Internationalising Teacher Education in Europe – Is virtual collaboration the “new way to go”?  
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Tales from the field:
«The use of ICT in education»
a TTI-project

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eTwinning for schools, teachers and students

TTI for teacher education institutions, teachers and student teachers
Tales from the field: a TTI-project on «The use of ICT in education»

- University of Salerno, Italy
- University College South Denmark
- University of Agder, Norway

- A two-month project involving teacher education institutions and student teachers at primary and secondary school
Aims & Scope

We are a group of university professors and we teach in Teaching Education degree courses. Our students will become pre-school, primary and/or lower secondary school teachers. We would like them to take this opportunity to reflect on the role of technologies in their work, having a chance to exchange ideas with students from other countries.
How?

- The role of the eTwinning national coordinator/ambassador
- Explore the technical possibilities within the eTwinning-platform
- Regular meetings with the teacher educators from Italy & Denmark
- Alignment with the educational programmes and curricula
- Development of joint assignments
One single assignment
Three joint assignments

First assignment for the groups

Please select one of the four topics below for further discussions in your group.

Create a page within our twinspace where you report the results of your discussion.

1. When schools are closed: How to enable adaptive teaching and learning online for young people? How can we as teachers learn and share ideas across countries to establish good online teaching that ensures the pupils follow the curricula?

2. How are classrooms furnished and equipped for younger children? In Norway we use the entire room as a learning space, including posters and objects on walls. What is the situation like in other countries? Perhaps we could exchange ideas and tips?

3. Start a dialogue with student teachers from other countries on how the regular day at school is organised; what are the routines? Number of subjects per day; how do lunch-breaks look like? This way you can learn about how schools look like in other countries.

4. What are the main cultural events and national holidays in your country? Students can share photos and texts about their national celebrations across countries.

Group Assignment 2 – eTwinning

In your eTwinning groups you are now to work on 'Assignment 2'.

In this assignment you are to describe an activity that you can all use in your teaching. The activity has to somehow integrate a digital tool or some kind of technology. You are to upload your assignment 2 answer to your group page on eTwinning no later than April 16th.

What to do?

- Set up an online meeting – find a date and a time
- Before the meeting you have all brainstormed ideas for possible activities
- Meet online
- Discuss, share ideas and come up with a group answer
- Upload your answer to your group page (deadline April 16th)

What are the assignment requirements – what should you include?

- Describe the activity and the digital tool/technology
  - You decide the level
  - You decide the length of the activity (timespan)
- State the learning goal(s) connected to your activity
- Explain your didactic reflections
  - Why did you choose this activity?
  - Why did you choose the digital tool/technology in question?
  - List pros and cons
    - Do you foresee challenges?

Enjoy your work...

Group Assignment 3 – eTwinning project

In your eTwinning groups you are now to work on ‘Assignment 3’, which is your final assignment in this eTwinning project. The focus is: assessment of eTwinning.

Procedure

- Set up an online meeting – find a date and a time
- Before the meeting you have all considered your answers to the questions below
- Meet online
- Discuss, share ideas and write down your group answer
- Create a page in Twinspace (call it your group number + assignment 3) where you upload your group answer to 'Group Assignment 3' no later than April 27th

Please discuss the following questions:

- How can you use eTwinning in your teaching?
  - List at least three possible project outlines
- What would be the purpose of using eTwinning in your teaching?
  - List as many reasons as you can think of
- What are the pros and cons of the eTwinning platform itself?
- What have YOU learned from our little eTwinning project?

Consider presenting your work using some kind of technology: a mindmap, a video or a poster or any other digital tool you find relevant.
FIRST ASSIGNMENT FOR THE GROUPS:

Topic number 4: What are the main cultural events and national holidays in your country? Students can share photos and texts about their national celebrations across countries.

The are the main cultural events and national holidays in Norway?

Easter-holidays

In Norway people are always looking forward to the Easter-holidays. Before the holidays tend to start, children in both kindergarten and schools use to make Easter-decorations. They make decorative chickens in all sorts of material, paint on eggs and do other activities. In the colour of yellow, of course!

Easter is often associated with nice weather, (we use to call it "easter-weather"), snow and skiing. Therefore, a lot of Norwegians pack their cars, to travel to their cabin up in the mountains. Before they go out skiing, they pack their bags with oranges and chocolate called "kvikk-lunsj" to gain energy on their loooong trip. Daddy's tend to convince their children that the end of the trip is just around the corner, even though it is not ;) Others use to spend their holidays in their garden, or on going on walks to make a firepit and eat sausages.

Important holidays in the Danish culture

Christmas:

Christmas is celebrated on December 24th. The family hosting this event typically invites family. Prior to Christmas Eve, the hosts mainly cook dinner as well as decorate the house and Christmas tree. A classic Christmas dinner is basically roast pork and/or roasted duck, a very big "sausage" called, "medister", in Danish brown and white potatoes with brown gravy, potato chips and shredded red cabbage. Firstly, the guests place their gifts underneath the Christmas tree, and after a short while, the big Christmas dinner is served. In between dinner and the unwrapping of presents, game and dancing/singing around the Christmas are carried out. Afterwards, the hosting family serve a rice porridge with whipped cream and almonds alongside, and the family compete to win little presents that each family bought. The winner can only be determined when someone has found a whole almond in their own dessert. Once this is done, the rest of the evening is mostly a wrap up in the enjoyment of each other's company lasting the rest of the evening.

Fastelavn "Shrovetide":

EASTER FESTIVITY

Easter is a Christian festivity that celebrates the Resurrection of Jesus. Easter traditions vary from city to city in Italy but for everyone it is a very important day to stay together with your family and friends. It is used to give chocolate eggs but this habit was born by time because at the beginning were given real eggs, coloured, with the meaning of rebirth, the life begins agains.

During the Easter's Eve is celebrated a solemn mass held on the right between Holy Saturday and Easter Sunday and it celebrates the Resurrection of Jesus. In this solemn mass, there is the symbol of a big candle that is used to testify the contrast with the darkness of the night because Easter is the transition from darkness to light, from death to life.
Assignment 2

The activity we proposed is a lesson on immigration. Technology will be used as a whiteboard to project a film on immigrants.

This activity is proposed for 4th primary school.

The method we proposed is role-playing. It’s “the changing of one’s behavior to fulfill a social role”.

Role playing is an active method in which a real situation is simulated, to make participants know the relationships and dynamics that are determined in an activity characterized by communicative interactions, with practical experience.

OBJECTIVES

- Student will develop an understanding of the concept of immigration
- Students will understand similarities and differences between themselves and others.
- Students will recognize and value diversity among their peers.
- Students will recognize and value the diverse experience of immigrants and of children from other countries.

MATERIALS AND TECHNOLOGY

- Interactive whiteboard
- tablets for student use, or a computer
- projector to display the film and the online activity.

TIME

One lesson of 3 hour and the day after, one lesson of 2 hour = 5 hour

STEP 1

Assess background knowledge by asking students questions around the following:

- What is immigration?
- What do you know about immigration?
- Who is an immigrant?
- Why do people emigrate?
- Who is a refugee? How is a refugee different from an immigrant?

STEP 2

Teacher shows a short-film about immigration on the whiteboard

Assignment 2:

“UP AND DOWN TO THE WORLD”

discovering ITALY, NORWAY AND DENMARK

Describe the activity and the digital tool/technology:

The activity we propose: UP AND DOWN TO THE WORLD, involves the participation of three fifth classes of primary school, students aged between 10 and 11 years. It can be done in lessons of maximum 60 minutes.

Available material: interactive smartboard and school pc.

It is an interdisciplinary experience that includes English and geography.

Each class will tell a short story of their nation in English through a geographical map, taking care to present cultures and traditions.

The web based application used is

GOOGLE TOUR BUILDER.

Google Tour Builder is a great tool for storytelling that allows its users to preserve their memories and stories with the help of maps. By using different kinds of multimedia content as well as Google maps, Google tour builder connects people and places together. It is a great educational tool and students’ learning and engagement can be increased by using it. It also allows its users to add photos, videos and other sort of content to Google maps. You can pick any location that you want. It is wonderful to help our students to explore new places around the globe. The children will use Tour Builder to explore the exclusive geographical images and culture of Italy, Norway and Denmark, connecting them to the landscape and its inhabitants.

We ask our students to research on their nation and then create a tour including 5-8 stops. We also ask them to include a photo along with an interesting fact about every stop. They can share their tours on Skype.

State the learning goal(s) connected to your activity:
Conclusion

- Learn how to bring the world to the classroom by eTwinning
- Experience internal logics of the eTwinning-platform
- Learn about the organisation of teacher education across countries (similarities and differences)
- Learn about different cultures of teaching across countries
- Build their own network of student teachers from other countries