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eTwinning as a support instrument for interactive teaching – pedagogical aspects and examples of good practice

Interactive teaching happens when pupils engage with each other, with teachers and with content.

If you give students autonomy, a good sense of purpose and a chance for mastery, they will enjoy working and learning!

Traditional lecturing:
- ✓ Content based
- ✓ Learners are passive
- ✓ Based on memory
- ✓ Learners easily bored, loose attention, don't retain much
- ✓ Slow and not frequent feedback from learners
- ✓ Theoretical and transmissive

Interactive Learning:
- ✓ Student centered
- ✓ Active participation
- ✓ Based on experience
- ✓ High motivation, effective learning
- ✓ Constant and real time feedback and reinforcement
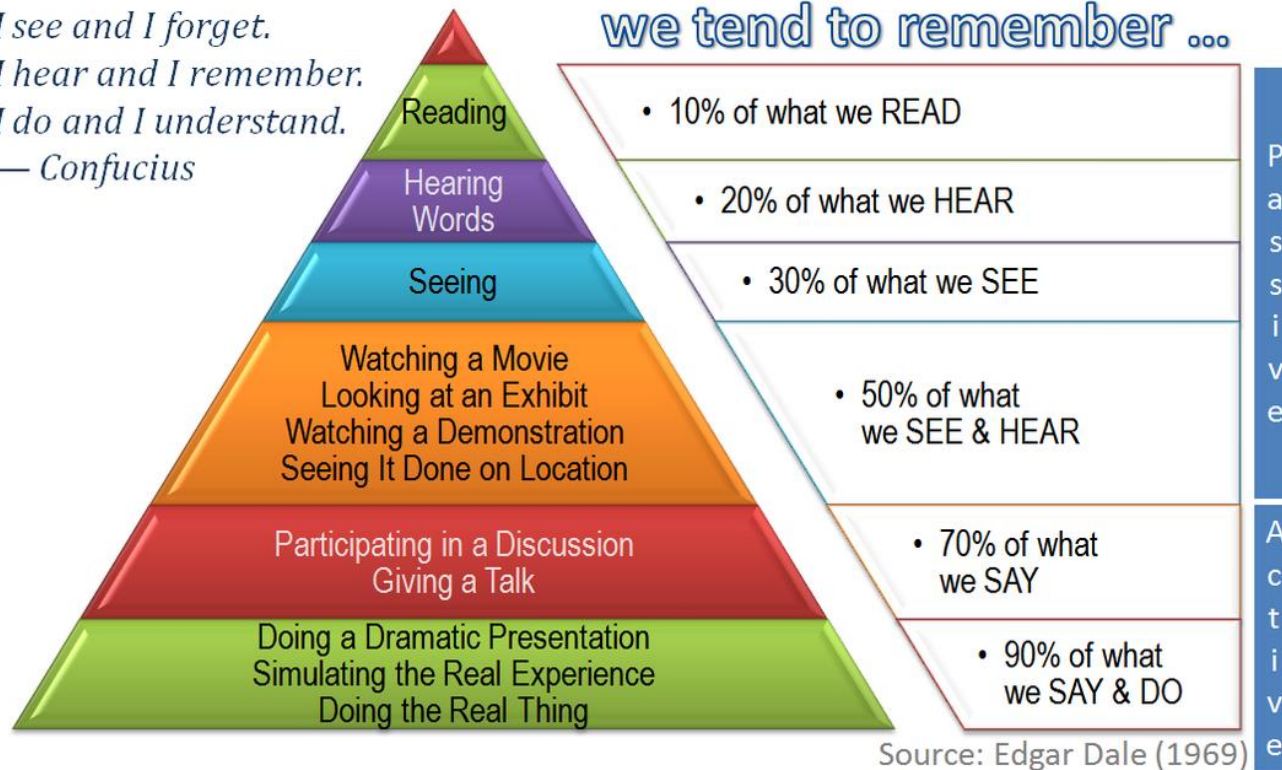- ✓ Building knowledge by doing things with others in a real life context

I'm SO bored!

Edgard Dale's cone of experience

The Cone of Learning

sparkinsight.com

I see and I forget.
I hear and I remember.
I do and I understand.
— Confucius

After 2 weeks,
we tend to remember ...

Reading — • 10% of what we READ

Hearing Words — • 20% of what we HEAR

Seeing — • 30% of what we SEE

Watching a Movie
Looking at an Exhibit
Watching a Demonstration
Seeing It Done on Location — • 50% of what we SEE & HEAR

Participating in a Discussion
Giving a Talk — • 70% of what we SAY

Doing a Dramatic Presentation
Simulating the Real Experience
Doing the Real Thing — • 90% of what we SAY & DO

Passive

Active

Source: Edgar Dale (1969)

Why interactive teaching?

- To raise students' attention, participation and motivation

- Make their learning meaningful and long-lasting

- To enhance the development of key competences, in particular soft skills, like problem solving, learn to learn, collaborate in a team respecting others and taking responsibilities, organizational skills…

- To reach more students using different learning styles (visual learners remember shapes images and colours, auditory learners remember voices sounds and music, kinaesthetic remember by doing moving and touching)

Pupils like:

✓ To be actively Involved, engaged

✓ To share knowledge and ideas

✓ To be challanged – in a positive way → find answers and solve problems by themselves, create and develop their own ideas/initiatives

✓ To be aknowledge for their contribution (by teachers, peers, parents...)

✓ To be impressed – **the wow factor!**

Learning can be fun!

Group work, the workhourse of interactive learning!

- Stimulates **individual inputs** but also **collaboration and peer learning**
- **Gives immediate feedback** from peers and teachers
- Offers possibility to observe and interact with **different perspectives**

Group work…

- Gives the opportunity to **process what they are learning,** use it immediatelly and **reinforce knowledge** (sharing in groups, teaching to or learning from peers, presenting to others, creating an outcome re-elaborating information …)

- **Enhances motivation**: willingness to succed not linked to grades or fear, but, to be aknowledged by peers, «to be cool», to communicate, invent, create…

- **Allows to use different abilities and inteligences** building self confidence and strenghening autonomy (involvement of more pupils, possibility to personalize learning paths)

- Gives an active role to pupils, **teacher is a facilitator**.

Sugata Mitra Professor of Educational Technology at the School of Education, Communication and Language Sciences at Newcastle University, England.

Peer learning and active role of learners

http://www.ted.com/talks/sugata_mitra_the_child_driven_education

Interactive learning in eTwinning projects becomes even more significant, since it **implies distance collaboration**:

- Natural and effective development of ICT skills: ICT are tools to commnicate, carry out tasks/create outcomes
- Foreing languages are used in a real and alive context as a means of communication

ICT tools can help make teaching more interactive, especially in an eTwinning project where a lot of the work is done at distance in a virtual class. Pupils create and curate personal content to share it with peers (blog, website, pinterest, youtube, storify…)

Bonus! Some useful tools to spice up your eTwinning!

(most can be embedded with i-frame code)

- Padlet (padlet.com) and Learningapp (learningapp.org)

- Thinklink: https://twinspace.etwinning.net/12904/pages/page/75329 (presenting schools)

- Zeemap: https://twinspace.etwinning.net/12904/pages/page/79253 - locating students on a map

- Pictochart: https://twinspace.etwinning.net/12904/pages/page/97187 (organizing, presenting information - final production)

- Tricider: https://twinspace.etwinning.net/12904/pages/page/77713 (social voting - voting, arguing for a position)

- Tiki-Toki: https://twinspace.etwinning.net/12904/pages/page/87932 (interactive timeline)

- Genial.ly https://www.genial.ly: interactive images, posters, infographies

- And many others: answergarden, tricider, twiddla, doodle, titanpad, todaysmeet, kahoot, socrative, mentimeter, surveymonkey, mindmeister, prezi, haiku…

Let's play!

- Go to **www.menti.com**
- use the code **29 70 58**

https://www.mentimeter.com/login

Collaboration among pupils is a key factor in the success of an eTwinning project!

National and European Prizes → double weight!

No parallel work!

Always try to have students interact as much as possible

Collaborate when? Always!

- At the very beginning of the project: project planning and icebreaking

- During the project: collaborative activities, crossed tasks, mixed groups, constant peer feedback …

- At the end of the project: shared and collaborative project outcome, evaluation

At the beginning

Involve pupils from the beginning in the project planning or at least in the choice of areas of interest.

Icebreaking to get to know each other:

- Ask them to update their TS profile and leave comments on partners' profiles

- Find creative ways for introducing students to each other, getting to know each other and establishing relationships (video, pictures, drawings, mindmap of interests, presentations, avatars like voki, bitstrips…use eTwinning modules!)

- Plan a chat session or an online live meeting (mystery skype)

→ this phase is important, they will **build strong relationships**, learn to know each other and work together

During the project: mixed groups!

Plan as many collaborative activities as possible, making sure that collaboration is **meaningful** (when you really need collaboration in order to carry out a task)

Create **transnational groups** of mixed nationalities. At the beginning it may be difficult! Some tips:
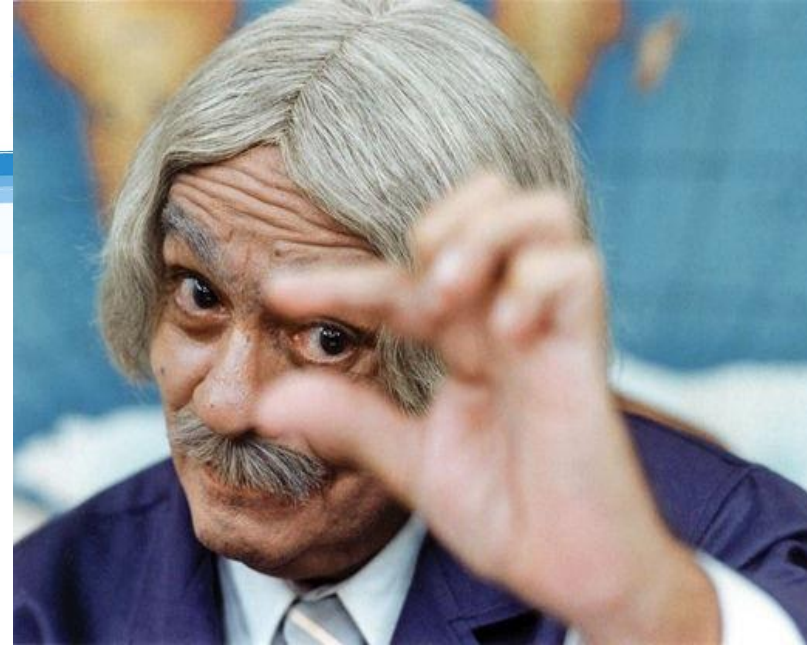
- Create a table with all groups participants for each nation ex. of table, tasks and deadlines

- Set clear and feasible goals/tasks and share simple rules (netiquette)

- ask students to find a name for the group and a symbol/emblem (drawitlive) and a short description of group member, describing each other (titanpad) -> **build group identity and reinforce relationship**

- Possibly use rubrics to evaluate work in groups and share them with pupils.

- Evaluate different types of contribution!

If it is not possible or desirable to create mixed groups (ex. poor language skills, not enough time, no agreement with partner etc.), it is still possible to **plan meaningful collaboration** among pupils of different countries:

Examples of collaborative activities:

- **Interactive icebreaking** (who is who? If possible create an account for all pupils, have them use their eTwinning profile and comment it)

- **Crossed tasks** (ex. present each other city-country so that they can ask info to peers and they can correct…; preparing quizzes for each other to check comprehension of presented content, in tandem projects, correcting each others tasks)

- **Complementary tasks** (collaborative novel writing, sing together a song, prepare subtitles or soundtracks for partners' videos etc.)

- A common **shared outcome** (an e-book collecting all materials, a touristic guide, a magazine, a common presentation/tale, a video collecting all materials, use of google docs or wikispaces to collaborate at distance on same outcome…)

- **Online meetings or chat sessions**

Minimum requirement:

Use your partner's materials, watch it together in class, have pupils comment on it and send their feedback, use it as a base for your next task…

Pupils can **give and receive peer feedback with TS tools** like blog, posts, comments, forum, online live meetings/chats, Twinmail, videomessages or using a padlet

If possible, **add regular live events**, like chat sessions or online live events – well prepared

Uploading materials in the TwinSpace alone is not collaboration!

FEEDBACK

Quality evaluation, best practices and prices in Italy:

1.NQL awarded on the basis of European Criteria (Pedagogical innovation, curricular integration, collaboration, communication, use of tecnologies, results and documentation) 2016 around 750 applications, awarded ca 550, around 70%

2.Around 250 projects nominated for European Quality label, around 35% (or more!)

3.Best 50-100 projects may be contacted for articles or studies, teachers may be invited to national or European conferences

4.Best 10-20 projects win National Price

Some examples from the Italian National Prizes 2015-2016

- Upper secondary school:
  - eTwin News (mixed groups) https://twinspace.etwinning.net/10895/pages/page/117299
  - Es war einmal … (collaborative story writing) https://twinspace.etwinning.net/11080/pages/page/123373

- Lower secondary school
  - «Sailing» the Mediterranean (project plan and use of ict tools to spice up activities) https://twinspace.etwinning.net/12023/pages/page/72337
  - Colours M@tter! (Curricular integration and collaborative activities) https://twinspace.etwinning.net/9916/pages/page/120903

- Primary
  - The most important thing (interactive game, clil, ka1) https://twinspace.etwinning.net/13323/pages/page/93217
  - DIXIT collaborative story / histoire collaborative https://twinspace.etwinning.net/9066/pages/page/123766
  - eTwinning dream (interactive icebreaking and games with 7-9 years kids) https://twinspace.etwinning.net/11200/pages/page/64488

- Pre-primary
  - Fairy Yoga (videoconference and interaction) https://twinspace.etwinning.net/2114/home

Complete list to our national prizes: http://etwinning.indire.it/premi-nazionali-etwinning-2016-tutti-docenti-vincitori/

A few examples of well organized TS

- **Upper secondary school:**

  – European Immigration: https://twinspace.etwinning.net/12904/home
  – Migranti del 21esimo Secolo / Migrants du 21ème Siècle:
    https://twinspace.etwinning.net/13204/home
  – Es war einmal… https://twinspace.etwinning.net/11080/pages/page/128631
  – Dalla terra al mare https://twinspace.etwinning.net/11171/home

- **Lower secondary school:**

  – ALIMENT@CTION: https://twinspace.etwinning.net/13158
  – France/Italie https://twinspace.etwinning.net/8406/pages/page/129796

- **Primary school:**

  – Arts & Maths https://twinspace.etwinning.net/14135
  – Mirrow Mirrow https://twinspace.etwinning.net/2658/home
  – A year together (time) https://twinspace.etwinning.net/10624/home

- **Teacher Training, peer learning:**

  – Euroteachers team up https://twinspace.etwinning.net/1284/home

- Dairy of you and me https://twinspace.etwinning.net/14436/home
- My World of Math https://twinspace.etwinning.net/10394/home

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