

## 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 ONLINE 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.



## 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.

## TWinspace MANAGEMENT

### **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.

## GDPR, COPYRIGHT AND ESafety 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**

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## SETTING 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.

## 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 KNOWLEDGE, SKILLS AND ATTITUDES

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



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## ACHIEVEMENT OF THE SET OBJECTIVES , ACTIVITIES AND OUTPUTS

### **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

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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).



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