

How to achieve eTwinning Quality Label

Quality Labels are granted to teachers with outstanding projects



6 criteria



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Istituto Nazionale di Documentazione,
Innovazione e Ricerca Educativa



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1. Pedagogical innovation
2. Curricular integration
3. Communication and exchange between partner schools
4. Collaboration
5. Use of technology
6. Results, impact and documentation

live.etwinning.net

What is pedagogical innovation?



Students play leading role in the project

- pupils work collaboratively with partners using different methods (ex. information gathering, problem solving, research, comparisons)
- pupils take different roles: artists, journalists, technicians, scientists, actors
- their work and involvement is visible



Miscellaneous pedagogical methods

- browsing and comparison of information
- critical thinking and problem solving
- carrying out experiments and reasearches
- individual and group working



Original title!

Bookraft

ATOM

One, two buckle my shoe!

www.etwinning.net - source of project ideas

Ready, Steady, Slow: Investing time and skills into sustainable European citizenship (part I)

di Maria Rosaria Fasanelli - Liceo Machiavelli di Roma



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Innovazione pedagogica e creatività

With this project and the second part next year, we are trying to **pass from a curriculum based on contents to a curriculum based on competences**.

There is a usual scheme for each module in all subjects involved: 1) brainstorming, 2) content exploration and research, 3) negotiation and planning, 4) implementation, 5) results to be shown. We use also different environments for each step: step 1 usually takes place all together in the classroom, step 2 is carried out in small groups and takes place in the lab with PCs or classroom with smartphones, the 3 in class, small groups with pen and paper, 4 at home or in the laboratory, in groups, 5 in classroom with IWB and other "actors" (usually with other teachers, students, staff). The "product" to be shown is important because it helps to overcome the boundaries of the classroom, leads us to give the reasons for what has been done and to increase the perception of the meaning of work and self-esteem.

Another important point on which we focus is the **metacognitive reflection** on the acquired skills. We expect moments often formal and informal self-evaluation (see document Which competencies in the form Evaluation)

Physical awareness 13-14

Enrica Maragliano - Liceo Classico C. Colombo di Genova

Pedagogical Innovation

The design of the project began at the end of last school year, involving classes and their families, getting a lot of cooperation.

Thanks to that, **many activities among teachers of different disciplines and countries have been possible**: sports action closely related to physical laws, which use mathematical models, associating it to the use of English communications, refining and consolidating the expression written and oral and the specific vocabulary of the disciplines involved.

The **use of IT tools** improved skills and awareness of their use.

The recording of the presentations and the organization of videoconferences improved self-confidence in students.

The **final tests common to all classes**, allowed us to evaluate homogeneously specific skills and cross-curricular competences

Feel the Water Know blue color

Carmela Pietrangelo - ICS "G. Barone" di Baranello (CB)

Pedagogical Innovation

My pupils lived inside the project!

During the years, this project has become the «**fil rouge**» **among all subjects**: they have been researchers, journalists, little scientist and so on...

An example of how to **involve all pupils in a cooperative way**: to produce our storybook, a group of students with low competences in English L2 but with great skills in drawing has managed to put in cartoons the story written by a group with great skills in writing. Another group with high ICT skills transformed the story in e-book.

I have tried to propose very different activities, using several web 2.0 tools, in order to involve them and their personal life into the project' stories, so to enhance their motivation.

Pedagogical innovation



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Work out an original title for eTwinning project

Try to avoid general themes like: seasons, christmas, traditions, my country, pets... Find out something *catchy*!



Curricular integration



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Is it difficult to integrate your eTwinning project into the school curriculum?

- it's impossible 9%
- Yes, but it is possible with extra effort 51%
- No, not at all 40%

*The survey was carried among participants of Learning Event „eTwinning Quality Label” on 7 March 2014.

Curricular integration

Kill two birds with one stone

eTwinning project and school curriculum



Curricular integration



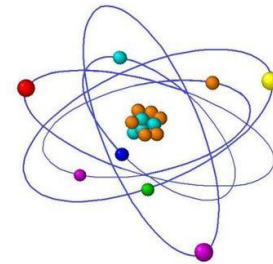
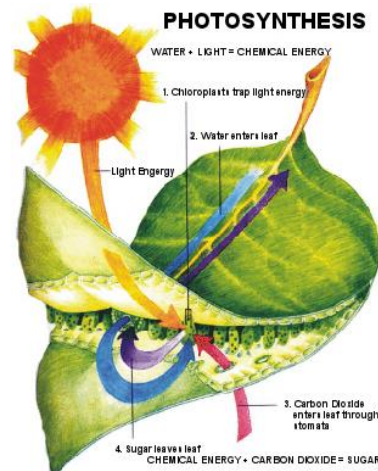
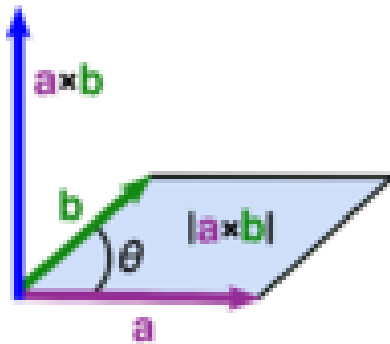
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Cross curricula project



Physical awareness 13-14

Enrica Maragliano - Liceo Classico C. Colombo di Genova

Curricular integration

The project is closely related to the **curriculum of Mathematics, Physics and Physical Education** in each class involved.

Students also have reported using plain English in all project activities, improving both the oral and the written expression. Especially at the stage of mutual understanding, they have collaborated on the presentation of the schools and made a short video with their presentations. Later, after viewing all videos, they tried to guess the names of the partners' pupils, using post on a bulletin board, and have begun to collaborate realizing and solving crossword puzzles, anagrams and other games with the aim to improve the vocabulary of individual disciplines. During the lessons of Physics we have been given preference to the exercises related to the sport, also asking students to create problems from their own experience. During the meeting the activities were supported by theoretical lessons (also prepared by students) and analysis of the results obtained. In the preparation of the e-book, finally, the students collaborated remotely to the final version of what has been achieved in the course of trade. Several video conferences organized during both meetings in preparation of them, have helped to improve the command of English as part of **CLIL** activities.

Ready, Steady, Slow:

Investing time and skills into sustainable European citizenship (part I)

di Maria Rosaria Fasanelli - Liceo Machiavelli di Roma

Curricular integration



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Per quanto riguarda la mia disciplina (inglese), RSS è **integrato nel piano di lavoro annuale interdisciplinare delle classi** - in modo dosato secondo le necessità della classe e il monte orario - e **svolto nelle ore curricolari** - fatta eccezione per alcuni compiti e prodotti realizzati dai ragazzi a casa. Il mio lavoro consiste nel fare da collante al lavoro dei colleghi, oltre che nel lavorare su tematiche e competenze specifiche con i miei alunni. Le classi II H e II F hanno lavorato **1 ora curricolare**, individualmente e per piccoli gruppi, per 5 mesi ciascuna su quasi tutti i moduli, hanno avuto il ruolo principale nel visionare/leggere i materiali dei partner. **Le principali competenze sviluppate sono:** Comprendere messaggi - Collaborare e partecipare - Comunicare. Il lavoro eTwinning è stato la base per stilare le loro **competenze in uscita** per l'asse dei linguaggi nel CERTIFICATO delle COMPETENZE DI BASE acquisite nell'assolvimento dell'obbligo di istruzione. Le classi IV H e V H hanno lavorato in classe 1 ora e a casa 1 pomeriggio al mese, di solito in gruppo, con l'obiettivo di consolidare, attraverso un lavoro in team, le capacità di intervenire sui contenuti per operare adeguati collegamenti interdisciplinari, usando linguaggi diversi, rispettando le scadenze date. Per la classe V, il lavoro RSS ha contribuito a dare spessore alla presentazione del documento di classe del 15 maggio.

Communication and exchange between partner schools



*It's not only sharing, but sharing in a way that you
will involve your partners (...).*

- Learning Event 2014, *How to achieve QL*

Communication and exchange between partner schools



Project activities stimulate communication

- ✓ Encourage pupils for information searching and sharing it with partners
- ✓ Take care of feedback - comments, answers, subject continuation.

Communication and exchange between partner schools



ICT You and me

Methods and tools

- ✓ discussion on the forum and chat
- ✓ Project Diary
- ✓ polls, quizzes, surveys, votings
- ✓ videoconferences

Feel the Water Know blue color

Carmela Pietrangelo - ICS "G. Barone" di Baranello (CB)

Communication

Communication has been constant and wide.

Since the **planning phase**, we as teachers collaborated exploiting the TwinSpace.

During the activities, daily communication was via email.

We organized specific meetings to compare and critical discuss our work, using Skype in different occasions.

Each student had to read all posts on the forum and reply if needed.

We shared videos made by students, postcards both online than with traditional mail.

Physical awareness 13-14

Enrica Maragliano - Liceo Classico C. Colombo di Genova

Communication

Communication between teachers and students has been very close during all the project, and this allowed an excellent collaboration.

Teachers exchanged almost daily **emails** for the organization of the activities and sometimes using **videoconference tools**, to decide how to set up each next step.

All results were **published on the TwinSpace** using adequate IT tools (MailVu, Padlet, Prezi, BlendSpace, Piktochart, shared documents).

The projects included **real visits** to partners schools and students (and their families) could meet in advance through **videoconferences** in the evening at home and then through Facebook.

During each exchange, they were held videoconferences with schools not present in real.

Using data collected during the project, students were able to write 3 chapters of an e-book, one for each meeting, working together at distance.

As a final activity, students wrote a short post with their feelings on a bulletin board.

Europeans

Elena Varola - Liceo Statale "Majorana-Corner " Mirano (VE)

Communication

Communication between teachers has been **frequent and active**.

We communicated via **email and Skype** to discuss and organize the various phases of the project.

We encourage communication among students by organizing them into **mixed groups** and giving them accurate tasks. Students worked together to reach agreements and to produce their common products.

It was also organized a **video conference** via Skype through which teachers and students were able to point out the various phases of the project.

For the exchange and sharing of the work products have been used the **TwinSpace, Google Drive, Whatsapp, Facebook** and for the final product the **Wix site**.

At the conclusion of the project, students have been able **to meet in the presence** during the education journey of Spanish students in Venice.

Collaboration



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Collaboration



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Activities are designed to work collaboratively

Together

materials, problem solving, solutions

Collaboration



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Best pattern

International students teams



Tangible results

✓ Dictionaries

✓ Videos

✓ Magazines

✓ Tutorials

✓ ebooks

✓ Cartoons

✓ Stories

✓ Blogs

✓ Webpages

✓ Podcasts

✓ Audio narrations

✓ Presentations

✓ Multimedia posters

✓ Calendars

Collaboration



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Good practice examples

Pek, the Traveller Flea 2 

Photography as a pedagogical tool 

Talking Pictures 

ICT You and Me 

Feel the Water Know blue color

Carmela Pietrangelo - ICS "G. Barone" di Baranello (CB)

Collaboration

Synergy was the key point in this project.

Every action has been agreed before by **email** among teachers.

Each activity has been evaluated by partners through **forums, video conferencing, email**.

Since the beginning, a concrete collaboration has been manifested through the choice of the logo: each country has organized a vote in their school, involving also students not directly involved in the project, with methods and compared results agreed with partners schools.

The collaboration had the top expression in the **ideation of international lottery** "World Water Day".

Physical awareness 13-14

Enrica Maragliano - Liceo Classico C. Colombo di Genova



Collaboration

Attività specifiche di ice-breaking hanno consentito di **stimolare negli studenti la conoscenza reciproca, la condivisione e la collaborazione.**

Gli studenti hanno gradito le attività CLIL di presentazione di se stessi e consolidamento del lessico specifico realizzando parole crociate ed altri giochi enigmistici e risolvendo quelli proposti da altri. Le presentazioni di ciascuna città e scuola ospitante è stata **interattiva**, permettendo specifiche attività ai docenti di Inglese. Le attività svolte in ciascuna scuola sono state preparate in classe prima della partenza, fornendo le nozioni teoriche necessarie in lingua madre e consentendo una migliore interazione durante gli scambi in presenza.

Le attività realizzate dalle coppie di scuole sono state adeguatamente condivise con gli studenti dell'altra scuola partner non partecipante a quello scambio attraverso le videoconferenze e la lettura ed il commento dell'e-book, realizzato dagli studenti attraverso un documento condiviso. Al termine della stesura dell'e-book, gli studenti sono stati valutati con una verifica scritta (in Inglese, uguale per tutte le classi) contenente problemi e quesiti che hanno fatto specifico riferimento alle esperienze da loro stessi vissute.

Collaboration

Sia studenti sia insegnanti hanno preso parte alla pianificazione del progetto.

Gli studenti hanno collaborato alla realizzazione degli obiettivi concordati lavorando in gruppi misti e prendendo parte alle attività comuni: realizzazione di questionari e relativa compilazione, programmazione e realizzazione dell'incontro in videoconferenza - Skype, video, prodotti multimediali, ricerche e logo per il prodotto finale. Hanno lavorato assieme decidendo di volta in volta i contenuti, la loro organizzazione e la successiva presentazione.

Hanno perseguito gli stessi obiettivi utilizzando strumenti multimediali collaborativi come Prezi, video, Thinglink e Padlet che testimoniano una stretta collaborazione.

Gli insegnanti hanno attivamente collaborato nelle varie fasi del progetto: programmazione delle attività, preparazione del materiale utile, mediazione e facilitazione nella comunicazione tra studenti in ogni circostanza.

Ready, Steady, Slow: Investing time and skills into sustainable European citizenship (part I)

Maria Rosaria Fasanelli - Liceo Machiavelli di Roma

Communication

AMONG PARTNERS TEACHERS, communication was using **internal TwinSpace mail** and **external email** and using our teacher bulletin. In autumn I used **Skype** to guide and train our partners beginners with TS.

AMONG STUDENTS, communication was through forum and blog, using internal mail and also using **social networks and Skype**.

BETWEEN ITALIAN TEACHERS AND PUPILS, communication was using external email, Whatsapp, Google drive. Many pupils have received **specific tasks to share** with their partners.

DISTRIBUTION OF THE WORK AMONG PARTNERS

We (me and my German partner) were cofounder and eTwinning experts, while our 3 partners were beginners: some parts of the projects were in our hands (project journal), others have been proposed by us, but very open to the suggestions and contributions of all the partners.

This project was also **an experience of job shadowing between experts and beginners in eTwinning**. Anyway, each team contributed to all the steps, from the planning to the final products: as an example, the module «Passion for Spanish» was led by the Spanish team, the module on mobility was led by the French team, our blog was in the hands of the Polish team, but **each contributed to all the modules**.

COLLABORATION AMONG STUDENTS The key word has been **INTERDEPENDENCE**, that was the sharing of responsibilities in order to solve any problems and to reach our goals, This was possible thanks to mixed groups of students working during all the project together online.

Collaboration

Collaboration and communication



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Prepare two activities which underline collaboration
and communication in your project



Use of technology



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Use it clever!

Plan activities ahead before technology

TitanPad - content

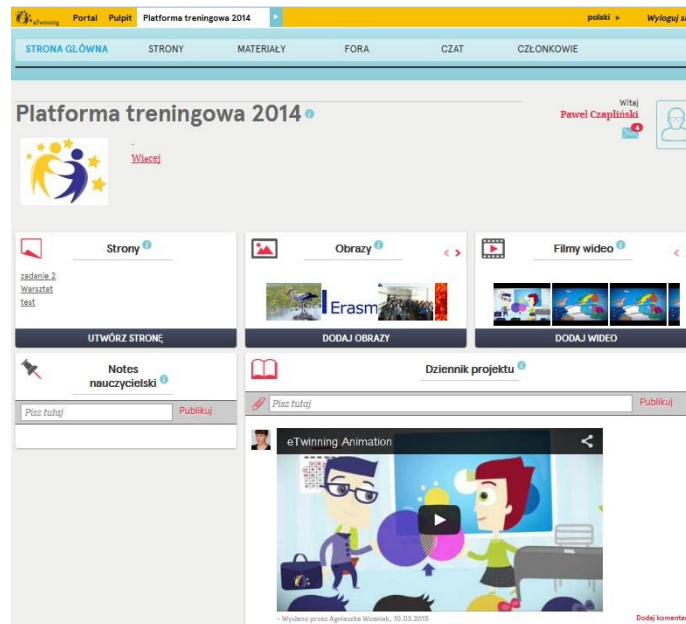
Draw It Live - pictures

vt - audio narration

Use of technology



presentation



evaluation



video



communication



graphic

Draw It Live

TitanPad



contents



audio



Use of technology



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- ✓Versatile tool- creative, interesting, attractive
- ✓Listen to your students and experiment, stay open for new ideas
- ✓Take care of eSafety and copyright issues

Use of technology



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Free music and pictures:

<http://incompetech.com/>

<http://www.freedigitalphotos.net/>

Tutorial:

<http://www.teachertrainingvideos.com/googleimages/index.html>

Physical awareness 13-14

Enrica Maragliano - Liceo Classico C. Colombo di Genova

Use of technology

Teachers proposed **various ICT tools** to maximize the collaboration (MailVu, Padlet, Prezi, BlendSpace, Piktochart, shared documents, etc.), in which each student involved could easily interact with peers from other schools.

Thanks to the use of computer technology, the enhancement of pupils' awareness in ICT was crucial, especially in schools, like ours, in which Informatics is a discipline with a very low space in the curriculum.

Teachers have worked using all the **tools in the TwinSpace** and through **shared documents** and communicate with an intense exchange of **emails**.

Feel the Water Know blue color

Carmela Pietrangelo - ICS "G. Barone" di Baranello (CB)

Use of technology

Our school had a very low grade of computer skills and we were able to build a **solid basic knowledge**. During the project, pupils were able **to interact using web 2.0 tools and to produce a large amount of audio and video products**, in which each student has shown full autonomy and great digital competence, including those students with special educational needs.

The initial stimulus by teachers was essential, in order to consolidate the basic knowledge and to expand the knowledge of new software and their use, in clear adherence to the spirit of eTwinning and **digital freedom**.

In some cases the use of new software has increased curiosity and interest in European partners; in other circumstances, the possibility to share other's works has been the way to discover new tools and technological habits.

Europeans

di Elena Varola - Liceo Statale "Majorana-Corner " Mirano (VE)

Use of technology

Teachers and students had the opportunity to use a **wide range of ICT** tools, both for research and for the presentation of different topics.

For the initial collaborative work on TwinSpace we used Wiki and Forum, Padlet and Google Drive. For the final product, we used WIX, Prezi, Youtube, Vimeo, Slideshare, Thinglink, Powtoons, Skype, ISSUU, App movie, iMovie, Pool snack, Photo Grid, Instagram.

We are very satisfied of the skills that our students have acquired and developed through this project. Students of the School had the opportunity to include the use of ICT in their training. This gave them the opportunity to operate on and summarize what they have learned. Technology, in fact, not a matter of teaching in their field of study. Also teachers have been able to learn new multimedia tools.

Documentation

- ✓ visible and neatly ordered
- ✓ materials are consistent with documentation and work process
- ✓ comply to copyright

Evaluation

Reflection and opinion of teachers, students, parents...

Has objectives been achieved?

What worked well and what not?

What the students liked more and what less?

How it improved your skills?

What impact had in the wider community?

Physical awareness 13-14

Enrica Maragliano - Liceo Classico C. Colombo di Genova

Results and impact

Thanks to international cooperation, students were able to establish **real friendships**.

The European dimension was lived not only through the monitor and the keyboard, but also thanks to the visit and the hospitality given and received at the partner schools.

In a time when the European sentiment is sometimes questioned, these students have actually learned that **Europe is a reality** from which they cannot go back, that you can learn and improve the mutual knowledge and that the differences are not a division but a time of growth.

From the point of view of the specific cultural disciplines involved, the project has been very effective for each subject and also for intercurricular competences, improving communication skills, deductive and organizational study.

Teachers have certainly benefited from the sharing of ideas and experiences with colleagues, both from the same school than from partners' schools.

At the end of the project, students passed a written examination, the same for all classes involved, which allowed a **joint evaluation** of results obtained.

Feel the Water Know blue color

Carmela Pietrangelo - ICS "G. Barone" di Baranello (CB)

Results and impact

Motivation is a great results of this eTwinning project, also when we encountered technical difficulties (poor internet connection).

Pupils absent in curriculum hours AM were often present in the afternoon.

The "new environment class" has encouraged good results both in computer skills (highlighting a significant gap between the situation of origin and destination), and in individual disciplines; enthusiasm of the students attracted students from other classes, because they would like to be in the “**eTwinning class**”.

At the same time, **teachers** with no experience in eTwinning have expressed enthusiasm and now they wish to open new projects in different classes and schools, involving other teachers. The opportunity to work during the whole school year on the specific issue allowed us to participate and **win a national competition** on this subject, thus winning substantial economic contributions to the school and educational travel award for students.

Dissemination has been constant throughout the project: meetings with families, publication on the school website and exposition of our products inside the school

eTwinning projects mentioned in this presentation:

Physical Awareness 13-14

http://www.etwinning.net/it/pub/connect/browse_people_schools_and_pro/profile.cfm?f=2&l=it&n=100954

Italian QL, European QL and European Prize as «runner-up» category 16-19 in 2014

Feel the water, Know blue color

http://www.etwinning.net/it/pub/connect/browse_people_schools_and_pro/profile.cfm?f=2&l=it&n=98061

Italian QL, European QL and Italian prize 2014

Europeans

http://www.etwinning.net/it/pub/connect/browse_people_schools_and_pro/profile.cfm?f=2&l=it&n=99242

Italian QL and European QL 2014

Ready, steady, slow: investing time and skills into sustainable European citizenship: part I

http://www.etwinning.net/it/pub/connect/browse_people_schools_and_pro/profile.cfm?f=2&l=it&n=98326

Italian QL and European QL 2014

Results, impact and documentation



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What questions would you include in evaluation with:

- Students
- Teachers



Basic requirements



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✓ The applying teacher must have made a significant contribution to the project.

✓ Project must have
COMMON PLAN, GOALS AND EVALUATION

✓ Project should be finished

Health issues among teenagers in European countries

Enjoy eTwinning!

KISS

Dziękuję!

Grazie!

Paweł Czapliński



Massimiliano D'Innocenzo

