

EUROPEAN TEACHERS

IN ACTION

ACCEPT THE CHALLENGE!



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Introduction

This handbook was written by teachers from the Czech Republic, Croatia, Turkey, Poland and Portugal taking part in the Erasmus+ project called Challenge as a Modern Pedagogical Tool.

The principal aim of the handbook is to share experience, ideas and examples of good practice in order to motivate and enrich teachers throughout Europe.

We believe that we can learn a lot from each other and we hope that the following pages will inspire you.

Challenge as a Modern Pedagogical Tool Project Team

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Chapter 1: Sharing experience

Recycling Challenge
Inquiry Based Learning
Songs for kids
Outside the classroom project - being a tour guide in my own town
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The multiplication table
Making videos at school
Elements of coaching as a powerful tool in increasing students' motivation

A dyslexic student in the classroom (Monika Podsiadło, Poland)

Keywords: dyslexia, special needs.

Dyslexia is a specific learning difficulty that mainly affects literary skills, such as reading, writing and spelling. However, it is believed that it influences all four skills in both the first and the foreign language learning (L1 and L2). It should be further emphasized that it may affect our students' entire life as they are not only neglected or even abandoned by some teachers, but also badly treated by their peers due to their learning difficulties.

Although each case of dyslexia is different, there is one difficulty that all dyslexic people encounter. When seeing a written word, they have problems with decoding, recognizing and interpreting letters. Some other signs of dyslexia can be "reversed shapes, skipping words or phrases while reading, incoherent and inconsistent spelling, word blurring, confusion between left and right, illegible writing and even mispronouncing certain phonological sounds". What is more, dyslexic students frequently have problems with their concentration and following simple instructions.

As it has been proved that dyslexia cannot be cured, it is our responsibility to be well-prepared for the students with various learning needs. It is our duty to create such a classroom atmosphere that is conducive to learning for all the students in the class. In this way, we help them feel comfortable enough not only to learn and grow, but also to develop their self-value and confidence.

What can be done in the classroom?

- We should seat a dyslexic student either close to us or with a supportive classmate and make sure they feel secure enough to ask for help if necessary.
- Provide an outline of what you are going to teach today and when finishing the lesson, try to sum up what has just been taught. It will help the information go from the short to the long term memory.
- Introduce certain organizational skills, such as using folders, highlighters or memory cards.
- When giving instructions, keep them short and simple. Follow the rule: the maximum amount of information with the minimum number of words. Try to check understanding of the instruction by giving an example and then asking for the example from the student.
- Some learners will benefit from using different colours. Encourage the students to find the colours that work for them.
- Create dyslexia friendly materials:
<http://www.altformat.org/index.asp?pid=344>
- Use multi-sensory teaching, employing various senses, visual cues and gestures. Using their own bodies to make letters or 3D letter shapes will help dyslexic students to move around in this jungle of sounds and letters. They should hear, see and feel the word.

- Let the learners with dyslexia develop their “internal visual dictionary”. They should imagine the word and then keep this word as a photo in their mind.
- Use different memory games to help them with the working memory (“the part of the brain which allows us to hold information recently given to us and act upon it”).
- Use mind maps. It also helps dyslexic students to see the whole picture in a meaningful way.
- Practise spelling on a regular basis, especially that English is not a phonetic language and “there are too many exceptions to the rule”. Try to find enjoyable games and tasks to practise spelling.
- Vary the techniques and teaching aids used in the classroom.
- Provide dyslexic students with enough time for each task. They may need more time than the rest of the class.
- Set such goals and objectives that are achievable for dyslexic learners.
- Remember to motivate, praise and support dyslexic students emphasizing their strengths.
- Picture the words and use mnemonics. It may take some more time but will help students create their own rules and associations:
<https://www.learningassistance.com/2006/january/mnemonics.html>
- Use puzzles and word games using different apps and online sources:
<https://www.dyslexiahelp.umich.edu/tools/fun-games-for-dyslexics>
<https://www.dyslexiaparents.blogspot.com/2009/04/online-memory-games>
<https://www.thedyslexiahelp.co.uk/educational-games.html>
<http://www.beatingdyslexia.com/spelling-games.html>
<https://homeschoolingwithdyslexia.com/100-resources-teaching-kids-dyslexia/>
<http://mashable.com/2014/07/28/apps-for-dyslexia/#ZWG7fBhBOGqZ>
<https://pl.pinterest.com/explore/dyslexia-activities/>
<http://dyslexiahelp.umich.edu/tools/apps>
- We should search for various ways of helping dyslexic students with recognizing and distinguishing different sounds and letters. As they have problems with matching the sounds of English to the written word, it is worth trying to show them the patterns of words. Use different colours and break the words into chunks (boat / coat / moat).

Skills:	Potential problems:	What can help?
Writing	<ul style="list-style-type: none"> ● Problems with: <ul style="list-style-type: none"> - writing the words or sentences they hear - taking notes - differentiating words which sound similar - correcting mistakes - perceiving the correct sequence and remembering it 	<ul style="list-style-type: none"> ● Parallel writing ● Word snakes ● Anagrams ● Using activities in which students are to: finish the sentence, complete the gaps with the missing information, put the words in the correct order, sign the picture, create

	<ul style="list-style-type: none"> • Reversing letters, whole words or numbers • Poor punctuation and handwriting. 	<p>stories and descriptions, write on their peers' backs.</p>
Reading	<ul style="list-style-type: none"> • Slow reading • Eye fatigue • Reluctance to read aloud • Overlooking letters and words • Losing orientation on a line or page, missing lines • Problems with summarizing the text. 	<ul style="list-style-type: none"> • Following the text with a finger or bookmark while reading • Reading after the teacher • Parallel reading (a dyslexic student with a supportive classmate in a pair) • Dividing the text into smaller parts, stopping from time to time to answer the question: "What have I just read?" • Highlighting the key words and information • Predicting the missing words in the text • Predicting the following events • Creating the map of the text.
Listening	<ul style="list-style-type: none"> • Poor concentration while hearing the recording • Problems with remembering what they have just heard • Problems with understanding the recording. 	<ul style="list-style-type: none"> • Preparing the students for the listening task (create some kind of context, write down some useful key words on the board) • Allowing dyslexic students to listen to the recording a few times if necessary • Stopping the recording from time to time and asking some questions concerning the part they have just heard • Writing a few key words on the board and asking students to predict the story • Using tasks in which students have to match the recording with the picture, put pictures in the correct order, draw a picture based on the recording, choose the elements they have just heard about, answer some true and false questions.

When teaching grammar to dyslexic students, we should make them discover the rules or even create 'their own systems' and associations. Whenever possible, we ought to use anagrams, charts and tables, symbols, arrows, and various dyslexia friendly fonts. It may also be useful to show certain similarities and differences between their own mother tongue and the foreign language.

How to assess dyslexic students?

- The teacher should take into account both the knowledge / skills and the effort the student has put into completing the task.
- Sometimes it is advisable to let the students do the task verbally instead of forcing them to write it down. We can also limit the amount of information, for example the number of words to be remembered. However, creating a friendly environment is of paramount importance here.
- When correcting our students' mistakes, we should show them how to use certain words or structures correctly.
- We should always remember to emphasize their strengths as often as possible and try to remain positive and optimistic 😊

Being a Teacher (Gamze Timur, Turkey)

Keywords: teacher, attitude, opinion.

Sometimes I ask myself: “Why am I here, in this classroom? Is it because of long summer vacations? The Money? The days off?” Actually, no. I feel that reasons for becoming a teacher are deeper than that. Being a teacher is not just about teaching a student how to calculate or write or draw. It’s not about story telling or history tests. And it is not about summers off ...

In my opinion, we - as teachers- are more than just an educator; we are a mentor, a conductor, a leader, a model, a friend and more... I am a teacher and the most common reason for this is to make a difference in the lives of as many students as I can. I bet, being a teacher lets you impart life lessons that they will never forget or it puts you in a position to effect students’ decisions, behaviours, strengths, weaknesses and imaginations. Shortly, as teachers, in a way, we take part in shaping the next generation.

Moreover, I know that I can’t improve the quality of education for every student in the world but I can do it for my students. I’m sure that helping just one student is worth it and this means over a long career, I have the chance to help thousands of students.

Of course, the reasons are personal and countless. For instance, one can add:

- No day is ever the same and will never be the same.
- We build positive relationships between students, colleagues and parents.
- We can learn new skills, new things.
- Working with kids all day keeps us young and make our tastes updated.
- Our words become a kind of wisdom to our students’ hearts.
- The thanks, also, mean a lot. Appraisals and gratitude from the students are great and all these pay off what we do.

To sum up, being a teacher is more than we think. It’s not simply a job with nice holidays. On the contrary, it is an invaluable contribution to life of generations.

Content and Language Integrated Learning for young learners (Inga Kaczmarczyk, Poland)

Keywords: CLIL, young learners.

Content and Language Integrated Learning is an educational approach which is connected with teaching subjects such as history or geography to students through a foreign language. This can be done either by the English teacher using cross-curricular content or the subject teacher using the target language as the language of instruction. Both ways result in the simultaneous learning of content and language.

CLIL programme is flexible, it can be used with methods, approaches and favourite strategies which teachers have had so far in their repertoire. It can sometimes mean only few modifications applied in the classroom, with the focus only on three essential aims which are: content, language and learning skills. Its popularity is connected with the possibility to integrate learners' knowledge and language and reach higher levels of proficiency in shorter time than benefit in traditional approaches. Besides, all spheres of lives have become interconnected. Globalization, social and economic demands have resulted in introducing innovations in the ways of living and working. This has also an impact on education and learning languages.

The advantages for learners taught through CLIL are the following:

- Having more contact with the target language with a simultaneous focus on content studies through different perspectives,
- Improving language competence and developing multilingual interests and attitudes,
- Cognitive development,
- Authenticity – better results, naturalistic learning environment,
- Broadening horizon and opening to new concepts which allow learners to take part in more sophisticated levels of learning,
- Opening to a wider cultural contexts, developing intercultural communication skills,
- Increasing motivation – as language is used to fulfil real purposes, learners' motivation and confidence in both subject and language is increased. A positive 'can do' attitude towards learning is developed,
- Preparing learners for further studies and work.

Benefits of using CLIL on the primary level

CLIL follows the belief that the earlier language learning starts, the better results it brings. It is due to the longer period of time of exposure to the target language and the easiness in imitating new sounds. Children also have a greater opportunity to hear and use the new language in a variety of contexts which enrich them with more experiences and enable them

to experiment with the new vocabulary and structures. CLIL supports the view that introducing additional language should be as naturalistic as possible. Learners on the primary level learn the second language with the best effects when they follow the way they acquire their mother tongue. They learn their first language effortlessly, through spontaneous interactions with others and through games and fun. Thus, when context of the lesson is built around non-linguistic topics it brings better effects as it reflects the natural way children acquire knowledge of the world. Moreover, all children learn best when they are engaged in the process of learning through their senses. CLIL offers active learning and absorbing the knowledge through senses.

As children are very self-oriented the vocabulary that is taught on the lower-primary level relate directly to them and their surroundings. Authenticity and making the regular connections between learning and learners' lives is a core feature in CLIL. Thus, the vocabulary concerning their families, pets, bodies or hobbies appear on that level.

There are numbers of materials ready to use during CLIL lessons:

<http://www.onestopenglish.com/clil/young-learners/>

<https://grahamworkmanprimary.wikispaces.com/Primary+CLIL+websites>

https://en.islcollective.com/resources/search_result?Tags=clil&searchworksheet=GO&type=Printables

http://www.eslprintables.com/teaching_resources/clil/

Language should be introduced in a way which is as naturalistic as possible. Depending on the time available or the type of CLIL programme, children can participate in one-week long projects, language showers, they can learn through drama, songs, plays, games, reading or listening which force them to discover the meaning. In CLIL highlighting key vocabulary is important. When children understand the key items, they are able to grasp the whole concept. In CLIL learning often takes place through a variety of texts. When students are provided with a task to transfer the new language or information from one context to another, it is a way to check if they have grasped the target points.

CLIL is an excellent way for motivating children to learn, addressed to different styles of learning and showing that English can be used to learn other subjects. Through CLIL children can boost their own motivation and hunger towards learning which results in better effects in their future learning.

Conversation Club (Gamze Timur, Turkey)

Keywords: TEFL, English, conversation, club.

In our school there is a conversation club. From each class especially the volunteer students are chosen at the beginning of the year. Every week they meet at a specific time. There are some native speakers in our school. The students improve their language skills through conversation meetings with them. Having a conversation isn't the only activity in this club. They watch movies in target language, they do art works. By the help of these they improve their English. Students in this club make posters for the school corridors. They create and they enjoy a lot.

Challenge (Leonor Ribeiro, Portugal)

Keywords: teaching, behaviour.

Teachers bring energy and enthusiasm to their classrooms, but also a specific set of needs. Many teachers say their programs did little to prepare them for the realities of classrooms.

The biggest challenge for teachers is classroom management. Teachers are particularly unprepared for dealing with behavior problems in their classrooms.

I have been teaching English for 36 years. It is a rewarding but a big challenge nowadays. As teachers, we are not prepared for certain conflicts. Teachers commonly raise is a lack of guidance and resources for lesson and unit planning. Schools or districts provided them with few or no instructional resources, such as lesson plans. When classroom materials were provided, they were seldom useful.

A teacher in the 21st century needs new tools, new ways of teaching old subjects in a new and more attractive way and it is very difficult to get teens attention to everything they don't like or are not interested in. So a teacher in this century must be a witch to guess what students like or dislike and get their attention. A teacher is someone who teaches, a friend who listens to them and even someone who is always there to help and care.

Elements of coaching as a powerful tool in increasing students' motivation in learning foreign languages (Małgorzata Mączyńska, Poland)

Keywords: coaching, motivation, TEFL.

Nowadays, in order to motivate our students it is good to use some coaching tools and techniques. It is really important when we teach different age groups and it is the teacher's role to help his/her students during the process. How to do that? First of all, it is good to ask the students why they need a foreign language and ask them to visualize how their life will change for better if they know and speak the foreign language fluently. Let your students imagine it with as many details as possible. Visualization is a great tool, especially in the moments of crisis for our students. Usually the motivation is huge when people start the learning process. The more they learn, the better they are at using the language. But after some time they aren't as motivated as they were at the beginning and it is good to ask them to go back to the picture in their minds and remind the reasons for practicing skills, learning vocabulary and grammar.

Another element taken from coaching is setting the goals. Many people want to learn how to use the language but they expect the results immediately, and if after several lessons they don't get what they wanted, they feel disappointed. As teachers we all know that it doesn't work like this and learning another language takes time. It's good to ask your students when exactly they want to speak the language, so setting the time is very important. You can ask your students to write it down according to the following pattern: I..... (name and surname) speak/know..... (the language) very well..... (precise date). Ask your students to put that note in a visible place in their house. It will keep them motivated.

Empty Calories in Students Meals (Anita Matic, Croatia)

Keywords: healthy eating, food, project.

In Croatian educational practice it is custom that students buy their school lunch or take it from their homes. During several past years, it is fashionable to buy your meal in a bakery. The parents are busy and hard working, so the easiest way for them is to give their child some money for the school meal. Of course, if adults give a child a power of decision what to eat, they will pick greasy and sweet meals. In my classroom it's common to see the students eating candy bars, donuts, chips and drink soda and ice tea.

Even though in our school curriculum we teach them how to eat healthy, it wasn't really in school practice to treat it this way. So I wanted to show my 3rd graders how much sugar their meals contain.

During our STEM lesson we all agreed on which food we will put on test for sugar. Students wanted to know how much sugar there is in: soda, chocolate, cereals and ice tea.

And our practical work began. I divided students into groups. Each group was given materials for their work: a kitchen scale, 1kg of sugar, transparent plastic bag and one product which we wanted to test.

Their task was to find the nutrition table on the product and read how much sugar there is in 100 g of a specific product. Then they needed to put that amount of sugar in a plastic bag and present it to the rest of the class. After that they needed to read the weight of their product and calculate how much sugar is there in the whole product. They put that amount of sugar in the plastic bag and hang it on the school board.

After students practical work, we wanted to discuss the results of the research. Classroom discussion had a big impact on the students opinion regarding this products. But even then, they did not fully realize how bad an impact does consuming these product have on their health.

So I wanted them to go back on their group work and calculate how many calories their products contain per 100 g. I gave each group a table with the calorie data spent in various sports. They had to calculate how much time do they need to practice that sport in order to spend the calories from their product. Now they were really worried. Our conclusion was really productive: eat as little of these products every day, even eject them from the daily nutrition. After this conclusion made by students, on my next parent-teacher meeting, I presented this conclusions and research results to the parents.

I asked the parents to give more attention to healthier nutrition in students' meals, as one of the main objectives of school curriculum. Most of the parents agreed to support healthier nutrition in our classroom, and during the next school period students' meals became healthier, without empty calories.

Harry Potter Book and Film Night (Marcin Wachnicki, Poland)

Keywords: Harry Potter, staying at school overnight.

The event starts at 6 p.m. and finishes at 8 a.m. on the next day. About 70 students spend the whole night at the school building, which for this night turns into Harry Potter's School of Witchcraft and Wizardry (Hogwarts). However, before the night starts, both the students and teachers have to prepare their costumes, decorations and all the necessary props.



Before the event:

Two weeks before the event, each participant gets a special invitation to visit Hogwarts in the costume of their favourite book character.

A week before the night, both teachers and students prepare their costumes and all the necessary decorations.

The teachers prepare 3 lesson scenarios: **Lesson 1** - Arithmancy – Magic of Numbers, **Lesson 2** – Spells and Charms and **Lesson 3** – Potions.



The teachers prepare: the soundtrack from the Harry Potter movies, The House Cup (a yearly award at Hogwarts), a set of 30 questions for the quiz about the Harry Potter series and one of the Harry Potter movies.

A day before the event, the participants decorate a small gym, three classrooms and the school entrance. In the gym, there should be three or four long tables which represent The Houses of Hogwarts, black cats and bats used as the main decorative motifs and dim lighting and candles, which all create the unique atmosphere.



The Event Agenda:

18:00 – Students wearing their costumes gather at the school building and as a group go the school gym.

18:10 – To divide the students into groups, each participant puts on a special hat and draws the name of the house in which he / she will spend the night. They sit down at one of the tables.

18:45 – The Great Magical Contest – students take part in a quiz checking their knowledge of the Harry Potter series, their points are written down on the scoreboard.

20:00 – Supper (students bring the food they like).

20:30 – The Art Competition: “My favourite character”.

21:30 – Students are divided into three groups. They go to the first classroom, where they take part in the first lesson. After 30 minutes, they change the classroom. All the students have a chance to attend three lessons. In the first classroom, students play games developing their mathematical and logical skills (**Lesson 1**), in the second classroom, they work on spells, charms and predictions (**Lesson 2**), and in the last classroom, they brew potions according to the ones described in the books (**Lesson3**).

23:00 – A snack break (during the break, the tables and chairs are being removed from the gym).

23:30 – The Yule Ball – all the students have a chance to take part in The Waltz Contest (Potter’s Waltz from “The Goblet of Fire”). At the end of the ball, all the points are totted up and the best group is awarded with The House Cup.

2:00 – All the students resting in their sleeping bags watch one of the Harry Potter films.

7:00 – Students wake up and tidy up the gym after the event.

8:00 – Leaving the school building.

Healthy cooking (Ondřej Sitka, Czech Republic)

Keywords: cooking, healthy eating.

I organize vegan cooking for pupils three or four times per school year. We prepare and eat a lot of healthy food without animal products. Children prepare vegetables, fruit, nuts and seeds. They create own recipes and arrange menus too. They learn basic cooking techniques and cleaning after cooking.

We always enjoy the food and in addition, the pupils always benefit from teamwork.

Besides, we watch documentaries and play games after the cooking.

We stay at our school overnight – we sleep in the school gym. The event is finished with sweet breakfast.



Importance of social media (Gamze Timur, Turkey)

Keywords: TEFL, English, social media, Facebook.

As a teacher we are always looking for new and inspirational ways to teach English. I want to mention one of them. Maybe it can be useful for you. As you know all students are interested in social media. They use it every day. It is a global phenomena. So we should bring it to our lives. I've created some groups on Facebook. Every week I write a different topic and during the week all my students write their comments about these topics. By doing this they start to think and use the target language. It helps to communicate. It helps to share.

Individualizing students' work in L2 context (Monika Podsiadło, Poland)

Keywords: TEFL, individualization.

Having been a teacher of English for 18 years now, I observe a common problem of Polish "mass education", in which on a regular basis both poor and gifted learners are often neglected. As lessons are frequently focused on the average learner, the ones who would be able to gain more, when treated as unique human beings, are not given this opportunity. Moreover, since I strongly support the idea of developing intrinsic motivation, as well as making students more responsible for their own process of learning, I am interested in the concept of individualization. What is more, I got involved in my first international project a few years ago. In this paper, I would like to share my findings with the teachers who may consider it interesting or useful in their everyday work.

It is widely approved that second or foreign language learners differ from one another in numerous ways. Not only do they bring to classrooms various personal and social experiences, talents, drives and needs, but also their different cognitive abilities, motivation and language strategies create diverse language outcomes.

The table below illustrates three contrastive sets of individual traits which have an impact on language learning achievement.

Altman (1980)	Skehan (1989)	Larsen-Freeman and Long (1991)
<ol style="list-style-type: none"> 1. Age 2. Sex 3. Previous experience with language learning 4. Proficiency in the native language 5. Personality factors 6. Language aptitude 7. Attitudes and motivation 8. General intelligence (IQ) 9. Sense modality preference 10. Sociological preference (learning with peers vs. with the teacher) 11. Cognitive styles 12. Learning strategies 	<ol style="list-style-type: none"> 1. Language aptitude 2. Motivation 3. Language learning Strategies 4. Cognitive and effective factors: <ul style="list-style-type: none"> • extroversion /introversion • risk-taking • intelligence • field independence • anxiety 	<ol style="list-style-type: none"> 1. Age 2. Socio-psychological factors <ul style="list-style-type: none"> • motivation and attitude 3. Personality: <ul style="list-style-type: none"> • self-esteem • extroversion • anxiety • risk-taking • sensitivity to rejection • empathy • inhibition • tolerance of ambiguity 4. Cognitive style <ul style="list-style-type: none"> • field-independence/dependence • category width • reflexivity / impulsivity • aural / visual • analytic / gestalt 5. Hemisphere specialization 6. Learning strategies

		7. Other factors (memory, sex)
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Since the 1970's, which appeared to be the decade of individualization, various specialists have emphasized the importance of fostering individuality both at the primary and secondary level of education. A few years later, Altman (1980) advised that the roles of the teacher and learner in the process of individualization, as well as the content and system of evaluation demanded further consideration. Accepting his assumptions, Sarwar (1991) suggested **four Rs** of individualization. They are:

- **reeducation**, which involves the reconstruction of the teacher and learner's roles, making the former a facilitator who accepts the active role of the latter in his own process of learning;
- **responsibility** for learning, which should be transferred to learners allowing the teacher to take care of organizing the tasks and providing the optimal number of materials;
- **relevance** of the materials in accordance with students' interests, needs, and capabilities;
- **rapport** between the teacher and the students building up the atmosphere conducive to effective learning.

Additionally, Ur (1996) defines the notion of individualization as "(...) a situation where learners are given a measure of freedom to choose how and what they learn at any particular time (...)", with the teacher adapting or deciding on the tasks and materials suiting the learner. Individualization, as the author further explains, is in opposition with 'lockstep learning', in which all the students are to complete the same tasks in the same way and within the same time limit. Thus, in this much more moderate approach to the concept in question, individualization takes place when the teacher makes effort to foster learners' autonomy or takes learners' differences into account. Hess (2001) also claims that thanks to individualization, the teacher is capable of "(...) finding the person in the crowd". It also gives the feeling of meeting students' interests and abilities, since the tasks are of relevant context, level of difficulty, and allow to take ample time to complete them according to learners' own unique learning characteristics. As the examples of individualized tasks, Hess (2001) recommends using **portfolio projects, poster reports, self-access centers, individual writing tasks, personalized dictionaries or student-created web pages**.

The authors further emphasize that because teaching is a human act, it is what happens to each child that is of paramount importance. So, when we try to dehumanize teaching, we lose its genuine spirit. However, it should be noted that individualization does not isolate learners, as classroom interaction still remains the vital part of a language lesson.

Individualization is the concept which can take various forms of students' work both in the foreign language classroom and as a homework assignment. When the teacher has managed to gain the essential information concerning the learners' needs, interests and capabilities, he or she can decide on the most effective methods of individualizing the process of learning.

Cooperative language learning

Cooperative language learning is a beneficial situation in which heterogeneous group members are engaged in tasks in which they can both contribute to and learn from the others (Arnold and Brown 1999). A cooperative task involves a real information gap, which makes all the students active participants responsible for the final result of the task. What is more, since cooperative learning reduces the negative (debilitating) type of anxiety, it has a positive effect on the second or foreign language achievement. Not only does it increase motivation towards learning and reaching common goals, but it also develops self-esteem, as everyone in the group is rewarded for the successful completion of the task. As a result, it was also observed that cooperative learning contributes to more positive social behaviours.

The most common classroom activities which belong to the domain of cooperative learning are: peer tutoring, jigsaw activities or group projects. Furthermore, the cooperative techniques involve: games, role-plays, dramas, interviews, information-gap tasks, or opinion exchange. In fact, although some of the abovementioned activities may seem familiar, the main differences between cooperative learning and traditional group working should be emphasized:

Cooperative Learning	Group Learning
<ul style="list-style-type: none"> • positive interdependence • the goals are structured • all the members are responsible for the task • heterogeneous ability grouping • students share the leading roles • the aim is to maximize everyone's learning • process-oriented • collaborative skills are taught • teacher observation of students' interactions • procedures and time are structured 	<ul style="list-style-type: none"> • no positive interdependence • the goals are not structured • not all the members are responsible for the task • homogeneous ability grouping • few students are put in charge • students focus on accomplishing a task • product-oriented • collaborative skills are not taught • little teacher observation • rarely procedures and time are structured

Finally, as far as the teachers' roles are concerned, various researchers claim that thanks to cooperative learning, the educators can now take care of learning instead of teaching. Firstly, they take decisions about proper group division and appropriate tasks assignment, and when these are being performed, the teachers can monitor and interfere when their assistance is needed. They also evaluate students' learning, as well as the effectiveness of each group's work.

Multilevel teaching

In recent years, the majority of specialists have recognized the fact that a typical foreign language class comprises students of various language proficiency levels. Ur (1996), for

instance, claims that a 'homogeneous' group does not exist, as all learners are different in terms of their goals, motivation, language abilities, learning styles or strategy preferences. In fact, they form a 'heterogeneous' class, whose diversity can become a problem for some teachers.

Similarly, Nunan and Lamb (1996) define a 'mixed-ability' class, which consists of learners from at least three different categories: very able, able, less able and unable to reach the required linguistic level. Furthermore, Rinvolutri (1986) states that all classes are mixed-ability ones, as we do not teach a group, but, for example, twenty separate people. For that reason, the author insists on not teaching 'unitary' lessons, which ignore the students' differences and, as a result, discourage both weaker and stronger individuals.

However, in order to avoid such problems, educators working with heterogeneous or mixed-ability classes may incorporate a number of tasks and techniques beneficial for their learners. Apart from cooperative learning, multilevel teaching ought to be introduced into the classrooms on a regular basis. Prodromou (1992) and Szatek (2004) emphasize that this approach allows particular students to work on their unique levels of language abilities. The classic example of multilevel teaching may be a task in which learners can work at two or three different levels of language proficiency. In fact, they decide on a particular level, according to their confidence and view of their own abilities. Also 'open-ended tasks', which involve prediction, re-ordering, use of charts, labeling diagrams, describing or drawing, permit a learner to follow his or her own learning styles and language proficiency. On the other hand, so called 'closed tasks', which may focus on answering true or false questions, "(...) exclude the weak learner from full participation in the activity, and set up hierarchy of good and bad learners, failures and successes" (Prodromou 1992). As the same author further explains, performing a 'closed question' can be either good or bad, as there is usually little room for 'negotiation of meaning'. Having failed, students are placed in a 'psychological corner', where "(...) anxiety is intensified and the fear of failure may lead to verbal paralysis" (Prodromou 1992).

What we should try to achieve, is a classroom, in which tasks and activities will permit the students to be at least 'partly right', and instead of becoming ignorant, they would develop some conscious strategies for further learning. In fact, there are ways of making traditional 'closed' teaching more flexible and adjusted to the needs of individual learners. They can be offered a dictionary, more time for completing a task or more detailed instruction of an activity.

Individual tasks

The concept of individualization can also take the form of an individual task addressed to one particular learner. On the one hand, it is similar to a task completed in pairs or groups, as it can be adjusted to the needs, interests and language abilities of the students. But on the other hand, we take only one individual learner's unique characteristics into account. As a result, what we achieve is a kind of 'complete individualization'.

Although it seems to impose a 'burden' on a teacher connected with additional duties, which involve establishing accurate diagnosis of a learner's needs, interests and capabilities, as well as with preparing a certain number of individual tasks, it may prove highly beneficial for both learners and teachers. Not only does it allow a student to become a better language learner, but it also has a great impact on arousing and sustaining a student's intrinsic motivation. What is more, Szalek (1994) claims that thanks to individual tasks incorporated into the process of teaching, educators gain authority among their learners.

Differentiating homework assignments

Although much learning occurs at school, a great deal of it can also take place outside that environment. Homework can be a powerful tool contributing to foreign language achievement. Furthermore, if properly used, it may be the most effective way of solving certain educational problems. However, to make it a positive and powerful force in education, teachers, parents, and students must cooperate to achieve this goal. Educators assign homework, parents provide the environment in which it is performed, and finally, students, each with a unique profile of motivation and preference for learning, complete it.

Furthermore, Szalek (2004) claims that to make homework successful, it cannot be performed under compulsion. He also emphasizes that it should be creative and individualized as far as the form, content and level of difficulty are concerned.

Self-access facilities

The concept of learner independence is connected with the conviction that only students can do the learning. One of the methods of providing students with a degree of choice is the self-access study centre. This kind of educational facilities offer students various resources ranging from photocopied exercises with answer keys to appropriate computer software.

The supporters of self-access learning claim that it is a practical solution to such teaching problems as mixed-ability classes or students with different needs, backgrounds or psychological and personality differences. What is more, they suggest implementing this approach into the classroom, which may lead to the change of the traditionally dominant role of the teacher and the passive role of the student.

In order to turn a lesson into a **mini self-access centre**, once a month, for example, a teacher may introduce a kind of activity corners, with a couple of CDs, DVDs, a computer and headphones in one of them, a small class library, a set of language games or a collection of grammar books in the others. Another possibility is to organize a **self-access box**, which could be used by the students who perform the 'compulsory tasks' much quicker than the rest of the class. Also Brown (1994) suggests using self-access learning both for remedial purposes and for learners with very specific interests.

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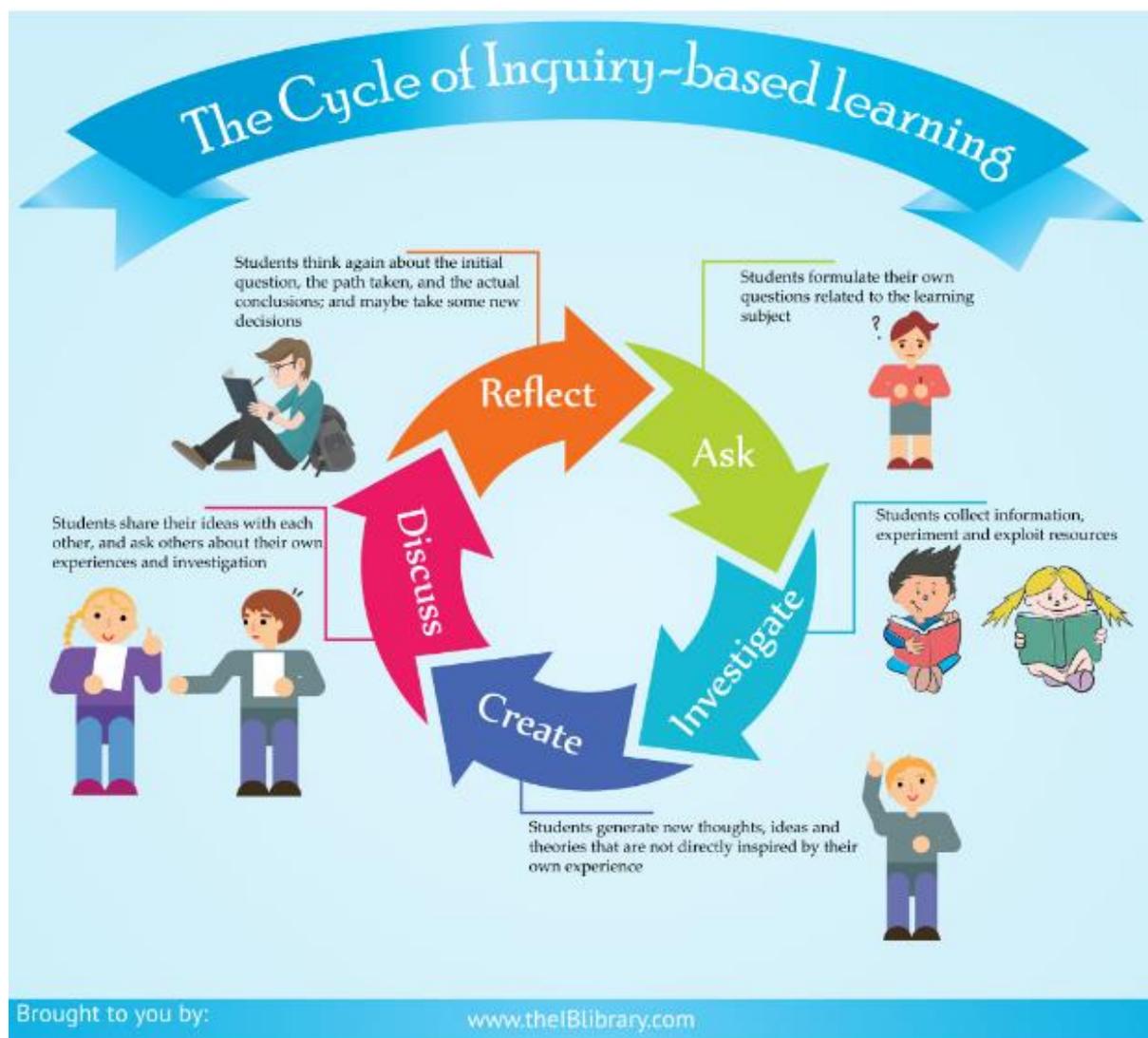
Inquiry Based Learning (Helena Capela, Portugal)

Keywords: learning, IBL, investigation.

"Tell me and I forget, show me and I remember, involve me and I understand."

This last part of this old statement help us to understand what Inquiry-Based learning is. The involvement in the process of learning is crucial for the construction of new knowledge and that's what inquiry means. That involvement needs skills and an inquisitive attitude towards searching answers.

Inquiry is a natural process of gathering information and data through our senses and that's what humans do since birth. However, when children enter in the traditional educational system they are asked to memorize and not ask many questions. „Effective inquiry is more than just asking questions. A complex process is involved when individuals attempt to convert information and data into useful knowledge. Useful application of inquiry learning involves several factors: a context for questions, a framework for questions, a focus for questions, and



different levels of questions. Well-designed inquiry learning produces knowledge formation that can be widely applied.” (Concept to classroom)

In rough lines Inquiry is what scientists do, they need answers to a question, they gather data, they formulate a hypothesis, they give an answer, and they verify if it fits the hypothesis and, if not, they begin all over again. However Inquiry can be applied not only to sciences but to all disciplines.

The difference between traditional learning and Inquiry-Based Learning is that the first relies on the content and on learning about things and, is teacher centered and, the second is more focused on using and learning content as a means to develop information-processing and problem-solving skills. The system is more student centered, with the teacher as a facilitator of learning. Is WHAT opposed to HOW.

The importance of IBL is that students learn how to continue learning throughout their life and develop creative thinking.

This is just an introduction to IBL. It's not just begin to formulate questions and let students investigate, there must be a conceptual framework to support any IBL activity.

If society wants the young ones to have real knowledge, be creative and independent learners the curricula must change and also the teaching methods.

Let the music inspire you (Gamze Timur, Turkey)

Keywords: TEFL, English, music, rap.

In our school there is a native speaker called Miriam. She is very active and funny. She gets on well with the students. She uses music in her lessons. She uses rap songs to teach students collocations and new vocabulary. She raps new structures with lyrics. During her lessons the students enjoy a lot. As a homework she wants the children to film a video of the song. It's funny to watch them. By doing this the students learn the target language without noticing it. Also it helps to improve their creativity.

Let's read (Gamze Timur, Turkey)

Keywords: reading, importance of reading, book reports.

Reading a book was my favourite free time activity when I was younger. But because of the developing technology I became more interested in mobile phones, i-pads... and so on. This is bad because our students were born between these technological devices. They don't read enough. They don't think enough. In order to prevent this I'm giving book reports to fill every month. Every student of mine should read a book and write a summary of it. And fill the report of course. Every student has different views of the book. It's nice to evaluate the books according to their views.

Love in Education (Gamze Timur, Turkey)

Keywords: education, love.

As you know, for decades there have been lots of theories, strategies, techniques, ideas related to any kind of education. Some of us apply these to our classrooms some ignore them or use a cocktail of them. For me Love is the key and starting point for everything in education. So what is love? It's the feeling that sticks to you the hearts of your students. And I believe it's the fine line between those who like teaching and who love teaching. Teaching means loving your students but more than that teaching is pouring your heart and soul into your students because they are partners, your friends, your kids, your dreams, your success, your future. In short they are your life. Love your students because love motivates love is a kind of value we want our students to bring into the world, love is a kind of investment for future. In real meaning to love your students you should

- see them as a human to be invested in
- see them as a real individual
- understand and listen to them
- make them feel like their life mattered
- believe in them
- push them to keep going when they feel down

Don't forget without love, students will have no progress no eagerness for success. Believe it or not, when you have the real love for your students all techniques, methods, discussions, plans will work in your classes. A career as a teacher is much much more than these. But I'm sure about one thing. Love is the starting and the most essential point.

Making videos at school (Michal Příbyl, Czech Republic)

Keywords: video, filmmaking, school TV.

Back in 2010, when I was a university student teaching only an afternoon club called Sports Games at primary school, my students and I were asked to create a sports video for an international project. When I could see students enjoying the process of making the video and realized the true potential of producing videos at school, an idea to set up School TV Club crossed my mind. Although we only had an old camcorder, a notebook, a tripod and basically no experience, we decided to give it a try.

It comes as no surprise that our first videos covering events at our school were not perfect. However, from the very beginning, it was obvious that students enjoyed the process of video production and developed a wide range of skills. Therefore, in 2011, we set up a project called School TV as a way of how to develop key competences which was funded by Operational Programme Education for competitiveness, co-financed by ESF and state budget of the Czech Republic. Thanks to the project, we could buy new equipment, collaborate with professionals, involve a large number of students and first of all, devote a lot of time to integrating making videos into curriculum. Since 2010, hundreds of various videos were produced by our students and teachers.



Why should we integrate making videos into education

Making videos at school usually requires teamwork, speaking skills, planning, creativity, using ICT, taking responsibility for different tasks, searching for information and processing it, problem solving, learning new skills, presenting results, evaluation and feedback. And these are the skills our students need to succeed in the 21st century.



Besides, according to a survey of 1,000 kids and teens aged 6 to 17 conducted by First Choice in 2017 (Daily Mail, 2017), more than 75 per cent of youngsters say they would consider career in online videos. As for the top 10 careers children would like to do when they grow up, number 1 is YouTuber (34 per cent), number 2 Blogger/Vlogger (18 per cent), number 5 Film maker (14 per cent), number 7 TV Presenter (12 per cent). The study also shows that they would rather learn media studies and how to use video editing software than traditional subjects. Whether we like these facts or not, no doubt, motivation at school is the key factor. It has been clear that a vast majority of students enjoy making videos at school, which positively affects their attitude towards learning. As well as this, owing to the fact that

nowadays our students have smartphones, some even own camera drones, GoPro, reflex cameras and camcorders, it has never been easier to start making videos at school. Below you can see several ways of how to integrate making videos.

School TV Club

Students produce their own reportages about their school and town, they can create their own talk shows, documentaries etc. Students learn a lot of new skills and experience how the media works.

Besides, we live in an age when basic equipment is needed to create reportages of quite a high technical quality. Therefore, our reportages can be broadcast on TV. For instance, our School TV collaborates with Czech TV and reportages about our school and town are broadcast on a national channel for children. It goes without saying that it is a perfect promotion for the school and town as well.



Making videos in lessons

Making videos can be effectively integrated into any subjects. It is up to us, teachers, to choose appropriate topics and tasks, motivate and guide students and provide feedback. It can be part of common lessons, project work, workshops or assigned as homework.

Here you can see several examples.

International projects

Videos are a perfect way of how to connect students from different countries. We have worked on a wide range of international projects (see more in the Chapter Projects) and making videos was an inseparable part of all of them. Here you can see a few examples.

Crossing Borders via Videos was an eTwinning project lasting from 2011 to 2013. Schools from eleven European countries created short videos in English about given topics (Our homeland, Our hometown, A day at our school). Participating schools organised film festivals where these films were shown. Students created interesting videos, watched videos made by their peers, learned more about Europe and in addition, they provided feedback and voted for the best videos as well. The project won the 2nd National eTwinning Award in the Czech Republic.





<https://sites.google.com/site/crossingbordersviavideos> – project website

Interactive European Pathway was another eTwinning project organised by our school in 2016. Schools from 31 European countries created a video about their homeland and completed a poster template introducing their country. All these posters and videos were shared on-line and each poster was connected with the matching video via QR codes and Augmented Reality app Aurasma. Participating schools created Interactive European Pathways in schools and other places. When visitors scan a QR code or a poster with their smartphone or tablet, the matching video is played on the screen. This way, students and general public can learn interesting facts about Europe in an unusual way.



<https://www.youtube.com/channel/UCPCvSibPr4ldiG35-UYPNag> – YouTube channel with the videos

1 Smile Makes 2 Smiles is an eTwinning project described in the last chapter of this handbook. One of the activities was creating a one-take music video for the song Happy by Pharrell Williams. All our students, most teachers and even cooks took part in this special event. We created a plan, gave each class instructions, placed speakers around the school, created a camera dolly and used a microphone to give instructions. With the dolly, we moved around the school and recorded groups of people dancing and having fun. The video was ended in the assembly hall where all the participants gathered and formed a smile. The atmosphere was amazing and everyone enjoyed watching the final video



over and over again. This was a great team building activity which can be highly recommended to all schools.



<https://youtu.be/KIOV3Nr5ns8> - Happy video made by our school

Making videos in different subjects



Making videos can be integrated into each school subject. For instance, students can create their own adverts, reportages, documentaries, animations, film trailers, book reviews, vlogs about daily life in a foreign language, scenes, tutorials, videos about different issues (e. g. a video about smoking, bullying, recycling etc.), they can interview or introduce someone, document different science experiments or wildlife, record music videos, videos about sport (e. g. tutorials, analysing technique), they can create props for their films in Arts lessons etc.



Teachers creating their own videos

A vast majority of teachers create their own digital materials. We create loads of worksheets, presentations or on-line tests. Making own videos can be of a great help, too. When sharing our videos on-line, students can watch them whenever they have time and an unlimited number of times. They can study at home, which is especially helpful in flipped classrooms.

Other forms of using camcorders and other devices at school

Digital camcorders and other devices can be used in several other ways, too. For example, we can record our lessons and analyse our teaching or, since we live in an age when we can easily exchange ideas via videos with teachers from all over the world, share good practice with our foreign colleagues, we can record our students and analyse their speaking skills in foreign languages or, for instance, their technique in different sports disciplines.

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Forget being a nurse or doctor, three quarters of today's children would rather be YouTubers and vloggers. *Daily Mail* [online]. United Kingdom: Associated Newspapers, 2017 [cit. 2017-06-20]. Available on: <http://www.dailymail.co.uk/news/article-4532266/75-cent-children-want-YouTubers-vloggers.html>.

My techniques that I use during my teaching sessions (Gamze Timur, Turkey)

Keywords: TEFL, English, teaching, techniques.

I sometimes use comic strips. First I cut up the pictures and get the students re order the story. I also remove the last Picture of the cartoon and let them think of an ending. Some students can prefer to draw the last frame if they are artistic. If my students are at their lower level, I prefer them match the speech bubbles with the pictures and ask them to retell the story.

The other technique that I use for revising, practising or storytelling, I distribute each group a sheet and ask them to write WHO/WITH WHOM/WHAT/WHEN/WHERE/ etc. at the top and let them make columns. Each member writes the proper word under each heading and folds it and passes it to the next student. After everything is written, the spokesman opens and reads it to the whole class. The most creative sentence wins a point.

An item that most people have at home is a photograph. So I ask my students to bring their favourite photograph into the next lesson. Then all of them can find out more about each other's family, friends, hobbies and holidays. If they spent time in a different country and the new experiences they had, this would be a nice experience with the others. I encourage my students to ask questions such as "who", "where", "what" and "when" to practise their English speaking skills.

The most preferable technique that I use in my lessons is information gap activity. For example, while I was teaching past continuous and simple past tense, I showed them a ppt about a story, before showing them the other slide, they should answer a question about the next slide. They should guess the next part of the story. This activity makes them feel thrilled.

Outside the classroom project – being a tour guide in my own town (Ivana Dujčić, Croatia)

Keywords: project work, teaching English, tour guide.

Taking teaching outside the classroom whenever possible, is one of the best ways to boost the enthusiasm in your students. You can make it very simple, with not too much preparations and easy to follow assignments and rules, and you'll still get a great feedback and engagement, even from the ones who never seem to be interested in anything. 😊

I usually do this with my 6th graders (6th year of learning English), but it can be easily adapted to any other level.

It's always important to clearly explain the rules before the beginning, in order not to waste time on it in the proces of research, and to make it easier and more transparent for your students to understand their tasks.

What to prepare

While planning our walking tour, I marked the most interesting and important sights I wanted my students to see and do the research on, and made a simple map of our tour.

I searched the web and found some not so well known, but interesting facts and legends about the sights, and printed them out, together with the plan for our tour and all the "station" we were about to visit.

I divided the students into groups of 4-5, giving each group the handout with the map of the tour.

When coming to one of the stations, they had to google the information needed and find as much as they can about the sight, take photos and make videos, or even ask the passerbys to share some info with them. They were writing down all the answers, because they needed it for their final task - the presentation about our tour.

At the end, we all sat down, read aloud the interesting facts about our town, and discussed it.

For their next class they had to prepare a Powerpoint presentation or a poster about our tour. They could only use the materials they made during our research.

It's a good idea to put QR codes on posters, including videos and info that the students themselves collected.

All the students were graded for their work and effort.

Benefits

This is an excellent way to make your students active, teach them how to use the internet in a useful way, make them creative in finding interesting details and stories, use as much English as possible while communicating, and of course to get to know their hometown a bit better.

Physical exercises and challenges in lessons (Ondřej Sitka, Czech Republic)

Keywords: physical exercises, challenges, relaxing.

The time in classroom is sometimes very hard and uncomfortable for pupils. The kids need movement every moment. That's why I let my students do some challenges such as creeping under desks, some physical exercises such as squats and short walks around the school.

These challenges are voluntary! The pupils' minds are free and they work better.

Recycling Challenge (Anita Matić, Croatia)

Keywords: recycling, the environment, renovation, project.

As for many school around Europe, during the past several years our school has changed classroom furniture – chairs and desks. Our main problem then was what to do with the old one.

In Croatia we do not have eco friendly companies that collect and recycle old furniture, so we wanted to implement new Challenge into our school project – Recycling old school furniture and giving them a new purpose.

Furniture is more often reused than recycled, but our pile of old furniture was getting higher and higher. Our students were so enthusiastic when we suggested them this Challenge. They wanted to do something for their school as a legacy after they continue their schooling in secondary school.

First we staged the main steps of recycling. Students agreed on the topics for the chairs and their purpose. They wanted to make several learning centres in the lobby of our school. Learning centres are great solution for the students travellers when it happens that they have to wait for the bus. So we all agreed that this will be a great new purpose for the old-new furniture.

First the students sanded the furniture with some sandpaper. This was no hard work but it was a bit dusty. So we made sure that the students that have allergies did not participate in this step of our Challenge project.

After sanding, students had to wipe the dust really good off the furniture so it wouldn't stick on the primer. Primer is the main coat which we used to paint the wooden parts of furniture. It is the basic white colour. After the primer each student chose the topic for the chair they were about to paint.

They have decide on several topics...the four seasons, the 950th anniversary of Šibenik, the memo pads of the school curriculum...

This was the longest step of the Challenge. It took us several weeks because the students did it as part of our Erasmus+ meetings.

After they did the painting of their topics on the wooden parts of chairs, they applied the varnish for the wood which gave the chairs extra glow.

That was not the end of this Challenge. They needed to renovate the steel frame of the chairs.

Firstly they sanded the steel, and then painted it with metal colours. We all agreed on black, which gave the chairs a beautiful contrast. And that was it!

Students put the renovated chairs in the school lobby and every day we see many different students using them.

It made us all feel so overwhelming and motivated!

Role-playing: the best way to practise language (Ivana Dujčić, Croatia)

Keywords: role-playing, foreign languages.

Being a language teacher, I became aware very soon of how important it is not only to give students the right input, but even more to find the right way for them to practice it. It has to be fun, interesting, not too difficult but still CHALLENGEing, and make students use the language more than they would in a regular class.

In Croatia, next to English as the first foreign language, our students have the opportunity to take up second language as optional subject. Being a teacher of Italian, I'd like to share with you my experience of trying to make students use as much conversation as possible, in arranged situations. The same can of course be applied to any other foreign language class.

One of my favourite "workshops" which I do with 7th graders (13 year olds), is a restaurant reenactment. Not only is Italy our first association for good food, but half of the lessons within the course-book for 7th graders are connected to it, so making a restaurant workshop was the next logical step.

Preparation

1) In order to make it easier for students to prepare a good conversation, I always give them handouts with all the target vocabulary, as for example: groceries, dishes, greetings in restaurant, phrases for ordering food, deciding, complaining, payment options, special phrases for waiters and so on.

2) After we go through the handouts, I like to show them some youtube videos with real restaurant situations, in Italian, of course.

3) I then divide them into groups of 3-4 (one of them being a waiter, the others guests)

4) The homework for each group is to come up with the entire conversation for the reenactment, divided in roles, from entering the restaurant and asking for their reservations, to ordering meals, waiter checking upon guests, and finally to paying for the meal and saying goodbye.

To make a conversation students use the handouts, their course-book, or any other helpful source they can find. I collect their homework and correct the mistakes. Their job is to prepare for the final role-play and practice the text at home. They sometimes learn it by heart, they sometimes forget the text and try to improvise, which is of course, a good thing (and usually very funny).

5) For the workshop day, they are free to bring whatever they need to make their restaurant look as nice as possible. They usually bring tablecloths, napkins, cutlery, glasses, aprons, they make menus, come up with restaurant names... They can be very creative! 😊

(Once a student made her mum make actual dinner which she brought from home and they ate it during the role-play. 😊)

Just give them enough freedom to come up with their own ideas, but within certain rules, as always.

6) This is a great way to make them talk, because in the end they spend more than 10 minutes talking in foreign language, about something they wrote for themselves, which makes it familiar and closer to them.

All of the students are graded for their work.

I always take photos and make videos of their performances, and it's something they enjoy so much later on. We usually order a pizza as a reward, eat it in the classroom and watch the videos together. 😊

Here is one of the videos we make during our workshops. Hope you like it enough to try it for yourself! 😊

Links

- https://youtu.be/4L_m7MHV1U0

School as a human body (Ondřej Sitka, Czech Republic)

Keywords: biology, human body, learning by doing.

When I teach about human body at our school, I prefer using my fantasy to teaching from textbooks.

Pupils represent blood cells (each student represent something – e. g. erythrocytes, leukocytes or blood platelets).

The corridors are vessels and rooms are organs.

The blood cells (pupils) wander vessels (corridors) and visit organs (rooms).

On the way, pupils explain who they are and which function they represent in the human body. We talk about organs in the rooms.

The gym is divided into four parts (as heart), gymnastics equipment represents heart valves, main blood vessel and lungs. We go through the heart and lungs several times, we stop in different parts and talk about small and large blood circulation.

This is an example of learning by doing and connecting learning with movement.

Some useful techniques to improve pronunciation (Magdalena Woszczyk, Poland)

Keywords: pronunciation, TEFL.

It cannot be denied that pronunciation is a very important language skill. However, it is often omitted due to the lack of time or simply the lack of interesting ideas of how to practise and improve students' pronunciation abilities. There is a variety of exercises concerning reading, writing and, to some extent, speaking skills but pronunciation as such is frequently left in oblivion. Nevertheless, some simple techniques of making the production of sounds better do exist. Here are just a few.

First of all, teachers should remember that production of a sound is just the final aspect of pronunciation. Talking comes after listening, and if a student cannot hear a sound correctly they are not able to produce it. Hence, we ought to make sure that students know what they are practicing and that they distinguish between the original English sound and a similar sound in their native language.

One of the most problematic sounds for English learners is undoubtedly the dental fricative /θ/. Most students have a tendency to replace it with other sounds present in their mother tongues, very often /d/ or /f/. It is important to make sure that pupils hear the difference between English 'three', 'free' and 'tree'. When that is obvious learners can move on to practise. The perfect exercise to learn how to produce /θ/ correctly is to do it while looking at yourself in a mirror. However, it is crucial that each student finds a place in the classroom so that they feel safe. Teacher ought to mention that during the production of that sound it is common to spit a little bit and learners should not be ashamed of that fact. After producing the sound separately students should try to pronounce the most common words containing the problematic sound.

Another important sound in English is the plosive /p/. Foreign learners tend to forget that the plosion during the production of that sound is extremely important, especially at the beginning of a word. A good idea of practising the plosion is the exercise with a sheet of paper. Each student is given a sheet of paper and tries to make the /p/ sound while holding the piece of paper near their mouth. The piece should move slightly down while speaking. A good word to practise is 'panasonic' as commercials with a man saying the word at the end of the advert became extremely popular and are nice to listen to.

Single sounds are important but overall accuracy in speech is even of greater importance. A very popular way of practising speaking is reading aloud. Nevertheless, reading for reading's sake is not enough. The great majority of English learners admits that the British sound like they have some obstacles in mouth while talking. That is why pupils should read aloud with, for example, sticks in their mouth. While reading with them the learners not only have to be careful so as not to lose the sticks but also remember about reading correctly.

English is one of the languages in which long and short vowels are present. Of course those sounds can be practised just by telling words but later on students tend to forget about the

length of the sounds. An effective way of making the learners remember about short and long vowels is singing. Creating a longer sound comes more naturally while singing than while talking. Teachers should not be afraid of using their voice during teaching. Children do not pay attention to the musical correctness of the teacher. They are simply interested in the variety of exercises and the fun of learning.

The last but not least exercise to improve pronunciation skills is making facial expressions. Especially children love them but teenage students can also benefit from them. It is crucial to remember that certain facial muscles can help us produce difficult sounds. These are the best exercises to start with when teaching correct speech.

Taking everything into consideration, pronunciation activities should be an integral part of any language teaching as they make pronunciation a really active element of the learning process.

Songs and learning English (Michal Přebyl, Czech Republic)

Keywords: music, songs, lyrics, learning English, listening, TEFL.

Teachers of English can significantly benefit from the fact that a vast majority of students tend to spend hours listening to songs in English as it is a well-established fact that lyrics are usually easy to remember, they contain a wide range of vocabulary, useful phrases, idioms and various grammar structures. In addition, listening to songs is a perfect way of listening to native speakers as a result of which students who listen to English songs tend to have better pronunciation than the ones who do not.

Generally speaking, students appreciate it when listening to their favourite songs is incorporated into regular lessons. Teachers (or even students) can prepare worksheets with lyrics and various exercises such as gap filling, matching expressions in their mother tongue and English, guessing the meaning, translating certain parts or even explaining grammar. For instance, my students remember how to use will thanks to the song I will always love you by Whitney Houston and the use of past simple thanks to the song Hush, hush by Avril Lavigne.

Thanks to YouTube, we have access to a multitude of music and lyrics videos, there are different apps and useful websites such as Lyrics Training (further information about this app at page 97).

I will always love you by Whitney Houston

Listen to this world-famous song and fill in the missing words:
 darling, love, goodbye, happiness, think, memories, know, life.

If I should stay,
 I would only be in your way.
 So I'll go, but I
 I'll _____ of you every step of the way.
 And I will always love you,
 I will always love you.
 You, my _____ you. Mmm.
 Bitter-sweet _____
 that is all I'm taking with me.
 So, _____ Please, don't cry.
 We both know I'm not what you need.
 And I will always love you,
 I will always love you.
 (Instrumental solo)
 I hope _____ treats you kind
 And I hope you'll have all you've dreamed of.
 And I wish to you joy and _____
 But above all this, I wish you _____
 And I will always love you.
 I will always love you. (4x)
 I, I will always love you.
 You, darling, I love you.
 I'll always, I'll always love you.



Vocabulary

to stay – zůstat
 step – krok
 way – cesta
 to know – vědět
 to think of – myslet na, přemýšlet o
 always – vždy
 to love – milovat
 darling – zlatáčko, miláček
 bitter-sweet – hořkosladký
 memories – vzpomínky
 to take – vzít
 to cry – plakat
 both – oba
 to need – potřebovat
 to treat – chovat se k
 kind – přívětivý, laskavý
 to dream of – snít o
 to wish – přát
 joy – radost
 happiness – štěstí

Grammar

V písní je několikrát vyjádřena budoucnost pomocí slovesa will (I will always love you. – Vždy tě budu milovat.)
 > V každých větech po podmínce následuje will nebo shoulder tvar (I'll go. – Půjdu.)
 > Otázku tvoříme změnou slovosledu (We will sing. – Budeme zpívat. -> Will we sing? – Budeme zpívat?).
 > Zápor tvoříme přidáním not za will – will not či zkráceně won't. (We won't sing. – Nebudeme zpívat.)

Translate the following sentences. Přelož následující věty.

One please _____
 Přeješ mi? _____
 One happy? _____
 Co budeš dělat? _____
 Přeješ mi? Ano, přeju. _____

Hello by Adele

Listen to this world-famous song and fill in the missing words:

Hello, it's me, I was wondering
 If after all these years you'd like to meet
 To go over _____
 They say that time's supposed to heal ya
 But I ain't done _____ healing
 Hello, can you _____ me?
 I'm in California dreaming
 About who we used to be
 When we were _____ and free
 I've forgotten how it felt
 Before the world fell at our feet
 There's such a difference between us
 And a million miles
 Chorus
 Hello from the other _____
 I must've called a thousand times
 To tell you I'm sorry



For _____ that I've done
 But when I call you never seem to be home
 Hello from the outside
 At least I can say that I've tried
 To tell you I'm sorry for breaking your heart
 But it don't matter
 It _____ doesn't tear you apart
 anymore
 Hello, how are you?
 It's so typical of me to talk about

 I'm sorry _____
 I _____ that you're well
 Did you ever make it out of that town
 Where _____ ever happened?
 It's no secret
 That the both of us are running out of time
 Chorus 2x

Activities

Correct the sentence: I don't matter. _____
 Translate these sentences:
 You'd like to meet _____
 There's such a difference between us _____
 I'm in California dreaming about who we used to be when we're younger and free.
 At least I can say that I've tried to tell you I'm sorry for breaking your heart.
 It's no secret that the both of us are running out of time.
 I'm sorry for everything that I've done.
 It's so typical of me to talk about _____

Vocabulary

Write down other useful expressions.

Challenges for you!

- **Incorporate listening to music into your English lessons.**
 - Use songs to motivate students, introduce new vocabulary, grammar, idioms, everyday English and practise pronunciation.
 - Sing songs, organise a karaoke competition.
 - Use modern tools such as Lyrics Training.

Links

- <http://www.youtube.com>
- <http://www.azlyrics.com>
- <http://www.lyricstraining.com>

Songs for kids (Ivana Dujić, Croatia)

Keywords: songs, teaching English, young learners.

They say that little children are like sponges, when it comes to learning and absorbing new things. That's why it's crucial to expose them as much as possible to new and interesting hearing materials. Short children stories, catchy songs, can do wonders for their brain and language skills.

If you make it a habit to leave a few minutes at the end of every lesson for singing (with miming, of course), your students will soon have a large memory bank of songs they almost "unconsciously" learnt by heart, just by being exposed to them, repeating them and actively miming them.

It's also good to make flashcards, to make it easier for them to connect the meaning, follow the "story" and memorise it easily.

Have in mind not to give them too many songs at once. It's always better to stick to one, until they master it. Only then should you move to the next one.

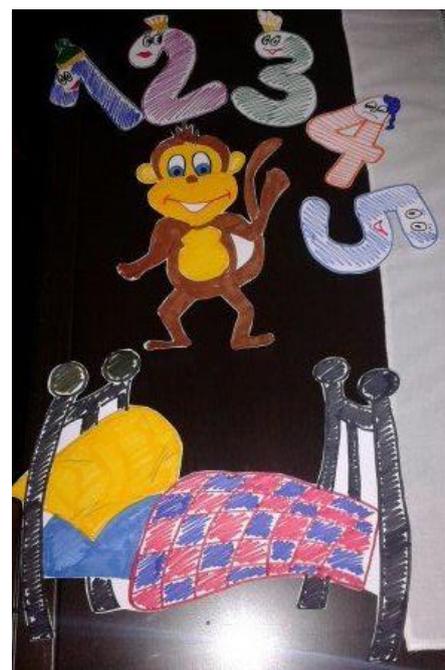
You can have a singing competition at the end of the school year or after they have learnt some more, you can make them illustrate the text by making their own flashcards, reorder the pictures, and numerous other different and useful exercises to improve their skills.

Be sure to make them mime everything they say. Make it fun! Show them how to mime it first and introduce them to the meaning! Let them jump around or roll on the floor if they have to! 😊

It makes them eager to learn more and absorb faster.

Two of the most favourite songs for my students are The wheels on the bus and Five little monkeys.

Here are just some flashcard ideas.



Spell Event (Gamze Timur, Turkey)

Keywords: TEFL, English, spell event, competition.

In our school we organize a fun activity called "Spell Event" every year. For each level, five students are chosen from every class. The students are given a list of words beforehand and they are supposed to study for them. The teachers write each word on the list on a piece of paper, fold them and put them in a box. During the activity each student comes to the stage in order picks up a paper from the box and gives it to the teacher without looking at it. A native speaker reads the word aloud and the students try to spell the word. If she/he spells it correctly she/he goes on the activity. If she/he can't she/he is eliminated. The activity goes on like this until one student is left. At the end of the activity the winner gets a prize. It's a great activity for students. They get really excited during the activity. And they have fun.

Story-telling (Ivana Dujić, Croatia)

Keywords: story-telling, teaching English, young learners.

One of the things little children like doing most is listening to stories, so why not show them that it's possible to do it in English, as well?

Stories have to be short, concise and with an understandable plot, with only few crucial words to guide them repetitively.

One of the best examples I do with my students is "The Hungry Caterpillar". It's in their notebook only as a picture-story, but we eventually make it into a roll-play act.

I usually do it during two classes. During the first one we get acquainted with the text by listening, reading, ordering flashcards and practising new vocabulary.

In our second class I prepare "costumes" (it can be very simple, only by attaching a picture of their character to their shirt or head band), we put our flashcards on the blackboard again, so we can repeat it, and by then they are usually ready to do the play for themselves.

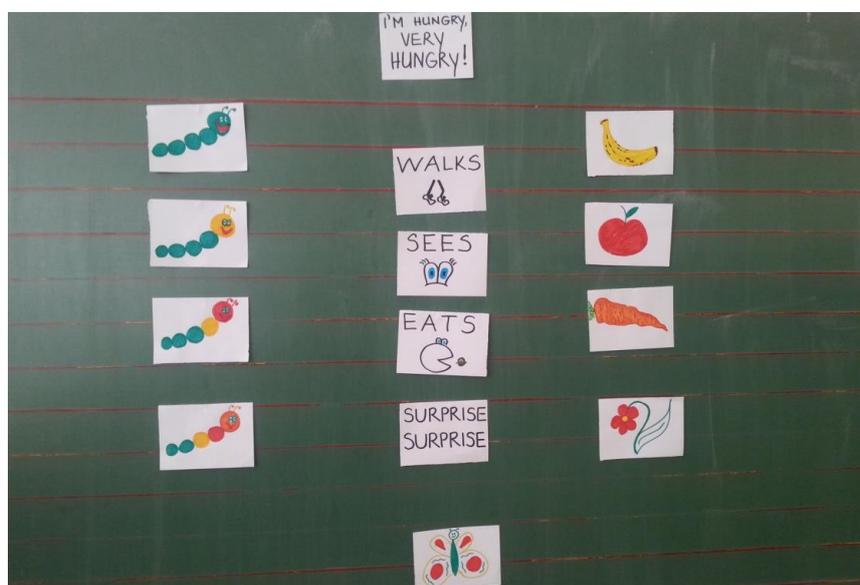
Try to include all of them, by putting them in many different groups that perform one after another.

While a group is performing, the teacher and the rest of the students are the narrators. Just look at their surprised faces when, after 5-6 groups of repeating the same text, they suddenly realise that they have been saying the entire text by heart, by themselves. 😊

You arrange the 'active' students in the right order, following the story. Those playing fruits stand in a line along the classroom, and the one playing the caterpillar walks from one to another, being careful to listen to the other students and reacting at the right time.

If your students are good enough and interested, you can even make it into a school play.

Here is how I arranged the flashcards, trying to make it easier and more clear for them.



And in case you can't find the same version online, here is the text.

THIS IS A STORY ABOUT A HUNGRY CATERPILLAR.

HE IS AAAAAAALWAYS HUNGRY!

HE WALKS AND WALKS, AND SEES A BANANA!

"I'M HUNGRY, VEEEEERY HUNGRY!"

HE EATS THE BANANA,

AND SURPRISE, SURPRISE - HE IS YELLOW!

HE WALKS AND WALKS AND SEES AN APPLE:

"I'M HUNGRY, VEEEEERY HUNGRY!"

HE EATS THE APPLE,

AND SURPRISE, SURPRISE - HE IS RED!

HE WALKS AND WALKS AND SEES A CARROT!

"I'M HUNGRY, VEEEEERY HUNGRY!"

HE EATS THE CARROT,

AND SURPRISE, SURPRISE - HE IS ORANGE!

HE WALKS AND WALKS AND SEES A FLOWER!

"I'M SLEEPY, VEEEEERY SLEEPY!"

HE FALLS ASLEEP.

HE WAKES UP AND SURPRISE, SURPRISE,

HE IS A BEAUTIFUL BUTTERFLY!

Teaching from my point of view (Michal Příbyl, Czech Republic)

Keywords: teaching, teacher, attitude to teaching.

1 Smile Makes 2 Smiles

Everybody knows that our smile can make a real difference and everything is much easier when we smile. It helps us to build friendships, overcome various problems as well as work in a friendly and positive environment. However, because of being in a hurry or for example being tired after teaching several lessons, we sometimes forget to smile. And we should not because there is always a reason to smile. Besides, we should remember that there are some students who can face some difficulties at home, they might not have real friends at school and our smile can actually be the only one they can see every day. And I am sure that our smile can mean really a lot to them. And of course, as for us teachers, even when having a bad day, seeing our students honestly smiling at us will make us feel good. So it is always worth smiling.

Never stop learning

When graduating from university, it is easy to get the impression that we have learned everything we need to be good at teaching. However, I believe only a few teachers would deny that in our rapidly changing world, it is a must to learn about new trends, tools and approaches. It is a fact that teachers are very busy working on their lesson plans, projects, creating new worksheets etc. and attending a course can be very difficult for them, also when taking costs of high-quality courses and the amount of time we need to study into consideration. On the other hand, thanks to the Internet, we can take part in on-line courses of a high quality which are cheaper or even free and much less time consuming – for instance, European Schoolnet Academy provides outstanding free on-line courses for teachers.

Besides, attending a regular or on-line course, learning on our own, doing homework, sitting in a classroom for several hours or listening to other tutors can really open our eyes. It is very easy to forget how it feels to be a student, though I am sure it is very beneficial to experience team work, working on challenging tasks, being successful and unsuccessful as well, forgetting to do our homework etc. from time to time. I am sure that if we study, we understand our students more and it is easier for us to imagine ourselves in their shoes.

Be positive and positive things will happen

When studying psychology at the university, I learned about the importance of positive expectations and so-called Pygmalion or Golem Effect, but what really showed me the importance of positive attitude was going by train one day. We were four people sitting in a compartment and all of a sudden we started to talk and realised that three of us were teachers and one was a university student. This chat was very inspirational for all of us and one of the things I really liked was a story narrated by a retired teacher who, in a nutshell, accidentally

praised her student at a teacher-parent meeting. The teacher mistook a student who did not work hard at all and had some behaviour issues for another hard-working and polite boy with a similar surname. As a result, she told the low-achieving boy's dad how awesome the boy was and how she believed he would be successful in the future. Suddenly, the boy who used to be uninterested in her lessons started to work extremely hard, be very respectful to the teacher and ended up as one of the best students. She told us how this mistake had opened her mind and how our attitude could make a crucial difference.

This story inspired me a lot and although I think I always tried to look for good in my students and be positive, I started to focus on this issue much more. I have learned and experienced how beneficial it is if we really expect our students to be successful and how what we say and do can have an enormous impact on our students.

It goes without saying that there are moments when we have to reproach our students, say things that might be irritating and hard to express. However, I believe that good teachers can say everything in a motivating and positive way that works much better than shouting and punishments.

Generally speaking, when we evaluate or reprehend our students, most of the time the best thing to do is to start and finish with a positive statement. If we really want to get our message across, we should follow this approach.

“Be the change you want to see in the world.” Mahatma Gandhi

I am a hundred percent certain that we teachers can make a real difference in this world owing to the fact that we can inspire and significantly influence a large number of students.

The way I see it, we teachers talk a lot and give plenty of advice on a daily basis. However, it has been scientifically proven that what we do is way more important than what we say. Therefore, we should bear in mind that we lead by example. As a student, I liked teachers who practised what they preached. To illustrate, I remember a P.E. teacher who exercised and played games with us, was in shape and really loved sport as a result of which we all loved sport as well and tried to do our best. In contrast, a P.E. teacher sitting on a bench and shouting at us did not motivate us at all. It is similar in a wide range of other areas. If we keep telling students to be fair, responsible, friendly, to recycle, use zebra crossings, do not drink coke, do not eat junk food etc., but they can see that we are unfair, irresponsible, unfriendly, do not recycle, do not use zebra crossings, drink coke and eat fast food, our students are puzzled and do not trust what we say. Of course, sometimes it can be hard, nobody is perfect and we cannot avoid making mistakes from time to time. But when going to school and thinking about taking a shortcut instead of using a zebra crossing, we should just bear in mind that we lead by example and students waiting in front of the school are looking at us.

“People will forget what you said, people will forget what you did, but people will never forget how you made them feel.” Maya Angelou

I think we can all remember how some teachers made us feel when we were students. While some tried to put us down and focused on our weaknesses, some appreciated our strengths, effort and personality.

We can see examples of this every day. While attending a lecture led by a professional who was not a teacher or observing a lesson taught by another teacher, I could hear sentences such as “Put up your hand if you have made more than two mistakes”, “Who knows nothing at all about it?”, “Is here anyone who still doesn’t understand?” or I could see games where the loser had to stand while the others were sitting. Would you like to stand as a loser in the middle of the class? Put up your hand because of making more than two mistakes? Put up your hand to show you do not know about anything or you do not understand? It might not be a big deal in a friendly environment, however, for some students this can be very humiliating. It goes without saying that we need feedback and asking questions is a good way. But, instead of making someone feel bad, we can make them feel good and in addition, have a much more valuable feedback. In fact, a lot of students will not raise their hands to show they do not understand for well-known reasons. But if we say: “Put your hands up if you have two or more correct answers. Great. Now, who has three and more correct? Good job. Anyone with four and more? Cool. And now, I am curious. Is there anyone with five correct answers? Awesome!” This way, we can easily get an instant feedback and as well as this, work in a positive environment. Similarly, when it comes to checking understanding, if we want to do it this way, we can ask questions such as “Who would be able to explain ... to your classmates?”, use emoticons, graphs or positioning their pencils on their desk to indicate how much they understand.

I have observed one of my colleagues, an experienced teacher who is, in my opinion, an expert on motivating students. What I like best about her lessons is how she manages to make students feel involved and appreciated. No doubt, we all can get better at talking to our students. The best way to achieve it is probably thinking about how we felt when we were students, how our favourite teachers talked to us and imagine ourselves as our students.

Keep calm and listen

It is often claimed that teachers speak too much. Unfortunately, when I reflected on my first years of teaching, I had to admit that I was not an exception. Therefore I started to focus on listening much more and make sure that students have as many opportunities to talk in relevant situations.

When it comes to teacher talking time in lessons, the way I see it, the major problem is the fact that we tend to be afraid of being in a hurry because of the amount of school work we are supposed to cover in a short amount of time. As a result, instead of giving students an opportunity to answer questions, explain something and discuss issues, we are often the ones who speak. It goes without saying that we need to find a balance, but generally speaking,

although it is hard to admit, lowering the teacher talking time would be beneficial for all. We just need to keep learning how to ask questions and help students to find answers.

It is very similar when solving behaviour problems. It is a well-established fact that our long speeches really do not work. Letting students talk is often what really works. We often find out that our students face difficult situations in their families, they have different problems and their behaviour is actually asking for help. And we are often the only ones who can help.

When I talked to some of my former students' parents about teacher-parents meetings, they often said that some teachers kept talking during face-to-face meetings not giving much attention to what the parents wanted to say. Again, listening to our students' parents is a key.

Each day we can get better and better at teaching

It is a fact that we cannot come up with new approaches, create new presentations, worksheets, cards, games etc. every day. However, we need just a few minutes to think about what happened that day, how we reacted, talked to our students, what worked well and what did not and why. The way I see it, reflecting on our teaching for a few minutes every day can be much more valuable than creating loads of new materials without thinking about what we do.

From my perspective, in order to become a better teacher, we should learn from others, share and collaborate. Undoubtedly, we can find lots of outstanding ideas on-line and significantly benefit from on-line collaboration with teachers from other countries. However, I think we lack collaboration inside our schools. Some teachers work on their own, have their know-how they are proud of, which is easy to understand. But more heads, more wisdom, as we say in our country, is perfectly right when it comes to teaching, too. We can learn so much when we observe lessons taught by our colleagues, when we discuss our ways of teaching, exchange our worksheets or plan projects and various activities together.

Relax

It is a fact that our job can be stressful. As well as this, teachers often keep thinking about their lessons, problems at school etc. at home, before going to bed, some teachers cannot avoid thinking about problems at school in their dreams. The fact that teachers have to relax comes as no surprise, however, we often forget about it.

I think that everyone needs to find a good way to relax and forget about school for some time. In addition, we can call ourselves lucky because we have summer holidays which we can devote to travelling and broadening our horizons.

Be proud of our job

Despite the fact that we all know that it takes teachers “a few” years to become millionaires, general public sometimes considers our job too easy, we have to copy with various regulations or pointless paper work and solve difficult situations, I believe that if we do our job well, it is one of the best and most rewarding as well as important jobs in the world.

What we do really matters and we do something we really can be proud of. In addition, we are never bored owing to the fact that every day brings something new, we are surrounded by awesome young people, we can learn so much from our students, colleagues and everyday situations, inspire and help others in really many areas, share our passions and abilities, see smiling, happy and grateful students, we can really help to make a better world. Who can say that?

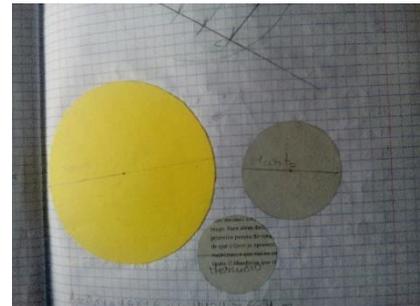
Teaching with Space (Helena Capela, Portugal)

Keywords: space, astronomy, creativity.



Space has always been a subject that carries a glow of mystery, adventure and excitement and, most of children are fascinated by it so, why not use it for teaching? We live in times of great scientific discoveries and despite we still know very little about our Universe discoveries are made at an unprecedented rate. This is an effort of lots of countries and Europe is not being left beyond.

For 16 years now the International Space Station has been inhabited by humans and always at least a European. European students must know about that. Using Space has a learning theme allows them to become more aware of their European citizenship.



Whenever I can I use Space to present different contents in my teaching subject and most students are very excited when that happens. However Space can be a theme in most subjects, in languages exploring the name of constellations, in history and philosophy , exploring all the ancient mythology , in arts relating with all those beautiful forms of galaxies , clusters and those colors of planets and shapes of surfaces and more evident, in physics, chemistry and maths.

In 7th grade I used the size of the different planets to introduce how to divide a segment in equal parts, proportionality and in similarity between shapes and consequent proportionality between areas and volumes.

I also went to a primary school with some of the project “Challenge!” students, to do some disclosure activities about the Solar System. It was a great experience for me and my students and would like to do it in a regular bases.

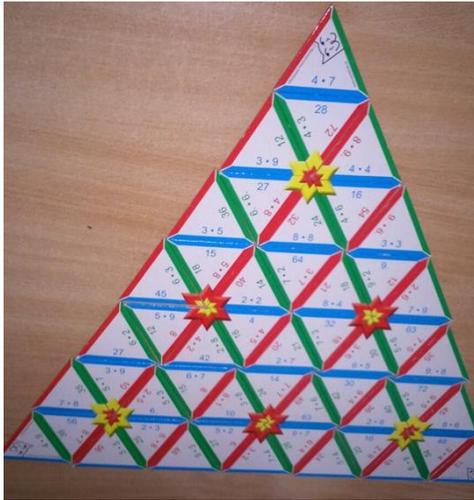
I was very pleased with the results, the enhancement of motivation mostly and, for sure, I will use Space again to motivate for a content and, at the same time for teaching about it.



The multiplication table (Renata Kaleta, Poland)

Keywords: multiplication table, Maths.

It is common knowledge that plenty of students, regardless of where they live and learn, come up against some serious problems concerning the multiplication table. As a primary school math teacher, working with the learners aged 11- 13, it is my job to search for different ways and techniques to make their learning life easier.



One of the techniques my students like and use eagerly is using their hands:

<https://www.youtube.com/watch?v=ieX9UID087c&feature=share>

I also ask them to create different posters, poems and rhymes connected with The Times Table. The best works are always put on the special math board in the main school hall. We also decorate the school corridors using some examples from the table. We believe it helps our students remember them.



Recently, we have also celebrated The World Multiplication Table Day.

<http://www.wmtday.org/basic-information-about-event>

In our school we annually organize the math competition in which the best student, at the end of the school year, gets the title of "The master of the multiplication table".



Traffic Light (Helena Capela, Portugal)

Keywords: formativeassessment, reflection, game, behaviour.

The Traffic Light is a fast diagnostic tool that can be used to check whether students feel they can apply (actually “do”) a concept/idea. The teacher can immediately see the results and adjust his/her teaching during the rest of the class or the following day based on the results provided.

How to Use

1. Provide red, yellow, and green coloured circles to students.

2. Pose a question: Example: What is your ability to use the scientific method in conducting experiments on your own?

Explain to students that green would mean “I understand this well and could explain it to a friend”, yellow means “I think I understand, but I could not explain to someone else”, and red means “I don’t understand this yet”.

3. Ask students to hold up the coloured circle that corresponds to how confident they feel in answering the question posed.

4. Review the responses across the class and adjust approach accordingly.

When to Use

Traffic Light can be used as a rapid-response to indicate students’ confidence in a particular topic. It can also be used in written form within a coursebook for students to reflect on their current knowledge of a particular topic.

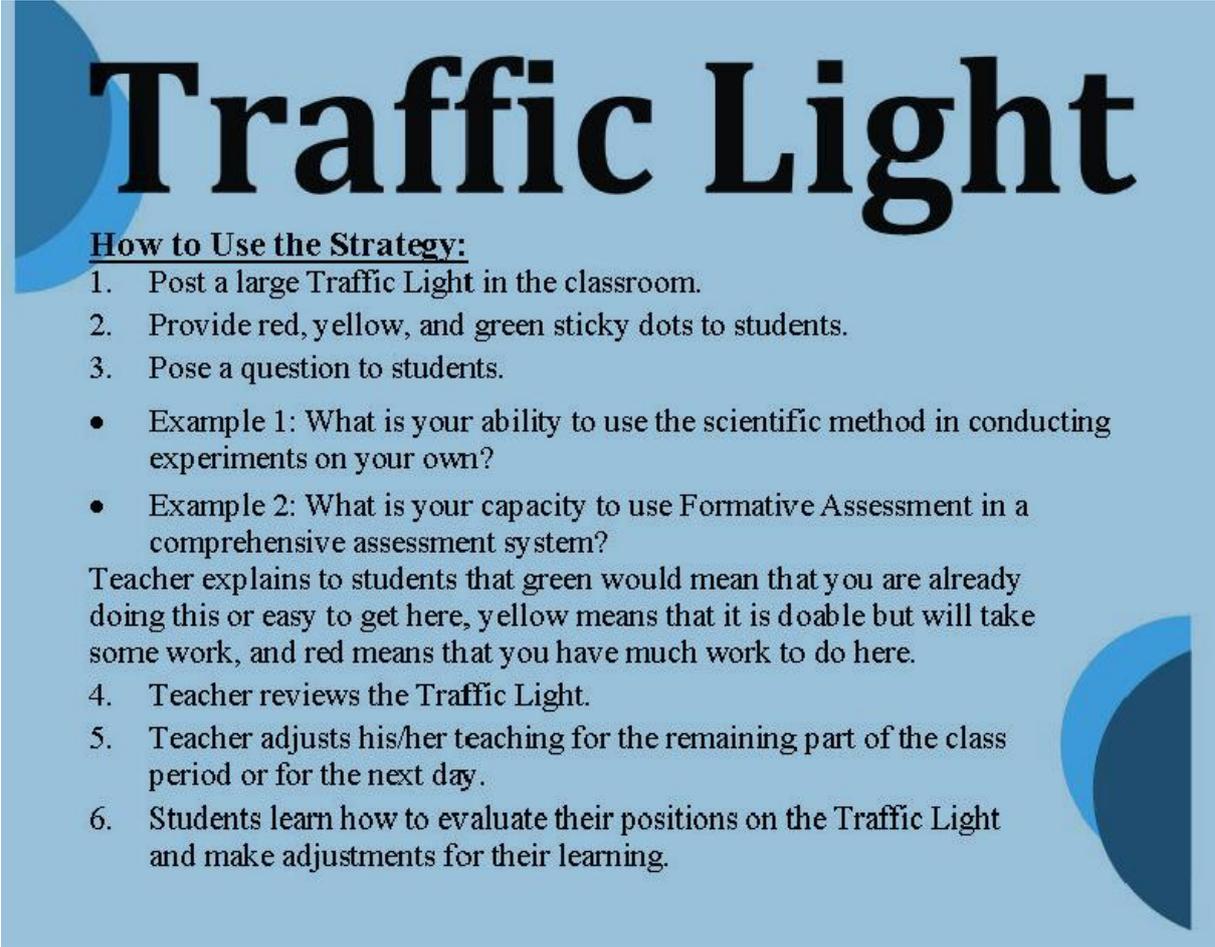


Challenges for you!

- Use Traffic Light as a behaviour Assessment Tool;
- Use Traffic Light at the end of a class to see what the students have learned.

Links

- See <http://www.rcsthinkfromthemiddle.com/traffic-light.html> for further information, including a traffic light template and toolbox cards
- Website <http://www.teachingideas.co.uk/assessment/traffic-light-assessment>

A large graphic with a light blue background and dark blue circular accents on the left and right sides. The title 'Traffic Light' is written in a large, bold, black serif font. Below the title, the text 'How to Use the Strategy:' is underlined. This is followed by a numbered list of six steps. Step 3 includes two bullet points with examples. Step 4 includes a paragraph of text explaining the meaning of the colors. Step 6 includes a paragraph of text about evaluation.

Traffic Light

How to Use the Strategy:

1. Post a large Traffic Light in the classroom.
2. Provide red, yellow, and green sticky dots to students.
3. Pose a question to students.
 - Example 1: What is your ability to use the scientific method in conducting experiments on your own?
 - Example 2: What is your capacity to use Formative Assessment in a comprehensive assessment system?
4. Teacher explains to students that green would mean that you are already doing this or easy to get here, yellow means that it is doable but will take some work, and red means that you have much work to do here.
5. Teacher reviews the Traffic Light.
6. Teacher adjusts his/her teaching for the remaining part of the class period or for the next day.
6. Students learn how to evaluate their positions on the Traffic Light and make adjustments for their learning.

Why humanism in language teaching? (Monika Podsiadło, Poland)

Keywords: humanism, teaching, foreign languages.

Being a young and inexperienced person, I was supposed to teach English to a group of boisterous teenagers in a primary school. Entering the classroom just before the first lesson, I was so terrified that I almost forgot the subject of my studies. However, after a few classes, in which the students had a chance to practise a foreign language in a comfortable classroom climate, I began to achieve most of the assumed objectives, encountering no serious difficulties from the learners' side. In fact, they enjoyed the communicative activities in which they could express their likes and dislikes, talk about their own thoughts and opinions, and focus on the positive aspects of their character and personality. Moreover, I noticed that thanks to these lessons, the atmosphere in the classroom improved significantly, and the students began to have a more positive attitude not only towards me, their teacher, but also towards the target language itself.

In the course of time, I realised that the most important factor which influenced my success, as the beginner teacher, was the specific classroom environment. The students seemed to use the foreign language more and more bravely and openly, without a fear of being mocked or insulted. Nevertheless, being aware that the methods I used were successful, I did not realise that I was applying the elements of the **Humanistic Approach** which was first introduced in the late 60s, and later explored by Gertrude Moskowitz (1978) as the Affective Teaching Approach. After some time, I discovered that at the bottom of this classroom methodology, there are also two of the most fundamental psychological terms. The first one, known as: humanism - concentrates upon the development of the child's self concept. It says that if a student feels good about him or herself, then he or she is more likely to feel motivated enough to participate actively in genuine conversation which involves conveying some personal feelings, emotions and opinions. The second term, which is known as **humanistic psychology**, was established by Abraham Maslow (1908-1970) who felt that psychology should focus on the unique and better qualities of each individual human being. These two psychological terms were understood and accepted by Gertrude Moskowitz who emphasised humanistic communication during her work as a Professor of Foreign Language Educator, at Temple University in Philadelphia. She is also the author of the book entitled "Caring and Sharing in a Foreign Language Class" in which she suggests various activities involving "a lot of laughter while encouraging personal and educational growth", and those tasks which "call for sharing, relating well, and giving positive feedback" (Moskowitz 44). In these activities students are often motivated through personal involvement. They are asked to do the things relevant to their own lives, involve their feelings, thoughts, opinions and knowledge. As a result, they are "fully engaged in the tasks and more likely to be motivated to learn the foreign language" (Griffiths).

Keeping that in mind, our job as language teachers, should be to provide the students with the conditions which can help them abandon their obstacles and barriers connected with the negative feelings, so common especially among teenagers. That is why, in my lessons, I use the activities which involve sitting together on the floor or varying the students' groups and

pairs. Whenever possible, they are challenged to get acquainted with one another and develop their social and co-operative skills. What is more, the students can focus on their positive feelings during the activities in which they talk about the things they are good at, or when describing what they like about their friends. Very often they may work in a nice atmosphere playing different language games. I strongly believe that thanks to the classes which are conducted in a warm and affectionate way, the teacher is able to achieve two significant goals of the humanistic approach, the fact that shy and quiet students can become more outgoing when being given a chance to express themselves, and secondly, all the students learn to accept both themselves and their classmates. There are also other changes which occur in the classroom where such activities are used:

- ❖ the teacher talks less than usual because students are interacting in groups and with one another more frequently
- ❖ the teacher shares his / her thoughts and feelings more openly
- ❖ the questions and comments used by the teacher and the students are more personalised, which makes the lessons less artificial.

All these factors create a specific classroom atmosphere, which results both in personal and cognitive growth. In addition, it should be stressed that: "(...) When the students have a chance to talk and write about themselves in personally meaningful ways, they want to be able to express their feelings and ideas in the target language. The focus on being yourself, accepting yourself, sharing about yourself, and caring about others while acquiring a language is a truly powerful motivator. Through this appealing combination, the language class becomes a place to learn, to laugh, and to grow. And when this happens, personal growth enhances growth in the target language" (Moskowitz).

As far as our negative qualities are concerned, we already know them very well. It is also said that we are often our own worst critics who avoid expressing ourselves in positive ways. What is more, "(...) Negative thinking leads to such feelings as worry, anxiety, hopelessness and lower self - esteem. Unhappy people do not notice the positive. They allow the negative to dominate their lives and therefore, miss a lot of joy. In fact, aggression is made up of many negatives" (Moskowitz).

In view of these facts, the teachers, who are constantly looking for new and effective ways of teaching English, should turn to the Humanistic Approach which will help them to focus on optimistic attitudes, improve students' self -esteem, and develop positive relationships between them and their students.

If the principal goal of education is to create people who are capable of making creative and inventive discoveries, the teachers should begin to heal the young society to save them from the complete loss of identity and individuality. Moreover, they should provide the students with the numerous opportunities to inculcate positive emotions into them. As a result, not only can the atmosphere in the classroom improve significantly, but the students will also have a more positive attitude towards learning English. The fact that the Humanistic Approach

promotes positiveness, as well as accuracy in English, seems to give the results which cannot be achieved through the other conventional methods at teaching. Remembering that the real aim of learning a foreign language is oral communication, which is a two-way process involving both the speaker and the listener understanding and responding to each other, I try to provide the students with a lot of practice in which they can feel secure and supported. Eventually, I am convinced that it would be advisable to change the image, according to which "teaching and learning the language is, to a certain extent, a perfunctory and vicarious experience". In that case, we ought to introduce more and more personal involvement instead of the materials which ignore students' individuality using the imaginary characters from the textbooks. Thanks to it, the teachers can obtain a very effective way of raising motivation, which helps the students feel successful. Finally, the feeling of success involves a state of happiness and better self-esteem.

Principles of humanistic education

- 1.** A principal purpose of education is to provide learning in the environment which facilitates the realisation of the full potential of students.
- 2.** Personal growth as well as cognitive growth is a responsibility of the school.
- 3.** For learning to be significant, feelings must be recognized and used.
- 4.** Having healthy relationships with the teacher and other classmates is more conducive to learning.
- 5.** Learning more about the classmates is a motivating factor in learning.
- 6.** Increasing one's self - esteem improves learning.

Why wash dirty hands – an experiment (Anita Matić, Croatia)

Keywords: experiment, biology, hygiene.

The scientific method is a process used to systematically investigate observations, solve problems, and test hypothesis. The scientific method can be applied to many different situations, even outside of science. We all use steps of the scientific method without even realizing it when we try to solve a problem such as what to eat for dinner.

An experiment, as a scientific method, is a test under controlled conditions that is made to demonstrate a known truth, or examine the validity of a hypothesis.

During our biology class we wanted to demonstrate the youngest students the importance of washing dirty hands before the school lunch.

The first step of this scientific method is to State the Problem. It is important to clearly state what your problem is, in order to avoid any confusion later in the scientific method. Our class problem was the increased percentage of stomach flu and cold among my students.

As we stated the problem, we wanted to investigate what we could do during our time in class to prevent or diminish the problem. Students had to find the solutions during their group work.

The first one was washing hands before the school lunch.

So I wanted to show my students what happens to food that we touch with dirty hands.

Materials for our experiment were apples and transparent plastic bags. Before our school lunch every student rubbed a slice of an apple with his dirty, unwashed hands and put it in a plastic bag. After that, I asked one of my students to cut one slice of an apple using rubber gloves and also put it in a plastic bag. That slice was our control slice – slice that was not touched with hands. After that another student washed his hand using a soap and warm water and then rubbed a slice of an apple using clean hands. That slice we also put in a plastic bag. Our plastic bags with the slices we hang on our class board.

Second step of the experiment was observation and hypothesis. The hypothesis is formed by examining the observations carefully and making an educated guess as to what the outcome might be. Our hypothesis was:

- bags with slices touched with dirty hands will be dangerously covered by bacteria and germs
- bags with slices touched with clean hands will have a small amount of germs on it
- bags with slice that we did not touch with bare hands will have the smallest amount of germs on it

The observation lasted for about 2 weeks. Every day the students made notification and pictures observing the growth of germs.

After 2 weeks, we noticed that our hypothesis were accurate.

The last step of the experiment was conclusion. And the conclusion of our experiment was to wash hands before any meal because if you do not, you are inserting a great amount of germs into your body. And in that case, you are subject to a variety of different diseases.

We all decided to wash hands before every meal and in a next school period we have noticed decrease in diseases concerning our class.

Chapter 2: Useful apps, websites and tools

Miracles of Class Dojo
123 Certificates
BBC Micro:Bit
Online Logo Maker
Mapmaker
Aurasma
Stellarium
Go-Lab
EDpuzzle
ThingLink
Audacity
Kubbu
Skype
Review Game Zone
Animoto
Toondoo
Pixabay
Cacao
Powtoon
Tricider
Voki
QR codes
Plickers
Scratch
Prezi
Games
Testmoz
Purpose
Quiz Busters
Kizoa
Picture to People
Plickers for Democracy
Padlet
Geogebra
SlideSnack
Tagxedo
Moorly
Worldde and
Crossword Labs
Glogster
Classroom Timers
Kahoot
aTube Catcher
Lyrics Training
Jokes in Levels

123 Certificates (Michal Přebyl, Czech Republic)

Keywords: 123 Certificates, award, certificate.

Students like to be awarded for their hard work, participation, achievements etc. This website contains a large collection of free printable certificates and certificate templates. Just choose from hundreds of templates divided into several categories, type in the information, print it out and make someone happy.

Free printable [school certificate template](#) or award:



Free Printable Soccer Certificate templates and Football Awards to Print:

More sports awards: [soccer](#), [golf](#), [basketball](#), [baseball](#), [football](#), [ice hockey](#), [volleyball](#), [swimming](#), [tennis](#), [lacrosse](#), [gymnastics](#), [martial arts](#)



Challenges for you!

- Use 123 Certificates to award your students.
 - Show your students that you appreciate their work by giving them awards.

Links

- <http://www.123certificates.com>

aTube Catcher (Helena Capela, Portugal)

Keywords: video, screenrecorder, audio, conversion.

aTube Catcher it's a free Video Downloader and Screen Recorder. With aTube Catcher you can download image and sounds from YouTube just using the link and from many other sites. You can record webinars directly from your computer and convert videos to different formats. It's easy to use and has a step by step interface.



From the official website:

„Download videos from social web sites like Vimeo, Facebook, Dailymotion™, Metacafe™, Spike™, Yahoo!™, Globo™, RTVE™, etc; thousands of video sharing sites!; You can export the multimedia content to your computer or your mobile device, IPAD, IPOD, PSP, GPS devices, MP4 Players, Cell Phone, Android devices, DVD, VCD, MP3, Iphone. Plenty of formats supported including 3GP, 3G2, AVI, XVID, MP4, MP3, MP2, WMA, WMV, GIF, FLAC, WAV, PSP, MPG, VOB, OGG, MOV, AVI.

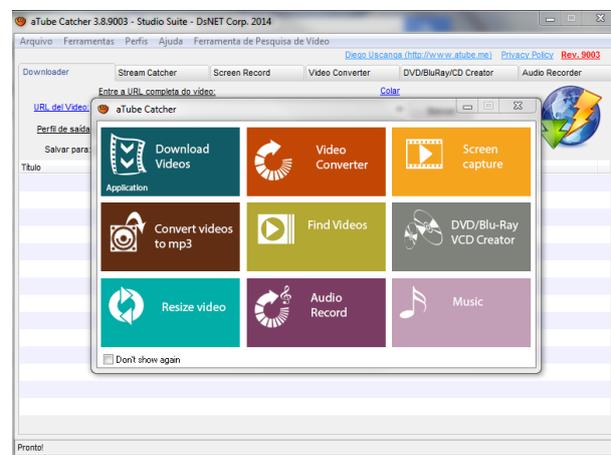
aTube Catcher also can burn in DVD/VCD your videos without use any other third party software. Among other features has a built-in Screen Recorder to capture what you see on your screen, even video chat sessions from Windows Live Messenger, Yahoo Messenger, DVD movies, Webinars, Online Meetings, etc, or just create video/audio presentations. All those features and more!. 100% Freeware, safe and clean!. Multilanguage interface.“

Requirements:

- Processor: x86 or compatible CPU running Microsoft Windows.
- XP, Vista, Windows7, Windows 8, Windows 10.
- Memory: The minimum required for your Operating System.
- DirectX 9.0c minimum for Screen Recorder.
- WinpCap 4.0 minimum, for Stream Catcher mode.
- For Windows XP, it's recommended to have Service Pack.

How to Use

After downloading aTube Catcher and opening it a window pops out where you can choose the task you want it to do, download a video or convert one, make a screen capture, audio record,...



For instance, if you want to do a screen record just follow and „answer“ filling in the windows like selecting the area you want to record, selecting the audio source, the output format and where the file is going to be saved. It also has several recording options, if the cursor is going to be recorded or the mouse followed. It also has buttons to start, stop and play.

When to Use

It can be used in different situations and within all teaching subjects. If there's a video you want to use but it's too big or if you want to do a tutorial for your students this is a good tool.

Challenges for you!

- Use aTube Catcher to do a tutorial;
- Use aTube Catcher to record an audiobook or parts of it.

Links

- <http://www.atube.me/>

Audacity (Helena Capela, Portugal)



Keywords: sound, editing, recorder.

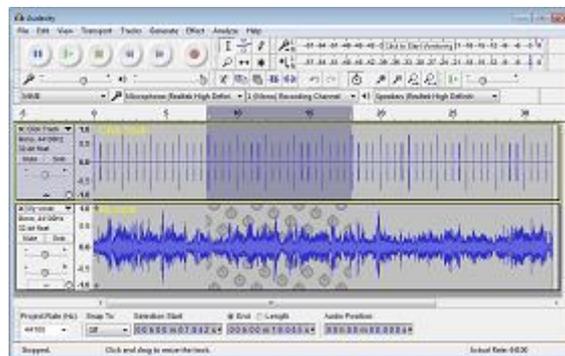
Audacity is an open source audio editor easy-to-use. The interface is translated in several languages.

It's available for several operating systems

How to Use

In the following link you can see a complete tutorial guide to Audacity for Beginners.

- <https://youtu.be/aCisC3sHneM>



When to Use

- Record live audio.
- Record computer playback on any Windows Vista or later machine.
- Convert tapes and records into digital recordings or CDs.
- Edit WAV, AIFF, FLAC, MP2, MP3 or Ogg Vorbis sound files.
- AC3, M4A/M4R (AAC), WMA and other formats supported using optional libraries.
- Cut, copy, splice or mix sounds together.
- Numerous effects including change the speed or pitch of a recording.
- Write your own plug-in effects with Nyquist.
- And more! See the complete list of features.

Challenges for you!

- Use Audacity to edit a track sound for a video.

Links

- <http://www.audacityteam.org/>

Aurasma (Michal Přebyl, Czech Republic)

Keywords: Aurasma, augmented reality.

Aurasma is a free augmented reality app for Android and iOS. Using the app, you can use your smartphone or tablet to scan existing trigger images and watch content connected with the trigger images (videos, animations, sounds) as well as create your own so-called Auras. For example, you can create a poster and connect it with a video. When someone scans the poster, he or she will see the video on the screen. Besides the app, there is a web-based Aurasma Studio.



Challenges for you!

- **Use Aurasma to create stunning materials for your students.**
 - Add Auras to your worksheets, handouts, homework, dictionaries, instructions etc.
- **Let students use Aurasma to create their own Auras.**
 - Let your students create videos focused on various topics connected with posters, books, T-shirts, arts, business cards and so on. Let your students create interactive exhibitions, educational pathways and so on. The videos can introduce different topics, famous people, places, grammar, vocabulary etc.

Links

- <http://www.aurasma.com>
- <http://studio.aurasma.com>
- <https://youtu.be/5qRclek4NY0> - Augmented Reality in Education: Shaw Wood Primary School uses Aurasma

Animoto (Anita Matić, Croatia)

Keywords: videos.

Animoto is an amazing tool for creating quality videos. Actually, with the help of this tool, you can create magnificently orchestrated, extraordinary video pieces out of your pictures, video clips, and music. So it is a simple tool that makes the elaborate job of creating photos as simple as a child's play.

The screenshot shows the Animoto website homepage. At the top left is the Animoto logo. To its right are navigation links for 'Features', 'Sample Videos', and 'Plans & Pricing'. The main banner features a collage of photos: a skateboarder, a couple kissing, two children, and a sunset. The text 'Create stunning video slideshows' is prominently displayed. Below this, a tagline reads 'Turn your photos, video clips, and music into masterpieces to share with everyone. Fast, free, and shockingly easy.' A 'Get Started' button with a 'free' badge and a link 'or learn more...' are also present. The section 'Videos created with Animoto' shows three video thumbnails: 'I love you', 'Holiday', and 'Birthdays'. A testimonial quote on the right says 'I was honestly blown away by the quality of the video produced...'

Challenges for you!

- Create stunning video of one of your learning activity!

Links

- <https://animoto.com/>
- <https://www.youtube.com/watch?v=FamyvqlgiOQ>

BBC Micro:Bit (Ivana Dujčić, Croatia)

Keywords: Micro:Bit, programming, coding.

One of the most ambitious initiatives lately, Micro:bit is a pocket-sized codable computer with motion detection, a built-in compass and Bluetooth technology.

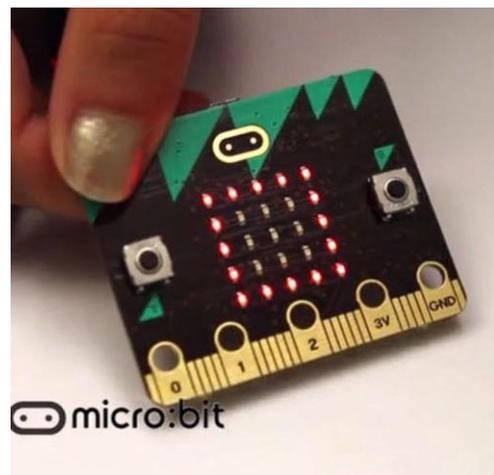
Its aim originally was to inspire students to get creative with digital and develop core skills in science, technology and engineering, and also to encourage them to learn how to express themselves digitally.

Since Croatia has recently begun a revolutionary campaign concerning ICT modernisation, our school is one of 360 Croatian schools to get micro:bit devices as means of modernisation of tools and knowledge in our schools, and offer it to our students.

It may look small but its possibilities are stunning. Comparing to tablets that students use, it is much more important since it requires their creative side, encouraging them to make their own projects.

They are easy to use, and you can enjoy all kinds of different activities with them. Students are the ones who use coding to create programs they want, ranging from simple games like Rock, paper, scissors, to compasses, pocket pets, pedometers and metronomes to much more complicated ones like robot rocket cars.

You can easily program them by installing the drivers needed for your platform and connecting them to your computer via a USB lead, or even wirelessly via Android phones or iPhones.



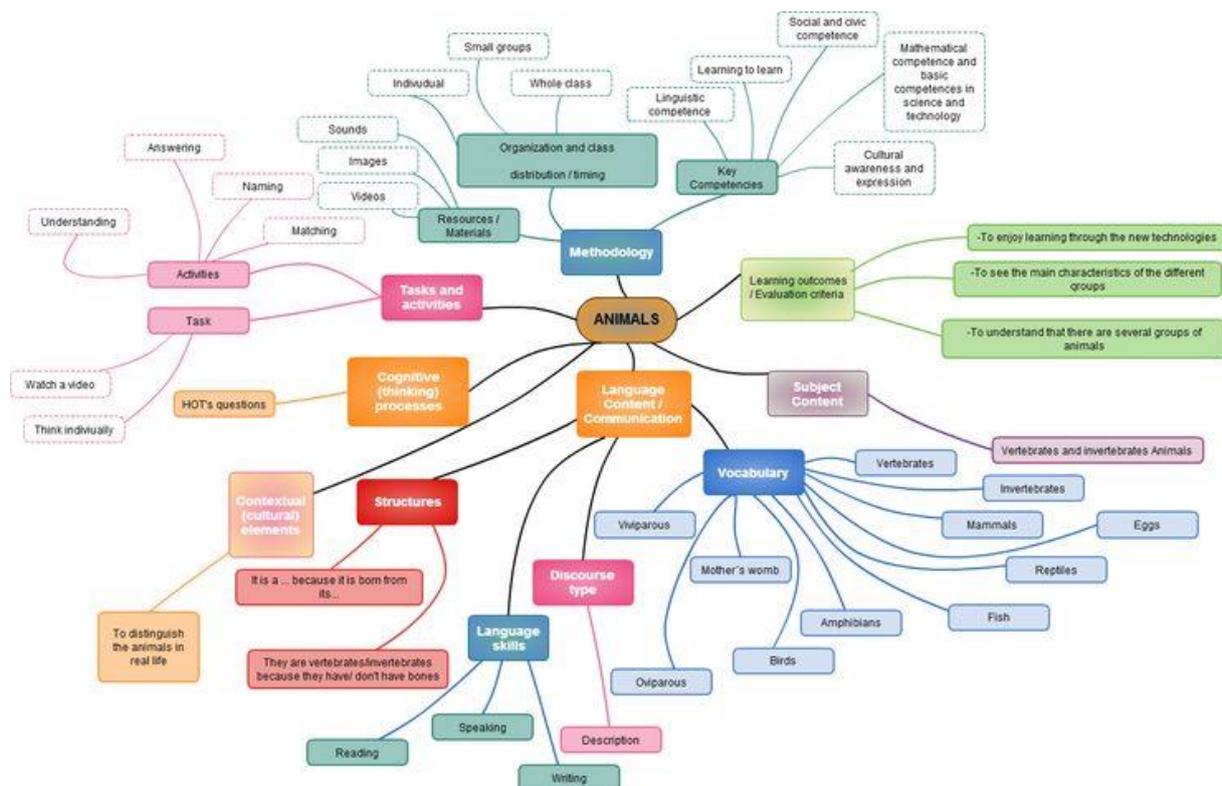
Links

- <https://www.youtube.com/watch?v=Wuza5WXiMkc>

Cacoo (Anita Matić, Croatia)

Keywords: diagrams, collaboration.

Cacoo is an online flowchart generator that includes real-time collaboration features. This means multiple individuals can access and edit the diagram at the exact same time and you can see changes as soon as they're made. It has a chat feature within the flowchart software so each user can chat and exchange ideas while editing the charts. Memo fields let you keep track of ideas and exchanges or note who has been involved with the collaboration. These features make it an excellent choice if you are working with students.



Challenges for you!

- Make a video-plan diagram in a collaboration with your colleague!

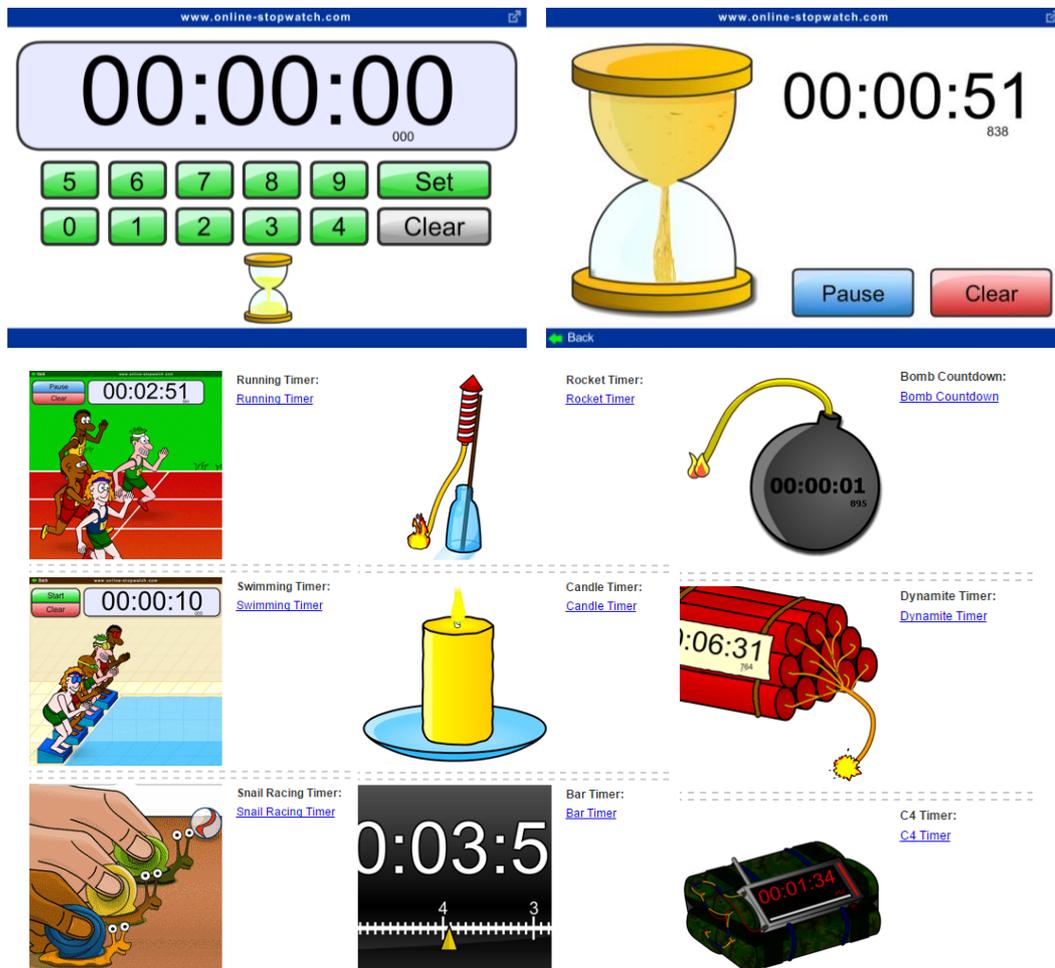
Links

- <https://cacoo.com/>
- <https://www.youtube.com/watch?v=mIZlhBDAZWw>

Classroom Timers (Michal Přebyl, Czech Republic)

Keywords: Classroom Timers, time, stopwatch.

The website called Online-Stopwatch includes a section called Classroom Timers. There are several nice and fun timers that can be used in a lot of different ways.



Challenges for you!

- **Use Classroom Timers to keep track of time and make activities fun.**
 - Use Classroom Timers during various activities. It is particularly useful during educational games.

Links

- <http://www.online-stopwatch.com/classroom-timers/>

Crossword Labs (Anita Matic, Croatia)

Keywords: crossword.

Crossword Labs is a online tool for free, fast and easy making crossword puzzles, print them out as PDFs or a Word, share them, and solve them online with Crossword Labs.

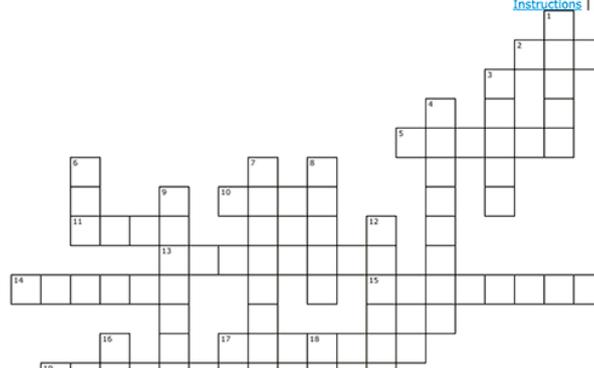
Crossword Labs

[Make a Crossword](#) [Find a Crossword](#) [About](#) [Login/Sign Up](#)

Arthur's Fun Animal Crossword

[PDF](#) [Word](#) [Share](#)

[Instructions](#) | [Edit](#) | [Answer Key](#)



Across

2. He's orange, naughty and would love to catch our chickens
5. Our orange cat
10. Small insect that loves to live on dogs and bite people
11. You can sometimes hear one of these roaring
13. Slow and solid
14. Your brown dog
15. A big reptile that is extinct
17. Your black dog

Down

1. An animal that people ride
3. A small animal that eats cheese and is chased by cats
4. He has a trunk
6. A wise bird that hoots
7. He has a bill like a duck, but is furry
8. Mummy's favourite zoo pet (a bit like a pig with a long nose)
9. A funny looking animal that eats ants
12. Stickily prickly

Challenges for you!

- Make a crossword puzzle about online teaching tools!

Links

- <https://crosswordlabs.com/>
- https://www.youtube.com/watch?v=yCq49Ldag_Y

EDpuzzle (Helena Capela, Portugal)

Keywords: videoengagement, video lesson editing, flipclassroom, formative assessment.

Edpuzzle is a simple tool that allows teachers to select videos, edit them down with notes or sound, assign them to students, and quiz them as they watch.



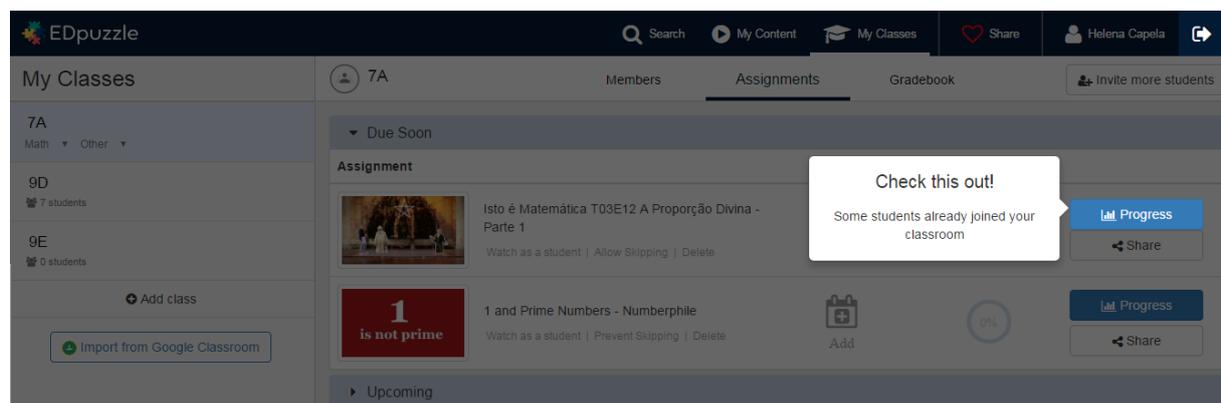
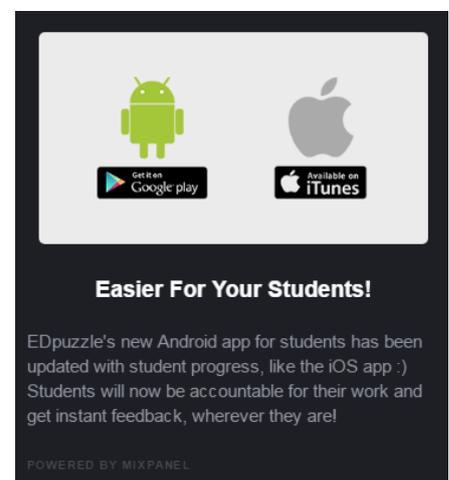
How to Use

Start by choose a video link or upload your own video. The video can be cropped in order to use only the parts that are interesting for the lesson.

It's very easy to use and you can quickly create individualized video lessons for different students or flip your lesson making sure that your online assignment is actually being watched.

You can add your own voice or you can add written questions.

There are also apps available in Google Play and iTunes.



When to Use

EDpuzzle can be used as an online assignment flipping your classroom. It's very easy to use and has interesting features like cropping, audio track to explain the video with your own teaching approach and in your language, record audio notes to insert an introductory comment, a conclusion or a remark and add quizzes during the video. This last feature allows formative assessment anytime during the video and to know if students are really watching the video.

The screenshot displays the Edpuzzle web interface. At the top, the Edpuzzle logo is on the left, followed by the video title "Loc, Constructions and Bad Maths in Taken 2" and a "Saved a month ago" status. On the right, there are "Save" and "Finish" buttons. Below the header is a control bar with icons for crop, microphone, volume, and help. The main area features a video player showing a person in a room with a puzzle on the floor. To the right of the video is a challenge box with the text "Why crop a video? Explain only what you need." and a "Show me how" button. At the bottom of the video player, there is a progress bar and a "Help" button.

In Edmodo you can assign a video from Edpuzzle.

Challenges for you!

- Use EDpuzzle in any class subjects as an online assignment with youtube links or your own video.

Links

- <https://edpuzzle.com/>

Geogebra (Helena Capela, Portugal)

Keywords: maths, geometry, algebra, art.

Geogebra is an open source software to do dynamic Mathematics specially Geometry and Algebra but also Statistics, Calculus and graphing. However it can also be used to teach Arts in particular geometric one. It's available in many languages. The software is easy to download but also can be used in an internet without downloading it

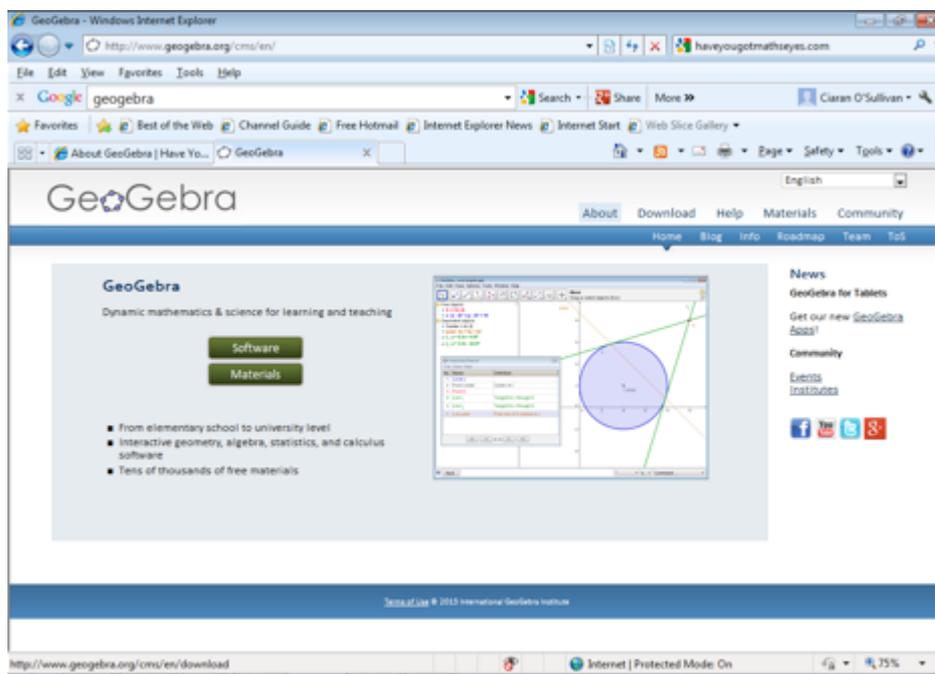
“GeoGebra is a rapidly expanding community of millions of users located in just about every country. GeoGebra has become the leading provider of dynamic mathematics software, supporting science, technology, engineering and mathematics (STEM) education and innovations in teaching and learning worldwide.”

There are also mobile Apps.



How to Use

Geogebra can be used by children of all ages. When you have loaded GeoGebra, you will get the GeoGebra Drawing Pad in its own window, at the bottom of the screen is the Input Line, and on the left of the screen is the Algebra View. Now you will be ready to explore.



You can see the videos on the link for a quick start:

- https://www.youtube.com/playlist?list=PLITakOESY-2zB_MmwGntYz4EKfZ4MtyT6

When to Use

Whenever you want to explore some mathematical concepts or draw geometric figures using symmetry or translation or rotation.

Challenges for you!

- Use Geogebra to do a Escher like pattern.

Links

- <https://www.geogebra.org/>

Glogster (Anita Matić, Croatia)

Keywords: Glogster, edu Glogster, posters, multimedia.

Glogster is a Web 2.0 tool that allows you to create online multimedia posters combining text, audio, video, images, and hyperlinks and to share them with others.



Challenges for you!

- **Use Glogster to improve your teaching.**
Introduce, explain, summarize different topics from different points of view.
- Let your students be creative.

Links

- <https://www.glogster.com/#one>
- <https://www.youtube.com/watch?v=80NISdsouuE>

Go-Lab (Helena Capela, Portugal)

Keywords: Inquiry Based Learning, learning by experience, Online Laboratories.

Go-Lab is not really a tool but a European Project with an online Portal where teachers can create activities using Inquiry Based Learning Activities with online science laboratories (remote and virtual labs). The Project is aimed to encourage students for sciences studies undertaking guided experimentation.

Go-Lab has a good “Repository where you can find remote and virtual laboratories for different science domains such as Physics, Astronomy, Chemistry, Biology, Geography, and Math. You can use these labs together with your students to enrich your classroom activities with interactive experiments and appealing demonstrations. Moreover, here you can find inquiry learning applications, which will support your students in formulating research questions and hypotheses, conducting scientific experiments, and drawing conclusions.”

“By registering on the authoring platform Graasp, you receive the possibility to create your own Inquiry Learning Spaces (ILSs). An ILS is a virtual learning space, where you can collect online labs and apps selected from the Repository. You can customize the ILS according to your needs adding educational resources, instructions, and exercises for your students. Each student can login to the ILS and conduct personalized experimentation being guided through the phases of the Inquiry Learning Cycle. You can either create your ILS from scratch or select one of the ready-to-use templates in the Repository.”



How to Use

“An Inquiry Learning Space (ILS) offers science students the opportunity to engage in inquiry learning in a structured and supportive manner. Inquiry spaces are learning environments that can contain labs, learning resources, and apps that support inquiry learning processes. Learning resources are typically texts, videos, and other materials to assist students to grasping a basic understanding of the learning material and to prepare them for investigations or performing experiments. Teachers usually set up an inquiry space for their students. An inquiry space can be shared with other teachers who can repurpose and adapt it to fit their own needs and goals.

How to create an inquiry space?

An inquiry space can be created directly from an online lab by using the “create inquiry space” button at the page at Golabz that describes the lab. This button opens the Go-Lab authoring platform (www.graasp.eu) with an inquiry cycle defined, the lab in the investigation phase,

and the other phases ready to be filled with learning resources and apps. An alternative route is to select an existing ILS here and use the button “copy and use this inquiry space” to create a new version of the inquiry space that can be adapted a personalised. “

GO-LAB

Experience Inquiry Learning with Go-Lab

Enrich your class with exciting scientific experiments.
Teach your students inquiry methods with online labs and apps.

When to Use

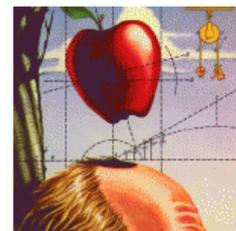
You can use Go-Lab Portal creating an Inquiry Space if you need to do an Inquiry activity meaning, an activity where students will learn by experiencing.

Challenges for you!

- Use Go-Lab to get students inquiry about gravity.

Links

- <http://www.go-lab-project.eu/frontpage>



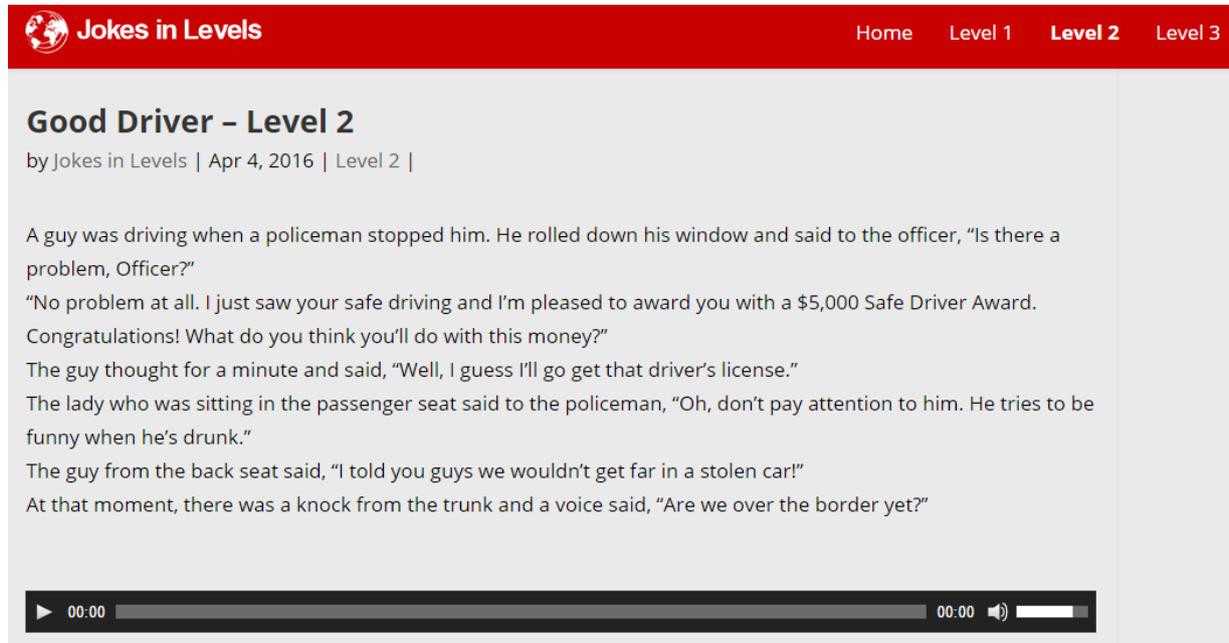
Gravity Force Lab

This lab allows the user to visualise the gravitational force that two objects exert on each other. It is possible...

Jokes in Levels (Michal Příbyl, Czech Republic)

Keywords: jokes, fun, listening, reading, speaking, English, TEFL.

The website Jokes in levels contains a large number of jokes with audio recordings which can be used by teachers of English and their students in many different ways.



The screenshot shows the website 'Jokes in Levels' with a red header. The main content area is titled 'Good Driver - Level 2' and includes the text of a joke. Below the text is an audio player with a play button and a progress bar.

Jokes in Levels Home Level 1 **Level 2** Level 3

Good Driver - Level 2

by Jokes in Levels | Apr 4, 2016 | Level 2 |

A guy was driving when a policeman stopped him. He rolled down his window and said to the officer, "Is there a problem, Officer?"

"No problem at all. I just saw your safe driving and I'm pleased to award you with a \$5,000 Safe Driver Award. Congratulations! What do you think you'll do with this money?"

The guy thought for a minute and said, "Well, I guess I'll go get that driver's license."

The lady who was sitting in the passenger seat said to the policeman, "Oh, don't pay attention to him. He tries to be funny when he's drunk."

The guy from the back seat said, "I told you guys we wouldn't get far in a stolen car!"

At that moment, there was a knock from the trunk and a voice said, "Are we over the border yet?"

00:00 00:00

Challenges for you!

- **Use Jokes in Levels to modernise your lessons.**
 - Use Jokes in Levels to practise listening, reading and speaking skills, learn new words or show how certain grammar works.

Links

- <http://www.jokesinlevels.com>

Kahoot (Ivana Dujić, Croatia)

Keywords: Kahoot, on-line voting, games.

One of those tools that work great both for students and teachers. It's fun, it's quick, it's easy to use and it's applicable to a wide range of themes.

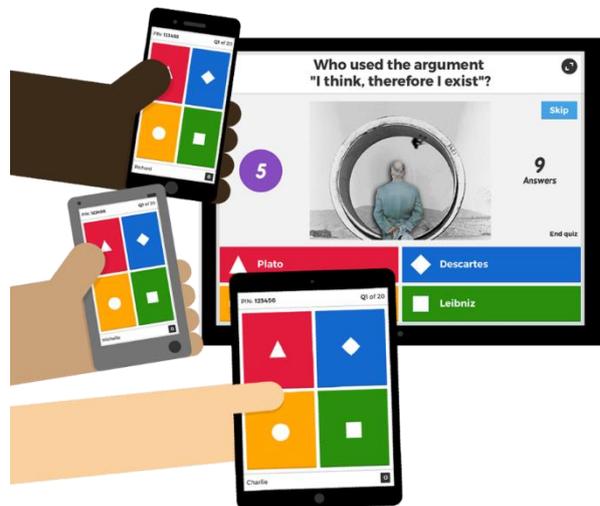
You create a fun learning game in literally minutes, as a great way of revising the topic, exercising for tests or even introducing new things.

The games are based on multiple-choice questions, and you can make them personal and encourage student engagement by adding videos, images, notes or diagrams to the game.

There is also an immense base of ready to use Kahoots (that's the name for the games), shared by teachers all over the world. You just need to pick your choice of interest, there for you can even use it when you have few minutes to spare, at the end of your class, as a great way to check their understanding of a topic.

Since it is an online app, it is also a good idea to encourage students into browsing the other similar Kahoots from their colleagues around the world, and then making their own, which you can later play in class.

It's free to create and requires no player accounts.



Links

- <http://www.getkahoot.com>
- https://www.youtube.com/watch?v=pFFv6_6was4

Kizoa (Anita Matić, Croatia)

Keywords: slideshow, photos, animations.

Kizoa is a free service available online to create slideshows and edit photos with fun effects, animations, music and more! It is a tool that gives your personal photos and albums a creative and exciting look. Kizoa allows you to add text, effects and music to create movies with the easy-to-use slideshow, video maker and collage builder.



Challenges for you!

- Make a slideshow of some learning activity!

Links

- <http://www.kizoa.com/>
- <https://www.youtube.com/watch?v=OPX4P1aqiOE>

Kubbu (Ivana Dujić, Croatia)

Keywords: kubbu, assessment.

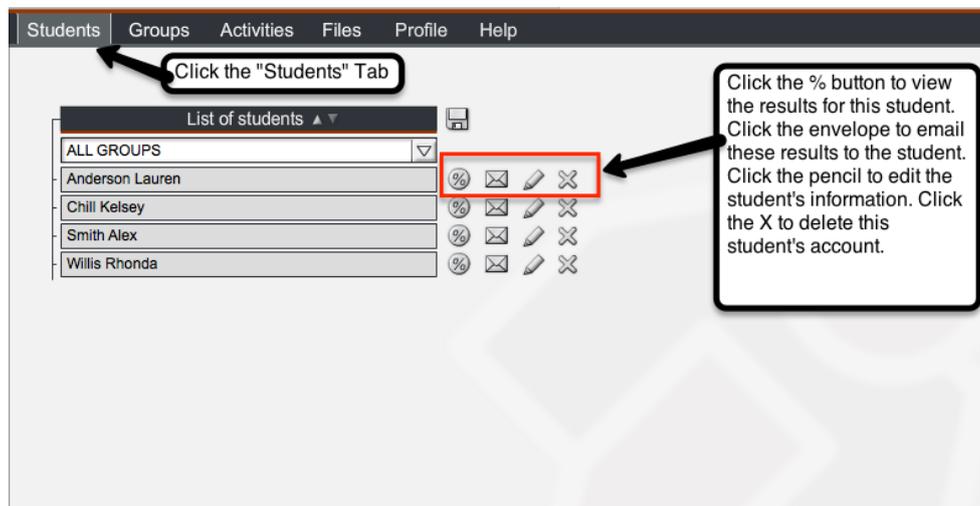
A very interesting online application which helps teachers in assessing students work and progress.

The thing I liked best are the various possibilities of assessment methods.

Apart from creating your own quizzes, crosswords and assessment games, you can easily follow your students' progress and results, by using a built in analyser which gives you an overall or individual analysis, after checking all of their responses. To finish it, you can share the results with your students by sending them the links.

Not less important is section for shared activities, where you can share your own ideas and examples of assessment methods, or use the ones that other teachers shared. All you have to do to enable it, is set you exercises settings to "public" instead of "private". This way students are being exposed to larger variety of materials and greater diversity of different exercises, which is obviously a big plus for them.

The biggest plus of this application is that it takes away the stress of tests as traditional assessment method. Students have fun while working on quizzes, solving puzzles and playing games, and in the same time learning and testing their knowledge without being preoccupied that much with the final results.



Links

- <https://www.youtube.com/watch?v=CacfBcWTiv0>

Lyrics Training (Michal Přebyl, Czech Republic)

Keywords: music, songs, lyrics, listening, English, TEFL.

This website is a perfect tool for learners of English and other foreign languages. Users can watch music videos and practise their listening, writing and speaking (if they sing along) skills at the same time.

There are two types of exercises for each song and four difficulty levels (number of gaps). While listening to a song, you can either write what you hear or choose from four words.

It is highly motivating as you gain points and bonuses and you can compare your score with users from all over the world, your country and in addition, you can challenge your friends.

The screenshot displays the Lyrics Training website interface. On the left, there is a grid of song cards, each featuring a music video thumbnail, the song title, artist name, and play count. The songs shown include 'Hello' by Adele, 'Sugar' by Maroon 5, 'Happy' by Pharrell Williams, 'Just The Way You Are' by Bruno Mars, 'Someone Like You' by Adele, 'Love Yourself' by Justin Bieber, 'Blank Space' by Taylor Swift, and 'Sorry' by Justin Bieber. On the right, a 'Select a Game Mode' panel offers four difficulty levels: Beginner (Fill 32 random words of 317 (10%)), Intermediate (Fill 79 random words of 317 (25%)), Advanced (Fill 159 random words of 317 (50%)), and Expert (Fill all the words (317), are you crazy?). Below the song grid, two game mode screenshots are shown. The first shows a video player for 'Someone Like You' with a score of 1948, 84/157 gaps, 84 hits, and 0 fails. The second shows a video player for 'Someone Like You' with a score of 8888, 0/157 gaps, 0 hits, and 0 fails, with a bonus of 1. The interface includes navigation buttons like 'Up', 'New', 'A', and 'Grew'.

Challenges for you!

- **Use Lyrics Training to motivate your students and improve their skills.**
 - Choose a song popular with your students and incorporate it into your lesson. Use Lyrics Training as a follow-up activity – e. g. as homework.
 - Organise a competition for your students using Lyrics Training.
 - Motivate students to use Lyrics Training in their free time.

Links

- <http://www.lyricstraining.com>

Mapmaker (Helena Capela, Portugal)

Keywords: formativeassessment, reflection, game, behaviour, geography, sciences.

Mapmaker is a National Geographic tool that allows to customize a map and save it to make it your own with bookmarks, drawings, labels, and more. To save your map, you will need to enter your email address and the system will send you a set of links to use to edit and share your map.

How to Use

Start by adding lines, shapes, or markers to your map. Click the edit button on the left menu and then select which object you would like to add your custom information to.

Selecting the object will open an editing palette. Click on the link option to add text, photos, and videos. You can add in a title, and a description. In the description, you can format the text and even include hyperlinks.

Add pages to your geographic story. With bookmarks you can save customized views of the map. Then share your geographic story with others by saving and emailing or posting to social media.

Drop pins or location markers, or draw right on the map. You can attach notes to these points for later via the link settings below the edit button.

See the coordinates of any place on earth by clicking the grid icon on the bottom left of the menu. There is an option to see a display of the latitude and longitude values of any point on the map, and lines of latitude and longitude on the map. You can turn on one or both of the features at a time.

- **Country Facts and Flags** - Explore and discover information about countries and territories around the world. Customize the fill and border colors to make this map layer your own.
- **Latitude and Longitude** - See the coordinates of any place on earth.
- **Custom Text, Photos, Videos** - Use markers, lines, or shapes to tell your story on MapMaker by adding in text, photos, and videos with the rich editing tool.

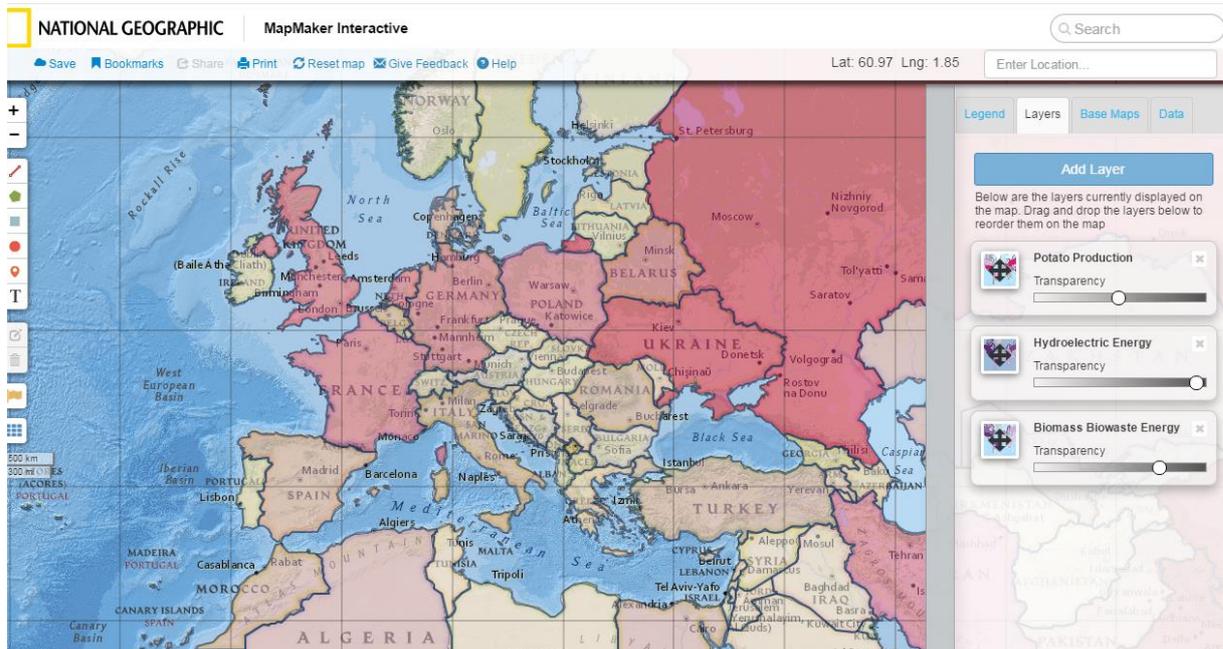
The tool was also redesigned to support interactive mapping on tablets.

When to Use

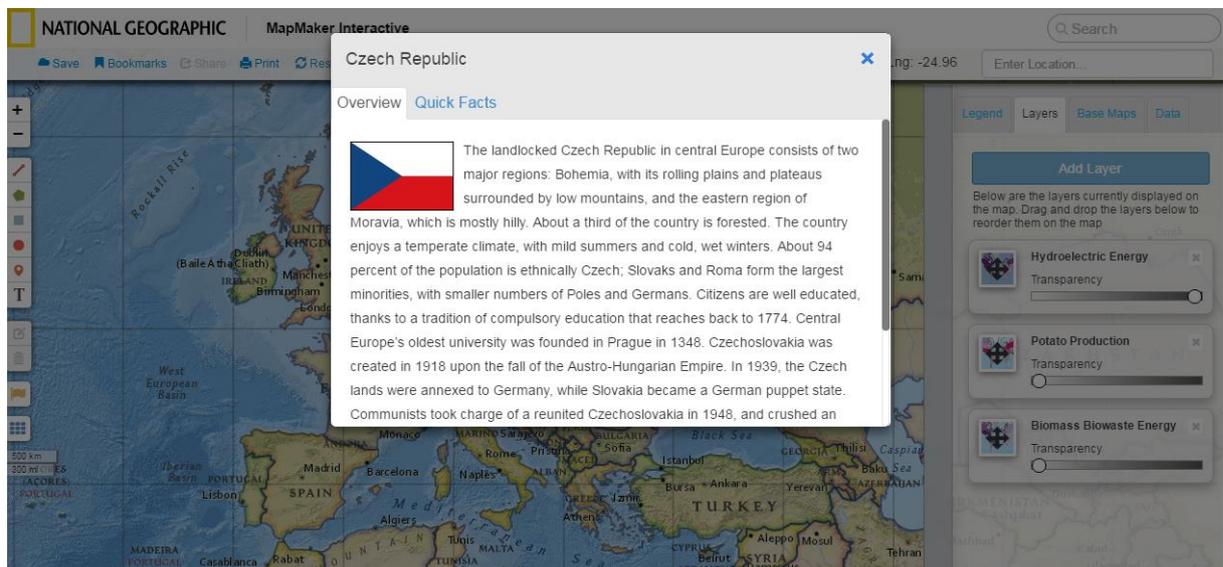
Mapmaker can be used in the class or for doing projects. It's very easy to use and has interesting features.

Below you can see some examples of Mapmaker features

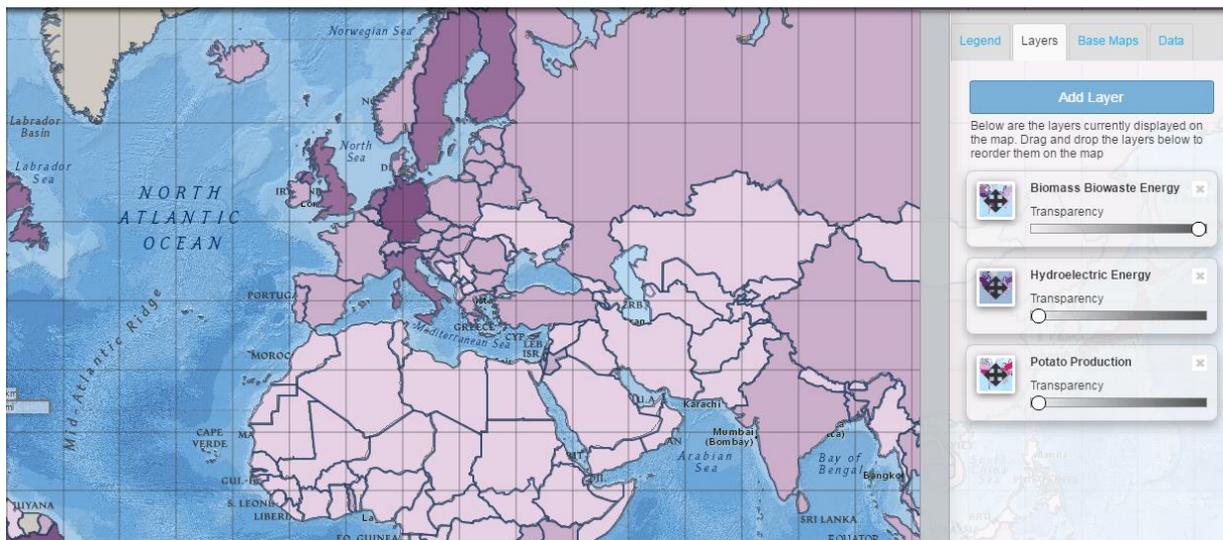
Potato Production in Europe



Flag and facts about countries



Distribution of Biomass and Biowaste Energy



Connecting our Erasmus+ Project Countries



Challenges for you!

- Use Mapmaker to do a guide to your Erasmus + Project;
- Use Mapmaker in the Geography class to explore the distribution of displaced people;
- Use Mapmaker in the Sciences class exploring the sea temperature;
- Use Mapmaker in the Maths class finding the distance between two locations A and B and all the places at the same distance of A and B at the same time.

Miracles of Class Dojo (Gamze Timur, Turkey)

Keywords: Class Dojo, behaviour, app.

In our school, there is an application related to students' behaviour that we use in our classes. It is called "Class Dojo". After downloading it in our mobile phones, we create profiles and get accounts for each student in each class. In their profiles, they seem like monsters and they can change their avatars later by using their own accounts. The advantage of this application is that we give points to students about their positive or negative behavior and parents can follow their children. In order for them to see what is happening in the class, they should also download the application. We can write, add or delete behaviour models in the platform as well as sharing photos of activities that we have done together. At the end of each month, the student who gets the highest point becomes the star student. In addition, we award these students by giving them certificates about their successes. This really motivates all the students at the school.

Moovly (Ivana Dujić, Croatia)

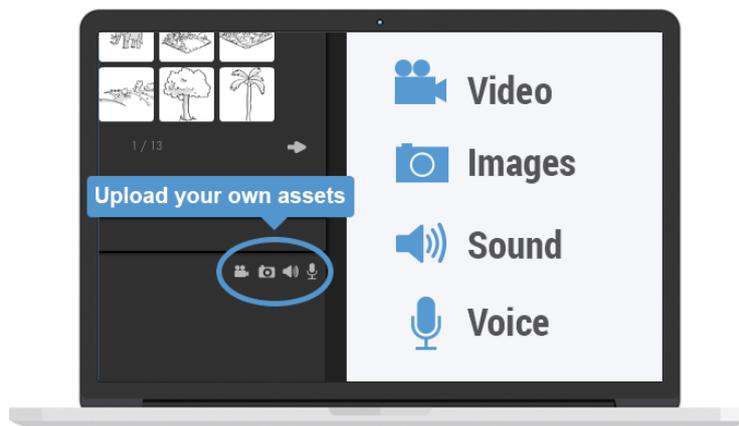
Keywords: Moovly, videos, animations, presentations.

Moovly is a cloud based digital media and content creation software platform. Content can be created via various interfaces, including the editor as well as simple, custom-made video generation interfaces.

Using a combination of uploaded images, videos and sounds, as well as a pre-defined library of objects, users are able to quickly assemble new animated content. The final videos or presentations can be downloaded as an MP4 for example, or published on a variety of video platforms.

Make sure you encourage your students to make their own videos and animations, video-summaries or translations.

This is a great way to introduce something different to the old fashioned way of presenting. Students love it and are eager to work on it. This increases their level of attention and focuses them to the topic, much more than before..



Links

- <http://www.moovly.com>
- <https://www.youtube.com/watch?v=x8fK2dYSt5g>

Online Logo Maker (Michal Přebyl, Czech Republic)

Keywords: Online Logo Maker, logo, design.

There are many websites where you can create logos for free. The problem is that when you want to download your logo in a good resolution you are usually asked to pay for the download. This website is completely free and there is even no need to sign up.

There are several tools available such as adding symbols, text, changing colours and size or uploading images.



Challenges for you!

- **Use Online Logo Maker to create logos.**
 - Let students create logos for projects, school, school clubs, events, training companies, learning about advertising etc.

Links

- <http://www.onlinelogomaker.com/>

Padlet (Gabriela Bruno, Portugal)

Keywords: collaborate, share, learn.

Padlet it's an application to create online bulletin boards that can be used to display school or class information for any topic. It's easy to create an account and build boards for personal study to share freely with others or to work with students. We can add images, links, videos, and more. The settings allow us to make our padlets completely open for public contributions or completely private. We can also have padlets moderated by us, where all contributions must be approved before they are public.

In the classroom we can use Padlet to have a collaborative classroom in collecting ideas, brainstorming or just to allow students to know what the work is for next weeks. This is a tool BYOD friendly since all students can easily access it for free, no matter what device they have.

If using Padlet we must remember that it does not show which work is submitted by which student, so we must ask them to digit their names so their contributions get the credits. If we are working with students, allowing them to post to the wall or make comments, we must discuss internet safety first and establish what are the class rules and consequences if they do not follow them.

How to use

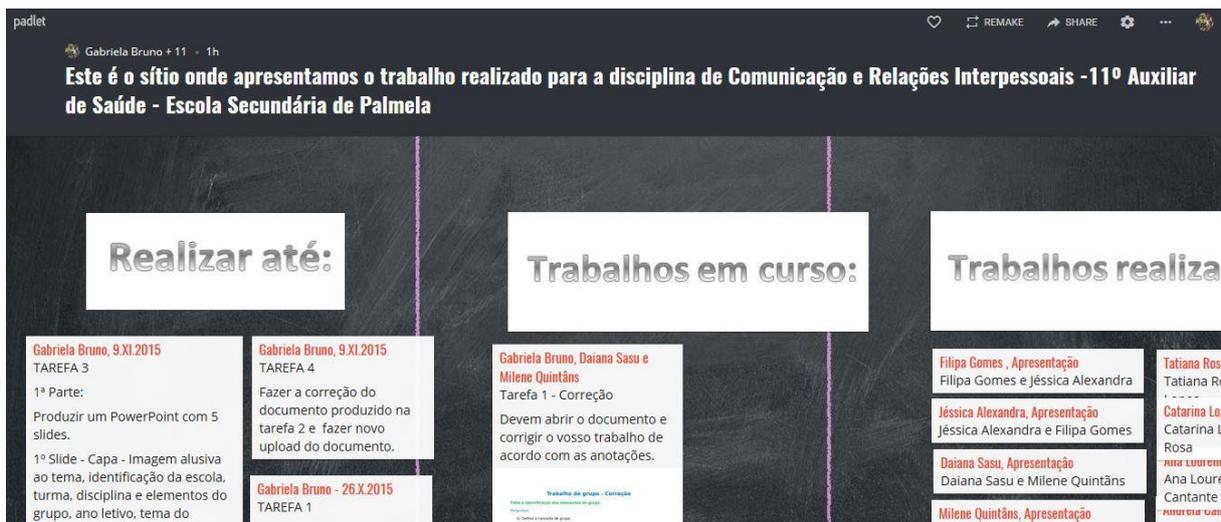
It is very easy to use Padlet. Once the teacher has created an account, he can add the students to a specific padlet by adding their emails. Everyone can then contribute by double clicking on the wall. It is a very friendly tool because it doesn't need to save the work after writing it. It can be used to share the class contents, specific links or to have a space where every student must collaborate and add their contribution to a specific theme.

I've been using Padlet with my students from professional courses, allowing them to work in or outside the classroom which gives them the freedom to decide when and where they will be working but also gives them the obligation of knowing the rules and respecting the deadlines.

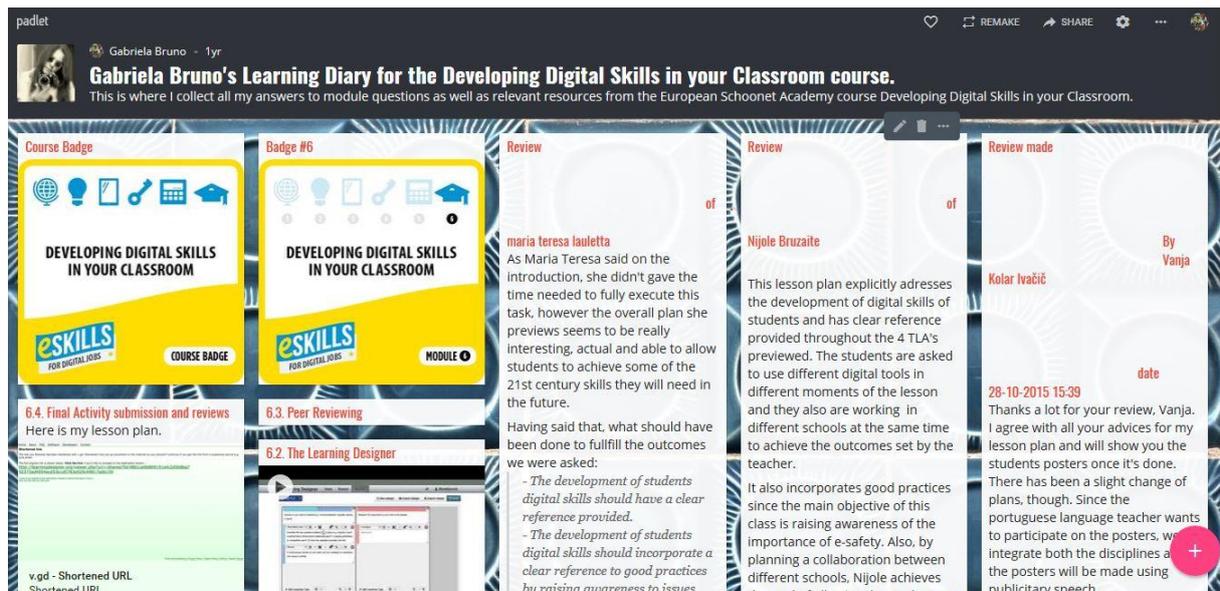
On a personal level, I've been using Padlet to have my study organized and always open to add some more items to the theme, if needed and it is also available for others who are interested on the same subjects



Padlet wall – <https://www.padlet.com/>



Example of a classboard for Communications and Personal Relationships Professional Class – 11th grade - <https://padlet.com/gabrielabruno357/11ASCRI>



Example of a learning diary - <https://padlet.com/gabrielbruno357/developdigitalskills>

Challenges for you!

- Use Padlet to add specific literature for a class theme (The circulatory system).
- Use Padlet as a wall where all the students work is presented.
- Use Padlet as a class timetable.
- Use Padlet as a wall where students can choose their own assignments from a collection.

Links

- <https://www.padlet.com>
- <https://www.youtube.com/watch?v=UuzciL8qCYM>

Pixabay (Helena Capela, Portugal)

Keywords: freeimages, freevideo, creativecommons.

Teachers and students often need to use pictures or videos. Most of them are not copyright free.

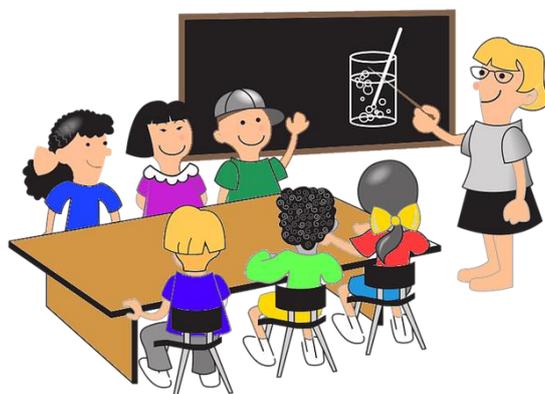
Pixabay offers free images and videos that can be used anywhere because they are royalty free and don't even require attribution.

The Pixabay logo, featuring the word "pixabay" in a lowercase, sans-serif font.

How to Use

There are thousands of beautiful photos, vector graphics, illustrations and videos that can be searched, just using a key word. There are lots of categories from animals to travel. If you find a picture you like just download it choosing the size.

Examples



When to Use

Pixabay can be used when we need a picture or a video that's copyright free under Creative Commons.

Challenges for you!

- Use in a paperwork.

Links

- <https://pixabay.com/en/>

Plickers (Ivana Dujic, Croatia)

Keywords: Plickers, assessment.

Plickers is a powerfully simple tool that lets teachers collect real-time formative assessment data without the need for student devices.

It can be easily used and implemented wonderfully into classrooms, giving you quick feedback into your students' understanding and mastering of key skills.

It lets you poll your class for free, without the need for student devices. Just give each student a card (a "paper clicker"), and use your Android smartphone or tablet to scan them to do instant checks-for-understanding, exit tickets, and impromptu polls. Best of all, your data is automatically saved, student-by-student, at plickers.com.



Links

- <http://www.plickers.com>
- https://www.youtube.com/watch?v=Xgz0c0s_w6A

Plickers for Democracy (Ana Catarina, Gualberto, Portugal)

Keywords: democracy, multiple choice, Plickers.

Plickers is an educational tool designed to collect instant data without the need for students' devices. It works with printed cards that can be reused, the classroom computer and an app on the teacher's smartphone or tablet.

Each card carries a unique QR code that can be read in 4 different positions, allowing the use of multiple choice quizzes. Although it provides useful data for the teacher, students see it as a game.

Plickers can be used not only as a tool for a quick quiz, but also as a tool to promote democracy in class. Since a simple question with two possible answers (A or B = Yes or No) is very easy and quick to produce, it can be used to make decisions in class with a simple vote and the results are instantly known.



How to use

It is very easy to use Plickers. Once the teacher has created an account, he can create classes, associating each card to a particular student. He can proceed then to creating questions, and multiple possible answers (up to 4), marking the correct one (if it is a quiz).

It can also be used in a slightly different way – no «right» answer but a choice between YES or NO.

The screenshot shows the Plickers interface displaying a class summary table for "Sunday, Jan. 1 - Wednesday, Jan 11". The table lists 14 students and their responses to four questions. The overall class performance is 51% correct on 4 questions.

Card #	Student Name	Total %	GATO, GALINHA e PAPAGAIO, são	Em relação a MÃO, as palavras	Chamamos HIPÓNIMOS a palavras que...	AUTOMÓVEL e ... relativamente a
1	Ana Rita	0%	---	---	---	---
2	André Silva	50%	B	B	C	C
3	Beatriz Fortuna	50%	B	B	A	C
4	Bernardo Gomes	50%	B	B	D	C
5	David Rosa	25%	B	B	D	B
6	Dinis Colaço	75%	B	A	B	C
7	Ditza Lopes	75%	B	D	A	C
8	Fayssal Arimam	0%	A	C	C	B
9	Francisco Romão	25%	B	B	C	B
10	Inês Fernandes	100%	B	D	B	C
11	Joana Oliveira	25%	C	B	D	C
12	Josh Sousa	50%	B	A	D	C
13	João Francisco	0%	---	---	---	---
14	Marta Lourenço	50%	B	A	B	B

Challenges for you!

- Use Plickers to ask a simple question concerning the day's work (Shall we listen to some Mozart while we work?)
- Use Plickers to elect the class delegate
- Use Plickers to choose from a small list the book the class will be reading this semester

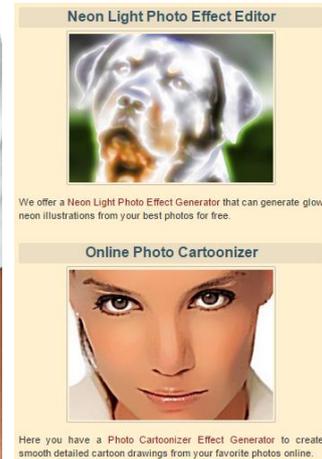
Links

- <https://www.plickers.com/>
- https://youtu.be/Xgz0c0s_w6A

Picture to People (Michal Přebyl, Czech Republic)

Keywords: Picture to people, pictures, photo editor, text generator.

Picture to People is a free on-line photo editor and text generator. There is a large number of photo effects, frames and you can edit your pictures as well as create attractive texts.



Challenges for you!

- **Use Picture to People to make your teaching materials or notice boards more attractive.**
 - Create catchy headlines or make pictures more interesting.
- **Use Picture to People in your lessons.**
 - Introduce Picture to People to your students and let them use it in their presentations and other materials.
 - Use it to create logos for websites or different projects.
 - Use it to create T-shirt designs.

Links

- <http://www.picturetopeople.org>

Powtoon (Michal Přebyl, Czech Republic)

Keywords: Powtoon, video, audio, presentation.

Powtoon is a website where you can create nice videos in a few minutes. You can mix your photos with different animations, captions, backgrounds, music, audio recordings and there are several effects available.



Challenges for you!

- **Use Powtoon to enhance your teaching.**
 - Introduce, explain or summarize different topics (grammar, vocabulary, laws of Maths, places, people, animals, use it to start a discussion etc.).
- **Let your students be creative.**
 - Create videos about yourself, your family, free time, hobby, country or hero, present your survey, project, opinions, ideas or a book you have read, make your own story using Powtoon etc.

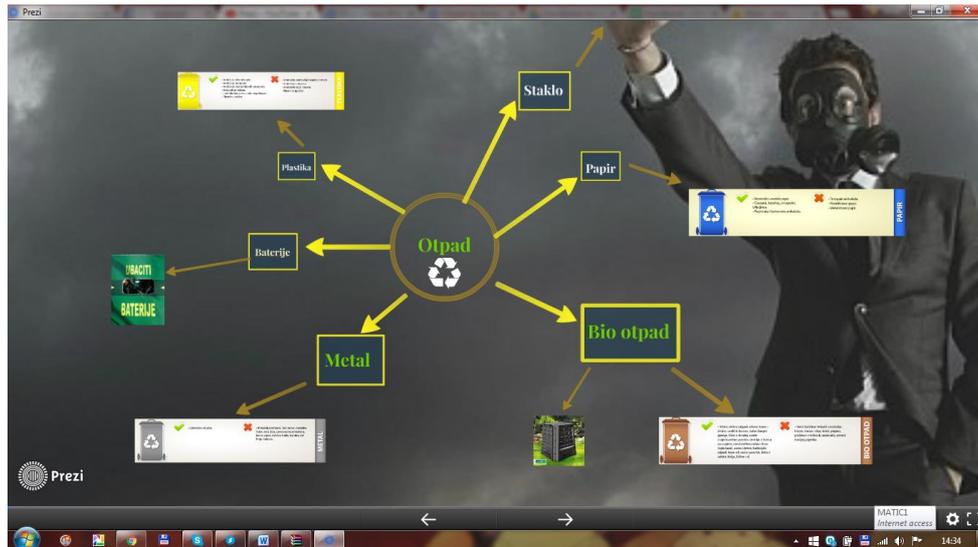
Links

- <http://www.powtoon.com>

Prezi (Anita Matić, Croatia)

Keywords: prezi, presentation, zoom.

Prezi is an online and offline tool for presentations in which the user places objects on a canvas and navigates between videos, images, texts and other presentation media zooming in and out of its presentation.



Challenges for you!

- Challenge for teachers: make your own Prezi presentation on any topic.

Links

- <https://www.youtube.com/watch?v=as9po3WbOhI>
- <https://prezi.com/>

Purpose Games (Michal Příbyl, Czech Republic)

Keywords: Purpose Games, game, test.

Purpose Games is a completely free website where you can quickly create so-called point and click on-line games for your students. Upload a background (for example a map, a picture of a skeleton, different places or items) and create a multiple choice quiz, shape-based or dot-based quiz. Besides, the website contains nearly 200,000 games that can be played and shared.

Another important thing is that you can organize groups and tournaments or challenge other members.



Challenges for you!

- **Use Purpose Games to create challenging quizzes and games.**
 - Let students practise your games instead of doing boring homework.
 - Organise a class or school tournament.
- **Let students create their own educational games.**
 - Let groups of students create their own games. Organize a class tournament.

Links

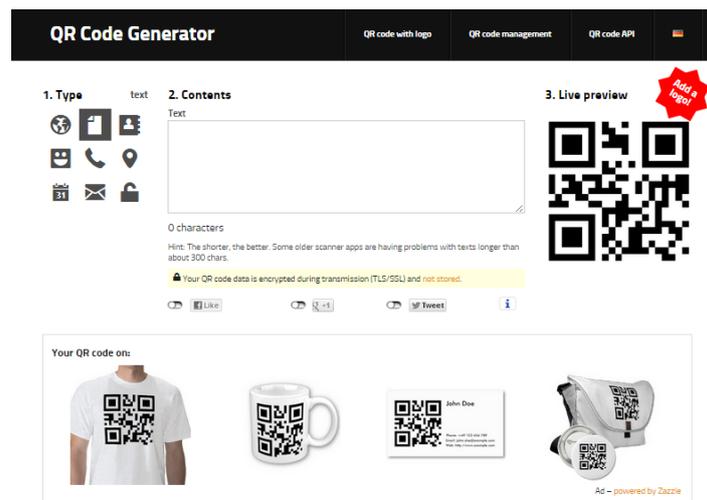
- <http://www.purposegames.com>

QR codes (Michal Přebyl, Czech Republic)

Keywords: QR code, Quick Response Code, camera, smartphone, tablet.

QR (Quick Response) code is a special type of a barcode which can be scanned using a camera and QR reader app. After scanning a QR code, you can see further information, e-mail or link to a website.

Creating a QR code is very simple and quick. You just enter the text or link, download the code and print it out.



Challenges for you!

- **Use QR codes to create stunning materials for your students.**
 - Add QR codes to your worksheets, handouts, homework, dictionaries, instructions etc., create a scavenger hunt.
- **Let students use QR codes to create their own materials.**
 - Let your students add QR codes (with further information, links to websites, videos, audio recordings, book reviews etc.) to posters, books, T-shirts, arts, business cards and so on. Let your pupils create exhibitions, educational pathways and so on using QR codes.

Links

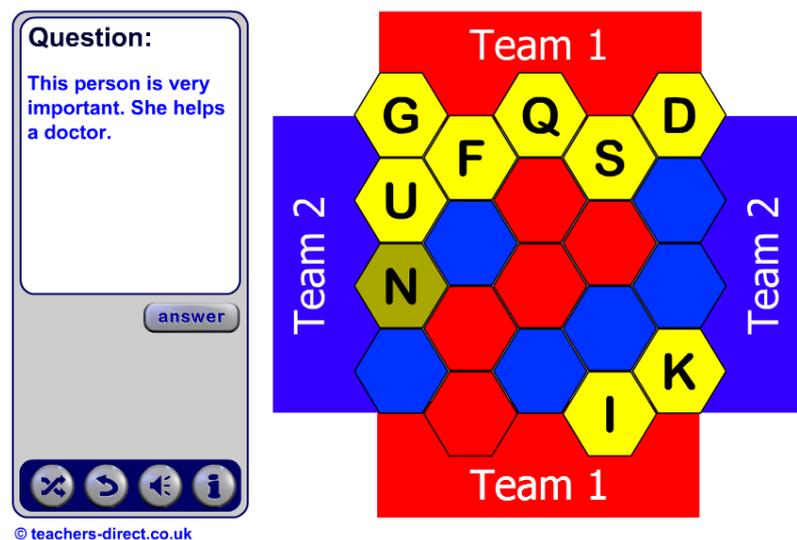
- <http://www.goqr.me> – one of popular QR code generators
- <http://www.qrvoice.net> – write a message that will be read by Google Translator when scanning the code
- Many free QR code apps are available for Android, iOS as well as Windows

Quiz Busters (Michal Přebyl, Czech Republic)

Keywords: Quiz Busters, game, interactive board, teams.

Creating interactive plenary quizzes for two teams based on the popular TV programme called Blockbusters is very easy with this website.

There is no need to register. You just need to type in twenty questions and answers in order to create a quiz. In a few minutes the test is finished. You get a link that you can use on an interactive board.



Challenges for you!

- **Use Quiz Buster to create interactive quizzes.**
 - Create interactive quizzes to practise and revise different topics.

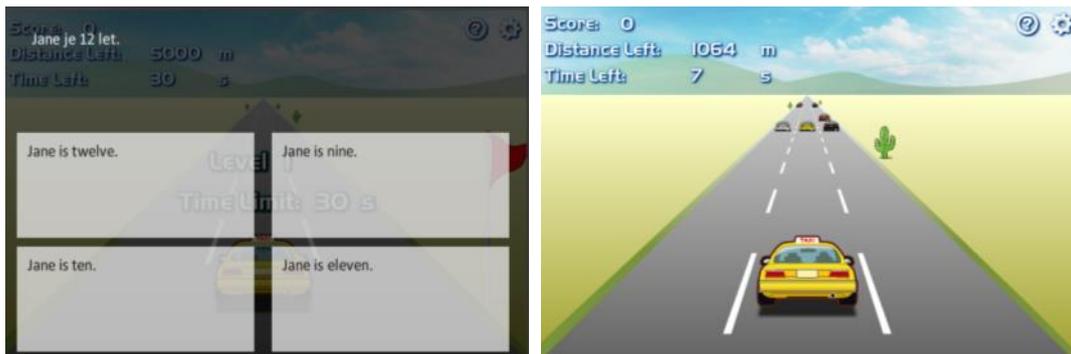
Links

- <http://www.teachers-direct.co.uk/resources/quiz-busters/>

Review Game Zone (Michal Přebyl, Czech Republic)

Keywords: Review Game Zone, game, test.

Type in questions and answers and the website will create eighteen on-line games that combine learning and playing. In order to play these games students must choose correct answers.



Challenges for you!

- **Use Review Game Zone to create on-line games for your students.**
 - Create these games and give the link to your students (especially younger ones love these games). This way they can learn at home and enjoy fun at the same time.

Links

- <http://www.reviewgamezone.com>

Scratch (Helena Capela, Portugal)

Keywords: blocksprogramming, play, animation.

Scratch is a free programming language and online community where you can create your own interactive stories, games, and animations.

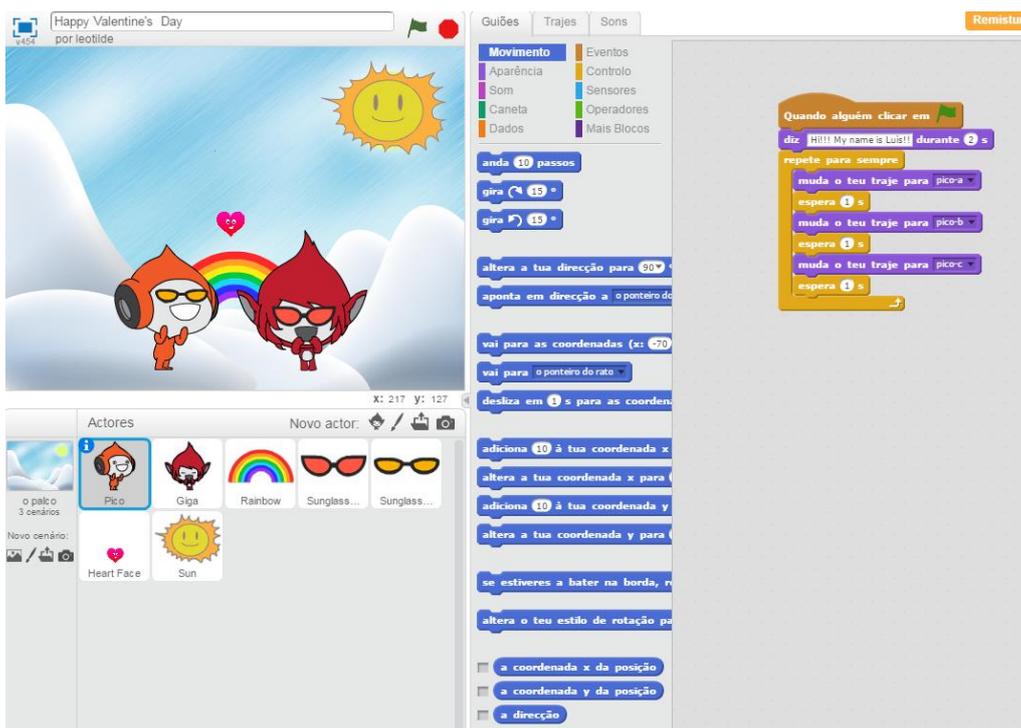
You can start Scratching following the steps in the application

https://scratch.mit.edu/projects/editor/?tip_bar=home

Some examples

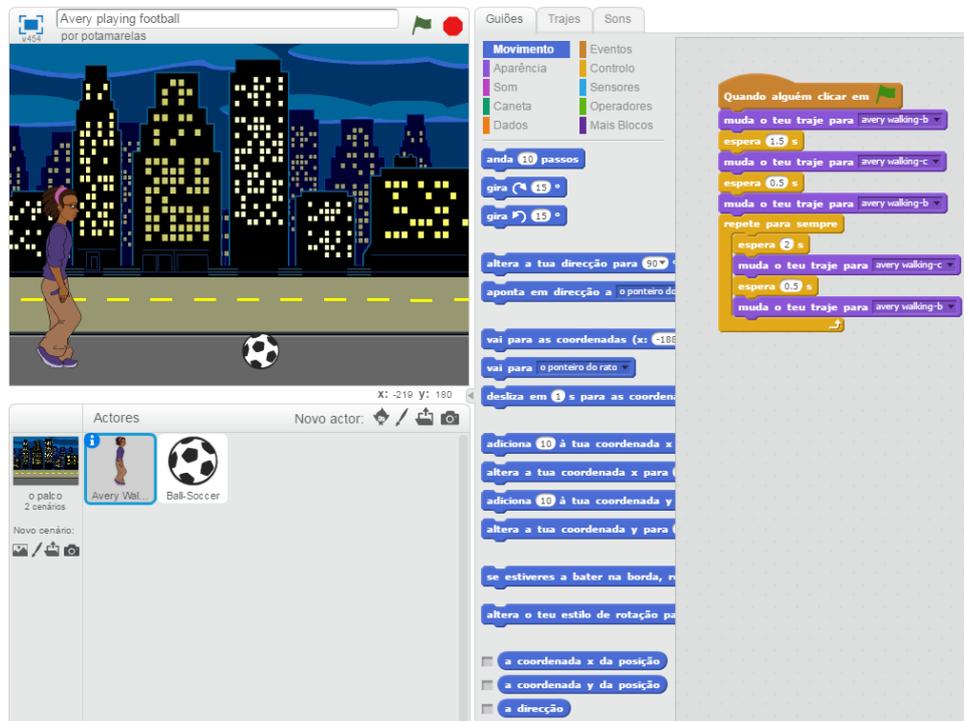
A Valentine

<https://scratch.mit.edu/projects/144441243/>



Animation

<https://scratch.mit.edu/projects/147989485/>



Challenges for you!

- Make an Animation where you teach something;
- Make an interactive Valentine;
- Make a game;

Links

- <https://scratch.mit.edu/about/>
- <https://vimeo.com/65583694>
- [https://wiki.scratch.mit.edu/wiki/How to Translate Scratch](https://wiki.scratch.mit.edu/wiki/How_to_Translate_Scratch)
- <http://scratched.gse.harvard.edu/>
- https://youtu.be/r_6XwhdpRJA
- <https://youtu.be/Ok6LbV6bqaE>

Skype (Michal Příbyl, Czech Republic)

Keywords: Skype, collaboration, communication, conferencing.

Skype is a well-known and widespread free tool that makes on-line chatting and video calls very easy.

You can use it to connect with other classes from all over the world, colleagues or absent learners, invite guest speakers to your classroom or even go on a field trip.



Challenges for you!

- **Use Skype to collaborate with your colleagues.**
 - Collaborate with teachers from schools all over the world. Share your ideas, plan your projects or observe a lesson and discuss it.
- **Use Skype to connect with your students and their parents.**
 - Connect with a student who is absent, connect with students' parents to save time.
- **Use Skype to open your classroom to the world.**
 - Collaborate with other classes from your country as well as different parts of the world – work on projects together, chat, play educational games, practise your foreign language skills, interview each other, compare – for example the weather, timetables, ways of spending free time, share your cultures and traditions, present your town etc.
 - Invite professionals to your classroom – connect with people doing different jobs.
 - Join free global community for teachers called Skype in the Classroom (<http://education.skype.com>). There you can connect with other teachers and explore different teaching ideas. As well as this, you can arrange a video call with interesting guest speakers such as scientists, adventurers, writers etc. or arrange Mystery Skype with a class from a foreign country. Another great thing is a virtual field trip to amazing places thanks to the fact Skype cooperates with several museums, zoos and other institutions. And all these things are for free.

Links

- <http://www.skype.com>

- <http://education.skype.com>

SlideSnack (Anita Matić, Croatia)

Keywords: slidecast, online presentation.

SlideSnack is a presentation sharing tool that enables you to easily upload and share presentations online. You can also record your comments or notes and make a slidecast (presentation + voice). With SlideSnack is easy to share recorded voice comments over a project or just make easy notes over a book and share them.



Challenges for you!

- Make a tutorial of some of your skill!

Links

- <http://www.slidesnack.com/>
- <https://www.youtube.com/watch?v=zHe-WU44PW8>

Stellarium (Helena Capela, Portugal)

Keywords: Astronomy, Simulation, Sky, stars, planets, planetarium.

Stellarium is a free Astronomy software that works as a Planetarium showing a 3D simulation, in real time, of the night sky. It displays stars, constellations, planets, nebulae. The user can put himself in different positions, if he is in the Earth or in the Moon or other places in space. It's also possible to go backwards and see how was the sky the day we were born, 2 000 years ago or in 3 000 years from now.

It's translated in several languages

There is also a mobile version.



In a normal computer it's not advised to install the latest version.

interface

- a powerful zoom
- time control
- multilingual interface
- fisheye projection for planetarium domes
- spheric mirror projection for your own low-cost dome
- all new graphical interface and extensive keyboard control
- telescope control

visualisation

- equatorial and azimuthal grids
- star twinkling
- shooting stars
- eclipse simulation
- supernovae simulation
- skinnable landscapes, now with spheric panorama projection

features

sky

- default catalogue of over 600,000 stars
- extra catalogues with more than 210 million stars
- asterisms and illustrations of the constellations
- constellations for 20+ different cultures
- images of nebulae (full Messier catalogue)
- realistic Milky Way
- very realistic atmosphere, sunrise and sunset
- the planets and their satellites

How to Use

There are two side bars, one below and the other on the left side, that appear when one passes the mouse on those places. In those side bars you can change the location, the date, or you can make time go forward or backwards at different velocities



When to Use

You can use Stellarium to teach Astronomy, Geography, Languages,...

Challenges for you!

- Use Stellarium to find out which star practically doesn't move during the night.
- Use Stellarium to see the difference between the actual Sky and the sky 2 000 years ago.

Links

- <http://stellarium.org/>

ThingLink (Helena Capela, Portugal)

Keywords: images, maps, poster, photos, video.

ThingLink is a provider of video and image interaction tools. Is a tagging platform to layer images and videos with web links, photos, texts, videos, polls and Google products.

How to Use

You need to create an account with an e-mail address and a password. After you just choose an image and begin to create. Besides being a creative platform for your own work it also allows using other members' work to be remixed.

This is a good tutorial:



Examples

- <https://www.thinglink.com/scene/850795410560647168>
- <https://www.thinglink.com/scene/916337884783443969>

When to Use

ThingLink can be used within any learning subject from art to maths or languages. It can be used by the teacher or by the students.

Challenges for you!

- Use ThingLink to make a poster showing information about your school;
- Use Thinglink to present the steps on how to solve a mathematical equation ;
- Use ThingLink to show the painting characteristics of cubism;
- Use ThingLink to present vocabulary in a language class.

Links

- <http://www.thinglink.com>

Toondoo (Michal Přebyl, Czech Republic)

Keywords: Toondoo, comic strip creator, writing, stories, cartoon.

Toondoo is a simple way to create good-looking comic strips. The basic account is for free and lets you create comics by choosing from a lot of characters, facial expressions, speech bubbles, backgrounds or items. The results can be saved, printed as well as shared on-line.



Challenges for you!

- **Use Toondoo to make your worksheets or presentations more interesting and fun.**
 - Introduce a new topic by using Toondoo, show examples of new grammar rules, highlight the most important facts, use it to introduce new vocabulary etc.
 - Create a comic strip with empty speech bubbles and let pupils write texts.
 - Create a comic strip and cut it. Let pupils put the pictures in the correct order.
- **Let students create their own comic strips.**
 - Create your own story, retell a book, introduce proverbs and quotations or make a tutorial using this tool.
 - Use certain grammar, vocabulary or expressions in a comic strip.
 - Create a comic strip about inventions, scientific laws, famous events and people, behaving in certain situations and expressing views on various topics (e. g. bullying, tolerance, relationships, human rights, safe behaviour, life-threatening situations etc.).

Links

- <http://www.toondoo.com>

Tricider (Michal Přebyl, Czech Republic)

Keywords: Tricider, on-line discussion, brainstorming, collaboration, communication.

Tricider is a free on-line tool that can be used to collect ideas, discuss them and vote for the best ones. There is no need to register and you can instantly share ideas and opinions (pictures or links can be added as well). Just write your question and share the link with your colleagues or students.

This tool makes collaboration in teams much quicker, more effective as well as enjoyable.

The screenshot displays the Tricider interface with three ideas listed under the 'Ideas' column. Each idea includes a small image, a text description, and the author's name. To the right of each idea, there are columns for 'Pros and cons' (comments) and 'Votes' (a vote button and a list of voters).

Ideas	Pros and cons	Votes
 We would visit this stadium because it is stadium of our favourite team by Vladimír Beneš a Matouš Kuchař	<ul style="list-style-type: none">Very good idea.I agree with you.I like football too. by Janeček Martin 2Good,Nice by Staráheřmanová 2Very very nice! by Dolková a Rampasová 1Nice .! by Rejnušová, Fořtová 1♥♥♥nice nice ♥♥♥♥ by Tomáš Fridrich 1 Add argument	<p>9 Vote</p> Dolková a Rampasová, Kejmil, kuchafisQk and 6 more
 I would like to visit London dungeon because it is scary place. Matouš is scary by Vladimír Beneš a Matouš Kuchař	<ul style="list-style-type: none">veeeery nice ♥ I agree by Staráheřmanová 1funny :D 1 Add argument	<p>7 Vote</p> Tomáš Fridrich, Martin Janeček, Dolková a Rampasová and 4 more
 I would like to visit London Eye because there is wonderful view. by Staráheřmanová	<ul style="list-style-type: none">That's a great idea. I like the London Eye too. 2thanks :) by Staráheřmanová 2That's great idea..! by Darina Fořtová a Veronika Rejnušová 1	<p>6 Vote</p> Dolková a Rampasová, Martin Janeček, My heřmanováStará and 3 more

Challenges for you!

- **Use Tricider to collaborate with your colleagues.**
 - Discuss how to make lessons more interesting, solve some issues, use it to plan international projects etc.
- **Use Tricider to develop your students' competencies and make learning more interesting.**
 - Collect ideas and discuss opinions on various topics.
 - Use it to enhance team work.
 - Let pupils practise their writing skills in foreign languages by asking interesting questions. This kind of activity is especially effective when collaborating with peers from abroad.

Links

- <http://www.tricider.com>

Voki (Helena Capela, Portugal)

Keywords: speakingcharacters, engagement.

Voki is a fun tool that students can use for homework, classwork or projects. Also teachers can use it to give guidelines or feedback to students.

Students and teachers use avatars to customize their appearance and what they say, and share with others!

In the “Creator” version it’s free and has enough features to be useful.



How to Use

You need to create an account with an e-mail address and a password. You choose a character and customize it, then add your voice or write a text and choose a voice.

Here’s a tutorial:



Examples

Voki also has lessons you can use but that can only be built in the “presenter” mode and copied in the paid version but they are available online:

Reading Skills and Practice:

<http://www.voki.com/presenter/playPresentation.php?id=568e4d624f281d80e2aec005dcb8c9c8>

When to Use

Voki can be used to give guidelines for a paper work or explanations or even personalized feedback to students' work.

Students can use it to answer to assignments using their own voice or present a work. It also has a fee app they can use with their mobiles.

Challenges for you!

- Use Voki in a listening activity;
- Use Voki in a reading activity;
- Use Voki for feedback.

Links

- <http://www.voki.com>
- App for Android: <https://play.google.com/store/apps/details?id=com.oddcast.android.voki>
- App for Apple: <https://itunes.apple.com/pt/app/voki-for-education/id1106010700?mt=8&ign-mpt=uo%3D4>

Worldle and Tagxedo (Michal Přebyl, Czech Republic)

Keywords: Wordle, Tagxedo, word clouds, design.

Worldle and Tagxedo are free websites that you can use to create so-called word clouds. Just write several words or longer text, choose from a wide range of colours, fonts, layouts, themes etc. Pictures can be printed as well as downloaded.



Challenges for you!

- **Use Wordle or Tagxedo to enhance your teaching materials.**
 - Present main thoughts, famous quotations and speeches, new vocabulary, key words, useful phrases etc. in an unusual way.
- **Let students create their own word clouds.**
 - Create T-shirt (or other) designs using Wordle or Tagxedo.
 - Use word clouds to create an original present (e. g. Mother's Day).
 - Create school, project, blog or class logos.
 - Present yourself or someone else using word clouds (e. g. use words that characterise you).
 - Use these tools to create a list of vocabulary, synonyms, motivating words, names, terms etc.

Links

- <http://www.wordle.net>
- <http://www.tagxedo.com>

Chapter 3: Projects

Time Capsule 2014-2114
Challenge as a Modern Pedagogical Tool
International projects from the headmaster's point of view
International projects in education
Flat Stanley around Europe
1 Smile Makes 2 Smiles

International projects from the headmaster's point of view (Iva Přebilová, Czech Republic)

Keywords: projects, international collaboration, Erasmus+.

All the headmasters want to have some extra activities at their schools to be different from others, to be better than others and to attract more students.

Our school can be proud of our School TV making reportages for Czech TV, of many free time activities organized by teachers and definitely of international cooperation.

Our first (2002) foreign partners were from Polish Ciepłowody, a school close to the border. Our perfect collaboration inspired our municipalities to join us. We have worked together on different tasks and we are still in touch.

Our first (2004/2005) Comenius Project was just bilateral and our partner school was from Vievis, Lithuania. It was hard to find ten students and their parents willing to be involved in such a project. The main reason was the fact that parents were afraid of the mobility to a former Soviet Union State... Our project topic was based on sport and in the end it was successful despite the fact that participants from our school were not only students with good school results.

Our second Comenius Project was with a school from Gdańsk, Poland. Our partnership dealt with tourism – our task was to create a tourist guide from the students' point of view. Thanks to our previous successful project, a lot more students and their parents wanted to take part.

Between 2006 – 2007 we took part in another Comenius Project, our partners were from Halle, Germany, and the topic was based on history – we followed the great reformers' lives – Jan Hus and Martin Luther.

In 2009 – 2011 we were collaborating with eight European schools (Latvia, Poland, Hungary, Portugal, Greece, Bulgaria, Romania and Slovenia)! The name of our Comenius Project was European Puzzle and it covered all the important and interesting parts of our cultures and lives (school, cooking, sport, dancing, hand-made products, traditions...)

Our Comenius Project Let's Create in 2012 – 2014 dealt with training firms. Students from our country, Poland, Spain and Turkey tried to do their best to manage all the steps being important for founding and running a firm.

Nowadays we have been working with our partners from Poland, Portugal, Croatia and Turkey on an Erasmus+ Project – Challenge as a Modern Pedagogical Tool.

I think we are experienced in this area.

Necessary and important steps and facts before applying for your project

- **Active teachers, teachers interested in this type of collaboration.** *Even the best headmaster is not able to do everything. He/she needs to have some more active teachers – teachers who can work overtime, who really like their job. If these teachers are language teachers, it is much better. Support these teachers, praise them, give them some extra money.*
- **Study Erasmus+ Handbook, attend some Erasmus+ courses, share experience with other schools, you can start with an eTwinning Project.**
- **Look for partner schools (e.g. using eTwinning).** *When you are not experienced in this area, try to find a more experienced partner and do not want to be a project coordinator.*
- **Discuss the project topic with your foreign partners, with your teachers, comment on it actively.** *All the activities in the application form are compulsory after accepting the project!*
- **Support your project coordinator.** *Working on the application form, discussing with partners is really time consuming.*
- **Do not hesitate to contact your National Agency if you need some more information.**

Necessary and important steps and facts when the project is accepted by the National Agency

- **Inform your colleagues, divide tasks, responsibility.** *It is important to involve not only language teachers. All the teachers, all the learners can work on the project. The youngest learners can make some simple gifts, others can present some facts about partner countries – geography, tourism, culture, famous people, typical food,... You can organize a Project Day to present the results.*

During our Let's Create project the students produced hand-made toys and games. Within our project Challenge! all the students could work on some challenges.
- **Inform your students, their parents, municipality, motivate them to take part.** *Use videos, reportages, newspaper articles, share experience with other schools.*
- **Choice of students is very important.** *You should ask class teachers, you can ask students: "Why should we choose you?" You can compare their English knowledge, school results, behaviour, social skills,...*

- **Be a project manager.** *Let your project coordinator work on the project content and try to be a good manager – dates of activities, booking hotel rooms, communication with your municipality and your National Agency, asking sponsors for support, choice of students and teachers taking part in mobilities.*
- **Involve the municipality in the project.** *Your mayor should support your project – e.g. presence in opening ceremony, international evening during learning activities, bringing some gifts,...*
- **Ask sponsors for any help.** *Ask local firms for their promotional items (awards for competitions), for financial support – you should prepare some simple refreshment for your foreign guests (water, biscuits,...) and you cannot use your project money for it.*
You can publish the sponsors' names on your website, present them in the international evening during learning activities or in some articles.
- **Involve parents in the project.** *Hosting families have a very important role in the project. Be always in touch with them, inform them about all the activities very thoroughly, listen to their comments, invite them to the international evening during learning activities, thank them for their hospitality...*
- **Questionnaire for students and parents.** *Prepare a questionnaire for students after each mobility and for parents after the learning activity in your country. It is a very useful feedback.*
- **Inform wide public about your project.** *Write some articles for local newspapers or for expert press, invite TV, radio to your school, make videos about your project.*
- **Lead your students to being proud of their country, of being involved in the project.**
- **Support the students' work on the project.**

Importance of international projects

I think the importance of international projects is unquestionable. I always say to our students – no travel agency can prepare such activities for you.

Students stay in hosting families and can learn about local culture, or habits of the country. Both students and teachers can improve their English skills. Students can see importance of studying language not only at school, they compare language knowledge between partner schools and are motivated for further language studies.

During learning activities students work in international teams, they have to communicate in English, to divide their tasks and present results of their work. They can improve their competencies.

During learning activities participants travel through the hosting country and explore many interesting places and learn surprising facts. We give a questionnaire about the country hosting the meeting to students before a learning activity and after this activity and we can compare the results.

During learning activities students have two roles – being guests or hosts. It is important to be able to look after foreign guests and to be able to communicate with them.

There are some differences between European countries – we have various traditions, different history, various typical food but we are also the same. I think all of us want to live in a safe country and want to travel safely. Mobility in a bad European safety situation could be a problem, but you can solve it. One of our partner school is from Turkish Ankara. We have cancelled the mobility to Turkey and our school as a coordinator is going to organize the learning activity instead.

I am proud of our international partnership and I can recommend it to you.

International projects in education (Michal Přebyl, Czech Republic)

Keywords: projects, international, collaboration, eTwinning, Erasmus+.

I have always liked English, but what has really inspired me was an international collaboration I experienced when I was a secondary grammar school student. Our English teacher let us exchange letters with our peers from Turkey. Of course, our letters were full of mistakes, but we could suddenly see how great it was to be able to be in touch with someone from another country, make friends, use English in real life as well as learn about other cultures and countries. I can still remember my penfriends' names and I still keep the letters and small presents I received. In addition, both classes worked on presentations and videos, which was challenging and motivating for us and as well as this, we learned a lot.

Thanks to this experience and the fact that my parents have been teachers working on international projects formerly known as Comenius School Partnership Projects, I could see how great these activities were. When I was a student, my parents worked at another school, but I could take part in some activities when the school they worked at hosted foreign pupils.

As a university student, I knew that letting my students be part of international projects was a must. During my studies I discovered so-called eTwinning and even before starting to teach full-time, I started my first eTwinning project.

eTwinning

eTwinning is a priceless tool for teachers. Using eTwinning, it is really easy to find project partners from all over Europe and some other countries, communicate with them, start an on-line project, use a virtual classroom called TwinSpace where you can share various outcomes, take part in free on-line courses as well as training courses and contact seminars abroad, join different groups for teachers, explore loads of projects and find a lot of inspiration.



Not only can you work on very simple short-term projects with one project partner, but you can also organise projects on a wider scale with a large number of foreign schools. Projects can be integrated into one subject or many of them, it can be focused on different age groups or cross-curricular links.

You can exchange letters, e-mails, organize chat sessions and video conferences, create different outcomes such as books, blogs, websites, presentations, art work, surveys, videos, films, ... You can find some examples of our projects at the next pages.



It is a fact that money plays a very important role. When it comes to eTwinning, you can use all the tools for free and there are lots of events you can attend for free (travel expenses, accommodation etc. are usually paid for you as well). On the other hand, you do not receive any money when you work on a project. Of course, it would be nice to be paid for the work, however, the fact that you do not receive any money at the beginning of



the project has a big advantage. If something goes wrong and your project does not work the way you planned, it is not a problem. You can just learn from your mistakes and make it better the next time. But if your project is successful, you can apply for National Quality Label. Projects awarded with it automatically compete for National Awards in several categories. Successful schools are awarded with a substantial amount of money that can be used for various purposes. Besides, there are European Quality Labels, European Awards and other



competitions such as European Language Label. My projects have been awarded with National and European Quality Labels, First and Second National Prizes, European Language Label and one of the projects was the second best in Europe. These awards help us promote our school and of course, thanks to the money we won, we bought new equipment including a language lab.

Although money can be a powerful incentive, it is definitely not the most important thing. You can gain so much thanks to eTwinning. It is a perfect way of how to motivate your students, let them use English in a meaningful way, experience the importance of foreign languages, learn more about their homeland and at the same time find out that we have a lot in common with other countries. Another reason why students like eTwinning projects is the fact that ICT tools are used and they work on tasks requiring creativity, team work, problem solving etc. From my perspective, project work is one of the best team building activities. It goes without saying that teachers can learn a lot thanks to eTwinning as well. It helps us to modernize our teaching and make our lessons more interesting and useful, find lots of ideas, learn something new, promote collaboration with our students, colleagues from our school and of course colleagues from other countries. We can learn from each other, make friends, develop new ideas and promote our schools, too. eTwinning projects can lead to other forms of collaboration – for instance, eTwinning collaboration often leads to Erasmus+ projects.

Erasmus+

In my opinion, if you are interested in international projects and you have no experience, eTwinning is the best way to start. However, if you feel that it is time to progress, you should consider Erasmus+.

Erasmus+ consists of several programmes including Key Activity 1 and Key Activity 2. KA 1 is for teachers who want to take part in job shadowing and courses abroad, KA2 lets schools

collaborate with partner schools from other countries (this activity was known as Comenius School Partnership projects in the past).



Our school has taken part in several Comenius School Partnership projects and one Erasmus+ KA2 project. Thanks to this fact, our students and teachers have visited a lot of countries, students experienced both staying in hosting families and hosting peers from abroad, using English in everyday situations, taking part in various workshops in foreign countries, they learned much more about other countries as well as themselves and their motivation towards learning was increased. A lot of friendships are formed every time students from different countries meet. A lot of students keep in touch even years later and some even manage to visit each other again in the future.



While you do not receive money when working on eTwinning, you can get quite a significant amount of money when working on Erasmus+. First, you have to find project partners for your projects (one of the best ways is eTwinning – either collaborate with colleagues you know from your previous eTwinning projects or you can use eTwinning Forum for Erasmus+), come up with ideas and project aims, spend time working on the application form, send it and then wait. Of course, there are quite a lot of applications, so your project must be carefully worked-out and match Erasmus+ criteria. There are a lot of courses, seminars, webinars and guidebooks where you can learn a lot about how to increase your chances. Even if your application does not succeed the first time, do not give up. You will receive a letter explaining what should be improved and you can apply again the next year. You can either be a project coordinator or project partner. The project coordinator receives more money, but from my point of view, if you are not experienced in organizing similar projects, start with being a project partner.



There is a lot of information about Erasmus+ on-line.

I can really recommend participating in international projects. Despite the fact that you must be ready for some paper work and you will have to devote time to planning and organizing everything, it is really worth it.

Links

- <http://www.etwinning.net>
- https://ec.europa.eu/programmes/erasmus-plus/node_en

Challenge as a Modern Pedagogical Tool (Michal Přebyl, Czech Republic)

Keywords: Challenge, Erasmus+, project.

Challenge as a Modern Pedagogical Tool is a project funded by Erasmus+ programme of the European Union. One of the project activities was creating the handbook you are just reading.



The project's main aim was to develop learners' and teachers' competences and modernize education in a wider scale by integrating challenges and modern approaches into education. Before the start of this project, different challenges had become very popular among people of all ages and we experienced

that challenges in education had a great potential.

The project consisted of different challenges both for students and teachers. Participants could choose from a variety of challenges as well as challenge others with new ones. Challenges for students were based on curriculum,



however, they were open so that they were effective as well as motivating for everyone. Learners worked on challenges based on creativity, use of modern technologies and problem solving on their own and in school or international teams. Videos in English about achieving challenges were shared on-line and commented by other learners. There were special challenges for international teams during learning activities (meetings hosted by participating schools).



Teachers were challenged to integrate modern approaches and ICT into their lessons and the project team created the handbook you are reading now, too.

We find the project very successful. The previous article called International projects in education sums up major

benefits of collaborating with foreign schools and all these assets were fully met. For us, teachers, it was especially rewarding to see our students learning and developing a wide range of skills while having fun with international peers, significantly improving their English skills, becoming more motivated towards learning and being grateful for this amazing opportunity. As well as this, collaborating in a





team consisting of teachers from different European countries was very enriching, inspiring and motivating for teachers.

Many pages about this project could be written, but if you are interested in it, we recommend visiting our project website where you can find examples of challenges, a lot of videos and further information.



Challenges for you!

- **Set up your own Erasmus+ project.**
- **Integrate challenges into your lessons.**
 - Familiarize with challenges on the project website and motivate your students to work on them.

Links

- <http://www.challengeproject.eu>

Flat Stanley around Europe (Michal Přebyl, Czech Republic)

Keywords: Flat Stanley, eTwinning, paper character, travelling.

eTwinning project Flat Stanley around Europe, implemented by nine European schools in the school year 2013/2014, is inspired by the book Flat Stanley written by Jeff Brown. The book describes a boy called Stanley who got flat after an accident with a notice board. Thanks to being flat, Stanley can travel around the world in an envelope.



First, pupils read the story, made their own paper characters and recorded a video greeting for children from other countries. Each school chose Stanley who travelled, together with a travel journal and other documents, to partner schools. Local pupils took photos while showing their paper guests interesting places and they also filled in the travel journal. In English and ICT lessons, pupils made various presentations, videos, audio recordings, edited photos or joined chats and videoconferences with peers from

participating schools.

The idea is simple, but this type of project is very popular with learners. Today's children love taking pictures and they really enjoy hosting paper characters from other countries. In addition, learners used paper characters as guides in presentations and videos. Thanks to sharing pictures, videos, presentations and filling in travel journals, children could learn about other countries and enjoy fun at the same time. As well as this, children participated in on-line chats and videoconferences, which was an important experience for them and a perfect motivation towards learning English.





Flat Stanley around Europe won the First eTwinning National Prize in the Czech Republic and Portugal, European Quality Label and the Czech school won European Language Label.



This project can be highly recommended. It can be modified easily – there can be soft toys instead of paper characters, it is not necessary to involve making presentations and videos etc., the project can be part of various subjects – for instance, children created a paper house for Stanley in Craft lessons. From my point of view, this project is best for children from the age of five to the



age of eleven.



Challenges for you!

- **Let your learners experience activities based on Flat Stanley project.**
 - Find a partner school (or more schools) and organize exchanges.
 - Introduce the book and motivate your learners to create their own paper characters.
 - Let students design travel journals for their paper characters.
 - Motivate students to take interesting pictures and share them with foreign peers.
 - Let students create videos and presentations using paper characters.
 - Make an exhibition showing pictures of Stanleys from various countries and their travel journals.

- Organize videoconferences, on-line sessions and share pictures and other outcomes on-line in order to let learners communicate in English.

Links

- <http://new-twinspace.etwinning.net/web/p97306> – public TwinSpace with various outcomes
- <https://youtu.be/YDxySEttMiU> – TV reportage about the project (with English subtitles)
- <http://mpzsboro.webnode.cz/projekty-etwinning/flat-stanley/> – information about the project (in Czech)
- <http://www.etwinning.net> – eTwinning platform where you can find project partners and work on your project on-line
- <https://www.flatstanley.com> – website dedicated to Flat Stanley where you can find further information, download Flat Stanley app or find partners for your project

Time Capsule 2014 – 2114 (Michal Přebyl, Czech Republic)

Keywords: eTwinning, collaboration, Time Capsule.

The main idea of this project was to contact future generations. Students and teachers from thirteen European schools created various outcomes and gathered different items that were placed into time capsules which were buried near each participating school. The time capsules are expected to be opened in the year 2114.



Students from each participating school wrote letters in English for future generations. Some students described how people lived in 2014, expressed their opinions on the future world, designed cars, robots and schools of the future or thought about mistakes that people tend to make. The letters were collected and published in Message Book which was sent to each participating school.



Learners discussed various topics on-line using Tricider and Skype, created books and magazines with interviews, photos and articles about different topics, took part in international photo competition, made a lot of posters, gathered information and showed the results in the form of graphs and created several video messages.



In addition, our school organized Time Capsule Project Day and the whole school participated in burying the capsule.



Besides improving English skills and integrating interesting activities as well as modern approaches, we find it very important that the topic made participants think about current lifestyle and realize the impact of today's behaviour on the future.

This project was awarded as the second best project in Europe in the category Learners aged 12 - 15.

Challenges for you!

- **Let students create their own time capsules.**
 - Create a time capsule for future generations.
 - Create a time capsule for “future me”.
 - Create a time capsule for your class which you will open when leaving your school.

Links

- <http://timecapsule.webnode.cz> – project website (in Czech)
- <http://twinspace.etwinning.net/464/> – project TwinSpace
- <http://kamilastrzeminska.wixsite.com/tcapsule> – project website created by Kamila Strzeminska (in English)
- <https://youtu.be/eiBuQayV1Ts> – TV reportage (in Czech)
- <https://youtu.be/g4u1-6YUhPQ> – TV reportage (in Czech)

1 Smile Makes 2 Smiles (Michal Přebyl, Czech Republic)

Keywords: eTwinning, collaboration, happiness.



The last eTwinning project our school set up and coordinated is called 1 Smile Makes 2 Smiles. Eleven schools from twelve European countries took part in it in the school year 2016/2017.

The principal aim was to motivate students to spread positive attitude and cheerful experiences, realize the importance of positive attitude, friendship and enjoying little things. Besides, the aim was to let students collaborate with foreign peers, develop competences, use English in real communication and help to promote understanding among nations.



Students created introductory videos, project logos, voted for the best logo, designed T-shirts with happy designs, created posters We all smile in the same language,



cards with positive messages, communicated via on-line tools, wrote their happy journals, created thank you badges and medals that they gave to others, tried to make others happy and took cheerful photos which they accompanied with positive quotes. Students from participating countries created collaborative videos



Happy and Happiness around Europe, too. There were other activities such as Project Day 1 Smile Makes 2 Smiles at our school when the whole school created a one-take video



Happy, Mystery Skype with our partner school from Italy, students created Mother's Day cards and gave them to ladies staying in a local house for pensioners.





Video Happiness around Europe



We are glad that this project has really helped to spread positive attitude, improve relationships and make the school decoration more cheerful. It was great to see students learning and developing skills while having fun, spreading happiness and experiencing rewarding feelings after making someone else happy. We believe that this experience will motivate them to keep going on.



Challenges for you!

- **Set up projects focusing on values and attitude.**
 - Project work is a perfect way of how to focus on more complex issues because when working on a project, students acquire on their own, create their own outcomes etc., which is way more efficient than sitting and listening to a teacher.
- **Set up your own Happy Project.**
 - Thanks to a project like this one, students learn things that are probably not part of the curriculum, however, that are one of the most important ones in life.

Links

- <https://youtu.be/q6NNB3R0Ga8> – video summing up the project
- <https://youtu.be/WU0cdejJ4bc> – collaborative Happy video
- <https://youtu.be/lxbsYvDj-k> – video Happiness around Europe
- <https://twinspace.etwinning.net/28232> – project TwinSpace

Dear reader,

You have just read the very last article of this handbook.

We hope that the previous pages have inspired you and will bring you and your students even more enjoyment of teaching and learning.

As Robert John Meehan said: “We are not just teachers, we are the managers of the world’s greatest resource: children.” Our project team wishes you and your students the best of luck and a lot of beautiful and rewarding moments.

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