



PICAM eTWINNING FRAMEWORK

About eTwinning

eTwinning is part of Erasmus+, the EU programme for Education, Training, Youth and Sport.

The core of eTwinning Action is the online platform etwinning.net, where teachers from different countries can design, develop and evaluate educational projects in which their students collaborate and learn together.

Teachers

- have access to new teaching ideas and methods
- join transnational and cross-curricular projects
- exchange experience
- access online courses, in CPD section

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Advantages

- enriching curriculum
- enhancing learning/ teaching
- establishing connections
- enabling intercultural exchange
- developing transversal key competences
- linking formal and nonformal learning
- raising student engagement and motivation
- developing global citizenship values and attitudes

Students

- take part in novel learning experiences
- learn to use new digital tools and resources for learning
- collaborate in developing products and knowledge
- make meaningful connection with the outside world from their school environment
- communicate in foreign languages

eTwinning platform:

www.etwinning.net

Collaborative projects developed:

90.000+, using different languages

Teachers in eTwinning (PiCaM countries):

UK: 28.000+ teachers from 14.500 schools

Greece: 26.000+ teachers from 8.000 schools

Portugal: 18.000+ teachers from 1.700 schools

Romania: 28.000+ teachers from 9.000 schools

Germany: 23.000+ teachers from 8.800 schools

Subjects:

All subjects

Cross-curricular topics

Extra-curricular themes

Levels:

Kindergarten

Primary

Lower secondary

Upper secondary

The open, applied, cross-curricular approach underpinning PiCaM activities is suitable for innovative education scenarios in which gamification, project-based learning, team teaching, flipped classroom are used to design and develop meaningful, attractive, memorable learning experiences. Collaborative tasks are embedded, allowing pupils to discover together mathematical content, its significance for social and cultural life, its added value for citizenship.

eTwinning offers the platform, framework and tools to support and expand the collaborative dimension of learning activities developed within PiCaM, helping teachers to find peers all around Europe, helping



students to connect, to break cultural barriers, to learn with joy in an inclusive, attractive, safe environment.

Support for teachers to develop eTwinning PiCaM activities

For activities that include collaborative tasks, teachers are provided with resources, developed by PiCaM project members using current eTwinning templates ("eTwinning kits"). Each PiCaM eTwinning kit consists of suggestions or models of collaborative learning paths based on PiCaM content, guiding teachers to create new eTwinning projects; it includes a short description, pedagogical objectives, key competences, possible subjects, suitable age group, ideas for transnational collaboration and communication among students, evaluation and assessment methods, ideas for follow up learning activities.

PiCaM eTwinning kits will be available on the citizenship-and-mathematics.eu website, as well as on the [eTwinning.net](http://etwinning.net) platform. You can see some example projects here: <https://www.etwinning.net/en/pub/projects.htm>

eTwinning National Support Services

UK: British Council

britishcouncil.org/etwinning



Greece: Ινστιτούτο Τεχνολογίας Υπολογιστών και Εκδόσεων (ITYE - ΔΙΟΦΑΝΤΟΣ)

etwinning.gr

Portugal: Direção-Geral da Educação – Ministério da Educação e Ciência

etwinning.dge.mec.pt

Romania: Institutul de Științe ale Educației

etwinning.ro

Germany: Pädagogischer Austauschdienst des Sekretariats der Kultusministerkonferenz

etwinning.de

Selection of resources on eTwinning pedagogy (in English):

Vuorikari R., Kampylis P., Scimeca S., Punie Y. (2015) Scaling Up Teacher Networks Across and Within European Schools: The Case of eTwinning. In: Looi CK., Teh L. (eds) *Scaling Educational Innovations. Education Innovation Series*. Springer, Singapore. DOI https://doi.org/10.1007/978-981-287-537-2_11

Akdemir, Ahmet Selçuk (2017) eTwinning in Language Learning: The Perspectives of Successful Teachers. In: *Journal of Education and Practice*, v8 n10 p182-190. <https://files.eric.ed.gov/fulltext/EJ1139836.pdf>

Velea, Luciana-Simona (2016) Learning Quality Assurance of Schools' Collaborative Online Projects. In: Conference proceedings of «eLearning and Software for Education» (eLSE), vol.2: p280-285. <https://www.ceeol.com/search/article-detail?id=523330> DOI 10.12753/2066-026X-16-127

Heindl, Manuela (2018) Determining factors in the European classroom with eTwinning when inquiry-based learning. In: *International Journal of Teaching and Case Studies*. DOI <https://doi.org/10.1504/IJTCS.2018.090962>



Gajek, Elżbieta (2018) Curriculum Integration in Distance Learning at Primary and Secondary Educational Levels on the Example of eTwinning Projects. In: *Educ. Sci.* 8, no. 1: 1. DOI <https://doi.org/10.3390/educsci8010001>

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