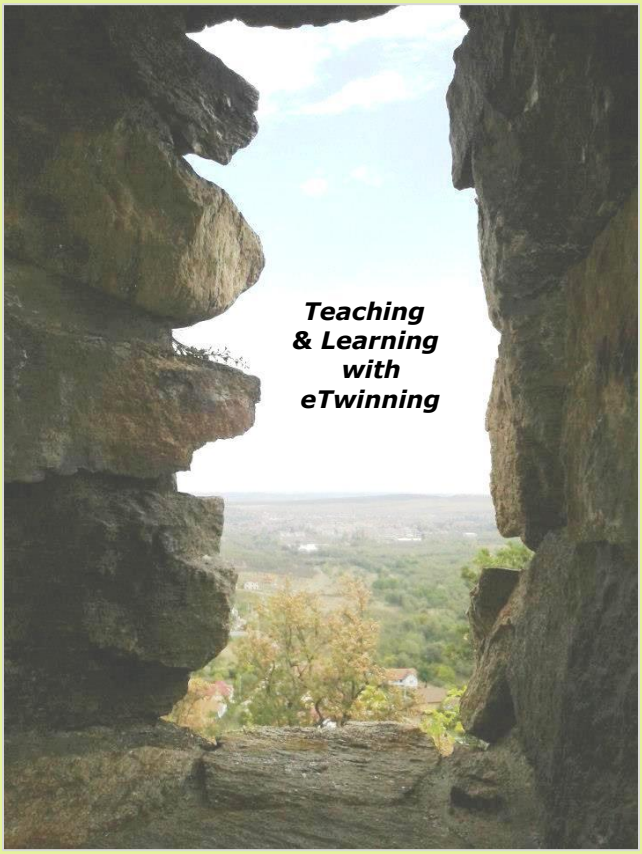
Visibility of eTwinning Projects Group

NEWSLETTER 8

~ Growing the right crops ~

July 2018

In this issue:



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eTwinning
Sibiu, July 2018

eTwinning helps students and teachers grow
by Irene Pateraki

There are different effective learning techniques to improve students' learning. Ask any teacher about what they think the best teaching methods and strategies are, and you will get different answers. The increasing variety and accessibility of technology has expanded the toolbox, the resources and the opportunities teachers have to enrich students' learning.

eTwinning projects and the pedagogy behind them are one of the best examples, as they offer both to students and teachers the opportunity to develop their digital, collaborative and pedagogical competences in the most creative way and feel part of a community of schools around Europe and beyond.

eTwinning encourages independent thinking, creative problem-solving skills and an interdisciplinary approach. Read about all these, and more, in the articles selected to be part of this yearly newsletter, brought together by the Romanian eTwinning ambassador Daniela Bunea.

Irene Pateraki is the eTwinning Pedagogical and Monitoring Manager. She worked for the Greek National Support Service for 7 years (2010-2016). She has run several Learning Events and online courses, and she is the enthusiastic administrator of one of the featured groups: Creative Classroom.

Project-Based Learning: The creative pedagogy of eTwinning projects
by Sophia Kouzouli

The creative nature and inspiring characteristics of Project-Based Learning, a pedagogical approach used in eTwinning projects, were explored for the needs of the online program, https://www.etwinning.net/en/pub/support/etlive/participants-wanted-for-free-o.htm, "Transatlantic Educators Dialogue, 2018".

During the school year 2017-2018, an inspirational educational programme, the Transatlantic Educator's Dialogue (TED) offered a unique opportunity to educators in Europe and in the USA to collaborate and exchange ideas and practices. Participants from 22 European countries and 17 US States/territories came together online for shared exploration of various educational topics, such as immigration, education, equality, active teaching methods and issues related to identity and difference. The project, which was coordinated by Jeremie Smith/the European Union Center at the University of Illinois, began on February 11, 2018 and concluded on May 6, 2018. Once a week, every Sunday, we took part in online sessions to explore a variety of educational topics. The focus of Group2: Session 4, in which I participated, was "Creative Pedagogies and Instructional Practices" and my contribution focused on Project Based learning, the creative pedagogy of eTwinning projects.

Lin (2011) argues that creative pedagogy describes practices that enhance creative development through three interrelated elements-creative teaching, teaching for creativity, and creative learning. When people say they are not creative, they probably haven't learned yet what creativity involves. Creativity, according to Sir Ken Robinson

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

The answers of the Transatlantic Educators Dialogue-2018' participants

Consequently, creativity is not confined to specific domains but it involves everything we are using our intelligences for. It involves generating ideas and making judgments about them. Creativity emerges from the creative inspiration of the work of others too. In this sense, **Project-Based Learning, especially when it is collaborative, seems to be a highly creative approach.**

It is a natural teaching method in which students gain knowledge and skills by working together to investigate, explore their own interests and respond to an authentic, engaging and complex question, problem, or challenge. David (2008:80) advocates that "the core idea of project-based learning is that real-world problems capture students' interest and provoke serious thinking as the students acquire and apply new knowledge in a problem-solving context. The teacher plays the role of facilitator, working with students to frame worthwhile questions, structuring meaningful tasks, coaching both knowledge development and social skills, and carefully assessing what students have learned from the experience."

Project-Based Learning, expressing the idea mentioned in Lin's quotation about teaching through creativity, inspiring and engaging learners, and teaching for creativity, facilitating our students' creative work, has significant stages. It is essential to establish student learning goals, have a motivating driving question and decide on the work plan. A student learning environment is developed with inquiry, scaffolding, an entrepreneurial mindset, interdependence, resilience and ownership. It is completed with reflection and evaluation.

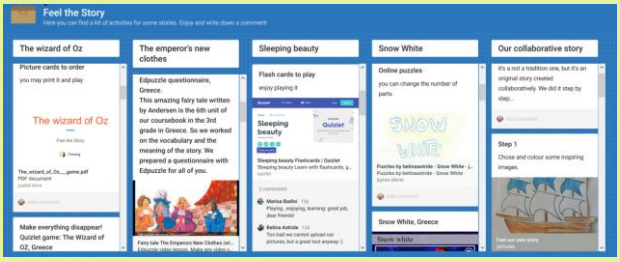
PBL takes into account the individual learning styles and talents, creating a personalized lesson. It eliminates a hierarchy in subjects and projects the interconnection of disciplines. Students work in an engaging process of making decisions about what they course of work. They reflect on the effectiveness of the project activities. Finally, they make their project work public by presenting it to their parents and their community.

The eTwinning community brings a real-life dimension in the classroom. eTwinning projects, being a wonderful way to enhance the education kids have, especially in underprivileged places even at schools with scarce facilities, enrich their learning opportunities and boost their motivation. Having access to a great number of customized tools, students can increase their creativity. Taking part in eTwinning, applying project based learning can offer amazing learning experiences which create a vibrant collaborative classroom.

PBL was the central approach applied in the following eTwinning projects during the school year 2017-2018.

In **Monumental Europe** https://twinspace.etwinning.net/44435, the participants, celebrating the European year of Cultural Heritage 2018, explored heritage at school, with shared work on significant monuments, discovered the European values and showed how culture can build bridges.

Feel the Story at https://twinspace.etwinning.net/45988/home is a project that focuses on the shared exploration of stories and tales. A variety of activities and web 2.0 tools, with explanatory information, created a rich learning experience for the students, and can inspire students from other schools to "feel the stories" too.



In **Food 4 All**, https://twinspace.etwinning.net/48612/home, teachers and students connected with each other in order to take action for a better planet, taking part in the global campaign supported by The United Nations for the 17 Sustainable Development Goals, Goal No2-No Hunger.

Happy GaP at School at https://twinspace.etwinning.net/45896 engaged the learners in interactive activities that increased their knowledge and skills but also raised their cultural awareness while they were enjoying Happy Games and Playing at School.

In conclusion, developing and carrying out PBL collaboratively, engaging the students in a challenging creative activity while building innovative community-school partnerships, is of great significance as it can offer authenticity, promote originality and enable students to be more effective in handling future problems and goals.

The teachers from all over the USA and Europe expressed their willingness to use PBL approach in their lessons. The padlet can be seen at https://padlet.com/sophiakouz/TED_eTwinningPBL. It is evident that eTwinning projects and Project-Based Learning practices are a rich source and a headstart for establishing a creative culture at school and in our everyday reality.

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

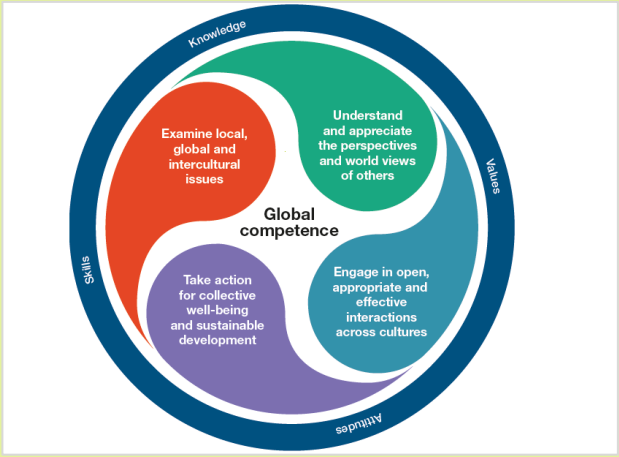
eTwinning: why, what, how
by Mariangela Bielli

WHY
Education is a key point and it is more and more crucial nowadays, in a world where people are often at a loss facing global challenges. Indifference, lack of cooperation, intolerance, discrimination or even hate speech are challenges the school can help overcome.

Global competence is defined in PISA as "a multidimensional capacity. Globally competent individuals can examine local, global and intercultural issues, understand and appreciate different perspectives and world views, interact successfully and respectfully with others, and take responsible action toward sustainability and collective well-being". Dimensions of global competence, OECD 2018, page 4
http://www.oecd.org/pisa/Handbook-PISA-2018-Global-Competence.pdf

eTwinning is the easiest way to start enhancing global competence at any school level, especially at a young age. It is inclusive in that it allows teachers to involve any students, including ALN, foreign newly arrived students, highly motivated students in a collaboration path.

What best way to work collaboratively and open our classes to a fruitful experience with peers from different countries? Students are curious and willing to know what their peers do, think and feel; they start to become aware that it is important to know, understand, interact for the common well-being. Many of them will have the chance to take part in exchange programs at High School or University but many will not; eTwinning can make the difference for the latter.



Dimensions of global competence, OECD 2018, page 11

If I think about all my projects, I can find relevant connections to these. eTwinning projects encompass a wide range of meaningful activities and engage students in interaction as well; they allow us to embed task-based activities and enhance learning-by-doing methodology. They are always a rewarding experience for pupils and teachers. They do not have the benefits of mobility of course but they are a sort of "virtual" mobility.

The long term aim of exchange programs is peaceful cohexistence. This implies knowing, understanding and interacting appropriately with others. If eTwinning can help mainstream this perspective from a young age and develop an intercultural mindset it is definitely worth trying.

WHAT and HOW - examples from my latest projects
Mission 2020. The focus was on becoming aware of biodiversity loss and think about ways to contribute to sustainable lifestyles. We shared knowledge and tried to find ways together to act in a responsible way.

Join hands@online classroom. The focus was on culture, heritage and social inclusion and we carried it out with collaborative activities, sharing habits, myths and legends. Collaborative Kahoots were run at the end of each activities for assessment.

Forget me not – build memories through buildings. The focus was on the "stories" told us by buildings and reminded us of the past thus encouraging us to reflect on it.

The discussion on these issues and the activities are carried out in an intercultural environment, in a collaborative way, using the new technologies and practicing a target language. They hopefully promote openness, tolerance, cultural awareness, empathy and these are skills and attitudes critical for democratic citizenship.

Mariangela Bielli teaches English as a Secondary Language in a Lower Secondary School near Milan, Italy. She has been an eTwinner ever since its start in 2005, and an ambassador since 2009. She considers eTwinning as a great chance both for teachers and students.

Take a selfie with eTwinning:
A self-assessment practice of digital skills for school staff
by Roberta delle Monache and Françoise Altamura

Digitalization has strongly arrived in school communities and it can be found in many national curriculum as well. But how well are teachers and principals and all the members of school staff prepared for the digital environment change?

In 2017 a tool of reflection was developed. It is named *SELFIE: Self-reflection on Effective Learning by Fostering Innovation through Educational Technologies* and it is based on the Digitally-Competent Educational Organisations (DigCompOrg) conceptual framework.

Members of school communities are asked questions and through their answers they get a feedback that is "a snapshot of school's strengths and weaknesses in their use of digital technologies for learning."

According to how "digitally capable " a school is, it can decide what it wants to improve, and build its own strategy.

Since digitalization has affected schools and curricula, teachers may sometimes share their teaching and learning experiences with the digital skills with each other, but they still cannot easily see the full picture of the whole organization.

As for headteachers, they might not be so well aware of their teachers' practice.

The first step to have a view of the digital environment change can come from setting up a devoted school group on eTwinning.

Opening a group on eTwinning can give the school staff the possibility to know, share and self- assess the experience and progress in using digital skills in their school community. The results can be a joint visible picture of the level reached in terms of acquisition of digital competences both for teachers and students as well. In this way the school community can have a first recorded snapshot of the strengths and weaknesses in using digital technologies so to plan future development.

Which tools to use to evaluate, improve, progress

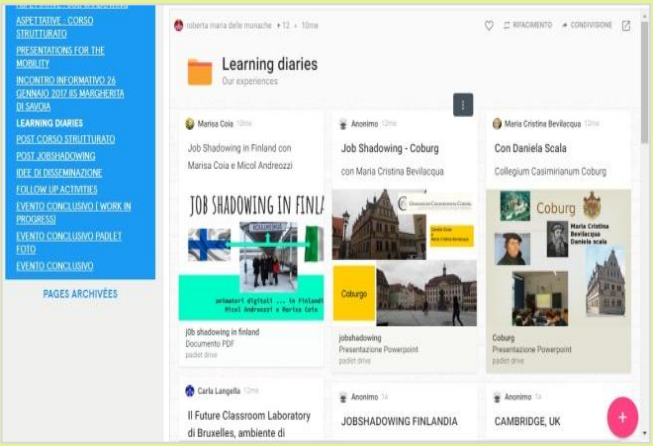
MeTP
The first tool we would recommend using is MeTP - Monitoring eTwinning Practice.

https://www.etwinning.net/en/pub/highlights/learn-about-your-competence-de.htm

It has been made available by eTwinning to invite and train eTwinning teachers to reflect on the personal progress of their digital and didactic skills, but above all to keep track of their own evolution.

eTwinning Group
The second tool could be: the creation of an eTwinning group of one's own school, as a basis for individual skills.

Example:
An example of a group that has put into practice "SELFIE": the group "KA1 USR LAZIO DIGITAL ANIMATORS". This is a group of teachers who share different training experiences both with colleagues from their school and with colleagues from other schools who have followed the same training.



The group takes a snapshot of the skills of the teachers of the school at the beginning and, as the teachers experiment the different training, they insert the materials to share and disseminate with the other teachers. In this way, the group becomes a testimony of the progression of both teachers individually and of the entire school.

SELFIE
Finally, when the "SELFIE" tool is no longer in its experimental phase and will be available to everyone, we invite you to use it. Self-reflection tool for digitally schools (SELFIE) 21.01.2018: https://ec.europa.eu/jrc/en/digcomporg/selfie-tool

For further information we advise you to read the articles listed in the bibliography.

Bibliography:
link video: https://youtu.be/n_Ma0-2f_1w

Learn about your competence development and progress through tailored eTwinning activities! https://www.etwinning.net/en/pub/highlights/learn-about-your-competence-de.htm

New SELFIE assessment tool for digital technologies in schools https://www.schooleducationgateway.eu/en/pub/latest/news/new-selfie-assessment-tool-for.htm

Self-reflection tool for digitally schools (SELFIE) https://ec.europa.eu/jrc/en/digcomporg/selfie-tool

Roberta Maria Delle Monache has been an English teacher for 25 years in Viterbo, near Rome, Italy. She has always been interested in organizing projects with foreign schools and student exchanges in Comenius and Erasmus+ projects. She has been an eTwinning ambassador since 2008 for Latium region and she has taken part in different projects. She has also been a Tutor and a Teacher trainer in Italian training programmes for teachers about Technology and Digital skills since 2014.

Françoise Altamura has been a French conversation teacher since 1996 in Rome, Italy. She has always tried to get her students to participate in activities in which they could practice French in an authentic way. She started working with eTwinning projects and videoconferences in 2007. In 2010, her project "BLA ... BLA ... BLA ...", was awarded and became an eTwinning kit. In 2013, she launched the idea of creating the Italian eTwinning page on Wikipedia. Since 2009 she has been an eTwinning ambassador for Latium region.

The most European way to participate in the European Competition
by Andrea Ullrich

At the end of May I went with five of my students to Arnstadt, where one of the four Thuringian award ceremonies for winners in the 65th European Competition was held. No other German contest for students has as long a tradition as the European Competition/Europäischer Wettbewerb.

What had been a contest for individual students or small groups of students started cooperation with eTwinning six years ago, and thus allowed whole classes to participate. The best about that is that up to five schools from any "eTwinning country" can participate with their project - the only requirement is a German partner that has to submit the project.

2391 students from 25 European countries participated with 31 eTwinning projects on cultural heritage this year. Our school contributed three projects with ten different European partners, 319 students all together. And we are happy to say that all our projects can be found in the list of the 22 winning projects. The prize money is shared between the project partners.

Each year the contest offers tasks in three modules according to age groups and a special task without any restrictions. As I was working with grade 9 students, we chose module 3 and worked with our projects "Forget me not", "Words – the art of cre@ting memories" and "Do you remember that profession?" on buildings, words and professions.

You are welcome to our public Twinspaces. We created lots of collaborative products using lots of different tools. It is obvious that you cannot use the same tools or create the same kind of products if you want to participate in the same competition, even if it is different topics.

In all three projects I could count on at least one new partner, another participant of the course "Enhancing creativity and innovation in my classroom" with Arjana Blazic and Bart Verswijvel. I still remember us roaming the streets of Brussels after an inspiring course day, talking about collaborating in future projects and trying some new tools. We did it! And we did it well. ☺

Let's go back to the prize-giving ceremony I mentioned at the beginning. We were the only eTwinning team there, and when I was asked to say something about eTwinning I invited everybody to join our community and offered support for everyone wanting to start. Unfortunately only on the way back home came to my mind what I should have said too. That is why I am saying it here now: eTwinning is the most European way to participate in the European competition because it is about collaboration, communication and creation with European partners. It is not only about Europe, it is WITH Europe.

The European Competition and eTwinning is the perfect match; they add value to each other and give visibility to the other in their original networks.

We promoted that partnership in two webinars organized with eTwinning Germany. And we also pointed out how projects run after the contest can find inspiration there, e.g. our two short projects in the second semester: "Guess the city: a cultural trip around Europe" and "Lights on cultural heritage".

Don't hesitate, join the 66th European Competition!

Andrea Ullrich is a teacher of English and Ethics/Philosophy at Gymnasium Georgianum Hildburghausen, Germany. She has been a member of eTwinning for ten years and an ambassador since 2014.

eTwinning… The best place to grow up
by Cira Serio

Thanks to our headteacher, who has always believed in good eTwinning practices, supporting and encouraging us to develop eTwinning projects with other European countries, we have succeeded in introducing curricular good eTwinning practices developing in the students and teachers, in constant training, the skills of the 21st century, such as: cooperative learning, Project-Based Learning, brainstorming, peer to peer, tutoring, communication in the mother tongue and in the foreign language, social skills, digital skills, entrepreneurial spirit, empathy and ability to manage the various sources found on the Internet, managing to separate fake news from sources with consolidated credibility.

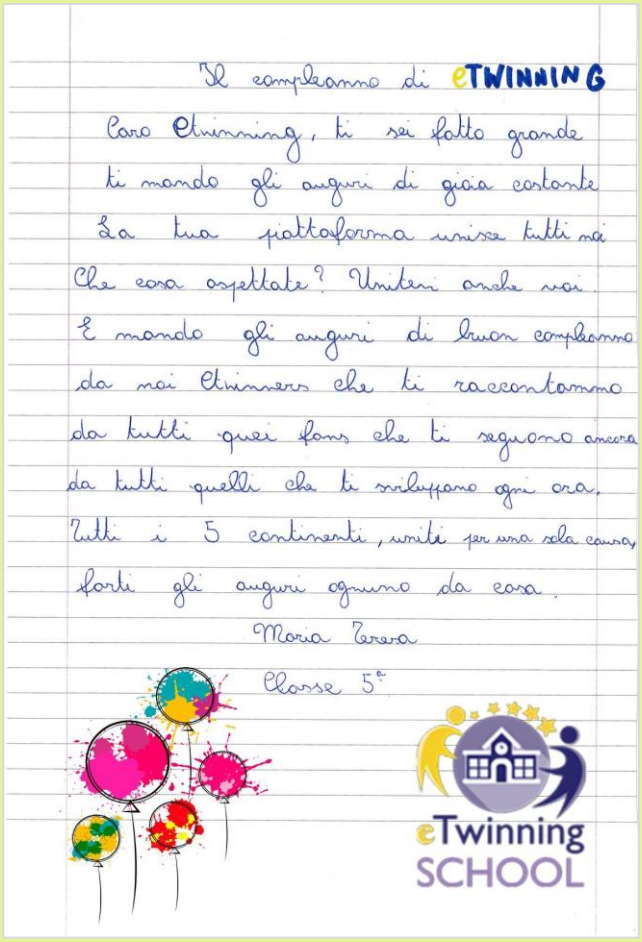
One of our goals is to teach students that an error is not a boulder that obstructs the road and blocks the path of knowledge, but an activator of solutions that allows you to identify the right path to travel to achieve the planned ability. An old proverb says: "Practice makes perfect" - today we could say: "Goodness is created". Gianni Rodari has taught us that **in every mistake lies the possibility of a story** and it is what we try to teach our students by turning the error into a creative event.

A perfect example of creative error can be found in a very famous fable: Cinderella. Charles Perrault, a seventeenth-century French writer, writes in his version of Cinderella, in the Fiabe collection: "Stories of mother goose" that, by mistake, the Cinderella shoe, which was supposed to be "vaire", a kind of fur , became «verre», i.e. glass. This mistake has certainly made the shoe of sparkling crystal much more magical and fairytale.

This year our school received the European Certificate of eTwinning School that has filled us all with joy, especially our pupils, who now feel like little ambassadors, and even when they do not carry out activities purely foreseen by the projects, they design the eTwinning twins on the various educational cards and in their notebooks, on their journals and even on themselves. They carefully keep the eTwinning pin and do not want to come to school without it.

The collaboration of our families, in the eTwinning projects, is very active and profitable - so much that the Nello family, a pupil of the 5th class, has built at home, involving all members, the 3D model of our school: a really meticulous work, in every detail. Many thanks to the Cozzolino family who wanted to give us this beautiful gift.

We celebrated this important recognition by organizing the eTwinning event: "Recognition of eTwinning School" and "We surf safe" together with the families of our students; our School Manager Ins. Loredana Ursini, the Mayor of Ercolano Avv. Ciro Buonajuto; Dr. Claudia Improta, Councilor for Education of the City of Ercolano; the State Police Compartment of the Postal and Communications Police Campania A.C. Giovanni Zeno, A.C. Francesco Giobbe; Dr. Anna Esposito President of the DUI (Inexpressed Human Rights) Association. Ms. Angela Infante, the mother of a first-class student, directed the students in Gigi D'Alessio singing "Adesso Basta" against bullying, as shown in the movie uploaded on our youtube channel. The original entry belongs to Carlo, a 4th class student, who recites a poem by Dr. Anna Esposito, President of the DUI Association, who collaborated with our school, in the creation of a Vademecun against bullying, which was distributed to all the families of our school.



They carefully keep the eTwinning pin and do not want to come to school without it. For the 13th anniversary of eTwinning some 4th class students, outside school hours, gathered at the home of one of them and involving their mothers, they wrote on the white T-shirts the various letters of the word eTwinning that have then used in the ballet, on choreography made by Giulia (4th grade student), for the event "Let's celebrate the 13th Anniversary of eTwinning all together!".

Maria Teresa, a student of 5th class, dedicated her poem to eTwinning.

Dr. Claudia Improta Minister of Education of the City of Herculaneum delivered to our students the Quality Label for 2016-17 eTwinning projects. A family from the Infancy School donated to the School the wonderful cake that we then tasted together.

This year our students have been involved in multiple eTwinning projects:

- Think
- Be Digital!
- First Step to Coding
- eTwinneRobot
- Happy Coding Together!
- Problem Solving with Scratch & Arduino
- The Children's Point of View 2.0. An European Newspaper,

through which their spirit of initiative was strongly developed, which allowed to activate a wonderful team of Tutor pupils who were able to involve pupils with special educational needs too and very introverted pupils who, with the help of their older comrades, have surpassed their timidity and managed to get involved in various video tutorials, in which we teachers simply provided them with the initial input, which allowed them to bring out their creativity, making video tutorials just like perfect youtubers.

For all eTwinning projects the students were the promoters of a conscious use of the internet. From March 21st to April 24th our students also took part in the UNESCO Poesie Festival organized by the President of the UNESCO Club Napoli, Dr. Fortunato Danise, who involved all the schools of Ercolano. On this occasion our students performed with a dramatization curated by me a song "Bullo" on the music of the famous song "Pensa" by Fabrizio Moro, directed by Ms. Angela Infante on the stage of the main Hall of the MAV (Virtual Archaeological Museum) of Ercolano.

For this event an eTwinning event was created by me: "UNESCO World Poetry Day - We are all of ... verses - We are all of ... verses" which saw the participation of 290 European eTwinners, some of whom posted work of their pupils on the Padlet created to collect all the work.

For our eTwinning projects during the "Code Week" and "Code.org" awareness campaigns, our students, helped by their families, have built beautiful Robots with various recycled materials. At school we organized the "Festival Robot" event which involved everyone: families, teachers and ATA staff. On March 23rd 2018 the Robots took part in the "**Introduce your Robot**" Prize Competition **-** "**Innovative Technique and Teaching Fair TEDI 2018**" and Giuseppe's Robot, a 4th class student, won first place.

Our students also participated in the "Today at Apple" where they used a MAC computer for Code Time and many lessons of Code.org Courses 1 and 2, obtaining for each of them the Certificates issued by the platform. Pupils are very fond of unplugged

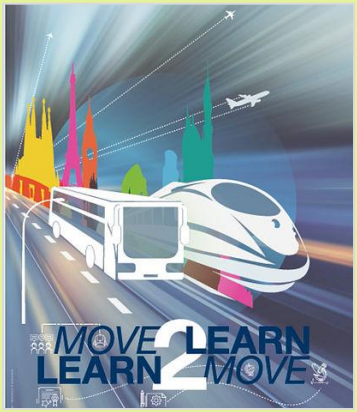
activities, with the Cody Roby cards created by the Italian Ambassador for the Code Week Alessandro Bogliolo, and they wanted to create the video Tutorial on the use of playing cards for the development of computational thinking. In the eTwinning project "Be Digital" they tried their hand at creating holograms, and together with me they made the 3D movie of the eTwinning School logo, which gives life to the hologram of the logo itself.

This year we approached the partner countries of the project from the perspective of cultural heritage, starting from the creation of multiple cards that have brought the students closer to the knowledge of UNESCO and the beauty of the various countries with a view to intercultural understanding. Here you can find some of the didactic boards created by our school for the eTwinning projects Link 1, Link 2, Link 3, Link 4. Our students wanted to pay homage to the Bulgarian partners, with whom we have been working for several years, with a film made entirely by them, on the Bulgarian Cultural Heritage. In this other film we wanted to present the Cultural Heritage of our beautiful Herculaneum. This video was recorded entirely with the IPHONE 4s smartphone and the IPAD AIR.

I would like to end this article by thanking eTwinning that every year allow us to grow in our teaching and in the development of new pedagogical strategies, more and more attentive to the student as the protagonist of his active and conscious learning.

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

"Learn2Move, Move2Learn" and eTwinning: Travel, teaching and learning experience
by Cristina-Iulia Gîlă



On the occasion of the 30th anniversary of Erasmus, the European Commission offered young people the opportunity to travel and discover Europe through the Move2Learn, Learn2Move initiative. The objective of the initiative was to give young people who have been involved in an eTwinning project the opportunity to travel to another country in Europe to increase European consciousness and identity. The students can travel individually or with their school class. A good example of what the initiative means to the young people of Europe is the experience of the participants of the eTwinning projects: @ctive @nd Digital Citizenship Dimensions and World we want. The National Pedagogical Highschool Constantin Bratescu from Romania won the competition and earned tickets. As a result, between 17th and 23th of December 2017, two teachers and 11 students from the National Pedagogical High School Constantin Bratescu visited their Slovak partners in Levice, Slovakia.

The visit lasted 6 days in Levice, at Business Akadémia. On the first day, the students were greeted by the manager of the education unit, Mrs. Beáta Kováčová and the entire project team, both Mrs. Zuzana Meszarosova and her 20 students. They were excited and very happy to meet face to face with young people and teachers who share the same concerns. After the plenary opening, debates were held on the basis of different themes: inclusion, promoting citizenship and shared values of freedom, tolerance and non-discrimination, renewable energy, zero hunger, end poverty. The program of activities was dense and the students wanted to enrich our knowledge, skills and feel good together. They discussed issues such as ending poverty, Zero hunger, achieving gender equality, ensuring inclusive and quality education.

Throughout the project, the students focused on all these SDGs themes. The project has the ambition to make students more active, work in teams. Students exchanged their ideas and discuss the issues related to the topic of SDGs and they built a personal vision of what the right citizen of this planet should do for its better future.

In this sense, the students have promoted the activities that help the young people, acquire civic skills and develop active citizenship. The stated objective was to promote SDGs and non-discrimination against other cultures, gender, race, religion, disability, sexual orientation, age or any other criterion. The students have emphasized this theme in our eTwinning activities: workshops, publications, articles published on the portal, etc., sharing with the host pupils even national dances accompanied by traditional costumes. They liked to dance together on traditional Slovak and Romanian songs. The students sang rock music together and we felt fantastic with our partners, they were perfect hosts.

The program of workshops and cultural activities has been prepared for both team groups of students. They took part in all the activities of the Business Academy - classes, students' Christmas parties, they had the competition in typewriting, took part in Christmas market at school organized by students companies, visited IBM company in Bratislava.

The main purpose of this trip was by far the visit to IBM's advanced technology corporation, where two of the company's staff prepared and presented us besides the organizational structure, their projects for the future. At IBM, the students found out what it means to be a "true digital citizen" and a "successful" employee in this prestigious company.

In addition to all these school activities, the hosts organized various excursions, both in the center of Levice and in the wonderful capital of Slovakia, Bratislava. They had the chance to visit the synagogue and the Tekov museum in Levice.

The students participated in workshops full of great activities with modern ICT tools of Web 2.0. They improved their ICT skills in the topic of Digital Citizenship and of course social and civic competences were developed during the meeting in Slovakia. Both groups of students from Romania and Slovakia became real friends. A Slovakian teacher Lýdia Cziriová has had a creative Hour of Code workshop, where all the students were coding and all of them received the certificates.

The students a spent creative and inspiring time in the Atomic Power Plant in Mochovce. The Energoland Mochovce - Energy and Electricity Information Center – offered an adventurous journey - Energy Odyssey – and gave information about electricity generation and global warming. They learned a lot of useful information about energy, a lot of interactive activities with devices that make energy for all of us.

Bowling was one of the students' favourite activities to relax after workshops and hard work on the project.

Discussions and the exchange of ideas of young people in the project have been constructive, they have discovered new things, they are aware of belonging to a large eTwinning family with the same interests, they can perfect their linguistic and digital competences.

It was a unique and unforgettable experience. The students met a different world, another culture, history, beautiful people, lovely friends, whom they parted with great difficulty when they left. The European openness that has been given to us has led us to reflect on what we have lived and learned, as well as to share what they have learned about environmental issues, culture, European civilization with teachers and other students.

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https://www.seas.sk/mochovce-nuclear-power-plant
http://slovakia.travel/en/levice
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Cristina Gîlă is a History and Civics teacher at the Constantin Bratescu National Pedagogic College in Constanta, Romania. Her interests include projects about history, human rights, European Union, Holocaust, European culture and art, creative writing. She has received European Quality Labels for her eTwinning projects and one project was shortlisted for the European Prize in 2014. She also coordinated one Leonardo da Vinci project. She has been an eTwinning ambassador since 2013.

Teachers, if you want to change your life, be eTwinners!
by Dhurata Myrtollari

Albanian education is developing rapidly with the highest standards of European education. The eTwinning network and the twinning of the Albanian and European schools have led to professional development of teachers and improvement of teaching in our schools.

eTwinning is a great opportunity for all Albanian teachers and everywhere. Even though with many years of delay, in the end, in 2014 Albania became part of this giant European Commission project.

I remember at the beginning of recording on this network, I was very excited because for the first time I was in the right place, in the group of teachers I had been asking for years.

I am a teacher of the Albanian language course in the 9-year school "Kushtrimi i Lirisë" Tirana. In this school I have been teaching for 10 years, and in education I am in the 21st year of work. I received the title "Teacher Master" I am the coordinator of the eTwinning European network for Albania and the Scientix network ambassador for Albania.

How did I become part of this network? The beginning was very difficult, but the great support of the teachers of this network brought about a continuous improvement of my teaching. There is no computer or laptop in my school where you can illustrate additional teaching materials. But we managed to make very beautiful projects and sometimes winners of national prizes in eTwinning with the strong support of school parents.

For five years I have been a member of the eTwinning network, and my professional development has been running very fast. I have participated in many projects and we have come to appreciate many National Quality Labels and European Quality Labels.

Throughout in my work as a teacher, I participated in various activities focusing on the education and professional development of my teaching process. I have a participant in the administration of the first State Matura since its first year in 2005, and then as a Master of Examinations and the National Examinations for Tirana Schools. In 2016, I was the representative of the Ministry of Education in the Region of Tirana for the progress of the Matura 2016 exam process. I was also:
- assessor of the National Examinations for Tirana Schools;

- participant in the International Conference on Professional Development of Education - March 2016, Tirana;
- educator and trainer of the eTwinning Albania Conference for Beginner Teachers in the European Network in July 2017 in Tirana.

When I started working with eTwinning projects, I aimed at improving students' abilities and recognizing ways of collaborating with other colleagues, but I did not realize that eTwinning was now like a second school for me. Increasing digital skills, the introduction of teaching technology brought significant improvement to my work.

I have been involved in STEM and eTwinning activities for years, always with great love for me and my students. At first I was very worried by the many difficulties in using the platform and I came to a moment where I decided to give up because I could not follow the steps of the projects, but European colleagues taught me a lot about using online tools. The unsurprising support I have found here in eTwinning has made me yearn for improvement and I felt that my skills improved day by day. In our projects we have dealt with important topics such as: children with disabilities, online children's safety, knowledge of different cultures.

My school is the winner of the "eTwinning School" Label. The time has come to recognize the eTwinning platform is very important for school leaders as they play a key role in improving school life. The promotion of the best teaching models, the professional development of School Teams and professional networks between schools are the future of the professional development of teachers. On the eTwinning platform I have created 29 events with different themes, always in relation to the development of projects launched together with the partners of different countries and the training of the Albanian teachers.

Our school has developed a number of activities within the "Safer Internet Day". A wide range of exhibits included posters realized by students, that under the guidance of painting teachers were presented on SID morning breakfast in the school halls. Other ways of communicating valuable eSafety messages, including PowerPoint presentations, Internet security holes and play scripts, were also included. After the presentation, students were accompanied by their teachers to watch educational films through video-projectors, based on cyber hazards, Cyber Bullying, personal data and the implementation of eSafety policy objectives.

CODEWEEK-HAPPENINGS: Link:
https://live.etwinning.net/events/event/16317
THE BEST WRITER IN EUROPE.
"Https://live.etwinning.net/events/event/21152
Questionnaire for students and their vote:
https://docs.google.com/forms/d/1LbUOtuGi47PDllGrXRIWhrDGMHvkbreZQOCO68_SeCA/edit
We believe in the language of the soul.
Link:
https://live.etwinning.net/events/event/14255
"Safer Internet Day"
Questionnaire for students:
https://goo.gl/forms/u2Ac5AtSAf0PlGmx1
Link:
https://live.etwinning.net/events/event/22397
Trainings on the use of the Internet as "Create, connect and share respect:" A better internet starts with you "
Event "STEM WEEK 2017":
https://animoto.com/play/oD4DS1hwru6C7c443oHcXw
https://animoto.com/play/kSXJgxRgK9qN8P56J4eQDg

We have developed various activities within the European Day of Languages and have been honored for these projects with National and European Quality Labels for developing the digital competence of staff and students, and the various 21st century teaching and learning approaches necessary nowadays.

eTwinning brought an expansion of international activities and activities such as:
- training on the eTwinning network selected by the Ministry of Education and Sports in Bratislava, Slovakia in May 2015;
- participant in the eTwinning Network Conference selected by the Ministry of Education and Sports in Florence, Italy in September 2017;
- Albania's representative at the Global Education Forum in Budapest, Hungary in March 2016;
- selected by Microsoft in Education as Global Innovative Tutor;
- participant in the Future Classroom training from the Scientix Europe network in Brussels, Belgium in October 2017;
- Albania's representative as the Ambassador of the Scientix Albania Network at the 3rd Conference of Scientix Europe on 4-6 May 2018.

The role of the teacher is indispensable to the development of a society, but the rapid changes that technology brings are greatly influencing the work of the teacher. Perhaps in the future there will be other mass online courses (MOOCs) that will bring a novelty in teaching.

Link of awards:
http://dartiranegytet.edu.al/index.php/renditja-e-shkollave/12-dar-tirane-qytet/projekte-dar-tirane-qytet
https://www.etwinning.net/sq/pub/highlights/schools-awarded-the-european-q.htm
https://www.youtube.com/watch?v=z4dymHoj_7w&feature=share

Illustrative photos:
Winner of First Prize "Teacher of the Year" in October 2017 in Albania:

Winner of the "Gratitude" Award in the field of Education and Teaching, ICT AWARDS 6 (nationwide competition for new innovators in different fields):

Winner of the first prize in the best projects developed in the eTwinning European joint venture space, in October 2015, Tirana:

Dhurata Myrtollari is a teacher of Language and Literature in a secondary school, "Kushtrimi i Lirisë", in Tirana, Albania, the coordinator of eTwinning Albania and a Scientix Ambassador.

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Let's collaborate with researchers on eTwinning projects even at preschool!
by Murielle Ducroo

I started working with researchers in 2014; since that day I have not stopped, passing from robotics to neuroscience and vice versa!

Why is it important to involve the world of research in our projects?
When you are an eTwinner, you are ready to self-train, to share, to adjust your practices, to have a reflexive practice to continue to progress. Working with researchers boosts your practices and keeps you from getting bored, especially after nearly a 30-year career! It also allows you to change your posture. The teacher stands back, observes his pupils more, learns even at the same time as they learn...

How is this added value for students?
The posture of the teacher changes but the one of the pupil also. The stakes are different, the mental processes too. The complex tasks proposed increase real metacognition. Students don't just execute tasks. They take charge of their learning, they realise what happens to them when they learn
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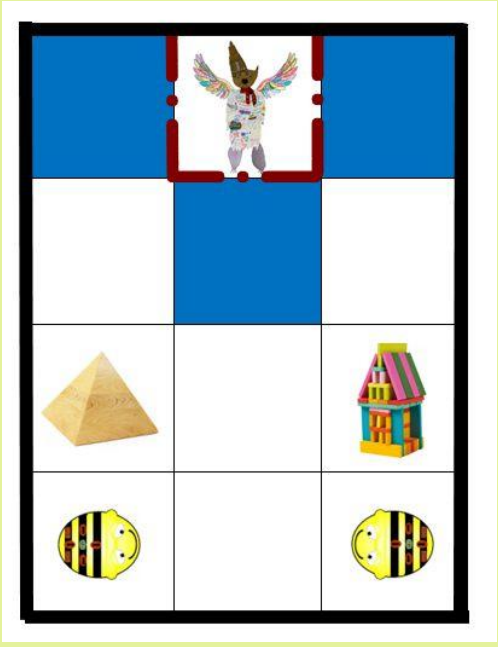
and work. They develop important skills and behaviours that are sometimes difficult to work on in class, such as collaborative problem solving. In summary, they become experts, attentive to the learning process, listening to the group, sometimes dissecting the classroom management techniques used by the teacher.

Why is it a great experience to work directly with researchers?
Because like our students, we learn in interactions. Our mutual exchanges allow adjustments, constantly improving learning situations. The researchers are experts of the knowledge and skills to be transmitted but we are the experts of the students. We know better than anyone what a student of such age can do and this expertise researchers do not have!



Researchers are accessible people who are eager to work with motivated teachers. So try it! Challenge the researchers with whom you would like to work, propose them your projects. I met Margarida Romero at a summer school and Vassilis Komis at a seminar on educational robotics. I went to talk to them and guess what? They did not eat me! In the end, I developed this year two projects of creative robotics with them and my pupils and I are proud of it! Have a look at our projects:
https://twinspace.etwinning.net/62076/home (in French)
https://twinspace.etwinning.net/46406 (in French and English)

Murielle Ducroo is the headteacher of Ecole Maternelle Capsus in Andernos Les Bains, France. She has been teaching for more than 25 years. She is an eTwinning ambassador in France.

How eTwinning helped my professional development
by Ionela Camelia Lazea

My activity on the eTwinning platform started in October 2010 after a colleague of mine introduced it to me. At the beginning both of us attended a lot of online webinars, online courses and Learning Events. In the meantime, the platform provided a way for my colleague to meet with other partners and develop a Comenius partnership from 2011 to 2013. I am glad to say that I was a member in the team of this project and the experience was very important to me and to my future work.

As time went on I began participating on my own in eTwinning projects. It was not until 2015 and 2016 that I participated in my most successful eTwinning projects: "Welcome to my magic kindergarten" and "Small Scientists discovering the sky". For both of them I was rewarded with the National Quality Label and European Quality Label in the autumn of 2016.

As a matter of facts, the science project, turned out to have a greater impact on my career than I would have imagined. The project lasted from *January to June 2016* and partners from 11 kindergarten and 8 European countries [Poland (2 partners), Romania (2 partners from Bistrita and Scornicesti), Turkey (2 partners) Bosnia and Herzegovina, Lithuania, Latvia, Portugal and Croatia] conducted activities which focused on enhancing and improving communication between pupils in different cultures, encouraging communication in a foreign language, using computer and ICT tools and carrying out scientific experiments that stimulate students' creative thinking.

After receiving the quality labels for the "Small Scientists discovering the sky" project, along with some of the partners, we decided to participate in the National eTwinning Awards in our native countries.

The first one to receive appreciation was one founder from Bosnia and Herzegovina, presented the project at an eTwinning Conference in her country in *October 2016*.

In *November 2016* in Portugal, our partner won First Prize in 2016 National eTwinning Awards in the Preschool education category with our project. Also, one of our Turkish partners was invited to present our project at the Turkey eTwinning Conference in Antalya.

In *December 2016* in Romania our project won the First Prize for the Preschool education category. In Croatia we were the runner-up in the Preschool education at the eTwinning National Awards.

In *May 2017*, the Turkish founder of the project was invited in Antalya to the Second International Symposium on Social Studies to present our project.

And in *June 2017*, we received our third First Prize in the category 3-10 years old from Poland at the gala for the eTwinning National Awards.

These are the awards we received for this project, but, like I said before, it represents only a part of the story. As we began to see the success of this project, along with a few on the partners we decided to develop the eTwinning project into an Erasmus+ project. This would allow our project to have greater impact if we were to study other themes such as air, water and fire and have access to meetings during mobilities and create auxiliary materials. So, in *March 2017* we admitted our application and in *August 2017* we received the answer that it was approved after being evaluated

with 100 points. So, since September 2017, we are happy to participate in an Erasmus+ project called "Small Scientists Across Europe" which disseminates all of its activities on the eTwinning platform in the Twinspace and which I am very proud to coordinate.

The initial eTwinning project was also a great inspiration for my personal professional development. From *January to June 2016*, it represented the case study for my final degree paper "The cognitive development of preschool children through educational platforms" in which I drew attention on the benefits of using eTwinning platform and projects when working with preschool children. It was highly appreciated by my coordinating teacher, the committee and by my colleagues from the kindergarten.

Also, the work in the Comenius project "The European Bestiary for Collective Folktale Writing" 2011 – 2013 proved to be an inspiration for me as in *July 2017* I presented my paper "The place and role of Comenius projects in the educational policies of the European Union" for my master's degree.

My work with eTwinning was very satisfying up to this point, but I always thought I can do more. I participated in local, national or international contests of conferences were I promoted eTwinning and my successful project and also wrote a lot of articles in teachers' magazines or other publications. The opportunity arrived in *June 2017* when eTwinning Romania issued an appeal for eTwinning Ambassadors. I applied and from *September to December 2017* I attended the eTwinning online Ambassadors' Course. In *January 2018* I received the news that I completed the course and I am now officially an eTwinning Ambassador.

As part of my work as Ambassador I encouraged all the other teachers in my kindergarten to join eTwinning, both for their professional development and to participate in the Erasmus+ project we develop and I conducted meetings for them to get to know the eTwinning platform better. I am glad that all the kindergarten teaching staff (18 teachers) are now members on this wonderful platform.

Another success, this time for my kindergarten, came in *April 2018*, when we were awarded the eTwinning School Label. All the hard work on seminars, learning activities, online meetings and projects, was finally recognized and rewarded and our school was one between 1,212 schools that have been awarded the eTwinning School Label 2018-2019.

My final satisfaction came in *June 2018*, when I participated at the Professional Development Workshop for eTwinning Ambassadors which took place in Belgrade. Over three days, I have been in contact with both my colleagues in Romania, as well as colleagues from other countries that I have known as partners in eTwinning projects, moderators in groups or courses on the eTwinning platform.

Within these workshops I learned a lot of new information about eTwinning and I actively participated and collaborated with other colleagues from different countries. I have tied friends with other ambassadors, and I can say that I have increased my contacts on the eTwinning platform.

I am very content that I joined this platform. It has brought me many professional and personal

rewards, but also is has allowed me to meet other teachers and make many friends both from Romania and from other countries and to exchange experience. I hope my activity on this platform is an inspiration to young eTwinners and my enthusiasm is shared by others.

Ionela Camelia Lazea is a Romanian eTwinning Ambassador since January 2018. She is a preschool teacher and has been teaching for 10 years to children between 3 and 6 at Kindergarten No. 3 in Bistrița. She enjoys eTwinning very much and loves using knowledge from this platform in her work.

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At school with eTwinning
by Virgilio Iandiorio

At school with eTwinning is an experience that you will not forget. Telling one's own eTwinning experience, having experienced this important didactic innovation from the beginning, can stand as a testimony, but also as an example of the things that can be achieved. Here is the eTwinning project realized a decade ago, or little more.

The involved schools: the French high school **Lycée P. Caraminot in Égletons** (France) and the high school **Liceo D. Pascucci in Pietradefusi** (Italy). The topic: the Latin culture let's. Imagine travelling "through time", a holiday, like the ones we usually do in the summer, going to the most disparate places.

Some students of the two schools agree to spend an intelligent holiday in the ancient ***Regio Campania***, to rediscovery of Latin civilization. The protagonists: Mario, his classmate Tullia and their guests Silvie and Juliette, come from Limousin (took its name from the tribe of the Lemovices, under whom the area formed a civitas, or tribal association, of Gaul. Controlled by the Romans from about 50 BCE, the civitas was a part of the province of Aquitania), for a few weeks in Italy, to visit interesting cities and places of ***Campania*** and ***Samnium***. It starts from Rome, heading towards the ***Campania felix***, along the ***Via Appia***.

Once in Capua, the French friends ask to make a detour from the path of the ***Regina Viarum***: to visit the city of **Pompeii**, about which they have heard so much in Gaul.

In the city at the foot of Mount Vesuvius: "a lot of people in the Forum. It is July, the month of extraordinary votes. It is possible that the elections attract so many people! In the comitium, the Roman voters express their vote (suffragium) writing the name of the preferred candidate on waxed tablets. On the external walls of the houses you can read many black or red writings: they are electoral posters that invite to vote for this or that candidate. They need to elect the *duunviri* and *aedile*s, who will administer the city in the next year.

Women do not have the right to vote, but they actively participate in the election campaign. Like the owner and the maids of one of the most frequented inns of Pompeii, that of ***Asellina***. located in ***via dell'Abbondanza***. The landlady personally runs her inn, on the street of the Abundance (a kind 5th street of New York of our age). At her inn you can enjoy a trendy cocktail of fast food, the ***«posca»,*** obtained by mixing water, eggs, and sour wine. The wine of Asellina is renowned, warm in winter and cool in summer for the snow that is added to it. The restaurant has also another advantage: the service is excellent. An exception is made for my friends, because women are not usually served alcoholic drinks in public places, as Pliny says (*Historiae Naturalis* Libri, XIV, 89).

Wine producers in Pompeii are the ***Arriis***; with them, also ***Asinio Proculo*** produces wine,. He is known for producing a particular wine: asiniano racemato, a wine d.o.c. in this age. The ***Vettiis*** brothers : ***Conviva*** and ***Restituto***, are also very
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popular.With the wine and the sale of large games they have been enriched and built the beautiful house where they live. Is also famous, in Pompeii the innkeeper ***Eusino***: it is enough to write to "Euxino" on the amphoraes destined for him, the product reaches him in the cellars.

"We have peeled cucumbers with ***garum*** (cucumeres rasos ex liquamine) and sea balls made with crabs, prawns, squid, cuttlefish and lobster, seasoned with pepper, ligustic, cumin and laser root *(Esicia marina de cammaris et astacis, de lolligine, de sepia, de locusta. Esicia condiuntur pipere, ligustico, cumino, laseris radice)*. On the contrary our friend Silvie prefers a peach pie (patina de persicis) (**Apicius**, *De re coquinaria*, II, 1,1, III, 6, 1, IV, 2, 34).

While at the table we are enjoing the "posca" and the cake Silvie, we can listen to a gentleman sitting at the next table talking to a friend of the show that will take place in the early afternoon in the city theatre.

The journey continues. And let's stop in ***Caudium***. The city is located on the Appian Way, about 12 miles from the city of ***Benevento***; it is in the middle of the ***Valle Caudina***, a fertile and pleasant valley, rich in agricultural, artisan and commercial businesses, and it has a considerable strategic interest, controlling the outlet of the valley towards Benevento. So we can read in the tourist guide we have with us, *[Tabula Peutingeriana* and Strabo's Geography] and in which are also reported news about the inhabitants, their uses and their history. The Valle Caudina is limited by ***Mount Taburno*** [altitude 1300 m.s.l.m.] to the northwest and the mountains of Partenio from south-east to south-west.

The story of the young "tourists trough": "Tired of the journey we immediately go into a ***caupona***; here there are many and we can choose spoiled for choice. Our attention is attracted by a rather strange sign on the entrance door of one of these inns: a yoke of lances (subjugatio). Silvie looks at us smiling and exclaims: "Let's go to the ***Caudine Forks***!". The restaurant is welcoming. It is certainly not the villa of ***Cocceio***, quae est super ***Caudi cauponas***, and that once welcomed the poet ***Horace*** and his friends travelling to ***Brindisi***. Here there are not the waitresses of the thermopolium of Asellina in Pompeii, but a big handsome gentleman behind the counter ".

Of course, the adventure of the young eTwinning students continued with other visits to places, other meetings. Thanks to eTwinning, it was as if the class opened up to the world. The "imaginary" history was enriched by the knowledge learned in the classroom: the Latin language, the authors of literature, ancient history, classical civilization in its various anthropological aspects: geography, culinary competed in composing this narrative that was so not fantastic at the end, because the news were all taken from the sources, all found in the authors. And it was left to the free choice of students to enrich the narration of what they considered interesting.

This is an eTwinning project realized years ago; but it is an example for those who want to try not the paths of the unknown today, but those of a didactics that stimulates the creativity and interest of the students.

Virgilio Iandiorio is teacher of classical languages in high schools, then headmaster of liceo classico and scientifico in several cities of Italy. He has made important projects of cultural exchanges with several European schools. He has joined the eTwinning program since its start. Currently, he collaborates with provincial newspapers, with weekly articles. He has published several books.

Scientix and eTwinning: Synergies and opportunities
by Enrica Maragliano

Scientix and eTwinning are friend projects: both of them are coordinated by the European Schoolnet, a Brussels-based consortium of 34 ministries of education, which is a driving factor for innovation in teaching and learning and fosters pan-European collaboration of schools and teachers, and both aim at encouraging teachers to improve their teaching methods. For this reason, Scientix and eTwinning teachers have been organizing dissemination activities to point out possible synergies and opportunities useful for teachers (and not only STEM teachers!).

For instance, the Italian eTwinning National Support Service organized a webinar on March 27th 2018 about these topics, with the title "Scientix, la comunità per l'educazione scientifica in Europa: un'opportunità per innovare l'insegnamento delle STEM", where the speakers Serena Goracci from INDIRE and Enrica Maragliano, Scientix and eTwinning ambassador, showed to eTwinners the advantages they can gain by using Scientix and its resources in their everyday teaching practice. You can find the link to the recorded version of the webinar here.

Other webinars were organized in the last months:
- by Irina Vasiliscu, Anita Simac and Mariapia Borgesan on May 22th 2018 within the Maths 2.0 Alumni Group with the title "**An introduction to Scientix and eTwinning**"; you can find the recording here;
- by Elena Vladescu as an eTwinning Live event on June 7th with the title "**eTwinning and Scientix for beginners**"; you can find the recording here.

Advantages for eTwinners who choose to use Scientix resources
Also non-STEM eTwinning teachers can benefit from using Scientix resources, as Scientix

- can provide with ideas and materials that are useful to carry out cross-curricular projects;
- can promote the interdisciplinarity and the cross-curricular approach;
- allows PBL approach;
- allows STEM teachers to find project partners and non-STEM teachers to introduce scientific and technological elements into their projects by involving colleagues of scientific subjects.

Advantages for Scientix teachers to develop eTwinning projects
If you like, you can work with your class on a well defined stand-alone project, without interacting with what is "outside" your environment. Probably, however, for teachers and students the incentives are greater if the work is carried out with partners from other schools and perhaps from other counties. In this case, eTwinning is the perfect tool, as a teacher can find in the wider community of European teachers some partners suitable for the project they have in mind, with many positive aspects such as:

- the possibility to collaborate with colleagues from the same country or foreigners and their classes by refining and testing the starting idea;
- exchanging ideas and good practices;
- improving the key competences in students, in particular the awareness of European citizenship, the conscious use of ICT and the effective use of a foreign language.

Why Scientix for non-STEM teachers?
Non-STEM teachers can benefit from Scientix as they are bound to find numerous ideas that can help them to integrate in their projects scientific topics, thus developing cross-curricular projects, which are the ones that usually can have the best results from a pedagogical point of view.

Let's see some examples and ideas for cross-curricular eTwinning projects:

Scientix and literature

If teachers, for instance, would like to improve in their students the skills of writing stories and short novels, they could look for the resource "HOW TO CREATE TALES" where they and their students can be inspired by knowing about space, through solid scientific bases, using a literary form that can be a novel or also comics. Students can imagine a mission design, a travel, an exploration of a planet or solar system, etc. And why not developing a collaborative storytelling project taking ideas for the plot from the project "BOOK OF SCIENCE MYSTERIES"?

Scientix and classical languages

What apparently further from STEM than classical languages? Scientix can have a solution also for teachers who want to involve Science and ancient classical authors: have a look at the project "FOLLOWING IN THE FOOTSTEPS OF ERATOSTHENES: CLASS ACTIVITIES" and you will see that it is possible to connect the ancient Greek language and astronomy. Another idea can come from the project "PHYSICAL AWARENESS", where students translate into different languages some texts about Pheidippides.

Scientix and History

With the eTwinning kit "EXPLORING HISTORICAL SCIENTIFIC INSTRUMENTS THROUGH THE WEB" pupils have access to multimedia web resources that allow users to discover and explore delicate scientific instruments, such as Galileo's compass, telescope, microscope and others. And what about the project "MONASTIC INK: LINKING CHEMISTRY AND HISTORY" where students can learn how they can investigate and prepare iron-gall ink, a historically significant material for the transmission of knowledge?

Scientix and Music

If Music teachers decide to develop an eTwinning project cooperating with Science colleagues, they can get some inspiration from the project "CREATE YOUR OWN ASTRO-MUSIC", where students learn about astronomical phenomena we can see in the universe and create their own music inspired by astronomical images. Some ideas of collaborative project between Music and Physics can be seized from the project "MUSIC TO THE EARS: DESIGNING AND CREATING A SOUND GENERATOR", where pupils can undertake experiments in which they discover the properties of sound. They also discover how the size of a resonance box influences sound, and can make peer-to-peer lessons for some foreign mates. And what about Music and Medicine connections? In the project "MUSIC, MIND AND MEDICINE" you can get some ideas about how students can explore the nature of auditory illusion and delusion, the effect of music on our minds and bodies, and the potential for music in medicine.

Scientix and Art

Many different ideas contained in Scientix can help an Art teacher: high school teachers could use the materials in the project "CHEMISTRY AND ART: CHEMISTRY AND METAL OBJECTS OF CULTURAL HERITAGE" about the preservation of metal objects of historical value, while a primary school teacher could have a look at the content of the project "DESIGN YOUR ALIEN" where students can review the environmental factors that make the Earth habitable and they can compare them to other worlds within our Solar System using their creative thinking to design an alien life form suited for specific environmental conditions on an extra-terrestrial world.

Scientix and the law

Are you a Law teacher looking for engaging ideas for an eTwinning project? Have a look at these ideas:

- the project "NEUROSCIENCE AND THE LAW" encourages students to debate issues such as: diminishing responsibility; the limits of neuroscience; a question of free will; if or not neuroscience should transform our understanding of criminal responsibility;
- in the repository "LEARNING RESOURCES AND REPOSITORIES" you can find learning resources related to the concept of copyright.

Summing up

- with eTwinning, teachers can interact with partners using a PBL approach;
- with Scientix, teachers can find good ideas, resources and colleagues interested in the same topics with which to develop projects.

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

eTwinning – e-platform for enhancing the students' collaboration experiences in Math research

by Ariana-Stanca Văcăreţu

I am a Math teacher teaching high-school students and trying to encourage my students to engage in their Math-learning process.

In 2013 I started to implement MATh.en.JEANS/ MeJ (Méthode d'Apprentissage des Théories mathématiques en Jumelant des Etablissements pour une Approche Nouvelle du Savoir) workshop through a bilateral collaboration between Lycée d'Altitude Briançon (France) and my school - Colegiul National Emil Racovita Cluj-Napoca (Romania).

The MeJ workshop

The MeJ workshop encourages students to engage in and eventually learn Math by discovering and researching it; it develops students' creativity, initiative, critical thinking, problem solving skills, etc., and gives students the chance to exchange ideas by working in groups both within their MeJ workshop and with students from our twin-school. Moreover, the MeJ workshop allows students to meet researchers and experience an authentic Math-research process in school, with both a theoretical and an applied dimension.

Romanian and French students doing research work

In the MeJ workshop, Mathematics research topics are launched by professional researchers. Small, 2-3-student groups, in each partner-school, choose one of the proposed problems and do research work to solve it. The students have to organize their work, identify the resources (strategies, knowledge, experience, equipment, software, materials); decide how the resources will be used for building and maintaining a shared understanding of the task and its solutions. The students' activity is facilitated by a teacher. A professional Math researcher participates in the workshop and periodically meets with the students in order to discuss the students' research work and the methodology of Math/ scientific research. Students from twin-schools share their research results in different scientific events, and write and publish a scientific article about their research findings.

Stage 1: "Shy" collaboration

As the MeJ workshop for students replicates research activities carried out by professional researchers, collaboration during the research process is essential. In 2013-2014, French and Romanian students' collaboration was "shy": two video-conferences organized via Skype, 2-3 chats on Facebook Messenger, and one face-to-face meeting.

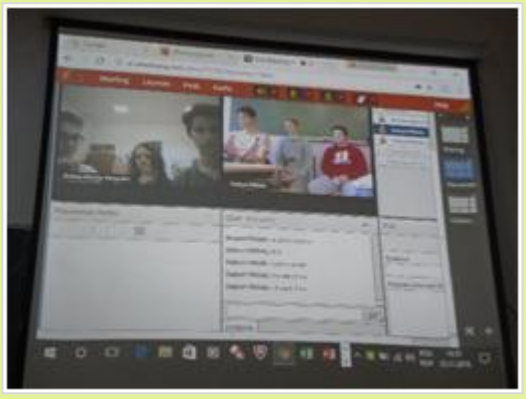
Stage 2: Sharing

In 2014 – 2016, we continued to implement the MeJ workshop within the *Learning Math and languages through research and cooperation – MatLan*, a 2-year Erasmus+ Strategic Partnership project (http://matlanproject.weebly.com/). Students' collaboration for the research work improved a bit as face-to-face meetings and video-conferences (via Scopia and Skype) were more frequent; the students used a closed Facebook group, Facebook chats and emails, as well as a Chamillo platform for sharing files. In these 2 years, the collaboration moved from "shy" to "sharing". Especially, in the 2nd year of the MatLan project, collaboration improved, but there still was place for improvement as only sharing doesn't bring a lot of collaboration. Moreover, we faced some dysfunctionalities related to connection, video-conference recording and use of Facebook in the school – in France, Facebook was banned in all the schools.

Video-conference (using Scopia)

Stage 3: Cooperating

In 2016-2017 we continued to implement the MeJ workshop through the eTwinning project Doing Math as Researchers Do It – MatReLan (https://twinspace.etwinning.net/25444/home). The project's TwinSpace offered us a lot of tools (the Forum, the Chat and the Live event) for improving the students' collaboration. We created a dedicated Forum for each research topic and each group of students decided on the student who was in charge of communication. In each Forum, we created 3 threads: research development, preparation of the oral presentation of the research findings and preparation of the research article. At the end of each lesson/research workshop meeting, the students wrote a summary of their findings and, at the beginning of each lesson/ research workshop meeting, the students read their peers' post. We organized seven Live events during which students who worked on the same research topics shared their findings and started the preparation of the oral presentation of the research. Each group of students participated in 2 live meetings. Some of the students communicated also via eTwinning chat, Facebook or eTwinning email. For improving students' collaboration, in December 2016, we collected students' feedback via a Google form. Students' responses were analysed, and we managed to address some of the issues: quicker responses on the Forum, more Live events.



Live event / video-conference

Dedicated forums for each research topic

The MatReLan project – in brief – 2:30 minutes video – at https://youtu.be/usr23PGMaaw

Nota bene: The MatReLan project was awarded 1st Prize in Romanian eTwinning 2017 competition, Math and Sciences category.

Here are some of the students' statements related to the most successful result of the MatReLan project:
- working together as a team and learning how to cooperate was the most successful thing we did;
- in spite of being a project which requires and improves Mathematical skills, this project also developed a lot of friendships between the students; I think that the results which we obtained during the research, the communication skills developed, and the experience of meeting new people and cultures are a successful end result of our research;
- having the opportunity of doing a broad project different from anything at school, making people consider a career in research and getting to know another culture;
- our most successful result was our article.

The final products of the MatReLan project are: 10 ppt presentations of the research results, 10 research posters, 10 research articles and 10 interactive presentations of the research results which all were done by the RO&FR groups of students through a clear work division (done by students), feedback from teachers and researchers and communication (Forum on TwinSpace, Live meetings, e-chat and email, face-to-face communication).

Stage 4: Co-creating

The success of the MatLan project and of the eTwinning project Doing Math as Researchers Do It - MatReLan convinced us that the twinned Mathematics research workshops for high-school students are very good opportunities for

transdisciplinary teaching. So, in 2017 we started to implement the Maths&Languages (M&L) Erasmus+ project. This 3-year project intends to develop the transdisciplinary approach with (and for) Math teachers and foreign language teachers. In this project we integrate foreign language teaching (English and French) into the Math research workshops by using a CLIL approach in the Math research workshops. Students' e-collaboration within the M&L project is ensured through the ML eTwinning project (https://twinspace.etwinning.net/46465) and Google Drive. In this way, we are convinced that we will improve students' collaboration and they will manage to co-create.

Ariana-Stanca Văcăreţu is a Math teacher in Cluj-Napoca, Romania. She is a Scientix Ambassador and a Global Math Ambassador for Romania. She has experience in – and promotes – inquiry-based teaching and learning, and the development of scientific literacy skills and transversal skills through STEM subjects. She is an Awarded eTwinner.

STEM-Scientix-eTwinning experiences
by Franca Sormani

I have been participating in STEM projects on eTwinning for years, always with great pleasure to me and my students. I started with little projects related to my subject, and when I realized the huge potential of working on eTwinning platform with other colleagues, sharing good practice, I moved on more ambitious projects.

Since my goal is to equip my students with the necessary skills to be future responsible citizens, encouraging them to solve real-world problems, in particular the environmental issues, I have been working on the review of the curricula of Physics, starting from the sustainability problems and I planned the eTwinning eHAND (effects of Human Acitities on Natural Disasters).

Indeed, according to recent research studies, it is very likely that human activities will impact future catastrophes, while population growth and urbanisation make communities much more vulnerable to natural hazards. Several studies confirm that effective results can be obtained in this field by combining direct experience, observation, discovery and action, so disaster and risk education should be part of the national schools curricula and be included in school subjects. So we started from the problem: *natural and induced earthquakes* on eTwinning, with results so terrific in the STEM field that we decided to apply for an Erasmus+ grant.

The Erasmus+ project eHAND involves seven partners and aims at arming students with the necessary skills to be future "good citizens" and contribute to the achievement of the goals of the Europa 2020 and Agenda 2030 strategy, focusing sharply on more complex social issues, such as the links between environmental quality, human equality, human rights and peace, and on the critical role of science and technology in understanding and mitigating the effects of extreme events. More details on the project at https://twinspace.etwinning.net/15801/pages/page/8552.

The project's impact has been huge. Students involved in this project are evolving their non-cognitive skills, are improving their confidence in communicating ideas and concepts not only verbally and their awareness about safety and sustainability issues and the development of social, civic and intercultural competences in the whole community.

The students used their cognitive skills in Maths, Science and other subjects, in this way they will be aware of the usefulness of Maths and Science in a broader context and with real-life relevance. Teachers extended their teaching and learning repertoire through emulating good practice of partners, improved teaching through use of cross-curricular multi-disciplinary methods and are developing a CLIL teaching attitude.

We believe that the results of this project could be exploited in different fields related to safety and risk management, for instance war and internal conflicts, migrations issues. Our project has been awarded 4 times in European STEM competitions and Scientix, and the European Commission offered us a stand on the occasion of the 3rd Scientix conference, which took place in Brussels, from the 4th to the 6th of May 2018.

Franca Sormani is an eTwinning and Scientix ambassador. She teaches Maths and Physics in an upper secondary school with students aged 14-19. Her school is located in a highly developed area of Italy, north of Milan, and promotes students' improvement in general knowledge, literary and scientific – the students usually continue their studies at the university. She has been involved in the training of Mathematics and Physics teachers and in research on the teaching and learning of Physics at the University of Milano, in particular on IBSE methodology.

STEM disciplines in the project "My planet, a drop in the Universe"
by Diana Gheorghe

STEM is an educational concept based on the idea of educating students in four fields: science (S), technology (T), engineering (E) and mathematics (M) using a multidisciplinary and applied approach. Rather than teaching these distinct and distinct disciplines, STEM integrates them into a coherent learning paradigm based on real-world applications. This concept emerged as a result of the fact that in recent years a worrisome decrease in the interest of students in science has been observed worldwide.

eTwinning projects are an opportunity to tackle STEM disciplines in an attractive way, stimulating students' interest. They can be easily integrated into the curriculum.

The eTwinning project "My planet, drop in the universe" brought together pupils and teachers from 4 countries: Romania, Italy, Spain and Poland. The role of the project is that students understand simple concepts of astronomy such as day and night formation, seasons, sun, ozone depletion effects, light pollution and its effects, recognition of simple constellations in the sky, differentiation of natural satellites and satellites but also the development of communication skills, practical skills by building the solar system and IT skills, understanding mathematics and attracting students to astronomy and related professions.

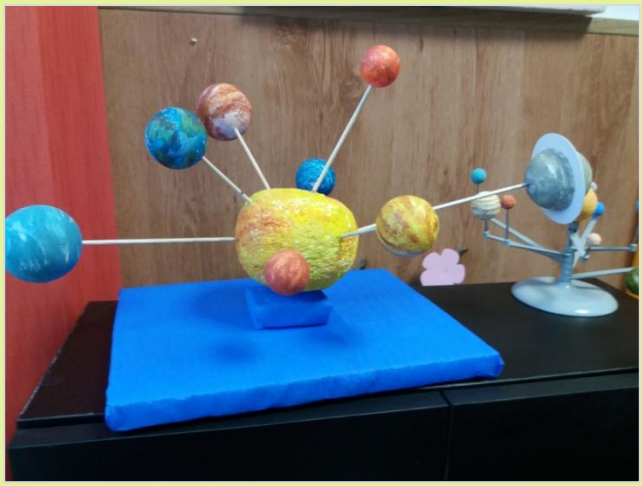
The objectives were:
1. Stimulate interest in astronomy;
2. Understanding our place in the immensity of the Universe;
3. Understanding the destructive effects of uncontrolled human actions;
4. Development of ecological behaviors;
5. Develop collaboration skills and awareness that protecting the planet must be a common effort for all those who live on Earth.

Target group: students in primary school

Activities began with a brief presentation of partners in the Padlet application and locating everyone through the ZeeMaps app. We have made Solar System layouts and planets, we have created and played puzzle through the application https://www.jigsawplanet.com/?rc=play&pid=11c253c6f789

We created an Inquiry Learning Spaces (ILS) where students are familiar with concepts specific to the

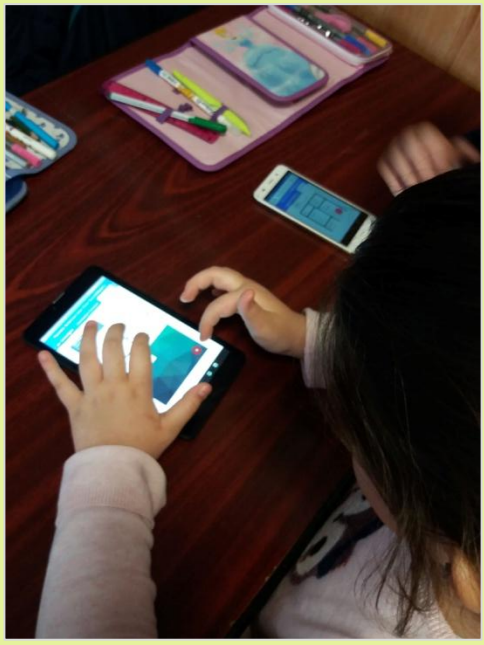
theme (planet, solar system, rotation movement, Ptolomeu, etc.) in the orientation phase. In the investigative phase, they watched Paxi's central character, ESA's educational mascot, which will help students understand how the Solar System was formed, how the day and night form, the seasons on our planet, what is Rosetta. Once the students have understood the concepts of science, they are instructed to use the Padlet application to supplement what information is about the Solar System planets. They also chose and learned an English song about the planets (The Solar System song for children). In the conclusion phase, the students completed a QuizTool quiz and, through Input Box, described the preferred planet. In the discussion phase, the children used the Padlet application again, specifying the material they presented, making them interesting by arguing this, but also some impressions.
http://graasp.eu/ils/5a4bb3cadab0e8f63c801dd6/?lang=ro



During the week, "The Other School", I met through online chat rooms platform eTwinning project with a partner in the project where students have put another question on the planets of the Solar System. They also used the Kahoot application.

On April 22 we celebrated Earth Day realizing Earth 3D we saw a movie about pollution and protecting the environment and realized the Earth Charter with information from different parts of the world (plants, animals, continents, seas and oceans) with drawings, collages and with information on recycling, pollution.

The following two activities answered the questions: "Sun, friend or enemy?" and "What is bright pollution?". The final product consists of producing a magazine of the project that captures images from the activities carried out, links.



The project's activities covered several disciplines, such as: Mathematics and Environmental Exploration, Communication in Romanian, Visual Arts and Practical Skills. The universe is a theme that my students adore and wanted to explore more deeply his secrets. We have provided this through this project. In addition to scientific concepts, they have learned to relate to other children, use some applications, and communicate in both native and English.

Through these types of projects that address the STEM disciplines, teaching is directed towards student-centered learning, developing critical thinking skills, problem solving, cooperation and collaboration.

Diana Gheorghe is a primary school teacher at "Emil Palade" School in Ploiești, Romania.

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A happy STEM experience with Bee-Bot
by Maria Tsapara, Eftychia Nikolaou and Eleni Kospolemi

Robotics is a fun and exciting activity that gives students the opportunity to get involved with STEM approach.

STEM is a way of thinking about how educators at all levels—including parents—should be helping students integrate knowledge across disciplines, encouraging them to think in a more connected and holistic way (Bales, Volmert & Kendall-Taylor, 2015). Our knowledge of how people learn has grown substantially over the last few decades. We now understand that success in learning requires the learner to be at the center of the experience, making connections across disciplines and also across contextual settings (Alade, Lauricella, Beaudoin-Ryan, & Wartella 2016). Children need to be presented opportunities to learn the same material in different settings and through different lenses. Many parents and teachers wonder, at what age is it appropriate to start teaching STEM? And how can we implement these concepts into early childhood education? The answer is: It is never too early to start STEM education (Sneideman, 2013).

Our project "A happy stem experience with Bee-bot" exploited Bee-Bot, as an innovative learning tool that helped children to familiarize in a playful way with Science and Technology and at the same time develop basic skills and competences such as algorithmic thinking, problem solving, critical thinking and creative thinking. The aim of our project is children, to be introduced to the concept of programming in a playful way. The methodology was based on collaborative learning. The approach of the subject was experiential, with the main aim of cultivating skills of the 21st century, such as critical thinking, communication, collaboration and creativity. Moreover, discussion, visual observation, software utilization, enriched teaching, teamwork, brainstorming and collection of material from the internet exploited in the learning process.

Students had been entangled bee bot in everyday activities. They developed ICT skills, measured the concepts Right, Left, Back, Directed, learned to collaborate, solve problems, developed critical thinking, observer skills, learned to make assumptions and predictions, to read simple symbols, drawings and maps, develop language and communication, mathematics, and utilize technology. At the same time the action was implemented based on the game-based learning framework. This approach aims to create learning
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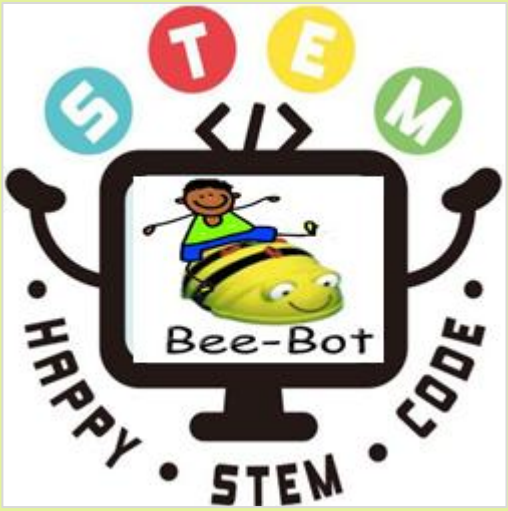

environments that combine learning with the entertainment and satisfaction that the player receives in a well-designed game. Acquaintance, presentation of schools, creation of a collaborative digital book, exchange of ideas, evaluation of the action, are some of the collaborative actions in which all the pupils of the collaborating schools participated.
The new school year, found our schools with a gift, the gift of collaboration. What is more interesting than a project that had as its main goal the acquaintance of schools, the co-operation and creation. This action was fully compatible with the curriculum for Kindergarten and first grades of Primary School. Cognitive, psychosocial and socio-emotional objectives were set with the ultimate goal of developing diverse skills. Particular emphasis was placed on communication, critical thinking, creativity and collaboration (the 4C's - "super skills" for the 21st century).

The project was implemented in the school year 2017 - 2018, in 3 schools from 2 countries (Greece and Cyprus) and participated more than 100 students. It was a six-month project from January to June 2018, for kindergarten and primary students aged between 5 and 7. The creation of "A Happy Stem Experience with Bee Bot" was done jointly by all the teachers involved. The division of work was done both during the creation of the project and during its implementation. Each teacher had also undertaken to upload a piece of the project to the eTwinning platform in order to enable everyone to get in touch with the platform. There was also ongoing communication throughout the project. At the same time, the collaboration and the division of work took place in the context of our online communication (creation of teleconferences), creation of google docs, creation of evaluation rubric, creation of eBook, exchange of emails and messages through social media as well as Twinspace. As far as communication activities are concerned, were used, all the possibilities offered by the eTwinning platform, such as email, videoconferencing, chat, in order to create a highly collaborative project. Were also organized various online communications, teleconferences via skype, messenger and Twinspace, in order students learn more for the joy of collaborative learning by breaking the limits of the classroom. A particular sensation made students feel that at the same time pupils from different schools could communicate. Pupils were introduced to and better acquainted with Bee - Bot and exchanged ideas and suggestions for their exploitation. There had been ongoing contact, communication and collaboration with partners' schools once a week to smoothly run the program, make assumptions and forecasts, solve problems and present the results of the project. They understood the importance of collaborating to create a collective project, they were involved in exploratory and cooperative learning and learned to respect the opinions and works of others and accepting different views. They met with peers from other kindergartens, cultivated social and communicative skills. They built knowledge and social development through teamwork, discovering the pleasure of teamwork and joint action. Beebot has been utilized in a variety of activities by cultivating computational thinking. The online tool https://www.bee-bot.us/emu/beebot.html was exploited.

Students were very keen on each aspect of the project. They worked at both plenary and group level within their department. Particularly they seemed to show their enthusiasm when working with other schools, but also with the final outcome of their work. Their co-operative book with the depiction of the activities that were being carried

out and the fact that all were co-pilots in a collaborative mission was particularly pleased with them.

Various collaborative learning tools have been used to carry out the project. More specifically, each school has a gmail account in order to be able to leverage the capabilities of google docs. To create a common map, zee maps were used, a mapping service that allowed us to create an interactive map where students searched and found their school and then "mapped" it on the map, available in https://www.zeemaps.com/map?group=3061867. Students of the partners'' schools created a collaborative eBook, where anyone can find a variety of beebot exploitation activities in the educational process. The eBook was created by

using the web 2.0 tool https://www.storyjumper.com and is available in https://www.storyjumper.com/book/showframe/56022365/5b0408dc112d8#page/1.
Moreover the collaborative online tool https://www.jigsawplanet.com was exploited, where students created various puzzles about the project available in https://www.jigsawplanet.com/?rc=play&pid=2674bb1e4bb1.

To share material among teachers, electronic mail was used both through the eTwinning platform and the mail of schools and teachers. Teachers for communication had made use of every opportunity that was provided through the eTwinning platform like email. More details on the project at https://twinspace.etwinning.net/59688/home.

The project was also communicated to schools ' websites in order to have access to the pupils' parents and other teachers, available at

- http://dim-p-fokaias.att.sch.gr/index.php/draseis/ekpaideftikes/91-a-happy-stem-experience-with-beebot
- https://tasterakiatisprotis.blogspot.com/p/bee-bot.html
- http://blogs.sch.gr/2nippera/etwinning/a-happy-stem-experience-with-bee-bot/

The project was presented by the teachers to the pupils' parents and to the school's teachers. At the same time it was presented at the workshop of the School Counselor of the 55th Preschool Education Region of Attica with the aim of informing and motivating teachers to implement relevant programs in the educational process. The presentation is available at https://www.slideshare.net/MariaTsapara/a-happy-stem-experience-etwinning-project.

There are numerous benefits for students during the implementation of this eTwinning project, such as:
• It provides evidence that for students, a significant attainment in skills and academic knowledge is facilitated by the adoption of ICT in the classroom.
• It increase the ability to express ideas, make common decisions.

● It respects the rules and accepts the views of others.
● It develops collaboration, communication and management skills.
● It links knowledge to everyday situations.
● It develops computational thinking and self-development skills.

Moreover, the project was evaluated by individual and group questionnaires (assessment rubric) by the children. It is worth mentioning a few words from the students ... "I liked to meet new friends.", "I liked making our own games", "I liked the robot or the bee who came to school", "I would love to have and I a bee house ".

All children are innately curious and eager to explore their environments and learn about a wide variety of causes and effects. In this sense, our early education pedagogical methods should support these basic dispositions and provide a wide range of contexts for young children to use them (Alade, Lauricella, Beaudoin-Ryan, & Wartella 2016). The best way is teaching STEM. The most important thing to remember about teaching STEM to early learners is that they are perfectly adapted to learn STEM concepts, and it is not difficult to teach STEM to young children. By allowing them to investigate, by encouraging them to ask questions about the real world, you are engaging children in STEM (Sneideman, 2013).

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Maria Tsapara is a kindergarten Teacher in 2nd Kindergarten of Perama and Scientix Ambassador for Greece. She has been an eTwinner since 2014.

Eftychia Nikolaou is a kindergarten teacher in Kindergarten Trachoniou, Limassol, Cyprus and an eTwinner since 2017.

Eleni Kopsolemi is the director of 1st Primary School of Palaia Fokaia, Greece. She has been an eTwinner since 2015.

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STEM subjects in my school
by Carmen Sin

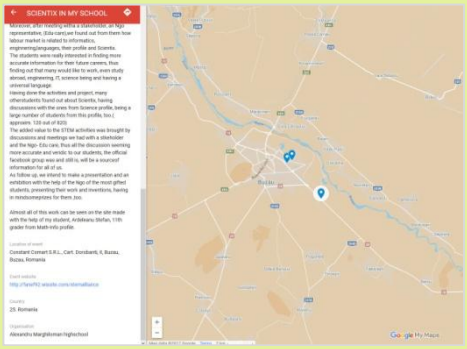
STEM activities are seen as successful ones, especially for the 11th and 12th graders from my highschool, ”Alexandru Marghiloman” in Buzău, some of them changing their minds for their future careers.

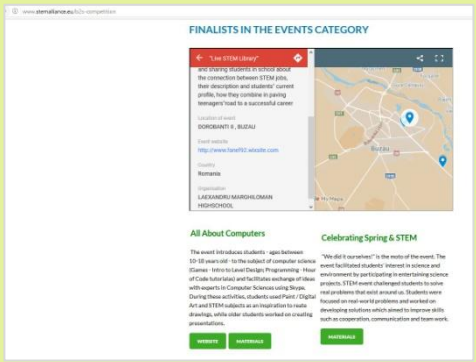
Our activities were made up by presentations of STEM, brainstorming, experiments and questionnaires, all these trying to make them more aware of the opportunity they could have for their careers and due to the lack of information to be in danger of not knowing of Scientix, STEM, the sites and portals made especially on this occasion.

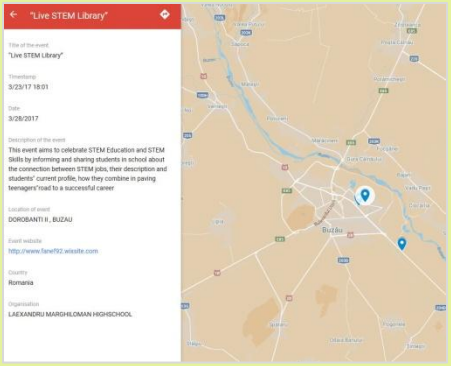
The most challenging activity was the one that gathered Maths, Physics, Biology and English, two amazing classes, combining them and presented in English - everybody was enchanted.

I also had a lesson with my colleague of Chemistry, Adriana Anghel for an Erasmus+ activity, and again, it was the most enjoyalable and relaxing class, even if it was... Chemistry class, but with vivid presentations and experiments, things can change!

Moreover, our STEM school group took part in the Competition of Celebrating spring and STEM organized by Scientix, as you can see in the photos.







Starting November 2017 up until May 2018, students from Math/IT and Science classes took part in an amazing project! In order to take part in this event, I started with registering and announcing the event both on Scientix home page and on my school projects’ pannel. In fact the project’s main activities started in November and ended in February, but actually it continued towards the end of the 2nd term, the students being connected through the teacher and with the help of the site we created.

Our **objectives** were:
1. introducing, presenting Scientix and STEM to my 11th grade students;
2. making them acquainted with the site and STEM jobs;
3. working for the school event making presentations on the topic – Scientix in my school.

My objectives were to introduce, present Scientix, STEM to my students, to make them acquainted to the site, to STEM and what it means and how they can be connected to this, to meet a stakeholder in order to see how relevant this topic can be, discussion and information for their future.

Motivation
I chose to work with Maths/IT students because their profile seems to me to be very appropriate for STEM and Scientix, to be introduced into the world of the best jobs paid related to STEM and to their profile. My school is appropriate for such events and projects since out of 820 students, approximately 360 of them are studying Maths/IT and approximately 120 Science.

Students’ task was to find out, discover from teacher’s presentation information about Scientix – general information, projects, how STEM can help them in their future, choosing the most appropriate career for them. I tried to adapt to students’ needs, finding a very close “match” between their favourite pastime, profile and Scientix event from school. The

actions implemented within the project could be relevant for us all - students, teachers, and even parents, having some meetings with them, too.

Moreover, after meeting with a stakeholder, an NGO representative (Edu-care), we found out from them how the labour market is related to informatics, engineering, languages, their profile and Scientix. The students were really interested in finding more accurate information for their future careers, thus finding out that many would like to work, or study, abroad, for engineering, IT, science, being and having a universal language.

Having done the activities and project, many of my other students found out about Scientix, having discussions with the ones from Science profile, being a large number of students from this profile, too (approximately 120 out of 820). The added value to the STEM activities was brought by discussions and meetings we had with a stakeholder and the NGO Edu-care, thus all the discussion seeming more accurate and veridical to our students, the official Facebook group was, and still is, and will be a source of information for all of us.

As follow-up, we intend to make a presentation and an exhibition with the help of the NGO of the most gifted students, presenting their work and inventions, having in mind some prizes for them, too.

Almost all of this work can be seen on the site made with the help of my student, Ardeleanu Stefan, 11th grader from Math/IT profile. http://fanef92.wixsite.com/stemalliance.

Carmen Sin is a teacher at Theoretical Highschool "Alexandru Marghiloman" in Buzău, Romania.

Scientix resource repository for hands-on activities related to space exploration in preschool

by Merve Akyol Kiliç

There are hands-on activities about space in pre-school. For decades research has shown that hands-on learning at preschool is best. The National Association for the Education of Young Children (NAEYC)—the world's largest organization of early childhood professionals—says a quality early childhood education is one in which "children are given opportunities to learn and develop through exploration and play... materials and equipment spark children's interest and encourage them to experiment and learn."

Hands-on learning at preschool simply means the children are active learners throughout the day: exploring with materials, learning by doing, moving throughout the classroom, and interacting with one another. The teacher acts as a facilitator— not by telling the children what to do with the materials—but by asking questions that challenge them to use them in new and creative ways. A teacher skilled at hands-on learning will often begin her inquiries with how: How can you build that bigger without it falling? How can you make sure those plants grow healthy? How can you all play together so everyone has a turn?

Scientix Resource Repository is a good start point for hands-on experiments related to space exploration. These three activities can be used in pre-school space exploration.

1. Lunar Day

Materials: Two paper plates (10 inches – 25.4 cm), A4 printouts of the Moon and the Earth (attachments), Scissor, Glue, Elastic bands, Access to Internet

Goals: To demonstrate why the Moon always keeps the same face towards Earth. To determine the length of the lunar day.

Learning Objectives: Children mimic the Earth-Moon system, one representing the Earth and the other representing the Moon. As the children swing around each other, they will notice that the Moon always keeps the same face towards the Earth. They should also learn that the Earth and Moon rotate at different rates: once a day for the Earth and once every 29.5 days for the Moon.

Evaluation: By asking questions about the Earth-Moon system:

- What did the other students notice about the Earth as the pair swung around?
- What did the Earth child notice about the Moon as the pair swung around?
- Can the students explain why the length of a lunar day is 29.5 Earth days?
- The Earth shows different aspects to the Moon. Can the students describe what happens?

2. Creating Asteroids

Materials: Images of asteroids (provided), Clay (a handful per participant), Paint brushes, Paint, Table lining/protector

Goals: Learn about the characteristics of asteroids. Learn how asteroids are formed in our Solar System.

Learning Objectives: Participants will learn that asteroids are large boulders found in our Solar System orbiting the Sun by looking at images of asteroids and discussing in the classroom. Participants will demonstrate how planetary bodies, including asteroids, are formed through the grouping of small particles using clay.

Evaluation: At the end of the session, when all the asteroids have been put to dry, revisit the questions and topics discussed in the introduction. Specifically, let the students explain:
What is an asteroid? How are asteroids formed? Students can explain this using the example of how they created their own model asteroid from clay.

3. Star Hats

Materials: Scissors, Coloured paper, Thick, coloured paper (cardboard), Markers, Glue, 1 stapler, Optional: glitter glue, stickers, paint and paintbrushes.

Goals: Students will learn what a star is and explore what stars look like up close and how we see them in the night sky. Students are encouraged to be creative, combining art and science to consider how to represent a star.

Learning Objectives: Students will be able to explain that stars are gigantic balls of hot glowing gas, but we see them as pointy in the night sky.
- Students will demonstrate that they understand stars can be represented both scientifically and culturally by drawing stars that are either stylized or scientifically accurate.
- Students will show excitement to learn about stars and astronomy, demonstrated by their demeanour and the number of questions they ask about stars.

Evaluation: The activity can be evaluated by asking the students:
- What is a star?
- What is the shape of a star?
- How do we see stars and why?
- Explain their drawings of stars

In addition, the teacher can listen to whether students are inspired to ask questions about stars and what types of questions are asked, in order to tell how deeply the students are thinking about stars.

Merve Akyol Kiliç lives in Istanbul Turkey. She is a Scientix Ambassador, a Project manager, a Preschool Teacher at Yunus Emre Nursery School (Awarded eTwinning School) and an Awarded eTwinner.

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Small scientists STEM club
by İbrahim Onur Gökdoğan

During this school year 23 different preschools from 13 countries worked on STEM activities in the project Small Scientists "STEM Club" https://live.etwinning.net/projects/project/155240.

Over a period of 6 months, our project was focused on STEM (science, technology, engineering and mathematics) activities that supported engineering by experiments, games, drama and web 2.0 tools. Our goal was to create 4 different sub-area products, such as: Computer Engineering, Construction Engineering, Electrical Engineering, Mechanical Engineering.

The main areas that we plan to improve with this project are:
1. Enhance comunication between the pupils from different cultures and learn about STEM (science, technology, engineering and mathematics) trough fun activities;
2. Improve the cooperation between different countries with a common goal between different countries,
3. Introducing computer, construction, electrical and mechanical engineering to children;
4. Develop an interest in other countries, cultures and languages,
5. Suporting engineering activities by experiments, games, web 2.0. tools, etc.;
6. Improve pupils' creative thinking using 5E Model as teaching method.

The activities of the project started in December with introduction of the partners through eTwinning boards, City/School/Class presentations, Online Video Meetings and webinars.

In January we focused on Computer Engineering, creating algorithmic layout, learning apps and coding with computer.

In February we continued with construction engineering "Bridge or Skyscraper", engagement; watching video or making trips; exploring, experiments and games about "Balance, Force, Pressure"; explaining Bridge or Skyscraper how are they working?; elaboration Model of "B or S".

The month of March we talked about Electrical Engineering "Dam or Wind Turbine"; engagement; Watching videos or making trips; exploration; experiments and games about "Movement, power, strength"; explaining "Dam or wind turbine" and elaboration Model.

In April we studied mechanical engineering "Elevator or Hydraulics"; engagement; Watching videos; exploring; experiments and games about "Acceleration, velocity, pressure"; Explain "E or H" how they can be working; elaboration Model.

İn May our project finished and we had final evaluation, gifting, drawings and meetings.

Each month the children made pretest and posttest drawings which were stored by the teachers and used for more fun activities.

Althroughout the project we planned 6 online meetings: 3 with children and 3 for organization of Project. All the activities carried out with preschool children and the teachers were uploaded into the project's Twinspace.

All the activities helped the pupils develop understanding and tolerance towards diversity and find out about different countries and cultures. They enhanced their social and collaborative skills, improved communication and creative thinking, also science and nature experiment skills.

İbrahim Onur Gökdoğan has been an eTwinner since 2012. He has participated in many Learning Events, webinars and eTwinning projects. He is a preschool teacher in Bursa and has been teaching for 7 years to children between 3 and 6 at Kindergarten Hüma Hatun.

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Giving meaning to learning with eTwinning
by Anabela Cristina Tristão Santos

I am a primary school teacher working and living in one of the beautiful islands of the archipelago of the Azores, Portugal. I have been an eTwinning Ambassador since 2014 and a Scientix Ambassador since 2016. My students ranged from 5 to 11 years old, as I taught a mixed classroom, 1st and 4th grade students, this school year.

For three years now, since the 4th graders were in the 2nd grade, we have been participating in a national coding project called "Iniciação à Programação no 1º Ciclo do Ensino Básico" and later "Programação e Robótica no Ensino Básico". We have been using a set of apps such as the ones displayed on the "Hour of Code" activities page, that are available all year-round, participating in their event and others like "Europe Code Week" and "Movimento Código Portugal: Codemove", have tried other apps as "Open Roberta Lab" and "Code
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Monkey". Since we were able to buy "Mbots" and other robots, students got very motivated to learn how to programme them and we started using "mBlock Blockly" and "Makeblock" on iPads and smart phones.

Our students started using ScratchJr to build collaborative stories when they were 8 years old and enjoyed it very much as they were able to animate their characters, use speech bubbles or include their own voices and sounds.

All apps were to their liking and used with great enthusiasm, all but Scratch! Scratch is a project of the Lifelong Kindergarten Group of the MIT Media Lab and it is available free of charge. It is a programming language and online community where teachers and students can create their own interactive stories, games, animations and much more!

I was very keen on using Scratch in my classroom, but, I never expected that my students didn't find it very appealing. They were able to create some scenes, animate some characters, but, contrary to what I was used to, they weren't running to the computer in the morning to finish their work and kept on starting a new story instead of finishing the ones they had in hands. I think they were really needing Scratch 3.0! ☺

After thinking about it, I have decided to look on eTwinning platform for a project on Scratch. A project where my students could communicate, collaborate and be enthusiastic about learning all they could, Scratch included, and I found just that on the eTwinning project International Scratch Challenge#2.

The International Scratch Challenge#2 project brought together several classes around Europe.

Students had to work on three programming challenges and on the last one, had to work on mixed nationality groups on Scratch projects chosen by them, finishing or improving each other's productions, teaching and helping each other as they could chose together what to build.

This was a very well thought project. Students used the Scratch blocks on their own native language but that could be easily changed to English or other pretended language on the Scratch platform itself. After a while, and working with a French school, my students were living messages in French as well as in English and using "Google Translator" to better communicate with their French partners and happily receiving messages in Portuguese.

In spite of the project's name, on this eTwinning project, classrooms were encouraged to participate on other initiatives as "Code Week", "Hour of Code" and "Scratch Day". Reading about "STEM Discovery Week 2018" we've decided on participating with a dissemination activity, bringing coding and robotics to students and classrooms who didn't work on it. This activity was very successful and was replicated in a short while as students were getting used to showing and explaining their work and activities.

For "STEM Discovery Week 2018", 4th grade students organised and coordinated thematic workshops for other classes/students at their school, about "Lightbot", "Codemonkey", "Roamer 2", "mBot", "mBlock" and later, about "Scratch" and "Open Roberta Lab", too. Students presented the apps and tools to younger or inexperienced students and supported them while experimenting the provided resources on computers, iPads and smart phones.

To finish the school year in a great note, this "STEM Discovery Week 2018" activity was awarded a prize by Scientix in the category "New discoverers in the world of Scientix" , sub-category "Peer-to-peer discovery".

Scientix was a great motivational tool and eTwinning was a great help on finding partners who had the same interests as us, on giving meaning to learning and creating a fabulous learning context where we had fun and learned a lot about Scratch.

Anabela Santos has been a primary school teacher since 1989. She presently teaches at EB1/JI de São Bartolomeu de Regatos – EBS Tomás de Borba, in the Azores. With a post-graduation in Educational Technologies and a Master Degree in Multimedia in Education, she has been an accredited teacher trainer since 2002. She has been an eTwinner since 2005, participating in eTwinning projects regularly since 2009, an eTwinning Ambassador since 2014 and a Scientix ambassador since 2016. She blogs at http://blogandonaescola1.blogspot.com.

eTwinning project: Volunteens researchers in STEMLand

by Eleni Rossiou

The term STEM (Science, Technology, Engineering and Mathematics) is an acronym that is used mainly with fields related to Science, Technology, Engineering and Mathematics. All European countries focus on developing technologically, trying to embed STEM method in education. Since 2009, the European Schoolnet Network (authorities in Brussels) focus on this direction so as the schools to start developing (in pilot) new educational activities of learning and technology in the class via researching the exploitation of new pedagogical tools for STEM teaching. The STEM method provides opportunities for skills-development by encouraging students to answer in questions and get involved in game-based activities related to Science, Mathematics, Engineering and Technology.

The project "Volunteens Reasearchers in…STEMLand" aimed to introduce STEM activities in the educational praxis by enhancing learning via Science, Technology, Mathematics and Engineering (STEM) without theories and unnecessary terminology, and through analytical and problem-solving methods. At the same time, this project enabled the development of innovation skills, algorithmic & programming standards and team spirit demonstration. In parallel with language skills development, participants researched how STEM implementation may help everyday life and discovered how they can support in volunteering based actions. Teens as Researchers observed, designed and delivered questionnaires related to issues of the project and took interviews in order to triangulate the results of their research and evaluate their process.

The founders of the project were: Peiramatiko Scholeio Panepistimiou Thessalonikis, Greece (Experimental School of the Aristotle University of Thessaloniki, GREECE) And ISIS "M. Rapisardi", ITALY and the partners" IISS PERTINI ANELLI, Bari, ITALY & BAŞKENT ÜNİVERSİTESİ ÖZEL BAŞKENT LİSESİ, TURKEY & 2nd Lyceum School of Chania, Greece.

By the end of the project we managed with collaborative STEM activities our students to be able to: a) build problem solving skills b) discover how

things work, c) explore engineering as a career option d) learn math and sciences while having fun e) engage in real world engineering problems.

Digital teens researched how STEM implementation may help everyday life and discovered how they can support in volunteering based actions. The STEMLand project achieved to promote participants to discover, investigate, research, evaluate, become aware on environmental issues, develop their skills on linguacy, economy, technology, collaboration, socialization and increase their creativity and fantasy by creating artifacts.

Partner schools created national groups according to *De Bono 6 Thinking Hats* and focused on STEM issues according to their choice. Transnational Groups, with ICT as supporter, shared material, compared, recorded cultural differences and co-produced digital artifacts. The Calendar of activities in the six months period of the eTwinning STEMLand project included: i) Educational contract of Students' National Groups and Trasnational Teachers' group ii) To Know us better as teams, as schools, as cities, as countries/teleconference and educational contract between transnational groups, iii) Research STEM issues per Group, negotiate, vote, decide and logo competition iv) TAKE ACTION plan, create, Implement and share (formative evaluation) v) TAKE ACTION and SHARE vi) Preparing the final Product, Project Dissemination (summative evaluation).

After *research in STEM* students focused on the four issues of the project. In the issue of **Science** students engaged in embodied learning activities, intended to promote and externalize conceptual understanding in science. So, they described any physical idea / phenomenon / theory using their bodies and chose to start with the physical states of matter. They presented depicted solids, liquids and gases through dancing and particularly in Greece they participated in the National Competition "*Physics in Arts"* and they were awarded with the first prize.

https://youtu.be/lJZEzKUbKxg

In the issue of **Technology** participants implemented activities on *SaferInternet* and they created comics for giving advices to kids, teens, teachers and parents about how they should behave to be safe in web and protect themselves. The Greek School was awarded with the silver label of the *eSafety* project. Also, they navigated themselves to *Foretell* in which they played and learned the need to promote a culture of safety in Europe against natural calamities, such as floods and fires. They also tried to discover the Social media effect on dopping in the context of the *Dopout* project.

In **Engineering** issue all partners were informed end expressed *what Scientix is*. Collaboration was achieved after uploading ppts or one short video, with comments on which part they think is interesting. They also did *scratch for arduino* with *gigo s4* programming bricks. Also, the the Greek school was selected to be one of the five schools in Greece which will implement *Umi-Sci-Ed* as a pilot implementation and they shared their experience. Furthermore, a week summer school was organised in the School for UMI technologies.

https://youtu.be/0-1VPJW8DZw

In **Mathematics** issue Volunteens were able to get an *insight* into geometry, calculus, analysis and logic while observing changes over a period of time, e.g. changes in the currency values , the inflation rates, or company profits. While discussing about a pie chart created by themselves, they learned at a glance how a total amount is divided up such as a budget, their expenses, etc.

Eleni Rossiou holds a PhD in Applied Informatics, an M.Sc. in Computer Science, an M.Ed. in Adults Education, an M.A. Science of Education Studies concentrated to Educational Leadership and Policy, Postgraduate Certification in Open and Distance Education, and a BSc in Mathematics. She is an eTwinning Ambassador, a Scientix Ambassador and an ambassador in Teachers4Europe project. She is Vice Principal and a professor of Mathematics and ICT in Experimental School of Aristotle University, certified teacher trainer and member of various scientific Associations. Her research focuses on blended learning and game-based learning in Secondary, Education, in Higher Education and in Adults' Education.

eTwinning and Scientix: The perfect tandem for working STEAM in schools

by Lorenzo Castilla Mora

Nowadays, schools are changing not only physically but also as far as methodologies and resources are concerned. Among the active methodologies used in the classrooms, one standing out is the STE(A)M - Science, Technology, Engineering, Art and Mathematics- because of its beneficial interdisciplinary approach. According to Bybee (2010) "true STEM education should increase students' understanding of how things work and improve their use of technologies" and this is something that can be worked in our schools by helping us with eTwinning and Scientix.

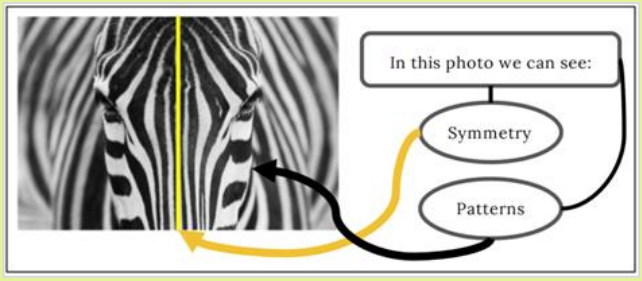
eTwinning is a platform that allows us to develop a project in its entirety. The TwinSpace, apart from being a closed and safe environment for students, offers a series of tools that help to interact with project partners. Therefore, with eTwinning it is easy to use in our teaching practice a STE(A)M approach as we will see.

As far as Scientix is concerned, it is a community that, in addition to training, news, etc., provides a series of resources of great value to work with STE(A)M approach without the need to invest great effort in the creation of resources or in searching for them through the network.

Based on these premises, we are going to show how eTwinning and Scientix can be used in our schools to work STE(A)M. To this end, examples of activities in which several disciplines have been worked in an interdisciplinary way in the projects *MAVEN-MAth Via English* and *Sharing Our Cultural Heritage: Coesfeld, Örnsköldsvik and Huelva (SOCH)* are shown. MAVEN is a project to promote the learning of Mathematics in English through videoconferences, games and varied activities. At the same time, other topics of the curriculum are worked transversely: Geography, plastic and visual or ICTs using the CLIL methodology. In the SOCH Project, our students have shared their cities cultural heritage and got closer in this way to Swedish, German and Spanish cultures respectively. Besides, many subjects have participated in this project.

Science is part of our student's life and this is a very important reason to count with it in our projects. In MAVEN the Social Science and Geography were worked together with language and mathematics. The activities of each month were related to a topic in the Mathematics

curriculum and a continent. In SOCH, for example, natural sciences have been worked in conjunction with Mathematics. Students had to look for mathematical elements - patterns, symmetries ... - in nature.



Symmetry

Technology is in every project we run. We use technology in different ways. First, as users of the eTwinning environment or the Scientix website. In the first case when we upload documents, participate in the chats or make videoconferences and, in the second, when looking for resources or projects that we can use in our classes and in the eTwinning project itself. In the case of MAVEN, one of the objectives was to improve collaboration skills and those related to new technologies. Many activities were carried out in which technology was necessary. For example, students wrote a monthly chapter of the book "The legend of MAVEN's adventures" whose protagonists were our heroes using the word processor.

The book "The legend of MAVEN's adventures"
https://issuu.com/alesja.shapkova/docs/book_maven_adventure?e=14846280/13058025

At the end of each month, the schools uploaded their chapter to BoomWriter and a vote was taken without knowing the author of the stories through this application to choose the final chapter of the book. But also in SOCH there have been many uses of technology, for example, applications such as padlet or genially have been used to present the results of the work carried out by the students and geogebra to perform mathematics and heritage work.

Engineering is increasingly used to develop our daily activities. We need to use it in such habitual things as communications - mobile phones, videoconferences, internet ... - or the treatment of information. Reflecting this, engineering inevitably appears in our projects, for example, with the use of a large number of ICT tools. In MAVEN, in particular, we conducted videoconferences via Skype with the other schools. In addition, we use applications to encrypt and decrypt QR code information. Engineering also appears in SOCH when studying our heritage buildings and their relationship with mathematics.

Art is related to many disciplines, including Mathematics. In both projects, art has been worked in conjunction with other disciplines. In Maven, the students created the heroes of the project, an expert in English - Mr. Quick - and another mathematician – Calculator -, with different materials and techniques. Specifically, Calculator was made with eva foam, wire and cardboard, while Mr. Quick was made in ceramic.

MAVEN heroes

These heroes were sent from one school to another with the secret mathematical messages (QR codes, crosswords, questionnaires ...) that each school prepares for the receiving school. At SOCH, art has been the backbone of the project. The students have sought relationships of mathematics with monumental heritage.

Mathematics is necessary for the daily life of every person but they are also used as a tool in other disciplines. This means that we can teach it in different ways. In MAVEN, it was intended to motivate students to learn mathematics in English with CLIL methodology, which leads them to develop skills from various disciplines: English, mathematics and computer science. To show the relationships between real life and Mathematics there was a corner "Mathematics and English in vacations" where "mathematically" celebrations were shown. In both projects Google map, office applications to make documents and convert them to .pdf files or drawing programs have been used.

All previous work can be easier and more comfortable if we use or adapt materials already prepared as those offered by Scientix. Some resources related to our projects are:
- TOP SECRET: MATHEMATICS (http://www.scientix.eu/resources/details?resourceId=9007)
It shows how science and technology can be applied to decode secret messages.
- NUMBER CRUNCHING (http://www.scientix.eu/resources/details?resourceId=9176)
It is a good resource to know how to manage with big data. Besides, we can use it to explain how statistics help us understand the world.

Therefore, taking into account all of the above, we can say that eTwinning and Scientix together are a really powerful tool to work STEAM in the classroom in a dynamic way and adapted to the competencies for the 21st century.

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Sharing Our Cultural Heritage: Coesfeld, Örnsköldsvik and Huelva.
https://twinspace.etwinning.net/50760/home
Scientix The Community for science education in Europe
www.scientix.eu
Scientix collects and promotes best practices in science teaching and learning in Europe, and organises trainings and workshops for STEM teachers.

Lorenzo Castilla Mora is a Math secondary school teacher at IES Diego de Guzmán y Quesada (Huelva-Spain), a lecturer at Huelva University (Didactics of Maths area) and a teacher trainer. He is a Scientix Ambassador and an awarded eTwinner. He received the Spanish national eTwinning award 2016 for the project MAVE-MAth Via English.

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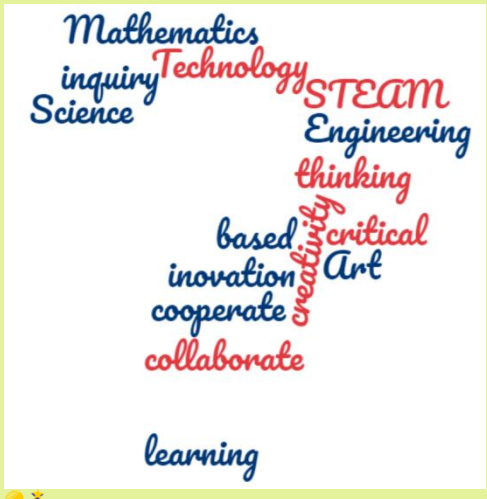
eTwinning STEAM projects in primary school
by Cornelia Melcu and Valerica Mititelu

STEM (Science, Technology, Engineering and Mathematics) is an important issue in education nowadays. The key component of STEM is integration. Instead of teaching disciplines in independent subject, lessons are well rounded, project and inquiry based, with a focus on interdisciplinary learning. The addition of A (Arts) to STEM to create STEAM is about incorporating creative thinking and applied arts in real situations. The painter, the sculptor, the architect, etc. use STEM elements- like calculations, geometry, physics elements- to create their masterpieces. From preschool to high school, STEAM education will help children become innovative adults with high level critical thinking and problem solving skills.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Project based learning together with inquiry based learning is a efficient way to integrate STEAM topics in primary school classes.

STEAM activities are the best way to let students use their curiosity, creativity and to learn different scientific things.

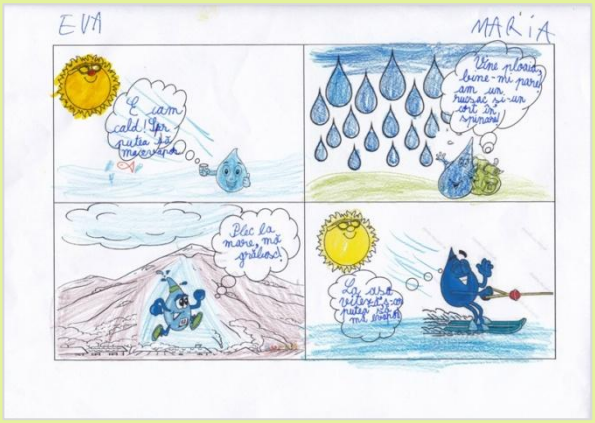
Natural disasters – Earthquakes:
The purpose of using STEAM activities was to investigate the reality of the environment about natural disasters - earthquakes - and to know the concrete situations of preparation for civil protection situations. We planned the topics such as 1.What is and how does the earthquake come? Seismic waves; 2. . The vibrations produced by earthquakes, 3. Effects of the earthquakes to the community; 4. How do we prepare ourselves in case of an earthquake.

Children created their own earthquakes (with jelly), their seismographs to understand better how it is measured the intensity. They also made their constructions of sticks/ carton and then they observed the behaviour of the constructions based on the speed of the balance, depending on the height or foundation of the buildings or the type of soil. Students had their hypotheses too: Are safer the higher buildings during the earthquake than those with fewer levels?/ Do wide foundation buildings resist better during the earthquake than the lower / narrower foundations?/ Are in danger of collapsing / diving the buildings built on a water-rich land?
Benefits - WATER CYCLE IN NATURE

The purpose of these STEAM activities during the eTwinning project **SO THAT WE' RE NOT AFRAID** https://twinspace.etwinning.net/45279/home was to investigate the reality of the environment regarding the water benefits within its cycle in nature.

The first activity was related specific terms: evaporation, condensation, precipitations.
1. Technology: Using tablets / computer to find out information and to fill in a CLIL table starting with the words: condensare/ condensation; evaporare/ evaporation; precipitații/ precipitations; circuitul apei/ water cycle.
2. Science: Explaining scientific phenomena watching the video
3. Engineering: Application - evaporation and clouds formation. For this activity, the students, in pairs, used hot water, ice, salt, vessel. They demonstrated how the clouds and precipitation are formed.
4. Maths: Using the information from the scientific part, students had to solve the next problem:
If 41% of the evaporated water comes from the sea, 13% from the ground and 1% from the rivers and lakes what is the percentage of the water which comes from the plants?
5. Arts: In order to understand better the terms: evaporation, condensation, precipitation, we created a song in Romanian. Children loved it and sang it with pleasure.

The second activity was about "My life as a drop of water", where children had to explain the process and the whole cycle of the water circulation in nature.
1. Technology- using tablets/ computers, students watched a video in Romanian, about the story of a water droplet, told by PAXI, then they played Natural water cycle game: link: https://www.educationsoutheastwater.com.au/resources/natural-water-cycle-game ,where they helped the water droplet to evaporate, to condensate and to transform into precipitations.
2. Science. Watching a .ppt, children learnt about the fact that water can be found in many places: in rivers, oceans, plants, animals, underground, soil... They also learnt that water remains in the same place for a while.
3. Engineering: a) It was fun making a mechanism that, by its movement, showed the circuit of water in nature (children made in pairs the water cycle wheels and, moving the 2 parts, they proved how the drop of water circulate)
b) Making a model - Students explained the benefits of the water in-water cycle
4. Maths: Game: Water droplet journey
Children, in pairs, played the game, modelling the path that water takes from soil to rivers or from lakes/ ocean to clouds. They chart the path, they listed the processes and demonstrated at the same time the understanding of geochemical cycles.
5. Arts: A nice activity was to make comics to tell the story of the drop of water.



The **STEM Alliance** http://www.stemalliance.eu/home– inGenious Education and industry, brings together Industries, Ministries of Education and education stakeholders to promote Science, Technology, Engineering and Maths education and careers to young European's and address anticipated future skills gaps within the European Union.

The STEM Alliance builds on the success of the inGenious initiative (2011-2014) to increase the links between STEM education and careers, by involving schools throughout Europe.

With the support of major industries and private partners, the STEM Alliance for inGenious Education and Industry activities promote STEM jobs in all industrial sectors and contribute to build a STEM-skilled workforce. The STEM Alliance will join forces to improve and promote existing industry-education STEM initiatives (at national, European and global levels) and contribute to innovation in STEM teaching at all levels of education.

This year, STEM Alliance and Scientix http://www.scientix.eu/ organized STEM Discovery Week competition, which was dedicated to all kinds of activities in STEM education across Europe. STEM Alliance awarded 17 teachers who supported and organised activities in the frame of the STEM Discovery Week 2018 campaign. A pedagogical expert reviewed all submitted activities and the organisers of selected activities were invited to attend the 23rd Science Projects Workshop at the Future Classroom Lab (SPW23), held in Brussels, Belgium, from 22 to 24 June 2018. This workshop was co-organised with the Scientix project.

The selection criteria were the following:
- the successful use of two existing STEM Alliance schemes – Professionals Go Back to School and Teacher Placement;
- the use of STEM role models and career aspirations;
- focus on gender equality (female role models, initiatives of industry partners focused on involvement of girls in choosing STEM careers).

The activity held in "Nicolae Orghidan" School Brasov, Romania was among the winners: from 26th and 30th of March an event dedicated to STEM education was organized for young students – aged 10. For five days, the students visited companies, met engineers, doctors or scientists, made experiments discovered on Scientix Resources and created posters.
http://www.scientix.eu/documents/10137/750126/41-23rdSPWFCL_Cornelia_Melcu.pdf/38d01b14-bd76-493c-89ba-bf05e9335e99

STEMAlliance winners, 2018

By working on such activities, our students are aware of the world around them; they think, learn and experiment with new STEM concepts.

The projects 'started where the children were', the teachers were building the knowledge on the ideas children brought with them to lessons and helping them to develop their understanding of scientific concepts related to the world. It helped them to understand the diversity of weather conditions and their responsibility for the environment.

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Cornelia Melcu is a primary school teacher and a teacher trainer in Brașov, Romania. She has been an eTwinning ambassador since 2013 and a Scientix ambassador since 2014.

Valerica Mititelu is a primary school teacher at "Elena Doamna" School in Tecuci, Romania. She is an awarded eTwinner.

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STEAM SPACE – How to successfully link the "A" from STEAM with the space content
by Ana Belén Gómez Muñoz

During the school year 2017/2018 we have been working in a really intense eTwinning project called STEAM SPACE. The overall of the project was to foster the true innovation that comes with combining the mind of a scientist or technologist with that of an artist or designer.

We truly believe that STEAM empowers teachers to employ project-based learning that crosses all 5 disciplines (Science, Technology, Engineering, Arts, Maths) and fosters an inclusive learning environment where all students are able to engage and contribute. Through this holistic approach, students are able to exercise both sides of their brain at once.

The project started in September 2017 and lasted 9 months. Turkey, Spain, United Kingdom, Ukraine, Latvia, Poland and Romania were the countries involved.

The planning of STEAM SPACE has consisted on a proposal of several activities to develop each month. Those activities have always linked Space with Arts. In this way, the students have used their creativity to design and build new challenges. Some of the activities that students have worked are:
- Constellations: Students used materials like cardboard, yarn, plasticine, etc to create some constellations (Pegasus, Ursa Major, Draco, Pisces…) https://bit.ly/2LxZZTH

- Solar System model: Students created a Solar System model and presented it in different ways and shapes. https://bit.ly/2uPCqEV


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- Layers of the Earth / Volcano experiment: A presentation of the layers of our planet using models with different materials, like paper mache. https://bit.ly/2LKFiAJ

- Phases of the Moon / Super blue moon: From video recording to rap performances, also using oreo cookies, students made different representations of the phases of the moon. Also, the night of the super blue moon, students and teachers took photos that later uploaded to the twinspace. https://bit.ly/2NIadhS

- Astrolabes, compasses and scratch games: Students created astrolabes and compasses and learnt about their uses for navigation. Also, they used scratch to programme different animations about Space. https://bit.ly/2uLgJx4

- Sundials, constellations night lamps: Students investigated about sundials, looked for the sundials hidden in their cities, used different sundials (from the basic ones to the most advanced) and created their own one. For the constellations night lamps, some re-used their constellations project to add an electric circuit with some light bulbs. https://bit.ly/2LAaBSi

- Reducing plastic pollution and using it for the rocket experiment: through different activities connected to the three "R's", it raised awareness about the plastic pollution problem. Some students cleaned their coast and used the plastic bottles they found to create a rocket. Some rockets were used also for the vinegar and powder soda experiment. https://bit.ly/2A8zDmZ

- Holograms and online puzzles: Students created with plastic pieces a set for watching holograms with mobile phones and tablets. They also created animated puzzles with different photos about the space. https://bit.ly/2LDp0Nk

- Exhibition of all the activities: finally, during the month of May, different exhibitions of all the activities were set in the schools, some of them with the visit of different representatives. https://bit.ly/2Lm6d9V

Through STEAM SPACE I have seen a really motivational experience in my students, especially in some of them with low interest and ability in English language skills. As they love Arts, they encouraged themselves to skip the difficulties with English to make presentations of their arts jobs in this language.

Definitely, this project has been a challenging experience where students and teachers have learnt a bit more about Space going through Arts.

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https://twinspace.etwinning.net/45576/home

Ana Belén Gómez Muñoz is a Spanish EFL Primary Education Teacher, specialized in Science teaching using CLIL methodology, and a Scientix ambassador since 2017. She blogs at http://thesciencelarder.weebly.com/.

Let us play a game!

Find your badge – a cultural heritage treasure hunt
by Andrea Ullrich

Find your way through a labyrinth of tasks! When you arrive at the final spot, leave a message and download your badge.

Don't forget to collect some letters on your way; you will need them for the last task.

Start with this photo:

We created this treasure hunt for our "Guess the city" eTwinning project.

Andrea Ullrich is a teacher of English and Ethics/Philosophy at Gymnasium Georgianum Hildburghausen, Germany. She has been a member of eTwinning for ten years and an ambassador since 2014.

Space adventures
by Tatjana Gulic

STUPENDOUS PROJECT

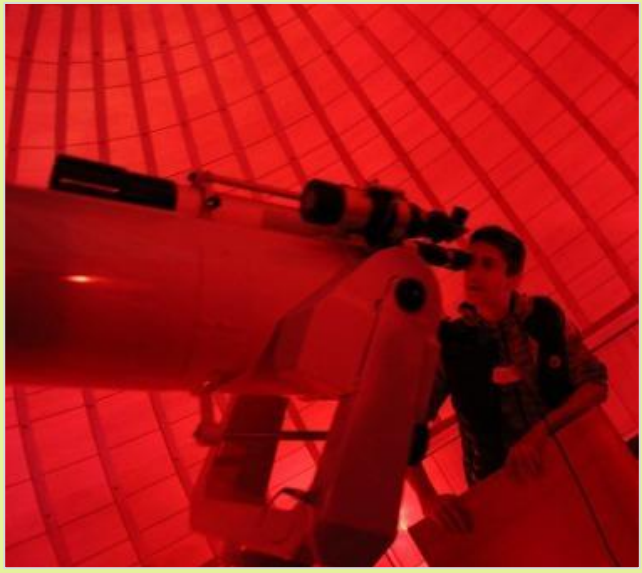
This year one of my projects was again with my good eTwinning partner Jano Pedeutour from France and two other colleagues: from Italy Michele Rapuano and Katarzyna Mazur from Poland joined us.

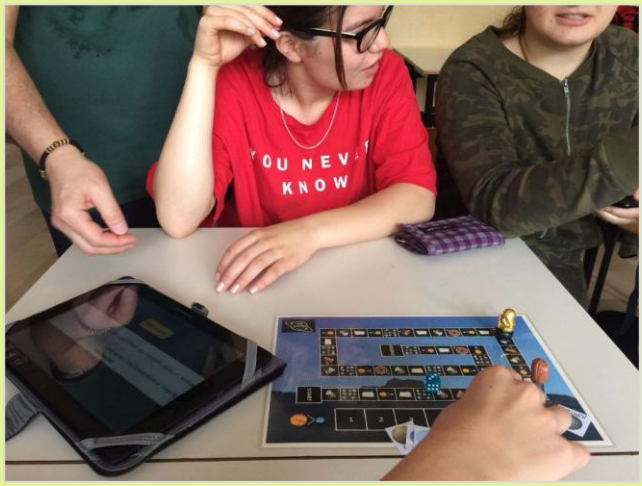
During summer holidays we agreed about how and mostly what we will do. At first, we just wanted to work on our Solar System, but students wanted to know as much as possible about planets near other stars, the so-called exoplanets. At the same time we aimed at improving our students' knowledge of English and sought to achieve a common awareness about the importance of science. We also wanted to encourage the concept of citizenship through digital citizenship, strengthening our students' ability to think critically while exploring and investigating, and to promote cooperation and fellowship among the students of different countries.

We organised many collaborative activities: "what do I know of you" with comments given by partners; votes for logo and title of the project; multilingual glossary was made collaboratively with several hands; exchange of information about national astronomer and production of biography in free format only based on this info without the use of Internet; we organised original way to explore the schools with robots or smartphones following instructions given by partners; we produced interactive posters on each planet of the Solar System, and the information on these posters was used for the final board game.

A great experience for us were the meetings with astronomers! This part of the project was awarded on STEMAlliace competition. We prepared questions online, asked by all partners in forums. One of the meetings was on-site at our school. Ms. Marija Strojnik, Slovenian astrophysicist working now in Mexico, visited us and answered our questions and also told us about life in Mexico. It was an amazing experience for us! Another great meeting was an online video conference with astrophysicist Sean Raymond.

The project was fully integrated into the syllabus. The students worked on basic competences: answering a questionnaire, talking and interacting with their partners in English, creating a multilingual glossary (with genial.ly) and games; basic competences in science and technology were achieved through calculations, models, equations and research.





In addition, the creation of the Solar System model and the use of software/tools and other resources allowed me and my colleagues to assess certain skills of the students such as initiative, the use of ICT and teamwork.

A safe and critical use of ICT allowed for the exchange of information among partners. Through the project, we tried to develop the students' skills in learning and organizing their tasks and time (each month we set a deadline for each activity), and they have worked individually and collaboratively.

Our students have interacted with their partners in live events and in the TwinSpace. The creation of games such as a board game, crosswords, jigsaw puzzles, gave the opportunity to review fundamental concepts of astronomy and improved students' creativity. Students' skills were furthermore developed through the observation of the sky, which took place at the astronomical observatories or with the telescopes belonging to schools, students or teachers.

In Slovenia a group of students worked during classes of elective subject of astronomy. At the end of the year they showed their knowledge on open day of school and on the day of experiments. Also they produced model of solar system in school hall. In France, the students were working on this project during maths and science CLIL lessons. An eTwinning project is for sure one of the best way to study science while collaboration and communicating in English with the partners.

We should mention that the success of the project was due to the teachers of each school fostering a climate of positive interaction student-teacher, student-student and among partners promoting emphatic relations, cooperation, citizenship etc. The activities enhanced the students' self confidence, improving their social skills, promoting intercultural dialogue, and they were encouraged to learn foreign languages and develop ICT skills. Resources about famous astronomers, planets and their environment and the glossary were created by our students through collaborative activities and teamwork. The students of each school used different software to explore the schools of their partners. In this way we had the opportunity to know each other better and understand the differences and similarities that exist in the educational systems of our countries.

All activities were widely shared with video and by using different tools and web-meetings. Games that were created for partners had a great success among the students.

The ice breaking activities were imagined in order to make the students discover a way to communicate, especially via the forums. Indeed, the forum "Activity 1: What do you know about my country" included Padlets where the students could share their knowledge about the partners' countries but they could also comment on what had been said about their own country. Activities 3 and 4 required the use of videoconference systems. The communication between the students was very important for "Activity 3: Planet of the famous astronomers" because biographies were only based

on the information exchanged during the videoconferences. The use of internet was forbidden for this production. For "Activity 4: Planet Exploration", the instructions were given by the visiting pupils via the Discord application, by chat or directly by voice, with video sharing taken from the robot. A final videoconference was organised at the end of the project to communicate about the preferred activities during the project.

To conclude, I can say that the comparison of the results of the two tests, before and after the project, clearly shows the improvement in knowledge in astronomy but also in English.

You are kindly invited to visit our TwinSpace page: https://twinspace.etwinning.net/47471/home!

Tatjana Gulic is a Maths, Physics, Astronomy and ICT teacher, an eTwinning ambassador and a Scientix ambassador in Slovenia.

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Do you play with me? - Cultural heritage and inclusion giving hands
by Glória Marçal and Manuela Baptista

STUPENDOUS PROJECT

The eTwinning project *"Do you play with me?"* had on its basis the constitution of a school team, formed by the Librarian teacher (founder of the project), two Special Education teachers and an English teacher from the Portuguese school EB Infanta D. Mafalda, in Rio Tinto (integrated in Infanta D. Mafalda School Grouping, in Gondomar). *"Do you play with me?"* was the challenge released by the Portuguese Special Education students of this school to their European partners with the aim of promoting the share and revitalization of traditional games. Belgian, Greek, Portuguese (another school of the same geographical area), Romanian and Turkish schools accepted the challenge.

The project based itself in the search, diffusion and execution of traditional games of the partner countries – subscribing, this way, in the European Year of the Cultural Patrimony – and promoted the inclusion of children / young people with Special Educational Needs. Moreover, it is important to say that this is one of the inclusive projects created within the scope of the challenge released by eTwinning in the beginning of the school year 2017-18.

It assumed an active and collaborative pedagogy, promoter of skills such as the search and treatment of information, the decision-making, the collaboration, the creativity, the communication, the use of information and communication technologies, and, even, the full inclusion, since it involved students with Special Educational Needs (the ones from Portugal, Belgium, and the students from one of the Turkish schools) and students with a regular curriculum, all participating in an equal level. By being based in the search and treatment of information, the project even allowed the students to acquire the following knowledges / abilities in the field of information literacy, fundamental nowadays (information society): enunciate the knowledges they had about the theme and ask questions (what they already knew and what they needed / wanted to know); identify, in group context, appropriate search terms to the topic; identify search tools and information sources; do searches based on the selected terms and evaluate sources, bearing in mind its relevance, authorship and pertinence; select the information that better answers to the questions on the subject; interact and collaborate with the peers, presenting their ideas and opinions.

Several pedagogical modalities centered in the student were adopted, adapting them to the abilities and needs of each one, denoting care in conceiving effective ways to contribute to the education of all the students, including those who have difficulties, promoting favourable strategies to their emotional and socio-cognitive development. The work process was simple and creative, making tasks clear and meaningful. They started searching traditional games of their own countries, trying to understand how they are played; then, together, they decided which one they were going to share with the partners. They rewrote the rules and disclosed them in TwinSpace. Besides that, they created their own game (creativity and motricity) and a mascot associated with it, after collecting the necessary material resources (planning). Finally, they executed the game and filmed it, in order to share the video in TwinSpace, aiming a better explanation of how to play. The acquisition of knowledge / learning of the partners' games was done by the careful observation of the shared
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information in TwinSpace (through the texts, images and videos).

Afterwards, each country organized a date to play all the shared games (between the 23rd April and the 3rd May), involving the school or educational community, divulging, this way, not only the project but also games of the European traditional patrimony. Each country still tried to proceed to the "live sharing" of the performance of the games in its respective school, either through small videos that were being made, or through the photo and comments publishing, with recourse to the Padlet, an utilization that seemed us innovative and motivating: https://padlet.com/manuelabaptista/rqlvefjh8x (execution of the games in the several countries).

Thereby, the partners were able to follow up the performance of the games in the different countries over those days.

The students also had the possibility of voting in their favourite traditional game, using the Tricider: http://www.tricider.com/admin/2uL2g2gm79R/6mAewPo63SP (favourite game voting).

Also very interesting was the document collaboration in order to find out in which countries are also played the games initially presented as belonging to a given country (discovery of a common heritage): https://docs.google.com/document/d/17vxmXv2eiExymWKUwIzxmFwUwnkSWFa1rHbHykdXlfQ/edit (common heritage).

The commitment of all the partners highly contributed to the success of the project: eight schools, of five countries, with the curiosity that some of the teachers participated in an eTwinning project for the first time, and all of them truly committed to its success. There was mutual aid, positive reinforcement, recognition of each others' work. There was emotion in the overcoming of some students, many of them with physical and cognitive limitations.

There were tears in the eyes when watching some photos and videos. There was union and shared achievements, carriers of joy and hope in a more fraternal and humanized world. To a better work management, the partners created a collaborative systematizing document in Google Drive: https://docs.google.com/document/d/1Fghp4Jfo2z7K_IFI4lU0ko3Vq1tSimrFhte8OZILce4/edit

We can also say that there was a continuous exchange and sharing of information among all, a timely disclosure – in the virtual space of the project – of all the processes of work development and a concerted accomplishment of the collaborative tasks, essential strategy in the motivation of the students, who like "immediate" feedback regarding the process in which they are involved / tasks they perform. The videoconference they had the chance to participate was a very significant and privileged moment of communication for the partners.

After finishing the tasks, we started the process of dissemination through the collaborative production of a final product, with recourse to Canva, a digital magazine to good practice dissemination and in educational context, and to disclosure and promotion of a side of the European Cultural Patrimony: the Traditional Games. You can read our digital magazine here: https://www.canva.com/design/DAC5BkHBsfo/view

To the dissemination of the project, we also resorted to QRcode and to the publication in the Web (institutional sites of the schools, Facebook, Twitter…).

This was a project that touched the Educational Communities and that, at least in Portugal, overflowed the School gates. Inside it, it mobilized an Educational Team, progressively broadened, other students and all the Community. It involved two schools of a same county, showing that this kind of partnership is also possible and advantageous. It managed to unify, in collaborative work, eight schools of five countries, and helped some teachers giving the first steps in eTwinning, in an inspiring and gratifying experience.

Our school also participated with this project in the School Prize AEPC2018 (European Year of Cultural Patrimony), being one of the awarded national schools, with the presentation of the project in Calouste Gulbenkian Foundation on the 8th June.

This way, we hope the eTwinning project *"Do you play with me?"* can contribute to a "YES" on a large scale: a "YES" to COLLABORATION, a "YES" to the preservation of the presented side of the Cultural Patrimony and a "YES" to the full inclusion of children / young people with Special Educational Needs.

Participant Schools:
Sint-Lodewijk BuSO, Wetteren - Belgium
ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΒΑΡΗΣ-ΜΑΝΝΑ ΣΥΡΟΥ, Syros – Greece
Agrupamento de Escolas À Beira Douro, Gondomar – Portugal
Agrupamento de Escolas Infanta D. Mafalda, Gondomar - Portugal
Scoala Gimnaziala "Viorel Cucu Paltin" Arpasu de Jos, Arpasu De Jos - Romania
Atatürk Ortaokulu, Serinhisar - Turkey
Atatürk Özel Eğitim Mesleki Eğitim Merkezi (Okulu), Efeler - Turkey
Dumlupınar Ortaokulu, Seyhan - Turkey

Project's TwinSpace:
https://twinspace.etwinning.net/47729/home

Glória Marçal is an English teacher, in Infanta D. Mafalda School Grouping, Gondomar, Portugal, working with Special Educational Needs students and involved in the eTwinning project for the first time.

Manuela Baptista is the project founder and a librarian teacher in Infanta D. Mafalda School Grouping, Gondomar, Portugal, interested in educational innovation, and an active member of the eTwinning community for eight years.

eSafety in eTwinning projects: Look before you leap!

by Angela Capezzuto

STUPENDOUS PROJECT

eSafety is not an easy topic to breach to young people, especially since the Internet is their major source of contact with the rest of the world and any type of preaching about dangers present even among their so-called "friends" in social media websites, induces a closing up of communication with them, making the approach useless. In my school, there have been various attempts to breach this topic with them e.g. web conference with postal police, visits from eSafety experts from the Italian centre "Generazioni Connesse" and postal police experts, but when asked for their feedback, their comments were mostly about getting bored or similar.

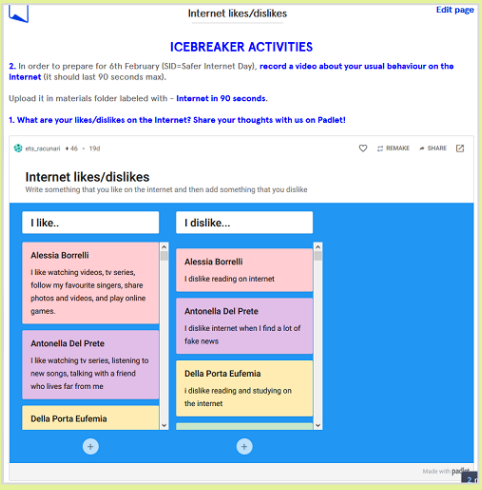
Fortunately, through the CPD (continuous professional development) offered on the eTwinning Live portal (see the Professional Development section in eTwinning Live) and also in the eTwinning featured group "Bringing eSafety into eTwinning Projects" moderated by Aneta Wilk, I was chosen to be part of the Teacher Panel at the Safer Internet Forum (SIF) in November 2017.

This was the breakthrough I needed to set up a project with my dear friend from Serbia, Jasna Boskovic, who I had worked with last year in a successful eTwinning project about managing in today's job market, and who is an expert in Cybersecurity. A little digression, I have added the mention of my colleague to let the reader know about the wonderful opportunities to meet expert teachers around Europe without leaving the classroom!

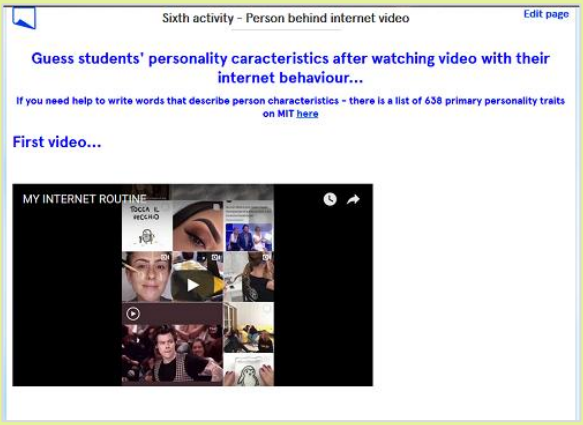
Putting our ideas together, and using the input from my experience in the SIF, we began to experiment engaging ways of presenting serious topics to our students such as Netiquette, Password Security, Copyright, Fake News, eSafety terminology and lastly, but not leastly, reaching out to their youth community by sharing the knowledge they acquired, through posts, video tutorials, posters and podcasts.

The project through facts:

Present yourself through the Padlet Likes/Dislikes of the Internet.



a 90 second video of a typical surf through your favourite sites.



This is a very different approach to the usual method of telling other students about who they are. The underlying pedagogy consists in making them aware of how they could be judged or how they judge others online.

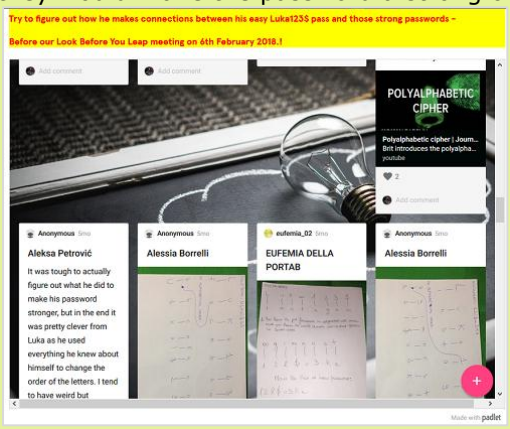
Make others aware of the hidden dangers of the net and build a respectful environment in social media sites through the production of slogans

posters

and video tutorials.

This is preceded by a phase of role play where they are shown cards with eSafety issues concerning young people who don't follow netiquette rules, and discussing about how they would correct the problem (this is a teaching strategy I borrowed from the SIF)

#Show students about how a typical teenager can get into trouble by using weak and repetitive passwords (they grimaced because the majority had similar behaviour). Then tantalize them with clues as to how this person solved the situation using the same password, but with cryptography making it a strong and easy one to remember. Through student interaction in the TwinSpace forum they finally understood how to do it. They then used a combination of photos and Padlets to show how they would make the password a strong one.



Safer Internet Day celebration with eTwinning Live Event: get students motivated through direct communication with student partners. Get them working on different eSafety activities with as little teacher interference as possible. Students particularly enjoyed working with didactic games such as: Deaf Telephone, which is passing a message from one student to the next by whispering in the ear.

This illustrates how messages can be distorted in an analogous way through social media sites because the meaning can be distorted from one user to the next. Probably fake news could be generated this way too!

#Real time communication through 2 TwinSpace chats: they solved other eSafety issues such as "Think before you post" in a quiz generated by the Web 2.0 tool "Quizizz". Students showed what they had learned so far, in other words a formative assessment (but fun!) through a quiz competition in international teams. In the second chat, they had a role play in teams with the task of "fake news detectives" they had to use what they had learned in a previous lesson to fish out the real news articles, from the fake ones. They had so much fun learning that they didn't want to stop when they heard the bell!

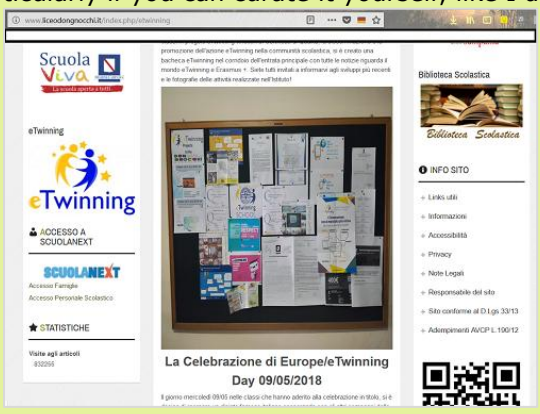
#How to make students aware of copyright and not acknowledging someone else's work which they copied without permission? Put them in the author's place! This was the purpose of the task called the Copyright challenge. Practically after searching the net for photos of their native towns, they had to take a photo of a place/object still unkown, then upload it to Flikr.com after applying to it a Creative Commons licence with user conditions which they thought appropriate. They finally understood something about what C.C. licences meant. They posted these in the appropriate Padlet.

#Last of all, to develop their collaborative competences even further, in international teams they helped build the eSafety dictionary, each team focusing on a number of letters. On their own they learnt specific vocabulary in English, but also in their native tongues.

Assessment and dissemination in eTwinning projects

As in all eTwinning projects, teachers should make allowances for both phases in their project plan, the former being a method for improving eTwinning project tasking and creation, and the latter a way of "coming out of invisibility" thus providing a real audience for students' work, motivating them to ulterior eTwinning projects. For "Look before you leap!" this assessment was provided by Google Forms questionnaire, which make the statistics easy, with tables and graphs generated by the tool itself. There are also great templates for various occasions. Embedding these into the TwinSpace is simple.

Regarding the dissemination, my favourite methods are through eTwinning boards created in both schools where I work; through the school website (particularly if you can curate it yourself, like I do);



eTwinning award ceremonies, where we unite all our eTwinning classes and hand out the National Quality Student Labels, inviting, if it is possible, even students' parents. I also create funny behind-the-scenes videos of various instances during the project duration. It is really very rewarding for students, but let's face it, even for us teachers who work hard for innovation of our schools through eTwinning projects!

The project can be viewed at this URL: https://twinspace.etwinning.net/57067.

Angela Capezzuto is a teacher of conversation in English and an eTwinning Ambassador in the south of Italy. She has a Science Honours degree from the University of Sydney, Australia. She has been working with eTwinning since 2008.

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Our imagination as a tool in eTwinning: "eTwinning Castle Stories"
by Christiane Meisenburg and Xanthi Chouliara

STUPENDOUS PROJECT

Imagination and education
According to educational philosopher Kieran Egan (Judson, 2016) imagination is situated at the heart of all learning. The imagination represents the ability to envision the possible in all things. It is something that we can educate; we can enrich this capacity in our students as they learn all aspects of the curriculum (Young & Annisette, 2009). Overall, an imaginative approach to teaching can be useful for teachers, teacher educators, staff development professionals in a great extent. No matter whatever style of teaching suits one best, the suggested teaching techniques can help teachers all age groups and all subjects, to plan their lessons in a more creative and imaginative way (Egan, 2005).

Dealing with the cultural heritage of Europe
With the project "eTwinning Castle Stories" the students of schools from Germany, Greece, Portugal, of Ukraine and Georgia, who already knew each other from past eTwinning projects, explored castles in their surroundings from different perspectives. The project aimed to create a student profile that knows the value of the natural and cultural treasures of its own countries in order to preserve and protect the natural and cultural heritage of its own country. This project enabled the students to establish a strong link between history and the future, and heightened awareness of the salvation and cultivation of cultural and historical values. This project promoted social responsibility so that students could learn more about their countries and their sights and develop their cultural identity. To do this, the groups created presentations, videos, and games. Her work shows both the history and the current use of the buildings.

Imagination plays an important role: as a tool in eTwinning
Another approach was the creative cross-disciplinary engagement in art education, mother tongue teaching and English lessons for writing and creating stories. The pupils were able to get creative in invented own narratives and painted pictures. The education plans provide across national and cross-class, to teach students the joy of using the written language. It should be given narrative events that are to be translated into written narration. That way the students can unfold their individual potential. After all the texts were written together, the best stories were selected and illustrated by other students. This type of altercation rarely takes place during normal lessons and so it was a highlight of the project.

The implementation: learning by doing
The pupils of the German school chose a vampire at the center of their stories, as every year tens of thousands of bats hibernate in their chosen castle. They are shown in guided tours to the visitors. The scary factor of this place was a special write incentive to their stories. The class from Georgia also chose vampires as leading figures. Legendary figures of their hometowns and stories formed the basis of the stories from Ukraine and Greece. Finally, the stories were put together in a joint presentation as a story book by the German partner class. The vampire drawings with the speech bubbles were created by the students together with an online tool and awarded (https://youtu.be/DFkuif9eSS8)!

The results
At the end of the project we succeed to:
- Give our students confidence about preparing and presenting
- share ideas
- involve our pupils to create teams
- make common decisions
- plan and implement together
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- encourage students improve social and communicational skills.
- Disseminate the eTwinning platform and twinning projects.
- bring local history and culture to life by telling the fantasies stories.
- see old and new places through fresh eyes.
- Evaluate and reform activities when/if needed

You can find all our work here:
https://twinspace.etwinning.net/47507/home

Conclusion

The study of the historical buildings made the students aware of the value of their cultural heritage in a European context. It sensitized to recognize common values. Due to the topic "castle stories", the pupils experienced special motivation for creative writing. The art class offered with the theme "castles" much room to have and to shape imaginative and creative ideas. Imagination became the tool of our project. In addition, testing new digital specialty tools consolidated their historical knowledge and inspired them to their own creative imaginative arguments.

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Christiane Meisenburg is a teacher at Siegeland Primary School in Berlin, Germany and a participant in eTwinning projects ever since its start in 2005.

Xanthi Chouliara is an eTwinning ambassador, a Scientix ambassador, a mentor in the STEM scholars mentoring program at the New York Academy of Sciences, a Microsoft Innovative Educator, the headteacher of the 2nd Primary School of Riza, Greece and a participant in eTwinning projects ever since 2005.

eTwinning and OSOS project - a good experience!

by Mariapia Borghesan

STUPENDOUS PROJECT

Last year I was involved in a new project : OSOS. Osos is the acronym for Open Schools for Open Societies.

Open Schools for Open Societies

What is an open school? An open school is a more engaging environment for learning and makes a vital contribution to the community: student projects meet real needs in the community outside school and draw upon local expertise and experience. And finally: learning in and together with the real world creates more meaning and more motivation for learners and teachers. Schools will be supported to make vital contributions to their communities, student projects will meet real needs, they will be presented publicly, and draw upon local expertise and experience. The school environment will foster collaboration, mentoring, and will provide opportunities for learners to understand and interrogate their place in the world (for more information : https://www.openschools.eu/).

I decided to make a project about our environment and how to reduce pollution in order to enhance the situation in my village. The title of the projectis "Let's cultivate the future" (http://portal.opendiscoveryspace.eu/it/osos-project/lets-cultivate-future-849664)

We did several activities involving the school, the municipality, companies and associations. Even if I was working with several students and stakeholders I felt I was missing something: I was missing a collaboration with other schools. So I posted on facebook a question: "Is someone involved in OSOS project?" I was very lucky because one of my eTwinning partners, Athanasia Zafeiropoulou, was involved too! We took a look at our projects and we found a common topic: the bees and their problems with pollution and climate changes.

So we decided to create an eTwinning project about the bees : "BEES(Y)" https://live.etwinning.net/projects/project/166599.

I was really happy to collaborate in this project and my students too! It was we need to improve our OSOS project. We planned several activities and we share the results in the twinspace. We created international groups and we joine also the ENO (Environment Online,ENO for short, is a global school network and web community for sustainable development established in year 2000 in Finland).

The benefits of this collaboration were: a) students more motivated and involved in the project, b) share ideas and activities, c) use the great opportunities offered by the TwinSpace, d) feel to be part of a bigger community.

Mariapia Borghesan is a Scientix and an eTwinning ambassador. She teaches Maths and Science in a lower secondary school in a small rural village in the North of Italy. She enjoys collaborating with other teachers and joining projects related to Maths, Science, Environment and Sustainable Development.

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How to persevere in English?
by Evelyne Newby

STUPENDOUS PROJECT

I teach English in a vocational school in Reims, France and have been taking part in eTwinning projects since 2008. Every year in March/April we now have in our school a week called "semaine de la persévérance". Teachers show what they have been doing throughout the school year with their students to make them persevere.

This year I decided to use the eTwinning project "eTeens" as an example of perseverance and I chose to display the work in the school library, it was called: "La persévérance grâce à eTwinning ou comment persévérer en anglais".

The eTwinning project "eTeens" involved four schools:
Brattvåg ungdomsskule, Brattvåg Norway
Gimnazija "Stevan Jakovljević", Vlasotince, Serbia
Lycée Général et Technique Evariste de Parny, Saint Paul - Ile De La Réunion, France
LP Gustave Eiffel, Reims, France

The students who took part in the project were in the first grade in the car maintenance section.

With my students, we had a brainstorming session to share ideas and then students wrote them on coloured paper. Here are some of the things they wrote:
- It helps me understand written English.
- It has enabled me to communicate with people I didn't know and made me more sociable.
- It made me speak in English for the project.
- I was happy to meet teenagers from other countries.
- It has helped me improve in English.
- I had to make a special effort in English to be understood by the others.

As well as the students' thoughts we showed what had already been done in the project.

You can find out more about the finished project in our public TwinSpace:
https://twinspace.etwinning.net/43847/home

Evelyne Newby is an English teacher in a vocational school in France, where about 650 pupils study – they are aged between 15 and 20 and they belong to various sections: catering (chefs and waiters), food (bakery, pâtisserie), automotive painting, car maintenance, metalworking, carbody repair and horticulture. She is keen for her students to have contacts with other students to widen their horizon and to make them use English as a means of communicating with fellow students.
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THINK - Developing thinking skills through literature

by Irena Raykova, Rangel Pantaleev, Cira Serio, Loredana Ursini, Francesca Borrelli, Renata Večerková and Barbara Tatol

STUPENDOUS PROJECT

Scientific research has proved that our brain transmits our thoughts via brain waves. These brain waves are so powerful, that they can not only change the chemical reaction within our body, but also transform the world around us. Through our thoughts we attract people and situations in our life. We can say that our thoughts create our world and that through thinking we can change our life. That is why our team of enthusiastic teachers (Irena Raykova, Cira Serio, Francesca Borelli, Loredana Ursini, Renata Večerková, Barbara Total and Rangel Pantaleev) decided to create a project and to teach our children to think, to persevere, and to have positive attitude towards everything that happens in their lives. We have been working as a team for four years and we have already had

many successful eTwinning projects such as "A treasure chest of wisdom", "Just like me" and "Inside the rainbow". eTwinning has a great impact not only on our professional development, but also on our personal life - from being project partners we became true friends that can rely on each other. This true friendship has spread out among our students, given them opportunity to learn, grow and play together with their eTwinning friends in the most modern and collaborative classroom - TwinSpace.

Our new project "Think" aimed to develop thinking skills through literature and storytelling. All project activities were planned to be done collaboratively and to develop different types of thinking: concrete, creative, analytical, critical, abstract, logical, social, thinking outside of the box, problem solving, and positive thinking. Children learnt about the famous fairytale writer Hans Christian Andersen: his life and his work. They changed the well-known story "The Little Match Girl" from the beginning to its end. Children learnt that although we struggle with trouble during our life, we can overcome them, change the life-line applying different types of thinking and doing. They developed decision making skills through Eduard Bono's method "Six thinking hats". Children understood that thinking must precede our behavior and that we have to observe one situation from different point of view.

Although the main aim of the project was to develop thinking skills, we also developed many 21st century skills such as: communication in mother language, social skills, digital skills, a sense of initiative and entrepreneurship, empathy and ability to focus, remembering, gathering and connecting the pieces of information.

Our project promotes reading, has a focus on cultural heritage, collaborative learning and writing. Among our most interesting project activities are: "Stay Safe Online" which focused on e-Safety. Students learnt about Cyberbullying, discussed the rules to follow, talked about Copyright and created the Project Netiquette. "How to make real friends" enables children to get to know each other following step by step guide of true friendship. After introducing themselves, students read about their new eTwinning friends. Moreover, they learnt about their partners' countries and prepared a Visit card introducing one of them.

Children also sent greetings on holidays and did several tasks in "Creative challenges before Christmas". The creative challenges for Christmas were realized with the active participation of the parents of our team and all the activities for the e-Safety Day involved all our families and the students were the promoters of the slogan "Create, connect and share respect" by developing their spirit of initiative that ended up involving all of us in this project that clearly shows how our teams have grown in methodology and good eTwinning practices. Online meetings and chatting with friends from abroad were really popular. Besides that, students could communicate about things they like, e.g. favourite toys or favourite food, in "Students' area" and they also commented on other students' posts. In "Logo competition" children created logos and voted for the best one - which then became the project logo.

As the project aimed at developing thinking through storytelling, several activities were devoted to that objective. "Where to start from?" was an introduction to the project activities. Students watched and read the original story about the Little Match Girl. Then they mind mapped the information they have found about Andersen and his work. Before writing a new story, children learnt about

the art of storytelling: story structure, characters and language patterns in "How to be a good storyteller?" "Six thinking hats" enabled them to make a decision observing the problem from different point of view. "Think, collaborate and create" was a creative area where students voted and decided together how to change the story, whether to involve new heroes, about their appearance, character and names. They worked in international teams, developed the plot, and created the new story with a better ending.

We organized many activities dedicated to cultural heritage in order to raise students' awareness of European cultural heritage and of their partners' countries: students recreated the art pieces of famous painters, solved puzzles, created an e-book about tangible cultural heritage of our countries. As members of the eTwinning community, the children and we, their teachers, celebrated the eTwinning day together in "Let's celebrate". "Challenge yourself" was a page, prepared by teachers, that provided games and online activities for self-evaluation on various topics presented in the project. "Evaluation" and "Dissemination" were included, too.

We have seen many tangible results in our eTwinning project. Most notable are the increased collaboration between students, their development of different types of thought processes, and their fluency progress with 21st century skills. As eTwinning schools, we all wanted to develop key competences. With regard to collaboration between students, the children developed their communication skills and social skills as they worked together in pairs, groups, and international groups. They interacted by helped each other, including those with SEN, each using their own strengths to complete the task together. They communicated in both their mother tongue and in

English as a foreign language. The project improved their communicative skills in both languages. By challenging the children to think in different ways they successfully developed creative, critical, and abstract thinking, as well as thinking outside the box - something that really prepares them for the modern world. Problem solving, positive thinking, and social thinking involved in the project also boosted the children's personal development. 21th century skills played a large role in the projects as children used search, analysis and information presentation skills. A strong focus on digital skills was included in the practical development of Netiquette, Copyright, e-Safety awareness, and online skills. Our project benefited from the participation of parents in the project as they got involved in activities, taught about cultural heritage, and helped to organise events.

Non-tangible results include nurturing a love of reading, imagination, empathy, fantasy, and an acceptance of diversity. These transmuted into positive atmosphere in the classroom, increased self-control, and taking responsibility for attaining a common goal, and working as members of small and large teams. These in turn led to the development of real friendship between students in their own classes and with other students and teachers in the participating schools. These friendships, along with the activities, noticeably increased the motivation to study. Presentation of

the project on school websites, social media, local newspapers, and in the municipal offices raised both the profile and reputation of the schools involved. This included cooperation and participation by leading figures in the local council, the wider community (Mayors, councillors, and, as an expert in cyberbullying, the Police representative and President of DUI).

Project outcomes include 3 e-books, learning resources prepared by the teachers, worksheets, games and activities, bookmarks and quizzes. The e-books are: the new story of The Little Match Girl (https://bit.ly/2LMcZSD), Visit Cards of partner countries (http://joom.ag/JPUY), and Cultural Heritage (http://joom.ag/gPUY).

Awards relating to eTwinning project work this school year are: 3 e-Safety labels, and 3 "eTwinning school" labels for the Italian, Czech, and Bulgarian teams.

The eTwinning experience is an amazing opportunity for participating schools and teachers, as well as the students in the project. The projects prepare students for real life which makes it an important vehicle for the teachers. Students develop a wide range of skills and key competences in the course of eTwinning projects. That is why we take on this responsibility and invest time, energy and creativity into the development of new project. We believe that eTwinning is the best way to promote enjoyable significant learning and preparation for life in the 21st century.

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

Rangel Pantaleev is a primary teacher at Secondary school "St.Ivan Rilski" in Sofia, Bulgaria.
Daniela Bunea eTw

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

Loredana Ursini is the headteacher of Primary School "San Tarcisio" in Ercolano (NA), Italy.

Francesca Borrelli is a primary and English teacher at Primary School "San Tarcisio" in Ercolano (NA), Italy.

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

Barbara Tatol is an English teacher at Primary School Car. St. Wyszyńskiego in Runowo, Poland.

QR codes and European cultural identity in the project "Other, alike, the same"
by Vasilica Gazdac

STUPENDOUS PROJECT

The project started as an eTwinning partnership and after first year graduated in Erasmus+ aiming at forming for pre-school and primary school children new concepts of European citizenship and history, English skills, digital competences through the crisis of migrants / refugees and international terrorism.

The activities are meant to highlight in the educational process the real problem of the European society, the integration of these marginalized, marginalized war zones by finding quick and efficient solutions, the adaptation of the educational contents, the avoidance of their marginalization, the active involvement the local community and the development of auxiliary teaching materials, games, calendars, films and other forms of art, interdisciplinary support and interactive lessons.

Project Coordinator is the I.C. 4 C.D. Bregante-S.M.Volta, Monopoli, Italy, and the other partner schools involved in the project are: Fundacion diocesana san Marciano Jose College diocesano Santa Cruz, Guadalajara-Spain, 1st Primary School of Efkarpia, Thessaloniki, Greece; Secondary School "Tiberiu Morariu" Salva, Bistrita-Nasaud, Romania. Children's digital competences have been developed through the "European Monuments, QR Code Collection", which has selected ten cultural, natural monuments from each partner country, and have been "hidden" under QR codes, and students from other partner schools searched for this information by deciphering these codes using digital apps.

Digital, linguistic skills of the children involved in this cooperation project have been transposed into a first product of the project called "The Key Dictionaries" of the project, drawings being carried out by lower secondary school pupils in partner schools and school pupils in the cycle Higher Primary have selected and searched for words in both native and English. Students' staff was guided by teachers, parents, the effort of everyone was crowned by getting a useful product that we use in the classroom. The graphic processing and editing of this material was done by the Greek team. The final product is an open resource and can be downloaded and used by anyone interested: https://issuu.com/vasilicagazdac/docs/dictionary_project_other_alike_the_.

Other materials such as worksheets, evaluation questionnaires, tests and statistically achieved results during project will be included in the methodological guide and teacher's map for the integration of migrants into the teaching process, products that are found on the eTwinning platform and will be completed with the materials obtained in the second year.
https://twinspace.etwinning.net/26443/home

Development of children's digital competences has been put into practice through the "European Monuments-QR Code Collection", which has selected from each partner country ten historical, cultural, famous natural monuments and "hidden" information about under QR codes, and students from other partner schools searched for this information by deciphering these codes with digital tablet or mobile apps.

The active combination of historical, geographic and cultural information about monuments inside and outside the country with digital technology, QR codes has been one of the most important and enjoyable moments in teamwork with our students.

Fourth grade pupils have identified over ten hours of study and extra-curricular activities the ten monuments representative of our country. For the design of QR codes, they asked their older colleagues from other grades to operate with the new technology and communicate with their international partners through Skype at the new computer lab equipped with tablets and Smart board through the Digitaliada Project-Orange Foundation, the national IT project for rural areas, which also involves our school as a pilot school.

The importance of this activity was complex because it creatively combined team work, English language skills, history and civilization with technology and IT, and students felt attracted by the playful spirit of the game of discovering the so-called treasure, they felt joyful and satisfied with the work they had done.

The message sent by this activity was very important. This activity represents a visiting card or a photo album of our country in a unique form and the participating students have a discovery: https://issuu.com/vasilicagazdac/docs/continut_20european_20thoughts_20_2.

Vasilica Gazdac is a teacher at "Tiberiu Morariu" Secondary School in Salva, Romania.

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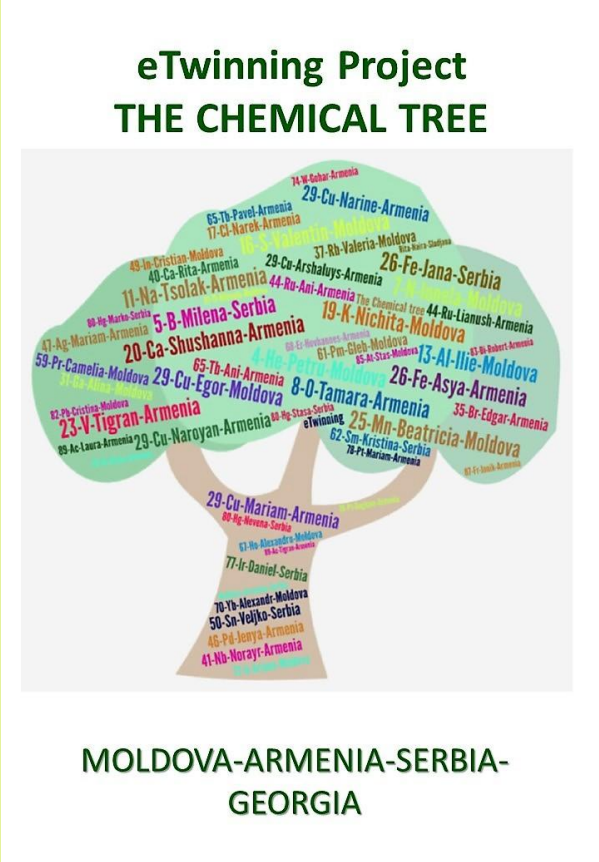
eTwinning - the key to self-discovery
by Rita Godoroja

STUPENDOUS PROJECT

I joined eTwinning in 2013 and during 5 years I participated in 25 eTwinning projects. About 150 of my students was involved in a fascinating world of open learning. Each of these eTwinning projects has provided me with a valuable collaboration experience with teachers from Europe. I am a founder of 8 projects, successfully implemented in Chemistry lessons: The Chemical Heritage, 2018; Planet of Happiness, 2018; Flowers of Friendship, 2017; Amazing Chemical Experiments, 2016; The Chemical Tree, 2016; The Miracle of Water (III), 2016; CRYSTALs, 2015; Top 10 uses of important chemical substances in our life, 2015. Our projects were highly appreciated: with National Quality Label - 8, with European Quality Label - 6.

In the 2016-2017 school year, we implemented the eTwinning project The Chemical Tree, https://live.etwinning.net/projects/project/127958, with 4 partner schools: Lyceum of Modern Languages and Management, Chişinău, Moldova; Mrgavan General School, Armenia; LEPL Telavi Village Village Napareuli, Georgia; Branko Radičević, Smederevo, Serbia.



The main idea of this project was to discover the chemical elements and to create The Chemistry Tree of all the participants in this project, to develop the following competencies: research, self-knowledge, collaboration, communication and creativity. In order to determine the chemical element to be investigated, students applied a calculation formula, that correlates the date of birth of the person with one chemical element from the Periodic System. The magic formula, that relates the exact date of birth of a person with a number of the chemical element is:

$$N = \frac{1200x + 10y + z + 120u - 1210}{400} + 1,$$

where N - is the number of the chemical element in the Periodic Table; x - day of birth (1 to 31); y - birth month (1 to 12); z - the penultimate digit of the year of birth (0 to 9); u - the last digit of the year of birth (0 to 9); http://him.1september.ru/article.php?ID=200001301.

After identifying the chemical elements, students began to research them with big interest, communicating with colleagues from other countries, using different resources: books, encyclopedias, ptable.com, etc. We created a common Chemical Tree, which included the presentations of all the participants, https://youtu.be/Vkj0SBMG5LQ.

Students have developed their knowledge about metals and nonmetals, their physical and chemical properties, uses and importance. By comparison, they identified the similarities between the personal values and the characteristics of the chemical elements, being fascinated by the harmony of the universe in which we live.

Analyzing the results of the evaluation questionnaire, we found that The Chemical Tree project was appreciated as very interesting by 78.7% of the respondents. The students considered that the project helped them to develop the following skills: collaboration - 70.2%, communication in English - 68.1%, creativity - 61.7%, elaboration of a scientific presentation - 53.2%, research - 44.7%. They have learned to research the chemical elements and to analyze their personal values and characteristics, to communicate in scientific language and to collaborate.

All our eTwinning projects have had a great impact on students' motivation to learn Chemistry, enhancing the quality and relevance of the educational process.

Rita Godoroja is a Chemistry teacher at Liceul de Limbi Moderne si Management in Chișinău, Republic of Moldova and an eTwinning Plus and Scientix ambassador. She holds a PhD in Pedagogy.

Little STEMists
by Merve Akyol Kiliç

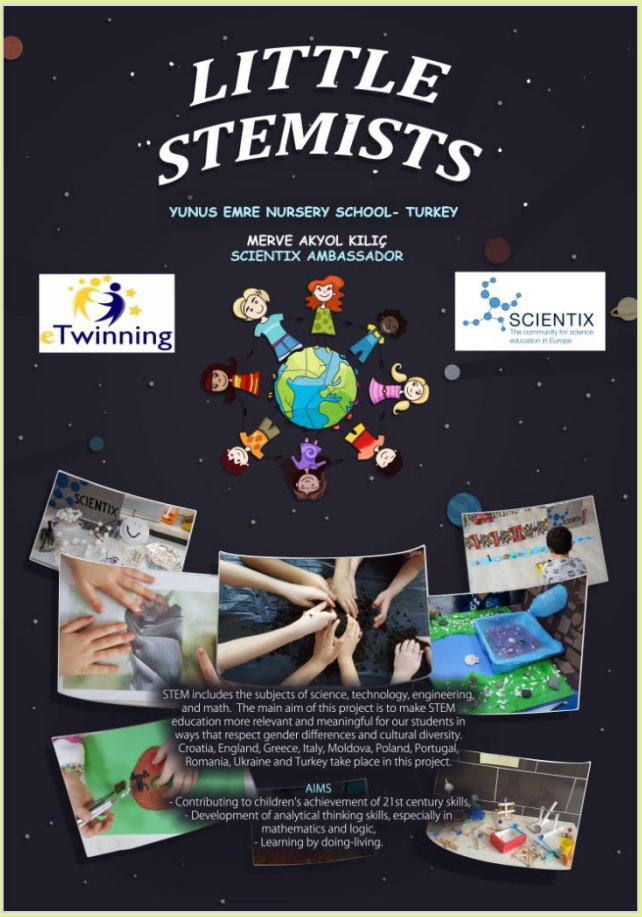
STUPENDOUS PROJECT

STEM is a curriculum based on the idea of educating students in four specific disciplines — science, technology, engineering and mathematics — in an interdisciplinary and applied approach. Rather than teach the four disciplines as separate and discrete subjects, STEM integrates them into a cohesive learning paradigm based on real-world applications.

We need employees that are motivated, well prepared and trained now and in future. Especially the STEM area (Science, Technology, Engeneering and Mathematics) is important for the further developement of European Economy and wellfare. At the moment we have to face the problem that not enough young people choose the STEM area for studying and work. With our project we try to close this gap. We intend to interest our students for STEM topics and to motivate them to work for the further development of modern technologies.

The main aim of this project is to make STEM education more relevant and meaningful for our students in ways that respect gender differences and cultural diversity. The other aims are:
• Improving the study of scientific subjects
• Fostering the basic and transversal skills, especially in maths and logics
• Encouraging the auto-production of multimedia in science
• Using philosophy as a tool not a subject
• Acquire 21st century skills; critical thinking&problem solving; collaboration across network and leading by influence; agility and adaptability; initative and entrepreneurship; effective oral and written communication.

"Little STEMists" was the product of a collaborative work carried out in coordination with 11 countries. During the Project, we investigated, how students were easily motivated, education circumstances became qualified by putting creative activities into the process. In the practice, prepared according to Piaget's "Active Learning", students were totally centered in the process and they were enabled to learn with hands-on, because learning needs students to join the process actively. For this reason, during the practice, the learning activity was put into active mod by making the class arouse, the students cheer up and feel at ease. As a result, students took an active role in the process as the individuals who were conscious, creative, curios, aware of the source of the knowledge and importance of learning it.



At the end of the project we had:
- teaching resources, worksheets, instructions etc.
- a TwinSpace https://twinspace.etwinning.net/23165/home and a web page about project work and cooperation http://littlestemists.blogspot.com/
- a digital magazine https://issuu.com/okuloncesipaylasim/docs/little_stemists_online_magazine

The most successful output of our project is being able to observe our students' learning achievements concretely.

Merve Akyol Kiliç lives in Istanbul Turkey. She is a Scientix Ambassador, a Project manager, a Preschool Teacher at Yunus Emre Nursery School (Awarded eTwinning School) and an Awarded eTwinner.

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Petals of RosaDigitale
by Stefania Altieri

STUPENDOUS PROJECT

This project, linked to the Italian national movement (http://rosadigitale.it/en/), aims to enhance the acquisition of the digital skills to counteract the gender stereotypes and let girls and boys approach activities related to technology,
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science and coding. The planned and shared activities took place during the RosaDigitale Week and the STEM month (March) but they will be also developed beyond that period in favour of equal opportunities.

The first edition *Petali di RosaDigitale* was a successful national school network project. The second edition *Petals of RosaDigitale* has national movement (http://rosadigitale.it/en/), aims to enhance the acquisition of the digital skills to counteract the gender stereotypes and let girls and boys approach activities related to technology involved other European Countries to join Italy in building an equal World.

Its TwinSpace is here: https://twinspace.etwinning.net/59397/home.

Here is a video presentation of the project: https://www.youtube.com/watch?time_continue=160&v=_0XIoPCagxQ,
and now you have the link to our ebook: https://www.calameo.com/books/004725005d8d8deb364b9.

Recently Petals of RosaDigitale eTwinning project entered the 3D Edmondo World: http://edmondo.indire.it/:

Stefania Altieri is an Italian teacher in ICS Valle del Conca in Morciano Di Romagna (Rn), Italy. Her students are 6-11 years old. She deals with different subjects (Italian, Maths, Art, theatre, journalism). She likes technology and coding. She loves eTwinning because one can exchange experience and culture. She is an awarded eTwinner and a Scientix ambassador.

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Digital Learning Team
by Zeynep Kalıncı

STUPENDOUS PROJECT

eTwinning is not alone running a project for me, it is far beyond that, that is to say, it is a turning point for my teaching career. In an eTwinning animation, a dark classroom suddenly enlightens with the arrival of eTwinning. This is what exactly happened to me ! Online events and MOOCs broadened my horizons in this journey and I want to talk about the project entitled Digital Learning Team, set up by a group of teachers at Scientix Ambassadors course with the motivation of integrating Scientix resources into eTwinning projects. As a successful sample to STEM in eTwinning Projects, students in Italy have through their work in "Digital Learning Team" entered a competition from a local newspaper and won 1st and 2nd places. The project has received 10 European Quality Labels. It has also been a winner in move2learn, learn2move.

The project "Digital Learning Team"
In our project "Digital Learning Team" we wanted to encourage our students to become active digital citizens and at the same time protect themselves from possible dangers. We wanted both to improve our students ICT competences and make them use efficiently, and learn how to keep their digital health and security. Through our Project our students used various web 2.0 tools, made research about digital literacy and shared what they had learnt with the school community. We made use of Scientix resources during our activities which gave the inspiration to our project (http://www.scientix.eu/resources/details?resourceId=3099). This enjoyable educational game, PLAY DECIDE KIT: DIGITAL WORLD, enables children both to read, think speak, discuss and evaluate digital knowledge within 2 hours. Here is the link to project activities: https://view.genial.ly/57e1b3a28391fa56dce11cbe/untitled-genially.

The project perfectly follows the framework of the 4 skills of the 21st century: Communication (forum, Skype session, Kahoot, debate), Collaboration (national teamwork, national and international peer tutoring, exchange and sharing of Christmas postcards, greeting cards, small gifts on Christmas, collaborative poster of all students from different countries), critical thinking development (careful and thorough study of the Play Decide Kit, a Scientix resource, with the realization of the game about the problems of digital competence in a society characterized by technological innovation, with a debate as a time of ideas comparison, and reflections on the themes), Creativity (creating digital and non-digital posters, using creative
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applications like Thinglink, Minecraft and Scratch based on gamification).

In this project, every partner was a team member, a co-author, and a co-creator with the partner schools. Partners were all extremely diligent, creative, and collaborative. They were completely open to new ideas, plans and advice from each other. Such motivation among all made for a continuously exciting project in the making. Students disseminated their work and what they had learnt from "Digital Learning Team" to the school community, as well as teachers to their colleagues and in coferences. Here you have the link to our Project website: http://wearedlt.weebly.com/. Our e-book is here: http://joom.ag/uKKW.

Zeynep Kalıncı is a teacher at Ahmet Taner Kışlalı Secondary School in Zonguldak, Turkey. She has been teaching English for ten years. She is a Scientix Ambassador since November 2016.

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eTwinning "Fun, fun, fun!" project
by Elena Vlădescu

STUPENDOUS PROJECT

Enjoying what you do is very important for a teacher and also, for students. eTwinning offers a way of teaching and enjoying what you teach. As Albert Einstein said: "That is the way to learn the most, that when you are doing something with such enjoyment that you don't notice that the time passes."

I want to talk to you about an eTwinning project I and my students participated during 2017-2018 school year: "Fun, fun, fun!" with partners from Greece and Spain.

"Fun, fun, fun!" project involved 8-9 years old learners who played games and sports and made videos with them so that they can share them with their partners who will later play the new games and sports. Physical Education and English were the main subjects and the pupils learned to communicate and collaborate in this project. The objectives of this project were: to practise English and everyday vocabulary for games and sports, to learn games and sports of partners and play them, to communicate with peers from other countries and learn about their school life, to work in pairs or groups and improve their interpersonal skills, to
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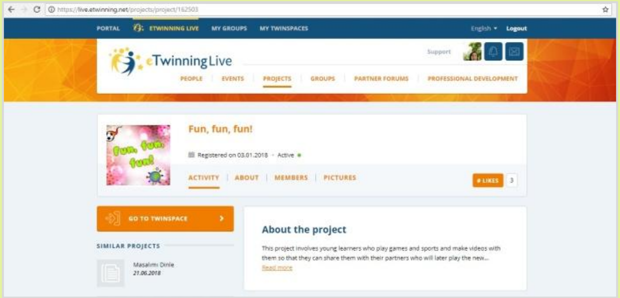
respect rules through games. Subjects involved were Foreign Languages, Informatics / ICT and Physical Education.



The project started in January with introductions and school presentations. On the page "Our schools", we had got a common padlet whith a column for each school. Partners added questions in each column about their partner schools and then answered the questions asked about their own school.

The page "Our P.E. activities" was interactive too. In the padlet there, we added short videos with exercises pupils did in their P.E. lessons. The other partners made new posts next to the video saying if they also do these exercises and guessed what their purpose was!

In the "Our P.E. Games" page's Padlet, partners uploaded games they play in the gym or the playground. The other partners tried to guess the rules, the name of the game and said whether they play this or a similar game.

A fun activity involved music and dance. Partners learned three songs: "Head and Shoulders", "In the Jungle" and "Hokey cokey", then videotaped their pupils singing and dancing them. A final video was produced with all partners singing and dancing these songs!

Then, the students had a lot of fun interacting and playing mime through a videoconferencing. Pupils from one country did mimic about winter sports and pupils from other country had to guess what kind of sport he/she is representing.

In March, we started creating online games with vocabulary based on the songs, sports and activities. We asked our pupils to comment in the Forum.

In May, we started a Sports Magazine with sports news from our schools. First we decided on the magazine's name with the help of an AnswerGarden.

Then Spain creates the magazine and asks the partners to collaborate on it adding pages.

To celebrate eTwinning Day 2018 and its main theme "Cultural Heritage" we decided to create some online paintings and draw together. So, four "Colorillo" images were created on the topics "eTwinning Day", "Games", "Sports", "Cultural Heritage" so that we combined the Day and our own project. All partners draw and we upload the final products on the page "Online Creations".

Students and teachers worked and had fun together in this wonderful project!

Elena Vlădescu is a Physics and ICT teacher at Colegiul National Vocational "Nicolae Titulescu" in Slatina, Romania, a teacher trainer, an eTwinning Ambassador and a Scientix Ambassador. She is also the coordinator for European projects in her school.

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Kids in action
by Svetla Popova and Alen Ptičar

STUPENDOUS PROJECT

The project "Kids in action" was created by teachers from Bulgaria and Croatia of eTwinning PDW in Patras, Greece - https://twinspace.etwinning.net/53787/home.

Project activities are target to modern children - they require work with digital devices only. See the links below. In fact, this is not a project, it's a fairy tale, in which the main characters are the children. The title was suggested by them. Its name is:

Princess Europea and the kids

Hello! Do you love adventures? Dangerous adventures as well? Are you afraid of witches? Witches who live in dark and accessible castles? Then this story is right for you.

See the map. Here is the way you have to go. You can mark any overcome obstacle with a cross. The game starts at Start, and the final is the witch's dark castle!

Once upon a time there was... a beautiful princess. Her name was Europea. She lived happily in a large palace, and the lands of her kingdom were enormous - spread across a continent. There lived people who spoke different languages. This was not an obstacle to co-living peacefully for centuries.

But an evil witch kidnapped the beautiful princess and took her to a dark castle. The citizens of the kingdom were saddened.

The King, her father, announced an award for the one who would succeed to rescue princess Europea and return her home. Brave men from different countries of the kingdom went to rescue the princess. The road to the dark castle was very dangerous. No one was able to reach the evil witch. No one was able to rescue the princess.

People were wondering how to release the beautiful Europea! Strong men failed to get through the obstacles, who can then?... Children from Croatia and Bulgaria heard the sad story and decided to take on the rescue mission. They knew there were many obstacles waiting for them on the long road. They got to know each other and went bravely together forward. They reached the first obstacle. Suddenly the evil witch appeared. She asked:

"Do you know the colours of the national flags of Croatia and Bulgaria? And of the flag of Princess Europea's kingdom? Can you solve puzzles?" https://www.jigsawplanet.com/.

"Well done! You are very fast! Stay under the shade of the trees and you can move on!" said the evil witch.

They continued on the road, but a second obstacle appeared before them...

"Stop!" the witch said. "I do not know anything about the history of your cities. I am listening to you! Tell me!"

"Well done! You can drink water from the well and continue," the witch said.

The children continued along the way. In the distance just in front of them something was shining brightly. The closer they approached the thing, the stronger it shone. The children found with surprise that this was a box of jewels.

"Do not touch!" cried the witch. "First you have to tell me what interesting customs and traditions there are in your countries. They are more valuable than money. I want you to draw them together. And you have to put the pictures into the box with jewels."

Children celebrated Grandma Marta and the Day of the cravata together http://cosketch.com/.

"I am very pleased. What interesting customs you have with martenitsi and cravata! These customs are the greatest treasure of your nations. And the pictures you drew are just great! That's why you get one coin from the treasure box. You can proceed to the tree of knowledge."
The children continued along the path to the fourth obstacle. In front of them: a tree, an unusual tree! The witch said:

"It does not grow fruit, but encrypted messages that tell of a unique craft and cultural monument."
www.qr-code-generator.com/

"Unique - Lace and Horseman! The more you learn about each other, the stronger your international team will become. And I do not like that at all! Because I am the most powerful of all. Ha-ha-ha!"

"You can continue to the stream. Come on, go! Probably you are thirsty!"

The children continued to the fifth obstacle, drinking cold fresh water from the stream. And the witch flew with her broom over them and did not stop talking:

"Can you guess riddles? Listen to this: White, smooth and without a hole, its wall is a shell. What is it?"

The witch expected that it would be difficult for children, but ... she did not guess. And you? Did you guess the riddle?

"Smart children, I admit! I've hidden boiled white eggs under the stones. They are not enchanted, honest! In my bewitched kingdom we have the custom of painting them with dark colors. And in your kingdoms? Show me how you do it!"
http://www.softschools.com/games/educational_games/easter_egg_designer/

The children continued along the path and reached a large green tree, the sixth obstacle. From the crown of the tree, the voice of the witch was heard:

"Ha, ha, ha, children from Bulgaria and Croatia, this is a magical tree full of evil leaves, do you know what can evict the evil spell from it?"

The children from Bulgaria and Croatia did not think for a long time. They presented different customs in their countries, which expelled evil spirits.
http://www.pizap.com/photo-collage-templates.php

"You really know a variety of spells and are not afraid of the fire. You can move on!**"** said the witch.

The kids have reached a very old and wise tree on the edge of the swamp - the seventh obstacle.

"Stop, only the one who will show this tree a very beautiful landscape, a miracle of nature, that will cheer him up, can pass, because he is looking all over life in the mud and he is very disappointed."
http://cosketch.com/

"You've really shown a wonderful nature. Nature is the greatest artist. You can go further!" said the witch.

And the witch laughed maliciously and thought: "Their most difficult obstacle is ahead. No one has ever been able to pass it. The 8th obstacle is insurmountable. Ha - ha - ha!"

The friends from Croatia and Bulgaria went on, holding their hands. So easy to step on the uneven path! They did not suspect anything...

Suddenly, a black horse appeared in front of them. Yes, a black horse with wings on the back! Can you imagine the reaction of young rescuers? They were scared and hugged.

"Ha - ha - ha! Let me see you now!" the witch said. "No one has ever been able to ride this winged horse. If you can get on its back, it'll take you right to the front door of my dark castle. And then I'll have to release the princess, and I really do not want to do that." https://learningapps.org/

So, after a long journey, our friends found themselves in front of the big door of the witch's castle.

"No, no, no!" she screamed. "It is not possible! You are so young, but you have managed to get through all obstacles. No!"

The witch did not want to release the beautiful princess!

Then the friends decided to act boldly. They sang together the anthem of the kingdom of Princess Europea. The words of the song were very powerful.

The big door of the castle opened with a squeak. Princess Europea smiled gently:

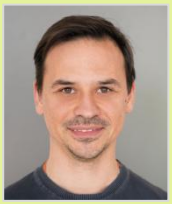
"Thank you, friends from Croatia and Bulgaria. You succeeded because you were together. You were strong and brave, and so you overcome all the difficulties along the way. I declare you honorable citizens of my kingdom! Three times hurray!"

The sky was illuminated with colourful fireworks. A flourish of trumpets announced about the return of beautiful Europea.

All the tools and instructions can be found here: https://twinspace.etwinning.net/53787/pages/page/353260.

The products we created can be used by all European teachers free of charge: SPEAKING EDUCATIONAL BOOK https://www.storyjumper.com/book/index/56027145/Princess-Europea-and-kids and INTERACTIVE COLOURING BOOK https://issuu.com/abv3484/docs/book_for_coloring_en.

Every child received a real book at the end of the project:



Svetla Popova and Alen Ptičar are eTwinning coordinators in their schools. Svetla works at "Latinka" Kindergarten in Shumen, Bulgaria and Alen works at "Petar Pan" Kindergarten in Zagreb, Croatia.

Let's do compost!
by Anamaria Corina Golumbeanu

STUPENDOUS PROJECT

An example of an eTwinning project is "Let's do compost!".

The main idea of this project is to explain to our students the relationship between compost and environmental protection. With this project, we wanted to sensitize students, parents and the local community about the importance of preserving the environment and explain what composting means. Students actively participated in compost production in school during the school year, and I think that in this way students will understand the composting process and gain useful knowledge for the future. Besides the main theme of the project, we wanted our students to use information and communication technology in a positive, safe and creative way. Teachers have collaborated and exchanged ideas and experiences, and each partner school regularly reported on the progress achieved through the eTwinning virtual space.

So the main purpose of the project is for our students to learn how to produce compost. This goal has been achieved by building compost containers in our schools and / or at the pupils' homes and producing compost during the school year. Thus, students and their families have been encouraged to make compost and use it in their gardens. Furthermore, the aim of the project was to develop the key competences of our students, especially foreign language communication and digital competence. Students have developed these skills by actively participating in the eTwinning virtual space.

The first activity was the one in which each team presented themselves. For this we have used a web 2.0 tool :padlet. Padlet is like an notice board, and it has enabled each partner to insert a PowerPoint presentation, video, or poster about his team.

Our students have done an introductory work by planting an ornamental thuja. Aspects of this activity and the past eTwinning project "Where is our green environment?", a project previously carried out and rewarded with the European Quality Award, were presented in the padlet, thus illustrating their concerns for the environment and sustainable development.

Further information was exchanged on how to make compost containers. Our students presented easy and low-cost solutions by recycling containers that would otherwise have been discarded. Thus, they learned and applied the principle of reuse.

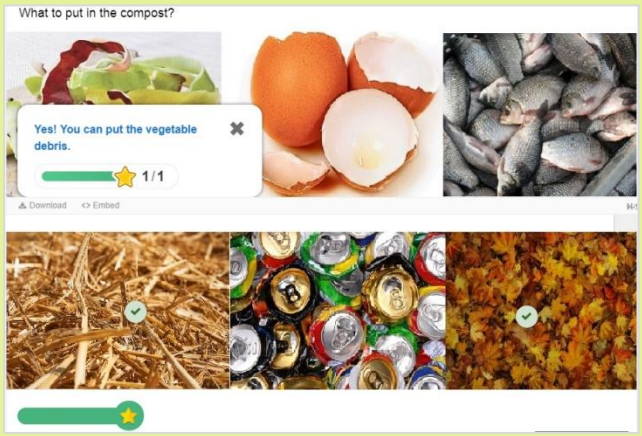
Also as a introductory work was did a representative poster using the Piktochart . Pictochart offers free facilities to create different types of attractive advertising materials.

Then the students were informed about the composition of the compost and the chemical processes that take place. Questions have been asked that: What household waste can be? How do you sort the household waste? What vegetable debris can there be? What is compost?

With the virtual lab
http://www.glencoe.com/sites/common_assets/science/virtual_labs/ES01/ES01.html
simulations have been made to understand the transformations that take place over time.

Students created posters about compost and made an exhibition in the hall of the school to inform the rest of the students on the subject. Using the Word Art, they have also produced word clouds of various forms about the composition of the compost. Aspects from these activities were presented in the TwinSpace virtual space.

Another interesting activity was the creation of educational games about compost. To create such games I used the web 2.0 tool H5P (https://h5p.org/). So we have done "Hot Spots" games in which students have to identify images with scraps that can be put into compost. For example, aluminum doses of juices can not be put into compost. Students learn what can be put into compost and what can not be used for compost, and especially students are thus aware of the types of waste and their degradation time.



In this project we also presented aspects of online lessons on climate change, lessons provided by EDU ARCTIC (https://edu-arctic.eu/). Through these lessons, students have been in touch with the

academic world and their research, being examples of STEM careers.

Finally, students shared their experiences of using compost.

An e-book was produced as a final product.

I believe that such an eTwinning project develops pupils' key competences, especially those related to language communication and digital competences, and acquiring knowledge on efficient waste management, reducing their quantity by finding sorting and reuse solutions. Thus, students develop the necessary skills to protect the environment sustainable development.
Daniela Bunea eTw

Anamaria Corina Golumbeanu is a math teacher in Craiova, Romania. She is interested in applied mathematics, art, astronomy, ecology, traditions and interculturality. She is an Awarded eTwinner and her school is an Awarded eTwinning School.

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Treasuring Europe, a project born of an eTwinning contact seminar
by Francesca Falconi

STUPENDOUS PROJECT

https://twinspace.etwinning.net/48166

From 12th to 14th October 2017 I had the extraordinary opportunity to take part in an eTwinning contact seminar held in Esslingen (Germany). I applied both out of interest and curiosity by the Italian National Agency and I luckily ended up spending 3 intensive days with a group of enthusiastic teachers from different European countries to get trained and plan eTwinning projects. Since 2018 had been declared European Year of Cultural Heritage we were encouraged to conceive projects aimed at promoting the knowledge and the awareness of cultural heritage among our students.

4 other European secondary school teachers from Spain, Greece, Germany and Poland and I came up with a project for our 14-16 years old students, whose main goal was to involve them in an exciting journey of cultural and intercultural awareness and to promote their knowledge of our shared cultural heritage.


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The aims of the project were the following ones:
- Improve students' knowledge about European cultural heritage
- Improve foreign language skills
- Improve use ICT tools in a competent way
- Encourage critical thinking, problem solving and creativity
- Provide opportunities to develop cultural awareness, European citizenship and identity
- Encourage the development of soft skills such as the ability of working in groups and taking up initiative
- Use innovative teaching and learning methodologies

In the first phase of the project the pupils got to know each other by sharing their personal presentations on Padlet, a virtual board. They were also asked to answer the question "What does culture mean to you?" and to upload a picture that they associated with the concept of culture.

Besides, each student had to identify who his/her ideal friend could be, justifying their choice. In this way they went through their partners' presentations and find out a lot of common interests.

After that, each partner presented their school and territory by creating videos, multimedia presentations and documents. In order to make it more interactive each partner school prepared a series of questions about their work for their foreign partners. During the Christmas holidays the pupils got the chance to deepen their knowledge in a more informal way. They were divided into small transnational chatting groups of 4 or 5 and encouraged to talk freely on several topics.

In the second part of the project the students did a web quest about the concept of cultural heritage. They had the task to search a series of information by answering to guiding questions created by their teachers. They browsed several websites such as the UNESCO one and learned about the differences between tangible and intangible cultural heritage, as well as about the criteria to be enlisted as cultural heritage.

At the end of the quest they recorded an interview to present their outcomes.

In January the project finally got its own logo.

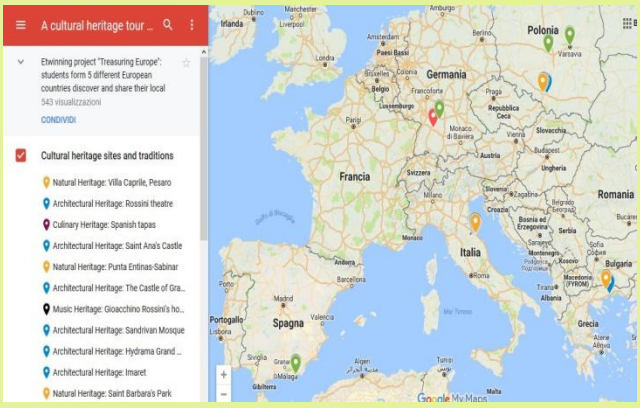
The students, divided into small groups, designed different logos and voted for the best one, which is a beautiful and meaningful drawing done by some Italian students.

From February to May the pupils got involved into the most challenging activity of the project, which was the creation of a virtual cultural heritage tour across 5 European countries. They worked in groups and chose a place, a tradition, a cultural expression of their area which they thought to be worth being told and promoted as cultural heritage.

They searched for information about the past and the present of the cultural heritage sites and expressions chosen and try to imagine possible ways to preserve them in the future. They created videos to narrate them and put them on a virtual map.

The videos were categorized according to the type of cultural heritage displayed, such as architectural, natural, intangible, etc. in order to create paths to be followed across the 5 European countries involved in the project.

Finally the tour was made accessible both online and offline, by means of brochures and posters with qr-codes.



In order to make the project outcomes accessible to the largest audience a series of dissemination activities were done in every country. We published articles on our schools' websites and teachers' personal blogs, printed posters and leaflets to distribute at school and for our pupils' families, gave our students' certificates of participation and shared the project products online via different social networks.

The project fitted perfectly into their curriculum. The students had the chance to use and expand the grammar and vocabulary studied and to deal with different types of texts, thus developing their listening and writing skills.

Besides, a series of competences were fostered:
- social and civic competence: the students have become more aware about their own territory and their partners' ones and they have known foreign cultures and school systems through the voice and the works of their partners;
- digital competence: students have constantly used technology during the project to make research, share documents and thoughts, communicate among them. They have learned to use new applications that they will be able to transfer also in other areas;
- sense of entrepreneurship and creativity: the students have engaged creatively in several challenging activities and sometimes they had to overcome some difficulties, as for example, the necessity to collaborate at distance or to use unknown digital application
- soft skills: all the activities were designed in order to promote students' ability to work in group, take decision, communicate effectively and to develop their critical thinking.

A strong emphasis was placed on the collaboration aspect. Throughout the project students were asked to give feedback to their partners' works, so that the cultural and language exchange could really take place.

In order to promote students' engagement we set up a progress chart with emoticons, where we could keep track of their participation to the different activities. It was quite a simple yet effective way to control how the project was progressing and to motivate the pupils. This was a very useful tip I got from an Italian eTwinning ambassador and it proved to work! Sometimes it is easy to get lost when you have to deal with hundreds of students and different school calendars.

The impact of the project on the students has been really positive. They were motivated and engaged and they gave proof of a high level of autonomy in doing their activities. The final feedbacks showed that each student appreciated different aspects of the project. It was extremely interesting to see how even the simplest task such as personal presentations, which is usually perceived as quite boring in textbooks, were stimulating for them because it gave them the chance to read about their peers' life and interests. The most loved activity was the production of the final virtual tour, even if it was also identified as the most challenging and time-consuming one. I believe the impact of the project was positive also in my school, since some colleagues became interested in eTwinning and asked me some information about how to get involved in a project. As for me, it was the first time I was coordinating such a big project with 5 partners and a lot of activities to plan. It was quite a demanding task but, as usual, also a very rewarding experience both on a personal and on a professional level.

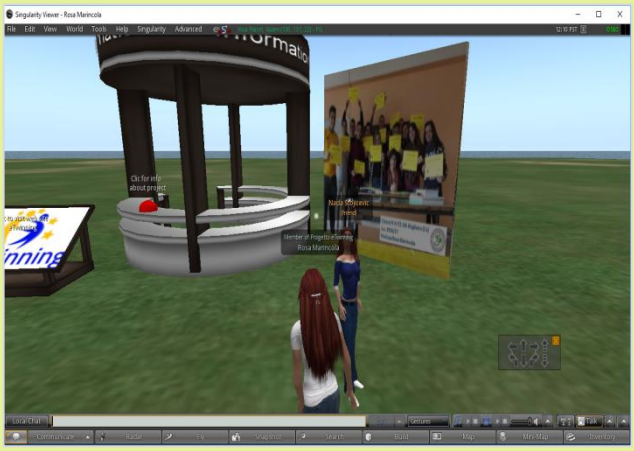
Francesca Falconi is a teacher of English at Liceo T. Mamiani in Pesaro, Italy. She holds a PhD in Intercultural European Studies and has a master degree in Methods and technologies for e-learning. Her interests include the application of ICT in education, innovative teaching methodologies such as PBL, and developing students' competences through eTwinning projects.

Edmondo
by Rosa Marincola and Nada Stojičević

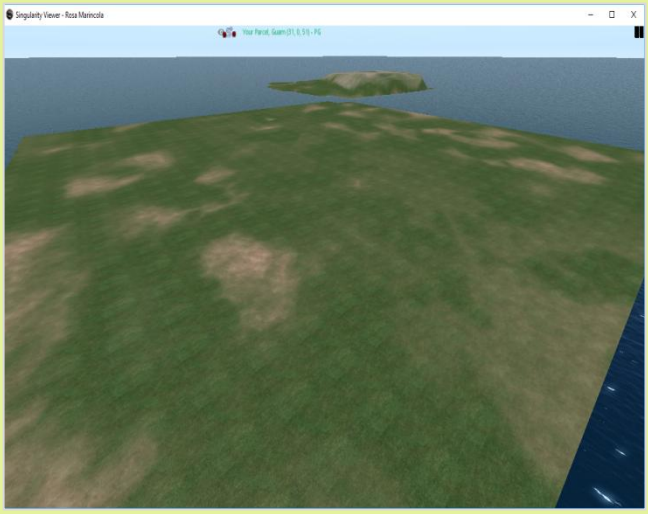
STUPENDOUS PROJECT

For two years, we are running eTwinning projects in the virtual world Edmondo for students of the third grade of our high schools.

The project includes students of the Istituto di Istruzione Secondaria Sup. "Marconi-Guarasci", Istituto Tecnico Economico - Rogliano (CS) from Italy and students of Electrical Engineering School "Nikola Tesla" from Pančevo, Serbia.



Our projects "World We Want" (2018) and Perfect - Edmondo Fab Scratch Coding (2017) are projects that aim to use free resources such as Scratch for Second Life and Edmondo, an online 3D virtual world where you can make teaching immersive.



Edmondo is a virtual world based on Second Life, created by Indire (Italian eTwinning NSS), safe for students because of its closed type and a world that offers endless opportunities for both students and teachers.

Our idea, as authors of projects, was to enable students through the coding and 3D modeling to create the world they want in a virtual world. Also, the goals were to help students strengthen skills, STEM (Science / Geography, Technology, Engineering, and Mathematics) with the help of computer technology.

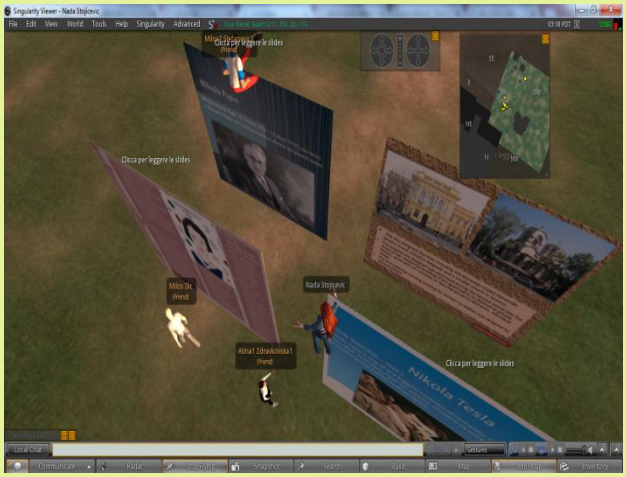
Students use various types of environments to develop computational thinking, with divergent, critical spirit and implement problem solving, cooperative learning, learning by doing, using the CLIL methodology and gamification.

Expected results for students were:
- Familiarize yourself with the environment: Being able to move and teleport, use the available communication tools, customize your avatar.
- Acquire the basic techniques of building: cut objects, edit, apply textures, create link-sets, imported items and customize them.
- Gain the knowledge needed to achieve basic script using Scratch for Second Life to animate objects, provide: data objects and information. https://youtu.be/pD9XZXbACGQ
- Create virtual meeting places for the sharing of knowledge, through the opportunity to make available teaching materials for students and for all visitors to the land. https://youtu.be/AUl6v-Ql2xE
- Make fun educational activities to propose questions and problems in logical-mathematical and algorithmic.
- Use virtual spaces available for exhibit include elaborate multimedia interdisciplinary realized by classes in temporary or permanent exhibitions. https://twinspace.etwinning.net/44238/pages/page/412658, https://youtu.be/uu80kYiRFXM

- Make orientation activities with students of the third class of secondary school level, under the leadership of the students to experiment, to experience a creative approach to the study of computer science.
https://twinspace.etwinning.net/34041/pages/page/227926
- Make the educational paths in Edmondo of data related to their school sharing, to its territory and to its traditions.
https://twinspace.etwinning.net/44238/pages/page/377699
- Publishing content related disciplines involved in the project (computer science, mathematics, law, geography).

Working in a virtual world has enabled us to connect many STEM areas in a simple way. In a virtual world, everything is possible, if someone, unfortunately, in real life could not walk, in the virtual world he can, he can even fly.

In the framework of the projects, we did not integrate only STEM subjects, we also presented our cultural heritage to each other.



Rosa Marincola is an ICT and Math teacher, a Scientix ambassador for Italy and an awarded eTwinner.

Nada Stojičević is a teacher of vocational subjects in vocational school for electrotechnic, a Scientix & GoLab/NextLab ambassador for Serbia, a Nearpod Pioneer, a Microsoft Innovative Educator Expert and an awarded eTwinner

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Let's mind our own business
by Maria Elena Di Giorgio

STUPENDOUS PROJECT

Linked to the world of job, our latest eTwinning project was finalized. "Let's mind our business", as the title suggests, was aimed at improving new technologies skills and business English. The project founders were Eva Toth (BMSZ Petrik Lajos Vocational School Budapest) and Maria Elena Di Giorgio (IISS CURCIO vocational school Ispica RG); there were more than 100 members involved between students and teachers from Romania, Hungary and Italy, all coordinated by the Hungarian teacher Mrs Toth .

After some introductory task , such as brainstorming, introducing each other by trading cards and C.V., several small firms were set up in different fields of expertise: gardening, tourism, info-tech, dental care, astrology, beauty care, advertising, handmade souvenirs.

Each company had to make up a name, logo, slogan, and even an advertisement for their firm. Then each company was matched with a foreign one and real business began. The first step was exchanging mails in order to start collaboration, then business meetings via Skype were organized to agree on details for the production of items and services. A website, an app with a quiz for dental
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hygiene, and 3D models have been created by Hungarian partners, a natural coconut oil toothpaste was born thanks to the cooperation between Italian and Romanian partners, an astrological service of fortune telling was even offered by Hungarians to an Italian firm. A complete list of the common created products is summarized in an online newspaper: http://anyflip.com/tjal/tdil.

Not only work! After Xmas offers and exchanging Xmas cards, firms went on holiday, escaping with riddles, jigsaws etc… they had fun and relaxed. What is more, they had the opportunity to know some partners' cultural aspects related to the festivity.

The closing event was held on March, 8th via eTwinning live and it was introduced by quotes on women and a poem cited by the Hungarian student David Pallagi. During the big meeting, all the five school partners filled in a questionnaire to summarize feelings, facts, positive and negative things of these five months of hard work.

The last word belonged to Martina Petrolo, from Italy, who defined the project as an amazing adventure and an unforgettable experience she will carry in her heart forever!

Maria Elena Di Giorgio is a teacher of English who teaches 14-18 year olds in a vocational school, who are at elementary level. Her projects are about everyday life and about practical subjects related to their professions.

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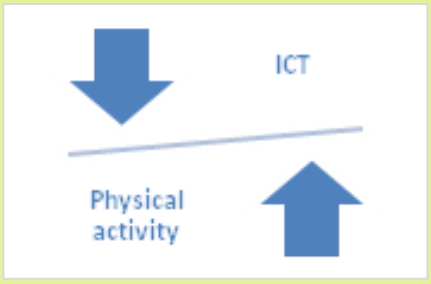
Find your balance - how to achieve balance between ICT and sport activities

by Maja Videnovic

STUPENDOUS PROJECT

The project "Find your balance" is a strategic partnership in KA2: Cooperation for innovation and the exchange of good practices under Erasmus+. It has been brought to life by four schools from Macedonia, Germany, Estonia and Poland, from the observation that students use smartphones on regular bases. Teachers - coordinators of the projects met each other at contact seminar (TCA) in Erfurt, Germany in October 2016. They had a chance to get to know each other and decided to cooperate, having similar needs and expectations of their schools in mind. The project started on TwinSpace but after that it continued through KA2 strategic partnership.

The theme of the project is achieving balance between ICT and sport activities and during the project students participated in different activities (in their schools as well as during the short-term visits) learning about meaningful and enriching ways of implementing knowledge by using smartphones, and getting aware about effects of excessive mobile phone use.



A good division of work was done before the start of the project and each of the project coordinators was responsible for concrete theme of the project: Macedonian school was responsible for the planning and conducting activities connected to using mobile phones in an effective way by learning or communicating with other peers. Poland school was responsible for spreading awareness of consequences of excessive mobile phone usage. School from Estonia was responsible for presenting possibilities of spending free time without mobile phone, mostly outdoors by doing sports. School from Germany was responsible for designing a practical guidebook and creating project web page. Maintaining the TwinSpace was responsibility of Macedonian school.

During the whole process different methods were used in order to develop students' 21st century skills: interactivity, communication, collaboration, digital literacy, global citizenship etc. Laptops, desktop computers, interactive whiteboard, smart phones and cameras were used. Students' and schools' introductions were made in Word, PowerPoint, Prezi and Movie Maker. Kahoot was used to create a quiz concerning all project partners. After participating in a Kahoot quiz (for some of them for the first time) students conclude that they can use this application for assessing their learning outcomes in other subjects, too. They were inspired and motivated for educational use of Kahoot in the future. Other application that raises their interest was QRCode Reader. Students had a lot of fun and enjoyed teamwork answering questions that were hidden in QR codes and put in different places in school. The activity looked like treasure hunt and students liked doing it without realizing that they are learning at the same time. By using different application on their phones students understand that smart phones can be used in educational purpose and can help in achieving educational goals.

Activities concerning learning to code were conducted using various applications with different levels of complexity. Students were involved in coding by Scottie Go!, where they made programs by using blocks and mobile phones. After that they were introduced to Micro:bit devices and they made projects that can be used in different subjects. Robots and Lego Mindstorm were used to raise students' interest and to inspire them for learning programming in the future.

Different outdoors activities, sports and exploring of the surroundings created a nice balance and offer alternative ways of spending free time for students. All these activities lead to enormous motivation and interest among the students.

During the short-term visits all the activities were carried out collaboratively. Presentation sections were followed by discussions about the participants' countries, schools, everyday lives. Different activities concerning using ICT in educational purpose were carried out in groups where in order to achieve goals students need to work collaborative, to do some research, to make conclusions, final projects and to evaluate the projects of other groups.

Groups were formed taking into account in each group to have participants from different countries. Activities concerning advantages and disadvantages from using technology were carried out. They raised discussions and debates on the subject. Theme of the project is really provocative and inspiring for the students so they had the lead role in most of the activities. Teachers had just a supportive role and were responsible for the management of the project.

Face to face communication was an important factor for the success of the project. Students had the opportunity after virtual communication to meet each other and to start friendships that will last long after the project. Different activities during those short-term visits and outdoor activities raised the communication and exchange of work among students.

Teachers and students participants in the project reach different ideas, examples and good practices concerning balance in students' lives. Students were involved in different kind of activities that showed them how to use technology safely, how to combine sport activities and technology, and convinced them about the benefit of physical activities in their everyday life. Through this project students got a wider view of the opportunities to achieve balance in their life concerning technology and physical activities. They evaluated the benefits of using mobile phones in everyday life and had the opportunity to think about different activities that could be performed in order to achieve the balance. The project was awarded by Macedonian National Agency with eTwinning Quality Label.

Photos and videos online are an evidence of how all students from different countries enjoyed this project. All the materials from the project are available on TwinSpace: https://twinspace.etwinning.net/38129/home.

The project activities were shared not only with the participating schools, but had broadened dissemination by web site (http://erasmus.loxfactory.de/), project's Facebook page (https://www.facebook.com/Find-your-balance-148598962412070/?ref=bookmarks) and disseminations on national televisions and newspapers.

Maja Videnovic has been working as an Informatics teacher for 19 years teaching students aged 11-14. She has been a teacher trainer at different trainings, and has conducted workshops and webinars concerning mainly the ICT integration in the curricula. She has participated in international seminars, trainings and workshops as part of her professional development. In that direction is her work on different international projects: participating in around 30 eTwinning projects and two Erasmus+ projects. She is an eTwinning Ambassador and a Scientix Ambassador.

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Letters & Postcards Project
by Işıl Gulmez

STUPENDOUS PROJECT

Project name: Letters & Postcards
Project initial activity: 22.10.2017
Project subjects: Geography, History of Culture, Music, Art, Foreign Languages
Project language: EN
Pupils' age: 11-14

Project tools
Audio conference, Chat, e-mail, Forum, Other software (Powerpoint, video, pictures and drawings), Project diary, TwinSpace, Video conference, Web publishing

Project aim
To make penpal friendship.

Project summary
We aimed to do a penpal friendship project that brings students from Ukraine and Turkey to learn about different schools, cities, countries and cultures. We wanted to make penpal friendship without personal information, private photos. We prepared etwinning boards in our schools. We wanted to promote learning language, culture and using ICT to share our steps of the project. Subject of the project is part of curriculum; as communication, collaboration and using technology are between competences of 21. century. We collaborated to determine different subjects for learning about each other in every letter we write. We put all letters in one envelope, and teachers checked letters for security of students. Teachers helped students to read and write letters. We shared about ourselves using web 2.0 tools. At the end of the project, we prepared and shared project magazine. All works were shared in EBA website, twinspace and social media.

Project partners: Julie Butenko, Kyiv gymnasium № 107 "Vvedenska", Kyiv, Ukrayna and Işıl Gülmez, Yıldırım Belediye Ortaokulu, Bursa, Turkey.

Public TwinSpace:
https://twinspace.etwinning.net/46586/home

School web page: https://bit.ly/2m526QF

EBA: https://bit.ly/2KKHgF9, https://bit.ly/2ulE3ke
Facebook: https://bit.ly/2L5MBmq
Twitter: https://bit.ly/2zqIT5z
District National Education Directorate official account retweeted our work: https://bit.ly/2m5PbOl

Collaboration between partner schools
As project founders, we prepared a project schedule which shows what works needed to be performed and when each activities should be done. Partners had to comply with project schedule. Teachers had to add students in Twinspace. They had to follow student's work and posts. Partners collaborated with Skype, twinspace, Facebook, Google docs and e-mails for sharing their ideas. We organized Skype meeting to get introduced. We created collaborative slideshow using Google docs that students could add slides about themselves, their schools and cities. We made a flipbook of this activity, shared it. Students were divided into small groups. They discussed on what they would write and share. They collaborated to make an introductive presentation and discuss their ideas on twinspace. Students also could ask questions and get answers from other partners there. We used Google docs to create collaborative slideshow in which students could add their slides about themselves. We made a flipbook of this work. The links of the works was shared in Twinspace and all project pages. Students collaborated to learn from each other and they also competed for doing the best work. We organized a ceremony for awarding participant students.

Use of technology
We used Skype for our meeting; twinspace, youtube and facebook and e-mails for communication and collaboration between partners. Google forms were used to get partner's suggestions during the project. We also used youtube during the project and after the project we took a video with participant students to get opinions about overall project. Partners collaborated using the TwinSpace, Facebook, Skype, Google docs and e-mails. Students introduced themselves adding slides to project slideshow using Google docs. We used Flipsnack tool to make a flipbook of presentations using http://flipsnack.com/ web page. We used Kizoa and Picovideo to create videos for the project. Students in groups up to four collaborated to write letters and create slideshow to introduce who we are and where we live. They shared their works using slideshow. Then we converted storyboards to flipbook with flipsnack and shared in project pages. In project twinspace pages we embedded padlet pages to facilitate posting and sharing. Our students used YouTube, Padlet and school boards for presenting their works to others. They also prepared an eTwinning corner and

published their works. We used EBA platform for sharing our works. Students shared all of their works on the TwinSpace and all project pages. They commented others' and tried to do their best. We made an award ceremony. Students got prizes and certificates for participating in the project. Students also visited Science Center. We uploaded all our activities in web pages as news. Also we used facebook and twitter for a fast and better communication and collaboration, we uploaded our outcomes to social media pages too. We also participated to #farkliyizogretmeniz twitter activity that teacher shared their best works. Official twitter page of District Directorate of National Education retweeted our project work post.

Partners took lots of photos and videos in every activity. They arranged the photos to creating collages via photo editor. While doing the activities they used EBA for sharing activities. They posted activities on twinspace regularly, uploaded products to the padlets and examined the outcomes of the other partners. We conducted project evaluation activities via web 2.0 tools. We created an ebook of activities which partners collaborated to make using Google forms. We used canva for ebook creation.

Results, impact and documentation

We did collaborative international project that brings partners from Ukraine and Turkey together to write letters and postcards for introducing each other. Students communicated with people in Europe and met with different cultures. They also learned how to use the web 2.0 tools and discovered new tools. They learned about other cultures, new tools and how other students learn in other countries. Students were divided into groups up to four. They made presentations, visited places, took photos and videos and shared their works. They worked individually and with groups with guidance of teachers. Students learned from each other. They liked this type of informal learning. When they finished they shared them in online platforms in which they could see each other's works and make comments. Commenting on other students' works and collaborating with foreign students motivated our students. They were also motivated when they could achieve tasks and were ready to do the next task. At the end of project we organized a celebration ceremony for active

students in the project they got certificate and awards. They also participated for school visit to Science Center. In our project, students had opportunities to share their works with the world.

Getting certificates and awards motivated students. This project improved student's motivation and success in computer science lessons. Project helped teachers to develop student's ability of collaborative works, digital and social skills and awareness of cultural difference. My students learned that they can achieve much more through projects. This work encouraged other students in school. They wanted to participate in next projects. Our students were nearly 10 at the end of the project we reached 22 students.

We created connections that will last in future. We took a video at the end of the project and participant student said that they were very satisfied about the project. It was a great experience for them.

The evaluation shows that all partners have reached the goal of the project. We used a lot of web 2.0 tools actively during the project.

The most successful result
Our project resulted in an e-book that was the best proof of our collaboration. In fact, it was the best results of the project, which emphasized the importance of the relationship between responsibility and other values.

Işıl Gulmez is a vice principal and computer science teacher at Yıldırım Belediye Ortaokulu in Bursa, Turkey. Her student ages are between 11 and 14. She is also a Scientix ambassador. She has a Master degree in computer science. She is a PhD student in educational administration. She likes attending courses and workshops and collaborating for new teaching practices. She is interested in projects about educational administration, leadership, teaching programming to children with Scratch, robotics and using social media in education. Her school is interested in KA1 and KA2 Erasmus+ projects that can help improve the school.

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A virtual journey of cultural heritage in Europe / Virtuelle Kulturerbereise in Europa
by Johanna Chardaloupa

STUPENDOUS PROJECT

This eTwinning project started officially on January 15th, 2018 but the preparations and project design began on October 2017. The two partners (Johanna Chardaloupa - Experimental Junior High School of the University of Patras/Hellas - an eTwinning School and Aimi Jõesalu - Gymnasium Põlva/Estonia) have been working together on various eTwinning projects since 2013.

This time they decided to enrich their own and their students' knowledge by "investigating" cultural heritage in their homeland and in German spoken countries (Germany, Austria, Switzerland, Lichtenstein, Luxembourg)!

First step: The students searched and made presentations about cultural heritage monuments in their own countries. They present it to each other during our live online meetings (via Skype).

The Greek students created some "experiences" (questions) about the monuments by using the METAVERSE App (Augmented Reality – AR). [The Greek students took part in an "inside competition" via METAVERSE, just to realize what it is about and how they can use it.]

Second step: The teachers gave the students some internet sites to look up, where various
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cultural heritage monuments were presented via Virtual Reality (VR). They choose up to five monuments, wrote their opinions and "journey" outputs using Google documents and Padlet.

Third step: During our live online meetings the students presented to each other their outputs (PPT-presentations, "experiences" via METAVERSE, the Google document and Padlet), we discussed it, and, in the end, they evaluated the meetings and gave their feedback through Mentimeter and AnswerGarden applications.

Fourth step – celebration: The partners and their students celebrated eTwinning's annual theme, Cultural Heritage (#eTwinningDay) and participated in the Spring Campaign by recreating a European artwork (source: Europeana).

By the end of the school year, we also closed our project with sweets and exchanges of holiday greetings. Till next year!

The TwinSpace:
https://twinspace.etwinning.net/58785/home

Johanna Chardaloupa teaches German as a Foreign Language at the Experimental High & Senior School of the University of Patras/Hellas (Peiramatiko Gymnasio-Lykeio Panepistimiou Patron) - an eTwinning School. She has been a passionate eTwinner ever since its start in 2005 and loves involving new technologies and Web 2.0 tools to inspire & motivate her students in her foreign language classrooms.

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Shall we meet at the harbour? Europeana's Galleries in the service of eTwinning projects
by Angeliki Kougiourouki

The purpose of this teaching proposal is to identify the potential use of Europeana's digital cultural heritage platform in teaching History and Geography in the context of collaborative educational eTwinning projects where students are working in an interdisciplinary manner and taking further advantage of the use of ICT tools.

Europeana is Europe's platform for digital Cultural Heritage launched in 2008, to make Europe's cultural and scientific heritage accessible to people. Funded by the European Commission, Europeana's platform provides nowadays access to over 50 million digitized items from more than 3.700 institutions across Europe contributing to the platform. Museums, libraries, archives and galleries, major International names as well as regional archives and local museums from the European Union share their high- quality collections with a global audience.

Diverse and inspirational content like photographs, videos, music, newspapers, text including letters, diaries and books, spoken word and newsreels, suitable items for use in education, galleries, curated exhibitions and themed collections in over 30 languages serve Europeana's mission: "*to transform the world with culture, unlock cultural heritage treasures and make them available online for everybody to enjoy, work or educate with*".

Europeana education, one of the expert groups, is an initiative to "*bring together all those who want to embed Europeana's collections in education*" and an online space at the same time which "*brings Europe's digital cultural heritage closer to education*".

European Schoolnet Academy introduced recently Europeana to teachers, teacher trainers from Europe and beyond, aiming to help them being familiar with the Europe's digital platform for the Cultural Heritage. The "Europeana in your classroom: building 21st-century competences with digital cultural heritage" MOOC provided useful knowledge to help teachers integrate cultural heritage into lessons and practices, while teaching several subjects. It was a beneficially course for all the participants to understand the importance of integrating European Cultural Heritage in education, to learn how to use Europeana's digital content, collections, galleries, apps and tools and to be able to develop learning activities using Europeana's resources. Thematic collections, Galleries and Exhibitions offer a huge amount of material to use for the teachers who want to teach topics related to Cultural Heritage and further more to develop cross curricular and international projects, such as eTwinning ones.

eTwinning, the European School Community, promotes cooperation in Europe by means of using ICT providing schools with support, tools and services. It is about a Digital Community of Learning whose potential for collaborative learning and for social networking creates hopeful and innovative intercultural cross-curricular prospects, as it offers many opportunities for teaching and learning through the given tools from which teachers but mainly students benefit from the collaboration they achieve with schools in other countries (Angelopoulos P., Pateraki I., 2014).

Through technology mediated communication eTwinning allows the active participation of pupils and teachers in cooperative learning tasks with the aim of achieving common goals (Paloff & Pratt, 1999). The relevant bibliography (Schulz-Zander, Büchter & Dalmer, 2002) supports that e-collaborative learning is a promising educational means as it helps teachers to design activities based on ICT, applying the PBL, putting into use the modern concepts about cross-curricular approach to knowledge.
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Farther more eTwinning aims to integrate a feeling of European identity, as well as an awareness of the continent's linguistic diversity into the learning process (European Commission, 2013; Crawley et al., 2010)

To enrich this learning process with the advantages and the benefits that Europeana offers, eTwinners are invited to use Galleries' curated selection of images on a certain theme, find suitable items, authentic and with a high quality to implement a learning scenario, regardless the subject they teach. Well-designed activities could help students to probe into Galleries, investigate, and appreciate the resources more fully, but with some foundational content knowledge that they can use to navigate and enrich the experience.

The first step towards realizing an eTwinning project aimed at teaching History and Geography for example, through the use of Europeana's Galleries amongst European schools, is to define the topic, lunched by the question: "**Shall we meet at the harbour**?", within which educators and pupils will move so as to draw the required material. Secondly, goals are set. For instance, pupils to be able to:

- Use Europeana's platform for inquiry learning
- Search and find information about the existence of harbours in the participant countries
- Collaborate with partners from abroad to combine all the selected information to produce a harbour map
- Comprehend the need for harbours and their role throughout history and people's life
- Be aware of the importance to preserve this kind of landmarks and to pass them on to the future generations

We should add to the above goals the practice and use of the English language in oral and written speech through the collaboration and communication with peers from abroad, the extension of the results from this collective effort to the school as well as to the local community, the development of ICT skills in a didactical way to develop the following scenario:

Introduction-dream
Students will be encouraged to watch a short presentation, made by teacher, with photos from their old city's harbour and with photos from the Europeana Gallery: **"Trawlers, harbours and fishing communities".** Teachers will stimulate them with this driving question: **How could we embed our harbours' history in a map?** During a videoconference through the TwinSpace platform students will be encouraged to: -Discuss about their prior visits to the Europeana portal and to harbours -Review relevant content and vocabulary. Students will form teams, within the classroom, organize group work according to their interests, choose their own role within the micro-group, select and assign roles (team leader, writer, organiser, researcher, producer, etc), plan how to use the tablets or the pc. They will, also, visit the TwinSpace platform to find out the relevant team they are going to work with. Teacher will encourage students within their country to use hand signals to rate or indicate their understanding of content.

Explore
Students will search to find relevant to the topic information. They will start investigating, using the resources provided by the suggested Europeana Gallery. They will select the resources that are most useful to make notes on how they will explain the topic and what kind of material they will need. They will, also, collaborate within their transnational eTwinning groups and write notes in order to have interdisciplinary approach: The existence of the harbours is a topic which can be examined through various subjects of the curriculum like History (inquiry learning: important dates, historical elements, legends and traditions) Maths (problem-solving concerning the trade or the distances) Geography (existence of harbours in cities and their role to the local community) Language (several kind of texts and exercises, a possible collaborative story) ICT (critical thinking on searching the web about information, different kind of web tools to use for the final product) Social and political Education (people's attitudes concerning the preservation of such kind of landmarks) Art (related crafts) Theatre (role play and pantomime).

Teachers will give them a feedback and advise them on how they could use all these elements to create a harbours' map. Students will discuss about the process, learn to listen, negotiate, persuade.

Map
Students will collaborate to create a common mind map sharing their data collection using their tablets and creating a mind-map (Coggle web2.0 tool). They will be encouraged to think about the relation between the driving question and their findings and about their next steps, comparing thoughts and findings while sharing them throughout their transnational teams. (Think-pair-share assessment)

Make
Students will use their tablets or the Computer Lab to write, using Google drive, journal entries about

their findings and experiences, trying to answer questions such as: -What do you see in this photo? -What is the year that it refers? -Who is the owner? -How it is connected with the topic of your team? -What kind of information gives us? -Can you compare your city's harbour with one of the photos and find differences and similarities? Each group has a specific assessment to do according to their skills and interests. Each country's teacher observes them while working and gives the necessary advises.

Ask
Students present the first activities during an eTwinning Live Event, give and receive feedback. They also look at the project's process and ask for comments from the teachers. Teacher will show them in the Computer lab the Thinglink web 2.0 tool and explain how they can post marks of harbours adding photos and videos.

Re-make
Students will watch what the participant countries uploaded in the collaborative Thinglink harbours' map of Europe. They will pay a visit to the nearest harbour to take photos, come in contact with local authorities to collect information adding afterwards on the map the selected information according to their sub-category.

Show
Students will present their work with the participant countries during a scheduled Live Event in eTwinning. They will, also, show the product to their schoolmates communicating and collaborating with their peers from abroad encouraging interpersonal skills. After disseminating their work and products, they will be encouraged to evaluate the project and their work by using a rubric.

Employing this kind of scenario, students will be encouraged to develop inquiry skills, communication and collaboration skills, creativity and innovation, ICT skills, as well as their critical thinking. What we have here is a scenario within an eTwinning project as an example of innovative teaching of History and Geography, of English language as well as Social Studies with the aid of Europeana's Galleries, where pupils and teachers will have the chance to develop their abilities in the sector of ICT.

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Trawlers, harbours and fishing communities. https://www.europeana.eu/portal/en/explore/galleries/trawlers-harbours-and-fishing-communities

Angeliki Kougiourouki is a primary school teacher in 1st Experimental Primary School, Alexandroupolis, Greece. She has been an eTwinning ambassador in East Macedonia and Thrace since 2015, and holds an M.Ed. in Visual Culture from Trakya University, Edirne, Turkey.

2018, European Year of Cultural Heritage… in eTwinning!
by Elena Pezzi and Alicia López Palomera

We all know that 2018 is the European Year of Cultural Heritage.

This is the official introduction to the year: "*The aim of the European Year of Cultural Heritage is to encourage more people to discover and engage with Europe's cultural heritage, and to reinforce a sense of belonging to a common European space. The slogan for the year is: Our heritage: where the past meets the future*." (https://europa.eu/cultural-heritage/about)

eTwinning, which makes the sense of belonging to the common European area one of its strengths, could not remain away of this important event.

Once again the official words help us to trace our path within our being active eTwinners: "*Cultural heritage shapes our identities and everyday lives. It surrounds us in Europe's towns and cities, natural landscapes and archaeological sites. It is not only found in literature, art and objects, but also in the crafts we learn from our ancestors, the stories we tell to our children, the food we enjoy in company and the films we watch and recognise ourselves in*." (https://europa.eu/cultural-heritage/about)

Is this not a description of what we already do with our students, our classes, our colleagues, our pupils' families?

Thinking about cultural identity and heritage should always be the basis of our daily teaching, but this specific year has certainly helped us to implement projects with particular focus on this topic.
Through eTwinning projects, cultural heritage is no longer an abstract concept but becomes concrete, living reality transmitted by the partner, object of research and source of continuous discoveries.

This has been the case for our project, "De ismo a ismo… y nunca serás el mismo" (https://twinspace.etwinning.net/44605), in which we have investigated how an artistic and literary phenomenon is actually the bearer of values that are still extremely topical. This project (whose language of communication is Spanish) wanted to show the main ideas of the avant-garde period in Europe at the beginning of the twentieth century, its new art and the multitude of its "isms" and creations and their influence on literary trends.

We have tried to reflect on the concept of "cultural heritage" as a complex of tangible (artistic and literary productions) and intangible elements (attitudes, mentalities, ways of life) that have allowed the development of a European citizenship that was created during the twentieth century and that continues to deeply influence our current culture. It is enough to think in fact of all those artistic and cultural manifestations of breaking limits and conventions that still today we find in our societies.

How have we been working? The activities have been grouped into two main sections: creative workshops on the spirit and art of the avant-garde and reflective workshops on the "isms", combining some active methodologies.

A fundamental point in the scheduling of the activities has been to strongly involve the students in the process of designing and creating the project's pathway. We had groups of pupils with different levels of age, competence, learning and/or difficulties, but they all got passionate about the project and actively worked on it. One of the strong points was the modular structure and the different proposals for activities, which allowed all pupils to work according to their own rhythms and skills, but always with a view to collaboration for the joint implementation of the activities.

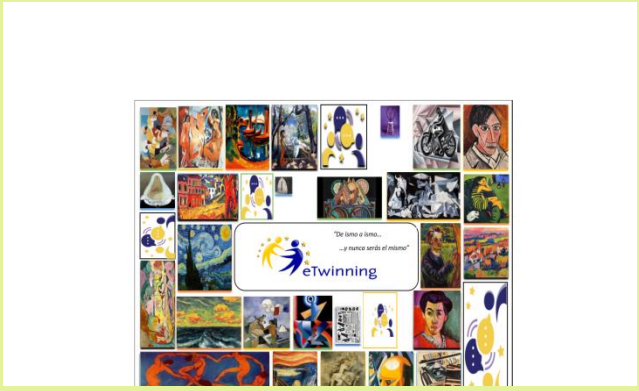
An innovative aspect is that we have structured the project by including an unconventional itinerary of art and literature in classes not used to this type of proposals, thus allowing students to expand their knowledge regarding the European cultural heritage.

Equally unusual is the fact that the work, normally carried out in international groups of 4-5 students, saw aggregations and re-aggregations of groups, which were not composed of the same students every month: this certainly has required a plus of flexibility and ability to adapt to different ways of collaboration.
This method, however, has led to great creativity in the creation of collaborative work by teams, who have never succumbed to the temptation of routine and repetitiveness of procedures already adopted and known.

This has also ensured that integration into the curriculum (which is an essential element for us) has been fluid and effective in all aspects: linguistic, communicative and - above all - artistic, literary and cultural. We have always applied PBL methodology and task-based approach in order to enable pupils to develop skills and at the same time acquire the curriculum content of the subjects involved. For this reason, all partners also adapted

the topics and competences to the specifics of their subject and to the age of their students.

The topics on which the students reflected and worked collaboratively all relate to the different stages of language and culture learning, developing contents with a cross-curricular approach, promoting different skills with specific activities that also integrate digital competence. Integration into the curriculum was also fostered by constant work on the platform, ensuring that the project was not something separate from normal teaching.



Students were therefore authors of their own learning, thus respecting the objectives set out in the school documents, which envisage the development of the autonomy of the students, the sharing of working methods and the taking of decisions negotiated in the group. This has been particularly interesting because the articulation of the work - coordinated by us teachers but largely managed by the students - was a very positive aspect, recognized by the students themselves.

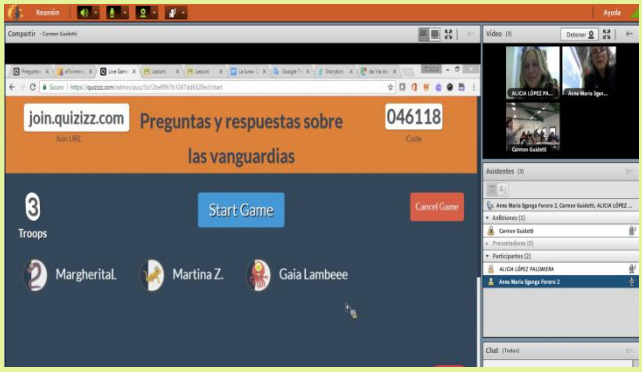
It is obvious to say, but all this results cannot be achieved if there is no agreement and harmony between the teachers participating in the project, first and foremost among the founders, who have the task of creating a climate of serene and collaborative work right from the start. For us this is now a given, as we have been used to carrying out joint projects for many years now. Among us all the channels are good to manage and run the project: email, Whatsapp, telegram, Messenger... a

communication often informal but crucial to constantly monitor the progress of a project which has involved several teachers from different countries.

Secondly, the exchange of information and activities between teachers has always been constant since the very first step of the design and then throughout the project to stay updated and foresee any adjustments in case of need (changes in working time, unexpected events, etc.). For each activity a specific page has been created in which the process of collaboration and exchange between the schools could be evident.

Finally, and we would like to stress this aspect, the communication activities between the pupils have taken place essentially within the TwinSpace. In fact, we believe that a good project cannot take advantage of the platform only as a "support point" and then develop externally on other tools. For this reason we have structured the pages and organized the activities so that students can easily work, upload and edit materials, presentations, images, etc.

Equally important is the a/synchronous communication: through the Padlets and the many discussion threads in the forums students were able to communicate and exchange opinions on the project and its various topics throughout the year. In fact, the forum has been a very popular place, both for the exchange of opinions and for collaborative writing, for example when pupils have created the "Manifiesto de la vanguardia", their personal interpretation of the ideas expressed by the Futurists.



We could keep on talking about the project for a long time, but what we would like to underline is that the main results, beyond the purely disciplinary ones, have been to see the pupils as actors in the project, which has increased a lot the motivation of the students, even of those normally more reluctant.

The online collaboration between peers has set in motion dynamics that students have been able to practice within the school, on the occasion of learning experiences "peer to peer" in other institutional activities.

The other crucial aspect is the impact on the whole educational community: very often we teachers remain "armoured" within pre-established paths in strict order, but in this case we have noticed new dynamics and a collaborative dimension in our teaching practice.

To sum up, we believe that this project has shown that the impact on both teaching and students is always very high and positively involves the curriculum even when we dare to deal with cultural issues not always "institutionally" foreseen. The weekly appointment with eTwinning has always been a challenge and an incentive to do better. We have noticed a fundamental change of mindset towards cultural heritage, which has become a reality and a "living matter".

You cannot be without eTwinning any longer, what is more, without an eTwinning School!

And if everything goes according to our wishes... in the next issue of the magazine we will be able to tell you how the collaboration on cultural heritage that this year we have started on eTwinning can become an Erasmus+ partnership in which we will discover that... No Man is an Island...

Elena Pezzi is an eTwinning Ambassador and a teacher of Spanish in Bologna, Italy.

Alicia López Palomera is an eTwinning Ambassador and a teacher of Spanish in Aldaia, Spain.

EYCH in eTwinning
by Clara Elizabeth Báez

I would like to share with you a wonderful experience: in May 2018, thanks to Move2Learn, Learn2Move initiative launched on the occasion of the 30th anniversary of the Erasmus programme, our students met personally, a group of Bulgarian students, their eTwinned class. They had the opportunity to visit our school "ITE Raffaele Piria" (Reggio Calabria-Italy), our city and many interesting places, and we will visit Sofia in September 2018.

It was a step in our didactic live, after working together for two years - we thought to develop a project about our cultural heritage in Spanish between Bulgaria, Italy and Poland. The final goal is very important, so not only to learn how to use the TIC, but also to work in international groups: to know each other better, our past and our present to create a better future.

Before the arrival of the Bulgarian group, we started not only one but two projects: "En Busca del Patritesoro" and "No me dig@s".

As we know very well, EYCH 2018 is the European Year of Cultural Heritage, material and immaterial. Therefore, we decided to engage a new and interesting virtual trip, we started our "journey" from the past, emphasizing the present, towards the future.

In "En busca del Patritesoro" we present people, events, memories that are part of our idiosyncrasy, is important to understand the differences that exist between us, but also to find common points. In fact, a historical event never appears by itself, and what happens always leaves his footprint and marks the future. It is evident that the memories of our grandparents reveal the past, that they were part of it. It is important to listen to them; to remember the past to preserve our memories and our heritage that are not only ours but of all the world - treasures to preserve.

The students become "historians" working hard to search information, they created presentations with different tools about historical personalities, and important events, they looked for old and new postcards that represented the partner countries: Bulgaria, Italy and Poland, and created a box of memories to open after ten years. You can have a look here: https://twinspace.etwinning.net/61064/welcome.

We think (the partners involved) that not less important is "No me dig@s!"

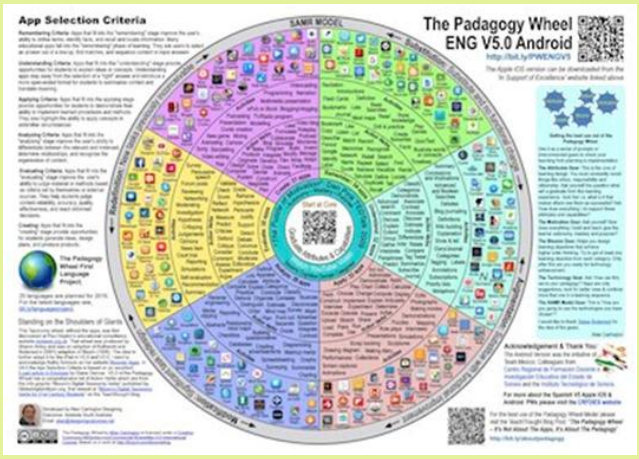
This project is based in an old idea: make a story starting from a series of photos. The students divided in groups chose 5 photos taken by them. Then each one added another photo that represent a monument / place heritage. In international groups, composed by the different countries,

students invented stories based on the photos, they exchanged them, then they voted in the forum to make decisions and after to create the collaborative products such as comics based on the 4 stories more voted. At the end an ebook was created, with all the stories, and another one with the comics. In Poland this project had a special nomination for EYCH. Here it is the link: https://twinspace.etwinning.net/49186/welcome.

Big work done with all our students and my great colleagues Irina Alamanova, founder of the project, and Lázaro Luis Delgado Conde!

Clara Elizabeth Báez was born in Montevideo, Uruguay and is a Spanish teacher in Reggio Calabria, Italy. She has been an eTwinning Ambassador since 2009. She is also a mentor of teachers, and she has been the representative for the region Calabria in the "Settimana del Rosa Digitale" since 2017. She has authored several didactic articles in Spanish.

Using Padagogy Wheel for eTwinning projects learning design - Remember: It's not about the app, it's about pedagogy!
by Maria Cristina Bevilacqua



In June 2018 I participated in the Ambassadors' Professional Development Seminar in Belgrade, and I was honoured to present my work on what I called "The tool of tools": Allan Carrington's Padagogy Wheel.

The name comes after "iPad" + "Pedagogy", to underline the great importance that should be given to the pedagogical theories that form the basis of its creation. Let's answer some questions about it.

1) What is it? Or, better, what is it not? It isn't a simple thematic list of App (for making videos, creating boards or stories etc.), as the thousand lists you can find surfing on the Internet if you search for a tool to help in your work. So, what is it? It's a wheel in which Bloom's revised Taxonomy, Puentedura's S.A.R.M.(Substitution, Augmentation, Redefinition, Modification) Model for a deeper and more conscious use of technology in learning/teaching, Students' Motivation and Attributes interact as connected gears to substain learning designing. Each Segment of the Wheel is dedicated to one of Bloom's taxonomy, indicates

the step of SAMR model it develops and suggests Activities to do and Verbs to be used in Learning Designing.

2) Why could this "tool of tools" be useful for eTwinners and Ambassadors? Because it can help in searching the right App to be used for a Project that satisfies not only the "technological need", but also the goal to consider all the aspects that are parts of an effective learning (see question number 1).

3) How should it be used, to be effective? All the information can be find in designingoutcomes.com, where it creator explain its use, or attending one of the webinar I sometimes give on eTwinning Live.

4) Where could you find it? In https://designingoutcomes.com/english-speaking-world-v5-0/ there are all the Versions of the Wheel (the newest one is V5), in all languages available. There is an IOS Version and an Android one. It is in PDF, but all the App are hotlinked and send directly to the app's website to be promptly used.

5) Is it free of charge? Yes, it is! And it can be downloaded in more than 15 languages (including Italian) from the website.

For all info, I can be contacted on eTwinning; I'll be pleased to help!

Maria Cristina Bevilacqua has been an eTwinning Ambassador in Italy since 2016. A primary school teacher for 21 years, since 2007 she has been teaching in a Vocational School for Catering and Tourism in Ceccano, 90 km from Rome. Teacher trainer since 1988, Microsoft Innovative Educator Expert, ICT Coordinator, Teacher Mentor, Pestalozzi winner, she has been involved in Socrates, Comenius, Leonardo da Vinci, Grundtvig, Erasmus+ projects, and is the Italian translator of Padagogy Wheel (https://sites.google.com/view/maria-cristina-bevilacqua/la-ruota-padagogica).

eTwinning Ambassadors Professional Development Workshop in Belgrade

by Iuliana Florentina Ispir

eTwinning events

Between 4 and 6 June 2018 I participated as an eTwinning ambassador in the workshop of self improvement and professional development with my team mates Niculina Chiper, Camelia Ionela Lazea and Ionela Cristina Voicu.

Through the duration of the workshop we had common activities where we had the opportunity to socialize and communicate (first meeting - a working model you can watch here https://m.youtube.com/watch?feature=youtu.be&v=cuA7-CgXtwI), while we also had visited the Belgrade town.

On 5 and 6 June we had been working together in teams.

- Assessment & Projects - Dominika Tokarz, NSS Poland
- Effective ways to communicate and collaborate in your eTwinning project – Giulia Felice, NSS Italy and Sacha Dublin, NSS Luxembourg
- Strengthen your school profile – Claire Morvan, CSS
- Using and presenting collaborative tools – Ourania Bekiri, Greece

I have learned a lot of new things and I have realized that we never learn enough because there is always new to learn about everything that surrounds us. I have discovered the Kahoot site, a great way to learn and evaluate. I have learned that we can take interviews to parents and grandparents in order to improve the educational act considering that they also are involved in the education of their children's.

On the meetings we had I learned about new ways to communicate and collaborate by sharing our own experiences and encouraging other to join the eTwinning team. I heard about new tools of collaborating like PosterMyWall, AnswerGarden, MeetingWords, Bitly etc.

The best thing about this experience was the opportunity to practice my English speaking skills and I was very happy for becoming able to sustain my own speech in front of many people with braveness.

I am also happy for getting to know others ambassadors from different countries such as Republic of Moldova, Denmark, Turkey.

I really appreciate this opportunity as being great for my own development. This is why I am deeply grateful.

Iuliana Florentina Ispir has been working in the educational sector for the last twenty years. She teaches at Grădinița cu Program Prelungit "Dumbrava minunată" in Râmnicu-Vâlcea, Romania.

eTwinning international project seminar on Quality in early education

by Nicoletta Hustiuc

eTwinning events

The event brought together pre-school teachers from 11 countries: Armenia, Bulgaria, Cyprus, Czech Republic, France, Latvia, Malta, Republic of Moldova, Poland, Slovakia and Romania. The seminar was an opportunity to find project partners, start working with other school units in Europe, and familiarize all participants with the most important steps to guide us in delivering quality projects.

Activities over the three days were primarily aimed at starting an international eTwinning collaboration.

The plenary session on the first day of the seminar explained that eTwinning is the school community in Europe that "promotes school collaboration in Europe through communication and information technologies and provides teachers with continuous, online and free professional development opportunities. eTwinning provides teachers working in schools in participating European countries with a platform for communication, collaboration, project launching and information exchange (www.etwinning.net).

On the second day of the seminar through the proposed workshops, we were able to discover the tools offered by the eTwinning platform that can help us in project development and management, examples of good practice through already developed and awarded eTwinning projects related to sensoriality in early education, the role of creativity and teamwork in eTwinning projects, ICT tools we can use in projects to expand collaboration with project partners, but also with our parents and implicitly with our community and last but not least which are the key steps to develop a quality eTwinning project.

The examples of good practice presented illustrated that collaborative and cooperative projects are the key to success and that through eTwinning we have the chance to integrate three basic elements of our school units: European dimension, ICT use and collaboration.

My school is involved in eTwinning projects, and for the work done in 5 completed projects ("Little Prince", "Merry Christmas", "My First Penfriend", "Les couleurs de l'enfance/The colours of childhood" and "Harmony of nature) I have received National Quality Certificates, as well as a European certificate, and also certification for our students.

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

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Coding at school
by Stefania Altieri

Coding@school is a project based on the development of computational thinking as the mental activity in finding solutions to problems. The aim of all the European schools, members of the project, is to introduce coding across the curriculum. During the whole project, following the coding Campaigns, new teaching approches have been applied and experimental and lab methodologies have been tested. Funny activities and games have involved hundreds of students, who have shared their experiences in the TwinSpace: https://live.etwinning.net/projects/project/152049

The project is strictly connected with the omonymous featured group that I moderate: https://groups.etwinning.net/45001/home.

Stefania Altieri is an Italian teacher in ICS Valle del Conca in Morciano Di Romagna (Rn), Italy. Her students are 6-11 years old. She deals with different subjects (Italian, Maths, Art, theatre, journalism). She likes technology and coding. She loves eTwinning because one can exchange experience and culture. She is an awarded eTwinner and a Scientix ambassador.

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eTwinning groups for training
by Alessandra Basso and Cinzia Masia

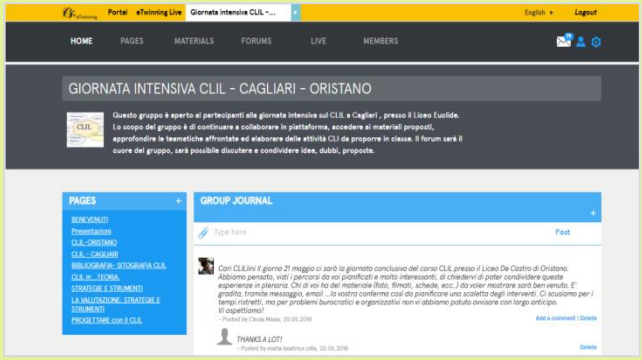
eTwinning is a potential platform that offers teachers several chances for their job not only to collaborate with partners in a project but also to take part in Professional Development activities. Learning Events, Webinars, Expert talks are some of the online training opportunities that allow to know more and more about methodologies, strategies, useful tools and to exchange ideas and materials. All over the year a wide range of training courses is given to teachers of different school levels. They can train themselves while becoming more competent on specific topics and improve their teaching methods. eTwinning platform offers other useful spaces that support teachers' professional improvement such as **Groups.**

Groups are web spaces where teachers can enrol themselves and interact with other colleagues according to specific areas or themes. Expert eTwinners usually apply to create a group to the eTwinning Central Support Service, then they arrange all the tools such as Pages, Folders, Forum, Chat, Live Events to coordinate and support the involved teachers. Members of the Groups can share and exchange best practices and materials, but also reflect on their own experiences.

For these reasons we decided to set an eTwinning Group while running an in-service CLIL training course. We were involved as teacher trainers and we thought it was the suitable platform where teachers of different subjects from different school levels could interact and carry out asynchronous activities. Among the face-to-face training meetings, they needed to work in a protect space where they had the chance to read and examine specific materials, to discuss and give opinions, to support each other while planning a CLIL project.

At the beginning, during one meeting we realized that several teachers knew eTwinning, only few of them were already registered in the Platform but they did not use it. As eTwinning ambassadors and teacher trainers, we thought it was a good way to illustrate eTwinning platform so to make the colleagues aware of the potential of it. We showed all the opportunities and tools focusing on how to use the Group space in the TwinSpace while working at the course activities. Seventy-two teachers joined the group. As moderators, we set up Pages, created Folders and invited the teachers to interact in the Forum. Teachers had the opportunity to employ several tools while exploiting the different sections of the TwinSpace (Journal, Materials, Pages, Forum).

We used the **Journal** to communicate notes and messages in order to update regularly the trainees. News about new uploaded materials, information on face-to face meetings (date, place etc.) or tasks were constantly shared in this space where moderators and teachers could interact constantly.



Pages were planned to better organize the different types of activities such as teachers' presentations, CLIL materials so to highlight the most interesting resources like strategies and tools useful to plan and carry out projects. We tried to create not too many pages to avoid confusion among the new eTwinners. In each page we shared files, pictures, PDF documents and external apps like Padlets. Considering that the group was accessible only to the involved teachers, all the Pages were made private.

Materials were useful to collect different types of resources: Files, Images and Videos. Then, several folders were created and organized to upload and share them therefore it was easy to look for and find the contents. All the materials were accessible to the members and both the administrators and the trainees added mainly documents that were arranged in specific folders in the File sections.

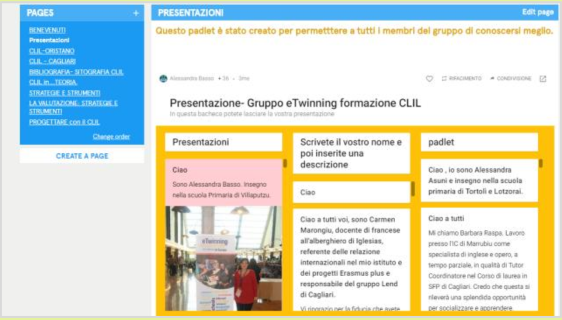
Working in group was strongly encouraged. The interaction in the **Forum** was amazing.

Through numerous threads about different topics, the teachers could interact and communicate dynamically, they posted their comments, suggestions and reviews on the work of their colleagues. After that everyone had feedbacks from the tutors and the other colleagues too. The number of posted comments and peer reviews were higher than our expectation.

Both the **Chat** and the **Live Event** were mainly exploited by the administrators to arrange the setting of the Group space, to talk about materials or share ideas useful to better organize and ménage the online training experience but also the face-to-face meetings. Although it is a powerful tool to communicate and collaborate synchronously, we could not involve the trainees in any Live Event because of some problems.

Communication was also supported by the **Groupmail**. This tool was functional to the other ones because some members of the group chose to send emails when they mainly needed to communicate with the tutor administrators of the course.

Step by step, we noticed that many teachers had become more confident using the different tools in the webspace sections. We had the chance to realise the participants' eTwinning platform appreciation through their interaction in the Forum, the frequent messages in the Group Journal, the uploaded presentations, their shared final CLIL projects and also the questionnaires filled at the end of last meeting.



Once again, among the various training opportunities eTwinning platform has provided eTwinners the change to improve their professional development also exploiting the Group space. Trainees have realized its effectiveness using some of the available tools while interacting in a safe working environment.

Finally, as eTwinning ambassadors and teacher trainers, we highly recommend teachers to become part of the eTwinning community for its vast range of opportunities useful for a successful teaching career.

Alessandra Basso has been teaching in primary and pre-primary school for 27 years. She has attended CLIL training courses and carried out action researches on CLIL Approach since 2005. She is an eTwinning Ambassador and has run several Comenius and Erasmus+ projects.

Cinzia Masia teaches English in a secondary school in Sassari, Italy. She is an eTwinning Ambassador and a teacher trainer. She is interested in putting into practice new strategies and tools, involving her students as much as possible.

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TALES - To Act Live on Education Stage
by Laura Diana Teban

Școala Gimnazială nr. 3 Cugir is currently implementing the Key Action 1 Erasmus+ project "TALES - To Act Live on Education Stage". It will end in June 2019.

The project budget is funded by the European Commission, with the aim of improving 8 teachers' competences through 2 mobility flows in Croatia and Greece in the summer of 2018. The aim of the project is to acquire the dramatic art techniques, by the teachers involved, as a modern method of teaching and enhancing communication and interpersonal communication skills by acquiring Boal's techniques.

The methodology of courses is based on the principles of Augusto Boal, who introduced theatrical techniques as a method of solving conflicts and conflicting situations. This methodology is used in education and pedagogy, based on the exploitation of dialogue as a key factor in establishing communication between people as a way of avoiding conflicts.

As a result of the project we mention: optional drama lessons and a school theater. Based on our contacts with other teachers in the European space, we intend to develop an eTwinning project about using dramatic art in education.

Laura Diana Teban has been teaching for 17 years, and ever since the beginning of her career she has been interested in the European dimension of the school in which she activated. Thus, in 2003, she attended a Comenius training course and in 2008 she attended a course in Norway for Educational Decision Makers - Transversal Action 1.1. Project writing workshops were essential to improve her knowledge in the concrete and applied approach of the Erasmus+ application form.

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Using eTwinning in the Erasmus+ project "Earthworm"
by Nicoletta Hustiuc

We are a team. We are working together in one big project, called Earthworm. It is an important project about sustainability in Early Childhood Education and Care, and we are 4 partners from: Iceland - coordinator, Spain, Romania, Lithuania - as partners. We chose to use eTwinning as a virtual collaboration platform to help us work with our students. We invited not only teachers who already are involved in our Erasmus+ Earthworm Strategic Partnership, but also other teachers who want to develop their skills in early childhood education, as well as in sustainability education.

We are trying to make some little books based on the 4 pillars of the sustainability education in Early Childhood education. These 4 pillars are: culture, society, economy and environment. The Romanian teachers have already started to work on the first book, and it is already done on the internet to be used in the classroom. This first little book can be found on the internet, here: https://www.scribd.com/document/375374629/Sustainability-Society.

We will try to work with other foreign teachers to make the others little books about culture, economy and environment. We also try to implement in the classrooms what we, the teachers, learned about sustainability through this Erasmus+ project, because we had 2 learning / teaching / training activities within this project, in Iceland and in Spain, and that is why we want to involve more teachers, and with the help of these teachers other children from other schools can work on the eTwinning platform and develop their skills for a better quality of the activities done in the classrooms.

We kindly invite other teacher interested in sustainability education to join our "Earthworm - living together a sustainable life" eTwinning project, to improve the quality of the early childhood education and also to live a better life!

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

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SIF TEACHER PANEL and SAFER INTERNET FORUM

by Aspazia Olar

The invitation to participate in these events was launched in the BRINGING ESAFETY INTO ETWINNING PROJECTS and was made by European Schoolnet.

European Schoolnet (EUN) is the network of 31 European Ministries of Education, based in Brussels. As a not-for-profit organisation, their purpose is to bring innovation in teaching and learning to our key stakeholders: Ministries of Education, schools, teachers, researchers, and industry partners. European Schoolnet provides both Ministries and schools with: information and services relating to the innovative use of educational technology; outreach campaigns on specific educational topics such as maths, science and technology; and research activities.

Under the Connecting Europe Facility (CEF), EUN is developing and maintaining – on behalf of the European Commission – a Better Internet for Kids (BIK) core service platform to share resources, services and practices between national providers of the services – the European Safer Internet Centres (SICs) – and to provide services to their users.

SIF EUN organised a 'SIF teacher panel', which brought a group of teachers together at the Future Classroom Lab in Brussels, on 22 November 2017.

During this one-day training programme, teachers were able to participate in hands-on workshops and interactive group activities, while developing different scenarios (i.e. lesson plans, best practices guidelines) on how to work with young people on safer/better internet issues. In addition, teachers had the opportunity to present the outcomes developed during SIF 2017 – this took place the following day, on 23 November 2017.

I participated with 10 other teachers from Ukraine, Italy, Spain, Poland, Serbia and Armenia. This group also has eTwinning ambassadors, who promote online safety in their activities.

For half a day, the activities were organized at Google Office Brussels, a place just as wonderful as European Schoolnet.

The immediate result of this seminar was collaboration between the participants and the development of an eTwinning project. It also included events dedicated to the Internet Security Day 2018.

Also, the resources provided by the organizers are always of great value to each of us, especially to our students!

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Aspazia Olar is a teacher at the Technical College "Lațcu Vodă" (awarded eTwinning School) in Siret, Romania. She is the European projects coordinator in her school and has implemented two Erasmus+ projects for far. She has been an active eTwinner since August 2010. She was one of the first eTwinning mentors in 2012, and she is an eTwinning Ambassador.

eTwinning projects go social! - How to share projects' success and outcomes
by Maria Cristina Bevilacqua

More and more eTwinning projects are reaching excellence, all over Europe and abroad, but the risk that their potential richness and benefits could remain limited to the partners sharing it is very high: sometimes the project is not known even in the same school where it has been exploited!

How can other teachers, other schools, other pupils get advantages from good projects carried on by other eTwinners? My answer is: by potentiating eTwinners and Ambassadors' use of social networks in a professional way, as professional channels.

Relating my personal experience as a beginner Ambassador, the easiest and quickest way, and the most effective one, too, is to spread the projects on as many social channels as possible, for instance, by creating a dedicated Group on Facebook, inviting all our contacts and our friends' contacts to join in it. I created a Group called after the province I teach in (*eTwinning Frosinone e dintorni* https://m.facebook.com/profile.php?id=846149108854391&ref=content_filter), but I invited even teachers from other provinces to follow it, above all during my seminars or lectures.

I use it to spread news from the Central Unit, NSS, local groups, but even from eTwinners that can post their projects or their activities linked with eTwinning world, such as teacher training sessions, meetings, webinars, Seminars and so on. Facebook can became a sort of professional channel for the diffusion of best practices in projects planning and in their enhancing, because it's much more immediate and direct than a website, and people can easily interact to ask for or share info . I find it's a fantastic and powerful showcase, that could be used in a more effective way, to help other eTwinners in getting the best from others' examples, but even to show all the people that could have any type of interest in the Project, as to say colleagues, headteachers, parents, students, local authorities, other schools of the same kind etc.

The same thing can be done by creating a Telegram channel, even if this social channel is not so commonly used, but it is very useful because it is a sort of one-way messenger, where people can only get information, without replying. So it can help in spreading projects' links, or outcomes, or events.

Even the best project is useless if it is confined to the TwinSpace where it was born and known only by the partners who created it. It has to grow, instead, as a seed, in order for as many people as possible to be reached by the net, so to bloom endlessly on diverse soils in different shapes and colours, in lots and lots of schools.

Maria Cristina Bevilacqua has been an eTwinning Ambassador in Italy since 2016. A primary school teacher for 21 years, since 2007 she has been teaching in a Vocational School for Catering and Tourism in Ceccano, 90 km from Rome. Teacher trainer since 1988, Microsoft Innovative Educator Expert, ICT Coordinator, Teacher Mentor, Pestalozzi winner, she has been involved in numerous Socrates, Comenius, Leonardo da Vinci, Grundtvig, and Erasmus+ projects.

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Once upon… two times – eTwinning project partners become friends
by Heidi Giese

It all began in October 2015. A Greek teacher of the German language was searching a German school ready to plan an eTwinning project for the 63rd German competition, one of the oldest European competitions organised after World War II. Unlike the years before I, being a teacher of the French language, had no French class, and was wondering what kind of eTwinning project could be organized for my 5th graders who had just arrived at my school.

I was "facebooking", when I noticed the call from the German NSS eTwinning looking for a German teacher who would like to plan a project with Charikleia from Greece. So I contacted her, she also had a 5th grade.

During the following weeks we shared our ideas via eTwinning. As she taught German in her class 5 and I had my 5th graders as a History and Art teacher, we developed an idea for the project together and started planning. We exchanged our thoughts and material in the TwinSpace, did several eTwinning live conferences and used meetingwords.com to plan when and what to do together.

For Christmas our students exchanged presents and we, the teachers Chara and Voula, Monika and me, also engaged and had parcels travelling from Greece to Germany and the other way around. Our first eTwinning project was born and at the end of the year we knew each other better, both students and teachers.

My students discovered that the Greek letters were different from what they knew as their German alphabet. We teachers talked about our family life, schools and cities. Our project was awarded at the European competition, we shared a prize and were really lucky to have worked and won together.

The following year we continued our way with eTwinning and decided to go for the 64th European competition as well, this time it was a historic theme to be worked on.

Our students already knew each other better, so the second project started immediately and had two legendary figure dolls (the Greek Theoni and the German Frau Holle) travelling to the other country and report from there everything they considered interesting about modern life.

A colourful, inspiring magazine was created and our students were very proud of their final joint product. We again received an award in the 64th European competition, we again were so glad and lucky and shared another prize.

At that point, our students had written each other letters, postcards for Christmas or Easter time and also emails for over two years. And so did we: Whatsapp, Facebook, TwinSpace, Viber. We

teachers now were connected via all kinds of social media.

In one of our discussions about our project we talked about lessons, school day organisation and the Greek teacher told me about her wish to have a shadowing experience at another European school. I asked if she could think of coming to my school and visit me. I was so lucky that she agreed!

Then came the day of her arrival, from the big city and capital of Greece, Athens, she flew to my small town Kassel in the middle of nowhere. There was even a direct flight connection to the tiny little airport of Kassel Calden - thanks to documenta14, a modern art exhibition – for the first time taking place in two locations that year, Athens and Kassel, under the slogan "Learning from Athens".

Me too, I learned a lot from my Greek partner. Chara stayed with me and my family at our house for five days and also met all her eTwinning friends of our two-year intense project work at school. With Martin, a composer and music teacher of my 5th grade, and Monika, my co-class teacher, and ICT teacher of my class we spent an evening at an Italian restaurant: We were laughing and talking like four old friends who had known each other for a lifetime when in fact we only had known each other *live* for just one day.

It was eTwinning that had given us the chance to meet, first virtually, then even live. It was amazing spending these five days together and feeling like good old friends. I think this friendship is something special and maybe you can also report of many new friends while working with eTwinning teachers and students all over Europe.

I have some more good friends from former eTwinning projects: Antonella and Cristina from Italy, Christelle from GB, Lydia from Belgium, Alina from Romania. And we nearly all met somewhere in Europe, for example during school celebrations as with Alina in Mangalia or at an eTwinning PDW: with Christelle in Munich, Antonella in Catania and Sari from Finland or at a teacher conference.

I am really grateful to have widened my horizons, to have these friends all over Europe. It is just great doing eTwinning projects!
Daniela Bunea eTw

Heidi Giese is a teacher in a Secondary school (French, Politics, Art), Europaschule Anne-Frank-Schule, in Eschwege and an Erasmus+ Ambassador in Germany.

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More information on **eTwinning, the EU Programme for schools** is available on the Internet:
https://www.etwinning.net/en/pub/index.htm

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All links were working on July 31st 2018.

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