



KAKO PLANIRATI KVALITETAN PROJEKT



SADRŽAJ

- 1. dio: Kako planirati eTwinning projekt
 - Šta je eTwinning projekt?
 - Opći savjeti
 - Planirajte svoj projekt
 - Kreirajte Twinspace, račune
 - Prijavite se za onlajn bonton
- 2. dio: Kako raditi na projektu uzimajući u obzir okvir koji se odnosi na Oznake kvaliteta
 - Saradnja
 - Upotreba IKT
 - Pedagoške inovacije i pristupi
 - Integracija kurikuluma
 - Dokumentacija i rezultati
- 3. dio: Kako se prijaviti za Državnu oznaku kvaliteta
 - Kriteriji
 - Prije prijave
 - Aplikacija

1. DIO: KAKO PLANIRATI ETWINNING PROJEKT

ETWINNING PROJEKT

- je onlajn projekt
- uključuje partnere iz različitih zemalja
- uključuje učenike
- fokusira se na **onlajn evropsku saradnju**
- ima mjerljive/opipljive rezultate

OPĆI SAVJETI

- Uključite **ograničen broj partnera** kako biste osigurali stvarnu saradnju. Projekti s 20, 30, 100 i više učesnika se ne preporučuju
- Nemojte učestvovati u mnogo projekata ako želite ostvariti **pravu saradnju**
- Uključite **najmanje 2-3 partnera**. U slučaju da jedan od vaših partnera prestane sa radom / “izgubi se“, možete nastaviti svoj projekt.
- U slučaju da radite samo s jednim partnerom i ovaj partner prestane doprinositi, pokušajte **pronaći drugog partnera**. **Imajte na umu**: ako sami nastavite s projektom, ne može se smatrati da ispunjava uslove za Oznaku kvaliteta kao eTwinning projekt.
- U slučaju da radite na Erasmus eTwinning projektu, **koristite TwinSpace** za nastavak rada sa svojim partnerima u onlajn aktivnostima (prije, tokom i nakon mobilnosti). Prijavite se za Oznaku kvaliteta tek kada vaš Erasmus projekt dođe do kraja. Erasmus+ projekt trebao bi imati **samo jedan** TwinSpace.

PLANIRAJTE SVOJ PROJEKT

- Odlučite sa svojim **učenicima** o temi na kojoj bi željeli raditi
- Potražite moguće **partnere** na forumu za pronalaženje partnera
- Odlučite se o projektu i nastavniku koji će **prijaviti** projekt
- Ako je riječ o evropskom projektu, dva osnivača bi trebala biti iz **različitih zemalja**
- **Potvrdite**, ako je moguće, sve partnere prije registracije projekta
- Obavijestite učenike i roditelje i provjerite imate li **roditeljski pristanak** za učestvovanje učenika u projektu (uključujući za korištenje fotografija i videozapisa)
- Dogovorite se i **podijelite plan rada i vremenski raspored** sa svim svojim partnerima
- **Objavite** plan rada u svom TwinSpaceu i po potrebi izmijenite plan rada
- Razmislite i razgovarajte o različitim **aktivnostima/pristupima** sa svojim učenicima
- Pažljivo planirajte svoj **TwinSpace**

PLANIRAJTE SVOJ PROJEKT

november tasks

- The wizards start a new adventure! They write a spooky Halloween story that starts on 31st October. The title of that story is 'On Halloween night'. All their stories are gathered in an ebook. They also draw pictures for their partners' stories. **Deadline for the stories: 15th November and for the pictures: 30th November.**
- Then the wizards vote for the best Halloween story which becomes the first chapter of our new book on Bomwriter service. That will have 3 more chapters. The second chapter should be written and uploaded by **7th December.**
- The mascots competition begins. Each partner makes a mascot for the Elderly Wizard. All 8 mascots enter a competition and each partner votes for their 3 most favourite mascots. The winner will be our Elderly Wizard who will travel to all partner schools. The other mascots will be the Elderly Wizards' Deputies. **Deadline for the creation of the mascots: 23rd November & for the vote: 30th November.**
- The pupils vote for a name for the chosen Elderly Wizard. They also choose a name for their own Deputy Wizard. This name should be a two-word name and the first word should be the colour of the team (for example Silver Merlin). **Deadline: 16th November.**
- When the neighbourhoods are ready, we upload them on <https://www.thinglink.com/> and each partner should mark 2 questions on each of the other neighbourhoods. Wizards reply to those questions with new markers on their image.
- This month's Video Conference can be about the Wizards' school. They can ask questions and try to guess which school subjects they have, what school rooms there are in their schools and what items can be found in their classroom. They try to guess as many as possible!

A picture is worth a thousand words



Students select photos on an assigned topic, attach short descriptions or stories and publish them on a visual platform where all participants can be inspired to interact, evaluate and contribute with more photographs and comments or stories.

[Read more](#)

Pages

Module 1: Introduce ourselves
module 2: Walking down the streets in other people's shoes. a) Photos and Stories
Module 2: b) Photo-Story competition
Module 3: Snapshots that shook the world
Module 4: What does Christmas mean to you?
Module 5: Milestones of contemporary history. Find out about each other's country. a) Greece
Module 5: Milestones of contemporary history. Find out about each other's country. b) France
Module 5: Milestones of

Module 2: b) Photo-Story competition

Dear participants,

You have taken inspiring photographs to illustrate your amazing stories.

So now, it's contest time. Good luck to all of you!!

Take part in our photo-story competition by voting the contributions you got impressed by the most.

RULES: Provide 8 votes: 2 for each country. Your votes must be visible. Don't forget to write your name when you vote. Besides, try to comment on the pros and cons arguments for as many stories as you wish. There will be 2 winners from each country.

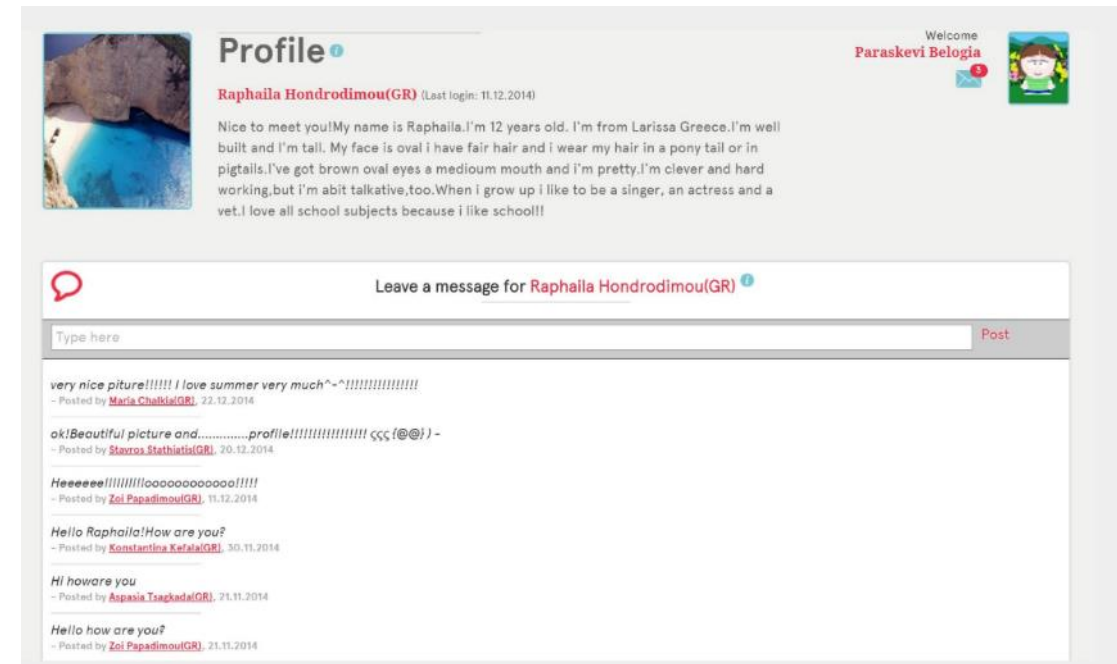
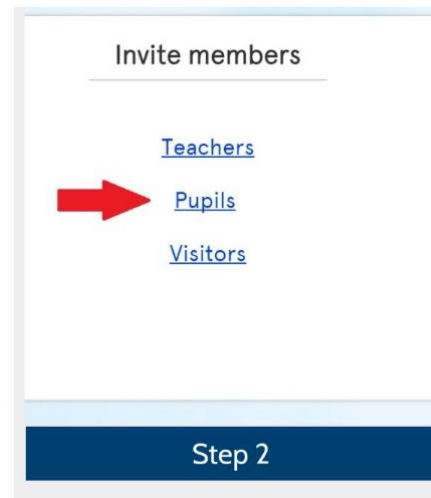
You can vote [here](#). (The Tricider platform is embedded here.)

Photo competition deadline: 12/12/2014

KREIRAJTE TWinspace RAČUNE ZA SVOJE UČENIKE (UZRASTA 8 GODINA I VIŠE)

Recite učenicima da:

- Ažuriraju svoje TwinSpace **profile**
- Izaberu **fotografiju** koja ih predstavlja (sport, muzika, avatar), a ne njihovu vlastitu fotografiju
- Počnu **komunicirati** s njihovim partnerima
- Ostave kratke **poruke** na zidovima svojih partnera
- **Redovno se prijavljuju**



PRIJAVITE SE ZA ONLAJN BONTON

Onlajn bonton se odnosi na primjenu ljubaznosti i poštovanja u onlajn okruženju

- **Dogovorite** pravila onlajn bontona zajedno sa svojim projektnim partnerima i učenicima i objavite ih na TwinSpaceu
- Važno je da učenici **shvate** da:
 - je onlajn svijet isti kao i stvarni svijet
 - bi se uvijek trebali ponašati pristojno i s poštovanjem
 - ne bi trebali koristiti velika slova
 - bi trebali biti svjesni kulturnih razlika
 - trebaju koristiti dogovoreni jezik projekta

2. DIO: KAKO RADITI NA PROJEKTU UZIMAJUĆI U OBZIR OKVIR KOJI SE ODNOSI NA OZNAKE KVALITETA

Kriteriji za Oznaku kvaliteta

STRATEGIES FOR COORDINATION AMONG TEACHERS



The agreed work plan includes monitoring meetings or other coordination activities that record, as appropriate, the review and adaptation of the initial approaches.

STRATEGIES FOR COLLABORATION AMONG STUDENTS

Some or all of the activities are organised so that students from different schools interact, communicate and collaborate towards a common goal to come up with a final joint product. Work is organised in multinational teams.



CREATING COMMON PRODUCTS



Most products are the result of the collaboration of students from partner schools, where individual contributions are interwoven.

- Strategije saradnje između nastavnika
- Strategije saradnje između učenika
- Stvaranje zajedničkih proizvoda

SARADNJA IZMEĐU PARTNERSKIH ŠKOLA

- Saradničke aktivnosti **nadilaze komunikaciju**: partneri nisu samo primatelji informacija; oni su članovi tima, koautori i kokreatori.
- Saradnja znači da **obje grupe trebaju doprinos svoje partnerske grupe** kako bi završili aktivnost.
- **Mješoviti – nacionalni timovi** su vrlo učinkovita i najbolja praksa za saradnički rad. (mala grupa iz jednog razreda + mala grupa iz drugog razreda = mješoviti - nacionalni tim)
- **Saradnja nije samo** sastavljanje sadržaja koji je svaki razred stvorio kako bi se proizveo zajednički rezultat poput e-knjige ili e-časopisa. **Saradnja** znači zajednički rad s vašim partnerima na stvaranju različitog sadržaja (npr. članak u časopisu može biti zajednički napor tima mješovitih nacionalnosti).

VAŽNI SAVJETI

- U **procjenjivanju** projekta i tumačenju ovog kriterija uvijek se moraju uzeti **u obzir okolnosti kao što su uzrast, kontekst i obrazovne potrebe učenika**.
- **Stepen posredovanja nastavnika** mora biti primjeren **uzrastu i sposobnostima učenika** i prikladan za promovisanje saradnje učenika čak i među najmlađom uzrasnom grupom.
- To se može učiniti **videokomunikacijom između grupa** u kojoj razgovaraju o temama ili gdje biraju aspekte međusobnog rada koji će biti uključeni u konačne rezultate.

LISTA ZA PROVJERU



STRATEGIES FOR COORDINATION AMONG TEACHERS

- Do you work with your partners to plan the project?
- Do you organise regular meetings with your partners to organise the next activities and discuss the progress?
- Do you share a schedule of the activities in the TwinSpace?

STRATEGIES FOR COLLABORATION AMONG STUDENTS

- Are the students working in international teams with students from their partner countries?
- Do the students carry out activities designed to communicate, interact, and collaborate to achieve a joint outcome?

CREATING COMMON PRODUCTS

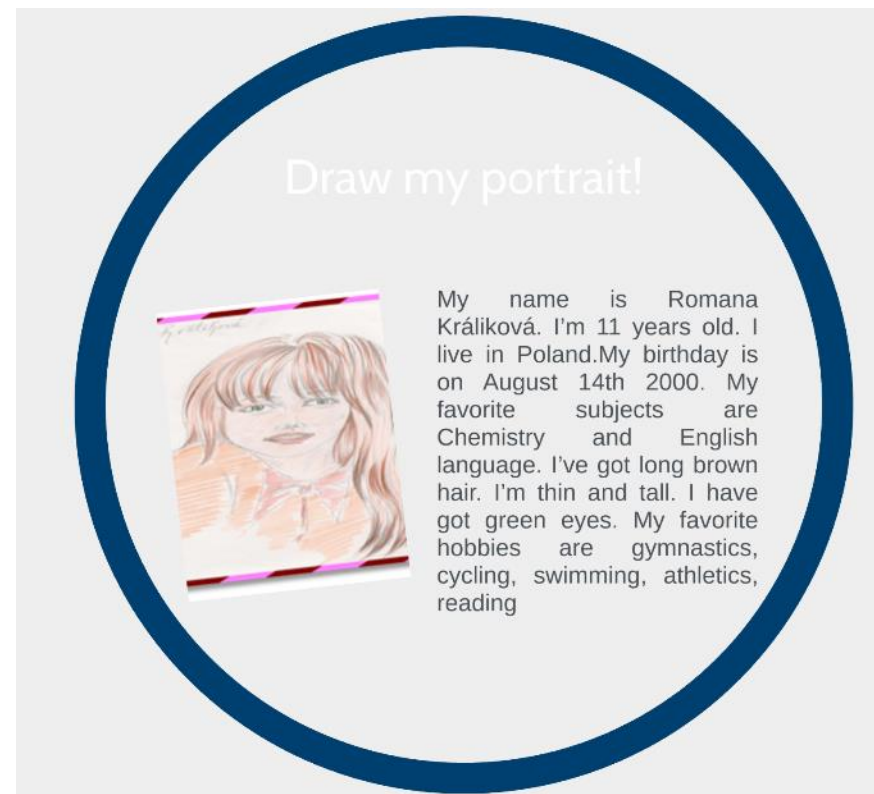
- Are some products results of the collaboration of students from partner countries?
- Are the products a result of collaborative and collateral work?

https://www.etwinning.net/eun-files//Criteria%20big/QL_checklist_DEF3.pdf

„PROBIJTE LED“

Planirajte aktivnosti za **izgradnju tima i timskih aktivnosti (tim bilding)** na kojim će učenici:

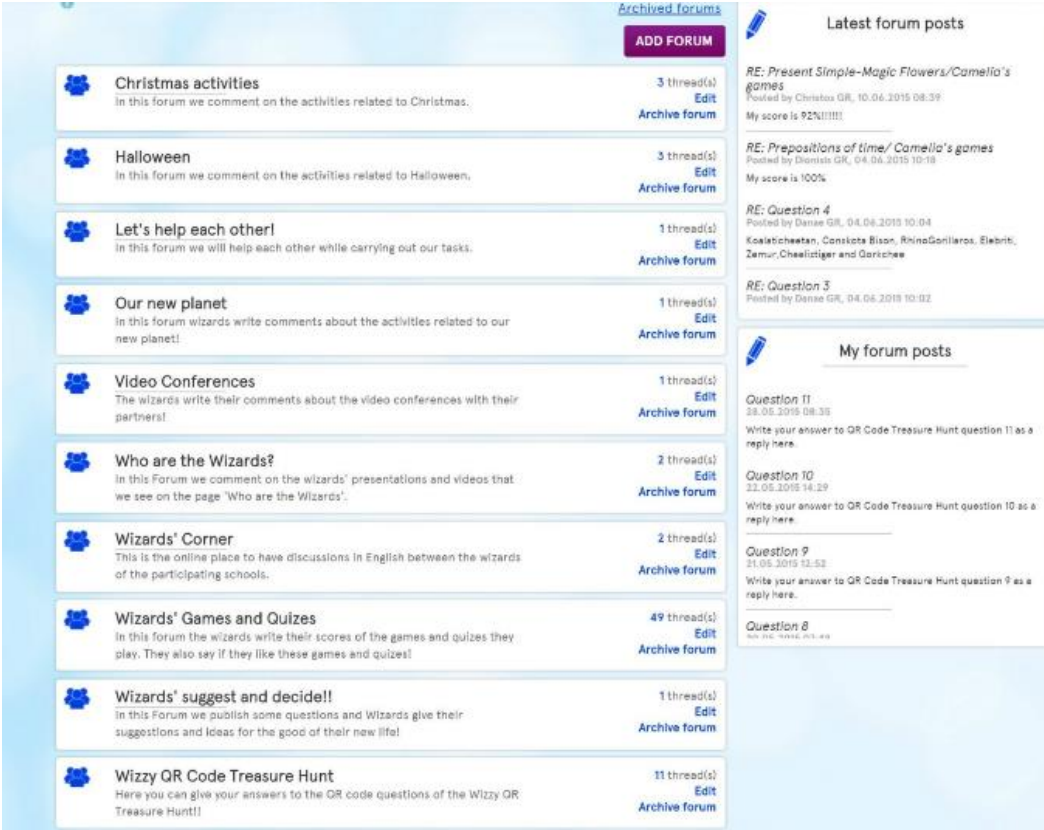
- upoznati jedni druge
- naučiti da rade zajedno
- biti podstaknuti da se međusobno podržavaju
- izgraditi jake odnose i kontakte



KORISTITE TWINSPACE I SARADNIČKE ALATE

Ohrabrite partnere da **koriste TwinSpace alate** za međusobnu komunikaciju. Na primjer:

- koristite eTwinning mail sanduče za slanje važnih informacija učenicima (podsjetnici, pojašnjenja, rokovi)
- koristite eTwinning mail sanduče za komunikaciju sa njihovim kolegama
- pokrenite diskusije na forumima i motivišite učenike da učestvuju
- koristite ankete
- kreirajte TwinBoards kako bi svi doprinijeli radu i idejama

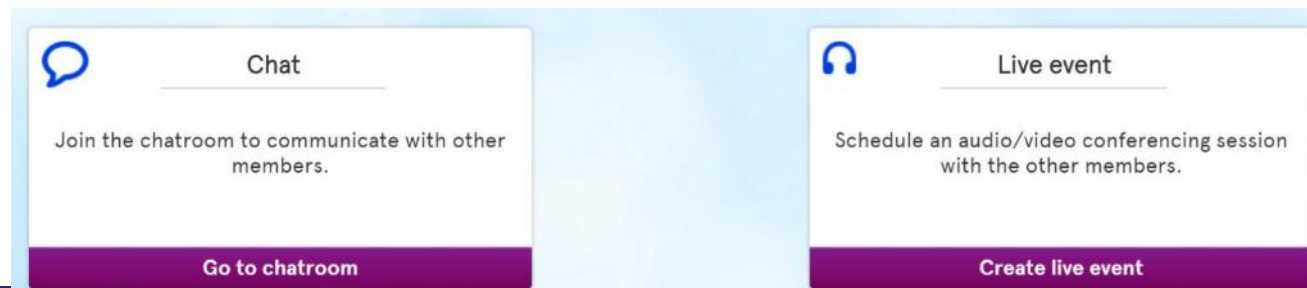


The screenshot displays the TwinSpace forum interface. On the left, there is a list of forum threads with titles like 'Christmas activities', 'Halloween', 'Let's help each other!', 'Our new planet', 'Video Conferences', 'Who are the Wizards?', 'Wizards' Corner', 'Wizards' Games and Quizes', 'Wizards' suggest and decide!!', and 'Wizzy QR Code Treasure Hunt'. Each thread includes a brief description, the number of threads, and options to edit or archive. On the right, there are sections for 'Latest forum posts' and 'My forum posts', showing recent discussions and user contributions.

DODAJTE OBIČNI DOGAĐAJ UŽIVO

Sesije uživo pružaju istinsku interakciju učenika i efikasno korištenje vremena između učenika i nastavnika

- Planirajte **vebinare** ili sesije uživo koje uspostavljaju kulturu komunikacije
- Planirajte **sesiju uživo** na **početku** projekta kako biste upoznali svoje partnere
- Planirajte sesije uživo **na kraju svake aktivnosti** kako biste razmišljali/procijenili/dopustili učenicima da podijele svoja razmišljanja i svoja iskustva
- Dajte učenicima **pitanja** za razmatranje/pripremu prije sesije
- Pripremite **kratke zajedničke aktivnosti** (igre, kvizove) ili planirajte manje strukturiran događaj.



INTEGRIŠITE SARADNIČKE AKTIVNOSTI U SVOJE ETWINNING PROJEKTE


- Udružite svoje učenike u **transnacionalne** timove
- Dodijelite uloge svakom članu grupe ili učeniku u timu prema njihovim interesovanjima/talentima
- Dodijelite ulogu vođe tima ili administratora nekom od svojih učenika

Area	Names of students
Literature and arts Team 1 Team 2	PL 1.Karolina Wawrzonowska, Patrycja Marks, MONika Polok, Alicja Smolka PL 2.Paulina Herok, Kasia Kotas, Marcin Solich, Patryk Bąk GR 1 Antigoni Kou, Helen La, GR 2 Artemis Ana FR 1 Laura, Maeva, Sonia (team 1) FR 2 Aliette, Sofia, Mathilde (team 2)
Geography Team 3	PL Magda Czopka, Tomek Smutek, Agnieszka Paszek, Kasia Szymik GR Tania M, Aristeia FR Marion, Luna, Léa, Océane (team 3)
History Team 4	PL Maciej Czajer, Sylwia Indeka, Jakub Puchałka, Magdalena Fuchs GR Maria Tsa, Katerina Pyr FR Lucas, Martin R, Victor (team 4)
Science and nature Team 5	PL Iwona Pasieka, Monika Kalika, Anna Podbiół, Maria Paszek GR Chris Man, Jim Bou, Fanis Ka, Christos Ava FR Joseph, Inès (team 5)
Sports and leisure Team 6 Team 7	PL 1.Jakub Gazda, Julian Plonka, Sylwia Indeka PL 2.Agnieszka Król, Paulina Dziędział GR 1 George Pap, Mary Tsi, Efthimis Syr, Constance Saf GR 2 Teo Ax, Nikos Ana, Athanasia De, Kristina, George Dan FR 1 Franck, Marc-Antoine, Julie (team 6) FR 2 Raphaëlle, Gaspard, Théo (team 7)

UKLJUČITE UČENIKE U AKTIVNO UČENJE

Učenici treba da budu uključeni u aktivnosti u kojima:

- pronalaze i procjenjuju informacije
- povezuju se i saraduju
- kreiraju i dijele originalni sadržaj
- planiraju zabavne, kreativne nude samoizražavanje



"A picture is worth a thousand words"

Students walk down the streets of their hometowns, spot different types of people and take photos. They write imaginary stories about the person/people depicted in their picture. The stories should somehow reveal aspects of everyday life, culture and lifestyle of participants' hometowns. It is advisable to narrate their stories in 3rd person.

3. CREATE
4. COMPOSE
5. ASSESS
6. SPREAD THE WORD
7. PRAISE
Valuable Resources
STAFFROOM
LEARNENGLISH+ MOOC
Getting Started
1. Literature and Arts
2. Geography
3. History
4. Science and Nature
5. Sports and Leisure
6. Entertainment


Getting Started

Twitter
[#learnenglishMOOC](#)

To enable you to improve your language skills and develop a variety of competences, this open online course covers a wide range of topics and is divided into 6 modules. You will be exploring the following subjects:

1. Literature and Arts
2. Geography
3. History
4. Science and Nature
5. Sports and Leisure
6. Entertainment

To complete this course, you are required to collect 6 badges in your Learning Diary.



To obtain a badge, you must complete successfully 3 activities for each module.

You will collect your badges and post them on your Personal Learning Diary.

To create it you can use either a Padlet wall or Thinglink.

Your Personal Learning Diary reflects your own progress, so it is a compilation of your responses to the activities as well as any other relevant links and materials that you came across while studying.

Take part in the course, share the link of your Diary and join in the discussion on social media via Twitter using [#learnenglishMOOC](#)

Upon successful completion, contact the course administrators to get a course certificate.

PRIMJER PROJEKTA IZ PREDŠKOLSKE USTANOVE

OUR OWN STORY – THE MAIN CHARACTER

- Our main character is made from different body parts :
- Body : Choussila's class – Germany
- Head : Murielle's class - France
- Front legs : Meropi's class - Greece
- Back legs : Romina's class - Malta
- Surprising accessories : Celine's class - Italy

Each partner choses a syllable and we make up some names. Chosen name : Chaloutorlado



www.etwinning.net

Učenci svake partnerske škole/predškolske ustanove napravili su dio heroja i napisali zajedničku priču.

PROJEKT: Storytelling leads to robotics
OSNIVAČI PROJEKTA: Murielle DUCROO, Francuska
Romina Baldacchino, Malta

As the final project task we decided to make a Common Nature Art.

Within this challenge children made their own piece of art using elements from three paintings with addition to Nature. When they were ready, pictures were divided into three parts and sent to our partners for the International Project Art Gallery.

Here you can see these amazing paintings after they reached their destinations and were joined all together.

SPANISH masterpiece:

PROJEKT: SmartArt Nature
OSNIVAČI PROJEKTA:
Natalia Szczygieł , Poljska
Gaia Bevilacqua, Italija



PRIMJER PROJEKTA IZ OSNOVNE ŠKOLE

Ovaj STEM projekt fokusira se na inženjerstvo i kompjutersku nauku koristeći metodologiju preokrenute učionice za poboljšanje znanja učenika o tehnološkim proizvodima. Učenici stručnih škola - VET (Grčka) podučavaju djecu osnovnih škola (Poljska i Grčka) kroz kombinovano učenje u obliku vizuelnog materijala koji sami pripremaju.

PROJEKT: Robocode
OSNIVAČI PROJEKTA: Justyna Babiarz-Furmanek, Poland
Kyriakos Kourentzis, Greece

Robo-Code



"Robo-Code" is a STEM project which focuses on engineering and computational science exploring the flipped classroom methodology to improve the learners' knowledge and operation of technological products (Edison robot). "Robo-code" aims at making the most out of the Vocational School curriculum and familiarizing young pupils with robots and programming applications through hands-on activities. VET students (Greece) teach Primary School children (Poland & Greece) through blended learning preparing guided visual material (online lectures) on Edison robot (its structure & programming with EdScratch) and posting it on the TwinSpace along with project tasks (the 10-year-olds do in class facilitated by a mentor/project teacher).

Pages

- STEM Education
- Arduino workshop
- Athens Science Festival 2019
- Phase 2: Cooperation
 - Offline coding activities - Input
 - Offline Coding Activities - Cooperative result
- Phase 3: Collaboration
 - Flipped Classroom 1:
 - Presentation of Edison robot
 - Setting up Edison Robot and Troubleshooting

Pages

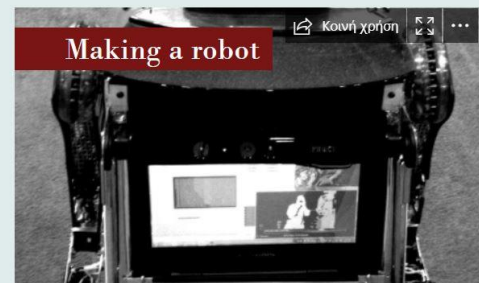
- Phase 1: Sharing knowledge
 - STEM Education
 - Arduino workshop
 - Athens Science Festival 2019
- Phase 2: Cooperation
 - Offline coding activities - Input
 - Offline Coding Activities - Cooperative result
- Phase 3: Collaboration
 - Flipped Classroom 1:
 - Presentation of Edison robot
 - Setting up Edison Robot and Troubleshooting

STEM Education

Visiting STEM Education & building MILO

Project pupils visit STEM Education which is an organization that designs and provides educational workshops so that students are given the opportunity to get in touch with STEM and educational robotics. After the visit, the 5th Graders arrange the photos from the field trip, add captions and create the Sway presentation ([link](#)) below to share the experience and newly-found knowledge with their partners who are invited to comment on the content of the presentation in the [Page Discussion Forum](#) (the forum received 66 replies!)

(For a quick look at what the pupils state they have learnt, scroll down to the bottom of the page)



Flipped Classroom 1: Presentation of Edison robot

Presentation of Edison robot

	Task After watching the two videos think of everyday applications that use sensors similar to Edison. Sketch, draw, photograph or write them on the Padlet wall below. Also you can post your videos with the Edison scanning barcodes and running programs.
Activity 1 Students of the Vocational School of Drapetsona present in this video the Edison Robot	Activity 2 Students of the Vocational School of Drapetsona show how to program Edison Robot with barcodes.
Edison Robot In these videos you got to know Edison Robot and its sensors. You also saw one of the many ways to program the Edison using barcodes. The pre-set barcodes activate the sensors that Edison robot has.	EdMat in colour Instructions on how to print EdMat coloured. Link
	Meet Edison Robot An introduction by the designer of Edison Robot

PRIMJER PROJEKTA IZ SREDNJE ŠKOLE

Teams:

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8	Group 9	Group 10
Joan Garcia	Tsvetan	Maksymilian	Aarón Poveda	Alejandro Chiquillo	Nikola	Alberts	Ayşe Banu	Karol	Oscar Vilduque
Adrián Moreno	Gergana	Oskar	Lucrecia Piqueres	Lucía Rodríguez	Soňa	İlriya	Zeynep Yılmaz	Mateusz Drzewi	Alejandro López
Daniel	Lukasz	Krzyszian	Jakub Pirzygodzki	Jana	Kristian	Yagnur Morve	İzmitçe	Marcel	Fero
Hilp	Aleksander	Jakub Węszorek	Hubert	Ilara	Dennis Iodorov	Neva Soeren	Natalja	Hilp	Styła
Krzysztof Hiniak	Krzysztof Kazmarczak	Vojtech	Rafłomiej	Jokelonna	Tomaz	Viktor	Madara	Jakub	Patryk Hys
Krista	İrem Altın (TR)	Vít	Fall Kloros	Jakub Schubert	Andrey	Dennis Takov	Pablo Mora	Kristoflav	Mateusz Piechoczek
Dita	Yusuf Özcaner (TR)	Štepan	Bogdan Kymel	Jakub Inaszczak			Abel Sáiz	Raden	Domnik
		Rubén Martínez		Patryk Besztenda					Jakub Koput
		Marcos Lozano							

In this chart each team can find the forum for discussion as well as the shared document where you can write anything you need for the game creation:

Teams	Discussion forum	Cooperation platform	Results
Team1	discussion	creation process 1	GDrive Folder 1
Team2	discussion	creation process 2	GDrive Folder 2
Team3	discussion	creation process 3	GDrive Folder 3
Team4	discussion	creation process 4	GDrive Folder 4
Team5	discussion	creation process 5	GDrive Folder 5
Team6	discussion	creation process 6	GDrive Folder 6
Team7	discussion	creation process 7	GDrive Folder 7
Team8	discussion	creation process 8	GDrive Folder 8
Team9	discussion	creation process 9	GDrive Folder 9
Team10	discussion	creation process 10	GDrive Folder 10

Ovaj IKT projekt fokusira se na IKT profesiji i kreiranju igara. Učenici su radili u međunarodnim timovima, koji su dva puta mijenjani tokom projekta kako bi se osigurala bolja saradnja. Svi timovi su imali svoj vlastiti forum za diskusiju i google dokument za radni proces. Učenici su radili nekoliko zajedničkih zadataka u međunarodnim timovima. Učenici su se sastali nekoliko puta u podijeljenim zoom sobama.

PROJEKT: Change the game yourself!
Osnivači projekta: Ana Isabel Merchán
 Leandro, Španija, Sandra Trošina, Latvija

THE CHOICE AND USE OF ICT (ALL DIGITAL TECHNOLOGICAL TOOLS)



CREATIVE USE OF ICT TOOLS

The ICT tools are selected to fit the particular purposes of the project. There is a creative way in which the tool is adapted to meet the project goals.

VARIETY

There is a variety of tools in the project. There is a different choice of tools for each activity. Students have a say in the choice and they can suggest an alternative.

ACCESSIBILITY

The tools are accessible and easy to use. There are tutorials/guides to help the students use them independently.

AGE APPROPRIATE

Pupils use ICT tools (suitable for their age), especially to realise various products.

WORK SPACE MANAGEMENT (TWINSPACE OR SIMILAR)

STRUCTURE AND ORGANISATION

The TwinSpace is well organised and easy to follow. The organisation of the TwinSpace (or similar) allow the visitors to clearly follow the pedagogical organisation of the project and its progression.



ACCESSIBILITY

(if possible) students are registered on the TwinSpace they can suggest, edit and create pages, contents.

FUNCTIONALITY

The TwinSpace is used by teachers and pupils.

ESAFETY AND COPYRIGHT ISSUES



PROTECTED PERSONAL INFORMATION

All the personal information in the project is password protected.

RULES OF CONDUCT/ NETIQUETTE

Clear rules about online collaboration are established for all project members.

COPYRIGHT

The copyright license conditions relating to the files, images, and videos used are respected.

- Izbor i korištenje IKT
- Uređenje radnog prostora
- eSigurnost i pitanja zaštite autorskih prava

- Tehnologija može dati dodatnu vrijednost projektu. IKT alate treba koristiti na način da **osiguraju uspjeh ostvarenja pedagoških ciljeva** projekta i pokažu **odgovornu upotrebu tehnologije**.
- Ovaj kriterij se fokusira na **dobro prilagođavanje tehnologije kao facilitatora autentične interakcije i saradnje** između projektnih partnera, kao i kreiranja sadržaja.
- Sva pitanja vezana za **privatnost, sigurnost i autorska prava** se uzimaju u obzir i **svi partneri citiraju svoj materijal i resurse koje koriste ili proizvode**.
- **Alati koji odgovaraju uzrastu** koriste se tokom cijelog projekta i njegovih aktivnosti.

USE OF ICT

THE CHOICE AND USE OF ICT

- Do the tools meet your project goals?
- Do the students have a say in the selection of the tools?
- Do you use a variety of tools for the different activities?
- Do you use tutorials to help students understand how to use the different tools?
- Are the tools appropriate for the age level of your students?

WORKSPACE MANAGEMENT

- Do you have your TwinSpace well organised with pages/sub-pages, description at the beginning of each page?
- Are your students in the TwinSpace (relevant to older students)?
- Do all partners work in the TwinSpace?

ESAFETY AND COPYRIGHT ISSUES

- Is all personal information password protected in the TwinSpace?
- Have you established clear rules of online collaboration with your partners?
- Are you using copyright-free material?

eTWINNING KODEKS PONAŠANJA I GDPR (ZAŠTITA LIČNIH PODATAKA)

I nastavnici i učenici treba da poštuju eTwinning kodeks ponašanja.

- Budite inkluzivni, imajte poštovanja, tolerantni, pristojni i prijateljski raspoloženi.
- eTwinning ne toleriše maltretiranje ili uznemiravanje. Pobrinite se da komunikacija i saradnja između učenika bude sigurna. Zapravo, pobrinite se da učenici znaju koje korake trebaju poduzeti u slučaju da neko prekrši pravila.
- eTwinning ozbiljno shvata privatnost i sigurnost učenika. Izbjegavajte objavljivanje fotografija učenika na vašem eTwinning Live profilu, TwinSpaceu, grupama, itd. U slučaju da to učinite, provjerite imate li saglasnost roditelja ili da učenici nisu prepoznatljivi.
- Pazite na sadržaj koji objavljujete koji se odnosi na druge. Ne biste trebali javno dijeliti svoje ili privatne podatke drugih eTwinnera – kao što su lični brojevi telefona i adrese, podaci o kreditnoj kartici ili drugi privatni podaci – ili intimne fotografije i video zapisi. Uvijek razmislite prije nego što objavite!
- Kada koristite druge platforme pored eTwinninga, provjerite jesu li sigurne i primjerene uzrastu učenika. U pogledu GDPRa i Politike privatnosti podsjetimo da svi učesnici moraju biti svjesni da neki alati mogu prenijeti njihove lične podatke izvan EU.

PRIMJER PROJEKTA IZ PREDŠKOLSKE USTANOVE



Busy bugs in my bag!

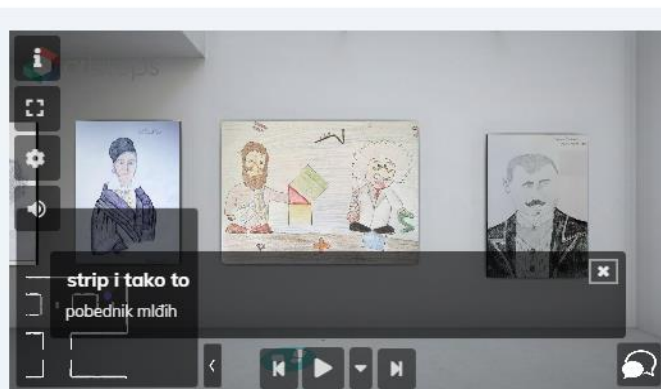
Tokom onlajn sastanka, učenici su koristili svoju tablu da prave crteže koje su učenici partnerskih škola trebali prepoznati i pogoditi.

PROJEKT: Busy bugs in my bag!
OSNIVAČI PROJEKTA: Iolanda Moya, Španija
Magdalena Dybizbanska-Klinkosz, Poljska

PRIMJER PROJEKTA IZ OSNOVNE ŠKOLE

Projekt prikazuje kreativnu upotrebu IKTa. Korišteni su i TwinSpace alati i Web 2.0 alati. Održano je 14 videokonferencija. Učenici su uzeli aktivno učešće.

Galerija radova



Twinboard

Add item-
dodavanje novog

Na ovoj stranici su navedene smernice šta je potrebno raditi u projektu, m i koje su obavezne aktivnosti.

Objašnjenja aktivnosti, linkovi od važnosti...

zaciju projekta
i-Nagradni
ition

esentation

i škole /

of the school

i nastavnika /

intation

i učenika /

of students

radova

ročitaj uputstvo/

ii razredi. nnonuna

+

chive

ate a page

Na ovoj stranici su navedene smernice šta je potrebno raditi u projektu, m i koje su obavezne aktivnosti.

Objašnjenja aktivnosti, linkovi od važnosti...

Add item

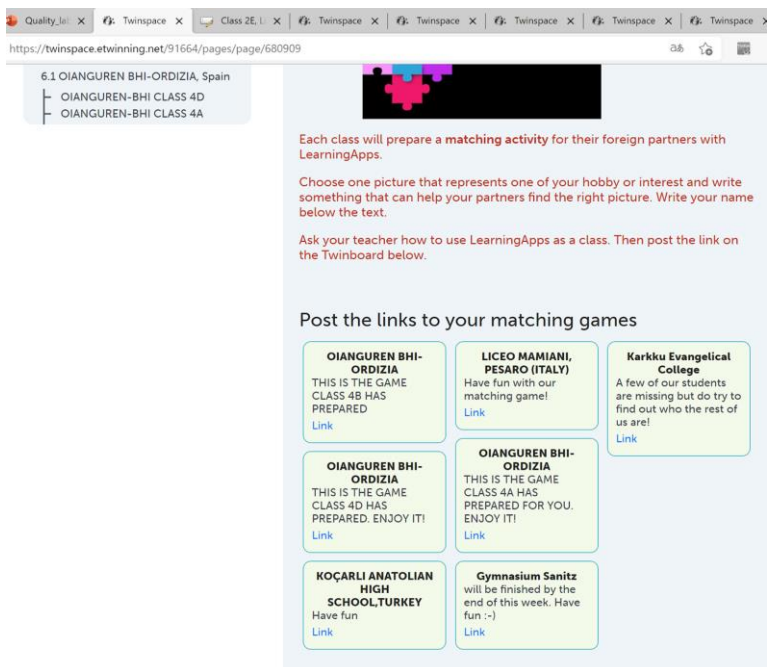
PAŽNJA

Obratite pažnju da se rad lepo vidi na slici. Ako se ne vidi lepo inzistirajte da se podebljaju linije kako bi bio lepši na postavljenoj izložbi. Takođe, vodite računa kako slikate rad. I ako je potrebno malo ga opsecite da slikan rad ne izgubi ništa od svog fizičkog originala

PROJEKT: Matematika kroz strip i karikaturu mArt 2021 (Mathematics through comic and caricature March 2021)
OSNIVAČI PROJEKTA: Marica Brzica, OŠ Visoko, Hrvatska
Gordana Stanković, OŠ "Žarko Zrenjanin", Novi Sad, Srbija



PRIMJER PROJEKTA IZ SREDNJE ŠKOLE



Projekt kreativno koristi IKT kako bi odgovorio na izazove projekta, a to su: pravljenje podkasta, infografike, upitnika, korištenje alata genial.ly., igrica.

Projekt: *Listen to my radio! Breaking news!*
Osnivači projekta: Arantxa Garmendia, Španija
Marie-Hélène Guérin-Hueso, Francuska



EDUCATIONAL OBJECTIVES



SPECIFIC

Clear, and simple.

MEASURABLE

Quantifiable objectives.

ACHIEVABLE

Realistic and attainable objectives.

RELEVANT

Actual, pertinent in the context of school and students.

TIME BOUND

Clear time frame, reasonable deadlines.

PEDAGOGICAL APPROACHES AND TEACHING PROPOSALS

VARIETY OF PEDAGOGIC METHODS

That encourage active, autonomous learning.

STUDENT CENTRED

Students are actors in the process of learning and creating products.

INNOVATION & CREATIVITY

New and creative use or combining of pedagogical methods and techniques.



- Образовni ciljevi
- Pedagošku pristupi i prijedlozi podučavanja

- Nastavnici u projektu su isprobali različite pedagoške metode sa svojim učenicima kako bi postigli svoje ciljeve tokom projekta, kao što je postavljanje pokretačkih pitanja za učenike za istraživanje i analizu, organizovanje zajedničkog timskog rada, omogućavanje učenicima da odaberu načine da pronađu i prikažu informacije itd.
- Ciljevi bi trebali biti mjerljivi, relevantni i ostvarivi, a ne apstraktni
- Planirane aktivnosti podstiču autonomiju učenika, a mnoge kreativne ideje se provode u praksi

OBJECTIVES OF THE PROJECT:

- Are the objectives clear and simple?
- Can they be found in the proposed activities as well as in the results of the activities?
- Are they in direct connection with the topic, the content, activities, and the outcomes of the project?
- Are they oriented towards building skills and competences?
- Are the project outcomes quantifiable?
- Is there an evaluation of the outcomes in the project that reflects the degree the objectives were met?
- Do they take into consideration the context of your school, age of pupils, time at your disposal and resources allocated?
- Are the objectives actual and consistent with the age of the pupils involved?
- Are they a reasonable challenge for you and your students?
- Are they too hard to achieve or too easy?
- Do you consider how long your project will engage you and your students?
- Do you set a deadline for each objective for achieving the goals?

PEDAGOGICAL APPROACHES AND TEACHING PROPOSALS:

- Is there a variety of meaningful pedagogical methods and techniques?
- Are they in line with the set objectives?
- Do they encourage active, autonomous learning (information gathering, comparative work, problem solving, collaborative creation etc)?
- Are they organised and used in an innovative way?
- Is there a new creative approach to the topic, content, and activities?
- Are there any new pedagogical methods and approaches?
- Is the student at the centre of the project?
- Do you plan a variety of activities that allows for students' autonomy, decision making?
- Does the project enable students to be actors in the process of learning and creating products?

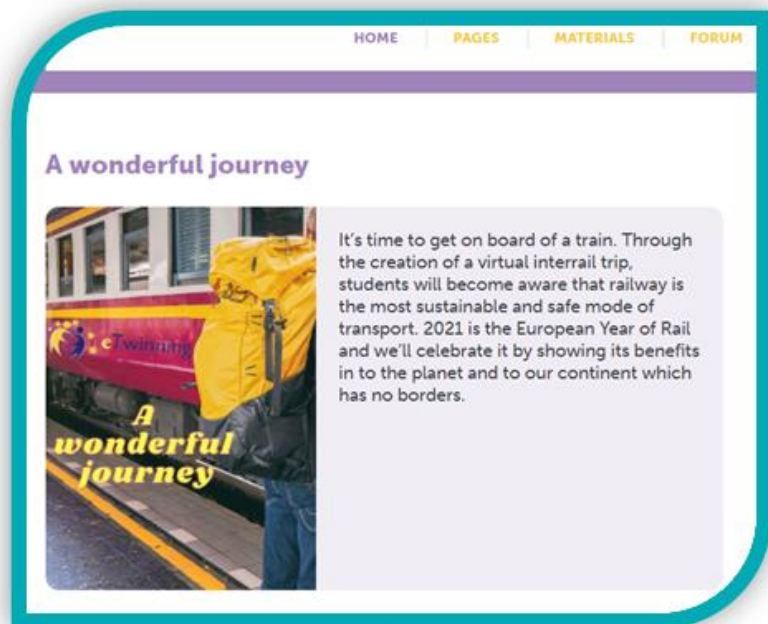
PRIMJER PROJEKTA IZ PREDŠKOLSKE USTANOVE

Aims

- gaining and developing literacy competences (expanding vocabulary, to widen speech & communication skills, ability of listening and understanding the meaning and context);
- forming an intellectual abilities in creative thinking, forming links between the story and places in the children's close environment;
- to learn about our environment through outdoor education
- exchanges experiences with others so we can use the local community as a resource to support outdoor education.
- developing symbolic thinking (forming links between real items/characters and symbols/icons);
- learning mathematics concepts (patterns, colors, shapes and numbers);
- developing multisensual experiencing the world (through visual/audio/tactile channels);
- arousing students` initiative and independence;
- supporting the children curiosity, self-confidence and awareness of their abilities;
- gaining the ability of working in teams (among students in classroom teams and international teams, but also among parents and teachers);
- providing the joy and satisfaction with the result of oneself's work;
- using ICT tools and educational platform by children within the project.

PROJEKT: Our Erasmus Cats
OSNIVAČI PROJEKTA:
Juan Carlos Garrido, Španija

PRIMJER PROJEKTA IZ OSNOVNE ŠKOLE



- AIMS
- Develop interdisciplinary content, promoting cross-curricular activities.
 - Engage on a geographical and historical journey, discovering aspects of the European culture.
 - Recognize the importance of using the train as a sustainable transport.
 - Promote the ability to work as a team and improve the ability to act independently.
 - Develop ICT and English language skills.
 - Develop collaborative and interpersonal skills.
 - Develop communication and critical thinking skills.
 - Improve decision-making and problem-solving through interaction with others.

U ovom projektu učenici se dovode u stvarnu životnu situaciju u kojoj ne mogu da ne preuzmu aktivnu ulogu u aktivnostima. Postavke projekta su uređene na kreativan način prema razvoju ključnih kompetencija, kao i raznih obrazovnih ciljeva.

PROJEKT: A wonderful journey
OSNIVAČI PROJEKTA: Alessandro Ruffino, Italija
Isabel Reis, Portugal

PRIMJER PROJEKTA IZ SREDNJE ŠKOLE

How We Practice

HOW WE PRACTICE



eTwinning Turkey ÖNEMTAL

This project has an aim to show the differences in practice of Nurse and Nurse Assistants in different countries and in different vocational schools of health and medicine in the branch of nursing and nursing assistance.

Our project will last for the 2018-2019 educational year and the partner schools students will have a chance to make common products and interact and learn new techniques of their profession and learn new cultures and improve their foreign language skills.

There will be weekly and monthly duties.

Projekt doprinosi kvaliteti procesa učenja stavljajući učenike u kontekst učenja u kojem mogu upoređivati nastavne planove i programe u školama za medicinske sestre u nekoliko zemalja u Evropi.

PROJEKT: How we practice
OSNIVAČI PROJEKTA: Emir Korkmaz,
Turska
Saša Uljančić, Rijeka, Hrvatska

CURRICULAR INTEGRATION IN ONE OR MANY SUBJECTS

Activities derive from curricular objectives and contents on different subjects.



MULTIDISCIPLINARY APPROACH

The project outcomes are a result of collaboration between different subjects, thus teachers plan and monitor the multi-aspectual learning and creation of multidisciplinary products that can take different forms (song, poem, story, drawing, poster, video clip, experiment etc.).



KEY COMPETENCES AND SKILLS

The project objectives and activities envisage the development of skills and competences (for example one or several competences from the [European Framework](#)).



- Integracija kurikuluma u jednom ili više nastavnih predmeta
- Multidisciplinarni pristup
- Ključne kompetencije i vještine

- Projektni rad temelji se na **školskom kurikulumu i nastavnom programu**. Glavni dio projektnog rada koji izvode učenici vrši se **tokom procesa nastave**.
- Projekt pokazuje **jasne strateške napore** da se pokušaju razviti kompetencije učenika prema potrebi u različitim nastavnim predmetima (npr. povezujući ih sa ciljevima i aktivnostima). **Projektni rad sastavni je dio procesa nastave** u nekom predmetu u školi.
- Projekt slijedi **multidisciplinarni pristup** u kojem jedan ili više nastavnika rade na različitim predmetima. eTwinning aktivnost može uključivati različite predmete, poput muzičke kulture, likovne kulture, geografije, jezika itd.



CURRICULAR INTEGRATION

CURRICULAR INTEGRATION IN ONE OR MORE SUBJECTS

- Does the project include curricular objectives and contents?
- Is the project somehow envisaged as a part of the official educative school or class planning?

MULTIDISCIPLINARY APPROACH

- Do you collaborate with colleagues of your school for the eTwinning project?
- What about your partners?
- Does the project involve different subjects?
- If yes, is the multidisciplinary approach reflected in the content and objectives of the project?

KEY COMPETENCES AND SKILLS

- Are key competences and skills a relevant part of your project?
- If yes, are the project's content, objectives and activities related to the key competences and skills?

PRIMJER PROJEKTA IZ PREDŠKOLSKE USTANOVE

Water - our life

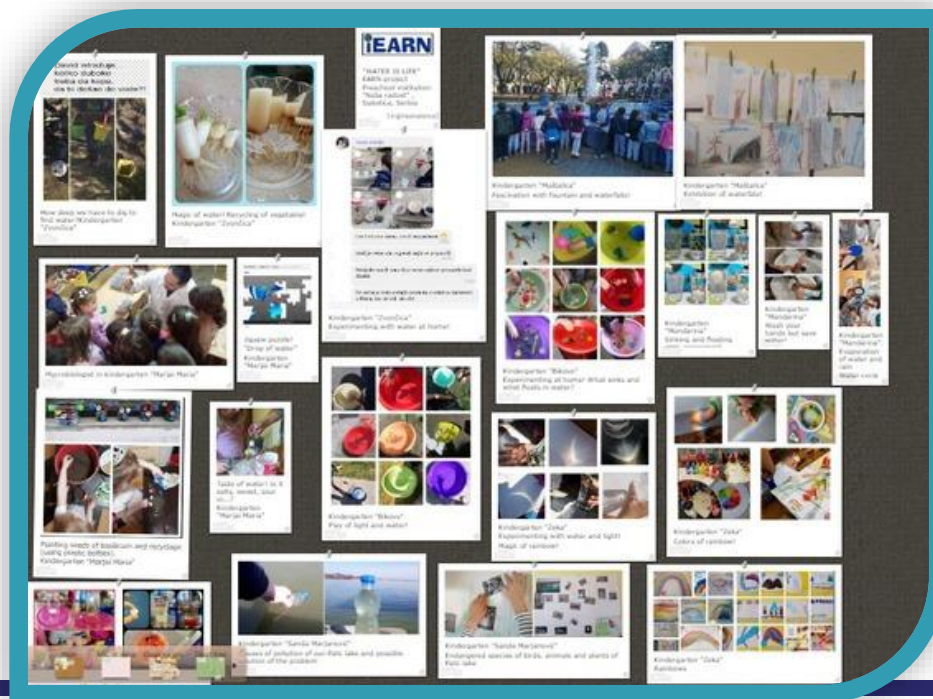


Water is our life. . Because that, we chose it to study, experiment and play. Children will learn through active participation. We will explore sources of water and essential role of water in our life. Also, we will experiment with water and provide STEM activities. We will work on ecology and pollution of our water. We will visit places in our town where we will find water and its purpose. The main goal will be that children realize that without there is no life on our planet. So, we will work on SDG 6 in this project and learn also about Agenda 2030.

Ovaj projekt omogućava integraciju nekoliko odgojnih i obrazovnih ciljeva.

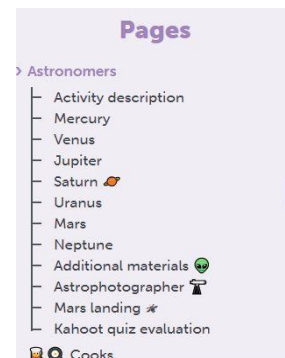
PROJEKT: Water – our life

OSNIVAČI PROJEKTA: Nataša Vrapčević, Srbija
Rajna Maras, Hrvatska



PRIMJER PROJEKTA IZ OSNOVNE ŠKOLE

Nastavnici u projektu integrišu nastavne jedinice svojih državnih kurikuluma za različite nastavne programe, npr. engleski kao strani jezik, IKT-informatika, historija, nauka i tjelesni odgoj i obrazovanje kao i različite kompetencije, nastavni plan namjerava da se razvija u smjeru radoznalosti, razumijevanja nauke, zabrinutosti za etička pitanja i učenje.



Astronomers

"eTwinners as Astronomers"

November 2020

[Activity Description](#)

Students' products

[Mercury](#)

[Venus](#)

[Jupiter](#)

[Saturn](#)

[Uranus](#)

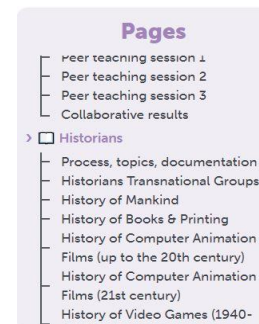
[Mars](#)

[Neptune](#)

eTwinners as pros



"eTwinners as pros" is an interdisciplinary eTwinning project which gives 11-year-old pupils from Croatia, Greece & Spain the choice to select topics - student agency being at the heart of the project- and take on different professional roles. Through hands-on interactive tasks, the students learn to communicate and collaborate on the TwinSpace and beyond pursuing the path of "professional eTwinners". The eTwinning annual theme of Media Literacy runs throughout the project with diverse activities focusing on digital citizenship and disinformation and "transforming" students to ... teachers at international peer teaching sessions. Evaluation and assessment are both ongoing and fun.



Historians

"eTwinners as Historians"

[Process, topics, documentation](#)

[Historians Transnational Groups](#)

[History of Mankind](#)

[History of Books and Printing](#)

[History of Computer Animation Films](#)

[\(up to the 20th century\)](#)

[History of Computer Animation Films](#)

[\(21st century\)](#)

PRIMJER IZ SREDNJE ŠKOLE

- Interdisciplinarni projekt koji uključuje strani jezik, dramsko obrazovanje, IKT, građansko obrazovanje i obrazovanje u medijima
- Pristup orijentisan na akciju predloženu unutar CERF-a (nivo B2+) putem komunikativnih zadataka na engleskom jeziku

PROJEKT: ImaginAction

OSNIVAČI PROJEKTA: Carmen

Mellado, Španija

Claudine Coatanéa, Francuska

ImaginAction



The UN Global Goals are important, world-changing objectives that will require cooperation among governments, international organizations and world leaders (<http://www.un.org/sustainabledevelopment/sustainable-development-goals/>). But what can the average person or students do? We believe that we can have an impact starting from education. Our project ImaginAction will lead students to work together in national groups and transnational teams by exchanging ideas and suggestions on different challenges they will have to face up to 2030. We hope they will also take actions and imagine creative ways to raise awareness. We believe that the participation of the students in sharing and giving their opinion on current global challenges can help fight the threats to stability we are currently witnessing and to be prepared to stand for a better future. Their collaborative e-magazine and radio channel will enable them to share their ideas and opinions with their peers and the world.

ACHIEVEMENT OF THE SET OBJECTIVES



MEETING OBJECTIVES

The objectives set at the beginning of the project are met.
There are tangible results.

PROJECT EVALUATION

ANALYSIS

There is a continuous evaluation throughout
the project. Evaluations from the teachers
and the pupils are visible and analysed.



DISSEMINATION AND IMPACT



DISSEMINATION

The project was disseminated outside the classroom
- in school, community, country via events, social
networks, local or national media (newspapers, TV,
Internet, school blogs, sites, channels).

- Postizanje postavljenih ciljeva
- Procjena projekta
- Diseminacija i uticaj

- Rezultati eTwinning projekta trebaju biti dokumentirani tako da se daju dokazi o ishodima i organizaciji projekta. U slučaju upotrebe anketa, nastavnici ne bi trebali zaboraviti **objasniti rezultate i izvući zaključke** (npr. kako je to funkcionisalo, nije uspjelo, naučene lekcije itd.)
- **Dokumentacija** uključuje i **opipljive i nematerijalne rezultate** u prostoru projekta (print skrinove sastanaka, evaluacija aktivnosti na različite načine).
- **Diseminacija** projekta može se provesti s različitim načinima i svrha je prikazati širu zajednicu rezultate i različite aktivnosti projekta.



RESULTS, IMPACT AND DOCUMENTATION

ACHIEVEMENT OF THE SET OF OBJECTIVES

- Have the objectives set out at the beginning of the project been met?
- Are you clearly documenting the process of achieving your goals?

PROJECT EVALUATION

- Do you evaluate all the activities of your project?
- Are the results of the evaluations from students and teachers visible in the TwinSpace?
- Do you include reflection from all participants?

DISSEMINATION AND IMPACT

- Are you disseminating the project outside of the classroom?
- Is there an impact on your students' participation in the project?
- Is there an impact on your participation in the project?

POVRATNA INFORMACIJA

Dobre povratne informacije su uvijek tamo gdje se događa učenje!

- Motivišite učenike da daju komentare o radu jedni drugih
- Ažurirajte javni časopis sa novim aktivnostima koje su radili ili novim vještinama koje su razvili i zamolite ih da komentarišu svoje iskustvo
- Integrišite aktivnosti procjene ne samo na kraju, već u cijelom projektu
- Ankete/kvizovi mogu se koristiti za dobijanje povratnih informacija od učesnika.

PRIMJER PROJEKTA IZ PREDŠKOLSKE USTANOVE

SURVEY 1 teachers (September 2015)

This is an example of our first survey for teachers in English. This 1st survey is to be filled out by teachers in September 2015 and May/June 2017. With the exception of teachers in Spain who are not continuing teaching in Spain. They will be asked to make the survey a second time in June 2016. Please note that this is only an example and not for practical use.

2016 INTERVIEWS WITH CHILDREN

In the middle of the project implementation, in May/June 2016 we decided to do the interview with our children in a matter of democracy and literacy.

SURVEY parents

This is an example of our survey for parents in English. Parents answered the survey twice during the project time period, in September 2016 and again in May 2017. Please note that this is only an example and not for practical use.

parents concerning emergent literacy?

Choose an appropriate box where 0 means that you never communicate with parents concerning emergent literacy and 10 means that you always communicate with parents concerning emergent literacy.

0 1 2 3 4 5 6 7 8 9 10
never always

On a scale of 0-10 how seldom or often do you use open ended questions?

Open ended questions start for example with WHO, WHAT, HOW. They don't necessarily have a right or a wrong answer.

0 1 2 3 4 5 6 7 8 9 10
never always

Question that we asked the children in little groups:

1. Who makes the decisions in the preschool?
2. Are there anymore making decisions in the preschool, who are they?
3. What do you decide?
4. What would you like to decide?
5. If there is something that we would like to change in the preschool, what could we do?
6. If there is something that we would like to change in our community, what could we do?
7. What do you learn in the preschool?
8. What do you do in the preschool?
9. Is there something special that you would like to do or learn in the preschool?

Through democracy to literacy: Survey for parents

In this survey we would like you to assist us to estimate the impact of our Erasmus+ project: Through democracy to literacy. We would also like to learn more about your participation in our preschool work. You will be asked to do this survey twice, in August/September 2016 and again in May 2017.

PROJEKT:Through democracy to literacy
OSNIVAČI PROJEKTA: Anna Krzyżanowska, Poljska, Anna Sofia Wahlström, Island

PRIMJER PROJEKTA IZ OSNOVNE ŠKOLE

Ostrvo za evaluaciju:

- Kreiranje evaluacije učenika sa:
 - Dvorištem za odgovore-answer garden
 - Upitnikom
 - Video zapismo
 - Igrom u lancu-A game in a chain
- Intervju sa direktorima škola
- Evaluacija nastavnika
- Mišljenja roditelja

PROJEKT: Nutrifit
OSNIVAČI PROJEKTA: Angeliki Kougourouki, Grčka
Fina Vendrell Vila, Španija

NUTRI FIT CRUISE



"Mens sana in corpore sano" You We'll get aboard of a ship which across the "eTwinning sea" and: different islands just to find out our mind and body healthy. We aboard the ship as a big family v members from different countries languages, traditions and culture to live together, cooperate and same goals just to have fun and We'll improve our English and u new 2.0 tools. The best experience lived!

How would you define NUTRI FIT CRUISE project?

Type your answer here...

Submit

20 characters remaining

curious great creative energetic healthy beautiful wonderful incredible fabulous team work cooperating international cool better of all happy lovely sporty original fit wonderful nutritional nutritious joyful fun energetic interesting microcosm joyful funny interesting

interesting

where clever crazy amazing super informative friendly wonderful-100 hardworking intelligent educational healthy lifestyle natural specially emotional with sociable answer famous

Once the "garden" is full of flowery words which decorate our Nutri Fit Cruise project, we have learned how to create a wordle and make a nice picture with all our opinions from Poland, Greece and Catalonia.

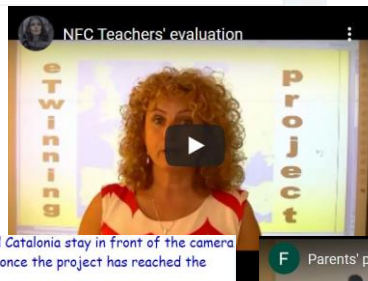
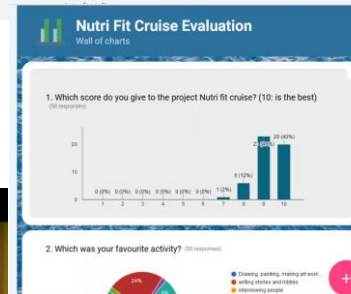


...and here is the second task: "google forms" will help us to evaluate the project with a questionnaire.

What do pupils believe about the project? Which was the most favourite activity? Do they improve some skills and which of them? Do they have good memories?...

Nutri fit Cruise Evaluation

Dear pupils, we would like you to complete this questionnaire about Nutri Fit Cruise. Thank you in advance for your collaboration!



Pupils from Greece, Poland and Catalonia stay in front of the camera to tell about their experience once the project has reached the end.



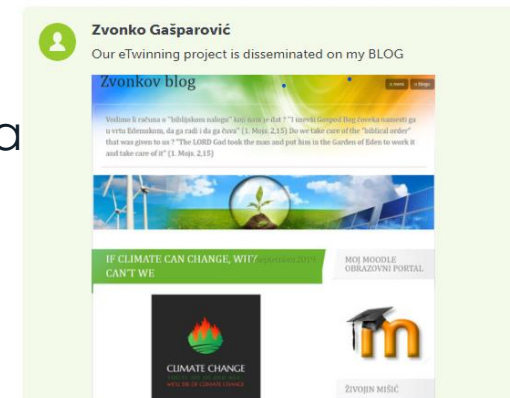
Diseminacija projekta:

- Nutrifit šetnja sa:
 - nastavnicima
 - učenicima
 - roditeljima
- konferencije
- Sesije za obuke

PRIMJER PROJEKTA IZ SREDNJE ŠKOLE

Diseminacija projekta se može uraditi na više načina:

- Blog nastavnika
- Veb stranice partnerskih škola
- Lokalni mediji
- Erasmus projekti

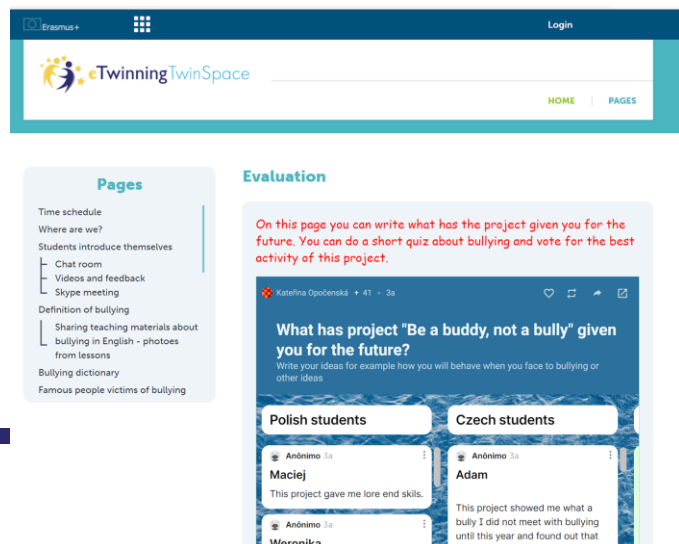
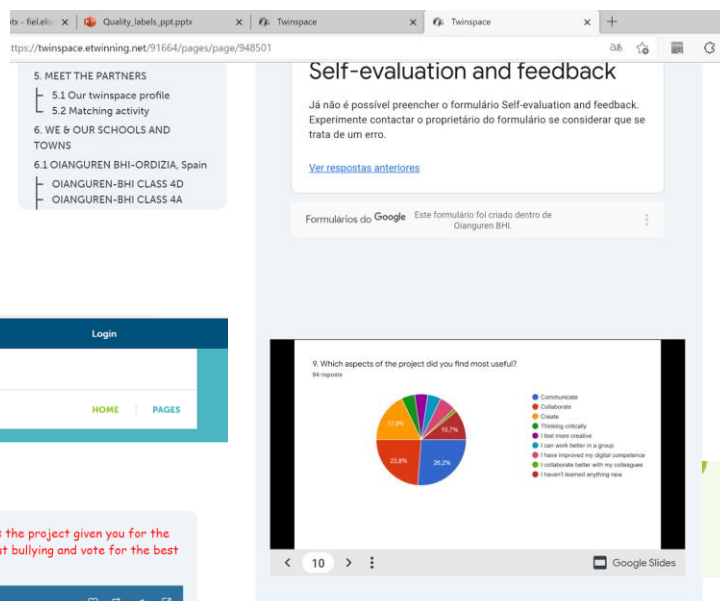


Our eTwinning project is disseminated in the article on the web site of the mobility project of Mechanical Engineering and Traffic School Varaždin <https://www.sipsmobility.com/kad-se-struka-zaljubi-u-etwinning-ili-obrnuto/>.

PROJEKT: If climate can change, why can't we
OSNIVAČI PROJEKTA: Zvonko Gašparović, ETŠ "Mihajlo Pupin", Novi Sad, Srbija, Ana Claramunt, IES FRANCESC TARREGA, Španija



Evaluacija na nekoliko načina: google formulari,, refleksije, oblak riječi



3. DIO: KAKO SE PRIJAVITI ZA DRŽAVNU OZNAKU KVALITETA

KRITERIJI ZA OZNAKU KVALITETA

- Svi se projekti ocjenjuju uzimajući u obzir **5 kriterija**
- **Da biste bili podobni za kvalitetnu oznaku kvalitete (državnu i/ili evropsku), morate postići najmanji minimalni broj bodova postavljenih u svim podkriterijima:**
 - Strategije za onlajn saradnju među učenicima iz partnerskih škola
 - Izbor i korištenje IKTa (svi digitalni tehnološki alati)
 - GDPR, autorska prava i pitanja eSigurnosti.

PRIJE PRIJAVE ZA OZNAKU KVALITETA

- Oznaka kvaliteta (QL) je oznaka koja **procjenjuje rad nastavnika u projektu** na osnovu 5 kriterija. Cilj je dodijeliti QL projektima koji **ispunjavaju kriterije i pružaju smjernice nastavnicima koji trebaju poboljšati svoje prakse** u različitim kriterijima.
- **QL pruža okvir za podršku nastavnicima u osiguravanju kvalitete u svom projektu i na taj način se ne smatra kao oblik nagrađivanja za učestvovanje u projektu.**
- **Svi DOP (NSO) slijede isti okvir evaluacije**
- Evaluacija se odnosi na **refleksiju i rad pojedinih nastavnika i njihovih učenika** koji su uključeni u projekt.

PRIJE PRIJAVE:

Pobrinite se da:

- je projekt završen
i
- da ste značajno doprinijeli projektu

Molimo vas:

- imajte na umu da možete prijaviti **4 projekta** za dodjeljivanje oznake kvalitete u toku jedne godine,
- rok za prijavu projekata za Državnu oznaku kvalitete je **1. 6. 2022. godine.**

U PRIJAVI...

- Opišite kako ste implementirali različite kriterije tako što ćete dati tačne primjere/linkove do vašeg TwinSpacea da biste opravdali svoj rad.
- Opišite svoj pojedinačni doprinos projektu. To znači da su prijave svakog partnera različite, a ne iste.
- Napišite prijavu u Word dokumentu, a zatim kopirajte i zalijepite prijavu na obrazac.
- Provjerite broj znakova koji koristite. Postoji ograničenje.

Kontaktirajte nas

Za sva pitanja, sugestije i poteškoće možete kontaktirati:

- eTwinning ambasadore
- Državnu organizaciju za podršku

Kontakt imejl: etwinningbih@aposo.gov.ba

Fb stranica: eTwinning Bosna i Hercegovina

Putem telefona: 033/942-855