



PROJECT DESCRIPTION:

“Mr. Bee’s Dodos” etwinning project is a project that aims at teaching some basic principles about protecting the environment. As people pollute the environment and unconsciously consume the possibilities of nature, Mr. Bee is uncomfortable. That's why he assigned his closest friends, Dodos, to raise awareness. Thus, Mr. Bee will ensure the sustainability of the bee brothers, which have very important roles in ensuring ecological continuity. Our aim is to give Dodos (our students) environmental awareness and to gain an environmental identity for a sustainable world. With a participatory approach, students in schools will both learn about environmental issues and play an active role in raising awareness of their families, local governments and non-governmental organizations (NGOs) on environmental issues. In addition, we aim to include students in fun environmental activities, to develop their perspective on school culture and to integrate the realities of life into classroom activities.

The language of the project was English. So, we only used English in our all tasks and in communication among the members of the project. Moreover, all teachers supported little learners (Dodos) to use English, especially basic words and phrases.

We realized the “Mr. Bee’s Dodos” project with 8 members from 4 different countries. Four partners from Turkey, two from Spain, one from Romania and one from Poland have participated in project work.

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

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

- We established whatsapp group (<https://chat.whatsapp.com/Cpp1brKiJYEJeZhLxc0uWc>) and provided instant communication to provide faster communication. In addition, we have created a Facebook project page (<https://www.facebook.com/groups/mrbeesdodos>) that includes project members and we actively use to spread the project. We also opened a blog page (<https://mrbeesdodos.blogspot.com/>) for the dissemination of the project.
- We made a distribution of tasks among all partners on a voluntary basis and all of our partners fulfilled their chosen tasks completely.
- All partners marked their schools on the partner map. Thus, we uncovered the distribution of the project partners on the map.
- We prepared the parents’ permission documents of the students in the classes to participate in the project. We did not include students who were not allowed to participate in the project. We completed our work by acting with the principle of Privacy of Personal Data.



- The teachers introduced themselves, their students, their schools and briefly introduce their hometown in the related page of twinspace.
- We created student teams to lead the classrooms where the project works will be carried out. We aimed to develop awareness of responsibility by giving active tasks to our students at primary school level during the games.
- The partners performed their tasks according to the schedule. All partners included the whole class in the activities. Because of the pandemic isolation, nearly all Dodos were not able to go to the school. However, Dodos did the project tasks at home and the teachers shared their works in the project pages.
- The project members have added twinspace to their work, introducing their schools and classes. We provided a friendly environment before the project. So, we made a great consensus on the project activities.
- We added the project members contact information to the twinspace. Thus, we provided instant access to teacher information whenever necessary.
- We opened a twinspace section about the applications and sites that can be used in project work for project members. We provided open source to all members for the web2 tools, applications and sites needed during the studies.

Project Works

We divided the project page twinspace as monthly. We successfully completed the project preparation works in the first month, December. The partners introduced themselves, their students, their schools and where they live. The teacher information sheet was filled, the partners marked their school addresses on the project map, communication channels were created (Facebook, whatsapp, blog page), task distribution was made among the partners, and project poster logo and slogan selection processes were started. By including students in this selection process, we fulfilled the criteria of democratic participation of students in the project.

- In January, we started to prepare New Year Cards made by students from recyclable materials and some small handcraft gifts. Then, we sent the box to Dodos from different countries. We did some activities on eco-schools programme such as informative presentation, preparing brochures, brainstorming and so on. In addition, Dodos prepared their own recycling bins at their home and started recycling campaign from home to school. Moreover, we made waste battery collection box at home. Lastly in this month, we prepared activities on energy saving. All partners uploaded the activities pictures and any documents in all platforms.



- In February, Safer Internet Day was celebrated with Dodos. Nearly all Dodos met with the safer internet usage contents. We made origami from wasted papers, prepared slogans on energy and water saving and did some activities on types of wastes and dangerous wastes.

-In March, Dodos prepared some pouches from wasted papers and newspapers and made some ornaments. We also worked on World Water Day and International Day of Forest. If there was no pandemic, we would have tree planting events in the forest.

-In April, Dodos collected the news on environment and wastes from newspapers, magazines and internet. Dodos also took pictures from their neighborhood about negative images. Dodos also prepared some 2 or 3 dimensional works from recyclable materials. Also, they planted flowers at their balcony and fruits and vegetables in their gardens.

- In May and June, we tried to complete our missing tasks. We made an effective evaluation process. We made last surveys for the teachers, Dodos and parents. We used the twinspace forum for the evaluation. We also made an answergarden app activity for Dodos on how they evaluated the project.

Because of the coronavirus pandemic, we couldn't go to our schools regularly. So, Dodos did their tasks at home. We made a flexible plan for the project.

Dissemination

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

Evaluation

We applied some questionnaires during the evaluation process. At the beginning of the project, we applied and interpreted the students and teachers pre-test. Then, we applied the post-test to reveal the changes that came with the project. In addition, with the questionnaire that we applied to families at the end of the project, we revealed the point of view of our project and the place of our project in their eyes. At the end of the project, all participants including Dodos expressed their last words about the project in the answergarden application and twinspace forum.

PEDAGOGICAL INNOVATION AND CREATIVITY

“Mr. Bee’s Dodos” etwinning project is an etwinning project carried out at primary school level. Therefore, our primary goal was to raise a generation that is sensitive to environmental problems and produces solutions.



Our students saw their project work as leisure time. Since they have been really tired and bored of isolation, online courses and breakouts, they had great fun at school and home while doing the activities.

We carried out our project work completely student-centered. Dodos met with etwinning. They could not upload their works in the twinspace regularly since they were little learners but they have already started to learn how a good project is being carried out. We put Dodos in the center of the activities. The teachers guided and encouraged them.

Our project studies were planned to develop environmentally friendly approaches in our school and around us. Therefore, we tried to put our project works into our lives and we succeeded. Our students practiced not only in theoretical knowledge but also how to apply this knowledge in their lives. We also took our project out of school and carried out studies for the community. Dodos started eco-friendly touches in their family and around. In this regard, we conducted an original project.

In some of the activities in the activity groups, we enabled our students to conduct simple research on the subject and allowed them to display their research results and analyze what should be done about it. They learned project-based principles.

We planned various activities on recycling and eco-friendly approaches and did not set a single focus. In the same activity group, we addressed different themes and directed our students to different topics. So, each Dodo could be able to work on what she/he liked to do.

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

Brainstorming: We held discussions on what to do in the theme of the event and we used the brainstorming technique on the studies that will highlight our students' creativity. Teachers prepared some presentations and encouraged Dodos to think and talk about the topic.

Learning by doing and by living: Our students have not only learned what needs to be done to protect the environment in theory, but also have started to make their first concrete studies on this subject and started to spread it to their environment. Thus, they began to develop eco-friendly approaches by doing and living. Since Dodos were away from schools in the long time, they performed tasks at their home. So, we could include the parents in the activities. This enables that Dodos could spend efficient time with parents by doing and by living.

Creating / telling stories: Our students actively participated in the story writing process. They created a story by demonstrating their creativity.

Visual learning: Our students had the opportunity to learn by visualizing the foreign language with the drawings. They reflected their work on foreign language skills with simple words and phrases.



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

Problem solving: They worked on the existing eco-problems on themes and what to do to overcome them.

Creating original products: The students produced original products that showed their creativity with waste or recycled materials.

CURRICULAR INTEGRATION

We carried out our project work with a multidisciplinary approach. We have carried out integrated courses such as English, Social Sciences, Art, Information Technologies, Mother Language, Technology & Design and Science and so on. Dodos could not be able to use different web2 tools since they were little but they have met new works prepared by various applications. Dodos learnt some basic English words, phrases and sentences on environment. This has enabled them to rise their consciousness for learning a foreign language.

The subject of environment and ecological education is related to the achievements of the Social Sciences course and all partners have organized activities to strengthen this relationship. We produced the project work in connection with our Art and Technology & Design courses.

Our students who actively participated in the project developed many skills such as socialization skills, problem-solving skills, creative thinking, foreign language competencies, the ability to use digital technologies in education, and the ability to work individually. Since we carried out the project works as part of our curriculum, we were able to carry out it easily with our curriculum. Our students, who were overwhelmed by the intensity of the online lessons and tired from pandemic, were able to breathe easily thanks to the project work and had the opportunity to refresh themselves. Before each activity, we had discussions with our students about the purpose and method of the activity. Thus, our students carried out their works with awareness. Since Dodos were little, we had very effective communication with the parents. So, they were always ready for all tasks.

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

PARTNER INTER-SCHOOL COOPERATION

We had an effective and continuous communication with our partners. We actively used Twinspace. In addition, we established the whatsapp group to provide faster communication and were able to provide instant notifications among the partners. (<https://chat.whatsapp.com/Cpp1brKjYEJeZhLxc0uWc>) Also, we opened a Facebook Project



page and used it to share project activities. (<https://www.facebook.com/groups/mrbeesdodos>) We also used the Twinspace forum page. Dodos made new friends from different cultures and became aware of the existence of different cultures. They got a card and gift for the first time in their lives. The project work schedule respected and the partners have successfully accomplished their tasks. Each partner undertook at least one task and the tasks were shared on a voluntary basis. Moreover, we prepared our project e-book based on the cooperation of the project partners. With the participation of all partners, we created the project partner product, a project calendar and an online puzzle.

THE USE OF TECHNOLOGY

We carried out the project works in accordance with the principle of privacy of personal data. We issued permission to participate in the project in the parents of students. Our students' faces are not clear in our work and we did not use copyrighted products. We used collage programs while organizing our project works, such as Canva, Logopits Plus, Inshot, Pixlr, PhotoGrid and video programs. We also shared our game in Youtube. Since Dodos are little and new to technology, we did not tire them with different technological tools. But, they met with many tools.

Due to our schools closed with the Covid-19 epidemic, we carried out our project work using distance learning using technology. So, the project was moved to out-of-school settings and we have shown that the project is feasible in all circumstances.

RESULTS, EFFECTS AND DOCUMENTATION

Even if the Covid-19 pandemic was hampered, we successfully completed our project work. Dodos realized how important it is to behave friendly to the nature. All members of the project grasped how big things can be done for the environment with little touches of what they will do to their lives and started to reflect this on their environment.

Thanks to the project, a very good friendship was established among the partners, and this interaction means that we will work together on new projects in the coming years. Dodos started to be willing to participate in new projects in the following years.

When we finished the project, we carried out many as the dissemination studies. “Virtual Exhibition” collaborative work from from the drawings by Dodos, “Mr. Bee has something to say” e-book with the participation of Dodos and their mentors. The project calendar and online puzzle were created by Dodos as the common works of the project.

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



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

Yeliz AKDEMİR

Karşiyaka Primary School

Çağrı DERE

Sakarya Primary School



MR BEE'S DODOS

