

How to Create a Good Project

AYŞE ÜRKEL BOZ
TR Teacher



OUTLINE OF THE PRESENTATION

- The definition of Projects
- Planning
- Risks
- Inspiration
- Where to find new partners
- The elements of a good plan

Who?

Why?

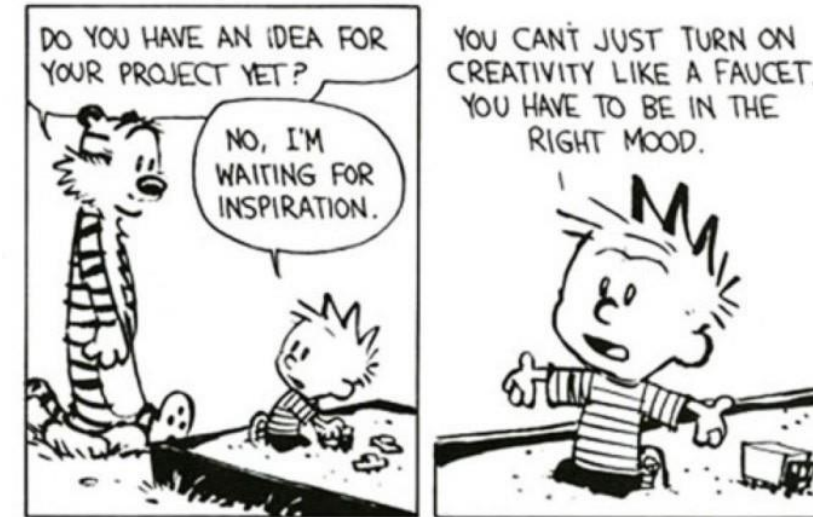
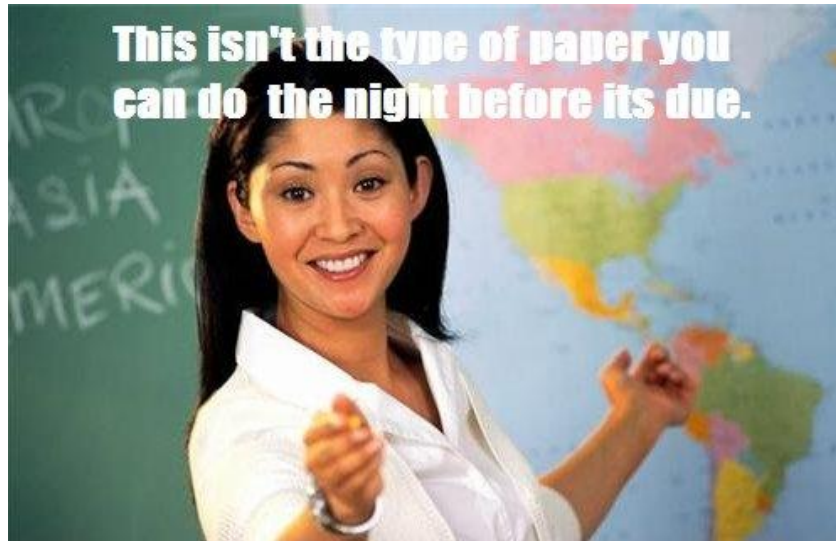
What and
How?

When?

Evaluation

Dissemination

What is not a project



who can participate?

An eTwinning project can be carried out by two or more teachers, teams of teachers or subject departments, librarians, head teachers and pupils from schools across Europe. Collaboration can be within the same subject or cross-curricular through the use of ICT.

.....

Definitely not! One of the objectives of eTwinning is to improve your abilities in ICT and to make it part of daily life in the classroom. eTwinning caters to all levels of ICT knowledge.

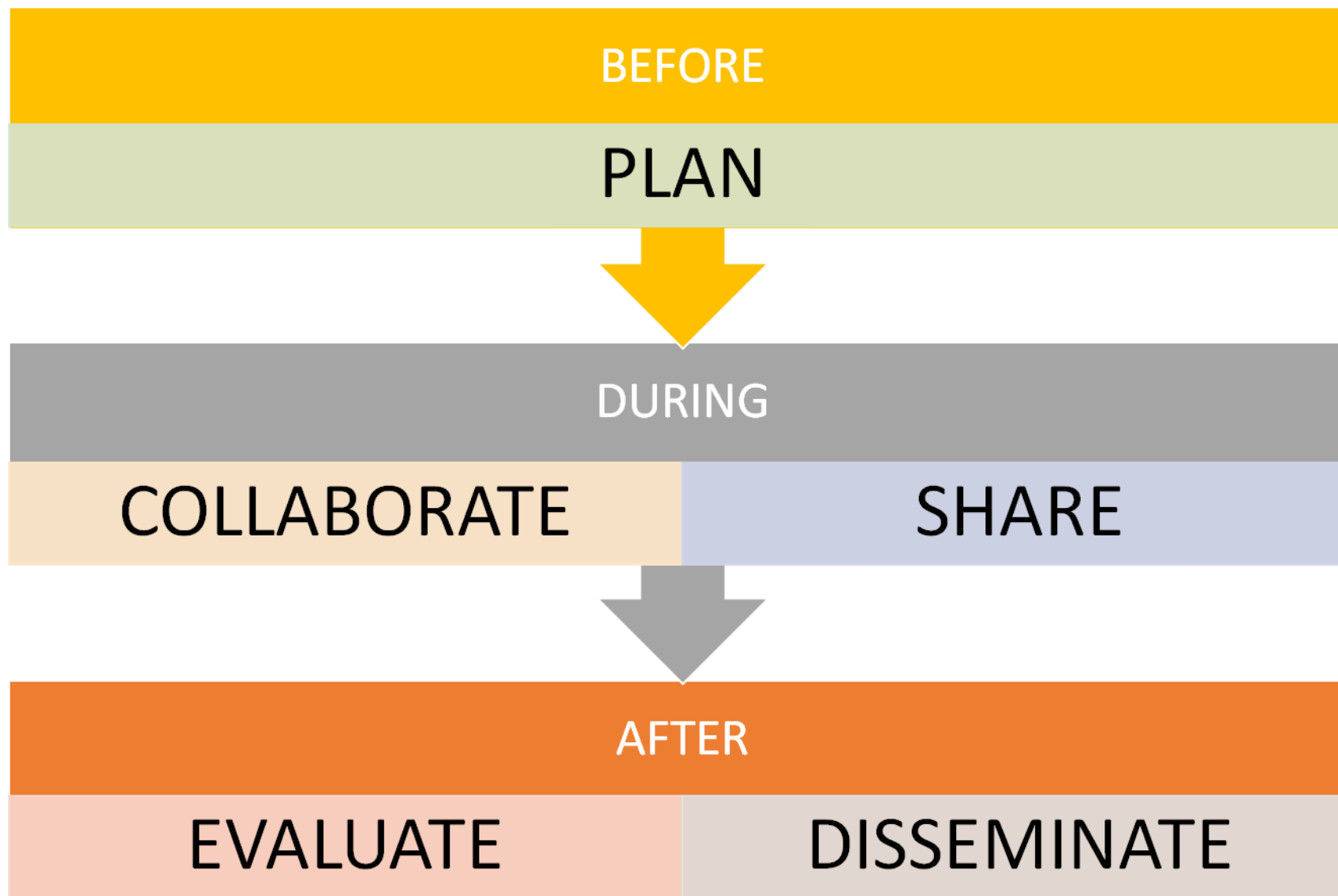
WHAT IS AN ETWINNING PROJECT?

Teachers from at least two different European countries create a project and use Information and Communication Technologies (ICT) to carry out their work.

WHAT CAN I DO IN AN ETWINNING PROJECT?

You can work on any topic you and your partner wish to work on. Projects should have a good balance of ICT use and classroom activities and should, as much as possible, fit into the national curricula of the schools participating in the project.

Do I need to be an advanced ICT user to be involved?



Planning Matters ...

- Presents the objectives clearly.
- Gives a vision to the participants.
 - Reduces the chance of collapse
- Increases the possibility of success
- Explores the finest utilization of the sources
 - Saves effort, time and money

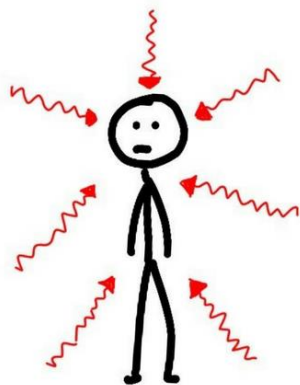
Risks...



- Choosing the wrong partner
 - Poor communication
 - Unclear tasks
 - Different project goals
- Undefined roles and responsibilities
- No collaboration, just parallel work
- No cooperation between students and teachers

Get some inspiration

Pinky and Her Brain



Motivation



Inspiration

- ❖ Project gallery
- ❖ Project kits
- ❖ Partner forums
- ❖ Your students

+

“ Erasmus+ projects Results & Dissemination Platform”

<https://ec.europa.eu/programmes/erasmus-plus/projects/>

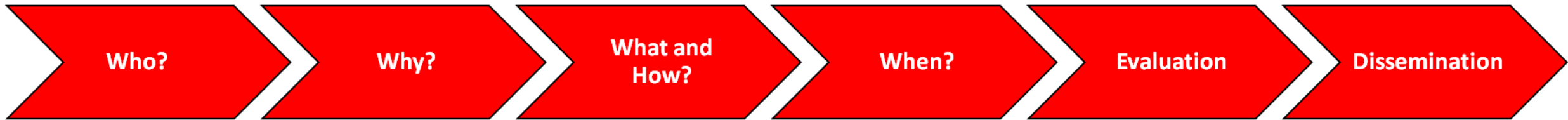
+

Learn about European and/or National educational priorities

+

Your hobbies/ experiences 😊

A good plan should include these...



Who?

Why?

What and
How?

When?

Evaluation

Dissemination

- ❖ Pupils age range
- ❖ Number of students involved in the Project
 - ❖ Language you are going to use in your communication
- ❖ Students level in the foreign language and their ICT skills

How & Where can you find partners?

- ❖ E-Twinning live Partner Finding Forums.
 - ❖ Your previous Partners
 - ❖ E-twinning Groups
 - ❖ E-twinning Schools List
- ❖ “Erasmus+ projects Results & Dissemination Platform”
- ❖ <https://ec.europa.eu/programmes/erasmus-plus/projects/>
- ❖ “CONTACT SEMINARS” 😊



Specific

specific – should cover all the details what needs to be done. Who ? When? What ?

Mesaurable

measurable – achievement or progress can be measured

Achivable

achievable – goals are accepted by those responsible for achieving them

Realistic

realistic – can be achieved with regards to the pupils capacities and the project constrains

Time bound

time bound – goals are set within a time frame

SHARE Agree on a Shared Plan – most of us will have an idea of what kind of project we would like to do, but it’s important to develop your project plan with your project partner(s). Also, involve your pupils in the project-planning phase as much as possible, so that they can share in the project’s creative development.

MOTIVATE Get your pupils excited – choose a topic that is interesting to you, your colleagues in other countries and your pupils. Having an authentic audience in another country is incredibly motivating for your pupils; however, it also helps if the subject matter is one that interests them as well.

ADAPT Make sure your project idea is a living one – we can’t predict how things might develop and change during the ‘life’ of a project, so it’s good to be flexible and have an open-mind about the direction you’re going in. It’s the journey that counts, not the destination!

RECORD Document your work. Try to involve your eTwinning work in your regular Lesson-planning – experience shows that projects will be more manageable and successful, if they fit in with work you’re already doing as part of the curriculum.

TAKE IT EASY Enjoy yourself! eTwinning projects are a fun way to link with other countries and motivate your pupils. Enjoy the experience of communicating and collaborating with teachers and pupils all over Europe!

E-Twinning
“S.M.A.R.T”
Method



- ❖ Title and description
- ❖ Curricular areas and methods
 - ❖ Project activities
 - ❖ Expected outcomes
 - ❖ Web Tools

Curricular areas and methods

- ❖ How do I want to work with my students ?
- ❖ What is the best way for my students to work
(group work / individual tasks / research / discussion etc) ?
- ❖ Should I have all the activities done during my lessons ?
- ❖ Should I ask my teacher colleagues for help ? Who ?
- ❖ During which lessons will the project activities carried out ?

Curricular Integration

E-Twinning Curricular Integration Criteria for Quality Labels;

- the project is rooted in the school curriculum and syllabus
- the majority of project work is done during the school hours
- project work allows students develop their skills and competences
- the project-based pedagogical framework has been explained and documented by the teacher

[curricular integration video](#)

Project Activities

❖ Introduction and Orientation activities

❖ Communicative activities

❖ Collaborative activities

Introduction Activities

- ❖ an opportunity for active and collaborative learning.
- ❖ Sent data can be used to create digital products.
- ❖ dynamic outcomes instead of static products.
- ❖ Find ways to make the audience active when viewing introductions of partners like taking a quiz, solving a riddle, combining pairs, etc.

Orientation Activities

The theme and the topic of the project is introduced.
Pupils become aware of;

- what and how they will learn during the project,
- what the timeline will be,
- how they will be assessed,
- what the framework for communication will be...

1. Writing a short paragraph where they describe themselves. In the partner school, all students take one of the descriptions and create a portrait of their peer. This portrait can also be used as their profile picture.
2. Creating a quiz about their country. The students from the other class have to search for the missing information.
3. The project partners create online jigsaw puzzles from pictures of the pupils and/or the school and city. (with jigsawplanet)
4. The project partners create hotspots on a digital canvas of local places or the school. The hotspots can contain extra text information, videos, etc. (<http://thinglink.com>)
5. All the students create a digital T-shirt and add two pictures of the pool of images on it as well as their first name to see who has something in common with whom.
6. Each class uploads a group photo as well as individual speaking avatars (e.g. Voki) created by each pupil. The pupils from the partner school try to identify the pupil behind each speaking avatar and link it to the person in the group picture.

A few Tools for Introduction & Orientation Activities

voicethread

fotobabble

padlet

jigsawplanet

Communicative activities

- Encourage students to read, listen and view the work of their partners.
 - Encourage to comment, give feedback on their partners work.
- Create polls, quizzes, surveys, post-activity comprehension worksheets or games.
- Organize a video conference for students to meet each other, share their work or opinions about project activities and outcomes.

A few Tools for Communicative Activities

Google forms
– for voting–

Kahoot

actionbound

Collaborative activities

- ❖ Students will have a chance to work in mixed – nationality groups
- ❖ Activities will need your partners contribution to be completed.
- ❖ Use as many collaborative web tools as possible to give a space where they can work together and share outcomes.

Some Ideas for Collaborative Activities

1. Split your pupils in national or transnational groups and ask them to create a video / song/ e book etc.
2. Identify common songs in your countries and learn the song in one of your partner's languages.
3. Create a common video with the different language versions of the song.
4. Write a collaborative story on a specific topic, one country starts the story and the other countries continue it. Then one partner illustrates the other partner's story.

A few Tools for Communicative Activities

[Meeting Words](#)

[flipsnack](#)

[joomag](#)

[mindomo](#)

[awwapp](#)

Expected outcomes

- ❖ A web page
- ❖ A newspaper or a e-magazine
 - ❖ A TV programme or a documentary
 - ❖ A cookbook
 - ❖ A photo album
 - ❖ A booklet, brochure
- ❖ Calendars
- ❖ Collaborative stories
- ❖ An exhibition or an event
 - ❖ A set of games
 - ❖ A Picture dictionary
 - ❖ An app.
 - ❖ A school play

Who?

Why?

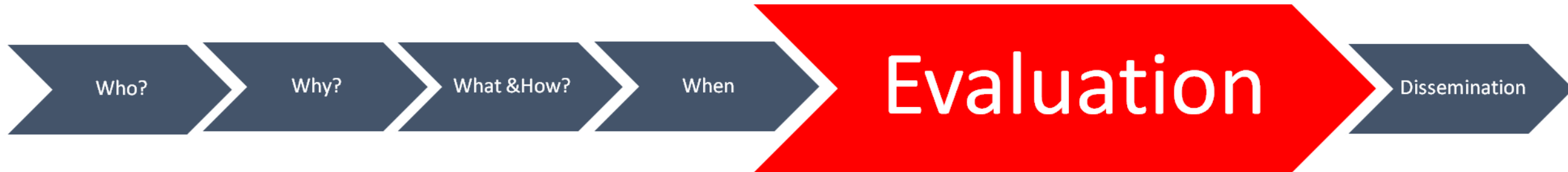
What & How?

When?

Evaluation

Dissemination

- ❖ Create a project calendar with all the tasks and activities and set their starting dates.
 - ❖ Set or re-negotiate the deadlines and keep to them.
 - ❖ Mark the dates of holidays in each partners country.
- ❖ Be flexible. Give yourself and your students more time to complete or modify an activity.
- ❖ Distribute the tasks among partners, make sure that all the roles and responsibilities are clear for everyone (both students and teachers).



show you whether the project goals were achieved and to what extend.

What do I want to evaluate ?

When and how do I evaluate ?

What tool should i use to evaluate?

Evaluation ideas

1. Create an evaluation table in the TwinSpace with all the activities of the project and ask pupils to evaluate them with a score from 1-4.
2. Younger pupils can do the same with emoticons. The scores of the different class groups are then shared and compared.
3. Ask pupils to describe their participation in the project with one or more key words and create a word cloud.
4. Take short interviews of students, parents and colleagues to evaluate the work done in the project.

5. Evaluate what your students have learnt in a playful way.
6. Self-assessment - pupils write down what they learnt in the project: how did their opinion change? Where did they gain confidence? etc.

Survey to students/ teachers:

https://docs.google.com/forms/d/11LPsldtvO4EPoLVLQjwNsXsMbpSKHu_OxEvWczb1gU/edit

Who?

Why?

What
&How?

When

Evaluation

Dissemination

Broadcasting of an idea, an outcome or message on a large scale to make it reach a wide audience.

- ❖ To raise awareness
 - ❖ To inform
 - ❖ Engage
 - ❖ Promote
- ❖ Make it sustainable

Dissemination Tools

- School boards
 - Web pages
 - Social media
 - Blog pages
 - Local media
 - Publications (booklets, calendars)
- Special events (exhibitions, meetings)

Dissemination Ideas

1. TwinSpace Project Journal can be made public, to provide regular information on the main project activities.
2. At the end of the project, pupils can share and present their experiences with an audience of pupils and teachers who did not take part in the project and/or parents.
3. The project outcomes can be presented at a stand on the school open day.
4. Digital tools can be used to visualise the main results of your project, like videos and infographics.

And don't forget to stay 'SMART' – start with a few simple activities which you can expand on and develop, as the project progresses.

'A journey of a thousand miles begins with one small step'



Chinese philosopher Laozi

thank
you!



eTwinning Türkiye



eTwinning Türkiye @tretwinning



tretwinning@gmail.com

etwinning.meb.gov.tr