

eTwinning



Adventures in language  
and culture



Education and Culture DG

EN

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# Foreword

Piet Van de Craen, Ph.D.  
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Vrije Universiteit Brussel

By mid June 2008, no less than 40 000 schools were involved in the eTwinning action. While the word ‘revolution’ is often inappropriate with respect to education, in this case it seems more than fitting. Never before have we seen European schools cooperate on such a large scale. One can only speculate what the results of this will be – but we can be sure that they will be far-reaching.

One of the more immediate and visible results is the change in language learning techniques and methods. While before some debate took place as to what is more interesting – to study grammar or to study real spoken and written language – eTwinning teaches us that being able to communicate authentically is the key to success. Hence, the study of grammar, important as it is, should give way to a more communicative practice. eTwinning takes care of this in a marvellous way.

Another point is that teachers, pupils and school authorities alike are involved in this success story, implying that pessimism about education is completely unwarranted; provided schools evolve constantly and keep up-to-date with the latest developments in learning. An important aspect is that eTwinning projects always imply exchange of cultural traditions and values. The more exchanges, the more knowledge of the ‘other’ we generate, and the more European we will become.

The last point is perhaps the most important: the success of eTwinning shows that pupils are extremely willing to learn, provided they are stimulated and well-guided. Learning will come easily if those prerequisites are fulfilled. It seems like only yesterday when it was thought that teaching implied a lot of remediation, and even punishment, if evaluation and testing revealed poor results. Today we can confidently claim that one of the most intriguing parts of eTwinning is self-evaluation and peer evaluation. This alone is a major change in educational practice.

eTwinning can thus be considered as a major contribution to European education, particularly in the field of languages and culture. It is an example of how to cooperate in a field that before was thought difficult to penetrate, let alone change. eTwinning has proved that European education is a reality and will continue being so.

# Introduction

## Chapter 1

Anne Gilleran



eTwinning is here to stay! This is the good news: eTwinning has now taken a permanent place in the galaxy of activities that make up Comenius, the school education section of the Lifelong Learning Programme. The importance of language learning in the appreciation of the diverse cultures that make up Europe is central to the work of all Comenius actions.

This is true of eTwinning as much as any other action, and in this year's book, we have focused on the themes of language and culture in terms of eTwinning. They constitute a main element of most eTwinning projects, whether the subject matter is science, history, music or mathematics.

Within eTwinning, it is impossible to carry out a project without touching in some way on language. This language can be the mother tongue of the project schools, or, as is more often the case, a common third language used as the medium of communication.

Through language comes culture: when the young people of Europe come together, they want to communicate, learn about life in each other's schools and countries, and to learn words in each other's language. That is the strength of eTwinning. It fosters communication, no matter what the topic. In Chapter 2, Micheline Maurice explores how teachers can deepen pupils' linguistic and cultural experience in eTwinning.

We have always maintained that eTwinning is about teaching, experimenting with new methods of teaching, new technologies and new ways of performing traditional tasks. This view is really being reinforced as we look at the ongoing and developing projects in this phase of eTwinning. Blogs, wikis, videos, conferencing, online publishing – all these are present in the range of projects presented in Chapter 4. The tools of Web 2.0 have assisted the development of eTwinning and its ideals in a way that would not have

been possible even five years ago, and will be reflected in the new eTwinning portal ([www.etwinning.net](http://www.etwinning.net)) due to be released in October 2008.

What are the ideals of eTwinning? We say to promote collaborative work among teachers and pupils in Europe in an easy, friendly and supportive way. eTwinning continues to be an easy, friendly and supportive action, so much so that over 40 000 schools in Europe are now involved. As we read the interviews with teachers in chapter 4, we learn about how their teaching methods have changed, how their pupils are so motivated that they work voluntarily on their own time, how they have made friends across Europe and how eTwinning helps to make teaching and learning fun.

Now that we are firmly established in this 21<sup>st</sup> Century, we look to the future, the future of Europe and we may reflect that it is through our younger generation that this future will be shaped. Can we, as educators, develop the attitudes and skills to help our young people to do this with open and unprejudiced attitudes? Can we, through eTwinning, in some small way contribute to a peaceful, united and prosperous European future? I will leave you to ponder the answers as you read through the book.

## Intercultural aspects in eTwinning projects

### Chapter 2

Micheline Maurice



In this chapter, Micheline Maurice reflects on how an individual's cultural identity can lead to a deepening of understanding between teachers and pupils in an eTwinning project. She also examines the role of language and language learning as a process within a project. In both these cases the subject of the project is irrelevant, the processes can work in any situation with a little thought and imagination from you, the teacher.

### Establishing relationships

There is a great deal of discussion today around new techniques in education. However in this chapter I will focus not on techniques for project work, but on two essential elements for the collaborative exchange itself. Any collaborative project involves establishing relationships, and this is particularly true of eTwinning where teachers set out to create a project together. The establishment of this relationship takes place in two steps or processes:

- 'relationship' in the sense of 'connecting', of building links between individuals.
- 'relationship' in the sense of 'relating', of building meaning with language.

It is the interplay of these two processes of **connecting** and **relating** that characterises an eTwinning project, and this necessitates a specific approach to working together, which is a determining factor of success. Let's examine these two concepts more closely.



## Connecting

All types of cooperation or collaboration imply this process of establishing relationships in the sense of connecting. However, collaborative eTwinning projects, aiming to build knowledge, establish a specific working process based on individual relations and as a result, *intercultural relations*. This is a real challenge, because such projects connect you as individuals, both teachers and pupils. You are made up of a multiplicity of educational and emotional elements – historic, linguistic, artistic, social and cultural elements – which may be described as your individual ‘*cultural capital*’, or to put it another way, your cultural elements.

In this way, all people involved in a project bring their own unique ‘*cultural capital*’ and the process of building relations and in particular *intercultural relations*, is deployed through a double process, which I describe as ‘*decentration*’ and ‘*centration*.’

**The process of decentration**, i.e. meeting another person with their own cultural elements which are external to you, will not be efficient in terms of producing knowledge, nor in increasing your cultural capital unless it works with the second process, that of *centration*.

**The process of centration** makes us aware of our own cultural elements which are “internal” to us, or which are “embodied” in us, to the point that we no longer notice them, that we consider them to be natural, even “normal”. This process of self-awareness must be carried out in order to be able to see, observe, know and recognise these elements. To do this, it is necessary to take a step back, to put some distance between our cultural elements and ourselves, and examine them as if through the eyes of another person. It is precisely this distancing exercise that allows us to identify our own cultural elements.

A project that involves building relations with a partner can be productive in terms of knowledge because it involves a contract of work, in which these two processes can be combined. Your partner(s), by reacting to your ideas and proposals, can help you to be aware of certain aspects of your cultural make-up. They will also help you to see these aspects differently, to take an interest in them and to contemplate finding out more about them. In the same way, you can lead your partners to raise questions about themselves and their home country. Through this exchange, the relationship leads to transmission of knowledge.

Take an example of what could happen in an eTwinning project between a school from the UK and a French school. One of the tasks was based on the work of Victor Hugo. One of the UK pupils asked one of the French pupils: “*I’ve heard that it is the year of Victor Hugo in France. What does that mean?*”

This question had an impact on the French pupil: the interest shown in Victor Hugo as belonging to the French pupil’s cultural capital created in him a different kind of con-

nection with the great man, different to that which his textbook could have created. The French pupil suddenly felt recognised for knowing about Victor Hugo or felt that he should know about him because he represents a fragment of his identity, in the eyes of his UK partner. He therefore recognised Victor Hugo as being one of the assets of his cultural capital, a wealth that he could contribute to!

Nothing more was required to motivate the pupils and teachers to complete a piece of work on the author to pass on their knowledge to the UK pupils! The French pupils could not only enrich their own cultural capital, but also that of their UK partners. They would acquire the skill that we call here “autonomous learning”, by reusing the UK boy’s approach and asking them a new question: “*Jane Austen apparently lived in your town. What can you tell us about her?*” In this way, they learnt a lot about Austen, Hugo and their own capacity to learn.

This process can be applied to all subjects: local and national history, everyday culture (e.g. how is Christmas celebrated? What is the origin of your first name? What kind of authority is held by teachers?).

The concept of a person’s cultural capital offers so many possibilities for project work themes that it should be one of the essential educational objectives of this type of intercultural project.

This process of establishing relations in this sense of connecting is an essential characteristic of all eTwinning projects and must be taken into account in a serious way. It involves establishing relations at a deeper level, rising above the superficial level of mere language exercises or information processing of a purely academic nature, where the individual’s cultural context remains hidden. To take the latter approach is to miss out on an aspect of intercultural learning that can be richly rewarding.

However, to reach this point in a collaborative project is not simple. It often develops in stages: awareness, reconsideration, reflection, confrontation, refusal and conflict. The deepening of an intercultural relationship is not plain sailing. It is essential to know how to manage the position of each individual in a project, in the classroom, and in the school or college.

The main issue is in understanding how you, as a teacher, can help your pupils to take their place in the project and to build an inter-individual and intercultural relationship approach. It is obvious that this understanding does not involve merely saying to your pupils: “*Well, I have found some partners for you and we are going to carry out an eTwinning project*”. It is not simply a case of having a partner but of being, and becoming, a partner.

This point brings me to the second concept I mentioned in the beginning, the concept of *relating*, which is tied to language learning.

## Relating

One of the principal responses to the challenge of becoming a partner lies in the implementation of the process of relating; that is, helping the pupils to enter into the language, exploring its potential, its functions and forms.

Building meaning with language is linked to using language to relate an individual's relationship with reality. This involves favouring a personalised style of writing using 'I' or 'you' rather than the academic third person, which often predominates in school subjects, particularly science and history.

To help pupils to explain their reality, such as an element of their daily life (their neighbourhood, school, etc.), a study theme (the French Revolution, French grammar, etc.) or a cultural event (a festival, a ritual, etc.) – it is necessary to help them to exploit the poetic, metaphoric and symbolic functions of written and spoken language. It is also important to invite them to use imagery, which has a great potential for evocation.

Building meaning is also linked to using language to relate information about reality, gathered from different sources: textbooks, mass media, the internet, personal contacts, etc. Pupils are invited to use the pronoun "it" and to produce pieces of informative writing using language to inform, describe, demonstrate and argue. In this regard, pupils must be encouraged to question their sources so that they can compare different information about the same subject and identify contradictory information, to develop their critical thinking.

It is this dual approach of relating with language, carried out in a project, which will allow pupils to find their place as individuals and enter into a process of knowledge production and skills acquisition. It will also heighten their awareness of their 'cultural capital' and that of their partners. In this regard, it may be said that modern technologies, with their facility for multimedia composition, favour creativity and interaction with different types of language, in a totally new way. We can see this in the increasingly creative use of blogs, wikis and online publishing tools within eTwinning project work.

A successful project weaves together the two elements of cultural capital and language so that progressively, you and your pupils come to know your partners, and yourself not merely at a superficial level, but with a deeper knowledge, appreciation and tolerance of their cultural context. In this respect, your pupils and their project counterparts acquire a type of knowledge, which allows them to become "citizens of the world" in the fullest sense.

## Project ideas

### Chapter 3

Christina Crawley



### Introduction

In this chapter, we offer four carefully selected project kits on the theme of language and intercultural communication. These kits have been produced by experienced eTwinning teachers and range in level from easy to more advanced. Beginners in eTwinning as well as experienced teachers can therefore find kits suited to their needs. They are also adapted for both primary and secondary level. Many aspects of a subject can be explored through these kits, e.g. giving your pupils an opportunity to experience the way a business works using the last kit, 'The school at the market place'. This covers language, entrepreneurship and intercultural relationships in a way that is not traditionally covered in school and offers many opportunities for an authentic experience.

Keep in mind, however, that curricula differ all over Europe and the national teaching situation is different in each country. Collaboration in eTwinning means opening up to an international dimension in your teaching. In this context, these kits are inspirational and can be adapted to the needs of two schools or more. As teachers, you need to adapt these ideas and synchronise them with your partner(s).

The kits presented here are examples selected from a wide range of kits available on the eTwinning Portal at [www.etwinning.net](http://www.etwinning.net). They are summarised to give the main points for each one, and give a link to the web portal where the full kit is available. In the full kit, you will find step-by-step instructions and other useful advice and tips.

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

## How Do I Say 'Thank You'?

Level	Easy
Subject	Foreign language, cultural awareness
Age	9 - 11 years old
Duration	Three months
Proposed ICT Tools	Digital camera, chat facilities
URL to full kit	<a href="http://www.etwinning.net/kits/how_to_say_thank_you">www.etwinning.net/kits/how_to_say_thank_you</a>

### Summary

Intercultural difference is not simply a question of language. Even if we know how to speak a foreign language we also know there are plenty of traps, which can make real communication difficult because of cultural differences. We do not always just use words to communicate something. We can express pleasure with a smile and anger with a glower. We express surprise by raising our eyebrows and indifference by shrugging our shoulders.

But some of these non-verbal ways of expressing meaning are not universal. In some cultures, nodding means 'no' while in other cultures it means 'yes'. Giving the thumbs up in many cultures means 'everything is alright' but in some cultures it is considered an offensive gesture. Even laughing, although generally very acceptable in most cultures, can be seen as a sign of embarrassment in others.

The objective of this kit is to invite primary school pupils to collect as many examples as possible of non-verbal communication, whether observed in the classroom, playground, at home, or found from other sources, such as the internet. These examples will be the subject of various exercises in class and exchanged and compared with other classes in the project. One of the ultimate goals is to agree upon internationally acceptable ways of saying 'Thank you' and 'Sorry' and expressing other significant sentiments, without using words and without suggesting the opposite!

### Objectives

- Pupils learn to:
- Become aware of the nature of communication and the importance of getting accurate meaning of words when speaking with people from another culture.
  - Enhance their observation skills, ability to interpret data, awareness of cultural difference and an appreciation of the difficulties for people in a foreign environment.
  - Better appreciate the challenges facing people with hearing impairment.

## How Did We Get Here? Stories of Migration

Level	Intermediate
Subject	History, languages, social studies and citizenship
Age	11 - 15 years old
Duration	One school year
Proposed ICT Tools	Digital camera, chat facilities, e-mail, internet, webcam
URL to full kit	<a href="http://www.etwinning.net/kits/how_did_we_get_here">www.etwinning.net/kits/how_did_we_get_here</a>

### Summary

One of the great talking points of modern society is the question of migration. Some people regard it as a healthy social phenomenon, which allows for enrichment through change, while for others it provides a pretext for conflict with undertones of racism, and other extreme attitudes. Young people come into contact with this theme at home, on the radio and television and among their friends.

Regrettably, coverage of this theme is often based on misunderstanding, misinformation (sometimes deliberate) and a lack of facts. It is not always easy for teachers to dispel these myths and it is hoped that this project will provide a useful supplement to subject areas such as the teaching of history, social studies and citizenship.

The project involves inviting a network of classes from several schools to study together the effects of migration. It looks at how people have travelled great distances or simply within their own country for a multitude of reasons. With this kit, pupils have a chance to gain a better understanding of the reasons for emigration/immigration and their impact on society.

### Objectives

- Pupils learn to:
- Enhance their research techniques and communication skills.
  - Practice recording data and produce summaries in a second language.
  - Develop an interest and curiosity about historical events and social phenomena.
  - Take a balanced view by seeing both sides of an argument and to have a better understanding of and tolerance towards the circumstances of immigrant communities.



## DIGITAL FAIRYTALES

Level	Easy
Subject	Foreign languages, visual art, theatre, music
Age group	Primary Education
Duration	Three months
Proposed ICT Tools	E-mail, chat, forum, digital presentations, video, web publishing
URL to full kit	<a href="http://www.etwinning.net/kits/digital_fairytales">www.etwinning.net/kits/digital_fairytales</a>

### Summary

Two or more primary classes work together on turning a fairytale of their choice into a digital presentation which contains scanned pictures of pupils and a soundtrack in both languages. The final presentation is then published on the internet. To make the experience more real, pupils also produce fairytale-related objects, present the fairytale on stage and organise an exhibition about the project.

In each class, the children read and discuss the chosen fairytale in their mother tongue and the fairytale is then divided into two parts; each class illustrates only one part of the fairytale. The pupils in each class establish the scenes to be illustrated and divide the work. They are then free to use and discover various techniques to design/draw the scenes.

Once each partner class has developed the presentation, an audio track is produced in each language. Partners then listen to the fairytale in their partners' language, compare and analyse the languages, and finally discuss the ways in which they've been interpreted by each class. From there, the production of the fairytale on stage can begin.

### Objectives

- Pupils learn to:
- Work together and divide tasks for a common goal.
  - Find creative ways to design, interpret and write.
  - Learn about other cultures and their traditions of fairytales.
  - Communicate and discuss with fellow pupils from abroad in their mother tongue and in a foreign language.

This kit is based on the award-winning eTwinning project "Gingerbread House" [www.zsomsenie.sk/static/etwinning](http://www.zsomsenie.sk/static/etwinning)

## THE SCHOOL AT THE MARKET PLACE

Level	Intermediate
Subject	Languages, mathematics, arts, geography, economics
Age group	Primary and secondary education
Duration	One school year
Proposed ICT Tools	E-mail, blogs and websites, video conferencing
URL to full kit	<a href="http://www.etwinning.net/kits/marketplace">www.etwinning.net/kits/marketplace</a>

### Summary

By creating their very own company, pupils learn to plan their work, distribute tasks, exchange ideas, work in teams and value effort. As newly formed entrepreneurs, pupils become eager to overcome barriers in order for their final product to pass the strict quality control regulations they have set up for themselves.

This type of project works very well for both young and older pupils and, over the course of a school year, can bring about very interesting results. In the first term, pupils work together on creating their own company, including posts and responsibilities for each person. The product to be manufactured by the company is then decided based on three conditions: easy to make, low cost and attractive to consumers.

Over the course of the year, pupils develop their products, design promotional material, send products to their partners, and finally set up a final market day where they can display and eventually sell their products. It is then up to the pupils to organise and decide how to spend the money raised together.

### Objectives

- Pupils learn to:
- Practice a foreign language in a professional setting
  - Be critical, responsible citizens, able to consciously make their own choices in a consumer-driven society
  - Foster team work and collaboration among their fellow classmates and partners
  - Become entrepreneurs and develop a drive for leadership
  - Exchange experiences, customs and traditions

This kit is based on an original idea by María Rosario García Zapico from Escuela de Entralgo (Colegio Rural agrupado Alto Nalón) in Laviana, Spain.

# Project examples and teacher interviews

## Chapter 4

Edited by: Christina Crawley, Paul Gerhard, Anne Gilleran and Alexa Joyce

In this chapter, you will find a selection of teacher interviews and project examples. The same set of questions were put to each teacher. To refer to the original questionnaire, please fold out page 18 and keep it open for each interview.

### C.N.C.T. Children Need Culture and Traditions

#### Languages

#### Partners

**Anna Simoni**, Terézváros  
Önkormányzat "Fasori  
Kicsinyek" Óvodája, Hungary  
**Evgenia Tzvetnova**,  
Kindergarten 25 "Brothers  
Grim", Bulgaria  
**Manuela Valecz**, Kindergarten  
Launegg, Austria  
**Snieguolė Mažeikienė**,  
'Ažuoliuko' darželis-mokykla,  
Lithuania  
**Veneta Butshukova**,  
Kindergarten 32 "drugba",  
Bulgaria



#### Age of pupils

3 - 6 years old

#### Duration

Two years

#### Themes

Language, traditions, cooking,  
art, arithmetic, music, dance, drama, travel

#### Language

German, English

#### Tools

E-mail, PowerPoint, audio and video, blogs, telephone, post

#### URL

[www.lannach.at/kindergarten](http://www.lannach.at/kindergarten)  
[www.kindergartenlaunegg.blogspot.com](http://www.kindergartenlaunegg.blogspot.com)

This project started from a simple idea: each school agreed to teach the alphabet and the numbers from 1-10 at the same time in their classes. The material was then put into pictures and words in each language on the project homepage. Following this initial success, the project continued in this manner for a whole series of activities including traditional cooking and celebrations. The children (as well as their parents!) got to know their partners and their traditions and ways of living. To strengthen cooperation, pedagogical information – such as teaching goals, presentations, video and music files, photos, books, crafts, and much more – was exchanged regularly.

## Aims

- Stimulate enthusiasm to exchange international education standards.
- Learn about different countries, their customs and their ways of living.
- Counteract prejudice and fears which children may have picked up.
- Inform the community about project activities in newspaper articles.
- Encourage other countries and institutions to take part.
- Discuss differences and find similarities.

## Pedagogical Value

The project makes children aware that they live in a multicultural Europe and arouses their curiosity for new things. They also learn to value other cultures, traditions and people. Children, parents and partners are encouraged to sustain these concepts. The project lets young Europeans grow together and understand each other in a sensitive and respectful way.

## Impact

Children created the spirit of the project; trainers were only there to support them. The surrounding school and community quickly became part of the project too. Articles in newspapers, leaflets and information days ensured continual awareness of the project. Additionally, meetings with parents, the community and the board of education were organised. The teachers as well as the children were able to improve their computer skills. It was a real 'learning by doing' experience.

## Tips

Create your project timetable so that it keeps the project open and flexible. Enthusiasm and keenness from teachers and trainers is imperative at each point of the project.

## Interview with Manuela Valecz & Irene Steinbauer

- 1 “ One of the main challenges was definitely the improvement of our computer skills. By exchanging information regularly online, we were forced to always be up to date. Thankfully, we also got help from our project partners.
- 2 “ The children gained good insight into their partner countries as we were in touch nearly every day. They recognised differences but also similarities between countries. In this way, they were able to develop their own perceptions without the influence of prejudice and stereotypes.
- 3 “ Our basic curricular requirement is the idea of an 'open kindergarten'. This means that children and trainers have a good network and contact base and children can feel respected by living together; an aspect which they then extended towards other schools in Europe.
- 4 “ Using computers has always been a required part of our teaching even before we started the project; however, with the project it clearly became more important. By looking and comparing traditions and lifestyles, we also became more familiar with our own roots and traditions.
- 5 “ At the very beginning of the project it is important to find reliable partners who are willing to use common tools. All partners should be flexible in their approach and willing, in some cases, to be available outside working hours.

## Kids H@nd in H@nd Cross Curricular



### eTwinning Prize 2008 Runner-up

Partners	<b>Lieven Van Parys</b> , Primary school Sint-Amandus, Belgium <b>Viljenka Savli</b> , Osnovna Sola Solkan, Slovenia <b>Tiiu Leibur</b> , Põlmu Koidula Gymnasium, Estonia <b>Alexandra Pilková</b> , ZŠ A. Stodolu, Martin, Slovakia <b>Margit Horváth</b> , Kalocsai Belvárosi-Dunaszentbenedeki Általános Iskola és Óvoda, Hungary <b>Erika Raffai</b> , Jerney János, Hungary <b>Mela Rodríguez</b> , CEIP Vidal Portela, Spain <b>Belen Junquera</b> , CEIP Sestelo-Baión, Spain	       
Age of pupils	4 - 12 years old	
Duration	Three years (2006-2008)	
Themes	Emotional development	
Language	Universal language: drawings and symbols	
Tools	"Tux Paint" drawing programme	
URL	<a href="http://www.sip.be/stamand/feelings/kidshandinhand.htm">www.sip.be/stamand/feelings/kidshandinhand.htm</a> <a href="http://twinspace.etwinning.net/launcher.cfm?lang=en&amp;cid=8951">http://twinspace.etwinning.net/launcher.cfm?lang=en&amp;cid=8951</a> <a href="http://www2.arnes.si/~osngso3s/project_handinhand/solkan_handinhand.htm">www2.arnes.si/~osngso3s/project_handinhand/solkan_handinhand.htm</a> <a href="http://www.zastodolamt.edu.sk/hand/">www.zastodolamt.edu.sk/hand/</a>	

This project provided a learning environment for children to develop their communication and teamwork skills. Using simple 'wiggly eyes', an in-house developed online sketching programme, and the child-friendly open source drawing programme 'Tux Paint', the children could develop their creativity and imagination. The final result of this project was then an international card game called 'Express your feelings, don't be cool!' The game then became a fascinating instrument for playing and learning within the field of emotional development.

### Aims

The emotional development of a child is one of education's most vital responsibilities. With this in mind, the project's main ambition was to "let the children express their feelings in a safe and child-friendly environment together with their friends from around the world".

### Pedagogical Value

The project promotes new technologies for educational and cultural development. It enables schools to easily incorporate ICT into a classroom program. The card game, developed by the children, is now an important pedagogical resource that can be downloaded, printed and used by everyone.

### Impact

The most important impact was developing teamwork with children from all over the world, communicating with each other by means of an 'uncomplicated' universal language. The internet became the 'place to be' for the youngest pupils.

### Tips

The project partners followed three basic rules together when developing the project: (1) keep it simple, (2) make use of a universal language (e.g., symbols and art) and (3) make use of a universal subject.

### Interview with Lieven Van Parys, project coordinator

- 1 “The main challenge was communication! Even very young children (4-12 years old) can make use of ICT and can communicate on the internet with each other by means of a visual universal language in a creative and meaningful way.
- 2 “By communicating with children from other countries and cultures, the children realise that they are all equal but with their own feelings and thoughts. This can be the simplest foundation for peace and understanding.
- 3 “ICT and feelings: an extraordinary combination. The final result of children's imagination and creativity – the card game made from their own hand prints – was more than just a set of drawings. It was the expression of their innermost feelings.
- 4 “I have developed more than 20 eTwinning projects and each time I am surprised by the creativity of children all over Europe and across the globe. Never say “this won't be possible” or “this will be too difficult”. The virtual sky is the limit in education when supported by ICT and eTwinning.
- 5 “I think simplicity is the key when working with small children, as well as using non-verbal communication such as drawings and symbols. It is also important to find a theme that can be universally understood. And as I always say: “eTwinning is winning!”

## Little Explorers: look - think - talk - imagine - realize

### Science

#### Partners

**Margaret Hay**, Cauldeen Primary School, United Kingdom

**Alena Průchová**, Křesťanská mateřská škola Horažďovice, Czech Republic

**Ewa Kurzak**, Przedszkole Publ. Nr 5, GLOGOW/Kindergarten No5/Poland, Poland

**Jitka Rehakova**, Mateřská škola, Czech Republic

**Jūratė Stakeliūnienė**, Kauno lopšelis-darželis "Giliukas", Lithuania

**Mihaela Nita**, Kindergarten 43, Romania

**Marianne Schembri**, Dun Guzepp Zerafa, Fgura Primary A School, Malta

**Maria Piedad Avello**, Escuela Infantil Gloria Fuertes, Spain

**Owain Richards**, Cliff Lane Primary School, United Kingdom



**Age of pupils** 3 - 6 years old

**Duration** Two years +

**Themes** Cross-curriculum, environment, mathematics and science; informatics

**Language** English

**Tools** Digital photos, videos, PowerPoint, e-mail, blogs

**URL** <http://webnews.textalk.com/en/view.php?id=8842>

<http://littleexplorers.blogspot.com>

<http://humanapartofnatureclimate.blogspot.com/>

<http://my.twinspace.etwinning.net/lex?l=en>

In this project, children supervised by their teachers perform a series of unusual activities such as research, games and experiments and then analyse the results together. The topics were integrated into the curriculum by each participating class through creative projects, rhymes and language projects, mathematical concepts, scientific

experiments, nature study and physical development. A range of different teaching methods were used and the children learnt through structured activities as well as through free play.

### Aims

- Develop creative thinking by solving problems using different sources of information.
- Develop abilities to communicate by discussing and reasoning within a team.
- Introduce the world of scientific inquiries and imagination to a child in an inspiring way.
- Allow children to create their own mathematical games.
- Develop teachers' competences and knowledge of ICT tools in education.
- Create a wealth of teaching resources between the schools taking part.

### Pedagogical Value

As the games are integral parts of the nursery schools' pedagogical practices, the project gives positive insight into the different ways of playing in each country. The resources published on the internet provide examples and educational inspiration which can be used in many partnerships. The games aim to encourage children to work responsibly in virtual classes in the hope that these early experiences will later influence the development of computer skills and interest in using the internet as an important source of information.

### Impact

The children had a lot of fun, developed teamwork, technical skills and increased their motivation for learning. They were exposed to foreign languages, especially English as it was the common language used, and overall their cognitive motivation improved. In the teachers' cases, the examples of good pedagogical practices increased their own motivation, especially in regards to learning foreign languages.

### Tips

It is a good idea, in order to gain experience, to start out on short-term projects. To achieve a successful project, the most important factor is to have a precise schedule of when tasks should be accomplished. It should, however, be noted that partners are from different countries and therefore may have different educational priorities or be bound to school year schedules. The freedom to choose when to accomplish a task makes the opportunity to take part in a project much easier.



## Interview with Ewa Kurzak & Marianne Schembri

- 1 “By using the internet, our classes have literally opened our doors wide. The biggest challenge was to introduce concepts in mathematics and science to very young children; however, as they performed the tasks, they learned to hypothesise, deduce and think empirically and eventually began asking ‘why?’ and ‘how?’ on their own. This definitely sparked their curiosity and interest.
- 2 “Children have a greater chance to develop their communication skills in a foreign language and learn how to use new technologies, if this is done at an early stage. Children notice similarities and use positive and friendly models to learn. What is more, they also learn to use ICT easily. The subjects and the ways of accomplishing activities cover all areas of a child’s activities but also the level of a child’s perception. All tasks are aimed at developing children’s education in a cross-curricular way. Also, all activities were strongly supported by the parents who followed the development of the project online.
- 3 “Games are integral parts of the project as children author board games, puzzles made of digital pictures, films, interviews and e-cards. They also make measuring tools and models individually (e.g., sundials, compasses, thermometers, etc). They discuss, negotiate, reason, decide on content, create mind maps, organise and arrange room for plays and make records of their actions.
- 4 “Yes, because we have been working in eTwinning since it began. Project work convinced us that the use of ICT in the education of very young children is possible and, what’s more, necessary. Besides that, it also develops the skills of both the children and the teachers working with them.
- 5 “eTwinning project work is very satisfactory when all partners work on the project with equal involvement and exchange and publish all materials. It is important to search for, get to know and use free tools to process the results of working with children since not all partners have easy access to professional and at the same time expensive software and tools. Finally, an important element is to promote the project in the media and publish outcomes on the internet.

My town, your town.  
Our lives in a calendar

Cross Curricular

 eTwinning Prize 2008 Winner

Partners	<b>Sue Burgon</b> , Backworth Park Primary School, United Kingdom <b>Aurora Gay</b> , CEIP Virxe da Luz, Spain
Age of pupils	10 - 11 years old
Duration	Three months
Themes	Cross Curricular, Europe, Culture, Traditions
Language	English, Spanish
Tools	TwinSpace, internet, e-mail, documents, digital photos, audio
URL	<a href="http://www.northtynesideict.org.uk/item.asp?CID=46565">www.northtynesideict.org.uk/item.asp?CID=46565</a>



Through the eTwinning portal, we were pleased to be invited to join a school in Galicia, in Northern Spain, to work on a collaborative project, creating a joint calendar and making new friends at the same time. This allowed communication via a secured website with access to bulletin boards, email, forums, etc. We could also upload and share pictures and children’s work using the portal. As well as a secured area for communication, the portal was a central repository where we could place and then select materials to create individual calendars which compiled work from both schools.

## Pedagogical Value

The children called upon a wide range of skills to contribute to a multimedia, multi-task, multi-stage project, which required them to make decisions, work together and operate in an environment more like a genuine workplace than a traditional classroom. Skills were shared as required, opinions sought and agreements negotiated. They also became aware of copyright and e-safety issues regarding images and text on the internet.

## Impact

The children were surprised and delighted to find they had many things in common, such as pets, friends, family and interests. On the other hand they had somewhat different views on food for instance. They made their own design decisions about their calendar pages and made constructive criticism of each other's work before finalising designs. Each school produced its own versions of the calendars using materials from each country, which have been printed out. The project gave children many experiences above and beyond our expectations and we now have the confidence and skills to further enhance our children's experience and develop activities to encompass a broader global dimension.

## Tips

Consider the time scale and remember that school terms differ from country to country. Allow for differences in ICT capabilities and some uploading of work at home.

## Teacher Interview: Sue Burgon & Aurora Gay

1 “The biggest challenge for me was getting started and an initial reluctance! I thought it would be difficult on an already overloaded timetable; however, the more we worked with eTwinning, the more we realised we could incorporate most areas of the curriculum in a real and exciting context. Another challenge was my lack of confidence to use the TwinSpace; I left the uploading and the contacting of Spain very much to my IT advisor at first but gradually developed my own confidence. The calendars were finished before the summer holidays but the impact on the pupils and their enjoyment and enthusiasm for the work continued into the new school year. The pupils were happy to work in their own time and developed their own ideas including making video presentations during lunchtime.

Sue Burgon, UK

2 “Definitely! Intercultural exchange benefits us as, while we are swapping information, we are also strengthening our own identity. Without a doubt, it has also been useful to appreciate our heritage and respect others, thus drawing the conclusion that differences are rather an advantage than a problem.

Aurora Gay, Spain

3 “The project covered a range of curricular requirements quite naturally. The literacy skills involved were wide-ranging: speaking and listening to discuss ideas and create audio and video recordings; reading and writing to carry out research and to produce and edit material; art and design to create the calendars and brochures; geography and history to learn about local areas, etc.

Sue Burgon, UK

“As I am in charge of ICT and English, the main objective was to reach communicative competence in English and improve the use of new technologies. Thanks to the project, we have managed to work with real materials and classes were more 'lively'; it was not just about listening to a CD, they were listening to their friends. Reading materials were written by English children who told us about their family lives, their tastes, school activities, the story of their towns, etc. They helped each other - and even got parents and the mayor involved in the activity!

Aurora Gay, Spain

4 “eTwinning has had a huge impact on how we use ICT in school. We already considered ICT to be a strength, but the project has made us see how much more we could offer. Giving the children a real audience and purpose for their work increased enjoyment, motivation and best of all was fully inclusive as all pupils were able to contribute.

Sue Burgon, UK

“I have always defended ICT, and in this sense, the project has allowed me to strengthen my beliefs, but also to contact other professionals, share experiences and learn techniques and new methods that have had an influence on my teaching approach.

Aurora Gay, Spain

5 “The use of eTwinning as a teaching tool is exciting for pupils and staff alike. Have a go - it's fun!

Sue Burgon, UK

“Don't think twice; go for it, because I can assure you that the pupils will gain great benefits and satisfaction. The only drawback is the time one has to spend, as at first you start with something simple and then students ask for more. The experience has been very positive; students enjoy learning and are definitely motivated. Multiculturalism, cooperation, respect and tolerance have become a reality in these type of projects.

Aurora Gay, Spain

## Music Helps Us Live Cross Curricular

**Partners** **Nadezda Kadlecova,**  
Gymnasium Ceska Lipa,  
Czech Republic  
**Eleni Kostopoulou,**  
Kavasila High School, Greece

**Age of pupils** 13 - 15 years old

**Duration** One school year

**Themes** Music, English language, art,  
geography, history, ICT

**Language** English, Czech, Greek

**Tools** TwinSpace, digital photos, chat,  
audio and video conferencing, blog,  
e-mail

**URL** <http://twinspace.etwinning.net/launcher.cfm?lang=en&cid=9069>  
<http://musichelpsuslive.blogspot.com>  
<http://et-friendship.blogspot.com>



This is a collaborative project based on music. This theme was chosen because music helps people stay lively, get to know each other and come into contact with other European cultures and traditions in a fun and enjoyable way. The pupils first introduce themselves by email and then follow this up with an introduction to folk songs from their country. In English lessons, they translate the songs and then send both versions; in art lessons, they illustrate the songs and scan the images into the TwinSpace; and finally, in music lessons, they write lyrics, practice songs, create audio files and send all material to their partners.

### Aims

- Learn music, English, art, and ICT in an exciting way.
- Understand different cultures and cultural differences.
- Foster interpersonal relationships.
- Explore ethnic origins.

### Pedagogical value

The pedagogical content of the project was of tremendous value. The project gave pupils a unique opportunity to get involved according to their talents: some sing well, while others are good at art, speaking foreign languages, fiddling with computers, taking digital pictures, etc. Everyone had the chance to show their abilities and also to further enhance and develop them. The teachers shared pedagogical ideas, methods and values, and tried to incorporate each other's curricula in the subject matter. Generally speaking, it was a highly motivating project that developed a relationship between partners working together as a team to gain knowledge.

### Impact

The impact of the project was enormous. The teachers gave a European dimension to their lessons and made them more attractive. The pupils realised that folk songs are beautiful and that we ought to preserve them for future generations. The project resulted in improved competences in pupils' group work and helped them learn to respect each other and accept the fact that we are all different. The school staff came into contact with other educational systems, other ways of thinking, and applied them to their teaching. The whole school community is now more open to European issues, the local community as well, and interest in Europe and its people has been increased.

### Tips

Don't hesitate to be innovative. Try new teaching approaches and make your lessons as fresh and lively as the children you teach. Be creative and enjoy your teaching. The results, which are beneficial, become quickly obvious.

### Teacher Interview: Eleni Kostopoulou

1 “There were many challenges. For example, to bring two different cultures closer and to track differences and similarities. But the main challenge, in my point of view, was to adopt an innovative method of learning, share it with a European colleague and lead our pupils to learn about European cultures, while developing their technical skills along the way.

2 “Definitely, our project helped pupils to develop skills for real life and intercultural communication. It demanded involvement from each pupil at every stage. They learned to communicate socially and personally, make decisions, evaluate materials, make compromises, accept others' ways of thinking, traditions and appreciate their culture.

3 “ It was not difficult to integrate our eTwinning project into the curriculum, notably during music, art and English lessons as described earlier, as well as during ICT lessons, where they improved their abilities to use new technologies. As the entire project was perfectly integrated into the curriculum, it made lessons very enjoyable for pupils and teachers.

4 “ This project has absolutely changed our view of our teaching methods. We have realised that overcoming the traditional way of teaching and using innovative teaching methods, such as the use of ICT, makes our lessons extremely interesting. The window to real life offered to our pupils through an eTwinning project is worth a lot. They love to work in a real environment with other children from European countries. This is exciting to them and, not only are they willing to gain knowledge, but they ask for it too.

5 “ I earnestly recommend that teachers don't hesitate and get themselves, their pupils, and even other colleagues, involved in eTwinning projects which are a new, progressive way to promote constructivist teaching. They ought to be ready to adopt educational innovations, launch collaborative projects and open new paths of learning for pupils. The feelings and ideas shared with other fellow teachers create strong bonds between European nations.

## e-Bridging past and present Cross Curricular

**Partners** Ellen Huybrechts, Irène Indemans, Middenschool H. Hart, Belgium  
Marie-Christine Gerard, Collège Jean de la Bruyère, Tours, France  
Rasa Pliniene Kairiu, Pagrindine mokykla, Siauliai Lithuania



**Age of pupils** 12 - 13 years old

**Duration** One school year

**Themes** Environmental studies, history, traditions, foreign languages, cross curricular

**Language** English

**Tools** Chat, forum, PowerPoint, video, digital photos, e-mail

**URL** More information available at [www.etwinning.net](http://www.etwinning.net)



We wanted to compare the present way of life of young people to the way of life of a youngster 50 years ago. The focus was on sustainable development, environment and health. Children worked with older people to gather their experiences. We treated and compared information about the following topics:

- e-partner and me; presentation card and letter.
- My family; family tree and “healthy birthday”.
- My home: my house and energ(y)etic house/my school life: school rhythm.
- “Natural school”/my spare time: my leisure activities and healthy and energy-conscious leisure activities.

## Aims

Cross curricular objectives: environmental education, health education and social skills.

## Pedagogical Value

The French pupils produced a “life experience book” comparing their way of life with that of their older partner and their partners in Lithuania and Belgium.

## Impact

The project reinforced pupils’ awareness of environmental issues, European citizenship and values. Through the group work there was a real development of inter-generational links.

## Tips

‘Think big, start small’ – if you start a new topic with a new group of pupils lasting one school year, this is a prerequisite for success! Communicating with an older e-partner and developing his/her ‘life experience book’ takes a lot of time. It is advisable that you make an example of the end product and say that the life experience book will be offered as a gift to the e-partner at the end of the school year. That way, aims and content will be clearer for both teacher and pupils. The start of a project is easier when one knows exactly what is expected at the very start. You should observe the balance between e-communication (with international partners) and communication in real life (with an older e-partner at home) when working on the project. Inviting the e-partner to school and having him/her talk about life experiences, linked to environmental and health issues can really enhance the environmental and health awareness of pupils.

## Aspects of Religion in Europe

Cross Curricular



eTwinning Prize 2008 Runner-up

Partners	<b>Diamantoula Naka</b> , 2 <sup>nd</sup> High School of Kozani, Greece <b>Ella Myhring</b> , Højby Skole, Denmark <b>Hilde Van Ouytsel</b> , Sint-Ursula-Instituut, Belgium
Age of pupils	11 - 15 years old
Duration	One school year
Themes	English, religious education, citizenship, ICT
Language	English
Tools	Wiki, blog, photo story, PowerPoint, word, internet
URL	<a href="http://aspectsofreligion.wikispaces.com/">http://aspectsofreligion.wikispaces.com/</a> <a href="http://re-twinproject.blogspot.com/">http://re-twinproject.blogspot.com/</a>



With the guidance of their teachers, pupils from different countries assembled information and conducted research into various elements of religion, such as temples, holy objects, feasts, ways of living, ideas and values. Examining a common subject and exchanging material, the pupils got to know different aspects of religion and conceived a variety of expressions of religious life. Particular emphasis was given to the use of modern technology for the achievement of the project’s objectives.

## Aims

The main aim was to help pupils understand the multiplicity and variety of religious expressions which exist, as we live in a multicultural European society. They began to understand the ways in which human societies can be built around religion as well as the effect of religion on human behaviour and ways of thought. Pupils are thus taught mutual understanding and respect for different opinions at European level.



## Pedagogical Value

In a world rapidly changing with the use of technology, the project helped pupils and teachers familiarise themselves with new tools and explore the capabilities they offer. This gave them access to new skills not always easily covered within the existing school curriculum. Learning through interpersonal contact and exchange, this collaborative project broke down the classroom walls and helped pupils learn in a relaxed way while opening the school to society at large.

## Impact

The pupils were able for the first time to escape from the theoretical approach of religious education and learn about other religions, while learning to understand and respect the diversity. They used new tools such as the internet, wikis and blogs and became familiar with others such as digital cameras, scanners and voice recorders. They also practiced speaking and writing in English. The teachers, for their part, became familiar with two new tools (wikis and blogs) which they now have at their disposal for new projects. They also enriched their courses with original material created by their pupils.

## Tips

Be very clear in explaining your expectations to your partner. Be flexible and ready to change things if something doesn't seem to be working for you. Building and editing documents on a wiki strengthened the community within our group and allowed group members to collaboratively build on each other's work.

## Teacher Interview: Diamantoula Naka & Ella Myhring

- 1 “ The main challenge we faced was to collaborate using a difficult subject with the help of modern tools like blogs and wikis.
- 2 “ We strived to incorporate topics about other religions or doctrines in our teaching materials.
- 3 “ Doing this with the use of new technology was really innovative and an occasion for the pupils to extend their horizons. We combined creativity, imagination and dialogue for moral subjects with the use of foreign language and modern technology in the pupils' work. The use of web 2.0 tools provided an opportunity for pupils and teachers to familiarise themselves with modern technology, in order to use it in their every day work.

- 4 “ The project was developed during the school year in the framework of religious education and individual parts supplemented units of the school textbook, such as ecclesiastical art, the spread of Christianity in Western Europe, etc. The pupils' work became an object of study in the collaborating schools and as a result, the interest of pupils increased considerably. For the first time, pupils also saw that modern technology can spark a particular interest in this subject area.
- 5 “ This project gave us the opportunity to explore wikis and blogs in our teaching. We discovered that we can use them in various ways for different subjects with very interesting results and that our pupils can easily interpret. Never hesitate to use new tools in your eTwinning projects; this can open a new world of learning to you and your pupils.

## Sharing our world - Condividere il mondo

### Languages

Partners	<b>Monika Kiss and Mihályné Kádár</b> , Orczy István Általános Iskola, Hungary <b>Laura Maffei</b> , Scuola Secondaria di primo grado "Arnolfo di Cambio", Italy
Age of pupils	7 - 13 years old
Duration	Two years +
Themes	European citizenship, languages, history, geography, art, ICT
Language	English, Italian
Tools	TwinSpace, videos, podcasting, audio and video conferencing, blog, PowerPoint, e-mail, letters
URL	<a href="http://twinspace.etwinning.net/launcher.cfm?lang=en&amp;cid=9329">http://twinspace.etwinning.net/launcher.cfm?lang=en&amp;cid=9329</a> <a href="http://orczyisk.extra.hu/fooldal.html#etwinn">http://orczyisk.extra.hu/fooldal.html#etwinn</a> <a href="http://et-friendship.blogspot.com">http://et-friendship.blogspot.com</a>



The project provided opportunities for comparison and exchange activities between the pupils of both schools. The core of our project was the involvement of the entire community: families, pupils, teachers, municipal administrators and local associations. After the first year of the project, very strong personal relationships were created between teachers and pupils. eTwinning events were organised in each school with the active participation of the partners. As a consequence, local municipalities became more and more involved in the project and pupils' motivation was very high.

### Aims

- Learn to share values, culture and identity.
- Prepare pupils for a European future.
- Bring a European dimension into school curricula.
- Teach cultural understanding and integration.
- Promote language competency.

### Pedagogical value

The project provided opportunities for intercultural learning in a real context, through the exchange of experiences, ideas and traditions between pupils. To leave the pupils as free to express themselves as possible, all means of communication were used including music, dancing, singing, painting, writing and talking. The main pedagogical success of the project was that it managed to cover many aspects of cultures and created bridges between countries and disciplines. Through the pupils, intercultural understanding developed between adults while families and communities became directly involved.

### Impact

Pupils' motivation was increased as they were learning in an enjoyable and playful way, and it involved all pupils from different social and cultural backgrounds. The project gave the entire community a true picture of a European teenager's lifestyle. With the entire schools and communities involved, the quality of teaching and participation in European programmes increased.

### Tips

The dissemination of results was significant and used channels such as television, newspapers, blogs, radio and special events. Indeed, if the community and the family do not know about the project, they cannot be involved. Also, displaying pupils' work on a higher level is very motivating for them. Both the Italian and Hungarian teachers participated in each other's school seminars and meetings in order to talk about the project and share their ideas, aims and results. In this way, it was possible to motivate other teachers to take part in European experiences.

### Teacher Interview: Laura Maffei & Monika Kiss

- 1 “ I must say the main challenge was to involve the whole school, families, and the community. The pupils were not a problem as they were enthusiastic about the project from the very beginning. This is how we managed to overcome this challenge: it was their enthusiasm that eventually won their parents' support. Another challenge was to bring the European dimension into the school curricula, which in a sense, changes a teacher's role in order to introduce a wider range of activities and goals. In this case, it was the eTwinning community that helped me a lot through the forum and chat, as I took advantage of the experience and ideas of colleagues throughout Europe.

Laura Maffei, Italy

“ During the two years of the project, it was very important to keep the pupils' interest and motivation. My biggest challenge was probably to involve pupils coming from difficult social and economical backgrounds and to increase their motivation to learn. I think I was successful because of the constant interaction with the partner pupils ; if the pupils understand they are using a foreign language to communicate actively with friends, they become more involved in the whole learning process.

Monika Kiss, Hungary

2 “ This was in fact my main goal and I did my best to reach it. Of course, these are not results you can expect to fully observe in just two years. In any case, my pupils were very involved in the project activities and we could notice a strong development of their ICT skills as well as an improvement of language competency. Also, I tried to improve their interest in getting to know different cultures and establishing new contacts, exploring their European identity and comparing different cultures. I believe the pupils' openness, curiosity and disposition to Europe can also be considered among the most important skills learned during the project. They will then be able to use these skills in real life and intercultural communication.

Laura Maffei, Italy

“ In my experience, if a pupil studies a language not only through books but through contact with other learners, he/she manages to develop a better comprehension of his/her own culture, as well as that of the other's. In this way, the pupil achieves competencies highly useful for real life and intercultural communication.

Monika Kiss, Hungary

3 “ The eTwinning project was part of our school curricula. I simply taught my subjects in a different way, one that better met my pupils' needs and interests. The project provided me with new tools and strategies, so that my pupils could learn enjoyably and at the same time learn to learn.

Laura Maffei, Italy

“ Through email, letter writing, forums and chats, I was able to work with my pupils on grammar. Video, CD and other ICT facilities are commonly used in language teaching nowadays. So, I just took advantage of the eTwinning project in order to teach the language and culture in a more motivating way.

Monika Kiss, Hungary

4 “ I already used ICT in teaching before this project, but the opportunity to use ICT for real communication was as motivating for the pupils as it was for me. I obviously improved my ICT literacy and widened my teaching methods through comparison and cooperation with the partners, and found new ways and new strategies together with my pupils and my colleagues.

Laura Maffei, Italy

“ I think my project made me a better teacher, closer to the pupils and their world. Of course, I also improved my skills in terms of ICT literacy, team working and motivation.

Monika Kiss, Hungary

5 “ In my school, I'm considered to be an eTwinning-addict! After three years in the eTwinning community, I always try to convince my colleagues to start a project. I always say “try, and then you'll just understand”. I believe teachers are too often scared by the challenge and anxiety of introducing something new in the classroom, but they shouldn't be. Once they've started their project, they'll find out that when you talk about Europe to your pupils, you don't talk about a map, a book, a state, or an idea, but about 'real people' and this is such a big change!

Laura Maffei, Italy

“ Why should you start an eTwinning project? Perhaps just because: you get to know colleagues from other countries; both pupils and teachers improve their ICT skills; a first successful activity leads to another, and another... and each time, pupils get more involved and thrilled; you can better understand yourself, your school system and your culture through comparison; you can pave the way for future activities (e.g., pupil exchanges). So, just try. It's really worth it!

Monika Kiss, Hungary

## Podcasting Cross Curricular

Partners	<b>Nicolas Falk</b> , Sackville School, United Kingdom <b>Frédéric Grondin</b> , Lycée Paul Moreau, France <b>Maria Falbo</b> , Liceo Scientifico G Berto, Italy <b>Valentina Cuadrado Marcos</b> , IES Alonso de Madrigal, Spain
Age of pupils	11 - 18 years old
Duration	One year
Themes	History, culture, traditions, science
Language	English
Tools	Podcasting, blogs, photo and video editing, video conferencing, Whiteboard, RSS feeds
URL	<a href="http://www.andeducation.co.uk/etwinpodcast.htm">www.andeducation.co.uk/etwinpodcast.htm</a> <a href="http://www.andeducation.co.uk/blog/">www.andeducation.co.uk/blog/</a>



This project explores how podcasting can be used as a learning tool. Pupils produced podcasts which were shared by RSS feed and other communication technologies, such as a shared learning space, blog and a website. The creation of podcasts involved pupils and teachers learning how to record, mix sound and publish the final product. The linking to an RSS feed ensured that all participants were updated almost instantaneously as a new podcast was uploaded. To help all taking part, a podcasting tutorial was written using a virtual learning environment (Moodle) as a delivery method.

### Aims

- Learn and experiment with ICT skills involved in making podcasts.
- Share personal and learning experiences using this technology.
- Create learning objects to be shared with the extended school communities and beyond.

### Pedagogical value

One impact is that podcasts are now a resource used to support teaching and learning in many curriculum areas. Pupils produce material in podcast format as part of ICT learning activities. Videos made of science experiments are shared and viewed outside of normal school time. This not only extended learning opportunities beyond the school gate but also addressed alternative learning styles and encouraged collaboration between pupils.

### Impact

The pupils from both schools have had unexpected benefits. They have given presentations on the project to teachers at various conferences and ran workshops on making podcasts. The local communities of the schools provided material about past events for the pupils to create 'podcast' records. A direct impact on school policy is that a working party has been formed to explore how communication technologies can be more effectively used in the curriculum.

### Tips

A project like this is a great way to enable pupils to become actively involved in the teaching process. Learning together is the starting point and teachers should not be afraid of the technology; in some cases pupils can step in and take the lead which is a great exercise. The initial focus is that the content is matched to the audience; publishing using more advanced techniques can come later. There are websites that will host and share work but most have restricted access in school. The TwinSpace is an ideal sharing option.

### Teacher Interview : Nick Falk

- 1 “The younger pupils did not have preconceived ideas and were open to experience. The older pupils were more reserved and self-conscious and more reluctant to communicate in the video conferencing sessions. They seemed to consider themselves as not 'as good' academically or socially compared with the pupils from La Reunion. This was a preconceived notion. Communication was far freer between our younger pupils and the older ones in our partner school. Age difference was not a barrier. Any feeling of difference for our older pupils was expelled when they met face to face in the UK. Interestingly, use of the blog and chat room did not throw up these issues.

- 2 “ It has been a great experience for them. They have a high profile and have gained in confidence. Presentations on the project have resulted in great acclaim by the participating teachers at ICT conferences.
- 3 “ Themes were chosen that supported curriculum areas; history, science, personal, social and health education and geography. Pupils use their mobile phones in lessons as multimedia devices photographing, making videos and recording important aspects of their learning experiences.
- 4 “ It has changed the way ICT is delivered in our school. We now integrate the technologies used into our programmes of study.
- 5 “ It is a challenge but one with many rewards, many unexpected. It will refresh your curriculum programme and invigorate teaching. Pupils will become active participants in their own learning.

## The new Europeans: The Two Wooden Dolls Project

Languages



eTwinning Prize 2008 Winner

Partners	<b>Birgitta Flodén,</b> Hässelbygårdsskolan, Sweden <b>Christiane Meisenburg,</b> Siegerland-Grundschule, Germany
Age of pupils	(Germany) 11 - 16 (Sweden)
Duration	One year and a half
Themes	Migration, Intercultural learning, understanding and dialogue
Language	English
Tools	Documents, PowerPoint, photo editing, internet, e-mail, TwinSpace, websites
URL	<a href="http://www.hasselbygardsskolan.stockholm.se">www.hasselbygardsskolan.stockholm.se</a> <a href="http://www.siegerland.schule-berlin.net/projects/woodendolls-Dateien/frame.htm">www.siegerland.schule-berlin.net/projects/woodendolls-Dateien/frame.htm</a> <a href="http://twinspace.etwinning.net/launcher.cfm?lang=en&amp;cid=13353">http://twinspace.etwinning.net/launcher.cfm?lang=en&amp;cid=13353</a>



Two fictional characters (the two wooden dolls) are pictured starting a new life in Berlin, Germany, and in Stockholm, Sweden. Keywords for the project are: active learning, reflection and the building on the participants' own experiences and knowledge as they leave their native countries, friends and family for a new life in Europe. The idea has been to focus on the dolls instead of the pupils themselves. The wooden dolls and their friends – not the pupils – share experiences and express feelings on different themes. This makes it easier for the pupils to be open about thoughts, ideas and their own experiences without having to reveal too much of their lives.



## Aims

- Include goals from the national curriculum in a natural way.
- Communicate in English as well as analysing and improving the knowledge of the language by expressing and understanding feelings and thoughts.
- Using ICT in schoolwork.
- Learning collaboratively.

## Pedagogical value

The cross-border communication and the sharing of experiences between younger and older pupils have worked very well and probably increased their understanding of new and unknown situations. The combination of using English as a common language for communication and the use of computers by pupils, who in some cases had very little ICT experience, has been very successful. The pupils have reflected upon and taken responsibility for their learning and have planned, carried out and evaluated the project work on their own and in collaboration with others.

## Impact

The project work has demanded the use of creativity and, for the teachers, a chance to exchange new ideas and methods for further school projects. The project has been an inspiring and stimulating experience for everyone involved. The language and ICT skills among the participants have improved. As a result the pupils have shown a growing interest in carrying on computer and project work. As teachers, we have felt a true EU and world dimension in school work which has been present throughout the project.

## Tips

ICT can take time; therefore, keep the project within the curriculum and 'planning' is the most important keyword. Communicate with project partners regularly and if possible meet for planning and getting to know one another. Pattern a more detailed plan for the pupils ("the project within the project"). Each theme follows a certain pattern: – you work in the classroom with text, illustrations, response writing, documented in presentations, blogs, the TwinSpace, and websites. Keep it simple. Don't overdo it. And above all, be flexible: If things go wrong, try them another way.

## Teacher Interview : Birgitta Flodén & Christiane Meisenburg

1 “The two dolls have been the main characters and have, together with their friends, acted as the voices of our pupils. It has therefore been important to stay 'true' to our pupils' knowledge and experiences and not to deviate from the given themes. This has been for me the biggest challenge.

Birgitta Flodén, Sweden

“I would say the immigrant background of pupils of both classes was a challenge. One aim of the project was to identify and reflect the pupils' own problems and problems of the families in the foreign country by the "Wooden dolls".

Christiane Meisenburg, Germany

2 “I hope that the pupils have felt their different backgrounds have been important – an asset to be proud of which has played an important part in the intercultural communication of the project. I know they have developed ICT skills and expressed an interest in further project work. This will at least be the start of something useful for the future.

Birgitta Flodén, Sweden

“The project has shown that pupils are able to identify their problems and to present them. The feedback from partners showed that they were understood. At the eTwinning camp, they were able to demonstrate that they are, in real life, in a position for intercultural communication.

Christiane Meisenburg, Germany

3 “When studying the Swedish National Curriculum, I realised that quite a few of the curricular requirements already were within the project, but even so it has been a challenge to find enough time for the project as 'ordinary' school work and school routines are demanding and time consuming. An ideal situation would be if project work, international/intercultural communication and ICT were fully accepted as subjects to be assessed in all schools.

Birgitta Flodén, Sweden

“In our timetable, two hours per week are spent on "focus lessons". In these lessons, we did our eTwinning work. It was agreed with the head master of our school and firmly integrated into the school curriculum. In Berlin, eTwinning is the leading project of the "eEducation master plan".

Christiane Meisenburg, Germany

4 “ I have gained a broader view on my work and I will probably expect and ask for more challenges than before. ICT has become a natural tool in my daily work; however, I can see the need for non-ICT tools as well. Different tools for different situations. My attitude towards the use of ICT has most probably had an effect on my teaching methods too. The knowledge of other eTwinning projects has given me new insight.

Birgitta Flodén, Sweden

“ Since we started working in eTwinning, the use of ICT is part of the daily schedule for my pupils and myself. We use our interactive whiteboard in the classroom, we perform internet searches and integrate interactive teaching materials.

Christiane Meisenburg, Germany

5 “ Remember that it is fun and stimulating and therefore good for you, your school and school work. eTwinning is not a question of complicated ICT work and tools. Contact, talk to or email teachers with eTwinning experience for advice. Involve your principal and try to get project time as part of your school hours.

Birgitta Flodén, Sweden

“ I would say that eTwinning projects are excellent to provide the motivation to learn languages. They give an opportunity to many pupils from immigrant backgrounds to develop intercultural skills and create new opportunities. We all learn values and tolerance.

Christiane Meisenburg, Germany

## Planète @dos Cross Curricular

 eTwinning Prize 2008 Winner

Partners	<b>Ria de Wilde</b> , Sint-Janscollege, Belgium <b>Marina Marino</b> , Liceo Scientifico “F. Cecioni”, Italy <b>Brigitte Vaudoric</b> , Lycée Geneviève de Gaulle Anthoinz, France	  
Age of pupils	15 - 16 years old	
Duration	One school year	
Themes	Adolescence : relationships, food, youth, emotions, social life	
Language	French	
Tools	Website, audio and video conferencing, blog, forum, podcasting, wikis	
URL	<a href="http://users.skynet.be/rdw/3iemecorrespondance.htm#2006-2007:%20Plan%E8te%20@dos">http://users.skynet.be/rdw/3iemecorrespondance.htm#2006-2007:%20Plan%E8te%20@dos</a> <a href="http://ados.wikispaces.com">http://ados.wikispaces.com</a> <a href="http://kmi4schools.e2bn.net/international_sint_janscollege/index.htm">http://kmi4schools.e2bn.net/international_sint_janscollege/index.htm</a> <a href="http://www.sint-janscollege.be/uitwisseling/etwinning/Italie/Italie.htm">www.sint-janscollege.be/uitwisseling/etwinning/Italie/Italie.htm</a>	

‘Planète @dos’ means ‘the planet of the adolescents’. This project is about the social world of young people. The pupils exchanged information about themselves and made a portrait of today’s youth as a result of a song by the French pop singer Alizée. The pupils exchanged ideas about this via Skype and wrote love stories together using a wiki. Afterwards the pupils dramatised all these stories. The project ended with an evaluation by the pupils where they all agreed that they liked learning a language in this way.

## Aims

- Teach French in an interesting way.
- Enlarge the outlook of pupils by exchanging with other European pupils.
- Develop ICT skills of pupils.

## Pedagogical value

The combination of work and cooperative learning encouraged the pupils to learn French by creating love stories and devising the accompanying dramatisation themselves. First, one partner group wrote ten lines, then the next group continued, and

so on until the story was finished. Working in small groups ensured pupils would read their partners' content and took it into consideration. The stories were written in a wiki so they shared the same document. Working in this way was very motivating for the pupils. They forgot they were learning French. Their first aim was to communicate with their European partners. The teachers also became very motivated to discover new teaching methods. Additionally, contact with other European partners stimulated them to be creative and innovative.

## Impact

Teaching methods that utilise ICT become more effective and more motivating, not only for the pupils and teachers of the project, but also for other pupils and teachers in the school and the surrounding area: some of them wanted to start to work in the same way. It was pedagogically contagious!

## Tips

Look for a good partner with pupils who have approximately the same level as your pupils. Speak to each other frequently. Answer the emails of your partner quickly. Let pupils be active and responsible and let them collaborate. Keep it simple and have fun in the classroom; everyone will be more motivated.

## Teacher Interview: Ria de Wilde, Marina Marino & Brigitte Vaudoric

1 “ When writing the love stories together, some Belgian pupils wanted to change the text of the Italian pupils because they expected another continuation of their story! So, it was very hard to explain to them that everyone has his or her own culture and that you are influenced by this culture. It was necessary to convince them to accept the text of the partners, respect their work and be tolerant. Young people also have to learn that what is evident for them is not always evident and clear for their partners.

2 “ When pupils talk to each other by Skype, they are confronted directly with their partners. It is difficult for them because they are afraid of misunderstanding each other. They then rely on their teacher. However, once this step was passed, it became easier to communicate. As we saw, an eTwinning project really helps overcome pupils' fear of communicating with other European people.

3 “ Our first task is to teach a foreign language to pupils. We want to do that in a communicative way. Students have to develop their competences, they have to learn to listen, speak, write and understand. By giving them tasks for which they have to work together with their European partners (collaborative learning), they will improve these skills. And the teachers will comply with the curricular requirements.

4 “ When a teacher uses ICT tools to teach a language, pupils are more motivated and this encourages the teacher to go further and look for new activities in language lessons. The communication is real: pupils are not writing a text for the teacher and for the archives of the school, they do it to improve communication with their European partners. The pedagogy of collaborative learning and working by tasks is helping the pupils learn French. And, again, it is motivating the pupils a lot. Going back in time and teaching without ICT is no longer possible.

5 “ When you want to get to know other European teachers who, just like you, enjoy working this way, don't hesitate! Register on the eTwinning website. You will find a partner very easily. Speak to each other frequently, by Skype, by Gmail chat or by MSN or another synchronous chat tool. Answer the mails of your partner quickly (if you don't have time to do something, just explain why). Let the pupils be active and collaborate using Web 2.0 applications, so they can learn to respect other young Europeans. Let the pupils take responsibility in the project! Keep it simple; don't make the project too complicated! Let's have fun in the classroom! It motivates the pupils. Use the tools on the eTwinning portal: the TwinSpace and the Progress Card! And publish your TwinSpace, so other teachers can learn from your experiences. And don't forget that your pupils will like it and they will be very grateful. Not only the teachers but also the pupils will make new friends all over Europe!

## Comunicação à trois bandas Languages

Partners	<b>Laurence Calmels</b> , Lycée Européen, France <b>Isabel Monteiro</b> , Escola Secundária de Pinheiro e Rosa, Portugal <b>Miguel Roa Guzmán</b> , IES San Juan de Dios, Spain
Age of pupils	16 - 19 years old
Duration	One school year
Themes	Foreign languages, communication, European citizenship
Language	Spanish
Tools	E-mail, postal mail, MSN, digital and video cameras, recording equipment, internet
URL	<a href="http://todoseuropeos.blogspot.com">http://todoseuropeos.blogspot.com</a>



The name of the project “Comunicação à trois bandas” expresses in short its spirit: a word in Portuguese, another in French and another in Spanish. The project included three countries, three realities and three cultures. All assignments had a main purpose: getting to know and understand these three realities from a European perspective. Spanish was the language used to communicate among partners. For the French and Portuguese pupils, Spanish was part of their curriculum, while for the Spanish pupils it was part of their communication components (e.g. communication, language and photography). All this was done using the internet as a means of communication.

### Aims

- Establish a communication and cooperation link between schools and pupils from different countries.
- Get to know cultures from other countries.
- Promote European citizenship.
- Use new technologies both by teachers and by pupils.

### Pedagogical value

This project is innovative and interesting from an educational point of view: pupils from three different countries and three different languages worked together simultaneously. All assignments focused on getting to know each student: their physical appearance by using three photos from different periods of their lives, their favourite songs, their likes and dislikes, their families, their customs and traditions, their cities and urban surroundings (e.g., post office, city council, bank, gardens, sign posts, etc.). Additionally, pupils exchanged information about outdoor games (traditional and modern), gastronomy and traditional recipes from their regions.

### Impact

Pupils learned more and better with this type of work. It opened their minds and knowledge to other cultures and traditions and finally, the schools involved were recognised for their work.

### Tips

Before planning the activities, it was very important to keep in mind the different school schedules from each participating country. It was also important to define, in advance, the tasks to be developed as well as an effective coordination procedure to avoid false expectations among participants.

### Teacher Interview: Isabel Monteiro & Miguel Roa Guzmán

- “We tried to choose topics that would interest the pupils from the three countries collectively. For us, it was important that the teachers knew each other, and that is why we met on a number of occasions. During these meetings, we adapted the dates and assignments to be presented according to the school calendar of each country.
- “We believe pupils became more responsible and independent. Some of them even changed their stereotyped points of view concerning the other countries and have kept contact and developed friendships with some of their partners even though the project has ended.

3 “ In Portugal, the working language was Spanish. As one of the countries was Spain, it was easy to integrate the curricular requirements in the project. In Spain, as the class was working on media studies, it was really easy to incorporate the project into the curriculum because pupils communicated through ‘media’; in this case, the internet. All elements covered were already part of the subject so the project was extremely relevant.

4 “ Now I use ICT activities more often and I think I can say that pupils learn better with these projects.

Isabel Monteiro, Portugal

“ I have been using these resources for a long time in different projects and activities, so they have become a part of my methods and activities, with a constant evolution even today. Therefore, this project has not changed my concept of teaching, as this was already taking place.

Miguel Roa Guzmán, Spain

5 “ Participating in any project requires not only commitment and lots of work but also satisfaction with the benefits we gain from them. The benefits we received from eTwinning projects were new friends and better results from pupils. For this reason, we have already recommended this type of project to all our colleagues. Let your imagination flow, create an idea for a project and look for partners with the same dream. We have found them all over Europe.

## Facciamoci noi lezione! Cross Curricular

### eTwinning Prize 2008 Runner-up

Partners	<b>Paola Ferrera</b> , IIS E.Majorana/ sezione commerciale Marro, Italy	
	<b>Lucia Steinhage</b> , Heinrich-Heine-Gesamtschule Düsseldorf, Germany	
Age of pupils	17 - 19 years old	
Duration	One school year	
Themes	Foreign languages, culture, adolescence, European citizenship, ecology	
Language	Italian and German	
Tools	E-mail, chat, TwinSpace, blog, audio/ video recording and editing, photos, documents, PowerPoint	
URL	<a href="http://www.progettoetwinning.splinder.com">www.progettoetwinning.splinder.com</a> <a href="http://etwinning-pf.blogspot.com">http://etwinning-pf.blogspot.com</a> <a href="http://twinspace.etwinning.net/launcher.cfm?lang=en&amp;cid=9789">http://twinspace.etwinning.net/launcher.cfm?lang=en&amp;cid=9789</a>	

This project introduced typical objects, manners, social facts and trends in the lives of young adolescents in Italy and Germany. To encourage active involvement, pupils could freely choose subjects or topics they wished to work on and prepared them autonomously. Pupils produced documents, short films, photo galleries and podcasts that were analysed to identify cultural markers added by each partner school. The results are published in the TwinSpace and/or the internet.

### Aims

- Motivate pupils to learn a foreign language.
- Exchange ideas about cultural markers.
- Become familiar with a range of ICT tools to reach targets.

### Pedagogical Value

In terms of content, the project was not defined in detail so to let pupils be the decision makers when creating the content of their lessons. This enabled them to be protagonists of their own education. During the course of the project, they learned to create simple didactic units to encourage their contemporaries to improve their intercultural and language competencies cooperatively.



## Impact

Over the course of the project, pupils learned to interact with each other with an open mind and most of all, to be really interested in each other. They developed a feeling for commonalities as well as differences. Furthermore, the pupils got in close touch with their partner classes, which was a very important experience in a European context.

## Tips

It was important to attend to the interests of the pupils. The conceptual freedom of the project, where the pupils selected the content themselves, can be transferred to other age groups, countries and languages. The same holds true for the technical elements, which allow for many variations and put no limit on the creativity of pupils. Teachers using web 2.0 tools should take every opportunity to engage in critical discussions with their pupils on safety, ethics and choices. As Ryan Bretag, an American expert of educational technology says: 'Teachers need to be taught too'.

## Teacher Interview: Paola Ferrera & Lucia Steinhage

1 “One challenge in the project was to overcome the stage of mutual presentations about the schools, the towns and the pupils themselves and start a real “conversation”. In presenting things familiar to one’s own culture, one is often not aware of the difficulties the others might have in understanding and decoding a message.

Lucia Steinhage, Germany

“The title of the project “Facciamoci noi lezione!” (in English: “Let’s teach each other!”) refers to the general idea of what the pupils’ role in the project should be. In foreign language teaching, there is a universal demand for authentic texts and authentic material. What could be more authentic than texts and other didactic material produced by and for young people?

Paola Ferrera, Italy

2 “Yes, because during the project, the pupils developed a sense of “netiquette”. This was extremely important especially in every type of electronic conversation with pupils from other countries. Pupils learned to become explicit and clear when writing and communicating.

Lucia Steinhage, Germany

“My pupils improved their communication skills and also developed critical skills in selecting and decoding information. They showed a growth of responsibility in edu-

cational action and an enhancement of personal creativity. They also learned how to integrate mobile devices such as mobile phones and iPods as information appliances in the learning experience.

Paola Ferrera, Italy

3 “The idea of the project was easy to integrate into the curriculum because aspects of young people’s lives are part of the curriculum in Italian language teaching. The project could therefore be prepared and carried out mostly during Italian lessons, thus facilitating organisational issues.

Lucia Steinhage, Germany

“Pupils used foreign languages instead of just learning them, combining topics from different subjects. In this way, they integrated language and content and this increased their motivation to study. They dealt with social and cultural topics and translated or explained idioms of “young” spoken language using audio and video files.

Paola Ferrera, Italy

4 “For me, the project marks the shift from a broadcast to a networked model of education. The broadcast model has so far been the standard one, where the teacher is in front of the class and holds a position of power and authority. The networked model puts the teacher in the middle and the pupils work together.

Paola Ferrera, Italy

“I have certainly gained confidence myself in using ICT in my lessons and I have learned a lot about different tools and their advantages and disadvantages. I have used the skills that I acquired in other classes since and will continue to do so. This requires a frequent update of tools and skills; however, it is worth it because ICT brings the pupils closer together.

Lucia Steinhage, Germany

5 “I recommend to all teachers to join the eTwinning community. They can get a chance to share ideas and opinions with European colleagues and notice that European teachers are very similar. The journey through the material becomes more and more amusing both for pupils and for teachers. Do not wait to begin an eTwinning project! It is very easy to find a partner and you will never leave them!

Paola Ferrera, Italy

“If you have a project idea and interested pupils, don’t hesitate; just go for it. The best way to learn eTwinning is by doing eTwinning. Start with simple things and then move on. Your pupils will decide which tools suit them best. Try to exchange experiences with other eTwinners, go to workshops and conferences and try to meet your partners in person!

Lucia Steinhage, Germany

## Be green - don't be mean! Science

**Partners** **Lukasz Kluszczyk**,  
Zespół Szkół Nr3, Poland  
**Liliana Rossetti**,  
Istituto "E. Fermi", Italy

**Age of pupils** 16 - 19 years old

**Duration** Two years

**Themes** Cross-curricular, ecology

**Language** English

**Tools** Website, blog, video,  
spreadsheets, e-mail,  
Skype, photos, posters

**URL** [www.zs3.jaslo.pl/etwinning/index.htm](http://www.zs3.jaslo.pl/etwinning/index.htm)  
<http://begreendontbemean.blogspot.com>



The project focused on promoting environmental awareness among young people. On the basis of common aims, the two partner schools carried out research and local project work. These were transformed into products and shared on a blog and project website. In the second year of the project, the schools agreed on organising two short visits for a small delegation of pupils and teachers. The Polish delegation visited Castellanza in October 2007, whereas the Italian delegation met the Polish partners in Jasło in April 2008. During the visits, several activities were organised, which allowed pupils and teachers to compare ways of working and thinking.

### Aims

- Increase environmental awareness among young people.
- Improve language skills and vocabulary related to the environment.
- Develop skills related to the use of ICT at school.
- Exchange information about a different country, traditions and lifestyle.
- Create a European dimension at school and beyond.

### Pedagogical value

Project activities were strongly linked to the curriculum guidelines. English was the working language, so pupils practiced their language skills. Moreover, the variety of ICT activities (use of spreadsheets, email, PowerPoint, the internet, digital photogra-

phy and video, websites and blogs) was also on par with ITC curriculum guidelines. As far as vocational subjects are concerned, ecology and environmental protection are subjects in the school curriculum in Poland and part of other subjects in Italy.

### Impact

The project allowed pupils to explore directly another culture and exercise collaboration based on tolerance, adaptation, understanding and objectivity. For the teachers, the project involved not only project coordinators but also an entire panel of teachers in both countries, due to its cross-curricular character. Teachers from partner schools mutually set guidelines and monitored the project's evolution. The project also substantially improved the position of both schools in their local environment.

### Tips

Plan all key activities of the project ahead of time by discussing and sharing the aims that lead the project, its timeframe, activities and available tools. The involvement of pupils in the decision-making process about activities is very important, as are the products and modes of getting in contact with partner pupils. It is very important to have regular direct contact between the classes or individual pupils, as well as a way to regularly update the activities of the project (e.g. using a blog).

### Teacher Interview: Liliana Rossetti & Lukasz Kluszczyk

- 1 “The main challenge was connected to the fact that our two schools come from different contexts; countries with different traditions, history and, most importantly, language. Although English was meant to be the working language, not all pupils were in a position to express themselves properly in it. The second challenge was integrating different areas of the school curriculum into the project for each partner.
- 2 “Especially through exchange visits, the pupils experienced the need and advantages of communication skills. Not only did they understand better how important it is to be able to express themselves and communicate ideas in a foreign language, they also discovered new ways of approaching different lifestyles and realities by making use of their partners' language and showing interest in getting to know new things.
- 3 “The topics we chose were connected directly and indirectly to subjects in the school curriculum, such as chemistry, science, and environmental education. English classes in both countries devoted a good part of the two school years to developing activities related to the project, such as translating materials for the exchange.

4 “ One of the positive aspects we experienced was the opportunity to exchange tips and knowledge about ICT and its use at school. The cooperation established gave way to a consistent and continuous exchange of guidelines, tips and suggestions about how to work with different tools and programmes. The cooperation permitted teachers and pupils to learn from one another.

5 “ The best advice is to be ready to put a lot of effort in the preparation of activities through regular and effective communication with partners. By sharing all steps of the project, we have the feeling of real twinning. At the same time we are sure that the responsibility for carrying out the activities planned will also be shared by all partners. Whatever the outcomes and final products may be, the most important thing remains the process, which will turn out to be a real pedagogical and educational tool that is understood and shared by all partners.

## Preparation for Working Life Cross Curricular

Partners	<b>Anne Jakins</b> , Sackville School, United Kingdom <b>Pasi Siltakorpi</b> , Pääskytien koulu – special needs unit, Finland	 
Age of pupils	14 - 16 years old	
Duration	Nine months	
Themes	Vocational education, European dimension	
Language	English	
Tools	Video, Photostory, animation, PowerPoint, documents	
URL	<a href="http://www.andeducation.co.uk/prepforlife/preparationforworkinglife">www.andeducation.co.uk/prepforlife/preparationforworkinglife</a>	

This project was embedded in a vocational examination course. It covered self-awareness, healthy living, job preparation, hazard identification, emotional literacy, relationships and the exchange of economic and financial aspects of life. It also introduced UK pupils to the euro. Pupils shared CVs and film interview techniques, which concentrated on facial expression and body language rather than spoken language.

### Aims

- Prepare pupils for important career choices.
- Give pupils a European perspective on future decisions.
- Share e-learning techniques to promote multi-sensory teaching as a motivational learning tool.

### Pedagogical value

Collaborative decision-making and e-learning techniques gave a proactive, fun and multi-sensory approach to learning. The use of practical tasks such as animation and photo stories helped with understanding and reinforcing learning. Pupils became adept at using a range of ICT tools to solve problems and present their work. It also promoted peer learning and team work, enhanced literacy, language and listening skills.

### Impact

Using a section of a new examination course as an eTwinning project gave a creative slant for planning lessons. The project was part of the curriculum and not seen as an 'add on'. Collaborative working and multi-sensory learning helped reinforce new concepts and aided recall of information for pupils.

## Tips

Peer support is an effective way for pupils to work. At secondary level, the pupils themselves can help introduce new ICT tools to their teachers and peers.

### Teacher Interview: Anne Jakins & Pasi Siltakorpi

1 “One of the main challenges with this project was the language. The pupils in both countries had special needs and English was the third language for those in Finland. As literacy was an area of difficulty for the UK pupils, they were given specific targets for their written communication. Finnish pupils used simple words and phrases to enhance their use of English with an emphasis on digital images to convey information. We also used non-verbal communication during a video based on interview techniques.

2 “We definitely feel it has been a very uplifting experience for pupils and teachers to learn and communicate with other pupils and teachers from different countries. Our project helped both sets of pupils focus on the decision-making skills necessary for making career choices, comparing personal expenditure and healthy eating. Simple animations demonstrated appropriate techniques for making friends having already exchanged information about personal qualities.

3 “In the UK context, ‘Preparation for Working Life’ was a new Assessment and Qualifications Alliance (AQA) examination course which we had set up for our Key Stage 4 pupils (aged 14 to 16) who were on a reduced curriculum. The practical multi-sensory and ICT-focused approach explored in our eTwinning project enabled our pupils to remember the important ideas and concepts through greater involvement. From the Finnish point of view, eTwinning practices are easily integrated into the curriculum.

4 “Our project has changed my way of lesson planning to include ICT tools to increase motivation and enhance learning. On beginning a new course, I would previously have ordered a new set of books.





Anne Jakins, UK

“I am not very sure of how much my methods have changed, as I have used ICT for many years. Perhaps I have become more familiar with tools; however, I feel that the only limit here is my own imagination.

Pasi Siltakorpi, Finland

5 “A video conference using FlashMeeting is a useful way of getting pupils involved from the beginning. eTwinning helps teachers become more skilled with ICT and our pupils tend to check their work more thoroughly knowing that it will be read by partnership pupils.

## Science in our schools Science

Partners	Monika Koch, Albert Einstein Gymnasium, Germany Nelly Vicheva, Secondary School of Economics “G. S. Racovsky”, Bulgaria Florenci Sales Vilalta, IES Sòl-de-Riu, Spain Paola Norbiato, Liceo Scientifico Statale A. Einstein, Italy	   
Age of pupils	15 - 16 years old	
Duration	One to two years	
Themes	Science education, English, nutrition, ecology	
Language	English	
Tools	Web magazine, podcasts, FlashMeeting, TwinSpace, e-mail, webpages	
URL	<a href="http://my.twinspace.etwinning.net/scienceatschool?l=en">http://my.twinspace.etwinning.net/scienceatschool?l=en</a>	

“Science in our schools” is the name of a project where pupils link science content studied in class to real examples in their daily lives. The project puts a special emphasis on examples linked to respecting the environment, health and regional cultural traditions. Pupils then discuss the results obtained with their partners via websites or video conferences so that they can compare the differences in habits and customs from each country. They use English to write reports and discuss activities during video conferences.

## Aims

- Communicate with international partners to share expertise and resources to support the teaching and learning of sciences.
- Exchange and compare not only scientific curricula but also cultural and personal characteristics.
- Find new ways to motivate teachers and pupils.
- Use English as a primary tool for communication.

## Pedagogical value

From the teachers’ point of view, the project is a way to share teaching materials and to get ideas about how scientific subjects can be taught and learnt more effectively by using ICT. From the pupils’ point of view, they learn about science, gain ICT skills and share their knowledge with their partners in other countries. They also get a chance to improve their level of English during their exchanges.

## Impact

All the pupils enjoyed the project and the use of ICT really motivated them. Video conferences are a huge success and collaboration between teachers in each school is important. Finally, English and ICT teachers got involved in the project in order to help out with language and technical questions.

## Tips

Depending on the organisation and ICT equipment available in each school and country, try to work with small groups and organise them so that each pupil can contribute and be responsible for effective teamwork.

## Teacher Interview: Florenci Sales Vilalta, Nelly Vicheva & Monica Koch

- 1 “ For all the pupils, using English is a major difficulty and it has an important influence over the entire the project. We are constantly learning how to avoid misunderstanding through a respectful and understanding collaboration between partners.
- 2 “ The project has helped pupils develop skills for real life such as teamwork, conducting experiments and documenting them, taking pictures and creating video and audio files. eTwinning gives them the tools to learn how to do these things on their own.
- 3 “ We designed the project based on our curricular plan as well as including important ideas which appear in every science course, such as eating habits or energy-saving questions.
- 4 “ The feedback you receive helps you to evaluate the success of the project. Moreover, collaboration with teachers from other countries introduces you to more tools, approaches and ICT skills that can be very useful in your teaching. The eTwinning experience has completely changed our teaching methods and increased our motivation at school.
- 5 “ Work with small class groups and keep in constant touch with your partners. Stay motivated even if it doesn't work at first. Learn from other projects, from your partners and from your pupils!

## Draw me the task Science

## eTwinning Prize 2008 Runner-up

### Partners

**Kiki Haines**, Eastbourne Comprehensive School, United Kingdom  
**Ewa Piotrowska**, Gimnazjum 37 im. K.K. Baczyńskiego, Poland  
**Eva Bauerová, Pavel Němec**, ZŠ Karviná, Czech Republic  
**Anita Støstad**, Holmlia School, Norway

### Age of pupils

11 - 14 years old

### Duration

One school year

### Themes

Maths

### Language

English

### Tools

Drawing, internet, e-mail, scanner, Skype, camera, Word, PowerPoint, TwinSpace

### URL

<http://twinspace.etwinning.net/launcher.cfm?lang=en&cid=8548>



Each class set up problems for their partners, in various graphical ways, including animation. The non-UK schools translated everything into English.

## Aims

Help pupils learn how to cooperate and improve their maths and language skills.

## Pedagogical Value

All tasks presented in the project corresponded to the curriculum subject matter of all partners. In this way, the pupils gained knowledge and skills according to the educational targets set out in each of the countries involved.



## Impact

Pupils enjoyed learning to work together, cooperate, be responsible and work within deadlines. They improved in their foreign language classes and found out that they can easily meet and communicate with pupils from schools in other countries.

## Tips

A project such as this one is a very nice way to learn something new. It is interesting, simple and, while we used it to teach maths, it can be used in many subject areas.

## Teacher Interview: Eva Bauerová & Pavel Něme

- 1 “ This project was, for most of our pupils, their first opportunity to cooperate and communicate with a foreign school. They had to overcome their fear and contact foreign correspondents. They found out that with maths, they can be understood everywhere in Europe, regardless of their mother tongue.
- 2 “ Our pupils improved their language skills and worked in teams, within certain conditions. They learned to use ICT and found that using ICT as a communication tool can help a lot, especially in terms of time management. They also learned a lot about their partners as well.
- 3 “ The tasks we solved in the project corresponded to our maths curriculum; however, it differed due to the fact that we showed that maths could also be taught in a fun way. We used the tasks our partners set up for us in our lessons and the pupils found this interesting. They also understood the importance of foreign languages and managed to move from mere counting to thinking out and evaluating. The teachers of foreign languages and arts were also a great help.
- 4 “ We learned a lot about the possibilities eTwinning has to offer in our work. We took part in some workshops so that we would be more prepared for our project and now we can manage the TwinSpace, use Skype for communication between partners and have been able to give our pupils the chance to improve their use of a number of tools, such as scanners, the internet, email, Word documents and PowerPoint presentations.
- 5 “ eTwinning is a wonderful opportunity. What is especially great is the possibility to succeed quickly. It is very important to maintain good communication between partners and have frequent contact with each other and the pupils. With eTwinning, you can conduct your lessons in a more interesting way and bring the whole of Europe closer.

## Fizika - svarbi ir domi. Physics is interesting and important

Science

## eTwinning Prize 2008 Winner

Partners	<b>Genia Kudinov</b> Kauno Statybininkų Rengimo Centras, Lithuania <b>Elżbieta Gawron</b> Publiczne Gimnazjum im. Jana Pawła II wTyczynie, Poland
Age of pupils	13 - 20 years old
Duration	One year
Themes	Physics and medicine; road safety; illusion theatre; physics in daily life
Language	English
Tools	Internet, Word, PowerPoint, e-mail, Skype, TwinSpace, blog
URL	<a href="http://my.twinspace.etwinning.net/lp">http://my.twinspace.etwinning.net/lp</a> <a href="http://my.opera.com/Ricas/blog/">http://my.opera.com/Ricas/blog/</a>



As a major scientific field, physics is a subject of great interest and importance as it teaches pupils about key elements which can contribute to protecting human health, saving lives and even preventing major problems and disasters. While both teams of pupils and teachers followed a strict plan for the project, eventually the ideas that came out of it brought us out of the classroom setting: we organised two trips, to Poland and Lithuania, and visited places related to physics and astronomy and were introduced to the cultures and traditions of another country.

## Aims

- Learn how to use information given by partners and solve problems.
- Improve English language skills and knowledge of ICT.
- Work in teams.

## Pedagogical Value

Informal communication and working in teams can improve pupil/teacher relations. The material of the project was used both in and outside the lessons which was a great tool while pupils prepared for university and work.

## Impact

The project was an opportunity to communicate with partners from different countries in Europe. Pupils cultivated their friendships, even outside project activities and a huge contributing factor to this was due to the exchange visits. Another outcome was that pupils got a chance to present their schools and countries to others.

## Tips

This project works better if the schools are of the same types as the duration of the project can then be prolonged. Work with small groups and if you have the possibility to visit each other, try to do it, as it can really help motivate pupils to participate fully in the project.

### Teacher Interview: **Genia Kudinov, Ričardas Liekis & Gražina Daunorienė (Lithuania)**

- 1 “The biggest challenge was linked to our common history. The pupils of the projects were from neighbouring states ; however, historical relations between Lithuanians and Poles have been complicated. For this reason, the pupils’ visits to Poland and Lithuania were very useful in understanding that now we are all citizens of Europe.
- 2 “The project stimulates attention to physics and shows that this science is not only important but interesting too, for example, the knowledge of basic physics rules and laws can prevent many problems and disasters and thus save lives. Pupils learned how to present information and share it with friends from other countries. During the project they also learned how to use information given by partners and solve problems, a skill which is needed in everyday life.
- 3 “We have seven integrated lessons for an introductory course called “physics in our life”. As a result of the project, pupils now participate more in different school activities, exhibitions and competitions and more teachers are involved in different kinds of projects. Finally, it was a good exercise for teachers and pupils to improve their knowledge of ICT.
- 4 “First of all, lessons using ICT are more interesting for pupils. It is easier for the teacher to prepare lessons and material and pupils enjoy using English within a course that is not strictly about language learning.
- 5 “eTwinning is equally interesting for pupils and teachers and improves skills in a number of areas. You meet new friends, pupils, teachers and partners. You get to know your own pupils much better, the relation between pupils and teachers are strengthened and the entire teaching experience is more enjoyable.

## Wild Orchids around Europe Science

### Partners

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Josephine Ebejer Grech  
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Brighella Boys Junior  
Lyceum Hamrun, Triq  
Wenzu Mallia, Malta  
**Riccardo Andreoli**  
Scuola Secondaria  
di Primo Grado S.  
Margherita d'Adige- IC  
Megliadino S. Fidenzio, Italy



### Age of pupils

12 - 14 years old

### Duration

One school year

### Themes

Foreign languages, civil education, geography, geology, botany

### Language

English

### Tools

Digital cameras, word processing,  
electronic presentations, photos, email

### URL

<http://wildorchidsaroundeurope.blogspot.com/>

In the first part of the project, pupils used English - a foreign language for all partner schools - in order to exchange information about their school and themselves. In the second part, they researched and wrote about their region, geographical and geological descriptions of where wild orchids can be found and about the various species that exist. During the blooming period, pupils went on fieldtrips to conduct simple research tasks on wild orchid species. These findings were then shared between all school partners.

## Aims

- Learn about partner school systems and compare similarities and differences.
- Allow pupils to run a mutually planned scientific research project on wild orchids from their region and share results with their partners.
- Organise workflow and communicate results.

## Pedagogical Value

The project allows pupils a chance to gain a general view of schools in other countries and of how pupils around the European Union deal with a common task.

## Impact

The project provides motivation for the pupils to learn and improve their English skills. This motivation arises from the sharing of ideas and discoveries with other pupils. The pride of finding very rare orchids – that not even experienced botanists had found – was extremely motivating!

## Tips

Plan everything carefully, from the blooming periods to the places where the flowers can be found. One of the biggest difficulties for a few of the schools was the fact that they had literally to chase orchids in and around the area with few results to start.

## Teacher Interview: Riccardo Andreoli

1 “There were no major challenges. The biggest was perhaps the fact that the Maltese school was an all-boys school whereas in Italy and Denmark, they were mixed. The girls had no occasion to exchange ideas with female counterparts in Malta; however, there was simply no real solution possible.

2 “The chance to do real research in school was in fact an authentic and rewarding experience for the pupils. They were conscious about trying to raise the standards of their work, knowing it would be received by their partners and not simply evaluated by their own teacher.

3 “I initially decided to include eTwinning in my class as a special project on botany, a subject we developed at school, together with our English teacher. Some of the pupils liked the project so much they chose eTwinning as their first examination topic at the end of the year, both in science and English.

4 “I have been using ICT in my teaching for many years now. Even before the boom of eTwinning, I used email for corresponding with pupils from all around the world.

5 “First of all, it's great fun for you as a teacher as well as for your pupils! eTwinning is by now so well established that it runs smoothly with a lot of support. Give it a try; you'll never turn back!

## Conclusions

### Chapter 5

Anne Gilleran and Alexa Joyce



In this European year of Intercultural Dialogue and Culture, it is worth reflecting on how actions such as eTwinning contribute to the increased understanding and appreciation of our diverse European cultures. Based on what the teachers are saying, we can say with confidence that pupils' interest and motivation rises within a project. We see that even in projects where languages are not the direct theme of the project, the desire to learn the language of their partners becomes important for the young people involved.

Through language lies the path to culture, to understand the cultural context of another is to see them in a profound way; to appreciate and celebrate what is both common and diverse. Micheline Maurice has given us an insight into how a teacher may facilitate their pupils in attaining this more profound understanding. In doing so, it becomes much harder to harbour negative attitudes and prejudices towards our neighbours, even though historically there may be deep rooted antagonisms between us. We have an example of this in the science project, 'Physics is interesting and important', where the teachers stated their biggest challenge was the complicated historical relationship between some parts of Lithuania and Poland. eTwinning proved that pupils had learned to go beyond historical difficulties as they exchanged materials and met in the course of the project.

The previous project brings us to the subject of languages in science. Integrated science with language teaching is increasing across the globe, with countries such as Spain and Malaysia teaching science in English. The example of 'Be green, don't be mean' illustrates how embedding language activities in science learning makes the process more attractive and motivating for children. Instead of simply carrying out class-based research and writing individual analyses and conclusions, the pupils were

encouraged to present and debate their results with peers in their partner country. At the same time, they expanded their vocabulary into specialist areas of environmental awareness by explaining their work in a different language. This new method of science learning, integrated with language, better reflects the experience of being a scientific researcher than more traditional science teaching.

Last year we reflected on the eight key competencies identified by the EU reference framework that have been recommended for targeting by the Lifelong Learning Programme:

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

If we examine them more closely, we see that culture, language and communication both directly and through technology is present in at least four of them. It may be argued that culture and language cannot be ignored in competences 3, 5, 6 or 7 either.

Culture is a dynamic process, evolving over centuries. In the context of increasing globalisation, it is important that we keep in touch with the cultural roots that make us uniquely Spanish, French, German, Lithuanian or Italian but also uniquely European. **eTwinning** is a step on the way to realising this dream.

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

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eTwinning

# Adventures in language and culture



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