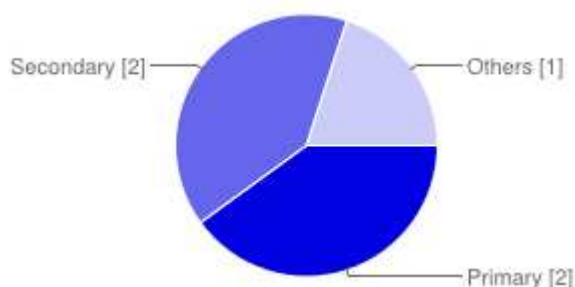


Resumen

Name and Surname

M^a Ascension, Lluís Miquel, MARISA, Sònia, Glòria

Level where you're teaching



LET'S TALK ABOUT COOPERATIVE PROJECTS.

What do you like about eTwinning projects

The opportunity to work in an international atmosphere enhancing my students horizons.

You hand over learning to students. Students feel they have a say. The online resources include a live chat forum which is a virtual way to meet your partners. As the deputy headteacher of the Durham Trinity School, Ann Southren, one of the schools showcased as a study case by the British Council, puts it: 'Many students will never travel to experience the life and culture of our European neighbours, therefore it is our duty to bring the outside world into our school'.

The scope is limited to Europe. It doesn't include teachers from outside Europe. However, it brings an international dimension to children's education. Perhaps I had some misgivings about coordination but Cristina's explanation cleared up all my doubts. I felt that maybe you missed the face to face dimension since you never met your partners in real life, but that fear was dispelled because you can get funding through a Comenius grant to travel.

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What do you dislike about eTwinning projects?

There are too many people.

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I think it is a good project.

I don't quite like the fact that schools only get into contact online. I would like to be given the opportunity to meet in person with the people you work with at any stage of the project.

What's the biggest threat in doing an eTwinning project?

To have not serious partners

Some teachers may have a passive attitude when it comes to eTwinning. They may not be so enthusiastic about combining teaching with technology because they have a low knowledge of IT. They may not understand how to utilise the eTwinning site to contribute to the project. They may not have a computer at home and feel threatened by the knowledge of their students. Such teachers could team up with other teachers who are knowledgeable and who could guide them on how to use eTwinning. To sum up, teachers need training on how to use eTwinning and encouraged to use it. And training should to be provided addressing different teacher needs.

To work collaboratively with a school from another country. I find it really challenging.

What do you like about Comenius projects?

To work in a cooperative way, get to know other realities, travel,

The Comenius programme provides opportunities for schools and colleges to introduce or strengthen the European dimension in their curriculum. A curriculum can be enhanced and balanced by school partnerships with other European countries. The Comenius is not just restricted to teaching staff. At Holy Cross and All Saints in Salford, the process of planning for school improvement now involves all staff, resulting in greater staff ownership of school planning. The project has enabled the school to focus more clearly on key issues and find ways to plan for them.

I never have done a Comenius project (with children) before but there is a wide range of different interesting projects. I also like this organization is related with "Ensenyament" and has got head offices in each country.

What do you dislike about Comenius projects?

Not many students can travel to know their partners.

I cannot possibly see any threats. Besides, the Comenius programme offers funding for your school to further develop your eTwinning project by introducing a mobility/travel element to the project. Comenius Partnerships grants provide funding for staff and pupils to travel to partner schools in Europe

The bureaucracy. I supposed it is necessary but sometimes you get lost trying to complete all it is required.

What's the biggest threat in doing a Comenius project?

Not understanding each others goals, disorganization, rivalries, lack of interest

Students may not be aware of culturally sensitive issues or may show a lack of sensitiveness to cultural issues which are important to students from other cultures, but that's a problem that may easily be overcome with the guidance and help of the teacher. However, the final stage of a project carried out by Charlton Kings Junior School culminated in a week of citizenship-themed activities in Cheltenham, undertaken by 45 students from the partner countries who formed a "European Class". Prior to the week, all participating pupils took part in a range of activities designed to encourage teamwork, address cultural differences and support the creation of long-lasting friendships. The students took part in initial ice-breaking games and attempted to communicate in each other's languages. Bradley Evans from Charlton Kings Junior said, "It was amazing meeting the European children and attempting to learn and speak the many different languages." Nina Booth agreed: "It was cool because not many people actually get to meet their pen pals and it was much better than just seeing a photo." Andy Theedom, trip organiser and international coordinator from Charlton Kings Junior School said: "The week was a huge success ... the children have enjoyed a very unique experience. At school we encourage the children to become and act as Global Citizens with our many links around the world. This week has ensured that the children are doing just this. It has been brilliant to see the children interact throughout the week and grow in confidence to attempt a different language. Strong friendships have been formed and the links with all of the schools will continue."

The time. To start a project like this you must be sure where you will be in two years and this is not always possible.

What do you like about ePals projects?

Students practise writing in a real context

I like that their projects are centered around meaningful content and experiences that require teamwork, digital literacy skills, higher-level thinking and communication. Their approach seems very modern: Joli Barker, a second-grade teacher at Earl H. Slaughter Elementary in McKinney ISD, McKinney, Texas [...] says that a fearless classroom depends on a teacher's recognition that they are the weakest area of information when it comes to being a resource for students. "It's okay that I don't know the answers to everything," says Barker. "Students can use ePals and other technologies to explore, communicate and learn from other kids from around the world." Because the American education experience is so teacher-dependent, say Barker and other proponents of fearless learning, students are not acquiring the survival and success skills they need for the 21st century. Students need to be prepared to handle themselves in the real world when they don't know the answer to something. Validating sources, collaborating and seeing solutions from different angles are key skills needed, even for primary-grade students. I also like the idea that the learner is a stakeholder in their success.

The simplicity of the project. As a primary teacher sometimes I look just for exchanging emails.

What do you dislike about ePals projects?

You work with a different approach.

Learn seems to work in a similar way to eTwinning but incorporating an international dimension that goes beyond the European context.

I like this project because with the project selected teachers and students enter online forum spaces to meet one another and participate in ongoing projects with classrooms around the world who are working on the same project.

What's the biggest threat in doing an ePals project?

The difficulty to keep it alive. Students get bored after a few letters. I dislike their sales pitch approach and their emphasis on technology and technology savvy students and teachers. I don't know...

What do you like about learn projects?

Not sharing the same interests.

A certain over-reliance on technology (is it because they are trying to make big bucks by selling you software and computer programmes which you can find elsewhere free of charge?). Epals may not live up to their promises. The Epals staff mention this: Barker and others assert that creating a fearless classroom requires a level of teacher preparation far beyond that needed in a traditional classroom. Rather than following a textbook or pre-determined set of activities and lessons, educators must determine what big questions they'll present to students and what innovative technology tools will help kids find the answers and produce projects that demonstrate and spread their knowledge to others.

I think the biggest threat of this project is the same for most of the collaborative projects, the professionalism of the adults (teachers). If we do not follow a plan and we are not serious we can ruin the project.

What do you dislike about learn projects?

It is not always easy to embed it in your programme.

The projects are not free topic, but every project proposed by teachers and students in iEARN has to answer the question, "How will this project improve the quality of life on the planet?" However, I like projects that address cross-curricular issues and that foster the idea of global citizenship.

I don't like the web page, maybe I need more time to investigate it but I think it is a little hard to find what you want

What's the biggest threat in doing an learn project?

Students get bored.

I can't possibly see any.

Probably the fact of wanting to do too many things. It is important to focus first on the subject to be treated.

What do you like about U4energy projects?

Participating in a competition can be engaging for students.
The idea of doing a project in which the environment is the subject.

What do you dislike about U4energy projects?

There are students who might not find the topic interesting or engaging.
I do not like because our society often tends to delegate many tasks and best practices that can easily do at home to schools. And this project tends to do this.

What's the biggest threat in doing an U4energy project?

The whole process seems rigid to me the same as with Eco-schools. You cannot adapt the project to specific needs or demands from your students, it's not flexible. It's already created for you.
You must involve not only your students but the staff from the schools and it is difficult to promote an initiative when it depends on different people.

What do you like about EchoSchool projects?

It's just focused on energy, which could be interesting for technology teachers doing CLIL, or even sts doing some specific project on ways to save energy.
I like projects which engage the school community in any kind of action favouring sustainable attitudes.

What do you dislike about EchoSchool projects?

It might not engage students.
What I find most complicated about this project is the fact that you have to work with different members of the school community, not only students.

What's the biggest threat in doing an EchoSchool project?

Students have to commit themselves to the project in a way which is not engaging (the seven steps they have to follow look too cumbersome and not appealing or encouraging).
As I have noticed before, it is challenging and difficult to engage different members of the school community in this kind of projects.