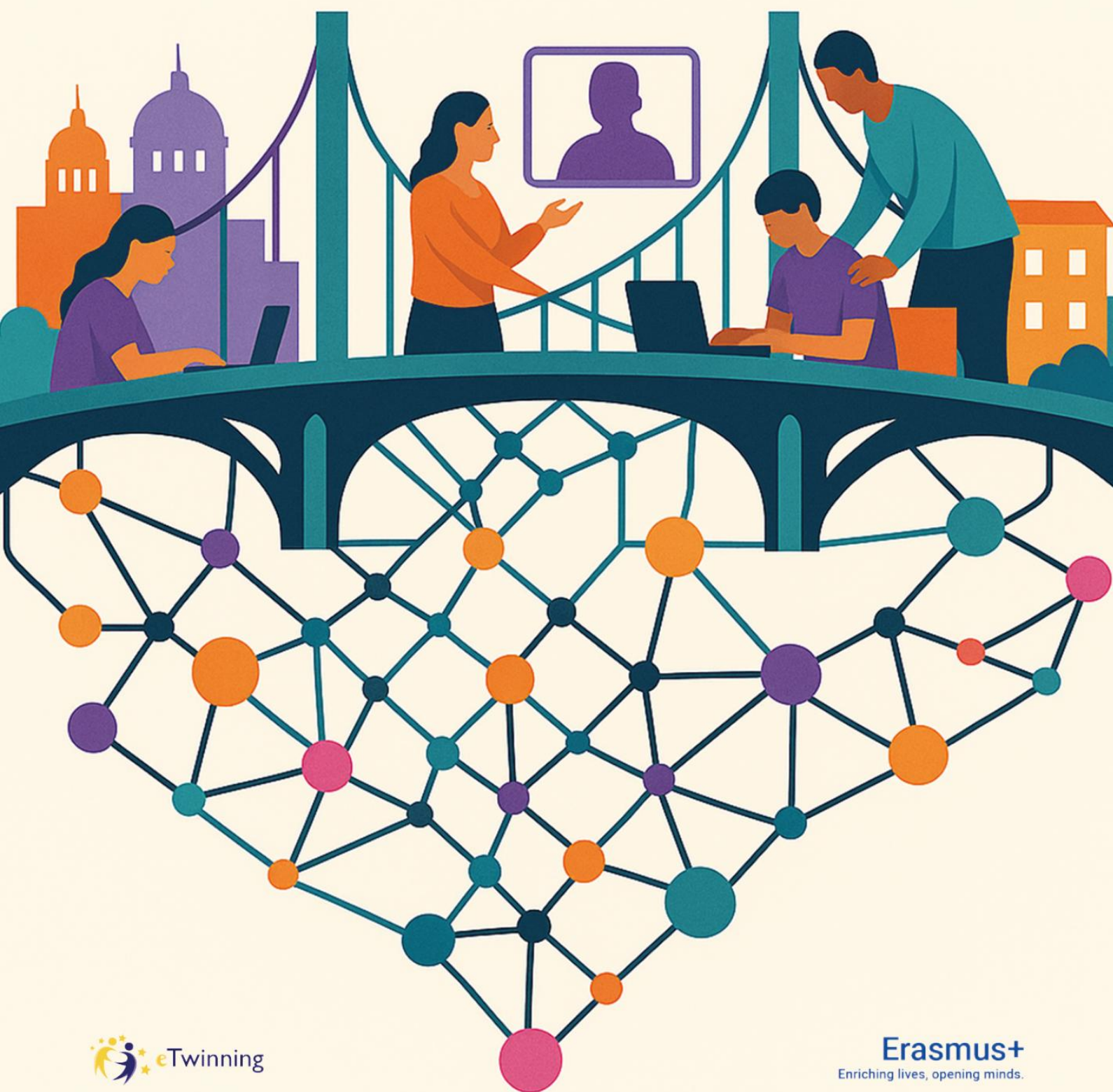


eTwinning for future teachers: Ideas for integrating eTwinning in initial teacher education



A product of the [eTwinning for future teachers: teacher educators' group](#)

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This publication is the result of a collaborative process involving members of the [eTwinning for future teachers](#) community. Following an open call, teacher educators who participate in the [teacher educators' group](#) were invited to contribute descriptions of their practices. All texts included in this document were submitted voluntarily, according to the [eTwinning privacy policy](#), by the contributors and reflect their own professional experiences and perspectives. The Central Support Service coordinated the editorial workflow, which included reviewing, formatting, and harmonising the submitted materials to ensure coherence and consistency across chapters. The views expressed in the individual contributions do not necessarily represent those of the editors, the Central Support Service, or any affiliated institutions such as the contracting authority.

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Foreword

This volume is the collective work of teacher educators active in ‘[eTwinning for future teachers](#)’, a network of colleagues committed to **advancing innovative, collaborative, and interculturally responsive initial teacher education in and beyond Europe**. It brings together experiences from teacher educators working with student teachers across the full range of educational levels—pre-primary, primary, lower-secondary, upper-secondary, and vocational education, and training. By doing so, it reflects both the diversity of national contexts as well as the shared pedagogical aspirations that unite European teacher education today.

The chapters document how eTwinning can be meaningfully embedded in university curricula, **not as an add-on or one-off activity, but as an integrated pedagogical approach** that shapes how future teachers learn, collaborate, and envision their role in the classroom. Across institutions and countries, the work presented here shows that eTwinning provides fertile ground for developing the professional competences now central to initial teacher education: digital literacy, intercultural awareness, collaborative learning, inclusive and creative pedagogy, and the ability to design purposeful learning with authentic audiences and partners beyond one’s own classroom walls.

The examples collected in this book vary in scale and structure—from small reflective tasks to multi-institution project pathways—but they share several common threads. First, they highlight **eTwinning as a space for authentic engagement**, where student teachers experience the same forms of **collaboration, co-creation, and dialogic learning** they are expected to foster with children. Second, they demonstrate the role of eTwinning in **bridging theory and practice** by connecting coursework, practicum, school partnerships, and international collaboration. Third, they show how eTwinning helps **student teachers experience themselves as professionals** in a wider community, contributing to European and global conversations on sustainability, cultural understanding, well-being, democratic participation, and peace.

The work presented here is not uniform; rather, it speaks from different educational traditions, university structures, and institutional priorities. Yet, taken together, the chapters illuminate a shared commitment: to **prepare future teachers who can teach beyond borders—linguistic, cultural, disciplinary, and geographic—and who understand themselves as agents of inclusion, curiosity, and connection**.

It is our hope that this book serves as a practical resource, a source of inspiration, and an invitation to continue building stronger, collaborative pathways in initial teacher education through ‘eTwinning for future teachers’.

The European School Education Platform and eTwinning team

Brussels

1. Designing eTwinning projects for young learners

Contributors: Anastasios Siatras, Assistant Professor, Evangelia Kalogirou, PhD Candidate and Practicum Supervisor, Georgios Ampatzidis, Assistant Professor, Aikaterini Michalopoulou, Professor

Affiliated institution: Department of Early Childhood Education, University of Thessaly

Country: Greece

Course title: Applications of Critical Pedagogy in Educational Practice (5 ECTS), Pedagogy of Happiness and Community Learning (5 ECTS), Critical Early Childhood Education and Educational Programmes-ECE Internship (5 ECTS), Internship and Applied Pedagogy Seminar (15 ECTS)

Educational level of future teachers: Early childhood education and care (ECEC)

Number of student teachers involved: 20-40

Duration: 2 semesters

Course description and learning outcomes:

The elective courses Applications of Critical Pedagogy in Educational Practice and Pedagogy of Happiness and Community Learning support student teachers in designing and implementing activities in formal and non-formal contexts, while promoting reflection on authentic pedagogical practices. The courses Critical Early Childhood Education and Educational Programmes – ECE Internship and Internship and Applied Pedagogy Seminar link initial teacher education coursework to practicum experiences in Early Childhood Education.

The specific eTwinning learning outcomes include:

- designing and implementing an ECE eTwinning project aligned with curriculum objectives.
- setting up and manage digital collaboration with partner schools.
- integrating ICT tools during practicum to support inquiry-based and multimodal learning.
- fostering intercultural awareness and global perspectives through shared classroom activities.
- embedding sustainability by connecting global themes to local contexts.
- evaluating project quality using rubrics and evidence of children's participation.

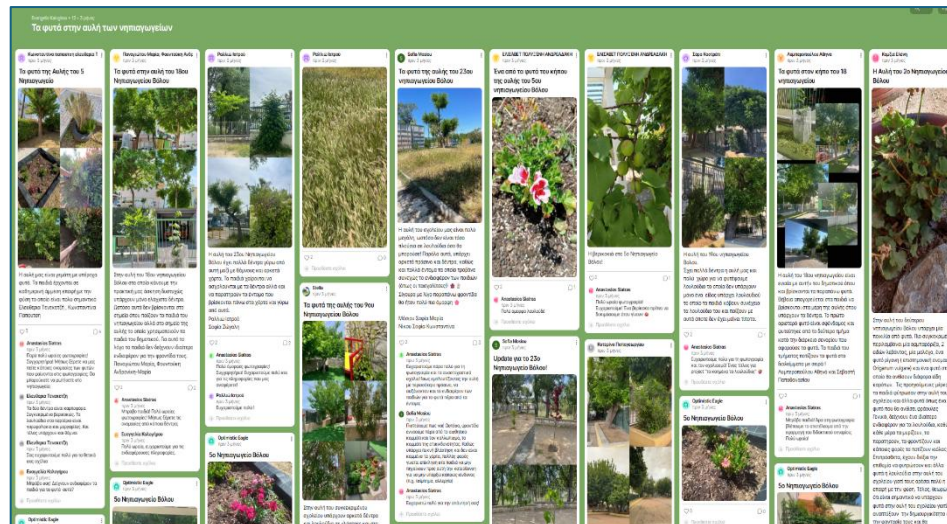
Activity 1: Online repository of storytelling activities

- Purpose:** To collaboratively create an online repository of storytelling activities based on an Eric Carle picturebook for use by in-service eTwinning teachers. The activity develops digital collaboration and prepares student teachers to integrate such tools in future practice.
- Description:** Working in groups of three, student teachers designed storytelling activities, revised them through three in-person feedback rounds, then uploaded final versions to Canva and exchanged peer feedback through comments.
- Assessment:** In-class presentations and a post-activity reflection questionnaire evaluated collaboration and learning.
- Outcome:** The repository now serves as a shared instructional resource. Students gained experience in designing pedagogical materials, giving, and receiving peer feedback, and collaborating in digital environments. Reflection data indicated increased confidence in planning and presenting activities.



Activity 2: Outdoor learning and observation

- Purpose:** To identify and compare plant life in kindergarten outdoor spaces, collaborate digitally, and transfer observational practices to future teaching.
- Description:** During practicum, students photographed plants, uploaded descriptions to Padlet, and discussed site features and constraints (e.g., maintenance, limited space).
- Assessment:** Pre- and post-activity questionnaires measured changes in observation skills.
- Outcome:** Students developed systematic observational approaches and strengthened digital collaboration. Their reflections showed greater attention to plant diversity, quantity, and environmental conditions. The activity prepares them to use digital tools to support collaborative inquiry in future classrooms.



A piece of advice:

Begin with a small-scale pilot before implementing a full eTwinning project. Align course timelines so seminar activities support practicum tasks. Co-design a reusable project framework, including a guiding question, timeline, rubric, and templates for both unplugged and online formats.

2. Citizen science in initial teacher education

Contributor: Georgios Kritikos, Assistant Professor

Affiliated institution: University of the Aegean

Country: Greece

Course title: Science Education, Educational Technology

Educational level of future teachers: Early childhood education and care (ECEC)

Number of student teachers involved: 14

Duration: 4 weeks

Course description and learning outcomes:

In the "Learning in Science" course, students explore bibliographic research on science education and citizen science, developing tools to identify key factors influencing scientific understanding and participation. The course emphasises technology for data collection, focusing on citizen science. Last year, students took part in an eTwinning project with a Norwegian university, exploring plant biodiversity and applying their research skills in an international context. The specific eTwinning learning outcomes include:

- developing digital collaboration skills
- fostering intercultural awareness and global perspectives
- integrating ICT tools into teaching practices

Activity 1: Ice-breaking activity

- **Purpose:** Ice-breaking activities to help the Student Teachers (STs) familiarise themselves with one another.
- **Description:** The STs discussed and shared ideas regarding the lesson structure, the number and format of activities, and the choice of web tools to use. A template was provided to guide them. eTwinning ITE Ambassadors offered support to the STs in using the eTwinning platform.
- **Assessment:** Based on their engagement and willingness to proceed with the project.
- **Outcome:** Exploration of the eTwinning platform and TwinSpace functionalities.

Activity 2: The iNaturalist platform

- **Purpose:** Task on the iNaturalist platform.
- **Description:** The STs explored various regions of Greece (and Norway, for the Norwegian group), where they captured images of plants and uploaded them to the [iNaturalist platform](#). For each observation, they completed a template with the following details: Name, Date, Time, Location, Coordinates, Plant photo, Common name, Scientific name, and iNaturalist link.
- **Assessment:** The assessment was based on the number of observations.
- **Outcome:** Introduction to the iNaturalist platform and the process of data collection.



Activity 3: How to collect data

- **Purpose:** Presentation of the data collection procedure.
- **Description:** The STs presented their findings during the plenary session.
- **Assessment:** The assessment was based on the accuracy of each plant's description, as well as the quality of its presentation.
- **Outcome:** Presentation skills.



A piece of advice:

Use ice-breaking and hands-on activities, especially those related to the natural environment, to engage student teachers and foster connection.

3. Intercultural storytelling in initial teacher education

Contributors: Mancel Corinne, Teacher educator & Gross Diana, Teacher educator

Affiliated institutions: University of Picardie Jules Verne & Private Pädagogische Hochschule Augustino,

Countries: France & Austria

Course title: Project-based teaching, Plurilingualism and Interculturality, English didactics, Inclusive Pedagogy, Political Education in a global context

Educational level of future teachers: Early childhood education and care (ECEC), Primary education

Number of student teachers involved: 25

Duration: 12 weeks

Course description and learning outcomes:

The course aims to help student teachers analyse picturebooks from literary, linguistic, cultural, and pedagogical perspectives, and to implement them in classroom settings. The group included 12 Austrian student teachers training to teach French in primary schools and 13 French student teachers preparing to teach French as a second language to non-native speakers. eTwinning supported project-based collaboration, enabling intercultural exchange through storytelling and fostering the development of globally minded future teachers.

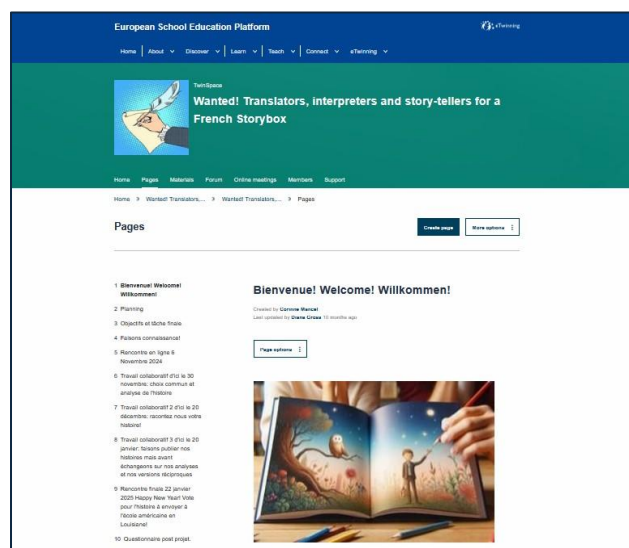
The specific eTwinning learning outcomes include:

- conducting an experiential “practice” eTwinning project and developing digital collaboration skills
- using storytelling as a pedagogical tool
- strengthening intercultural competence and awareness of linguistic diversity in teacher education.

Six bi-national groups selected a story and collaboratively produced French versions tailored to different learner profiles (L1, L2, allophone learners). The project culminated in the creation of a shared story-box. The chosen stories, originally from the German website [Amira Lesen](#), were adapted into French and sent both to the publisher and to a French immersion classroom in Louisiana.

Activity 1: Bi-national choice and analysis of a picturebook

- **Purpose:** Identify the literary and educational value of a selected story.
- **Description:** Each bi-national group selected a story from *Amira Lesen* and analysed its multimodal features, themes, cultural elements, and potential classroom uses. Work was conducted asynchronously and shared on TwinSpace via Padlet.
- **Assessment:** Group submissions were evaluated on relevance, intercultural and intertextual insight, and evidence of collaborative discussion.
- **Outcome:** This activity prepared students to collaboratively write [French versions of the stories](#).

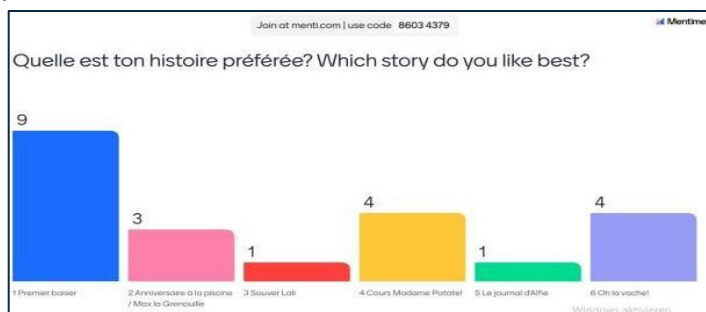


Activity 2: Collaborative storytelling

- **Purpose:** Co-author intercultural story adaptations and navigate linguistic and cultural negotiation.
- **Description:** Groups produced French story versions, exploring differences in interpretation, tone, characterisation, and language choice. Writing served as a space for mutual learning and shared creativity.
- **Assessment:** Same criteria as Activity 1.
- **Outcome:** The stories can be found here: <https://digipad.app/p/1267816/a0814a7891548>

Activity 3: Peer assessment

- **Purpose:** Develop constructive peer-feedback skills.
- **Description:** Students reviewed other groups' stories to ensure linguistic accuracy and accessibility for diverse learners. Feedback aimed at refining stories for publication and classroom use.
- **Assessment:** Peer-voting via Mentimeter; Premier baiser received the most votes.
- **Outcome:** Students strengthened digital collaboration, intercultural awareness, and mediation skills.



Activity 4: Research output

- **Purpose:** Generate research data for academic dissemination and future project development.
- **Description:** Students completed a post-project [questionnaire](#). The qualitative findings were presented at the international conference *Intercultural Dialogue through Stories*.
- **Outcome:** Final story versions are collected here (StoryBox): <https://digipad.app/p/1267816/a0814a7891548>



A piece of advice

Anticipate and address language barriers in international collaborative projects and actively teach mediation and depolarisation skills to help students manage misunderstandings and enhance intercultural dialogue. As summarised by the words of an Austrian student: "Each country has interesting approaches and cultures. And there are always similarities."

4. Citizens inclusive and openminded 2025

Contributor: Nacca Mary, Teacher Educator, Flavia Cruciani, Teacher Educator, Valentina Di Michele, Teacher Educator

Affiliated institution: Università degli Studi dell' Aquila Abruzzo

Country: Italy

Course title: Internship seminar

Educational level of future teachers: Early childhood education and care (ECEC) and Primary education

Number of student teachers involved: 60

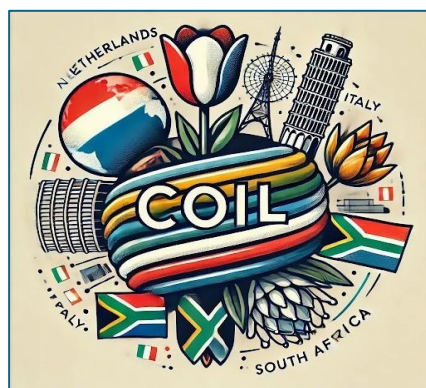
Duration: 5 weeks

Workload:

Course description and learning outcomes:

Seminar with Erasmus ambassadors: This seminar introduces students to the aims of the Erasmus+ programme and the eTwinning platform, focusing on participation procedures, funding opportunities, and examples of best practice.

Extracurricular workshop on eTwinning/Erasmus: This optional workshop, offered as an enrichment to the indirect internship, prepares future teachers to work in European contexts with strong digital, collaborative, and intercultural skills. Students learn how to design, launch, manage, and evaluate eTwinning/Erasmus projects, including the creation of pilot projects.



The specific eTwinning learning outcomes include:

- designing an eTwinning project in an unplugged way (E.g., using MS word templates) or by conducting a “practice” eTwinning project for testing in a more experiential learning.
- developing digital collaboration skills.
- fostering intercultural awareness and global perspectives.
- integrating ICT tools into teaching practices

Activity 1: Intercultural educational system exchange

- **Purpose:** To enhance intercultural understanding and global awareness by comparing educational systems and cultural approaches to teaching.
- **Description:** Students worked in mixed international groups, interviewing peers about their national educational systems and perspectives on teaching. Each

group created an infographic representing another country's system, supporting active listening and cultural interpretation. Padlet, Google Docs, and video conferencing platforms facilitated collaboration.

- **Assessment:** Engagement was evaluated through contributions to infographics, peer feedback, and reflective assignments (e.g., blog entries or final reflections).
- **Outcome:** The activity produced shared infographics on a public [Padlet space](#) and strengthened students' intercultural communication and empathy.

Activity 2: SDG-inspired collaborative lesson design

- **Purpose:** To co-design a classroom activity addressing one of the UN Sustainable Development Goals (SDGs), promoting creativity, collaboration, and global citizenship.
- **Description:** After exploring the SDGs, groups selected one goal and collaboratively designed a lesson activity using digital tools such as Canva, Padlet, and PowerPoint. Pedagogical approaches included collaborative and experiential learning.
- **Assessment:** Student-created video lesson plans were presented during a live international session and evaluated based on clarity, collaboration, and intercultural relevance. Reflection assignments followed in each institution.
- **Outcome:** Each group produced a 4–5-minute SDG-related lesson video, gaining practical experience in intercultural digital collaboration and global education design.



A piece of advice

Start small but plan intentionally. Introduce collaborative tools and intercultural communication strategies early, include structured reflection, and coordinate closely with international partners. When possible, encourage students to implement selected activities during their school internships to deepen learning and reflective practice.

5. Collaborating for well-being in schools

Contributors: Pinna Michela, Teacher Educator and Teacher at Primary School, Gross Diana, Teacher Educator, Delibegovic Dzanic Nihada, Teacher Educator

Affiliated institution: Faculty of Humanities and Social Sciences – University of Tuzla

Country: Austria

Course title: English didactics, English Laboratory, Political Education

Educational level of future teachers: Early childhood education and care (ECEC), Primary education

Number of student teachers involved: 170

Duration: One semester, 10 weeks

Project description and learning outcomes:

The project aims to promote well-being at school by means of collaborative activities and project simulations: checking and finding connections with the National Curriculums and comparing them according to the pupils' ages, the students will work in small transnational groups in order to reflect and create project simulations, focusing on teamwork and collaboration, STEAM, CLIL and ICT. The project was implemented in a compulsory course. It was a big project with 9 different universities, realized in 3 rounds. Here, only round 3 is presented. Due to the large number of students (80 Italians, 80 Austrians, 10 Bosnians), they were divided into two labs, each with ten groups of seven to ten students.

The specific eTwinning learning outcomes include:

- developing digital collaboration skills
- fostering intercultural awareness and global perspectives
- integrating ICT tools into teaching practices

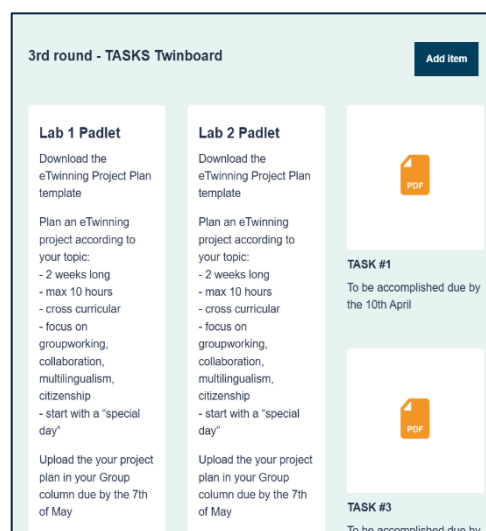
Activity 1:

- **Purpose:** Students should get to know each other. They create an avatar and present themselves online on Canva or another digital tool.
- **Description:** Students got the names of their partners and had to organise their own groups. Additionally, from the beginning of the course, they were guided and encouraged to try out new digital tools. The students introduced themselves using avatars and exchanged ideas about their topic via social media. They had to think about well-being in a special context like music, outdoor education, poetry, etc. Each group had another topic. They also had to use various digital tools like Canva, Mentimeter, Answergarden.
- **Assessment:** Online Survey, how they worked together

- **Outcome:** Avatar presentation. Use of new digital tools (Canva, Mentimeter, Answergarden,)

Activity 2

- **Purpose:** Define collaboratively a lesson plan to a topic according to well-being
- **Description:** The students had to plan 10 lessons on their topic and fill in the details (group size, time limit, social form, schedule, etc.) in a predefined document. Additionally, they got to know new digital tools like Tricider. According to Tricider, they had to do a voting “How do you feel today?”
- **Assessment:** Peer assessment about the collaboration. Google Forms Survey; Paper survey, Tricider.
- **Outcome:** They created a lesson plan collaboratively in their international Italian – Austrian – Bosnian-team:



Activity 3

- **Purpose:** Collaborative online presentation
- **Description:** Students had to present all the activities they did in a picture book and tell us how to implement it into their class. We met all together in an online meeting and each group presented their book how they want to do. The aim was to do it collaboratively and with digital tools.
- **Assessment:** Students got questions about the collaboration, how they felt and if they wanted to do it again in class.
- **Outcome:** Collaborative picture book with Canva or another digital tool

A piece of advice

With large transnational groups, start with small creative collaboration tasks before moving to more complex project work. This helps build trust, supports well-being, and improves teamwork during later stages.

6. Digital storytelling for a multicultural comparison

Contributor: Teresa La Montagna, Teacher educator, Tutor Primary Education Sciences course and Bianca Maria Taraschi, Teacher educator, Tutor Primary Education Sciences Course

Affiliated institution: University of Study “Suor Orsola Benincasa” Of Naples

Country: Italy

Course title: First and second year of internship in Primary Education Sciences course (compulsory for student teachers) and Seminar in Primary Education Sciences course (optional course for student teachers)

Educational level of future teachers: Early childhood education and care (ECEC), Primary education

Number of student teachers involved: 500 first and second year of internship students, 40 students’ participants in the seminar in primary education sciences

Duration: 1 semester

Workload:

Course description and learning outcomes

In the first and second years of the internship, student teachers are introduced to the aims and features of the eTwinning platform. In the third year, they explore examples of eTwinning practices for Preschool and Primary School and learn to use the tools available on the European School Education Platform (ESEP). In the fourth and fifth years, an optional seminar allows students to form working groups to design eTwinning projects in collaboration with other universities and with schools during the internship.

The specific eTwinning learning outcomes include:

- designing an eTwinning project in an unplugged way (E.g., using MS word templates) or by conducting a “practice” eTwinning project for testing in a more experiential learning.
- developing digital collaboration skills
- fostering intercultural awareness and global perspectives
- integrating ICT tools into teaching practices.

Activity 1: The characteristics of the ESEP platform and eTwinning

- **Purpose:** To familiarise second-year students (first year of internship) with the goals and structure of the eTwinning platform.
- **Description:** A two-hour blended training session led by eTwinning ambassadors and university tutors, using the ESEP platform and [Padlet](#) for introductions.
- **Assessment:** Attendance and participation.

- **Outcome:** Basic understanding of eTwinning, confirmed through a short Mentimeter quiz.

Activity 2: eTwinning practices in ECEC and primary education

- **Purpose:** To explore best practices and available tools for applying eTwinning in early childhood and primary settings.
- **Description:** Two two-hour sessions using blended and cooperative learning methods, including interactive games and platform simulations. Tools included ESEP, Padlet, and Kahoot.
- **Assessment:** Attendance and participation.
- **Outcome:** Students gained knowledge of practical eTwinning tools and applications.



Activity 3: Creating an eTwinning project

- **Purpose:** In the fourth and fifth year of the program, an additional pathway is provided that allows students to form working groups among themselves to create eTwinning projects with other universities engaged in initial teacher training and in schools during the Internship.
- **Description:** During the seminar meetings, all involved students are registered on a platform to carry out a project that consists of creating short stories through digital storytelling, in which the myths and cultural origins of their place of origin are narrated in both their mother tongue and in English. Participants experienced an innovative approach to initial teacher education through multicultural digital storytelling, developing practical skills to:
 - design international collaborations using the eTwinning platform as a training tool for future teachers.
 - integrate the multicultural dimension into teaching through digital narration of local myths and traditions.
 - develop digital and linguistic competencies in initial teacher education pathways.



- experience collaborative methodologies that valorise local cultural heritage in international contexts
- **Assessment:** The assessment included the registration of attendance to the meeting. Also, we monitored the group work to keep track of progress and collaboration. Finally, a focus was given on the reflections on the tasks completed and the skills developed during the course. All these were shared through posts on Digipad, encouraging thoughtful discussion and personal insights.
- **Outcome:** [Creating an e-Book](#), implementation of a replicable eTwinning project model for ITE, acquisition of operational skills in using digital storytelling tools, implementation of strategies to promote interculturality in teacher education

A piece of advice:

Involve and spread to all students the potential of eTwinning, to select students with good digital skills and proficiency in English for project implementation.

7. Teaching English through child-centred approaches

Contributors: Franco Passalacqua, Anna Maria Bergomi, Savina Antonietti, Chiara Bertola, Monica Bisi, Elisa Camagni, Paola Tosi

Affiliated institution: Università degli Studi di Milano Bicocca

Country: Italy

Course title: Workshop of English language teaching to young learners

Educational level of future teachers: Early childhood education and care (ECEC), Primary education, Special education

Number of student teachers involved: 200

Duration: 52 hours

Workload: 2 ECTS

Course description and learning outcomes:

This compulsory workshop introduces methodologies for teaching English to young learners through active, child-centred approaches. It highlights responding to children's needs and interests to make language learning natural and engaging. Participants take part in practical activities, reflect on effective teaching strategies, and design age-appropriate communicative tasks, while also developing their own English proficiency. The course is conducted entirely in English.

The specific eTwinning learning outcomes include:

- designing an eTwinning project to be implemented during the final-year traineeship and thesis
- developing digital collaboration skills
- fostering intercultural awareness and global perspectives
- improving English as the working language of the project
- integrating ICT tools into teaching practice

Activity 1: Introducing eTwinning

- **Purpose:** Familiarise students with eTwinning and spark engagement.
- **Description:** An initial introduction presented the history and purpose of eTwinning and included examples from other Italian universities. Students registered as student-teachers and explored the platform. A survey assessed their interest and prior knowledge. Former trainees shared experiences and examples.
- **Assessment:** Guided discussion and survey responses informed the evaluation of students' awareness and motivation.
- **Outcome:** Many students expressed strong interest in developing an eTwinning project, leading to the formation of a research group coordinated by Professor Franco Passalacqua.

Activity 2: Simulated eTwinning project design

- **Purpose:** Develop collaborative project design skills.
- **Description:** After exploring the platform, students worked in groups on Google Classroom to simulate project development, mirroring TwinSpace collaboration.
- **Assessment:** Work was assessed through shared documentation and group presentations.
- **Outcome:** Students successfully applied digital, pedagogical, and linguistic skills in project proposals. Some groups continued refining their work beyond the workshop (see an [example of a final product](#)).

Activity 3: Inter-university collaboration on nursery rhymes

- **Purpose:** Promote collaborative planning among partner universities.
- **Description:** Unitus students selected nursery rhymes based on age and language levels. Mixed groups from Unimib, UniRoma3, and Unitus designed activities for classroom use. Online meetings supported real-time co-construction, and each group produced a multimedia output for TwinSpace.
- **Assessment:** Evaluation was based on group presentations and collective reflection on strengths and areas for improvement.
- **Outcome:** Final multimedia products were created and shared among participants. Two examples of final products can be accessed [here](#) and [here](#).



A piece of advice

Start new initiatives gradually, involve and train your team thoroughly, share both successes and challenges openly, and learn alongside your students to ensure sustainable and effective implementation.

8. Designing projects for experiential language learning

Contributor: Francesca Mancini Secondary School English Teacher, University Lecturer

Affiliated institution: Scienze della Formazione Primaria, Università degli Studi di Firenze

Country: Italy

Course title: English didactics

Educational level of future teachers: Early childhood education and care (ECEC), Primary education, Special education

Number of student teachers involved: 62

Duration: 1 Semester

Workload: 24 hours

Course description and learning outcomes

Development of the listening comprehension, oral production and spoken interaction referring to the B1/B2 level of the CEFR. Reflection on the language structures. Development of the comprehension skill in reading specific texts. Development of storytelling skills. Teaching English as a foreign language using the method of storytelling in Early Literacy Development - Presentation of stimulating and involving activities which enable the learning of the English language in an authentic and active way, giving “oracy” a more prominent place but at the same time fostering children’s awareness of the written language.

The specific eTwinning learning outcomes include:

- designing an eTwinning project in an unplugged way (E.g., using MS word templates) or by conducting a “practice” eTwinning project for testing in a more experiential learning.
- developing digital collaboration skills
- fostering intercultural awareness and global perspectives
- integrating ICT tools into teaching practices
- getting to know and interact with university students of other academic European institutions

The activities introduced below are related to the 2024-25 ITE project “AI-Enhanced Teaching: Designing Innovative Lesson Plans” fully documented on the [Twinspace](#) and through an [academic article](#) which has been published on IAFOR.ORG

Activity 1: Zoom plenary sessions

- **Purpose:** Students arranged in international groups get familiar with the eTwinning platform through interactive tasks, games, and quizzes.
- **Description:** Each international group must prepare either an interactive task or a game or a quiz to get the others familiar with the eTwinning platform and the Twinspace. In plenary sessions each group will involve the other participants in performing their task/game or quiz
- **Assessment:** Analysis of the recorded sessions and teacher discussion about the activity.
- **Outcome:** Creating connections and friendship among the participants and getting familiarity with the eTwinning platform and its tools.

Activity 2: The use of Artificial Intelligence

- **Purpose:** This activity has aimed to explore the use of artificial intelligence (AI) tools in primary classroom teaching.
- **Description:** This activity has aimed to explore the use of artificial intelligence (AI) tools in primary classroom teaching. Participants were arranged in international groups and were asked to design innovative lesson plans that integrate AI technologies. Each group has chosen a subject, such as mathematics, literature, music, or science, and has developed a lesson plan incorporating AI tool to enhance student engagement and learning outcomes. Students have gained practical experience with AI applications in education, preparing them to effectively use these technologies in their teaching practices. They have got familiar with the eTwinning platform and the Twinspace.
- **Assessment:** Through observation and an assessment grid prepared for the occasion and shared with the students.
- **Outcome:** Students have created an [e-book](#) containing the AI based lesson plans.



A piece of advice

Make the use of the eTwinning platform in your academic course a joyful and enjoyable experience through interactive tasks and exchange of experiences

9. Exploring global education systems together

Contributor: Assoc. Prof. Dr. Ahmet Göçen

Affiliated institution: Afyon Kocatepe University

Country: Türkiye

Course title: Comparative education

Educational level of future teachers: Early childhood education and care (ECEC), Primary education, Math, and science education

Number of student teachers involved: 178

Duration: 28 hours within a semester

Workload: 1 ECTS

Course description and learning outcomes:

Comparative Education course aims to introduce student teachers to global education systems, focusing on similarities and differences in teacher training, curriculum design, educational governance, and pedagogy. The course is optional and includes both theoretical content and practice-based modules. Through eTwinning integration, the course enhances students' ability to collaborate internationally and develop comparative and intercultural perspectives in teaching.

The specific eTwinning learning outcomes include:

- designing an eTwinning project for their courses
- developing digital collaboration skills and project-based learning competencies
- fostering intercultural awareness and comparative educational analysis skills
- integrating ICT tools into teaching and lesson planning



Activity 1: AI enhanced lesson plans

- **Purpose:** To enable student teachers to collaboratively design AI enhanced lesson plans
- **Description:** Students were divided into intercultural teams and asked to write lesson plans with a focus on AI tools. Using collaborative tools like Padlet, Google Docs, and TwinSpace, they developed joint seminars and lesson activities for schools. The methodology was flipped-classroom combined with collaborative and problem-based learning.

- **Assessment:** Peer feedback, open-ended questions evaluating intercultural communication and project progress, a final presentation of their comparative plans.
- **Outcome:** An e-book titled [AI-Enhanced Teaching: Designing Innovative Lesson Plans](#), co-authored by the students and hosted in TwinSpace.

Activity 2: Story travellers author their own stories for their students

- **Purpose:** To foster intercultural awareness, creative expression, and digital storytelling skills by having student teachers write and exchange original stories reflecting their regional culture with peers from partner countries.
- **Description:** Each student teacher authored a short story inspired by a local tradition, legend, or cultural symbol from their region. These stories were shared across international teams via TwinSpace and collaboratively discussed in small peer groups. The project used storytelling and cultural exchange to promote empathy, respect for diversity, and deeper understanding of the cultural backgrounds of future learners. Teaching methodologies included collaborative learning, storytelling-based pedagogy, and digital content creation. Tools used: TwinSpace, Google Docs, Padlet, and Flip.
- **Assessment:** Students were assessed on creativity, cultural authenticity, language clarity, and peer feedback participation. A rubric was used to evaluate story quality, intercultural reflection, and collaboration.
- **Outcome:** An online anthology titled Story Travellers published as a digital booklet in PDF format and shared on TwinSpace. Students reported increased cultural sensitivity and appreciation for diversity in classroom narratives.

A piece of advice

When introducing future teachers to international collaboration through eTwinning, structure activities clearly, start with small, manageable tasks, and align projects with course learning outcomes to build confidence, ensure meaningful engagement, and promote professional skill development.

10. Exploring ICT tools for project-based teaching

Contributor: Assoc. Prof. Galina Georgieva, PhD

Affiliated institution: Angel Kanchev” University of Ruse

Country: Bulgaria

Course title: Management of the digital educational environment with eTwinning

Educational level of future teachers: Early childhood education and care (ECEC); Primary education; Special education

Number of student teachers involved: 102

Duration: one semester

Workload: 1 ECTS

Course description and learning outcomes:

This elective course is offered to BA and MA student teachers and introduces the pedagogical and collaborative possibilities of the eTwinning platform as a space for project-based learning in digital environments. Students explore how online projects can link classroom learning with real-world contexts, while gaining experience in teamwork, intercultural exchange, and professional networking. Through participation in eTwinning project activities, the course supports the development of ICT competence, project planning skills, and the ability to integrate collaborative digital tools into teaching practice across preschool and primary education contexts.

The specific eTwinning learning outcomes include:

- designing and planning an eTwinning project, either offline (using templates) or by piloting a small-scale experiential project.
- collaborating digitally with peers and international partners using collaborative platforms and communication tools.
- integrating ICT tools effectively into lesson and project planning.
- demonstrating intercultural awareness and an understanding of the value of international cooperation in education.

Activity 1: Getting started with eTwinning

- **Purpose:** Students become acquainted with the aims and structure of eTwinning, including synchronous and asynchronous collaboration, professional development opportunities, registration and profile creation, platform navigation, and introduction to TwinSpace.



- **Description:** The activity follows a *blended and collaborative learning* approach. Short lectures introduce the educational value and community dimension of eTwinning, followed by guided discussions and practical demonstrations. Students work on profile creation and exploration tasks using the European School Education Platform and TwinSpace, with supportive micro-tasks that simulate authentic project planning steps. Tools such as Padlet and Miro may be used for quick brainstorming and sharing reflections.
- **Assessment:** Ongoing assessment is based on students' *active participation*, completion of their personal profile on the platform, and contribution to group discussions.
- **Outcome:** Students gain foundational awareness of how eTwinning supports collaborative project work, online teacher communities, and professional growth. Each student has an active profile in the Platform and a shared Padlet/Miro board reflecting initial project ideas.

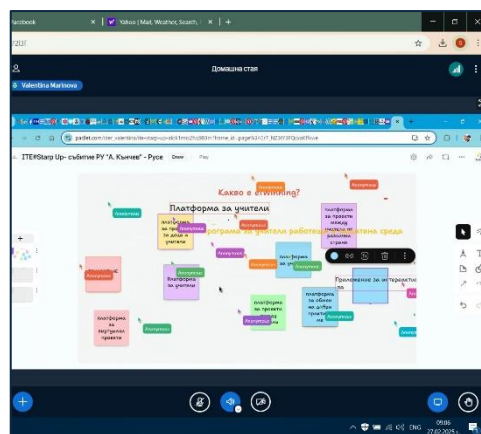
Activity 2: Planning successful eTwinning projects

- **Purpose:** To introduce students to the technological and pedagogical model for planning and implementing project-based work in eTwinning, including criteria for successful project design and the use of ICT tools.
- **Description:** Using a *demonstration + inquiry-based learning* format, students explore examples of high-quality eTwinning projects and analyse why they meet quality criteria. Students test and compare different online tools (e.g., Padlet, Wakelet, Canva, Genially) for communication, content creation, and student engagement.
- **Assessment:** Assessment is based on students' *active contribution* to discussions and hands-on tasks involving tool experimentation and reflection.
- **Outcome:** Students acquire the ability to plan coherent project activities supported by digital tools and evaluate project structure in relation to pedagogical goals. A draft project activity plan + selection of recommended ICT tools.



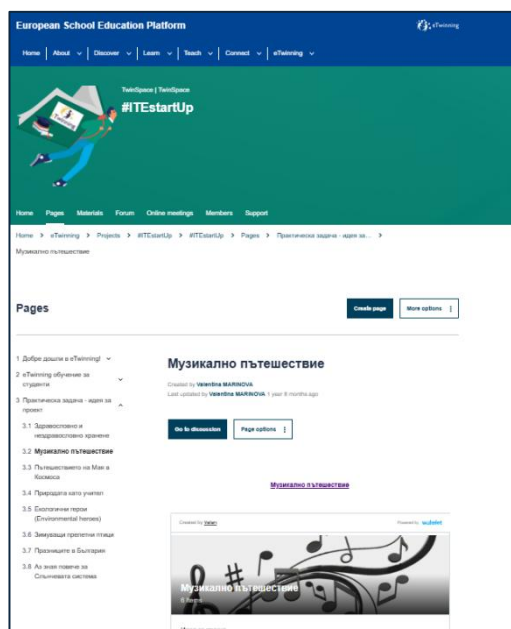
Activity 3: Collaborative project planning

- **Purpose:** To guide students through project development, including team formation, identifying a project theme, planning project activities, and registering a project.
- **Description:** Students work in groups using *collaborative and problem-based learning methods*. Each team selects a topic suitable for preschool or primary learners, identifies learning objectives, and plans core activities. A shared planning template supports structuring tasks, timelines, resources, and expected outputs.
- **Assessment:** Ongoing assessment focuses on the quality and coherence of team planning, division of roles, and justification of pedagogical choices.
- **Outcome:** Students are able to produce a structured draft eTwinning project for their target learner group. Draft project plan prepared within a shared document template.



Activities 4, 5, and 6: Developing project content

- **Purpose:** To implement the planned project activities using online tools and the eTwinning platform.
- **Description:** Teams work on finalizing detailed project steps, uploading materials in TwinSpace, and refining student tasks and collaborative elements. Students engage in iterative reflection, testing tools and adapting their project workflow in response to practical considerations.
- **Assessment:** Assessment is based on *successful collaboration*, progress in project implementation, and the clarity of project documentation.



Outcome: Students complete the full project activity plan adapted for the chosen target group. Project workspace and activity content visible in TwinSpace.

Activity 7: Showcasing project outcomes

- **Purpose:** To present and justify project plans to peers using the eTwinning platform.
- **Description:** Teams present their project using TwinSpace pages and multimedia tools. Presentations emphasize rationale, expected student outcomes, collaborative dimensions, and intercultural value.
- **Assessment:** Assessment is based on the quality of teamwork, clarity of presentation, and demonstrated understanding of pedagogical reasoning.
- **Outcome:** Students articulate and defend their project ideas and demonstrate capacity to communicate pedagogical decisions. A final project presentation shared in the Platform. Some of the students' outcomes can be found [here](#), [here](#), [here](#) and [here](#).

A piece of advice

Start with small, clearly structured collaborative tasks before moving to full project implementation. Give students time to explore the platform and digital tools in a guided way and encourage them to reflect on the educational purpose behind each tool they choose—not just how to use it.

11. Integrating culture in early English learning

Contributor: Ivana Milković, Associate Professor

Affiliated institution: University of Zagreb, Faculty of Teacher Education

Country: Croatia

Course title: ELT methodology: Culture in teaching English to young learners

Educational level of future teachers: Primary education

Number of student teachers involved: 20 students per university

Duration: 1 semester

Workload: 2 ECTS points

Course description:

The course Methodology of English Language Teaching: Culture in Early Learning introduces student teachers to methods for integrating cultural elements into early English language education. Students learn to identify cultural themes and to design age-appropriate activities using stories, songs, and visual media. The course is compulsory for English Language Teacher Education students.

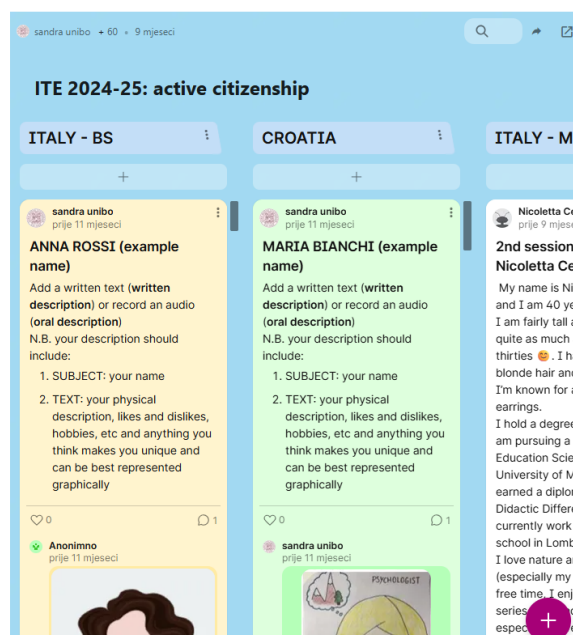
The specific eTwinning learning outcomes include:

- designing culturally oriented teaching materials collaboratively in international groups.
- using digital platforms for sharing resources and cultural content.
- reflecting on teaching practices and evaluate cultural and intercultural learning outcomes.

Activity 1: Introduce yourself (icebreaker)

- **Purpose:** To foster communication, intercultural exchange, and collaboration using digital tools.
- **Description:** Students wrote [short self-descriptions](#) and, in pairs, created corresponding portraits (drawn or digital avatars). Both text and image were uploaded to Padlet and presented on TwinSpace to support profile creation and initial interaction among peers.
- **Assessment:** Participation in TwinSpace, clarity and originality of

Guess who... match the personal introduction to the picture/photo



self-descriptions, relevance and effort in portrait creation, and respectful online communication.

- **Outcome:** Students established early rapport and experienced collaborative and intercultural practices in a supportive online environment.

Activity 2: Creating cultural lesson plans

- **Purpose:** To design a [linguocultural lesson plan](#) based on a selected picturebook.
- **Description:** In international teams, students collaboratively developed three-phase lesson plans (pre-, while-, post-reading) integrating cultural content, storytelling, playful learning, and digital tools. Collaboration took place via TwinSpace, Padlet, Google Drive, and Canva.
- **Assessment:** Quality of collaboration, clarity and structure of the lesson plan, integration of cultural and linguistic goals, creativity, and suitability for young learners. Final presentations were reviewed by instructors and in-service teachers.
- **Outcome:** Students produced culturally rich lesson plans and strengthened skills in international teamwork, intercultural communication, and designing meaningful early English learning experiences.



A piece of advice

Careful planning, regular communication, and ongoing support are essential for successful collaborative projects, especially when students may initially struggle to see their value.

12. Teaching social science through collaboration

Contributor: Georgios Gorozidis, PhD, Teaching Staff, & Charikleia Pitsou, PhD, Teaching Staff

Affiliated institution: Department of Educational Sciences and Social Work, University of Patras

Country: Greece

Course title: Primary School Practice IV: Teaching of the social sciences' school subjects of primary school

Educational level of future teachers: Primary education

Number of student teachers involved: 53

Duration: 1 semester

Course description and learning outcomes:

This course focuses on teaching social science subjects in primary schools and introduces students to contemporary, research-based approaches that connect theory with practical application. Key learning outcomes include curriculum analysis, selection of teaching materials, lesson and scenario planning, and the use of collaborative and project-based teaching methods. Students also learn to organize workshops (e.g., Skills Labs), integrate eTwinning, and design learning activities that foster active citizenship, cultural awareness, and environmental responsibility. Teaching is carried out through lectures, workshops, collaborative eTwinning projects, assignments, and presentations. Assessment is based on the originality and presentation of a teaching scenario, as well as active participation in collaborative activities. The specific eTwinning learning outcomes include:



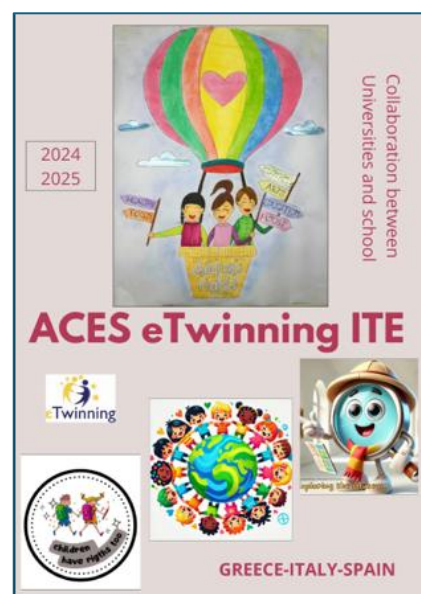
- designing and implementing collaborative eTwinning projects in social science instruction
- applying contemporary teaching approaches (collaborative, experiential-communicative, project-based) and effectively integrating ICT tools
- designing complete teaching scenarios with accompanying materials
- planning social science project-workshops that promote active citizenship, SDGs, and 21st-century skills
- fostering democratic values and human rights education
- collaborating effectively in national and international teams
- contributing to the international educational community
- engaging in ongoing professional development;

Activity 1: Workshop for unregistered etwinning users

- **Purpose:** Introduce student teachers to the eTwinning community and enable them to register, navigate the platform, and locate potential partners.
- **Description:** Participants created EU Login accounts, completed their profiles, registered their institutions, and explored collaboration features on ESEP/eTwinning. The workshop followed a guided, step-by-step approach with hands-on practice and peer support.
- **Assessment:** Student engagement was monitored during the session, supported by reflective responses and profile validation by the Greek NSO. A post-workshop [questionnaire](#) measured interest in future collaboration.
- **Outcome:** All 22 students successfully completed registration. Most expressed strong interest in participating in eTwinning projects, providing the basis for the subsequent ACES project.

Activity 2: ACES – Active citizenship education at school (eTwinning project)

- **Purpose:** Develop student teachers' intercultural collaboration skills, proficiency with digital pedagogical tools, and capacity to promote active citizenship and democratic values among pupils.
- **Description:** Student teachers collaborated nationally and internationally to design teaching activities related to children's rights, based on the [UN Convention on the Rights of the Child](#). Key learning experiences included:
 - viewing and discussing UNICEF resources
 - participating in Kahoot quizzes on children's rights (e.g. [Intro to child rights](#), [Learn more about child rights](#), [Are you an expert on child rights?](#))
 - co-designing lesson plans promoting specific rights (e.g., Article 24: Health and environment; Article 27: Safe home and basic needs)
 - collaborating through online meetings and shared digital tools (e.g., Padlet, Canva)
- **Assessment:** Self- and peer-evaluation of lesson plans, supported by a [Mentimeter reflection survey](#).
- **Outcome:** Project outputs included:
 - [Padlet introductions](#) of student teachers
 - Partner [university presentations](#)
 - The ACES project logo
 - Lesson plans addressing Articles [24](#), [27](#), and 31 of the UN Convention



A piece of advice

*Friendship is essentially a partnership.” — Aristotle
...and eTwinning partnerships can become real friendships!*

13. Story-based learning in early primary education

Contributor: Marzia Luzzini and Chiara Bevacqua, Adjunct Professors

Affiliated institutions: Catholic Universities (UCSC) of Milan and Brescia

Country: Italy, Croatia, Slovenia

Course title: English didactics, Traineeship

Educational level of future teachers: Primary education

Number of student teachers involved: 49

Duration: 2 semesters

Workload: 1 ECTS

Course description and learning outcomes:

This compulsory course adopts a project-based, collaborative approach within a multicultural context. It promotes a European dimension in education and supports the development of a shared sense of European citizenship through the ESEP eTwinning platform. Students learn to design and organize subject content in ways that respond to diverse learner needs and to plan teaching that supports learning goals across primary school levels. The specific eTwinning learning outcomes include:

- designing an eTwinning project by conducting a “practice” eTwinning project with other ITE partners for testing in a more experiential learning.
- integrating English learning -EFL- with ICT tools into teaching practices.
- using the English language in international contexts and conducting projects with a multicultural approach.
- using the eTwinning platform in collaboration with other international schools to promote the development of intercultural and multilingual competencies.

Activity 1: Introducing student teachers to eTwinning

- **Purpose:** To familiarise student teachers with the eTwinning platform and support them in planning and implementing a collaborative international project. The activity aimed to develop digital, linguistic, and intercultural competencies, along with skills in project-based teaching.
- **Description:** Student teachers worked in small international teams to co-design a [simulated eTwinning project](#) in collaboration with peers from other ITE institutions. The activity followed a blended format, combining online and in-person teamwork, and used project-based and collaborative learning approaches. Tools included the European School Education Platform, TwinSpace, Padlet (for introductions and brainstorming), and Canva (for shared outputs). English was used as the working language to support authentic communication.

- **Assessment:** Assessment combined formative and summative methods and was based on participation, effective use of digital tools, and the quality of the final project proposal. Peer and self-assessment were included to promote reflection.
- **Outcome:** Students introduced themselves creatively on Padlet and formed international groups by selecting a children's book to work on. This encouraged autonomy, responsibility, and authentic English communication. The activity established a positive collaborative climate and laid the foundation for student-centered, cooperative project work.

Activity 2: Developing age-appropriate teaching sequences

- **Purpose:** To design and present a developmentally appropriate teaching sequence for early years and primary pupils, using *Brown Bear, Brown Bear, What Do You See?* and *The Very Hungry Caterpillar*. The focus was on integrating vocabulary development (colours, animals, body parts), listening comprehension, and playful, movement-based learning.
- **Description:** International teams designed a three-phase lesson sequence:
 - **Pre-reading:** activating prior knowledge through discussion, picture exploration, and vocabulary recall
 - **While-reading:** storytelling, colouring tasks, and a memory game linking animals and colours
 - **Post-reading:** movement-based activities (miming) and a bingo game reinforcing new vocabulary.



Collaboration took place via [Padlet](#) and Google Drive, with [Canva](#) used for the final lesson presentation (find [one more example here](#)). The methodology emphasized experiential, multisensory, and play-based learning.

- **Assessment:** Assessment focused on the clarity and appropriateness of the lesson design, creativity, cultural and linguistic awareness, and teamwork. A questionnaire (pre- and post-project) evaluated progress in English proficiency, collaboration skills, and ICT use. Final presentations were delivered in English in the presence of ITE faculty and primary school teachers, who provided feedback.
- **Outcome:** Students produced a complete, age-appropriate teaching unit integrating storytelling, movement, and play. Tangible outputs included lesson plans, printable classroom materials (colouring sheets, memory cards, bingo boards), and digital presentations. Students demonstrated increased confidence

in international collaboration and in creating integrated language-and-content activities suitable for early years and primary education.

A piece of advice

Start small. eTwinning provides a supportive and flexible environment in which students can gradually develop confidence, collaboration skills, and an international teaching perspective.

14. Integrating STEM and language learning via eTwinning

Contributor: Marzia Luzzin and Chiara Bevacqua, Adjunct Professors

Affiliated institutions: Università Cattolica del Sacro Cuore of Milan and Brescia, Università degli Studi della Basilicata, Matera, Università di Zagabria, Faculty of Teacher Education, Università di Osijek, Faculty of Education

Country: Italy, Croatia

Course title: Didactics of English as a Foreign Language connected with: STEM/STEAM Education, Intercultural Pedagogy, Inclusive Education

Educational level of future teachers: Primary education

Number of student teachers involved: 20 per university

Duration: 6 weeks, 25 hours

Workload: 1 ECTS

Course description and learning outcomes:

This compulsory fifth-year English course focuses on glottodidactics, with particular attention to the distinction between approach and method. Central topics include the theoretical foundations and pedagogical rationale of Content and Language Integrated Learning (CLIL), key principles of effective CLIL considering recent European research, and the use of EAS (Episodes of Situated Learning) for lesson planning. Students design CLIL lessons for primary education and connect these activities to the language competencies developed in earlier English language labs. The course also promotes pedagogical innovation, intercultural competence, and digital collaboration within Initial Teacher Education (ITE) projects, with a specific emphasis on inclusive and gender-sensitive STEM/STEAM education.

The specific eTwinning learning outcomes include:

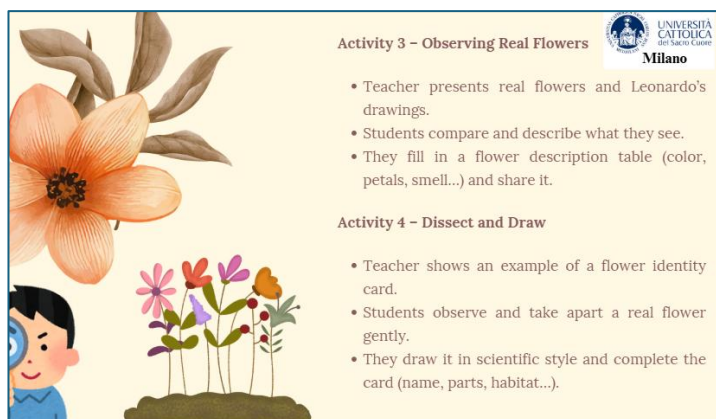
- designing an eTwinning project either through an unplugged format (e.g., MS Word templates) or as an experiential practice project
- planning and implementing English-medium eTwinning projects at different educational levels
- developing digital collaboration and problem-solving skills
- fostering intercultural awareness and promoting gender equality through educational design.

Activity 1: Leonardo da Vinci as scientist — The human body and botany

- **Purpose:** To explore interdisciplinary STEM/STEAM education through the figure of Leonardo da Vinci, integrating science, art, and historical inquiry.
- **Description:** International student groups designed teaching proposals inspired by Leonardo's anatomical and botanical studies. Using collaborative tools such

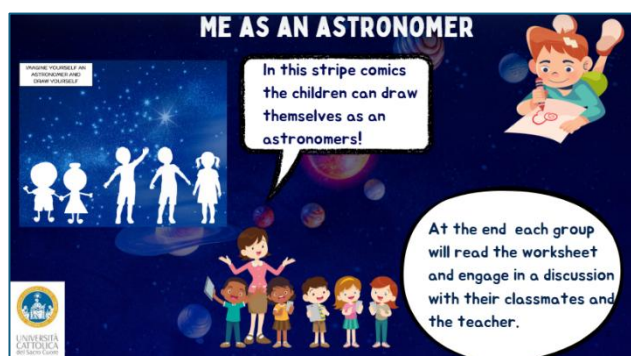
as Padlet, Canva, and TwinSpace, they [co-created English-language resources](#) for primary and lower secondary pupils. The focus was on connecting historical perspectives with contemporary scientific understanding and ensuring inclusive, accessible pedagogy.

- **Assessment:** Co-assessment rubrics evaluating creativity, clarity of content, and relevance to inclusive STEM education.
- **Outcome:** A collaboratively produced Canva presentation or booklet featuring lesson plans, visual materials, and interactive worksheets promoting scientific literacy through a gender-neutral, interdisciplinary approach.



Activity 2: Margherita hack and the stars

- **Purpose:** To highlight women's contributions to science through the biography of astrophysicist Margherita Hack and to introduce astronomy content in an engaging way.
- **Description:** Students developed [interdisciplinary STEAM activities](#) for upper primary and lower secondary learners, drawing on Hack's life to discuss gender roles in science. Outputs included storytelling, star maps, and digital simulations using tools such as Stellarium, along with flipped and blended learning methods supported through TwinSpace.
- **Assessment:** Formative assessment based on participation, collaboration, and quality of educational resources.
- **Outcome:** Infographics, videos, and astronomy-themed lesson units in English that integrate scientific concepts with gender-awareness education.



A piece of advice

Building connections across institutions—universities and schools—is essential. When student teachers work with practicing teachers through eTwinning, they gain early experience of real classroom dynamics and learn through authentic co-design.

15. Sustainability and global citizenship in education through eTwinning

Contributor: Ümit İzgi Onbaşılı, Associate Professor

Affiliated institution: Faculty of Education, Mersin University

Country: Türkiye

Course title: Integration of Technology-Based Applications in Primary School Programs, Environmental Education, Community Service Practices, School Experience

Educational level of future teachers: Primary education

Number of student teachers involved: 40-52

Duration: 1 semester, 14 weeks

Workload: Bachelor courses: 3 ECTS, Master course: 6 ECTS

Course description and learning outcomes:

- Integration of Technology-Based Applications in Primary School Programs (Bachelor/Master): Pre-service teachers learn to use Web 2.0 tools, social media, AR/VR, digital storytelling, and generative AI to design innovative teaching materials and integrate eTwinning into lesson planning.
- Environmental Education (Bachelor): Students explore sustainability and environmental protection themes by analysing eTwinning projects and co-creating a digital magazine that links global perspectives to national curricula.
- Community Service Practices and School Experience (Bachelor): Student teachers implement intercultural and emotion-based activities in practice schools linked to eTwinning projects, while developing collaboration, reflection, and professional communication skills.

The specific eTwinning learning outcomes include:

- designing and implementing eTwinning projects aligned with curriculum goals and informed by critical analysis of existing international best practices
- developing digital collaboration skills through the coordinated use of online tools (e.g., Padlet, Canva, generative AI) to produce shared educational outputs
- fostering intercultural awareness and global perspectives by engaging with peers across countries and integrating sustainability and well-being themes into classroom practice

Activity 1: eTwinning project design workshop

- **Purpose:** Introduce students to eTwinning and support the design of curriculum-aligned project drafts with sustainability and intercultural elements.
- **Description:** After reviewing sample TwinSpaces, students collaborated in groups to design project drafts during a blended seminar co-organised with the Turkish NSS. Tools included Padlet, Canva, and the European School Education Platform.
- **Assessment:** Padlet e-portfolios, group presentations, and peer feedback rubrics.
- **Outcome:** Students produced feasible eTwinning project drafts with clear aims, partner roles, and timelines, demonstrating increased competence in ICT integration and global citizenship education.



Activity 2: Environmental education course: Exploring eTwinning and sustainability

- **Purpose:** To familiarise student teachers with sustainability-focused eTwinning projects and link them to curriculum goals.
- **Description:** Groups [analysed existing eTwinning projects](#) and presented findings in class. All students jointly produced a digital class magazine featuring a section on sustainability-focused eTwinning examples.
- **Assessment:** Group presentation quality, depth of analysis, and contributions to the digital magazine.
- **Outcome:** Students developed critical analysis skills and produced a shared digital resource on environmental education and eTwinning.



Activity 3: Community service practices & school experience – eTwinning in practice schools

- **Purpose:** To design and implement international eTwinning activities in collaboration with practice schools.
- **Description:** Student teachers registered on the platform, communicated with partners via WhatsApp and Google Meet, and completed weekly tasks (e.g., Padlet introductions, emotion-based discussions, word cloud creation, poster design). Activities were implemented with pupils and documented in reflection diaries. Tools included Padlet, Canva, and TwinSpace.
- **Assessment:** Reflection reports, observation notes, peer feedback, and a final portfolio with lesson plans and artefacts.

- **Outcome:** Students gained practical experience in collaborative lesson planning, emotional literacy, intercultural communication, and applying eTwinning in real classrooms.

A piece of advice

Begin with small, well-documented project steps before moving into TwinSpace. Always align eTwinning activities with curriculum objectives, address digital ethics and copyright early, and organise collaboration with clear timelines and shared responsibilities to support effective international teamwork.

16. Safe and critical use of ICT in primary classrooms

Contributor: Ivana Milković, Associate Professor

Affiliated institution: University of Zagreb, Faculty of Teacher Education

Country: Croatia

Course title: eTwinning and Teaching

Educational level of future teachers: Primary education

Number of student teachers involved: 15 students per university

Duration: 1 semester

Workload: 4 ECTS points

Course description and learning outcomes:

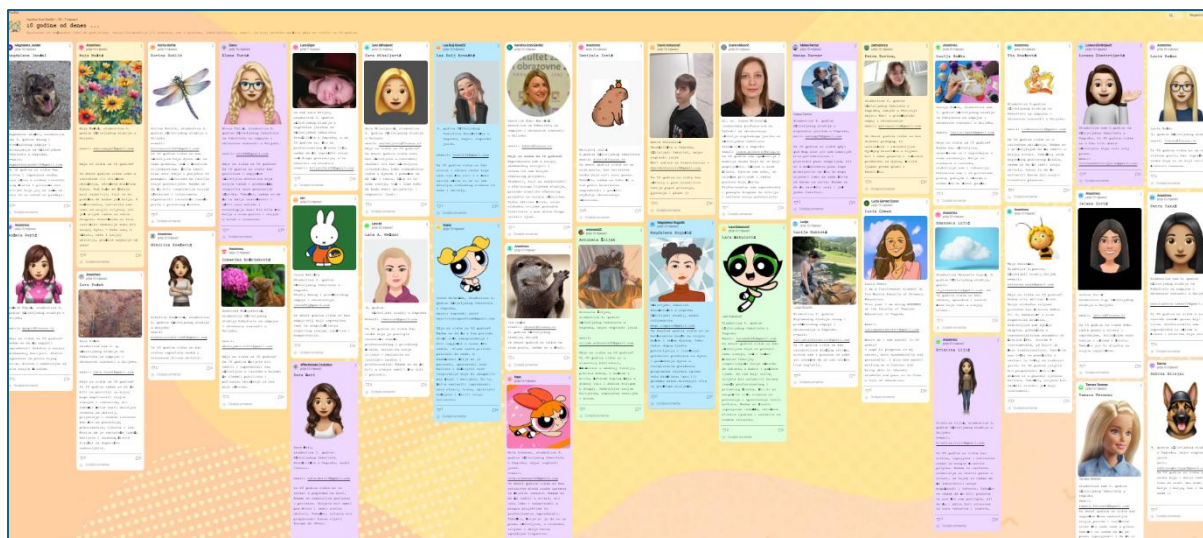
This elective course introduces student teachers to the eTwinning platform and its application in primary education. The course emphasizes safe and critical use of ICT, planning and implementing international multidisciplinary projects, and integrating digital tools into teaching. Students learn to explore eTwinning's educational potential for both classroom practice and professional development.

The specific eTwinning learning outcomes include:

- demonstrating knowledge of the eTwinning platform and critically reflect on its pedagogical uses.
- using collaborative digital tools to exchange teaching resources and cultural content with other educators.

Activity 1: Introduction

- **Purpose:** Develop digital communication and collaboration skills.
- **Description:** Students create self-presentations on Padlet (photo/avatar, basic information, contact email, and brief reflection on future professional goals) and share them in a collaborative online space. This serves as an icebreaker, supports digital identity awareness, and strengthens intercultural communication.
- **Assessment:** Based on participation and completeness of required elements. Peer feedback is encouraged.
- **Outcome:** Students practiced safe online self-presentation in English and gained experience using collaborative platforms (Padlet and TwinSpace).



Activity 2: Collaborative project – Scratch educational game

- **Purpose:** Design a digital educational game in English for 2nd-grade pupils.
- **Description:** In interdisciplinary groups, students develop a [Scratch-based learning activity](#) aligned with the developmental level and curriculum of 8-year-olds. They define learning objectives and produce a publicly accessible game, supported by a short poster presentation.
- **Assessment:** Combination of process and product evaluation, focusing on contribution, collaboration, curricular alignment, and pedagogical clarity.
- **Outcome:** Students created [developmentally appropriate Scratch games](#), strengthened teamwork and creative problem-solving skills, and practiced integrating subjects into cohesive learning activities. Outputs were shared via TwinSpace to support international exchange.



A piece of advice

When introducing collaborative projects with diverse skill requirements, form teams with complementary abilities so that each member can contribute their strengths, allowing students to support one another and succeed collectively.

17. Developing multimodal language awareness

Contributor: Sandra, Reami, Teaching Internship Tutor and Adjunct professor

Affiliated institution: University of Bologna, Department of Education Studies
"Giovanni Maria Bertin"

Country: Italy

Course title: English Phonology and Pronunciation

Educational level of future teachers: Primary education

Number of student teachers involved: 74

Duration: 1 semester, 32 hours

Course description and learning outcomes:

This English language workshop is offered in the 3rd year and focuses on methodological aspects of English language teaching, with particular attention to English phonetics, prosody, and pronunciation teaching for children. The workshop lasts 32 hours and includes collaboration with partner universities through eTwinning. Participation is mandatory.

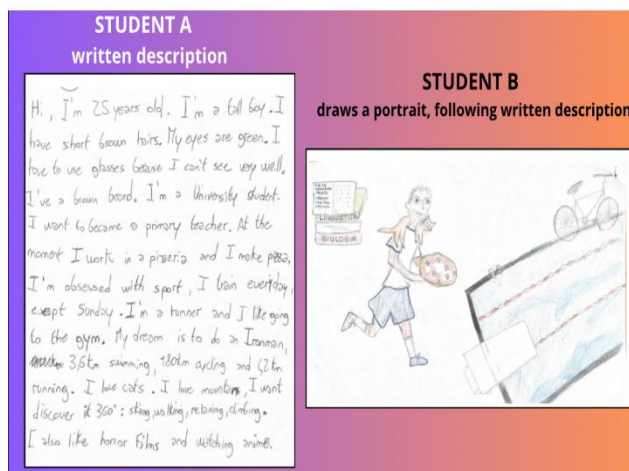
The specific eTwinning learning outcomes include:

- designing an eTwinning project either in a simplified (unplugged) form or through a trial project.
- developing digital collaboration skills.
- fostering intercultural awareness and global perspectives.
- integrating ICT tools into teaching practice.
- planning and implementing collaborative educational projects.

Activity 1: Draw My words

- **Purpose:** This icebreaker supports early collaboration while modeling how eTwinning projects are introduced in schools. It also guides students in safely creating their TwinSpace profiles. The activity promotes meaningful use of English for both social and academic purposes, practicing reading, writing, and visual interpretation. It may also be extended to speaking and listening.
- **Description:** Working in pairs, Student A writes a short personal profile in English, and Student B creates a visual representation of the text. They then switch roles. The task is collaborative and learner-centered, with optional expansion to oral production and comprehension.
- **Tools:** TwinSpace (ESEP), Randomgenerate, Google Drive, AvatarMaker, Canva.

- Assessment:** Written English is assessed using a rubric (content, organization, clarity, grammar, vocabulary). Collaboration is observed during group work, while visual and multimodal outputs are evaluated for relevance, engagement, and task completion rather than artistic quality. Digital competence is considered in the use of online collaborative tools. In the final oral exam, students present a teaching activity from their eTwinning project and justify their pedagogical choices. You can find some examples here: [criteria](#) and [summative evaluation](#)
- Outcome:** Each student produces a visual portrait and written profile, forming part of their TwinSpace presentation. This encourages multimodal and personally meaningful language use.



Activity 2: Storytelling

- Purpose:** This collaborative activity focuses on storytelling to support children's language development through CLIL. Students design tasks that foster vocabulary, grammar, comprehension, and natural English pronunciation. Pronunciation is modelled and practiced in meaningful contexts and later assessed in schools.
- Description:** Working with Oliver Jeffers' books (*Lost and Found*, *How to Catch a Star*, *Up and Down*), students form [mixed groups via Padlet](#) and design CLIL and pronunciation-based activities. These are compiled in shared Canva presentations. You can find the completed activities here:
 - Book 1 - [Lost and Found Clil and Pronunciation activities](#)
 - Book 2 - [Up and Down Clil and Pronunciation activities](#)
 - Book 3 - [How to Catch a Star Clil and Pronunciation activities](#)
- Tools:** TwinSpace, Canva, Padlet, Google Docs.
- Assessment:** During the final oral exam, each student presents one activity demonstrating how they would teach pronunciation or basic



language features in Infant or Primary school.

- **Outcome:** The groups produce [three shared Canva presentations](#). At the University of Bologna, particular emphasis is placed on pronunciation teaching strategies such as flashcards, jazz chants, TPR, game-based activities, and digital games.

A piece of advice:

Careful planning and organization are necessary, especially when working in mixed groups across institutions. Although eTwinning supports flexibility, coordinating schedules and responsibilities requires strong communication and time management—key professional skills that students develop through this project.

18. Co-writing digital stories across cultures

Contributor: Ioannis Lefkos, Teaching Staff, Vasileios Neofotistos, Teaching Staff & Nikolaos Fachantidis, Professor

Affiliated institution: University of Macedonia, Thessaloniki

Country: Greece

Course title: Information and communication technologies

Educational level of future teachers: Primary education and Special education

Number of student teachers involved: 65

Duration: 4 weeks

Course description and learning outcomes:

This optional course introduces basic programming concepts and highlights programming as a cognitive tool for developing problem-solving, analytical, and computational thinking. Students explore the role and educational value of software in teaching and learn to evaluate and design educational applications that meet learners' needs. At the practical level, students develop educational software using user-friendly programming environments and design teaching activities that integrate these tools into subject instruction.

The specific eTwinning learning outcomes include:

- developing digital collaboration skills
- fostering intercultural awareness and global perspectives
- integrating ICT tools into teaching practices
- fostering awareness for people with disabilities
- embracing diversity.

Overall project scope: Students working in groups are called to create a digital animated story following the theme: Special needs and inclusion. The project was implemented in 2023 with the collaboration of teacher students from the University of Macedonia in Greece and the University west in Sweden. Swedish groups (writers) are creating the storyline and Greek groups (animators) are animating the story in the Scratch application.

Activity 1: Kick-off Zoom meeting introductions – project description

- **Purpose:** The aim is to launch the collaboration, share contact information, and allow each participant to give a short introduction in English. It also includes a description of the overall project and the specific task assignments for all groups. Furthermore, participants will be introduced to the TwinSpace platform of the project and invited to log in.

- **Description:** Synchronous meeting on Zoom. General assembly at first and then using 10 break-out rooms (6-7 student teachers each), where each member introduces themselves in English (~1 min). Student groups are assigned roles: Swedish groups get the writer role, and Greek groups get the animator role. Asynchronous task: Record the group intro and upload it to TwinSpace (ESEP). Tools: Mobile / laptop, Zoom, TwinSpace.
- **Assessment:** Recorded group introduction uploaded to TwinSpace by week-2.
- **Outcome:** Familiarisation with the project aims and TwinSpace; Intro video(s) published on TwinSpace; established cross-national teams and communication channels. Practice of English for communication purposes.

Activity 2: Co-create the digital story (storyline)

- **Purpose:** Produce a story with a moral aimed at children with disabilities (mental/physical) while practising English writing and applying digital tools.
- **Description:** Swedish student teams, collaboratively write the storyline in English; One storyline per team. Each writer group should discuss their storyline with the corresponding animator Greek group, to make sure the feasibility of the animation of the story in Scratch. [The final storyline](#) will be uploaded on TwinSpace. Guidance: brainstorm; decide characters (people or animals) and setting; write dialogues (comic-style); optionally adapt an existing story or use it as an inspiration. Tools: Word processing application (e.g. MS word, google docs etc., TwinSpace for publishing).
- **Assessment:** Finished story submitted by week-3 in TwinSpace.
- **Outcome:** One complete digital story per group (moral + disability focus). Finalised after being discussed with the animator teams.

Activity 3: Co-create the digital story (Scratch animation)

- **Purpose:** Produce [an animated digital story](#) with a moral aimed at children with disabilities (mental/physical) in the Scratch application.
- **Description (methods & tools/resources):** Greek students implement the animation of the story via Scratch programming. Each animator group should discuss their product with the corresponding writer group, to make sure the animation is representing the story adequately. The final animation will be uploaded on TwinSpace. Tools: Scratch, TwinSpace (for publishing).
- **Assessment:** Finished story submitted by week-4 by all groups.
- **Outcome:** One complete animated story per group ready for upload/publication on TwinSpace.

Activity 4: Project evaluation

- **Purpose:** Disseminate outputs and formally evaluate the collaboration.
- **Description (methods & tools/resources):** Complete the project evaluation form. Asynchronous participation from all students individually. Tools: Google Forms, TwinSpace (ESEP).
- **Assessment:** Completion of the evaluation form from all participants.
- **Outcome:** Evaluation form results published on TwinSpace.

A piece of advice:

Students are usually reluctant to speak a foreign language in front of people they do not know and in front of their teachers also. Hence, assigning the group introductory video to be filmed off-line, was a great idea. Moreover, watching the other group's videos before the next meeting created a sense of familiarity, facilitating the collaboration.

19. Collaborative pedagogies for developing self-regulation

Contributors: Sophia Gorla, Laboratory teaching staff, Xristina Rousi, Assistant Professor, Despoina Athanasiou, Phd student, Isabel López Cirugeda, Associate Professor, Margarida Barbieri Figueiredo, Assistant Professor.

Affiliated institutions: University of Thessaly, Universidad de Castilla-La Mancha, Spain, Escola Superior de Educação, Instituto Politécnico do Porto, Portugal

Country: Greece, Spain, Portugal

Course title: Teaching Practicum in early years I-II, Applications in Educational Psychology, Basic Education, Communication Skills in the English Language I

Educational level of future teachers: Early childhood education and care (ECEC), Primary education, Special education

Number of student teachers involved: 37

Duration: 1 semester, 10 weeks

Course description and learning outcomes:

The main objective of the course is to familiarise undergraduate students (student teachers) with the basic dimensions of self-regulation to develop educational material to enhance the respective skills of preschool and early school students. It is a compulsory course for student teachers.

The specific eTwinning learning outcomes include:

- developing digital collaboration skills.
- fostering intercultural awareness and global perspectives.
- integrating ICT tools into teaching practices
- becoming familiar with the concept of self-regulation and its dimensions.
- collaborating to produce educational materials.
- communicating fluently, correctly and in a socially satisfactory way.
- applying knowledge to job or vocation in a professional manner.

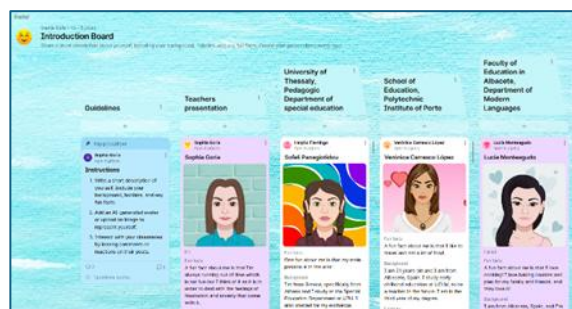
Activity 1: Exploring initial views on self-regulation

- **Purpose:** To help student teachers recognise the importance of self-regulation in their professional development, connect theory with personal experience, and understand strategies for fostering self-regulation in learners.
- **Description:** Students respond to the prompt “*Why is it important for teachers to learn about self-regulation?*” using Mentimeter. Their answers are discussed collectively to identify shared perspectives. They then read a short text on the role of self-regulation in teaching and how it can be supported in the classroom. The activity concludes with a Quizizz multiple-choice quiz to check understanding.

- **Tools:** Mentimeter (idea collection and visualization), assigned reading on self-regulation, Quizizz (interactive assessment).
- **Assessment:** Participation and relevance of contributions on Mentimeter, engagement in discussion (active listening and exchange of ideas) and quizizz performance assessing comprehension of the reading
- **Outcome:** The activity resulted in a shared visual mind map of students' initial views and an evidence-informed understanding of the importance of self-regulation in teaching and learning contexts.

Activity 2: Getting to know each other and practicing digital netiquette

- **Purpose:** The activity supports students in getting to know one another in a digital environment, developing online communication skills, and applying basic netiquette for safe and respectful interaction.
- **Description:** Students mark their university on a shared Padlet map and post a short presentation of their institution, either created in Canva or through an existing video link. They also upload a brief personal introduction and an avatar created with AvatarMaker or a similar tool and interact with peers through comments and reactions. To introduce responsible online behaviour, students read the eTwinning Code of Conduct, watch a short video on netiquette, and complete a Quizizz quiz to check understanding.
- **Assessment:** Evaluation is based on the completeness and creativity of Padlet posts, engagement with peers, and Quizizz performance demonstrating comprehension of netiquette principles.
- **Outcome:** The activity resulted in an interactive map and introduction board that supported early community building, while students gained basic awareness of safe and respectful digital communication practices.



Activity 3: Understanding the concept of self-regulation

- **Purpose:** The activity helps students clarify the concept and dimensions of self-regulation, compare their initial understanding with scientific definitions, recognise its relevance for teachers' professional growth, and reflect on their own learning needs.

- Description:** Students first create a Mentimeter word cloud to record their initial ideas about self-regulation. An expert then presents the concept and its dimensions through a PowerPoint lecture (live or recorded). The activity ends with a Quizizz self-assessment to check understanding.
- Assessment:** Evaluation is based on the relevance of ideas shared in the word cloud, participation during the presentation, and performance on the Quizizz quiz as evidence of comprehension.
- Outcome:** The activity produced a shared visualisation of students' initial perceptions and supported the development of a more accurate, research-based understanding of self-regulation. The Quizizz reflection helped consolidate learning and identify areas for further improvement.



Activity 4: Creating multicultural groups for designing self-regulation activities

- **Purpose:** The activity supports students in collaborating in multicultural groups, connecting theory with practice, designing activities that promote self-regulation in preschool children, and using feedback to improve their work.
- **Description:** Students form multicultural groups according to the self-regulation aspect they wish to address (e.g., emotional regulation, goal setting, self-monitoring). Group formation takes place through a shared Google Doc, and activity plans are developed collaboratively using a provided template. Draft activities are then uploaded to Digipad, where an expert offers feedback for revision. Students may draw inspiration from the earlier presentation on self-regulation or from the [PRISIST Child Activities](#) resource.
- **Assessment:** Assessment focuses on the level of participation and collaboration, the quality and creativity of the activity designed, the integration of expert feedback, and the clarity of the final version uploaded to Digipad.
- **Outcome:** The activity resulted in collaboratively developed proposals for fostering self-regulation in early childhood settings. Students strengthened their intercultural teamwork, pedagogical design skills, and ability to refine their work based on feedback.

Activity 5: Assessing the quality of collaboration and sharing group experiences

- **Purpose:** The activity enables students to evaluate the quality of collaboration within their group, identify strengths and areas for improvement, recognise the importance of teamwork in multicultural contexts, and reflect critically on their learning process.
- **Description:** Students reflect on their collaborative experience while designing activities to promote self-regulation. Working in their multicultural groups, they post written reflections and evidence of their collaboration—such as photos, screenshots, or excerpts from messages—on a shared Padlet board. They are encouraged to comment on each other's posts, allowing the class to build a collective account of the collaborative process. Communication platforms such as email, WhatsApp, Messenger, or video conferencing tools may be referenced as part of the documentation.
- **Assessment:** Evaluation focuses on the completeness and sincerity of Padlet entries, the variety and relevance of the evidence shared, the level of interaction and peer feedback, and the ability to identify both strengths and challenges in group collaboration.
- **Outcome:** The activity resulted in a collective digital archive that documented each group's collaborative journey. Through shared reflections and examples, students highlighted what supported effective cooperation and what difficulties emerged, strengthening both their sense of community and their capacity to reflect on and improve future collaborative work.

Activity 6: Individual and group reflection after implementing self-regulation activities

- **Purpose:** The activity supports students in critically analysing their experiences of implementing self-regulation activities, recognising personal strengths and areas for growth, expressing the thoughts and emotions that emerged during teaching practice, and contributing to a shared body of pedagogical material.
- **Description:** After implementing the activities in the classroom, students individually or in small groups recorded their reflections in a Google Sheets template containing prompts about their thoughts, feelings, observations, challenges, and insights. This allowed both cognitive and emotional aspects of their experience to be documented. All reflections were then compiled into a collective digital reflective journal using Book Creator, which was published and made accessible to the group and a broader audience.



- **Assessment:** Assessment considered the completeness and depth of the reflections, the ability to connect theory with practice, the quality of each contribution to the shared journal, and the sincerity with which experiences and emotions were described.
- **Outcome:** The activity resulted in a publicly shared reflective journal that captured participants' experiences of implementing self-regulation activities. It served as a collective learning resource, strengthened reflective and self-assessment skills, and supported the exchange of insights and good practices among future teachers.

Activity 7: Creation of the book of activities on self-regulation

- **Purpose:** The activity enables students to present the self-regulation activities they designed in a clear and engaging format, use digital design tools creatively, collaborate on a shared educational product, and communicate their work in an accessible way.
- **Description:** Student groups created a digital *Book of Activities on Self-Regulation* using Canva, compiling all activities designed for preschool children. Each group prepared a page that included a cover image related to their activity, a contents section listing group members, and a clear description of the activity with objectives, steps, and expected outcomes. Groups were encouraged to enhance their pages visually. The completed book was then compiled into a PowerPoint presentation for publication and sharing.
- **Assessment:** Evaluation focused on the clarity and completeness of the activity descriptions, the creativity and visual quality of the design, adherence to the provided structure, and each group's contribution to the final collective product.
- **Outcome:** The activity resulted in a shared [digital book](#) that showcased all groups' pedagogical proposals in one organized resource. Integrated into a PowerPoint presentation, the book now serves as a practical teaching tool and a source of inspiration for future classroom use.

A piece of advice

Effective project implementation depended on early planning. Before the project began, the project managers created a shared Google Doc outlining each activity, required tools, responsibilities, and timelines. This prevented delays and last-minute changes and helped maintain participant motivation. The document was updated regularly, and progress was monitored through online meetings where any issues were discussed and resolved.

20. Introducing eTwinning for collaborative learning

Contributor: Alessandra La Marca, Full Professor, Elif Gülbay, Associate Professor & Ylenia Falzone, Assistant Professor

Affiliated institution: University of Palermo

Country: Italy

Course title: Educational Technologies for Primary education, Teacher training pathways, English language teaching for Primary education

Educational level of future teachers: Early childhood education and care (ECEC), Primary education, Secondary education

Number of student teachers involved: 1160

Duration: average 3 weeks

Workload: 3 ECTS

Course description and learning outcomes:

The *Educational Technologies* course provides student teachers with a critical understanding of e-learning methods and the teacher's role in digital pedagogy. It develops skills in searching, evaluating, and managing online educational resources, as well as in using digital tools for communication, collaboration, and knowledge co-creation. Students learn to apply creative digital media (e.g., blogs, hypertexts, cloud platforms, e-learning environments) to support innovative and participatory learning. Workshops form a compulsory and practical component of the teacher education program.

The specific eTwinning learning outcomes include:

- designing an eTwinning project either in an unplugged format (e.g., Word templates) or through a practice project to support experiential learning
- fostering intercultural awareness and global perspectives
- integrating ICT tools into teaching practices
- critically selecting, adapting, and co-creating digital resources aligned with specific learning goals and pedagogical principles
- developing digital communication and teamwork skills to support inclusive, collaborative, cross-border learning environments.

Activity 1: Introduction to eTwinning

- **Purpose:** To present the fundamental principles of eTwinning and its relevance for primary and secondary education.
- **Description:** Presentation on what eTwinning is, how it works, and its benefits. *Group discussion* on collaborative *learning* between European schools, followed by brainstorming ideas for potential primary school projects.

- **Assessment:** Participation in discussion and quality of proposed project ideas.
- **Outcome:** Student teachers gain awareness of eTwinning principles and generate initial project ideas tailored to primary and secondary school contexts.

Activity 2: Digital tools and resources for eTwinning

- **Purpose:** To develop digital competence and explore tools supporting collaboration and project design.
- **Description:** Workshop sessions *using learning by doing and hands-on practice*. Students explore collaborative digital tools (Padlet, Google Drive, Genially, etc.) and integrate them into draft project ideas. Peer exchange is encouraged to share good practices.
- **Assessment:** Practical tasks using the tools; ability to match digital resources to project objectives.
- **Outcome:** Student teachers acquire practical skills in digital collaboration and resource integration.

Activity 3: Project simulation and group work

- **Purpose:** To guide students through the process of planning an eTwinning project.
- **Description:** Using *project-based learning* and *collaborative group work*, students are divided into groups and assigned themes. They design [a detailed eTwinning project](#) including objectives, activities, timeline, and roles. Teachers function as facilitators.
- **Assessment:** Evaluation of group project drafts based on clarity, feasibility, and innovation.
- **Outcome:** Student teachers develop teamwork, creativity, and planning skills by simulating real eTwinning project design.

Activity 4: Project presentation and reflection

- **Purpose:** To share and critically evaluate project ideas while reflecting on the learning process.
- **Description:** Group presentations followed by *peer feedback* and teacher feedback. Collective reflection session using *reflective practice* and *critical discussion* on strengths, challenges, and improvements.
- **Assessment:** Oral presentation, peer and teacher feedback, reflective discussion.
- **Outcome:** Student teachers consolidate their understanding of eTwinning, strengthen evaluative skills, and reflect on the application of such projects in primary school contexts.

A piece of advice

An effective integration of eTwinning begins with the design of focused, curriculum-aligned projects that employ accessible digital tools. This approach facilitates meaningful collaboration, supports the progressive development of digital and intercultural competencies, and provides a solid foundation for more complex international initiatives.

21. Co-designing eTwinning projects

Contributor: Dr. Isabel López Cirugeda, Tenured-track assistant professor and Regional Coordinator of Service-Learning and Education Innovation and Research
Dr. Raquel Sánchez Ruiz, Tenured-track assistant professor, Dean of the Faculty of Education in Albacete and Leader of the eTwinning for Future Spanish Teacher group.

Affiliated institution: Faculty of Education in Albacete, Universidad de Castilla-La Mancha

Country: Spain

Courses: English language teaching, Bilingual education / CLIL, Education, innovation, and research

Educational level of future teachers: Early childhood education and care (ECEC), Primary education, Secondary education, Special Education

Duration: 1 semester

Course description and learning outcomes:

Our contribution reflects on our experience from embedding eTwinning in various courses contributing to the final mark. Across degrees in Pre-Primary and Primary Education, English language and ELT methodology courses integrate eTwinning to link language learning, intercultural collaboration, and ICT-supported pedagogy. These courses aim to develop communicative competence in English alongside professional skills in curriculum design, CLIL, cooperative learning, and project-based work. Through eTwinning, student teachers engage in authentic collaboration, create teaching materials, and experience digital and plurilingual approaches aligned with current educational frameworks and school practice.

The specific eTwinning learning outcomes include:

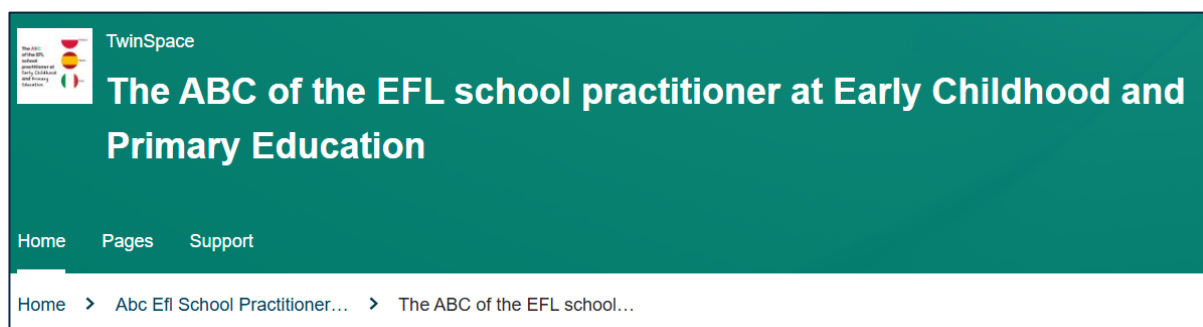
- developing intercultural communicative competence, digital competence and citizenship competence
- promoting and reflecting on European values and policies, like the CEFR, SDGs, etc.
- developing cooperative skills, creativity, and artistic skills.

Activity 1: Addressing diversity through research

- **Purpose:** Identify difficulties found in real schools regarding attention to diversity and make a literature review to support an argument of how a teacher should deal with that case in the classroom and how *English as a foreign language* would be taught for this child.
- **Description:** Students were divided into transnational teams (three university courses and a school participated in this project). The school was asked about the

typical cases of attention to diversity they must deal in their everyday classrooms. 12 cases were finally selected so that each transnational group could choose one either from Pre-Primary or Primary Education. They had to make a literature review to know how teachers should both manage that case and teach English. For that a template with the following sections was provided

- **Assessment:** Students had to reflect on their template and other groups' solutions. And lecturers also provided individual feedback to each group.
- **Outcome:** A filled-in template with a case for attention to diversity solved.



Activity 2: Self-regulation in early years

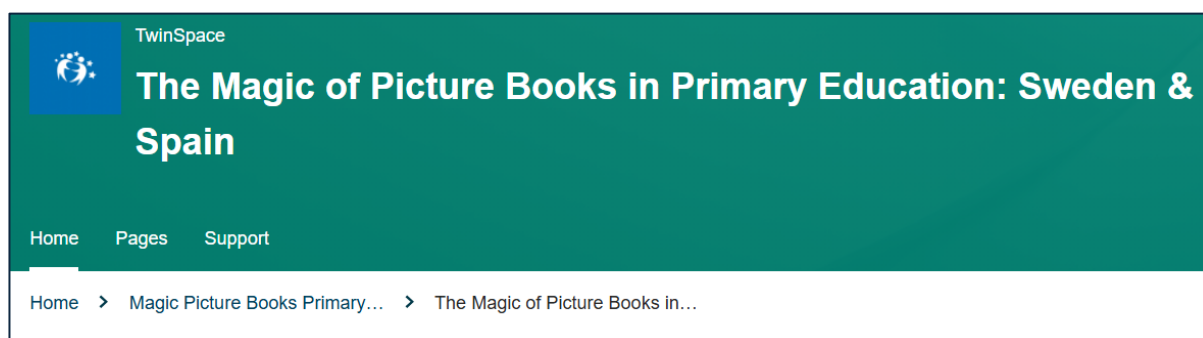
- **Purpose:** To learn strategies to manage regulation in early years and teach children how to take control of them
- **Description:** Student teachers learned about self-regulation strategies and designed lessons about different types of self-regulation.
- **Assessment:** Students commented on the tasks made by the other groups. Students got 20% of their final mark out of this project (they needed at least 4/10 to pass the course).
- **Outcome:** Presentations of their lessons.

Activity 3: Wellbeing and safe classroom environments

- **Purpose:** To learn how to cultivate wellbeing at school and create safe environments for Primary pupils.
- **Description:** Students got inspired by eTwinning kits on emotions, wellbeing, anti-bullying policies, etc. and designed their own lessons.
- **Assessment:** Students commented on each other's works and got 10% of their final mark out of this project.
- **Outcome:** Presentations on their lessons.

Activity 4: Using picture books for EFL lessons

- **Purpose:** To promote traditional folklore, to appreciate the own and other cultures and to be able to select materials and exploit them by designing one's own EFL teaching activities and learning scenarios.
- **Description:** Students had to analyse children's picture books in English and make a lesson plan on how they would work with those books in English in Primary Education. They also had to focus on how they would act the chosen one out.
- **Assessment:** Apart from a seminar before, students had three live meetings: the first to introduce themselves and get to know each other; the second to start and organise their work, as well as their self-paced work at home; and the last one to present their results. All groups uploaded their picture book suggestions and lesson plans on TwinSpace, so all had access to every group's plans there. Then, in the actual zoom meeting, students presented their productions, and feedback was provided both by the rest of the groups and lecturers.
- **Outcome:** Lesson plans using childrens' picture books.



Activity 5: Inclusive teaching case analysis

- **Purpose:** Identify difficulties found in real schools regarding attention to diversity and make a literature review to support an argument of how a teacher should deal with that case in the classroom and how *English as a foreign language* would be taught for this child.
- **Description:** Students were divided into transnational teams (three university courses and a school participated in this project). The school was asked about the typical cases of attention to diversity they must deal in their everyday classrooms. 12 cases were finally selected so that each transnational group could choose one either from Pre-Primary or Primary Education. They had to make a literature review to know how teachers should both manage that case and teach English. For that a template with the following sections was provided.
- **Assessment:** Students had to reflect on their template and other groups' solutions. And lecturers also provided individual feedback to each group.
- **Outcome:** A filled-in template with a case for attention to diversity solved.

Activity 6: Game-based learning for CLIL

- **Purpose:** To investigate the mysteries of chemical elements through game-based learning and applicable in CLIL and PTDL real classrooms.
- **Description:** Students were divided into transnational groups to work on game-based learning (considering 5 axes: digital escape game, quizzes, board games, AI-designed games, and experiment-based games) based on the chemical elements, and which were also applicable in CLIL/PTDL classrooms (that is, content taught through a foreign language).
- **Assessment:** Pre-test and post-test surveys were used to assess their perceptions and performances. In a closing online session, students presented their games and all peers had both to provide feedback and vote each other's games assessing creativity and originality, educational value and clarity of learning objectives and student engagement potential.
- **Outcome:** Each group game.

Activity 7: Wellbeing projects in practice

- **Purpose:** To learn how to cultivate wellbeing at school and create safe environments for Primary pupils.
- **Description:** Students got inspired by eTwinning kits on emotions, wellbeing, anti-bullying policies, etc. and designed their own lessons.
- **Assessment:** Students commented on each other's works and got 20% of their final mark out of this project.
- **Outcome:** Presentations on their lessons. The projects were implemented in the Future Classroom Lab of a school with Preprimary pupils.

Activity 8: Peer mentoring in educational research

- **Purpose:** To provide guidance to BA student teachers who are learning about educational research.
 - **Description:** BA students made research proposals on the transition from Preprimary to Primary Education, and MA students tutorised them.
- Assessment:** 10% of the final mark. It was necessary to get at least 4/10 to pass the course.
- Outcome:** Instructions for BA students.

A piece of advice

To introduce eTwinning into the curriculum successfully, we recommend thinking of something that you are already doing and do it through eTwinning (it is not about overloading students and lecturers but use resources efficiently).

22. PAST: (Pre)historical adventures in storytelling and teaching

Contributors: İbrahim Turan, Faculty Member, Hamide Kılıç, Faculty Member, Belma Barak, Faculty Member, Ahmet Göçen, Faculty Member, Serdan Kervan, Faculty Member,

Sibel Yalı, Researcher

Affiliated institutions: Istanbul University-Cerrahpaşa, Manisa Celal Bayar University, Bartın University, Afyon Kocatepe University, The University of Prishtina

Country: Türkiye, Kosovo

Course title: Project Development Course, Social Studies Education, History Teaching, ELT.

Educational level of future teachers: Primary and Secondary education

Number of student teachers involved: 24

Duration: 1 semester, 14 weeks

Workload: 75-90 hours

Course description and learning outcomes:

This 14-week elective course invites pre-service teachers to critically examine how historical facts and narrative storytelling intersect in social studies and history education. Developed within the [PAST project](#) framework, the course focuses on historical thinking concepts including chronological reasoning, sourcing, evidence-based interpretation, and objectivity. Through micro-teaching, guided discussions, and digital product creation, participants analyse the film *10,000 BC* to assess historical accuracy and pedagogical value. The course follows a project-based approach and culminates in the design of student-led digital history posters.

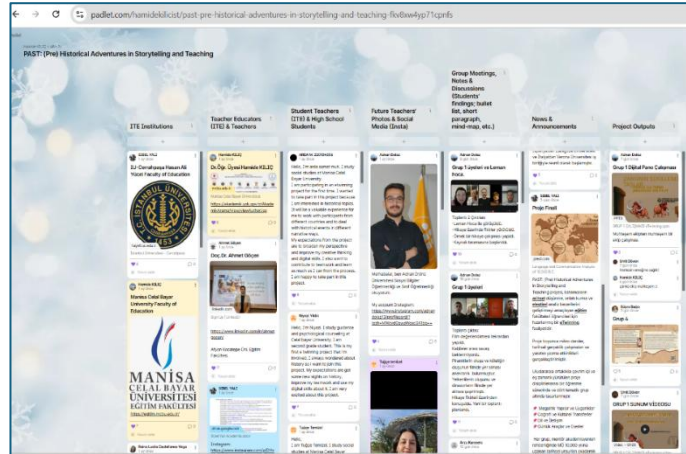
The specific eTwinning learning outcomes include:

- designing an eTwinning project in either an unplugged format or as a trial implementation.
- developing digital collaboration and communication skills.
- fostering intercultural awareness and global perspectives.
- integrating ICT tools into teaching practices.
- critically examining the relationship between historical reality and popular narratives.
- strengthening critical and creative thinking.
- deepening understanding of historical contexts.

Activity 1: Ice-breaker – “Two Truths and One Lie”

- **Purpose:** Establish a supportive learning environment and encourage early community building.

- **Description:** Students post “Two Truths and One Lie” in TwinSpace and later guess each other’s statements during a live session.
- **Assessment:** Informal evaluation based on participation and interaction.
- **Outcome:** Increased comfort, group cohesion, and readiness for collaboration.



Activity 2: Events in chronological order

- **Purpose:** To help student teachers develop historical thinking skills by organizing events in [a correct chronological sequence](#), fostering an understanding of cause and effect, and historical continuity.
- **Description:** In this activity, student teachers work individually or in groups to arrange a set of [historical events](#) in their correct chronological order. The event is presented via [an interactive digital tool](#). Discussion follows to reflect on the significance and connections between events.
- **Assessment:** It is based on the accuracy of the sequencing and the ability to justify placements during the group discussion. Peer feedback may also be used to encourage reflection.
- **Outcome:** Participants enhance their temporal awareness and ability to contextualize historical facts. They also gain confidence in analysing and presenting historical narratives logically.

Activity 3: What is the story?

- **Purpose:** To foster creative and historical thinking by encouraging student teachers to interpret visual or textual historical clues and collaboratively construct a meaningful story within a thematic context.
- **Description:** Student teachers are divided into four thematic groups. Each group receives a set of historical images, texts, or objects. Using these materials, they collaboratively imagine and develop a plausible historical narrative, presenting it to the class with supporting interpretations. You can find the proposed templates of the activity below:
 - **1st group:** [Megalithic Structures and Civilizations](#)
 - **2nd group:** [Geographical and Cultural Transfers](#)

- **3rd group:** [Language and Communication](#)
- **4th group:** [Everyday Tools and Artifacts](#)
- **Assessment:** Assessment focuses on creativity, historical plausibility, group collaboration, and the ability to link sources to the theme. Peer and facilitator feedback is used for reflection and improvement.
- **Outcome:** Participants enhance their storytelling and interpretation skills, deepen their understanding of thematic perspectives in history, and learn how to integrate imagination and evidence in history teaching.

Activity 4: What makes the hero?

- **Purpose:** To encourage critical reflection on historical and cultural perspectives of heroism, and to help student teachers analyse how heroes are constructed and represented in the stories.
- **Description:** Student teachers explore a range of heroic figures from [the selected resources](#) including [Campbell's theory](#) and [TED-ED](#) video. They discuss and define the qualities that make someone a “hero,” comparing traditional narratives with lesser-known or controversial figures. The activity includes debates, group work, and short presentations.
- **Assessment:** Assessment focuses on the depth of analysis, ability to compare diverse perspectives, and active participation in group discussions or presentations. Reflective writing is used to evaluate individual insights about the following questions:
 - *The Call to Adventure:* What moment or experience inspired you to become a teacher? Have you ever resisted this “call”? Why?
 - *Trials and Challenges:* What personal or academic challenges have shaped you in your teacher training journey? How do you react when you feel unsure or unprepared in educational settings?
 - *Allies and Mentors:* Who has mentored or guided your journey? What did you learn from them? How do you see yourself being a mentor for others in the future?
 - *Transformation:* How have you changed since starting your teacher education? What values or beliefs have strengthened (or shifted) during this transformation?
 - *The Return with the Elixir:* What kind of “wisdom” or insight do you want to bring back to your future classroom? What positive change do you hope to lead for your students or community?
 - *Leadership through Compassion, Not Ambition:* How can quiet strength or empathy be a form of leadership in teaching? What makes a teacher a “leader” beyond titles or authority?

- **Outcome:** Participants gain a more nuanced understanding of heroism, recognize bias in historical narratives, and learn how to facilitate similar reflective discussions in their future classrooms.

Activity 5: Discussion: The accuracies and inaccuracies of *10,000 BC*

- **Purpose:** To develop critical media literacy and historical accuracy awareness by analysing the film *10,000 BC* about archaeological and historical evidence.
- **Description:** Using [a Wordwall quiz](#), student teachers identify which elements of the film are historically accurate and which are fictional and anachronistic. This is followed by [a presentation](#) that explores why such inaccuracies occur in popular media and how they affect the public's understanding of history.
- **Assessment:** Assessment is based on participation in the interactive Word Wall activity, contributions to the group discussion, and a short reflection on the importance of historical accuracy in media.
- **Outcome:** Participants improve their ability to evaluate historical representations in film, strengthen their understanding of prehistory, and reflect on the responsibilities of educators when addressing popular misconceptions.

Activity 6: Research and evidence collection

- **Purpose:** To strengthen student teachers' skills in conducting research and collecting relevant evidence to support interpretations.
- **Description:** Student teachers choose a topic to conduct guided research using both primary and secondary sources. They document their findings, evaluate the credibility of sources, and organize evidence to build a coherent narrative which later be used in the following activity.
- **Assessment:** Assessment focuses on the relevance and reliability of the sources collected, proper citation, the organization of evidence. Peer reviews and mentor feedback is included.
- **Outcome:** Participants improve their historical inquiry skills, gain confidence in using diverse sources, and learn to support historical claims with well-chosen and well-organized evidence essential competencies for effective teaching.

Activity 7: Data analysis and critical thinking

- **Purpose:** To develop future teachers' analytical thinking by encouraging them to evaluate historical accuracy, bias, and representation in film scenes through a critical lens.
- **Description:** Student teachers select one scene from *10,000 BC* and analyse it in terms of historical accuracy, use of evidence, cultural representation, and

narrative choices. They present their critique in a short-written reflection in Forum, using historical data and critical thinking strategies.

- **Assessment:** Assessment focuses on the participants' use of supporting evidence and ability to identify inaccuracies or biases. Peer feedback and facilitator input are used to guide reflection.
- **Outcome:** Future teachers enhance their critical thinking, media literacy, and historical reasoning skills. They are also better equipped to guide themselves in questioning representations of history in popular media.

Activity 8: Creation: Digital reality panel

- **Purpose:** To engage future teachers in creatively presenting historical understanding by designing a digital panel that blends factual evidence with imaginative storytelling, reflecting both historical realities and modern interpretations.
- **Description:** Student teachers work in teams to create a digital “reality panel” (e.g., infographic, interactive poster) that presents data from the film 10000 BC. The panel combines researched facts with creative digital design elements to engage an audience. Tools like Canva, Genially, Prezi or Google Slides can be used.
- **Assessment:** Assessment is based on historical accuracy, clarity of message, creativity, digital design, and how effectively the panel communicates with the intended audience. Presentations and peer evaluations are included.
- **Outcome:** Participants gain experience in using digital tools for storytelling, improve their skills in visual communication, and explore how to make history more accessible and engaging for learners.

A piece of advice

To enhance the pedagogical value of eTwinning, project goals should be closely aligned with course learning outcomes. Micro-projects can be hosted on the platform to provide authentic audiences and meaningful communication. Selecting themes that foster critical media literacy and source evaluation encourages thoughtful engagement with digital content. Multilingual and multicultural dialogue broadens learners’ perspectives, while clearly structured roles and timelines support accountability and effective teamwork. Framing eTwinning as preparation for future international collaboration highlights its relevance for professional development, and ongoing reflection helps strengthen metacognitive awareness.

23. Integrating digital tools in philological teaching

Contributor: Maria Xesternou, Associate Professor

Affiliated institution: Department of Philology, University of Peloponnese (UoP)

Country: Greece

Course title: Software application in Teaching Philological Courses - Theories of Learning

Educational level of future teachers: Secondary education

Number of student teachers involved: 60

Duration: 1 semester

Course description and learning outcomes:

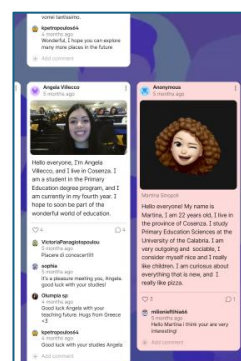
Software application in teaching philological courses – Theories of learning is a compulsory second-year course. It introduces students to the use of ICT in teaching secondary school philological subjects (Ancient Greek, Modern Greek language and literature, and History). Students learn how to design teaching scenarios, apply innovative digital methods, and use specialised philological tools (e.g., TLG, Perseus Digital Library, Portal for the Greek Language, LSJ Lexicon, Train of Verbs) alongside open-source educational platforms (e-me, eClass, Canva, Padlet, Digipad, Animoto).

The specific eTwinning learning outcomes include:

- designing an eTwinning project in either offline (“unplugged”) or online simulation mode
- developing digital collaboration and communication skills
- fostering intercultural awareness and global perspectives in teaching practice
- creating course scenarios aligned with principles of differentiated instruction, inclusion, interdisciplinarity, and multimodal communication.

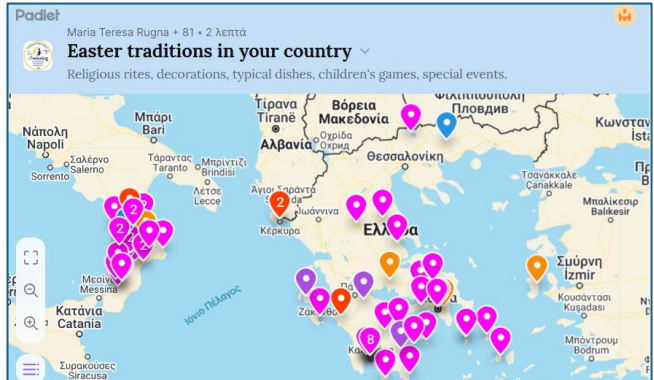
Activity 1: Introducing myself

- **Purpose:** Build rapport and establish a positive collaborative atmosphere.
- **Description:** Students posted personal introductions on [Padlet](#) and interacted with peers’ presentations.
- **Assessment:** Completion of personal posts and constructive engagement with others.
- **Outcome:** Reduced initial communication barriers and supported a collaborative group dynamic.



Activity 2: Interactive Easter map

- **Purpose:** Promote intercultural awareness through shared cultural traditions and geographical context.
- **Description:** Students added map pins to a [shared Padlet](#), each including a short description of a local Easter tradition.
- **Assessment:** Evaluated on participation and clarity/cultural relevance of contributions.
- **Outcome:** A collaborative visual map illustrating Easter traditions in Greece and Italy, providing a reusable educational resource.



Activity 3: Collaborative storytelling

- **Purpose:** Develop creative writing, intercultural exchange, and child-friendly pedagogical design skills.
- **Description:** International teams [co-authored children's stories](#) inspired by Easter traditions using Google Slides.
- **Assessment:** Based on quality of collaboration, narrative coherence, cultural integration, and appropriateness for young learners.
- **Outcome:** A set of collaborative stories suitable for classroom use and evidence of improved intercultural and digital communication skills.

Activity 4: Collaborative eBook

- **Purpose:** Synthesise project learning and create a [shared digital publication](#).
- **Description:** Using Book Creator, each team designed two pages documenting key elements of their project work.
- **Assessment:** Team collaboration, clarity of reflection, creativity, and effective digital design.
- **Outcome:** A complete eBook showcasing cultural exchange, storytelling outputs, and digital competencies—usable for dissemination and future teacher education contexts.

A piece of advice

Introduce eTwinning gradually with clear, manageable tasks, provide training and practice in advance, encourage ongoing reflection and intercultural exchange, and maintain open communication with partner institutions.

24. Teaching for peace through interreligious dialogue

Contributor: Placido Antonio Sangiorgio, Teacher Educator

Affiliated institution: Secondary School and University of Florence

Country: Italy

Course title: Pedagogy, Educational Technology, Intercultural Dialogue, Peace Education

Educational level of future teachers: Secondary education, Vocational education and training

Number of student teachers involved: 25-40

Duration: 1 semester, 60 hours

Workload: 6 ECTS

Course description and learning outcomes:

This compulsory course equips future teachers with innovative methodologies to foster peace through interreligious dialogue, encouraging European collaboration and culturally responsive teaching. It introduces creative approaches, example activities, and successful eTwinning projects across initial teacher education, university programs, and lifelong learning contexts. The central aim is to empower educators to build understanding and cooperation across diverse cultural and faith communities.

The specific eTwinning learning outcomes include:

- designing and implementing eTwinning projects that promote peacebuilding through interreligious and intercultural dialogue
- developing advanced digital collaboration skills for connecting educators and learners across Europe and beyond
- fostering intercultural awareness and global citizenship through the exploration of shared and distinct elements in world religions
- integrating ICT tools (e.g., European School Education Platform, TwinSpace, Padlet, Miro, storytelling apps, VR tools) into peace-related teaching activities
- cultivating critical thinking, empathy, and responsible engagement with religious and cultural diversity

Activity 1: Religions for peace: Shared values and diverse expressions

- **Purpose:** To guide student teachers in designing collaborative eTwinning projects focused on interreligious dialogue and shared ethical principles across faith traditions.
- **Description:** Student teachers work in international blended teams to explore how world religions contribute to peace. Using flipped classroom and problem-based learning strategies, teams research ethical commonalities and translate

them into eTwinning project proposals appropriate for different educational stages (ECEC, primary, secondary, VET). Outputs are created collaboratively using TwinSpace, Padlet, and multimedia tools such as digital storytelling, podcasts, videos, and virtual exhibitions. Examples of successful projects from ITE to lifelong learning are examined and discussed.

- **Assessment:** Participation in collaborative tasks, peer and teacher feedback, and the clarity, creativity, and pedagogical relevance of the project proposal.
- **Outcome:** Students gain concrete knowledge of interreligious dialogue in peace education, strengthened digital collaboration skills, and tangible outputs such as eTwinning project plans, digital stories, and virtual galleries illustrating shared values across religions.

Activity 2: Addressing real-world peace challenges through etwinning

- **Purpose:** To apply eTwinning tools and pedagogical strategies to real-world peacebuilding scenarios in educational settings.
- **Description:** Students participate in a “Creative Peace-Building Hackathon,” working in international teams to address hypothetical scenarios involving intercultural or interfaith misunderstanding. Using tools such as Miro and TwinSpace forums, teams brainstorm and design eTwinning-based responses such as digital storytelling projects, interactive games, or virtual exchange modules. They also research case studies of successful lifelong learning peace education initiatives.
- **Assessment:** Evaluation focuses on the originality and feasibility of proposed solutions, collaborative effectiveness, and the ability to explain how eTwinning supports peace education. A final presentation and reflective report complete the activity.
- **Outcome:** Students develop practical strategies for conflict resolution and peace education, enhanced problem-solving skills, and a portfolio of eTwinning-based teaching activities ready for classroom

A piece of advice

Use eTwinning as a platform for deep, transformative collaboration—not just exchange. Encourage future teachers to integrate art, music, storytelling, and immersive digital tools to bring diverse cultural and religious perspectives into the classroom. Promote the understanding that exploring different worldviews is not endorsement, but a pathway to empathy.