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.thinklink.com/](https://www.thinklink.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!
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 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

COLLABORATION

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?

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 according to their interests/talents

★ Assign the role of team leader or pupil administrator to some of your students

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**Area** | **Names of students**
---|---
**Literature and arts** | PL 1. Karolina Wewrzonowska, Patrycja Marks, Monika Polok, Alicja Smolka  
| PL 2. Paulina Herok, Kasia Kotas, Marcin Solich, Patryk Bąk

**Team 1** | **Team 2**
---|---
**GR** 1. Antigoni Kou, Helen La  
2. Artemis Ana

**FR** 1. Laura, Maeva, Sonia (team 1)  
2. Aliotte, Sofia, Mathilde (team 2)

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**Geography** | **Names of students**
---|---
**Team 3** | PL Magda Czoopka, Tomek Smutek, Agnieszka Paszek, Kasia Szymik

**FR** 1. Marion, Luna, Lóa, Oceane (team 3)

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**History** | **Names of students**
---|---
**Team 4** | PL Maciej Czajer, Sylwia Indeka, Jakub Puchalla, Magdalena Fuchs

**FR** 1. Maria Tsai, Katerina Pyr  
2. Lucas, Martin R, Victor (team 4)

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**Math** | **Names of students**
---|---
**Team 5** | PL Iwona Pasieka, Monika Kałka, Anna Podbiel, Maria Paszek

**GR** 1. Chris Man, Jim Bou, Fanis Ka, Christos Ava

**FR** 1. Joseph, Inês (team 5)

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**Sports and leisure** | **Names of students**
---|---
**Team 6** | PL 1. Jakub Gazda, Julian Pionka, Sylwia Indeka

2. Agnieszka Król, Paulina Dźdźziel

**GER** 1. George Pap, Mary Tsai, Efthimis Syr, Constanze Saf

2. Teo Ax, Nikos Ana, Athanasia De, Christina, George Dan

**FR** 1. Frank, Marc-Antoine, Julie (team 6)  
2. Raphaelle, Gasperd, 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.
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

**PROJECT:** SmartArt Nature  
**FOUNDERS:** Natalia Szczygiet, 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
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

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.
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?
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.
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
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 Brzića, OŠ Visoko, Croatia
Gordana Stanković, OŠ "Žarko Zrenjanin", Novi Sad, Serbia
The project uses ICT creatively to respond to the challenges of the project, namely: making podcasts, infographics, questionnaires, genial.ly., games.

Project: Listen to my radio! Breaking news!
Founders: Arantxa Garmendia, Spain
           Marie-Hélène Guérin-Hueso, France
★ 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?
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
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.

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

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

**PROJECT:** eTwinners as pros  
**FOUNDERS:** Natalia Tzitzi, Greece  
Anita Šimac, Croatia
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
★ 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?
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.

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?

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.

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

PROJECT: Nutritif
FOUNDERS: Angeliki Kougiourouki, Greece
Fina Vendrell Vila, Spain

Project Dissemination:
- Nutritif walk with:
  - Teachers
  - Students
  - Parents
- Conferences
- Training Sessions
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.

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 your 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.