



SUMMARY REPORT

eTwinning Twelve Years On:

Impact on teachers' practice, skills, and professional development opportunities, as reported by eTwinners



Erasmus+

**The full report analysing all survey results
in more depth is available online at**

<https://www.etwinning.net/en/pub/publications.htm>.

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MAIN MESSAGES

This survey of 5,900 eTwinners¹ illustrates that eTwinning has a **significant impact** on the development of **individual teachers' skills and teaching practices**, as well as on **student's motivation and learning practices**. It confirms that eTwinning is an important tool to promote **innovation in schools**.

- Concerning teachers: Over 90% of teachers report that the top skills most impacted by eTwinning are their ability to teach **cross-curricular skills** (such as team work, creativity, problem-solving, and decision taking) and **project-based teaching skills**.
- Concerning learners: Over 90% of respondents state that eTwinning has had a positive impact on **increasing student motivation** and fostering **collaborative work among learners**.
- Concerning schools: Around 80% of respondents believe eTwinning has had a particularly positive impact at school level on **improving the relationship between students and teachers** and in **building a sense of European citizenship**.

To further harness the benefits of eTwinning and ensure they reach a wider number of schools, the following actions will be important **moving forward**:

- **Work with senior school management and school heads**, to better raise awareness of eTwinning's ability to positively impact a school's development, policies and culture.
- **Use the new label for "eTwinning Schools"** to provide formal recognition of schools deeply engaged in eTwinning, and use it to set up a network of schools to share best practices with, and mentor, other schools.
- **Investigate how to raise participation of less innovative schools**, through European and national level policies.

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1 Mainly teachers but also head teachers and other school staff (see annex 1).



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INTRODUCTION

This booklet is a summary of the eTwinning Monitoring Survey Report, published every two years, which takes stock of the action's key achievements as well as the areas in need of further development, through an analysis of a large-scale survey of eTwinning respondents. The survey is designed to investigate how the initiative is affecting participating teachers' professional practice and how might it improve the professional development services it offers. Thanks to the 5, 900 eTwinners who voluntarily answered the survey in 2016, the current report provides grounded evidence on which eTwinning can develop its services to the educational communities of Europe. It should be kept in mind that this report is solely based on teachers' self-perception of how eTwinning has impacted and influenced their work

The results of this second edition of the monitoring survey confirm that eTwinning continues to have a significant impact on the development of individual teachers' skills and teaching practices. Indeed, respondents' reported impact on teachers' skills and practices as well as those of students, are as high, and in most cases higher, than in the last survey.



1. eTwinning's impact on teachers' skills and teaching practices

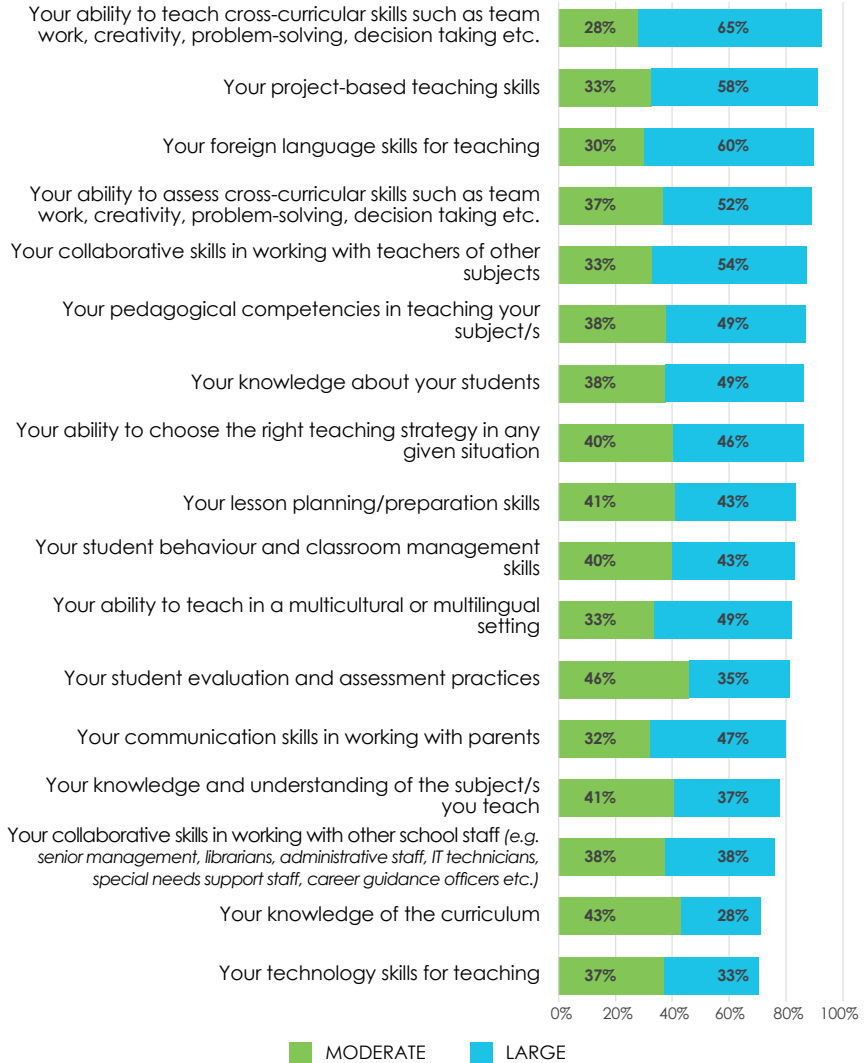
According to the respondents of the 2016 eTwinning monitoring survey:

- Teachers feel that eTwinning has had a particularly positive impact on their cross-curricular teaching skills, project-based teaching skills and foreign language teaching skills.
- eTwinning has also positively impacted their collaborative skills in working with teachers of other subjects, their knowledge about students, their pedagogical competencies in teaching a particular subject/s, their ability to choose the right teaching strategy in any given situation, and the ability to teach in a multicultural or multilingual setting.
- As a result of their involvement in eTwinning, eTwinners engage in more multidisciplinary teaching as well as focus on developing students' competences as much as their knowledge acquisition.
- eTwinners teach their students the process of 'learning to learn' more now than before as a result of their eTwinning engagement, and also dedicate time to student-focused whole class discussions.
- A large majority of teachers have integrated new tools, resources and teaching methods into their practice thanks to their involvement in eTwinning.
- eTwinning encourages teachers to reflect on their own teaching practice, although this does not necessarily mean that such reflections are shared with colleagues at school level, especially in less innovative² schools.

2 For the purposes of this analysis two categories have been defined: 'innovative schools' and 'less innovative schools'. For the definitions of these categories, please refer to annex 2.

Very experienced teachers³ and advanced⁴ eTwinners, and all those working in innovative schools, are better placed to deal with diversity thanks to their participation in eTwinning activities.

Figure 1: Positive impact of eTwinning on teachers' skills



3 Teachers with more than 21 years of teaching experience.

4 eTwinning teachers who have been involved in past successfully completed projects, and are currently involved in new projects.

Figure 2: Increase in teaching practices as a result of eTwinning

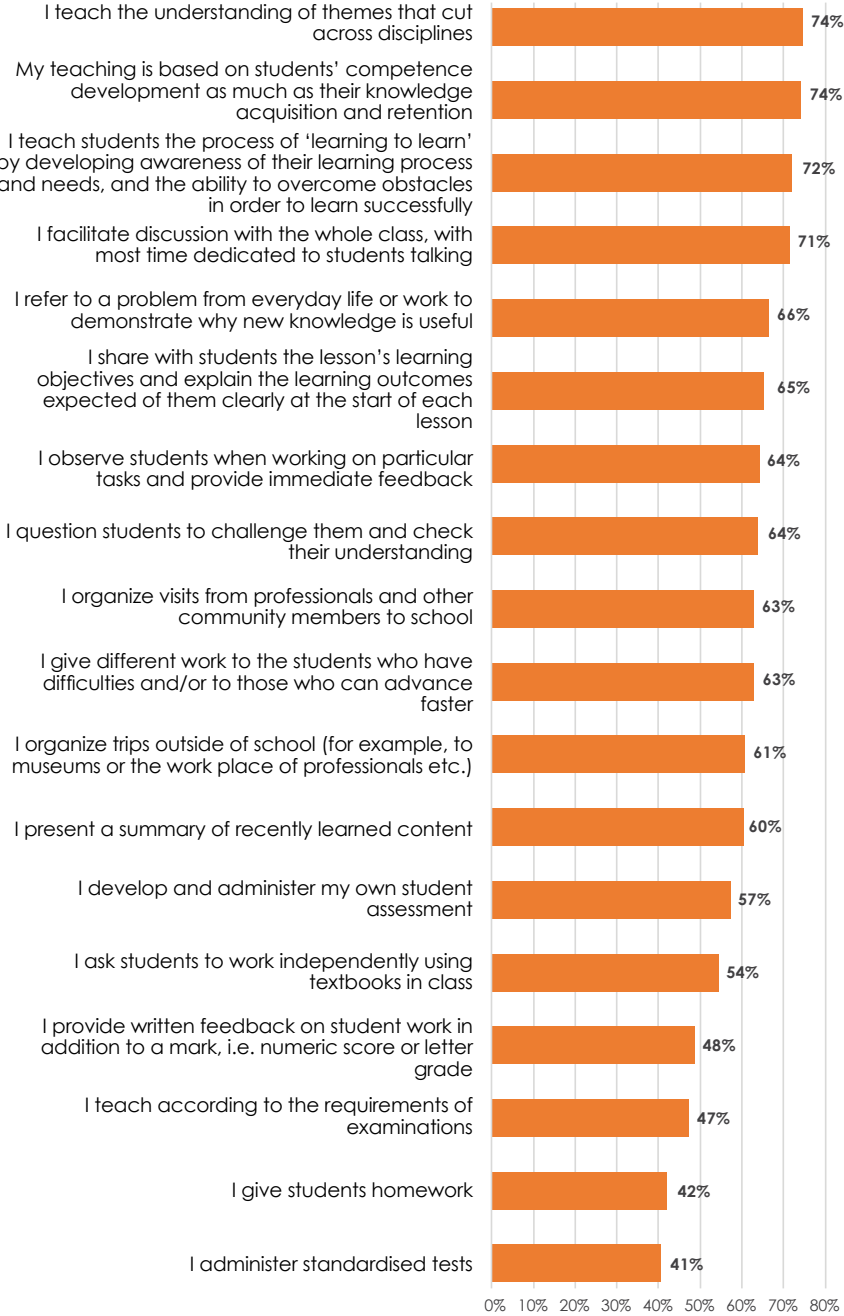
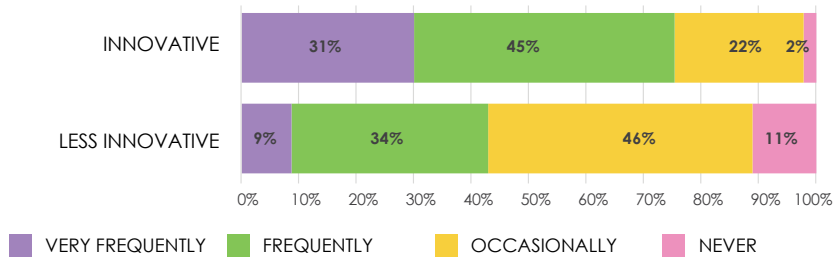


Figure 3: Frequency with which teachers share eTwinning practices with other school staff according to school profile





2. eTwinning's impact on students' learning

According to the respondents of the 2016 eTwinning monitoring survey:

- An overwhelming majority of eTwinners believe eTwinning increases students' motivation and improves their interpersonal relations through fostering collaborative work among students.
- Thanks to eTwinning, students are more engaged in project work, small group work focused on collaborative problem solving, and also create, together with their teachers, new materials and resources.

Figure 4: eTwinning's impact at student level

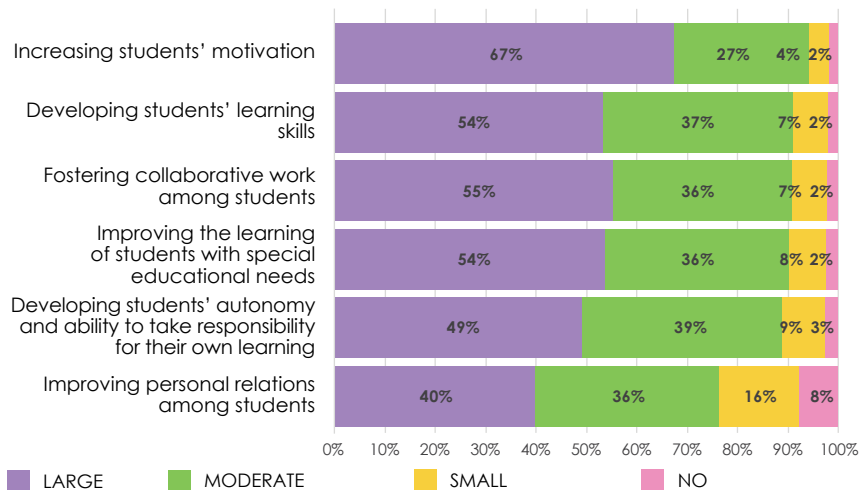
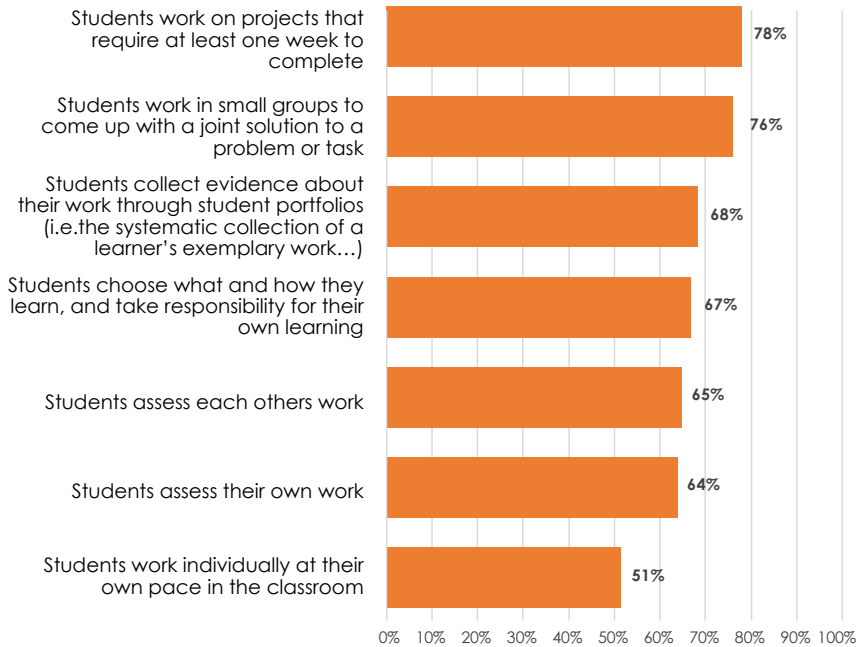


Figure 5: Increase in student learning practices as a result of eTwinning





3. eTwinning's impact on schools

According to the respondents of the 2016 eTwinning monitoring survey:

- eTwinning has had a particularly positive impact at school level on improving the relationship between students and teachers and in building a sense of European citizenship, especially in innovative schools. eTwinning is yet to have such a positive impact on attracting parents' interest.
- eTwinning remains a grass-root initiative with a team of teachers considered to be the group of actors most helpful in driving the development of eTwinning at school level. This is followed by eTwinning ambassadors, pupils, the National Support Services and school heads.
- The role of eTwinning teachers and school heads is stronger in innovative schools, where the impact of eTwinning is also more visible.

Figure 6: eTwinning's impact at school level - innovative schools

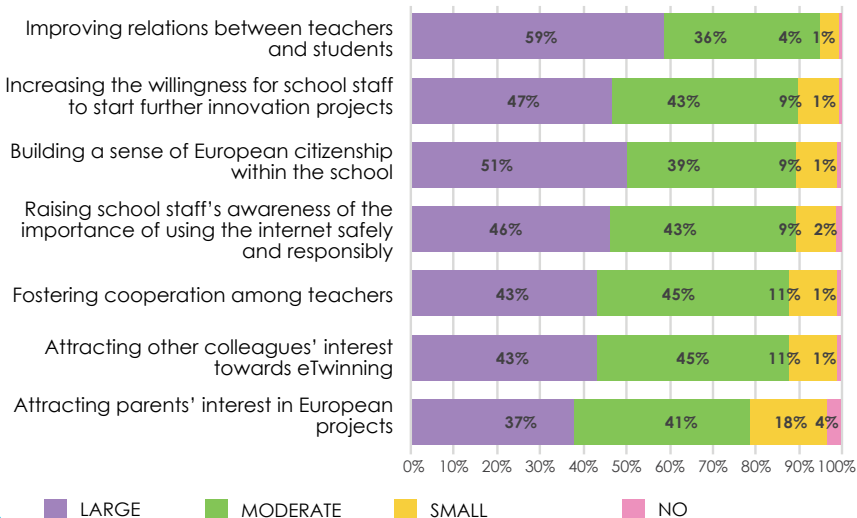


Figure 7: eTwinning's impact at school level - less innovative schools

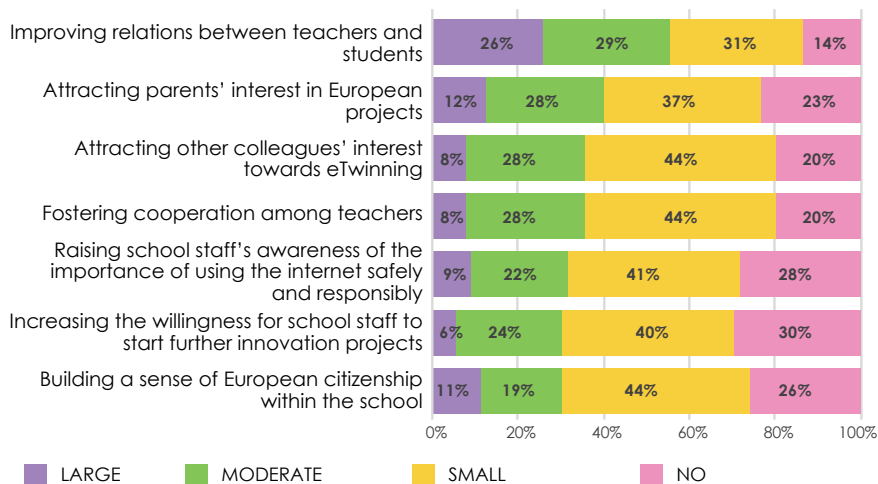
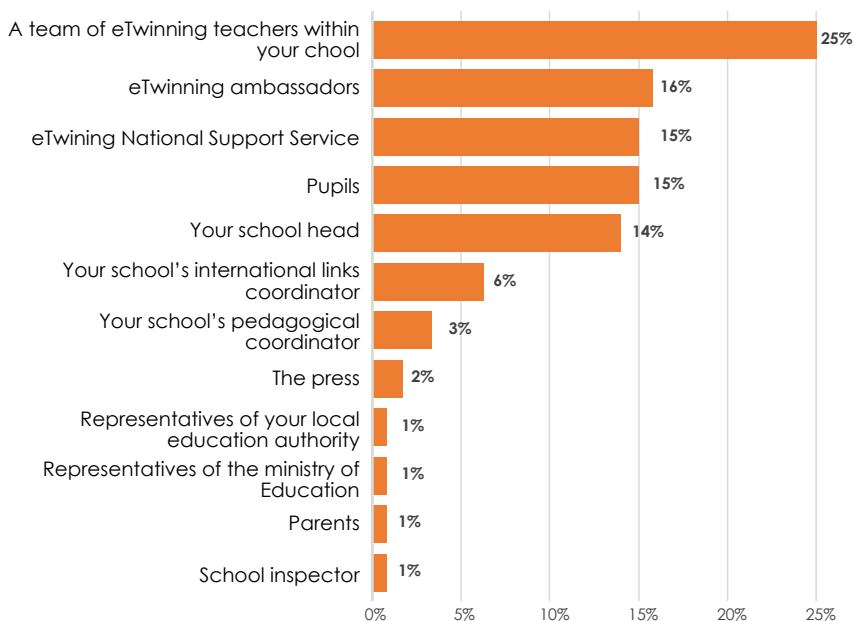


Figure 8: Actors most helping eTwinning develop at school





THE WAY FORWARD

The results of this second edition of the monitoring survey confirm that eTwinning has a significant impact on the development of individual teachers' skills and teaching practices. Indeed, respondents' reported impact on teachers' skills and practices as well as those of students are as high, and in most cases higher, than in the last edition. While these results are very positive, eTwinning is keen to go further, moving beyond impact at the level of the individual teacher or student, so as to positively affect the school as a whole.

So, how can this be done? Below are some suggestions grounded in the results of the 2016 eTwinning Monitoring Survey on actions eTwinning could prioritize in the future:


★ **Work with senior school management, including school heads**

Engaging school heads (through specific communication campaigns as well as targeted activities) is essential if eTwinning is to be fully recognized as a positive force in contributing to a school's development. When school management is aware and convinced of the benefits of eTwinning, it is more likely they will ensure that school policies are conducive to the programme flourishing. Moreover, they may also be encouraged to create new policies or structural arrangements to ensure eTwinning can run smoothly within their school. In this way, more teachers within a school can be expected to participate in eTwinning activities.




Further investigate how to raise participation of teachers working in less innovative schools

In addition to efforts at European level, it may be of value to further investigate how this might be done through the introduction of targeted national policies, in liaison with eTwinning's National Support Services.



Monitor the evolvement of the eTwinning School Label and use it to create a network of schools which could potentially mentor less innovative schools

While rewarding individual teachers for their eTwinning work has always been at the heart of the programme since the very beginning, it is now time to move that recognition up to the school level. To serve this purpose a new development is being launched in autumn 2017, namely, the eTwinning School Label. This new Label will officially recognize the excellent work of schools who are deeply engaged in eTwinning. It will also encourage these leading schools to become proactive in supporting other local schools, including those less innovative, to begin a developmental journey towards becoming an eTwinning School.



Use additional country level analysis to fuel eTwinning policies at national level

Up until now, the two editions of the eTwinning Monitoring Survey Report have mostly focused on analysing the survey results at global level. Due to the significantly different response rates per country, it has not been possible so far to provide in-depth country level analysis. Committed efforts from the Central and National Support Services and a focused communication campaign will help increase the number of respondents per country in the next edition. This will allow for more meaningful national analysis. National Support Services will be able to contextualize the findings for their country, and decide which steps to take in order to further integrate eTwinning at national level.

Annex 1: Profile of respondents

Response rate by country:

From the 5,900 total number of respondents from 40 out of eTwinning's 42 countries, a significant number work in Italy (1301), Turkey (840) and France (568), in comparison to the other countries represented by survey respondents. Six other countries have a relatively significant number of responses: Greece (356), Romania (293), Spain (261), Poland (242), Serbia (240) and Portugal (202). All other countries are represented by less than 200 teachers. This distribution of country participants is roughly consistent with the overall distribution of eTwinners among the countries.

Respondents' role within schools:

Teachers make up the majority of respondents (over 90%), with a small proportion representing head teachers, ICT coordinators, or other school staff.

Respondents' teaching experience:

The large majority of all respondents (78%) have between 11 and more than 30 years teaching experience, meaning that this sample represents a very experienced group of teachers. Only 19% have between 4-10 years teaching experience and 3% say they have between 1 and 3 years of professional experience.

Annex 2: Categories used to cross-analyze the data

In order to be able to observe whether teachers working in schools with certain characteristics experience eTwinning any differently, two categories of school profile have been defined for the purposes of this analysis.

Innovative schools category	This category comprises responses from teachers who strongly agree or agree that their school is involved in innovative practices, promotes collaboration among teachers, actively participates in international projects, and is engaged in self- evaluation.
Less innovative schools category	This category comprises responses from teachers who strongly disagreed or disagreed that their school is involved in innovative practices, promotes collaboration among teachers, actively participates in international projects, and is engaged in self- evaluation.

About eTwinning

eTwinning¹ is a vibrant community that has involved, in its 12 years of existence, almost 500,000 teachers working in 182.000* schools. More than 61,000* projects have been run, involving more than 2,000,000* pupils across the continent over the years.

eTwinning – the Community for schools in Europe – is an action for schools funded by the European Commission, via the Education, Audiovisual and Culture Executive Agency, within the framework of the Erasmus+ programme.

eTwinning incorporates a sophisticated digital platform that has both public and private areas and is available in 28 languages. The public area www.eTwinning.net offers browsing visitors a range of information about how to become involved in eTwinning; explaining the benefits the action offers and provides inspiration for collaborative project work. The restricted area for registered teachers, called eTwinning Live, is the individual teacher's interface with the community: it enables users to find each other, interact, collaborate in projects and participate in professional development activities organised at national and European Level. When teachers work together in a project they have access to a restricted and dedicated area unique to that project called the TwinSpace.

eTwinning offers a high level of support for its users. In each of participating countries (currently 42) a National Support Service, or a Partner Support Agency (for eTwinningPlus) promotes the action, provides advice and guidance for end users and organises a range of activities and professional development opportunities at national level. eTwinning is coordinated by the Central Support Service which is managed by European Schoolnet (a consortium of 31 Ministries of Education), on behalf of the European Commission. The Central Support Service liaises with the National Support Services and Partner Support Agencies and is responsible for the development of the platform, as well as offering a range of professional development opportunities and other activities such as an annual European Conference and a Prize Event which awards teachers and students.

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¹ In this brochure, the term "eTwinning" is used generically to refer to both the original eTwinning platform and the parallel platform for EU neighbouring countries, named eTwinningPlus.

* Data as of September 2017.

