my eTwinning cookbook

50 recipes for school collaboration and professional development in Europe
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Introduction

What an inspiring and delightful feast eTwinning is!

Like any feast, of course, it requires good recipes, high-quality ingredients and skilful cooks!

Over the years, the ingredients of the eTwinning feast have grown in range, quality and diversity. It has expanded to cover a range of experiences appealing to a variety of palates. In this book, we present them to you in all their diverse forms.

There is no doubt, of course, that skilful cooks also exist, as the body of creative and willing teachers involved in eTwinning continues to expand. This body of teachers brings to the feast their regional variations in approach and preference, a mixture of the flavours and colours of their cultures.

That is what makes eTwinning so attractive!
hors d’oeuvres

Teachers’ Rooms
Enabling teachers to informally discuss topics of interest

Santi Scimeca, eTwinning
Central Support Service
Teachers’ Rooms

Santi Scimeca
eTwinning Central Support Service

Teachers’ Rooms are easy-to-create, easy-to-manage, easy-to-join virtual areas on the eTwinning Desktop where, with little effort, for a limited period teachers can share their opinions, experiences and practice on something of general or specific interest. Teachers’ Rooms enable colleagues with similar interests to discuss using a forum and/or a chat.

Anyone can create a Teachers’ Room: the steps are easy and straightforward, and can be found on the dedicated Teachers’ Rooms section of the eTwinning Desktop. The only prerequisites relate firstly to teachers’ general interests – there is no partner finding or project work – and secondly to the commitment of the moderator who has created the Room. A clear description, a first message on the forum to set the scene for discussion, and some active presence to animate communication are sufficient ingredients to make a Room a success.

What’s already out there?

Although Teachers’ Rooms are meant to be short-term discussion platforms, and should ideally only last up to three months, a few Rooms have developed in such a way that it would be a pity to close them. Many are still open after their three months deadline; and some have become more structured eTwinning Groups (see chapter on Entrées), which is the natural consequence of a Room’s development process.

In some cases, permanent Teachers’ Rooms have been created by the eTwinning Central Support Service. Such Rooms focus on general themes that can be of use to all Teachers for any age group or subject area, such as:

• Helpdesk, where you can ask specific or general questions and receive answers and support from fellow eTwinners.

• How to promote eTwinning, enabling teachers to gain insight from one another on how to disseminate their work beyond the classroom.

• How to use Web 2.0 tools, which allows teachers to discuss the latest and most useful (or maybe not so useful) tools on the market.
Beyond these, Teachers’ Rooms could be for eTwinners of a certain country, on learning a foreign language, and much more. There are literally dozens of Teachers’ Rooms available in all languages. If a teacher wants to participate, the eTwinning Desktop offers a simple search engine where all Rooms are available. If a teacher already has something in mind, he/she can take a sneak peek at what is being discussed before joining. Everyone is welcome to read but only members can contribute and chat. Becoming a member is very simple: once on the individual Teachers’ Room’s homepage, the teacher simply clicks on “Join” and waits for the administrator to accept his/her request.

Teachers’ Rooms are meant to provide a free space for eTwinners who have something to share with colleagues, or who are eager to get opinions on specific topics from the wide community of eTwinning. Many teachers simply stumble upon a Teachers’ Room out of curiosity and then find themselves getting hooked on vivid and interesting discussions. The most important factor is to feel confident in expressing ideas in writing without the fear of being judged by colleagues: everyone has something interesting to share, whether a resource on the Web, a lesson plan, an experience in a project or a school activity.

Simple hints: creating and moderating a successful Teachers’ Room

1. **Check first.** If you are interested in discussing a specific topic, or would like a space for teachers in your geographical area, first of all check whether there is something already available: use the “see all Rooms” option or use the search engine.

2. **Create.** If there are no Rooms similar to the one you have in mind, create it yourself! Click on “Create a Room” and write an interesting title and a clear and concise description of the purpose of the Room. Use the communication language you intend to use (it could be any of the eTwinning languages). Provide other information such as subject and duration as requested in the form.

3. **Be the first.** As soon you submit the form, the Room becomes available. Post the first message to break the ice and start a discussion. Stays focused or, if you do not know how to start, simply ask people to introduce themselves. The first message is essential to set the tone of the discussion and make participants feel at ease.

4. **Invite.** Invite other members from your contacts: remember, until the Room has at least two participants it won’t be visible in the list of available Rooms!

5. **Advertise your room.** For instance, publish a post in your profile or send messages to people who may be interested in your Teachers’ Room when you stumble upon them on the Desktop.

6. **Moderate and animate the forum:** when new messages come, wait a day or two and then reply to the posts by summarising them and proposing new elements to continue the discussion and involve other participants. Open new threads when you think they are needed. Once in a while, do a summary for yourself and post it in your profile. Try to avoid being too pushy: learn to listen to your colleagues and to lead the discussion gently without giving the impression that participants are judged for what they do or don’t do.
7. **Post questions.** People like to be asked questions and to answer from their point of view. Posing a question is the simplest way to get the discussion going and focus it. Answers trigger new questions, and produce a feeling of involvement for all participants.

8. **Organise a chat.** Start a thread proposing to meet online (e.g. “next Monday at 7PM”) and see who can be there. Then, at the defined date and time, click on “chat room” and talk with the other Room participants. Then, summarise the discussion in a new thread.

9. **Share the leadership.** Many Rooms become so successful that one moderator may not be enough. In this case, see whether somebody else has the skills, time, and patience to co-moderate. Invite him/her privately (for instance via a mailbox message) and check whether s/he can share your tasks. Make this person feel recognised and important!

10. **Close it!** When a Teachers’ Room has nothing more to say, or participants are too busy, or you think you no longer have the time or the will to continue your moderating tasks (and there is nobody else who can take over), be brave and, after announcing it on the forum, close the Room. Remember to summarise in a last message what you learned, how you think the discussions went, and – most importantly – thank all participating members.

**Two successful Teachers’ Rooms**

As there are many Teachers’ Rooms opening and closing throughout the school year, it has been difficult to choose the ones to feature in this book. We have therefore selected two Teachers’ Rooms that represent a variety of themes and languages, as well as an extraordinary commitment from both the moderators and the participants themselves.

**Deutsch & Co. Neue Technologien im DaF Unterricht**

Moderated by Cinzia Colaiuda, Italy

Cinzia Colaiuda is a teacher of German at the lower secondary school “Ovidio” in Sulmona, Italy. Cinzia is an eTwinning Ambassador in her region and works closely with the eTwinning CSS and NSS on developing pedagogical material in eTwinning. She has been an eTwinner since 2008. Currently she is working at the Ministry of Education in Rome.
<table>
<thead>
<tr>
<th>Members</th>
<th>383</th>
</tr>
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<tbody>
<tr>
<td>Communication Language</td>
<td>German</td>
</tr>
<tr>
<td>Rationale</td>
<td>Many teachers from Eastern Europe teach German as the main second language at school and they often have problems finding German-speaking partners who can develop eTwinning projects based on Web 2.0 tools such as digital presentations, blogs, videos, social networks or wikis. Furthermore, the development of a project in German is not easy as many partners are “shy” and it’s difficult to keep in touch with them.</td>
</tr>
<tr>
<td>Aims</td>
<td>The main aim of the Teachers' Room Deutsch &amp; Co. Neue Technologien im DaF Unterricht is to create a community of German teachers who can discuss the use of digital didactic tools and technological instruments for their lessons or for eTwinning projects. This learning community approach, which is implied in the eTwinning philosophy itself, can surely help other eTwinners to improve projects developed in German and to compare language and ICT education policies in Europe.</td>
</tr>
<tr>
<td>Tips</td>
<td>During the school year it wasn’t easy to keep the conversation alive for such a long time and right from the start I was aware that German teachers were “shy”. So I decided to publish an e-book made up of short papers produced from the community and add their names to the list of all co-editors. This added value and the periodic publication of a new e-book version increased the motivation of all members. But this motivating effect wasn’t very sustainable and many teachers became “quiet” readers. It was a slow but inexorable process. In order to give new energy to the Teachers’ Room, I decided to organise an online meeting. In fact, chat sessions or call conferences are an excellent way to create a sense of community and to improve the results of the common work of the participants.</td>
</tr>
<tr>
<td>Success factors</td>
<td>In my opinion, a successful Teachers' Room is based on the strong motivation of its founder/moderator for his/her tasks and on his/her diplomatic, tactful attitude towards all participants who take part in the conversation. Active participation by all members is another key factor of success because it presumes a pluralism of voices and ideas that marks all virtual or real spaces based on democratic information sharing. In this way, eTwinning can contribute to the continuous professional development of teachers in Europe as an interactive platform where they can be active actors and co-actors of their in-service training and their lifelong professional paths.</td>
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Les langues romanes

Moderated by Laurence Altibelli, France.

Laurence Altibelli is a teacher of English at the Lycée Jules Verne, in Limours, France. Laurence is an eTwinning Ambassador in her region and works closely with the eTwinning CSS and NSS on developing pedagogical material in eTwinning. She moderates an eTwinning group: “Using Media, The community for not being used by Media”. She has been an eTwinner since 2005.

Members 143

Communication Language French and other Romance languages

Rationale We discuss teaching and learning Italian, French, Romanian, Portuguese and Spanish in our school systems, and in our personal and professional experience. As a matter of fact, we use these languages to communicate in the forum by intercomprehension (e.g., participants can post messages in one language and the replies can be in another one).

Aims The following quote perfectly illustrates what we have been trying to achieve in our Teachers’ Room: “Polyglot Europe will not be a continent where individuals converse fluently in all the other languages; in the best of cases, it could be a continent where differences of language are no longer barriers to communication, where people can meet each other and speak together, each in his or her own tongue, understanding, as best they can, the speech of others. In this way, even those who never learn to speak another language fluently could still participate in its particular genius, catching a glimpse of the particular cultural universe that every individual expresses each time he or she speaks the language of his or her ancestors and his or her own tradition.”

Umberto Eco, The Search for the Perfect Language1.

1 “Une Europe de polyglottes n’est pas une Europe de personnes qui parlent couramment beaucoup de langues, mais, dans la meilleure des hypothèses, de personnes qui peuvent se rencontrer en parlant chacune sa propre langue et en comprenant celle de l’autre, mais qui, ne sachant pourtant pas parler celle-ci de façon courante, en la comprenant, même péniblement, comprendraient le « génie », l’univers culturel que chacun exprime en parlant la langue de ses ancêtres et de sa tradition.” La recherche de la langue parfaite dans la culture européenne
### Engaging members

I think they were made curious by this unusual way of communicating, i.e., not using one single language but being able to understand and then reply in other languages, either native or foreign ones. As this is not widespread in our European educational system, I’m quite certain it was a novelty for some participants. On the other hand, a few of them knew about intercomprehension; they have even already used it in their eTwinning projects. So they encouraged it in our Teachers’ Room and helped me engage its members.

### Tips

Let the participants open new threads themselves, to be leaders too and to suggest new ideas for the Teachers’ Room. Try to keep it alive by asking questions regularly. If some participants don’t reply for a while, contact them courteously via their Desktop mailbox to remind them some questions are pending. Accept some periods of standstill to give them time to think, read, put into practice, etc. Be pragmatic so that it can inspire pedagogical activities and eTwinning projects, but make sure it doesn’t become a partner-finding forum. Try to keep it organised.

Briefly, my golden rules would be:

1. Give instructions on some forms of “Netiquette” in a matter-of-fact way that feels natural to the members.
2. Give them freedom while steering the Teachers’ Room.
3. Converse like Socrates: embrace the art of asking questions.
entrée

eTwinning Groups
Share good practices, cooperate and work together

Valentina Garoia,
eTwinning Central Support Service
eTwinning Groups

Valentina Garoia
eTwinning Central Support Service

eTwinning Groups were launched in 2009 to offer a means for teachers to exchange ideas and share best practice in a more long-term manner. Groups have been created to respond to the need to have private platforms for eTwinners to discuss and work together on a specific topic or theme. “Teachers feel more comfortable in taking part in discussion, uploading their work and asking questions if they know that only Group members can have access to them.” (Irene Pateraki, Greece)

Since then, many eTwinners have joined one or more Groups and have interacted with colleagues and contributed to build and inspire teams of teachers across Europe. At the moment there are seventeen eTwinning Groups with 2,670 members (July 2011). The numbers, however, are ever-increasing as the array of topics covered has also grown and developed through new topics ranging from how to promote eTwinning in schools, to supporting and motivating new colleagues in running projects, successfully integrating eTwinning into the curriculum, working together, and collaborating to create new teaching material for a number of subject areas.

How do eTwinning Groups work?

Each Group is moderated by an experienced eTwiner and sets out activities and tasks for teachers to do and discuss. A Group usually remains open as a long-term discussion platform and eTwinners can join more than one Group. Groups are private platforms but becoming a member is easy! It just requires a teacher to log into their eTwinning Desktop, click on the chosen Group in the “Groups” section and fill in a registration form to explain their motivation and interest in the Group.

eTwinning Groups are more structured than Teachers’ Rooms, to offer a wide variety of sharing tools and work areas for longer-term collaboration. In fact, some successful short-term Teachers’ Rooms have grown and developed so much that they have turned into full long-term Groups (see chapter on Hors d’œuvres for more information on Teachers’ Rooms).
What do Group members actually do?

Members are encouraged to share good practice, discuss teaching and learning methodologies and find support to further their personal and professional development. Interactivity and sharing among community members are crucial elements for successful collaboration and good results. Very importantly, moderators help, encourage, and persuade members to participate actively. It is not an easy task, but all moderators are enthusiastic and prepared to share their passion and creativity with others. “Learning in a community depends on the interactivity and sharing among its members!” (Irene, Greece)

Four moderators, Irene from Greece, Elisabete from Portugal and Elena from Italy, share their experiences of coordinating a Group by talking about the greatest benefits and challenges of being a member. They also explain how Groups can be linked to Learning Events (see chapter on Dessert to learn more about Learning Events) and other inspiring initiatives, and how cooperation and sharing take place concretely among teachers.
Creative Classroom

“Great minds think alike; creative minds think together.”

The “Creative Classroom” Group aims to support teachers in implementing creativity in everyday teaching and eTwinning projects in an effective and professional way. Teachers in this Group learn about creative thinking, techniques, activities, games, etc. In addition to educational material provided and updated on a regular basis, participants share material and good practice that they have already implemented in their own projects.

Irene Pateraki speaks about the “Creative Classroom” Group

Irene is a kindergarten teacher at the 2nd Kindergarten of Filothei in Athens, Greece. She has been involved in eTwinning since 2007 and in 2010, Irene joined the team working in the Educational Digital Platform Office in the Ministry of Education, Lifelong Learning and Religious Affairs and is a member of the Greek NSS responsible for pedagogical issues.

The aim

I’ve been registered in eTwinning since 2007 and have organised several projects with my kindergarten children. I always try to find ways to inspire children’s creativity and imagination but I see that sometimes teachers can’t find new ideas. They do the same things again and again and find it difficult to stimulate children’s creative side. When I took up the responsibility of being a moderator of the Creative Classroom Group, I envisaged creating an online community where teachers would share their good practices, creative ideas and help each other to create a stimulating environment in their classes. I imagined a live online platform where resources, activities and ideas from the everyday work of teachers at schools around Europe would be collected.

Strength of the group

The greatest strength of this Group is the easy structure that helps members work efficiently. Everything works according to a schedule and teachers easily understand what they have to do. Although at the beginning ideas and activities were proposed by me as the moderator, now all members have a say and everything is a common decision. I always try to be present. If Group members aren’t motivated and encouraged regularly, they can easily lose interest. And this is its strength: a moderator, who always proposes ideas, asks for collaboration and opens new discussions. A successful community is an active community! In this Group there is a team of devoted teachers who are ready to contribute to and create a very pleasant and friendly environment. Creativity is a never-ending topic that will raise questions and activities as long as teachers show interest and are willing to contribute.
Challenge

The greatest challenge for me, as a moderator, is to persuade members to be actively involved in the Group’s activities. People haven’t learned to share their work with others because they don’t feel confident in their work or because they want to keep good ideas to themselves. My challenge is to make them understand that a Group is not only a place where you can find some material but also a place where you can offer your material. A Group can help you find an idea from your colleague, take it, expand it or adapt it to your class’s needs and share this new activity again with other colleagues.

Added value for professional development

Teachers have learned how they can implement creative activities with their pupils in order to make their lessons more interesting and enjoyable. The most important element of all is that some of them have learned to communicate, collaborate, share their work and use others’ work. This Group is divided into four sub-groups: three are according to the pupils’ age and one is for special needs. Teachers use wikis and forums for their communication there. The most active places are the blog on the home page and the forum in the Members’ Corner. Also, we use other tools like Google Docs and polling tools for collaboration.

I strongly believe that eTwinning Groups can contribute to professional development – especially a Group like “Creative Classroom”. A Group can be connected with a Learning Event in order to activate more teachers (see chapter on Dessert: Learning Events). The participants in a Learning Event, designed to suit their Group’s needs, will have the chance to learn and contribute better and even more within the Group. In the same way, teachers who take part in a Learning Event can put what they have learned in a Group into practice. Ioanna Komninou, a member of the Central Support Service’s “Teachers Team”, ran a Learning Event called “Outside the box” in which members of the Creative Classroom Group took part. After the Learning Event, a sub-group with the same title was created by Ioanna for the Group members.

Next step

The Creative Classroom Group has over 500 members (July 2011). In future, as the Group grows in size, I would like to focus more on smaller sub-group collaboration in order for them to create their own material. Online competitions will make the whole process more enjoyable and appealing. My main purpose is to create an online repository of creative practices that all teachers can use, as well as a place where teachers can discuss and learn from each other. Thanks to the teachers’ ideas, new activities are planned such as: digital comics, Edward De Bono’s theories, role-play and games, 3D worlds, etc. Also, I plan to invite experts for an Elluminate meeting to inspire more Group members and offer them some fresh ideas.
School Librarians

This Group is for all school librarians who assist and support their colleagues in running European projects. The aim of the Group is to pool school librarians’ knowledge and resources to strengthen the service that is offered to schools.

Italia Castiglione and Elisabete Fiel speak about the “School Librarians” Group

Italia teaches English at the “Sebastiano Mottura” high school in Caltanissetta, Italy. As an eTwinning Ambassador in her region, Sicily, she has contributed to disseminating good practice and to training teachers in regional workshops. Since 2005 she has been involved in several eTwinning projects, four of which have been awarded a Quality Label.

Elisabete is a teacher librarian at Agrupamento de Campo Maior, Portugal. Elisabete is an eTwinning Ambassador in the region of Alentejo and works with both the eTwinning CSS and NSS to provide pedagogical support and material in eTwinning. She has worked with Rede de Bibliotecas Escolares in Portugal since 2005 and has been involved in eTwinning since 2009.

The aim

Our “School Librarians” Group started from the need to create a Librarian teachers’ network and grew from the passion and commitment of three teacher librarians – Elisabete Fiel (Portugal), Patricia Sambou (France) and Italia Castiglione (Italy). The Group aims to discuss ways to promote reading, literacy and culture among young people.

On the eTwinning Portal, there are several projects about the exchange of good practice and actions on promoting reading among young European. We therefore wanted to make a common place for teachers to meet virtually to discuss and share ways to promote reading, literacy and culture. It both answers a need for professional development, so often expressed by teachers and the evolving process of eTwinning, which has shifted from a place where European teachers can find partners to start an electronic twinning to a place that gathers and fosters professional communities of practice. The place is open to teachers who want to cooperate actively, share information or just have a look.

Strengths and challenges

Once the Group was launched, it occurred to us that the element that would make it a success would also be its greatest difficulty: the fact that many teachers wanted to be included in the Group for so many different reasons. Some are librarian teachers wishing to work together actively while others are not necessarily librarians and are instead interested in surfing the Group page for interesting information. I think the biggest problem is that not all are aware that the Group is meant to be a community where everyone can contribute,
share and suggest. It has therefore been a learning experience for us moderators to try to encourage as many members as possible to be active. Our greatest success is the exchange of experiences among libraries, writers and cultures. Our greatest difficulty is keeping the unity of the group. From this point of view, the biggest challenge is to publish and generate discussions among the participants by publishing interesting materials and know-how gathered from teacher-librarians working in various countries.

How have we overcome the challenges?

An important part of running the Group was to give a reasonable structure to the Web page, to make it welcoming and to make its aims clear. To this end, we worked hard during our summer holidays suggesting and agreeing about the number of pages, the topics, the aims, the outcomes, etc., and to make sure that we were able to address teachers of different nationalities with different cultural backgrounds, motivations and expectations.

In the early stages, we learned a lot from discussions and publications on activities with pupils and about being a teacher librarian in Europe. Notwithstanding differences, they all have something in common: the passion for reading and a positive attitude towards books. They also learned how European schools promote reading among young people and the kind of activities carried out by schools.

Next step is a step forward

We would like to invite even more teacher-librarians who want to share experiences and improve the way we work so as to find more strategies to engage old and new members not only to read but also to be more involved in producing and sharing. Teachers who, for various reasons, are interested in school libraries can find information, activities, blogs, teacher-librarian activities, national and international events, book lists, comments on books, bestsellers for teenagers, school library blogs. Such a group can also support professional development, as the influence at work is manifold: sharing and creating a network outside the school and outside the country allows us to think and work differently. Moreover if being a member of the Group enhances production and participation as we hope, then our aim of building up a professional community will be fulfilled.
Language Teachers

The “Language Teachers” Group aims to gather teachers of any second language as opposed to mother-tongue language teachers. The overall focus of the Group is on best practice in foreign language teaching identified through the sharing of members’ successful experiences. The Group also assists member teacher with their professional development and helps them improve their professional skills. Language-specific sub-groups are available in French, Spanish and German as well as two thematic sub-groups on ICT and language teaching and methodologies in language learning and teaching.

Speaking to Elena Pezzi about the “Language Teachers” Group

Elena is a teacher of Spanish at the Laura Bassi high school in Bologna, Italy. Elena has previously been an eTwinning Ambassador and is now a pedagogical advisor for the region of Emilia Romagna. In addition, she is a teacher trainer and works actively to promote eTwinning among colleagues and other teachers by organising training sessions both locally and internationally. She has been involved in eTwinning since 2008.

Why a Group?

eTwinning Groups are really an excellent way to share ideas and communicate with an almost countless number of colleagues. They offer a great advantage compared to other professional groups that we find in our professional lives. Only very motivated teachers take part in these eTwinning Groups; and they are often teachers who are already experienced in cooperating and planning, which makes it a wonderful opportunity for professional development.

As for the “Language Teachers” Group, it represents an additional opportunity to learn, thanks to the specific participation of foreign language teachers. While eTwinning represents an enormous community where teachers share information about all subjects, it’s very useful to have an additional smaller community (within the larger one) where foreign language teachers can share their success and the challenges specific to their expertise.

The aim

The Group was first created to develop a deeper reflection on the topics related to foreign language methodologies and techniques. We know that eTwinning projects cannot be conceived outside of real communication in one or more foreign languages, but we also know that it is very important to think about learning and teaching methodology to build successful projects. For a foreign language teacher it is necessary to consider language not only as a mean of communication but also as a mean of reflection and investigation. Sharing ideas with colleagues from other countries, who work in different contexts and under different education policies, represents a very good opportunity to attend a “live” course about educational systems all around Europe.
Evaluation

426 official members (July 2011) undoubtedly represent a very important community for the “Language Teachers” Group. Moreover, the members belong to different levels of education, from pre-primary to upper-secondary school, and they communicate in a number of languages. All these are perfect ingredients for successful and effective interaction. So far we have discussed several topics, from the specific sub-groups devoted to each foreign language to other cross-curricular and cross-language sub-groups on Content and Language Integrated Learning (CLIL), using a blog and Web 2.0 tools in foreign language teaching. No one has considered him or herself as a teacher or expert for the other participants; peer tutoring and learning have been absolutely normal.

The added value of this Group, and probably also for other eTwinning Groups, is the opportunity to share ideas and opinions with fellow teachers having common characteristics: they/we are expert, reflective and good planners. We all know that it is not always very easy to find these commonalities among our own colleagues with whom we share our everyday teaching lives. It is surprisingly easier to find them in this community where participants are eager to collaborate and share with one another and are ready to learn, train and develop their knowledge and are constantly aiming to progress. To sum up: the community is always changing!

What the “Language Teachers” Group has been doing so far is providing both methodology and practice through an enriching learning-by-doing approach. The Group has been supporting teachers in their daily work by advising, encouraging and giving “on-demand” help to its members (I think that this is one of the strongest points of e-learning).

What next?

Where can this Group go from here? Anywhere and everywhere! The most important thing to do now is to revitalise it, involve more people to take responsibility as moderators and enhance communication and interaction among participants.

Some advice for future eTwinning Group participants:

1. Get involved and involve your colleagues (spread the word!)
2. Participate actively
3. Share ideas
4. Think big and broaden your horizons
5. Adopt new and shared strategies in your daily work

Together we can go far and with ease!
Conclusion

The topics of eTwinning Groups vary considerably, being subject-related, as with mathematics and science, humanities and languages; or cross-curricular, with for example topics such as Internet safety and social inclusion; or specific to roles such as librarian or school leader. However, they all share some common elements: they all entail interaction with colleagues and they are there for eTwinners to reflect, collect ideas, construct open knowledge, learn from each other, exchange ideas on their approach to pedagogy in their daily work and share guidelines and examples of good practices.
eTwinning projects:
Enabling schools, teachers and pupils to learn together

Christina Crawley and Claire Morvan, eTwinning Central Support Service
eTwinning projects

Christina Crawley and Claire Morvan
eTwinning Central Support Service

eTwinning projects are at the core of eTwinning. Through joint activity work, pupils get to know other young people in at least one other country in Europe, learn together, and enjoy finding similarities and discovering differences. From the adventure of finding a partner (or several) on the eTwinning Desktop to allowing pupils to work with their peers using the TwinSpace, eTwinning projects are positive and beneficial experiences for all. It could be a way of learning language for pupils, developing professionally for teachers or adding an international dimension to the school for head teachers.

As the main activity of eTwinning because it involves pupils, projects are what makes international collaboration so rewarding. Teachers learn from each other to teach in new and different ways while pupils as young as four get to start meeting other children their age. Project work is dictated by the project members themselves, which means that the length and simplicity (or complexity!) of all activities are up to the participants themselves.

How does it work?

To allow teachers and pupils to focus their creative energy on the project work itself, the process of setting up a project is meant to be very straightforward and all accessible through the eTwinning Desktop:

1. Get inspired via projects, kits, modules and projects in the map.
2. Find a partner through the “Partner finding” section of the Desktop.
3. Register the project through the “Projects” section of the Desktop.
4. Set up your project’s online workspace, the TwinSpace.
5. Work together with your pupils and partners, and report your progress in your Project Diary and TwinSpace.
6. Communicate with your NSS by using the Project Card.
Get ideas, get inspired

As the success and quality of so many thousands of eTwinning projects has become richer and richer over the years, the eTwinning Portal has a great number of project modules (short activities that can be incorporated within a project plan) and kits (a full project plan or “recipe” to follow) to help eTwinners get started. Whether it’s to get some insight on subject-based activities, project management or ideas on Web 2.0 tools for schools, both teachers and pupils can get their creative juices flowing by looking at these project activity recipes.

Although creativity and planning will always be in the hands of both teachers and pupils, kits and modules provide activities that balance the technical, collaborative and pedagogical benefits of project work. According to Laurence Altibelli, a teacher in France, “The added values are on the one hand to allow teachers to save time setting up the pedagogical work of the project, both for beginners and advanced eTwinners, as the process is fully laid out; and on the other, allowing new eTwinners to get started easily. Another positive aspect is in repeating a kit or module. In this way, you can improve your eTwinning skills. Finally, what I also like to do is skim through the kits to get some tips, advice and inspiration.”

In addition to project structure, kits and modules can be presented to pupils in order to give them ideas and motivate them to want to work with their partners. In this way, the pre-planned activities are a means to encourage pupils, as well as teachers, to be confident with their own ideas and pursue them. As Ioanna Komninou from the Greek National Support Service notes, kits and modules are a starting point for invention and creativity: “We have noticed that a significant number of teachers do not have too many ideas about a topic that would also interest their partners from other countries. It’s not easy to find a topic that stimulates both teachers’ and pupils’ interests. The kits help this process.”

The following four modules and ten kits featured in this book are just a sample of all that is available on the eTwinning Portal. Have a look through them and then look at the full list and details on the Portal:

Kits: www.etwinning.net/kits
Modules: www.etwinning.net/modules
A common concert

"Music is a moral law. It gives soul to the universe, wings to the mind, flight to the imagination, and charm and gaiety to life and to everything." – Plato

Partner schools create a mind map for a common concert. Pupils share their favourite songs with video and/or audio links. A final list of songs is chosen and pupils listen to and enjoy the final result.

Expected outcomes

• Pupils develop and improve their ICT skills.
• Schools become familiar with different types of music from different countries.
• Pupils learn to be part of a multicultural team.
• Partners work in an interactive way and learn to take notes using key words.

Instructions

• Each pupil (or groups of pupils) chooses a favourite song they would like to put in a concert.
• Teachers use a chat session with partner schools to pick out 20-30 songs and then use a voting system to choose the top 10.
• Pupils search for audio or video links of the songs on YouTube (www.youtube.com).
• Pupils create a common mind map in Mindomo (www.mindomo.com).
• A concert is the final product of the pupils’ collaborative work. Pupils then share their reactions, thoughts, feelings and suggestions in the TwinSpace blog.

Tips

• Schools can also use this activity as a short break activity within a larger project.
• For projects about culture, partners could organise a concert using traditional songs, holiday music, etc.

Consult the full module online: http://www.etwinning.net/modules/a_common_concert
Find the monuments

“My buildings will be my legacy... they will speak for me long after I’m gone.” – Julia Morgan, Architect

Schools upload descriptions of the most important monuments of their town in their TwinSpace. Partners then have to find out the exact names of the monuments and locate their positions using Google Earth.

**Expected outcomes**

• Pupils get to know their project partners.

• Schools become more familiar with each other’s cultural traditions.

• Pupils improve their research and ICT skills.

**Instructions**

• The pupils take photos of the most important monuments in their areas. Alternatively, they search for photographs of the monuments on the Internet while learning about and respecting copyright licences for the photos.

• When they have gathered all their photos, they upload them to a photo gallery in the TwinSpace or elsewhere. Their partners then have to find the monuments and pinpoint them on Google Earth.

• The pupils create a game where they give the coordinates of six important features in their area and their partners have to find them.

**Tips**

This activity is easily modified (e.g., to locate schools or natural resources rather than monuments) and can be easily incorporated into many types of projects with two or more partner countries.

Consult the full module online: http://www.etwinning.net/modules/find_the_monuments

Subjects: Cultural awareness, history
Age group: 5-18
Duration: 1 - 2 weeks
Level: Intermediate
ICT Ingredients: Google Earth, TwinSpace
MYLO and VOKI

“Develop a passion for learning. If you do, you will never cease to grow.”
– Anthony J. D’Angelo

MYLO is designed to engage young people in learning languages. Vokis are very easy to help pupils feel less inhibited with their speaking ability in a foreign language.

Expected outcomes

• Pupils learn basic phrases in a foreign language and the confidence to speak them.

• Pupils teach their own languages to others.

Instructions

• Partner teachers collaborate to choose the language they will work on with their pupils – this could be the same language for both or they could each choose the other’s language.

• Teachers initially introduce their classes to the MYLO website (www.mylo.dcsf.gov.uk/) and the chosen topic.

• Pupils work individually or in pairs to go through the activities. This can continue over a few lessons. Before the end of each lesson, pupils have time to blog or post a message in the TwinSpace.

• As soon as pupils feel confident, they then make a Voki (www.voki.com) of the phrase(s) they have learned. They can include a link to their Voki in their blog, and other pupils can listen to the Voki and guess what it means. This will encourage pupils to speak and record their voices.

• Teachers and/or pupils vote for the Vokis they would like to have embedded in the TwinSpace – either the teacher or a pupil administrator can then complete this task.

Tips

• Teachers should explore and test out MYLO before launching the activity.

• Some knowledge of using the TwinSpace including registering pupils in the TwinSpace (and deciding on pupil administrators if required), and being able to embed the Voki code into the TwinSpace.

• If using Vokis for the first time, set up a school account so that pupils can save their Vokis within the same account.

Consult the full module online: http://www.etwinning.net/modules/mylo_voki

Subject: Multilingualism
Age group: 13 or over
Duration: 1 school year and beyond
Level: Easy to advanced
ICT ingredients: Mylo, Voki, TwinSpace
Who is who?

“Don’t walk behind me; I may not lead. Don’t walk in front of me; I may not follow. Just walk beside me and be my friend.” – Albert Camus

Partner schools create a common Web space that can be separated into two parts: photos and profiles. Each pupil uploads a photo and a short description of himself/herself that reveals a lot about his/her interests. Pupils from the partner school(s) then match each photo to its corresponding profile.

Expected outcomes

• Pupils get to know each other and learn to introduce themselves in a suitable way.
• Pupils start to communicate in an interactive and playful way.
• Pupils improve their ICT and foreign language skills.

Instructions

• Pupils write a short profile description about themselves and take photos with clues about their personality, hobbies and interests;
• Photos and profiles are then uploaded in the TwinSpace or on a wiki. Alternatively, a quiz can be made using Hot Potatoes or Qedoc to develop this activity in a more interactive way.
• Pupils of the partner schools try to match each photo to the correct corresponding profile.
• Pupils check their answers and start discussing with their partners about themselves using a blog or the chat function within the TwinSpace.

Tips

• You can also organise a small competition between schools to encourage them to get more involved in this activity.
• You can run organise a videoconference at the end of the activity so that pupils can see their new partners face to face.

Consult the full module online: http://www.etwinning.net/modules/who_is_who
eTwinning all year round

“I think this is the beginning of a beautiful friendship…” – Casablanca, film directed by Michael Curtiz, 1942.

This kit was created to develop European awareness and foreign language learning. Through the use of a virtual learning environment such as Moodle, the project encourages pupils to learn foreign language(s), discover new cultures and enrich their ICT skills. Pupils’ motivation increases substantially throughout the project. Have a look for yourself!

Expected outcomes

• Gain confidence to go beyond one’s usual boundaries

• Learn foreign languages

• Enhance ICT skills

• Raise awareness of European citizenship

Instructions

• Use the TwinSpace or Moodle (www.moodle.com) as a safe, password-protected platform for sharing, communicating, and learning between pupils.

• Create activities pages (TwinSpace) or topic spaces (Moodle) where pupils discuss, look for information and upload pictures for each month of the school year or project. For example, if January’s topic is “My school”, pupils each write a letter, upload it to a forum, take pictures of their school surroundings, classrooms, teachers. In the TwinSpace, upload all photos directly. In Moodle, upload photos on Flickr (www.flickr.com) or Picasa (www.picasa.com) and then link to them from Moodle.

• Pupils prepare a PowerPoint presentation on what they have learned during the project. These presentations are linked, embedded or uploaded to the learning platform.

Tips

• Allow pupils to choose the month topics themselves.

• For projects that last a full year, schedule a videoconference session from time to time so that the pupils feel more connected and have more opportunities to get to know one another.

• If using the TwinSpace, encourage pupils to use the Pupils’ Corner to meet and discuss with their partners more informally, outside the projects’ set tasks.

Consult the full module online: http://www.etwinning.net/kits/etwinning_all_year_round

Subject: foreign languages, cultural awareness
Age group: 4-20
Duration: 1-2 school years
Level: Easy
ICT ingredients: TwinSpace, Moodle, YouTube, Flickr, SlideShare, Picasa, PowerPoint
Talking about “eTwinning all year round”
with Tiina Sarisalmi
(Finland)

Tiina Sarisalmi is an English and ICT teacher from Orivesi, Finland. Tiina is an eTwinning Ambassador in her region and runs extensive training courses in eTwinning for teachers. She works closely with the eTwinning CSS and NSS on developing pedagogical material in eTwinning. She has been an eTwinner since 2005.

From your point of view, what were/are the biggest challenges in running this project?

The biggest challenge is to find a partner teacher who is open to new ideas and willing to spend time on the project activities all through the year. It’s also important that the pupils can have a chance to work on computers with Internet access at school once or twice a month and preferably at home too.

Did you reach your expected pedagogical objectives? What were/are they for this project?

The pedagogical goals were reached beyond expectations. The pupils’ English communication skills and ICT skills developed much more than by using traditional classroom activities and their motivation to learn and use the English language increased significantly.

If you worked on this project with pupils, what were their impressions? What did the pupils get out of it?

The pupils made a lot of new friends. They learned about another country and culture in an inspiring and meaningful way. They learned that in spite of our cultural differences, “We’re pretty much the same and there are more things that connect us than separate us.” I think that for most pupils, the project widened their perspectives and opened a new world of possibilities.

Why do you think your project kit has been rated as successful?

“eTwinning all year round” is a flexible kit that suits many different aims and needs. Project partners can choose from the many different topics the ones they find most inspiring. It’s directly connected to the English curriculum and successfully develops students’ English communication and ICT skills.

The kit is based on the 2006 winning project “Learning and Sharing” and developed further into a two-year eTwinning project called “Learning through Friendship.” In that sense, it’s a result of many years of planning, research and development.

eTwinning cookbook 2011
“To travel is to discover that everyone is wrong about other countries.” – Aldous Huxley

This project kit is based on video chat sessions in the language(s) of your neighbouring countries, using a video-conferencing tool such as FlashMeeting to help pupils in oral expression in authentic situations and in accordance with the Common European Framework of Reference for Languages (CEFR).

Expected outcomes

• Learn the language(s) of your neighbours and become familiar with neighbouring nations and cultures.
• Acquire an A1, A2 or B1 level in spoken interaction and production.\(^2\)
• Develop mediation strategies through peer learning.
• Understand the rules of Netiquette\(^3\) and put them into practice.

Instructions

• Plan your topics of conversation for the school year in the Staff Room of your TwinSpace.
• Have pupils work together to prepare these topics and activities with the tools provided in the Pupils’ Corner and Activities areas of the TwinSpace.
• Use FlashMeeting, book meeting times for your pupils to converse through videoconferencing.
• As the video chat sessions are recorded and saved, spend the next project session watching the recordings in your classroom in order to debate and analyse what has been discussed.
• Repeat as desired.

Tips

• For the first session with your pupils, opt for using just one computer equipped with a video projector and a webcam in your classroom and play the role of the translator to have your pupils understand how you intend to use FlashMeeting.
• Try to set up the first session by September 26 to celebrate the European Day of Languages and to launch your multilingual project.
• If you have Comenius assistants, add them to your project and TwinSpace.

Consult the full module online: http://www.etwinning.net/kits/speaking_with_your_neighbour

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\(^2\) http://www.coe.int/T/DG4/Portfolio/?L=E&M=/main_pages/levels.html

\(^3\) http://www.albion.com/netiquette/book/index.html
Talking about “Blah... Blah... Blah”

with Laurence Altibelli (France)

Laurence Altibelli is a teacher of English at the Lycée Jules Verne, in Limours, France. Laurence is an eTwinning Ambassador in her region and works closely with the eTwinning CSS and NSS on developing pedagogical material in eTwinning. She moderates an eTwinning group, “Using Media, The community for not being used by Media”. She has been an eTwinner since 2005.

Why did you decide to work on this topic?

Like every foreign language teacher, my main preoccupation is to have my pupils communicate in authentic situations. Videoconferencing is inevitably the appropriate internet tool.

From your point of view, what were/are the biggest challenges in running this project?

The first and biggest challenge I met was to have pupils speak different foreign languages and to have them accept it. As this project aims at fostering multilingualism, any foreign language can be spoken provided the partners can understand the language used for translation. The other biggest challenge I was confronted with was “interculturality”, i.e., the acceptance of a European culture.

Did you reach your expected pedagogical objectives? What were/are they for this project?

I think I reached my pedagogical objectives first and foremost thanks to the partners who regularly participated in our chat sessions. But I must admit with some pupils’ disciplinary problems kept me from unfolding videoconferencing as it should be. I had to manipulate the computer and sessions, be stricter in order to get some proper job being done.

What were your pupils’ impressions? What did they get out of it?

The pupils like it. They like seeing other pupils in their classroom through a webcam. They usually compare their level of speaking foreign languages and are sometimes impressed. So it encourages them into practising this subject. And I have always had the same question at the end of a chat session: “Madam, when is the next one?”
Clothing and Culture

“......since clothes make the man.” – William Shakespeare

Clothing is an artistic expression but it is also a mirror of the economy, society, migration, culture or even religious situation. In this project, pupils will have to refer to today’s clothing and identify the factors that affect fashion trends among young people. Each partner organises a “fashion show” where trends are presented and pupils even design their own clothing.

Expected outcomes

• Discover the value of clothing as a vehicle of culture.
• Find out about the contribution of economic and social factors to the evolution of clothing.
• Learn how to search for online information, using a specific methodology on trusted sites and resources.
• Develop technological skills by discovering the possibilities of Web 2.0 tools

Instructions

• Create a “fashion magazine” using a tool such as MagazineFactory. TwinSpace’s blog tool is also a good tool for this.
• Divide the pupils into groups to discuss a particular aspect of clothing. Groups should be a mix of partners.
• Pupils discuss certain aspects of clothing and fashion in terms of their origins and development and post their findings and resources in the TwinSpace. Final reports are then published in the “fashion magazine”.
• Pupils create their own designs and present them through a final fashion show. All photos and results are published in the online magazine.

Tips

• Pay attention to the way in which pupils interact. Help them to work together rather than in parallel. For example, suggest that they use a Mind Map to discuss their ideas.
• Increase your pupils’ motivation by incorporating a competition in the final fashion show. For example, best traditional reproduction, best futuristic outfit, etc.

Consult the full kit online: http://www.etwinning.net/kits/clothing_and_culture
Talking about “Clothing and Culture”

with Ioanna Komninou
(Greece)

Ioanna Komninou is a highly experienced teacher and teacher trainer from Greece. She has also been involved in eTwinning from the start and has worked closely with the CSS and NSS in developing pedagogical materials for eTwinning. She has also organised a number of Learning Events. She is also a member of the Greek NSS team.

Why did you decide to work on this topic?

Based on teenagers’ interests, we could easily make a flashback and study how clothing is connected to the culture of a place, the economy and social stratification; moreover we could observe how clothing is linked with the arts or the development of technology.

From your point of view, what were/are the biggest challenges in running this project?

It was a real challenge for the pupils to track the reasons why they choose a specific dress code and what it means exactly in relation to their image for others.

What were your pupils’ impressions? What did they get out of it?

At first, pupils were surprised by the topic. When they started making comparisons with the present and began to detect the current culture of the new generation through clothing, then they showed great interest. They wanted to learn about how clothing is part of our identity: we are young, we live in the Third Millennium, we are Europeans, etc.
Cooking and Culture

“*It’s the company, not the cooking, that makes a meal.*”
– Anonymous

Cooking is the perfect excuse to tackle cultural issues. In this project, pupils link local history to both economic changes and technological development by conducting research on the eating habits, traditional meals and customs of their partners.

**Expected outcomes**

- Discover the relationship between cooking, ways of living and social development.
- Learn how to search using a specific methodology on trusted sites and resources.
- Develop technological skills by discovering the possibilities of Web 2.0.
- Make connections between different disciplines and subjects to learn something specific.
- Acquire interviewing skills for investigative research.

**Instructions**

- Pupils focus on learning about eating habits during national and religious holidays, such as Christmas, Ramadan, independence celebrations, commemorations, etc.
- Information about each partner’s eating habits is collected and published on the TwinSpace.
- Each partner class gives feedback on information (text, photos, links) on the TwinSpace and gives a critical review of the kind of information provided.
- The project produces a set of resources on eating habits that can be shared on a larger scale.

**Tips**

- Have pupils include oral resources in their research, e.g., interviews with elderly people about their memories of food and customs. Be sure to have the correct permissions to publish images.
- For older pupils, encourage them to investigate their subject from the perspective of economic development, migration or religion.
- Have pupils organise an exhibition or presentation in the school that presents the cooking and cultural traditions of their partners.
- Share traditional recipes and organise a group presentation by videoconference (e.g., using FlashMeeting).

Consult the full kit online: http://www.etwinning.net/kits/cooking_and_culture
Talking about “Cooking and culture”

with Ioanna Komninou
(Greece)

Ioanna Komninou is a highly experienced teacher and teacher trainer from Greece. She has also been involved in eTwinning from the start and has worked closely with the CSS and NSS in developing pedagogical materials for eTwinning. She has also organised a number of Learning Events. She is also a member of the Greek NSS team.

Why do you think your project kit has been rated as successful?

This project kit has been successful because it deals with an issue common to the cultures of all European nations. Another important factor is that it can be developed in depth, according to pupils’ ages and interests. Also, while it is a cross-curricular and interdisciplinary topic, it is at the same time a topic that allows a certain subject (e.g., economic history, geography) to be studied in depth in a slightly different yet very interesting way.

From your point of view, what were/are the biggest challenges in running this project?

The biggest challenge in this project is the potential that is given to pupils for creative expression.

Did you achieve your expected pedagogical objectives? What were/are they for this project?

Pupils can easily achieve the objectives of the project because the project itself leads unconsciously to their achievement. They have learned that tradition is part of our daily lives and has continuity in space and time.

What were your pupils’ impressions? What did they get out of it?

Pupils are always excited when working on this project. Firstly, because they find it easy and understandable, secondly, because they all have something to say and they are not embarrassed about what they may or may not know on the subject. Finally, because it’s a project that is great fun: not only did pupils learn about their own traditions and those of their partners, but they also discovered that such knowledge can be acquired in a pleasant and enjoyable way.
Creative Kids: Develop your ideas

“The man who has no imagination has no wings”
– Muhammad Ali

The objectives of this project are twofold: for teachers to gain insight and inspiration on how to stimulate their younger pupils in thinking from different angles, and for pupils to exercise creative thinking by using playful and imaginative methods. Pupils use drawings, paintings and photos to present their ideas and explore their creativity.

Expected outcomes

• Collect ideas.
• Solve problems.
• Take decisions.
• Accept unusual ideas and mistakes.

Instructions

• Collect as many ideas as possible on a question or topic agreed between you and your partners.

• Give pupils the opportunity to express their personal ideas in as free a way as possible by painting (e.g., using Tux Paint) or taking pictures.

• Pupils paint and express all the ideas that come to mind on a large piece of paper or on the computer screen.

• Teachers collect all images (scan them if necessary) and upload them as picture files on the TwinSpace.

• Each class comments on their partners’ galleries. Pupils then post comments on each other’s individual paintings.

• Using FlashMeeting, pupils meet their new friends online and have discussions face to face.

Tips

• As this activity can provide a wide range of responses from the pupils, share them with other pupils in the school, with parents and beyond on the EuroCreator website (www.eurocreator.com).

• Run a second project using the second eTwinning kit on creativity: Creative Kids: Broaden your perspectives (available online).

Consult the full kit online: http://www.etwinning.net/kits/develop_your_ideas
Talking about “Creative kids”
with Bettina Ziedler
(Germany)

Bettina Ziedler is an independent consultant specialising in organising workshops in managing international and national education and communication. Bettina has been closely involved in eTwinning from the beginning and has been involved in organising workshops at the annual conference and camp as well as running an eTwinning learning event in 2009.

Why did you decide to work on this topic?

Creativity is more than just thinking in terms of arts – it is thinking outside the box and taking on different perspectives. Teachers have the chance to design their lessons in such a way as to allow space, humour, cooperation, respect and openness. They are in a position to develop a creative atmosphere where creativity can happen.

From your point of view, what were/are the biggest challenges in running this project?

From my observations, the biggest challenge is not to judge. In schools, we judge all the time and rate results. The basis for creativity is more about observing and describing what we become aware of and finding alternatives. Creativity needs the attitude “everything is possible”. This is an important skill to teach children and young people.

Did you reach your expected pedagogical objectives? What were/are they for this project?

I used some of the methods the last time to prepare a series of sketches for a farewell party for the head teacher of our local primary school. I had one hour a week over three months to prepare for the presentation. Among the pupils, there were two rival groups that refused to play together. Using creative methods such as collecting ideas on cards or mind-mapping we developed common ideas and all the children were involved. To overcome their refusal to work together and reflect on their sketches, they took on the headmaster’s perspective and that of the audience. This helped them to understand and change their minds. The presentation, in the end, was pure fun and they played together as if they had been doing so for years. The head teacher, the audience and I were crying with laughter. Thus, creativity is also a very human process that involves our heart and soul, our body and our brain.

As you worked on this project with pupils, what were their impressions? What did the pupils get out of it?

The pupils learned to accept that there are many good ideas, that at some point you need to bring them together and focus them and that together they can make something really great out of it. I experienced a lot of happiness, appreciation and thankfulness during our work. Giving them scope to develop their personal creativity made them really proud and I am sure they will remember this experience their whole lives.
Young Entrepreneurs

“All lasting business is built on friendship” – Alfred A. Montapert

The kit is designed to develop entrepreneurial skills through practice by creating junior companies in a European context. Each school creates a company with elected officers and roles for each pupil. During the project, pupils experience real-life situations where they can use ICT and foreign languages as tools for building a business in a multicultural environment.

Results

• Learn by doing: develop entrepreneurial skills through practice by creating junior companies in a European context and compare similarities and differences between European countries.

• Provide real situations for the use of ICT and foreign languages.

• Learn to play a leading role in one’s learning process.

• Use creativity and innovation in decision making.

• Develop a greater appreciation of the need for lifelong learning.

• Enhance teamwork.

• Improve critical thinking and negotiation skills.

Instructions

• Divide pupils into groups. Brainstorm on ideas for products to be marketed to the other partners.

• Document discussions and material (e.g., photographs, articles, etc.) on suggested products are then stored on the TwinSpace using the image gallery.

• Define the roles of each member of each group (e.g., marketing officer, sales representative, etc.) and conduct research on how to market products to one another.

• Each group develops their product, presents it and markets it at school or in the local community.

• The project comes together after each product has had time to sell and conducts an evaluation and celebration.

Tips

• Introduce pupils to the evaluation process in a positive way from the very beginning. For example, for each opinion they contribute, encourage them to give two positive comments as well as one constructive suggestion.

Consult the full kit online: http://www.etwinning.net/kits/young_entrepreneurs

Subjects: Citizenship, design and technology, economics, foreign languages
Age group: 12-19
Duration: 1 school year
Level: Advanced
ICT Ingredients: TwinSpace, PowerPoint, videoconference, wikis, audio software, collaborative tools.
Talking about “Young entrepreneurs”

with Anne Gilleran
(Ireland)

Anne Gilleran is the Pedagogical Manager for eTwinning as part of the Central Support Service. A former head teacher in Ireland and expert in ICT in education, Anne is the original creator of the Learning Events and manages a number of other eTwinning activities such as Professional Development Workshops, training material and pupil activities.

Why did you decide to work on this topic?

Because when I worked as a School Principal in Dublin, Ireland, I saw the benefits that the pupils gained from their involvement in a mini company experience. I thought that if this could be replicated as a collaborative experience between two European schools, the benefits would be even greater.

From your point of view, what were/are the biggest challenges in running this project?

I guess the different structures of companies in various countries. To make the experience “real”, as it were, the small companies formed in the project have to be as close as possible to the real thing. Import and export laws might also be a challenge and to a degree maybe language, though in my experience pupils can overcome this readily enough.

Why do you think your project kit has been rated as successful?

I think because it provides an excellent means of collaboration, in particular for pupils in vocational studies. It can give as real an experience of entrepreneurship as is possible to get within a school context, and teachers and pupils appreciate “real” experiences.
Polyglomath

“Each problem that I solved became a rule which served afterwards to solve other problems.” – René Descartes

Through an initial search for geometric patterns in their local area and through partner-school co-operation, pupils gain a better understanding of their European cultural heritage and beyond. Pupils start to develop a basic encyclopaedia of patterns in English, which is a collection of mathematical terms and worksheets to be shared among partners, using multilingual functions of the open source maths software.

Expected outcomes

• Ability to communicate and to collaborate with European peers

• Learning basic numeracy and geometric skills

• Enhanced ICT skills, particularly in relation to the integration of ICT as a teaching and learning tool.

Instructions

• Pupils recognise simple geometric patterns (or apply in-depth geometrical insight) to work with and break down complex patterns.

• Pupils upload their data into the dynamic geometry software, Geogebra (www.geogebra.org/cms/en), to display geometrical properties.

• In the TwinSpace Activities areas, pupils collect their most important documents, outcomes and links with their eTwinning partners.

• Pupils’ discuss what is needed to stimulate their creativity and apply maths in their everyday lives.

Tips

• For taking photos, use the eTwinning “Walking Pattern Tour Module” to organise a group tour in your local community.

• Pupils should be free to discuss and select the photos without teachers intervening. Teachers should empower the pupils to take control of their own learning.

• To encourage cooperation, partners can analyse the photos of their partners, and vice versa.

Consult the full kit online: http://www.etwinning.net/kits/polyglomath

Subject: maths, geography, language learning
Age group: 12-16
Duration: 1 school year
Level: Advanced
ICT ingredients: TwinSpace, Geogebra, mobile phone or digital camera
Talking about “Polyglomath”

with Palmira Ronchi
(Italy)

Palmira Ronchi is a teacher of maths in the IISS Vivante-Pitagora, Italy, and works part-time on pre-service teacher training courses at the University of Bari (Italy). Palmira is an eTwinning regional ambassador. She has worked closely with the CSS in developing pedagogical material and has run a number of Learning Events. She also moderates an eTwinning Group about Maths and Science. She has been an eTwinner since 2005.

Why did you decide to work on this topic?

My eTwinning partners and I firmly believe that encouraging the study of maths, using games and pupil-friendly methods, can foster the creative vein hidden in each pupil and make the learning of maths more pleasant.

From your point of view, what were the biggest challenges in running this project?

The project team aimed to create an innovative maths environment and to stimulate the pupils’ creativity to let them choose and construct their own maths tasks individually and together with their project partners. Thus, the pupils’ personal and creative ability has been an asset. Furthermore, this way of learning is productive in the long term as it allows pupils to be free to select their own way, to take control of their own learning and, above all, to share their experience with their partners.

What were your pupils’ impressions? What did they get out of it?

They experienced a nice working atmosphere and had a lot of fun! Even pupils who were not really keen on computers and the English language were stimulated and motivated by the activities and enjoyed the project as well.
My Town in Numbers

“Every great advance in science has issued from a new audacity of imagination” – John Dewey, Philosopher

The goal of this project is to increase pupils’ motivation and interest in mathematics and to stimulate their investigative spirit and curiosity by combining curricular maths with day-to-day life in different parts of Europe. Using concrete objects as well as representations of mathematical concepts, the project is also intended to facilitate mutual understanding through knowledge of the historical and cultural contexts of each partner class.

Expected outcomes

• Establish connections between mathematical content in the curriculum and day-to-day life.
• Increase pupils’ interest and motivation to study mathematics and ICT.
• Know and understand partners’ cultural and historical backgrounds.
• Facilitate communication in a foreign language.
• Use ICT as a strategy for searching for information, solving tasks, sharing and disseminating results as well as a communication tool for both teachers and pupils.
• Diversify teaching techniques.

Instructions

The main project activity is to propose mathematical tasks to partners. As partner teams provide solutions, the proposing team then corrects the responses if necessary, and then the task is discussed and compared both among teachers and in class.

Some examples of tasks:

• Magic Squares: create magic squares with numbers connected to partners’ towns.
• The Fountain: measure a fountain in a town square and calculate its volume.
• The PE Room: in a large space, use similar triangles to calculate the height of a tall building in town
• Encrypted Messages: decipher messages connected to a town by using the solution to a mathematics problem as a key.
• The Schoolyard: find the largest rectangular area with a given perimeter or the smallest possible perimeter of a rectangle with a given surface.

Tips

• Use the project material, such as the tasks constructed by pupils that are published on the project’s online space (e.g., TwinSpace, blog, dedicated website), as additional resource material for teaching certain topics in future classes.

Consult the full kit online: http://www.etwinning.net/kits/my_town_in_numbers
Irina Vasilescu is a teacher of maths at Scoala cu clasele in Bucharest, Romania and has authored several prize winning eTwinning projects including the Math & Science category prize winner in 2009. Irina is an eTwinning ambassador and she has been an eTwiner since 2007. She is now a member of the Romanian NSS.

From your point of view, what were/are the biggest challenges in running this project?

The study of maths using a second language is not very common, so the tasks should not require very demanding levels of communication. On the other hand, the project promotes second language empowerment by offering pupils and teachers the opportunity to use it in a real context. The research and creative ICT-using part of the project was also a challenge. Pupils had never thought that maths could also mean puzzles, animation, word clouds, encrypted messages and all sorts of games. Most of them were using the computer for creative purposes for the first time and they really learned a lot. For me, it meant a great increase in my expertise and a new approach to teaching, a new methodology. I was greatly helped by my participation in the eTwinning Learning Events (see Chapter 4).

Why do you think your project kit has been rated as successful?

Maybe it’s because we instinctively followed the KISS rule: Keep It Short and Simple. In short, the successful ingredients in this case are, in my opinion: the connection to real life, the transferability, the interactive aspect and the clear and simple structure of the project.

What were your pupils’ impressions? What did they get out of it?

The main advantages of this project from the pupils’ point of view are: motivation, developing new skills, getting to see knowledge as a complex result of many types of activities, using computers for research and in a creative way; appreciating the value of collaborative work; developing foreign language skills and communication abilities. Finally, I think that at the end of a project of this kind, the best evaluation is the pupils’ wish to continue working in this way.
Create a Volunteer Spirit in Europe

“Few delights can equal the presence of one whom we trust utterly.” – George MacDonald (Scottish novelist)

This project kit provides a step-by-step approach to help young pupils look at the world around them, identify their talents and understand the importance of being a caring European citizen. This multidisciplinary cross-curricular school project was created for the European Year of Volunteering 2011 and can be used in any context.

Expected outcomes

• Appreciate the value of volunteering.
• Recognise talents and strengths and think of ways to use them to help others.
• Nourish the spirit of solidarity.
• Understand the meaning of understanding and caring among people.
• Learn how to search and identify trusted websites and resources.
• Develop technical skills by discovering the possibilities of Web 2.0 tools and use multimedia tools in a creative way.

Instructions

• Teachers establish the main aims and objectives for the project through the TwinSpace Teachers’ Room.
• Pupils are introduced to the TwinSpace and learn about Netiquette and Internet safety.
• Partners interactively share information and get to know their partners in doing so. Using video, they present their personal talents and strengths and explain how they are going to use them to help others.
• In combined partner teams, pupils promote volunteering and European citizenship. Pupils use a wiki to classify information and upload videos on the TwinSpace.

Tips

• Create mixed groups consisting of pupils who have the same or similar talents. A mind map can help in grouping such pupils and enhance interaction.
• It is motivating to organise a small competition for the most active group of volunteers.
• Schools can collaborate with non-profit organisations taking part in different volunteer activities (this could be a whole-school project).
• Pupils can prepare a handout of the work and results of their school (wiki, collective e-book, video, theatrical play)

Consult the full kit online: http://www.etwinning.net/kits/create_a_volunteer_spirit_in_europe

Subject: Social studies, citizenship
Age group: 8-18
Duration: 1 school year
Level: Intermediate
ICT ingredients: TwinSpace, wiki, teleconference, digital camera, video
Talking about “Create a spirit of volunteering”

with Ioanna Komninou (Greece)

Ioanna Komninou is a highly experienced teacher and teacher trainer from Greece. She has also been involved in eTwinning from the start and has worked closely with the CSS and NSS in developing pedagogical materials for eTwinning. She has also organised a number of Learning Events. She is also a member of the Greek NSS team.

Why did you decide to work on this topic?

I think the idea of celebrating the European Year is a good one because it promotes the values on which Europe has been built. Volunteering is a core value that strengthens mutual understanding, solidarity and respect for others. Pupils learn through these activities that we might not speak the same language, we might not have the same history, and we might not have the same culture – but we are Europeans because we share the same values!

From your point of view, what were/are the biggest challenges in running this project?

The biggest challenge is to evaluate the impact that this project has on our pupils. In most projects we can easily understand what our pupils have learned, but with a project that aims to change attitudes it is difficult to ascertain its effect because this takes time.

An additional difficulty is how the teachers developing the project use their pupils’ knowledge and skills. For example, a pupil who speaks a foreign language fluently can tutor others. A pupil who knows how to operate a PC can help partners or others who haven’t the money for basic PC skills lessons. In any case, it is very useful for teachers to better understand what their pupils are capable of and encourage them to use their strengths and talents accordingly to help others in need.
Creative mind-mapping stories

“Even in the developing parts of the world, kids take to computers like fish to water.” – Nicholas Negroponte, Businessman

This kit presents a project in which pupils produce a collaborative story using different media in order to explore each other’s cultures and countries. In this way, they also discover aspects of their own cultures that they had never thought about previously. The story can be designed to reach certain literature and language-based skills; however, it is also an opportunity to creatively present the results and outcomes of experiments and research.

Expected outcomes

• Enhance team spirit within a multicultural framework, using a foreign language
• Develop a creative mind by approaching different topics in an atypical way (mind-mapping)
• Develop critical thinking skills
• Enhance ICT skills
• Develop both written and spoken communication skills
• Learn about such issues as copyright, publishing, etc.

Instructions

Pupils agree on a common scenario and create characters who will be travelling around their countries. To do so, they use collaborative mind-mapping tools in order to brainstorm and articulate their characters’ personality traits in an effective and comprehensive way.

1. Scenario and character creation
2. Looking for and exchanging information
3. Collaborative writing
4. Publishing (e.g., TwinSpace, Google Docs, MagazineFactory)

Tips

• Involve other colleagues from different disciplines within your school. This type of collaboration instils an excellent teamwork dynamic that the pupils themselves can bear in mind when working with their partners.
• Ensure that pupils keep their partners posted about their progress. This can be done through the TwinSpace using the mailbox, forum and or chat tools.

Consult the full kit online: http://www.etwinning.net/kits/creative_mind_mapping_stories
Talking about “Creative mind-mapping stories”
with Anne Gilleran

Anne Gilleran is the Pedagogical Manager for eTwinning as part of the Central Support Service. A former head teacher in Ireland and expert in ICT in education, Anne is the original creator of the Learning Events and manages a number of other eTwinning activities such as Professional Development Workshops, training material and pupil activities.

Why did you decide to work on this topic?

Mind mapping as a concept has been around for a long time. I saw the production of this kit as a means to bring the strength of Mind Mapping as a creative tool to the attention of teachers, in particular as an appropriate tool to use within an eTwinning project, as the impact is far-reaching.

From your point of view, what were/are the biggest challenges in running this project?

The greatest challenge is possibly the ability of the teacher to come to grips with the mechanics of the online tool. My advice here would be to allow the pupils to become the experts and give them the role of tutoring each other.

Why do you think your project kit has been rated as successful?

Because many teachers understand that the mental skills gained through using Mind Mapping go far beyond the scope of the eTwinning project. The pupils who master this technique have a tool that they can apply in practically all creative thinking situations in the years to come.
Learning Events: Enabling teachers’ professional development

Anne Gilleran, eTwinning Central Support Service
Learning Events

Anne Gilleran
etwinning Central Support Service

Learning Events are short intensive online events that focus on a number of themes. They are led by an expert and include active work and discussion among teachers across Europe. Learning Events offer teachers an introduction to a topic, more in-depth learning modules to share ideas, as well as support to help develop skills. Each Learning Event typically consists of 4-5 days of active work and discussion, followed by 4-5 days of reflection and personal work. The materials are online and participants can access them in their own time.

When eTwinning Learning Events first came online in September 2009, the venture was in a way an experiment. The idea of the Learning Events was to give teachers an opportunity to meet one other in a relaxed context to exchange on a topic that was both interesting and stimulating. But there were several unanswered questions…. How would teachers react to the idea of something that was not so much a course as an experience and an opportunity to explore a subject and discuss with other eTwinners?

The answer lies in the fact that the Learning Events have developed from being an experiment to having a firm place in the range of activities offered to registered eTwinning teachers. They have grown in popularity and in the range of topics covered. The numbers following the Learning Events have also steadily grown and in 2010 over 1,600 teachers participated on topics ranging from exploring how Web 2.0 collaboration can work in eTwinning, to how to build a successful project; from looking at how to use Geogebra in maths-based projects to exploring the issues of working safely on the Internet. They looked at the ways in which multiple intelligences may be addressed though eTwinning, how mind maps can be used in creative writing projects and how teachers working at primary level can engage their pupils in eTwinning. The response has been overwhelming and enthusiastic.

The experts for the Learning Events range from persons expert in their own field to experienced eTwinning teachers who want to share their enthusiasm and commitment with others. For this book, we have asked two such teachers to write about their experience of running a Learning Event, what prompted them and what the experience was like for them. I hand over to them, but before I do, I hope that you may be tempted to participate in a Learning Event very soon, even if you are a complete beginner, you won’t be disappointed.
Web-based video: Educational use within eTwinning

Expert: Daniela Arghir Bunea
eTwinning Ambassador, Romania

I will start with some numbers: 3,140 posts in 39 forum categories in 21 days; 6 sessions with clear-cut learning objectives; 88 active participants out of 118 registered; and 70 minutes of synchronous work with expert guest teacher Jamie Keddie. In addition to countless chats and email exchanges, these numbers are witness to the fostering of critical thinking skills, self-confidence, exploration skills and the ability to collaborate with and learn from peers. This was indeed a fantastic display of forces in a participant-enabled and participant-centred learning environment composed of team-learning and peer-mentoring opportunities.

The aim

As any teacher knows, there is no “one-size-fits-all” guaranteed teaching method – a variety of technical and methodological resources are needed in the classroom. Audiovisual material, with its rich context, is a powerful instructional tool known to have a motivational, attention-grabbing and affective impact on viewers, which in turn facilitates auditory processing.

Although not originally meant for use in education, web-based video holds the potential to be an extremely effective learning tool for today’s technology-geared pupils and their venturesome teachers; this is why I chose this topic. It is my belief that the participants in the eTwinning Learning Event “Web-based video: Educational use within eTwinning” understood that, by using it, they would encourage interactivity and engagement, motivate and empower their pupils, and create a range of different experiences in the pupils’ learning process. As one participant enthusiastically put it in one of her posts after doing a lesson based on a video clip, “The lesson worked perfectly and the time was allocated fairly to all tasks! It was a joyful experience that linked our lesson to other cross-curricular areas and kept the pupils’ interest all through the lesson!” (Maria K., Greece).

What happened?

During the three weeks of the Learning Event, we researched and analysed video hosting and sharing sites, researched and characterised educationally appropriate video clips, created and evaluated lessons, activities and tasks based on video sequences, and also created and evaluated eTwinning project trailers. It was intensive work all along, while the types of assignments and the level of interactivity varied from day to day, but it was clear that teachers really valued the organisation and coordination of the Learning Event. “You invested in it mind and soul, not only providing us with the necessary information but also trying to fill every available space with little tricks and special links and insights. You really gave it your best, showing us how to work together and learn from each other while constantly being around helping, explaining and encouraging” (Katerina Stafylidou, Greece).
The process

This was not a self-paced course, and it required the participants to undertake activities involving collaboration with other participants. Thus, most work was not made available in advance as the aim was for participants to work together at the same pace. I always tried my best to give clear directions on what, where, when and how. And I can say modestly that I think I succeeded.

“Working in this lab, I have enjoyed so many wonderful moments, discovered lots of new and useful things while interacting in such a warm and supportive atmosphere. It has been a very gratifying and motivating Learning Event for me. I have been using video clips in my classes regularly for some time but, after this experience, I have become more aware of the need to help my kids become active creators, to enable them to get more engaged emotionally by making their own videos, and not just be passive users! Working as a learner has reminded me that of the fact that in the often tiring process of teaching we sometimes tend to forget what it means to be on the other side of the teacher’s desk, and of the many insecurities and fears that our pupils experience in class. Exchanging roles sometimes can be very positive for the teachers as well!” (Silvana Turcinovich Petercol, Croatia)

At various points in the Learning Event, I encouraged participants to develop both their own understanding and a shared meaning. Reflection is known to play an important role in learning and self-development and it helped them move beyond the context of their own experience in the Learning Lab to consider better or more general solutions that might be of use in future situations. Their reflections on learning helped them to step back and put experiences and developments into perspective, and many recognised in their posts their capacity for, and enjoyment of, learning. I am really convinced that a teacher’s reflective skill is something each of us should invest in and develop further if we are to aim at creating a better school and improving education.

“I personally consider that a reflective teacher can make the whole difference not only as part of her/his inner development as a professional and a person, but also in making sure that she/he is always striving to create the best learning environment for her/his pupils.” (Helena Serdoura, Portugal).

Teachers’ Evaluation

In their final reflections the participants appreciated the promoting of engagement through a developmental approach. They enjoyed the emphasis being placed on knowledge generation. I tried to assist their engagement in learning by progressively introducing them to challenging learning concepts over the three weeks period of the Event. There were four stages of online engagement for participants:

1. New kid on the block
2. Co-operator
3. Collaborator
4. Partner.
During the Learning Event, participants developed their schema for “how to work” to include concepts of themselves as knowledge generators and as co-participants in constructing content.

Self-Assessment

I am one of those teachers who strongly believe that what primarily motivates teachers is a desire to improve the learning outcomes of their pupils. So I am pragmatic and seek specific, concrete and practical ideas. And I am happy that participants were the same. I constantly tried to provide them with timely feedback on their posts, to foster their engagement in tasks that were closely aligned with the real world, to bring a sense of challenge in the learning content, to build varied opportunities for participant reflection and interaction, and to offer choices and possibilities to explore personal interests.

I treasure the words written in the Forum towards the end of the Learning Event as they have inspired me, and I think I am now even more enthusiastic and excited than before about all the opportunities eTwinning has to offer the teachers of Europe and their pupils:

“I have been impressed with your proficiency in communication, pedagogical approach, facilitation – quite simply, in everything. I have never before taken part in a training that enabled me to learn so intensively. I am going to study the resources from this Learning Event again in more detail, as I know there is much more in them than I have been able to take out and apply in my schoolwork in such a short time. As you are a very hardworking and demanding person (and also very tolerant or, I could better say, ‘human’), I think we have all had a great opportunity to learn very, very much here. You are a model for me of how to implement all excellent ideas in our practical life. There is often a gap between theory and practice, but for you it is not a problem to present what education should look like.” (Eva Luptakova, Slovakia)

Pupil centred

The Learning Event was like an opening of doors for teachers and their pupils. We are living in a rapidly changing technological and globalised world, where it is not possible to establish which types of knowledge will be needed in the next five or ten years, let alone a lifetime. Instead, what is needed is a holistic notion of the individual combining the values, attitudes of the person, such as the desire to learn from others in interaction and the valuing of different knowledge with the cognitive processes of building on prior learning and the capacity to develop strategies and solve problems to learn something new. The pupils will certainly also reap what was sown in this Learning Event – they and their teachers will undoubtedly attempt communication, collaboration, connection, critical thinking and creation more often now.

I am fully confident that the time in the “Web-based video: Educational use within eTwinning” Learning Event was spent in the most useful way, and all participants gained new knowledge, or reinforced what they already knew, in a community of amazingly dedicated eTwinners all set now to use web-based video as often as possible in their lessons and eTwinning activities.
Motivating pupils through project work

Expert: Adam Stępiński
eTwinning Ambassador, Poland

I have been an expert for two Learning Events – each totally different from the other. The first one was devoted to the challenge of motivating pupils through project work. It consisted of five parts, each strongly connected with pupil engagement: (1) Methods of developing autonomy; (2) Interdisciplinary projects; (3) Development of key competencies; (4) Structure of interdisciplinary projects; and, (5) Use of media resources.

The aim

The main aim of this Learning Event was to equip participants with a wide range of practical clues, show them some effective proposals and exchange teachers’ opinions and observations. This last step, where teachers began exchanging their thoughts, turned out to be a real success, especially in its final activity, where participants presented their favourite Internet material, commented on useful websites and shared what they found to be the most attractive Web 2.0 tools. As one participant put it, “Best theme, so much inspiration here; this is enough for me to last to the end of my career!” (Ewa Gajeck, Poland)

From evaluation to the successful outcomes

Taking part in discussions, participants pointed out that interdisciplinary projects are truly integrated in that they not only remove the lines between subject disciplines, but they link valuable ideas about learning and understanding, performance and assessment, community and individual responsibility, as well as redefine teacher/pupil roles as they relate to those ideas. Moreover, they push pupils and teachers to constantly question the value of what they are doing and to rethink and revise when needed. The teachers concluded that the boundaries of ideas for interdisciplinary projects are limited only by the imagination, time and resources of the learning community involved. Interdisciplinary projects allow pupils and teachers to celebrate diversity, in its broadest meaning, and the joys of inquiry and learning.

Another thing the participants stressed was the fact that contemporary adolescents love songs, films, computer games and other Internet resources (their generation is sometimes called the Google or Internet generation). That is why using such materials seems to be an important factor to engage and motivate pupils while working on the project. These resources broaden the range of the tools that may be used to improve collaboration and make it more involving for pupils.

It is essential to state that effective projects are built on a technique of inquiry. Asking and pursuing important questions transform pupils from passive receivers of information into active learners, thinkers and problem solvers. Through inquiry pupils take ownership of
both knowledge and the knowledge gathering process. Consequently, the project can be structured in the form of a series of questions, to which pupils are encouraged to add (and answer) their own.

**Exploitation of the results**

All the participants agreed that as for the final products of interdisciplinary projects, exhibitions are a good solution. These are special events where a community of participants pulls together in a meaningful way. Exhibitions generally have three major components: written, visual and live presentations. Although components vary from project to project, exhibitions afford pupils an opportunity to demonstrate and celebrate their knowledge, experiences and talents. “Thanks for a great course! It has taught me a lot and has provided interesting and inspiring ideas. Yesterday my students created their videos of spring and were very engaged and happy. I also thank colleagues for their valuable feedback, discussions and suggestions.” (Joanna Zalewska-Coldron, Poland)

**Learning the language of our neighbour**

Expert: Adam Stępiński  
eTwinning Ambassador, Poland

The second Learning Event I conducted was devoted to the issue of learning the language of neighbouring countries. The idea behind this Learning Event was to give teachers and pupils a taste of the languages they are most likely to encounter – the ones used just across the border. Of course, I didn’t want to convince teachers to carry out regular foreign language courses leading to pupils’ proficiency in these languages. My proposal was to give pupils a set of phrases that they may find useful in their future contacts.

**Process**

As for the structure of the Learning Event, the first part was a debate on the present situation in participants’ countries as regards awareness of the language and culture of neighbouring countries. The second part then highlighted the advantages of learning the language of our neighbours. The third and final part was a brainstorming activity to develop ideas for future projects. During the Learning Event, teachers also learned how to add subtitles to video, how to use a mind-mapping tool in a creative way and explore the methodology of WebQuests.

In terms of pupils, I believe that this course can help start new projects and re-think the role of such languages in today’s world. Talking to my pupils in various school and private-life situations, I noticed that they appreciate the importance of English (and French, German and Spanish as well) but at the same time undervalue knowledge of Czech, Slovakian or
Lithuanian. That’s why eTwinning projects may change their minds.

**From evaluation to successful outcomes**

Communication and teachers’ eagerness to share their expertise and ideas were two things that can be valued as the strengths of these Learning Events. The participants not only responded to the questions, which were a part of particular tasks, but also initiated their own mini-debates. Additionally, presenting problems from different perspectives (by teachers from kindergarten, primary, junior-secondary and upper-secondary schools) and comparing with friends from other countries was an additional benefit. The participants presented their projects and shared their experience with others with great enthusiasm.

The atmosphere among the participants was friendly, truly supportive and warm. Everyone paid attention to the appropriateness of their language usage, and when the end of the Learning Event came, many teachers wrote in their farewell messages that they would miss this place where they had made so many friends: “This is the first Learning Event I’ve attended. I was already enthusiastic at the beginning of it and now I can say I would have lost a lot if I had not been involved. First of all I would like to thank you all, because I learned so many things about projects between countries, especially neighbouring ones. Secondly I’ve discovered there are so many enthusiastic teachers across Europe who are eager to share their ideas, knowledge and experience. It is this part that I am so impressed with. We have all had the opportunity to spend our time exchanging good practices and to give strenuous encouragement to those who are beginners like me in this field.” (Carmelia Timofte, Romania)

The most significant observation I made during the course was that participants really long for interaction, the opportunity to meet their foreign colleagues online, to exchange thoughts and learn from each other. In their evaluation remarks, they suggested more synchronous meetings such as chats, video and audio sessions. On the other hand, many other teachers could argue that because of lack of free time, such synchronous work may exclude big groups of participants from active involvement. Like pupils’ eTwinning project work, Learning Events should be directed towards working on things co-operatively, brainstorming ideas and assessing their value by the whole team and “building up” conclusions through constructive discussions.
Conclusions

The testimony of these two course leaders demonstrates for me that the eTwinning Learning Events are a special experience. So when you have tried the full eTwinning menu, explored all the other possibilities that eTwinning has to offer, why not tempt yourself to a little dessert and apply to take part in a Learning Event?

At the very least you will meet new people; you will most likely have a highly satisfying experience. “To tell you the truth, this year I’ve virtually stopped attending other kinds of courses connected with career development and started relying on eTwinning Learning Events for this purpose. Learning Events are usually much more interesting and useful (convenience is also an important factor) than the conferences and workshops held in my and nearby cities (at least those I am able to attend)” (Tatania Rebas, Poland).

It may even lead to you changing your classroom practice: “We were offered many new ideas and tools, which resulted in a great feeling of enthusiasm and challenge “sweating” all over the lab. It was my first experience at a learning lab and I ran my first eTwinning project this year as well. I must admit that, after such experiences, my approach to school teaching is different.” (Simona Candeli, Italy)
List of ingredients
List of ingredients

To get involved in eTwinning, all you really need is a bit of creativity and desire to work together, but here are some further ingredients that might help you along the way to keep your activities interesting.

<table>
<thead>
<tr>
<th>Ingredient</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>eTwinning Ambassadors</td>
<td>Experienced eTwinners working at local and national level to support other teachers and promote eTwinning. Ambassadors are appointed by their NSS and are there to support you along the way.</td>
</tr>
<tr>
<td>Blog</td>
<td>A personal web space, journal or diary that provides “posts” on a particular subject. Others can then comment on these posts. eTwinning projects have a blog tool in the Project Diary and the TwinSpace.</td>
</tr>
<tr>
<td>Camp (eTwinning)</td>
<td>As a nice motivation for both teachers and pupils, the eTwinning Camp is the top award of the annual eTwinning Prizes competition. The Camp brings together teachers and pupils from winning projects in different prize categories to take part in workshops and ICT-related activities in a sunny location somewhere in Europe. The camp runs for 4-5 days.</td>
</tr>
<tr>
<td>Central Support Service (CSS)</td>
<td>The European eTwinning office, run by European Schoolnet in Brussels. The CSS is responsible for the central coordination of eTwinning activities across Europe. For support, email: <a href="mailto:helpdesk@etwinning.net">helpdesk@etwinning.net</a>.</td>
</tr>
<tr>
<td>Chat room</td>
<td>A chat room is an online area for real time text-based discussions, which can be on a one-to-one or group basis. Each TwinSpace and Teachers’ Room is equipped with a private chat room for teachers and pupils to use throughout their project(s).</td>
</tr>
<tr>
<td>Comenius</td>
<td>eTwinning is one of the actions within the European Union’s Comenius programme, which focuses on pre-school, primary and secondary school education. It is relevant to all members of the education community: pupils, teachers, local authorities, parents’ associations, non-government organisations, teacher training institutes, universities and all other educational staff.</td>
</tr>
<tr>
<td>Comenius Partnerships</td>
<td>Comenius Partnerships is another action within the overall Comenius programme that provides a set number of grants per year to collaborative projects. An eTwinning project can also be at the same time a Comenius Partnership.</td>
</tr>
<tr>
<td>Creative Commons license (CC)</td>
<td>This is a license tool that allows individuals to assign copyright restrictions to their material. CC informs the public on how material can be reused, and could be useful if you are producing materials yourself in eTwinning. For information on all CC license possibilities: <a href="http://en.wikipedia.org/wiki/Creative_Commons">http://en.wikipedia.org/wiki/Creative_Commons</a></td>
</tr>
<tr>
<td>Conference (eTwinning)</td>
<td>The annual eTwinning Conference is a three-day event that brings together over 500 participants (teachers, head teachers, NSS and stakeholders) to discuss eTwinning and celebrate success during the eTwinning Prizes awards ceremony. It is an excellent opportunity to meet other eTwinners and share ideas. The Conference usually takes place in spring and participants are chosen by the CSS and NSS.</td>
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<tr>
<td>Countries (eTwinning)</td>
<td>There are currently thirty-two countries involved in eTwinning. A full list is available here: <a href="http://www.etwinning.net/en/pub/help/nss.htm">http://www.etwinning.net/en/pub/help/nss.htm</a>. At present only teachers belonging to these countries’ educational systems can officially participate in eTwinning.</td>
</tr>
<tr>
<td><strong>Desktop</strong> (eTwinning)</td>
<td>The eTwinning Desktop is the social networking area restricted to eTwinning registered teachers (pupils do not have access). Functionalities include: profile creation, networking and partner-finding tools, and resource sharing. Use your Desktop to share information about yourself and connect with others.</td>
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<tr>
<td><strong>Doodle</strong></td>
<td>Doodle is a free online poll tool: <a href="http://www.doodle.com">www.doodle.com</a>. It is ideal for setting up meetings and checking your partners’ availability. At a glance you can see the best time for the meeting; it works with any calendar system.</td>
</tr>
<tr>
<td><strong>Elluminate</strong></td>
<td>Elluminate is an online collaborative workspace that allows people to meet in a virtual room and discuss and work together in real time. Functionalities include a common work board, chat boxes, audio/video tools and a poll system. If you would like to use Elluminate in your eTwinning work, contact <a href="mailto:info@etwinning.net">info@etwinning.net</a>.</td>
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<tr>
<td><strong>eTwiner</strong></td>
<td>A teacher involved in eTwinning and registered on the eTwinning Portal as well as a pupil participating in an eTwinning project.</td>
</tr>
<tr>
<td><strong>eTwinning</strong></td>
<td>A European action that promotes school collaboration and networking through the use of ICT between schools in Europe. For more information, go to the eTwinning Portal: <a href="http://www.etwinning.net">www.etwinning.net</a>.</td>
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<tr>
<td><strong>Eurocreator</strong></td>
<td>Euro Creator is a moderated platform for teachers and pupils to view and share media online: <a href="http://www.eurocreator.com">www.eurocreator.com</a>.</td>
</tr>
<tr>
<td><strong>European Quality Label</strong> (eTwinning)</td>
<td>Recognition at European level of innovation and success in an eTwinning project. If at least two partners in a project have received a National Quality Label, these same project partners are then awarded the European Quality Label by the CSS. The European Quality Label is awarded automatically, once a year (usually in September) and is a prerequisite for participation in the annual eTwinning Prizes competition.</td>
</tr>
<tr>
<td><strong>European Schoolnet</strong></td>
<td>The coordinating body of eTwinning at European level, on behalf of the European Commission. European Schoolnet manages the Central Support Service (CSS) for eTwinning.</td>
</tr>
<tr>
<td><strong>Facebook</strong></td>
<td>A popular online social networking community used worldwide to connect people virtually. There are many Facebook Groups about eTwinning running both at European and national level and can be an additional tool to get connected with other schools in Europe.</td>
</tr>
<tr>
<td><strong>FlashMeeting</strong></td>
<td>A video-conferencing tool used in many eTwinning projects as it runs within a private, protected platform. Sessions can be recorded and reviewed. If you would like to use FlashMeeting for your eTwinning activities, contact: <a href="mailto:info@etwinning.net">info@etwinning.net</a>.</td>
</tr>
<tr>
<td><strong>Forum</strong></td>
<td>An online message board system to hold text-based discussions.</td>
</tr>
<tr>
<td><strong>Flickr, Slideshare &amp; Picasa</strong></td>
<td>Popular photo gallery platforms that can be embedded. Users can customise each item with tags, personal comments and ratings. Many eTwinners use Flickr to share photos and give visibility to their work. NB: if you use these public tool, be sure that your pupils’ privacy is respected.</td>
</tr>
<tr>
<td><strong>FreeMind</strong></td>
<td>FreeMind is a premier free mind-mapping software written in Java.</td>
</tr>
<tr>
<td><strong>Gallery</strong> (eTwinning)</td>
<td>A showcase of eTwinning practice examples. Projects are selected by the NSS and featured on the eTwinning Portal. They are excellent examples of successful projects and can be good sources of inspiration for others.</td>
</tr>
<tr>
<td><strong>Glogster</strong></td>
<td>Mix graphics, photos, videos, music and text into slick posters.</td>
</tr>
<tr>
<td><strong>Google</strong></td>
<td>The world’s most popular online search engine. Google also offers a great number of other online tools and services. You can use Google to search for educational material or use its management and publishing tools to further organise and profile your work.</td>
</tr>
<tr>
<td><strong>Google Maps</strong></td>
<td>A free web-mapping service provided by Google (for non-commercial use). The eTwinning Portal uses it to display registered schools and projects. You can use Google Maps with your pupils to map out your partners’ locations and run activities as a group.</td>
</tr>
<tr>
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</tr>
<tr>
<td><strong>Groups (eTwinning)</strong></td>
<td>Communities within eTwinning for teachers to discuss by subject, theme or topic. Groups are a great way to share ideas and connect with like-minded eTwinners. A full list of Groups is available on the eTwinning Desktop homepage.</td>
</tr>
<tr>
<td><strong>Guidelines (eTwinning)</strong></td>
<td>As PDF documents on the eTwinning Portal, eTwinning Guidelines explain in detail how to use eTwinning both in terms of its Portal tools (Desktop and TwinSpace) and its pedagogical value. You can use them as an online or printed reference guide. For further support, you can use the Helpdesk section of the Desktop.</td>
</tr>
<tr>
<td><strong>Information and Communication Technologies (ICT)</strong></td>
<td>An umbrella term that includes any communication device or application (e.g., computer, network hardware and software, satellite systems, radio, television and mobile phones) and the services and applications associated with them (e.g., videoconferencing and distance learning). ICT is often spoken of in a particular context, for example, ICT in education. eTwinning encourages the use of all ICT tools as long as they are safe and useful for your collaborative work.</td>
</tr>
<tr>
<td><strong>Instant polls</strong></td>
<td>Instant polls are a quick way to get opinions from others. The eTwinning Desktop features instant polls from time to time to get feedback from teachers. If you would like to run an instant poll with your pupils, a number of free online tools to make polls are available online.</td>
</tr>
<tr>
<td><strong>Internet</strong></td>
<td>“The Internet carries a vast array of information resources and services, most notably, the inter-linked hypertext documents of the World Wide Web (WWW) and the infrastructure to support electronic mail, in addition to popular services such as online chat, file transfer and file sharing, online gaming, and Voice over Internet Protocol (VoIP) person-to-person communication via voice and video.” (Wikipedia)</td>
</tr>
<tr>
<td><strong>Internet Safety</strong></td>
<td>The positive, ethical use of online ICT. Safety is increased by better awareness of issues and technical solutions such as filters, anti-spyware and secure settings on all online equipment. eTwinning works closely with Insafe (<a href="http://www.saferinternet.org">www.saferinternet.org</a>) to provide eTwinners with safe tools and guidelines for working with young people online.</td>
</tr>
<tr>
<td><strong>Kits (eTwinning)</strong></td>
<td>Step-by-step guides to successful projects with concrete ideas for teachers on how to implement a European collaborative project in their class. Kits can be used in their entirety or adapted to specific teaching contexts.</td>
</tr>
<tr>
<td><strong>Label (eTwinning)</strong></td>
<td>A certificate given to all eTwinning projects approved by the NSS. It can be downloaded by project partners from the Desktop. Beyond the general Label, you can apply to receive a National Quality Label if your project has been a notable success.</td>
</tr>
<tr>
<td><strong>Learning Events (eTwinning)</strong></td>
<td>Short intensive online events on a number of themes that offer an introduction to a topic, stimulate ideas and help to develop skills. They do not require a long-term commitment (discussion, reflection and personal work spread over ten days) and are run by education experts.</td>
</tr>
<tr>
<td><strong>Learning Lab (eTwinning)</strong></td>
<td>A special platform developed for eTwinning Learning Events. If you participate in a Learning Event, the event’s activities will take place here.</td>
</tr>
</tbody>
</table>
| **Lifelong Learning Programme (LLP)** | This European umbrella programme enables individuals at all stages of their lives to pursue stimulating learning opportunities across Europe. There are four sub-programmes focusing on different levels of education and training and continuing previous programmes:  
• Comenius for schools (e.g., the eTwinning action)  
• Erasmus for higher education  
• Leonardo da Vinci for vocational education and training  
• Grundtvig for adult education |
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<tr>
<td><strong>Login (eTwinning)</strong></td>
<td>To access the eTwinning Desktop, Project Diary and TwinSpace, teachers must be registered. In order to log in, one must have a username and password, which is set up when registering. If login data and/or password are lost, the &quot;Forgot your password&quot; link on the eTwinning Portal allows teachers to be notified of their username and new password by email. For the TwinSpace, pupils receive a login from their teachers.</td>
</tr>
<tr>
<td><strong>Magazine Factory</strong></td>
<td>An interactive webzine (web magazine) tool recommended by eTwinning. If you would like to use MagazineFactory in your eTwinning work, contact <a href="mailto:info@etwinning.net">info@etwinning.net</a>.</td>
</tr>
<tr>
<td><strong>Mailbox (eTwinning)</strong></td>
<td>An internal messaging system that allows safe exchange of messages with other schools registered on the eTwinning Portal. The mailbox is a tool in both the Desktop (for teachers) and the TwinSpace (for pupils as well as teachers in the project).</td>
</tr>
<tr>
<td><strong>Map (eTwinning)</strong></td>
<td>A database of eTwinning schools and projects from all participating countries. Searches can be made by school, country, region or subject clusters. You can access the eTwinning Map from the homepage of the Portal.</td>
</tr>
<tr>
<td><strong>Micro-blogging</strong></td>
<td>A form of blogging where individuals send short text updates, such as photos or audio clips and publish them (e.g., Twitter). You can use Twitter in your eTwinning work to create publishing activities for your pupils and to disseminate outcomes.</td>
</tr>
<tr>
<td><strong>Modules (eTwinning)</strong></td>
<td>Short activities that can be incorporated in any type of eTwinning project, no matter what the subject. Modules are a great way to kick off a project, provide something different midway through, or act as an evaluation tool at the end. You can use a module with a kit as well.</td>
</tr>
<tr>
<td><strong>Moodle</strong></td>
<td>An open-source e-learning platform for online course development and collaboration. You can use Moodle to run specific activities with your pupils, in addition to using the TwinSpace: <a href="http://www.moodle.org">www.moodle.org</a>.</td>
</tr>
<tr>
<td><strong>Mycoted</strong></td>
<td>Mycoted provides a central repository for creativity and innovation on the Internet through tools, techniques, mind exercises, puzzles, book reviews, etc. <a href="http://www.mycoted.com">www.mycoted.com</a>.</td>
</tr>
<tr>
<td><strong>Mylo</strong></td>
<td>MYLO is a fun online language learning service that links your favourite interests with things you like doing on the Internet – like playing games, creating blogs and movies, and sharing and working with others. It is ideal for learning languages projects. <a href="http://www.hellomylo.com/">http://www.hellomylo.com/</a>.</td>
</tr>
<tr>
<td><strong>National Quality Label (eTwinning)</strong></td>
<td>Recognition at national level of innovation and success in an eTwinning project. The NSS award National Quality Labels to teachers who have successfully applied for the Label through their Desktop. If you think your project has been a notable success, be sure to apply. A successful application is awarded a teacher certificate and pupil certificate template (which you can fill in by hand with your pupils’ names).</td>
</tr>
<tr>
<td><strong>National Support Service (NSS)</strong></td>
<td>The organisation that represents and promotes eTwinning at national level. Each NSS provides training and support, organises events and runs media and communication campaigns at regional and national level. For support, you can contact your NSS directly through its national eTwinning website (e.g., <a href="http://www.etwinning.fr">www.etwinning.fr</a>, <a href="http://www.etwinning.ro">www.etwinning.ro</a>., <a href="http://www.etwinning.sk">www.etwinning.sk</a>).</td>
</tr>
<tr>
<td><strong>Open source</strong></td>
<td>An operational model that allows concurrent input from different individuals. This is popular for collaboratively-created free software (e.g., Moodle). If you would like to discover new ways to use and customise technology for your eTwinning work, Open source software can be an interesting way of doing this, although in some cases it requires more technical knowledge.</td>
</tr>
<tr>
<td><strong>Partner finding</strong></td>
<td>The partner-finding tool for schools registered for eTwinning. From the Desktop, eTwinners can search by keyword(s) or fields or post a message on the partner-finding forum.</td>
</tr>
<tr>
<td><strong>Partners (eTwinning)</strong></td>
<td>Schools, teachers or other school staff who are official members (and in some cases administrators) of an eTwinning project.</td>
</tr>
<tr>
<td><strong>Podcast</strong></td>
<td>An audio or video file, in a compressed digital format, delivered via an RSS feed over the Internet to a subscriber. It is designed for playback on computers or portable digital audio players. Podcasts are a great tool for eTwinning to develop language and presentation skills.</td>
</tr>
<tr>
<td><strong>Portal (eTwinning)</strong></td>
<td>The multilingual online platform for eTwinners to conduct eTwinning activities. Individuals must be registered to access all available tools and all information is available in 25 languages: <a href="http://www.etwinning.net">www.etwinning.net</a>.</td>
</tr>
<tr>
<td><strong>Post</strong></td>
<td>A written text on a public website (e.g., article post, blog post). In eTwinning, you can add a post on your eTwinning Desktop Profile (“My journal”) and other eTwinners can comment on it.</td>
</tr>
<tr>
<td><strong>Prizes (eTwinning)</strong></td>
<td>European eTwinning Prizes are awarded yearly to teachers and pupils who have demonstrated outstanding results in an eTwinning project. The top prizes include participation at the eTwinning Camp. To take part, one must have already received a European Quality Label. Submissions open in October every year and the winners are announced the following January.</td>
</tr>
<tr>
<td><strong>Professional Development Workshops</strong></td>
<td>Workshops aimed at teachers who want to improve their skills in ICT and collaboration. They are organised by the NSS and CSS and are held in different European cities throughout the school year.</td>
</tr>
<tr>
<td><strong>Project Diary</strong></td>
<td>Each eTwinning project has a Project Diary to describe its activities and progress. Anything from ideas, news, links, pictures and videos can be published.</td>
</tr>
<tr>
<td><strong>Profile (eTwinning)</strong></td>
<td>On the eTwinning Desktop, all eTwinners can create their personal and school profiles for others to see and learn about them (eTwinners can comment on or “like” journal posts). Additionally, each project has a project profile where details about the project are available for others to see (eTwinners can then comment on project message boards).</td>
</tr>
<tr>
<td><strong>Project (eTwinning)</strong></td>
<td>A project is set up by at least two schools from two different countries. It then has to be approved by the NSS in both countries. Each eTwinning project has its own TwinSpace and Project Diary.</td>
</tr>
<tr>
<td><strong>Project Card</strong></td>
<td>The Project Card is a Journal available for each project. It can be used by the partners of the project and their NSS to communicate, give and get support.</td>
</tr>
<tr>
<td><strong>Quality Labels</strong></td>
<td>eTwinning awards National Quality Labels and European Quality Labels to project partners who have demonstrated a high level of innovation and success in their project work. National Quality Labels must be applied for through the eTwinning Desktop, while European Quality Labels are awarded automatically once in a year (usually in September).</td>
</tr>
<tr>
<td><strong>Recognition</strong></td>
<td>eTwinning offers a number of ways for teachers to gain recognition for their work, namely: the eTwinning Label, European and National Quality Labels, eTwinning Prizes and the Gallery. Pupils are given recognition in the form of National Quality Label certificates.</td>
</tr>
<tr>
<td><strong>Registration</strong></td>
<td>When teachers sign up for eTwinning, they gain access to the Desktop with all its available tools. All registered teachers are checked by the NSS in order to maintain a safe and reliable teacher database. Registration is a two-step process. If you come across a problem when registering, contact your NSS directly for assistance.</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td>A database or repository of learning materials that are shared among eTwinning schools. The resources are made available by schools and include materials prepared in eTwinning or found generally useful by teachers for eTwinning.</td>
</tr>
<tr>
<td><strong>RSS (Real Simple Syndication)</strong></td>
<td>Web feed formats used to publish frequently updated material and information.</td>
</tr>
<tr>
<td><strong>Social media</strong></td>
<td>Online media tools that focus on sharing information in a fast and easy way between individuals with similar interests. Social media are often referred to as “user-generated content” or “consumer-generated media”.</td>
</tr>
<tr>
<td><strong>Social networking</strong></td>
<td>The use of online community software to connect people with common interests virtually. The eTwinning Desktop has a number of social networking tools to help you connect with other eTwinners.</td>
</tr>
<tr>
<td><strong>Social software</strong></td>
<td>Software systems and tools designed to facilitate the interaction and sharing of content between individuals. Examples include online communities (Facebook, MySpace), video streaming websites (YouTube) and photo-sharing platforms (Flickr).</td>
</tr>
<tr>
<td><strong>Social tagging</strong></td>
<td>The collaborative, online classification of content by users to make it easier to define and find information on the Internet. Popular tools for tagging information include Delicious and Technorati. Such tools can be useful in eTwinning to organise and keep track of interesting online content.</td>
</tr>
<tr>
<td><strong>Subtitles</strong></td>
<td>Subtitles are translation tools for audio and video content. If you are creating video content with your pupils, you can easily add subtitles using a number of free online subtitling tools.</td>
</tr>
<tr>
<td><strong>Teachers’ Rooms</strong></td>
<td>These informal Rooms are available on the eTwinning Desktop. Teachers can either join or create a Room and discuss an area of interest with others for up to three months. After three months, the Room is closed is content is made available as an archive. If you are new to eTwinning, Teachers’ Rooms are excellent for connecting with others.</td>
</tr>
<tr>
<td><strong>Tux Paint</strong></td>
<td>Tux Paint is free drawing program for children aged 3-12. It combines an easy-to-use interface, fun sound effects, and an encouraging cartoon mascot who guides children as they use the program.</td>
</tr>
<tr>
<td><strong>TwinSpace</strong></td>
<td>A safe collaborative platform for schools (teachers and pupils) to use in a project. The TwinSpace offers privacy to each project and is available once the project is approved by the NSS. TwinSpaces can be published on the Internet by their administrators.</td>
</tr>
<tr>
<td><strong>Twitter</strong></td>
<td>A popular example of “micro blogging”, where texts are no longer than 140 characters.</td>
</tr>
<tr>
<td><strong>Vodcast</strong></td>
<td>Term used for the online delivery of “video on demand” video clip content.</td>
</tr>
<tr>
<td><strong>VoiceThread</strong></td>
<td>VoiceThread is a collaborative, multimedia slide show that holds images, documents, and videos and allows people to navigate slides and leave comments in five ways – using voice (with a microphone or telephone), text, audio file, or video (via a webcam).</td>
</tr>
<tr>
<td><strong>Voki</strong></td>
<td>Voki enables users to express themselves on the Web in their own voice using a talking character. You can customise your Voki to look like you or take on the identity of lots of other types of characters. Your Voki can speak with your own voice that is added via microphone, upload, or phone.</td>
</tr>
</tbody>
</table>
Wallwisher is an Internet application that allows people to express their thoughts on a common topic easily. A wall is basically a webpage where people actually post messages.

A buzzword that refers to the second generation of online Web development. It focuses on communication, networking, sharing and, above all, user-generated content. Many eTwinners follow the latest trends in Web 2.0 tools to see how they can use them in their eTwinning work.

Digital version of a news pamphlet. It is interactive and allows the reader to leave personal comments. An example is MagazineFactory, which is an excellent tool for eTwinning newspaper-type projects.

A small snippet of code from a third-party website that brings in live content without the website owner having to update or control it. Widgets can be embedded in your Desktop or used in your project work.

An online tool that allows users to easily create and share the editing of web pages. Wikis are a great tool for pupils working on a collaborative text, project, etc.

One of the most popular collaborative wikis worldwide, used as an online encyclopaedia for information purposes. You can use Wikipedia as a resource for educational content or even contribute to it with your own knowledge.

A large interactive display that connects a computer to a projector. Interactive whiteboards are commonly used for group work for pupils using computer software programs. If you have an interactive whiteboard at your school, you can use it in your eTwinning work with your pupils individually as well as with your partners collectively.

A video sharing website where users can upload and share videos. If you are creating and publishing videos with your pupils, be sure that your pupils’ privacy is respected. To share your videos with a wider audience, you can add subtitles.
National and European contact points
National and European contact points

The Central Support Service (CSS) is the coordinating body for eTwinning. Its office is based in Brussels, Belgium. National Support Services (NSS) provide training and support (by phone and online), organise meetings and national competitions, and run media and public relations campaigns. Their offices are located in each of the thirty-two countries participating in eTwinning.

ETWINNING CENTRAL SUPPORT SERVICE

European Schoolnet
www.etwinning.net
info@etwinning.net

The Central Support Service runs a helpdesk to deal with any enquiry or difficulty schools may have in relation to eTwinning: helpdesk@etwinning.net.

For all inquiries, teachers are encouraged to contact their National Support Services directly.

AUSTRIA

Österreichische Nationalagentur Lebenslanges Lernen
(Austrian National Agency for Lifelong Learning)
Contact: Ursula Großruck, Martin Gradl, Kern Enrico David
National eTwinning website: www.etwinning.at

BELGIUM (French-speaking community)

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

BELGIUM (Dutch-speaking community)

Ministerie van Onderwijs en Vorming, Departement Onderwijs en Vorming
(Ministry of Education and Training, Department of Education and Training)
Contact: Sara Gilissen
National eTwinning website: www.etwinning.be
BELGIUM (german-speaking community)
eTwinning Koordinierungsstelle in der DG
Autonome Hochschule in der DG
Michèle Pommé
National eTwinning website: www.bildungsserver.be/etwinning

BULGARIA
Център за развитие на човешките ресурси
(Human Resource Development Centre)
Contact: Kiril Krastev
National eTwinning website: etwinning.hrdc.bg

CROATIA
Agencija za mobilnost i programe Europske unije
(Agency for mobility and EU programmes)
Contact: Dunja Babić
National website: http://mobilnost.hr/?lang=hr&content=63

CZECH REPUBLIC
Dům zahraničních služeb – Národní agentura pro evropské vzdělávací programy
Centre for International Services - National Agency for European Educational Programmes
Contact: Petr Chaluš
National eTwinning website: www.etwinning.cz

CyPRUS
Ινστιτούτο Τεχνολογίας Υπολογιστών και Εκδόσεων (ΙΤΥΕ - ΔΙΟΦΑΝΤΟΣ)
CTI “DIOPHANTUS” COMPUTER TECHNOLOGY INSTITUTE & PRESS
Contact person: Thekla Christodoulidou & Sylvia Solomonidou
National eTwinning website: www.llp.org.cy/etwinning

DENMARK
UNI-C
(Danish IT Centre for Education and Research)
Contact: Claus Berg, Ebbe Schultze
National eTwinning website: http://etwinning.emu.dk
ESTONIA

Tiigrihüppe Sihtasutus
(Tiger Leap Foundation)
Contact: Enel Mägi, Elo Allemann
National eTwinning website: www.tiigrihype.ee

FINLAND

Opetushallitus
(National Board of Education)
Contact: Yrjö Hyötyniemi
National eTwinning websites:
www.edu.fi/etwinning (Finnish)
www.edu.fi/etwinning/svenska (Swedish)

FRANCE

Scérén-Cndp
Bureau d’assistance national français (BAN)
Contact: Claude Bourdon
National eTwinning website: www.etwinning.fr

GERMANY

Schulen ans Netz e.V.
(Schools online)
Contact: Ellen Kammertöns
National eTwinning website: www.etwinning.de

GREECE

CTI “Diophantus” Computer technology institute & press
Ινστιτούτο Τεχνολογίας Υπολογιστών και Εκδόσεων (ΙΤΥΕ - ΔΙΟΦΑΝΤΟΣ)
Contact: eTwinning Team
National eTwinning website: www.etwinning.gr

HUNGARY

Educațio Társadalmi Szolgáltató Nonprofit Kft. - Digitális Pedagógia Osztály
(Educațio Public Services Non-profit LLC - Digital Education Department)
Contact: Klaudia Tvergyák
National eTwinning website: www.etwinning.hu
ICELAND
Alþjóðaskrifstofa háskólastigsins
(Office of International Education)
Contact: Gudmundur Ingi Markusson
National eTwinning website: www.etwinning.is

IRELAND
Léargas, The Exchange Bureau
Contact: Kay O'Regan
National eTwinning website: www.etwinning.ie

ITALY
Agenzia Nazionale per lo Sviluppo dell'Autonomia Scolastica (ex Indire)
(National Agency for the Development of School Autonomy)
Contact: etwinning@indire.it
Helpdesk: etwinning.helpdesk@indire.it
National eTwinning website: www.programmallp.it/etwinning

LATVIA
Valsts aģentūra “Jaunatnes starptautisko programmu aģentūra” Agency for International Programs for Youth)
Contact: Sandra Bukovska
National eTwinning website: www.etwinning.lv

LITHUANIA
Švietimo ir mokslo ministerija, Švietimo informacinių technologijų centras
(Centre of Information Technologies in Education, Ministry of Education and Science)
Contact: Violeta Ciuplyte
National eTwinning website: http://www.etwinning.lt

LUXEMBOURG
ANEFORE asbl - Agence Nationale pour le programme européen d’éducation et de formation tout au long de la vie
Contact: Sacha Dublin
National eTwinning website: www.eTwinning.lu

MALTA
Directorate for Quality and Standards in Education
Curriculum Management and eLearning Department
Contact: Amanda Debattista  
National eTwinning website: http://etwinning.skola.edu.mt

**NETHERLANDS**

Europees Platform  
(European Platform)  
Contact: Marjolein Mennes  
National eTwinning website: www.etwinning.nl

**NORWAY**

Senter for IKT i Utdanningen  
(Norwegian Centre for ICT in Education)  
Contact: Lisbeth Knutsdatter Gregersen  
National eTwinning website: http://iktsenteret.no/etwinning

**POLAND**

Foundation for the Development of the Education System  
Contact: Agnieszka Gierzyńska-Kierwińska  
National eTwinning website: www.etwinning.pl

**PORTUGAL**

Direcção Geral de Inovação e Desenvolvimento Curricular - Ministério da Educação  
(Directorate-General for Innovation and Curricular Development)  
Equipa de Recursos e Tecnologias Educativas (ERTE)  
(Resources and Educational Technologies Team)  
Contact: eTwinning@dgidc.min-edu.pt  
National eTwinning website: www.erte.dgidc.min-edu.pt/etwinning

**ROMANIA**

Institutul de Stiinte ale Educatiei  
(Institute for Education Sciences)  
Contact: Simona Velea  
National eTwinning website: www.etwinning.ro

**SLOVAKIA**

Žilinská univerzita  
(University of Zilina)  
Contact: Lubica Sokolikova, Gabriela Podolanova  
National eTwinning website: www.etwinning.sk
SLOVENIA

Center RS za mobilnost in evropske programe izobraževanja in usposabljanja - CMEPIUS
(Centre of the Republic of Slovenia for Mobility and Educational Training Programmes)
Contact: Maja Abramič
National eTwinning website: www.cmepius.si/etwinning.aspx

SPAIN

Instituto de Tecnologías Educativas
Ministerio de Educación
Contact: Carlos J. Medina
National eTwinning website: www.etwinning.es

SWEDEN

Internationella programkontoret för utbildningsområdet
(International Programme Office for Education and Training)
Contact: Ann-Marie Degerström
National eTwinning website: www.programkontoret.se/etwinning

SWITZERLAND

ch Foundation (Swiss Competence Centre for exchange and mobility)
Contact: Nina Hobi
National website: www.ch-go.ch/etwinning

TURKEY

MEB Eğitim Teknolojileri Genel Müdürlüğü
(National Ministry of Education: General Directorate of Educational Technologies)
Contact: Ayşe SARAY
National eTwinning website: http://etwinning.meb.gov.tr

UNITED KINGDOM

British Council
Contact: eTwinning team
National eTwinning website: www.britishcouncil.org/etwinning
eTwinning is the community for schools in Europe. It offers a platform for staff (teachers, head teachers, librarians, etc.) working in a school in one of the European countries involved to communicate, collaborate, develop projects, share and, in short, feel and be part of the most exciting learning community in Europe.

This book contains recipes for success in eTwinning! It guides through the various possibilities for interaction between European teachers in the eTwinning community, from running projects together, taking part in face to face workshops to participating in on-line Learning Events. This is a book you will dip into again and again. Enjoy!