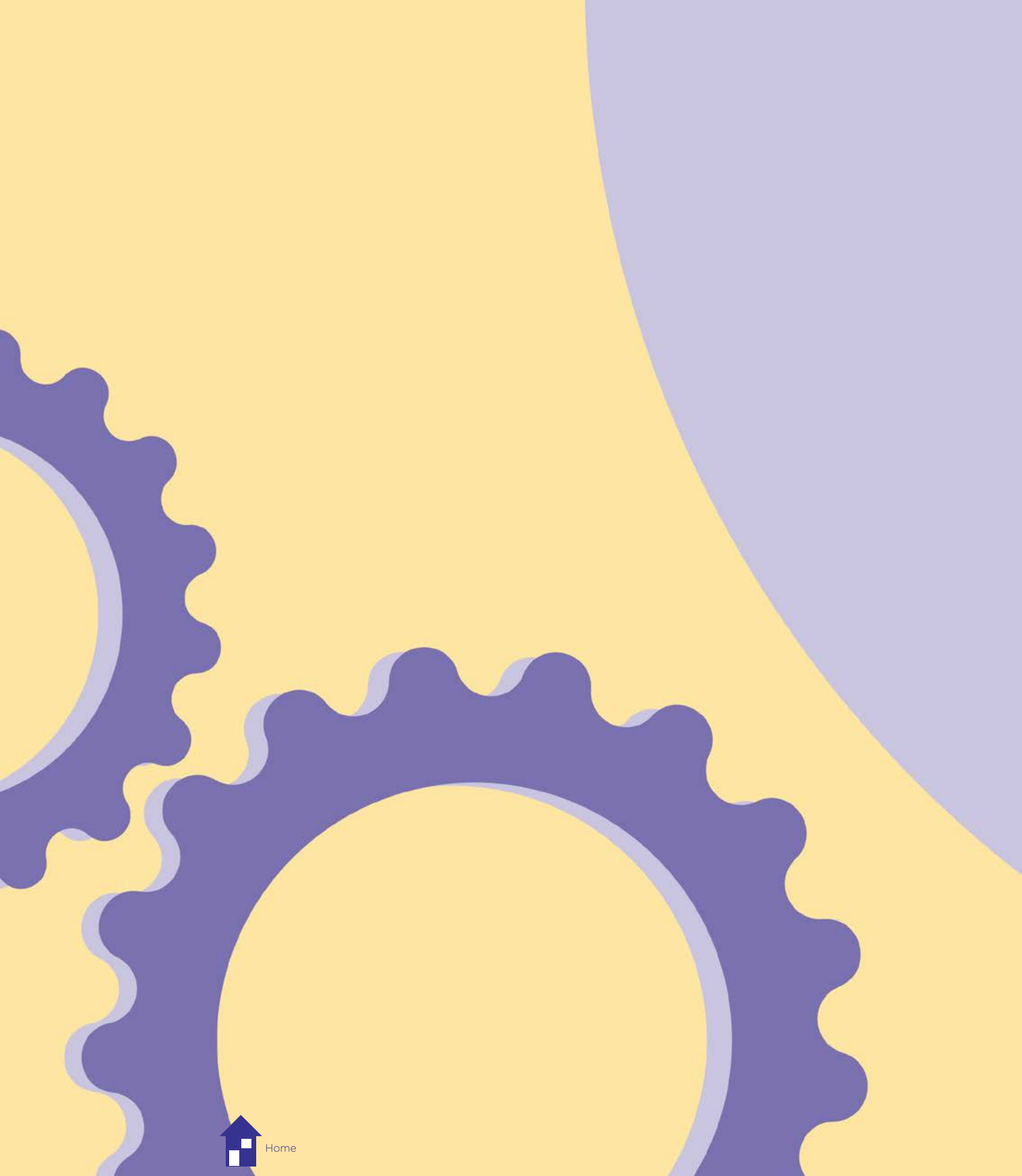


Quality and evaluation in eTwinning projects





Home

Quality and evaluation in eTwinning projects



FRSE
Publications



Home

Quality and evaluation in eTwinning projects

Author: Dominika Tokarz

Translation: POLIGLOTA Biuro Tłumaczeń

Editor, DTP: Karolina Kwiatosz

Photos: Artur Baranowski, Karolina Dudek, Jolanta Koscielnay,
Anna Krzyżanowska, Dominika Tokarz, Pixabay

Design: Mariusz Skarbek

Cover: Artur Ładno

Print: Drukarnia Braci Grodzickich Sp.J.

Publisher:

Foundation for the Development of the Education System
Erasmus+ and European Solidarity Corps National Agency
Al. Jerozolimskie 142a, 02-305 Warsaw
www.frse.org.pl | www.etwinning.pl
kontakt@frse.org.pl

© Foundation for the Development of the Education System, Warsaw 2021

ISBN 978-83-66515-70-3

This publication has been developed with the financial support from the European Commission within the framework of the eTwinning programme. The information and views set out in this publication are those of the authors and the European Commission may not be held responsible for the use, which may be made of the information contained herein.

Free copy

FRSE Publishing House periodicals and portals:

[języki:obce]
w szkole

europa
DLA AKTYWNYCH

eurodesk
Polska

EUROPEJSKI
PORTAL MŁODZIEŻOWY

More FRSE publications are available at: www.czytelnia.frse.org.pl

Table of Contents

4 Introduction

6 Rise to the challenge

10 Inspiration: where to look for it, how to use it

16 Project planning

24 Evaluation and assessment

30 Implementation: how to run a project smoothly

44 Honours and awards

50 Bibliography

Introduction



Dear Readers,

This publication is addressed to those who want to sharpen their skills and deepen their knowledge about the quality of eTwinning projects. It was prepared on the basis of our observations and established practice. The eTwinning Ambassadors have contributed to this publication, too. Their practical experience complements our knowledge and is helpful in answering questions asked by the teachers.

The guidelines presented in this publication are intended to support you in the implementation of top-quality projects. We hope that this guide will make it easier to translate theory into practice and that theoretical and practical tools presented here will encourage you to reflect on your activities. They can provide inspiration for your work with students, no matter if you are new to eTwinning or have extensive experience with it.

WE HOPE THIS PUBLICATION WILL INSPIRE YOU TO CARRY OUT VALUABLE ETWINNING PROJECTS.

ETWINNING TEAM



PHOTO: PIXABAY.COM

Rise to the challenge



Home

QUALITY AND EVALUATION

Why are quality and evaluation so important? The number of eTwinning projects is growing year on year, so is the number of applications for the National Quality Label. Projects carried out by Polish eTwinners are valued all over Europe, as evidenced by a large number of Polish teachers among the winners of annual eTwinning European prizes competition. Yet, it should be remembered that only one in ten teachers who start an eTwinning project receives a National Quality Label and every 18th project is awarded with the European Quality Label¹. To win these awards or to be successful in a competition, a project must be highly rated in several areas (see chapter: *Honours and awards*, p. 44).

As the organiser of the programme, we want the projects carried out by Polish teachers to be of the highest quality, regardless of how long they have been members of the eTwinning community. Thanks to becoming acquainted with the most common evaluation methods and criteria, it is easier to plan eTwinning projects and to monitor the progress of work and the quality of results on an ongoing basis. This knowledge also allows to explore and determine the project's impact on its participants.

Our concern for the quality and evaluation is also based on another reason: support in this area is simply what eTwinners expect from us. We hear reports that after joining the programme or a new project, the initial enthusiasm gradually wanes, and the participants are overwhelmed by the number of tasks and information and communication technology tools (ICT tools) to be mastered. Teachers also lack sufficient information about the technical aspects of the projects. Project supervisors and students want their activities to be of the highest possible quality, and we are here to help.

TEST YOURSELF AND AIM HIGH

MONITORING ETWINNING PRACTICE

The purpose of *Monitoring eTwinning Practice* (MeTP), an eTwinning professional development programme for teachers, is to assess the level of pedagogical, digital and collaborative competences (and awareness and development thereof) through involvement in eTwinning activities (projects, professional development, networking). At the same time, eTwinners can benefit from personalised support offered by eTwinning.

How does it work? Log on to **metp.etwinning.net** with your eTwinning login details and respond to a self-assessment questionnaire. As a result, you will learn about the level of your pedagogical, digital and collaborative competences. Once you have completed the

¹ These data refer to Polish eTwinners and their projects.



questionnaire, you will be able to access a page containing feedback and personalised tips in the form of eTwinning tasks

SELF-TEACHING MATERIALS

Use self-teaching materials available on the **etwinning.net** portal (you will find them in the *Professional development* section).

Self-teaching materials provide support to teachers who have recently registered at eTwinning or who are planning to do so. The materials will help you learn about the details of the programme, show you the opportunities offered by this community, and give you tips on how to start a project. You will also find the answer to the question how to use eTwinning, the opportunities offered by the platform and a step-by-step guide to becoming an active eTwinner. The self-teaching materials will help you discover the tools offered by eTwinning that can impact on your activities in the programme. You will gain information about how to benefit from webinars or *Learning events* online.

The guide includes the following sections:

- Getting ready to become an active eTwinner;
- Communicating in eTwinning;
- Collaboration in eTwinning;
- Management of the TwinSpace;
- Professional development and networking;
- How to achieve quality.

The users can take 10 quizzes to check how well they have acquired the information. Self-teaching materials and quizzes have been developed to support teachers' progress and motivate them to learn more about all the topics presented.

WRITE DOWN IDEAS

We have provided space for notes in our guide. Remember to make notes. Always jot down ideas you like, so you can come back to them in the future.

BE REALISTIC

Alec Patton (2012) advises that once you have an idea, you should ask yourself three important questions to save time and effort at a later stage. Make critical evaluation of your ideas to avoid disappointment.

1. Will the project be engaging to my students?

If it is your own idea, you will probably answer "Yes". However, it is worth taking a critical look at the idea and considering whether the project:

- is relevant and of importance to the students,
- will result in a product, service or body of knowledge that will benefit students, and the whole process will be authentic for them,

- will be so attractive to students that they will carry out the tasks voluntarily, even in their free time,
- is consistent with students' interests or will awaken new passions in them.

2. Will the project be engaging to me?

If the project outcome does not matter to you, students will probably be indifferent to it, too. Your enthusiasm will prove indispensable in crisis situations, when, for example, communication with partners gets bogged down or students refuse to co-operate (which does happen). Besides, a quality project creates new learning opportunities for all participants, not only for the students. So, the added value is that you will develop your working methods.

3. Will my students learn something important?

There are very engaging, enjoyable projects that do not contribute much in terms of teaching. To avoid this, it is useful to draw up a list of needs and objectives to make sure that your project is significant. To learn more about objectives and needs, see chapter *Project planning* (p. 16).

Answer these questions frankly. If you cannot answer the first or second question affirmatively – or cannot answer the third question exhaustively – then keep on looking.

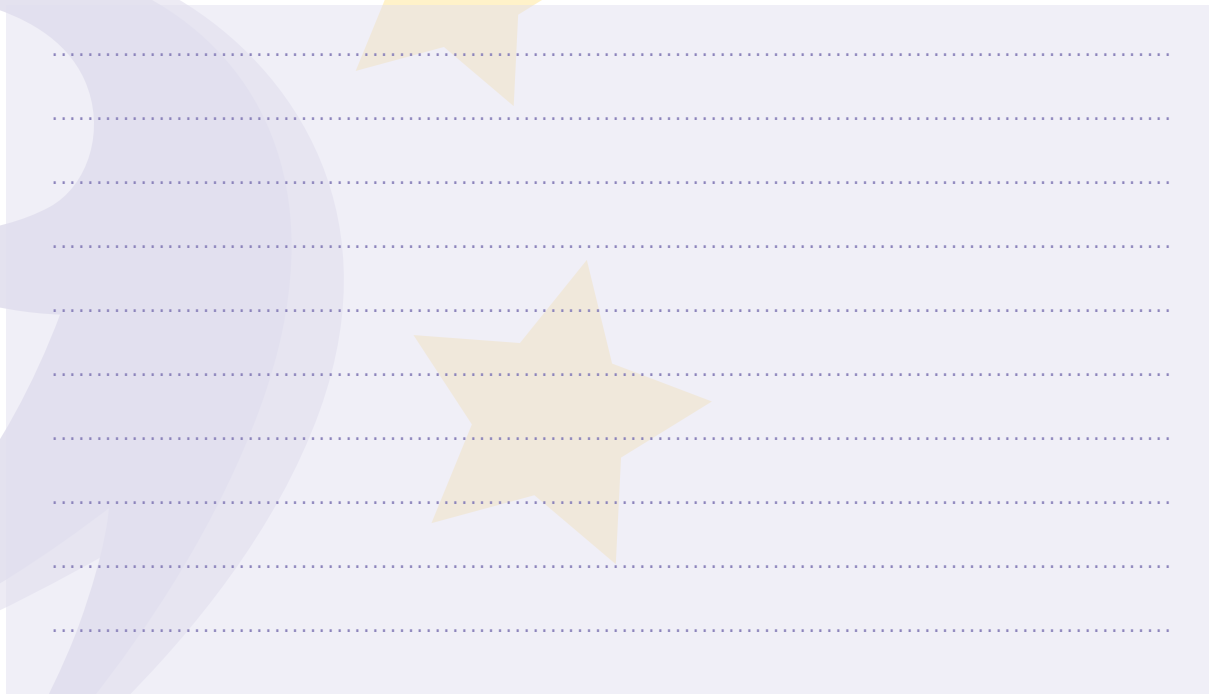


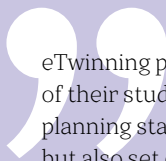
PHOTO: KAROLINA DUDEK



Inspiration: where to look for it, how to use it



You can look for project ideas anywhere. Just as an architect who observes nature and sees shapes and solutions that can be used in a design, teachers involved in eTwinning starts to see ideas for educational projects around them. Look for inspiration in your hobbies and interests, in the work of other teachers and – as much as possible – in the interests of your pupils. It is very important to be personally engaged in the project. Thanks to focussing on exciting topics, you can infect others with your enthusiasm. Of course, it is about much more than excitement, but if you do not start with something that moves you, then the whole project becomes a burden for the participants and its quality suffers most (Patton, 2012).



eTwinning projects offer teachers the unique opportunity to put the reins in the hands of their students. When carrying out projects, it is useful to involve students already at the planning stage, so that they can not only choose a project topic in line with their interests, but also set objectives and plan project activities. Usually it is us, teachers, who suggest to students which tools they can use to carry out a project. Yet, it is worth giving them the opportunity to use the tools in a creative manner and encourage them to think outside the box. Although this reversal of pupil–teacher roles may seem uncomfortable, it will certainly result in strengthening relationships and developing key competences. Let us not be afraid to be mentors to our students, and also have courage to learn from our students.

KATARZYNA ZAWIŁA-DUDZIK,

NO. 4 WHITE EAGLE PRIMARY SCHOOL IN CZECHOWICE-DZIEDZICE



Listen to your students, pick up the ideas they exchange in everyday conversations. Look at their interests and passions. Show them interest. Then the project ideas will come right away.

MONIKA MOJSIEJONEK,

JOHN PAUL II PRIMARY SCHOOL IN ZABÓR

In a good project, students play a central role. It involves genuine co-operation and exchange of ideas. It generates positive emotions and allows relationships to be established, so that in passing a genuine progress in key skills accelerates in participants.

MAREK FULARZ,

EMILIA PLATER PRIMARY SCHOOL IN BOGATYNIA

Inspiration can come from anywhere and project ideas can take many forms. You may start by asking a question in the staff room, such as “Why do students spend their breaks sitting down?” You may also start with a product you would like to create with the students, such as bird feeders for the school garden or a common space, for example a local arts gallery where you can organise exhibitions of students’ work.

It is also worth looking at the core curriculum and identifying the learning content and skills that pupils will acquire more effectively as a result of the project (for more on planning with taking the curriculum into consideration, see: *Pedagogical innovation*, p. 38 and *Integration with the curriculum*, p. 40).

However, not all the best projects were born in the minds of the teachers who initiated them. When looking for inspiration, read examples of good practice, observe the work of other teachers and browse the internet or publications. They can be a mine of ideas for valuable eTwinning projects.

Mostly our work is based on the school year, which means that we start in September and finish in June. Sometimes an idea for a project pops up out of the blue, another time it takes effort to find it. At the end of a project, in an evaluation questionnaire ask the participants what project topic would be of interest to them in the future. Some students would prefer to continue work on the same topic, but in most cases they come up with amazing ideas. In this way, you can collect their suggestions, organise them in-line with the core curriculum, and make students vote for the most interesting topic. Sometimes attractive topics later are developed into valuable project activities or emerge spontaneously during international chat sessions.

BARBARA MACIEJEWSKA-N’SIR,

NO. 2 PRIMARY SCHOOL WITH BILINGUAL DEPARTMENTS IN POZNAŃ

PROJECT KITS

The **etwinning.net** European portal features projects forming best practices. This section can serve as an inspiration to develop and implement your own eTwinning ideas. Each example featured there is accompanied by a ready-made project kit. You can also go directly to the *Project kits* section, where you can find ready-made collaboration scenarios possible to adapt to your own activities, and a new project can be registered later. What is important, the kits can be used step-by-step, as it is presented in a scenario, or modified according to teachers' needs. You can also use only selected tools or individual tasks, which can also be sorted accordingly to a phase of a project: Getting to know partners; Introduction; Communication; Collaboration; Evaluation and assessment; Follow-up.

AWARDED PROJECTS

At the **etwinning.pl** website, in the *Inspiration* section, you can find several tabs where interesting projects are presented along with a rich database of other materials, such as ready-made lesson plans and interviews with experienced eTwinners. We particularly recommend the *Publications* tab, presenting the projects awarded in eTwinning competitions.

GROUPS

eTwinning groups are closed platforms for eTwinners, where they can hold discussions and collaborate on a specific topic. The goals of such activities are: to share practices, discuss teaching and learning methods and receive professional development support. The groups are led by eTwinners who have completed the eTwinning moderator course. Within each group, activities and tasks are set, which teachers implement and discuss. Topics range from language teaching to entrepreneurship education and STEM subjects (science, technology, engineering and mathematics). Find a group that interests you and join it. How to do this? Simply log in to eTwinning Live and then go to the *Groups* section. There find an appropriate group using a search engine and join in!

SEARCH

PROJECTS

After logging in to eTwinning Live, you can access all the projects that have been created in our programme. To find the ones that interest you most, simply enter a keyword, name, town, etc. in the search engine or use advanced search options, which allow you to narrow down the results by topic, vocational subject or project language.

PARTNERS

In the section *People* (after logging in to eTwinning Live), you can find any person registered and active in eTwinning. By clicking on a name, you can visit their profiles, follow their activities and invite them to your contacts. On the profile of each eTwinner, you can find a lot of useful information, such as how many and which projects they have completed, which events they have participated in, which groups they have joined and what they have written about themselves. If the information meets your expectations in terms of a potential partnership, it is worth contacting that person.

Such forum is the perfect place to look for partners and projects to implement. It is divided into several categories, e.g. by students' age, Erasmus+ partnerships, etc. Users can communicate their interests and ideas there. You should visit forums regularly to see what new information has been published and post info yourself.

Partners can also be met at contact seminars and eTwinning conferences. The number of participants in such events is limited, so it is worth preparing well to increase your chances of effective participation. A seminar is worth attending if you intend to set up a project and are aware of the goals you want to achieve with it.



A large light gray rectangular area containing horizontal dotted lines for writing. On the left side, there are decorative elements: a yellow star, a purple circle, a purple crescent moon, and another yellow star. A third yellow star is positioned lower down.



PHOTO: DOMINIKA TOKARZ

Project planning



The most effective is “backwards planning” (Patton, 2012). It involves preparing teaching activities on the basis of expected outcomes (rather than materials or individual tasks). When planning backwards, you focus on the needs of the students and what they should know or be able to do after the project completion. Next, you identify what kind of evidence you expect to find to prove that you have achieved the desired result. Only then you can determine appropriate actions and tasks that will lead to your goal.

NEEDS AND OPPORTUNITIES

Reflect on why the project is necessary and what changes it can bring about. What are your expectations and those of your students and your school? Why do you need eTwinning collaboration? If you do not really need the project, your efforts are pointless.

To establish what your needs are, ask the stakeholders themselves, i.e. students, their parents and other teachers, and, if possible, potential partners. You can also look at the projects you like and see what results they have produced.

At the planning stage, consult with your students not only about the topic of the project, but also about its scope. This is the right time to verify if teacher’s assumptions are aligned with students’ expectations and what the final outcomes and products are supposed to be. At this moment many ambitious ideas tend to be reduced to realistic goals. It is also the stage at which you will be able to assess whether the idea will take off or create



Let us be honest: How many teenagers are willing to use their free time to perform school-related activities? Certainly not many. However, if students are involved in the development of the project from the very start and not just invited to the finished design, their motivation to work, often done after school or in their free time, increases enormously and they get a lot of satisfaction from it.

BARBARA MACIEJEWSKA-N’SIR,

NO. 2 PRIMARY SCHOOL WITH BILINGUAL DEPARTMENTS IN POZNAŃ

problems – whether it organisational or caused by low interest on the part of students. It is much more beneficial and rewarding for students to work on a task that they had a say in rather than on one that was imposed on them. They will also be more determined to complete the task, and their enthusiasm will infect less motivated colleagues.

Know your limitations and resources. Not every measure that works well in other countries is feasible in Poland or in any school. Before you agree to implement an activity proposed by partners, consider whether you have the right equipment, enough time and people to do that.

OBJECTIVES

A project is not an end in itself, but a means to a predetermined objective. From the beginning, you need to clearly state project goals. Think about what it can offer to you, your students and the school. What is it that you will achieve that could not have been achieved without collaborating with another school.

According to the well-known, but not used enough SMART tool, objectives should be defined in a way:

SPECIFIC

What exactly do you want to achieve with the project? What issues or problems will your initiative address? What competences will participants gain? What will change after the project is completed? What will you create?

Describe the expected outcome, but not how to achieve it, e.g.:

Right: Students will learn to conduct operations with fractions and will be able convert ordinary fractions to decimals.

Wrong: Developing mathematical skills through logic games.

MEASURABLE

If it is possible to measure the extent to which the objectives have been achieved, it will be possible to determine the degree of the project's success. It is worth breaking down the main objectives into specific ones to make it easier to assess their results during the evaluation, e.g.:

Right: Students learn to code in a given application (application name is indicated).

Each partner school creates a part of the code.

Wrong: Students from each school will learn a different coding application.

ACHIEVABLE

Setting over-ambitious goals may look impressive on paper, but if you fail to meet them, the result will be frustration and bitterness. It is better to set modest, specific and achievable goals that are a realistic challenge for the project team, e.g.:

Right: Students will draw up a petition on stray animals, collect signatures and pass it on to local authorities.

Wrong: Students will come up with ideas on how to achieve world peace.

RELEVANT

The objectives set must be important to project participants. Knowing that they are creating something that is right and in line with their beliefs will make it easier to achieve their goal. The goals must also have a significant impact on individual participants or the organisation, e.g.:

Right: Performing three tasks, we will create an e-book: together we will write the text, prepare illustrations and edit the whole book, which will be posted on the internet.

Wrong: In the first task, we will design a project logo, in the second we will send Christmas cards to one other, and in the third we will organise a video conference and sing a song together.

TIME-BOUND

Actions should be appropriately timed, and a clear deadline for achieving specific goals should be set, e.g.:

Right: From the beginning of January until the end of February, a video conference will be held every Wednesday.

Wrong: The project will start in winter. The partners will contact each other a week in advance and arrange the details.

Start by listing all the **content** and skills your students are expected to master thanks to the project. This will be **content specific** to the subject you teach; **competences**, such as teamwork; or **attitudes**, such as self-confidence. Now it is the right time to check in the relevant documents, which required content can be realised within the project.

PARTNER

The right choice of project partners is extremely important to the implementation of subsequent activities and to the quality of the results and their further use. A good partner is the one who has experience – not necessarily in eTwinning, but in an area that is relevant to the whole project. In an ideal partnership, participants learn from each other, so it is good if each partner is ready to share their competences, knowledge and skills.

There is a widespread belief among eTwinners that a good partner is the one who has worked on a previous project. Good co-operation experiences are usually a guarantee for further smooth partnership relations. However, there is a risk of monotony and reduced innovation, so it is good to invite new schools to join in. These can be institutions and individuals recommended by other eTwinners or found by yourself through eTwinning Live.

Are they experienced but bored or beginners full of enthusiasm? It is important to observe how the partners act in the project and the extent to which they are involved in the activities, particularly at the early stages.

Remember that staying in touch is a prerequisite for a fruitful co-operation with partner schools and one of the most important tasks of a school co-ordinator. Breaking off contact makes it difficult to re-establish the relationship in order to carry out future projects and undermines trust in the partner.

It is very important to have a good plan with a detailed division of tasks between schools, so that each partner feels involved in the project.

KAMIL MATRAS,

JOHN PAUL II PRIMARY SCHOOL IN ZABÓR

The most important thing is to kick-start the project. And you can do it with good partners. A partner who is on the same wavelength is a treasure. So go ahead and apply for contact seminars, where you can meet your future colleagues face to face. Once you meet them, you certainly will not let them go after one project.

I came across such treasures in Armenia and Brussels – and I would not give them up for anything in the world. Communication is very important. And above all, co-operation. No pressure. Do not impose your opinion, make arrangements, exchange views. We have set up a group in an instant messenger, where we talk on a regular basis. It is important that you feel that your partners are also your friends. In such a situation, working on a project is great fun.

MAGDALENA MADEJ,

NO. 29 ALFRED SZKLARSKI PRIMARY SCHOOL WITH SPORTS DIVISIONS IN DĄBROWA GÓRNICZA

RESULTS

An educational project always ends with a public presentation of the results. In this way, we set a certain standard of work for the students, create a context for co-operation between teachers and introduce a spirit of healthy competition between the participants. When students know that the results of their work will be published, their attitude and the course of the project change from the very start. The awareness that they will be presenting their work to peers, family, teachers or a completely new audience is much more motivating for students than the promise of a high grade.

A clearly defined project outcome acts as a lodestar pointing the way forward and gives participants a sense of purpose. When you know what results you want to achieve, you keep up the good work. In addition, making the results available to external audiences, such as parents or the local community, has a positive impact on their relationship with the school.

Think about what you get at the end of the project: what can you show to the world? Make sure that the outcome provides value both to the students and to other audiences. This will be demonstrated by the decision taken at the end of the project: whether the students' works will be kept or thrown away. When planning the results, together with your project partners identify the target groups, i.e. the people you want to reach. Will it be only the students or also their families? Recipients can also be other teachers or project partners themselves (e.g. if you work on a new solution that you will use in your work). Also, identify the tools you will use to create the outcomes: whether there will be printed materials, online materials, what events will take place, etc. Consider how you will evaluate the results.

The final outcomes of a project can take many forms, be of different nature and include both concrete products and skills acquired by the participants in the activities. These can be products such as a publication, an artwork or a school garden. An outcome can also be a performance or debate, as well as an activity, such as a practical workshop carried out by pupils for younger colleagues, grandparents or other audiences. The outcomes of eTwinning projects can also be curricula, lesson synopses, studies, reports, materials, events or websites (e.g. TwinSpace). They can also include knowledge and experience gained by the participants, the development of their competences and skills or a change in their attitudes.

Outcomes are commonly divided into tangible (hard) and intangible (soft) ones. It is worth remembering this division and taking both types of outcomes into account. As there can be many outcomes of one idea, when planning and describing your project, focus on the most innovative ones or these meaningful for the participants.

It is very important that the achievement of results depends on co-operation between schools. It is not about everyone creating something and showing it to the others. It is about making something together.

ACTIVITIES

An educational project is learner-centred and driven by a vision of the final product, but it is the way leading to that product that is the essence of the project work. Only skilfully selected and carefully planned joint product development activities will give students the opportunity to work in an authentic environment and to acquire and develop numerous competences and skills.

When planning the work, take into account school breaks, holidays, exam periods or school events and consult it with other project partners. You can create a joint calendar in which you enter school year plans in the partner countries.

Together, identify the periods when you will be able to work intensively and those when you will not have time to work together.

Divide your project into stages. Estimate the time needed to complete each of them. Create a schedule of activities and follow it. Consider the division of tasks between partners – it is good if each task has a person or school co-ordinating or prompting the joint work. Post the timetable online for students, parents and teachers to access. Make updates for any changes.

EVALUATION

Before starting the project, together with partners ask yourselves the following questions:

- **How will we know that our project is successful?**
- **How do we check what students have learned?**

Project work assumes that there is no single correct solution, and that creativity is as desirable in a project as it is difficult to assess by traditional means. As evaluation is an extremely important part of project work, we have devoted a separate part to it. For more information, see chapter *Evaluation and assessment* (p. 24).

PROJECT TITLE

Think about project title at the end. Once you have established what your project will be about, the title will come up and – most importantly – will reflect project's essence. A good title is simple, easy to pronounce (especially for younger students and also in a foreign language) and unique.

Before you start project work, establish a timetable of activities. Share responsibilities, indicate what you – as co-ordinator – will be doing and what your students will be doing. Create an online calendar in which each partner school enters its days off (holidays, trips, etc.). It greatly facilitates co-operation between schools. As a result you will not need to worry that, for example, a scheduled video conference will be held on a date when your partners are unavailable.

MONIKA MOJSIEJONEK,
JOHN PAUL II PRIMARY SCHOOL IN ZABÓR



A large light blue rectangular area with horizontal dotted lines for writing. On the left side, there are decorative elements: a yellow star, a purple circle, a purple crescent moon, and two more yellow stars.



PHOTO: ANNA KRZYŻANOWSKA

Evaluation and assessment



Evaluation is not only a mandatory part of a project. It is first and foremost a tool for checking the quality of the project and the consistency of its aims and objectives with the results achieved. A carefully planned and properly conducted evaluation will help to modify activities and ensure their high quality. During this process, you can collect information both on the progress of individual activities and on the results achieved.

Good evaluation:

1. enhances the quality of the project by showing its strengths and weaknesses,
2. helps to carry out project activities in accordance with the agreed objectives,
3. allows you to check whether the planned activities were successful,
4. enables quality assessment and more efficient dissemination of the results,
5. raises the quality of subsequent projects,
6. allows you to find out what the participants themselves think about the project,
7. allows you to learn the opinions of other target groups and potential stakeholders on the activities carried out².

It is important to remember that evaluation is a systematic process subject to certain methodological principles. We often think of evaluation in terms of summarising a project. However, systematic evaluation involves collecting data and analysing the results at each stage of the project, not only after its completion. With regard to the time criterion, i.e. the stage of project implementation, three basic types of evaluation are distinguished:

- **preliminary evaluation** (*ex-ante*, at entry) – carried out before detailed activities are planned,
- **ongoing evaluation** (*ad hoc*, continuous) – usually involves documenting the course of action,
- **final evaluation** (*ex post*, at exit) – which is a look at the whole project and forms the basis for its evaluation.

Evaluation planning should therefore run in parallel with project planning and influence it.



2 Pachocki, M. (2015). Ewaluacja. In J. Dąbrowska & E. Mitoń (Eds.), *Podziel się sukcesem! Upowszechnianie rezultatów w projektach edukacyjnych* (p. 44). Warszawa: Fundacja Rozwoju Systemu Edukacji.

TOOLS

What are we checking?	How do we do it?	When?
Have students acquired specific knowledge or skills?	survey, interview, experiment, test	<i>ex ante, ex post</i>
Have students developed interpersonal skills?	survey, interview, observation	<i>ex ante, ex post</i>
Are student roles in project teams established?	the tables filled in by the students on TwinSpace	<i>ad hoc</i>
Are the teams working effectively and do they know what the next steps will be?	text outlines, drafts, lists of materials and tools, brainstorming notes	<i>ad hoc</i>
Do students know and understand the assessment criteria?	assessing each other's work, pointing out strengths and weaknesses	<i>ad hoc</i>
Will students be ready to present their results at a summary event?	observation and follow-up meetings with project teams, presentation plan	<i>ad hoc</i>
Have students used the knowledge they gained to create the final product?	evaluation of the final product against the criteria	<i>ex post</i>
Have students co-operated effectively in project teams?	peer evaluation of students' co-operation, reflections and opinions of teachers, students and parents	<i>ex post</i>
Have students changed their attitudes or opinions?	survey, interview, psychological test, peer group discussions	<i>ex ante, ex post</i>
What do students think of the project after its completion?	survey, interview, observation	<i>ex post</i>

Develop common tools (in different languages) to be used for evaluation. This will make it easier to compare the impact of the project on participants and make comparisons. Give the evaluation a lot of attention in the planning stage of the project. This way it can be carried out systematically without much effort.

TOOLS USEFUL IN THE EVALUATION PROCESS

The project's TwinSpace itself provides useful tools. The forum, the teacher's notebook or the project pages are ideal for evaluation. There are many free-of-charge, attractive programmes available on the internet, which can help you carry out evaluation, document it and publish its results.

If you would like to learn more about some of these tools, take a one-week eTwinning online course entitled *Tydzień na feedback* (A week for feedback). Details are available at the website www.etwinning.pl/tydzien-na-feedback.

Tool	Website
Surveys	surveymonkey.com crowdsignal.com ec.europa.eu/eusurvey google.com/forms pollandmatch.com
Boards	en.linoit.com padlet.com jamboard.google.com miro.com mind42.com popplet.com
Infographics, posters	piktochart.com canva.com postermywall.com genial.ly
Word clouds	tagxedo.com edwordle.net
Podcasts	vocaroo.com voicethread.com voki.com
Quizzes	kahoot.com socrative.com quizizz.com
QR codes	qrcode-monkey.com the-qrcode-generator.com
e-books, e-magazines	flipsnack.com storybird.com madmagz.com
Brainstorming, feedback	answergarden.ch createdebate.com tricider.com

EVALUATION IN PRACTICE

In project-based learning, evaluation should cover many areas. Of course, you want to evaluate the quality of the final product, but if you focus only on that, you run the risk that students will work for a grade and the whole point of collaboration will be missed. After all, the advantage of educational projects is that students master more than just one thing: they learn to co-operate, solve problems and communicate. They also learn how to correct mistakes, as they can improve their end product all the time. Thus, evaluation can cover the acquisition of factual knowledge, co-operation or public speaking skills, but you can also include punctuality or other additional criteria depending on the character of the project.

Try to answer the following questions: If collaboration forms the basis and students work in teams, how do you assess the contribution of individuals? Can soft skills be evaluated? How to assess the mastery of the subject content in a cross-curricular project? How to check whether students' knowledge and skills increase as the project activities progress? Can students' self-assessment and peer assessment be relied on? Is it possible to give a grade for project work?

WORK INPUT AND SOFT SKILLS

Try to assess contributions of individual students to the creation of a joint final product. You can do this by using the following methods:

- A project fiche for each student, in which one writes or marks (in the case of younger pupils these are pictorial fiches) his/her own objectives, a timetable of tasks and regular brief progress reports. The aims and timetable of the project are known to all participants and to stakeholders (school management, parents).
- Frequent follow-up meetings with the teams to check the distribution of tasks and the progress of work. It is worth monitoring whether students have the necessary materials and sufficient time. Brief notes taken on an ongoing basis will serve as a documentation and during meetings students can get help from the teacher.
- Self-assessment and peer assessment in a form agreed by the teacher and students (e.g. points). It is important to make sure that the two assessments are equivalent and that equal weight is given to assessing the contribution of individual students and teams.
- A co-operation contract can describe students' roles and rules, and also methods of solving crisis situations, e.g. when one person in a team does not perform work.
- Changing roles within project teams allows students to prove themselves in different roles and helps maintain a fair distribution of responsibilities.

KNOWLEDGE AND SKILLS

Use the project to assess knowledge and skills specified in the subject's core curriculum or assess knowledge and skills independently of the project:

- There is no need to interrupt the project to conduct a test. As the project forms a part of the core curriculum, the tests should be carried out independently of it.
- Test students' knowledge and skills both traditionally (tests, essays) and using modern methods (online quizzes, games, mind maps). Use formative and summative assessment.
- Mini-presentations to describe an issue in front of the class or project team is not only a situation where the teacher assesses the student's level of knowledge mastery, but also an opportunity to get used to stressful situations, improve communication and presentation skills (which are not assessed at this stage).
- Carefully plan your assessment criteria, if you want to use school grades as feedback.

FORMATIVE ASSESSMENT

- You do not need to enter a grade in the register every time – formative assessment is more important in project work. However, it is essential that the teacher has a clear understanding not only of students' current knowledge and skills, but also

about the progress of activities and the achievement of goals. Students should constantly receive feedback.

- Involve students in the assessment process, so that they are more familiar with the criteria and know what you expect from them. Let the students propose a criterion and determine what is required to get a given grade. Choose one criterion and let the students assess their peers.
- Use tools such as **Kahoot** or **Plickers** to assess teamwork.

SELF-ASSESSMENT AND PEER ASSESSMENT

- Use clear and precise criteria.
- Keep a balance between self-assessment, peer assessment and assessment by the teacher.
- When using peer assessment, involve students from the partner school. The feedback that students receive will be particularly valuable and will certainly be objective: the assessed and the assessors do not know one other.
- Do not apply all criteria at once. Divide the assessment into smaller elements, have students focus on one criterion only, e.g. when assessing an essay, have them check spelling, composition or style.
- Trust your students! Their assessment will be honest, if they are aware that it matters to you.

PRODUCT ASSESSMENT

- Avoid giving one mark to the whole group of students. This demotivates them, especially if they do not all work equally hard (which is usually the case), and results in over-specialisation (one student does the graphics, one writes all the texts, but nobody really contributes to the whole project).
- If you use evaluation as the basis for school grades, remember that evaluation must be open and that grades (or even opinions) must be based on precisely formulated criteria, which are known and understood by students and their parents from the very beginning.
- When evaluating the final product, you also – and perhaps first of all – evaluate your own work.

“Evaluation will be fun for participants, if you stage it in the form of a quiz. Use Mentimeter, Kahoot! or simply QR codes to conceal a simple survey created with a Google Form (hide the codes cleverly – students will take it as a game).

MONIKA MOJSIEJONEK,
JOHN PAUL II PRIMARY SCHOOL IN ZABÓR



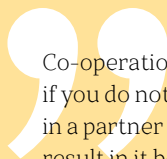
Implementation: how to run a project smoothly

COMMUNICATION AND CO-OPERATION

Remember that collaboration is a key element in developing eTwinning projects. The best initiatives are not limited to the simple exchange of materials and information, but students collaborate on a given issue, solve problems, collect and analyse information, and the result of such teamwork is a specific material. In a project, the participants are partners and all tasks should be co-operation-oriented. This is why you need to ensure that pupils work in inter-school teams and that each school is represented by at least two students in a team. This will guarantee co-operation at class level and will also help to avoid stoppages in the implementation of tasks in the event of the absence of any of the participants.

Make students aware that they can decide how the project will proceed and what form it will eventually take. Let them know what kind of tasks they have to do and what the consequences are if they fail to complete any of them. Do not do anything for them, make them do as much work as possible. Students who have a large scope of activity and responsibility (e.g. student-administrators at TwinSpace) often surprise the teachers with their maturity and self-discipline. Remember not to distribute tasks without respecting students' individuality, ability and readiness to work. Let them (including students from partner schools) have a real say about the topic of the project and its progress.

The more work a project requires, the more people should be involved in the team. The different contents covered by the project require content supervision by teachers of various subjects, so invest in good teamwork with colleagues at your school. It is also crucial to convince the management of the value of the whole project. Make sure that the management is aware of the project's objectives from the very beginning, inform them about the schedule of activities and keep them informed about progress. A better understanding of the nature of the project will create an atmosphere conducive to its implementation.



Co-operation between partner schools can be compared to growing a plant: if you do not look after it regularly, it may die. The same is true for co-operation in a partner group. A simple decision to carry out a joint project does not automatically result in it becoming a success. Meeting commitments and mutual respect foster relationships with partners.

MARIA CHODAKOWSKA-MALKIEWICZ,

WARMIA-MASURIA IN-SERVICE TEACHER TRAINING CENTRE IN ELBLĄG

The words “together” and “jointly” are crucial in eTwinning. They refer to both teachers’ and students’ work. A jointly prepared e-book, online cartoon or poster, a Skype meeting – they all aim at being and doing things together. The influence of each project participant on the final result of the work is a guarantee of a lasting motivation to promote real co-operation and experiencing it at classroom and international level, in real and virtual world. All this contributes to the development of competences our students will need in the future. We teachers also need such experiences, if we want to develop, change and enjoy our everyday work.

ANNA KRZYŻANOWSKA,

NO. 48 KINDERGARTEN WITH SPECIAL NEEDS AND INCLUSIVE EDUCATION DIVISIONS IN ZABRZE

The quality of communication in eTwinning is very important. People who have carried out many projects can overlook this, as it is often the actual activities and their effectiveness that seem to matter most. However, it is worth remembering that our partners are often people with little or no experience in the programme. So everyone needs time to adapt to the rhythm or style of the eTwinning team’s work, to improve ICT skills, etc. It is also worth using solutions that facilitate communication. In our projects we use, for example Trello, a free application which works really well for us. I also recommend Google Docs.

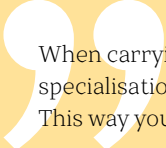

AGNIESZKA ANISIMOWICZ,

NO. 72 GEN. JAKUB JASIŃSKI GENERAL SECONDARY SCHOOL IN WARSAW

The most important thing is the joint project product, as it is a result of partnership’s work.



BARBARA JAWORSKA,

NO. 50 ŚWIĘTA JADWIGA KRÓLOWA POLSKI PRIMARY SCHOOL WITH INCLUSIVE EDUCATION DIVISIONS IN BIAŁYSTOK





When carrying out projects, it is worth co-operating with teachers of different specialisations, as they can have completely different views on the same issue. This way you can bring something interesting to the project.

KAMIL MATRAS,
JOHN PAUL II PRIMARY SCHOOL IN ZABÓR



Real co-operation between partners is not about doing the same or similar tasks in the participating schools, but collaboration based on interaction: working together, co-creating, doing things together. A favourite form of work for my students are live sessions – during English lessons we connect with a partner class and the students, working in international pairs or groups carry out various tasks. It is an effective method of breaking down the language barrier and creating a natural environment for developing communication skills. Equally important is the collaboration between teachers. The effectiveness of this teamwork lies in learning together, supporting one another and celebrating small achievements. Only such attitudes guarantee the success of a project.

KATARZYNA SIWCZAK,
NO. 4 MIKOŁAJ KOPERNIK GENERAL SECONDARY SCHOOL IN RYBNIK



It is a good idea to set up a school account for the project at: YouTube, Vimeo and Google Docs. eTwinning platform and TwinSpace are very easy to use communication tools.

MARIA PIRECKA,
CARDINAL STEFAN WYSZYŃSKI PRIMARY SCHOOL IN FANIANOWO

MANAGEMENT OF THE TWinspace

As a space for partners to collaborate on an eTwinning project, TwinSpace, offers several varied and intuitive tools. It is worth getting to know them all and using for your project work. Remember that this is a safe space – the partners working there can communicate with each other without fear of outside interference. Useful technical tips can be found, e.g. in the guide *eTwinning. Rejestracja i narzędzia krok po kroku* (Step-by-step guide to registration and tools), which can be downloaded from the project's website.

CREATE YOUR WEBPAGE Divide it into working and presentation space. Organise it by presenting topics individually, by task rather than by country or school. Remember that new project partners are added via eTwinning Live, but teachers who will be uploading content to the TwinSpace (pages, forums, etc.) must be given status of an administrator. Also students with administrator status can create webpages and forums. They can assist teachers, e.g. during lessons.

USE THE FORUM It is a useful tool for discussing aspects of a project with a wider community. All it takes is that one user adds a forum and creates a topic, and the others can post their replies, comments and hold discussions at any time in order to arrive at a solution together.

PLAN LIVE EVENTS It is worth taking care of the setting of our broadcast and prepare a description of the recording afterwards, which will be available on our website.

USE CHAT This is one of less frequently used features of TwinSpace, probably because many teachers find it unattractive for students. However, it is worth taking some effort and plan activities using chat. It provides a fantastic space for spontaneous communication in the project language. Students can work in pairs or small teams, completing short assignments that call for asking questions and giving quick answers. For example, students learning the same language can chat every week at an agreed time. What is important, such conversations are recorded. Administrators can download chat history from the last three months, so the teacher has an overview of the progress made and use it for ongoing evaluation.

KEEP A PROJECT DIARY A project diary is one of the elements visible in the public mode of TwinSpace, which means that its content is also accessible to non-logged in users. A project diary is an ideal tool for keeping an up-to-date record of activities and publishing materials that you can show to friends, family and colleagues. Think of it as a blog, where project participants (students and teachers) will regularly post entries and illustrations. In project teams, you can appoint individual students responsible for posting entries and ensure that they complete their task in a timely manner.

SHARE MATERIALS The *Materials* section is a strategic component of TwinSpace. It allows you to upload the results of your work in the form of photos, videos and other files. Only material previously posted to this part of TwinSpace can later be presented in other areas of the portal, such as forums and pages. The materials posted on the TwinSpace can be used by the partners and their invitees. Selected materials, in the form of webpages, can be made visible in the public TwinSpace mode and made accessible to other teachers, parents and other interested parties. All materials can be deleted from TwinSpace, so it is recommended to make backup of them on hard disk or other data carrier in case of mistakes, ill-considered actions and other random events. Parental consent for the publication of materials featuring the images of the participating students is mandatory.

USE OF TECHNOLOGY

When starting a project, the partners have TwinSpace, a co-working space offering basic ICT tools at their disposal. In addition to TwinSpace, there are plenty of free-of-charge programmes and applications available on the internet, which can be used at almost any stage of the project. However, extreme caution must be exercised in this case, as malicious software and inappropriate content can also be found on the web, which may pose a risk to students' safety. Additional tools will certainly add variety and quality to the project. However, it should be remembered that more does not always mean better and it is worth choosing the proper tools for the planned activities.

The graphic design and animated interfaces of the available programmes will surely grab students' attention, even when the task focusses on the least interesting and complicated topic. Often, when it comes to choosing ICT tools, it is the students who have interesting suggestions to share. These always deserve an attention, and the teacher should use the enthusiasm and interest of the students.

If you want to improve your knowledge of modern technologies, take advantage of the wide range of training opportunities which, within eTwinning, are free of charge and also allow you to receive a certificate.

ONLINE COURSES The National Support Service in Poland runs online training courses using the Moodle platform and the eTwinning portal. They last one month or one week and cover content-related and technical aspects of the programme, as well as a variety of external tools useful in implementing the projects. You can choose from a dozen of different courses in programming, eTwinning and Erasmus+ synergies or selected ICT tools.

TRAINING COURSES The eTwinning National Support Service also organises national and international contact seminars, conferences or enables registration to events organised by other organisations. Follow the news on the programme's website and social media. In addition, eTwinning Ambassadors who are computer workshop trainers run three types of training for teachers in their respective regions. The training offered in the form of workshops helps the participants learn to use eTwinning tools that allow collaboration with other registered teachers and implement project tasks.

Use technology – as much as you can! However, it must be done in a thoughtful and methodically sound manner.

MARIA CHODAKOWSKA-MALKIEWICZ,

WARMIA-MASURIA IN-SERVICE TEACHER TRAINING CENTRE IN ELBLĄG



It is worth remembering that the essence of the project is not so much about the number of applications or programmes used, but their appropriate selection – adequate to the activities and to the age of participants. There are countless tools in the internet that can be used, many of them are available for free. When looking for the proper ones for your project, it is worth reading the suggestions given in the eTwinning online courses, available as part of in-service training for Polish teachers. In the course descriptions (concerning creating cartoons, e-books, mind maps, photo editing and many other topics), there are lists of applications that can be explored both during the course and on your own. As a result, you can choose a tool that best suits your expectations.

ANNA KRZYŻANOWSKA,

NO. 48 KINDERGARTEN WITH SPECIAL NEEDS AND INCLUSIVE EDUCATION DIVISIONS IN ZABRZE

The use of cutting-edge technology is very important because it gives a real opportunity to immerse yourself in the world of your students who, after all, have gone digital a long time ago. Through various smart apps, you can expand your own and your students' knowledge of the world where we all live. A project is more interesting for the recipient and for the participants when it "sparkles" with apps. It is simply more engaging, and fulfils the characteristics of a pedagogical innovation. Through the implementation of innovative, creative projects your teaching becomes "more 3D" and thus goes beyond the school walls.

LILLA PONCYLIUSZ-GURANOWSKA,

NO. 6 PRIMARY SCHOOL IN PRUSZKÓW


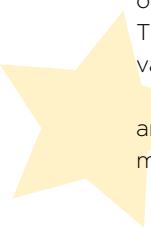
IMPACT AND DOCUMENTATION

Another important quality-related element of a well-managed project is that its summary and results are reported and presented together with an evaluation, which examines the impact and value of the project. After all, we are implementing a project to introduce changes. This is why you need to answer the following questions: What impact has your project had on your students and your work as a teacher? How has your school benefited from this project? What do you consider to be the biggest success of the project?

In addition, a good quality project should have very neatly organised documentation that in no way infringes copyright. It is also necessary to ensure access to the developed materials by making the TwinSpace public or, if the project was carried out on other platforms, to place links to these materials in the public part of the TwinSpace.

Also remember to share your project outcomes. Various events (e.g. an eTwinning day at school, an exhibition, use of social media, project presentation at a parents' meeting) organised during and after the project, provide an opportunity to talk about it and its results. This way you can reach a larger audience and further increase the chances of making new valuable contacts. In educational projects, such sharing of outcomes is called dissemination.

The most frequently used channels for disseminating and exploiting project outcomes are: project's website (including TwinSpace), social media, articles in the press, audio-visual media such as radio and TV, promotional videos (trailers), photo galleries, meetings of partner



Involve local community in project activities. If your students' families have been reluctant to get involved in the life of the school so far, this is an opportunity to start working with them. Show the parents or grandparents that their knowledge and skills are essential for the smooth running of the project. Encourage students to interview their relatives, describe an issue or make a video together. This can be the first step towards a good collaboration between parents and the school.

MONIKA MOJSIEJONEK,
JOHN PAUL II PRIMARY SCHOOL IN ZABÓR

A very important element of teacher and project work is also the ability to document project outcomes and disseminate them. Sometimes teachers are not aware that every work of a child, every activity, is a project outcome. Sometimes children cannot complete tasks devised by teachers, because they are too complex and not age-appropriate. This is why a catalogue of project outcomes should be produced and feature, for example, cards, drawings, cartoons, stories, songs, calendars, lap books, albums, presentations, videos, collages, posters, theatre performances, children's shows, thematic exhibitions, classroom newspapers promoting the project and surveys.

MARIA PIRECKA,
CARDINAL STEFAN WYSZYŃSKI PRIMARY SCHOOL IN FANIANOWO

The results must be measurable (if possible) and visible. The project as a process and developed outcomes contribute to the impact of the project as an educational activity on its participants. Documentation should be concise, but convincing. It should also enable the use of project outcomes and their implementation according to the needs and possibilities of other recipients.

MARIA CHODAKOWSKA-MALKIEWICZ,

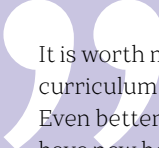
WARMIA-MASURIA IN-SERVICE TEACHER TRAINING CENTRE IN ELBLĄG

schools using video-conferencing functionality on eTwinning Live or TwinSpace, exhibitions, open days at school. Sometimes, instead of using a multitude of different tools, it is better to focus on two or three dissemination channels, making full use of their possibilities and choosing dissemination methods that form a coherent whole and are suitable for different audiences.

PEDAGOGICAL INNOVATION

Pedagogical innovation means that in their work with students during a project, teachers have used a variety of teaching methods, new approaches and creative solutions. It is very important for teachers to enable and encourage students to take the initiative and become the main driving force behind a project. Students should display creativity, responsibility and independence and not simply follow the teacher. Innovative activities can involve new, distinctive features that distinguish your project from others with similar characteristics and provide new added value with respect to conventional or existing solutions.

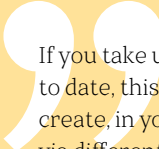
An innovative project is one that as much as possible involves students in the work. They play a central role in it, and the teacher acts as the co-ordinator overseeing the progress. In addition to collecting and presenting material, the students achieve their project goals by playing different roles: these of journalists, academics, reporters or actors. Often the commitment of students is visible in their active presence on the TwinSpace platform and their use of the tools available there. A high level of innovation in a project is also demonstrated by the selection and application of appropriate pedagogical methods, and their variety is also significant. In eTwinning projects, apart from students' individual work, tasks that require working in task-based subgroups, aimed at, e.g. researching and comparing information, analysing and solving problems, conducting experiments and research, or learning through play, quizzes and educational games. When planning project activities with partners, make sure that individual tasks form a coherent and consistent whole. Even if during the course of the project valuable activities that you have not planned in advance pop up, they must fit in with the project's objectives and form an integral part of it.



It is worth making sure that an eTwinning project expands or complements the core curriculum in a given subject. It is also an asset, if it corresponds to students' interests. Even better when, after the completion of the project, students discover that they have new hobbies, skills, even though they have never before suspected they would be interested in a given subject.

It is a good idea to include in the project digital tools, resources and working methods that will be of use to the participants after the task is finished (for educational and entertainment purposes). eTwinning projects are also a great lesson in interculturality, both for students and teachers. There should always be an element of learning about the culture of partner schools' countries. Interim evaluation is also an important aspect, as it allows you to discuss together the elements that can be improved, so that the project is engaging for the students and is not just a mere presentation of the work done by the partners. Co-operating schools should inspire one another and there should be interaction between them. This allows to produce creative materials and triggers students' interest in the tasks. Systematic communication (e.g. student forums or videoconferencing apps) also helps.

ANETA SZADZIEWSKA,
NO. 30 PRIMARY SCHOOL IN LUBLIN



If you take up work with students in a way that is different from how you have worked to date, this is your innovation. If you give your students more space to act, discuss and create, in your school reality this is an innovative approach. An unusual topic leading via different paths to meeting the objectives of the subject you teach – this can undoubtedly be called an innovation. And make no mistake. As long as you believe it is so, you can easily warm your students, their parents or the headteacher to project activities. There are no topics in eTwinning, in which you cannot be creative or innovative. What is more, if we, teachers, see educational value in a project activity – whatever it is about – it is fully justified.

ANNA KRZYŻANOWSKA,
NO. 48 KINDERGARTEN WITH SPECIAL NEEDS AND INCLUSIVE EDUCATION DIVISIONS IN ZABRZE

INTEGRATION WITH THE CURRICULUM

Regardless of the age of the students and partner countries, teachers are obliged to teach certain curricular content and skills that must be covered at a given educational stage. It is the task of the eTwinning teachers to find the points of convergence and to plan the project in such a way as to facilitate the students' mastery of these contents and skills.

In the goal-setting phase of the project, check the relevant documents to see what contents the students will need to successfully complete during the project.


From the beginning, an eTwinning initiative should be planned in accordance with the current core curriculum, which teachers are obliged to implement with their students. It is worth planning project activities in a way that you can kill two birds with one stone, i.e. you carry out activities using the project method, which are attractive to students, and at the same time you introduce a specific educational contents forming elements of the core curriculum. Moreover, the project gains in quality when you manage to include in it contents from several educational areas. Such projects are called multi-subject projects and have high scores in the Quality Label and other competitions. Combining several subjects in one project also brings another benefit. You can involve your colleagues who specialise in particular subjects and form a teaching team with them.

An eTwinning project can be set up in any subject area. It is a way to individualise the work during the lesson (gifted students perform additional project tasks on their own). It is an excellent idea for extra-curricular activities. It integrates the content of an educational and prevention programme to include such elements as European education, education for values and cultural heritage. The best projects are simple, understandable for their participants, and their content can be taught in class.

MARIA PIRECKA,
CARDINAL STEFAN WYSZYŃSKI PRIMARY SCHOOL IN FANIANOWO


Any activity that will be a novelty and will be unique, even if it is considered as such only in the school environment, should be considered as innovation.

MARIA CHODAKOWSKA-MALKIEWICZ,
WARMIA-MASURIA IN-SERVICE TEACHER TRAINING CENTRE IN ELBLĄG



An example of model integration of eTwinning into the curriculum is language teaching. In the new core curriculum, eTwinning is given as an example of activity enabling students interaction with native speakers of the target language. Teachers are expected, among other things, to create opportunities for the interaction of students in a group in the framework of in-class and out-of-class project work, and tasks in which students use information sources in the language they learn along with information and communication technologies. Important objectives of language education also relate to the cultural area, including the development of intercultural sensitivity and an attitude of curiosity, respect and openness to other cultures, not necessarily only those of the target language. It is therefore easy to see that eTwinning activities can, and in fact should, be used by teachers to enhance the attractiveness of language classes and to motivate students. They also help develop key competences – so important for the functioning of young people in the modern world.

MIROŚLAW KWIATKOWSKI,
REGIONAL METHODOLOGICAL CENTRE IN GORZÓW WIELKOPOLSKI



A sensible solution that leaves a leeway for students and teachers and gives space for unrestricted creativity is to choose a simple project theme covering a narrow range of topics. In spite of appearances, a simple topic has the potential to develop into something broader in line with the subject area and with students cognitive interests as well. From the motivational point of view it is more valuable to “unexpectedly” discover new didactic or social issues than to take on your shoulders too broad scope of activities that cannot be fully realised, which results in frustration. The simpler is the better, the happier, the more willing, and consequently the more creative and effective. When discussing simple topics (such as cats, stars, butterflies, vehicles, robots or geometric shapes), it soon becomes apparent that there are opportunities to implement all areas of the core curriculum or school subjects – a good dose of mathematics, biology, native and foreign languages, arts... Your creativity is the limit.

ANNA KRZYŻANOWSKA,
NO. 48 KINDERGARTEN WITH SPECIAL NEEDS AND INCLUSIVE EDUCATION DIVISIONS IN ZABRZE

I always advise to eTwinning beginners that their projects should fit in with the curriculum, i.e. the contents they teach in class. Teachers want to be innovative and creative, want to carry out projects, but they are afraid of additional responsibilities, new programmes and applications, and additional documentation. Therefore, it is important to be able to carry out project tasks during the lessons, to teach students in such a way as to make them interested, to involve, to make them learn without knowing it. This is what eTwinning projects are for. When teachers complete their first project and see its positive effects not only for the children but also for their professional development, they are hooked.

KATARZYNA STĘPCZYŃSKA,

NO. 8 STANISŁAW STASZIC PRIMARY SCHOOL IN ELBLĄG

When working on eTwinning projects, it is useful to, at least partially, integrate project topics with the core curriculum. This way, students can understand that curricular content is not just a teacher's invention or a necessity arising from implementing incomprehensible documents. They experience the purposefulness of learning, they see the relevance of putting their knowledge into practice, and they can relate their skills to those of their peers in other countries. Integration with the core curriculum also promotes collaboration between teachers working in the same school. It is easy to combine IT classes and tools discussed there with communicating in a foreign language, and at the same time teach a specific subject content (e.g. biology, history, etc.). In addition, projects of such type have a broad educational dimension and allow to the exchange of techniques and methods of working on the same or a similar topic. The outcomes produced during the project can be successfully disseminated among students who are not involved in the initiative, and also in the form of curriculum innovations or material for extra-curricular activities.

PAULINA KUŹMO-BIWAN,

STANISŁAW KOSTKA PUBLIC CATHOLIC PRIMARY SCHOOL WITH BILINGUAL
AND LOWER SECONDARY SCHOOL DIVISIONS IN SZCZECIN



A large light blue rectangular area with horizontal dotted lines for writing. On the left side, there are decorative elements: a yellow star, a purple circle, a purple crescent moon, and two more yellow stars.



PHOTO: ARTUR BARANOWSKI

Honours and awards



The work you do in an eTwinning project is important and deserves to be shown to others and to be recognised by European educational community. Honours and awards are not only a public confirmation of the team's commitment to quality and openness in European co-operation. Having them contributes to the recognition of the whole institution and its good relations with the school governing authority.

QUALITY LABEL

The main award in eTwinning is the Quality Label. It serves as a confirmation that a project has reached a certain standard and quality at a national level (National Quality Label) or international level (European Quality Label).

NATIONAL QUALITY LABELS are awarded by eTwinning National Support Services. In Poland, you can apply for a Label at any time during the school year, provided the project meets the following criteria:

1. it has common goals and a common plan,
2. it is finished or is in the final stages of completion,
3. the project involves people working together during its implementation,
4. the teacher applying for the Label has demonstrated his/her significant contribution to the project,
5. project outcomes must be visible.

How to apply for the National Quality Label?

1. Log in to eTwinning Live.
2. Go to the *Projects* section.
3. Find your project and click *Apply for a Quality Label*.
4. Complete all required fields and provide evidence of your work.

You can repeat this procedure for all projects that deserve a Quality Label. Prepare all the necessary answers in advance in a text document, and then copy-paste your answers into the application form. This way you avoid losing any unsaved information, e.g. if there are problems with your computer or internet connection. Emphasise invisible aspects of your work.

The project assessors will see all its visible aspects on your TwinSpace. Remember that a Quality Label is awarded to a specific teacher. Even if you are collaborating with colleagues at your school, each one of you should apply for an individual Quality Label and present your contribution to the project. The Quality Label is awarded to teachers who have actively participated in project activities.

The title brings the opportunity to enter in other competitions. If the project is awarded with European Quality Label one may enter in the eTwinning European Prizes, and the National Quality Label entitles to enter to the nationwide competition, e.g. Our eTwinning Project organised in Poland.

EUROPEAN QUALITY LABEL is awarded upon nominations from at least one eTwinning National Support Service for projects in which at least two partners from different countries have been awarded a National Quality Label. It is usually awarded in October, when the individuals receive personal certificates and shortly afterwards are given the opportunity to participate in the European competition. The announcement of the results and the award ceremony take place at a gala during the annual European conference held in one of the eTwinning countries.

QUALITY REQUIREMENTS

PEDAGOGICAL INNOVATION AND CREATIVITY – i.e. innovative character of a project and features that make it different from others. It is considered if:

- the project topic is original,
- the project uses a variety of pedagogical methods,
- students take the initiative in the project,
- students communicate and co-operate with their partners using a variety of methods such as collecting information, solving problems, carrying out research, comparing work,
- students take on different roles: artists, journalists, technicians, scientists, etc.

INTEGRATION WITH THE CURRICULUM – the measures taken to integrate project activities with the curriculum. It is considered, among other things, if:

- the project fits in with the school curriculum,
- most of the work on the project takes place in the classroom,
- the integration of compulsory learning contents into the project is clear and explicit,
- when working on the project, students can develop their skills and competences,
- the principles of project work have been explained and documented by the teacher.

COMMUNICATION AND INFORMATION EXCHANGE BETWEEN PARTNER SCHOOLS – i.e. how communication was organised and what activities it included in the project. It is considered if:

- information exchanges are based on definable objectives,
- communication between students has a clear purpose for teachers,
- students can share their work, deal with the same topic and create a final project outcome,
- communication-based tasks encourage students to read, listen to and watch partners' work.

CO-OPERATION BETWEEN PARTNER SCHOOLS – or the process of project implementation: the plan of action, its implementation and division of responsibilities

among partners, as well as the scope and course of co-operation between students and teachers. It is considered if:

- partner schools work together to carry out joint tasks,
- partners are not just recipients of information,
- co-operation-based activities produce a tangible result.

USE OF TECHNOLOGY - information about which ICT tools were used during the project and for what purpose. It is considered if:

- the technologies used are designed to help partners achieve their pedagogical goals,
- tools enable partners to work better together.

OUTCOMES, IMPACT AND DOCUMENTATION - i.e. the effects of the project work, the benefits for students, teachers, and the school (e.g. development of language and technical competences), the most important, best features or elements of the project and the applicant's opinion - why the project deserved a Quality Label. It is considered if:

- project outcomes are posted online,
- students are active on the TwinSpace,
- all stages of the project are documented and include: planning, description of activities, evaluation and feedback,
- the project's impact on students and teachers has been evaluated and disseminated.

OUR ETWINNING PROJECT COMPETITION

Poland-wide Our eTwinning Project competition is organised every year by the Foundation for the Development of the Education System. The competition aims to honour the best eTwinning projects implemented by Polish kindergartens and schools. More information about the competition and its rules can be found at **etwinning.pl** under *Konkursy* (Competitions) tab.

ETWINNING EUROPEAN PRIZES

To participate in a European competition, projects must have been awarded a European Quality Label in any year of its implementation. All projects must demonstrate that they were active during the school year to which the competition applies. If a project wins, then only partners who have previously been awarded a National Quality Label can attend the award ceremony.

Projects can apply for an eTwinning Prize only once. However, those that have shown remarkable performance over time can, with the permission of its eTwinning National Support Service, apply for the prize for a second time. The entry concerns an eTwinning European partnership project involving schools from different countries working together using ICT technologies. The project must have tangible outcomes that will provide the assessors with

specific information about the value of the project, its progress and results. Each entry should be described as follows:

- project title,
- project information, including correct age category, as well as links to project results and related documents,
- descriptions of the different project elements according to the criteria (maximum 150 words for each criterion).

Each entry should include information about any previous awards or competitions the project has entered or won, and whether the project has been externally funded, etc.

All entries must comply with European copyright agreements. Short quotations may be included, provided their source is clearly indicated. Images, video and audio recordings can be used, provided they have been produced by the school, or their owner has explicitly given permission for their use, or they are public domain images, such as clipart. Entries for the eTwinning Prizes competition remain the property of the school, organisation or teacher. The European Commission and the eTwinning Central Support Service have full rights to make this material available free of charge for educational purposes in the internet, on CD-ROM and in other media from the date of submission until the specified deadline³.



³ Upon: <https://www.etwinning.net/en/pub/benefits/recognition/etwinning-european-prizes.htm>

A large rectangular area with a light grey background, containing horizontal dotted lines for writing. On the left side, there are decorative elements: a yellow star, a purple circle, a purple crescent moon, and two more yellow stars.



PHOTO: PIXABAY.COM

Bibliography




Home

- Ciężka, B. (2012). Planowanie ewaluacji wewnętrznej w szkole (placówce) wraz z przykładami projektów ewaluacji (pp. 273–294). In G. Mazurkiewicz (ed.), *Jak być jeszcze lepszym? Ewaluacja w edukacji*. Kraków: Wydawnictwo Uniwersytetu Jagiellońskiego.
- Clark, B. A. (2017). *Project based learning: assessing and measuring student participation*. Lincoln: University of Nebraska.
- Czapliński, P. & Regulska, M. (2015). *Program eTwinning*. Warszawa: Fundacja Rozwoju Systemu Edukacji.
- Dąbrowska, J. & Miłoś, E. (2015). *Podziel się sukcesem! Upowszechnianie rezultatów w projektach edukacyjnych*. Warszawa: Fundacja Rozwoju Systemu Edukacji.
- Fundacja Rozwoju Systemu Edukacji (2017). *Daj się odnaleźć! Narzędzia prawne i techniczne do upowszechniania rezultatów w projektach edukacyjnych*. Warszawa: Fundacja Rozwoju Systemu Edukacji.
- Garcia, L. M. Á. (2017). *Ewaluacja edukacyjna w pracy z młodzieżą*. Warszawa: Rada Europy i Komisja Europejska/Fundacja Rozwoju Systemu Edukacji.
- Hubert-Brzezińska, M. (2008). *Ewaluacja w pracy metodą projektu*. Warszawa: Fundacja Rozwoju Systemu Edukacji.
- International Bureau of Education UNESCO (2017). *Training tools for curriculum development: inclusive student assessment*. Geneva: UNESCO-IBE.
- Patton, A. (2012). *Work that matters. The teacher's guide to project-based learning*. London: Paul Hamlyn Foundation.

A large rectangular area with a light blue background and horizontal dotted lines for writing. On the right side, there is a stylized illustration of a person in a yellow suit, a yellow circle for a head, and two yellow stars above them. The person appears to be holding a document or a scroll that extends to the right edge of the page.



Home



A guide for teachers who are taking their first steps in eTwinning. It contains valuable tips to help you implement high-quality national and international projects, whether you already have some experience or are interested in introducing eTwinning co-operation to your school. You will learn what is worth paying attention to during project planning or implementation stages, how to set goals and measure their achievement, as well as what activities will make the project go far beyond school walls.

Foundation for the Development of the Education System (FRSE) operates as the Polish National Agency of the Erasmus+ and European Solidarity Corps in the years 2021-2027. FRSE is also responsible for other European educational and information initiatives in Poland: eTwinning, Eurodesk, Eurydice, Europass, EVET and EPALE.

FRSE supports cooperation with countries in the East via the Polish-Lithuanian Youth Exchange Fund, the Polish-Ukrainian Council of Youth Exchange and SALTO Eastern Europe and Caucasus Resource Centre. Since 2014, FRSE has been involved in the implementation of the Operational Programme Knowledge Education Development.

The Foundation organises many educational events including competitions promoting projects' results. It co-ordinates the European Youth Week and co-organises events in the framework of European Day of Languages. It also conducts research and has a publishing house which issues, among others, such quarterly magazines as *Języki Obce w Szkole* (*Foreign Languages at School*) and *Europa dla Aktywnych* (*Europe for the Active*).

www.frse.org.pl

