LEARNING WITH eTWINNING
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Introduction

Learning with eTwinning

Funded with the support of the European Commission eLearning Programme

This is a book about eTwinning. Are you a teacher interested in working with European colleagues, trying new methods and new technologies? Are you curious about eTwinning? Then this book is for you.

eTwinning is about people; teachers, pupils, head teachers, parents, support agency staff, webmasters, teacher trainers, pedagogical experts from the 25 member states of the European Union, Norway, Iceland and Bulgaria, all united in a common purpose; to bring the teachers and students of Europe closer together through working together, building a common identity and appreciation of what it is to be European.

It is also about experimenting with new methods of teaching, new technologies and new ways of doing old tasks, as you, as teachers struggle with the challenges of a changing educational landscape.

What do you already know about eTwinning?

Maybe you know that it is an initiative of the European Commission to encourage all the schools in Europe to form a collaborative partnership using different types of communication technology. Maybe you know that it began in January 2005 and that within its first year more than 13000 schools are involved at this point and that that number grows daily. Maybe you know there is an annual competition, the eTwinning prizes.

In each country, there is a National Support Service (NSS). At European level, there is a Central Support Service (CSS) coordinated by the European Schoolnet in Brussels with a European eTwinning portal http://www.etwinning.net full of ideas, suggestions, ready-made project kits and contacts.
As a result of this concerted effort, schools have created a wealth of projects across Europe. Some of the very best of the first year of eTwinning are represented in this book. There are simple projects and complex projects, projects for very young children and projects for older students. Some of them have been awarded prizes in their own countries, some have won an award at the eTwinning Prizes. All have been tried and tested and are there waiting to be replicated by you.

“But why should I do it?” We can talk about all the benefits for you as a teacher and for your students. We can talk about the positive effect on the climate of the school, we can talk about the broadening of minds and horizons. But more compelling than this, in this book you can read the words of the teachers involved in the work, when they speak about the way their teaching methods have changed, how their pupils are so motivated they work voluntarily in their own time, how they have made friends across Europe. How eTwinning helps to makes teaching and learning fun.

eTwinning is becoming a major force in European education because it is easy. More and more teachers are starting on the road of European project work within eTwinning. The process is so simple, you sign up for involvement, you find a partner, develop a project idea or use a ready-made project kit from the eTwinning Portal and you start working. You may also get the opportunity to attend the annual eTwinning conference, or attend a Professional Development workshop with other European teachers. Each month you will receive a newsletter keeping you up to date on the happenings of the eTwinning community. What could be easier?

Now you know more about eTwinning. Read the book and see how other ordinary teachers started and made progress. If you want to go further and register for eTwinning go to http://www.etwinning.net and maybe you will feature in the next edition of this book.

Thursday, March 9, 2006
Children From Other Countries

Cultural Learning for Children

Annanhill Primary School (United Kingdom)
Teacher: Elaine Smith

Szkola Podstawowa w Gorzycach (Poland)
Teacher: Anna Bak

Project Description

This project aims at getting the children to know more about the country of our partner school. We try to help children compare the similarities and differences between their own country and other EU countries. From this will grow a greater understanding of each country's rich heritage.

"The project was successful because it inspired the children to find out about the 'Children of Other Lands'. Having taught the same project to a different class the previous year, they found it more appealing with eTwinning. We were also able to introduce the use of PowerPoint in context, which we hope to achieve with other areas of ICT."
Aims
To know more about the country of our partner school. To help children compare the similarities and differences between their own country and other EU countries.

Pedagogical value
The project brought the pupils and me an insight into schools in other countries. They found the photographs of the other pupils interesting – and the fact that they didn't wear school uniform was a real talking point! The fact that it was real children in a real school made it much more stimulating than just reading about it in a book!

Pedagogical use of ICT tools
We used PowerPoint, which was an excellent tool, and e-mail.

Work progress
The plan was to exchange information by Power Point or whatever means was available, weekly on a Friday. Each week we had a suggested topic and the information was exchanged by e-mail or using the desktop facility, once we had figured out how to use it!
Cross the Cultural Divide

Learning Together

Lent Rise School (United Kingdom) Teacher: Brenda Bigland
Vårbackaskolan (Sweden) Teacher: Therese Hagberg
OSNINGSCHULE (Germany) Teacher: Ingrid Grimm

What are described here are in fact two projects involving two different age groups. This is part of a whole school initiative. We are attempting to link each of our classes with a different EU country so that children can learn from and with each other. At the end of the year each class will give a presentation to the whole school based on their acquired knowledge of the EU. It will be up to teachers who connect with each other to make decisions about whether they are researching a particular project or just attempting to learn more about each other’s culture, environment, language, news items. The common themes include: The pupils' school day, the contents of the school subjects, the locality and ICT.

http://www.varbackaskolan.huddinge.se/english.htm
http://www.etwinning.net/shared/data/etwinning/linz_conference/crossing_the_cultural_divide_2006.pdf

“We did not decide on a regular schedule of communication with our partner school but we worked with the pupil weekly and sometimes on a daily basis during lessons in school. The pupils used digital cameras and they sent the photographs of the area surrounding the school and they wrote emails telling about their school day. They wrote about the subjects that we were studying. For example, they wrote about our ICT aims such as ECDL European Computer Driving License for children.”
**Aims**
To learn with and from each other and to expand our knowledge of the EU.

**Pedagogical value**
The pupils learned about different educational systems for example that we do not have holidays at the same time and that we study different subjects. We looked with our pupils at our partner school’s website and we had a lot of discussions with the children especially after they had seen that the pupils were studying about non-nutritional food in the school in the UK. They found it very interesting and amazing.

**Pedagogical use of ICT tools**
With the aid of computers the children narrate and paint stories, create puzzles, get to know poems and rhymes. They exchange all this among themselves, further develop it together and in doing so they are getting more and more familiar with each other. We think we raised the quality of teaching in the classroom and we have developed our pedagogy as well as our ICT skills by starting to teach through ICT. We used computers and the Internet in our teaching and interacted with ICT by using emails that is now a normal way of working at school. We are working with a step-to-step plan and pedagogical aims in terms of ICT skills and teaching methods. We have the ambition to develop tools to support intercultural education for future collaboration with European schools.
Drawing Our Country

The Way We Live

77th Primary School of Thessaloniki (Greece)
Teachers Name: Maria Stlalia

Myllyojan koulu, Finland
Teachers name: Liisa Reinikainen

During the project, pupils tell about their own families, their school, living environments, homeland etc. by drawing. The topics have been "Meet My Family", "Meet My Friends and Visit My School", "My Home City", "Summer Fun", "Finnish Animals", "Merry Christmas" and "My Homeland". Pupils' works are published every month, and our aim is by using ICT to publish them in as versatile ways as possible. After the project has been finished, the best pieces of work are sent to the partner school for an art exhibition.


“It has been remarkable how pupils are engaged themselves to work and encourage their fellow pupils. The whole school have a share in eTwinning, because all other classes except the first ones have their own European sister and penfriend classes, which come from eight different countries: Malta, France, Spain, Italy, Great Britain, Greece, Norway and Germany. Careful planning is part of a good project. Planning consists of finding an interesting topic, agreeing on the schedule (and departing from it, if needed), forming an efficient and hardworking team, writing down the plans and being ready for changes. It is also necessary to keep in close contact with the partners. The project should also be part of normal schoolwork and not apart from it.”
**Aims**
Our first aim was to make it possible for the pupils to tell about their own lives in a foreign language, even if their language skills are not good yet and so to improve their language skills. We also set out to teach pupils to use information technology in versatile ways and to encourage teachers to use, learn and develop new ways of carrying out projects. We also wanted to teach children to work in groups and to help them understand different ways of living, different cultures. We wanted to arouse their interest by integrating the project to as many school subjects as possible. Finally we wanted to make parents interested in the project.

**Pedagogical value**
Since the very beginning, one of the aims of the project has been to cross the borders between the school subjects. From the viewpoint of foreign language teaching, it has been remarkable that the pupils have become more interested in expressing themselves in English, so it has become a “living” tool and cooperative skills have been developed. As to teaching of art, the project has enabled pupils to use of different, versatile techniques and materials and the works have got better and better every month.

**Pedagogical use of ICT tools**
The various contributions are discussed through e-mails, chats and forums, and suggestions and outcomes are inserted in a collaborative web site made by the partnership for the exchange of good practice.

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**Age of students:** 10 - 12  
**Theme(s):** Foreign Languages  
**Languages:** Finnish  English  
**Duration:** One Year  
**Type of school:** Primary Education
Eating Together in Europe

Ötvös Utcai Alapiskola, Komárno, (Slovakia)
Teacher: Judit Schlotter,

Számítástechnikai Általános Iskola, (Hungary)
Teacher: Imre Kalmár

Project Description

The name of the project in English is “Together in Europe”, and the theme is healthy food. The aim of the project is to analyse the eating habits of our students. We surveyed the situation of school meals. We make the students acquainted with the healthy eating habits and healthy food. Through organizing of various events and programmes we would like to direct their attention to the importance of healthy eating.

“The members of our team enjoyed the work and became friends. We want to continue this partnership and we want to extend it to the work out of the subject ‘the healthy way of life’. This topic is both part of the syllabus and everyday life.”

http://www.eotvos.sk/web/etwen.php?s=2
Aims
The main goals are to make digital materials, which will boost healthy eating habits. We also help and exchange educational methods with each other. We try to make certain subjects more interesting by presentations and videos and we involve parents in the project and strengthen the relationship between parents and school. We hope to make the Hungarian and Slovak portals SDT and Infovek familiar to everybody involved in the project.

Pedagogical value
Both schools specialise in computer science and it is therefore really necessary to pay attention to the healthy way of life. Pedagogical innovation happens because we use the national portals SDT and Infovek to get to know more about these themes. Subjects like biology, informatics, mathematics, technics, art, etc. are integrated into the project.

Pedagogical use of ICT tools
We use the Internet to communicate (e-mails, chats, Messenger, video conferences, Skype and voice chats). We hold personal meetings on Info Savaria Conference.

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<thead>
<tr>
<th>Age of students:</th>
<th>8 - 15</th>
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<tr>
<td>Theme(s):</td>
<td>Europe</td>
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<tr>
<td>Languages:</td>
<td>English, Hungarian</td>
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<tr>
<td>Duration:</td>
<td>two years or more</td>
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<td>Type of school:</td>
<td>Primary Education</td>
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The goal of our partnership is to create real connection and twinning between the students. They write letters on different topics following "The Image of the Other" project. Communication takes place in forums and chats in their own learning environment. At the same time our goal is to enhance and strengthen the students' English communication and ICT skills.

http://www.orivedenkoulut.net/moodle/

"What still amazes me is the way the students very quickly took the eTwinning platform and started to consider it as their own place. For many of the students it is a ‘virtual street corner’, where they can hang out with their friends, have a chat, do exercises and read and write messages at the same time. From an educator’s point of view, it is really fantastic. The students willingly spend time in a completely English environment studying and learning English in their free time."
Aims
The project aims at creating a connection and friendship between the students to help them develop their English communication skills and ICT skills.

Pedagogical value
Communicative exercises as typical classroom activities always entail a certain amount of pretending and simulation. To be in contact with real people makes a big difference. It is real life communicating, interesting, exciting and inspiring. The students practice English communication in virtual environment using its different interactive tools and learn to know students from another country at the same time. Also, the given assignments are always connected with the students’ everyday life and, at the same time, with the communication and vocabulary aims and contents included in the curriculum of English studies.

Pedagogical use of ICT tools
Right from the beginning, the students have been really excited about eTwinning. They love to spend English lessons in the ICT lab. In a way, they do not consider it studying at all. It is all fun in between English grammar and exercises. Students are very motivated to find ways to express themselves. More than half of the students spend time in the eTwinning platform also in their free time reading each others’ texts and answering them. Some spend up to 1-2 hours every day “studying English” and sending messages without worrying too much about making mistakes.
Cultural Learning in Pre-School

Przedszkole Publiczne nr 5, GÓGÓW, Poland,
Teacher: Ewa Kurzak

Escuela Infantil Gloria Fuertes, Spain,
Teacher: Maria Piedad Avello

Our project is geared for pre-school children from 5 - 6 years old. The language of communication is English. The children send information about themselves to the partner nursery by the Internet. They write short texts. Together with the teacher they look for similarities and differences concerning the life style of school and family. The project teaches understanding the conditions of life, the ways of playing in other European countries.

“Observing other teachers’ successes is really motivating. Cooperation can be very satisfactory when we have a common aim, task, interests and when we can communicate and work as a team. Our pupils are very active and happy partners as well. We have also found out that there are many similarities between both systems of education, we use the same sources of knowledge and pedagogical theories, we have similar work organization and children teaching methods. Participation in the project prepares the child to life in a knowledge-based information society.”
Aims
Our aim is to use multimedia tools for communication and cooperation and become acquainted with different cultures. We exchange information about Teachers Training in both countries and also about software and the convenience of using computer programs. We are developing common methodologies, objectives, materials and experiences at pre-schools levels.

Pedagogical value
The children have a lot of fun use ICT for communication and exchanging information, and they will practice English. We give our pupils an opportunity to acquire and develop skills such as planning, decision-making and responsible completion of tasks. Children learn to focus their attention, and improve their ability learn independently and play in groups. The tasks we have chosen refer to the everyday activities of the teacher working with children. The curricula in both nursery schools are based on the seasons of the year, the schedule of celebrations and holidays, getting to know the technical and social environment. Our pupils play similar games; our nursery schools also offer similar forms of mental, artistic and physical activities.

Pedagogical use of ICT
The children learn how to use a computer, a digital camera, a scanner and a printer. We use software included in MS Office 2003.

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Age of pupils: 5 - 6
Subjects: Foreign Languages
Language(s) used: English
Duration: a school year
School type: Pre-school
Playing and Learning About Europe Through ICT

Learning by Doing in Pre School

Kindergarten Soeding (Austria)
Teacher: Claudia Gartler,

Jardim de Infância de Várzea (Portugal)
Teacher: Diana Oliveira

Learning by doing through new technologies is the aim of this project. Using the computer and Internet, pupils (5 to 7) will be able to learn and communicate with other pupils in Europe.


“The exchange between the schools is working very well – the children participate actively and work on the computer on their own. The outcome is a booklet about: my school, my town, my country, my family; drawings, paintings and others topics. The potential of the computer as a learning tool is fully used – pupils can get familiar with the tool without reading and writing skills.”
Aims
To give pupils skills in ICT in order to communicate and learn with other schools from Europe exchanging information.

Pedagogical value
Focus of the pedagogical work in the kindergarten is the inclusion of ICT in the daily work and play schedule.

Interview: www.etwinning.at

Pedagogical use of ICT tools
We used PowerPoint presentations; videos, pictures and drawings were used in communication, and also e-mails. We exchange photos, drawings, booklets and films with each other. We also create the web page of each school; exchange information about our schools, town and country. We try to put as many people as we can in touch with each other, teachers, staff, heads, pupils and parents. Other activities will be developed during the project.

Age of students: 5 - 7
Theme(s): Informatics/ICT
Languages: English
Duration: two years or more
Type of school: Pre-school Education
Talking Through Time

Perspectives on History

Dun Salv Portelli Primary School C (Malta)
Teacher: Maria Mintoff

Cauldeen Primary School (United Kingdom)
Teacher: George Glass

Project Description

We developed and exchanged curricular materials to enable all our pupils to gain unique perspectives on the crucial historical period of World War II. Pupils had discussions in class, checked local libraries and talked to grandparents and old folks about the things that had happened in their village during the war and the effects on their daily life. The bonds of mutual respect and admiration grew as the two generations, separated in many cases by half a century or more, interacted and connected in a very real and meaningful way.

http://www.ww2inthehighlands.co.uk./etwinning/index.htm

“Our children had tremendous fun throughout the process contributing to their love of learning and passion to extend and deepen their knowledge and understanding. Our pupils had the opportunity to examine generational prejudices arising from the extreme shared experiences being recounted to them. Class discussion of the issues raised allowed our pupils to put these in a historical perspective and develop positive understanding and experience of our European partners. As a school we have benefited greatly through this enriching experience and of having established genuine partnerships with fellow European professionals. A shared resource from both partners of this European initiative is available to all and will stand as an ongoing legacy of this project.”
Aims
Make children remember the past. Our project partnership was used to develop language skills, second language teaching, ICT through email, digital recording and editing, internet research and exchange of materials, moving image education, history, geography, environmental studies, global citizenship and many other areas of the broad curriculum. The work generated away from the computers vastly outweighed the actual ICT used and permeated many areas of our curriculum.

Pedagogical value
The children had extensively researched and carefully prepared questions. The pupils transcribed many of the stories and recollections, using editing software to focus on the individual stories, thoughts, feelings and intense personal experiences related to them. The primary seven children then researched graphics, photographs, film archive and historical documentation to illustrate and provide background information in support of the memoirs recounted to them. This material from the partner school enabled our pupils to compare and contrast the experiences in a broader European context.

Pedagogical use of ICT tools
UK pupils digitally recorded personal stories, thoughts and feelings of some of the generation who lived through, and participated in, this pivotal period of European and World history. Maltese pupils were involved in researching the local impact of World War II in their own area and also collected memoirs to share in the broader eTwinning project.
Travelling Buddies

The Story of a Wandering Doll

Hornbaek Skole (Denmark)
Teacher: Lone Nielsen

4° Circolo Didattico Udine (Italy)
Teacher: Amelia Giorietto

During a visit of a buddy, the pupils will study and learn about each other's countries, schools and everyday life. The outcome will appear in the buddy's book and on the school's web site. Other classes will collaborate about the same themes by doing PowerPoint show, books, drawings and homepages.

http://www.hornbaek-skole.helsingor.dk/Infoweb

“For the 3rd grade class that collaborates with a class in the UK, it was a big challenge for everybody involved as it is the first time this class participates in European collaboration, and the language was a challenge for the pupils and for some of the teachers. They used drawings and pictures at the beginning as these often say much more than words. It worked fine.”
Aims
The aim is that through collaboration, students will learn English and ICT (learning by doing). Common to the two schools is that English is not other tongue so the students are equal.

Pedagogical value
Collaboration with pupils from other countries improves foreign language and ICT skills as well as intercultural competencies. It is a challenge for 9 year-olds to be involved in European collaboration but communication through drawings and pictures works well.

Pedagogical use of ICT tools
Collaboration via emails, exchanging information by using PowerPoint presentations and uploading information on schools' websites.

Work progress
At the beginning, pupils made drawings and took pictures, but they soon learned to prepare Power Point presentations and use the Internet to send their story with the travelling buddy to the school next in line.
Unsere Dörfer /Leben im Vergleich

Getting to Know the Neighbours

Grundschule Klein Berßen (Germany)
Teacher: Rainer Baller,

VS Zöblen (Austria)
Teacher: Monika Bilgeri,

In this project, we deal with the comparison of every day life of pupils aged 6 to 11 in a mountainous area in Austria (the whole school consists of 10 pupils) and a bigger school in the flat land of Northern Germany. The pupils also exchange information about the school systems and customs/traditions (especially concerning Christmas).

www.vs-zoeblen.tsn.at

TwinSpace:
http://twinspace.etwinning.net/launcher.cfm?lang=en&cid=246

“The project provides a very intensive and exciting exchange for pupils and, challenges them to present themselves and their surroundings, to others. It is also an incentive to work independently. The children get folders with the themes and the received materials, so that their parents can be involved in the project too.”
**Aims**
To help the pupils to get to know about life and learning in neighbouring countries, and as a result, reduce prejudices against neighbouring countries.

**Pedagogical value**
The children gain more knowledge about culture and every day life in other parts of Europe, independent information gathering via Internet, reduction of prejudices.

**Read more in German: http://www.etwinning.at/**

**Pedagogical use of ICT tools**
The pupils use e-mail, Power Point, pictures and drawings, digital photos, and the Internet to research their topics. The pupils present themselves to each other via e-mail and exchange information. They get different tasks to look for information on their own. They use PC and Internet as communication and information tools.
Values in School Life

Developing Values in Young People

CEIP Tucci, Andalucía (Spain)
Profesor responsable: Eduardo Marín

2nd Elementary School of Paleo Faliro, Athens (Greece)
Teacher: Mary Frentzou

Istituto Comprensivo "Paolo Borsellino" (Italy)
Teacher: Rocco Spano

The "Values in School Life and School Celebrations" project develops democratic citizenship through curricular and extracurricular activities to help students explore issues of intercultural education, diversity and European values by means of creative teaching and the Internet. We developed this project because we realize the necessity of values education nowadays and the role of the teachers as models to a value oriented education.


“Our eTwinning Action Plan has proved to be an excellent pedagogical tool for our partnership. Our Action Plan focus on several key educational values, one every month, from October to June. Students work on these values and implement school activities, creative productions, reflections, celebrations and actions in the community, and exchange them via web site, e-mail, and other electronic means. This Action Plan helps a systematic development of our project around the values in school activities and celebrations. When possible, school celebrations will be connected to European or international celebrations to promote a wider awareness of this dimension among students, teachers, parents and local communities of our partnership.”
Aims
The project aims at making pupils understand the common cultural heritage of Europe through its multicultural and intercultural diversity, and, through this, to help them formulate their own values' system. We also wanted the pupils to develop creative writing techniques as a tool for examining values and attitudes; to acquire skills in ICT, using the Internet and explore ways of communicating views and ideas; to enhance the learning of foreign languages as a way to broaden cultural exchanges, and finally to involve S.E.N. and disabled pupils promoting their capacities and skills in all aspects of the project.

Pedagogical value
It is envisaged that the web sites will feature largely the work of the pupils in various formats (drawings, transcripts of observations, etc.). The activities can take the form of proposals and comprehension of texts (written texts but also pictures, films, situations, art paintings, etc.), reflective dialogue, creative writing, organisation of exhibitions and displays, proposal of reflections and actions to be taken.

Pedagogical use of ICT tools
The various contributions are discussed through e-mails, chats and forums, and suggestions and outcomes are inserted in a collaborative web site made by the partnership for the exchange of good practice.
Crop Circles

Creative Mathematics

ITCS “Cesare Vivante” (Italy)
Teacher: Palmira Ronchi

Sint-Donatus instituut (Belgium)
Teacher: Ivan de Winne

Intercultural Gymnasium of Thessaloniki (Greece)
Teacher: Dimitris Kasanitios

For this project, we set up a common collaborative event, a competition, which made students to reconstruct some ‘Crop circles’ formations using Geogebra (a free math software), not too difficult and very intriguing. This was the first step for a partnership, the schools involved will be able, of course, to develop and create materials on other subjects and also involve the colleagues of other subjects such as science, chemistry and physics.

http://www.vivante.it/com@net/crop_circles.html
http://www.math.be/
http://users.sch.gr/dkastani/grcrop.html

“Geometrical construction is a fundamental maths topic in all European curriculums. Using computer software as a tool for doing mathematics it is an innovative way to combine ICT and traditional teaching methods.”
Aims
The network promotes the use of computer supported collaborative learning for mathematics and aims at widening the collaboration with more European mathematics teachers. The creation of a school network also aims at better focusing the didactic aspects of the use of free mathematical software in collaborative school activities, involving other scientific disciplines.

Pedagogical value
The task of the teacher group involved in the project has been to create a friendly language and mathematics environment and to stimulate the students' creativity to let them choose and construct their own crop circle individually and together. Thus, the students' personal creative ability has been and will be an asset.

Pedagogical use of ICT tools
We used Geogebra, www.geogebra.at, a free mathematics software to construct Crop Circles (afterwards we could use other free mathematic software as Geonext http://geonext.uni-bayreuth.de/) and other software like web publishing, videoconferencing tools (Skype and Festoon), browsers, e-mails, graphics software (Corel Draw, Adobe Photoshop), and text editors.
D&L eMag

eJournalism in school

ZŠ a MŠ Divina (Slovakia),
Teacher: Ludovít Sopcak

Realschule Lindlar (Germany)
Teacher: Marion Knips

Project Description

We have carried out an eJournal project aimed at media education. Our pupils report about their school life by writing articles, taking photos and making videos. They learn how to scan objects, process photos, make digital recordings, use forums and chat rooms etc. The articles containing the schools' latest news are written in English, German and Slovak.

http://www.divina-lindlar.net

“The children report about their school life by writing articles, taking photos and making videos. They learn how to scan objects, process photos, make digital recordings and use forums and chat rooms. In audio conferences, pupils from both countries are being given the opportunity of getting to know each other. The articles containing the schools' latest news were written in German and Slovak and translated into English by the pupils.”
Aims
The meaningful use of ICT and the growth of our pupils' critical thinking are the main objectives of our eJournal project. We also want to educate pupils in terms of media, develop relationships between pupils of the two partner schools, improve language skills (English and German) and use the Internet.

Pedagogical value
Pupils' media competence was enhanced and the friendship between the schools was deepened. The project took place in different subjects and the pupils worked in teams.

Pedagogical use of ICT tools
The videoconferences belong to our very good experiences. We did so within Yahoo Messenger using simple web cams. SKYPE software is for the voice transmission. Students like them very much as these net meetings allowed them to see each other.
We created a website, web albums and made sound records in the web format (mp3) and used text and image editor, e-mails, chat, web, video, skyping, forum, messenger, scanning, digital photography for our work.
European Classrooms
Colourful Classrooms

A Virtual Book

Wilhelm von Humboldt (Germany)
Teacher: Uta Lindemann

Liceo Lammi (Finland),
Teacher: Pujo Vainio

European Classrooms is a virtual book focusing on the diversity of learning and education all over the world. The pupils publish texts and illustrations from different countries. Pupils choose the genre of their texts and colourful illustrations. The project is open to all school levels and subjects, to all pupils who want to become writers and illustrators.

http://www.edu.fi/magazinefactory/

“The project started in full scale autumn 2005. It is important to keep the project very pupil centered. We would like to see pupils who are creating European Classrooms/Colourful Classrooms together in the atmosphere of cooperation and worldwide peace. Our tool to work with is Magazine Factory produced by The Finnish National Board of Education. Every participating school is going to have passwords of their own to work effectively on this web site. Magazine Factory enables this.”
### Aims
The goal of European Classrooms/Colourful Classrooms is to raise cooperativeness among different subjects, pupils and teachers and other school staff, too. Also language skills can be improved. Web publishing is something we all ought to learn. One of the most important things is to show how diverse is the field of education in different cultures. We are working in accordance with the ‘Education For All’ ideals of UNESCO. We are heading towards better understanding when different cultures are concerned. Our aim is to see education as a basic human right. We would like to reflect the diversity of learning in different cultures in order to reach better understanding of human beings. It is also exiting to learn what kind of a day is an ordinary day in different parts of the world.

### Pedagogical value
We ask pupils from different countries to tell about their schooldays and schools. One is able to use any genre: Poems, essays, aphorism, columns etc. Writings and illustrations can be connected with any school subject.

### Pedagogical use of ICT tools
The project uses basic ICT as its medium and there is no need for any special technological skills. E-mailing and digital photographing is enough to start with.
Europe, Éducation, École

Philosophy in everyday life

Lycée de Sèvres, (France) Teacher: Michalewski Czeslaw
Ecole secondaire Dzukija, (Lithuania) Teacher: Susinskiene Vilija
Liceo Classico "Ludovico Antonio Muratori", (Italy) Teacher: Elisabetta Imperato
Lycée no. VII, Perister, (Greece) Teacher: Emilios Politis
Gymnasium Matyase Lerche, Brno, (Czech Rep) Teacher: Ferlay Franck
Gymnázium J. G. Tajovského, Banská Bystrica, (Slovakia) Teacher: Ludmila Strmeňová

In this project we try to develop a network of long distance exchanges (ICT) between secondary school pupils, students and teachers to generate ideas on the role of culture, education, and schools in Europe of tomorrow through the subjects philosophy, literature, languages and history.

“As for the teacher I am, this project may have given me the chance to address a phrase of Plato’s, who said about education that it should ‘produce with the utmost easiness and efficacy a change of orientation’. Yes, it is important to be able to change one’s way of seeing, including one’s way of working and teaching! Taking the risk of innovation, opening up without prejudice to the differences one could encounter in such a project: this is hardly the ‘easy’ choice! But a successful partnership often gives the sense that together everything is easier.”

Aims
The main goals of the project are to explore the role of culture in the future of Europe and to forge a strong link between schools. We aim at the promotion of culture and the formation of free judgment in our students and we try to develop in them a thoughtful openness towards European citizenship and a better understanding of educational institutions through regular exchanges.

Pedagogical value
Technical equipment and minimal knowledge of e-communication techniques are needed, for instance. It seems that such an experience of multilateral cooperation brings not only exceptional open-mindedness, but promotes within each school the emergence of unsuspected skills. It provides a chance for all types of talents and creative resources to come to the fore. These skills, indispensable for the success of a video conference, for example, reward the contribution of each participant and sometimes renew the idea one might have of a pedagogical relationship. In this kind of event, the contribution of a pupil may be just as important or pertinent as the teacher's.

Pedagogical use of ICT tools
We created a website with a forum for video and chat room discussion. This allows us to have long distance interaction with our partners and to prepare together two or three conferences a year, hosted in live video form on the web, bearing on one of the project's themes. What chiefly characterises the research and choice of tools proposed is that they are free and simple to use for all our partners.
This project is about finding out what in the art works from each country involved is connected to a regional, national or European identity. This can be done by identifying art works from each country and analysing the influence of time period and trends, as well as identifying specific characteristics in impressionist paintings.

“I chose to begin this venture for 2 reasons: First, I am deeply attached to the idea of European cultural awareness which is not born with the ‘Traité de Rome’ but was created and layed down though the ages. Erasmus, Rousseau, Goethe, Kafka, Michelangelo, Cervantés...helped us to create these values that we share and keep alive even if we have not read these authors. These values belong to our educational background and we have an everyday need for it. We want our students to share that.

Secondly, the idea to collaborate with colleagues from other countries using the web seems to me very appealing. A European identity might not be obvious to everybody but e-twinning will help us to draw it.”
Aims
The main goals are to:
- direct an enlightening research with students showing that Europe is not an administrative and artificial construction but an old ground with a background made of multiple cultural streams
- make students capable of carrying out project activities using ICT and to collaborate with students from another European country
- set up a project with pedagogical aims with colleagues from other countries

Pedagogical value
We could have done this work alone but instead eTwinning is giving an institutional frame to our approach, which is not part of the official school program. Work made across borders between 'Lyceums' of different countries and using new communication technology is a wonderful motivation for students and teachers as well.

Pedagogical use of ICT tools
We use Wiki and Skype programs to communicate and use e-mails. At the end, we hope to create a web site and to engrave it on a CD-Rom. We will test a vocal exchange with a MP3 system.

Age of students: 16 - 18
Theme(s): Language and Literature
Languages: French Italian
Duration: a school year
Type of school: Secondary Education
Geschichte und Gegenwart

Sharing Roots in Asch - Selb

Základní Škola AŠ, Kamenná 152, okres Cheb (Czech Republic)
Volksschule Erkersreuth/Selb-Plößberg Grundschule mit Teilhauptschule II (Germany)

We discovered the common history of our border region between Germany and the Czech Republic, by looking for old photographs and comparing them with modern time. We exchanged photos electronically, and pupils discussed in English and German using e-mails. The project concludes by the making of a DVD prepared by the pupils with help from the teachers. Within the German-Czech region Asch-Selb, the border area between Germany and the Czech Republic, people have been living as neighbours for many centuries. In the course of time, their relations changed in terms of separation and union of their regions. It was the common history on the one hand, and the existing prejudices between both nations on the other hand that inspired the teachers to initiate this project.

“It is a challenging task to work against language and racial blockades in pupils' minds. Nevertheless, the first part of the project was very successful and pupils look forward to continue the activities.”
Aims
The project aims at leading the German and Czech pupils to understand differences and similarities between the past and present in their regions.

Pedagogical value
Pupils exchange regional data and thus get to know each other better. To this, add their improved foreign language skills. They have a personal interest in learning about each other, each others countries and the history as there is a personal approach. The technical tools are a means to support this process.

Pedagogical use of ICT tools
Pupils learn to use the necessary tools needed for their collaboration. They use ICT to structure and organise project activities. Tools are also used to present outcomes and exchange information. Pupils search on the internet for material and information on the theme. They visit each other to compare old photos with the present. Back home, they treat and present data and their findings on a website.

They will then meet again to work together on a DVD to document findings and project activities.

<table>
<thead>
<tr>
<th>Age of students:</th>
<th>10 - 15</th>
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<td>Theme(s):</td>
<td>History/Traditions</td>
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<td>Languages:</td>
<td>German</td>
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<td>Duration:</td>
<td>two years or more</td>
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<tr>
<td>Type of school:</td>
<td>Secondary Education, Primary Education</td>
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Conceiving a GREEN home, where sustainable living is a reachable goal, where the ideal, alternative, fully equipped ecological house is made for all European citizens; this is the pinnacle of our project. With this project, teachers and pupils will learn to know each other and work together to realize a real GREEN house; the end product of the activities leading towards a more sustainable way of living.

http://www.hgh.shp.hu

“We insist on the full engagement of the pupils because they only can participate if they are really motivated. And working with motivates pupils is really awarding!!! In the partner country, they exchange with a European class where it is also part of the curriculum. Pupils will experience European citizenship as a quality of attitudes, interactions of individuals related to one big society.”
Aims

By discovering the STAR values, we will create awareness among youngsters and create the only real alternative, a GREEN home. This way, pupils will experience European citizenship as a quality of attitudes, interactions of individuals related to one big society. The pupils will discover the present situation by assessing the water quality, inquiring about the local water treatment, questioning families in the region about energy consumption, lifestyles, sustainable living. The interpreted outcomes will be the starting point for virtual discussions and real meetings.

Pedagogical value

The project is really part of the curriculum. Through the Sciences, (biology, chemistry, physics) the pupils do an ecological excursion to assess the water quality and to interpret the outcomes. In Informatics, they learn to make presentations in Power Point, to present the results in Excel etc. In language lessons they learn to express themselves, to write e-mails, to present their region, culture, language, to write speeches etc. In geography and history, they learn about the country of the host partner and they learn to compare it with their situation.

Pedagogical use of ICT tools

During this social learning process, pupils and teachers will use an e-learning platform and modern high tech tools, created by Free Your River. Pupils discover and compare each other’s situation, way of thinking, living, language, culture and decide together on the ideal solution for each part of the GREEN house. Unanimously, they propose sustainable solutions: each partner creating one virtual room of THE ideal house and show it in a video clip.
Internetzeitung und u.a. Austausch von Texten zur Unterstützung beim Erlernen der deutschen Sprache

An Internet Newspaper

Bischöfliche Maria-Montessori-Gesamtschule (Germany)
Alfons Musolf

Súkromné gymnázium Prešov (Slovakia)
Martina Vinjarova

Project Description

We will prepare an electronic newspaper on themes that are actual and relevant in both Germany and Slovakia. The overall purpose is that students from both countries work together in using ICT, choosing topics and exchanging materials. Students communicate and chat through Lo-Net (German platform).

http://www.bmmg.de/schule%20europa/index.htm

“The success of the project can be traced back to the fact that the involved colleagues reached a productive cooperation very fast, got along with one another very well and pursued the same aims. Flexibility, creativity and spontaneity are important requirements for a successful cooperation of such a distance. It is a wonderful experience if you get to know people of a foreign country by internet and friendships develop after a while. I would like to share the experience that foreigners turn into friends with many teachers and students all over Europe!”
Aims
The main goals are to learn about the layout of a collaborative Internet newspaper and exchange of texts to support learning of the German language. We also want to learn about the partner country and about the current economic, social and cultural situation.

Pedagogical value
Students have achieved a different sense of awareness concerning Europe through this project. The fact that they communicate with students from another country has positive consequences with regard to their interest in European countries, their economic, social and cultural situation. Presumably you can also get this knowledge in Geography lessons, but the direct contact with people of another European country is more motivating for the students than any other learning method.

Pedagogical use of ICT tools
We use the Internet to communicate (e-mails, chats). The German students sent pictures and short explanations which could be used in addition to texts about the city of Leipzig that can be found in the Slovakian German books.

We used the virtual classroom with Lo-Net up till now. It sufficed completely for the common work and for the communication.
L'Eau dans la Ville

The Influence of Water in Our Cities

Athénée Royal Jean Rey, (Belgium)
Teacher: Françoise Meunier

Escola Básica 2+3 de Telheiras nº2 (Portugal)
Teacher: Maria Armanda Bairrão Dias

In our project “L'Eau dans la Ville” we try to describe, analyses and compare the influence of water on our cities (settlement of land, environment and pollution, economic and social influence) and makes a charter on water.


“Our success is partly due to the fact that our pupils were very motivated by the thought of meeting students from other schools. It is very important also, that apart from the physical meetings, the pupils should be able to work together in order to create something concrete, an exhibition, a concert, or a conference for example.”
Aims
The aim of the project is to research, study, analyse and compare the results obtained from year to year, on three aspects, settlement of land, environment and pollution, and economic and social influence. We aim to organise an exhibition together each year. We meet in Belgium to conclude the activities, both real and virtual ones.

Pedagogical value
The project was cross curricular and took place in different classes: social science, informatics and management, ICT, biology and practical work, communication, history, French. The project was carried out in all lessons more or less by the partners.

Pedagogical use of ICT tools
Students chat and use e-mail to communicate and share their findings. They use Power Point, videos, pictures and drawings in the project and also get to know web-publishing tools.
Mathematics Without Borders
Everyday Mathematics for Life

Ekpedeftiria Vassiliadi (Greece)
Teacher: Klitos Chatzigeorgiou

V Liceum Ogólnokształcące im. Roberta Schumana (Poland)
Teacher: Jolanta Grzywnowicz

We decided to put the emphasis on the development of interest of mathematics in this project. The doing of the math project should show that this subject does not have to be tedious and a hard chore. Through this project, our teachers exchange their experience in teaching maths and using ICT in teaching maths. Our students can widen their knowledge and maths abilities; improve their skills in using ICT tools and English language.

“The students are excited by discovering interesting and surprising maths models and the usefulness of maths in daily life. They learn the necessity of using maths every day, applying it to different branches of knowledge.”
Aims
The project aims to popularise mathematics by showing the usefulness of maths in different areas of science and life, by encouraging students to widen theirs knowledge and broaden theirs mind through maths. It also aims to use of maths for communication with young people from different countries by showing possibilities of ICT in teaching and learning maths.

Pedagogical value
We have decided to do a maths project because currently the range of exact sciences is very important. Maths is basic of many branches of science and is by far the best way to practice student’s mind. Maths with its own, specified language can make easy communication among students from different countries. For this reason we should promote mathematics among young people, show that maths maybe enjoyable and also look for the best way to teach maths.

Pedagogical use of ICT tools
There was a permanent cooperation between teachers and students on what should be presented on the Internet. Teachers observed the activity of the students and together with them decided on the selection of texts of mathematics tasks for publication.
My Week

A Week in the Life of A European Pupil

Tyri Gymnaasium (Estonia)
Teacher: Laine Aluoja

5o Gymnasio Aigalew (Greece)
Teacher: Maria Tentzeraki

The project is for children who describe their work at school and how to spend free time in their hometown. The project idea fits into the curriculum of both schools: We describe the environment we are living in and find positive sides. We also introduce the new members of European Union, and in particular Estonia to Europe. The children give an overview of school days, weeks and subjects, and they analyse their work and reflect on the results. They make a timetable for the activities. Meanwhile teachers have posted some important details about the project to a blog site to give a brief description of our project and its progress:

http://projectmyweek.blogspot.com
http://www2.edu.fi/magazinefactory/magazines/projectmyweek

“Our whole school has been a part of the project, older students have helped to prepare short stories about the children who are communicating with each other, have given the younger ones a hand while using the internet and putting up the necessary information. Our students, who are only 12 years old, did not find any difficulty in using the TwinSpace. On the contrary, they have found it very friendly and easy to manage.”
Aims
There are several aims. Firstly for the students, we try to make learning more interesting by using computers, so that they can compare work at school and at home. They can also combine free time activities with learning, e.g. learning a foreign language and develop interest of other countries and their aims in learning. Secondly, for teachers, the aims are to compare the curriculum for secondary school; observe the amount of work for pupils during a week and exchange experiences.

Pedagogical value
Most of our students have never thought before that there are other students in another country who have similar school and daily lives!! This project brought them near Europe and it has changed the way they think about world. The project taught the children to express their thoughts so that a person speaking another language would be able to understand the meaning of what had been said. It also pointed to a new way of learning (communication through the internet), which is different to what they are accustomed to, outside the classroom.

Pedagogical use of ICT tools
Students have learned how to use effectively our TwinSpace to exchange ideas and get to know each other. The result of this communication was to collect valuable information about their daily life and to organize it in folders. Thus under “My week” students have created “My school”, “My class”, “My town” etc. The e-journal has been created using the Magazine Factory, a Web tool for teachers and student to make their own web magazines powered by the Finish National Board of Education.
The main product of our countries (Greece – Italy) is olive oil. Through this project, we shall study olive tree and olive oil from the point of view of history (history, costumes and traditions, myths, proverbs), athleticism (Olympic Games) and Mediterranean diet (recipes for cookery and pastry).


“The students have achieved a different sense of awareness concerning Europe by this project. The fact that they communicate with students of another country has positive consequences in regard to their interest in European countries, their economic, social and cultural situation. Presumably you can also get this knowledge in Geography lessons, but the direct contact with people of another European country is more motivating for the students than any other method. She is the best collaborator that I could ever find. We communicated almost three times a week, we had so many things to discuss about the project and not only. She is a person that I feel, I have known for a long time. During the summer I’ll invited her in Patras in order to meet each other.”
**Aims**

The main goals are to:
- find a lot of similarities and differences about another country with a different culture
- exchange experiences
- compare social diversities
- practice a different language
- cooperate at a whole school level

**Pedagogical value**

The students informed each other about their school, family, social life and culture and in parallel, they trained their abilities in ICT. They had the chance to practice English and made new e-mail friends. The project improved the pedagogical process. The teachers shared the same pedagogical values and tried to approach each other’s curriculum in the subjects taught.

**Pedagogical use of ICT tools**

They used the Internet to communicate (e-mails) and produced a CD-Rom and a bilingual functional website as outcome.
In this project, Portuguese and Spanish students share information about their schools, towns, hobbies and concerns. Our project ends with a three-day face-to-face exchange, as both our schools are quite near to each other.

http://www.es-pr.net/~etwinning/
http://etwinningmedinasidonia.blogspot.com

“The pupils' first motivation to work is their commitment to the other pupils, rather than the fact the teacher has set an assignment. ICT tools are used because the need to communicate is there.”
Aims
To communicate and share to improve the students’ knowledge of their partner’s country and to understand the way of life in their partner’s country better. To use ICT for education and to increase student’s involvement and responsibility in their own learning. Finally to improve the level of Spanish of Portuguese students and introduce Portuguese to Spanish students.

Pedagogical Value
When you get to know new people curiosity naturally draws you to want to know more about their customs and traditions and compare them to your own. So, pupils learn about other countries in a natural way. In the beginning they are attracted to what is different from their own way of life, to realize in the end that essentials are basically the same in all cultures.

Pedagogical use of ICT tools
Students share information through e-mail, video conferencing and video and share their findings. They also use pictures and publish a CD with their favorite songs. The Portuguese students get to know web publishing tools, and create a website while the Spanish Students create their own blogs.

Age of students: 16 - 18
Theme(s): Spanish as a foreign language, Media studies
Languages: Spanish and Portuguese
Duration: Two years or more
Type of school: Secondary
Our project is designed to help young people understand different cultures and find the place of their own country in a multicultural society. Students will cooperate and communicate and thereby improve their foreign language skills. A fist is the symbol of the project: the five fingers stand for a creative, tolerant, active, bilingual, and enthusiastic young person.

“For school, the project brought new ideas and more teachers understood the value of EU projects. That is why more teachers got interested in eTwinning. For me personally, it was a great experience in communication with different partners at one time. Though we are from different cultures, but our aim was the same and we were happy about the results. We all got lots of experience in EU projects and when you start, you will never stop.”
Aims
The project will enable us to understand each other better, be more trusting and find a better way of living together. It will help young people become more competent, practice English, get acquainted with other countries’ traditions and sports. In the project, we will compare lifestyles and make a survival dictionary in four languages: English, Hungarian, Lithuanian and German.

Pedagogical value
Students exchanged e-mails, telling each other about their schools, everyday life and free time. From the start of eTwinning, we had an idea of meeting all together. The students mostly used the chat to keep contact, but also the forum and e-mails. But besides the eTwinning tools, students used their personal e-mail addresses and the same did the teachers.

Pedagogical use of ICT tools
Schools prepared a “Survival Dictionary”, a mini-phrasebook with the 25 most important phrases in Hungarian, Lithuanian, German and English. Students put together the texts with a word processing programme and then collected them all in the dictionary. Students also researched the partner countries and subsequently on all other European countries. Students went on a virtual journey travelling on their Internet browser. Students then included the information in a database on Europe and made PowerPoint presentations on their findings. They also exchanged information by e-mails.
In both our schools, we are currently managing our own school magazines. To make them both more interesting we have decided to help each other by writing articles to one another. This will also give the students as well as the readers an interesting European/International perspective.

http://www.webba.info

“First of all, the project was a brilliant way for us to discover another direct and very creative use of Internet in school! It could bring us in contact with another school so far away! So, we all had a particular reason to sit in front of our PC waiting news from Sweden – and many other countries later! We made new friends as well! We haven’t met them, but we hope that we will, some day! For the pupils, it was very exciting to write something that would be published and read by children from other countries.”
Aims
With this project we hope to give our students a European perspective to a lot of different topics and school subjects. We intend to learn about each other's cultures and way of life as well as try to create a bigger understanding for cultural diversities. We also have the ambition to learn more about media communication, journalism and web publishing. Since English is not the first language for any of us, it is of course also a big gain to be able to practice the language in a real and meaningful situation.

Pedagogical value
Some children who do not seem to work so much during the classical school lessons are really eager to work in any way they can for the project! All topics are related to the school curriculum. So far, all the subjects encouraged the children to search about the way of living in their country, about the place they live in, and also about themselves. These are all topics that children would come to at some time in school, but which seem even more interesting to them when they share their findings with other schools.

Pedagogical use of ICT tools
The student editorial staffs communicate by using e-mails and possibly through some kind of community. The project was a brilliant way for us to discover another direct and very creative use of Internet in school! It could bring us in contact with another school so far away!
When Our Relatives Were Children

Before the Wall Fell

Gymnázium Česká Lípa (Czech Republic)
Teacher: Naděžda Kadlecová

Gimnazjum nr 4 (Poland)
Teacher: Dorota Liebner

This is a very simple project on the years of the change in Central and Eastern Europe from 1970-1989. The pupils interviewed parents, grandparents, older teachers, and they exchanged the information with their partners by e-mail. They used ICT tools and they used their native language and English for the final report.

“Pupils like computers and very often they are better than us, teachers, at using them. They are also better motivated when they can use their favorite tools. The same grammar is being taught, but using new methods. It makes the topic new and more interesting for them and I hope more memorable.”
Aims
To make pupils realize how life has changed after political changes in both post-communist countries. They will learn how to organise their material and realise that there are many things that unite us. They will learn how beautiful it is to have friends just on the other side of the mountains.

Pedagogical value
We tried to fit our project in the English lessons curricula in both countries. Pupils learnt how to form and use past simple tense, positive questions and negative sentences in English. Pupils wrote about the results of the project to their friends in Poland. They brought a lot of pictures and other things from the time. A lot of them confessed that it was very nice when they talked to their parents and grandparents. They looked at old photographs and they had a great time together.

Pedagogical use of ICT tools
There were a lot of e-mails, chats, Skype calls and forum messages between the teachers to set up the project. When pupils got back the answers to the questions, they translated them, practiced new vocabulary and wrote e-mails to their pen friend in the other school. They compared answers from the other country and discussed life in Poland and former Czechoslovakia.
Water and Fire

A Project on Geothermal Energy

Kolcsey Ferenc Gimnazium (Hungary)
Teacher: Katalin Fehervary Horvath

Framhaldsskólinn í Austur-Skaftafellssýslu (Iceland)
Teacher: Hjordis Skirnisdottir

In our project, our students exchange ideas on geothermal energy and its uses. They also exchange information on their countries - Iceland and Hungary - and on student life.

http://waterfire.fas.is/

“At the eTwinning conference in Brussels in January 2005 one of the speakers gave some good advice for the eTwinning. A piece of his advice was KISS: keep it small and simple. Clear goals and outlines for the project with precise and incisive instructions are a recipe for a successful project.”
Aims
Learning about each other, about the two countries, and mainly about the common features relating to the geological setup of Iceland and Hungary. Three words of summary: triple aim of academic, language, and cultural aims.

Pedagogical value
The eTwinning project gave the participants an opportunity to learn about and get to know a foreign nation. At the beginning neither the teacher nor the students knew much about Hungary. Knowledge about the country and its population has increased a lot the last months. Due to the e-mail exchange between the students, some of them now know each other very well and a few communicate regularly and have built a friendship for the future.
The school in Iceland is very small with just about 100 students and it is located in a small town in the southeastern part of the country. Projects such as this one attract attention in the community and promote interest in the school.

Pedagogical use of ICT tools
We used e-mails and a web-building program called Contribute. This program is easy to use for inexperienced web writers and it is very easy to change and update the web pages regardless of location.
Central Support Service

The Central Support Service for eTwinning is operated, on behalf of the European Commission, by the European Schoolnet (EUN) http://eun.org

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National eTwinning website:
http://www.etwinning.at

BELGIUM
Ministère de la Communauté française
(Ministry of the French-speaking Community)
Contact: Cécile Gouzee
National eTwinning website:
http://www.enseignement.be/etwinning

BELGIUM (DUTCH-SPEAKING COMMUNITY)
Ministerie van de Vlaamse Gemeenschap, Departement Onderwijs
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Contact: Sara Gilissen
National eTwinning website:
http://www.etwinning.be

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(Human Resource Development Centre)
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National eTwinning website:
http://etwinning.hrdc.bg

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Ministry of Education and Culture
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Contact person: Dr. Marios Miltiadou
National eTwinning website:
http://www.moec.gov.cy

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(Centre for higher Education Studies – National Agency for EU Programmes)
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National eTwinning website:
http://www.etwinning.cz

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(Danish IT Centre for Education and Research)
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ESTONIA
Tiigrihüppe Sihtasutus
(Tiger Leap Foundation)
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National eTwinning website:
http://www.tiigrihype.ee

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Opetushallitus
(National Board of Education)
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National eTwinning websites:
www.edu.fi/etwinning (Finnish)
www.edu.fi/etwinning/svenska (Swedish)
FRANCE
Centre National de Documentation Pédagogique
(National Center for Teaching Documentation)
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Hellenic Ministry of Education and Religious Affairs
(Εθνική Πολιτεία, Προγραμματικό Πολιτικός
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National eTwinning website: http://www.etwinning.gr/

HUNGARY
SULINET
Contact: Eva Pap, Virág Tóth

ICELAND
Alþjóðaskriptufélag báskólapstjóra
(Office of International Education)
Contact: Baldur A. Sigurvinsson
National eTwinning website: http://www.ask.hi.is/page/etwinning

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National eTwinning website: http://etwinning.ipc.lt

LUXEMBOURG
Ministère de l’Éducation Nationale et de la Formation Professionnelle
(Ministry of Education and Vocational Training)
Socrates Agency - mySchool!
Educational Portal
Contact: info@etwinning.lu
National eTwinning website: www.eTwinning.lu

MALTA
Ministry of Education, Department of Technology in Education
Contact: Emile Vassallo
National eTwinning website: http://www.skola.gov.mt/etwinning
NETHERLANDS
Europees Platform
(European Platform)
Contact: Marjolein Mennes
00 31 72 511 8502

NORWAY
Utdanningsdirektoratet
(Directorate for Primary and Secondary Education)
Contact: Karianne Helland
National eTwinning website:
http://skolenettet.no/etwinning

POLAND
Socrates NA
Contact: Agnieszka Wozniak
National eTwinning website:
www.etwinning.pl

PORTUGAL
Direcção Geral de Inovação e Desenvolvimento Curricular - Ministério da Educação (Directorate-General for Innovation and Curricular Development) Equipa de Missão Computadores, Redes e Internet na Escola (CRIE) (Computers, Networks and Internet at School Taskforce)
Contact: Dr. João de Freitas, etwinning@crie.min-edu.pt, Rute Baptista
National eTwinning website:
http://www.crie.min-edu.pt/

SLOVAKIA
Šílinská univerzita
(University of Zilina)
Contact: Lubica Sokolikova, Branislav Dobrucky
National eTwinning website:
http://www.etwinning.sk

SLOVENIA
Center RS za poklicno izobraževanje - CMEPIUS
(Centre of the Republic of Slovenia for Vocational, Education and Training)
Contact: Robert Marinsek

SPAIN
Centro Nacional de Información y Comunicación Educativa
Ministerio de Educación y Ciencia
(National center of Information and Eduative Communication)
Contact: Ángel Sánchez
National eTwinning website:
http://etwinning.cnice.mec.es

SWEDEN
Myndigheten för skolutveckling
(Swedish Agency for School Improvement)
Contact: Ann-Marie Degerström
National eTwinning website:
http://www.skolutveckling.se/internationellt/etwinning/

UNITED KINGDOM
British Council
Contact: Matt Cresswell
National eTwinning website:
http://www.britishcouncil.org/etwinning
VÝUČBA S eTWINNING