



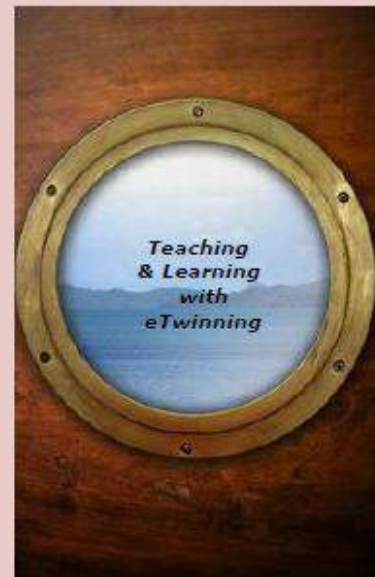
Visibility of eTwinning Projects Group NEWSLETTER 9

~ *Cruising the right oceans* ~

July 2019

In this issue:

- **Transnational groups in eTwinning: A field for collaboration and interaction** – Angeliki Kougiourouki, Greece
- **Escape room around the world** – Heidi Giese, Germany
- **We are "Small Scientists Across Europe"!** – Elisabeth Gustovic, France
- **Recognition of National and European Quality Labels** – Rosa Luisa Gaspar, Portugal
- **The importance of eTwinning in CLIL teaching applied to STEM** – Enrica Maragliano, Italy
- **Europeana in the classroom** – Işıl Gülmez, Turkey
- **International Chess Challenge – eTwinning project** – Eugen Grigore, Romania
- **Green IT in school** – Iva Naranda, Croatia
- **Understanding the eTwinning Journey: The Case of Lebanon** – Samar Al-Kassar, Lebanon
- **Impact of eTwinning network on students and teachers in Albania** – Dhurata Myrtollari, Albania
- **eTwinning – an active part of Erasmus+** – Cornelia Melcu, Romania
- **Virgilio – an introduction to eTwinning... and much more!** – Paola Arduini, Laura Maffei and Elena Pezzi, Italy
- **Breaking down walls on the European Day of Languages** – Andrea Ullrich, Germany



Editor: Daniela Bunea
ISSN 2247-6881
ISSN – L 2247-6881



Voluntary actions in an Erasmus+ eTwinning project

by Adriana Marie

The Erasmus+ project "School 21. Digitally and Socially Yours" was implemented between 2017 and 2019 by five European schools: Obchodní akademie a Vyšší odborná škola ekonomická, Tábor, Czech Republic as coordinating school and Hotel-Gymnasium Schweitzingen, Germany, Történelmi Gimnázium és Kollégium, Pécs, Hungary, Zespół Szkół Ogólnokształcących Nr 2 im F.D. Kłaczynia w Puławach, Poland, and Colegiul Național Coriolan Brediceanu Lugoj, Romania, as partners.



Our projects' main topic was community service in different areas of volunteering: refugees, mentally or physically ill people, children with vulnerable backgrounds, animal shelters. The main objectives included learning specific skills, known as the 4 Cs: critical thinking, communication, collaboration and creativity. About 25 - 30 students, aged 15-18, from each school worked in national and international groups with teachers and external partners, such as charities, voluntary organizations, experts and local associations, to achieve our goals.



109

environment of Central and Eastern Europe, to encourage them to become active citizens, being aware of and taking part in community service. The objectives were divided into 3 categories: didactical (developing critical thinking, flexibility, interest in Europe, exchange of diverse cultural knowledge), methodical (use of modern technology, developing tasks through team work) and social (long-term interest in community service activities, learning about cultural differences, sharing opinions).

Students conducted research, discussed, analyzed, collaborated, made questionnaires, presentations, quizzes, digital stories, videos, a magazine and bimonthly newsletters. Teachers created learning scenarios based on 21 century skills, assessment rubrics and digital badges recognizing completed tasks. As the project heavily relied on constant online communication, teachers and students alike learnt to use new digital skills of collaboration, communication, creativity and critical thinking internationally, creating outputs on community service and volunteering. Students came into contact with inquiry-based learning, entrepreneurship activities, presentations skills, social and emotional learning, critical thinking based on learning scenarios created by teachers participating in the project.

Thanks to transnational collaboration, the participants got to know partners from other countries of the European Union and learnt to work together, taking into consideration cultural differences, the need for tolerance, the art of listening to others, of expressing oneself in a foreign language and gaining confidence in international communication. I think we all became better European citizens.



Adriana Marie is a Mathematics teacher at Local Teoretic "Coriolan Brediceanu" in Lugoj, Romania. She has been an eTwinner since 2010 and an eTwinning ambassador since 2013.



Visibility of eTwinning Projects Group July 2019 Newsletter

We contained various online links which can be viewed on our Twinspace site: <https://twinspace.edunet.ro/2019/07/01/0102010101>

Our preliminary research revealed that community service has become an integral part of European education. Students can choose from dozens of activities to complete as a requirement to receive their school leaving (Matura) certificates. The Polish school actively takes part in volunteering activities. They run a school volunteering club, which members take part in various charity events, supporting local organizations, helping elderly people and students face their school.

The German school concentrated on enabling their pupils to take responsibility for themselves and show an appreciation for others, which is reflected in the choice of their voluntary subjects as well as their extra-curricular activities focusing on social skills supported by the teachers.

The Czech and Romanian schools do not have community service or volunteering included in their curricula, but their students take part in various fundraising activities and are volunteers in different NGOs. One of our objectives was to explore the opportunities and compare good practices in the partner countries.

During our learning - teaching - training activities, our students had the opportunity to join their European colleagues in their voluntary clubs or community service actions. In Hotel-Gymnasium from Schweitzingen, Germany, we met children with different national backgrounds (mostly refugees) who do not speak German, attending a pronunciation class, trained by a special teacher and vice to enable them to attend regular classes.

We also took part in a campaign to raise money and collect products for a local food bank.

But the most impressive moments of our work in Germany were spent in the company of refugee children and their mothers, members of the "Women's club". This event takes place once a month and gives the refugee women the chance to meet, talk to each other and take language classes while voluntary students organize games and spend time with their children.

Together we visited the Sea Life museum in Soerwi. It was a great possibility for the students and the teachers to talk to the refugees and to learn about their difficulties in Germany and about their reasons to flee from their home countries.



Our meeting in the Polish school focused on mental ill and Down Syndrome people. We visited a Daily Adaptation Centre and the local centre for mobility ill people and we took part in typical therapeutic workshops like cooking and crafting activities together with them. The most important fact that we learnt was that music, rhythm and dance are part of these people's therapy, so we sang and danced along them. We returned the helpful service at the Daily Adaptation Centre in Puławach and in Wroclaw, during the rehearsal of the folk group called "The Intergative Ensemble of Songs and Dance Pastorycy", a group consisting of disabled and mentally ill artists touring all over Poland and Europe. Bogdana Demko became a trademark of our project activities. We practiced it during each transnational meeting and we performed it in front of our school colleagues.



The topic of our meeting in Romania was physically ill people. We met the members of the "Marathon 33" sports club of the Physically Handicapped People Association from Lugoj and we organized



110



Visibility of eTwinning Projects Group July 2019 Newsletter

together a sports competition called "All different, all equal". Students noticed that people in wheelchairs can also play quality basketball or table tennis and realized that none of us is immune to disability, since some of the participants were born physically ill, but some of them became so after an accident. A special moment was the presentation of Marie Skłodowska Curie around the world in his wheelchair, travels that included him in the Guinness World of Records book. National presentations about Paralympics teams completed this powerful message.



The meeting in Hungary included volunteering at animal shelters. To prepare our presentation on a local animal shelter, our students organized a short campaign to raise money in our school, they bought food for the animals and visited the local shelter "Five Amigos", where they donated the food, played with the animals and documented their video: <https://www.youtube.com/watch?v=643A3rWwz2Y>

During our learning - teaching - training activities, we had lunch in a restaurant in Budapest, where all employees were disabled, we visited the "Social Exhibition", where we had to find our way and experienced how to use the wheelchair, and went to an animal shelter in Győr, where our students voluntarily participated in taking care of the dogs.



Our last meeting, in the Czech Republic, focused on voluntary activities in the benefit of children with vulnerable backgrounds. We visited two daily centres mostly frequented by Roma children and spent time in games, sports and music activities. Teachers and students from our schools also participated in a charity run in the benefit of a hospital for terminally ill people.



But our volunteers' actions did not happen only during our meetings. Our students are regularly involved in community service, and we included some of our best materials in a project online magazine: <https://twinspace.edunet.ro/2019/07/01/0102010101> and of the project outputs. Another output is the biweekly online journal bimonthly newsletter, with all partners' contributions, in national or transnational language. It also includes the description of voluntary actions that our students took part in: <https://www.edunet.ro/2019/07/01/0102010101>

During the entire project we used, online transnational groups collaborated to create outputs on various subjects as disabled people, single parents, unemployment, fake news or hate speech. They also imagined the world they want to build for their children, in 20 years from now: <https://www.edunet.ro/2019/07/01/0102010101>, <https://www.edunet.ro/2019/07/01/0102010101>, <https://www.edunet.ro/2019/07/01/0102010101>, <https://www.edunet.ro/2019/07/01/0102010101>, <https://www.edunet.ro/2019/07/01/0102010101>

A summative analysis showed us that we reached our project goals. Our partners' objectives were to enable students to learn basic digital skills within the frame of practical tasks in an international



111



Visibility of eTwinning Projects Group NEWSLETTER 10

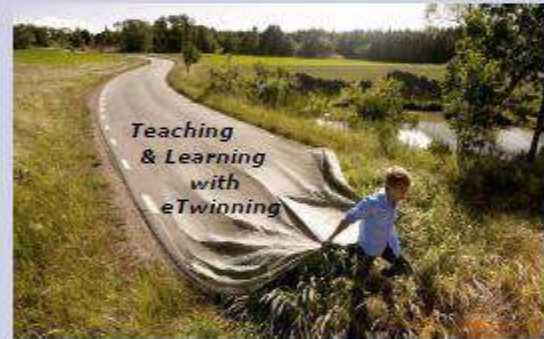


~ *Wishing upon the right star* ~

July 2020

In this issue:

- **Teachers Helping Each Other in Hard Times** – Barbara Klaassen, Germany
- **eTwinning and STEM Teaching** – Enrica Maragliano, Italy
- **My eTwinning and Erasmus+ Project "Folklorica"** – Gabriela Mirela Jugar, Romania
- **Challenge Accepted - Project, Collaborative and Integrated Online Teaching** – Alma Suto, Croatia
- **Using Music and Art within a Collaborative International Project** – Diana Linford, the UK
- **eTwinning Goes Beyond Borders** – Liana Karapetyan, Armenia
- **Saved by Collaboration in Times of COVID-19, or How We Pulled the Enormous Turnip Out** – Liliana Nedeiță, Republic of Moldova
- **Distance Learning – eTwinning Project** – Rabia Özler Özseçer, Turkey
- **Getting Familiar with STEM through the eTwinning Project "STEM ON BOARD"** – Irene Papadopetraki, Greece
- **Climate Change Actions with "Climate Volunteers" eTwinning Project 2020** – Alina Popa, Romania
- **New Teaching Adventures** – Jorge Conde, Portugal
- **"Collaborative Writing Collection of European Legends" - A Successful eTwinning Collaboration!** – Maria Vasilopoulou, Greece



Editor: Daniela Bunea
ISSN 2247-6881
ISSN – L 2247-6881





TESLA – Together in Environmental Solutions Learning Activities

by *Adriana Mariš, Lucia Boldea and Marina Mirkovic*

School is about education and wonder, about discovery and creativity, about being informed and being responsible, about tradition and new connections. And the involvement in European projects brings new opportunities for students, teachers, schools and communities to build better individuals and a stronger society.

Our school is involved in another eTwinning and Erasmus+ project – the fourth in the last decade – that gives our students the opportunity to reflect on mankind technological progress and on the future of the world they will live in as adults. The name of the project, TESLA – Together in Environmental Solutions Learning Activities, is both a tribute to Nikola Tesla and the commitment of some dedicated STEM teachers to motivate their students to build a better, safer world.



The aim of the project is to acquire skills and key competences using digital technologies and tools, and is planned to be achieved by studying environmental and renewable energy sources. The virtual image of the project can be seen at the address:

<https://twinspace.etwinning.net/97317/pages/page/732958>

Climate change is an important issue of our world. It does not know the boundaries between continents and countries, between rich and poor, inside or outside EU countries. The use of renewable energy sources is a key factor in security of supply and the fight against climate change. The project will stimulate the student's awareness of sustainable development through the use of renewable energy sources and conscientious energy use.

Nikola Tesla was a citizen of the world. He actually marked the beginning of global electrification of the planet. He was a great ecologist, very concerned about the fact that people are spending too much of our planet resources, fueled by the desire of discovering renewable sources of energy. Therefore, we decided to dedicate the project to the scientist Nikola Tesla, his life, work and inventions. It will be another way of linking the content of physics, energy, electrical engineering and ecology.



Project activities are carried out within the teaching of physics, energy, ecology, electrical engineering, foreign language and information technology. The age of our students involved in the project is 15 to 17 years. We plan to search for and create films on power plants and renewable energy sources and to develop and exchange digital content through web 2.0 tools (quizzes, presentations, online games, brochures).

Through our transnational partnership, we also cooperate with local associations and educational institutions. The project enables the expansion of knowledge from the STEM area. The use of IT tools gives students the opportunity to develop their digital competencies, critical thinking, and problem-solving skills. Along with the development of communication skills and teamwork, they also have the opportunity to experience intercultural environments and to get to know different cultures, as well as to improve their use of English in real-world situations. It always leads to the development of self-confidence, but, in addition, our students will develop awareness of ecological problems and the importance of their solution.

We only had the opportunity to visit, in November 2019, one partner school, Tehnička škola, Požega, Croatia, our project coordinator. The visit was surprising and nice. We felt among friends. We



learned a lot about Nikola Tesla, his life and his inventions, we visited museums and an electric car factory, we participated in workshops, we learnt how hydro power plants and solar power plants work, we met local leaders and gathered information about the history, geography and economy of the region. We tested our creativity and voted for the best project logo. We made connections and built plans for our future meeting, supposed to be in Estonia, in May 2020. Unfortunately, we were not able to meet, as all the projects mobilities were canceled.



As planned, we created and send Christmas cards to our partners, both in digital and traditional format. We also surprised them with manufactured "mărțișoare" – little March amulets.



We continued the school year and our project remotely. It was hard at first, but we were motivated and kept in touch using technology. One of the first activities on the TwinSpace was a forum to share our distance learning tools and experience. Both teachers and students shared their impressions and even showed their preferences in a poll. Students' testimonials were interesting and proved very mature thinking: "I consider an

educational environment is essential for a student to learn efficiently being stimulated by the others. Without someone to keep track of your studying or share information, you tend to be less motivated. So, I am more into going to school rather than homeschooling" (Amanda) "I like to learn at home, from my comfort and peace of mind, but I think I'm more productive in a collective. I love people in general, and I think that colleagues and teachers in real life motivate me much more than online" (Maria) "We should have used Yammer. But now we are using not only Yammer, we are using Google classroom, Google files, One drive, Loomen and Zoom." (Krešimir) "We use Whatsapp and Messenger groups to remain in touch with our teachers during isolation but also to receive smaller tasks. For assignments, which require a due date and are considered crucial for our potential grades, we find MyElt, Microsoft Teams and Google Classroom of great utility. Lastly, to keep online school livelier and get a better learning experience, we use Zoom" (Theo).



Also, one of the project planned activities was applying in our schools SELFIE questionnaires, a free, online self-reflection tool for schools developed by the European Commission, with a panel of European education experts, to help support schools in their use of digital technologies for teaching and learning. So, school leaders, teachers and students took questionnaires and the schools received an interactive report that identified strengths and weaknesses of our digital learning. The results were discussed in each school board and, hopefully, we can improve some aspects until next year.

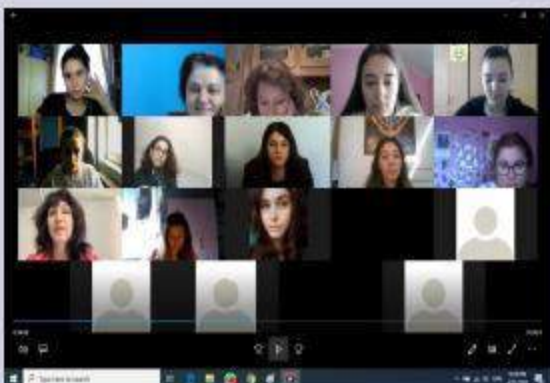


Teaching materials related to Nikola Tesla, renewable energy sources or climate change were gathered in the TwinSpace and suggested to be studied by students:

<https://twinspace.etwinning.net/97317/materials/>.

We are going to discuss some of them during our meetings next year.

Each school celebrated Earth Day remotely, but we also organized an eTwinning event called "Hold the Earth in your hands". Students presented their views on environmental issues and we all discussed about measures to be taken at high and low level in order to save the planet.



The first project year is about to end. We did not go to Estonia. We probably will next year. In October, it is the Romanian school's turn to host the project meeting. We hope to be able to safely organise the international meeting.

We like keeping in touch with our partners on the internet, but meeting them in person is more interesting. As Miruna stated on the TwinSpace, "we feel like distance learning is really trying to help us in our learning process in these times, but I prefer going to school instead".



Adriana Mariş is a mathematics teacher at Liceul Teoretic Coriolan Brediceanu in Lugoj, Romania. She has been an eTwinner since 2010 and an eTwinning ambassador since 2013.



Lucia Boldea is a physics teacher at Liceul Teoretic Coriolan Brediceanu in Lugoj, Romania. She has been an eTwinner since 2016. She is the local coordinator of the Erasmus+ project "TESLA".



Marina Mirkovic is a Computer science teacher in Technical School Požega, Croatia. She has been an eTwinner since 2011. She is an e-mentor, and an ECDL mentor and examiner. She is the coordinator of the Erasmus+ project "TESLA".

Visibility of eTwinning Projects Group NEWSLETTER 11



~ *Cruising the right seas* ~

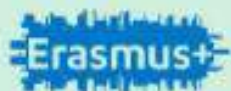
July 2021

In this issue:

- **eTwinning and the Challenge of Technology in Education** - Cornelia Melcu, Romania
- **Action Research: eTwinning for Inclusion through Europeana, CLIL and Debate** - Marisa Badini, Italy
- **Audio Short Stories** - Alexandra Duarte, Portugal
- **Young Filmmakers ... and More** - Svetla Popova, Bulgaria
- **Media Literacy in Remote Teaching** - #DigitalEU-we'll do - Heidi Giese, Germany
- **Students as Responsible Citizens Aware of the Technology** - Iva Naranda, Croatia
- **Culture in Action** - Murièle Dejaune, France
- **The Adventures of Olympic Mascoteers** - Sophia Kouzouli, Greece



Editor: Daniela Bunea
ISSN 2247-6881
ISSN - L 2247-6881

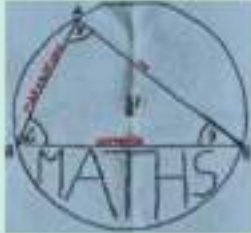




M. A. T. H. S. Project or What Makes Mathematics Special by Özlem Eren, Banu Güven and Adriana Mariş



M.A.T.H.S. is an acronym for Mathematics, Art, Technology, History and Science.



M.A.T.H.S. eTwinning project was about the liaison between all these sciences, with an emphasis on visually impaired students. 12 schools from Croatia, Macedonia, Romania, Serbia, Turkey and Ukraine joined the idea of unveiling the importance and the interconnection between mathematics and other subjects. The project page can be accessed at this address: <https://twinspace.etwinning.net/113843/home>

In this project, we aimed at understanding how visually impaired students deal with mathematics and raising awareness on this issue, also aimed exploring the relevance and

connection of mathematics with other branches to our students. With the help of visually impaired students and their teachers, we have effectively explored the difficulties of mathematics for visually impaired children. We had a perfect example of this situation, Fuys Akkaya from Heron Anadolu Lisesi, who has first degree in University exam, how she understands Math and how can she solve the questions without seeing them is being guide for other visually impaired students. Our collaborative work on this page can be accessed [here](#).

Also, the connection of mathematics with other branches was studied by our students with Technology/Math, Science/Math, History/Math and Art/Math sections of the project. In Technology/Math section the students were asked to design a Math App for the mobile phone. What more it do? And their creativity was beyond expectations! In Science/Math students researched the life and work of famous scientist who used Math in their work, prepared presentations and discussed about the importance of interdisciplinarily. History/Math section was about famous mathematicians in history, they researched and learnt a lot of new information about mathematicians and what they discovered. Art/Math section is one of the most unexpected sections of the project. Besides studying the role of mathematics in painting, sculpture, architecture, music or dance, we thought about performing some hands-on activities. As the final product, our [Elastic Cube](#) product was created with the active participation of partner schools in order to emphasize the relationship between mathematics and art.

Thanks to the web 2.0 tools used in this project and the team work, the students enhanced their 21st century skills: critical thinking, problem solving, creativity, collaboration and communication. We also developed some traditional skills, some most of them never did or we also close-skill work in this project, yet, our final product is a collection of schools logo and letters around an stadium.



Time Travel by Lucia Boldea and Adriana Mariş



"Time travel" project is not a new concept. We organized it since 2018, in the good old fashion way, according to the title. The idea was creative and generous, as the students had to express their relation with national historical or cultural monuments, using drawing, painting, literary or photographic skills.

For the first session - "I was there" - the students 11 to 15 years old had to visit a historical monument, draw draw or paint it. Their teachers had to send the selected drawings in special big envelopes through regular mail, or bring them to our school, in order to create an exhibition and to participate in a contest.



The second session - "To visit in Romania" - addressed to students 11 to 15 years old, included both literary and artwork skills. Teams of 3 or 4 students, coordinated by a teacher, were supposed to create portfolios including an essay of up to two pages which tells an interesting historical story heard from grandparent, friends or even read in history books and a touristic guide with information and pictures of maximum four historical



landmarks from our country. The portfolio had to be presented to the audience on the 1st of June, the day of the contest.

For the third session - "Seen through the lens" - students 11 to 15 years old could participate by sending original photos of historical landmarks, together with a motto. All the photos were sent to our school and we created exhibitions, where the jury - including teachers and specialists - voted the best, most original photos.



The evaluation criteria for the entire contest also included originality, authenticity, coherence between the work and the message and relevance of the information structure and accuracy of the language used - for the portfolios.

This traditional project - contest could have been continued for a long time in regular conditions. But, in 2020, we were not able to organize the exhibitions or the presentations. Classes did not organize their traditional trips, families did not travel too much, so we found more and more challenging to motivate students and teachers to participate. We were thinking to postpone this year edition until better times will come.

And then, since we were awarded the eTwinning school label for the second time, the idea came in naturally. Let's do it virtually! So, we created an eTwinning project, we invited all our former partners and some new



ones joined as well. Some of the teachers participating in the previous editions of the "Time Travel" project were not eTwinners, so we assisted them in creating accounts, joining contact lists, joining the project, exploring Twinspace, presenting their school, uploading students' work, then voting in the virtual exhibition. But we managed to achieve all that and set up the deadline for the 1st of June. You can find the result of our efforts at this address: <https://twinspace.etwinning.net/182188/>.



There are several advantages in organizing this project virtually. Firstly, we work with electronic files: we can send them through a mail or upload them directly in the materials

folder. No more printing, finding the right envelope, going to the post office, paying for stamps, and hoping that the package will arrive in time. It is cheaper, faster, safer and we also helped reducing the CO₂ emissions. Secondly, if we organize the exhibitions and the presentations event online, we can have more participants and they can be situated at a longer distance. And we came with the idea of inviting our former+ project partners to our eTwinning project and they happily joined, besides European projects partners are as flexible and as involved as they can be. Thus, the number of participants and their entries increased so much that we had to split Section III into 4 smaller sub-sections, because we thought that we cannot judge objectively more than 300 photos. Moreover, since we had a virtual exhibition and online voting, we thought that we can open the voting process to the public as well. So we invited our partners to vote and we have awarded both the jury's choices as the public ones.



While developing students' dissemination goals, stimulating their creativity, cultivating moral and character values, increasing the quality of their social life, this project aims to improving

students' documentation in terms of knowledge of historical sites in their country and respect for their ancestors, to creating and developing certain skills, and raising adults' awareness of the need to pass on the knowledge to future generations. And since it is also a competition, it contributes to identity and self-evaluation, to a better teacher-student-community communication and increases the prestige of the partner schools.

The role of eTwinning platform in this year's edition of our project was crucial. It offered a safe space to communicate with our partners, to display students' work and to organize our voting process. Teachers and students participated so enthusiastically, that we decided to re-launch the project each year in this new format. And we invite you all to join us!



Lucia Boldea is a Physics teacher at Liceul Tehnic Constantin Brucoveanu in Lugoj, Romania. She has been an eTwinner since 2014. In 2018 she initiated the Time Travel project, and she has been coordinating it ever since.



Adriana Mariş is a Mathematics teacher at Liceul Tehnic Constantin Brucoveanu in Lugoj, Romania. She has been an eTwinner since 2015 and an eTwinning ambassador since 2017.



Visibility of eTwinning Projects Group NEWSLETTER 12



~ *Unbolting the right gates* ~

July 2022

In this issue:

- **Calling for Peace** - Sylwia Stasikovska and Maria Pirecka, Poland
- **Our Journey through the STEAM with Leonardo** - Cira Serio, Italy
- **We Haven't Got a Spare Planet** - Gabriela Săndulescu, Romania
- **Creativity with Poetry** - Helga Kraljik and Ankica Šarić, Croatia
- **Kulturkiosk Goes Festival: An Erasmus+KA229 and eTwinning Project** - Johanna Chardaloupa, Greece
- **Escape Games in eTwinning Projects** - Simona Ghenea, Romania
- **Embedding eTwinning projects in the National Curriculum: From Policy to Practice** - Tatiana Drăgan, Republic of Moldova



Editor: Daniela Bunea
ISSN 2247-6881
ISSN - L 2247-6881





TESLA – Turning Challenges into Opportunities

by Adriana Mariş and Lucia Boidea

Our eTwinning and Erasmus+ project "TESLA - Together in Environmental Solutions Learning Activities" is soon coming to its conclusion. We started it enthusiastically almost three years ago, by connecting with partners, selecting students, planning activities, aiming at acquiring skills and key competences using digital technologies and tools in studying environmental and renewable energy sources. English and STEM teachers from Austria, Croatia, Estonia and Romania, we were credited to motivate our students to build a better, safer world, while bringing a tribute to Nikola Tesla and his work.



In 2019 we had a first learning-teaching training meeting at our coordinating school, Tehnică Iulia, Pitești, Croatia, where we had the opportunity to learn about our partners, their schools and countries, but also about

Nikola Tesla, hydro power and solar power plants. We visited museums, an electric car factory, we participated in workshops and met local administration leaders, and we also tested our creativity while choosing the best project logo.



Unfortunately, the pandemic postpone efforts to face meetings for the next two years, so we had to continue our project remotely, using Twinspace, the project newsletter, email, social media, zoom meetings and a drive to upload materials. On Twinspace, we organized pages for students' introduction, LTT activities, newsletter, Nikola Tesla teaching resources, photovoltaic devices, but also for events that we joined on different occasions: Earth Day, Inventors Day, Energy saving at school, European Earth Week, STEAM Report. We used Twinspace forum to express new year wishes, opinions about distance learning and about the meetings activities.

In October 2021, we organized our first post-pandemic meeting, at our school, Liceul Tehnic Constantin Brăncușanu in Lugoj, Romania. We tried our best to offer a safe environment and to organize interesting activities, related to the thought provoking project topic.



All the participants, teachers and students, were motivated in order to be able to meet and travel. We guided our guests through the town buildings to our town and our guests met the deputy mayor of Lugoj and some youth organizations representatives to discuss local strategies for involving citizens in cleaning the environment and saving energy. We had workshops at school, partner students generated energy sources existing in their region, worked in international groups to build solar, wind or water powered devices and wrote articles for the project newsletter. One of the most appreciated activities, after 2 years of pandemic, was the table tennis championship, where students and teachers competed for medals. We travelled to Timisoara to visit the Polytechnic University, where PhD students presented the laboratory they work in and explained the functioning of a windmill and the way the energy produced is stocked into batteries. The presentations generated discussions about efficiency and yield, followed by visits at the university library and the Experimentarium, where students measured and calculated the energy produced by photovoltaic panels. Another field trip was dedicated to the observation of solar panels fields and the hydroelectric power plant Porțile de Fier.

followed by a strike on the Danube River at Drobeta. It was an intense week, with many challenges, but also with collaborations. Students learned new information, collaborated with their international partners, built and wrote together, participated in sports activities, felt part of a large family of young Europeans concerned about the environment and sustainability of energy sources of the future.



The next learning-teaching training meeting was organized at the beginning of March 2022, at Business School Iulia, Săbăuș, Austria, at that time presented us to gather at the school, so most of the activities were organized in open air or in the hotel's conference room. The students presented solutions to improve the quality of life inspired from the AAC series "Protecting the world" and participated in workshops about textiles and food production, fair trade and sustainable development. As in each mobility, we had guided tours of the city of Lienz and Lienz, with emphasis on their historical, cultural and religious heritage. We also visited economic objectives like Voestalpine steel factory and HIFUTURE, a project meant to produce green energy from hydrogen. Additionally, a local initiative to support start-



up and environmental companies and Ars Electronica Center, "the museum of the future", focusing on new technologies and how they change the way we live and work.



Our last meeting was held in May 2022, in Estonia. Most of the participants had never been to Estonia before, so this experience was very valuable from the start. In addition, we had the chance of some very hospitable and experimental partners, involved in many European projects over the years. We visited Tartu, a city built around its university and AIHAA Science Centre, where students could experiment the laws of physics in real life devices, we participated in workshops in our host school, Aarepi Gümnaasium, we learnt how to deliver a successful speech and to dance folk songs folk dances, we spent a day in the outdoors, to document about the

Wierumke Bog, its formation and its importance and we practiced teambuilding in international teams in a rafting experience. Another field trip was dedicated to the Jaanika mining museum, where we entered an old shale mine using the mine train and being equipped like old miners and learn about the tools used to extract this valuable but old fashioned resource. We also had a small glance into the capital of Estonia, Tallinn, where we visited the Sappia Harbour Museum and the old city centre.

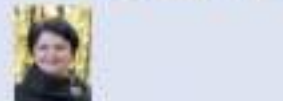


The project is coming to an end. In each country there is time for conclusions and reports, time to sum up and evaluate. It lasted longer than expected, we were unable to travel and to accomplish our activities during pandemic, our target students graduated high school, but we did not give up. We took it as a challenge and transformed it into opportunities, we did a lot of online activities, shared tools and knowledge, involved younger students in the project, started over and did our best to continue against all the restrictions. All the partners felt the same and we are so proud of the quality of our finished project that we felt the need to share it with the world. Romanian team had a student successfully presenting the project Twinspace at the "Made for Europe" national



competitions. Croatian team presented the project and its results in the "Describing Systems" national competition, while Austrian team got involved in the "Green New Europe" competition, proposing actions for protecting the environment. During the 3 years of the project implementation, we were also involved in the Global Goals Week and World's Largest Lesson, we celebrated Earth Day each year, we sent in real and physical Christmas cards and offered little search simulators (eTwinners) to our partners. We involved more students in the project and disseminated it to more people.

Even though it was not planned, our students participating in the last learning-teaching training activity decided to create a booklet to share with their colleagues the scientific experiments that were performed during the whole project, in a bilingual format, so all their peers have access to the knowledge used throughout the project face-to-face activities. And we think this is a proof that our project met its objectives.



Adriana Mariş is a Mathematics teacher at Liceul Tehnic Constantin Brăncușanu in Lugoj, Romania. She has been an eTwinner since 2010 and an eTwinning ambassador since 2019.



Lucia Boidea is a Physics teacher at Liceul Tehnic Constantin Brăncușanu in Lugoj, Romania. She has been an eTwinner since 2011. She is the local coordinator of the Danube project "TESLA".

