



Erasmus+



# eTwinning - experiencing virtual mobility

Damien Lonergan

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Twitter: @languagesdude



# Learning Intentions



- At the end of this workshop, we will;
  - have a better understanding of what eTwinning is
  - understand how to sign up to become an eTwinner
  - be able to locate the self teaching materials
  - be aware of how it fits into the new Junior Cycle MFL specification

# Learning Intentions



At the end of this workshop, we will;

- Ideas to use this for Transition Year students



# During the workshop



- We will cover the following areas;
  - Starting a Project
  - Choosing a Timeline for Projects
  - Linking with other departments in your school
  - Creating your own content and linking it with eTwinning
  - Accessing fully paid (PDWs) for best practice in eTwinning

# About me



- Completed my PME with Hibernia College
- Qualified French , German and CSPE Teacher
- Worked for companies such as AA Road Watch , Apple , Nokia , Microsoft
- Research : Attitudes of post-primary teachers towards using ICT in the classroom.
- Currently : MFL Associate with JCT  
: eTwinning Ambassador with Léargas



# What is eTwinning



- offers a platform for staff in a school to communicate, collaborate, develop projects, share ideas with different schools throughout Europe
- promotes school collaboration in Europe through the use of Information and Communication Technologies (ICT) by providing support, tools and services for schools.
- Twinspace is the main meeting point and workspace for the action.





About

Projects

Professional development

Highlights



**eTwinning** is the community for schools in Europe.

eTwinning offers a platform for staff (teachers, head teachers, librarians, etc.), working in a school in one of the European countries involved, to communicate, collaborate, develop projects, share and, in short, feel and be part of the most exciting learning community in Europe.

[Join the eTwinning Community](#) >



511060

TEACHERS



188445

SCHOOLS



65622

PROJECTS

[About](#)[Projects](#)[Professional development](#)[Highlights](#)

## Login to your eTwinning account

[Forgotten your password?](#)


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[Join the eTwinning Community >](#)

Don't have an account ? [Get Started](#)

  
511060  
TEACHERS

  
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SCHOOLS

  
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PROJECTS



# Pre-Registration

Welcome to the eTwinning pre-registration. Please complete the following information about yourself and your school. You will be sent a confirmation email to validate your email address in the system. Once you have confirmed your pre-registration, you will be able to complete the second part of the registration process.

\* Mandatory field



# The process



- **Pre-registration:** Here you are asked to create a username and password and provide your email address. This is obviously on eTwinning.net
- **Full registration:** Once you've completed the pre-registration, you receive an email from the eTwinning team that contains a link. By clicking on this link, you are redirected to the full registration form where you can complete your registration. If you do not receive this email, please contact your National Support Service who can then provide you with this link.




Support






PEOPLE | EVENTS | PROJECTS | GROUPS | PARTNER FORUMS | PROFESSIONAL DEVELOPMENT


**Damien Lonergan**  
Comeragh College  
[Edit](#)


-  MY EVENTS >
-  MY PROJECTS >
-  MY GROUPS >

LOCAL NEWS

-  Seminar for those interested in eTwinning!  
12.10.2017
-  New National Quality Label winners!  
04.10.2017
-  Please join our Wednesday webinar on 27th September

**Teachers, you can now apply for the eTwinning European prize 2018!**  
27.10.2017  
How to apply for eTwinning European prize 2018: First of all, you must have received a European Quality Label for your...

**Seminar for those interested in eTwinning!**  
12.10.2017  
TIE – Tackle Inclusion with eTwinning (2-4 November)2-4 November 2017Royal Marine Hotel, Marine Road, Dún Laoghaire, Co. DublinTarget audience: Primary...

 [Create post](#)

**Damien Lonergan**  
1 days ago  
You joined the project **Ambassadors PDW 2017**





Support



PEOPLE

EVENTS

PROJECTS

GROUPS

PARTNER FORUMS

PROFESSIONAL DEVELOPMENT



**Damien Lonergan**

Comeragh College

Edit



CREATE A PROJECT



## Find projects

Type a keyword, name, place, ...

SEARCH

Need an extended search?

## NEW PROJECTS

Keliaukime kartu ORO balionu

Lasteaia Roheline maailm

Jesenné variácie

It's Christmas time !

Use Anglo-Saxon literature to advise our friends Etwiners and improve our level through Badminton

## Pending projects (2)



**UL - Introduction to eTwinning**

06.11.2017

The purpose of this project is to outline how Twinspace is used with the aim of giving students who attend UL a better understanding of eTwinning. I will be showing them what a project looks like and what how to upload content to it etc. These students who will be...

Edit

**Pen Pal Project - Getting to know another culture**



# Creating a Project



- It needs to be with a partner that you have accepted as a friend on your profile
- Once you have filled out the relevant information .
- You need to wait for your National Support Service to approve the project. Once this is done, you will be able to access it via Twinspace and that's where the fun really begins!!
- The beauty of a project is that It is COMPLETELY UP TO YOU WHAT YOU WANT TO DO.
- You can decide how long it can be



# Creating a Project



- It doesn't necessarily have to be with only language teachers you connect with
- You can collaborate with different departments / teachers
- Other eTwinners can search your project and request to join

# Different stages of a project - The five stage model” developed by Gilly Salmon



# Task - Lets get you pre registered !

- Head to <https://www.etwinning.net/en/pub/index.htm>
- Click on Login or Register
- Click on get started near the bottom fill in the details
- Once that's done , go back to main page and familiarise yourself with projects that have been done to inspire you for your future project



# Using Twinspace

# Using Twinspace



- The Twinspace is the work area for your project
- It encourages and facilitates collaboration, communication, sharing and interaction
- It places the pupils at the centre of the collaboration activity
- Provides students with new and different way of learning

# Using Twinspace



- Think of it as your private club



# BUILD YOUR TWinspace



- Fill it with people and content
- Encourage people to collaborate

tips for twinspace - languag

Mail – dlonergan@tipperary

Facebook

eTwinning - Homepage

← → ⓘ 🔒

https://www.etwinning.net/en/pub/i

Mail – dlonergan@tipperaryetb.ie

Search

☆ 📁 ⬇️ 🏠 🔍 ⚙️ ☰

PORTAL


ETWINNING LIVE

MY GROUPS

MY TWINSACES

ENGLISH

DAMIEN LONERGAN




About


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Let's start eTwinning!



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[Join the eTwinning Community](#)




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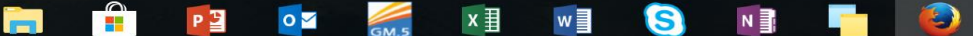
SCHOOLS



65622


PROJECTS

Type here to search



03:12

08/11/2017



# Your Twinspace

Welcome  
**Damien Lonergan**



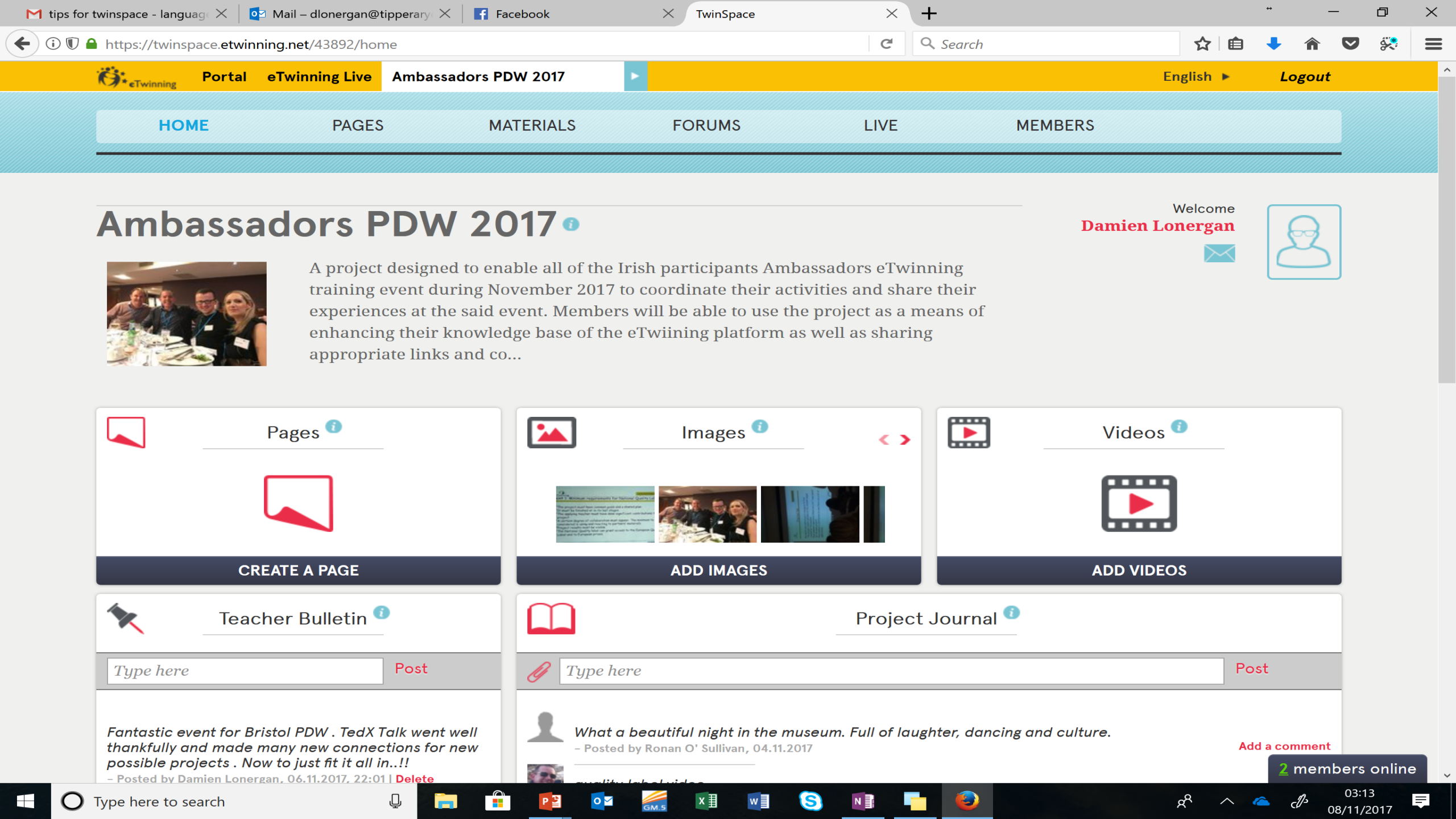
## Ambassadors PDW 2017

A project designed to enable all of the Irish participants Ambassadors eTwinning training event during November 2017 to coordinate their activities and share their experiences at the said event. Members will be able to use the project as a means of enhancing their knowledge base of the eTwinning platform as well as sharing appropriate links and content of the workshops. After the conclusion of the conference, members will be able to use the project as a means of keeping in touch.



## Pen- and E-pal-project

The project involves students (age 15) from two secondary schools located in Germany and Ireland. The students will practise their language skills in German/English/French by sharing information about themselves/their families, their schools, their hobbies and interests (music, sports...), their daily living routine and countries/culture.









Home » Members » Invite members » Pupils



# Ambassadors PDW 2017

Welcome  
**Damien Lonergan**



Invite pupils

Pupils with existing accounts

#1

+

VERIFY

New pupils

#1

+

VERIFY

# Using Self-Teaching Material



- This is a support offered by léargas which takes the user through the process of becoming an official eTwinner
- [https://stm.etwinning.net/en/pub/getting\\_ready\\_to\\_become\\_an\\_act/materials.htm](https://stm.etwinning.net/en/pub/getting_ready_to_become_an_act/materials.htm)
- Take your time now to familiarise yourself with this process



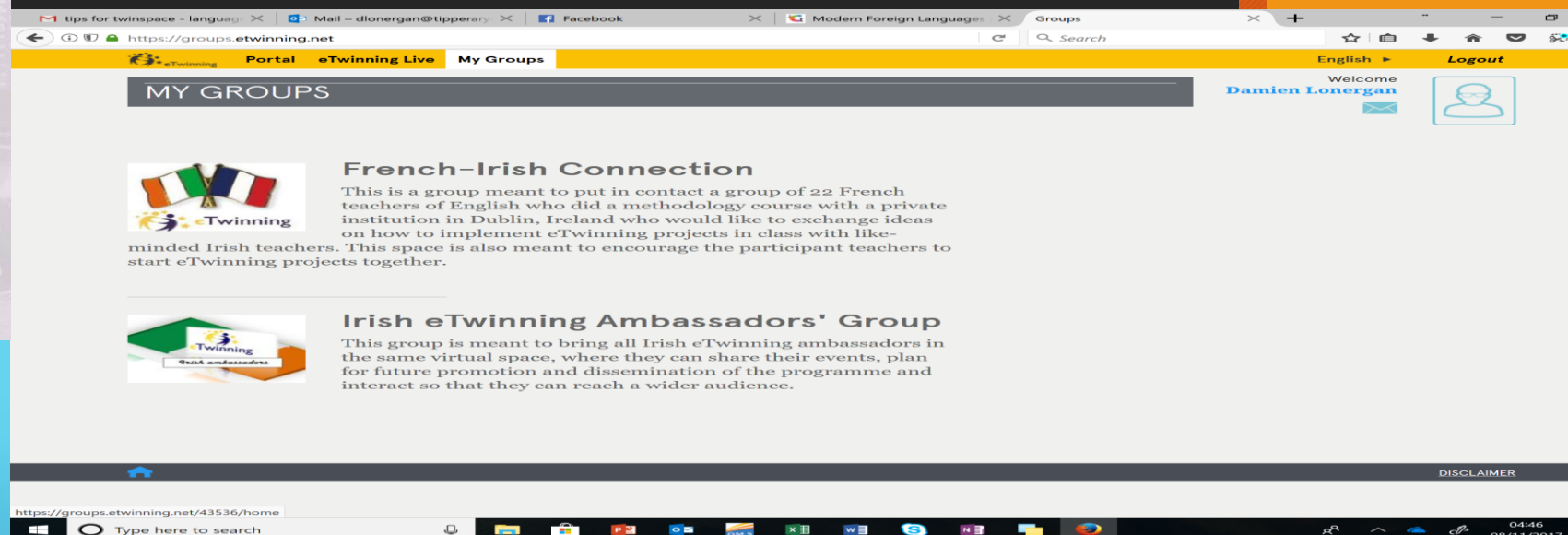
# What else?

## eTwinning Professional Development Workshop

Seminar on Literacy

Newcastle-upon-Tyne,  
25-27 May 2017

Apply by 12 May



Co-funded by the  
Erasmus+ Programme  
of the European Union

- Linking eTwinning to the JCT MFL specification

# Modern Foreign Languages Learning Outcomes

## Strand 1

**Communicative competence** enables students to communicate in the target language for meaningful purposes. In this strand, students engage in language activities and tasks involving the integrated language skills of listening, reading, spoken production, spoken interaction and writing.

### Learning outcomes

### Students should be able to

#### Listening

- 1.1 identify the general topic of a conversation on familiar topics when it is expressed clearly
- 1.2 recognise frequently-used words and phrases related to areas of immediate relevance and experience, including the language of routine classroom interactions
- 1.3 identify specific information in texts related to familiar topics such as announcements, conversations, simple news items
- 1.4 source, select and share audio stimuli such as songs, conversations, advertisements through appropriate digital technologies

#### Reading

- 1.5 recognise the meaning of familiar words and phrases to include everyday signs and notices in public places
- 1.6 understand the general sense of a text on familiar topics
- 1.7 identify specific information in a range of texts dealing with familiar topics
- 1.8 source and use authentic texts to explore topics of relevance through a range of media

#### Spoken production

- 1.9 pronounce words accurately enough to be understood, with appropriate intonation
- 1.10 convey simple descriptions, presentations or announcements on familiar topics

#### Spoken interaction

- 1.11 interact in routine exchanges with pronunciation and intonation which is clear enough to be understood and with appropriate non-verbal language
- 1.12 use simple polite forms in formal and informal situations such as greetings, thanks, introductions, and respond appropriately
- 1.13 ask and answer questions and exchange ideas, emotions and information on familiar topics in everyday situations
- 1.14 understand and use numbers as appropriate in everyday situations such as shopping, exchanging numbers, sequencing events
- 1.15 take part in routine classroom interactions such as pair and group work, asking questions, language games and activities, asking for help and repetition where necessary
- 1.16 communicate orally with others using digital technologies such as social media

#### Writing

- 1.17 write words and create short sentences using various media (emails, letters, blogs, postcards...) on everyday topics with accuracy
- 1.18 write a series of phrases and sentences linked with simple connectors such as but, and, or, as
- 1.19 create texts about aspects of their lives and topics that interest them such as family and friends, school, holidays, leisure activities, fashion, sport, celebrities
- 1.20 write short descriptions of present, past and future events, activities and personal experiences, as well as imaginative texts
- 1.21 fill out forms relevant to their age group and experience

## Strand 2

**Language awareness** enhances the students' general awareness about languages. In this strand, they analyse how the target language works, they compare the languages they know (English, Irish and/or their mother tongue) and they reflect on their own language-learning strategies.

### Learning outcomes

### Students should be able to

#### Reflecting on how the target language works

- 2.1 recognise, describe and use language patterns such as word order, verbal system, nouns, adjectives, spelling and punctuation conventions
- 2.2 apply all language learning to creative activities such as producing simple poems, posters, presentations, games and drama
- 2.3 recognise how gender and social conventions influence target language usage

#### Comparing the target language with other languages they know

- 2.4 identify similarities and differences between the pronunciation, intonation and rhythm of the target language and that of other languages they know
- 2.5 compare grammar and vocabulary of the target language with that of other languages they know, making connections and distinctions as appropriate

#### Reflecting on how they learn languages

- 2.6 identify, share and explain their preferred language-learning strategies
- 2.7 monitor and assess their own learning, using feedback they receive to reflect on what they need to improve and to set goals for improvement

## Strand 3

**Socio-cultural knowledge and intercultural awareness** gives students access to new cultural dimensions and encourages them to reflect on their own culture. In this strand, students acquire cultural information about the target country/countries and are encouraged to compare other cultures to their own.

### Learning outcomes

### Students should be able to

#### Learning about relevant facts, places and history about the country/countries related to the target language

- 3.1 name and describe some features of the target language country/countries such as geographical features, weather, places and landmarks, food
- 3.2 discover and use facts and figures related to the target country/countries such as statistical data, festivals, inventions, famous people
- 3.3 reflect on what they have learned about the country/countries associated with the target language

#### Learning about traditions, customs and behaviours

- 3.4 identify and explain some aspects of the target language country/countries in areas such as everyday living, interpersonal relations, customs and behaviours, social conventions
- 3.5 identify and reflect on common stereotypes about the target culture/s, including their own, and explain if and how their attitude towards the target country/countries is evolving
- 3.6 select, process and present information through the appropriate use of digital technologies, and evaluate it for truth and reliability

#### Comparing their culture with that of the country/countries related to the target language

- 3.7 analyse similarities and differences in relation to their peers' lives in the target language country/countries in areas of daily life such as school, socialising, sport, eating habits
- 3.8 compare and contrast aspects of personal interest in the target language country/countries with those in their own country and present them using a range of media
- 3.9 appreciate how cultural differences influence social relations, such as in greetings and eating together
- 3.10 compare and contrast the use of numbers in the target language country/countries and in their own, with regard to familiar topics such as prices, age, dates, seasons



# Linking it to Junior Cycle



- The use of eTwinning really lends itself nicely to the new Junior Cycle for MFL
- There it complements all three strands of the learning outcomes of the new Junior Cycle (especially cultural awareness)
- Ensures that there is an integrated approach to learning
- Junior Cycle MFL : Teachers working as MFL Department now



# Planning Template for Learning Unit

## Planning for teaching, learning and assessment

An tSraith Shóisearach do Mhúinteoirí  
**Junior CYCLE**  
 for teachers

What do we want our students to know, understand and be able to do at the end of the unit?

How do we know they know?

What will we do to get them there?

Planning Template for this Learning Unit

<p><b>Unit Focus (MFL)</b></p> <p><b>Learning Objectives in focus:</b> (What I want students to know/understand/be able to do by the end of the unit)</p> <p>5.08 Create simple descriptions, presentations or announcements on familiar topics</p> <p>5.03 Ask and answer questions and exchange ideas, emotions and information in everyday situations</p> <p>5.02 Recognise, describe and use language patterns such as word order, verbal system, nouns, adjectives, spelling and punctuation conventions</p> <p>5.4 Identify and explain some aspects of the target language country/countries in areas such as everyday living, interpersonal relations, customs and behaviour, social conventions</p> <p><b>Assessment:</b> (How I know they know)</p> <p>Students can describe a house/apartment in the target language using a range of nouns and a variety of adjectives. Students can ask and answer questions related to a house.</p> <p><b>Possible learning activities:</b> (What I will do to get them there)</p> <p><b>Introducing placement activity:</b> Students create their own list of words /expressions needed for talking about a house (names of rooms, adjectives to describe the rooms, tiles, ...). The teacher may then supplement the students' list with additional vocabulary in order to create a glossary of terminology for this unit.</p> <p><b>Practice:</b> Reinforcement of new vocabulary and structures</p> <p><b>Information Gap activity:</b> In pairs or groups, students match the descriptions to the correct house and find the house that is missing a description. Students then create a description for that house using the information from the written descriptions.</p> <p><b>Extension Activity:</b> Students describe one of the houses orally to another student who attempts to draw it / highlights features on the picture.</p> <p><b>Practice Jural:</b> / Distribution of questions and answers related to the house through various challenges, such as "One" and "Two" facts and a Lie"</p> <p><b>Reading activity:</b> In groups of three, students devise a range of questions you expect to be answered when researching accommodation online. They then research accommodation online using <a href="http://www.visitireland.ie">www.visitireland.ie</a> / <a href="http://www.visitireland.ie">www.visitireland.ie</a> in the target language</p> <p><b>End of Unit Task:</b> Students prepare and deliver a short presentation describing a house / apartment they would like to rent in the TL country using a range of nouns and a variety of adjectives. This is followed by questions from students and / or the teacher.</p> <p><small>*Students design an original noun and adjective poster, a numerical noun usage poster.</small></p> <p><b>Resources:</b></p> <p>House (Sheet) Task cards (These can be used throughout the unit with descriptions / questions / as matching exercises / for oral and written reinforcement)</p> <p>Websites advertising accommodation in the TL country</p> <p><b>Reflection:</b></p> <p>What worked well?</p> <p>Even better if...</p>	<p>As an MFL department</p> <p>Individually or collaboratively</p>
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# eTwinning Task



- Work in pairs/ groups
- Think of a project that you would like to do
- Pick four learning outcomes (across the 3 strands) that fits into your project idea
- Fill out the Planning Template for Learning Unit
- Share with the group once task is completed

# VR - Creating it yourself



- Linking STEM with MFL
- Using Samsung Gear 360 and a selfie stick
- Creating content
- Using Videos themselves in class for teaching
- Use google cardboard to transform your phone to VR googles
- Possible to exchange them with your partner school



# Ambassador List



- <https://www.leargas.ie/programmes/etwinning/ambassadors/>
- This is a list of Ambassadors in your area , if you have any issues / queries, you can contact them and they will be able to assist you.



# Have any questions about this workshop ?

- Please email me : [dlonergan@tipperaryetb.ie](mailto:dlonergan@tipperaryetb.ie)
- Twitter: @languagesdude



Thank you!

