



How to plan an eTwinning project

Karen Cleland, UK NSS

17-19 November | VRACHATI, CORINTH, GREECE



The benefits of working on collaborative projects



How eTwinning impacts on learners

British Council - eTwinning UK
✓ Εγγραφή: 285

39.801 προβολές

<https://youtu.be/aj5jlCdcnI8>

17-19 November | VRACHATI, CORINTH, GREECE



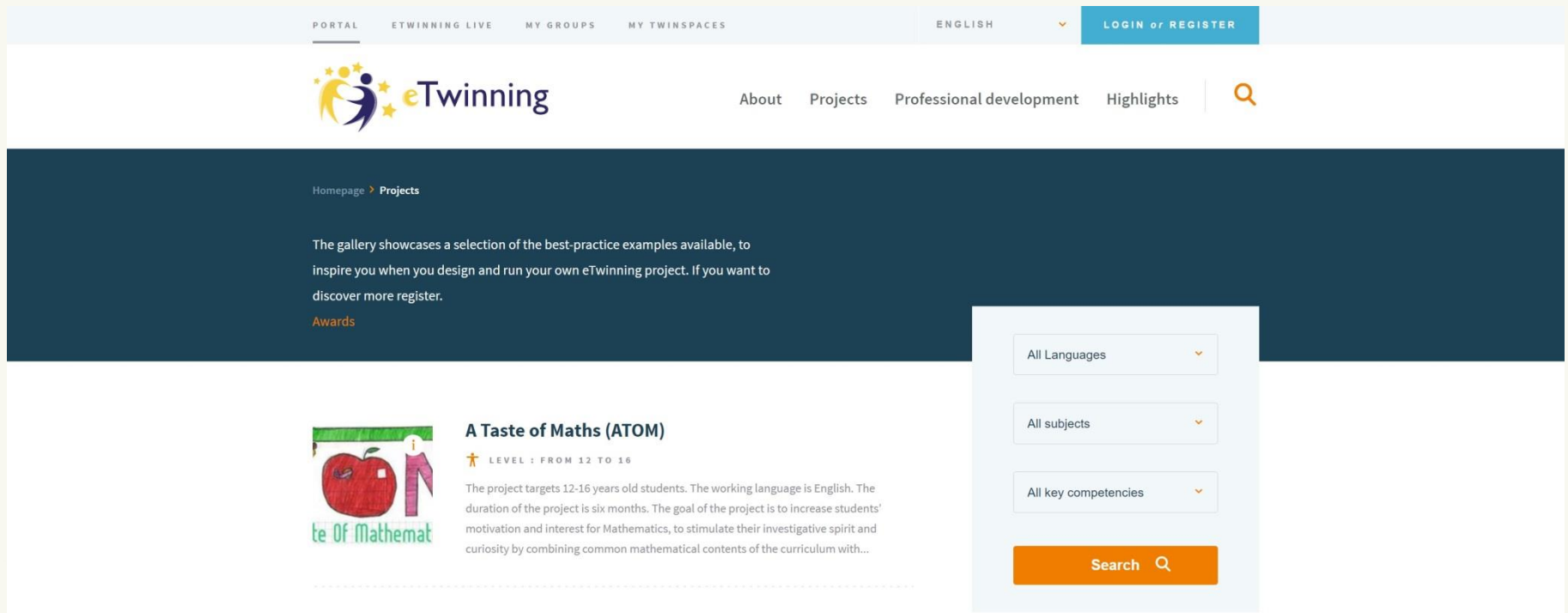


A step-by-step guide to project planning

17-19 November | VRACHATI, CORINTH, GREECE



1. Get an Idea: The Gallery



The screenshot shows the eTwinning website interface. At the top, there is a navigation bar with links for PORTAL, ETWINNING LIVE, MY GROUPS, MY TWINSPACES, ENGLISH, and a LOGIN or REGISTER button. Below this is the eTwinning logo and a menu with links for About, Projects, Professional development, and Highlights, along with a search icon. The main content area has a dark blue header with the text: "Homepage > Projects", "The gallery showcases a selection of the best-practice examples available, to inspire you when you design and run your own eTwinning project. If you want to discover more register.", and a link for "Awards". Below this is a project card for "A Taste of Maths (ATOM)" with a star icon and the text "LEVEL : FROM 12 TO 16". The project description states: "The project targets 12-16 years old students. The working language is English. The duration of the project is six months. The goal of the project is to increase students' motivation and interest for Mathematics, to stimulate their investigative spirit and curiosity by combining common mathematical contents of the curriculum with...". To the right of the project card is a search filter panel with three dropdown menus: "All Languages", "All subjects", and "All key competencies", and a "Search" button.



17-19 November | VRACHATI, CORINTH, GREECE



Get an idea: Kits



[About](#) [Projects](#) [Professional development](#) [Highlights](#)



[Homepage](#) > [Projects](#) > [Kits](#)

Kits

Ready-made project kits are step-by-step guides to successful eTwinning projects. Project kits can be used as benchmarks for teachers who wish to implement similar projects, or as tools for inspiration for fresh ideas.



A Day for the Family

★ LEVEL : FROM 6 TO 9

All subjects

All key competencies

Search

Featured kits



A Taste of Maths. ATOM



17-19 November | VRACHATI, CORINTH, GREECE



Get an idea: Partner Forums

LATEST POSTS



RE: Wie war es früher?
eTwinning Projects: 12-15



RE: Project about gender equality
eTwinning Projects: 16-19



RE: KEEON ON GREEN
eTwinning Projects: 12-15



Let's tell our Christmas story!
eTwinning Projects: 4-11

SEARCH

Q Need an extended search?



eTwinning Projects:
4-11

3475 thread(s)
18873 message(s)



eTwinning Projects:
12-15

3339 thread(s)
12844 message(s)



eTwinning Projects:
16-19

1629 thread(s)
5963 message(s)



eTwinning Projects:
General

522 thread(s)
1311 message(s)



eTwinning Plus

524 thread(s)
2643 message(s)



Erasmus+
Partnerships: 4-11

655 thread(s)
5170 message(s)



Erasmus+
Partnerships: 12-15

908 thread(s)
5493 message(s)

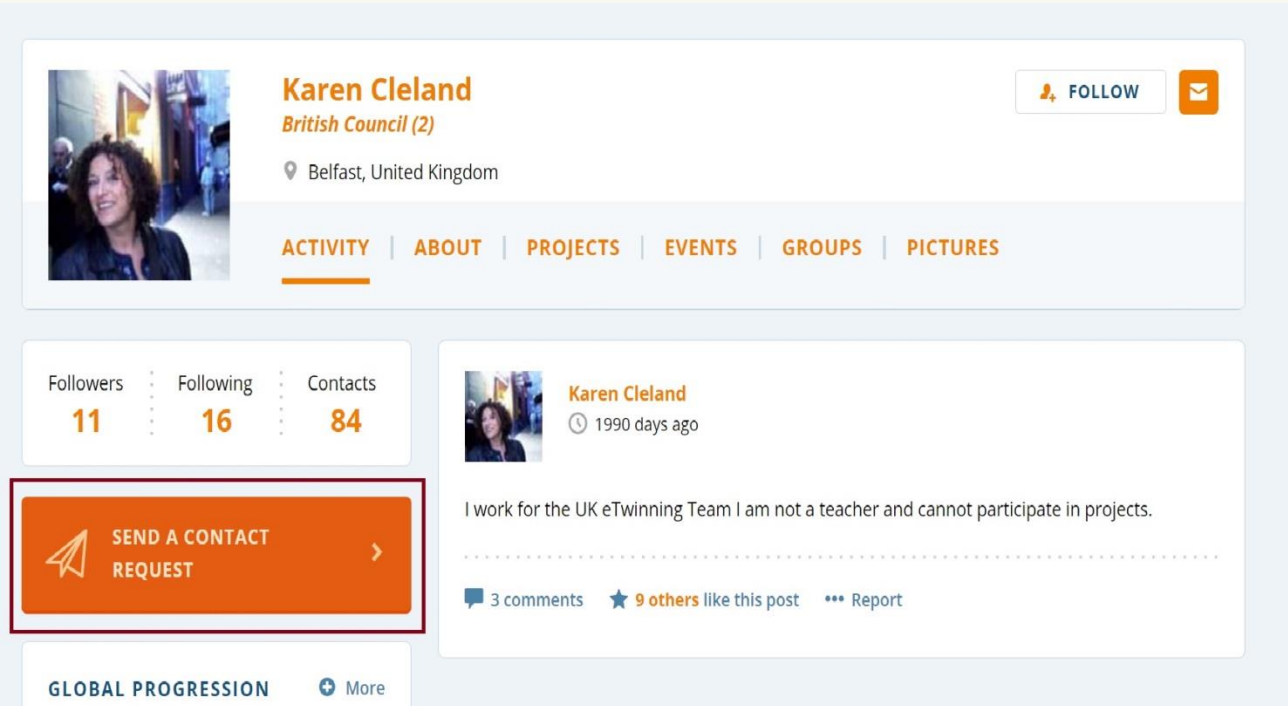


Erasmus+
Partnerships: 16-19

1001 thread(s)
6600 message(s)



2. Find project partners



The screenshot shows a user profile for Karen Cleland, a member of the British Council (2) based in Belfast, United Kingdom. The profile includes a 'FOLLOW' button and a message icon. Below the profile information are tabs for 'ACTIVITY', 'ABOUT', 'PROJECTS', 'EVENTS', 'GROUPS', and 'PICTURES'. A statistics bar shows 11 followers, 16 following, and 84 contacts. A prominent orange button labeled 'SEND A CONTACT REQUEST' is highlighted with a red border. Below this, a post from Karen Cleland is visible, dated 1990 days ago, with the text: 'I work for the UK eTwinning Team I am not a teacher and cannot participate in projects.' The post has 3 comments and 9 likes. At the bottom of the profile section, there is a 'GLOBAL PROGRESSION' section with a '+ More' link.

Update your profile

Send contact requests to teachers that you want to work with

Follow teachers and select interesting profiles



3. Design a project based on curriculum content

You can design projects so that they help students to master the content that they are required to learn.

Decide what you want your students to learn, and plan 'backwards' from there

Write down everything that you expect your students to learn from doing this project.

See what 'required' content (such as national curriculum) your project can cover.

Make your list of 'learning goals'

Decide how you will be able to tell whether or not a student has learned each item on the list.

Once this is done, you have the project's learning outcomes and a plan for assessing them.





4. Two big questions to ask yourself

17-19 November | VRACHATI, CORINTH, GREECE



Will this project engage my students?

Ask yourselves whether the project is:

Placed

- is it located in a place that is important to students (e.g. their home, community, town, city or virtual environment)?

Purposeful

- will it result in a product, service or body of knowledge that others will make use of? Will the process seem authentic to students?

Pervasive

- will students be sufficiently engaged in the project's activities that they'll want to voluntarily take the learning outside school and school hours?

Passion-led

- Does the project tap into students' passions?



Will this project engage me?

Your own enthusiasm will be required when students hit blocks and dead-ends.

It's important that you are personally curious about the project's outcome, that you will learn new things from it.

if the outcome of the project doesn't matter much to you, it probably won't matter much to the students, either.



5. Time to start talking to your colleagues/project partners

Bring a summary of your project ideas, and a list of things you're excited about and things you're worried about. Discuss the following with your partners:

How could I make the project more rigorous, or connect it to the community?

Could the final output be presented in a different format?

Between us, can we think of other teachers, friends, parents, or anyone else who we could approach about getting involved in this project? What roles might they play?

Are there any organisations that might be able to help, such as businesses, museums, social enterprises, universities, clubs, or other schools?



6. Project Plan

The key document during the initial stages of a project.

It should describe the overall purpose of the project and the main activities,

It should be short and simple.

Develop your project plan with your partners

Involve your students in the project planning phase

The key elements of the Project Plan include:

An overview of the project

The main goals

Proposed deliverables

Proposed roles, responsibilities



7. The Project Task List

The Project Task List should be posted on the TwinSpace to track progress through the project activities.

- This list is like a “To-Do List” that project partners refer to regularly.
- Project partners can check off the tasks when they are completed.
- Teachers can use the list to decide what they need to plan in advance for the next task.

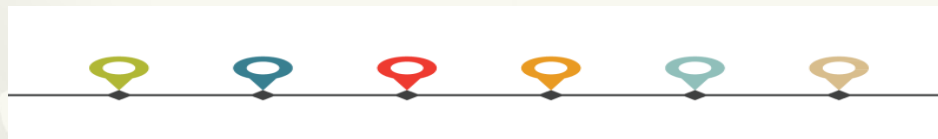
Task	Check when complete
1.	<input checked="" type="checkbox"/>
2.	<input type="checkbox"/>



8. The Project Timeline/Calendar

You can show the sequence of events in a timeline or recorded on a calendar.

- Record every activity of your project, from the entry event to the final presentations and reflection.
- Work collaboratively on your project's timeline /calendar
- Set the starting dates for each task
- Set the interim deadlines
- Plan regular check-ins with your students. At each check-in, work with students to set tasks for completion by the next check-in.
- Mark the dates each one of the partner schools are on holidays.
- Schedule evaluation activities
- Post your timeline/calendar on the TwinSpace



17-19 November | VRACHATI, CORINTH, GREECE

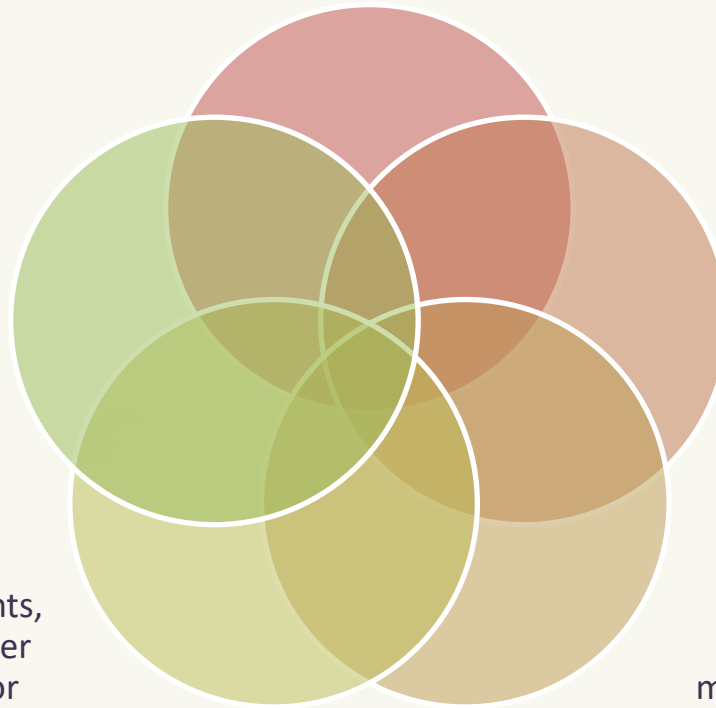


9. Plan your Evaluation Activities

Evaluation is an ongoing process

The goal of evaluation should be to emphasize growth and encourage improvement

Plan a series of evaluation activities to take place throughout the project



Students, teachers, parents, headteachers or any other member of the school or the local community could evaluate the project

These may be quizzes, polls, journal entries, meetings with the students, feedback, interviews, questionnaires, surveys etc.



17-19 November | VRACHATI, CORINTH, GREECE



10. Check your project against these at all stages of design

Authenticity

- use a real world context
- result in a product or performance that has personal and/or social value.

Academic Rigor

- address key learning standards
- pose essential question(s) of relevance to the student

Applied Learning

- engage students in solving semi-structured problems
- require students to develop organisational and self-management skills

Active Exploration

- extend beyond the classroom
- require real investigations using a variety of methods, media, and sources.

Adult Relationships

- connect students with adult mentors and coaches from the wider community
- engage adults in the design and assessment of student projects.

Assessment

- provide milestones/checkpoints
- involve lots of reflection for students and teachers
- result in collaborative final outcomes



You are now ready to start planning your own eTwinning projects!



17-19 November | VRACHATI, CORINTH, GREECE

