

Learning with eTwinning

A Handbook for Teachers



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Introduction

Are you involved yet in eTwinning, one of the most dynamic and successful initiatives for inter-school activity in Europe today?

Whether your answer to that question is yes or no, this handbook is for you. In it you will learn something about the unique structure of eTwinning and its origins and progress, you will learn about the possibilities it offers, you will get instructions on how to approach an eTwinning project from the point of view of the curriculum and learn from other teachers involved.

Perhaps you already know that eTwinning is an initiative of the European Commission to encourage all schools in Europe to form a collaborative partnership using many forms of communication technology. However, there is much more to it than this. The origins and structure of eTwinning will be discussed in Chapter 1.

eTwinning is also about teaching, experimenting with new methods of teaching, new technologies and new ways of performing traditional tasks. One of the biggest barriers to teachers undertaking new projects, particularly those involving technology, is the challenge of how to incorporate them into their everyday teaching. Chapter 2 gives some very practical advice about how to get started in project work and gives a set of golden rules to follow to ensure success.

In addition, the experience of teachers who have undertaken eTwinning projects is that it can be easily adapted to whatever topic or subject you are teaching. In Chapter 3, there is a range of project kits for both primary and secondary level which pinpoint how to run a project within a subject and curricular context.

Chapter 4 gives a sample of the wealth of projects schools have created across Europe. These include simple projects to complex projects, projects for very young children to projects for older pupils. Some of them have been awarded prizes in their own countries; some have been awarded a Quality Label. All of them have something to offer to you! Still not convinced? Then in this chapter you can also read interviews with the teachers concerned on how their teaching methods have changed, how their pupils are so motivated that they work

voluntarily on their own time, how they have made friends across Europe and how eTwinning helps to make teaching and learning fun. Directly from them, you learn how they approached their work and what they and their pupils gained from their involvement in eTwinning.

eTwinning is now 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 simple: you sign up for involvement on the European Portal at www.etwinning.net. There you find a partner, develop a project idea or use a ready-made project kit and start working immediately. From there, you can then use the collaborative platform offered for free by the Portal (the TwinSpace) to conduct your work. You may also get the opportunity to attend the annual eTwinning Conference or a Professional Development Workshop with other European teachers. You can enter your project for the annual eTwinning Prize and also enter your work for consideration for a Quality Label, which recognises that your work is of the highest professional level. Each month you will also receive a newsletter keeping you up to date on the happenings of the eTwinning community. What could be easier?

Now that you know more, read the book, register for eTwinning and become a member of the fastest growing community of dedicated practitioners in education available in Europe today.

Chapter 1



eTwinning for Beginners

Anne Gilleran

If you are new to eTwinning it can seem a little bewildering at times, but when you begin to understand how it is structured then it starts to make sense. We will begin with a short overview of how eTwinning has evolved.

eTwinning began as an initiative of the European Commission in 2005 with the express purpose of twinning schools in Europe in a non-formal way to enable teachers to work together without a major commitment to the type of long-term work normally undertaken in the context of other European projects.¹ It is designed to offer a very flexible approach to collaborative school work and has quite a unique structure in terms of the quality and amount of support offered to the teacher at all levels.

This uniqueness lies in the existence of support services at both national and European level. The National Support Service, or NSS as they are called, promote and support the eTwinning Action within their country. They offer training, assistance, support and advice to their teachers and keep an eye on the progress of their schools and projects by monitoring the Progress Cards which participating teachers are expected to fill in about their project. NSS also organise national conferences and competitions related to eTwinning, publish newsletters and promotional material and maintain the national eTwinning website for their country.

At European level, there is the Central Support Service (CSS), run by the European Schoolnet on behalf of the European Commission and it fulfils a number of roles. First of all, it is responsible for the development and maintenance of the European eTwinning Portal, www.etwinning.net, where all schools in Europe register and work together with their European partners. The Portal is a highly sophisticated communication and collaboration platform which offers a wide range of tools to teachers to facilitate their project work, including a partner-finding function, a secure working environment for teachers, as well as a range of project kits to help get the process started. In addition to the functional end of the Portal, there

¹ such as Comenius partnerships.

is also a wealth of information and news about eTwinning to support teachers throughout their work. The CSS publishes a monthly newsletter and runs a European helpdesk aimed at solving practical problems people may encounter in using the Portal. Another aspect of the CSS work is to organise, in conjunction with the NSS, a series of European Professional Development Workshops where teachers come together from all over Europe to learn more about how to run a collaborative project using the tools of technology. Many eTwinning partnerships also begin at these Professional Development Workshops. The CSS works in close collaboration with all twenty-eight NSS to promote and support the eTwinning Action across Europe.

Another unique aspect to eTwinning is the wide range of awards that participating teachers and schools may receive. First, there is the annual eTwinning Prize, which attracts hundreds of entries each year. The top prize for this is participation by the winning teachers and pupils in an eTwinning camp that takes place in April in a warm and sunny European location. Second, there is a Quality Label, which may be awarded for the professionalism and quality of the work carried out within an eTwinning partnership. The process for achieving the Quality Label is relatively simple: the schools apply to their NSS for the award and the NSS assesses the quality of the work done. If both schools in an eTwinning partnership are awarded the Quality Label by their NSS then they also receive a European Quality Label from the CSS in recognition of their achievement.

To be involved in eTwinning is to be involved in a European-wide community of teacher practitioners all of whom are committed to giving their pupils an experience of being in direct contact with another young person in Europe, to learn about their ideas and exchange opinions on all the topics which interest young people everywhere. The teachers themselves develop their own pedagogical skills and experiences and in this regard make eTwinning a dynamic human group constantly growing and interacting.² Above all, eTwinning is about people; teachers, pupils, head teachers, parents, support agency staff, webmasters, teacher trainers and pedagogical experts from the twenty-seven Member States of the European Union, as well as from Norway and Iceland, all united to bring teachers and pupils closer by working together to build a common identity and appreciation of what it is to be European.

2 *eTwinning has grown from having 6000 schools registered in September 2005 to having over 23000 schools registered in February 2007.*

Chapter 2

Getting Started in Collaborative Project Work



Birte Kjær Peulicke and Cees Brederveld

Recipes for eTwinning project work are hard to find, but what you can do is collect all the ingredients you need and start modelling these into the kind of project that suits your ideas and ideals. You can also make use of the knowledge and experience of others: eTwinning has already existed for over two years and has now many experienced teachers as well as the ongoing support of both the National Support Services and the Central Support Service. Other organisations, such as the European Schools Projects (ESP) which has been running for already twenty-one years, can also offer support.

In any case, it all starts with you. First, you have to recognise the opportunities and benefits that are possible in this approach to working. Sometimes you will find them yourself by reflecting on the way you teach, on the didactical tools you use and how you would like to improve both. Other times, you recognise possibilities by listening to a presentation at a conference or workshop you have attended. As soon as you have recognised the benefits, you can then start to look for possibilities to include this kind of approach into your own teaching.

When wanting to start an international collaborative project, it is very important that you reflect and decide upon the following issues:

- | | | | |
|---|-------------------------|---|--------------|
| 1 | The first steps | 4 | Project plan |
| 2 | Aims | 5 | Evaluation |
| 3 | Quality and competences | | |

The first steps

In every curriculum, there are subjects that are suitable for use in project work. Working with pupils and a curriculum, you will also find that throughout the school year you have the possibility of working on other subject-related issues other than the ones in the curriculum. Such issues are also very interesting to

explore in the context of an eTwinning collaborative project. In this chapter, we will try to explore how such a project can end up being a success.

First of all, you have to find out if there are already activities in your school concerning project work, e.g., if your colleagues are already working in collaborative projects. If this is the case, you can ask them to help you get started. If not, it is up to you to create a suitable project idea yourself and such an idea you can develop either within the curriculum or in several other places, such as the eTwinning Portal, www.etwinning.net. You can choose either to plan the project yourself and afterwards contact a partner or find a partner and work out the project together. It is up to you. As soon as you have this rough idea, you can start working it out and decide upon the aims of the project.

Aims

Setting up aims is very important because it means that you start thinking and clearly define in your mind what you want your pupils to achieve through such a project. What is important for them to learn and how much they can cope with? A project will only be successful if the aims are clear

to you as well as realistic, relevant and understandable to your pupils. It is therefore wise to set out a few aims that you think are realistic and obtainable. If it the first time you are involved in preparing collaborative project work, it is wise to start out with just a few aims. Afterwards when you have become more skilled you can add more aims to the project work and in this way gradually widen its

scope. Keep in mind that the aims you set up must be suitable for being evaluated at the end of the project, as evaluation is just as important here as in every other activity at school. As the idea of the project becomes clearer in your mind, it is then time to find a partner if you haven't already found one. Once you have found a partner, you can work together on the Portal to plan your project and set up different quality aims. You must make sure that both of you understand the aims in the same way. Very often, teachers talk to each other and think that they have come to an understanding but realise later, once the project work has started, that some things were in fact not so clear. In-depth discussions beforehand can therefore prevent such misunderstandings, especially where different cultural backgrounds play a role. Finally, once you have worked out and planned everything carefully, you can then start talking about quality: how can you be sure that the project will be of good quality? What signs show that you are on the right track?

At this point, you should register on the eTwinning Portal at www.etwinning.net and go to the TwinFinder on your Desktop to start the search for a partner.

Quality and competences

In project work, quality is always a very important issue. Often, when project work is discussed, people say, "oh it is play time again; it has to be fun for the pupils, they have to be entertained." These comments can sometimes imply that project work is not perceived as serious or as valuable as other kinds of cooperative work. By setting aims and goals which are related to your

Within eTwinning, you can also ensure the quality of your project by applying for the Quality Label, which is awarded by the National Support Service. When both schools in a project are awarded a Quality Label for their work, they automatically get the European Quality Label, which ensures maximum visibility for their work on the Portal.

curriculum, and by introducing all the items you normally use in your day to day teaching, both pupils and colleagues will start to take project work more seriously and consider it as an integral part of teaching and learning.

Next to setting aims and goals, also remember that pupils will learn a great deal more than mere traditional knowledge. As they start working more

and more independently and become self directed, other competences will develop as well. If projects are in a foreign language, pupils will learn new vocabulary and ask themselves questions about correct grammar and writing. From this, foreign language teachers can use this interest and improve competences as a starting point for future lessons.

The pupils' understanding of cultural differences and similarities will grow in international collaborative project work as well as their personal growth and social skills needed to fulfil the project aims. Working together with classmates is hard, and although cooperation with peers from another country is sometimes even harder, it is always far more exciting. Experience has shown that pupils are willing to invest more time and energy in projects that are related to 'real life' issues with clear aims and goals when in contact with 'real people' like pupils and peers from another school or country. Also, the use of email and internet, and programmes such as Word, Excel and PowerPoint, improves the pupils' ICT skills.

When you have determined all this, it is a good idea to make a poster in your class where pupils can visibly see what they are going to achieve from the project. Then they can see throughout their work what they must do and how they fit into the overall project aims. Once this is done, you can then start talking about the project plan.

Project plan

When working with your project partner, you have to be clear about who is responsible for what, dividing the work equally among the two of you and most importantly, relying on one another.

The first thing to determine is how much time you want to spend on the project. How and when is the project going to start and end? How many subjects (and with that, maybe also colleagues) do you want to involve? All these questions are very relevant for the outcome of the project.

When you have decided on the timeline, it is advisable to make this visible to the pupils as well. Hang it up in the classroom beside the poster with the aims. Most teachers tend to forget about this part and think that their pupils will work just because they are told to do so, but if you publish these issues in your classroom, it will make the pupils more involved. It also will be visible for pupils in other classes who might be involved in future projects. Also, inform and involve your colleagues and head of school. Sooner or later, you might need their support, especially when working through a difficult phase, which can very well occur during the course of a project.

Last but not least, don't forget to involve the parents. You might need them for an extra contribution during the project, such as helping out during an excursion. Parents can also be a great source of information; for those who are willing and able to come to school and talk about their experiences, ideas or jobs, this can be a great added-value to the project. Marketing plays an important role here as well; informing parents about your project will make school more important in their eyes and in turn they will further support their children. For some parents, this communication and involvement could be a decisive factor in sending their children to your school instead of another. The same goes for the results at the end; show them through posters, articles and websites wherever you can. The sooner others can see and realise that international collaborative project work is not only serious work with high-quality outcomes but also a lot of fun for participants, the more likely other colleagues will start asking questions about your work and how to get involved.

You can also make your plan visible to others by creating a public webpage in your project's TwinSpace. You can also publish the outcomes of the project as they occur which can be very useful when wanting to keep parents informed.

The great feature about eTwinning is that you can afford to experiment without fearing the consequences of things not working out as planned. Having done one eTwinning project, you will have gained the confidence and experience to continue with another, perhaps with a different partner. There are no limits in eTwinning.

Evaluation

Of course in all this evaluation must not be forgotten. Even before you begin and as soon as you have decided on the aims and goals of your project, you have to make some decisions on how you want the project to be evaluated. Ask yourself not only, *"what do I want to evaluate?"*, but also *"when and how do I evaluate?"* *Am I going to evaluate the project only among my pupils? Do I involve my project partner? How can I check the progress in different competencies? How can I use the outcome from today's project for tomorrow's teaching?"* These are all very valuable questions, which will make your project more interesting and guarantee high-quality results. Be clear with your pupils beforehand about what you expect of them and how you are going to evaluate their performance and progress. This will avoid misunderstanding and disappointment from both sides.

All the issues mentioned above will help you get on your way with your first project. Don't try to make it too big or too complicated. Don't be afraid of failure. If you are clear with your pupils that you as the teacher will also be learning with them, since such a project is new to you as well, they will give you all the credit and support you need to make it a great success.

Finally a few small rules to keep in mind while working, called "The Golden Rules" of cooperation.

- KISS – Keep it short and simple
- Exchange as many addresses as possible (email, snail mail, telephone, etc.). This way, you have a lot of ways to get and stay in touch with your partner.
- Always reply to messages!
 - Silence is mortal for collaborative project work. You will always ask yourself if the message has been received by your partner or not. Therefore, even if you don't have time enough to respond in detail, at least reply to say that you have received the message and that you will reply in full as soon as possible.
- Be aware of cultural differences
 - Even though we all live in Europe there are still differences between countries, especially cultural differences.
- Netiquette
 - Bear in mind that written messages can have another impact on readers compared to spoken words. Your partner cannot see you or

your body language and cannot hear the tone of your voice.

- If you are puzzled about a message, or in some cases offended, please don't react right away. Sleep on it, and look at it again the next day with a fresh look to avoid a possible misunderstanding.
- Set deadlines and keep to them
 - Trust must grow and that takes time. Therefore, take your time, but also be trustful.
 - Set feasible deadlines and stick to them. If you foresee you cannot make a deadline, please inform the other(s) about this as soon as possible.
- Agree on the tools to be used
 - This is also part of being as clear as possible with your partner to avoid misunderstandings and/or frustrations. For example, it is no use trying to set up a web conference if your partner doesn't have webcams and/or a suitable internet connection.
- Invest time and energy to understand each other.
 - As stated above, you need time to get to know each other. Trust and mutual understanding must grow. Sometimes this happens easily, other times it takes time, but overall it is always worthwhile. Mutual trust is the basis of your cooperation.
- Don't be afraid to ask!
 - As we often tell our children, "there are no stupid questions". If you are not sure about something, just ask. Questions provide answers. Answers make you understand.

Sources used:

- www.ecole.dk
- www.promise.dk (Kirsten Anttila & Mogens Eriksen DK)

Chapter 3

Project Ideas



Sylvia Binger and Katerina Bavorova

Introduction

As was said at the beginning of the previous chapter, recipes for projects are hard to come by and do not always necessarily match exactly to what you want or need to do within the context of your school programme or curriculum.

In this chapter, we offer a number of suggested project kits, which have been worked out by experienced eTwinning teachers and cover several themes. Some of the projects are suitable for those of you who are doing a project for the first time, others are for the more experienced among you. Some are suitable for primary level, while others can be adapted and used at any level. They are designed to stimulate the thinking process in planning your project. However, keep in mind that curricula are different all over Europe and the national teaching situation is different in each country. Collaboration means to open up to an international dimension in your teaching. In this context, these kits are offered as inspiration that can be adapted to the needs of two schools or more. As teachers, you need to adapt these ideas and synchronise them with your partner(s).

The kits presented here are selected examples from a wide range of kits available on the eTwinning Portal at www.etwinning.net. They cover four main themes: Cross Curricular, Learning about Europe, Foreign Languages and Science & Mathematics. They are summarised in tabular form giving the main points for each one and the URL where the full kit is available. In the full kit, you will find step by step instructions and other useful advice and tips.

The kits are merely examples and you are, of course, free to adapt and change them as you wish to suit your own situation. We hope that they provide you with the inspiration to get started in eTwinning.

Theme 1: Cross Curricular

1.1 Travelling around European History

Level	Beginner
Subject	History, History of Art, Economics
Age Group	14-18
Duration	approximately three months
Proposed ICT Tools	email, instant messaging, text editor, image editing, web editing
URL to full kit	www.etwinning.net/kits/travelling

Summary

The main pedagogical objective of this project is to help pupils get to know, understand and disseminate their own (national) historical background. Pupils search for historical and artistic sites in their own country, investigate them, develop itineraries and teach their partners about them. They also practice their ICT skills, use foreign language(s) and research about their own historical and artistic heritage.

Objectives

- Pupils learn:
- to collaborate in a common communication language;
 - to organise their cooperation with the other group;
 - about common historical periods and artistic styles;
 - about historical and artistic itinerary in each country;
 - to use ICT tools.

1.2 Population and People in Europe

Level	Intermediate
Subject	Geography, Economics, History, Art
Age Group	Secondary education
Duration	Long term
Proposed ICT Tools	spreadsheets, text editor, email, presentation tools, photos, chat, video conferencing, etc.
URL to full kit	http://www.etwinning.net/kits/population

Summary

Classes should consider the relevance of population studies in understanding what is happening in their region. What gives the region its character? What impact does the population have? What impact will population growth have globally? This theme also has potential links to many other study areas especially related to culture, environment and history. Pupils benefit from the gathering and exploration of information leading to the presentation of their own findings.

Objectives

- Pupils learn:
- about communities in Europe and where they live;
 - about the importance of population structure, characteristics and change in Europe;
 - about the places in which people live, comparing housing;
 - about environmental differences and how people live in different regions;
 - how to research, select and gather relevant information;
 - how to describe and analyse statistical information, including exporting information and using a spreadsheet;
 - how to analyse and evaluate data, maps and diagrams;
 - how to present and compare information from different regions of Europe.

1.3 Comparison of TV News Programmes

Level	Advanced
Subject	Media Education, Art, Languages
Age Group	16-19
Duration	Half a school year
Proposed ICT Tools	email, presentation tools, photos, chat, video conferencing, shared file archive, poll tool, gallery
URL to full kit	http://www.etwinning.net/kits/media

Summary

Media plays an important role in young people's everyday lives and influences their perception of life. In this context, especially through the presentation of news, TV can affect pupils' opinions. This kit provides ideas on how to compare TV news programmes on national channels in participating countries. Pupils will most probably come up with interesting findings on how the same events are presented, highlighted or simply not mentioned, in different countries.

Objectives

- Pupils learn:
- about legal issues and broadcasting rights in regards to TV news;
 - about film analysis (camera perspectives and movements, etc.);
 - about general artistic features (use of colour, set up of a news studio, etc.);
 - how to set up, compare and evaluate objective visual and audio features (outward appearance of news speaker, tone and language used, impact on audience, etc.);
 - about sharing tasks and working in teams;
 - about presenting their results as a team;
 - about different ways of presenting news.

Theme 2: Learning About Europe

2.1 Memory of Europe

Level	Beginner
Subject	European Focus on: Europe, History/Traditions, Geography, Informatics/ICT, Language and Literature, Foreign Language, History of Science
Age Group	10-19
Duration	approximately six sessions per topic
Proposed ICT Tools	email, instant messaging, discussion forums, video conferencing, text editor, PDF files, presentation tools, audio and video, pictures, websites.
URL to full kit	http://www.etwinning.net/kits/memory

Summary

This project aims at leading young people to understand similarities and differences between the past in their country as well as in their partner's country. The project builds bridges between generations through pupil interviews with grandparents on subjects such as Europe, History and Traditions, Geography, Language and Literature, Foreign Language, Scientific History and Informatics/ICT.

Objectives

Pupils learn to:

- prepare questions for interviews;
- conduct interviews and record them;
- select and evaluate important information;
- present their outcomes;
- understand similarities and differences between the past in both their and their partner's country;
- build bridges between generations;
- practice a foreign language;
- become familiar with web-based communication and collaboration tools.

2.2 European Decision-Making Role Play

Level	Intermediate
Subject	Subjects that include a European Focus (e.g., History, Social Sciences)
Age Group	13-18
Duration	One school year
Proposed ICT Tools	email, instant messaging, discussion forums, video conferencing, text editor, PDF files, presentation tools, audio and video, pictures, websites.
URL to full kit	http://www.etwinning.net/kits/decision

Summary

Partner classes do role playing in order to recreate the process by which decisions are taken in the European Union. The activity aims to make the decision-making process as real as possible, so that pupils learn about Europe's contribution to their daily lives.

A list of themes is provided for pupils to choose and decide together on a common issue to reflect and work on. All the classes play the roles of Commissioners, Members of the European Parliament and Ministers of the EU member states. Pupils draft a proposal that eventually becomes a final decision when the process has been finalised, as it done in the European Union. To be able to do this, you can use the Decide4Europe step-by-step game.

Objectives

- Pupils learn:
- about the three main decision-making EU institutions: the European Commission, the European Parliament and the Council of the European Union;
 - to find out about the EU decision-making process;
 - which topics are interesting for decisions at European level;
 - to plan their activities carefully;
 - to draft a Commission proposal;
 - to amend the Commission proposal as the Parliament;
 - to amend the Commission proposal as the Council of the European Union;
 - how the European Parliament and the Council of the European Union discuss proposals;
 - how a final decision is taken.

2.3

A Video Conference on Tolerance

Level:	Advanced
Subject	European Focus: Europe, History/Traditions, Geography, Informatics/ICT, Language and Literature, Foreign Language, Citizenship
Age Group	14-19
Duration	1-3 months
Proposed ICT Tools	email, video conferencing, text editor, presentation tools, visual thinking tools
URL to full kit	http://www.etwinning.net/kits/tolerance

Summary

The main aim of this kit is to help prepare and carry out an eTwinning video conference on citizenship. For this, we suggest the topic of tolerance. The pupils get the necessary information on the issue via resources gathered by teachers. They have the opportunity to express their knowledge and opinions publicly in a class debate and share them with partners abroad during a video conference. Finally, they build on the video conference and create a common outcome of their choice (e.g., a brochure, video documentary or website).

Objectives

Pupils learn to:

- identify, analyse and evaluate complex information;
- formulate and defend a position;
- accept positions and opinions of others;
- develop understanding and empathy for differences between people;
- prepare a speech and deliver it in public;
- make a written summary of a speech;
- practice oral and written skills in a foreign language;
- use various ICT tools.

Theme 3: Foreign Languages

3.1 Culture in a Box

Level:	Beginner
Subject	Languages, Art, Citizenship, Drama
Age Group	4-19
Duration	Half a school year
Proposed ICT Tools	email, presentation tools, photos, chat, video conferencing, shared file archive, poll tool, gallery
URL to full kit	http://www.etwinning.net/kits/culture

Summary

In this project, each class gathers information about the cultural aspects of their country, which they then send to their partner school. The partner school then makes a PowerPoint presentation about the culture of their partner. An alternate approach is for each class to fill a box of objects specific to their culture, which they then send to their partner school. The other class must guess what the significance of each object is and communicate this by email, web conferencing or other means. With this project, pupils have a chance to look for, classify, talk about, share, write, compare and present information on their culture and that of their partner's. Foreign Language, Art, Drama and ICT teachers can be involved.

Objectives

- Pupils learn to:
- consider the definition of culture, and reflect on what this means to them;
 - share relevant information about their culture with their European partners;
 - create "Culture in a Box" presentations;
 - reflect on what they have learned about the other country and the differences and similarities between the two cultures;
 - write reflective essays on what they have learned.

An example of a Greek 'Culture in a Box' presentation (zip file 544kb) is available at www.netschoolbook.gr/culturecapsuelGR.zip

3.2

E-journal Bridges for Foreign Language Learning

Level	Intermediate
Subject	Languages
Age Group	10-19
Duration	from 1 month - 1 school year or more

Proposed ICT Tools email, e-magazine, presentation tools, photos, chat, weblog, video conferencing, shared file archive, poll, gallery

URL to full kit <http://www.etwinning.net/kits/bridges>

Summary

Teachers of any foreign language and their pupils, from at least two different countries, work together and create an e-journal (a common online diary, newspaper or magazine).

Objectives

Pupils learn to:

- develop writing and reading skills in a foreign language;
- develop collaborative writing and proof-reading skills;
- develop critical thinking skills when looking for, selecting and organising relevant information on the chosen topic;
- write different types of articles (interview, news, documentary, photos, advertisement, survey, essay, review, announcement, etc.)
- become familiar with the job of a journalist: rights and duties of journalists as well as respecting authors' rights;
- follow basic web-writing and graphic design rules;
- take digital pictures and use them in articles;
- use ICT collaborative tools for publishing, editing, commenting and, if available, rating articles;
- communicate efficiently with both classmates and partners abroad;
- develop their inter-cultural skills.

3.3 Detective Stories

Level	Advanced
Subject	Languages
Age Group	16-19
Duration	Half a school year or more
Proposed ICT Tools	email, presentation tools, videoconferencing tools, shared file archive, poll tool
URL to full kit	http://www.etwinning.net/kits/detective

Summary

Each class focuses on one fictitious detective of their choice. The two detectives represent different kinds of characters working in their own social, historical and cultural background.

The aim is to find their similarities as well as their differences. Many activities such as polls and questionnaires on each other's work enhance a close collaboration between the partner schools.

One example is a comparison of *Miss Marple* by Agatha Christie and *Inspector Wallander* by Henning Mankell. This analysis includes regarding different countries and time periods as well as male and female role models.

Objectives

- Pupils learn:
- how to analyse and compare literary works;
 - about the genre and its historical development and special literary devices;
 - about authors and their contemporary background;
 - about regional, cultural and historical differences in the attitudes towards:
 - crime,
 - characters of detectives, criminals and victims,
 - solving a crime and fighting for the 'greater good',
 - male/female role models,
 - social classes,
 - ethics, i.e., attitudes towards crime and the difference between right and wrong;
 - how to prepare a short presentation on a literary text;
 - how to create their own crime story.

Pupils must have good language skills to be able to read and understand literary texts as well as to write texts on their own.

Theme 4: Science and Mathematics

4.1 Statistics and You

Level	Beginner
Subject	Science and Mathematics
Age Group	11 and older
Duration	2- 3 weeks
Proposed ICT Tools	email, chat, spreadsheets, shared file archives, presentation tools
URL to full kit	http://www.etwinning.net/kits/statistics

Summary

In this activity, pupils of each partner school collect data about themselves. They collate it in simple statistical surveys, which they then exchange with their partner school and evaluate. In this way, math is applied to the everyday lives of the pupils, their surroundings and family background, and enhances a better understanding of each other. At the end of this kit, you will find a questionnaire that gives some suggestions on what to ask.

Objectives

- Pupils learn:
- to identify important information and prepare questionnaires;
 - to collect the data in an organised analytical way;
 - to collate the data in spreadsheets with statistical graphs;
 - to analyse graphs or charts showing statistical or numeric data;
 - about cultural differences and similarities of their partner school in the other country;
 - to have a better understanding of the other country and their fellow partners.

4.2 Sugar in the EU - Sweeten up your Life

Level	Intermediate
Subject	Science
Age Group	15-19
Duration	1 month
Proposed ICT Tools	email, chat, shared file archive, presentation tools
URL to full kit	http://www.etwinning.net/kits/sugar

Summary

Pupils investigate where sugar is grown, how it is refined and the different types of sugar that exist in their own country and/or all over Europe. They find out about the history of sugar and how it is traded and used in other countries. They collect and exchange information and compare their results with their partner school.

Objectives

- Pupils learn:
- where sugar plants are grown in their country;
 - what kind of sugar plants grow in their country and in other European countries;
 - from sugar associations and companies, how and where sugar is produced in their country;
 - how and where sugar is used – here, pupils can collect samples (e.g., candies), take pictures and compare them by posting their findings in the project TwinSpace;
 - about the history and trading of sugar;
 - about the chemical structure and components of sugar;
 - about geographical differences of sugar plants, growth and refining;
 - to put the information into a common repository;
 - to compare the results of their research and discover similarities and differences;
 - to explain these to each other and find factual reasons for them;
 - to exchange typical recipes from their countries that include sugar;
 - to prepare a PowerPoint presentation on the history, chemistry and geography of sugar.

4.3

Four Seasons

Level	Advanced
Subject	Science and Cross-Curricular
Age Group	16-19
Duration	Half a year
Proposed ICT Tools	email, presentation tools, photos, chat, video conferencing, shared file archives, poll tool, gallery
Full Kit website	http://www.etwinning.net/kits/seasons

Summary

This kit is for partners to collaborate on certain feast days, which are celebrated across Europe because of their astronomical significance, such as midsummer's day. Pupils collect information about events, exchange this information and compare the local differences. They then create documentation and publish the result on the school's homepage.

Objectives

Science

- Pupils learn:
- about the astronomical reasons for the four seasons;
 - about the physics of the solar system;
 - to write a common summary;
 - about time zones when twinning with partners from other zones;
 - to use clock, compass and GPS information;
 - to prepare an outside observation and how to take notes;
 - to work with an internet database.

Cross-curricular

- Pupils learn:
- how astronomical events influence the selection of dates given in religion;
 - from each other, i.e., the science group receives the work of the religion group and vice versa;
 - to bring together different curricular topics in one common document;
 - the different dates for the same festivities in different countries and Christian religions (Roman/Orthodox oriented countries);
 - about the history of religion.

Questionnaire for teachers

- 1 *Getting classes involved in ICT projects is essential in terms of its social and pedagogical benefits.*

Tell us more about yourself, your class and your partner(s) in terms of integrating an eTwinning project into your teaching.
- 2 *ICT projects involving classes from different cultures imply innovation in teaching. In your view, how has your project contributed to innovation in teaching?*
- 3 *Based on your experience, do you feel your project has helped pupils develop skills for real life and intercultural communication?*
- 4 *The skills, concepts and ideas explored in your eTwinning project may have fulfilled your curricular requirements, as a normal classroom experience.*

In this respect, what were the main benefits of the project for you and your class?
- 5 *Do you think that your project has changed your view on using ICT in teaching?*
- 6 *Looking back on the achievements and challenges during your project, what advice would you give to fellow teachers to encourage them to get involved in eTwinning projects?*

Chapter 4

eTwinning Project Examples and Teacher Interviews

Edited by Christina Crawley, Anne Gilleran and Petru Dumitru

In this chapter, you will find a selection of teacher interviews and project examples. The same set of questions were put to each teacher. To refer to the original questionnaire, fold out this page and keep it open for each interview.

Gingerbread House



eTwinning Prize Winner 2007

Schools:	Základní škola a mateřská škola Sívce, Czech Republic Základná škola Omšenie, Slovakia
Teachers:	Denysa Križanova (Slovakia) Pavel Vrtěl (Czech Republic)
Age of pupils:	6-8
Duration:	Less than a month
Theme(s):	Cross-curriculum, Foreign Languages, Informatics/ICT, Language and Literature, Visual Art, Theatre, Music, Dance
Languages:	Slovak
Tools:	Email, chat, forum, PowerPoint, video, pictures and drawings, web publishing
URL:	http://www.zsomsenie.sk/static/eTwinning/



Description

The main theme of the project is fairytales and children's task is to transform their school life into a fairytale life. The children express the fairytale world through drawings, which are then transformed into a digital audio-visual format as a common outcome from the two partners. Through a number of other activities, the children use hands-on learning to acquire knowledge ranging from common information in the curriculum to skills necessary in their everyday lives, which are not necessarily taught in schools.

Aims

The partners first draw together a Gingerbread house themed folding picture book and transform it into a digital audio-visual format that is then published on their common website. The children then incorporate their own lives into the picture book through a variety of fairytale driven activities.

Pedagogical value

The project's theme challenges traditional teaching methods, stereotypical ways of teaching and an equally stereotypical approach to knowledge content. It offers space for building inter-curricular relations through the acquiring of knowledge, casts a different light on these relations and puts them into a whole new context.

Pedagogical use of ICT tools

PowerPoint was used to create the final digital fairytale with various other tools to record and process sound and images, such as MP3s for sound and digital cameras to edit and print photos. To communicate, tools included e-mail, Skype, chat, the eTwinning Portal, telephone, sms, IncrediMail, audio conferencing and video conferencing. To transmit the video during video conferencing and present the work to the other partner, a data projector was used.

Impacts

The project helped to create a functioning community, teachers-pupils-parents, bound by a common goal to make the pupils' lives happier. By spending a week together in a typical fairytale town in Slovakia at the end of the project, both a real friendship and partnership was created, not only in their virtual format but also in real life. Finally, the international success of the project helped the schools gain an excellent reputation and encouraged them both to continue working on collaborative projects.

Tips

IncrediMail, which enables younger children to communicate through images, animation, colorful backgrounds and sounds with the minimum knowledge of

alphabet, proved very useful for project communication. Essential to a successful collaboration is finding a partner you can trust, that is equally enthusiastic about working with children, creative and always full of new and surprising ideas.

Interview: Denysa Križanová and Pavel Vrtěl

1 *I am a teacher at a primary school in Omšenie in the Slovak Republic. Our partners are children of the same age at a primary school in Sívce in the Czech Republic. Both schools are rural so we have about the same working conditions. eTwinning has changed our school days incredibly. We literally live the project, have very strong friendships, share common goals and enjoy our collaborative work results. I think it is very nice to know that someone far away is thinking of you and seeks to achieve the same goals as you. So, we all enjoy our collaborative effort.*

Denysa Križanová

2 *I think the biggest changes are in our thinking and approach to things. Now both the children and I look at the world differently, from a broader perspective. This broader perspective also includes more specific areas, such as the role of school in education. More than ever before, I feel how important it is nowadays to prepare children for life and society. It is necessary to also teach the children things that are not in textbooks because their work in classical education is underestimated. At the same time, we have come across many challenges but we are learning to deal with them.*

Denysa Križanová

Thanks to the project, children were able to broaden their computer skills and were also able to learn new ways of communication technologies such as Skype, email, chat, video conferencing and telephone.

Pavel Vrtěl

3 *Most certainly, the children have become more communicative and open, our team has grown stronger, and bonds, which last despite the great distance, have been built. Their awareness has grown beyond their village boundaries. They are taking interest in the lives of others and that is great. They are learning not to think just about themselves, which is a beautiful value everyone should base their life on.*

Denysa Križanová

The project helped children to learn what team work is about and how a team may get stronger to achieve a certain goal. Furthermore the project helped strengthen the relationships between groups at class and project level. In addition the interest of using ICT to communicate has considerably increased.

Pavel Vrtěl

4 *I teach little children and fairytales are an inseparable part of their childhood life. This world of beauty and magic helps the children to perceive new information more easily and learn more effectively. The children's parents have been coming to school too and together we have managed to teach the children a lot. We have managed to do more than what is required in the curriculum. Apart from reading, writing, and counting we have been getting to know each other.*

Denysa Križanová

5 *Yes, most certainly. In Slovak schools, the only room equipped with ICT is the computer lab where all pupils take turns using usually only few computers. We have learned that being able to use our computer lab only from time to time is not enough. From the very basic activities such as emailing and/or video conferencing, while being able to use only one computer, we have worked our way to creating our own website and being able to use a computer whenever we want or need. Nowadays, we have Internet access in our classroom, a data projector, some cameras and we would like to have at least five laptops. We want to have a modern classroom and be able to learn in a modern way. Unfortunately, in our country the progress in schools, especially the rural ones, is rather slow.*

Denysa Križanová

Certainly, these new technologies are being used more and more in the class and I think that ICT-based activities increased the motivation of the parents to provide their children with computers and Internet access at home.

Pavel Vrtěl

6 *The answer to this question is simple: I was simply fascinated by my first encounter with eTwinning and I knew I would have to try it. I went my own way, having my own vision from the very beginning. Probably the most important thing is to want to do something interesting and fun for the children and have the will to learn something you have not done before (video conferencing, creating a website). For me this was something new as well. What I had not known I learned from my friends. It is good to have friends and even better to start working with someone who knows something you do not know. You might have skills the other person does not and you do not even know about it. Be daring and do not be afraid to change your routines. You will be surprised what you are capable of. Most likely, the greatest reward will be the joy you get out of teaching your pupils. Good luck!*

Denysa Križanová

Once Upon a Blog



eTwinning Prize 2007 Runner-up

Schools: Saint Attracta's Senior National School, Ireland
St. Joseph, Mater Boni Consilii School, Malta
Teachers: Joseph Molloy (Ireland)
Jacqueline Vanhear (Malta)

Age of pupils: 4 - 11
Duration: 1 school year
Themes: Cross Curricular
Language: English
Tools: Windows Live Messenger and Skype
URL: <http://slua.com/gallery2>

Description

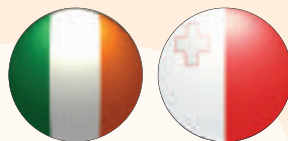
This project involves an exchange of national myths and legends using Blog and Podcast technologies. The project also compares and contrasts the lifestyles and attitudes of Maltese and Irish children using ICT.

Aims

To broaden the experiential and cultural horizons of the pupils and staff. To promote language skills, using a Blog and Podcasting site. To encourage and foster the European dimension in primary education. To support the intercultural exchange of ideas and values. To develop an enriched multicultural European identity. To enrich and diversify teaching and learning through ICT. To establish ICT as a creative method of communication and pedagogy.

Pedagogical Value

The greatest benefit experienced by the pupils is a marked increase in self-worth. Their new level of self-esteem is reflected in their enthusiasm for the task at hand and their reluctance to hand over the project to the other third classes. The participating teachers have reported a value added dimension to their work and an increase in their skills base. They also expressed a deep sense of satisfaction in a job well done.



Pedagogical Use of ICT tools

The school benefited from an overall rise in technical expertise and a more cohesive approach to the implementation of ICT on the whole-school basis. For example, in order to set up the blog site and RSS feeds several models were tried and tested. Teachers found free sites such as Blogger, which employed random advertising (often inappropriate), popup windows and dull colour schemes to be the major obstacles to learning. As a result, it was decided by consensus last June, to host the project on our own dedicated blog site.

Impact

The project was designed along constructivist principals. The site was tested by other teachers during the summer holidays. Then the participating teachers and children in Dublin and Paola were consulted concerning the final design and content of the site. The weekly live link is the cause of great excitement and the school timetable has to be altered to facilitate the different third classes. Teachers have learned to use studio equipment and webcams. The eTwinning project has resulted in the setting up of a permanent podcast studio.

Interview: Joseph Molloy and Jacqueline Vanhear

- 1 *I am in my mid fifties and I have been interested in computers for over twenty-five years. I am the ICT coordinator in a mixed senior primary school. The children range in age from 8-13 years old. I began using podcasting as a curriculum tool in May 2005 and I was convinced that it would be of great benefit to teachers worldwide. Initially, the project attracted no interest on the Irish stand in Linz in 2006. Possible fear of the unknown or the unwillingness to embark on a steep learning curve kept most people at bay. I posted a message on the eTwinning forum and a brave Maltese teacher took on the challenge. Once the first podcast was uploaded the other third class teachers wanted to join in the fun. At the time of going to press we had 9563 hits on the site. Joseph Molloy*

This project was very beneficial for improving my ICT skills. It was the first time I was using particular innovative tools such as a blog and podcasts. At first it was a bit difficult but as time went by I became more fluent. Thanks also go to my patient Irish partner who was kind enough to share his expertise in this area with me and helped me a great deal to improve my skills. The girls' enthusiasm grew more each day. At first this project started off as something new in the curriculum, but then it developed into a wonderful experience. The girls eagerly awaited the regular video conferences and they could observe different and similar features in the two schools, e.g, the uniforms; the fact that in the Irish class there were boys and girls whereas in ours we have only girls; and that the teacher was

a male whereas in our school we have only female teachers. I was very impressed by the girls' observation of the time zone, since during the video conference the Irish teacher would say "now we have to go because it's lunchtime" whereas in Malta we would have already had our lunch.

Jacqueline Vanhear

- 2 *This project by its very nature utilises novel communicative technologies and therefore places itself firmly in the innovation category. I feel the project offers teachers and pupils alike a new medium for expression. It also enables the participating partners to publish their pupils' work almost instantly. This is an empowering process. It reinforces the work done in the classroom and provides a forum for self and peer-to-peer evaluation. It builds self-esteem and reinforces the pupils' sense of identity. The weekly "live link" by its dynamic nature engenders a sense of anticipation and fun among the pupils. There is no better way to learn a language than to hear it spoken.*

Joseph Molloy

This project was definitely an innovation since its initiation! In Maltese classes we don't normally make use of blogs and podcasts, furthermore, the video conferences were something totally new. Often times, the teacher goes into the classroom and just deposits information into the children's heads. This project was completely different! The main actors were the children: they chose the legend, they drew the artworks in the ways they wanted and they chose the music. The teacher was just there to present the tools and facilitate this process.

Jacqueline Vanhear

- 3 *Undoubtedly! In this information age where digital communications pervade all aspects of everyday life, we feel that this project has set in motion an enabling process. Pupils love a challenge and "Once Upon A Blog" presented the pupils with several. For example, one eight year old pupil on hearing that it did not snow in Malta constructed a snowman with the help of his aunt and cousin. He then asked if he could show the girls in Malta his snowman. He made a short video, posted it on the site and invited them to name him. It was a great success.*

Joseph Molloy

That is exactly what this project was all about. In Malta, we have a very vast syllabus, but the time taken to do this project served for other life skills and decision making skills which are very important and which very often tend to be ignored. This can be confirmed by the feedback from the parents of the girls, which was so positive. They also helped support their daughters and, as the parents themselves stated, the girls would go home with so much enthusiasm about the project that they were lead to inquire more about it.

Jacqueline Vanhear

- 4 *One of the principal aims of the project was to improve the English language acquisition skills of both participating schools. The pupils directly benefited as all the teachers involved in the venture paid particular attention to language skills, diction, phrasing, etc., as the children were representing their schools and acting*

as international storytellers. The constructivist framework enabled our pupils to become more familiar with ICT equipment and their associated skills. We as teachers assumed the role of "guide on the side", only offering advice when the pupils reached an impasse. Pupils were encouraged to express themselves through the medium of art, poetry and model building. Both my Maltese eTwinning partner and I agree that the project managed to broaden the experiential and cultural horizons of the pupils and staff. The project successfully supported the intercultural exchange of ideas and values and introduced a European dimension into the curriculum of both participating primary schools. The pupils were incidentally introduced to the rich cultural identity of each other's country.

Joseph Molloy

The main benefits of this project were to improve English language acquisition and self-expression. However, this project brought about more benefits such as bringing out the creativity hidden in the girls, empowering life-skills and decision-making skills, realising that Malta is not the 'whole world', building up self-esteem and becoming more familiar with ICT tools.

Jacqueline Vanhear

- 5 This project formed an electronic bridge between two island nations in the EU, one in the middle of the Mediterranean Sea and the other on the edge of the Atlantic Ocean. The laughter and excitement of children dissolved international boundaries. The rich tapestry of accents and expressions in the podcasts and live video conferences added to the sense of overseas adventure and cultural exchange. It is important to note that the technology was invisible to the children – they could only see and hear each other. They only became aware of it when it malfunctioned and spoiled their serious fun.

Joseph Molloy

I always believed in ICT in the classroom, however, before it was just a belief. Now it is being put into practice day in and day out!

Jacqueline Vanhear

- 6 Don't be afraid! Begin with a clear and simple objective. Put the project framework in place and build on it gradually. Encourage your partner(s) to contribute their ideas and/or skills as often and as freely as possible. Be prepared to change and be open to new ideas and methodologies. And don't forget to consult with the pupils as they often have novel approaches to problem solving and their imagination knows no bounds. Above all, make sure that the project does not become a burden. It should be an enjoyable and enhancing experience for all involved.

Joseph Molloy

eTwinning projects are the way forward to promote constructivist teaching and to move away from 'banking education'. eTwinning projects, although time consuming, put an emphasis on the process rather than the content or product. If a teacher really believes in a holistic kind of education, eTwinning projects are one of the tools that a teacher can use in his/her classroom to bring about change!

Jacqueline Vanhear

Playing and Learning About Europe through ICT



Schools:	Kindergarten Soeding, Austria Jardim de Infância de Várzea, Portugal
Teachers:	Claudia Gartler (Austria) Diana Oliveira (Portugal)
Age of pupils:	5-7
Duration:	2 years or more
Themes:	Europe, Informatics, Special Needs Education
Language:	English
Tools:	Email, audio and video conferencing, chat, forum, MP3, PowerPoint, video, pictures and drawings, virtual learning environments, web publishing
URL:	http://www.kindergarten-soeding.com/projekte/e-twinning-en.htm

Description

The goal of this project is to introduce children in elementary primary school to the subject of ICT and from these first experiences to develop a capacity for digital learning. It also encourages pupils in early childhood education to explore the wide range of ICT tools available in classroom environments and develops teaching methods for children with special needs.



Interview: Diana Oliveira

- 1 *Integrating an eTwinning project into my teaching gave my pupils and me the opportunity to improve our communication skills using the computer and English as the working language. We learned about our European partner country, Austria, and we shared different educational experiences.*
- 2 *As an essential aspect of the use of ICT, multimedia and web design/authoring, pupils are involved in the production of their own multimedia materials and are encouraged to exchange their ideas and experiences using ICT and the Internet. Making links and interacting with our partner school, we learned from each other and increased our motivation.*
- 3 *Being in touch with different realities, creating links between the schools, communicating and sharing with each other helps all project participants learn that working together and joining efforts contributes to better results.*
- 4 *Pupils were much more motivated, they were in touch through the Internet with new realities, they learned to share and they improved their computer and language skills. They worked in a multidisciplinary way in order to produce their final work. For me as a teacher it was a very good personal and educational experience to exchange ideas, methods, knowledge and friendship.*
- 5 *Working in this project made me learn more about ICT. I acquired new computer skills and now the computer is a tool which is always present in my classroom, for me and my pupils.*
- 6 *Don't be afraid! It is a wonderful opportunity for pupils and teachers to start new friendships and to learn more about the European Union and a lot of other subjects.*

ZOO



Schools:	Primary school Sint-Amandus, Belgium; ZŠ A. Stodolu, Martin, Slovakia; CEIP ALVAREZ LIMESES, Spain; CEIP Xulio Camba, Spain; CEIPVidal Portela, Spain; Jerney János, Hungary; Kalocsai Belvárosi-Dunaszentbenedeki Általános Iskola és Óvoda, Hungary; Pärnu Koidula Gymnasium, Estonia; Osnovna Sola Solkan, Slovenia
Teachers:	Lieven Van Parys (Belgium); M ^a del Carmen Rodríguez Montegrifo, Belen Junquera, Mela Rodríguez (Spain); Erika Raffai, Margit Horváth (Hungary); Tiit Leibur (Estonia); Alexandra Pilková (Slovakia); Viljenka Savli (Slovenia)
Age of pupils:	5- 12
Duration:	1 school year
Themes:	Cross Curricular
Language:	English
Tools:	Email, PowerPoint, video, pictures and drawings, web publishing
URL:	http://www.sip.be/stamand/zooproject/zoo.htm

Description

The aim of this project is to build up an international virtual zoo with animals made of chenille (a kind of soft and colourful wire). These 'creatures' are converted into rubber stamps that can be used in a very simple (but fantastic) free drawing and painting programme for children: Tux Paint.

Interview: *Lieven Van Parys and Alexandra Pilková*

- The animals of our zoo and the drawings in Tux Paint are created by children from our eTwinning team but also by partners from all over the world (Belgium, Austria, People's Republic of China, Canada, Estonia, Japan, Ireland, Latvia, Slovenia, Sweden, Croatia, Hungary, Australia, Czech Republic, Israel, Slovakia, England, Ghana, Spain and Senegal). The zoo collection can be downloaded from the project website and can be used by everyone. Pupils from primary schools and children from kindergarten formed a worldwide team, connected by 'real' (chenille) and virtual (Internet) wires. The teaching equipment and materials*



stayed the same but the environment changed. "Break down the walls in your class room and open your mind for worldwide exploration, communication and friendship!" A school without borders is the new pedagogical playground for teachers. Colleagues: don't be afraid of the new 'toys'. Lieven Van Parys

- 2 *A large innovative aspect of this project is teaching pupils about multimedia art. They mould their creativity into solutions for each task and they learn new ways of expressing themselves. It helps increase sensitivity, understanding, thinking, visualisation and fantasy. It develops pupils' skills and helps them learn about work and cooperation with other European schools.*

Alexandra Pilková

- 3 *Yes, "eTwinning is winning!" Our project became a real learning environment where children can develop skills in communication and teamwork. With simple chenille wires and a child-friendly drawing programme, they developed their creativity and imagination. The pupils were astonished by their own works of art and their self-esteem grew. The whole project meets the requirements of appropriate areas of the school curriculum in all the involved countries. It helps to bridge the digital divide by providing an "ICT-rich" learning and teaching context.*

Lieven Van Parys

- 4 *My pupils learned to handle specific multimedia which implied pictures, sound and interactivity. They also learned how to deal with art language in digital surrounding.*

Alexandra Pilková

Teamwork with children from all over the world communicating with each other by means of an uncomplicated universal language: chenille wires and drawings. It's maybe the proof that even very young children can make use of the Internet in a meaningful way. In this virtual world, pupils hand over their personally made outcomes (animals) to each other. "Inside each child there is a hidden artist."

Lieven Van Parys

- 5 *Yes! We are ONE world and ONE community. ICT is the key and instrument to improve intercultural communication. We have already enjoyed this unique experience in more than twenty countries.*

Lieven Van Parys

- 6 *Do it! These are my three simple rules: keep it simple, use a universal language and look for a universal subject that can be integrated in each curriculum.*

Lieven Van Parys

Learning Through Friendship



Schools:	Holman Koulu, Finland; les Escultor Juan de Villanueva, Spain
Teachers:	Tiina Sarisalmi (Finland), Arturo Encina Andrés (Spain)
Age of pupils:	11-13
Duration:	1 school year
Themes:	Visual Arts, Theatre, Music, Dance
Language:	English
Tools:	Email, chat, virtual learning environments, web publishing
URL:	http://twinspace.etwinning.net/launcher.cfm?cid=2627

Description

The main goals of this projects are to: encourage pupils to get to know each other and, hopefully, become friends, while at the same time, develop their English vocabulary and communication skills; enhance pupils' ICT skills and encourage them to use Internet as a source of information and means of communication; and develop pupils' understanding and knowledge of different European countries and cultures and thus overcome their prejudices and increase tolerance.

Interview: Tiina Sarisalmi

- 1 As an English teacher, I had been looking for ways to open the classroom to the real world. I knew there were thousands of young people learning English from textbooks just like we were so why not make it much more fun and interesting by sharing our experiences and learning together? The recent development of computer technology provided the tools, so it was only a matter of finding a partner. That's how I came across eTwinning. So far, I have had eight eTwinning partners with seven different classes and am currently working with four of them.*
- 2 Firstly, eTwinning brings authenticity into the learning process. We study and practice the same things as we would in traditional classroom activities, but in eTwinning, we do it together with real people in another country. The pupils share information and experiences, and thus learn from each other and strengthen their communication skills. Secondly, through eTwinning pupils learn to use ICT tools in a pedagogically meaningful way. They write letters in the forums, chat, do interactive exercises, take digital photos and videos, search for*



information, etc. And all this takes place in the pedagogical context of studying English communication. Thirdly, eTwinning encourages cooperation between teachers and unifies learning. The scope of learning widens from English skills to Environmental Studies, Geography, Home Economics, Art and Crafts and Social Studies. Life knows no boundaries, therefore, why should school?

- 3 *The idea of being partners in a European project encouraged the pupils to find out more about different European countries, their nature, art, food and ways of living. In the context of European partnerships, the texts, links and quizzes provided in the shared learning environment were not only learning material, but were a meaningful pathway towards understanding and learning more about our partners. In this sense, the true revelation has been that apart from climate and language, people in Europe are essentially very similar with shared values and interests. Surely, this has helped us to overcome our prejudices and made us more open to intercultural cooperation.*
- 4 *The main benefit, besides English and ICT skills, was the personal growth of everyone involved. For the teachers as well as the pupils, eTwinning helped us to widen our horizons, reconsider our perspectives, improve self-esteem, increase understanding of different cultures, enhance tolerance and prove that "communication is at the basis of understanding". So, regardless of the subject matter or the tools we use, the process is always constantly about learning to learn responsibly, actively and collaboratively.*
- 5 *The ability to use ICT is becoming more and more vital in today's modern information society. However, ICT skills are still acquired mainly outside public educational institutes. Though schools, at least in Finland, are relatively well equipped, the main problem seems to be finding ways to use ICT tools in a pedagogically meaningful way. In virtual learning environments, as was in our case, the pupils were able to learn to know each other, share information and experiences and learn English communication skills while developing diverse ICT skills. Actually, communicating with real people from other countries appeared to motivate the learners in a very special way, also in the use of ICT tools. Based on the experience achieved through eTwinning, I find these kinds of projects to be the best way to use ICT in teaching, e.g., to use them as tools and means instead of learning objectives as such.*
- 6 *Go ahead! Be open to different ideas and new experiments, work together with your colleagues and let the pupils take an active role. Planning takes time, but eTwinning brings so much fun and extra stimuli to your classroom work. That alone is already worth the time spent.*

Usage de la vidéoconférence pour apprendre la langue du partenaire



Schools:	Ecole primaire de Saint Maximin, France Keilberthschule, Germany
Teachers:	Régis Bracq (France) Nicole Imbert-Buckenmaier (Germany)
Age of pupils:	8 -10
Duration:	2 years or more
Themes:	Foreign Languages
Language:	German, French
Tools:	Email, audio and video conferencing, PowerPoint, video, pictures and drawings

Description

The pupils of the two primary schools in France and Germany make regular contact by webcam and Internet. Every week in class, they learn the language of their partner. They also work on communal activities with different themes, which are decided between the two classes. In this way, the pupils become familiar with several different cultures and languages of Europe.



Interview: Régis Bracq

- 1 *We mainly use video conferencing exchanges to help the pupils learn their partner's language and so the eTwinning project has become part of my teaching. In foreign language classes, pupils use their evolving knowledge to communicate with their "pen pals" thanks to video conferencing sessions. Every two weeks, pupils meet, see one another, talk together and share documents. As a consequence, the way of teaching a foreign language has completely changed. Teachers give their pupils linguistic tools so that they are able to experience a genuine moment of communication. Thus, sixty-five pupils from a primary school in the southern French countryside can communicate with those from a primary school located in a big German city. In the Collège Bernard de Ventadour in Bagnols-sur-Cèze, a similar project is going on between French and Hungarian pupils. They all communicate in French, German and English, and through this, the French group was able to discover Hungarian. The video conferencing project will be developed in German and English classes with partners from Munich and London. That will be developed in future eTwinning projects.*
- 2 *This is an innovation since the way foreign languages are taught is totally different. Pupils learn languages very quickly within genuine communication situations. They systematically give some meaning to what they learn. Besides, they can feel they are able to share some knowledge with foreign pen pals.*
- 3 *The project has completely changed the way pupils learn foreign languages and it has developed their curiosity. They feel like learning and they are strongly motivated when they realise the benefits of the activity. To them it is clear that learning a language is a means to exchange and talk with pen pals. Learning foreign languages has become a true experience.*
- 4 *I've completely changed the way I teach. We've learned how to work with colleagues from other countries and colleagues from my own school. The pupils are at the centre of our teaching practices.*
- 5 *Yes, ICT is not seen as a goal but as a means to have interesting classroom experiences which prove to be both efficient and rewarding.*
- 6 *eTwinning projects allow you to gain another view of teachers' roles, to change your teaching habits and to find and share common interests with both foreign teachers and foreign pupils.*

Make a Film and Share it with a Friend!

Schools:	Vindängen, Sweden Knockaclarig National School, Ireland
Teachers:	Fredrik Olsson (Sweden) Tom Roche (Ireland)
Age of pupils:	11-12
Duration:	6 months
Themes:	Cross-curriculum, Educational Systems, Europe, Foreign Languages Geography, History/Traditions, Informatics/ICT, Language and Literature, Media, Visual Art, Theatre, Music, Dance
Language:	English
Tools:	Email, chat, MP3, PowerPoint, video, pictures and drawings, web publishing
URL:	http://www.edu.falkoping.se/fredrikolsson/

Description

Pupils learn from pupils about the culture of another country by sharing self-made DVDs. Via this medium they learn about their local community, interests and activities and share, compare and contrast these experiences with their partner school.

Interview: Tom Roche

- The Macro View: In terms of where I am coming from, a small school in a rural area on the extreme western European periphery, it provided an opportunity to embrace via the world wide web a wider vista of the continent, unconfined by boundaries and an introduction to a new and diverse school community.
The Micro View: While ostensibly our project's core centred on the Performing Arts and DVD production, it permeated through the eleven subjects of the Irish curriculum leading us on to produce our story in digital format, it accelerated our technical ICT skills, definitely boosted confidence and self esteem and we developed a self critique in our presentations as we realised we were publishing beyond the classroom.*
- It certainly has. The major change was the shift from a didactic tutoring approach involving passive pupils to an active learning environment. We had a more open interaction with the pupils and used more dialogue. This generated a collaborative module where groups and indeed pairs were organised in researching the diverse aspects of our partner's school, reporting*



back on findings and making presentations. These reports in image, audio, slideshow and video formats added a new dynamic to teaching and learning.

- 3 It has firstly made the pupils aware of the diversity of culture. It has developed a respect for the opinions of others. We also found comparisons, e.g., cheese-making, Neolithic Monuments and the Bird Sanctuary. This has contributed to the listening and evaluation of other ideas and testing their hypothesis versus our own opinions. We also appreciated the divergent opinions and became acquainted with some of the negotiating skills needed to arrive at a consensus. In the constant uploading of our partner's work we have engaged in constructive discussion, have developed an appreciation of and an interest in other people's culture and environment.*
- 4 Within the curricular requirements (Performing Arts in this instance) we got an opportunity to showcase our work to a target audience. This was motivation in itself, upping preparation and presentation. We became aware of a culture in a different country in a different time zone that while being diverse had many similar traits to our own, e.g., popular music, sport and fashion. We saw how environment determines lifestyle and how it can be harnessed, e.g., skiing to advantage. We have seen the impact this has had on the general community. The project has helped to foster the wonder and awe in what is out there and we have seen the possibilities that a replication of the project in an other environment (mediated via the TwinSpace tools) can open up for us.*
- 5 Being an "ICT disciple" I definitely think that it has further strengthened the implementation of teaching with ICT. Aspects of different lifestyles were brought to life through the content-rich formats further enhancing the project. At a point and a click we were instantly in a new environment. This was learning by doing as compared to traditional audio-visual learning methods. Research has shown that "learning by doing" is the most beneficial and rewarding method. Children are active by nature and by the harnessing of this propensity for doing they can be directed towards positive outcomes. This interactive, hands on learning kept the project's momentum going.*
- 6 As a start, I would suggest engaging in discussion outside the project's parameters, pointing out the advantages of ICT engagement as a learning and teaching tool. Illustrate the deep impact technology is having on society as a whole and on communications. Work on knowledge gathering and processing. Offer to become a mentor to interested teachers.*

Little Explorers

Schools:	Przedszkole Publ. Nr 5, Poland; Dun Guzepp Zerafa, Fgura Primary A school, Malta; Escuela Infantil Gloria Fuertes, Spain; Cauldeen Primary School, UK; Křesťanská mateřská škola Horažďovice, Czech Republic; Mateřská škola, Czech Republic
Teachers:	Ewa Kurzak (Poland); Marianne Schembri, (Malta); Maria Piedad Avello (Spain); George Glass (United Kingdom); Alena Průchová, Jitka Řeháková (Czech Republic)
Age of pupils:	5-6
Duration:	2 years or more
Themes:	Cross-curriculum, Informatics/ICT, Mathematics and Science
Language:	Czech, English, Polish
Tools:	Email, audio and video conferencing, forum, MP3, PowerPoint, video, pictures and drawings, web publishing
URL:	http://webnews.textalk.com/en/view.php?id=8842/

Description

In "Little Explorers", children supervised by teachers perform a series of unusual activities such as research games and experiments. Children and teachers analyse the results of the activities and describe, exchange and publish them on the project's website.

Interview: Ewa Kurzak and Miriam Schembri

- The "Little Explorers" project is interconnected with the kindergarten curriculum. All the tasks are integrated into our kindergartens' yearly work schedules and comprehensive subject matter in all age groups. The project team consists of six kindergartens from Poland, Spain, Malta, Scotland and two in the Czech Republic. Recently a kindergarten from Romania also joined our team. Each participant of the project can modify tasks so that it can be applied to their kindergarten. All participants of the project work really hard and at the same time have a lot of fun. It is a little European net of schools and projects for children. That is why our website is called "Net of Children projects".*

Ewa Kurzak
- The project is divided into several subprojects. The aim of dividing the project is to test several methods of cooperating online. By using a puzzle method, partners accomplish chosen tasks to form the subproject "Little Explorers of Big Space". The partners also accomplish the same tasks, in ways they themselves choose, in the subprojects "Human – a part of nature/Climate" and "Digital Puzzles". Although these subprojects have the same aim, they provide a great variety of pedagogical solutions such as chosen material, organisation and working methods with children.*

Miriam Schembri



- 3** *The main participants of the project are the youngest children (3-7 year-old) and their teachers. The earliest experiences of children are most certainly the ones that will develop their communication skills in a foreign language and allow them to learn about new technologies. What is more interesting is that they also learn using the computer, a digital camera, a printer and finding multimedia files on a desktop and in folders. Children know that the folder called 'CHILDREN' which can be found in their 'Favourites' is theirs and that they can use it to surf the Internet and the websites addressing them. They are aware that the Internet helps people but can also be dangerous so they get to know how to handle it. On the project's site, apart from the planned tasks, one can also find information about every country's national holidays and celebrations so that everyone – children, teachers and parents – can get acquainted with the culture and traditions of the partnership which consists of kindergartens from the southern, northern, western and central parts of Europe. All the activities are strongly supported by parents who observe the development of the project on the Internet.*

Ewa Kurzak
- 4** *The project has made playing and learning more attractive for children. Providing a wider audience for curricular activities outside the classroom had a very positive effect on the children's day to day motivation. I made use of the examples of good pedagogical practices of the teachers from partner kindergartens, e.g., classroom arrangements, making presentations, films, exchanging information on software and the use of ICT.*

Miriam Schembri
- 5** *Yes! I have been connected with eTwinning since its launch and working on the projects convinced me that the use of ICT in the education of the youngest children is possible and more and more necessary. Besides that, it also develops the skills of both children and teachers. By accomplishing common projects, eTwinning joins all the educational systems of the European Union and promotes equal educational opportunities for all children.*

Ewa Kurzak
- 6** *I do not like giving advice; however, I can draw some conclusions: it's a good idea to gain experience by working on a short-term project at the beginning; the accomplishment of the eTwinning projects is very satisfactory when all partners work on the project with equal involvement and also exchange and publish all the materials; the wish to be understood motivates pupils to learn the language of the project; the most important supportive element for teachers is the acceptance of the project by the children's parents and the head teacher of the kindergarten; and, another important element is a promotional campaign in the media, distribution of leaflets, posters and, moreover, publishing the outcomes of the project on the Internet.*

Ewa Kurzak

LE.DI.L.E.O



Schools:	Kindergarten of Kaparelli, Greece Jardim de Infancia de Porto de Mós, Portugal Lavassaare Lasteaed-alkool, Estonia
Teachers:	Anna Karidi Pirounaki (Greece) Maria José Silva (Portugal) Maris Loo (Estonia)
Age of pupils:	5-6
Duration:	1 school year
Themes:	Cross-curriculum
Language:	English
Tools:	Email, audio and video conferencing, chat, forum, MP3, PowerPoint, video, pictures and drawings, web publishing
URL:	http://jiportodemos.ccems.pt/ledileo/home1.htm

Description

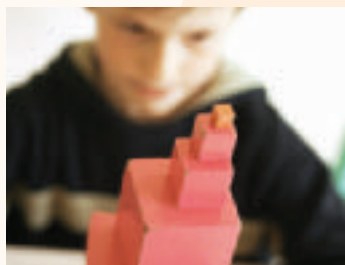
Children have the opportunity to learn from each other in a cross-curricular way. ICT is used to search for information and to share and spread the achieved knowledge on various topics. After all, acquiring knowledge must be fun and also done in a creative way in order for the pupils to be initiated into the procedure.



Interview: Maria José Silva and Anna Karidi Pirounaki

- 1 *Firstly, the teachers made an annual activity plan, which outlined the pupils' activities.
This was modified with new ideas that came up while developing this project. We believe that ICT is an important tool for cross-curriculum work. For that reason, we tried to work in a way so that whole school could benefit from this, offering a spontaneous, interactive and fun way of learning from each other, as our project title says.*
- 2 *The interesting cooperative work we developed in a creative way, gave the opportunity to children aged 5-6 to realise not only the potentialities of ICT, but also what the European Dimension really is.*
- 3 *Our pupils realised from the very first day of our contact (through photos and video conferencing) the similarities and differences between our two cultures. When pupils of 6 years-old ask why Murillo came from Africa to Portugal or why so many Albanians live in Greece, we can easily develop many discussions about these issues.
They also have the opportunity to gradually inquire, understand and accept diversity as natural.*
- 4 *We both had an interesting and challenging reason to work further beyond our daily class, with more flexibility and creativity, aiming to promote in the classroom the desire to learn from partner friends.*
- 5 *We are more experienced in the use of ICT in our classroom, exploring the pupils' and teachers' limits in a creative way.*
- 6 *Try to enjoy the whole running of the project: it's good to be smiling in the classroom!*

A Global Fairy-Tale Book



Schools:	Szkoła Podstawowa nr14, Poland; Kungshögsskolan, Sweden Základná škola, Hviezdoslavova 1, Lipany, Slovakia Publiczna Szkoła podstawowa NR 2, Poland Református Általános Iskola, Cegléd, Hungary Basisschool Dr. Jozef Weyns, Belgium
Teachers:	Bożena Deutsch, Agata Luszczyńska (Poland); Maria Bettner (Sweden); Maria Knapiková (Slovakia); Rita Motyovszki, (Hungary); Gunther De Vries (Belgium)
Age of pupils:	7-12
Duration:	6 months
Themes:	Foreign Languages, Informatics/ICT, Language and Literature, Visual Art, Theatre, Music, Dance
Language:	English
Tools:	Email, chat, PowerPoint, video, pictures and drawings, virtual learning environments, web publishing
URL:	http://www2.skolor.pedc.se/ku/

Description

Together we write a fairy-tale book and publish it on Kungshögsskolan's website as a web-magazine. Creating various kinds of tales, each partner contributes to writing a part of each of the published tales. In addition to creating and writing out the texts, the pupils also make illustrations that correspond with the scenes of the tales.

Interview: Maria Bettner

- 1 *My name is Marie Bettner and I teach pupils from 10-13 years old. I have been working with international projects and ICT for some years. When we started with eTwinning projects in 2006, something happened to the whole school! Suddenly we had an easy platform to coordinate the project and it was also easy to find new partners. Our idea was to write a global fairy-tale book, and it was important that it wouldn't be just my class involved, it had to be a benefit for a lot of teachers and pupils, and it was! We were collaborating*



with schools in Poland, Slovakia and Hungary. Each school began with a fairy tale by writing the first chapter, drawing pictures and naming the tale. To organise the project we used a schedule and when the project was finished in December, each school had written one chapter in each fairy-tale.

- 2 Pupils often write and read different types of fairy-tales and stories. It was important to give pupils and teachers experience using a website to coordinate an international project. It is really important for everyone, both teachers and pupils to be able to use email, scanners, camcorders and digital cameras, both to communicate and to let the pupils feel that what they are doing in school is important for more than just themselves. Through the website, the chapters became a part of a whole text: a fairy-tale. It has been very interesting to see that something you are doing in your class can be implemented simply in the entire school and in other schools in Europe.*
- 3 It was exciting for the pupils to write the chapters and to find out that you really can collaborate with other pupils, even if we aren't situated in the same country! The pupils discovered that it's more important to bring children in Europe together rather than focusing on their differences. The pupils became more curious and interested in other European pupils' lives and culture. The pupils also learned first hand how important it is to be able to communicate in a foreign language such as English.*
- 4 The main benefit of the project has been that it has opened up the entire school to international collaboration. It marked the start of a very positive attitude in the school for such international work. The teachers experienced that an international project doesn't need to be difficult and that everyone can improve their skills in ICT, English and intercultural communication.*
- 5 I am convinced that teachers in Kungshögsskolan will use their skills in ICT and see the benefit of using it. We are going to use websites, email, chat, photos and scanning more often as tools in teaching. It's important to let ICT and international contacts be a part of the normal work in school!*
- 6 If your project is to be successful, you need to make a clear plan with a description of the project, aims and a schedule that everyone can accept and follow. In our project, the schedule gave the project a clear structure and it was easy for everyone in the project to see how the project was developing. It's also important to end the project with an evaluation, where both teachers and pupils are involved.*

Carbon Footprints



Schools:	Dun Salv Portelli Primary School C, Malta Carleton House Preparatory School, United Kingdom Szkoła Podstawowa Nr 1 im. Wł. Szafera w Mielcu, Poland
Teachers:	Saviour Tabone (Malta); Anne Daniels (United Kingdom); Aneta Sajda (Poland)
Age of pupils:	6-11
Duration:	6 months
Theme(s):	Environment, Geography
Languages:	English
Tools:	Email, PowerPoint, video, pictures and drawings, web publishing
URL:	http://www2.edu.fi/magazinefactory/magazines/11036_6532/

Description

This project looks at the diversity of the local areas of each school, including developed and undeveloped landscapes. An examination of flora and fauna and the effects of people on where they live culminated in 'Carbon Zero', a lively internet magazine. 'Carbon Zero' is the result of all the ICT skills developed over the lifetime of the project. The subject matter, reducing carbon emissions, is at the forefront of political and social debate worldwide. The children therefore researched, analysed, debated and made presentations at local and national levels.

Interview: Aneta Sajda and Anne Daniels

- Our project grew out of existing work done across the curriculum related to sustainability. All three schools hold the "Eco School" status so a three-way project made sense in terms of exploring issues and sharing knowledge. The use of ICT provided us with a powerful and immediate means of collating, analysing and exchanging ideas. The ICT tools are accessible to the whole age range and were a great motivation for even the younger children who are constantly delighted by seeing their work published and sent to their eTwins.*

Anne Daniels



- 2 *In my opinion, the way we worked on our project was innovative. Our cooperation forced the teachers involved in the project to choose alternative teaching methods. The use of the magazine as a medium for presenting the project was also a novelty in our school.*
Aneta Sajda
- 3 *Judging by the response of all our pupils, not only to this project but also to others underway, I would say that intercultural communication will very quickly become the norm. It is accepted now that we share our work with our eTwins and the children actively look forward to it. Our project deals with serious issues, which all the children have researched, discussed and debated with confidence and maturity. To understand that they can work together with peers in other countries gives them an awareness of their European citizenship. I believe these are skills they will keep for life.*
Aneta Sajda
- 4 *I think that one of the most important benefits is that we had the opportunity to explore extremely important issues. The children investigated the environmental problems and they have learned that all three schools share the same concerns. The project also allowed the children to put their knowledge into practice. Another important benefit is being able to practice English in a real-life context.*
Aneta Sajda
- 5 *Most definitely! Now I have seen what can be achieved and the difference it can make to teaching and learning in my class. It has been a great motivator for the children and has offered them opportunities that otherwise would not have been possible.*
Aneta Sajda
- 6 *I would say, get involved! You don't have to be an ICT expert or be fluent in foreign languages. Your project doesn't have to be huge or complicated to be successful or enjoyable. Try to be flexible and a little patient and most of all keep talking to your partners. Long silences (after all, we are all very busy people!) can be misconstrued and discouraging. If things get difficult, the National Support Services will help you get back on track.*
Anne Daniels

I would recommend eTwinning projects to all kinds of teachers. Through eTwinning, all of us have become members of the same global school. It was an enriching experience for the children and the staff as well. The partnership permits a change in the working format of the traditional classroom and gives a lot of satisfaction. For more adventurous lessons, join an eTwinning project.
Aneta Sajda

Leisure Pursuits: music, sport...



Schools:	Adel Primary School, United Kingdom CEIP Los Guindos, Spain
Teachers:	Sarah Stead (United Kingdom) Teresa Herrero Millán (Spain)
Age of pupils:	10 -11
Duration:	2 years or more
Themes:	Environment, Foreign Languages, Informatics/ICT, Media, Sports, Visual Art, Theatre, Music, Dance
Language:	English, Spanish
Tools:	Email, chat, PowerPoint, video, pictures and drawings, video conferencing, web publishing
URL:	http://twinspace.etwinning.net/launcher.cfm?cid=4578

Description

The main focus of this project is to foster cultural links between children on the theme of leisure pursuits, e.g., music and sport. Pupils practice and enhance foreign language skills and use ICT for project activities, e.g., video conferencing and email. The parents and wider community are involved in the project by means of displays, meetings and interactive presentations. Finally, the project includes a class trip for the pupils and teachers to meet.



Interview: Sarah Stead

- 1 *We have been involved in an eTwinning project with Los Guindos School in Malaga, Spain, as a spin off from a Comenius project on language learning. The project has involved exchanges of information on leisure pursuits (sport, music, games, etc.) via a variety of communication media. The children are visiting the partner school in March 2007 to share their experiences and imbibe Spanish culture.*
- 2 *The children and staff have used ICT to enhance their learning and communication. A secure weblog has been set up to exchange chats, photos, videos and music. The eTwinning Portal and TwinSpace has been used for communication between staff and pupils. Partner schools have installed video-conferencing equipment which we will begin to use shortly.*
- 3 *The project has greatly enhanced pupils' ICT skills and language and intercultural understanding. The visit to Malaga will broaden and develop their skills as well as their understanding of their partners' language and culture.*
- 4 *The pupils gained language skills and improved their ICT skills. They also gained art and cultural knowledge, as well as developed knowledge and understanding of a different European culture.*
- 5 *Yes; we would not otherwise have used weblogs, chat rooms and ICT before the project. Also, we researched our partner school on the Internet. Video conferencing was also a big innovation for us! The pupils also enjoyed the exchange of videos and digital photos via the eTwinning TwinSpace.*
- 6 *Don't be daunted by the challenge. Choose your partner(s) with care to find a match to exactly what you are looking for. A compatible partner is invaluable and lifelong friendships can be forged.*

EuroFilm Factory



eTwinning Prize Winner 2007

Schools: IES Carlos III, Spain; Prienai "Ziburys" gymnasium, Lithuania
Teachers: Libia Kowarik (Spain); Irma Sneideriene (Lithuania)

Age range: 15-16
Duration: Two years or more
Themes: Europe, Foreign Languages, Informatics/ICT, Language and Literature, Media, Visual Art, Theatre, Music, Dance
Language: English
Tools: Email, chat, forum, virtual learning environment, web publishing, PowerPoint, video, pictures and drawings, video conferencing
URL: <http://my.twinspace.etwinning.net/iescii>

Description

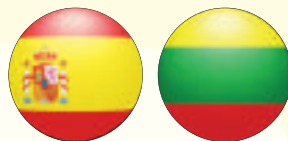
A group of pupils work on the topic of cinema. The aim is to have pupils write a guide with tips on how to make a film and to use these tips to make their own film in groups. During the warm-up stage, the pupils learn general cinema vocabulary and search the Internet to find information about their favourite films. They then produce their films and write reviews.

Aims

Using English as a tool to work on a certain topic, pupils communicate with other pupils, use ICT tools to search for information, and create and edit a film. The pupils learn about vocabulary related to cinema in an interesting way and search and read information on the Internet and in books to learn about film making and, in this context, put their English skills into practice.

Pedagogical value

Integrated into the curriculum, the activities complement subjects such as History, Citizenship, New Technology, Languages and Drama. Debates are organised in a "Europe-Youth-Future" club. The motivation to learn more foreign languages is strengthened. Finally, the impact of the project on classroom practice and school organisation is very positive; it makes work in lessons more interesting and pupils are encouraged to work in teams and groups.



Pedagogical use of ICT tools

ICT facilitates and speeds up communication between cooperating partner schools, especially using 'live chat'. Pupils and teachers also communicate by email and send and post digital photos on the website. With the help of teachers, pupils create the files on the content of the project and make presentations using PowerPoint. This process was used for the creation of a DVD: "A Scary Movie". The website allowed for a greater exchange of thoughts and ideas about the theme of filmmaking. Pupils visited relevant websites to conduct research, made a PowerPoint presentation of their findings and created films according to their scripts.

Impact

Improving the knowledge of English and encouraging and motivating pupils to learn foreign languages were elements that were achieved during this project. Pupils got to know the Internet and improved their ICT skills which allowed them to better use the project website, e.g., posting messages on the message board and openly discussing various topics related to the eTwinning project. The type of work motivated the pupils and increased their language and ICT skills. Enriching the curriculum, the project greatly impacted the motivation and skills of pupils in different subjects. It was also a stepping-stone towards an expertise for both teachers and pupils.

Interview: Irma Sneideriene and Libia Kowarik

- 1 *All activities were integrated in the curriculum. They complemented the topics being taught in both schools: History, Citizenship, New Technology, Languages and Drama. In regards to my English language classes, they were enriched through the "Eurofilm Factory" project as it broadened the classwork by adding a new dimension. Debates were organised in the lessons about film history, development and film-making processes. The full integration of information technologies in the project ensured a good opportunity to create a film, whereby pupils could express their creativity, ideas and thoughts. In turn, the motivation to learn more foreign languages was strengthened. Group work was implemented which provided for greater awareness of the importance of discussions on writing scripts and creating films.* Irma Sneideriene

I am an English teacher for pupils in their final year of secondary school. Our school is equipped with one computer for every two pupils and we have a virtual school campus. We have four lessons a week and use one day to develop our project. Pupils are also asked to do various tasks from home such as participating in the TwinSpace forum. The project is incorporated into our subject curriculum and pupils are evaluated and assessed on their work. Libia Kowarik

2 *In my view, ICT facilitated and sped up communication between partners. We communicated via the message board and 'live chat'. Writing emails and sharing teaching experience helped us a lot as teachers to improve our knowledge. The website gave wider opportunities to exchange thoughts and ideas about the theme focused on film making. This project is innovative as pupils could act not only as famous stars, but also film directors, producers, designers, script writers, cameramen, etc. Their work has been shown not only to project participants but also to the rest of the school, parents and the community. Both my pupils and I were very happy (and the same went for our partner school), and other teachers and parents were satisfied with the project results. Irma Sneideriene*

You have to learn a lot about ICT tools and how to use them to prepare for the various discussions you want your pupils to have, as well as improving your classroom management skills. Using a virtual school campus, you have to organise your work in a different way as there is a tool which allows for an improved way to contact pupils and allow them to download and upload files, take tests, etc.

Libia Kowarik

3 *I strongly believe and feel that our project has helped pupils develop skills for real-life and intercultural communication. As pupils presented their countries, they made PowerPoint presentations about their culture and traditions. It let them not only feel a sense of regional identity, cultural variety and differences, but also they were educated about tolerance and respecting another country's culture. Also, making a film gave my pupils experience closely related to real life, when they had to solve problems, find possible solutions and work in a team. Irma Sneideriene*

Working in groups was quite beneficial for my pupils as they were a very disorderly group with no group-work skills at all to start. They have learned to speak in turns, to organise and distribute work, to not waste time when they are working together, etc. Nowadays, this kind of personal skill is sought by most companies when hiring people to work. Writing skills are lacking in Spanish curricula and so the project has filled this gap greatly as the tasks they have fulfilled involved different kinds of texts. Regarding their intercultural skills, the area where we live has received thousands of immigrants in the last few years. In fact, we have in class pupils from five different countries. This project has given the pupils the opportunity to see where they come from and what they have left behind.

Libia Kowarik

4 *Both class and school life has changed a lot due to the further development of their English skills, motivation to learn foreign languages and ICT capabilities. The greatest impacts were new skills shared by the teachers, increased interest and motivation to study different subjects beyond languages, such as Drama, Art and History. Finally, it was a great benefit not only for my pupils, and me but for my school as a whole as well. Irma Sneideriene*

The overall benefit has been motivation: Being interested in what they do, the pupils have processed and produced an enormous amount of work they would have never been able to do through the textbook activities. Obviously, as my subject is English, having a partner from a different country has provided pupils with a source of real communication. The project has transformed their class work into more content-centred work. As for me, on one hand I love working with people from different places and learning about them and, on the other, I am crazy about ICT, so it has given me an easy way to learn quite a lot.

Libia Kowarik

- 5 *I think that our project has changed my view on using ICT in teaching. I began using multimedia tools during my lessons, searching for new teaching ideas and experience on the Internet, sharing my experience with teachers from other countries, taking part in forums and cooperating with partners. As my interest has increased, I have in turn been able to further encourage and motivate my pupils and so my lessons have become more interesting and enriching.*

Irma Sneideriene

I would say more that it has given me a better picture of ICT because when I first began doing eTwinning projects, I thought email was the bulk of it, but now I realise that communication is just one tool whereas ICT makes it possible for pupils to focus on the content of what they are doing (e.g., reviews, instructions, scripts, poems, reports), rather than the format (e.g., grammar, vocabulary). As the project evolved, pupils became more independent and learned to make better use of lesson time.

Libia Kowarik

- 6 *I would like to give only one piece of advice: never be afraid of challenges and hard work because it is worth it. Once you have found partners and begin cooperation, you will be satisfied with your eTwinning project by seeing the smiles on your pupils' faces, their growing motivation to learn foreign languages, their increase in multicultural understanding and tolerance, and pride of being a citizen of the European Union.*

Irma Sneideriene

I would advise teachers to: make sure to find a suitable partner; plan the activities and tasks in their project beforehand; agree on a working calendar with their partner; organise the TwinSpace before registering their pupils; and design activities where there is an underlying information gap: this is important for making tasks between pupil partners from different nationalities more meaningful.

Libia Kowarik

24 pas - 24 βήματα

eTwinning Prize 2007 Runner-up

Schools:	Collège Michel de L'hospital, France; Eniaio Lykeio Asklipieiou, Greece
Teachers:	Véronique Drujon (France) Anthi Theodorou and Konstantinos Rasia (Greece)
Age range:	15-16
Duration:	3 months
Themes:	Foreign Languages, Language and Literature
Language:	English, French and Greek
Tools:	Email, web publishing, chat, MP3, PowerPoint, video conferencing, pictures and drawings
URL:	http://www3.ac-clermont.fr/etabliss/college-michel-hospital-riom/viecollege/etwinning/etwinning.htm

Description

24 photos = 24 words in four languages: Ancient Greek, Latin, Modern Greek and French. Pupils work on a limited range vocabulary working in teams and make twenty-four steps towards each other's language and also to Ancient Greek and Latin. Each word acts as a step, and each step brings them closer to each other.

Aims

The project motivates pupils to cooperate, search and share their work. They enjoy learning through a short and easy word game and as all of the pupils are beginners in at least one of the four languages and experts in another, they find a way to communicate in languages that are no longer in use: Latin and Ancient Greek.

Pedagogical value

The pupils study the notion of etymology as they begin to learn Ancient Greek, a language which many of them have chosen to study the following year. The study of the Greek and Latin alphabets, their influence on French and the evolution of Ancient Greek to Modern Greek allow the pupils to better understand the notion of language and heritage. Through the exchange of information on words, the pupils discover both similarities and differences between languages which they find fascinating. Consequently, they learn in an interesting way.

Pedagogical use of ICT tools

Information texts are prepared through Open Office and pupils make use of a common server to store information at their schools. They find images on the Internet using the various search engines of Wikimedia. Through a common platform, pupils consult posted documents and exchange messages via email while teachers use email and chat to build and follow the project work. This was for both schools a good opportunity to test the available tools in their establishments.

Impact

The biggest impact was that through a project with a fairly short timeline, the pupils and teachers managed to work together and take in such a large amount of information. Working together in an interesting way, the pupils absorb much more



than they would have had they simply read information in a textbook. Two modern and two ancient languages were explored and ICT skills improved overall.

Interview: Véronique Drujon

- 1 *Using ICT was nothing new to me, as I have had to resort to video conferencing to teach ancient Greek to pupils in small rural secondary schools. With one of my fellow teachers, we produced an e-book on ancient Greek for beginners which can be consulted on the Musagora website. With my previous experience, the project fit exactly with my teaching practices and curriculum. The eighteen French pupils involved in this eTwinning project were between the ages of 14 and 15; during Latin lessons, the class learned about Ancient Greek, to see if they would be interested in choosing it for the following year. The eleven Greek pupils were between 15 and 16; they used eTwinning during their lessons of Ancient Greek history and were very surprised to find that Ancient Greek was being taught in France. In this context, they reflected upon the evolution of their mother tongue, while practicing French.*
- 2 *Each file is the result of bi-cultural teamwork: each team was in charge of two files, one initiated by the Greek pupils and the other by the French pupils. They had to find relevant illustrations to make their partners aware of the meaning of each word. It was a combination of mutual exchanges, which allowed them to understand the differences and similarities between each country's perceptions and references.*
- 3 *It has helped them develop skills for real-life and intercultural communication since they had to communicate through email on the TwinSpace and surf the Internet for information. It has given them a genuine opportunity to become familiar with new technologies and exchange ideas with one another.*
- 4 *The goal of the project was to make pupils aware of interconnections, namely the similarities and differences between Ancient and Modern Greek, Latin and French. It got all pupils interested in the origins of these languages and cultures. In this way, they were obliged to understand their roots which they found interesting.*
- 5 *I have always been convinced that using ICT in teaching is beneficial; however, eTwinning has given me the opportunity to use it more often with European partners.*
- 6 *eTwinning is above all a tool that makes it easy to find partners and work on a common project. No one should be scared to use eTwinning; everything is clearly indicated and planned to simplify the user's task. The main thing is to prepare the different tasks in advance so as not to waste time. Teachers should think about the goals they want to reach and they should set limited aims for themselves as well as for their pupils. Each pupil or group of pupils should be given a specific task. Lastly, I would like to advise teachers to participate in eTwinning workshops to gain self-confidence and meet future partners. I think face-to-face relations are essential to feel the need to keep in touch and carry out projects together.*

A Tale of Three Countries: Belgium, France and Lithuania



Schools:	Middenschool H. Hart, Belgium Collège Jean de la Bruyère, France GYMNASIUM JOTVINGIAI D'ALYTUS, Lithuania
Teachers:	Irène Indemans (Belgium) Marie-Christine Gerard and Hélène Williams (France) Onute Kizaliene (Lithuania)
Age range:	12-15
Duration:	1 school year
Themes:	Cross-curriculum
Language:	Dutch, English, French, Lithuanian
Tools:	Email, chat, web publishing, PowerPoint, video, pictures and drawings, virtual learning environment
URL:	http://twinspace.etwinning.net/launcher.cfm?cid=2248

Description

To promote direct, authentic communication between pupils and teachers from three different countries (and differing socio-economic strata) on a number of topics related to social and cultural differences and similarities throughout Europe. The topics are: Music, Sports, Health, Food, Environment and Education. This project also aims to reinforce European citizenship and values.



Interview: Irène Indemans, Hélène Williams and Onute Kizaliene

- 1 *In the French and Belgian schools, 12-13 year-old pupils have chosen the optional subject 'European project work: eTwinning' and foreign language teachers are in charge. In the Lithuanian school, the development of the project is done during the lunch break, in a 'Europe Club' setting, coached by the school librarian.*
- 2 *It certainly has. The integration of ICT as a means of communication and as a learning aid really has improved the ICT skills of pupils and teachers alike. Also, more cross-curricular objectives in the domain of 'Education to citizenship' have been attained.*
- 3 *Skills, such as gathering, structuring and presenting information have been acquired. The pupils have experienced that (intercultural) communication isn't at all easy and that messages are sometimes interpreted in a different way because the partners are living in different cultures. The pupils also discover that European citizens have common interests, for instance, a lot of pupils like the same sports and kinds of music and share similar extra-curricular activities.*
- 4 *Developing eTwinning projects contributed to the attainment of cross-curricular objectives. Curricular requirements, as far as languages are concerned, were fulfilled. Pupils also learned more about their European neighbours first hand, which diminishes prejudice.*
- 5 *Of course. We'll integrate ICT tools further for presenting subject matter and for bringing more 'authentic' material into the classroom.*
- 6 *eTwinning offers the pupils 'windows to discover the world'.*

L'école idéale dans l'Europe de demain



Schools:	Sint-Janscollege, Belgium Liceo Scientifico Statale "Francesco Cecioni", Italy
Teachers:	Ria De Wilde (Belgium) Marina Marino (Italy)
Age range:	14-15
Duration:	6 months
Themes:	Europe, History/Traditions, Informatics/ICT, Media, Visual Art, Theatre, Music, Dance
Language:	French
Tools:	Email, chat, forum, MP3, web publishing, audio and video conferencing, PowerPoint, video, pictures, drawing, virtual learning environment
URL:	http://users.skynet.be/rdw/3iemecorrespondancegroupes.htm

Description

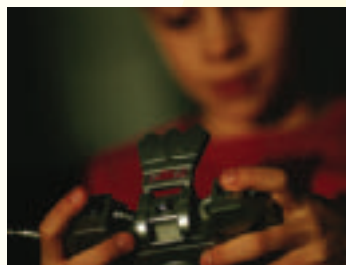
Using ICT tools, pupils discover new ways of learning French. While discovering different ways to be creative, pupils explore various ICT tools and programmes to develop their technical competences while at the same time putting their French into practice with their partners. In this way, language learning is a means and not an end.



Interview: Ria De Wilde

- 1 *I am a teacher of French as a second language in Flanders, Belgium. A few years ago I wanted to get my pupils more involved in their French lessons and so I started with eTwinning projects. My first project was with a class in Portugal. Last year I involved three classes and three partner schools in Portugal, Poland and Italy. This year I have just one class, and we are working with an Italian class. My pupils like this way of studying French as it brings them closer to real-life situations.*
- 2 *I use a lot of ICT tools: websites, Skype, podcasts, blogs, forums, Windows Movie Maker, Stickam, and Wiki, to name a few. Young people like to communicate through the computer. They do it in their spare time, and so now we use it in the classroom! The information we produce in the classroom is much more visible and pupils can then read it again at home, look at the pictures, etc. In this way, they do not create something that will then be stowed away in the school archives.*
- 3 *I know they continue to communicate at home, as a lot of them use (Microsoft Messenger) MSN. In the future, they will therefore be less frightened to communicate with other Europeans.*
- 4 *For both my class and me, the main benefit is the pleasure that the projects give us. I like teaching in this way and my pupils like learning French this way! The contact with other European teachers and pupils is also an important asset.*
- 5 *I was always interested in using ICT in my class, but with eTwinning, I went a lot further! I am very grateful that I met Adelina Moura, my first eTwinning partner from Portugal, through the eTwinning Portal. She introduced me to the implementation of ICT tools in my lessons and I also found a lot of information on the eTwinning Portal. Nowadays, eLearning is essential and you can achieve this with eTwinning.*
- 6 *Go for it! Register on the eTwinning Portal and find a partner! Administration is restricted to a minimum and on the Portal, you can find plenty of information on how to start a project. It is not only interesting for the pupils, but also for the teacher. Everyone makes new friends all over Europe!*

Two Heads Are Better Than One



Schools:	Gymnasium Česká Lípa, Czech Republic Kavasila High School, Greece
Teachers:	Naděžda Kadlecová (Czech Republic) Paschalis Theotokidis (Greece)
Age range:	13-15
Duration:	1 school year
Themes:	Educational Systems and Pedagogy
Language:	English
Tools:	Email, audio conferencing, chat, forum, MP3, web publishing, PowerPoint, video, pictures and drawings, virtual learning environment
URL:	http://twinspace.etwinning.net/launcher.cfm?cid=61

Description

To learn about the school systems in the Czech Republic and Greece, teachers exchange useful teaching material to compare textbooks and games which can make lessons more interesting. While the teachers do this, pupils exchange information about each other and work on their English skills.

Interview: Naděžda Kadlecová

- 1 *I started using ICT tools in my classes even before eTwinning was launched three years ago as I had worked with various European programmes such as Spring Day in Europe and 'The Image of the Other'. My pupils really like this kind of learning and my relationship with them and between each other has changed a lot. I have left the traditional way of teaching and I have completely changed my attitude. Nowadays I cannot imagine my English lessons without project teaching methods. I even started cooperation projects with my youngest pupils last year. At the moment I am working in five projects with Portugal, Malta, Cyprus, Lithuania, Poland, Slovakia and Greece. I have been very lucky with the partnership with Greece. We have become real friends and we are working on different projects every year. We have visited each other and our cooperation is more than being twins online; we have become friends for life.*



- 2 *ICT projects have brought innovation into my teaching. My pupils can compare school life, traditions and customs and they are very proud to have their own friends in another country. For most of them, it is the first time they are using their school knowledge in a real-life context. eTwinning has brought real-life into our classroom. They all are members of the TwinSpace team and some of them have even become administrators. They know that it means that I trust them and they in turn respect their roles in this way.*
- 3 *The pupils have improved their knowledge in using ICT tools, the TwinSpace and continue the friendly relations which we have had with Kavasila High School for a long time as well as with other European schools. They have friends online but they do not feel this virtual reality; for them, everything is real. They discuss real topics and exchange real letters which is very important. They have learned to be responsible and precise. They know that on the other side of Europe somebody is waiting for their response. They often work from home voluntarily. They gain more self-confidence which has been especially important for my Czech pupils.*
- 4 *The skills and concepts in my projects have fulfilled our curricular requirements in competences that are compulsory and mustn't be forgotten: the competences to (1) learn, (2) solve problems, and (3) communicate both socially and personally. The pupils learned how to work in a team. They had to respect each other and accept the fact that we are different. They worked with a text, translated it into a foreign language and learned to be responsible. The main benefit was working in groups: being able to plan the work and dividing the tasks.*
- 5 *My project has definitely changed my view on using ICT tools. During the last three years, I took several courses on using different kinds of software. I wanted to better my computer knowledge and this has happened together with the development of the TwinSpace. What was enough three years ago, it is not enough today. I have become a real computer "expert" and have in turn received even more respect from my pupils. I use ICT tools regularly in my lessons and can't imagine returning to traditional methods. I do not want to be a "talk and chalk teacher" anymore.*
- 6 *I would like to encourage teachers to get involved in any kind of eTwinning project and not give up after a possible first failure. Be patient and before getting pupils in contact with new friends, spend some time to get to know your partner teacher better. It is worth starting a new project and if you start more than one, there is always hope that not all the projects will fail. As a last piece of advice: please, if somebody contacts you, be honest and answer the message whether it is a positive or negative answer. Do not make others wait.*

Where do we come from?

Schools:	Gymnasium Česká Lípa, Czech Republic Kavasila High School, Greece
Teachers:	Naděžda Kadlecová (Czech Republic) Eleni Kostopoulou (Greece)
Age range:	13-14
Duration:	1 school year
Themes:	Cross-curriculum
Language:	English
Tools:	Email, chat, forum, MP3, Powerpoint, video, pictures and drawings, Web publishing, Audio and video conferencing
URL:	http://twinspace.etwinning.net/launcher.cfm?lang=en&cid=248

Description

This is a simple project based on letter writing between Czech and Greek pupils to get them to introduce their country to each other. The aim is to learn how to organise information, how to write letters in English and use ICT tools. The pupils improve these skills by using email and other programmes.

Interview: Eleni Kostopoulou

- 1 I started using ICT tools as soon as I was registered in the eTwinning family. Immediately, I realised how rewarding it was for me as a person and teacher, and especially for my pupils. With eTwinning, my lessons were no longer boring, and my pupils' attitudes towards the lessons improved. The pupils are very enthusiastic about eTwinning projects! They have made remarkable progress in learning how to use ICT tools and have also become familiar with each other's cultures. This year I have been working on eTwinning projects with Gymnasium of Ceska Lipa, Czech Republic, and Osnovna Solkan, Slovenia. The partnership with the Czech school has been going on for two years now and has created very strong bonds between the two schools. The partnership with the Slovenian school started two months ago and it seems to be a successful one as well.*
- 2 Definitely, the integration of ICT tools in my teaching has transformed it into an innovative one. Through the use of ICT and eTwinning, my pupils have had the opportunity to learn more about other European cultures, ways of thinking and everyday lives. Real life has come into the classroom through the eTwinning projects. The pupils are members of the TwinSpace team and they enjoy writing in the forum to their friends.*
- 3 The pupils have developed their ICT skills and improved their ICT knowledge overall. It is obvious now that they can use the TwinSpace tools (chat, mail, forum, etc.) quite well after a two-year collaboration. Moreover, they have learnt to better cooperate with others and have come in contact with other*



traditions and customs. They are virtually traveling to other countries through eTwinning, are enjoying listening to European folk songs and organising a common athletics' contest with their eTwinning classmates. Their friendship with the Czech pupils is a lasting one. Their interest in the Slovenian counterparts and their country is also increasing day by day.

- 4** *Our curriculum requirements have been completely fulfilled by the ideas and concepts explored in our eTwinning projects. The projects are in full compliance with the curriculum but also go a step beyond. My pupils have learnt to work as a team, accept and respect the fact that we all differ from one another and condemn racist attitudes. They are much better at cooperative work, sharing ideas and facing problems. They know how to search for information, evaluate it and present it. They take initiatives and they are more responsible while working in the class. They have done things, such as writing letters to real people and creating surveys, which they would not have had the opportunity to do in a traditional class setting. Generally they have developed competences in learning. From the teacher's perspective, the benefits of implementing an eTwinning project are many and various. From my personal experience, the highlights have been to be in contact with other European colleagues, learning about other cultures I had never before come in contact with, sharing teaching ideas and developing my professional skills. The projects were an inspiration for me as well as for the pupils and I now feel more knowledgeable when it comes to European affairs.*
- 5** *Two years ago I could not have imagined myself using ICT tools in my class. Now, I can't do without them! I have learned to use ICT in my teaching through eTwinning even though I knew nothing in the beginning. My Czech partner helped me a lot in my first steps and I also took some computer lessons. I must admit that I feel very proud of myself now. Of course, learning is a constant procedure and I am constantly learning new exciting things. My new Slovenian partner from Osnovna Solkan School stimulates me towards this way of thinking as well.*
- 6** *I would strongly recommend to teachers to become members of the huge eTwinning family. They will have the opportunity to experience new emotions, share things and ideas with European colleagues and sense that European teachers have a lot in common. Through eTwinning projects, the fascinating journey to knowledge becomes enjoyable not only for the pupils but for the teachers as well. I always remember the words of one of my colleagues in my school: "Once you start eTwinning with others, you can't stop it. It becomes part of your life". My last advice to all fellow teachers is: do not to hesitate to start a project. It is worthwhile! In case something goes wrong, never give up. There is always a colleague from another country that is waiting to twin up with you!*

Exchange on the cinema



Schools:	Kitisenranta Comprehensive School, Finland Collège Edouard Herriot, France
Teachers:	Tommi Nevala (Finland) Chantal Duplaix (France)
Age range:	13-14
Duration:	1 school year
Themes:	Cross-curricular
Language:	English
Tools:	Email, PowerPoint, video, pictures and drawings, web publishing
URL:	http://koulut.sodankyla.fi/kitisenranta/elokuvakasvatus/etwinning_EN.htm

Description

After exchanging information about their countries, schools and families, pupils concentrate on their hobbies, and in particular, on the cinema. They learn about the film industry in both their countries and in the process learn about each other. The work is conducted in English so that they can also work on foreign language learning.

Interview: Annele Halmekoski, Anne Onnela

- 1 *eTwinning projects have been incorporated into the curriculum by many teachers in our school. The themes were adjusted to the curriculum in different subject, such as Art, Languages and Film education. This term we have mainly concentrated in mutual cooperation between two classes: The eTwinning project plays a steady role in English and mother-tongue language curriculum of one class at Kitisenranta school.*



- 2 *Although our pupils are quite accustomed to working on computers, in this project they have had the chance to combine ICT skills, studying new cultures and informing their French partners about their cultural traditions, country, living environments and personal interests. Exchanging opinions on films and writing film reviews is a natural part of Film classes at our school. The flexible cooperation between partner teachers as well as the other subject teachers has been fundamental. We have been able to combine the content of many different subjects together. The French partner class consists of pupils with very international backgrounds, different skin, colour and religion. That has enriched the project even more.*
- 3 *We believe that our pupils have realised how to use various types of media for real and interesting learning. The mutual projects and discussions with our partner school have made it easy to understand different cultures and we hope that our pupils can benefit from things they have experienced with their French partners. Above all, they have learned that young people all over Europe have a lot in common.*
- 4 *This project has made it possible for us to combine Film courses with ICT in a sensible way. It has also give pupils an opportunity to constantly strengthen their computer skills. It is now easier for both teachers and pupils to understand different habits and cultures and accept diverse opinions.*
- 5 *ICT teaching has become a sensible means of learning and exchanging information. It has become a natural part of the curriculum and has encouraged the pupils to study during their free time as well.*
- 6 *It is impossible to list everything the teachers and pupils have learned during this year. This project has had a positive influence on the whole school, especially in regards to our attitudes towards foreign countries and cultures. The pupils have also learned to appreciate their own traditions and environments and have learned a great deal about Film. We have also evaluated teaching methods, curriculum and results. Pupils have filled in questionnaires and written short reports on various topics within the project. We are also happy to see that the project has continued even when the people responsible have changed. In our comprehensive school, it's easy to work together and share all the advantages of knowing the pupils for a long time. Class teachers work in close collaboration with subject teachers. This project suits our school's motto perfectly: Roots in Sodankylä, eyes to the world.*

Amitié - Freundschaft zweisprachige Schülerzeitung



Schools:	Collège du Val Cérou, France; Findorffschule, Germany
Teachers:	Martine Masson (France); Birgit Drube-Block (Germany)
Age range:	13-15
Duration:	2 years or more
Themes:	Civics, Religion and Ethics, Philosophy, Educational Systems and Pedagogy, Environment, Europe, Foreign Languages, Geography, History/Traditions, Informatics/ICT, Language and Literature, Media, Sports, Visual Art, Theatre, Music, Dance
Language:	French and German
Tools:	Email, PowerPoint, video, pictures and drawings, virtual learning environment
URL:	http://www.ejournal.fi/directioneurope/

Description

This correspondence project aims to produce articles in German and/or French for an online school journal between the two schools. Using ICT, the project allows pupils to explore themes of culture and adolescence in Europe in an interesting way. The pupils write about the topics that interest them, such as music, sports and literature and learn from and about each other.

Interview: Birgit Drube-Block

1 As a teacher of English and French at a modern secondary school in northern Germany, it has always been one of my dreams to get in touch with teachers and pupils speaking the languages I teach. I registered on the eTwinning Portal in September 2005, and already in October there was an email in my inbox from my eventual colleague, Martine Masson, in France. Both our classes were nearly equivalent in number and age of pupils. To become acquainted with each other, the first emails were exchanged in November, and in March 2006 our eTwinning project started with our eJournal "Friendship".

2 This work turned out to be completely different from the usual classroom activities not only in terms of means and material, but also in method, thus



enhancing competences in many fields. Most of us were not very familiar with using ICT, and our starting point was a real challenge. However, pupils quickly detected not only the possibilities, but also the fun in this kind of work and were eager to present themselves and to learn more about their partners and the country they came from.

- 3** *Straight after the first email exchange, there was an increase in motivation. Pupils and teachers enjoyed a new method of foreign language learning and everyone's abilities improved: not only in using ICT but also in developing and strengthening personal, social and intercultural competences.*
- 4** *It was striking how the process of learning changed: pupils took on more and more responsibility for their own work and success. There was a high degree of identification with their work and they became ambitious to achieve the best possible result: working individually, as partner teams or in a small group. They were very proud of the eJournal and this led to an increase in self-esteem. We all are better trained in the use of ICT and have gained courage and confidence. We all enjoyed the follow-up work as well; starting a blog, producing photo CDs, making a video and last but not least, meeting each other. Beginner classes are now following in our footsteps and a second project between both our schools has just begun.*
- 5** *In my opinion, as a teacher of foreign languages, the use of ICT is a very rewarding way of learning and communicating. Pupils today must be prepared for the world of tomorrow, and "the future is closer than you think".[3] My pupils' dreams are a laptop for each, get rid of books and to work with an interactive whiteboard, which we have just started to test. Using ICT at school is not just desirable and recommended, it is necessary. The use of ICT, which is common knowledge in the "outside world" needs to be equally understood in schools.*
- 6** *If possibilities are known and means provided, teachers can contribute to an education which strengthens pupils' personalities. eTwinning offers both. The only advice I can give to my fellow teachers is: Don't be afraid, be open. Change your ideas on your role as a teacher. And finally, don't worry! Trust and rely on your and your pupils' abilities, start simply and you will be happily surprised!*

3 Quotation from C.Dale Young,
<http://avoidmuse.blogspot.com/2006/02/future-is-closer-than-you-think.html>

Made in Europe



Schools:	Sms Nistri Respighi, Italy; Visser 't Hooft Lyceum, The Netherlands; Lycée Polyvalent Louis Armand, France; Liceo Scientifico "Francesco Severi", Italy; Royal Masonic School, United Kingdom; Escola Secundária Carlos Amarante, Portugal; Liceo Classico Statale "Salvatore Quasimodo", Italy
Teachers:	Marleen Spierings (The Netherlands); Stefania Balducci (Italy); Claire Bertrand (France); Gloria Sica (Italy); Drew Buddie (United Kingdom); Adelina Moura (Portugal); Silvia Minardi (Italy)
Age range:	11-14
Duration:	2 years or more
Themes:	Civics, Religion and Ethics, Philosophy, Cross-curriculum, Environment, Europe, Geography, History/Traditions, Informatics/ICT, Mathematic and Science, Visual Art, Theatre, Music, Dance
Language:	Dutch, English, Italian
Tools:	Email, chat, forum, PowerPoint, video, pictures and drawings, video conferencing, virtual learning environment, web publishing
URL:	http://twinspace.etwinning.net/launcher.cfm?cid=6710

Description

Teachers develop a shared European communication course on e-Citizenship. As an effective initiative to integrate European citizenship in national curriculum throughout the European Union, teachers from different countries create a course together to share knowledge and build bridges. This project also aims to welcome new candidate countries into the EU. Teachers welcome teachers, pupils welcome pupils.



Interview: Marleen Spierings

- 1 *We are a secondary school with a strong emphasis on European and international education. We have wonderful partners from several countries: Slovenia, United Kingdom, Ireland, Portugal, Bulgaria, France, Italy, Belgium and more. I have met most of these partners during eTwinning workshops in Edinburgh, Paris and Amsterdam. ICT and eTwinning have made it possible for us to reach out and find new and exciting information about others. The eTwinning Portal and Moodle platforms allow me to find and unite a circle of learning friends. The eTwinning project "Made in Europe" has now been set up and will keep functioning as a platform for teachers to meet and discuss four main strands of curriculum development: E-Arts, E-Citizenship, E-Science, and E-Sports.*
- 2 *We have been exploring, developing and trying out new interactive work forms together. A good example of this is the DigiDebate, in which two classes from Europe are twinned and make use of an interactive forum. The pupils find out as much as they can on a specific topic and each class represents a different point of view in the debate, such as "which is a more powerful source: love or hate?". Beforehand, the classes get to know each other and learn more about their different cultural and national backgrounds. Another example is when pupils work together on the E-Magazine in a truly European web-editing team. Within one digital environment pupils from different countries collaborate on articles about topics that interest them, such as films, computer games and fashion. Other work forms include podcasting, editing digital films and conducting online role play.*
- 3 *Of course! You should see the looks on my pupils' faces when they receive direct feedback from teachers and pupils in another country about the uploaded products they have been working on! To know you have a real-life audience of pupils of similar age and to be able to ask them questions about their way of thinking and their way of life is an invaluable source of information. My pupils know now that their presentations had better be good, so that we as a class, as a school, as a country, can show what we can do. As a result, they are serious in what they produce and this in turn makes them conscious of the importance of working well together. They think of their use of language: is their product understandable to others? They also find out about differences in points of view and culture. We discuss together that being different makes it necessary for every human being to take an interest in, and more importantly to take responsibility for, others. We learn to make use of dialogue and not to stick to our own point of view at all costs. We try to learn how to do that best. The whole process has made my pupils and me proud and*

happy to be part of a bigger circle of friends in the world. Most importantly: we have been laughing a lot and we have had great fun since we started eTwinning.

- 4 The main benefit has been to use modern foreign languages instead of only to study them. This motivates pupils to learn much more easily. Also, doing the eTwinning projects involves subject matter of other disciplines. As a result, as language teachers and pupils, we now integrate content and language. We learn about environmental, social, cultural, political and geographical issues while at the same time learning English, French, German and Spanish to make better use of information and communication skills. "Made in Europe" is not a one time project, it is an ongoing experience and learning process. It is our future.*
- 5 Changed my view? No. Improved my teaching? Yes! I have always been attracted to new, interesting and fun ways of teaching and as a consequence, integrating ICT in classroom activities was a challenge to me. Being able to use ICT in teaching has given me opportunities I have never had before. The moment I got involved in eTwinning and was able to use its tools, as well as the Moodle software, I had the opportunity to be creative and explore teaching methods together with friends in other countries. I still can't believe how easy it is. I knew next to nothing about ICT two years ago. I found out you do not have to know a lot to be able to use the tools well, to constantly improve and to get involved.*
- 6 Jump right in!*

English as a factor integrating young Europeans



Schools:	Zespół Szkół Gimnazjum i Szkoła Podstawowa nr 13, Poland Royal Grammar School, United Kingdom
Teachers:	Justyna Kukulka (Poland) Alan Crease (United Kingdom)
Age range:	12-16
Duration:	2 years or more
Themes:	Foreign Languages
Language:	English
Tools:	Email, chat, MP3, audio and video conferencing, PowerPoint, video, pictures and drawings
URL:	http://atschool.eduweb.co.uk/rgshiwyc/etwin/index.htm http://www.engpol.edublogs.org/

Description

The project aims to explore the culture of the partner school through exchanging information about both schools, regions, countries and national recipes. Pupils do research on learning foreign languages in Poland and the United Kingdom.

The use of ICT allows them to strike up new friendships and to improve English in real communication. The task of the project also increases mutual respect among pupils, bringing young citizens of Europe closer together and teaching them tolerance in accordance to other cultures and faith. The pupils collaborate on devising and conducting a project that involves surveying hundreds of fellow pupils. They then collect their results through a website and blog.

Interview: Justyna Kukulka

- 1 *I have been an English teacher for 6 years. As a young teacher, I like trying new things and developing my personal and professional skills. Working in an eTwinning project, I found the work very interesting and challenging. I teach classes of about twenty-five pupils from the ages of 12-16. The eTwinning project was conducted by a mixed age group of twenty pupils in optional extra curricular sessions. These were held twice a week in a computer classroom. During these sessions, they communicated with their English peers by writing emails, chatting and collecting and preparing material for the project. Thanks to that, they break stereotypes concerning, for example, the British who talk a lot about the weather or the Polish who come from a communist country. At first, they exchanged information about their schools and regions. The pupils prepared PowerPoint presentations about their schools, invitations to visit their countries and descriptions of their cities. They also exchanged group photos and a lot of material connected to the project.*
- 2 *While working on the project, pupils have been engaged in active and innovative research. They have investigated the role of foreign languages in their countries and schools. They have also gained valuable knowledge about the contemporary world, discovered factors influencing the interest in language learning as well as the level of language learning in both schools and the types of exercises used to improve teaching methods. By conducting research, pupils develop their creativity and at the same time make the project creative and innovative. As a teacher, I had to learn to become a facilitator rather than an instructor. The project required the pupils to set the pace and develop the content of the project on their own. The project was inevitably pupil-led to a large extent and involved peer work in teams. I found this was an approach that produced good work from pupils and I have incorporated it increasingly into my normal teaching. The exchange of teaching and learning ideas between teachers has been valuable and is on going as well. Innovation in the project can also be seen in video filming and editing as pupils acquired and developed new ICT skills, beyond the Internet and email.*
- 3 *Certainly! In an increasingly networked and globalised world, pupils will need to communicate with partners abroad in a foreign language using ICT. By learning to use blog sites, wikis and visual media alongside the more familiar email and chat rooms, they have extended their ICT skills and of course the eTwinning project set their communication within the framework of a purposeful interchange of ideas rather than a sterile classroom exercise. The project obliged them to devise, execute and take responsibility for a project over a number of months and thus developed their long-term planning skills. These valuable opportunities are not normally available within the classroom-teaching environment.*



- 4 *The project offered real and relevant opportunities for linking with native English speakers in all four skill areas (reading, writing, listening and speaking) in ways that would have been impossible before. It also provided increased motivation for my pupils to learn and use a foreign language. Furthermore, the project is interdisciplinary as it combines pupils' knowledge of different subjects, such as English, ICT, Citizenship, History, Biology, Geography, Religion and Math. Pupils communicate in English and use ICT tools as a means to communicate, but they also write texts and express opinions concerning different issues, e.g., environmental issues, historical events, the impact of religion and current affairs concerning citizenship and politics. They use mathematical skills to compare and analyse data. In this way, it fulfils curricular requirements but at the same time eliminates routine day-to-day learning.*
- 5 *As a language teacher, I have learned that using ICT in teaching creates opportunities for pupils to interact and use the target language meaningfully. It can bring the culture and language of the target country into the classroom. It does not replace the teacher and textbooks but it supplements them and enhances the learning experience. The project has made using ICT an indispensable and irreplaceable tool in my teaching. Developing ICT skills, using the Internet, PowerPoint, Front Page, Word, Excel, Video Studio, recording a film and using ICT as a way to communicate among pupils has allowed pupils to incorporate it into their everyday learning.*
- 6 *It does not hurt to get in touch with a teacher in another country. Take that first step. Inspire each other to develop a workable, achievable project. Be realistic. It has to have relevance for your pupils. We found working on the project to be an enjoyable and valuable experience. It is something new that makes your work challenging and exciting. But the most important thing is striking up new friendships. As the title of our project states, "English is a factor integrating young Europeans". We realise now just how true this is. So do not hesitate to create an eTwinning project. It is really worth doing!*

Was sagen die Sagen...von unserer Region

Schools:	Základní škola Hustopeče, Nádražní 4, Czech Republic Základná škola Ľudovíta Štúra, Modra, Slovakia
Teachers:	Ivana Klimešová (Czech Republic); Stanislava Bojkovská (Slovakia)
Age range:	11-15
Duration:	1 school year
Themes:	Civics, Religion and Ethics, Philosophy, Cross-curriculum, Europe, Foreign Languages, Informatics/ICT, Language and Literature, Visual Art, Theatre, Music, Dance
Language:	Czech, German, Slovak
Tools:	Email, chat, forum, MP3, audio and video conference, web publishing, PowerPoint, video, pictures and drawings, virtual learning environment
URL:	http://twinspace.etwinning.net/launcher.cfm?cid=2445

Description

This project uses the literary form of comics to process fables connected to our towns and their surrounding. For Slovak and Czech pupils, the project language is German, but other subjects, such as their mother tongue, Art, Civics, History and Informatics, are also integrated. "Was sagen die Sagen...von unserer Region" builds on the previous "Freundschaft" project, continuing on its main objective to create and develop international friendships. The new project has been enriched by the opportunity to acquire new knowledge about the history and culture in another country.

Interview: Stanislava Bojkovská a Ivana Klimešová

- 1 I am from Slovakia and I am a teacher at a primary school. I teach Slovak and German. Ivana Klimešová, my Czech colleague and I started a project called "Freundschaft" the year before last, in which our pupils chatted about selected topics every week. This way we wanted to get to know eTwinning and our partner school. We are now getting on with other projects. Working on an eTwinning project is beneficial both for the school and the teachers in terms of gaining experience in project teaching as most classes are conducted in a traditional way with the use of textbooks. The children were glad to get involved in the project and overcame any possible difficulties without any problems. Our project group includes children of various age groups. However, the cooperation is perfect and they have become friends. Furthermore, they have made some new friends in the Czech Republic. Thus, our original idea of making new friendships has been fulfilled.



- 2 *The basic idea itself can be seen as innovative: collaboration via the Internet and work with ICT equipment in the lessons. The children have learned a new way of using their vocabulary, to use their knowledge in practice and to learn more quickly as the project work gave them the necessary motivation. They have discovered internet dictionaries, search engines and have learned how to use scanners and other ICT tools, all of which address modern children far better than books. By combining their readings with computer processing tools, we have managed to get the children interested in literature and reading books, which we found very rewarding. Another thing that made us very happy was having improved the children's communication skills and having taught them to work independently as well as in teams.*
- 3 *The children have learned some information about the other country's history and culture. During the project work, they communicated and exchanged their experiences among each other as well as inter-culturally with the children from the partner school. As I have already mentioned, the pupils developed their cooperation skills and at the same time were led to work independently. They have learned to solve tasks leading to a single goal independently. Most importantly, the pupils enjoyed working on the project.*
- 4 *Our project focused mainly on improving the children's vocabulary and its practical use. Apart from that, we have also dealt with grammar. The children were forced to search for information and this way find out the correct answers on their own, which improved their ability to acquire and retain new information. The ICT tools they learned to use helped them to work more flexibly. Another positive thing was applying the cross curricular relationship, which meant that besides the mother language and a foreign one, the children also had to devote their time to subjects such as History and Art.*
- 5 *In my opinion, using ICT in teaching makes the teacher's work much easier and improves the children's learning. Even before starting the project, my opinion on the use of ICT tools in teaching was positive; unfortunately, I was not exactly sure how to integrate them. The project has helped me better understand the principles of project teaching as well as to improve my knowledge of ICT and my ICT skills.*
- 6 *No matter how carefully I look back, I cannot find any serious problems with implementing the eTwinning project. Based on my own experience, I would recommend eTwinning to all beginners as well as those who have already had some experience in project teaching. The most important aspect of all is creativity. Everything else can be done quite easily without any difficulties. Thus, this type of work is enjoyed not only by children but teachers as well.*

Telling Lives



Schools:	Kotimäen koulu, Finland Charlottenlund ungdomsskole, Norway
Teachers:	Päivi Kuokkanen (Finland) Anita Normann (Norway)
Age of pupils:	13-16
Duration:	2 years or more
Themes:	Cross Curricular
Language:	English
Tools:	Digital cameras, video editing, sound recording, word processing

Description

This project is meant to be a long-term project (1-2 years) and is based on the concept of digital storytelling. We let our pupils produce their own digital stories made of personal photos, drawings or other media clips or private archives, and personal English voice-over based on a written manuscript. The digital stories are based on agreed topics between the twinned schools. The digital story/film is then uploaded on the project's Twin Space at the European eTwinning website. All the pupils have been invited as members to the TwinSpace, and have received their personal user id and password. They are encouraged to log on to the TwinSpace, download films from their partner pupils, watch these, and comment (in English) on the films by using the Forum and the Bulletin Board available on the Twin Space.

Aims

The primary aim is to see the pupils "at the top of the learning pyramide", i.e., in a situation where he or she presents his/her knowledge to others through the production of digital stories. We also aim to develop the pupils' English communication and ICT skills.

Pedagogical Value

This project enables the pupils to authentically use their second language. The fact that they also have a "target" group, someone they can share their final products with, is something that encourages them to do their very best. Uploading the



films to a common website is for some pupils a bit "frightening", but the overall impression is the one of pride: "Something in my life might be of interest to others. I have stories to share from my own life". This is both of pedagogical and personal value to all pupils involved. Making your own personal digital stories is a way to build your own self-awareness, and is thus something valuable in life itself.

Pedagogical Use of ICT Tools

This eTwinning partnership has opened up the door to the use of many ICT tools in a pedagogical setting. By producing their own small digital stories, the pupils have been able to learn and/or practice the pedagogical use of many different tools. Today's pupils are more or less born as media users. They are what some call "Digital Natives". Here they have the opportunity to bring their everyday competence on ICT to school. They are allowed to use "their own" techniques and "media language" in a school project. This is something valuable, and something that I have seen open up their creativity and their motivation towards school assignments. How often do I have to kindly ask my pupils to have a break? That has happened several times as we have been working with our digital stories. Once they have learned the tools, and start working on their own productions, they tend to forget about time and place. Lovely, though sometimes exhausting for the teacher!

Impact

The pupils seem to like this way of working with the combination of English and new techniques. Some of them have even said that they have started to produce their own digital stories at home. Another important aspect is the parental involvement. This has also been of great interest to the parents, because it has opened up for a new kind of "school discussion" at home. When pupils come home and want help from their parents to remember stories from their childhood, to look for old photos in albums, etc., it creates a "new" kind of dialogue around school matters at home. Pupils have been asked to write logs after having finished their first production, and from these I have seen that several of them mentioned the possibilities this way of working gives you to develop your oral skills in English. You finally have an easy way of listening to your own speaking abilities in English (pronunciation, intonation, etc.) and the advantage is that you can rehearse and record over and over again until you feel satisfied.

Young People's Search for Personal Identity



eTwinning Prize Winner 2007

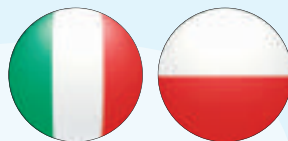
Schools:	ITIS "A. Monaco" Cosenza, Italy I LO im T Kosciuszki w Mysłowicach, Poland
Teachers:	Paola Lico (Italy) Ewa Groszek (Poland)
Age range:	15-19
Duration:	1 school year
Themes:	Cross-curriculum
Language:	English, Italian, Polish
Tools:	Email, audio conferencing, forum, MP3, Powerpoint, video, pictures and drawings, virtual learning environment, web publishing
URL:	www.highschoolmonaco.eu/etwinning

Description

The idea of our project is to help young people search for identity in the broadest sense of this word: from psychological to historical, regional and cultural aspects. This theme is crucial to adolescents, especially in a time and age full of challenges such as the enlargement of the EU, globalisation and environmental problems. We would like our pupils to be given a real opportunity to improve their personalities, reflect on their life achievements and assess their values and goals. We also want our pupils to find their place in an ever-changing world of new technologies and to use them competently. For this reason, ICT facilities are put into use in all areas of the project work with the help of very skilled teachers.

Pedagogical Value

Enjoyment and motivation are important because they foster learners' attendance; they also contribute to learners' long-term positive attitude towards language lessons and learning in general, empowering them to take over their own learning. For teachers, the project allows them to be involved in an opportunity to cope with group management and transform their discipline and conflict management skills by promoting emotive intelligence. In this way, 'affective education is effective education' (Moskowitz, 1978).



Pedagogical use of ICT Tools

The most effective way to learn about ICT tools is having a goal. Our project plan included the use of ICT but we couldn't imagine that our pupils would have become so keen to decide to work even during summer holidays, in order to shoot a video clip and make a wonderful website. The use of ICT was eventually perfectly integrated into the project, as it was not considered the most important aim but a very important way to achieve the true purpose of the project and to promote it outside the school.

Impact

After becoming aware of the positive effects of their project meetings in classes and then on the project platform or on MSN, the pupils were ready to work hard, learning to use Front Page or Dreamweaver, PhotoShop and, for some, even learning how to use Flash for the animation of the website. In fact, while doing their journey in search for identity, they realised that it was necessary to collect all the material used or produced by them in such a way that could be enjoyed by other people, (above all their own peers or educators who share so much time with young adolescents), from all over the world.

Interview: Paola Lico and Ewa Groszek

- 1 *To integrate eTwinning project in my daily teaching process I specifically created "new folders" in my annual work plan, in which objectives and themes were placed in line with the project itself.* Paola Lico

By getting involved in the project, pupils embarked on an uneasy route to personal maturity. They did it in a way that appealed to them, with the use of state-of-the-art technology. At the same time, the project let them broaden their culture perspectives, helped them learn to cooperate with people from a different background and showed them how to work in a team. This way it contributed to an increase in pupils' motivation. Consequently, their language competence improved, their computer literacy increased, and their social skills were enhanced.

Ewa Groszek

- 2 *The very idea of widening one's cultural horizons and supporting international exchange through ICT and languages is already innovative. In our specific case, there is a great will to create a digital resource, with an educational-pedagogical nature, to be shared on the web.* Paola Lico

On the one hand, employing a range of ICT tools enabled the pupils to build up their relevant skills, and on the other, it allowed the teacher to introduce new methods of teaching in their classes, such as active project and case study work. Generally, pupils' tasks involved a wide use of new technology, thus integrating new methods of learning with advanced technology. Peer teaching was fostered, and pupil autonomy enhanced.

As a result, the quality of teaching and learning increased.

Ewa Groszek

- 3** *No doubt! Using software such as Dreamweaver, Photoshop, Flash helps pupils enter into their professional life. Other benefits are the teamwork and the communication among people belonging to different cultural backgrounds, who share the same universal values.*

Paola Lico

Work on the project involved a lot of language practice as almost all activities were carried out in English (pupils' mother tongues being Polish and Italian). Then, through the use of a variety of ICT tools, pupils increased their relevant skills, e.g., they mastered PowerPoint presentations, audio and video files and Excel graphs; began using new software such as Photoshop and Dreamweaver; and finally built websites. They also used ICT tools for communication (email, chat and forum). Finally, collaborating in the project helped to promote European values such as tolerance and respect towards all people.

Ewa Groszek

- 4** *The project helps to develop the awareness of identity, through examining the interaction with family members, peers, media, cultural roots and values. It also helps young people to know and to manage their limits better, and especially their potentials and skills to interact with others. Finally, it enhances motivation: first to study a foreign language and second to develop a teaching process far more effective than a traditional one.*

Paola Lico

The very title of the project suggests its usefulness for the development of a young person. In their progress towards maturity, the participants of the project discovered things about themselves, learnt how to express their opinions, reflect on their achievements, evaluate strengths and weaknesses and set aims for the future. As the cooperation of the two partner schools advanced, young people became more and more open to new challenges, mastered working in a team, and learnt how to overcome difficulties and how to share achievements. Then, as the project involved cooperating of pupils from different countries, it promoted openness to other cultures, understanding of different ways of life and work, and respect to all people.

Ewa Groszek

- 5 *I am open to “new” tools and ideas that give the possibility to enhance and develop my professional skills and ICT has contributed greatly in this respect. This project sheds new light on the role that ICT can play in my professional development.*
Paola Lico

Actually, I was deeply convinced about the necessity of using ICT in teaching already before launching the project; therefore, this project confirmed my views rather than changed them. On the other hand, the project helped me to expand the range of use of ICT tools in teaching, and enabled me to find some new ways of integrating them into the curriculum (e.g., exploiting the potential of ICT in communication).
Ewa Groszek

- 6 *The basic ingredients for this type of projects are as follows: motivation, job dedication and commitment to your classes. In this context, quality is essential. An eTwinning partner can help discover a new world. This happened to my pupils and me.*
Paola Lico

As challenging as work in an eTwinning project can be, it is undoubtedly a unique and wonderful experience. It adds an entirely new dimension to the processes of teaching and learning. The final outcomes are only advantageous, and to all parties involved. Pupils and teachers alike master new skills (not only in the field of ICT), and increase their already existing ones. Most importantly, however, being involved in a virtual partnership brings a lot of personal satisfaction.
Ewa Groszek

“Wir, die Jugendlichen von heute”

eTwinning Prize 2007 Runner-up

Schools:	Liceo Internazionale Linguistico, Italy Puumalan yhteislukio, Finland
Teachers:	Loredana Vertuani (Italy); Kirsti Lähdesmäki (Finland)
Age of pupils:	14-19
Duration:	2 years or more
Themes:	Foreign Languages
Language:	German
URL:	http://daf.eduprojects.net/deledda/

Description

Pupils meet through an online journal after having introduced themselves (me, my school, my city, my culture). The discussion themes focus on topics such as: Me: my dreams & expectations; Me and Others; and Around Me. Assigning roles within work teams, the pupils produce articles dealing with each of the three themes to compare their lives to those of their partners. A literary corner (Litera-Café) is also available for pupils to publish poems, short stories, critical essays, etc.

Aims

The project has several aims. The first aim is to develop pupils' research, organisational and collaboration skills. Also, we try to develop their respect for different opinions and wider inter-personal understanding. This should improve their tolerance towards others and also their values by expanding their knowledge of different cultures and civilisations.

Pedagogical value

Pupils are given the opportunity to write about their values and future expectations, which they then explore further with their partners. In this way, they are able to discover what young people think and wish for their future, not only through their schoolmates' opinions but also through those of their partners who come from a different cultural background.

Pedagogical use of ICT tools

Pupils write articles and use the Internet to search for information. Once they have completed and uploaded their articles, they then evaluate and comment on what their schoolmates and partners have written.

Impact

The discussions among pupils on topics such as "Media, Becoming Adults, Youth and Mobiles, Love and Friendship" were increasingly interesting as they developed because it was not simply an exchange of opinions but, due to the format of the e-journal, a dynamic and innovative way of exploring and learning about various topics.



Interview: Loredana Vertuani

- 1 *I teach German at "Grazia Deledda" Linguistic Lycee in Genoa and I really like my job. I am a strong supporter of active teaching methods which help convey a European and multi-cultural dimension. Together with my Finnish partner teacher, we both agreed on implementing a pupil-centred project. In fact, the pupils themselves decided on which topics to focus our eTwinning work. The ICT tools we chose, namely an e-magazine, were user-friendly tools to select articles, images, page layout, etc. The most important thing was that this innovative teaching/learning approach perfectly fit into the curriculum.*
- 2 *Since ICT projects favour active and collaborative learning methods, we were pushed to find, propose and use innovative teaching strategies (team-work and project work) and new interpersonal communication tools (chat, mail, messenger, etc.). Therefore, the pupil became the protagonists in the learning process and the teacher a tutor with the task of coordinating and monitoring the work. To achieve this goal, it was necessary to adapt space and time management.*
- 3 *Absolutely! Pupils acquired more and more skills both in technical and learning fields. Also, it was important to achieve the goal of self development; to constantly compare our reality with that of our partners', our pupils were able to recognise, accept and value differences and better grasp what an intercultural dimension means. Collaborative learning develops social abilities and favours critical thought development (discussion, ideas exchange, etc.) and a sense of responsibility.*
- 4 *The most important result was the great enthusiasm of the pupils involved in the project. They were not overwhelmed by the stress of being evaluated; this helped enhance their linguistic competences. Through ICT, the written word became a communication device, confronting ideas and experiences and this was reflected in the social value of the project. This dimension helped change the pupils' attitude towards writing in terms of motivation.*
- 5 *It helped me understand that the use of new technologies in an active way helps achieve relevant pedagogical objectives, even those that are not directly linked to ICT. I think that ICT tools provide a cornerstone in the process of motivating pupils while studying.*
- 6 *First of all, I would say the positive impact on the classes, in terms of enthusiasm and motivation is the most satisfying result of such a project. I would advise my fellow colleagues to not give up at the beginning, when it is natural to face difficulties. Planning and strong motivation are essential in eTwinning. It is also an interesting way to discover "travelling" without moving from one place to another.*

Youth Problems



School:	Bundeshandlesakademie Linz, Austria OA a VOSE Tábör, Commercial High School, Czech Republic
Teachers:	Michael Huber-Kirchberge (Austria) Alena Jandlová (Czech Republic)
Age of Pupils:	15-17
Duration:	3 months
Themes:	Cross-curriculum, Environment, Foreign Languages, History/Traditions
Language:	English
Tools:	Email, web publishing
Website:	www.wtisk.cz/youth www.hak-linz.at/youth

Description

Exchange of ideas and experiences between the pupils of the Czech school and the Austrian school about youth problems such as alcohol, drugs, smoking and bullying at school. A meeting between the pupils from Tábör and Linz is then planned as a main activity.

Interview: Michael Huber-Kirchberge

- 1 *As I teach Intercultural Studies at a Commercial College and the working language is English, I am interested in putting my pupils in contact with pupils from other countries. The class consists of eighteen pupils, all of whom are Austrian. I consider direct contact to be far more valuable and enriching for them than just being told facts from books or magazines. On top of that, they get used to writing emails in English and using chat forums. Our project went beyond communication via the Internet. In June 2006, my pupils visited Tábör, and in October we had the Czechs here in Linz. In between, we had some chats during lessons, which also enhanced the communication.*
- 2 *I think, above all, it has removed invisible borders between separate subjects. We did the project as part of the Intercultural Studies, but we also touched upon topics such as Geography, Health, and Civics. We also got teachers from other*



subjects involved; the teacher for Religious Education even went to Tabor with them. The pupils got to know more about some aspects of Czech society, and became better aware of some aspects of Austrian society as well. It was challenging in so far as I had to organise a computer room for a particular lesson each time we wanted to chat. The results of the project were presented in a different form than if we had done the topic in a traditional teaching setting. The results were also put on a website, which meant, they had to be edited in an easy way.

- 3 Most of all, the visit to Tabor acted as an eye-opener for many. They realised how big wage differences and price gaps are, and that we are in many ways in a better position here in Austria. Probably the most far reaching effect will be that they will benefit in case they get a job that involves dealing with a company from the Czech Republic, which is quite probable in Austria. It has also motivated them to learn a few phrases in Czech, which I passed on to them (I studied Czech for three years at the University of Linz in the 1990s).*
- 4 Pupils now see that youth problems are basically very similar here and in Tabor. I certainly learned more about current habits and trends in the Czech Republic, I had to improve my ICT skills, and I felt motivated to brush up my Czech again. Traditionally, Austrians look west when they want to know something about a foreign country. In connection with this project they have learned to bear in mind that there is also a whole new region to deal with, and, concerning this aspect, the project has contributed to a new orientation of the whole school. This year, we had visits from delegations not only from Tabor, but also from Slovakia, Hungary and Romania, and we have two Polish language courses for pupils in the first and second term.*
- 5 As a member of a generation that has not grown up with computers, it took some time getting used to making use of this technology. Now I quite happily employ elements of this technology in my teaching, such as chat and forum tools, like I did recently on the topic of migration to get views from a class in Italy. And, without the experience of the project, I would never have got involved in a Comenius 1 project.*
- 6 Don't be afraid to use texts your pupils write as part of your teaching. Don't censor your pupils, let them work independently! Don't be afraid of language barriers! Pass on information from your projects to fellow teachers at your school. Take part in competitions. Put the results on your school website. Make an exhibition about the results of your projects. It might involve some extra work, but you will get better-motivated pupils and your efforts will be rewarded.*

Projet de Correspondance Scolaire



Schools:	Sint-Janscollege, Belgium Escola Secundária Carlos Amarante, Portugal
Teachers;	Ria De Wilde (Belgium) Adelina Moura (Portugal)
Age of Pupils:	16-18
Duration:	2 years or more
Themes:	Foreign Languages, History/Traditions, Language and Literature
Language:	French
Tools:	Email, chat, forum, PowerPoint, video, pictures and drawings, video conferencing, web publishing
URL:	http://www.sint-janscollege.be

Description

We started this project of correspondence between our pupils in 2004-2005, and we have continued it in 2005-2006 with a different group of pupils. We use ICT a lot in our French course for different types of communication. In 2004-2005, the pupils used PowerPoint to present their towns. The website created in Portugal was where we put all the texts and photos, both for the Belgian pupils as well as the for the Portuguese. We also used a blog, and on the forum, the pupils were able to voice their opinions on different subjects, e.g., their daily meals. All these tools were used in 2005-2006, and in addition, we used a Wiki, to take part in the FIPF competition, (Fédération Internationale des Professeurs de français), and a podcast where the pupils could present themselves orally.



Interview: Ria De Wilde and Adelina Moura

- 1 *I am a teacher of French as a second language in Flanders, Belgium. A few years ago I wanted to get my pupils more involved in their French lessons and so I started with eTwinning projects. My first project was with a class in Portugal. Last year I involved three classes and three partner schools in Portugal, Poland and Italy. This year I have just one class, and we are working with an Italian class. My pupils like this way of studying French as it brings them closer to real-life situations.*
Ria De Wilde
- 2 *ICT is very important in language classes. My project contributes to innovation in teaching because it allowed me to create a new teaching environment where pupils are more motivated to work. My pupils had the opportunity to contact peers from abroad and learned about their culture and language. The project increases pupils' self-esteem and this is reflected in the project outcomes.*
Adelina Moura
- 3 *Yes, because they help improve their communication skills and learn to respect other cultures.*
Adelina Moura
- 4 *For both my class and me, the main benefit is the pleasure that the projects give us. I like teaching in this way and my pupils like learning French this way! The contact with other European teachers and pupils is also an important asset.*
Ria De Wilde
- 5 *I was always interested in using ICT in my class, but with eTwinning I went a lot further! I am very grateful that I met Adelina Moura, my first eTwinning partner from Portugal, through the eTwinning Portal. She introduced me to the implementation of ICT tools in my lessons and I also found a lot of information on the eTwinning Portal. Nowadays, eLearning is essential and you can achieve this with eTwinning.*
Ria De Wilde
- 6 *Have the courage to implement an eTwinning project without being afraid of. It is a great adventure and a golden opportunity to make contact with the rest of Europe. You can create very innovative teaching environments and your pupils will experience new opportunities in terms of intercultural communication and its social and pedagogical value.*
Adelina Moura

Social Crash



School:	Hans-Erlwein-Gymnasium, Germany Istituto Statale Superiore Virgilio, Italy
Teachers:	Klaus Thuß (Germany) Bärbel Anders (Italy)
Age of pupils:	14-15
Duration:	1 school year
Themes:	Civics, Religion and Ethics, Philosophy
Language:	German, Italian
Tools:	Digital video, film editing, Skype, video conference tools
URL:	http://twinspace.etwinning.net/launcher.cfm?cid=3505

Description

In a joint film project, Hans-Erlwein-Gymnasium in Dresden and the Italian partner school Virgilio Superiore Empoli deal with the social problems of youth. eTwinning serves as a common activity platform. The pupils actively deal with the social problems of youth independently and develop strategies for solutions. Furthermore, they learn the practical use of foreign languages and technique and they can discover the differences and similarities in the "House of Europe".

Interview: Klaus Thuß

- 1 The group of pupils concerned was motivated in several ways; for example, by learning Italian as a foreign language in an authentic context, through a direct exchange with native speakers. In connection with this, the project incorporated an exchange between Italy and Germany. To guarantee being able to work together at the best possible level, we looked for tools and supporting media together with the pupils. The pupils readily accepted the challenge of dealing with email, chat, the TwinSpace, digital video and video conferencing. Integration into the lessons was achieved through the content of the main subjects chosen, which in part were relevant to the curriculum.*
- 2 One thing has definitely been achieved with this project: whole-class teaching absolutely took a back seat. Teamwork, self-directed learning and project work*



was favoured instead. The pupils chose their own partners to solve problems, sometimes other pupils, sometimes teachers or parents. Even in their free time, the pupils were occupied with "their" project and were writing script scenes or rehearsing. The direct written and/or spoken communication was much more effective in learning Italian than conventional language lessons. However, this kind of teaching requires significantly more time and human resources. For example, pupils were meeting in school during the holidays because the different holiday schedules would otherwise have caused too long a break from the project work.

- 3 Pupils frequently encountered situations during the project in which they had to communicate all on their own. Initially, the computer science teacher (who incidentally doesn't speak Italian) was present when the video conference link was being established, but the pupils themselves were called on during the communication in Italian that followed. After a few trials and technical explanations, the computer science teacher was no longer needed and could teach elsewhere. Consultation was imperative here, but the pupils learned fast and will take this knowledge with them for later in life.
- 4 Due to the cross-curricular nature of the project, many things could be discussed and worked on in proper context. The otherwise common question "What do we need that for?" was automatically answered in most cases. Above all, the use of ICT gave the class confidence in their use combined with background knowledge, which otherwise would not have been possible in this (linguistic) area.
- 5 For the computer science teacher, the opinion regarding the use of ICT in teaching has been confirmed, namely that the sensible use of it in teaching is simply necessary for almost all subjects. The use of the new media is also no longer a problem for the other teachers; inhibitions have been overcome, an understanding of correlations and problem solving mechanisms has grown, and activities such as skyping, transferring files and editing films mastered.
- 6 Every time part of a project is unsuccessful, which happens now and then, the project leader should be able to already come up with the next idea to keep the project going. Some failures have to be expected! Perhaps one should use more time in planning the project initially, but this bears the risk of not being able to be flexible enough later. What is advisable in every case is to establish teams of teachers that can motivate and support each other.

E-Magazine: “eTwiNNews”



Schools:	IIS R. Canudo, Italy Bischöfliche Maria-Montessori-Gesamtschule, Germany
Teachers:	Michael Hamke (Germany) Luisa Argenti (Italy)
Age of pupils:	13-18
Duration:	1 school year
Themes:	Cross-curriculum, Foreign Languages, History/Traditions, Informatics/ICT
Language:	English
Tools:	Email, chat, forum, MP3, PowerPoint, video, pictures and drawings, virtual learning environment, Web publishing

Description

The project aim is to publish a multilingual e-magazine on the school lives of adolescents as well as local traditions. The benefits are that the pupils learn the use of a written language within an appropriate and interesting context. They also build a social-cultural bridge with other European countries in order to understand and accept peoples' differences.



Interview: Michael Hamke

- 1 *The school curriculum for this course focuses on "student life". The advantage of this topic is that pupils can easily take part in authentic discussions on relevant topics and get used to talking in the foreign language, which is important for classes at the beginning of the upper grades in secondary education. Looking for a way to compile and present the pupils' written work, the eTwiNNews magazine was an almost ideal way to publish results. It was suggested by our Italian partners.*
- 2 *The most striking difference between coursework in my group and the work of my fellow teachers was the regular use of ICT inside and outside the classroom. Pupils have learned to use ICT (and their PCs at home) as a means of communication. Even after the project has finished we are still communicating with the help of the TwinSpace, by exchanging messages and documents in addition to working in the classroom.*
- 3 *Pupils have learned to follow the netiquette - they were patient when communication was slow, they did not give up but asked why there was little or no feedback and tried to solve problems together. Therefore, there were lots of "soft skills" involved. We still have to work on the "football" topic which was brought up between the Italian and German pupils during the World Cup when intercultural communication came almost to a standstill. There was a big argument when one German pupil claimed that the Germans were the real world champions.*
- 4 *In my answer above.*
- 5 *Even before this project started I had been pretty convinced that ICT can greatly enhance both our motivation and our cultural horizon. Also, I am sure that within a few years time ICT will completely take over the classroom work in many schools. Since my first project about five years ago, I can perceive that pupils have adopted the use of ICT tools more and more. I had also hoped to be able to teach more time-efficiency. However, I found out that ICT cannot reduce the amount of work you have to invest in a classroom project.*
- 6 *Anybody who is able to use the basic functions of a PC can be a successful eTwinner. If you have a little patience and if you don't feel uncomfortable with the fact that pupils know more about ICT than you do, an eTwinning project can be an eye-opening experience for everyone involved.*

The Twinning Game



Schools:	1st Geniko Lykeio Vrilission, Greece VI Liceum Ogólnokształcące, Poland
Teachers;	Yannis Tsilafakis (Greece); Leszek Jabłoński (Poland)
Age of Pupils	16 - 19
Language:	English
Duration:	One school year
Themes:	Cross-curriculum
Tools:	Email, chat, forum, PowerPoint, video, pictures and drawings, web publishing
URL:	www.twinninggame.net

Description

The Polish and Greek pupils exchange information about themselves, their school, their city and their country. Each national team creates a board game which includes this information and then the teams exchange their games. Finally they work together merging the two games into a common electronic game.

Interview: Leszek Jabłoński

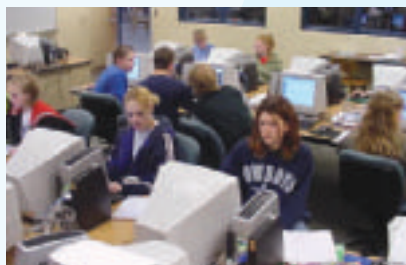
- I am a teacher of Computer Science and Physics. In the school year 2005/2006 in the class specialising in Informatics, I based my curriculum on designing and programming games. The pupils had a lot of ideas, and in the end, many educational games were produced. We exchanged games with our Greek partners, and finally we produced one common game: "The Millionaire". After our project ended, I still continued to use the elements of the game programming in my teaching. My colleague Wanda Popławska, our English teacher, introduced making and using board games into her English curriculum. Our Greek partners were very active in making films and PowerPoint presentations and the Greek teachers produced numerous lesson plans in Economics. Both pupils and teachers doing "The Twinning Game" project learned a lot from each other.*
- The innovation in teaching we introduced in our school results from differences of cultures (we saw more similarities than differences!). First of all, we put*



more stress on teaching tolerance, freedom of speech and understanding among people, especially young generation. Here is a tiny example of my teaching democracy: after having witnessed numerous student demonstrations in front of the Ministry of Education in Athens, I defended our pupils who were blamed by the director and other officials for one-day strike in protest against our own Minister's decisions (which were later declared as unconstitutional!).

- 3 The project helped pupils to develop their skills to communicate in a foreign language with their Greek partners. They learned how to work in a group, to plan their work and to be responsible for it. They acquired many ICT skills that will be useful in their lives. During the meeting with their partners in L'Aquila they learned the Greek way of life, elements of culture like dances and songs, and a lot of Greek optimism. The pupils are still in contact and they plan to meet in the future.*
- 4 The main benefits for me were: inventing a new approach to teaching Computer Science by programming games, learning new ICT techniques (video recording, CMS) and having more personal contact with pupils. Benefits for the pupils were: excelling the knowledge of English language, learning about Greek culture, working in groups, learning and practising new ICT technologies (web design, video, computer graphics), gaining experience in planning and designing.*
- 5 Yes, I realised that ICT has become an integral part of our lives and education. Global internet communication (plus cheap flights!) made it possible to enlarge our school community by the pupils from far away Vrilissia. New web technologies, e.g., Content Management Systems, forums, chats and Skype enabled us to have direct contact with our partners, like in real life.*
- 6 First, I would advise fellow teachers to START an eTwinning cooperation! Bear in mind that not everything must go very smoothly and easily. But even if something goes wrong with your partner, do not give up and start again. We need friends not only in our teachers' room in our school but also friends who live far away and who have different backgrounds and cultures. We may communicate with them via Internet very easily, so keep in touch all the time. The best way is to launch a forum or a chat on the web. Start a project that is interesting and entertaining for pupils and give them initiative to introduce their brilliant ideas. Try to organise a meeting – it is important, so that you are not only "virtual" but real friends. And you may be sure that eTwinning will bring you a lot of joy, good feelings and profitability.*

Young Astronomers II: The Space Conquest



Schools:	Liceo Classico Ugo Foscolo, Italy 2nd Technical School of N. Smirni, Greece
Teachers:	Antonio Cupellini (Italy) Vassiliki Niarrou (Greece)
Age of pupils:	15 to 17
Duration:	One school year
Themes:	Cross-Curriculum, Foreign Languages
Language:	Greek, English, Italian, Literature, Mathematic and Science
Tools:	Email, chat, PowerPoint, video, pictures and drawings, video conferencing

Description

Understanding how nature was and is, is a main research subject for many scientists as well as for the general public. In fact, understanding and conquering Space has been a goal of mankind for a long time. Throughout the centuries, many inventions and discoveries have been made with the target high in the sky in mind: the stars, the Sun, the Moon and the planets. Before the first man stepped on the Moon, many ancient scientists, from Plato and Pythagoras, Archimedes and Plutarch, Aristarcus of Samos and Eratosthenes, to Galileo and many others, helped to set the path for today and tomorrow's generations to reach the stars! In this project, pupils become familiar with the scientific thought of our ancestors and learn about modern inventions and discoveries in Space. Through this they seek to understand the common roots and the common future of humanity.

Interview: Antonio Cupellini

1 *I teach Latin and Greek in a Lyceum in Rome. For over ten years we have been organising computer courses for pupils at different levels. Our partner school in eTwinning is a technical school for Computer Science and Arts in Athens. My project is fully integrated into my teaching. I work in a team of teachers. My contribution consists of collecting quotations in Latin or Greek by Aristotle, Euclid, Archimedes, Plutarch, Vitruvius, Copernicus, etc., together with my*



pupils. Our new Math teacher, with a degree in Astronomy, looked for possible links with these authors and mathematical theorems, while our English teacher was in charge of the email exchange. Our Italian and History teacher presented "Leonardo da Vinci" and researched information on his attempts to fly.

- 2 We had several concrete results. We were able to find resources to create a new multimedia laboratory. We also created new synergies among different subjects: Philosophy, Literature, History, Math, etc. Finally, we managed to develop curiosity and imagination in both teachers and pupils.*
- 3 Pupils, working in small groups, understood the necessity to look for information on the Internet and then developed the findings in worksheets using a foreign language. They therefore enhanced their ICT skills through video writing and image elaboration/presentation. My pupils were involved in activities that do not normally belong to a classical Lyceum curriculum. A trip to Greece to meet the eTwinning partner pupils took place. We are thinking of setting up a Comenius project with our eTwinning partners.*
- 4 I experienced the situation of approaching traditional school subjects with an innovative method, and I realised that this helps pupils to have a different insight on what they are supposed to learn. What is surprising is that pupils with poor communication skills were encouraged to improve their study to be able to better communicate.*
- 5 Throughout the years I have become more and more convinced of the crucial role that ICT plays in the teaching process. Working together with other European schools enhances the credibility and the effectiveness of curricular activities.*
- 6 I advise having a good time with other partner schools and being sure to share the same interests. I would suggest trying an innovative approach to working with pupils and to be patient. I would always involve pupils in decision-making processes and support their work. I would encourage them to make positive comments on partners' work and maintain a good competitive spirit to achieve excellent results.*

The Teaching and Learning of Scientific Subjects in our Schools



Schools:	Sackville School, United Kingdom Liceo Scientifico Statale A. Einstein, Italy Albert Einstein Gymnasium, Germany
Teachers:	Nicholas Falk (UK) Edoarda Paolini (Italy) Monica Koch (Germany)
Age range:	15-18
Duration:	1 school year
Language:	German, English, Italian
Themes:	Cross-curriculum, Europe, Foreign Languages, Informatics/ICT, Mathematics and Science
Tools:	Email, chat, forum, PowerPoint, video, pictures and drawings, web publishing
URL:	http://www.sackville.w-sussex.sch.uk/itvlog/

Description

This is an exchange of information concerning mostly the scientific subjects - Science, Mathematics and Physics - that are taught at our schools. Pupils prepare questionnaires to submit to their correspondents asking their opinions about the different subjects and the way they are presented at school in class and in the laboratory, comparing syllabi and programmes. The aim is to make the pupils aware of the different approaches to scientific subjects, to widen their knowledge of them and to increase their self-confidence.



Interview: Edoarda Paolini

- 1 *There is a real need for my pupils to experiment and compare their results with other pupils from different cultures. The use of ICT and English (I am an English teacher) makes the project meaningful and relevant to their modern vision of life, because English is now the general means of scientific communication and ICT the necessary tool to communicate worldwide.*
- 2 *The comparison of teaching and learning methods in different schools and different cultures is the best way to reach a wider understanding of subjects in general. In scientific subjects, this is very much the case as the spirit of research consists of taking different points of view and evaluating different possible answers. The teaching of English can improve by developing some of the characteristics of the teaching of scientific subjects, such as experimentation, logic, accuracy and an open mind.*
- 3 *I certainly do, considering the skills of communication and cooperation shown by my pupils during the performance of scientific experiments together with the English pupils.*
- 4 *The main benefit to the pupils is their increased motivation to work with their peers for a common achievement, and their self-awareness. As for me, the fact that I am still involved is evidence enough of the importance of the project in terms of enthusiasm and dedication.*
- 5 *Rising to the challenge of dealing with ICT has been for me one of the difficulties during the project, but also a great satisfaction. I can now say that I'm a regular user of ICT.*
- 6 *Since I am retiring at the end of the year, I have already started encouraging my other colleagues at school to continue this and our other eTwinning project and maybe start a new one. They should not be discouraged by the initial difficulties of involving pupils and teachers alike into the projects. Eventually, their efforts will be rewarded.*

Maths to Play



Schools:	Liceo Classico "E. Duni", Italy Lycée classique de Diekirch, Luxembourg
Teachers:	Maria Teresa Asprella Libonati (Italy) Geneviève Harles (Luxembourg)
Duration:	2 years or more
Age of Pupils:	15-18
Theme(s):	Mathematics and Science
Languages:	English
Tools:	Email, chat, MP3, PowerPoint, video, pictures and drawings, web publishing
URL:	http://twinspace.etwinning.net/launcher.cfm?lang=en&cid=7809

Description

The project proposes a non-traditional approach to Math, by which young people learn by "playing", while at the same time thinking about the subject's deeper meaning. The contact between the two schools began with an exchange of mathematical games: pupils competed with one another by proposing and solving problems with amusing and intriguing problems with solutions that do not require the knowledge of complicated formulas or theorems, but only logic, intuition, imagination and... a desire to play!

Interview: Maria Teresa Asprella Libonati

- 1 *The project involves two classical Lycée, one in Matera (Italy) and the other in Diekirch (Luxembourg). The project idea sprung from the strong necessity felt in the school and community to motivate young people in the study of Mathematics. We have two main tasks: enhancing pupils' skills in fitting this subject in their daily lives and making them feel actively involved in the learning process. Often pupils are afraid of Math, because of its technical aspects and its strict language. "Maths to play" aims at creating a "user friendly" base where pupils can study Math at ease, and learn about interesting historical and creative aspects in this area.*



- 2 *The use of ICT paved the way for the collaboration between the two schools. The method chosen corresponds directly to the needs of the pupils and pushes them to ask questions to their peers and to give answers. They learn to learn from their mistakes. The pupils created a collaborative website, in which they can publish their interventions, and where teachers and pupils interact through emails, chats, and webcams. Recently, pupils have started to use the forum, suggesting topics to be discussed. Moreover, pupils and teachers are both planning to use Illuminare, which is an eLearning platform that Liceo Duni has subscribed to.*
- 3 *Pupils enhanced their problem-solving skills and they are now more aware of the role which Math plays, and has played, in the real world throughout history. Pupils have understood that Math conveys values which human beings universally share. Pupils enhanced their English skills, widened their vocabulary and consolidated their abilities to comprehend scientific texts.*
- 4 *I think they developed in four areas: motivation (at the beginning, some pupils were sceptical about doing an eTwinning project about Math. Working on it they changed their mind: a great curiosity grew and they proposed new points of view on it); mathematical skills, linguistic knowledge; and positive ICT use and discovery of their didactic potential.*
- 5 *The ICT use in this project was particularly important, because pupils experimented with the visual dimension of Math, using images to solve problems (e.g., symmetry).*
- 6 *The innovation embedded in the eTwinning pedagogical process gives the opportunity both to teachers and pupils to enrich their experiences. eTwinning gives room to create a favourable learning and teaching environment and consolidating the spirit of belonging to the European Union.*

Process of Management of European Companies



Schools:	IES Gerardo Molina-Torre Pacheco, Spain Policealna Szkoła Administracji Publicznej w Częstochowie, Poland
Teachers:	Josefina Madrid Conesa (Spain) Beata Nowicka (Poland)
Age of pupils:	17-19
Duration:	2 years or more
Themes:	Europe, Business
Language:	English
Tools:	PowerPoint, Flash
URL:	http://www2.edu.fi/magazinefactory/magazines/youngentrepreneurs/?str=40

Description

The pupils study the necessary steps towards entrepreneurship and exchange information concerning legislation, market research, marketing plans, human resources, viability plans and pertinent documentation. Through their research, they learn about how companies are run in two different European companies and at the same time practice their language and business vocabulary skills.



Interview: Josefina Madrid Conesa

- 1 *The first reason was because of the pupils themselves, as the use of ICT is fundamental to them. They will be future workers in administration and ICT will be their working tool. On the other hand, I wanted to keep the knowledge of the foreign language of pupils alive, because English doesn't appear in the curricular requirements of Administration and Finances.*
- 2 *ICT raises interest and motivation in young people. Pupils surfed the Internet where they expanded on the information they received in class. Then their work was produced with software (PowerPoint, Word, Flash, etc.), as a new way to finalise their output in an electronic format, and not classically on paper.*
- 3 *The pupils knew that they had Polish classmates, who wanted to see their work. So, they were curious to know if the world of business in Poland is simpler than in Spain. This was an important moment. For this reason, they needed to develop communication skills.*
- 4 *The concepts of this project have included the curricular requirements of a "Proyecto Empresarial" (Business Project). Nevertheless, the project has helped to further reinforce learning in this subject area.*
- 5 *Of course, because these pupils need to use ICT every day in their job. It's necessary for them to acquire the skills they will eventually need in a real-life context.*
- 6 *It was a good experience, mainly because it was really very interesting to see how the pupils quickly developed skills and became quite independent within a collaborative activity.*

Chapter 5

Conclusions

Anne Gilleran

If you have come this far in the book then you have, we hope, learned many things about eTwinning. For example, what can you do in eTwinning? The answer is: almost anything!

The only limits are your ingenuity and enthusiasm. We have seen in Chapter 4 innumerable examples of projects that are possible within eTwinning. We see that it is possible for very young children to interact with each other by using the latest technology, such as podcasting and blogging, and to engage with each other in more traditional ways through email, drawings and story telling. We that see it is possible for young people to become expert film analysts, on both the technical aspects of shooting and scripting films, while at the same time gaining enormous personal skill in working in teams, planning objectives and meeting deadlines. On the science front, we read that pupils can become researchers on weather patters, flora and fauna distribution and ecological issues while at the same time exchange and interact with their peers in their twin school. Let us reflect for a moment on the eight key competencies identified by the EU reference framework that have been recommended for targeting by the Lifelong Learning Programme:

1. Communication in the mother tongue
2. Communication in foreign languages
3. Mathematical competence and basic competences in science and technology
4. Digital competence
5. Learning to learn
6. Social and civic competences
7. Sense of initiative and entrepreneurship
8. Cultural awareness and expression [4]

As we read through the project descriptions and teacher interviews, it becomes apparent that these eight competencies can be readily addressed, in various ways, through the undertaking of a project in an eTwinning partnership.

One of the continuing challenges to teachers in becoming involved in eTwinning is to see how the project can fit into their work within the curriculum. In Chapters 2 and 3, we have seen that it is indeed possible to turn almost any project topic into a curriculum relevant exercise.

4 <http://europa.eu/rapid/pressReleasesAction.do?reference=MEMO/05/416&format=HTL&aged=1&language=EN&guiLanguage=en>

If we broaden the discussion further, we see that many of the experienced teachers tell us that this is certainly possible in all subjects with some planning and foresight, but that often the pupils' work within such projects are not recognised in national assessment procedures. If we agree that the eight key competencies are to be addressed, then we must look for the means of assessing these competencies, giving all pupils recognition that non-traditional work within a project can yield an equally rich, and in some cases richer, learning experience compared to more traditional methods.

So, what are the benefits for you, your school and your pupils in participating in an eTwinning partnership? We learn from the observations of the teachers involved that there is nearly always a dramatic increase in the motivation and enjoyment of the pupils when they participate in such projects. This means that the teachers themselves also experience an increase in satisfaction and motivation in their own work. In turn, this nearly always has a positive effect, which permeates the whole school. The fact that many of the schools choose to display their work on the national and European portals, gives visibility and prominence to a wider audience. In addition, the awarding of Quality Labels to projects at both national and European level means that a school, through the work of its teachers, can proudly boast its achievements to parents and the local community.

But the effects are wider than this. Involvement in eTwinning also leads to a continuous broadening of minds and horizons both of teachers and pupils. Many teachers state that they started their eTwinning projects in very simple ways, exchanging emails, etc; but now they have progressed into blogging, video editing, chatting and podcasting. Others talk about opening the minds of their pupils to the European world beyond their classrooms. This brings the European dimension straight into the classroom and in this sense, it could be argued indeed that eTwinning reinforces the idea of what it is to be European in the ever-increasing globalisation of our world.

So not only can eTwinning be an agent of change in a teacher's own approach and methodology, it is also instrumental in their ongoing professional development, both by their practice and their opportunity to participate in the range of professional development workshops organised at national and European level.

We hope that you have enjoyed reading this book and that you find it useful. We also hope that through the eTwinning Action we can, in part, together build the future of education, of working and of Europe. As European Commissioner Ján Figel' said at the eTwinning Conference, held in Brussels in February 2007, "lifelong learning means lifelong earning". Let us equip our pupils with the means to explore, challenge and make the most of every learning situation that comes their way. Good luck in all your future eTwinning activities.

Central Support Service

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

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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)

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SLOVAKIA

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SLOVENIA

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SPAIN

Centro Nacional de Información y Comunicación Educativa Ministerio de Educación y Ciencia (National center of Information and Educative Communication)

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SWEDEN

Myndigheten för skolutveckling (Swedish Agency for School Improvement)

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UNITED KINGDOM

British Council

Contact: Susan Linklater, Matt Cresswell
National eTwinning website: www.britishcouncil.org/etwinning



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