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European Commission

A compendium of the 2021 European Innovative Teaching Award laureates

Erasmus+

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edited by Pomilio Blumm

Foreword

Mariya Gabriel
European Commissioner
for Innovation, Research,
Culture, Education and Youth

I am convinced that cooperation between European Union Member States on education and training systems further enriches their quality and inclusiveness. That is why the work towards a European Education Area is one of my top priorities.

Several EU actions look at how to make teaching careers more attractive, at the quality of teachers' initial and continuous education, and how to increase the number of teachers benefitting from learning mobility in Europe and participation in transnational professional networks and communities.

A lot of innovation takes place in schools across Europe driven by teachers and school communities. Teachers have developed new ways in integrating technologies in teaching and learning. They have found ways of maintaining a feeling of belonging to the school community and contacts with pupils' homes also in times of crisis. Together, through networking and engaging in Erasmus+ projects, they have kept their own competences up-to-date and made the European dimension an important part of their work.

All this innovation deserves to become visible, celebrated and shared, so that we can all learn from it.

This is what the European Innovative Teaching Award – launched in 2021 as a new action under the European Education Area – does. The European Innovative Teaching Award aims to recognise achievements within the Erasmus+ programme, showcasing projects that incorporate outstanding innovative teaching practices.

The Award celebrates the achievements of teachers and schools and gives credit to their work. At the same time, the Award highlights the value of the Erasmus+ programme to European teacher collaboration and the establishment of the European Education Area. Erasmus+ is key for supporting mutual learning through learning mobility abroad, professional networking and communities of practices, and, finally, professional excellence.

Each year, the Award will be centred around a particular theme. The theme for the first edition in 2021 has been "Distance and blended learning". The ambition has been to show how blending various teaching and learning practices, among which the use of digital tools, contributes to effective and inclusive education. This is of course particularly relevant in the Covid-19 context and linked to the Digital Education Action Plan. I would like to congratulate all awarded projects to the work done and am sure that readers will find a lot of inspiration in these projects.

European innovation in teaching and their impact on learning

*by **Svenia Busson**, co-founder LearnSpace and the European EdTech Alliance, author of '[Exploring the Future of Education](#)'; extract from speech during the European Innovative Teaching Award*

My job is to travel the world and look for innovative teaching and learning practices across the globe.

I started with the first world tour, dedicated to digital education and digital technology applied to education – EdTech. Then I did a Europe tour and an Africa tour. The next ones in the planning are the Asia and Americas tours.

I have been to many countries, but I will focus more on Europe, where I have seen amazing things – not just in the Nordics, but also in the Eastern and Southern parts of Europe. Everywhere I have met amazing teachers, amazing entrepreneurs, and people in the public sector trying to make things happen defiantly in schools. My Europe tour was the most eye-opening and inspiring one.

When I started back in 2014, we were talking about 'innovation' as having access to quality content for the many – through Massive Open Online Courses (MOOCs) for example. This was more of a solo, passive content consumption. The presence of technology was in the classroom, but very few technological tools were available to teachers and students, i.e. white boards. We also had the emergence of e-learning on Learning Management Systems (LMS).

Now we talk about learner engagement at the core of learning experiences, we talk about community driven learning, we talk about personalised learning supported by technology – adaptive learning, artificial intelligence (AI). We also talk about active learning methods, such as learning by doing or peer learning, but also about engaging blended/hybrid with interactive tools online. Thus, the shift has changed to access to quality content for a majority of people to engage learners with active methodologies. Some of the next examples focus exactly on the active learning part.

What I found out as the key message is that no matter WHAT we learn, HOW we learn it is important. Thus, through learning, we can acquire 21st century skills. If we learn in a playful matter, or through projects and peers, we also learn about other skills focused on our ways to communicate, to work together, to be together.

When we look at the skills that we should teach today to ensure our learners' employability in 2025 (according to the World Economic Forum), we look at the likes of analytical thinking, creative thinking, complex problem solving, thinking 'outside of the box', reasoning, ideation, etc. These skills are obviously very important to become employable, and I believe we can teach these skills through innovative pedagogy.

However, these skills are not the only ones that matter. I highly appreciate the work that the European Commission and the Council of the EU are putting in recommending key competences for lifelong learning. The competences are there to ensure students' personal fulfilment, healthy and sustainable lifestyle, active citizenship and social inclusion. It is not just about employability, I completely agree to that, it is also about wellbeing.

For that, we have 10 skills around literacy, multilingualism, interpersonal skills – the ability to adopt new competences (to constantly learn and re-learn), active citizenship, entrepreneurship, cultural awareness and expression. These skills are absolute key. But how do we teach them? To me, this goes through innovative pedagogy that really activate and engage learners.

One such example the 'School as a Service' project that was launched by an architect in Finland.

He worked in the city of Espoo, where he decided to look at the university campus and its surroundings as a 'learning playground'. For high school students, he decided to create a 'heart' – a small co-working space in the middle where they could gather and work together whenever they want. The students will then have classes in different areas in the city. For example, they would go to the entrepreneurship centre of the university to have their courses in mathematics and economics. Then they would go to the natural museum to have courses on history.

They would walk, as everything is within a radius of 1 km, with their classmates so that they see the buildings as part of the 'learning playground'. The innovation here is that there is no need to build big school building while students can actually see their city as a learning playground, and learn differently within your city.

Another example of innovative pedagogy is a public-private partnership in Catalonia. The region has been forward thinking in terms of how make sure digital learning and digital literacy become real competencies for our students. They collaborated with Mobile Word Capital, Barcelona – a private company – to start a programme called M-Schools to teach students in the seventh grade how to use mobile phones correctly.

They use their mobile phones every day to go on Instagram and the likes, but they do not really know what is inside – what is basically an algorithm. How can you make sure that everything you read on the Internet is true, how do you verify your sources? These types of courses are now thought to many seven-grade students in Catalonia thanks to this public-private partnership.

But M-Schools goes further – it teaches children to use their phones in a creative, productive manner. It teaches them to create apps, and to answer the needs of their community – if they see a problem in the school or neighbourhood, how could they use technology to solve these problems. It teaches them to become change makers due to technology.

This approach has proved to be a success – hundreds of teams are already using it. I have followed a team that works on food waste, for example. They were shocked to see how much food was wasted in their neighbouring supermarkets for example. They created an app, which can warn people in 1 km radius that in a given supermarket, things are going to be thrown away and they could be bought at discount prizes in the evening.

This is just another example of pupils become aware of their power to change things thanks to technology. It is not just a passive consumer tool but a means to change things around you. Many teachers have been trained by M-Schools, and they have been given extra hours to

teach this innovative curriculum to their pupils. That made a strong difference also to the teachers who have played a tremendous role in the success of the project – 8 000 teachers involved, 300 000 pupils impacted.

Europe inspires other countries to innovate in education. I visited a public school in a very deprived area of Auckland, New Zealand – composed of underprivileged children from Maori background (the native population) whose first language is not English. These pupils have to learn the English curriculum, so they struggle a lot. The Manaiakalani School created the learn-create-share framework.

It is a pedagogy for primary school kids to help them learn all literacy-related subjects, but once they finish a chapter, they have to create an artwork. For example, after a history lesson on Nelson Mandela, they have to create a wonderful painting, a poem, or a song, in a group of four pupils. The aim is to make their learning tangible, visible. It is not just about learning something by heart, it is about using your creativity to showcase what touched you in this particular learning.

When I was there watching them creating these artworks, I was amazed by how engaged they were. Their final grade was also linked to that engagement and collective work. At the end of the process, they are asked to share their work. The whole pedagogy is based on the work of John Hattie, a New Zealand researcher of the science of education. He says 'Make learning visible. Make learning tangible for your students'.

In English classes, these learners are asked from the second grade onwards to have a personal blog. They are asked to post one article per week about a learning they would like to retain, to keep to themselves. These articles are then visible to their peers, to their teachers, to their parents and that engages them. This is their favourite moment of the week because they are asked to share something that they learnt at school, or at home, and that makes them happy.

The learn-create-share pedagogy is not high-tech, it is not complicated, but it makes a huge difference in the motivation and grades of these learners. They perform much better in country-wide tests. Thus 15-20 other schools in the same area have since adopted the same pedagogy for their pupils. Teachers were in the project from day 1, they were asked to participate in brainstorming sessions on how the kids can learn more efficiently. In my opinion, teacher-lead innovation processes are much more powerful.

Primary education

Primary School Oberwart (Austria)

Enhancing Student and Teacher Success through STEM Education

2017-1-BG01-KA219-036215

Topic(s) addressed

With 17 classes and just over 320 pupils, our school is the largest primary school in Burgenland (a rural area in the southeast of Austria). Due to our proximity to Hungary and a long common history (Burgenland was a part of Hungary until 1921), there are many people who grow up bilingual. Also, Croatian is spoken in many smaller communities. In addition to the country and school's language diversity, we also have a lot of nature; however, there are fewer opportunities for cultural education. As there are no art, history, or technology museums, or even a theatre or an opera, we wanted to impart such essential components of education and culture into our schoolchildren, and we do this with all the means at our disposal.

Target groups

The school's students are between the ages of 5-11, with many of our students speaking Hungarian as their native language. In addition, many refugees have crossed into Austria from the Hungarian border and settled in our town.

Methodologies

The lockdowns were a great challenge for all of us last year, and an important factor was the use of the "Skooly" platform, which we used for all organisational work such as class books, competence-oriented annual planning, workload books, and informational tools. We also used Skooly as a learning platform, where we created games for our children, wrote down their homework, informed parents about excursions or other special features, and have absences signed by sick pupils.

Environments

Each of us wants to provide as many opportunities as we can for the students of our school, which is why we participate in eTwin-

ning projects and other challenges. All activities were held online during the lockdowns, so we were fully motivated to register for the Youth Hackaton. Normally, trainee teachers would come to the school to support the children with their ideas and know-how, and now that students are being supported online, they are also assigned trainee teachers who work on topics with them.

Teachers

We teach children who are quite young and, accordingly, the influence of teachers becomes quite substantial. As teachers, we are well aware of the enormous added value of such projects. As such, all teaching colleagues know and actively support the goals we developed, which are currently digitalisation as well as environmental and climate protection.

Impact

Colleagues with low-ability children and those who do not speak German as their first language are always happy when their students are brought to online conferences, because they then learn to speak English quite well. Furthermore, the attitude of the children when they are taken to conferences speaks volumes, which shows how important it is for children to have a sense of achievement, and we teachers should make sure that we always make this possible.

Practical & reusable resources for the practitioners can be found here.

Partners

Colegiul Național Gheorghe Lazăr Sibiu (Romania); EB1/PE da Lombada – Ponta do Sol (Portugal); Oulun yliopisto (Finland); SU Ekzarh Antim I (Bulgaria) ; Spojená škola Tilgnerova 14 (Slovakia).

Secondary education
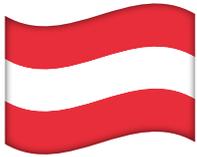
Mittelschule St. Agatha (Austria)

Building Bridges

2017-1-ES01-KA219-038716

Topic(s) addressed

Building Bridges was a project for the exchange of good practices in order to develop and implement inclusive methodologies. "Social Inclusion" and the development of "Innovative Practices in the Digital Age" were its two main priorities, with both main topics entwined into several subprojects.

Target groups

The project was open to everyone who wanted to attend. Almost everyone from our 120-strong student community was involved in this project; our small school decided to implement what we had learnt into our normal lesson plan.

Methodologies

Our activities were designed using a methodological approach that we call BITS:
- B from blended and service learning in order to open the concept and achievements of education to the social community.
- I from ITC with the creation of a web page where results and materials were published and visible to students, families, and social communities.
- T from task-based approach, because our project's activities were designed to raise awareness and curiosity about the mobility's tasks.
- S from self-centred and socio-cultural activities, because our activities were integrated into the social context.

Environments

Our organisation is rather small and this had a positive effect on both vertical and horizontal communication. The transmission of information and communication from headmaster to the teaching body is often direct and respectful, with the positive learning climate experienced by the school also partly created by non-teaching staff.

Teachers

The average age of teachers at our school is quite high, with 1 colleague having retired recently and several others approaching retirement over the next few years. The challenge to keep everyone digitally fit is not an easy one, but we have succeeded well in the recent past and a serious effort is being made to continue this process into the future.

Impact

The project allowed for reflection and changed the synergies of our schools, and was undoubtedly beneficial for the entire school community including students, classes, teachers, and, of course, families. Teachers became increasingly involved with the project, with both students and families requesting the school to continue working on Erasmus projects (leading us to apply for another new project). Since this project, our communities have come to better understand the work that we do in our schools. The relationship between the school and the local community has grown, and empathy for the schools has increased.

Practical & reusable resources for the practitioners can be found here.

Partners

Dvojezična srednja šola Lendava/Kétnyelvű Középiskola (Slovenia); Fryxellska skolan, stiftelsen fryx (Sweden); Gimnazjum nr 2 w Kartuzach (Poland); Gottfried-Wilhelm-Leibniz-Gesamtschule, Duisburg (Germany).

European Commission

Vocational educational training

**Bundeshandelsakademie
und Bundeshandelsschule Hallein (Austria)**

Entrepreneurship education your way to be responsible leader

2014-1-AT01-KA201-000923

Topic(s) addressed

The project's topics encompass entrepreneurship, ICT, Corporate Social Responsibility (CSR), cultural awareness, international communication, trade, personal development, and leadership. The project's goal was to develop differing international mini student companies within Europe's economic surroundings as a pedagogical method that supports young people to develop their own leadership skills with a focus on ICT and CSR.

Target groups

The strengthening of the 'Entrepreneurial Spirit' focused primarily on students regardless of the school they attended. However, in addition to this primary target group, it is primarily representatives of the upper secondary level (educators) who dealt with the topic of 'Entrepreneurship Education.' It was also precisely these educators who accompanied students as they qualified for their everyday entrepreneurship/professional lives, and who arouse their often (unknown) interest or entrepreneurial spirit. The tertiary target group included a wide variety of founder organisations, innovation hubs, start-up communities, and well-known companies.

Methodologies

Mini companies have been active in the European scene for a long time. Cooperating with "corporate partners" digitally and acting together was itself a new experience for young people. The project allowed them to develop their skills in intercultural cooperation – both economically and personally, and it was precisely these challenges that brought lasting success.

Environments

In addition to the clear positioning of the entire school with regard to opening to a European school community, an openness to the future topic of "Entrepreneurship Education," and an innovative spirit for new processes and tools in everyday teaching (and the critical reflection of previous and current processes), it was also indispensable that the aspects of motivation, initiative, and team spirit were combined.

Teachers

All members were actively involved in all of the programmes processes, with valuable educational experience gained in interdisciplinary and European project teaching, which is of essential importance for the future.

Impact

In addition to the respective schools, experiences and results garnered from the project have also had a direct influence on school locations and colleagues who actively integrate the principle of mini companies into their everyday teaching. Colleagues from upper secondary level from across Europe have already used mini companies in the past, but not within a European context. This pilot project enabled valuable experience and results to be gathered on how the various types of school (grammar schools and business schools) can implement this concept within a European context, and of how typical pitfalls can be avoided.

Partners

IES San Mateo (Spain); IMBERG s.c.r.i. (Italy); Kauno Saulės gimnazija (Lithuania); Thorengruppen AB Thorén Business School Gävle (Sweden).

Secondary education

Institut Sainte Marie de Jambes (Belgium)

Participons tous!

2017-1-BE01-KA101-024649

Topic(s) addressed

The topics addressed by this project were new learning and teaching methods (with staff mobilities implemented to facilitate teacher training in both); and the teaching and learning of foreign languages using digital tools.

Target groups

The project's target group consisted of 9 language teachers, and more than 450 students between the ages of 15-19 who were involved in the testing of new teaching methods through the use of tablets in the classroom.

Methodologies

Methodologies involved the innovative use of new technologies as tools, such as tablet use in language classes to increase student motivation and to position the school's teaching approaches closer to student's contemporary lifestyles, while allowing them to learn a language at their own pace. In the interest of departing from a rigid teaching framework, the role of teachers within the classroom environment was redefined to not only provide instructions, but to also accompany and support each student in their individual learning process.

Environments

The project's environment adopted a 'whole school' approach. The school administration provided a highly conducive environment that encouraged teacher participation in new projects and in their implementation of new teaching methods.

Teachers

There was a high degree of collaboration and teamwork among teachers, with consensus among language teachers that teaching methods being used were no longer relevant to students' technological realities, thus necessitating a shift forward. This broad understanding among teachers signalled a willingness to learn and their receptiveness to new teaching methods, with broad participation in the project seen among teachers from various school levels.

Impact

The project's impact on teachers included their acquisition of ICT skills with regard to learning and pedagogical processes, with new pedagogy leading to better practices that facilitated language learning, and which ultimately resulted in improvements to key competences. Impacts on students include increased motivation for students who enjoy learning a foreign language due to the incorporation of tablets and the introduction of digital elements into the classroom environment. Students' development of soft skills included increased autonomy, and a personal sense of responsibility for their respective learning experience. The project also reflects positively on the institution, as it depicted the school to be open to the use of new tools and the modernisation process, while remaining cognisant of students' wellbeing. Following the completion of this project, the school participated in another Erasmus+ project that involved teachers from other subjects including French, History, and Religion.

Partners

Atempo Betriebsgesellschaft mbH (Austria); Eekhout Academy (Belgium).

European Commission

Secondary education

GO! Atheneum Brakel (Belgium)

Koninklijk technisch Atheneum Brakel broadens its view of the future with the future classroom lab

2015-1-BE02-KA101-012197

Topic(s) addressed

The project's primary objective was to optimise the use of a Future Classroom Lab (FCL) for as many teachers and pupils as possible through the process of staff development, with its primary topics being ICT, new technologies, digital competences, and new innovative curricula, educational methods, and the development of training courses.

Target groups

The project saw the participation of a multidisciplinary team (50 persons in total) at the age of 24-52.

Methodologies

Inclusion was actioned through the school's investment in Chromebooks for students, and appropriate opportunities for their use, with both participants and the headmaster having studied the principles of self-directed learning and co-teaching. Following the school's shift from the traditional classroom environment to innovative workstations and instructional spaces, a number of its classrooms were subsequently equipped with Chromebooks, with several charging boxes made available in the teachers' room that could be booked by teachers.

Environments

Since the 2018/2019 school year, students are being taught in a new building with spacious classrooms that are equipped with laptops, beamers, Chromebooks (which assist them in self-guided learning), and whiteboards. Some of these classrooms may also be divided through the use of sliding walls, and students may also opt to work in small groups in the corridors. A small multipurpose room with tables and chairs serves as the school library, and it can also be used as a quiet workspace. Spacious co-teaching rooms for different class groups and for independent work are also available.

Teachers

Teacher shared their knowledge, experience, and informal contacts with colleagues through staff meetings and pedagogical study days, with said colleagues having suggested peer visits and visits with other schools that were moving in the same innovative direction.

Impact

The project's impact significantly influenced the way teaching is carried out at the school, with a pronounced shift having taken place from a predominantly frontal education approach to one that was increasingly blended. As a result, pedagogy, technology, and design are now cornerstones of GO! Atheneum Brakel's learning approach. The school has deliberately emphasised self-directed learning and digital education, for which substantial investments have been made in the field of ICT. During distance learning activities necessitated by the COVID-19 pandemic, the school was able to provide all underprivileged students with a Chromebook, and ensure that all students possessed the necessary ICT materials in order to follow distance-learning lessons.

Partners

BETT Show (United Kingdom); Blåbjergskolen (Denmark); Länsituulen koulu, Oulun kaupunki (Finland); Martinniemen koulu (Finland); Næsbjerg Skole (Denmark).

Early childhood education and care

Leonardo da Vinci First Private School (Bulgaria)

Speech and language pathology interactive tools for teachers at initial education

2017-1-BG01-KA201-036295

Topic(s) addressed

The means of early recognition of language pathology to increase education opportunities for children with speech and language difficulties.

Target groups

Kindergarten educators and pre-primary schoolteachers, primary school teachers, psychological consultants, speech and language therapists/logopedists, and special education teachers.

Methodologies

The methodologies used included discussions, brainstorming activities, state-of-the-art learning, research, surveys, interviews, comparative analyses, national advisory board meetings, story-boarding, interactive and inclusive designing, iterative testing. The project made the most of various methods, for example: a survey, mobile assessment app, practical exercises and various games (images with voice recordings) helped teachers and educators to immediately identify issues that needed to be addressed and corrected to enable vocabulary learning and development of articulation skills.

Environments

The project consortium designed an online speech and language therapy tool that included various tests with fun activities for children that allowed for the pre-assessment of both speech and language disorders. Interactive and multi-functional intervention materials for speech and language therapy were designed in 6 languages, with the tool being available on the Internet and downloadable from Google Play and the App Store. The project also increased awareness among the general public on speech and language disorders.

Impact

Project partners particularly appreciated the development of an online tool, tests and other material for the entire process for working on speech disorders: identifying of the problem (diagnosis), selecting of the most suitable methods, enabling the learning progress and better integration of such kids in the school communities. Kindergartens' educators and schools' teachers found themselves to be more confident and assertive when language or speech difficulties were brought to their attention. It better helped to define problems children can face and to start working on them quicker. The schools were also satisfied with the interest and recognition shown by stakeholders and a very positive impact noted by children, families, and teachers. It has been recognised that the relationship between teachers and parents regarding speech disorders is crucial for the successful catching up and further education.

Practical & reusable resources for the practitioners can be found here.

Partners

International Association for Research and Development of Vocational Education and Training (Turkey); National Association of Professionals Working with Disabled People (Bulgaria); University of Ruse Angel Kanchev (Bulgaria); PhoenixKM BVBA (Belgium); SoftQNR D.O.O. (Serbia); University Rehabilitation Institute (Slovenia); The Nottingham Trent University (United Kingdom).

Primary education

SU Ekzarh Antim I, Kazanlak (Bulgaria)

Enhancing student and teacher success through STEM

2017-1-BG01-KA219-036215

Topic(s) addressed

The use of modern technologies in teaching practices, including ICTs and professional development of the teachers who could help learners to be open minded to different culture and digital progress.

Target groups

Students at the age from 7 to 11 from Bulgaria, Finland, Austria and Portugal and students at the age from 11 to 12 from Romania. There were a total of more than 850 teachers and students who participated in the project.

Methodologies

Project activities formed international teams of students and teachers from various scientific disciplines developing 'experiment-based' stories that were then translated into the languages of participating schools, and illustrated by the students. All schools presented 39 workshops on innovative techniques for teaching of STEM. The brochure "A Few Ideas for Science Education at the Primary Level" contains instructions on how to carry out engaging lessons while using ICTs and individual approach. It has been found that the learning process occurs in a particularly conducive manner when individuals are actively involved in projects and have their roles assigned accordingly.

Environments

The important aim was to implement creative, innovative, and digitally based practices and pedagogical techniques among partner schools so as to develop creative ways to teach STEM subjects, while developing students' learning skills. Two projects were registered on the eTwinning community, one of which is "Improving the Success of Students and Teachers through STEM Training." Moreover, seminars were organised at the regional, national, and European levels in the interest of sharing project results with an increased number of students and teachers external to the project. Partner teams of students and teachers participated in the international conferences "Interpedagogica Graz" and "E-Learning Congress," and also presented the LEGOWeDo workshop.

Impact

Lessons, practices, experience learned and achived led to significant improvement in participating schools' educational setting. It significantly reinforced both teachers' and students' skills in English, ICTs and various scientific domains. Moreover, motivation and satisfaction significantly increased towards daily challenges due to the visible improvements in educational outcomes for teachers and students. The integration of the media environment within the learning process was another new skill that had been acquired, in addition to creativity, critical thinking and problem solving. Teachers also developed skills to successfully delegate responsibilities to students by teaching them how to undertake various experiments.

Practical & reusable resources for the practitioners can be found here.

Partners

Colegiul Național Gheorghe Lazăr Sibiu (Romania); Spojená škola Tilgnerova 14 (Slovakia); EB1/PE da Lombada – Ponta do Sol (Portugal); Oulun yliopisto (Finland); Primary School Oberwart (Austria).

Secondary education

Joan Ekzarh Specialized Language School (Bulgaria)

To be a 21ˢᵗ century teacher

2019-1-BG01-KA101-061893
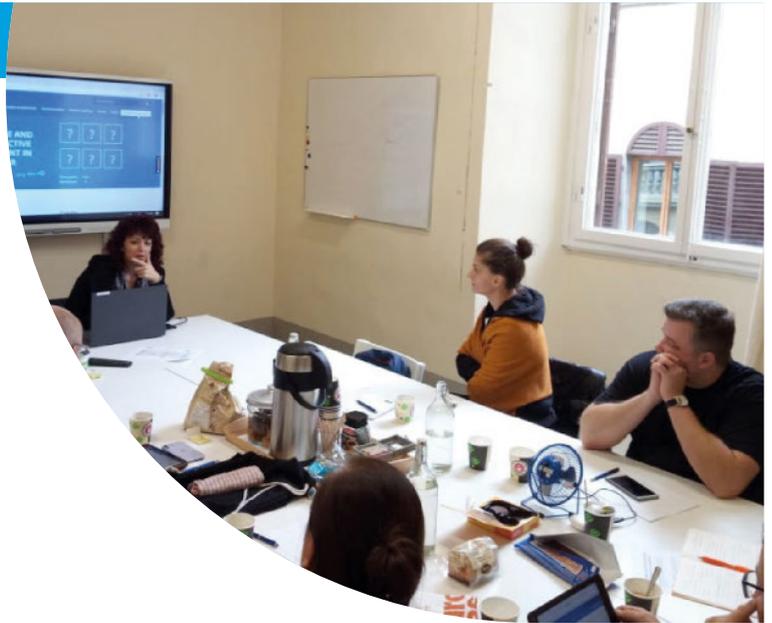
Topic(s) addressed

A group of motivated teachers attended structured training courses at leading European educational organisations in two thematic fields: informational and communicative technologies, and new and innovative educational methods which improved digital, linguistic, competences and empowered teachers to build innovative school culture.

Target groups

Six well-experienced, successful and dedicated educational staff were selected: three English teachers, one school principal, one history in English teacher and one ICT tutor.

Methodologies

The Specialised Language School method created relevant conditions for the educational processes using the competence approach. The main priority within this process was to enable students to use their cognitive, emotional, and creative abilities to solve problems, create, increase their self-confident, and learn from their mistakes. Teachers were also working with the principles of project-based education, teamwork, and experience-based learning next to the self-esteem and peer assessment approaches used in the evaluation process. Motivational and attractive materials were created by the school's teachers using audio-visual and digital WEB 2.0 tools, with lessons organised through the use of an inverted classroom.

Environments

Over the past 10 years, the school's team had focused on the development of information infrastructure such as the provision of new hardware, introduction of technologies in teaching and administrative work, and the transferral of relevant infrastructure onto the cloud platform. When the distance learning started, the platform was not new to students, teachers, the school's administration and parents. Undoubtedly, distance learning and the pandemic provided an impulse towards the fast adaptation thanks to ideas' sharing, and existing material and resources. The school was awarded the 'e-safety' label from the European Schoolnet Academy and was thumbed as a role model example of distance learning by Vratsa's Regional Department of Education.

Teachers

Teachers felt not only recognised but also further reinforced the knowledge and skills. This allowed them to develop material how to be creative teachers and carry out engaging lessons. Teachers shared the knowledge with their peers in the Vratsa district. A website-library with resources and lessons were uploaded into the national teachers' e-library platform: E-Learn).

Impact

The project's activities were of great benefit to the local community, and have had a major influence on teaching methods, as well as on students' and parents' understanding and attitudes towards distance learning. The school community has been benefitting from innovative teaching methods and passionate teachers who help students to adapt to the constantly changing world.

Practical & reusable resources for the practitioners can be found here.

Partner

EUROPASS SRL (Italy); Hrvatska Udruga pripovjedača "Pričalica" (Croatia).

Vocational educational training

Vocational School of Electrical Engineering and Electronics "Konstantin Fotinov" (Bulgaria)

Come with us in roboclass

2018-1-BG01-KA102-047020
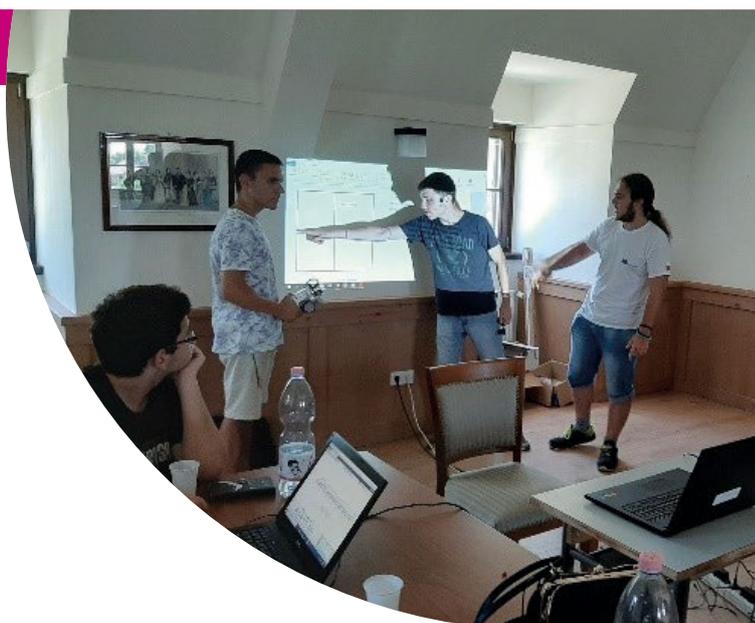
Topic(s) addressed

The acquisition of knowledge and programming skills on EV3 LEGO robots, leading to the consolidation and development of knowledge in fundamental vocational subjects.

Target groups

The project's target group consisted of 20 high school students studying "Application Programming" and "Programming." There were two vocational teachers actively involved in the project.

Methodologies

The project applied robotics, programming, the Internet of Things, teaching practice, and extracurricular forms of learning. Robotics is one of the most relevant and fascinating ways through which students can gain practical and theoretical knowledge in the technical sciences such as physics, mathematics, information technology, and programming; with robot construction and programming classes being entertaining and interesting for students as they gain knowledge across these different scientific fields. Through LEGO V3, robots were quickly built and various designs tested, with many of the project's students having taken their first steps into the world of programming through the use of software that was specifically designed to their needs. Robotics education introduced the project's students to basic concepts in engineering and physics but empowered them to create and to learn for themselves.

Environments

A new subject – LEGO Robotics – was defined and introduced into Extended Vocational Education classes during the 2019/2020 school year. Since then the innovative teaching and learning approaches have been successfully implemented, and, under the "Innovation in Action" project platform, been used to foster cooperation with vocational schools.

Teachers

Teachers significantly improved professional qualifications and established a robotics interest club as an extracurricular activity, which resulted in the formation of the school's robotics team. The school's robotics team participated in various competitions, they have gone on to win prizes in each and every competition that they participated in.

Impact

Following the project, the high school's teachers prepared a proposal for the development of an innovative robotics classroom, which was approved by the Ministry of Education and the Science Innovative Schools Programme. Innovative techniques, as well as methods in learning and teaching were also introduced for subjects in vocational education, information, and communication technologies. Teachers learnt how to easily create interesting and accessible tasks for students, construct different robots through EV3 programming, utilise different sensors, and record large amounts of data. Furthermore, teachers learnt how to increase students' motivation and commitment in the challenging assignments.

Partners

Kállósemjéni Diákokért és Ifjakért Egyesület (Hungary).

Early childhood education and care

Cyprus Ministry of Education and Culture

CLIL in pre-primary education: building a network of good CLIL practice

2016-1-CY01-KA101-017274

Topic(s) addressed

The project's aim was to implement an innovative approach for teaching and learning in pre-primary education; specifically, the focus was on the development of necessary competences.

Target groups

Project participants consisted of staff from the organisation's consortium (9 pre-primary schools and the CLIL Coordinating Centre), and also included the project's education officers and school advisors. In total 15 core participants (9 pre-primary teachers, 4 school advisors, and 2 education officers) and a group of 42 teachers and 45 education officers from various participating institutions.

Methodologies

The project focused on the implementation of CLIL as a teaching and learning approach in pre-primary education, and although CLIL was already being implemented in schools, it was still an innovative approach that had yet to be widely implemented. The project's innovative advantage was its application of CLIL in public pre-primary education, which, at the time, was groundbreaking not only for Cyprus, but also considered innovative within the wider global education landscape.

Environments

Within this project, schools functioned largely as enablers of innovation, and although the implementation of CLIL enjoyed support from education authorities, it was not being widely practiced in schools. Innovation does not occur through a top-down process, and this is especially evident with innovative processes such as those found in CLIL, which seeks to shift conventional teaching practices among teachers.

Teachers

An agent of change supports, enables, and champions change – this was the view held by teachers who participated in this project. The project itself, which viewed teachers as agents of change and innovation, aimed to bring about innovation through the participation of teachers. To this effect, the roles of teachers were manifold, including that of competence-builders, where they were trained to develop their skills and gain competences.

Impact

The project's impact was most evident on the pupils and staff or participating schools, as well as among parents and the coordinating organisation's (Ministry of Education and Culture, CLIL Centre) staff and policies. Specifically, individual teachers developed their competences and acquired new skills in teaching in a foreign language. Participating schools developed the capacity to implement an innovative approach (CLIL), while also having improved education opportunities being offered to their students, leading to improvements in their institutional profiles as schools that are innovative and modern.

Partners

Nipiagogeio Psimolofou; Nipiagogeio Lakatameias 1; Nipiagogeio Klirou; Nipiagogeio Athienou; Nipiagogeio Liopetriou; Nipiagogeio Deryneias 2; Nipiagogeio Pafou 1; Nipiagogeio Chryseleousas; Nipiagogeio Lemesou 7 Apostolou Antrea (Cyprus).

European
Commission

Primary education

European University of Cyprus

The living book augmenting reading for life

2016-1-CY01-KA201-017315

Topic(s) addressed

Teachers from participating schools were expected to be inventive, and use easily-accessible applications in order to design lesson plans that incorporate the use of augmented reality, and which transform literature classes into creative, technologically-enhanced learning groups that ultimately motivate students' reading habits and promote their interest in literature.

Target groups

One of the project's target groups was Makedonitissa 3 Primary School – Stylianou Lena, from which approximately 180 students between the ages of 9-12 and 15 teachers.

Methodologies

According to the guidelines set out by the 'Living Book' (was designed in order to address underachievement in reading skills amongst the students between the age of 9-15), approach, enhanced reading is based on the reader's independent research, selection, production, and remix of content, which enhances their reading experience through an exploration of references and possibilities presented by the text, and which connects the text to the reader's world of experiences and interests. Based on these guidelines, interdisciplinary lesson plans were developed by the school, with teachers having collaborated on the promotion of enhanced or augmented reading for all students (including those from disadvantaged socio-economic backgrounds, with disabilities [SEN], or other educational needs) with reading tools and methods.

Environments

Teachers had to be, first and foremost, trained in the 'Living Book' method. To this end, the European University of Cyprus (the project coordinator) employed a blended learning approach in its teaching of the method's essential modules to teachers.

Teachers

Substantial advantages resulted from teacher cooperation and their exchange of information (either on site or remotely) on the Living Book method. Furthermore, its use of innovative teaching approaches and the inclusion of new technologies into the classroom setting enriched teachers' creativity and flexibility in their provision of unique lessons that engage student learning and which maximise learning outcomes.

Impact

Teachers and students who were involved with the project managed to enrich their digital skills and learn new ways of using technology; teachers acquired valuable knowledge and skills in the design of innovative lesson plans, while students were exposed to fun and interesting outcomes based on individual learning processes. Lastly, teachers used 'scaffolding' strategies to progressively improve student autonomy across reading-related activities.

Practical & reusable resources for the practitioners can be found here.

Partners

Agrupamento de escolas du Vila Nova de Paiva (Portugal); Comune di Vicenza (Italy); Dimotiko Scholeio Makedonitissas 3– Stylianou Lena (Cyprus); Forum del Libro (Italy); GRYD LTD (United Kingdom); Şcoala Gimnazială "Constantin Parfene" (Romania); Tartu Kivilinna Kool (Estonia); Universidade da Beira Interior (Portugal).

Secondary education

Perifereiako Gymnasio Xylofagou (Cyprus)

Passengers on the same bus! No place for discrimination, segregation, and inequality

2018-1-CY01-KA229-046925

Topic(s) addressed

The project's aim was to enable students and teachers to gain knowledge, awareness, and experience on issues of discrimination and diversity, and to transform negative perceptions of diversity into positive narratives through the use of innovative practices, so participants view diversity as a powerful tool that could be used to unite the school community.

Target groups

There were 387 participants – 75 teachers from the four partner schools' various faculties, 220 students between the ages of 12-16 (including a significant number of students from disadvantaged backgrounds), 12 school assistants, and 88 parents.

Methodologies

The project applied multidisciplinary and cross-disciplinary approaches for instance, the issue of diversity was analysed by focusing on various disciplines such as human rights, bullying, the rights of refugees and asylum seekers to inclusion, and the inclusion of students with fewer opportunities. All of the project's activities were designed and implemented not only to produce knowledge, but also to boost skills, and to form (or even change) attitudes with regard to diversity, inequality, segregation, and other relevant considerations.

Environments

It was noted during the project's design that there was a pressing need for change as regards the diversity in all partner schools. A key consideration in the project's successful implementation was the use of innovative techniques to create the change within the school environment and attitudes towards social inclusion.

Teachers

Teacher involvement was critical in achieving the project's innovative teaching and learning processes. Teachers were also highly skilled in the use of technology, and were very experienced on issues such as diversity, discrimination, and segregation. The development of "A Campaign for the Issues of Migrants and Refugees," where broad cooperation between participants and art, music, and sociology teachers resulted in excellent project outcomes.

Impact

The implementation of teaching and learning processes over the course of the project resulted in significant impacts to school community and beyond. Additionally, knowledge, skills, and competences were robustly developed among teachers due to the constant sharing of experiences and strategies between them. The project created the excellent opportunities to long-term relationships and cooperation and increased awareness of the need to include refugees and migrants in school communities and beyond.

Practical & reusable resources for the practitioners can be found here.

Partners

Gymnázium, České Budějovice, Jírovcova 8 (Czech Republic); Kainuun Ammattiopisto (Finland); Scuola Secondaria di 1° Grado T. Fiore (Italy).

European Commission

Vocational educational training

Techniki kai epangelmatiki scholi
ekpaidefsis kai katartisis Larnakas (Cyprus)

Increasing students employability and enhancing educators' teaching methods

2017-1-CY01-KA102-026590

Topic(s) addressed

The project addressed four strategic pillars – promotion of staff competence in ICT teaching and training with new teaching methods and web-based platforms that can be integrated into the classroom; – promotion **of inclusion**, so teachers could develop skills to better understand and adapt to the realities of disadvantaged learners such as migrants, refugees, asylum seekers, and learners from lower socio-economic backgrounds.

Target groups

Students between the ages of 17-18 and teachers who were selected based on their personal drive to provide new impetus – with the introduction of new technologies, and application of new knowledge in collaborative manner.

Methodologies

Teachers were familiarised with the use, function of the Moodle platform, and were motivated to use cutting-edge technology. ICT was primarily used to enhance teaching and learning processes by supporting access to new knowledge on open educational resources (OER) in training and education.

Environments

Following the introduction of various ICT tools, teachers were able to incorporate them easily to promote, modernise, and enrich their teaching methodology, while consistently capturing student interest. Students enjoyed a thriving learning environment with such tools, as they were able to collaboratively source new ideas and insights on a particular topic.

Teachers

As e-learning methods are suited to all students regardless of their level of preparation or pre-existing knowledge base, teachers were not only able to make their lessons more interesting, but also more student-centred. Once teachers were comfortable in the use of such tools, they could independently select and apply the tools that best suited their students' learning rhythm and style. Teachers, by taking on the role of mentors, were able to introduce distance learning in an innovative manner by applying both digital and blended-learning methods.

Impact

The project's impact on the school community was predominantly on the modernisation of teaching methods and the provision of innovative education that extends beyond traditional standards. With regard to its impacts on students, the project enhanced their communication and cooperation abilities with advanced multimedia tools. The school's experience with this project has crystallised awareness of the importance of modern teaching and learning processes that fit contemporary digital life – particularly against the backdrop within the COVID-19 times.

Partners

EUROMIND PROJECTS SL (Spain); Istituto per la Formazione, l'Occupazione e la Mobilità (Italy); ITC International TEFL Certificate s.r.o. (Czech Republic); MAD for Europe (Spain); New College Lanarkshire (United Kingdom).

Early childhood education and care

Nakladatelství Dr. Josef Raabe s.r.o. (Czech Republic)

WE Learn and COMmunicate Ensemble (WELCOME)

2016-1-CZ01-KA201-024036

Topic(s) addressed

The project's main goal was to help children with different educational needs integrate into the kindergarten environment, with tools created towards improving theoretical considerations and increasing the competencies of teachers working in heterogeneous classrooms.

Target groups

The project's primary target groups consisted of kindergarten pupils between the age of 3-6, and kindergarten teachers.

Methodologies

The project's methodologies were separated into three considerations, the first of which was the innovativeness of individual outputs. This encompassed the project's methodology in working with children with SEN, with the project's publication depicting the then current body of knowledge in the field of education and support for children with SEN that were based on prevailing legislations and concepts on joint education.

Environments

A number of kindergarten teachers and education experts were invited to test the project's methodology and application (including the WELCOME workshops and the project management manual). A large number of teachers were introduced to the application, and the ways in which it published activities aimed at readers and teachers.

Teachers

Teachers were able to obtain a broader perspective of preschool education due to the project's comparison of ECEC across 3 different countries, and they also cooperated with several other kindergartens in the testing of the project's outputs. In addition to such inter-kindergarten activities, teachers also established broad international cooperation among all of the project's partner institutions.

Impact

Teachers developed professionally and personally and strengthened knowledge and competences to work with various group of children. Teachers reinforced their skills in the field of inclusive education (in line with contemporary developments in the field and diversify educational offers to achieve individualisation in children' education. Furthermore, teachers benefited from improvements to their work in the implementation of pedagogical diagnostics, thus facilitating their work on a given child's portfolio. Children on the other hand benefitted from proper integration into regular preschool classes, and tailored learning approached adapted to their needs.

Practical & reusable resources for the practitioners can be found here.

Partners

M7 s.r.o. (Slovakia); ODZ 72 Prikazka bez krai (Czech Republic); Sdruzhenie "Institut za psihichno zdrave i razvitie" (Bulgaria); Univerzita Karlova Praha (Czech Republic); Výskumný ústav detskej psychológie a patopsychológie (Slovakia); Základní škola Mikoláše Alše a Mateřská škola Mirotice, okres Písek (Czech Republic); Základná škola s materskou školou Zubrohlava (Slovakia).

European Commission

Primary education

Základní škola a mateřská škola Sněžné, příspěvková organizace (Czech Republic)

Let's support and develop reading literacy in english through regular work with english books at primary school level

2018-1-CZ01-KA101-047284
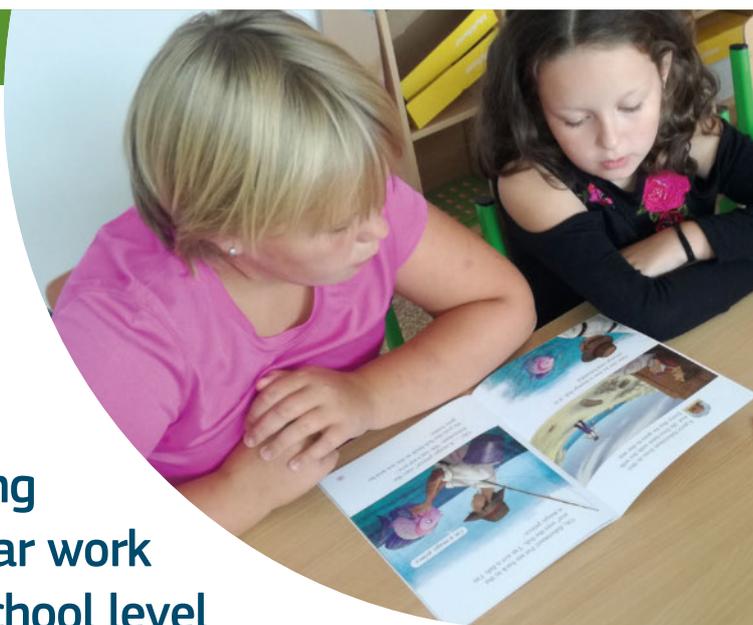
Topic(s) addressed

The promotion and development of student reading literacy through the use of new, interesting, and entertaining approaches and methods to assist primary school students in improvement in their reading literacy skills in the English language.

Target groups

Teachers, and approximately 75 primary students and 20 members of English drama club.

Methodologies

The project's primary focus was to foster reading literacy among students, with an added emphasis on the promotion of foreign languages. A number of versatile education approaches were engaged. Teachers introduced book-based lessons drawn from English fairy tales into the classroom environment. In addition to taking students to the theatre to see English plays, teachers also guided students on the setting up and use of an English-language school library, with several visits also made to local libraries where students had the opportunity to speak with librarians.

Environments

The project aimed to engage every facet of school life, beginning with the education of language teachers on the mobilities, the involvement of other teachers, the setting up of the English Drama Club, the participation of primary school students, as well as the anticipated involvement of secondary school students in the future.

Teachers

Teachers developed competences in language teaching to assist students in the study of foreign languages. Worksheets that had been developed became an integral component of school's teaching methods, and were published for the public. The school had also developed a book that could be used during 'first readings' (aimed at pupils who are just beginning to read), which encourages children to self-reflect on their reading skills, and prepare short evaluations of the texts they read.

Impact

The students of the first grades level were very motivated to visit theatres and participate in playful activities with books, worksheets, and reading materials. Older students were involved in a number of activities including outdoor visits and a performance in an actual theatre play, reading of simplified English books, and the preparation of worksheets, joint projects, presentations, and several other activities. Furthermore, the establishment of the EDC enabled students to rehearse simple English fairy tales, play games, prepare worksheets, and create simple sceneries as backdrop settings for plays on fairy tales. The EDC managed to increase students' interest in English theatre, with a growth in interest in the reading of books, which led to a positive increase in their self-confidence.

Partners

The English Language Centre (United Kingdom).

Secondary education

Gymnázium Jana Blahoslava a Střední pedagogická škola, Přerov, Denisova 3 (Czech Republic)

Together

2016-1-CZ01-KA219-023855

Topic(s) addressed

The project supported students of Roma background and/or other minorities and students with disabilities/special needs. The project focused also on the inclusion of students with various issues and the integration of refugees into the school environment.

Target groups

Approximately 200 students between the age of 11-19, of Bangladeshi, Roma, Somali, and students with disabilities and learning difficulties from disadvantaged backgrounds. The target audience also consisted of children from local kindergartens, teachers from participating schools, host families, and members of local communities.

Methodologies

Participating schools had to find ways to cope with mixed-ability teams and mixed-ability classes, with worksheets provided to students with learning difficulties to allow teachers to assist said students in improving their school performance, and to enable students to experience the feeling of success – an important element for their future wellbeing.

Environments

All of the project's activities were quite practical, and encompassed various aspects of everyday life such as sports, music, science, languages, literature, and art. Students and teachers both spent a substantial amount of time outside of the school environment in order to fulfil the tasks assigned to them, such as to shoot videos at stations, or learn about the history of Jewish migration to London. Students participated in a number of activities organised by an organisation that assisted asylum seekers integrate into society.

Teachers

Teachers from various fields checked on students' knowledge base and motivation levels in relation to the project's topic and activities. Teachers were given many opportunities to compare their respective teaching approaches and curricula towards teaching students with learning difficulties and those who are highly talented, as well as other considerations such as school safety practices and e-safety. Teachers also discussed the support provided by their respective governments for teachers and schools of each participating country.

Impact

Participants were better able to accept various differences (ethnic, religious, physical, mental) and become individuals who were more tolerant, cooperative, and supportive. The project fostered team spirit and gave the opportunity to feel a sense of belonging to the communities they are located in. Various activities helped participants understand the importance of empathy, teamwork and acceptance to other cultures. Participants developed lifelong IT and social skills. Students, teachers, and parents were better able to develop a common European identity.

Practical & reusable resources for the practitioners can be found here.

Partners

Istituto Comprensivo "Melanzio-Parini" (Italy); Sir John Cass and Red Coat Church of England School (United Kingdom).

European Commission

Vocational educational training

Střední škola zahradnická a zemědělská Antonína Emanuela Komerse, Děčín - Libverda (Czech Republic)

Searching and balancing contrasts between nature protection and intensive agriculture in different european countries

2017-1-CZ01-KA202-035515

Topic(s) addressed

The project aimed to identify contrasts and balances among various European countries with regard to nature conservation and intensive agricultural production. Students, together with experts from national parks and farms, worked together to produce learning materials and virtual activities as regards agriculture, forestry and fisheries, the environment and climate change, and the teaching and learning of foreign languages.

Target groups

The project's target groups consisted of approximately 90 upper-secondary students and 15 teachers from agricultural study programmes.

Methodologies

The project allowed student participants to view the matter of nature protection from two different perspectives – the first being that of national parks and conservation areas, and the second those of intensive agricultural producers, with both student and teachers having attempted to identify synergies and a sense of balance between the two contrasting perspectives. Learners drew on knowledge that had been acquired during formal lessons, with the project's activities combining both non-formal and informal ways of learning.

Environments

Project participants were learners from various agricultural fields of study, teachers of related subjects, and experts from collaborating companies, national parks, and farms. All learners benefited from the project's results through the sharing of experiences with other project participants. Learners improved their digital skills through the creation of materials that were incorporated into lesson plans.

Teachers

Teachers played a crucial role, and devoted much of their efforts to the planning and implementation of the project's activities. They had to work as a team at their school, and to cooperate with teachers from partner schools, and work with experts from partner institutions. Teachers also had to approach their respective field of expertise and the project's subject matter using a fresh perspective, which proved to be a challenging (albeit enjoyable) experience.

Impact

The project produced an abundance of benefits for both students and teachers, with learners having acquired new knowledge in their field of study, new information on national parks and agricultural companies within their regions, and learning about the ways in which environmental protection and agriculture is carried out in other countries. Teachers on the other hand had the opportunity to collaborate with local companies, national parks, and farmers. Materials and information that had been created and gathered have further enriched the curricula.

Practical & reusable resources for the practitioners can be found here.

Partners

Federación de Escuelas Familiares Agrarias de Andalucía Penibética (Spain); Roskilde Technical College (Denmark).

Early childhood education and care

Schreibmotorik Institut e.V. (Germany)

HandWritingTutorials Practical modules for promoting writing skills

2018-1-DE03-KA201-047482

Topic(s) addressed

The HandWritingTutorials project is committed to expanding the competence of teachers in kindergartens and schools, and providing them with the tools to prevent reading and writing deficits in children. With scientific evidence showing that the prerequisites for learning how to write are set at kindergarten age, the nominated project targeted both kindergarten and primary school population, as well as reinforced the cooperation between the two.

Target groups

The main target groups in the HandWritingTutorials project were kindergarten and primary schools educators from Germany, Italy, and Austria, as well as, decision-makers in the European education sector. The indirect target group were kindergarten/primary school pupils and their parents.

Methodologies

All teaching and learning materials for teachers in kindergartens and primary schools were developed and implemented together with an ensemble of European experts from practices, school administrations and researchers. A multidisciplinary point of view was used for the preparation and implementation of all materials: insights concerning motor skills, neuroscientific-, linguistic-, and occupational-research were combined into the end product.

Environments

Childhood experiences have changed significantly over the past few decades. Children now need increasing support with the development of their written motor skills, as they spend less and less time involved with physical play or games. This ne-

cessitates increased cooperation between kindergartens and schools, as well as a stronger European teamwork. The teachers' handouts developed in this project along with the HandWritingTutorials were modular, and built using a uniform structure suitable for both kindergarten and primary school staff.

Teachers

Teachers from German, Austrian, and Italian kindergartens and primary schools were actively involved in the project, and participated in the project's empirical assessments and the distribution of its results. In order to tailor the generated teaching and learning materials to existing needs, interviews with 56 early childhood education and care experts as well as an online survey of 292 primary school teachers were carried out at the beginning of the project.

Impact

The aim of the HS-tutorials project was to put a spotlight on the learning of writing processes at the European level. Teachers and decision-makers in the education sector were sensitised to the importance of good handwriting skills in connection to the general chances of educational success and written language acquisition. The success of the project's European, national, and regional activities was measured by the exceptionally-high number of people reached.

Practical & reusable resources for the practitioners can be found here.

Partners

IDEUM e.U (Austria); Provincia Autonoma di Bolzano (Italy); Regierung von Mittelfranken (Germany).

Primary education

Gutenberg- Schule Dierdorf (Germany)

Let me show you my city – Creating digital city guides with children

2018-1-DE03-KA229-047298

Topic(s) addressed

This project aimed at creating an awareness of common values of a united Europe among our pupils. At their young age (6-10 years) pupils have already taken their first steps towards the acquisition of intercultural competences. Furthermore, they were able to present their living environments, lifestyles, and languages through eTwinning TwinSpace to the children of the Polish partner school while comparing their surroundings with their own.

Target groups

The "Gutenberg-Schule Dierdorf" primary school is attended by about 270 children (age 6 to 10 years); a multicultural school community with a high proportion of children from resettlement families, there are also a number of Polish, Turkish, and Syrian children at the school. The Polish Henryk Jordan School is attended by pupils from the first to the ninth grade and also integrates children with special needs. Pupils from the lower grades implemented the project activities, with both schools located in rural areas.

Methodologies

Pupils were actively involved in shaping the project from the very beginning, with ideas collected on what could be presented regarding one's own city to the children of the partner school. Also, interdisciplinary project-oriented work was carried out and the children were supported with a holistic approach. The challenge of having to overcome linguistic and spatial barriers caused some initial difficulties, but it also released a variety of creative processes.

Environments

Dierdorf and Krotoszyn are both municipal partner cities, and the school's partnerships revitalised both cities'

partnership and provided new impetus. To support this potential, we disseminated all project results as broadly as possible. The parents were involved through family exchanges and have maintained close contacts with their partner families ever since.

Teachers

As part of the project, teachers expanded their intercultural knowledge and multimedia skills. New devices and apps were purchased, with methods tried out, exchanged, and further developed by colleagues during the project's peer learning process (e.g. working with BookCreator, creating and editing short video clips, etc.).

Impact

A wide range of child-friendly ideas was developed on how to interact and learn effectively despite spatial, time, and linguistic challenges, which are now being used and expanded beyond the project in everyday teaching. The children have looked at their city from the eyes of their partner children, and have also tried to draw themselves closer to it through various media channels. Children learnt how to conquer new spaces in the broadest sense (linguistically, spatially, via media, etc.), how to overcome difficulties, and how to bravely accept challenges. The increase in learning content and social-emotional awareness, will benefit children during the pandemic, and more importantly, throughout their lives.

Partners

Zespół Szkół Nr 1 Z Oddziałami Integracyjnymi im, H. Jordana.

European Commission

Secondary education

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Helmholtz-Gymnasium Bonn (Germany)

Facing the challenges of an internationalised world of work in the 21st century

2018-1-DE03-KA101-046811
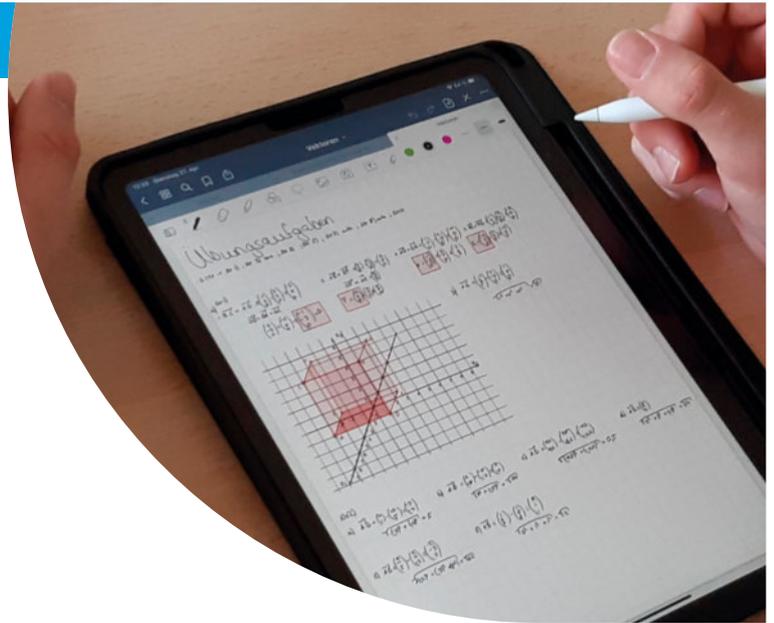
Topic(s) addressed

In 2018, we at Helmholtz Gymnasium identified a great demand for advanced training in the area of ICT-competences, in the inclusion of the European intercultural perspective into our teaching, and in careers counselling/entrepreneurship education, all of which play an important role in the international job market that our students will need to compete in.

Target groups

Project participants were all German women between the ages of 33 to 55, who taught a great variety of subjects (using 5 different languages) such as Drama, Religion, Mathematics, the Natural Sciences, Social Studies, Political Science, and Geography.

Methodologies

Participating teachers gained deeper knowledge about a great variety of online teaching resources and proceeded to introduce them into their own and their colleagues' classrooms. The use of online platforms and applications allowed for far more student cooperation in the creation of meaningful content, in both distance and blended learning.

Environments

Although this was not foreseen when the project was carried out, the results of the individual mobilities and their dissemination across numerous of our school's departments have certainly had an enormous impact on the further enhancement of the school's digital learning environment (as needed to meet

the distance learning requirements that arose due to the COVID-19 pandemic since March 2020). The school's digital infrastructure has since essentially improved.

Teachers

At Helmholtz-Gymnasium, teachers who participated in the project were strongly involved in the dissemination process of innovative teaching and learning approaches with regard to the use of digital tools. To enable the participation of the entire school community, video tutorials created by project teachers were published on the school website to provide information on the use of educational applications.

Impact

Over the course of the project, the school acquired a number of interactive whiteboards and displays, resulting in almost half of the classrooms now in possession of one. Project members profited directly from their newly gained or deepened knowledge on how to integrate online resources into their classroom, and to also spread this knowledge to their peers through in-subject workshops. Since then, the acceptance and use of the interactive whiteboard have highly proliferated, especially in foreign language classes. In the latter, an ever-growing number of Internet tools are now in use in all classrooms, which clearly enhanced the possibilities and quality of language teaching at our school. Moreover, colleagues tend to turn much more naturally to Internet resources and are now able to create highly up-to-date teaching material on their own, which they are also equipped to share through the platforms. To further facilitate distance and hybrid learning during the recent pandemic, all teachers were recently equipped with personal tablets.

European Commission

Vocational educational training

Staatliche Wirtschaftsschule Dinkelsbühl (Germany)

Fun and curriculum oriented exercises for information technology

2017-1-DE03-KA219-035459

Topic(s) addressed

The main topics addressed by the project were ICT – new technologies – digital competences; key competences (including mathematics and literacy) – basic skills; and, the teaching and learning of foreign languages. The results of the PISA-studies over the years and our personal daily experience showed that our students' literacy and skills in basic competences such as writing or calculating were decreasing dramatically.

Target groups

All students involved were secondary schools students, with participating schools based in Spain, Greece, Poland, and Germany. The age of most participants was between 15 and 16, with several Greek students being a little older (17).

Methodologies

During the project's lessons (across different schools), students worked on the quiz's questions in groups, with each group responsible for a set of questions according to their designated topics. The questions were created, following which, answers had to be found; all produced material then had to be translated into English. Pupils had to work in groups during BSK-lessons in Dinkelsbühl, and solve problem-based real learning situations such as *"You are responsible for the quiz-day event at your school. Organize a suitable venue and order suitable and adequate equipment and beverages and food."*

Environments

Our school's teaching environment is always open to new ideas, with our school staff willing to include modern devices, new gadgets, and digital media into their daily lessons. Our school

management team worked hard to set-up new high-speed cables and offer Wi-Fi at our school so we could use digital tools permanently – especially with regard to the use of digital whiteboards and gadgets like our app that enable our teachers to teach while using modern technologies.

Teachers

The teachers who participated in the project had the role of supervisors, tutors, and lecturers, with each country designating one group leader and coordinator who was responsible for the contribution of each nation. Each colleague had skills and experience in different fields.

Impact

Students learnt how to use their prior knowledge to facilitate new learning (cognitive competence); self-regulated their learning pace and found new learning strategies (meta-cognitive competence); used Information and Communication Technologies to create digital materials (digital competence); successfully engaged in collaborative work; developed a team-working spirit and made responsible decisions (social/civic competence); expressed themselves in their mother tongue and communicated in a foreign language (language competence); and, respected and appreciated cultural diversity (intercultural competence).

Practical & reusable resources for the practitioners can be found here.

Partners

1o Epaggelmatiko Lykeio Lechainon (Greece); Frits Philips, lyceum-mavo (The Netherlands); IES Colonial (Spain); Zespół Szkół Ogólnokształcących im. A. Mickiewicza (Poland).

Primary education

Professionshojskolen University College Nordjylland (Denmark)

Digital learning across boundaries

2016-1-DK01-KA201-022332

Topic(s) addressed

The project 'Digital Learning Across Boundaries' (DLAB) developed Digital Leader programme for teachers and institutions to align European educational practices with the ways that digital technology is changing the approach to teaching and learning.

Target groups

Lecturers in Higher Education Initial Teacher Training programmes, trainee primary education teachers, in-service primary teachers, and primary-aged students from across 4 European countries.

Methodologies

Each of the project's programme year began with a 5-day training event (in the form of a Digital Playdate) that facilitated the development of the project's annual theme and sub-themes. Cross-national subgroups decided on a methodology and lesson plans based on their selected subtheme, after which they were given a 2-month period to develop and test their ideas, followed by the sharing of their results on the eTwinning platform after a further 2-month period. At the end of this process, all groups reconvened for a 5-day period during which they refined their methodologies and ideas in preparation for a MOOC, and the launch of the eTwinning project kits.

Environments

The project engaged the blended learning approach, where multiple partners worked simultaneously across various countries and schools, with interdependency among groups from these countries cemented via virtual communication. Various didactic themes such as STEM and sustainability were addressed using digital tools and creative solutions.

Teachers

The MOOCs, which are interactive by design, have seen the involvement of all project participants (lecturers, teachers, and student teachers). Participants effectively shared their personal views, feedback and knowledge. The cooperation and interaction allowed for the innovative solutions with the personal touch.

Impact

Three themes on 'learning across boundaries' were developed by the project's coordinators over its 3-year duration. The first was Technology Outdoors, which aimed to bridge formal and informal learning by extending the learning process beyond traditional classroom spaces, and to support learners from disadvantaged backgrounds through collaborative outdoor learning experiences as they manage transitions. The second was Stem to SteAm, which incorporated the Arts into the integrated study of Science, Technology, Engineering, and Maths in the interest of creating inter-disciplinary challenge-based online learning resources.

Partners

GO! middenschool Brugge-centrum (Belgium), Hogeschool West-Vlaanderen Howest (Belgium), Hogskolen I Ostfold (Norway), Klarup Skole (Denmark), Northampton International Academy (United Kingdom), Råde kommune (Norway), Seminarieskolen (Denmark), Skoletjenesten på Sjælland (Denmark), Standens Barn Primary School (United Kingdom), The University of Northampton Higher Education Corporation (United Kingdom).

European Commission

Vocational educational training

SOSU Østjylland (Denmark)

Technology for helping older people remaining active and fully integrated into society

2016-1-DK01-KA202-022334

Topic(s) addressed

The project's primary objective was to develop a blended learning training programme that facilitated a more active lifestyle among the elderly through the use of technology. To enable the elderly to live a more autonomous life using available opportunities made by technology – for example to order food and other goods online, access government services (which are becoming increasingly digitised), home banking, etc.

Target groups

The project's target groups consisted of VET teachers, the elderly, and, trainers and other personnel who were about to be trained for work with the elderly.

Methodologies

National level cooperation among individuals from working life and education was applied. One of the project's methodological keystones was close cooperation with the target group (which included end-users and a number of external stakeholders), and their participation in the development of the training programme, both of which were important to the partnership in ensuring the programme's relevance and future applicability.

Environments

To ensure the programme's relevance, end-users were involved in the endeavour as co-developers, with the programme itself having been based on a research activity that was carried out at the beginning of the project period on existing training programmes. Moreover, interviews and focus groups had been carried out with target group representatives and external stakeholders from across all participating countries.

Teachers

The teachers and trainers of SOSU Østjylland were scholastically accomplished and competent in their first line of work. The school staff benefited from the cooperation with the Aarhus Kommune and NGOs active in training and volunteering activities. Care workers were involved with the design of the curriculum so they may also be coached on new approaches and required skills for teaching of new technologies to the elderly.

Impact

The project's main achievement was a training programme for the elderly, which may be used by teachers and trainee teachers in care education, volunteers and their organisations, as well as by end-users, peer-to-peer users, and/or individual users. Topics and practices that had been shared went far beyond those of IT and the elderly. Two largest and most influential senior citizen NGOs, Ældresagen and Danske Seniorer, provided instrumental feedback during the development of training materials, and shared their knowledge.

Practical & reusable resources for the practitioners can be found here.

Partners

Aarhus Kommune (Denmark); Koinonikos Synetairismos Periorismenis Efthinis To.Ps.Y. N.Axaias FAROS (Greece); C.M. SKOULIDI & SIA E.E. (Greece); Centro De Formacion De Administracion Y Hosteleria Sl (Spain); Errotu Taldea S.L.P (Spain); European Forum for Vocational Education and Training (Belgium); Age UK Bath and North East Somerset (United Kingdom).

Primary education

Paide Hillar Hanssoo Põhikool (Estonia)

Inclusive school

2018-1-EE01-KA101-046863

Topic(s) addressed

The topics addressed by this project include pedagogy and didactics; quality improvement institutions and/or methods (incl. school development); inclusion-equity; and, children with special needs. The school applied for the project "Inclusive School" based on its goals and objectives of increasing the competence of school staff, implementing modern teaching methodologies, and creating a secure environment where all student needs are considered.

Target groups

The project involved 6 Estonian teachers: a special education teacher, a teacher of German, and 4 class teachers (aged 38 – 55); 6 of the 7 mobilities that were organised revolved around job shadowing exercises at various German and British schools with the purpose of better understanding best practices and different methods towards the creation of an inclusive school environment.

Methodologies

Prior to the project, the school had not participated in any form of international cooperation or job shadowing exercises. Naturally, the entire process of finding experienced partners, as well as negotiations and preparation of the application, and the actual organisation of the mobilities, required knowledge, analytical skills, and competences in order to secure expected results.

Environments

The school and its teachers are an outstanding example of how teachers can motivate and inspire their colleagues (both internal and external to the school) to learn and experience through peer-to-peer learning, as well as through the sharing of outcomes and project results.

Teachers

Participating teachers compiled a Compendium of Methods comprising 58 different methods that were gathered from mobility exercises in Germany, the UK, and the Czech Republic. The methods used by teachers in their everyday work were introduced to colleagues and educationalists in informal gatherings, internal training sessions, the local media, at teachers' gatherings, and in blogs (where participants described their mobility experiences in detail). The methods used in the project had been tested before in the school environment, with said methods also being applicable to the broader educational environment. The compendium's added value is the modular nature of its methods, which may be modified whenever needed.

Impact

The experiences gained from the learning mobility resulted in broad internal and external impacts; along with use of new methods at the school, the 6 teachers had also been invited to lead a working session during the Education Festival of the Enterprising School Network. Following the project, the Paide City Government considered several proposals towards supporting the inclusion of pupils with special needs into the mainstream classroom.

Partners

Freie Waldorfschule Aachen (Germany); Gemeinschaftsschule mit Oberstufe Kellinghusen (Germany); Heinrich-Zille-Grundschule (Germany); Libberton Primary School (United Kingdom); Shap Endowed CE Primary School (United Kingdom); ITC Prague (Czech Republic).

European Commission

Secondary education

Tartu Tamme Gümnaasium (Estonia)

Teacher professional development in the light of new pedagogies

2017-1-EE01-KA101-034754

Topic(s) addressed

The aim of the project was to learn about, and from, good practices of different European schools, with teachers provided with the opportunity to benefit from in-service training sessions held abroad. In particular, the project focused on languages and the natural sciences. The project's key topics were new pedagogies, innovative classrooms, blended learning, integrated curriculum, and foreign language instruction.

Target groups

Altogether 9 teachers participated in 4 teacher development courses and 3 structured educational visits. The 6 female and 3 male teachers comprised of Estonians between the ages of 26–60, with their teaching subjects consisting of Estonian language and literature, English, French and Spanish, History, Physics, Chemistry, and Biology.

Methodologies

Multidisciplinary approaches: the project promoted innovative teaching strategies that engaged blended learning and an integrated curriculum. Key competence development: participants improved at science, technology, mathematics, ICT, learning strategies, as well as in their social and civil competences. Innovative use of tools: biology and chemistry teachers learnt about various in vitro and in vivo animal-testing practices, with a focus on biomedical analyses and research (the quality of sperm, blood testing, and cell-culture techniques).

Environments

Digital/blended learning: most importantly, the project was implemented to master the art and craft of teaching; how-

ever, it also addressed digital/blended learning and innovation. Schools as enablers of innovation: education is reputedly facing far-reaching changes, and in light of neoliberalism, traditional academic curricula are now being transformed and schools are now being seen as central building blocks in economic markets. It follows that 'Bildung' has been replaced with 21st century skills and knowledge-based learning with student-centeredness.

Teachers

Teachers' agency as innovators: teachers are innovators because of the new technologies they use, as well as the principled approaches they engage. Teachers' skills and competences: teaching is both an art and a craft. On the one hand, it is subtle, unique, and intangible; while on the other, it requires mastery in planning lessons and courses, and teaching efficient classes.

Impact

Quality of innovation processes: those supporting new pedagogy regard the learning process as superior to learning outcomes, discovery learning more important than guided instruction, and personal experience more valuable than expert knowledge. However, those in favour of traditional pedagogy disagree – for them, in-depth knowledge and mastery can only be acquired through hard work, intrinsic motivation, and full responsibility of one's learning.

Partners

Bell Teacher Campus (United Kingdom); English Matters (Spain); IFOM (Italy); LabMagister (Hungary).

Vocational educational training

Kuressaare Ametikool (Estonia)

DesignSTEM: e-tools for the integrated education of design and STEM

2016-1-EE01-KA202-017347

Topic(s) addressed

The objective of DESIGNSTEM was to contribute to educators and learners in the fields of design and STEM by devising, building, and disseminating work methods and resources; support synergies between education, research, and innovation activities; facilitate the digitisation of quality learning content; and promote the use of ICT as a driver for systemic change in order to increase the quality and relevance of open design and STEM education.

Target groups

The primary target group was design students aged 15-25 from applied/vocational/college design schools, and their teachers aged 25-65. The secondary target group was secondary and vocational school students aged 15-18 studying STEM subjects, and their teachers aged 25-65, with both target groups consisting of Estonian, Finnish, Greek, Dutch, English, German, Italian, Portuguese, and Slovenian participants.

Methodologies

A total of 7 workshops had been organised in the space of 3 years, during which 10 educational organisations had devised, designed, and built DesignSTEM, an open source, no-sign-in, free web platform (Fachwerk). It was designed and coded specifically for the creation of interactive, user friendly, attractive e-learning objects, such as dynamic mathematics, 3-D models, generative design, VR-experiences and many other code-based interactive elements that can be easily changed, adapted, and shared online.

Environments

All DesignSTEM workshops involved teachers and students of host schools. The DM web platform was structured to have two technical layers; in the "lower layer," the Fachwerk web framework supports a wide range of use cases that are not limited to the scope of design/STEM e-learning objects. In the "upper layer" on the other hand, DesignSTEM learning objects function as technical demonstrations of what is possible.

Teachers

DesignSTEM's partners identified and mapped 320 of the best methods, tools, and case studies for the teaching of design and STEM subjects, which facilitated the gaining of new knowledge and skills in design and STEM teaching.

Impact

The project's impact on participants, participating organisations, and target groups during and after the project saw improved knowledge and skills among teachers as to the teaching of integrated design and STEM subjects; improved knowledge and skills among students and graduates on design and STEM concepts following their use of the e-toolkit; better student employability due to their enhanced knowledge and skills; and, new knowledge for partner organisations on education in other EU countries and new contacts for further co-operation.

Practical & reusable resources for the practitioners can be found here.

Partners

Faculty of Information Studies (Slovenia); Gutenbergschule (Germany); HMC College (The Netherlands); ITT Buonarroti-Pozzo (Italy); Middlesbrough College (United Kingdom); Polytechnic Institute of Braganca (Portugal); The LUMA Centre of Helsinki University (Finland); Tartu Art School (Estonia); University of Piraeus Research Centre (UPRC) (Greece).

Early childhood education and care

5th Kindergarten Farsala (Greece)

Lifeboats full of hopes

2017-1-EL01-KA219-036155

Topic(s) addressed

Given the great inflow of refugees into the European continent, interculturalism is today one of the most important phenomenon for study; furthermore, intercultural education helps people to accept and respect dissimilarity and to recognise each other's cultures. The project's objectives were defined so as to cultivate intercultural competencies of participants, promote tolerance, and prevent racism at schools.

Target groups

The project's target groups consisted of students and teachers from 3 educational levels: preschool, primary, and high school.

Methodologies

In the project "Lifeboats Full of Hopes," students and teachers from 3 educational levels (preschool, primary, and high school) cooperated towards the achievement of common goals through a spontaneous process of knowledge exchange, experience, and emotions – with basic skills such as communication, the ability to take initiatives, and the sharing of acquired knowledge developed within the settings of a heterogeneous group. By engaging a collaborative approach, participants designed, organised, and implemented activities using techniques such as brainstorming and simulation, as well as experiential learning methods such as frozen image, creative writing, and thought detection.

Environments

All participating schools worked in a context (environment) that was organised in a manner that encouraged and facilitated exploration, collaboration, and discussion. Furthermore, partic-

ipants were eager to try new teaching and learning methods and techniques, and to use new technologies towards achieving common goals.

Teachers

All teachers involved in the project shared the common vision of opening new horizons for their students by considering different socio-political aspects. Tteachers led their students, schools, and the entire project to success through their professionalism, responsibility, and dedication, and through the application of collaborative methods and practices that provided participants with the incentive to try, learn, and achieve the project's objectives.

Impact

The project's innovative teaching and learning processes produced a positive impact, where students' participation increased, as well as their creativity and open-mindedness. They were able to increase their self-esteem and self-confidence through the development of their communicative and cooperative skills.

Practical & reusable resources for the practitioners can be found here.

Partners

2nd Gymnasio Farsalon, Farsala (Greece); Agrupamento de Escolas de Maximinos, Braga (Portugal): Charles de Foucauld Mavo, Spijkenisse (the Netherlands), Publiczna Szkola Podstawowa im. Kardynała Stefana Wyszyńskiego Prymasa Tysiąclecia w Muchówce (Poland); Stavros Gymnasium, Nicosia, Strovolos (Cyprus); Tallinna Mustamäe Humanitaargümnaasium, Tallinn (Estonia).

Primary education

1º Special Education Primary School of Koridallos (Greece)

Artemotion Xpress in Europe

2015-1-EL01-KA219-013904

Topic(s) addressed

We initiated the project with the sombre recognition that Special Needs Education in Greece today is not as developed as it should be in most European countries. Greek schools for SEN students provide limited opportunities compared to mainstream schools with regard to students' experience of the Arts, the European/international environment, and quality of life. Therefore, the need for innovative projects that would be auxiliary to the further development of Greece's educational systems within the European setting was thus apparent and necessary.

Target groups

The project was addressed to students with special needs who attend public special education preschool, primary, and secondary schools, with our primary target group consisting of 700 pupils (between the age of 5-20) from various countries and from differing backgrounds and health conditions.

Methodologies

The teaching and learning approaches used in this school partnership was innovative given its inclusion of art into all aspects of students' academic lives. Furthermore, lessons with the art teacher were not isolated in nature and instead embraced every aspect of school life, as well as the needs of each and every student.

Environments

We have proved that SEN education can be as easy and joyful as in any other typical school, while demonstrating that SEN students are equal in their capacity to other students in their production of innovative ideas and in their implementation of ex-

cellent projects. The SEN learning environment forwarded by this project supports innovative teaching and learning approaches through a number of avenues, including the use of well-trained and specialised educational staff; specialised methodologies and learning theories; adjusted environments, equipment, and materials; and through limitless care for SEN students.

Teachers

The partnership's teachers were the implementers of the project's vision, with the education staff as a whole having contributed their expertise and knowledge while displaying a willingness to learn about new techniques and methodologies from external associates and seminars – all of which positively impacted our project's goals and objectives.

Impact

Our partnership focused on the use of the Arts as a means to promote the developmental skills of SEN pupils across all aspects of life (Social and Emotional Development, Physical Health, Well-Being, Movement Skills, Learning, Thinking Abilities and Knowledge, and, Communication and Language Skills). The project also enhanced pupils' knowledge, creativity, and understanding of multiculturalism, while strengthening their culture diversity, education, and understanding of their role and identity within the European Community.

Practical & reusable resources for the practitioners can be found here.

Partners

CEE Can Rigol (Spain); Centru Şcolar de Educaţie Incluzivă Nr.1 Sibiu (Romania); Karl-Georg-Haldenwang- Schule (Germany); Osnovna šola Dr. Ljudevita Pivka (Slovenia); Zespół Szkół Specjalnych Nr 6.

Secondary education

Gymnasio Arethousas (Greece)

Life is a road!
Let's draw it together!

2018-1-EL01-KA229-047808

Topic(s) addressed

The partnership set a number of common transversal objectives that consisted of improving the schools' approaches and teaching methods in 8 key educational competences through the sharing of good practices across all participating schools; increasing children's motivation for learning by regularly using technology to research, study, document, create, and develop skills; improving teachers' skills in providing appropriate individualised education for children with different learning abilities, social, and ethnic backgrounds; achieving better learning outcomes for all pupils using a long-term perspective; and promoting intercultural competencies and knowledge.

Target groups

The project saw the participation of small schools in their entirety and at least 4 classes from larger schools, with teachers of all subjects directly involved in planned activities; also, special care was taken to fully integrate disadvantaged pupils into all activities. Groups of parents, associations, and other stakeholders supported the school, shared the project's results and cooperated with classes and staff especially during the project's implementation, evaluation, and the dissemination of its activities.

Methodologies

Traditional teaching methods often do not offer satisfactory solutions to bridge gaps among different groups and meet the needs of all learners. One of the positive effects of European school partnership projects is that they create a dynamic environment within which divisions and diversity-based isolation of pathways and classes can be overcome.

Environments

The project was embraced by a majority of teachers, all of whom collaborated well both internally and transnationally; especially among small schools, each teacher took on many different roles with the principal's support and with the help of experts.

Teachers

Over the course of the programme, a Best Practices Guide began emerging (which had not been anticipated in the project's outputs); however, because we considered it to be a valuable tool for European programmes and the curriculum, we encouraged its development.

Impact

The methodology applied in setting up the project was innovative because it aimed to develop personalised teaching-learning paths and an organisation of teaching activities that differ from conventional academic lessons. The project was implemented through various forms and contexts, for example by creating Erasmus+ clubs with students of mixed abilities in order to practice peer-to peer learning and enable true inclusion. Innovative means to capture knowledge and practices that are based on mastery learning and peer tutoring were developed, with learning units for certain subjects successfully produced.

Practical & reusable resources for the practitioners can be found here.

Partners

Collège Eugène Mona (France); IC Carmagnola I (Italy), IES Domingo Pérez Minik (Spain); Szkoła Podstawowa nr 8 im. Wojciecha Korfantego w Mikołowie (Poland).

Vocational educational training

Manpower Employment Organisation Vocational Training Centre for Students with Disabilities of Thessaloniki (Greece)

EmployAble

2016-1-EL01-KA102-022899

Topic(s) addressed

The project's main purpose was the acquisition of know-how and good practices towards the promotion of young people with disabilities in the labour market and increased effective employment. The programme included two parallel actions of staff training and the training of students with fewer opportunities.

Target groups

Target groups consisted of both teachers and students, with the former consisting of 25 Greek individuals who were education and specialised scientific staff from the Educational Centre of Vocational Training for Adolescents and Young Students with Disabilities (EKEK AmeA), Thessaloniki, and the Man Power Employment Organisation (OAED) – both of which came with many years of experience in the field of Special Education and Training.

Methodologies

Participants' dialogue and self-motivation were implemented in an interactive manner through a number of teaching techniques such as case studies, role-playing, brainstorming, teamwork, and lectures. Teachers were mostly offered the opportunity for job shadowing through visits to a considerable number of different workplaces where young people with disabilities were employed, so as to understand the way in which these young people and their employers were being supported.

Environments

Part of staff training was carried out in the classrooms of the National Star College, which was fully equipped with state-of-the-art facilities; however, the greatest part of the training component was carried out in the college's social enterprises with a vast array of working places where young people with disabilities are employed. This variety of different work environments (supermarket, restaurant, hotel, horse-riding establishments, carpentry workshop, greenhouses, public service, graphic design shop, hospital) where young people with varying degrees of disability were employed, combined with the optimum cooperation of job coaches, enriched the overall experience of trainees in an experiential, direct, and efficient manner.

Teachers

Teachers enriched their professional qualifications, as well as their professional prospects through their acquisition of international experiences; additionally, they acquired know-how and specialised professional skills and practices in counselling, work support, and the guidance of people with disabilities so as to be able to successfully integrate them into the labour market through training sessions in the field of supported employment.

Impact

The innovative factor lies in the fact that for the first time in the realm of public special vocational education and training, a form of sheltered paid job was being offered, which gave young people the opportunity to work either in the Centre's sheltered workshops, or with cooperating companies from the private and public sectors.

Partners

National Star Foundation (United Kingdom).

European Commission

Early childhood education and care

CEIP San Pablo (Spain)

Planning and integrating ICT in kindergartens and primary schools

2017-1-ES01-KA219-03784

Topic(s) addressed

The topics addressed by this project were directly linked to EITA's annual priority topics of i) new innovative curricula/educational methods/development of training courses, and ii) ICT – new technologies and digital competences.

Target groups

The project's target groups consisted of more than 60 teaching staff from five countries (Spain, Germany, Ireland, Italy, and Portugal), as well as students between the ages of 3-11 from various backgrounds (comprising disabled and refugee students), including a substantial number of students with special needs and specific learning requirements.

Methodologies

The project adopted a multidisciplinary approach to ICT development within kindergartens and primary schools, and saw the participation of teachers from various subject areas. Aimed at addressing inequality at an early stage, the project's activities and materials were designed on the concept on inclusivity to enable all students to learn and utilise ICT within their respective learning processes.

Environments

The design and implementation of the project's activities adopted a 'whole school' approach, given that the project's aim was to affect both kindergarten and primary school teachers and students.

Teachers

The project enabled exchange and interaction among high- and low-skilled ICT teachers, which was facilitated by the project coordinator who, by encouraging creativity, innovation, and consistency, ensured the formation of a motivated work group. All activities were planned to encourage cooperation, with the exchange of knowledge, experience, and good practices forming the project's core principles. The project's success was a result of the cooperation and a regular peer-review and peer –learning. Teachers successfully integrated digital tools better adapted to the kids' age into the classroom environment.

Impact

The project resulted in the development of a fully sequenced didactic programme on digital competencies for both kindergartens and primary schools that has since been exported to other schools, and which has served as a template for ICT development by other teachers and students. As a result of the project's collaborative approach, the developed programme subsumes didactic considerations from a number of schools, including learning standards, objectives, contents, assessment criteria and tools, basic competences, resources, and timing, with the ICT school guide itself being freely-available for download from the school's website.

Partners

Agrupamento de Escolas de Vialonga (Portugal); Istituto Comprensivo "Maria Montessori" (Italy); Scoil na bhForbacha (Ireland); Walburgisschule Werl (Germany).

Primary education

CEIP El Santo (Spain)

Changing methodologies and ICT towards a real inclusion

2017-1-ES01-KA101-036468

Topic(s) addressed

The project's main topics focused on the areas of inclusion – equity; ICT – new technologies – digital competences; and, quality improvement institutions and/or methods (including school development).

Target groups

Target groups consisted of 15 primary school teachers (including members from the school's management board), and 389 students, including students with special needs and/or disabilities.

Methodologies

The project's methodology ensured that a number of areas were addressed in the project's activities, such as the innovative use of tools and multidisciplinary approaches, inclusion, participation, and cooperation, with areas that had been earmarked for improvement and for which coherent activities were designed having included linguistic support, CLIL, inclusion, and virtual educational tools.

Environments

The entire school was either directly or indirectly involved in the project's activities, with the project's results having impacted all levels of schooling for both teachers and students. Dissemination of results was carried out using virtual and physical media, educational newsletters, regional TV and radio stations, local newspapers, blogs, Facebook, Twitter, and via the eTwinning database.

Teachers

Teachers reinforced professional competences and foreign language skills, with improvements observed in a number of areas including ICT, inclusion, and teaching in multicultural environment. Teachers also benefitted from the project through improvements in communication and managerial skills.

Impact

The project has impacted teachers, the school, students, and external organisations in several ways; teachers have experienced a marked improvement in their linguistic competence, teaching quality, and motivation levels, with the school having increased the material resources it makes available to both students and teachers (including improvements to the effectiveness and quality of its overall approach to education within the European dimension). Moreover, improved motivation levels were seen among students with regard to the use of ICTs, new approaches, and the learning of a new language. The project saw the involvement of families and the entire education community in the eTwinning project, and in their motivation towards the learning of other languages, with participants having collaborated with the school and its teachers in the development of a wide variety of quality activities.

Partners

Højvangskolen school (Denmark); I.C.R. Giovanoly (Italy); Szkola Podstawowa nr 7 z Oddzialami Itegracyjnymi w Elku school (Poland); "Zname na mira" school (Bulgaria).

European Commission

Secondary education

IES Mestre Ramón Esteve (Spain)

Designing bridges between european citizens through STEAM

2017-1-ES01-KA219-038176

Topic(s) addressed

The project promoted innovative practices with regard to STEAM (Science, Technology, Engineering, Arts, and Mathematics) subjects, and gender equity and inclusion.

Target groups

The project's target groups consisted of students between the ages of 14-18 from diverse socioeconomic backgrounds; while Spanish and Romanian students came from rural and isolated areas, Estonian, Turkish, and Italian students came from more populated and better-connected regions. 33% of the school's STEAM teachers were trained during the project.

Methodologies

The project's implementation was divided into two large blocks: methodology, and project management. Work methodology revolved primarily around similarities to the STEAM concept, where a disciplinary approach was engaged that combined innovative tools with everyday life situations. The project's emphasis on equity, implying a collaborative, integrative, participative, and inclusive methodology led to the addition of the letter 'E' to the project's concept, to symbolise its equitable considerations (i.e. ESTEAM).

Environments

The project increased the quality and prestige of the school's teaching processes by enhancing its role as an element that facilitates social cohesion within the region's inhabitants in the pursuit of equal opportunities. An example of this is former student Jesús Bernardino Soriano Adam from the Polytechnic University of Valencia (UPV), who, as a participant in the Estonian Mobility on Robotics, was later awarded a start-up prize for innovative ideas for his development of a cycling app.

Teachers

Teachers greatly improved their foreign language skills in a number of EU languages, with several teachers having enrolled in English language courses following their participation in the project (which positively impacted their teaching skills). Teacher training also opened up our small town to European opportunities due to teachers' acquired knowledge in the management of multilateral European projects, as well as their proficiency in other teaching-learning systems. Improvements in teachers' STEAM skills further contributed to students' motivation levels, as a result of more active and practical teaching approaches.

Impact

The project's innovative teaching and learning processes helped better use the EU languages, particularly English, among students and staff. The students gained better employment prospects' thanks to their improvement in foreign language skills and the STEAM disciplines. The students' motivation has grown significantly. Students felt more committed and engaged as regards their future involvement in alumni networks and future education.

Partners

ISIS "A.Casanova" (Italy); Narva Keeltelütseum (Estonia); Școala Gimnazială "Mihai Vodă" (Romania); Zübeyde Hanım Mesleki ve Teknik Anadolu Lisesi (Turkey).

Vocational educational training

Centro San Viator (Spain)

Electric urban mobility

2014-1-ES01-KA202-003617

Topic(s) addressed

The project aimed to increase the attractiveness of education and training programmes based on ICT methodologies, e-learning, and open educational resources (OER); create awareness among the younger generation and society at large regarding the importance of new efficient and clean mobility systems in urban environments.

Target groups

The project's target groups consisted of 16 automotive students and 70 teachers who were primarily from Denmark, the UK, and Spain, with training opportunities made available to other European partner schools in the Netherlands, Lithuania, and Estonia.

Methodologies

At the time of application, none of the 3 partner schools were in possession of adequate teaching material on hybrid or electric engines or were aware of the importance of new, efficient, and clean mobility systems in urban environments. Teaching materials were developed using the knowledge base of a private research company (Tecnalia), itself having been a fairly complicated process given the need to transform highly technical documents into training material suitable for VET students.

Environments

The school had already identified a training gap with regard to hybrid cars, and although these cars were becoming increasingly popular, the school was unable to train its students due to a lack of materials on the subject. The EUmob project however resulted in a number of changes to the school's teaching method with regard to this knowledge gap and in the quality of its trainees.

Teachers

Staff training produced unforeseen outcomes, such as the development of a small group of automotive teachers who were highly specialised in new mobility systems. The teachers and trainers assisted regional independent car dealers to form a network for collaboration so as to be able to compete with official car dealers.

Impact

The EUmob project enabled **to develop our own online training material,** with the project having been implemented just as we were changing from a "paper-based" model to a "digital" one. The project's model, which shifted from being teacher-centred to student-centred, positions students as main actors that need to collaborate with their colleagues within the learning environment (ETHAZI). Lastly, the development of online automotive course and resources has since been transferred to other education fields and platforms that are currently being used by the school.

Practical & reusable resources for the practitioners can be found here.

Partners

Bridgwater & Taunton College (United Kingdom); Fundacion Tecnalia Research & Innovation (Spain); Syddansk Erhvervsskole Odense-Vejle (Denmark).

European Commission

Early childhood education and care

Nissnikun Päiväkoti (Finland)

Pedagogical documentation in early childhood education and care

2017-1-FI01-KA101-034644

Topic(s) addressed

The project's activities were carried out with children, parents, and educators. Documentation and common reflective related discussions were important tools in the project's evaluation and development, with documentation having comprised of photos, videos, interviews, entries, drawings, maps, audio recordings, paintings, and sculptures that relayed the moods and details about the day care centre's activities. Said documentation was then blended into packages that were personal and relevant to each child's growth.

Target groups

The project's target groups consisted of early education teachers, the kindergarten director, preschool teachers, a comprehensive special kindergarten teacher, special kindergarten teacher, and a nurse.

Methodologies

The project's main pedagogical approaches, which included small group activities, child-initiated pedagogy, and common reflective-related discussions, were all pedagogically interesting and advanced. Furthermore, building activities in early childhood education around the child's interests and supporting child growth and development were key issues for qualitative ECEC, given that they were carried out together with children, parents, and educators.

Environments

In one way or another, the project involved the entire day care centre, and as its aim was to discover children's interests and combine information from everyday activities in pedagogically constructive ways, it was crucial that children's perceptions and thoughts were mapped through interviews, observation and documentation of their playtime, as well as their movements in artistic, intellectual, and social activities. This was carried out indoors, outdoors, and across all the different learning environments and situations the children were exposed to.

Teachers

The project was fully implemented with ECEC teachers and staff, with the eTwinning platform playing an important role in the project; for instance, one of the teachers participated in a seminar in Belgium and further developed the project's contacts. The eTwinning platform also provided contacts for other projects that worked with pedagogical documentation, with all of the project's participants registered for the School Education Gateway, the eTwinning platform, as well as the Finnish platform Peda-Net.

Impact

The use of digital tools both for documentation and connections among staff, children, and parents was greatly enhanced and widely implemented during the Erasmus+ project. This was further elevated during the COVID-19 pandemic, which necessitated distance learning; by this time, staff, children, and parents has already gotten accustomed to digital environments, and they were much more aware of their child's everyday developments though digital documentation.

Partners

Language Education and Partnerships Ltd. (United Kingdom); Emídio Navarro (Portugal); Enjoy Italy (Italy).

Primary education

Latokartanon Peruskoulu (Finland)

Own your learning 2.0

2017-1-FI01-KA219-034783
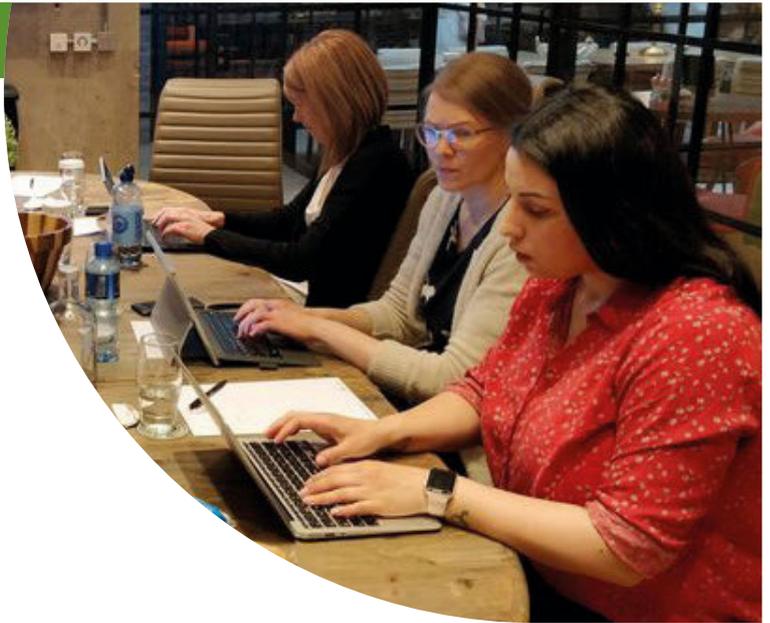
Topic(s) addressed

The project's chosen priority area was 'open and innovative practices in a digital era' and 'social inclusion,' with its main aim being to facilitate ownership of the learning process both in and out of the classroom. Throughout the project, pupils actively participated both in the planning and implementation of the project's activities by choosing activities and the formats in which they were to be carried out. As a result, they have gained better awareness in learning as well as improved important life skills that they can use in real-life learning environments following completion of their studies.

Target groups

The project carried out three learning/teaching/training activities through student mobilities, with a total of 24 students and 5 teachers having participated in from Finland (Latokartano Comprehensive School). As a school with a culturally diverse population, participating students comprised of Finnish, Estonian, Turkish, and Middle-Eastern backgrounds.

Methodologies

The project particularly enhanced pedagogical and skill in language learning and intercultural competences, soft skills, and the improvement of communicational skills (in person and virtual communication). Pupils actively participated in the planning and executing of activities, and were guided by teachers from the very beginning. Dissemination materials were not only digitally developed by teachers from each partner school, but also by participating pupils.

Environments

The project engaged both virtual and physical learning environments to support participants' involvement in the project, with the eTwinning platform allowing students to communicate in a safe environment towards improving their language and social skills, which they further practiced during the mobilities. Similarly, group work and workshops attendance in international groups gave participating students and staff members the opportunity to cooperate and learn from each other.

Teachers

As the project required student autonomy, teachers' primary role was to facilitate and foster ownership of activities by acting as a mediator – this was easier to achieve for some partners than others. However, all teachers gained new skills and competences through the exchange of good practices and the sharing of experiences in international meetings, and online communication platforms.

Impact

Pupils gained awareness and learned to assume responsibilities at a different level by actively participating in the planning and implementation of activities. This involved organising formal and informal events, such as the learning/teaching/training activities' opening and closing ceremonies, field trips, workshops, as well as the creation of audio-visual materials such as flipped classroom videos and eMagazines.

Partners

Agrupamento de Escolas de Moimenta da Beira – Escola Básica e Secundária de Moimenta da Beira (Portugal); Killorglin Community College (Ireland); SintLucas (the Netherlands).

European Commission

Secondary education

Sotkamon Lukio (Finland)

SMART – Sensitive, Motivated and Active Ready to Learn

2018-1-FI01-KA101-046859

Topic(s) addressed

Effective distance learning and digital learning environments increase the need for the use of technology in teaching, and in combination with digital skills, a need arose to improve students' skills to work in teams, as well as their skills to study and work in international surroundings so as to better prepare them for the challenges of modern working life. In addition to developing distance learning approaches and the use of international digital learning environments, another one of the project's goals was to improve the schools readiness for interdisciplinary and co-operative teaching, with a final development goal of extending cooperation with parties external to our school staff.

Target groups

The target group consisted of 12 subject teachers, a welfare worker, and a head teacher, all of whom participated in various in-service trainings and courses.

Methodologies

The project had strong links to national development projects, which provided for a good model of how EU and local level developments can support each other. One of the approaches developed in this network with regard to distance learning approaches was the digital self-assessment tool for students. Among the goals was to improve readiness for interdisciplinary teaching and co-operative teaching, with courses for the development of emotional and social skills as well as conflict resolution having provided teachers with a good environment within which they could develop their co-operative skills.

Environments

One of the project's biggest impacts was the overall improvement of both students' and teachers' attitudes and approaches to distance learning. Although this had been 'facilitated' by the COVID-19 pandemic, the approaches developed by the projects certainly supported this development, especially with regard to developer teachers, students' self-assessment model, and most importantly, the distance learning course offered to all first year students in 2018/2019.

Teachers

During the project, teachers participated in training exercises to improve their ability in the use of IT skills for online and phenomenon-based teaching, as well as in the creation of individualised learning paths for students. The establishment of key developer teams consisting of 2-3 teachers that focused on the project's main topics also indicated a positive way forward.

Impact

Based on a survey, students and parents found international activities to be an important part of the school's activities, with the survey's positive feedback and the experiences that had been gained during the project leading our staff to be even more motivated in increasing the school's attractiveness to potential applicants, while improving students' learning experiences and results.

Partners

Cooperativa sociale Glocal Factory (Italy); Erasmus Learning Academy (Italy); EUROPASS SRL (Italy); EUROMIND PROJECTS SL (Spain); InterEducation IEI Ltd (Ireland); Istituto per la Formazione, l'Occupazione e la Mobilità (Italy).

Vocational educational training

Axxell Utbildning (Finland)

AppMentor – Mobile technology for mentoring work-based learning

2016-1-FI01-KA202-022668

Topic(s) addressed

The project's chosen priority areas consisted of open and innovative education, training and youth work, and embedment in the digital era. The need for AppMentor in VET arose because an increasing part of VET learning is conducted during work-based learning (WBL) and away from the VET provider. AppMentor also proved how collaboration between the work mentor and teacher can continue smoothly and transparently from the beginning to the end, and not only when a teacher and student visits the company.

Target groups

Target groups consisted of employers, work mentors, VET providers, mentoring teachers, VET students, apprenticeship students, and companies offering apprenticeships.

Methodologies

The work was done in collaboration with employers and VET providers across several different VET fields (e.g. healthcare, agriculture, metal work, hospitality, tourism, and construction). The project involved many different sectors, employers, and VET providers, with an intermediary organisation allowing us to focus on the project's impact and the effects of its outputs.

Environments

The project implemented various apps into work place learning and influenced how mentoring was conducted. Online mentoring is now no longer something to fear, and teachers and work mentors feels that the project has deepened collaboration and created a more transparent environment where learning can happen. AppMentor also enabled teachers and work mentors

to test and implement new approaches in mentoring, such as online group mentoring sessions where all students (within the same field/class) meet to share knowledge and experiences, with teachers acting as facilitators of learning.

Teachers

The need for AppMentor in VET arose due to an increase in learning during work based learning (WBL) that is away from the VET provider. Teachers involved in this project have been active ambassadors with regard to the active dissemination of the benefits of social media in mentoring, and have demonstrated to other teachers, work mentors, and VET providers on how the use of the AppMentor manual can improve the quality of mentoring and transparency of collaborations.

Impact

The project approaches the use of social media in innovative ways, with its output proving useful in spreading the usage of social media and mobile technology in coaching and WBL, especially when one considers the diversity among potential users. A significant number of mentors and organisations have expressed their intention to start using social media tools in their mentoring approaches.

Practical & reusable resources for the practitioners can be found here.

Partners

Broadshoulders Ltd. (United Kingdom); Charlottenlund Upper Secondary School (Norway); E-Tzik Fuerteventura (Spain); Het Idee (The Netherlands); Nantes Terre Atlantique (France); Verkmenntaskólinn á Akureyri (Iceland).

European Commission

Early childhood education and care
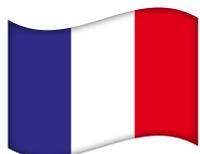
Ecole Maternelle Tordo (France)

Small Scientists across Europe

2017-1-FR01-KA219-037465

Topic(s) addressed

This project, which revolved around the 4 scientific themes of water, earth, air, and fire, allowed for an experimental and investigative approach to science, combined with the use of technological tools in its communication, sharing, and implementation.

Target groups

The project was aimed at kindergarten children aged 3-6, and brought together 1000 children from 6 different nationalities: French, Portuguese, Romanian, Turkish, Lithuanian, and Latvian. The Turkish school in particular caters exclusively to children with special education needs.

Methodologies

The project focused on how to develop a model for STEM learning and interdisciplinary approach for early childhood education. The project's primary undertaking was to adapt scientific definitions and theories (which are highly abstract considerations in relation to the preschool curriculum) through the use of play and experiments. Various methods and techniques (exploration, experiments, observation, and "mind–hedgehog") increased awareness and kids' curiosity to learn. The project proved to be fairly challenging, not only for children and teachers, but also for parents who had been invited to participate in several of its activities.

Environments

The project was registered on the eTwinning platform to ensure visibility to all stakeholders and to ensure a safe working environment. The social network groups Facebook and Twitter were used for communication activities and for resource sharing, pro-

duction, and dissemination. A number of tools were engaged in the development of online games, and material, e.g.: setting up of a YouTube channel, the project's website.

Teachers

Teachers reinforces language and digital skills. The self-confidence boosted and strengthened their psychological profiles. Furthermore, participants of 6 different European nations got used to various education systems, customs, and traditions.

Impact

The project's implementation resulted in a number of outcomes, including the development of pre-schoolers' scientific skills; the promotion of foreign language learning and diversity. The project increased the cooperation and engagement between parents, museums, the planetarium, the aquarium, national protection agencies and NGOs, while fostering increased openness to the European community through collaborative efforts between project partners as well as networking initiatives. Children also benefitted from significant cultural enrichment through the sharing of traditions, cultures of partner countries, and the development of transdisciplinary skills such as socialisation, sharing, and language.

Practical & reusable resources for the practitioners can be found here.

Partners

Agrupamento de Escolas Rainha Santa Isabel (Portugal); Grădinița cu Program Prelungit Nr. 3 (Romania); Grădinița cu Program Prelungit Scornicesti (Romania); Hüma Hatun Özel Eğitim Anaokulu (Turkey); Kauno lopšelis-darželis "Giliukas" (Lithuania); Preschool Põngerjas (Estonia).

Primary education
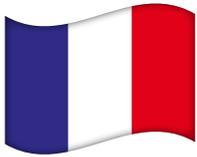
Ecole Maternelle d'Aulnay de Saintonge (France)

Play to grow
Jouer pour grandir

2018-1-FR01-KA229-047694

Topic(s) addressed

The project used an innovative gaming approach in its implementation, given that playing is itself an action that allows children to progress regardless of their age or school experience. All students were fully involved in a project acquired disciplinary or cross-disciplinary skills. The nature of the games allowed students to 'get out' of the traditional classroom settings.

Target groups

The target group was made up of students (pre-elementary students) and adults (headteachers, foreign-language teaching advisors and teachers' assistants) from France, Greece, and Poland. Many of the students came from socially disadvantaged backgrounds and studied at schools located within the rural revitalisation zone (ZRR) – 25 kilometres from the closest cultural centre.

Methodologies

The project's goal was to use 'play' to work on all disciplinary and transversal skills, with the application of strategic work in class on a number of specific areas such as vision in space, lexicon, calculation, and the construction of sentences, while the latter comprised activities on empathy, concentration, respect for rules, cooperation/competition, listening, attention, and acceptance of others. The concept of 'play' also enabled students (both 'good' and those with learning difficulties) to participate and contribute using their ideas, with close cooperation facilitated among all participants due to the activity's level playing field.

Environments

Transversal teaching approach was implemented across school subjects, as well as amongst the teachers. Critical thinking was encouraged among students through play and games, which increased their autonomy, and facilitated their organisational capacity and ability to create links within the learning environment.

Teachers

The robust pre-existing partnership between kindergarten and elementary school teachers were further strengthened and a larger scale involvement in language training was possible. Teachers felt motivated and further committed as they could observe the quick results of the teaching techniques applied.

Impact

The project produced a number of benefits, including a sense of awareness among students of belonging to Europe, and the understanding that cultural differences may be appreciated without a sense of judgement or prejudice. A more peaceable relationship was observed among students who helped one another, with less tension and competitiveness (as well as increased confidence) noted among teachers. Moreover, students showed enthusiasm and empowerment for their project when discussing it with their peers.

Practical & reusable resources for the practitioners can be found here.

Partners

5th Primary School of Aghios Nikolaos (Greece); Przedszkole nr 12 Plastusiowo w Gnieźnie (Poland).

Secondary education

Collège Boris Vian (France)

A healthy mind in a healthy body

2018-1-FR01-KA229-047666

Topic(s) addressed

The project's goal was to support schools in tackling Early School Leaving and perceptions of differences between populations. The project promoted digital skills and key competencies by using peer education to increase awareness on physical and mental wellbeing. Critical thinking and students' willingness to take challenges were also supported.

Target groups

The project's target audience consisted of two groups. The first was made up of Finnish, Romanian, Spanish, English, and French college and high school (consortium) students (35% of participants came from underprivileged socio-economic backgrounds). The second group consisted of teachers and staff from each school.

Methodologies

The project's collaboration initiatives revolved around facilitated interactions (using eTwinning and other media) towards developing college and high school students' and teachers' adaptability to the school curriculum. Various project's activities were described on the www.eurekorpus.com blog. Mobility experiences were presented in a booklet, "Results Mobilities EUrekorpus." A number of activities were also proposed based on students' active learning processes, including an Open Educational Resource containing a manual of good practices; e-books on written guidance that were shared online amongst the schools.

Environments

Innovative teaching and learning approaches were developed by promoting unified awareness, social willingness, and a respect for diversity. These approaches were complemented by explaining and understanding of similarities and cultural norms and methods for resolving the dilemma how to enhance trust, empathy, social volunteering, and tolerance.

Teachers

Cooperation and communication among teaching staff was made possible through the use of a number of tools including emails, schools' official websites, blogs, schools' intranet, Skype, social media platforms, and TwinSpace (mailbox, teachers' and pupils' forums, and chats), with official information shared through an eTwinning account and EUrêKorpus' Facebook group. New technologies also were largely used.

Impact

Successes with all actions was essential with regard to school policies and municipal services active in the fields of education, sport, youths, and social inclusion. Setting dynamic social and cultural relationships with various social groups, including those with disabilities, served as an instrument to scale the project's success. The positive impact on participants was ensured through fruitful collaboration and rewarding activities. Exchange between individuals, professionals, and managerial staff was a part of the project's targets, as was the exchange of underlying best practices.

Practical & reusable resources for the practitioners can be found here.

Partners

Archbishop Sentamu Academy (England); Colegiul Economic "Dionisie Pop Marțian" (Romania); Institut Martí Dot (Spain); Lycée Jean Bart (France); Ristijärven keskuskoulu (Finland).

Vocational educational training
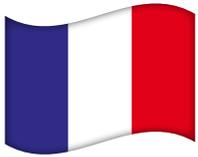
Lycée des Métiers Roland Garros (France)

EuroLycéePro:
act for equality and inclusion

2018-1-FR01-KA102-047577

Topic(s) addressed

The consortium aimed to promote European citizenship and the need for lifelong learning as a factor for social inclusion. Another goals were to improve learners' language skills, develop accountability, personalise students' education and professional paths and broaden their cultural horizons.

Target groups

The project's beneficiaries were students aged 16–20 from the Tertiary and Industrial Vocational Baccalaureate's classes. A majority of the students were from disadvantaged socio-professional backgrounds. The staff consisted of French teachers between the ages of 30–60.

Methodologies

The project activities supported a multidisciplinary and collaborative approach with the institutions, the consortium, and its international partners. Learners were expected to meet the formal criteria as set out in their respective reference frameworks on key skills (professional know-how, positions, and attitudes).

Environments

The use of the eTwinnings platform as well as other multimedia tools fostered collaborative dimension between learners, while the time dedicated towards the mobility's preparation (European sections, individual support, language assistants, etc.) naturally encouraged them to take up responsibility for their own learning.

Teachers

Teachers took the challenge of understanding and evaluating their adaptability to other methods, and the experimental application of standard teaching practices both of which focused on pedagogical excellence and the stimulation of the school community. Staff mobilities facilitated and hastened the education innovation through 'job shadowing,' itself a crucial element to the development of professional and amicable relationships.

Impact

The project's implemented innovative practices which facilitated an increased willingness for learning, and improved self-esteem among participants. Participants significantly reinforced language skills. The project promoted the culture of international openness, to be 'porous' to other school types. One of the consortium's schools was awarded the recognition of being a "European Parliament Ambassador School," with 4 other schools having been granted the "Euroscol" label.

Partners

ATEC – Associação de Formação para a Industria (Portugal); Athlone Institute of Technology (Ireland); Berufliche Schule Stahl-und Maschinenbau (Germany); CPIFP San Lorenzo (Spain); Escuela de Bellas Artes (Spain); HAK/HAS/AUL Neunkirchen (Austria); HTL Mödling (Austria); IES Politécnico Jesús Marín (Spain); IES Valle del Cidacos (Spain); Institut Castellet (Spain); Instituto de Educación Secundaria Santiago Hernández (Spain); Istituto statale di istruzione secondaria superiore "A. Damiani" (Italy); Kauno technikos profesinio mokymo centras (Lithuania); Stichting Regionaal Onderwijs Centrum's-Hertogenbosch (the Netherlands); and, TÜV Nord (Germany).

European Commission

Early childhood education and care

Djecji vrtic Matije Gupca (Croatia)

Different approaches to creative teaching of children of early and preschool age

2017-1-HR01-KA101-035021

Topic(s) addressed

The acquisition of knowledge and skills with regard to the application of various unconventional methods and environments in the learning processes of young children.

Target groups

All project participants were from Croatia, with 15 employees having directly participated in the project's activities. Participants consisted of 7 teachers and 1 health practitioner, with 4 teachers, the pedagogue, psychologists, and the headmistress.

Methodologies

This project revolved around the use of unconventional ways in teaching preschool children based on groundbreaking psychological and pedagogical knowledge, and the use of theoretical and methodological foundations, in accordance with contemporary concepts in creative teaching. The eTwinning platform was used for planned activities in particular for communication dissemination of results, online virtual meetings, and a joint virtual publication.

Environments

The project engaged natural resources across various natural environments, as well as outdoor workshops, where practical knowledge and innovative practices were applied. The project's ability to achieve its goals was facilitated by good approach, careful planning, and the quality implementation of all its planned activities on the eTwinning platform before, during, and after the project, which further guaranteed its future sustainability.

Teachers

Implemented mobilities such as job shadowing activities and structured courses have substantially contributed to an increased awareness on the importance of a creative and incentivised kindergarten environment within which children can learn to live in harmony with nature – particularly with regard to outdoor settings. The project allowed for the study and application of outdoor practical educational work, as well as a strengthening of measures aimed at managing a child's outdoor experience through the use of creative movement games and exercises.

Impact

Following their return from the mobility, teachers shared their experiences of acquired knowledge, implemented activities, and parent workshops (which included an overview of practical activities for staying outdoors) with their colleagues, participated in a number of local and regional conferences, and produced several articles for professional magazines and newspapers. Mobility experiences directly influenced the strengthening of employee competences – particularly in the field of outdoor learning and the early learning of English. Moreover, through improvements in the quality of work and teaching practices, employees indirectly influenced children in a positive manner, and contributed to enhanced parental cooperation.

Partners

Idrætsbørnegården Skratmosen (Denmark); Long Buckby Infant School (United Kingdom); OÜ Naba, Eralasteaed Naba (Estonia); Priekuļu pirmsskolas izglītības iestāde "Mežmaliņa" (Latvia).

Primary education

Osnovna škola Josipa Matoša (Croatia)

A magical dream: animal-assisted therapy for disabled students

2017-1-HR01-KA219-035417

Topic(s) addressed

The project's main objectives were to help disadvantaged students develop a sense of responsibility, enable them to perceive the human-animal bond, teach them responsible pet ownership, help them to manage the stress and motivate them for the independent problems-solving.

Target groups

In total, there were approximately 250 students (from each school having directly participated in animal-assisted practices) who participated in the project, in addition to teachers and other school professionals, parents, and stakeholders from the local community.

Methodologies

The project focused on wellbeing (of both students and teachers), as well as awareness of civic life and the concept of responsibility, with the aim of recognising good practices and strategies across all participating institutions (schools), to increase self-esteem levels in partner schools, and to improve teachers' confidence in the use of new methodologies. To that end, the project was designed so as to provide teachers with the skills and confidence to teach with pets by focusing on subject knowledge and pedagogy. In line with national laws on enhancing teaching and learning, our project focused primarily on primary education towards empowering children with the skills and competences necessary for everyday life.

Environments

The eTwinning platform was used as a tool for the sharing of materials and information among partners, and for both student communication and partner cooperation activities. A

positive attitudes towards pets, including the acquisition of higher-order thinking skills such as the ability to explore and reason, as well as other ways communication skills have been developed.

Teachers

Experts provided teachers with the professional experience they needed to facilitate their support and guiding of students who require special training or who perform poorly in class. All participating schools improved their respective teaching approaches, and delivered informal lessons through the use of pet therapy, with teachers having adopted more practical, fun, active, and efficient ways.

Impact

Through human-animal interactions, students with special needs were able to develop their motor and physical skills. Ability of students to learn how to be responsible pet owner was also confirmed. Students increased their self-esteem and self-confidence as well as ability to resolve problems. Teachers became more confident and skilled towards students who require special training, or who suffer from psychopathologies.

Practical & reusable resources for the practitioners can be found here.

Partners

İnönü İlkokulu (Turkey); Istituto Comprensivo Di Tavagnacco (Italy); Primary school "Braka Miladinovci" Dobrusevo (The Republic of North Macedonia); Szent Imre Katolikus Általános Iskola és Jó Pásztor Óvoda (Hungary).

European Commission

Secondary education

Gimnazija Dr. Ivana Kranjceva
Durdevac (Croatia)

IMAGINE

2016-1-HR01-KA219-022165

Topic(s) addressed

Promotion of tolerance, equality and human rights, the teaching profession, to raise awareness on (in)equality among different (minority) groups; the promotion of tolerance, empathy and open-mindedness. The project also sought to increase critical thinking and literacy as well as reinforce the teaching profession.

Target groups

Project participants consisted of high school students from 6 countries (Croatia, Sweden, Italy, France, Spain, and Romania).

Methodologies

Pedagogical workshops (a method of social learning in which students create and moderate workshops for their peers, with teachers) were successfully applied. Teachers ensured that students who moderated the workshops were well prepared, familiar with the issues being addressed, open-minded, respectful, and confident.

Environments

The IMAGINE project was primarily aimed at promoting equality, tolerance, and human rights. This is reflected in its name (IMAGINE), which was inspired by John Lennon's song by the same name, which promotes similar values. The title also functioned as an acronym for the following values: I = impartiality, M = magnanimity, A = altruism. G = good-heartedness, I = idealism, N = nobility, and E = equality. A number of activities and methods were engaged in the project's development, comprising preparatory organisational activities.

Teachers

Teachers had the opportunity to experience various cultures and understand different school systems and ways of life. Given that the project's official working language was English, teachers and students were able to practise their speaking and writing skills throughout the project's duration, in addition to improving their IT skills due to the various tools used in each module towards the preparation of movies/presentations. Furthermore, teachers noted the project's benefits in the development of critical thinking skills, improvement in communication skills, the fostering of creativity, an increase in students' sense of responsibility with regard to the activity's outcome.

Impact

All project participants learnt how to create and implement a pedagogical workshop – an important outcome given that this method was a fundamental project tool. Furthermore, all students acquired basic classroom management skills through the implementation of workshops, which provided them with valuable insight into teaching processes through the planning, implementation, evaluation, and amendment (to fit the needs of specific groups) of workshops. Moreover, students gained theoretical knowledge on laws relating to gender equality, religious history, and the treatment of people with fewer opportunities, and, the origin and use of languages in their respective countries.

Practical & reusable resources for the practitioners can be found here.

Partners

Björknäsgymnasiet (Sweden); IES Pedro Espinosa (Spain); ITE Marco Polo (Italy); Liceul Teoretic "Mihail Sadoveanu" (Romania); Lycée International Charles de Gaulle (France).

Vocational educational training

Škola za medicinske sestre Vrapče (Croatia)

Innovation in dressing techniques

2018-1-HR01-KA202-047488

Topic(s) addressed

The most relevant topics addressed by the project were health and wellbeing, EU citizenship, EU awareness, and democracy. The project also successfully applied Distance and Blended Learning.

Target groups

The project's participants included Croatian, Slovenian, German, and Turkish stakeholders from the field of education (teachers and learners from medical schools and adult education institutions), medical staff (doctors, nurses, nutritionists, physiotherapists, and pharmacists) and other relevant institutions (nursing homes, health care workers' associations, policy makers, etc.). Approximately 1200 participants benefited from, or were targeted by, activities organised under this project.

Methodologies

The project's aim, to modernise the learning and teaching process, was successfully achieved through the development of a manual on chronic wound-dressing techniques. In addition to being the first such publication to take the form of an interactive e-handbook, the manual was also extremely relevant given that it addressed a topic which presents a serious health and social issue in the countries of participating organisations.

Environments

The project centred on cross-sectoral cooperation among various stakeholders, while enabling medicals schools involved in its implementation to act as drivers of innovation. The manual's interactive format also opened up the potential for digital and blended learning opportunities, which further contributed to the modernisation and facilitation of the learning process during the pandemic.

Teachers

Implemented activities helped strengthen and develop teachers' key competences by allowing them to tackle a relevant topic in a direct and innovative manner. The manual was a result of close cooperation between medical schools and help these institutions in building their capacities, while laying the groundwork for future collaborations that may bring added value and further improve the work carried out by these institutions.

Impact

The quality of innovation processes was best reflected in the fact that the manual was used as teaching material at schools in Croatia, Slovenia, and Turkey. Moreover, it may also be potentially used as a teaching aid in care centres, hospitals, and other institutions offering medical courses. The project's impact was further strengthened through the successful implementation of various dissemination activities by all participating organisations. Lastly, the project may be viewed as an incentive for closer cooperation among schools, health institutions, and policy makers with the aim of making improvements and changes that are deemed necessary towards the modernisation and harmonisation of teaching and training processes.

Partners

Gümüşhacıköy Mesleki Ve Teknik Anadolu Lisesi (Turkey); Seniorenzentrum Suderwich KG (Germany); Srednja zdravstvena šola Ljubljana (Slovenia).

Secondary education

Zalaegerszegi Zrínyi Miklós Gimnázium (Hungary)

Adapting e-learning and social network-based internet applications to teaching the german language in secondary schools

2014-1-HU01-KA101-000352

Topic(s) addressed

The project's objective was to enhance participating language teachers' competences in information and communication technologies, and promote ICT skills among learners and other members of the foreign language department.

Target groups

The primary target 'group' was the participation of a Hungarian secondary grammar school teacher of English and German. The secondary target group consisted of Hungarian students between the ages of 14-19 (later broadened from 10-19) who were learning German or English, and other teachers of foreign languages (English, French, German, Italian) from schools in Hungary, Germany, and the County of Zala.

Methodologies

The project adopted a multidisciplinary approach, where it focused on e-learning and social network-based Internet applications in the teaching of the German language in secondary schools. However, it was also adapted to other disciplines, languages (English, French, Italian; subjects and classes other than foreign languages, especially IT); other school types and educational levels (junior and senior section of primary schools; secondary technical and vocational schools) due to in-school and out-of-school workshops and an online demo lesson organised and held by participants.

Environments

By adopting the whole school approach, the Zrínyi Miklós Secondary Grammar School in Zalaegerszeg (Zalaegerszegi Zrínyi

Miklós Gimnázium) was frequently placed among the top 20 rural grammar schools at the national level. As such, in order to properly promote its highly talented and motivated learners, innovative teaching technics were (and are) required, which facilitated the school management's welcoming of innovative approaches by teachers.

Teachers

The project improved the ICT-competence of the participating teacher as well as their students, teachers from the school's language department, and consultant teachers. The project helped maintain the school's high standards of foreign language teaching (thus ensuring the appropriate language competence of its learners).

Impact

Teachers' agency as innovators saw the introduction of applications and sites into everyday teaching and learning, which was innovative at the school, county, and national levels. The project had an obviously positive effect on the staff of the participating school. According to internal workshops and the demonstration lessons teachers were familiarised with the project's content and outcomes. Moreover, teachers learnt about the use of Web 2.0 tools, especially LearningApps due to external workshops. Teachers were acquainted with e-learning, blended and social network-based learning technics and applications.

Partners

Institut für internationale Kommunikation e.V. (Germany).

Vocational educational training

TREBAG Szellemi tulajdon- és Projektmenedzser Kft (Hungary)

Play & learn entrepreneurial skills in the agricultural sector

2014-1-HU01-KA202-002365

Topic(s) addressed

The project's aim was to improve the business competences of students with regard to agricultural vocational education by means of an online training game to develop business competences and capabilities.

Target groups

The project essentially targeted VET agricultural students, teachers teaching business subjects, and educators and professionals specialised in gamification. Target students comprised of those between the ages of 14-18 years, with the project having focused primarily on the 17-18 age group.

Methodologies

The virtual education game also served as a tool for motivating students, with their necessary business competences and capabilities developed as they played Agropoly. The game itself is based on a storyline where the player owns a farm, and must ensure the farm's success by making appropriate business-savvy decisions, which scores the player reward points. Through the collection of points, the player also formulates the virtual space towards the creation of something unique.

Environments

The penetration of gamification in education is an innovation that requires a new approach right at the beginning of the design phase. The design of Agropoly's virtual space relied on the results of more than 300 questionnaires, and in order to successfully integrate the game into the curriculum, more than 30 teachers worked on knowledge bases, mini-games, decision trees, and board games. IT developers also contributed through several innovative ideas towards overcoming emerging issues.

Teachers

Initially, the project represented a major challenge for teachers from almost every partner country. The project required that they develop their own digital skills, which, for many, was the first gamification-based teaching tool they had encountered. The majority of teachers were +45 years of age, and the use of tools was gradually introduced to them within the framework of group presentations. A number of teachers of specific subjects opted to only use parts of the game during their lessons.

Impact

The project's main impact was the introduction of gamification as a new learning method in agricultural vocational training. Students were more familiarised with a new approach to learning, while for the vast majority of teachers, the project presented them with their first opportunity to use this innovative method.

Practical & reusable resources for the practitioners can be found here.

Partners

Česká zemědělská univerzita v Praze (Czech Republic), FM Közép-magyarországi Agrár-szakképzö Központ, Bercsényi Miklós Élelmiszeripari Szakgimnázium, Szakközépiskola és Kollégium (Hungary), Fundacion Hazi Fundazioa (Spain), Fundația Centrul Educațional Spektrum (Romania), PROMPT-H Számítástechnikai Oktatási, Kereskedelmi és Szolgáltató Kft. (Hungary), XXI INVESLAN, S.L. (Spain).

Primary education

Castleconnell National School (Ireland)

Special education: looking at the whole child

2017-2-IE01-KA101-038563

Topic(s) addressed

The rationale for this project was to develop new teaching competencies and skills amongst the staff that can enrich the educational experiences of the school's pupils. The core objective of this project was that staff, by attending specialised courses and engaging in Teacher Shadowing in a broader European setting, would be empowered to implement more innovative teaching methodologies towards broader and more holistic education for all our pupils.

Target groups

The project's target group consisted of 240 pupils, of which 15% were of various nationalities.

Methodologies

The school organised an Art Exhibition in celebration of Schools Erasmus week in order to showcase the project's output, with the event having been formally opened by Mr. San Kelly, MEP. The event was attended by 300 people, mostly residents of our local school community, and allowed our pupils to showcase their artistic abilities around the theme of Erasmus – with a focus on the project's partner countries. The event was promoted beforehand on social media and afterwards a visual presentation was posted using the same medium. Linking on social media also allowed for a much greater audience beyond our community to view this wonderful exhibition. The school also organised a soccer competition for the pupils of our school in order to create an awareness of the Erasmus Brand while providing a fun activity for pupils. Pupils were divided into 16 teams representative of pupils' diverse European origins and cultures – all of whom competed for the Erasmus Cup.

Environments

School staff worked across all age groups and levels to organise key events for the project, which included an Erasmus-themed soccer competition and art exhibition.

Teachers

New learning on the project has influenced teachers' teaching through the use of newly acquired teaching methodologies that influenced school policy in the area of special education. The project also helped the school's management to look beyond the school and adopt a broader and more European outlook to school management.

Impact

As the project reached out to Europe and beyond, it has helped parents from different cultures associate more positively with the school. The project has also helped pupils become aware of our shared European culture and identity; furthermore, having an Erasmus Day allowed pupils to proudly identify with their countries and cultures of origin, and celebrate our school's diversity with our parents and the local community. Attendance at a specialised art training course gave the staff the confidence to organise an art exhibition on the theme of 'Our European Heritage.' This exhibition showcased pupils' artistic talents to an audience of other pupils, parents, local community members, invited guests from the European Parliament, as well as an online audience through social media dissemination.

Partners

Futuraskolan AB (Sweden); Escola Salvador Sanromà (Spain).

Secondary education

Loreto Secondary School (Ireland)

European links to junior cycle reform in Ireland

2018-1-IE01-KA101-038657

Topic(s) addressed

The project's objective was to up-skill our teachers in the delivery of the new Junior Cycle programme in Ireland, for which we engaged a multidisciplinary, collaborative approach with a European dimension. The topics addressed encompassed a four-pronged approach: Science and Technology, Languages, Well Being, and Classroom Management.

Target groups

We had an excellent cross section of our teaching staff represented in the project, with a good balance of gender and age. All 21 participants were English-speaking and held an Irish passport, with teachers within the 20-50-age range.

Methodologies

A multidisciplinary approach was adopted to ensure that diverse subject departments were represented within the project. Knowledge and skills were honed in all courses, with said new knowledge and skills having been easily transferable to other subject departments following dissemination upon return to school. Key competencies, especially in the use of social media in the classroom, were also developed. Formal, non-formal, and informal learning took place in all courses that participants attended, with these learning strategies having enhanced participants' experiences. The informal learning that occurred with participants from other countries was invaluable, and the formal learning that occurred through the delivery of each course was excellent and well structured, which suited participating teachers very well.

Environments

The learning environments that participating teachers returned to were enhanced as a result of participation in the project, with a whole school approach adopted as a result of the various dissemination strategies that were employed. As a result of their participation in all courses, teachers were able to share a myriad of learning experiences, some of which included digital strategies.

Teachers

The teachers involved in the project were dynamic educators with a wealth of teaching experience. Their participation in this project empowered them to share their wisdom and all new learning that they acquired as a result of their participation in the different courses. Teachers wholeheartedly engaged with the project and this was evident throughout the dissemination process; students also ultimately benefited from their participation in the Erasmus programme, with students being more engaged as a result of the diverse teaching and learning strategies implemented by their teachers.

Impact

The project's impact was threefold: students benefited in their learning as more diverse teaching styles and strategies have since been employed, with the teachers themselves having benefitted by being more engaged in their teaching methodologies and more attuned to new and innovative ways of delivering the Junior Cycle programme; senior management are also benefiting as in-house CPD is now possible, which saves the school from outsourcing CPD.

Partners

Europass; Education Gateway.

European Commission

Vocational educational training

City of Dublin Education and Training Board (Ireland)

Supporting 21st century teaching and learning

2017-1-IE01-KA102-025597

Topic(s) addressed

This project was aimed at supporting 21st century Teaching and Learning with an emphasis on the requirements of the CDETB Technology Enhanced Learning (TEL) Strategy and Continuous Professional Development (CPD) Strategies.

Target groups

All 12 participants were Irish, gender-balanced, and within the 40-55 age range.

Methodologies

Project participants visited the Noorderpoort Corporate Academy, which supports each centre's responsibility with regard to the "professionalisation" of its teachers, with the Academy using Office 365 to embed CPD events and corresponding materials for staff. Feedback forms were automatically sent to workshop participants following CPD events, and training was informed by teacher requests, the Noorderpoort strategy, and changes in legislation. Expert teachers were recognised and supported to provide training to colleagues through the Academy, with said teachers reimbursed by their hourly teaching rate plus prep time.

Environments

Participants witnessed how the WIFI and BYOD for staff and students eliminated the need for structured ICT rooms. "IT rooms" do not lend themselves to being used for any other purposes and can transform any room/area into an IT teaching area. This concept is significantly more cost effective long-term and introduces a much greater level of flexibility into building design. Staff in host countries were provided with a laptop while students are expected to bring their own, with RELLO providing access to materials before and after the class.

Teachers

Participants were senior CDETB Management, 2 Directors of FET, Head of Curriculum Development, Members of the TEL Strategy Group, principals and Heads of Centre. The project assisted them in formulating the CDETB TEL Strategy, introducing Blended Learning into CDETB, linking learning to a TEL Mentors Programme, and learning SCRUM methodology and TRELLO as a digital SCRUM board ("EduSCRUM") in CDETB.

Impact

This project provided opportunities for Senior Management in the City of Dublin Education and Training Board to explore Innovative Work Practices in 21st Century Teaching and Learning in similar large EU organisations. Completing work of this nature also provides the opportunity to gain first-hand knowledge of other European education systems, hone their professional skills, and ensure their own continuous professional development. Participation in the project has enabled a core number of senior management, principals, and Heads of Centres with responsibility for TEL and CPD to implement actions in these areas while gaining valuable continuing professional development on a personal level and operating within a collaborate environment. Currently CDETB is rolling out the TEL and CPD Strategies, and this project supports that undertaking.

Partners

ROC Noorderpoort (The Netherlands); Šolski Center Kranj (Slovenia).

Primary education

Dalvíkurskóli (Iceland)

EARLY: Education Advancements through Robotics Labs for Youth

2018-1-IS01-KA201-038812

Topic(s) addressed

The aim of this project was to improve teachers' knowledge of robotics and their approaches to the teaching of coding.

Target groups

There were 5 participating organisations – a mixture "regular" schools, education centres, and non-governmental organisations that focus on primary education, with participants originating from Iceland, Estonia, Finland, Italy, and Poland.

Methodologies

The project's main objectives were to organise, improve, and expand teachers' repository of robotics-based tools in order to facilitate their use in the teaching of coding and towards supporting the teaching of math and other scientific topics. To achieve this, participants first researched existing educational robots and their supporting educational materials, after which they strived to fill existing resource gaps through the creation of new materials in the form of video tutorials and teaching scenarios.

Environments

Although the project was aimed at primary schools (with students' age being between 6-15), there was also cooperation and input from other sectors, cross-sectoral educational organisations, and universities. Teachers and trainers all worked on subjects related to science, math, physics, and other disciplines. Both teachers and pupils were involved in preparatory workshops to test methodologies developed for the project, teaching scenarios, and the preparation of other resources – particularly video tutorials that were then uploaded onto the online platform.

Teachers

The requirement for participating teachers was to not only teach scientific subjects, but also (and perhaps more importantly), to be experienced in the fields of coding and robotics. Teachers collaborated substantially with students in the development of teaching methods, which greatly emphasised peer learning.

Impact

The project has had a considerable impact primarily on the approaches of teachers and trainers in their implementation of research, database construction, the development of video tutorials and teaching scenarios, and the implementation of all of the aforementioned with their pupils. Pupils showed considerable improvements in the use of robotics, with the project's technological components having had an influence on their knowledge, skills, and attitudes towards the subject matter. The project seems to have had a considerable effect outside of participating organisations as policy makers have shown interest in using the project's results to reform and change their respective curricula. It is worth mentioning that the project has gained an 'afterlife,' as some partners agreed to further expand their collaboration via a new Erasmus+ project that was approved by the Finnish NA.

Practical & reusable resources for the practitioners can be found here.

Partners

Centrum Edukacyjne EST (Poland); MTÜ Tartu Katoliku Hariduskeskus (Estonia); Scuola di robotica (Italy); Smedsby-Böle skola (Finland).

European Commission

Secondary education

City of Reykjavik Skóla og fristundasvið (Iceland)

Student voices, revitalising the school system

2017-1-IS01-KA201-026537

Topic(s) addressed

The "Student Voices" project aimed at finding new approaches in the approach and teaching of science subjects through open dialogue between teachers and students, which was meant to allow students a voice in their own learning.

Target groups

There were 5 organisations from 3 countries that participated in the project –the municipality of Reykjavík served as its coordinator, with 4 secondary and upper secondary schools from Iceland, Denmark, and Finland as partners.

Methodologies

The project was both innovative in its approach to construct open dialogue and its involvement of students and teachers. It focused on working with available structures in the development of educational systems by concentrating primarily on mathematics and science education, although there some focus was also made on language learning. Part of the project was to examine the education system and curricula of each country, and define best practices from each country.

Environments

The project was aimed primarily at secondary and upper secondary schools from the 3 participating countries and coordinated by the municipality. The organisation in question was a service centre operating under the City of Reykjavík that was responsible for providing professional support to schools in relation to welfare and family issues, students with special needs, as well as being a platform for

cooperation among different schools within their respective neighbourhoods, and serving an advisory role to schools, parents, and students.

Teachers

Teachers benefitted from the fact that one of the project's key elements was the active listening and democratic process, which in turn set the tone for cooperation between partners and institutions. Such an environment of peer learning both between participating institutions and between teachers and their students was a very positive element with regard to the project's cooperative processes.

Impact

The acquisition of new skills and competences came from implementing intellectual outputs. At the local level, the project's activities strengthened school culture and quality of teaching; enhanced student involvement and responsibility for their own education (as well as their understanding of the principles and aims of general mandatory education); and, strengthened the role of teachers in developing innovative and successful ways to learning and teaching. Furthermore, relevant stakeholders had the opportunity to widen their horizons and gain a better understanding of the EU's education systems, their diversity, transferable knowledge, and best practices, all of which may contribute to the lobbying process for education policies and processes that are more focused.

Partners

Ingrid Jespersens Gymnasieskole (Denmark); Kvennaskólinn í Reykjavík (Iceland); Landakotsskóli (Iceland); Munkkiniemen yhteiskoulu (Finland).

Early childhood education and care

Istituto Comprensivo G. Barone (Italy)

Better teachers for better students' language skills

2015-1-IT02-KA101-014419

Topic(s) addressed

Through this project, both school and teachers were transported into a vortex of change that went beyond expected results: the training was specifically concerned with the need for comparison and 'European openness,' with said 'openness' also taking place at the local level through the creation of school networks and the activation of various eTwinning and CLIL projects during the mobility experience and its consequent dissemination activities.

Target groups

Target groups consisted of a number of stakeholder profiles – multiplier Erasmus Plus teachers, the school's first grade English-language teachers, professors of scientific and mathematical subjects, middle school English teachers who were being trained in the teaching of English, teachers who needed support for the teaching of students with special need, art teachers, etc.

Methodologies

Important reference figures were formed for each school segment (with all school levels involved in the project) who, in addition to developing their skills and personal European dimension, also facilitated the dissemination of knowledge to all school staff. Furthermore, teachers who were previously unmotivated and hesitant to participate, are now figures of reference for the school's headmaster.

Environments

Significant emphasis was given to the project's evaluation, which, in addition to having a central role in I.C.G. Barone's curriculum, sought to establish innovation, excellence, and consistency within the school's proposed training courses. The initiatives carried out at the end of the school year, which had a strong impact on the territory, also functioned as an important evaluation tool, with the final "Documentation Week" that was aimed at pupils' families and the general public having been a great success due to broad citizen participation.

Teachers

Teachers with previous mobility experiences provided advice and information on the country's intercultural aspects and of its locations; prior to each mobility, the course provider asked participants to fill in a questionnaire indicating their level of linguistic competence and previous teaching experiences towards better calibrating the target for specific contents, the course's objectives, and the best way to organise groups with other European teachers.

Impact

Our ultimate goal was not only fully achieved, but also led to unexpected, results. In addition to their acquisition of linguistic and methodological skills, teachers have become a driving force for other teachers within the institute, with their participation in the project also having positive implications on all students from various school levels. Furthermore, specific courses on the use of technologies in the teaching of English now favour the use of an innovative teaching method that is very much in demand today.

European Commission

Primary education

Istituto Comprensivo di Bobbio Capoluogo (Italy)

Natura, ICT e innovazione

2016-1-IT02-KA101-023125

Topic(s) addressed

The main objectives of the project's training activities were fundamentally focused on supporting a strong renewal, provide for a student-centred approach, and the development of a competencies-oriented school. To this end, our project's aims were to promote a European sense of belonging as a part of a wider community; stimulate long-impact methodological innovation; increase the level of digital integration across different disciplines; promote environmental awareness and a love of nature; bring the disciplines outdoors; renew and use different and inclusive learning environments; and, to increase participants' language skills.

Target groups

The project's target group for the mobility consisted of 21 teachers from 3 levels (kindergarten, primary, and secondary education), as well as the school's principal. Staff who were involved in both courses and job-shadowing exercises were put into contact with teachers from 7 different countries, with all teachers frequently involved in dissemination workshops.

Methodologies

When we began with the Erasmus pathway, it was decided that we begin by identifying our real needs; the strongest need was that of methodological renewal, as no real change could be affected without the use of a new approach. To that end, teachers attended courses and job-shadowing exercises on the integration of ICTs into disciplines, as well as active and innovative methodologies for 21st century skills such as PBL, cooperative learning, IBL, accelerated reading, and creative and critical thinking.

Environments

Changing the school's teaching methods resulted in a direct change of its learning environment, with the use of innovative methods requiring a group- based setting or, at the very least, a change in the class setting. In the end, many classes adopted both measures, with the group-based setting becoming the norm.

Teachers

Initially, getting teachers to participate in mobilities proved challenging, as this was our first Erasmus project and several teachers were anxious at the thought of traveling to a country where they had to communicate in a language that they did not often use. Although we activated English courses, several of them nevertheless required expert teachers as companions; despite this, our teachers gradually learnt a lot – including those who did not travel but instead participated in active dissemination processes.

Impact

This was our first Erasmus+ Project and it was the beginning of a long pathway to Europeanization that remains active, strong, and systemic. We selected real key needs that needed to be worked on, and their successful attainment has provided the school with a solid foundation for all of its innovation processes, with Europeanization still forming the core of our school's plans and development.

Partners

CEIP Paula Soler Sanchiz (Spain); Ecole Communale d'Arquennes (Belgium); Lander Road Primary School (United Kingdom); Onkilahden koulu Finland).

Secondary education

Istituto Statale di Istruzione Secondaria Superiore "Federigo Enriques" (Italy)

E-learning from nature

2015-1-IT02-KA201-015133

Topic(s) addressed

The project's main aim was to promote the knowledge of scientific subjects through a problem and inquiry-based teaching approach that was based on challenging students to build their own learning processes (beginning with the real world). Parallel to this, the project aimed to enable teachers to learn from teaching methods that place students at the centre of the learning process, exploit the potential of multidisciplinary approaches in education, and integrate ICT towards the enhancement of scientific teaching methods' effectiveness and attractiveness.

Target groups

The project's target group consisted of science and English teachers in secondary schools, with a total number of 110 Italian students also involved in the project. All participants attended Italian schools and were between the 14-19-age range.

Methodologies

The project involved a number of multidisciplinary approaches, consisting of chemistry (to illustrate how nature can be a stimulating open laboratory, which was very useful in the teaching of a large number of concepts); a set of e-lessons with biology as the main focus, for which a set of e-classes were planned in cooperation with teachers and students (with students playing the main role within a peer-to-peer environment).

Environments

Many sectors of I.I.S. Enriques were involved in the project's development: graphic design, cuisine and hotel management, technical courses, and most importantly, the agrarian sector, with a number of effective collaboration set up and developed with local authorities and organisations. Furthermore, many teachers, experts, and students participated in conferences that were held at the Institute, which returned highly positive feedback.

Teachers

Teachers applied their knowledge of cognitive psychology, and collaborated through the use of Web 2.0 possibilities, especially with regard to social networking and educational resources created by users. Learning was related to the application of ICT, with students treating it as a real and relevant part of everyday life. Thanks to the project, more teachers have been encouraged to choose less traditional methods of education, such as those that are problem-based, and case study-based learning.

Impact

The project has its own website and is kept alive through the documentation of events and activities on social media that are being carried out across a number of schools and organisations. Furthermore, it also led to the development of initial or in-service teacher training courses, which has enabled students, teachers, and experienced teachers from various countries to improve their teaching skills in a number of specific areas.

Practical & reusable resources for the practitioners can be found here.

Partners

Epimorfotiki Kilkis sm llc (Greece); Fundația Euroed (Romania); Initiatives pour une formation efficace asbl (Belgium); Instituto Politécnico de Bragança (Portugal); Limerick Institute of technology (Ireland); PIXEL (Italy); Trakų rajono savivaldybės pedagoginė psichologinė tarnyba (Lithuania).

European Commission

Vocational educational training

Istituto Scolastico Galileo Galilei (Italy)

Young european generation towards a connected world with the use of domotics in housing renovation

2016-1-IT02-KA219-024539
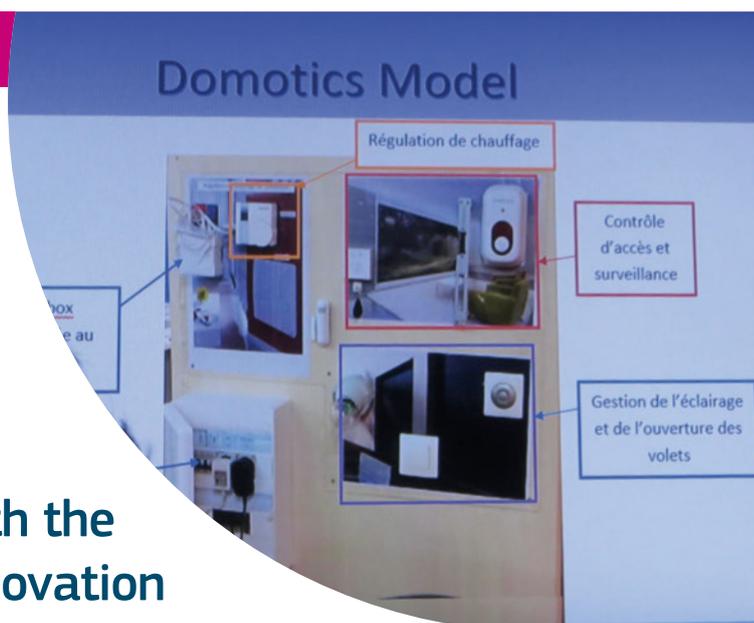
Topic(s) addressed

The project primary objective was to update the field of construction studies in secondary education through research work on domotics that are applied to ambient assisted living, in order to respond to private and public needs through the provision of efficient services in our changing society. The two partner schools intended to explore and transnationally compare the latest developments in building technology to provide students/teachers from the relevant line of studies with a new impulse to their teaching/learning programmes, in the light of the digital era's demands.

Target groups

On the Italian side, the project's target groups consisted of 24 Italian students, aged between 15-20). The French student participants from Fondation La Mache consisted of 24 beneficiaries and an aggregate group of 30 non-beneficiaries (aged 17).

Methodologies

Multidisciplinary approaches were used in the implementation of this project, with the values of solidarity well represented in the various themes that intertwined with the project. Participants' attention to, and understanding of, disability problems such as handicap and impairments (met by a sizeable part of the world population) set in motion a variety of actions that correlated to the laboratorial activities and research work that had been implemented during the project lifetime.

Environments

The project engaged the whole school approach, which saw learning activities taking place during EGPs (exchange of groups of pupils) and in-between (also through) online contacts such as eTwinning/FB/WhatsApp groups, Skype, emails, and blogs, with the aforementioned having taken place in different environments including classes, laboratories, workshops, public institutions, cultural places, building sites, industrial plants, and gymnasiums.

Teachers

Teachers' agency as innovators: professionals must be able to interpret changes to the cognitive, relational, and motivational processes of the younger generation in order to determine effective methodological mediations between parties and knowledge contents. Thus, this most-important fact cannot be ignored – every action undertaken during various life phases within the age of technology is marked by the use of ICT.

Impact

Both partner schools measured the quality of the project's innovative teaching and learning processes by using a number of indicators, examining the response to questionnaires given by participants, quantifying the number, category, type, and quality of participating recipients both internal and external to the two partner institutions. Students obtained a better understanding of Europe and the awareness of being European citizens; furthermore, working together not only allowed them to understand each other's culture, but also enabled them to increase their competences in languages, and to use different ways of communication and new technologies.

Practical & reusable resources for the practitioners can be found here.

Partners

Fondation La Mache (France).

Primary education

Všļ Robotikos mokykla (Lithuania)

How to raise an inventor

2017-1-LT01-KA201-035284
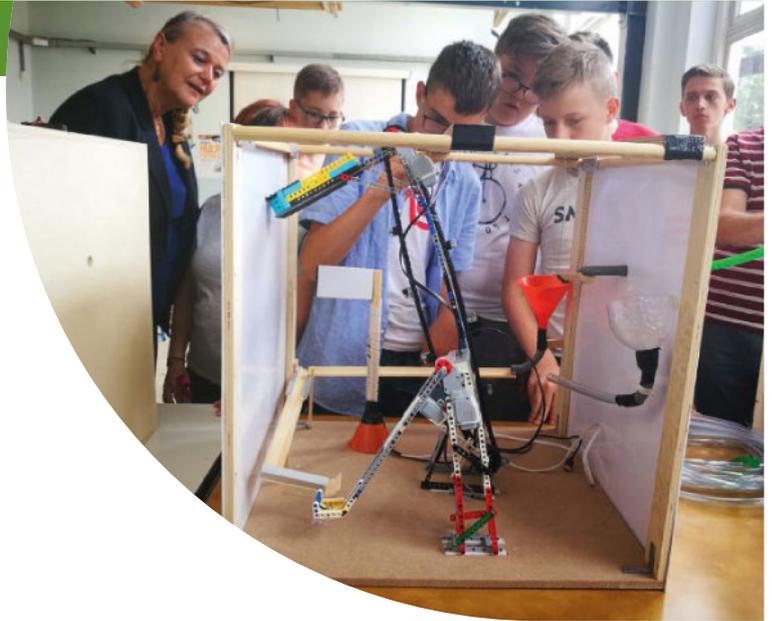
Topic(s) addressed

The project's main objectives were to create the online training tool "How To Raise an Inventor" for pupils aged 11-13 (7th grade in most countries) which provides pupils with skills in STEAM fields and contributes to the formation of their future career choices. The project ensured that learners' needs for quality training were satisfied – qualified teachers, up-to-date content, relevant and interesting training materials, and innovative training methods. These are based on teamwork, cooperation, the principle of 'learning by doing,' and an innovative form of knowledge evaluation (makeathon), where pupils solve a practical task prepared by experts by using various technological tools and knowledge gained during the learning process.

Target groups

The project's target group consisted of 152 pupils from the Netherlands, Latvia and Lithuania. Nine teachers of technology, engineering, and primary education from partner schools worked with the pupils to test the toolkit and provide developers with feedback. Several hundred teachers from outside the partnership learnt about the project's outcomes during multiplier events and local teacher training activities.

Methodologies

Most of the tasks worked towards adding an interdisciplinary dimension to the field of engineering, with the training model "How to Raise an Inventor" having integrated physics, engineering, programming, biology, mathematics, robotics, and arts. Other innovative methods, like gamification, were also applied.

Environments

A welcoming approach by schools with regard to the learning of new content was a large reason for the project's success. Both the Lithuanian and Dutch schools even included produced lesson materials into the curriculum, which gave all target group pupils an opportunity to acquire new skills. This would not have been possible without the support of school authorities and the involvement of teachers of different subjects.

Teachers

Teachers played a major role in this project, as their skills, confidence, motivation, and interest provided the optimal background for the introduction of innovative content into the classroom.

Impact

The biggest positive impact in the partnership occurred in partner schools. The research prepared by partners evaluated pupils' skills and attitudes towards STEAM, and showed that most pupils scored their long-term interest in STEAM at 3 out of 5, with the distribution being slightly skewed towards choosing a career in STEAM.

Practical & reusable resources for the practitioners can be found here.

Partners

Cooperatie Devlab (The Netherlands), Fundacja Edukacyjne Centrum Doskonalenia(Poland), Kauno technologijos universiteto inzinerijos licejus (Lithuania), Rigas Valsts 2. gimnazija (Latvia), Signum KC De Haren (The Netherlands).

European Commission

Secondary education

Kauno Rajono Svietimo Centras (Lithuania)

Smart mathematics teacher

2018-1-LT01-KA201-046956

Topic(s) addressed

The aim of the project was to develop the digital education culture of teachers of mathematics so as to enhance pupils' engagement and achievement. Its objectives were to enhance mathematics teachers' professional development by improving their digital competencies in the use of mobile apps within the teaching process; support maths' teachers to adopt innovative digital practices based on mobile apps towards improving pupils' mathematical skills and address their under-achievement in maths; strengthen the capacity of maths teachers in developing pupils' critical thinking and creativity through the integration of innovative mobile apps-based exercises into the teaching process; and, support maths teachers in dealing with diversity in the classroom through the exchange of work-based best teaching practices as presented in Open Educational Resources.

Target groups

The project involved 2 direct and 1 indirect target groups that were made up of Lithuanian, Latvian, Polish, Romanian, Greek, Finnish, and Chinese participants. The former consisted of 69 maths teachers (between 30-62), who worked in basic schools and held a university degree in education. The latter group involved 164 pupils (between 10-13) who faced educational, geographical, social, and cultural difficulties, as well as those with special learning needs. The indirect target group consisted of 94 stakeholders.

Methodologies

The project's general methodology was based on the blended learning approach, using the reversed/flipped training methods, micro learning, gamification, and Open Educational Resources, as well as best practices of peer teachers from partner countries.

Environments

All developed outputs are innovative and being widely applied during the COVID-19 period due to schools being in lockdown, with the methodology based on the digital/blended learning approach. Developed mobile apps may be used in a trans-disciplinary manner by integrating maths with other STEAM subjects, especially chemistry, physics, geography, and so on.

Teachers

Teachers who participated in the piloting activities had the opportunity to test and manage the training material, newly developed mobile apps, and the SMART EDIT platform.

Impact

The project's impact was positively evaluated by all indicated groups, with the results of activities such as the testing of the intellectual outputs, the multiplier events, and learning/teaching/training exercises not only revealing the benefits of the developed products but also showing a qualitative expression of achievements.

Practical & reusable resources for the practitioners can be found here.

Partners

Danmar Computers LLC (Poland); Europinių inovacijų centras (Lithuania); Eurotraining Educationational Organisation (Greece); Scoala Gimnaziala "George Emil Palade" (Romania); Tukuma 2.pamatskola (Latvia); Viešoji įstaiga Vytauto Didžiojo universiteto Ugnės Karvelis gimnazija (Lithuania).

Vocational educational training

Panevezio Darbo Rinkos Mokymo Centras (Lithuania)

The ability advisor: Improving the tourism for all market by VET

2017-1-LT01-KA202-035218

Topic(s) addressed

The project's topic was tourism for all and accessible tourism, with innovation revealed by a number of important aspects. Integrated training methodology stimulated the combination of knowledge and skills from different subjects, while empowering the VET sector to impact students' attitudes to accessibility and transfer from a single company to the tourism sector.

Target groups

A total of 1072 individuals had actively participated in the project's activities, and they consisted of people who attended the course (VET learners or graduates aged 20-35, who are currently unemployed or underemployed; graduates from specific university courses or high school graduates with specialised diplomas (including post-school diplomas); and/or people with previous experience in the field of tourism services).

Methodologies

The innovative nature of the project is closely connected to its methodology, with TAD having employed a multi-disciplinary approach to the teaching of accessible tourism, including elements of management studies, economics, social sciences, architecture and design, hospitality, and catering. The project's intellectual outputs gave concrete opportunities for the study of same content from different perspectives, with the project having faced different topics and issues, such as the European legal framework and policies on accessibility; communication methods; business and so on.

Environments

The project adopted a whole school approach, with partners and stakeholders using project deliverables and outputs within their institutional activities, with intellectual outputs included in the stable offer as an asset to institutional activities.

Teachers

Both VET teachers and staff influenced the innovative teaching and learning processes, with VET providers acting as innovators in the training sector by fostering new approaches, and introducing crucial topics to education and the economy. New and innovative materials produced through the combination of accessible knowledge and digital transformation improved the training portfolio that was used to create new and interesting training sessions for different targets.

Impact

The project produced a powerful tool that connects both the training and business sectors, with VET providers being able to transfer their training to the online platform in the face of the COVID-19 pandemic. The project contributed to the formation of a new attitude towards inclusiveness among partners' and stakeholders' organisations, given that the partnership functioned on the mainstreaming of the "what is essential for some is useful for all" principle.

Practical & reusable resources for the practitioners can be found here.

Partners

TecMinho – Associação Universidade-Empresa para o Desenvolvimento (Portugal); Bluebook s.r.l. (Italy); ENGIM Piemonte Associazione (Italy); European Network for Accessible Tourism (ENAT) asbl (Belgium).

Primary education

Schoulzentrum Ierpeldeng (Luxembourg)

My Europe, my future, my responsibility Energy and sustainability

2016-1-LU01-KA219-013824

Topic(s) addressed

The EUFURES project's central objective was to help pupils become responsible European citizens. The pupils and teachers involved in this project developed a so-called learning cycle that covers the topics of energy production and a sustainable lifestyle.

Target groups

The pupils who participated in the project were between 10 and 13 years old, with tangible project results developed for pupils in the 10-12 or 10-13 age category –depending on the linguistic competences of the various countries.

Methodologies

The project was highly innovative, and although teachers and pupils of participating schools came from very different cultural backgrounds, they nevertheless worked together and learnt to mutually understand different paths to learning. Pupils were taught to adapt to a more sustainable lifestyle and to understand the repercussions of the post-industrial lifestyle on the environment. Pupils learnt to communicate more efficiently using digital media, with elements of their work having been supported through the eTwinning platform. Some of the older pupils also learnt to process newly acquired information in video clips, which were shared with other schools.

Environments

Throughout the project, all materials were progressively tested by pupils from participating schools (according to age range), with distance and blended learning having played crucial roles due to the fact that no physical learning, teaching and training activities had been foreseen.

Teachers

All teachers worked closely together to ensure the digitalisation of learning materials on the project's website. Furthermore, they also considerably helped each other with the translation of materials into English and into the national languages. It was noted that translations might not have been the easiest task for primary schools to accomplish.

Impact

The learning cycle developed during this project takes the form of a ready-to-use package for interested teachers and pupils at the end of primary schooling; however, it may also be used at the beginning of secondary school – depending on pupils' language proficiency. At the core of the learning cycle was the idea that schools from different countries can and should exchange their results in order to enhance European learning. Participating teachers and their pupils have promoted the project's materials at their respective schools, as well as among other schools through the distribution of sustainable project gadgets (i.e. sunflower seeds indicating the project's website).

Practical & reusable resources for the practitioners can be found here.

Partners

Eichenlaubschule Weiskirchen (Germany); Geniko Lykeio Velestinou (Greece); Gymnasio Aianis (Greece); Masarykova základní škola Kdyně, okres Domažlice, příspěvková organizace (Czech Republic); Şcoala Gimnazială George Tutoveanu (Romania); Yahya Kemal Beyatlı Ortaokulu (Turkey).

Secondary education
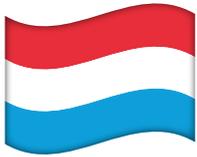
Deutsch-Luxemburgisches Schengen-Lyzeum

Europe: our common project

2017-1-LU01-KA219-023928

Topic(s) addressed

The project's main objective was to enhance pupils' understanding of the European concept and the so-called European spirit. The project also aimed at renewing pupils' motivation to further develop their linguistic, technological, and analytical competences.

Target groups

Approximately 300 participants participated in the project; 25-30 local and 11 European pupils were present for each activity and on average, 10 teachers had accompanied pupils during mobilities.

Methodologies

This project was innovative for partner schools as it allowed them to work in a more open manner by directly involving information points about the European Union (i.e. the representation of the European Commission in Luxembourg, "Maison de l'Europe"), political science institutes, Members of Parliaments (i.e. Member of the European Parliament Ms. Mady Delvaux) and contemporary witnesses (with interviews on Europe made at retirement homes). In this way, it was possible to combine both formal (didactic teaching) and informal learning (group activities). Furthermore, pupils were able to innovatively use their digital skills to document the project's activities and to process their knowledge through motion pictures. The objective of this procedure was to make available the project's methodology to other schools and guarantee enhanced participation of pupils from partner schools.

Environments

The use of the eTwinning platform and a dedicated TwinSpace facilitated digital learning for pupils and made the project's organisation more feasible for teachers. To ensure wider dissemination, pupils also learnt how to share their work through a YouTube channel and how to use online platforms safely. To extend the project's reach across partnership schools, a "Europe Day" was organised where the project's achievements were presented to all interested individuals and schools.

Teachers

It should be noted that teachers were also involved with the new learning process with their pupils. Moreover, they continued to use these newly acquired techniques in their teaching and also disseminated them to school colleagues by using debates to process course content.

Impact

Participating teachers noticed that they had indeed managed to re-motivate several pupils with fewer opportunities (i.e. from marginalised families, or with learning difficulties) towards achieving better results during courses, with the new methods learnt from the project being of invaluable assistance in this regard. In order to continue innovative teaching on Europe, all participating schools attempt to organise a Europe Day in every school year – generally on 9 May.

Partners

Athénée Royal Nestor Outer (Belgium); IES Joaquín Artiles (Spain); Istituto Istruzione Superiore Risposto (ISISS ITN-ITG-IPS-ITC) (Italy); Lycée bilingue de langues romanes "G.S.Rakovski" (Bulgaria); Maison Familiale Rurale Agencourt (France).

European Commission

Early childhood education and care
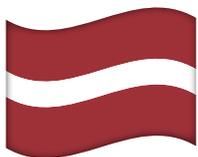
Babītes novada pašvaldības Salas sākumskola (Latvia)

Take nature by the hand

2014-1-LV01-KA101-000215

Topic(s) addressed

The project's aim was to provide a summarised handbook of different outdoor activities as a guide for preschool teachers and parents resulting from our collaboration with preschools in Bulgaria, the Czech Republic, and Sweden, as well as our own original outdoor activities. These guidelines were aimed to help teachers or parents offer their children age-appropriate activity that they can practice through the study, analysis, and inferred learning of nature.

Target groups

Parents and teachers of preschool children; as our handbook was provided in Latvian, its intended target audience was Latvian-speaking parents, grandparents, and teachers.

Methodologies

The project's methodology included the development of key competences such as the natural sciences, exploration, research, and active practice, that linked formal education (the natural sciences, biology, geology, etc.) to non-formal methods (plays, games, fun), with the main result having been to foster learners' active role within the learning process (allowing children to explore, and to draw conclusions on their own).

Environments

The importance of both outdoor environment and activities parallels the progression being made by electronic gadgets and devices. As such, both teachers and parents searched for methods that enabled the balancing of both considerations towards gaining maximum results. The challenge of this project was to include digital/blended learning into the target environment – the outdoors and nature. As such, the handbook provides activities, which, when creatively accompanied by gadgets (mobile phone, tracking apps, photo cameras, online maps, digital compasses, etc.) can result in better results and better learning motivation.

Teachers

Both teachers and parents used their skills, competencies, motivation, and love for exploration and nature to motivate learners to find their own learning experiences. This was done by demonstrating good, creative, and interesting examples of outdoor activities that were accompanied by learning, exploration, and experimentation through the use of digital devices that resulted in a smart combination of both digital and outdoor supplies.

Impact

The smart usage of the aforementioned organisational tools, devices, handbook games, activities, and tasks led to the development of quality output. Furthermore, through the regular and motivated implementation of such outdoor activities, the project's outputs led to an overall spillover effect, with children who have become accustomed to such creative, interesting, and motivational outdoor activities growing up to become adults who will likely prefer the selection of outdoor activities, and recommend the same to their friends and classmates.

Partners

Golfkullens förskola (Sweden); Mateřská škola plavecké haly, Ústí nad Labem, příspěvková organizace (Czech Republic); New Education (Bulgaria).

Primary education
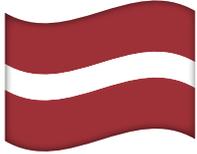
Kandavas Kārļa Mīlenbaha vidusskolas (Latvia)

The promotion of the competency approach in the learning process

2018-1-LV01-KA101-046807

Topic(s) addressed

Kandava Karlis Milenbaha Secondary School implemented the Erasmus+ KA1 project "The Promotion of the Competency Approach in the Learning Process" in accordance with the school's main development goal for the 2017–2020 period, which was closely intertwined with the goals set by the European growth strategy "Europe 2020."

Target groups

Kandava Karlis Milenbahs Secondary School implements several curricula types (primary education programme; general secondary education programme; and primary education programme for students with learning difficulties), for a student body of approximately 380 across the aforementioned 3 different educational stages. The school is mainly attended by Latvian students, but there are also integrated minority students such as Roma, Belarusians, and Ukrainians.

Methodologies

The main method learnt in the "Flipped Classroom" course was defined as a pedagogical model in which typical lesson elements are reversed. Short video lectures were viewed by students prior to the class, which meant that there was the possibility of using innovative digital tools before and during classroom lessons. The teacher learnt various media methods, which allowed for the creation of high quality video lectures; one such method was 'screencast-o-matic,' where schoolteachers used the tool to design lessons during the pandemic.

Environments

Latvian schools began using the long distance learning process when we were faced with conditions brought about by the COVID-19 pandemic, with teachers who found themselves in this new, unusual circumstance, being forced to quickly adapt. Against this background, our school also began looking for the most effective teaching methods through which to provide students with the best quality education, and of how to support them during this process.

Teachers

Following her return from the Erasmus+ course "Flipped Classroom" that was held in Germany in November 2018, a teacher from the school introduced the other teachers of Kandava Karlis Milenbahs Secondary School to the methods she had learnt. In the spring of 2020, at the start of the COVID-19 pandemic period, teachers were once again introduced to this method during a teachers' meeting, where it was decided that the method introduced by teacher could be used to explain new topics to students during distance learning sessions.

Impact

Through our evaluation of the teaching methods learnt in the "Flipped Classroom" and "Intelligent Games and Brain Activators in the Learning Process" courses, as well as the innovative pedagogically digital teaching tools, we can say that the project's results have had a greater impact on our school teachers and students than we originally anticipated.

European Commission

Secondary education
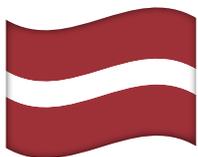
Valsts izglītības satura centrs (Latvia)

B-learning: curriculum design for blended learning (b-learning)

2015-1-LV01-KA201-013406

Topic(s) addressed

The project aimed to provide resources and training for school leadership teams on the ways in which traditional schooling can be transformed through a combination of online and offline teaching-learning experiences. Within this process, both the school leadership together with teachers were trained to become the primary motivators and initiators of ICT implementation, and to function as agents of change to transform classical methods into more modern ones (also known as blended learning – BL).

Target groups

The project's direct target groups consisted of 1) teacher trainers from partner institutions in Latvia, Austria, Cyprus, and the United Kingdom (13 persons) who participated in the Toolkit Development and delivered training and support workshops to school leadership teams during the piloting process, and 2) school leadership teams from 21 schools in Latvia, Austria, Cyprus, and the United Kingdom, consisting of 4-5 participants from said schools.

Methodologies

The "B-Learning: Curriculum Design for Blended Learning" (B-Learning) project focused on pedagogical innovations that allowed for the broadest application of technological tools so as to comprehensively impact learning.

Environments

Working together in teams helped school leaders and teachers better understand how to implement a whole school approach to Blended Learning, how to bring technology into every classroom and make it work, and how to uncover blended learning strategies for school-wide use.

Teachers

As a result of their participation in the project, teachers became more knowledgeable and competent in their implementation of the BL approach within their respective teaching-learning processes; developed competences in learning how to cooperate with other teachers in the planning of BL at their schools; began providing support/mentorship to other teachers as agents of change in their schools; began receiving recognition for their professionalism by students and parents; and, acted as multipliers by delivering training sessions and master classes in the production and sharing of training materials.

Impact

As a result of the project, the number of schools that use the BL approach has steadily increased. Indeed, an increasing number of teachers and school leaders have become more aware about BL and the benefits it can bring to learning processes, thanks to the project's various dissemination activities and training courses. Overall, interest and motivation in the BL approach has increased since the COVID-19 pandemic, as schools had to shift to distance learning and thus new teaching-learning strategies were needed.

Practical & reusable resources for the practitioners can be found here.

Partners

Best Institut für Berufsbezogene Weiterbildung und Personaltraining GMBH (Austria); Centre for Advancement of Research and Development in Educational Technology LTD-CARDET (Cyprus); Izglītības metodiskā laboratorija (Latvia); Rīgas Angļu ģimnāzija (Latvia); The Skills Lab (United Kingdom).

Early childhood education and care

JOUDG Breshia (North Macedonia)

Little inventors

2017-1-DK01-KA219-034228

Topic(s) addressed

The project's objectives were to create an active preschool environment inside and outside the classroom, provide holistic learning, encourage children's ICT development, language, and digital skills, develop their interests in math, language, science, and technology, and finally, to improve their self confidence.

Target groups

Students between the ages of 3 – 6 from North Macedonia Denmark, Turkey, Italy, and Lithuania.

Methodologies

Little Inventors was a project involving 5 kindergartens from North Macedonia, Denmark, Latvia, Turkey, and Italy that was in line with the EU Commission's strategy for 2020 (the improvement of the new generation's basic skills towards a better future for the EU). The objective was to develop such basic skills (in Science, Mathematics, Languages, and Technology) through the use of play and entertainment activities. Given that practical and theoretical knowledge form important stages of the learning process, both should be combined in order to provide children with effective learning opportunities at an early age. As this was a kindergarten-level project, activities that were formulated were basic in nature. Children formed our main target group, with club activities transformed into plays in the interest of making their learning experience more enjoyable and memorable.

Teachers

Teachers were exposed to new ways and methods in delivering lessons to pupils.

Impact

The 5 partner schools aimed to create long-term, tangible, and intangible outcomes so as to provide the greatest possible impacts in the enhancement of education quality and the improvement of children's basic skills (thus ensuring holistic learning as an Innovative Practice). The project's website provided ongoing access to general information on project activities, progress, and outcomes, and reinforced the school's collective impact with participants.

Partners

Istituto Comprensivo Umberto I (Italy); Mustafa Kemal Atatürk İlkokulu (Turkey); Šiaulių r.Kužių lopšelis-darželis "Vyturėlis" (Lithuania); Tørring skole (Denmark).

European Commission

Primary education

OOU Lazo Angelovski (North Macedonia)

Creating innovative future

2016-1-MK01-KA101-021482

Topic(s) addressed

The project "Creating Innovative Future" was an extension of the efforts our school made in its improvement of the use of ICT in the classroom, the outcomes of the educational process, and a more effective approach towards inclusion. The project's general objectives were to support the professional development of teachers leading to the implementation of innovations and improvements to teaching quality; and to improve our school's capacities to implement changes relating to modernisation and internationalisation.

Target groups

The project's target group consisted of 8 teachers (2 English teachers, 3 Macedonian language teachers, 1 teacher of music education, and 2 primary level teachers) and 1 school counsellor (a psychologist) who attended 2 chosen training courses organised by the two international training providers, with all participants having consisted of Macedonians.

Methodologies

A number of teaching and learning approaches were implemented during the project including multidisciplinary approaches through the use of different digital applications and tools, where teachers were able to link different school subjects and topics and practice curriculum integration into their lessons; key competence development, with the main competence developed during the project having been digital competence, as well as personal, social, and learning competences, and cultural awareness and expression; the innovative use of tools, which involved the use of a wide variety of digital tools and applications that allowed teachers and staff to use them as agents of the learning and teaching process; and, the learners' active role in the learning process.

Environments

The whole school approach was used during the project and following its completion. During the dissemination process, the 8 teachers and 1 school counsellor organised 12 internal workshops (in-house trainings) for teachers and staff of our school, and 6 open lessons, where they put into practice their newly acquired skills and competences.

Teachers

Participants became innovators during the project through the use of different ICT tools and applications, as well as various strategies and approaches. The project's activities allowed them to develop the different skills and competences needed in a 21st century school, while supporting cooperation and peer learning among teachers.

Impact

The project's impact on participants who attended training sessions included the development of teachers' competencies and skills through the improvement and implementation of different learning techniques that address students' individual needs and improvement to students' learning process, creativity, and innovation through the use of modern digital tools and resources within the educational process.

Partners

Euromind Projects SL (Spain); IDEC: Aintek Symvouloi Epicheiriseon Efarmoges Ypsilis Technologias Ekpaidefsi Anonymi Etaireia (Greece).

Secondary education

SOUG Koco Racin, Veles (North Macedonia)

Math labyrinth as a method of increasing knowledge levels by solving mathematical problems

2015-1-MK01-KA201-002849

Topic(s) addressed

The project's goal was to enhance digital integration in learning, teaching and training activities in secondary education; support teachers in acquiring or improving the use of ICT for learning purposes; encourage ICT-based teaching; and promote OER across different languages as horizontal priorities.

Target groups

Six organisations participated in the project (three schools with more than 230 teachers), as well as more than 2250 students from North Macedonia, Italy, and Bulgaria (between the ages of 14 - 18), a university from North Macedonia, and 2 mathematical associations from Cyprus and Greece.

Methodologies

MATH Labyrinth is a project that gives learning Math a new dimension, with the project's interactive books consisting of more than 100 real-life problems developed by teachers and students. The learning's peer-to-peer approach provides an insight on how students think, while encouraging their creativity and involvement in the process of teaching and learning. Teachers functioned as students' creative mentors and monitored their work, while providing suggestions and directions on their performance.

Environments

The project's main output, the Math Labyrinth interactive book, is innovative in that not many similar undertakings have been carried out in North Macedonia and partnership countries. The output offers students a digital learning environment through the use of their devices, which enables them to increase their key competences in math.

Teachers

The project emphasizes teachers as innovators for designing real-life mathematical problems – according to students' age groups and interests. By selecting problems and designing them, teachers enhance their skills and competences with digital tools, while improving their cooperative skills with colleagues and the organisation within which they are located.

Impact

The innovative method and the application of ICT-based methodologies have contributed to improvements in students' basic skills and competencies – as determined by internal testing and evaluations, as well as the provision of more attractive Math education approaches at schools. The teachers reinforced and improved competences in addressing the low achievement of basic skills through the use of more effective and attractive teaching methods. Benefits of the project, particularly for teachers, include better approach on how to reduce disparities in learning outcomes that affect all learners (especially underachievers).

Partners

Cyprus Mathematical Society (Cyprus); Goce Delčev University (North Macedonia); IISS Oreste Del Prete (Italy); Mathematical Society of Southeastern Europe (Greece); St. Cyril and Methodius High School of Humanities (Bulgaria).

European Commission

Vocational educational training

SABA (North Macedonia)

Project and practice-based learning

2019-1-MK01-KA102-060054

Topic(s) addressed

The project's main activity was VET learner mobility, where 16 students from the school's IT department were sent to some of the world's best companies for a learning experience that offered them a European experience toward future-building in an increasingly interdependent world. Participants underwent a two-week traineeship period at automotive companies in order to understand how digital technology was being used within the industry. Students had the opportunity to observe IT application in i-car production, intelligent programming, and technologies of the future.

Target groups

A total of 16 students (aged 16-18) were selected, who were in their third and fourth year of high school at SABA's IT department (with branches in Skopje, Bitola, Stip and Kumanovo), accompanied by a SABA teacher to each country. All participating students were from North Macedonia.

Methodologies

The focus was on improving students' skills and better preparing them for future work in the real world. In addition to everyday classes, students were also given practical placements within companies. A deeper emphasis was to provide students with a European and international experience that would be of increased value, as opposed to a purely local perspective, a particularly important consideration given the high emphasis many employers place on high-value competences such as curiosity, productivity, and resilience – all of which are competences that are strong associated with international experience. This was also crucial given that employers often expect VET students to have at least some form of international competences (languages, knowledge of other cultures, work experience in other countries, and so on) when entering the labour market. This project enabled 16 VET students (from SABA's IT department) to undergo two-week mobility traineeships in companies that provided them with experience of both the real labour market, and of working in a team. Under the mentoring and supervision of an experienced tutor, students performed daily tasks related to their future professions, thus providing them with valuable practical skills and references that will support them with labour market integration.

Teachers

Only students were involved in this project.

Impact

The project provided an excellent opportunity to build stronger relationships with schools and institutions from other EU countries, helped SABA further develop its intercultural awareness through insights into the culture of the project's host countries, improve participants' use of English and develop their key competences as European citizens, improve SABA's management skills and internationalisation strategies, as well as increase the quality of EU project preparation, implementation, monitoring and follow up exercises.

Partners

M&M Profuture Training, S.L. (Spain); Wisamar Bildungs-gesellschaft gemeinnützige GmbH (Germany).

Primary education

St Margaret College, Senglea Primary (Malta)

Know, feel, act!
Clean waters! (Know, feel, act! Stop marine litter)

2018-1-MT01-KA101-038369

Topic(s) addressed

The project's primary aim was to develop the competences of educators on the meaningful design, implementation, and evaluation of educational interventions that are based on the principles of Education for Sustainable Development.

Target groups

Fourteen participants from 5 schools participated in this project.

Methodologies

Sustainable Development was represented as one of the cross-curricular themes within the National Curriculum Framework (2012). As such, training teachers in this field helps in the promotion of ESD principles across all school subjects making the cross-curricular approach more relevant and easier to implement given the particular focus on ESD. In addition, trained educators were link teachers for the EkoSkola committee of their respective schools, thus placing ESD at the forefront of a whole school approach that advocates for participatory learning and the active engagement of various stakeholders (parents, local community through the local council, students, and other educators) towards a more sustainable school.

Environments

As discussed in Methodologies, the project itself, having a very focused and relevant theme, was used as a vehicle to enable educators to implement a cross-curricular approach that moved away from the compartmentalisation of subjects.

Teachers

Acquired knowledge was shared during the Professional Development Session. The activities made students, parents, educators, local councillors, and Members of Parliament more aware of how littered land and sea areas actually are. The project resulted in the installation of water tanks in two schools (Senglea Primary School and Vittoriosa Primary School) with funding provided by HSBC, as both schools, prior to the training exercise in Greece, did not have any water conservation initiatives.

Impact

Participants embarked on a meaningful path towards minimising the environmental footprints of their respective schools, with students showing a renewed sense of responsibility and ownership at school. Parent participation has also increased dramatically and they are now more aware of such activities when implemented at the school level. During the Celebration Day recital, a booklet was printed and presented to all guests including to parents, members from the Local Council as well as H.E. Marie Louise Coleiro Preca. Indeed, children have come up with ideas and changes that have led to a more sustainable, less costly, and more sensitive approach to the environment.

Partners

St Benedict College Birzebbuga Primary School; St Margaret College Vittoriosa Primary School; St. Theresa College Middle School; SGPC Paola Primary A.

European Commission

Secondary education

Malta Information Technology Agency (Malta)

Create digital games for education

2017-1-MT01-KA201-026955

Topic(s) addressed

The main project objective was to develop a Game Creator Tool (GCT) together with 2 main games as pilot applications to strengthen the digital skills and competences of students.

Target groups

The target audience for this project was educators and students, consisting of 79 Maltese educators, 16 Luxembourgish educators, 69 Austrian educators, and 86 Luxembourgish students.

Methodologies

The Game Creator Tool was developed for both educators and students. It has been tested on both audiences and their feedback collected accordingly. Additionally, evaluation exercises including a 'needs' analysis were carried out during the project's life cycle. Qualitative semi-structured interviews were carried out with students and teachers targeting both the Game Creator Tool as well as pilot games in order to understand the tool's suitability and usability.

Environments

The Game Creator Tool bridged the gap between the complex world of game programming and designing using an open and easy-to-use tool for game authoring. The project outputs were meant to shed light on the need for further research into the positive potential of active game design for learning purposes, enhancing the digital competences of students with a particular focus on media literacy, and STEM education via GBL learning. The Game Creator Tool enabled educators to diversity their pedagogies and students to learn using a tool that is creative, modern, and attractive – all of which motivated students' appetite to learn.

Teachers

This Strategic Partnership targeted efforts that challenge traditional pedagogies and encouraged the use of innovative game-based learning (GBL) methodologies for learning purposes. The Game Creator Tool allowed teachers and students to work on game projects and dive deeper into the subjects of fake news and STEM, which allowed both teachers and students to create their own games in relation to said themes.

Impact

Through the development of the Game Creator Tool and pilot games, many students' media literacy skills and digital competences were enhanced. Enhancing the skills of hundreds of students provided exponential benefits, namely the increased possibility that they continue with their education, attain tertiary qualification, and improve their employment prospects. At the same time, the project has benefited many educators and boosted their digital skills while enhancing their professional skill portfolios. When used effectively, the GCT diversifies educators' pedagogies and so leaves a ripple effect on their students.

Practical & reusable resources for the practitioners can be found here.

Partners

Research and Innovation Management GMBH (Austria); Science Centre (Department of Curriculum Management) (Malta); Université du Luxembourg (Luxembourg); Universitat für Weiterbildung Krems (Austria); waza! UG (Germany).

Early childhood education and care
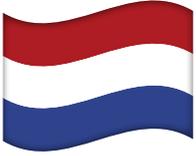
Sardes BV (the Netherlands)

Multilingual Early Childhood Education and Care (ECEC) for young refugee children

2016-1-NL01-KA201-023024

Topic(s) addressed

The project aimed to improve the quality of ECEC for young refugee children by providing educators, child care professionals and policy makers with new tools.

Target groups

In addition to the core team, the indirect beneficiaries of the project included local and national policy makers, researchers, and representatives of child care organisations (and schools) in the field. The project's primary (ultimate) target group were young refugee children and their parents.

Methodologies

An important deliverable was the provision of teaching materials by teachers in the form of scenarios. Reflective questions were seen as an excellent tool that allowed trainees to think and reflect, which placed them within a more active learning mode. Guided by country reports, the project compiled a list of quality indicators and directly connected said indicators to training materials that were being developed.

Teachers

The interactive Toolbox was developed by educators/researchers and is available on the project website. Participants at the final conference indicated that this was an interesting and innovative way of training that was more interactive, as opposed to traditional trainer-to-trainee knowledge transfer.

Impact

A per-country description of the actual ECEC situation for refugee children (both legislation and practice) was developed (country reports), followed by an analysis of high-quality ECEC for this particular target group (Quality Indicators), and finally material were developed for ECEC professionals working with young refugee children (the Toolbox). Moreover, Cambridge University had applied for the funding of an impact study, 'Hiraeth' (July-Dec 2019) in order to organise workshops for recently-arrived adolescent refugees in Cambridge, as well as a participant-led radio programme towards developing a sense of 'home and belonging,' and to improve their language skills. The effectiveness of the MyRef Toolkit was evaluated during the project, and the Toolkit's training materials expanded. Sardes, a member of Consortium Refugee Toddlers was granted a budget by ISSA to organise a workshop with the aim of presenting MyREF material to ISSA members, discuss its potential use in other countries, and opportunities for its translation into other languages. A grant from the Child Care Fund, helped to prepare an e-learning material so as to train preschool teachers working with young refugee children. Longer-term benefits include interest shown by the Refugee Trauma Initiative in Greece of MyREF's material and teacher training approaches, with preliminary plans being made for potential cooperation in the future.

Practical & reusable resources for the practitioners can be found here.

Partners

Oslo Metropolitan University (Norway); The Chancellor Masters and Scholars of the University of Cambridge (United Kingdom); Vernieuwing in de Basisvoorziening voor Jonge Kinderen (Belgium).

Primary education

Agora, Stichting voor Bijzonder Primair Onderwijs in de Zaanstreek (the Netherlands)

Bildung, building good education

2017-1-NL01-KA101-034968

Topic(s) addressed

ICT use among teachers and staff working in Professional Learning Communities (PLCs).

Target groups

The target group for this project were primary school teachers who were trained as 'ICT specialists' and primary school teachers who wished to gain knowledge on the use of IT in their lessons. The ICT PLC was responsible for this component of the KA1 project.

Methodologies

PLC ICT teachers from a group of primary schools were responsible for the learning process, and as the use of IT in education shifted from the 'sole' use of technical devices to pedagogical application (from goal to means), the PLC ICT was requested to integrate IT into other subjects being taught at schools – particularly in subjects important to 'Bildung'. The aim of the undertaking was to grant a strong position to 21st century and IT skills in the teaching processes of all Agora schools. Participants travelled to Sweden for an IT project with Swedish primary schools in order to learn from - and with - their colleagues. A number of other PLCs, teams and subjects were involved with the KA1 project, with all Agora schools involved in staff's continuous professional development – ultimately enhancing the school's overall quality of education, and benefitting hundreds of pupils between the ages of 4-12.

Teachers

Teachers from Agora's PLC ICT were directly involved, and responsible for, the learning process, as well as in the transferral of new skills and information to their colleagues who did not participate in the mobilities.

Impact

Due to the presence of PLCs across Agora schools, results of the mobility activities were shared with all Agora school colleagues. The study visits in particular had a major impact on participants, with an increase in their personal motivation, knowledge, and level of experience. Moreover, teachers obtained a fresh outlook on education in Europe, and returned to their teaching jobs with renewed vigour and ideas, with new skills being immediately applicable to their lessons. During an NA meeting, Agora encountered another large school board in the Netherlands (Saint Lucas at The Hague), which was also experienced in international projects; together, they agreed to undertake job-shadowing and peer-learning activities between the cities of Zaandam and The Hague.

Partners

Ark Swift Primary Academy (United Kingdom); Hillingdon International School (United Kingdom); Senatsverwaltung für Bildung, Jugend und Familie (Germany); Tallinn University (Estonia); University of Strathclyde (United Kingdom); Idėjos ir sprendimai, Všļ (Lithuania); and 24 primary schools in Zaandam, Zaandijk, Koog aan de Zaan, Westzaan, Assendelft, Krommenie, Wormerveer, Wormer and Oostzaan (the Netherlands).

Secondary education
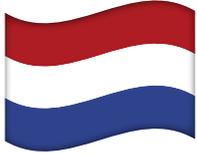
Stichting voor Interconfessioneel en Algemeen Bijzonder voortgezet onderwijs te Rotterdam e.o. (the Netherlands)

Professional development in digital education to improve school quality

2019-1-NL01-KA101-060088

Topic(s) addressed

The project focused on the development of an approach to education where IT and digitalisation may be integrated into everyday learning, and subsumes three aspects: digital literacy, digital didactics, and technology. The use of Microsoft Office, the introduction of an ICTO commission (IT in education), changes in the IT landscape, the broadening of LMC Academy's digital supply courses (for teachers), and the incorporation of new educational tools such as Canva, Lego League (computing), and VR towards the promotion of blended learning were also emphasized. More information may be found in the e-magazine.

Target groups

Members of the school board (with LMC-VO as the consortium coordinator), school leaders, and teachers.

Methodologies

Participants from various levels within the organisation attended the BETT Conference in London, and carried out a number of visits to schools in the London area, resulting in the accumulation of new knowledge and skills that assisted in the shaping of policy reforms at the school level on the themes of digital literacy, digital didactics, and technology.

Environments

ICT in education was a central policy priority across the school board and schools, with the aim of being 'digiproofed' by 2022; the emphasis of the Erasmus+ project was on exploring, learning, giving meaning to, and assisting in the realisation of the strategic pillar: 'the pedagogical-didactic basis – more than in order.' A project group was also developed, as well as a project plan, 'ICT in Education.'

Teachers

Informatics/coding teachers, beta-challenge programmers, individuals who were iCoaches, as well as those who followed the Learning and Innovating Masters programme became front-runners at their schools with regard to ICT.

Impact

The value of access to basic facilities (device, internet connection) was rediscovered, as well as broad awareness on the importance of skills in digital literacy towards the provision of quality education. The project's most valuable outputs were the development of the ICTO (at the strategic level) and the think tank LMC-VO DIGIPROOF (at the operational level) – both of which were essential in providing direction towards measures aimed at education and digitalisation, and ensured that such considerations did not remain at the ad hoc level of crisis intervention. Moreover, during the time spent in London, it became clear that teachers had to be in possession of their own devices if they were to increase their expertise in ICT education. This resulted in the gradual provision of laptops for all teaching staff who worked more than 0.4 full-time equivalent.

Partners

Lyceum Kralinge, Roncalli Mavo, Veenoord VMBO, Vak College Zuidrand, and Palmentuin.

European Commission

Vocational educational training

Horizon College (the Netherlands)

Engineering mobility for all (EMEU4ALL)

2016-1-NL01-KA202-022874

Topic(s) addressed

The scope of this project focused for distance/blended/hybrid learning, having been built on the previously-developed EMEU concept of blended learning – a blend of virtual mobility activities as an addition to, and preparation for, physical mobilities, as well as in the implementation of the 'internationalisation@ home' concept. The EMEU-concept (originally designed for Engineering and ICT) was widened to encompass a further 5 vocational sectors (Health Care, Social Care, Business Studies/ Marketing, Sports, and International Trade and Services) by developing 40 extra virtual mobility modules, in addition to an ECVET4ALL manual.

Target groups

The project saw the involvement of a number of participant groups from its 6 partner countries (the Netherlands, Denmark, Germany, Finland, UK, and Spain), including a minimum of 200 VET students who tested the modules, a minimum of 750 VET students.

Methodologies

The development of modules for new vocational sectors was driven by new teaching and learning approaches found in virtual mobilities. The modules, have proven to be of great value – especially against the backdrop of the COVID-19 pandemic. It enabled the inclusion of students from various backgrounds, including those who were unable to participate in physical mobility. By offering opportunities for the accreditation of learning outcomes through the use of ECVET tools, learners played an active role in the learning processes of the virtual learning environment.

Environments

New virtual learning environments were developed for virtual mobilities in preparation for real mobilities, or as a replacement for when physical mobilities are not possible. Moreover, cooperation efforts were cross-sectoral within the VET-sector (with regard to the various vocational sectors).

Teachers

Staff teams were exposed to multidisciplinary approaches and were involved in the development of virtual learning mobility modules. In addition, teachers benefitted from peer-to-peer learning, and from their students, via the testing of modules.

Impact

The project's impacts are particularly evident in the present against the backdrop of the COVID-19 crisis. Of particular note is the fact that this project was initiated in 2016 (with its predecessor EMEU having been launched in 2014). As such, project partners and target groups (both teachers and students) benefitted from a significant head start in the field of virtual and blended learning for international mobility, with the virtual/ blended modules having been integrated into the curriculum.

Partners

Aarhus Tech (Denmark); Berufsbildende Schule Wirtschaft 1 (Germany); Bridgewater College (United Kingdom); City of Bath College (United Kingdom); Hyria koulutus Oy (Finland); ID-College (Netherlands); IES Xabier Zubiri Manteo BHI (Spain); Jyväskylän koulutuskuntayhtymä (Finland); Sophie-Scholl-Berufskolleg (Germany).

Primary education
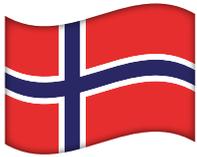
Skeiane Ungdomsskole (Norway)

From digital na(t)ive to digital navigator

2018-1-NO01-KA229-038833

Topic(s) addressed

To enable students and teachers to understand how digital medias function and to apply them in appropriate, sensible ways (navigators), including their application by students in learning and work environments. Specifically, the project's focus was on: using digital media, producing digital content, consuming digital media, and being a responsible digital media user for education, work and personal purposes. Moreover, in 2018, partnering institutions had also explicitly indicated their goal of ensuring that their students became responsible users of social media platforms.

Target groups

Pupils involved consisted of 13-15 year-olds from Norway, and 11-18 year-olds from Austria, France, Germany, and Romania. It was not possible to determine the number of students who were involved in the project.

Methodologies

Designed in 2017/2018 and launched in 2018, the partnership was visionary in its aim of digitally educating participating students. Furthermore, despite the young age group of Norwegian pupils, several outcomes and activities were successfully accomplished.

Teachers

Teachers selected the themes that were addressed and assisted students throughout the project to transform them into responsible producers and consumers of digital media.

Impact

As noted by a project partner, "An important result of the project was the increased awareness of how digital media influences us, as well as how they may also be used to influence society when used by active and media-literate citizens in Europe." Pupils from participating schools were also involved in creating sample guidelines and checklists on fake news, privacy issues, and cyber-bullying. Additionally, they participated in the Digital Detox and edited "simple rules" that were distributed across all participating schools. This document is publicly available in the Digital Toolbox that was developed by pupils for both pupils and teachers.

Partners

BG/BRG/BORG Eisenstadt (Austria); Lycée Jean Moulin (France); Gymnasium Penzberg (Germany); Liceul Teoretic Onisifor Ghibu (Romania).

Secondary education

Metis videregående AS (Norway)

Mobile Learning Technology and Assessment Methods (MOLTAM)

2017-1-NO01-KA219-034174

Topic(s) addressed

The purpose of the project was to develop teachers' expertise in mobile learning towards supporting formative assessments and overall student progress. In this regard, hands-on activities allowed teachers to explore the potential of guided learning through the use of digital devices outside the classroom, while learning about (and working with) mobile learning tools in their day-to-day teaching activities.

Target groups

Project participants were from Norway, Spain, and Germany, and participant groups consisted of in-service teachers, students, and teachers, teacher-trainers and education specialists. Approximately 370 Norwegian, German and Spanish students were involved in case studies/student activities in 4 subjects (Spanish, English, Chemistry and Natural Sciences), with about 132 in-service teachers and 68 staff members from the school's management body. In addition, a workshop with teacher-trainers was also carried out at the nearby University College (HVL).

Methodologies

Participating pupils and teachers came from a number of diverse disciplines (e.g. Science, Spanish, and English). The MOLTAM project was itself based on a previous EU-funded project (MTTEP), and was followed by another EU-funded project, EMOL. The use of iPac as a pedagogical framework was to provide teachers with diagnostic feedback on mobile learning activities, and levels of authenticity, personalisation, collaboration, and other such considerations. Moreover, project partners not only established a common framework for case studies and formative assessment by further developing iPac, they also exchanged good practices, implemented case

studies, involved pupils, and developed in-service training methods. Mobile devices (e.g. iPad and mobile phones) were used in teaching sessions, coupled with hands-on activities that allowed teachers to explore the potential of guided learning using digital devices outside the classroom environment.

Impact

Improved confidence among students in the use of digital tools and the use of foreign language, changes in the thinking and practices of partner teachers with regard to the use of mobile technology and formative assessments, and enhanced understanding among teachers on the use of mobile devices in teaching, and higher-level ICT-skills. Changes in teaching methods were another outcome – an example of this would be a comment from a Metis science tutor: "In relation to our own practice, the project has fundamentally changed the way teaching is carried out. Teaching was revised in order to increase pupil reflection through mobile learning activities, which has helped students present their work through different media, increasing engagement and metacognitive skills, while working with mobile tools."

Practical & reusable resources for the practitioners can be found here.

Partners

Colegio Santa Maria Alborada (Spain); Wildermuth Gymnasium (Germany).

Early childhood education and care
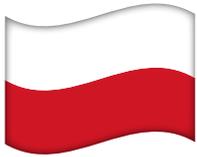
Przedszkole nr 32 z oddziałami integracyjnymi w Koninie (Poland)

Be a master – Think creatively

2017-1-PL01-KA219-038704

Topic(s) addressed

The project was realised in partnership with institutions from Poland, Iceland, Spain, Portugal, Lithuania, and Greece, with its main objective being the growth of partner teacher competences in the field of ICT through innovative methods of work with programming bases.

Target groups

In total, 46 partner schoolteachers from Poland, Lithuania, Greece, Portugal, Iceland, and Wales participated in the project; during which they increased their own competences in a range of fields in the interest of introducing children to the basics of IT programming through the use of various teaching resources offered by the project. Children from partner schools (between 2 and a half to 6 years of age) consisted of 155 children (about 20-25 children from each educational institution), who were identified based on the project's parameters.

Methodologies

The project included innovative and creative attitudes to the early education and development of very young children. The project's innovative dimension included the following 5 considerations: The development of teaching programmes using modern technologies; European dimension; Linguistic skills; Levelling opportunities; Methodological skills.

Environments

Several of the project's activities saw the indirect participation of a number of groups, including children from partner institutions who participated in different classes, meetings, and celebrations; parents from each institution who participated in workshops meetings and festivals to create outputs with children; and, pedagogical staff from each institution who contributed to the development of the project's activities, festival, open classes, the popularising of activities, and the everyday use of outputs created during the project.

Teachers

The project's development led to awareness among teachers on the importance of being open to innovative activities. Teacher participation in the project took several forms such as raising competencies in the area through the use of modern and attractive methods and tools in working with children in ICT; and increasing knowledge on new programmes like Scratch Junior to develop children's basic abilities in every developmental field.

Impact

The project's outputs positively affected individual participants, who comprised of children and teachers who were directly involved in the project. These included the enhancement of children's skills in basic programming; the improvement of children's learning perspectives; children's education in the creative and safe use of digital technology; and, the provision of opportunities for disadvantaged children to gain knowledge.

Partners

CEIP Lope de Vega (Spain), EDIFACOOP – Cooperativa de Educação do Indivíduo, Formação e Apoio, CRL (Portugal), Leikskolinn Furugrund (Iceland), Nipiagogeio Drepanou (Greece), Pillgwenlly Primary School – Wales (United Kingdom), Vilnius Municipality's Grigiskes Nursery Kindergarden "Rugelis" (Lithuania).

European Commission

Primary education
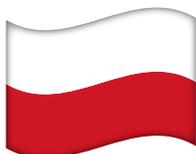
Dwujęzyczna Szkoła Podstawowa nr 1 (Poland)

Towards better quality and modernity

2018-1-PL01-KA101-048386

Topic(s) addressed

The topics addressed by this project were pedagogy and didactics; teaching and learning foreign languages; and, ICT – new technologies – digital competences. The project's main goal was to improve the quality of education in the integrated teaching of selected content and subjects in English; the teaching of other foreign languages, and the use of innovative technologies and digital tools as well as new methods and techniques towards increasing motivation.

Target groups

The project was attended by 15 Polish participants who were selected through a recruitment process, and a number of foreign participants consisting of 2 early school education teachers (ages 49 and 37) of "Early Childhood Education: CLIL (Content and Language Integrated Learning), Interactivity and Creativity in the Classroom" (UK).

Methodologies

The implemented project met the real-world needs of improving the school's quality of work and international cooperation as defined in the European Development Plan for an institution, with the innovative character of the methods that were developed and used in the project

Environments

The project engaged a holistic school approach that was based on the European Development Plan. A report on the school's internal evaluation for the 2016/2017 school year showed weaknesses in a number of areas relating to the functioning

of the institution, such as reduced interest among students in the bilingualism programme; reduced attractiveness of second language lessons; poor or limited use of digital devices and tools during classes.

Teachers

Teachers' skills and competences: analyses were carried out by sub-teams to test the quality of learning outcomes and project products, with said analyses based on the training certificate awarded during the mobility; certificates and opinions following the completion of the English language course; Europass – Mobility; participation certificates from on-premise trainings and conferences; hospitalisation sheets for the director's lessons and activities; opinion sheets and evaluation of the project's final products to determine the quality of learning outcomes and products for school programmes, and psychological and pedagogical teams.

Impact

The quality of innovative processes was positively assessed by several of the project's teams; in accordance with the schedule for the project's implementation, said processes were gradually implemented into the school's development strategy and curriculum so as to rapidly begin meeting the needs that were defined in the European School Development Plan.

Partners

AClass Academy of English, St. Catherine's High School (Malta); Carob Institute (Cyprus); Cervantes Escuela Internacional (Spain); France Langue (France); Oxford International Study Center (United Kingdom).

Secondary education
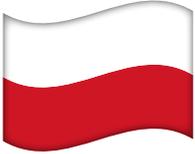
Specjalny Ośrodek Szkolno-Wychowawczy im. Janusza Korczaka (Poland)

Teachers in Europe for students with special needs

2016-1-PL01-KA101-024176

Topic(s) addressed

The main aim of our 17-month-long project was to improve the school's quality and its innovative excellence, while enhancing its transnational cooperation. The project's actions improved teachers' key competences, their ability to use foreign languages, and increased their interpersonal skills while developing an understanding of their use of new technologies in special education.

Target groups

The project's target group consisted of 7 participants: school director, 59; English teacher, 40; dog and equine therapist, 37; teacher of students with autism and AAC therapist, 43; teacher of students with moderate to severe intellectual and conjugated disabilities, 41; librarian, 48; school counsellor, 63.

Methodologies

Project participants consisted of a multidisciplinary group of teachers, with their participation in the project having resulted in the heightened quality of their work with disabled students through the use of innovative methods. The project's tasks focused on a number of outputs, including the expansion of knowledge on Augmentative and Alternative Communication (AAC) for learners who cannot speak or those who use limited speech.

Environments

The project has affected school staff and special needs students by raising the school's prestige in the eyes of the local community as an institution that uses the latest technological tools, new methods of teaching, and a range of school activ-

ities to reflect its openness to the world and to new growth. Important considerations during the support process were the approval provided by the managing body, the commitment of the school's director, teachers' openness to the change process, and a well-identified area for improvement.

Teachers

Teacher participants consisted of a multidisciplinary group of teachers, all of whom were creative and responsible for their respective actions and endeavours. The experience and knowledge gained by teachers during the project's implementation allowed them to become better specialists with broad horizons, who were capable of sharing their acquired knowledge and experience in a professional environment.

Impact

In the long run, the involvement of school staff in the institution's European development is anticipated to contribute to an expansion of the school's activities in this area, and above all, in the provision of better opportunities for the development of students with disabilities and their start into adult life. To that effect, the project has benefitted students by improving their functioning and quality of life thanks to its transmission of the needs of speech-impaired students; the leading method of communication with speech-impaired students was through the introduction of the Makaton system of signs and symbols to students, teachers, parents, and interested persons.

Partners

iDevelop teacher training (Spain); I.S.P. International Study Programme, Language Education and Partnerships Ltd (Iceland).

European Commission

Vocational educational training
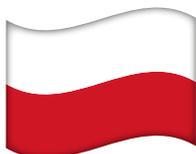
**Centrum Kształcenia Zawodowego
w Wysokiem Mazowieckiem (Poland)**

AlterDrive

2017-1-PL01-KA202-038422

Topic(s) addressed

The project was aimed at creating innovative tools for the learning of alternative drives for motor vehicles (i.e. the online platform "AlterDrive"), and the virtual reality (VR) environment. Following several discussions and analyses, we concluded that the development of this sector of the automotive industry will be of key importance to the Polish, European, and global markets in the near and distant future.

Target groups

The project's target groups saw the participation of vocational education teachers, consisting of 5 Polish teachers of various ages who were directly involved in the project and who came from 3 different fields, namely, car technician, car mechanic, and mechatronics technician. Furthermore, 10 Polish teachers of different ages were also involved in the use of tools that had been developed during the project.

Methodologies

The project's innovative nature lies in its solutions, which was based on a multidisciplinary approach that was developed through broad cooperation among technical schools, research and technology centres, and enterprises in the field of development and national and international projects, as well as consultation with companies from the automotive industry – all of which made the development of innovative teaching tools and methods possible.

Environments

The project's learning and teaching environment supports innovative teaching and learning methods through the use of innovative

tools; furthermore, the project environment itself can be said to be virtual with regard to its innovative teaching and learning methods, and in its use of tools – all of which allow for the use of either the "blended learning" or distance learning method, as well as for its application in school-based classroom teaching, with the activation of methods such as the 'flipped lesson' also applicable here.

Teachers

Teachers involved in the project contributed to innovative teaching and learning processes through their acquisition of new IT and digital competences, which led to positive developmental impacts on the digitisation of schools, with virtual reality, the educational platform, and IT tools significantly enabling distance or hybrid learning.

Impact

Training staff, as well as staff from schools and organisations who were interested in the solutions developed by this project, have themselves introduced new, interesting, and innovative methods of education, as well as innovative tools and approaches for students in the profession of automotive vehicle technician.

Practical & reusable resources for the practitioners can be found here.

Partners

Akademie řemesel Praha – Střední škola technická (Czech Republic); AIJU – Asociación de investigación de la Industria del Juguete, Conexas y Afines (Spain); ERA Evropská rozvojová agentura – European Development Agency (Czech Republic); Perfect Project Spółka z ograniczoną odpowiedzialnością (Poland).

Early childhood education and care

Agrupamento de Escolas General Serpa Pintode Cinfães (Portugal)

Numeracy@English

2015-1-PT01-KA219-012948

Topic(s) addressed

The project Numeracy@English was created to help students appreciate the importance of numeracy in everyday life, emphasise the importance of English, and broaden their digital skills. The project's main objective is the popularisation of numeracy and that of its usefulness among young people. Showing the usefulness of maths across different areas of life will encourage students to widen their knowledge and broaden their minds.

Target groups

The project's target group consisted of pupils of various ages, from pre-school (5-6 years of age) to the finishing years of primary school or lower secondary school (13-14 years of age), depending on the school in question.

Methodologies

Throughout the project, students worked on different activities related to numbers and everyday life, English language, and ICT. The first activity pupils worked on "Facts and Figures about Our School, Village/Town, Region, and Country." This was followed by an exploration of the currency symbols used in each country, the history of money, and the currency used in each Member State prior to their introduction of the "euro," as well as credit cards, and online payments. Other activities were also implemented such as Erasmuspoly and Travelling in Numbers, with the former created during pupils' short-term exchanges, whereby pupils from each school chose towns, cities, and interesting places from their country, explored them and presented during the game.

Environments

The project was constantly being evaluated, with all partner schools given activities between each mobility that were aimed

at developing and achieving thematic final products for each subsequent mobility, with said activities developed by teachers and students of each participating school. Furthermore, each partner was responsible for adapting these activities to their school's practices and to define the timings and modes of execution for each activity.

Teachers

All of the project's partners were already known to either the Portuguese or Croatian coordinator, as such, it was easy to determine the contribution of each partner to the development of activities.

Impact

The project resulted in the attainment of all our anticipated objectives, which consisted of popularising maths as a school subject; broadening awareness on the use of numbers and basic numeracy skills in everyday life; improving knowledge of the English language; and enlarging skills and attitude concerning the use of foreign languages as a necessity in Europe and the gaining of basic knowledge in partners' languages, among others.

Practical & reusable resources for the practitioners can be found here.

Partners

Instituto Comprensivo Lucca 6 (Italy); Colegio de Educación Infantil y Primaria Valsequillo (Spain); Osnovna škola Strahoninec (Croatia); Saint Vincent de Paul PS (United Kingdom); Kalētu pamatskola (Latvia); Ecole maternelle Vauthier-Sircoulon (France); Zespół Szkolno - Przedszkolny nr 2 w Brodnicy (Poland); Ligoniel Primary School (United Kingdom).

Primary education

Agrupamento de Escolas da Maia (Portugal)

Games2Learn & Gamification2Engage

2017-1-PT01-KA201-035921

Topic(s) addressed

The project "Games2Learn & Gamification2Engage" had as its main goal the introduction of innovative pedagogical scenarios for Game-Based Learning and Gamification (flipped learning, cooperative and collaborative learning, Game-Based Learning, and the use of apps) in everyday schoolwork, with a change towards a student-centred approach to learning.

Target groups

This project's target group consisted of 300 students and 18 teachers from participating schools, with 5 sent for in-training and 1 chaperone per country (Poland, Portugal, and Italy). Students from the Elementary School (6-10 years old) came from different social and economical backgrounds, with some of them having Special Needs. Teachers, who belonged to teams that were already involved in collaborative work, were pro-active and dynamic individuals.

Methodologies

The project's main goal was to change pedagogical practices and the focus on learning to a more student-centred approach. In order to achieve that goal, project partners developed five intellectual outputs where they researched, critically discussed, and shared experiences, opinions, and perceptions.

Environments

All schools involved in the project felt a very strong need to increase student engagement in their learning process by changing their pedagogical practices through the introduction

of Game-Based learning and gamification. In a society that is immersed within the Digital Era, all of the project's partners wanted to use new technologies towards supporting this shift.

Teachers

Teachers involved in the project not only changed their pedagogical practices by applying learnt innovative pedagogical scenarios, but also trained some of their colleagues and accompanied them while they were putting it into practice. The project resulted in new knowledge, skills, competencies, and attitudes among teachers that were reflected in their pedagogical practices, which improved their professional work through the use of new innovative pedagogical scenarios in Game-Based Learning and Gamification.

Impact

The main benefit resulting from this project was that students developed 21st century skills in a more natural manner through autonomous, creative, communicative, and critical thinking. They are now able to use technology to enhance their learning process and learn anywhere, any time, and in any place, and are now more engaged in the learning process. As for teachers, those involved in the project acquired a set of knowledge, competencies, and attitudes on the innovative pedagogical scenarios of Game-Based Learning and Gamification that transformed their pedagogical practices.

Practical & reusable resources for the practitioners can be found here.

Partners

Istituto Comprehensivo di Sestu (Italy); Minho´s University (Portugal); Szkoła Podstawowa nr 41 im. Króla Władysława Jagiełły (Poland).

Secondary education

Agrupamento de Escolas de Muralhas do Minho (Portugal)

More collaboration, more innovation, more success

2017-1-PT01-KA201-035921

Topic(s) addressed

The objectives of the project were to enhance professional and collaborative competences of teaching staff, in order to meet the individual needs of students and cope with mixed ability groups; promote tech integration into the classroom to encourage student-centred project-based learning; foster the use of online digital tools to manage collaborative work among teachers; and, provide a European dimension to learning and teaching by enhancing intercultural and communicative competences.

Target groups

The target group consisted of 12 Portuguese teachers, between 45 and 52 years of age, from basic and secondary education.

Methodologies

The teaching approaches that were implemented were innovative not only in the context of school clusters, but nationwide, through the increase of cooperative and collaborative work, the use of innovative teaching methodologies, the construction of an educational website, and diversified assessment instruments. The project contributed to a change in work dynamics that focused on collaborative work as a strategy to meet new challenges. Students became more engaged, and they also began to take more control over their own learning.

Environments

The increased confidence in teachers' use of ICT was essential to the implementation of online/digital education. Within the context of the school cluster, digital learning technologies supported actions aimed at helping the school achieve its improvement plan, mission, and vision for quality education. Schools developed literacy-based initiatives within the local community and participated in national programmes that integrated the use of digital technologies.

Teachers

Teachers involved in the project became major influencers when it came to the use of digital teaching methodologies, and they also promoted and developed a number of actions aimed at the formation and enhancement of staff digital competence.

Impact

The impact of the innovative teaching processes implemented through this project may be seen both at the organisational level (through the introduction of changes to educational resource management), as well as in the "spill-over effect" to other non-participant teachers in the cluster. Networking and sharing are an ongoing part of the school's strategy to raise its standards and forms an important part of the school's improvement plan. Teachers shared their knowledge through formal meetings, webinars, workshops, and online articles, with the local Teacher Training Centre ensuring the appropriate visibility and dissemination of results. Opportunities for students to work in meaningful and collaborative ways were key to building an undivided culture – one that was not based on an "us and them" mentality but instead a "we" dynamic.

Partners

Bernardusscholen 2 (Belgium); Jelgavas Valsts ģimnāzija (Latvia).

European Commission

Vocational educational training

**Escola Profissional Amar Terra Verde (EPATV)
(Portugal)**

Upskilling for upscaled european defies

2017-1-PT01-KA101-035398

Topic(s) addressed

This project was conceived based on a diagnostic analysis of institutional needs that resulted from a reflective point of view regarding ISO 9001's Quality Management Process, supported by performance evaluation surveys in the fulfilment of the European Development Plan. This took into account the awareness of European values and identity, interculturality, and the promotion of gender equality and equal opportunities.

Target groups

The project saw a total of 14 participants from different VET curricular areas/programmes, as well as educational staff involved in the teaching-learning process, all of who participated in 16 mobilities.

Methodologies

The methodologies used in the selection of participants, and in the choice of topics and content for training, continuously took into account an approach that was not only curricular, but above all, transversal, in the interest of producing positive and sustainable changes within the overall group responsible for the success of knowledge transmission (students, teachers, technicians, non-teaching staff, employees, and, internal and external stakeholders), while meeting the personal, social, and cultural developmental needs of those directly and/or indirectly involved in the project.

Environments

Today's school environment should be viewed as an ecosystem; one that is characterised by its volatility of knowledge, an obligation to anticipate the needs of an uncertain and competitive future, the complexity of multiculturalism and ambiguity, and the result of accelerated technological development and increasing globalisation. Education has the ultimate purpose of generating and managing the changes needed to provide citizens with a comprehensive training that affords them lifelong learning and enables them to face changes with perseverance and resilience in all areas of society.

Teachers

Today, the role of teachers is understood as that of a mediator and facilitator of a teaching-learning process that helps students achieve their educational journey and insertion into global society; as such, it holds extreme relevancy to EPATV Administrators in the provision of VET education mechanisms that promote changes in a sustainable manner through the use of successful approaches.

Impact

The biggest impacts were the immediate changes that resulted from the inclusion of new methodologies, the new instruments for the training of various disciplinary groups of each area (as well as with peers and partnerships of various projects), and the planning for amendments and results to be included in curricular subjects.

Partners

Enjoy Italy di Gariano Alessandro (Italy); Europass Teacher Academy (Italy); Euro Teach Egitim Proje ve Danismanlik (Turkey); International House London (United Kingdom).

Școala Gimnazială Specială pentru Deficienți de Auz Sfânta Maria (Romania)

Gifted (for) you

2014-1-RO01-KA201-002957

Topic(s) addressed

The project aimed to provide equal opportunities for both children with special educational needs and those facing high social risks in the interest of facilitating their social and academic integration.

Target groups

Students with high potential (with/without hearing and/or vision deficiencies, or Asperger syndrome), and teachers who were trained in the Psychopedagogy of Exceptionality, as well as teachers from Romania and other participating countries.

Methodologies

Mindful of the advantages offered by digital education, the school launched www.giftedforyou.eu –an online learning platform for children with or without disabilities. The development this innovative platform soon became a commonplace solution that addressed the need for digital education.

Environments

Following the school's use of the project's resources during the pandemic in both online and hybrid classes, it became clear that such resources should be made a priority _ particularly with regard to special education. The platform was providing modules with course-supporting materials and demonstrative lessons. Teachers used resource materials and adapted their educational approach to students' specific needs. A Facebook page dedicated to online learning methods introduced interested teachers to the e-learning platform that was developed in the 'Gifted for You' project, as well as materials on "Mathematics, Lines and Geometrical Figures" completed with sign language interpretation.

Teachers

Teachers have had to utilise various educational needs towards securing students' attention during the learning process, despite a broad lack of supporting materials for special education, and the fact that no textbooks or teaching auxiliaries were available as the project's syllabus had yet to be approved. The platform's demonstrative lessons not only met the needs of children, but also those of teachers in their desire to assist special needs students in acquiring key competences necessary to their integration, personal advancement, and future employment.

Impact

Students benefitted from the project's attractive and interactive modern lessons, and were able to access its content at school, during brief face-to-face learning sessions, and at home via their computers, tablets, or smartphones. All this allowed keeping them motivated and happy during the pandemic time. The development of the project's material with sign language support has been of enormous value to both students and teachers as it allows them to implement online education approaches synchronously.

Partners

Association for Education and Science Kleine Schule (Romania); Rodax Management SRL (Romania); Specjalny Ośrodek Szkolno-Wychowawczy nr 2 (Poland); Sredno specialno uchilishte za deca s uvreden sluh "Prof. d-r St. Belinov", Plovdiv (Bulgaria); Plovdiv University "Paisii Hilendarski" (Bulgaria).

European Commission

Primary education

Școala Gimnazială Nr. 1 (Romania)

No Place for hate

2017-1-RO01-KA219-037277

Topic(s) addressed

Raising students' awareness of other cultures (inclusion – equity, the integration of refugees), encourage them to learn foreign languages, and using of ICT communication tools. Furthermore, the project aimed to increase the confidence of students from disadvantaged backgrounds by encouraging their active participation in school activities, sports, festivals, and workshops. The emphasis on cross-cultural understanding strengthened the European cooperation.

Target groups

The project's target groups were 6 schools from the 6 European partner countries of Romania (the project coordinator), the UK, Turkey, Portugal, Croatia, and Poland. Direct beneficiaries of the project were teachers, students, parents and local communities.

Methodologies

The project has helped individuals to acquire new approaches to understanding different cultures and increased their recognition of the importance of cultural richness and diversity. The project developed so called Club's activities which facilitated the development of inclusive schools through its welcoming ethos of parents and students, as well as its identification of roles and responsibilities among staff towards ensuring effective communication with students that take into account their various backgrounds and needs.

Environments

The project's activities were tailored to be in line with the horizontal priority, which was based on the Paris Declaration. The project clearly prioritised "*... actions addressing diversity in (formal and non-formal) education and training, developing*

social, civic, intercultural competences and media literacy, combating discrimination and segregation, tackling bullying, reducing disparities in learning outcomes affecting learners with disadvantaged backgrounds in particular through innovative integrated approaches."

Teachers

By developing their capacity to act purposefully and constructively in directing their professional growth, teachers have transformed themselves into agents of change and reinforced their professional skills and competences. They become more aware of the need for the individual approach in teaching and assessment techniques.

Impact

The project enabled both teachers and students to acquire new skills and competencies in English language learning and teaching, and ICT. In addition to professional improvements, teachers were able to provide their students with enhanced education support and individual approach that allowed students to achieve their fullest academic and talent potential. The students felt better integrated and were more engaged in the school communities.

Practical & reusable resources for the practitioners can be found here.

Partners

23 Nisan Ortaokulu (Turkey); Agrupamento de Escolas Alexandre Herculano (Portugal); Alec Hunter Academy (United Kingdom); Osnovna škola Petrijanec (Croatia); Szkoła Podstawowa nr 7 w Ostrowie Wielkopolskim (Poland).

Secondary education

Liceul Teoretic Mihail Kogălniceanu (Romania)

Comics in teaching languages

2015-1-RO01-KA219-014963
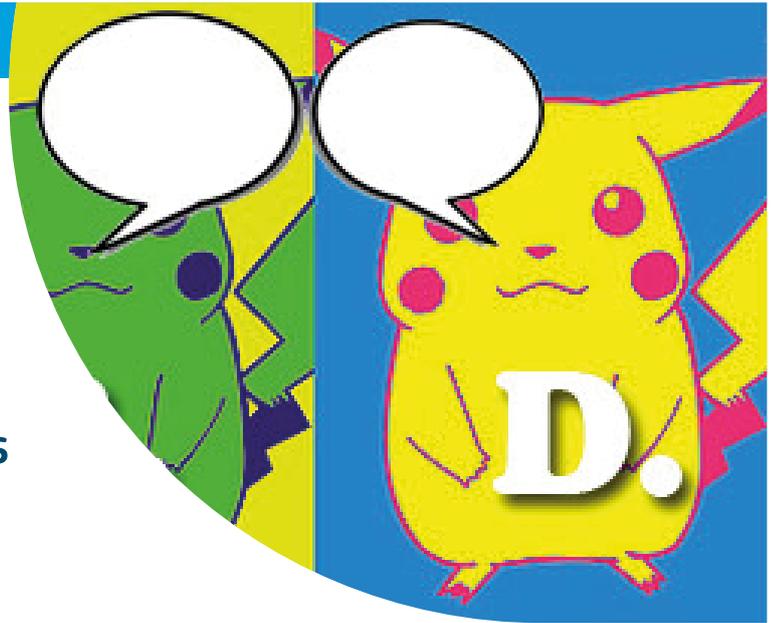
Topic(s) addressed

Improvement of the quality of language learning (English, French, and Italian), by promoting intercultural European education, centred on comics, which facilitated the foreign language communication, digital competencies, the development of initiative and entrepreneurship, as well as enhancement of students' cultural responsiveness and expression.

Target groups

The project's main target groups consisted of 5000 students from the 6 partner schools. Other project beneficiaries were local, regional, national, and international communities, with a special focus on education stakeholders.

Methodologies

The project brought together a number of schools from the project's partner countries, working on equal footing towards a common interest – to foster a new approach to language teaching using comics and IT. Systems developed were widely accessible, for example, the innovative Learning Management System (LMS) came with a downloadable php-MySQL open-source software that could either be installed, or used directly on the website.

Environments

The LMS, was developed specifically for language and IT learning, and uses its own methodology and a plurality of didactic considerations. The LMS was developed in such a way to allow teachers to choose from a variety of teaching methods, and carries a function where the teacher is rendered 'invisible,' which allows the content to be central to the student's learning experience.

Teachers

Within the wider education community, teachers participated in 10 international thematic conferences on innovative teaching. They presented the project, its website, and results, with the Festimaj film festival having provided the ideal opportunity for the screening of the project's documentary, cartoon movies (particularly the student-made animated film 'The Comeback'), and several other products. The teachers felt committed and very enthusiastic about the developed teaching techniques.

Impact

The project won first prize in the 2017 Made for Europe contest, and had also been awarded with the 2016 European Language Label award, both of which recognised the project's development of a robust and broadly accepted approach to the teaching of languages through the use of comics and LMS. According to official statistics, approximately 270,000 visitors from 25 countries had accessed the project's website, with the eTwinning platform also used to spread information on the use of comics and LMS in the teaching of languages.

Practical & reusable resources for the practitioners can be found here.

Partners

Agrupamento de Escolas de Santo André Barreiro (Portugal); Agrupamento de Escolas de Vialonga (Portugal); Istituto Comprensivo Statale Frosinone 3 (Italy); Kastamonu Mesleki Ve Teknik Anadolu Lisesi (Turkey); Regional Gymnasium of Livadia (Cyprus).

European Commission

Vocational educational training

Colegiul Economic "Dimitrie Cantemir" (Romania)

English for hospitality

2017-1-RO01-KA201-037159

Topic(s) addressed

The project aimed to support teachers and programme coordinators in the creation, growth, and implementation of CLIL programmes in vocational education. The project focused on the growth of students' professional placement and the improvement of their career prospects.

Target groups

The project's target groups consisted of 20 secondary English schoolteachers who specialised in tourism and gastronomy, 25 teachers of specialised subjects, and 480 students of tourism and gastronomy between the ages of 15-19 who were in their first three years of study.

Methodologies

The project was particularly innovative as it provided students with the opportunity to immediately apply their English language skills in specific workplace situations as well as during the implementation of tasks and activities at school, instead of a language teaching approach that only anticipated future use of the learnt language.

Environments

Changes brought about by the new era have redefined the teaching and learning of English in the 21st century, with technological and collaborative learning, inquiry-based learning, content and language integration, and digital/blended learning being. All teacher-training programmes and materials that were created during the project provided valuable practical guidelines on the planning and teaching of CLIL lessons in tourism and gastronomy, as well as in the promotion of digital and blended learning.

Teachers

The project improved teachers' competences and the overall methodology to teach. Teachers shared, discussed, and compared methodologies that are used for lessons in both the classroom and online. Moreover, teaching methodology was adapted to meet the training needs, and to shift from a content-centred syllabus to one that was oriented towards learning situations.

Impact

The project's outputs, such as the EN4HOSTS Multimedia YouTube channel, were highly appreciated by many regional and European vocational schools. Innovative ICTs including WebQuest lessons promoted blended learning and the development of learner autonomy, while enhancing teamwork and communication skills among students. Teaching resources found to be very useful in partner schools' libraries, in the EU Project Lab, and in schools' food and beverage labs. These resources consist of the training curriculum with a brief description of each partner school's education system and best practice examples, various CLIL implementation models for tourism and gastronomy classes, modern instruments for teaching and evaluation processes, and a DVD of the project that summarises its key aspects and outcomes.

Practical & reusable resources for the practitioners can be found here.

Partners

EPAL Nafpaktou (Greece); Esprominho - Escola Profissional do Minho (Portugal); Halide Nusret Zorlutuna Mesleki ve Teknik Anadolu Lisesi (Turkey); Istituto istruzione superiore Renato Guttuso Milazzo (Italy); Turističko ugostiteljska škola (Croatia).

Early childhood education and care

Infjärdens förskoleområde (Sweden)

Development of children's learning and influence in a sustainable perspective

2015-1-SE01-KA101-012092

Topic(s) addressed

The project's objectives were defined to address two of the school's development areas: *children's learning and influence* and *sustainable development*. To that end, the project's main objectives were to develop tools and methods to strengthen children's learning, and their influence and participation in and during the learning process; develop a platform aimed at internationalisation and the increase of knowledge on sustainable learning within a global context; strengthen the language skills of participants; and, increase their overall knowledge of European education.

Target groups

The project's target group consisted of 18 participants who participated in 20 job-shadowing mobilities at 4 different recipient organisations, with the preschool consisting of 5 units. All 5 units were represented among participants, with all preschool teachers being between the ages of 48-59.

Methodologies

The project's owners effectively integrated new tools, skills, and knowledge from several areas (ICT and eTwinning) into the project (linking formal, non-formal, and informal ways of learning), with the project addressing key competences such as foreign language skills and digital competences. All parts of the organisation was involved in the project, and efforts were made to ensure that skills and knowledge acquired from the project were implemented into the organisation's regular activities.

Environments

The project ensured the representation of all units within the project, and a favourable environment was created

for the implementation of digital and blended learning; for example, through the linking of the project to eTwinning projects, and the use of various digital tools during the implementation process. This project has allowed the organisation to demonstrate how a small preschool can still be capable of contributing to actual innovation within the school environment.

Teachers

Project participants played active roles as innovators by both contributing to its content, and in the methods they used in the project's implementation and dissemination. All participants were selected through an application process that allowed them to influence and determine their own role, needs, and goals within the project, while defining its method of implementation.

Impact

The project has affected the preschool's teaching and learning processes through its integration of new methods, tools, and skills in its day-to-day practice, its continued cooperation with European partner organisations, and the development of skills in a transnational context. In addition to its dissemination within the organisation, the project's results were shared with other preschools in the area, the municipality, and parents, among others.

Partners

Comune di Imola (Italy); Heilsuleikskólinn Krókur (Iceland); Melarancia SCS Onlus (Italy); Rēzeknes novada pašvaldības Izglītības pārvalde (Latvia).

European Commission

Primary education

Högakustenskolan (Sweden)

Collaborative learning and networking in order to increase pupils interest in learning with web 2.0

2015-1-SE01-KA101-011993

Topic(s) addressed

The project's aim was to address the areas of ICT – new technologies – digital competences; intercultural/intergenerational education; lifelong learning; and, international cooperation, international relations, and development. By implementing ICT-tools in a cross-curricular manner, the beneficiary has taken steps to equip both its staff and pupils for digital and blended learning, while also preparing them for future realities.

Target groups

The project's 3 participants consisted of women who were approximately 50 years of age. Of these, 2 had limited IT-skills, while the third had intermediary skills. All participants were Swedish citizens.

Methodologies

The 3 participants worked with different subjects and different age groups (from preschool to the 9th grade). This, combined with the fact that the school was relatively small (approximately 300 pupils of all ages), made the selection of a multidisciplinary approach a logical choice. Key competences that were developed through this project included knowledge and skills, but perhaps more importantly, a change in attitude was noted among participants. From individuals who were hesitant to use ICT tools, participants became confident in the use of said tools with regard to the project's implementation and dissemination among their colleagues. As the training was held in English, other key competences were also developed. The formal training approach led to an increased use of ICT tools in teaching, which increased participants' curiosity, and facilitated both non-formal and informal learning. At a later stage, the school gained access

to an IT-pedagogue who continues to regularly train staff and introduce new tools.

Environments

As all 3 participants taught different age groups and subjects, the whole school approach and cross-sectoral cooperation featured naturally within the project. Through the introduction of software and hardware, both digital and blended learning are now a part of the school's teaching methodologies, with an overall increase in the teachers and pupils who request for more ICT-based learning.

Teachers

The 3 teachers participated in the project with the common objective of bringing innovation into their organisation – an objective that was accomplished. As a result, their skills and competences have deepened, as did their curiosity. Cooperation and peer learning were also major leitmotifs in the project.

Impact

The project kick-started the school's use of ICT in the classroom, and although ICT implementation would have taken place in time, the participation of the 3 teachers as agents of change, greatly expedited the process. Pupils were given new tools to facilitate their learning and to present their new skills, with peer learning among pupils firmly established. Through such small measures, both participants and pupils have succeeded to create a fairly large impact on their organisation.

Partners

Teachers Training Institute (Poland).

Secondary education

Wijkmanska gymnasiet (Sweden)

ICAROS – Interdisciplinary and Collaborative ThemAtic leaRning of TechnOlogy and Science

2016-1-SE01-KA219-022131

Topic(s) addressed

The project ICAROS aimed to enhance educational practices in order to better motivate students to improve study-goal achievements, while preventing school dropout due to low motivation levels. This was achieved through thematic learning using an entrepreneurial learning approach and student-led knowledge development, experimentation and real-world problem solving. The topics addressed are entrepreneurial learning – entrepreneurship education; ICT – new technologies – digital competences; and, early school leaving/combating failure in education.

Target groups

The partnership composed of both teachers and students from 5 European upper secondary/VET schools, with students from Sweden, Spain, Germany, Greece, and France between the ages of 15-20. The short-term group exchanges saw a total of 20 students (4 from each partner school including the host organisation), with students selected on their manifested ability to fulfil their required roles (student team coordinator, drone operator, systems specialist, and information specialist) in the assembling of a second-generation drone.

Methodologies

The project, with its focus on design, development, testing, and operation of small radio-controlled "Drones," used innovative teaching and learning approaches, coupled with the use of modern technology, learners' imagination, and their active role in the learning process, in addition to the use of multidisciplinary innovative tools/methods in demonstrating the real-world applicability of STEM and other related, and unrelated, school subjects.

Environments

Intra-project communication was continuous and intense throughout the project, with partners in constant consultation with each other on pedagogic, technical, organisational, and practical issues. Open communication between partners was greatly aided by transnational project meetings and an efficient communications infrastructure.

Teachers

The project was created to promote transnational teacher professional development through the sharing of methodology, best practices, collaborative approaches, and results. The teachers involved in the project influenced the learning process through "teacher teams" that were formed around students, given that the thematic learning process followed the development of the "Drones."

Impact

The project's impact on participants and participating organisations was immense. Participating teachers had the opportunity to develop innovative, participatory, engaging, and new educational concepts and also implement them in their schools. Thematic learning (with its associated hands-on applications), and the combination of theory with practical high-tech activities, was firmly embedded among participating schools.

Practical & reusable resources for the practitioners can be found here.

Partners

Ellinogermaniki Agogi (Greece); I.E.S. Mar de Alborán (Spain); Lycée Saint-Exupéry (France); Paul-Julius-von-Reuter Schule (Germany).

Vocational educational training

Västra Götalandsregionen, Naturbruksförvaltningen (Sweden)

"ALIGN" work place based learning within green industries

2015-1-SE01-KA102-012052

Topic(s) addressed

The project's objective was to establish a structured exchange programme on the topics of sustainable food stock production, rural development, and cooperation between rural and urban areas, with the project addressing the topics of agriculture, forestry, and fisheries.

Target groups

In total, 13 female and 9 male students participated in the VET learners' traineeship mobilities, which were carried out in 6 different countries, namely Spain, Finland, the Netherlands, Estonia, Germany, and Denmark, of which 20 were upper secondary VET learners. Furthermore, 2 participating students came from post-secondary VET programmes, with 5 female and 7 male VET teachers also having participated in the project and traveling to 5 EU Member States (Spain, Finland, the Netherlands, Estonia, and Germany).

Methodologies

A peer-evaluation method was used, with all staff mobilities evaluated by a group of teachers who worked in the same field as the beneficiary. Such evaluations aimed to better understand ECVET units, and to use an approach that was in line with the Swedish curricula. At the local level, this helped develop training and education, establish a wider network, and deepen competences.

Environments

Using the whole school approach, the project inspired students and teachers to see the world, and to challenge and develop their personal competencies. Given its blended learning approach, the project increased participants' digital competence through the use of platforms such as PingPong, the ECVET system, and communication systems/social media.

Teachers

Participating teachers were involved with job shadowing and workshops on assessment and ECVET units, with teachers gaining insights into the way that other European countries carry out assessment processes, and the similarities and differences involved with regard to assessment and the required competencies.

Impact

Traineeship in foreign companies helped participating students learn and gave them the impulse to explore new innovative ways of thinking and entrepreneurship using a futuristic perspective, which enabled them to apply new ways of working. The project supported individual student's language development, as well as cultural and social learning. There was significant development among participants with regard to their professional, linguistic, cultural, and social competences.

Partners

Asociación para la promoción de la formación agraria, alimentaria y medioambiental, EUROPEA (Spain); Berufsbildende Schulen für den Landkreis Wesermarsch (Germany); Jordbrugets UddannelsesCenter Århus (Denmark); Luua Metsanduskool (Estonia); Sastamalan koulutuskuntayhtymä (Finland); Stichting AOC Terra (the Netherlands); Stichting Wellant (the Netherlands); The Federation of Swedish Ostrobothnia for Education and Culture/YA - Vocational College of Ostrobothnia (Finland).

Early childhood education and care

Osnovna šola Prežihovega Voranca Bistrica (Slovenia)

Developing social competences of children with early childhood language learning

2017-1-SI01-KA219-035506

Topic(s) addressed

The project's main objective was the empowerment of educators' and teachers' professional competencies and skills in the learning of English, which included elements such as formative monitoring, the introduction of modern approaches to education, and improvement in the quality of preschool education. These priority areas aimed at the effortless and successful integration of children into the social environment, and the strengthening of their social competences in a world that is diverse, global, and multicultural.

Target groups

The project's primary target group were preschool teachers and children, with participants having consisted of more than 1000 preschool children, teachers, parents, and representatives from various local, regional, and international associations, as well as from the municipalities and professional institutions of four countries (Slovenia, Estonia, Italy, and Bulgaria).

Methodologies

The project strengthened the social competencies of both children and professionals through multicultural and interdisciplinary learning, beginning with the acquisition and introduction of early foreign language teaching through games, singing, and dancing.

Environments

ICT technology was used by project participants in both written and oral communication, as a means of learning support (through the use of interactive learning materials, robots, and various online games), in the recording and monitoring of results through formative monitoring exercises, and in the

promotion and dissemination of the project's results at local, national, and international levels.

Teachers

The project saw the implementation of various activities including team cooperation initiatives, the use of interdisciplinary approaches, the introduction of new approaches to regular work, and cooperation between different age groups. Said activities were retained even after the project's completion, with a perceived increase in self-initiative among teachers that largely indicated the creation of innovative stories across different departments. The management structures of both the kindergarten and the school have also continued to support teachers in their expression of new ideas.

Impact

Undoubtedly, the project has imparted long-term positive impacts for the professional development of teachers. This was the first time that kindergarten staff had participated in such a project, which, through its many diverse and interdisciplinary activities, enabled them to acquire knowledge and competencies at levels far higher than they previously possessed. Many of the project's activities are currently still being used in regular work, with a number of different materials (didactic, games, reading backpacks, and, dancing, singing, and story-telling activities) used on a daily basis.

Practical & reusable resources for the practitioners can be found here.

Partners

DG Zhelyazko Popnikolov (Bulgaria); Ecole maternelle les Jardins, Vedène (France); Istituto Comprensivo Dante Alighieri, Opera (MI) (Italy); Preschool Põngerjas (Estonia).

European Commission

Primary education

Primary School Bistrica ob Sotli (Slovenia)

Challenge 21ˢᵗ century competences

2016-1-SI01-KA219-021564

Topic(s) addressed

Digital skills and competences, with its activities having enabled teachers to proficiently integrate ICT into their classroom lessons. Development of online, distance, and blended learning.

Target groups

The project's primary target group was primary school teachers, with approximately 1800 teachers involved in the training phase. The project's indirect target group on the other hand, consisted of pupils who utilise new technologies in carrying out their schoolwork.

Methodologies

The manual presents 15 ICT applications that teachers of diverse subjects can use across various class types (online, distance, or blended) during different stages of their lessons.

Environments

The 'whole school' approach was engaged during the project's implementation, with more experienced teachers providing support and guidance (through the use of ICTs) to colleagues who were experiencing problems in teaching activities. The school's management was an active participant in the project, and participating schools were given the opportunity to organise collaborations between teachers and other staff members, during which participants learnt how to assist and support one another.

Teachers

Participating teachers were trained to pass on their knowledge

and best practices in a way that was most palatable to other teachers, which included motivating interested teachers on the use of new technologies when working with students. By understanding how to carefully select learning methods as well as student-appropriate activities, teachers obtained an insight into the importance of collaborative work, peer-encouragement, and mutual assistance.

Impact

Participation in the project brought about a number of positive changes to the learning practices of participating schools, including an improved understanding of the curricula with regard to recommendations and opportunities for the use of modern approaches and technologies. Furthermore, ICT-supported teaching has since become a weekly practice, with both schools having made remarkable progress over the course of the project with regard to teachers' professional development in ICT-supported teaching. The project is characterised by its broad dissemination, with the presentation of its main results (both manual and training modules) having seen the attendance of teachers from over 70 local and national schools. Moreover, the manual's potential was recognised by 2 publishing houses (one in Slovenia and the other in Croatia). More than 1800 Slovenian and Croatian teachers utilised the knowledge they had acquired from the project in their schoolwork, with student participants having showed both increased motivation to learn and greater interest in ICT-supported lessons.

Practical & reusable resources for the practitioners can be found here.

Partners

I. Osnovna Skola Varazdin (Croatia).

Secondary education

Gimnazija Celje – Center (Slovenia)

Introducing innovative learning environments

2017-1-SI01-KA101-035314

Topic(s) addressed

The integration of formal and non-formal education, incorporate the interdisciplinary approach, and introduce practices that are more didactically creative, relocate certain classroom lesson components to the outdoor environment.

Target groups

Project participants consisted of 12 individuals from the Slovenian school, comprising teachers of various subjects and representatives from the school's management.

Methodologies

The project's activity was a joint collaboration among teachers in the development of contemporary guidelines for Education for Sustainable Development (with extracurricular work) that met the modern needs of the learning community. This project, by enriching the didactic-methodological component across all of the school's programmes, helped reshape the teaching of Science, Math, and foreign languages, through its introduction of new content into the syllabus, the new outdoor park classroom, as well as innovative working methods.

Environments

The project facilitated the implementation of innovative learning environments and the introduction of teaching approaches across various fields, particularly in the fields of science and mathematics. Of particular note was the project's cooperation with the local Children's Museum, where students from Gimnazija Celje - Center had set up an innovative exhibition titled 'Fun Mathematics,' within which interactive workshops in both Slovenian and English were prepared for children aged 3-10 (as a practical example of an innovative learning environment).

Teachers

Teachers not only explored the best practices of various host organisations, but also disseminated their acquired knowledge and experience across the organisation's narrow and broader pedagogical spaces (their respective classrooms as well as among their colleagues), which led to the implementation of innovative learning environments into the curricula, and the successful development of new projects.

Impact

The project's activities led to numerous improvements for the school communities. The introduction of optional courses (interdisciplinary thematic units) for students, the revision of knowledge catalogues for professional modules (mathematics for children and foreign language for children in preschool education) helped the teachers to carry out lessons in an engaging way. The establishment of an outdoor classroom in the school's park, expanding extracurricular activities (that were linked to development of entrepreneurial competencies), the setting-up of the 'Fun Mathematics' exhibition as well as the preparation of interactive children's workshops strengthened a number of values (team work, empathy, efficient organisation, sense of achievement), which, prior to the project, had not been systematically supported.

Partners

Szegedi Szakképzési Centrum Móravárosi Szakgimnáziuma és Szakközépiskolája (Hungary).

European Commission

Vocational educational training

Srednja zdravstvena šola Ljubljana (Slovenia)

Professional and personal development through mobility of students and staff

2018-1-SI01-KA102-046782

Topic(s) addressed

The topics addressed by this project were quality assurance and inclusion (equality).

Target groups

The project's target groups consisted of Slovenian students between the age of 16-19 who were studying to become medical technicians, and Slovenian teachers within the 25-60 age range.

Methodologies

Over the course of the mobility, SZLJ teachers established contact with a high school outside of Slovenia, as it was deemed that this would be useful to the education of intermediary staff working with secondary students and nurses. The project's focus was on increased future examination of Finland's modular education system, with the intention of transferring said system into Slovenia in the spirit of individualisation. The emphasis here was not on the number of schooling years in either professional or vocational education, but instead on mastered modules – which each student may complete at their own pace.

Environments

Although the current learning environment remains unchanged, it may, in the future, form an integral part of the open curriculum, should the education programme be successfully transferred.

Teachers

Slovenian teachers worked in close cooperation with Finnish colleagues through the use of various digital platforms in the development of new modules that could be incorporated into personalised open curricula (both teachers and students).

Impact

The project's output is the potential future implementation of an education programme (from a partner school) during an Erasmus+ mobility project.

Partners

Göteborg Stad Utbildning Studium (Sweden); Gümüşhacıköy Mesleki ve Teknik Anadolu Lisesi (Turkey); Helsingin kaupunki (Finland); Instituto de Educación Secundaria Nº 1 de Gijón (Spain); MFR St Chamond (France); SOSU Østjylland (Denmark); Espoon Seudun Koulutuskuntayhtyma Omnia (Finland); P.Stradins Medical College of the University of Latvia (Latvia); Vrij innovatief en interactief onderwijs, viio5 (Belgium).

Primary education

Základná škola, Wolkerova v Bardejova (Slovakia)

Spielend neues lernen

2017-1-SK01-KA219-035392

Topic(s) addressed

The project was a continuation of an earlier successful eTwinning project that had been awarded the European Quality Label, as well as a German award for best project in 2017. The aim was to motivate pupils to learn foreign languages, improve digital skills; and, to use of gaming's activities.

Target groups

In total 58 students (disadvantaged or with learning disabilities) at the age of 14-16, benefitted from the project next to their teachers.

Methodologies

The project's innovative aspects lay in its use of online games and other associated activities in the teaching of German and English – an approach that proved to be stimulating for students, and which facilitated the learning process by making it a fun experience. Given that activities were image-rich, students with learning disabilities found the experience to be particularly enjoyable, as they were able to perform tasks that were identical to those being carried out by other students with significantly lesser difficulties.

Environments

Schools provided support by allowing students to work in the computer lab and granted them a number of dedicated hours for participation in regular online quizzes, with such activities being conducted in both a synchronous and asynchronous manner. Students were also given the opportunity to meet other students during online sharing activities or through pictures of exchange visits.

Teachers

Most teachers were trained in gamification through various means, such as international e-Twinning meetings and Erasmus KA1-teacher training activities, with their acquired knowledge in the use of technologies facilitating new ways towards student learning. The widespread recognition among participating teachers of the benefits of gamification in the classroom environment led them to encourage their colleagues to combine traditional approaches to teaching, with the use of gamification.

Impact

The project provided students with the opportunity to explore other cultures on the basis of their own experiences, and increased a sense of European identity. Digital skills that were acquired taught students the ways to source needed information, and how to critically evaluate such findings. Teachers passed on their newfound knowledge to their colleagues, with students also having done the same among their peers; furthermore, teachers had actively put this knowledge into practice throughout the pandemic period, and trained colleagues on ways to work with web tools and of how such tools and applications may be used in distance learning approaches.

Practical & reusable resources for the practitioners can be found here.

Partners

12th Gymnasium Acharnon (Greece); Istituto Professionale di Stato per i Servizi Enogastronomici e dell'Ospitalità Alberghiera "Karol Wojtyla" (Italy); Ramazan Atıl Anadolu Lisesi (Turkey); Zespół Szkół w Wieleniu (Poland).

European Commission

Secondary education

Súkromné gymnázium Železiarne Podbrezová (Slovakia)

Let Us Open to the world, We and You

2017-1-SK01-KA101-035139

Topic(s) addressed

The project's topics revolved around the teaching and learning of foreign languages; international cooperation and relations, cooperation in development; and, ICT (new technologies and digital skills), with its main goals being to increase the school's competencies in project management, and progressive methods in teaching foreign languages.

Target groups

Although the project focused primarily on teacher education, its main impact was most visible among students, as they were the group that benefitted most from the knowledge and skills gained by participating teachers.

Methodologies

A number of knowledge, skills, and attitudes were gained from this project, which, by ensuring a more active role among "learners" with regard to the teaching method, led to an improvement in the school's overall teaching processes in terms of knowledge, skills and awareness.

Environments

One of the project's aims was to apply acquired competencies to the school's teaching and management processes, and to incorporate qualitative changes to both of the aforementioned processes. As a result, the school has had an active presence abroad, and this continues to be the case even today.

Teachers

New teaching methods and techniques were applied to the teaching of foreign languages, such as learning through the use of authentic audio recordings of students from foreign schools, authentic correspondence, students' work on the eTwinning platform, and the use of a number of new ICTs. In particular, the teaching of English included the use of newly-acquired vocabulary, which increased student interest in contemporary British events.

Impact

This project has resulted in a significant improvement of technological and ICT skills, with the project having demonstrated possibilities and ways in which technology and ICT may be connected to education methods, including through the use of online tools, software, and programmes in the development of teachers' and students' language skills. Crucially, the project also expanded and fortified project coordinator's experience, and contributed significantly to the acquisition of new contacts and foreign partners for further formal and informal cooperation (both distance and mixed mode). In the years to come, this project in anticipated to play a vital role in the improvement of o ICT capabilities.

Partners

Bell Educational Services Ltd (United Kingdom); Executive Training Institute Ltd. (Malta); Institut für europäische Lehrerfortbildung UG (haftungsbeschränkt) (Germany).

Vocational educational training

Stredná priemyselná škola stavebná, Žilina (Slovakia)

PREDICT Prompt Revolution in Education with Information & Communications Technology

2019-1-SK01-KA101-060151

Topic(s) addressed

Older teachers tend to lack the digital skills that are increasingly necessary in today's education environment, with relatively few teachers regularly using information and communication technologies and media that are made available in the classroom. The project's main goal was the transformation of education processes towards improving teachers' and students' key competencies and readiness in the effective use of digital technologies, and, to prepare the methodologies needed for this transformation.

Target groups

The project was aimed at teaching staff as the *primary target group*, which included teachers of vocational subjects and subject commissions, and foreign language teachers.

Methodologies

Open lessons during which the practical use of ICT in problem solving were applied. Student groups worked on the subjects of Constructions, Geodesy, and Economics; while using IT tools to create quizzes (e. g. Kahoot, Testmoz etc.), flash cards (e. g. Quizlet), edit videos, teaching materials (e.g. SYMBALOO, YouTube videos, QR codes for English lessons, TOURBUILDER at Geodesy, and tablets at Civics. As a result of the project, both teachers and students were involved in Zoom and Google Meet-based distance education from the very beginning of the pandemic. Furthermore, students from socially disadvantaged backgrounds were provided with PCs so they were able to participate in the school's learning processes.

Environments

The project successfully connected teaching with real-world practice and cooperated with representatives from construction companies and universities so as to enable the organisation of excursions, lectures, workshops, and professional practical experiences for students within construction companies.

Teachers

Teachers' active participation in webinars organised by various institutions also allowed them to provide colleagues with tips for online teaching. The project experience's gave them the confidence to be unafraid of the new and unknown, and allowed them to proactively assist the school's management and other teachers facing new COVID-related situations.

Impact

Schools gained new pedagogical practices and the staff gained professional development with improvements in ICT knowledge and skills. Teachers became more confident and development of social skills and motivation were deemed to be crucial considerations to teachers' lifelong learning experience.

Partners

Atempo Betriebsgesellschaft mbH (Austria); Centro de Recursos Educativos e Formação do Concelho de Sesimbra (Portugal); Executive Training Institute Ltd. (Malta); Europass SRL (Italy); Hrvatska udruga pripovjedača "Pričalica" (Croatia); IDEC: Aintek Symvouloi Epicheiriseon Efarmoges Ypsilis Technologias Ekpaidefsi Anonymi Etaireia (Greece); MEIO – Alcashine Empowerment Center, Lda (Portugal).

European Commission

Early childhood education and care

Ankara Provincial Directorate of Education (Turkey)

Creative and innovative training based on digital material and games

2015-1-TR01-KA201-022167

Topic(s) addressed

The project's main objective was to create a physical and digital learning environment that addressed the needs of both learners and teachers in the 21st century through the development of new gamified diverse digital learning materials, teacher training for improvement of teachers digital competencies, evaluation methodology including 21st century skills.

Target groups

The project's primary target groups were preschool and primary school students between the ages of 3-7 and their teachers.

Methodologies

The project simultaneously focused on the development and application of innovative teaching methods, as well as the blended use of these methods with traditional approaches. In addition to algorithmic thinking, the project's aim was to develop basic skills in foreign languages and basic motor skills in early childhood education, as well as artistic skills such as painting and music. The project's most important and innovative aspect was the opportunity it provided to evaluate and identify talented students by the age of 3. All of the project's digital games, especially the music module, is capable of evaluating the data of each student so that students who are especially talented may be recognised early and given specific training for their future success.

Environments

A collaborative guide was created by teachers towards combining the traditional curriculum with the digital curriculum, which allowed teachers to lead the process and be a part of the digital transformation. Such innovative approaches were more actively applied in schools through resources provided for both teachers and students.

Teachers

Various tasks in online teacher education require virtual peer collaborations. In order to combine the traditional curriculum with the digital curriculum, a guide for teachers was created so teachers can lead the process and be a part of the digital transformation.

Impact

The project resulted in a number of positive effects within the learning environment of all partner institutions. Teachers reinforced professional competences. The project also positively affected future teachers who well understood ways in which changes are necessary with regard to learning methodologies for digital natives in preschool and primary schools, with several articles and related studies published among universities in support of this perspective.

Practical & reusable resources for the practitioners can be found here.

Partners

Cromwell Junior and Infant School (United Kingdom); Detska Gradina Mecho Puh (Bulgaria); Hacettepe University (Turkey); Hitit University (Turkey); I Circolo Didattico San Filippo (Italy); Mersin State Opera and Ballet (Turkey); Základná škola Turnianska (Slovakia).

Primary education

Middle East Technical University (Turkey)

E-teach: improvement of teaching techniques by eye tracking in technology enhanced classrooms

2017-1-TR01-KA201-046748

Topic(s) addressed

The e-Teach project aimed to discover teaching techniques and methods in educational technology equipped classrooms (ETECs) in order to meet the training requirements of teachers.

Target groups

The project's target groups were middle schools (corresponding to primary education in Turkey), teachers, academicians, teacher education departments, and Ministries of Education.

Methodologies

Teachers from the fields of Social Sciences, Mathematics, and the Sciences jointly collaborated throughout the project. Given that teaching skills show common interdisciplinary characteristics, the project's findings aimed to help teachers from all fields implement effective teaching practices. Good teaching requires content organisation, teacher-student interaction, engaging learning activities, classroom management, and learning assessments, with teachers' key competences in the aforementioned areas directly recorded from their eye movements; following teaching sessions, teachers were then requested to watch their performance in class.

Environments

The different ETE teaching techniques used across different European geographical regions were studied using innovative eye-tracking technology, with the findings regularly shared with middle schools and their teachers, which helped them improve their respective teaching strategies.

Teachers

Teachers had the chance to observe the teaching practices of expert teachers. Teachers used a variety of resources in the classroom (both conventional and digital), and during the e-Teach project, several digital learning materials were developed so thousands of teachers could use them to improve their teaching skills.

Impact

One of the project's most innovative aspects was the use of eye-tracking technology to explore teaching processes, whereby teachers' eye movements were recorded while they taught in ETE classrooms. The "teacher training e-course material" was one of the project's most important outcomes, as it allowed teachers to become more knowledgeable in technological tools/software that may be used in education. One of the project's main impacts was its ability to meet the gap in teachers' knowledge on technology integration, resulting in enhanced classroom management by teachers and the use of technology during their lessons. One of the project's major beneficiaries were children who had been educated in technology-enabled classrooms.

Practical & reusable resources for the practitioners can be found here.

Partners

Cenk Yakın Ortaokulu (Turkey); DamaSistem Ltd. (Turkey); Druskininkų "Saulės" pagrindinė mokykla (Lithuania); Istituto Comprensivo Gragnano 3 Staglie Parco Imperiale (Italy); Ministry of National Education (Turkey); Öğretmen Akademisi Vakfı (Turkey); Università degli Studi di Salerno (Italy); Vilniaus universitetas (Lithuania).

European Commission

Secondary education

Dr. İlhami Tankut Anadolu Lisesi (Turkey)

Web 2.0 education technologies

2017-1-TR01-KA219-045675

Topic(s) addressed

The project aimed to increase student motivation, increase the attractiveness of lessons, and turn schools into a place of discovery and entertainment by spreading innovative education technologies into every field and training process. The project aimed to encourage students to view education and training not as a process, but instead as an unlimited and pleasant journey.

Target groups

In total, approximately 160 teachers and students from Turkey, Bulgaria, Greece, and Italy participated in the project's mobility activities.

Methodologies

The school has a tradition of using technology in its educational processes, starting with the ITEC project, which saw teachers and students being shifted away from what were classical methods to the use of Web 2.0 tools, in order to increase student motivation, their desire to study, and their overall participation rates. The 'WET' project also used vision, animations, vocalisations, games, smart story books, cartoons, photo-video slides, coding, and evaluation tools in the form of quizzes and survey.

Environments

The project addressed various actors whose primary tasks were grounded on education and training, and it was launched with the notion that learning should not only be limited to the classroom, but that it should be made possible across all aspects of life, with content prepared to suit every time and setting.

Teachers

The project's methodology allowed for direct contact with individuals and is a reflection of the project's success in reaching its objectives and anticipated results. By means of our project, both teachers and students of partner schools were able to discover and implement innovative education technologies, with the results shared among them. Furthermore, the project allowed teachers to reach out to today's youth through the use of technology. Teachers also had the opportunity to learn and apply (in and out of the classroom environment) a number of different Web tools.

Impact

Students were better able to familiarise themselves with new information technologies, achieve greater self-confidence, and enjoy growth in their studies and social skills. Students improved their skills in math, science, digital literacy, and coding through innovative Web 2.0 tools, and were now able to resolve learning issues and increase their motivation levels. The project also enhanced youths with linguistic qualifications and digital abilities. Teacher competence in digital literacy was also improved. The project's outputs consisted of the website, flipbooks (e-books) detailing the project's processes.

Practical & reusable resources for the practitioners can be found here.

Partners

51 Secondary School "Elisaveta Bagryana" (Bulgaria); 5th Geniko Lykeio Karditsas (Greece); Istituto di Istruzione Secondaria Superiore E. Fermi (Italy).

Vocational educational training

Erciyes University (Turkey)

Healthy digital life for pupils

2018-1-TR01-KA201-058610

Topic(s) addressed

The Healthy Digital Life for Pupils Project [HD-LIFE] aimed to support competencies regarding "security" and "information and data literacy," which are among the core competencies of the conceptual reference model of the European Digital Competence Framework through the learning of tools, settings, and strategies.

Target groups

The project's target group consisted of a wide range of schools due to diverse subject areas and the large-scale application and dissemination activities conducted across different school types; its primary target groups however were secondary and vocational education institutions.

Methodologies

The HD-LIFE project was initiated by a comprehensive research activity using a multiple methodological design approach that provided supporting data for the project's products – a continuation of the discussion on online security and a healthy digital life that was covered in the project proposal.

Environments

HD-LIFE was designed to emphasise students' digital health, which is closely related to the ways in which students learn technology use; according to research, problematic aspects of students' relationship with the Internet has had a negative effect on their academic success. Increasing knowledge and awareness of these problematic aspects and the ability to manage them will encourage the development of media literacy and critical thinking, and most of all, enable individuals to

acquire basic skills and key competences that will support their participation in civic and social life, as well as in their socio-educational and personal development.

Teachers

Teachers participated in HD-LIFE's research activities through focus group interviews, provided significant data on scientific and managerial knowledge acquisition, and contributed significantly to the thematic and contextual design of the project's products. Teachers and candidate teachers participated in HD-LIFE's capacity-building activities in the field of education through the multiplier event, which contributed to the dissemination of innovative teaching and learning processes to students and, where necessary, to parents.

Impact

Participants learnt about education content (comprehensive and interesting use of materials, facilitating learning and remembering, understanding, and responsiveness to needs, among others). The participation of school counsellors indicated that educational activities were highly effective and successful in responding to requests and needs. It was established that the project's educational activities were important in contributing to the effective teaching of teachers who will act as guides for a healthy digital life.

Practical & reusable resources for the practitioners can be found here.

Partners

Kayseri Provincial Directorate of Security (Turkey); University of Barcelona (Spain); Universität zu Köln (Germany).