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Incontro di coordinamento eTwinning ITE "eTwinning per i futuri docenti" Firenze, 17-18 marzo 2022

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
- <u>Twinspace</u> (etwinning.net)
- <u>https://sway.office.com/XFmhIF7KjtRPH495</u>

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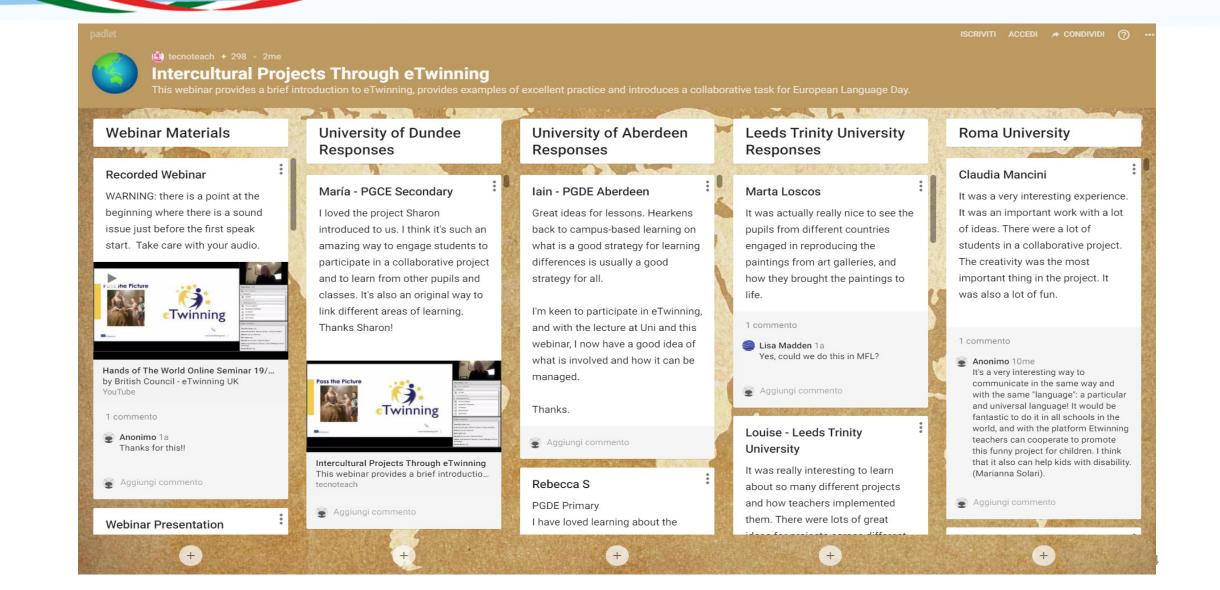
THE LAB students, teachers, activities

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

Curricular teacher + guests from international projects > internationalization, interculturality

Webinars Forum Tasks **e**Twinning









FOCUSES

Teachers' self-assessment Authentic materials CLIL Storytelling Task-based learning Experiential learning

Web-relationships to build, project, feel



AIMS

Twinning

- 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 (Trinchero 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



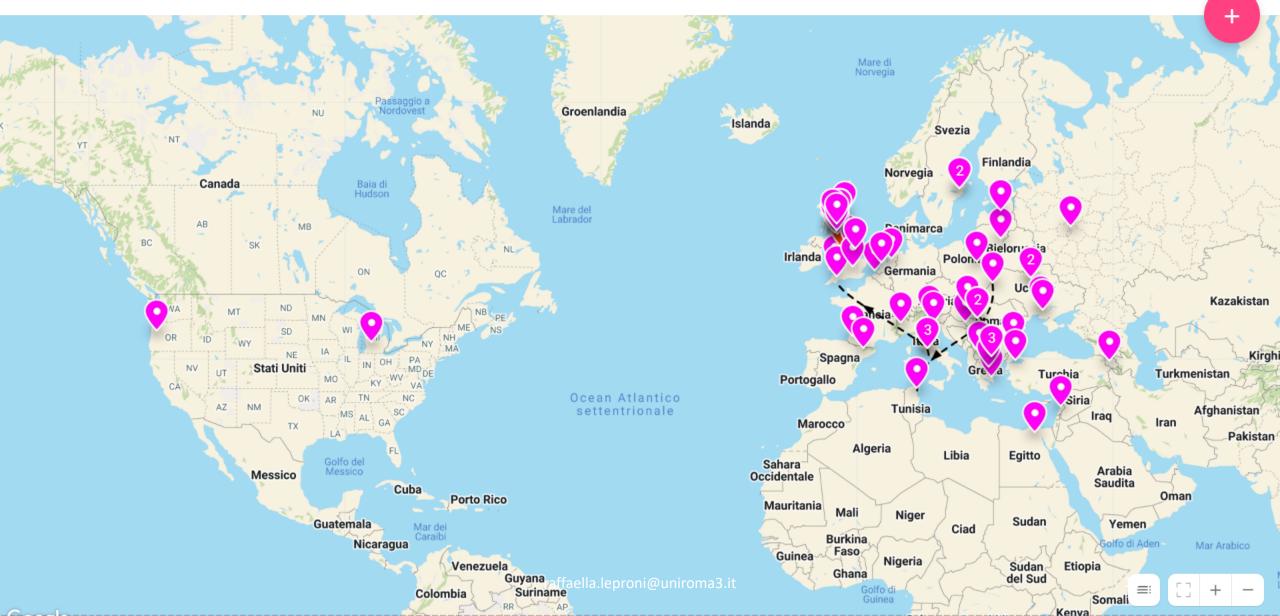
- Schools involved (from phase 1):
 - HOTW- Hello Song (padlet.com)
- Collaboration:
 - Hands of The World: Can You See What We Say? Collaboration (office.com)
- Results and impact:
 - <u>Twinspace (etwinning.net)</u>
- Quality label:
 - <a>eTwinning Quality Label (office.com)

padlet



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.







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





