

Key Competences in Lifelong Learning

**Cultural Expression, Science and Citizenship:
some eTwinning success stories**

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Preface

The present volume is intended to complete the acts of the seminars contained in the first volume of the 2007-2008 eTwinning publication. It contains a number of practical examples of projects that obtained the eTwinning Quality Label in 2007-2008 and which developed the key competences identified as priorities for eTwinning in this school year: mathematical competence and basic competence in science and technology; social and civic competences; and cultural awareness and expression.

The volume is divided into three sections, each of which is introduced by a presentation about the key competence in question, prepared by the Italian eTwinning National Unit. Each section contains the worksheets of the projects developed by the teachers.

The decision to concentrate on just three of the eight competences outlined in the Recommendation of the European Parliament and of the Council of 2006 required the adoption of the same criterion for the selection of the eTwinning experiences illustrated in this publication. This has inevitably led to the exclusion of other projects of equal quality which dealt with different competences. We would like to take this opportunity to thank all the teachers who, even if they are not directly represented here, have worked with great commitment and enthusiasm to maintaining the high standard of eTwinning projects in Italy.



Examples of Quality for Scientific Competences



Examples of quality for Scientific Competences

by Alessandra Ceccherelli

eTwinning National Support Service (**ANSAS, formerly Indire**)

The teaching of mathematics is often perceived as an unpromising theme for a European project, because there is a tendency to put a fence around science subjects in general and mathematics in particular. The tight mesh of curricular elements, the notorious question of one's aptitude for numbers (a natural gift or a lost cause), the rigour of scientific method - these are all characteristics of a subject with little inclination for any digression and creative experimentation that might alter its value. These characteristics tend to accentuate its theoretical nature, implying that it is detached from reality and has few direct applications, and relegating it to an area of study for which one can only feel fascination or repulsion. The demarcation lines seem, then, to leave little space for integration with other subject areas or for teaching collaboration with schools belonging to other educational systems.

However, the European Recommendation highlights the need for schools to move in the opposite direction, to recognize that mathematics is an essential presence in everyday life and that science and technology are inextricably bound up with highly topical issues regarding the environment, people's general well-being, ethics and the reasons for conducting research.

Attention should therefore be focused not just on the body of knowledge forming the curriculum content, but on the connected key competences and skills as well. Drawing conclusions, validating a hypothesis on the basis of proven elements, understanding the significance of a set of data, being able to present results and using instruments of measurement are all common experiences. Schools need to reveal the nature of logical and spatial thinking, tying it in with the most diverse circumstances. From this perspective, mathematical competence can no longer be associated with a preference or a predisposition. It comprises and completes the competences and attitudes each citizen requires in order to fully exercise their citizenship in society and in the working world. It is a form of mental exercise that contributes to the development of individual critical thinking and stimulates curiosity.

The eight projects described below are possible lines of inquiry that could be explored through eTwinning, in order to apply the European dimension in the transmission of knowledge but also to anticipate the reality of scientific research - based on exchange and collaboration in the English language - as a possible profession (**Science CLIL - CLIL for Science and Engineering**), and to elaborate a different way of interpreting the subject within the creative dimension of a project. In the latter, the subject is seen as a subtext to be analysed, a basis for game playing or a connection to the rest of knowledge, thereby helping to cut through the fence behind which mathematics is so often confined.

In this way, even a popular game such as Sudoku can stimulate students to reason and draw conclusions (**What's Maths? A New Lifestyle!**). And fellow

students can act as a sample for statistical surveys designed to explore peer group lifestyles, using the collected data to quantify similarities and differences (***Statistics and You***).

The European dimension offered by eTwinning can represent a working space where territories explored in relation to spatial coordinates makes sense and themes such as climate change stop being theoretical notions that appear in newspaper headlines and enter collective reality. As far as science is concerned, there is plenty of scope for devising projects: investigation and observation of natural habitats, and research into far-away places, conducted together with partner schools, as in ***Woods and Forests: A Source of and a Resource for Life and Naturalists' Notebook***; making immediate connections with contemporary ecological themes such as domestic recycling and environmental impact (***Recycling, a Way of Living***), and the contribution of individual behaviour and choices to the health and respect of the environment. (***Good, Clean and Fair***).

The goal is to create multiple connections and also to give science subjects a chance to embark upon various intertwined and fruitful lines of inquiry. Ideally, these would establish links with apparently distant environments, through simple activities and straightforward questions. For instance, would architecture and a great deal of art have come into being without geometry (***CasCo, Architecture and Mathematics***)? But how many students are encouraged to think in this way as they struggle to solve complicated algebraic functions?



SCIENCECLIL - eCLIL FOR SCIENCE AND ENGINEERING

Project

This Content and Language Integrated Learning (CLIL) project develops the key European competence “Mathematics, Science and Technology”, involving pupils and staff from two twinned schools in the learning of English as a foreign language while studying topics in science and technology. The project arose from collaboration - which commenced in the 2005-2006 school year and is on-going - between two European schools linked by a CLIL path in relation to the main curricular subjects of the individual schools. When activating this project, which is an expanded continuation of a previous eTwinning project, a Comenius - Language Assistant project was also integrated into it.

Curricular Integration and Collaboration with Colleagues

The project involves the classes and teachers of two twinned schools sharing the same CLIL path. The subjects involved, namely Computer Science, Systems, Mathematics, Electronics, Probability and Statistics, reflect the curricular focus of the two schools and enable the development of competence in mathematics and a basic competence in science and technology.

Involvement of the School and Local Community

The project fully involves the education and local community, through attendance of CLIL lessons in the partner schools, presentations and events devoted to the development of this form of teaching, and the support of the respective headteachers. The Comenius Assistant helped to further develop the European Union dimension, and encouraged comparison between education systems and the concrete use of the foreign language.

ICT Tools Used

Exploiting the tools provided by European Schoolnet, the teachers adopt the EUN Community platform to share their work, employing forums, areas for exchanging documents of various formats, chat sessions, email, a shared calendar and a bulletin board. Interesting links are also posted.

ITALIAN SCHOOL: ITIS MARCONI, VERONA

COORDINATOR: FIORENZA CONGEDO

SUBJECT TAUGHT: ENGLISH

AGE OF PUPILS: 17-18

PARTNER EUROPEAN SCHOOLS: HTL LEONDING, LEONDING (AUSTRIA)

TEACHER: ANDREAS BÄRNTHALER



Results

The project, which is integrated into the education plans of the schools concerned, contributes to teachers' professional development thanks to the sharing of materials, a continual exchange of information and concrete discussion of the CLIL methodology. The pupils benefit greatly from the ongoing professional development of the teachers. Furthermore, the integration of the project into the curriculum of the individual classes and in the realization of a Comenius Language Assistant project offers the guarantee of concrete, lasting benefits for both schools.

Transnational Collaboration

The use of a virtual environment for the shared work, that is the EUN Community, enables active collaboration between teachers. The virtual work area is divided into sub-areas containing documents of common interest: CLIL lessons, CLIL - class tests, CLIL materials, CLIL coaching and CLIL useful websites.

Another area contains presentations of the other eTwinning projects registered by the same partner schools.

The activities done in class are the result of the exchange of CLIL experiences between teachers, which takes place by means of forums, chat sessions and email.

The pupils mainly use MSN to communicate. Thanks to participation in CLIL lessons in the partner school they are able to experience and compare different school systems, which, however, adopt a common methodology.

Organization of Activities

The pupils work in the computer lab and/or in classrooms, attending CLIL lessons and using English as the lingua franca. The activities, coordinated by the teachers in a EUN Community and carried out by the pupils in pairs and/or groups, help to develop self-confidence and motivation in learning technical and scientific subjects through the use of innovative teaching methods for the development of key European competences for lifelong learning.



Link

EUN Community: http://community.eun.org/entry_page.cfm?area=1912



WHAT'S MATHS? A NEW LIFE STYLE!

Project

For the project we chose a teaching approach based on play activities, because through play it is possible to detect and build children's knowledge and skills more effectively than in other situations. Furthermore, it is important to create a positive and stimulating image of mathematics right from the start of children's education. Sudoku seemed appropriate for our purpose: pupils are able to see that the mathematical skills they acquire are useful in the outside world and that one cannot achieve competence without regular (and sometimes repetitive) practice. At the same time, an activity of this kind develops logic, instils the patience required to achieve a goal and to work methodically, encourages bright pupils to develop their talent and stimulates healthy competition.

Curricular Integration and Collaboration with Colleagues

The objectives, time frame and organization of the project were included in the yearly programme and the Annual Education Plan. The activities were planned each week by the teaching team and included in the learning units. All the teachers of the participating class were involved because, although the project has a maths and science orientation, it helps to develop skills that can be drawn on and exploited in any kind of situation: they learn to learn, to plan, communicate, collaborate, participate and solve problems. Each teacher devoted about two hours of their teaching time to the project each week, and had clearly defined tasks and responsibilities.

Involvement of the School and Local Community

The parents of the pupils involved, the teaching staff and the headteacher were informed about the project, which was an integral part of the Annual Education Plan presented at the beginning of the school year, and approved the goals, content and methodology. The educational process was built in a framework of communication between the teacher and pupil, but was also enriched by the involvement of the local community. Just one class worked on the project - the lack of English language skills representing a major obstacle - but in the course of the year many other pupils asked if they could *play* with us. In agreement with the other teachers, some pupils taught them the rules of the game and there were *physical* exchanges between classes.

ICT Tools Used

The decision to suggest playing the game on the computer was an excellent one. When pupils made an error, the computer made suggestions for subsequent exercises or provided easier ones; when they were successful, it provided more challenging tasks. The web also enabled access to a mass of information about different topics, the discovery of cultural affinities and differences between the twinned schools representing the different countries. Foreign language and multimedia skills were also enhanced.

ITALIAN SCHOOL: DIREZIONE DIDATTICA LAURIA, 1° CIRCOLO

COORDINATOR: MARIA TERESA LAULETTA

SUBJECT TAUGHT: MATHEMATICS, SCIENCE, TECHNOLOGY AND COMPUTER SCIENCE

AGE OF PUPILS: 9-10 YEARS

PARTNER SCHOOL: SZKOŁA PODSTAWOWA NR 1 Z, CHOSZCZNO (POLAND)

TEACHER: BOŻENA KORONOWICZ



For a complete list of the partner schools, see to: <http://www.etwinning.net>

Results

There was a general consensus that this kind of educational project is very different from *mathematics as studied in the classroom*. The lessons are organized differently: it was noted that topics are presented “in reverse” - not theory followed by a practical example, but first the game, then study of what is done, and finally the theory. The teachers also moved around in the classroom, monitoring pupils' progress. Pupil interaction was often elicited, and all their suggestions, even erroneous ones, were accepted so they could then see where they would lead. The children learnt to solve problems, orient themselves in space, formulate hypotheses and conjectures, to make quantity comparisons and to experiment with all the aspects of numbers. The children's theories were taken into due consideration and their intuitions encouraged, without placing them in conflict. It was interesting to note and discuss the successful strategies, but it was even more significant to observe the full range of strategies devised to solve the problems posed by the game and those adopted with regard to the use of numbers. Working in this way requires a great willingness to accept the pupils' proposals, to lay oneself on the line, to question things continually and to accept error in a positive fashion.

Transnational Collaboration

There was *constant collaboration* between the various schools participating in the project, which included activities designed to help pupils get to know each other, to swap experiences and materials and to involve everyone in the educational process. Emphasis was placed on *doing things together*, and the quality of the learning process was improved by the cooperation and sharing of knowledge. Discussing individual practices enabled the teachers to develop their skills, helping them to introduced change and innovation into the educational process. The pupils communicated on a weekly basis, in English, swapping impressions, talking about difficulties as they arose, asking for advice and sharing results.

Organization of Activities

The point of departure for everyone was to try to devise a valid, “completed” Sudoku. The pupils worked alone or in small groups for about two hours, then checked the validity of their solutions, although the assigned task was not always completed by everyone. Some pupils asked to continue working on it at home. All the pupils enthusiastically accepted the challenge of devising their own Sudoku; some formulated hypotheses on the basis of partially solved schemes, others proceeded without a precise strategy. The role of the tutor was important throughout. Another significant aspect concerned the language used in the group interaction to describe the game to their peers. The stimulus to communicate is very strong in play activities, and the children made a great effort to communicate what needed to be said in a comprehensible manner. This was an important moment of individual evaluation, involving assessment of the validity of the process that had led to the construction of the thought itself.



Link

TwinSpace: <http://twinspace.etwinning.net/launcher.cfm?lang=it&cid=24014>





STATISTICS AND YOU

Project

The pupils in the three partner countries conducted a statistical survey to learn more about how numbers can contribute to the interpretation of reality, revealing various not immediately obvious and sometimes surprising findings. To achieve this, they gathered data about personal eating habits, organization of time, musical tastes, attitudes to animals, and sports activities, designing questionnaires that were then circulated between the schools. In order to develop skills directed towards the use of the knowledge and information, the results were tabulated, analysed and presented. Some of the gathered data were also used to describe, by means of a PowerPoint presentation and a short film, a typical day in the life of a pupil.

Curricular Integration and Collaboration with Colleagues

In the framework of the interdisciplinary activities, the teachers of the following subjects helped pupils to consider various topics: Science (10 hours) and Technology (4 hours) for eating habits; Music (2 hours) for tastes in music; Physical Education (2 hours) for sports activities; and Art (4 hours) for film techniques. The Letters teacher (8 hours) guided the pupils in their production of the slides to present Italy and in writing the storyboard. The English teacher (20 hours) helped them with the translations. The Maths teacher dealt concretely with every phase of the statistical survey, making extensive use of ICT and coordinating the whole project (90 hours).

Involvement of the School and Local Community

The whole of class 3D took part in the project. The pupils' families were involved in the photography and filming. The questionnaires were completed by all the third-year pupils. The project was rounded off with a final event, publicized with a brochure distributed to parents, pupils and teachers. The activity was also presented at the mini-conference in Matera.

ICT Tools Used

The pupils used the computer and the programmes most useful for the project, especially Excel and PowerPoint. Excel simplified the construction of tables and facilitated the representation and analysis of the charts. PowerPoint was useful for presenting the results. The pupils had two chat sessions (6 hours), arranged in advance by email. They also exchanged emails and took part in forums.

ITALIAN SCHOOL: SCUOLA SECONDARIA DI I GRADO "L.SINISGALLI", POTENZA
COORDINATOR: MARIA LICCIARDI
SUBJECT TAUGHT: MATHEMATICS, SCIENCE
AGE OF PUPILS: 13 YEARS
PARTNER SCHOOLS: GIMNAZJUM IM. JANA PAWEŁA II W KREMPACHACH,
KREMPACHACH (POLAND)
TEACHER: URSZULA UTNICKA



For a complete list of the partner schools, see the project description on <http://www.etwinning.net>

Results

The teachers learnt to make more effective use of new technologies in teaching and learning processes, to design distance-learning activities and to compare teaching methods, educational systems and lifestyles. The pupils learnt to identify important information and prepare questionnaires, to gather data in a methodical and analytical way, to collate them in worksheets together with statistical charts, to analyse the results, and to use a computer with suitable programmes for presenting the results of their research.

Transnational Collaboration

The main communicative tool used by the teachers was Skype (a total of 36 hours), while English was the working language. There was constant collaboration, in particular with regard to the choice of the fields of investigation, the assigning of the questionnaire writing tasks, the sample group, the period in which the questionnaires were to be completed, and the tabulation. It was decided that the Italians would process the data regarding musical tastes and children's attitudes to animals, the Poles would deal with sports and free-time activities, and the Spaniards would look at eating habits. Decisions were also made jointly regarding the length and content of the presentation, which software to use and the forms of pupil-pupil communication, which was both synchronous and asynchronous as required. The latter was preferred for the project activities, because it enabled the group to maintain regular contact but did not require the simultaneous presence of all the partners.

Organization of Activities

Some activities were conducted at a class level (choice of themes for the survey, tabulation of questionnaires, etc.), while working groups were formed for others (writing of the questionnaires, representation, analysis and presentation of the data), the aim being to develop individual skills. For the most part the activities were done in class, and the teachers facilitated, stimulated and supervised.



Link

TwinSpace: <http://twinspace.etwinning.net/launcher.cfm?lang=it&cid=21648>



WOODS AND FORESTS: A SOURCE OF AND A RESOURCE FOR LIFE

Project

The project arose from the perceived need to make pupils more aware of the important role played by the environment, in particular the woodland/forest ecosystem, in the life and culture of peoples. The project involved the pupils in getting to know their own local area, which they then compared with that of the partner nations. The pupils of the three schools involved analysed the woodland/forest ecosystem of their area, identified the various food chains and the different layers of vegetation, gathered and evaluated information from internet and in science books, did field work, and collated and classified the gathered data with the help of maps, samples, photos, films. They then compared the ecosystems and lifestyles of the various partner nations.

Curricular Integration and Collaboration with Colleagues

The project encompassed the following subject areas: Science/Mathematics, Environmental Education, Geography, Italian (or other mother tongue), English, Technology and Computer Science. There was constant collaboration between the teachers, who sometimes worked together in a class. The activities, conducted over the course of an academic year and included in the programme of the class councils, were carried out in class or in the multimedia lab. Several guided field trips were also arranged.

Involvement of the School and Local Community

The project was organized at school level and approved by the teaching staff at the beginning of the school year. Nine classes took part. The project was included in the Annual Education Plan and presented to parents at teacher-parent meetings. The school also requested the help of experts from the WWF, who accompanied the teachers during field trips to explore the local woods.

ICT Tools Used

The pupils used Word, carried out research on internet, produced PowerPoint presentations, took photos and posted them on a blog. The blog proved to be a useful shared space for both the teachers and pupils in addition to TwinSpace, making it possible to try out and comment on a new working method.

ITALIAN SCHOOL: SCUOLA MEDIA "F. CASAVOLA", MODUGNO (BA)
COORDINATOR: MADDALENA FIORE
SUBJECT THUGHT: ENGLISH
AGE OF PUPILS: 11-12 YEARS
PARTNER EUROPEAN SCHOOLS: 2ND HIGH SCHOOL, KOMOTINI (GREECE)
TEACHER: EVANTHIA PAPAIOANNOU



For a complete list of the partner schools, see the project description on <http://www.etwinning.net>

Results

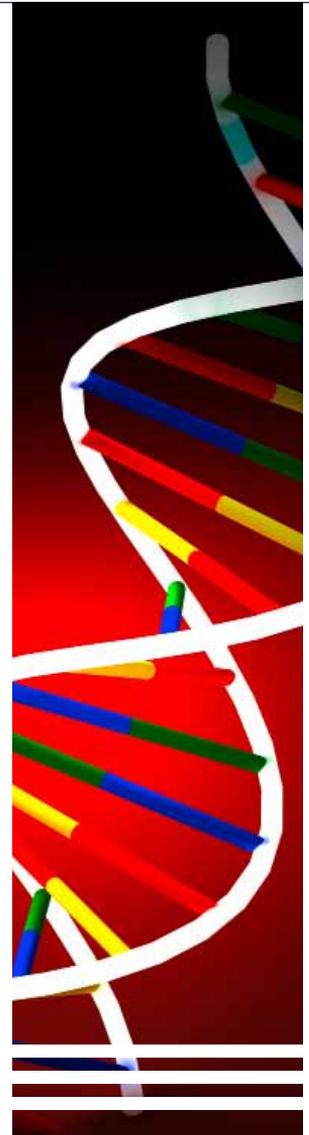
The teachers and pupils of the partner schools worked together on the project with a spirit of international cooperation. Both the teaching and learning were therefore highly motivating. The use of ICT tools and of English as the lingua franca enabled both teachers and pupils to learn more about the education system, geography and culture of the partner nations. The pupils developed their computer skills in a new, authentic and motivating fashion. They were also able to observe an ecosystem from close up and, above all, to grasp that preservation of the environment is fundamental for the life of the planet.

Transnational Collaboration

There was regular, on-going collaboration between the partners and, through the use of email, everyone contributed to the planning of the various phases of the project and shared the results. Each school personalized the work in different ways, producing a range of final outcomes. Three Italian teachers were invited by the Greek school to an environment centre, where they observed teaching activities conducted with the pupils by the centre's staff. The pupils became acquainted through a preliminary exchange of emails, and then exchanged information and materials during the course of the project activities, prevalently by means of TwinSpace. The language of communication was English.

Organization of Activities

The pupils took part in all the phases of the project, working prevalently in the classroom and in groups in order to encourage cooperative learning. During the various activities they gathered and selected information. They also gathered field samples, which they then classified and evaluated. ICT tools were used to exchange ideas and information with the partner schools, and to consider the data that had been acquired and compared.



Link

TwinSpace: <http://twinspace.etwinning.net/launcher.cfm?lang=en&cid=10772>
Blog: <http://casavolamodugno.blogspot.com>



NATURALIST'S NOTEBOOK

Project

Pupils from different European countries introduced themselves, their school and local area. After a number of excursions in the environs of the school, they sent drawings and photos of the landscape, plants and characteristic fauna to their partners. The pupils then compared the natural environments of the different European countries, highlighting similarities and differences and how these have influenced, over time, the customs and habits of the country, including cuisine and clothing. Emphasis was also placed on how many of these differences have now disappeared.

Curricular Integration and Collaboration with Colleagues

The project was coordinated by the Science and Letters teachers but covered a range of disciplines: Art and Technology (drawings and photos), Music (music in the culture of the various peoples), English (lingua franca), and Physical Education (walking). Everyone had to improve their language and computer skills. The science curriculum lends itself to in-depth study, offering a range of lively and useful activities. The eTwinning projects also make it possible to share knowledge with peers in other countries in real time.

Involvement of the School and Local Community

eTwinning projects represent a valid and modern approach to education, enabling pupils to see the results of their efforts immediately. Another innovative feature is the involvement of families. The local community responded positively to this and other projects, taking part in the eTwinning week and making public premises and facilities available. The local council, including the mayor, took part in the meeting.

ICT Tools Used

The forum on the eTwinning portal was very important for exchanging views and improving language skills. A lot of work was done using PowerPoint, and information was gathered not only from books but also on the internet. Constant care was taken to check the validity of the sources, in order to ensure a genuine improvement of technical and scientific competence.



Results

By the end of the first year of the project, the pupils had developed mathematical skills and abilities enabling them to solve a series of problems in everyday situations. Furthermore, they acquired a scientific methodology for explaining the surrounding world in a curious, critical and aware manner, and with regard to issues of safety and sustainability. They were conscious of being part of a global community. The use of computer science tools accelerated this process.

Transnational Collaboration

Arrangements with the coordinator of the partner school were made by email, and the working relationship was regular and cordial. The lingua franca for teachers and pupils alike was English. The outcomes were made available to everyone through the eTwinning portal, and the pupils also exchanged small gifts at Christmas, Easter and the end of the school year. Our school organized an eTwinning week, and our partners came to see us. This consolidated friendships even more.

Organization of Activities

There were reciprocal getting-to-know-you sessions by email, and comparison of environments through observation and the rigorous application of scientific method. Changes brought about by human activity, which do not always improve the environment, were highlighted, thereby developing a solid critical capacity. The pupils extended their knowledge of maths and technology, using computer science skills to “work” and not just for play. The activities took the form of group work, individual study and occasional tutoring.



Link

TwinSpace: <http://twinspace.etwinning.net/launcher.cfm?lang=en&cid=17113>



RECYCLING, WAY OF LIVING

Project

The aim of the project was to make the pupils of the three partner schools more aware of the environment in which they live and to encourage them to play an active role by adopting practices which can really help to promote the sustainable development of what surrounds them. Exploration and analysis of the surrounding world by means of direct observation of environmental phenomena helped them to understand the fundamental role of scientific culture and to improve the quality of life. A practical example of this was the drawing up of rules of behaviour, which were distributed to the whole school. This was followed, during break-time, by a concrete activity: those involved in the project encouraged their fellow pupils to separate out the leftovers and rubbish of their meal. Finally, using English enabled them to share experiences and discuss the issue of recycling in an interesting European perspective. The various activities were recorded in documents and PowerPoint presentations.

Curricular Integration and Collaboration with Colleagues

The teachers of the subjects involved - Law, Earth Sciences, Italian, English, Mathematics and Computer Science - included a learning module relating to the project in their teaching programme, creating a network of knowledge, skills and methods that guided pupils towards a greater awareness of the environmental situation and the effective exercising of their citizenship rights. Besides being worked into the class curriculum, the project also encouraged dialogue, tolerance, respect and acceptance of others, through contact and exchange with their peers in other countries, thereby preparing them to become European citizens.

Involvement of the School and Local Community

The project, which was approved by the school council, moved beyond the four walls of the classroom and involved parents, pupils and teachers of the school by means of regular information updates (circular letters, school noticeboard, talks). Meetings were arranged with local bodies, the mayor and councillors, which enabled the pupils to come into direct contact with local environmental issues and the solutions proposed and adopted by government bodies. Particular care was taken to share the project with the other pupils in the school, who revealed their level of knowledge of the subject by completing questionnaires in Italian and English. A database was set up and charts and diagrams were produced in order to interpret and evaluate the results.

ICT Tools Used

The pupils learnt to acquire images and create image files, to do word processing, to use software for preparing presentations and slideshows, and to move around in TwinSpace and use the various tools available in it. All the documents were produced in digital form, mainly using Word and PowerPoint. The project promoted new media culture and the potential of such media for dialogue and cooperation.

ITALIAN SCHOOL: I.P.S.I.A. "E. FERMI", CATANIA
COORDINATOR: LUCIA TURIANO
SUBJECT TAUGHT: ENGLISH
AGE OF PUPILS: 15-18 YEARS
PARTNER SCHOOL: EPAL YMITTOU, ATENE, (GREECE)
TEACHER: ELEFThERIA POLITAKI



For a complete list of the partner schools, see the project description on <http://www.etwinning.net>

Results

The interaction between the teachers led to professional growth through the exchange of teaching perspectives and new methods, and enhanced the European dimension of the educational programme by extending horizons of communication, knowledge and experience in the pursuit of shared goals. The pupils improved their knowledge of English as a lingua franca. The productive use of ICT developed cross-disciplinary skills and the ability to organize and rework materials. By studying in a collaborative and actively competitive way, they also experienced a research- and action-based learning path and working methods involving cooperation between different European countries on an important topical issue (ecology and environmental impact), thereby increasing their motivation to study and achieve educational success.

Transnational Collaboration

The project involved a series of exchanges of information, communication, objectives and activities, creating synergy between the partner schools. The teachers and pupils of the schools involved communicated in English by computer. This took place in computer lab hours via email, individually and in groups, and also informally by means of private chat room sessions and SMS. There was contact on a weekly basis for about 2-3 hours, principally by means of TwinSpace, where the PowerPoint presentations and other outcomes produced by the different groups were posted. The aim was not just to circulate the research results, but also, indeed principally, to share and agree upon what procedures to adopt for the activities and the realization of the final outcome. Besides developing new skills, the use of ICT enabled direct contact between the young people involved.

Organization of Activities

The operational phase involved participatory project work. The pupils were given guidance in organizing the activities phase by phase after certain information had been presented and discussed. The activities took place during school hours in class and in the computer lab. The pupils were divided into groups, with each person having a specific role and responsibilities. Everyone made a contribution, also in creative terms, and became accustomed to working in a team. Each group then prepared brief information sheets about socio-educative, theoretical and technical aspects relating to recycling, which were periodically compared with the work of their European peers. The final phase of the project involved creating an anagram using the letters making up the title of the project, which had been divided up between the partner schools. This activity had a dual objective, creative/playful and interactive, so that the pupils could once again share ideas with their peers in other countries in a fun way.



Link

TwinSpace: <http://twinspace.etwinning.net/launcher.cfm?lang=en&cid=13270>





GOOD, CLEAN AND FAIR

Project

The project was inspired by the key values of the SlowFood association, namely good, healthy food produced in an environmentally friendly way and with a fair return for producers. The aim was to foster awareness of the implications of a good diet in terms of health, the environment and coexistence. After introducing the respective schools and cities, the information exchange process gradually began to focus on the central issue, dealing first with hobbies and free-time activities and then moving on to look at eating habits and fast, healthy food. The health and environmental implications were also considered. In the next phase the pupils gathered traditional recipes and jointly produced a recipe book. The pupils also suggested documenting events relating to the project on TwinSpace, for instance an educational outing to a supermarket to explore the theme of packaging and lessons about water led by guest experts. The pupils also decided to create a trilingual dictionary, to be kept up to date by both partner schools.

Curricular Integration and Collaboration with Colleagues

The project was integrated into the curricula of a number of subjects: Science, Mathematics and Technology with regard to the study of topics; English and ICT for communication and the gathering of materials; and into the institute's Health, Environment and Citizenship modules. The project was proposed by the English teacher, who coordinated with the Technology, Science and special needs teachers. Each teacher devoted 33 hours to the project, for the most part in school hours, though there were also some extracurricular activities.

Involvement of the School and Local Community

Parents were involved in collecting recipes. The outcomes were presented during the open day and the end-of-year show. The project was encouraged and supported by the headteacher, financed by the local council and appreciated by pupils, teachers and parents. The Education Section of SlowFood sent a message of appreciation and material about biodiversity.

ICT Tools Used

The pupils used PowerPoint for the group work, Word for the recipes and Excel for the trilingual dictionary. Communication took place through TwinSpace and via email; the pupils were put in pairs and they checked their mail from the school's computer lab (available for an average of two hours a week). The English lessons started with an update on messages and materials received from the partner and decisions regarding the next phase. The computer was a functional part of the activities and an essential means of communication for completing the project. The pupils learnt to plan what they were going to do, to organize themselves and to overcome practical difficulties.

ITALIAN SCHOOL: ISTITUTO COMPRENSIVO "G. PERLASCA", BAREGGIO (MI)

COORDINATOR: MARIANGELA BIELLI

SUBJECT TAUGHT: ENGLISH

AGE OF PUPILS: 11-12 YEARS

PARTNER SCHOOLS: C. P. SAN MARTÍN, GARGANTA LA OLLA (SPAIN)

TEACHER: FAUSTO FERRERO



Results

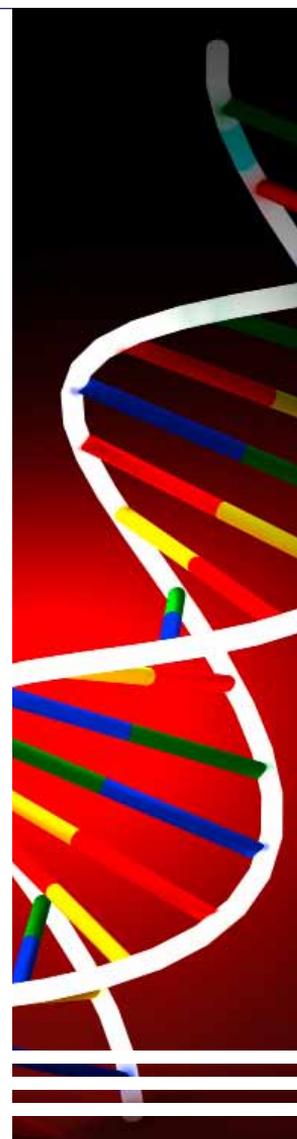
The motivation of the pupils grew steadily and they tackled the tasks assigned to them in the various subjects with enthusiasm. The teachers also collaborated continuously, and the project offered new opportunities for cooperation with colleagues and pupils alike. The project required a combination of teaching and organizational skills, and helped to develop competences in Science, Technology and English. The pupils studied diet and nutrition, the organization of food production and distribution, sustainability and traditional recipes. They learnt to analyse, collaborate, exchange and discuss ideas, look for solutions, use ICT tools and to communicate in English. They displayed great curiosity and developed an awareness of the consequences of technological progress at an individual and community level, and a capacity for critical evaluation.

Transnational Collaboration

After exchanging ideas about and registering the project, there was regular contact (often on a daily basis) with the Spanish colleague to define the timeframe and to swap views and advice about how to manage the pupils' involvement, organize the groups and draw up a common model for the written outcomes. The working methods were shared so the initial idea could be developed and additions made as ideas cropped up in the course of activities (Healthy Break Week, making bread at school, trilingual dictionary and recipe book, etc.).

Organization of Activities

Activities were carried out individually and in groups, and involved 22 school children aged 11-12, many of whom also worked on the project at home. Everyone had their own TwinSpace account, and pupils familiar with ICT acted as tutors for their peers. All the participants learnt to manage their personal mail and other ICT tools and to organize themselves efficiently. Both the Italian pupils and the partners worked enthusiastically to realize the outcomes in response to issues that arose in the course of the project.



Link

TwinSpace: <http://twinspace.etwinning.net/launcher.cfm?lang=it&cid=20134>



CASCO. ARCHITECTURE AND MATHEMATICS

Project

The name of the project derives from the “twinning” of the names of the two schools: **CA**moens-**boSCO** = **CasCO**. The resulting word, *casco*, has the same meaning in Spanish and Italian, namely “safety item on building sites” (hard hat), and is associated with the theme of architecture. The goal of the project was to encourage pupils to study geometry and history through analysis of the architectural forms of medieval buildings. With the assistance of local bodies and associations (the City Library, the Cultural Affairs Department of the City Council, the Association for the Dominican Monuments of Mantua), the pupils of one class gathered photos, measurements and historical information about the construction of their city. Research carried out on the internet provided further data. The results were then shared with the partner school. Pupils were able to learn about and appreciate works of art associated with their history and culture, to study observed geometric forms with a specific software programme (Cabri), to process the data with 3D modelling software (Autocad), and to consider similarities and differences in architectural styles from the same period in different parts of Europe (Italy and Spain).

Curricular Integration and Collaboration with Colleagues

The project was carried out in the 2 teaching hours devoted to Computer and Communication Technology. The class went on guided tours (the History and Maths teachers were also present), did research and in-depth study, and documented their activities on the eTwinning space. 5 hours of History lessons were used to introduce the Middle Ages, 10 hours of Maths for constructions with Cabri (architectural proportions, isometries, etc.), and 5 hours of English for translations.

Involvement of the School and Local Community

Parents were informed of the project by means of a specific circular letter. Two other parallel classes were also involved by the History and Maths teachers in historical research and activities using Cabri. With a third class, the Mechanical Technology teacher reused the measurements of some monuments with Autocad. Online documents on the school’s intranet system and others posted on the eTwinning site helped to disseminate the results to the teaching staff. The involvement of the above-mentioned cultural bodies was also essential.

ICT Tools Used

Besides software for geometry and the modelling of solids, the pupils used Office for word processing documents, various browsers for research and the eTwinning space for publishing, sharing and collaborating. Digital cameras helped the pupils to rediscover and appreciate artworks in their own city and facilitated understanding of their culture and sense of identity.

ITALIAN SCHOOL: IIS SAN GIOVANI BOSCO, VIADANA (MN)
COORDINATOR: CARLA TABAI
SUBJECT TAUGHT: MATHEMATICS
AGE OF PUPILS: 15-18 YEARS
PARTNER SCHOOLS: IES LUIS DE CAMOENS, CEUTA (SPAIN)
TEACHER: GONZÁLEZ MOREAU, SERGIO



Results

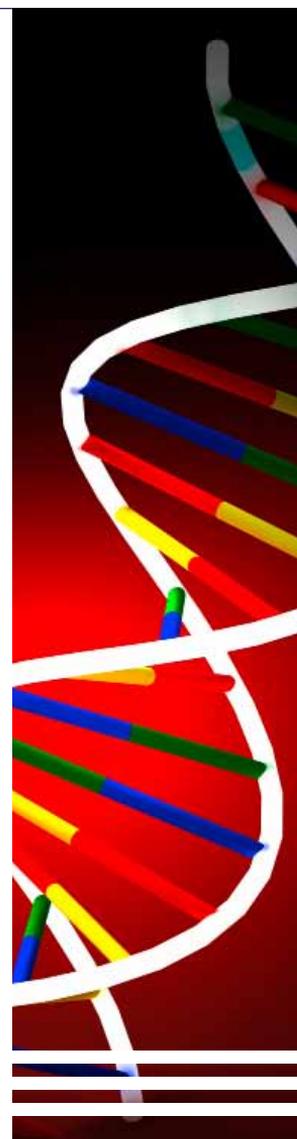
Acquiring a basic vocabulary in the partner's language and exchanging ideas about methods were the priorities in terms of the teachers' professional development. The most significant results in relation to pupils' competence in the development/application of mathematical thought were: getting out of the classroom and "discovering" buildings in their local area; acquiring a set of tools for reading artworks; and consolidating their knowledge of geometry by addressing specific issues in architecture and using appropriate software.

Transnational Collaboration

The coordinators of the two partner schools maintained weekly contact via email during the first month, writing in English. Subsequently, they used their own mother tongue, trying to use simple language. The eTwinning space was used to publish worksheets and to swap ideas about teaching methods, although each teacher worked according to the specific needs of their own pupils. Interaction between the pupils of the two countries was asynchronous, and involved a sharing of knowledge through the publication, analysis and comparison of outcomes on the eTwinning space. In fact, the main focus was on *collaborative work* in the classroom and during field trips. The most intense moment of interaction concerned the competition to create and vote on the project logo.

Organization of Activities

The pupils worked in groups (the teachers appointed a group leader) on a specific area of research regarding medieval architecture (castles, monasteries, cathedrals, cities, buildings around us), and were given a different task on each tour (interviewing the guide, report writing, photos, measurements). Each pupil took part individually in the competition to create a logo for the project and prepared a final presentation. The work in the multimedia lab was conducted on a collaborative basis, both within and between the various groups.



Link

TwinSpace: <http://twinspace.etwinning.net/launcher.cfm?lang=it&cid=22688>



Examples of Quality for Social and Civic Competences



Examples of Quality for Social and Civic Competences

by Silvia Dell'Acqua

eTwinning National Support Service (ANSAS, formerly Indire)

What will upright “XXI century citizens” be like? What will they need to know how to do in order to exercise a complete citizenship and hence play the leading role in their corner of Europe? What skills will they need to fulfil their individuality and sociality? Questions like “How?”, “What?”, “Which?”, “Why?”, “How many?” come to our mind and need a concrete answer. We need the future to tell us what will happen. However, the future is made up of many present times: by committing ourselves today, we can build the answers to the questions we pose “today” about “tomorrow”.

A European citizen with civic and social skills is seen as an individual in search of self-fulfilment as a human being; in order to interact constructively with the others, each European citizen has to know which are the democratic cornerstone and pillars of our society. The European Recommendations on key competences for lifelong learning refers to citizen’s personal and social sphere. Main passages quote: “...personal and social wellbeing;...achieving optimum physical and mental health”; “...knowledge of the concepts of democracy, justice, equality, citizenship and civil rights”.

The Report issued by the European Commission “Improving competences for the 21st Century: An agenda for the European Cooperation on Schools”, also looks to the future with a constructive eye, providing a good starting point for the building up of many present times, in order to achieve fruitful results in the future. “Economic and social changes in the European Union bring new opportunities and challenges. Young people need a wider range of competences than ever before to flourish, in a globalised economy and in increasingly diverse societies. Many will work in jobs that do not yet exist. Many will need advanced linguistic, intercultural and entrepreneurial capacities. Technology will continue to change the world in ways we cannot imagine”.

That is, indeed, fascinating: no one has any idea what these new professional areas in the Europe of the future will be like, but the good news is that from now, we can be prepared for the future, concentrating on what competences we need to acquire, choosing which ones to specialize in according to our personal inclination, while trying to understand where Europe is heading.

European society and knowledge often coincide: we learn “with” others; learning is a common experience with a strong social connotation, where the relationship of the individual with others is inbred. Citizens live together in the society, at school they learn together with their teachers and classmates: new technologies build a bridge between school and society. Unless this bridge is crossed, it is hard to become complete citizens, acquiring the civic and social skills required today to build the present times that will answer our questions about the future: without digital competences, we are only half citizens of the 21st century, and without social skills we lack the awareness that will help us see the digital world as a chance to grow.

The projects we selected pave the way for the future: the e-round table on travelling as a life experience in search for a better world (*A la recherche du meilleur des mondes possibles*); an imaginary bridge from the Mediterranean to the Atlantic (*Un pont tout français: de l'Atlantique à la Méditerranée*); a reflection on democracy starting from an analysis of our way of life (*Demokratie in Europa: Danemark und Italien and Democracy in Sweden and Italy*); conflict situations typical of adolescence stemmed by learning more about our-own and eTwinning partner countries (*Folk culture: an unforgettable resource*);

sharing cultural heritage beyond national boundaries to avoid isolation (***Sharing our World - Condividere il Mondo***); European citizenship through language education (***Europando: Small European Citizens Write***); a reflection on personal behaviour to improve participation in social and working life (***You, us and the others, our roots and yours***); movies, photographs and interviews on old crafts, the key to explore new knowledge paths used in the past.



À LA RECHERCHE DU MEILLEUR DES MONDES POSSIBLES

(IN SEARCH OF THE BEST OF
ALL POSSIBLE WORLDS)

Project

The project was set up with the intent to find, build and hand down the best possible world, through research, reflection and introspection among different cultures. A telematic round table was constructed around the common points to be considered: country, religious and culinary traditions, and local history, as a reflection and projection of the new European citizen. A collection of written accounts took shape through *les mots de papier* (words on paper) regarding fellow citizens and people from the respective home towns who emigrated to France, Belgium and America, with subsequent real and virtual reproductions of a voyage in many ways painful, yet filled with hope. The knights of this round table were Italian, French, Greek, Romanian and Slovakian pupils.

Curricular Integration and Collaboration with Colleagues

Mirto-Crosia was once a town of emigrants: in the Form III classes, each pupil interviewed grandparents, friends, uncles and aunts; online research was carried out to find data and produce materials. For many of the pupils, the subject of the multi-disciplinary interview during their final exam regarded the work carried out during the project. Colleagues contributed by placing their computing, historical and musical skills at the pupils' disposal during the hours of team teaching and, where necessary, during afternoon sessions with the working groups.

Involvement of the School and Local Community

The school was informed of the project and the head teacher agreed to it entirely and provided maximum collaboration, realizing the interview: "The importance of eTwinning as a means of promoting key competences". Parents were interviewed by their own children on the theme "European citizens, Europe belongs to the people". Meetings and debates between working groups and open classes were organized, with the relative drawing up of proceedings and the creation of an online newspaper.

ICT Tools Used

The following tools were used: PC for data processing through the creation of a DVD and PowerPoint presentations; the information was gathered through field research. The pupils became the authors and promoters of the transmission of a common legacy that must not be forgotten.

ITALIAN SCHOOL: SCUOLA MEDIA "VINCENZO PADULA", MIRTO - CROSIA
COORDINATOR: CARMELA VULCANO
SUBJECT TAUGHT: FRENCH
AGE OF PUPILS: 11-14 YEARS
PARTNER SCHOOLS: SOALA "LIVIU REBREANU" MIOVENI, ARGES (ROMANIA)
TEACHER: MARIA BADICA



For a complete list of the partner schools, see the project description on <http://www.etwinning.net>

Results

Pupils and teachers participating in the project extended the geographical borders of a small town overlooking the Ionian Sea and personally experienced a Europe made up of many peoples. The result was the acquisition of a sense of respect and a valuing of history, seen as a warning and as a projection towards the future of free individuals and citizens conscious of their role in society. The materials produced included: "Les mots de papier: a DVD on emigration to Ellis Island; "Simu taliani paisà - l'immigration italienne dossier", a PowerPoint presentation on emigration from Southern Italy to France, Belgium and America; "La tragédie de Monongah", a PowerPoint presentation on the tragedy caused by the Monongah mine explosion in Virginia, where many children lost their lives.

Transnational Collaboration

Teaching materials were exchanged via Instant Messenger or snail mail with the French, Slovak and Greek schools. The Romanian school placed the materials produced by its pupils on a blog that could not be accessed, but all the partners received our materials by snail mail. The pupils grew and matured on a human and civic level, based on a diversity that leads to unity when shared and valued. Interaction made it easier for the students to get to know each other through participation in the project activities, such as research on subjects the students had in common. The contact frequency was average, which depended mainly on lack of time and the limited availability of multimedia structures. The main tools used were the computer and Instant Messenger.

Organization of Activities

The project involved all class levels of the lower secondary school (1^o, 2^o and 3^o). The 1st classes developed the theme of traditions, giving people who have little or no voice in society the chance to make their voices heard. The elderly people consulted recounted ancient traditions and cooked confections typical of a Mediterranean culture that is fast becoming extinct. The 2nd classes gave a brief description of the small seaside town, while the 3rd classes carried out more substantial work on the theme of emigration by interviewing emigrant grandparents, uncles and aunts, relatives or cousins.





UN PONT TOUT FRANÇAIS: DE ATLANTIQUE À LA MÉDITERRANÉE

(AN ALL-FRENCH BRIDGE: FROM THE ATLANTIC TO THE MEDITERRANEAN)

Project

The project took shape from a collaboration between Italy and Portugal, as well as Morocco and France. An “Active Citizenship Lab” was created where pupils acquired, analysed and disseminated knowledge in a social and inter-subjective space. Starting from the class and family microcosm and each school’s specific cultural territory, a virtual bridge from the Mediterranean to the Atlantic was created to connect the various countries involved.

Curricular Integration and Collaboration with Colleagues

The project was inserted in the school’s Annual Educational Plan and the themes were linked to the student curriculum - not only in terms of content but also from the methodological point of view in relation to motivational and behavioral aspects. The project was approved by the class council and a person was also appointed to act as a point of reference.

The project involved the following subjects: French, Law, Religion, Art, Computer Science, French Conversation. The weekly, one-hour lesson often took place in the Language Lab. A trainee teacher also took part in the project.

Involvement of the School and Local Community

Also selected as a MedTwinning project, the project concerned classes of the same age and interests, in collaboration with other classes that contributed their computing skills to prepare a video that was presented in Rome. A trainee teacher organized meetings among students to help them choose a subject for brainstorming activities. The presence of a young *guide* favoured socialization and inspired even the shyest pupils to contribute. Details of the project were posted on the school and the *Istruzione Sicilia* (Education in Sicily) websites. An article was also published in the local press.

ICT Tools Used

Chat, email, MSN, Skype, webcam, sms, wiki, blog, podcast. The eTwinning space proved highly useful and was much appreciated by the students who had free access to it, thanks to a password created exclusively for the class. A website contains all the material produced so that it can be viewed and shared with the other project partners.

ITALIAN SCHOOL: LICEO GINNASIO “RUGGERO SETTIMO”, CALTANISSETTA
COORDINATOR: ROSSANA PINTUS
SUBJECT TAUGHT: FRENCH
AGE OF PUPILS: 17-18 YEARS
PARTNER SCHOOL: ESCOLA SECUNDARIA CARLOS AMARANTE, BRAGA (PORTUGAL)
TEACHER: ADELINA Mouro



Results

The teacher added to her experience by coming into contact with different working environments, questioning the effectiveness of teaching methods and methodology, completing a task and setting in motion and orchestrating internal resources while using external ones consistently and fruitfully. Students improved their ability to work in multicultural groups using a foreign language, learning to respect delivery dates and deadlines, to collaborate and share, to transform opinions into decisions. They learnt to organize their learning process through effective time and information management, becoming more aware of their own learning processes and needs. The sphere, consisting of ideas, behaviour, feelings and solidarity, emphasized the social aspect.



Transnational Collaboration

Collaboration with Portugal was excellent: some of the meetings took place with the actual presence of students, others on a weekly basis, in the evening or using Skype and a webcam. More than one multicultural working group was set up in each class, creating real “ideas and thinking labs” through the use of ICT. As the Moroccan did not have a multimedia lab at their school, they went to an Internet-point or entrusted their work to their teacher. One of our students met a Moroccan student in Rome.

Organization of Activities

The project included both individual and group phases. All pupils had their own web page, to introduce themselves to the rest of the pupils involved. Each group had the same number of students of the four different nationalities, who developed the chosen subject on a shared wiki page. Specific roles and deadlines were assigned and each group published and discussed its own work.



Link

Googlepages: <http://jeunesenligne.googlepages.com/>





DEMOKRATIE IN EUROPA: DANEMARK UND ITALIEN

Project

With education for citizenship in mind, the aim of the project was to invite pupils from two parallel classes (Italian and Danish) to contemplate democracy, starting from their own reality and comparing it with that of the partners. The basic idea was to focus on contemporary social themes to achieve more effective collaboration among students in the eTwinning community's TwinSpace, in a lingua franca (English, German) and using ICT. Each transnational working group was given responsibility for researching one aspect of the theme. The information gathered online and in the pupils' own area laid the foundations for the production of materials in the chosen language.

Curricular Integration and Collaboration with Colleagues

Pupils were invited to read and interpret legal provisions as elements of a legal system, elaborating concepts and messages in the chosen foreign language and producing electronic documents. The Law teacher established deadlines, organized the virtual space (general and work group archives and forums), guided the legal research, coordinated the preparation of materials and use of the virtual space. The language teachers (German, English) supervised the language and communicative aspects of the materials as well as virtual discussions.

Involvement of the School and Local Community

The eTwinning project was previously approved by the class council, where parents were also present. The results were presented to pupils and teachers from other classes on "Europe Day", a special day organized in the school during the month of May by the "Educating towards Europe and Globalization" Committee and the teaching staff.

ICT Tools Used

The project involved both synchronous (chat) and asynchronous (forum) collaboration. Chat sessions are important from an emotional and motivational point of view, but can be distracting: students tend to let feelings dominate their meetings with other students, with respect to the importance of the discussion. Forums make it possible for students to keep trace of their work. A balanced use of the various tools was attempted during the project.

ITALIAN SCHOOL: ISTITUTO TECNICO STATALE PIER PAOLO PASOLINI, MILANO

COORDINATOR: DORIS VALENTE

SUBJECT TAUGHT: LAW

AGE OF PUPILS: 16-17 YEARS

PARTNERS: HOEJE TAASTRUP GYMNASIUM, FROEGAARD ALLE 2

DK 2630 TAASTRUP (DENMARK)

TEACHER: GURLI HAGENSEN



Results

Each working group carried out the assigned tasks in a responsible manner and produced the requested materials. By working in small groups, students could express themselves and develop content, language and communication skills. The important construction of a virtual space, both in working group sub-areas and general areas (with forums and archives), made it easier to identify spheres of participation. Use of the space and sharing of materials created familiarity and collaboration among the pupils and encouraged them to reflect on what they had managed to achieve.



Organization of Activities

The pupils were divided into transnational groups made up of 3 pupils from each class. Each group was assigned a subject that had to be researched and discussed at a distance (through forums and chat sessions). Afterwards, pupils were asked to draft key questions (in German/English). The results were placed in the Twin Space group archive and subsequently compared with those prepared by other working groups. Pupils expressed their creativity by formulating questions, searching for scientific answers and preparing the presentation.

Transnational Collaboration

After reviewing our proposal, the teachers working in the partner school adhered to the project. Deadlines and working methods were defined through the use of TwinSpace tools (forum, email) and the partners remained in constant contact. The final debriefing included an evaluation of the positive aspects and difficulties. The project lasted a month, and during that time student interaction developed as follows: first meeting with the partners and familiarization with the platform, formulation of key questions, exchange of materials, messages in the group and general forums and chat discussions, final debriefing. National subgroups researched information on their respective themes, produced materials (4 hours) and examined those received from the partner.



Link

TwinSpace: <http://twinspace.etwinning.net/launcher.cfm?lang=it&cid=17089>





FOLK CULTURE: AN UNFORGETTABLE RESOURCE

Project

The project was set up as a strategy to stem the conflictual situations typical of adolescence and the misunderstandings also arising from an increasingly multicultural reality that often generates prejudice and stereotypes. First, the meaning of “folk culture” was considered, then the pupils pinpointed the major fields of interest and importance, in order to extend their knowledge of their own and the partner country. In the final phase, through the work produced from the sent materials, the pupils of both countries verified how much the respective partners had learnt about the culture of their home country.

Curricular Integration and Collaboration with Colleagues

The project was developed by students from the 1st, 2nd and 3rd class of the secondary school of Londa, with teachers of English, Letters, Computer Science, Science, Technology, Art and Music. “Folk culture” acted as a means to present the content of the indicated subjects in a functional and motivating way. The English and Computer Science teacher acted as coordinator and was in charge of the project.

Involvement of the School and Local Community

The greatest impulse was provided by the pupils, who talked about the project in formal and informal situations, and by their parents who showed spontaneous interest in eTwinning, bringing their own contribution to the work. The exchange of visits with the partners also motivated the highest local authorities, who confirmed the desire to open Italy’s doors to Europe, supporting a twinning between local councils.

ICT Tools Used

The Office package was used to prepare texts, graphics and Power Point presentations, while video cameras, cameras, scanners and recorders were used to gather personal accounts. TwinSpace was very useful in helping pupils get to know each other, for organizing work and for circulating the outcomes. Through the blog, pupils from the 3rd class came into contact with information society technology.

ITALIAN SCHOOL: SCUOLA SECONDARIA DI 1°GRADO DI LONDA
COORDINATOR: MARIA GIUSEPPA MAGLIOCCA
SUBJECT TAUGHT: ENGLISH
AGE OF PUPILS: 11-14 YEARS
PARTNER SCHOOL: ZESPÓŁ; SZKOLNO-PRZEDSZKOLNY (POLAND)
TEACHER: MARIA ZAOR



Results

The behaviour of the pupils improved and they related to their peers with a more open mind. The direct relationship with a different country prompted personal reflection and broke down the high wall of prejudice which was strong at the beginning of the experience. Teachers found a way to cooperate, which is not easy in secondary school and managed to learn more about the use of ICT, enjoying themselves at the same time. Moreover, relationships with pupils became more relaxed and characterized by reciprocal trust.

Transnational Collaboration

Activities were planned quite frequently by the coordinating English teachers at the beginning of the project and in occasion of the visits, whereas, in other moments of the year they were planned on a weekly or biweekly basis. In any case, communication served both to complete the activities and to get to know each other better. Pupils from both countries were organized in national interdependent groups: they worked together on a theme on a monthly basis and exchanged material produced on the subject every fifteen days. The pupils contacted and were contacted by their partners, using the resources offered by TwinSpace, Skype and sms.

Organization of Activities

The activities took place in class groups and open classes with mixed student groups, since the choice of the subject to be developed was made in classes separated according to student interests. Students learnt who their respective companions in this adventure would be only after this choice was made. This was the most delicate part of the project, but at the same time, it was also the most interesting because the aim of the project was to "favour reciprocal knowledge to solve conflictual situations". Pupils and teachers shared tasks, identifying roles and establishing work methods and deadlines, although these were sometimes individual. Most of the activities were carried out at school, but homework was also given.



Link

Blog: www.brothersinblog.splinder.com





SHARING OUR WORLD - CONDIVIDERE IL MONDO

Project

The partner schools, which were both embarking on their first eTwinning experience, based the project on social and civic skills to satisfy a need linked to their particular reality. Both are located in small towns that are rich from an artistic and cultural point of view, but which risk becoming inward-looking and self-contained due to their isolated geographical position. The aim was therefore to stimulate pupils to interact and communicate with others, broadening their attitudes to diversity, and laying the foundations for a broader notion of identity. The focus was on helping the participants to become aware, through contact between pupils and the two communities as a whole, that retreating into one's own environment, no matter how privileged, is limiting and discriminating, and that we must learn to see other people as a resource and the key to understanding ourselves.

Curricular Integration and Collaboration with Colleagues

Curricular integration was guaranteed by the inter-disciplinary nature of the project. All the teaching staff supported it, participating according to the subject they taught. The aim was to expand the curriculum, not with more activities, but by giving a European dimension to the ones already planned. During their regular lessons and in team-teaching contexts, each teacher favoured strategies that developed pupils' interest in diversity, their ability to collaborate and their knowledge of the reality that lies beyond common prejudice.

Involvement of the School and Local Community

The project was approved by the staff, inserted in the school's Annual Education Plan and activated by the class councils concerned. Community participation was our strong point: meetings between parents, pupils and teachers, local bodies, the press, TV and associations were held on a regular basis. In two years, four eTwinning days were organized to inform parents and the community, as well as two meetings between the teachers. Two weeks of Italian and Hungarian culture in the respective countries, jointly organized by the schools and the two cities concerned, are also included in the project.

ICT Tools Used

The project grew in step with the community and with the computing skills of the pupils and teachers. ITC was, in fact, a new tool for Italian students, since their school only had one PC. The results in the first year were so encouraging that local bodies and the school financed the purchase of a language lab. ITC (particularly chat sessions and forums) intended as a means of communication and sharing helped to make the whole experience real rather than virtual.

ITALIAN SCHOOL: SCUOLA SECONDARIA DI 1° GRADO "ARNOLFO DI CAMBIO"

CASOLE D'ELSA (SI)

COORDINATOR: LAURA MAFFEI

SUBJECT TAUGHT: HUMANITIES

AGE OF PUPILS: 6-13 YEARS

PARTNER SCHOOL: ORCZY ISTVÁN ÁLTALÁNOS ISKOLA, SZEGED (HUNGARY)

TEACHER: MONIKA KISS



Results

Teachers not only honed their computer skills but also developed professionally in a more general sense: working in transnational teams, they shared strategies for teaching heterogeneous groups, developing innovative pedagogic approaches and devising common paths to highlight student talents and difficulties. The students developed more conscious and collaborative behaviour, the inclusive environment encouraging them to *feel good* about themselves and others. Beyond the positive spin-offs, particularly in L2, the most important goal was having constructed a series of *relationships*: a true encounter between the local, cultural identity and the European one.



Transnational Collaboration

The teachers were in constant contact, in Italian and English, both via the TwinSpace portal and by email, telephone, fax, snail mail or through meetings. Besides project management, teachers discussed the various school systems, sharing tools, materials and methodologies. The students participated in every phase: all tasks were jointly carried out within the same deadlines, in elective transnational groups. Peer learning and lessons on a *many-to-many* basis (not on a *one-to-many* basis nor on a *one-to-one* basis such as the traditional e-pal) were encouraged for the development of civic skills. Direct contact occurred on a weekly basis in chat sessions or forums, with a prevalence of the latter, since synchronous tools were penalized by the time difference and the organization of the school timetables.

Organization of Activities

Priority was given to organizing students in groups, preferably elective ones, with pre-established times in class and at home, to carry out homework of an organizational-collaborative nature and involving teamwork. This flexible path was adopted along the way in response to class needs. The self-evaluation and meta-cognitive competences developed by all the participants enabled them to exploit their skills in relation to others in the best possible way, to behave responsibly and to compensate for each other's weak points.



Link

TwinSpace: <http://twinspace.etwinning.net/launcher.cfm?lang=it&cid=9329>

School Magazine: <http://www.toscana.lafragola.kataweb.it/siena/medie/adicambiosedestacc-casoleledsa/>





EUROPANDO: PICCOLI CITTADINI EUROPEI SCRIVONO

(EUROPANDO: LITTLE EUROPEAN CITIZENS WRITE)

Project

The aim of the project was to help pupils acquire a sense of belonging to the European Community through reciprocal knowledge and awareness of the need to share a common language in order to communicate. Students introduced their school and their living environment, communicated experiences and feelings and shared knowledge about citizen rights and solidarity. They discovered, appreciated and exploited group work with other EU students, honing their skills for future collaboration. Through the development of common themes they identified social and civic equalities and differences and reflected on the importance of active citizenship.

Curricular Integration and Collaboration with Colleagues

Citizenship was experienced in terms of linguistic education with a social purpose: “The development of wide-ranging and confident linguistic skills is essential in order to... exercise citizenship to the full.” Nine primary school and one nursery school class participated in the project. The project committee informed teachers of the developments and decisions made during the meetings. The teacher in charge coordinated group activities and handled relations with European colleagues.

Involvement of the School and Local Community

The teaching staff introduced the project to parents during class and interclass councils. The project was included in the Annual Education Plan and posted on the school’s website. The head teacher supervised the development of the activities. Wall charts were hung up in class and in school corridors. Parents contributed to research and translation activities.

ICT Tools Used

Communication took place through the eTwinning platform, in the forum and through the exchange of information and activities. The Office package and other software were used. MagazineFactory gave pupils the chance to work in class as a team of journalists and the opportunity to publish their own e-zine online.

ITALIAN SCHOOL: 1° CIRCOLO DIREZIONE DIDATTICA DI LAURIA (PZ)
COORDINATOR: CARMINA IELPO
SUBJECT TAUGHT: ITALIAN, HISTORY, ART AND IMAGES, MUSIC, RELIGION
AGE OF PUPILS: 5-11 YEARS
PARTNERS SCHOOL: C.R.A. SAN MARTIN (SPAIN)
TEACHER: MONTESERRAT CACHERO LÒPEZ



For a complete list of the partner schools, see to: <http://www.etwinning.net>

Results

Pupil interaction led to them learning more than they would if they had just been in class. The adopted methodology - group work, the participation of everyone and joint decision-making - promoted individual and group responsibility and the exercise of the rights and duties of a responsible citizenship. The chance to inform others (and in turn to be informed) about their social and cultural reality increased and aroused pupil interest to learn more about similarities and differences in the European Union.



Transnational Collaboration

Constant collaboration with colleagues in the forum and by email in relation to the project and comparison of methodologies facilitated the development of activities and increased pupil interaction. Activities on bullying carried out by Spanish and Italian children in response to the need to learn more about and reflect on certain fundamental rules of behaviour between pupils were developed in a collaborative climate. Activities included reading, discussion, research and analysis of fairy tales and news stories, and knowledge of legal sources: our Constitutions, the UN Convention on the Rights of the Child, the EU Charter on Fundamental Rights.

Organization of Activities

Activities in small groups facilitated collaboration towards a common objective. Through the creation of a constructive environment, it was possible to apply a basic rule, namely that views should be exchanged and compared in a democratic fashion. Thus motivated, the activities led to a closer attention to vocabulary, data research, careful documentation, respect for other people's values and greater knowledge of other Community languages.



Link

Blog: <http://europando.wordpress.com>





NOUS, VOUS ET LES AUTRES: NOS RACINES ET LES VOTRES

(YOU, US AND OTHERS:
OUR ROOTS AND YOURS)

Project

The project focussed on the origins of each one of us, our traditions and values, and involved comparison and engagement with others as well as our neighbours. We started by looking afar, which enabled us to reflect upon our own behaviour. Particular attention was devoted to personal, interpersonal and intercultural competences, which concern all forms of behaviour and make it possible for a person to participate in the social and working life of a society in a more effective and constructive manner and to resolve conflict where necessary. Once we found a Portuguese colleague with the same needs, we started a project in which we had a shared interest, with the creation of a blog among our primary objectives.

Curricular Integration and Collaboration with Colleagues

Projects on life skills are prepared in the school each year. A group of colleagues decided to include an activity involving a publication and to look for a partner school that would help to understand the origins of each family and reflect on the social integration problems experienced by grandparents, parents and by the pupils themselves. The group of colleagues cooperated in a useful way, each according to their respective skills, successfully processing the collected data.

Involvement of the School and Local Community

The degree of participation by other staff members was quite high during the phases in which the results were examined and discussed by the pupils. The project was presented on the European Day of Languages (26 September 2007) and at the Club for Europe in Portugal. The pupils worked in small groups, with each person being responsible for a specific task. The final purpose was to encourage the exchange of opinions and experiences between students who do not always communicate with each other.

ICT Tools Used

The eTwinning portal including the email, chat and forum supports; large files in the initial phase were sent through email providers. When the first problems in sending these files arose, we used Windows Messenger and Skype. Google Earth was a useful tool to research the hometowns of many students, parents and grandparents.

ITALIAN SCHOOL: ISITIP PONT-SAINT-MARTIN, ITALY

COORDINATOR: COSTANTINO SOUDAZ

SUBJECT TAUGHT: COMPUTER SCIENCE

AGE OF PUPILS: 17 YEARS

PARTNER SCHOOL: ESCOLA E.B 2,3/S DE MACEDO DE CAVALEIROS (PORTUGAL)

TEACHER: BEATRIZ GOMES SEIXAS



For a complete list of the partner schools, see to: <http://www.etwinning.net>

Results

With regard to the comparison, discussion and elaboration of opinions common to the entire class, the results exceeded our expectations. In other cases, however, the final outcome failed to meet the project goals, since no final elaboration of the results was produced. The teachers involved learnt to communicate effectively through computing tools, and to engage with colleagues with different working hours and views on Europe. Discussing social, rather than technical issues, with the Portuguese pupils proved particularly interesting.



Transnational Collaboration

The Portuguese colleague and the Italian eTwinning partner maintained regular contact, in French, from project approval to the end of the year. This five-month period of collaboration between two classes in different nations was so productive that we continued to use eTwinning as a basic tool for many other projects involving collaboration with schools in other countries. The most interesting part for the students was the exchange of initial information: reciprocal introduction and learning about the respective countries where the schools were located, which were inserted in the TwinSpace with the due privacy limitations.

Organization of Activities

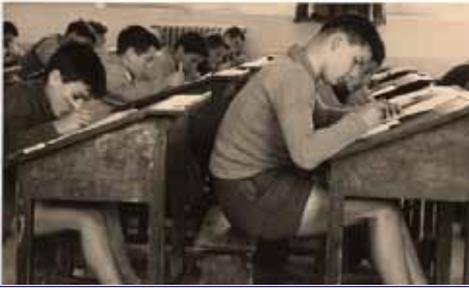
The various materials produced by the pupils were subsequently examined and discussed with the Portuguese colleague in view of effective project planning and to get to know each other better. Two attempts at an eTwinning chat did not work out perfectly, but encouraged the work group to continue exchanging messages via email, the latter being the main communication tool used by the students. Due to technical problems, it was not possible to create mixed work groups, but pupils engaged in constant teamwork in class.



Link

TwinSpace: <http://twinspace.etwinning.net/launcher.cfm?lang=it&cid=15094>

Blog: http://blog.eun.org/nos_racines_et_les_votres/



TRADITIONS AND OLD JOBS

Project

The project is based on the exchange and comparison of information, through films, photographs and interviews, about characteristic forms of employment in the areas in which the Italian and Swedish pupils live as well as shared or distinguishing traditions. Following a gradual learning path, the work produced by the students helped them discover other people beyond their own frontiers; starting from their own reality they were able to discover and see the value of their roots in a globalized era. Through the project, they also learnt more about their own local area, which helped cut across boundaries, making them feel part of a vaster European world.

Curricular Integration and Collaboration with Colleagues

The project falls within the cross-disciplinary curricular objectives of the Business Technical Expert programme and is an integral part of the school's English teaching goals. Students developed interpersonal skills, learning to relate to others in a collaborative and responsible manner. The French teacher helped during the planning phase, and the Spanish teacher put her computing skills at our disposal for an average of one hour per week.

Involvement of the School and Local Community

The head teacher inserted the project in the school's Annual Education Plan and an eTwinning team was also created. A teacher who is not a member of the teaching staff posted the project videos on the school website. Many family members were willing to be photographed, filmed and interviewed; they were all directly involved in the cultural exchange.

ICT Tools Used

ICT tools used included cameras, and digital video cameras and mobile phones for filming. The videos were made with Movie Maker and Pinnacle software. Students improved their skills in image processing, audio and digital recording. Mobile phones and cameras were useful in enhancing communication and knowledge since they were used to recount the students' own world and discover a different one.

ITALIAN SCHOOL: ISTITUTO D'ISTRUZIONE SUPERIORE "V. CAPIROLA" (LENO, BS)

COORDINATOR: EMMA MANCINI

SUBJECT TAUGHT: ENGLISH

AGE OF PUPILS: 16 YEARS

PARTNER SCHOOL: GKC (GNOSJÖANDANS KUNSKAPSCENTRUM), GNOSJÖ (SWEDEN)

TEACHER: BO JOHANSSON



Results

The project made it possible to aim for "know how", which provided new and interesting ideas for class work. The organization and realization of the project improved collaboration skills, and pupils became more independent in the use of ICT. The entire work was carried out in a strongly motivated environment, supported by constant creative stimuli. The pupils gradually came to feel a sense of belonging to the place they live in and came to understand how their cultural identity interacts with that of aninteracts with that of the European partner country.

Transnational Collaboration

Constant contact in English was maintained with our Swedish colleague through the eTwinning portal, chat and email. The same teacher's visit to our school was an enriching experience for all those involved, a chance to exchange views about the project but also about our respective education systems. Students worked in a parallel fashion, sharing and comparing opinions on the exchanged videos. Interaction started through the portal forums and continued at home, with frequent chats that were a priority tool for communication. Finally, the pupils got to know each other directly thanks to the cultural exchange. Reciprocal knowledge was thus followed by periods of synchronic teaching, which enhanced the project activities.

Organization of Activities

Guidelines were decided in class and work groups were formed. Filming and research of materials was carried out at home, but they were selected, translated and edited in class. Entrusting each group with specific tasks requiring responsibility and organization as well as strict deadlines taught the students to collaborate and become more independent. They also improved their foreign language skills and demonstrated their ability to use ICT usefully and creatively.



Link

Sito Web: <http://www1.popolis.it/capirola/sito/etwinning/etwinning.htm>



Examples of Quality for the Competences of
Cultural Awareness and Expression



Examples of Quality for the Competences of Cultural Awareness and Expression

by Alexandra Tosi

Twinning National Support Service (ANSAS, formerly Indire)

An overall analysis of existing eTwinning projects shows that although many of them relate in some way or other to the competence of Cultural Awareness and Expression, only a few make it their real teaching objective, apart, that is, in the more traditional sense of a reciprocal knowledge and *awareness* of different cultures. There is still limited awareness that cultural *expression* and creativity are also important for the process of lifelong learning, for shaping a “complete” person who will then be equipped for the challenges of school, work and life in general. Often, in fact, it seems impossible to “see beyond” the curriculum and the education programme, in which, especially after primary school, such competences receive little application, if not as a motivational incentive or an entertaining diversion.

Despite numerous difficulties, some eTwinning projects have succeeded in fully exploiting existing opportunities, in occupying free spaces in curricula and developing, more or less consciously, the competence in question. The twin notions of cultural awareness and expression contained in the definition found in the Recommendation leave plenty of scope for different interpretations and project applications, above all in the context of the innumerable creative and innovative teaching possibilities offered by eTwinning.

The artistic/cultural artefact and creative expression may constitute the idea or inspiration underlying an eTwinning project. They may simply be the tool used to achieve objectives that lie outside the artistic and cultural sphere, but which nonetheless activate, more or less consciously, an artistic and cultural process of a certain significance. They may be the end result towards which an entire project is directed. Finally, of course, they may be all of these things together.

In the context of the eTwinning projects, art may be treated in a traditional fashion, as the study of its history, works and monuments, taking as a starting point the local reality of the partner schools. An alternative approach might be to analyse aspects closer to young people’s experience, using such things as strip cartoons, video games, digital music, video clips and other multimedia work, which are all part of contemporary popular culture. A further approach could be to focus on the expression of feelings and a creative and personal reworking of reality through the many possibilities offered by new forms of multimedia communication and expression.

There are many different directions an eTwinning project could take, which encounter limits but also potential only in the context in which they are conceived, in the originality of the chosen idea, in the ways they are activated, in the ICT tools that are used, in the active and emotional involvement of the pupils, in personal inclinations, in the practical organization of the activities and in the choice of outcomes. Cultural expression and eTwinning teaching is, then, a formidable combination, an endless source of possibilities and of creative teaching combinations which, through the personalization of learning paths according to the personal interests of teachers and pupils, permit the free expression of each person’s individuality, develop artistic and cultural skills and foster an awareness of one’s own creative potential.

The year 2009 has been designated the European Year of Creativity and Innovation, which will provide plenty of opportunities for becoming aware, in a long-term perspective,

of the fundamental role of creativity and of artistic and cultural competences in the learning process, and for exploring these issues further.

Eight projects have been selected to serve as practical, though by no means exhaustive, examples of how this competence can be interpreted and developed by eTwinning. So, for instance, there is art and culture understood as the expression of one's personality through artistic and literary faculties ('**On tourne!! Travailler ensemble avec le cinema**'); as an expression of one's own culture through music ('**Music through Europe**'); as an opportunity to analyse the ties between art and everyday life ('**Woman Undiscovered Beauty - Woman and Art over the Centuries**'); as a coming together and interaction between different cultures ('**Traditions across Europe**'); as an awareness of the cultural heritage ('**Twinning Sicily and Macedonia**') and of the differences and similarities in the cultures of the partner nations ('**Rencontres Romaines et Portugaises**'); as an expression of one's own emotions and the development of creative ways of representing reality ('**Te cuento lo que siento? Literatura y afectividad infantil**'); and finally, as the capacity to grasp the economic opportunities offered by one's own traditions and to transfer them into a professional context ('**The pizza business across Europe**').



ON TOURNE !! TRAVAILLER ENSEMBLE AVEC LE CINEMA

Project

In this project cinema was used both to improve pupils' understanding of literary discourse and also to help them discover other realities, and the differences, similarities and shared values expressed in many different "lives". The classes were given the opportunity to analyse and compare books, films, poems and video clips. Starting from their own core interests, pupils were able to gain an understanding of wider contexts. They then produced pieces of film criticism and creatively rewrote works. The final phase of the project involved writing a screenplay and making a short film. The chosen theme was 'Otherness and the Enemy', a fundamental issue in today's increasingly multicultural and multiethnic society.

Curricular Integration and Collaboration with Colleagues

The project was included in the school's Annual Education Plan and was done entirely in the teaching hours assigned to French L2, but tackled themes relating to Italian L1, History, Geography, Law, Art History, and was therefore closely tied in with the pupils' curriculum.

Involvement of the School and Local Community

The head teacher and school councils were informed about and regularly updated on the project activities. The pupils' parents were our most active assistants in that they were involved directly by their children in the productive phases and took part in "virtual class" activities through chat, Skype, wikis, etc.

ICT Tools Used

We used various forms of technology to achieve our practical objectives, as both pupils and teachers were already familiar with ICT. Tools helping to foster interaction (communication, cooperation, reciprocal correction, collective writing) between pupils, between teachers, and between teachers and pupils (wikis, blog, chat, forum, elearning platform, Google docs, Jack Pack, Messenger board) were particularly useful, as were those used for the realization of final outcomes, such as Sony Vegas, Movie Maker, podcast, etc.

ITALIAN SCHOOL: LICEO "F. CECIONI", LIVORNO

COORDINATOR: MARINA MARINO

SUBJECT TAUGHT: FRENCH

AGE OF PUPILS: 16-19 YEARS

PARTNER SCHOOL: LYCÉE JEAN MACÉ, VITRY SUR SEINE, PARIS (FRANCE)

TEACHER: SANDRINE ARAGON



Results

Although the students never saw each other *physically*, they had a *real* virtual class experience, swapping ideas and concretely producing work together. Using French and ICT they managed to understand and get to know each other, and to broaden their horizons towards other francophone and non-European cultures. With regard to language skills, the results exceeded the objectives because the language became a genuine means of artistic expression but above all a means of expressing themselves, enabling them to achieve a common goal through their own individual feelings and experiences. Organizing the screenplay writing, the directing and the search for locations, music and technical equipment also increased the pupils' sense of responsibility and greatly increased their independence and motivation.

Transnational Collaboration

The pupils worked in mixed groups. All the materials were shared in the virtual class, the most important place of exchange, through Wikis, chat, the oral and written documents portfolio, the forum and the links. We made our project an everyday activity, and pupils and teachers also worked closely together from home to achieve the predetermined practical objectives. The pupils carried out the slow, difficult collective writing of the screenplay with great creative enthusiasm and participation, and seemed not to notice the hard work and difficulties involved.

Organization of Activities

Adopting a project-based teaching approach, great emphasis was placed on group activities for achieving the objectives set by the pupils in the course of the project. The pupils were guided in their choices in a context of creativity, research/action and cooperation, and the teachers adopted a "facilitating" role in order to encourage independence in the learning process. Everyone involved in the project was given assessment and self-assessment charts, in the conviction that evaluation should also be a constructive and fun rather than a de-motivating part of the whole project.



Link

TwinSpace: <http://my.twinspace.etwinning.net/ontourne>



EUROPE THROUGH MUSIC

Project

The aim of the project was to help Italian and Greek schoolchildren to discover some of the characteristic aspects of the musical heritage of their own region and nation, and to compare it with that of their counterparts, with a view to fostering a sense of belonging to an extended community bound together by common roots and values and by an understanding of and respect for mutual diversity. By looking at children's lullabies, dances and popular songs it was possible not only to learn about particular types of music and instruments, but also to explore the pattern of life and thinking, the history and the traditions of the two nations. Music, texts, images, film clips, drawings and comments were organized into presentations, translated into English and exchanged.

Curricular Integration and Collaboration with Colleagues

The project was incorporated into the school's Annual Education Plan and subsequently into the Personalized Study Programmes of the two classes. Taking music as a starting point and working together with the other colleagues in the team, an interdisciplinary learning unit was planned; this was coordinated by the team leader and had goals and activities relating to various subjects: Italian, English (foreign language), Visual Arts, Physical Education, Music, History/Geography, Computer Science and Citizenship.

Involvement of the School and Local Community

The various phases of the project were outlined to the school councils in order to raise awareness amongst parents and colleagues. The materials sent and received were put on display in the school, and teachers, parents and pupils saw the songs and dances during the end-of-project show. Various articles were published in the local press.

ICT Tools Used

The pupils used the OpenOffice wordprocessing programme. The teachers used PowerPoint for the presentations, Movie Maker for the films and Audacity for the sound editing. Finally, the eTwinning platform, email and internet search engines were essential to the whole project.

ITALIAN SCHOOL: CIRCOLO DIDATTICO, BASTIA UMBRA (PG)

COORDINATORS: PAOLA MARCONI AND AUGUSTA PONTI

SUBJECT TAUGHT: ENGLISH

AGE OF PUPILS: 8-10 YEARS

PARTNER SCHOOL: CLASSES E1 E2 SKIDRA (GREECE)

TEACHERS: MARIA ABRAAM, DIAMANTHS PANTAKIDHS



Results

The curiosity of establishing contact with other areas of Europe led to a significant and motivated use of technologies and English, and the pupils' skills in these fields improved accordingly. The pleasure of expressing oneself through song and dance encouraged the development of individual expressive gifts in synergy with the group as a whole. Differences and similarities observed during the study of music, texts and choreographies consolidated the idea of the existence of common roots. The children discovered that the popular musical tradition is a valuable means of reciprocal knowledge, essential for mutual understanding and respect, even within multicultural classes like our own.

Transnational Collaboration

Cooperation with the project partners took place chiefly through the eTwinning platform. The languages used were Greek and English. Contacts were very frequent during the planning phase, and then every fifteen days for the exchange of materials. Information was exchanged regarding the organization of the teaching, the curricula, the structure of the two schools and the nature of the local area. Pupil interaction took the form of the exchange of work and brief presentations. Direct contact between the pupils was limited, but looking at photos and watching videos helped to make the twinning more than just an abstract notion. On many occasions and during various different activities there was an awareness of another school, of children who spoke another language and lived in another country, and about whom there was always something more to learn.

Organization of Activities

The pupils worked as class groups in the choral singing and popular dance sessions, and when studying the Italian and Greek materials. The pupils were divided into small groups to prepare specific pieces of work. The shared goals were producing group choreographies and achieving vocal harmony in a song, which meant integrating personal creative expression with commitment, the assuming of responsibility and consideration and acknowledgment of the value of other people's roles.



Link

TwinSpace: <http://etwinning.net/launcher.cfm?lang=it&cid=25096>



WOMAN UNDISCOVERED BEAUTY WOMAN AND ART OVER THE CENTURIES

Projects

The project was designed to increase pupils' knowledge of the relationship between women and art over the centuries, using the figurative arts from an aesthetic point of view and as a vehicle of information. After conducting iconographic research, the pupils jointly produced a film; the Italians dealt with the period from prehistory to the 14th century, while the Polish pupils were responsible for the period from the 14th century to the present day. Research was done into ways in which women have been represented down the ages, both locally and in Europe, and the use of the arts for women (jewellery, fashion, hairstyles, etc.). The research activities were documented at various points during the project by means of a blog, a booklet and a theatre performance.

Curricular Integration and Collaboration with Colleagues

The project was part of the History of Art curriculum of a third-year class. One of the three hours devoted to Art each week was used exclusively for the project, and involved verification and evaluation of iconographic and art research carried out by pupils at home.

Involvement of the School and Local Community

The project was approved by the teaching staff and presented by the head teacher to the parents of the pupils involved by means of a circular letter. Parents, other colleagues and pupils of the school could also view the project outcomes on the school's website. The head teacher was regularly updated on the progress of the activities.

ICT Tools Used

The pupils used a computer, internet and a scanner for their research activities, and handed in a file containing their findings to the teacher each week. A computer and a projector were used in class for the weekly verification/evaluation sessions. Communication took place via email (pupil-pupil and pupil-teacher), chat sessions and the blog. For the final outcome, a digital video camera was used for filming the theatre show and for recording the sound on the film, and a software programme for the slide shows.

ITALIAN SCHOOL: LICEO DELLE SCIENZE UMANE ISTITUTO MAGISTRALE STATALE "A. VERONESE", MONTEBELLUNA (TV)

COORDINATOR: GIANFRANCO PARPINEL

SUBJECT TAUGHT: ART

AGE OF PUPILS: 16 YEARS

PARTNER SCHOOL: GIMNAZJUM NR. 1, GDYNIA, (POLAND)

TEACHER: ALEKSANDRA SZCZEPŃSKA



Results

The teacher learnt more about managing ICT tools (Skype, a blog, TwinSpace, YouTube), became more familiar with history of art websites, consolidated digital editing and voicing skills and improved his language skills. The pupils developed skills in organizing group work and using ICT tools for educational and research purposes. They also extended their knowledge of the history of art, developed their ability to conduct and document research activities, and to express themselves artistically. Their knowledge of English also improved.

Transnational Collaboration

The planning phase required daily email correspondence between the partner teachers. Communication was also very frequent at certain other times, and sometimes more immediate and direct communication via Skype was required. In the initial phase of getting to know each other through email, the pupils were coordinated by their respective teachers, and then they continued individually, sometimes through chat sessions. The pupils communicated in English. Materials were exchanged by means of email attachment, YouTube and, in the case of the final film, on DVD. The final outcome was "constructed" on-line by the two partner teachers. The Italian pupils reported on the progress of their work on the project's blog. Overall, the activities resulted in constant interaction between the Italian and Polish partners on a cultural level.

Organization of Activities

After a preliminary phase in which the pupils got to know each other via email, they were divided into groups and given a series of tasks: researching the iconography of selected themes; describing the images for the booklet; and preparing a report of their findings for the blog. The activities were done at home and handed in to the teacher on disc. Given the complexity of the work, all files and folders were carefully named. The production of drawings and texts stimulated creativity.



Link

Blog: <http://womanart-etwinning.blogspot.com/>

School Website: <http://www.liceoveronese.it/pof/etwinning.pdf>

Video: http://pl.youtube.com/watch?v=ML4Q8qqRk_k





TRADITIONS ACROSS EUROPE

Il progetto

The aim of the project was to share with the European partner schools the experiences of personal growth and what is done in school in terms of getting to know one's own *roots and history*. A blog was created where pupils and teachers could communicate and exchange materials about the traditions of their respective countries. The pupils researched and learnt about local traditions, encompassing areas such as songs, typical recipes, festivals, feasts and particular activities (winemaking, cider-making, extraction of olive oil). They tried everything and looked at everything prepared by the other schools, starting to acquire an "awareness of the local, national and European cultural heritage and their place in the world".

Curricular Integration and Collaboration with Colleagues

The work posted on the blog was always the outcome of activities envisaged in the curriculum. The project activities centred on the *discovery and exchange of local traditions* with a view to creating *a sense of cultural identity and a broadminded attitude towards different realities*. The subjects involved were English, Computer Science, Science, Geography, Environmental Studies. One hour of English and one hour of Computer Science were used each week.

Involvement of the School and Local Community

Parents contributed by searching for materials and making old instruments. The teachers of the school complex produced recipes and art materials, local businesspeople and firms arranged guided tours of wine cellars and olive mills, some elderly local people supplied information about old recipes and traditions, and the head teacher and staff (both teaching and non-teaching members) helped to produce posters and exhibitions.

ICT Tools Used

Email was used on a weekly basis to exchange information and materials, Word and Paint to produce text documents and pictures, PowerPoint for multimedia collections, Flashmeeting for video conferences, and the blog as a virtual space for socializing and as the most visible and hence most useful means of informing other partners about our culture and comparing it with others.

ITALIAN SCHOOL: ISTITUTO COMPRENSIVO "DON BOSCO" (SC. PRIMARIA "A. CIANCIA"),
FRANCAVILLA IN SINNI (PZ)

COORDINATOR: GINA ANTONIETTA MANGO, CARMELO MARIO MARTINO

SUBJECT TAUGHT: SCIENCE, GEOGRAPHY, COMPUTER SCIENCE, MATHEMATICS,
PHYSICAL EDUCATION

AGE OF PUPILS: 10-16 YEARS

PARTNER SCHOOL: HUMORENI COMANESTI SCHOOLS, COMANESTI, (ROMANIA),

TEACHER: LILIANA MIHALACHI

For a complete list of the partner schools, see the project description on <http://www.etwinning.net>



Results

The teachers enhanced their ability to work with and relate to other education workers and to engage with other school systems and teaching methods. There was also an improvement in teachers' ICT skills. The pupils learnt more about the history and traditions of their country, and improved their ability to relate to European partners through a better use of ICT. They also developed their ability to express themselves artistically in different forms (drawings, poetry, drama) and their English communicative skills.

Transnational Collaboration

Collaboration with colleagues from the 18 schools involved in the project, conducted in English by means of email and video conferences, was more intense during the planning phase. When the project got underway, contact was less frequent but regular via the blog and email. The cooperation with Churchfields Primary School was particularly close, extending beyond the project activities to include the exchange of teaching materials. The pupils also had frequent contacts with the English children via email and letters, and a video conference was arranged so the two classes could get to know each other more directly. With the pupils of the other schools they worked in a parallel fashion, and contact was limited to the comparison of and final exchange of the work posted on the blog.

Organization of Activities

Pupils did individual *research* into traditions by conducting interviews in the local area. In class time, they were organized into large groups for the simulation of *traditional activities* and small groups for the selection of materials to send to the other schools. Individual *research*, direct experience of *typical activities* and the *production* of various pieces of work helped to promote a *conscious discovery of the local area and culture* and the consolidation of skills designed to *express them creatively*.



Link

TwinSpace: <http://twinspace.etwinning.net/launcher.cfm?lang=en&cid=25888>

Blog: <http://traditionsacrosseurope.wordpress.com>

Blog: <http://italiachiamaeuropa.blogspot.com>





TWINNING SICILY AND MAKEDONIA

Project

The project offered an opportunity to explore the common cultural roots of the two nations by analysing their respective theatre traditions, fostering awareness of the local cultural heritage. There was a preliminary phase of getting to know the participants and local area of the two countries. To make this more real, a photo of the pupils was posted on the blog, and each pupil wrote a personal profile and answered questions from their foreign counterparts. The stage relating to the analysis of theatre traditions involved research on the web and problem-solving and information gap activities. Considerable emphasis was placed on preparing documentary materials, which were brought together on the eTwinning platform and posted on the blog.

Curricular Integration and Collaboration with Colleagues

In accordance with the European Parliament's Recommendation on key competences for lifelong learning, the teachers (English, Italian, History, Computer Science) recognized the importance of twinning in facilitating the analysis and comparison of different cultures. The developed modules took up 20% of the total number of teaching hours and were integrated into the curriculum, with both mid-term and final evaluation

Involvement of the School and Local Community

The approval of the partnership was communicated to the head teacher, who actively helped to publicize and set up the project. At the beginning of the school year, the coordinator illustrated the project to the teaching staff and sounded them out to see if they were interested in participating. Putting the blog address on the school's web site also helped to publicize the project both within and outside the school.

ICT Tools Used

The blog was the most widely used tool, enabling effective communication between pupils and between teachers and pupils. The blog was divided into a section reserved exclusively for the pupils, where they could introduce themselves and get to know each other freely; and another section for the collaborative work. The internet research activities designed to develop cultural awareness and appreciation of art works took place in the more structured area.

ITALIAN SCHOOL: ISTITUTO TECNICO INDUSTRIALE/LICEO SCIENTIFICO TECNOLOGICO

“SEBASTIANO MOTTURA”, CALTANISSETTA

COORDINATOR: ITALIA CASTIGLIONE

SUBJECT TAUGHT: ENGLISH

AGE OF PUPILS: 15-17 YEARS

PARTNER SCHOOL: 2ND LYCEUM EVOSMOU THESSALONIKI, (GREECE)

TEACHERS: DIMITRIS STAVRIDIS AND BARBARA ANASTASIADOU



Results

Working with foreign colleagues enhanced the project-planning skills, flexibility and socio-cultural knowledge of the teachers involved, and permitted a fruitful exchange of information about each other's school systems. The pupils, in chatting, sending emails and working to build a shared body of knowledge, used English in an authentic fashion. They were also able to acquire historic and artistic knowledge and skills by studying the presence of the Greeks in Sicily and Italy in general, and by analysing the customs of Greek and Roman theatre. In the process they became aware of the common cultural heritage of the two European Mediterranean countries.

Transnational Collaboration

Contact with the two Greek teachers from the partner school, generally twice weekly, was maintained by the Italian coordinator. The common language was English. All the communication and other tools available on the eTwinning platform (storing of shared documents in TwinSpace, mail, chat, forum) were exploited. The communication between pupils, also in English, included a preliminary getting-to-know-each-other phase via email and in chat sessions. A blog was then set up, where students could communicate freely in the 'Presentation' section. The blog is also where the partners jointly built up a common map containing information about the architecture, location and historic period of the theatres that were studied and the observed differences between them.

Organization of Activities

In the first phase the pupils worked in groups to select pictures relating to the local area, now and in the past. They then did research on the web, also in small groups, to respond to questions posted on the blog, to explore topics and to analyse material sent by the partner school. Individually and in pairs, they answered queries on the blog and corresponded with Greek pupils.



Link

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

Blog: <http://twinningblog.wordpress.com/>



RENCONTRES ROMAINES ET PORTUGAISES

(ROME MEETS PORTUGAL)

Project

After producing personal profiles to introduce their school and themselves, the pupils prepared presentations about the culture of their country for the pupils in the partner school. They then held monthly forum discussions, choosing a different topic each time (books, cinema, fashion, music). An important moment in the project was the “jeu de piste”, a two-hour chat session during which the pupils of the two schools took part in a competition between classes. They had to answer, as quickly as possible and with the aid of research conducted on French web sites, a series of questions prepared by the teachers. The sessions were rounded off with a final video conference. As a parallel activity, we also got the classes to contribute articles about the cinema to the April issue of CYBERFAX, an international on-line newspaper (www.clg-mignet.ac-aix-marseille.fr/cyber_cinema/).

Curricular Integration and Collaboration with Colleagues

The project was set up by the French Conversation teacher, and also involved the collaboration of the Language and Civilization and the Science teachers, who allowed two chat sessions and the video conference to be held in their teaching hours. The computer lab technician made a crucial contribution by solving all the computer problems.

Involvement of the School and Local Community

Parents were informed and authorized their children to take part in the project, which was also outlined to the head teacher and class council. Furthermore, material relating to the initiative was posted on the school's website. Many colleagues were very interested in the initiative, also with a view to future developments, and pupils in other classes asked if they could do a project as well.

ICT Tools Used

A forum, chat and TwinSpace were used for exchanging files, and email for communication between teachers and between teachers and pupils. PowerPoint, Flashmeeting and webcams were used for the video conference. The latter was particularly useful for oral skills, enabling pupils to engage in a moment of genuine communication: they had to make an effort to understand their counterparts, despite the Portuguese accent, and improve their own pronunciation to make themselves understood. Writing profiles also helped them improve their spelling, and in this they were motivated by the desire to make a good impression on their Portuguese peers.

ITALIAN SCHOOL: ISTITUTO SUPERIORE L. DA VINCI MACCARESE-FIUMICINO (RM) ITALY

COORDINATOR: FRANÇOISE ALTAMURA

MATERIA INSEGNATA: SUBJECT TAUGHT

AGE OF PUPILS: 16-17 YEARS

PARTNER SCHOOL: ESCOLA SECUNDÁRIA MARIA LAMAS, TORRES NOVAS PORTUGAL

TEACHER: FERNANDA PEREIRA



Results

One important result was my own professional development. I learnt that class projects are a phenomenal way of motivating pupils jaded by traditional forms of study. The eTwinning platform and the opportunity to collaborate with colleagues from other countries were also new to me, and I was able to exchange information about teaching and other European projects. The pupils improved their ability to work in groups and to organize themselves independently. They learnt to respect the rules of behaviour in the computer lab and webiquette, and to present themselves and their country in a positive way. They realized that Portuguese and Italian teenagers have similar tastes, hobbies, free-time activities and even worries. They also became aware of their own European identity, focusing first of all on the typical aspects of their country, then noting the differences with the other country, and then coming to the realization that, all in all, they live in much the same way.

Transnational Collaboration

Initially, I was in contact with my Portuguese colleague on an almost daily basis, and then weekly. We jointly planned and organized the work, and fixed dates. It was immediately clear we were on the same wavelength, and we exchanged all kinds of information, including pictures, songs, useful web site addresses and teaching materials. The classes mainly worked parallel to each other, although there were also moments of direct contact through the forum and during the chat sessions and video conference. Individual interaction between the pupils continued at the end of the project, with the exchange of MSN addresses. We were unable to organize more direct contact due to timetable differences and, above all, because of the limited availability of the computer lab.

Organization of Activities

We adopted a team-work approach, because both my class and that of my Portuguese colleague is made up of pupils from different classes, and the project seemed a good way of getting them to work together. As they are 15-16 years old, we allowed the groups to work in an entirely independent fashion. The specific themes were chosen by the pupils themselves by means of a questionnaire.



Link

school Website: <http://www.iisleonardo.it/index.htm>

TwinSpace: <http://twinspace.etwinning.net/launcher.cfm?lang=it&cid=21528>



¿TE CUENTO LO QUE SIENTO? LITERATURA Y AFECTIVIDAD INFANTIL

(“SHALL I DESCRIBE WHAT I FEEL?”
LITERATURE AND CHILDREN’S AFFECTIVITY)

Project

The project dealt with the theme of intercultural dialogue through reading, placing particular emphasis on the emotional and social aspects of each individual child. In the first phase, the children from the two schools got to know each other through ICT, with which they were already familiar. The project coordinators decided which texts to work on and exchange, and prepared text comprehension cards for the children. Each school then bought the texts and sent them to the partner school, thereby adding to each other’s library collection. The texts presented to the children were then creatively reworked, resulting in paperboard books, puppet theatres, digital books and videos. The schools used different methods to present the text: animated readings, involvement of mother-tongue parents, use of puppets, etc. The text cards were shared and compared, prompting reflection on children’s perceptions of issues such as hospitality, solidarity, immigration, acceptance of oneself and of others.

Curricular Integration and Collaboration with Colleagues

The project was included in the school’s Annual Education Plan and required the collaboration and consensus of the whole teaching staff. The teachers adopted various strategies suitable for all ages, seeking to personalize the learning path as much as possible. The younger children played and communicated exclusively with the webcam, while the older ones worked on the written text; the support teacher customized the reading of the texts for the children with special educational needs and devised simple games..

Involvement of the School and Local Community

The school teachers and parents became involved gradually over the course of two years. As other teachers learnt about and witnessed the evolution of the project, they expressed a desire to participate, and in the end the whole teaching staff was involved. The blog and a mailing list kept the parents constantly updated on developments and encouraged their active collaboration.

ICT Tools Used

The children used ICT tools unhesitatingly on a daily basis as if they were normal school play tools. A digital camera, webcam, video camera and Messenger helped pupils from the schools to get acquainted with and understand each other, and to develop and keep a record of their activities. Movie Maker was used instead of PowerPoint, because a video is more manageable for a small child. The adults used all the programmes and tools utilized by the children they were supervising, plus those needed for communication and for creating the blog and the audio and video files.

ITALIAN SCHOOL: SCUOLA DELL'INFANZIA "F.LLI CERVI" NOVERASCO DI OPERA (MI)

COORDINATOR: TIZIANA CIPPITELLI

SUBJECT TAUGHT: NURSERY SCHOOL TEACHER

AGE OF PUPILS: 3-5 YEARS

PARTNER SCHOOLS : CP TREMAÑES GIJÓN ASTURIAS, (SPAIN)

TEACHER: MARIANO SUÁREZ RODRÍGUEZ



Results

Staff collaboration was enhanced by discussion of common themes, such as: adults reading to children; the running of school libraries, the start of reading and writing activities during the pre-school age; comparison of children's literature. Through the stories, the children talked about self-acceptance and acceptance of others, and learnt to overcome the fears typically associated with their age (abandonment, monsters, sleep, etc.). Reading is not just a question of learning about and moving around in the world, but of experiencing the feelings aroused by the stories, of daydreaming and of getting to know themselves.

Transnational Collaboration

There was regular, on-going collaboration, with contact at least once a week. Besides exchanging information about the project activities, the teachers also shared professional skills, swapping ideas on methods and tips about the use of new software. Given the nature of the project and the topics it dealt with (children's affectivity), it was decided to use the mother tongue (Italian and Spanish), which also proved effective for communication between the partners. Interaction between the classes was also stimulated by an exchange of gifts.

Organization of Activities

Three working groups, divided according to age, were formed in each school. Each group had an equivalent in the partner school. The project was organized in stages: an animated reading of the book by the teacher or a parent; group discussion and preparation of the book card; reworking of the story according to suggestions made by the children; sending of material; viewing and reading of the partner's material.



Link

TwinSpace: <http://twinspace.etwinning.net/launcher.cfm?lang=en&cid=20031>

Blog: <http://infantiltremanes.wordpress.com>



THE PIZZA BUSINESS ACROSS EUROPE

Project

The first phase consisted of sociological research carried out by the partner schools with a specifically designed questionnaire. This revealed that pizza has become an icon in cinema, language, music and poetry, and has acquired the role of an “aggregating object” amongst young people. The second phase involved carrying out a feasibility study for a pizzeria. The pupils compared the legal aspects of opening a pizzeria in the various countries, and put together a collection of golden rules for the young entrepreneur by doing research and interviewing pizzeria owners. The highpoint of the project were the *Workshop* and *Competition* days, in which many of the partner schools took part. The project then continues with the establishment of a virtual pizzeria, which will put into practice and use what has already been learnt and produced.

Curricular Integration and Collaboration with Colleagues

The project is part of the school’s Annual Education Plan. There was extensive participation on the part of colleagues. The staff in the Cookery department organized the workshop and gala dinner, while the Legislation teachers dealt with the norms and procedures involved in starting up a business. The Business Economics teacher drew up a business plan for a pizzeria, and the Italian teachers dealt with the history of pizza and the links between pizza and society. The Computer Science teacher played a fundamental role throughout.

Involvement of the School and Local Community

The Institute involved everyone associated with the school: parents helped with the logistic organization of the final event; the collegial bodies and the headteacher were involved throughout; the pupils doing the two-year programme were involved in many phases of the project by the students from the final years, who acted as tutors; finally, during the *eTwinning days*, the results were presented to the whole school. There was also great participation on the part of the local community (informed through the press and TV), various sponsors from the food industry and members of the *Associazione Pizzerie Italiane* (Association of Italian Pizzerias) and of the *Scuola di Pizza* (Pizza School), who helped in the organization of the Workshop-Competition.

ICT Tools Used

The pupils used Word, Excel, PowerPoint, web pages, MSN, a blog, videos on You Tube, chat rooms, email and TwinSpace. The most widely used and productive tools were: MSN for day-to-day communication and the exchange of files, and the blog, which proved to be an intelligent container for collective experiences, reflection, feelings and for the follow-up activities arising from the workshop and the competition. The collaborative, on-line creative activities enabled the students to break down language barriers, express their feelings and develop know-how together.

ITALIAN SCHOOL: IPSIA "E. ALETTI", TREBISACCE (CS)

COORDINATOR: TERESA COSTANZA

SUBJECT TAUGHT: ENGLISH

AGE OF PUPILS: 15-19 YEARS

PARTNER SCHOOLS: BARNA SIPKAY SECONDARY SCHOOL OF COMMERCE,
CATERING AND TOURISM, NYÍREGYHÁZA (HUNGARY)

TEACHER: LÍVIA MARGITTAY



For a complete list of the partner schools, see the project description on <http://www.etwinning.net>

Results

The teaching- and project-based interaction, discussion and the exchange of experiences motivated teachers and pupils alike. The pupils produced, with great enthusiasm and creativity, a logo, advertising material, a web site, a blog and the virtual pizzeria. The various practical and specialist activities developed professional skills in the sector, thanks partly to the Associazione Pizzerie Italiane and the Scuola di Pizza, and gave pupils a concrete possibility of entering the job market. After their experience in Italy, many foreign participants subsequently held workshops on pizza-related issues in their own schools.

Transnational Collaboration

Regular contact was maintained with the partner schools through TwinSpace and chat sessions. The forum proved particularly useful, enabling teachers to exchange information, compare methods and share goals. The pupils interacted on a regular basis in all phases of the project: parallel surveys were carried out in the sociological investigation phase, and comparison of the final results prompted debate about the differences between the partner nations. In the more strictly operational phase, the pupils were stimulated by the novelty of the experience, and involved each other, forming mixed groups despite some language difficulties.

Organization of Activities

The learning processes were *collaborative* (team work and division of tasks) and *personalized* (students also worked independently in accordance with their own particular aptitudes). The pupils were given responsibility in the organization of the Competition, and they rose to the challenge, complying with deadlines and procedures and working with considerable creativity.



Link

TwinSpace: <http://twinspace.etwinning.net/launcher.cfm?lang=en&cid=11272>

Website: www.pizzabusiness.altervista.org

Blog: www.pizzacrosseuropetorneo.blogspot.com

