



Visibility of eTwinning Projects Group

NEWSLETTER 10



~ *Wishing upon the right star* ~

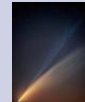
July 2020

In this issue:

- **Teachers Helping Each Other in Hard Times** – Barbara Klaassen, Germany
- **eTwinning and STEM Teaching** – Enrica Maragliano, Italy
- **My eTwinning and Erasmus+ Project "Folklorica"** – Gabriela Mirela Jugar, Romania
- **Challenge Accepted - Project, Collaborative and Integrated Online Teaching** – Alma Suto, Croatia
- **Using Music and Art within a Collaborative International Project** – Diana Linford, the UK
- **eTwinning Goes Beyond Borders** – Liana Karapetyan, Armenia
- **Saved by Collaboration in Times of COVID-19, or How We Pulled the Enormous Turnip Out** – Liliana Nederiță, Republic of Moldova
- **Distance Learning – eTwinning Project** – Rabia Özler Özseçer, Turkey
- **Getting Familiar with STEM through the eTwinning Project "STEM ON BOARD"** – Irene Papadopetraki, Greece
- **Climate Change Actions with "Climate Volunteers" eTwinning Project 2020** – Alina Popa, Romania
- **New Teaching Adventures** – Jorge Conde, Portugal
- **"Collaborative Writing Collection of European Legends" - A Successful eTwinning Collaboration!** – Maria Vasilopoulou, Greece



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CONTENTS:

eTwinning as a Blessing by Daniela Bunea – page 5

Remote Teaching in the COVID-19 Lockdown for the eTwinning Teachers by Tatiana Popa – page 5

Teachers Helping Each Other in Hard Times by Barbara Klaassen – page 7

How eTwinning Supported My Teaching during the Pandemic by Cornelia Melcu – page 9

Debating Literature in Projects by Alexandra Duarte – page 10

The eTwinning Generation in Kindergarten by Florina Popescu – page 14

Learning for AI through the eTwinning Project ME THE A.I #2.0 by Georgia Lascaria and Iva Naranda – page 16

EB1/PE da Lombada - Distinguished with "eTwinning School" Label Award by Rosa Luisa Gaspar – page 20

Monitoring eTwinning Schools – Starting Change in Our Own Backyard by Loredana Popa – page 23

eTwinning & National Support for School Innovation: A Successful Collaboration by Maria Cristina Bevilacqua, Sara Brunno and Vincenza Leone – page 27

School Based Case Studies Pilot Project – SBCS – The Romanian Experience by Cristina Nicolăiță – page 31

Web 2.0 Tools Used in Children's Education by Simona Valentina Mînzicu – page 33

"In Retrospect: Filming through the Ages": Teaching the History of Cinema with Europeana by Angeliki Kougiourouki – page 37

Let's Celebrate International Fairytale Day! – eTwinning Online Event - Teaching with Europeana and Disseminating with eTwinning by Grațiela Vișan – page 42

PBL Linking the eTwinning and Europeana Platforms by Angela Lucia Capezzuto – page 43

Manage Your Distant Learning with Seesaw by Irena Raykova – page 45

Challenge Accepted - Project, Collaborative and Integrated Online Teaching by Alma Suto – page 49

No Man Is an Island II: When eTwinning Rescues You from COVID-19 and Lockdown by Elena Pezzi – page 51

2020: Virtual classrooms, Erasmus+, eTwinning by Marika Emese Cîmpean – page 56

Projects of Primary School in Přimda by Jana Anděl Valečková – page 59

My eTwinning and Erasmus+ Project "Folklorica" by Gabriela Mirela Jugar – page 62

Selected Virtual Europe – New Technologies – New Experiences by Nina Pippan and Johanna Chardaloupa – page 63

New Teaching Adventures by Jorge Conde – page 66



Culture in Action by Murièle Dejaune – page 68

Evolving Patterns of Diversity by Nathalie Scerri – page 69

eTwinning and STEM Teaching by Enrica Maragliano – page 72

Learning Differently – Students as Creators by Loredana Popa – page 75

Path-Finders: Local2Global – Connecting, Collaborating and Sharing Best Practices in Times of COVID-19 by Ana Soares and Benito Moreno Peña – page 78

Saved by Collaboration in Times of COVID-19, or How We Pulled the Enormous Turnip Out by Liliana Nederiță – page 82

Climate Change Actions with "Climate Volunteers" eTwinning Project 2020 by Alina Popa – page 85

STEMATH – Mathematical Modelling in Solving Everyday Life Problems by Özlem Eren, Murat Pazarcık and Banu Güven – page 88

eTwinning Goes Beyond Borders by Liana Karapetyan – page 90

"Collaborative Writing Collection of European Legends" - A Successful eTwinning Collaboration! by Maria Vasilopoulou – page 92

My Minecraft Adventure by Cira Serio – page 94

E.S.B.F.: Developing Key Competences for Sustainability to Tackle Climate Change by Angeliki Kougiourouki – page 95

eTwinning Projects of the Primary School and Practical School U Trojice in Havlíčkův Brod in 2019-2020 by Renáta Koumarová – page 100

Distance Learning – eTwinning Project by Rabia Özler Özseçer – page 102

eTwinning Projects During the Pandemic – Sharing Personal Experiences by Alexandra Anamaria Vlad and Iuliana Florentina Ispir – page 108

Role Models "Genios y figuras en una Europa igualitaria" - Promoting Common Values in eTwinning by Clara Elizabeth Baez – page 110

Easy Peasy Math by Anamaria Corina Golumbeanu – page 114

Getting Familiar with STEM through the eTwinning Project "STEM ON BOARD" by Irene Papadopetraki – page 115

Reading Together - Friendship Advice from the Little Prince by Julianna Szabó – page 118

eTwinning Project "On the Road of Code" by Cira Serio – page 121

(STEM) Everyway that We Can by Diana Gheorghe – page 123

Using Music and Art within a Collaborative International Project by Diana Linford – page 125
eTwinning Project "An Agora for Europe": Tenacity and Resilience by Françoise Altamura and Fabienne Goizin – page 127



eTwinning Partnership and Friendship through Projects and Collaboration by Nicoletta Huștiuc – page 129

TESLA – Together in Environmental Solutions Learning Activities by Adriana Mariș, Lucia Boldea and Marina Mirkovic – page 130

eTwinning and Chemistry by Naira Harutyunyan – page 133

Educational Software and eTwinning Projects by Carmen Sin – page 135

Could You Live without Your Mobile? by Andrea Ullrich and Betina Astride – page 138

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eTwinning as a Blessing

by Daniela Bunea



As the COVID-19 pandemic ravages the world, it is essential to attend to the educational needs of children and youth during the crisis. Time spent learning is one of the most reliable predictors of opportunity to learn. Differences among students in support from parents who can provide for them educational opportunities directly at home, differences in the capacity of different types of schools to support the learning of their students remotely, differences among students in their resilience, motivation and skills to learn independently and online enlarge already existing opportunity gaps. The COVID-19 pandemic is likely to generate the greatest disruption in educational opportunity worldwide in a generation. eTwinning has been one of the leaders in taking steps in Europe to ease the educational impact of the pandemic. We do need to exchange knowledge about what teachers and schools have been doing to protect educational opportunities during this crisis.

You have, in this newsletter, examples of teaching remotely, synchronously or asynchronously within eTwinning. This has not meant reinventing the wheel – our basic teaching skills and knowledge are still what drives our students' learning. Let us take inspiration and do even better in the months to come!



Daniela Bunea is a teacher of English as a foreign language at a secondary school in Sibiu, Romania. She has been an eTwinning ambassador since 2010 and a Microsoft Innovative Educator Expert since 2015. For 3 years now she has been a Scientix ambassador, a member of the Europeana User Group and a National Geographic Certified Educator. She has been a Galileo Teacher since January 2019 and an Adobe Campus Leader since May 2019. She is also the editor of this newsletter.

Remote Teaching in the COVID-19 Lockdown for the eTwinning Teachers

by Tatiana Popa

2020 has been the most unusual year we have ever lived. We had a winter without snow, the spring only appeared round the corner and we were all placed in a lockdown that is still on but in a different way. The teachers around the globe had to face an overnight switch to distance learning, whether they were prepared and equipped for that or not. And here is where eTwinning came to make a difference!

From my personal observations, the eTwinning portal and community made the difference in this lockdown for teachers everywhere. No one is going to argue that the eTwinners were the most prepared teachers to move to distance learning. All the wonderful things learned in eTwinning – they all helped us now. The myriad of web tools that we all learned during the online events, webinars, courses, self-teaching materials or the eTwinning groups – all these wonderful resources we have learned from came in so handy in the lockdown. We were ready to shift in one day, only because we all knew how to handle the educational technologies and were not fearful to do so. Also, we have been working for years in collaborative projects with our students, so we all knew the correct steps to be taken in order to get students online, starting with the online safety policy and finishing with the best tools to address a certain age group of students.

And how many useful web tools I learned about from my projects partners while working and being part of a project! How to use Flipgrid, Google Sites, QR codes, what an embed code is or many other web tools that I did use while teaching remotely from home – were used in projects, so long live my gorgeous project partners from across Europe! My biggest thanks would go to Arjana Blazic and Bart Verswijvel for the fantastic online events they designed and engaged eTwinners in – those were my early days in eTwinning, but I still haven't used all the tools they showed us back then!

Thus, being equipped with knowledge and confidence, the eTwinning teachers were ready for a total immersion into the virtual teaching in March 2020. And their students, that used to take part in online collaborative projects, felt exactly the same way. I am speaking here about my own students – they were used to learning online and getting together to meet other students in the virtual world for educational purposes.



Furthermore, eTwinning Europe, as well as my own PSA in Moldova jumped in to help the teachers in need of a virtual classroom – our gratitude isn't enough when we mention the ability to found and run national projects or even projects between teachers from the same school! But guess why? Of course, to be able to teach in a safe environment the students from the same school, or any other way teachers could find useful to deliver the lessons while being away from their students. eTwinning Moldova team delivered lots of instructional webinars on how to use a Twinspace for teaching, what resources to use for distance learning or what were the struggles of teachers while teaching remotely. As an eTwinning ambassador, I delivered, for example, a webinar on museum teaching strategies for the classroom at the end of May, for teachers from Moldova and Romania. At the beginning of the lockdown, I also took part in a Future Classroom Lab webinar, called #FCLTalks, to share the way my school and I moved to distance learning in one day, and voices of teachers from other countries, too, were heard all across Europe and the world. The level of solidarity in the education community was incredible, as each teacher was willing to help others if that was possible. And eTwinning community members always have what to share – one will always learn new things from the best educators as part of the eTwinning family!

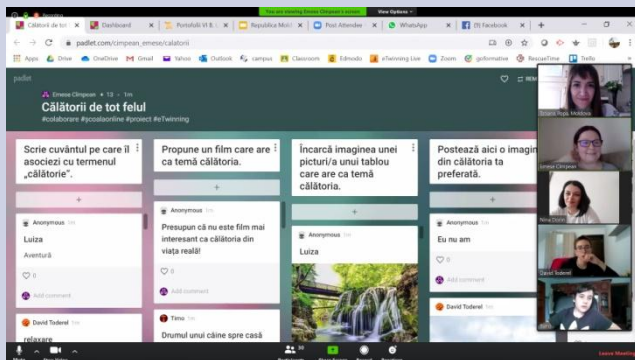
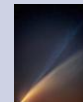


Also, being online on a daily basis together with the students offered the possibility to many educators to be more active in their eTwinning projects. Even though it was not the case for most educators, but many of them had this genuine possibility of integrating their projects into daily activities with students. Collaborating in international projects during the lockdown, when students were bored

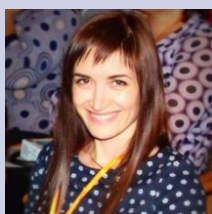
and most of them felt isolated, away from their usual contact with classmates and friends, was a wonderful way to help them feel actually connected to the outer world. If adults struggled emotionally and felt isolated, not going out for months, how did children feel? Their world has been shaken enormously by the global pandemic. That's why my students wrote messages of solidarity and stories from the lockdown to their partners in Italy, whose lockdown was much harsher. This activity was part of our 'Responsible Consumers' project – thus students kept on working in transnational teams and writing letters in the forums. Also, my students designed a Google Slides presentation about the most beautiful places to visit in Italy as an ode to their isolated Italian friends. This activity was part of our 'Holiday show' unit in IPC classes. We travelled together virtually while staying safe at our homes.



Besides this, I was even asked during the lockdown, to found a project with an eTwinning from the UK, entitled 'COVID messages of solidarity' in which the students sent messages and drawings from their homes to their project partners, commented on songs' messages and shared stories. We definitely all felt that 'We are in this together', no matter the country, age, religion, music or food preferences.



All these being said, I can only say one thing, and I am sure the other eTwinners will agree – eTwinning has shaped us as confident digital teachers, and we felt empowered to step into the distance learning challenge without fear, and we are completely grateful for this!



Tatiana Popa is an English teacher and the Head of Global Education at Heritage International School in Chisinau, Moldova. She has been an eTwinning Ambassador since 2015, and was a European Prize winner for 'Herit@ge Matters' project in 2019.

Teachers Helping Each Other in Hard Times by Barbara Klaassen

Children from more than 15 nations are learning at our school. Many children have arrived in Germany only recently, so their language skills, and those of their parents, are very low. In everyday school life, this is an issue that we face, but we have found ways and means to overcome the language barrier successfully.

Classmates or others who have mastered the respective language, or who have at least spoken some of the language, are a great help.

When all the schools in our area were closed in mid-March due to the corona pandemic, we faced an enormous challenge. The question was not only how we should organize "distance learning" in general, but we also wanted to keep up the team spirit of the whole school community.

One of the ideas was to start a creative competition under the motto "Show your work" and announce it on the homepage. The children could send in drawings, texts, handicraft ideas and we presented all their works on the homepage and twice we awarded small prizes in the course of the school year.

Teachers at our school were able to translate the homepage competition text into English or Turkish, but how to reach those who can't read German, English or Turkish? One colleague is fluent in Arabic, but she is not able to write this down. How do we reach the children with Afghan, Syrian, Albanian, Chechen, Moroccan, Polish... background?

When talking to a close friend in Turkey about the situation, a great idea came up. Not only did one of his students, a refugee from Syria, translate the Turkish translation into Arabic, I also set out to search through my various eTwinning contacts to see who could give me translation help.

I wrote to colleagues with whom I had worked, but also teachers whom I had met at eTwinning workshops, conferences Everybody I contacted immediately agreed and translated the text into their language. After less than a week we were able to announce the competition in twelve languages on the school homepage!

Finally, the competition could start and it was a great success. Many pupils contributed, some of them even literally daily, and many had great ideas.



Of course, a large number of them reflected in their own way on their fears and experiences with the frightening situation of a lockdown. Rainbows were submitted, but also a Corona-Virus was crafted by a girl from 1st grade, a boy from 2nd grade sent out some popular heroes to fight against the viral enemy or pupils requested the community to stay home, here a boy from 1st grade.



If you are interested, you can find all their contributions and the result of the competition on the following pages of the school website:
<https://st-marien-schule.de/zeig-dein-werk-1/>;
<https://st-marien-schule.de/zeig-dein-werk-2/>.

The competition was a great success, and we have to thank all those "freelance interpreters": I am sure most of us eTwinners would have contributed but my special thanks are going to Aleksandra from Serbia, Clemence from France, Daniela from Romania, Ehsen from Albania, Greg from Poland, Sura from Azerbaijan, Turhan from Turkey and some more. Thank you all in the name of the whole school community!

I would like to add my personal feelings at the end. I am happy and proud to be part of the eTwinning community - not only for doing projects (everybody who knows me will be aware that I really love to) but also for feeling the spirit of a more-than-European-wide collaboration and lived solidarity.



Barbara Klaassen <https://www.klaassen-moers.de> is a Certified Internet Media Coach® working with groups in primary schools, both in "normal" classes as well in extra-curricular projects. Since 2018 she has been actively involved in eTwinning with more than 50 projects. She is an eTwinning awards winner, having won several national eTwinning prizes and a European Prize (in 2020 – the Citizenship Prize).



How eTwinning Supported My Teaching during the Pandemic

by Cornelia Melcu

2020 will be a memorable year for the world: COVID-19 has changed our entire life style and has affected everything, including school. Most of educational systems from all continents moved online this spring and that changed all the teaching and learning perspectives. It was the same in Romania, my country of origin. We moved our lessons in the virtual environment starting with March 2020 and...we are still there.

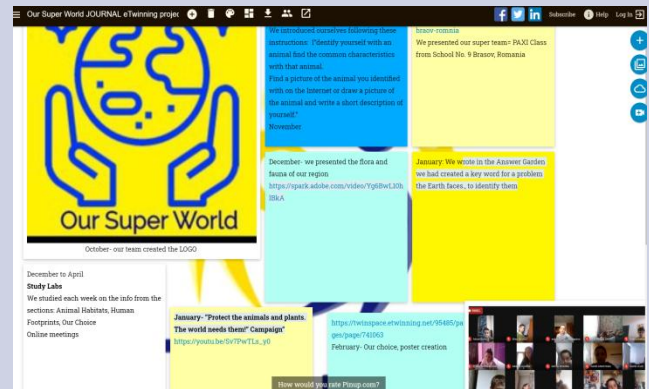
The online classes will never take the place of the live classes, for sure. After three months of online schooling, I feel sad and impatient: I want to go back to my "live" class. Working online is energy and time consuming, and the satisfactions... are not the same, they lack... the feelings. But I have tried to do my best in the actual context: I have looking for online tools and platforms which help better my little fellows – I teach 7 years old students this year – to learn from home. Even though they are young, they are used to online tools because we are eTwinners! They know how online meetings work, they use mobile phones and tablets in their learning process, they know how to use TwinSpace so they adapted quickly to online schooling.



eTwinning was my support and brought me skills and confidence during the online schooling. Why? Because it prepared me to collaborate with other colleagues from my country and from all over Europe, to share good practice, learn new things and use technology. eTwinning has changed my way of teaching and brought me new opportunities for my career.

Firstly, I became more opened minded: I took eTwinning courses, met professionals in eTwinning groups events and webinars, read books, watched educational videos, and did whatever was necessary to learn new skills that helped me.

Then, I got help from my eTwinning partners. We used together the best teaching methods and techniques, as well as the most appropriate web tools for our students. I become more focused on achieve goals and better in teaching day by day.

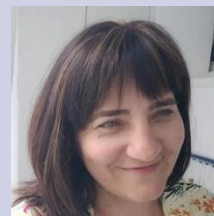


There's an old saying, "Repetition is the mother of learning". That applies to all of us today. I practise the right "eTwinning way" until I feel more confident and skillful. I try a lot of web tools and I choose the ones that apply better to the aims, content and class I teach.

Embracing a "never-say-no" attitude motivates me. I never give up: I remember some of my friends and partners used to say I had an aggressive, determined attitude towards learning.

Last, but not least, learning new things gave me a strong competitive advantage during the pandemic. It also kept me alive mentally. I always keep learning fun in productive ways that keep me motivated: so have fun!

Thank you, eTwinning for giving me the opportunity to be a part of such a great community! Join eTwinning and become the reliable and creative teacher that the society needs nowadays!



Cornelia Melcu is a primary school teacher and a teacher trainer in Braşov, Romania. She has been an eTwinning ambassador since 2013 and a Scientix ambassador since 2014. She is an ESERO consul, a mentor for newly appointed teachers and a teacher trainer too.



Debating Literature in Projects

by Alexandra Duarte

There is so much to say about debating, rhetoric, oratory and speech that, with time and space constraints, I'll just stick to what is really relevant in my particular context: debating literature, especially in English as a Foreign Language (EFL), within eTwinning and ERASMUS+ projects, including examples.

Following an eTwinning project in 2018-19, this past school year, and mostly with the same partners, we have been working together around "Let's create the biggest reading club in Europe" as a KA229 project. It focuses essentially on debates, on debating literature, be it a book or a short story.



But what is a debate?

One of the definitions that <https://dictionary.cambridge.org/dictionary/english/> presents is that it is a serious discussion of a subject in which many people take part. As Hassan (2020) points out, "The purpose of debate is to present ideas and arguments in a civilized setting where there is room for discussion." Right! Partners from Portugal, Spain, Italy, Turkey and Poland scheduled several online debates before our first mobility and face to face debate and we returned to the same practice afterwards (with the COVID-19 pandemic or not). In all occasions, books, short stories and even a movie were constructively debated, leaving no doubt that debates are indeed a great tool for engaging students, staying connected and interacting, and for livening up our readings.

And why literature?

Literature is universal and as passionate teacher-readers, it is important to us to read, as literature speaks to us and affects us on all levels. By reading different authors and genres and instilling reading habits in our students, we believe we are providing unique opportunities for insight and fuller understanding of different epochs and societies.

This has long been my motto and Roald Dahl's quote truly resonates with me and my daily practice: "I have a passion for teaching kids to become readers, to become comfortable with a book, not daunted. Books shouldn't be daunting, they should be funny, exciting and wonderful; and learning to be a reader gives a terrific advantage."

Does it really matter?

While in the past, for theorists and practitioners, "the only audience imaginable consisted of people physically within earshot of a speaker, now, everyone with an internet connection has the potential to address the world." (Leigh, 2019, p. xx). Indeed, nowadays, debates are all around us: for some decades they have been on TV and on the radio, and we read and see competing arguments all the time on social media. Projects rely on web 2.0 tools and if we consider YouTube, it has allowed us to amplify our debates, share them worldwide and therefore give voice to students who wouldn't have one otherwise.

From Cicero to the 21st Century, history's great debaters have helped shape the world we live in, and generally speaking, "the art of debating involves mastering the skills of obvious intrinsic value: the confidence to speak in public and make sense, the construction of a logical argument" (Clark, 2016) so, isn't that relevant for debating in schools and among schools as it happens in our project?

According to Leigh (as cited in Clark, 2016) "Debating in schools seems to teach you things unlearnable in other ways: not only how to construct an argument, but how its success depends more than anything on the form of its expression." In his own vernacular, Leigh still adds "Plus public speaking is shit-scary, and that's good for kids."

In addition, debates are an excellent way to learn to engage with opposing or different views and to build an argumentative strategy while fostering citizenship and etiquette.



Being an EFL teacher and relying both on the Common European Framework of Reference for Languages (CEFR) and on the Portuguese EFL syllabus, I tend to focus on the development of the communicative competence, particularly oral interaction. Moreover, being English the international language of communication and the contact language in our project, debating in EFL brings added value to my classes in which, admittedly, learners often have inadequate opportunities for practising English in real life situations. For Alasmari & Ahmed (2013), when debating is used in EFL classes, all four skills of English language (e.g. listening, speaking, reading, and writing) are practised. In a summarised way:

- Students have to attentively listen to their peers' points of view and opinions to be able to discuss them; also, when preparing for and practising debates as we often do, students can improve their listening skills by focusing on the use of the most adequate vocabulary, pronunciation as well as accent;
- For many students, speaking before others and in English is a scary experience. Just like with listening, if they have the opportunity to practise regularly "speech and conversation will improve their fluency, pronunciation and vocabulary." (Alasmari & Ahmed, 2013). With practice and time, students will ultimately become more proficient and confident in English;
- Reading and enjoying reading is of paramount importance in our project on debating as it "requires the knowledge of many interrelated disciplines and areas which entails extensive study" (Alasmari & Ahmed, 2013). In our project, there is a set of questions shared prior to each debate which lead to more reading as information is collected from different sources;
- Even though up until now writing has been the least practised skill, in this cycle of debates and preparation, students practise writing in an organised way as they have time limits, depending on the question being discussed. In a later stage, they will have topic sentences, thus learning to retain only the main points and mastering limiting topics.

While we may not debate on a day to day basis, debating can help learners be better critical thinkers by choosing their words wisely, by developing the ability to make reasoned arguments. Similarly, debating can help learners at explaining issues, at

outlining and articulating thoughts, thus producing a well-planned and sharp argument. As said, given time, student fluency and spoken confidence will rise.

Presentations in EFL classes (as well as in other subjects) not only energise the classroom but also play a fundamental part, and these are further arguments highlighting the importance of developing these skills, not just for debating and or assessment purposes, but also for future situations as they practise important employment-related skills. In addition, good presentation skills will also boost our learners' poise. As pointed out before concerning EFL, but common to all subjects, underlying these benefits is another one: debating requires some research on a whole range of issues (historical, political, social, economical, religious, bio-bibliographical, you name it!) that will allow learners to have an expanded worldview and express their substantiated viewpoints.

If there were any doubts left, practising debate in English requires many skills which ultimately lead our EFL students to learn English.

Let's create the biggest reading club in Europe



With this project, our teacher-led interactive debate format - either mediated by technology or Face to Face - aims at encouraging our students to debate literature.

Though intimidating at times, especially for our students who are all using a foreign language - English - teachers' efforts are to instil confidence,



passionate, unwavering speakers by creating opportunities for the development of these incredibly valuable skills within our democratic states.

On a monthly basis, the Portuguese students and teachers gather to prepare future debates, kind of tertulias. We started by discussing the importance of reading, the meaning of literature, then did some research on 9/11 events, on Jonathan Safran Foer and his title "Extremely Loud and Incredibly Close". For different sessions, students also researched information around WWII. Often students presented their work, either individually or in small groups but always in English, and there was usually time allocated to Q/A. Before these presentations, though, students submitted their work. In fact, for measurable gains to take place, students are aware that they need to regularly participate in relevant discourse activities while being given systematic guidance and feedback. In some of these sessions, quizzes were also played and even meals were shared. To sum up, these presentations and practice debates have been used as pedagogical tools to enhance speaking and research skills and I would say that this strategy has simultaneously promoted group learning and teamwork skills to maximize the learning potential.



Prior to all books being debated, the Spanish coordinator, also affectionately known as "the boss", creates a spreadsheet in which all partners register their availability for debate sessions among two schools, meaning my students may debate a book with the Spanish partners but next time it may be with the Italians, Turkish or Polish partners. These debates are always recorded and live streamed by "the boss" so that all the other schools may participate in real time and other questions



may pop up. When face to face, and due to the pandemic, that has just happened once – last February, in Soure -, the methodology was having 2 teachers as debate hosts and 2 or 3 students from each school to debate.

During quarantine, our physical events went digital; face-to-face discussions became screen-to-screen. The focus of conversations changed; the need to connect to other people was more important than ever. Even though lockdown has tremendously restricted our physical movements, there was still a lot we could do virtually. Taking this into account, as prep work for the book reading "The girl in the Red Coat", by Roma Ligocka, as well as to make it easier for students to grasp the real dimension and impact of the Holocaust, students were asked to do some research and prepare some presentations. As it became obvious that the next mobility would be much later than expected due to all contingency plans affecting Europe, students were invited to watch the movie "Schindler's List" with their families so that we could schedule an online meeting for debate. Other "Schindlers" were also included in that debate as students were also encouraged to look up for information about the Portuguese Aristides de Sousa Mendes and even visit his home in Cabanas de Viriato (a 1h-drive). Soon after this prep debate among Portuguese participants, another followed suit with our European partners.

Despite the prevailing circumstances, for the sake of the project's vitality, interaction and engagement, we didn't let circumstances defeat us or stop us from reading and debating, and short stories proved to be the best choice to finish this atypical school year.



As stated before, while at school, our option was to organise online debates between 2 schools. This way, not only would we have smaller groups (and easier to work with) but all schools & students would also have their chance to step in. Now, the methodology was different: having chosen, read and prepared the same short story, each partner country would participate in the weekly debate with 2 or 3 students and 1 or 2 teachers.

Regardless of text length, the debates usually follow a common structure, with different parts / rounds thus allowing our participants to give their opinions, freely discuss the text and critically ask and answer questions while developing their argumentative and language skills. For readers to have an idea, here is a debate sample:

- First round:** each student makes a brief intervention in which they express their opinion about the book (30 sec.-1 min.);
- Second round:** the moderator asks the whole group a series of questions previously prepared by the participants. However, the moderator will allow interpellations, references or other questions by other participants;

QUESTIONS:

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- Third round:** each participant asks a question to a partner. This question is not known by the group. The ultimate goal is that as the reading club develops, there are more and more spontaneous and less prepared questions as well as challenge students to craft appropriate debate questioning;
- Fourth round:** each participant makes a brief conclusion of 30 sec. to 1min. trying to collect in it any idea(s) contributed by (an)other participant(s).

The aforementioned debating documents shared amongst partners have been compiled into guides by Joaquin Rojo so that other teachers may make good use of them in their classrooms or reading clubs. If interested, please check <https://bookpackers.wixsite.com/readingclub/post/debate-guidelines>. In this website, besides the guides, you can also find videos and activities developed within our project; we are also on social media namely on Instagram at <https://www.instagram.com/bookicult/>.

In a classroom context as in life, I hope my students follow Desmond Tutu's principle "Don't raise your voice, improve your argument" (Tutu, 2004) as we try to teach them to do with our project's debates. Let's hope you find the topic interesting, our materials useful and our project replicable.

Happy reading(s) and happy project(s)!

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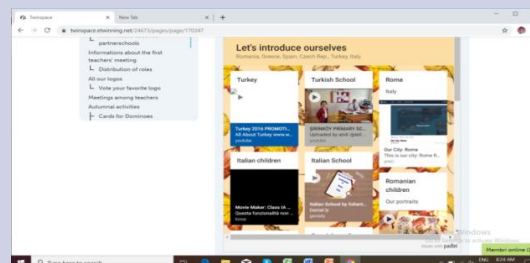
The eTwinning Generation in Kindergarten *by Florina Popescu*

The time, place and environment in which we are born shape our personality, the way we are, the way we think and express our ideas. Evolution has given rise to increasingly intelligent generations, and generations have been, are and will continue to be very different from each other taking into account these circumstances. Thus, we talked about GENERATION X (1965–1979), GENERATION Y (1981–1995), GENERATION Z (1996–2012), GENERATION ALPHA (2013–2025). This classification is not very accurate, it is controversial, but it helps us to understand broadly past and present generations. When the LLP program, Erasmus +, appeared, they changed the lives of thousands of teachers and students and, as Umberto Eco said, "created the first generation of young Europeans." An integral part of the LPP program, Erasmus +, eTwinning contributes to the formation of open and distinct minds, which we can generically call the "eTwinning Generation".

Since 2012, from the moment I registered on the eTwinning platform and until now, I have carried out 26 projects, projects in which three generations of preschoolers were involved, approximately 110 children. But the quantitative results are not so important: the number of projects carried out or the number of preschoolers involved, in my opinion, the qualitative results are more important. Beyond these aspects, I have often wondered: What does it mean to be a kindergarten child nowadays, and does this automatically mean that these children belong to the "eTwinning generation"? How could a 3-4 years old be involved in an eTwinning project? What is the impact for children who have been involved and participated in eTwinning projects? Is there a difference in their values in terms of cultural awareness and tolerance in a multicultural society? I focused on the following aspects: 1. Knowledge of European cultural diversity, 2 Development of learning experiences in diverse and different ways, 3. Personal development of preschoolers, 4. Training and development of new skills, the 21st century skills.

1. Through all the projects carried out, the children had the opportunity and the surprise to meet the project partners, coming from over 20 European countries. The children started by recognizing the insignia of the countries in the project: its flag-colors, their arrangement on the flag, coat of arms, geographical position on the map of Europe, distance on the map from Romania-measured with unconventional means, prominent figures of those

countries, aspects of culture : traditions occasioned by different holidays: Christmas, Easter, etc., culinary traditions, traditions related to leisure, traditional games, etc. Thus, the preschoolers felt what it means to be European without leaving home, working virtually in all the partner countries within the projects.



Through Skype meetings, joint activities and works of art, the children talked to their European friends and learned a lot about them. Within the project, they realized that through collaboration they can achieve the same goals. The projects in which the children were involved were a useful experience for each participant. This experience helped them to develop critical thinking, social and intercultural skills, as well as the ability to interact and cooperate in an interdisciplinary and international environment.

2 Conducting learning experiences in different and diverse ways. These alternative learning methods find eminently practical applicability to preschoolers, who become more motivated to learn. Within the projects, they developed social and intercultural skills. Instead of being passive recipients of information, as in traditional education, preschoolers were encouraged to take a more active attitude and participate in discussions, to have their own ideas. eTwinning has helped children and myself to make sense of children's learning, contextualizing their knowledge in many categories of activity, facilitating the exchange of knowledge





We learn together. eTwinning is for all children, all are equal, all skills are required, which is difficult to achieve in other projects. Thanks to eTwinning, all children have the opportunity to "travel" in the same conditions, which is great! In my turn, as a teacher I changed the way I teach and the relationship with children, evolving from the role of transmitters of knowledge, a position that becomes anachronistic in the pedagogy of the 21st century, to the role of mentor and moderator. eTwinning activities involve working with much larger groups than usual, because you are dealing with your children, but also with all the foreign children participating in the project, which is extremely exciting. eTwinning activities mean learning to share and work on projects, which has the gift of stimulating and motivating children. By participating in eTwinning, preschoolers learn to work in groups and organize their work, which gives a new meaning to the way of integrated teaching. eTwinning offers children of all ages a truly unique opportunity to open up to a variety of teaching-learning-assessment styles.

3. Personal development of preschoolers. Participating in projects has helped children cultivate self-confidence and the ability to cope with different situations and people. Participation in the eTwinning project has improved the ability to communicate and exchange information, for optimal adaptation to all possible circumstances. Online exchanges have allowed them to develop their critical thinking skills and apply them in a variety of situations, and have also perfected their skills in working with new technologies.



Immersion in different cultures and familiarization with other languages is a special privilege, it teaches you to have an open mind and increases

your chances of integration into social life in the future. The eTwinning experience can be summed up as follows: "This is the World and I am here to discover it!".

4. Training and development of new skills. The main recommended strategy for the development of key competences is to provide interactive learning environments, in which preschoolers can carry out practical activities based on interrogation. These environments promote multidisciplinary, collaborative learning and have an increasingly important technological dimension. Project-based learning is a method that lends itself very well to the development of skills among children, as it allows the simultaneous approach of several key competences, in an interdisciplinary manner.



The method recommends eTwinning projects as an essential vector for the training and development of preschoolers' skills. Project-based learning encourages children to take an active and responsible attitude towards their own learning, but activities require good structuring and clear instructions from the teacher, where appropriate. Each experience is different, and each project has brought something new and fascinating. Working with people from different parts of Europe improves social skills and makes preschoolers understand the impact that intercultural situations have on partnership and teamwork.

I can say that the "eTwinning Generation" believes in values such as cultural diversity and tolerance, true pillars of a multiethnic and multicultural society. Preschoolers participating in eTwinning projects have learned a foreign language, but more importantly, they have become aware of the importance of listening to and understanding the views of others. They are now perceived as vectors



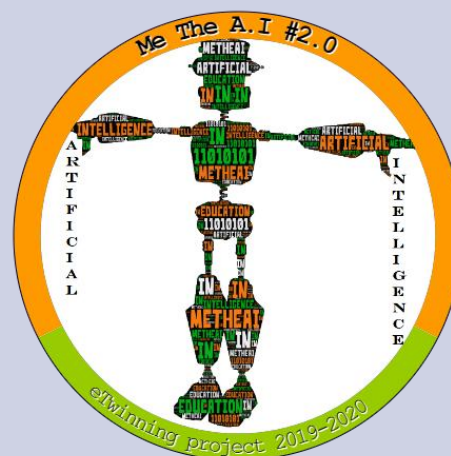
of change, and their role as promoters of innovation probably derives from the work carried out in eTwinning projects. In the eTwinning vision, ICT is not perceived as an end in itself, but as a means to achieve more attractive and conclusive activities that go beyond the limitations of the group room and the curriculum. eTwinning promotes "open minds" and I believe that my preschoolers are better prepared for life because they have the opportunity to communicate with different people in Europe, to make friends and to reflect on other perspectives on the world, to "See" beyond the limited horizon of the classroom, representing a "Kindergarten without walls", through which we can always observe what is happening beyond and others with the same possibility.



Florina Popescu is a nursery school teacher in Târgoviște and an eTwinning Romanian Ambassador since 2017. She loves working with children and is interested in projects about art, theatre, ecological issues, geography. Her blog is at <http://popescu-florina.blogspot.com/>.

Learning for AI through the eTwinning Project ME THE A.I #2.0

by Georgia Lascaria and Iva Naranda



"We may be the last generation of humans that know what offline is" Gerd Leonhard claims, emphasizing the fact that our society is under a tremendous change due to the Digital Transformation (Leonhard, 2016, p.6). Technology, Artificial Intelligence (A.I), the IoT and Big Data are shaping the way we live, communicate, work, and even think (Brey, Briggie, & Spence, 2012). The impact of those technologies will be so strong and disruptive that it is crucial to prepare as soon as possible our students to have a basic understanding not only for Computer Science but also for Artificial Intelligence itself (Touretzky, Gardner-McCune, Martin, & Seehorn, 2019). Our students have to demystify those technologies (Queiroz, et al., 2020) have to be able to evaluate their uses as well as their limits and their potential threats, and realize that we have to "invest as much in humanity as we invest in technology" (Leonhard, 2016, p.15).

That is what our project "Me The A.I #2.0" <https://twinspace.etwinning.net/71973/home> aimed to achieve.

Through this project, 14 primary and secondary schools from Greece, Croatia, Turkey, Spain, Latvia, and Lithuania implemented innovative activities to introduce their students to the basics of Computer Science and Artificial Intelligence.

The activities were organized around the Five Big Ideas of Artificial Intelligence: Perception of the world through sensors, Representation and Organization of Data, Model Training through data, Human Communication in a natural way, positive or negative Social Impact (Touretzky, 2019).



Work process and collaboration



Collaboration is evident during the whole project. The students were involved in authentic collaborative activities. They started with gaining basic knowledge about computer science, exploring computers' hardware and participating in intra-schools' challenges with binary codes. They played quizzes and games which were created by their teachers as well as by their partner-schools' classmates.

We used materials from code.org and teachers collaborated and prepared the collection of 12 LearningApps modules for this project. We also created the Computers multilingual picture dictionary. The goal was to make them realize that the basic functions of a computer are the Input, the Processing and the Output.

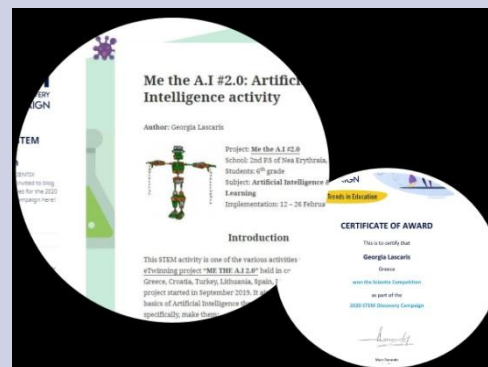


They also participated in the CodeWeek, the CodeWeek4All Challenge, the Hour of Code with fun activities about computers' logic, Artificial Intelligence, programming with Scratch, and exploring robots' sensors.

We got the Code Week Certificate of Excellence. One more interesting activity was participating in the Break the Code Challenge prepared by students from Greece.

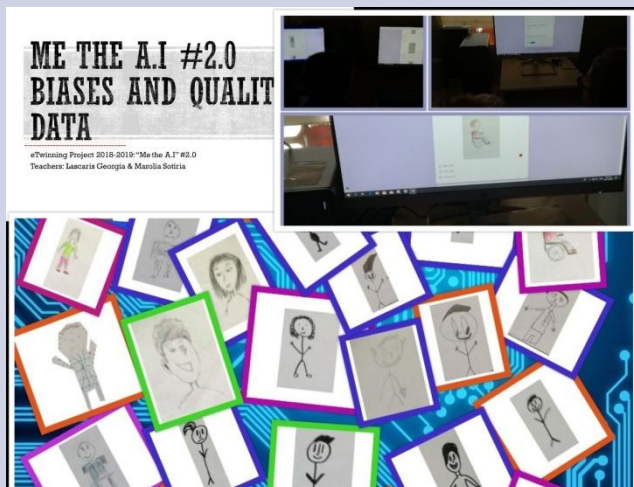


During the Safer Internet Day #SID2020, all the schools collaborated to create their own Machine Learning Models using the MachineLearningforKids website and as well as the Scratch 3.0 programming language. One Machine Learning Model aimed to recognize "bad" from "good" works and the other to distinguish harmful from harmless pictures. This way, the students tried to implement an A.I to recognize hate speech and harmful internet content. The goal was to make them realize how a machine learning model (a tiny A.I) words, how the quality and the quantity of data are important to have reliable results and how we need to use technology for Good. Furthermore, we worked on the materials from the curriculum Be Internet Awesome and the Interland. Learning through games proved itself as an excellent idea. We also talked about the PEGI system.





The "Harmless/Harmful pictures Machine Learning" activity participated in the European STEM Discovery Campaign 2020 Scientix and has been selected as one of the winners of the STEM Discovery Campaign 2020 Scientix competition. Therefore, we will present it to the Scientix Science Projects Workshop (SPW) in the Future Classroom Lab in Brussels.



The students were also involved in an activity to create data (drawings) in order to make a robot recognize human children. Through this activity, they realized how easy and dangerous it was to introduce biases and stereotypes to an A.I.: they didn't think of drawing children with African or Asian characteristics, with glasses, with disabilities.... The goal of this activity was to underline the ethics problems and challenges raised by AI. Students from Greece prepared the questionnaire during the activity regarding the quality data and biases and students from other countries answered.

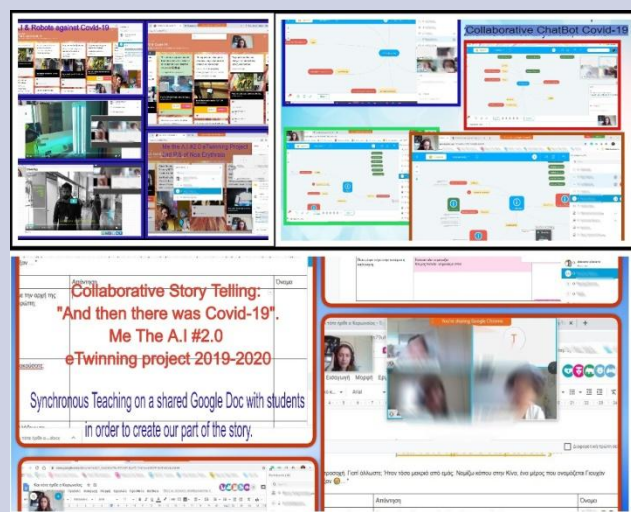


One very interesting activity was to explore AI and A.I-driven robots in our lives, and most of all, the A.I-driven applications they were using with their smartphones, as QuickDraw, TikTok, Instagram, YouTube, Spotify, etc. That was the point that they really realized that we were already living in the era of Artificial Intelligence.

Having already been involved with the creation of the two Machine Learning Models, they were able to explain how those applications were working. This made them realize how important our personal data is and how imperative it is to have strong democracies when it comes to using such advanced technology.

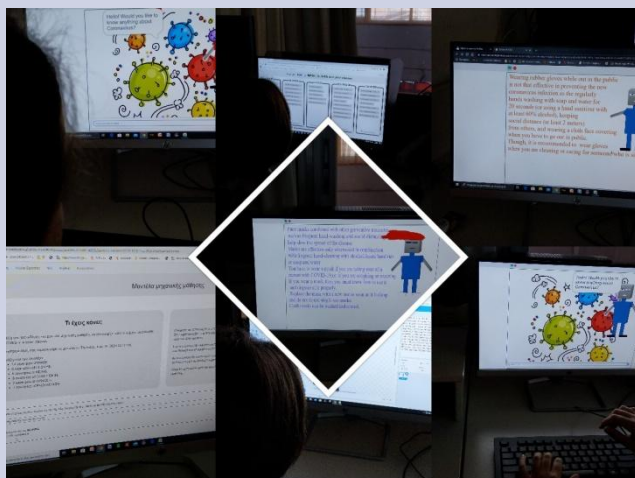
During the schools' lockdown due to the COVID-19, our students still continued to collaborate using collaborative Web2 tools. Because of the difficulties during the schools' lockdown caused by the pandemic, teachers prepared three various tasks for students to choose.

These tasks had different levels, from very simple to a little more complex. In that way each school could choose the task which students can solve in this situation. Some schools managed to participate in all tasks.



They created an online storytelling, "And then, there was COVID-19". The students shared their own experiences on how they lived this so difficult period of their life.

They also collaborated on a virtual wall and shared information on how the A.I-driven robots and A.I in general were used to help humanity fight COVID-19. Croatian students created animated posters to present Croatian chatbot called Andrija.



Above all, they collaborate using a real-time collaborative mind-map to create a data set with COVID-19 information. All those data were uploaded again in a Machine Learning Model and, using Scratch 3.0 programming language, we created our own and unique COVID-19 ChatBot! We were quite blown away on how accurate were the answers of our ChatBot.

Ways of dissemination

At the end of the project we collaborated on the project evaluation. The evaluation was carried out by two online questionnaires among project participants, one for students and one for teachers. Teachers used the TwinSpace Forum and worked together to prepare questions and the evaluation questionnaires were completed by students and teachers, which is another proof that we have successfully collaborated to the end of the project. Finally, we prepared the common final project presentation to be used during the eTwinning Live dissemination event. We also promoted the concept of eTwinning and presented this project in our schools, published articles on school websites and national educational portals. Each school reported regularly on their progress via TwinSpace. We shared some activities on Twitter. Materials and good practice will be uploaded to the eTwinning group Artificial Intelligence in Education.

Conclusion

The results of the project were particularly positive for both the students and the participating teachers, as they all collaborated constructively with each other, exchanged ideas and opinions, gained new knowledge and attitudes about Artificial Intelligence. During the whole project, all the teachers were constantly learning about Artificial Intelligence, by participating in MOOCs, webinars and learning events.

For the students it was especially interesting that during the project, they discovered how AI works on examples that are familiar to them from everyday life. Students showed great interest in a deeper understanding of how AI works.

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Iva Naranda has been an IT teacher at two Croatian primary schools since 2003. She has graduated Grammar School Čakovec, Faculty of Organization and Informatics Varaždin and Faculty of Teacher Education, University of Zagreb, and she has been active in eTwinning since 2012.



EB1/PE da Lombada - Distinguished with "eTwinning School" Label Award

by Rosa Luisa Gaspar



The Lombada Pre-School was honoured for one more year with the European eTwinning award.

The eTwinning School Quality Label was introduced in 2017 to recognize and reward the involvement, the commitment and the effort not only of individual eTwinning school teachers, but also of Teams of teachers and school principals in the school. The nomination procedure for the Label began in December 2019 and closed in February 2020.

The concept of recognition of the work done in eTwinning exists from the beginning and Quality Labels are made available to teachers for their own projects, both at national and European level. However, these Labels are only applied to the work of individual teachers in projects. To recognize the work done at school level, a new Label has now been made available to apply - the eTwinning School Label.

The guiding concept underlying this new Label is that eTwinning wants to recognize and evaluate the involvement, commitment, dedication not only of dispersed eTwinners, but also of teams of teachers and school leaders within the same school.



The concept of achieving eTwinning school status is a journey of development with elements that can be objectively measured. It is not a contest, but a level-to-level progression.

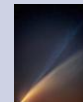
Conscientiousness about the responsible use of the Internet, active collaboration of teachers in the activities, at least two groups of students involved in projects, teachers participating and engaged in educational events and the fact that the school demonstrates publically its involvement in eTwinning are the key criteria to achieve this award.

It should be highlighted that this educational institution has been working actively on this digital platform since 2013/2014, always and each year seeing its work being recognized.



Joining the eTwinning community

The eTwinning community is a network of schools from across Europe. While only teachers and head teachers can register to the Portal, the list of those involved either directly or indirectly can go on forever because it is a network of people interested in creating links and friendships through education. The benefits of being involved in eTwinning are as numerous as the activities offered. By joining in on one or many activities linked to international collaboration, the learning experience can be enhanced and bring a real-life dimension in the classroom.



Best practices in eTwinning

Work through eTwinning projects is increasingly being consolidated as a widespread resource for all teachers, from preschool education, to basic and secondary teachings, as well as to special education and vocational training that Grows every year with the creation of collaborative projects that reinforce the European dimension and cooperation between the educational centres of Europe.

The incorporation of the eTwinning tool on the day to day of the class brings countless benefits to teachers and students of vocational training in interaction with other centers and training stages. Some of the advantages offered by eTwinning in vocational training are various: share working methodologies with other teachers; introducing ICT as a living room practice classroom; motivate students to work with other colleagues in a European project; build a support tool in an Erasmus+ project: find trusted partners to initiate a strategic project/partnership, plan and support during their development, as well as disclosure upon completion.



There are many eTwinning projects that become examples of good practice. These successful projects, which include the participation of vocational training groups in collaboration with other European centres of different levels of education, can serve as an inspiration to future stakeholders and include work issues such as health, First aid, beauty and personal image, emotions.



The involvement of families in eTwinning projects

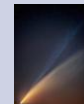
Two key factors very important in the teaching-learning process: The teacher with his/her training and resources and the families, with their collaboration and participation.

In our experience, we believe that the involvement of families in the work performed in the classroom is of the utmost importance. That students can see that their parents, mothers, grandparents, among others, give importance to the work they do in the classroom, collaborate in carrying out activities and are active part of the school life, reinforces not only the contents worked, but also strengthens the Feeling of being an important part of the educative community, favours their involvement and motivation in daily work and, in turn, creates a feeling of positive appreciation of the school, which no longer sees separate from other aspects of their lives.

If we add to all these factors the work for collaborative projects of a European dimension offered by eTwinning, the result will be better. An educational experience that will undoubtedly leave a mark on our students.

Among many other aspects, eTwinning favors the integration and involvement of families through collaborative projects, the internationalization of work in classrooms and, of course, on the day to day of our educational practice.

In the development of eTwinning projects, families are involved through different activities and experiences: voting on certain aspects, workshops, shared readings, artistic activities or even sporting events, such as example, a scavenger using QR codes. In addition, families are always informed about the development of the project, so that they can share the whole process with their children at



home, reinforcing and further promoting the bond established between the different schools. And, of course, they are an important part of evaluating projects, contributing ideas, suggestions, and aspects to improve.

In this sense, the involvement of families encompasses suggestions, ideas, support, motivation, collaboration, work, among others, always necessary and constructive for the development of students.

A good example of good practice

CLEAN UP OUR PLANET WITH RECYCLING

Nature is everywhere. The natural environment encompasses all living and nonliving things occurring on the Earth (animals, plants, humans, various habitats...). All living species live in interaction. Climate, weather, and natural resources affect human survival and economic activity. We have to teach our students to take care about the Earth and try to find some solutions for pollution. One of them is recycling, a process of changing waste materials into new products. Some of them are: paper, plastic, glass, metal, electronic waste... The recycling process has 4 phases: collecting, separation, processing, and production of new products.

People can collect and separate various waste materials into special bins. For example, we can recycle newspaper even 7 times. Collected, separated, washed and grinded glass goes through the process of mixing with other substances, and heating on 1600 degrees Celsius, waste material becomes new packaging. KEYWORDS: Nature, recycling, pollution, creativity, child.



Jump to conclusions

There is an increasing need to work in partnership and implement projects having in view the better cognitive development of students and innovative learning. Collaborative work has become inescapable.

Education must pay special attention to playful nature of learning. Hence the importance of the projects to the program contents, which assume a playful character and fit the needs of our children and young people. More and more students have to participate actively in school projects and cease to be mere spectators. Therefore, they learn by discovering, by researching. The active participation of parents was determinant in this project, because without them, our project work would not have had the same impact. The parents must be our main partners!



Cooperation with the family

Some evidence:

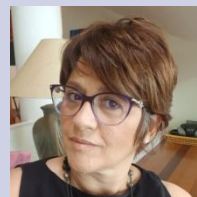
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<https://twinspace.etwinning.net/28372/pages/page/237317>

<https://padlet.com/luisasgaspar67/lombada>



Rosa Luisa Gaspar from EB1/PE da Lombada, Ponta do Sol, Madeira is a primary school teacher and has been teaching for 34 years. She has been an eTwinner since 2011 and is a Scientix Portuguese Ambassador. She is a writer of children's books and appreciates being part of a Community of Teachers who share knowledge, and believes in a collaborative approach to teaching, coding and robotics. She has been a teacher trainer since 2013.



Monitoring eTwinning Schools – Starting Change in Our Own Backyard

by Loredana Popa

When our school got selected to be one of the 6 schools in the Monitoring eTwinning Schools programme, in the spring of 2019, I must confess we had no idea of the road ahead, the rewards, the challenges, the changes and the learning path. The title of the programme sounded bigger than life itself, our professional life at least, so we asked ourselves if we were up to par. The first online meeting came and we saw each other for the first time, all 6 schools and our new guides and friends, Irene Pateraki and Alexandra Licht, representing CSS.

We decided on the first face-to-face meeting for July 1st in Brussels and were asked to prepare 2 projects and upload them to the page of the group. One project was an example of good practices, the other one where we could have done better. For the former our school chose "Learning Differently", a unique eTwinning and Erasmus+ project where students create learning, teaching and evaluation games and materials together with teachers, parents. The latter was a project very dear to my heart, "The Magic Crew", which had come 2nd at the National eTwinning awards. I figured the international teams could have been handled much better on our part, and since we were at the beginning of a very intriguing, yet rewarding learning scenario, we should be able to take the criticism.

The first meeting came. We had dinner the night we arrived, all of us, and got to know each other, discuss our local and national educational settings, challenges, an ice-breaking exercise to prepare us for the day of workshops ahead. So on July 1st we walked into EUN, guns of creativity a-blazing, and started our journey into what it means to be an eTwinning school and how much we still had to change and grow. Getting the label in 2018 was the first step, cleaning up our own backyard, using all we had and figuring out what works and what does not were all things we would soon feel immersed in.

The first meeting focused a lot on the idea of shared leadership, what it looks like, why it works, how it can be implemented. We saw examples, identified good practices, discussed about our own environments, learnt new ice-breaking methods and talked to Assi about what being an eTwinning school meant for us as an institution. Muriele Dejaune and I got the courage to get in front of the

camera and answer this question in 30 seconds. (A bit challenging since I tend to ramble a lot, as you can see from this article. What can I say? I am an English teacher. Anyway, back to our eTwinning horses.)

Alexandra and Irene kept offering insight and challenging us to analyse the mission statement of the eTwinning school and compare it to our own educational truth. We got the relentless task of drafting an action plan that would address one particular aspect in our school that would help us on our journey towards becoming an inclusive, safe learning environment conducive of creativity, critical thinking and collaboration. I can honestly say this was one of the most difficult tasks because we had to look at our educational reality with truth glasses, not the pink kind we tend to use when we think of our schools, our colleagues.

We decided to focus on the following: more teachers actively involved in eTwinning and PBL learning. For this we envisioned various activities, from workshops led by students to tutorials, 1:1 sessions, portfolio of examples of incorporating eTwinning into the curriculum for all school subjects and so on. This was the plan we would discuss with our colleagues, improve and implement.

The second challenge was creating an eTwinning kit. We were paired up with the Greek school, represented by Eleni Rossiou and Alexandra Mavridou. We discussed for quite a while and came up with STEAM in nature and nature in STEAM, an interdisciplinary project for all school subjects, connecting STEM with languages, arts, real-life situations. The kit is available here:
<https://www.etwinning.net/en/pub/get-inspired/kits/kit.cfm?id=1501>

At the end of the workshops we felt like we had known each other for a long time, a group of engaged, eager to work teachers and headmasters – as each school is represented by the headmaster and the eTwinning teacher who applied for the programme and took part in the preselection interview.

On our way back, among connecting flights and car rides, we kept discussing about the action plan, would it work, using specific colleagues as example, analysing if the most reticent could be converted to eTwinning or at least convinced to give it a whirl. Then we kept disseminating and sharing what we had learnt and looked forward to the beginning of the school year so we could get started.



The first teacher meeting came and we presented our work, what our school was trying to become and whoever wanted to contribute with ideas was more than welcomed. We gradually started coaching more of our colleagues, short 1:1 sessions during a break or after classes, a short group workshop, inviting them to take part in our eTwinning classes and activities. A few more of our colleagues joined eTwinning but they were stumped – the linguistic barrier monster had reared its ugly head. We proposed classes led by students, we got a NO since students had no method... in all fairness we had not thought of that; for conversation skills later on, sure, but for the first steps, a teacher was required. So, we decided we would try that.

The second online meeting came and we shared our progress and challenges, decided on a date for the second face-to-face meeting for December 2nd and went back to finishing the action plan and implementing it, adjusting it according to the feedback we got.

December came, spending the National Day on the road, with a long connection between flights, about 10 hours or so, which gave us more time to discuss and figure out our next steps. And just like the first time, we met for dinner, happy to see each other, happy to also meet new faces and recharge for a new day of work.

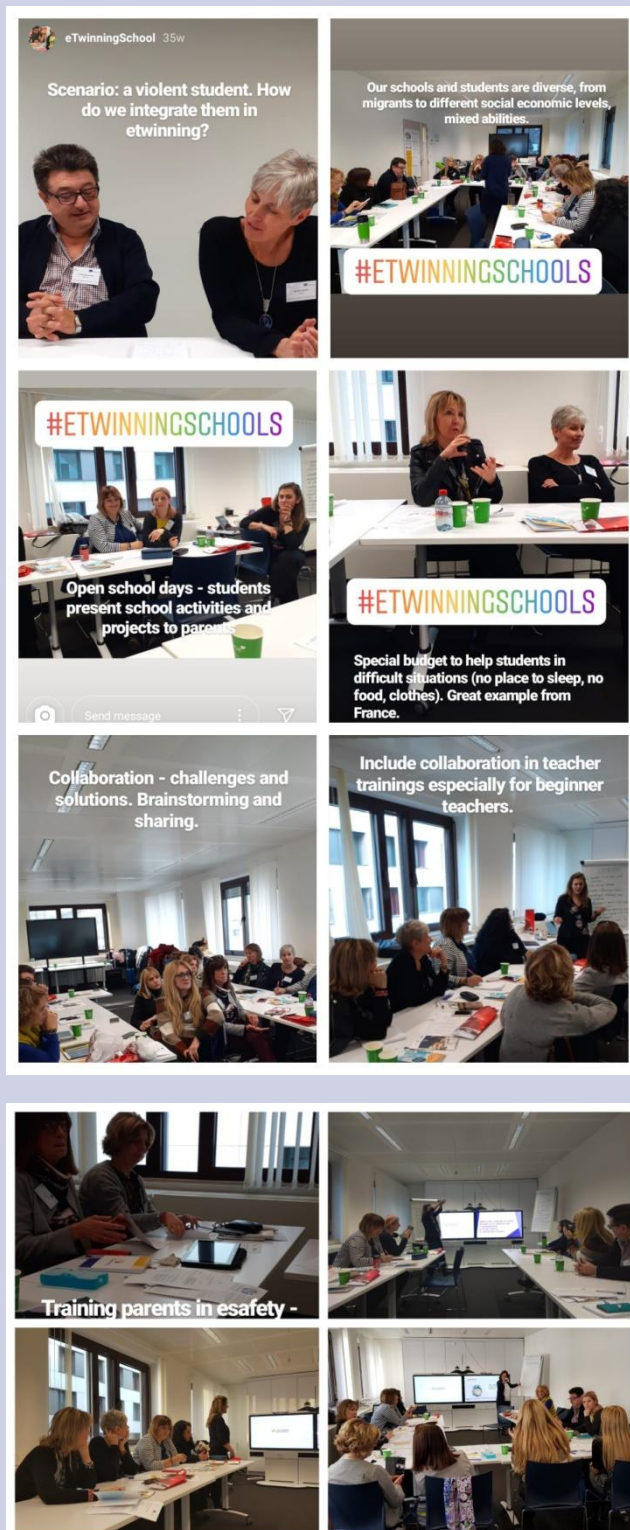
New workshops, on student agency mostly and on collaboration, opened our eyes to the diversity of educational realities in our schools. I had been

asked to take over the official eTwinning Instagram account and post updates and snippets from our sessions. Well, needless to say I jumped at the opportunity since Instagram was not a social media platform I actually use. I knew the basics, but when in doubt... ask a student... which I did, at the hotel, after we got back from dinner. I like to go to work well-prepared. So, here we were again; this time Marisa Badini, Fina Vendrell and I gave our 30-second interviews. The story on Instagram started and I kept posting what we were doing, offering insight to the other schools about the topics we were discussing.

So, what did we tackle? Diverse student situations, collaboration and motivation for teachers, using the community as resource, training parents in safety and involving them more. We also analysed the action plans and offered feedback in pairs. We were paired with Italy and Marisa Badini and Cristina Maria Cella offered awesome insight into what we had not addressed the best we could have and we looked at their school's action plan and offered our thoughts as well. A once-in-a-lifetime experience working alongside such incredible eTwinners, many of them Ambassadors.



The role of the management team is paramount in an eTwinning school as it cannot move forward and become a learning organisation unless there is true shared leadership, willingness on part of the headmasters to support, assist, learn and grow as well. All 6 schools had that in common, despite our diverse backgrounds. We had a united front but we



also shared similar challenges in our schools, from unmotivated teachers, to ones unwilling to put in the work, and now we were sitting in the same

room, sharing and trying to find solutions that would benefit us all. Irene and Alexandra were constantly challenging us with more scenarios, questions, offering advice, allowing us a deeper understanding of the 'hows' and 'whats' of eTwinning schools.

And just when we thought things could not get any better, they did, by leaps. We got to visit the Future Classroom Lab and meet Nair Carrera who showed us around, making us wish we could take the room and Nair with us back home. Organising your class in different spaces for different functions is something we would obviously love to do, but for now, in a class of 30-32, residing in a rather small room, that dream is still ways away. However, we can always adapt the ideas to our own settings.



Irene and Alexandra presented the next steps in the programme. We were to finish implementing the action plan and receive a monitoring visit from one of them in February- March, where they could see what we had done, analyse how we could improve and observe how our school works in terms of the mission statements of an eTwinning school. My 4th graders had already decided to run a lesson, led by them, as always, and we were still debating what the topic would be. Since various groups of students wanted various activities, we reached a compromise that would incorporate STEM with them as teachers, a Mystery Skype and torturing Alexandra with creative storytelling techniques they had adapted and were very keen on. When I say torture, I obviously mean it in the most endearing and educational way, and Alexandra would have had a blast.

The technique they wanted to try was something they had adapted from something I learnt at a wonderful 5-day event our NA organises every year, an international event called Connector. I really hope when these restrictions are over and it is safe for Connector to be held again that some of



you apply. It gets you out of your comfort zone and into a crazy creative group of 150 people from all over Europe, teachers, NGOs, university students, youth workers and the professional and personal growth you experience there is unlike any other.

So the storytelling workshop facilitator, Ina Curic, had shown us the story with interrupters and my students loved the idea so much they decided to play with it and give it a few unexpected twists and love testing it out on teachers in particular, be it eTwinners, English teachers from other schools or Erasmus+ partners.

However, we never got to finish our more or less defined lesson since we like to keep things natural and just decide on the essentials (like when, what we need, and a plan B just in case of technical issues). The state of emergency was issued and our expectations were crushed. But that did not stop us from trying to do our job as part of the Monitoring eTwinning schools programme. Some of us presented our work and challenges, solutions at the online conference that took place in April since the eTwinning conference that was supposed to take place in Prague and where we were to lead various workshops was now not in the books anymore, just like our third face-to-face meeting.

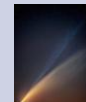
Since Alexandra could not come to Romania, we were asked to fill in a very thorough questionnaire and the questions were so nicely crafted that it helped us learn even more about our school and what we had done and hadn't finished, the reasons behind that. This is something you will read in the case-study that will be published and that Irene so beautifully put together. The purpose of the monitoring visit was never to find the flaws and chastise, but to help, so we were honest about the challenges, the problems, what we did not manage to carry out and why, the alternatives we had come up with that hopefully will work. We knew no school was perfect since we are only human, but what we did learn from this experience was how to look closely at our backyard and how to start improving it. Taking a hard look is sometimes extremely difficult and painful as we do not want to burst the bubble we live in... the one about no trouble in paradise. But luckily, I do not have much of an ego and I do not like bubbles, they prevent you from interacting, seeing things for what they are and ultimately changing them.

Yes, we do have teachers who may never join eTwinning, and yes, there may be nothing we can do about that. And yes, we do have students who will still not be the epitome of an eTwinner and

parents that think eTwinning is a waste of time and does not lead to any learning. But we have resources in one another and the community, the will to try and the drive to shape the educational system one teacher and small project at a time.



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eTwinning & National Support for School Innovation: A Successful Collaboration

by Maria Cristina Bevilacqua, Sara Brunno and Vincenza Leone

Abstract: The Italian Ministry of Education selected 120 Innovative Teacher Trainers to support the implementation and application of the National Plan for Digital School; Three of them are also eTwinning Ambassadors, from different parts of Italy (North, Center and South). This is the result of the matching of their competences in a cooperative work for school innovation and eTwinning development.



In 2015, the National Plan for Digital School (Piano Nazionale Scuola Digitale - PNSD) was published, which constitutes a fundamental pillar of Law 107/2015, known as "Good School". The document aims to propose the use of widespread technologies as a tool to facilitate new interaction models and a sustainable, collaborative, inclusive and open school vision (MIUR, 2015). In 2018, a new law guaranteed support to NPDS with the selection of 120 Innovative Teacher Trainers (Equipe Formative Territoriale - EFT) whose role is to take care of the following four dimensions of innovation:

1. **CREATION OF DIGITAL ENVIRONMENT:** Support and accompaniment within the local school institutions for the development and diffusion of solutions for the creation of digital environments with innovative and sustainable methods.
2. **EXPERIMENTATION OF ORGANIZATIONAL MODELS:** promotion and support for the experimentation of new organizational models, aimed at realizing didactic methodological innovation, and at the development of digital teaching projects, digital citizenship, digital economy, media education.
3. **PLANNING OF TRAINING COURSES:** Support and accompaniment for the design and implementation of training courses for

teachers on didactic and digital innovation in local educational institutions, also in order to promote the animation and participation of school communities, through the laboratory and / or training workshops.

4. **DOCUMENTATION OF THE EXPERIMENTS:** Documentation of the experiments taking place in the school institutions, in the field of innovative teaching methodologies, monitoring and evaluation of the training actions carried out (<https://bit.ly/3f46Dfj>).

Amongst the other members of the EFT, three eTwinning Ambassadors were selected and this was a great value for both the Ministerial plan for innovation and the eTwinning programme because they have offered the right support to the schools playing with their double role. The three Ambassador are respectively located in Lombardy (North), Lazio (Center) and Sicily (South). This is also a positive aspect because they are covering the whole state through a virtual bridge with a great potential for the future too.

According to the Action #25 of PNSD: Training and Accompanying, "it is necessary to move from the dynamics of the individual training courses to that of continuous training, in which the training event is from time to time accompaniment, updating and completion of relationships and networks on the territory for a more effective dissemination of didactic practices based on the interaction between methodologies, contents, devices and environments." (<https://bit.ly/3hKT0U5>).

Active teaching and internationalization in the metropolitan area of Milan (Lombardy)

The first moment the three Ambassadors acted following the request and needs of their specific territory. One of the authors, being one of the ITTs of Milan (Lombardy) structured her actions with the collaboration of the other colleagues of the metropolitan area of Milan with the aim to support and strengthen the active teaching and internationalization in her territorial area. The eTwinning - EFT model implemented in the metropolitan area of Milan can be summed up in 13 steps:

1. First contact of the ITT of the province of Milan with local schools.
2. Face-to-face meeting with the School Manager and comparison between request and offer.
3. Proposal or request for training and following action in eTwinning for school teachers.



4. Training and support from November to February in presence or blended.
5. Training and support from March to May in Distance Online Learning (DOL) mode.
6. Division in mixed working groups in DOL.
7. Creation of school networks.
8. Moving from theory to practice: the creation of network projects in the area of Milan.
9. Numbers: teachers involved: over (180), projects written online (9 primary and 6 secondary). Projects activated in eTwinning (10).
10. We identified some positive aspects of remote collaboration in eTwinning:
 - ❖ creation of networks in the territorial area
 - ❖ use of the Group Space / Twinspace as a meeting place
 - ❖ promotion of the PBL as a curricular teaching methodology.
11. Further step carried out by some of the trained schools: creation of a network to propose an international teacher training project under the Erasmus+KA1 programme.
12. Advantage of being member of the Equipe consists in being able to reach schools in a capillary manner and to offer them continuous support both before the emergency, but also during.
13. In an emergency, the teachers of the schools involved had to learn to work remotely while learning about the platform. Having always worked in groups requested them to be independent in:
 - ❖ registering on the platform,
 - ❖ in accessing the private group,
 - ❖ in participating in the group's webinars, always relying on the Equipe remote support.

The level of expertise of the eTwinning Ambassador has played a key role in reaching the schools and supporting them, even in the time of Emergency Remote Teaching. However it is important to highlight that the opportunity offered to the schools in the pandemic emergency was not in the emergency style, but was a very strong and supportive activity which took place for weeks and months supporting all the teachers who needed it.

eTwinning in the newly appointed school managers' training (Latium)

The EFT in the Latium region, during the lockdown, besides other activities, organized two cycles of eleven webinars for teachers, and two of them had "Discovering eTwinning" as a topic. They were conceived as an introduction to eTwinning platform, projects and opportunities of Professional Development for newcomers and they spanned all over Italy, due to the fact they were run on line. But the most important experience was the collaboration with the Regional Office for Education in training 120 newly appointed School Managers. The module on "School Internationalization" was in charge of one of the eTwinning Ambassadors who was even EFT Member. All the School Managers, helped by the eTwinning Ambassador-EFT, were suggested to reflect about the level of internationalization of their schools and how to improve it, by integrating eTwinning Projects in the day-by-day school curriculum. This training was important because School Managers sometimes think that only few people should be responsible for Internationalization in a school. The message that these training intended to pass was that the whole school staff should be involved, and informed, and active in Internationalization, considering it as a fundamental school goal, to help students in facing different cultures, enhancing language learning, improving soft skills and so on.

The training of the new School Managers was divided in two steps: a conference in the morning, covering different topics, including Internationalization and all the strategies to introduce it in the school curriculum, and two hours and a half of cooperative online groupworks in the evening, reflecting on a shared checklist to identify all the action to put in place to reach that goal.

This experience showed some evidences and needs:

- To focus on School Managers' specific national and international professional development and training, on site and online, (not only in English!) to become the actors of a wider eTwinning's dissemination;
- To create specific support groups (not only in English!) to help them feeling as "special" eTwinners in a "special" network of selected peers;
- To specify the role, the commitment, but even the honour that means to become an eTwinning School's Manager;
- To enhance the connection between local, regional, national and international school





authorities and eTwinning Ambassadors - EFT members.

- To introduce in every region Erasmus+ and eTwinning as topics in Newly appointed School Masters' initial training.

Equipe and eTwinning: the Sicilian experience

In Sicily the *Équipe* is formed by 12 members and last December, at the National coordination meeting in Rome, the regional teams started from their skills' analysis. There was only an eTwinning ambassador, so it was requested to include eTwinning in the activities coordinated by the Sicilian Regional Authority, but it was not considered as a priority, because the activities could overlap with the usual activities of the Ambassadors Regional eTwinning Plan: afternoon meetings in schools, regional one-day seminars and training days for internationalization within Erasmus+. Then the reality exceeded our expectations, the survey results in schools showed the need of more than 100 hours of teacher training on eTwinning, an abundant request compared to the regional eTwinning Plan.

In order to meet this extensive demand a planning activity was started, however it could not be accomplished as the Government closed for the COVID 19 health emergency, so this support action will be postponed to September 2020.

In the meanwhile European Schoolnet involved the Sicilian eTwinning Ambassador who is member of the *Equipe* in an interview for a research linked to the Horizon 2020 ySkills project. It is an initiative led by a consortium of 14 Universities of different European countries which is aimed at maximising long-term positive impact of the digital environment on multiple aspects of wellbeing for all children by stimulating resilience through digital skills. This experience offered the opportunity to think about the important contribution that eTwinning could offer to pupils and students in terms of collaboration, creativity, inclusion and information literacy on an international dimension, being able to promote the development of individual responsibility and critical thinking through active participation leading to full citizenship.

This is the reason why the double role as members of the *Equipe* and eTwinning Ambassadors can be reckoned as an excellent opportunity to be able to disseminate important recent European experiences, which, the authors believe, can be very useful to Italian schools coping with the re-opening after lockdown.

Firstly, apart from continuing with the fruitful experience gained in the previous months of 2020, it could be interesting to work on the track of the European Schoolnet Pilot Project "Social Media Literacy for Change"(sml4change) 2018/2019 which aimed at supporting European school leaders and teachers to foster social media literacy (SML) through an action which could empower schools, school leaders and teachers to develop, implement and assess a whole-school SML strategy in response to changes and challenges of our society. Secondly, another noteworthy aspect of eTwinning is the eTwinning School Mission launched at the 2nd Thematic Conference in Dublin, May 2019. On that occasion the promotion of the eTwinning Schools as models of inclusive and innovative learning organisations combined with a strategic plan on Social Media Literacy was the object of the workshop the Sicilian author moderated.

Follow up and future plans

Italy is among the few countries in Europe where schools were kept closed after the end of the lockdown. Now, the ministry of Education has launched its plan to restart activities on September 14th, the so-called "Piano Scuola" (School Plan). It implies a general rethinking of school management at all levels, in order to ensure that health requirements for students, teachers and other school staff are respected. The number of students per classroom is going to be reduced, in order to maintain safe distance and rearranged in "study groups" composed of pupils from different classrooms and different grades.

Lessons are going to take place also outdoors and in places different than school premises, such as in theatres, cinemas, parks, museums. Distance learning, which was set up during the lockdown period, is going to be maintained as a complementary activity, in the form of blended learning only for secondary school students. Consequently, with these premises in mind, the rich background of expertise gained in eTwinning could reveal itself as a beneficial solution for the Italian school context in the next months.

Therefore, trying to project the authors' role in the near future, as a follow up for their work carried on this year, there is a proposal to act as a support team on a national scale in order to empower School Managers and teachers and to promote eTwinning as a strategic choice in a school plan which is tailored on specific requirements and is aimed at implementing integrated digital learning as a model of innovation and change.



It seems that those characteristics which will surely deserve attention from Italian schools, are:

- Digital environment (eSafety, privacy, reliability, performance)
- Cross curricular learning design
- Online collaborative learning labs
- Impact assessment and documentation.

They exactly match the Equipe's four areas of action as dimensions of innovation:

1. Support for the use of the digital environment in Live and TwinSpace
2. Support and promotion of the eTwinning organizational model according to the eTwinning School Mission
3. Learning design of collaborative learning with the methodology of Project Based Learning
4. Impact assessment, documentation and dissemination.

All these activities will be addressed to newly hired / serving School Managers, school networks and school teachers in schools of all levels.

Considering the extraordinariness of our present time, we think teachers have to reflect on their students' needs. Therefore, we think that children and teenagers should be helped to concentrate their attention on these three main thematic focuses:

#SDGs - Global citizenship and sustainable development
 #sml4change - Social Media Literacy
 #STEM - Scientific education

Last, but not least, there is a strong need to strengthen the connection between head teachers and eTwinning Ambassadors in general and national Equipe Members in particular, as they can play the extremely precious role of real schools innovative counselors.



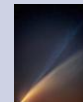
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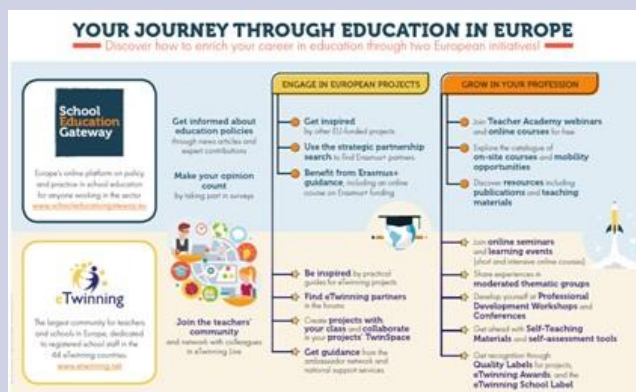
School Based Case Studies Pilot Project – SBCS – The Romanian Experience by Cristina Nicolăiță

The last 3 months of the latest school year, during COVID-19 pandemic, proved once more that teachers involved in eTwinning projects and in School Education Gateway - Teacher Academy MOOCs are able to easily deliver online classes, by putting in practice their online experience, and that their students are already used to working online, as they were involved in meaningful projects on the eTwinning platform.

eTwinning and the School Education Gateway are both European initiatives set up to enrich European teachers' career. Each has its own focus, and a specific offer to the school education sector. School Education Gateway is an online platform for teachers, school leaders, researchers, teacher educators, policymakers and other professionals working in school education, including Early Childhood Education and Care (ECEC) and Vocational Education and Training (VET).

The School Education Gateway is free of charge for all users. Here, one can:

- **STAY INFORMED** – with new content every week, including opinion pieces by experts, news articles, interviews, up-to-date publications, and examples of practices.
- **FIND RESOURCES** – such as reports from recent research, teaching materials created in European projects and training courses, and the European Toolkit for Schools, with material on preventing early school leaving and a self-assessment tool to help you develop your own school actions.



- **DEVELOP YOURSELF** – with the Teacher Academy, offering free online courses developed by our in-house experts, as well as webinars and teaching materials.

- **GET FAMILIAR WITH FUNDING** – through the Erasmus+ Opportunities, consisting of three practical tools (course catalogue, mobility opportunities directory and strategic partnership search) for schools to prepare their Erasmus+ applications.

The SBCS pilot project, launched in 2019, sheds light on how online courses can be used more systematically at school level to support teachers' professional development. Ten 'pilot' teachers from across Europe, coordinated by Naïr Carrera and Benjamin Hertz from School Education Gateway, trialed a number of actions to:

- support school colleagues to use MOOCs for their professional learning,
- develop mechanisms for transfer of learning on MOOCs into practice at school,
- offer formal or informal recognition of learning happening on MOOCs.



PARTICIPANTS		
First Name	Last Name	Country
Amick	Juric	France
Alexia	Micallef	Malta
Guillermo	Medrano	Spain
Cristina	Nicolăiță	Romania
Elena	Pizzi	Italy
Mareike	Raabe	Germany
Mirela	Radojević	Croatia
Celeste	Simões	Portugal
Lisanne	Venier	The Netherlands

The pilot school in Romania was my school, "Gheorghe Magheru" School, in Caracal, in the south of the country. It is an eTwinning school – a medium-sized school, with about 550 students enrolled in pre-primary, primary and lower-secondary courses, and 50 teachers, most of them with higher education and academic degrees.

The adventure started with the first meeting of the team, in April 2019, where **key actions** were identified and **action plans** were started, adapted for every school environment. Back in school, after introducing the SBCS project in my school teachers' meeting, I decided to try to go a step further, presenting the project in social media, creating a Facebook group for the course we have chosen, "Learning with creativity". I invited teachers to enrol in our study group using a Google form and for the schedule I used Doodle.

Group meetings management was a challenge for me. I worked with more than 30 teachers, not only from my school or my town, but from villages and small towns in the area, commuting about 30 km weekly to take part in our study group. Their timetables were different; some of them have had

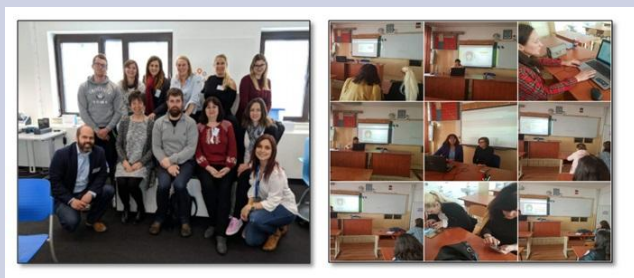


morning classes, some of them afternoon classes. So I needed to find a way to meet them, in person or online, to support them with their technical or language problems. So, on top of the twice a week face-to-face meetings, I created a Facebook group and also used Messenger and WhatsApp to keep in touch with my colleagues.

As my group was very diverse, regarding age range of students, school timetable and even their hometown, I have met them twice a week- on Tuesday morning for those who had classes in the afternoon, and on Thursday after classes for those working in the morning shift. As I myself was attending the course, previous to the meetings I would have gone through that week module and got familiar with the main theme and tasks. So any questions they have had, I could answer, or if not, we could search the answer together.

The main activity during the meetings was clarifying the misunderstandings regarding the translation of the course, done using Google translate mostly, and also supporting them in finding their way inside the course pages and using the web 2.0 tools there. Learning Designer was by far the most challenging for all of them. Between meetings we have kept in touch on the Facebook group page I had created, posting announcements, questions and doubts, but also celebrating every step forward the study group members have made, by themselves or together.

I advised my colleagues to try to interact as much as possible with the course colleagues, read and comment on their posts on Padlets or Triciders of the courses and keep a learning diary, join Facebook pages and twitter chats of the projects, attend TweetMeets where they could learn about other teachers' experience.



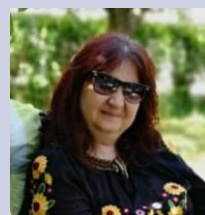
Along with study groups and buddy schemes with school colleagues following a blended approach, our group teachers created a repository of resources and organized open doors lessons to implement what was learned during the courses and also to inspire other teachers to try out the MOOCs and experiment with new practices. The

competences and skills they gathered or enhanced during the online courses helped them during school closure due to COVID-19 Pandemics where they were forced to change their usual school routine and teach online.

The second meeting of the SBCS team was in December 2019, to share experiences during implementation. The last one for 2019/2020 implementation of the pilot, planned for May 2020, was cancelled due to the pandemic. Luckily, the pilot will continue the next school year, to consolidate what was achieved in the first year and to pilot new actions focused on local and regional initiatives, and the experience will be presented during the eTwinning Conference in October 2020. You can find more about SBCS experience in Romania by accessing the brochure here: <https://en.calameo.com/read/001410135d80f8c886d3>.

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Web 2.0 Tools Used in Children's Education

by Simona Valentina Mînzicu

The period we are going through is more than a regular challenge for all of us - our whole lifestyle is in doubt and we need to find ways to meet our students by developing appropriate training that will enable students to meet the expected standards - an online environment.

Online education opens the possibility of a structured, coordinated and correctly staged training; is a form of distance learning, easy, for those who do not have the opportunity to access the classical education system, traditional, "face to face" or appropriate to special contexts, as is happening in the current pandemic. This way of learning is now imposed by the dramatic period we are going through. Everything that means an educational process of teaching-learning-assessment has returned to our attention under the title of distance learning process. We have all moved to online, we have learned and applied tools that facilitate distance learning. Considering that the simplicity of teaching is essential - we sought to make the instructions clear and accessible, these being transmitted through Google Classroom, at first, then through Google Sites thus ensuring a digital landmark similar to a class.

Because distance learning planning is time consuming, this learning time must be effective. For this reason, longer tasks are needed for students, which give the teacher time to organize their teaching in the future. Students should also be given tasks to get them up in front of computers. Throughout this distance learning process, because students lack the human contacts they have in the classroom, we tried to see each other every day, to hear each other through applications in which we taught by adapting traditional and modern methods to online teaching. Currently, information technologies and the Internet have become indispensable working tools for the educational environment, being recognized their formative and social role in the educational process. Modern information technologies offer a wide range of applications, open educational resources, virtual learning environments, as well as various tools offered by Web 2.0, which represent an enormous potential in providing education and building knowledge.

There are many Web 2.0 tools and resources that can be used in the education system, in order to achieve the management of learning content in various contexts and to provide innovative methods in the teaching-learning process.

Web 2.0 tools (blog, wiki, social networking, media sharing, multimedia programs) have become ubiquitous in the daily lives of pupils and students, the so-called "digital natives", but very few teachers have experience with the given tools. However, day by day, trying to optimize educational strategies, teachers are exploring innovative methods with the help of information technologies and web tools to create and strengthen learning - centered practices.

The central idea of Web 2.0 technologies are tools based on the active participation of members / users in the organization, public exchange, mutual evaluation and labeling of informational content (messages, texts, photos, videos, etc.).

Thus, a number of technical and social factors make Web 2.0 tools very popular in the study room, including: quick access to information; information sharing; simplicity of use; relatively low costs; possibilities to choose Web 2.0 technologies; various Web 2.0 technologies that can be integrated into teaching activities; permanent connection to the Internet; promoting learner-centered learning; increasing social collaboration and communication.

In eTwinning projects we have used a wide range of web applications - which allow users to run programs directly in a web browser (image exchange portals, music, movies and software on the Internet):

- WISC-ONLINE, an application that involves finding the correct answer to move towards the goal (hive). <https://www.wisc-online.com/users/valivali/games/48206/girl-and-the-tree>, <https://www.wisc-online.com/users/valivali/games/54330/safe> - on-internet

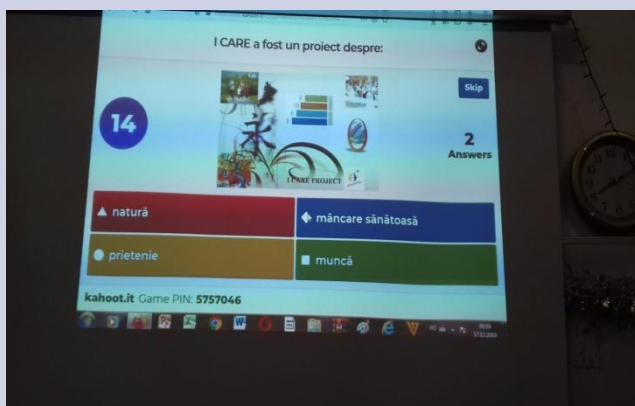




- Padlet, an application that simulates an online whiteboard and where ideas can be shared online and can be used to convey certain things
<https://padlet.com/esgisule/in8zqz28zrqf>

In the online activities carried out after March 12, we applied the following applications:

- Kahoot! (an application that involves interactive questionnaires in the form of a game / contest, in which the participants must select the correct variant and which will generate a score that implies the immediate reaction of the answer)
<https://create.kahoot.it/share/apa/70f2717d-3be5-472e-b880-0738feab2d87> - Water and its transformations
<https://create.kahoot.it/share/matematica/c87799c3-ecce-477d-9601-2b23a14dec0d> - Operations with natural numbers
<https://create.kahoot.it/share/romana/2fb964d6-7fb8-40f4-ae07-4acb7dd6e647> - Punctuation marks, correct spelling
<https://create.kahoot.it/share/semne-de-punctuatie/73285c47-6b14-4078-b1f4-cbcd34534c5c> - Signs of punctuation



- LearningApps (an application that involves creating games on different topics accompanied by examples aimed at consolidating certain knowledge / verifying it)

<https://learningapps.org/view8314795> - The book You Want to Be My Friend
<https://learningapps.org/watch?v=p5fuc2p3a20> - Simple sentence. The main parts of the sentence
<https://learningapps.org/watch?v=ph0e5smnv20> -Mathematical Terminology
<https://learningapps.org/watch?v=p2tvxb1in20> - PERSONAL DEVELOPMENT - POSITIVE AND NEGATIVE CHARACTERS FROM STORIES
<https://learningapps.org/watch?v=p4ukbf6jk20> - Groups of letters
<https://learningapps.org/watch?v=pdmg6r1sj20> - Second grade math exercises
<https://learningapps.org/watch?v=p95ui2fuj20> - Phonetic units
<https://learningapps.org/watch?v=pyq8c5uo520> - Spellings neam / ne-am, ia / i-a, la / l-a
<https://learningapps.org/watch?v=piwn0hp0320> - 4th grade math exercises





- StoryJumper (an application that consists of making a playable book the content of a work using objects and backgrounds from the library and implicitly the text of the work). It is a tool used in capturing attention.

<https://www.storyjumper.com/book/read/83177255> - The Legend of the Snowdrop by Eugen Jianu

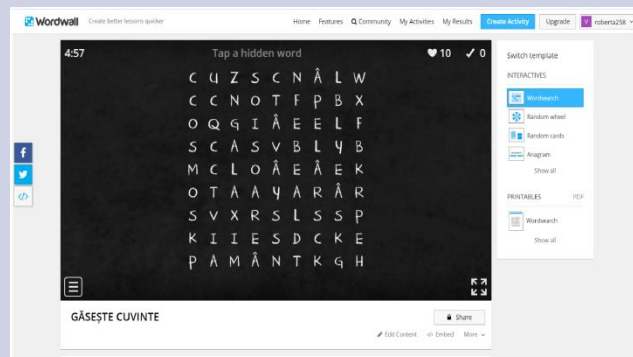
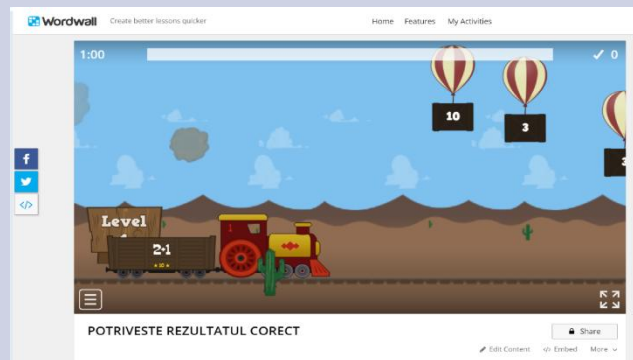
<https://www.storyjumper.com/book/read/83643195> - Crickets and Ant



- WordWall (an application that consists of interactive exercises to test knowledge through cleaner game themes)

<https://wordwall.net/play/3039/353/541> - Calculations with natural numbers 0-100

<https://wordwall.net/play/3039/180/501> - The Universe



- I have puzzles (an application that consists of making a puzzle from a picture)

https://im-a-puzzle.com/capra_cu_3_iezi_7dB7XEEEx.puzzle - Puzzle

During the pandemic we carried out within the STEAM project "Promoting STE (a) M education through learning based on PBL projects", I carried out the activity "Dream of a forest", which aimed to make a journal in Adobe Spark, a media tool.
<https://spark.adobe.com/video/SvIauj6b6hz9l> - The dream of a forest-Journal.

Emphasizing participatory particularity, Web 2.0 technologies offer numerous opportunities for group social interaction and collaboration between teachers and professors. They encourage and enable teachers and trainers to exchange ideas and cooperate in reformist ways.

These technologies also stimulate us to rethink the way students learn, contributing to the transformation of educational practices, so that we can support active and meaningful learning centered on learning.

Certainly Web 2.0 technologies that can have the best impact on education are evolving rapidly from year to year.



Education through Web 2.0 technologies uses and transforms the Internet into a tool, thanks to which users have permanent and ubiquitous access to information. Another important feature is the metaphor of "lifelong learning", which is in fact one of the keys to knowledge in the 21st century.

In general, Education 2.0 refers to various methods of using Web technologies, aiming at individual learning and training, creativity development, information sharing and collaboration between users. The teaching-learning activity with the help of the web is no longer the effect of the teacher's efforts and work, but the fruit of the interaction of the trained ones with the computer and of the collaboration with the teacher. At the same time, Web 2.0 is not only an enormous container of information and knowledge, but gradually, it has become a space where knowledge is generated. In recent years, several systems, open educational resources, online platforms have been launched that influence and transform the lives of individuals around the world.

There are advantages and disadvantages to online learning:

Advantages: fast distribution of teaching materials; pupils / students take possession of the materials through a simple access; the existence of multimedia content; the contents can also be easily deleted, corrected or updated; service used by one or more persons, creation of groups; the use of interactive content, the existence of feedback. Limitations: difficulties in using the technology; lack of real / physical communication; extreme situations.

I came to the conclusion that: technology cannot only help learning, but it is essential! For the little ones, the technology is attractive, and for the older ones there must be a strong motivation to use it effectively.

Online training is a growing challenge at the traditional boundaries between education and training. Our training should result in maintaining children's joy of learning in any context that does not feel abandoned by the adults around them.

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"In Retrospect: Filming through the Ages": Teaching the History of Cinema with Europeana

by Angeliki Kougiourouki

It is common sense nowadays that Cinema has become the fastest growing art industry. From the presentation of the first film on the screen, at the beginning of the 20th century, until today, its progress has been rapid. Although it started with a bet, cinema turned into the most profitable industry. In modern 21st century society, in fact, its role is not entirely entertaining. Film has an important impact on the way people see and understand the world. In details, it can help us forget the world outside, challenge us to reflect on the world we live in, lead us to new worlds experiencing a wide range of emotions, manipulate us (BFI, 2015).

Though the cinema itself has seen its rapid evolution during the 20th century, human efforts to capture the movement date back 35,000 years and are bison in motion found in Altamira's cave paintings, in Spain.



Europeana: Techo de los policromos de Altamira. Anonymous, Museo Nacional y Centro de Investigación de Altamira

This photo from Europeana and a video related to the history of cinema were the starting point to implement the learning Scenario **"In retrospect: filming through the ages"** using Europeana's digital resources of culture heritage.

As it is well known, Europeana, which was launched by the European Commission on 20 November 2008, provides currently access to over 58 million digitised cultural heritage records from over 3600 cultural heritage institutions and organisations. Its mission is to *"transform the world with culture ... to build on Europe's rich heritage and make it easier for people to use, whether for work, for learning or just for fun."* Teachers and students are free to use it getting inspiration for their projects.

As a member of the Europeana DSI-4 User Group, I found it challenging to use Europeana resources for a 2nd year to teach the history of cinema to my 6th graders at 1st Experimental Primary school, in Alexandroupolis, Greece and to implement the aforementioned Learning Scenario (LS). The main goal was to help students learn about the use of the Europeana platform to develop their inquiry skills while searching to find information about the history of cinema through the use of tools. kinetoscope, cinematograph, camera obscura, Chinese shadows, etc served to highlight important moments of the cinema evolution enhancing communication, collaboration and critical thinking. Furthermore, to help students become familiar with the role that cinema played and continues to play in people's lives as a new technique of movement recording and visualization and as a means of transmitting messages and entertainment.

To achieve the educational objectives several pedagogical approaches were used. Project-Based Learning: students got fact-based tasks, problems to solve and they worked in groups; Peer Learning: students had the chance to learn from peers and to give each other feedback while creating project products; Collaborative Learning: Students worked in groups in most activities of this LS; Visual Search & Learning: students worked with images related to cinema tools and movie posters using web resources.

The LS was organized around the history of cinema and in particular the cameras, movie posters and their evolution over time. Its activities were part of an Erasmus+ & eTwinning project activities, entitled **CIAM! Cinema International Animations and Kids**, where students from 6 countries, including Greece, were invited to perform.

The LS was implemented with diffusion in the Primary School's curriculum. Starting from **Modern Greek Language** (there is a whole unit dedicated to cinema and theater), students extended their exploration to **History** by gathering data on the history and evolution of cinema machines and



cinema in general; Studying **Science** and the module related to light, they moved one step beyond exploring the way that a photo camera works; last but not least, during the **Art** lesson and through the units Visual Arts and Art History they approached the topics: *Photo-Photographer* and *Pop-Art*. The professional role of a photographer and, by extension, the filmmaker motivated them to experiment with simple motion-visualization machines, to study the role of cinema pictures in the creation of Pop-Art works and then to create their own movie poster. Since the students studied the history of cinema using foreign web resources and produced material using English, the LS was linked with the **English Language** as well.

To enhance 21st century skills such as Creativity, Critical thinking, Collaboration and ICT Literacy, students:

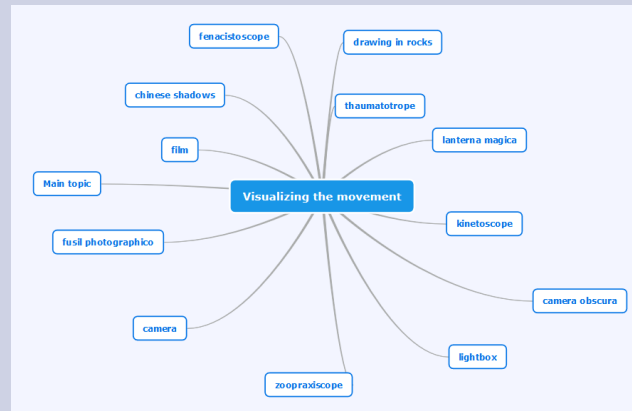
- were asked to create their own presentations related to cinema tools as well as a timeline about the history of cinema and their own crafts and movie posters
- were asked to think about the role that cinema played and continues to play in people's lives as a new technique of movement recording and visualization and as a means of transmitting messages and entertainment
- had to work in groups in order to complete most of the tasks
- were asked to use effectively the web, searching in the Europeana and in cinema related websites as well as using web tools to create their products.

The LS was implemented during 4 sessions of 2 hours each other.

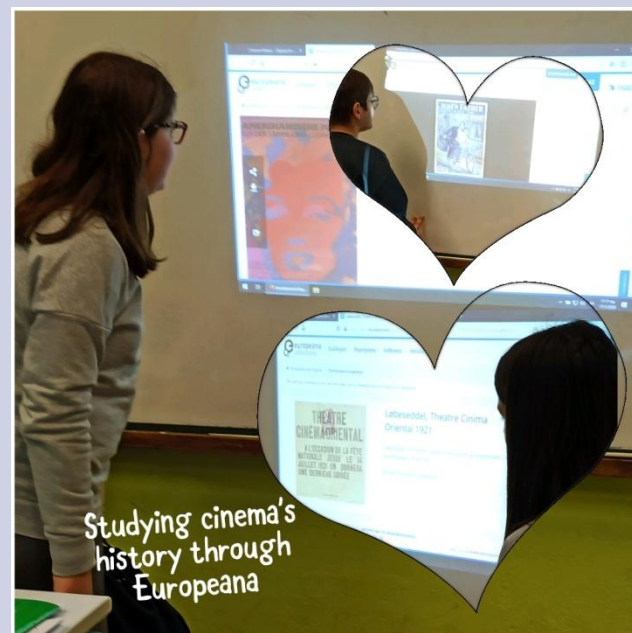
1st - 2nd session: Visualizing the movement

Students watched a video related to the history of cinema discussing the ways that people used while trying to visualise the movement since the very first appearance of images. They brainstormed ideas about the first machines that were used for this purpose (using the Mindomoo web2.0 tool).

They formed teams (Collins, 2020) and started exploring Europeana and related photographs in order to study about specific efforts to visualise the movement. Suggested photos were for tools like [kinetoscope](#), [cinematograph](#), [film projector](#), [film](#), [camera obscura](#), [Lantern magic](#), [Chinese shadows](#), [Fusil photographico](#). They also visited [Historiana](#) and in particular 2 photos from the Historical sources under the title: **Still photography**: 1. Camera Obscura and 14. 35mm film. Europeana's



collection of audio data from movies projectors helped them as well. Keeping notes encouraged them to come up to questions such as a) How far back in times could we go through these photos, b) What kind of information about movement visualization they give to us. They compared means of movement visualisation with the first images which ancient people drew on the rocks, in Altamira cave in order to do it so; They read about the history of cinema in their native language book as well as in the English one; They visited a website collection about cinematography.

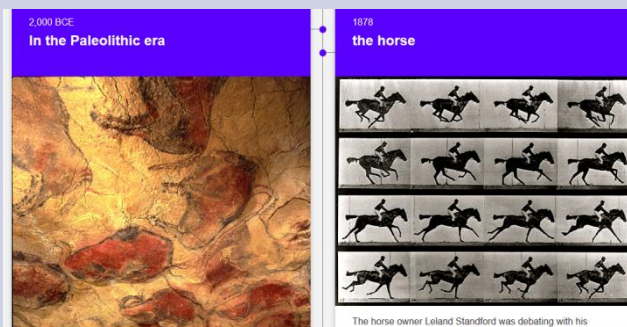


3rd - 4th session: Hands on tasks

Europeana's photos, the history of cinema and its movies machines as well as the weblinks' visit gave rise to work in teams: students had to study further means of images or film projection, related machines and their classification. One team had to



work as historians to create a timeline (using [Timetoast](#) web2.0 tool) with basics on cinema machines' evolution and by extension the history of cinema.



1 (left). Europeana: Techo de los policromos de Altamira. Anonimous, Museo Nacional y Centro de Investigación de Altamira. 2 (right). The Horse in motion. "Sallie Gardner," owned by Leland Stanford. Eadweard Muybridge, Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA

Meanwhile the other 6 teams had to study and collect ways and means of image and movement projection in the past writing and presenting it both in their native language (Greek) and in English (CLIL). Zoopraxiscope, Phenakitoscope, Thaumatrope, Lantern magic, Chinese shadows, Fusil photographico, Camera obscura appealed students' interest.



5th – 6th session: Being creative

Expanding the study of movement visualisation and its projection throughout machines evolution, students discussed on the topics: Light and colours & A simple photo camera from the related to *Light* Unit of their Science lesson as well as Photography- Photographer and Pop-Art from the Units: *Art professions* and *History of Art* of their Art Lesson.

After decoding the related to the first movie poster in history with teacher's device, they visited Europeana to be more familiar with movie posters and started creating in teams: a) a simple photo camera, b) a phenakitoscope, c) a thaumatrope, d) Chinese shadows, e) Movie posters.



7th – 8th session: presenting, evaluating, giving feedback

Each group presented the work done by the members in the classroom (crafts and movie posters) and had the chance to get feedback from the other students. They were also assessed taking a digital quiz (using [LearningApps](#) web2.0 tool) and filling in an evaluation questionnaire (using [Googleforms](#) web2.0 tool) in order to give their feedback for the LS.

During the implementation students were assessed in the form of a class discussion. Ongoing assessment was implemented according to the following criteria: Collaboration, Completion of work, preparedness, time management, quality of outcome.



Conclusion

The implementation of this LS made students feel excited while learning about cinema first tools and furthermore about the history of cinema and its evolution over the years. The most interesting part for them was the fact that during the exploration they learned about Europeana and what it offers to students. As far as it concerns the creating part, they highlighted that *"team work means sharing opinions, working together, helping each other"*. Studying the history of cinema through the use of Europeana or several foreign links didn't discourage them, as they asked for help both from the teacher and the Google translate. They even wrote related comments while filling in the evaluation questionnaire: *"my best memory is when my team finished the project in two languages", "when we were studying about cinema tools and history of movies"*.

"In retrospect: filming through the ages" is one of the 150 Learning Scenarios that were submitted this year for the **The Europeana Education Competition 2020**. It is among the 30 winning Learning Scenarios and it will be translated to 6 languages: Spanish, Portuguese, Italian, French, Greek and Polish. It will be also published online in a booklet in each of the aforementioned languages (plus English). The booklet will be disseminated across Europe, to all our Ministries of Education.

For the moment, the LS is published in the Teaching with Europeana blog, free to be used by any teacher who would like to teach the history of cinema in his class using Europeana's digitised cultural material. Along with the original LS, there is a related story of implementation made by a Hungarian teacher who wrote: *"I have chosen this learning scenario because it is very interdisciplinary and the topic is very interesting."*

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Let's Celebrate International Fairytale Day! – eTwinning Online Event - Teaching with Europeana and Disseminating with eTwinning
by Grațiela Vișan

Tales are representations of life in fantastic forms, where good overcomes evil. Each child draws different meanings from them, depending on their needs, interests, desires, expectations at that time. A story or a fairy tale is like a travel ticket in a world full of new experiences.

I implemented the Learning Scenario "[Dragon Tales in Europe](#)", created by Despoina Kyriakaki with my 9 years old students, having a beginner-level English knowledge. The activities aimed to strengthen students' ability to work with images in various ways, including the description, drawing, commenting, story writing; to raise pupils' interest in reading and literature through simple activities and also to contribute to improving pupils' reading skills. Besides, students developed their teamwork and debating skills.

In the first part of the lesson, I used the [Europeana Gallery: dragons in myth and science](#). The students' knowledge about fairy tales with dragons was resumed. In the Romanian fairy tales, the dragon ("balaurul") has three or seven heads, is winged and abducts the emperor girls. He is always defeated in a straight fight by the saving hero.

The European context of the project allowed us to use the supporting text "[The Reluctant Dragon](#)", written by Kenneth Grahame, which was found in the student reading book. The students read the text, analysed it, performed brief dramatizations and described the main characters, listing their physical and spiritual qualities.

In order to practice their language skills, I asked the students to write narrative texts, inspired by this theme and to illustrate them. They worked individually, and in the end, each student read his work. By voting, students selected the most successful work. The criteria referred to the content (imagination, correct spelling, introductory formulas, vocabulary), but also to the form: placing the text on the page, clarity of writing, illustrations. Finally, the students' works were exposed in the classroom. I did similar activities with my students in the eTwinning project "Children's Book Day 2020" (ID 217423).

Regarding the integration in the basic curriculum, I tried to make connections between language, arts and personal development. The specific competencies and the learning activities targeted

were the following: Language: Expression of ideas in familiar contexts; Transmission of information through a suite of logically linked statements; Personal development: Exploring relationship skills others, Use active listening elements; Art: Expressing personal ideas and experiences through the use of line, point, colour and shape.

The assessment focused on learning experiences and skills acquired. I systematically observed the students' behaviour and of course, I appreciated the products of their activity.

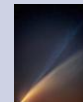


With this lesson, I celebrated with my students the International Fairytale Day. For the dissemination of the activity and for the exchange of experience with colleagues from the country, I created an online event on eTwinning (<https://live.etwinning.net/events/event/110254>), attended by 16 Romanian teachers.

The students liked the lesson. Especially, they liked the Europeana resources that were introduced to them, the text they read, the short dramatizations, the written expression, the democratic exercise of choosing the favourite work, the opportunity to make an exhibition.



Grațiela Vișan is a primary school teacher at Școala Gimnazială Mihai Viteazul in Boldești-Scăeni, Romania. She is an eTwinning ambassador and a winning member of Europeana DSI-4 teacher user group.



PBL Linking the eTwinning and Europeana Platforms

by Angela Lucia Capezzuto

During the COVID-19 pandemic, students continued the eTwinning project "Our Earth, Our Responsibility" linking the theme of Climate Change and Environment to the European digitised cultural heritage platform, Europeana. Students deepened their knowledge about plastics, the 3Rs of avoiding pollution-namely Reduce, Reuse, Recycle, and developed critical thinking skills regarding the curation of material and promotion of Virtual Museums. A PBL approach was used using driving questions and students were organised in groups with different roles to simulate a working environment. Teachers intervened only as facilitators, guiding them towards an optimal result. The Learning Scenario, "**A Plastic-Free World?**" created referencing the students' activities and results can be found in the bibliography at the Teaching with Europeana teacher blog.

The Procedure

Preparatory phase

The teacher introduces students to the notion of plastics and non-plastics and how plastics were produced to find suitable alternatives to natural materials which were expensive and most of all, limited. Preparatory phase materials are used. The teacher asks the first driving question "What was it like to live without plastics?" Students are first organised into Jigsaw groups, intended as their HOME GROUP, with 4 or 5 Expert stations using the plastics webpages. The students join another jigsaw group and take notes, then take these back to their home groups for the next phase.

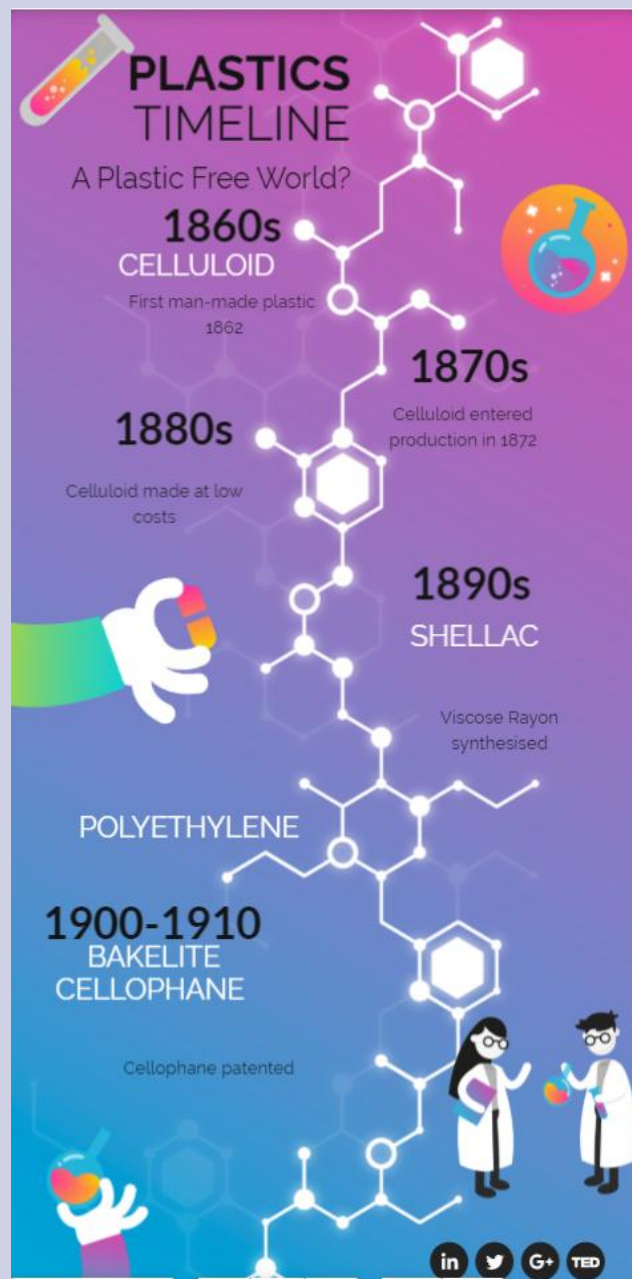
Expert Talk in Home Jigsaw Groups

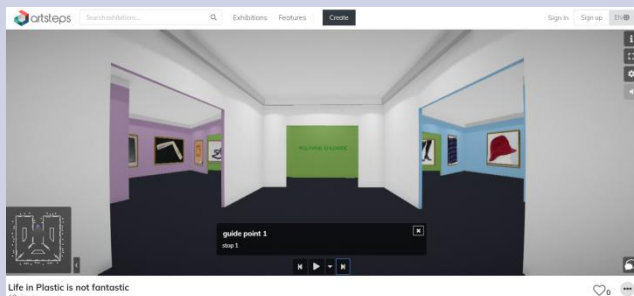
Students return to their original jigsaw groups and each one of these gives an expert talk on their findings to the group. At the end of the lesson, Jigsaw groups should have prepared a complete version of the plastic story.

Plastics timeline group organisation

The teacher asks the second driving question: "Will it be possible to live without plastics?" **ONE class supervisor** is nominated to guide the group technicians into adding labelling for the plastics creation dates to the Genial.ly timeline and to collect links to group virtual galleries. Students are divided, within their groups, into different roles with specific tasks to contribute towards the final plastic gallery: **technicians** (label and add links to the relative timeline, and design the group virtual gallery); **websearchers** (gather material, citing

the sources for the curator to use, make a group archive of materials in a shareable folder of Google Drive); **curators** (filter the material to use and add texts to describe the artefact with sources cited to ease the job of the architect); **architects** (arrange the materials in relevant sections of the gallery, adding text, citing sources and adding eventual voice-over). Using the template created in Genial.ly, or simply creating one, *ad hoc*, in Genial.ly, the class creates an interactive plastics timeline, with links to virtual plastics galleries created by each group with the web tool Artsteps.





Assessment of group tasks

Students present their findings in groups to the rest of the class, and finally they answer the question: Can there be "A Plastic Free World?" The class and teacher assess the presentation using the criteria of the rubric developed with conclusions related to: the plastics they researched; the objects the plastics substituted; how they impacted health and well-being of consumers; how they impacted the environment.

Bibliography:

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4. Jigsaw groups: <https://www.jigsaw.org>

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1861-70: Celluloid

<https://www.europeana.eu/portal/it/search?q=celluloid&f%5BREUSABILITY%5D%5B%5D=open&view=grid>

1871-80:PVC (polyvinyl chloride)

<https://www.europeana.eu/portal/it/search?f%5BREUSABILITY%5D%5B%5D=open&q=PVC&view=grid>

1891-1900: Shellac

<https://www.europeana.eu/portal/it/search?f%5BREUSABILITY%5D%5B%5D=open&q=shellac&view=grid>

Polyethylene

<https://www.europeana.eu/portal/it/search?f%5BREUSABILITY%5D%5B%5D=open&q=polyethylene&view=grid>

1901-1912: Bakelite

<https://www.europeana.eu/portal/it/search?f%5BREUSABILITY%5D%5B%5D=open&q=bakelite&view=grid>

Cellophane

<https://www.europeana.eu/portal/it/search?f%5BREUSABILITY%5D%5B%5D=open&q=cellophane&view=grid>

1931-1940: Neoprene

<https://www.europeana.eu/portal/it/search?f%5BREUSABILITY%5D%5B%5D=open&q=neoprene&view=grid>

Vinyl

<https://www.europeana.eu/portal/it/search?f%5BREUSABILITY%5D%5B%5D=open&q=vinyl&view=grid>

Nylon

<https://www.europeana.eu/portal/it/search?view=grid&q=nylon&f%5BREUSABILITY%5D%5B%5D=open>

Teflon

<https://www.europeana.eu/portal/it/search?view=grid&q=Teflon&f%5BREUSABILITY%5D%5B%5D=open>

1941-50: Polyester

<https://www.europeana.eu/portal/en/search?q=polyester&f%5BREUSABILITY%5D%5B%5D=open&view=grid>

1951-60: Polypropylene

<https://www.europeana.eu/portal/en/search?f%5BREUSABILITY%5D%5B%5D=open&q=polypropylene&view=grid>

1961-70: Kevlar

<https://www.europeana.eu/portal/en/search?f%5BREUSABILITY%5D%5B%5D=open&q=kevlar&view=grid>

1980s: Polyester films (for photography)

<https://www.europeana.eu/portal/en/search?f%5BREUSABILITY%5D%5B%5D=open&q=polyester+films&view=grid>

Polymer

<https://www.europeana.eu/portal/en/search?f%5BREUSABILITY%5D%5B%5D=open&f%5BTYP%5D%5B%5D=IMAGE&q=polymer&view=grid>



6. Genial.ly template for timeline:
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7. Artsteps: <https://www.artsteps.com>
8. Learning Scenario "A Plastic-Free World?"
<https://teachwiththeuropeana.eun.org/learning-scenarios/a-plastic-free-world-is-it-331/>



Angela Lucia Capezzuto is a teacher of conversation in English and eTwinning Ambassador in south Italy, with a Science Honours degree from the University of Sydney Australia, and a member of the Europeana User Group DSI-4. She has been working with eTwinning since 2008.

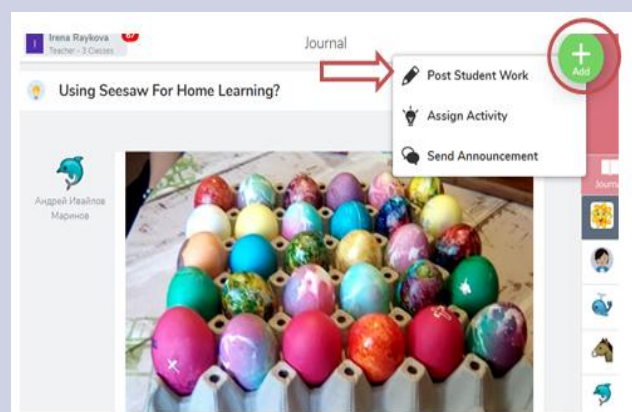
Manage Your Distant Learning with Seesaw

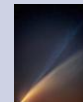
by Irena Raykova

Seesaw (<https://web.seesaw.me/>) is a powerful learning tool that connects students, teachers and parents. It is an excellent tool for distant learning that helps teachers to organize their work. The Seesaw Class and Family apps are available on iOS, Android, and Kindle Fire devices. You can also use Seesaw on the web using a computer or Chromebook via a Chrome, Firefox, or Edge browser.

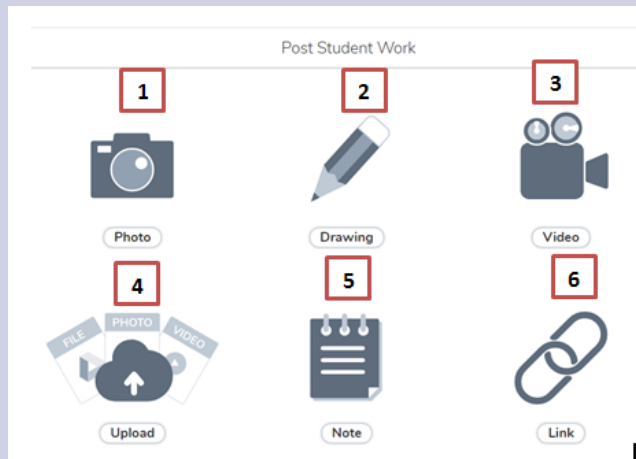
Here are some **benefits** of using Seesaw:

- It is **free**. Teachers can use all tools without any payment. However, if they would like to get more benefits from Seesaw, they could upgrade.
- Teachers can **create** their own **classes** and invite students and parents for meaningful collaboration.
- **Parents** can see the work of their children and leave comments on it.
- Seesaw creates a **Digital portfolio** for each student.
- Teachers can **invite colleagues** to be co-teachers and to collaborate together.
- Once the class has been created, the system generates an unique **Class code** and **Home learning codes** for each student. Students use these codes to log in.
- This virtual classroom has a **Journal** where all students' work is published after teachers' approval. Teachers decide if the materials published in the Journal will be visible by all students or each student will see only his/her work.
- Teachers can *Post Student Work*, *Assign Activity* and *Send Announcement* from their profiles simply by clicking on the green "+Add" button.

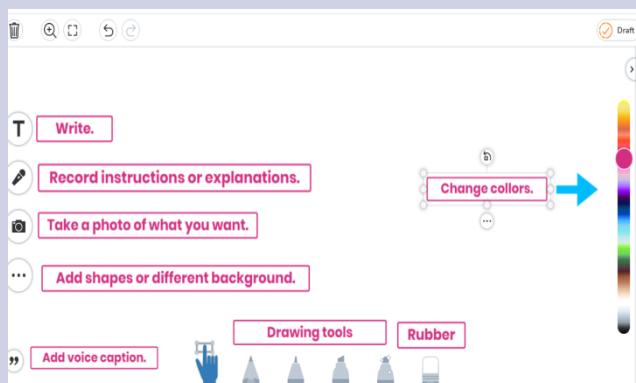




A) Post Students Work in the Journal. Teachers can choose among the several tools (photo, drawing, video, upload a file, note or link) how to present the learning task to their students.



1. **Photo:** Take a photo of what you want and upload on the Journal.
2. **Drawing:** Opens a whiteboard with many possibilities: to write, the record instructions or explanation about the task, to take a photo, to insert different shapes and backgrounds and to draw.



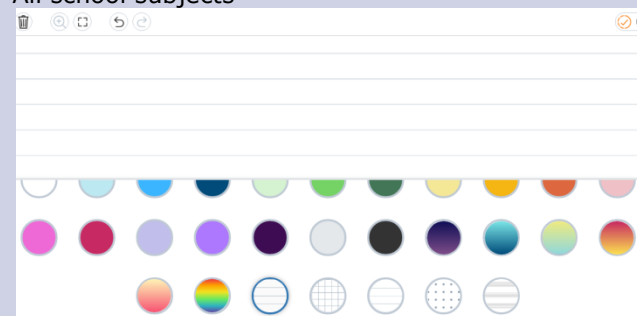
Teachers can use variety of shapes and background according to the school subject they teach (Language, Math, Music and so on). Examples:

Shapes

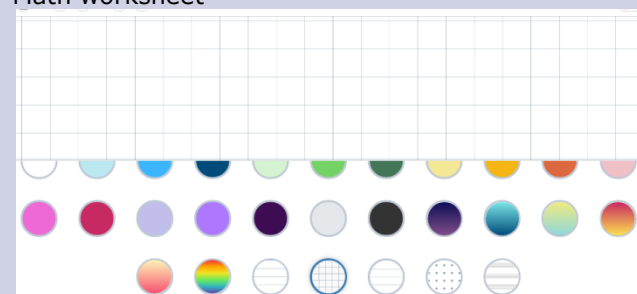


Backgrounds

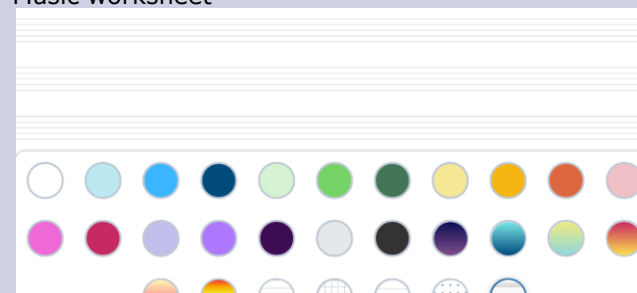
All school subjects



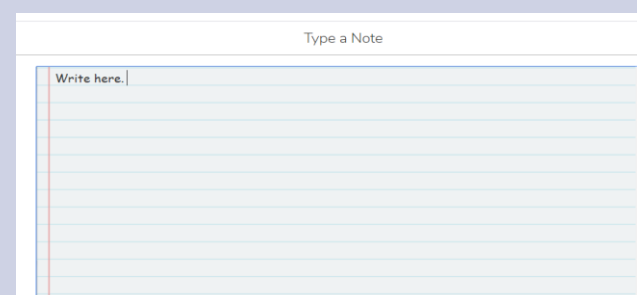
Math worksheet



Music worksheet



3. **Video:** With the video tool, teachers can record an explanation of the task (the lesson) and post it in the Journal. Students will watch the recording and fulfill the task from their profiles.
4. **Upload:** file, photo or video.
5. **Note:** Opens a sheet of notebook where teachers can write.

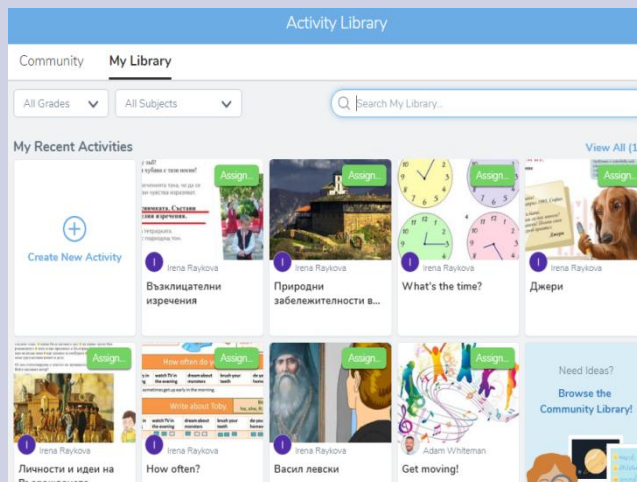




When teachers prepare some work for the students, they can decide whether to post it to the whole class or to a separate student.

B) Assign Activity

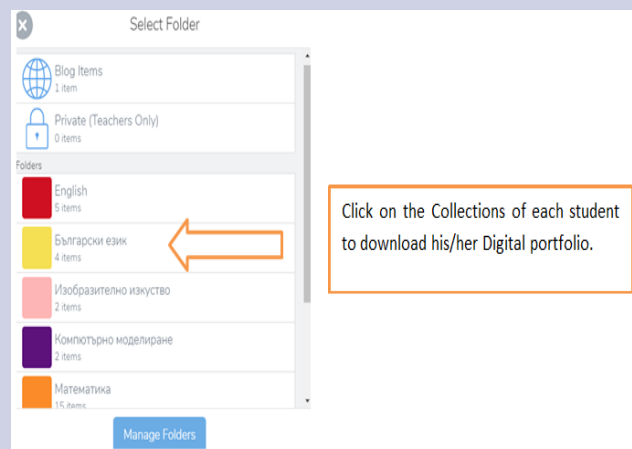
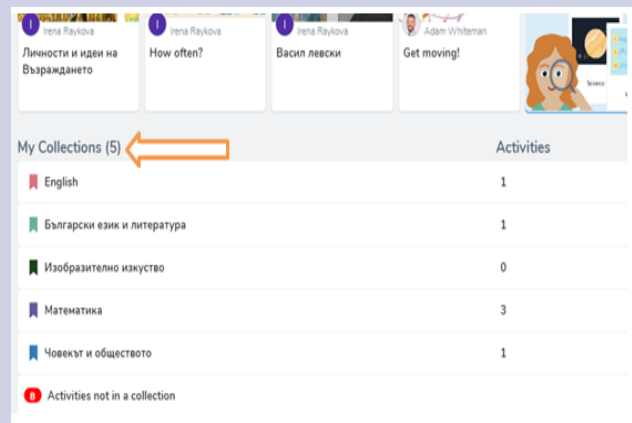
This tool gives teachers the opportunity to browse activity from the **Community Library** or to **create** his/her own. May teachers bear in their minds that there are plenty of resources created by other teachers from the community. They can use these resources in original or modify according to their needs.



If teachers decide to create a new activity, they can use the same tools like in the "Post Student Work" view. In the activity created, they can insert links of any website, record voice or video instructions, insert a whiteboard, upload a photo, video or file, add note.

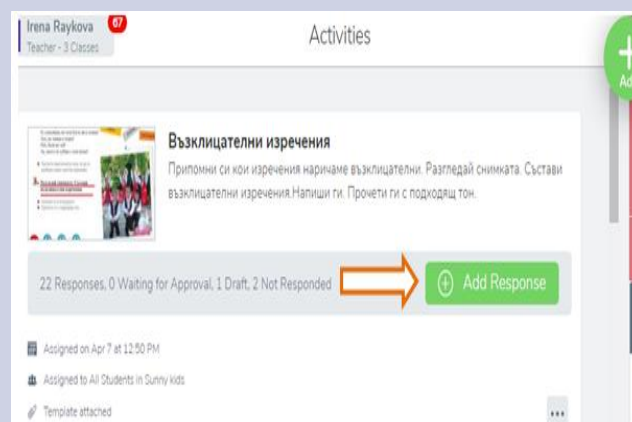
Once the activity has been created, it can be kept in teachers' library until the day when the teachers decide to assign it to the students or they can immediately assign to a class. All created activities can be edited, deleted or shared with the community.

Teachers can also create **Collections** according to the kind of activity they assign. I am a primary teacher and I found a good way for myself to create collections for all primary school subjects that I teach (Bulgarian language, English, Math, Music, Man and Society and so on). Once I have checked the student's activity, I move it to the appropriate collection. The system generates **Students' Digital Portfolio** for all school subjects that teachers can download in pdf file and prove students' work. In the Portfolio the information about the date when the work is done and comments is kept.



Click on the Collections of each student to download his/her Digital portfolio.

To do the activities signed by their teachers, students must log in and then click on "Add Response".



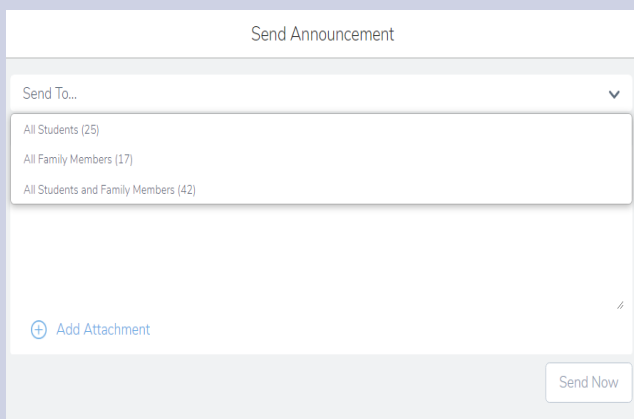
Then they can use exactly the same tools like in "Drawing": students can record a voice answer, write a text, take a picture, use the drawing tools. To save their work, students must click on the green tick.



Teachers can always review students' work and contact those students who haven't done their work on time. They can write or record a comment to give a feedback.

C) Send Announcement

Teachers can easily communicate with students and parent by sending an announcement to them.



Students, like their teachers, **can publish content in the Journal**. According to the Journal settings, students' content will be visible only to him/her and the teacher or to the whole class.

Class blog: Seesaw allows teachers to create a class blog where students' work could be published. The blog is protected with a password and only people who have the password can see students' publication. Students can publish content in the blog but it will be visible only after teachers' approval. Teachers can connect their students to other classrooms through **Seesaw Connected Blogs**.

Seesaw doesn't have a tool for synchronous communication. Although you cannot organize a videoconference, there are a lot of opportunities to organize your distant learning, to manage and assess students' work and to keep parents informed about their child's progress.

For more information, please visit:
<https://web.seesaw.me/>.

All you need to start using the tool, you will find in the **Seesaw tutorial for teachers**:
https://www.youtube.com/watch?v=l231B9sk_nI.

Step by step instruction to download Seesaw on your device: <https://help.seesaw.me/hc/en-us/articles/204687495-What-platforms-and-operating-systems-does-Seesaw-support->.

See also **"Seesaw for school"**:
<https://help.seesaw.me/hc/en-us/articles/115003713406-What-is-Seesaw-for-Schools->.



Irena Raykova is a primary school teacher at 137th Secondary School Angel Kanchev in Sofia, Bulgaria. She is an eTwinning ambassador and also a PhD student at Sofia University St. Kliment Ohridski.



Challenge Accepted - Project, Collaborative and Integrated Online Teaching

by Alma Suto



Three teachers from the Primary School Zmijavci are participating in the Erasmus+ project "Learn2Teach", which was launched in the summer of 2018. Fortunately, most of the project activities were completed by the beginning of the Coronavirus crisis. In structured courses, job shadowing and teaching assignment within the Erasmus + mobility, teachers improved their knowledge and skills for the 21st century, and among them are innovative approaches in teaching and improving digital skills.

We apply everything we have learned in practice, transfer it and share it with colleagues at school, but also outside the school from the municipal to the international level. For example, the project coordinator Alma Suto shared her experience in a

webinar on project and cooperative learning in March, immediately after the lockdown, and also created 18 videolessons featuring innovative teaching for the national level. They can all be seen on YouTube channel of the Ministry of Science and Education

(<https://www.youtube.com/channel/UCUq1OACvA1XKyXxvstWAJ9w>).

She is also part of the Croatian user group, which has been working for the second year as part of the European Schoolnet Europeana DSI-4 project, and has developed several teaching scenarios.

Scenarios developed by teachers from all European countries for different subjects and ages of students are available on the blog "[Teaching with Europeana](#)". A lot of scenarios have been created for the needs of online teaching. All published teaching scenarios can be used by teachers free of charge.

We were confident and full of experience because we had a lot of skills and knowledge that we gained through Erasmus + projects to painlessly start quality online teaching in our virtual classrooms.

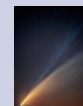
Immediately in the first week of online classes, English teacher Ivana Rako Vuksan and Computer science teachers Alma Suto devised a project task for integrated online classes for 11-year-old students. The students worked on the task for three weeks, and it included a series of interesting activities through which educational outcomes from both subjects were achieved. They shared the finished materials with colleagues from all over the country, and you can see them at this link.

(https://read.bookcreator.com/MBPKr8hrsIQTp_jBrDSLRIeNsifELkbfgoe4tql4wXc/fCiXgg1FRYyOZ5IzXRIdPA)

Outcomes of activities for students:

- ✓ The student uses a Paint 3D program to draw
- ✓ The student describes a house in English
- ✓ The student collaborates with colleagues in making the comic
- ✓ The student adds a description of parts of the house in English to the comic
- ✓ The student uses the offered online tools

During the first week, students learned to use the Paint 3D program with a videolesson and made simple drawings. They repeated English words and descriptions of places using several interesting online tasks.

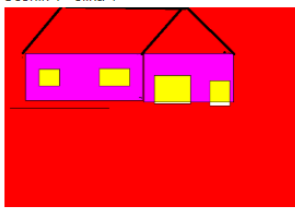

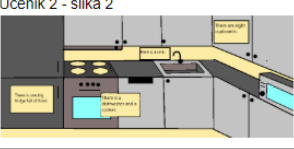
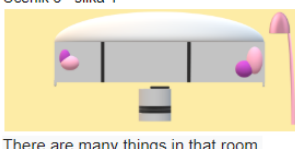

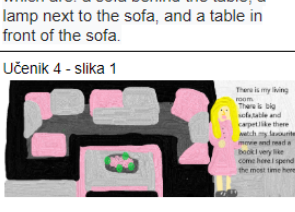
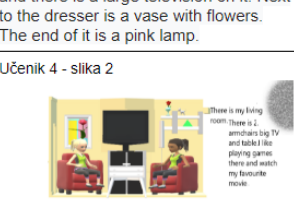


In the second week students were divided into groups of 4. Each group had to make a comic with 8 scenes (drawings). Comic book theme: presenting your home to a peer from the US. Students were required to pay attention to the polite expressions and expressions used to describe the space. The students created the pictures for the comic with Paint 3D program and added text in English using the expressions from the previous activities. Each student in the group had their own task to make two drawings:





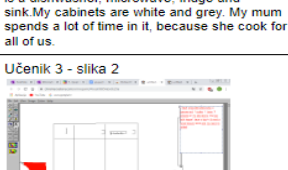
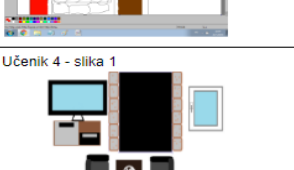
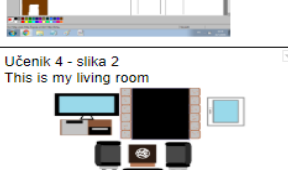
- * Student 1 from each group makes a cover picture and a picture of the house describing it in a few sentences.
- * Student 2 from each group draws and describes the kitchen.
- * Student 3 from each group draws and describes the living room.
- * Student 4 from each group draws and describes their room.

During the third week students had a test of knowledge about the program Paint 3D, evaluation of activities carried out, voting for the best comic. During this project task, students created interesting works:





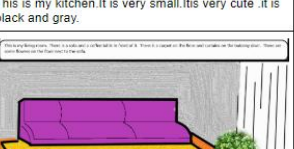
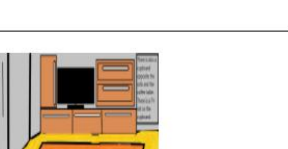


5.a razred

<p>Učenik 1 - slika 1</p> 	<p>Učenik 1 - slika 2</p> <p>House contains one kitchen, one living room, one bathroom, one corridor, three bedrooms, one bathroom, one garage, one park and one garden.</p>
<p>Učenik 2 - slika 1</p> 	<p>Učenik 2 - slika 2</p> 
<p>Učenik 3 - slika 1</p>  <p>There are many things in that room, which are: a sofa behind the table, a lamp next to the sofa, and a table in front of the sofa.</p>	<p>Učenik 3 - slika 2</p>  <p>There is a dresser in front of the table and there is a large television on it. Next to the dresser is a vase with flowers. The end of it is a pink lamp.</p>
<p>Učenik 4 - slika 1</p>  <p>There is my living room. There is a big sofa, table and chair. I like to watch my favourite movie and read a book. I very like come here and spend the most time here.</p>	<p>Učenik 4 - slika 2</p>  <p>There is my living room. There is a american big TV and table. I like playing games there and watch my favourite movie.</p>

5.b razred






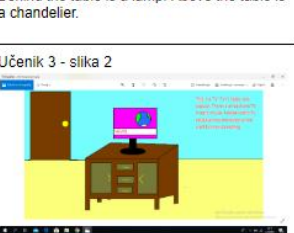


<p>Učenik 1-slika 1</p> 	<p>Učenik 1 -slika 2</p> <p>MY HOUSE</p> <p>THIS IS MY HOUSE. IT IS SMALL, BUT I LIKE IT. IT HAS TWO FLOORS. THE FIRST FLOOR. THERE IS BIG GARAGE. AND THE SECOND FLOOR. WE HAVE THREE ROOMS. LIVING ROOM, KITCHEN AND BATHROOM.</p>
<p>Učenik 2 - slika 1</p> 	<p>Učenik 2 - slika 2</p>  <p>This is my kitchen. It is big and I like it. There is a dishwasher, microwave, fridge and sink. My cabinets are white and grey. My mum spends a lot of time in it, because she cook for all of us.</p>
<p>Učenik 3 - slika 1</p> 	<p>Učenik 3 - slika 2</p> 
<p>Učenik 4 - slika 1</p> 	<p>Učenik 4 - slika 2</p> <p>This is my living room</p>  <p>I like spending time there. I like watching TV. There are 2 sofa and 1 armchair. There is an exit to the kitchen. What I love most is watching movie on Netflix.</p>

5.a razred

<p>Učenik 1 - slika 1</p> 	<p>Učenik 1 - slika 2</p> 
<p>Učenik 2 - slika 1</p>  <p>This is my kitchen. It is very small. It is very cute. It is black and gray.</p>	<p>Učenik 2 - slika 2</p> 
<p>Učenik 3 - slika 1</p> 	<p>Učenik 3 - slika 2</p> 
<p>Učenik 4 - slika 1</p> 	<p>Učenik 4 - slika 2</p> 



5.b razred

<p>Učenik 1 - slika 1</p> 	<p>Učenik 1 - slika 2</p> 
<p>Učenik 2 - slika 1</p>  <p>This is my kitchen. It is small. In my kitchen there is a black table and white chairs.</p>	<p>Učenik 2 - slika 2</p>  <p>Behind the table is a lamp. Above the table is a chandelier.</p>
<p>Učenik 3 - slika 1</p> 	<p>Učenik 3 - slika 2</p> 
<p>Učenik 4 -</p>  <p>This is my bedroom. My bedroom is my favourite place at home. There is a big bed. My bed is under the window. There is a wardrobe where I put my clothes.</p>	<p>Učenik 4 - slika 2</p>  <p>There my homework and I</p>



Alma Suto is an ICT and Technology teacher. She has been progressing in the profession and is currently a teacher advisor. She has participated in many education projects as educator, mentor and trainer. She has hosted a series of workshops and lectures on county, inter-county, state and international levels in the area of application of digital technologies in teaching and integration of digital technologies into daily learning and teaching in different areas. She is the author of digital educational content published on the e-Sfera portal, Edutorij (the official website of the Ministry of Education) and YouTube channel of the Ministry of Science and Education in Croatia.

No Man Is an Island II: When eTwinning Rescues You from COVID-19 and Lockdown

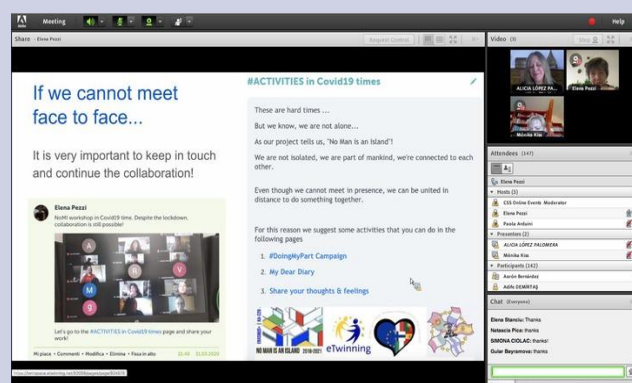
by Elena Pezzi



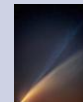
Who would have thought, in September 2019, that Erasmus+ mobilities would suffer such a sharp setback?

In addition to all the damage and limitations that the lockdown has brought to people, the Erasmus+ programme has also suffered a severe blow.

But... luckily there is eTwinning! And we can say without a shadow of a doubt that eTwinning has rescued us from far more serious consequences. More and more, when applying for KA229 partnerships, we are asked to demonstrate how eTwinning can support Erasmus+ projects: well, this incredible situation has shown us that what we write in the projects are not just words, but realities that go beyond the expectations.



That is why I would like to tell you something about the latest project of this kind, a three-year Erasmus+ partnership which is also, at the same time, an eTwinning project between six partner schools from five different countries.



The title of our project is *No Man is an Island*, because we are convinced that only from communication, collaboration, interaction can come something beautiful and special for us, for our students and, hopefully, also for our society.

All the partners are eTwinners who have been active for a long time; five of us are also eTwinning Schools, a success that fills us with pride! In the beginning we were only three schools to have achieved this recognition, this year all have been confirmed and two more have been added. A good sign that cooperation in Erasmus & eTwinning always pays off!

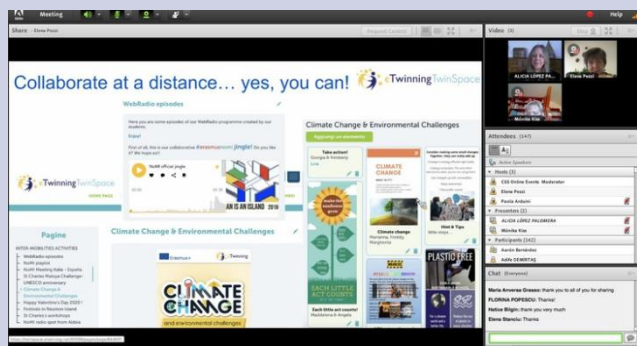
By common agreement we wanted to create a space where we could share and collaborate beyond the simple repository of materials, where to meet and work together on the mutual knowledge of our schools, countries and cultural heritage.

The leitmotif of the project is the discovery of our cultural heritage, of what makes us unique and special but, at the same time, makes us recognize what each of us owes to the "other" in the construction of a piece of its own identity.

We are located in very different geographical areas, but united by the idea that with eTwinning we can establish a deeper knowledge and collaboration: in eTwinning we can do it!

We want to spread the good practices already in place in our institutions to make the school a place of promotion of the values of respect, inclusion, interculturality and active citizenship.

And here comes the surprise, but at the same time the confirmation that what we were doing goes in the right direction: the COVID-19 emergency, by blocking physical mobility, instead of representing a stop, has encouraged us to collaborate even more intensively to keep international collaboration active.



As said before, our project (*NoMI*) involves a heterogeneous group of teachers and pupils of various ages.

Working actively with a range of well-founded pedagogical methods (action-oriented approach, project-based learning, active teaching methodology and collaborative learning), we have developed a real collaborative environment, where we can meet and work together on getting to know each other, our schools, our countries and our cultural heritage.

In addition to the goal of discovering our cultural heritage, what makes us unique and special but, at the same time, makes us aware of what everyone owes to "the other" in building their own identity, we have committed ourselves to foster knowledge and collaboration among young Europeans, spread the best practices already implemented in our institutions to make the school a place of promotion of the values of respect, inclusion, pluralism and active citizenship.

To achieve these goals, we have planned a series of activities that will lead to the following results:

- creating a collaborative "Heritage Catalogue", a web radio programme and a "Cross Cultural Newscast" that shows the characteristics of the other partners through the eyes of our pupils;
- opening the project to the whole school, allowing pupils from different classes to work together, with a cascade learning methodology;
- promoting interactive and collaborative pedagogy.

It is clear that in order to do this, the methodology must be absolutely student-centered.

The pupils, always protagonists of their learning and promoters of activities, have been working in pairs, in groups (both national and international), in the whole group to research, produce, share ideas and products in a creative way.

The project has been crucial to change our attitude towards the teaching-learning process.

The pupils have learned linguistic and cultural content in a more lively and effective way and in a targeted pedagogical context.

The emotional aspect has also been of particular importance, as we have committed ourselves to activities that will create deep bonds between pupils, not only during physical mobility experiences, but also during all activities on the platform.



Curricular integration has affected all phases of the project, based on PBL and task based learning, thanks to which pupils develop both skills and curricular content. Each partner has brought topics and competences, adapting them to the specificities of his/her subject, to the age of the students and to the transversal dimension of learning.

All the participants have worked in a transversal and collaborative way to learn foreign languages and cultures; to acquire foreign language and mother tongue content, developed according to the CLIL perspective: art, literature, music, social sciences, geography, history, etc.

In addition to this, we have made a strong effort to foster human coexistence, pluriculturalism, inclusion, universal values and to recognize educational values at the basis of the school's social interaction.

All partners have committed themselves in a collaborative spirit that has involved everyone, improved knowledge and attitudes starting from the enthusiasm that the project has aroused.

An important phase of the project is the dissemination of the experience among peers not directly involved in the project, allowing a deeper reflection on what they have learned, through peer teaching & learning.

Students from different classes have worked together with peers during the different subjects, making curricular integration a crucial element. That is why we can say that the project has fully achieved its objectives: to reflect on one's own identity, to know the reality around us and to make concrete proposals for a more active and constructive human and social coexistence, developing almost all the key competences: multilingual, digital, personal, social, civic and learning to learn, cultural awareness and expression.

But it is not enough: we also wanted to develop those transversal skills that we know are crucial for the life of any person, especially our young people who are preparing to participate fully in active European citizenship: critical thinking, initiative, creativity, problem solving, constructive management of feelings.



That is why we have been concentrating so much on working together. Collaboration has gone far beyond communication: participants are members of groups, co-authors and collaborators; everyone needs the contribution of others to complete the activities.

The national and international mixed groups have been a very effective way of working together. We also wanted to integrate emotional and affective aspects, creating lasting bonds between all partners. Therefore, this is not a project in which each school worked independently, but every step, decision and activity was integrated in the wider planning we kept in mind (teachers and students) from the beginning.

Pupils have been actively involved, contributing to the development of the project with personal suggestions. The opportunity for some to meet in person has been certainly helpful, but with the lockdown the mobilities have been suspended, so all the work has been done collaboratively only on the TwinSpace, where all pupils are registered.



The materials have been created on the basis of common reflections. The final products have always been preceded and accompanied by discussions in the forums or groups. What is more, on some occasions it was the students themselves who have proposed activities or created content not initially foreseen, such as the multi-voice reading of a poem, the campaign against violence, some episodes of webradio, the NoMI playlist, national festivals, wishes to Mother Earth, etc.



At educational level, there have been collaborations even beyond the school context, thanks to the participation in courses and events (e.g. training on eTwinning or on some innovative teaching methods for colleagues or other teachers).

The project was therefore a great opportunity to experience in practice what it means to be an active member of a community of good practices, both at teacher and student level.

Speaking of competences, there isn't an eTwinning project worthy of the name that doesn't include careful work for the acquisition of digital competence and reflection on data protection and copyright issues as key aspects.

The use of ICT has always been functional to the activities and never an autonomous tool; students have approached the ICT world in a more conscious way and have developed more advanced digital skills. The collaboration with the teachers, who are not holders of technological secrets but "companions of adventure", has made it clear that the commitment of everyone contributes to the joint construction of the result.

For the project, parental authorisations have been acquired, no images of the pupils in the foreground appear in the public pages, personal or copyright

free materials have been used; a documentation page has been created in the TS, constant reference has been made to GDPR rules.

The tools used have always been chosen according to the needs of each phase of the work and the pedagogical approach. This project, in fact, offered the opportunity to all students to use the most suitable and effective tools. Students themselves have proposed them autonomously and also created simple tutorials for less experienced partners.

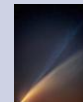
As far as possible, we have always tried to use the native tools of TwinSpace: TwinBoard, forums, polls. The file archive and the image gallery have been sorted according to the structure of the pages for an easier identification.

For collaborative products we have used online presentations (Genial.ly, Google Slide), audio and video recordings (fundamental Spreaker for webradio, FlipGrid), emagazine (MadMagz, JooMag), web content management, collaborative tools (GDoc, GForm, Drive), image management programs, collaborative quiz software, etc.. We have also made some videoconferences, both within eTwinning live and, starting from lockdown, through Google Meet.



All these activities have had a very strong impact on our schools, even more magnified by the lockdown situation we have all experienced. Here is what we have been able to track down in every partner school.

We have noticed an increased motivation in participants: many of them have already successfully participated in previous eTwinning projects and have expressed an interest in taking part in future projects; an increased motivation also to study the different subjects and the learning environment, with better results in the disciplines involved; an increase of communicative and intercultural competences in a much faster time.



Students have carried out "peer to peer" experiences at school also in other institutional educational activities with deep reflection on what it means to be European citizens.

For the whole educational community, thanks to these innovative teaching methods and the European dimension of learning, families increasingly appreciate what our schools have done and we have had an increased number of inscriptions.

A good project cannot avoid facing a serious evaluation of the whole process. In addition to the evaluation carried out by the different teachers in the subjects involved, an overall evaluation of the project has been carried out, both after the two mobility experiences and at the end of the whole project, whose results have been analysed and are visible in the specific page of the TwinSpace.

Among the various comments made, all participants stressed the importance of working together to overcome even the difficulty of this particular historical period.

And let us come to the dissemination phase: we have really done a lot to make our project known. Students and teachers have been mentors and disseminators for other peers, families and the educational community during the Erasmus Days and Open Days at school.

We have disseminated the results also through social networks accounts especially created for the project (Instagram, Twitter) and highlighted the project on the websites of all partner schools.

As we have already mentioned, whenever possible we have participated in on-site and online training events at national and international level (events, workshops, webinars, etc.).

To sum up, I can say that, after many years of eTwinning projects, the impact on schools is now well established and year after year more and more colleagues and students are asking to participate in projects or decide to engage with their own. In short, if I had to define my role in this project, I would say that it has been that of a coach who tries to bring out the best in each person. Luckily many of the students had already participated in other projects and so they have helped and followed me in this task.

During the COVID-19 emergency, what would we have done without eTwinning?



Elena Pezzi is a teacher of Spanish in Italy, and she likes everything concerning new ways to improve learning and to motivate pupils. She considers eTwinning to be a wonderful way to do that and, above all, her pupils are sure that it perfectly works! Her aims? To improve collaboration, sharing and knowledge among eTwinners ... yes, "together we can"! She has always been passionate about European projects, sharing, collaboration and technology. She believes in collaboration, sharing and in the European dimension of education.



No Man is an Island (NoMI)

Alcuni punti importanti (secondo noi...)

Pagine	INTRODUCTION	ACTIVITIES
WELCOME TO OUR PROJECT	Of the project	Logo Contest
PREPARATORY WORK for KA229	Of the partner schools	Our "Wishful" experiments
Application	Of our European Education Systems	World Heritage Day 2019
1. Our school	KOM - Bologna - November 2018	Earth Day 2019
2. The team of the project	Programme & Activities	MOBILITY
3. Our starting point	Presentation of partner schools	1. Alida - March 2019
4. Our training route	Training on web radio - Speaker tool	2. After Alida mobility
5. Official documents	Training on PBL	3. Funchal - May 2019
6. Project description	Training on inclusive education	2.1 After Funchal mobility
7. Management	Merry Christmas 2018!	
8. ACTA and other activities		
9. Follow-up		
10. Summary		

Our partnership as Best Practice of Erasmus+ KA229 & eTwinning project ...

Webinar held the 17th of April 2020



2020: Virtual classrooms, Erasmus+, eTwinning

by Marika Emese Cîmpean

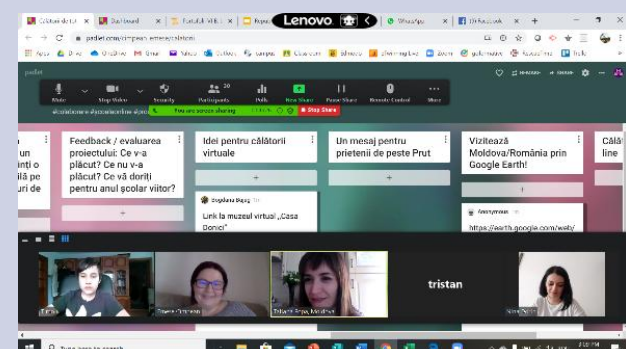
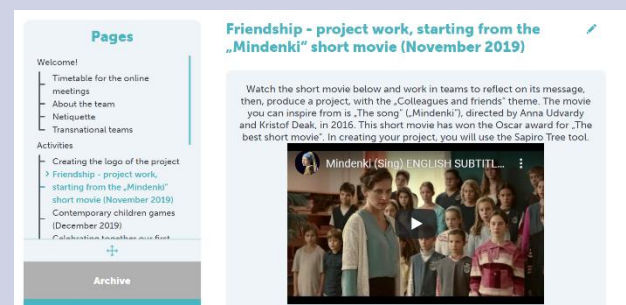
2020 - a year to be remembered, a year that made us all make use of all our Web 2.0 knowledge, forced us to embrace digital teaching and learning. We experienced the chaos of building something out of nowhere, of searching for solutions to problems we have never had before. Everything stopped in March and none knew what we were expected to do, or how long this situation would last. So, we continued what we knew that functioned, we went on with our eTwinning collaborations and we ended up using the TwinSpace as a virtual learning classroom.

Here are a few projects that were started this year, before the pandemic, and made us proud with the results we managed to have, even working online.

Proud of us – #EUUnited, is our wonderful eTwinning project that allowed Romanian and German students to learn about emotional intelligence, feelings, peace and acceptance, a project run by Anne Frank Schule and Colegiul Național Petru Rareș in Beclean. With this collaboration, with the use of the Selma toolkit, we tackled the topic of bullying, hate, acceptance and we have learned about inclusion and kindness. We are proud for winning a prize on the 67th European Competition, but we are also honoured for the teamwork we managed to achieve and we hope to continue working online in the future again. We have discovered the power of friendship, we felt like we became better versions of ourselves, therefore, I am grateful to Heidi Giese and her students for this great collaboration (link to our TwinSpace: <https://live.etwinning.net/projects/project/205781>)



Are we citizens of a democratic world? – this was the driving question that was integrated into the curriculum of my 6th graders, since the beginning of this school year. You know, the topic of our class for this year was *we and the world around us*, therefore, with the use of my friend, Tatiana Popa, we founded a project where we invited friends - from around us: Ilona Papp (from Hungary), Olena Naumenko (from Ukraine), Slavka Stoycheva (from Bulgaria) and also, colleagues from our schools. Freedom of speech, but also, similarities and differences between our lifestyles, our cultures and all kind of online *travel opportunities* were part of this road. We had the chance to compare how our worlds changed due to the pandemics, how we went along (online), what fears and expectations we had, what we all did to make a difference. We were blessed to continue collaborating, and to understand what a wonderful chance that is, that even in lockdown, we had friends to work with, to rely on, to empower – thank you, Tatiana (link to our TwinSpace: <https://live.etwinning.net/projects/project/203816>)

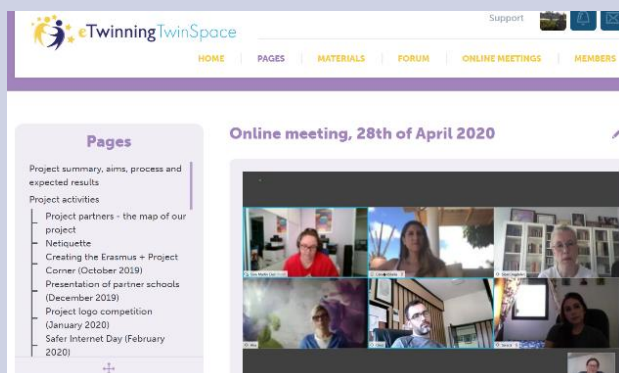


EUtourism Erasmus+ KA229 project (2019-1-ES01-KA229-064134_2) gave us the opportunity to discover novelties about the European tourism and its cultural particularities. This project is a collaboration between six schools from: Spain, Italy, Croatia, Turkey and Romania, under the amazing coordination of Sara Martin (from Spain). The pandemics stopped the students' mobilities planned for this year, but we continued working



online and have the feeling that we will appreciate more all that we have on this continent and we will encourage local and sustainable tourism more than ever. It is a challenge for all of us, but we have the chance to envision a new future, one in which we will travel again, we will discover new places and will laugh and learn together (link to our TwinSpace:

<https://twinspace.etwinning.net/93755/home>).



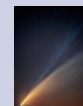
Eco-Herit@ge Matters, our Erasmus+ KA229 project (2019-1-PT01-KA229-060791_6) is a continuation of a fabulous journey (started in 2017), with a great team of teachers: Marisa Rocha, Catherine Daems, Barbara Zadraveli, Marko Brajkovic, Heidi Giese and Tatiana Popa, with the **Herit@ge Matters** eTwinning project. This project really made us a team, taught us the magic of working together, is a proof of a fabulous collaboration and the beginning of a wonderful friendship. I have never felt so proud with my work before, with my students' collaboration and with our progress. We only met face to face in Cannes, during the 2019th European Prize ceremony - after one year of sharing, learning and growing together. We were awarded the **Yunus Emre Prize for**

Humanism and Intercultural Understanding

(prize sponsored by the eTwinning National Support Service of Turkey). A part of the team had the chance to continue collaborating and learning about the Global Goals, teaching our students about the importance of education for sustainable living. On this new trip, with Erasmus+, under the great coordination of Marisa Rocha (Portugal), teachers from Croatia (Mirko Andric), Greece (Barbara Zadraveli), Italy (Nicoletta Forestiere), and Romania (Emese Cîmpean) and exceptional teams of students and teachers in each of our schools implement the sustainable development goals, create and envision the future together (link to our TwinSpace:

<https://twinspace.etwinning.net/86914>).





We are still building several different projects (let me just mention the continuous and great collaboration with Maiia Seliatina from Ukraine, whom we are working on ***Too young to vote, old enough to make something for the better***). This might seem like a showcase of our projects, but it is just the way I managed to teach online, it is the way my students managed to learn and stay focused during lockdown: after a few weeks of searching and experimenting new platforms and techniques, after struggling with finding a safe online environment, we ended up using the good old TwinSpace, because my students were already familiar with it, we had the certainty that we do not lose our work, that all we do remains and can be continued in September.



2020 could be called the year of 2.0, it will be remembered as a year of digitalization. I will remember it as the year of gratitude (to my friends whom I learned with, who shared and taught me through my eTwinning journey).

Challenges? We had many...
Difficulties? Even more!
Friends? Forever!

In fact, this is the beauty of my personal learning network, of my amazing eTwinning community.

None could doubt it anymore, we, eTwinners, are a force on European level. All I master in terms of digital competences, all I know how to do in terms of online work is because of the years I have on eTwinning. Virtual classrooms? Online collaboration? Teamwork online? Collaborative apps and tools? Videoconferences? All these were already experimented through eTwinning. All I am and all I can do is from eTwinning, and I am grateful for it. I consider myself lucky for being part of this community, I would have been lost without it, I was strong because of it.

What will the future look like? There is only one thing I know for sure: my future will be connected to eTwinning.



Marika Emese Cîmpean is a teacher of Romanian language and literature at Colegiul Național Petru Rareș in Beclean, Romania and an active eTwinning ambassador since 2013. She has been a Scientix ambassador for 3 years now, and a Microsoft Innovative Educator Expert since 2017. Her blog is at <https://emesecimpean.blogspot.com/>.



Projects of Primary School in Přimda

by Jana Anděl Valečková

WATER

Project WATER was an Erasmus+ / eTwinning project of the Primary school A. Sládkovič in Sliač (Slovakia, coordinators of the project), Primary school in Přimda (Czech Republic) and Primary school in Mielżyn (Poland). This project was realized since November 2017 to October 2019 and we used TwinSpace for our cooperation.

Our project was focused on water, biology and ecology. It was included in many school subjects: English, national languages – literature (Czech, Polish and Slovak), Biology, Geography, Maths, Physics, Chemistry, P. E. and Manual training. The members of the project were pupils from the 7th to the 9th grade and their teachers.

The official language of the project was English, but we used our national languages (Czech, Polish and Slovak) too. Thanks to it, our pupils and teachers have learnt a lot from our partners' languages and they were able to compare the similarities and differences among three Slavic languages.

There were five main topics that pupils had to work on not only in their lessons, but in their free time too – the project included both the formal and informal learning. The topics were:

- 1) Water in numbers and places: we've created interactive maps about the protected landscape area Bohemian Forest and about our countries with some tasks, quizzes and board games
- 2) Water – the home of plants and animals: this topic was based on our own research in nature, we've created a "herbarium" of plants, animals and mushrooms (it is written in four languages – English, Czech, Polish and Slovak)
- 3) Water – the place of remembrance and dreams: we've found old legends and written our own stories about water, illustrated them and created our common reader's diary in four languages. We've also created our common CLIL dictionary of plants, animals, mushrooms and geography terms.
- 4) Water as an experience: we've created our common project chronicle where are described all experiences we've got thanks to our project
- 5) Water in virtual reality: we've found some computer games about water and described them and we've also connected our project

- 6) with project Water is life which is realized under iEARN.

During our project work, we combined online cooperation and real mobilities.



We organized two transnational project meeting of teachers: the first one took place in Mielżyn (November 2017, we planned the detailed activities of our project there) and the second one in Přimda (September 2019, we evaluated our project there).

We also realized three international learning activities: in Poland (June 2018, this learning activity was focused on different experiments with water, exploration and Slavic costumes connected with water), in Slovakia (October 2018, this learning activity was focused on the exploration of mineral springs, water cycle and different activities near the river Hron) and in the Czech Republic (June 2019, this learning activity was focused on the protected landscape areas and nature reserves, protected species of plants and animals and the whole meeting was organized as a game proceeded in stages – it was called Through the Bohemian Forest with Beaver Přimdoslav – and we've also planted our common Tree of Friendship in front of our school).

Thanks to the financial support of Region Pilsen (project Friendship without Borders), some younger pupils (4th – 5th graders) were allowed to participate in our international learning activities. Thanks to it, the peer-to-peer learning was supported and we spread the impact of our project to younger pupils.



The outputs of the project are:

- 1) Interactive maps of our countries with information and tasks about some places:
<https://en.calameo.com/read/006001783d5ec4aee70a>
- 2) "Herbarium" of plants, animals and mushrooms:
<https://en.calameo.com/books/006001783821ab4278cd2>
- 3) Reader's diary "On the traces of rivers and creeks":
<https://en.calameo.com/books/006001783a4b8c45f90d3>
- 4) CLIL dictionary:
<https://en.calameo.com/books/0060017834fa22077fa27>
- 5) Project chronicle:
<https://en.calameo.com/books/006001783a86d405cdd54>
- 6) Board games:
<https://en.calameo.com/books/0060017833e4c35b08e82>
- 7) Our TwinSpace:
<https://twinspace.etwinning.net/38522/home>

All these outputs are written in four languages (English, Czech, Polish and Slovak) and all of them exist in electronical and printed versions.

Our project outputs are in our TwinSpace (<https://twinspace.etwinning.net/38522/home>) and on our school websites:
<http://zsprimda.cz/projekty/erasmus/water/>
(<http://zsprimda.cz/projekty/erasmus/water/skolni-aktivita/>;
<http://zsprimda.cz/projekty/erasmus/water/mezinarodni-projektova-setkani/>;
<http://zsprimda.cz/projekty/erasmus/water/mezinarodni-vzdelavaci-aktivita/>;

<http://zsprimda.cz/projekty/erasmus/water/vystupy-projektu/>;
<http://zsprimda.cz/projekty/erasmus/water/prezentace-projektu/>).

We also presented the project activities and outputs on the notice boards at school, during the Open Day at our school, in local newspaper and at the exhibition in the Museum of the Bohemian Forest in Tachov.

Our pupils really enjoyed working on the project and they were ready to work on it in their free time too. Working on the project tasks motivated them to learn English and Science (Biology, Chemistry, Physics...) by a very interesting way of learning.

Draw what I'll tell you – Picture Dictation in German Lessons (Zeichne, was ich dir sage – Bilddictat im Deutschunterricht)

This eTwinning project was realized by the primary schools in Jazowsko (Poland), Mielżyn (Poland), Cerklno (Slovenia), Pšimda (Czech Republic) and Arrecife (Spain) in the school year 2019 – 20. It was included in German lessons. Pupils participating in the project were beginners in German (level A1) – they start learning German in the 7th grade. The participants of the project were pupils from the 8th and 9th grades (from Pšimda). Together with their project partners, they have created picture dictations and short "stories to four topics: sport and free time, school, fashion, food and drink. The aim of the project was to improve the language skills of our pupils in German. Thanks to the project, they've deepened their vocabulary and basic grammar skills.

At the beginning of the project, pupils should introduce themselves using their avatars and short descriptions in German. Then they played the game "Who is who" and matched the names of their partners to their partners' avatars. The next task was to describe our schools in German, to read the descriptions of our partner schools and on the basis of the reading, they drew our partner schools. We've also created our common advent calendar with pictures and short descriptions.

The main task of the project was to create picture dictations for 4 topic chosen by our pupils. Working in international teams, our pupils have created their dictations for these topics: the first group have prepared its dictations about sport and free time, the second group about school, the third group about fashion and the fourth group about food and drink.



The next task was to draw pictures to the dictations of other groups (e. g. the dictation of the second group: "It is white and we use it for writing on the board", other groups drew a chalk).

The particular international teams have also written short "stories" to the four topics and we've created common e-books of the stories.

Despite closing our schools due to the pandemic, our pupils were willing to work from their homes and we were able to finish all the tasks of our project. We've also realized two common online lessons where we practiced our dictations.

Our pupils really enjoyed working on the project – the method of picture dictations was very interesting and funny for them. Working on the project tasks motivated them to learn German – the project work was more interesting than learning from a course book, although they had to use "more difficult" language than they find in their course books. One of the most important things is that they learnt new vocabulary, grammar etc.



All of our outputs are in our TwinSpace (<https://twinspace.etwinning.net/91519/home>), in Wakelet (<https://wakelet.com/wake/V6qKkSNhGfyD9G6vvPakP>) and on our school websites (<http://zsprimda.cz/etwinning-2019-20/>).

- 1) Our schools:
https://issuu.com/celinasw/docs/unsere_sc_hulen
- 2) Our common advent calendar:
<https://tuerchen.com/6cb83275>
- 3) Book of dictations:
<https://issuu.com/celinasw/docs/bilddiktate>
_ and
<https://www.yumpu.com/de/document/read/63431071/bilddiktate>

4) Common stories:

- a) Sport and free time:
<https://app.writereader.com/library/book/e10080c6-5285-410a-9f98-c4ffb32c4ece>
- b) School:
<https://app.writereader.com/library/book/bb86aa91-eaf0-4b3f-8d00-208920e97910>
- c) Fashion:
<https://app.writereader.com/library/book/88e40d13-13e4-40fe-91f5-6e6ef261184b>
- d) Food and drink:
<https://app.writereader.com/library/book/1f36a75a-9112-4d3e-98be-badac4bb065f>



Jana Anděl Valečková is a Czech, English, German and History teacher at the Primary school in Přimda, Czech Republic. She has been active in eTwinning since 2010 and she is an eTwinning ambassador.



My eTwinning and Erasmus+ Project "Folklorica"

by Gabriela Mirela Jugar

The wonderful platform eTwinning offered me the opportunity to make the website of the Erasmus+ project "Folklorica" 2019-2021. I registered the project as an eTwinning one in order to continue the Erasmus+ project as an eTwinning project and to have more other partner school to share our activities. So, I created a few pages for the beginning. Their names are: "Project Description", "Mobility", "Disseminations", "Local Activities", "The Project Logo", "Invitations", "Traditional Recipes", "Songs and their Lyrics", "Final Products", "Impressions after Mobility", "Project Page on Schools Websites", "Traditions and Ceremonies", "Superstitions", "Erasmus+ Corner", and "Partners' Presentations".

Each text is written there bilingually, in English, the project language, and in the native language of each partner school. Our partners are from Poland, Turkey, Lithuania, Cyprus, and Spain. The reasons of our international meetings are: a better acquaintance of partners' educational systems in seminars or workshops, the discovery of partners' culture, language, traditions by direct contact, a wider teachers' integration in European education community, a larger teachers' competences development, applying strategies, methods learnt from partners, a real integration of our pupils in the European community, living in host families, cooperating with friends.



The evaluation conclusions of each project activity are included in our schools' educational strategy, reflected in management plans, new optional courses or school subjects, contests and

symposiums inspired by the project. By sharing best practices, applying a whole school approach, achieving action plans to use gained knowledge and tools in practice, we will succeed to integrate people coming from different cultures including refugees.



Our main objectives are: to explain the role of folklore by seminars, exhibitions, to provide pupils' opportunity to work with their partners, to form willingness to learn English language. We organize conferences in each school to promote the project and its program. In each school a logo contest was organized, voting on each school's proposals during the 1st mobility and an Erasmus+ project corner was arranged. After each mobility, the participant pupils write their impressions and send them to partners.

These impressions and the project articles are put in the project's portfolio as a monitoring instrument. The videos and photos of our workshops and seminars are good practices' results.



Gabriela Mirela Jugar is a primary school teacher at Liceul Teoretic Constantin Noica in Sibiu, Romania. She was the coordinator of the Erasmus+ project "Ecological Literacy" 2016-2018 and now she is the coordinator of the Erasmus+ project "Folklorica" 2019-2021. Gabriela Mirela Jugar registered on the eTwinning platform on November 11th, 2007. She has been involved in 149 eTwinning projects so far, and has received several National and European eTwinning Quality Labels.



Selected Virtual Europe – New Technologies – New Experiences

by Nina Pippan and Johanna Chardaloupa



Our project "Ausgewähltes Virtuelles Europa" ("Selected Virtual Europe") is a cooperation between four partner schools in Austria (VBS HAK/HAS Mödling), Estonia (Põlva Gümnaasium), Greece (Peiramatiko Gymnasio Panepistimiou Patron) and Italy (IISS S.PUGLIATTI) which started in 2018.



It is the result of the partner schools' wish to make students aware of cultural differences and common ground within the EU as well as the chances of being part of the EU in an innovative and

fascinating way by using VR and AR apps as well as various other forms of mostly online media and apps.

The way the topics economy, tourism, art and culture, education, history, industries and transport and the institutions of the EU are dealt with in this project is based on the various school types and locations of the partner schools involved.

Therefore, as the VBS HAK/HAS Mödling (Austria/Nina Pippan, Coordinator) is a vocational business school, the main focus of the first project meeting was on economy and entrepreneurship. The participants learned more about what it means to run your own company and had to present the characteristics of the economic situation in their hometowns and countries, respectively.



As Austria is also well-known for music and dancing, the international group was eager to learn how to dance the Viennese waltz.





Transport and industry were the main topics of the second meeting in Patras (Greece/Johanna Chardaloupa, Coordinator) due to the special location of the partner school, *Peiramatiko Gymnasio Panepistimiou Patron*, with an international port and various industries close by. During this project meeting the students as well as the teachers found out more about e.g. the production of raisins and the construction of the Rio Andirio Bridge which links the Peloponnese with the northern part of Greece. The participants also had the chance to visit some companies important for the local and international industry.



The third meeting in Taormina (Italy/Fara Illiano, Coordinator) was determined by the fact that the partner school, *IISS S.PUGLIATTI*, focuses on tourism and so the participants learned more about hotels and the work processes involved as well as about various forms of tourism such as agritourism. So, the participants visited different hotels in Taormina and in the north of Sicily which gave a good impression of the range of hotels available on the island of Sicily. It was also nice that some students at the host school with learning disabilities also joined our project activities.



Due to the Corona virus we unfortunately had to postpone the fourth and final project meeting in Polva (Estonia/Aimi Jõesalu, Coordinator). It was supposed to deal with education and education systems in the partner countries as well as with the Estonian school system which focuses heavily on innovation and modern technologies. The plans here are to involve the international students actively in the daily routines of the *Põlva Gümnaasium* to make them aware of similarities and differences to their own schools' schedules. Nevertheless, we are sure that we will be able to make up for it in the next few months.

As the project participants should also learn more about cultural characteristics of each partner country, the meetings were used to find out more about traditions such as Christmas (in Austria and Italy), Carnival (in Greece), and Easter (in Estonia).



These experiences were intensified by the fact that the students stayed with host families where they could find out more about the private ways of living in each country and by joining school events where they were able to mix with other students not participating directly in this project. This also resulted in the reduction of stereotypes and prejudices within all project participants involved.





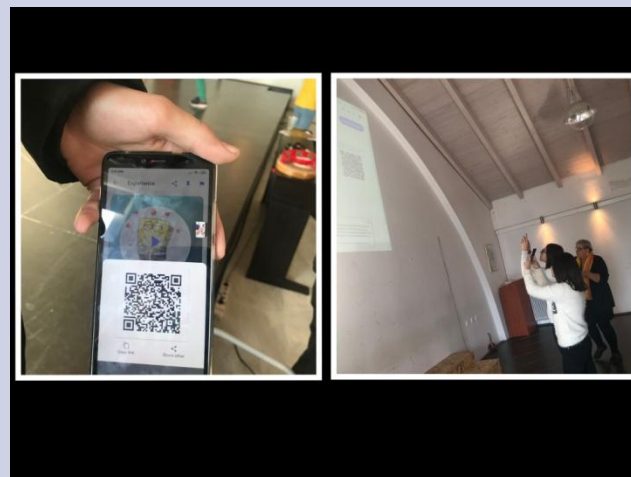
Apart from presentations and working in international groups which enhanced the participants' language and teamwork competences all project members also got the chance to improve their media competences by using various forms of media such as films, photo diaries, presentations, photo slide shows etc. before, during and after the four project meetings. Yet, to allow teachers to integrate new teaching methods in classroom teaching and the students to make new cultural and technological experiences the main focus of this project was and still is set on various VR and AR apps as well as on online apps which can mostly be obtained for free. Most of the input concerning which apps to choose came from the responsible teachers in Greece and Estonia as they have been interested in this topic for a long time and have already had the opportunities to try out some of these apps together with their students.

So far, we have used *Google Cardboard Camera*, *HP Reveal*, *Metaverse*, *Sutori*, *Padlets*, videos with QR-code, *ThingLink*, *Book creator*, *Tour Creator* (Google VR), *Mentimeter*, and *AnswerGarden*. Their usage within our project has been manifold.

For example, *Google Cardboard Camera* and VR glasses necessary to use this app successfully were chosen to take 3D photos of the places visited by the students and teachers during the project meetings. These allowed the fellow students at home to see these places more or less in real time as the photos can be sent via mail or WhatsApp immediately after being shot. To extend this idea of sharing touristic and visual experiences Google's VR online tool *Tour Creator* was also used to create sightseeing tours with 360° photos or panoramic photos which can be linked with explanations.



Teachers as well as students also used AR apps like *HP Reveal*, *Metaverse* and *ThingLink* for teaching new content and for creating quizzes to find out what students have learned during the meetings. The main idea of these apps is to link photos with videos, audios, presentations etc to inform the users about new topics. The app on the mobile phone which is connected with the camera is then used to start these links.



Another rather simple way of creating some kind of AR is to create videos and presentations which then get an URL for example from Google drive and which can be started with a QR code generated online, too. In this way, e.g. simple teaching videos can be produced.

Furthermore, (online) applications such as *Sutori*, *Book Creator* and *Microsoft Power Point Presentations* were used to present findings concerning the topics of the project meetings compiled before and during the meetings. *Book Creator*, for example, was applied to publish online photos of the project meetings in a nice and appealing way.

Finally, online apps such as *Mentimeter* and *AnswerGarden* were used to gain feedback and to brainstorm and publish new ideas in an easy and quick way.

The results of this project such as presentations, worksheets, photo diaries, Padlets etc. have already been published online together with links on eTwinning:

<https://live.etwinning.net/projects/project/182205>

and on the homepage especially designed for this project: <https://ave-2018-2020.weebly.com/> and are therefore available for other eTwinning-users.



For a more practical approach a guidebook was also created to introduce the apps used and to exemplify how to use them as well as to give tips on what to keep in mind when using them. It is also available from the project's home page.

At this point it should be mentioned that eTwinning played a major role in the communication between the participants, teachers as well as students, especially in times of Corona when it was impossible for us to travel and to meet in person.

Finally, finding out more about the applications mentioned and then using them in class meant an interesting challenge for all participants, both teachers and students. Yet, it also implied a lot of preparation work as all participants dealt with them for the first time and as the technical infrastructure also often needed to be organised at first.

Still, as the results and the feedback gained from teachers and students show, we were able to reach the goals set at the beginning of this project and therefore all the hard work done to get these apps going, was definitely worth it.



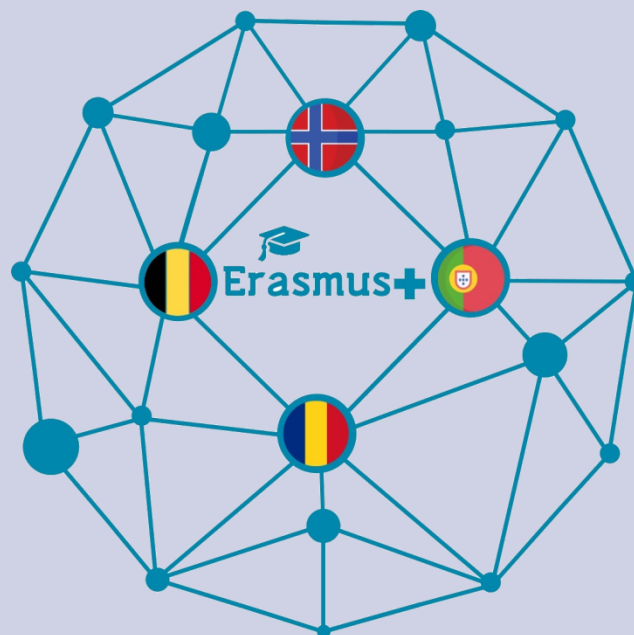
Nina Pippan is an Austrian teacher for German and English and has been teaching for 13 years. Her hobbies are travelling, reading and finding out more about new technologies and how to use them in class. This is her second international project and her fourth larger eTwinning project. She lives in Guntramsdorf, a small town near Vienna, together with her family.



Johanna Chardaloupa (Wakelet & Book Creator Ambassador) 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 since 2005 and loves to involve NT & Web 2.0 tools to inspire and motivate her students in her foreign language classroom.

New Teaching Adventures

by Jorge Conde



Traveling to new teaching adventures

"Traveling to New Teaching Adventures" is an Erasmus+ and an eTwinning project organized by schools in Portugal, Belgium, Norway and Romania developed between the biennium of 2019/2021.

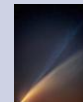
The main objective of this project is to change and innovate teaching practices through collaborative working. New teaching and learning methodologies approach a close reality in which our students live.

With this project teachers are strengthening structures, platforms and the use of technology, plus motivating and developing students' skills needed in the 21st century society.

This project is the beginning of a journey to change the perspective on teaching in schools and also an inspiration to work more on innovation and how to adapt and put into practice new methodologies.

We were lead to think about new teaching strategies, not only to motivate students and teachers, but also facing learning in its individual rhythms and multiple intelligences.

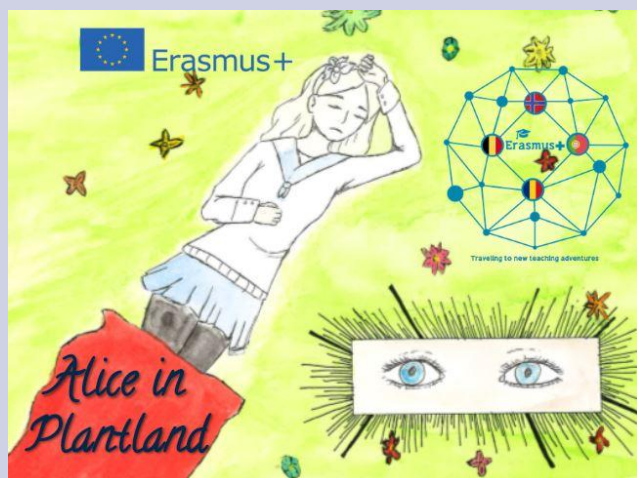
Teachers used new planning tools, such as *learning designer* to implemented active methodologies such as *Flipped Classroom*, *Project Based Learning* and *Blended Learning*. This made the student-centered work more dynamic and appealing, making their



action as the central part to the learning process. At the same time we realized that students developed autonomy, critical thinking, collaborative working and digital literacy. In addition students also gained a set of skills such as an active participation on different levels, acceptance and respect as forms of inclusion. With this project it was possible to develop a greater sense of responsibility, environmental and civic awareness. The inclusive aspect of school needs to be highlighted, mainly because two of the schools are for SEN students. Thus, learning by doing is a main important aspect of activities done throughout the project.

Most of the work done is related to an environmental awareness and active intervention on how to face problems that are caused by climate. One of the most creative activities was the story "Alice in Plantland" that students wrote and illustrated in cooperation, inspired on the famous character of the book "Alice in Wonderland".

[Alice in Plantland - digital book](#)



Another significant activity was that they also identified and reflected on their local communities environmental problems and created a presentation to alert their school peers.

[Towards a sustainable future - digital book](#)

During this first part of the project teachers gained new perspectives in teaching and learning methodologies. Transnational meetings allowed us to analyze and assess the activities. The project work can be followed on the official webpage and TwinSpace.

[Project website](#)

[Project twinspace](#)

[The journey of our lesson plans](#)



Here are the other members of the team:

- Isabel Reis - Special needs teacher / Member of the school board in Almeirim Group of Schools. Coordinator of the European Club and international Erasmus+ projects.
- Helena Domingos - Lower Secondary English and Portuguese Teacher/ European Club teacher.
- M.^a Antónia Teixeira - ICT teacher/ European Club teacher.



Jorge Conde is a lower-secondary English and Portuguese teacher and a European Club teacher at Agrupamento de Escolas de Almeirim, Portugal.



Culture in Action

by Murièle Dejaune

Students and teachers from 4 countries (Cyprus, France, The Netherlands and Slovakia) are working together to discover the richness of our countries and the diversity of our cultural heritage. We hope that this Erasmus+ /eTwinning project will enable our pupils to become more tolerant, more open minded and allow them to behave as active European citizens.

We made our students worked in national and international teams to introduce themselves, to present their school, to create a logo, a written and audio multilingual dictionary, a cooking recipe book, an escape game. They wrote reports, they confronted their opinions, and they did evaluations. The visits were important time of exchange and discoveries and a good way to develop social skills and make everlasting friendship.

In Slovakia we discovered Bratislava, its monuments, its Christmas market, its typical food and participants could let their imagination at ease when in a workshop, they were invited to paint on Modra pottery.

In France, besides visiting Paris and Versailles Palace, in international teams, they were able to cook traditional dishes selected by our students and then we all tasted them during a dinner party. Before our visit to Cyprus our students had to present music and songs of their countries. Students also had to present one traditional dance for each country and sing the most representative song of their countries. They all performed their dances and songs in the magnificent Greco-Roman theatre of Kourion. In Nicosia we visited the old city centre and its Green Line. Cypriot students taught us traditional dances and we tasted the famous traditional mezze.



Every visit enabled our students to invent quizzes in relation with the culture of each country which will be compiled to create an escape game. During our

final visit in the Netherlands, our students will play with this escape game and will export it to their own country to have it play with more students of their schools.

Thanks to this project we worked in an innovative way. We motivated our students and they acquired skills which will be helpful for their future life.

<https://twinspace.etwinning.net/70555/home>



Murièle Dejaune, English and French teacher in Louis Blériot vocational school in the suburbs of Paris, has been working with eTwinning for 12 years and cannot see her job without eTwinning projects.



Evolving Patterns of Diversity

by Nathalie Scerri

United in Diversity is the European Union's official motto. The project involved schools from diverse countries and cultures, mainly Malta and Graz, Austria. Throughout the project we worked together to embrace multiculturalism in Europe and to explore the many differences and similarities between the countries. This project aimed at encouraging students to discover and explore some of Europe's cultural heritage, and to reinforce a sense of belonging to a common European family. The project focused on the countries' evolving patterns of diversity, and beyond, in a holistic way: diversity in seasonal, geographical, nature, architectural and culinary patterns. This project, which was initiated in 2018, followed the European of Cultural Heritage slogan: "Our heritage: where the past meets the future". The project served to bind past traditional patterns with the present and to form responsible citizens that will shape the future of Europe.



Pottery Workshop



Diversity in Songs Workshop



Diversity in Dance Workshop

The project included a variety of curricular aspects with a multidisciplinary approach. From our school's part, the project's activities showcased Malta's cultural heritage: varying from gardens to heritage sites and beaches. It has encompassed several educational visits to several museums focusing on Art and History. Visits to coastal areas and beaches gave them the opportunity to engage in Biological field works and experience Ecology and Environmental Studies interactively. We got our students involved in several hands-on workshops both at school and onsite. We have organized a pottery workshop where the students had to prepare tiles with cultural pattern designs; culinary workshops were also organized during which the students had the opportunity to taste the Maltese cuisine through various planned traditional lunches.



Ecology Workshop

Prior to the latter workshops the students researched the nutritional values of the ingredients included in the recipe. This was learning Home Economics in a fun and project-based way. Another



direct curricular result that all participants gained from this experience is their development of linguistic competencies. The main final tangible outcomes were a set of four educational brochures focusing on Maltese historical sites, a culinary book (eBook and printed) and a set of educational posters.

Interactive brochures: During onsite visits, students gathered relevant information and took photos, all of which were to be used in the compilation of these brochures. Four groups of students were created, one per brochure. They brainstormed together what they thought was relevant for each site, selected the photos that would be used, together with the colour scheme. The brochures included interactive activities mainly different word search, completing drawings and treasure hunts. All work was done using Adobe InDesign and only the printing process was carried out outside the classroom. No artwork preparation was required from the part of the printer but only the actual printing and binding itself.

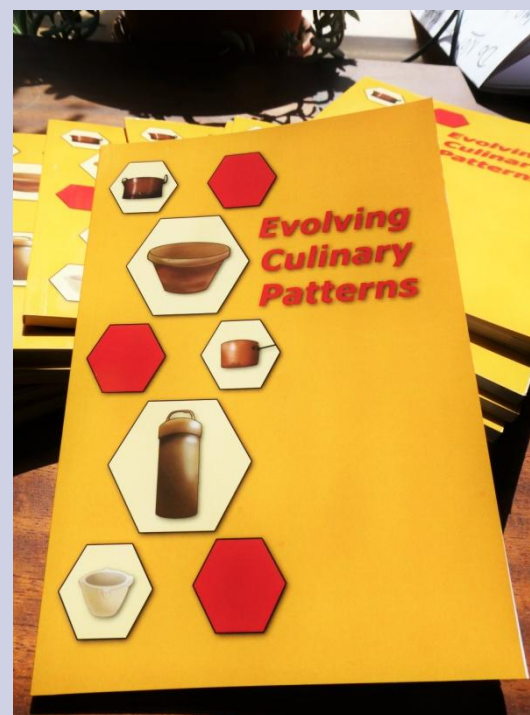


Students using interactive brochures in museums



The four printed brochures

The book *Evolving Culinary Patterns* is divided into four sections. The first part narrates how some of the most common ingredients in the Maltese kitchen have found their place and evolved in the local diet. The second section covers the history of Malta's most sophisticated kitchen at the Inquisitor's Palace. The last two parts focus on fifteen traditional Maltese and Austrian recipes. All recipes were researched and prepared by the students. Material for the first two sections, including photographs, was obtained through workshops carried earlier on in the year. For each recipe included in the last 2 sections, information on its history, health benefits of various ingredients and healthier alternatives, have been included. We have also included QR codes to allow inquisitive readers to enjoy some extra information. The book was created using Adobe InDesign which students had been taught to use. Original photographs were included, and in some instances original drawings using digital inking and tablets were used. Hand-drawn images were also included.



Printed Format of *Evolving Culinary Patterns*

Prior to embarking on the last two sections of the culinary book, students researched the nutritional values of popular Maltese ingredients. This goes hand in hand with part of the Biology syllabus. The results of the research were then used to create a set of educational posters using the online program Pikttochart. In teams of 3, students created 14



posters. They were printed, laminated and hung in the school foyer to educate other members of the school community and visitors to the school.



Teamwork

focus on scientific knowledge, cultural values, artistic and linguistic skills; further accomplished digital competences through the use of various digital tools; positively developed self-esteem and confidence to socialize and interact with others, overcoming nationality or language barriers; improved self-confidence and self-esteem of the disadvantaged and at-risk learners; developed entrepreneurial skills; further enhanced skills to work in a team, identify roles, meet deadlines and shoulder responsibility. Studies show that where project-based learning is practiced, there is a decline in absenteeism, an increase in cooperative learning skills, and improvement in student achievement.

The project, a KA229 Erasmus+ one, was planned, coordinated and disseminated through TwinSpace. A project Web Page was also designed. Should you wish to learn more about this project, you may do so by using the following link:

<https://epod201820.wixsite.com/mysite>.



Dissemination of project activities



*Nathalie Scerri has been teaching Biology for the past 25 years. She teaches students aged 14 – 16 years in a public government school, in the centre of Malta. She has been involved in eTwinning for the past ten years, during which she also served as an eTwinning ambassador for seven years. **Evolving Patterns of Diversity** is the first Erasmus+ project she applied for and coordinated.*

All of the above activities have empowered the participants with the following key competences: creativity, critical thinking, collaboration, communication and cooperation skills; increased



eTwinning and STEM Teaching

by Enrica Maragliano

As a Maths and Physics teacher and as a passionate eTwinner, I strongly believe that eTwinning should not be only a matter of language teachers.

It is a fact that most eTwinning subscribers are teachers of foreign languages and this is quite natural since eTwinning natively provides for communication in a target language with European partners. However, it is also true that often, when projects remain confined only to the linguistic sphere, their lifeblood and, more generally, their impact on teaching are less able to involve different skills. For this reason I think it is particularly important to underline how crucial it is to develop eTwinning cross-curricular projects and, in particular, projects related to STEM and to the development of our students' scientific thinking and skills.

So how can scientific projects be carried out using eTwinning to collaborate with partners from other European countries?

I teach Maths and Physics in a humanistic high school where my hours are few because the subjects are not the ones characterizing students' curriculum.

One of the essential things in eTwinning projects is integration into the curriculum. However, if you have a few hours available, it is also very important to find connections between your subject and the others. A simple example can be done with English or another foreign language: if the target project's language is not the mother tongue of the students, then it is possible to create educational alliances with the language teacher. However, eTwinning requires creativity and, therefore, exactly how you can find new ways of using well known software tools, so you can approach new didactic paths by sharing ideas with school colleagues and project partners.

Examples of Math teaching

Let's have a look at some ideas my partners and I had to teach Math using a cross-curricular approach.

In recent years we have used storytelling to prepare the stories that served as a backdrop for virtual escape rooms and we celebrated Pi Day by asking students to collaboratively compose triplets. This year we would have liked them to

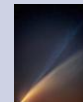
collaboratively write a short story using different languages studied by the partner students. Then COVID-19 crisis came and our plan didn't go through, but we will certainly try again in the future.

Another idea was a project named "Numb3rs", involving Math, History and English: the students, split into international teams, had to deepen the numbering system of a civilization, create a presentation and a test with questions related to their topics to be submitted to the members of the other groups. Obviously the teachers carried out a tutoring action in order to avoid them copying from online resources; also the reworking and the integration of material from different sources is certainly an important cross-curricular ability that students must acquire. Eventually all the teams shared the material and all the students involved learned the reasons why the different numbering systems evolved, their strengths and weaknesses. The activity ended with an offline debate (made with Padlet - Columns option) in which students' teams had to deepen the work done by other mates by supporting a different point of view from their own: this was useful for learning how to argue and to understand the others' reasons.

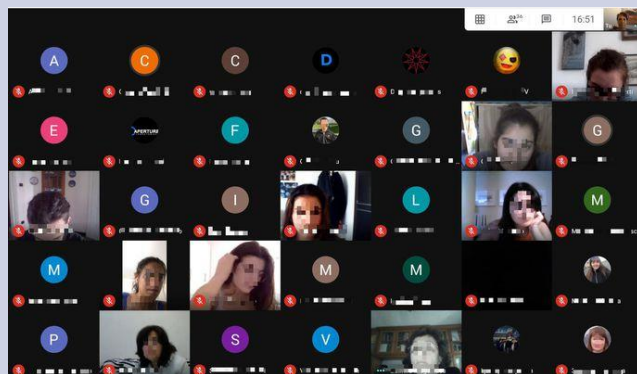


Numb3rs Project

The last option I would like to list here is about an activity I had in mind for a long while but that it was hard to achieve in the previous years: widening classrooms to a big European class. Because of the lockdown, my partners and I had to rethink our project plan and we decided to ask students to explain a topic they loved included on their Maths curriculum to the wider classroom of the partners: I think it was a success. Unfortunately we had technical problems and it was impossible to record the event, organized online on Google.Meet, but



some students explained Probability, Geometry and Statistics to their European mates during the project's final videoconference. I think that this approach can be consolidated as it is a way to create interest in the ones who listen, while the speakers can understand their topic much better as they have to repeat what they learned in front of an audience.



Play to Learn project

Here you have the link to the TwinSpaces of my Math projects: [Numb3rs](#), [Escape from Maths](#), [Let's play Math](#) and [Play to Learn](#).

Examples of Physics teaching

In Italian lyceums Maths and Physics are usually taught by the same teacher. I have graduated in Maths, a theoretical subject, while experimental sciences like Physics or Chemistry need a quite different approach. Also in eTwinning the collaboration between students when you involve these subjects is probably more difficult but for sure more challenging.



Hit that ball project

The first Physics project I carried out was "Physical Awareness" and it went on with different versions like "We run, we learn" until the last one that is an Erasmus+ project named "Science and Sport speak the same language". Some of these projects

received prizes in Italy and Europe, and the main idea was that students get data from some sport activities and analyze them from a scientific point of view. They constructed graphs and tables, learned to write scientific reports, to observe differences and to better understand experimental errors. This is not so common in a school where Humanities are the main subjects in students' curriculum.

Collaborating online and onsite when possible was very challenging for young learners: they could be part of a small community as an international team and everybody could make available to their mates their specific competences and attitudes. For instance, an interesting and creative activity involved running and Ancient Greek language: students analyzed Pheidippides, the runner from Marathon to Athens. He was actually a runner and his most stunning feat was running from Athens to Sparta for 240 kilometers in order to request assistance from the Spartans against Persians: students loved this activity and they translated some passages from Ancient Greek into English, Italian, Castellan and Catalan. By collaborating, they improved their linguistic and ICT skills, they learned how they could work in teams online, organizing the activities and choosing what to do when a problem arised. A few days before our school was closed because of the pandemia, we hosted a University professor who gave a lesson about "Energy System in Physical Activity": in this case all the classes involved in the Erasmus+ project attended the event and could ask questions to the expert. This was a good example of cultural exchange and, again, a demonstration of how it is possible with eTwinning to enlarge the class by breaking down the physical walls and language barriers.

Another activity we organized was using Tracker and analysing the videos produced by their teammates living in another country: the students had to understand that it was necessary to include references to the units of measurement, to avoid parallax phenomena in the video shots, to avoid that in some sequences the object for which they wanted to trace the movement (for example a ball) was out of range and therefore not traceable. All this has allowed a greater awareness of both the physical and athletic phenomenon and, finally, of how to make the experiment really analysable by foreign partners.

We used the same approach in the project "Hit that ball!" where our students, attending the linguistic branch, prepared also some video tutorials to disseminate the project.



We run, we learn project

Another possibility you have to implement an eTwinning project involving Physics and asking students to run experiments is using online resources such as [Next-Lab](#) and virtual labs you can find there. I personally did not run such a project with partners but, before and during the lockdown, I asked my students to run virtual experiments and to verify some Physics laws. It worked very well and I think this is another activity you can use for an eTwinning project also with younger kids.

Finally, during the lockdown, I asked my students to teach their peers by organizing lessons about wave phenomena: the class decided the teams and they studied and organized really beautiful videos and presentations that they used to explain the phenomena to their mates. As students worked from home, I think this will be easily adaptable for an eTwinning project, working with international teams instead of class teams. You can have more information about these two activities in my [article](#) written for the STEM Discovery Campaign Blog 2020, which was selected as one of the winners of the European Prize this year.

As a last suggestion, I warmly invite everybody, STEM teacher or not, to visit the [Scientix Resources Repository](#), where you can find much stuff, organized by subject, topic and students' age, and, together with your partners and school team, decide which is the best one you can use to challenge your students asking them to work, learn and have fun together.

Here you have the links to the TwinSpaces of the projects I mentioned before:

[Hit that ball!](#), [Physical Awareness](#), [Physical Awareness 13-14](#), [We run, we learn](#), [Physical Awareness 17](#), [Science and Sport speak the same](#)

[language Year 1](#), [Science and Sport speak the same language Year 2](#)



Enrica Maragliano is a Maths and Physics teacher and a passionate eTwinning and Scientix ambassador in Italy. She likes trying new teaching approaches for her students so they are challenged and learn many soft skills, not only her subjects but also cross curricular topics.



Learning Differently – Students as Creators

by Loredana Popa

This is the story of how an Erasmus+ KA229 and eTwinning project involving schools from Lithuania, Romania (School nr. 17 in Botoşani), Poland, Croatia and Bulgaria turned our students into creators of content, of teaching and evaluation games and materials.

The main objective of this daring project was to stimulate students' critical thinking and creativity, thus enhancing their skills with respect to languages, STEM, all by incorporating coding and art. Since knowing the learners' profiles can help a teacher create adequate materials, we figured it was vital our students knew how to assess their own learning profile.

They were enthusiastic and eager and found it unexpectedly useful... that only came as a surprise for them, because we knew the impact it would have on them. It was the inward journey that was making way for the outward one, for growing as individuals beyond what school was teaching them. After the students got familiar with their strengths, weaknesses, skills, we started guiding them in the process of becoming content creators. They knew best how they learn, what helps them and their colleagues, so creating teaching and evaluation games and materials was the natural progression.

From 4th graders to 8th graders all those who wanted to take the reins had the chance. They could choose the subject and the notions they would focus on, so from Maths to Biology, creative writing, drama, to music, Chemistry, languages, history or geography, they had fun devising attractive and useful materials that we keep testing on other project partners, teachers from other schools, other eTwinners.

So, follow me and let's have a look at some of these materials and games that might prove useful for your classes too. Some of them are transcurricular, some include Augmented Reality, while others are board games that can be played offline. As you can see, a very diverse range, so everyone can pick their favourite.

Here are some of the methods and tools:

20-word lists for creative writing - Each student creates a list of 20 words and passes that list to other colleagues, from his/her class or not. Then, either individually or in teams, students create stories based on other word lists.

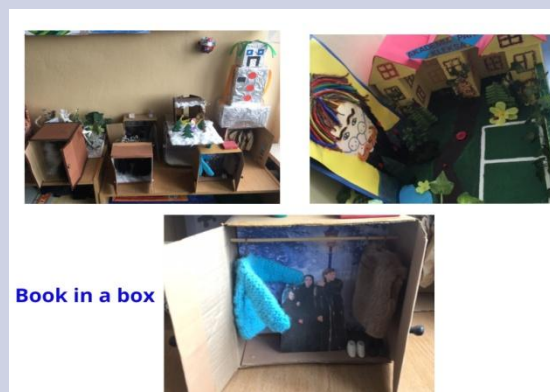
Urban game or treasure hunts - In order to answer the questions you have to walk around the town/school and find the answers in different places. They used QR codes or a map and a sheet with the information the teams playing had to figure out. In this case the questions were always transcurricular and in English, so a bonus for the players and the teachers.

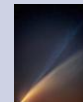


Lapbooks – another way of evaluating their colleagues on various book assignments.



Book in a box – create a box with items that are important in a book you have read using materials you have handy.



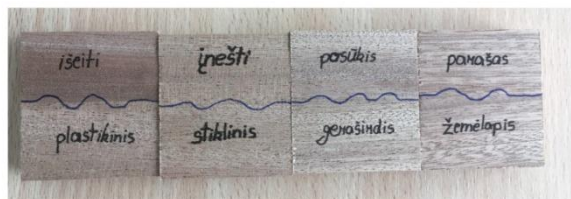


Towers of phraseological units - 2-6 players can play, 1 person (not the player) has to be the manager of the game, she/he checks the answers. Players decide the turn of the game (clockwise, counterclockwise).

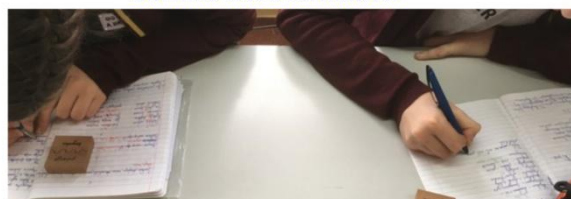
Playing the game: the player draws one block, reads the phraseologism and explains it. The manager checks the answer and, if it is correct, she/he puts the block on her/his right. If the answer is incorrect or not explained, she/he puts the block on her/his left. The one whose right tower is the biggest wins the game.

Additional task. The player has to create a sentence with the phraseologism whose meaning she/he did not know.

Domino word formation - A game for 2 players. The blocks are turned over, placed on the table and mixed. By rolling the dice, players find out who starts first. Both players take 7 blocks and do not show them to each other. The first player puts one on the table and the other player has to put one on top, but only the one which has the same word formation. The game ends when one of the players has no blocks left.



Domino word formation



Board game – created for Lithuanian but can be adapted to any language and level of study. 2-6 players can play, person (not player) must be the game manager. She/He checks the answers. Players choose their game figures and by rolling the dice find out who starts first (the highest number starts).

Playing the game: players roll the dice and move their figures according to it. If they stop on a box marked with a coloured circle, they have to perform a certain task. If the task is performed, they can play as usual, if not – they have to pass one roll. The one who finishes all moves wins the game.

Red – explain the spelling of the word.

Yellow – explain the proverb.

Green – explain the meaning of the word.

Blue – say a phraseology.

Brown – say at least 2 words related to the given one.



Mixing up stories – this can be done in various ways. We have tried 2 so far: when students draw 2-3 different characters that they had proposed and then have to create a coherent story or combining stories. For example, Cinderella, Harry Potter, a light saber and USS Enterprise; in both cases, this should be done in teams as it is more engaging and promotes peer feedback and communication, fostering negotiation skills. In the latter example, one student could pick a fairy character, another a character from a film/series, another one a location from a different scenario and finally one more student could choose an iconic item from yet another story. Students really love coming up with new ideas and combining these items, adding more characters or places, creating films or cartoons.

Climate change and real-life issues – we have created a set of cards to be used for creative writing, individually or in teams. The topics are real-life situations, real-life problems, climate change issues and a few unique ones (an AI wanting to become human, a person who can heal others, a very old asteroid/comet so on). The great thing about this is that it gets students writing, even the most reticent. They keep adding ideas and more cards so our kit is still expanding. Another amazing benefit is that the students have to put themselves in the character's shoes and write from that perspective, say an animal in a lab in excruciating pain because of animal testing, a forest where all the trees have been cut down, an animal that has lost its home, a child who misses his/her parents who are abroad, a lonely grandparent, a bullied child, the Great Pyramid, a starving polar bear and the list can go on for a few more paragraphs but I think I have made my point across. Students become aware of these issues and always find emotional release because they can



freely admit to a situation they are going through and write about it without actually recognising it in front of everyone. They are writing from the character's point of view after all. If you try this in teams it is very challenging, but worth it. We tested this idea with teams during the first meeting in the project Let's sharpen our minds and enrich our lives by creating a European TV channel. Mixed teams of teachers and students had the daunting task of creating videos/stories by combining 5-6 different cards.



Climate change and real-life issues

Inspiration cards - Photos which can be used for a variety of activities. Each student can contribute to the kit and add pictures.

- *creating a text according to the cards (types of texts according to the writing purpose (commentary, appeal, information text), types of texts (narration, description, reasoning);
- *writing words according to the given task (write words and non-conjugated verbs related to the specified speech parts according to the picture);
- *reflection (choose and comment on the picture that best fits your mood);
- *creation of tasks (questions) for classmates (make a creative task according to the selected/given pictures; make questions and classmates will have to create a text).
- *use of pictures analysing a text (students choose the mood, problematics, theme and the main idea).

Transcurricular board games – students combined various school subjects of their choice and created board games depending on what they wanted to evaluate. Some combined English grammar and vocabulary with geography, history, maths, while others went even further and created many more categories such as inventions, scientist, places (UNESCO heritage), physics or chemistry in real life, composers/musicians, literary characters and so on. They decided on the format, whether to work alone or team up, the content, number of players, rules and rewards.



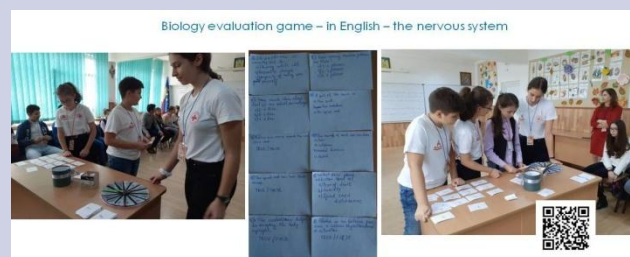
Transcurricular board games

Trading cards – students created trading cards using bighugelabs.com representing personalities, places, recipes, inventions, STEM-related notions (gravity, chromosome, quasar etc). Then, in teams or individually, they would draw one card from each category and write a coherent story. The other teams could later on help their colleagues enrich the stories by asking relevant questions eliciting further information from the authors.



Trading cards - creative writing kit

Biology evaluation game – both as a board game and on Quizizz – the nervous system in English. The questions are multiple choice and true/false. The students who devised it made both versions, in Romanian and in English and tested the game in class first and then with the teachers from our second Erasmus+ project in November 2019, during the teacher training meeting in Romania.



Biology evaluation game – in English – the nervous system



All of these and more are available on the TwinSpace of the project and can be accessed freely. I hope you have found some interesting ideas that could be helpful in your class. When given the floor, students always surpass our expectations and their own as well and become responsible, hard-working, motivated and creative, thinking around the box and being able to learn more in depth.

<https://twinspace.etwinning.net/71984/>



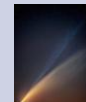
Loredana Popa is an English teacher at Școala Gimnazială nr.17 in Botoșani, Romania, an eTwinning Ambassador and a National Geographic Certified Educator. She has been involved in international projects since 2001 and has been part of the Monitoring eTwinning Schools programme 2019-2020.

Path-Finders: Local2Global – Connecting, Collaborating and Sharing Best Practices in Times of COVID-19

by Ana Soares and Benito Moreno Peña

The Project Pathfinders was presented to students in November 2019 as having a very clear final product. They would be responsible for designing and developing an app that could help them get to know their cities better, that could foster their curiosity about their partners' home cities and that could be used for tourism, as it would be available for download on Google Play Store. The teachers wanted to take advantage of the possibilities of designing and developing apps to improve the acquisition of key skills in students, namely the essential skills in the core curriculum. They would also try to make it possible to relate the curriculum to the Project's particular needs. Some areas that they could connect and develop while working in the Project were: "Digital Literacy", "Digital Etiquette", "Online Safety", "The 21st Century Teenager" and "Young Innovators". To this facet was added the interest aroused by something as novel to the students as being able to create an app in class that would later be available for public download. The app is already available in Google Play, as initially planned.





The teachers involved in the project worked closely together. Although perfect strangers at the beginning, they collaborated smoothly to organize activities for their students and interacted frequently in English via TwinSpace and a Messenger group. Within this collaboration we can highlight the creation of a YouTube channel for the project, where useful videos (created by the teachers themselves) would be provided to carry out some of the tasks.

Students were introduced to the project and the initial period was spent getting to know each other, the schools they attended and exchanging expectations about the Project. As soon as the ice broke, international teams were formed and students had to connect, collaborate, negotiate and make decisions throughout the different stages, which required frequent interaction and feedback in English. Continuous communication helped the teams prevent misunderstanding tasks, identifying risks and ensuring a smooth implementation.

A wide variety of ICT tools have been used within the project. Although TwinSpace, as a cooperative workspace, and App Inventor, as a development tool, have been the main ones, a variety of utilities have been included that students have learned to use in an auxiliary way: Kahoot, avatar creators, shared documents and design tools.

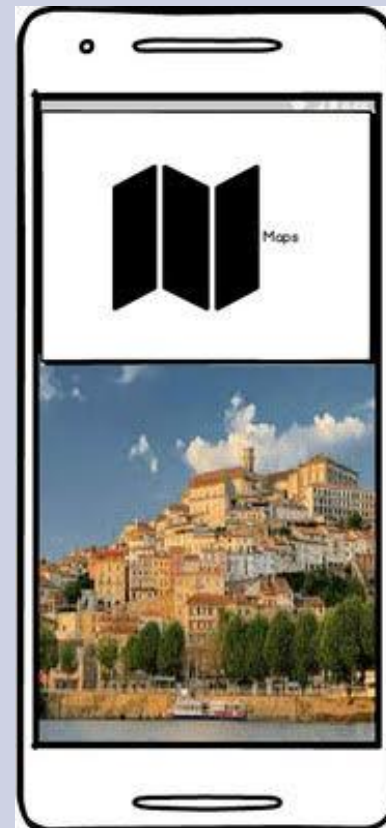
The aims of the project were to:

- develop awareness of group dynamics, the ability to reach compromise and flexibility;
- improve the students' general knowledge and enhance their interest in their home city and other European cities;
- improve their communication skills in English, their coding skills and their app design skills;
- develop critical thinking by offering feedback on the proposed designs, on the tours, on the final created app and on the Project itself;
- improve their learning skills through peer-to-peer and learning-by-doing methods;
- become autonomous in making decisions, taking responsibilities and fulfilling tasks;
- improve their self-confidence by having the satisfaction of helping to create an app, in a collaborative way, which led to the improvement of their school performance;
- focus on quality and pay attention to copyright.

In order to achieve these objectives, a project-based learning methodological design was proposed. Under the final goal of reaching the Project's own app in the Google Play Store, we followed a journey whose course included

collaborative work, flipped classroom, situations in which students built their own learning (strategies).

Our initial idea was to develop 20 different routes with geolocation for three of the cities from the partner countries (Greece, Portugal and Spain). The students used App Inventor and each team programmed its specific route. Afterwards, they gathered the .aia files so as to develop the final app. For programming purposes, database knowledge was used.



The project was created according to the following collaborative steps:

- 1 – all partners presented their schools (short video)
- 2 – all students created avatars and updated their student profile
- 3 – all students started interacting with their partners via TwinSpace messaging, to get to know each other better and develop communication skills. Data privacy and e-safety rules were always respected.
- 4 – all students contributed to the creation of a Kahoot about their hometown, so that partners from other countries could test their knowledge and get to know their cities better while doing a gamified and fun activity

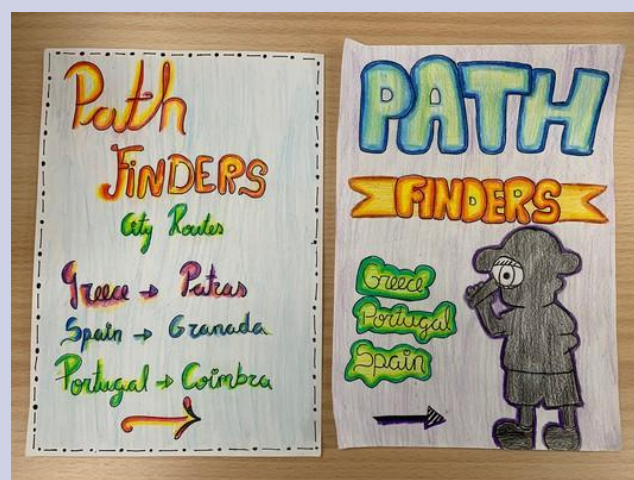
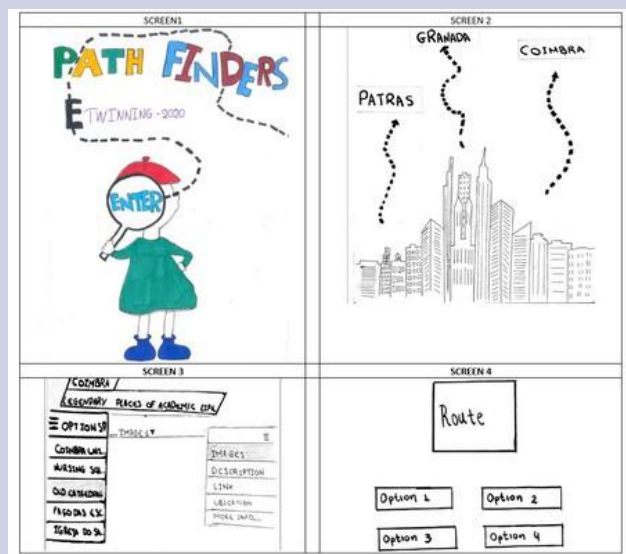


5- the students did their research individually and in collaborative international teams. Each team included different members from each country and each had a specific task. The leader had the responsibility of validating the entire team's work. To guide the students' teamwork, the teachers included tutorials in Twinspace (eg: how to fill in the Google spreadsheet properly).

6- the students had to find images to include in each of the routes that would not infringe copyright. They could only use images under Creative Commons License.

7- after each step, the students were asked to evaluate their work as a team and fill in an Evaluation Form.

8- before starting to design the app, there was a brainstorming activity. Students were reminded their app needed to have an introductory screen, a screen to show the cities, a screen to show the different routes and a final screen to show the places in the routes. They could also include buttons to maps. The students were provided with examples and templates. After creating their design, they had to photograph it and upload it to the brainstorming forum in Twinspace. They were asked to make many decisions (amount of screens, their design, colours, sounds...).





9- the students voted on the best design (each student could vote three times)
10- to start the coding phase, the students were introduced to App Inventor. All stages were carefully clarified by video tutorials and other documents. They downloaded graphical elements to their computers and started creating the first, second and third screens (design, database and coding phases).

11- the students downloaded the .aia file of their final App Inventor Project to their computers and then uploaded it to the Materials > Files. The students from one of the schools were responsible for joining all Projects and creating one single app, which would be uploaded in the Google Play Store.
12- the final stages required another evaluation moment: of the app itself and of the whole project. Within this last evaluation phase, an attempt was made to evaluate the achievement of the objectives set initially, through a self-evaluation by the students. We congratulated ourselves when we verified that the vast majority of the students had evolved positively in the dimensions marked by the objectives of the project.

13 - dissemination of the project in the school website and via social media.

We believe the project impacted positively on the students, since they improved their knowledge about their home city, they learnt about other European cities, they developed their research and critical thinking skills and they worked collaboratively in groups. Our schools can now use the app that was created. One of the immediate advantages is that the Portuguese school has an Erasmus KA2 Project, "Guide the guide", that is about city tour guides. So this app turned city tours into a real resource for an educational approach and it can be very useful not only for other students in the school but also for the foreign students that will hopefully visit Coimbra in their physical or virtual mobilities. Another positive result at the IES Generalife (Spain) has been that students with special educational needs who have worked on this project have ostensibly improved their interest in studies, in addition to improving their self-esteem by having been able to work collaboratively on this project.

One of the greatest challenges of this project was dealing with remote learning practices. Although the schools in Europe closed due to COVID-19 pandemic, this project did not shutdown and both teachers and students kept on working from a distance and managed to finish it and to make the app available for download, which goes to say eTwinning is a really valuable action tool.



The teachers involved in the Project were: Ana Soares, Portugal; Benito Peña, Spain; Célia Cação, Portugal; Laurentina Soares, Portugal; Paulo Ribeiro, Portugal; Rafael Pérez, Spain and Thomas Sofias, Greece.



Ana Soares has a degree in Modern Languages and Literatures, English/ German", a post-graduation in English Studies and was a Teacher Trainer for in-service teachers. She is currently working in Escola Secundária D. Dinis, Coimbra (Portugal) as a teacher of English as a foreign language. She has been involved in eTwinning Projects since 2016 and is an awarded eTwinner. She also coordinates KA2 Erasmus+ Projects and the European Club.



Benito Moreno Peña: Maths and ICT teacher in IES Generalife (Granada). PhD taken in Universidad de Granada with the thesis: "The European dimension of education: an evaluating investigation within eTwinning". eTwinning ambassador 2011. National Quality Label in 2017 with the Project "European Maze".



***Saved by Collaboration in Times of COVID-19,
or How We Pulled the Enormous Turnip Out***
by Liliana Nederiță



Source of the modified picture original:
<https://pacosordo.com/the-giant-turnip>

Has it ever happened to you that you put in a lot of effort and time in something, you are driven by enthusiasm all along and when you are almost there and have to reap what you have sown you can't do it. There are either objective reasons why or subjective ones, but the point is – you are stuck, there is a dead end and no way to get you to the finish of whatever has taken most of your, your partners and your students' time and energy. This is the story of the project 1 Second, which like many other projects on eTwinning, was doomed when the pandemic struck and the schools closed down.

Founded by Sandra Steinbock from Austria and myself, and carried out with just one more working partner out of 5 – Monika Khan from Poland, the project focused on the science of one second. It was designed to make students aware of the power of time and its irreversible character, the potential of people to change themselves and their surroundings in just one second to the point of no return. Students explored various aspects of life and processes that can happen, happen or happened in just one second in the world. They have researched what occurs in just 1 second through the lenses of the school subjects like history, geography, physics, biology, astronomy and in the areas of media, environment, society. We envisioned the creation of a Time Capsule to be filled with seconds of the 2019-2020 school year, seconds that would reflect the teenage life, the world around us through the eyes of science and a science fiction collaborative narrative. A Time Capsule that could be passed on and opened in 5, 10, 15 years time, a witness of today's reality.

1 Second was a project that students took an instant liking to, as we started out with video introductions of 10 typical seconds from their life recorded with the One Second Everyday App and a guessing-matching activity of the video with the identity profiles. Then we slowly switched from personal to general and students in mixed country teams started working and researching in Study Time Labs to find out details about what happens in 1 second in an area of their choice. Further they processed the information and summarized it in collaborative Canvas infographics and wrote poems in mixed nationality teams. It was all well and going. It was a productive period of work done in the project interspersed with moments of inactivity during the holiday times.

Around February, alarming news from Asia, about a deadly virus, started to seep in on television, but China was so far away that nobody in Europe took it as a serious, imminent threat. Little I knew then that overnight things might change and that a virus might compromise not only the project, but all the area of our social lives.

March 11, schools in Moldova closed down due to a serious threat of Corona virus pandemics. On March 16, The Administration of the Lyceum of Modern Languages and Management, the school I teach, decided to continue the education process online on Zoom. This is how overnight teaching switched entirely to online and I had to put in practice all the knowledge and skills acquired in eTwinning, either at Learning events or in projects, to make online schooling possible. The Ministry of Education, Culture and Research of the Republic of Moldova issued a methodology of the online teaching. According to it, the time spent learning online by students was to be balanced for health reasons and our school reduced the regular five hours of English per week to three. The programme of study was still up and to be accomplished, so work on the project at the lesson was out of question. Besides, the Austrian and Polish partners were on remote online learning and faced the same problem. So the project was dead.

Notwithstanding the situation, the stage the project stood at was close to the end as by March almost all the activities in the project were finished except for one – a collaborative narrative with a suggestive title "The seconds after..." and the evaluation. It was a simple exercise of imagination, where students had to put their imagination to test, brainstorm and write in teams, how the world would look like if one aspect from the subject they have



studied in the Study Labs was to be taken to the extreme – for instance ... if a pandemic broke out. Ironical, isn't it, that this very thing should happen for real and put down the whole world in an unprecedented situation that has impacted all the areas of human activity and has changed the way people communicate, interact and work. The project has acquired relevancy overnight, in that it was not an exercise of imagination anymore, it was all real. It was a living example how dramatically the world can change in a very short time.

Therefore, the teams were created, but the Padlet team sections stood sadly empty and lone lines left randomly by the Moldovan, Polish and Austrian students appeared here and there - no real collaboration was happening and there was no collaborative story to be added to the project Time Capsule that included all the products created.

I think this was the point when I gave up. My students did not work independently in their out of school time and there was no way I could do that at the English lessons. I fell into the trap of hopelessness, caused mainly by the realization that I was alone, locked out from my students and there was nothing to be done further in the project. The end of the school year was slowly approaching and I saw no way we could complete and seal the Time Capsule without one of the most important collaborative products. Then and there I forgot there were two more wonderful teachers in this project and I underestimated the power of collaboration and mutual support. For when I gave up, Sandra and Monika carried on and motivated me to rejoice.

On May 15, the Austrian team went back to school. Amazing individual poems with the message on the power of 1 second with lines about the COVID-19 started to appear on the Poems dedicated page on the Twin Space.

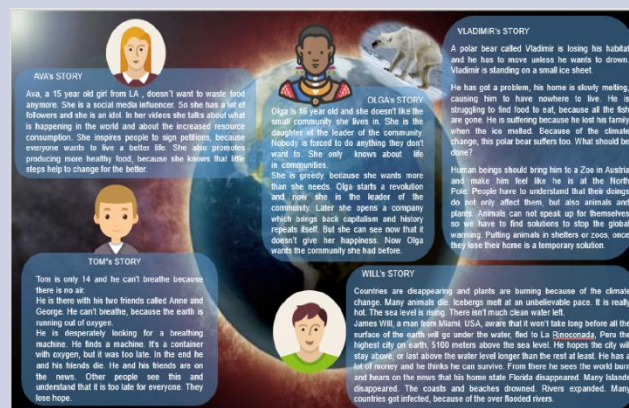
<https://my.visme.co/view/z4jp1kz9-1-second-poems>.

Thoughts about online schooling in times of pandemics started to populate the COVID-19 Thoughts page and messages on the My Message to the World Mural. At first they were written by Austrian and Polish students, gradually the Moldovans joined. My students started to write poems thoughts and messages, and it was in their out of school time! It was inspiring for me to see how students from three different countries stimulate each other to create.

This is when I remembered the tale of the Enormous Turnip, where to pull a great, giant, amazing turnip out it took more than one person.

Hope flickered, flared up and took possession of my thoughts. There were three of us and a doomed by pandemic project could be "pulled out" if we joined our efforts. And just like that the Facebook messenger was dinging again, the messages on the 1 Second project chat poured in. The three musketeers of the 1 Second kingdom, three language teachers, in the quest to resuscitate the 1 Second project came together and started to search for solutions. We brainstormed trying to see what can be done to make that last collaborative work in the project happen. The solution agreed upon was to organize an online meeting on Zoom, put students in groups monitored by teachers and write our last story together. The problem was that the Austrian students were not familiar with Zoom, the Polish students were not allowed by the school administration to use it for safety reasons and what's more we did not have enough teachers to coordinate our five teams in an online meeting. When it rains it pours, there was not just one problem we had to face. The curse of impossibility was still in the air but we were not going to waddle in it. When there is a will, there is a way! So... we invited two more teachers from our schools who kindly accepted to help. We organized a learning session to get acquainted with Zoom and breakout rooms options. We wrote some instructions on how to use Zoom for the students and we agreed on a detailed plan to fulfill our goal of writing the story. The plan included some brainstorming and voting tools to decide together on a scenario, group work strategies, like assigning group roles to encourage students' autonomy, to make the writing process go smoothly.

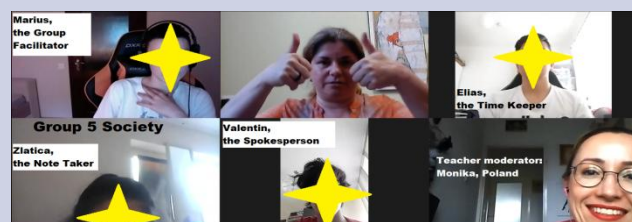
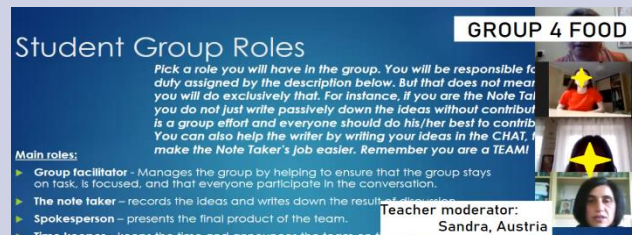
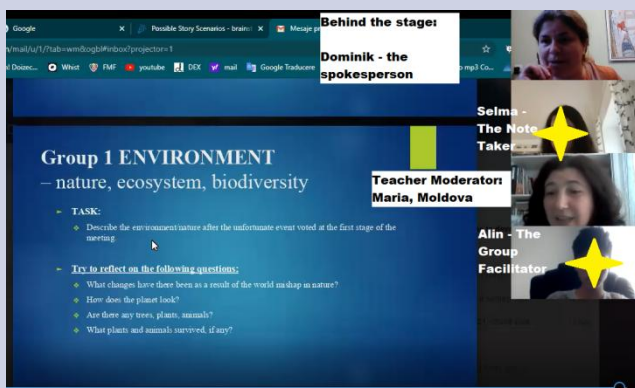
The meeting was planned for June 16, at 17:00. And... aah! It happened, it worked. One hour and a half later we had five pieces of narratives written by mixed teams of students from Austria and Moldova, which were edited by the Polish students who could not join the session.



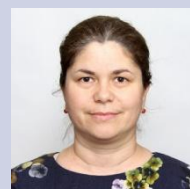


The feedback the students gave us after that particular meeting, which saved the whole project, showed how much they learnt from the experience of working together with students and teachers they did not know and how they had to take the lead and discover qualities they were not aware they possessed.

The greatest collaboration moment that happened in the project took place! Its effect was intensified by the acknowledgment that it happened in times of COVID-19, when any type of collaboration was difficult to accomplish. It was a time of learning, a time of cooperating, a time of coming together to show that everything is possible when there are more people than one.



The bottom line of this story is that alone I could have pulled and pulled the project and it would have still rotted into the unknown, if not for our joint effort to save it. We had multiple hindrances in the process and a troublesome route but managed to bring students from three countries together to research, learn, create and share together in one place and carried the project through even in such trying times as COVID-19 pandemics and that was only possible due to a great collaboration between teachers. It took calm, patience and composure (Sandra), experimenting and daring (Monika) and enthusiasm and determination to do it. Together we finally pulled our challenging but amazing turnip of a project out.



Liliana Nederita is an English teacher, a Public Speaking Club and Young Readers Club moderator at Liceul de Limbi Moderne și Management in Chișinău, Republic of Moldova. She discovered eTwinning in 2014, and has been in love with it ever since. She became an eTwinning Ambassador in 2017. She is passionate about teaching, reading and travelling.



Climate Change Actions with "Climate Volunteers" eTwinning Project 2020

by Alina Popa

This year, I had a great challenge participating in an interesting project with my students, debating the climate change theme of the year.

Global climate change, which is one of the biggest environmental problems of our time, threatens all living things on the planet. Our project aims to raise awareness about mitigating and adapting to the impacts of climate change from global problems. In addition, contribution will be made to the development of 21st century skills such as participation in discussions, taking responsibility, communicating, collaborative work, using digital tools consciously and effectively, cultural understanding and foreign language proficiency. As teachers we are responsible to teach and guide students in climate change global actions for helping environment and reaching the attitude for actions and better changes for Planet. Through all activities, we send our message as volunteers for awareness and active daily actions.

The impact of climate change that affects all the problems in the world, protection of the planet and environment, depletion of the ozone layer, deforestation and effects, renewable energy, the influence on animals life and plants development, carbon and water footprint, species extinction or unwanted genetic mutations, sustainable food, new diseases and many more are the topics of activities. The page of the project is:

<https://twinspace.etwinning.net/106710/home>.

Our amazing site is here: <https://climate-volunteers.weebly.com/>.



"Climate Volunteers" is an innovative project through its interactive activities that were developed during six months with 9 schools and 82 students actively involved. It is innovative because we engaged students in a variety of collaborative monthly activities and we were in contact all the time for doing the tasks. Students appealed to creativity and imagination regarding products that we created.

Project is divided in four main chapters focused on climate change impact and global warming issues. The objectives are awareness for environment protection and climate, responsible actions, finding solutions and improving skills as collaboration, creative-thinking, solving problems and teamwork. Pedagogical methods are centered on students work and focused for developing life competences like ICT skills, developing proficiency English language, debates and analysis about climate, participating in collaborative outcomes. Students worked individual for presenting the tasks in the groups, and were grouped for the collaborative chapter's product (logo, slogan, e-magazine, story, mind-map, song, videos). Teachers also were grouped for Goal 13 to guide international mixed teams.

Plenty of digital web2.0 tools were used which increased students' creativity, knowledge, attitudes and skills. In this way, we succeeded to learn from each other or share experience with innovative strategies that were approached.

Project is integrate in technical disciplines curriculum like Environment Protection (the necessity), Chemistry (carbon, water footprint and effects, greenhouse gases emissions), Health Education (sustainable food, outbreak-coronavirus), Geography-Biology (animals and plants negative effects), Human and Social Science disciplines (volunteers attitudes for climate protection), English Language (improving proficiency) and ICT discipline (for using the web2.0).



Climate theme makes the project to have a technical approach but Volunteers attitudes gives a multidisciplinary attempt, that's why the project is complex.

The major key competence developed in students is awareness for climate warming, to have a clear perspective for climate change impact on humanity living and to make them to act quickly and responsible, engaging them in innovative attractive tasks and team collaboration, encouraging and motivate that globally it is an urgent call for actions.

Working on Goal13-climate action, make students to be focused more on basic problems and enlarge their horizon with knowledge, examples, study-cases, debates and reports about climate change in the world.

They have learned why is important to reduce consumption, renewable energy sources, why recycle, how to calculate the carbon and water footprints, why this things have such an impact for global economy and mankind. Students were asked to create posters, mind-maps, brochures, acrostics, quizziz, games, videos, to celebrate international events. So, they took part in teams with specified entitles and they debated the topic lead by teachers-group. All these strategies acted on students to make them to learn by themselves for discovering and researching new things and share presentations with team members and other participants in the project.

Definitely, another key competence in this project is student agency through their work, full participation, their creativity, talents, skills, their products in great collective final outcomes.

We planned teachers' tasks distribution from the beginning and we strictly followed our responsibilities. Teachers and students teams actively collaborated in Padlets, forum discussions, TwinMails, chats and webinars with opinions, encouragements, support, appreciations and sharing experiences.

Working in many mixed groups gave project a full contact and interaction through latest updates, teachers' bulletin, forum, TwinMail, Facebook and WhatsApp groups, online webinars and chats with students.

Introducing part of the project was clearly defined and this brought the members in good cooperation and close connection throughout the project. We

have started the project with presenting partners and surveys for choosing the logo and slogan of the project.



Collaboration was a must, because of the variety of activities engaged in the project, also for producing the intermediate outcomes. Besides, often teachers' discussion for planning, there were a lot of surveys addressed to students and teachers for evaluating parts of the project. All these activities, required full online contact for sharing opinions and express ideas because the work is a strong teachers' teamwork with mixed students teams.

Each chapter finalized with an outcome, a result, a collaborative product as: logo, slogan, mind-maps, story, videos, Padlets, students' messages, collaborative acrostics, e-magazine, song for climate, video for COVID-19.

Here are some great products that we have done together in partnership:

- a collaborative video with students' voices registration:

https://www.youtube.com/watch?time_continue=4&v=Eu6HI7PxgNc&feature=emb_logo;

- a collaborative story book made with storyjumper tool:

<https://www.storyjumper.com/book/read/83839385/5ec3c5808021c>;



- a collaborative mindmap about climate change effects:
<https://www.mindmeister.com/1502240519?t=FcnNZaAmch>;
- a collaborative collage of slogans against climate change:
<http://linoit.com/users/nfkurt3333/canvases/Climate%20Volunteers%20-Slogan>;
- a collaborative video and mosaically collage made from posters:
https://www.youtube.com/watch?v=bbaL7kUg-M&feature=emb_logo;
<https://mosaically.com/photomosaic/9d6db2da-40f4-442d-9b60-11fb659fbb6d>;
- a collaborative students song for climate:
https://www.youtube.com/watch?v=iZEqNVbL8vQ&feature=emb_logo;
- a collaborative final e-magazine:
<https://en.calameo.com/books/00594324510f1682d810e?authid=ArysTW3OFKRK>;
- our channels for communication in a representative e-book:
<https://read.bookcreator.com/Fa23aRpevDVicFi1pRGtPpfRMNA3/B4qwK9XWQpu6e7Wgw6gtHA>;
- teachers collaborative slides presentation about project:
https://docs.google.com/presentation/d/1ZCqI-d4wHzme8UKIC3CjvsnPpqZUyQFTjnpNWoyokT4/edit#slide=id.g74c5bf689d_0_1;
- a final summary video of project's work:
https://www.youtube.com/watch?v=e3haNMUDIdk&feature=emb_logo.

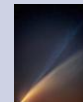
This project had the aim to improve IT-technologies competences for students using online techniques. From the start we established and share the rules Internet awareness for online Safety, Code of Conduct and Data Protection for all and sharing activities we did. Many web2.0 tools were new for teachers and for students. We have a page with digital tools used by each partner. We shared experience and learned new tools together. Students were developing more IT skills working in team-Padlets with different tasks. The work was collaborative and is proved with small products of students individual work or in teams using tools like: logomaker variants, posters with PosterMyWall or Canva, mindmaps with bubbl.us or mindmeister, goConqr, presentations with Genially, Wakelet for presenting the project, pictures and drawings, Padlets for common teams work, Calameo and issuu.com presentations, StoryJumper for climate story, VivaVideos, iMovies, Animoto, Quick pro, Lumen5 for movies about activities, Tricider for project slogan, .mp3 for voices in climate song or COVID-19 collaborative video. Students have trained with these web 2.0 tools and decided the best for them for presentations and reports uploaded on TwinSpace pages.

Manu more Web 2.0 Tools were used, such as: Reasyze for collage-photos, ShapeX.2 PhotoCollage, flamingtext.com for gifs, .pdf reports, mozaically.com for presentations, videos, .mp3-voice registered, surveys and comments in TwinForum, animoto.com, renderforest.com, Google forms questionnaires, digital games and kahoot.com for final webinar, calameo.com for the final e-magazine, Google slides for final teachers e-book, artsteps.com for virtual exhibition for eTwinning Day celebration.

Project has a good plan so it was easy to achieve the objectives because the close collaboration and the steps that we did together. Objectives were focused on awareness for climate issue, developing skills regarding climate actions, increase responsibilities in actions for students, developing solutions for global climate change, developing 21st century skills for teamwork and collaboration, entrepreneurial attitude, cultural understanding and developing IT and English communication skills.

We carried out activities that proved we achieved our goals in a multidisciplinary and collaborative way. We empowered students with information and we guided them in interesting team activities. We created eSafety informative activity then we started organizing teams and tasks and informative sessions like webinars and chats, forum





communication etc. Each chapter was followed by surveys and results and we could see the impact of the topic on students. Each chapter ends with a collaborative outcome that meant positive encouragement for students. We required our students to write reviews and comments on forum pages.

All diverse activities increased students' responsibility and conscientiousness. Evaluation was important and we had teacher, students and parents evaluations with analysis reports showed on TwinSpace. Each survey and evaluation has a complex explained report on TwinSpace. The results are very good and the team of the project is confident with results. Dissemination was made by each school in various methods, on schools website, social media, Facebook, Instagram account, pedagogical site, newspaper appearance, eTwinning labevent course, project website was shared for clear visibility.

The project has an impact on our school as eTwinning School, on students because of their fruitful work and their satisfaction for the nice outcomes and they ensured the goals. They are more satisfied and confident in their skills. Also we took our responsibilities seriously and we have learned that working together with assumed partners increases the way of success.



Alina Mirela Popa works at Liceul Tehnologic de Industrie Alimentară G.E. Palade in Satu Mare, Romania. She is a food industries teacher, the coordinator of eTwinning and Erasmus+ projects in school, an active eTwinner for 11 years and an eTwinning Ambassador since 2019. She coordinated the eTwinning School 2019 process and continued with activities for Code Week and Erasmus Days Events. She is also an active member of European Education.

STEMATH – Mathematical Modelling in Solving Everyday Life Problems

by Özlem Eren, Murat Pazarcık and Banu Güven



Everybody knows that mathematics is not a question solving skill, but a problem solving skill. This is why mathematical modelling should be our companion through the journey of teaching daily life skills and motivating students to discover the mathematics in real life related problems while covering the curriculum. In our eTwinning project STEMATH (<https://twinspace.etwinning.net/90525>), our goal is to differentiate the needs in the world we live in. In this context, the sections of mathematics lessons in life are taught to students more clearly; first of all, studies are carried out to translate daily life problems into mathematics language and then three different STEM activities are planned with the help of these studies. The project was completed with the active participation of 14 different schools from 4 countries. Our first activity was planned to meet the students in the TwinSpace safe environment, using web 2.0 tools. After they introduced themselves, their schools, cities and countries, the new task was to imagine the project logo. The activities were carried out in each partner school and the logo has been selected as a result of voting among the prepared logos.

Three real life problems were given to the students each month from November to February and students were asked to choose the problems they want to study. While the students were working on the problem they chose, the teachers provided support to both their mathematical approach in the solving method, and the interpretation of the solution. The first step in solving the problems was to translate the text into mathematical language with the help of mathematical modelling. In this study, two mentors were assigned to manage the process for mixed school teams and to combine the work done at the end of the month with a web 2.0 tool. Throughout the entire project, problems envisaged to be solved with pencil and paper have been developed by the project partners and students and they have been solved with the help of programs such as Geogebra, Excel, Scratch, Python, Minecraft... so technology naturally integrated itself into mathematics.



The puzzles completed by each partner school and prepared for celebrating the 14 March, World Math Day, gave us the opportunity to create a joint product. In this study, it is also envisaged that the curriculum integration is provided and the drawing and representation of a line given in the equation are discovered by the students. Besides studying mathematics, while creating the puzzle from pieces, the students acted like parts of a team and that helped them develop collaboration skills.



Planning studies for STEM activity, very important in the interdisciplinary approach, were initially intended to be started in March and applied in class.

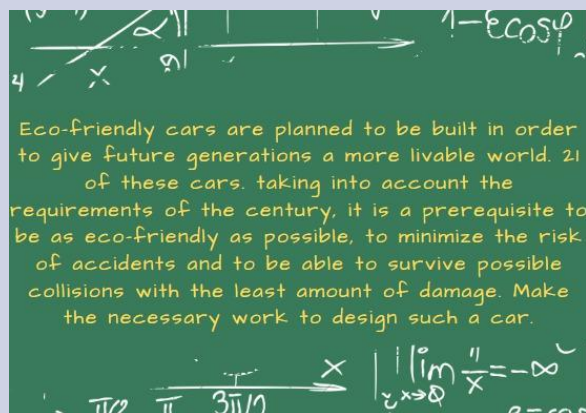


Figure 1

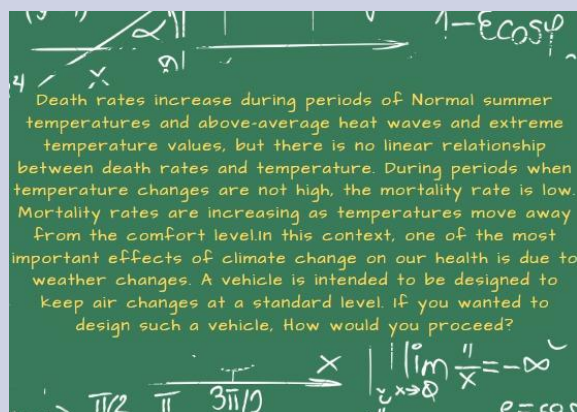


Figure 2

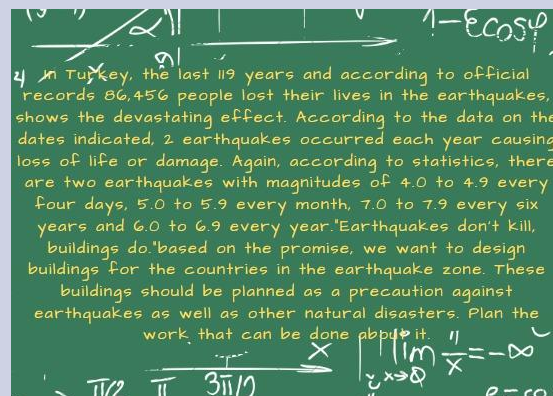


Figure 3

Within these studies, the themes of a Living World (Figure 1), Climate change (Figure 2) and Living Areas Resistant to Natural Disasters (Figure 3) were identified and a problem statement was created related to these themes.

This time, teachers were asked to choose the STEM discipline they wanted for the problem sentences. Our project partners, who are all mathematics teachers, used a Padlet to divide into STEM mixed school teams by choosing different STEM disciplines assigned to the three themes. Our activity was completed using the STEM and 5E plan templates created cooperatively in Google form. According to project plan, these learning scenarios were supposed to be applied in the classrooms, but the schools were interrupted due to the pandemic process, which affected the whole world. For this reason, a different plan has been made. Partner teachers explained how students should research about the subjects, how they should cite from an article while doing these researches, and copyrights should be respected in this process. After the completion of the last activity, all the works prepared by our teachers and students – intended to be displayed in our schools – were brought together in a final joint product, the virtual exhibition:

<https://www.artsteps.com/view/5eb86fc586cfd46fb7516437>

In addition to these studies, professional development opportunities have been offered to teachers with the contribution of university faculty members.

In the evaluation phase of the project, with the help of Google forms, 90% of the students considered that they were given more meaningful answers about mathematical modelling. Although, in the initial survey, the students stated that it was not



possible to associate mathematics with daily life, at the end of the project they changed their mind. This way, they found the answer to the question "What does mathematics do?" and the project has been essential in eliminating their math bias.

During the implementation of the project, a small sample of teaching materials and methods was created, mathematics prejudices were eliminated and a mathematical perspective was provided to daily life skills. It is anticipated that mathematics lessons that can be taught in this manner will be more beneficial for students in the following process. Ensuring that the mathematics is found not by solving millions of questions but by going to the root of the problems will contribute positively to teach the curriculum. A small trail study was carried out and there will be no harm in applying it to a larger audience.

Project website:

<https://5e1b88ef8a67d.site123.me>.



Özlem Eren has been teaching different levels of mathematics in different cities of Turkey for 20 years. She is now working as a math teacher at Toki Şehit İsmail Tetik Anadolu High School in Eskişehir Odunpazarı. She has been actively working on the eTwinning platform for about 3 years. Last year she received European Quality Labels for the first time for her 2 projects.



Murat Pazarcık has been teaching Math for 22 years. He is working at Bandırma Şehit Mehmet Gönenc Anadolu High School. He has been active in eTwinning for 2 years now, and last year he obtained a European Quality Label for the first time.



Banu Güven has been a Math teacher for 27 years and is now working in one of the best High Schools of Turkey: Meram Anadolu Lisesi. She has been an active eTwinner for 4 years.

eTwinning Goes Beyond Borders

by Liana Karapetyan

eTwinning is an exceptional learning environment which gives an opportunity to collaborate, share ideas and experience, learn from each other and find ways to overcome all the difficulties we face today in education. It unites people from different parts of Europe as well as its neighbourhood around the idea that collaboration is the key to a happy, peaceful and tolerant society. Collaborative work in any group, be it a group of teachers or a group of students, is rewarding, motivating and full of fun.

I have been involved in eTwinning since 2015 and have been an ambassador since 2017. eTwinning has several advantages, which are very important for modern education. The aim of education has gone far away from simply imparting knowledge on different subjects. In today's world, there is a more important goal which education should fulfil; it is uniting people all over the world and spreading the idea that all people are equal despite age, gender, nationality. In my opinion, an educated person is the one who does everything he can to make this world a better place to live in and eTwinning can play a crucial role in achieving this aim.

Another great advantage of eTwinning is that it allows teachers to foster their creativity and come up with the most innovative ideas. As an eTwinner, I have come to the conclusion that eTwinning is the best learning environment where creativity goes beyond borders.

So the project I would like to give to your appreciation is called "Beyond borders".



It is an idea of five teachers who met online during Transatlantic Educators Dialogue 2020, another great online programme for teachers. This



programme aims to collaborate, share ideas and experiences and work in groups. Our groups consisted of 2 teachers from the USA /Florida and Iowa/, 1 teacher from Spain /an eTwinning ambassador/, 1 teacher from Slovakia, and me from Armenia. As our American partners knew very little about eTwinning, we presented the program to them and they liked it a lot. So we decided to realize a project allowing American teachers and students to participate as guests.

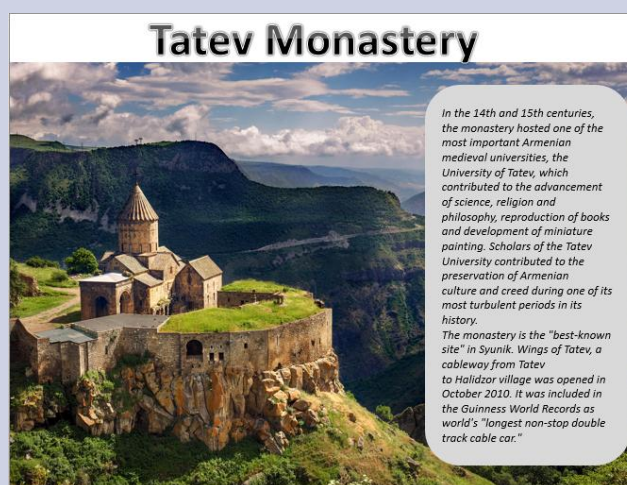
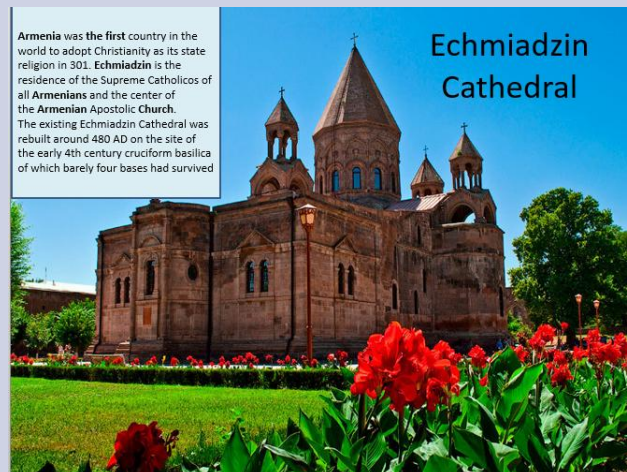
The project was aimed onto the cultural national heritage of our countries. Each partner team was to create a presentation about 10 local sights that they considered the best and were extremely proud of.



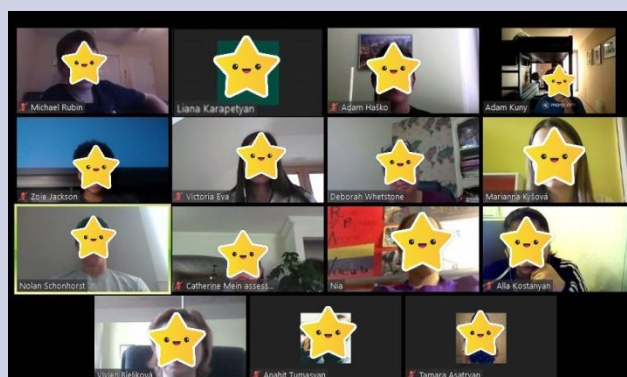
As a first step, the students got acquainted, told about themselves in the forum, wrote emails to each other. Acquiring new friends from different parts of the world made the students motivated and enthusiastic.

As a second step, the students started to work in national teams discussing which 10 sights should be included in the presentation. This was not an easy job to do as there were so many places to tell about each country and there were numerous suggestions and discussions, and at last, the choice was made. The students started working on the presentation preparing one slide for each sight with a picture and short description.

When the work was finished, we published the presentations on the eTwinning and asked the students to study them, as they were to discuss them during an online meeting.



The online meeting we organized was a real success. We had three different chat rooms with about 30 students.



The teachers coordinated the groups trying to act as passive listeners. The students were so free in communicating; they did not even need a teacher! They introduced themselves, spoke about their

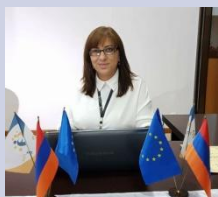


interests, hobbies, compared school life in their countries, asked questions about the presentation and discussed the current situation related to the pandemic in each country. The atmosphere and enthusiasm of the students were so great that instead of the planned one hour it took more than two hours.

Initially, we had planned to organize one online meeting but our students liked it so much that asked us to organize one more meeting. The second meeting was even a more motivating one. They were already acquainted and spoke like friends without any psychological or language barriers.

The project was greatly motivating not only for students but also for teachers. It was a great way to unite young people from different countries. As to the educational aspect of the project, the students had a unique opportunity to communicate with native English speakers in a real-life environment and this was challenging for them.

The project was meant to be a short-termed one but the interest and motivation of our students forced us to think about a new one like this. And this is the greatest advantage of our favourite eTwinning; it allows us to make friends all over the world!



Liana Karapetyan is an English teacher at Vanadzor Basic School no. 16 in Armenia. She worked as a school ICT coordinator for 11 years. She has been involved in eTwinning since 2015, an eTwinning ambassador since 2017.

"Collaborative Writing Collection of European Legends" - A Successful eTwinning Collaboration!

by Maria Vasilopoulou

Introduction

"Collaborative writing collection of European legends" is an eTwinning project which engaged six schools and around 260 students aiming to offer to all of them an inspiring learning experience within the timeframe of a school year, 2019-2020. Although "Legends" is a very common theme and overused in school projects, the way it was elaborated in our project turned it into a very pleasant and intriguing learning trip. Our main interest was to offer our students the opportunity to communicate and collaborate, explore European Legends, legendary elements and places, create content and learn through games. The project helped learners hone their language skills in EFL, improve their communicative competence in English, their digital and cultural awareness and expression. The activities were very carefully designed by project teachers ensuring students active participation and high motivation from the very beginning to the very end. This was achieved thanks to the rich variety of games included as we know that students love learning through games. Starting with their presentation either with videos or avatars and then moving on to the presentation of their schools and towns/cities with various web 2.0 tools, students learned about their partners hobbies and interests, and played games to consolidate knowledge about their schools and cities/towns.



Scotland

The next stage comprised a variety of activities where students discovered Scotland. Geography, art, history, famous places and famous people, food, facts about Scotland were the fields students worked on to gather information and share with



their partners. Presentation tools varied according to each school preference. [HERE](#) you can see an example. Students worked in national teams with the exception of FR and GR students who started collaborating on [Google slides](#). Their project part pertained to famous Scottish people. They searched and found information about popular artists, scientists, actors and actresses, athletes you can read about in our small [e-book](#). A [Kahoot](#) game – used as a final product for this stage - ensured consolidation of the newly acquired knowledge in a fun way. Then, with a view to familiarizing our students with the gothic Scottish cultural background, famous ghost story elements were shared with students in an [e-book](#). The next step was using [Framapad](#), a digital collaborative writing tool, to write their [own ghost stories](#). Collaborative writing offers multiple benefits the most important being that of enabling learners to combine their imagination capacity and writing skills in order to produce a coherent piece of work using the clues given.

A good project also needs a logo and students are the best creators as their imagination is triggered and their artistic skills find an authentic way to be implemented. So they shared their logos on a Padlet and voted for the one they liked best.



Ireland

Moving on to Ireland and before writing their collaborative legends students explored the country through a wide range of topics similar to the ones related to Scotland plus more such as Celts, Vikings and Normans, Irish immigration, Ireland and Christianity just to mention some, however, this time all of them worked in transnational teams. A

sample of their work you can see [HERE](#). In addition, they wrote limericks, a new literary genre for most of them, who surprisingly managed to come up with some very successful short poems. Another collaborative writing activity followed, that of Irish Legends. This time students were presented with the Irish legend of "[Fionn and the Giant Causeway](#)" and were asked to collaborate with their partners in order to rewrite this legend using two further elements their teachers gave to each group. So with imagination as their vehicle and collaboration as their tool students used [Padlet](#) to work with their partners and write their own stories. The [result](#) surprised us once more! Talking about Irish culture how could we not include St Patrick's Day celebration! Our intention was to create a big Escape Room with all Irish information students shared and play together online. Although an outstanding product of students' and teachers' collaboration we are very proud of, our [Escape Room](#) was not meant to be played in a synchronous online meeting, due to COVID-19 outbreak and subsequent lockdown. However, we played it in our schools and shared it in our school and digital communities.



Our European Legends

However, most partners' mutual decision was not to let COVID-19 impede our project work. GR and FR students chatted online on TwinSpace about topics of their own interest, shared feelings and concerns a couple of times during lockdown and had the opportunity to get to know each other better. Then, along with their Spanish partners they worked on the last stage of our project. At first, they all got acquainted with Greek, French and Spanish legends –legendary elements and places - [HERE](#) - and then played a couple of games to ensure they gained the necessary knowledge so as to proceed to their own legend writing. An example of a game is [HERE](#). When ready, they collaborated working in transnational teams to write their own legends. This time they had to use elements from their countries' legends, combine them and create their own



imaginative pieces of writing. They followed a particular scheme according to which the four parts of their legends were completed by different groups of students. In particular, introduction was completed by Spanish students (Madrid), Problem by Spanish students (Barcelona), Adventures by French students, Conclusion and Title writing by Greek students. There were also editors and illustrators. They used [Padlet](#) as it is one of students' favourite tools and the outcome was an e-book, [a Collection of European Legends](#).



Conclusion

Students and teachers assessed their work answering a Google form questionnaire and sharing an one-word assessment in [AnswerGarden](#). They also exchanged farewell messages and summer wishes on TwinBoard. All our work is depicted in an [interactive image](#) shared in our school websites and social media too.

General comments

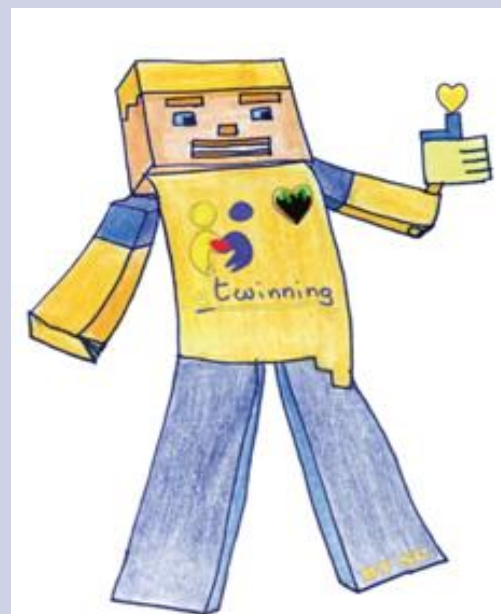
Both teachers and students determination to complete this adventure overcoming any obstacles proved once more that "where there's a will there's a way". We had the will, eTwinning was the way to make an inspiring virtual learning trip true.



Maria Vasilopoulou is a teacher of English in Secondary Education in Athens, Greece. She has been an active eTwinner since 2012. She was an eTwinning ambassador for 2017-2019 and now is a member of the National Support Service in Greece. She considers eTwinning an addiction with multiple benefits both for students and teachers.

My Minecraft Adventure

by Cira Serio



My adventure in the world of Minecraft in my school started in 2018 and immediately I understood the strong creative potential that would allow my students to give voice to their ability to create their learning based on learning by doing sense of various subjects which until then were only theoretical. The gradual inclusion of Minecraft in my Computer lessons has allowed me to touch the enormous ability of adapting this virtual world to the school curriculum allowing teachers to plan and collaborate with other teachers and especially with their students.

This video clip is a clear example:

https://youtu.be/UtxYIS0_ZBM.

This year I entered the eTwinning project "Minecraft Mission" thanks to the invitation of two innovative and creative teachers such as Fortuna Testa and Oriana Bucci whom I take this opportunity to thank for the wonderful collaboration and harmony that has been created between us since immediately. This is the beautiful ebook of our online dating created by Fortuna Testa:

https://read.bookcreator.com/Ao4KfXo381UOx55IzXQGrOd5T5w1/hMI_ExCaRhe7dGJv9KTTtA.

One of the most demanding aspects of life, at any age, is, in my opinion, the ability to work in a group, which implies the attitude of accepting criticism and planning activities also decided by others avoiding possible conflicts.



The planning of simple activities implemented within the project allowed to help all the students involved in developing the collaborative ability necessary for effective team work.

Minecraft Education proved to be a very effective tool that inspired us and our students to recreate anything and the results achieved were truly excellent.

A group of students from the project participated in the GoCraft Distance Learning Competition promoted by Maker Camp in collaboration with CampuStore, winning the first prize.

Others created the eTwinning village (<https://youtu.be/OOdmZ7ZFkq8>), others presented the TwinSpace (<https://youtu.be/W9q8jrT-6zo>) showing ability to work in a group and at the same time full autonomy.

This is the ebook that tells about our fantastic collaboration:
<https://read.bookcreator.com/Ao4KfXo381UOx55IZxOGrOd5T5w1/US9noI14SfqNX6szhGsvtq>.



Cira Serio is the ICT coordinator of the "San Tarcisio - Bimbi Lieti" elementary school in Ercolano, near Naples, Italy. In 2016 she became an eTwinning Italy Ambassador and she really likes sharing her experiences and knowledge by offering support and collaboration. The use of ICT has always been, for her, the best form of expression and communication.

E.S.B.F.: Developing Key Competences for Sustainability to Tackle Climate Change by Angeliki Kougiourouki

"Global warming will not end by Earth finding a shade under the trees but under our hands joined together" — Agona Apell

An acronym of the words: Earth should not be a frying pan (E.S.B.F.) and an important quote that "Global warming will not end by Earth finding a shade under the trees but under our hands joined together" inspired two partner schools from Italy and Greece to join their hands and develop an eTwinning project during the 2019-20 school year. Embarking on the path of sustainable development, we had in mind that, according to UNICEF, "Climate change is threatening children's ability to survive, grow and thrive".

Our main goal was to manifest disappointment about Global warming and Climate change, understand the importance of joining hands to achieve common goals and spread our voice on promoting the implementation of awareness-raising actions about sustainability as well as an Eco-friendly lifestyle, establishing passion for volunteerism and active citizenship.

As students in eTwinning are agents of change who can take action everywhere to protect the future of our planet, we focused on how to encourage our kids to become sustainability change-makers. Thus, to empower them in developing that kind of competencies which could help them reflect on their own actions, their present and future impact from a local and global perspective (UNESCO, 2017). Competences have to be developed by the learners themselves in a student-centred environment and are based on ongoing experience and reflection rather than to be taught (UNESCO, 2015). We tried to use new XXI education pedagogy through inquiry learning, critical thinking, problem solving and active citizenship, developing students' creativity and imaginative minds through cognitive skills. Further, encourage them to identify causes and effects of Global warming and climate change, think and reflect on how to solve problems while manifesting disappointment, promote the implementation of awareness-raising actions about sustainability and an Eco-friendly lifestyle establishing passion for volunteerism and recognising the importance of joining hands for common goals. Competences well described and listed by researchers to advance sustainable development (Riechman, 2018; Wiek et al, 2011).

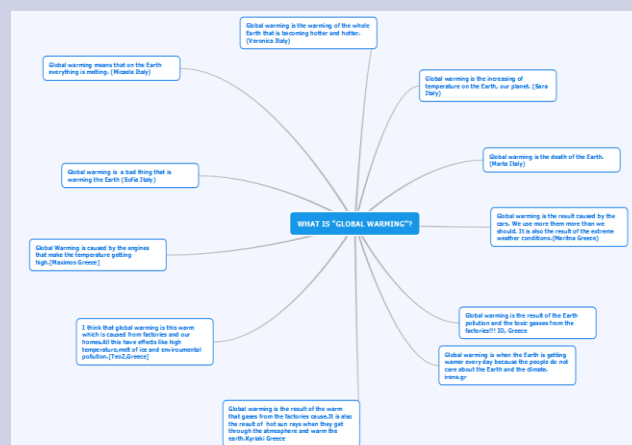


The project itself was born from a proposal made by Italian and Greek children who were working together for two years. Evaluating the previous eTwinning project, they proposed to work on a topic related to the Environment. That period, Greta Thunberg was demonstrating her concern about Climate Change and students were watching her a lot on different platforms. Through her actions, Greta inspired all of us to follow her example.

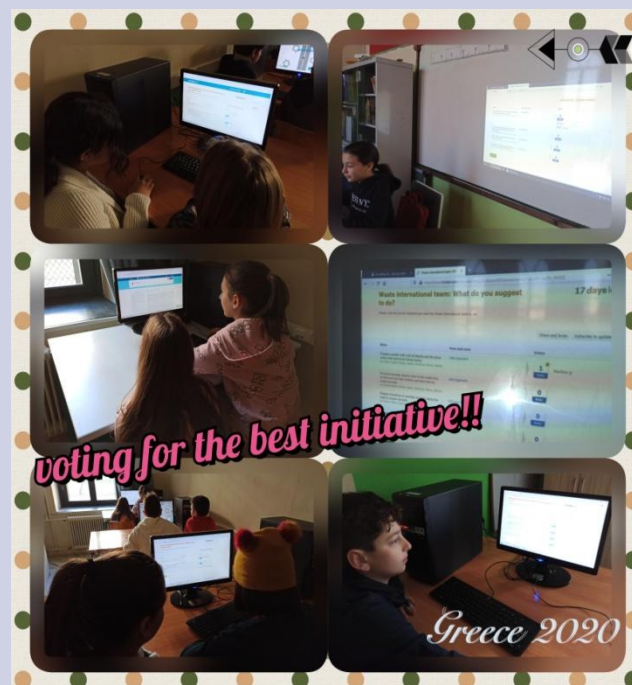
A Sit in, proposed by students, to sensitize all school classes and raise awareness to the planet problems, a **PARADE** to sensitize the local community and to join Greta Thunberg's actions were initiatives that Italians undertook at the beginning of the project while the Greeks participated in a **strike** against Climate Change organized by teens from their city's secondary schools. They shot photos and took an interview from a teen about her motivation to participate in a strike action against Climate Change.



To have a better understanding on what the project title meant for them, students reflected on it expressing their concern about Global warming and creating later a meaningful [mind map](#).



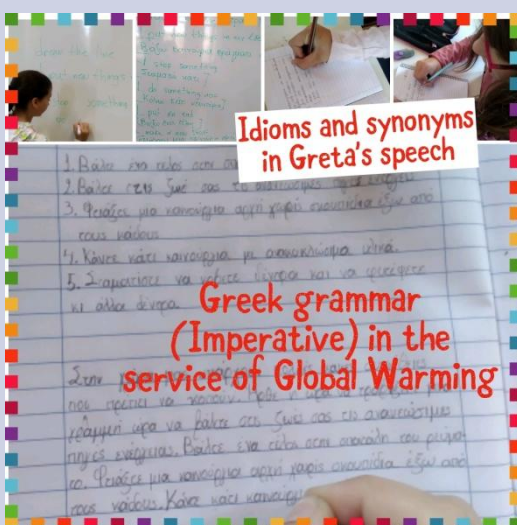
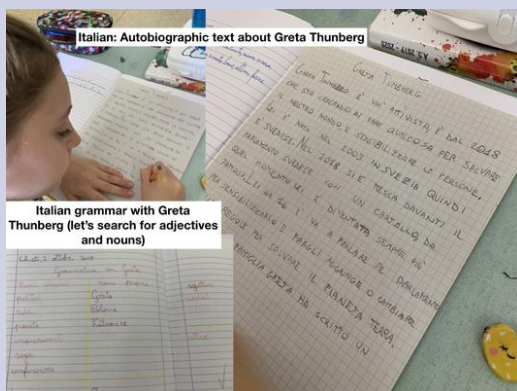
Live events as well as TwinSpace's tools like TwinBoard and Forum, were important means of communication for them, as they helped students communicate ideas and opinions to agree upon initiatives they wanted to undertake.



Not to mention, the debate on "Climate action change VS Supporting economic reasons". The project's logo was designed by the Greeks, colored by several Italian couples and then voted by the Greeks to ensure continuous collaborative action.



In the meantime, Greta Thunberg has allowed us, with her continuous action and her ascendancy, to carry out many disciplinary activities. We thus carried out Italian and Greek grammar with Greta (sentences on the subject were taken for the exercises), mathematical problems (questionnaires and collected data to make charts and write comments), informative texts, scientific experiments and so on.



Always having an eye on what our students proposed during the project's development, a series of activities were designed to highlight their initiatives. Five international teams: **Waste, Light-Energy, Water, Plastic & Paper, Environmental Care** were created to give students the floor to express ideas and opinions. Constant communication in forum threads, even during the COVID-19 lockdown, led to five original products made within the teams using ICT and web2.0 tools that students themselves decided in an inspiring and clever way:

Waste team proposed to use genial.ly tool and after voting they decided to prepare a brochure with a list of objects and the place where they have to be thrown away.

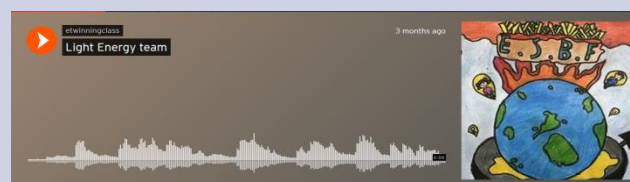
INTERNATIONAL TEAM "WASTE": reminder for a good recycling

WHITE BIN	GREEN BIN	YELLOW BIN	BLACK BIN	BROWN BIN
BOOKS	BOTTLE	PLASTIC DISHES	FEELINGS	Leftovers
NEWSPAPERS	VESSELS	PLASTIC CUP	TEA FILTERS	Coffee grounds
SHEETS	GLASS CONTAINERS	PLASTIC CUTLERY	CORK STOPPERS	Dried flowers
WRAPPING PAPER	EMPTY VIALS	NETS FOR FRUIT AND VEGETABLES	LEFTOVERS	Cork stoppers
MAGAZINES	GLASS CHANDELIER	PLASTIC BAGS	DRIED FLOWERS	Biodegradable napkins
TETRAPACK	GLASS DECORATION	PLASTIC CASES	BIODEGRADABLE TISSUES AND NAPKINS	Biodegradable straws
CARDBOARD BOXES	GLASS		TOYS	Biodegradable glass
OLD POSTERS	VASES		FABRIC BAGS	

SEPARATE COLLECTION IS VERY IMPORTANT BECAUSE IT DOES NOT POLLUTE THE ENVIRONMENT

WE HAVE TO PROTECT OUR PLANET AND DON'T WASTE THINGS THAT ARE USEFUL. WE CAN REUSE THEM!

Light-Energy team agreed on making radio spots to raise people's awareness on saving light and energy. For that purpose, they recorded messages which are now included on a [radio channel](#) in the soundcloud tool.



Plastic & Paper team made a poster using Canva tool to advertise a day dedicated to recycling.





Environmental Care team proposed to use google drive and in a common document to write questions in a mode of rules for a game related to [environment](#) and its care.

2. we can take advantage of all the animals in the planet
3. We can cultivate more

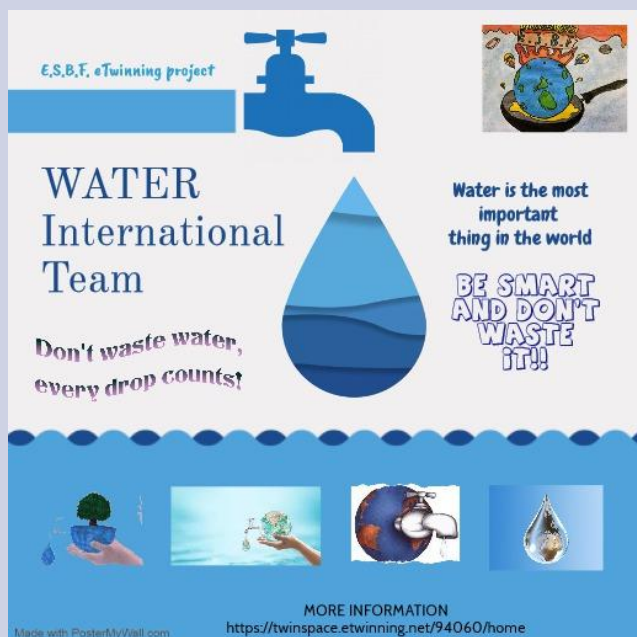
QUESTION THODORIS X:
-What can we do to reduce acid rain?
THREE POSSIBLE ANSWERS THODORIS X:
1. We can use SO₂
2. We can pollute lakes
3. Factories should use filtre

QUESTION MATTEO:
-Possiamo noi bambini contribuire a fermare lo scioglimento dei ghiacciai?
THREE POSSIBLE ANSWERS MATTEO:
1. No, è un fenomeno ormai inarrestabile
2. si possiamo andare a vivere in Groenlandia
3. si, quando possibile, dobbiamo preferire le biciclette alle macchine così contribuiamo ad inquinare meno

QUESTION REBECCA:
-E' giusto cercare in tutti i modi di tutelare gli animali a rischio di estinzione?
THREE POSSIBLE ANSWERS REBECCA:
1. No, perché ormai ne sono rimasti pochi esemplari

Water team agreed on the use of postermymwall tool that helped them create a poster that demonstrates their will on consuming less water because "every drop counts"!

E.S.B.F. eTwinning project



WATER International Team

Don't waste water, every drop counts!

Water is the most important thing in the world

BE SMART AND DON'T WASTE IT!!

MORE INFORMATION
<https://twinspace.etwinning.net/94060/home>

Guided tutorials to provide instructions on how to use these tools were prepared by both teachers in our native languages during the COVID-19 emergency situation. We wanted to get the most of web2.0 tools so we encouraged students to use these tools beforehand in many other tasks of the curriculum.

Another field that helped our kids spread their voice about the environment care was the 3 **TV shows**. The two partner teachers, Marina Screpanti and Angeliki Kougiourouki, wanted students to be aware of the planetary problems, understanding that even the youngest one can change the world and help it, first by changing his behaviour, and then by spreading the voice and inviting other people to follow their example.

Click on the photos to watch our video clips:



Part 1 First ESBF TV news



FINAL PART 2 ESBF TV show number 1



E.S.B.F. 2nd TV news, Italy-Greece



Three TV shows, in a mode of real news programs, were made in English once every three months using the green screen technique. Interviews, activities, ideas, proposals on the "environment" theme were presented there by students. A wiki was created for them to search deeper into the topic and expand their knowledge. What gives our project an added value is the fact that both students and teachers collaborated from home, for the creation of the second and third TV shows during the school closures.

This emergent situation gave us one more smart tip to follow: a final live session: 1) to say goodbye as both classes were in the last year of collaboration and at the end of their respective school cycles; 2) to do an analysis of the project and its live evaluation. Italians were still at home while the Greeks were at school and divided in two groups because of the health security reasons. But this made them more enthusiastic as it was a unique experience to evaluate the project and send greetings for happy and safe summer.

"Hello Greek partners! I am writing this letter to tell you that I had a lot of fun working with you. But in addition to this I want to tell you another thing: you are the best partners I have ever met." RB, It

"Dear Italians, I am very happy that I worked with you! You are very polite and intelligent. I hope to meet you one day! Thank you very much for the letter! Take care." K., Gr

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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. Since January 2020 she has been moderating the Creative Classroom Featured eTwinning Group. She also holds a Degree in History and Ethnology from Democritus University of Thrace and an M.Ed. in Visual Culture from Trakya University, Edirne, Turkey. Her blog is at <http://angeliki23.weebly.com/>.



eTwinning Projects of the Primary School and Practical School U Trojice in Havlíčkův Brod in 2019-2020

by Renáta Koumarová

The Primary school and Practical school U Trojice in Havlíčkův Brod (Czech Republic) has got pupils with special needs. It is a small school with approximately 100 pupils. The school is divided into a primary school (for pupils that cannot be educated successfully in the mainstream education), the special school (for pupils with deep mental disabilities, multiple disabilities, autism, visual and hearing disabilities) and the practical school (one or two years of further education, for students with special needs that will not be successful in other branches of education). The school is known by the school choir Jasoň, which performs in different events organized outside of our school. The members of this choir are pupils, students and teachers of our school.

There are two foreign languages taught in our school – English and German (which is taught in an afternoon club). We often do eTwinning projects with partners from Slovakia and Poland, so we use our Slavic languages for communication and our pupils improve their language skills in Slovak and Polish. All the language activities are adapted to the special needs of our pupils and students.

There are also some pupils from other nationalities taught in our school (Mongolian, Vietnamese, Hungarian and Slovak), so the language activities are focused on the development of communicative skills of our pupils.

In the school year 2019–2020, the class S1 participated in the project “We are looking for a dinosaur” (“Hľadá sa dinosaurus”). This class is visited by pupils with deep multiple disabilities. Their partners were the Kindergarten Polná 1 from Košice (Slovakia) and Przedszkole Miejskie nr. 11 “Akademia Uśmiechu” w Legionowie (Poland).

The target group of the project were children at the age 3–16. The communicative languages were Czech, Polish and Slovak.

Our project and its activities were focused on learning about animals from different continents thanks to a fictive story:

The aliens (Polish MIKO, Slovak Marťanka and Czech Marťánek) came to the Earth with a catalogue of dinosaurs and they wanted to find these monsters. Our task was to show them the animals that live on Earth now.

Every month, we visited one continent and informed our aliens about some animals that live there. The children introduced the animals thanks to different activities, filled in worksheets and quizzes, created puzzles etc. They also learnt common songs and poems about animals and got acquainted with differences of their partners’ languages. We also organized common online sessions and exchanged the information. At the end of the project, we created an encyclopaedia with a dictionary of our chosen animals. We gave this encyclopaedia to the aliens and they took it to their home planet.

The aim of the project was to familiarize the pupils with special needs with some chosen animals – their habitats, descriptions and behaviour. A big amount of tolerance and cooperation among the children was needed during the whole time we were working on the project. The development of communication (verbal, non-verbal and visual) was very important. For our project work, we used not only modern ICT tools, but printed books and photos too.

Great thanks belong to the parents who helped the children to get some information in the time where our schools were closed due to the epidemic of corona virus (during the distanced learning).



Project “We are looking for a dinosaur”

Outputs of our project are in our TwinSpace: <https://twinspace.etwinning.net/93510> and on our school websites: <https://zsutrojice.cz/e-twinning/>.

The second eTwinning project that we realized this year was called “I teach, you teach, we teach” (“Učím, učíš, učíme”). The participants of the project were the classes S1 (pupils with deep



multiple disabilities) and S4 (pupils with medium deep disabilities) from Havlíčkův Brod (Czech Republic), pupils from the 5th grades from Přimda (Czech Republic) and Rimavská Sobota (Slovakia).

The aim of the project was the peer-to-peer learning.

The goal of the activities was to help the pupils with special needs in their education by creating own worksheets and activities, different tasks, quizzes and presentations. Also the pupils with special needs have prepared some tasks for their partners from the mainstream education.

Pupils have learnt how to solve problems, how to communicate and cooperate and first of all – to tolerate each other and to adapt to their partners' work. They have improved their interpersonal relationships and cooperation in an international team.

One of the goals was to let the pupils with special needs to be successful, to support their self-reliance, cooperation, tolerance, the development of their language skills and multicultural cohesion.

The final output of our project is an e-book with all the educational material for chosen teaching subjects that were created by our pupils.

Project "We are looking for a dinosaur"

Author: Mgr. Renáta Koumarová – a teacher from the Primary school and Practical school U Trojice in Havlíčkův Brod in the Czech Republic where she teaches pupils with special needs

Co-author: Mgr. Henrieta Belánová – a teacher in the Kindergarten Polná 1 in Košice (Slovakia)

Project partner: Mgr. Marzena Stępień – a teacher in Przedszkole Miejskie nr 11 "Akademia Uśmiechu" w Legionowie (Poland)

Projekt "I teach, you teach, we teach"

Author: Mgr. Kateřina Porážíková – a teacher of the first stage in the Primary school in Přimda (Czech Republic)

Co-author: Mgr. Denisa Csanková – a teacher of the second stage (English, Biology) in the Primary school of Š. M. Daxner in Rimavská Sobota (Slovakia)

Project partner: Mgr. Renáta Koumarová – a teacher from the Primary school and Practical school U Trojice in Havlíčkův Brod in the Czech Republic where she teaches pupils with special needs

Project partner: Martina Kočová – a teacher from the Primary school and Practical school U Trojice in Havlíčkův Brod in the Czech Republic where she teaches pupils with special needs



Mgr. Renáta Koumarová is a teacher at the Primary school and Practical school U Trojice in Havlíčkův Brod in the Czech Republic where she teaches pupils with special needs that have deep multiple disabilities. She has been active in eTwinning since 2015, and she has got a few national and European Quality Labels for her projects.



Project "I teach, you teach, we teach"

Outputs of our project are in our TwinSpace: <https://twinspace.etwinning.net/95010/home> and on our school websites: <https://zsutrojice.cz/e-twinning/>



Distance Learning – eTwinning Project

by Rabia Özler Özseçer

April-May 2020

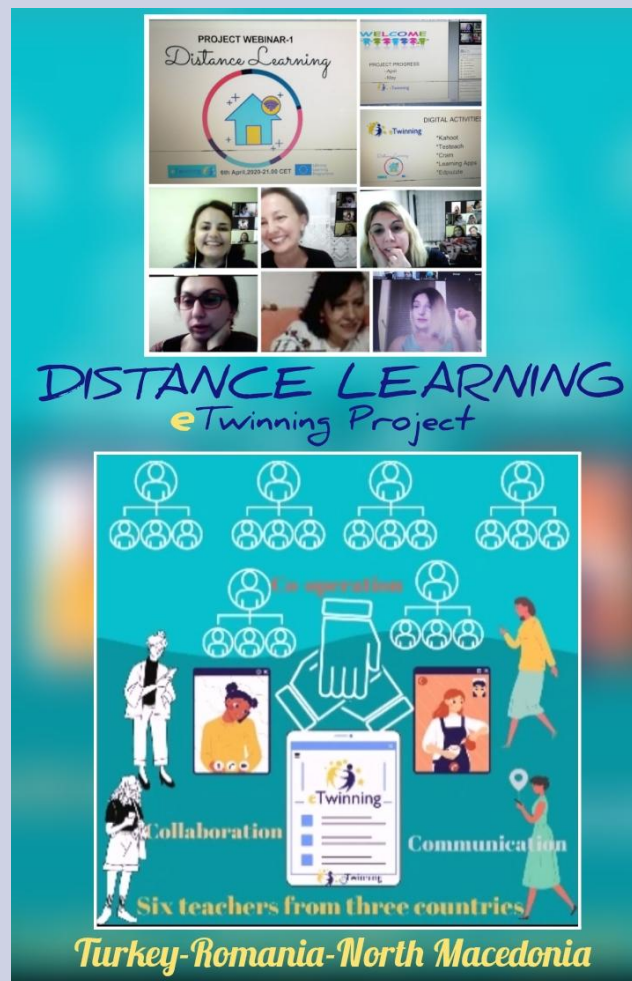
Turkey-Romania-North Macedonia

<https://twinspace.etwinning.net/113005/home>



The project entitled "Distance Learning" started on 24th March when the schools were closed suddenly because of the pandemic. At the end of March, the project team, R. Özler Özseçer from Şehit Ahmet Oruç Secondary School (İzmir, Turkey), Mine Şay Yavuzel from Güzel Yalı Secondary School (İzmir, Turkey), Bahar Güner from Ulaş Secondary School (İzmir, Turkey), Eleonora Burnete from Şcoala Gimnazială Sfântul Andrei (Mangalia, Romania), Blagorodne Sotirov from MPS "Panajot Ginovski" (Skopje, North Macedonia) and Arlinda Kastrati from Municipal Primary School "25 Maj" (Skopje, North Macedonia) came together and the project team was formed. Project activities were outlined and they were implemented during two months: April and May.

The project aimed to give support to the students, continue lesson with online education, complete the rest of curriculum in an interactive way, collaborate, communicate and cooperate with students from different schools and/or countries. If the schools were opened, the project activities would have gone on both online and face-to-face. Despite the challenges of online education, distance learning progress was completed successfully.

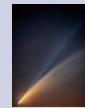


Virtual classes have been fundamental tools for remote learning education such as Google Classroom, Edmodo, Microsoft Teams, Eba (Turkish Educational Network) for Turkish project teams. Zoom and Eba Online Lessons (for Turkish project teams) have been very essential to meet with the students and had lessons with online meetings. In this project, the curriculum was also completed with online activities using various distance learning tools; it was impossible to finish the activities face-to-face at school.

<https://twinspace.etwinning.net/113005/pages/page/927413>

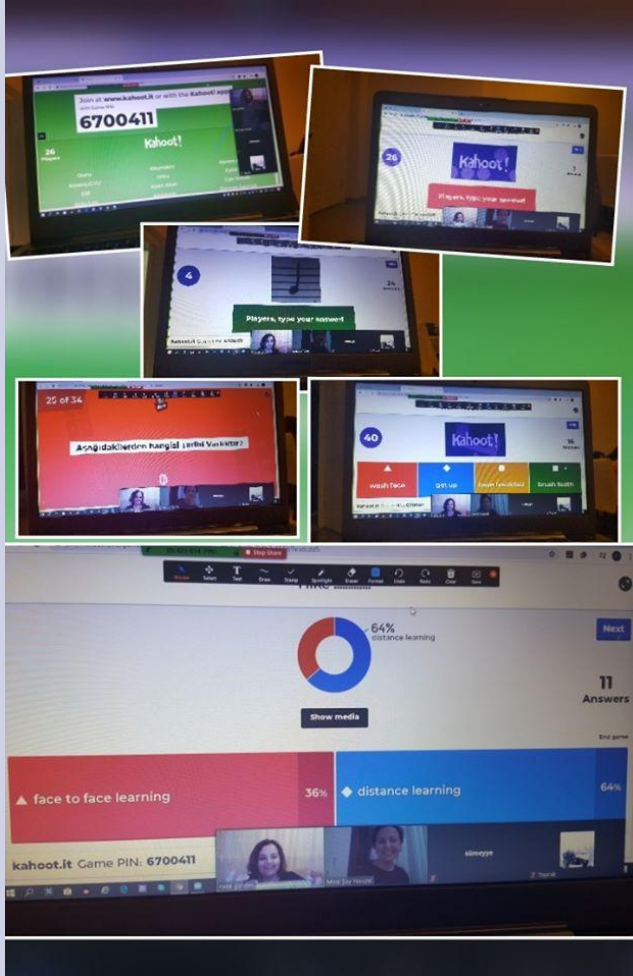
<https://twinspace.etwinning.net/113005/pages/page/946294>

As soon as schools were closed, the teams got their working progress. Teachers tried to get communication with their students so they used different ways. For instance, Kahoot was one of the most effective communication and cooperation tool



to get connected with the students and feedback from school subjects. The review of subjects or tests was done via Kahoot.

<https://twinspace.etwinning.net/113005/pages/page/930833>



In this project, students completed curriculum with online education because of the Coronavirus outbreak. They followed lessons via both online lessons and virtual classes. Students got the content with various web.2 tools such as Kahoot, Learning Apps, Kahoot, Cram, Blendspace, Google Slides, Google Docs, .ppts, interactive worksheets. Moreover, they created and voted logos for the project, joined pre-survey and post-survey questionnaires, used forum and shared their ideas, opinions, met with their peers from different schools in the chatroom during the project. Students and their parents also joined the online meeting about "Effective Methods" in the distance learning progress presented by the psychological counsellor, Canan Akdeniz Sayılır. They sang

"Distance Learning" song with their teachers and the composer of the project song and evaluated the project not only verbally but also via Kahoot in the last online meeting.

<https://twinspace.etwinning.net/113005/pages/page/923243>

<https://twinspace.etwinning.net/113005/pages/page/923238>

<https://twinspace.etwinning.net/113005/pages/page/973610>

<https://twinspace.etwinning.net/113005/pages/page/973624>

<https://twinspace.etwinning.net/113005/pages/page/963500>

<https://twinspace.etwinning.net/113005/pages/page/930833>

<https://twinspace.etwinning.net/113005/pages/page/930837>

<https://twinspace.etwinning.net/113005/pages/page/923215>

Students worked individually or collaboratively, in small or big teams in a multidisciplinary way and then, teachers combined them in transnational team works. Not only each team had their own products, but also they got collaborative team works.

<https://twinspace.etwinning.net/113005/pages/page/933713>

Students in the project shared experiences to celebrate the festivals such as 23rd April and the Easter. They read poems, made pictures, got ornaments, felt a big excitement even though they stayed at home. Three students from six schools read a poem for 23rd April Children's Day altogether.

<https://twinspace.etwinning.net/113005/pages/page/929278>

<https://twinspace.etwinning.net/113005/pages/page/935090>

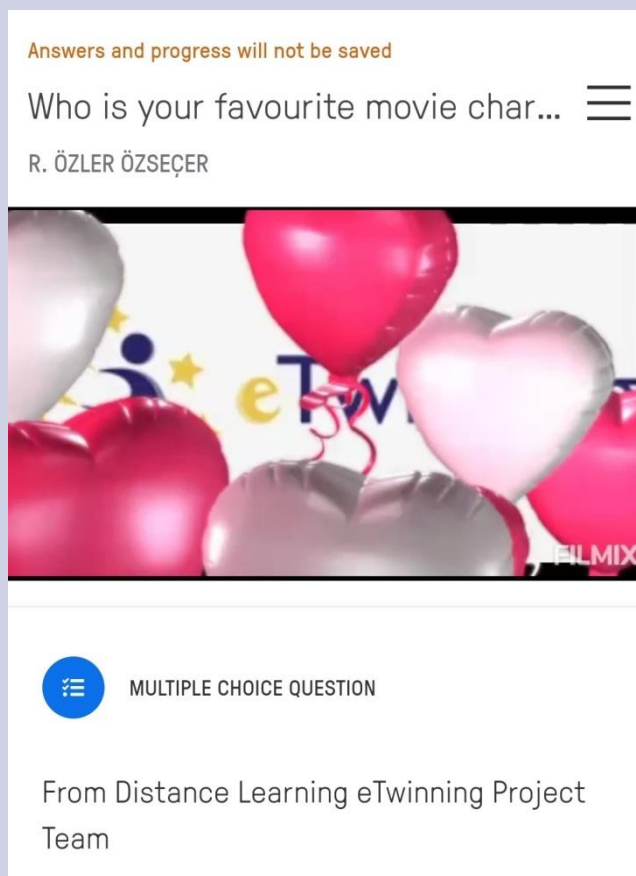
<https://twinspace.etwinning.net/113005/pages/page/945199>





A student from each team described his/her own movie character, the other students tried to guess his/her favourite movie character. Their descriptions were combined as a multiple choice test on Edpuzzle.

<https://twinspace.etwinning.net/113005/pages/page/930857>



Two students from each team sang "Movies" song in a collaborative way.

<https://twinspace.etwinning.net/113005/pages/page/935618>



Students from each team expressed their feeling, ideas about eTwinning and celebrated eTwinning Day.

<https://twinspace.etwinning.net/113005/pages/page/969030>

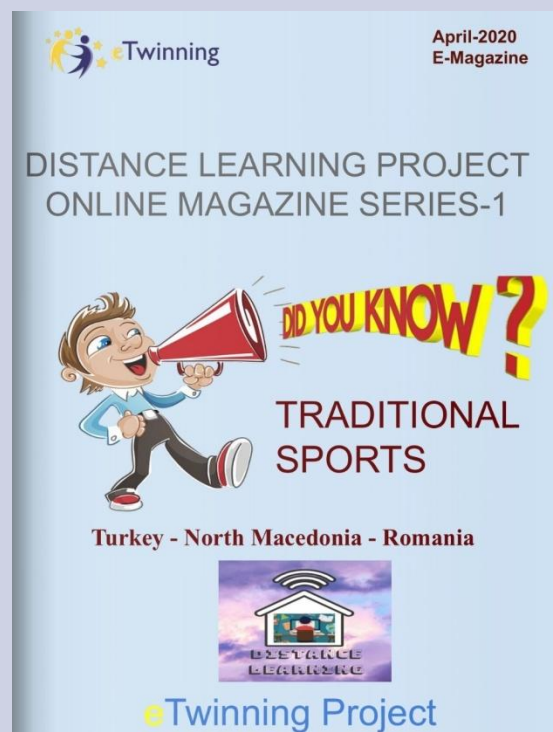


A student from each team worked collaboratively on Google Slides and created online magazines for April and May. Then, the magazines were also uploaded on Flipsnack.

<https://twinspace.etwinning.net/113005/pages/page/968995>

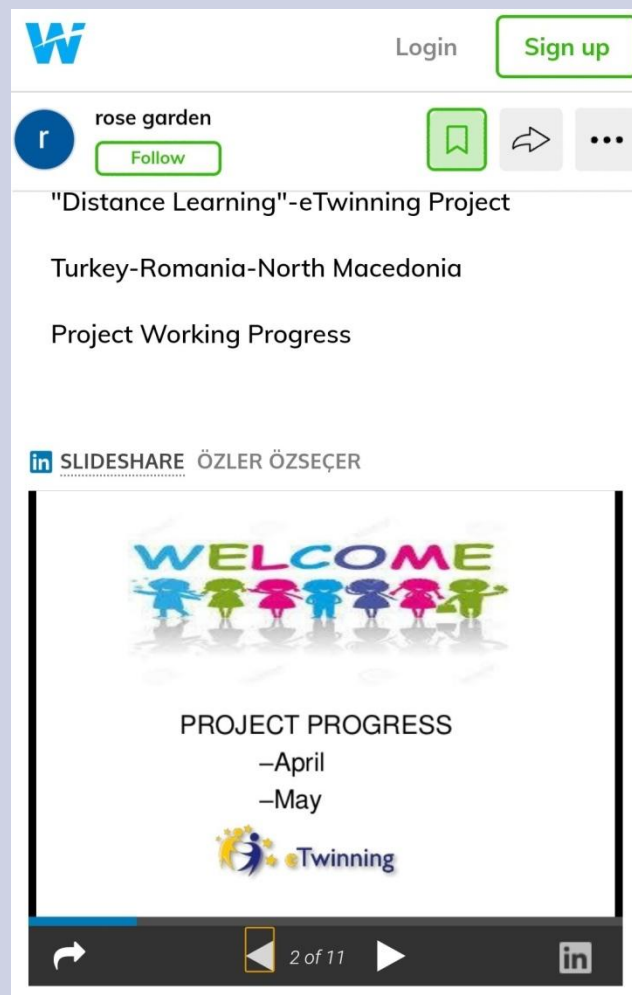
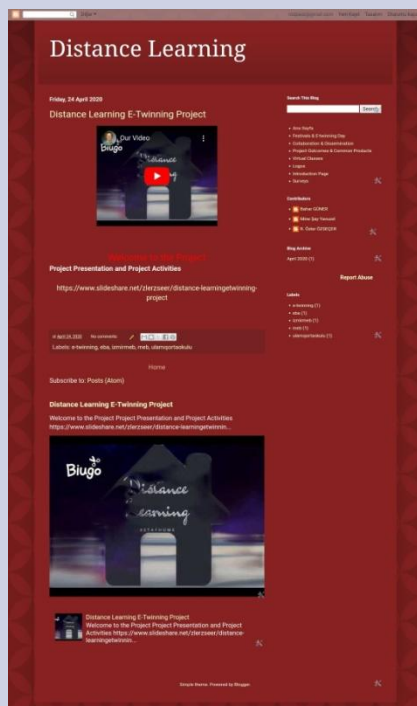
Online Magazine Series1: Traditional Sports (April, 2020)

Online Magazine Series2: Strange Animals (May, 2020)

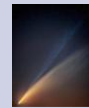




"Distance Learning" eTwinning Project had two collaborative blogs on Blogspot and a Wakelet.
<https://twinspace.etwinning.net/113005/pages/page/930861>
<https://distanceeducationetwinning.blogspot.com/>
<https://wke.lt/w/s/8egx79>



There was a very good harmony among the project teams. Teams followed each other from pages or homepage on TwinSpace, WhatsApp Groups and completed the activities in a short time with a big excitement. Webinars were made on eTwinning for project teachers.
<https://twinspace.etwinning.net/113005/pages/page/931372>



Project teachers joined Menti to create a cloud for the project. It was shown that the project was useful for the project team.

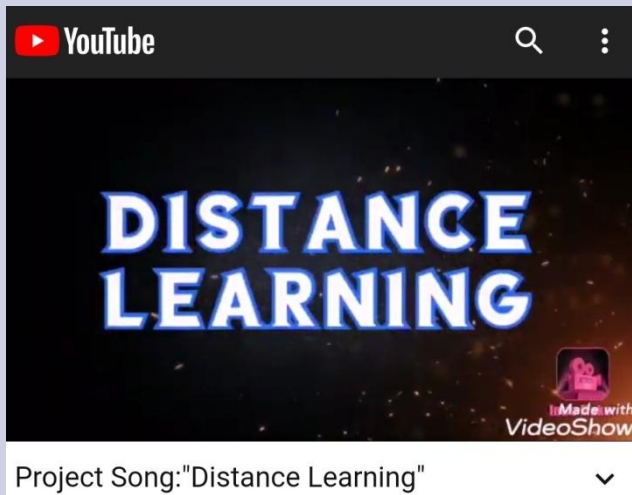
<https://twinspace.etwinning.net/113005/pages/page/923240>



"Distance Learning" eTwinning project was such a very special eTwinning project that it has its own distinctive song: "Distance Learning". Project team came together and wrote the song for the project. The project song was composed by the musician Mehmet Sümer.

<https://twinspace.etwinning.net/113005/pages/page/973690>

<https://youtu.be/ejyJ7833Rqo>



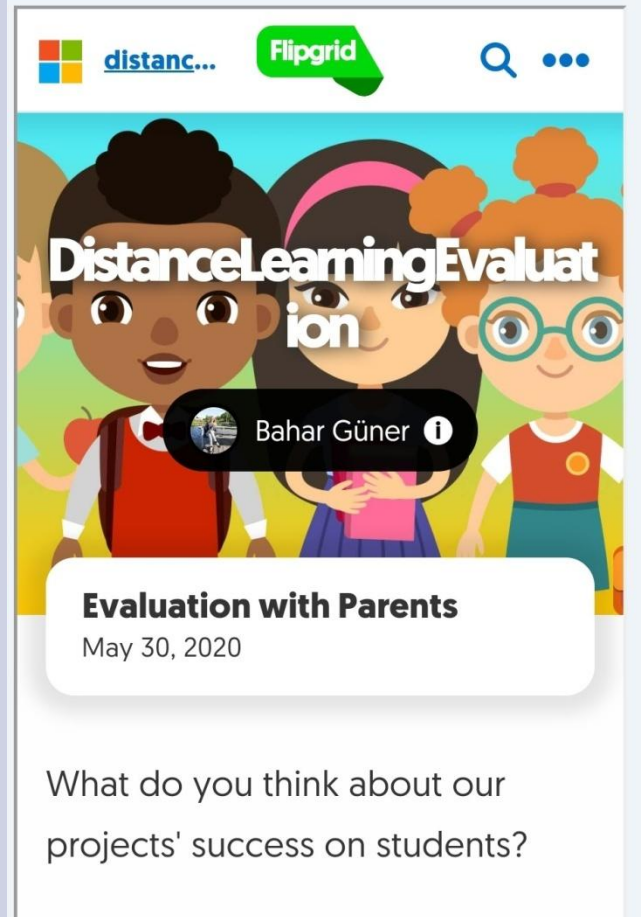
Students expressed their feelings, shared experiences about "Distance Learning" Twinning project and also joined Kahoot to make an evaluation.

<https://twinspace.etwinning.net/113005/pages/page/973624>

Finally, project parents evaluated the project.

<https://twinspace.etwinning.net/113005/pages/page/973676>

What do parents think about "Distance Learning"-eTwinning project?



The "Distance Learning" eTwinning Project news were published on Bilim Şenliği.

<https://www.bilimsenligi.com/distance-learning-etwinning-projesi-ile-ogrenciler-hem-eglendi-hem-ogrendi.html/>

<https://www.bilimsenligi.com/proje-sarkimizdistance-learning.html/>

Alongside with project activities, there were three significant online meetings. The first online meeting was made for teachers' training about distance learning tools; second online meeting was for project parents and students to give them support in hard days. The last online meeting was for the project team to say goodbye. It was so special that "Distance Learning" song was sung with the Project team and the composer of the song.

First Online Meeting was for the teachers from Europe. Asist. Prof. Dr. Tuncer Can from İstanbul Cerrahpaşa University joined the meeting and gave



an online lecture about distance learning tools.

<https://twinspace.etwinning.net/113005/pages/page/946296>



DIGITAL LEARNING TOOLS
6th May, 2020
21.30 Turkeyzone
20.30 CET
ZOOM
MEETING ID: 859-0928-8802
MEETING PASSWORD: 174862
JOIN URL: <https://EBA-GOV-TR.ZOOM.US/j/85909288802>

Assist. Prof. Dr. Tuncer Can from
İstanbul University-Cerrahpaşa

eTwinning
R. Özler ÖZSEÇER Mine ŞAY YAVUZEL
Bahar GÜNER Eleonora BURNETE Blagorodna SOTIROV Arlinda KASTRATI

Effective Methods were expressed by the psychological counsellor, Canan Akdeniz Sayılır for project students and parents to give support them with a lot of implementation, practices or suggestions at the second online meeting.

<https://twinspace.etwinning.net/113005/pages/page/963500>



Effective Methods For Students and Parents
20.05.2020
20.30 CET
21.30 TURKEYZONE
ZOOM
Meeting ID: 846-3307-4049
Password: 686959
<https://us02web.zoom.us/j/84633074049?pwd=YmsxWIRxcjJWc0YyUV5ekpsSXhpUT09>
TURKEY-ROMANIA-NORTH MACEDONIA

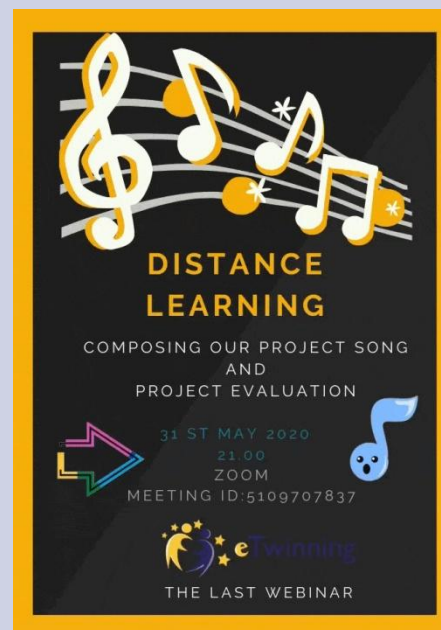
PSYCHOLOGICAL COUNSELLOR
CANAN AKDENİZ SAYILIR

eTwinning
DISTANCE LEARNING PROJECT TEAM

R. Özler ÖZSEÇER Mine ŞAY YAVUZEL Bahar GÜNER
Eleonora BURNETE Blagorodna SOTIROV Arlinda KASTRATI

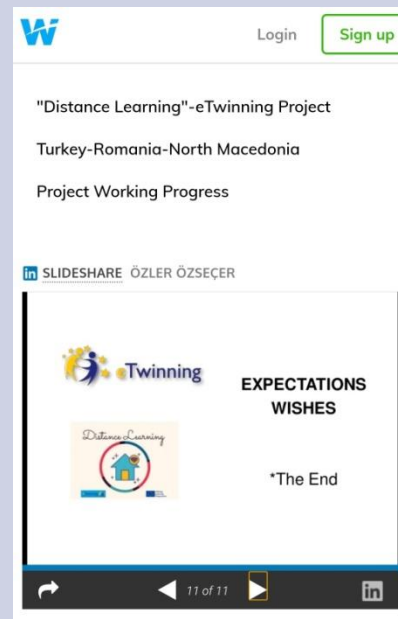
In the third online meeting for the project team, the composer of "Distance Learning" song, Mehmet Sümer also joined. All the team with the composer sang "Distance Learning" song together. After singing the song, project students evaluated the project not only in verbally but also via Kahoot.

<https://twinspace.etwinning.net/113005/pages/page/967551>



DISTANCE LEARNING
COMPOSING OUR PROJECT SONG AND PROJECT EVALUATION
31 ST MAY 2020
21.00
ZOOM
MEETING ID: 5109707837
eTwinning
THE LAST WEBINAR

It gave opportunities for both teachers and students to use 21st century skills, ensure digital literacy, share their experiences, learn new methodologies, use project-based learning, spread eTwinning.



W Login Sign up

"Distance Learning"-eTwinning Project
Turkey-Romania-North Macedonia
Project Working Progress

SLIDESHARE ÖZLER ÖZSEÇER

eTwinning EXPECTATIONS WISHES
Distance Learning
*The End

11 of 11



It would be better if “Distance Learning” were integrated from eTwinning project to Erasmus+ project so that students would get a chance to meet with their peers in the project and share their project experiences from online platforms to face-to-face activities.



Rabia Özler Özseçer is a teacher of English in İzmir, Turkey. She has been teaching English since 2001. She holds a master's degree in education management. She likes doing social, cultural and scientific projects. She has been interested in eTwinning and STEM for four years. Many of her projects have been awarded with national and European Quality Labels. Her schools, Karşıyaka İmam Hatip Secondary School and Şehit Ahmet Oruç Secondary School, were awarded with eTwinning School Label in 2019.

eTwinning Projects During the Pandemic – Sharing Personal Experiences

by Alexandra Anamaria Vlad and Iuliana Florentina Ispir

Hello! Our names are Vlad Alexandra Anamaria and Ispir Iuliana Florentina. We work as teachers in kindergarten with children between 3-4 years old. We are also active eTwinners and we have received many eTwinning quality labels and European labels. We really enjoy eTwinning projects and we want to share our experience during the pandemic.

To be honest, pandemic was challenging but because we had a permanent online contact with our kids and their parents, we got through this and we finished the activities we had planned in the projects we were involved. Those projects are Harmony Of Nature 2020 and Would be researcher.

Both of the projects were dedicated to exploring and let to know better the world that surrounds us, and because parents stayed at home with their children, we planned many nature activities for every week. Like that, every child discovered the same thing in a different way, and after taking photos or recording their experiences, the parents shared them all in our common group. From there we selected them and upload them on eTwinning platform.

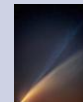
As we said, children discovered the same thing in different ways and then they learned one from another experiences. Like is said, sharing is caring.

For example, to make home rainbows in a kitchen plate, kids used colored candy or colored puffs. Kids made their own fruits and vegetables rainbows and each of one was unique, none of them used the same fruits or the same vegetables to create a rainbow. It was like a beautiful colored brainstorming in learning activity.

They used veggies to create faces or simple designs, and they were all so different. They used recycled materials to make new toys and they have been very creative and authentic.

To discover colors in nature, some of kids looked around the house after flowers, leaves, or they spilled hot water on stones and see how they really look like.

Also kids had great time during experiments which helped them understand better weather and other things from real life. For example, they made home rain in a bottle, they made volcano using baking



soda, vinegar and mud, they made colored bubbles using kitchen soap etc.

Because weather in Romania has been so unpredictable during the pandemic, kids had the opportunity to really explore the nature, so they jumped in a puddle, they smelled and admired plants, they sprayed and took care of spring plants like onion, dill, parsley, celery, etc. They observed and rescued snails when they got lost because of the rainy days, they observed and got very excited about rainbows when they first saw them on the sky, not only on their plates etc.



For the first time, the online teaching made children feel together when still being apart, and sharing their emotions, their collages, their paintings, their real experiences into the nature, learned them the importance of staying connected and also being aware about the great gifts that nature provide for us as humanity. Educational process still moved on, project activities were still developed, individually, but safe.

Children still enjoyed the learning process and gave us a great positive feedback. Even they weren't physically together, they were still working as a team, and parents played a wonderful role in this, by encouraging them and by using ICT tools for the materials we sent them and for the feedback.

We know that pandemic was something unexpected for everybody, but we are optimistic people and we try to get the best from everything. Every

eTwinning partner we had in our projects, did the same.

We all, as teachers, found the way to go on with the activities that were planned, with different adjustments in order to keep developing the joy for learning and discovering on their own (kids) and cherish the great opportunity to teach, to learn and to share our experiences on eTwinning projects (kids and teachers).



Alexandra Anamaria Vlad and Iuliana Florentina Ispir are teachers for preschool education at Școala Gimnazială nr. 4, Grădinița cu Program Prelungit "Dumbrava minunată" in Râmnicu Vâlcea, Romania, and they have been working together for five years, at the "Piticii Năzdrăvani" group. With a length of service of 21 years (Iuliana) and 10 years (Alexandra), the collaboration activity in class and in eTwinning is mainly due to the family connection - Alexandra is Iuliana's niece.



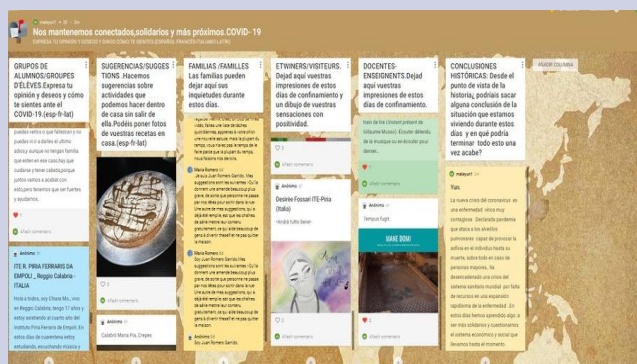
Role Models "Genios y figuras en una Europa igualitaria" - Promoting Common Values in eTwinning

by Clara Elizabeth Baez

<https://twinspace.etwinning.net/95939/home>

The idea of this project stems from the framework of the "Role Models" initiative, which falls within the measures of the European Commission, to support Member States in order to combat radicalization and social discrimination leading to violent extremism, through figures of positive reference. In this way education and culture manifest themselves as a fundamental facilitator for social integration and cohesion, as part of the solution to the problem of violence and social discrimination.

The transformation of the difficulties encountered during life into moments of growth and social redemption, have as their object the promotion of social and European values among young people. Our project "Genios y figuras en una Europa igualitaria" in this perspective aims, through a process of consciousness, to involve our pupils in first person to be aware of the reality around them and to become active and resilient European citizens.



To allow our learners to think deeply about the process and to enhance their decisions making the approach used was CBL: Challenge based learning, an active methodology in which students take the reins of their learning with a critical, reflective and civic attitude. From curiosity and analysis of the reality that surrounds them, pupils try to find a solution to a specific situation / problem. Both students and teachers can demonstrate that learning can be engaging and meaningful. The bases for it were: first the decision on the theme. Illustrated the generic theme a research was carried out from different points of view in order to deepen, clarify, motivate and involve the pupils in a challenge that we can define as social.

In our project we have addressed: diversity, human rights, inclusion, the fight against discrimination, immigration, violence against women, with the aim of developing the theme of values in general and European in particular. We start with brainstorming and formulation of questions: after choosing the theme, the point was made in order to make the pupils think and to argument with a list of ideas to focus the question that had to reflect their interest and possible social needs with the related proposals for improvement (we organize several threads in the forum). From there arises the proposal of the challenge. After we develop the challenge through questions, activities and resources an attempt was made to find the most suitable solution to the problem. In this phase, ICT plays a very important role in the search for information (forum of international pupil groups) and the development of collaborative products such as the Kahoot, the stories, the photography contest and the active campaigns carried out by the pupils. We pass to the verification in context- the effectiveness of the chosen solution has been verified in real situations - with evaluation and self-evaluation made by the pupil, at the end we disseminate the work done in social network (Facebook, Twitter) blog and websites.

<https://pedagogiainclusivaya.blogspot.com/search/label/%23YOMECOMPROMETO>





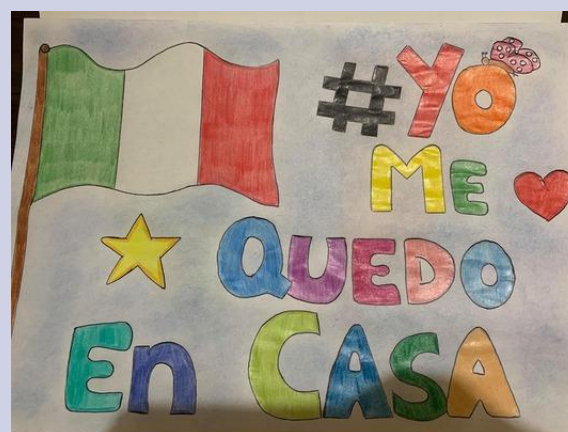
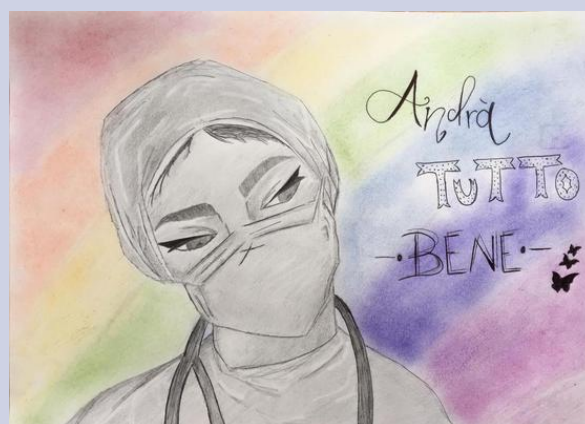
This project, between Spain and Italy in Spanish, allows sensitizing pupils and teachers on the fundamental values of society through a motivating and innovative methodology. Working side by side with other teachers, in a European team, gives a new breath to teaching and ethic. The certainties of going towards the right path can be seen from the new role that one has to play: the teacher collaborates with the pupils alongside them also in particular and delicate moments of their life. Working during the pandemic period led the class group and teachers to have a new and different experience thanks to eTwinning, I would say more profound. We were aware of the importance of what we were doing and being next to each other was very important. Improving the learning methodology for challenges has meant that the role of pupils in their learning process has been active and central, also it was possible to improve their self-esteem. To achieve the goals is very important to organize and to do everything together and in perfect synergy. With the cofounder, professor María Jesús Yun Trujillo of IES Ribera del Bullaque of Porzuna (Spain), we develop the online environment, our TwinSpace, and activities in perfect harmony.





With this project we have managed to improve the aspects of evaluation and collaborative work in different areas, also regarding the use of ICT, education in European culture and values, focusing on equality in the defence of human rights in its different ways. We encourage a new study methodology in a real situation and the reflection on the activities proposed through the comments

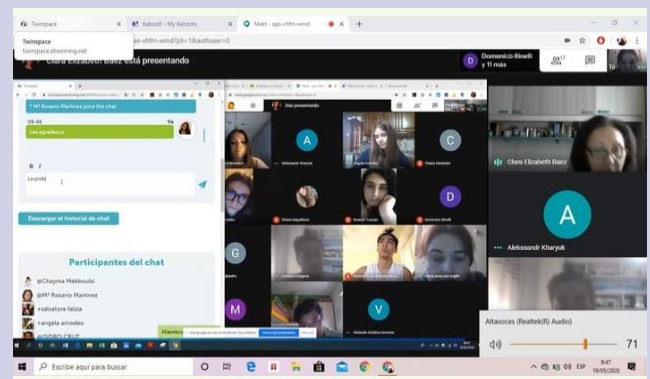
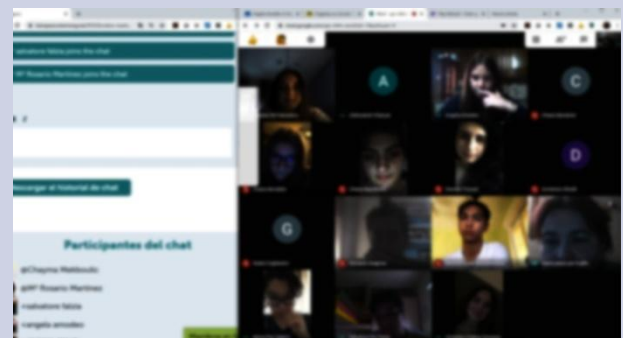
among the different pupils (in the forum, chats, meeting online). At the end of the school course and eTwinning project, the identified role models were those who helped all the people in the world during the period of COVID 19: nurses, doctors, cleaning workers, surveillance and supermarket employees. Life protagonists who help to inspire them, examples that encourage and aid students to deal with, to have a positive behaviour and to be an active citizen.





The close collaboration, and coordination with professor Maria Jesús Yun, was especially fruitful, the continued communication allowed to arise our aims in that special moment. Many activities were organised: at the beginning the presentation of the members; recreational / educational workshop; "United in Diversity" photography competition; workshops for equality and inclusive citizenship; development of physical and digital products; active campaign #Yo me comprometo and #WeRemember27E. Animation / debate workshop: "Genios y figuras inspiradoras"; viewing of video (experience of an immigrant) invitation / collaboration (inspiring figure); collaborative Kahoot on diversity and drawing of the role models individuated. Our final product was a collaborative ebook containing all the stories that arise from the experience seen, lived and codified by the mixed groups in the particular moment of the pandemic. <https://www.flipsnack.com/yunot/genios-y-figuras.html>

Spanish teacher (in Meet of my Classroom) they have reflected, reasoned and discussed about their everyday life, their feeling and what to do together to find the protagonist of the ebooks and with the teacher. We have organized the chat and in parallel my students and me met in Meet so it was possible to be together and after I invite the European companions in Meet (of my virtual classroom). It was very motivating to understand that we had become a true European class, with the same problems and concerns and thanks to the numerous online meetings and eTwinning that we achieved it: we understood the importance to share experiences that motivate to overcome everyday challenges and the value of unity in remote teaching and learning within eTwinning. <https://youtu.be/iU2fgsVpR0>



Clara Elizabeth Baez was born in Montevideo Uruguay. She is a Spanish teacher in Reggio Calabria, in the South of Italy. She has been an eTwinning Ambassador since 2009. She is also a mentor, a teacher trainer and a representative for the region Calabria in the "RosaDigitale week" international manifestation for gender equal opportunities in technology. She has authored several didactic articles in Spanish.

Meetings online:

https://www.youtube.com/watch?time_continue=4&v=xGZNIAU7wUw&feature=emb_logo

Especially during the COVID period, the pupils of the two schools met in the chat of the TwinSpace, also we have meetings online with students and the



Easy Peasy Math

by Anamaria Corina Golumbeanu

Easy Peasy Math

(<https://twinspace.etwinning.net/95900/home>) is an eTwinning project initiated by Prof. Damla Güder from Turkey, our school being a partner with partners from Spain, Bosnia and Herzegovina, Serbia and Bulgaria.

In short, in this project, we set out to do the math we loved in a different way than the traditional one in which students developed their key skills. Project-based learning and e-learning-based learning were included as procedural resources.

The first activity aimed to create a motivational corner. All students created posters. The most representative were displayed on a thematic panel and posted on the page corresponding to the activity on TwinSpace

<https://twinspace.etwinning.net/95900/pages/page/719170>.

These posters not only have the role of beautifying the walls of the classroom but also to be an exhortation to math classes and others. Thus, every time these posters are viewed, they are an incentive to be active in the classroom, having a role in strengthening the motivation to learn.

The next activity aimed to use art to understand certain concepts and phenomena. It was Van Gogh's work that illustrated to students the mystery of the mathematics of motion. In this activity were presented the works of the great painter. Windows Movie Maker was used for this. Thus they observed how the fluid movement of matter and light was captured in Van Gogh's works of art. The activity ended with a practical moment in which the students also created similar works. All the students' drawings were inserted in a video made with Adobe Spark

<https://twinspace.etwinning.net/95900/pages/page/719172>.

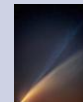
Through this activity, the connection between art and mathematics, between concrete and abstract, was highlighted.

An engaging activity was the logo contest. Students created logos using <https://www.brandcrowd.com/> and <https://www.logomaker.com/>. The students chose the most representative logo they proposed for the contest. Then they voted. The web 2.0 tool <https://www.tricider.com/> was used for voting. The winner is the logo created by Marija from Serbia.



The Tarsia Puzzle Game activity was an activity in which students created individual Tarsia type games with mathematical content. Then they exchanged games with each other and played with these games. All students participated by creating games adapted to their level of knowledge. Through this game, students have strengthened their ability to operate with fractions.





Games are well known as attractive ways learning, improving and consolidating knowledge, especially through their repetitive nature.

Another game was CRAM GAME, a game created using <https://www.cram.com>. This game was especially appreciated by students especially because it was available on the interactive whiteboard. The whole class participated, the atmosphere per hour being very lively. With such games you can recap, improve and consolidate various notions, you can improve various operating skills. The created games and demonstration videos were posted in twinspace, thus creating a unique exchange of experience between the project partners <https://twinspace.etwinning.net/95900/pages/page/754626>.

Tessellation, Origin of Numbers, Women Mathematicians, Math Crafts, Mathematics and computer games were other particularly attractive activities that the students enjoyed participating in.

Due to the pandemic, the students also created informative posters about the COVID-19 virus and especially about the rules to follow to prevent the disease. With these informative posters, an exhibition was made in the school hall and a video using Adobe Spark <https://twinspace.etwinning.net/95900/pages/page/930268>.

I consider that the participation of students in such projects is beneficial. Thus, students develop their teamwork skills, the spirit of fair play along with math skills, communication in a foreign language and ICT skills.



Anamaria Corina Golumbeanu is a math teacher at "Ion Țuculescu" Secondary School in Craiova, Romania. She is an awarded Etwinner interested in Applied Math, New Technology, Environment and Sustainable Development.

Getting Familiar with STEM through the eTwinning Project "STEM ON BOARD"

by Irene Papadopetraki

Introduction



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. The Obama administration announced the 2009 "Educate to Innovate" campaign to motivate and inspire students to excel in STEM subjects. What separates STEM from the traditional science and math education is the blended learning environment and showing students how the scientific method can be applied to everyday life. It teaches students computational thinking and focuses on the real world applications of problem solving. Also, it develops critical thinking and work in a team, as well as basic coding skills. Finally, it introduces themselves to automation, combining science, mathematics, engineering and technology.

That's what our project "**STEM ON BOARD**" aimed to achieve.

Through this project, 5 primary and secondary schools from Greece, Lithuania and Turkey implemented innovative activities to introduce their students to the basics of STEM knowledge.

This project complements the curriculum and is not taught at any level of the compulsory education.

The activities were organized around three THEMES:

1. SAFETY IN THE CITY
2. RECYCLE
3. CLIMATE CHANGE



The main project activities

Collaboration was evident during the whole project. The students were involved in authentic collaborative activities. They started with gaining basic knowledge about STEM, exploring **LEGO WEDO 2.0** and participating in intra-schools' challenges with the construction of a HeRobot (project robot).



They communicated through the forum of the eTwinning platform, they uploaded their avatars, whereas they made Christmas cards for their mates using coding tools. They played quizzes and games which were created by their teachers as well as by their partner-schools' classmates. The goal was to make them realize how to build and operate an integrated robotic construction (advanced programming, algorithm thinking), as well as to develop critical thinking and work in a team. They also participated in the CodeWeek, the CodeWeek4All Challenge, the Hour of Code with fun activities about computers' logic, Artificial Intelligence and programming with Scratch. Learning through games proved itself as an excellent idea. They also got the **Code Week Certificate of Excellence**.



As well as the **first THEME** was concerned, students came up with many ideas: a group designed and constructed an aerial bridge in front of a school using Lego WeDo 2.0 parts, whereas a robot car crossed that bridge, another group travelled around the city with a Bee Bot, another group took interviews from their family members, drivers and the people around about city safety and another group constructed a crosswalk, for students to go safely to their school.



Finally, all students prepared a collaborative presentation regarding School Safety. Through this activity, they realized how to solve problems by using critical thinking skills, how to collaborate with others in a team-oriented environment and finally how to embrace new technologies in an increasingly tech-centered world.

The **second THEME** about recycling was really innovative and helped them acquire a responsible ecological attitude, knowledge and values that would allow them to be active citizens in a future sustainable society. All students found images and articles regarding recycling problems and came up with a collaborative Scratch Game, with the HeRobot trying to collect all electronic waste.





During the schools' lockdown due to the COVID-19, our students still continued to collaborate using collaborative Web2 tools. They created an online storytelling, "Coronavirus", using the StoryJumper tool. The students shared their own experiences on how life was before and during the Coronavirus period. Moreover, they made a COVID-19 avatar with LEGO in order to defeat the virus and return healthy.

They also collaborated on the **third THEME**, by creating avatars with voice (using Voki Web 2.0 tool), in order to send their message about the Climate change.



Finally, since Greek students returned to school, they had the idea of creating a flipbook full of word clouds with STEM! In that way, they fully understood the meaning of STEM in a playful way!

Dissemination activities

We worked intensively on the dissemination in our schools in order to motivate other teachers and school staff to join eTwinning. The boards in our classrooms and school corridors were decorated. Schools used their school websites to publish articles about the main project activities on their mother tongues and in this way we had a complete overview of activities from our schools in native languages. Many partners published articles on the national portals for education in their countries and the local news portals.

Our project participated in the European STEM **Discovery Campaign 2020 Scientix** and has been selected as one of the two Greek winners of the STEM Discovery Campaign 2020 Scientix competition. Therefore, it will be presented to the Scientix Science Projects Workshop (SPWs) in the

Future Classroom Lab in Brussels, by the partner of the project Stavroula Skiada (8th P.S. of Nea Filadelfeia).

Also, 'STEM ON BOARD' in 8th P.S. of Kifissia, was awarded with two distinctions (Best Lesson Plan and Best Student Creation) in the **Hellenic Competition Bravo Schools 2020** which aimed at highlighting the most integrated educational approaches on social responsibility issues related to the 17 UN Global Sustainable Development Goals. In that way, 8th P.S. of Kifissia gained the privilege to be part of the ONLINE SCHOOL INSTITUTIONS NETWORK for the 17 SGDs Schools Club in action, a great Global Network of Schools.



Conclusion

The results of the project were particularly positive for both the students and the participating teachers, as they all collaborated constructively with each other, exchanged ideas and opinions, gained new knowledge and attitudes about STEM Knowledge. The project had positive results for all participants: students had the opportunity to collaborate with alternative teaching techniques, to show talents of their creativity and skills, to acquire necessary digital skills, to be involved in real problem solving and acquire this way a good understanding of STEM, whereas teachers had great benefits and improved their professional development as they collaborated, exchanged ideas, knowledge and techniques.

The dissemination of the project (schools' corners, schools' websites, the TwinSpace, eTwinning Live Events, conferences and competitions, publications to educational and news portals) had also a significant impact in the wider school community. During the whole project, all the teachers were constantly learning about STEM, by participating in



MOOCs, webinars and learning events. For the students it was especially interesting, because during the project they discovered that STEM pervades every part of their lives. Making math and science both fun and interesting helped all students to do much more than just learn. With "STEM ON BOARD" students will hopefully spark a passion for a future career in a STEM field! STEM activities provide hands-on and minds-on lessons for every student.

At the end of the project we collaborated on the project evaluation. The evaluation was carried out by an online questionnaire among project participants, both for students and for teachers. Teachers used the TwinSpace Forum and worked together to prepare questions and the evaluation questionnaires were completed by students and teachers, which is another proof that we have successfully collaborated to the end of the project. We also promoted the concept of eTwinning and presented this project in our schools, published articles on school websites and national educational portals. Each school reported regularly on their progress via TwinSpace, whereas we shared some activities on Twitter and on Facebook.

Link of the project:

<https://twinspace.etwinning.net/93017/home>



Irene Papadopetraki has been an IT teacher for the Greek Ministry of Education, Research and Religious Affairs since 2005. She has graduated Athens University of Economics and Business, Department of Informatics-School of Information, Sciences & Technologies, and holds an MBA from the same university. She has been active in eTwinning since 2016.

Reading Together - Friendship Advice from the Little Prince

by Julianna Szabó

Making friends can be a challenge for any child. The Little Prince by Antoine de Saint-Exupéry is a magical book about the importance of friendship. That's why we happily accepted the "Follow the Little Prince" project

<https://twinspace.etwinning.net/90694/home>, which aims to help children to understand, to make, and to maintain friendships. The Little Prince helps to explore issues of friendship and opens the door to conversation.



The project, which took place in the first semester of the 2019-2020 school year, was addressed to students aged 7-11. The participants were from 18 countries, through an innovative approach, tried to make the usual learning process as attractive as possible. The project is based on the famous novel The Little Prince by Antoine de Saint-Exupéry. We set out to celebrate European Day of Languages and, through the characters, to explore some moral values such as friendship, trust and sincerity. The students involved in the project, interpreting the story of the Little Prince, made original creations in their mother tongue, therefore they discovered the similarities and differences between languages by the works of the partners. Our students did a lot of work with mixed country teams. They also prepared joint celebration cards for the New Year celebrations. We have turned the Little Prince book that the children love all over the world into a Universal Common Book in 17 different languages.



The project - in terms of general and specific competencies, as well as content - is an integral part of the curriculum for curricular areas or school subjects. The students' activities: completing the initial survey and evaluation questionnaire, marking our school on the map, drawing logos <https://youtu.be/Ud8x9GPwyDs> and characters, poem writing, reading the novel The Little Prince, characterization <https://youtu.be/2yxmK-7xPR4>, Sand Art with content related to the Little Prince, writing messages, selecting background music for videos, uploading materials to TwinSpace, decision making, democratic voting, group cooperation for solving work tasks.

This project advantaged the development of interest in reading, developed the ability to provide constructive feedback and respect for European diversity. Besides, it developed the creativity, communication skills, information gathering skills, collaboration, the decision-making and mutual respect, digital skills, cooperation with other students to solve work tasks.



All teachers constantly communicated through the eTwinning platform, both to get to know each other better and to share their opinions on how they work and the activities they carry out. They communicated directly with the other partners, using the social networking page Facebook, through messages on the Teachers' Space and TwinMail, obtaining support or encouragement.

The students participated with curiosity in the events organized by the European Day of Languages and CodeWeek. Every week we followed together the Project Journal, they watched with great interest the images and videos made by the partner schools. TwinSpace accounts have been created for students. Students and their families had the opportunity to view, listen, comment on the work of students participating in the project. We uploaded some material together on the TwinSpace.

Our project also included transnational online meeting between students and their teachers <https://youtu.be/qozodhIJ2VM>, which was an exciting experience for us.

MIXED COUNTRY GROUP





GROUP 1

THE LITTLE PRINCE

Ecrin G

Olivér G Richard

Ana

Tuğra Dejvi

Azranur50

Lois

Bíborka

Rajab

Claudiu Mehmet Miroslav

Marta

MENTOR TEACHER

Julianna Szabo



The "Follow the Little Prince" project was a valuable experience of collaboration and innovative learning. Students' participation in activities has contributed to improving communication skills, increasing interest in reading, developing digital skills, increasing motivation. The students read the book with great pleasure and interest and made wonderful creations. The most captivating activities for children were the activities in groups of mixed countries, which has allowed the students to reflect on what they read about the relationships. The students had the opportunity, interpreting the creations of partners from all over Europe, to discover the similarities and differences between languages. As a teacher, I improved my English language skills, my skills in using Web 2.0 tools, I benefited from a multitude of new ideas, which I used in my class. Together with the teachers involved in the project we made friends, consulted, and helped each other. The activities of the project confirm the fact that the Little Prince and his message speak just as strongly to the hearts of today's children.

The Little Prince Travels-Our Map

<https://bit.ly/2OyrHjg>

Students' Activity Book of "What's in that Hat?"

<https://bit.ly/2DRIMIX>

Game Bank:

<https://followthelittleprinceplay.weebly.com/>



Julianna Szabó is a primary school teacher at Liceul Tehnologic Petőfi Sándor – an eTwinning School – in Dănești, Harghita county, Romania.



Our collaborative products

Project Blog

<https://followthelittleprinceproject.blogspot.com/>

Our Poetry Book: <https://bit.ly/3jjGBrx>

Picture Dictionary: <https://bit.ly/2OFzVGd>

Students' Activity Book - Mixed Country Groups:

<https://bit.ly/2ZEhpEz>

The creations of the group "The Little Prince":

<https://bit.ly/32uhbSq>

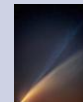
Our love for the Little Prince in 17 languages:

<https://bit.ly/3fKJ8sE>

Universal Common Book in 17 different languages:

<https://bit.ly/39g5XSH>

Collaborative New Year card of mixed country groups: <https://bit.ly/32v2ZZ5>



eTwinning Project "On the Road of Code"

by Cira Serio

The "On the road of code" project is based on the idea that learning can be fun, enjoyable and stimulating. The creative game based learning is at the core of the methodology we applied in the project as well as mutual respect, teamwork, collaboration and commitment. We used ICT and Coding as creative tools to make primary school subjects more interesting and enjoyable for the students and to develop the 21st century skills.

Through the game students develop their imagination, fantasy, invent stories and settings, find friends, share experiences. While playing students discover and develop their talents and abilities.

With this assumption we offered the students a tool that allows them to decide, choose, act and interact with the complex world of learning and relationships. In the game creativity and collaboration are increased on both cognitive and practical aspect linking the theory and the practice. The Game is also a fundamental and effective pedagogical tool for teaching students how to overcome and manage conflicts which often appears both in the game and in the real life.

The project "On the road of code" aims to increase the sense of responsibility in the pupils as well as their creativity because "one learns as a child to grow up" and "all adults have been children once". Creativity helps us understand that there is not just one way of thinking. Creativity is thinking outside the box and being able to see new horizons where nobody else can see them. Through creative coding tasks students learn that the way of knowledge is endless and while learning we can face some obstacles and risks, make errors, repair them (debugging), try again until we find the solution of the problem.

We propose students some basic coding activities relevant to their age and their previous knowledge on coding. The entire structure of the project is designed to be stable, but becoming progressively complicated according to the methodology Think - Create - Improve.

The project intends to offer a level path just like in video games. Students have to complete one level in order to proceed to the next one. Each level includes a mission to be carried out by a character who, reaching a goal, progresses in his abilities. We start by learning to create simple algorithms with

unplugged activities and then transform the algorithm into code using kids' coding online platforms and robots.



As a team, who has been working together in several eTwinning projects, we think as essential to involve parents in project activities. That's why one of our levels includes the active participation of families that help their children to create robots with recycled material.



We agree with Mitchel Resnick who says: "In the process of learning the code, people learn many other things. They are not only learning to program, they are planning to learn". That's why, when we planned the project tasks, we aimed at:

- creating an interdisciplinary learning environment;
- understanding the basics of coding with the development of simple and effective algorithms
- developing a strong sense of responsibility, belonging to a bigger community and active citizenship;



- developing students' imagination and creativity;
- improving their language and digital competence;
- improving students' mathematical-logical and scientific skills;
- developing computational thinking and problem solving skills;
- increasing students' ability to analyze, simplify and organize information in order to solve a problem in a simple and optimal way.
- helping students to develop their ability to concentrate and to manage their own learning, to be autonomous learners;
- developing their mathematical-logical and scientific skills
- encouraging curiosity and motivation



With this article I would like to thank all the partners of the eTwinning "Wonderland" project Winner of the European Award in the 7-11 years category.



Thanks to eTwinning 5 years ago I had the great fortune to meet the best partners you could wish for, Irena Raykova, Rangel Pantaleev and Renata Večerková, who immediately became my siblings. Our perfect harmony has allowed us to manage

many eTwinning projects that have achieved great recognition at national and European level up to the recognition of the European Award with "Wonderland".

"A friend is forever! And eTwinning will be forever in our hearts!"

I would like to thank my Teaching Coordinator Loredana Ursini for always believing in me and this has allowed me to grow professionally and humanely and for this I will be forever grateful to her. Thank you, also for always believing in eTwinning projects too, thanks to its constant support every eTwinning project has turned into a success for our school.

From the bottom of my heart I also thank CSS and the European Commission on behalf of my partners for this prestigious award and for the beautiful congratulatory films:

- https://youtu.be/PoOw_Mqy_6k
- <https://youtu.be/ijG3Ci6qBQ8>

Our partnership goes beyond the frames of "project partners". Thanks to eTwinning, we learnt a lot from each other and developed our professional skills. In the project "Wonderland" we joined our efforts to turn TwinSpace into a collaborative and positive learning environment where our students were involved in common lessons as one international class. Every student was welcomed in this class, every student got support. The Bulgarian partners, Rangel Panteleev and me - Irena Raykova also would like to thanks our partners for all these years of shared hard enthusiastic work, CSS and the European Commission for the recognition of our project. We realize that eTwinning way of teaching and studying is the future of the education. We are happy to be a part of the biggest and the most creative community in Europe.

Joining eTwinning was one of the best things in my professional life. Owing to eTwinning I had an opportunity to meet my fantastic partners, learn from them and gain new teaching skills as well as enhance my command of IT to a greater extent. Collaborating on eTwinning projects with them showed me a new way of teaching and I strongly believe that that is the best way I can teach my students. Wonderland proves how much we gained due to eTwinning and I would like to express my deepest gratitude to the Central Support Service in Brussels and the European Commission for the recognition of our project.



I would like to thank my partners for their collaboration, help and support and also our students for their enthusiasm, creativity and hard work. I appreciate the help and support from the school headmaster, my colleagues and students' families because eTwinning is not only about international collaboration, but also about collaboration within schools, classes and groups of students. People are united via eTwinning and it helps them grow. Thank you, eTwinning



The project team:

Loredana Ursini, eTwinning ambassador, ICT Coordinator at Primary School "San Tarcisio - Bimbi Lieti", Ercolano (NA), Italy

Angela Infante, eTwinning ambassador, ICT Coordinator at Primary School "San Tarcisio - Bimbi Lieti", Ercolano (NA), Italy

Cira Serio, eTwinning ambassador, ICT Coordinator at Primary School "San Tarcisio - Bimbi Lieti", Ercolano (NA), Italy

Irena Raykova, eTwinning ambassador, primary and English teacher at 137th Secondary School "Angel Kanchev", Sofia, Bulgaria

Renata Večerková, English teacher at Elementary school Komenského náměstí 440, Kroměříž, Czech Republic

Rangel Pantaleev, primary teacher at Secondary school "St. Ivan Rilski", Sofia, Bulgaria



Cira Serio is the ICT coordinator of the "San Tarcisio - Bimbi Lieti" elementary school in Ercolano, near Naples, Italy. In 2016 she became an eTwinning Italy Ambassador and she really likes sharing her experiences and knowledge by offering support and collaboration. The use of ICT has always been, for her, the best form of expression and communication.

(STEM) Everyway that We Can

by Diana Gheorghe

STEM is an educational concept based on the integrated approach of four fields of science, technology, engineering and mathematics that helps students understand abstract concepts through experimentation and play. What differentiates STEM from traditional education is cohesive, blended learning that develops critical thinking in students and focuses on problem solving by applying real-life solutions. STEM is an active, applied, constructivist method of "learning by doing" where the student will in turn be a scientist or engineer: observing, asking questions, formulating ideas, hypotheses, experimenting and putting into practice what he discovers, formulating and conveying the conclusions.

Through the eTwinning (STEM) project everyway that we can we have developed activities to develop STEM skills in 4th grade students.

The objectives pursued within the project are:

- Developing the skills of the 21st century
- Solving problems encountered for the first time in a traditional and innovative way
- Collaboration and cooperation with team members regardless of culture, civilization
- Trying new approaches to innovation and invention, designing new products
- Creating new and valuable ideas

The project brought together teachers and students from Lithuania, Serbia, Albania, Romania, Greece, Italy, Ukraine, Portugal, Azerbaijan and Turkey. The target group were primary school students from partner schools.

At the beginning of the project, we created videos presenting the school, the locality where we live, logos and posters, and after the voting, the logo of the project was established as the winner, the one made by us. During the webinars we interacted with the partners establishing the project activities for each month such as:

- Activities carried out within the EU Code week 2019 program: scratch and coloring by codes, and the realized character came to life with the Chatter kids application
- Outdoor STEM activities: I planted trees (2 thuja and an oak) in the school park
- Making and sending postcard partner schools on the occasion of the winter holidays
- Activities based on climate change and global warming: discussions based on the text studied in Romanian language and literature, causes, effects,



watching videos, making posters and displaying them in the school lobby, role-playing game "From the reporter".

Interview:

What do you think about Global warming and climate change? How can we help fight it?



- Making a book with the story jumper "Adventures of earth, water and air" in collaboration with other partners

(<https://www.storyjumper.com/book/showframe/76261505/-STEM-EVERYWAY-THAT-WE-CAN#page/1>)

- Activities carried out during the COVID-19 pandemic: making masks, washing hands properly, preparing dishes specific to partner countries, presenting a book read, were small engineers building with materials at hand that we missed the classroom.



- Creating an acrostic poem in collaboration starting from the title of the project; one representative of each partner school was filmed saying a verse so that in the end a film could be made that would complete the acrostic.
- Project evaluation by completing questionnaires.

Although this school year was a unique one, each country going through the school closure period due to the spread of the COVID-19 virus, the project activities continued in the "home school".

The expected and successfully achieved results were for students:

- Detail, analyze and evaluate their own ideas to develop and maximize creative efforts.
- Clarify different perspectives and identify and ask important questions that lead to better solutions.
- Communicate effectively in English.
- Appropriate use of digital technologies to manage, associate, evaluate, create and access information.
- Respect cultural differences and work effectively with people from different social and cultural backgrounds.
- Take advantage of social and cultural differences to create new ideas and improve both innovation and quality.



- Create a body of knowledge by actively exploring real-world problems and issues, developing ideas and theories, focusing on answers and solutions.

Such projects prepare the students for the future, improves students' motivation, contribute to the development of cognitive skills, problem solving and the stimulation of critical thinking, as well as the formation of the skills needed to obtain and maintain a profession in the 21st century.



Diana Gheorghe is a primary school teacher at Școala George Emil Palade in Ploiești, Romania and a Scientix and "Îndreptar Digital" Ambassador.

Using Music and Art within a Collaborative International Project

by Diana Linford

This article showcases two collaborative projects based on books, with details about how similar creative projects can be easily designed. These projects were both collaborations between pupils at Eastburn Junior and Infant School, England and Szkoła Podstawowa nr 9 im. Mikołaja Kopernika, Dzierżoniów, Poland. In both projects, pupils researched a period of their common history and created collaborative musical and artistic outcomes. In these projects, music and art were used creatively to describe events and moods. This article will explain how this idea can be used with many different topics to bring a creative and collaborative element into international projects.

Music has been used descriptively by many composers – to conjure up impressions of places, emotions, people, animals... Examples which can be used in school with pupils to explore this idea include Finlandia by Sibelius, Vltava by Smetana, The carnival of the animals by Saint-Saëns, Peter and the wolf by Prokofiev... Music is often held to be an international language and it is a very effective medium to use within eTwinning projects as no language is needed for communication.

Wojtek the Soldier Bear

The first project, [Wojtek the Soldier Bear](#) was based on a book about a bear adopted by Polish soldiers in World War II, 'Wojtek the Bear, Polish War Hero' by Aileen Orr.

Pupils in both schools read the story of the soldier bear. Additional research was carried out into this historical period, including a joint lesson on Blendspace and a quiz. There was a competition to design a logo and all pupils voted for their favourite design.





The research included pupils interviewing grandparents about their memories of the war and these were exchanged on the TwinSpace. This also led to discussions about migration and about how newcomers are welcomed to our school or country. Pupils continued to keep in touch throughout the year by exchanging letters and bookmarks. Pupils in Poland also wrote to the author of the book about the project.

For the creative part of the project, pupils selected a number of episodes in the story of the life of the bear. Pupils in England created a suite of music to describe these, thinking about the mood of each episode and how to create this in the structure of their piece and choice of instruments. They composed their pieces collaboratively in groups over the course of several weeks. Part of the process involved the performance of the work in progress to the rest of the class for constructive criticism. Once complete, the pieces were recorded and shared via the TwinSpace. A video call was held to discuss the project which gave the English pupils the opportunity to play their music to a live audience. These pieces were illustrated by the pupils in Poland. The pictures and music were combined to make a collaborative [video](#). Another outcome of this project is a stand alone [website](#).

The project won the National eTwinning Award in Poland in the 'Cultural Heritage' category in 2018 and was Highly Commended in the UK eTwinning awards in 2017. It was featured in the 2018 eTwinning [book](#): 'Learning from the past, designing our future: Europe's cultural heritage through eTwinning' (p19) on the European Commission [website](#) and in the EU publication '[Erasmus+ Enriching our cultural heritage](#).' (p53).

The Battle of Britain

The second project, [The Battle of Britain](#), took a similar format. The book and film 'Goodnight Mr Tom' by Michelle Magorian were used as a starting point for research about World War II.

The pupils selected episodes from the story. Polish pupils designed logos and all pupils voted for their favourite.

Over the course of half a term, the English pupils created a suite of music based around these episodes, taking into consideration the mood of the pieces they were creating. The process included feedback from their classmates with comments about possible improvements. Once these were completed, the pupils performed the music during a live video call with their Polish peers. The music

was recorded and shared via the TwinSpace. The Polish pupils created illustrations for the music. Pupils also researched the history of the time and were interested to find out about the role of women during the war in different countries in Europe. Again, a collaborative [video](#) was made from the music and pictures and a [website](#) was constructed as a lasting legacy. The video was shown to the parents during a concert in the English school, with an explanation and introduction from some of the pupils. The Polish pupils researched the Polish 303 Squadron and shared their learning on the TwinSpace. A second video call was held at the end of the project, when pupils reflected on their learning and sang 'The white cliffs of Dover' together.



This project was awarded European Quality Labels and a national eTwinning prize in England in 2019. The judge commented: "This project has been approached in a very commendable way using class members' own backgrounds to help focus the context and make their contribution central to the project. Clearly displayed within the project is creativity, collaboration and the celebration of a common historical time. A very well constructed TwinSpace and website provides a resource and legacy for this highly proficient eTwinning project."

Planning a similar creative project

Here are some suggested steps if for replicating the collaborative creative elements of these projects. It does not necessarily have to be about history!

Use a text or story which has a number of episodes or divide the subject matter into distinct sections. The pupils choose which episodes/sections to use (this can be done collaboratively by pupils in both schools).



For the music:

- Introduce the topic by exploring the way music has been used descriptively by a number of composers.
- Divide the class into groups with one group taking each episode.
- Pupils decide on the mood of their piece and select appropriate instruments.
- Allow sufficient time for the pupils to create their piece of music, working in their groups. Include time for them to play their work in progress to the rest of the class for constructive feedback (what is good and why, what could be even better). The pupils then refine and improve their work, based on the feedback.
- Perform the finished pieces to the rest of the class.
- Record the pieces.
- Share with the other school - maybe live on a video call! Perform it to the rest of the school.

For the pictures:

- Pupils listen to the music and select which episode they wish to illustrate.
- Pupils draft their designs and give feedback on the work of their peers.
- Complete the designs and share with the other school on the TwinSpace.
- Put the music together with pictures and share as a video, for example via YouTube. Upload the link into the TwinSpace.

Teacher co-ordinators for both projects were:

- ✓ Diana Linford, Eastburn Junior and Infant School, England
- ✓ Anna Szczepaniak, Szkoła Podstawowa nr 9 im. Mikołaja Kopernika, Dzierżoniów, Poland



Diana Linford is a primary school teacher in the north of England, specialising in Music and French. She is an eTwinning Ambassador.

eTwinning Project "An Agora for Europe": Tenacity and Resilience

by Françoise Altamura and Fabienne Goizin

The idea of the project approved on 20th January 2020 was to put forward the question of human rights for debate through video conferences.



**"We don't execute everything that is offered;
and the road is long from the project to the
thing." Molière**

When we start a project, we organize well-structured activities with a well-planned schedule throughout the school year.

But events can call everything into question. This is when you can see if a team is working well.

- don't be discouraged;
- communicate continuously with your partner;
- choose the skills of the students to develop;
- select activities to develop these skills;
- create these activities in collaboration;
- share tasks;
- confront with your partner;
- don't be afraid to show your doubts;
- clear up these doubts with your partner;
- don't create activities without the agreement of your partner.

This is a good way to share a project in order to reach its end in harmony.

**"To be successful it is not enough to plan, you
also have to know how to improvise" Isaac
Asimov**

When our high schools closed due to lockdown, like all of you, we reflected on what we should do with our project: stop everything or continue despite the physical absence of our students?



We improvised by modifying our project but we decided to continue so as not to disappoint our students, even if we had few teaching hours and many problems related to ICT.

"Stubbornness is the way to success." Charlie Chaplin

We weighed the pros and cons and we reflected on the modifications to be made to the initial project. Then we assessed whether the project was worth completing. Finally, we decided with our students to keep the final object: the e-book.

There were many pitfalls: short time span, online classes only, reduced activities.

Some students said that they found it hard to organize and to work alone during lockdown. The virtual classroom did not suit them well so they started to drop out and they became less and less present in the virtual courses. The eTwinning project allowed them to hang on to the class and gave meaning to their learning:
No more feeling of isolation: the students had to collaborate with each other and with their foreign partners;
Better organization: they had to follow a strict timetable and a progression clearly posted on the TwinSpace;
Progressive autonomy: first the teachers proposed articles, then the students identified the themes and finally they did their own bibliographic research in order to write their own articles on the impact of lockdown;
Stimulating peer assessment: the students proofread the articles of the other groups or discussed their text with the language assistants to improve them. The teachers only intervened at the margins;
A rewarding final task: the layout of the magazine required reasoned discussions which made it possible to publish a magazine which satisfied all its authors. The final object is unanimous for its editorial content and its formatting.

"If you cannot do great things, do small things in a great way." Napoleon Hill

We realized that this project ultimately had a greater impact than expected among the students despite its reconfiguration because it included news and events that have changed the world.

This modest project over its duration and the number of its activities therefore responded to a twofold objective: to transfer learning from the source subject (human rights and European

institutions) to a more personal and immediate target field and avoid dropping school dropout.

"It is literally true that you can succeed best and quickest by helping others to succeed." Napoleon Hill

The project was also very fruitful for us, a beginner and a seasoned eTwinner, who had different eTwinning experiences. During the project, we shared our respective skills and qualities. On the one hand, a good knowledge of the platform and a framework in which an eTwinning project was to take place: communication and collaboration, and on the other hand, tenacity, enthusiasm and the determination to strive to reach the objectives and apply for a label.

This experience will allow us to apply our good practices to other projects and in particular to our future Erasmus projects in a more constructive and effective way by better articulating the virtual activities in preparation with those planned during mobility.

The highlight will no longer be being together but doing together.



Françoise Altamura has been an eTwinning Ambassador in Latium, Italy since 2009. She is a French conversation teacher at Ignazio Vian High School in Bracciano, Rome. She has always tried to get her students to participate in activities in which they could practice French in an authentic way. Also, she started with eTwinning projects and video conferences 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 I have been an eTwinning ambassador for



Fabienne Goizin is a teacher of English at Albert Camus High School in Nîmes, France. She likes collaborating with other language teachers and co-working with teachers of other subjects. She has been involved in several Erasmus+ projects as well as other European exchange programmes.



eTwinning Partnership and Friendship through Projects and Collaboration

by Nicoletta Huștiuc

During the participation in the eTwinning actions, I am proud to be with other important colleagues from Romania, following the graduation of the 4-month online course "eTwinning Ambassadors" 2019, officially declared eTwinning Ambassador. My school is also proud, because after participating as a founder in successful eTwinning projects, we obtained Quality Label Certificates in several projects, the eTwinning activity in our school, reported in the first round of the eTwinning School, having the opportunity to participate in the second round, and this time also successfully obtaining the title of eTwinning School.

During this period, we held face-to-face eTwinning workshops where teachers from Cugir, from almost all schools and teachers from Alba County, preschool education had the opportunity to participate in these workshops. We also used eTwinning in the Erasmus+ Ka 2 "Earthworm" Strategic Partnership Project, carried out between the 2017-2019 school years, during which, at the meeting in Romania, one of the days of activity was dedicated exclusively to eTwinning, conducting a bilingual Romanian-English workshop in the computer room of our School.



eTwinning is a real success in our school, the number of teachers enrolling is growing, and teachers who are already on the platform and active have improved their skills to work on twin space, to use web tools in project development.

This year we carried out a successful project, in which we were founders with a school in Portugal, for the first time this year, having no partners in this country so far, "Traveling with fairytales", a wonderful project, in which we traveled with our children, pupils, schoolchildren and preschoolers through the wonderful stories of Eric Carle, discovering a new story every month and at the end, the wonderful project will have two online books with ISBN. Within the project we used numerous web tools, such as Tricider, Polly, Genially, Padlet, SlideShare, WordWall, Joomag and Issuu.

We enjoy such wonderful development opportunities, which are offered today by the wonderful eTwinning, and we want to encourage teachers from all over the county and all our collaborators to constantly access eTwinning, because it only brings satisfaction.



Nicoletta Huștiuc is a preschool teacher, responsible of the committee of educators in her school, Școala Gimnazială Nr. 3 Cugir, Alba county, Romania. An eTwinner since 2008, she has been an eTwinning ambassador since 2019. She just finished an Erasmus+ KA 2 strategic partnership that she coordinated. She likes learning, and working with young children.



TESLA – Together in Environmental Solutions Learning Activities

by Adriana Mariş, Lucia Boldea and Marina Mirkovic

School is about education and wonder, about discovery and creativity, about being informed and being responsible, about tradition and new connections. And the involvement in European projects brings new opportunities for students, teachers, schools and communities to build better individuals and a stronger society.

Our school is involved in another eTwinning and Erasmus+ project – the fourth in the last decade – that gives our students the opportunity to reflect on mankind technological progress and on the future of the world they will live in as adults. The name of the project, TESLA – Together in Environmental Solutions Learning Activities, is both a tribute to Nikola Tesla and the commitment of some dedicated STEM teachers to motivate their students to build a better, safer world.



The aim of the project is to acquire skills and key competences using digital technologies and tools, and is planned to be achieved by studying environmental and renewable energy sources. The virtual image of the project can be seen at the address:

<https://twinspace.etwinning.net/97317/pages/page/732958>

Climate change is an important issue of our world. It does not know the boundaries between continents and countries, between rich and poor, inside or outside EU countries. The use of renewable energy sources is a key factor in security of supply and the fight against climate change. The project will stimulate the student's awareness of sustainable development through the use of renewable energy sources and conscientious energy use.

Nikola Tesla was a citizen of the world. He actually marked the beginning of global electrification of the planet. He was a great ecologist, very concerned about the fact that people are spending too much of our planet resources, fueled by the desire of discovering renewable sources of energy. Therefore, we decided to dedicate the project to the scientist Nikola Tesla, his life, work and inventions. It will be another way of linking the content of physics, energy, electrical engineering and ecology.



Project activities are carried out within the teaching of physics, energy, ecology, electrical engineering, foreign language and information technology. The age of our students involved in the project is 15 to 17 years. We plan to search for and create films on power plants and renewable energy sources and to develop and exchange digital content through web 2.0 tools (quizzes, presentations, online games, brochures).

Through our transnational partnership, we also cooperate with local associations and educational institutions. The project enables the expansion of knowledge from the STEM area. The use of IT tools gives students the opportunity to develop their digital competencies, critical thinking, and problem-solving skills. Along with the development of communication skills and teamwork, they also have the opportunity to experience intercultural environments and to get to know different cultures, as well as to improve their use of English in real-world situations. It always leads to the development of self-confidence, but, in addition, our students will develop awareness of ecological problems and the importance of their solution.

We only had the opportunity to visit, in November 2019, one partner school, Tehnička škola, Požega, Croatia, our project coordinator. The visit was surprising and nice. We felt among friends. We



learned a lot about Nikola Tesla, his life and his inventions, we visited museums and an electric car factory, we participated in workshops, we learnt how hydro power plants and solar power plants work, we met local leaders and gathered information about the history, geography and economy of the region. We tested our creativity and voted for the best project logo. We made connections and built plans for our future meeting, supposed to be in Estonia, in May 2020. Unfortunately, we were not able to meet, as all the projects mobilities were canceled.

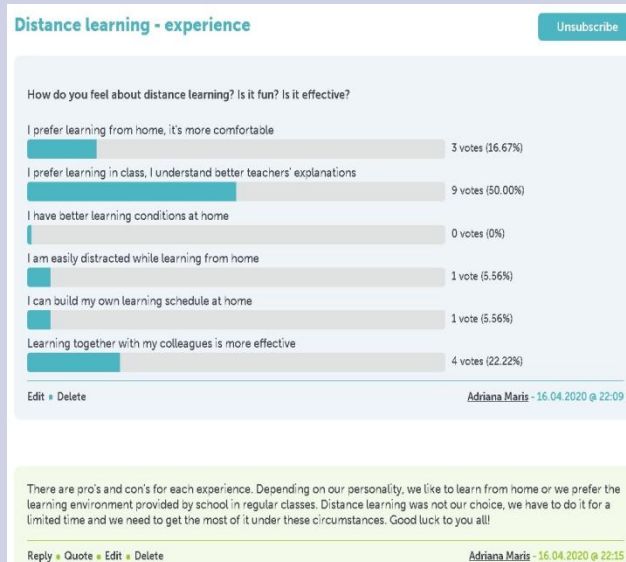


As planned, we created and send Christmas cards to our partners, both in digital and traditional format. We also surprised them with manufactured "mărțișoare" – little March amulets.



We continued the school year and our project remotely. It was hard at first, but we were motivated and kept in touch using technology. One of the first activities on the TwinSpace was a forum to share our distance learning tools and experience. Both teachers and students shared their impressions and even showed their preferences in a poll. Students' testimonials were interesting and proved very mature thinking: "I consider an

educational environment is essential for a student to learn efficiently being stimulated by the others. Without someone to keep track of your studying or share information, you tend to be less motivated. So, I am more into going to school rather than homeschooling" (Amanda) "I like to learn at home, from my comfort and peace of mind, but I think I'm more productive in a collective. I love people in general, and I think that colleagues and teachers in real life motivate me much more than online" (Maria) "We should have used Yammer. But now we are using not only Yammer, we are using Google classroom, Google files, One drive, Loomen and Zoom." (Krešimir) "We use Whatsapp and Messenger groups to remain in touch with our teachers during isolation but also to receive smaller tasks. For assignments, which require a due date and are considered crucial for our potential grades, we find MyElt, Microsoft Teams and Google Classroom of great utility. Lastly, to keep online school livelier and get a better learning experience, we use Zoom" (Theo).

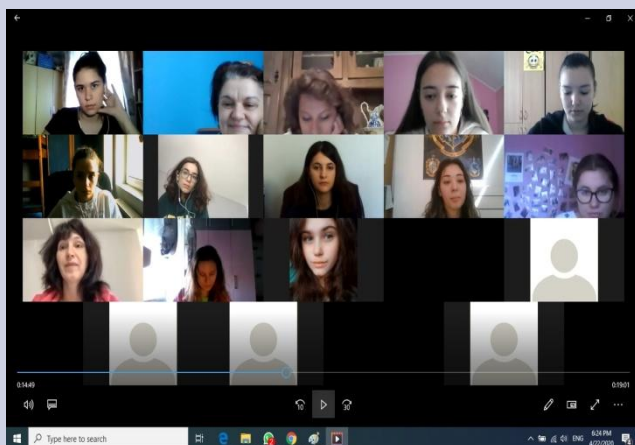


Also, one of the project planned activities was applying in our schools SELFIE questionnaires, a free, online self-reflection tool for schools developed by the European Commission, with a panel of European education experts, to help support schools in their use of digital technologies for teaching and learning. So, school leaders, teachers and students took questionnaires and the schools received an interactive report that identified strengths and weaknesses of our digital learning. The results were discussed in each school board and, hopefully, we can improve some aspects until next year.



Teaching materials related to Nikola Tesla, renewable energy sources or climate change were gathered in the TwinSpace and suggested to be studied by students:
<https://twinspace.etwinning.net/97317/materials/>.
 We are going to discuss some of them during our meetings next year.

Each school celebrated Earth Day remotely, but we also organized an eTwinning event called "Hold the Earth in your hands". Students presented their views on environmental issues and we all discussed about measures to be taken at high and low level in order to save the planet.



The first project year is about to end. We did not go to Estonia. We probably will next year. In October, it is the Romanian school's turn to host the project meeting. We hope to be able to safely organise the international meeting.

We like keeping in touch with our partners on the internet, but meeting them in person is more interesting. As Miruna stated on the TwinSpace, "we feel like distance learning is really trying to help us in our learning process in these times, but I prefer going to school instead".



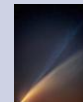
Adriana Mariș is a mathematics teacher at Liceul Teoretic Coriolan Brediceanu in Lugoj, Romania. She has been an eTwinner since 2010 and an eTwinning ambassador since 2013.



Lucia Boldea is a physics teacher at Liceul Teoretic Coriolan Brediceanu in Lugoj, Romania. She has been an eTwinner since 2016. She is the local coordinator of the Erasmus+ project "TESLA".



Marina Mirkovic is a Computer science teacher in Technical School Požega, Croatia. She has been an eTwinner since 2011. She is an e-mentor, and an ECDL mentor and examiner. She is the coordinator of the Erasmus+ project "TESLA".



eTwinning and Chemistry

by Naira Harutyunyan

The educational system of Armenia enables teachers to carry out eTwinning projects thus providing project-based learning opportunities. PBL is particularly important and productive for STEM subjects as it develops students' skills of collaborating, working both independently and in groups, making observations, analyzing, compiling data and synthesizing them. It is also very important that students learn to evaluate both their and their peers' work. While carrying out projects cross-curriculum bonds are established and students observe phenomena from different aspects.

Taking into account the above mentioned I try to integrate eTwinning projects into teaching Chemistry both during lessons and beyond them. During the 2019-2020 educational year, we implemented three different projects on Chemistry.

Periodicity in Life

As we know, 2019 marked the 150-th anniversary of the creation of the Periodic Table of Chemical Elements and UNESCO proclaimed it an international year of the Periodic Table of Chemical Elements.



In collaboration with Moldova, we created the project "Periodicity in Life". We worked in a big international team involving about 145 students from 7 countries: Armenia, Moldova, Serbia, Romania, Georgia, Latvia and Turkey.

The project aimed to foster students' interest in science and develop their skills by investigating periodicity in different spheres of life. The most

significant aspect of this project was the fact that Chemistry was not separated as a natural science making strong bonds with Physics, Biology, Mathematics, Music, etc. The students observed periodicity everywhere: in life, nature, society, finding periodic phenomena in seasons of the year, life cycles, earth rotation, water waves, sunrises and sunsets, eye blinking, animal skin shedding, mathematical pendulum, traffic lights, holidays, dances, even in school life.

As an introduction, the teams introduced themselves, their countries and schools to the partners. For this purpose, they used jigsaw puzzles, which was great fun for the students. The second step was creating a project logo. The students created their logos and voted for the best one. New Year was approaching and the students performed one of the most famous songs "Jingle Bells" in their native languages. The choice of the song was not accidental; recurrence of the chorus was an example of periodicity in music. The next step was creating greeting cards for the upcoming New Year 2020. What was specific about the cards was that wishes were associated with chemical elements, for example, to shine like Aluminium or be powerful like Titanium. The students were very creative.





Within the frameworks of the project, the students played games based on the Periodic table, proposed and created new ones, such as puzzles, quizzes, crosswords; this was aimed at learning new tools and applying them within the project.

To work on the main product of the project, e-books, 8 international groups were created, which was equal to the number of the Periodic table groups. Each group investigated the elements of their corresponding group number and published questions and answers referring to the elements thus compiling their e-book.

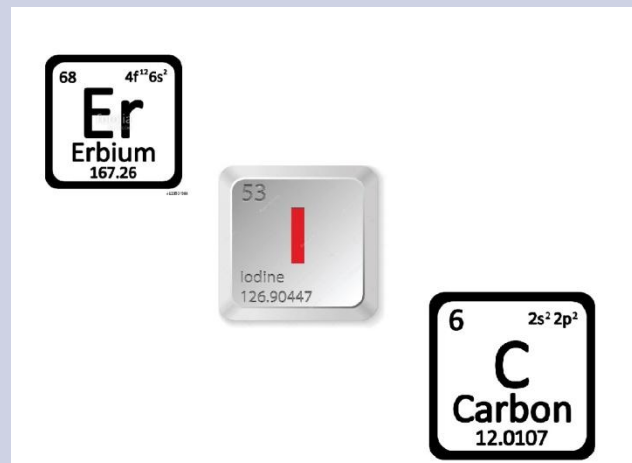
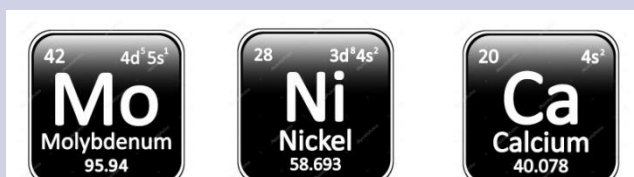
At the end of the project, the students evaluated the project and their contribution to it. The partner teachers held an online meeting, summarized the project, and discussed the project results, its strong and weak points, as well as opportunities for further collaboration. The project was promoted in the school communities, on the school websites and social media.

ATOM: Amazing Table of Mendeleev

The next project devoted to the 150th anniversary of the creation of the Periodic Table of Chemical Elements was "[ATOM: Amazing Table of Mendeleev](#)" which was carried out by the students taking their first steps in Chemistry. It is very important to arouse students' interest in Chemistry and natural sciences in general at this specific point. The project was implemented with partners from Italy and France involving 54 students.

The project aimed to acquire some coding skills, learn new ICT tools and create games, applications and comics on the Periodic Table and chemical elements.

First, the students introduced themselves, which was done in a specific and very interesting way. Introduce yourself in a chemical way! This was the task, and the students demonstrated a very creative approach to it trying to associate themselves with different chemical elements. A student called Monica introduced herself through properties typical to Molybdenum, Nickel and Calcium characterizing herself calm and strong as metals but sometimes active as calcium.



Everyone agreed to have Mendeleev's picture as a project logo, so a contest was announced and the best logo was chosen by voting.

During the project, the students studied the Periodic Table, its structure, properties of the chemical elements and simple compounds they form, as well as patterns of their change. Using various ICT tools, the students created numerous games, quizzes and comics about the atoms of chemical elements and chemical phenomena. The games were created through online tools like Scratch, Learning apps, and for comics the students used pixton.com. The students became quite experienced and created about 50 games and comics, succeeding in creating some stop-motion videos as well.



In this project, we applied the principle of evaluating the work of other teams and choosing the best works. First, the students chose the best self-introduction for each partner team, then the best game, quiz and comics. It motivated the students and made a very positive impact on them making learning Chemistry more effective.

Such international projects develop students ICT and language skills, help them overcome language barriers, develop cross-cultural communication skills, enlarge their scope and make new friends. It is worth noting that a part of the project was

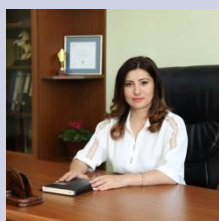


carried out during the COVID-19 pandemic, which, however, did not stop the students from successfully completing the work.

eTwinning and Pandemic

The eTwinning programme had its great contribution in organizing the learning process during the COVID-19 pandemic. We had to switch to online teaching since March. As my students were already familiar with the eTwinning platform, we used it as the main platform. We created projects for different age groups and registered the students. We published school materials, textbooks, various educational materials, links to online resources. We created pages for theoretical materials, practical and laboratory works, homework, check-up and evaluation. This was a systematic and safe online learning environment for the students. Everything was in one place easy to access.

Thus, we can say that eTwinning has gained its strong place in our educational system when teaching Chemistry and made the learning process more interesting, effective and motivating. These eTwinning projects and the ones like these create great opportunities for collaboration for both students and teachers, which fosters sharing experience, improving ICT and language skills, developing research skills and scientific competences.



Naira Harutyunyan is the headteacher of Vanadzor Basic School no. 16, Armenia. She has been teaching Chemistry for 19 years. In 2011 she was recognised as "The teacher of the year" in Armenia. She has been involved in eTwinning since 2013.

Educational Software and eTwinning Projects

by Carmen Sin

Which are the pedagogical consequences of the educational software and its connection with eTwinning projects? The educational software is a computerized program, specially designed for solving some didactic tasks / activities by capitalizing on the technologies specific to computer-assisted training, which ensure the control Which are the pedagogical consequences of the educational software and its connection with eTwinning projects? The educational software is a computerized program, specially designed for solving some didactic tasks / activities by capitalizing on the technologies specific to computer-assisted training, which ensure the control and / or self-control of the learning activity.

Here are some benefits of educational software:

- Stimulates interest in the new, eliminates boredom;
- Stimulates the imagination;
- Develops logical thinking;
- Allows simulation of hard-to-reach experiments;
- Teaching efficiency is optimized;
- Training in the spirit of self-education;
- Self-paced learning;
- Objective assessment of results and progress.

What is the connection between this software and online eTwinning projects? I strongly believe that these eTwinning projects can help our students very much and are a good source of educational software for teachers and should be used more consequently by us all. Thus, especially now when teaching online due to COVID-19 they are great helpers.



Within my newest projects: "Effective language, Effective Communication", "Let's Travel / Geziyordu", "Readers' Theatre", "Democracy",



"Entrepreneurial Skills for the world of Business", "English on the Stage", and two other I have encountered and used so many tools, techniques, shared, learned, experienced that it has been an educational software, a very real one for me and my students.

There have been groups of students who took part in 2 of my projects, and they could learn, share knowledge on democracy, human rights or travelling. Moreover, they have dealt with public speaking, film making, always by means of using English.

In all the projects we used language as means to present our culture, history, literature, which can easily turn into an e book of How to know/judge our European partners. Thus, we found out about traditions of eating, celebrating, weddings from Latvia, Georgia, Turkey, Portugal, Bulgaria or Albania. There are clear parts in our projects where we present ourselves, our schools, hobbies.

Moreover, we can make another book anytime we want since we have so much material, and this 2nd book can be split into European literature, teaching methods, and worksheets. Everybody has learnt or improved either experience, skills, techniques or more practical issues, students have experienced online chatting, through Hangouts, Zoom, Skype or making up a hymn for our GeziYORDU project.

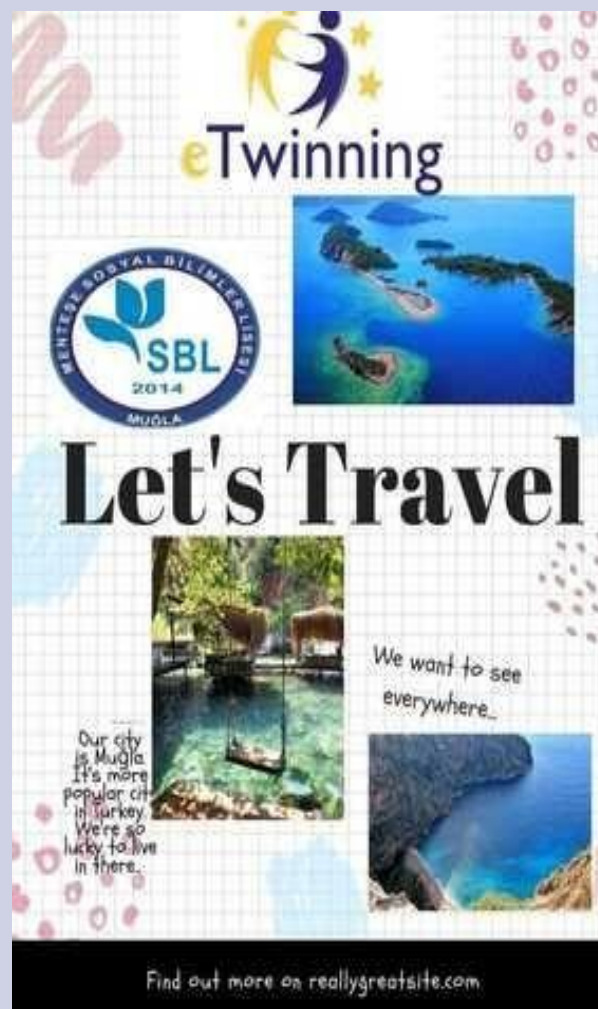


We can say we produced much information, used many strategies in these 6 projects in which thousands of teachers, students, schools were involved, and for the first time this year parents, too who were eager and happy to help their children and our students with culinary work, we can say we produced much information.

Creative thinking is another topic and important issue in our students' development, helping them think and act "outside the box", by thinking of opening a business, and there are collections of such ideas and portfolios the students from "Entrepreneurial Skills for the world of Business", have prepared as fulfilling the project s tasks and objectives.

Here are the links of my projects:

<https://live.etwinning.net/projects/project/195942>, GeziYORDU:





<https://live.etwinning.net/projects/project/211511>,
English on the Stage:



<https://live.etwinning.net/projects/project/212363>,
Entrepreneurial Skills for the World of Business,

<https://live.etwinning.net/projects/project/202715>,
Readers Theatre,

<https://live.etwinning.net/projects/project/185831>,
Effective Language, Effective Communication.

Teaching methods need to be adjusted due to requirements triggered by the fast pace of development in all fields and growing cooperation activities as a result of intensive globalization process. Under such circumstances, foreign language competences are imperative. It is universally acknowledged that English holds the status of international language and therefore, schools' missions are becoming more and more demanding in this respect. While some skills and methods have started to lose ground in the technological era, we, partner schools, considered it appropriate to create opportunities for our students so as to discover and rediscover the pleasure of reading as a means to improve their English language basic competences, communication and skills such as interpretation and critical thinking.

Therefore, teaching English as a foreign language through stories can turn into a challenge as much as it can prove a source of inspiration and entertainment.

In addition, IT, photos taken or other crafts have been tried by some of them for the first time, being amazed of their final result. Her is a poster we made for one of our most successful projects, GeziyORDU:



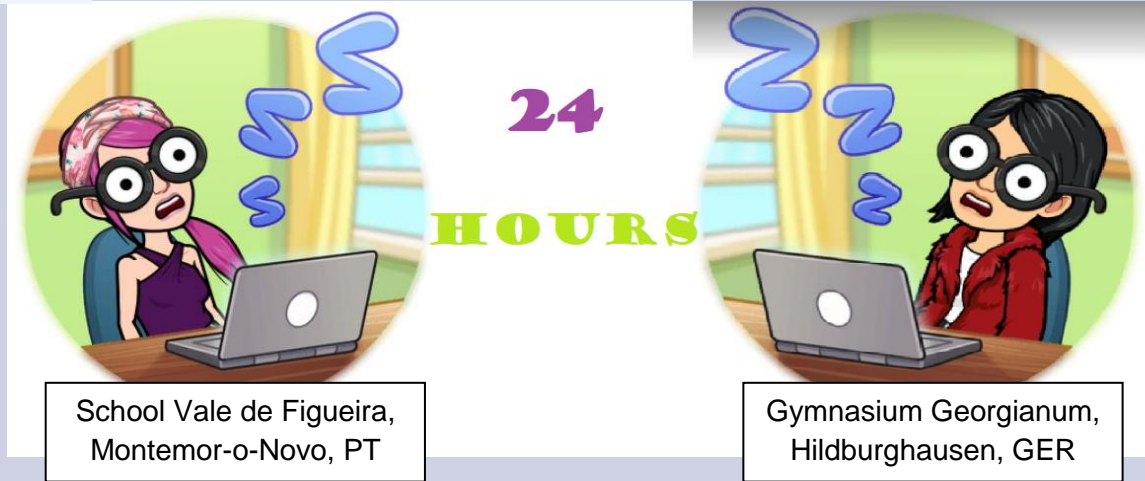
Finally, I am grateful for having this opportunity of taking part and travelling in this world and eTwinning world, gaining so much experience, both me and my groups of students. It is a challenge and a privilege to have this unique chance, of using educational software and improving our behaviours and lives. "Let's TRAVEL" again!



Carmen Sin is an English Teacher, International Projects Coordinator and Educational Coordinator at Alexandru Marghiloman Theoretical Highschool in Buzău, Romania. She has been a Scientix Ambassador since 2017 and a Teacher Champion for TSL Living Forest since 2017. She is a founding member of EDU-CARE, an NGO.

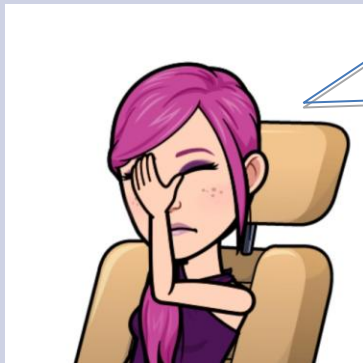


Could you live without your mobile?

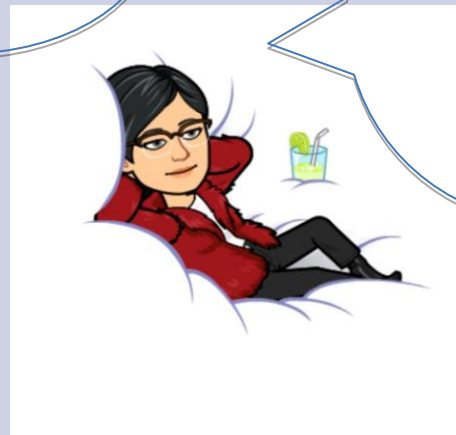


School Vale de Figueira,
Montemor-o-Novo, PT

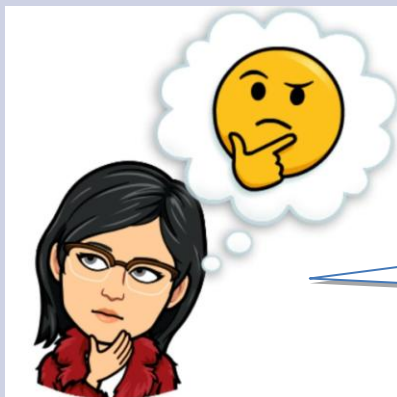
Gymnasium Georgianum,
Hildburghausen, GER



That would be impossible, my friend. No way!

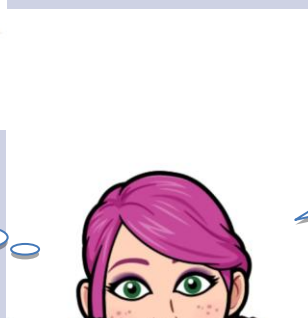


We are helpless:
no maps,
no shopping,
no music.
I can't even
translate your
messages!

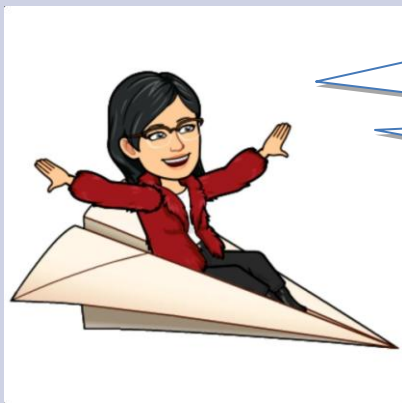


We need to get help!
I've heard of an eTwinning
project...

... that reminds me of
a magic bird...



You mean, let's
follow the bird?



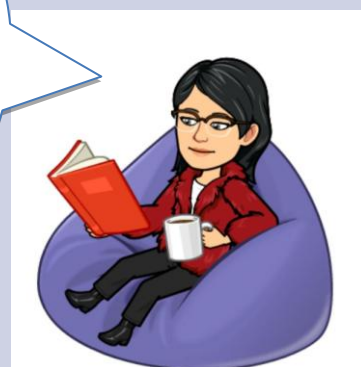
What?
Sometimes I
don't get you
LOL

Let's fly to the 24 Hours
TwinSpace.
Portuguese and German
students have created lots of
material that can help us
survive: collaborative stories
and ideas for a day without
mobile.

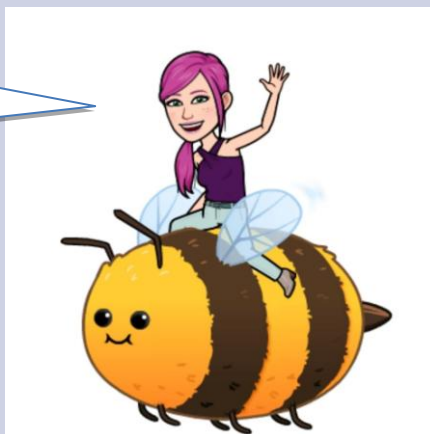
Perfect idea,
Andrea!
Come on!



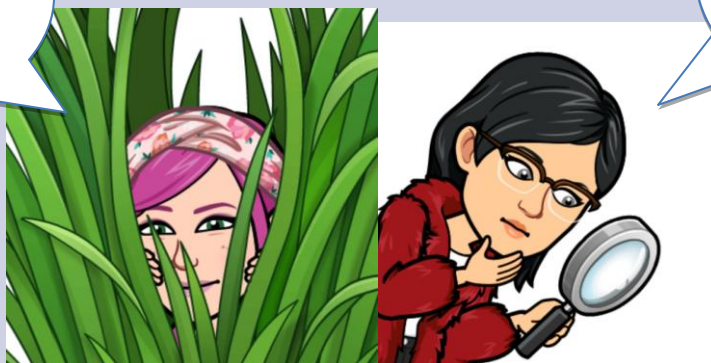
I'll join you in a
second. I'd like to
read the stories
about Georg and
Ernst first.
Amazing adventures
going on there...



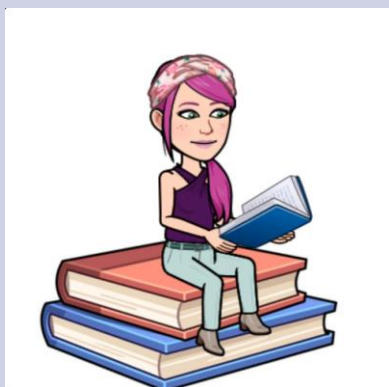
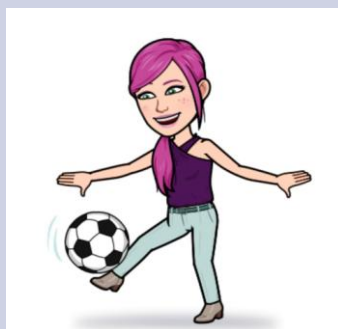
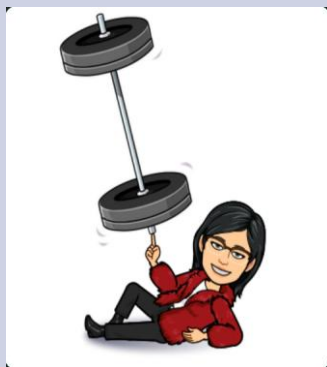
Ok. I'm waiting for you.
But hurry up, please... I
want to try some of
their activities.



WoW... Look so
many things we can
do without a
mobile...



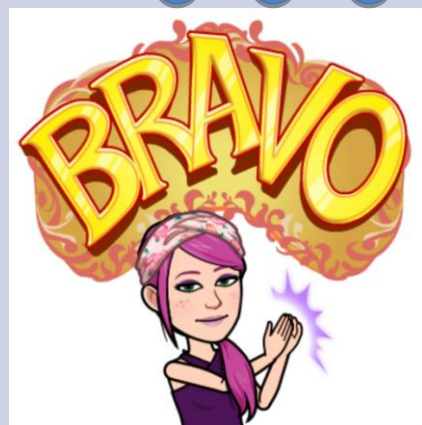
Betina, what
do you want to
do first?



Andrea Ullrich



Look what I have found: a magazine on the adventure of mobile phones.



Betina Astride



Come and check our TwinSpace...



Editor-in-chief: **Daniela Bunea**
Editorial assistant: **Cristina Nicolăiță**
Designer: **Anca Borza**
Photo editor: **Raluca Filip**
Proofreader: **Helena Serdoura**

More information on **eTwinning, the EU Programme for schools** is available on the Internet:
<https://www.etwinning.net/en/pub/index.htm>

The views expressed in documents by named authors are solely the responsibility of these authors.

All links were working on July 31st 2020.

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