eTwinning in Italy

- **eTwinning projects of Italian schools activated per year**
  - 2020: 3640
  - 2019: 4584
  - 2018: 3864
  - 2017: 3772
  - 2016: 3288
  - 2015: 2262
  - 2014: 1920
  - 2013: 1557
  - 2012: 1289
  - 2011: 989
  - 2010: 1076
  - 2009: 1204
  - 2008: 955
  - 2007: 789
  - 2006: 630
  - 2005: 249

- **Main partner countries in Italian projects (2020)**
  - Turchia: 300
  - Francia: 274
  - Spagna: 224
  - Polonia: 112
Main countries by number of eTwinning teachers (2020)

1. Turchia
2. Italia
3. Polonia

SCHOOLS

91,600 TEACHERS
32,000 PROJECTS

51% upper secondary
29% primary
13% lower secondary
7% infant

Source: eTwinning Italian Unit 2005-2020
Italian Universities involved in eTwinning (ITE)

Student teachers involved in eTwinning training

Source: eTwinning Italian Unit 2005-2020
A cura di Donatella Nucci, Alexandra Tosi e Maria Chiara Pettenati

eTwinning e la formazione degli insegnanti

Studi, evidenze e prospettive della community italiana

Ricerche Indire

Carocci editore
Country context

Figure 3.5: Status of continuing professional development of lower secondary teachers and minimum number of defined CPD hours, 2019/20
Do you feel the event was beneficial to your professional growth?

9.708 respondents out of 22.405 participants in regional events in 2019-20

Source: eTwinning Italian Unit 2005-2020
Working on the TwinSpace means for us teachers to build asynchronous activities for students, handing them tasks to do, on which they can work and monitor them synchronously. [...] In the early days of school lockdown in March 2020 this methodological competence we had acquired on the TwinSpace provided to be very useful. We were able to create asynchronous activities to be done by the students and to monitor them [...] From nerds as we were seen by our colleagues before the pandemics we emerged as teachers able to build synchronous and asynchronous online paths that were meaningful and well structured.
## Italian eTwinning competence framework vs MeTP

<table>
<thead>
<tr>
<th>COMPETENCE AREAS</th>
<th>eTw-IT</th>
<th>MeTP</th>
<th>Source: Di Stasio &amp; Messini 2021; Cinganotto et al, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIDACTICS</td>
<td>30+</td>
<td>8</td>
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<tr>
<td>SCHOOL PARTICIPATION</td>
<td>16+</td>
<td>8</td>
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<tr>
<td>PROFESSIONALISM</td>
<td>11</td>
<td>4*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8*</td>
<td>9</td>
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TEACHER TRAINING UNITS

1. NAT. QUALITY LABEL
2. COMPETENCE FRAMEWORK (after)
3. eTwinning PROJECT
4. COMPETENCE FRAMEWORK (before)
5. eTwinning TRAINING

Impact of eTwinning on CPD in Italy

1. To investigate teachers' perceptions in relation to their own professional competencies

2. To explore the relationship between these perceptions and the level of involvement in the eTwinning experience

eTwinning and CPD in Italy

Results
Questionnaire conducted on 1034 eTwinners nationwide - multiple case study 9 in-depth interviews
1. What do the teaching experience in eTwinning and the teaching of citizenship education have in common?

2. What digital and methodological skills are useful and transferable from the eTwinning context to the citizenship education context?

3. Does the eTwinning experience foster in any way that process of transversality attributed to citizenship education?
eTwinning and citizenship education – research results

1. eTwinning is a “real” space for learning and experiencing EU citizenship.
2. The Twinspace is seen more as a “method” (design, collaboration, student-participation, project documentation) than an environment.
3. Educational technologies mastery and innovative methodologies are long-term achievements used in daily teaching practice.
4. eTwinning incentives collaboration at school-level especially when supported by the school principal.
eTwinning and Induction

- eTwinning labs for NQTs at a regional level (Piemonte pilot experience since 2016)
- eTwinning labs optional for NQTs at a national level (2021-22)
- New research to be done
Italian Universities involved in eTwinning (ITE)

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<td>8</td>
<td>9</td>
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<td>12</td>
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Student teachers involved in eTwinning training

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<td>1600</td>
<td>1900</td>
<td>2150</td>
<td>1910</td>
<td>2050</td>
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<tr>
<td>ITE eTwinning models</td>
<td>eTwinning projects among students of different <strong>Italian universities</strong> with/without class engagement</td>
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<td>eTwinning projects among students of different <strong>Italian and foreigners universities</strong> with/without class engagement</td>
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<td>Master thesis in eTwinning</td>
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<td>eTwinning project during traineeship</td>
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</table>
Very positive reactions from all undergraduate students.

1) Collaborative dimension 2) simulations and design activities 3) informational activity.

Extension of collaborative network (academy and school system)

Digital and/or teaching skills and activation of action-research processes.

PBL, teaching methods and educational technologies

How eTwinning ITE can contribute: 1) to the training of future teachers and 2) to the innovation of Higher Education systems in Italy?
The VALUE iceberg of the eTwinning EXPERIENCE

**Collaboration**
- Peer to peer, informal exchanges, in online, multi-cultural and multi-lingual contexts, etc.

**Training**
- European, national, regional courses

**Project Quality Label**

**Digital and methodological innovation**
- Project-based learning, digital skills, etc.

**Distributed governance**
- Central, national, regional units, Ambassadors

**Groups, seminars, webinars**
Thank you!

mc.pettenati@indire.it

eTwinning infographics, images and data used in this presentation are taken from the eTwinning Italia Activity report 2014-20
Framework of eTwinners’ competences

<table>
<thead>
<tr>
<th>AREA OF COMPETENCE</th>
<th>SUB-AREA OF COMPETENCE</th>
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</thead>
<tbody>
<tr>
<td>DIDATICS</td>
<td>Design</td>
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<td></td>
<td>Teaching</td>
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<td></td>
<td>Learning</td>
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<td>Evaluation</td>
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<tr>
<td>PROFESSIONAL ATTITUDE</td>
<td>(Digital) professional ethics</td>
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<td></td>
<td>(Digital) professional development</td>
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<tr>
<td>SCHOOL PARTICIPATION</td>
<td>Collaboration</td>
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<td></td>
<td>Management</td>
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<td></td>
<td>Involvement of external parties</td>
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