

FULL REPORT 2019



eTwinning in an era of change

Impact on teachers' practice, skills, and professional development opportunities, as reported by eTwinners



Erasmus+



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TABLE OF CONTENTS

EXECUTIVE SUMMARY.....	7
1. OVERVIEW OF ETWINNING & MONITORING APPROACHES	11
1.1. What is eTwinning?	11
1.2. eTwinning's monitoring activities	15
1.3. Methodology	16
2. PROFILE OF RESPONDENTS	19
2.1. Profile of experience, type of school, country.....	19
2.2. Profile of eTwinning experience and involvement	23
3. THE ETWINNING PORTAL - USABILITY AND USER SATISFACTION	26
3.1. Usability of the Portal	26
3.2. Participation in eTwinning Activities	33
3.3. Needs and satisfaction	37
4. PROFESSIONAL DEVELOPMENT AND RECOGNITION IN ETWINNING	41
4.1. Introduction	41
4.2. Professional Development activities	42
4.3. Recognition and awarding.....	45
4.4. Creating relevant Professional Development for the future	48
5. ETWINNING – EFFECTS ON PEDAGOGY AND PRACTICE	51
5.1. Introduction	51
5.2. Reflecting on practice.....	51
5.3. Effects of eTwinning on pedagogical Practice	53
5.4. Technology enhanced teaching and learning practices	63
5.5. Working with students	66
6. ETWINNING AND THE SCHOOL.....	72
6.1. Introduction	72
6.2. School climate	72
6.3. Development of eTwinning in School – who are the influencers?	74
6.4. Effects of eTwinning activities on the school	75
CONCLUSIONS	80
GLOSSARY	84
REFERENCES	89

GRAPHS

Figure 1: Role of respondents.....	19
Figure 2: Age and years of experience	20
Figure 3: Level of education taught.....	20
Figure 4: Subjects represented	20
Figure 5: Response number per country.....	21
Figure 6: Ratio of no. respondents/total registered in 2018	22
Figure 7: Percentage of awarded eTwinning Schools.....	23
Figure 8: Sources of information about eTwinning	24
Figure 9: No. of years registered in eTwinning	24
Figure 10: Reasons for registering in eTwinning	25
Figure 11: Frequency of visiting the Portal.....	26
Figure 12: Frequency of visiting the Portal based on level of experience.....	27
Figure 13: Reasons for infrequency of visits	27
Figure 14: Reasons for infrequency of visits based on level of experience	28
Figure 15: Ease of use of Portal features.	29
Figure 16: Ease of use of Portal features (inexperienced)	30
Figure 17: Ease of use of Portal features (experienced)	32
Figure 18: Difficulties encountered.....	33
Figure 19: eTwinning activities participated in during previous 2 years.....	34
Figure 20: Reasons for no involvement	36
Figure 21: Top five statements	37
Figure 22: Middle set of statements	38
Figure 23: Lowest three statements.....	39
Figure 24: eTwinning services	40
Figure 25: Source of information about eTwinning activities and news	43
Figure 26: Usefulness of more formal PD activities offered.....	44
Figure 27: Usefulness of more informal activities in eTwinning Live	45
Figure 28: Usefulness of the various forms of recognition	47
Figure 29: Usefulness of certificate of participation in career advancement	48
Figure 30: Topics named for future Professional Development	49
Figure 31: Types of professional development wished for in the future.....	50
Figure 32: Frequency and increase in self-reflection – all	52

Figure 33: Comparison of increase in reflection	52
Figure 34: Frequency of sharing practice.....	53
Figure 35: Comparison of sharing practice	53
Figure 36: Top set of statements where it is stated eTwinning has had a positive impact	54
Figure 37: Middle set of statements where it is stated eTwinning has had a positive impact.....	55
Figure 38: Bottom set of statements where it is stated eTwinning has had a positive impact.....	55
Figure 39: Teachers' classroom activities with students.....	56
Figure 40: Increase in teachers' classroom activities with students as a result of eTwinning	57
Figure 41: Overview of teaching practice	58
Figure 42: Increase in teaching practice as a result of eTwinning	59
Figure 43: Teaching methods used as result of eTwinning	60
Figure 44: Tools and resources used as a result of eTwinning	60
Figure 45: Top four priorities for teachers' development of self and students.....	61
Figure 46: Aspiration of teachers with regard to value and competence development.....	62
Figure 47: Use of technology by teachers.....	64
Figure 48: Increase in use of technology by teachers as result of eTwinning	65
Figure 49: The frequency of students involvement in various practices	66
Figure 50: Increase in the frequency of students involvement in various practices as a result of eTwinning	67
Figure 51: Ways in which students use technology	68
Figure 52: Increase in the ways that students use technology as a result of eTwinning	69
Figure 53: Impact of eTwinning on students (non awarded eTwinning Schools)	70
Figure 54: Impact of eTwinning on students (schools awarded the eTwinning School Label).....	71
Figure 55: Responses from non-awarded schools.....	73
Figure 56: Responses from those in an awarded eTwinning School	73
Figure 57: School climate comparison	74
Figure 58: The most influential person or group in the school assuring development of eTwinning	75
Figure 59: Impact non-awarded eTwinning Schools	76
Figure 60: Impact awarded eTwinning Schools.....	77
Figure 61: Comparison between two groups	78
Figure 62: Comparison between 2016 and 2018.....	79

About eTwinning

eTwinning is a vibrant community that has involved, in its 14 years of existence, more than 700,000 teachers working in 195,000* schools. More than 93,000* projects have been run, involving many students from all educational levels across the continent.

eTwinning – the Community for schools in Europe and neighbouring partner countries – is an action for schools funded by the European Commission under the Erasmus+ programme. It involves teachers from 36 European countries and 8 neighbouring countries.

eTwinning is a digital platform available in 31 languages. Browsing visitors can access a range of public information about how to become involved in eTwinning; explaining the benefits the action offers and providing information for collaborative project work. Registered teachers have access to a restricted area called eTwinning Live, which is the individual teacher's interface with the community; it enables users to find partners, interact, collaborate in projects and participate in professional development activities organised at European national, non-European national and European central levels. Finally, when teachers work together in a project, they have access to a private collaborative space, which is unique to each project, called TwinSpace.

eTwinning offers a high level of support for its users. In each of participating countries (currently 44) a National Support Service (NSS) or a Partner Support Agency (PSA) promotes the action, provides advice and guidance for end users and organises a range of activities and professional development opportunities at national level. At European level, eTwinning is coordinated by the Central Support Service (CSS) which is managed by European Schoolnet (a consortium of 34 Ministries of Education), on behalf of the European Commission. The CSS liaises with the NSS and is responsible for the development of the platform, as well as offering a range of professional development opportunities and other activities such as an annual European Conference and a Prize Event which awards teachers and students for their involvement in outstanding projects.

* Cumulative data as of September 2019



EXECUTIVE SUMMARY

eTwinning – *The community for schools in Europe* – is a free online educational community. It gathers some 700,000 plus registered users, the majority of whom are teachers from every school level. They work together online in a range of activities from projects between schools at national and international level, to collaborative spaces and professional development opportunities. The action is funded by the European Commission under the Erasmus+ programme.

For the past five years eTwinning's monitoring activities have comprised of two approaches:

1. A **quantitative large-scale survey** of eTwinners' teaching practices and professional development activities and needs, carried out in 2014, 2016, and 2018.
2. A complementary **qualitative monitoring activity**, comprising upscaling the self-assessment pilot on teachers' competence development- "Monitoring eTwinning Practice (MeTP)", carried out in 2015 and again in 2017.

The results of this third edition of the monitoring survey confirm those of the previous editions: eTwinning teachers continue to report that **their involvement in eTwinning has a significant impact on the development of their pedagogical skills, technology and assessment skills**; they also report a significant **impact on students ability and motivation to learn** with an emphasis on competences such as collaborative decision making and team work. Also significant is the move beyond the work and influence of individual eTwinners to examining the effect of the whole school approach to eTwinning as reflected in the results from those schools awarded the eTwinning School Label. Here we see that, with a solid leadership and a collaborative team approach within a school, the positive effects of eTwinning on teachers and students are significantly higher in practically all areas. More information in **Section 1. Overview of eTwinning & monitoring approaches**.

The profile of respondents reflects the pattern of the previous surveys with the majority (92%) being teachers. Regarding roles within eTwinning, 16% are eTwinning Ambassadors, while 31% are teaching in a school awarded the eTwinning School Label. 64% of respondents have worked with eTwinning between 2 – 9 years, providing a rather 'stable' core group. What does this mean when a teacher stays in eTwinning for a certain length of time? It probably confirms that eTwinning brings that teacher something they need or don't find elsewhere. Knowing that teachers have limited time available, such 'stability' is a very strong indicator of the relevance of eTwinning to teaching practice.

A full picture of the profile of the respondents is available in **Section 2. Profile of respondents.**

eTwinning incorporates a sophisticated digital platform (www.eTwinning.net) that has both public area and private areas for the registered users and is available in 28 languages. The public area¹ offers browsing visitors a range of information about how to become involved in eTwinning, explaining the benefits the action offers and provides inspiration for collaborative project work. For the first time in this monitoring exercise, participants were asked to give their opinion on their experience of using the various parts of the platform.

It is heartening to see that there is a very small percentage (between 1% - 2%) of respondents who state that they find any of the areas named very difficult: While 17% of respondents find it somewhat/difficult or difficult, it is reassuring to see that the public portal is stated to be easy/very easy by 79% of respondents. When we examine this further, we see that ease of use rises with experience with 88% of experienced users stating they find the public portal easy/very easy to use.

eTwinning Live is the interface for registered eTwinners to interact with the eTwinning community, contact other people and access the additional features such as the eTwinning Groups, the Learning Lab, and if they have a project, the TwinSpace. 74% of all users state they find eTwinning Live easy/very easy to use, 19% say they find it difficult/somewhat difficult while only 1% state they find it very difficult. However, 52% of inexperienced users find it easy/very easy which again rises with experience to 84% among the experienced group. The pattern is repeated with the eTwinning Groups with 1 in 4 respondents saying they find it somewhat difficult/difficult. On the other hand, 60% of the overall users find it easy/very easy with 53% of inexperienced and 69% of experienced users giving the same response. The full picture is available in **Section 3. The eTwinning Portal- User experience and satisfaction.**

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¹ www.eTwinning.net

The Professional Development of teachers has a central role in eTwinning since its inception in 2005 when the main focus was on school partnerships. Over the years the types and frequency of both online and face to face professional development opportunities has increased enormously with a variety of options, from 6-week courses to 2-week Learning Events, short seminars and professional development workshops. Just to give context to the number of people involved in such activities it is worth mentioning that in 2018, 16,803 eTwinners were involved both in online and onsite online training. More information may be found in **Section 4. Professional Development and recognition in eTwinning**.

Does involvement in eTwinning help teachers in the classroom and, by extension, help their students to learn more effectively? When the respondents were asked about their perception of how eTwinning has positively affected their pedagogical performance and practice in 17 different areas, there were 5 areas that came up very strongly:

- Project based teaching skills
- The ability to teach cross curricular skills
- Technology skills for teaching
- The ability to assess cross curricular skills
- Collaborative skills

Respondents were also presented with a series of 10 statements regarding their priorities in development both of self and of students. Given the nature of eTwinning and its activities, it was to be expected that promoting intercultural activities at every level would come highly placed (83% a lot/quite a bit). What is interesting is that participants wish to ensure that they acquire social, civic and intercultural competences themselves as well as enhance their competences in dealing with diversity at every level. These points perhaps reflect the changing landscape in European society with the rise of multicultural societies and it is reassuring to see that within eTwinning, teachers feel that their involvement helps them to tackle the challenges involved head on.

With regards to the effects of eTwinning involvement of their students, 90% of respondents believe a large/moderate increase has taken place in many important areas, including a growth in collaboration between students (92%) and an increase in student motivation (92%). The full set of results are broken down in greater detail in **Section 5. eTwinning – Effects on pedagogy and practice**.

eTwinning teachers do not work in isolation: they work in an organisation, alongside groups of colleagues with a common aim, to educate the students in their care. In examining this area, the emphasis is on how the respondents view their schools and what they perceive to be the effects that involvement in eTwinning has on the work

of the school as a whole. From the results we may say that the majority of respondents feel they work in schools with an open, reflective, collaborative climate with a learning towards innovative practices and an outward looking perspective. The full results are available in **Section 6. eTwinning and the School.**

From the results of teachers perception on the impact of eTwinning on their school, themselves and their students, it may be concluded that **eTwinning has a positive effect not only in the educational areas of teaching and learning, but also at more profound levels in areas such as the development of a sense of professional identity, a growth in confidence in one's own abilities, the fostering of a sense of citizenship at both national and European level**, and a movement towards a greater ability to understand and cope with the complexities of multiculturalism and social change.



1. OVERVIEW OF ETWINNING & MONITORING APPROACHES

1.1. What is eTwinning?

eTwinning – *The community for schools in Europe* – is a free online educational community of some 700,000 plus registered users, the majority of whom are teachers from every school level. They work together online in a range of activities from projects between schools at national and international level, to collaborative spaces and professional development opportunities.

The action is currently funded by the European Commission under the Erasmus+ programme. However, eTwinning's beginning precedes Erasmus+ as it started 14 years ago in 2005. The eTwinning community has gathered more than 700,000 plus registered users over its fourteen years of existence.

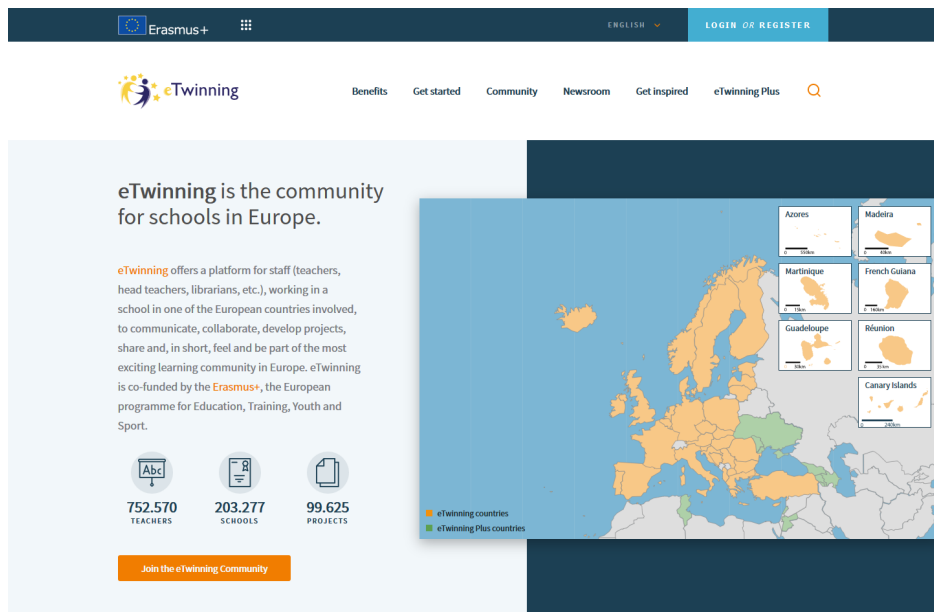
eTwinning offers a high level of support for its users. In each of the participating countries (currently 38²) a National Support Service (NSS) promotes the action, provides advice and guidance for end users and organises a range of activities and professional development opportunities at national level. At European level, eTwinning is coordinated, on behalf of the European Commission, by the Central Support Service (CSS) managed by European Schoolnet, a consortium of 34 Ministries of Education. The CSS liaises with the NSS/PSA and is responsible for the development of the platform and its activities, the development of a range of professional development opportunities and other such as an annual European Conference and

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2 eTwinning additionally covers some other neighbour countries under a separate platform named "eTwinningPlus"; because of their different status in the action, they are referred to as 'eTwinning Plus countries'. The NSS for eTwinning Plus are referred to as Partner Support Agencies (PSA)

prize events, during which teachers and students are awarded for their involvement in outstanding projects.

As already mentioned the eTwinning digital platform www.eTwinning.net has both public area and private areas for the registered users and is available in 28 languages.



The public eTwinning portal

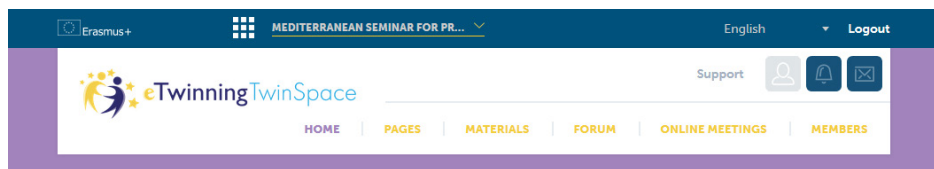
The private area of eTwinning (known as eTwinning Live) is restricted to registered users, mainly teachers, and comprises a range of communication and collaboration features. The respondents of the survey are all registered users who have access to eTwinning Live, featured in the image on the next page.

eTwinning Live

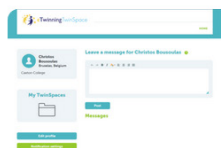
This area acts as an interface for the registered user to find and interact with other members of the eTwinning community and includes specific collaborative spaces referred to in the report, such as eTwinning Groups (private moderated platforms for registered eTwinning teachers (eTwinners) to discuss and work together on a specific topic or theme). It also provides access to online professional development opportunities which take place in an area of the platform known as the eTwinning Learning Lab, also referred to in the report.

eTwinning Live offers the eTwinning community advanced social networking and collaboration features, including the facility to set up live videoconferencing sessions.

From eTwinning Live teachers also have access to a further private area which becomes available to them once they register a project. This area known as the TwinSpace also offers advanced social networking and collaboration features and videoconferencing as described above and is a unique space for every project. Teachers can work in here together, bring their students there and invite other guests such as experts, other colleagues from across the world and parents.



Mediterranean Seminar for Primary School Teachers in Athens



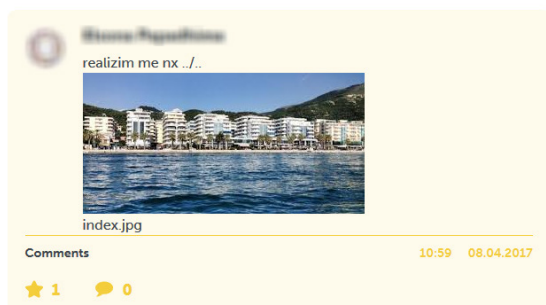
Twinspace for the multilateral Mediterranean eTwinning seminar for primary school teachers in Athens, Greece, 8-10 October 2015

Online members



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Twinspace

Up to two years ago eTwinning has focused, almost entirely, on the work of individual teachers. However, the development of eTwinning over the years has signalled a progression in terms of staff involved in eTwinning from the same school (an average of more than three in 2018), which confirms the trend that eTwinning is not only an initiative engaging scattered individuals but rather a concerted action within the school. The findings of the 2014 monitoring survey recommended that *“Efforts should be directed at **embedding eTwinning more effectively at the level of the whole school** to ensure sustainable and school-wide impact.*³” In 2017, the Central Support Service implemented this recommendation with the introduction of the eTwinning School

3 Kearney, C. & Gras-Velazquez, A. (2015). eTwinning ten years on: Impact on teachers' practice, skills, and professional development opportunities, as reported by eTwinners. Central Support Service of eTwinning – European Schoolnet, Brussels, p. 5.

Label, with the first Labels awarded in 2018. The label rewards those schools who meet a set of criteria including such elements as teamwork, project work, involvement in professional development, opening the school to parents and other stakeholders as well as a high degree of awareness in the safe use of technology and the internet.

Please note that all terms used to describe various elements of the eTwinning programme are defined in the glossary in section 8 of this report.

1.2. eTwinning's monitoring activities

For the past five years eTwinning's monitoring activities have comprised of two approaches:

1. A **quantitative large-scale survey** of eTwinners' teaching practices and professional development activities and needs, carried out in 2014, 2016, and 2018.
2. A complementary **qualitative monitoring activity**, comprising upscaling the self-assessment pilot on teachers' competence development- "Monitoring eTwinning Practice (MeTP)" carried out in 2015 and again in 2017.

This two-fold approach allows on the one hand large-scale monitoring of a convenience sample of eTwinners, and on the other, the possibility of exploring in more depth the conditions behind certain trends.

The current report consists of the analysis of the first of these monitoring exercises: the third edition of the eTwinning monitoring survey launched in the autumn of 2018.

eTwinning's monitoring strategy has a long-term perspective, guaranteeing the possibility of monitoring progress over time, tracking trends and informing the pedagogical direction of eTwinning in the coming years. eTwinning's monitoring survey is updated and made available to all eTwinners every two years. The current edition has included a wider base of questions on the user experience of the platform and the various activities offered in addition to the questions regarding teacher's perception of the impact of eTwinning on their teaching practice and student learning.

Thanks to the 10000+ eTwinners who voluntarily answered the 2018 survey, the current report also provides grounded evidence on which eTwinning can best develop its services to the educational communities of Europe. Following 14 years of the programme's successful implementation, this survey analysis contributes to taking stock of the key elements achieved by eTwinning to date, and to looking forward

to the best ways to harness eTwinning's potential to foster innovation through international school collaboration and professional development.

1.3. Methodology

As already mentioned, the eTwinning monitoring survey is an integral part of the action's long-term monitoring programmes and is open to all eTwinners. This current report presents the findings of the third edition of the eTwinning monitoring survey, launched in 2018.

The questionnaire for the 2018 edition of the survey was made up of 44 closed questions and took on average 15-20 minutes to complete. Some of the questions asked were exactly the same as in the 2014/2016 editions, and some were revised versions of the 2014/2016 editions. In the 2018 version there was the addition of some new questions relating to user experience of the platform and activities offered within the platform. In some area the questions were based on existing questionnaire models.

For example:

- In Section 5, Pedagogy and Practice, some of the questions were modelled on the Talis 2018 questionnaire as reported in the OECD publication *Teaching in Focus N.26* (2019).
- In Section 6, eTwinning and the school, the concept of innovative schools as defined in the 2017 survey was used to define some of the questions. The 2017 survey found that *"According to the responses to this survey, eTwinning has a much larger effect at school level when the teacher involved in eTwinning works in what this analysis refers to as an 'innovative school' (i.e. a school which actively participates in international projects, cultivates innovative practices at school, promotes collaboration among teachers and is engaged in self-evaluation)" P56⁴.*

Furthermore, there are areas where certain categories were created and the answers to certain sections were filtered and cross analysed according to these categories, to enable a deeper understanding of the results. Where this occurs, it is referred to in the text as seen in Table 1.

4 Kearney, C. and Gras-Velázquez, À., (2018). eTwinning Twelve Years On: Impact on teachers' practice, skills, and professional development opportunities, as reported by eTwinners. Central Support Service of eTwinning - European Schoolnet, Brussels.

CATEGORIES USED FOR CROSS-ANALYSIS

Category	Definition	Section
Inexperienced eTwinners	eTwinning teachers registered on the portal for 2 years or less	Section 3: The eTwinning Portal – usability and user satisfaction
Experienced eTwinners	eTwinning teachers who have been registered on the portal for more than 3 years	
eTwinning School Label	Those working in a school awarded the eTwinning School Label	Sections 5: The effect of eTwinning on Pedagogy and Practice Section 6: eTwinning and the School

Table 1: Categories used for cross analysis

From a methodological point of view, it should be noted that

- Respondents to all editions of this survey are anonymous and were not controlled, meaning that there is no way to check whether the respondents of the various surveys are the same. This means that while comparisons between surveys can be interesting, they must be considered with caution.
- The number of answers vary significantly among the different countries, meaning that they may not represent the eTwinning population at country level.
- At the same time, the sample is not randomised (respondents filled in the questionnaire on a voluntary basis after a public call), and therefore cannot be assumed it's representative of the entire eTwinning population. However, the large number of answers most likely gives an indicative view of eTwinners, especially at European level.

The third edition of the survey was launched in October 2018 and was online for nine weeks. The survey was open to all eTwinners, regardless of how long they have been involved in eTwinning provided they had some level of activity in projects or professional development opportunities. Respondents who stated that they had never been involved in any eTwinning activities or projects were entitled to fill in the survey to a certain point and then guided to exit, given the focus on the perceived impact of eTwinning on teacher's practice, which requires a minimum of experience in eTwinning activities. Those respondents who stated they had a certain degree of activity were directed to continue.

The survey was open to all eTwinners in the following 28 languages: AL, BO, EN, FR, TR, IT, BG, PT, PL, RO, DE, HR, EL, ES, SV, DA, LV, LT, HU, SL, CS, SE, SK, ET, NO, FI, NL, MT.

In terms of promotion, the Central Support Service posted a news item on eTwinning Live area on the day it was launched encouraging all eTwinning teachers (eTwinners) to take the survey. An article on the portal was also published on the launch day, as well as a news item in the October edition of the eTwinning newsletter. The incentive for teachers and other educational professionals was provided by the possibility of winning various eTwinning related artefacts. Promotion was also carried out at national level by NSS and PSA.

The total number of respondents was 10,349, and the full complement answered questions relating to profile and the experience of the portal. Out of these in Q. 18, 1,745 stated that they had not "been involved in any eTwinning activities or projects during the last 2 years", and for this reason they were asked 1 further question, Q 19 *Why have you not been involved in any eTwinning activities or project* and were directed out of the survey, excluding from further analysis. The remaining 8600 or so respondents are included in varying degrees in the remaining questions, looking at the effect of eTwinning in relation to pedagogical practice and school activities. In a survey of 44 questions it is not unusual for respondents to skip some questions and the total number of respondents is given in the graphs relating to each question. The lowest figure of respondents is 6152.

It should be kept in mind that in the sections of this report devoted to teachers practice and student learning, the results are based on teachers' self-perception of how eTwinning has impacted and influenced their work. Where relevant and to a limited extent, links to existing supporting research are made. Where there are comparisons with earlier surveys, it must also be said that the response group for each survey is entirely different. There is no way to track that the same people are answering each survey. So, the results must be seen in terms of trends over time, rather than a follow up study.



2. PROFILE OF RESPONDENTS

2.1. Profile of experience, type of school, country

The profile of the role respondents reflects the pattern of the previous surveys with the majority (91,9%) being teachers as can be seen in Figure 1 below. Regarding more formal roles within eTwinning, 5,7% are school principals while 31% are teaching in a school awarded the eTwinning School Label, an area covered by separate questions.

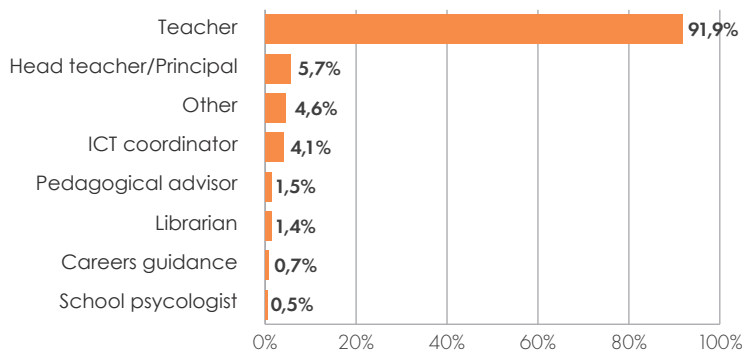


Figure 1: Role of respondents

In terms of age, the findings again reflect the profile found in the previous two surveys (c.f. Figure 2) with almost 70% of respondents falling in the range of 36 – 55 years with only 7,8 % being less than 30 and 9,3% over the age of 55. In terms of years of teaching experience, it is quite an experienced group with 36,8% having more than 20 years' experience. It is worth highlighting that 40,7% have been working between 11 and 20 years with many more productive years ahead of them, a real strength for the future of eTwinning. Just 1% state that they are in their first year of teaching.

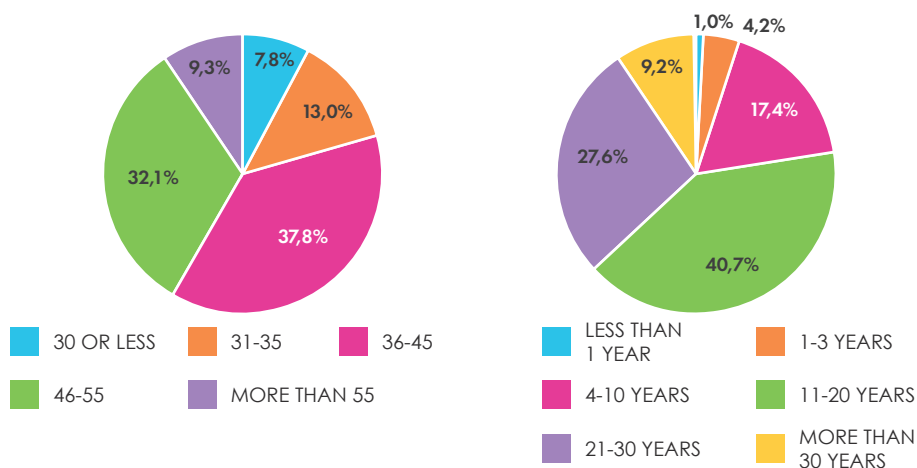


Figure 2: Age and years of experience

The level of education the respondents are teaching shows that the majority are in secondary level 87%, with primary teachers making the next biggest group at 41,1%. The respondents could choose more than one response in this question as many teachers work at different levels either in the same school or in different schools.

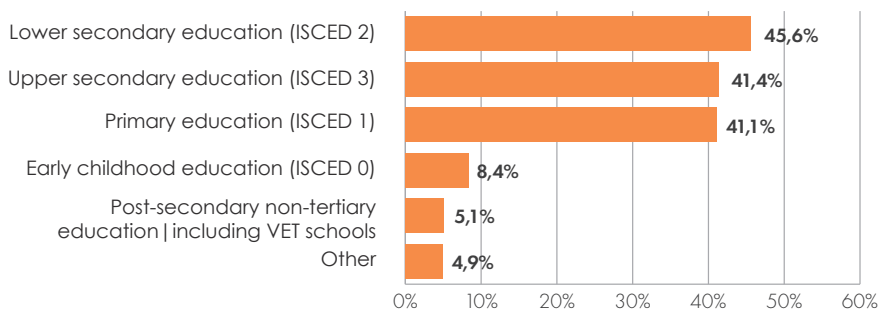


Figure 3: Level of education taught

While the range of subject disciplines taught is very wide (37 subjects) the most frequently represented may be seen in the next chart, again respondents could choose more than one answer here and teachers frequently teach more than one subject.

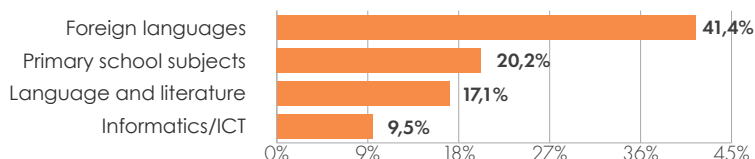


Figure 4: Subjects represented

As previously stated, eTwinning has been operating since 2005 and in that time the registration figures have grown to over 700,000 users. The pattern of country participation is reflected in the response rate by country shown in the following Figure 5 with Turkey and Italy heading the group, while Spain, Greece and Poland also show strong representation. However, comparing this to the ratio of respondents to the total number of people registered per country as seen in Figure 6 below, gives a different picture of the spread of responses per country.

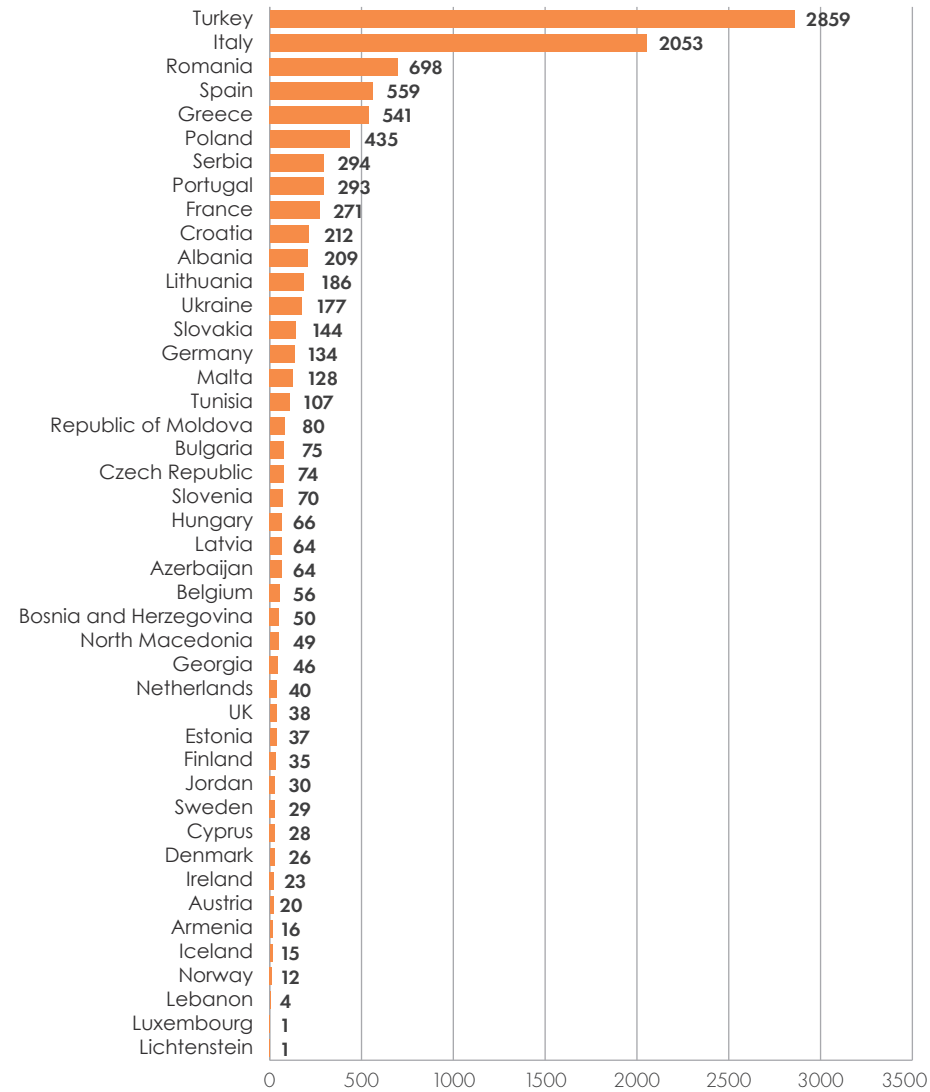


Figure 5: Response number per country

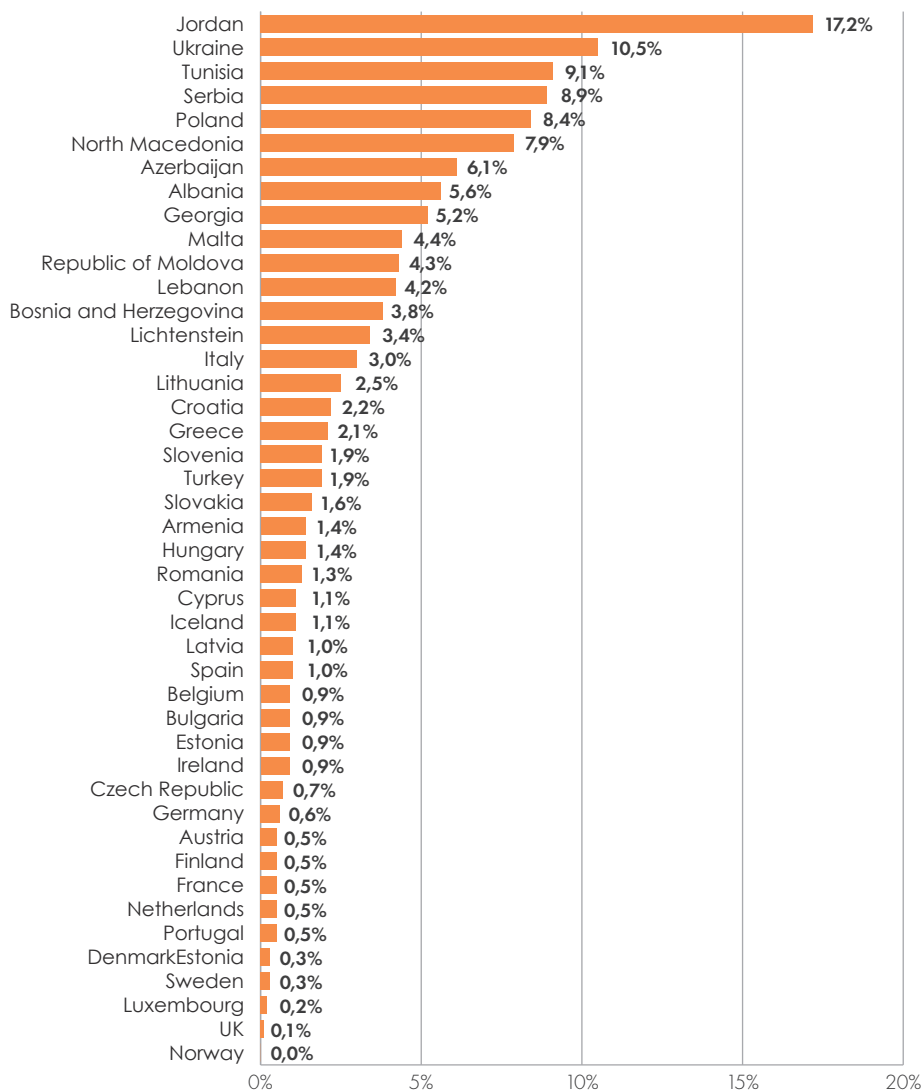


Figure 6: Ratio of no. respondents/total registered in 2018

The respondents were also asked if their school had received the eTwinning School Label. This recognition for schools is new since the previous edition of the survey in 2016, having been instituted in 2017. Figure 7 below shows the response.

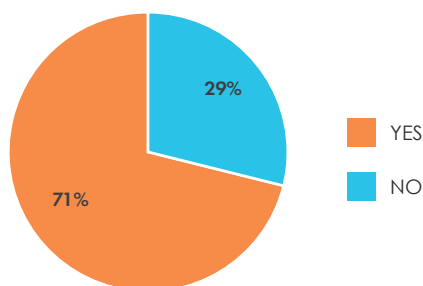


Figure 7: Percentage of awarded eTwinning Schools

It must be noted that out of the entire population of eTwinning teachers there are currently 9786 teachers attached to schools awarded the eTwinning School Label. The number of respondents answering yes to this question was 2833, so the awarded eTwinning School members are overrepresented in this survey.

2.2. Profile of eTwinning experience and involvement

In this version of the survey, by comparison with previous versions, a new question area was included to better understand how the respondents came to be involved in eTwinning and their motivations for registering in the community.

In response to the question, 'How did you learn about eTwinning?' there is quite a spread of responses with colleagues in the same school and the National Support Services being the most predominant ones. It is interesting to note that in this question information from the Ministries of Education comes in at around 17% while later on in the survey (Figure 52) this same group is cited as being among the least influential in helping the development of eTwinning in the school.

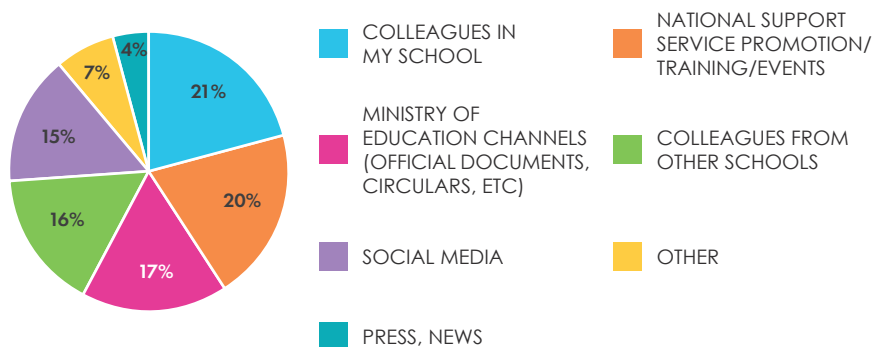


Figure 8: Sources of information about eTwinning

In terms of years of experience in eTwinning, we note that the largest group of respondents (31,8%) have been in eTwinning for less than a year, while the smallest group (5,5%) have been in eTwinning for more than 10 years. It must be highlighted however, that the groups ranging from 2 to 9 years in eTwinning represent 62,7% of respondents providing a rather 'stable' core group. What can be said regarding this? Could it mean that if a teacher stays in eTwinning for a certain length of time, it probably confirms it brings that teacher something they need or don't find elsewhere. Knowing that teachers have limited time available, such 'stability' is a very strong indicator of the relevance of eTwinning to teaching practice.

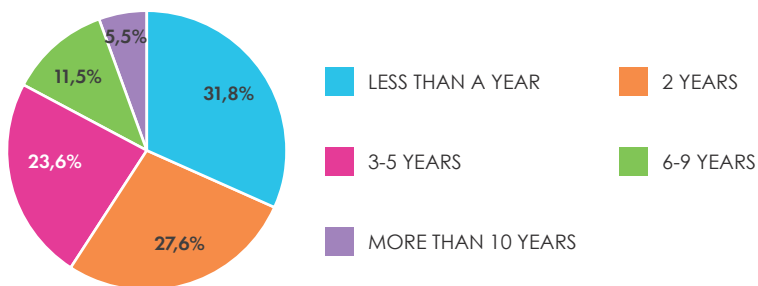


Figure 9: No. of years registered in eTwinning

We will examine some questions in the next section on the user experience of the Portal in relation to the years of experience as eTwinners.

When asked 'Why they registered for eTwinning?', it is interesting to note that the respondents are individuals who are attracted by collaboration (18,8%). They also perceive that eTwinning can introduce them to new forms of pedagogy (17%) and challenge their current teaching practice (16,4%). They tend to be outward looking as

16,1% and 9,1% are interested in being involved in a community of European teachers as well as taking part in European projects respectively.

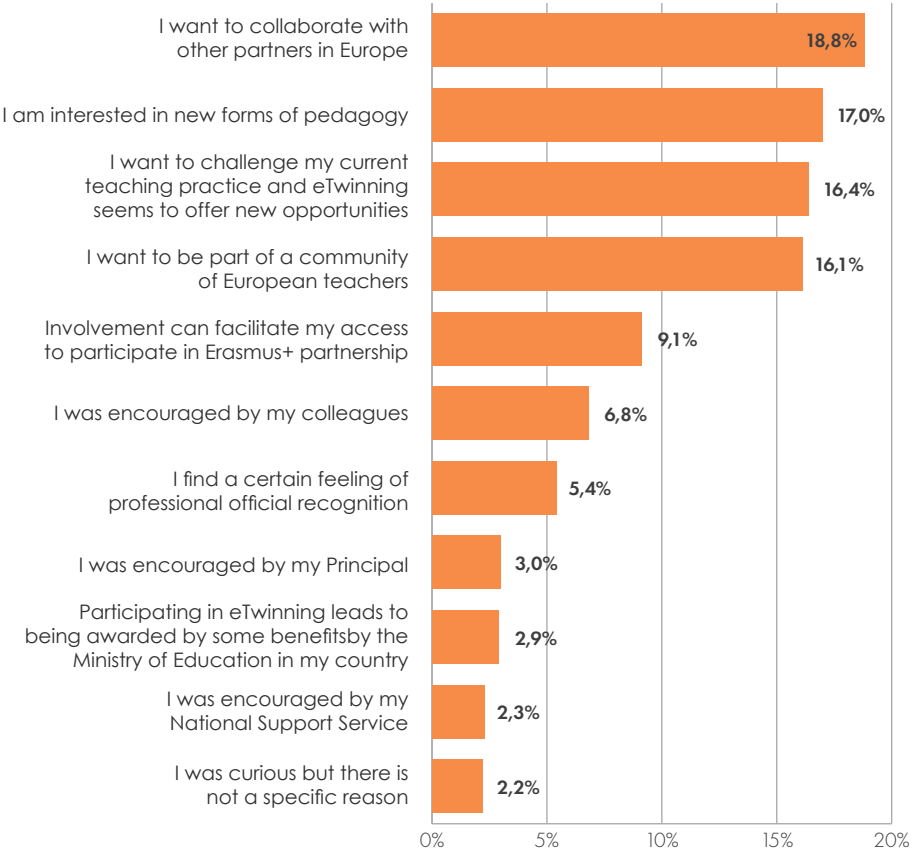
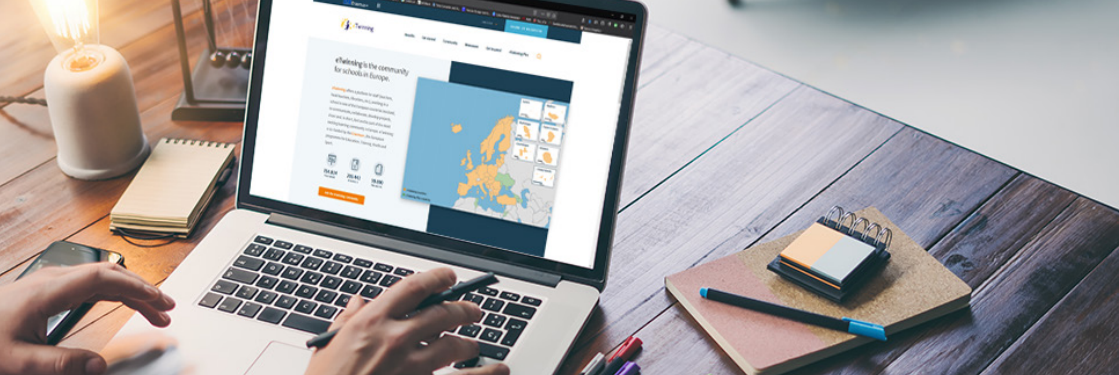


Figure 10: Reasons for registering in eTwinning



3. THE ETWINNING PORTAL - USABILITY AND USER SATISFACTION

3.1. Usability of the Portal

As stated in the introduction, eTwinning has been in operation now since 2005 and in that time the eTwinning Portal in both the public and private areas have evolved over the years. There has always been a balance between meeting user needs and at the same time providing a platform that is stable, versatile and easy to use. In this section the respondents were asked several questions in relation to their Portal use, how frequently they visit, their reasons for visiting, their ease of use of the Portal features and the nature of the difficulties, if any, they encounter. The results here were also filtered according to experience (see inexperienced and experienced eTwinners as defined in Section 1).

The first question in this section asked them how often they visit the eTwinning Portal. As can be seen in Figure 11, the large majority of respondents (70,6%) visit weekly or daily. These visitors may have different reasons for visiting so frequently than those who come monthly for example.



Figure 11: Frequency of visiting the Portal

This pattern is repeated when we compare the inexperienced to the very experienced users, (see table 1.) with the experienced users visiting slightly more frequently (74,2% weekly/daily) than the inexperienced ones (67,6% weekly/daily). (Figure 12)

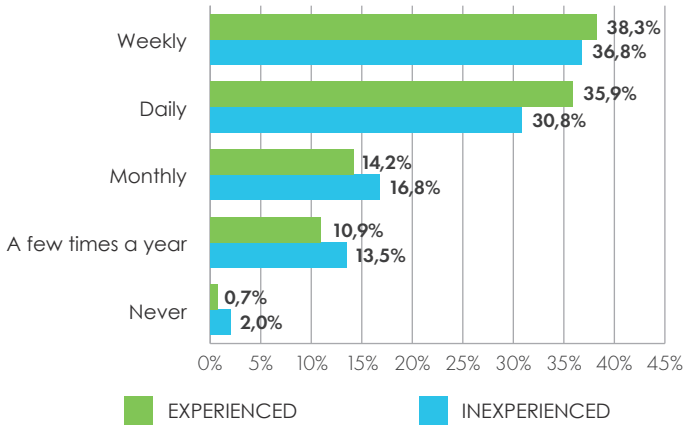


Figure 12: Frequency of visiting the Portal based on level of experience

The next question related to the reasons why the respondents did not visit more frequently. As can be seen in Figures 13. below, the time factor is the most given reason (40,4%) for not visiting more frequently.

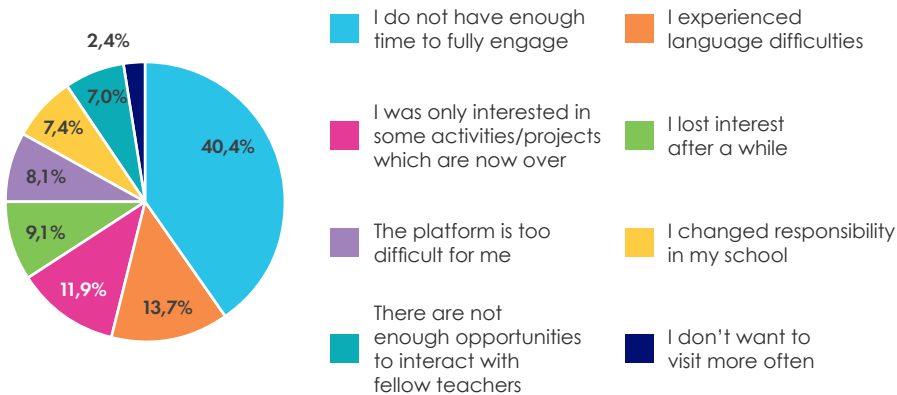


Figure 13: Reasons for infrequency of visits

When we compare the experienced with the inexperienced groups, there is not too much pattern of difference between the two types of respondents. It also seems that over a period of time the difficulty factor, while quite low with an overall 8,1%, decreases from 9% for the inexperienced user to 6,8% with experienced users. It is

interesting to note the same pattern with the language factor with 15,3% of the inexperienced group citing this as a difficulty factor, which drops to 11,1% with the experienced group. Although we don't know the statistical significance of these percentages, one maybe can infer that eTwinning helps users to improve and become more confident in their language skills or become more adept at finding ways around language difficulties.

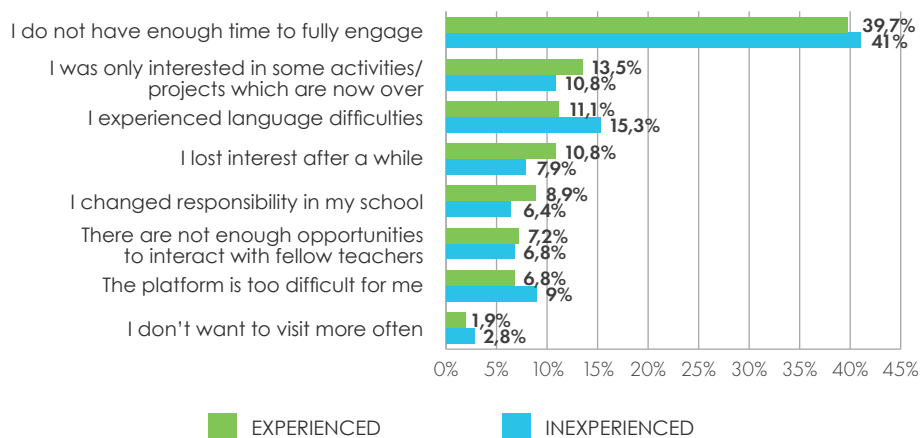


Figure 14: Reasons for infrequency of visits based on level of experience

As said in the introduction, eTwinning offers a sophisticated online platform with many different areas. The participants were asked to rate the ease of use of the various areas as follows:

- The eTwinning Portal – The Public portal
- eTwinning Live – the area available to registered users
 - TwinSpace
 - eTwinning Groups
 - Learning Lab
- The eTwinning App – a mobile device interface with eTwinning Live

There were 9947 responses to this question, slightly less than with the previous set, again with a 45%/55% breakdown between inexperienced and experienced users. The results are displayed in Figures 15, 16, 17. While 2,4-6,7% of respondents find that they find the areas 'somewhat difficult' to use, it is encouraging to see that there is a very small % (between 0,7%-1,5%) of respondents who state that they find any of the areas named very difficult. Indeed, the public portal is stated to be easy/ very easy by 79,2% of respondents.

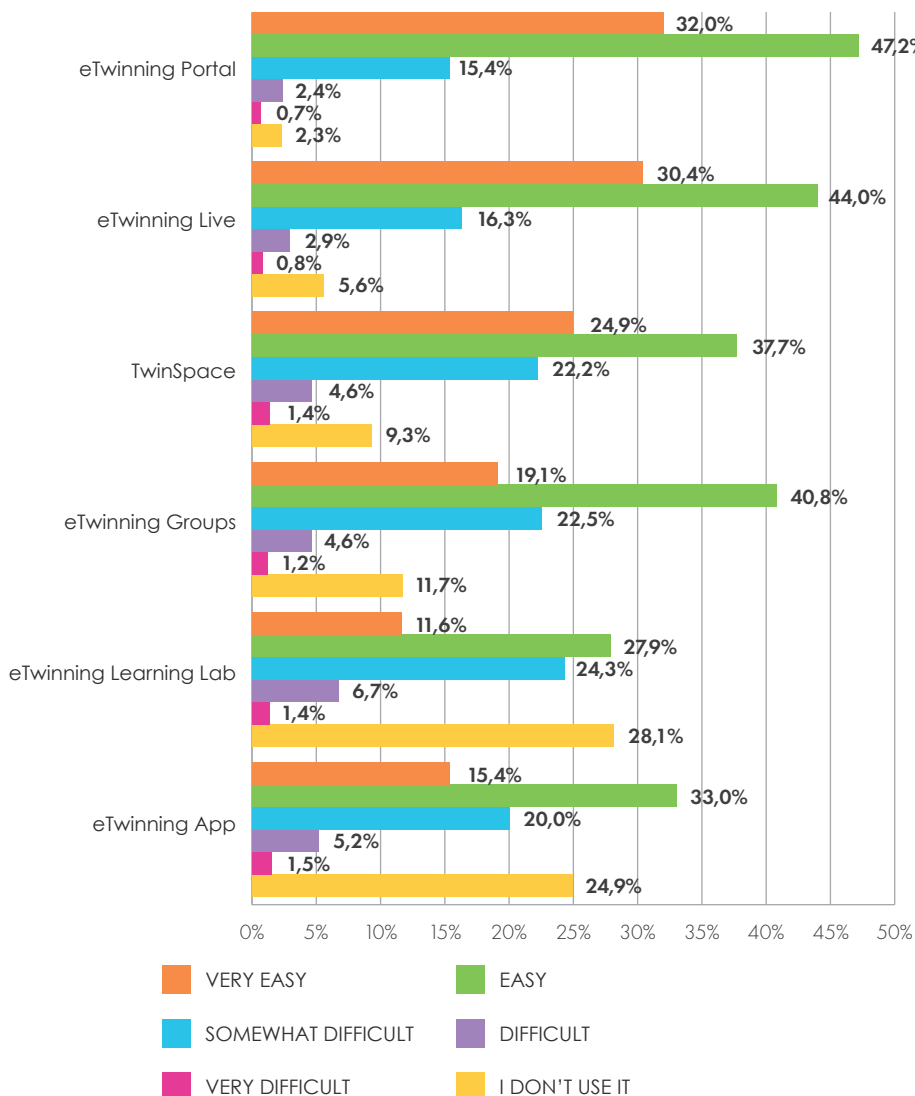


Figure 15: Ease of use of Portal features.

When we examine this further, we see that ease of use rises with experience with 88% of experienced users stating they find the public portal easy/very easy to use.

eTwinning Live is the interface for registered eTwinners to interact with the eTwinning community, contact other people and access the additional features such as the eTwinning Groups, the Learning Lab, and if they have a project, the TwinSpace.

74,4% of all users state they find eTwinning Live easy/very easy to use, while only 3,7% state they find it difficult/very difficult. 66,5% of inexperienced users find it easy/very easy which again rises with experience to 84,1% among the experienced group. The pattern is repeated with the eTwinning Groups with 59,9% of the overall users finding it easy/very easy with 52,6% of inexperienced and 68,7% of experienced users giving the same response.

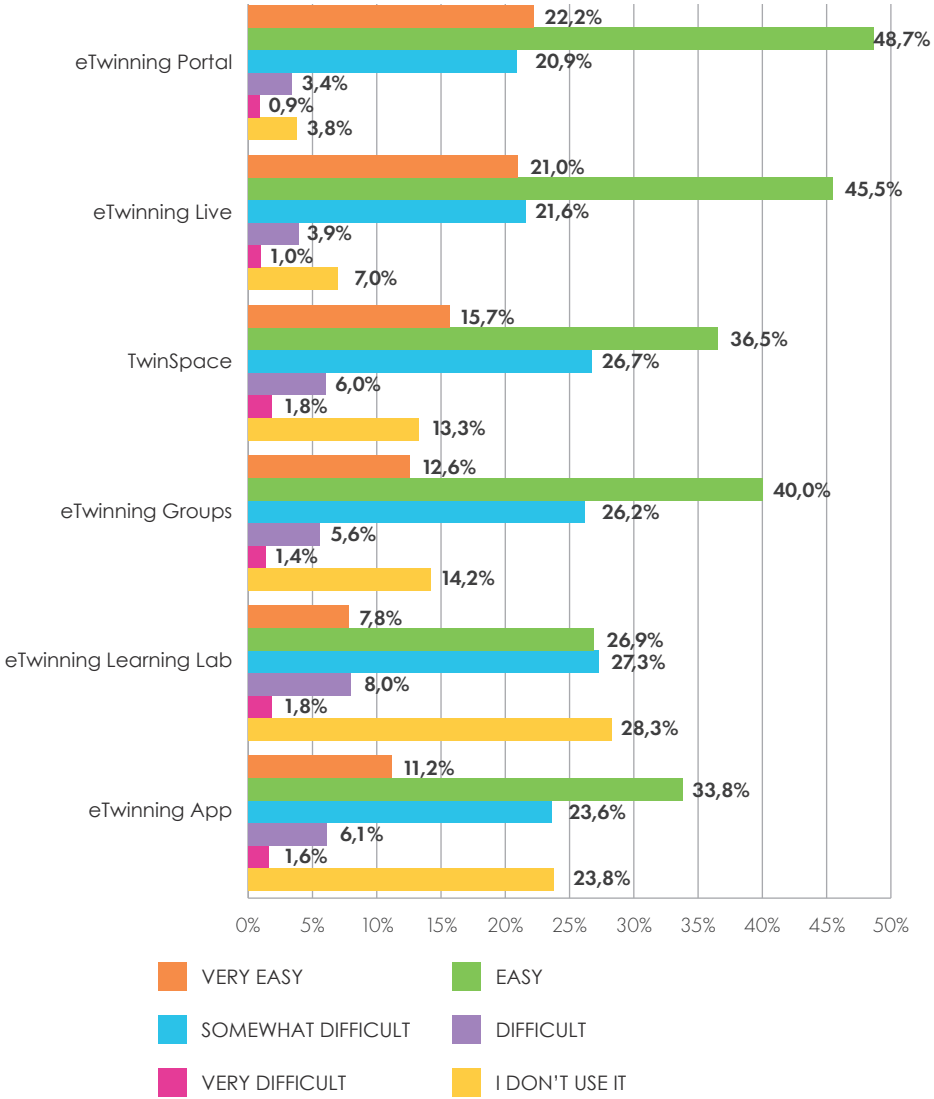


Figure 16: Ease of use of Portal features (inexperienced)

The Learning Lab is where eTwinning Learning Events take place, and is the area that people seem to have the most difficulty with 39,5% stating they find it easy/very easy to use while 24,3% state they find it somewhat difficult and 8,1 % state they find it difficult/very difficult to use. However, experience counts again with 25,9% of the experience group stating they find it somewhat difficult/difficult with 1% choosing very difficult. The results here are worthy of further reflection; Learning Events have by nature a more complex structure: participants not only have to read material but navigate the site also to carry out complex tasks and assignments. Perhaps a set of 'sandpit' events where users could enter and explore following guided steps might be worth considering in the future. It is also worth noting that 28,1% of respondents say they have never used the Learning Lab, and maybe this is an area where communication and promotion can concentrate more on in the future.

The TwinSpace is the area made available to users only when they register a project. This accounts for the 9,3% who state they have never used it. 62,6% say they find it easy/very easy, while this figure again rises up to 84,1% for the experienced group as opposed to 66,5% for the inexperienced one.

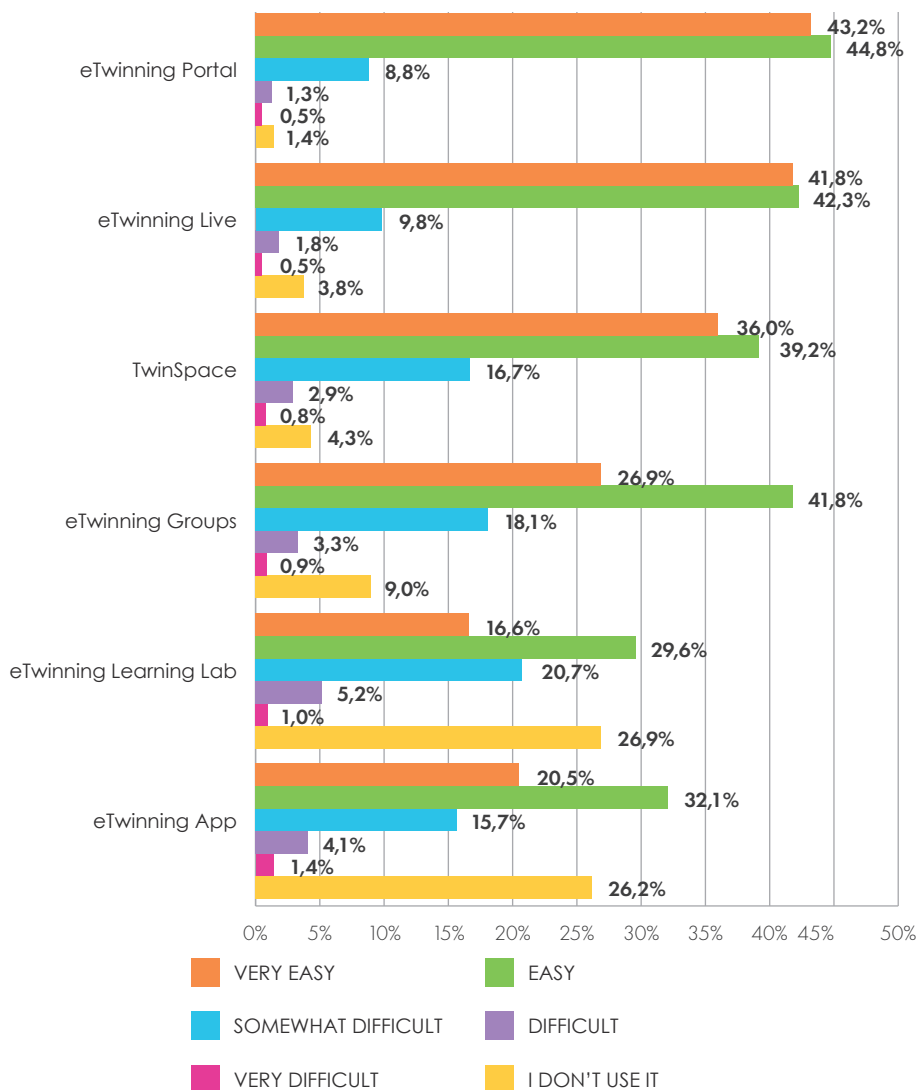


Figure 17: Ease of use of Portal features (experienced)

When asked to describe the nature of the difficulties they experienced over one third of all respondents stated they experience none of the difficulties mentioned which could be interpreted by saying they experience no difficulties: 33,5% said they were new to eTwinning and still figuring out how the website worked and 24,5% say they need more time to work it out. While the Figure of 7,9% is relatively low regarding the lack of clarity in the online guidelines, they obviously could be improved. It is heartening

to see that a mere 3,5% don't feel supported by their NSS, while 14,9% experience technical difficulties perhaps still due to bandwidth issues in schools. This brings out an important point that schools cannot benefit in full, from web-based activities such as eTwinning, if they are not supported with adequate internet connection.

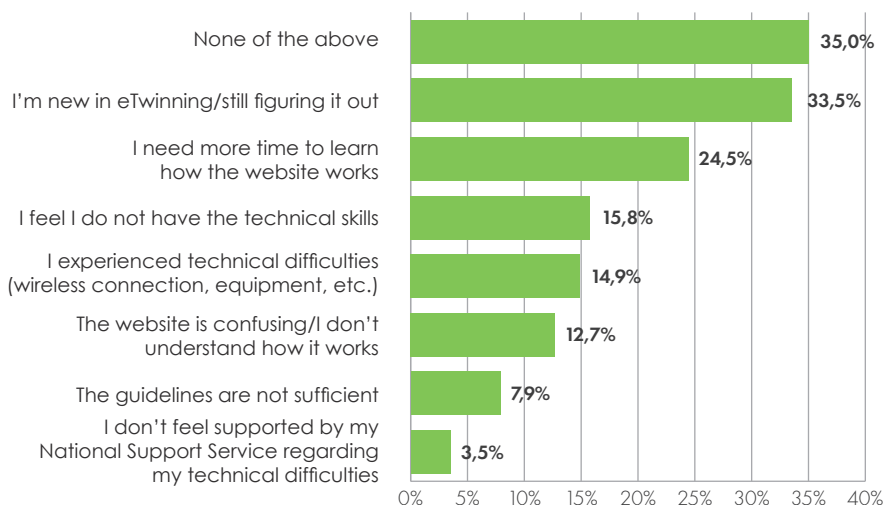


Figure 18: Difficulties encountered

3.2. Participation in eTwinning Activities

The next question marks the point where some of the respondents were weeded out of the remainder of the survey questions. The question asked was '*In the past 2 years, in which eTwinning activities you have participated? Please tick all that apply.*' The respondents could tick more than one activity.

As can be seen in Figure 19 there is quite a spread of responses to the question of involvement in with an accumulative 75,3% saying they are active in projects ranging from their first project, to those who are active in more than five projects. Indeed, almost one third of respondents (31,7%) state they are in between 2-5 projects while 14,5% are in more than 5 projects. This underlies that this group of respondents (46%) show a great commitment to eTwinning.

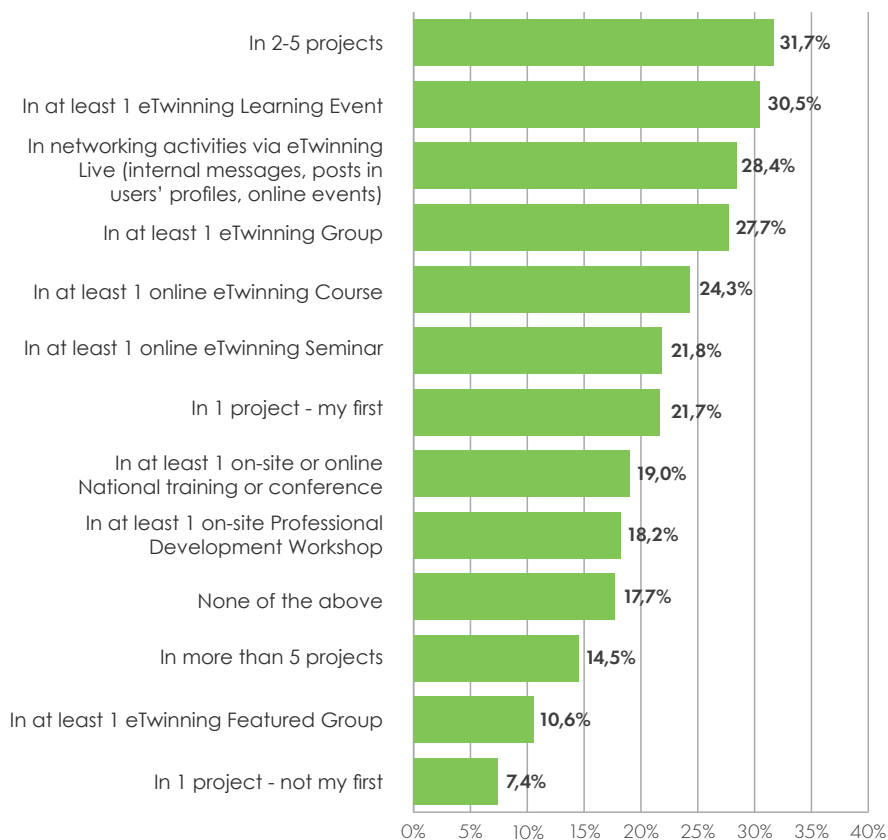


Figure 19: eTwinning activities participated in during previous 2 years

Of the 17,7% who ticked the answer none of the above, they were then sent to a final page to answer a question which tries to ascertain the reason they did not become involved, before they exited the survey. Again, they could tick all the options that applied to them. Figure 20 outlines their responses. The time factor comes highest with 40,8% of respondents choosing this. 19,9% of respondents cite language difficulties as a reason, bearing in mind that the portal comes in 28 languages and to work with others requires knowledge of a common second language, thus representing a challenge. The introduction of the possibility of doing projects initially with teachers from your own country – opportunity offered since 2014 -, may have an effect in giving teachers confidence to move to working more internationally.

Interestingly one of the two lowest options chosen are the non-advancement in career (3,2%) which highlights the fact that in many countries, perhaps there is a growth in career credits given for involvement in eTwinning. The second is "not useful for my

job" at 1,9%, which is interesting as there seems to be a rise in the number of those who do see it as a means of using eTwinning effectively for teaching and learning purposes. Technical difficulty is cited only by 13,2% of respondents, but 27,8% of the group said they could not understand how to become further involved while 19% stated they wanted to do a project but could not find a partner. Obviously, despite the thousands of messages exchanged in the partner finding forums in eTwinning Live, further work needs to be done in active online partner finding with clearer instructions on involvement.

It is worth mentioning here the online tool available to all eTwinners called METP.2, developed as part of the complimentary qualitative monitoring activity to the quantitative approach of the survey. This is a self-assessment tool to assist eTwinners to improve their competence levels in three areas:

- Pedagogical Competence
- Digital Competence
- Collaborative Competence

The tool is composed of a self-assessment questionnaire for teachers to fill and get immediate feedback on their competence level in each area. The important point of the feedback page is that it gives guidance to the participants on the relevant eTwinning activities to assist their development.

In the findings of the report⁵ on the second phase of the development of the METP 2.0 tool, it is mentioned that:

"The personalised feedback page offered all participants the chance to easily, without having to browse the portal, suggestions for activities which would help them improve their competences according to their needs. These specific activities facilitated their development process and informed them about eTwinning resources that they may not have been aware of." (P56.)

Obviously, it would be useful in regard to uncertain users to promote the METP 2.0 as a means to better understand the range of eTwinning activities open to them.

5 Pateraki, I. (2018). Measuring the impact of eTwinning activities on teachers' practice and competence development - Monitoring eTwinning Practice Framework. Central Support Service of eTwinning – European Schoolnet, Brussels.

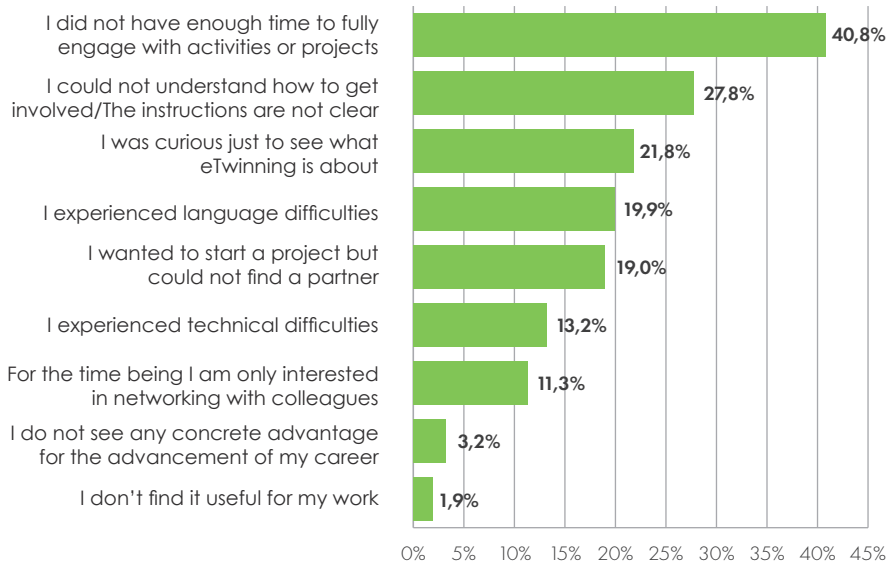


Figure 20: Reasons for no involvement

3.3. Needs and satisfaction

This section reflects the opinions of those respondents who remained having answered positively to being involved in one or more eTwinning activities, as already described in the last section. The series of questions in this section are new and were not contained in the 2016 version of the survey,

The first question had to do with needs. The respondents were asked to choose, out of a series of 17 statements, the 5 statements that best reflected their needs as a teacher. 7761 people responded to this question and the following sets of tables reflects their choices.

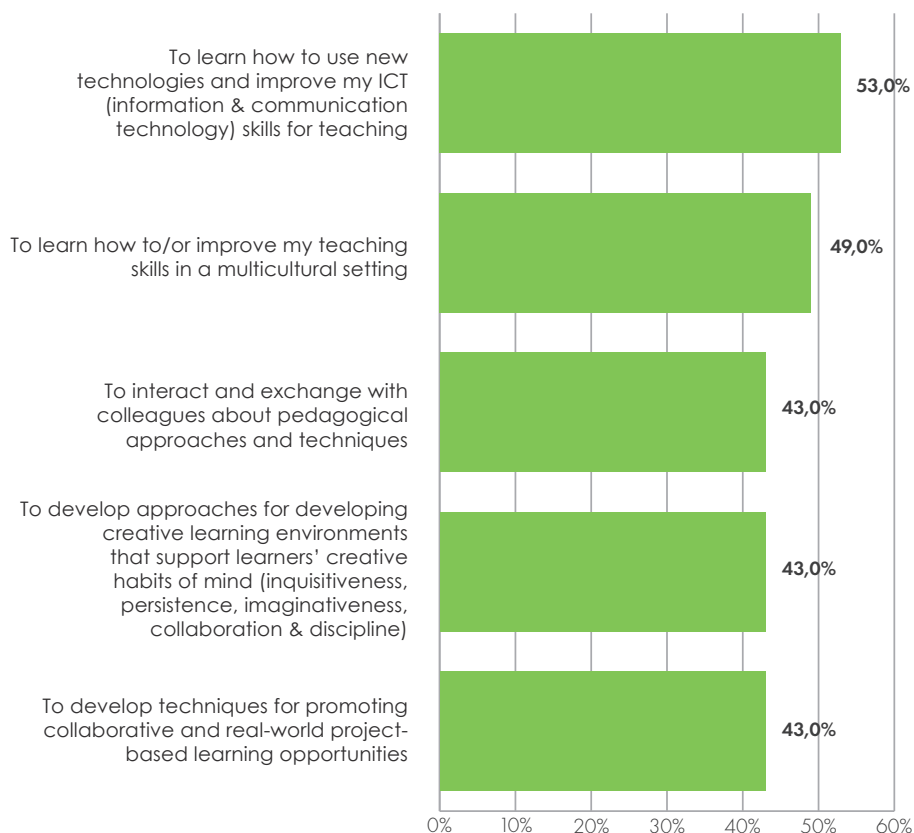


Figure 21: Top five statements

The top five statements reflect teachers who are looking for ways to challenge him/herself particularly in the pedagogical area, with relation to their digital competence

and skills for working in a multicultural setting. They also put the learner at the centre, want to develop their collaborative abilities and develop creative learning environments. This reflects, perhaps the success of eTwinning in attracting not only advanced teachers but also those who are *'open to and looking for something more or different (more learning opportunities, more ICT, more creativity...).'*

This is reflected again in the middle group, with a sizeable number wanting to *'nurture student communication skills'* among other student related activities while teaching their own subject, developing individualised teaching and assessment methods are not part of the higher needs. Interestingly, contrary to TALIS 2018 findings, the need to develop learning approaches to be used with special needs students and managing students' behaviours, is not high in the needs expressed.

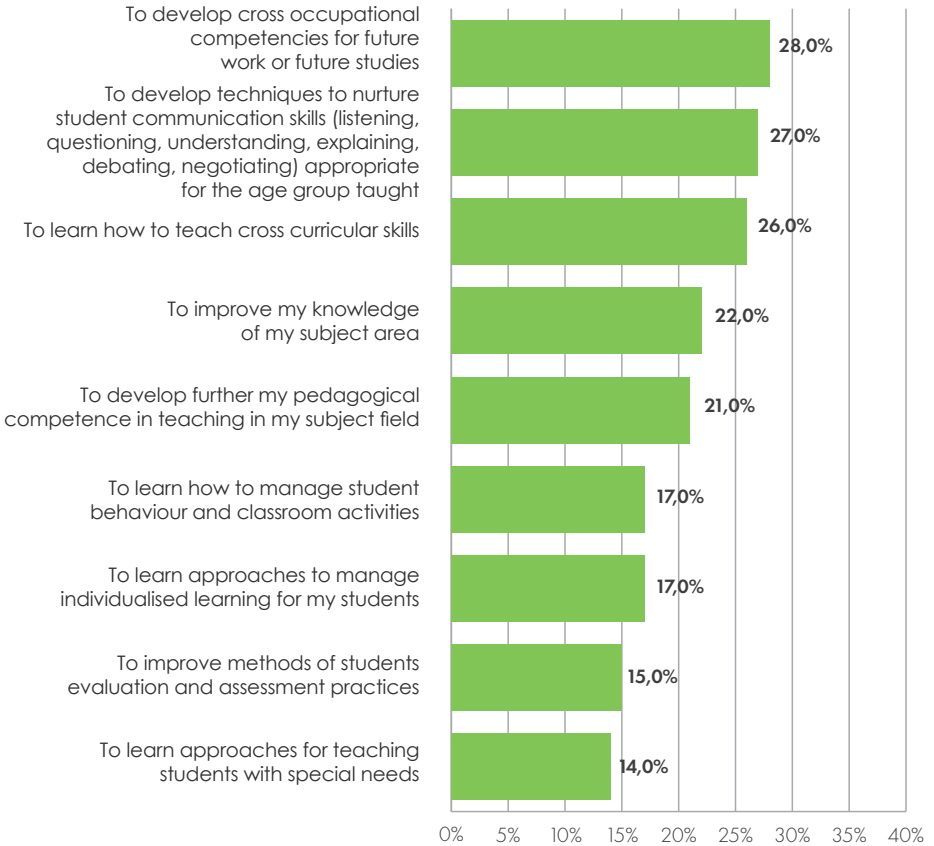


Figure 22: Middle set of statements

Interestingly the acquisition of school management and administration skills were at the bottom (see Figure 23 below), as was career guidance and counselling. This latter may be due to the fact that in many countries this work is done by a specialist with a specific role in the school.

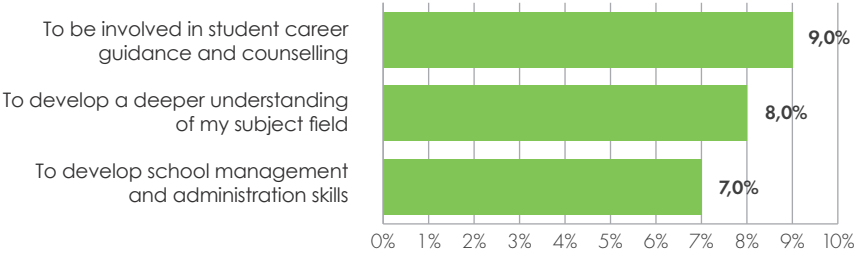


Figure 23: Lowest three statements

The next set of questions are related to how the much the respondents felt that eTwinning opportunities met their needs. The eTwinning services were split into 7 different areas as seen in Figure 24.

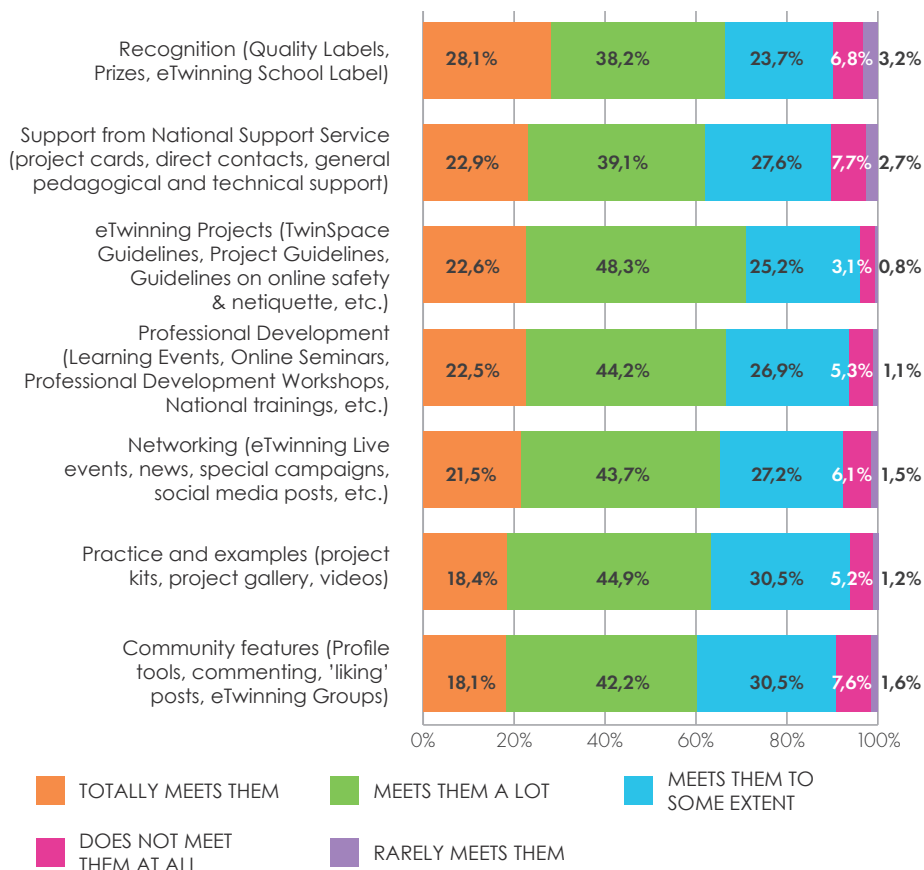


Figure 24: eTwinning services

As can be seen from Figure 24 above the level of satisfaction is very high in all areas with a range in the *meets them a lot/totally meets them* category from 70,9% to 60,3%. At the other end of the scale the range is between 3,2% to 0,8% of those users who feel that the services do not meet their needs, an area worthy of future investigation in the future. The question of recognition will be treated in more detail in the next section.



4. PROFESSIONAL DEVELOPMENT AND RECOGNITION IN ETWINNING

4.1. Introduction

The Professional Development of teachers has progressively developed in eTwinning after its inception in 2005, when the main focus was on school partnerships. Starting with face-to-face Professional Development Workshops (PDW) organised in different countries, other opportunities like national face-to-face training followed in 2006 and multilateral seminars were introduced in 2008. In late 2008 there was a further evolution of involvement in eTwinning: the concept of developing, in a more formal way, the elements of social interaction and networking that was happening informally among eTwinning teachers. This approach had at its core the growing belief that eTwinning could act as a professional development community, providing opportunities for teachers to enhance their own skills, competencies and pedagogic approaches in a wide variety of ways. As a result, the eTwinning Groups and online Learning Events were introduced in 2009.

In 2013 eTwinning Webinars were also launched. In 2014 the Webinars were revised, and the format changed as well as the name, which became Online Seminars. These Online Seminars are live video-conferencing sessions where teachers have the chance to learn, talk and discuss about specific themes. In 2014, eTwinners also had access to a new form of professional development activity, namely MOOCS offered through the Teacher Academy of the School Education Gateway, a complementary platform to the eTwinning Portal.

Additionally, since 2011, the Central Support Service has offered specific alternating online courses to the following audiences:

- eTwinning Ambassadors,
- Those who wish to improve their online moderation skills, and
- Since 2017, teachers working in a school holding the eTwinning School Label.

While engagement in an eTwinning project is still regarded as a core activity within eTwinning, this often takes teachers some time to achieve and as already seen on Figure 10 it is not necessarily the only reason that people register for eTwinning.

Just to give a context to the number of people involved in such activities it is worth mentioning that in 2018 16,803 eTwinners were involved in online and onsite online training offered by the Central Support Service.⁶ To these opportunities we must add the ones offered at a national and regional level and which involved, in 2018, more than 27,000 teachers.

In this section we examine the results in relation to how eTwinners learn about eTwinning activities, how useful they find the various activities both formal and informal and their opinions to the various types of awarding available in eTwinning. 7290 people responded to this section and some questions permitted them to choose more than one option.

4.2. Professional Development activities

The first question in this section asks the participants through which channels do they find out about eTwinning activities, and they could choose all that apply. It is probably no surprise that the eTwinning platform, both eTwinning Live and the public portal appear to be the main source of information about what is happening in eTwinning, closely followed by the national eTwinning portals. What is surprising is the high number that chose Facebook, although the presence of a European eTwinning Facebook group as well as several national eTwinning Facebook groups may account for this. Newsletters and word of mouth through friends and colleagues are chosen by around a third of the respondents.

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⁶ Source eTwinning Trends Report 2019.

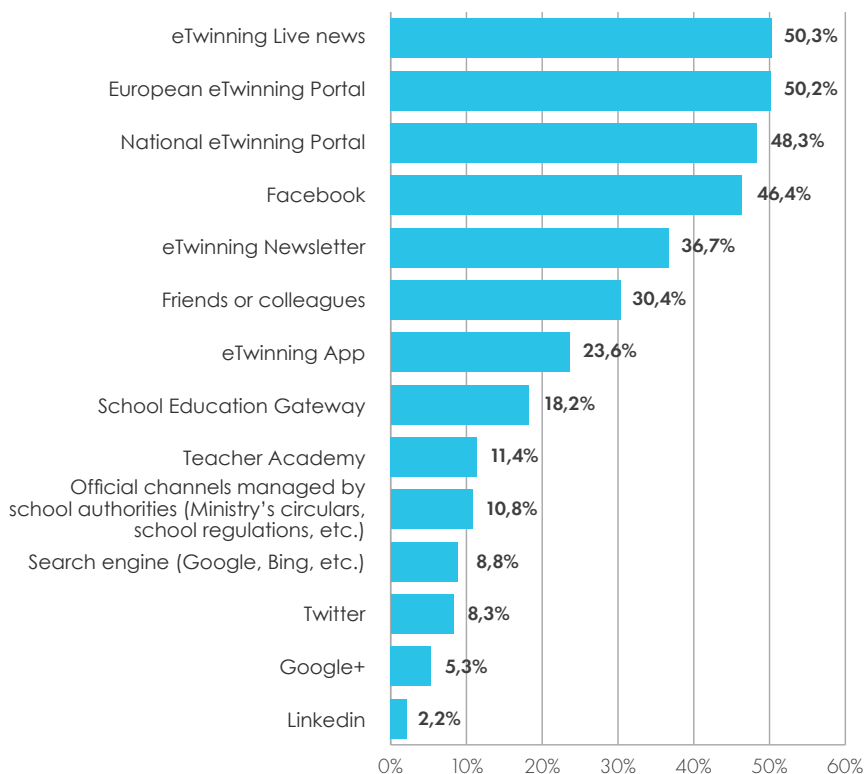


Figure 25: Source of information about eTwinning activities and news

The participants were then asked *How useful they found the professional activities offered on the eTwinning platform in relation to their work*. Figure 26 shows the results in terms of the more formal professional development activities. The figures relating to non-participation maybe explained by the fact that although most activities are open to all, there are of course limits to the numbers who can participate. The Learning Events, for example are capped at around 200 participants, The Online Seminars, the PDWs and all face to face training have built in limits. The eTwinning Courses are selective, in so far as the NSS choose the participants, especially for the course relating to ambassadors. The only section fully open to all comers are the MOOCS in the Teacher Academy.

In terms of satisfaction relating to the usefulness (useful/very useful) of these more formal activities in relation to their work, both the eTwinning Learning Events and the national/ regional workshops come in highest (more than 60%), followed by the Online Seminars and PDWS. It is interesting that the shorter-term activities appear to be more

useful to the respondents than the longer term, which could reflect that the lack of time factor mentioned elsewhere in the report has a bearing here, the % of those not finding them useful at all is extremely low.

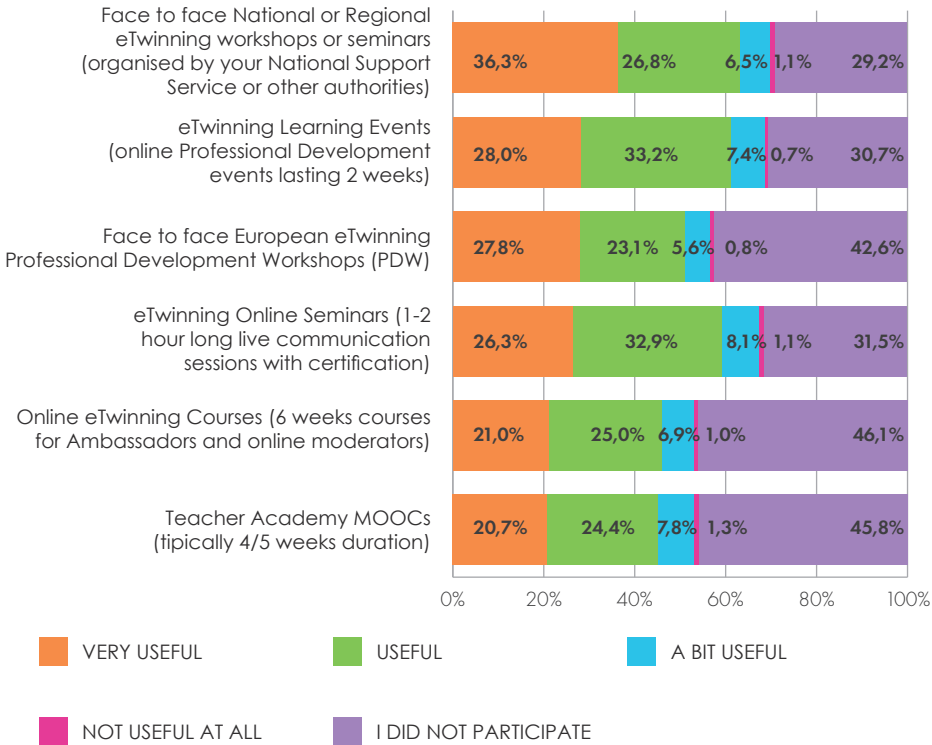


Figure 26: Usefulness of more formal PD activities offered

eTwinning Live affords eTwinners the opportunity to involve themselves in a learning community where many activities take place such as groups, online events organised by other eTwinners, and general interactions via the various tools available in eTwinning Live. Again, to put the participation in context, in 2018 the number of eTwinners involved in eTwinning Live events was 30051 while 115,000 were involved in eTwinning Groups⁷.

Figure 27 below deals with these activities in what may be termed the 'less formal' aspects of professional development which take place in eTwinning Live. What is significant here is that there are no limits to participation, no selection procedures and

7 Source eTwinning Trends Report 2019

that non-participation rates are consequently lower in all cases. The satisfaction rate in terms of usefulness (useful/very useful) for their job is consistently high with a peak of 75,2% for the 'networking with other teachers' possibility afforded by eTwinning Live. Again, the not useful at all category is very low, which reflects the high level of satisfaction with the services offered.

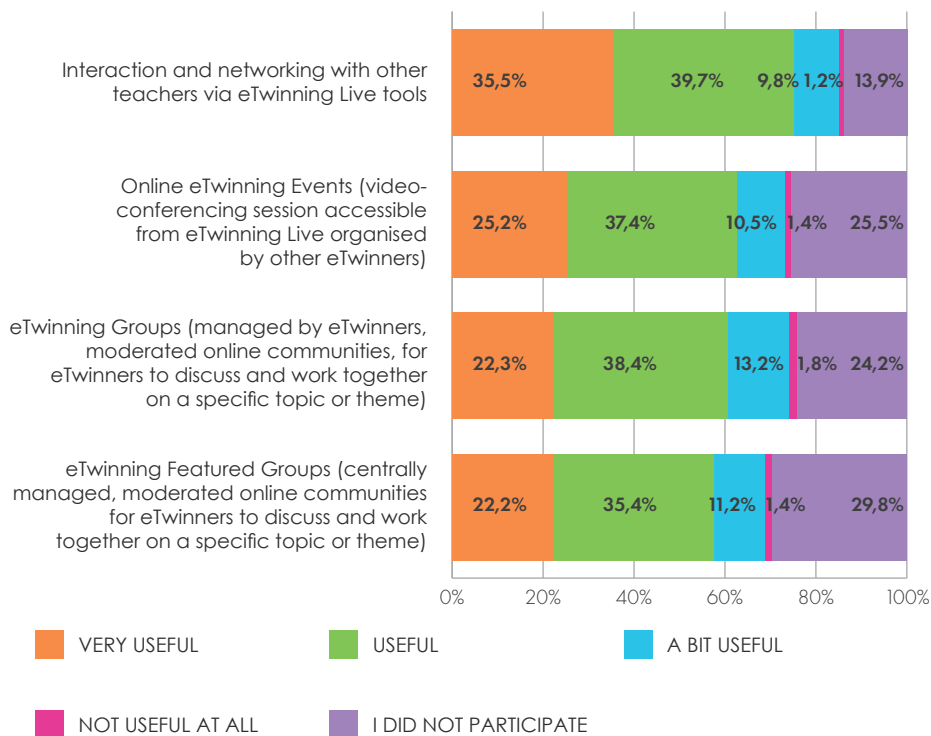


Figure 27: Usefulness of more informal activities in eTwinning Live

4.3. Recognition and awarding

The next set of questions have to do with recognition of achievement. eTwinning has had built in recognition elements since the very beginning. This recognition has 2 main types:

- Labels and Prizes
 - In the form of Quality Labels that teachers may apply for in terms of their project work, available at both National and European level. In addition, there have always been annual prize. competitions, both at

European and National level, that teachers may submit their projects for. Since 2017, a new recognition for involvement at school level was introduced in the form of the eTwinning School Label. This moved the recognition from individuals to schools. The principle behind this new label is that eTwinning wants to recognise and appraise the involvement, commitment, dedication not only of scattered eTwinners, but of teams of teachers and school leaders within the same school.

- Certificates of Participation
 - There have always been certificates of participation for Professional Development activities, stating the achievement and the number of hours involved.

A third type of more informal recognition was introduced in 2014 with the advent of eTwinning Live: the Progress Bar. Teachers who are actively involved in any eTwinning activity – running projects, developing community or networking activity, exchanging practice with other peers, organising and/or attending online events, have their efforts validated via the 'Progression Bar', visible in their user profiles on eTwinning Live. This Progression Bar measures the level of involvement in few areas: communication, collaboration, professional development, networking and quality. This feature visually represents how far teachers have progressed in their 'eTwinning journey', and also indicates how strong such teachers are in each of these areas. The Progression Bar is both a way to immediately assess one's involvement in eTwinning but also to identify the level of expertise and commitment of other colleagues who may potentially become partners in projects or in other collaborative ventures. The Progression Bar is an automatic system that measures a person's participation in eTwinning according to their activities in five areas of action as follows:

- Basics: login, write project idea, add a profile picture, write posts in your profile.
- Communication: contacts, follow people, write internal message.
- Collaboration: project membership, using the TwinSpace.
- Professional Development and networking: membership of eTwinning Groups, participation in events and other Professional Development activities.
- Quality: organising events, moderating Groups, Quality Labels.

To these activities one must add the "points" gained by using the Self Teaching Materials (stm.eTwinning.net), with an evaluation based on quizzes relate to the knowledge of eTwinning tools and features.

The first question asked the respondents '*Do you find useful any of the following types of recognition and motivation available through eTwinning?*' and applies to all the

types of recognition mentioned above. As we can see from Figure 28 below, there is a very high response in the positive to all areas, even the Progression Bar which is sometimes not always immediately obvious to users. The 11,6% or so who state they are not aware of the various awarding elements has dropped considerably from the 2016 survey where the corresponding figure was 29 %, and the figure of those not aware of the progression bar has dropped from 30% in 2016 to 11% in this instance.

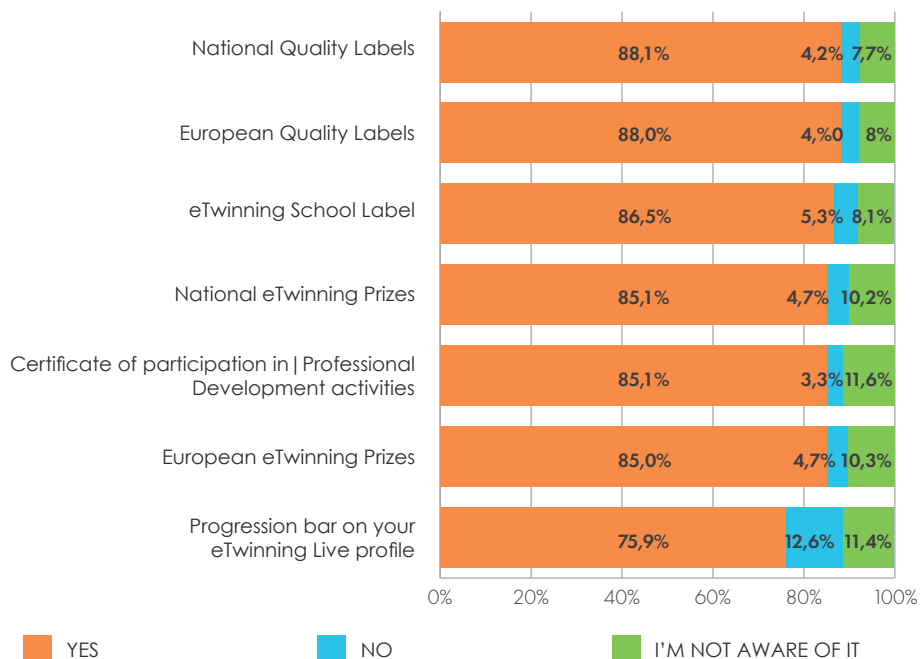


Figure 28: Usefulness of the various forms of recognition

The next question relates specially to the certificates of participation for professional development activities. Participants were asked whether 'The eTwinning certificates of participation you receive, as a result of taking part in professional development activities, are useful for advancing your career or other tangible benefits awarded by your Ministry?'

Just over 45,2% state that they are useful while 34,3% state that it does not apply, and these figures are very similar to the 2016 survey findings. It is acknowledged that there is an unevenness at Ministry level across Europe in their official response to recognising eTwinning Professional Development activities and since 2016 both the CSS and NSS are working together with the European Commission and the Ministries of Education of those countries involved in eTwinning, among other things, to adjust and improve the

conditions for eTwinning to become more useful to teachers' career development in a greater number of countries.

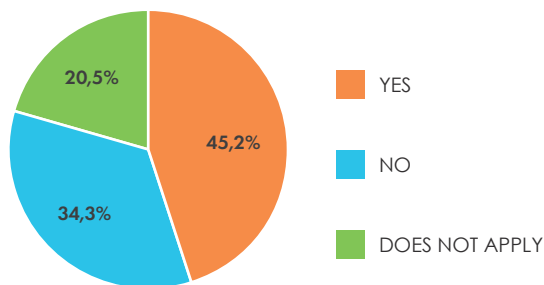


Figure 29: Usefulness of certificate of participation in career advancement

4.4. Creating relevant Professional Development for the future

The participants were next asked on which topics they would like further professional development, and again they could choose more than one. As can be seen from Figure 30, pedagogical methodologies figure as the most popular choice, not just teaching but also learning methodologies, competence base methodologies in particular the general digital competence and multilingual methodologies come in very closely as the top three. These results reflect those already examined in Figures 21-23 in relation to user needs, where learning new approaches to pedagogy again was strongly represented in the top five needs expressed. It is interesting to note that while 39,7% express a wish to learn more about student assessment, this came in the middle set of expressed need at 15% in Figure 22. Obviously, the question relating needs put pressure on to choose the top 5 statements out of 17, and assessment was not seen as a main priority. However, the results in this question show that teachers do want to understand how best to assess their students learning within eTwinning activities. It is also interesting to note that developing skills for school management and administration were placed last in that section (Figure 23) and chosen by 26,6% here.

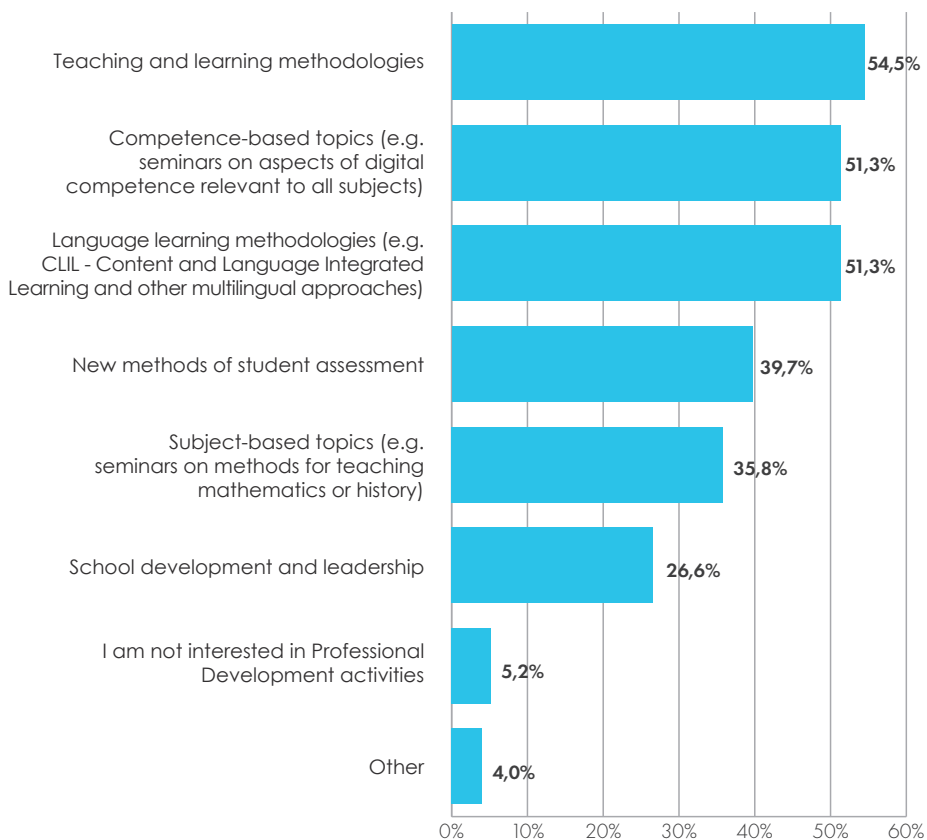


Figure 30: Topics named for future Professional Development

When asked to choose their preferred method of Professional Development the results reflect almost exactly those of the 2016 survey with the face to face options being the most popular, which is understandable. The next most two popular choices are the Learning Events and the Online Seminars, which again reflect the findings of the 2016 survey. The challenge is always how best to accommodate all the people who wish to avail of online professional development, bearing in mind that the restrictions in terms of numbers and in, some cases, choosing applicants, apply. It is interesting, leaving aside the face to face experiences, that the shorter professional development activities are more popular than those that demand a longer-term engagement. The eTwinning Featured Groups are requested by 23,9% of respondents and come last in the series offered. This must trigger some reflection on how best to promote a group as a place of learning, and to ensure that credits gained for activity within groups is on par with those available for the other professional development opportunities. There may of course be other models yet to be explored that could deliver successfully to

large numbers without compromising quality. The results may be seen in Figure 31 below.

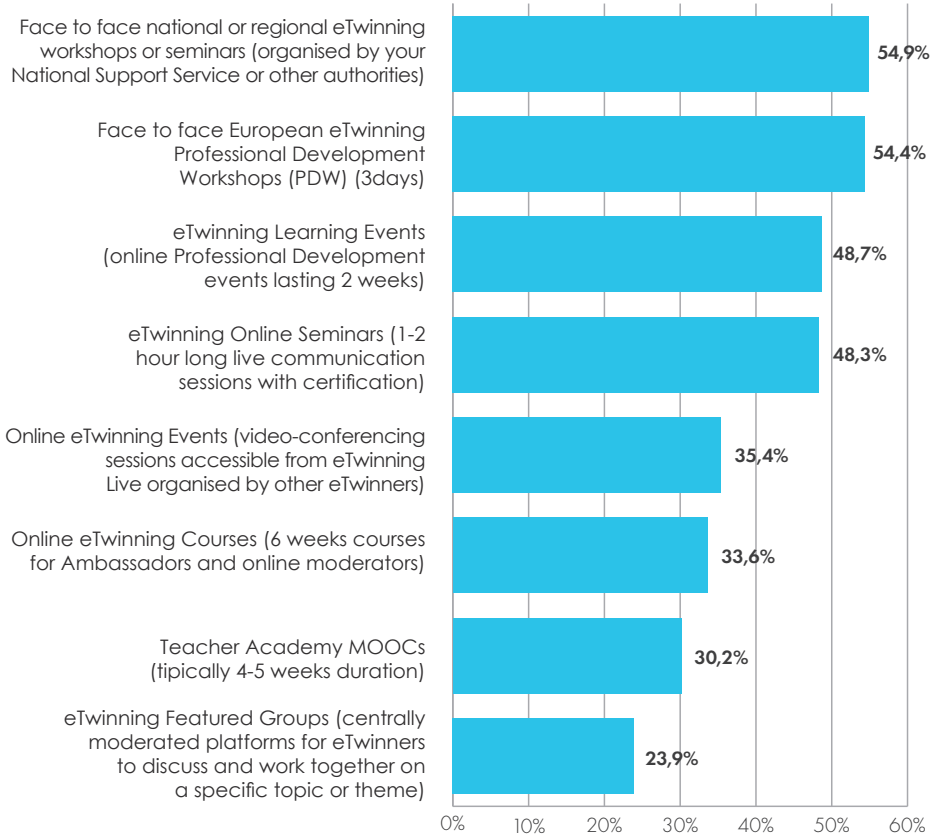


Figure 31: Types of professional development wished for in the future



5. ETWINNING – EFFECTS ON PEDAGOGY AND PRACTICE

5.1. Introduction

In this section, we examine the participants' responses to questions regarding their pedagogical approaches and their practices, and the effects they believe that eTwinning has had on those elements. The questions in this section are similar in most cases to the questions posed in the 2016 survey, although we must keep in mind that it is not the same group of people answering both surveys. However, we do get a sense of trend from the results. The areas examined include such items as self-reflection, pedagogical skills, interaction with students and their learning processes and the use of technology. Some of the questions in this section are also quite complex. The number of participants answering in this section varies between 7120 and 6319. In Section 5.4 there is a comparison of the results of the whole group against those respondents who are working in a school awarded the eTwinning School Label (N= 2160) in the question relating to the perceived impact of eTwinning of students in a number of areas.

5.2. Reflecting on practice

The participants were asked two questions relating to self-reflection, firstly to consider how frequently they reflect on their own pedagogical practice in general, and, secondly, if they notice an increase as a result of involvement in eTwinning. This two-step question was designed to elicit as accurate a self-assessment from teachers as possible. The results are displayed in Figure 32.

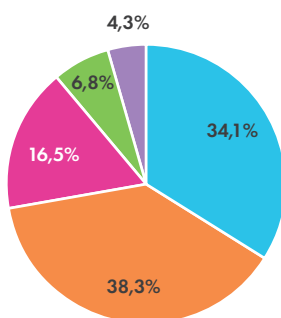
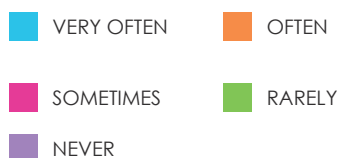
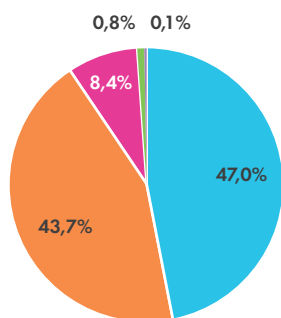


Figure 32: Frequency and increase in self-reflection – all

The respondents appear to constitute a quite reflective group to begin with, with 90,7% reporting they reflect on their own pedagogical practice often/very often and 0,8% stating they rarely do. When asked if there is an increase in this reflection as result of their involvement in eTwinning, 72,4% report a moderate/large increase with only 6,8% stating there is no increase.

When we examine the responses to the question of an increase as a result of working with eTwinning, comparing those from awarded eTwinning Schools against the non-awarded group, it may be seen that the increase in the moderate/large range is quite marked for the awarded group 89,4% against 64,9% for the non-awarded group.

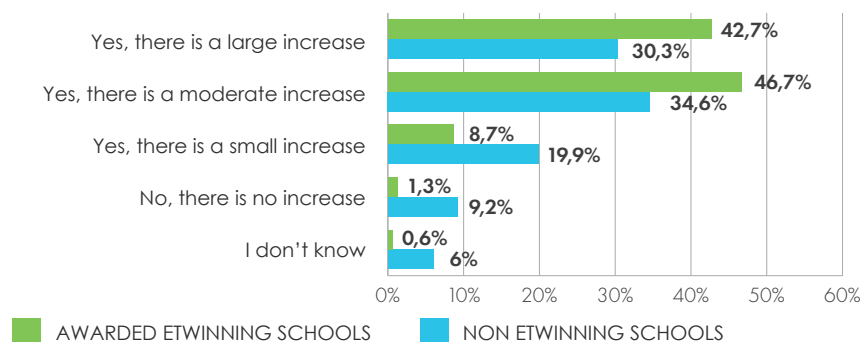


Figure 33: Comparison of increase in reflection

When it comes to sharing practice, although not as frequent as self-reflection, around three quarters (71,9%) state that they share practice frequently/very frequently with colleagues, while 2,6% state they never do so (Figure 34). The comparisons become more marked when we compare the responses from those working in non-awarded schools with those working in awarded eTwinning Schools. If the respondent works in a school awarded with the eTwinning School Label, 84,6% say they share frequently/very frequently (Figure 35).

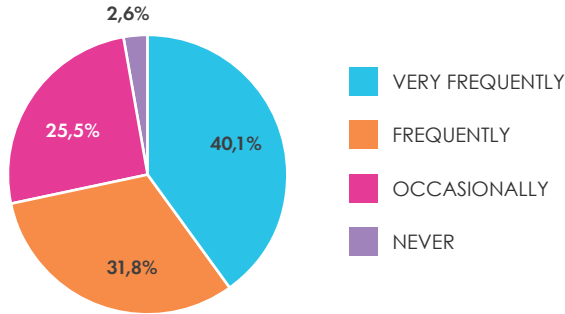


Figure 34: Frequency of sharing practice

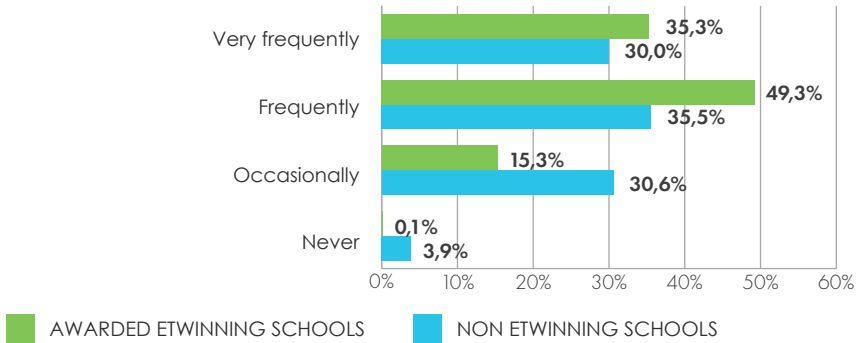


Figure 35: Comparison of sharing practice

5.3. Effects of eTwinning on pedagogical Practice

In this section the participants are asked a number of questions to reflect on their involvement in eTwinning and to consider whether or not it had an impact on their practice. The first question asked directly 'Considering your current/previous eTwinning activities, what positive impact do you consider they have had on your skills in the following areas?' The areas were presented as 17 statements and 7120

people responded to the question. The results are grouped below into three charts, (Figures 34, 35,36) showing in descending order the areas where the respondents felt eTwinning was having the most impact. The results are very positive with an average of 70% - 80% of respondents stating that eTwinning has had a large/moderate effect on all the areas.

Figure 36 shows the top 5 areas stated by the respondents where eTwinning had the most effect on them. Both project-based teaching skills and cross curricular skills come out the most strongly with more than 89% of the respondents stating that eTwinning has had a large to moderate positive effect. They also feel their technological skills have improved (large/moderate 87,4%), their ability to assess cross curricular skills (large/moderate 85,9%) and their collaborative skills in working with teachers of other subjects, (large/moderate 85%).

It is interesting here to compare the statements in Figure 36 with the top 5 needs as stated in Figure 21. In Figure 21 pedagogical, technological and collaborative skills were all mentioned as priorities. As we can see below in Figure 36, the respondents feel that these areas have definitely been impacted positively by their involvement in eTwinning. May it be concluded then, that Twinning supports in particular those teachers who have an active learning approach to their classroom pedagogy.

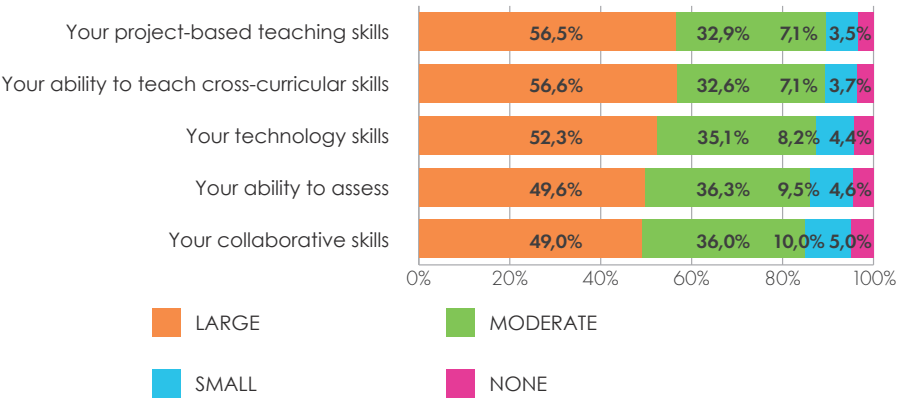


Figure 36: Top set of statements where it is stated eTwinning has had a positive impact

It is worth mentioning again the assessment statement, which 85,9% of respondents feel has been impacted to a large/moderate degree. Assessing the type of skills and learning involved in an active learning environment is always a challenge, and eTwinning appears to support teachers in facing that challenge.

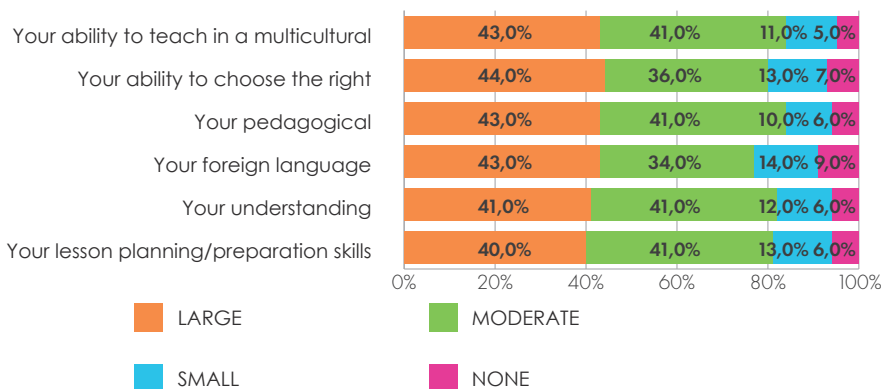


Figure 37: Middle set of statements where it is stated eTwinning has had a positive impact

At the other end of the scale in Figure 38 the two areas that respondents have rated lowest are communication skills, working with parents (large/moderate 70%) with 13% stating it has no effect, and unsurprisingly, given the high professional experience profile of the group, their knowledge of the curriculum (large/moderate 72% - no effect 11%).

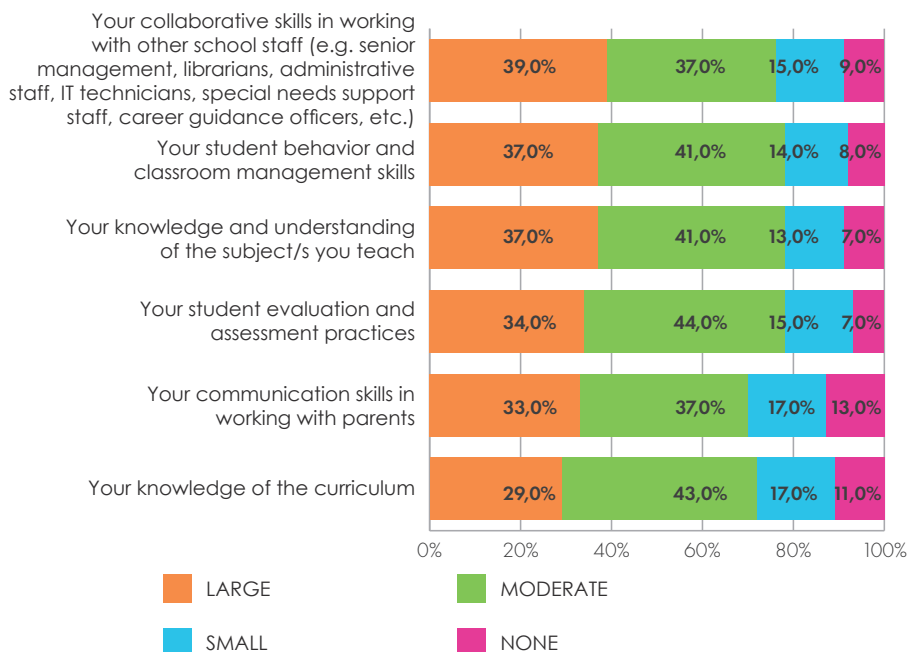


Figure 38: Bottom set of statements where it is stated eTwinning has had a positive impact

The next set of questions relates directly to teaching practice. The respondents were first asked how frequently they carry out a set of activities, and then whether there is an increase in the frequency due to their participation in eTwinning.

The first set of statements we look at focuses on classroom activity with students. The number of respondents is 6923. The results may be seen in Figures 39 and 40. Figure 39 is a reflection of what the respondents say they do. Teaching students how to learn and concentrating on their competence development over their knowledge retention is a striking result, with well over 80% of respondents stating they do both. Figure 40 reflects how the respondents feel that their involvement in eTwinning has affected their activity and we can see that 76,3% state that the concentration of the development of student's competence for example has increased due to their involvement in eTwinning while 77,1% state that cross discipline work has increased.

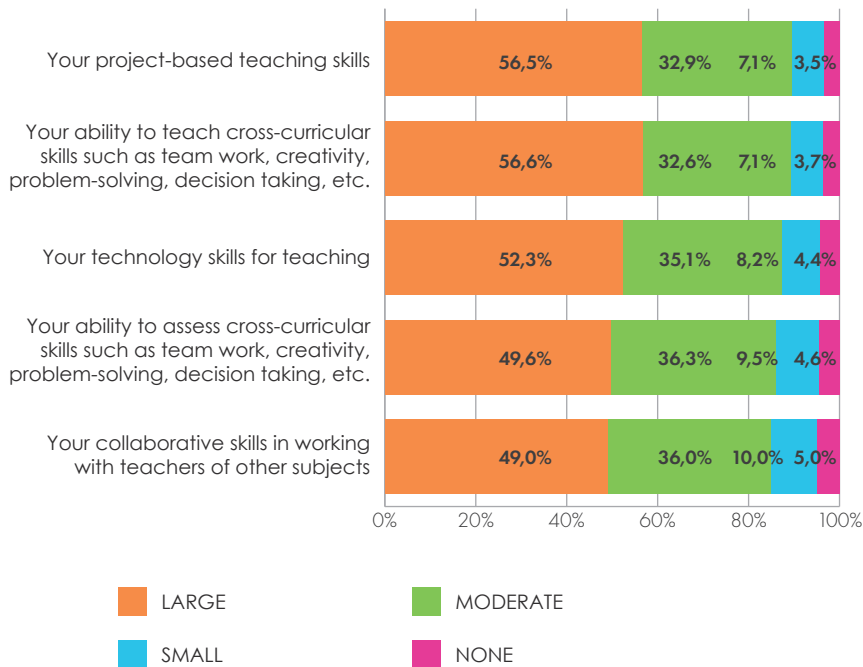


Figure 39: Teachers' classroom activities with students

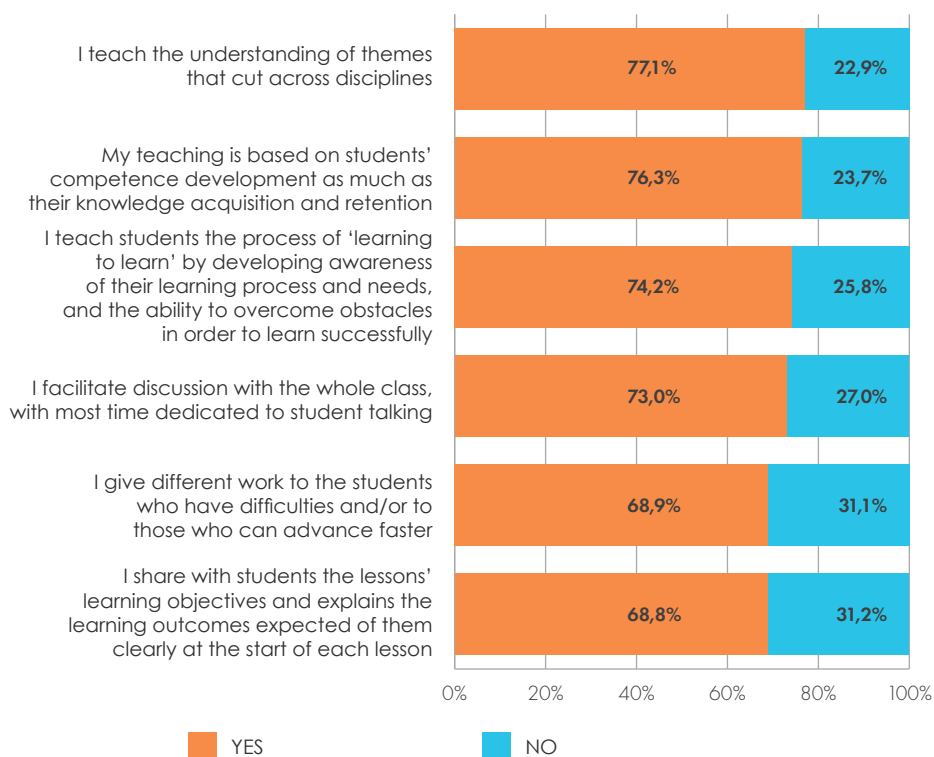


Figure 40: Increase in teachers' classroom activities with students as a result of eTwinning

While these results may seem to reflect a quite traditional approach to pedagogy, attention must be drawn to the next set of results and the whole picture taken into account. This second set of questions focuses more on the feedback elements and out of classroom activities. Again, they were first asked how frequently they carry out a set of activities, and then whether there is an increase in the frequency due to their participation in eTwinning.

The results may be seen in Figures 41 and 42. Student observation and providing them immediate feedback is the highest scored activity (89,3% a lot/quite a bit) closely followed by referring to real life problems as a means of explication coming a close second (87,1% a lot/quite a bit). Outward bound activities and bringing experts into the classroom are the lowest scoring areas mentioned (61,9% and 49,4% respectively in a lot/quite a bit range).

Here, far from being a ‘talk and chalk’ approach, we see that through the eTwinning activities, these teachers provide real life experiences for their students through exploration of real life problems, working with them beyond the walls of the classroom and bringing the outside world to them in the form of visiting experts.

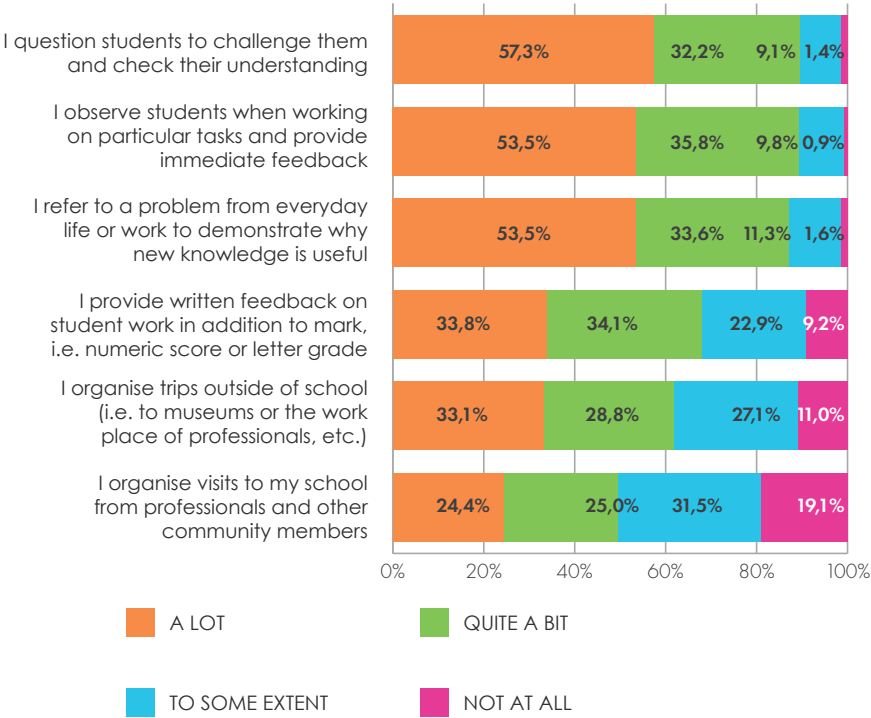


Figure 41: Overview of teaching practice

The results remain the same for the question relating to the increase of the activity as a result of their involvement in eTwinning with 70,7% stating they refer to everyday problems and 68,8% stating that they observe their students and give immediate feedback more frequently. It is worth pointing out that there is an increase in all the activities mentioned in this question, with respondents feeling that their involvement in eTwinning has increased their use of the stated practices.

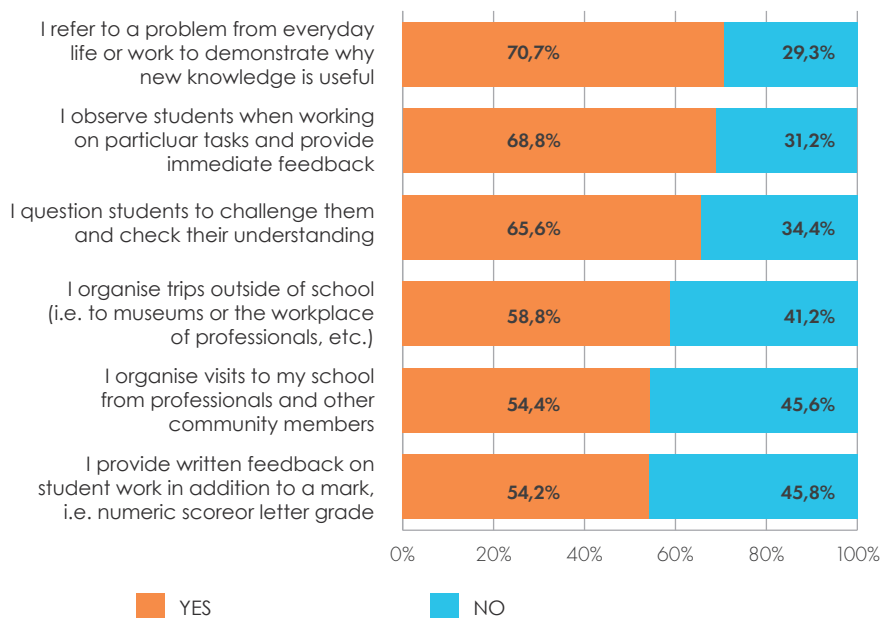


Figure 42: Increase in teaching practice as a result of eTwinning

In the next two questions the focus was on teaching methods and tools and the number of respondents was 6319. In the first question the participants were asked 'As a result of your involvement in eTwinning, have you used any teaching methods which you had not previously used before?'

As can be seen from Figure 43 and 44, 60% responded by yes, a lot/quite a bit. Bearing in mind that the professional experience level of the group is high with 79% having between 11-30+ years of experience, it is interesting to note that the respondents still feel that they have learned and implemented something new both in their teaching methods and the resources and tools they use.

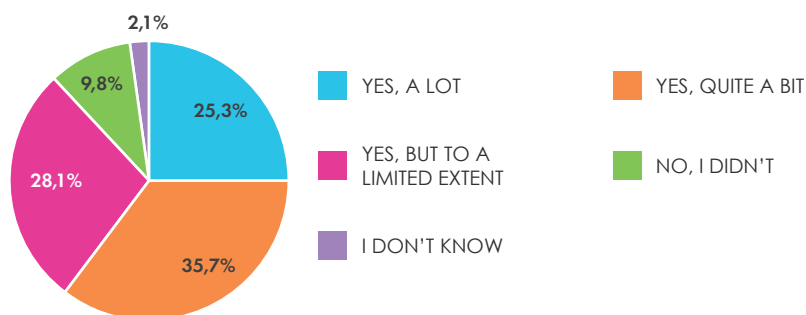


Figure 43: Teaching methods used as result of eTwinning

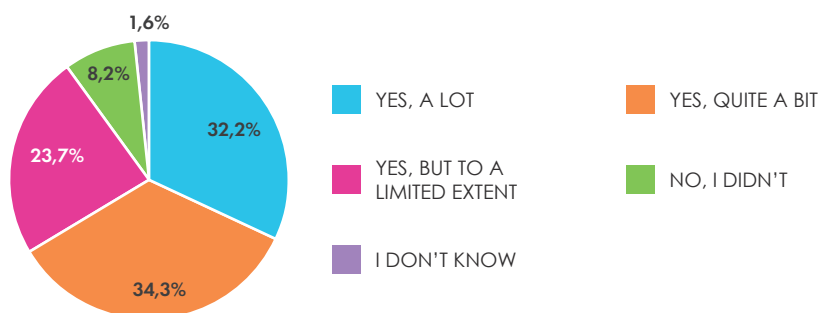


Figure 44: Tools and resources used as a result of eTwinning

Respondents were presented next with a series of 10 statements regarding their priorities in development both of self and students. Figure 45 shows the top 4 choices while Figure 46 gives the entire range of the 10 statements. Giving the nature of eTwinning and its activities, it was to be expected that promoting intercultural activities at every level would come highly placed (82,8% a lot/quite a bit). What is interesting is that participants wish to ensure that they acquire social, civic and intercultural competences themselves as well as enhancing their competences in dealing with diversity at every level. These four points perhaps reflect the changing landscape in European society with the rise of multicultural societies and it is heartened to see that within eTwinning, teachers feel that their involvement in eTwinning helps them to tackle the challenges involved head on.

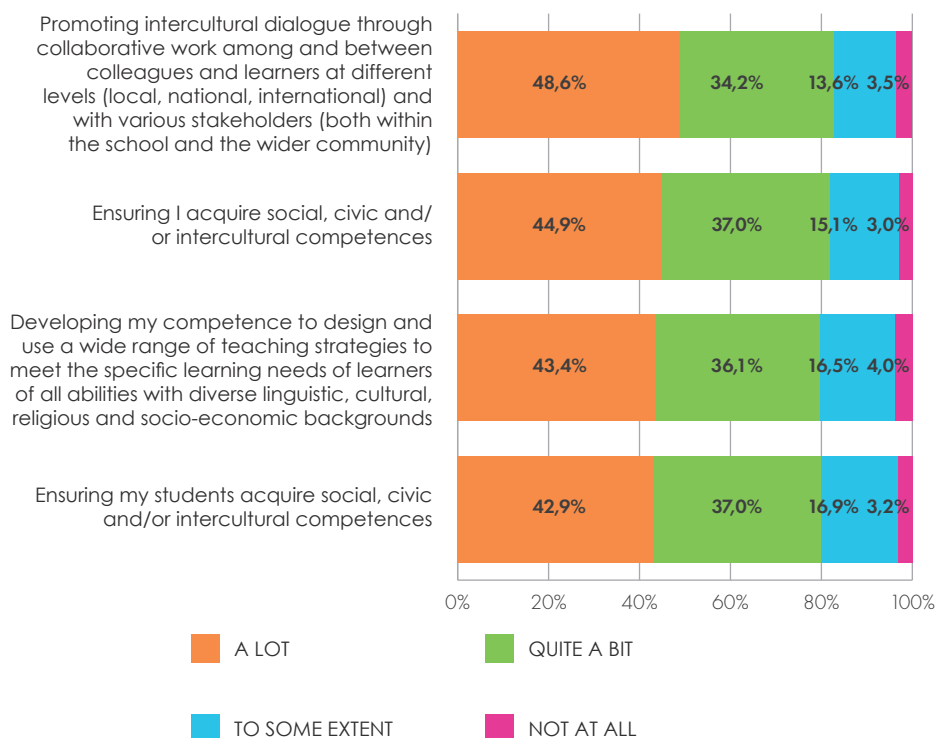


Figure 45: Top four priorities for teachers' development of self and students

What is worth noting in Figure 46 is the high percentages in some specific elements. For example, 77,7% of respondents prioritise helping their students to learn about, and develop, democratic values, social inclusion and active citizenship. These elements are not usually part of the official subject curriculum of schools and it is interesting that teachers feel that these can be brought to students through eTwinning activities. Equally of note is that 71,2% prioritise motivating their students to stay longer in school while 73,8% prioritise developing their skills at enhancing the education of less advantaged students.

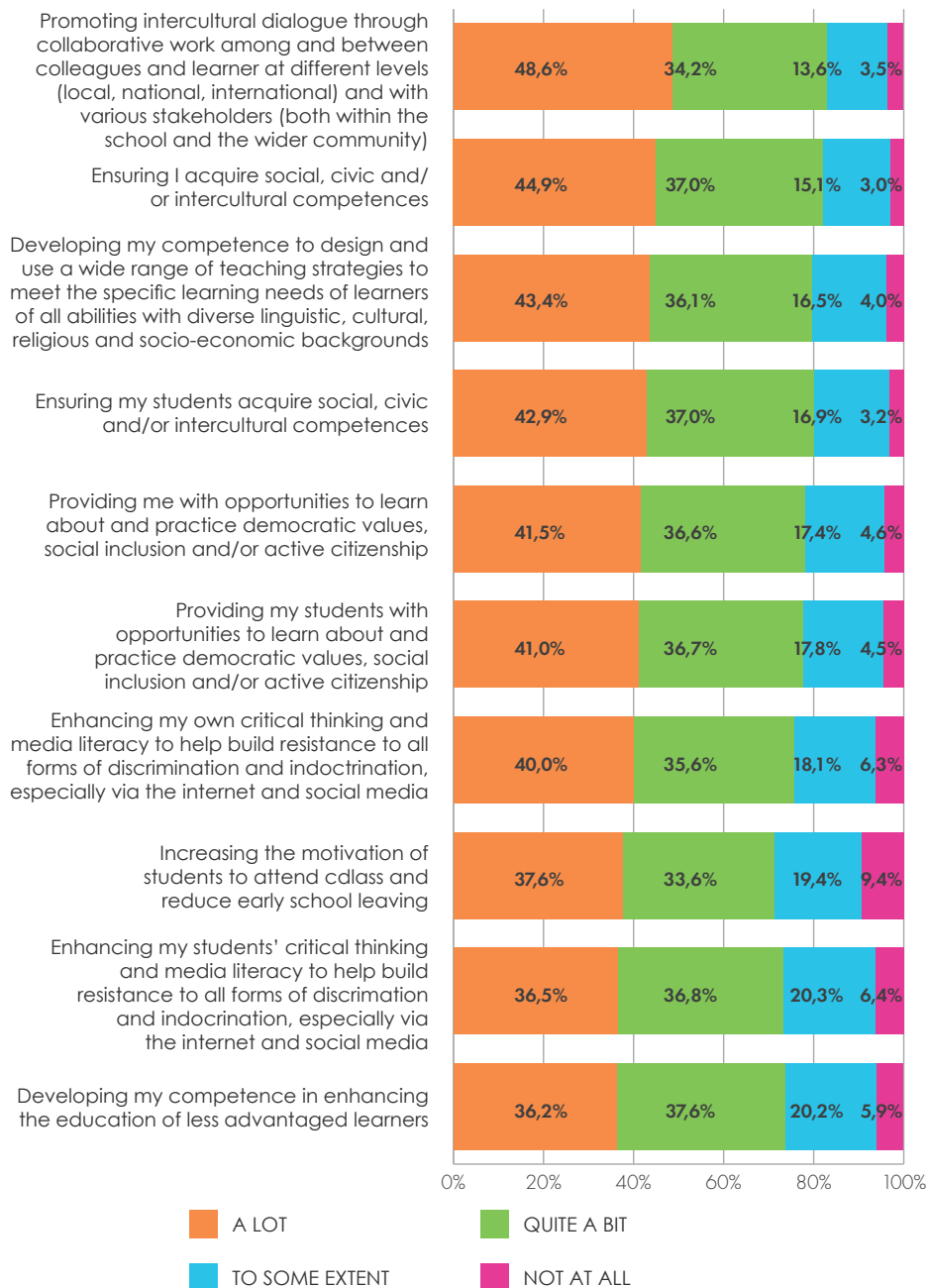


Figure 46: Aspiration of teachers with regard to value and competence development

5.4. Technology enhanced teaching and learning practices.

In this section participants were presented with 11 statements regarding their use of technology in relation to their working practice. The respondents were first asked how frequently they use technology for certain actions, and then whether there is an increase in the frequency due to their participation in eTwinning. 6664 participants responded to this question and the results may be seen in Figure 47 below.

There are a few points worth noting here. Firstly, the fact that 88,2% respondents say they use some form of technology to prepare their lesson a lot/quite a bit, while 85% say they use it during lessons a lot/quite a bit. Conversely only 43,7% say they use social media as a teaching and learning tool with their students, while 38,5% say they use Virtual Learning Environments (VLEs) with their students. This latter result may reflect the trend where less and less educational systems are implementing VLEs because of the development over time of more agile technological solutions covering the same areas and even going further beyond them; only a few countries such as Denmark and France are still using VLEs to a large extent.

In the 2016 study 78% of the respondents said they used social media as a teaching and learning tool. So, what had changed? One can surmise two things: firstly, the increasingly bad press given to social media platforms such as Facebook and Twitter have made people more aware and cautious – and probably this is confirmed by users' own experience with such media; secondly, the increased promotion of the eTwinning platform as a safe and secure environment for interacting with students.

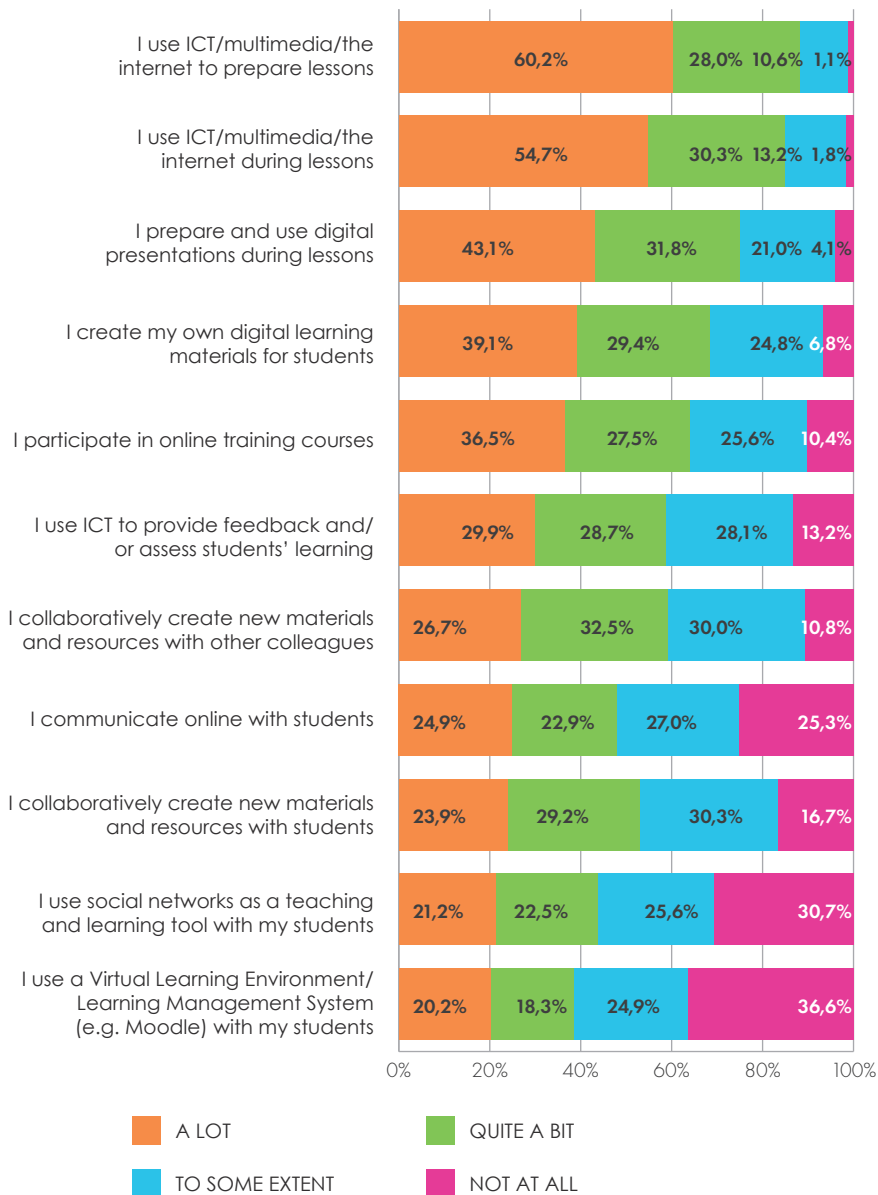


Figure 47: Use of technology by teachers

When asked if there was an increase in the frequency of engaging in technologically enhanced teaching and learning methods as a result of their involvement in eTwinning, the answer was overwhelmingly yes, as can be seen in Figure 48 below.

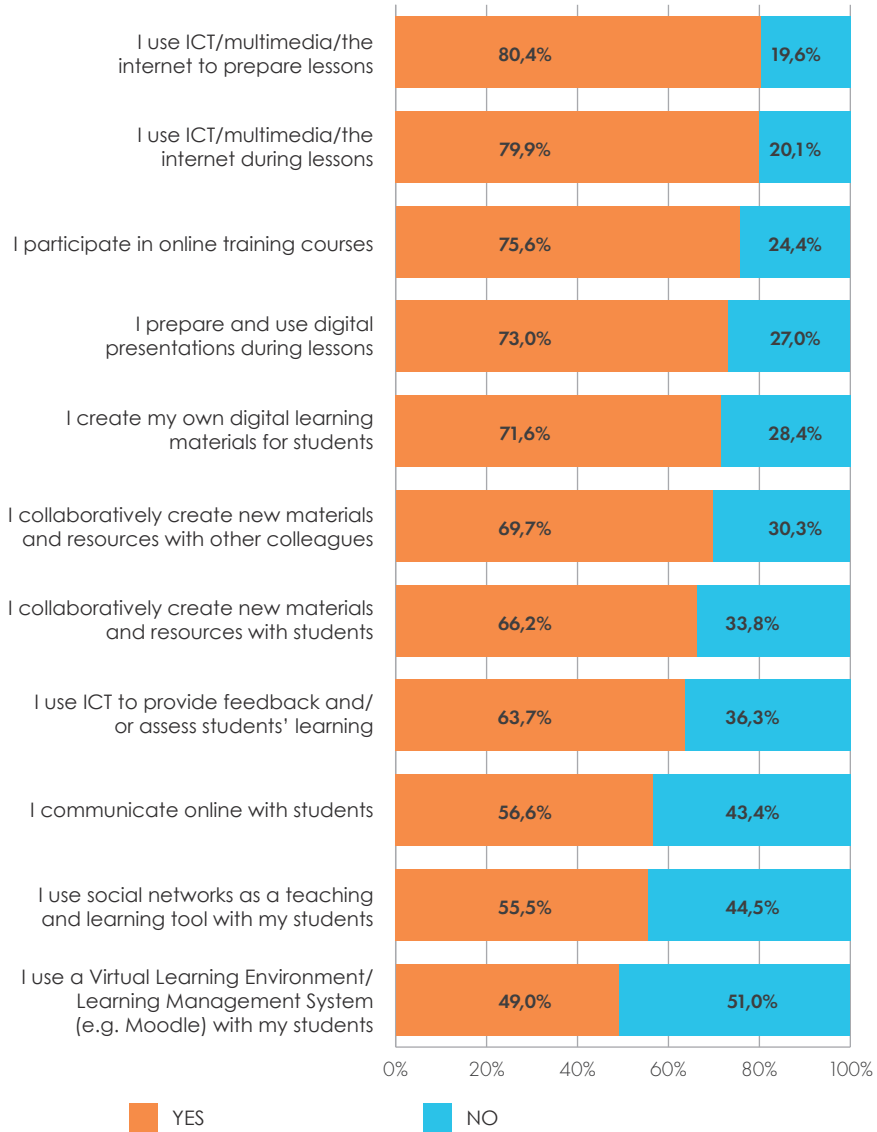


Figure 48: Increase in use of technology by teachers as result of eTwinning

5.5. Working with students

In this section the focus is on how the participants work with their students in the classroom, and how they observe their students' use of technology in school related activities. In both instances they were asked first how frequently something occurs and then if there is an increase as a result of their involvement in eTwinning. An average of some 6400 participants responded to the question in this section.

In the first question the participants were asked 'How frequently do you ask your students to take part in the following practices?' and were presented with a set of 7 activities. The results are seen in Figure 49 below.

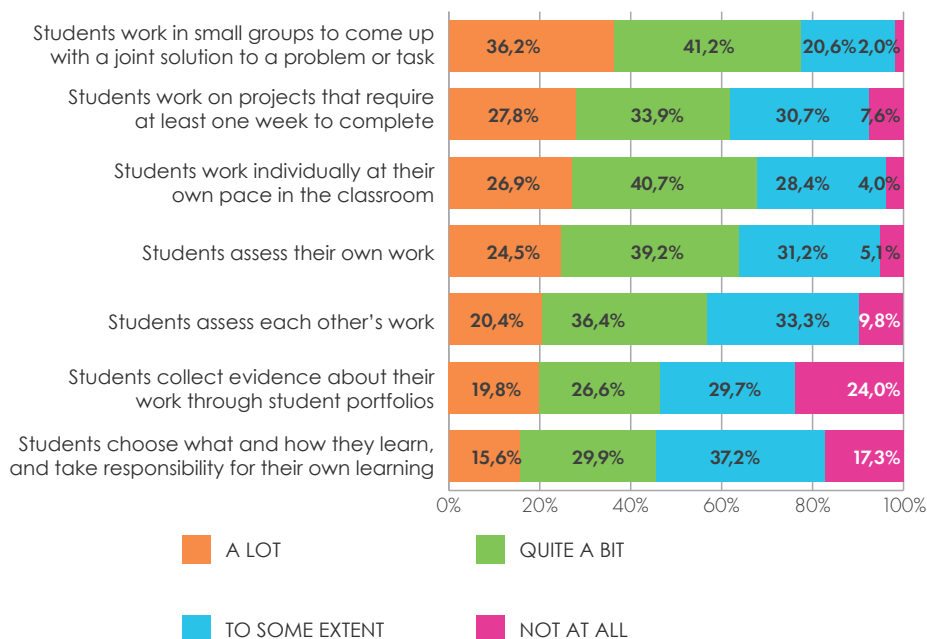


Figure 49: The frequency of students involvement in various practices

It is worth noting that, interestingly, three innovative assessment approaches investigated by the questionnaire (self-assessment, peer-assessment, and portfolios, all three in principle supporting student self-reflection and feedback) are implemented by almost one out of two teachers (each of them being used by 46,6% up to 63,7% of respondents). This knowing how to do something, is important in facilitating the evolvement of not only of assessment techniques assessment but is also innovative teaching practice.

It is also interesting to look at the lower end of the scale. 45,5% (a lot/quite a bit) say students choose what and how they learn, which maybe shows that although progressive in approach, the respondents still want to be in control of the learning process, while 46,6% say their students are compiling student portfolios.

When it comes to stating if there is an increase in these activities as a result of the respondents' involvement in eTwinning, the answer is again an overwhelming yes as evidenced in Figure 50 below.

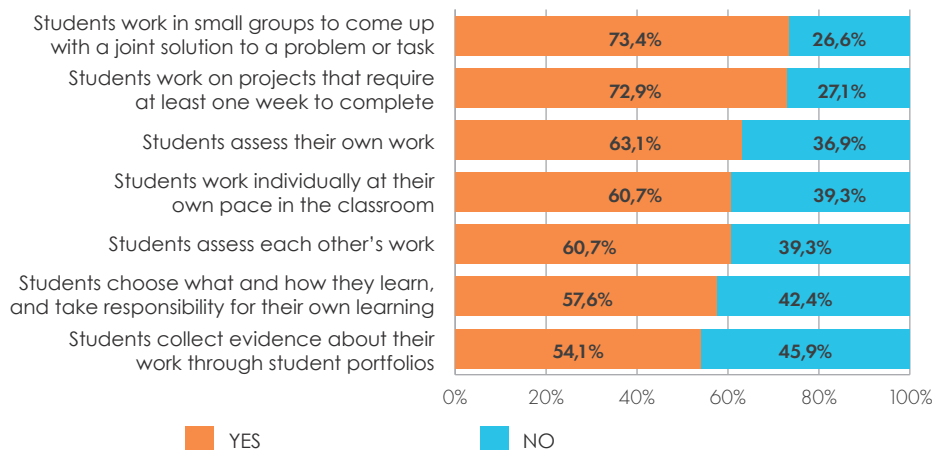


Figure 50: Increase in the frequency of students involvement in various practices as a result of eTwinning

In the next set of questions, the participants were asked what they observed in relation to their students use of technology for school activities. We can see from Figure 51 that 66% state that students use technology a lot/quite a bit to collaborate in groupwork and project work. This complements the findings in the previous question where involvement in small group work to solve problems was the top of the list. Interestingly although 58,4% (a lot/quite a bit) say students use ICT/internet for completing homework assignments, only 32,5% (a lot/quite a bit) say students deliver their assignments online. This reflects the answers given earlier about the relatively low level of respondents who say they use virtual learning environment or communicate with their students online. 33,5% (a lot/quite a bit) also state that their students practise coding/programming/digital thinking. At first this might seem quite low, but when we recall the profile of the participating group and the subjects they teach (10% teach informatics, 41% teach foreign languages) it does not appear quite as low, as coding may not fall into the brief of the majority of the respondents. It might also reflect that for eTwinning teachers, coding/programming has not yet entered the non-ICT subjects (it may be observed, in some countries, that cross curricular subjects

– citizenship for example, or STEM subjects – integrate coding/programming for a very specific purpose).

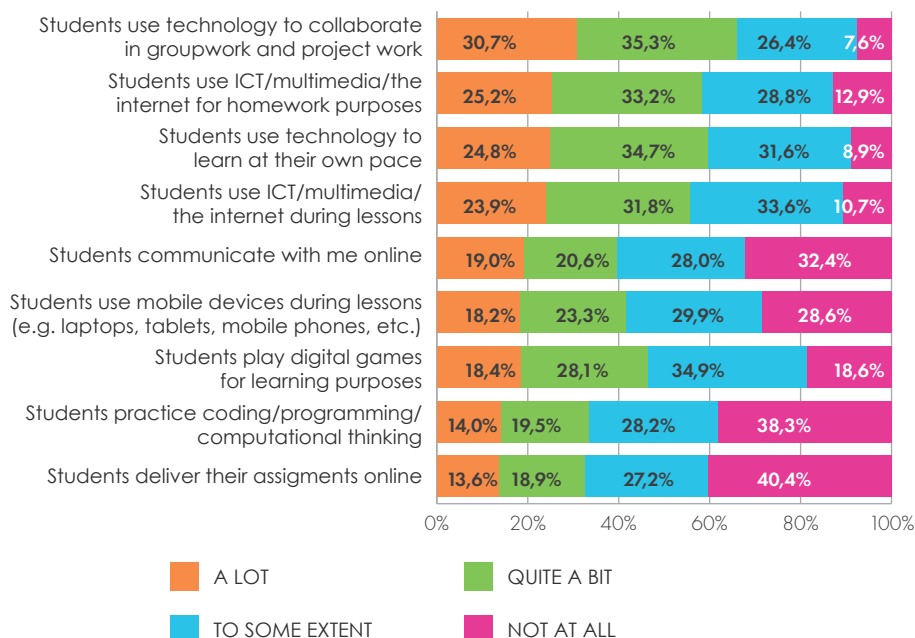


Figure 51: Ways in which students use technology

However, when asked if they observed an increase in the ways students use technology now, as a result of your current/previous participation in eTwinning, the answer was again in the affirmative with only two areas dipping below 50%: students practising coding and students delivering their homework assignments online. Both these practices potentially depend on 'out of teacher control zones', i.e. curriculum content (for what concerns coding/programming) and school infrastructure and policy (homework assignments online).

The full results may be seen in Figure 52. It is interesting to compare this with digital game playing which 46,5% (a lot/quite a bit) say their students are involved in and 61,3% say this has increased with their involvement in eTwinning.

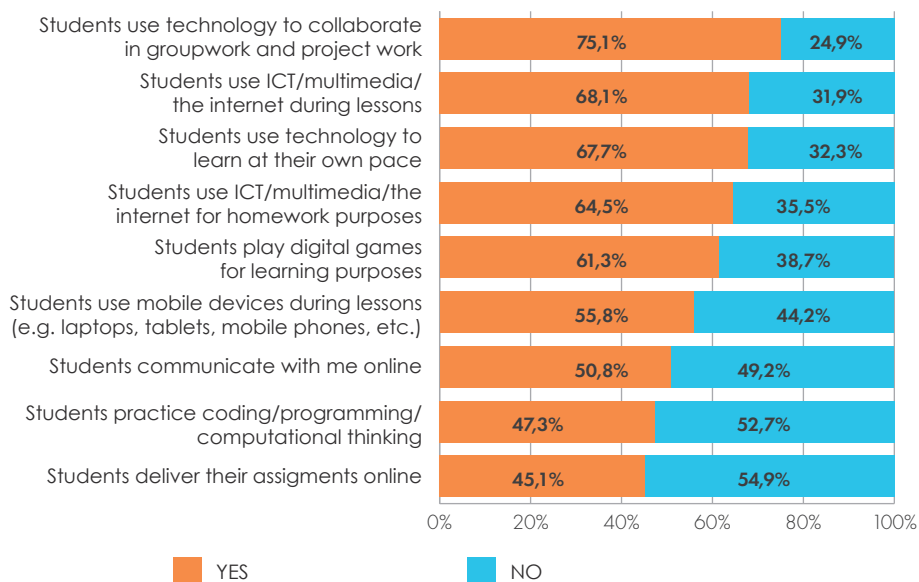


Figure 52: Increase in the ways that students use technology as a result of eTwinning

In the last question in this section the respondents were asked 'Considering your current/previous eTwinning activities, what positive impact have they had on students in the following ways?' 6330 participants in total responded to this question.

In this case we look at the responses from those working in the eTwinning schools awarded the eTwinning school label (n=2160), and those who work in non-awarded schools (n= 4170). The responses in Figure 53 below show the results for the non-awarded eTwinning Schools. It may be seen that 90% of respondents believe a large/moderate increase has taken place in many important areas, including a growth in collaboration between students (90,2%) and an increase in student motivation (91,2%). This latter is interesting as 69,7% go on to say that students' attendance at school as increased by a large/moderate amount while 69,3% (large/moderate) believe that students are motivated to stay in formal schooling for longer periods. 76,6% (large/moderate) believe there is a large/moderate impact on improving the learning of students with special educational needs. In the area of technology, 88,4% state there has been a large to moderate effect in raising students' awareness of new technologies, as well as stating an improvement (large/moderate) in students' digital skills. Around 87,4% (large/moderate) state that eTwinning has an effect both on developing student's autonomy when it comes to their own learning as well as the development in their learning skills. 74,5% state that involvement in eTwinning has the effect of improving relationships between staff and students.

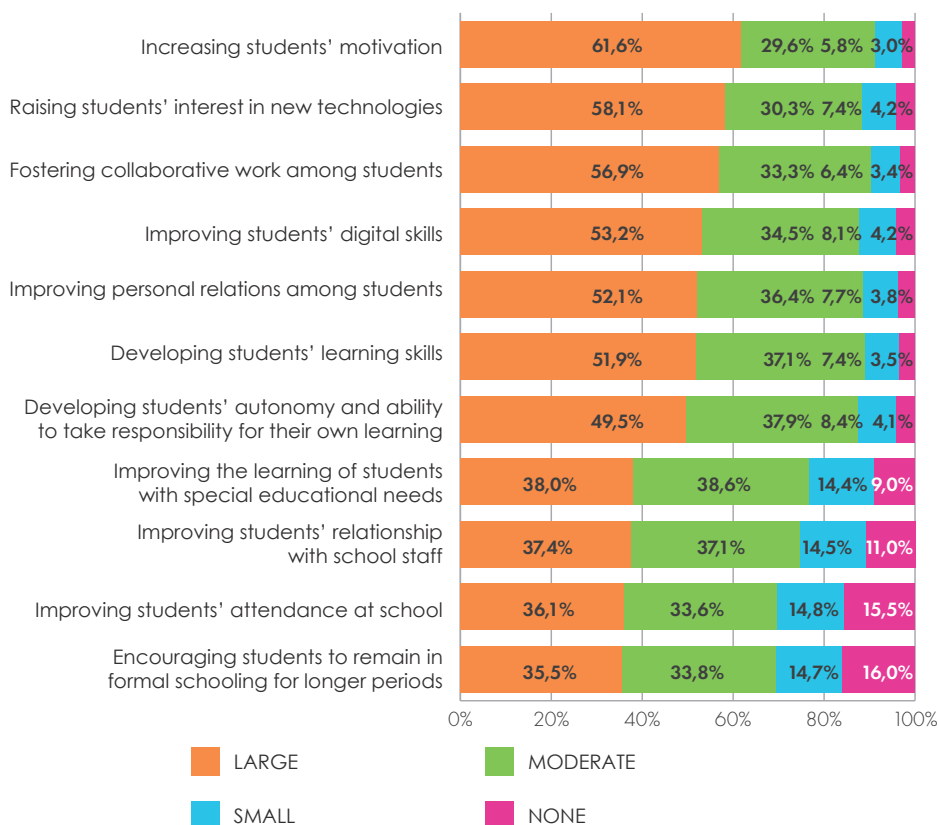


Figure 53: Impact of eTwinning on students (non awarded eTwinning Schools)

Looking at the results for the category of those working in awarded eTwinning Schools (Figure 54), the effects are reported to be even greater. For example, in relation to the improvement of relations between staff and student the figure rises from 74,5% (large/moderate) to 84% (large/moderate). Increased student motivation is reported by 95% (large/moderate) of respondents in this category with a similar figure for the increase in collaboration between students. A similar pattern may be observed in all the other statements, which may lead one to conclude that those schools awarded with the eTwinning School Label can really serve as models to other schools as to how eTwinning can be used as an instrument for the maximising of students' development in a positive environment.

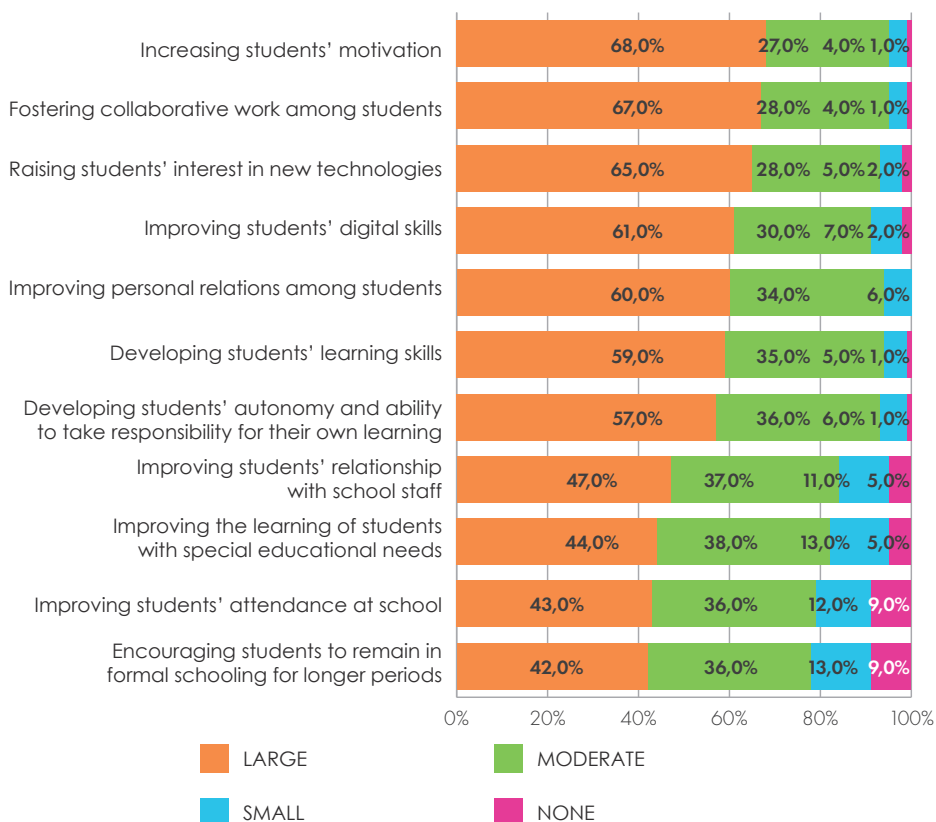


Figure 54: Impact of eTwinning on students (schools awarded the eTwinning School Label)

Other areas of note are the developing of students' learning skills, their interest in new technologies and their interpersonal relations with other students. These students are facing an adult world of deep changes particular in relation to the world of work, so it is satisfying to see that their interest in new technologies, the improvement in their digital skills, their relationships with authority figures and their sense of collaboration are all reported to be positively impacted by the teachers' involvement in eTwinning. All of these areas will be needed by students to navigate the shifting world of adulthood to come.



6. ETWINNING AND THE SCHOOL

6.1. Introduction

eTwinning teachers do not work in isolation, they work in an organisation, alongside groups of colleagues with a common aim, to educate the students in their care. In this section, the emphasis is on how the respondents view their schools and what they perceive to be the effects that involvement in eTwinning has on the work of the school as a whole. There is again a comparison of the results of the group not awarded with the eTwinning School Label (n=4264) against those respondents who are working in a school awarded the eTwinning School Label (N= 2160).

6.2. School climate

The first question in this section is aimed at trying to get a picture of the type of school climate that the respondents work in. There are a set of 4 statements that describe an open, reflective, collaborative climate with a learning towards innovative practices and an outward looking perspective. As was pointed out early the questions here took the elements of what the findings of the 2016 survey described as characteristic of 'innovative schools'. The participants were asked to indicate their level of agreement with each statement in relation to their school on a five-point Likert scale from "strongly agree" to "strongly disagree".

It may be seen from Figure 55 below that 73,7% of respondents agree/ strongly agree that their school is involved in initiatives aimed at cultivating innovative practice, while 60,9% agree/strongly agree that their school participates in eTwinning and other international projects. 65,2% of respondents say that collaborative practices are promoted in their school, while the same number state that their school engages in self-evaluation. The figures for disagree and strongly disagree range between 17,1%-

10,2%, so we can say that the majority of respondents feel they work in schools with an open, reflective, collaborative climate with a learning towards innovative practices and an outward looking perspective.

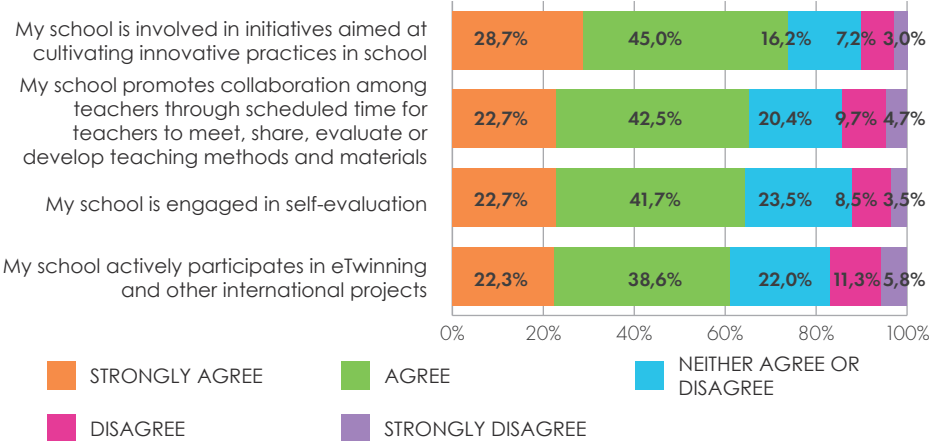


Figure 55: Responses from non-awarded schools

Looking at the responses from those participants who work in a school awarded with the eTwinning School Label, Figure 56, we see an increase in all the areas with a sharp drop in in disagree/strongly disagree categories from 8,5%-3,8%. Of these respondents, 85,8% agree/strongly agree their schools are involved in initiatives promoting innovative practices in school, 83,8% agree/strongly agree that their schools actively participate in eTwinning and other international projects, 76,6% feel their school promoted collaborative practices while 76,3% say their schools are involved in self-evaluation.

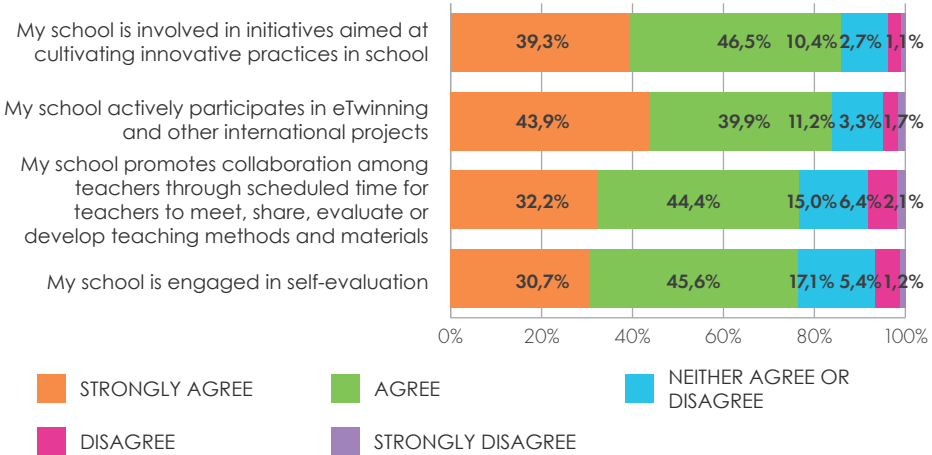


Figure 56: Responses from those in an awarded eTwinning School

What may we learn from these results? Firstly, it may be surmised that the whole group work in schools where the climate is such that they are encouraged to try new things, to work closely with colleagues and to involve themselves in work beyond the walls of their classroom. This climate, however, is even more pronounced in those who work in awarded eTwinning Schools as can be seen in Figure 57 below. To what can we attribute this increase? May we infer that there is a strong leadership team dedicated to promoting these elements, with a clear directive from overall school management? Since the eTwinning School label promotes teachers working in a school as a team, we can see the positive results this has on the climate of the school.

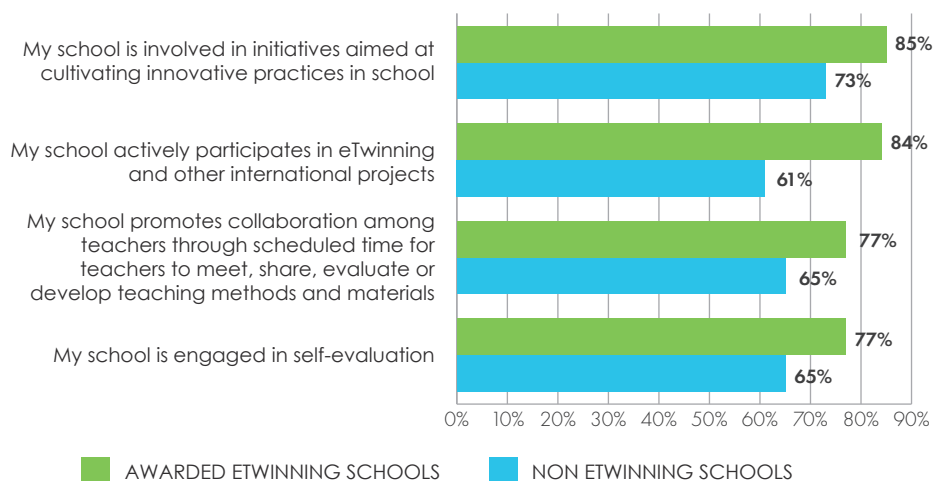


Figure 57: School climate comparison

6.3. Development of eTwinning in School – who are the influencers?

The question here asked the participants 'In your opinion who is the person/groups who has most helped or is still helping to develop eTwinning in your school?'. The results are displayed in Figure 58. In this question the respondents could choose more than one person or group. It is very interesting to see how highly placed is the team of teachers, particularly in the awarded eTwinning Schools. The support of colleagues is still the most important factor (as it was in 2016) and underlies the community approach of eTwinning. It is not surprising to see the key role of the school principal in both groups, as this person exerts great influence. The high placing of pupils is also interesting and is an area that perhaps need more promotion in particular in the awarded eTwinning School group. We shall discuss this in more detail in the conclusions against the

background of the eTwinning Schools mission (cf. Glossary). It is also worth noting the very low scores given to the officials and official documents, Ministry of Education or local education authority representatives, school inspectors etc. In a sense this underscores the bottom-up nature of eTwinning, although there is a need to have a more mainstream approach to embedding eTwinning in regular school practice.

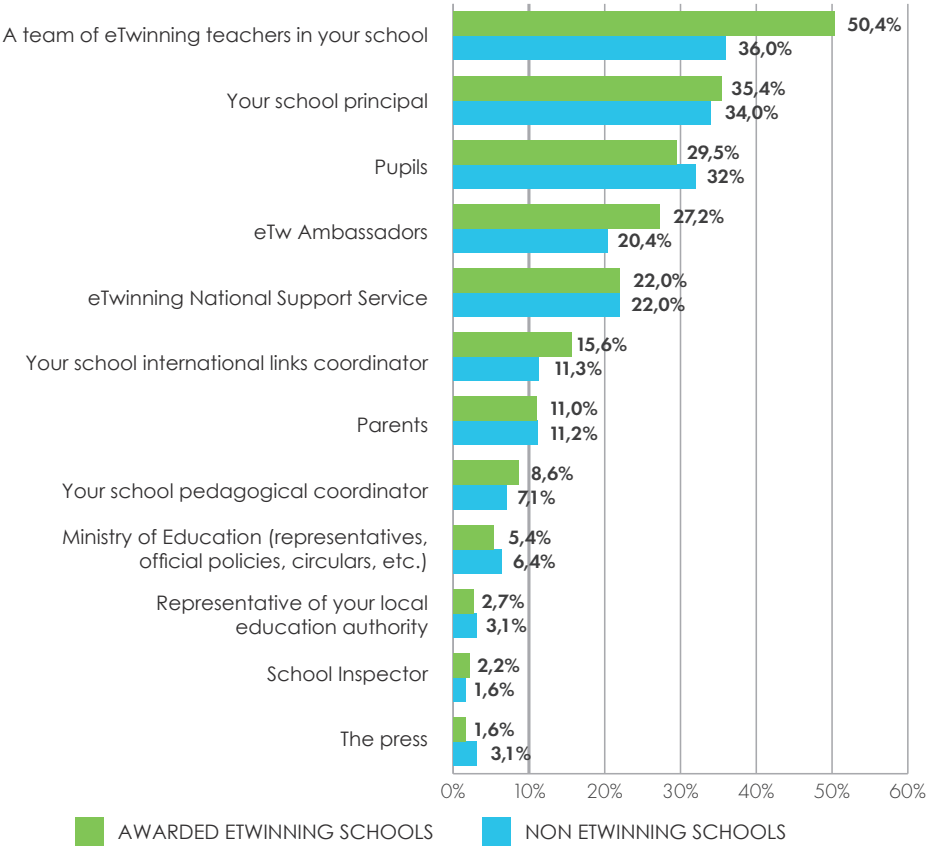


Figure 58: The most influential person or group in the school assuring development of eTwinning

6.4. Effects of eTwinning activities on the school

Next question is about the perceived impact that eTwinning activities have had on the school. The participants were asked to rate 8 statements according to the following question. ‘Considering your current/previous eTwinning activities, what positive impact have they had on your school in the following ways?’

Figure 59 below shows the results for all respondents, while Figure 60 shows the results for the respondents working in an awarded eTwinning School. Figure 61 shows the comparison of the results between the two groups in the large/moderate effect range.

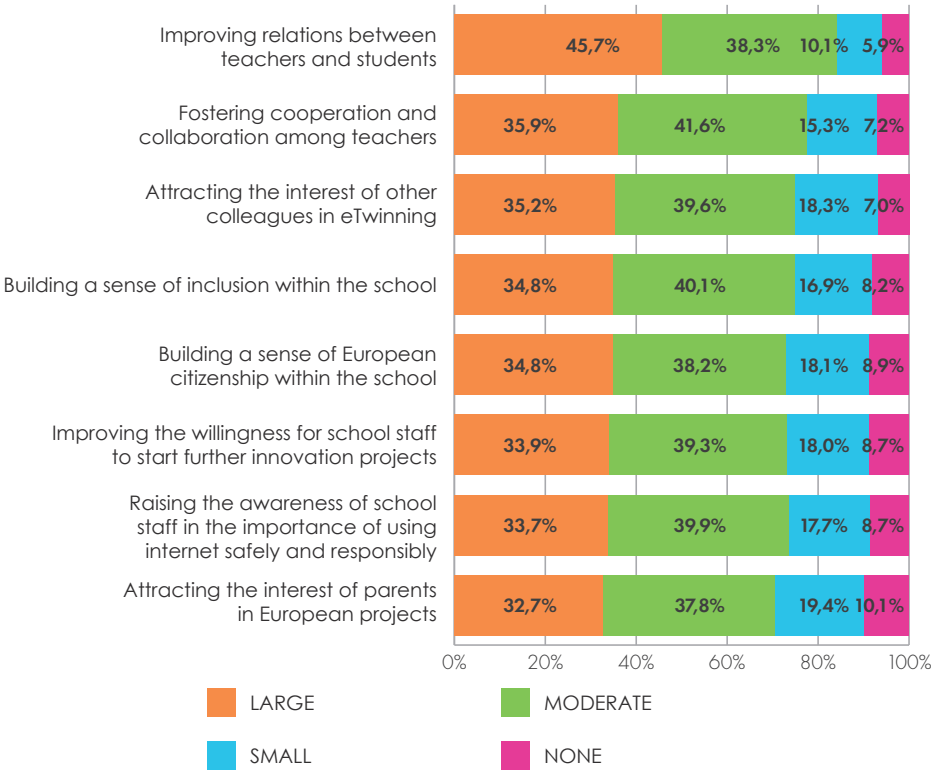


Figure 59: Impact non-awarded eTwinning Schools

The first thing to note is the obvious impact that the respondents feel eTwinning has had on all aspects of school as represented by the statements in this question. This is further evidenced when we look at the responses from the awarded eTwinning Schools. While there is no test of statistical significance, we may also note the relatively small figure in the ‘none’ or no impact columns in both groups.

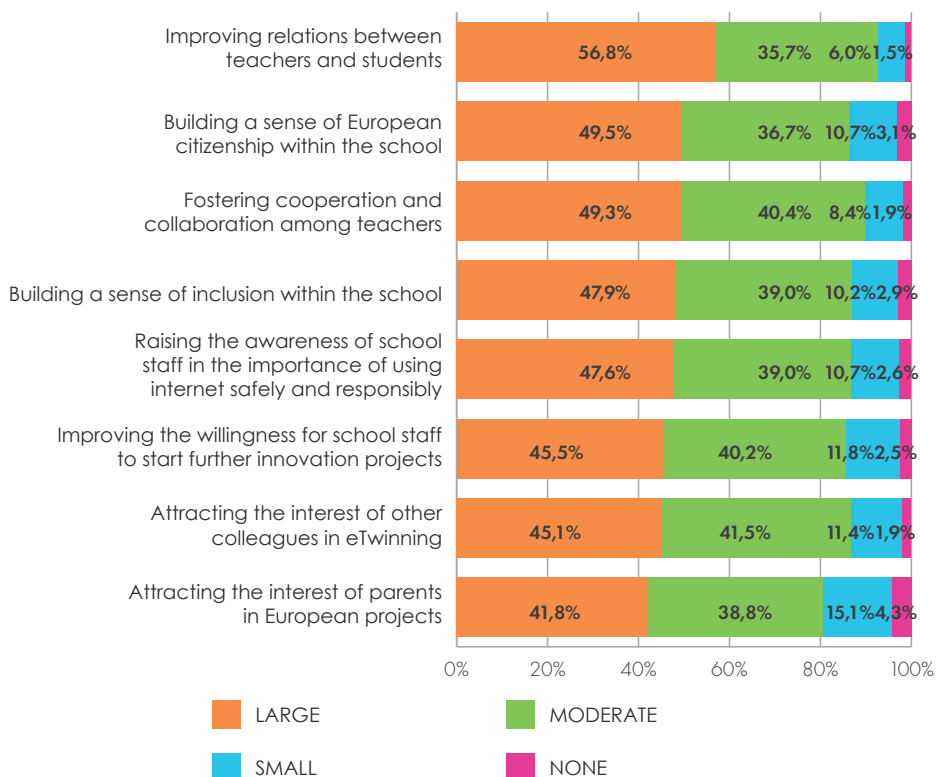


Figure 60: Impact awarded eTwinning Schools

We will now concentrate on the responses given in the “moderate to large” categories compared by group, the results of which may be seen in Figure 61. In this figure there is a comparison between the responses of the non-awarded schools and those who work in awarded eTwinning Schools. The first point to make is that the reported effect of eTwinning is very high in both groups in all the statements. The range is from 73,6% to 84%, in the non-awarded group which rises to a remarkable 80,7% - 92,5% for those in the awarded eTwinning School group.

The area of improving relations between teachers and students comes highest in both groups with 92,5% of the awarded eTwinning School group rating that eTwinning has a moderate to large effect in this area. This result supports the findings already discussed in Section 5.4 in relation to the effect of eTwinning on the students. In that section the findings show that respondents report a significant increase in student motivation. It may be surmised that because students and teachers are getting on

well together, negative attitudes diminish on both sides and perhaps teachers take on a less authoritarian role, acting more as guides and mentors.

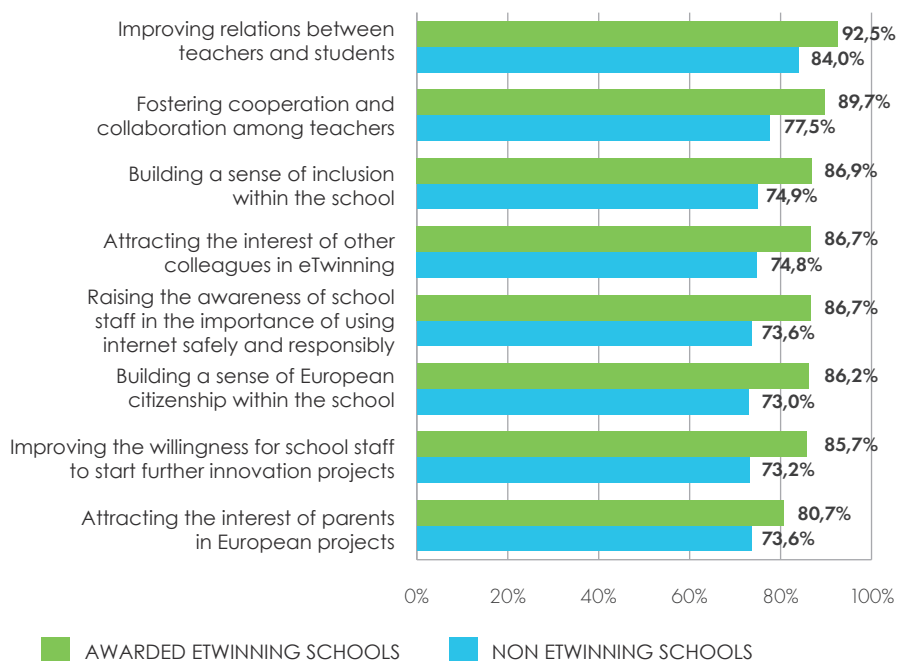


Figure 61: Comparison between two groups

The next highest area is that of collaboration and cooperation with colleagues. Again, this points to a degree of unity of purpose in a school, particularly in the awarded eTwinning Schools group where 90% of respondents rated the effect in the “moderate to large” range. In the same area of working with colleagues, it is interesting to see that attracting the interest of other colleagues towards eTwinning is rated so highly, 75% in the non-awarded group and 87% in the eTwinning Schools group. Equally high rated in both groups is the building of a sense of inclusion within the school from 74,9% in the non-awarded schools to 86,9% in the awarded schools, and the important issue of raising awareness about the responsible and safe use of the internet, 73,6% and 86,7% respectively. Finally, it is important to note that building a sense of identity as a European citizen also features highly in both groups most particularly in the awarded eTwinning Schools group (86,2% rate it in the “moderate to large” category). This is especially important in the present context of the challenges Europe is facing, where young people are finding a voice to bring about change, becoming active concerned citizens.

It is interesting to compare the results for the entire group of the 2016 survey with the entire group in 2018 for the same question. Figure 62 displays this.

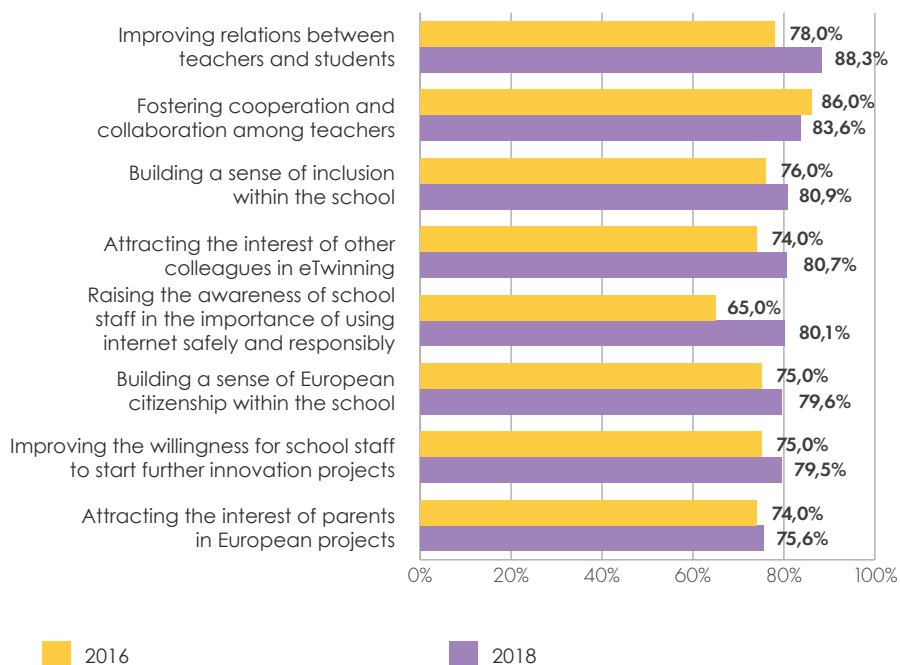


Figure 62: Comparison between 2016 and 2018

The results show a remarkable consistency over the two-year period between surveys, with an overall upward trend in all areas (bar one) particularly in the area of improving relations with staff and students and raising the awareness of the importance of the responsible use of the internet.

Interestingly, the statement regarding attracting the interest of other colleagues in eTwinning has also jumped in the 2018 version, with a slight rise in attracting the interest of parents.

The one area which had dropped slightly is the fostering of cooperation and collaboration among teachers. A possible explanation for this is that the collaboration is becoming more of a norm in schools practising eTwinning and therefore respondents do not attribute it to an effect of involvement in eTwinning, although the figure is at 89,7% in 2018 from respondents working in schools awarded the eTwinning School Label.



CONCLUSIONS

The results of this third edition of the monitoring survey confirm those of the previous editions: eTwinning teachers continue to report that **their involvement in eTwinning has a significant impact on the development of their pedagogical skills, technology and assessment skills**; they also report a significant **impact on students ability and motivation to learn** with an emphasis on competences such as collaborative decision making and team-work. Also significant is the move beyond the work and influence of individual eTwinners to examining the effect of the whole school approach to eTwinning as reflected in the results from those schools awarded the eTwinning School Label. Here we see that with a solid leadership and a collaborative team approach within a school, that the positive effects of eTwinning on teachers and students are significantly higher in practically all areas.

What can be learned from this? It is worthwhile here to examine the results in the light of some of the policy recommendations from the recent TALIS 2018 report⁸. For this summary we focus on three particular policy goals mentioned in the TALIS 2018 report and examine how the results of the 2018 eTwinning Monitoring Report relate to them.

1. GOAL: PROMOTE THE USE OF EFFECTIVE TEACHING PRACTICES

The TALIS 2018 report states that teachers implementing pedagogical practices such as “critical thinking, problem solving and decision making” which involve and give responsibilities to students not only encourage them to find creative and alternative ways to solve problems, but also enable them to communicate their thinking processes and results to their peers and teachers.

The results of the 2018 eTwinning monitoring report show that as a result of their involvement in eTwinning, teachers feel more confident in:

8 OECD (2019), TALIS 2018 Results (Volume I): Teachers and School Leaders as Lifelong Learners, TALIS, OECD Publishing, Paris. <https://doi.org/10.1787/1d0bc92a-en>

- Their ability to choose the right teaching strategy in any given situation.
- Their ability to teach cross-curricular skills such as teamwork, creativity, problem-solving, decision taking etc.
- Their project-based teaching skills.

They further report that:

- Their teaching is more based on students' competence development as much as their knowledge acquisition and retention.
- Their focus is on students acquiring social, civic and/or intercultural competences.
- They aim at enhancing students' critical thinking and media literacy to help build resistance to all forms of discrimination and indoctrination, especially via the internet and social media.

2. GOAL: FOSTER OPENNESS TOWARDS INNOVATION AND EFFECTIVE USE OF ICT IN TEACHING

TALIS data suggest that *"there is limited preparation and support available for teachers that could enable them to implement innovative practices in their instruction."*⁹

The TALIS report closely links the use of technology in teaching with the growth of innovative pedagogical practice. The results of the 2018 eTwinning monitoring report show that eTwinning teachers actively embrace technology in their teaching by:

- Preparing and using digital presentations during lessons.
- Creating their own digital learning materials for students.
- Collaboratively creating new materials and resources with other colleagues.

Furthermore, they report that they create the environment where:

- Students use technology to collaborate in groupwork and project work.
- Students use technology to learn at their own pace.
- Students use ICT/multimedia/the internet for homework purposes.

3. GOAL: BUILD THE CAPACITY OF TEACHERS AND SCHOOL LEADERS TO MEET THE NEEDS OF DIVERSE CLASSROOMS AND SCHOOLS

TALIS 2018 pays particular attention to multicultural diversity, where the integration of world economies and large-scale migration contributed to forming more ethnically,

9 P29. OECD (2019), TALIS 2018 Results (Volume I): Teachers and School Leaders as Lifelong Learners, TALIS, OECD Publishing, Paris.

culturally and linguistically diverse and rich learning environments, creating the need for high-quality learning experiences for diverse student bodies.

The results of the 2018 eTwinning monitoring report show that eTwinning teachers use the eTwinning community to:

- Ensure that they acquire social, civic and/or intercultural competences.
- Promote intercultural dialogue through collaborative work among and between colleagues and learners at different levels.
- Develop their competence to design and use a wide range of teaching strategies to meet the specific learning needs of learners of all abilities with diverse linguistic, cultural, religious and socio-economic backgrounds.
- Provide students with opportunities to learn about and practice democratic values, social inclusion and/or active citizenship.

Bearing these results in mind, it may be said the eTwinning is a very useful and dynamic activity to be considered when looking for the means of implementing policy throughout schools in these particular areas. There are other policy areas highlighted by the TALIS report where eTwinning has something to offer and these may be seen in the full report.

Finally let us consider one of the policy pointers from the 2018 TALIS report that one of the most effective ways to bring about change is to '*build and promote professional learning communities to disseminate innovative practices*' (P31).

It may be argued that this is exactly what the eTwinning community does: it promotes professional development and exchange on innovative practice. Furthermore, with the advent of the eTwinning School Label, special emphasis is now given to the importance of the role of the principals in developing their schools as exemplar learning organisations.

The 2018 eTwinning monitoring report clearly shows the continuing success of eTwinning's **positive effect** on individual teachers and students as reported by the respondents. However, the results also highlight **the relevance of the introduction of the eTwinning School Label, targeting teams in schools, directly involving senior school management**. This is an important step to help ensure eTwinning is embedded more effectively at the level of the whole school strategy.

The additional cross analysis produced for this year's edition of the report illustrates **that the teachers and students in schools awarded with the eTwinning School Label significantly benefit from involvement in eTwinning**. The correlation analysis illustrates that teachers working in eTwinning Schools share their eTwinning practices more with

other school staff than other respondents, and also consistently report eTwinning to have had more of a positive impact on various aspects at school level (such as **building a sense of European citizenship within the school**, fostering cooperation among teachers etc.) than teachers working in non-awarded schools.

From the results of teachers perception on the impact of eTwinning on their school, themselves and their students it may be concluded that **eTwinning has a positive effect not only in the educational areas of teaching and learning, but also at more profound levels in areas such as the development of a sense of professional identity, a growth in confidence in one's own abilities, the fostering of a sense of citizenship at both national and European level**, and a movement towards a greater ability to understand and cope with the complexities of multiculturalism and social change.

A final consideration is about the role of **eTwinning as a real context 'laboratory' where many, (if not all), recommendations from bodies such as the OECD and the European Commission are indeed implemented in practice** and, based on the results of this report, seem to be working. A question, therefore, for the future is how best to transfer it at a larger or indeed systemic scale? This discussion has to take place on a wider platform, and while some progress has been made in direct contacts with Ministries of Education, more work needs to be done to encourage more teachers to become engaged in eTwinning, and to provide the system supports for their efforts and their students' work such as formal recognition frameworks. This has to be considered as the base upon which to build the eTwinning contribution to European education for the future.

GLOSSARY

TERM	DEFINITION
Ambassadors (eTwinning)	Experienced eTwinners working at local and national level to support other teachers and promote eTwinning. Ambassadors are appointed by their NSS and are there to support eTwinners.
Central Support Service (CSS)	The European eTwinning office run on behalf of the European Commission by European Schoolnet in Brussels. The CSS is responsible for the central coordination of eTwinning activities across Europe.
Conference (eTwinning)	The annual eTwinning Conference is a three-day event that brings together over 500 participants (teachers, head teachers, NSS/PSA and stakeholders) to discuss eTwinning and its development, giving participants the opportunity to meet other eTwinners and share ideas. The Conference usually takes place in autumn and participants are selected by the CSS and NSS/PSA.
Countries (eTwinning)	There are currently 36 countries involved in eTwinning and 8 involved in eTwinning Plus. A full list is available here: www.etwinning.net/en/pub/get_support/contact.htm At present only teachers belonging to these countries' educational systems can officially participate in eTwinning.
eTwinner	A teacher involved in eTwinning and registered on the eTwinning Portal (it can also be other school staff, but we refer to teachers as they are the vast majority).
eTwinning	A European action that promotes school collaboration and networking between schools in Europe. For more information, go to the eTwinning Portal: www.etwinning.net
eTwinning Live	eTwinning Live (live.etwinning.net) is the restricted environment for registered users launched in 2015. It allows eTwinners to communicate, find partners, network, create projects, share ideas, organise and run eTwinning online events via video-conferencing sessions..

TERM	DEFINITION
eTwinning Plus	eTwinning Plus is a twin action which provides a platform for schools in Europe's immediate neighbourhood and links them with schools participating in eTwinning. The eTwinning Plus countries are: Azerbaijan, Armenia, Georgia, Jordan, Lebanon, Moldova, Tunisia and Ukraine. A specific section of the main portal is dedicated to eTwinning Plus at: plus.etwinning.net
eTwinning Project <ul style="list-style-type: none"> ● European ● National 	A European project is set up by at least two schools from two different countries to collaborate in any educational topic. It then has to be approved by the NSS/PSA in both countries. As from 2014, national projects can also be set up by at least two schools from the same country, as a first step to European collaboration.
eTwinning School Label	The eTwinning School Label is a recognition for schools (as opposed to recognition for individual teachers) introduced in the autumn of 2017. The scope of assessment to obtain the label is very broad, and stretches across the range of eTwinning activities that a team of teachers in a school may be involved in. The label can only be granted if the school head/senior manager certifies the accuracy of the information contained in the application.
European Schoolnet	European Schoolnet (www.europeanschoolnet.org) is the coordinating body of eTwinning at European level, on behalf of the European Commission. European Schoolnet manages the Central Support Service (CSS) for eTwinning.
Groups (eTwinning) + Featured groups	Communities within eTwinning for teachers to discuss by subject, theme or topic, providing a way to share ideas and connect with like-minded eTwinners. A full list of Groups is available on eTwinning Live.
Learning Events (eTwinning)	Short intensive online events on a number of themes that offer an introduction to a topic, stimulate ideas and help to develop skills. They do not require a long-term commitment (discussion, reflection and personal work is spread over two weeks) and are run by education experts.
Learning Lab (eTwinning)	A special platform developed for eTwinning Learning Events.

TERM	DEFINITION
eTwinning Prizes Celebrations	Prize winners organise, with the help of the Central and National Support Services, a celebration in their schools to reward teachers and pupils. The European Commission, CSS and NSS/PSA are involved, together with local authorities, parents, national and local press.
National eTwinning Project	An eTwinning project founded by one country and involving teachers from the same country.
National Support Service (NSS) and Partner Support Services (PSA)	The organisation that represents and promotes eTwinning at national level (NSS for eTwinning, PSA for eTwinning Plus). Each NSS/PSA provides training and support, organises events and runs media and communication campaigns at regional and national level.
Online courses	Courses developed and run online by the CSS for specific audiences such as ambassadors, group moderators or staff of awarded eTwinning School. These course typically last 12 weeks. Teachers can get a certificate for participating in this event.
Online Seminars	Online Seminars are live communication sessions where users have a chance to learn, talk and discuss with peers under the guidance of an expert. The topics covered by Online Seminars are related to pedagogy and eTwinning aspects in general. They are led by an expert, and are run in a widely-spoken European language. Teachers can get a certificate for participating in this event.
Pedagogical Advisory Team	The Pedagogical Advisory Team is a group of experts who all have a background in eTwinning and education. Their brief is to work with the CSS to develop new approaches for the involvement of teachers and schools in eTwinning, and prepare publication on pedagogy in eTwinning
Portal (eTwinning)	The multilingual online platform for eTwinners to conduct eTwinning activities. Individuals must be registered to access all available tools and all information is available in 28 languages: www.etwinning.net

TERM	DEFINITION
Project Kits (eTwinning)	Step-by-step guides to successful projects with concrete ideas for teachers on how to implement a European collaborative project in their class. Kits can be used in their entirety or adapted to specific teaching contexts.
Prizes (eTwinning)	There are two types of prizes awarded in eTwinning, National Prizes awarded in each country and European Prizes. The European eTwinning Prizes are awarded yearly to teachers and pupils who have demonstrated outstanding results in an eTwinning project. To take part, the project must have already received a European Quality Label. Submissions open in October every year and the winners are announced the following January.
Professional Development Workshops	Face-to-face workshops aimed at teachers who want to improve their skills in various areas, including pedagogy, ICT and collaboration. They are organised by the NSS and CSS and are held in different European cities throughout the school year.
Quality Labels	eTwinning awards National Quality Labels and European Quality Labels to project partners who have demonstrated a high level of innovation and success in their project work. National Quality Labels must be applied for through eTwinning Live, while European Quality Labels are awarded once a year (usually in October).
Recognition	eTwinning offers a number of ways for teachers to gain recognition for their work, including European and National Quality Labels, and eTwinning Prizes at national and European level. Pupils are given recognition in the form of National Quality Label certificates.
Registration	When teachers sign up for eTwinning, they gain access to eTwinning Live (live.etwinning.net) with all its available tools. All registered teachers are checked by the NSS/PSA in order to ensure the maintenance of a safe and reliable teacher database.
Social networking	The use of online community platform to connect people with common interests. eTwinning Live (live.etwinning.net) has a number of social networking tools to help teachers connect with other eTwinners.

TERM	DEFINITION
School Education Gateway	Launched in February 2015, the School Education Gateway (www.schooleducationgateway.eu) provides a single online point of entry for teachers, schools, experts and others involved in early childhood and school education, helping them to stay informed about European policy and actions for schools.
Teacher Academy	The Teacher Academy (www.schooleducationgateway.eu/en/pub/teacher_academy.htm) was launched in May 2016 as part of the School Education Gateway. The Teacher Academy provides MOOCs on various topics (open to anyone) and adds to the existing teaching materials available on the School Education Gateway.

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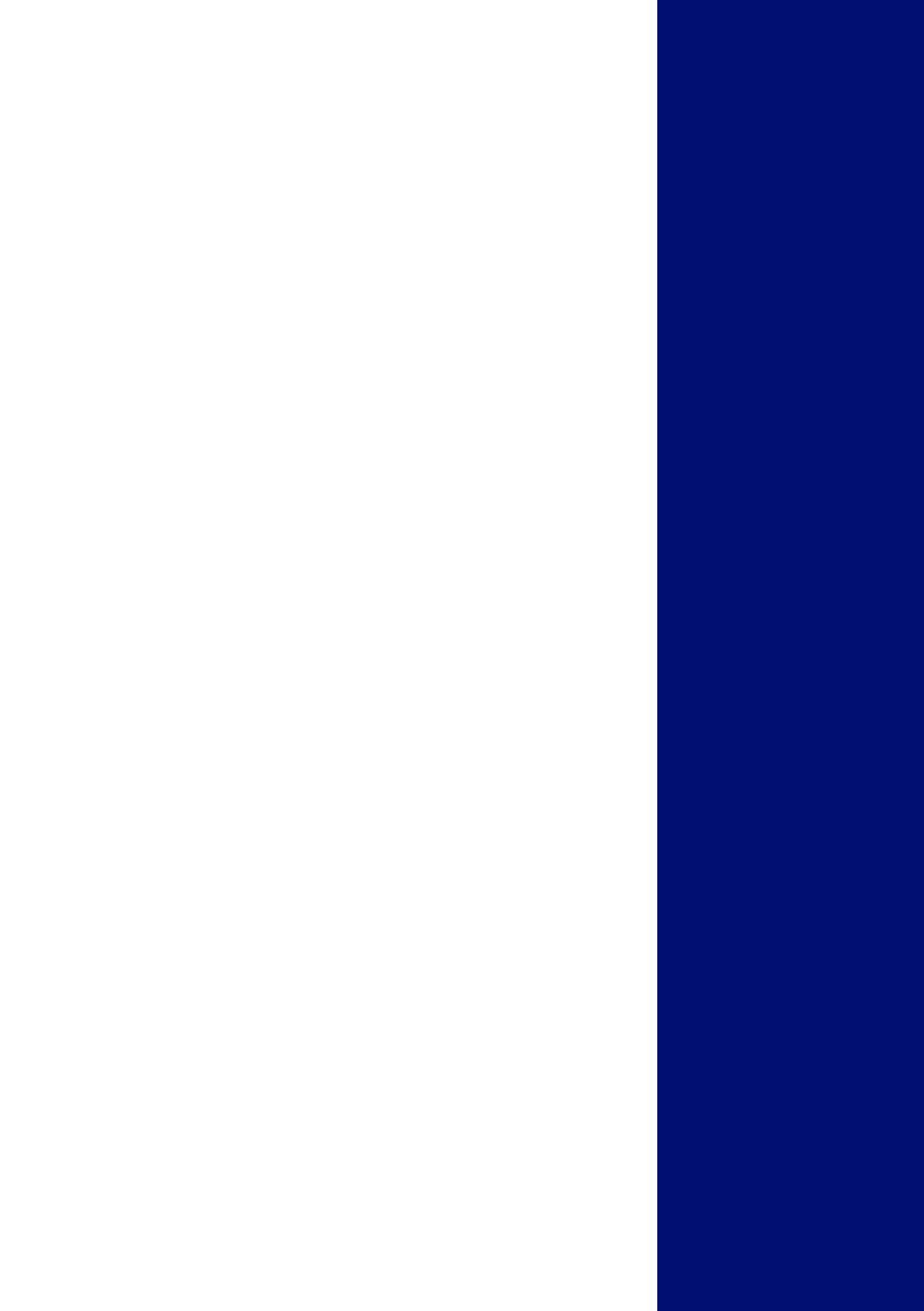
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