



HOW TO PLAN A GOOD QUALITY PROJECT



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PART 1: HOW TO PLAN AN ETWINNING PROJECT

AN ETWINNING PROJECT

- ★ is online
- ★ involves partners from different countries
- ★ involves students
- ★ lays emphasis on **online European collaboration**
- ★ has measurable/tangible outcomes.

GENERAL TIPS

- ★ Involve a **limited number of partners** to ensure real collaboration. Projects with 20, 30, 100 and more participants are not recommended.
- ★ Don't be involved in many projects if you want to achieve **real collaboration**.
- ★ Involve **at least 2-3 partners**. In case one of your partners disappears, you can continue your project.
- ★ In case you work only with one partner and this partner stops contributing, try to **find another partner**. **Please note**: if you continue the project by yourself, it cannot be considered eligible for a Quality Label as an eTwinning project.
- ★ In the case where you work on an Erasmus eTwinning project, **use the TwinSpace** to continue working with your partners in online activities (before, during and after the mobilities). Apply for a Quality Label, only when your Erasmus project **comes to an end**. An Erasmus+ project should have **only one** TwinSpace.

PLAN YOUR PROJECT

- ★ Decide with your **students** the topic they would like to work on
- ★ Look for possible **partners** in the partner finding forum
- ★ Decide on the project and the teacher who will **register** the project
- ★ If it is a European project, the two founders should come from **different countries**
- ★ **Confirm**, if possible, all the partners before registering the project
- ★ Inform the students and parents and make sure you have the **parental consents** (including pictures and video use) for the students to participate in the project
- ★ Agree and share a **work plan and time schedule** with all your partners
- ★ **Publish** the work plan in your TwinSpace and modify the work plan if necessary
- ★ Brainstorm and discuss the different **activities/approaches** with your students
- ★ Plan your **TwinSpace** carefully.

PLAN YOUR PROJECT

november tasks

- The wizards start a new adventure! They write a spooky Halloween story that starts on 31st October. The title of that story is 'On Halloween night'. All their stories are gathered in an ebook. They also draw pictures for their partners' stories. **Deadline for the stories: 15th November and for the pictures: 30th November.**
- Then the wizards vote for the best Halloween story which becomes the first chapter of our new book on Bomwriter service. That will have 3 more chapters. The second chapter should be written and uploaded by **7th December.**
- The mascots competition begins. Each partner makes a mascot for the Elderly Wizard. All 8 mascots enter a competition and each partner votes for their 3 most favourite mascots. The winner will be our Elderly Wizard who will travel to all partner schools. The other mascots will be the Elderly Wizards' Deputies. **Deadline for the creation of the mascots: 23rd November & for the vote: 30th November.**
- The pupils vote for a name for the chosen Elderly Wizard. They also choose a name for their own Deputy Wizard. This name should be a two-word name and the first word should be the colour of the team (for example Silver Merlin). **Deadline: 16th November.**
- When the neighbourhoods are ready, we upload them on <https://www.thinglink.com/> and each partner should mark 2 questions on each of the other neighbourhoods. Wizards reply to those questions with new markers on their image.
- This month's Video Conference can be about the Wizards' school. They can ask questions and try to guess which school subjects they have, what school rooms there are in their schools and what items can be found in their classroom. They try to guess as many as possible!

A picture is worth a thousand words



Students select photos on an assigned topic, attach short descriptions or stories and publish them on a visual platform where all participants can be inspired to interact, evaluate and contribute with more photographs and comments or stories.

[Read more](#)



Pages

Module 1: Introduce ourselves
module 2: Walking down the streets in other people's shoes. a) Photos and Stories
Module 2: b) Photo-Story competition
Module 3: Snapshots that shook the world
Module 4: What does Christmas mean to you?
Module 5: Milestones of contemporary history. Find out about each other's country. a) Greece
Module 5: Milestones of contemporary history. Find out about each other's country. b) France
Module 5: Milestones of



Module 2: b) Photo-Story competition

Dear participants,

You have taken inspiring photographs to illustrate your amazing stories.

So now, it's contest time. Good luck to all of you!!

Take part in our photo-story competition by voting the contributions you got impressed by the most.

RULES: Provide 8 votes: 2 for each country. Your votes must be visible. Don't forget to write your name when you vote. Besides, try to comment on the pros and cons arguments for as many stories as you wish. There will be 2 winners from each country.

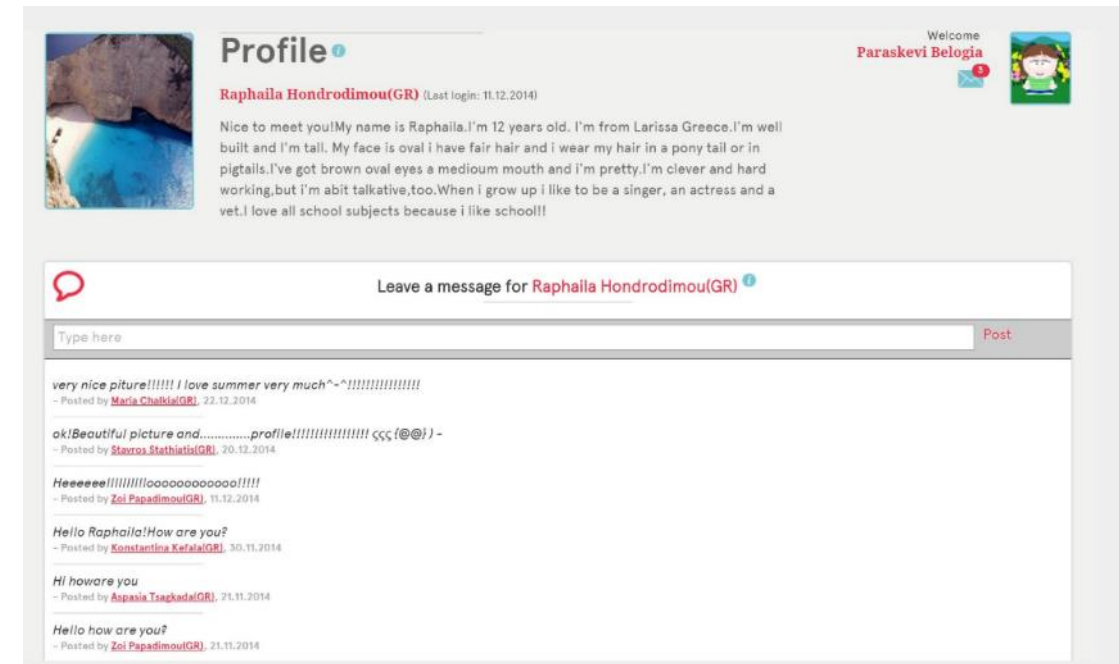
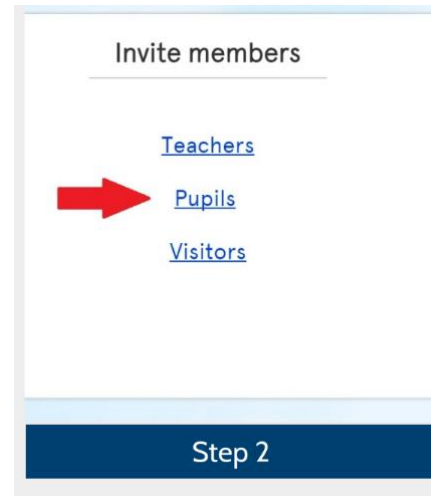
You can vote [here](#). (The Tricider platform is embedded here.)

Photo competition deadline: 12/12/2014

CREATE TWinspace ACCOUNTS FOR YOUR STUDENTS (8 YEARS OLD AND UP)

Ask your students to:

- Update their TwinSpace **profiles**
- Choose a **picture** that represents them (sports, music, avatar) and not their own picture
- Start **interacting** with their partners
- Leave short **messages** on their partners' walls
- **Log in regularly.**



APPLY THE NETIQUETTE

Netiquette is the use of courtesy and respect in the online environment

- ★ **Agree** upon the netiquette rules together with your project partners and students and publish them on TwinSpace
- ★ Make students **realise** that:
 - the online world is the same as the real world
 - they should be polite and respectful at all times
 - they should not use capital letters
 - they should be aware of cultural differences
 - they should use the agreed language of the project.

PART 2: HOW TO WORK ON A PROJECT TAKING INTO ACCOUNT THE QUALITY LABELS FRAMEWORK

Quality Label criteria

STRATEGIES FOR COORDINATION AMONG TEACHERS



The agreed work plan includes monitoring meetings or other coordination activities that record, as appropriate, the review and adaptation of the initial approaches.

STRATEGIES FOR COLLABORATION AMONG STUDENTS

Some or all of the activities are organised so that students from different schools interact, communicate and collaborate towards a common goal to come up with a final joint product. Work is organised in multinational teams.



CREATING COMMON PRODUCTS



Most products are the result of the collaboration of students from partner schools, where individual contributions are interwoven.

★ Strategies for collaboration among teachers

★ Strategies for collaboration among students

★ Creating common products

COLLABORATION BETWEEN PARTNER SCHOOLS

- ★ Collaborative activities go **beyond communication**: the partners are not just recipients of information; they are team members, co-authors and co-creators.
- ★ Collaboration means that **both classes need the contribution of their partner class** to complete the activity.
- ★ **Mixed - nationality teams** are a very effective best practice for collaborative work. (small group from one class + small group from another class = mixed - nationality team)
- ★ **Collaboration is not** just putting together content that each class has created to produce a common output like an e-book or an e-magazine. **Collaboration is** working together with your partners to create the different content (e.g., a magazine article can be a joint effort of a mixed-nationality team).

IMPORTANT TIPS

- ★ In the **assessment** of the project and the interpretation of this criterion, circumstances such as **age, context and educational needs of the pupils must always be considered**.
- ★ The **degree of mediation by teachers** must be appropriate to the **age and abilities** of the pupils and suitable for promoting pupils' collaboration even among the youngest age group.
- ★ This can be done by **video communication between classes** where they chat about topics or where they choose aspects of each other's' work to be included in the final outcomes.

CHECKLIST



STRATEGIES FOR COORDINATION AMONG TEACHERS

- ☐ Do you work with your partners to plan the project?
- ☐ Do you organise regular meetings with your partners to organise the next activities and discuss the progress?
- ☐ Do you share a schedule of the activities in the TwinSpace?

STRATEGIES FOR COLLABORATION AMONG STUDENTS

- ☐ Are the students working in international teams with students from their partner countries?
- ☐ Do the students carry out activities designed to communicate, interact, and collaborate to achieve a joint outcome?

CREATING COMMON PRODUCTS

- ☐ Are some products results of the collaboration of students from partner countries?
- ☐ Are the products a result of collaborative and collateral work?

https://www.etwinning.net/eun-files//Criteria%20big/QL_checklist_DEF3.pdf

BREAK THE ICE

Plan **team building activities** where students will:

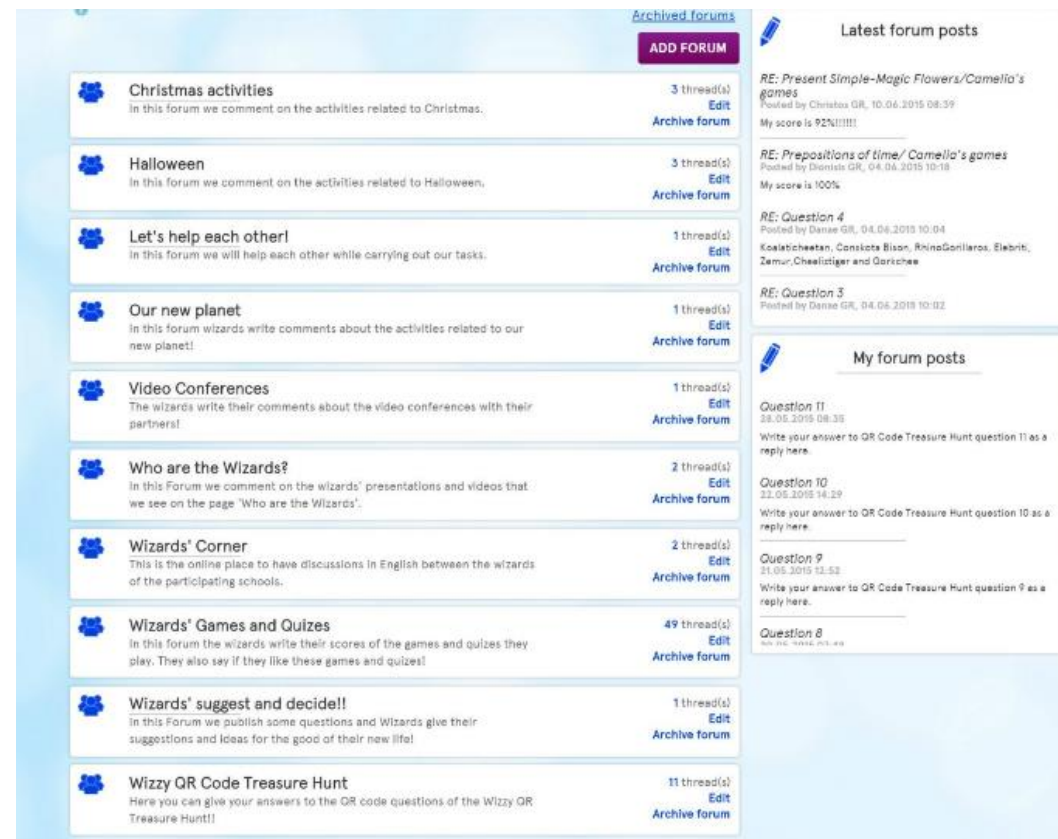
- ★ get to know each other
- ★ learn to work together
- ★ support each other
- ★ build strong relationships.



USE THE TWINSPACE COLLABORATION TOOLS

Encourage partners to **use the TwinSpace tools** to communicate with each other. For example:

- ★ use the mailbox to send students important information (reminders, clarifications, deadlines)
- ★ use the mailbox to communicate with their peers
- ★ initiate discussions in the forums and motivate students to take part
- ★ use the polls
- ★ create TwinBoards to ask for contributions.



ADD A REGULAR LIVE ELEMENT

Live sessions provide true student interaction and efficient use of student-teacher time

- ★ Plan **webinars** or live sessions that establish a culture of communication
- ★ Plan a **live session** at the **beginning** of the project to get to know your partners
- ★ Plan live sessions at the **end of each activity** to reflect/evaluate/let students share their thoughts and their experiences
- ★ Provide students with **questions** to consider/prepare before the session
- ★ Prepare **short collaborative activities** (games, quizzes) or plan a less structured event.



INTEGRATE COLLABORATIVE ACTIVITIES INTO YOUR eTWINNING PROJECTS

- ★ Team your students up in **transnational teams**
- ★ Assign roles for each member of the group or team students up according to their interests/talents
- ★ Assign the role of team leader or pupil administrator to some of your students

Area	Names of students
Literature and arts Team 1 Team 2	PL 1.Karolina Wawrzonowska, Patrycja Marks, MONika Polok, Alicja Smolka PL 2.Paulina Herok, Kasia Kotas, Marcin Solich, Patryk Bąk GR 1 Antigoni Kou, Helen La, GR 2 Artemis Ana FR 1 Laura, Maeva, Sonia (team 1) FR 2 Aliette, Sofia, Mathilde (team 2)
Geography Team 3	PL Magda Czopka, Tomek Smutek, Agnieszka Paszek, Kasia Szymik GR Tania M, Aristeia FR Marion, Luna, Léa, Océane (team 3)
History Team 4	PL Maciej Czajer, Sylwia Indeka, Jakub Puchałka, Magdalena Fuchs GR Maria Tsa, Katerina Pyr FR Lucas, Martin R, Victor (team 4)
Science and nature Team 5	PL Iwona Pasieka, Monika Kalika, Anna Podbiol, Maria Paszek GR Chris Man, Jim Bou, Fanis Ka, Christos Ava FR Joseph, Inès (team 5)
Sports and leisure Team 6 Team 7	PL 1.Jakub Gazda, Julian Plonka, Sylwia Indeka PL 2.Agnieszka Król, Paulina Dziędziel GR 1 George Pap, Mary Tsi, Efthimis Syr, Constance Saf GR 2 Teo Ax, Nikos Ana, Athanasia De, Xristina, George Dan FR 1 Franck, Marc-Antoine, Julie (team 6) FR 2 Raphaëlle, Gaspard, Théo (team 7)

ENGAGE STUDENTS IN ACTIVE LEARNING

Students should be engaged in activities where they:

- ★ find and evaluate information
- ★ connect and collaborate
- ★ produce and share original content
- ★ plan fun, creative activities that offer self-expression.



"A picture is worth a thousand words"

Students walk down the streets of their hometowns, spot different types of people and take photos. They write imaginary stories about the person/people depicted in their picture. The stories should somehow reveal aspects of everyday life, culture and lifestyle of participants' hometowns. It is advisable to narrate their stories in 3rd person.

3. CREATE
4. COMPOSE
5. ASSESS
6. SPREAD THE WORD
7. PRAISE
Valuable Resources
STAFFROOM
LEARNENGLISH+ MOOC
Getting Started
1. Literature and Arts
2. Geography
3. History
4. Science and Nature
5. Sports and Leisure
6. Entertainment

Twitter
[#learnenglishMOOC](#)

Getting Started

To enable you to improve your language skills and develop a variety of competences, this open online course covers a wide range of topics and is divided into 6 modules. You will be exploring the following subjects:

1. Literature and Arts
2. Geography
3. History
4. Science and Nature
5. Sports and Leisure
6. Entertainment

To complete this course, you are required to collect 6 badges in your Learning Diary.



To obtain a badge, you must complete successfully 3 activities for each module.

You will collect your badges and post them on your Personal Learning Diary.

To create it you can use either a Padlet wall or Thinglink.

Your Personal Learning Diary reflects your own progress, so it is a compilation of your responses to the activities as well as any other relevant links and materials that you came across while studying.

Take part in the course, share the link of your Diary and join in the discussion on social media via Twitter using [#learnenglishMOOC](#)

Upon successful completion, contact the course administrators to get a course certificate.

OUR OWN STORY – THE MAIN CHARACTER

- Our main character is made from different body parts :
- Body : Choussila's class – Germany
- Head : Murielle's class - France
- Front legs : Meropi's class - Greece
- Back legs : Romina's class - Malta
- Surprising accessories : Celine's class - Italy

Each partner choses a syllable and we make up some names. Chosen name : Chaloutoriado



www.etwinning.net

Students from each partner school created part of the hero and wrote a collaborative story.

PROJECT: Storytelling leads to robotics
FOUNDERS: Murielle DUCROO, France
Romina Baldacchino, Malta

As the final project task we decided to make a Common Nature Art.

Within this challenge children made their own piece of art using elements from three paintings with addition to Nature. When they were ready, pictures were divided into three parts and sent to our partners for the International Project Art Gallery.

Here you can see these amazing paintings after they reached their destinations and were joined all together.

SPANISH masterpiece:



PROJECT: SmartArt Nature
FOUNDERS:

Natalia Szczygiał , Poland
Gaia Bevilacqua, Italy

EXAMPLE FROM PRIMARY PROJECT

This STEM project focuses on engineering & computational science exploiting the flipped classroom methodology to improve the learners' knowledge of technological products. Vocational School students (Greece) teach Primary School children (Poland & Greece) through blended learning in the form of visual material which they prepare themselves.

PROJECT: Robocode
FOUNDERS: Justyna Babiarz-Furmanek, Poland
 Kyriakos Kourentzis, Greece

Robo-Code



"Robo-Code" is a STEM project which focuses on engineering and computational science exploiting the flipped classroom methodology to improve the learners' knowledge and operation of technological products (Edison robot). "Robo-code" aims at making the most out of the Vocational School curriculum and familiarizing young pupils with robots and programming applications through hands-on activities. VET students (Greece) teach Primary School children (Poland & Greece) through blended learning preparing guided visual material (online lectures) on Edison robot (its structure & programming with EdScratch) and posting it on the TwinSpace along with project tasks the 10-year-olds do in class facilitated by a mentor/project teacher.

Pages

- STEM Education
- Arduino workshop
- Athens Science Festival 2019
- Phase 2: Cooperation
 - Offline coding activities - Input
 - Offline Coding Activities - Cooperative result
- Phase 3: Collaboration
 - Flipped Classroom 1: Presentation of Edison robot
 - Setting up Edison Robot and Troubleshooting

Pages

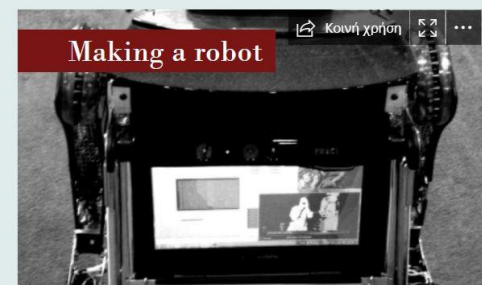
- Phase 1: Sharing knowledge
 - STEM Education
 - Arduino workshop
 - Athens Science Festival 2019
- Phase 2: Cooperation
 - Offline coding activities - Input
 - Offline Coding Activities - Cooperative result
- Phase 3: Collaboration
 - Flipped Classroom 1: Presentation of Edison robot
 - Setting up Edison Robot and Troubleshooting

STEM Education

Visiting STEM Education & building MILO

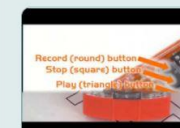
Project pupils visit STEM Education which is an organization that designs and provides educational workshops so that students are given the opportunity to get in touch with STEM and educational robotics. After the visit, the 5th Graders arrange the photos from the field trip, add captions and create the Sway presentation ([link](#)) below to share the experience and newly-found knowledge with their partners who are invited to comment on the content of the presentation in the [Page Discussion Forum](#) (the forum received 66 replies!)

(For a quick look at what the pupils state they have learnt, scroll down to the bottom of the page)



Flipped Classroom 1: Presentation of Edison robot

Presentation of Edison robot



Activity 1

Students of the Vocational School of Drapetsona present in this video the Edison Robot



Activity 2

Students of the Vocational School of Drapetsona show how to program Edison Robot with barcodes.

Task
 After watching the two videos think of everyday applications that use sensors similar to Edison. Sketch, draw, photograph or write them on the Padlet wall below. Also you can post your videos with the Edison scanning barcodes and running programs.

Edison Robot

In these videos you got to know Edison Robot and its sensors. You also saw one of the many ways to program the Edison using barcodes. The pre-set barcodes activate the sensors that Edison robot has.



Meet Edison Robot
 An introduction by the designer of Edison Robot

EdMat in colour
 Instructions on how to print EdMat coloured.
[Link](#)



EXAMPLE FROM SECONDARY PROJECT

Teams:

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8	Group 9	Group 10
Joan Garcia	Tsvetan	Maksymilian	Aarón Poveda	Alejandro Chiquillo	Nikola	Alberts	Ayşe Barış	Karol	Oscar Velduque
Adrián Moreno	Gergana	Oskar	Lucrecia Piqueres	Lucia Rodriguez	Sofya	Idrissa	Zeynep Yılmaz	Mateusz Drzewa	Alejandro López
Daniel	Lukasz	Krzysztof	Jakub Przygodzki	Jana	Kristian	Vagnur Mervé	Scottie	Marcel	Kevin
Filip	Aleksander	Jakub Węszorek	Hubert	Utaga	Denis Iodorov	Neva Norem	Natalja	Hilp	Stydia
Krzysztof Hinas	Krzysztof Kaczmarek	Vojtech	Rafael	Jokelonna	Lomas	Viktor	Madara	Jakub	Patryk Hyś
Krista	Jenni Aho (19)	Vit	Fall Klemm	Jakub Schubert	Andrey	Dennis Takay	Pablo Mora	Kadostav	Mateusz Piechocki
Itta	Yusuf Özcan (19)	Stjepan	Bogdan Kuznetsov	Jakub Insczak			Abel Sáiz	Raden	Dominiak
		Rubén Martínez	Marcos Lozano	Patryk Bieszczycki					Jakub Koput

In this chart each team can find the forum for discussion as well as the shared document where you can write anything you need for the game creation:

Teams	Discussion forum	Cooperation platform	Results
Team1	discussion	creation process 1	GDrive Folder 1
Team2	discussion	creation process 2	GDrive Folder 2
Team3	discussion	creation process 3	GDrive Folder 3
Team4	discussion	creation process 4	GDrive Folder 4
Team5	discussion	creation process 5	GDrive Folder 5
Team6	discussion	creation process 6	GDrive Folder 6
Team7	discussion	creation process 7	GDrive Folder 7
Team8	discussion	creation process 8	GDrive Folder 8
Team9	discussion	creation process 9	GDrive Folder 9
Team10	discussion	creation process 10	GDrive Folder 10

This ICT project focuses ICT professions and creation of games. Students worked in international teams, which were changed twice during the project to ensure better collaboration. All teams had their own forum for discussion and google document for work process. Students made several collaborative tasks in international teams. Students met several times in zoom break-out rooms.

PROJECT: Change the game yourself!

FOUNDERS: Ana Isabel Merchán Leandro, Spain, Sandra Trošina, Latvia

THE CHOICE AND USE OF ICT (ALL DIGITAL TECHNOLOGICAL TOOLS)



CREATIVE USE OF ICT TOOLS

The ICT tools are selected to fit the particular purposes of the project. There is a creative way in which the tool is adapted to meet the project goals.

VARIETY

There is a variety of tools in the project. There is a different choice of tools for each activity. Students have a say in the choice and they can suggest an alternative.

ACCESSIBILITY

The tools are accessible and easy to use. There are tutorials/guides to help the students use them independently.

AGE APPROPRIATE

Pupils use ICT tools (suitable for their age), especially to realise various products.

WORK SPACE MANAGEMENT (TWINSPACE OR SIMILAR)

STRUCTURE AND ORGANISATION

The TwinSpace is well organised and easy to follow. The organisation of the TwinSpace (or similar) allow the visitors to clearly follow the pedagogical organisation of the project and its progression.

ACCESSIBILITY

(if possible) students are registered on the TwinSpace they can suggest, edit and create pages, contents.

FUNCTIONALITY

The TwinSpace is used by teachers and pupils.



ESAFETY AND COPYRIGHT ISSUES



PROTECTED PERSONAL INFORMATION

All the personal information in the project is password protected.

RULES OF CONDUCT/ NETIQUETTE

Clear rules about online collaboration are established for all project members.

COPYRIGHT

The copyright license conditions relating to the files, images, and videos used are respected.

★ The choice and use of ICT

★ Workspace management

★ eSafety and copyright issues

- ★ Technology can give an added value to the project. ICT tools should be used in such a way that they **ensure the success of the pedagogical objectives** of the project and show a **responsible use of technology**.
- ★ This criterion focuses on the **good adaptation of technology as a facilitator of authentic interaction and collaboration** between the project partners, as well as of the creation of content.
- ★ All issues related to **privacy, security and copyright** are taken into account and **all partners quote their material and resources that they use or produce**.
- ★ **Age-appropriate tools** are used throughout the project and its activities.

USE OF ICT

THE CHOICE AND USE OF ICT

- ☐ Do the tools meet your project goals?
- ☐ Do the students have a say in the selection of the tools?
- ☐ Do you use a variety of tools for the different activities?
- ☐ Do you use tutorials to help students understand how to use the different tools?
- ☐ Are the tools appropriate for the age level of your students?

WORKSPACE MANAGEMENT

- ☐ Do you have your TwinSpace well organised with pages/sub-pages, description at the beginning of each page?
- ☐ Are your students in the TwinSpace (relevant to older students)?
- ☐ Do all partners work in the TwinSpace?

ESAFETY AND COPYRIGHT ISSUES

- ☐ Is all personal information password protected in the TwinSpace?
- ☐ Have you established clear rules of online collaboration with your partners?
- ☐ Are you using copyright-free material?

eTWINNING CODE OF CONDUCT AND GDPR

Both teachers and students should follow the eTwinning code of conduct.

- ★ Be inclusive, respectful, tolerant, polite and friendly.
- ★ eTwinning does not tolerate bullying or harassment. Make sure that communication and collaboration among students is safe. Moreover, ensure that students know the steps to be taken in case anyone violates the rules.
- ★ eTwinning takes students' privacy and safety seriously. Avoid posting pictures of pupils on your eTwinning Live profile, TwinSpace, Groups, etc. In case you do, make sure you have parents' consent or that pupils are not recognisable.
- ★ Be thoughtful about the content you post that relates to others. You should not publicly share your or other eTwinners' private information - such as personal phone numbers and addresses, credit card details or other private information - or intimate pictures and videos. Always think before you post!
- ★ When using platforms outside eTwinning make sure they are safe and age appropriate for students. In terms of GDPR and Privacy Policy be reminded that all participants need to be aware that some tools might transfer their personal data outside of the EU.

EXAMPLE FROM PRE-PRIMARY PROJECT

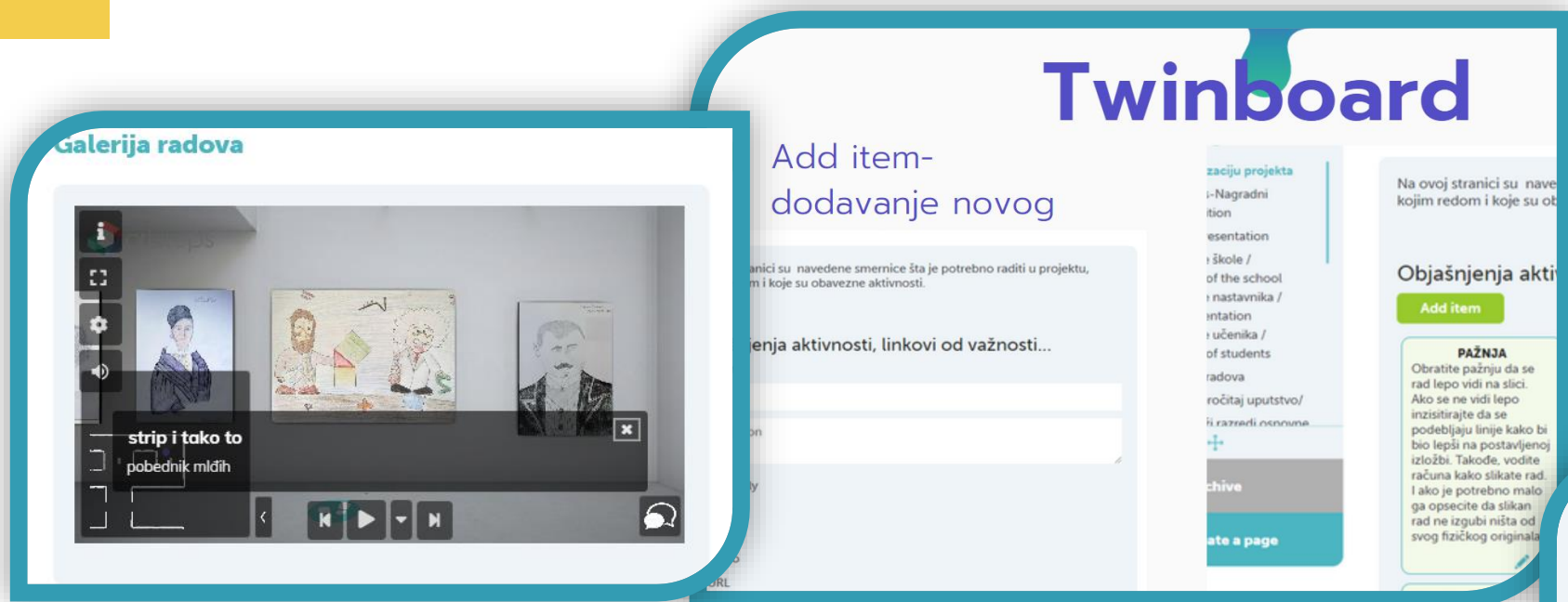


Busy bugs in my bag!

During an online meeting, students used their whiteboard to make drawings that the students from the partner schools had to guess.

PROJECT: Busy bugs in my bag!
FOUNDERS: Iolanda Moya, Spain
Magdalena Dybizbanska-Klinkosz, Poland

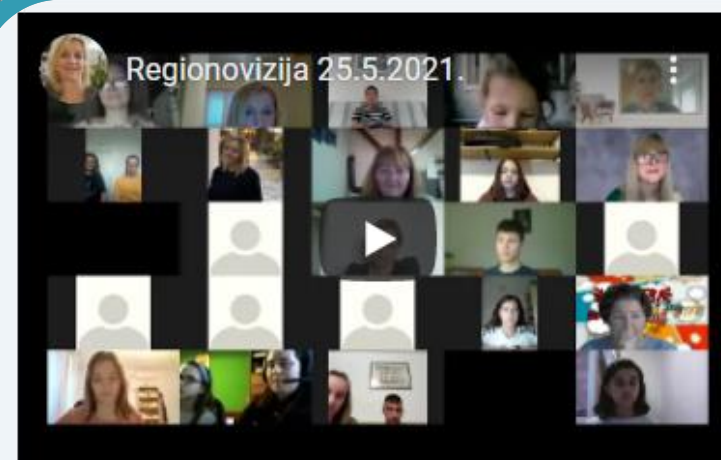
EXAMPLE FROM PRIMARY PROJECT



The project showcases creative use of ICT. Both TwinSpace tools and Web 2.0 tools have been used. There have been 14 Videoconferences. Students took an active part.

PROJECT: Matematika kroz strip i karikaturu mArt 2021
(Mathematics through comic and caricature March 2021)

FOUNDERS: Marica Brzica, OŠ Visoko, Croatia
Gordana Stanković, OŠ "Žarko Zrenjanin", Novi Sad, Serbia



EDUCATIONAL OBJECTIVES

**SPECIFIC**

Clear, and simple.

MEASURABLE

Quantifiable objectives.

ACHIEVABLE

Realistic and attainable objectives.

RELEVANT

Actual, pertinent in the context of school and students.

TIME BOUND

Clear time frame, reasonable deadlines.

PEDAGOGICAL APPROACHES AND TEACHING PROPOSALS

VARIETY OF PEDAGOGIC METHODS

That encourage active, autonomous learning.

STUDENT CENTRED

Students are actors in the process of learning and creating products.

INNOVATION & CREATIVITY

New and creative use or combining of pedagogical methods and techniques.



- ★ Educational objectives
- ★ Pedagogical approaches and teaching proposals

- ★ The teachers in the project have tried out a variety of pedagogical methods with their pupils to achieve their objectives during the project such as posing driving questions for the pupils for research and analysis, organizing collaborative teamwork, allowing the pupils to choose the ways to find and display information, etc.
- ★ The objectives should be measurable, relevant and achievable and not abstract
- ★ The planned activities encourage the autonomy of the pupils, and many creative ideas are put into practice

OBJECTIVES OF THE PROJECT:

- ☐ Are the objectives clear and simple?
- ☐ Can they be found in the proposed activities as well as in the results of the activities?
- ☐ Are they in direct connection with the topic, the content, activities, and the outcomes of the project?
- ☐ Are they oriented towards building skills and competences?
- ☐ Are the project outcomes quantifiable?
- ☐ Is there an evaluation of the outcomes in the project that reflects the degree the objectives were met?
- ☐ Do they take into consideration the context of your school, age of pupils, time at your disposal and resources allocated?
- ☐ Are the objectives actual and consistent with the age of the pupils involved?
- ☐ Are they a reasonable challenge for you and your students?
- ☐ Are they too hard to achieve or too easy?
- ☐ Do you consider how long your project will engage you and your students?
- ☐ Do you set a deadline for each objective for achieving the goals?

PEDAGOGICAL APPROACHES AND TEACHING PROPOSALS:

- ☐ Is there a variety of meaningful pedagogical methods and techniques?
- ☐ Are they in line with the set objectives?
- ☐ Do they encourage active, autonomous learning (information gathering, comparative work, problem solving, collaborative creation etc)?
- ☐ Are they organised and used in an innovative way?
- ☐ Is there a new creative approach to the topic, content, and activities?
- ☐ Are there any new pedagogical methods and approaches?
- ☐ Is the student at the centre of the project?
- ☐ Do you plan a variety of activities that allows for students' autonomy, decision making?
- ☐ Does the project enable students to be actors in the process of learning and creating products?

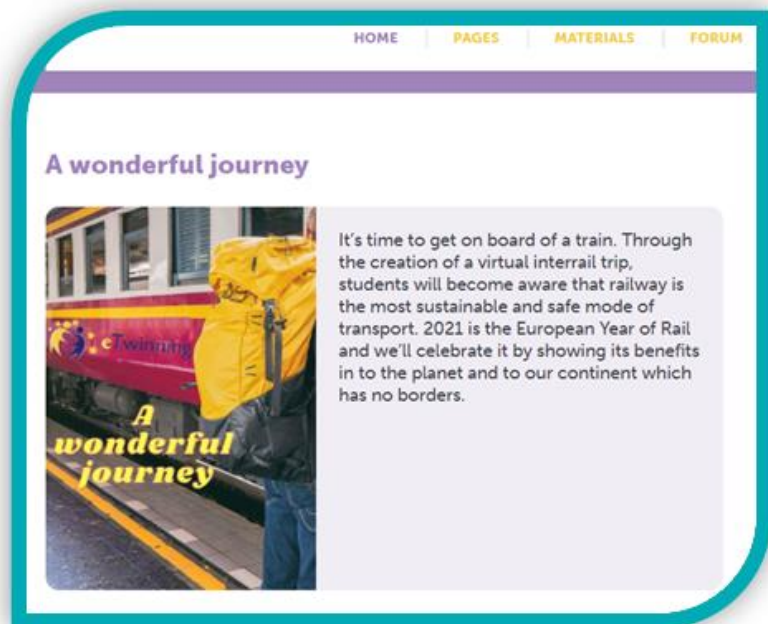
EXAMPLE FROM PRE-PRIMARY PROJECT

Aims

- gaining and developing literacy competences (expanding vocabulary, to widen speech & communication skills, ability of listening and understanding the meaning and context);
- forming an intellectual abilities in creative thinking, forming links between the story and places in the children's close environment;
- to learn about our environment through outdoor education
- exchanges experiences with others so we can use the local community as a resource to support outdoor education.
- developing symbolic thinking (forming links between real items/characters and symbols/icons);
- learning mathematics concepts (patterns, colors, shapes and numbers);
- developing multisensual experiencing the world (through visual/audio/tactile channels);
- arousing students' initiative and independence;
- supporting the children curiosity, self-confidence and awareness of their abilities;
- gaining the ability of working in teams (among students in classroom teams and international teams, but also among parents and teachers);
- providing the joy and satisfaction with the result of oneself's work;
- using ICT tools and educational platform by children within the project.

PROJECT: Our Erasmus Cats
FOUNDERS:
Juan Carlos Garrido, Spain

EXAMPLE FROM PRIMARY PROJECT



PROJECT: A wonderful journey
FOUNDERS: Alessandro Ruffino, Italy
Isabel Reis, Portugal

- AIMS
- Develop interdisciplinary content, promoting cross-curricular activities.
 - Engage on a geographical and historical journey, discovering aspects of the European culture.
 - Recognize the importance of using the train as a sustainable transport.
 - Promote the ability to work as a team and improve the ability to act independently.
 - Develop ICT and English language skills.
 - Develop collaborative and interpersonal skills.
 - Develop communication and critical thinking skills.
 - Improve decision-making and problem-solving through interaction with others.

In this project, students are put in a true to life situation in which they cannot but take an active role in activities. The setting also serves as a creative approach to developing key competences as well as a variety of educational objectives.

EXAMPLE FROM SECONDARY PROJECT

The project adds to the quality of the learning process by putting pupils in learning contexts in which they can compare and contrast syllabuses in nursing schools in several countries in Europe.

How We Practice

HOW WE PRACTICE



eTwinning Turkey ÖNEMTAL

This project has an aim to show the differences in practice of Nurse and Nurse Assistants in different countries and in different vocational schools of health and medicine in the branch of nursing and nursing assistance.

Our project will last for the 2018-2019 educational year and the partner schools students will have a chance to make common products and interact and learn new techniques of their profession and learn new cultures and improve their foreign language skills.

There will be weekly and monthly duties.

PROJECT: How we practice
FOUNDERS: Emir Korkmaz, Turkey
Saša Uljančić, Rijeka, Croatia

CURRICULAR INTEGRATION IN ONE OR MANY SUBJECTS



Activities derive from curricular objectives and contents on different subjects.

MULTIDISCIPLINARY APPROACH

The project outcomes are a result of collaboration between different subjects, thus teachers plan and monitor the multi-aspectual learning and creation of multidisciplinary products that can take different forms (song, poem, story, drawing, poster, video clip, experiment etc.).



KEY COMPETENCES AND SKILLS



The project objectives and activities envisage the development of skills and competences (for example one or several competences from the [European Framework](#)).

★ Curricular integration in one or many subjects

★ Multidisciplinary approach

★ Key competences and skills

- ★ The project work is based on the **school curriculum and syllabi**. The main part of the project work performed by pupils is done **during school time**.
- ★ The project demonstrates **clear strategic efforts** to try to develop pupil competences as required in the various subjects (e.g., by linking them with the objectives and activities). The **project work is an integral part of the schoolwork** in some subject/s.
- ★ The project follows a **multidisciplinary approach** where one or more teachers work on different subjects. E.g., an eTwinning activity can involve different subjects like music, art, geography, language etc.



CURRICULAR INTEGRATION

CURRICULAR INTEGRATION IN ONE OR MORE SUBJECTS

- ☐ Does the project include curricular objectives and contents?
- ☐ Is the project somehow envisaged as a part of the official educative school or class planning?

MULTIDISCIPLINARY APPROACH

- ☐ Do you collaborate with colleagues of your school for the eTwinning project?
- ☐ What about your partners?
- ☐ Does the project involve different subjects?
- ☐ If yes, is the multidisciplinary approach reflected in the content and objectives of the project?

KEY COMPETENCES AND SKILLS

- ☐ Are key competences and skills a relevant part of your project?
- ☐ If yes, are the project's content, objectives and activities related to the key competences and skills?

EXAMPLE FROM PRE-PRIMARY PROJECT

Water - our life



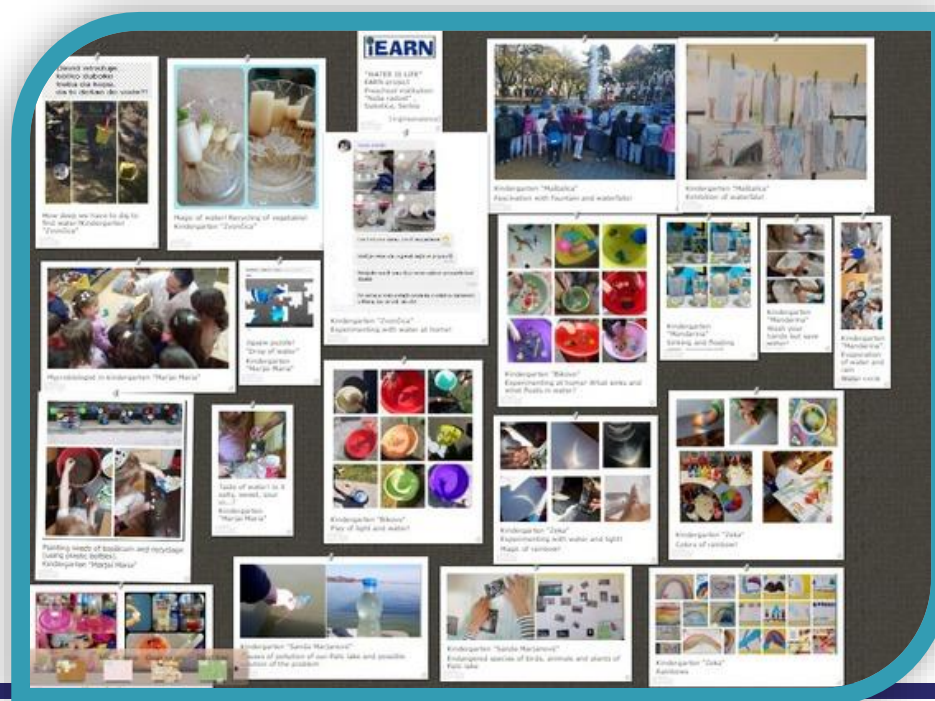
Water is our life. . Because that, we chose it to study, experiment and play. Children will learn through active participation. We will explore sources of water and essential role of water in our life. Also, we will experiment with water and provide STEM activities. We will work on ecology and pollution of our water. We will visit places in our town where we will find water and its purpose. The main goal will be that children realize that without there is no life on our planet. So, we will work on SDG 6 in this project and learn also about Agenda 2030.

PROJECT: Water – our life

FOUNDERS: Nataša Vrapčević, Serbia

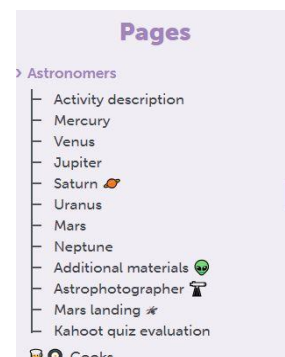
Rajna Maras, Croatia

This project enables integration of several educational points.



EXAMPLE FROM PRIMARY PROJECT

Project teachers integrate units of their national curricula for different syllabi e.g. English as Foreign Language, ICT, History, Science & Physical as well as competences the syllabus intends to develop such as curiosity, an understanding of science, a concern for ethical issues and inquiry-based learning.



Astronomers

"eTwinners as Astronomers"

November 2020

Activity Description

Students' products

[Mercury](#)

[Venus](#)

[Jupiter](#)

[Saturn](#)

[Uranus](#)

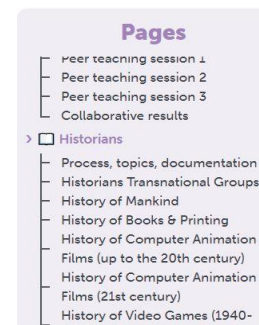
[Mars](#)

[Neptune](#)

eTwinners as pros



"eTwinners as pros" is an interdisciplinary eTwinning project which gives 11-year-old pupils from Croatia, Greece & Spain the choice to select topics -student agency being at the heart of the project- and take on different professional roles. Through hands-on interactive tasks, the students learn to communicate and collaborate on the TwinSpace and beyond pursuing the path of "professional eTwinners". The eTwinning annual theme of Media Literacy runs throughout the project with diverse activities focusing on digital citizenship and disinformation and "transforming" students to ... teachers at international peer teaching sessions. Evaluation and assessment are both ongoing and fun.



Historians

"eTwinners as Historians"

Process, topics, documentation

Historians Transnational Groups

History of Mankind

History of Books and Printing

History of Computer Animation Films

(up to the 20th century)

History of Computer Animation Films

(21st century)

EXAMPLE FROM SECONDARY PROJECT

- Interdisciplinary project incorporating foreign language, drama education, ICT, citizenship and education in the media
- Approach oriented to the action proposed within the CERF (B2+ level) through communicative tasks in the English language

PROJECT: ImaginAction

FOUNDERS: Carmen Mellado, Spain
Claudine Coatanéa, France

ImaginAction



The UN Global Goals are important, world-changing objectives that will require cooperation among governments, international organizations and world leaders (<http://www.un.org/sustainabledevelopment/sustainable-development-goals/>). But what can the average person or students do? We believe that we can have an impact starting from education. Our project ImaginAction will lead students to work together in national groups and transnational teams by exchanging ideas and suggestions on different challenges they will have to face up to 2030. We hope they will also take actions and imagine creative ways to raise awareness. We believe that the participation of the students in sharing and giving their opinion on current global challenges can help fight the threats to stability we are currently witnessing and to be prepared to stand for a better future. Their collaborative e-magazine and radio channel will enable them to share their ideas and opinions with their peers and the world.

ACHIEVEMENT OF THE SET OBJECTIVES



MEETING OBJECTIVES

The objectives set at the beginning of the project are met.
There are tangible results.

PROJECT EVALUATION

ANALYSIS

There is a continuous evaluation throughout
the project. Evaluations from the teachers
and the pupils are visible and analysed.



DISSEMINATION AND IMPACT



DISSEMINATION

The project was disseminated outside the classroom
- in school, community, country via events, social
networks, local or national media (newspapers, TV,
Internet, school blogs, sites, channels).

★ Achievement of the set objectives

★ Project evaluation

★ Dissemination and impact

- ★ The results of an eTwinning project should be **documented** so that evidence is given about the outcomes and organisation of the project. In case of surveys' usage, teachers should not forget to **explain the results and draw conclusions** (e.g., how it worked, didn't work, lessons learnt, how to improve etc.)
- ★ The **documentation** involves both **tangible and intangible** results in the space of the project (screenshots of meetings, evaluation of activities in different ways).
- ★ The **dissemination** of a project can be conducted with different ways and the purpose is to showcase to the wider community the results and the different activities of the project.



RESULTS, IMPACT AND DOCUMENTATION

ACHIEVEMENT OF THE SET OF OBJECTIVES

- ☐ Have the objectives set out at the beginning of the project been met?
- ☐ Are you clearly documenting the process of achieving your goals?

PROJECT EVALUATION

- ☐ Do you evaluate all the activities of your project?
- ☐ Are the results of the evaluations from students and teachers visible in the TwinSpace?
- ☐ Do you include reflection from all participants?

DISSEMINATION AND IMPACT

- ☐ Are you disseminating the project outside of the classroom?
- ☐ Is there an impact on your students' participation in the project?
- ☐ Is there an impact on your participation in the project?

PROVIDE FEEDBACK

Good feedback is always where the learning happens!

- ★ Motivate students to comment on each other's work
- ★ Update the public journal with the new activities introduced or the ones accomplished and ask students to comment on their experience there
- ★ Integrate assessment activities not only in the end but throughout the project
- ★ Polls/surveys can be used to get feedback from participants.

EXAMPLE FROM PRE-PRIMARY PROJECT

SURVEY 1 teachers (September 2015)

This is an example of our first survey for teachers in English. This 1st survey is to be filled out by teachers in September 2015 and May/June 2017. With the exception of teachers in Spain who are not continuing teaching in Spain. They will be asked to make the survey a second time in June 2016. Please note that this is only an example and not for practical use.

2016 INTERVIEWS WITH CHILDREN

In the middle of the project implementation, in May/June 2016 we decided to do the interview with our children in a matter of democracy and literacy.

SURVEY parents

This is an example of our survey for parents in English. Parents answered the survey twice during the project time period, in September 2016 and again in May 2017. Please note that this is only an example and not for practical use.

parents concerning emergent literacy?

Choose an appropriate box where 0 means that you never communicate with parents concerning emergent literacy and 10 means that you always communicate with parents concerning emergent literacy.

0 1 2 3 4 5 6 7 8 9 10
never ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ always

On a scale of 0-10 how seldom or often do you use open ended questions?

Open ended questions start for example with WHO, WHAT, HOW. They don't necessarily have a right or a wrong answer.

0 1 2 3 4 5 6 7 8 9 10
never ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ always

Question that we asked the children in little groups:

1. Who makes the decisions in the preschool?
2. Are there anymore making decisions in the preschool, who are they?
3. What do you decide?
4. What would you like to decide?
5. If there is something that we would like to change in the preschool, what could we do?
6. If there is something that we would like to change in our community, what could we do?
7. What do you learn in the preschool?
8. What do you do in the preschool?
9. Is there something special that you would like to do or learn in the preschool?

Through democracy to literacy: Survey for parents

In this survey we would like you to assist us to estimate the impact of our Erasmus+ project: Through democracy to literacy. We would also like to learn more about your participation in our preschool work. You will be asked to do this survey twice, in August/September 2016 and again in May 2017.

PROJECT:Through democracy to literacy
FOUNDERS: Anna Krzyżanowska,
Poland, Anna Sofia Wahlström,
Iceland

EXAMPLE FROM PRIMARY PROJECT

Evaluation island:

❑ Students' evaluation with:

- An answergarden
- A questionnaire
- A video
- A game in a chain

❑ Headteachers interviews

❑ Teachers' evaluation

❑ Parents' opinions

NUTRI FIT CRUISE



"Mens sana in corpore sano" Yuvenal
We'll get aboard of a ship which will sail across the "eTwinning sea" and stop on different islands just to find out how to keep our mind and body healthy. We'll live aboard the ship as a big family with members from different countries, different languages, traditions and cultures but ready to live together, cooperate and share the

...and here is the second task: "google forms" will help us to evaluate the project with a questionnaire.

What do pupils believe about the project? Which was the most favourite activity? Do they improve some skills and which of them? Do they have good memories?...

Nutri fit Cruise Evaluation

Dear pupils, we would like you to complete this questionnaire about Nutri Fit Cruise. Thank you in advance for your collaboration!

How would you define NUTRI FIT CRUISE project?

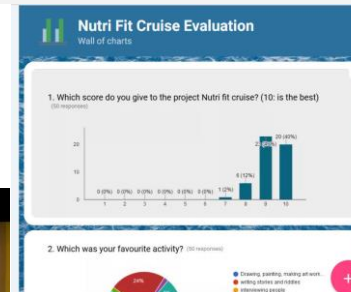
Type your answer here...

Submit

20 characters remaining

curious great creative energetic healthy beautiful wonderful incredible fabulous team work cooperating international better of all happy lovely sports original fit wonderful nutritious fantastic joyfull funny interesting where clever crazy amazing super informative friendly wonderful-100 hardworking educational healthy lifestyle natural intelligent specialy emotional witch socable answer fitness interdisciplinary

Once the "garden" is full of flowery words which decorate our Nutri Fit Cruise project, we have learned how to create a wordle and make a nice picture with all our opinions from Poland, Greece and Catalonia.



Project Dissemination:

❑ Nutrifit walk with:

- Teachers
 - Students
 - Parents
- ❑ Conferences
- ❑ Training Sessions

PROJECT: Nutrifit

FOUNDERS: Angeliki Kougiourouki,
Greece

Fina Vendrell Vila, Spain



Pupils from Greece, Poland and Catalonia stay in front of the camera to tell about their experience once the project has reached the end.



EXAMPLE FROM SECONDARY PROJECT

Project dissemination can be done in many ways:

- teachers' blogs
- partner schools' websites
- local media
- Erasmus projects

Evaluation in several ways: forms, reflection, cloud of words.

The screenshot shows a Twinspace project page titled "Self-evaluation and feedback". It includes a sidebar with a table of contents for "5. MEET THE PARTNERS" (5.1 Our twinspace profile, 5.2 Matching activity), "6. WE & OUR SCHOOLS AND TOWNS", and "6.1 OIANGUREN BHI-ORDIZIA, Spain" (OIANGUREN-BHI CLASS 4D, OIANGUREN-BHI CLASS 4A). The main content area contains a Google Form titled "Self-evaluation and feedback" with a message in Portuguese: "Já não é possível preencher o formulário Self-evaluation and feedback. Experimente contactar o proprietário do formulário se considerar que se trata de um erro." Below the form is a Google Slides presentation showing a pie chart titled "Which aspects of the project did you find most useful?" with 84 responses. The chart data is as follows:

Aspect	Percentage
Communicate	17.0%
Collaborate	15.2%
Create	15.2%
Thinking critically	22.6%
Learn more creative	35.2%
I can work better in a group	15.2%
I have improved my digital competence	15.2%
I collaborate better with my colleagues	15.2%
I haven't learned anything new	15.2%

The screenshot shows a local newspaper article titled "VL informació" (VL information). The article mentions that the eTwinning project is disseminated in the local newspaper in Vila-real. The article includes a photo of a group of people and text in Valencian.

Our eTwinning project is disseminated in the article on the web site of the mobility project of Mechanical Engineering and Traffic School Varaždin <https://www.sipsmobility.com/kad-se-struka-zaljubi-u-etwinning-ili-obrnuto/>.

The screenshot shows a blog post by Zvonko Gašparović. The post is titled "Zvonkov blog" and mentions that the eTwinning project is disseminated on his blog. The post includes a photo of a group of people and text in Slovenian.

The screenshot shows an article on a school website titled "OUR PROJECT". The article mentions that the eTwinning project is disseminated in the article on the web site of the school. The article includes a photo of a school building and text in Greek.

PROJECT: If climate can change, why can't we
FOUNDERS: Zvonko Gašparović, ETŠ "Mihajlo Pupin", Novi Sad, Serbia
, Ana Claramunt, IES FRANCESC TARREGA, Spain

PART 3: HOW TO APPLY FOR A NATIONAL QUALITY LABEL

QUALITY LABEL CRITERIA

- ★ All projects are evaluated taking into account **5 criteria**
- ★ **To be eligible for a Quality Label (national and/or European), you need to achieve at least the minimum points set in all the sub-criteria:**
 - ★ Strategies for online collaboration among pupils from the partner schools
 - ★ The choice and use of ICT (all digital technological tools)
 - ★ GDPR, copyright and eSafety issues.

BEFORE APPLYING FOR A QUALITY LABEL

- ★ A Quality Label (QL) is a label that **evaluates the work of teachers in a project** based on 5 criteria. The aim is to award the QL to the projects that **meet the criteria and provide guidance to the teachers who need to improve their practices** in the different criteria.
- ★ A QL provides a framework to support teachers in ensuring quality in their project work and thus it is not considered a form of rewarding for participation in the project.
- ★ ALL NSO follow the same evaluation framework
- ★ The evaluation is referred to the **reflection and work done by individual teachers and their students** involved in the project.

BEFORE APPLYING:

Make sure that :

- ★ the project has finished

AND

- ★ you have contributed significantly to the project work

Please:

- ★ check the deadlines for QL, differs from country to country
- ★ be reminded that you can apply for up to 4 projects in a year for QL.

IN THE APPLICATION

- ★ Describe how you implemented the different criteria by giving exact examples/links from your TwinSpace to justify your work
- ★ Describe your individual contribution to the project. This means that the applications from each partner are different and not the same
- ★ Write you application in a Word document and then copy paste the application to the form.
- ★ Check the number of characters you use. There is a limit.