Growing Digital Citizens

Developing active citizenship
through eTwinning

2016

eTwinning

eTwinning is a vibrant community that's involved, in its 11 years of existence, more than 400,000 teachers working in 166,000* schools. More than 50,000* projects have been run, involving more than 2,000,000 pupils across the continent (*October 2016).

eTwinning – The Community for schools in Europe – is an action for schools funded by the European Commission under the Erasmus+ programme.

eTwinning offers a high level of support for its users. In each of participating countries (currently 38) a National Support Service (NSS) promotes the action, provides advice and guidance for end users and organises a range of activities and professional development opportunities at national level. At European level, eTwinning is coordinated by the Central Support Service (CSS) managed by European Schoolnet, a consortium of 30 Ministries of Education. This body liaises with the NSS and is responsible for the development of the platform, as well as offering a range of professional development opportunities and other activities such as an annual European Conference and a Prize Event which awards teachers and students for their involvement in outstanding projects.

eTwinning incorporates a sophisticated digital platform that has both public and private areas and is available in 28 languages. The public area www.eTwinning.net offers browsing visitors a range of information about how to become involved in eTwinning; explaining the benefits the action offers and provides inspiration for collaborative project work. The restricted area, called eTwinning Live, is the individual teacher's interface with the community: it enables users to find each other, interact, collaborate in projects and participate in professional development activities organised at national and European Level. Finally when teachers work together in a project they have access to a restricted and dedicated area for the project called the TwinSpace.

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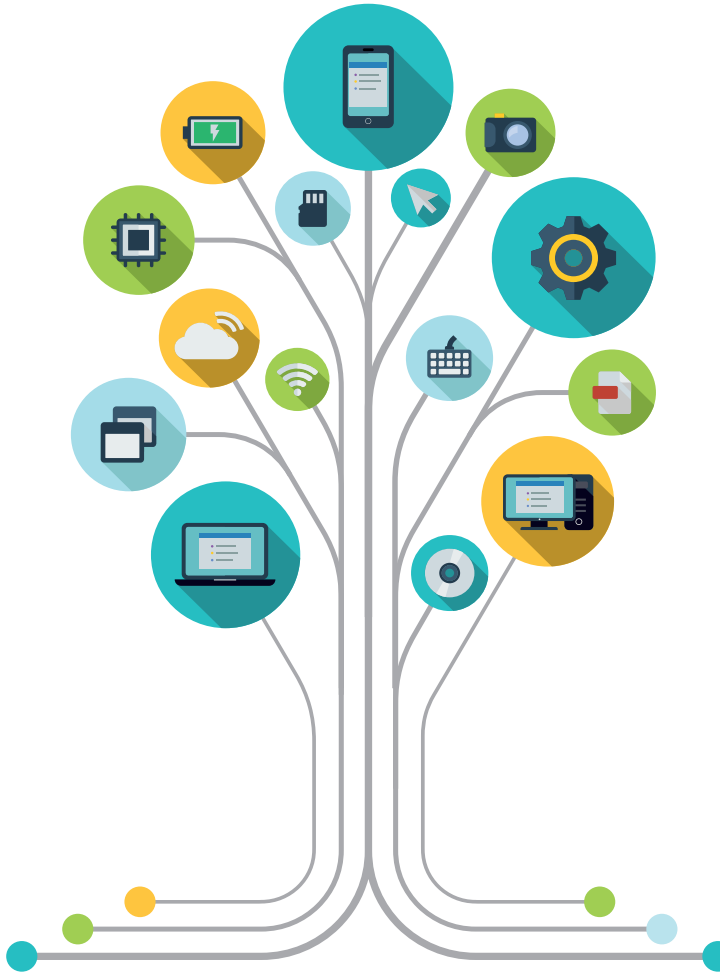

Foreword

The digital shift is transforming almost every aspect of our lives, with changes happening at a pace that is hard to keep up with. Everyone - workers, students, citizens – has to acquire the new skills and capabilities necessary to make full use of the possibilities and opportunities now open to us. Not only is there a need for digital skills for nearly all jobs. Everyone needs at least some basic digital skills in order to live, learn, communicate, and participate in society.

Education has a crucial role to play here. We need young Europeans to have the right competences to enter and stay in the labour market, but we also need them to be engaged, independent citizens. This means that beyond enabling them to become digitally literate, we have a duty to ensure they can rely on a moral compass when navigating the online world. Teaching them fundamental values such as freedom, democracy, human dignity and respect for others will help equip them for a lifetime of safe, appropriate and responsible behaviour. It will help ensure that they can engage online with government, business and the broader community in a productive and mutually beneficial way.

Rooted in these solid foundations, digital technology has the power to transform our democracy. At a time of growing legitimacy gaps at all levels, and with citizens appearing more and more disengaged from traditional democratic processes, a critical use of digital technology has the potential to reinvent citizens' relationships with their neighbours and governments. Developing digital citizenship is thus vital to ensure that young people can participate in society online, using digital media to fulfil their civic duty, and that they can take full advantage of the empowering potential of technology.

This brings me to eTwinning and the important role it plays not only in helping young people develop digital skills, but in promoting fundamental values and citizenship in the classroom. In the anti-radicalisation agenda that the European Commission presented earlier this year, we identified eTwinning as one of the main tools to help promote inclusive education and common values. Direct contacts between people are crucial in developing mutual respect and intercultural understanding. And teachers are well placed to detect early signs of radicalisation in pupils and help address them. eTwinning projects allow teachers and students faced with similar challenges to share experiences and learn from each other.

eTwinning provides a powerful learning experience, offering students the opportunity to participate in collaborative learning projects. It a great pleasure for me to introduce the 2016 eTwinning Book, featuring a collection of over 30 eTwinning projects on this year's theme, "Digital Citizens".

I wish to express my special thanks to all the teachers and students who were involved in these projects, and I also want to thank the overall eTwinning community. It has once more provided a tangible and valuable contribution to helping young people find their place in society and take control of their lives.

Tibor Navracsics
Commissioner for Education, Culture, Youth and Sport

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Overview on digital citizenship

1. Overview on digital citizenship

"Since, digital technology is a fact which nowadays dictates the flow of human life, only the awareness and sensibility of the young generation will play a key role in recognizing the positive, useful and good aspects of it."

Maja Abramič, NSS Slovenia

The digital and the citizen

Would you consider yourself to be a digital citizen? The immediate response for some is 'no'. However, on further reflection, when thinking about the daily participation in the digital world by: spending time online daily, being connected through one or more devices simultaneously, being in contact with peers, family, colleagues, or friends mostly through digital means, many would probably reconsider and realise that they are, indeed, digital citizens.

What about students then? We all know that todays' children and young people grow up surrounded by technology. We are probably familiar as well with the controversial concept of "digital natives", created by Marc Prensky[1] to designate the natural fluency that young generations have when using technologies, as opposed to older generations, which he calls "digital immigrants", those who adopted technologies later in life and who will always preserve an "accent" when using them. Much has been written about this metaphor and about how it distorts reality. The EU Kids online survey, involving European children aged 9 to 16, warns that the "talk of digital natives obscures children's need for support in developing digital skills".[2] Meanwhile, children go online: 93% of all 5-15 year olds in the UK used the internet in 2013, with as many as four in five 5-7 year olds (82%). Regardless of their degree of digital skills. Regardless of their fluency (or lack thereof) in the use of digital technology.

Prensky's metaphor is nevertheless powerful: it recognizes the digital as a land and the users of digital means as the citizens of this land. However, it underestimates one of the most relevant aspects of this "new world": the fact that no – or few – borders are foreseen, that no passport is needed, and that therefore the concepts of "native" and "immigrant" does not apply. What remains then of a land that has no frontiers?

1 Prensky, M. (2001). Digital Natives, Digital Immigrants. On the Horizon, 9(5)
2 Livingstone, S., Haddon, L., Görzig, A., & Ólafsson, K. (2011) EU Kids Online II final report. p. 42.

Three main pillars come to mind when trying to define digital citizenship: belonging, engagement, and protection. Digital citizens belong to the digital society. They use technology to actively engage in and with society. Digital citizenship empowers people to reap the benefits of digital technology in a safe and effective way.

I belong here

The digital society provides opportunities for interacting, learning, working, being. Citizens both "work for" and "benefit from" their belonging to society, and the same aspects apply to digital citizens. Much of our interactions happen online,[3] therefore we are part of a digital society as much as we are part of the (tangible) society we live in. Everyone has a sense of belonging, as much as everyone needs to feel they belong somewhere. This is especially true for young people, who are shaping their personality traits in adjustment to the group (and society) they belong to. In the negotiation of rights and duties that inevitably come with the concept of citizenship, a point not to be forgotten is enjoyment, which is at the core of the sense of belonging. We enjoy being part of a digital society and our obligations towards this society should not be detrimental to this joy of belonging.

Full participation in a digital society requires access. Access was the first criterion to explain the digital divide, a concept which came into use in the 90s to allude to the differences in digital inclusion.[4] Digital inclusion has dramatically improved in the last decade, with access to technologies being almost saturated in Europe. However, there are still barriers that relate to access for the underprivileged, or for use of technologies in the household. For instance, women, in particular mothers, are often the last in the families to reach and use a shared digital device. We could argue that, if a century ago Virginia Wolf was claiming for every woman "a room of one's own" to study and having access to education, today we wish for all a room and a digital device of their own.

How individuals behave as members of a digital society will shape the digital environment we all belong to.

I am engaged

In Europe, 77% of citizens[5] and 75% of children[6] engage in online activities. Participation in the digital domain is no longer a question of "have" or "have not", as we have seen before, but rather of "can" or "cannot". If digital participation depends on access and use, it even more so depends on attitudes. Participation has different gradients, from lurking to advocacy. You can participate just by browsing through the net, or you can have a voice (and a strong one).

3 https://www.iste.org/explore/articleDetail?articleid=242
4 Irving, L., et al. (1999). Falling through the Net. Washington, DC, US Deps of Commerce.
5 Eurostat Data for 2013.
6 Livingstone, S., Haddon, L., Görzig, A., & Ólafsson, K. (2009) EU Kids Online final report.

For a long time, digital citizens have been considered as users of technologies (mere recipients, consumers). We now see that digital citizens can also become active participants. Their engagement does not only translate into the consumption of digital goods and content, but also is manifested in the creation of digital content, of tools, of apps, of codes, of practices.

Young people are prolific producers of digital content: they take and share pictures, videos, multimedia, texts, and opinions. Being producers rather than consumers allows digital citizens to contribute to the landscape of the digital society and to understand it better. When we talk about coding, for instance, and its benefits for education, we always put forward the argument that coding allows students to create and not just to use. Which is true. Yet, by engaging in coding and programming they will also learn to understand how the digital society they plunge into every day, runs. They might better grasp the rationale of the algorithms behind the search engine and other online tools they use.

We could see digital participation as a four ladder process. There would be those who lurk, who observe, who watch, who use the digital world as consumers and viewers. There are then those who participate by sharing information and content, by connecting people, by sharing ideas worth spreading. On the third ladder, those that create new content, new practices, new tools, bringing about a new way to engage with other digital citizen, and to be part of a digital society. And on the upper ladder, those who harness the potential of technology for a better society. This fourth ladder includes those who want to engage in shaping the future of the web, as well as those who shape the future of society as a whole through digital means. We should acknowledge the importance of youth participation in internet governance discussions on a more consistent and regular basis,[7] by acquiring ourselves the adequate knowledge and skills to both facilitate understanding and building of personal opinions on issues related to how the internet ecosystem works. Young people can be empowered to shape a better internet or, if they do not wish to reach the top ladder, they can still influence a better digital environment by promoting positive values and behaviours. At the same time, we should recognise the role of youth in engaging in and with society as digital citizens. We see how processes as online petitions, for instance, are now claiming space for civic engagement. Digital tools and means are, as well, used to advocate for 'transparency' in policy making, by allowing citizen to get together in new forms.

I am protected – and I protect

Citizens are by definition protected by the country they belong to. Protection is also part of the rights that people have when being online. Technologies offer opportunities – and risk. While risk does not inevitably imply harm, harm can be detrimental to the enjoyment of digital citizenship.

7 https://webwewant.org/

Digital access not only exposes young people to possible risk but also enhances their digital literacy and safety skills. This means that active users are more likely to become resilient users of technology. Therefore, policy makers, educators, parents and other carers must implement specific strategies to ensure children's rights to protection, without curtailing their rights to participation.[8]

Many young people are experts at telling adults what they need to do in order to stay safe online, however whether this translates into changes in their behaviour is less certain. A sensible and effective strategy is to encourage children and young people to be responsible users not only in their own actions online but also in the way that they support others. Ask a group of people (not just young people) how many of them have seen something inappropriate online and many will have done. Ask the same group how many of them reported this content to either the service provider or an adult and you will get a much lower number. Equally, one could question if schools and parents are properly prepared for preventive or remedial action when things go wrong.

Children and young people have particular needs and deserve protection and safeguarding. As in the real world, certain protective measures need to be established.[9] Children and young people should also have room to experiment and learn from their mistakes, without every click or like being tracked or traced. They should be encouraged to respect and safeguard the right of others. This is a huge responsibility we all share.

I am digitally skilled

At the turning point of digital citizenship, digital skills provide the entry point to this virtual land. In a society that is more and more digitized, we can consider digital citizenship as a right. Digital skills enable us to exercise this right. However, we should not consider digital skills as the bare ability to operate devices. We consider that awareness and tolerance, democratic values and responsibilities are all parts of the skills that are needed to be and become digital citizens. Within this context, education has a crucial role to play, as it is well placed to shape, from an early age, the future of a connected generation. We need to develop digital skills in every student, empowering them to belong to the digital society, with a safe, responsible and creative sense of engagement.

Anusca Ferrari and Hans Martens
Digital Citizenship Programme Team, European Schoolnet

8 https://www.betterinternetforkids.eu/web/portal/practice/awareness/detail?articleId=687352
9 http://www.enacso.eu/wp-content/uploads/2015/12/free-isnt.pdf

Active citizenship through eTwinning

"eTwinning projects combine all important elements of digital citizenship: respecting and learning about others through cooperation and problem solving, peer-learning in a safe and flexible online environment and learning about using online tools in a safe and responsible way."

Tea Režek, NSS Croatia

Last year's 2015 book, focused on the eTwinning Generation, highlighting the impact the eTwinning experience has made on students, 10 years on, from the very first projects. They shared the value that eTwinning had made in their daily lives, the skills and capabilities they had developed through eTwinning projects, and the contribution it had made, following school, to their lives at university, work and on-going social exchange. The eTwinning Generation epitomises the 'Digital Citizen', actively engaged and equipped with the skills and capabilities required, with an awareness and understanding of the responsibilities that are also entailed, and overall, enjoying life as a global citizen.

The collection of projects featured in this year's book have been proposed by the National Support Services, in line with this year's theme for eTwinning - 'Digital Citizenship'. The projects are presented to give ideas and inspiration for future projects. Links to the projects are included for follow-up to find out more details of the partners, the activities and the outcomes. Many of the projects have had their work recognised at national and international level, through the award of The eTwinning European Quality Label Award[10] (awarded to 1,634 schools, October 2015).

The projects are divided into three sections:

Digital citizens' skills and capabilities, with the emphasis on openness and collaboration, and the inclusive nature of eTwinning projects involving young and old, from all sectors of society, across all countries. In summary, helping nurture and develop the digital skills for all to be engaged as digital citizens.

Active engagement as digital citizens, featuring projects where students are encouraged to tackle some of the issues affecting us all – democracy, civic engagement, migration and the environment.

Safe and responsible use, with projects working on the framework of eSafety, on the policies and practices necessary to support schools/teachers/and students to engage in a 'in a safe and responsible way'.

Once again, the importance of eTwinning in offering the experience of inter-cultural exchange for students and teachers within a safe and secure online platform, is emphasised. Through projects, teachers and students show how they have developed new digital skills and 21st century learning capabilities. Through the exchange of ideas, how they have learned to apply them within an environment that encourages understanding, openness and collaboration across all the different countries and cultures that make up eTwinning. The projects themselves, provide a way for the teachers and students to actively engage and participate in complex issues that affect us all – the environment, migration, democracy and inclusion in the digital world.

[10] *https://www.etwinning.net/en/pub/projects/awards.htm#i62330*

"eTwinning is an entry point for teachers into the world of innovative digital teaching and learning practices. By allowing them to develop their own digital competencies, they become more sophisticated digital citizens and can bring that into the classroom with their pupils. As a result of practice sharing, training, eTwinning projects, eTwinning teachers, and through them, their pupils, are developing digital citizenship skills that will then carry over into the rest of their lives."

Elizabeth Sauser-Monnig, NSS France

2.1 Digital citizens' skills and capabilities

The projects that follow, illustrate how eTwinning develops the skills and capabilities of students as 'Digital Citizens'. The section contains short project summaries, and features three mini-cases which illustrate the inventiveness and reach found in many eTwinning projects. In Interactive European Pathway, 33 partner schools from across Europe create a poster and a video about their homeland. The posters and videos are then connected via Augmented Reality app Aurasma and QR codes to support quizzes across the schools. In Wizards at Language Learning (WALL) 7 schools work together on creating a new society, using various web tools to share tasks, discuss online, make decisions and vote, creating their new world with harmony through effective digital communication. In the third mini-case, Disability-Inclusive Schools-Respect-Europe-Social Dialogue (IRES), students with special needs are encouraged to participate and work together on different themes: inclusion; disability; Europe; respect. There is inclusion in pair-work (group and collaborative) between disabled and mainstream students.

Interactive European Pathway

"To develop active digital citizenship is the subtle process of raising a sense of awareness, tolerance and responsibility in today's children and showing them that those values are where their virtual and real identities meet."

Slavka Stoycheva, Saint Cyril and Methodius Secondary School, Asenovgrad, BG

Partner schools: 33 partner schools (RS, SK, LT, HR, SE, IE, NO, IT, MT, MD, AL, HU, BA, MK, CY, GR, PL, ES, EE, UA, LV, FI, LU, CZ, BG, UK, AT, RO)

Pupil age: 10 to 16 years

TwinSpace and links:
https://TwinSpace.etwinning.net/17878/home
https://www.youtube.com/channel/UCPCvSibPr4IdiG35-UYPNag

How it supports belonging to the digital society:

Today's students are the digital and global citizens of tomorrow. This project introduced the European dimension to participating schools and local communities by creating the interactive European pathways. The students created and collaborated in a digital society throughout the whole project, which developed learners' competencies by involving them in creation of videos, which involved planning, being creative, team work, problem solving, presenting and evaluating outcomes as well as using modern technologies.

How it supports using technology to actively engage in and with society:

The aim of the project was to create Interactive European Pathways. Schools from different European states created a poster and a video about their homeland. The posters and

videos are connected via Augmented Reality app Aurasma and QR codes. Aurasma channel details, created videos and posters which were shared on-line with all participating schools. Each school printed and installed the posters in schools and other places (ideally with Wi-Fi). Students across the school, including visitors could scan QR codes or use Aurasma to watch the videos using their smartphones or tablets.

How it achieves this in a safe and effective way:

Students had a number of activities learning how to work with QR codes – how to generate and read them so that later on they can be used in the learning process. E-safety was discussed as well. All of them enjoyed Augmented Reality app Aurasma.

Students use the QR codes to solve quizzes about each country

Wizards at Language Learning (WALL)

Partner schools: 15 partner schools (PL, LV, RO, HR, GR, ES)

Pupil age: 9 to 11 years

TwinSpace link:
https://TwinSpace.etwinning.net/124/home

"Thinking critically, acting responsibly, sharing, communicating and living "safely" in the digital world is the path that leads to a new and better world. eTwinning is the compass that shows you the way. Use it and you will never get lost!"

Rania Bekiri, eTwinning ambassador (32 primary schools of Patra)

Students worked together to design, and then voted to agree the winning project logo

How it supports belonging to the digital society:

Students ("the wizards") worked together in the project's TwinSpace, where they were actively involved in tasks with various web tools that led to the collaborative creation of final products, such as an interactive map of their new planet, interactive drawings of their new neighbourhoods, an ebook with their adventures on Boomwriter (where all groups wrote a paragraph and then voted for the best before moving on to the next paragraph), videos with everyone's contribution, voting for their mascots, logo, planet map, city centre and best magic trick, recording their opinions, presenting their adventures, playing online language games and completing many more tasks. They also participated in online meetings, drew online and talked about their project in a very friendly and creative atmosphere.

How it supports using technology to actively engage in and with society:

The wizards started and organised a new society for themselves (on a new planet) sharing tasks, discussing online, making decisions and voting, creating their new world with harmony through effective digital communication. Their new society dealt with adventures, became strong and prosperous, keeping the traditions of the 7 cultures while also creating some new common ones.

How it achieves this in a safe and effective way:

Working on common tasks and using online tools presupposes certain instructions for safe, constant and efficient communication among the teachers and the pupils who slowly bond and form a very beautiful new society!

Students and their teacher, Barbara Głuszcz, receive the National Quality Label of their WALL project Szkoła Podstawowa nr 4 w Zambrowie, Poland.

Partner schools: 12 partner schools (TR, IT, IE, DE, FR)

Pupil age: 7 to 16 years

TwinSpace and links:
https://TwinSpace.etwinning.net/16234/home
https://www.smore.com/18gwx-dires-newsletter-erasmus

"Allowing everyone to have a voice through collaborative projects."
Glenda McKeown, Our Lady of Fatima Special School, IE

How it supports belonging to the digital society:

This project has its roots in another eTwinning project (Being Disabled in Europe) which was originally started by Tansel Sakaci (Turkish partner). The European partnership focuses on inclusion for disabled students. The project aims to reduce disparities, not only in learning at school, but also by encouraging students with special needs to participate actively in activities and mobilities (Erasmus+) offered by the project.

How it supports using technology to actively engage in and with society:

There is inclusion in pair-work (group and collaborative) between disabled and mainstream students. Using a blog, the TwinSpace, Website and newsletters the teachers and students actively engage with each other and the outside world! The project is based around a number of themes with supporting Learning, Teaching and Training (LTT) activities (see table below).

IRES: Disability-Inclusive Schools-Respect-Europe-Social Dialogue	
Ireland Theme – Inclusion	All partners chose 3 recipes, gave a short history and presented them on a special Padlet in eTwinning. The results will be published in an "Accessible Multicultural Cookbook". (What's Cooking in Europe). This product will be launched in each individual country. It will be "promoted"/"advertised" on eTwinning also.
Italy Theme – Disability	Students were asked to research and present on 3 people from their own country who despite having a disability, have excelled in their chosen field. These projects were uploaded onto eTwinning and during the LTT all students from all partner countries presented them to their peers (Q & A session)
France Theme – Europe	All partners chose 3 recipes, gave a short history and presented them on a special Padlet in eTwinning. The results will be published in an "Accessible Multicultural Cookbook". (What's Cooking in Europe). This product will be launched in each individual country. It will be "promoted"/"advertised" on eTwinning also.
Germany Theme – Respect	Presentations on each country were made using visuals and tactile props. In our school we will run an anti-bullying campaign based on the theme of "Respect". We will also prepare a musical workshop based on this theme. And when we arrive in Germany we will work collaboratively in the music workshop. The music will then be sung by our "Inclusive" Choir. (All partner schools).

Examples of Themes and Learning, Teaching and Training (LTT) activities

Before each LTT and during it, the students prepare, upload and then present their work (face-to-face). They seem confident and at ease when doing this. They feel they already know their audience and are comfortable. After each LTT we evaluate (staff, students (mainstream and SEN) and parents). The results of these evaluations have shown how surprised the students themselves are of how similar they all are. (i.e. mainstream and SEN). The students are amazed that although language can sometimes be a barrier they find other ways to communicate and have made life-long friends. (all in contact using social media).

How it achieves this in a safe and effective way:

The project demonstrates the innovative work carried out by the students – providing them with a safe platform to engage and collaborate!

Students and teachers Our Lady of Fatima School celebrating Europe and eTwinning day
https://vimeo.com/166211534

"Students across the project celebrated "Earth Day". We also celebrate it at school remembering it is necessary to RESPECT our planet. "RESPECT" is a key word of our DIRES project. We read a lot of quotes and chose one by Lady Bird Johnson to share with you all – 'the environment is where we all meet; where all have a mutual interest; it is the one thing all of us share."

Anna Filomena Mungiello,
ICS "J. Stella" di Muro Lucano IT

Projects encouraging openness and collaboration

eTwinning has literally thousands of projects to inspire you and your students. The projects below have been nominated by their National Support Service, as demonstrating excellence in developing Europe's future Digital Citizens. A summary and link is provided to assist you in exploring further.

Are you ready to live in the 21st century?

eTwinning Teacher, School: Maite Elejalde, CEP Virgen de la Guía, ES

Partner schools (countries): 6 partner schools (ES, IT, PL, PT)

Pupils age: 8 to 12 years

TwinSpace: https://TwinSpace.etwinning.net/453/home

Summary: The project is engaged in developing students' competences by giving them an active central role in their learning through a wide range of activities where they had to reflect, share, vote and debate with peers in international teams and draw their own conclusions in order to develop awareness on the skills needed to become ready to face the challenges of the 21st century. Both students (and also families) used ICT towards collaborative learning. The project includes a distinct activity called "Mission 2 - Be a digital citizen" aimed to make students' reflect on their behaviour with digital tools and become responsible digital citizens, creating a final handbook out of all the contributions: "How to be a responsible Digital Citizen".

Digital Citizenship for everyone

eTwinning Teacher, School: Rabia Hurrem Ozdurak Singin, ICT Coordinator, Directorate of Ankara, TR

Partner schools: 53 partner schools (BG, IT, TR)

Pupils age: 3 to 20 years

TwinSpace: https://TwinSpace.etwinning.net/17624/

Summary: The project aims to improve digital citizenship with countries all over Europe and the related skills of teachers, students and parents for 21st century. Digital Citizenship (for European) is a concept which helps teachers, technology leaders and parents to understand what students/children/technology users should know about how to use technology appropriately. Digital Citizenship is more than just a teaching tool; it is a way to prepare students/technology users for a society full of technology.

eTwinning Teacher, School: Justyna Babiarz-Furmanek, Szkoła Podstawowa Nr 8 im. Orląt Lwowskich, PL

Partner schools (countries): 4 partner schools (IT, PL, GR)

Pupils age: 10 to 11 years

TwinSpace: https://TwinSpace.etwinning.net/2509/home

Summary: Learning and acquiring skills by going through a set of activities provided by the British Council, Athens, Greece ("Life skills. Developing Active Citizens" by Cliff Parry and Maria Nomikou). In the project, students explore topics of tolerance, prejudice and human rights through reading and discussion among partners. After completing activities, the project partners worked together on the production of 3 Radio Shows. This gives them several different points of view and historical/legal background to prepare their own opinions and materials in this subject. Results are published on project's TwinSpace as a common document named 'Social Contract in Modern Society', which contain a list of human rights and responsibilities. Students were very consensual about its content and all participants agreed to respect it. One of the most interesting outcomes is film resuming task 'Who would you like to live with' depicting the prejudice and bias that may affect people judgement.

https://TwinSpace.etwinning.net/2509/pages/page/29282

Students worked together to produce a series of radio shows

eTwinning Teacher, School: Carmen Pavón Vázquez, eTwinning Ambassador, IES SÁCILIS, ES

Partner schools (countries): 34 partner schools (NO, RO, PL, ES, HU, BG)

Pupils age: 12 to 18 years

TwinSpace: https://TwinSpace.etwinning.net/896/home
https://TwinSpace.etwinning.net/files/collabspace/6/96/896/896/files/b19d8f50.pdf

Summary: Students perform short films to express their views and the views of other young Europeans on different issues that are common to all.

The judges awarded the eTwinning Quality Label in 2016 with the following commendation:

"Dear Carmen Vázquez Pavón (IES SÁCILIS), Congratulations! You have been awarded with the Quality Label for the work done in eTwinning. ..., if there is one aspect in which the project is outstanding it is in the spread and impact outside the school community. The project is broadcast on local media, there is collaboration with other organizations, and participation in short contests".
Félix Delgado, NSS

What's up in Europe?

"The pupils today are the citizens of Europe tomorrow. If we want these citizens to live in a society characterized by democracy, inclusion and tolerance, there's no better time than now. By using eTwinning, teachers all across Europe are given a digital resource to find inspiration, to share ideas and to create collaborative projects addressing these topics and many more."

Jenny Nordqvist, NSS Sweden

eTwinning Teacher, School: Georgia Wilhelmsson, Uddevalla Gymnasieskola Agneberg, SE

Partner schools (countries): 8 partner schools (RO, NO, GR, TR, SE, DE, BE, IT)

Pupils age: 16 to 17 years

Summary: The aim of the project was to develop the pupils' cultural and language skills. This was achieved by reading and writing articles about their home countries, culture and current European topics/events, resulting in 12 online magazines.

Online magazine produced by students to share on their countries

https://www.joomag.com/magazine/whats-up-in-europe/0959067001383051848?short

Interacteen T.E.A.M.

eTwinning Teacher, School: Carmen Mellado Alvarez, I.E.S. Albert Einstein, ES

Partner schools (countries): 12 partner schools (ES, FR, GR, TR, IT, DE)

Pupils age: 14 to 18 years

TwinSpace: https://TwinSpace.etwinning.net/10393/home

Summary: Students from various European countries become journalists, share their perception of international news on current issues, interact and collaborate to publish an e-magazine in English: The European Alternative Magazine. They work collaboratively in national groups and international teams. They learn the process of writing informative texts; then they negotiate and share the tasks with their team-mates (information collection, writing the draft, editing, proof-reading). Students become responsible journalists taking responsibility for content, accuracy and copyright attributions. They share and reflect about current issues developing critical thinking. Project awarded the eTwinning Quality Label, 2016.

Cultural diversity – one heart

eTwinning Teacher, School: Nino Chkhetia, LEPL Kutaisi Andria Razmadze Physico-mathematical Public School N41, GE

Partner schools (countries): 2 partner schools (GE, LT)

Pupils age: 13-14 years

TwinSpace: https://TwinSpace.etwinning.net/10192/home

Summary: Dedicated to commemorate the 550th anniversary of the official relationships between Lithuania and Georgia. The aim of our Project is not only to commemorate the important historical date, but to encourage our pupils to get interested in the language and culture of another country. Voting, deciding, challenging is active participation in a digital society. Participation in eTwinning project means that you have already belonged to the digital society.

What can we find underneath our feet?

eTwinning Teacher, School: Karin Ceder, Böle förskala, SE

Partner schools (countries): 5 partner schools (SE, IS)

Pupils age: 3 to 5 years

TwinSpace: https://TwinSpace.etwinning.net/477/home

Summary: The Swedish children have worked together with a preschool in Iceland, exploring what they have underneath their feet. The teachers continuously planned and developed the project based on the children's curiosity and interest. Digital tools have been used to communicate, to create a small Swedish-Icelandic "community" and to learn lots about volcanoes and nature. This project shows that eTwinning and collaborative and digital projects can be used with small children to widen their world and to show that their voices matter and doing so in a safe and effective way.

Travel Broadens the Mind: Come over - make a project attempt to social solidarity C.O.M.P.A.S.S.

eTwinning Teacher, School:
Ing. Gabriela Krížovská, Základná škola s materskou školou Jarná, SK

Partner schools (countries): 12 partner schools (GR, TR, DE, ES, SK, IT, PL, FR, SE)

Pupils age: 12 to 15 years

TwinSpace: http://new-TwinSpace.etwinning.net/web/p97352/welcome

Summary: C.O.M.P.A.S.S. is the follow-up of the eTwinning project Colourful Horizons which was started at the end of 2011. The project took students on a virtual excursion to countries they had never been to. The students learned so much by digital presenting of culture, region, country, school, religion and all aspects of everyday life. The project used many digital means of e-presentation and gave us a conceptual picture of different societies. Digitally we became aware of developing active e-citizenship through eTwinning platform and gained experience in building up e-democracy in such different ten countries.

Teachers from the 10 countries meet-up as part of an exchange with students

Girls in ICT

eTwinning Teacher, School:
Nataša Majstrović, Osnovna škola "Zmaj Jova Jovanović", RS

Partner schools (countries): 51 partner schools
(RS, RO, ES, AL, TR, CY, BG, HR, MK, LV, EE, FR, UK, IT, IS, BA)

Pupils age: 10 to 19 years

TwinSpace: https://TwinSpace.etwinning.net/7967/home
http://girlsinict-project.weebly.com/

Summary: The inspiration was for this project was the International Girls in ICT Day (23rd April). The project focuses on promoting and engaging with gender equality. It supports the global Girls in ICT movement that empowers girls and young women and gives them the confidence to pursue ICT studies and careers. It develops the awareness and students' abilities to critically assess and express their views about gender equality through the use of technology. The project is included in the curriculum – courses that are made in Moodle are adapted for teaching computer science (programming, graphics, web design). It supports promoting the use of ICT in teaching as well.

Achtung, jetzt kommen wir!

eTwinning Teacher, School: Steffi Feldhaus, Berufskolleg Kohlstraße, DE

Partner schools (countries): 2 partner schools (PL, DE)

Pupils age: 16 to 19 years

TwinSpace: https://TwinSpace.etwinning.net/6149/home

Summary: The main goal of this project was to reduce the drop-out-rate of this course (Vocational Training Preparation) in a German vocational school and foster motivation for school amongst the students. Together with their Polish partner class (Gimnazjum w Jazowsku), students produced and added sound to short videos of their home-towns and developed their digital competency by solving some programming tasks with Makey Makey. The project helped the 16 to 23 year-olds to gain experience using digital media and to develop the ability to work in a team. The German and Polish students were learning as equal partners from and with each other, e.g. the Germans supported their Polish partners as German language "experts" which gave them a higher self-esteem. All students received the role as pupil administrators and could work on their own authority.

"For us, developing active digital citizenship through eTwinning is built on the core curricula: The pupils are guided in putting themselves in the place of another person and examining issues and situations from different viewpoints, promoting the recognition and appreciation of human rights. Participating in civic activity is a basic precondition for an effective democracy. Skills in participation and involvement as well as a responsible attitude towards the future may only be learned by practicing. The school environment offers a safe setting for this. So the pupils gather experiences of using ICT in international communication. They learn to perceive its significance, potential and risks in a global world."

Hyötyniemi Yrjö, NSS Finland

2.2 Active Engagement and Participation

Through eTwinning projects, the students learn to participate in the debate on issues affecting us all. To learn how to voice their opinion, listen to others, vote and influence others. We start with the mini-case, **My World My Classroom**, where issues are brought to life for the students, by applying the proportions of e.g.: those without clean water, to the classroom. This is followed by project summaries which feature students engaged in exploring democracy and civic engagement, debating migration, and finally those that tackle the issues of the environment.

My World My Classroom

"What a joy!
They are so proud to show what they have learned to younger students!"

Anica Tričković, Osnovna škola "Toplički heroji" (RS)

eTwinning Teacher, School: Ian Kell
The Academy at Shotton Hall, Peterlee, UK

Partner schools (countries): 46 partner schools (IT, PL, MT, EE, RS, ES, NO, RO, LT, FR, UK, TR, LV, FI, UA, GE, PL, SL, AM, HR, NL, BE)

Pupil age: 11- 14 years

TwinSpace: https://TwinSpace.etwinning.net/7377/home
http://myworldmyclassroomsite.weebly.com/

How it supports belonging to the digital society:

The project is based on the book "If the World Were a Village" (by author David J. Smith), where each partner represents their own country, or county or town in a similar way, "If my country was a class of thirty students..." then using the proportions in the world, the students explore how many of the class would be hungry, what languages would be spoken in the class, how many would be in poverty how many would be able to read, be able to have clean water and how many would be rich. The project aims to include as many sections of the wider school community as possible. Teaching staff are responsible for identifying project content which will stimulate mathematical learning, a sense of a shared heritage, enhance the long term economic opportunities for students and promote a sense of European identity.

How it supports using technology to actively engage in and with society:

Students choose the groupings and examine statistics for the different data sets. Once they have the statistic for each country the students work on the best method to present them (booklets, posters, displays, ICT imagery, presentations). The project is accompanied by creating a Maths trail in our villages /cities/schools and we would also create a portfolio of Maths photos.

How it achieves this in a safe and effective way:

Teachers in collaboration with students jointly manage the exchanges, coordinating and facilitating the activities so that the students feel free to investigate the project content for themselves, management of publicity, promotion of Comenius to other schools in the area, liaising with external bodies, ensuring effective communication exists between partners on a staff level and on a student level. To achieve this, the possibility of creating a Comenius focus group was agreed upon during the preparatory meeting. The focus group or steering committee would consist of representatives from teaching staff, support staff and from all sections of the student population. This steering group would be responsible for monitoring and evaluating the project, editing resources and products which could be included in the final package, creating the agendas for project meetings and modifying the plans where necessary. The inclusion of students would promote democracy and citizenship within our schools as well as encouraging creative learners to assume responsibility for planning and evaluating the project thus empowering students to influence the project content. This would be achieved by students reporting back to the focus group or steering committee and actively evaluating each phase of the project as well as having an input into any modifications that may be desirable.

The judges award the project the winner of the 'Global outlook' with the following commendation: "An eTwinning project looking outward to the world and engaging many new countries in eTwinning. The project enabled youngsters to engage in environmental and citizenship issues facing us all across Europe through a mathematical context…. Many new tools were shared, pedagogical development was a key feature of this mathematical project which blossomed out to include cross curricular outcomes including Art, PSHE values education and history." UK Awarding Judges, 11th annual eTwinning UK conference at the National College for Teaching and Leadership in Nottingham (2016)

Karin Ceder, Böle förskala, SE

Ready, steady, grow slow – investing time and skills in sustainable European citizenship

eTwinning Teacher, School: Beate Vollmer, Albert-Schweitzer-Geschwister-Scholl-Gymnasium (DE)

Partner schools (countries): 14 partner schools (IT, DE, PL, ES, FR)

Pupils age: 12 to 19 years

TwinSpace: https://twinspace.etwinning.net/345/home

Summary: The intention of the project was to prepare pupils to become enlightened European citizens who critically reflect their own values and to make their potential flourish for the benefit of society at large. The pupils of five countries exchanged their views of different aspects to time in the TwinSpace. For example: Personal perspective - my relation to people not my age (older or younger generations); Social perspective - intergenerational politics, more generation houses, volunteering; Cultural perspective – an ageing Europe, Europe in the Future, discussion on the working time directive.

Values in Action

eTwinning Teacher, School: Marilyn Tinkler, Appleby Primary School (UK)

Partner schools (countries): 18 partner schools (UK, GR, RS, RO, PT, AM, UA, IT, ES, RO, BG)

Pupils age: 4 to 12 years

TwinSpace: https://twinspace.etwinning.net/18692/pages/page/108322

Summary: This project discusses values and builds the awareness and abilities pupils have to respond and analyse their values. What we value in our schools and communities, how we know it is valued and how we celebrate and share our values. Caring for each other is an important part of learning to value each other. We practise Values in our daily school life. We have done this video to illustrate and share with everyone.

https://youtu.be/0bAXqgGk57U

Wir sind Europa – gemeinsam in Frieden leben/ We are Europe live together in peace

eTwinning Teacher, School: Kamila Bažíková, Obchodná Akadémia, Račianska 107 (SK)

Partner schools (countries):
5 partner schools (PL, DE, BE, HU, SK)

Pupils age: 16 to 18 years

TwinSpace:
https://twinspace.etwinning.net/12818/home

For me, what it means to be European...
"to be able to travel and study without borders" (Karoline)
"to live in a safe environment, to be free and be able to move freely" (Hamid)
"to live safely in a country without a war" (Dennis)
"for me, peace is when we help each other, support each other and enjoy ourselves instead of arguing" (Jimmy)

Range of quotes from students in the project

How it supports belonging to the digital society:

Young people – students – identify themselves as citizens of their own country (Slovakians, Germans, Polish) and at the same time they realise their European identity. For example, within the topic: What does it mean to be a European? Firstly, groups of pupils at similar times held in-class discussions, where they developed a joint idea of a European. They presented their own ideas in TwinSpace at different times, some using a verbal description on a joint Padlet wall, while others used web posters, postcards and a forum. In communication with young people of the same age, they develop their attitudes towards multicultural society, search for the similarities and differences, present their hope for life in a peaceful Europe.

How it supports using technology to actively engage in and with society:

Technologies have enabled us to transparently and independently present personal opinions and attitudes. When working with topics of leisure activities and multicultural society, we used Pizap – postcards and published group photos capturing in-class

discussions with the school's teachers on the topic of multicultural society. The collaborative tool used throughout all topics was Padlet, which we used to publish individual opinions, express ideas and receive feedback, which was always positive, thus making the pupils see each other as successful. Final publications were made by individual international teams and these include e-books, - Issuu – which encompass other tools used Speeschable, - comics, Canva – posters to create a dictionary of phrases used by young people.

How it achieves this in a safe and effective way:

Students and their teachers have presented their own ideas in an appropriate way, following the ethical principles, in compliance with copyright in the case of photographs, using freely available resources of images, ICT Tools application – in a clear and concise way.

What ''developing active digital citizenship through eTwinning" means to you :

Within the eTwinning project, some of the activities were first realised as a teamwork on national levels (e.g. My country in Europe – I Am a European, Multicultural Society). Students and teachers acquired information and were learning from those living in the specific countries. Then, three international teams were created, working on three different but related topics: Our National Cuisine, Our Customs / Traditions, and Our Languages. Surprisingly interesting was the topic of our languages. The young people enriched their German and English with phrases which cannot be found in textbooks and which they learned from their peers. They used TwinSpace forum to comment on what they liked and what was fun. When sharing traditions related to spring, it was surprising that although the German group was 50% multicultural, they presented traditions resembling the Slovak and Polish ones. Traditions and customs are an integral part of lives of all young people.

Student experience

The students have found out that we all share many of these customs, and they have learnt to understand the differences, as well as express their opinions and likes. They have learnt how to be more patient and respectful when our partners had technical problems. The project helped to develop the students´ self-realisation, their social competence via cultural exchange, and greatly improved the students´ digital competence. They have mastered a wide range of web tools, helped each other and taught each other how to use them. Two girls started to use these tools in their personal lives, so the project strengthened their motivation to be active in real life. Filip, a pupil from Slovakia is an active member of AEGEE, the European student forum based in Bratislava. It connects young people from Europe through educational courses and meetings organized always in a different European town, where young people present their country. Based on his own positive experience and in connection with our eTwinning project topics (sharing gastronomy, customs and our mother tongues), Filip invited his project friends aged 18 and above to join AEGEE.

http://www.aegee.org/history-is-part-of-the-story-bratislava/

The culture of peace in European citizenship

eTwinning Teacher, School:
Tine Jespersen, Thyborøn School, DK

Partner schools (countries):
15 partner schools (DK, TR, IT, IE, FI)

Pupils age: 6 to 16 years

"21st Century skills like complex problem solving, critical thinking and creativity are core assets in eTwinning, where joyful collaborative learning with ICT for learners of any age, contributes to participation in active digital citizenship."
Claus Berg, NSS Denmark

Summary: This project focuses the attention on the testimonies and inter-generational experiences which are the basis and support of the EU; it requires the valuing of diversity and pluralism, specifically in terms of identity, traditions, cultures, living expressions and relationships. Active involvement with local society such as older citizens, historic archives and museums and working with other schools motivates pupils' learning enormously, and they are encouraged to deliver better and more involving products because the audience matters as every partner is known, interested and helpful. Technology gave the possibility to share pupils' work with involved partners, as well in a pan-European scale within the project itself, as locally. Partners were very interested in involving pupils and seeing the outcome of pupils' work, getting permissions from local partners, parents, grandparents, museums, interviewed citizens, and local archives to share pupils' work on the internet.

No enemies violence equal rights

eTwinning Teacher, School:
Zuzana Christozova,
Spojená škola Martin, SK

Partner schools (countries):
10 partners schools
(SK, PL, IT, CZ, TR, PT)

Pupils age: 15 to 19 years

TwinSpace:
https://twinspace.etwinning.net/1161/home

"It is an attempt to bring digital technologies to explore key features of European citizenship - diversity in unity. Our project No enemies - violence - equal rights, deals with burning problems of the European Union: emigration crisis coexistence of generations, manifestations of intolerance, genocide of the Second World War, it teaches my pupils to explore, ask questions, find answers and accept different opinions."

Zuzana Christozova, Spojená škola Martin, SK

Summary: Digital technologies are an integral part of the daily reality of life for young people. It is natural that we are looking for their place in the educational process and we link the idea of European citizenship and digital society. Digital literacy is an important competence of young people for the future and is a prerequisite for successful application in life. Social networking, TwinSpace and cloud-based technologies support the presentation of objectives and outcomes of the project. Solutions and results of our project through eTwinning can be shared by all the pupils of the partner schools and eTwinning. They can join us and be inspired by our projects.

Teams take advantage of an Erasmus+ mobility to meet and work together in Poland.

Different paths but common democratic values?

"eTwinning projects combine all important elements of digital citizenship: respecting and learning about others through cooperation and problem solving, peer-learning in a safe and flexible online environment and learning about using online tools in a safe and responsible way."
Jasna Šojer, Škola za primalje, HR

"Democracy for me is the liberty to speak, to express and to think. Democracy is also one of the most precious things because there exists an equality between everyone. Also we have secularism which means that everyone believes in whichever deity he wants."
Pavlos/High School of Chryssoupolis, GR

"Democracy is when you can say what you think freely as long as you are respectful."
Anne-Laure, Lycée Jean Jaurès, FR

eTwinning Teacher, School: Jasna Šojer, Škola za primalje, HR

Partner schools (countries): 5 partner schools (GR, IT, HR, RO, FR)

Pupils age: 15 to 18 years

TwinSpace: https://twinspace.etwinning.net/11096/pages/page/110789

Summary: Using IT tools, the students of partner schools investigate the degree of democracy in partner countries with regard to contemporary events in Europe, immigration crisis, human rights, status of women, environmental awareness or the right to education. European Partner schools work together and exchange on different social topics each month, to find answers on the stated question. During online activities such as videoconferences, students debate on various topics, exchange opinions and develop critical thinking, thus becoming active and informed citizens of Europe.

Solidarity without Frontiers

eTwinning Teacher, School:
Jolana Strýčková, Gymnázium Olgy Havlové, Ostrava, CZ

Partner schools (countries): 22 partner schools (ES, CZ, IT, DE, SK, TR)

Pupils age: 15 to 19 years

TwinSpace: https://twinspace.etwinning.net/1492/home

Summary: Students involved in this project work as volunteers and they share their experience and all the work done in a virtual class TwinSpace. Currently, the students are working on final products: a booklet which is a collection of memories of elderly people from all participating countries and a video documentary. In each country students will help charity organizations ether financially or by working for them. Students will understand what real help means not only theoretically, but practically - to organize events, make videos, write and publish articles about them on the school websites or in local press.

The Czech team are making a video about the life of disabled young people. For example, one of the Czech teams decided to help children and young adults with disabilities, particularly for people in wheelchairs. They contacted a local association "Society for family and social services" which, among others, runs an integration club "GATE" for people in wheelchairs.

The Czech team being trained in safely moving wheelchair users.

Miteinander statt nebeneinander/Together instead of Side by Side:

eTwinning Teacher, School: Bożena Cudak, Dorota Szafraniec

Partner schools (countries): 24 partner schools (PL, DE, SE, BG, IT, TR)

Pupils age: 16 to 19 yerars

TwinSpace: http://new-twinspace.etwinning.net/web/p97573/welcome

Summary: The project produced the magazine "Miteinander" to feature the students' collaborative work over the issues like social exclusion, minority integration, and

understanding the situation of refugees. The project was divided into five parts, each part was devoted to a particular social issue: "understanding, instead of being sorry"; "help, instead of social exclusion"; "collaboration, instead of competition"; "integration, not assimilation". The students worked collaboratively on these using, using a number of different methods: discussion, online meetings, surveys, posters, and articles to the magazine. Due to modern technologies and constantly developing digitalization, the way people actively participate in civic live has been changing. It is easier, more accessible and transparent, nevertheless it still requires certain skills and ideas that can be perfected through eTwinning. eTwinning amongst other values, is to learn how to communicate-collaborate using modern technologies – indispensable thing in digital citizenship.

Student experience
How I got personally engaged and the experience I gained from it

"*My project began when a woman contacted the school asking for help with a young boy's tuition. A week later I started to help the boy with his homework. Mehmet is 10 years old and is in the 4th grade of primary school. We met every Monday, for one hour, between 16 to 17 hrs, in Fabiz, the new family center in Buxtehude. I helped him, with his homework, mostly in mathematics and German. Two weeks later, he brought his classmate and best friend Sehrat, so I then gave the two boys tuition. If we had the homework done and still had time, we suggested to the coordinator that I practiced with Sehrat and Mehmet reading aloud, especially the significant speaking and recognizing the breaks, to them it was not always easy. Then, one Monday the two boys arrived and behind them were two smaller girls who asked me if they could also join! Since they asked me so sweetly and begged to be allowed to sit and watch, I could not say no. It turned out that one of the girls was younger sister of one of the boys. Towards the end of the school year, the students had little homework, so I had to think about what we could do myself. I had the idea that we could make a mind map on a given topic. This idea gave them a lot of fun, as they did not know this method. Next, we played with the concepts that they had written in their mind map, making up a pantomime*."

Julia, Halepaghen Gymnasium Schule (DE)

Our Students are MAD

"Active digital citizenship can make a difference: it can make students from different countries reflect on current European issues trying to find solutions."

Begoña Rey, Colegio de la Inmaculada Concepción (ES)

eTwinning Teacher, School:
Begoña Rey,
Colegio de la Inmaculada Concepción (ES)

Partner schools (countries): 10 partner schools (CZ, ES, TR, PT, NO, IT, NL)

Pupils age: 14 to 18 years

TwinSpace: https://twinspace.etwinning.net/11715/home

Summary: The project title is WE ARE MAD (Making A Difference) The students reflect on current issues in Europe and try to seek a solution. Current issues such as the refugees is brought to the table under the title "The changing face of Europe". They work in groups and debate, reaching out to different organisations involved in the issues they are debating. Different web 2.0 tools have been used to share, communicate and display results. Eventually, they sign the proposals they have agreed. The process and results are shared in a blog.

Student experience
Debating and then agreeing a proposal on refugees

"We as the students from Jacob van Liesveldt (NL) and Inmaculada School (ES) have debated and compromised the following proposal:

"Firstly we must not consider the refugees as numbers; therefore, we will not mention words as ´distribute´. These refugees are persons just like us. The only difference is that these persons are fleeing from a war-zone and require our help and deserve the same human rights as inhabitants of the European Union.

Altogether we do not aspire to close the borders and therefore comply with the Schengen Agreement. At first the proposal we agreed upon stated that we must ´administer´ the amount of refugees over the countries depending on the wealth of the country. We do realize that we must not consider these foreigners as numbers, but they are coming in big amounts and it is difficult to debate about whether we must give every refugee the opportunity to choose their country to stay in.

The countries that experience the worst conditions economically will receive money from richer countries, with a more or less stable economy. If the war ends we want to give every refugee the opportunity to return to their home country.

This proposal is a general conclusion and the details need to be discussed further and therefore can be seen as an agreement in principle."

Ignacio Alonso Vigil (ES) and Jaimy (NL)
http://thechangingfaceeurope.blogspot.com.es/

Students from Colegio de la Inmaculada Concepción (ES) debating the issues with their colleagues

The New Who Do You Think You Are – Come trace your roots with us

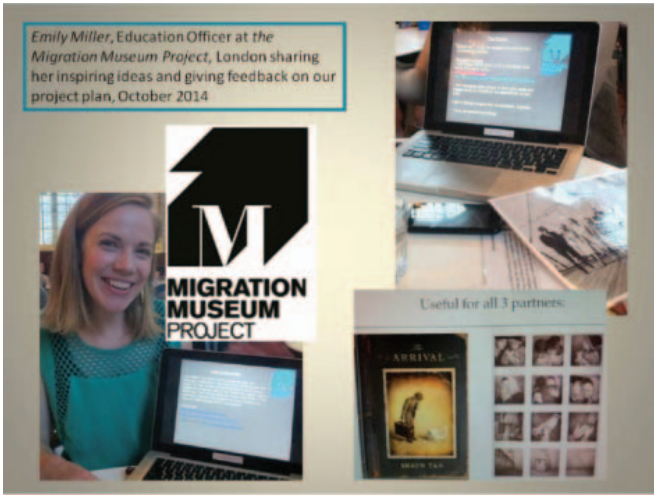
eTwinning Teacher, School: Birgitta Flodén, Hässelbygårdsskolan, SE

Partner schools (countries): 5 partner schools (SE, DE, UK)

Pupils age: 11 to 16 years

TwinSpace: https://twinspace.etwinning.net/244/home

Summary: This is a cross-curricular project focusing on migration and tolerance. The pupil involvement is impressive, as well as the vast range of IT tools used. Pupils have collaborated and commented on each other's work, and in the final product and evaluation. The impressive collaboration work extends to teachers from the project visiting the Education Coordinator at the Migration Museum project in London, which really enriches the learning and project activities carried out by the pupils.



Emily Miller, Education Officer, Migration Museum (London) talks to students

Cuido mi entorno/Take Care of My Environment

eTwinning Teacher, School:
Juan F. Peñas Viso, CPEIP San Babil, ES

"Take action in your community by means of an eTwinning project."
Juan F. Peñas Viso, CPEIP San Babil, ES

Partner schools (countries):
5 partner schools (ES, PL, FR, IT, UK)

Pupils age: 8 to 13 years

TwinSpace: http://new-twinspace.etwinning.net/web/p96559/welcome

Summary: The aim of the project was to raise the awareness and reflect on the measures that everyone can take to improve the environment where they live. Results have been shared with the school community. Through the project, students have used digital resources to display their work, search for information and worked in a creative and attractive way with partners. Young students worked cooperatively in international teams on the TwinSpace on activities such as: Your Voice is Your Strength, where students recorded and broadcast a series of messages on what they cared for in the environment.

The project's poster for 'Take Care of My Environment'.

EURORECYCLING

eTwinning Teacher, School:
José Ramón Jiménez, Lucas Rey-Matias Landaburu, ES

Partner schools (countries): 7 partner schools (ES, IT, PL, GR)

Pupils age: 9 to 11 years

TwinSpace: http://new-twinspace.etwinning.net/web/p97722/welcome

Summary: The project focuses on the study of water consumption, recycling materials, renewable energy study with primary school pupils from four European countries. Through the project students became aware about the need for using energy in a responsible way, and learned about the benefits of recycling. Students transferred their learning to their families, local community and authorities. They have also collaborated with a local organisation to help planting trees. Schools were able to work collaboratively through the use of a wide range of collaborative activities. Out of the actions and the dissemination of the project, issues regarding recycling improved since local authorities provided recycling bins for the school.

Water - Global experiment with hydrogels

eTwinning Teacher, School: Balazs Kecskemeti, Ballysillan Primary School, UK

Partner schools (countries): 133 partner schools

Pupils age: 5 to 18 years

TwinSpace and links:
https://twinspace.etwinning.net/14907/pages/page/81592
http://www.rsc.org/learn-chemistry/collections/experimentation/collaborative-chemistry/water-global-experiment-with-hydrogels

The eTwinning project takes part in the Royal Society of Chemistry global experiment

Summary: students in eTwinning schools joined thousands of students from around the world to collaborate, by taking part in the Royal Society of Chemistry (RSC) 2015 global experiment with hydrogels. Students were invited to explore the effects that hydrogels (a man-made product) have on the water cycle before sharing their results with other classes across the globe. Each experiment included easy to follow instructions: what the student will learn, the resources required, teacher notes and method. The data collected from 3 experiments was then uploaded onto the global experiment website. The eTwinning project was open for all teachers, with no special experience required.

Water - Keep Cool - Stay Warm

eTwinning Teacher, School: Diana Linford, Steeton Primary School (UK)

Partner schools (countries): 21 partner schools (UK, TR, UA, GE, SL, GR)

Pupils age: 10 to 12 years

TwinSpace: https://twinspace.etwinning.net/1703/home

Summary: This project focuses on saving energy through good practices. It makes pupils think critically, compare different practices and views for a better world. The project focused on sharing good practices of saving energy at home and at school to promote energy efficiency solutions among the pupils, their parents, school administrators and local communities. Activities included holding logo and slogan competitions in their schools, discussing the issues of climate change and energy efficiency in school and in a virtual meeting with partner schools, with the final event held on 'Earth Day' with other pupils, parents and representatives. Joint winners of the competition slogan were:

Wasting money is pretty bad, but losing the Earth is even worse. Stop it flowing, keep it going! Natasha K and Izza A, Steeton School (UK)

Stop it flowing, keep it going! Addington Primary School (UK)

The winning logo developed by Erin J, Burley Oaks Primary School England

INSPECTOR GREEN

"eTwinning fosters open communication with partners and critical thinking."
Dagmara Konopkova, Col.legi Internacional SEK Catalunya, ES

eTwinning Teacher, School:
Dagmara Konopkova, Col.legi Internacional SEK Catalunya, ES

Partner schools (countries): 6 partner schools (ES, PL, GR, TR, SL)

Pupils age: 5 to 11 years

Awards: European and National Quality Labels

TwinSpace: https://twinspace.etwinning.net/2831/home

Summary: The project combines Science, literature, arts and ICT in order to get an insight into environmental issues and make students aware of the importance of preserving the environment. Members have worked on environmental issues from an effective and entertaining multidisciplinary perspective that has been fostered teamwork, open communication with partners and critical thinking. Following investigation of environmental issues in their school communities, students collaborated to prepare dramas, videos, presentations as well as write a story around the fictional character 'Inspector Green'. The story was written collaboratively with: Turkish students developing the characters and the setting; Spanish students starting the story; Polish students developing the story; before handing over the students in Slovenia for the ending.

Spanish students post their video, Dagmara Konopkova, Col.legi Internacional SEK Catalunya, ES

Students from Szkoła Podstawowa (Poland) think about what happens next in the story

Spanish students visiting their local radio station to talk about the project

2.3 Safe and responsible use

Digital Citizenship empowers people to reap the benefits of digital technology in a safe and effective way. Every year, a growing number of schools across the world participate in Safer Internet Day[11]. This year's celebration took place on Tuesday, 9 February 2016 with a theme of 'Play your part for a better internet!'. Safer Internet Day (SID) was marked in more than 120 countries across the world, with at least **21,000 schools** and more than **19.5 million people** involved in SID actions across Europe.

The selection of eTwinning projects featured in this section have been awarded with the eSafety Label. This helps a school assess how on track they are with eSafety. It covers infrastructure, policy and practice and produces a personalised action plan for the school.

Map showing the global participation in SID 2016

[11] *https://www.saferinternetday.org/web/sid/home*

What is the eSafety label? http://www.esafetylabel.eu

Free tool to help keep up with ICT integration in the classroom
European-wide eSafety accreditation and support service
Equipping schools with resources to develop eSafety confidence

What is Safer Internet Day? http://www.saferinternetday.org

Safer Internet Day (SID) is organised as part of the European Commission's Better Internet for Kids[12] strategy in February of each year to promote safer and more responsible use of online technology and mobile phones, especially among children and young people across the world.

We start with the mini-case, **Better e-Safe than Sorry,** to demonstrate how the eTwinning teachers have turned the activity around acquiring the eSafety label for the school into a highly successful collaboration project with partner schools and students. This is followed by two short, project summaries which include the links to explore them further: first, **Medienkoffer**, which focuses on the issue of cyber-mobbing and then, **Net is the Key**, which builds on Safer Internet Day.

[12] *https://www.betterinternetforkids.eu/web/portal/home*

Better e-Safe than Sorry

Partner schools (countries):
8 partner schools
(NL, DG, DK, ES, UK, FR)

Pupil age: 12-15 years

TwinSpace:
https://TwinSpace.etwinning.net/4386/home

"eTwinning is an entry point for teachers into the world of innovative digital teaching and learning practices. By allowing them to develop their own digital competencies, they become more sophisticated digital citizens and can bring that into the classroom with their pupils. As a result of practice sharing, training, eTwinning projects, eTwinning teachers, and through them, their pupils, are developing digital citizenship skills that will then carry over into the rest of their lives."

Maxime Drouet, Collège Paul Gauguin, FR

"Research and products in an eTwinning project can be extended and benefit the whole school community."

Miguel Garcia, IES San José, ES

How it supports belonging to the digital society:

eTwinning projects in general improve pupils' and teachers' competence in ICT, but this project seeks to equip them with tools to better understand and navigate the digital world. This project focuses on implementing good ICT practices in schools and raising pupils' and schools' awareness of eSafety issues. The aim of the project is implementing good ICT practices and awareness at school in order to raise e-safety awareness through developing a school safety action plan out the reflection and exchange of experiences and ideas with partner schools (AUP).

How it supports using technology to actively engage in and with society:

Among other things, pupils use ICT to research, understand and present important subjects, like social networks, smartphone use, sexting and grooming, video games, cyber-bullying and plagiarism. Through the project they develop and implement good ICT practices at school by creating or improving the Acceptable Use Policy (AUP). They design activities to raise e-safety awareness; improve our pupils' English skills; help pupils to work/to do research collaboratively. School teachers, students and families will then benefit from the eSafety action plan designed within the project.

How it achieves this in a safe and effective way:

The project seeks to implement eSafe practices, by using the TwinSpace for pupil exchanges and developing eSafety Action Plans (eSafety Label). The work in the project will result on an effective e-safe action plan that will benefit all the school community (see table below).

Better eSafe than Sorry: project activity plan	
July-August	Get the eSafety action plan - http://www.esafetylabel.eu
Sept-October	Get to know each other. - Video presentation of our pupils - Online survey about esafety - E-safety action plans video presentation
Nov-December	Do research - Infographic summarising the problems we find in our schools - Survey and infographics about the practices
Jan-February	Present the findings - Prezi + video
Mar-April	Find solutions - Create a Acceptable Use Policy (AUP)
May-June	Raise e-safety awareness - Poster to raise e-safety awareness Online survey again

Examples of Themes and Learning, Teaching and Training (LTT) activities

Dutch students working on their eSafety poster with tips/recommendations for peers/colleagues/ school board. Dennis Jurhill, Sint Michael College, NL

Dutch students working on their eSafety poster with tips/recommendations for peers/colleagues/ school board. Dennis Jurhill, Sint Michael College, NL

Medienkoffer

> *"With the help of eTwinning, students can experience themselves as European citizens and on the other hand develop a strong consciousness for a responsible use of media and ICT."*
>
> **Elke Tertocha, Sonderpädagogisches Förderzentrum «Pestalozzi, DE**

Partner schools (countries):
6 partner schools (DE, SL, GR, PL)

Pupils age: 11 to 16 years

TwinSpace:
https://twinspace.etwinning.net/9547/home

Summary: In this project, six partner schools explored the issue of "cyber-mobbing" with different media products such as songs, photo-stories, videos and pictures. The students realized the difference between private and public space, copyright and privacy and documented this in their digital media kit. One outcome was a jointly signed, international manifesto against cyber-mobbing, which was signed as it was sent between the schools.

eTwinning Teacher, School:
Buğra İnal, Halit Ziya Usaklıgil Ortaokulu, TR; and, Annalisa Terruzzi, Scuola primaria E.CANZIANI, IT

Partner Schools: 9 partner schools (IT, TR, RO, BG, UK, PL)

Pupils age: 6 to 14 years

TwinSpace: https://TwinSpace.etwinning.net/2578/pages/page/22824

Summary: The main goal of the project is to let students understand how technology can help in collaborating and sharing ideas online, fair and safe use of the Internet and digital integrity on the web. This means, in a nutshell, learning to be "digital citizen". Teachers and parents help during the process of learning new and effective e-skills; events and campaigns are organized to promote effective use of Internet (ex. Safer Internet Day or week). The project supports improving the pupils' communication skills; creativity; managing; understanding safety, security and well-being when using ICT, developing "digital citizenship". In each activity the project is focused on how to behave others on the net, safety tips while using social networks and sharing personal information.

Conclusion

3. Conclusion

"Digital citizenship - expanding borders: there is no better way to appreciate your own country than through knowing other countries."
Violeta Čiuplytė, NSS Lithuania

At the beginning of this book, in the overview of what it is to be a digital citizen, the world of people engaged in the digital activity is described as a land where there are no frontiers, no boundaries, a place where this very sense of freedom presents a challenge to those who go there. It is argued that to be a true citizen of this land, the inhabitants have to develop a real sense of who and where they are in four well defined areas. They need to have:

- **A sense of belonging**
- **A sense of engagement**
- **A sense of safety and responsibility**
- **A sense of confidence and empowerment**

Active digital citizens are described as participative, active and using the power of this digital world to be provocative, reflective and creative in response to the challenges they meet in their physical situations. To be an active and productive digital citizen can and does have an effect not only on the digital world but also on the physical world around us, our society can be and is changed and influenced by what happens in the digital world. But active digital citizens do not pop up spontaneously, in the same way as citizens in any country do not arrive at the state of active citizenship spontaneously. In each there has to be a process of socialisation and development.

The examples of the projects in the main body of the book exemplify very clearly, how, by involvement in eTwinning, participants, be they teachers or students, develop this sense of who and where they are in this digital world; there is no doubt about the sense of belonging in the digital world that these young people have.

What also comes through in the reading of the project examples, is the sense of real engagement of the young people in the issues presented in these projects, issues such as inclusion, migration, environmental protection, and political activity. In the world, again be it the physical or digital one, there are always those who sit on the fence and observe and those who try to make a difference in the situations around them, those who feel engaged and those who do not. The projects highlighted here demonstrate that through eTwinning this sense of engagement can be developed by taking a thought provoking path towards

those situations which may challenge the young participants, but will certainly leave them with a real sense of what it means to do something to try and make a change, to make a difference in the world around them.

It is also clear that they can and do develop a sense of responsibility both for their own actions in the digital world but also for the safety of others. They begin to understand how, in the digital landscape the messages can be manipulated, the information falsely presented and their identity and the identity of others exposed in ways they would not necessarily wish.

The renowned philosopher, Wittgenstein once said 'the limits of my language mean the limits of my world'. In the world of this 21st Century, the literacy of the digital age cannot be neglected. With the command of this literacy comes the confidence and empowerment, that fourth area described in the beginning - I am digitally skilled. Again we may say that, in the projects described in this book, the young people are being educated in the literacy of the 21st century, they gain a mastery, not only of a wide range of digital tools, but the understanding of how these tools work and are created, how they may in the future develop further tools to foster greater understanding, communication and creativity among the people who inhabit the digital world. As I have said before, we can no longer divide the happening of the digital and physical worlds they are intertwined at every level and what happens in one has enormous effects in what happens in the other.

The teachers who have contributed to this book, amply demonstrate their work in eTwinning actively addresses the challenges of what it means to be an active citizen, both in the digital world and the physical world, that process of socialisation and development mentioned earlier. Which is the real world? For me the answer is both, the digital cannot be separated from the physical and to try to do so is to create a false division between the two.

Finally, let us remember that this book only shows us the tip of the iceberg in terms of the work of thousands teachers and pupils in eTwinning!

Anne Gilleran, Pedagogical Manager
eTwinning Central Support Service, European Schoolnet

Notes:

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