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TÜRKİYE ULUSAL AJANSI

BİR DERLEME:
DİJİTALLEŞME (3)
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Bu broşür, ilgili konu üzerinde derleme olup Erasmus+ Programı kapsamında hibe alan tüm örnek projelere erişmek için Erasmus+ Project Results Platform (https://erasmus-plus.ec.europa.eu/projects) sayfasını ve Avrupa Dayanışma Programı projeleri için de ESC Project Platform (https://youth.europa.eu/solidarity/projects/) sayfasını inceleyebilirsiniz.

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AVRUPA BİRLİĞİ

Erasmus+

Hayatları zenginleştirir, ufukları açar.

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: School Exchange Partnerships

Project Title

21st CENTURY SCHOOLS

Project Coordinator

Organisation	ULAMIS ORTAOKULU
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Project Information

Identifier	2018-1-TR01-KA229-059973
Start Date	Sep 1, 2018
End Date	Aug 31, 2021
EC Contribution	159,457.1 EUR
Partners	GO! Atheneum Geraardsbergen (BE) , Agrupamento de Escolas de Canedo (PT) , GENIKO LYKEIO TYCHEROU (EL) , Kedainiu rajono Krakiu Mikalojaus Katkaus gimnazija (LT) , Colegiul Auto Traian Vuia (RO)
Topics	ICT - new technologies - digital competences ; Early School Leaving / combating failure in education ; EU Citizenship, EU awareness and Democracy

Project Summary

The Motto of the project is 'I hear and I forget.I see and I believe.I do and I understand.'- Confucius.
New technologies are constantly changing the way we learn, work, live and function in a digital and knowledge-based society.Life is increasingly non-routine, problem-based and technology rich. That’s why education systems are moving away from solely content-led approaches, and focusing more on helping learners develop a range of competences and student-based learning systems to cope in the complex world.
Therefore,the necessity of this project has its origins in the need of enhancing the motivation for students and teachers by learning 21st Century Key Competences and innovative teaching techniques which will be integrated into the curriculum and School Development Strategy Plan in order to create student-based learning system and decrease the school dropout rates which is a big problem throughout Europe and World.
The Aims of the Project ;
•To develop ICT literacy skills and ensure the access to and use of innovative teaching and learning practices by the teachers under the umbrella of this project. The project will enable the success of teaching and learning tecniques by reducing isolation, mentoring success, transforming experiences of exclusion to ones of inclusion, offering encouragement and hope, and fostering group dialogue and peer learning among the schools.
• To reduce early school leaving(nearly %10 at present)and decrease it (min.%7) in the communities.
•To convert students' attention to education by using their addictiveness on internet and games
• To develop the 21st Century Key competences such as Collaborative Problem Solving Skills,Critical Thinking,etc.
such as ICT, linguistic and language competences using ways of teaching and learning focused on children
• To implement the European dimension amongst all participants, encourage them to be open-minded,
• To use ICT as international instrument of communication, elaboration, evaluation and dissemination of the outcomes
• To improve students’ and teachers’ communication, group working skills, the use of English as common language
• To compare methods of teaching and learning, values of education, school organization and curriculum in order to adapt innovative ways of teaching and learning methods to the School Strategic Plans
• To motivate the Fewer Oppotunities students into School Atmosphere.
We will perform the project activities with students aged 13 to 16 years old to achieve the objectives of the Project.We are also going to involve Pupils at risk at the mobilities and also local events.The pupils and teachers will work directly on the Project, but nearly the whole school communities in town or city will be involved in it.Pupils and teachers will collaborate and investigate innovative ways of learning and teaching.
We will also constitute a committee including 2 teacher,2 parents,2 students,and 1 person from district national education directorate (if possible) to choose people who is going to participate in mobilities, to evaluate the Project and to disseminate the results .
The project has 6 partners from Romania,Portugal,Lithuania,Belgium,Greece and Turkey (As a coordinator)
The Time Schedule of the Project:
1st Mobility in Portugal November 2018 2 Teachers 5students
2nd Mobility in Lithunaia March 2019 2 Teachers 5 students
3rd Mobility in Greece May 2019 2 Teachers 5students
4th Mobility in Belgium October 2019 2 Teachers 5 students
5th Mobility in Turkey May 2020 2Teachers 5 students
During the mobilities,Teachers and Students will find out 21st Century Key Competences,Flipping the Classroom,E-safety,Gamification Methods,Using Web 2.00 tools,Education System of Each Country,Observing the lessons and New Teaching Tecniques,How to Increase Students Collaborative Problem Solving Skills,Project-Based Learning System,about 21st Century Assessments and Evaluation and Coding Tools.

The project will have intangible (in term of skills ,Innovative Tecniques ,Digital Competences,and attitudes development,students' self-confidence ,self-esteem,self actualization and aim-meaning relationship,international Friendship) and tangible results such as 4 E-twinning projects and space, Webpage Blog;Groups on E-twinning,School Education Gateway,Workshops,Lectures,Articles,E-book,E-dictionary and Coding Competion for Disabled etc)Students will also learn about other cultures,diversities,being tolerant ,being European Citizen. Students and teachers will comprehend 'Learning is also more permanent and fun when we use these innovative tecniques' We'll also evaluate the project at each mobility and 6 months period .
The use of innovative methods in educational institutions has the potential not only to improve education, but also to empower people,strengthen governance and revivify the effort to achieve the human development goal for the country and Europe.

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: School Exchange Partnerships

Project Title

CONSCIOUS TECHNOLOGY FOR THE FUTURE

Project Coordinator

Organisation	Vali Senol Engin Ilkokulu
Address	Akdeniz Mh 39632 Sk. , 33160 MEZİTLİ , Mersin , TR

Project Information

Identifier	2018-1-TR01-KA229-058838
Start Date	Sep 1, 2018
End Date	Aug 31, 2021
EC Contribution	148,886.88 EUR
Partners	Nuova Direzione Didattica Vasto (IT) , Nachalno bazovo uchilishte Mihail Lakatnik (BG) , Scoala Gimnaziala "Alexandru Stefulescu" (RO) , YENISEHIR ANADOLU IMAM HATIP LISESI (TR) , Zespol Szkol nr 2 im.Jana Pawla II w Narzymiu (PL)
Topics	Early School Leaving / combating failure in education ; ICT - new technologies - digital competences ; Cultural heritage

Project Summary

Our project,Conscious Technology for the Future,is based on the necessity of our children born in the 21st century technology age to use technology and internet consciously and effectively.According to European Online Children research results(2010)60% of children are found to be online almost every day and the age of using the internet is steadily declining.When a variety of educational problems are examined,it has been seen that in recent years many new problem areas have arisen due to unconscious use of Technology and the Internet.As a result of the researches done,there was no project which conscious use of technology and social skills of students.Our school team has done a research on the e-twinning platform and has observed the same problems and problems in many EU countries.The idea of working together to solve this problem has been adopted by preparing a project together with the countries that are communicated through the e-twining platform.As a result of the online mail,skype,whatsApp calls made,common problems of all our partners;
Students spend an average of 4hours with their technology in their daily lives,
Among the reasons for absenteeism,negative attitudes towards the school took place in the first place,
The fact that the teachers in our participating schools need to be renewed in the age of technology,
The use of unconscious and unplanned technology has come to the forefront as academic failure due to lesson motivation.
-Good negotiations and exchange of information and good practices that each partner will contribute to the project;
Turkey Vali Senol Engin Primary School;Structured training practices to prevent Technology Dependence,
Bulgaria,the effective use of technology by IT and web2 tools in training integration,
Poland;Practical solutions to combat cyber bullying,
Romania;Applying systematic programs on safe internet usage,
Turkey;Yenisehir Imam Hatip High School;effective use of technology in curriculum,
Italy;the social and physical activities carried out by the system towards the students have been determined
Project goals:
Within the context of increasing the teacher qualifications we have prior to the project,
The ability to use technology and internet effectively in education,
The ability of the students to provide lesson motivation with effective use of technology,
Their competencies in combating technology dependency,
The use of safe Internet and the ability to cope with cyberbullying,
It will increase the ability to plan and implement social and sportive activities and children's games with rules to support the development of students.
Our priority is to prevent early school dropout;
Children's games,social and sporting activities and the effective use of technology in education will increase the academic achievement of our students who increase school motivation and decrease their absenteeism.
Early school drop-out rates will decrease due to positive attitudes towards the school by students whose psychosocial development is supported.The European Union 2020will contribute to smart growth and 20%reduction in early school drop in2020strategic goals.
Our project;based on the ability of students and parents to gain the skills of using Internet and conscious technology by increasing the qualifications of the school staff.The schedule and interaction of LTT and local activities are scheduled and prepared by the Gantt chart. In the project process 5LTT and 23local activities will be attended by 373teachers and 5850students from all our schools.With project activities;
WEB2 Tools for Teachers Manual will be created,Teacher-student-parent education modules will be set up to prevent technology dependency,using safe internet workshop report,booklet for teachers and parents will be prepared,short films and banners about bullying will be prepared,The Book of Traditional Children's Games from the Past to the Future will be prepared,including traditional children's games,

Students who are at risk of technology dependency will be given psychological support and technology dependency ratios will decrease,
Long-term benefits in the implementation and dissemination of the project;
All information,documents,videos etc,including the achievements obtained during the project,will be submitted to the educational sites of our participating countries for the use of potential users to benefit from the project to be installed.The web forms of the booklets to be prepared will be uploaded to the websites of our participating schools and will be available for everyone's use
The prepared children's play booklet will be integrated into the curriculum for free time activities to be shared with local schools experiencing similar problems in participating countries.Thus,the project will continue to be implemented after the process.
WILL YOU PLAY WITH ME,BREAK THE CHAINS,LEARNING THE LIFE WITH THE GAMES AND ACTIVITIES are applicable after the end of the project due to the fact that they dont require a grant.

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: School Exchange Partnerships

Project Title

Creative Opinions Differentiate Education In Maths

Project Coordinator

Organisation	Erbakir Fen Lisesi
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Project Information

Identifier	2018-1-TR01-KA229-059796
Start Date	Sep 1, 2018
End Date	Aug 31, 2021
EC Contribution	133,099 EUR
Partners	Istituto Tecnico Settore tecnologico - Liceo Scientifico "E. Mattei" (IT) , COLEGIUL TEHNIC GHEORGHE CARTIANU (RO) , Technikum Informatyki Edukacji Innowacyjnej (PL) , CENTRO INTEGRADO DE FORMACIÓN PROFESIONAL MEDINA DEL CAMPO (ES)
Topics	ICT - new technologies - digital competences ; Creativity and culture ; Key Competences (incl. mathematics and literacy) - basic skills

Project Summary

In our project one of our fundamental aim is to help students having positive attitude towards computational thinking and Maths. The project targets to involve students actively into science and math lessons while studying robotics and coding during classes.Instead of inactive unreal activities in the classroom, our project aims to provide students a creative and innovative learning environment where to increase the impacts of using coding and robotics on students' skills and abilities.
Moreover, with the help of our CODE in Maths project, we will be able to envisage expanding students ability to critical and logical thinking and testing their hypothesis through several activities.
Students will develop creative skills and be aware of coding in real life within the following fields of study:
Italy(Maths&Flipped classroom) Romania,(Maths & Architecture),Turkey(Math&Engineering),
Poland(Math&Technology), Spain(Maths and Art).
Within this project activities, there will be three steps that all the participant countries have to achieve;
*General Coding and Robotics content
*The relation between Maths and other discipline
*Maths in Coding and Robotics
By using CODING, the objectives of our project we planned is as in the following:
•Critical Thinking: Facing difficulties progressively during tasks will give students chance to improve their creativity to find solutions for problems, make decisions,questioning and judging.
•Creative Thinking: Coding and digital tools will be in use of to encourage imagination and exploring something new in the given enterprising field. Students' creativity will be able to initiated by coding works.
•Collaborating: Team works and group works will encourage their cooperation and this will contribute to develop a successful coding activities.
•Communicating: In every stage of project communicating in English will give chance both students and teachers to express themselves in different aspects.
•Digital competence: Digital resources and social media will be tools to manage in a motivating manner. Our intended Youtube channel 'Science Buddies' will improve their social manners.
•Social Skills: The meta cognition will be the most enthusiastic aim of our project. During group work and pair works by taking responsibilities for their positive or negative results of their own decision students will acquire the accountability of their attitude.They will learn to be all. Another important point is students' promotion of equality between girls and boys, men and women, by involving equally in the different planned tasks.
As for teachers they will gain more robotic expertise.The cooperation and coordination of the project will improve their leadership qualification. The project will provide more formation to the teachers, who are enriching their curriculum vitae and experience.
2 English teachers,1 Maths teacher, 1Science teacher and 1ICT teacher within each partner school field of study will be participate in the project. Teachers will be given work according to their:
-language competence
-personal motivation
-involments in a national coding project
-former international project experience
At least 25 Students from each school will selected according to the certain parameters as in the following:
-English language compatence written and oral test
-An interview
-CODING skills
-The ones who have already done Robotics and Coding Project
-Fewer opportunities
-Degree in national contestant

-Personal motivation
Throughout the coding activities there are various outcomes planned as follows:
Logo of project
CODin MATHS Exhibition
Science Buddies Youtube Channel
CODin MATH Magazine
CODin MATH Blog
CODin MATH website
CODin MATH e-Twinning Project
Workshops will be held in all partner schools and students will lead the activities.These activities will also be introduced by all partner school at home in a flipped classroom.
The mobilities will contain workshops, terrain work, excursions, socializing events, contests ,games in addition to meeting with experts on related subjects.
Excursion to real lab atmosphere will allow students and teachers to gain a deeper view into real scientific area and business life.These activities are foremost step both for students and teachers to get awareness about international framework on robotics and coding and it will allow students full access to European youth knowledge.
The methods we apply in the activities are as in the following:
1. Conceptual design,
2. Fault tolerant design,
3. Creative thinking,
4. Micro-programming design,
5. Logic control design,
Students and teacher will take a step in coding-Maths and ICT. It is not only important for the involved schools but also for the future of our countries in a large scale. Students will learn that CODING creates future and CODING is the language for future.With this motto we will educate our future flawlessly.

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: School Exchange Partnerships

Project Title

Critical Original Response to Education

Project Coordinator

Organisation	mehmetçik anadolu lisesi
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Project Information

Identifier	2018-1-TR01-KA229-059210
Start Date	Sep 1, 2018
End Date	Aug 31, 2021
EC Contribution	83,689.49 EUR
Partners	Zespol Szkol Ogolnoksztalcacych Nr 2 (PL) , Ceskoslovanska akademie obchodni doktora Edvarda Benese, stredni odborna skola, Praha 2, Resslova 8 (CZ) , Osman Ulubas Kayseri Fen Lisesi (TR) , Agrupamento de Escolas Nuno de Santa Maria (PT)
Topics	New innovative curricula/educational methods/development of training courses ; ICT - new technologies - digital competences ; Research and innovation

Project Summary

The partnership was founded on the collaboration of 5 partners from 4 European countries: Turkey, Poland,Portugal and Czech Republic.

CONTEXT/BACKGROUND OF THE PROJECT:
In education we as teachers always need to follow new approaches and methodologies for the sake of the improvement of students. In a classroom there are different types of students. Teachers are supposed to have effective teaching methods in order to spark students' interests and to have them take part in the lesson. In order to raise students' interest, using media-based interactive teaching and learning methods are effective.
Furthermore, through these digital methods we want to improve the acceptance and integration of digital media in schools. Innovative ideas will impact the teaching environment positively and enrich classroom learning. "CORE" project have an integrated approach in teaching Science and Technology combined with social and transversal skills. With international cooperation and different contents, learning environments and digital tools integration will get supported.
Some research shows that a highly skilled workforce is needed and it is based on science and critical reasoning skills. Modernizing science and technology teaching is a “must” in schools to tackle today’s world and bridge the gap between labor market and qualified workers.
Through this project the students have the chance of seeing how Science and Technology can offer solutions to problems in their society. This also broads their horizons, and increases tolerance towards other cultures.

OBJECTIVES OF OUR PROJECT:
- improving media-based interactive teaching methods;
- enhancing teachers’ professional development;
- highlightling the relationship between education and technology-driven labor market;
- intensifying upbringing of enterprise skills and for career;
- adopting innovative and collaborative practices;
- building an interest and positive attitude towards science;
- improving levels of different skills such as digital skills, and transversal skills;
- promoting students with the knowledge, understanding and skills to use technology creatively and purposefully;
- improving competence in foreign languages;
- promoting an active Euporean citizenship and intercultural understanding, tolerance.

NUMBER AND PROFILE OF PARTICIPANTS:
We are five different secondary schools from Poland, Portugal, Czech Republic, and Turkey (two schools) that nearly have the same school level and common issues on the topic. The students, teachers, parents, and school staff of the partner schools will be the participants.

DESCRIPTION OF ACTIVITIES:
During the project, we have 5 LTTs planned. Short term exchanges of pupils will help group work, learning new cultures and traditions, showing respect to others, realizing the students’ potential. We will have the chance of exchanging good practices, sharing experiences, and improving innovative teaching. There will be after school wokshops for extra-curricular activities on digital citizenship and cyberbullying. Also, there will be seminars, conferences and trainings for teachers, students and parents. Students and their families will participate in competitions, meetings, celebrations and fairs.

METHODOLOGY:

at project meetings: presentations, observing lessons, surveys, discussing curriculum and education systems, workshops, implementing and evaluating progress.
at student exchanges: presentations, visits to research centers/museums, debates, online discussions, role-plays, workshops, round tables, music, dances, art, sports, picnic, games, group work/pair work, videos, surveys, implementing and evaluating progress.

RESULTS AND IMPACT:
1) impact on students:
- raising students' interest in Science and Tecnology subjects;
- increasing students' interest in Science and Technology careers;
- preparing them for the challenges of labor market;
- promoting communication skills in English by cooperating with peers from Europe.
2) on teachers:
- improving the quality of Science and Technology teaching;
- creating the international cooperation among teachers;
- raising awareness on Erasmus+ Programmes;
- improving communication skills in English.
3) on participating institutions:
- creating awareness on the importance of education and science teaching;
- having more open-minded, tolerant and academic staff and students;
- developing synergies and cooperation between education and higher education, research centers and world of work;
- promoting European citizenship.

LONG TERM BENEFITS:
- strengthening the European dimension in the school and community;
- building a European network among partners
- continual cooperation with local authorities for future projects.

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: School Exchange Partnerships

Project Title

Cultural Heritage - a Link to the Past, a Bridge to the Future

Project Coordinator

Organisation	TORBALI TURK TELEKOM VOCATIONAL AND TECHNICAL ANATOLIAN HIGH SCHOOL
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Project Information

Identifier	2018-1-TR01-KA229-058342
Project Web Site	http://www.chlpbf.site
Start Date	Sep 1, 2018
End Date	Aug 31, 2021
EC Contribution	161,114 EUR
Partners	Liceo Scientifico statale Santi Savarino Partinico (IT) , Agrupamento de Escolas de Vialonga (PT) , Liceul cu Program Sportiv "Iolanda Balas Soter" (RO) , Staroprestolna profesionalna gimnaziya po ikonomika (BG)
Topics	Cultural heritage ; ICT - new technologies - digital competences ; Creativity and culture

Project Summary

Cultural heritage is a link to our past, our present and a bridge to future generations. It is a fact that people in time have neglected it in favor of comfort and a better living standard. There are many reasons why cultural heritage is in danger of extinction nowadays. For instance, urbanization, particularly in terms of buildings construction, industrialization, bad govern policy, wars, natural disasters stand for amounting threats to cultural heritage sites. All this has led to long debates in the name of protecting and preserving cultural heritage. Besides, many youngsters are not aware of the value of their cultural heritage.
All the five schools involved in this project belong to areas that have strong features regarding cultural heritage and its preservation conditions (e.g. Lisbon, irince, Ephesus, Tsarevets hill, Agrigento, Castellammare, Pietroasele).
Participating in this project was regarded as an efficient and pleasant way of learning and developing competences necessary for their success in school, career, and civic life.
This partnership was unique because of its multidisciplinary approach. We dealed with European citizenship from different approaches.
We achieved the objectives with this project:
The project increased the students' awareness of the preservation of cultural heritage and of the importance of Europe's cultural heritage through education, enhance digital competence and the ability of using English, exchanged ideas and good practices about the topic. It developed the students' imagination, originality, cultural knowledge, general background, raise awareness of the importance of life-long learning, informal and non-formal learning, foster intercultural dialogue among the participants, teamwork, social inclusion, critical thinking. The participants understood practices, policies, systems of education. They trained across countries better, established networks and partnerships.
There were 5 partners from 5 different countries (Turkey - the coordinator, Italy, Romania, Portugal, and Bulgaria) and each partner organization brought different experience and competences regarding educational systems, history and cultures in their countries.
A huge number of people who were between 15- and 19-years old student, teachers, parents, representatives of The Ministry of Culture and of Education and Municipality were involved in the activities of our project and contributed to the achievement of the objectives of the project.
We organized one Short-term joint staff training in Italy and four Short-term exchanges of groups of pupils during the project in Bulgaria, Romania, Portugal, Turkey. The LLTs were planned to involve students in different kinds of activities related to the topic.
During the Short-term joint staff training in Italy, trainings were organized for learning how to protect of architectural assets (intervention, knowledge and refunctionalization), for STEM, for Auto CAD, for using 3D Printer, for how to create an App.
Some of the main activities performed in Short-term exchanges of groups of pupils LTTs were: a seminar, the activity of "School in Time", the activity of story writing ”Every historical site has an important story to tell”, Workshop “Case study”, presentations about culture, Dictionary of common words, exhibition entitled ”Traditions and customs in danger of extinction”, workshops "Language preservation", workshop in black and white photography, discussion about cities similarities and differences, workshops about intervention music, preparation panels, "Photo and Music", case study related to the preservation of certain cultural or historical sites and on urban communication, drawing ”The City of the Future”, competition “The Best Photographer”, field trips to historical sites, "Cultural Heritage Documentaries”, "Erasmus + Monument Wall", the activity of “From Past to Present through the Viewfinder”.
Our local activities were creating and updating an Erasmus+ Corner at schools, organizing a logo contest, making web sites and discussion groups, using eTwinning platform, booklet, posters, brochure, leaflets, presentations, exhibitions, photo albums, movies.

Methodology to be used for each of the topic, a team was set up to coordinate the activities and designated specialized persons to train the participants. The activities were centered on the student, the teachers were just guides of the activities. We wanted them experience and learn by doing and discovering. Peer assessment, self-assessment and teamwork were methods that would be used during the activities.
At the end of the project the participants were provided to be more aware of the importance of preserving cultural heritage, to be active and successful citizens. They had the chance to develop language and ICT skills, tolerance to other cultures. Its positive effects on target groups continued by making results accessible and durable via e-Twinning, web site, educational and social sites and App.

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: School Exchange Partnerships

Project Title

DAWN OF SCHOOLS WITH EDUCATION 4.0

Project Coordinator

Organisation	KUDRET DEMIR ORTAOKULU
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Project Information

Identifier	2018-1-TR01-KA229-060079
Start Date	Sep 1, 2018
End Date	Aug 31, 2021
EC Contribution	156,170.92 EUR
Partners	Kungshögsskolan (SE) , Austrumlatvijas Tehnologiju vidusskola (LV) , Agrupamento de Escolas de Portela e Moscavide (PT) , OS Vizmarje Brod (SI) , Harjunrinteen koulu (FI)
Topics	Key Competences (incl. mathematics and literacy) - basic skills ; ICT - new technologies - digital competences ; New innovative curricula/educational methods/development of training courses

Project Summary

The "DAWN OF SCHOOLS WITH EDUCATION 4.0" project aimed to integrate the Industry 4.0 components of schools (3D printer, Virtual Reality, Robotics ...). By organizing LTT events with Industry 4.0 components (3D printer, Virtual Reality, Robotics ...) with our project:
-We contributed to the development of STEM (Science, Technology, engineering, mathematics) in our institutions

- We have served the goal of reducing the failure rate to less than 15% as stated in Education and Training 2020, ET2020.

The project was realized with 6 partners (Finland, Sweden, Portugal, Latvia, Slovenia, Turkey). In this project, which was carried out under the coordination of Turkey, 6 LTT events were organized. With our 6 LTT events, we made a significant contribution to the development of new ideas by changing good practices. At the center of our activities; family, students, teacher and school and social environment. Teachers have learned about innovative teaching methods in LTT activities, thus gaining more qualified learning/teaching competencies.Our students received training on robotics, 3d printers, virtual reality and coding with their peers, and many changes took place in their lives.

While deciding on partner countries, the most appropriate institutions were selected to share good practices. All institutions in our project had equal roles in the project.
Within the scope of our project, the contributions of the project institutions to the project were as follows:
* Finland shared its national and international VEX robotics experiences. It introduced the successful education systems in their countries.
*Turkey shared its national and international LEGO EV3 Mindstorms experiences and introduced the Turkish Education System.
*Portugal shared its national and international VR experiences and introduced the Portuguese Education System.

*Latvia shared its national and international Drone experiences and introduced the Latvian Education System.
*Sweden shared their national and international 3D printing experiences and introduced the Swedish education system.
*As Slovenia is an experienced institution in STEM projects, she shared her experiences on this subject and shared her Coding and Programming experiences in the Slovenian Education System.

According to the above roles, each partner organized the LTT activities as planned. During the Project, the following methods and techniques were used in our Activities:
*Interactive workshops/training courses
*Presentations/seminars/VR simulations
*Excursions/cultural excursions
*Collaborations with universities and public institutions
*mini contests/video making apps
*team building activities/ice breakers and energizers
*forms/surveys/questionnaires
*formal/informal meetings
*Speaking, confronting experiences

These methods and techniques were carried out according to the readiness, interests and profiles of the participants. Within the scope of our LTT activities, 6 mobilities were organized. The age range of our

participating students is 13-16. These are:
TURKEY (LEGO EV3 MINDSTORMS) ACTIVITIES, (Physical activity)
PORTUGAL(VR) ACTIVITIES, (Physical mobility)
FINLAND (VEX ROBOTICS) ACTIVITIES, (Physical mobility)
SWEDEN (3D PRINTING) ACTIVITIES, (Physical mobility)
SLOVENIA(CODING AND PROGRAMMING) ACTIVITIES, (Virtual mobility)
LATVIA(DRONE) ACTIVITIES. (Virtual mobility)

Our goals with our project:
- To inform schools about Industry 4.0 in line with "Inclusive Growth" in the EU 2020 strategy,
- Informing students about new business lines through the EU 2020 Strategy
- Grasp STEM in all partner schools through effective teacher training
- Promote the use of more effective and innovative teaching methodologies
- Increase motivation among students and staff
- To provide students with real-world skills and the ability to use 21st Century Skills.
All the objectives of our project have been achieved at a high level.

Concrete Results of Our Project:
-Robotics and STEM Club, Robotics and STEM LAB unit was established in our schools
-Lego competition (virtual and on-site) was held with our partners
- VR simulations of each school were prepared.
-Works were organized in Robotics and STEM LAB within the body of each partner institution.
-Project brochures were prepared
-Project website, Facebook page, Youtube channel created
-Student interest in STEM subjects increased
-The number of teachers using Industry 4.0 elements in education has increased in all partner institutions.

In order to ensure the sustainability of the project, each project team focused on concrete results and the Project website (https://dawnofschoolswitheducation.wordpress.com/), Project Facebook page (https://www.facebook.com/groups/1166886930159827/) and Project Youtube Channel (https://www.youtube.com/watch?v=kknbSv8JkQE) and carried out dissemination activities.
In addition, the eTwinning project (https://twinspace.etwinning.net/73070/home) has been developed and all activities and dissemination activities have been shared on eTwinning.

Long-term benefits of our project:
The Robotics and STEM Club efforts established at our school and all partner institutions and the Robotics and STEM LABS have inspired other schools to build these units in their own schools. One of the most important long-term benefits of our project has given our students awareness about choosing STEM-related professions. As a result of the surveys, it was determined that there was an increase in the targeted level of orientation to professions in the STEM field in each partner institution and the success coefficient in STEM courses in the exams. In the long run, the project outputs have been a resource for all the schools and teachers involved in the process.

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: School Exchange Partnerships

Project Title

Enhancing Multilingualism Among Teenage Entrepreneurs 2

European Language Label

Project Coordinator

Organisation	Hüseyin Ak Ortaokulu
Address	Atatürk Mahallesi Sakarya Bulvarı No165 , 07020 KEPEZ , Antalya , TR

Project Information

Identifier	2018-1-TR01-KA229-058034
Start Date	Sep 1, 2018
End Date	Aug 31, 2021
EC Contribution	162,400.91 EUR
Partners	AGRUPAMENTO DE ESCOLAS DA MAIA (PT) , Lentiz Life College (NL) , Colegiul National de Informatica Matei Basarab (RO) , Ajkai Gimnázium, Technikum, Szakképző Iskola, Általános Iskola, Sportiskola és Kollégium (HU) , Zespol Szkol w Zychlinie (PL)
Topics	Entrepreneurial learning - entrepreneurship education ; Teaching and learning of foreign languages ; ICT - new technologies - digital competences

Project Summary

Emate 2 was a complementary project of the Emate project cycle, which was coordinated by Turkey in a strategic parnership with Poland, Portugual, Netherlands, Hungary and Romania.

The Emate project cycle has contributed to Multilingualism, promotion of language learning and linguistic diversity. Within the priority given to lingusitic diversity and the widespread use of mobile devices in the EU, we came up with the idea of enhancing multilingualism among our staff and students via offering them an international opportunitiy in learning some daily expressions of the most spoken European langauges in authentic environment during language learning activities carried out in mobilities, and supporting them in the creation of database of an app named Emate Translator. We tested/implemented the app in real life situations, and carried out LTT activities.

•Objectives were:
-To offer international learning experiences to our student via taking part in authentic language learning activities abroad and taking responsibility in the creation of script-sound modules for the application, testing/ implementing them in real world situations.
-To contribute to the full development of our students' potential to create mobile softwares, and to be entrepreneur in software programming which is required by many working sectors.
-To enhance the access, participation and learning performance of disadvantaged learners in order to increase dimension of inclusive education in the EU
-To provide transnational experience of education to understand and increase appreciation of their own as well as other languages and cultures in line with the provisions of the Lisbon Treaty.
-To offer quality education enabling success for all students let to gain a better understanding on how they learn
-To create synergy among young people via peer learning tutorials
-To support the professional development of educators in language teaching methods, especially innovative ICT-based ones
-To strengthen the European dimension in our schools, to build up our capacity for cross-border cooperation and the ability to cope with socio-cognitive challenges.
-To offer a mobile solution for communication problems of Erasmus+ beneficiars and all language learners.

•Products/Activities

-an Application (e-tool) that includes the useful daily expressions in the most spoken languages in the EU;
-a Website
-a Twinspace
-2 Calendars
-Theatre Play
-Booklet
-Posters
-Brochures
-Tutorials
-Social media groups
-Workshops
-PPTs
-We organized authentic LTT activities in transnational meetings and tried to learn the participating languages in real world situations as well to testing/ implementing the Emate App.

-We established a website/e-Twinning desktop and social media accounts to promote, evaluate, disseminate the project results on all levels.

•As many people as possible from the communities of the participating schools were involved in the project activities, and any Erasmus+ beneficiars/language learners can benefit of the results of the project directly or indirectly.
•The main methodology followed in all the LTT project mobilities was based on Authentic Learning/ICT which was realistic/feasible in terms of learning languages in real world.

•The Results/İmpact:
-All the products above were created.
-Our students have improved their multiligual communication skills, been more interested in software programming, gained a better understanding of their own as well as other languages/cultures, improved their language competences by teaching their own mother tongue to other students and gained a better understanding on how they learn and become more active, creative, confident and independent individuals
-Our teachers learnt innovative ICT teaching methods, exchanged ideas and had international teaching practices
-Our schools have increased their EU dimension and quality of education
-Erasmus+ beneficiars/language learners have been provided with an e-tool so as to help them overcome some communication problems and improve their personal qualifications.

The project and it's main result the Emate Translator receveied a few awards and prizes in Romania.

•The E-Mate Translator App,which is an application publicated on Google Play Store/Apple Store for free use of anyone; the website and the twinspace will live on long after the project through being updated and enriched. We have been promoting our products to anyone who intends to learn/teach the relevant languages. We have been making use of the other project results in our schools' curricula and learning goals. Our students will benefit from this project from a lifelong learning perspective. They will develop communicative skills and will be able take charge of their own learning, both today and in the future.

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: School Exchange Partnerships

Project Title

Have Fun and Learn Through Social Media

Project Coordinator

Organisation	CINARCIK MESLEKI VE TEKNIK ANADOLU LISESI
Address	TASLIMAN MAHALLESI PTT SOKAK NO: 2 , 77300 YALOVA , Yalova , TR

Project Information

Identifier	2018-1-TR01-KA229-060039
Start Date	Sep 9, 2018
End Date	Sep 8, 2021
EC Contribution	82,676.75 EUR
Partners	1er EPAL THESSALONIKIS (EL) , Agrupamento de Escolas José Estevão (PT) , Professional School of Ecology and Biotechnology "Prof. Dr. Asen Zlatarov" (BG) , Istituto Professionale di Stato "Maffeo Pantaleoni" (IT) , Kauno taikomosios dailes mokykla (LT)
Topics	International cooperation, international relations, development cooperation ; Key Competences (incl. mathematics and literacy) - basic skills ; ICT - new technologies - digital competences

Project Summary

In the 21st century, we have all met the Internet age. Many things have become increasingly digital. The Internet and digital tools have covered a large area of our lives. The variety of educational tools that can be used in education and training has increased. Social media tools have become richer and more diverse. Based on all these, we decided to find ways to use social media tools in education.
We aimed to increase student motivation and increase student interest in lessons by using social media tools. We aimed for students to explore various ways of expressing themselves with digital tools. With the help of these tools, students discovered ways to express themselves by preparing an oral, written or digital material. Teachers learned the various and rich ways of education.
Throughout the project, we used social media tools to carry out activities in accordance with the project objectives with teachers and students in school, outside of school and on different digital platforms. Teachers and students held competitive and cooperative educational activities using social media and digital tools. We also experienced these activities with teachers and students outside the project.
We shared materials using social media tools. We did live broadcast events on social media. We conducted interactive and competitive Q&A activities and surveys. We encouraged students to express themselves more. We held award-winning social media question and answer activities. We prepared video, visual, written and oral materials with students on digital platforms. Teachers and students learned a wide variety of digital material preparation tools. We used many Web 2.0 tools.
We have prepared guide books to explain and disseminate our project with the project partner teachers. We shared these books on many digital platforms. We shared the hard copies of these books with the surrounding schools.
We evaluated the project processes by conducting surveys with teachers and students many times. Thus, we both critiqued the project process and evaluated new proposals that would contribute to the project.
We made great efforts to involve all the teachers in our school in the project processes. We ensured that the project goals and practices were shared with everyone. We have done many activities related to this. We had meetings with local administrators and university professors.
We had an effective working process with the project partner teachers. We shared our ideas and activity examples with each other. We interacted with many communication channels throughout the project. We have completed a successful project process with a democratic and active participatory method. We held meetings about the project processes. We gathered our project materials using many digital tools.

There were 6 partners in the project application. (Turkey, Portugal, Italy, Greece, Bulgaria, Lithuania) However, Lithuania left the partnership voluntarily at the beginning of the project. Therefore, project mobility dates, duties and responsibilities of the countries were determined again after a busy meeting day. Accordingly, the mobility planned to take place in Lithuania was to be carried out in Greece. But due to the pandemic, we could not carry out the Greek mobility.

Due to the pandemic, we have successfully carried out all ltt activities except the last activity. We brainstormed about the project throughout the Ltt activities. We prepared e-books together. We made technical and cultural trips during the project mobilities. We worked with university professors with the coordination of the host country. We made cultural exchanges with the project partner countries. We shared the awareness of being a citizen of the European Union.

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: School Exchange Partnerships

Project Title

"If I Were" - Arts and Digital Democracy to Raise Participation to Social Activities Against Loss of Motivation and ESL

Project Coordinator

Organisation	Anamur Anadolu imam Hatip Lisesi
Address	Hikmet Arı Caddesi NO: 62 Anamur , Mersin , TR

Project Information

Identifier	2018-1-TR01-KA229-059848
Start Date	Sep 1, 2018
End Date	Dec 31, 2020
EC Contribution	87,445.14 EUR
Partners	IES ISABEL MARTÍNEZ BUENDÍA (ES) , Szkola Podstawowa im.Jana Pawla II w Lagiewnikach (PL) , Jurmalas pilsetas Mezmalas vidusskola (LV) , Scoala Gimnaziala Grigore Moisil (RO)
Topics	EU Citizenship, EU awareness and Democracy ; ICT - new technologies - digital competences ; Early School Leaving / combating failure in education

Project Summary

One of the main reasons motivating us for beginning this project was the reality that most of our pupils were socially non-active, non-communicative children/youngsters and had unwillingness to participate into social activities by themselves. We had realized that non-active, unsociable behaviours of our pupils and their unwillingness to take active roles in social groups and in the process of planning and handling of the school subjects and environment had been causing many problems to increase. One of the most important of these problems was their loss of motivation and willingness to success and to join school life and social activities. It was becoming more problematic for some of our students and it was even causing an increase in ESL in our schools, in long term. If we could regain these students by including them into the process of formation of our school culture, we would be able to decrease levels of unsuccess and early school leaving, both of which, had been the common problems of all our.partner schools.
Throughout our project's implementation process, we tried to intermingle the artistic approaches with educative methodology of problem-based learning (PBL) model and we extended the results and implications of that intermixture through an "Internet/Digital Democracy" platform based on interactive communicative rules of discussion and sharing in a "game-like environment". We tried to achieve to increase social/active participation of our students into the social and cultural life of their school and the local society they live in. First, we formated voluntary, problem-definition/solution-suggestion & art intermixturing work-groups. The groups would produce artistic adaptions for the definitons of pre-given problems and solutions to these pre-given problem set, at the beginning and end of every semestre. At the beginning of every first semestre of the year, we defined/gave a social/cultural/educative problem-area for our students and wanted them to produce an artistic explanation of the problems they saw related with the given area -by applying art, ie. painting, music, dance, literature and especially theater…etc.-. At the end of every second semestre they created/prepared another artistic explanation as the solution of that problem. At the end of both semestres they exhibited/performed their artistic creations in front of the other teachers and students from their schools and in front of the visitors of our transnational partner schools. At the last semestre, if we could have enough time, we were planning that every partner school would choose the problem of the other partners and create a solution for their problematic situations and then, we would exchange the problems and the solutions transnationally. However, due to Covid-19 pandemics, that planned mutual exchange of problems could not be realized.

All the partner schools uploaded the art performances of their pupils about the problems and the solutions to our "digital election e-platform". In the e-platform other member students and teachers evaluated/voted/liked/commented and counter-commented about these performances and the other commentators. In total, more than 600 students had created and uppoladed work-group activities and art-performances and these performances were voted and commented by more than 2000 students and teachers in our partner schools.

Our e-platform (website supported by extensions and modules simulating the rules of digital democracy) was setup as just similar to social sharing websites like facebook or instagram. The website gave all our students the opportunity to understand the main cornerstones of the "digital voting systems" and "virtual" democratic, participatory, multi-cultural, interactive, communicative rules of discussions. Besides practising the rules of European digital democratic citizenship, they could become more ready for "distance education" which became a reality of daily lives of all of us. The e-platform had helped them not get caught unprepared for the days of "virtual education" caused by covid-19 pandemics process.
Our methodology of intermingling art with PBL our students learnt to engage problems collaboratively and work toward their resolution. Our methods provided our students to inter-connect their experiences and knowledge with real-world problems. Especially the voting e-platform increased their motivation to solve problems/create new

art-works and participate in the school life rapidly. In the long term, this project will enable our students to develop different consciousness and “motivation to learn” and to use and transform this consciousness and motivation into the appropriate form for “developing solutions to any problems they come accross with in their schools, education lives and in the society they live in”

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: School Exchange Partnerships

Project Title

Math,Technology and Engineering inside the class.

Project Coordinator

Organisation	fatih anadolu lisesi
Address	esentepe district 317 street number 22 , 03040 afyonkarahisar , Afyonkarahisar , TR

Project Information

Identifier	2018-1-TR01-KA229-058635
Start Date	Sep 3, 2018
End Date	Sep 2, 2021
EC Contribution	154,631.27 EUR
Partners	Agrupamento de Escolas Marcelino Mesquita do Cartaxo (PT) , Zespol Szkol w Zychlinie (PL) , Siauliu Stasio Salkauskio gimnazija (LT) , IES ALPAJES (ES) , ISIS VALDARNO (IT)
Topics	ICT - new technologies - digital competences ; Research and innovation ; New innovative curricula/educational methods/development of training courses

Project Summary

Science and technology are improving the quality of human life by creating innovative technology that is becoming a more integrated part of our lives.The aim of the "MET" inside project is to engage students and teachers in E-STEM by making real-life connections so that school is not a place where they go to learn but instead becomes the entire experience of learning itself.Integrating environmental education into STEM learning and transfrorming it E-STEM will make the project different from the other ones.This will lead students experience and solve local community challenges through a combination of environmental education,environmental science issues and citizen science activities.

In addition to dealing with Eco-friendly issues,the students will also work with programmable robots and simple mechanism they produced,so they will meet the world of robotics,learn the strategies underlying computer coding and appreciate their learnings about the computational thinking skills that EU Science Hub name this skill as “thinking as a computer scientist".During the Robotic and Coding education integrated with STEM,the teachers and students will use Mindstorm Ev3,Arduino and 3D printed classroom materials,as well.

We have to overcome the socio-economic crisis affecting European countries to boost growth and foster social equity and inclusion.We intend better prepare our students,especially the girls,for the future labor market,developing their skills in such a very important subject of this phenomena of globalization.According to a survey conducted by,Girls Who Code,the percentage of women in computing will fall from 24% to 22% in 2025.One of the main mission of this project is to encourage young girls to take interest in technology and change the people’s perception of coding as "uncool" and "for boys only."

The activities of the partnership include teenagers between 14-18.The project will bring together 72 teachers and 108 students from 6 different European countries (Turkey,Poland,Spain,Italy,Lithuania and Portugal) to develop a set of thinking reasoning,teamwork,investigative, and creative skills that they can use in all areas of their lives.The concrete objectives of the partnership are many, but they all stem from one urgent need: to make new generation friendlier and tolerant.In 24 months,6 project meetings will be held in three-month intervals.We will do 2 short term joint staff training and 4 short term exchanges of groups of pupils.Expect from 6 on-line conferences within LTTs,monthly meetings for project managers and Chemistry,Physics,IT and Maths teachers will be held every last Thursday of each month.Furthermore,there will be 14 online meeting events on E-twinning for students to share their work.

The activities will integrate cross-curricular teaching with problem-based,project-based,game-based learning and peer-learning along with studies and projects related to the environmental isuues.The planned structured visits in each LTT such as a factory or a scientific/technological museum will directly serves to improve citizenship education as they involve not only teaching and learning of relevant topics in the classroom,but also the practical experiences gained through activities in wider society that are designed to prepare students for their role as citizens.According to studies,extracurricular activities will spark students' engagement in technology fields and hopefully get them more involved in math,science and computers in class.

We ensure the project will have long term benefits.We move from the phase of innovation and experimentation during the two years of the project,so in each project parter school curriculum ROBOTICS will appear as a lesson or at least a club.One of the most useful event for both teachers and students is to communicate in the foreign language.The European Commission fosters multilingualism and language learning because it promote intercultural dialogue and a more inclusive society and help the public to develop a sense of EU citizenship.

Our aim is to publicize all the actions that will take place during the project.Therefore,the "MET inside" project involve both internal and external stakeholders in project activities as contributors and active participants.We will adopt a multi-strand approach to ensure our efforts are effective,so the dissemination activities will include on-line and off-line dissemination channels to make the project easily accessible and available for parents,local community and media to view.
We will cooperate with the local Science centers,Stem Professors and Policy Makers in every phase of the project.These people will be invited to join online and face-to-face discussion events and see concrete actions like Robotic competitions and STEM festivals.The key people will send a content suggestion and journal articles to the STEM related web portals which guarantee that the main findings can be made available for every stakeholder in the long run.

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for school education

Project Title

Next Generation Entrepreneurship-NeXT

Project Coordinator

Organisation	Özel Güney Fen Bilimleri Anadolu Lisesi
Address	Doguyaka Mh. Gazi Bulvarı, No:688 / 2 Muratpasa / ANTALYA , 07300 Antalya , Antalya , TR
Contact	Raşit ARAZ , +90506 545 64 61 , rasaraz@yahoo.com

Project Information

Identifier	2018-1-TR01-KA201-059117
Start Date	Sep 3, 2018
End Date	Dec 2, 2021
EC Contribution	96,345 EUR
Partners	KLUB PO UPRAVLENIE NA ZNANIYA, INOVACII I STRATEGII (BG) , ISTITUTO D'ISTRUZIONE SUPERIORE POLO 3 (IT) , Prof. Ivan Apostolov Private English Language School (BG) , Training 2000 psc (IT) , STAGE WITHIN EUROPEAN PROGRAMMES, S.L. (ES)
Topics	New innovative curricula/educational methods/development of training courses ; Entrepreneurial learning - entrepreneurship education ; ICT - new technologies - digital competences

Project Summary

The purpose of the project is to develop a new methodology and teaching and learning model based on gamification for entrepreneurship compiled of both Entrepreneurship and Intrapreneurship.

We aim to develop experiential learning model with a game and external business partners who will act as mentors to pupils and guide them in the process. Pupils work in teams to create virtual companies. At the end of the course pupils make expeditions to real companies and investors to present their businesses.

The two target groups of NeXT are:

- primary target are high school pupils in 10th,11th and 12th grades. Pupils are from general education and specialization in Management and Entrepreneurship.

- secondary group - teachers in Geography and Economics; teachers in Entrepreneurship.

Small-scale pilots of the model that we are proposing in NeXT have already been undertaken in the participating organisations and they show this model leads to reduction of early school leavers and higher pupils ‘engagement and thus better grades.

By developing the project we have the following key objectives:

- to take pupils out of their comfort zone via gamification to focus on user empathy, whole-brain thinking, collaboration, and experimentation;

- to encourage pupils to start their own innovative businesses - whether or not they proceed and really found enterprises, they will develop entrepreneurial mindset and key business knowledge and skills;

- to create better collaboration between schools and real businesses – in the process we foresee the active participation of managers and experts who will provide guidance and mentorship;

- to develop necessary digital skills for both target groups - one, we aim for digital (virtual) business creation by student teams and second, lecturers use open educational resources to deliver the course and make it available widely.

The project is set to produce four intellectual outputs as follow:

-Teaching methodology and course syllabus;

-Game, manual and training materials;
-Teacher’s manual and study documentation;
-Open education space platform. The ultimate outcome is development of a game and digital tools for starting and developing innovative business.

The project will start with a detailed description and outline of the game content with the respective templates, tools and other elements that will be developed. We are focusing to equip the young people with the skills and mindset to start their own businesses Thus we develop our methodology in compliance with it as well taking into

consideration the concepts we are using as well:

- Innovation management with its elements – innovation culture, innovation process and capacity, innovation leadership.
- Entrepreneurship – key elements of how to start a business
- Intrapreneurship – how to develop the business
- Design thinking – as a process to generate innovative products and services following the Stanford's d.school framework: Empathize, Define, Ideate, Prototype, Test.

The project aims to adapt the development of competences to the changing world. The students will not work to learn new things but to think of new things from scratch and interact with the real business. NeXT project is designed for strengthening the links between school education and business and enhancing the entrepreneurial training by building effective methodology and course framework to be implemented across different schools and applicable to various competence levels.

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: School Exchange Partnerships

Project Title

Put STEAM Fostered Skills in the Hands of New Generations' Pupils via Web 2.0 Tools

Project Coordinator

Organisation	GERMENCIK YEDIEYLUL ILKOKULU
Address	Istasyon Mah. Ali Ihsan Kalmaz Sok. No:25 , 09700 GERMENCIK , Aydın , TR
Website	germencikyedieylul.meb.k12.tr

Project Information

Identifier	2018-1-TR01-KA229-058072
Project Web Site	https://steamproject2018.weebly.com/
Start Date	Oct 2, 2018
End Date	Oct 1, 2021
EC Contribution	75,937.2 EUR
Partners	Istituto Comprensivo di Lerici (IT) , CEIP BLAS INFANTE (ES) , Agrupamento de Escolas Lapiás (PT)
Topics	ICT - new technologies - digital competences ; Gender equality / equal opportunities ; Key Competences (incl. mathematics and literacy) - basic skills

Project Summary

The Erasmus plus project "STEAM + WEB 2.0 tools = CREATIVE MINDS" brings together Portuguese, Spanish, Italian and Turkish primary schools that give preschool education, too. All of them are non profit and public schools. According to a research of EU 2017, STEAM occupations are growing at 17%, while other occupations are growing at 9.8%. STEAM workers play a key role in the sustained growth and stability of the economy, and are a critical component. We aim to provide students successful future career. The result of the need analysis survey is that 60% of the students of the participating schools describe topics including science, math and engineering as complex and difficult to conceive and learn, in contrast they feel self- confident and find easy to engage with ICT and love computer games so we'll use the most innovative and technologial tool -web 2.0 tools- which will take their interest to the lessons and reinforce the students' STEAM skills. We aim to reduce this percentage in the final evaluation survey and ensure 75% of the students will have positive attitude towards science and maths lessons, be suucessful and enjoy the lesons, provide gender equality in STEAM professions where we aim to see more women in jobs related to STEM, ensure disadvantaged children have 21st century skills as much as the advantaged pupils have. We aim to promote children’s STEAM (science, technology, engineering, art, math) skills by organizing discovery-learning lessons via web 2.0 tools, provide pupils to have competences such as deep-thinking, commenting skills, questioning, critical thinking, self and social awareness, foreign language skills, problem solving, guessing, learning through trial and error method, entrepreneurship, focus, productivity, persistence, courage to try new things, processing, determination, digital and cultural literacy, European awareness, self-confidence, communication, collaboration, brainstorming, exploring, creativity. Teachers using Web 2.0 tools wil bring different activities to the classrooms and STEAM education. They'll adjust and shape the classrooms and teaching materials, methods according to students of new generation. The skills the teachers will develop are ICT, digital literacy, foreign language, applying, evaluating, Eurepean awareness, critical thinking, project and team management, coaching, knowledge-sharing, innovative practices in STEAM education. Teachers will explore the new era of technology so that they'll respond to the educational needs of 21st century children. They'll update themselves. As STEAM skills are the fundamental part of basic skills, all participating partners wish to initiate perfect exchange and sharing process. The methodology in the project is that the project is based on 4 themes in game based and interactive learning: First theme is "Learn computer science via Coding with 3d objects and characters for STEAM". Second theme is "Drag, design, create and prepare the ground for gender (woman-man) equality in STEAM professions." Third theme is "Augmented reality for STEAM". Forth theme is "Interact, discover and learn with science, marths, art simulations for STEAM". Regular communication will be done by padlet (team communication web 2.0 tool), email, eTwinning, facebook group, skype, twinspace in etwinning. There'll be four obligatory "mid term meetings" (between the learning, teaching activities) via Skype. There'll be project and output introductory seminars (2 times), presentations (5 times), informational and evaluation meetings within project teams in their instutions (3 times), monthly newsletters and reportings, evaluation surveys (3 times). Training, teaching and learning activities will provide added value to the realization of project objectives. The outputs are facebook and etwinning group, twinspace, padlet, stem visits, need analysis, process and success evaluation surveys, STEAM lesson in a week, teachers' talking STEAM via "slidetalk.net", presentations in youtube, "code.org" creations by students, asking STEAM questions via "spiral.ac", project blog, website, poster, logo, timeline, monthly reportings and newsletters, posters, cube and calendar, interactive activities, simulations, the creations to be done in LTT activities. Teachers, students, parents all over local, regional, national schools will reach the links via special network between the schools, newsletters, email, posters, local media and newspaper. European and international teachers, students, parents will obtain the outcomes via eTwinning. Teachers will replace former ways of teaching by innovative concepts strengthening pupils' STEAM skills. The quality of pupils, pedagogues, schools all over Europe and the

world will be enhanced as a long term benefit. The project will be working with approximately 600 children and 40 pedagogues from 4 countries. At least 72 mobilities will be realized in the project during 4 learning, teaching, training activities.

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: School Exchange Partnerships

Project Title

Rediscovering the past by walking in the future

Project Coordinator

Organisation	ESAT SIVRI ORTAOKULU
Address	KINIKLI MAH. KINIKLI CADDESİ NO:8 , 20160 DENIZLI , Denizli , TR

Project Information

Identifier	2018-1-TR01-KA229-059153
Start Date	Sep 1, 2018
End Date	Aug 31, 2021
EC Contribution	89,602 EUR
Partners	AGRUPAMENTO DE ESCOLAS DE AVIS (PT) , ISTITUTO COMPRENSIVO CASALINI (IT) , OOU Petar Pop Arsov (MK) , Vilkaviskio r. Sudavos pagrindine mokykla (LT) , Tildy Zoltan Altalanos Iskola és Alapfoku Muveszeti Iskola (HU)
Topics	Creativity and culture ; Cultural heritage ; ICT - new technologies - digital competences

Project Summary

In this age, technology is everywhere, in our daily lives, from our kitchen to office or school. Most of the students play computer games and spend time on social network sites using their smartphones or tablets. It is also a fact that technology has become an indispensable component in today's conditions so pupils will never abandon the usage of smartphones and tablets. Based on this problem, we wanted to organize the time students spend on technologic devices and guide them to use these tools for educational and useful purposes. They need to learn the use and language of digital technologies, digital literacy, and safe internet. The idea of the project was developed as a result of the needs identified in all partner schools - to explore the creativity of students and teachers through Web2.0 tools, but also to encourage more people to engage with Europe's cultural heritage. The target group was represented by students aged 12 – 15 and teachers from the six schools partners in the project: Esat Sivri Ortaokulu (Turkey) - project coordinator, Istıtuto Comprensıvo Casalını (Italy) , Municipal Primary School Petar Pop Arsov(Macedonıa), Tildy Zoltan Altalanos Iskola es Alapfoku Muveszeti Iskola (Hungary) , Vilkaviskio r. Sudavos Pagrindine Mokykla(Lıthuanıa) .
There were 5 physical mobilities and, due to Covid- 19 pandemic, 1 virtual LTT, hosted by Istıtuto Comprensıvo Casalını (Italy) during the last year of the project. Also due to the pandemic situation, the project was extended to 36 months. The 5 physical LTTs were: Kick-off meeting in turkey in November 2018, Macedonia in February 2019, Hungary in May 2019, Lithuania in October 2019, and Turkey in August 2021. Italy virtual mobility was in June 2021. The mobility activities produced positive outcomes: greater understanding and responsiveness to social, linguistic and cultural diversity, improved foreign language competencies, increased students' self-confidence.
The project provided students with a wide range of activities: creating an Erasmus+ corner, participating in surveys to understand the importance of common cultural heritage, preparing presentations and videos about cultural heritage, preparing presentations about the country, city, school and education systems of each country in the project. Participating in logo contests, analyzing the useful use of digital tools. Creating e-books with Web2.0 tools used in the classroom, becoming aware of traditions and traditional games, songs and food presentations, visiting UNESCO sites, participating in events in partner countries, etc.

The work developed along the three years of the project had resulted in the following aspects: Improvement in ICT skills and (Web2.0 tools) competencies of students and teachers. Better acquaintance with the cultural heritage of partner countries, both tangible and intangible. Promoting teaching professions of teachers by using digital tools in their lessons. Improvement of English speaking skills for those involved in the project. Improvement in our capacity of being active at the European level and sharing knowledge, ideas, applications and methods. The knowledge and experiences gained during the international mobilities were also made available for a wider audience through sharing within the school and the community.

The products of the project are the result of cooperation and efficient teamwork: Reports, questionnaires, leaflets, banners, an e-book ‚Web2.0 tools', a calendar including importance of cultural Heritage , A website, Instagram account, Facebook page, Rediscovering the past by talking in the future e –Twinning project, a twitter account, articles written by students, lesson plans and PowerPoint presentations that can be used in lessons on the topics of UNESCO cultural heritage.

Regarding the expected longer-term benefits we might say that deeper information on the basic concepts and existing context related to the benefits of using digital tools in the classrooms will help teachers improve better the eagerness of students. Classrooms will become more digital with each passing day. Talks, videos, presentations, games about the cultural and natural landmarks recognized by UNESCO, and trips to UNESCO sites will help students gain an appreciation of their culture and the culture of the world around them. The dissemination of the

project will determine other teachers to get involved in international projects which can be important stepping stones on the pathway that can lead to all sorts of new future directions and interesting experiences..

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: School Exchange Partnerships

Project Title

Schools Coding, Robots Meeting

Project Coordinator

Organisation	Sehit Uzman Cavus Egemen Yildiz Ortaokulu
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Project Information

Identifier	2018-1-TR01-KA229-058672
Start Date	Oct 1, 2018
End Date	Jun 30, 2021
EC Contribution	56,231.92 EUR
Partners	Szkola Podstawowa im. Wspolnej Europy w Nawodnej (PL) , SCOALA GIMNAZIALA MIHAI EMINESCU (RO) , 8o Gymnasio Volou (EL)
Topics	New innovative curricula/educational methods/development of training courses ; ICT - new technologies - digital competences ; Research and innovation

Project Summary

As the classical understanding in education systems in Europe is gradually left behind and STEM practices begin to settle as its core point, a new education model is emerging. Considering the 21st century technological development, coding and robotic design studies within the STEM implementations get to the foreground as indispensable and developing field. With robotic coding and designs, technologies that populate every area of our lives in the fields of engineering, mathematics, science, and even arts are produced. It cannot be said that our educational system is adapting this technological revolution rapidly. However, international project-based activities are crucial for this adaptation.
While evaluating the 21st century lifestyle, it becomes obvious that the vast majority of our students continues their lives as basic users or addicted to IT tools. We know that it is vital to approach to our students of "Z generation" with methodologies convenient to this era. As an institution, we are in a serious search for development of modern approaches in education. We want to involve our students of this generation in STEM applications and Coding and Robotic Design studies which are important part of STEM education.
Due to this project, we plan to share and enhance good examples and bring out an innovative approach with project partnerships in the field of STEM, Coding and Robotics design. While evaluating the characteristics of the project stakeholders, we can see that the partners have such studies and expertise: "Lego Mindstroms" in Greece, "S4A, Arduino" in Romania, "Scratch and Baldie" in Poland, "SmallBasic, MakeBlock" in Turkey. In this sense, the experiences we will share with our partners having different levels of expertise in coding and robotic design, as a whole, will enable us to have an innovative, systematic, disciplined and dynamic perception of education in the field of STEM, coding and robotics design. Even if we run simple studies in this field, we cannot say that we are able to produce larger-scale studies. The approach our international partners are supposed to provide will complete our own perception of education and ensure that it is developable. Our project activity plans include thematic study topics in which each partner can transfer their expertise to other partners. On condition that our project is approved, we believe that we will bring out an innovative approach on using computing tools in education.
As curriculum applied in the subject of STEM & Coding and Robotic Design at primary level lacks in our country, studies in this field are still very insufficient. Since classical education approach can provide very few students with good basis for the future, with the perception of STEM education we want to make them gain skills such as problem solving, critical thinking, product development and assessment, and also want to be their innovative guide. Coding is a process which is as important and fundamental as literacy skill. Because it involves many important elements such as "thinking, mathematics, problem solving, science, etc.". Due to this reason we extremely need good school samples as an institution. These experiences will provide us to make our students gain a stronger and more modern foundation, and also a better perspective for the future.
In total 25 teachers actively, more than 200 students from 10 to 14 years old will participate in the project work from the partner countries. There are teachers from various branches in the project. This will enable coding and robotic studies to be used in fields besides the informatics lessons. Students will actively participate in these processes via the activities the schools will undertake. Within the scope of these studies, each school will form an active group of students to determine the students who will participate in the final activity. By developing products with them, they will be able to participate in the "international coding and robotics" competition. The aim here is to develop products together rather than establish international rivalry and ensure that students become a significant part of an international event. In addition to make improvements on the subjects of STEM, Coding, Robotic Design, our project will provide important contributions in areas such as good classroom practice, sharing of cultural heritage and intellectual development. All project processes will be shared on the eTwining project page at the same time and provided to spread over a wider area. In addition, a booklet titled "The use of computing tools in education" will be published with the information obtained as a result of project experiences. This product will be delivered to many stakeholders and experiences will be disseminated.

This project will enable us to develop with solid basis in direction to strengthen our understanding of a dynamic, critical, creative education in our institution.

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for school education

Project Title

STEM for Innovation

Project Coordinator

Organisation	Yavuz Selim Ortaokulu
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Project Information

Identifier	2018-1-TR01-KA201-059398
Start Date	Oct 30, 2018
End Date	Oct 29, 2021
EC Contribution	99,551 EUR
Partners	Kauno buitiniu paslaugu ir verslo mokykla (LT) , Saulkrastu novada vidusskola (LV) , Colegiul National Pedagogic "Mircea Scarlat" (RO) , INNOVAZIONE FORMAZIONE ORIENTAMENTO e LAVORO (IT)
Topics	New innovative curricula/educational methods/development of training courses ; Creativity and culture ; ICT - new technologies - digital competences

Project Summary

This project was initiated as a product of five institutions in Turkey, Italy, Poland, Romania and Latvia, represented by schools aiming to find new approaches in education outside of Italy. STEM, which stands for "Science, Technology, Engineering and Mathematics", was decided to form the basis of this partnership as an innovative teaching method, as a result of further attracting students from all partner schools to education. Italy took part in this partnership as an NGO with its role in providing participants with the necessary training to successfully implement STEM activities.
Immediately after the project was accepted, Poland demanded its exclusion from the partnership and was displaced by our next partner, Lithuania. The overall core activities of our project consisted of 2 TPMs and 5 LTTAs, which were carefully planned in the online meetings of the partners. This was important for the successful implementation of the project, as well as active cooperation between partners.
The first TPM was held in Alexandria, Romania. Each partner, including Italy, was represented by 2 participating teachers. The host organization Romania held meetings where the scope of the project and the implementation process of the activities were discussed face to face. The partner schools, represented in a highly collaborative atmosphere, were made clear about their roles and responsibilities to be assumed.
Our partner in Italy, infol, implemented Stem-based training practices to strengthen the professional profiles of teachers who will play a key role in the project. At the LTT here, training was received on Stem and studies were carried out on how to integrate Stem into the education curriculum.
The 2nd LTT was held in Latvia with the participation of 12 students and 5 teachers. The host school demonstrated examples of good practice in stem. Afterwards, sample activities were carried out. Visits were organized to cultural and historical sites of the city.
5 teachers and 11 students attended the 3rd LTT held in Lithuania. Stem activities enriched with recycling materials were carried out here.
Our Romanian partner, the 4th LTT, hosted 15 students and 5 teachers. He organized stem activities in the physics laboratory.
Turkey hosted the last LTT. 9 students and 4 teachers participated. Lithuania could not participate in this LTT due to Kovid 19. Good practice examples of the school's Stem laboratory were exhibited. Stem events were hosted by Çukurova University. Stem laboratories of the surrounding schools were observed.
The final meeting was held in Lithuania. While Turkey provided 2 physical participants to this meeting, other partners were connected online. Preparations were made for the final report of the project. Documents were reviewed.

Achievements achieved:
In students;
-The use of different disciplines improved the ability to identify and solve problems in real life.
-Learning by doing and experiencing made the students more active in the lesson.
-The number of students benefiting from the Stem workshop has increased.
-Positive attitude towards school developed.
- Improved language skills.
- Improved sense of self-confidence
- Gained Stem literacy skills.
In teachers;
- Motivation for the use of stem in the classroom has increased
-With Stem, the capacity to cooperate with teachers from different branches has increased.
-Professional profile strengthened

-Has a chance to see the missing aspects by seeing different applications
At school;
-School climate improved positively
The school's visibility has increased at local, national and international levels.
-Increased academic achievement
-The school's international cooperation capacity has improved
-Intra-school communication strengthened
-Stem activities and parents' attitude towards school improved positively

Dissemination:
All our partners have made the project known by using dissemination materials at local level. In addition, dissemination activities were carried out by opening social media accounts. Seminars and stem studies were held in the surrounding schools. Project activities were presented to local MoNE directorates. The exhibition was organized with the concrete outputs produced as a result of the stem.

Results and Impact
Our institutions have increased their international cooperation capacity. The applications of different countries in the Stem fields have been experienced.
- Stem laboratories made students more active and took the teacher from the center to the position of a guide.
-Students became more successful in solving unique problems.
-Students' creative and critical thinking skills and problem solving skills have improved.
-The principle of interdisciplinary integrity has emerged in education.
-English speaking skills of staff and students in our schools have improved.
-Parents' cooperation with schools has become stronger than ever
In the long run;
This project contributed to the elimination of prejudices between our country and other countries, cultures and societies. Our country's economy, education, society, etc. brought a new perspective to the potential to achieve goals.

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: School Exchange Partnerships

Project Title

Stop Drop out, Stop Tear Drops!

Project Coordinator

Organisation	Mevlana Technical and Vocational Anatolian High School
Address	Mevlana st. Türkis blokları ici , 34779 İstanbul , İstanbul , TR

Project Information

Identifier	2018-1-TR01-KA229-058282
Start Date	Oct 1, 2018
End Date	Jul 31, 2021
EC Contribution	55,251.5 EUR
Partners	Srednja strukovna skola (HR) , Budapesti Gazdasági SZC Harsányi János Szakgimnáziuma és Szakközépiskolája (HU) , Vilniaus Simono Konarskio mokykla (LT)
Topics	EU Citizenship, EU awareness and Democracy ; ICT - new technologies - digital competences ; Early School Leaving / combating failure in education

Project Summary

Absenteeism and early school leaving are the most important and multi-faced problem at schools. It is a result of personal, social, economic, educational or family related reasons. Every year average absenteeism rate is %25; which means 8 students in each class which has 40 students.When we look at the last 5 year's dropout average rate, we see %4. After analysing the class basis, we have realised that 9th grade has the most dropout rate. Turkey is the first at dropout list in Europe. While the ratio is %11 in European countries, this ratio increases %38 in Turkey. Besides this,according to the EU Commission report Turkey has not got any efficient strategic plan on dropout.We have read many articles some of which focus on facts and reasons; some of them are about how to struggle with dropout. According to EU 2020 Targets,we need to decrease dropout rate from %15 to %10. Our main objectives are to increase students' devotion to school taking into consideration individual differences, to reduce dropout rate from %15 to %10, to increase foreign language awareness and emphasize the importance of knowing a foreign language,to emphasize importance of multilingualism,to increase teachers' awareness about how serious the problem of dropout is, and to show them they have an important role to prevent students from dropping out,to increase parents' awareness about negative effect of dropout to the community and how important role they have for preventing dropout, to contribute to the institutional improvement by sharing good practices. By analysing the problem and improving education atmosphere in term of social activities, student-teacher, students-school, student-society, student-parent, parent-school relations, we will try to reach our aims. We are 4 partners from Croatia, Lithuania, Hungary and the coordinator Turkey. We developed the project plan and verify that the aims of the key elements are clearly defined and lined up. For sound management of the project we found teams and do task distribution.Project activities will include the exchange of the information, sharing and analysing best practise models;comparing them and adapting them to each partner's own activities and environment. Our project activities are aimed to reduce ESL by using ITC in the classrooms. We will have 3 mobilities;first one staff joined training event will be in Turkey named ICT in Education, second one short term exchanges of groups of pupils in Croatia named "Let's overcome together", third one short term exchanges of groups of pupils in Hungary named "Friendship Wall". At the end of the mobilities, each participant will have Certificate of Attendance. The students will spend enjoyable and effective time with their peers from different cultures. They will be motivated for the new projects, they will overcome prejudice and get self confidence, broaden their horizon. Our target groups in this project are students under risk of dropout,students with fewer opportunities, teachers, teachers in our local schools, parents and the people as many as we can reach by using web sites, social media, guide book and brochures. To assess the success of the project we will use observations, checklists and surveys for students, teachers and families. We will use surveys after the activities to measure the change towards students' attitude of the school climate. We will consider the feedback from the teachers after using e-learning platforms about students' participation to the lesson and interest. We will compare the positive effect of using ICT during the classes and traditional methods.We will prepare a guide book with 8 chapters with the contribution of each partner named "You are valuable" about the reasons-solutions of dropout and good practises.Dissemination is one of the most important part of our project we will follow a good strategy, a good timetable and the enough budget for dissemination.We will disseminate the project to all related people, organisations who has a role in students' educational and social life with posters, brochures, social media, guide book, photos, videos, seminars. We will start the changes at our schools then local area, national area and improve the changes at International and European level with the help of our partners. So, we plan to reach the desired impact by creating waves. Thanks to this project, we want to minimise absenteeism level to make our students join school life actively and love school, increase institution capacity and quality with teachers using innovative and modern approaches. Every single individual is valuable; no dropout, no tear drops!

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: School Exchange Partnerships

Project Title

Open a Door to Digital World: Web 2.0 Tools

Project Coordinator

Organisation	Yüce Ortaokulu
Address	Yüce Köyü-Dereli , 28500 Giresun , Giresun , TR

Project Information

Identifier	2018-1-TR01-KA229-059131
Start Date	Sep 24, 2018
End Date	Mar 23, 2021
EC Contribution	113,757.4 EUR
Partners	Silutes M. Jankaus pagrindine mokykla (LT) , 2 Dimotiko Scholeio Stavroupolis, Thessaloniki (EL) , Primary School in Wojaszowka (PL) , Scoala Gimnaziala "Dr. Alexandru Safran" (RO)
Topics	Early School Leaving / combating failure in education ; New innovative curricula/educational methods/development of training courses ; ICT - new technologies - digital competences

Project Summary

Our motto is "Today's young, tomorrow's future." With the developments in technology, people's life has changed and continue to change in a way. As in every areas, technology has a great impact on EDUCATION, too. And this made changes in education systems. By these changes, interactive classrooms have created at schools that include smartboards, tablets, and any devices to provide a place students to learn actively, permanently and entertainingly.

Before, traditional technics and methods were used which includes teacher-centered lessons, and students only memorized something. This system was only successful in the area of 'knowledge level', but they didn't have an application level or synthesis. Both being unsuccessful with this education system and with the importance of constructivist approach, radical changes have started to be made in education. With the new developments, not only in-class activities but also out-of-class activities become more important. Because, not as in the past, students become active in class and out of class. They start to learn how to learn and get the knowledge by their own efforts. They find areas to use the knowledge and this will help them in their work life later. As the education system changes, expectations from students change, too. Nowadays, in 21. century, these expectations are as in the following:
1.Flexibility and Harmony
2.Impressive Communication
3.Problem Solving
4.Creativity
5.Interpersonal Skill
6.Teamwork Skill
These skills are agreed by International Labour Organization (ILO). Acoording to its report, to use students' technic knowledges in their work-lifes in the future, these skills have to be gained during their education life.

At our Erasmus+ project called 'Open a door to Digital World:Web 2.0 Tools' during and out-of-class, we aimed to bring up genuie persons who have creative and higher-level thinking.Because of this, in our strategic project, regarding the education systems in the participant schools of five countries (Turkey, Romania, Poland, Lithuania and Greece), we aimed to exchange and share our experiences and construct a bridge among these schools and countries. So, we used different ICT devices-web 2.0 tools related to the project such as padlet, kahoot, coding,plickers,kodugamelab etc. in LTT meetings. These web 2.0 tools provided student-centered lessons and students could get the knowledge according to their interest and skill levels. So, knowledge and learning became permanent.

Regarding these studies, this project lasted thirty months (with more time because of covid-19 process) and we had both teachers and students mobilities to exchange experiences. We had our mobilities physically but because of covid-19, we had the other mobilities virtually. We used Zoom and Teams tools with these meetings. On the contrary to the idea that 'students and teacher won't be able to have mobility and go and visit the partner school', at the online meetings we had more students and teachers and more numbers than that we aimed in the application form were informed about new subjects, web 2.0 tools and had chance to join the meetings. The participants of the mobilities informed the rest of their own schools' members. Meetings were held and the visual results of the project (handbooks, web 2.0 tool dictionary, posters, brochures, photos, website, newspapers,etc.) were displayed. With the work which was held in regional and national level, we had a bigger impact on other people apart from the participants. Every person impacted each other as domino effect. In general, our results of the project were:
-reaching more audience,

-equal opportunities in education,
-developing classrooms with fun,
-low cost but more output,
-saving time in education.

As a consequence, our clever classrooms are like the ship of Colombus. With the help of this project and more usage of interactive classes (web 2.0 tools) , teachers and students will be able to reach the virtual world easily by using ICT, smartboards and innovative ways both in and out-of-class activities.

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: School Exchange Partnerships

Project Title

WEBBY

Project Coordinator

Organisation	VEHBI NECIP SAVASAN PRIMARY SCHOOL
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Project Information

Identifier	2018-1-TR01-KA229-059456
Start Date	Oct 1, 2018
End Date	Mar 31, 2020
EC Contribution	54,612 EUR
Partners	SZKOLA PODSTAWOWA NR 14 IM. ZJEDNOCZONEJ EUROPY (PL) , ISTITUTO COMPRENSIVO STATALE FALCONE-CASCINO (IT) , Colegio Sagrado Corazón de Jesús y María Inmaculada (ES)
Topics	ICT - new technologies - digital competences ; New innovative curricula/educational methods/development of training courses ; Intercultural/intergenerational education and (lifelong)learning

Project Summary

DESCRIPTION:Education has only one purpose.Equip the learners with the new age qualities for tomorrow and changing world needs new types of teaching ways so we have to give chance to the teachers to learn new types of teaching.The reality that teachers are the keys to reach the children and to create more successful schools is the base of our project.
Web 2.0 tools are useful chance to accomplish this.Web2.0 tools are tools of technology that allow teachers and students alike to create, collaborate, edit and share content on-line that is user-generated.The tool helped learners achieve the objectives.The students explored Mars,brain or animal or created their own sheets,working like grapher right from their classrooms.This is exactly what web2.0 tools do.Such virtual expeditions made children addicted to the courses and enabled the teachers to create more creative and easy teaching process.
MANAGEMENT:We determined the list of some kinds of tools and introduced them to the other teachers and students and made them be able to apply these tools. In our project we were countries from Spain,Italy,Poland and Turkey.Spanish partner did not join the project so we went on via other partners.Our students were at the age of 4 and 12.Our activities contained videos teaching the tools and the use of them with students and teachers.The project was assessed via the surveys,reviews,the number of contents and likes,click on website,products such as e-book,worksheets,posters.All th activities will be reported for the progress and final report.each country gave two reports to the coordinator in a year.We determined some risks and measures for them.The most crucial measures were the strong communication and project plan.We could prevent misunderstanding,conflicts,and being late among school staff and partners via communication and shared the tasks.
Regular meetings,seminars and mails prevented the problems and they were chances to keep in touch with one another,rearrange the activites and shared opinions.The key persons to run the activity and duration of the activities were clear and became great mentors.Some mandates and agreements within school were prepared and signed to ensure the project except for force major situations.Permisssion was taken to upload the children's video and photos on internet.Time and budget plan and checklist were ensured through project plan and deadlines and specialised school plans and reports.All the details were known in advance.Festivals and holidays,climate and air conditions were asked for the meetingsFormal permission papers were supplied for the staff.Language and cultural preparation were done.
The host country organised the transporation and accomadation.All partners stayed in the same hotel to be in safe and to transport easily.Project team did its tasks completely.
TARGET GROUPS AND IMPACTS:We divided the participants into 9 sub-groups as direct participants and indirect,beneficiaries as we situated up detailedly.We have the different aims for the different target groups.Aims such as the innovative web tools ,creating loved classrooms and flipped classrooms,develpoing teaching skills and digital competence,raising the quality of instututional capacity,motivating the pupils and teachers,raising awareness of European culture,point of views and education,making people aware of Erasmus+ projects,promoting using foreign languages were carried successfuly out.
The bridge with other schools in Europe,supporting an exchange of teaching and learning materials and ideas was established.European partnership ensured the transnational education experiences.We built the teaching process upon transferable and innovative skills transnationally.
METHODOLOGY:We used reverse mentooring ,collobrative approaches ,project based learning,flipped classrooms and constructive approach,workshops and face to face interaction.We have learnt and taught the tools and sahared our products in mobilities and presented some technical knowledge about some topics and talked about how we applied and what we lived at our courses.
LTT:We had 3 mobilities with 6 participants having 4 or 5 activities including presentation of the tool and sharing examples and the planning of the next meeting.Each meeting will add some qualities that we determine as targets in the project.We groupped the activities including cultural values as academis,material

creation,amusement,coding and augmented reality.the 1st step was to create trainning videoa for the users and the 2nd step was to experience them.
KEY PERSON:The participant in this project were solution-oriented,optimistic and innovative or a person developing good realtions among project team and school staff,having a strong communication skill and desire to take responsibility.
We could equip the pupils and teachers with the new age qualities for future by gaining the digital competences besides gaining international experience and a project based mind.

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: School Exchange Partnerships

Project Title

We Are Smarter Than Technology

Project Coordinator

Organisation	Erdem Bayazit Anadolu Lisesi
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Contact	Melike Arsan , melike.arsan@hotmail.com

Project Information

Identifier	2018-1-TR01-KA229-059870
Start Date	Sep 1, 2018
End Date	Aug 31, 2021
EC Contribution	150,581.6 EUR
Partners	Liceul Tehnologic Tanase Constantin (RO) , Bryne vidaregåande skole (NO) , Sredno Opstinsko Uciliste Ljupco Santov p.o. Kocani (MK) , LICEO SCIENTIFICO STATALE ENRICO FERMI PATERNÒ (CT) (IT) , Zakladna skola Pavla Marcelyho (SK)
Topics	Social dialogue ; ICT - new technologies - digital competences

Project Summary

We agreed on this project as six schools from Turkey, Italy, Norway, Romania, Macedonia, and Slovakia to make a project about using technology and avoiding its bad or side effects. Having this project, we were able to meet each other and to understand what methods could be used commonly in our schools and how to put technology into our education progress and how to avoid the bad effects of the Internet. In the course of the project, we made some concrete outputs that we firmly believed that these outputs illuminated our paths while working in our schools. We came together with six schools to share our experience on technology and our weak side in struggling with the sides effect of technology. We did 4 mobility (Turkey, Italy, Norway, Macedonia) of the project physically. But because of pandemic reasons, we had to do 2 virtual mobility (Romania and Slovakia). We prolonged the project for one year to do all the tasks we had. Luckily we could complete all the tasks, all the mobility, and products.
We did;
In every mobility:
• Examples Lessons; teachers showed an example lesson in which technology was used.
• Seminars in the school; presentations about using technology in schools and Internet traps.
• Erasmus + school boards; To announce the Erasmus + Project and acquisitions of each mobility
• Acting out a drama or short film about cybercrime; to show the internet traps efficiently
• Performing gym to prevent technology's physical damage; to live healthily
• Stant in schools' events; To show our souvenirs and present our Partner countries
• News in the local press; to show our tasks and present our project
• Presentation of Statistics about cybercrime and types of cybercrime; to raise awareness about cybercrime
. Building up a WASTECH technology class to raise awareness of secured internet technology
. Visit Police Department: to give some information about cyber crimeIndividual tasks:
• A Web site includes resource pool - Turkey
• Technology dictionary - Italy
• Booklets about memories - Romania
• Questionnaires - Macedonia
• Multilanguage dictionary - Slovakia
• Logo - Turkey
• DVD recording mobilities - Norway
• Leaflet "how to save our privacy from cyber trap" - Norway
• Forming Facebook group" Romania

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them