

The international collaborative projects here presented were planned, developed and implemented by teachers of the Agrupamento de Escolas de Rio Tinto n°3 - Portugal - and also by european teachers, who participated in the In-service Courses in Barcelona, March 2014 & February 2015, and Olomouc, March 2015.

Indira Durakovic, Austria | Elisabet Tapiedi, Italy
Cristina Lourenço, Portugal | Figen çiftikçioğlu, Turkey

WHERE IS MARIA?

PROJECT

The organisation of the project based on the principle of writing a story in four parts. Maria travelled from Turkey to Austria and further on to Portugal and Italy.

The reason why we choose this story telling journey is that the pupils in the four countries can explore another cultures through language and pictures. Further the children in the age of 12 to 14 can identify with Maria and make a virtual travel with her through Europe.

Besides that a whole class is a host for Maria during her visit and is responsible for the representation of the home town, the catering and the sightseeing. Another important aspect of this project is the fact that the story does not end in the own country, but that it continues and travels through four european countries. In this way the children are looking forward to see, hear and read the continuation of Maria's journey until all four parts are completed to one narrative that symbolically unites the children of Austria, Italy, Portugal and Turkey. Maria is the binding element and in some way a "common denominator" for all member countries.

MY BIRD, YOUR BIRD, OUR STORY.

Savina, Austria | Maria, Italy | Conceição, Portugal | Sergi, Spain

PROJECT

General organization of the project in 4 steps.

1st step - Taking pictures from the school yard, from the city and from the country side. We share twenty bird pictures and we try

to find out their names and their environment.

2nd step - Sharing solutions as we send the file in the format we decide.

3rd step - We talk about the different possibilities to present our task, and we choose between an ebook, word, power point or vimeo.

4th step - Publicize our task as we show our projects in the school and if it's possible in other sites.

GETTING TO KNOW EACH OTHER.

Jana Manova, Czech Republic
Sandra Edelmann, Austria | Judite Moreira, Portugal

PROJECT

The objective of this project is presenting a school day in different countries in different times.

The involved subjects are History and English and the students will identify cultural differences between educational systems in different countries; recognize the importance of multicultural education.

They also will reflect on the diversity of people and cultural backgrounds and use the 21st century skills to create their projects. Each school carries out their project.

The results get presented to the partner schools. The planned activities with pupils include creating a presentation as an introduction, creating a video presenting school one for the country 100 years ago and other for their country nowadays.

They also create the ideal school.

BIRDS OF A FEATHER FLOCK TOGETHER.

Michaela Tomášková, Czech Republic | Marjan Brands, Holland
María Assunta Aleo, Italy | Fátima Garcia, Portugal | Sergi Monterrubio, Spain

PROJECT

This project is organized firstly in Zig-zag interaction. All propose, we follow the suggestions depending on our interest, pupils' age and curriculum. Also in planning and timing as we establish four steps to divide the task in different dates:

1st step - We send bird pictures from our countryside to start a science research.

2nd step - We share information about who we are and how we work using birds as a pretext.

3rd step - We make a final task to close our relationship.

4th step - Communication. Weekly we send messages to share information and ask doubts. Publishing works in our blog, or sending files. Sometimes to show first makes a better understanding.

T4T - T FOR TOGETHER.

Isabella Baumgartner, Austria | Cristina Lourenço, Portugal
Bram Mostinckx, Kevin Van Moer, Belgium | Noemi Morrone, Italy

PROJECT

This project is created for secondary schools students. At this age they start using social network to keep in contact and to know new people. That's why we made a project that want to let students from different countries to start to know each other, introducing themselves, their city and then their countries. Under the control of the teacher we want to create and find practice to have a safe virtual place where students can meet, talk about themselves, start knowing different countries and use english as communication language. Activities with the pupils include create a web closed group for sharing videos, pictures and ideas. Also create a personal presentation and videos to introduce themselves to colleagues in other countries.

TIME CAPSULE.

Jesmína Meti, Belgium | Conceição Sousa, Portugal
Ludmila Balikova, Czech Republic | Dori Ortíz, Spain

PROJECT

Project divided in 4 steps:

Step 1 - In an Art lesson the whole class will build a time capsule.

Step 2 - Children make document of their identity including a photo.

Children think of 1 word that identifies themselves + explain.

Children choose their favourite object + explain + picture of the object

Teachers put the documents on the blog:

Step 3 - Activity two + video / e-book
“When I grow up, I want to be...”

Children write about their future plans + explain + picture of their favourite job and we record children talking about their productions.

Step 4 - Children of the four countries watch the videos / e-books on the blog and discuss in class.

FROM ICE TO GOLD.

Monika Venclová, Czech Republic | Luísa Pereira, Portugal
Roberto Morgese, Italy | Marina Pecorelli, Italy

PROJECT

The project provides for the exchange of cooperative games by exchanging videos that show how pupils play the game.

Every class receives two games from the other two countries involved in the project and, after watching videos, tries to understand rules and aims. Children will play the two games and they will be filmed in order to send back the new video to the country that suggest the game.

Pupils will send a “short visual report” about likes and dislikes, difficulties and others.

Avoiding writing in order to encourage the youngest children. All the games will be played in the school festivals at the end of the year.