



Visibility of eTwinning Projects Group

NEWSLETTER 4

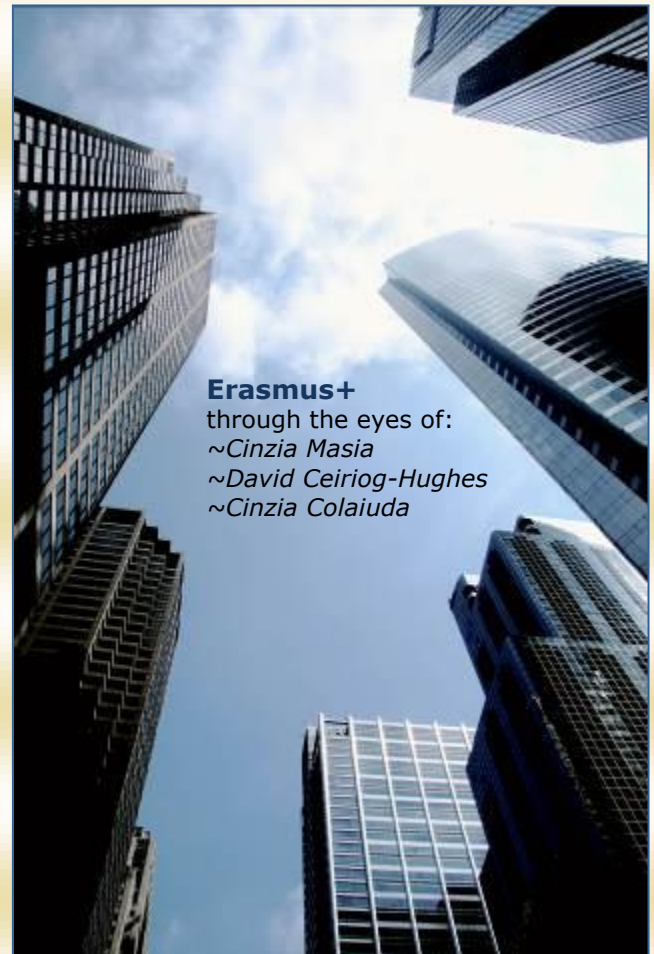


~ *Nearing the right stars* ~

July 2014

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Erasmus+

through the eyes of:

~Cinzia Masia

~David Ceiriog-Hughes

~Cinzia Colaiuda

Editor: Daniela Bunea

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Latest Step

by Anne Gilleran

This 4th newsletter makes a splendid read during the summer days or the first days of autumn!

Many eTwinning gems are embedded in it: practising foreign languages in real contexts; professional development; contact with other cultures; exchanges of experience, values and teaching strategies; team work and adventure; discovery and opportunity to develop and show new skills; creative use of ICT tools.

Congratulations to all authors, and may you all develop great projects in the new school year!



Anne Gilleran
European Schoolnet, Brussels, Belgium
I am a member of the Central Support Service for eTwinning.

Anne Gilleran is Irish and has many years experience in education as a guidance counsellor, teacher, school principal, teacher trainer. She now works as an education consultant. She has specialised in Information Communication Technology in Education both in practice and research, and is currently the Pedagogical Manager for eTwinning Central Support Service, run by the European Schoolnet (EUN) in Brussels, Belgium.

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### Ways of Integrating eTwinning Projects into the Curriculum

by Daniela Bunea

By appropriately integrating eTwinning project work into the curriculum, we improve the quality of eTwinning projects, their evaluation, and their importance in the European educational space. We are living at the beginning of a new millennium. There are huge changes in society, which have generated transformations in education too, because education could not remain passive to the challenges in all other spheres of existence.

Real life issues, which need to be solved every day, have an integrated character; consequently, their solution involves a call to knowledge, skills, competences that cannot be put in a strictly defined object of study or another. These real life issues could be of a lesser or greater complexity – it does not matter, they simply cannot be placed in one single area of study.

The teachers of Europe members of the eTwinning community have come to understand and value the opportunities offered by the eTwinning platform and its principles, and many have made the transition from a monodisciplinary type of education to an integrated model of education through their eTwinning projects, while undeniably supporting the action's main aim: to promote interaction and online collaboration between teachers and students in Europe using ICT.

Integration is not a new thing. It has long been a fact of educational life. Put more accurately, integration is a feature of educators' work that cannot be avoided. Any intentional uniting or meshing of discrete elements constitutes some form of integration. The very act of learning typically involves integration: new beliefs are filtered through, and connected to, the individual's prior beliefs.

Integration thus means uniting discrete elements into a whole.





But how do we integrate distinct curricular subjects within our eTwinning projects in an appropriate way? What IS curricular integration? Curricular integration means making curricular subjects interact, so as to build / a harmonious whole. Within eTwinning, curricular integration means combining educational goals, content, methods, procedures with specific reference to the planned curriculum – the learning experiences eTwinning teachers intend with their eTwinning projects.

Curricular integration is a strategy, not a goal for eTwinning teachers. When planning, developing, evaluating an eTwinning project for curricular integration, teachers and students are clear about their objectives, and really believe that the proposed curriculum combination promotes desired objectives. 3 interrelated objectives can usually be seen in good eTwinning projects as justifying in an appropriate way the integration of content: a.) dealing with the complexity of the world; b.) respecting the seamless web of knowledge; c.) promoting greater efficiency.

A good eTwinning project is a project that has reached a certain national and European standard. These excellent projects are awarded with the Quality Label of the Month, the National Quality Label, the European Quality Label or with a national or European eTwinning prize. These marks of quality represent concrete recognition to eTwinning teachers of the high level of their eTwinning activities. For pupils, these Quality Labels and European Prizes offer a boost to their work efforts. And for the schools in general, they are a public affirmation of their commitment to quality and openness in European collaborative work.



In order to obtain a Quality Label, a project has to broadly achieve excellence in the following areas:

- Criterion 1: Pedagogical Innovation
- Criterion 2: Curricular Integration in one or many subjects
- Criterion 3: Communication and exchange between partner schools
- Criterion 4: Collaboration between partner schools
- Criterion 5: Use of Technology
- Criterion 6: Results, impact and documentation

For Curricular Integration, the indicators are as follows: the project is integrated in ordinary lesson plans – activities, contents, objectives, including reflections in subject scores or evaluation. This incorporation/absorption/integration can take quite a few forms, and it indeed does so in the more than 33,000 eTwinning projects registered to date.

Ready-made project kits are step-by-step guides to successful eTwinning projects. These kits are designed for teachers who are looking for concrete ideas on how to implement a European collaborative project. Each kit relates to a theme and provides information on the target group, objectives and pedagogical value of the activities. eTwinning Kits can be used as such or adapted to the teaching context of the eTwinning teacher.

Most eTwinning kits have originated in eTwinning projects that won quality labels and awards and, while doing this, successfully exhibited – among other things – those criteria mentioned earlier of course – congratulatory curricular integration among them. The 4 different degrees of curricular integration that can be displayed when planning, developing, evaluating and presenting to the world an eTwinning project are: a.) intradisciplinary; b.) multidisciplinary; c.) interdisciplinary; d.) transdisciplinary – according to authors Robin Fogarty, Heidi Hayes Jacobs and Lucian Ciolan.



Before starting on these different levels of integration, one should mention the **fragmented** model, which is the traditional design for organizing the curriculum. Each subject is dictated separately and distinctly. This model views the curriculum through a periscope. It offers one sighting at a time. eTwinning projects do not make use of this model because this view would imply that the teachers in the project – at least 2 from the 2 founding schools – just list and rank curricular topics, concepts, skills, but do not take the next step and do not sift curricular priorities.



The view through a pair of opera glasses is different though:



This view provides a close-up of the details, subtleties and interconnections within one teacher's subject. The key to this **connected** model is the deliberate effort on the part of the teacher to relate ideas within the discipline, rather than assuming that students will automatically understand the connections. One topic, one concept, one skill is connected to the next. One day's work, or even one semester's effort, is connected to the next.

One good example of the connected view when talking about integration of eTwinning project work into the curriculum is the project and kit entitled "Detective Stories". It is easily integrated in the Language and Literature subject as books and movies about detectives are translated into almost every language and are accessible in all countries.

The next level following intradisciplinary is the multidisciplinary level. At this level we can distinguish between subjects within the same curricular area, and subjects from different curricular areas. The **nested** model views the curriculum taught and learnt, reinforced, evaluated in the eTwinning project through 3 dimensional glasses, targeting multiple dimensions.



Disparate elements are made compatible with, or promotive of, each other. Nested integration takes advantage of natural combinations. For example, the eTwinning project and kit "Our landscapes" combines together the following subjects: Environmental Education, History and Social Studies. Pupils study and make presentations about their local landscapes. This kit has been very

successful itself, it has got 17 ratings and 107 projects have used it so far!

The **sequenced** model views the curriculum in the project through eyeglasses:



The lenses are separate but connected by a common frame. Topics and themes are taught separately by 2 teachers in the same school involved in the project, but these topics or themes are rearranged and sequenced to provide a broad framework for related concepts. The teachers arrange topics so that similar units coincide. A good example is the project and kit entitled "Four Seasons". Students collaborate on certain feast days that are celebrated across Europe because of their astronomical significance. Students collect information about the event, exchange it and compare the local differences. Then they create documentation and publish the results. Science (through Astronomy, Natural Sciences and Physics) and Society (through History, Social Studies and Religion) are synchronized, and combinations such as scientific data and religious topics give special inspiration, as these topics are normally perceived as contradictory or mutually exclusive. This is correlation, and it implies drawing connections and noting parallels between elements that remain separately taught.

The **shared** model views the curriculum in the project through binoculars:





The shared model brings two distinct disciplines together into a single focused image. Using overlapping concepts as organizing elements, the shared model involves shared planning, teaching, reinforcement and evaluation in 2 disciplines. In the project and kit entitled "Emails from Barney – A little bear travels the world", Geography and Foreign Languages come together as the 2 teachers in the school have already identified at the beginning of the project priorities in their key concepts, skills and attitudes and decided which contents overlapped. A stuffed animal, the little bear, travels the world or Europe or a country, and reports about his adventures with people and animals in foreign lands by e-mail or blog. The main gain of this project is seen as the fact that the "authentic" experiences of the stuffed bear have motivated the pupils to make progress in their foreign language and communicative competences.

The **webbed** model of integration views the curriculum of the eTwinning project through a telescope:



It captures an entire constellation of disciplines at once. Webbed curricula usually use a fertile theme to integrate subject matter, such as the use of Internet. Once the eTwinning school teams have chosen a theme, the members of each eTwinning school team (in each partner school) use this theme as an overlay to the different subjects. The use of Internet, for example, leads to a wide range of activities: reading comprehension tasks, listening comprehension tasks, multimedia presentations, virtual communication (videoconferences, forums), digital recordings. In the project and kit entitled "En la red, que no te pesquen (On the Net, don't let be fished)" pupils dig deep into the problems of the use of Internet by teenagers around Europe. The curricular areas involved are: Language and Communication, Society, ICT and Technology, and Arts.

The interdisciplinary level is based on key-competences, and can be centripetal or centrifugal. The **threaded** view stresses the use of subjects when interacting, the **integrated** view perceives what the learner learns as being utterly important.

The centripetal or threaded view means everything is seen through a magnifying glass:



The 'big ideas' are enlarged throughout all content with a metacurricular approach. This model threads thinking skills, social skills, study skills, graphic organizers, technology and a multiple intelligences approach to learning throughout many, if not all, disciplines. Good examples of such integration are "Clothing and Culture" and "Cooking and Culture", two eTwinning projects and kits where thinking skills / and social skills are threaded into the content and teachers ask students: "How did you think about that?", "What thinking skill did you find most helpful?", "How well did your group work today?". These processing questions contrast sharply with the usual cognitive questions such as "What answer did you get?". Both these kits are extremely liked, used and commented upon by eTwinners.

The integrated model views the curriculum in the project through a kaleidoscope:



Interdisciplinary topics are rearranged around overlapping concepts and emergent patterns and designs. A good example of this model is the

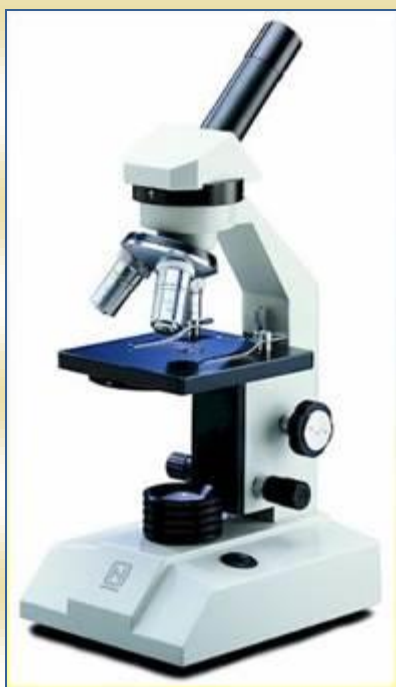




project and kit entitled "Carpe Nuntium: Catch the News", where the critical elements of this approach are illustrated by the whole strategy of the project as the foreign language learning – listening, speaking, reading and writing skills – springs from a holistic programme. The main idea of the project is to present to the world only positive news so as to combat the situation existing in daily news bulletins with their constant list of violence, disasters and crises.

The transdisciplinary level comprises the microscope view and the prism view. Fusion refers to joining closely together elements previously taught separately.

The **immersed** model of integration views the curriculum in the project through a microscope:



In an intensely personal way, it filters all content through the lens of interest and expertise. Students are totally immersed in a field of study. Graduate students are like this, or doctoral candidates, or post-doctoral fellows. Yet there are young eTwinning students who write incessantly about dogs, do specific artwork, count dogs, sing about them, are consumed about their interest in dogs, choose books that reflect their internal integration of information around their pet subject. This is the case of the project and kit entitled "Friends Fur-ever". An immersed learner is the one who might say: "It is a labour of love. It seems that everything

I **choose** to pursue with any passion is directly related to my field." Just as writers record notes and artists make sketches, immersed learners are constantly making connections to their subject.

The **networked** model of integration views the curriculum of the project through a prism:




It creates multiple dimensions and directions of focus, and provides various avenues of exploration and explanation. In this model, the students direct the integration process. Only the students themselves, knowing the intricacies and dimensions of their field, can target the necessary resources, as they reach out within and across their area. The networked model is seen to a limited extent in eTwinning projects, but we do have some good examples. One of them is the project and kit entitled "Rainbow Village - Build your village", a comprehensive project where students build a village and give it real life.

I am confident we can enrich the framework presented here, and be of help to other eTwinners in their curricular integration endeavours!

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|                                                                                                                 |                                                        |  |
|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|--|
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|                                                                                                                 | Colegiul National Gheorghe Lazar Sibiu, Sibiu, Romania |  |
| We are interested in communication and information technologies, lifelong learning and environmental education. |                                                        |  |
| Age range:                                                                                                      | 11 - 19                                                |  |
| User registered since:                                                                                          | 08.10.2007                                             |  |



## **My eTwinning Journey**

by David Ceiriog-Hughes

I started eTwinning in 2010 with a general studies project called "My favourite work of art". This gave me the enthusiasm and motivation to attempt other projects with my language classes and also with the general studies classes that I teach. I have taught French, German and general studies at Winchester College, the oldest school in England, since 1989. I teach pupils aged 14-18 and am also coordinator for European projects. In this brief article I would like to analyse three aspects of eTwinning: what it can do for teachers, what it can do for pupils and how it can be used to develop other links.

### *The teachers*

Teachers can use eTwinning to motivate their pupils, to make other European cultures a vibrant and realistic part of classroom life. They can also be helped through webinars to upgrade their own digital competences. After doing a couple of projects, I realised that I needed to equip myself with the ICT skills needed to complete projects of a higher quality, so I applied for and was lucky enough to receive a grant to attend a summer course in Malta run by Smart Solutions, which was an enriching experience and can be highly recommended. It was a wonderful opportunity to engage with eTwinners from all over Europe and to tailor the course to my own needs.

After a prize winning project, "Joyce, Svevo and Trieste", which won a European Quality Label, I was invited to become an ambassador and to deliver training on behalf of our national agency, the British Council. I have greatly enjoyed the opportunity to share my interests and enthusiasm with other colleagues, and I feel that eTwinning provides us with a professional and pedagogical support group that is very valuable for ongoing professional development.

### *The pupils*

My pupils have the opportunity to become familiar with other European cultures, to realise that we have more in common than sets us apart and to improve their own digital and ICT skills. They also get to improve their communication skills, both in their own and other languages. A recent project that I finished, "In the steps of Brancusi", with Colegiul National Stefan Velovan in Craiova, led to a visit by 12 pupils to the city of Craiova to look at the sculptor's works.

What follows is a photograph that shows our group at Brancusi's house in Hobita:



And this is teacher Simona Cerasela Bocai accompanied by me at the Endless Column:



A return visit by Romanian pupils will take place this autumn. The pupils have exchanged regularly and are now firm friends, despite being some 2000 kilometres apart. What has enabled this? eTwinning, and the constant encouragement of their teachers. This project can be viewed on Issuu.com as [http://issuu.com/brancusi/docs/in\\_the\\_steps\\_of\\_brancusi\\_sur\\_les\\_pa](http://issuu.com/brancusi/docs/in_the_steps_of_brancusi_sur_les_pa).


### *Other links*

The eTwinning projects that I have undertaken have led to class visits, job shadowing visits, pupil and teacher exchanges with Trieste and Craiova. In almost every case, the synergy between the committed teachers involved in eTwinning means that it is just the first step. At Winchester we have now established memoranda of understanding with



our partner schools in Romania and Italy and have applied for an Erasmus+ Key Action 2 strategic partnership grant. It is clear from the Erasmus+ guidelines that eTwinning projects will play a large part in determining who receives the grants, as there has to be a logical progression of the types outlined above. Above all, eTwinning is the first step in enabling the mobilities that we all seek, for ourselves and our pupils.

eTwinning has enriched my teaching and the lives of my pupils, and I cannot recommend it too highly. Every committed teacher, whether a language teacher, a geographer or a historian, should be doing eTwinning projects!

|                                                                                                                                                                        |                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
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| I teach French and German to pupils from 13 to 18 years of age and would like to investigate language/literature projects in a Francophone or German speaking context. |                                                                               |
| Age range:                                                                                                                                                             | 14 - 18                                                                       |
| User registered since:                                                                                                                                                 | 10.12.2010                                                                    |



**Start Daring!**  
by Tatjana Gulic

My work as an ambassador has begun soon after Seville 2010 eTwinning conference. First act was my presentation of eTwinning portal on KONFeT 2010, on which I received my first national award. After that, we had a lot of workshops and seminars at schools and conferences. I also carried out several trainings during Professional Development Workshops all over Europe.

I enjoy working as an ambassador very much. In this position I can meet interesting and enthusiastic teachers. All the time I try to persuade them to join eTwinning, this large community of teachers, and many of them followed me and started working on

online projects. A lot of them also participated in various Professional Development Workshops and Contact Seminars. Of course almost all of them began to work on their own projects. That is the reason that now we have a large base of projects for each year's awards.

This year Slovenian ambassadors set off working on webinars – online seminars for beginners, or for advanced eTwinners. On these seminars we present our successful projects. We also explain participants how to work on TwinSpace and where on Desktop they can find useful information. A lot of time we use to show our teachers how to find partners in Europe. This is the thing we have to work more on, and I think it is the major problem also in other countries. Teachers do not want, or do not dare, to start to talk or write. Some of them or maybe the majority are afraid that they do not know other languages very good. Ambassadors' role is also to arrange links between partners.



This year we tried something new at our annual congress KONFeT. Besides the usual workshops for teachers about eTwinning, we involved our pupils!





Pupils in our school presented this year's project "GAME – Garden in Amazing Mathematical Experiences". We organized a workshop and pupils showed the present teachers how they work on TwinSpace and what they do on their project work. Teachers were impressed with the knowledge shown by pupils, and pupils were proud to be able to present their knowledge!

|                                                                                                                                                                                                                                 |                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
|                                                                                                                                                | <b>Tatjana Gulič</b><br>OŠ Preska, Medvode, Slovenia |
| I want to make some experiments, hands on experiments in physics or some field experiments of science, research word in quality of water (river and springs) or air. We are also interesting of making games in math education. |                                                      |
| Age range:                                                                                                                                                                                                                      | 9 - 15                                               |
| User registered since:                                                                                                                                                                                                          | 13.06.2006                                           |

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Project on Christmas *by Magdalena Goc*

Last school year at Zespół Szkół w Pobiedziskach, Poland we managed to accomplish a couple of interesting eTwinning projects. One of them was "Christmas cards and traditions". About 40 partner schools from different European and Asian countries participated in it.



The main aim of the project was to learn and to compare Christmas traditions in different European countries through many activities.

Each school prepared Christmas cards and PowerPoint presentation about Christmas traditions in their country. They prepared an exhibition in each school. Our students learned how to write Christmas greetings in their mother tongue and in English, improved their ICT, language and social skills through taking part in videoconferences with their peers abroad, made Christmas cards themselves, which we later sent via snail-mail. The last and maybe the most interesting activity was a trial to sing a Christmas carol or a song in a random chosen foreign language. Our pupils drew a beautiful Armenian carol, which we learned hard, and finally sang.





Our aim is to form a world in which all human beings can understand each other better, recognize and respect their cultures and – after all – live in a peaceful world.

	Magdalena Goc Zespół Szkół Szkoła Podstawowa im. K. Odnowiciela i Gimnazjum w Pobiedziskach, Pobiedziska, Poland
I teach English in a primary school (7-12), not far from a big city in the north-west part of Poland- Poznan. I would like to make learning English by my pupils more attractive and challenging. That's why I want my students to know that their school, town, country are not the center of the world, that there are other students at their age in different parts of the Earth who have their own customs, traditions, habits, sometimes similar to Polish peers, sometimes different and are certainly eager to know their friends from Poland, to exchange experience, ideas, opinions on various matters, especially as far as the everyday life is concerned, local environment, people, traditions...	
Age range:	7 - 13
User registered since:	03.06.2005

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**My Experience in eTwinning: Diary of a Teacher**

by Antonietta Calo

I met eTwinning in 2007 when my headmaster asked me to take information about the Lifelong Learning Programme, because it was necessary to take our school to Europe and the Comenius programmes seemed to be the answer. But let me say that, reading and studying the possibilities offered by LLP, I immediately understood that eTwinning was the right answer! It was the easiest and faster way to open a window on Europe: I could start immediately my project as I did not need to require any permits or authorizations, I could work on my ideas with my whole class during my curricular English hours, my students would get in touch with other European classes and... and... and... I was really excited!

So in December 2007 I planned my first eTwinning project with Diane, a Romanian teacher, "Hello, I Am the Traveller", whose main aim was "leading young people to understand similarities and differences between their living way and their partners' one... the Italian students will be able to build a bridge of knowledge towards their partners". Such a project was very important not only for my students but also for their parents and the teachers involved because it gave us the possibility to work on our cultural identity accepting and respecting the cultural differences. It was the first step toward the "European citizenship".

The project was awarded with the National Quality Label and, as a consequence, in December 2009 I was invited to the Thematic Monitoring Conference entitled "The digital competences in the European dimension" in Florence organized by LLP Italy, and then to the European Conference in Seville in February 2010: the starting point for my personal development as a European teacher!

Speaking and working with other European teachers I felt that a new world was going to open before my eyes, I had so much to learn but I realized that it was possible, thanks to my partners' help. When I returned to school, full of new ideas and enthusiasm, which I shared with my closest colleagues, I managed to join the pan-European celebration on the 5th of May 2010 and to take part in the contest organized by Italian Agency for eTwinning birthday, inviting teachers, parents and the local authorities to the performance prepared by a group of students "Let's celebrate eTwinning: a song for you". In this way the whole school community knew that eTwinning was the fastest and shortest way to Europe.

The project was awarded as the best one made by a High School and it was a great achievement for the whole Institute. As for me, I applied the K.I.S.S. approach: keeping it short and simple was the winning method to involve students, parents and teachers because we could work all together in a relaxing and motivating atmosphere. At the same time, thanks to the possibilities offered by the eTwinning portal as a Community, step by step I improved my professional skills. In fact I was asked to share my experience as an eTwinning teacher in the regional school meetings organized by our Regional School Office and then I was appointed Ambassador for my Region, Campania.

In June I joined another teachers' project, "Our summer meeting point", where we could exchange thoughts and ideas and share cultural elements



creating a collaborative blog during summer school break.



Here I met new European partners establishing relationships, sharing ideas and launching proposals for future activities. It was an unusual project because the students were not involved, but we teachers acted as students learning a lot together and working for a final aim: developing a real awareness of belonging to a common country to build together a better Europe in a globalized world.

The project was awarded with Quality Labels by 6 NSSs, unluckily not by Italian NSS, but I must recognize that I learnt the tools of Web 2.0 and most of all, I acquired skills to carry these tools to my daily work in the classroom, sharing my new competencies with the colleagues of my Institute.

Since then, students of different classes have joined eTwinning projects, many of them awarded with National and European Quality Labels. I cannot forget their enthusiastic commitment in projects such as "Let your language speak" or "London Olympics 2012".

The former let the students understand that every language, built during the centuries, represents a whole set of values of the people speaking it, so that they were encouraged to be respectful of their mother tongue, exploring its roots and richness to introduce it to their European partners, at the same time recognizing similarities and differences with their partners' languages. Thanks to this project any teacher of the class involved presented the students a unit linked to a peculiar side of our culture, for example a visit to the local ancient ruins of Villa S. Marco represented a new way of studying History of Art linked to the Roman Latin world... It was a great innovation for our school, because Italian subjects – especially in High Schools – are

often linked to theoretical programs. In this project students had the chance to be the protagonists of the learning process and we, as teachers, were only supporters of their practical working activities.

Students of the second class were working on this project when my dear friend Ksenija Vidmar-Nincevic invited me to join her project "London Olympics 2012". I was a bit worried not to have much time to dedicate to this new project because of my assignments at school, but the answer came from my students themselves: they would become tutors of their fellows of the first class: a natural and spontaneous peer learning process!

As we had decided to join the School Teams Campaign 2012, at the end of the school year we organized an event for parents and teachers, "Let's celebrate a winning team", where the students themselves explained their two projects, with goals and outcomes, illustrating their collaborative way of working with their European partners. Have a look here:

<http://www.kizoa.it/slideshow/d2843649k8747077o1/let-your-language-speak-a-winning-team>.

It was a really exciting challenge that well deserved the recognition: two European Quality Labels!

We were so happy that, at the beginning of the new school year, we planned to celebrate the European Languages Day giving awards to pupils winners of the Quality Labels, during an official meeting with their parents who were also informed that their children would take part in our first Comenius Bilateral Partnership.

Oh, I forgot to tell you that, while engaged at school as an eTwinning teacher, my professional development went on: being a member of Groups such as "Creative Classroom" or "CLIL and eTwinning projects" and taking part in Learning Events, I could improve my teaching skills and competencies getting in touch with European teachers sharing the same interests.

For me it was a real pleasure to plan with my dear friend Bogdana, teacher at the Joan Ekzah Language School in Vratsa, Bulgaria, the Bilateral Comenius "English and Science Conquer New Spaces/ CLIL Phenomenon Permeates Different Approaches".

You may not be aware that CLIL methodology is a real innovation in Italian high schools, so thanks to this project we have been able to train teachers and



to experiment some piloting lessons in our classes. Sharing our experience and comparing our results, working together with the Bulgarian school on the TwinSpace of the project and using the tools of the eTwinning portal, we have been able to spread and promote the ideas and outcomes of CLIL approaches we achieved. Our engagement and efforts were well recognized with students and four teachers awarded with EQLs and then the project itself awarded with the Italian eTwinning Prize 2013!

I cannot even describe my feeling when I finally met face-to-face my project partners during the European eTwinning Conference in Lisbon, or my happiness when I joined the European Conference of eTwinning Ambassadors in Catania, where I was asked together with my colleague Claudio, Ambassador of Sicily, to run a workshop about the best practice we held at school for the Spring Campaign 2013.




These exciting meetings bring more enthusiasm and more ideas in your daily teaching so that your students can get more involved and more aware about their role as future European citizens.



My last achievement was when this April the Comenius group went to Vratsa for the second mobility: thanks to the TwinSpace of the project we could share the wonderful experience lived by 20 students and 4 teachers with the whole school Community. This exchange will pave the way for the new Erasmus+ Key Actions.



So considering the benefits for teachers and students deriving from being involved in the eTwinning world, let me invite any of you to be our next partners in the most amazing and exciting project we will plan and implement together!



**Antonietta Calo'**  
IS "Don L. Milani", Gragnano (NA), Italy

e-Twinning project: Hello, I am The Traveller...  
Pedagogical value: This project aims at leading young people to understand similarities and differences between their living way and their partners' one. Developing topics such as geographical and economic features, history/traditions, art and monuments etc., the Italian students will be able to build a bridge of knowledge towards their partners of the other European school. At the same time the pupils will practise a common foreign language ( English) and they will get familiar with web-based communication and collaboration tools. Age group :15-16 age old Duration :it depends on the numbers of the topics selected, more or less a month work for any article ITC tools :e-mails, instant message, video-conferences, word files, power point presentations, audios, videos, web-sites , e-magazine etc. Subjects :L1, English, Geography, Economics, History/Traditions, Science, ITC, Art  
Description : Students start by discussing in their class the topic proposed, after they write an article about it both in their mother tongue and English, creating an e-magazine where everyone can be The Traveller who writes the articles. In this way the students of the two schools will develop the knowledge of subject of their curriculum, they will improve their communicative skills in the foreign language and they will feel more comfortable with their own identity accepting and respecting the cultural differences.

|                        |            |
|------------------------|------------|
| Age range:             | 14 - 18    |
| User registered since: | 27.11.2007 |

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Glossary of Our Favourite Web 2.0 Tools Used in eTwinning Projects

by Cristina Nicolaita and Cornelia Melcu

A



Amara gives individuals, communities, and larger organizations the power to overcome accessibility and language barriers for online video. The tools are free and open source and make the work of subtitling and translating video simpler, more appealing, and, most of all, more collaborative. Our example:
<http://www.amara.org/ro/videos/9eASg2KVRHHG/info/caracal-olt/>

B



Blogger is Google's free tool for creating blogs. It can be found on the web at <http://www.blogger.com>. Blogs, short for web-logs, are a form of online journal you can use for your eTwinning project. You can host blogs with multiple contributors, or you can run your own solo show. Although there are fancier blog tools out there, the mixture of cost (free) and flexibility makes Blogger one of the best deals around. Our example: <http://king-of-my-castle.blogspot.ro/>

C



ClassTools is a great place to create free games, diagrams, quizzes and other activities in seconds. Then you can easily host them on your twinspace or blog, with no sign up, no password, no charge. Our example: <http://www.screenr.com/ahu7>

D



Dvolver Moviemaker is a simple tool that enables you to create your own animated cartoons by selecting from a range of characters, backgrounds and scenarios, and adding your own dialogue text bubble. The movies can then be sent by email or embedded into blogs or websites for others to enjoy. Our example:
http://s3.amazonaws.com/dv_assets/plot_template_lang3.swf?movie_id=363413

E



EasyPolls is a user friendly tool for creating online polls. It is free to use for everyone! There are premium features that cost a little, but you can create great polls without paying anything. Our example:
<http://www.easypolls.net/poll.html?p=510012b4e4b0b57dea95423b>

F



Fodey website provides templates to apply text to. This seemingly simple idea creates fun clips and resources. You can apply these features to almost anything and enlighten any project by using them. Our example:
<http://mathematicomix.files.wordpress.com/2012/08/newspaper.jpg>

G



Google Docs brings your documents to life with smart editing and styling tools to help you easily format text and paragraphs. Google Sheets makes your data pop with colorful charts and graphs. Built-in formulas, pivot tables and conditional formatting options save time and simplify common spreadsheet tasks. Google Slides makes your ideas shine with a variety of presentation themes, thousands of fonts, embedded video, animations, and more. Our example:
https://docs.google.com/spreadsheet/viewform?usp=drive_web&formkey=dEFYX0gwdE5tNVFGSWVMQnJ6Rk9IY2c6MA#gid=0

H



HistoryPin is a global community collaborating around history. Historypin is a way for millions of people to come together, from across different generations, cultures and places, to share small glimpses of the past and to build up the huge story of human history.
<http://www.europeana1989.eu/en/>

**I**

Issuu is a digital publishing platform that makes it simple to publish magazines, catalogs, newspapers, books, and more online. You can easily share or embed your publications that simulate the experience of reading a print publication online.

Our example:

http://issuu.com/euroteensclub/docs/break_the_spell2

J

Jigzone is a site that makes it simple to create custom jigsaw puzzles. Just upload a jpeg image to the site, choose how many pieces you want, what shape you want the pieces to be, and Jigzone does the rest. You instantly have a custom interactive puzzle for your students to play! The puzzles can be saved for your own account, shared with students via a url, or embedded into twinspace or blog. Our example:

<http://www.jigzone.com/puzzles/611640B8CC8>

K

Kizoa is an online slideshow creator, collage maker, and photo-editor. You can create amazing works of art using photos, music, special effects, animations, and much more! It is fun and easy-to-use, you work completely online, and it is free to join! You can share or embed your shows.

Our example:

<http://www.kizoa.com/slideshow/d7889526k4762016o2/bees-in-art>

L

Lino is an online stickies service that offers stickies and canvases. You can post, see and peel off stickies on canvases freely. Lino is an ideal tool to share your ideas and to have a discussion with your friends and colleagues. You can create or configure a group from PC browsers. With iPhone/iPad App you can post, see, move and peel off stickies. You can zoom in and out a canvas by pinch gesture, drag a sticky to move it. You can take advantage of

the multi-touch screen of your iPhone and iPad.

Our example of Lino:

<http://linoit.com/users/cristnycol/canvases/Gh.%20Magheru%20school>

M

Mixbook <http://www.mixbook.com/> is the easy and fun way to make completely customizable photo books, cards, and calendars on the web – for free. With Mixbook, you are not limited to static pre-designed templates – so the students really like this tool. It is very useful for creating online books. <http://www.mixbook.com/photo-books/education/me-and-my-fur-friend-6943440?vk=l2Ma6YgJED>

N

Narrable <https://narrable.com/edu> use storytelling and narrations to engage students and to draw out important higher order thinking skills. We recommend this tool because it is very useful in the classroom, it is free and children love it. It is available for androids too. <https://narrable.com/app#narrables/akxf02>

O

Online-convert converts media free, fast and online. No software installation needed. File conversion apps do have their charm and benefits, but comparing them with their web-based counterparts shows how far they are from delivering the same services. Most of the mobile device apps that convert files offer a very limited range of conversions. Some are even dedicated to only one format.

P

Popplet <http://popplet.com/> is a free online tool for iPads and web which can be used in the classroom as a mind-map. The students learn how to think clear and to make connections. They can



add photos, comments, thoughts and they can work together. They can download their popplet as an image or share and embed them.
Our example: <http://popplet.com/app/#/353327>.

Q

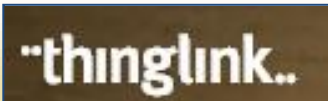
Quizlet offers free online study tools starting with flashcards and other games, aimed at helping students learn material. Students can create their own study sets or can make use of the approximately 16 million flash card sets created by other students. In addition to "flashcards" the site also offers games.
Our example:
<http://quizlet.com/28426085/flashcards>.

R

ReadWriteThink <http://www.readwritethink.org/> ; <http://www.readwritethink.org/parent-afterschool-resources/games-tools/timeline-a-30246.html> The timeline tool allow you to create and organize events- real or imagined- and even to add images to descriptions. Saving capability allows you to come back to unfinished work, or you can share your timeline via email.
http://www.readwritethink.org/files/resources/interactives/timeline_2/

S

Smore <https://www.smore.com> allows you to create beautiful newsletters, flyers, advertisements and invitations for free. You can include pictures, embed YouTube videos, audio files, event information and even biographical information. It is a great way for promoting and sharing your work!
<https://www.smore.com/gq18>

T

ThingLink <https://www.thinglink.com/> is a free platform for creating interactive images. Your images come alive with video, text, images and music. It provides collaboration too and it helps you

to tell your images story.

Our example:

<http://www.thinglink.com/scene/501698185421389826>

U

Utellstory is a multimedia storytelling and sharing community that let people from different age and background to easily tell stories and share topics with photo, video, voice, music and words.
http://www.utellstory.com/viewstory/view/539145a1c96978348d4c6be65e564eb8#.U6w4oPI_uMI

V

VoiceThread <http://voicethread.com/> is an online tool which provides collaboration. You can upload pictures and videos and allows text, audio and video comments.

Our example:

<https://voicethread.com/share/2376190/>

W

Wevideo makes video creation accessible to everyone, using cloud-based technologies to make it easier, faster and more convenient. Because it's cloud-based, wevideo makes social video editing possible, where people come together online to collaborate on a video project.

Our example: http://youtu.be/VXdzU_OZTWA

X

Xat .com is a chat-based social networking site. Making an xat.com poll is easy and completely free. Just fill in the boxes and press the "Update" button. When you are happy with your poll copy and paste the code in the box below into your web page, forum or blog.

Our example:

http://www.xat.com/web_gear/poll.php?pollid=385701101375



Y

youblisher

Youblisher will turn your magazines, books, catalogs, business reports, presentations and all other .pdf documents into publications with flipping pages within minutes. There are only three easy steps: 1. Upload your .pdf; 2. Let Youblisher do the rest; 3. Add link to your website

Our example:

<http://www.youblisher.com/p/728776-Module-2-Romanian-works/>

Z

zunal.com

Zunal is web-based software for creating WebQuests in a short time without writing any HTML codes. With Zunal WebQuest Maker, you can now work on a webquest together as a team with your separate Zunal Accounts. Zunal is now mobile-friendly. This means that you can easily get to the webquests you need right from your smart phone.

Our example:

<http://zunal.com/webquest.php?w=127645>

eTwinning Goes... Social!

by Maria Georgiadou

It is always a pleasure for me to speak about eTwinning and its contribution to the professional development of teachers.

eTwinning is a big community of teachers, trying to equip them with the spirit of collaboration all over Europe and the skills needed for the 21st century.

Look what eTwinning students can do:





Cristina Nicolaita
Scoala Gimnaziala Gheorghe Magheru, Caracal, Romania

I would like to create a magazine with topics about everyday life, culture, history, traditions and hobbies.

Age range: 10 - 15
User registered since: 12.10.2007



Cornelia Melcu
Scoala Gimnazială Nr.9., Nicolae Orghidan * Braşov, Braşov, Romania

Multiply intelligence. Teaching applications in primary school. Crosscurricular activities or individual and personalized teaching activity to develop the type of intelligence of each pupil.

Age range: 5 - 11
User registered since: 29.01.2010

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eTwinning has many faces: eTwinning portal, Desktop, Teachers' Rooms, Groups, Learning Events, Professional Development Workshops etc.

Apart from the Learning Events, which are for me the first source of professional improvement, the Groups tend to be the second one. With the creation of the eTwinning Ambassadors' Group, the idea of the professional development becomes stronger.

What is the method used?

Solidarity and knowledge sharing are for me the two important elements. The ambassadors share their knowledge through webinars organized during all the year. They try new practices and share their results. They suggest new things and try to transmit them to the other teachers, through the Groups. It is all about solidarity and sharing, helping each other, trying to get better, for better education and a better society. This is the social role of eTwinning!

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|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|
|                                          | <b>Georgiadiou Maria</b><br>6ο Γυμνάσιο Ρόδου, Ρόδος, Greece |
| entrer en contact avec d'autres cultures, connaître leurs coutumes et leur tradition et comparer tout cela avec les notres |                                                              |
| Age range:                                                                                                                 | 14 - 16                                                      |
| User registered since:                                                                                                     | 30.10.2007                                                   |

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eTwinning for All of Us

by Gonul Canbay

It does not matter what our professions are, eTwinning offers us many opportunities to develop ourselves in many fields. Just join in the eTwinning chain, be open-minded, believe in yourself and go.

As an experienced eTwinner, I would like to share my observations and experiences with newly beginner eTwinners, to guide and lead them through the eTwinning project process briefly.

Newly beginners usually hesitate to participate in a project since they think that they do not know what to do and/or how to do it, but the key points are self-confidence and the motto "I can do it!" One should stimulate their curiosity of learning, as well.

In today's world, you can get whatever you need to know via the Internet. So, you can learn many things about eTwinning, the TwinSpace and web 2.0 tools by a little search on the Internet using some key words. There are lots of tutorials about most wonderful issues. In addition, there are lots of groups on some social media such as Facebook on which people connected to eTwinning share their experiences and try to help the ones in need. You can also learn via the Learning Lab on eTwinning like me.

The Learning Events in the Learning Lab paved the way and made discovering new stuff easy for me. Now, I am writing some key words about what I want to do on the search box and searching starts; as I learned how to use some web tools by the means of a learning event, now it is very easy to learn how to use a new tool. There is also a helpdesk tab present on your eTwinning desktop – you can open a thread related to your problem and wait for the help of experienced eTwinners. If you are determined, you can find lots of ways to reach your goal.

As for the projects, if you have a project idea, try to create a work plan that shows every detail in managing the project process including themes, duration and media that will be applied together with your partner. And if you want to be incorporated in a ready project whose subject interests you, do not hesitate to ask and learn all the details after you join a project. Do not give in and leave the project when you are confronted with a difficulty – share your problem/issue with experienced eTwinners and learn how to overcome it. The more you learn, the more you will enjoy eTwinning, and it will become a passion for you.



After planning, communication is also important. Try to keep in touch with your partners during the process so you can ask about unclear points and give them the opportunity to lead you in the best way. Photograph, video or document all your studies. It will be very nice if you can display your work and studies on a notice board. Furthermore, you can present them during eTwinning workshops to share your experiences with other eTwinners. Remember to apply for a Quality Label as well, to crown your success when you finish your project successfully.



eTwinning is a journey by which you can discover and learn new things even every day at each station. So keep on discovering and learning via eTwinning, and share your experiences with the others in order to extend this passion. Good luck with your eTwinning journey! I hope to meet you at some station. Bye for now!

Gönül Canbay
Zile İMKB Anadolu Öğretmen Lisesi, ZİLE, Turkey

I want to launch and manage etwinning projects which will broaden not only my students' but also my horizon. The project must give us a new perspective to the Europe and the World and develop our communicative and ICT skills. I made a go with my former school by means of "Right Here, Right now" and got the European Quality Label! I believe we can do it again :) And now I'm also completely ready for Comenius projects.

Age range: 14 - 19
User registered since: 17.12.2010

eTwinning – The Challenge to Move Forward
by Valeria Iordache

I can hardly believe that it has already been five years since I registered on the eTwinning site. Everything started with great curiosity, when I read in the form necessary to complete in order to apply for "Merit Recognition" about eTwinning projects. I did not know what these projects were, and I had not heard anybody speaking about them. I turned on the computer and I looked for information about the eTwinning platform. I created my account in 2009, and then I waited to be contacted by someone, I waited for something to happen, but it did not. For a year I studied different pages on this platform, different projects, and I would have wanted to be a partner in one of them. It was my teenager's dream to communicate to people my age from different European countries. I was in high school, right after the Revolution in 1989, when our form teacher asked us to write some information about us on some pieces of paper and told us that we were about to get some letters from other countries. For me, this was an extraordinary opportunity to know other "worlds". I was really enthusiastic to get news from teenagers from France, England and to talk to them about our hobbies. But everything ended as quickly as it started. I graduated high school and I got a job as a teacher at a school near Brasov. But my hobby to communicate with people from other countries has not faded.



The eTwinning platform appeared in my life as a fulfillment of a teenager's dream. I have learnt by discovery how to contact European teachers, how to make projects and to take part in different activities organized on the platform. My first success was in 2010, when I won a prize: to take





part in a training workshop in Portugal. In 2010, I also ended my project "The meaning of colours", a project that filled our hearts with colour, emotion, but also with disappointment as it did not get an eTwinning prize.



Being a leader of a teachers' group, I have tried to persuade as many teachers as possible to take part in eTwinning projects, and I can say that my effort was successful. School No 9 "Nicolae Orghidan" in Brasov received the name of "eTwinning Embassy 2011" and the first prize in the National Campaign "The eTwinning Embassy in My School".



For years now I have participated in many projects, as their founder or as a partner. These projects give us the opportunity to meet wonderful teachers, to practice a foreign language, to communicate with European students, to know other educational

systems, to make a change in our way of teaching and even in our educational system.



When you participate in eTwinning projects, you experience different feelings: the joy to receive a message from another teacher, the sadness when you notice that some teachers register in a project but they do not contribute with anything, the appreciation of your ideas by the other partners, the recognition of the value of your projects in other countries and, sometimes, the disappointment that in your own country these ideas are not considered important.



After these five years, I have other expectations, and this is quite natural. Every person wants something else, after achieving a goal. Now, I find it really easy to carry out an eTwinning project, to participate in training activities in the Learning Lab, to involve generations of children in these projects and to open new horizons for them. Moreover, my dream is to be appreciated for my activity in



Romania and to get an eTwinning prize so that I could meet my dear partners from the projects.

	<p>Valeria Iordache Scoala Gimnazială Nr.9, Nicolae Orghidan - Braşov, Braşov, Romania</p> <p>Value expressive techniques of painting and graphics-stimulating factor is shaping the personality features of children.</p> <p>Age range: 6 - 10 User registered since: 18.02.2009</p>
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eTwinning, an Online Platform to Find Your Twins

by Zabel Boyaciyan, Talar Elagoz Bedikoglu and Eva Buyuksimkesyan

Our school has registered with eTwinning since 2009. We the eTwinners in our school have had the chance to attend conferences and seminars, join professional development groups and carry projects. We even found our first ever Comenius project partners in eTwinning forum.

We believe eTwinning gives teachers a wonderful opportunity to find partners from everywhere – mainly Europe but then you can add others to your project –, start a project and work together. When you start a project, the site allows you to use the Learning Lab, where you can find ideas and resources.

eTwinning not only gives teachers a chance to collaborate but it also gives them professional development opportunities.

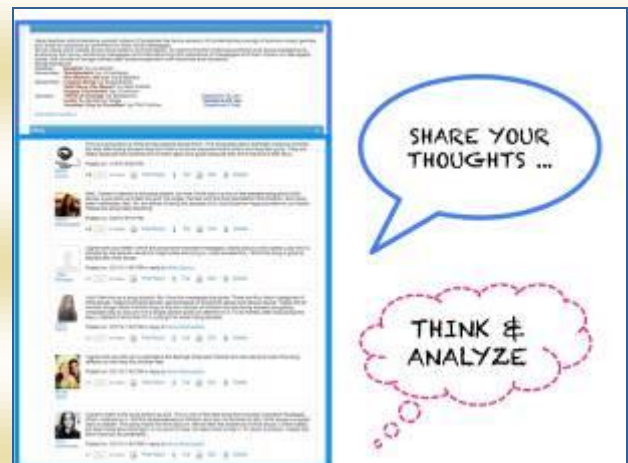
This year we started our eTwinning club at school and encouraged teachers to start projects. We collaborated with schools around Europe and for us it was a very fruitful year. We would like to share our projects with you.

“We Are the World” lyrics and ideology

A group of high school students carried out this

project with partner schools from Greece and Italy. The aim of this project was to collect and analyse song lyrics of renowned bands of various genres and movements (rock, reggae, punk, metal, hip hop) and study their historical background and the social and political messages they convey as well as the impact these messages have on teenagers today. Further, students were invited to translate lyrics from their native languages into English and exchange comments on messages and cultural traits. The creative part of our project included: writing lyrics as a collaborative task, making posters and even compose a song. Some of the Greek students even performed one of these songs in their school.

We believe that this was a beautiful journey for our students through music, in which communication, critical thinking, language skills, creating, sharing, raising social awareness on important social issues were all involved. One of the most important things of this project was getting to know each other better. Our students shared the same belief that it was a great opportunity to broaden their horizons not only on music genres or the messages hidden behind the lyrics, but also on cultural differences, and realizing the fact that they had so many common things with their peers from other countries.



“Friendship Zone”

This year some of our 6th grade students took part in an eTwinning project called “Friendship Zone” with partner schools from Poland, Sweden, Greece and Spain. The aim of this project was getting to know each other through exchanging letters, and preparing presentations about their schools/towns/cities. Moreover, students shared their Christmas traditions and made special Christmas cards for their pen pals and even sent



handmade gifts to their friends.



This project encouraged our students to write letters, which has almost been forgotten in the digital world surrounding all of us. They felt the excitement of receiving letters and sharing things with students from different cultures.

“International Christmas”



This was a Christmas Project with partner schools from Italy and France. Students were asked to create a glog to show how Christmas was celebrated in their country/town/home. First, they introduced themselves and commented on each other’s glogs. As a final step, all glogs from each country were voted and a winning glog was chosen for each country. It was an enjoyable project in terms of learning more about different cultures, Christmas traditions and even songs in different languages. Students showed their creativity with their beautiful glogs.

In our eTwinning project we exchanged Christmas cards through post and email. Our pupils prepared hand-made cards. Then they wrote their wishes in English and their own language. After sending the

cards to our project partners, we waited our cards from other countries. When we received our cards, it was really fun for pupils getting something from another country.

That was an unforgettable experience for them and it was nice to see that all the students were eager to do something for this project!

Zabel Boyaciyan
 Özel Esayan Ermeni Lisesi, Beyoglu/Istanbul, Turkey
 I'm an English teacher , I've been teaching for 13 years.
Age range: 8 - 15
User registered since: 10.11.2013

Talar Elagoz Bedikoglu
 Özel Esayan Ermeni Lisesi, Beyoglu/Istanbul, Turkey
 I'm 37 and I've been teaching English for 15 years in an Armenian High School.I myself enjoy being in touch with people from other cultures so I would really like my students to be aware of the importance of English by sharing mails or projects with students from different countries, to share their lifestyles, interests etc. as this will also broaden their horizons.
Age range: 10 - 17
User registered since: 21.11.2010

Eva Büyüksimkeşyan
 Özel Esayan Ermeni Lisesi, Istanbul, Turkey
 Languages are the most important tools for human beings to communicate with each other. Throughout history a lot of languages have been lost and some survived.Unfortunately there are others which are on the verge of becoming exting so I want to start a project with partner schools to pay tribute to the lost ones and try to find a solution for the ones which are about to disappear. The title of the project is 'When the language is lost, the culture is ghost'
Age range: 6 - 18
User registered since: 24.10.2009

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## Copyright Protection and Education

by Branka Lamza

Did you know that copyright in a work belongs to its author by the mere action of creation of the work? According to the European copyright law, only the author has the exclusive right to do with his copyrighted work and the benefits deriving from it whatever he likes.

Every time we decide to create a presentation, a video or a slideshow, it is important to check whether the text, music, or photographs we intend to use are copyrighted. In the eTwinning project "Safe Internet: A Bridge Between Us" we wanted to develop pupils' awareness of the notion of copyright. This does not mean detailed analysis of legal matters: in a nutshell, pupils need to be taught from their young age that taking other people's credits for creation of any literary, musical or artistic work is wrong.

The project was founded in November 2013 by Evaggelia Kontopidi (Greece) and Liz Allton (United Kingdom). The main aim set by the founders was "to encourage the good use of the Internet and computers, promote awareness of Internet safety and create a better Internet together". One of the goals was also to support Safer Internet Day 2014.

Every year in February my colleague Iva Naranda, an IT teacher, and I traditionally mark this day by various activities with our pupils, aged 10-14. We organize integrated classes of English and IT which typically consist of two 45 minute lessons and include: introducing and expanding vocabulary of English related to the topic and applying this knowledge using Web 2.0 tools. Pupils create presentations (Prezi, Emaze), cartoons, comics (Pixton, Tondoo), animated videos (Go!Animate), e-stories (StoryBird), audio messages with speaking characters (Voki), quizzes and games (Zondle, ProProfs, Kubbu).



When we found out about the project "Safe Internet: A Bridge Between Us" we thought that joining in would be a good idea since all our activities could be easily integrated into it. What is more, the project offered our pupils a possibility to find out about internet safety policies in other countries as well as to compare their digital habits to the ones of their peers abroad.

So, we were very happy to be accepted in such a project. For a start we organized a Skype session, which included a quiz with the Greek team led by the project founder Evaggelia Kontopidi. The pupils were to prepare questions on internet safety for the other team. Skype sessions are always fun for our pupils – they have a chance to get to know each other, and a set of prepared "true/false" questions is an excellent way to check general knowledge on the theme and encourage pupils to develop communication with the other team.

One of the topics we tackled in our quiz was copyright. This was also the topic of our following integrated classes of English and IT organized for Safer Internet Day 2014.



The pupils – our 8th graders, aged 14 – were shown a presentation on the Croatian copyright law, which largely complies with the copyright law of the other EU member countries. Let me cite the articles we concentrated on:

*Copyright - rights of authors in respect of their works in the literary, scientific and artistic domains. Copyright shall belong, by its nature, to a natural person who has created a copyright work.*

*The author has the exclusive right to do with his copyright work and the benefits deriving from it whatever he likes, and not to allow any other person to do the same.*

*The author may allow another person to use a copyright work.*



*A natural person may reproduce a copyright work in any medium for private use, or in the form of photocopying and other personal use if this copy is not intended for the public or for sale.*

*It shall not be permitted to reproduce the whole book, unless the copies of such book have been sold out for at least two years.*

*It is allowed to reproduce on paper or any similar medium and distribute works from the domain of science, art, literature and music if they are exclusively intended for teaching or scientific research, unless the author prohibits it.*

*It is allowed to publicly perform a work or to present it at stage in the form of direct teaching or at school events.*

*It is allowed to make quotations from a copyright work for purposes of scientific research, teaching or review provided that the source and the name of the author are indicated.*

[Copyright and Related Rights Act and Acts on Amendments to the Copyright and Related Rights Act (OG Nos. 167/2003, 79/2007, 80/2011 & 141/2013)]

The pupils were introduced to new English vocabulary regarding the theme. They were given gap-fill exercises to check their understanding.

After successfully doing the vocabulary exercises the pupils were presented with a new Web 2.0 tool: Emaze. This tool is intended to create presentations with special effects.

Finally, the pupils were given the task to present the most important facts about copyright using Emaze. My colleague and I were pleasantly surprised by the creativity they showed using various effects.

The conclusion  
Today, when a huge amount of data is accessible on the internet, it is the teachers who are responsible to explain pupils the concept of plagiarism. It is essential for pupils to know the methods of avoiding plagiarism, and, what is even more important, to understand the ethical implications of the problem.

Not only is it important to make pupils familiar with the ways to find out if a photograph or a piece of music they want to download is allowed for free use or not, so that they can avoid possible problems with the law, it is also important to make them

aware of the reasons why this is so, as well as to make them familiar with the ways to protect their own intellectual property in the future.

|                                                                                                                                                                                                                                                                              |                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
|                                                                                                                                                                                             | <b>Branka Lamza</b><br>II. osnovna škola Čakovec, Čakovec, Croatia |
| Hi I am an English and German teacher from Čakovec, a beautiful town in the North of Croatia. I teach at a primary school and a school of foreign languages. I am interested in projects regarding human rights, environmental issues and emphasising children's creativity. |                                                                    |
| Age range:                                                                                                                                                                                                                                                                   | 6 - 15                                                             |
| User registered since:                                                                                                                                                                                                                                                       | 01.05.2011                                                         |

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Once Upon a Time – eTwinning Before, During and After...
by Irene Confalone

Before
From 2002 to 2005 I was a coordinator of a Comenius project. It was a great project but after 10 years in 2012 I wanted to start to draw near to another European project. My National Agency told me that I had to start everything from eTwinning. I could not understand why. What was eTwinning? As soon as I registered myself on eTwinning, a new world opened my mind.

I discovered a new way of looking at school, a new world full of teachers who, like me, wanted to renew their strategies, methodologies, aims and to show the kids how to learn with joy. I was contacted by Aydin Imrak, a Turkish teacher who had the patience and the willingness to seek as many countries as possible from every part of Europe. A few months later we found ourselves in Izmir in Turkey. 9 European countries, for the first



time, for a preparatory visit. It is almost impossible to believe as the affinity that was created online, among the 9 member countries, you could find in reality already at the airport. Turkey, Germany, Italy, England, Belgium, Spain, France, Norway and Finland all together for the first time, with the initial embarrassment of not knowing each other and the fear of not understanding each other. More... vanished as soon as we shared a single leitmotif: the desire to grow up together and work together. After three flights from Catania to Rome, the second from Rome to Istanbul and the last one from Istanbul to Izmir, we had to catch a bus to the hotel, but before our arriving we had a delicious meal, a big fish. That was the first "shy" approach to a real friendship under one single flag: the European one.



During

eTwinning helped me to become more innovative and a better teacher. I discovered a new way to upload messages, images, and tools. I discovered wiki, where to upload our information and news. We used network to find partners and the TwinSpace to contact, and keep in touch with, our partners. We had been collaborating from the first step of the project: planning, informing, sharing ideas. We used the Teacher Corner in order to share useful

links and materials. We met online using Skype and Facebook in order to inform each other about all the changing of the plans. Personally I used the eTwinning materials to show the parents the whole wide world hidden inside of this "magic box". The parents realized that their children are protected on the portal and the photos of their pupils are not on the web. We uploaded on the TwinSpace all the products and the materials related to our topic, "Forgotten Values". We collected millions of photos and news about our exhibitions, about all the meetings we organized with the parents and the teachers and just the "special day" of the students. Every country tried to do something different and better. We created PowerPoint presentations about tolerance and when we had the third meeting in Finland I showed the presentation there and it was really a success, because every partner worked on the same topic but with different costumes, habits and traditions. In a different way. Because of the age of our students, 7 to 11, we needed their parents' help, all the time, to prepare the products to bring on the mobilities; to prepare special typical food; to create typical games of the local traditions. The students were highly motivated, they enjoyed all the activities and they worked together, in groups, and they learned how to share experiences, collaborate, create and above all appreciate their differences with tolerance and respect.

Now I cannot teach in the same way as before. I feel a different teacher, I need to check my mail and I need to feed my motivation every day. Now I work on several eTwinning projects and I know that I can create some products for one project but at the same time I can share the experiences for all the other projects. I have been attending several online courses with very specialized ambassadors from all over Europe and so on... and I feel that eTwinning helped me, first of all, to become more innovative and also a better teacher.

After... This story – to be continued... next year.



Irene Confalone
Istituto Comprensivo Statale "Giovanni Falcone", San Giovanni La Punta (CT), Italy

My name's Irene Confalone. I've been teaching for 22 years in primary school. Now I teach in San Giovanni La Punta a little town 10 km far from Catania. I love my job, I teach all the subjects of the curriculum in my class. Five years ago I've been involved in a Comenius with France, Portugal and Belgium. It was a wonderful experience. I learnt so many things for my professional and personal life.

Age range: 4 - 11
User registered since: 25.06.2012



How to Improve Critical Thinking Skills in eTwinning Projects

by Xanthie Chouliara (Phd St) and Dr Spiros Kioulanis

Creative thinking skills in eTwinning? What's up?

Nowadays, without any doubt, Critical Thinking is what every person needs in order to survive in a rapidly changing world. Critical thinking is the study of clear and unclear thinking. It is primarily used in the field of education. The list of core critical thinking skills includes observation, interpretation, analysis, inference, evaluation, explanation, and metacognition. According to Mulnix (2010), an individual or group engaged in a strong way of critical thinking gives due consideration to establish, for instance: evidence through observation; context skills to isolate the problem from context; relevant criteria for making the judgment well; applicable methods or techniques for forming the judgment; applicable theoretical constructs for understanding the problem and the question at hand.

In addition to possessing strong critical-thinking skills, an eTwinner needs to be disposed to engage problems and decisions using those skills. According to Mulnix's "Broad intellectual criteria of critical thinking" (2010), critical thinking employs not only logic but broad intellectual criteria such as:

- credibility
- accuracy
- precision
- relevance
- depth
- breadth
- significance
- fairness
- clarity

The critical thinking skills in eTwinning projects

Critical thinking is an important element of all professional fields and academic disciplines by referencing their respective sets of permissible questions, evidence sources, criteria.

These are the critical thinking skills – see <http://www.educatorstechnology.com/2012/07/a-quick-guide-to-21st-century-critical.html>:

CRITICAL THINKING SKILLS				
1 Knowledge Identification and recall of information	define fill in the blank list identify Who _____? What _____? Where _____? When _____?	label locate match relocate _____? _____?	name recall sort How _____? Describe _____? What is _____?	state tell underline _____? _____?
2 Comprehension Organization and selection of facts and ideas	correct describe explain Re-tell _____ in your own words. What is the main idea of _____?	interpret paraphrase put in order _____? _____?	relate relate in your own words restate What differences exist between _____? Can you write a brief outline?	summarize trace translate _____?
3 Application Use of facts, rules, and principles	apply compare conclude construct How is _____ an example of _____? How is _____ related to _____? Why is _____ significant?	demonstrate determine draw find out _____? _____?	give an example illustrate make operate Do you know of another instance where _____? Could this have happened to _____?	show solve state a rule or principle use _____?
4 Analysis Separating a whole into component parts	analyze categorize classify compare What are the parts or features of _____? Classify _____ according to _____? Outline/organize/webpage	contrast debate deduct determine the factors _____? _____?	diagram differentiate distinguish How does _____ compare/contrast with _____? What evidence can you present for _____?	examine infer specify _____?
5 Synthesis Considering ideas in terms of a new whole	change combine compose construct create design What would you predict/infer from _____? What ideas can you add to _____? How would you create/design a new _____?	find an unusual way formulate generate invent original plan _____? _____?	predict preview produce rearrange reconstruct reorganize What solutions would you suggest for _____? What might happen if you combined _____ with _____?	revise suggest suppose visualize write _____?
6 Evaluation Developing opinions, judgments, or decisions	oppose choose compare conclude Do you agree that _____? Explain. What do you think about _____? What is most important?	decide defend evaluate give your opinion _____? _____?	judge justify prioritize rank Prioritize _____ according to _____? How would you decide about _____? What criteria would you use to assess _____?	rate select support value _____?

The process of critical thinking involves the careful acquisition and interpretation of information and use of it to reach a well-justified conclusion – see http://itblibrary.blogspot.gr/2012/11/critical-thinking_13.html:

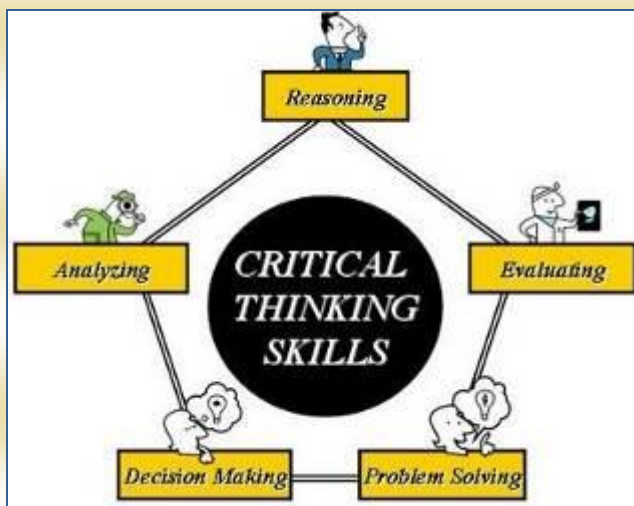




In eTwinning projects we need qualitative results like this, considered important in many fields because it enables one to analyze, evaluate, explain, and restructure their thinking, thereby decreasing the risk of adopting, acting on, or thinking with, a false belief. The phases of critical thinking are:

- *trigger event* – an unexpected happening that prompts a sense of inter-discomfort and perplexity;
- *appraisal* – a period of self scrutinizing to identify and clarify the concern;
- *exploration* – search for ways to explain discrepancy of to live with them;
- *developing alternative perspectives* – select those assumptions and activities that seem the most satisfactory and congruent;
- *integration* – becoming comfortable with, and acting on, new ideas, new assumptions and new ways of thinking.

This is a Knowledge Model based on Critical Thinking Skills, from <http://modelupdate.blogspot.gr/2009/07/critical-thinking-skills.html>:



A well-cultivated eTwinner is a critical thinker:

- Raises vital questions and problems, formulating them clearly and precisely.
- Gathers and assesses relevant information, using abstract ideas to interpret it effectively.
- Comes to well-reasoned conclusions and solutions, testing them against relevant criteria and standards.
- Thinks open-mindedly within alternative systems of thought, recognizing and assessing, as needs be, their assumptions, implications, and practical consequences.
- Communicates effectively with others in

figuring out solutions to complex problems.

eTwinners' critical thinking "to do" list

How to improve critical thinking skills in eTwinning projects? Scheffer and Rubenfeld (2000 & 2001) discuss critical thinking habits and critical thinking skills. For each of the critical thinking skills shown below, they give a number of activity statements.

Critical thinking habits and critical thinking skills – Scheffer and Rubenfeld (2000 & 2001):

Analyzing: Separating or breaking a whole into parts to discover their nature, functional and relationships.

- "I studied it piece by piece"
- "I sorted things out"

Applying Standards: Judging according to established personal, professional, or social rules or criteria.

- "I judged it according to..."

Discriminating: Recognizing differences and similarities among things or situations and distinguishing carefully as to category or rank.

- "I rank ordered the various..."
- "I grouped things together"

Information Seeking: Searching for evidence, facts, or knowledge by identifying relevant sources and gathering objective, subjective, historical, and current data from those sources

- "I knew I needed to lookup/study..."
- "I kept searching for data."

Logical Reasoning: Drawing inferences or conclusions that are supported in or justified by evidence

- "I deduced from the information that..."
- "My rationale for the conclusion was..."

Predicting: Envisioning a plan and its consequences

- "I envisioned the outcome would be..."
- "I was prepared for..."

Transforming Knowledge: Changing or converting the condition, nature, form, or function of concepts among contexts

- "I improved on the basics by..."
- "I wondered if that would fit the situation of ..."

A number of homework problems have been included that are designed to enhance critical thinking skills. Critical thinking is the process we use to reflect on, access and judge the assumptions underlying our own and others' ideas and actions.



These are the questions a critical thinker asks – from <http://www.educatorstechnology.com/2014/04/a-great-poster-on-6-questions-critical.html>:



Socratic questioning is at the heart of critical thinking and a number of homework problems draw from Paul & Elder's (2006) six types of Socratic questions:

Socratic questioning - Paul's & Elder (2006):
Questions for clarification: Why do you say that? How does this relate to our discussion? "Are you going to include diffusion in your mole balance equations?"

Questions that probe assumptions: What could we assume instead? How can you verify or disapprove that assumption? "Why are neglecting radial diffusion and including only axial diffusion?"

Questions that probe reasons and evidence: What would be an example? What is....analogous to? What do you think causes to happen...? Why? "Do you think that diffusion is responsible for the lower conversion?"

Questions about Viewpoints and Perspectives: What would be an alternative? What is another way to look at it? Would you explain why it is necessary or beneficial, and who benefits? Why is the best? What are the strengths and weaknesses of...? How are... and... similar? What is a counterargument for...? "With all the bends in the pipe, from an industrial/practical standpoint, do you think diffusion will affect the conversion?"

Questions that probe implications and consequences: What generalizations can you make? What are the consequences of that assumption? What are you implying? How does... affect...? How does... tie in with what we learned before? "How would our results be affected if neglected diffusion?"

Questions about the question: What was the point of this question? Why do you think I asked this question? What does... mean? How does... apply to everyday life? "Why do you think diffusion is important?"

Some good practices from the past are here – from <http://www.pinterest.com/pin/172122016980628091/>:

- 1 Clarification
- 2 Probing assumptions
- 3 Probing rationale
- 4 Questioning viewpoints
- 5 Probing consequences
- 6 Questions on the question



Critical thinking activities (suggestions):

- 81 Fresh & Fun Critical-Thinking Activities, Engaging Activities and Reproducibles to Develop Kids' Higher-Level Thinking Skills (by Laurie Rozakis):
<https://talesfromthepen.wikispaces.com/file/view/81+Fun+Critical+Thinking+Activities.pdf>;
- 50 Activities for Developing Critical Thinking Skills (Dr. Marlene Caroselli):
<http://spers.ca/wp-content/uploads/2013/08/50-activities-for-developing-critical-thinking-skills.pdf>;
- Critical Thinking Worksheets:
http://www.teach-technology.com/worksheets/critical_thinking;

- 10 Team-Building Games That Promote Critical Thinking:

<http://www.teachthought.com/teaching/10-team-building-games-that-promote-critical-thinking/>. You can of course find more on the web!

Conclusion

As a result of the fact that students can learn these critical thinking moves, classes can be designed so that students learn to think and develop skills and abilities essential to creative thought. Students can learn to think geographically, economically, biologically, chemically, in courses within these disciplines. In principle, then, all students can be taught so that they learn how to bring the basic tools of disciplined reasoning into every subject they study. To sum up, all students can be taught so that they can create innovative eTwinning projects by using effectively and improving their creative thinking skills. We are not so far away from that fact.

	XANTHIE CHOULIARA Primary School of Highland Zone, Zakynthos, Greece
	About innovation and creativity
Age range:	6 - 12
User registered since:	24.11.2005

	Dr Spiros N. Kioulanis - M.Sc., M.Ed., Ph.D Director of Secondary Education in the Prefecture of Drama and a Professor Tutor at the Hellenic Open University

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**Seven Years with eTwinning and No Hitch**  
by Antonietta Renzi

Seven years ago when I met eTwinning for the first time, it was love at first sight. At that time the lower secondary school was undergoing a lot of changes here in Italy; and I had some "free time" during the lessons in which I could choose the activities to be done but I did not know what I could do, fortunately a colleague introduced me to the eTwinning world.

In the past I had looked for some social networks for the schools and I had tried to use some of them which offered free service to search and contact pen pals from all around the world, and it was great! But there were a lot of weak points too; for example the teacher could not check what her/his pupils do, so everyone could do whatever they wanted. With eTwinning these problems are solved: the teacher can check what her/his pupils do; the pupils can cooperate in carrying on the project; and finally it is an extremely flexible tool because you can choose what to do, when you want to do it and how much time to devote to the project. You can simply organise chat sessions with a partner from Europe and the neighbouring countries; or carry on a more complex project made up of different activities.

The first project I carried out was an ejournal: this project was based on a kit, it was a great success even though a little bit complicated to carry out, so the second project was easier: a simple email exchange. The following year I founded together with a Greek and a Lithuanian colleague the project "Recipes from Europe" – my favourite project until today – in which pupils started from their traditional recipes, then described their general traditions.



Maybe thanks to this project I had the opportunity to take part in a PDW in Glasgow and to be named eTwinning ambassador.



If you ask me what eTwinning is, I would answer: new stimulations; new things to be learnt; motivated colleagues and continuous personal growth.

- New stimulations from the partners and your pupils too.
- New things to be learnt because, thanks to





this portal, you can attend webinars or online workshops about several topics which can be useful not only for a project but also for your job as a teacher.

- You can meet very motivated colleagues from Europe and your own country too.
- Continuous personal growth, because thanks to the eTwinning portal you can become an ambassador.



Hoping that my opinion will not change in the future, I wish you all the best for your summer holidays and a wonderful new school year full of interesting eTwinning projects!

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|  | <p><b>Antonietta Renzi</b><br/>Istituto Comprensivo I.S.A. 12, S. Stefano di Magra , Italy</p> <p>I always try to find out something new while teaching and working on the twinspace</p> <p>Age range: 10 - 14<br/>User registered since: 01.10.2007</p> |
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My Photo Camera and eTwinning

by Diana Nicoleta Chirila

Why must I take my photo camera? I can take just 'photos', but not 'very good pictures'... Why just one of a hundred pictures of mine is 'good'? And the questions go on and on...

But why do we need to take photos in our eTwinning projects? You can say: "To prove that happened!" Do you think that your work before the project and during the activities are mirroring in your pictures?

Yes! You will see the work before the events after all stuff is finished!



The main rule: to split the image into 9 equal quadrants and to put 'your subject of the picture' approximatively 1/3 horizontally and 1/3 vertically.

If you search on the Internet for 'rules to take a good photo', you will find a vast amount of information. Two good links are here:

- <http://www.photographymad.com/pages/view/10-top-photography-composition-rules/>;
- <http://www.digital-photo-secrets.com/tip/3372/18-composition-rules-for-photos-that-shine/>.

Remember: "Before photographing your subject, take time to think about where you will shoot it from. Our viewpoint has a massive impact on the composition of our photo, and as a result it can greatly affect the message that the shot conveys. Rather than just shooting from eye level, consider photographing from high above, down at ground level, from the side, from the back, from a long way away, from very close up, and so on." – source: www.photographymad.com



My opinion is: you must catch the energy of the moment, the activity that is happening, you must see with your soul, not with your eyes.

Everyone has their own vision, and you can make the others smile and be happy through memories saved by you!

Chirila Diana Nicoleta	
Colegiul National Octavian Goga, Sibiu, Sibiu, Romania	
- comunicare - munca - implicare - finalitate	
Age range:	11 - 19
User registered since:	21.11.2007

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**Our Best Treasure...**  
*by Maria Luz Borges*

In our classroom we have some treasure. It is a special kind of treasure that we care dearly for because we do not want to lose it. It is valuable, so valuable that we will not exchange it for anything in the world. It is a magic treasure because, although we do not discard it, we can share it, and the more we share it the fastest it will grow and therefore more valuable it becomes. It is a treasure because it was born from sharing, because one day someone has also shared it with us. Do you know what it is? Can you guess? Yes, our treasure is eTwinning. And why are we talking about eTwinning if you all already know it? Well, it is because we never get tired of speaking about it. Who are we? We are the Portuguese team, composed by Maria Luz, our teacher and all the children from the Saint Benedict Kindergarten in Oeiras, Portugal.

And why is eTwinning so important to life in kindergarten? Because eTwinning completely

revolutionized the way we learn. How? Easily. We are all small, very small. We are between 3 and 5 years old and most of the times we do not even speak well our own native language. We are at the age of the pre-operating period, characterized by egocentrism, in which children understand everything from their own perspective, when their thinking is egocentric because children are unable to adopt the point of view of others. When eTwinning encourages communication among peers, fosters knowledge of the culture and experiences of our partners, encourages the unity of effort, the work in collaboration, the sharing of the work done, eTwinning leads children to quickly overcome this phase of growth and to experience, in a playful way, the reality. eTwinning is a new way of teaching and especially a different and new way of learning that, with the aid of new technologies, leads students to become actively involved in their own learning process and build their own knowledge. eTwinning gives a new direction to the education of today, and in a simple, easy and collaborative way, it enables the connection between pairs to the real and absolute. It is an experience of diversity that brings people together and makes them experience new things together. It allows the building of the self-esteem, and facilitates the contact with other languages. It broadens horizons.

Children involved in eTwinning become aware of the vastness of the world, its diversity, experience the beauty of the difference between people, believe more in themselves, feel important, improve self-esteem, feel part of the school, of the community and discover that they have a place in the world and the society.



eTwinning has changed the way of living, thinking and acting in school. By embracing eTwinning, we



are no longer alone, isolated and passed to integrate a community. eTwinning allows finding what working in a truly collaborative way means, and we love to do that. We found many friends to share experiences, ways of acting, innovations, and discoveries. With them we gain security in ourselves and in our work, meet new cultures, different habits, learn a lot and especially, we gain many friends.

Being naturally curious, loving to work, children like to know their European partners, their way of life, their countries, their habits, and their culture. Children love to do different things and can communicate without barriers, without taboos and very easily.

And how do we communicate with our European partners? We exchanged presentations and movies about our daily life, our culture and our traditions. We exchanged small gifts, books, sweets, treats and many conversations. We use Web 2.0 tools to work collaboratively, communicate by email, in the TwinSpace, in Skype, for videoconferencing. They listen to each other with attention and appreciation, and even without knowing the language of our European partners, they sing with enthusiasm and make gestures simultaneously. We learn a lot in this exchange because it is lived and experienced in real time and in the first person. eTwinning gives us wings, opens the doors of the classroom and lets the world enter. It completely revolutionizes the way to teach and learn. From now on teaching and learning would be unthinkable without eTwinning!

Here we write a collaborative story with our partners who are now near us physically, but it is as if they are:

The next two pictures will present you with our favourite tools for communication, the videoconference, with Poland and Romania:



Next comes a student sending an email to one of the partners!





Do you understand now why we say that eTwinning is our best treasure?

|                                                                                                                                  |                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
|                                                 | <b>maria luz borges</b><br>E.B17/Jl São Bento , Valejas, Portugal |
| About stories, legends, traditions and life in other European countries.<br>also about nature.<br>in english, french or italian. |                                                                   |
| <b>Age range:</b>                                                                                                                | 3 - 6                                                             |
| <b>User registered since:</b>                                                                                                    | 11.05.2009                                                        |

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Changing the World
by Mine Gokbas

When one of my colleagues from Europe told me first about the eTwinning projects, I was really excited. We started a project together and I did my best.

It was not difficult to encourage the students to join in the project, but about the teachers and school administration I cannot say the same. The first question they asked was whether there was mobility chance to travel abroad within these projects. When I said no, they stood back. I am sure that happens at most of the schools all over Europe.

Later we started the activities, prepared postcards, organised online meetings, went on some school excursions with the students. Some of the teachers started to take part in the activities. The more my group grew and it got fun, I was more interested. We also organised competitions, prepared a big chart at school about the activities carried out in the project. I was rewarded with a European

Quality Label. But the most important thing of it all is not that I got a certificate only. The interest towards learning a foreign language and to ICT tools increased among the students!



My biggest memory in my project was that the attitude of one of my students' parents towards eTwinning projects. They are a religious family and they would not normally celebrate the New Year at their home. One of the tasks to be done in the project was to show other countries how we celebrate that night. The parents did not refuse the wish of their son and celebrated this winter event as others do all around the world. They took lots of pictures and sent them to me to put on the TwinSpace. It was so affective and indulgent. They also took part in the activities.






Now my colleagues and I know better why we prepare these projects. They are to change the world by breaking the walls of prejudices towards other nations, beliefs and lifestyles.



I am sure I will start new projects soon. That is the wish of my students and colleagues and also of the principal of my school.

	Mine Gökbağ Sakarya Ortaokulu, Ankara, Turkey
I'm interested in creating bridges between you and us. So let's start an eTwinning or Comenius School Partnership Projects to know each other better.	
Age range:	6 - 14
User registered since:	19.12.2010

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### ***The "Invisible" Side of eTwinning within Online Professional Development*** *by Cinzia Colaiuda*

Nowadays eTwinning is the largest online community of practice for schools in Europe. It is no coincidence that, due to its growing relevance and visibility in the European educational space, similar platforms have been developed to respond to specific academic purposes.

Even if eTwinning means mainly development of European e-projects, this platform offers also new professional development perspectives for teachers not only through official online training events, eTwinning groups or teachers rooms, but also through informal training procedures.

Such procedures play an important role in many of the e-activities that teachers, as well as pupils, develop in a spontaneous way during online interactions on the platform: in many of these cases eTwinning means enhancement of the plurilingual dimension in education, intercultural e-encounters, informal exchanges of didactic and methodological approaches.

The use of new ICT tools for online collaboration follows often the same informal way of application, and surely this aspect of the platform is the most visible in many of the online activities. But at the same time it is the most invisible part of eTwinning for the "actors", that is the teachers, involved in a continuous and almost unconscious training process.



As an eTwinner and eTwinning ambassador, this perception of unconsciousness encouraged me when I had to write a report on the use of cloud computing in education for the Comenius Project "School on the cloud".



According to the main outcomes of online researches I did on several educational and academic websites, the introduction of cloud computing in education does not have a long tradition in Italy. Only “travelling” on the eTwinning platform I suddenly realized that the use of cloud computing applications for eTwinning projects or for other online activities is quite normal for eTwinners.



Surely this invisible, almost unconscious side of eTwinning is the most fascinating and charming because it plays with the will of innovation in education that harbours in many eTwinners.

From this, eTwinning is not only an online platform but also a “gateway” to the future, and surely represents the “anarchic” side of the new Programme 2014 – 2020, Erasmus Plus.

Maybe in the future this invisible part of eTwinning should be better underlined and promoted both inside and outside the platform. In this way also the “other” part of the Program – and its importance for the future of schools - will be more visible in the European space of education.

Sitography:

SOC website: <http://schoolonthecloud.eu/>

The State of Art Report:

<http://www.slideshare.net/TheSoFGr/soc-state-ofheart?ref=http://schoolonthecloud.eu/>

|                                                                                     |                                                                                                          |
|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
|  | <b>Cinzia Colaiuda</b><br>Ministry of Education, Roma, Italy<br>Educazione plurilingue ed interculturale |
| Age range:                                                                          | 3 - 14                                                                                                   |
| User registered since:                                                              | 19.02.2008                                                                                               |

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The Importance of Being an – Earnest – eTwinner

by Theodora Gkeniou

When Daniela invited me to write a piece about eTwinning, at first I got stuck. I did not know what to focus on. What is there to say about eTwinning? I started contemplating... I could write a professional article as an eTwinning ambassador, about benefits, functions, attributes to modern pedagogy and teaching methodology and so on and so forth...

“No,” I heard a little voice inside of me. “That is not the essence of being an eTwinner! These are not the reasons why *you* took up eTwinning!”

“Oh, yeah? Which are the reasons then?” I continued the inner discussion.

“Remember you were bored and you needed something new and challenging, you wanted to meet teachers from all over Europe and connect, you wanted your students to actually start using English and get new experiences, you wanted to find a way to use new technologies in your classroom?”

“Yes, I remember,” I muttered, “that was all back in 2009.”

“And where are you standing now? What has changed 5 years later?”





"Everything has changed," I admitted. "Everything... I have met so many people, I had the chance to travel, to keep up with the latest advancements in pedagogy and technology, to involve and energise my students, to get more self-confidence about the quality of my work, to acquire a new identity really. I am an eTwinner now."




"There you are... you know now what to write in your article."

So, fellow eTwinners, here is my TOP10 list of the reasons for taking up eTwinning and becoming keen on it. Maybe you can make your own TOP10 list after you read this text and send it to me at gk_dora@hotmail.com. Your lists, as well as mine, will be published on my blog www.etwinningmentoring.blogspot.com

Expressing myself
Engaging my students
Fostering a new culture
Being a member of a colourful and joyful network
Spreading the word
Making new acquaintances
Learning new stuff all the time
Partying
Having fun
but above all, **Belonging** to the eTwinning **community**

Waiting to hear from you soon!



Theodora Gkeniou
Neo Souli Highschool, Neo Souli Serres, Greece

Our school is a Senior Highschool, hence our students are teenagers full of creativity, imagination and will to discover new knowledge, meet new people, attain new experiences. We are interested in creating a project through which we will be able to convey this energy in a challenging and motivating way. We are open to suggestions with regard to the topic, however we are mostly interested in using foreign languages in combination with new technologies and possibly media education.

Age range: 15 - 17
User registered since: 23.09.2009

LYPS – Best eTwinning Project 2014 by Lucian Constantin Vladescu

Good teachers always try new methods to make their students to learn and to discover what they like most to do in their adult life. "LYPS – Let Your Passion Shine" is a project that tried to serve this purpose.

Working in European multicultural teams made LYPS a successful eTwinning project, by having students take their own decisions, choose their own ways of solving problems, and sometimes choose again if they discovered that their selection was a mistake. This allowed students an increased and continuous learning. By involving so many subjects – Math, Science, ICT, Art, English language, Music, History and Sport –, the project helped pupils to think across subjects and disciplines and outside the Math box, the English language box or the Science box. "LYPS - Let Your Passion Shine" was the winner of the eTwinning Prizes 2014 competition, age category 4-11, and was nominated best eTwinning project 2014. The partners were Poland, Greece, Romania and Italy.

This is a photograph taken on the 8th of April 2014 at the eTwinning Prize event in Bruxelles:



For teachers, online mentoring of a foreign group of students was a real challenge, and they had to collaborate not only with their European colleagues, but also with their European students in order to successfully plan, implement and evaluate the project innovative tasks. Also, each Challenge was monitored by a different teacher and assessed by a different school.

In the following photograph you can see some of the most amazing student leaders – the ICT Challenge Leaders:

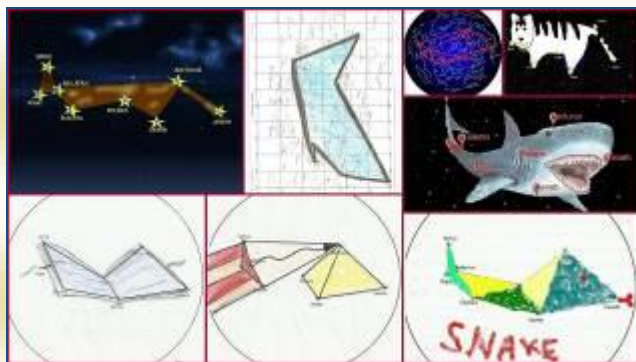


The teachers had an opportunity to teach the same things, but in a different way with ICT tools, by cooperation with European colleagues in an online multicultural environment, for a European group of pupils.

	Lucian Constantin Vladescu Scoala cu clasele I-VIII Ipotesti, Ipotesti, Romania
we are open to all kind of projects	
Age range:	10 - 15
User registered since:	05.08.2010

ICT tools were used in creative ways. For Math Challenge, they had the opportunity to chat with MathBot answering Maths-related questions. Also they used many YouTube video tutorials to learn how to make geometric model of a star (the polygon or the starry polyhedron). For the Science Challenge, kids created a collaborative Mixbook photo book for all pupils taking part in the task of observing animals in their natural or artificial environments through the live web cams. Using Mural.ly, each team created a common mural about sports. Taking care to respect the copyright laws, each kid in a team wrote texts, made photos or videos about her/his favorite sport.

These are the finalists in the designs of the project constellation:



By helping students identify the exact nature of their talents, this project created opportunities for them to express and use their talents. Other benefits for students: they exhibited excellent on-task behavior, they worked collaboratively in European virtual teams, they created a wide range of final products, such as video, debate, drawings, origami, virtual books and so on.



"All About Us"
by Carmen Yolanda Egea Bernet

eTwinning offered an easy way to start our Comenius project. The teachers became familiar with the dynamics of European tasks within our practical and flexible program. In addition, the eTwinning experience allowed us to learn more and work with partners and topics in our Comenius work.

The communication tools offered by eTwinning have played an important role in all of the development stages of our Comenius association. Throughout the project, it was the perfect way to carry out different activities. Lastly, once our association has been completed, eTwinning could carry on as a way to extend the project and as a means of



communication amongst members, thus ensuring its sustainability.

The TwinSpace has been our private space, which can only be accessed by teachers who have been given permission by the administrators of the project, "All about us". It is designed to include those people who are not registered in the eTwinning platform, which allows students, parents and teachers working in the project to see what is happening.



The content of the TwinSpace has been published partly, depending on the group's decision. Every teacher has a Desktop and can send messages to the group to organize the task, to publish entries in the blog, as a diary, and cooperate with collaborative or content pages. The pages have been organized into types of activities according to our Comenius planning program.




The activities have been structured so that students get to work together in the pupils section, learning

from one another. This way, students became responsible for their learning as well as that of others.

The main point has been to negotiate starting off from initial ideas, finding some objectives, contents and methodologies that can and may be used by everyone – basically, finding a final design and a project development that comes as a result of everybody's work, and where everyone feels comfortable and can reflect. This is why we tried to organize the different sections with easy-to-use tools, such as folders to upload documents or with other tools for those teachers who knew more about ICT. A special section has been created as a guide about how to use the different tools, such as embedded videos, presentations and photos in our TwinSpace.

This is the public page of our project:
<http://www.etwinning.net/es/pub/profile.cfm?f=2&=es&n=88198>.



CARMEN YOLANDA EGEA BERNET
 C.E.I.P. SAN MIGUEL, Armilla, Spain

Our bilingual school would like to improve the basic competences, such as languages (Spanish English), creative maths and other related to citizenship and environmental items. The most we share, the most learning our students will acquire in an European framework. We are open to all kind of schools. New technologies must be used to achieve our objectives. Exchanges and penpals.

Age range:	5 - 12
User registered since:	05.03.2008





Tips to Name an eTwinning Project

by Adil Tugyan

In the past two decades, the Internet has seen an immense boost in popular use all around the world. As the Internet has developed, it has become one of the primary platforms for project development, and eTwinning projects, which function as online school partnerships, can definitely be regarded as one of the best and most successful examples these online platforms can offer to host.



eTwinning projects need to have names that distinguish them from other projects, but coming up with a unique and effective name can be difficult. Knowing how to name an eTwinning project can make the difference between a project that catches someone's attention and one that does not.



So what can we do to name our eTwinning projects in a meaningful and catchy way and enhance their visibility? Here are some practical and handy tips that can help us make our eTwinning projects unique.

1. Choose a name that is short. If the name of your eTwinning project is shorter, it can be remembered very easily since long and twisted names are hard to remember and they are often easily overlooked.

2. Choose a name that is unique. Avoid naming your project after a pre-existing project name. Think about the subject of your project, and when you have decided on a name, search for it on the internet as it could have been used before and it will be difficult to turn it into something fresh and original.

3. Try combining words or making up completely new words. Using generic words in new ways can result in a very recognizable project name.

4. Make sure your project name is easy to pronounce. Choosing a name like "Zygopleural" might look interesting and unique, but if your project name cannot be said easily and effortlessly in the middle of conversation, people will not talk about it very often.

5. Decide if you want your project to carry a brand. If you want your project to describe its purpose, you can choose descriptive names that can immediately let your audience know what your project is about without having to build a brand beforehand.

6. Search your proposed project name in a search engine. Running your proposed name as a search query can show you whether or not there are other projects with the same or similar names. If you receive a lot of search results with the name you have for your project, which means you will have more competition for that name.

7. Check domain name availability. This step is especially important if you plan on having a web page or blog for your project. If you have decided on naming your project "Techno School", you should look to see if "technoschool.com" or "technoschool.net" is available. If they are not available and have been previously taken by someone else, you may want to reconsider your project name since adding some extra letters and numbers to your domain may spoil its uniqueness.

In the link below you can find an **Online Project Name Generator**.

<http://online-generator.com/name-generator/project-name-generator.php>



Now have a look at two logos that contain the names of the respective projects:



With this innovative eTwinning project we would like to arise an awareness about how a healthy society within all aspects can be formed in the minds of today's digital native teenagers and encourage them to realize the visions they have created in their future individual social and professional lives. In that we would also like them to acquire 21st century skills, practice their foreign language skills, use ICT and 2.0 web tools, work in a collaborative way, respect other cultures and exchange cultural treasures of their own countries.



This second photo's acronym stands for Singing Integrates Nations and Generations. The topic focuses on songs' integrational power on nations and generations and searching for the links of their uniting features.

	Adil TUĞYAN Tevfik İleri Anadolu Lisesi, Rize, Turkey language ,culture,drama,creative writing
Age range:	16 - 18
User registered since:	30.09.2010

"Hermes" Economic College Is a European School

by Carmen Climescu

Continuous changes in the Romanian education would upset any teacher if they did not find a shorter way to communicate with students – by engaging in national and international projects as attractive methods to capture their attention.

For me, the courses on the iTeach platform were a gateway to a world of knowledge and collaboration with wonderful teachers, eTwinning ambassadors of Romania, and here I fondly remember them: Daniela Bunea, Cristina Nicolăiță, Cornelia Melcu and Gabriela Crișan. I had constant support, and they answered all questions and had the courage to participate in and conceive some of the first eTwinning projects in Romania. With this I made good scoring for my school in the contest for the European School.

Our school community is involved in eTwinning projects and the good cooperation is seen in the 3 Quality Labels received by my colleague Mihaela Teteleanu. Working with partners in these projects continued in Comenius, Grundtvig and Leonardo da Vinci projects.

Teaching and assessment of modern and active-participative methods bring more involvement from students and greater mobilization for doing their tasks. The current education system still uses traditional methods that "are cheaper and more convenient".

Solving this "problem" would mean solving other issues related to this topic, while increasing graduation rates obtained from national evaluation or Bacalaureate.

Peer review is virtually unknown, but in this way students can learn to be objective surpassing sympathy barriers and evaluating colleagues according to a scale.

Students do want a school with many different projects, they would especially like the involvement of their school in collaboration with schools in the country and abroad.

The missions of the "Hermes" Economic College in Petrosani are: to provide students with qualitative teaching, learning skills and skills training in the following areas: economics, trade, tourism and catering; to promote equal opportunities for education and training, focusing on values such as:



responsibility, dignity, tolerance, trust, honesty, social intelligence, personal involvement, team strength.

Following a national competition our school became a European school for the second time. 117 schools across the country took part in the competition, and the school of Petrosani ranked 20. Competition involved assessing the quality and consistency of the school management, reflected in managerial documents, and the impact the activities of European projects had on culture.



We received a title of excellence, CRIO WEST 2013, on our 3 areas of excellence: the area of excellence "Relevance supply training school"; the area of excellence "Labor market and community partnerships"; the area of excellence: Development and use of resources".

We are constantly involved in projects and collaborations with our partners in eTwinning projects, to be among the top high schools in using technology, to capture the attention of good students who want to join us in these projects. When presenting high schools in the spring, our school stand was constantly visited by eighth graders, curious about extracurricular activities undertaken in previous years. We pride ourselves on two county average bacalaureate and especially the fact that we participated in numerous projects over the last years.

So we are a European School thanks to the involvement of teachers and students in equal measure in eTwinning projects too.

	CARMEN CLIMESCU Colegiul Economic "Hermes", Petrosani, ROMANIA, Petrosani, Romania
	Turism
Age range:	14 - 20
User registered since:	05.04.2010

The Effective Use of Video-Calling in Schools *by Diana Linford*

Introduction

Video-calling is a very powerful tool for the classroom. It enables pupils to talk with pupils in other schools – and other countries – easily. Here, I will try to explore how teachers can use this tool effectively to promote deep learning for their pupils.

The use of video-calls facilitates direct access between pupils in different schools – and often in different countries. This is not learning from books, or 'from the internet'. This is powerful, direct peer-to-peer 'Web 2.0' teaching and learning, guided by the two (or more) teachers who have set up the call. As Beetham and Sharpe [1] put it, "if not yet completely 'borderless', the walls of the classroom are increasingly see-through".

There are a number of video-calling tools, some of which are free. Skype is popular and easy to use, but there are others. Using a video-conferencing tool such as Adobe Connect or Webex works very well for multi-partner calls, and it is also possible to upload PowerPoint presentations to use during the call. Some of these video-conferencing tools are available via the eTwinning National Support Service (NSS) of each country – it is worth checking with the NSS to see if this is available.

This kind of 'live' interaction also involves the discussion of 'netiquette' and how to behave online generally, and particularly during a live video call. The UK schools inspectorate (2010) noted that, in schools where provision for e-safety is outstanding, there is a shared responsibility for e-safety throughout the school staff, which helps "pupils to become safe and responsible users of new technologies" [2].

Language learning

Skype – or another video-calling tool – can be used very effectively in the language classroom, both at primary and secondary school level.

In order for the pupils to benefit fully from the experience, it is important to plan and prepare before the call. For younger pupils, I recommend a highly structured approach, such as the following examples. This ensures that the pupils are familiar with the vocabulary and activities in advance of the calls. This will help them to approach the sessions with confidence and enable them to use the time effectively to practise their speaking and listening.

Any vocabulary to be used (for example, in a



'Simon says' game), can be shared in advance of the call. The game can be practised in both classrooms so that the children are familiar with the vocabulary. They can then get the full benefit of listening to the accurate pronunciation from the children in the other class. Playing this game during a video-call works very well, with both classes playing simultaneously, in an extended classroom.

A successful way of getting the children to use their greetings and personal information language learning is to use a 'Who am I?' game. Pupils prepare in advance and exchange information (a spreadsheet works well) with their first name, town, number of pets, number of brothers and sisters, eye colour, hobby. For the call, the pupils can ask the various questions they have learned: where do you live, what colour are your eyes, do you have any pets, and so on. The class have to guess which child in the other school is speaking by looking at the spreadsheet and listening to the answers.

A particularly successful idea is to describe a monster during the call. Exchange an agreed list of vocabulary in advance (for example, parts of the body, shapes and colours). The children then can take it in turn to describe a monster, one description at a time, using either language. All the children in both classes draw the monster which is being described. You can then look at each other's monsters!



A great idea is to teach each other a song during the call. It is wonderful to sing the song together and this enables the classes to learn a song which perhaps their own teacher does not know.

These experiences have the obvious benefit of enabling the pupils to hear native speakers 'live'. They may well comment that the other children speak very quickly and this will lead to an understanding that they themselves need to slow down their own speech when taking part in video-calls.

It also gives a real opportunity for pupils to practise their speaking in the foreign language in a very structured and supportive environment. I have found that even reluctant speakers are prepared to talk during a video-call – perhaps with one or two others for support.

If you have established pen-friends for your pupils, this is even more effective, as the pupils can **see and talk to** the other child to whom they have written. Again, this makes the link more real, and I believe that this leads to greater cultural understanding and the breaking down of prejudices.

Government inspectors in the UK, in a 2011 report [3], made recommendations that the government should consider how to promote good speaking skills at Key Stages 3 and 4 (pupils aged 11-16) and stated that "one of the main barriers to effective learning (was) a lack of opportunity for students to listen and communicate in the target language at secondary school. In particular, students had insufficient opportunities to talk in the chosen language in a realistic way". The greater use of video-calls with pupils who speak the target language would give excellent opportunities for pupils to hear the target language on which they can then model their own pronunciation.

Cross-curricular work

eTwinning is a wonderful way of doing cross-curricular work with a number of schools around Europe. It is possible to include a video-call within an eTwinning project and this makes the project and the other partners more 'real' for the pupils. If these calls form part of a cross-curricular project, the pupils can give an account to each other of what they have learned from taking part in the project.

The sharing of songs works particularly well for such video-conferencing calls. These can be shared in advance so that all the children taking part in the call can join in with the songs. The songs can be a



part of the project – for example, Christmas carols, or World War 2 songs, or songs about farming – whatever fits in with the project. The songs can be shared even if the pupils do not understand all the words, and this experience of singing a song together is very moving for both pupils and teachers and helps to bring all the participants of the call, and project, together.



Partner finding for international work

Partner-finding is easy using eTwinning, which is free for teachers to join and use at www.etwinning.net. Within the eTwinning site, there are several online Teachers' Rooms for the sharing of good practice, for example: Utilisation de la visioconférence dans les projets – videoconference in projects; and Video-calling in primary education.

The international online staff-room

It is also very effective to use video-calls for planning meetings with colleagues during international projects. It is an easy way to bring teachers together for the sharing of ideas, with suggestions easily discussed in real time. It also creates real friendships and the offering of mutual support.

Will Richardson, in his "Blogs, Wikis, Podcasts, and other powerful web tools for classrooms" [4], suggests that teachers should use these tools themselves so that they can understand how they can be used effectively in the classroom.

eTwinning uses webinars for very efficient online professional development and training, from the comfort of the teacher's own home. These do not usually use the video camera, but are a great way to share good practice.

Conclusion

Video-calling is an excellent collaborative tool, for pupils to learn from their peers, and also for the teachers to share in team-teaching in an extended international classroom. It can also be used by

teachers for staff development and also for international project planning.

Pupils benefit from hearing authentic foreign language speech, and also from international collaboration and co-operation. This breaks down barriers and prejudices, and makes international projects come alive for the students.

Finally - some hints and tips:

- find a date and time which is convenient for both classes – check the time zones and include the time in each country in the planning documentation;
- practice in advance, to check the equipment works and the call is not blocked by the school's firewall;
- have a clear plan for the call, so that teachers and pupils know what will happen;
- exchange vocabulary in advance;
- practise with the pupils in advance of the call;
- give the pupils, in advance, something they can do if the call drops, or they are not involved all the time;
- after the call, ask the pupils to reflect on their learning – how effective do they feel that using the video-call has been, and what could be improved?

References:

1 Beetham, H. (ed), Sharpe, R. (ed), (2013) Rethinking pedagogy for a digital age: Designing for 21st Century Learning, p. 5;

2 Ofsted (Feb 2010): The safe use of new technologies, p. 5
www.ofsted.gov.uk/resources/safe-use-of-new-technologies;

3 Ofsted (July 2011): Modern languages: Achievement and challenge 2007-2010, p. 6
www.ofsted.gov.uk/resources/modern-languages-achievement-and-challenge-2007-2010;

4 Richardson, W. (2010): Blogs, Wikis, Podcasts, and other powerful web tools for classrooms, p. 6.

	Diana Linford Steeton Primary School, Steeton, United Kingdom
We would like a link with a primary school in France or French-speaking country to exchange emails and letters. We have 3 Year 3/Year 4 classes (CE1-CE2) and 3 Year 5/Year 6 classes (CM1-CM2).	
Age range:	7 - 11
User registered since:	20.09.2009



eTwinning Before eTwinning?

by Ana Zivkovic

"If you can find a path with no obstacles, it probably doesn't lead anywhere." – Frank A. Clark

"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel." – Maya Angelou

If you really want something, you will find a way to do it, if you don't, you will find an excuse. – proverb

My story about eTwinning experience really is an unusual one, and I hope I grabbed your attention by starting it with these three quotes. I am an ESL teacher and I teach at Primary school "Čegar", in Niš, Serbia. In spring 2014, my 8th grade students and I participated in the project about World War I called – "Echanges autour de la Première Guerre Mondiale" (WW1)

http://www.etwinning.net/en/pub/connect/browse_people_schools_and_pro/profile.cfm?f=2&l=en&n=98716

How did we manage to be a part of eTwinning when Serbia still is not part of EU, you might wonder? If you really want something, then you do your best to achieve it. In my teaching, I try to give my students opportunities to practise and use their knowledge in real life situations like talking to their peers from other countries via Skype or interviewing virtual guest speakers. My biggest wish is to make my lessons unforgettable, to give my students something they would remember for the rest of their lives.



When I learned about eTwinning, I thought to

myself: "This is something I'd like to do with my students." However, when I tried to register, I realized that Serbia was not on the list of participating countries. I was disappointed at first, but then I decided to find another way to connect my students with their European peers. Attending one webinar where colleagues from different countries presented their ways of teaching and engaging their students in class, I met a like-minded English teacher from Romania, Daniela Bunea, who happened to be an eTwinning ambassador. She kindly offered to explain how the platform and the exchange worked and suggested two projects she was already doing with her students. My students opted for the one dealing with History, and the History teacher in my school gladly accepted to help us. After the phase of planning was over, my students and I got to work and the final product were interactive maps of Niš and the Balcans (showing the main battles that took place during WW1) and an animated video depicting the landmarks in our town, related to WW1.



These students' works were posted in the TwinSpace by Véronique Sarrere on our behalf, so that all the project participants could see them. My students were very eager to see the videos and interactive maps the other students had made and to compare those with what they had learned in




History classes.



Our eTwinning journey was also recorded step by step in a paper with which I entered a Serbian national teachers' competition called "Creative School 2014" because I wanted to share my experience and great impressions about it, and hopefully inspire other teachers to take part in the following school year as the official papers were signed last month, stating that Serbian schools will be able to participate in eTwinning from September 2014.

Although our participation was "unofficial", I must say I feel proud for being the eTwinning pioneer, and I cannot describe in words the enthusiasm and motivation with which my students learned in the classes where we blended History, English language and ICT. One thing is certain, both my students and I will remember this experience for life.



Ana Živković
ESL teacher at Primary school Čegar in Niš, Serbia
Apart from 10-year ESL teaching experience, I have recently started working as a teacher trainer for ICT in class.

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### ***Life and Opinions of an eTwinning Ambassador***

*by Alessandra Pallavicini*

I think that being an eTwinning Ambassador means lots of different things.

First of all, you are a volunteer, at least in Italy. Volunteers are usually deeply motivated, above all when they have to work hard. When you volunteer, it means you deeply believe in what you do and that is what makes you do it at your best.

Secondly, you have to spread the joy of eTwinning. One of the tasks is right that: to make eTwinning known because it is worth it and because of the opportunities it offers. You really want to share your enthusiasm and belief with colleagues.

Thirdly, you become part of a big community whose members you can meet from time to time in conferences and meetings that are organized by the different agencies.

I became an eTwinning Ambassador in 2009. Since then I have tried to make more and more colleagues aware of the biggest community of teachers in Europe.

In these years I have understood that the only thing you can effectively do is giving your example while working with people around you, in your school. And so, at last, this year in my school a new eTwinning project has been created and for the first time NOT by me but by a colleague!



Being an eTwinning Ambassador also means travelling. Not so much, but enough to have the chance of meeting your colleagues from other parts of the country or of Europe.






The first meeting I took part in was in Pistoia – it was the time I got the official appointment. I remember the joy of being together and of sharing ideas about what to do to spread the eTwinning “virus”. Then I was in Florence, then in Rimini and Rome, and last October I was invited to my first European Conference, which took place in Catania.



As I always say, taking part in such events is for me like breathing fresh air. The eTwinning community is made up with great people, well-prepared and trained teachers who are eager to share what they know and what they have tried in their classes. This is not so common in my everyday life at school, where individualism is still so strong and consequently such experiences are always invigorating.

If I had to summarize what being an eTwinning Ambassador means to me, I would say inspiration, vitality, professional and personal development.



**Alessandra Pallavicini**  
ISIS "Galilei", Gorizia (GO), Italy

I like working on projects which aim mostly at affording teachers and pupils the opportunity of gaining insights into other educational systems, establishing personal and professional links with colleagues in Europe and developing a greater understanding and awareness in our regional identity within the context of European citizenship.

|                               |            |
|-------------------------------|------------|
| <b>Age range:</b>             | 14 - 19    |
| <b>User registered since:</b> | 16.01.2005 |



### Our eTwinning European Week

by Veronique Sarrere

Each year, we celebrate the European Week in our school. Pupils and their teachers prepare and perform a show for the parents and pupils of the school. This event aims at presenting all the eTwinning projects that had been run during the whole year.

Last year all through the week, dishes of different European countries were served by the school canteen and at lunch-time, some students had the opportunity to discover films in the original language subtitled in French.



All eTwinning projects could be seen either in the School Exhibition room or in the library where some students introduced to the parents and the students to come of the European Section the project they spent the year on.

At the end of the week a show was presented to the parents and friends in the evening. We started our performance with a girl who recited “The Wolf and the Lamb” by Jean de la Fontaine in French. This tale was then translated into all the languages that are taught in our school: English, German, Spanish, Latin and also into Norwegian, Polish, Greek, Dutch, Portuguese (the native language of some pupils). We also invited the pupils of the surrounding primary schools (year 5) to join the project and we imagined a short story about friendship adapting an excerpt from St Exupery “The Little Prince” with “How to find a friend” on eTwinning.


Between the sketches students sang and they ended the show with the European anthem in German. The young actors and singers enjoyed



themselves a lot!



It is for such incredible moments that eTwinning projects are so motivating!

|                                                                                                                                                                                                                       |                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
|                                                                                                                                      | <b>Veronique SARRERE</b><br>Collège Jean Giono, LE BEAUSSET, France |
| We'd like to be involved in projects in english in which our students can learn about european countries, cultures, lifestyle and traditions...Our school is located in the South of France and our pupils are 11-15. |                                                                     |
| Age range:                                                                                                                                                                                                            | 11 - 15                                                             |
| User registered since:                                                                                                                                                                                                | 09.12.2010                                                          |

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eTwinning: My Personal Experience

by Agnieszka Dobrowolska

With eTwinning I have had some good experiences, and not so good ones too. Of course on the first place are positive feelings, memories and people I have known and with whom I worked. But I would also like to mention the difficulties and the obstacles that I had to go through.

I discovered eTwinning in March 2007. I noticed that there was a good opportunity to make my students aware of Europe in an easier way and also make them learn German. Working in a partnership never seemed to be a problem, just find a partner and you can start the project - so I thought. Here I found a problem. Because I teach German, I always had problems in finding a good, reliable partner. Everyone wanted to do projects in English, or partners dropped unexpectedly in mid-project and interrupted any connection. After many attempts I finally put together the current group, on which I can count - until today we have done many projects on different topics. We still find new talents in our partners, learn from each other, help each other to use interactive tools effectively. Using team work can help one get much better results and save a lot of time. I have gone through this experience and found partners who helped me, for example when I had run out of time.



For me personally, eTwinning contact with other people from other countries is very important. It is great to do exchanges with someone you have a lot in common with, who you can always rely on and from whom you can learn new things.

My students take part in European projects with great pleasure. They really like eTwinning and enjoy being an active part of a community that makes learning real and purposeful and gives them the opportunity to use current technology.



All my projects have been planned in detail, each task was challenging, and that motivated me a lot. The students were those who proposed the ideas and the topics. All projects have been largely led by students, which included teamwork obviously. I have transferred the students the responsibility for the project and its results.



My students are always enthusiastic and full of ideas when it comes to eTwinning. They enjoy talking to their partners in German. Solving project tasks increases their self-esteem as well.

My students and I have accepted the challenge to try something new in order to get new skills. Many of our projects have been honored with Quality Labels. I also received community recognition and became eTwinning moderator in my country.

My opinion: Every teacher should take part in eTwinning projects!



Agnieszka Dobrowolska
 XCIX Liceum Ogólnokształcące im. Z. Herberta w Warszawie, Warszawa, Poland

Als junge Europaeer wollen wir gerne andere Kulturen kennen lernen und neue Bekanntschaften schliessen. Wir schreiben gern ueber unseren Alltag und unsere Zukunftsplaene. Wir suchen Partner fuer ein Sprachprojekt.

Age range: 16 - 19
 User registered since: 26.03.2007



eTwinning Project "Ulysse 2014, l'Odysee du Twinspace"

by Eleni Hartzavalou

During the school year 2013-2014 students from 11 European schools in Austria, France, Greece, Spain and Italy, as well as one school from Africa, Tunisia, cooperated to create a collaborative narrative-story in the French language with Odysseus as the main hero and with Homer's Odyssey as a starting point.

Our school implemented the project using a cross-curricular approach involving many school subjects, apart from the French language: Ancient Greek (Homer's Odyssey), Literature, Arts, Music, ICT and Geography.

The project's main concepts were: "abilities", "creativity", "learning".

In implementing the project, the students used their imagination and creative talent. The project also promoted collaboration and cooperative work in teams, which rendered the lessons extremely interesting and created a positive classroom atmosphere. Emphasis was places on "learning by doing" and the students were the protagonists of the educational process.

Through their involvement in the project the students developed a number of skills, such as: communication in the French language, writing skills, digital skills, intercultural awareness, as well as the understanding of the importance of creatively expressing ideas.

One of the most interesting activities was the creation of a photo story.






Our school's students cooperated with students from the school "Lafrançaise" in France, formed a team with members from both schools and created a collaborative photo story. This is an innovation in the educational process, since it presupposes authentic student experiences and their "exit" from the limits of the classroom.

The students were happy coming into contact with their partners and communicating in authentic learning environments through the teleconferences we organized.



The project was assessed by students who found it creative, pleasant and wonderful!

Finally, the cooperation among teachers was fruitful and harmonic, and contributed to the exchange on educational practices. All this work has already started to be rewarded – the project has won two French Quality Labels and the 1st Prize in the National eTwinning Competition 2014 in Tunisia.



ELENI HARTZAVALOU
 ΠΡΟΤΥΠΟ ΠΕΙΡΑΜΑΤΙΚΟ ΓΥΜΝΑΣΙΟ ΖΟΣΙΜΑΙΑΣ
 SCHOLIS IOANNINON, IOANNINA, Greece

Je suis prof de français et j'adore les enfants et mon travail. La collaboration crée des liens très forts et je suis pour!

Age range:	12 - 15
User registered since:	10.01.2012



On the eTwinning Platform, We Are in a Family!

by Crina Aurelia Bercovici

Year 2014 has been declared by the United Nations, the International Year of the Family. In a figurative way, family is a large group of people, of many peoples, with common interests and ideals.

What is the eTwinning platform? At the address <http://www.etwinning.net> we find the definition "eTwinning is the community for schools in Europe, is an free and safe platform for teachers to connect, develop collaborative projects and share ideas in Europe".

This is the reason that entitles us to affirm that we are all members of the same family, learning together (in the Learning Lab - by participating in Learning events or online Seminars), learn and share experiences with our partners and the students (in projects and outside after their conclusion, in eTwinning Groups - private platforms for eTwinners to discuss and work together on a specific topic or theme), live nice moments (involved in competitions, feeling happy together in meetings of European type workshops, etc).

In December 2014 on the 15th there will be 5 years since I have introduced our school in this family. My first steps in learning the secrets of this platform were guided by the volunteers in education, Romania's Support Service teachers: Irina Vasilescu, Alexandra Bunica, Olimpius Istrate, Simona Velea. They are those who led me and encouraged me to learn, so as to be a mentor to my other colleagues. The list of my mentors can be completed with a few names of hearty, experienced teachers whose example I tried to follow. It is about Cristina Nicolaita, Gabriela Crisan, Cornelia Melcu, Daniela Bunea, Dumitra Balan and Cristina Gila. I made my first steps in project management on the platform with Carole Tearpereau from France, Paulien du Fosse from the Netherlands and Andrea Ullrich from Germany.





Irrespective of the way in which we communicated, we met at courses, seminars on the platform, symposiums or international contests in which each of us presented projects developed on the platform, we attended seminars or learning events, we developed projects together, I realized that each of us are ambassadors of education in our countries and we have many things useful to learn together.

As an example of promoting eTwinning projects, I have chosen to present you a project carried out with my students from the eleventh grade from "Ioan Ciordas" Technical College of Beius.



Project Title: "Healthy lifestyle and Maths".
 Founders: Iveta Nikolayev from Latvia and Crina Aurelia Bercovici from Romania.
 The aim of the project was: To explore and compare our lifestyles from the point of view of health (healthy eating, sports, etc.)
 The stages of the project were:
 1. Planning activities - compare the national curricula and schedules.
 2. Presenting the eTwinning platform tools for each team.
 3. Breaking the ice. School, area and students' presentations. Students create a Wordle, using mathematical terms known by them, which start with the letters that form their first name and the name of a sport they practice. They will put the created Wordle on the group page, together with a group photo. Messages exchange between groups - in Inbox or on the wall in the TwinSpace. Topics for discussions: Maths, Sports, healthy food, healthy lifestyle.
 4. Logo contest "Healthy lifestyle and Maths". Students vote for partners' posters and decide the winners. They have been offered diplomas and prizes.
 5. Healthy Eating Habits. Choose a country. Mark the capital of country. Specify a fruit or a vegetable that is often consumed in the country. Students have presented a few dietary habits, different menus which are served at the canteens of the two schools. It was also presented a study, interpreted statistically, about young people's food.

6. 14th of March – the International Day of Number Pi. The students presented their activities through which they celebrated International Day of the Number Pi.

7. We like sports! Mathematics and Sports. The teams present the activities carried on in their schools, by which they have promoted sport and movement. A table: Walking through Europe and the world.



8. Travelling, we discover the Maths that exists around us. Sightseeing routes.

In the project we presented the area and a tourist route in Romania and Latvia, trying to make connections between mathematics and healthy life, promoting the beauties of our countries. We have prepared in advance this activity so expected by the students: we ordered custom shirts with the logo of the project and the eTwinning platform, we got the cameras, bought maps and hit the road.



9. Celebration and dissemination of the project. Dissemination of the project was done on the school's website, local publications, school magazine. Students proudly wore the project shirts also in other activities, sports activities, School Days, distributed questionnaires that were interpreted, interviews, etc.



10. Healthy life dictionary with advice, learned terms related to a healthy life.



The expected results, the final products were: We reflect and describe our activities in the TwinSpace and print a booklet in August 2014.

In the early days of vacation, after exams, we will complete together with the students this beautiful project that promotes movement, health, mathematics and beauties of the countries involved in the project.

In our school ISJ Bihor approved two elective courses addressed to secondary school classes, both called "Mathematics without borders - international projects". Thus, the students from the sixth and eleventh grades had the opportunity to learn the mysteries of international projects, to develop skills of the 21st century, along with students from other partner countries on the eTwinning platform.

As after any activity, and the voluntary default, comes reward. This consists in the fact that there are some fellow enthusiasts who appreciate your work and ask you for advice, that the activities of your school are known also in other countries, that, in time, cooperative relations may be established, followed even by exchanges of experiences.

I am happy and I feel lucky to belong to the family

eTwinning. In my actions I will encourage teachers to join this "miraculous world of science and education" that gives us the opportunity to exchange experiences with colleagues from all over the world, to be students again, to initiate and perform in partnership instructive educational projects.



I would like to address a "thank you, and congratulations" to my students who responded enthusiastically to the idea of learning and cooperating on a modern educational platform, many activities being carried out during their free time, and a "thank you, with gratitude" to my parents and to all those who believed and believe in me, forming together a team of volunteer ambassadors in education.



Crina-Aurelia Bercovici
Colegiul Tehnic "Ioan Ciordas", Beius, Romania

-about school-
-It was founded 120 years ago as a school of industrial and commercial apprentices, our institution has evolved continuously, today being called The Technical College "Ioan Ciordas".
-The educational offer is varied according to the requirements of a labor market in a continuous and radical change. We are an educational institution available and attractive to many students of Beius city and its surroundings. The educational offer of our school experience: the theoretical chain: real studies, "Mathematics and Computer Sciences" specialties, the technological chain: commercial studies, technical, natural resources and environmental protection.
- A permanent concern of the school's teachers was the development of a proper atmosphere for the teaching act, students being given the possibility to use in a creative manner their own resources and the schools' too as well as their spare time.
-We intend to involve our students (V-XII) in attractive activities, enabling them the possibility to exchange things and facts with the students from abroad. Use and the facilities offered by the eTwinning platform. We have the necessary equipment - classrooms having a specific topic and laboratories on specialties (of which 4 of informatics), school workshops and well-trained and enthusiastic teachers - so we are available and anxious to answer to any kind of request for a project.
-about me-
I'm mathematic teacher. I would like to develop projects in the area of mathematics education.
„Mathematics is the queen of sciences.” (Karl Friedrich Gauss)

Age range: 10 - 20
User registered since: 15.12.2009



eTwinning for Erasmus+ Programme

by Cinzia Masia

Several policy documents by the European Commission have highlighted the importance of learning other languages in order to prepare people to perceive themselves as European citizens. One of the main school aims is to support students in developing their own skills, particularly communicative competences in foreign languages, useful to better interact in different situations.

Since 2005 the online community of eTwinning has been offering teachers several opportunities to know other school contexts and to give students from other European countries the possibility to interact with each other. During the years, this platform has revealed to be really useful in supporting school activities. Giving to all the eTwinners more chances to interact, in 2013 it has been extended to six countries from the European neighbourhood such as Armenia, Azerbaijan, Georgia, Moldova, Ukraine and also Tunisia.

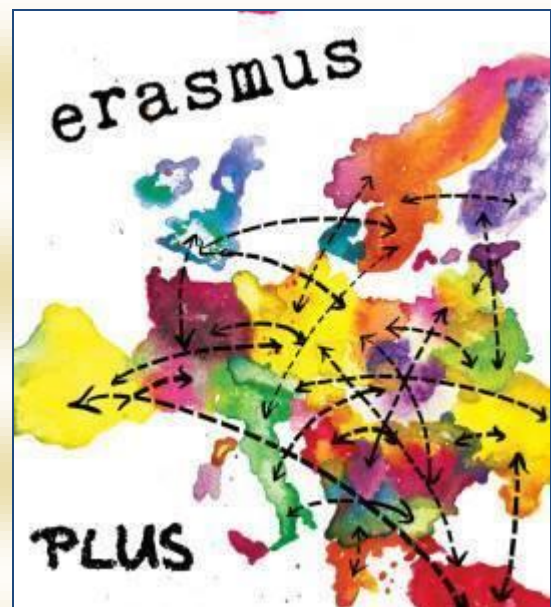


eTwinning provides teachers and students the possibility to create new learning situations by exchanging information, materials and

communicating throughout the different available tools when developing their own ICT and foreign language skills at school. In fact, this platform can be considered as a huge "European Box" full of devices and chances through which it is possible to create a new approach to motivate students and enable them to develop their skills and competences in an involving way.

..."the community for schools in Europe", as suggested in the homepage, it is the suitable platform in order to find colleagues to cooperate with at projects or simply to be involved in Professional development seminar or workshops.

Recently, eTwinning platform has been recommended in **Erasmus+**, the new European programme for Education, Training Youth and Sports. It is a didactic platform where it is possible to communicate by speaking 27 languages, so it really sustains teachers' interactions! Its tools and links keep continuous people's contacts letting them work together and taking advantages of the available instruments, particularly the ICT ones. It is also a web community where partners of different school levels and roles, such as headmasters, teachers, school leaders, students etc. can interact in a safe and easy way because only school members can access to this platform which is constantly checked by the National Agency Support. Plus, it is free. In Erasmus+, eTwinning platform achieves a specific role in both KA1 (Learning mobility of individuals) and KA2 (Cooperation for innovation and best practices) because of its own opportunities and tools.





In support of KA1 (staff mobility for teachers, trainers and school leaders), members can use eTwinning to get in touch with other eTwinners to find information about Learning mobilities before applying for them. It is possible to join the community from the **eTwinning Desktop** within the **Teachers rooms** and **Groups**. Here members can discuss, share ideas and materials but also talk about training experiences. These are the two most suitable platforms where you can acquire information on interesting in-service training courses or job-shadowing experiences. They involve lots of eTwinners with different competences and training practices who can support colleagues who are looking for suitable courses or want to spend a period abroad in a partner school. Personally, I think that eTwinners can find all these kind of information attending **Learning Events** too. During these online courses different topics are exploited and participants are actively involved in discussions, reflections and personal works. According to the topic, sometimes well qualified colleagues give proper tips about training courses or specific school activities.

In the past years, it happened that partners used to exploit eTwinning platform while developing Comenius projects because of the TwinSpace and the available kits useful to support a successful plan. In Erasmus+ programme eTwinning is recommended to facilitate and sustain partnership among schools planned for KA2. It can support partners through three main steps: before, during and after the partnership.



Firstly, it is possible to look for partners throughout two ways: **Find eTwinners**, that allows to contact eTwinners according to specific categories (role, country, subjects etc.), or **Erasmus+ forum page** that permits to find partners selecting the involved

pupils' age. The **Mailbox** can be useful to start communicating with the involved colleagues. In this way it is possible to know each other and share information such as the local context, the school organisation, the pupils etc. in order to set up a well-organized multilateral project.

Secondly, before and during the project development, the involved teams can exploit the following chances by using **Learning Events** or **Webinars**. So that they can be trained on themes linked to the topic of their own partnership and at the same time take part in discussions, interact and work with other colleagues. It would be really interesting to join together teachers' Professional events development and the KA2 project progress in order to put into practice the suggested strategies, activities and devices.

For the duration of the partnership, the **TwinSpace** is the online workspace where it is possible to upload materials using different applications like *file archive*, *image gallery*, *wiki* or *web contents*. All the activities can be managed through buttons that allow to create, reorder, publish but also delete the uploaded materials. This workspace permits to observe and monitor the project progress constantly while the blog, the forum, the mailbox and also the chat allow partners to keep in touch frequently.




The dissemination is also a significant step to complete a strategic European partnership successfully. Members can decide to make visible all the uploaded material or part of them to everybody in the web just adding the application *Web content display* during or after finishing it. Another chance to publish the closed project is also to take part in Teachers rooms, Webinars, etc. or in local or national Erasmus+ and eTwinning



workshops in order to share the K2 action results together with the innovative practices and experiences with others that want to start working with foreign colleagues.

Finally, to support eTwinners before, during and after starting an Erasmus+ Action, eTwinning platform presents three Teachers' Rooms: "Erasmus+ 2014 (New partners and Co-ordinators)", "Shortcut for Erasmus" and the newest "KA1 projects approved 2014 - implementation, monitoring, evaluation", where it is possible to exchange ideas, doubts, tips and materials during all the project steps.

For all these reasons, eTwinning is the most suitable online educational community where we can "develop, transfer and implement innovative practices," as suggested by the European Commission.

	Cinzia Masia Istituto Comprensivo Li Punti, Sassari, Italy
I would like to give my students the opportunity to know other mates from different parts of Europe so to put into practice their foreign language competences exploiting other subjects.	
Age range:	10 - 14
User registered since:	11.04.2006



eTwinning and Its Early Impact on Moldovan Teachers

by Tatiana Popa

The eTwinning educational platform was launched in Moldova in March 2013 and since then, it never ceased to amaze the Moldovan teachers with its numerous possibilities of development – professional development for teachers and educational development for their students.

But what is special about this educational platform? Why is it so important for the education system in general? What is the impact on Moldovan teachers and students?

The eTwinning educational platform is a safe environment. Among eTwinners you can see only teachers. All the teachers are checked by their National Support Service before being registered on the platform. Students may take part in projects as members, being registered by their teachers in a certain project. Thus, everything the teachers post there is safe and restricted to a certain audience, unless made public. The projects to take part in are selected and/or initiated by the teachers, according to the interests, age range, subjects, etc.



For the education system, eTwinning is very important. First of all, in Moldova project-based learning and teaching is still new, it is at its beginnings, and Moldovan teachers strive to get used to it. It is not that simple to integrate the projects into the curriculum, but still, it is not impossible. "Where there's a wish, there's a way." There is a wide range of professional courses on the platform, called Learning Events. They refer to various subjects and topics, mostly tackling the 21st century skills, IT literacy (necessary to both teachers and students for working on projects), curriculum, etc. These learning events have as moderators well-trained experts whose expertise



and wish to learn and create beautiful things are simply contagious! For the Moldovan teachers, as eTwinning Plus members, the access to these events is not simple and direct, but it is possible! I am simply in love with the 10-day courses organized on eTwinning! You have to dedicate enough time to submit all the necessary tasks, but the effort is worth it. You need a lifetime to try everything you study during a single course!

Secondly, the Moldovan Partner Support Agency organizes short schools (usually on vacation) for the Moldovan eTwinners, to teach them useful things for working in eTwinning projects, such as online tools for creating, collaborating, presentation, etc. At the end, teachers get certificates.




Thirdly, there are international seminars organized by eTwinning from time to time. Some of the most active Moldovan eTwinners may get invitations to take part in these events. The contact seminars give teachers the possibilities to interact and get to know eTwinners from other countries, establish professional partnerships in projects, and, why not, long-lasting friendships.

For the Moldovan students, eTwinning is a whole new world to be explored. As non-EU citizens, our students are so eager to know foreign students, to see how they live and learn, to make friendships. An eTwinning project implies collaboration with the project partners, and our students have to interact. They learn many interesting things and like to learn from their partners. As they have to create final products using online tools, they learn how to make use of them from their teachers, and vice-versa. Teachers and students learn from each other and together they create amazing things. I can definitely say that at the end of the school year what my students remember from my English classes is the participation in projects, the experience gained in the process and loads of memories in photos, videos, etc. The students do not feel estranged from other European students

anymore. The classroom has no walls – it is the globalization of learning through teachers, students, technology and... eTwinning!



In the digital era, it would be a pity to limit the possibilities of teachers and students to learn from peers around the world! Why use social media just for entertainment, when there is enough place to use them in the classroom? Why limit communication to the walls of a classroom, when there are so many possibilities to get online with a teacher and students in another country, drinking tea together and discussing the weather or any other topic, relevant to the curriculum needs? Why should we be limited and separated, when there is eTwinning to help us learn and make headway?



Tatiana Popa
Liceul Teoretic Gheorghe Asachi Chisinau, Chisinau, Moldova, Republic of

Hello everyone! My name is Tatiana Popa, I am an English teacher in a high school in Chisinau, the capital of Moldova. I have 6 years of teaching experience. As nowadays the use of high technologies is so demanding, and the pupils are so fond of internet and technologies, I thought that getting involved in international projects would highly motivate them to study foreign languages more. Various cross-cultural activities would enlarge their knowledge horizon and they'd make new friends, they'd find new ways of development in all life domains. My great interest is to find potential partners for classroom activities performed together and thus to capture pupils' attention for foreign languages classes. We could choose various topics to be discussed, could make videos, could create different collaboration pages, for pupils to get in touch, to exchange e-mails, etc. Stimati colegi! Asa cum sunt profesoara de limba engleza, cel mai mult m-ar interesa o colaborare in engleza, pentru a cointeresa si mai mult elevii mei sa studieze aceasta limba. Hallo! Ich heiße Tatiana. Ich kann auch Deutsch, und mir interessiert auch deutsche SchulpartnerInnen, aber ich wollte gerne ein Englisch-sprachiges Projekt entwickeln. In Deutschland / Österreich gibt es auch Englischlerner.

Age range: 7 - 20
User registered since: 21.02.2013



My Story on eTwinning

by Laura Pitariu

My eTwinning story started in 2011 when I found out about this platform and I started using it. No matter what the topic of each project was, I have always aimed at offering my students a broader framework to better understand the relationship between different cultures and peoples. Students usually try to understand the world we live in out of the media they consume daily and, consequently, sometimes their perception of the world might be inaccurate.

Involving students in eTwinning projects enables them to think critically about the world we live in and to prepare them for the real life. They learn from personal experience about the social, economic, technological, cultural, environmental and politic forces that shape our society. Although involving students in eTwinning projects cannot solve world problems such as racism, bullying, violence, exaggerated sexuality, social stereotypes or intolerance, media consumerism, however, students can understand how they should cope with different situations and they will gain that sense of multiculturalism and tolerance.

A first project was called "Let's Have A Greener Future!" The aim of this project was to develop both the Romanian and the Spanish students' environmental awareness that goes beyond their geographical limits, having the following motto in mind: "Let's have a greener future!" The students organized a greenhouse in both schools and they cared for it. Environmental problems were discussed during our projects meeting in Sibiu (November 2011) and in Zaragoza (May 2012) helping students to raise awareness about the environment we live in.



A second project was called "The Consumer Bill of Rights". We live in a world where it is necessary to know the Consumer Bill of Rights. The project was a cooperation between my high school in Sibiu and a



technological high school in Ankara, Turkey. We formed groups of students and helped them become better informed consumers. Students were given a questionnaire on the Consumer Bill of Rights at the beginning of the project, and the same questionnaire was given at the end to see the progress of our students. Mainly, each group of students had to devise a delicious and healthy menu for two old persons (starter, main dish, dessert, drinks, etc.), but also at a good price. The first step was to visit some shops/markets/hypermarkets in order to see the products and their prices and then, they decided on their menu. Finally, they made PowerPoint presentations of the entire procedure and drew conclusions about the Consumer Bill of Rights.

celebrations for a better understanding of the multicultural diversity of our world. The aim of the project was to offer the students the possibility to exchange cultural information and traditions by means of the English Language and new ICT tools.



Visited stores

Team member	Store name	Type of store
Munteanu Adrien	Real	Hypermarket
Comanita Mihai	Carrefour	Hypermarket
Popa Alexandru	Interex	Supermarket
Nan Paul	Kaufland	Supermarket





A third project was called "Greetings from Romania... Greetings from Macedonia..." and it created an educational framework to foster the Romanian and Macedonian students' cooperation and enable them to send greetings on different

Finally, a project very much loved by my students was "The Stories of the Mills" founded together with a school in Erlangen, Nuremberg, in Germany. The project enabled the students to exchange cultural information on traditional windmills and watermills. Sibiu and Nuremberg have a lot of similar traditions connected to water/windmills and not only. The objectives were: the use of the English language through activities that helped students value the cultural wealth, traditions, similarities and differences between European countries/cities – Sibiu and Nuremberg; the use of the New Technologies of Information and Communication and the encouragement of our pupils to meet other realities. The working process comprised two stages: asking students to create



presentations/films on local windmills or watermills, posting the final products on the eTwinning TwinSpace and on YouTube.



Our story on eTwinning will continue. The final goal is to create a cooperative society and for this, our

students need comprehension of their own role in modelling the society. They need to be active and responsible members of their community and challenge the injustices around them such as exploitation or marginalization of particular people or groups of people. eTwinning projects are definitely a tool to enhance our students' ability to understand our world and be prepared for real life.



Pitariu Laura
Liceul Teoretic Onisifor Ghibu, Sibiu, Romania

I am an English teacher at Onisifor Ghibu Highschool from Sibiu, Romania. Our school has almost 900 students with ages between 7 and 19. Our school is a modern one, situated in a mediavel town in Transylvania. However, our town will become a European capital next year and it also has modern, new parts. We have been involved in all kind of prtenships with countries such as England, France, Germany, Austria, Spain, Greece, Norway, Italy, Belgium, Sweden. We are looking forward to start a new project and to find a new partner school in order to find out more thing about the respective country and language. We were thinking about a Comenius LAnguage project which is enough simple and very useful. But we accept other ideas, too. Plase contact me to tell us if you are interested.

Age range:	15 - 18
User registered since:	04.02.2011

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***The Magic of eTwinning in a Simple Click***  
by Lina Maria Pereira

My adventure in eTwinning started in 2008. All these years have passed, and I still have the same passion as in the beginning. I have collaborated in many projects so far and I have been lucky enough to work with fantastic partners with brilliant ideas who share the same passion as me. It is not an easy task to choose among all the projects I have been involved but I cannot resist referring to some of them, due to the excellent collaboration and the



results obtained. I have been very lucky to be part of one of the most successful projects for 4 years. It is "Pek, the Traveller Flea": our friendly flea has travelled all over Europe, and he even got on a plane to America where he visited Rio de Janeiro, Brazil as an authentic tourist having contact with the most emblematic places of this wonderful city.

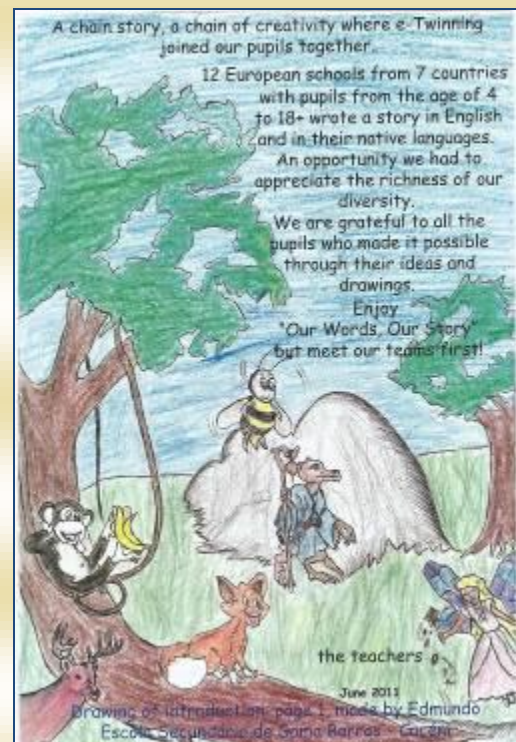


Pek has a true European spirit, always eager to know other people and places, to learn other languages and cultures. This tiny flea has inspired enthusiastically all students and teachers involved, and imagination has had no limits. Students worked collaboratively in transnational teams, chose the place where the story was taking part, made their own drawings by hand and all their works were scanned, painted with the Gimp and MS Paint software and joined in comic books. Due to the great results, all the team was rewarded with National and European Prizes and we participated with a group of students in the eTwinning Camp in Croatia, an amazing experience we will never forget!



But Pek has not stopped inspiring us, and our spirit of entrepreneurship became even stronger in the project "Pek3 stickers and videos": our students painted and exchanged stickers based on the stories of our first comic book, gave a voice to Pek and all the characters surrounding him and recorded all the voices in their mother tongue and in English; we joined the results in an emagazine and in YouTube videos to give visibility to our project.

As an English and German teacher, I have tried to bring eTwinning projects in the curricular activities of my school and involve my students in multilingual and multicultural projects that stimulate their imagination and creativity. There were other projects I have taken part with passionate eTwinners like me, such as "The Art of Communicating" and "Feel the Forest and Keep Your School Green". Both were awarded with European labels. In the Project "The Art of Communicating" students created and exchanged real bookmarks to celebrate the European Day of Languages; the motivation and diligence of students to know their peers and get mail from them was so high that we decided to challenge and involve them in the creation and decoration of a chain story, and this way a lovely environment-friendly multilingual book was born and we called it "Our words, our story". In this project the age levels were very different but that only enriched it!





The topic of the project "Feel the Forest" was the environment awareness and among the many tasks developed in collaboration with our Eco School Project and shared in the TwinSpace, we created an environmental, multilingual calendar for 2013-2014 with famous quotations and important dates and a website where we published the collaborative work to the school, parents, and community.

This is the page for the month of September 2014:



**SEPTEMBER 2014**

Escola Básica e Secundária de Gama Barros, Cacém - Portugal

EN: "Autumn is a second Spring when every leaf is a flower." Albert Camus

PT: "O Outono é uma segunda Primavera, quando todas as folhas se transformam em Flores." Albert Camus

BG: „Есента е втора пролет, когато всички листове цъфтят.“ Алберт Камю

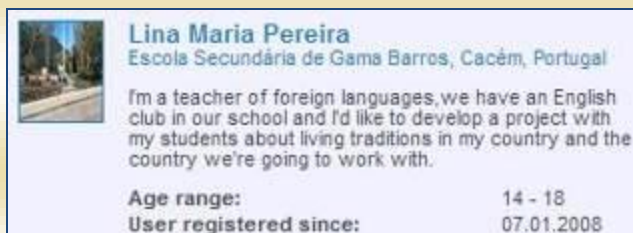
Feel the forest in our school!

| Monday                                  | Tuesday                                                               | Wednesday | Thursday | Friday                      | Saturday                       | Sunday |
|-----------------------------------------|-----------------------------------------------------------------------|-----------|----------|-----------------------------|--------------------------------|--------|
| 1                                       | 2                                                                     | 3         | 4        | 5                           | 6                              | 7      |
| 8                                       | 9                                                                     | 10        | 11       | 12                          | 13                             | 14     |
| 15<br>It's Clean up the world Day!      | 16<br>It's International Day for the preservation of the ozone layer! | 17        | 18       | 19                          | 20                             | 21     |
| 22                                      | 23                                                                    | 24        | 25       | 26<br>It's World Kites Day! | 27<br>It's Green Computer Day! | 28     |
| 29<br>No environmentally safe products! | 30                                                                    |           |          |                             |                                |        |

Partners from: Portugal, Bulgaria, Italy, Poland, France and Turkey  
eTwinning Project: "Feel the forest and keep your school green!"

All this work would not have been possible without the hard, admirable work of the partners involved, and that is the real magic of eTwinning: simple, great ideas turn into beautiful, irresistible, amazing projects.

A big thankyou to all my excellent partners!



**Lina Maria Pereira**  
Escola Secundária de Gama Barros, Cacém, Portugal

I'm a teacher of foreign languages, we have an English club in our school and I'd like to develop a project with my students about living traditions in my country and the country we're going to work with.

Age range: 14 - 18  
User registered since: 07.01.2008

### Building Bridges

by Gulhanim Dursun


I am a primary teacher in Ankara, Turkey. I love my job and I always try to do my best about teaching. After I met eTwinning, I felt that this portal brought much to my lessons. During some projects we worked at the same time with other classes, too. eTwinning gives us the opportunity to build bridges to other schools, other countries and cultures. Also – very important – it encourages students to test themselves.



During the projects I met many teachers from all over Europe and from Turkey as well. We shared educational methods, ICT tools, languages... Somehow we shared feelings and emotions, too.



I am really happy to have met eTwinning and to be a part of this big family!



**Gulhanim Dursun**  
Senlik ilkokulu, ANKARA, Turkey

Our aim is helping kids who have behavior problems by using sports, arts, music and handcrafts.

Age range: 5 - 10  
User registered since: 19.10.2010



**The Value of Connection**

by Metaxia Kouskouna

My eTwinning experience, in one word, is a wonderful one. During our eTwinning projects, my students and I have met teachers and students from four European countries so far: Poland, France, England and Cyprus. It has been the first time, for us, to discuss on computer using Skype with children from other countries.




We saw their works, and they watched ours on videos or in our blog, but mainly in the TwinSpace. We exchanged ideas, greetings, ecards and knowledge about our solar system, or about our toys, and so many other subjects! Especially what every child likes.



In my area it is difficult for my pupils and their families to go abroad in Europe, as tourists, because the parents work hard and many of them are immigrants. So, this children's experience was

unique and wonderful. In my opinion, students have so many benefits of communication with other schools within eTwinning! The benefits come mainly from communication among children, because we know that knowledge and experience are transmitted much better between them, than from adults. So it is worth to try to have every year such collaboration.

I could write pages about eTwinning, because I am enthusiastic of it. My pupils and I have met politeness, acceptance, joy, help from other teachers and pupils. We are thankful to them and to you, Daniela, because you gave to me the opportunity to express my feelings and my opinion about eTwinning.

|                                                                                                                                                                                                                                                                                                                                          |            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
|                                                                                                                                                                                                                                                         |            |
| <p><b>Metaxia Kouskouna</b><br/>30ο Δημοτικό Σχολείο Αθηνών, Athens, Greece</p>                                                                                                                                                                                                                                                          |            |
| <p>I am a teacher in Elementary Education specializing in special education. I studied law and pedagogy. I like to meet new people, and colleagues in order to share ideas, methods, information, and whatever else. I'm interesting in informations and communication technology in Education. I have taken several courses in ICT.</p> |            |
| Age range:                                                                                                                                                                                                                                                                                                                               | 6 - 12     |
| User registered since:                                                                                                                                                                                                                                                                                                                   | 13.01.2013 |



**My Thoughts about eTwinning**

by Kostas Loukas

Here are some personal opinions that I would like to share in order to improve – from my point of view – the eTwinning experience.

Registration:

1. The eTwinning portal and one's registration with it are easy for newcomers. A little bit of help from "older" users would be appreciated, as there can be





need to show people around and remove their inhibitions.

2. Most new users are afraid of the “responsibilities” they will have or “requisites” that their registration will bring. It would be nice if a video with simple instructions could calm their stress.

3. Explanation of how the TwinSpace works - [http://www.etwinning.net/en/pub/get\\_support/help/how\\_to\\_use\\_the\\_twinspace.htm](http://www.etwinning.net/en/pub/get_support/help/how_to_use_the_twinspace.htm) has to be improved. Maybe adding several examples will make life easier.

#### Finding partners:

If someone already knows the teacher (s)he would like to cooperate with, no problem! But if I want to search to find someone that might fit what I expect him or her to be, then there are some points I would like to know in advance:

1. A photo of that teacher is necessary. “A picture is worth a thousand words,” say the Chinese. Indeed, when I see somebody’s face, I feel more like in the true world and I can choose (or not) to address that person.

2. The first “welcome text” on a teachers’ profile should be “readable”. Many teachers write in their native language and cannot be understood by “foreigners”. I realize that in this way everyone has to learn and speak and write in English most likely, but in my opinion it is the only way to communicate commonly.

3. The school details should be clearly mentioned. Where does the respective teacher teach? What is the location of the school? I must be able to locate it exactly to know his/her living area. School website should have an English version too. There is no way to understand Turkish, Latvian or Portuguese for me.

4. I think you are aware of the way certain teachers try to “invade” eTwinning. They send dozens of requests for cooperation, regardless if they match with what the inquiry is all about. Usually it is the same message (copy-paste). Their flood-system ruins the feeling of seriousness eTwinning is trying to establish. There has to be a way to bring them on the right path!

#### Monitoring the TwinSpace:

1. Teachers who are administrators should have the power to observe all participating members. I need to know what students write to each other.

2. I should be able to open a link in another card or window. Currently this is not possible. I have to go forwards and backwards on my browser. It is somehow frustrating.

#### Projects:

Maybe it is I who does not know how to use it, but

for students it is of the highest interest to have a real time streaming contact with their partners, especially at the beginning. Often one partner sends messages that the other does not even realize (s)he got. Not getting an answer (at the beginning) is an occasion to stop participating. So, a streaming online platform, where classes can be “live”, is necessary. I know that it needs a lot of technical background (huge amounts of data), but it is either we are going to “win” our students or “lose” them.





**eTwinning kits:**


What is the use of sharing “good practices” if we do not implement them regularly? A successful project should be repeated over and over again. Students change classes every year, so they all will experience some good projects.

**Labels:**

Now this subject hurts.

I believe that you will agree that besides the “mousetrap” (work), there has to be a certain “cheese” for teachers to participate in projects. Over 250.000 European teachers do eTwinning projects. What are the potentials of getting any reward of their efforts? OK, not everybody is worthy to travel to Brussels, but something more than just a sheet of printed paper should be provided.

These are my thoughts. Thank you for “tuning in”.



**Kostas Loukas**  
DIMOTIKO SCHOLEIO ARSENIU, Skidra, Greece

We are a primary school with 90 pupils between 6-11 years old. Therefore their world view is very small. In order to increase the range of their view, we would like to show them, in practice, what other nations do learn at this age. We would like to cooperate with pupils of the same age in several topics and learn how you live, your school, your interests, your area. Let's communicate with you by e-mail and see what we can do together.

|                               |            |
|-------------------------------|------------|
| <b>Age range:</b>             | 8 - 11     |
| <b>User registered since:</b> | 20.12.2006 |



**eTwinning and My Didactical Activity**  
by Aspazia Olar

My journey with eTwinning is long, and I would like to continue this way. Actually I do not conceive to open the computer without accessing this platform. eTwinning is part of my family and gives me strength, courage and hope to continue other projects and activities.

It began in late August 2010 when I attended “Introduction to eTwinning” and I successfully completed the course. The first project started in autumn when a colleague from the Czech Republic sent me a message for a possible collaboration. And from there everything starts: 15 eTwinning projects, National Quality Certification, eTwinning Quality Label, European eTwinning Webinar, resources, assistance, interaction, diversity, knowledge, possible multilateral partnerships.

My students have completed successful projects. Also I gladly got involved in other activities on the portal, such as platform operation, management, being part of the generation called “first eTwinning Romanian mentors”. Great was the joy, and it drove me to do more. I have helped other colleagues all over the country to use the platform. We have specific eTwinning elements in our school, such as a clock with the twins watching our activity on the platform. We created our own twins; we made exhibitions displaying Christmas cards received on previous projects; photos of traditional food and drawings. I tried to be as close as I could to each student to learn.



A five-year collaboration with eTwinning is approaching – I feel we evolved and learned a lot, and my European colleagues share my thoughts. I wish that this platform will always there. One of the



nicest feedback I received was the other day, from a graduate of secondary school, it was: "Looking forward to meeting each other in the fall to do more projects!" Yes, kids love these projects and work with passion. Projects develop the skills of 21st century on creativity, use of technology, collaboration and communication, accountability, critical thinking and communication in a foreign language, interaction.

**eTwinning – A Long Way**  
*by Mariangela Bielli*

I started in 2005 because I could try by myself, without bureaucratic rules, just to see what it was all about. It was actually a new start. At that time the portal was a sort of sharing of results but it has become more and more connected with cooperation and peer learning both for teachers and students.

I have learnt a lot but, above all, I have found a new approach to the teaching and learning process. You have to do with something living and changing because, when you start a project, you have an outline and you have clear ideas in your mind but it is when you start working with the other European partners – teachers and pupils – that it becomes project work.



Waiting for other eTwinning suggestions!



All the best, dear and kind friends!  
Good luck!



I think this is what makes the difference – you must be ready to redesign your activities because you cannot do the same thing twice in the same way. There are so many different stakeholders and circumstances that cooperation always results in something different and therefore challenging.


eTwinning is now a community for learning, teaching and training. There are many other training opportunities, such as MOOCs, but

|                                                       |                                                                     |
|-------------------------------------------------------|---------------------------------------------------------------------|
|                                                       | <b>Aspazia Olar</b><br>COLEGIUL TEHNIC "LATCU-VODA", Siret, Romania |
| Diversity and knowledge. Exchange with other schools. |                                                                     |
| Age range:                                            | 11 - 19                                                             |
| User registered since:                                | 31.08.2010                                                          |

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eTwinning is a household place where I feel at home and comfortable; it is my classroom.



Mariangela Bielli
ICS "G. Perlasca" di Bareggio , Bareggio (MI), Italy

Everything can be done and there are so many ideas coming up every year! I especially enjoy working on cross curricular projects involving English and Science

Age range: 11 - 14
User registered since: 27.09.2005

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**How Email Correspondence Finds Its Way Easily**

by Henk Siegers

My group of students learning German as a second language were willing to write to other students also learning German as a second language. Their motivation was great, but a contact seemed hard to find.



Aged 16, my students did not find a way to meet other German speaking – and writing – students. eTwinning made it simple: I searched for a teacher teaching German as a second language for the group I wanted. The teacher was easy to find as the profiles were clearly written.



Once found, I sent a message to one of the teachers available. His enthusiasm was as big as mine and we decided to have them write emails about several themes. Once every week we gave our students the proposed theme and connected them to one of the other students. To connect our students both teachers exchanged a list with names and email addresses.



Once the students started to write, there was hardly any need of the teachers. The students sent short and frequent emails to each other and talked about several items we had in mind. On both sides the students were pleased to write in German with other students who were struck by the same difficulties but were able to communicate and increase the quality of their communication.

The writing session found an end by creating a video of ten minutes about their school and living. This video was uploaded to YouTube and in both countries the videos were showed.



Ready for next school year with new students!

|                                                                                   |                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p><b>Henk Siegers</b><br/>                 OSG Piter Jelles - Leeuwarder Lyceum, Leeuwarden, Netherlands</p> <p>Austausch über E-Mail mit verschiedenen Klassen. Gruppen von 14-19 Jahr. Nivo A1 - B2</p> <p>Age range: 15 - 19<br/>                 User registered since: 03.07.2010</p> |
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KISS – Keep It Short and Simple
 by Marta Pena

When I was asked to write something about eTwinning that could be helpful for others, my first reaction was: "I am not an expert, I have only got one finished project so, what am I going to say to other eTwinners?" But then I realised I could be a good example to talk about the fact that a good project can be simple and you do not need to be an expert to start it; in fact, our project was awarded

with a Quality Label in my country and in Europe. Thinking about our project, "Ancient Rome in Your Modern Town", I saw that it had ten tips to be good and successful without lots of work, so I offer them to you just in case they can be helpful.

1 Associate with someone with experience
 Once you have some ideas in mind and have decided to start an eTwinning project, the first thing you need to do is to find some good partners and begin the work together. Everything is easier if at least one or two of them have some experience in the field you want to work in.

I was taking an eTwinning course, so I did not know anything about starting a project, but then I found Mutlu, from Turkey, who had an idea and was looking for some partners. He had developed some projects before so he was very helpful when it came to dealing with all the possibilities of the TwinSpace, with programmes or tools I had not used before or simply because he was responsible and reliable.

2 Do something you and your students like
 It is very difficult to work on something we consider dull or boring because we end up finding a "very good reason" to give it up. It is the same for our students. They are tired of studying subjects they do not like. So, why not ask them about what they love, the technology they are familiar with, or the activities they prefer? Very often we will be surprised at their ideas.

We organized, as an important part of the project, excursions to visit the remains of Roman cities near the towns we lived in or to see two theatre plays, and some workshops such as cooking, Roman language, models ... The students really loved them.





And, if they, and we, are involved in something interesting or exciting for us, we will want to keep on doing it as we will be motivated.

This is the best part of eTwinning projects: you can do whatever you want.

3 Focus on quality not on quantity

Do you assess your students considering the paper they use or only the number of words they write in exams? I am sure you do not. So, why do we tend to identify an eTwinning project with lots of activities or outcomes as a good one just for that reason?

Very easily we get trapped in lots of activities that consume our time without being really worthwhile. So, let us spend more time planning a good project, with activities which are motivating and suitable for your purpose and with valuable outcomes, although it might seem to be simple at first sight.

At the end of the project, we made a calendar with some pictures that helped us to remember the work we had done together. It was not very complicated but it was a very nice gift for all the participants.

4 So, be realistic

To start a new project, let us think carefully about your own possibilities, not only about yours but also your students'. It is not a matter of underestimating them but of being aware of what you can really do to avoid feeling overwhelmed by loads of work or by deadlines you cannot meet. So, consider your time and the sessions of your weekly plan you are going to devote to the project, the work needed, the ICT resources required, your students' interest, other teachers' support, resources available and any other aspects.

If you cannot run an all-year eTwinning project, ok, look for a term one; if you do not feel very comfortable with technology, use the tools the TwinSpace offers to you instead of trying new programmes which involve lots of time to learn how to use; if your classgroup is not interested, do not worry, work with a small group of motivated students as I did.

My students in the morning shift did not show any enthusiasm at all so, I suggested the project to the Latin language class in the evening shift. They were much older than the Turkish but it was not a problem: we tried to take advantage of the best things that each of them could offer, such as the knowledge about Romans from the Spanish team and the enthusiasm of the Turkish teenagers.

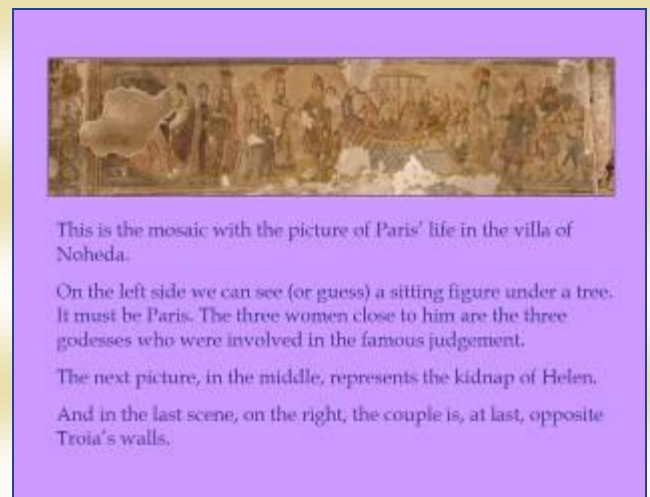
5 Integrate the project into your syllabus

If the development of a project means lots of extra work on top of your lessons, for you and for your students, it is going to be very difficult to finish it. So, the key is inserting it into your syllabus, as part of the lessons.

This is easier for teachers of a language or ICT because they can use a wider range of activities to cover the contents. But any teacher should try to find something that they would do even if they were not involved in an eTwinning project or something related to the contents and activities they teach.



We worked not only on Roman culture but also on Latin language, which is the most important part of our lessons but, instead of focusing on declinations, verbs or grammar, we tried to use the language for everyday situations.





And find a way to assess the outcomes and incorporate the results to the students' marks every term. For example, I assessed the cultural part of the subject through the presentations they made for the project instead of taking an exam.

6 Organize the work and, at the same time, be flexible

Let us spend some time planning. It is not very exciting, I know, but if the activities are spread all over the project instead of being concentrated over a short period of time due to lack of organization, there will be fewer things to do at the same time.

Every month we had a topic – knowing each other, ruins and settlements near to your city, religion, music and arts, cuisine and banquets, houses, sculptures, buildings, and the final outcome: a calendar – and then we organized the activities in detail.

But also be flexible enough to incorporate new activities or outcomes into the project while developing or to take them out if you consider them irrelevant at that moment. This flexibility will allow you to focus on the quality of the project, not on the activities themselves, and you will feel free to adapt the project to your current situation, not the other way round.

For example, our first idea for May was sculpture, but the Turkish students were absolutely thrilled with making models of Roman buildings although it was so difficult to get them in Turkey, so we bought some models in Spain and they spent almost two months building an authentic Roman town.



7 Work in teams

Sometimes working in teams can be a nightmare but, if it works, you can share the tasks and do not

need to do every single thing yourself. So, talking to some responsible colleagues about joining the project is likely to be a good idea. If everyone is in charge of a small piece of work, all of you will be more relaxed. If not, work alone, organize yourself and avoid lots of problems.

That is what Mutlu did in his school. He managed to involve some teachers, such as History, Literature, Arts teachers, and they were assigned a task related to their subject.

8 Give responsibilities to the students

The students involved in a project should have some degree of responsibility in it. It will make them more motivated, more independent, and they will consider the project as their own. I think it is a good thing when they can see the immediate consequences of their work, feeling proud or embarrassed about it, as they are going to share it with other people who will judge it in some way.

This was one of the best aspects of this eTwinning project for my students. They told me they liked to be teachers for other students and responsible in some way for their learning when we offered every month the language pieces for their workshop, or we translated the recipes into Latin and then they cooked them.

Tisanam Risotto Sic Facies

Calefacies butyrum et oleum in olla. Friges cepam et alium ut cepa molliatur not uratur, circa tres minuti. Adde apium tisanamque et agitabis ut tisana pinguedine perfundatur. Adde fungos, cocturam et aquam. Cooperies. Impones supra ignem calidum et, cum bullit, coques duodeviginti minutis lento igni. Aperies ollam. Risotto debeat cocturam modice habere, sed si plus 1/3 poculi cocturae haberet, exprimes et rursus tisanam in olla pones. Cum lento igni coquitur, adde, si vis, caseum et petroselinum. Adde saltem si opus est et statim inferitur. Prima mensa inferitur. Holitoria patina

And, as with the teachers, you only have to organize, monitor and supervise.

9 Ask for help


You are not supposed to know everything! So, ask for help if needed. Trying to reinvent the wheel all by yourself is a waste of time and energy.

Maybe you can ask your colleagues at school, your partners in the project or an eTwinning ambassador, you can look for training on the eTwinning website or use the project cards to be in touch with your National Support Service and get



some advice, guidance or support.

10 Enjoy it as much as you can
If you like what you are doing, all the work you have to do will be worth it. If you are motivated, you will be able to deal with everything. If your project is successful and you are happy with the results, you will start another.

	Marta Pena IES Fernando Zobel, Cuenca, Spain
My name is Marta Pena, and I work as a teacher of Latin and Ancient Greek. I've been working for 17 years. I'm currently involved in a bilingual project, teaching Geography and History to 11-13 year old students. I would like to take part into an exchange of teaching experiences project, cultural heritage or latin alive and CLLL materials For further information, my email is :marta.pena@edu.jccm.es	
Age range:	11 - 20
User registered since:	14.12.2010



Communication with their foreign partners has got better thanks to the help of the new technologies. The students have been involved in innovative, formative activities which have let them understand how the school can and must implement what they have learnt in their classrooms with the practices resulting from the use of technological innovations.

In the educational and training system the development of digital skills is no longer science fiction, but little by little it has become indispensable for the new generation who is increasingly looking for cultural innovations not only for fun.

The skills which have been developed in two of these projects have had the aim of making the students use information technology, handle computer systems, process the information, the applications and the technologies linked to web 2.0. What is more, the students have learnt how to make good use of the net particularly in reference to the respect of its rules and safety.

The English teacher Mrs Zampaglione together with her students of the Classic Lyceum have accomplished the project "A Virtual Travel Agency" about an innovative theme concerning the Graecanic Area – it is a virtual travel agency to advertise the historical area of the extreme south of Italy. Her students have created a tourist tour in the province of Reggio Calabria from Scilla to Locri lasting for five days. They shared historical and artistic places, traditional food, traditions and local festivals with their Spanish and Czech partners. The project was implemented with an e-book about the Albertis's tragedy, a true ancient story happened in the suburbs of Melito. The originality of this e-book is that the students wrote down the story with comics and drawings made by themselves.

Once again, after only two years, the students of the Thecnical Commercial School of Melito di Porto Salvo have been on the top step of Europe by winning the special category reserved to the best



At School with eTwinning: Between Teaching and Technological Innovation
by Domenico Marino and Francesca Zampaglione

The experience of eTwinning has become part of the school curriculum of the Lt. Col. John Familiari Secondary School of Melito di Porto Salvo in the province of Reggio Calabria in southern Italy. The school has been actively involved in this kind of experience for several years, it has allowed it to make profit both in the formative, educational field and in the national and international achievements.

Working with eTwinning has allowed some teachers of the school to experience a new way of teaching their own school subjects; as for the students, it has helped them to be more motivated and learn how to use new ways to improve their understanding.




projects in the French language jointly sponsored by the International Federation of French teachers and by the French National Support Service Unit.

In addition to the national and European Quality Labels, teacher Marino with his students along with their partners from the schools of Winchester (the United Kingdom), Choszczno (Poland), Trappes (France) and Porto (Portugal) have won the European eTwinning Label thanks to the project "Moi, toi, nous à lettres". They have created an epistolary e-book.



Once again, the eTwinning experience played a fundamental role in the teaching-learning process. The students who have shared it have shown those skills which cannot be very often highlighted during the everyday school practice – instead, this experience has helped them to find one of the strength points in their learning process.

Being able to combine the contents of the school subjects involved in a project by the means of ICT is the most important aspect of modern teaching, which looks for innovation more and more.

	Domenico Marino IISS "Ten. Col. G. Familiari", Melito di Porto Salvo (RC), Italy geography, transports, tourism, environmental education, local culture and traditions Age range: 14 - 19 User registered since: 22.09.2005
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Francesca Zampaglione IISS "Ten. Col. G. Familiari", Melito di Porto Salvo (RC), Italy My students are going to do a project work for their final exam. The title of this project is "Looking for happiness" It involves almost all the school subjects they are studying (English, Italian, Greek, Latin, History, Philosophy, science, economy) As they are studying English history and literature, I'd like to develop this project through the main writers. Has anybody other ideas about it? I'll be very grateful if you give me other ideas about it. Age range: 17 - 18 User registered since: 29.09.2010
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Chance of Success for Gifted Children in Contemporary School

by Dorina Marin

eTwinning is a platform through which we are interacting with other schools and we have the opportunity to meet teachers who work hard and who have children talented and outstanding results. The eTwinning projects in which I participated this school year, "Let's sing and dance" and "Encuentro en Navidad", both had an artistic side. I used children's activities to illustrate my students' talents, and I delighted my soul with unusual manifestations of the students in the partner schools. All the kids are beautiful and talented. Sometimes I think they are more fortunate, as the society offers other opportunities to its children. In Romania such children participate in competitions, festivals or other artistic manifestations. The results are sometimes stunning, but what chance do these children have to continue their artistic career?

A nation that wants to thrive need to invest in human beings and in its education to the extent necessary for an activity as complex as the transformation of people from a primarily biological being into an inexhaustible creative force.

Because of our environment, heredity, history and other influences that are manifested in the form of behavioral dysfunctions, we have some fundamental flaws. Influenced by family or any earlier model, an individual can become a "perfectionist" - the fear of delegation, with a tendency to take even minor details and losing a lot of time with projects instead of building effective resources. Children raised in an environment where they used to be cringing can become a working adult and overly involved for fear of rejection.

Therefore it is vital to teach students the importance of taking personal responsibility for what they do with their time. You can do a lot of really important things just when you remain quiet and concentrated. They must understand that we all need those moments, especially when involved in creative work.

The environment in which children grow and develop should help them improve, cultivate their talents through extracurricular activities related to their passion. Time has shown that often a huge talent was wasted because it was not grown ever since childhood, when an attentive parent can help the child to do things that (s)he likes, encouraging innate skills.



Talent has no age, it just needs to be discovered and exploited. Gifted children have a very good memory, play with art, love scene and attain outstanding results at an early age. They say that beauty is unusual, timeless and ageless. Art is art and that is it. And the artist taught in childhood that dreams and illusion can be turned into reality is just a messenger whose only merit is to accept to carry the work to the end. We believe therefore not unusual that such "spokespeople" to exist among children because the child does not deform but art plays clearer, cleaner, being carved by masters, life, goals and interests. It is expressed through images, and reveals unexpected beauty by simply moving the brush and playing with colors.



For example, Tora and Andreea, two girls from 2nd grade at National College of Arts "Octav Bancila" already have remarkable results in various fields. Tora paints on canvas, with oil, and has already had five solo exhibitions at the Teachers' House in Iași and at the Athenaeum in Tătărași; she also plays the violin, composes lyrics and does practical arts.

Andreea has been awarded in two piano festivals, and she has graduated an Interpretative Mastery International Course, supported by Professor Andreas Henkel from Dresden, Germany. She composes verses and, as you all know, all the children express themselves very beautifully through art, colour and imagination.

In addition, both girls have very good results in school and are passionate about theatre. Besides, on April 5th, 2013, the naturalness, the originality and the craftsmanship interpretative forces of these two girls were rewarded with the first trophy of an inter-county contest. Starting 2012 my entire theatre team made of 5 students and named "The Fireflies" has received 22 prizes.



The results are particularly valuable as they are proof of the worthwhile artistic talent of girls aged 8 or 9 who manage to dominate the scene and the public, without emotions, supported only by the love and support of their parents and school teacher. My students are very young and trips cost time and money but I think with sadness how many nice things I could accomplish if I were allowed to participate in events organised by well-known schools through these partnerships in eTwinning.

I hope I will find a solution because I know that a modern teacher must always find the most appropriate solutions to make every child a person who satisfies the demands of the millennium alert, dominated by science and technology, due to which their knowledge today, tomorrow will not be useful. But adaptive capacities and merits of intellectual skills must enable them to confidently address any new situation. Their role and responsibilities assumed commit to a constant flow of theoretical and practical information to enhance the prestige of this profession and to do everything to help our students because that is our mission as teachers.

	Dorina Marin National College of Art "Octav Bancila" Iasi, Iasi, Romania
Primary school projects	
Age range:	7 - 11
User registered since:	04.10.2007





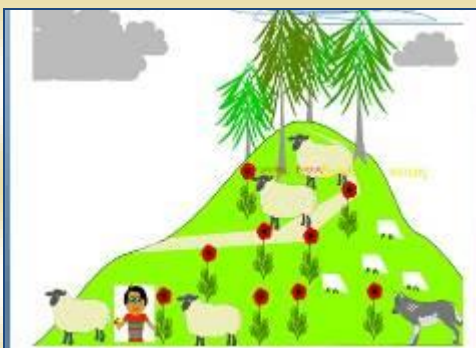
eTwinning! What an Experience!

by Eirini Tzovla

In 2010, when I first decided to join eTwinning, I could not imagine what an exciting experience this could be for both my students and myself. Since then I have participated in it every single year and in the following text I will try to summarize some of the valuable experiences I gained during these 4 years with particular reference to two of the projects I took part in.

My first project with eTwinning took place during the academic year 2011–2012. The title of the project was "Fairy Tales" with 15 partners from different countries participating in it and communicating on a regular basis through email and the TwinSpace platform. The project involved reading of fairy tales and legends followed by drawing of their most interesting scenes by the students and presentation of this work. Most specifically, each group chose the fairy that could work on during the month, at the end of which they had to upload the produced material onto the platform to make it available to the rest of the participants. In that way the participating groups got to exchange experiences and interact with each other. In addition, the students exchanged presentations on their countries, cities and schools in order to present "their home", become familiar with new cultures and get to know each other.

My group consisted of 22 students aged 8 – second grade of Elementary school. We, as a team, chose to work on the "Aesop's Fables", a subject purely Greek, easily understandable by the particular age group and very popular among young students. The students, divided into small groups, read a fable of Aesop, and then represented the myth in computers with the use of Revelation Natural Art educational software. Subsequently, we created a PowerPoint presentation that included the story in English as well as the students' drawings. That presentation was uploaded onto the eTwinning platform to become available to our partners.



The students seemed very motivated throughout the entire period the project took place. They expressed a great interest in all phases of the project and showed a great enthusiasm working as a team. The fact that the product of their work was going to be seen by their friends in Europe truly stimulated them while they were waiting eagerly to see the work of students from other countries.



My latest project with eTwinning took place during the last academic year. My students, first grade of Elementary School this time, and I participated in the "Wear the Peace - Make a T-shirt" project in which 30 partners from different countries were involved.

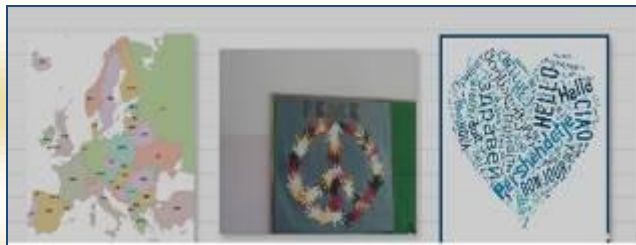
In the beginning the students, with the use of proper software, greeted the other partners by writing the word "Hi" in all languages of the participating countries. They also created the map of Europe by writing the word "Peace" in all languages of the European countries.

The subjects of the particular project were "peace" and "diversity". Therefore, all partners made paper T-shirts, decorated them and wrote their messages, their motto and/or a slogan about peace on them. Each project partner chose the design of his/her own T-shirt and wrote his/her message on it. To present their T-shirts, the participants took a photo of the T-shirt, made a short video for the working process and put these material on a glog on the Pen pals' Glogster account. All glogs of contributors were collected in one glogflow and twitted to UN, UNESCO and UNICEF on the 1st of June, World Children's Day, as a peace message to the world. Making a colourful T-shirt was a creative "learning-by-doing" activity that students could make in their real classroom.

Additionally, the project complemented a series of other activities related to respect for diversity. In this context the students, through a series of visits



made to places outside their school, contacted the diversity and realized that they must show tolerance and respect to it. They simulated situations of people with special needs, uploaded their experiences on the team glog, worked on the "Little Prince" book, created some illustrations inspired by the story and produced a digital book with their work.



The aim of the project was to develop the creativity of students and make them to communicate and discover new concepts while having fun. The use of project-based strategies and new technologies, such as Glogster EDU, make them successful in their work with different kinds of media, which is a great way for developing and improving students' 21st century skills. Through the project the students enjoyed funny and creative learning, built awareness as peacemakers, learned how to communicate and collaborate through different kinds of social media, understood that they must accept the different, became familiar with project partners' countries and cultures, and enlarged their horizons. Through the discussions that took place in the classroom the students understood the value of peace, how important it is for humanity and that it is a good that all people in the world have the right to enjoy.



Before I close I would like to mention some generic benefits gained by the students through their participation in the eTwinning programme. The

layout of the classroom completely changed, the desks were combined, the students were moving in the classroom, the relationships among them became more relaxed having the sense more that they play rather than they work. The students built self-confidence through the pursuit of the common goal, took initiatives, even the most spineless students developed their imagination and creativity, shared common experiences, built knowledge together and ultimately developed dynamic interactive relationships. Through their participation in the programme and the collaborative work with other schools, they acquired new skills, experienced other cultures and civilizations, understood that there may be people who are different, who have other folkways and culture.

Conclusively I would say that the overall experience with eTwinning was very positive not only for my students but for myself as well, and that we appreciate the fact that we got the chance to build new friendships, discover new places and start thinking in a more open way.

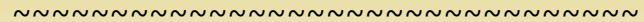
Eirini Tzovla

4ο Δημοτικό Σχολείο Πεύκης, Πεύκη, Greece

I am interested in any innovative and creative ideas for a project.

Age range: 6 - 8

User registered since: 05.11.2011





Pedagogical-Didactical Multifocal Approach and By-Competences of eTwinning

by Carmine Iannicelli

Introduction

eTwinning provides all teachers with the opportunity to set up a project and collaborate with colleagues in Europe or with neighboring countries with the European Union.

The projects called 6 SMART (SMART is the acronym of *share, motivated, adapt, record and take it easy*, resembling the English word "smart" that means *intelligent, brilliant*) base their success on sharing, on motivation, adaptation but also on their simplicity, durability, and clarity of objectives easily achieved.

The "Classical Heritage" project, awarded with a Quality Label in 2013, started in order to re-visit the most relevant themes of culture and civilization of ancient Greeks and Romans in their extensive expression declined as language, literature, art, religion, vision of the world, by attempting to identify the value-axis, standby (Fortleben) and cultural evolution. At the same time this project aims primarily at promoting language learning and intercultural dialogue. By this we want to prove that ancient civilizations were taken from the archetypes of our thinking and our beliefs. In this sense, the ancient is useful in creating the idea that 'paideia' has never stopped.

The central element of a multifocal project is its modularity and adaptability to the school context where eTwinning becomes the ideal ground, both in the pedagogical method and in the learning environment.

Undoubtedly, eTwinning is expected to be open to a scheduled work to be done with other classes in Europe and with their teachers with whom you have to share the training agreement; and at the same time it is an environment open to the several problems raised by curricular work.

It should be noticed that the multifocal mode is more advanced especially for the commitment in the project and for its overall management. Therefore you need to have an open mind, flexibility, knowledge of pedagogical models in order to accept the challenge of a journey that can have a rich yet unpredictable path.

Also the TwinSpace is scheduled with threads that represent the evolution of the contents, insights, modules that are covered in the course of the

school year.

At the same time there are open parts of the forum dedicated to curricular sections of the work as scaffolding intended to support the study of classical languages. This is very interesting also for the possibility of co-construction of knowledge and the sharing of editorial choices of a subproject or a learning unit.

In my opinion, these possibilities, already present in the portal, should be strengthened with more advanced digital containers – videoconference, system of awarding credits, the most advanced level social system and its integration into Google+, usability and more advanced modularity, sharing and co-editing documents.

In a well-structured project, many are the suggestions for teachers who are experimenting with new teaching activities, facing the development of a curriculum, exchanging practices, group work.

This exchange, when it is applied, becomes a virtual job-shadowing that can become real and concrete with the opportunities offered by Erasmus+.

Pedagogical Innovation

The contents usually studied in a classical lyceum concern the morpho-syntax and the technique of translation of the text. The innovation consists in a transversal theme integrated, embedded into the multilingual and intercultural curriculum. The cognitive objectives in the project were reviewed and integrated. General educational objectives, methodological and strategic objectives related to the specific educational field (the acquisition of a method of independent study and flexible, multi and transdisciplinary methods and integrated strategies: Cooperative Learning-Discussion-teaching workshop-case study-peer education-Cognitive apprenticeship Metacognition-Constructivism): logical-argumentative, socio-motivational, historical, humanistic, technological.

Summing up, the following innovations have been achieved: interdisciplinary and collaborative, active involvement of pupils, opening to the outside world, sustainability and transferability, and appropriate use of advanced ICT, documentation, monitoring, self-evaluation and continuous improvement, creativity and originality, pedagogical innovation in the development of school curricula, and close collaboration between teachers and students, a European dimension, forms of different communication.



Results

A key objective of the course is to support the methodology of action research for teachers, to observe the autonomous development of pedagogies and educational activities that meet the needs of students and the quality of teaching.

The realization of plurilingual teaching encourages sharing between colleagues, the use of best practices, the transversality and the multilateral development of knowledge, cooperation and convergence around common goals. It encourages the conception of language as a system thanks to which we can compare intercultural issues. Of course, in order to fully realize reliable and replicable paths, it is important not to improvise strategies, but critically study the transferability of specific knowledge.

The participation in the project made students develop their expressive skills. By using multiple and more technical languages they were able to express themselves according to their abilities. The pupils were involved in the process of building their own knowledge. Some materials produced for the eTwinning project were presented at the Open Day of the High School Carducci to show the use of innovative teaching methodologies and the possibilities of the eTwinning approach.

Products

This multifocal choice gave us the chance to work during the year with the 4 E gymnasium and publish an experimental learning object entitled "Il Romanzo e dintorni" (<http://www.1001storia.polimi.it/meusGEN/meuslive.php?public=1&ProjectID=1485>), watermarked by the Politecnico di Milano, enhancing the curricular work in a way that I call curricONline, mixed curricular activities or incurred by an extracurricular, online scaffolding, thanks to sharing, which not only shows a breakdown of the

tasks but also an assumption of the horizon of cultural values. All projects are in fact recorded in the Formative Syllabus of the school. The topics dealt with in the micro-project were: the novel; the ancient novel; the modern novel; features; types. In addition, in accordance to the study of the Italian literature, we have carried out the analysis of the following elements: main historical and literary contents; careful investigation of relevant terms; literary genre; brief introduction to authors; boundaries of the genre; the fairy tale; the fable; the tale; short stories; the Myth.

Realistic Novel:

- Realistic Novel in France
- Naturalism
- Realistic Novel in Italy
- Realist Novel in Russia. Authors

With the 5 E gymnasium we developed, during a specific part of the year, the theme "L'Italia del Presidente (2006-2013)" (<http://www.1001storia.polimi.it/meusGEN/meuslive.php?public=1&projectid=1484>).

The route allows the discussion of topics such as: a.) the historical knowledge of the facts mentioned in the documents analyzed; b.) the knowledge of the Constitution and institutions; c.) the knowledge of the socio-political context in which children move and act.



So it tries to implement a strategy for multi-focus, based on the content (disciplinary skills), oriented behaviours (Citizenship skills) and the correct interpretation-production of texts (textual and linguistic-pragmatic skills).

Subject of research posts at the end of the year the President of the Republic was in order to provide an insight into the past seven years in the vision of the President of Italy Giorgio Napolitano.



Participation in the project has enabled us to develop expressive skills, but also to hone soft skills: the ability to diagnose, to report, problem solving, decision making, communication, organization of work, time management, adaptation to different cultural environments, ability to work in groups, flexibility, vision.

While using multiple languages and multiple techniques, each student has been able to express themselves according to their ability. Pupils have been involved in the construction process of their knowledge, have honed the expressive-communicative skills due to interpersonal dynamics and the willingness to work cooperatively.

Collaboration

The collaboration between colleagues was very important. The colleagues with whom I worked, even outside of my school, were teachers of literary subjects and philosophy to share practices and methods. The Belgian colleague has followed the work and contributed to the revision of the works of the students.

Every week there was a meeting to verify the learning curve of the students and possibly teaching.

I believe that we have created viable mechanisms to exchange knowledge and support. The online social network has been useful to implement the collaboration between colleagues even within the class council, in order to share and discuss teaching practices, provide and receive support, broaden cultural horizons and extend their skills.

An interesting space reserved on the TwinSpace in cooperative projects was dedicated to the publication of a newspaper, the discussion on dictionary of ancient Greek and some entries and semantic fields concerning the theme of citizenship "Politique et Constitution," the scope of the etymology of some Italian and French words – birth, marriage, medicine, psychology – derived from the Greek and connected to the Latin translation of passages of the History of Herodotus and his reflections on the historical method.

One difficulty is the possible presence of a school ally in supporting dynamic transversal and multicultural and having a curriculum appropriate also in terms of hours available. A curriculum with a few hours and lack of deep motivation in comparison may not allow the carrying out of a project of this level.

Use of ICT

Different aspects of the technology were important: use various ICT tools, learn basic rules of web writing and graphic design, images and video; use digital tools in the preparation of articles; use the ICT tools in a collaborative way to publish, edit functions, review and evaluate products; know how to use information technology and communication to study, do research, communicate. The use of ICT as a tool for teaching innovation required to respond to the complexity and heterogeneity of the current school, which is useful to motivate young people and to vary the forms of communication thanks to the peculiarities of this language.



It is helpful to recognize and value differences in each class group, by processes of individualization teaching, cooperative and metacognitive learning; promote and enhance communication within, and outside, the class group; offer insights over the school hours.

Sustainability

The project can be easily transferred to another class. It can be implemented, reduced with regard to the type of school and programming.

This is possible due to the impact of selected topics in the curriculum and programming for the relevant connection with other disciplines. The transversal level of the topics covered makes it interdisciplinary.


Many of the topics covered are carried out in curriculum planning. They were examined and discussed in the presence and followed up on the TwinSpace, in which the discussion is not only open to Italian class but also to the Belgian. The Belgian colleague in a collaborative project may enter into the merits and intervene. The same pupils, thanks to the TwinSpace, receive a continuous support by teachers.



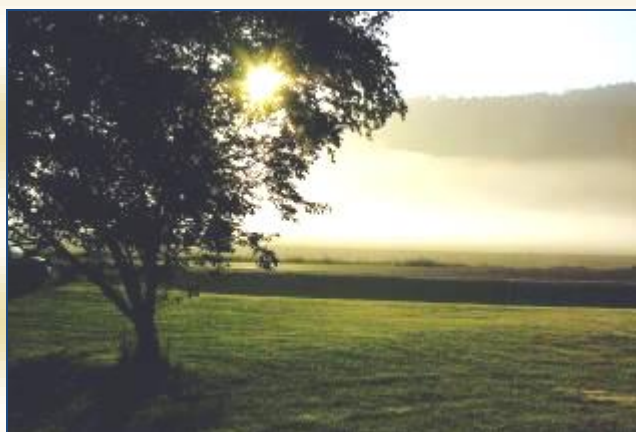
As dissemination of the best practice, at the end of the project Carducci High School organized a seminar entitled "eTwinning: an innovative resource for teaching", in which all micro-projects carried out during the course of the year were presented to a large number of secondary school teachers (pupils 11-19 years old). The presentation of the project was curated by the students by different media – video, multimedia whiteboard, PowerPoints, maps – and was preceded by *lectiones magisteriales*.

Conclusion

Teaching competences provide for the spacetting – neologism with which I want to indicate the coexistence of space as learning environment and classroom setting – and the different teaching strategies that involve procedures for problem solving, research, questioning of content knowledge. The contents maintain their validity, with respect to popular opinion, because they represent the field of experience in which knowledge and skills are integrated.

	Carmine Iannicelli Liceo Classico Statale "Giosuè Carducci", Nola (Napoli), Italy
For informations see eTwinning Projects Forum : 14-18. Actually: 1) Schoolzine. Hermeneuein. Beyond the pillars of Hercules; 2) The figure of Medea from a plurilingual and pluricultural perspective	
Age range:	14 - 19
User registered since:	31.05.2011

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### eTwinning in (My) 20 Words or More by Flavia Bianca Marincas

I received an invitation to write an article, by my colleague in Sibiu, a colleague who, for years now, has coordinated much in eTwinning, including this Visibility Group for eTwinning projects, Mrs. Daniela

Bunea, teacher of English and excellent eTwinning Ambassador, as many eTwinners already know.

So, on to write an article. An article about European schools community, about my projects, my experience in this community. Hmm... not easy, not exactly easy! Especially where access to modern communication tools is extremely limited; and everything happens in the immediate aftermath of the end of a school year courses. How to put it? Ah, like this: "after the hurly-burly of the end of another school year".

For eT, for collaboration à la eTwinning, I chose an avatar with multiple meanings, in which I mention now only humanization – because it shows a human by the side of the puzzle pieces, they cannot exist without human, the System is not working without the human piece. It is just like a poet says: "without me you cannot..."

Well, articles are not poetry, in an article readers seek information, tricks, secrets. If I mentioned my avatar, how & when did my eT experience begin? I chose one day, not just any but one in particular, eTwinning anniversary. It was a few years ago.

In the next period I participated directly in two projects: "Me and my world" and "Ca-Ci-Co". Collaborations during those years were useful, I learned a lot from the other participants, and my students benefited from effective communication with their colleagues. I remember their delight when they had the opportunity to discuss with students from other countries. They were also receptive to various activities.

Here they are making some cards for their peers:



Something is interesting here!





Let us see!



I have shown very briefly some aspects of my work yet - not too long I hope – and now I thought about making my own list of keywords for eTwinning.

Ta-daaa, my list, the eT keywords, those twenty terms: eTwinning, schools, Europe, EU, partners, projects, pupils, teachers, countries, study, team work, experience, community, people, exchange, collaboration, research, IT&C, next generation, future.

Of course, in the article eTwinning is eT. Translated from French into Romanian it means “and”.

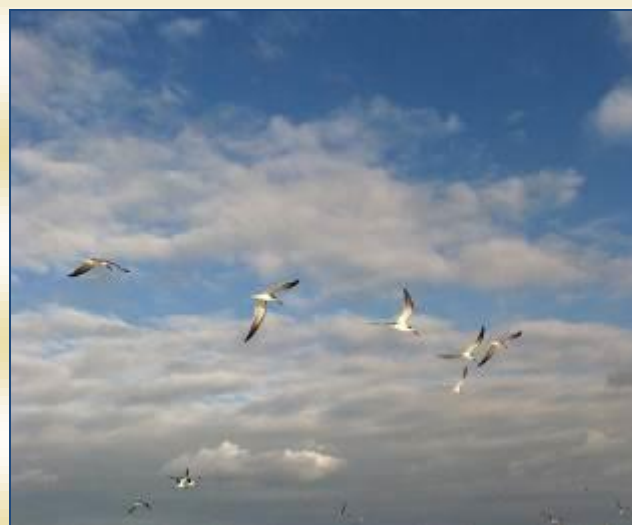
Et (eT).  
Și.  
And.

I means: and I hope I can work with distinguished colleagues, eTwinners, eT teachers.

I created a small poster (with the message: keep calm eT win) using the eTwinning logo and that popular keep calm-o-matic online tool. You can see it here: <http://kpc.am/U4TOb5>.

|                                                                                   |                                                                                     |
|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  | <b>Flavia-Bianca Marincaș</b><br>"George Coșbuc" Middle School , Baia Mare, Romania |
| Age range:                                                                        | 11 - 14                                                                             |
| User registered since:                                                            | 05.05.2010                                                                          |

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eTwinning and Me
by Barbara Klaassen

5 years ago, when starting with the work on our first Comenius project, I heard the first time about eTwinning. At that time I did not know how much this would change my work and life as at first I did not realize how big and powerful eTwinning is. In the beginning I saw eTwinning only as a place where some workspace and some workspace with some tools for a project would be provided.

Although projects as the main goal of eTwinning are very, very important for our pupils, I recognized the eTwinning community as an extremely valuable help in day-to-day school work as well.

But let us start at the beginning. For many years I have been working as a freelancer in small primary schools in North Rhine Westphalia / Germany. As a certified Internet-Media-Coach, I enjoyed and still enjoy the opportunity to join and assist pupils, teachers and parents in an exciting journey through the uncharted territory of the Internet and use of



new media. In 2008 my colleague and friend Birgit came up with the idea to jointly apply for a Comenius Project. In 2009 we started with eight other partners the project "Let Me Grow". The main coordinator knew about eTwinning and it was agreed to establish an eTwinning project to share and discuss, besides building a website. In the beginning we all had quite a few problems when working with the TwinSpace as it was just the time a new TwinSpace was launched. Meanwhile, we have the next generation, and I know a new one will come soon, and with growing experience we evolved to satisfied users.

After a while I saw the big opportunities and decided to start "my own" small project. "The Very Hungry Caterpillar" showed me how both children and teachers can learn from partners in other countries. The kids were so happy to get new friends around Europe, they were willing to do things they would not have done in normal lessons. We teachers shared ideas, working material... and of course we got friends.

Since then I started many more projects, I took part in an eTwinning workshop in Hungary, was invited to the annual eTwinning conference 2013 in Lisbon – and I am happy to say that I got for most of the projects a National or even a European label, and Birgit and me won the German eTwinning prize age category 4-11 years twice. There are some European teachers with whom I have kind of an "ongoing partnership", but I always like building up new relationships, in particular with new countries.



If somebody asked me what my favourite project was up to now, I could not tell. There is one project I enjoy every year anew: many partners come together to fill an advent calendar in "Christmas Is Coming". Meanwhile, we produced three such

calendars with different countries, and every year new countries with new Christmas traditions make it exciting again. I loved the project "Visiting Friends", where three soft toys related to the nations participating (an eagle from Germany, a rooster from France and two little lions from Léon in Spain) made a round trip around Europe and showed our children both the preparations for such a trip (passport, money...) and the exciting experiences made with our friends in other countries. I am not sure who learned more and had more fun: pupils or teachers! But indeed nearly all the other projects were great in their own way. Normally the project I am involved in at the moment is the most interesting!



There are different aims to start a project, such as increasing knowledge, self confidence, or competences of pupils and teachers, but there always is a European impact – national borders are opened in our minds and we all are feeling more as Europeans than as national people.

Step by step I made my personal agenda of what is really important to build a good project:

- Feel and act as a team both in your school (thanks to Birgit) and with your project partners.
- Share ideas and be flexible.
- Evaluate and adapt to the different needs partners have.
- Holidays, free days, dates of national exams need to be known when planning the project (somebody in Europe is always off...).
- Agree early about milestones and the aim of the project.
- Nevertheless, there are always some reasons to change the direction while running. In particular in these moments,



stay relaxed and try to listen to your partners.

- Try to work with minimum of three partners – especially when you have not worked with them before. It can always happen, that one partner gets lost or fades away during the project – illness, other ideas of working, lost interest... Otherwise your kids can get very sad, and you have a hell of a time finding a plan B, when your only partner is lost somewhere in space.
- In case you venture to work bilaterally, you should know each other very well – many thanks to Anna in Spain and Turhan in Turkey.
- It may happen that one project does not work – do not give up, the next one will be better.

Often potential partners are afraid to start a project because of the ICT skills that might be demanded from them. Do not push them out, as we eTwinners can help each other to overcome this barrier. Often those teachers have such good ideas and are very creative! It is always a team fulfilling the project tasks, a team of pupils, teachers and the whole school community which different competences in various items needed – probably somebody will fill the gap and take over the role as a project ICT trainer.



As I wrote before - for me, projects are only one part of the eTwinning experience. It is equally important to get in touch with other eTwinners, exchange ideas, learn together – for me it is some kind of social teacher network. You can discuss with teachers in Teachers’ Rooms, you can develop your ICT skills, you have the opportunity to take part in Learning Events and much more. In the beginning I was the one who was only reading and learning from others. Meanwhile I changed the side, I try to help others to solve their problems and get a good way in eTwinning and European networking. I learned so much the last 5 years, you cannot imagine.



By this I got to know many other teachers from various school types. And I am sure we can all help each other and learn from each other. All of us are winning in case we share our ideas and thoughts. It is a very inspiring community.

Finally, I want to give thanks for the opportunity to write an article for this newsletter, although I am in a formal way not a teacher, which makes things a little complicated in Germany... I always felt welcome in the European eTwinning community and enjoyed seeing my contributions become part of this great European networking. I hope I can go on with eTwinning for many years and excite many others to have a try with European networking.

	Barbara Klaassen St. Marien-Schule, Moers, Germany
Contact between children - written, as audio, videoconferences ... and much more :-) We are open to many ideas of projects.	
Age range:	5 - 11
User registered since:	24.08.2009



An eTwinner Just Starting on the Road
by Ahmet Morsumbul

I have worked in three different schools so far. In these schools, I have had difficulties and easiness. At the beginning, I was the only one interested in eTwinning. Nobody else knew of eTwinning and its advantages for the school or for the students.

In the second year, I had a lot of experience. I told my students, colleagues and headteacher about eTwinning.





Now, I am a teacher in a village in Manisa, Turkey. Because I am a teacher in a village, I connect with my students, the other teachers and the villagers easily. So easily that I started a new project.



When I look at past time, this is what I have with eTwinning: a lot of new friends from different countries, a lot of methods and techniques, a lot of knowledge of ICT.



My school team is small, we are only 4 people. Next year, however, I want to make it bigger. I would like to add some villagers, and some people from the city nearby. I will tell you about my trip on the road of eTwinning. I am just starting now.

AHMET MORSÜMBÜL	
PELİTALAN ORTAOKULU, MANİSA, Turkey	
we can make project about primary school subjects	
Age range:	11 - 15
User registered since:	01.10.2009

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**Mobile Technology in the Classroom**  
by Jolanta Okuniewska

I am happy to work with tablets Samsung Galaxy Tab 2 7.0. We got them as a reward for winning the eTwinning competition in 2013.

We started to explore this fantastic world of mobile technology in October 2013. I had never before used any mobile device, so it was a challenge for me. I started to think about tablets as equipment of the pencil case. I often wanted to use them as rulers or rubbers. Not just to tap on the screen. It was difficult to make lesson plans first, but now I can use different apps during lessons without hesitation and fear. I can indicate pedagogical value of any app I use.

I started to run a blog for teachers <http://tableciaki.blogspot.com/> to help them understand what the tablet is and how to use it during lessons. I describe apps and collect them in my blog. Many Polish teachers write to me and ask questions about tablets, so I can feel as an expert now, but if I think that I started to use tablets 9 months ago I can be proud of myself.



You need wi-fi in your classroom - a router is a fantastic option. My students used their own devices, so parents of my students helped them to personalize tablets. They also have each a google account and a gmail account, because I asked parents to create them for their children. We could communicate and students could send me everything we made during lesson.

First we established rules. Children helped me to write them down, and this was very important both for me and for my students. They treat rules as their own choice and responsibility. It was easier for me to expect that all rules are respected. Lessons with tablets are so interesting and exciting that no one broke any rule.



We install apps from Google Play and use only free apps. There are many apps created for educational purpose but also to relax and play.

It is great that tablets are not any mystery for my students. They are familiar with mobile technology and I also learnt from them. If someone found any good app, he or she used to tell me about it. I could check the app at home and think if I can use it during lessons to obtain any pedagogical objectives for the topic. We also used tablets while running our eTwinning project "Eyes - Mirrors of the World". And it was great, because sometimes it was difficult to organize lessons in the computer lab at school. I could work on the project any time I wanted.



If you want to start working with tablets in the classroom, you must remember that tablets are not PC computers. It helped me a lot at the beginning. I love tablets because they let me organize lessons out of the classroom - in the park, in the forest... we can take pictures, make movies, then we can create posters and upload them on the web to learn about the topic at home. 100% of the students are



engaged, I can organize group work and my students love it. They are responsible for the results of the group work and they learn how to be responsible for their own learning. But above all they play and learn by playing.

I can say that now I am a mobile teacher, and I love it very much.

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                    | <b>Jolanta Okuniewska</b><br>Szkoła Podstawowa nr 13, Olsztyn, Olsztyn, Poland |
| I am interesting in theatre and make simple performances in English with my little students. I am involved also in school theatre activity. I make costumes for actors. I like literature- books for children and teaching English in interesting and new way is my hobby. I am curious about other teachers methods, how to be better at teaching. |                                                                                |
| Age range:                                                                                                                                                                                                                                                                                                                                          | 7 - 10                                                                         |
| User registered since:                                                                                                                                                                                                                                                                                                                              | 05.03.2009                                                                     |

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eTwinning – A Chance to Grow
by Ana-Maria Ghioc

I am a teacher of English at "Grigore Moisil" National College, in Bucharest, Romania. I have an experience of 6 years in ELT. My interests include project-based learning, eTwinning, the integration of Web 2.0 tools in education, project management, media literacy.

I first found out about eTwinning approximately four years ago when I was at the beginning of my teaching career in English Language Teaching. Although people say that we never forget our firsts, this one is a little blurry for me. As in many other fields, the beginning was more of a trial-and-error period, slowly discovering the facilities of the eTwinning platform and trying to get my way

around on how to use the TwinSpace area. At the time I was not dreaming of launching a project myself, I had only just had my account set up and I was waiting for something without really knowing what I was waiting for. Maybe for somebody to give me a nudge and me to dip my feet in the huge ocean that the eTwinning platform seemed to me. That push came when a fellow teacher invited me to be her partner in a project. I can still remember the excitement and thrill of the new journey I was about to embark upon. Finally there was somebody who was willing to work side by side with me, offer some support and guidance. However, unfortunately, we did not succeed to carry our endeavour through for various reasons. This failure did not discourage me, and I was determined more than ever to find somebody with whom to set sail, but also cross the finishing line.

A Comenius training course gave me the opportunity to network with like-minded educators from other European countries and to find somebody also in search of a partner for an eTwinning project. That is how my first eTwinning project came to light. My first real project, in which I have closely collaborated with a wonderful colleague from Greece. For those of you who want to take a peek at the project, here is the link: <http://www.etwinning.net/en/pub/profile.cfm?f=2&=en&n=90964>. In hindsight, there are so many things that could have been done better, however the value the project had for me was huge, and I have learned so many lessons that await to be translated into future projects.



With a little more experience, at the start of the following school year I began another project, this time with a colleague from Turkey. Better equipped and more confident and knowledgeable, I tried to steer my students in the new adventure the best I




could. Along the way, both I and they learned lots of things, but most importantly we became aware of the fact that we can always become better than we are. That did not prevent us from being proud of the work we did throughout the entire school year. Our project is here:
http://www.etwinning.net/da/pub/connect/browse_people_schools_and_pro/profile.cfm?f=2&l=en&n=98993.



A Learning Event I took part in this spring, "Quality Label Criteria: how to achieve them", came to strengthen the idea that permeates the lines from above. Working with people, with fellow teachers just like you from other countries and educational systems helps you become a better teacher and person yourself. It sets challenges and expectations, it can bring success, but also failure. Project-based learning triggers creativity, it boosts your motivation and you will be better with every project you undertake. There are many obstacles in the way – heavy workload, duties at school and at home, mistrust, fear, doubt – but what I know is

that it would be a pity to let all these hurdles block my path and my students' path to growth and personal and professional development. eTwinning is a chance to grow. I want to seize it.



Ana-Maria Ghioc
 Colegiul National "Grigore Moisil", Bucuresti, Romania

I have been teaching English for about 4 years. I am highly interested in developing projects which require students to use their language and ICT skills. I am particularly keen on storytelling, poetry, films and advertising and I would like to get involved in projects which make use of these tools, however I am open to a whole bunch of other ideas as well.

Age range:	15 - 18
User registered since:	29.12.2011

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**eTwinning in the Classroom – The True Story of the No-Way Student**  
 by Loredana Popa

For me and School nr.17 Botosani, Romania, eTwinning has been a rather new experience, which started in 2010. At first, I wrestled with the same problems all eTwinners must have at some point: poor communication between partners, lack of interest from my students, protests from parents, few ideas of how to keep up with the teaching and work on a project at the same time. So, my first three projects were not too much of a success and they barely made any impact on my classes, but they were the stepping stones that paved the way for the more successful projects that were yet to come.

In 2012 a brilliant idea popped up on my eTwinning desktop: a project called "Post-Box", where students would celebrate the European Day of Languages by sending and receiving postcards



written in English and their native tongue. My students jumped at the idea, from the 4<sup>th</sup> graders to the 8<sup>th</sup> graders. So we wrote about 70 postcards and sent them to over 50 partner schools. Once we got our fair share of postcards, we could not decide what to do with them... after some thinking we decided some sort of map was in order. And we tried. Not the best one we could have done but it was done. A few months later a new idea occurred to us: recording messages in the 19 languages of our partner schools, adding their location on a map, making collages from the postcards we had gotten from each school and creating something unique. Zeemaps was preferred over Google Maps, and the fun we had recording was worth it.

### Mapping Europe



We learnt to work with Audacity for the first time, and how to research and read phonetic transcripts to be able to say things correctly in all the languages. Soon, some other partners joined in with their own recordings, so we thought of a new way to spice things up: a voice card, plain old greeting card containing a chip one of the students programmed. That was an unforgettable experience. Then came "Made for Europe", the competition for final products of European projects, and we found ourselves representing our city at the national phase of that competition in Bucharest, with our interactive Zeemap. But misfortune struck and technical issues reared their ugly head: the result, all our recordings were muted... somebody had accidentally muted the volume on the computer used for the presentation. So, we learnt a new lesson: always have a backup plan. Of course we did not win anything, but then again, eTwinning was barely starting to be present at "Made for Europe".

With this first experience in mind, we set out for new projects, this time knowing what to expect – but the big problems still remained: how do you please all your pupils with just one project, how do you teach and work on eTwinning? And we were

lucky: we found the answer: videoconferences. In 2013 we started one of our most successful project so far, called "YES – Young Europeans Speak", where we partnered up with lots of schools all over Europe and made a project specifically designed for foreign languages. Students could choose one of the four topics and talk about it, using any web tool they saw fit.

It was just two classes working on this project, one where students had absolutely no motivation for anything, where half the class was either asleep or talking about anything else but school. But when they got their own account on eTwinning, that class came alive. They did not get all bright and better over night, but there were visible improvements. They wanted to get to know new people, came to the videoconferences, talked about their ideal school, teachers, their hobbies.

The other class was more motivated, mixed abilities and all, but linguistically better. What they proposed one day took me by surprise. It was the middle of winter, a lot of snow and terribly cold outside, and they asked we take a walk and film around the city, make a video about their favourite places in town. So, we brought cameras, smartphones and we marched on. It was freezing, we were tired, hungry and nervous like never before. We made mistakes, had some good laughs and carried on. And we put all those recordings on a Zeemap. eTwinning was beginning to gain ground in our classroom... and the fascinating thing was the 'No-Way' students – those who always say "No, I cannot do it, I will not do it"... they took part in the whole thing and it showed.

Once again we made it to the national phase of "Made for Europe", but this time we came prepared. We wrote the presentation together, as equals, we created the PowerPoint together and the back up plan. We went to Iasi with the website of our project [young europeans speak.eu](http://young europeans speak.eu) and we came home with the 2<sup>nd</sup> prize! The European Quality Label that "YES" got motivated students even more, and the videoconferences were becoming so popular we simply had to involve more students and create more projects.







As with every project, it is not easy to captivate all your students with just one project. I am still not a very experienced eTwinning so I cannot say I have achieved that goal just yet. When we knew "YES" would have a follow up, a big brother, called "YES 2.0" (<http://new-twinspace.etwinning.net/web/p97693>) programmed to start in September 2014, we brainstormed, evaluated "YES" and decided that imposing four topics was way too restrictive – our solution: no restrictions, our students got to talk about anything they wanted. Since the demand for eTwinning projects was on the rise, we involved 7 classes, not all of them working on "YES 2.0" though. But those who did found it unique fun.

Once again, one class in particular posed a challenge. As 5<sup>th</sup> graders, they had been studying English for 3 years, but typical methods never worked. They were the embodiment of our 'No-Way' group. Not even working with schools from the U.S.A., Taiwan, Africa, the U.K. got them focused and motivated for long. But when eTwinning swooped in, it was like a completely different class. Everybody wanted to be at the videoconference, to record messages, to post messages, mainly those whose English was barely even there. But once they decided they wanted to work on eTwinning in class, something unexpected happened. Their colleagues helped them with the spelling, the pronunciation, the technical stuff. I, as a teacher, was staring at them in disbelief. They were all over my laptop, typing, making mistakes and not caring, having fun.

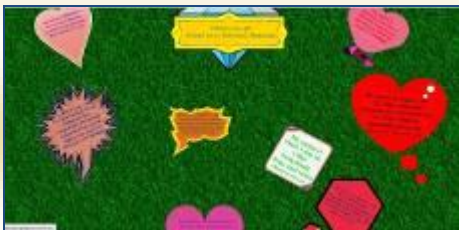
And as in the years before, we came head to head with "Made for Europe", again, this time in Brasov, and we came back with another 2<sup>nd</sup> prize, for the same website [young-europeans-speak.eu](http://young-europeans-speak.eu). Only this time, there were almost 200 new materials as part of "YES 2.0" on that website, materials in English, French, Spanish, Italian and German, but also in our native languages.



But I was saying, talking did not appeal to all my classes. Some preferred to attend videoconferences, speak there or just listen but work on different projects, so I asked them to make a list of topics they were interested in and we looked for projects that would suit them. And we did. "Traditional Games" (<http://new-twinspace.etwinning.net/web/p100661>) was a fun project, a project we could not carry out outside because of the snow and rain and cold months... so we adapted and played in the classroom. Once again, I was a mere spectator, watching my 5<sup>th</sup> graders decide on the games, explain the rules, choose the participants, translate the rules, take pictures. We played dozens of games, ours and our partners'. It did not matter we were during the English class, we learnt Geography, a bit of History, lots of things about traditions, and we put teaching grammar on a back shelf away from our class. We had eTwinning now. And just like before, the shy and the linguistically challenged came out to play and learn in a different manner.



Finding something suitable for 3<sup>rd</sup> or 4<sup>th</sup> graders was not hard, but finding a project that could include 5<sup>th</sup> and 6<sup>th</sup> graders as well was.... so, we joined "Let's Go Blogging", where each grade could work on something suitable, using different tools, from Glogster, to Voki, Plotagon, Moviemaker and so on.



eTwinning was now making its way among Romanian teachers, primary school teachers and all the while reintegrating our 'No-Way' among their peers. Teaching to preschool for the first time, I figured eTwinning could come in handy there as well, and "My Alien Friend" (<http://newtwinspace.etwinning.net/web/p99291>) proved it. Students created avatars of themselves as aliens, imagined their planet, built robots and rockets, introduced themselves, created alphabets, navigating with Google Street view in partner cities. And unexpectedly one of the noisiest preschool classes calmed down and watched, listened, talked and had fun.



One thing I have noticed over and over again. The first students who embrace any eTwinning project are almost always the trouble makers. Maybe that should get their parents thinking, their other teachers too. If they can work collaboratively and successfully within eTwinning, who cares if they do not know what Present Perfect is, as long as they can say "I've never been to Spain"?

Some parents, some teachers expect learning and teaching to be done using the old ways, writing exercises, copying texts... but would they prefer to watch black-and-white films and study by candle light when they have modern TVs and electric light? I suppose they would not. And that leads us to our next problem: mobile devices. They are banned, excluded, but they are of so much help in class! As proof we joined "VIP", a project meant to identify problems teenagers encounter and create comics illustrating the solutions. So what we did was: we brought laptops, tablets, smartphones, installed Apps and spent a few hours working in groups. Students were permanently talking, asking, trying to figure out things, helping others. It was not quiet and it was not sitting behind desks... it was noisy, it gave me a headache, made me trip over cables, go from one place to another to assist... but it was one of the best experiences eTwinning brought to the table.

As a conclusion, I would like to give you a few impressions, written by some young eTwinners: "For me, the eTwinning project is the best thing that has ever happened to me. We all know how it is to do your homework... or not to. With eTwinning we have learned a lot of online instruments that we can use to write our homework or learn a lesson. I personally love English and French, and with this project I improved my linguistic abilities. I met a lot of people and I even went to a national competition, twice ("Made for Europe"). I will never forget the videoconferences and the pupils that I



have seen. At the videoconferences we have talked about everything: from food to sports and animals.” (Iulia Suceveanu – 7A)

“During one English class, we had to present our own restaurant. We were divided into groups, some brought their own food, others made posters, others the menu, some took pictures, and we uploaded everything to the TwinSpace. It helped us with our pronunciation.” (Crina – 5 C)

**Loredana Popa**

Scoala Nr.17 Botosani, BOTOSANI, Romania

Are we really alone in the universe? Children are so engrossed in computer games and social networking that they have become oblivious to what the world around them looks like anymore. Their interest in gadgets and technology could be put to a far better use. They like How it's made, Discovery documentaries about other planets, about space, so I thought we could work on that aspect to get them to get out more. By looking at barren planets they could become aware of the oasis we have on ours and learn to appreciate it more and become keener on preserving this planet's resources. My pupils have been involved in eco projects for years, they have built mini greenhouses made of PETs, planted trees, created parks and gardens s.o, and I reckon it's time for a new approach on the matter. By putting it like that, emphasizing the technological aspect, they will participate in larger numbers.

Age range: 7 - 15  
User registered since: 03.02.2010

**eTwinning, So Precious**

by Brunella Lanciotti

I have been an eTwinning member for about 5 years and now I am an ambassador.

I have had many opportunities to develop my own view and so now I can definitely say that it is a precious tool for teachers.

I have met many teachers from different European countries and we have also run together some successful projects. The students always enjoy being in touch with their peers and working together, they are more motivated and the same is true for teachers.



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I can say that the blended method is the best so students can use the internet as a quick means of communication, but they also produce real objects or write letters to be sent through the traditional system, now called snail mail. It is always an exciting experience to receive material that can be seen and touched.

I have to say that the opportunity to meet some of the teachers has been really interesting, but students can get so motivated sometimes that they become the real engine of the project.


eTwinning is a starting point, always, you can meet people who share your own interests, you can learn a lot from many of them and so afterwards you can develop a wide range of activities. When I first joined eTwinning I knew very little about how it worked but I soon felt that it was something I would use a lot. It is important to spend some time learning what it has to offer and



then enjoy experimenting with the certainty that there are people ready to help just in case you need it.



So I would really like to invite more and more teachers to use the eTwinning portal.

	Brunella Lanciotti ICS "Fracassetti-Capodarco" di Fermo, Fermo (AP), Italy
We are looking for a school with whom we can communicate in both languages. We would like to compare lots of different aspects of our culture and share our learning experiences.	
Age range:	11 - 14
User registered since:	28.11.2008

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**Going from Hesitant to Enthusiastic**  
by Murielle Ducroo

When Daniela asked me to contribute to this newsletter, I wondered why. What could I tell you that would be of help? I joined the Visibility of eTwinning Projects Group because I thought I could learn from all of you new ways to make my eTwinning projects more visible...

But if Daniela wanted me to write something, I will do it because she is a mentor and she knows what is best for the group.

I discovered eTwinning at the very beginning back in 2005 but I thought it was too messy and I could not find my way through it. I went back in September 2012. The site had changed a lot, and it was easier to understand how it worked. I was recovering from a serious illness that had made me stopped working for a long time and things had to change in my life, had to lead me in other directions...

I started with a first project, a collaborative story, and became soon an eTwinning addict! In class, I always used to work with cross-curricular projects to motivate my pupils. But I had found a way to spread them in a larger way. The children could, in this way, see how useful it is to learn a foreign language and they could imagine other realities, other ways of life!

4 months later I became an eTwinning ambassador, and a few months later my NSS asked me to become an evaluator for Quality Labels.

I work in a preschool with pupils aged 3 to 6, with one computer linked to the Internet in the class, and a video projector in the school library for skype meetings. My pupils cannot read and thus cannot use a computer by themselves.



What I actually want with eTwinning is finding dynamic colleagues from various countries who would like to engage themselves in a reflection about the specific aspects of preschools – non-reader pupils, ways to make real collaborative projects with pupils who can do many things but



cannot make things alone on a computer. I started working on these topics but everybody knows that together we achieve more and can help each other.



I was involved in 16 projects over the last 2 years with very young children. So when I focus on the best way, as far as I am concerned, to make one's project more visible and more successful, here are my tips:

- Elaborate and adapt your project, discussing with every person interested.
- To get people involved in your project, you need a strong plan you will present in different ways (video, prezi...) – check that you had noticed key words.

- To spread your ideas, use the forum, your desktop (add the presentation or picture or video on it). Sometimes, you can use social media such as Facebook.
- To promote your project, do not forget you have contacts and that they have contacts as well.
- For a successful collaborative work, be humble. You have great ideas but others can have other suggestions, be respectful of them.
- Think anyone can have connection problem from time to time or can be sick.
- Your project is worth seeing, participate to contests, apply for Quality Labels and/or prizes.

**Everything has a story !**

A writing project for children from 3 to 6 years old  
presented by  
**Cristina Cibi (Romania) and Murielle Ducroo (France)**

**Children will have to :**

- question about the origin of things and their history.
- be curious and take an interest in other cultures and traditions.
- have an active attitude towards their learning.
- Take clues in pictures.
- Be imaginative and creative.
- Learn how to illustrate a story :

**they 'll have to realize that characters in a story can not be represented in a different way from one page to another.**

October to January Each partner takes 2 or 3 pictures of various objects to propose to the other partners. These objects should be special, may be from the past, a bit strange and linked with the culture of the country. Nobody says why it is used for, so that children can use their imagination. Each partner choose among the pictures, the picture or those (you can choose several) they prefer and imagine the story of the chosen object(s) : What happened to the object? Who made it? Who did it meet in its life? Why is it here now? Characters can be imagined to give life to the objet and to make a story. Children can make drawings and illustrations for their stories. When all the stories are made, each of us explain (through pictures, ppt, ...) the name of the object and its use in daily life. Then we make a big book with all the stories created and the explanations. February to may : We could work on tales of the origins like "why is the sea salted" and others , imagine other lilles for the partners who choose one and make a story that children could illustrate for the big book as well.



- Being an ambassador can be a nice way to show your projects and disseminate.

Well, find your best way to show us everything about your project using imagination and creativity and having fun with ICT tools!



**Murielle DUCROO**  
Ecole Maternelle Capsus, ANDERNOS LES BAINS, France

Little school at about 40 km from Bordeaux (4 classes). One class would like to exchange with foreign schools (letters, mails...) about cultural topics or about our way of life...

**Age range:** 3 - 5  
**User registered since:** 02.08.2012

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Involvement and Enrichment

by Olga Antonioli

I started on the eTwinning ambassadorship path in 2010 without a clear idea of what they expected me to do. I was simply an enthusiastic eTwinner with some experience in eTwinning projects.

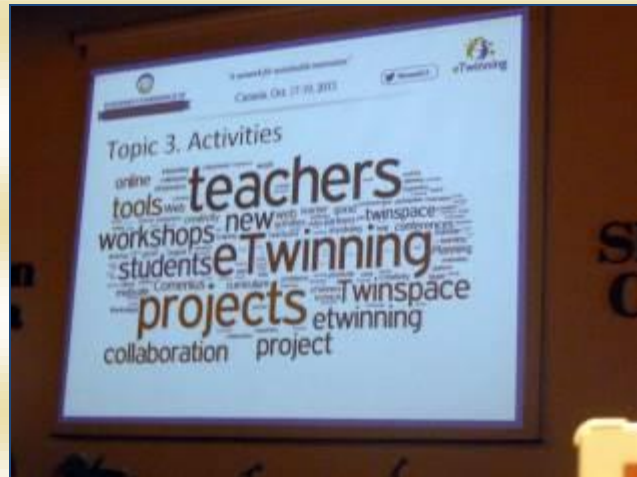
I was shy and afraid when I first showed my first Spartan PowerPoint presentation in a regional seminar. I talked about eTwinning and my projects with passion and with the worry of being unable to answer my colleagues' questions. I took for granted they knew more than me as eTwinning projects had become part of my teaching, but soon I realized that most of them had never heard about eTwinning, or were fearful to start a project, or hardly used a computer. I had the impression that they considered my experience a bit far from theirs especially for the use of web 2.0 tools and I had the opposite effect.



I spent a lot of time thinking about how I could make my experience simpler, more desirable, involving and challenging for my inexperienced colleagues. I had to find out the right key to open their mind and make them think they also were able to do good projects and so to become active eTwinners.



I started keeping myself up-to-date because I considered it necessary if I wanted to give my colleagues advice and suggestions to solve their problems.



I took part in a certain number of Learning Events offered by the eTwinning portal itself. I did not care if I had to work at night because it was also my challenge. Among them I completed Level I and Level II of the Learning Course for Ambassadors, and that gave me a great satisfaction as only a few of us finished the second part. I took part in Professional Development Workshops as well where I had occasions to meet personally some of the European colleagues I had worked online with. Lots of motivating and enriching Italian seminars have also helped to build my training.



In these years the number of teachers, schools and projects registered on the eTwinning portal has increased a lot in my region Molise, and that means there has been a great willing to innovation.



I am going to retire on September 1st 2014. A different life is waiting for me but I have already started to feel nostalgic for what I am going to leave: my students' involvement in projects, the possibility to experience new routes, the thread running through common goals to reach with my European partners and, above all, being part of this big family called eTwinning.

	
Olga Antonioli ICS "L. Montini" di Campobasso, Campobasso (CB), Italy	
My students and I are interested in exchanging opinions, information and materials with students of 11-14 of other countries.	
Age range:	11 - 14
User registered since:	19.10.2005

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**Culture through Fashion**  
 by Lidia Monica Boje

Born from the desire of developing a deeper understanding of our European partners' culture, traditions, clothing items related to them and a wider opening to Europe for our students, the eTwinning project "Culture through Fashion" started on December 2013 and ended on June 2014. Two teachers from Romania and Greece met on an eTwinning Learning Event called "Finding partners in eTwinning", put together the basic ideas and initiated the project. Shortly, our project became an eTwinning Plus one as more and more teachers, even from the European neighborhood took part in it: Poland, Turkey, Portugal and also Azerbaijan, summing 11 teachers and 130 students.

It was designed for students aged 9 to 12 and it was a multidisciplinary, cross-curricular project as it involved knowledge from different areas, such as: Art, Geography, History, History of Culture,

Informatics / ICT, Music, Religion, Economics and others.

Students and teachers involved achieved the aims of the project by learning about the regional or national traditional costumes as well as the customs of other countries. They discovered the value of clothing as a vehicle of culture, finding more about the contribution of economic and social factors to the clothing evolution and even imagining and creating clothing items of the future.

Our students could also develop their skills on New Technologies by using several web 2.0 tools (on TwinSpace) and also using multimedia tools in order to present pictures, PowerPoint presentations or creating some videos.

For each month of the project a special activity was designed, and the results of our work were published on TwinSpace.

One of the activities that took advantage of the students' creativity and knowledge of ICT tools was the contest for designing the Logo.

58 logos entered the contest for the "Best logo" to represent our project. The winner was a logo designed by a student from Romania, Alina Motisan.



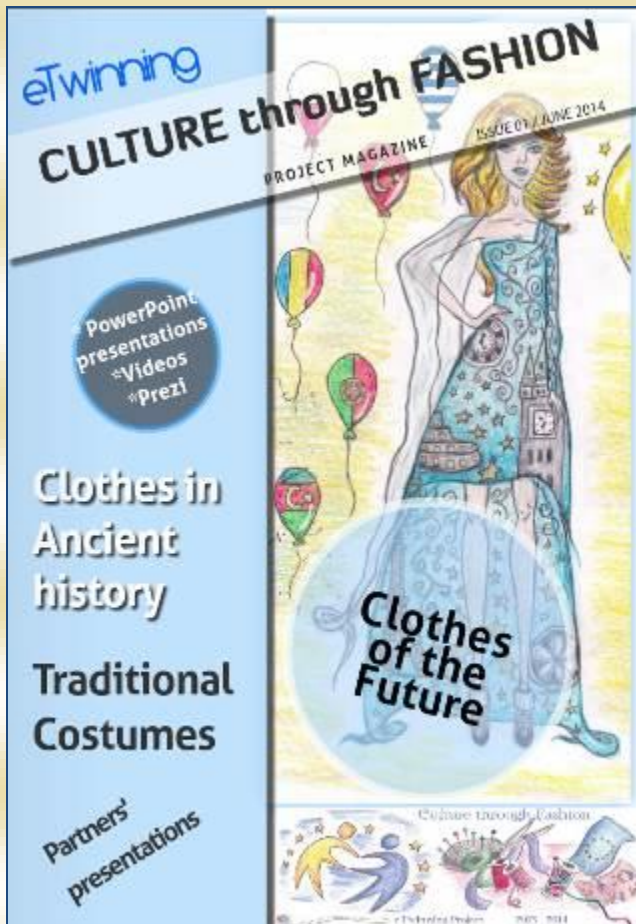
For the activities planned in January and February, students had to do a lot of research, finding out more about clothing in ancient times and also the clothing evolution from 1900s until today. The little ones drew clothing items and the others made PowerPoint or Prezi presentations and short videos.

In March and April students, guided by their teachers, made some research on traditional customs and costumes of their county and also made drawings and presentations. The Romanian students prepared four traditional folkloric dances for their European partners and uploaded photos and videos with the event.



One of the last activities of our project was to draw, sketch and imagine what clothing will be like 100 years from now on and upload the creations on TwinSpace. This activity was fun, and our students even wanted to create 'future clothes' and wear them in a fashion show.

The final product of our project is an online fashion magazine created by students and teachers using all the gathered information.



Reaching the end of it, I can conclude that this project increased a lot our students' motivation to learn English and during these months they had the chance to practice their language skills and increase their confidence.

I am glad that eTwinning offers us – teachers and students – this kind of 'European online collaboration' projects because they bring a lot of beneficial effects for the learning process and increase the diversity of school activities.

The last discussion with my students related to eTwinning projects, before the summer holiday, ended with this line: "We can hardly wait to start a new project next year!"

|                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |            |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
|  | <b>Lidia Monica Boje</b><br>Scoala Gimnaziala "OCTAVIAN GOGA", Baia Mare, Romania                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |            |
|                                                                                   | My name is Lidia Boje and I am a secondary school English teacher from Baia Mare, Romania. I'm in the third year of my activity and I would like to encourage my students to learn English through etwinning projects. This way they can interact with other European students and learn English taking advantage of their creativity and pleasure for using the computer. I like very much the Clothing and Culture kit project idea and my students are also eager to involve in it. I am also interested in other project suggestions. If you would like to collaborate with me and my students, please contact me! |            |
|                                                                                   | <b>Age range:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 9 - 14     |
|                                                                                   | <b>User registered since:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 17.11.2012 |

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**BreizHessen in Europe**

by Heidi Giese

Last summer my French friend Nadia, a teacher of German language, spent a couple of days with me and my family here in Germany. We naturally talked about school – even on holiday... and we quickly came to eTwinning, and a project idea was born that summer! At the beginning of the new school year we asked our pupils what they thought about our ideas, and they were very enthusiastic about what we had planned to do. They also worked on the details of the topics we had planned to deal with that year according to our curriculum, and we finally set up our project in the second week of school.

We prepared them with the vocabulary necessary to fulfill the tasks to do, and the pupils went on their way to know each other, then presented their region, their school, their traditional feasts.




As we wanted to improve our pupils' speaking skills, we prepared them for producing podcasts with audioboo.com, a really simple way of putting together photos with audio files. Another smart tool they used was fotobabble.com, where my pupils presented their village, their town and region. Animoto.com was also used many times as Animoto is really easy to use and helps with smart outcomes, videos that look professionally made with music given by Animoto and with that we had no problems with copyright. A boy in my class of French made about 10 videos, one after another in a week or so and meanwhile improved his writing skills in a foreign language, as French is for him, by playing with the photos he took, rearranging them, looking for a good music sample to insert and creating wonderful short videos in French.



We also had some problems with the Internet, as in the northwestern region of France last winter there was a terrible storm destroying most of the coast region and damaging connections in the central region where our partner school is located. So we could not skype for a while, they did not see our products. But no problem, we solved that by sending postcards for Christmas by "snail mail" – they took some days but finally arrived. We also exchanged little handmade gifts as paper stars for windows, self-made cookies etc. Europe has become little in distances.

Our region in the north of Hessen has a partnership with a region in France, the Bretagne. Several cities are involved, some for more than 40 years. My French teacher friend and I also know each other by working in associations of these French-German so-called "jumelages". So eTwinning continues in a way with young people what our ancestors had started in the early sixties of the last century. Wonderful, right?

|                                                                                                                                                                                                                                                    |                                      |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|--|
|                                                                                                                                                                 | <b>Heidi Giese</b>                   |  |
|                                                                                                                                                                                                                                                    | Anne-Frank-Schule, Eschwege, Germany |  |
| connaître un autre pays, appliquer les langues étrangères. Apprendre des choses en commun et des différences. To know another country. Apply foreign languages. Learn from each other: differences and also same things. Understanding each other. |                                      |  |
| <b>Age range:</b>                                                                                                                                                                                                                                  | 11 - 16                              |  |
| <b>User registered since:</b>                                                                                                                                                                                                                      | 12.11.2009                           |  |





**Fresh and Motivating – eTwinning**  
by Miljenko Hajdarovic

What to say about eTwinning? I am really a beginner/newbie on this platform but as far as I can see it is a great platform for cooperation.


I am teaching a lot of high school subjects in high school. Each year I am preparing my curriculum for history, sociology, politics and civics. And each summer I am “wasting” a lot of my free time preparing something interesting for the next school year. Each year I am thinking how to prepare projects that involve international cooperation without begging for money for travel. Last year I was exploring some web sites and by accident I discovered something called eTwinning. I followed some people that were talking about it on Facebook, and especially the publications by Lidija Kralj.

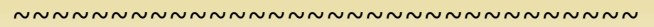
During the last 12 months I registered on eTwinning portal, explored the content, participated in two webinars and one learning event. To gather more experience I have started a small (or basic) eTwinning project with just one partner from Turkey. “Meeting point in history: Szigetvár” was a history project connecting two schools, two teachers and several students. The idea was to explore one meeting point in history when in year 1566 two great historical figures met at the same place. The place was Szigetvar in Hungary, where Croatian nobleman Nikola Subic Zrinski defended the city against Suleiman the Magnificent.

someone new and discover new interesting things.



I think that with this concept “Meeting point in history” each year I could do at least two mini-projects lasting two or three months. The ideas could be Napoleon (Napoleonic wars and involvement of Croatia and its soldiers in that time), White Croatia (part of Poland where Croats lived before migrating to present place), Under the Star (comparison between states that once were “under red star” and now one of the EU stars – history, culture, etc.). Students could benefit with learning project skills, language, history, culture, music, etc. If we have enough imagination and will to work, eTwinning will be a fantastic place.

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| <p><b>Miljenko Hajdarović</b><br/>Srednja škola Čakovec, Čakovec, Croatia</p>                                                 |            |
| <p>Most of the time I am teaching history, sociology, politics and in the free time I like to develop different projects.</p> |            |
| Age range:                                                                                                                    | 14 - 19    |
| User registered since:                                                                                                        | 26.05.2013 |



**A Breath of Fresh Air**  
by Ionela Camelia Lazea

Why am I using eTwinning? History is a great subject to implement international cooperation. Students love to do something that is not a part of usual school process. They love to get to know

I am a kindergarten teacher in Bistrita, northern Romania. My children are 5 and 6 years old, the big group, as in Romanian teaching system for kindergarten we have small, middle and big group.



My first encounter with eTwinning was with the help of a good colleague of mine from kindergarten in 2011. She had already been very active on this platform, and she encouraged me to join and find out the many interesting things that happen here. She was already back then the first kindergarten Comenius project coordinator in our town.

Up to this date we are still the only two from our kindergarten to use this platform quite successfully I might add. I love the fact that there are always learning events or webinars, and teacher rooms, and groups where you can find a lot of new and interesting things to help you diversify your teaching.



This school year has been quite busy for me in eTwinning. For the first time I joined some eTwinning projects and even managed to be the manager in two of them. It was a big step for me, and I am very excited. The children at the kindergarten and their parents are very proud to take part in them.



I would like to encourage more of my colleagues to try this great platform out, but many of them are reluctant because they do not master English or another foreign language that well, or they do not have ICT skills. I would like them to see that, even though it is from a long distance, we can still find friends, colleagues and people that can be there for us, teach us something new and bring a breath of fresh air to our teaching.

I would also like to find more support from the management, because it is not always easy to bring something so new, which requires resources that one would not need in traditional teaching, and having someone willing to help and provide resources makes a big difference.

I love eTwinning and I hope I can still personally evolve into something more using it.

|                                                                                                 |            |
|-------------------------------------------------------------------------------------------------|------------|
| <b>Ionela Camelia Lazea</b><br>Grădinița cu program prelungit nr. 3 Bistrița, Bistrița, Romania |            |
| I would like to participate in eTwinning and Comenius projects.                                 |            |
| Age range:                                                                                      | 3 - 6      |
| User registered since:                                                                          | 06.10.2010 |



**An eTwinning as an Acrostic**  
by Fernanda Cristina Goncalves

Since I started working in eTwinning I have been doing different kind of partnerships and I have explored different subjects of projects like projects about maths, fairy tales, sciences, sports, children's rights.... I was coordinator or administrator of some, and only partner of most of them.



eTwinning has been for 7 years a good experience for me as a professional and personally. Since I started in eTwinning my children could develop important skills in curricular areas in an interdisciplinary way but also individually as European citizens, they now have respect for the others and know how to share good experiences with others. I know that society developed a lot in ICT and our children are the digital natives but with eTwinning they could develop new knowledge and new skills in ICT. The work done with children has been a challenge for me, I learned a lot with them, in our partnerships, I made friends in eTwinning and I think that one very important thing is the cooperation between teachers and the good experiences that we shared.



I participated in two conferences and for me they were both amazing experiences, I saw colleagues and friends who understand, just like me, that the important aim is to develop the competences of children very much. I now know that the good relationship between teachers and eTwinning ambassadors give eTwinning the success that it has.



Working with eTwinning is making part of my work with children and I proposed some of the projects for evaluation and I had already won national and European quality labels – it was the recognition and dissemination of my work. I like to participate in all the eTwinning initiatives because it gives children the opportunity to participate and collaborate but it also gives them the opportunity to win something in their lives and be recognized for their work.



I like participating in eTwinning Learning Events as well because I can also share experiences with colleagues, but more important for me is to know more from the experts, I think that with others we could improve our practices but also learn more with each other.

eTwinning is part of my life, and I talk about eTwinning wherever I go. Being an eTwinner is always a challenge that I like and that I promise to continue.

- Exciting**
- Team work**
- Wonderful**
- Intense**
- Natural**
- Nationality**
- Experience**
- Reflection**

|                                                                                     |                                                                                                                                                                     |
|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p><b>Fernanda Cristina Gonçalves</b><br/>         Escola Básica de Azenha, Valongo, Portugal<br/>         Projetos no âmbito das artes, matemática e ciências.</p> |
| Age range:                                                                          | 3 - 4                                                                                                                                                               |
| User registered since:                                                              | 17.07.2007                                                                                                                                                          |





### **Being in the Fast Track with eTwinning**

by Andrea Ullrich

This school year has mostly seen me in the fast lane, powered by eTwinning - some really good projects and two fantastic Learning Events made we work close to my limits but also provided me with the energy to do so.

At first I would like to thank the teams of "Across the miles we meet", "Be smart, don't start" and "Europe's Sweet Tooth" for their great collaboration, but this article will mostly be about another project, a project carried out with Anna Tobiacelli, a long-term partner and friend and some volunteer students who could also be called long-term project partners.

The idea of the project was born when I visited Anna in Warsaw last summer.



The moment we saw a pedestrian crossing looking like a keyboard we started outlining projects - just for fun - and two weeks later "Music Reflections - Our Meeting with Chopin and Bach" was born. First we just thought of a typical eTwinning project, using TwinSpace and so on, but as Zespół Szkół Ogólnokształcących Nr 1 Społecznego Towarzystwa Oświatowego, Warszawa has the nice tradition to organize an exchange every year, we soon agreed on adding an exchange. Usually we do not have exchanges with partners whose language we do not teach, but the headteacher at my school supported us, convinced by the visibility quality label projects provide our school with.

Needless to say that some of my colleagues objected that idea, as students would miss classes and thus not learn enough. Everybody reading this knows that, of course, they learned... probably more than enough. In one of their final presentations, a group stated: "The meeting was like an English lesson - just one week long."

At the beginning we just had them work in their national teams, providing the partners with information on the respective composer and locations. In November we started the real collaborative stage of the project - with our advent calendar and some prizes to be won. Each student and teacher provided at least one slide, and every day we got to know something new about each other and the role music plays in our lives. The last window contained a puzzle that led you in three steps to the URL of the voting tool.

After teachers had matched students for the exchange, we launched another introduction; but this time it was "Introduce your partner with the help of a cartoon", which really made them talk to each other. By then we had moved to a closed Facebook group as uploading, commenting and 'liking' photos was a lot easier there, and some students had experienced problems when trying to log in to TwinSpace. To cut it short, May finally saw us united, first in the streets of Warsaw and Gdansk, then in Thuringia.



What great learning experiences! Reading about a place where a composer was born or visiting it with your peers are two very different ways of learning. We arranged similar activities in both countries, visited museums, had guided tours with students as guides, workshops, bilateral teams... this list is long so please check our diary here: <http://twinblog.etwinning.net/65629/>.





You will also find the links to the two videos, summarizing our meetings, there. By the way, the piece of Bach we used as the soundtrack for the meeting in Germany is the same we listened to at the cathedral of Oliva in Poland.

Last but not least, we could experience everyday life in our neighbouring country and find out the truth about stereotypes.

All that would not have been possible if we weren't living in Poland and Germany: Deutsch-Polnisches Jugendwerk - Polsko-Niemiecka Współpraca Młodzieży supported our exchange. So, if you are German or Polish, you should definitely go for it. You can apply for grants covering part of your programme and the travel expenses of the Polish group.

Elisabethenburg Palace Meiningen told my students the project was a very good idea. I will not get into detail about the people who think projects and exchanges are useless...



In addition to that, local press covered three of our projects; we took part in a local lungs health event and won a prize with our "Be smart, don't start" song – of course, we also handed out flyers about the project –, and "Europe's Sweet Tooth" got the attention of pastry chefs and chocolatiers all over Europe. Our charity bake sale, using recipes our partners had published, was in local newspapers, too.



The project was visible, but it was perceived in different ways. All the experts I contacted in the preparation process were delighted, the curator of Bachhaus Eisenach immediately offered an additional lecture on Wanda Landowska, who was born in Warsaw and came to Eisenach to play Bach. The curator of the music collections at





We presented all our projects on 9<sup>th</sup> March 2014, when our school was open to the public. Especially former students were interested, and I had some interesting talks with those of them who become teachers... maybe I was talking to some future eTwinning members!

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|-----------------------------------------------------------------------------------|------------------------------------------------------------------------|
|  | <b>Andrea Ullrich</b><br>Gymnasium Georgianum, Hildburghausen, Germany |
| I am interested in any project that makes my students use the English language    |                                                                        |
| Age range:                                                                        | 10 - 18                                                                |
| User registered since:                                                            | 17.03.2008                                                             |



### **eTwinning, ICT, English and Communication Games**

by *Laura-Maria Gheorghita-Schipor*

After taking part in a few Learning Events, such as "Finding Partners in eTwinning", and in the Comenius in-service training "EU-MAGIC – Effective Use of Modern technology And Games In Classrooms", I took the initiative and registered the eTwinning project "EU-MAGIC", with 14 partners from Portugal, Turkey, Greece, France, Poland and Romania; it was registered on 23rd November, 2013.

This project was about:

1. communication games both in mother tongue and foreign languages (such as How many things can you think of that...?, Blackboard Bingo, What's the explanation?, Noughts and Crosses, Unusual view, Correcting mistakes, Jumbled numbers, Brainstorm round a concept, Geometrical puzzles etc.), and
2. educational software and tools (such as ActivInspire, Power Point Presentations, Glogster, Prezzi etc).

Subjects: Art, Citizenship, Cross Curricular, Foreign Languages, Informatics / ICT;  
Languages: English and national languages of partner countries;  
Pupils' age: 6 – 11;



Tools that were used: Chat, e-mail, other software (PowerPoint, video, pictures and drawings), TwinSpace.

Aims: to develop digital skills; to develop knowledge on software and tools used in classrooms; to exchange communication games; to practise English language skills; to develop vocabulary; to promote tolerance and self-esteem; to promote team work; to develop knowledge about European countries and cultures.

Work process:

Searching for more partners: December;

Visibility: announcement in each school about the project: December;

Each school will have a project team made from teachers and students: December-January;

Description of each school and participants in the project - January;

Designing project logo - February;

Each school will choose the communication games, will practise them with students, will record or take photos and share on eTwinning; the games description will be also shared; then the other schools will practice those games: February - March;

The materials used during lessons made with Power point presentation, ActiveInspire, Prezi etc will be uploaded on eTwinning; teachers will share ideas about using ICT tools: April - May;

Evaluation: June;

Dissemination activities: articles: June.

Project results: public TwinSpace; articles on schools' websites; articles in schools' magazines; articles in educational magazines.



This project was the result of my participation in the "EU-MAGIC – Effective Use of Modern technology And Games In Classrooms", a pedagogical course for all teachers, organized by Charles University in Prague, Faculty of Education, in 1<sup>st</sup> – 7<sup>th</sup> of July 2013 in Istanbul, Turkey. The course was about using ICT in the classroom. I learnt about useful techniques that can be used in the classroom: educational games and ActivInspire. Because the course location was Istanbul, one of the most beautiful cities of Europe, I had the opportunity to discover Istanbul and elements of Turkish culture, civilization and history. There are lots of historical and cultural places, such as Grand Bazaar, Blue Mosque, Hagia Sophia, Topkapi Palace, Basilica Cistern; also the trips after the course sessions (Bosphorus tour and Adalar tour) revealed the beauties and cultural richness of Turkey; it was also the chance to observe Turkish people, their behavior and socialize with the other participants.

The training course was divided into two modules: Using games to teach in the classroom and Educational software "ActivInspire". The first day was for Using games to teach in the classroom; Mrs. Jarmila Novotna led the session about games; she used a PowerPoint presentation entitled "Communication in the classroom", with a lot of supplementary oral information; the .ppt file included information about Language and communication, Posing questions, Didactical situation of formulation and Games focusing on communication and terminology (How many things can you think of that...?, Blackboard Bingo, What's the explanation?, Noughts and Crosses, Unusual view, Correcting mistakes, Jumbled numbers, Brainstorm round a concept, Geometrical puzzles); this part included plenary sessions and tasks to do in groups or pairs; we identified good examples after doing those tasks and sharing them. During this part I found out that:

- the focus nowadays is put on communication teacher-students and also among students; the attention shifts from language of texts to language of discourse;
- how to create good question is important too; a „good“ question requires more than mere referring to known facts; students may learn something when they answer it, and the teacher can learn something about his/her students from their answers; there exist several answers that could be accepted; we can start from the end or adapt a commonly used question;
- interdisciplinarity is important to achieve success; a "good" question in interdisciplinary situations is a question that combines many approaches; for

example, mathematical modelling as well as observation of real situation typical for natural sciences;

- the teacher's role is changing: a moderator of debate, the teacher now assures that the debate rests in the objective, does not decide about correctness but helps students learning to explain, use and accept legitimate arguments, to defend their statements.

Each day also contained countries presentations by the participants (PowerPoint presentations, websites etc.). The next days were focused on the educational software called ActivInspire, whose presentation was held by Mr. Ersin Ozseven; this part included presentation of the software using internet, laptops, microphone, video projector and doing tasks in plenary sessions and individually. ActivInspire, a Promethean tool, includes a vast suite of easy-to-use tools for creation and delivery of dynamic lessons that can be saved, edited and shared; I learnt that I can import PowerPoint presentations, insert photos, video, music, weblinks into new lessons, or use ActivInspire annotation tools to instantly get students actively involved with existing content and applications.

The most important thing for me is that ActivInspire can be used in lessons even if I do not have an interactive whiteboard. It is easy to use, and interdisciplinary lessons can be very attractive for students. I learnt how to work with the menu bar and the toolbox: Menus, Switch between files, Design mode, Pin toolbox, Docking toolbox, Floating toolbox, Customizing toolbox, Resource Browser etc. During the course I used my own laptop to do the tasks from the easiest ones to the end of the training – how to work with texts, with shapes and pictures, with the pen tool, with pages, with ways to reveal answers etc.



The training course was very well planned; the trainers divided the course into the two parts I






mentioned before; each course day had two training sessions with breaks (we used them to socialize with the other participants), two or three countries' presentations that gave us information about the participants' countries, cultures, civilizations and educational systems, and an educational visit to discover the cultural and historical elements of Turkey. The materials used by the trainers – PowerPoint presentations, flipcharts – were very well designed, interesting and useful for me.

This training has been funded with support from the European Commission through the Lifelong Learning Programme, Comenius in-service training.

This publication/communication reflects the views only of the author, and National Agency and the European Commission cannot be held responsible for any use which may be made of the information contained therein.

#### Bibliography:

Final report of Comenius in-service training "EU-MAGIC – Effective Use of Modern technology And Games In Classrooms"

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                    | <b>Laura-Maria Gheorghita-Schipor</b><br>Scoala Gimnaziala Nr. 3, Rovinari, Romania |
| my school is located in rovinari,a mining town near Targu-Jiu, the home of the famous sculptor constantin brancusi's masterpiece.it lies in an area full of historical, cultural and religios elements.there is a good idea for a project on changes in people's lives,culture and religious believes |                                                                                     |
| Age range:                                                                                                                                                                                                                                                                                            | 7 - 14                                                                              |
| User registered since:                                                                                                                                                                                                                                                                                | 09.10.2009                                                                          |

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eTwinning Inclusive

by Christine Kladnik

Integration and Inclusion in Europe

For about 30 years there have been efforts in the educational systems of Europe to teach children and young people with special needs together with all other students. At the beginning these intentions were carried mainly from concerned parents and dedicated Special Needs (SN) teachers. As a consequence of migration also the integration of students with different first languages got an issue and a challenge in schools. There were good best practice models, but in the European education systems integration/inclusion remained a marginal issue.

With the ratification of the UN Convention on People with disabilities, all European countries agreed to advocate and implement Inclusive Education. Since that time Inclusion has been (still a little hesitant) a content and target of the European educational policy. Here you can find more information:
<http://inclusion-europe.org/en>
<http://www.european-agency.org/>
http://www.education-worldwide.de/Inclusion-Europe-7015_e.html

What is meant by "Inclusion"?

Inclusion wants more than the integration of students with SN or other first languages in "normal" classes/schools. Inclusion refers to the appreciation of the diversity of all people and the lifting of limits between disabled and non-disabled, nationals and foreigners, male and female and between religions and cultures.

In an inclusive school students learn together from each other, each child is appreciated with their resources and is integrated into the whole – nobody is excluded.

A beautiful dream? Only a vision?

No, not at all! Because there is eTwinning, and thus a way to implement the goals of inclusive education and to realize them.

An inclusive eTwinning story

I am an SN teacher and I have worked in a special school for students with very special needs for a long time. My way as an eTwinner started there almost 10 years ago. In the first projects we set up a small network of SN schools/classes and were soon rewarded with quality labels and prizes –for example: <http://wondertree.wikispaces.com/>, 11 partners from 11 countries). So then we sat with



our special children at the award ceremonies in the midst of all the other students from different types of schools - as winners among winners!



This success brought it about that also mainstream schools offered themselves as eTwinning partners. The projects were increasingly becoming projects between very different types of schools. All were working together on one common topic, all students made contributions and they were all part of the whole. Please have a look at <http://trash09.wikispaces.com/> to see an example.



My own path then led through a master's program, and now I work in an inclusive classroom (secondary education) and I am teaching at a university for education – always with eTwinning as a companion and as a way to show the idea of inclusion as a viable ideal of a “school for all”.

In recent projects disabled / not disabled, SN school / mainstream school has no longer been an issue at all, the schools found themselves together out of interest in the topic. And the results are proof:

inclusion is possible, and inclusive education is an enrichment for all: www.trickfilms.wikispaces.com and www.gamesinhistory.weebly.com.

Diversity as an opportunity – a principle of inclusion – realized with eTwinning!

Christine Kladnik

Hauptschule Gaming, Gaming, Austria

Wichtig ist mir die Einbindung der Projekte in das Curriculum, aktuell würden wir gerne ein Projekt starten, das Geschichte, Englisch, Deutsch und IKT verbindet: Kinderspiele in verschiedenen geschichtlichen Epochen erforschen, nachspielen - Videos und Spielanleitungen austauschen (in Englisch und Deutsch) - Altersgruppe 11-14. Da meine bisherigen Projekt immer auch einen Schwerpunkt in der Inklusion von Kindern mit besonderen Bedürfnissen hatten und ich auch derzeit als Integrationslehrerin tätig bin, würde ich mich sehr freuen, wenn sich weitere Integrationsklassen am Projekt beteiligen würden!

Age range:

11 - 14

User registered since:

07.11.2005



Learning, Teaching, Exchanging – School Cooperation in the Danube Region

by Tonka Panayotova

This thematic conference was organized by the Austrian National Agency for Lifelong Learning, the Austrian National eTwinning Support Service and PA9. It took place in Vienna, Austria on 25-26 June 2014 and was focused on teacher cooperation in the Danube region. There were 53 participants from Austria, Bulgaria, the Czech Republic, Germany, Hungary, Moldova, Slovakia, Slovenia, the Ukraine. They had the possibility to learn more about the Danube Region and its challenges in the 21st century and created future partnerships.



The four main pillars of the seminar were: 1. Thematic inputs about the Danube Region by experts; 2. Thematic workshops about school cooperation in the Danube Region; 3. Training Workshops; 4. Networking and project partner finding.




The official opening and overview of the seminar was on Bertha von Suttner Schulschiff, Donauinselplatz – school ship. The participants learnt about the Danube Region Strategy and cooperation in education, the cooperation in the Danube Region in the past and in the present. There were the workshops, facilitated by experts, which included contributions by teachers who are experienced in international project work.



The key questions of the workshops were: Why do we need to cooperate? What are the challenges in cooperation? What are successful ways of quality assurance in projects and mobilities regarding the Danube Region? What are the challenges of the

teaching profession in the Danube Region?

The second day of the conference took place at the OeAD-Haus. The participants learnt about the Danube Strategy, Erasmus+ and best practice, and established project ideas through group work, partner finding, defining project ideas, discussing aims, writing applications, registering projects on the eTwinning portal.

	Tonka Panayotova 4.OU "Dimcho Debelyanov", Blagoevgrad, Bulgaria
Интересувам се от проекто-базирно обучение в начален етап с интегриране на информационните технологии I'm interesting of the integration of technologies in primary school through project based learning for tolerance	
Age range:	7 - 15
User registered since:	21.08.2010

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**My eTwinning Voyage**  
by Helena Butterfield

I first began my eTwinning journey in 2006, after recommendations from Joe Dale. I began eTwinning because I wanted to engage the French learners I had and also provide some focus for a group of keen linguists who came to a club at lunchtime. The first ever project I did was a blogging project with a French school, called "Je blogue, tu blogues... let's blog!"

The project involved pupils from my school and our partner school in Bourges, creating content based on what they had learned in class and commenting on one another's posts. The thing that the students really liked was that their work finally had a real



audience and that they had a purpose for their learning. We also had a "students' area" within the blog, where pupils could communicate with one another more freely. In my opinion, this was one of the most successful aspects of the projects, as pupils helped one another out with their language learning, my learners supporting the French students with their English and the French students helping out my students. At the end of the project, many classes had benefitted from the project, learning about life in France as well as improving their French language.

Once aware of all of the benefits that eTwinning had to offer, I was keen to involve as many students as possible in international projects. The following year, we worked on projects that were aimed at widening pupil cultural knowledge as well as improving their foreign language use. We established a link with a school in the Netherlands, even running an exchange to work on a history project about life in the trenches during WW1 and life in Victorian England. I know that this project had a profound influence not only on the students involved but also on me. Some pupils even returned to the Netherlands on their summer holidays with their families. We also ran another English Language project about local environmental issues, again something that students were keen to take part in and see what other countries were doing to be environmentally aware.



What does eTwinning hold in store for us in the future? Well, we have a centenary WW1 history project with a school in Normandy on the horizon next year as well as a cook book in German. Furthermore, we have a new member of staff joining us who has run eTwinning projects in the past and plans to involve his classes in more projects, so it looks like eTwinning will continue to grow in this area of the northeast of England. For me, eTwinning has become an integral part of my teaching and has given me opportunities and experiences that I could never have enjoyed previously.

Thank you, eTwinning!



|                                                                                     |                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p><b>Helena Butterfield</b><br/>                 St Michael's Catholic Academy, Billingham, United Kingdom</p> <p>Je voudrais travailler avec un collège en France aux projets au cours de l'année scolaire. On pourrait faire des blogs / wikis / podcasts ou des video-conférences.</p> <p>Age range: 11 - 16<br/>                 User registered since: 21.06.2007</p> |
|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

In more recent years, Michel our school bear, went on a trip around Europe whilst completing a wiki diary in French. He had a really great time in Spain, Poland, Romania, Turkey and Scotland and my students were able to keep up with his travels, while improving their French at the same time. The work they completed as a result of the project was fantastic. We also took part in the highly successful Rainbow Village Project, which has also led to us creating a unit of work within school where pupils create their own country in French or German.





**eTwinning, an Innovative Approach for My Students and Me**

by Esther Garcia Liger Ramirez

It was one of my colleagues who spoke to me about eTwinning, a little while ago. He was involved in a Comenius Project and one day he tried to introduce me to this kind of projects, so he showed me the eTwinning portal.

From the very beginning I liked the experience very much. To connect and work with teachers from other countries... share experiences and see the different ways of working, teaching... watch and learn about the different educational systems...



The latest thing I have done in eTwinning was a Learning Event called "Mobile Apps for Education" and again I have to say that the experience was great and very enriching.

April

Kwiecień

April

Abril

Nisan

April

Huhtikuu

| Monday<br>(Lunes) | Tuesday<br>(Martes) | Wednesday<br>(Miércoles) | Thursday<br>(Jueves) | Friday<br>(Viernes) | Saturday<br>(Sábado) | Sunday<br>(Domingo) |
|-------------------|---------------------|--------------------------|----------------------|---------------------|----------------------|---------------------|
| 28                | 29                  | 30                       | 31                   | 1                   | 2                    | 3                   |
| 4                 | 5                   | 6                        | 7                    | 8                   | 9                    | 10                  |
| 11                | 12                  | 13                       | 14                   | 15                  | 16                   | 17                  |
| 18                | 19                  | 20                       | 21                   | 22                  | 23                   | 24                  |
| 25                | 26                  | 27                       | 28                   | 29                  | 30                   |                     |

23.4. - Ulusal Egemenlik ve Çocuk Bayramı (National Sovereignty and Children's Day)  
30.4. - Springcelebration

**Esther Garcia-Ligero Ramirez**  
IES Álvarez Cubero, Priego de Córdoba, Spain

I'm interesting to make a Comenius Project. I want my pupils to enjoy with Math, so I thought to try to introduce them in another way to this subject. Now a days, The economic situation is too complicate, so I decided to study this situation in some contries of the European Union, and compare them, with the help of Statistic and in the project can work teachers of Math, Economic, Informatic, Sociology and Lenguajes.

Un proyecto para tratar de acercar las matemáticas a los alumnos y que comprueben su utilidad en la vida real. Pensando en la situación económica actual, sería interesante hacer un estudio comparativo de varias ciudades de varios países. Para ello necesitaríamos la colaboración de los alumnos y de profesores de matemáticas, economía, sociología, informática y también de Inglés y puede que de Francés. Gracias a ello se podrán mejorar los resultados académicos del alumnado, potenciar las relaciones con otros países, fomentar la interculturalidad y el uso de otras lenguas.

El idioma a utilizar sería el español o inglés, podríamos plantearnos el francés.

**Age range:** 14 - 18  
**User registered since:** 21.09.2009

For five years now I have been working on this portal. Although I encountered a few problems while working with it at the beginning, I gladly learnt how to work in a new way. Even if it was hard at first to involve students in the projects and work online with foreign people from different countries, the truth is that it has been worthwhile.

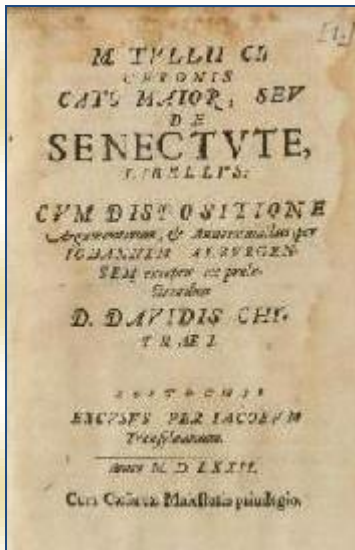




## Post-eTwinning

by Virgilio Iandiorio

*Quibus enim nihil est in ipsis opis ad bene beateque vivendum, eis omnis aetas gravis est; qui autem omnia bona a se ipsi petunt, eis nihil malum potest videri quod naturae necessitas adferat. (Cic., Cato Maior De Senectute, II, 4).*



Ten years ago, when the Italian Agency launched the eTwinning programme for schools of every grade, I joined immediately because the proposal to work on school projects together with European colleagues, who you have not known before, intrigued and fascinated me. The enthusiasm of those who try a new thing for the first time, I sent to pupils and colleagues. Because this work was interesting, done for the sake of working together to create something beautiful and useful for pupils and for the school. I am among those who support the goodness of eTwinning in not having tied the project to an economic "evaluation". Of course others will think otherwise, and argue that eTwinning without financial rewards or similar is in danger of bankruptcy. The data for the participation of teachers, students and schools in all these years are an objective evidence of the goodness of a program born almost unnoticed.

eTwinning projects carried out in recent years have been numerous, and all with an innovative drive unprecedented. It should be said that the path was not always easy and simple. Of course, in all these years, the programme's critical points have been recorded, which, however, have not prevented, at least in my experience and in those of my knowledge, the continuation. I am going, as in

retrospect, to name a few, but I do not know if they are the most important or most frequently encountered: a) the worry of not knowing foreign languages, and English in particular, for many teachers has been a cause of non-participation, b) often the lack of consideration of meeting between teachers of a class about the validity of the project as curricular work in all respects, c) the consequent lack of motivation of the students for a work undeservedly regarded as detached from teaching subjects without due recognition and evaluation.

Most of the time the school favorable conditions decide great, amazing and exciting results of eTwinning. The recognition has come, and it occurs at every levels, from the national agencies, by colleagues, by students and their families. Local communities, appropriately involved, show similar sensitivity to innovative proposals that open the horizons of students and citizens. It can rightfully claim that eTwinning is an important contribution to innovation in educational systems and retraining of teachers.

Since the beginning of eTwinning, considering the aim of this innovative program, which was to renew the teaching from the bottom, I joined without hesitation: teachers, students and their families – architects and implementers of programs. Now that I have been retired for a few months, and I am no longer working in the school, I ask myself the question: has my eTwinning experience ended? Is eTwinning only in my scrapbook?

We are convinced that as we are aging, we pass the baton without creating too many problems, so we make room in the school to younger teachers and new experiences. All this means that we live together in time. Time is corrosive of course, you have to build your ties against time. The past practice (the definition and the following considerations are derived from reflections on the history of Hayden White, 2008) is something that everyone has inside themselves, in their daily life; the past that we carry with us, built up of memories and inventories of practices learned and forgotten.

The question is: how to use and cultivate the practical past to help us answer the question "what to do". This is not about morality, but of ethics. The moral is dogmatic: it tells you what to do and what not to do. Ethics is related to the awareness that "something must be done".

The idea of the practical past is linked to memories. But the memory belongs to the imaginary, not to reason, even if it can be rationalized. Most of the



time we have lost contact with this past – ethically significant – that we all share, we all had experience as individuals. Why should you refer to what happened in the past if you do not have ethical or moral or psycho-emotional concerns? The antique is perfectly legitimate for people who like all old things, just because they are old. There is no lesson and no real interest for the present.

No one owns the past. We are all part of it. We are all free to study it, for any reason, with any instrument. "All in all, you're just another brick in the wall", Pink Floyd sang in 1979, and their song conquered the youth all over the world.

For this reason, the fundamental question is: how to start again for those who are placed out of daily and active engagement in the school? Where to find the resources for the renewal, when everything is going to the sunset of life and the future already seems a distant past? It is a challenge.



Because in the same condition you can find yourself, and certainly other colleagues will be, here is my proposal. eTwinning could continue in other forms even after retirement. In the era of post-modernism, I believe that there is no reason to

forbid the post-eTwinning. Reasoning together, I think we could answer questions with innovative projects that restore the dignity of active citizenship education to all those the register office, and only the register office, considers no longer valid for the work.

If these are the premises of my argument, what consequences may come, legitimately and without trivializing, I will try to say it. I have never thought about forms of aggregations such as fighters and survivors who, having abandoned their arms, play cards, less bloody but certainly only a pastime. Nor do I think the nice and noble associations of students or teachers of educational institutions, born in order to meet occasionally to revive their memories.

I think to continue to work for the school and the pupils in other forms; a commitment finalized yet to the school as a whole. It would be ineffective at this point to indicate a programme with a lot of scanning time and goals. The aim is to continue to consider and be considered belonging to the school community, a membership that qualifies through targeted and shared projects. This newsletter is an example; but we need to put together energies and someone who undertakes the task of leading the roped, such as mountain climbers, who reach the summit together.

The web is a great help in setting up a database online for students and for teachers about teaching materials, invitations and suggestions for reading on topics interesting and relevant to them.

Let us imagine, for example, making a route on the ancient roads of the European continent, in the ages that have marked our history. Following the waterway of the Danube means to follow the course of European history from the time of the migration of peoples to the formation of new ethnic groups and new nations: Germans and Slavs, Hungarians and Romanians, many peoples and many different origins. Going along the Via Appia is to search for the roots of European civilization: Greece and parts of the Mediterranean, the Hellenic imagination and innocence of origins.

The roads that run through our Europe have been arteries of communication for centuries, and in some cases thousands of years. There are elements of our daily lives, but usually we do not take care or pay attention. A road is an element of life that should make us reflect. In school the "roads" may be the subject of interdisciplinary study. We can consider it also a triviality, but attention to this



issue can be a useful tool for knowledge and creativity.

What about the use of the web, the link of our time, however, that uses other roads and other means of communication? The web, a new "network of roads" in the contemporary world, and in Europe in particular, implies great integration. Our European ancestors conceived large inter-regional links. And according to roads, the new urban centres were born. What might happen, or is already happening with the modern means of mass communication.

The hasty man of our time often does not look well at what is out of the vehicles by which he travels; and everything passes before his eyes with the speed of an accelerated film sequence. We live in a time that defines "good" journeys those that have been done on time and with the highest possible speed. We have lost the sense of slow-beauty.

And those who have no need of haste (I no longer have the daily concern of the school bell that marks the hours of lessons) can also transmit to the other a newfound sense of beauty, of belonging – so much useful today when we are looking for a common European homeland.

**Virgilio landiorio**

IIS "Pietradefusi", Pietradefusi (AV), Italy

I am the headmaster of a to high school with three study courses (classical, linguistic and social sciences) and two centers in two different communes. I am interested to the inside organization of the schools (curricula, schedules, programs, activity "extrascolastiche") and to the local and European history. The programs of the school the languages and the classical civilizations, Greek and Latin, the modern languages and the scientific subjects, with particular attention to the philosophy and the human sciences. The age of the pupils 15-19. The proposal of activity: A) The influence of the classical civilization on our culture, particularly in the language and in the behaviors. B) The condition of the woman and the equal opportunities in the last two centuries through the search of local history. C) The young people and yesterday's myths and of today.

Age range: 15 - 19  
User registered since: 16.03.2005

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eTwinning Forever

by Jutta Schwarz

In the last years I have taken part in many eTwinning projects. Most of them were excellent and inspiring. I met so many enthusiastic teachers from all over Europe in these projects, and over the years I even had the chance to meet some of them in real life.



For me as a teacher, eTwinning meant more work, sometimes a lot more work – especially with young students the projects do not run by themselves – but I got so much back, and not only me. Most important in eTwinning projects are the students, and eTwinning projects are really rewarding to them. They open their minds, give them the chance for authentic communication in a foreign language and much more, sometimes the projects are even crowned by a prize. eTwinning is so motivating for everyone!




Most of my students were thrilled by the idea of chatting and working with students from other



countries, they made friends and communicated far above the lessons. They used the TwinSpace on weekends and during their holidays and told me about their new found friends. Students also came up with new ideas how to go on with the project. One time we managed to develop our eTwinning project into a Comenius project and met face-to-face with one school, which was fabulous. From this Comenius project later a long-term school partnership and exchange programme arose.

I also took part in eTwinning conferences and teacher trainings in various forms, and always came home with lots of new friends and many, many new ideas for my classes and projects. As a teacher I personally think eTwinning is the best programme I found.



JUTTA SCHWARZ
 Freiherr-vom-Stein-Schule, Neckarsteinach, Germany

I am looking for exchange partners for my English studying students. The younger ones will be 12/13 after the summer holidays - they started learning English two years ago, the older ones will be about 15/16 years old and they have been studying English for five years already. We would like to first correspond via email and get to know each other, and develop together ideas for a project on European History, Geography or or Politics. In History it'd be Medieval Times for the younger students or The 20th century for the older ones, for them it could also be a project on European geography and politics. We start the new school year September 13, 2010. So it'd be nice we could start working on the project in October. If this sounds interesting for you, please let me know! Hope to see you soon! =)

Age range: 5 - 17
 User registered since: 05.12.2006

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### Expanding Horizons

by Maria Vassilopoulou

I joined the eTwinning family two years ago, and now I feel not only blessed but wiser if I could dare say so. eTwinning has opened an entirely new world to me, a teacher with long teaching experience who yet needed some motivation to try new things in class. And I have found all that on this online community.

The advantages for me are more than numerous. To start with, I have met very competent teachers who share the same dream and try to offer to their lesson a new dimension. I have learned valuable things from them either by observing their projects – food for thought for me – or by participating in Learning Events organized by highly skilled eTwinners. So little by little I have become addicted – hours on end looking for good practices or experimenting on new teaching approaches or web 2.0 tools in order to offer exciting experiences to my students.

Before I met  I felt

like that... and that .. ?



After my participation in 

I felt like that .....

Because E- twinning for me means .





And believe me they shared my enthusiasm. Students whose knowledge of ICT was mostly limited to Facebook operation learnt so many things about web2.0 tools that, to be honest, they taught me much as well. Their enthusiasm continued as they started communicating and exchanging messages with their European partners.

eTwinning also offered us the opportunity to realize the idea of unity in diversity. We learnt to respect our partners and accept our differences.

Last but not least I have been trying to transfer all the newly taught ideas to my everyday teaching and help my students become 21st century learners, creative, critical thinkers, and hopefully lifelong learners.

eTwinning helps me expand my horizons in all respects. It helps me realize the value of personal and professional development and makes me feel happy.

Now I am eager to share this unique experience with my colleagues at school, and so far six more teachers have entered the eTwinning family.

So I would like to THANK eTwinning for all that it offers to its members.

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Maria Vassilopoulou</b><br>12 Γυμνάσιο Αχαρνών, Acharnes Attikis, Greece |
| I belong to a group of highly inspired teachers working in the same school who are interested in creating an etwinning project exchanging information about maritime histories and civilizations. We would like to cooperate with colleagues from abroad sharing ideas and exploring together the beauty of the sea through mythology, history, art (painting, music) and literature. We are interested in traveling together through time, tasting new experiences and establishing a nice relationship. |                                                                             |
| Age range:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 12 - 16                                                                     |
| User registered since:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 05.10.2012                                                                  |

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eTwinning Is the Light into My Teaching Experience *by Emine Cag*

eTwinning has changed my teaching life. I have been a teacher of English at a high school since 1998. In 2009, I read something about eTwinning on an official website of Burdur National Education Directorate. I wondered what it was, then started with www.etwinning.net and had my own eTwinning desktop and started making new friends from different parts of Europe.

At that time, to be honest, I did not have any ability to use the computer or any ICT tools. Everybody was talking about ICT but I did not have any idea what it could be. I learnt a lot about ICT and the eTwinning projects with the help of my friends from Romania, Portugal, and France. I started a new eTwinning project with my friend from France and then everything changed in my classes. My students were very happy as they had friends from abroad and had the chance to communicate in English and used ICT tools in their lessons. The simplicity vanished and the innovation came into my classes with eTwinning projects.



I had experience in the eTwinning Learning Lab and I gained a lot for my personal and professional development. I had the opportunity to take part in the eTwinning annual conference in Budapest in 2010 and it was excellent for me because I met my eTwinning friends there. I have been an eTwinning ambassador since 2010. I have been organising seminars and workshops about the magic of eTwinning in a teacher's and in the pupils' life. At the end of every school year, my school headteacher gives presents and the eTwinning quality labels to my students and seeing the happiness and the mark of success on the faces of my students is priceless.


Of course, not everything goes on perfectly while implementing eTwinning projects at school. There



can be internet connection problems, working hour problems – you have to spend extra hours apart from your lessons –, not having understanding from your headteacher perhaps, but if you believe in something, it is inevitable to find solutions.

http://www.etwinning.net/en/pub/news/news/spring_campaign_competition_wi.htm

This is our poster:

	
Emine ÇAĞ Burdur Cumhuriyet Anadolu Lisesi, Burdur, Turkey	
I would like to create etwinning projects related to foreign languages, social arts, music, history and culture.	
Age range:	16 - 19
User registered since:	03.08.2010



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We got many many Likes!

We received this prize for the poster:

**My eTwinning Life**  
by Mihaela Gurita



I work in a small kindergarten with children from 3 to 7 years old. I am an eTwinning user, registered since 2008. I find many colleagues, from many countries, so I like this platform for teachers.

Many projects, such as "Christmas spirit brought us together", "Let's find out more about our friends!!!" or "Child games and culture" made me keep in touch with this platform, eTwinning.

Last year in mid-April they launched the 2013 eTwinning Spring Campaign. It turned out to be one of the most successful ever. The goal of the campaign was to extend the reach of eTwinning within schools where teachers are already involved. It was a competition to design a poster to promote the event or eTwinning (in case it is not possible to run a local event). Everyone with an eTwinning account can vote on a poster. The top three posters at the end of the competition won a HD pocket camcorder. The information is here:

That same year Generations@school invited teachers to organize an activity that was to bring pupils together with seniors from their communities to explore how dialogue between generations can contribute to a better understanding of each other. I participated with the little children. Our project was "Without old people, it's not a really past, without children it is not a really future!".




eTwinning helped me to develop a connection between our kindergarten and Elementary School Radonice 165, in the Czech Republic. The project theme: "Traditions and cultural values in kindergartens and schools", with the aim of promoting intercultural exchange experience in order to acquire a complete picture in terms of educational institutions in the world.



Education for democracy implies respect, tolerance and understanding of their own culture and other peoples'. Current educational policy takes into account those values. The preschool and primary education curriculum tries to master the traditions and cultural values through Romanian and Czech, in a multitude of ways. For these traditions and values to be known by children in other countries, I have found it useful to establish a unit exchange with a school in the Czech Republic.

For me, my school, our pupils, eTwinning is a great experience!



**Mihaela Gurita**  
Gradinita Nr.2 Dumbraveni, Suceava, Romania

In this moment I'm a child who learn to walk...in Twinning.What is after you learn to wark is the best surprise.

Age range: 3 - 7  
User registered since: 26.03.2008

**Happy Teaching with eTwinning**  
by Nieves Mendez Ruiz

If you asked me what eTwinning means to me as a teacher, I probably would not know what to say at once, but you would immediately see a smile drawn on my face, no doubt. This is a story of renewal, encouragement, innovation and success; that is happy teaching, is it not?

When I first got involved in eTwinning, I learned one of the most important lessons of my professional life: you are not in the classroom only to teach but also to learn. Working with teenagers in an eTwinning project led me to exchange roles with them, to join them in an action adventure that made me realize their actual ability to get engaged in their task and their powerful creativity. Purposeful activities aimed at the communication with other European teenagers were the magic motivating my students.




That is how I became an enthusiastic eTwinner and how I met lots of colleagues to share knowledge and experiences with. Each project is an opportunity to explore new ways, to develop teaching skills and create successful learning environments using all kinds of effective tools in collaboration with your foreign partners.





I would say there are three key factors that make you become an eTwinning believer: integration, communication and support. A project integrated in your current curriculum provides the solid grounds required for interactive lessons where the students play the central role. Students and teachers work in teams, communicating with each other in a safe common space where they get immediate feedback. Everyone feels constantly supported and, consequently, highly motivated.

Personally, eTwinning encouraged me to go ahead in my professional development and gave me the feeling of real success as a teacher. Do not miss the experience!

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|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
|                                                                                                                                                                                                                                           | <b>Nieves Méndez Ruiz</b><br>ES Heliche, Olivares, Spain |
| I'm a teacher at a secondary school in South Spain. I'd like to collaborate in projects with other schools in European countries so that students have the opportunity to get in touch and learn about other sociocultural backgrounds while practising their English. Also, I'm very interested in running CLIL projects. |                                                          |
| Age range:                                                                                                                                                                                                                                                                                                                 | 12 - 18                                                  |
| User registered since:                                                                                                                                                                                                                                                                                                     | 28.01.2008                                               |

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**Young European Activists in the TwinSpace!
YEA for Democracy!**
by Anna Drakotou

This was an eTwinning project called "Our Political Party" (2012-13) with 14 year-old students from Athens, Greece and Zadar, Croatia presenting, sharing, debating and commenting on democratic values and citizen initiatives in order to create collaboratively their own political 'voice' on current issues under the umbrella of Democracy.

It was in December of the academic year 2012-2013 when our district educational advisor and fellow EFL teacher Thalia Chatjigiannoglou mentioned the eTwinning project "Our Political Party" based on an eTwinning kit of instructions. At a first glance, I thought that it would be too hard for my 14-year-old students; still, what motivated me to adjust the five-page instruction kit to my students' needs was its content and the cause: democracy and citizen initiative. The project won the 1st Prize at 'Europe at School' competition, <http://www.europaeischer-wettbewerb.de/ueberuns/europe-at-school/>, as well as the national and European Quality Labels for its collaboration and work, and was presented at the Professional Workshop in Stockholm, Sweden in 10-12 October 2013: <http://youtu.be/r4jgMX9kebA>. The school was given the amount of 500€ and the participant students were awarded with a certificate in November 2013.





It all started like an EFL class project, and the teachers had already created the project outline with the aims, the objectives, the work process and the activity pages in the TwinSpace: "Our Political Party".

What really triggered the project was a discussion on a cartoon in which a teacher asks a class what some of the timeless values worth dying for are, and a student says "Money".

The class was asked to create a mind-map in groups of four whether they agree, think of timeless values related to democracy and share it on the blackboard.

Then, the students researched certain web sites on five written worldwide documents that refer to timeless values of democracy from the Greek antiquity to recent times, commented and decided on the most important core values of democracy.

Each group presented its core values in a collaborative google doc based on a different document, i.e., Politics, by Aristotle, the Magna Carta, the Declaration of Independence.

A debate – a non-googable question – was given to students to write about it as a class, corrected by the teacher and discussed in the group in order to agree on the two most important values, then shares in a forum.

An evaluation sheet about what they had learnt and enjoyed most in each activity was filled in by the students.

Thus, each activity was based on six steps: a stimulus for discussion, mind-mapping, research, presentation, debate-forum and evaluation. The uploading was taken over by 11 out of the 22 students and was carried out at the school lab equipped with 11 PCs.

Every activity page in the TwinSpace was mainly made with a wiki, with title and steps, a web content with a Padlet for presentations or/and mind-mapping, a forum for the debate questions and a blog, for comments and fun. It had more or less a similar pattern to facilitate interaction and collaboration.

This is the link to our TwinSpace:
<http://new-twinspace.etwinning.net/web/p93826>.

The project was presented in the school community and disseminated in the local community by

publishing it in the Municipality website and worldwide via eTwinning public site and blogger.com. Both teachers and students felt thrilled and proud of its successful outcome.

To achieve such a goal was not enough to carry out just another project, and get it done. It took time, effort, and my own enthusiasm to involve students, parents for consent, teachers and head teacher for collaboration and communication with international partners. When my students lost interest, as young teenagers often do, I had to stimulate their imagination by going beyond what was obvious, by experimenting, and implementing new ideas and techniques.

As an EFL teacher, the involvement in eTwinning has been a challenge for me that has opened up a new, fresh approach to a variety of subjects, such as that of environmental issues, art, politics and democracy through a new perspective. It has led me to a more creative and motivating teaching and learning, adding that sparkle of resourcefulness and imagination that often lacks in the ordinary classroom teaching. I feel that both my students and I myself have been inspired and inspiring in the end.

Overall, the importance of such causes as democracy and citizen initiative can be carried through creatively via eTwinning project treks boosting personal and professional growth for both teachers and students who aspire towards a better world.

	Anna Drakotou 3ο Lykeio Ilioupolis, Athens-3ο ΓΕΛ ΗΛΙΟΥΠΟΛΗΣ, ATHENS, Greece
Issues of teenage interests, ethics, art, environment, citizenship, European studies	
Age range:	15 - 18
User registered since:	15.10.2012

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**Good Ideas, Hard Work, Much Patience**

by Nicoleta Dinca

I discovered eTwinning a few years ago out of pure curiosity. I wanted to do something new, unique and so I started to learn how to use – step by step – all the facilities of the platform. At first I felt alone because many teachers from other countries were not very interested in Romania, but, as people communicate, everything has started to feel closer. Since then, I have been trying to exploit all the opportunities for learning that were offered, to develop projects, to play and to live-and-learn virtually with our partners and with my students.



When my partner first responded to one of my messages, I was very happy. Not believing what has been heard from left to right, that the Romanians do not really have credibility, slowly, slowly we have shown that it is not so. We have developed many projects and won eTwinning prizes. I started writing projects and so I managed to attract many partners. It is so that I won. With ideas, with hard work and a lot of patience.

The word “collaboration” has turned into “friendship”. Relationship with partners has had an upward trajectory. I exchanged ideas with lots of teachers so that the horizon of my teaching activity has widened considerably. Our experiences have led to common learning and also personal connections. All my projects were useful, fascinating, exciting, full of energy and optimistic.

I think that I have learned from each experience. We got acquainted with new technologies and, above all, I became a member of the great family of teachers in Europe.

|                                                                                     |                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p><b>Dinca Nicoleta</b><br/>Scoala Gimnaziala Tichilesti, Braila, Romania</p> <p>Hello dear colleagues, I wish to exchange experience with teachers from other countries and my country, to develop projects on various topics.</p> <p><b>Age range:</b> 12 - 15<br/><b>User registered since:</b> 31.10.2007</p> |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Together We Can Make It**

by Françoise Altamura, Paola Arduini, Antonella Ciriello, Maria Rosaria Fasanelli and Elena Pezzi

We are a team of Italian Ambassadors living far one from the other but strongly collaborating online to spread the eTwinning’s word in different ways...



For our group the Italian eTwinning ambassadors’ National conference at L’Aquila, in Sept. 2012, marked a sort of milestone.

We had been asked by the National Support Service in Italy to present the Teachers’ Toom “eTwinning e la realtà”, which had been founded by the ambassador Laura Maffei in December 2011 and in the meantime had become the second most active TR after the Helpdesk – in less than one year it had collected more than 1200 posts.

Cooperatively, on an online shared document, each of us tried to put together the reasons for that success as an example of sustainable good practice. In L’Aquila, for the first time, we all met in person.

One of the first results of our collaboration in that Teachers’ Room has been the publication of seven ebooks (their title? *eTwinning e la realtà ebooks!*) about eTwinning projects, methodology, eTwinning and Comenius, online collaboration, hints and tips for new eTwinners, international cooperation, etc. We succeeded in involving some of our Italian and European colleagues and the results were really satisfactory!

During that same first meeting at L’Aquila we had another idea: why not share our skills and competences in webinars for new eTwinners? We soon understood that it could be a great chance since we would have the opportunity to spread the



eTwinning ideas and methodology to more people and, at the same time, to increase our personal skills.

At first, we decided to run webinars about the TwinSpace and we got some practice on that. Later on, we also trained during Massimiliano D'Innocenzo's, one person from our NSS, basic eTwinning webinars.

One day Françoise Altamura had the idea to set up a training TwinSpace for new eTwinners and our NSS opened up a "sample" project to give new eTwinners the opportunity to see a real TwinSpace and train on it, before founding their own project. Therefore, during our webinar sessions, we can show the tools available in the TwinSpace and how to use them. In the training TwinSpace, we can also give our trainees some "homework" thanks to sets of exercises arranged for them, e.g. "start up your own activity page", "try your hand at opening up a file archive folder and upload a doc", "build up a wiki page", etc.



During the online meetings (we have taken part in quite a few of them), each of us has to explain a segment or one or more tools of the TwinSpace: so far new eTwinners have been quite satisfied with the help supplied and have practiced a lot on the training TwinSpace. We have had more than 350 teachers there!

Since we noticed that it had been a very good experience, during the European Conference in Catania, Massimiliano D'Innocenzo and some of us suggested showing our way of working to a wider audience. That is why we took part as panelists in a webinar run by the Central Support Service addressed to other European ambassadors. We explained how to set up a project, how to run it and

how to disseminate webinars for eTwinners. In a nutshell, it was a sort of webinar about how to run webinars.

Furthermore, we tried to disseminate eTwinning in other fields too. In May 2013, Françoise Altamura checked out if there was anything about eTwinning on Wikipedia – she found nothing but a very short entry in the English Wikipedia. As a result, she decided to launch a forum thread in our Teachers' Room *eTwinning e la Realtà*. We got a lot of replies and many eTwinners claimed they were willing to collaborate to create an eTwinning entry on the Italian Wikipedia.

Our (already well established) team carried out the organization of the work. First of all, according to our team's work "philosophy", we opened up a shared google doc and began to jot down, comment on and add topics.

Then, we began to arrange the entry picking up the main ideas we had put together. Finally, we realized that we had collected far too much material and that we had to revise the newborn entry to make it more "user-friendly" for a wider audience – parents, pupils, teachers.

Elena Pezzi loaded all the items in her Wikipedia Sandbox waiting for its publication. You can get a clue of the stuff produced at Elena's Sandbox: <https://it.wikipedia.org/wiki/Utente:ElenapezziBO06/Sandbox>

However, not everything went in the right way and we soon began to have some problems with the Wikipedia's "guardians", as they have very strict rules about copyright and ask for neutral language to use – they thought we were too "enthusiastic" in our presentation! It looked like there was no way out...

Luckily, at the end we figured it out thanks to Lorenzo Mentuccia, one person from our NSS, who suggested in translating the already existing eTwinning entry from English into Italian and enriching it little by little, in order to avoid "censorship"...

All our collaborative works were presented during the European conference of eTwinning Ambassadors in Catania, 17-19 October 2013.

Our way of collaborating and helping each other went on during the following months. Some of us were engaged as ambassadors to run seminars and organize actions for implementing Erasmus+





actions. We all took part in national webinars and local seminars and we constantly shared, discussed, suggested ideas, tips, materials to cope with this new challenging European perspective.

When we were called to run local seminars, we could count on the helping hands of our "eTwinning mates" to prepare presentations. In this period we opened shared google drive folders with list of FAQs, documents, suggestions, links. And we went on debating on the new challenges provided by Erasmus+ in the Teachers' Room "eTwinning e la realtà".

If we look back at our "journey" together, we can point out some good qualities of our team:

- we are teachers - from different regions, teaching different subjects in different kinds and levels of school - who work together on several occasions and for specific purposes (webinars, ebooks, presentations, Wikipedia, learning events, articles) on the basis of our common interests;
- each of us wishes to share and collaborate with the others; none of us wants to "show off" more than the others, and all our decisions are taken together;
- we all feel constantly part of a wider community of teachers and learners and we strive to be part of the eTwinning community but also to be active in other social networks, always acting as eTwinning ambassadors, spreading the word and the values of eTwinning cooperation;
- we work together also to show the European projects community that 'together we can' and moreover we are convinced that cooperation is the only way to work, to teach and to learn.

Thus, we experience what means for us the teamwork added value: making the best of mixed competences and attitudes, enjoying mutual learning and support, feeling less overwhelmed by workload.  
Together we can make it!




**Paola Arduini**  
ICS "Via Ferraironi" di Roma , Roma (RM), Italy  
L'ambiente urbano come ambiente di apprendimento

Age range: 3 - 14  
User registered since: 22.10.2007




**Antonella Ciriello**  
ITCS "M. LAZZARI", Dolo (VE), Italy  
un projet en français, sur le commerce interantional et le tourisme

Age range: 14 - 19  
User registered since: 17.10.2008



**Maria Rosaria Fasanelli**  
Liceo Statale "Niccolò Machiavelli", Roma (RM), Italy  
We have been working on quite a few Etwinning projects so far with my students aged 14-18: a webzine to get to know our schools, a project on books, etc. At the moment we our focusing our attention on movies and football.

Age range: 14 - 17  
User registered since: 23.01.2009



**Elena Pezzi**  
Liceo Statale Linguistico e delle Scienze Umane "L. Bassi", Bologna (BO), Italy  
Me gustaría trabajar sobre costumbres y estilos de vida de los diferentes países, sobre todo en lo que atañe a los hábitos de los jóvenes. Estoy también interesada en proyectos que impliquen la literatura, las ciencias sociales y la conservación del medio ambiente. Además, querría empezar un proyecto para profesores para intercambiar ideas, experiencias y fomentar la motivación (nuestra y de nuestros alumnos)

Age range: 14 - 19  
User registered since: 17.03.2008




**Séraphine Françoise Altamura**  
Liceo Scientifico Statale "Ignazio Vian", Bracciano (RM), Italy  
faire parler en langue française/ fare parlare in lingua francese. je voudrais faire chater mes élèves en français avec des élèves européens ou faire des videoconferences.

Age range: 15 - 17  
User registered since: 03.11.2007



## My eTwinning Adventure

by Esen Sandiraz

I would like to start talking about my eTwinning adventure by sharing my favourite student motto: "If you really want to teach me, you first have to reach me!"

I am a teacher of English and European Projects Head Coordinator at Toros College in Mersin, Turkey. I have been working with eTwinning projects for about 5 years now. I have an eTwinning Teachers' Room named "Ideas for Teaching English". I am a teacher trainer and an ITEC Project pilot teacher.

Now I would like to tell you something about my personal and professional development. Before joining eTwinning, my students did not want to come to my class and they did not want to learn English! I knew they loved English and me, but they did not like writing texts, reading long stories and doing difficult, boring grammar tests. I tried to find out a new way of teaching everyday but I had no idea where and how I could find it!

In 2009, Turkey was accepted in eTwinning and I was very delighted that I became a member of this community. In a short time I found a project partner, a lovely teacher from Portugal. Our project's name was "Time to learn, time to share". It was our first eTwinning project and the cooperation between us was very good from the very beginning. Our collaboration was basically an exchange of introducing ourselves, our cities and our countries, sharing PowerPoint presentations and writing letters to each other. Yes, we the partner teachers and pupils were glad to do something different but we wanted to do something more exciting!

In September 2010, I had the chance to participate in the European eTwinning Conference held in İstanbul, Turkey and there I could make personal contacts and met lots of eTwinning colleagues face-to-face.



Erasmus+

Then we started to join Learning Events, workshops and Teachers' Rooms, and learnt how to use the TwinSpace and ICT tools effectively. A year later the project won the European Quality Label and we were invited to present our project first in national workshops in our own countries, and then in 2011 at the eTwinning European Conference in Budapest, Hungary. I also had a workshop as a presenter in the Budapest Conference. My topic was "Motivating Pupils Through Games".



My first partner Maria Condeço and I had the chance to meet face-to-face thanks to eTwinning in the Budapest eTwinning European Conference in 2011.



Unfortunately soon after coming back to Turkey, I got seriously ill and I could not carry on any further. During my illness, my European eTwinning colleagues were so kind and ready to help, and without knowing me very well, they felt sympathy for me and during my illness, I got lots of emails to encourage me to go on in my personal fight.

Luckily at the beginning of this educational school year (2013-2014) I felt better and started to participate in eTwinning projects again. Here are some of them:



### HealthyANDhappy (hAh)

The first one was an eTwinning/Erasmus Plus project. As you know, an active life style and healthy food habits are very important in childhood, and there is strong evidence that maintaining an active lifestyle and healthy food habits provide important physical and mental health benefits. Nevertheless, Europe has been suffering from sedentary life, unhealthy food habits and overweight problems in childhood recently. As a result of the overuse of technology, sedentary life and unhealthy food habits, some kind of illness appear in the body. In this project, we aimed at increasing activity, improving dietary quality, and decreasing inactivity during childhood. We also aimed at improving communication skills and ICT skills for both pupils and teachers, improving language skills for both pupils and teachers and finding out new opportunities for the school and wider community in order to increase pupil engagement and motivation, to challenge pupils to do more and to make learning 'real'. During the project, we really did lots of activities with my partners. As an example, for making a project film, we collaborated with film expert Mr Nikos Theodosakis to direct and manage us. We also collaborated with universities, and they supported our project by giving seminars about healthy life.



### Mom and Me

The second project was about celebrating mother's day in Europe. The project's main aim was to increase the awareness of mother's day all over Europe. We also aimed at cooperating and sharing cultural similarities and differences, and we tried to learn some basic sentences in each other's languages. Therefore, the schools involved tried to instil in their pupils a love for learning, developed their creativity by using ICT tools and fostered them to take part in cultural activities. In addition to this, our goal was to build strong relationships

between people from different countries, schools and cities that will not be finished with the end of the project. At the end of the project, we celebrated mom's day using google hangouts connection.



### Ideas for Teaching English

And the last project was created for Azerian, Turkish and Romanian teachers who want to improve their English speaking and communication skills and who want to join eTwinning but had no idea how to work in the TwinSpace collaboratively. This project consisted of 20 Azerian, Romanian and Turkish teacher trainers (who were all experienced eTwinners) and nearly 40 Azerian and Turkish school teachers. It was a short project but we had success at the end. We tried to teach them the basic language through useful grammatical links, games, videos, songs and ICT tools. We used social media for teaching English and utilised the TwinSpace as a learning environment. We also used lots of ITC tools such as vocaroo, voki, google docs, popplet, little bird tales, photostory, iwishyouto while teaching. At the end of the project, we created an evaluation form using Padlet to get the participant teachers' opinions. I think this project is a good example of teaching a foreign language by using ICT tools as project activities, by using social media as a communication and collaboration tool and by using the TwinSpace as a learning environment.

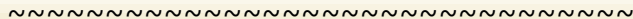
Whenever I think about my background, eTwinning was the ideal starting point for my personal and professional development. Thanks to eTwinning projects, Teachers' Rooms, Learning Events, conferences, workshops and seminars, I had the opportunity to catch a new way of teaching, to improve my personal and professional development and I had the chance to meet lots of new friends and colleagues from all over Europe.




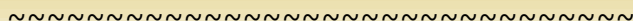
And coming to my students, instead of studying lots of grammar books, writing texts and doing exercises, they had the opportunity to learn by finding and sharing information, using ICT tools, experimenting and comparing, and most importantly in direct collaboration with their peers in other countries. I am sure eTwinning projects increased their motivation and their creativity, too.



There is no doubt that our students' learning contexts are changing in our schools nowadays and that technology is playing an important part in the types of teaching and learning practices and pedagogies. I think all teachers who care about their personal and professional development should get involved in eTwinning! Because eTwinning is a unique portal for the whole educational community, and all European teachers and students should experience it. The best advantage of eTwinning projects is that you only need a computer and Internet connection to join it. You can start a virtual travel around Europe whenever you want and you can find out about different cultures easily thanks to eTwinning. I am confident that, once you join it, you will keep it forever just like me and thousands other addicted eTwinning teachers all over Europe.



|                                                                                                                                                                                                                                                                                   |                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
|                                                                                                                                                                                                | <b>Esen Sandiraz</b><br>Özel Toros Koleji , Mersin, Turkey |
| We're a private high school in Turkey /Hatay. We want to share our country's culture, history ,lifestyle, and teenage wishes,hopes,problems with other countries.Although we live far apart from each other ,we're lucky because etwinning makes it easy for us to keep in touch. |                                                            |
| Age range:                                                                                                                                                                                                                                                                        | 6 - 12                                                     |
| User registered since:                                                                                                                                                                                                                                                            | 06.10.2009                                                 |





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