

ANCIENT GREECE

Resources for **STEM** in **eTwinning**



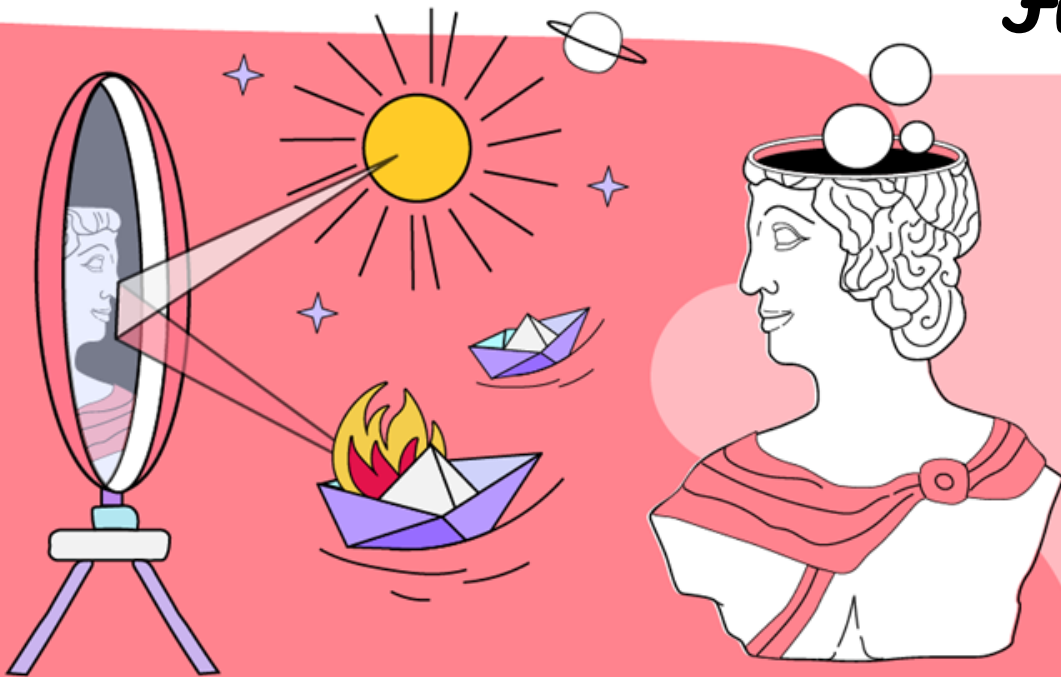
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Education, Religious Affairs and Sports



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*eTwinning projects:
From registration to quality*



Contact Seminar

Pylos, Messinia, Peloponnese, Greece, 2-4 May 2025



Planning and registering a project

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tricider

+ Create new tricism

Write down your ideas for an eTwinning project incorporating any AI tools that could help achieve its objectives! Comment on each other's ideas and decide which project you would like to participate in by Sunday morning!

Share and Invite

Ideas

Pros and cons

Votes

Matchmaking Task

1. Take a look at the [Tricider](#)
2. Take a look around you in the room,
3. Find a partner you could work on the same project idea

1. If you already have a partner,...

1. Join them



Start working on registering the project!



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Project Planning

Discuss with your partner/s:

- ☐ Subjects
- ☐ Pupils (age, learning styles),
- ☐ Competences
- ☐ Aims (learning objectives)
- ☐ Work process (duration, schedule, order of activities)
- ☐ Expected results (tangible, collaborative)
- ☐ Language/s
- ☐ Title
- ☐ Temporary logo

Project registration

To create a project, you can:

Go to the [Networking area/Connect](#),

→ select the “Projects” tab and

→ click on the top right blue button “Create project”

or

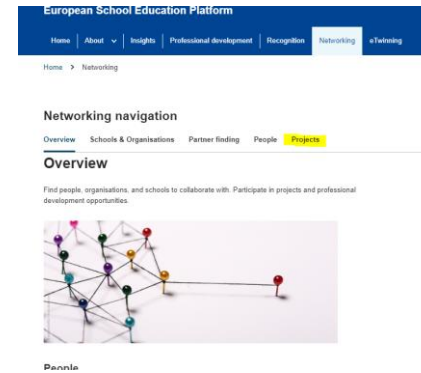
Go to the **My eTwinning area** and either:

❑ o in the tab “Overview”,

→ click the “Create a project” button on the left side of the “Quick links”

❑ o in the tab “My Projects”,

→ click the “Create project” button.



Networking

Overview Schools & Organisations Partner finding People **Projects**

Projects

Create project

Search by keywords

Search

Show filters

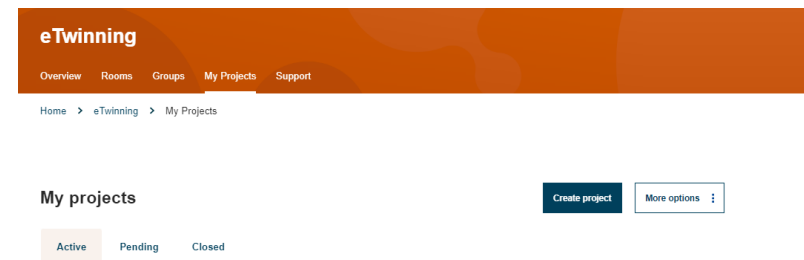


Overview

Quicklinks

Create a project

Partner Finding



My projects

Create project

More options

Active

Pending

Closed

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I. Select a school:

- Select the school you want to start the project with.

Remember after the creation of the project, you cannot change the school that you have selected.

II. Select a partner:

- Use the dropdown menu to select your project co-founder

Remember: to appear in the list, the co-founder must be already one of your contacts and s/he must have selected "available for eTwinning project" in his/her profile settings.

III. Project description:

- Write the **title** of the project and a **short description**.
- Specify the **language(s)** that will be used in the project, **the number of pupils** and their **ages**.
- Add at least **one subject**, or vocational subject, and the **key competences** addressed in the project.
- Specify the **aims**, the **work process** and the **expected results**.

If you want, you can also add a picture that will be used as thumbnail of the project and of the TwinSpace.

IV. Review:

- Check all the information and edit them if needed - Click on "Create". A notification will be sent to the co-founder. Once your co-founder accepts your invitation, the NSO will check and approve or reject the project.

When approved, the TwinSpace will be automatically created,

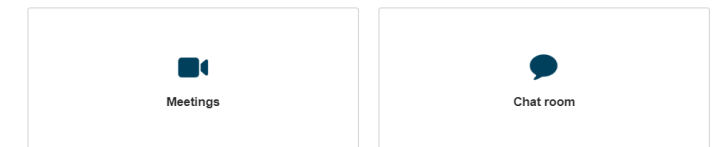
Start working on your eTwinning project!

Collaboration in eTwinning projects (TwinSpace Tools)

- **TwinSpace tools** to communicate with each other:
 - Use the **Mailbox** to send important information (reminders, clarifications, deadlines)
 - Initiate discussions in the **Forums** and motivate students to take part
 - Use the **polls**
 - Add a regular live element: **Meetings/Chatroom**
 - Create **TwinBoards** to ask for contributions
- Publish the work plan in your **TwinSpace** and modify the work plan if necessary
- Create **TwinSpace accounts** for your students
(8 years old and up)

TwinSpace management
GDPR, copyright & esafety issues

Online meetings



Collaboration in eTwinning projects (ICT Tools)

→ Form **mixed - nationality teams**

*small group from one class + small group from another class
= mixed - nationality team*

→ Use **video communication between classes**

- ☐ they can chat about topics
- ☐ they can choose aspects of each other's' work to be included in the final outcomes

**Age-appropriate tools
throughout the project
and its activities**

eTwinning code of conduct and GDPR

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- [Canva](#)
- [emaze](#)
- [Flipbook](#)
- [Flipgrid](#)
- [Genially](#)
- [Google drive](#)
- [Kahoot](#)
- [Learning apps](#)
- [Lino](#)
- [Memes-Gifs](#)
- [Mentimeter](#)
- [Padlet](#)
- [Slido](#)

Age-appropriate tools
throughout the project and its activities
eTwinning code of conduct and GDPR





Criteria for Quality Projects

Steps towards a quality Project

STRATEGIES FOR COORDINATION AMONG TEACHERS



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

strategies for collaboration among teachers

STRATEGIES FOR COLLABORATION AMONG STUDENTS

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



Strategies for collaboration among students

CREATING COMMON PRODUCTS



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

Creating common products

COLLABORATION BETWEEN PARTNER SCHOOLS

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

IMPORTANT TIPS

1. In the assessment of the project and the interpretation of this criterion, circumstances such as age, context and educational needs of the pupils must always be considered.
1. The degree of mediation by teachers must be appropriate to the age and abilities of the pupils and suitable for promoting pupils' collaboration even among the youngest age group.

HOW??

1. This can be done by video communication between classes where they chat about topics or where they choose aspects of each other's' work to be included in the final outcomes.

CHECKLIST



COLLABORATION

STRATEGIES FOR COORDINATION AMONG TEACHERS

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

STRATEGIES FOR COLLABORATION AMONG STUDENTS

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

CREATING COMMON PRODUCTS

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

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USE OF ICT

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



CREATIVE USE OF ICT TOOLS

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

VARIETY

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

ACCESSIBILITY

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

AGE APPROPRIATE

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

WORK SPACE MANAGEMENT (TWINSPACE OR SIMILAR)

STRUCTURE AND ORGANISATION

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

ACCESSIBILITY

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

FUNCTIONALITY

The TwinSpace is used by teachers and pupils.



ESAFETY AND COPYRIGHT ISSUES



PROTECTED PERSONAL INFORMATION

All the personal information in the project is password protected.

RULES OF CONDUCT/ NETIQUETTE

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

COPYRIGHT

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

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USE OF ICT

1. The choice and use of ICT
1. Workspace management
1. eSafety and copyright issues



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

eTWINNING CODE OF CONDUCT AND GDPR

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

- Be **inclusive, respectful, tolerant, polite, and friendly**.
- **eTwinning does not tolerate bullying**. Ensure safe communication and that students know how to report issues.
- **Respect students' privacy**. Don't post pupil photos without consent or ensure they aren't recognisable.
- **Protect private information**. Never share personal details or sensitive content about yourself or others.
- **Use only safe, age-appropriate platforms outside eTwinning**. Be aware some tools may transfer data outside the EU.

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PEDAGOGICAL INNOVATION

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.



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- Educational objectives
- (S.M.A.R.T.)
- Pedagogical approaches and teaching proposals



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TIPS

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

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CURRICULAR INTEGRATION

CURRICULAR INTEGRATION IN ONE OR MANY SUBJECTS



Activities derive from curricular objectives and contents on different subjects.

MULTIDISCIPLINARY APPROACH

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



KEY COMPETENCES AND SKILLS



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

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- Curricular integration in one or many subjects
- Multidisciplinary approach
- Key competences and skills

TIPS

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

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RESULTS, IMPACT, DOCUMENTATION

ACHIEVEMENT OF THE SET OBJECTIVES



MEETING OBJECTIVES

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

PROJECT EVALUATION

ANALYSIS

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



DISSEMINATION AND IMPACT



DISSEMINATION

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

- Achievement of the set objectives
- Project evaluation
- Dissemination and impact

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TIPS

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

PROVIDE FEEDBACK

Good feedback is always where the learning happens!

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



HOW TO APPLY FOR A NATIONAL QUALITY LABEL

BEFORE APPLYING FOR A QUALITY LABEL

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

QUALITY LABEL CRITERIA

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

BEFORE APPLYING:

Make sure that :

- the project has finished

AND

- you have contributed significantly to the project work

Please:

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

IN THE APPLICATION

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

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THAT IS ALL !!!



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Project planning docs

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Group 1



Group 2



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Group 3



Group 4





Presentation of registered projects

Event evaluation- Feedback!

<https://courses.etwinning.gr/survey/index.php/584464?lang=en>



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