are a series of questions you should take into consideration. The answers to these questions don’t have to be identical, but they must be, at least

complementary to a certain extent and allow real collaborative work between partners. For example, you may be a Science teacher wanting to work on a project on the environment. You could have a partner who approaches the same topic from the field of Economics or Ethics and plan a project that blends both points of view. Next, you have some of these questions. Maybe, creating and exchanging a

questionnaire, such as the one below, will make things clear from the beginning.

**Questionnaire – How will we work together?**

- Which topics would we like to work on together?
- What are the objectives I want to accomplish with the eTwinning project? Which objectives do we have in common?
- Do we have a similar pedagogical approach?
- In what language(s) can we communicate? And our pupils?
- Am I familiar with the school system of the partner school?  
Do the schools and classes match?
- If the project is going to last more than a year, will we plan it for different groups of pupils or for the same ones?
- What should the results be?
- What holidays does each one have? - is working together possible at all?
- How much time a week / year do we want to devote to the project?
- What technologies do we want to use for our cooperation with the pupils?
- How can we implement the project in the classroom? And how will we make the pupils participate?
- Accessibility: How can we quickly and easily get in touch with each other?
- What communication channels do we want to use (email, phone, chat)?

Table 5. Questionnaire for establishing a working relationship.

Are you now ready? Have you met interesting people and, among them, a potential partner? Do you agree in working together and have seen that this is possible? Then, it's time to start working on your project. Go to the next section and you'll find some more advice for a successful collaborative work.

## GET INVOLVED IN AN ETWINNING PROJECT



The screenshot shows the eTwinning Desktop interface for a project titled "The magic of colors/the colors of the friendship". The project is registered on 04.09.2008 and is active. It has 73 messages. The project details section includes a description of the project, a list of subjects (Art, Cross Curricular, Environmental Education, European Studies, Foreign Languages, Geography, Informatics / ICT, Language and Literature, Mathematics / Geometry, Music, Natural Sciences, Pre-school Subjects, Primary School Subjects), languages (Danish, English, German, Italian, Polish, Portuguese, Romanian, Spanish, Swedish, Turkish, Ukrainian, Vietnamese, etc.), and a list of project partners (Aida Ivan, Soavia nr. 85 "V. Burescu" (Romania), Ana Rincan). The project has won two Quality Labels (awarded by Poland on 01.07.2009 and 02.10.2009).

The following section will focus on all the steps of an eTwinning project: from the planning stages once you've established your partners, to the follow-up and evaluation of results.

### Planning benefits

Now that you have found the right partners, you can move along with them to the following step; namely project planning. Before getting into this process, it is essential to make sure that its aims and benefits are clear.

Engaging in the development of a project plan reveals, in the first place what you'll need to plan for. As soon your team starts implementing it, you'll know for instance when to expect the first task should be completed by your pupils, when they can reduce the pace of their work on the project to focus on their in-class performance, and when the project will come to an end and can be presented to the NSS team for a Quality Label.

Planning also permits you to identify where flexibility is needed. For example, if your

pupils are supposed to interview a person at a certain stage of their project, your team should identify this at the planning phase, as the fulfillment of this task will depend on the schedule of the interviewed person, depending on their availability. Thus, your plan should allow for flexibility with regards to this task.


### What do we want to achieve? Defining the objectives

At a first stage, you should start by defining a clear set of objectives. Along with your team, try to find out what you want to achieve through asking yourselves: *What do we want to accomplish together?* Or simply *Why are we doing this?*

To reflect on these questions along with your partners, you can use the tools offered by the eTwinning Desktop, such as the mailbox and the profile walls. Thanks to these facilities, you can exchange responses to the addressed question as a team, in both a synchronised and asynchronous way.

Along with your teammates, you should exploit your group reflection and discussion to come up with objectives that are S.M.A.R.T. By smart, we mean:

- **Specific:** are concisely and precisely formulated.
- **Measurable:** can be checked for failure or success.
- **Agreed:** consented by the whole team
- **Realistic:** can be achieved with regard to the pupils' capacities and the project constraints.
- **Time bound:** confined by a schedule and a set of deadlines.

 **Tip:** *It is essential to bear in mind that your project's objectives must match all parties' curricula and that they must be in favour of the development of the pupils' personal, social and professional skills.*

As a result, your team shall obtain a relatively short and focused list of objectives. For the sake of transparency and project archiving, this list can be officially communicated

through the eTwinning Desktop service - the Project Diary.

### Sample Objectives List


**Project title:** Development of Research and Study Skills

- To attain basic knowledge in OpenOffice presentations: Impress, OpenOffice maths editor, open source maths software Geogebra [www.geogebra.org](http://www.geogebra.org), open-source paint software.
- To support the learning of basic numeric and geometric skills to extend information and understanding of other subjects in the curriculum.
- To enhance ICT skills, particularly in relation to the integration of ICT as a teaching and learning tool.
- To develop strategies for ensuring pupil involvement.
- To develop critical thinking skills when looking for, choosing and putting together information relevant to the project.

Table 6. Objectives list

## Drawing a Plan Together

Before getting started on drawing the plan, your team must assure that it will take into consideration the defined objectives in every decision taken during this phase.

 **Tip:** *Don't hesitate to involve your pupils at this stage.*

To draw a plan of the project, your team should answer the three following questions:

- What should be done? (Tasks)
- By whom? (Pupil or Team of Pupils)
- When? (Deadlines)

In an attempt to answer these questions, your team must meet certain conditions and cope with certain constraints to guarantee the development of a successful planning for your project.

## Tasks

With regard to the tasks, you should first make sure that they fall within the abilities of your pupils. Also, you must ensure that they do not require more than the effort and time they deserve with respect to the course syllabus.

## Pupil or Team of Pupils

When assigning tasks, you have to guarantee equitable distribution of responsibilities on the pupils. You should also agree on the way the pupils will communicate. In addition, you need to develop a way to supervise their work (Please refer to the following section).




## Deadlines

The deadlines of all tasks must be realistic, and must allow for flexibility. They also must not coincide with the holiday dates or the examination periods of any of the parties. The eTwinning Desktop provides you with its mailbox (on the homepage) and wall (in the profile page) facilities to enable your team to agree collaboratively on the tasks that will be performed during the project, as well as by whom and when they will be completed. The eTwinning Desktop provides the necessary tools to draw your plan, which you should formulate with respect to the KISS rule (Keep it Short and Simple). You can then publish the project's details, which is another feature offered by the eTwinning Desktop.

Sample Plan					
Task	Pupils	Deadline	Supervisor(s)	Objective	Technology
Equation of the day	All teams	End of the 1 <sup>st</sup> week	Professor 1	Basic knowledge of Geogebra	Geogebra
Best Drawing	Individual production	End of the 2 <sup>nd</sup> week	Professor 2	Basic knowledge of open source paint software.	Open-source paint software
Best Wikipedia article	Teams A and D	Weeks 3 and 4	Both professors	Choosing and putting together info.	Wikipedia
Best newspaper article	Teams B and C	Weeks 3 and 4	Both professors	Developing critical thinking skills.	Blogger Wordpress

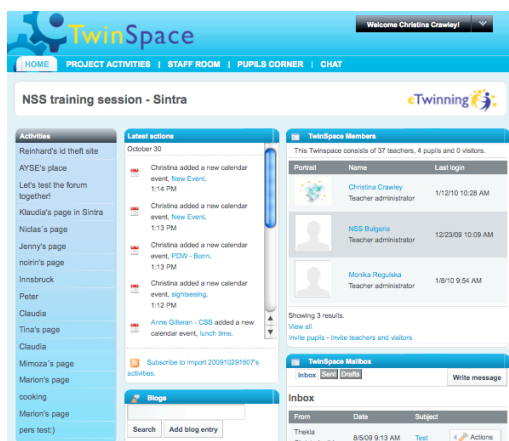
Table 7. Project planning examples

 **Tip:** *Planning is a continuous process that occurs throughout the project. Be sure to notify your partners in case anything unexpected comes about.*

Planning Checklist		
√	X	We asked the question: what do we want to accomplish together?
√	X	We came up with SMART objectives as an answer.
√	X	Our SMART objectives meet with every partner's curriculum.
√	X	Our SMART objectives are in favor of the pupils' skills development.
√	X	We formulated and published our short & focused list of objectives.
√	X	We asked the questions: what should be done? By whom? When?
√	X	Our project tasks fall within our pupils abilities.
√	X	Our project tasks require a reasonable effort and time.
√	X	Our project tasks are equitably distributed amongst the pupils.
√	X	The pupils' communication means are defined and identified.
√	X	The pupils' supervision system is established.
√	X	The deadlines are realistic and flexible.
√	X	The deadlines respect the partners' holidays and exam periods.

Table 8. Suggested points to think about when completing the planning stage.

## THE TWinspace: GET YOUR PUPILS INVOLVED



eTwinning is certainly about collaboration between teachers, but more importantly, it's about collaboration between pupils. With the aim of going beyond parallel work, where each partner completes a set of tasks and then compares results, getting pupils involved in common work from the beginning can be of much greater value.

The project **TwinSpace** has been developed for this very reason, and is thus the area for this very collaboration to take place. Pupils can work together with their classmates, as well as their project partners, using a number of tools.

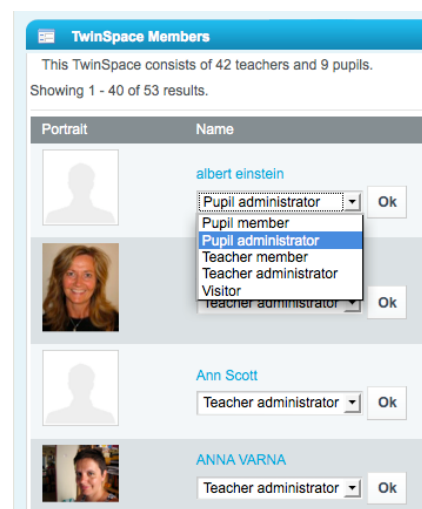
For detailed step-by-step guidelines on how to use the TwinSpace, go to:

[http://www.etwinning.net/en/pub/help/twinspace\\_guidelines.htm](http://www.etwinning.net/en/pub/help/twinspace_guidelines.htm)

### 1. Assigning user rights

When adding your pupils to the TwinSpace, you must first decide what user rights you wish to attribute to them. You can of course change these roles at any time.

- **Pupil Member:** can participate in the "Pupils' Corner", reply to forum posts, participate in group chats, and upload files and photos.
- **Pupil Administrator:** can do the above and create "Activities" areas (NB: only teacher administrators can publish content).



Page 24/52



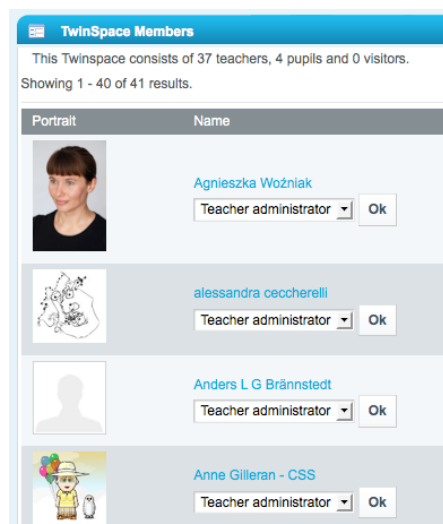
### **Tips:**

- Give administration rights to pupils so that they are able to take ownership of the design and progress of the TwinSpace (especially older pupils).
- Give administrator rights to some pupils with a certain managerial role in the project.
- Give member rights to pupils when working in a larger group with a set of defined tasks to accomplish (especially younger pupils).

## 2. Getting started

Once pupils have access to the TwinSpace, you can get them started on the following:

**Create your profile:** Each pupil can create their personal profile by uploading a photo of themselves, describing their interests, hobbies, favourite foods, etc. (N.B.: All pupil profile information remains private to the TwinSpace and will not be visible elsewhere).



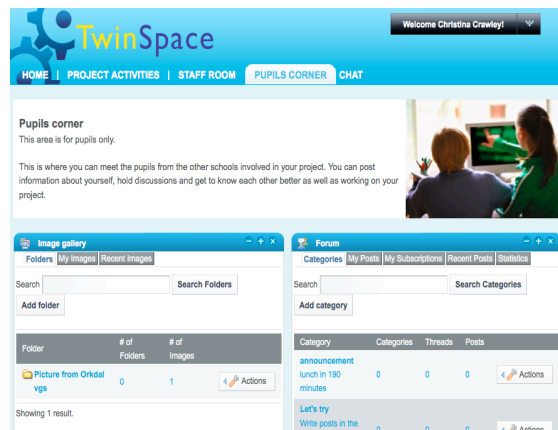
**Get to know each other:** Pupils can browse the profiles of their classmates and partners to learn about them. They can also get in touch by sending an internal mail message or writing a wall post.

### 3. Working together

a. **Pupils' Corner:** This is the dedicated area of the TwinSpace for “pupils only”. It is intended as the area where the pupils can pose questions to each other, share information and develop friendships - perhaps outside of the project work plan. Teachers can of course enter the corner and can moderate if needed; however, it remains an area for the pupils, by the pupils.

#### *What can they do in the Pupils' Corner?*

- Create and respond to forum topics
- Set up a contribute to a wiki
- Exchange files



b. **Using the TwinSpace as a whole:** Over the course of the project, pupils can be involved in a great number of activities throughout the TwinSpace. They can work independently or as a group, depending on the setup of activities by teachers.

*All pupils can use the following tools:*

**Chat:** each TwinSpace is equipped with a private project Chat room for teachers and pupils to chat in real time. The tool also allows for side discussions between participants. For example, teachers can hold a chat on the running of a chat session taking place between pupils.

**Wiki:** as an ideal tool for collaboration, pupils can work on joint documents and activities through a common wiki. As in Wikipedia, all persons can contribute to the final product.

**Forum:** as an alternative to real-time chat, forums allow pupils to have discussion over a longer period of time. A forum is also an excellent way for pupils to comment on specific task.

**Blog:** all pupils can contribute to the project blog as well as the blogs in the activities area. A blog is a good way to practice writing and be creative.

**Web content:** as the most versatile tool when it comes to designing and embedding content, all pupils can write and add content (text, photos, embedded video files, etc.) to a web content page. It is an ideal area for showcasing work.

**File archives:** in order to keep all documents, videos, presentations, etc. within the project's TwinSpace, pupils can upload an unlimited number of files, no greater than 20MB each.

**Image gallery:** Like the file archive, in the same way pupils can upload photos in the image gallery.

*Pupils administrators can additionally use the following tools:*

**Activities creation:** pupil administrators have the chance to contribute to the structure and layout of the entire TwinSpace by creating Activities areas within the Activities section as well as the tools that can be used within them.

## SHARING RESULTS AND GAINING RECOGNITION



If you run an eTwinning project, that means you are someone who wants to provide his or her pupils with the best chances of succeeding by offering them the possibility to exchange, to share, to cooperate and to broaden their horizons.

By running this type of project you are making a specific contribution to improving the quality of teaching. Maybe you are not aware of it, but the practices you carry out in your projects, whether they are simple or complex, are **teaching treasures** and techniques that deserve to be shared, and should be **made known and recognised** by the whole of the European educational community.

Enter a network-based work dynamic that changes everyone's day-to-day professional life, which mutually enriches know-how and provides invaluable assistance to teachers who are new to the field.

This following chapter focuses on five main tools to share results, access support and gain recognition:

1. **Project Diary**
2. **Published TwinSpaces**
3. **Resources**
4. **Quality Labels**
5. **Prizes**

## 1. The PROJECT DIARY for keeping a logbook and communication line with your National Support Service (NSS)

Use the "Project Diary", which you can access from 'My Projects', from the very outset of the project in order to keep a log with your partner(s) and maintain a lifeline with your NSS.



The Project Diary is accessible by project partners only, thus it is a management tool (pupils work only in the collaborative TwinSpace platform which is described later on in these guidelines). Partners can use the diary to share thoughts with one another as well as with their NSS.

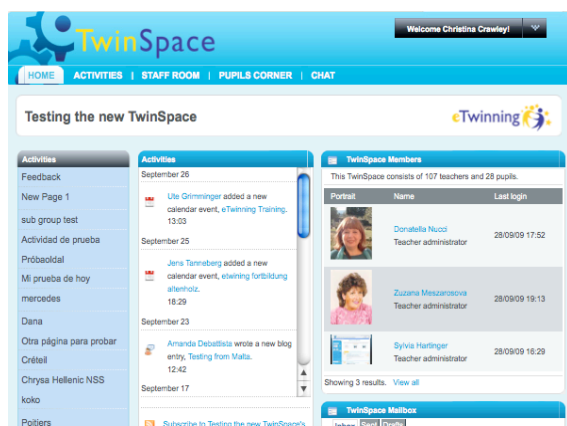
**A tool for support!** Project partners have access to the Project Diary so that it can act as a means for group support: Support between partners and support from NSS. In case you and your partners have additional questions, you can choose to share your Project Diary entry with your NSS who can then respond to you quickly with advice and tips on how to proceed. This facility is also great for sharing good practice!

Some suggestions for Project Diary posts:

- **Update your NSS on your projects progress** on how you are progressing in your project work in regards to describing your specific experiences, your points of view, your questions and your thoughts.
- **Make note of the practices that you implement** as you go along throughout the project: the initial working plan, then activities, instructions, results, problems encountered, overcome, your thoughts, issues, successes and whatever you believe is important to share with the other partners;
- **Prepare all the elements needed to easily create your project report**, to write a presentation in order to receive a Quality Label and/or enter a competition;
- **Discuss success factors and challenges in order to learn** from your experience and create resources to share this knowledge.

## 2. Make your work visible with a PUBLISHED TWINSPACE

Another way of sharing your experiences is by publishing all - or part of - the project's virtual collaborative platform, the TwinSpace.



While you use your TwinSpace to work, choosing to make it visible to the greater public can be a valuable evaluation tool for:

- you
- the project team
- the pupils
- the schools
- the NSS and CSS

In addition to being an excellent tool for evaluation, it is also a helpful system for all teachers who need assistance in starting out on this adventure or in improving their practices and are looking for ideas, methods and concrete examples. After all, eTwinning is a community of schools and so learning from each other is really the most positive way to move ahead in your work.

**How do you make your TwinSpace public?** In concrete terms, it is the fastest and easiest way to begin a sharing and evaluation system. To publish all or part of your TwinSpace, choose either "Publish" or "Hide" within the 'Manage' section of your Activities panel. Only teacher administrators have this right; however, it is always a good idea to agree on published content as a team.

### **Tip:**

*If you are applying for a national or European prize, be sure to publish at least some of your TwinSpace so that the evaluators can have a look.*

### 3. Share **RESOURCES** with your European peers



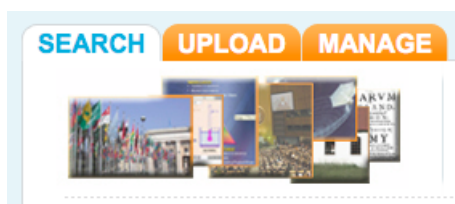
**Whether you have a lot of experience or are a beginner, running a project means always having to be innovative and discover new activities and work methods.**

For this reason, eTwinners are encouraged to share and use resources with each other, such as:

- a good example on the use of the TwinSpace, perhaps even designed and validated by all pupils;
- an activity to get pupils involved in the project from the onset of a new project;
- a tool to evaluate individual and group work;
- a method for pupils to effectively search for information on their work theme on the Internet;
- and ... hundreds of other ideas tried out during your projects.

All these "good practices" are resources can easily be shared! The eTwinning Desktop is an excellent source of eTwinning resources created by and for other eTwinning teachers and pupils. The resources are reserved for registered users only. Sharing resources is also a great way to make new contacts!

In concrete terms, click on "Resources" on your Desktop. This allows you to:



- **Search** resources that other teachers have suggested
- **Upload** your own resources for others to use
- **Manage** your contributions and update them whenever you wish.



#### 4. Gain recognition and feedback through QUALITY LABELS

**eTwinning Quality Labels is designed to assess your work and your pupils' work. There are two kinds: a National Quality Label and a European Quality Label. When the project has ended or has progressed and developed significantly with concrete results, you can submit an application to your NSS to receive the Quality Label.**

National Quality Labels are awarded individually at national level by the NSS while European Quality Labels are awarded once a year to project partners who have at least one other partner who has also received a National Quality Label. For this reason, be sure to encourage your partners to apply as well!

In concrete terms, to apply for a National Quality Label:



- **Click on the "Quality Label" button** that can be found in your Desktop under "My Projects".
- **Fill out the form** that comes up (preferably in your own language as your NSS will be evaluating it)
- Your National Support Service will assess your project and you will be informed of the results of the granting of the National Quality Label by email.



You can receive a **European Quality Label** when at least one of your partners has also received a National Quality Label. All projects that receive the European Quality Label are announced on the eTwinning Portal once a year (September/October).

eTwinners who have received a European Quality Label are then eligible to take part in the European eTwinning Prizes competition (see next section).



## 5. Winning eTwinning Prizes



**Every year, eTwinning launches a European eTwinning Prizes competition. Your project must have received the European Quality Label (see section above) in order to be eligible for submission to this competition.**

The European eTwinning Prizes are organised each year and finalists to the competition are announced during the annual eTwinning Conference that is held between February and March. Project partners apply online and are the final winners and runners-up are invited to attend the conference in person. The prize for the main age categories of the eTwinning Prizes is participation in the eTwinning Camp for winning pupils and teachers to meet face-to-face and enjoy 4-5 days together in a sunny location.

For more information on European Prizes:

[www.etwinning.net/en/pub/awards/european\\_prizes.htm](http://www.etwinning.net/en/pub/awards/european_prizes.htm)

### National Prizes

National Support Service in the majority of European countries also organise competitions on a national and/or local level. Information on such competitions can be found on the websites of the NSS: <http://www.etwinning.net/en/pub/help/nss.htm> .

## ACCESS AND CONTRIBUTE TO RESOURCES

eTwinning also gives you access to learning resources (e.g., Flash simulations, games, experiments, presentations) and learning assets (i.e., **smaller resources such as photos, videos, audio files**) - useful to prepare your lessons, or use as part of a class with your pupils.

Sometimes it is not the content of the learning resource itself, but a different approach to a topic that will spark your imagination. Try to awaken pupils' curiosity with a little flash animation or let active pupils test their knowledge with practice exercises.

### Internal eTwinning Resources

Within the eTwinning platform, there are several points for finding resources:

1. The **Resources Area**, accessible via the Desktop menu.
2. The **LRE Widget**, accessible via the widget page.

In the resources area you find resources that have been uploaded by other eTwinners just like you, whereas the LRE widget gives you access to thousands of free resources and digital assets from Ministries of Education, museums, and teachers outside of eTwinning from Europe and beyond.



#### **Resources Area**

You can find resources by browsing by subject or enter keyword(s), subject or age range. N.B. You don't have to fill all the advanced fields.

You can also upload resources of your own and share them with other eTwinners in this section. It's a great way of sharing your personal experiences and enabling others to benefit from good practice. Use the "Manage" Tab if you ever need to go back and edit the description, you can also delete anything you upload.



### **LRE widget**

To make use of the LRE widget, which stands for the Learning Resource Exchange (LRE), go to "My Profile" and then click on "Go to my widgets page" at the bottom of the page. Select the LRE widget and click install.

Here you will have access to a number of resources that are available to eTwinning teachers but coming from a number of ministries and resource centres from across Europe.

To learn more about the LRE portal and its resources:

<http://lreforschools.eun.org>

#### **Tip:**

- *Once you've found a good (or bad) resource, be sure to rate it. This will help others to find the most useful resources more easily.*
- *Over time, a resource's link may no longer work. Be sure to report this resource so that it can be removed from the system.*

## BEYOND THE ETWINNING PLATFORM

### eTwinning and the Comenius Programme

eTwinning is part of the European Union's *Comenius programme* for schools. In addition to the eTwinning action, there are many other actions that exist within this programme and thus a great number of opportunities to combine the eTwinning action with other Comenius school actions, such as the ones described in the figure below.

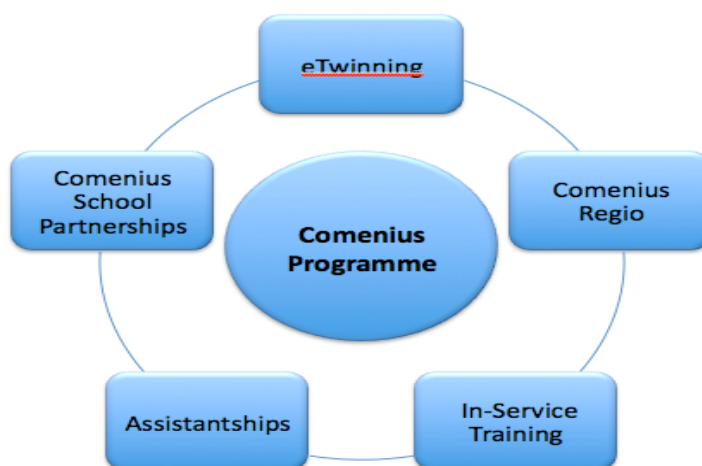


Figure 9. The Comenius Programme

#### 1. eTwinning and Comenius School Partnerships

The Partner Finding search and forum within the eTwinning Desktop are great tools for finding partners for **eTwinning** as well as **Comenius School Partnerships** (which offer grants for collaborative projects).

What is a Comenius School Partnership? It is a project that receives a grant awarded to schools from different countries to work together on an international project. The time is fixed and partners have a set budget for the project (including travel costs). Schools

in Comenius School Partnerships can use eTwinning and its tools to communicate or to exchange documents before, during and after the official timeframe of the Comenius School Partnership; and vice versa: a Comenius School Partnership can provide additional support to an already-existing eTwinning project.

**NB:** Schools involved in *Leonardo da Vinci projects* - which are similar to Comenius School Partnerships but for vocational schools - have the same possibilities to use eTwinning!

## 2. eTwinning and Comenius Regio

Comenius Regio Partnerships fund regional cooperation in school education, and promote the exchange of experience and good practice between regions and municipalities in Europe. They must involve two regional or local authorities, schools and other actors (e.g., libraries, youth organisations, sport clubs, etc.), to improve educational opportunities for children. Within these bilateral cooperation projects the two participating regions are free to choose any topic of relevance and interest to them.

Schools that participate in Comenius Regio can also register their project as an eTwinning project. After registration they have the right to invite all other partners (school authorities, other organisations, etc.) to the TwinSpace and use it for communication.

## 3. eTwinning and Comenius Assistantships

Comenius Assistants are university students – either newly graduated or still studying – who have the opportunity to gain teaching experience in another European country for up to one school year. They work as assistants to other teachers in order to gain valuable work experience in a class setting. Comenius Assistants can use eTwinning to keep in contact with schools in their home country during their assistantship and the

other way round; to hold relations with their former host school after they start working in a school in their country of origin. Often, Comenius Assistants are excellent resources for supporting an eTwinning project in a host school.

For information on **Comenius In-Service Training**, see page 39.

To learn more about the entire Comenius programme, see:

[http://ec.europa.eu/education/lifelong-learning-programme/doc84\\_en.htm](http://ec.europa.eu/education/lifelong-learning-programme/doc84_en.htm)

## Professional development opportunities

Beyond the tools available on the platform, eTwinners can also participate in face-to-face meetings offered by eTwinning.

### 1. Professional Development Workshops (PDW)



These events are organised across Europe by the Central and National Support Services for eTwinning. Centered around a certain theme, age category or course subject, they are 2-3 day events that bring together approximately 100 teachers from across Europe to discuss how they can integrate an eTwinning activity into their work. Some workshops

are aimed at experienced eTwinners while others are targeted at beginners.

To learn more about eTwinning Professional Development Workshops:

[http://www.etwinning.net/en/pub/professional\\_development/european\\_workshops.htm](http://www.etwinning.net/en/pub/professional_development/european_workshops.htm)

## 2. eTwinning bilateral contact seminars

Every year in eTwinning, National Support Services work together to organise lateral events for teachers to meet, learn about eTwinning and find partners for projects. These events are often smaller than the European level Professional Development Workshops and thus allow teachers additional time for networking and project planning.

To find out what is being organised in your country, contact your National Support Service:

<http://www.etwinning.net/en/pub/help/nss.htm>

## 3. Comenius In-Service Training

eTwinning teachers can benefit from the Comenius In-Service Training action, which offers teacher training courses and job shadowing across Europe. Training is offered by a number of institutions and individuals from across Europe. To participate, teachers can search the action's online training database, which is shared by both the Comenius and Grundvig programmes.

Applications for In-Service training courses are done through the Comenius National Agencies: [http://ec.europa.eu/education/lifelong-learning-programme/doc1208\\_en.htm](http://ec.europa.eu/education/lifelong-learning-programme/doc1208_en.htm)

To learn more about the Comenius In-Service Training action:

[http://www.etwinning.net/en/pub/professional\\_development/training.htm](http://www.etwinning.net/en/pub/professional_development/training.htm)

## ANNEX 1: ETWINNING GLOSSARY

The following glossary introduces you to core words and notions of eTwinning. You can use it as a dictionary or skim it through to get a feeling for eTwinning.

Blog	A personal web space, journal or diary that provides “posts” on a particular subject. Others can then comment on these posts.
Central Support Service (CSS)	The European eTwinning office, run by European Schoolnet in Brussels. The CSS is responsible for the central coordination of eTwinning activities across Europe, which includes: running the eTwinning Portal, providing monitoring analysis, creating publications, organising the eTwinning Conference and Camp and coordinating pedagogical and technical support for teachers.
Chat room	A chat room is an online area for real time text-based discussions, which can be on a one-to-one or group basis.  Each TwinSpace is equipped with a private chat room for teachers and pupils to use throughout their project(s).
Comenius	eTwinning is an action within the European Union’s Comenius programme, which focuses on pre-school, primary and secondary school education. It is relevant to all members of the education community: pupils, teachers, local authorities, parent associations, non-government organisations, teacher training institutes, universities and all other educational staff.
Comenius Partnerships	Comenius Partnerships are part of an action within the overall Comenius programme that provides a set number of grants per year to collaborative projects. An eTwinning project can also be, at the same time, a Comenius Partnership.
Creative Commons license (CC)	This is a license tool that allows individuals to assign copyright restrictions to their material. CC informs the public on how material can be reused.  For information on all CC license possibilities:



	<a href="http://en.wikipedia.org/wiki/Creative_Commons">http://en.wikipedia.org/wiki/Creative_Commons</a>
Countries (eTwinning)	There are currently thirty-two countries involved in eTwinning. A full list is available here: <a href="http://www.etwinning.net/en/pub/help/nss.htm">http://www.etwinning.net/en/pub/help/nss.htm</a> . Only teachers belonging to these countries' educational systems can participate in eTwinning.
Desktop (eTwinning)	The eTwinning Desktop is the social networking area restricted to eTwinners. Functionalities include: profile creation, partner-finding tools and educational resources.
eTwiner	A teacher involved in eTwinning and registered on the eTwinning Portal.
eTwinning	A European action that promotes school collaboration and networking through the use of ICT between schools in Europe.
European Quality Label (eTwinning)	Recognition at European level of innovation and success in an eTwinning project. If at least two partners in a project have received a National Quality Label, these same project partners are then awarded with the European Quality Label by the CSS. The European Quality Label is awarded automatically, once a year.
European Schoolnet	The coordinating body of eTwinning at European level, on behalf of the European Commission.
Forum	An online message board system to hold text-based discussions.
Gallery (eTwinning)	A showcase of eTwinning practice examples. Projects are selected by the NSS. Descriptions are based on interviews with teachers.
Groups (eTwinning)	Sub-community groups within the eTwinning community for teachers to discuss by subject or theme.
Guestbook (eTwinning)	Each eTwinning project has a guestbook area within their project profile for other eTwinners to leave comments.
Guidelines (eTwinning)	eTwinning Guidelines explain in detail how to use eTwinning tools. They can be used as an online or printed reference guide.
Information and Communication Technologies (ICT)	An umbrella term that includes any communication device or application (e.g., computer, network hardware and software, satellite systems, radio, television and mobile phones) and the services and applications associated

	with them (e.g., video-conferencing and distance learning). ICT is often spoken of in a particular context, for example, ICT in education.
Internet	“The Internet carries a vast array of information resources and services, most notably, the inter-linked hypertext documents of the World Wide Web (WWW) and the infrastructure to support electronic mail, in addition to popular services such as online chat, file transfer and file sharing, online gaming, and Voice over Internet Protocol (VoIP) person-to-person communication via voice and video.” (Wikipedia)
Internet Safety	The positive, ethical use of online ICT. Safety is increased by better awareness of issues and technical solutions such as filters, anti-spyware and secure settings on all online equipment.
Kits (eTwinning)	Step-by-step guides to successful projects with concrete ideas for teachers on how to implement a European collaborative project in their class. Kits can be used in their entirety or adapted to specific teaching contexts.
Label (eTwinning)	A certificate given to all eTwinning projects approved by the NSS. It can be downloaded by project partners from the Desktop.
Learning Events (eTwinning)	Short intensive online events on a number of themes that offer an introduction to a topic, stimulate ideas and help to develop skills. They do not require a long-term commitment (discussion, reflection and personal work spread over ten days).
Learning Lab (eTwinning)	A special platform developed for eTwinning Learning Events.
Lifelong Learning Programme (LLP)	<p>This European umbrella programme enables individuals at all stages of their lives to pursue stimulating learning opportunities across Europe. There are four sub-programmes focusing on different levels of education and training and continuing previous programmes:</p> <ul style="list-style-type: none"> <li>• <b>Comenius</b> for schools (eTwinning is included here)</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Erasmus</b> for higher education</li> <li>• <b>Leonardo da Vinci</b> for vocational education and training</li> <li>• <b>Grundtvig</b> for adult education</li> </ul>
Login (eTwinning)	To access the eTwinning Desktop, ProgressBlog and TwinSpace, teachers must be registered. In order to login, one must have a username and password, which is set up when registering. If login data and/or password are lost, the 'forgot your password' link on the eTwinning Portal allows teachers to be notified of their username and new password by email.
Learning Resources Exchange (LRE)	A service provided by European Schoolnet that enables schools to find educational content from many different countries and providers. eTwinners can access the LRE through the Desktop.
LRE Widget	Integrated in the Desktop, this widget gives eTwinners access to over 130,000 learning resources from the LRE Portal.
MagazineFactory	An interactive webzine (webmagazine) tool recommended by eTwinning.
Mailbox (eTwinning)	An internal messaging system that allows a safe exchange of messages with other schools registered on the eTwinning Portal.
Map (eTwinning)	A database of eTwinning schools and projects from all participating countries. Searches can be made by school, country, region or subject clusters.
Modules (eTwinning)	Short activities that can be incorporated in any type of eTwinning project, no matter the subject. Modules are a great way to kick off a project, provide something different mid-way through, or act as an evaluation tool at the end.
National Quality Label (eTwinning)	Recognition at national level of innovation and success in an eTwinning project. The NSS award National Quality Labels to teachers who have successfully applied for the Label through their Desktop.
National Support Service (NSS)	The organisation that represents and promotes eTwinning at national level. Each NSS provides training and support, organises events and runs media and communication campaigns at regional and national level.
Partner finding	The partner-finding tool for schools registered for eTwinning. From the Desktop, eTwinners can search by keyword(s) or fields or post a message

	on the partner-finding forum.
Partners (eTwinning)	Schools, teachers or other school staff who are members of an eTwinning project.
Portal (eTwinning)	The online platform for eTwinners to conduct eTwinning activities. Individuals must be registered to access all available tools.
Post	A written text on a public website (e.g., article post, blog post).
Prizes (eTwinning)	European eTwinning Prizes are awarded yearly to teachers and pupils who have demonstrated outstanding results in an eTwinning project. The top prizes include participation at the eTwinning Camp.
Professional Development Workshops	Workshops aimed at teachers who want to improve their skills in ICT and collaboration. The workshops are organised by the NSS and CSS and are held in different European cities throughout the school year.
Project Diary	Each eTwinning project has a Project Diary to describe its activities and progress. Anything from ideas, news, links, pictures and videos can be published. The Project Diary also acts as a communication and feedback platform between teachers and their NSS.
Profile (eTwinning)	On the eTwinning Desktop, all eTwinners can create their personal and school profiles for others to see and learn about them (eTwinners can then write messages on “walls” or agree on project ideas with a “me too!”). Additionally, each project has a project profile where details about the project are available for others to see (eTwinners can then comment on project “guestbooks”).
Project (eTwinning)	A project is set up by at least two schools from two different countries. It has to then be approved by the NSS in both countries.
Quality Labels	eTwinning awards National Quality Labels and European Quality Labels to project partners who have demonstrated a high level of innovation and success in their project work.
Recognition	eTwinning offers a number of ways for teachers to gain recognition for their work, namely: the eTwinning Label, European and National Quality Labels, eTwinning Prizes and the Gallery.

Registration	When teachers sign up for eTwinning, they gain access to the Desktop with all its available tools. All registered teachers are checked by the NSS in order to maintain a safe and reliable teacher database.
Resources	A database or repository of learning materials that are shared among eTwinning schools. The resources are made available by schools and include materials prepared in eTwinning or found generally useful by teachers for eTwinning.
RSS (Real Simple Syndication)	Web feed formats used to publish frequently updated material and information.
TwinSpace	A safe collaborative platform for schools (teachers and pupils) to use in a project. TwinSpace offers privacy to each project and is available once the project is approved by the NSS. TwinSpaces can be published on the Internet by their administrators.
Web 2.0	A buzzword that refers to the second generation of online web development. It focuses on communication, networking, sharing and, above all, user-generated content.
Widget	A small snippet of code from a third-party website that brings in live content without the website owner having to update or control it. An example of this in eTwinning is the LRE Widget.
Wiki	An online tool that allows users to easily create and share the editing of web pages.

## ANNEX 2: INTERNET SAFETY AND ETWINNING

Providing schools in Europe with a safe environment for networking and collaboration is one of eTwinning's top priorities. As most work is done online, teachers and pupils are guaranteed a protected area where their work can remain private and no external users have access.

The eTwinning platform has a number of areas where Internet safety plays a huge role:

- **The eTwinning Desktop:** where teachers connect, network, share resources and plan future project work.
- **The eTwinning TwinSpace:** where teachers and pupils work together on a collaborative project.

Both of these restricted areas and their tools are username and password protected.

The eTwinning team ensures that this security level is maintained to the highest degree and that even if teachers and pupils are working outside school hours, e.g., from home, this security is maintained.



The eTwinning team also worked very closely with INSAFE ([www.saferinternet.org](http://www.saferinternet.org)), the European network of Awareness Centres promoting safe, responsible use of the Internet and mobile devices to young people.

## ANNEX 3: INTERCULTURAL DIALOGUE AND ETWINNING

While intercultural dialogue is sometimes considered a challenging and elusive subject, it is one of the greatest assets to eTwinning collaboration. If you start your eTwinning collaboration by focusing on positive ground instead of about the potential issues that might arise, you will be well on your way to success.

Below are a few tips on what you can do to ensure a meaningful dialogue between you and your partners.

### Be aware of the differences



**\*Know your partners.** Show interest in your partners' classes and pupils, and don't be afraid to ask questions if you want to know more about them. Talk often and be ready to share your own thoughts and experiences. If you know your partners, it will be easier to understand how you can overcome obstacles together. If you want to know some personal things about your partners, start off with questions

about their interests, maybe their personal hobbies and try to establish common ground starting from there.



**\*Understand the obstacles.** There will always be differences of opinion and multiple ways of seeing an issue, especially in a multicultural setting. The number one issue in cross-cultural relations is time, or rather our perception of it. Some other notable obstacles are perceptions of space,

expressing emotions, and gender relations. Be prepared for these issues to emerge and be ready to deal with them. Once understood, these problems can be turned into valuable lessons for your pupils.

**\*Adopt a proper mindset.** Be friendly, open and responsive. Don't press uncomfortable issues, especially when dealing with the afore-mentioned common problems. Always try to find the middle ground, and try your best to find a compromise that satisfies both you and your partners. Remember, you're establishing an eTwinning project so that you and your pupils may benefit from contact with other cultures - the other teachers are doing the same. You should all do what you can to ensure that the project will have benefits for everyone involved.

## Seek similarities

**\*Find the common denominator.** Try to focus on things that you have in common. For example, you're both teachers and you both have a group of young people that you're responsible for. You both want the project to succeed. These factors give you a strong base upon which to build your project. Other similarities, such as likes and dislikes, can help you create an even more positive learning environment. Cultural differences are very important, but an early focus on the things that you have in common can make the whole experience a lot more smooth and pleasant.

**\*Discuss the project.** Talk early and talk often. Frequent discussion is the only way you will be able to solve problems that will emerge during your project. Don't be afraid to mention potential issues that you see and be ready to talk about the things your partner thinks are important. This is a good way of ensuring that you're both on the same page, that you both see the project in the same way. Keep asking questions so that you are as sure as possible that what you think you understand is really meant/said (don't forget you have your own, place, time and culture-based background from which you start to see the world).



## Embrace diversity

**\*The project is a gestalt entity.** A good project is always more than the sum of its parts. The true value of eTwinning projects comes from the "fusion of minds", the shared learning experiences that occur during projects. You and your partners have a chance to create a project that will reflect the unique viewpoint of all of your pupils, instead of just giving separate accounts.



**\*Utilise your pupils' curiosity.** Touch upon things that are of interest to pupils from each country. Get them involved. Their natural curiosity and willingness to see how others live, have fun and see the world are very powerful motivational factors that will help keep them interested in the project. Show them that diversity is fun and interesting because it helps us understand others and creates opportunities for reflection on our own worldviews.

## ANNEX 4: THE BENEFITS OF ICT IN ETWINNING



**eTwinning promotes the use of Information and Communication Technologies (ICT) and all projects should have an ICT component to them. Why? Simply put, ICT is an excellent and simple way to facilitate communication and collaboration.**

There are many specific advantages to using ICT in educational projects, the most important of which are:

### **ICT enable you to present content that would otherwise be unavailable in the traditional classroom**

You can do a lot more with today's ICT than just show static information. You can show your pupils how different types of media can be combined to convey a message in a richer and more complete way. You can make computer models of chemical reactions or demonstrate how rapidly viruses spread. Mathematics and physics can be shown in a more practical light when pupils have to construct virtual bridges and towers. You can even hold a teleconference, giving your pupils a unique opportunity to chat with topic experts and people, who apply their knowledge in a real-life context.

### **Your pupils will learn and practice important information skills while working on the project**

Many pupils have access to Internet-connected computers at home, but some do not. You can help both the former and the latter by having in-class exercises focusing on information gathering and analysis. You can show different ways of presenting data

and information, demonstrate work automation in the spirit of "work smarter, not harder", help pupils arrange and even construct their own virtual workspaces. Perfecting these skills will not only help improve the pupils' concentration and teach them how to learn efficiently, but will also come in handy later on in life.

### **You can help make learning a fun and exciting activity by appealing to your pupils' creativity**

Interactive programs and quizzes are a good way of utilising ICT in education, but they are only the tip of the iceberg. Engaging your pupils in making something is another way of weaving ICT into your curriculum. Making presentations, creating web pages, making and editing videos, writing wikis, and even managing their own portal or forum all enable your pupils to show their creative side and get them thinking. Knowledge and skills obtained in this way will be retained for a longer period of time due to the pupils' direct involvement in the creation process.

### **Pupils have contact with modern technology and knowledge, aiding their development**

Contrary to popular belief, not every child born today is proficient with computers. You can help guide your pupils and help them develop good computer use habits as well as teach them the curriculum. Showing them how they can find reliable, up-to-date information on a given subject will help them when they try to search for knowledge on their own. Exposing them to various forms of communication and collaboration during class will give them a larger palette of tools when exchanging their thoughts and ideas with others. By enabling your pupils in this way, you help increase their chances for success in an increasingly information-dependent society.

## **ICT can help you keep your own knowledge and skills relevant by learning yourself**

To present ICT tools to your pupils, you have to know them yourself. Having demanding pupils is a good way of keeping your own knowledge accurate and current, and following ICT developments will allow you to sharpen your general information technology skills. By preparing ICT-enhanced classes, you get to approach your subject in a different way, and get to see what it is like to be learning again - giving you a fresh perspective. While it is often true your pupils will be able to teach you a few things where computers are concerned, by engaging with them you'll learn to use tools and technologies they themselves approve of and value.

Of course you don't have to start off using everything mentioned above in your first eTwinning project. Start by selecting a form of communication with your partner - this can be email, instant messaging, voice chat or even videoconferencing. Then think of a way that simple ICT could help your project. Maybe your pupils can make a video? Or perhaps take pictures and upload them to the TwinSpace? Start off slow and simple with these easy to use and readily available technologies, and later, in future projects, work your way up to creating web pages or collaboratively writing wikis.

There is no pressure and no penalty in eTwinning to use the most complex available tools and technologies. Use what works for you and your pupils to reach your goals, as well as what provides you with an effective medium for collaboration with your partner.