



Università
degli Studi
di Palermo



DIPARTIMENTO
di
SCIENZE PSICOLOGICHE
PEDAGOGICHE
ESERCIZIO FISICO
E FORMAZIONE



Formazione Iniziale degli Insegnanti **eTwinning e sviluppo delle competenze trasversali**

Elif Gulbay - 11/01/2024

Esperienze

Leonarda Longo, Dorotea Di Carlo – *Narrative Vignette: uno strumento per descrivere le esperienze di apprendimento in campo docimologico dei futuri insegnanti*

Project Based Learning – Problem Based Learning – Service Learning

Alessandra La Marca, Benedetta Miro – *Didattica innovativa attraverso il Service Learning nel Corso di Laurea Magistrale in Scienze della Formazione Primaria*

Un Focus sull'IA

Valeria Di Martino – *Potenziare creatività e pensiero critico con l'Intelligenza Artificiale: l'esperienza del laboratorio di Didattica Generale nel Corso di Laurea Magistrale in Scienze della Formazione Primaria*

Alessandra La Marca, Ylenia Falzone, Antonella Leone – *Cittadinanza digitale, Realtà Aumentata e Intelligenza Artificiale all'Università*

eTwinning, la community delle scuole in Europa



- **2005** – *eLearning* per i gemellaggi elettronici
- **2007** – Programma di Apprendimento Permanente (LLP) Come azione di *Comenius*
- **2014** – Erasmus+ tra le piattaforme elettroniche



eTwinning involves initial teacher education (ITE) as a strategy to expand its reach and engage future teachers.



<https://school-education.ec.europa.eu/en/etwinning>

The contribution of eTwinning in initial teacher education has the following benefits:

- discovering and implementing project teaching and multidisciplinary work,
- developing ICT and language skills,
- European, international, and intercultural experiences,
- developing professional skills (project management, setting goals, planning, teamwork),
- reflecting on professional practices; exchanges with teachers from other education systems.





**Università
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✓ University of Palermo
*Department of Psychology, Educational Science
and Human Movement*

✓ Primary Education Programme
Year of first participation: 2013-14

www.unipa.it



-
- training activity for 'tutors' and university staff in collaboration with «USR Sicilia»
 - international student-student project activities,
 - project activities during internships at schools,
 - teaching activity within the indirect internship starting from the second year of the course.



• Curricular Integration

The Primary Education Programme

- ★ 1st year, “Educational Technologies for Primary and Pre-Primary Education” course, including a compulsory workshop
- ★ • 2nd year, “Workshop: Educational Technologies for Primary and Pre-Primary Education”
- ★ • 3rd, 4th and 5th year, indirect traineeship
- ★ • 5th year, “Workshop: English Language Teaching”



Training and information activities

Students' involvement in eTwinning ITE actions per course year



1 st year	2 nd year	3 rd , 4 th and 5 th	5 th year
300 students	280 students	800 students	260 students
6 hours lessons and 8hours workshop	24 hours workshop	12hours (4 hours each year) indirect traineeship	32 hours workshop

ITE projects – a.y. 2021-22

★ «What Kind Of World Do We Want?» (Turkey & Italy)

• **Project Members (14 Student Teachers and 3 Academicians)**



Burcu Sezginsoy Şeker (Founder) [🔗](#)

Balikesir University Necatibey Faculty of Education, Merkez, Turkey

Primary School Subjects, Social Studies / Sociology,
Special Needs Education, Technology



Elif Gulbay [🔗](#)

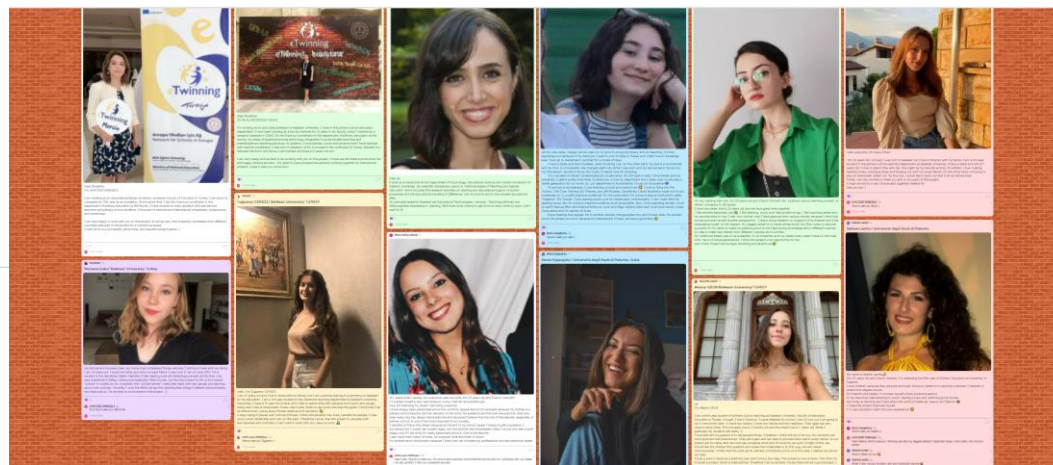
Università degli Studi di Palermo, Palermo (Pa), Italy



Ümit İzgi Onbaşılı (Founder)

Mersin University, Yenişehir, Turkey

Environmental Education, European Studies, Health
Studies, Natural Sciences, Primary School Subjects,
Technology



1. To raise awareness about climate change.
2. To understand the causes and consequences of the climate crisis.
3. To raise awareness about nature and environmental protection.
4. To raise awareness about preventing natural disasters worldwide due to climate change.



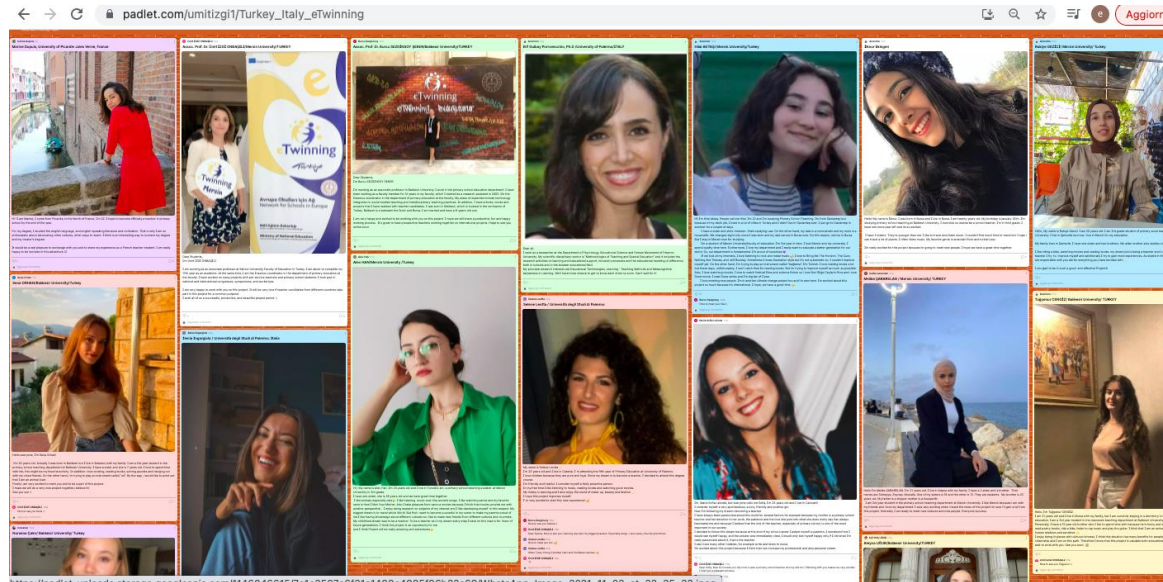
«What Kind Of World Do We Want?» Project Members (14 Student Teachers and 3 Academicians)

What Kind of World Do We Want?



WHAT KIND OF WORLD DO WE WANT?

From the beginning of the 21st century, all countries of the world have started to act to build sustainable development societies that can guarantee the welfare of the current generation and future generations, based on the question "What kind of world do we want?" Thus, "Sustainable environment" has become one of the key concepts of the 21st century. Nowadays, it is gaining importance in the field of educational sciences. "Sustainable environment" emerges as a theme that is constantly emphasized by scientists, researchers, politicians, and other implementing bodies of society. This project, it is aimed to increase the awareness of primary school teacher candidates about the sustainable environment and to raise their awareness about the causes and effects of climate change.



- **University of Palermo**
- **University of Mersin**
- **University of Balikesir**

WORK PROCESS

October

- Online meeting with project partners
- Planning the project
- Pre-questionnaires of student teachers (<https://forms.gle/3mHqkXDywPjdkeyd7>)

November

- **Promotion of student teachers' universities** (First of all, each group will share the promotional videos of their universities until November 12 next week. All teacher candidates will meet and prepare a **common padlet**, and in this padlet, promotional videos of 3 universities with **English subtitles** will be added. One of the teacher candidates will send the padlet link.
- **Poster and logo design** (Each group will prepare 1 poster, totally at the end of this month we should have 3 posters. However, our group will **have only 1 logo.**) For this reason, teacher candidates (3 universities) can establish a Whats up group and work among themselves.
- Conducting research on the causes and consequences of the climate crisis and sharing their research **using Web 2.0 tools.** (Students from 3 different universities should also work on the products to be prepared here.
- In this study, students of each university will work under the **guidance of their teachers.** They will try to **create different products** such as **posters, presentations, infographic tools, using as many different and abundant Web 2.0 tools** as possible)

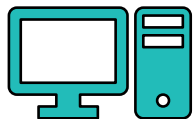
December

- **Creating a chart or graph** showing the changing climates the Earth has experienced since the Ice Age
- **Organizing a Webinar with expert guests** to raise awareness about nature and environmental protection.
- **Creating a digital story** about preventing natural disasters around the world due to climate change.
- Conducting **post-questionnaires** for teacher candidates
- Dissemination of the products and works on **social platforms.**

Which Web 2.0 tools can you use?



- Eddpuzzle
- Scaret
- Canva
- Voki
- StoryboardThat
- Animaker
- Kahoot
- WordArt
- Mind
- Google Classroom
- Quizlet
- Learning apps,
- Edmodo,
- Menti,
- Quizziz,
- Wordwall,
- Padlet
- Pawtoon
- Googleforms
- Prezi



ST1: «The web 2.0 is very important for my generation. The web 2.0 tools that i use are Facebook, Instagram, Whatsapp, Pinterest, Tiktok and all google apps. I use apps for teaching like Powtoon, Canva, Storyboard and Teded. I use sites for information like Wikipedia and Google Scholar. Also Web 2.0 tools can be used to enhance teaching and collaboration among teachers and students.»

ST2: «Web tools can be used to enhance teaching and collaboration among teachers and students. I can use many tools like google drive and every google's apps ; ted ed: YouTube; powtoon; social network like Facebook, instagram; sites for education and information like Wikipedia; social bookmarking like Pinterest or Canva.

The screenshot displays a Zoom meeting interface. On the left, a grid of 12 video thumbnails shows participants: Aleyna Uğur, İlknur ekingen, Ilenia Ingargiola, Selene Laotta, melike sararslan, Hilal Aktaş, Sofia Lalicata, Sena Orhan, Nursena ÇAKIR, İlknur ekingen, Alev Han, and Siz. A chat window on the right, titled "Görüşme içindeki mesajlar", shows a conversation in Turkish. The chat messages are:

- Herkesin mesaj göndermesine izin ver (checked)
- Mesajları yalnızca görüşmedeki kişiler görebilir ve görüşme sona erdiğinde mesajlar silinir.
- Siz 17:14: Others? :)
- Ilenia Ingargiola 17:15: I think there are people missing, we are 14 right?
- Hilal Aktaş 17:16: yeahh,some our friends have midterms, they're busy these days.
- Ilenia Ingargiola 17:16: Ahh, ok
- Hilal Aktaş 17:16: btw i think we should take some photos

At the bottom of the chat window, it says "Herkes mesaj gönderin". Below the chat window, a message from Sofia Lalicata is visible: "i, I think this project is very important because gives us the possibility". The meeting ID "17:17 | vvx-cfxu-kjk" is shown at the bottom left, and the Zoom control bar is at the bottom.

The pre-service teachers discussed the project at a meeting they organized. They shared that they were very excited because of the intercultural interaction.

a.y. 2021-22

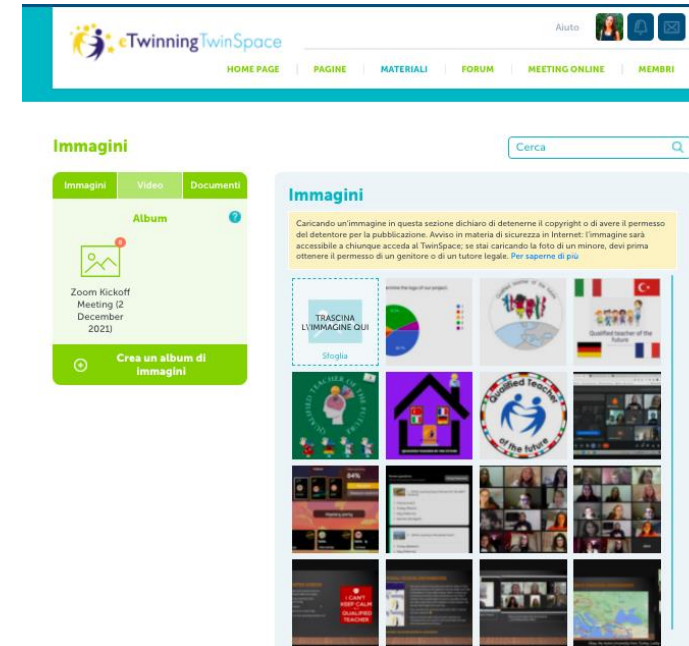
«QUALIFIED TEACHER OF THE FUTURE»



QUALIFIED TEACHER OF THE FUTURE



Considering that learning and teaching activities take place in the social context and as a result of interaction, it is thought that analyzing and evaluating different cultures by prospective teachers is important in terms of raising individuals with 21st-century skills. The purpose of social networks, such as eTwinning, which is a part of Erasmus, is to support the creation and development of awareness of respect, tolerance, and understanding by providing the integration of young people from different countries and cultures through dialogue. With this project, it is aimed that primary school teacher candidates with different cultures use the TwinSpace and work together in order to contribute to their cultural, personal, and professional development through eTwinning activities.



- **University of Palermo**
- **University of Mersin, Turkey**
- **University of Balikesir, Turkey**
- **University of Laon, France**
- **University of Stuttgart, Germany**

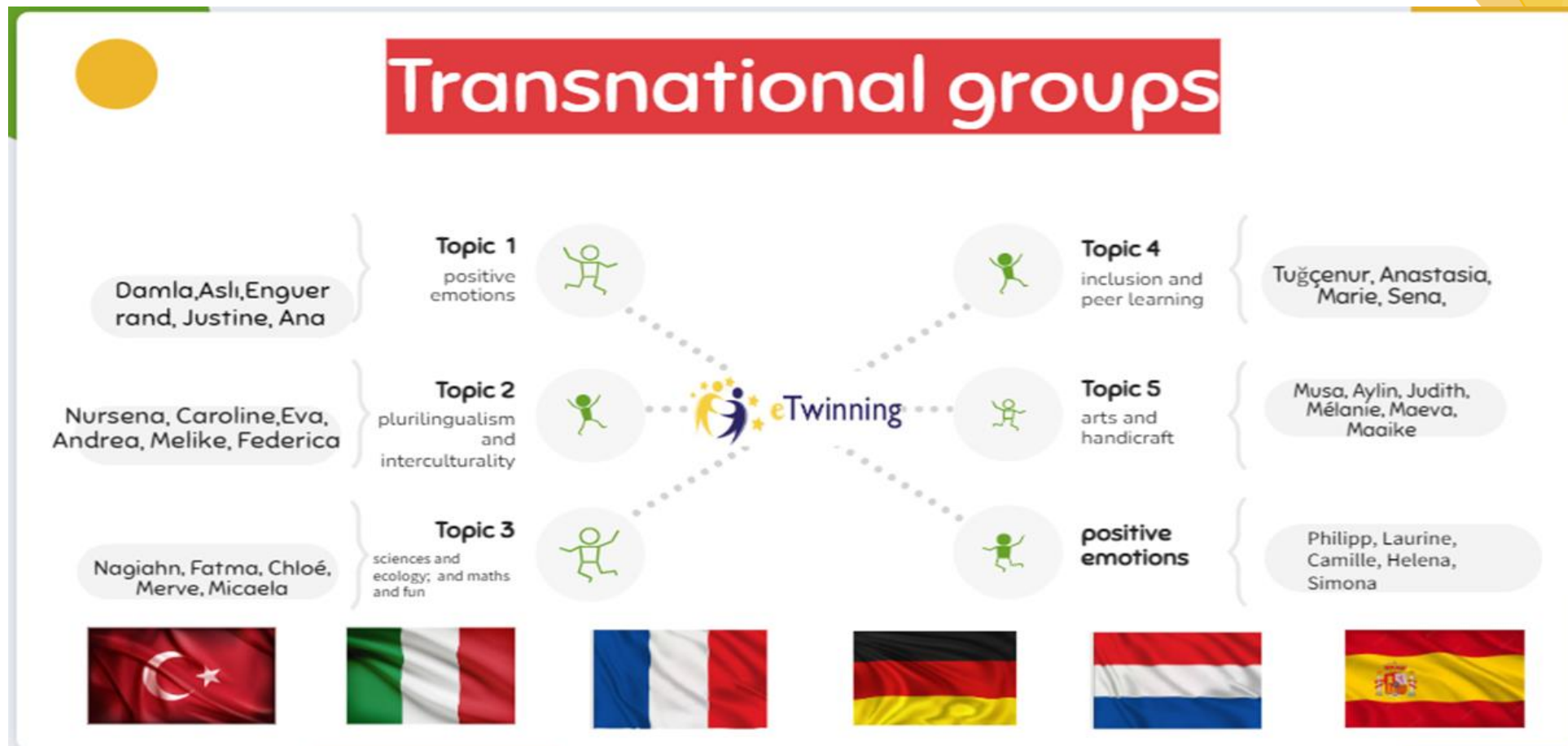
2022-2023

ITE PROJECT « Making children happy »



<https://school-education.ec.europa.eu/en/etwinning/projects/making-children-happy/twinspace>

2022-2023



7 countries, 8 universities, 8 languages, 6 topics



**Positive
Aspects**



Limitations



Suggestions



Positive Aspects

Increased intercultural interaction

**Increasing use of foreign language skills
(English)**

**Exploring the education systems of different
countries across Europe**

**Development of professional skills (Being
ready for the business world upon graduation)**

Recognizing 21st Century skills

Developed digital skills

Limitations

There were some who found the subject of the project complex and it was emphasized that it should be more detailed.

Limited interaction and communication

Suggestions

Maintain communication.

Organizing more online meetings

Meeting in one of the countries involved in the project

Willingness to apply the knowledge they have learned in primary school

ETWINNING FOR FUTURE TEACHERS

Best practices by Teacher Training Institutes: International Projects.
The Case of Italy, Turkey, France and Germany

Date: 28 April 2022

Place: Viale delle Scienze, edificio 16, Aula S2 and on Microsoft Teams

Time: 12:00 a.m - 2:00 p.m



<https://tinyurl.com/3z2y8bnc>



Finanziato dall'Unione europea



eTwinning for Future Teachers

From the practical application of 21st century skills to the engagement in international, collaborative projects, the eTwinning for future teachers is a perfect example of how eTwinning can help the development of the new generation of teachers.

Prof. Alessandra La Marca, Primary Education Course Coordinator, University of Palermo

Prof. Elif Gulbay, University of Palermo

Federica Martino, PhD student, University of Palermo

Ylenia Falzone, PhD student, University of Palermo

Assoc. Prof. Dr. Umit Izgi Onbasili -Mersin University, Department of Primary Education, Turkey

Assoc. Prof. Dr. Burcu Sezginsoy Şeker-Balıkesir University, Department of Primary Education, Turkey.

Hélène Claeys, Amiens INSPÉ (National Higher Education Institute), Jules Verne Picardie University, France.

Corinne Mancel, Amiens INSPÉ (National Higher Education Institute), Jules Verne Picardie University, France.



Università degli Studi di Palermo



European School Education Platform

ITE AWARD 2022 & 2023



Funded by the European Union

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Article

'eTwinning for Future Teachers'

European Award 2023

Nominated Initial Teacher Education Institutions

Erasmus+
Enriching lives, opening minds.

School education

eTwinning

Funded by the European Union

- *Barleti University, Albania*
- *Konstantin Preslavsky University of Shumen, Bulgaria*
- *The Faculty of Teacher Education, University of Zagreb, Croatia*
- *INSPE Amiens, France*
- *Professional School of Education (PSE) Stuttgart-Ludwigsburg, Germany*
- *Università degli Studi di Palermo, Italy*
- *Klaipėda University, Lithuania*
- *Faculty of Biology AMU Poznań, Poland*
- *University of Žilina, Slovakia*
- *Universidad de Castilla La Mancha, Spain*

<https://school-education.ec.europa.eu/en/insights/news/etwinning-future-teachers-european-award-2023-nominated-initial-teacher-education>

Master's Thesis

1. «Sviluppo delle 4C nella formazione degli insegnanti. Progetti eTwinning per futuri docenti» a.a. 2020/21,
2. «La formazione delle competenze organizzativo-gestionali e relazionali dei futuri insegnanti. Tirocinio presso il Ministero dell'Istruzione e progetti eTwinning» a.a. 2020/21,
3. «eTwinning: sapere, saper fare e saper essere. Circolarità dialettica tra competenza digitale e interculturalità». a.a. 2020/21,
4. «eTwinning: un progetto con Genially»- a.a. 2020/21,
5. «eTwinclusion» - a.a. 2018/2019
6. «Professionalità docente con eTwinning» – a.a.2017/2018
7. «eTwinning: l a comunita' delle scuole in europa» - a.a. 2016/2017
8. «eTwinning: le competenze nella Scuola Primaria» – a.a. 2015/16
9. «eTwinning: un ponte in Europa» – a.a. 2015/2016



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eTwinning

Publications

1. Gulbay, E., & Martino, F. (2023). Innovating Initial Teacher Education: faculty members' engagement in eTwinning. In A. Lotti, F. Bracco, M. Carnasciali, G. Crea, S. Garbarino, M. Rossi, et al. (a cura di), *Atti del Convegno Faculty Development: la via italiana*. Università degli studi di Genova e ASDUNI. 28 e 29 ottobre 2021. Online (pp. 393-404). Genova : Genova University Press. ISBN: 9788836182015
2. Izgi Onbasili U., Sezginsoy Seker B., Claeys H., Mancel C., Gulbay E., Powers R. (2022). Experiences of qualified teachers of the future in the scope of an international eTwinning project. *INTERNATIONAL ONLINE JOURNAL OF PRIMARY EDUCATION*, 11(2), 293-311. ISSN: 1300-915X
3. Gulbay, E., & Martino, F. (2022). Communities per lo sviluppo delle 4Cs dei futuri insegnanti. In A. La Marca, A. Marzano (a cura di), *Ricerca didattica e formazione insegnanti per lo sviluppo delle Soft Skills*. Atti del Convegno Nazionale SIRD Palermo, 30 giugno, 1 e 2 luglio 2022 (pp. 113-125). Lecce : Pensa Multimedia. ISBN: 9788867609857
4. -Gulbay, E. (2022). Empowering future teachers' intercultural awareness with eTwinning. In: (a cura di): Fiorucci M; Zizioli E, *La formazione degli insegnanti. Problemi, prospettive e proposte per una scuola di qualità aperta a tutti e tutte*. SOCIETA ITALIANA DI PEDAGOGIA, p. 89-92, LECCE:Pensa MultiMedia, ISBN: 978-88-6760-944-4, ISSN: 2611-1322, Roma (online), 27-29 gennaio 2022
5. Gulbay, E., & Di Martino, V. (2022). eTwinning e Scuole Nuove: collaborazione e valorizzazione del patrimonio culturale. In: (a cura di): Lucisano P; Marzano A, *Quale scuola per i cittadini del mondo? A cento anni dalla fondazione della Ligue Internationale de l'Education Nouvelle*. p. 734-743, LECCE:PensaMultiMedia, ISBN: 9788867609024, Roma, 25-26 novembre 2021
6. La Marca, A., & Gulbay, E. (2021). Enhancing innovative pedagogical practices in Initial Teacher Education: eTwinning. *NUOVA SECONDARIA*, 7, 3-12.
7. Gulbay, E. (2018). eTwinning Collaborative Learning Environment in Initial Teacher Education. *International Journal of Advanced Research in Science, Engineering and Technology*, 5(2), pp.5234-5242.
8. Gulbay, E. (2016). eTwinning per la motivazione Intrinseca. *SCUOLA ITALIANA MODERNA*, pp. 92-93.
9. La Marca, A. & Gulbay, E. (2015). Introducing Online Learning Communities to Tomorrow's Teachers Case Study of eTwinning Teachers Training Pilot Project 2014/15. In: *EM&ITALIA 2015 e-learning, media education & moodlemoot - Teach Different!* Multiconferenza italiana su E-learning, Media Education & MoodleMoot. pp. 279-282, Genova:Genova University Press, ISBN: 978-88-97752-60-8, Università di Genova, 9-11 Settembre 2015

2022-2023 What is next?



SEE PROJECT <<water flows and always finds a way>>

