

Incontro di coordinamento eTwinning ITE  
“eTwinning per i futuri docenti”  
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# Hands of the World (HOTW): Can You SEE What We SAY?



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Intercultural and inclusive project conceived by Sharon Tonner-Saunders (University of Dundee) and created in collaboration with Università Roma Tre and Aberdeen University

- University students > ITE + peer-to-peer
- Schools > peer-to-peer teachers and students
- [Twinspace \(etwinning.net\)](https://twinspace.etwinning.net)
- <https://sway.office.com/XFmhIF7KjtRPH495>



The screenshot shows a Twinspace page with a navigation menu on the left and a main content area. The main content area includes a video player, a presentation slide titled 'HOTS: Can You See What We Say? Question Integration', and a word cloud titled 'COLLABORATION'. The page also features a 'Pages' section with links to 'Home', 'About', 'Contact', and 'FAQ'.

THE LAB  
students, teachers, activities

350 student-teachers of Primary Education in their 5<sup>th</sup> year > (in 3 modules)

Curricular teacher + guests from international projects > internationalization, interculturality

Webinars

Forum

Tasks

padlet

ISCRIVITI ACCEDI CONDIVIDI ?



tecnoteach + 298 - 2me

## Intercultural Projects Through eTwinning

This webinar provides a brief introduction to eTwinning, provides examples of excellent practice and introduces a collaborative task for European Language Day.

### Webinar Materials

#### Recorded Webinar

WARNING: there is a point at the beginning where there is a sound issue just before the first speak start. Take care with your audio.



Hands of The World Online Seminar 19/...  
by British Council - eTwinning UK  
YouTube

1 commento

Anonimo 1a  
Thanks for this!!

Aggiungi commento

### Webinar Presentation

### University of Dundee Responses

#### María - PGCE Secondary

I loved the project Sharon introduced to us. I think it's such an amazing way to engage students to participate in a collaborative project and to learn from other pupils and classes. It's also an original way to link different areas of learning.  
Thanks Sharon!



Intercultural Projects Through eTwinning  
This webinar provides a brief introductio...  
tecnoteach

Aggiungi commento

### University of Aberdeen Responses

#### Iain - PGDE Aberdeen

Great ideas for lessons. Harkens back to campus-based learning on what is a good strategy for learning differences is usually a good strategy for all.

I'm keen to participate in eTwinning, and with the lecture at Uni and this webinar, I now have a good idea of what is involved and how it can be managed.

Thanks.

Aggiungi commento

#### Rebecca S

PGDE Primary  
I have loved learning about the

### Leeds Trinity University Responses

#### Marta Loscos

It was actually really nice to see the pupils from different countries engaged in reproducing the paintings from art galleries, and how they brought the paintings to life.

1 commento

Lisa Madden 1a  
Yes, could we do this in MFL?

Aggiungi commento

#### Louise - Leeds Trinity University

It was really interesting to learn about so many different projects and how teachers implemented them. There were lots of great ideas for projects across different

### Roma University

#### Claudia Mancini

It was a very interesting experience. It was an important work with a lot of ideas. There were a lot of students in a collaborative project. The creativity was the most important thing in the project. It was also a lot of fun.

1 commento

Anonimo 10me  
It's a very interesting way to communicate in the same way and with the same "language": a particular and universal language! It would be fantastic to do it in all schools in the world, and with the platform Etwinning teachers can cooperate to promote this funny project for children. I think that it also can help kids with disability. (Marianna Solari).

Aggiungi commento

## FOCUSES

Teachers' self-assessment

Authentic materials

CLIL

Storytelling

Task-based learning

Experiential learning

➤ Web-relationships to build,  
project, feel

## AIMS

- conveying a sense of extended community, belonging, and participation to shared goals in building responsible citizenship
- developing a form of observational learning
- understanding how teachers work together at a distance to plan, create, implement and manage intercultural learning

## STRUCTURE

4 different units, each including materials to study (ppts, video lessons, documents and texts) > basis for the practical tasks students had to accomplish to obtain the Lab grade

- online resources
- live meetings

eTwinning embedded as a pre-module and Unit 4

## ACTIVITIES

- Peer-to-peer
- Student-teachers coaching school children (3 -18+) and school teachers
- Transversal activities

## Task-based activities:

- Cooperative tasks of singing and signing in Makaton, native languages and English (as LF)
- Storytelling
- Creative challenges
- Video recordings of different game/singing/creativity sessions



## OUTPUTS

- assessment for the students
- motivating challenges to tackle the future teachers' fears of being engaged into intercultural international activities (and using English) themselves
- further research

## WHAT TO DO

The strategies used to set up the courses set an example to those who are learning how to perform the same job at a different level

➤ Focus on building a facilitating environment (Margottini and Rossi 2019)

- allowing to learn competences as well as notions

- fostering learning readiness – the necessary maturity to assimilate through listening and performing a “vast set of knowledge, abilities, behaviours, competences which should be actually acquired before the knowledge, abilities, behaviours, competences to be acquired in the current intervention”, in order to construct the preconditions for future education interventions (Trincherò 2015: 54)

## HOW TO DO IT

enhancing language competences

providing students with some methodological skills and examples of how to engage their pupils into intercultural projects using e-learning and distance learning

- construct an *intercultural communicative language learning/teaching* (Liddicoat, Papademetre, Scarino, Kohler 2003:43, and Newton, Yates, Shearn, Nowitzki 2010:8) aimed to teach culture and develop linguistic abilities alongside intercultural communication

- Schools involved (from phase 1):
  - [HOTW- Hello Song \(padlet.com\)](https://padlet.com)
- Collaboration:
  - [Hands of The World: Can You See What We Say? Collaboration \(office.com\)](https://office.com)
- Results and impact:
  - [Twinspace \(etwinning.net\)](https://etwinning.net)
- Quality label:
  - [eTwinning Quality Label \(office.com\)](https://office.com)



tecnoteach + 50 • 8me

# HOTW- Hello Song

Children from around the world who are part of the Hands of the World: Can you SEE what WE say project sing and sign the Hello song in their own language.



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# Conclusions

The project led students to

- experiment on themselves strategies and activities they may propose to their pupils > the difference of language command and scaffolding instruments considered
- meet different cultures and backgrounds, experiencing intercultural partnership, and take part into international research and didactic projects
- replicate (or modify) the format in their own teaching, possibly creating collaborative nets with homologues from other countries > eTwinning
- re-think self-analysis, as well as self- and others' assessment, in terms of both teaching and language expertise

- active role of students, participating individually and in small groups
- content development, experimentation of competences, and sharing experiences between teacher and pupils, and among peers
- satisfying cognitive, social and affective development
- ICT skills and competences improvement
- language skills in all four abilities improvement
- enhanced intrinsic motivation and fostered emotional awareness
- allowed to rethink the didactic offer in terms of inclusion and autonomy, where teachers and students share a challenge towards a wider and more intercultural society



*Many hands make light work.*