



eTwinning National Quality Label



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The eTwinning National Quality Label (NQL) provides concrete recognition for teachers and students who have achieved excellence through an eTwinning project. NQLs boost motivation, and are public affirmation of a school's commitment to quality and openness in European collaborative work.

This e-book provides details of the 18 NQL winners in Ireland in 2018. As you will see, the projects vary widely in theme and content but the commitment to digital collaborative work and pedagogical innovation is common to all. We are very grateful to the teachers who have allowed us to feature their work in this booklet and we hope its readers are inspired to apply some of these innovative approaches to their own projects in the future.

Beyond the Borders

Ronan O'Sullivan, Davis College, Mallow

02

The design and goals of this project were based on the belief that a culture of inclusion is a key factor for the development of global citizenship. Through a Project Based Learning approach, the teachers involved attempted to find an inclusive, universally satisfying project for their diverse classrooms.

Students had a lot of autonomy throughout this project. They engaged in communicative digital activities like introductory videos, Q&A sessions, taking part in surveys, interviewing, commenting on and reacting to others' posts, and expressing opinions. They also practiced important interpersonal skills like teamwork and collaboration; and improved their digital competence by using a variety of ICT tools.

Following a 'flipped classroom' methodology, students were given resources, videos or texts to analyse at home, ahead of class discussions where they aired their interpretations in small groups and, eventually, at a whole class level. Finally, students exchanged ideas and opinions with their European partners by writing in forums, on Padlet or on other tools.

There was a great amount of communication between the partners through all stages of the project. The students got to know one another through editing profiles, writing wall posts, taking part in the discussion forum 'Meeting space', participating to the

logo contest and Kindness Tips as gifts in an original Christmas advent calendar. Teachers communicated regularly via the eTwinning teachers' bulletin board and frequent emails to plan the project, monitor, adjust, and evaluate the project's progress.

From product design to use of ICT to organisation, this project called for a wide and varied skillset, which gave every student a role to play and the opportunity to make their personal contribution to the final product. One of the most-cherished outcomes among all classrooms was a song named 'Beyond the Borders' that some students created, and others sang.

Team 5

Communicate here with your team members. First task: agree on a name for your team.

18 replies

Last reply by Edoardo Fiorucci - 30.05.2018

Team 10

Communicate here with your team members. First task: agree on a name for your team.

18 replies

Last reply by Giacomo Vescovi - 30.05.2018

Team 9

Communicate here with your team members. First task: agree on a name for your team.

"The project was well integrated with the school plan on inclusion and it allowed an interesting exchange of practices with the partner schools. It created a positive and empathetic environment for all the students."



Traditions de Pâques / Easter Traditions

Siobhán Daly, Our Lady's Secondary School, Castleblayney

This project was initiated at an eTwinning seminar in Poitiers, France. Working alongside teachers from France and Austria, it was decided the classes would create a project based on Easter traditions in each respective country. The project was organised under four headings: traditions, religion, holiday, activities and food. The groups were mixed, with children from Ireland, France and Austria in each.

Students, in the target language of French, used Padlet pages and eTwinning Forum Pages to introduce themselves and to collaborate on projects. Each group brainstormed 'key

words' relating to Easter. Students worked independently using the Twinspace forums to discuss their own experiences with Easter. Each group then worked together to compare their own experiences of Easter with the international students in their group, communicating their results on the shared platforms.

The project fit well into the new Junior Cycle French Curriculum, particularly under the headings of Cultural Awareness, Active Learning and ICT. Students enjoyed the independent learning experience and happily assigned

roles to one another throughout the process. All new information they gathered was shared with their class, generating great discussion during lessons and contributing to the students' cultural awareness of their partner countries. The information also allowed for easy integration into other subject areas eg. baking a French 'Easter cake' in Home Ec. The parents followed the updates of the project on the school's Twitter page. French pronunciation and overall literacy of the students improved over the course of the project, according to class teachers.



“As a teacher, it was excellent to see students present in the target language to the best of their ability. As well as improving their French literacy skills it also encouraged a natural understanding of French culture. The most successful result, in my opinion, was witnessing the students’ confidence growing.”



Annemarie O' Donovan, St. Michael's Church of Ireland NS, Cork

The project was a shared experience between St. Michael's Church of Ireland NS in Ireland and Ecole Saint Joseph in France. The project encouraged pupils to, firstly, share the games and rhymes they play at break time and, secondly, to stay active at school. The variety of activities and teaching approaches used throughout 'Friends en Forme' directly correlated with elements of the Active Flag, Digital Flag and Bluestar Curriculum.

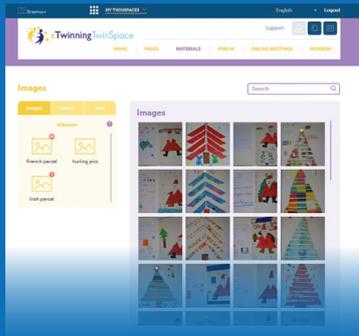
The teachers first met and began planning the project at an eTwinning event in Newcastle. Their correspondence then moved to email and other online platforms where they collaborated on their shared and personal project goals.

The project began with the creation of an introductory video, where the children shared some basic information about themselves. From here, each school took it in turns to upload weekly videos detailing a song/game they enjoyed, as well as instructions on how to play for their partner class. The classes would attempt to learn each song/game and discuss differences and similarities, as well as the key phrases, in each language.

The children interacted with each other via Twinspace, and posted each other Christmas gifts. These gifts (handmade cards and decorations) were displayed in their respective schools.

By use of personal artefacts and the Europa website, the classes learned about the geography of their partner country. They used personal artefacts to convey cultural and social aspects of their home country and engaged in an artefact exchange — some hurleys were sent to France and boules were sent to Ireland. These were a big hit in both schools! The project continues to expand, with a new idea to share poetry, songs and drama activities using skype. The class's exploration of Blackrock was shared on St. Michael's homepage.

The project was reported to be a great success in Ms. O' Donovan's multi-grade classroom who commented that the age-diverse groupings allowed for lots of shared learning between the pupils.



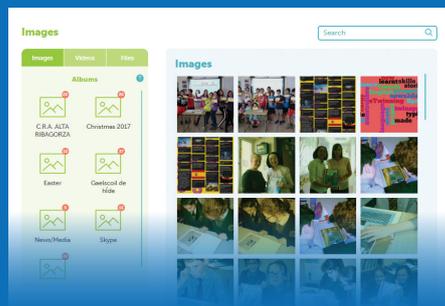
I've Got a Frog in my Throat

Karen Murnane, St. Patrick's NS

The project was a short project for European Day of Languages, focused on idioms from around Europe. The project saw students exploring idioms from their own country and comparing them with their international peers via Twinspace. The children began the project by taking digital images of their school and working in groups to create a class PowerPoint presentation which they shared with their partner countries. Next, they researched local/national turns of phrase, and began

adding them to the eTwinning platform. They made oral presentations of their idiom to their classmates before working, in groups, to create a digital image of their idiom using the Picasso App. They used a school email account to send their finished images to the school Flickr account. A class Padlet was created to communicate ideas to other project partners. Other communication was carried out through use of apps like Dotstorming (used to compare idioms between countries), and Tricider

(used as a voting tool for the project's logo competition). Each partner participated in the European Day of languages — a PowerPoint presentation was shown to the class and the children learned how to say hello in several European Languages. At the end of the project, the participants voted on a theme for the idioms and, finally, an ebook was created where each participating school had a page. A comprehensive document charting the whole project was also shared in the Twinspace.



"This has been a mind-opening experience for both pupils and teachers in our school. We learned about many new online tools that we had not previously experienced. The children gained an in-depth knowledge of idioms and learned how to explain them in simple language. The pupils got to see that idioms are common throughout Europe, that many are similar to the ones in Ireland but there are also some quite different."



Let's Create a Book! Nuestro Libro

Amy Ní Chofaigh, Gaelscoil de hÍde

06

Throughout this project the Irish and Spanish pupils collaborated to create a storybook over a period of 8 months. Under teacher guidance, they used Twinspace, Microsoft Word and the Book Creator App.

The project began with story collaborations. The pupils worked in small groups of 2/3 to compose half a story, and their counterparts abroad finished them. The pupils also contributed to Padlet pages, project journals and sent home-made Christmas and Easter cards to each other. They also used the Twinspace live chat feature.

The languages English, Spanish and Irish were promoted throughout the project and also during the live Skype meetings. The teachers created thematic project pages and the pupils actively contributed to these. The Irish pupils also welcomed a visit from children's news television programme RTE News2Day and were featured on the national evening news on 18 January, 2018.

The children produced a storybook which was shared on the eTwinning forum. The book was printed by both schools so it could be shared and enjoyed by all of their pupils and the wider school communities.

Chruthaigh na páistí as an Spáinn agus as Éirinn leabhar scéalta le chéile. Bhain siad an-úsáid as an eTwinning TwinSpace, Microsoft Word agus an aip: Book Creator. Chum na páistí, ag obair i ngrúpaí beaga, tús scéal agus chríochnaigh a gcairde sa Spáinn é. Tháinig an clár téilifíse News2Day ar cúirt go dtí an Gaelscoil chun foghlaim faoin dtionscadal. Bhí an píosa cúrtha amach ar an nuacht ar an 2 Feabhra, 2018.

Tríd an tionscadal spreagadh agus forbairíodh scileanna teicneolaíochta nua-aimseartha

agus cumas cur i láthair na páistí chomh maith. Phriontáil na múinteoirí an leabhar amach chun taispeáint do na daltaí go léir sna dhá scoil.

Feabhsaíonn eTwinning tuiscint na múinteoirí agus feacht na ndaltaí ar chursaí cultúir. Bhain na páistí an-taitneamh as bheith páirteach i Ríomhcleamhnas idir Scoileanna!



Love It or Hate It

Elaine Sweeney, Our Lady of Mercy College

07

This project looked at the positive and negative effects of digital communication in modern society. It saw young Europeans from Ireland, Poland, Italy and the Czech Republic interacting and collaborating to identify the risks associated with digital communication, social networking and overdependence on technology. They tried to come up with possible ways to break bad or unhealthy digital habits and to become safe, confident and critical users of technology.

Over the course of a year, the students compared their technological habits with those of their peers (at home and abroad). The students participated in a variety of interactive communicative activities: guessing games, brainstorming and forum discussions. They collated the information and analysed the results, looking for solutions while working cooperatively in mixed groups. They reflected in groups and as a whole class on their results before sharing thoughts on Padlets and creating short films as a response to their findings.

Apart from developing key competencies, the pupils had an opportunity to practice soft skills: taking initiative, being friendly, and producing high quality work. They discovered innovative and exciting ways of using technology to express their personalities, style, and ideas through a variety of media. They used a combination of words, pictures and videos to convey their thoughts.

“This project has contributed to improve our students’ digital, linguistic and social competencies and having a real international audience of peers made the students’ work more meaningful and increased motivation.”

Team 4. Gadget crazy

10 replies

Last reply by Rokšana Jaskiewicz - 17.03.2018

Team 8. Mobile zombies

13 replies

Last reply by Michaela Raagas - 13.03.2018

Team 9. Tech gurus

13 replies

Last reply by Jade Mitchell - 05.03.2018

Team 7. Techies



Making Friends

Glenda McKeown, Our Lady of Fatima Special School

This project was born out of the Move2Learn, Learn2Move award, which Our Lady of Fatima, Wexford had earned through a previous eTwinning project (Holidays & Celebrations in European schools). The theme had been integrated into the classroom's Junior Certificate curriculum, as part of the 'Friendship' module, and was completed throughout the school year. The project was designed as a lead into an eventual trip to visit their partner school in the city of Merida, Spain. In preparation for the visit, the classes corresponded via Twinspace and a shared online blog.

The project began with the teacher-designed activities in the shared online spaces: the Spanish group elected a series of monuments in Mérida, drawing them and creating puzzles with the Jigsaw Puzzle tool. The Irish Group had to make the puzzles and find out what monument each was. Once this activity was finished, the Spanish students created a video with drawings and descriptions in English of the monuments. The students became real actors of the project, developing their creativity, responsibility and autonomy, and making very exciting footage for the Irish students.

Prior to the visit, the classes collaborated on a request to visit the President of the Junta de Extremadura in which they would describe their eTwinning projects and present the book 'The Odyssey of Max', which was the product of the previous eTwinning project. Max is a rubber foam puppet figure who travelled to different European countries, including both the Spanish and the Irish schools, where Max stayed and experienced a national festival. The classes also requested permission to visit the Mayor of Merida, where both the Spanish and Irish students, as well as their teachers, would interview the Mayor in English. Both requests were granted and a video was made documenting these interviews and the various other activities the students participated in from the 20 to 26 June 2018.



"The visit to politicians in Spain (President of region and the Mayor of Merida) was a great part of the experience for both schools, and which has been excellent in highlighting to them the impact of eTwinning projects such as ours."



Léargas na hÉireann, Phoblacht na Tuirce agus na hÚcráine ar Ealaín an Ghothaíochais agus an Renaissance san Iodáil agus i Sasana

09

Maria O' Donovan, Meánscoil San Nioclás

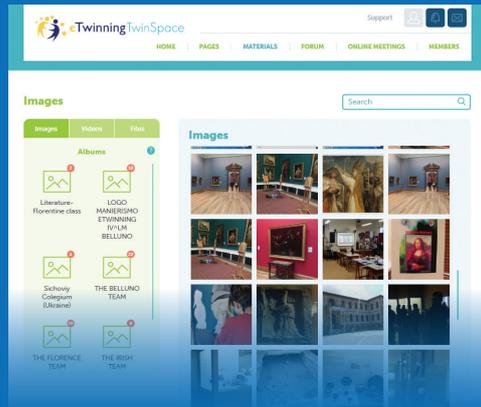
Bhí an tionscadal seo dírithe ar théama an Renaissance agus an Ghothaíochais. Trí obair thionscadail, cuairteanna ar dhánlanna agus staidéar ar ailtireacht, rinne na daltaí iarracht an tionchar a bhí ag ealaíontóirí agus smaointeoirí Renaissance ar fhorbairt chultúrtha agus shochoaíoch gach tír a bhí rannpháirteach.

Thosaigh daltaí trí thaighde a dhéanamh ar thopaic na dtionscadal leo féin sula ndeachaigh siad i dteagmháil lena bpairaí ón Iodáil, ó Phoblacht na Tuirce agus ón Úcráin, trí ardán ar ríomhnasctha.

Trí fhíseáin a chruthú dá ndánlanna agus scannánú a dhéanamh ar mhórán mórshaothar, thóg a bpairaí Iodálacha na scoláirí ar 'turaís fhíorúla'. Ansin thóg daltaí Mheánscoil San Nioclás a gcomhpháirtithe ar 'turaís fhíorúla' ar Dhánlann Náisiúnta na hÉireann agus ar Áras Nua-Ealaíne na hÉireann ag Ospidéal Ríoga Chill Mhaighneann (atá ina foirgneamh Renaissance).

Rinne na daltaí machnamh agus d'fhreagair siad do shaothair agus do thionscadail aonair a gcomhpháirtithe agus iad ag roghnú saothar chun taighde breise a dhéanamh orthu.

Chruthaigh siad lógónna dá dtionscadail agus d'oibrigh siad le chéile chun deacrachtaí cumarsáide a shárú agus roinn siad liosta de shainfhoclóir Renaissance Iodáilise atá fós in úsáid sa Bhéarla ar Twinspace.



Mi Vida Y Yo

R. Stokes, Dominican College, Sion Hill

This project, carried out entirely in Spanish, involved 103 students in five classrooms around Europe: Spain, Italy, France, Germany and Ireland. The students were the same age and the partnership enabled them to get to know each other and to explore other countries and cultures. ICT (Digital Technology), Citizenship and Languages were the core subjects chosen by the five teachers.

For the Dominican College Sion Hill participants, the project aimed above all to increase the students' fluency in the Spanish language. Themes for the project were selected from the MFL curriculum.

These included: My Profile, Getting to Know You, Describing People and Places, Hobbies and Homes, Our Schools.

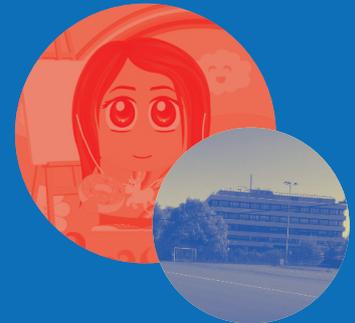
Through the use of a wide range of technology and teamwork techniques, the students improved their language levels, interpersonal and communication skills, digital technology competencies and creativity. Using apps like Padlet, PicCollage, Powtoons, Avatar-makers and 3-D Planners, as well as audio-visual recording on iPads, students produced and uploaded slideshows, videos, cartoons, questionnaires and dream-home plans, all in Spanish.

Communication was carried out mainly through Twinspace. Instructions were placed here for each project task and on-going feedback was provided by teachers and also by peers. Impressive work was produced here, with Ms. Stokes commenting that the feedback function improved her students 'attention to detail and productivity'.

The students enjoyed communicating through eTwinning messages and, in some cases, video calls. Twinspace was especially beneficial for student collaboration. The teams, comprising students from each of the five countries, were able to quickly reach a consensus before beginning each task, updating on progress and uploading their creations.



"I think the school benefited as the students increased a wide range of skills, learned lots about new cultures and also became more motivated to improve their Spanish. For me, the most successful result was the students' increased confidence and motivation in using the Spanish language at all times."



My Country, Your Country

Laura McNamara, St. Joseph's College
Pupils age 13—19

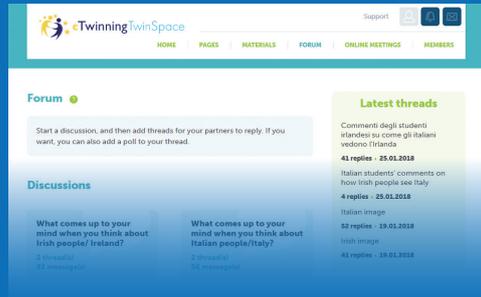
'My Country, Your Country' explores and compares Italian and Irish cultures. The children were led to discover the cultural heritage of the two countries. The project included a live event, online presentations, sharing on Twinspace and journal writing.

The project began with a brain-storming session via the learning tool 'answer garden' where the pupils reflected on prejudices and stereotypes of the partner's national culture. From here, the students took to their Twinspace forum to reflect collaboratively on the results, and to review the 'current' cultural image of their partner country.

The stages and deadlines of the project were established and respected by the students throughout the project. They selected appropriate resources to produce multimedia presentations using software such as Animoto, Stupeflix, Kizoa, and Power Point. They read posts and posted on Padlet, and corresponded with their Italian peers on the Twinspace forum using their target language. In the classroom, they participated in the preparation of questionnaires, the review of the presentations, and to live events. They developed a wonderful curiosity about the culture of the partner country and this was a

motivating factor throughout the project.

The students used the information they had gathered to create multimedia productions on various aspects of their partner's culture, including 'Tips for a real traveller', 'Where to go and what places to visit' and 'Do's and Don'ts'. The project culminated in a face-to-face meeting between the Irish and Italian students in St. Joseph College, Lucan where they played bilingual games using the multimedia presentations they created. This was, by all accounts, a highly exciting and joyful affair!



"Without technology this project would have been impossible. Technology allowed me to go beyond traditional didactic and transform the learning space creating new areas for collaboration, experimentation and creativity. Moreover, my students were fortunate to experience the mannerism, the thoughts and feelings of the Italian students through on line exchanges and during their meeting."



Past Generations, New Innovations

Jenny Bell, Whitecross School

The priority of this project was to instil a 'sense of place' into learners by focusing on the traditions and folklore of their local community. The project looked at buildings, the lives of people living in the area through the years, local myths and legends, sports, arts and craft, food and customs. The project had the further aim of integrating classroom learning with digital technology.

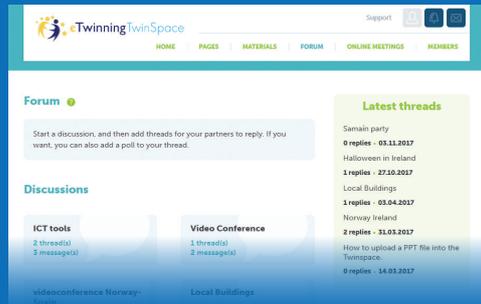
The project integrated easily into English, Art, History, Geography and Developing Citizenship (SPHE). The children went on local excursions, interviewed parents, grandparents and retired members of the community.

They took part in various traditional activities including weaving, baking, sports and playground games. Some videos of these activities can be viewed here. The children shared their work in a number of ways. Displays and questions sheets were organised in the school, while updates and questions were aired communally via Twinspace, Facetime or Skype. The students also sent letters and cards to each other via An Post.

Many collaborative e-products were created during the process. These included a recipe book, a dictionary, presentations about local/national festivals (Hallowe'en,

St. Patrick's Day) and the blog 'Past Generations New Innovations'. The children also decided on items to include in time capsules which will be opened in 2038.

Ms. Bell had the opportunity to travel to participating countries and experience the culture and heritage for herself and has said that the teachers are hopeful that they will work together on new projects very soon. The students are equally excited about maintaining contact with their new friends through Facetime, Skype calls and penpal letters.



“This project has had a major positive impact on our pupils and whole school community. The pupils have actively engaged in our local community and begun to appreciate what came before. Technology has been an essential part of our project. It has allowed us to take the project to another level and really brought it to life for the children.”



'Stamp Stories' examined stamps from Germany, France, Spain and Ireland, and led to a further study of monuments throughout Europe. The collaborators met originally in Munich at an eTwinning conference. 'Use of Stamps' was decided as the focus of the project, and 'Daily Lives' was assigned as the theme.

The project began with each classroom introducing their home country and school through an online quiz. The classes then worked in groups to produce 'A Day In Our Lives' photo collages. The accompanying text was written in their second language. The stories were compared online and displayed

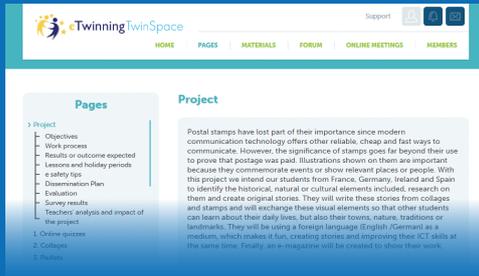
on the Twinspace platform, while the stamps that came on the envelope were studied and researched in groups of 8 (2 students per country).

Together, the students produced text for 12 stamps. In addition, the students individually wrote a story from the perspective of the artefact/building on their particular stamp. All these stories were published in an e-magazine. Finally, each student chose a monument and wrote about it on an e-map.

Students decided within Framapad software who would write the introduction, history, present use and other relevant facts of each monument. The Framapad tool was found to be particularly useful as each country's contribution was colour coded for ease of communication. Students then researched their area in pairs and posted their text back into the Framapad for publication in the e-magazine.

Padlet was also utilised during the project as a means of sharing stories and for students to say goodbye to each other. The final page was printed off and given to each participant as a farewell parting gift.

"This was such a great cross curricular project, which occurred by default. Not only did my students enjoy the various activities and see their amazing productions, but I learned along the way too! I have experienced a wealth of technology and it has revolutionised my teaching. We are planning a visit to our Spanish partner school next year!"



Stories and Art Together

Sara Freeman, Ballinspittle National School

'Stories and Art Together' is a collaborative art and story-telling project created to improve creativity, oral language skills and critical thinking skills between pupils in Cork and London. The partners originally met at an eTwinning Seminar in Dublin, where they came up with the idea of the project and created a timeline of work.

The children were encouraged to focus on their talents and channel their creativity into creating stories, without worrying about the conventions of more formal story writing.

The main areas of focus for the project were oral language development and improved planning and critical thinking skills.

The project began with the students brainstorming facts about their own immediate surroundings. This information was used to create a large scale shared-picture of a story setting, using a wide range of drawing materials. They brainstormed story lines and exchanged ideas before working in groups to record different scenes on a school iPad.

Next, the children created characters, assigning them with unique interests and personality traits. They shared these with their partner school via Twinspace.

They set up their own avatars and profiles so that they could log in at home, show their parents the progress of the project and view and comment on each other's work.

The students worked in groups to script and record films which were aired, along with the videos of their partner school, in Ballinspittle National School during Friendship week.



"My students all regard this experience as a highlight of their school year 2017–2018. They loved every minute of being creative and working together collaboratively with students from different classes."



Maria O' Donovan, Meánscoil San Nioclás

In this project students from Ireland and France collaborated to complete a project on street art — researching its origins, early/modern examples, famous street artists, art materials and mediums used. They worked collaboratively to design and complete works of public street art. They studied artists including Banksy, Shepard Fairey and Novice. Irish students went to a Street Art Festival, saw the work of street artists from all over the globe and got to discuss and share this experience with the French Students.

They collaborated on the Twinspace, through the Project Journal and also through the 'chat' feature. Padlets, PowerPoint and PDFs to create presentations — in both English and Gaeilge — were embedded into the eTwinning Twinspace. They enjoyed it so much, the students have begun a new mural this year.

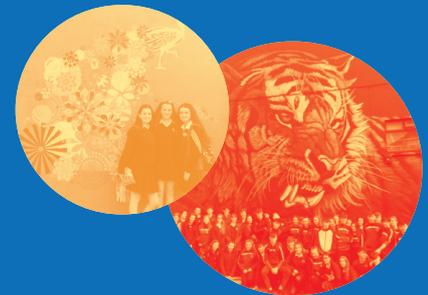
Sa tionscadal seo chomhoibrigh scoláirí ó Éirinn agus ón bhFrainc le chéile chun tionscadal ar an ealaín sráide a chur i gcrích-trí thaighde a dhéanamh ar a bunadh, ar shamplaí luath/comhaimseartha, ar ealaíontóirí sráide cáiliúla, ar bhunábhair ealaíne agus ar na meáin ar baineadh úsáid astu. D'oibrigh siad i gcomhar le chéile chun saothair iomlána ealaíne sráide poiblí a dhearadh agus a chur i gcrích.

Rinne siad staidéar ar ealaíontóirí a raibh Banksy, Shepard Fairey agus Novice ina measc. D'fhreastail daltaí Éireannacha ar Fhéile Ealaíne Sráide, chonaic siad saothar ealaíontóirí sráide ó gach cearn den domhan agus fuair siad an deis an tairní a roinnt leis na Scoláirí Francacha.

Agus iad ag obair ar bhonn aonair, ina mbeirteanna, i mbuionta beaga nó mar ghrúpaí ranga, chuir na daltaí iad féin in aithne, phléigh siad saothair éagsúla ealaíne agus rinne siad taighde ar ealaíontóirí sráide.

D'oibrigh siad i gcomhar le chéile ar Twinspace trí iris an Tionscadail agus trí ghné an 'chomhrá'. Bhí Padlets, PowerPoint agus PDFanna leabaithe sa Twinspace Ríomhnasctha agus cuir i láthair as Gaeilge agus as Béarla á gcruthú.

Chomhoibrigh Scoláirí Éireannacha le chéile chun coincheap físiúil do shráid poiblí allamuigh a cheapadh as a cruthaíodh múrphictiúir ina scoileanna. Bhain siad taitneamh comh mór sin as go bhfuil tosnaíthe acu ar mhúrphictiúir nua arís i mbliana.



Top Ten Disappearing Treasures of Europe

Ronan O'Sullivan, Davis College, Mallow
Pupils ages 13—19

This project, stemming from a meeting in Serbia between eTwinning Ambassadors, sought to bring to life 'the forgotten and disappearing treasures of Europe'. Incorporating both formal and informal learning environments, the project hit on areas of the History, Geography and CSPE curricula.

Through investigations of historical sites, monuments and traditions, as well as flora, fauna and natural resorts, the classrooms created the Top Ten list of lost treasures of Europe.

The teachers adopted a Project Based Learning approach to this project. Students were given the broad outline of the project and were expected to research and develop their ideas from there. ICT was used to develop these ideas through apps including Quizlet, Tricider and Padlet.

The project began with online meetings for teachers via Twinspace. This led to some email correspondence, before a detailed work schedule was created in the Twinspace. The teachers communicated here using the eTwinning teacher bulletin, online meetings, email, and phone.

Students communicated through the Twinspace and through collaborative online tools. These tools allowed great room for collaboration and democracy among the students, who used them to share ideas and vote on topics. The students created projects, videos and written pieces of work over the course of the project and these were uploaded and shared on the Twinspace.

By participating in the project each institution became familiar with the different educational systems and pedagogical practices of their partner schools. All participants agreed that the project was an important part of establishing a European and intercultural dimension in their school.

“There is now the exciting possibility that teachers will be challenged to create learning environments that promote independent thinking, conceptual understanding, innovation and lifelong learning. This idea is really at the heart of this project: students realised that there is no one size fits all approach to education.”



Elaine Sweeney, Our Lady of Mercy College

The aim of the TransMission project was to introduce sustainable development goals to young people and unite them in action. The project involved students from Spain, France, Poland, Italy, Turkey and Ireland. The students worked together in teams, exchanging ideas on different challenges they are currently facing, and attempted to work out what kind of world they will face in 2030.

The students began the project by studying the UN Sustainable Development Goals in their own classrooms — finding examples

of global issues in their own countries and finding out how these were addressed by their governments. They researched individually, brainstormed their findings, carried out surveys in their community, and analysed the results. Their findings were then shared creatively and comprehensively with their international peers via Twinspace.

They students expressed their thoughts through a variety of media including artwork, logos, an e-magazine and a radio channel: TransMission.

The radio station featured a podcast for each goal and was scripted, edited and sound-tracked by the students.

The UN Global Goals are viewed as important, world-changing objectives that will require cooperation among governments, international organizations and world leaders. The teachers leading the project hoped that the participation of the students in discourse on current global challenges would encourage awareness of the current threats to global stability and inspire them to stand up for a better future.



“The use of technology, besides allowing working together at distance, produced a higher level of students’ engagement and triggered their creativity in the multimedia products. We hope the students have understood the importance of taking action and also how demanding their mission is to ‘Transform’ the world is.”



This wide-spanning project was a combined effort between Czech Republic, Austria, Poland, France, UK, Germany, Republic of Moldova, Serbia, Spain, Slovakia, Belgium and Ireland.

The idea came about in Munich at an eTwinning conference. The teachers decided the project would take place over one year and would be guided generally by the following questions: What makes our country different/the same? What makes Europe great? How can Europe improve?

The project began with each country sharing a class photo and a description of their school on the Twinspace. Through various games and quizzes the students familiarised themselves

with the eTwinning platform. Questions that arose along the research path were aired and addressed by the students in the Twinspace. They spent one session per week on the project.

Next, the students watched a Youtube video and learned how to make mascots from old towels. The winning mascot 'Rufus' then physically travelled to each of the 10 countries to see for himself how varied/similar each European culture was.

A 1 min video of the mascot tour was also created. Rufus' means of transport in each country became a particularly exciting element, with every class trying to choose a mode which reflected their culture best.

In Ireland, he arrived by tractor and left by rowing boat. The students were involved in all aspects of the film-making process and the music was voted on in democratic election.

In the classroom, the pupils created a collage of Rufus' adventures. Through this they inferred lots of information about each other — fashion, food, climate etc.

Overall the project was hugely successful in teaching children about other European cultures and in forging friendships. At Christmas, each school sent a parcel anonymously to another school. A class pass-the-parcel video was created to show the other schools how their gift was opened.



"I know my class enjoyed the project because they were always asking me what we were doing next. The whole film brought Rufus together with our school in a perfectly timed, perfectly trimmed, perfectly edited clip. We're delighted with the result and I learned so much watching them."



You Can't Judge a Book by its Cover

Elaine Sweeney, Our Lady of Mercy College

This project allowed students to explore the themes of inclusion, tolerance, acceptance and equality as part of their European Studies class. The collaborating schools, from Poland, France, Greece, The Netherlands and Ireland, via the world of literature, attempted to attain a deeper understanding of each other's culture. The project took place over the academic year 2017/2018.

Students developed an appreciation of how language and genre can shape the meaning and message of a written piece.

They began to recognise the diversity of literary and social voices within each country they twinned with. Hearing these international voices for the first time allowed the students to relate with the project title 'You Can't Judge a Book by its Cover'. They shared these observations as a class, and as an international community via their project Twinspace.

Having broadened their knowledge of international literature, the students began writing their own poetry and prose.

They created imaginative, unique pieces of work including striking 'black out poetry', which can be viewed on their Padlet page.

As well as apps and software, the children utilised electronic equipment during the project including smartphones and school recording equipment to create content and the school's interactive whiteboard to screen video calls with partners.

The project culminated in creation of a book of illustrated poems/short stories, followed by an audio book/dramatisation of selected pieces.



“The greatest success of this project was seeing my students' growing appreciation for cultural differences. The have learned to appreciate each other's differences and grow together as a team. I truly think they will no longer 'Judge a Book by its Cover!'”



Contact the National Support Service for eTwinning in Ireland

Léargas Teagmháil a dhéanamh leis an tSeirbhís
Tacaíochta Náisiúnta d'eTwinning in Éirinn

Léargas

Léargas is a not-for-profit organisation that manages national and international programmes in education, youth and community work, and vocational education and training. It was established in 1986 and is wholly owned by the Department of Education and Skills.

Our programmes focus on co-operation between communities and between countries, and aim to bring an international dimension to the work of education, training, and youth and community organisations.

Cur Síos Gairid ar Léargas

Eagraíocht neamhbrabúis is ea Léargas a dhéanann bainistíocht ar chláir náisiúnta agus idirnáisiúnta san oideachas, obair óige agus pobail agus in oideachas agus oiliúint ghairme. Bunaíodh sa bhliain 1986 é agus is leis an Roinn Oideachais agus Scileanna é ina iomláine.

Tá ár gcuideamh clár dírithe ar chomhar idir pobail agus idir tíortha, agus déanann siad iarracht ar ghné idirnáisiúnta a thabhairt d'obair eagraíochtaí oideachais, oiliúna agus agus eagraíochtaí óige

agus pobail. Lasmuigh d'eTwinning déanaimid bainistíocht ar chláir idirchultúrtha ar nós Causeway agus IAESTE agus is sinne an ghníomhaireacht Náisiúnta don gClár Erasmus+ de chuid an Aontais Eorpaigh. Baineann an Lárionad Náisiúnta um Threoir san Oideachas le líonra Léargas, chomh maith. Tá tuilleadh eolas ar a bhfuil á dhéanamh againn ach cuairt a thabhairt ar shuíomh gréasáin Léargas nó sinn a leanúint ar Twitter nó Facebook.

Léargas

King's Inns House

Parnell Street

Dublin 1

D01 A3Y8

etwinning@leargas.ie

01 8871206

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