



eTwinning Ten Years On:

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

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EXECUTIVE SUMMARY

eTwinning – *The community for schools in Europe* – is a safe internet platform providing a range of activities from joint projects for schools at national and international level, collaborative spaces and professional development opportunities for teachers. The eTwinning network of schools, teachers and pupils is unique in its scale and scope and has no precedent or comparator within or outside Europe. Ten years have passed since the eTwinning action was first launched, and this report marks the occasion by taking stock of the programme's key achievements and areas in need of further development, through an analysis of a large-scale survey of eTwinning teachers launched at the end of 2014. The survey was designed to investigate how the programme is affecting participating teachers' professional practice and how might it improve the professional development services it offers. Thanks to the 6,000 eTwinners who voluntarily answered the survey, the current report provides grounded evidence on which eTwinning can develop its services to the educational communities of Europe.

A large majority of respondents believe that the top skill most impacted by eTwinning is their **ability to teach cross-curricular skills** (such as team work, creativity, problem-solving, and decision taking), and that this is the practice they implement the most, now more than before, as a direct result of their involvement in the programme. This is very encouraging, as while teachers often have access to resources and professional development opportunities related to the teaching of their specific subject area, recent research reveals there are fewer resources and training opportunities available to them to develop their skills in teaching and assessing transversal competences and themes, and this is partly why teachers find this particularly difficult. eTwinning therefore has a clear role to play in continuing to fill this gap. The survey results also illustrate that according to teachers, eTwinning has had a particularly positive impact on their **project-based teaching skills, foreign language skills and collaborative skills in working with teachers**

of other subjects. Skill development in these areas can be said to be particularly well catered for within eTwinning, and are also skills which teachers otherwise may have difficulty or less opportunity to develop.

eTwinners respondents also reported the programme to have increased their use of specific 21st century teaching practices including, **multi-disciplinary teaching, project work, students' competence development, student-centred discussions, group work, the development of learning to learn skills, and problem-based teaching and learning.** Moreover, 83% of teacher respondents state that they engage in **professional self-reflection about their pedagogical practice,** more now than before, thanks to their involvement in eTwinning, with a similar amount expressing they use **new teaching methods, tools and resources** as a direct result of their eTwinning engagement.

The survey results concerning eTwinning's **professional development services** are also encouraging, and the report highlights the need to further develop them and attract larger numbers of teachers to benefit from them.

What about the programme's impact on the most important beneficiaries, the learners' themselves? The majority of eTwinners teachers state that eTwinning's most positive impact at student level is on **increasing student motivation,** followed closely by fostering **collaborative work among learners.**

In light of the survey results, the report suggests that eTwinning might be more proactive in future in developing specific activities to support the **pedagogical use of ICT, parental interest and involvement in European projects,** and the **learning of students with special educational needs.**

Most striking of all, are the results of the survey's correlation analysis which reveal that teachers working in innovative schools share their eTwinning practices more with other school staff than teachers working in non-innovative schools, and also consistently report eTwinning to have had more of a positive impact on various aspects at school level than teachers working in non-innovative schools. For this reason, the report recommends concrete actions to **support less advanced eTwinners working in non-innovative schools** to ensure they are supported enough to fully participate in eTwinning and to share the practices developed throughout their school in order to spread innovation. Moreover the report recommends to **harness the experience of advanced eTwinners** working in more innovative schools to benefit their less experienced peers. Efforts should be directed at **embedding eTwinning more effectively at the level of the whole school** to ensure sustainable and school-wide impact.

In view of the importance of a **conducive school environment** for eTwinning to have a significant impact at school level (as evidenced by this survey analysis as well as the action's recent impact study¹), a key recommendation is for the programme to **target the involvement of school heads and senior school management**. This will not only raise further awareness of eTwinning's opportunities for schools, but will also heighten the chances that eTwinning practices will influence school policy and be mainstreamed. The report suggests that the Pedagogical Advisory Team prioritises in its next work plan, the **understanding of current constraints commonly faced by schools across countries**, preventing them from getting further involved in eTwinning and gaining maximum benefit.

There is significant evidence from this survey, as well as the action's previous impact study, to suggest that eTwinning teachers, through collaboration and access to eTwinning professional development opportunities, learn about and adopt new teaching tools and methods (European Commission (c), 2015). Their experience and new knowledge, however, is rarely transferred through extensive in-school collaboration and school-wide projects. The report therefore recommends the programme to **promote and provide guidance to schools on getting 'cumulative impact' from being involved in successive eTwinning projects**. Involving head teachers directly in this by encouraging and supporting them in **developing school policies which facilitate long-term involvement in eTwinning** (and international project-based learning and professional development more generally) is a sustainable and strategic way of helping schools become more innovative in their teaching and learning strategies.

1. European Commission/Education for Change (2013). Study of the impact of eTwinning on participating pupils, teachers and schools. Luxembourg: Publications Office of the European Union. Accessible online here: http://ec.europa.eu/education/news/2013/20130215_en.htm



INTRODUCTION

What is eTwinning?

eTwinning – *The community for schools in Europe* – is a safe internet platform providing a range of activities from joint projects for schools at national and international level, collaborative spaces and professional development opportunities for teachers. The action is currently funded by the European Commission under the Erasmus+ programme. However, eTwinning's beginning precedes Erasmus+ as it started ten years ago in 2005. The current eTwinning community has more than 330,000 registered users.

eTwinning offers a high level of support for its users. In each of the participating countries (currently 36²) a National Support Service (NSS) promotes the action, provides advice and guidance for end users and organises a range of activities and professional development opportunities at national level. At European level, eTwinning is coordinated by the Central Support Service (CSS) managed by European Schoolnet, a consortium of 31 Ministries of Education. This body liaises with the NSS 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 for their involvement in outstanding projects.

eTwinning incorporates a sophisticated digital platform that has both public and private areas and is available in 28 languages.

2. At the time of writing eTwinning is currently fully participated in by 36 countries. When the survey was launched in 2014, 33 countries were fully participating in the action. eTwinning additionally covers some other neighbor countries, and because of their different status in the action, they are referred to as 'eTwinning Plus countries'.



Figure a. The public eTwinning portal

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 private area of eTwinning is restricted to registered users, mainly teachers, and comprises a range of communication and collaboration features. The respondents of the survey, which is the subject of this report, are all registered users who have access to the Desktop featured in the image below.



Figure b. The eTwinning Desktop

This area acts as an interface for the registered user to find and interact with other members of the eTwinning community and includes specific collaborative spaces referred to in the report, such as Teacher's Rooms⁹ (composed of a private forum and chatroom) and eTwinning Groups (private moderated platforms for eTwinners to discuss and work together on a specific topic or theme). It also provides access to online professional development opportunities such as Online Seminars (one hour lectures), Learning Events (lasting two weeks) and Online Courses (lasting six weeks), also referred to in the report.

It is in the context of using this platform that this report is written. It is worth noting that since the writing of this report the eTwinning Desktop has changed to a new version called *eTwinning Live* (<https://live.etwinning.net> - launched in the autumn of 2015) with more advanced social networking and collaboration features, including the facility to set up live videoconferencing sessions.

eTwinning's monitoring activities:

In 2014-2015, eTwinning's monitoring activities comprised of two parts: a quantitative large-scale survey of eTwinners' teaching practices and professional development activities and needs, and a small-scale qualitative pilot tracking the progress of teachers' pedagogical and digital competence development while working on an eTwinning project. This two-folded approach allows on the one hand large-scale monitoring of a sample of eTwinners, and on the other, the possibility of exploring in more depth the conditions behind certain trends.

The current report consists of the analysis of the first of these monitoring exercises: the eTwinning monitoring survey launched at the end of 2014. The qualitative pilot will be evaluated and reported on in 2016.

eTwinning's monitoring strategy has a long-term perspective, guaranteeing the possibility of monitoring progress over time, tracking trends and informing the pedagogical direction of eTwinning in the coming years. The same survey will be updated as necessary, and be made available to all eTwinners every two years. It is the first time in eTwinning's history that such a detailed survey focusing on how eTwinning influences the daily practice and skill development of teachers has ever been administered and analysed by the Central Support Service as part of its core activities⁴. Thanks to the 6,000 eTwinners who voluntarily answered the survey, the current report provides grounded evidence on which eTwinning can develop its services to the educational communities of Europe.

On the occasion of eTwinning's 10th anniversary, it is the right moment to take stock of the key elements achieved by the programme over the past decade, and to look forward to the best ways to harness eTwinning's potential to foster innovation through international school collaboration and professional development. This survey analysis contributes to this goal.

3. The Teacher Rooms have now been replaced by the renewed eTwinning Groups. They were still in existence when the survey was launched, hence why respondents were asked their opinion about them.

4. It should be noted that an independent comprehensive impact study (including evidence collected through a literature review, data and document review, 24 school case studies, and a survey) conducted by Education for Change, on behalf of the European Commission, was published in January 2013. Reference is made to this study where relevant in this report.



METHODOLOGY

The 2014 eTwinning Monitoring survey was designed to investigate how eTwinning is affecting teachers' professional practice and what, in the opinion of teachers, can further be done by eTwinning to improve the professional development services it already offers. The questionnaire⁵ was made up of 42 closed questions, and took on average 15 minutes to complete.

The survey was launched on 26 September 2014 and was online for nine weeks. The survey was open to all eTwinners, regardless of how long they have been involved in eTwinning or their level of activity in projects or professional development opportunities. Only respondents that answered that they have never been involved in any eTwinning activities or projects were informed they were unable to fill in the rest of the survey, because of its focus on eTwinning's impact on their practice, therefore requiring a minimum of eTwinning experience. The survey was made available in 25 languages (EN, FR, TR, IT, BG, PT, PL, RO, DE, HR, EL, ES, SV, DA, LV, LT, HU, SL, CS, SK, ET, NO, FI, NL, MT)⁶.

In terms of promotion, the Central Support Service posted a news item on the eTwinning desktop encouraging all eTwinners to take the survey, on the day it was launched, on 26 September 2014. An [article on the Public portal](#) was also published on the launch day, as well as a news item in the October edition of the eTwinning [newsletter](#), sent out in the first week of October. The incentive of a draw giving eTwinners the possibility of winning one of three tablets was used to motivate teachers and other educational professionals to take part.

The total number of respondents before cleaning the data was 8,137. The following steps were taken in the cleaning process and accounts for the final number

5. Available online here: http://files.eun.org/etwinning/Monitoring_Survey_2014_english.pdf

6. All language versions of the questionnaires received responses except for the Maltese version which received none, as Maltese respondents answered the English questionnaire.

of respondents: all duplicate responses which amounted to 27 were eliminated. All respondents which only answered demographic questions (questions 1-8 in the questionnaire) which amounted to 115 responses, or only demographic questions as well as question 9 concerning their current situation in eTwinning, which amounted to 1989 responses, were also excluded from the analysis. Finally 6 responses in which the respondents stated never to have been involved in any eTwinning activities or projects were also eliminated. The final total number of valid responses on which this report's analysis is therefore based is 6,000.

The reader should be reminded that when this report mentions impact this has not been measured in any other way except through the self-reporting of teachers in reply to the survey, which is the sole source of evidence on which this analysis is based. Where relevant, links to existing supporting research are also made.

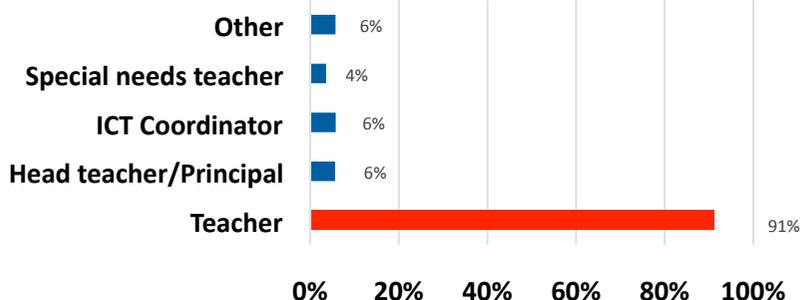
It should also be noted that in order to better understand the survey results and detect possible trends and further meaning, four categories were constructed to describe the profile of respondents (novice teachers, very experienced teachers, new eTwinners, and advanced eTwinners), and two categories to describe the profile of the school in which the teacher respondents work (innovative schools and non-innovative schools). These categories were made specifically for the purposes of this analysis, on the basis of the data collected. How each of the categories has been defined is explained within the report. The response categories were constructed in order to be able to cross-analyse the data to observe how this treatment affected the results. It is important to note that the relationships described in this report are only correlations, and it is therefore not possible to make any causal inferences on the basis of this analysis. While a correlation between two factors may appear meaningful, it is not possible with this basic analysis to control other factors which may also be playing a role and in part explain the data.



PROFILE OF RESPONDENTS AND THEIR SCHOOLS

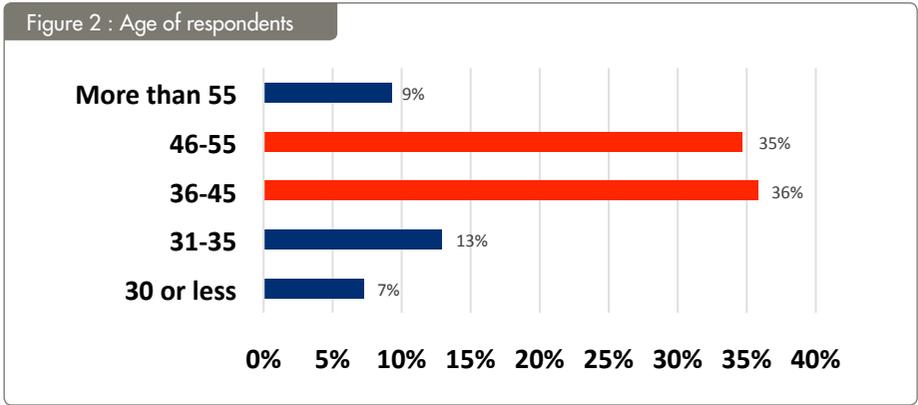
3.1. Which professional roles do respondents occupy in their schools?

Figure 1 : Roles of respondents

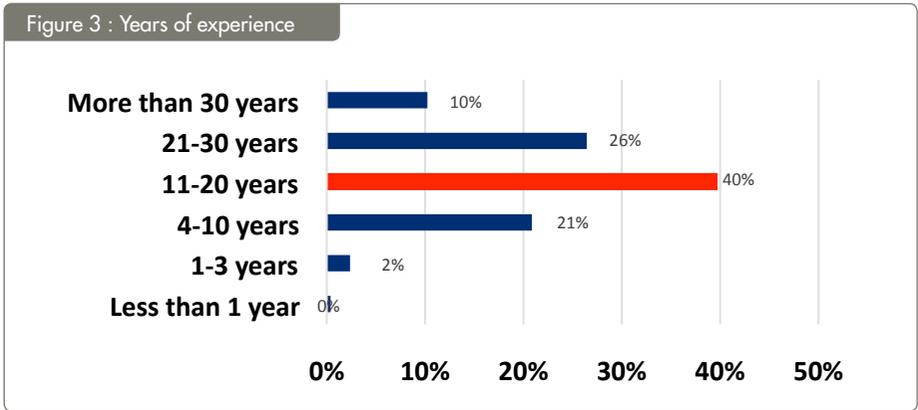


Respondents were asked to tick one or more roles they perform at their schools. As is clear from Figure 1, the vast majority of respondents (over 90%) are teachers in their schools. Additionally, a small proportion of respondents are instead or also head teachers (6%), ICT coordinators (6%), special needs teachers (4%), or play other roles in their schools (6%).

3.2. How old are respondents and how many years of teaching experience do they have?

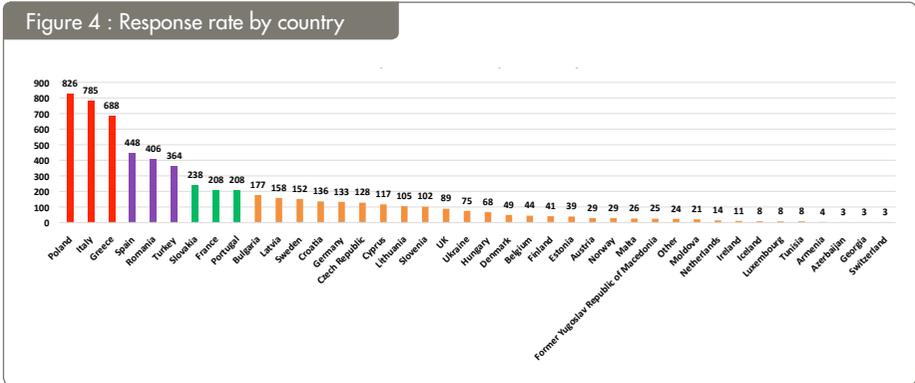


Just over 70% of all respondents are aged between 36 and 55, with a roughly even distribution of teachers pertaining to the lower and upper bands of this age category, and a further 9% state to be over 55 years of age. Only 20% of all respondents are aged 35 or younger.



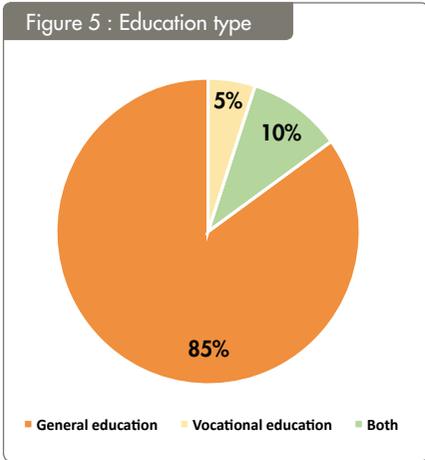
An impressive 76% of all respondents have between 11 and more than 30 years teaching experience, meaning that this sample represents a very experienced group of teachers. Only 21% have between 4-10 years teaching experience and only a very small 2% say they have between 1 and 3 years of professional experience, illustrating that this survey has been answered by very few novice teachers.

3.3. Which countries are represented by respondents?



6,000 teachers responded to the survey in total, with a significant number working in Poland (826), Italy (785) and Greece (688) in comparison to the other countries represented by survey respondents. Other countries with a fairly significant number of responses include Spain (448), Romania (406), Turkey (364), Slovakia (238), France (208) and Portugal (208). All other countries illustrated in Figure 4 are represented by less than 200 teachers.

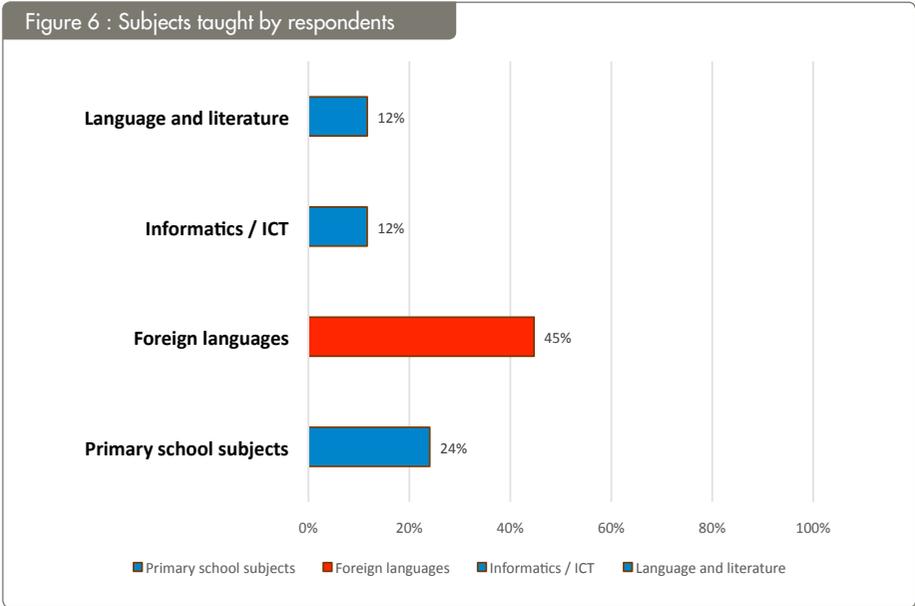
3.4 What type and level of education do respondents teach?



The large majority of respondents (85%) teach in general education, while 10% state they teach in both general and vocational education, with only a minority of 5% teaching in vocational education only.

Respondents were asked to tick one or more student age ranges, according to the levels of education they teach. Around 50% of teachers teach either at primary or secondary level, or both, while a third of respondents either or also teach at upper secondary level.

3.5 What subjects do respondents teach at school?



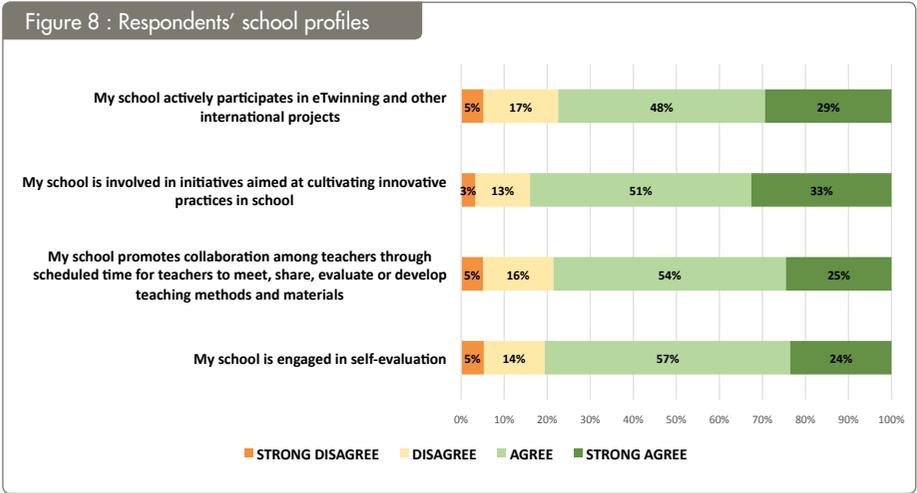
Teachers could select more than one subject from a long list provided, when answering to the question concerning the subjects they teach at school. Figure 6 shows only the subjects that 12% or more of respondents teach. In top position, almost half of all respondents teach foreign languages, which reflects the predominance of foreign language teachers among the eTwinning community. Since the beginning of the programme, language teachers have been the most well represented amongst the eTwinning community, despite the fact that eTwinning is open to all teachers of all subjects at any level of education. A second significant group of respondents is made up of those who teach primary school subjects (24%). Finally, the next two most commonly taught subjects by the respondents to this survey are Informatics/ICT and language and literature (both selected by 12% of respondents respectively).

3.6 What is the eTwinning status of respondents?



Respondents were asked to select the statement which best reflected their current situation in eTwinning. As is evident from Figure 7, perhaps unsurprisingly, the majority of respondents fall under the most advanced eTwinning profile, as defined by the survey question; i.e. they are teachers who have not only been involved in past successfully completed projects, but are also currently involved in new projects. It is likely that these teachers being most active in eTwinning, were most aware of the survey and also felt they had adequate experience on which to base their answers. Moreover, as very active eTwinners, they are likely to have been motivated to participate in a survey which asks them about their needs and suggestions for improving eTwinning, as they consider themselves to have a large stake in these matters. There are three other groups of eTwinning respondents worth mentioning. Two of these groups also represent active eTwinners, with 17% stating they have been involved in various past projects, and another 17% stating that while they are not currently involved in a project they are actively involved in other eTwinning activities. The last most popular eTwinning profile among the survey's respondents (also representing 17%) is characterised by new eTwinners involved in their first ever project.

3.7 What is the profile of respondents' schools?



To understand the profile of the school each teacher works in, respondents were asked to which extent they agreed with the following four statements: My school actively participates in eTwinning and other international projects; My school is involved in initiatives aimed at cultivating innovative practices in school; My school promotes collaboration among teachers through scheduled time for teachers to meet, share, evaluate or develop teaching methods and materials; My school is engaged in self-evaluation. The results illustrate that the majority of teachers agree or strongly agree that their school is involved in initiatives aimed at cultivating innovative practices (84%) as well as being engaged in self-evaluation (81%). This is positive and reassuring, as indeed it is the mission and responsibility of every school to provide the best education possible for its students by using up to date pedagogical methods and evaluating its practices to ensure corrective measures are taken where necessary, and improvement is always strived for.

It is interesting to observe that the two innovation dimensions that the largest minority of teachers disagreed or strongly disagreed their school promoted, concerned involvement in international projects (22%) and collaboration among teachers (21%). This demonstrates that it is (if only slightly) rarer for eTwinners to work in schools which have a strong involvement in international projects, or schools where collaboration among teachers is explicitly promoted through scheduled time for this. This is very interesting in the context of eTwinning, as the programme is of course dedicated to precisely these two objectives; the development of international projects through

the collaboration of teachers and pupils. The evidence from this survey therefore confirms research elsewhere which argues for the need for schools to further promote teacher collaboration (European Commission (a) 2015; European Commission (b) 2015), and in this respect eTwinning is very much serving a need, as identified by teachers. For those teachers working in schools where teacher collaboration is not very much promoted it could be argued that eTwinning is especially important, as it allows teachers to collaborate with other teachers in schools abroad. Teacher collaboration is at the heart of eTwinning projects, and encouraging eTwinners to jointly develop, evaluate and share their project's results with other colleagues and the rest of the school is strongly encouraged. The importance of each eTwinner sharing the results of their project with the rest of the school cannot be stressed enough, as it is in this way that they are likely to inspire more teacher collaboration in their school and beyond, as well as fuel the school's self-evaluation strategies – a practice which a lower number of respondents stated they strongly agreed takes place in their school.

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. The first 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. We have named this first category of respondents as teachers working in 'innovative schools'. The second 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 en-



gaged in self-evaluation. We have named this second category of respondents as teachers working in 'non-innovative schools'. While these are the definitions used for the purposes of this analysis, it should be noted of course that there is no commonly accepted understanding of what precisely constitutes an innovative or non-innovative school and there are certainly more factors to be taken into account than those we have the possibility of mentioning here. Moreover, these categories have been made purely on the basis of teachers' opinions concerning the schools they work in. The categories were constructed to better understand the specific data collected by this survey.

When the results are analysed in this way we observe that 57% of respondents express that they are working in innovative schools. Therefore, it is important for eTwinning to realize that the individual teachers it is attracting are mainly from schools which are very supportive of innovation. A very small percentage (4%) stated that they disagreed or strongly disagreed with all four statements, indicating that these teachers are working in much less innovative school environments. It is perhaps unsurprising that such a small percentage of teachers working in non-innovative schools come to be involved in eTwinning, even though they arguably have the most to gain both individually and at the level of their school as a whole. The fact that some, even if at present this represents only a few, do nevertheless become eTwinners is encouraging, and eTwinning could consider focusing in the mid- to long-term on more specifically targeting teachers in less innovative schools to ensure they feel supported enough to participate in eTwinning. Such participation would then have the possibility of ultimately positively impacting on the school so that it would in turn become more innovative in its practices.

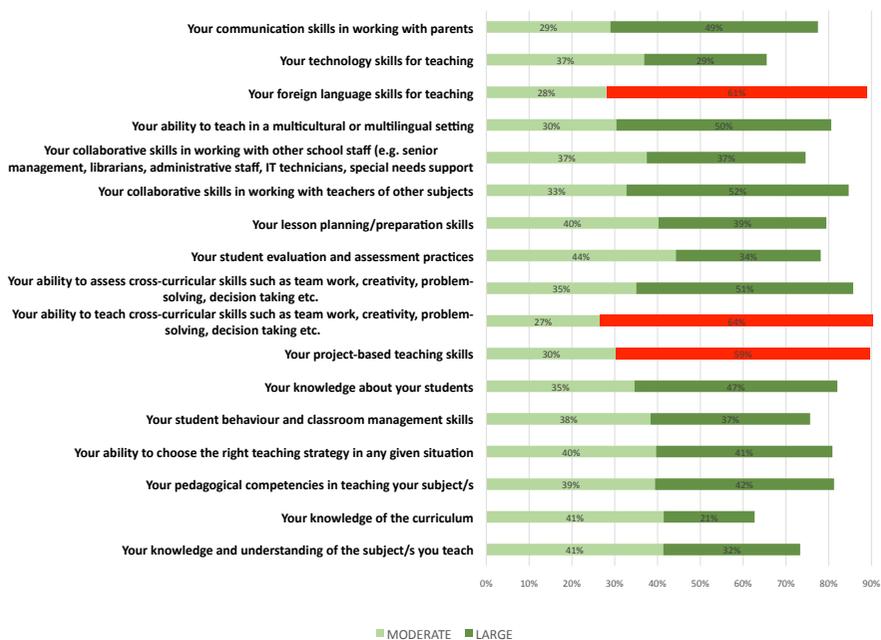




ETWINNING'S IMPACT ON TEACHERS' SKILLS AND TEACHING PRACTICES

4.1. Which skills do teachers report to have developed as a direct consequence of their participation in eTwinning?

Figure 9 : eTwinning's positive impact on teachers' skills



Respondents were asked to rate the impact (whether no, small, moderate or large) they consider their eTwinning activities to have had on a variety of skills, listed in Figure 9. Figure 9 shows the percentage of respondents who rated eTwinning activities to have had a positive impact on their skills (either a moderate or large impact). The skill that the highest percentage of teachers (91% in total) considered their involvement in eTwinning to have had a moderate or large impact on, is the ability to teach cross-curricular skills such as team work, creativity, problem-solving, and decision taking. This is closely followed by two other skills, also rated very highly, with 89% of respondents stating that their eTwinning activities had a moderate or large impact on their project-based teaching skills, and the same amount stating this to be the case in relation to their foreign language skills for teaching. Considering eTwinning's central focus on collaborative project development in a multi-cultural and multilingual environment, it is unsurprising that project-based teaching and foreign language skills are considered by teachers as amongst the skills most improved thanks to eTwinning.

More interesting however, is that the top rated skill teachers believe to have been positively impacted as a direct consequence of their participation in eTwinning, is the ability to teach cross-curricular, transversal skills, such as team work, creativity, problem-solving and decision taking. Recent research including national case studies and an international stakeholder consultation led by KeyCoNet⁷, found that teachers are less experienced and have a lack of training on how to teach and assess transversal skills, with few tools available to help them with this (KeyCoNet (a), 2014). Even more recent research conducted by Eurydice has confirmed this through a European-wide survey in which teachers expressed a high need for further professional development in how to teach cross-curricular skills (European Commission (a) 2015). It is therefore very positive and reassuring that the data from the eTwinning Monitoring Survey suggests that eTwinning is an effective resource in meeting this need.

Moreover, we know that teachers not only find teaching cross-curricular skills to be difficult, but also assessing them as particularly challenging. In the international stakeholder consultation which surveyed 3,451 teachers and 468 head teachers across Europe, both groups rated the difficulty of developing and implementing new assessment tools for transversal skills as one of the top 3 barriers to the effective implementation of competence-based teaching and learning in the classroom (KeyCoNet (b), 2014). With respect to this it is interesting to note that the results of the eTwinning Monitoring Survey results illustrate that eTwinning has nevertheless positively contributed to teachers' development of this skill, according to an impressive 86% of respondents. The fact that 5% less of respondents found eTwinning to

7. KeyCoNet is the European Policy Network on Key Competences in School Education, funded by the European Commission and coordinated by European Schoolnet (<http://keyconet.eun.org>).

positively impact on their ability to assess cross-curricular skills in comparison to their ability to *teach* them, reflects the research which evidences teachers' particular difficulty in this area.

This report recommends that it would be of great value for eTwinning to collect all the tools and guidelines developed within eTwinning projects which specifically help teachers in teaching and assessing transversal, cross-curricular skills, as there is clearly a lot of quality material available in this regard. This categorised material could then be distributed outside of eTwinning to a wider community of teachers not yet part of eTwinning, who are in most need of it. This could be done through the recently launched School Education Gateway⁸ for example - a single point of entry for educational news and resources targeting teachers, schools, experts and others in the school education field, available in 23 European languages. Making such useful and concrete tools and guidance on this specific issue more widely available would help fill the current gap teachers are facing, as well as promote eTwinning, hopefully attracting more teachers and schools to join.

Other skills worthy of note for having been impacted by eTwinning to a moderate or large extent according to 80% or more of respondents, include collaborative skills in working with teachers of other subjects (85%); knowledge about students (82%); ability to choose the right teaching strategy in any given situation (81%); pedagogical competencies in teaching a particular subject/s (81%); and the ability to teach in a multicultural or multilingual setting (80%). Of particular importance to note here, is that a large majority of teachers report that eTwinning has directly contributed to the development of their collaborative skills in working with other teachers, particularly of different subjects.

Recent research from TIMMS⁹ and PIRLS¹⁰ shows that across the 17 EU countries surveyed, on average, only around one third (36%) of fourth graders are taught by teachers reporting a high degree of collaboration with other teachers, aimed at improving teaching and learning. When analysing the nature of this collaboration we find that on average, not much more than half of students are taught by teachers who share what they have learned about their teaching experiences (57.45%) and discuss how to teach a particular topic (51.24%) with others on a weekly basis. A lower share of students still (42.42%, on average) are taught by teachers collaborating weekly in planning and preparing instructional materials. Practices that require closer collaboration, such as working together to try out new ideas and visiting another teacher's classroom, are even less frequent as compared

8. www.schooleducationgateway.eu

9. TIMMS: Trends in International Mathematics and Science Study. See: <http://timssandpirls.bc.edu/>

10. IRLS: Progress in International Reading Literacy Study. See: <http://timssandpirls.bc.edu/>

to the other forms of collaboration mentioned above (European Commission (b) 2015). These results are confirmed by those of the recent KeyCoNet consultation which illustrates that there is a real need for greater teacher collaboration within and beyond schools (KeyCoNet (b) 2014). The traditional organisation of schools has meant that teachers are often isolated in their classrooms and have few opportunities to exchange ideas and insights. Only 36% of teacher respondents from the consultation stated to have experienced collaboration and networking as a means of professional development.

In this context, it is very encouraging to see that according to a large majority of teachers eTwinning is giving them the opportunity to improve their skills in collaborating with their peers. It would be beneficial for eTwinning's qualitative monitoring activities to in the future investigate exactly what type of collaboration between teachers is taking place, and to better understand which types of collaboration it could offer more support for. Teacher networks, whether online or face-to-face, may support the development of learning communities and may also stimulate innovation (KeyCoNet (c) 2014). There is a need to increase teacher collaboration by supporting teacher networks, providing physical and virtual spaces, and developing a collaborative school culture between teachers, students and the wider community. This can be done by developing collaborative-based approaches to teachers' professional development. eTwinning is currently investing in this through the new eTwinning Live platform it has just launched in September 2015, allowing any individual or group of teachers to benefit from a video conferencing tool which they can use for collaborative professional learning. This tool is very much in the hands of eTwinners rather than the CSS or NSS, and the teacher community is encouraged to take complete ownership of it to allow for bottom-up innovation to flourish and for teachers to shape their own professional development. The challenge will be to encourage eTwinners to use the tool to foster collaborative learning between teachers, and to discourage any individual teacher simply using it as a one-way broadcasting platform, not involving the active engagement of other teachers. eTwinning's Pedagogical Advisory Team, whose remit is to ensure the pedagogical value of eTwinning and steer its growth as a professional community, is currently working on guidelines and other strategies to ensure the participatory and collaborative potential of eTwinning Live is fully exploited.

Figure 10 : No impact of eTwinning on teachers' skills



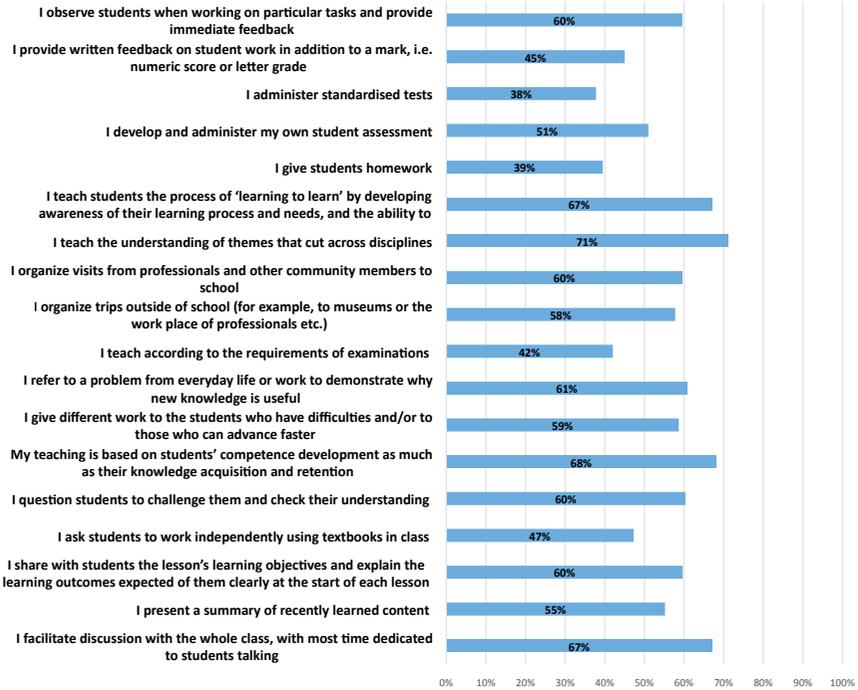
When looking at the other end of the spectrum, we observe that less than 10% of respondents state that their involvement in eTwinning has had no impact on the vast majority of skills listed in Figure 10. Interestingly however, there are two exceptions where a higher percentage (signalled in red in Figure 10) of respondents state eTwinning not to have impacted 2 skills in particular at all; teachers' knowledge of the curriculum, with 14% stating eTwinning not to have impacted this at all, and 13% stating that eTwinning did not impact their technology skills for teaching in any way. It is unsurprising and not of concern that eTwinning according to 14% of the respondents has no impact on their knowledge of the curriculum, as the curriculum in each country is set at national or school level, and it is therefore not possible or indeed intended for eTwinning to aim at improving teachers' knowl-

edge of their own curriculum (to be clearly distinguished from teachers' knowledge and understanding of the subject they teach which was rated more positively by respondents). It is of interest however, that roughly the same amount of respondents state that eTwinning has had no impact at all on their technology skills for teaching, as of course as an online community promoting principally digital collaboration, this might seem surprising. 22% of respondents stated eTwinning to have had a small impact on their technology enhanced teaching skills, meaning that in total more than one third of all respondents testify to eTwinning having a limited impact or none at all on their digital competences for teaching. When contextualised however, this result is less surprising. It reminds us that although eTwinning is a digital platform which encourages teachers to exploit the benefits of technology to enhance teaching and learning practices, eTwinners commonly understand and use the technology as a means to an end, with no specific aim or expectation for the programme to improve their pedagogical use of ICT. The platform is rather a space for them to exchange at international level with other teachers and pupils and professionally develop themselves in all areas connected to teaching and learning. Having said this, when respondents were asked specifically about whether eTwinning has directly increased their use of specific technology-enhanced teaching and learning practices, the results were more positive, as illustrated in section 5 of this report. This might therefore indicate that when eTwinners are asked about the impact of the programme on a variety of skills, the pedagogical use of ICT fares worse only when listed in comparison to other skills teachers feel are more directly impacted by the programme.

Because of the digital nature and potential of the programme, it is nevertheless worthwhile for eTwinning to explore how it might more positively impact teachers' technology-enhanced teaching skills, through its various professional development channels, and to monitor this progress in the short and longer term. It should be noted that taking heed of the recent results of the OECD's PISA report on students' use of technology for learning, it will be important that any eTwinning professional development targeting technology-enhanced teaching stresses that using technology all the time regardless of the teaching and learning context will not guarantee better student learning outcomes; in fact it is likely to be detrimental. The PISA results show that a moderate use of ICT in certain contexts where it has pedagogical added value is linked to better student learning outcomes compared to when ICT is used rarely in schools. It will therefore be of key importance for eTwinning's monitoring team to closely follow new research and observe developments (both within and outside of eTwinning) which examine in more depth what these certain contexts are, and what this moderate use actually consists of, in order to be able to provide eTwinners with the most relevant and up-to-date training in this area.

4.2. Which teaching practices do teachers report to carry out more frequently as a result of their participation in eTwinning?

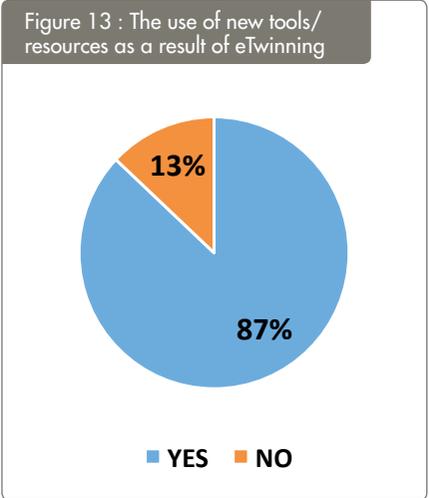
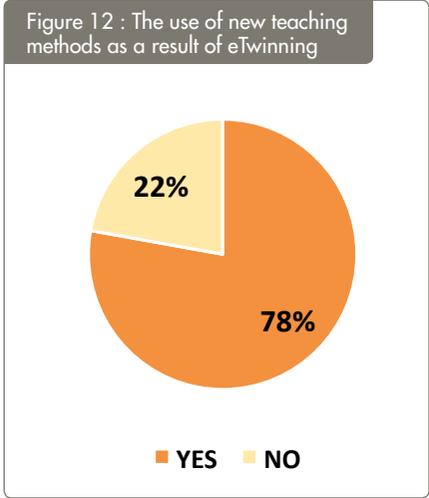
Figure 11 : Increase in teaching practices as a result of eTwinning



In order to capture as accurate as possible a picture of the actual impact eTwinning has had on the frequency with which teachers carry out specific practices, respondents were asked to firstly evaluate whether or not they carry out certain practices and to which extent. In a second step they were then asked whether they do these practices more now as a direct result of eTwinning. This two-step approach was implemented to help teachers self-assess the impact of eTwinning in the most accurate way possible. As Figure 11 shows, out of all the teachers who say they implement the listed practices, 5 practices in particular are mentioned by a majority of teachers to be practiced more, as a direct result of their participation in eTwinning. These include: I teach the under-

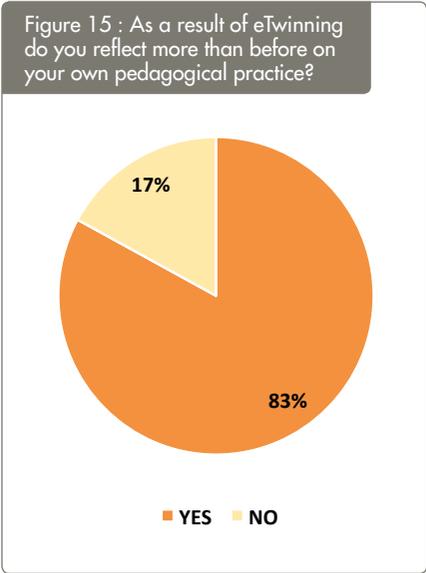
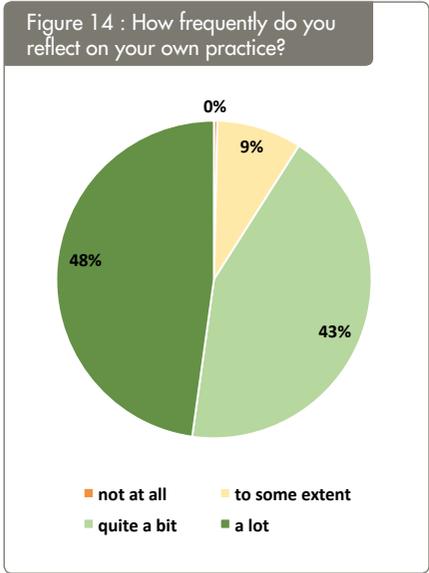
standing of themes that cut across disciplines (71%); My teaching is based on students' competence development as much as their knowledge acquisition and retention (68%); I facilitate discussion with the whole class, with most time dedicated to students talking (67%); I teach students the process of 'learning to learn' by developing awareness of their learning process and needs, and the ability to overcome obstacles in order to learn successfully (67%); and I refer to a problem from everyday life or work to demonstrate why new knowledge is useful (61%). These results are encouraging and perfectly in line with eTwinning's mission to encourage and support multi-disciplinary teaching and learning using a competence-based approach in a contextualised setting, and with a learner-centred focus. The first of these practices (teaching the understanding of themes that cut across disciplines) which the highest number of respondents stated they implement now more than before thanks to their involvement in eTwinning, is consistent with respondents' responses in Figure 9, where the majority state that eTwinning has had most impact on their ability to teach cross-curricular skills. Interestingly, the two practices which the least number of teachers associated with their involvement in eTwinning, were giving students homework (only 39%) and teaching according to the requirements of examinations (only 42%). These results can be positively interpreted as potentially indicating that eTwinning project work is not necessarily associated with a heavier student work-load out of class time, and also that student learning within eTwinning goes beyond the limited requirements of school or national examinations.

4.3. What impact has eTwinning had on teachers' use of new teaching methods and tools or resources?



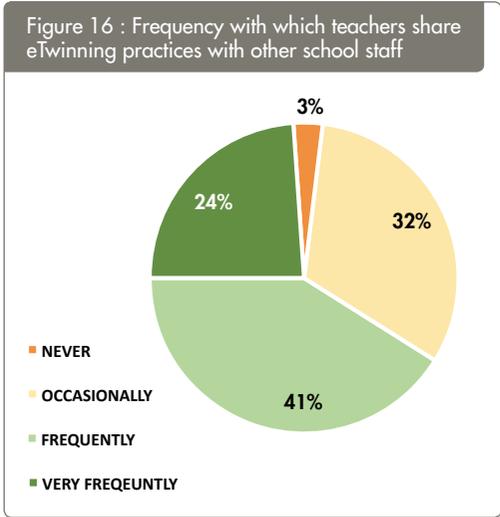
As Figure 13 shows, a large majority of 87% of teacher respondents state that they now use new tools or resources as a direct result of their involvement in eTwinning, compared to 78% who state that they have adopted new teaching methods. While both results are very positive, a plausible explanation as to why around 10% less express they have integrated new methods into their teaching as a result of eTwinning, could be that changing teachers' methods requires a change of mindset and can take some time. On the other hand using a concrete tool which you have tested or seen tested in eTwinning is less time consuming and provides an easier way to change your practice in the short-term. It should be noted of course that by increasing teachers' exposure to new innovative tools and resources and encouraging their use in their daily practice is likely to in time influence their overall teaching methods, so this longer term change process is nevertheless supported in this way.

4.4. What impact has eTwinning had on teachers' reflection about their own practice and do they share what they learn from eTwinning with other school staff?



With the aim again of eliciting as accurate a self-assessment from teachers as possible, respondents were asked firstly to consider how frequently they reflect on their own practice, and consequently, whether or not they do this more frequently now as a result of eTwinning. As seen in Figure 14, a resounding 91% state they reflect on their practice either quite a bit or a lot. This seems plausible when also considering that respondents were required to dedicate time to reflect on their own teaching practice in order to be able to answer the detailed questions in this survey. A similarly high percentage (83%) of teachers state that they now carry out such self-reflection about their pedagogical practice more now than before thanks to eTwinning.

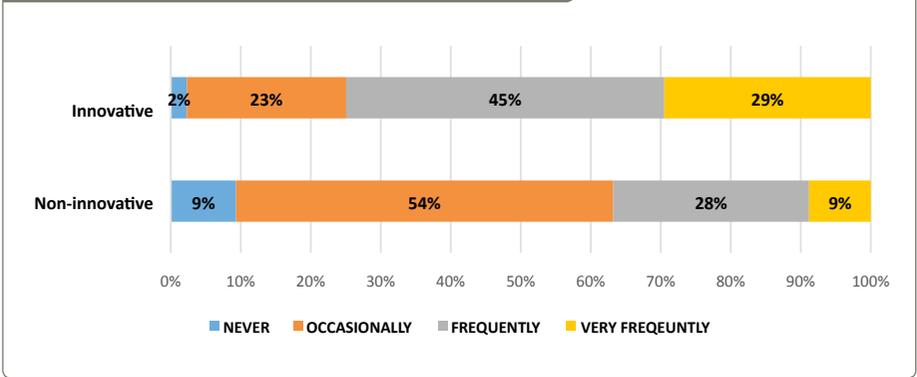
4.5. How frequently do eTwinners share eTwinning practices with other school staff?



Interestingly, the picture is a lot more mixed when teachers were asked about how often they share their eTwinning practices with other school staff. This indicates that teachers are more used to and comfortable with reflecting on their own practice rather than sharing reflections with others, so that the school's collective knowledge and expertise can be improved. Less than half of all respondents (41%) expressed they share eTwinning practices frequently with colleagues and less than one quarter (24%) expressed they do

so very often. Around one third of all respondents stated that they only do this occasionally, which indicates that this important sharing phase at the end of an eTwinning project or professional development activity is commonly viewed as optional, or only implemented when time and circumstances allow.

Figure 17 : Frequency with which teachers share eTwinning practices with other school staff according to school profile



A cross-analysis of the data suggests that teachers are more likely to share eTwinning practices with colleagues if they teach in an innovative school. From the sample we see that a large majority (74%) of teachers working in innovative schools state that they very frequently or frequently do so, while by striking contrast, 37% of teachers working in non-innovative schools state this. Although the difference is clear, one might remark that it is nevertheless encouraging that a little over one third of teachers working in non-innovative schools share their eTwinning practices with other school staff, including non eTwinners, despite working in less supportive circumstances. Interestingly, there is no correlation between teachers' years of experience and whether or not they share eTwinning practices with colleagues.



This would suggest that a teacher's length of professional experience does not in any way determine their sharing practices; whereas whether they work in an innovative school or not could potentially have some influence (although it is not possible to infer any causal link from this analysis). The evidence from this survey analysis therefore provides a strong basis for eTwinning to invest more in focusing on making schools more innovative as a whole, rather than only focusing on the development of individual teachers.

To ensure that a teacher's expertise and learning developed within eTwinning is not lost but rather capitalised on to the benefit of the whole school, it is advisable that the programme continues to encourage the sharing of eTwinning project results with non-eTwinners, and that it uses strategies in the future to do so more directly and explicitly. This should be promoted as an integral part of a successful eTwinning project, and not just as a 'take it or leave it' possible add-on at the end. Sharing with other school colleagues should clearly feature as a top tip on eTwinning guidance material for how to successfully disseminate project results to ensure they have a lasting impact on other teachers' professional development. Moreover, teachers should be encouraged to share with the eTwinning community examples of how they presented and discussed their work with the wider school community, through assemblies or a dedicated day etc. Through this sharing of inspiring examples, other teachers could be motivated to do the same in their schools. It would be very beneficial to have a learning event, online seminar and project kit devoted to the sharing of eTwinning project results and professional development activities with non-eTwinners, in the near future. It would be advisable for some of the professional development activities around this topic to specifically target head teachers and senior school management staff as their role is pivotal in mainstreaming good practice at school level.

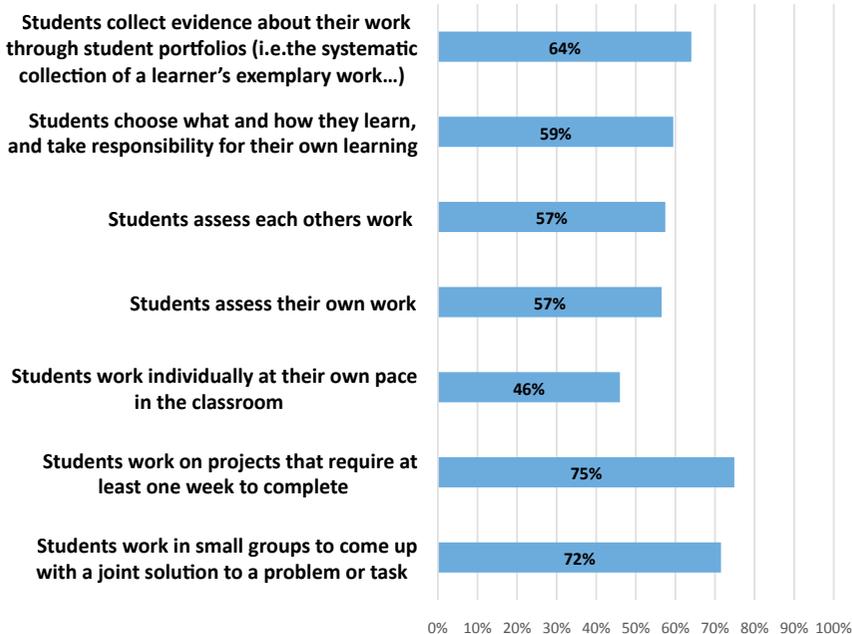




ETWINNING'S IMPACT ON STUDENTS' LEARNING

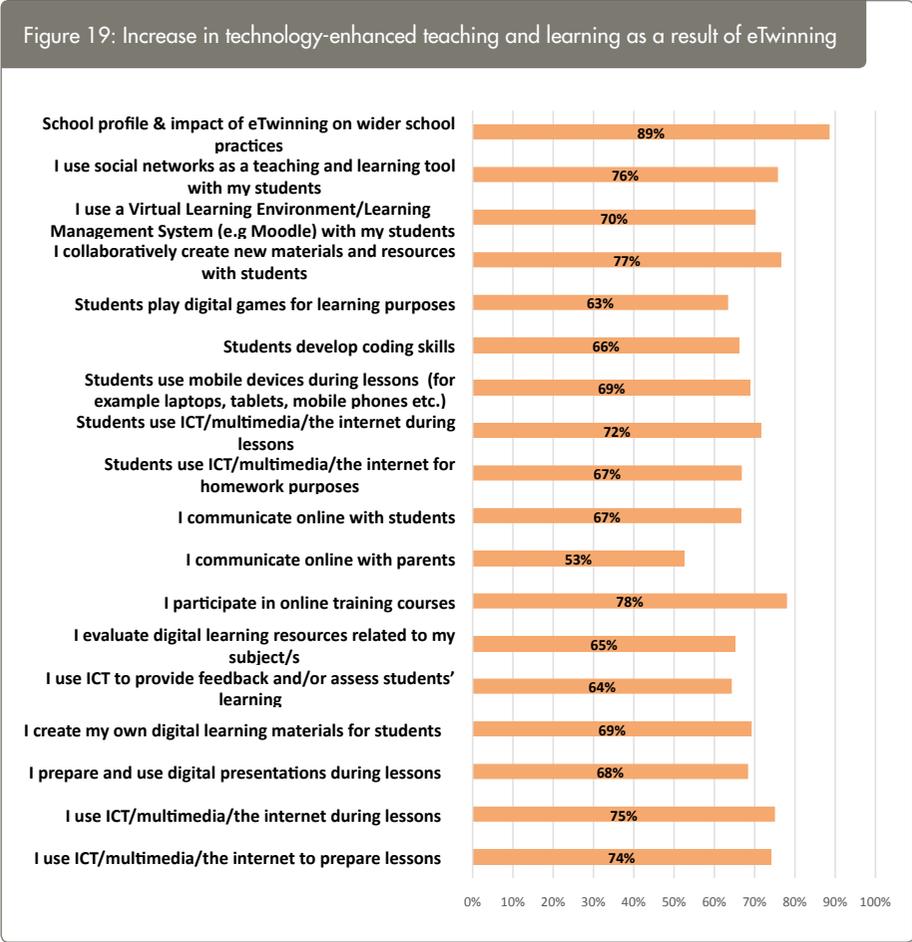
5.1. Which student learning practices have increased as a result of eTwinning?

Figure 18: Increase in student learning practices as a result of eTwinning



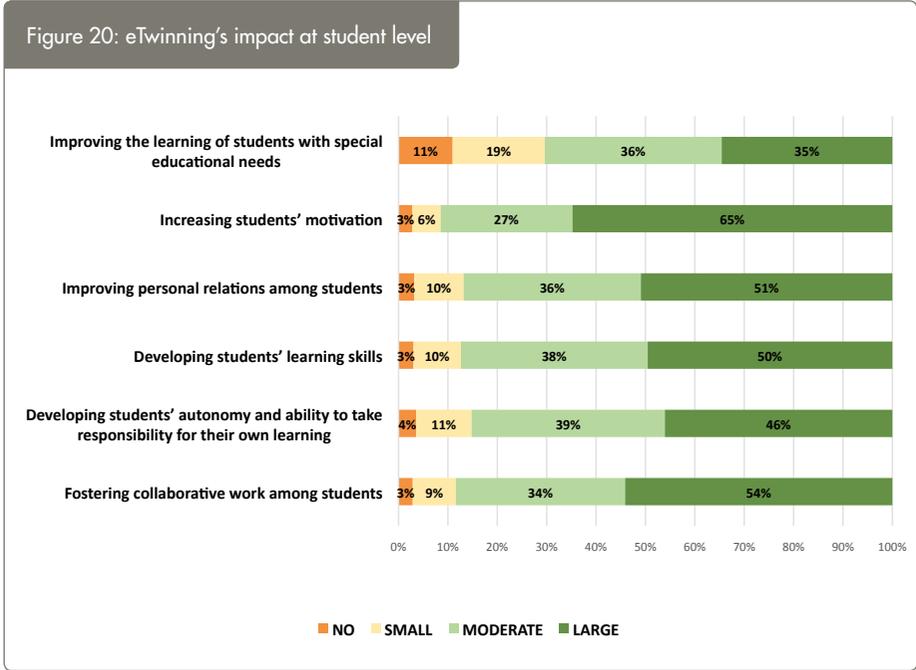
As Figure 18 demonstrates, 75% of teachers report that as a result of eTwinning their students are more involved than ever before in project work. Nearly as many teachers (72%) state that thanks to eTwinning they now engage students in small group work, more than they did before, allowing them to work on collaborative problem solving. It is very promising to observe such a high percentage of teachers integrating these 21st century teaching methods more often into their daily teaching, and attributing this increase in frequency directly to their involvement in eTwinning.

5.2. Which technology-enhanced teaching and learning practices have increased as a result of eTwinning?

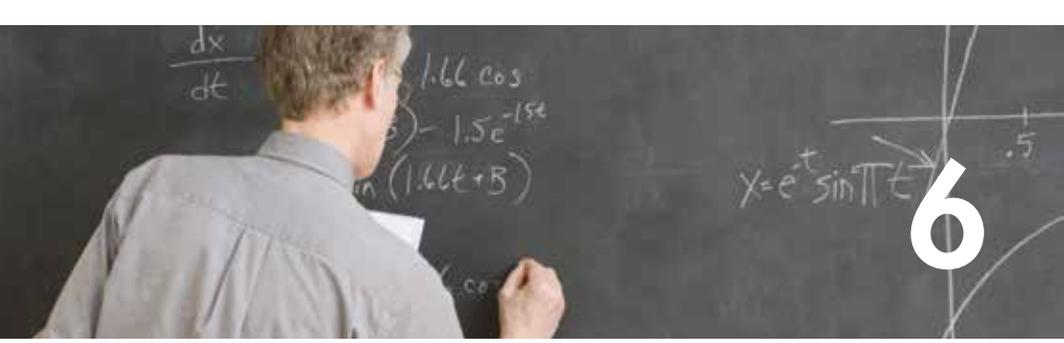


Teachers were also asked whether they integrated certain aspects of technology-enhanced teaching and learning into their daily work more now than before, as a result of their participation in eTwinning. As is visible from Figure 19, the digital teaching and learning practices rated the most highly include: teachers participating in online courses (78%), teachers and students collaboratively creating new materials and resources (77%), teachers using social networks as a teaching and learning tool with their students (76%) and teachers using ICT/multimedia/the internet during (75%) and to prepare (74%) lessons. It is worth noting that while all the other technology-enhanced teaching and learning practices are rated similarly, the only one to get a notably lower rating is communicating online with parents, which only around half of all respondents state they do more now than before as a result of eTwinning.

5.3. What level of impact has eTwinning had at student level?



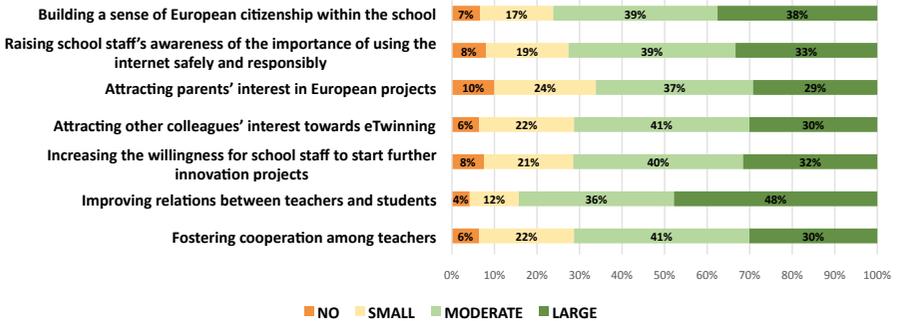
According to teacher respondents the largest impact eTwinning has had on their students is increasing their motivation, with an overwhelming 92% of teachers declaring eTwinning to have had a large or moderate impact on this. This is followed by fostering collaborative work among students, which 88% of teachers believed eTwinning to have done to a large or moderate extent. The aspect which the most significant minority of teachers (30%) rated eTwinning to have had no or only a small impact on, is improving the learning of students with special educational needs. This is an area which affects a relatively small proportion of the teacher and student population, yet is an important one which often does not receive enough attention. eTwinning could therefore consider being more proactive in this area by setting up Learning Events or an eTwinning Group specifically targeting teachers working with students with special educational needs.



ETWINNING'S IMPACT ON SCHOOLS

6.1. What level of impact does eTwinning have at school level?

Figure 21: eTwinning's impact at school level



Teachers were asked about the extent to which eTwinning has impacted their school as a whole in relation to various factors (listed in Figure 21 above). The general trend is that around one third of all respondents state there has been a large impact on most areas, around 40% state that this impact is moderate, 20% state it is small, and 10% or less state there is no impact at all. There are however two interesting exceptions. Improving relations between teachers and students is the aspect on which the largest majority of respondents (84%) agree eTwinning to have had a moderate or large impact on in their schools. This is a very positive result, proving that although eTwinning most explicitly targets teachers in the first place, the ultimate impact the programme is having, is on the learners themselves, which is very encouraging. The only other aspect which is rated slightly higher in terms of impact compared to the

others, is building a sense of European citizenship within the school, with 77% of teachers in total agreeing that eTwinning has had a positive impact in this respect to a moderate or large degree. This is also very encouraging since fostering a sense of citizenship and solidarity seems particularly relevant and important at this time, in the context of the refugee crisis Europe is currently facing and following the terrorist attacks in Paris and Copenhagen earlier in 2015. Also noteworthy is that attracting parents' interest in European projects is the aspect least positively rated, with over a third of all respondents stating that eTwinning has had no or only a small impact in this regard. This lack of impact in relation to parents recalls an earlier finding in section 5.2 where we observed that communicating online with parents was rated by around half of all teachers as not increasing as a result of their involvement in eTwinning. This may be because until now, parental involvement has not been a priority for eTwinning and has not received much dedicated attention. For this reason, it might be an interesting avenue for eTwinning to further explore in the coming years.

6.2. Is eTwinning impact reported differently by novice and experienced teachers, or teachers working in innovative or non-innovative schools?

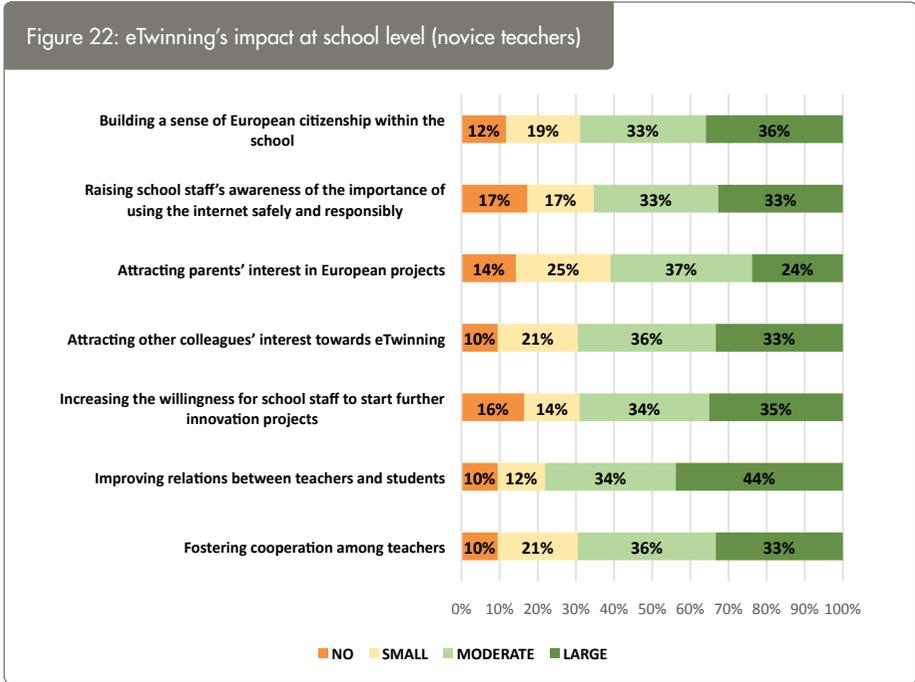
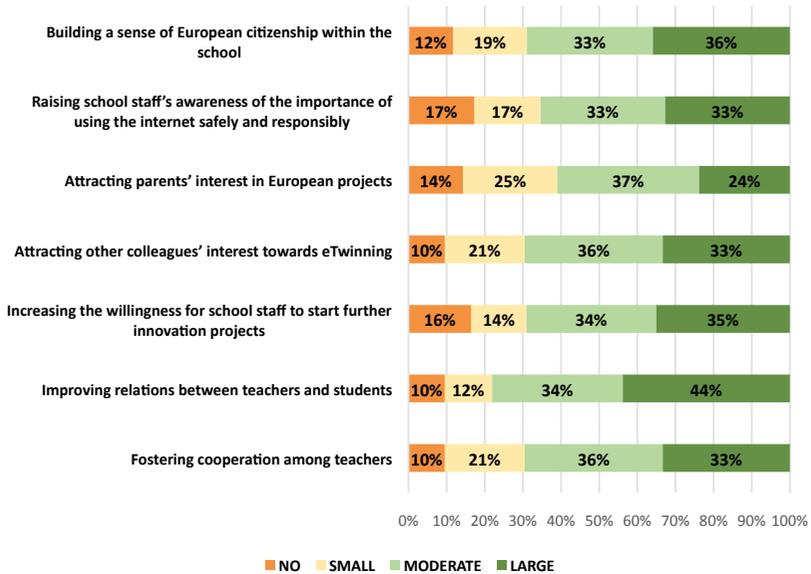


Figure 23: eTwinning's impact at school level (very experienced teachers)



In order to understand this school impact data a little better, we cross-analysed it with certain categories of respondents, to see whether we observe any trends. Firstly, we investigated whether teachers' years of experience had any potential bearing on their opinion of eTwinning's impact at school level. To do this, we categorised 'novice teachers' as those with 3 years or less teaching experience, and 'very experienced' teachers as those with 21 or more years of teaching experience. As is clearly demonstrated in Figures 22 and 23, the level of impact reported by novice and very experienced teachers is in fact very similar, with only a very slight higher rate of positive impact (moderate or large) reported by very experienced teachers. We can conclude from this, that how experienced a teacher is does not seem to have any bearing on how much eTwinning eventually impacts their school.

Figure 24: eTwinning's impact at school level (innovative schools)

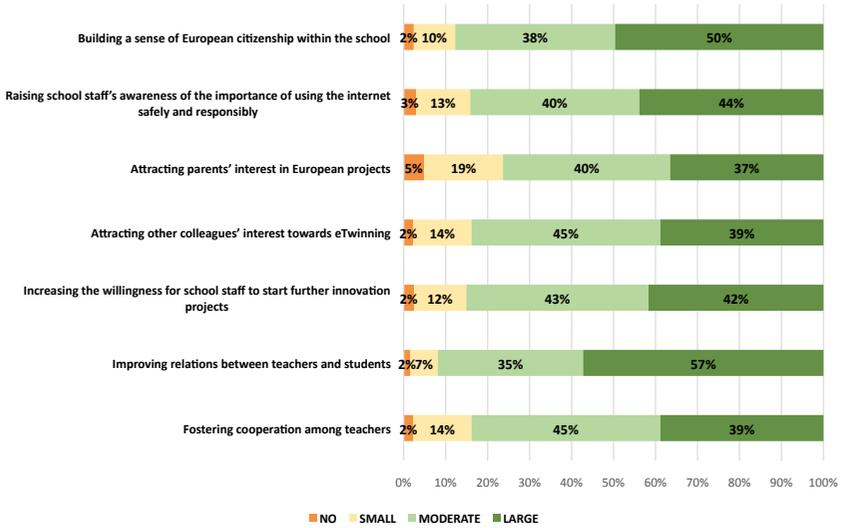
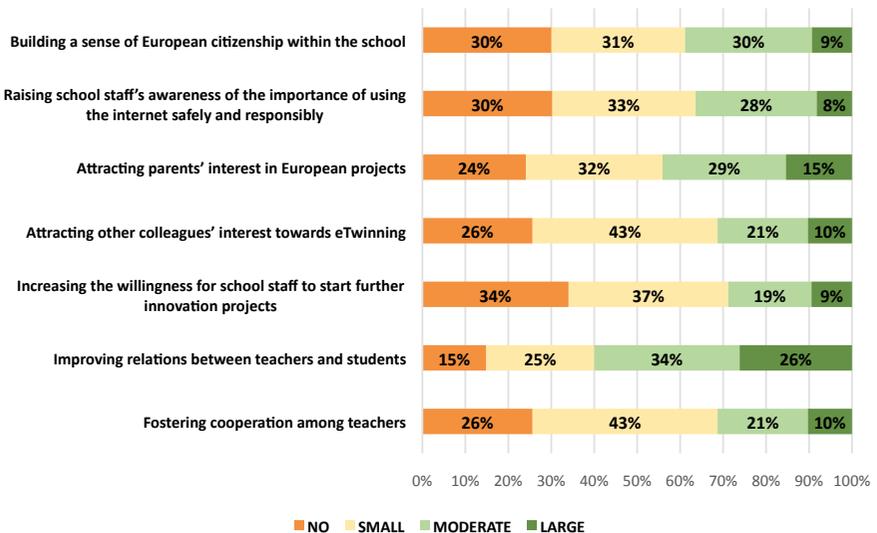


Figure 25: eTwinning's impact at school level (non-innovative schools)



On the other hand, it is very interesting to observe that when we cross-analyse the school impact data with teachers working in innovative or non-innovative schools, there is indeed a clear difference in the level of impact they report. According to this survey's responses, eTwinning has a much larger impact at school level, when the teacher involved in eTwinning works in what this analysis refers to as an 'innovative school' (i.e. a school which actively participates in international projects, cultivates innovative practices at school, promotes collaboration among teachers and is engaged in self-evaluation, as defined in section 3). Around 80% or more of all teachers working in innovative schools state eTwinning has impacted their school as a whole in relation to all areas, compared to only around 30% of teachers working in non-innovative schools. The only exception is when it comes to improving relations between teachers and students, where interestingly, the majority of teachers working in non-innovative schools (60%) rate eTwinning as having a moderate or large impact. Although it is not possible to infer any kind of causal relationship between the type of school a teacher works in and the impact eTwinning can have on that school, this correlation does seem to suggest that a school's profile may be important in determining how much benefit a school gains from a teacher's involvement in eTwinning. Yet again, these results support the direction eTwinning's Pedagogical Advisory Team is promoting; to move on from targeting the development of individual teachers to focusing on the whole school approach. It is hoped that by focusing on the whole school, it will be more likely that impact at this level is increased.



ETWINNING PROFESSIONAL DEVELOPMENT: TEACHERS' PARTICIPATION AND RECOGNITION

7.1. To what extent do teachers use and appreciate eTwinning's collaborative spaces and professional development services?

Figure 26: eTwinning's use of collaborative spaces & professional development services

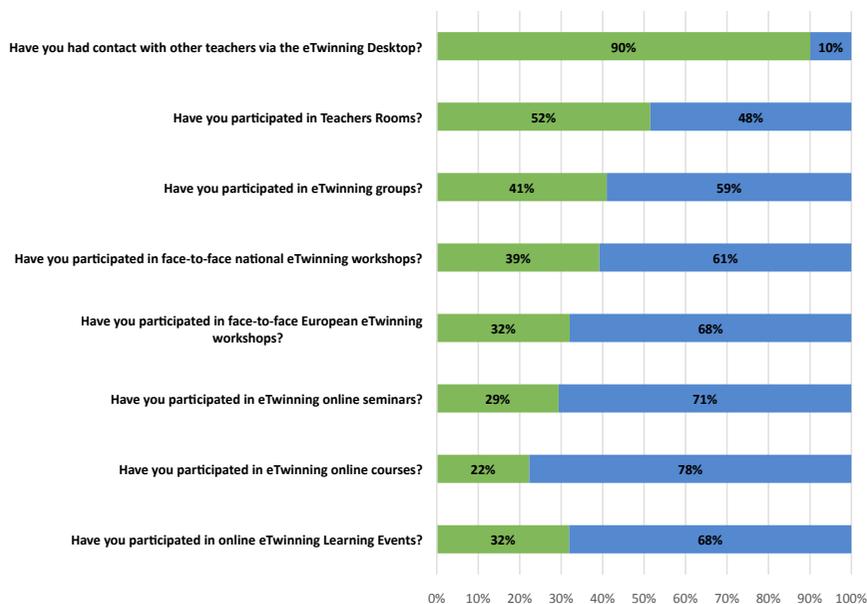
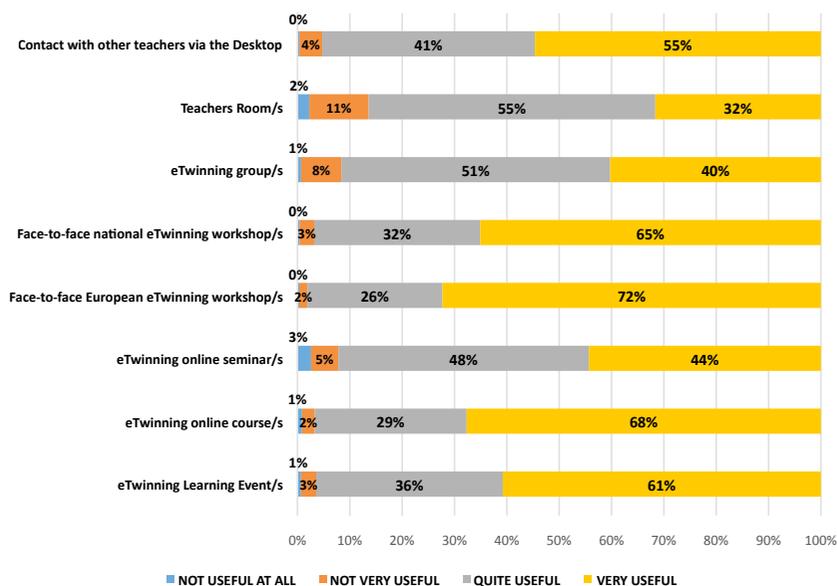


Figure 27: eTwinner's appreciation of collaborative spaces & professional development services



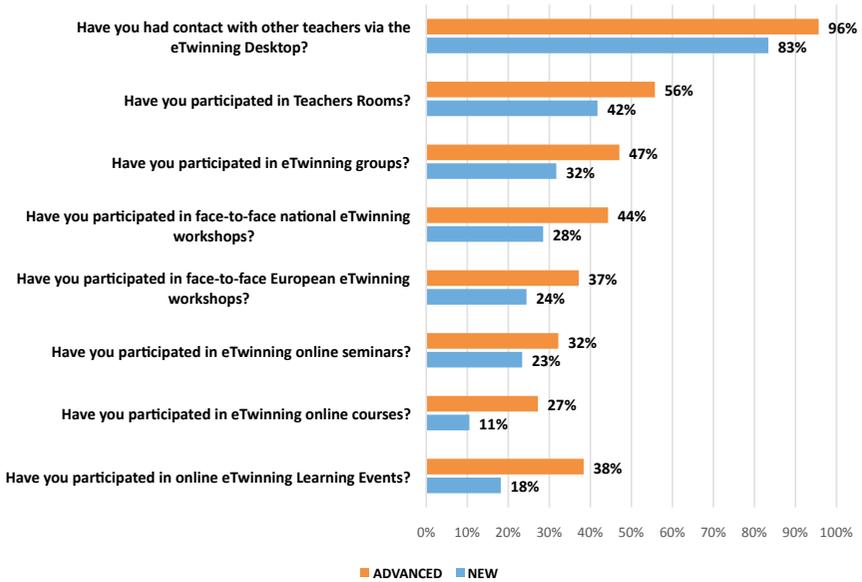
Most striking in Figure 26 and Figure 27, is that a very high percentage (90%) of eTwinners have had contact with other eTwinners via the eTwinning Desktop (now eTwinning Live), and 96% of them have found this to be quite or very useful. The Desktop may therefore be seen as a successful interface for individual teachers to make contact with other eTwinners. If we look at the other end of the spectrum, the service least participated in by eTwinners is the eTwinning online courses, with only 22% of all respondents stating to have done so. This reflects the fact that the participation in each online course is limited to 150 participants who are selected by the NSSs. Moreover, it is the most time-intensive professional development opportunity currently offered by eTwinning, as it requires teachers to commit themselves over a period of 6 weeks. However, in terms of how much these online courses are appreciated, a resounding 97% state to find these quite or very useful.

As is visible from Figure 26, all other collaborative spaces and professional development activities are participated in by 41% or less of eTwinning respondents (except for Teacher Rooms which 52% of respondents state they have participated in). At a first glance this may appear to represent a fairly small percentage of eTwinners who are actually making use of and benefitting from the various collaborative spaces and

professional development opportunities available to them. However, if one considers that, on average, roughly only one third of all registered eTwinners actually participate in a project, it is quite impressive that a larger average percentage of respondents to this survey declare they are participating in the professional development opportunities made available by the programme. Moreover, when one takes into account that participation in these professional development activities is completely voluntary, undertaken in teachers' personal free time and does not provide any formal recognition, the participation rate can be considered rather positively. Furthermore, of particular note, is that around 90% on average of teachers who declare to have participated in these collaborative spaces or training opportunities state that they have found these to be quite or very useful. The programme's recent impact study also found that participation in such professional development opportunities has an impact on the motivation and enthusiasm of eTwinners, and on their teaching methods and the ways in which projects are carried out (European Commission (c), 2015). There is therefore great potential here for eTwinning to continue investing in the development of professional development opportunities and to focus on attracting larger numbers of teachers to take advantage of these tools and opportunities. eTwinning's relevance in this respect is further underlined by a large-scale survey on ICT in education in Europe (including 190,000 responses from students, teachers and head teachers) which highlights the untapped potential of online teacher learning communities (European Schoolnet, 2013).

As demonstrated by Figure 27, in addition to the online courses already mentioned, the most appreciated professional development services are the face-to-face European and national workshops, with around 98% of teachers stating these to be quite or very useful. The least appreciated collaborative space are the Teacher Rooms, with 13% of respondents expressing that these are not very useful or not useful at all. It is worth noting that since the launch of this survey, the Teacher Rooms no longer exist and have been replaced by the renewed eTwinning Groups, which have already in their short existence been more positively rated (see Figure 27).

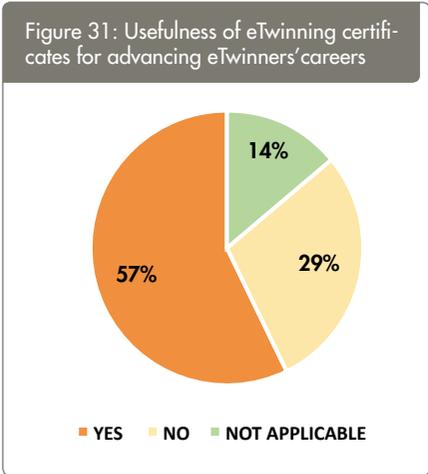
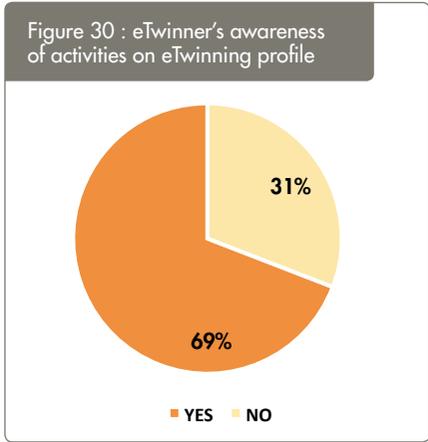
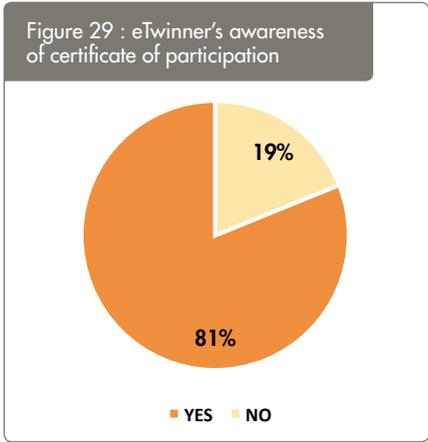
Figure 28: Participation in professional development depending on eTwinner profile



For the purpose of this analysis, 'advanced eTwinners' are those who described themselves as one of the following: a coordinator of one or more projects which are currently in progress; having been involved in various projects which are now finished; having been involved in past successfully completed projects and now currently involved in new projects. 'New eTwinners' are those who described themselves as being new to eTwinning and involved in their first project, or involved for the first time in one or more projects which are currently in progress.

It is interesting to note that as evidenced by Figure 28, a larger number of advanced eTwinners consistently participate in collaboration spaces and professional development activities compared to new eTwinners. This indicates that the more involved a teacher is in eTwinning the more their appetite grows to further develop their professional learning. This is an encouraging result. On the other hand it would be beneficial for eTwinning to provide additional support to new eTwinners in order for them to be aware of and encouraged to take advantage of the various services and tools available to them. The eTwinning ambassadors, themselves amongst the advanced eTwinners, have a significant role to play in this, together with the CSS and NSS. Indeed, in the 2015 edition of the eTwinning Weeks, the CSS are already involving the eTwinning ambassadors in a campaign targeting newcomers.

7.2 Respondents' awareness of recognition in eTwinning



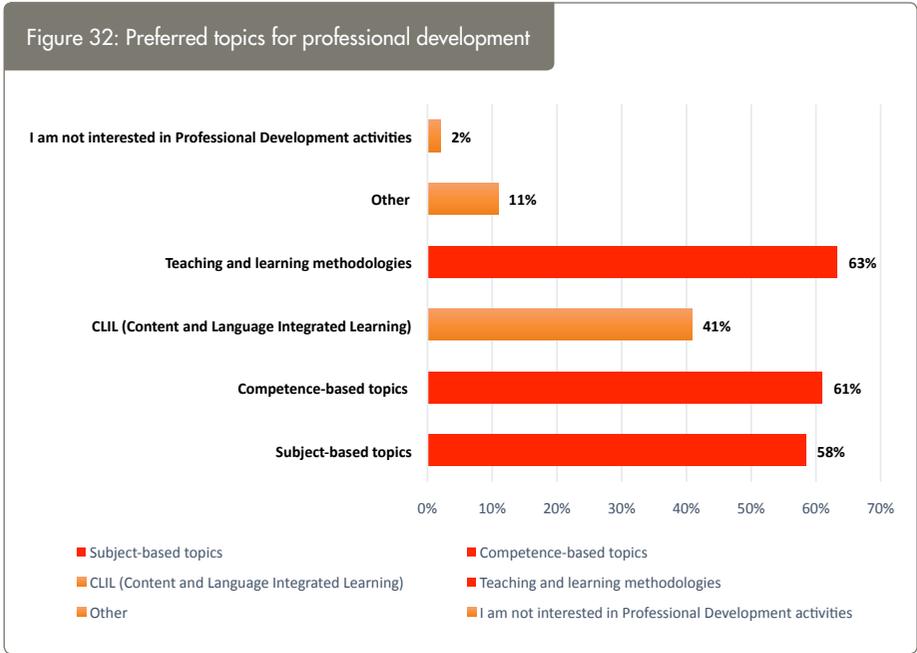
The survey results reveal that respondents are generally more aware of the possibility of receiving recognition through the awarding of certificates of participation in professional development activities (81%), than they are of recognition available through the listing of activities on users' profiles (69%). This calls for the Central and National Support Services to review how the availability of recognition is promoted at central and national levels, and to particularly emphasize that all eTwinners' project and professional development activities are listed on their individual profiles. Only

just over half of all respondents (57%) state that receiving an eTwinning certificate of participation for the professional development opportunities they partake in is in fact useful for their career development. This is noteworthy, as it indicates that despite there being a lack of formal recognition of professional development undertaken within eTwinning, a substantial amount of teachers still partake in it, and consider it to be useful, as illustrated by Figures 26 and 27.

Measures such as promotion on the eTwinning portal, in national communication (for instance circulars from school authorities) as well as other promotional activities

should be taken in the short-term to ensure that all eTwinners are aware of the recognition opportunities eTwinning offers, as this can act as an important motivating force for teachers to actively engage. These measures should not only be targeted at all eTwinners but also teachers who are willing to grow professionally. Furthermore, a special effort to inform new eTwinners joining the community for the first time about recognition opportunities should also be made.

7.3. In the future, on what topics and in which format would eTwinners prefer professional development activities to be delivered?



Regarding topics for future professional development services to be offered by eTwinning (respondents could select more than one topic), teachers’ preferences are rather evenly spread between teaching and learning methodologies (63%), competence-based topics (61%), and subject-based topics (58%).

Figure 33: Preferred formats for professional development



Here again, as illustrated by Figure 33, face-to-face European and national workshops are rated most highly by teachers, with 63% and 58% of them respectively stating these to be their preferred formats for future professional development within eTwinning. This result is consistent with Figure 27 which reveals that around 98% of teachers find the face-to-face professional development activities they have already participated in to be quite or very useful. What is interesting here however, is the fact that 57% of teachers state their preference for online learning events, which follows very closely behind the face-to-face training sessions.



WHAT DO WE LEARN FROM THIS SURVEY AND WHAT IS THE WAY FORWARD?

Thanks to the 6,000 teachers who voluntarily completed this survey, ten years on since eTwinning's inception, we are now able to say something about the impact they believe the programme to have had on their professional skills and practice.

It is very encouraging to observe that teachers report not only to believe that their ability to teach cross-curricular skills (an area known to be particularly challenging for teachers) to have been the skill most impacted by eTwinning, but that they support this statement by asserting that it is the teaching practice that they implement most, of all the practices mentioned, now more than before, as a direct result of eTwinning. This is a very positive result, as while teachers often have access to resources and professional development opportunities related to the teaching of their specific subject area, there are fewer resources and training opportunities available to them to develop their skills in teaching and assessing transversal competences and themes, and this is partly why teachers find this particularly difficult. eTwinning therefore has a clear role to play in continuing to fill this gap.

Moreover, another unique aspect of eTwinning which teachers usually have less exposure to in their daily professional environments, is a collaborative space including tools and professional development opportunities for teachers to specifically develop project-based teaching and learning skills. This was the next skill with the highest number of respondents expressing eTwinning to have had a large or moderate impact on. Also worthy of mention, is eTwinning's reported impact on teachers' foreign language skills thanks to its international dimension, as well as teachers' collaborative skills in working with teachers of other subjects. All four of these skills which teachers most highly rated eTwinning to have impacted (particularly the ability to teach cross-curricular skills and collaborate with teachers of other subjects), can be said to be areas which are particularly well catered for within eTwinning and which teachers otherwise may have difficulty or less opportunity to develop, as documented by the research cited in this report. eTwinners responding to this survey also

reported the programme to have increased specific 21st century teaching practices of a progressive nature, including, multi-disciplinary teaching, students' competence development, student-centred discussions, the development of learning to learn skills, and problem-based teaching and learning. The possibility to develop these skills and practices therefore constitute the cornerstones of eTwinning's pedagogical added value for the teachers and pupils it serves across the programme's 36 countries.

It is clear that in the years to come, eTwinning should be allowed the scope to invest sufficient time and resources to ensure the programme continues to offer a high quality service which allows an ever growing number of teachers to benefit from developing these important 21st century skills and practices to prepare today's students for tomorrow's challenges. But looking forward, are there any other areas eTwinning might usefully invest in? On the basis of the survey results, areas where teachers currently report the least impact include the pedagogical use of ICT, encouraging parental interest and involvement in European projects, and improving the learning of students with special educational needs. These might be avenues worth exploring in the near future. To establish teachers' interest in specific collaborative spaces, project resources, or professional development opportunities dedicated to these areas, it would be useful to launch a poll or a short user-needs survey for all eTwinners.

Moving away from teachers' individual development of skills and practices, one of the analysis' most interesting results is the apparent importance of a teacher's school profile. The correlation analysis illustrates that teachers working in innovative schools share their eTwinning practices more with other school staff than teachers working in non-innovative schools, and also consistently report eTwinning to have had more of a positive impact on various aspects at school level than teachers working in non-innovative schools. Although the results also show that teachers working in less favourable school environments still participate in eTwinning and benefit from it, it is clear that the highest participation and the most benefit is gained by teachers already working in what this analysis defines as innovative schools - where a culture of self-evaluation, teacher collaboration, involvement in international projects and engagement in innovative practices is fostered.

eTwinning's mission for its next stage of evolution should therefore be to ensure that it plays a crucial role in not only contributing to individual teachers' professional development, but to also making a school as a whole more innovative in its teaching and learning practices, regardless of its starting point. To do this it could consider a two-fold approach, whereby on the one hand activities are specifically developed for teachers working in less innovative schools to ensure they are supported enough to fully participate in eTwinning and to share the practices throughout their school in order to spread innovation; and on the other hand develop targeted activities for teachers already working in innovative schools to support them in going beyond sharing innovative practices within their own school, to spreading these further

afield to neighbouring schools which they can support at local level. One possibility would be to develop a mentoring scheme whereby advanced eTwinners working in innovative schools could be twinned with less advanced eTwinners working in less innovative schools to pass on tips and offer them support. This could be piloted within eTwinning's upcoming qualitative monitoring activities with a small group of teachers at national level, as well as also experimenting with a small group of teachers at international level, to identify the best conditions for such a mentoring scheme to work and have a positive effect. This action is one concrete way of responding to the need also identified by the programme's previous impact study, to harness the experience of advanced eTwinners more effectively within schools and at programme level (European Commission (c), 2015).

Another recommendation worthy of consideration would be to dedicate specific collaborative spaces (such as an eTwinning Group) and professional development opportunities (e.g. Learning Events) to head teachers and senior school management staff. Targeting those involved in school management will not only raise further awareness of eTwinning's opportunities for schools, but will also heighten the chances that eTwinning practices will influence school policy and be mainstreamed. Head teachers currently represent a small proportion of eTwinners, reflecting the fact that the programme currently most directly targets teachers, and through them their students. A targeted campaign to recruit eTwinning head teachers and develop specific activities for them is therefore recommended. The involvement of head teachers could be the focus of an upcoming edition of eTwinning Weeks for example. Moreover, in future eTwinning prize events, as well as inviting the winning teachers and students, each head teacher of a winning school could also be invited, and a meeting with these head teachers could be convened on this occasion, to discuss between them, the CSS and NSSs what their needs are and how their schools might most benefit from the programme.

In line with this survey's findings concerning eTwinning's more modest impact on non-innovative schools, the action's recent impact study found that a non-conducive school environment (including lack of support from colleagues and management as well as a lack of flexibility of the curriculum) is the joint most significant barrier (along with lack of time) for teachers' involvement in eTwinning projects (European Commission (c), 2015). It is therefore the recommendation of this report that the Pedagogical Advisory Team prioritises in its next work plan, the understanding of current constraints commonly faced by schools across countries, preventing them from getting further involved in eTwinning and gaining maximum benefit. These constraints are related to school organization, management, culture, and the curriculum, and a dedicated survey and first meeting with head teachers from a diverse set of countries will help in building our understanding of these barriers, and support the identification of favourable conditions and mechanisms required at school level.

There is significant evidence from this survey, as well as the action's previous impact study, to suggest that eTwinning teachers, through collaboration and access to eTwinning professional development opportunities, learn about and adopt new teaching tools and methods (European Commission (c), 2015). Their experience and new knowledge, however, is rarely transferred through extensive in-school collaboration and school-wide projects. This has already been recognised by the CSS, and the recent promotion of eTwinning School Teams, through a dedicated campaign in 2012, has been an encouraging first step towards addressing the issue. This report recommends, in accordance with the previous impact study, that an advisable next step would be to promote and provide guidance to schools on getting 'cumulative impact' from being involved in successive eTwinning projects. Involving head teachers directly in this by encouraging and supporting them in developing school policies which facilitate long-term involvement in eTwinning (and international project-based learning and professional development more generally) is a sustainable and strategic way of helping schools become more innovative in their teaching and learning strategies.

It should be noted that the concept of the 'eTwinning school' was in fact originally considered as a focus in 2006, one year after eTwinning first came into action. However, at this stage it was not possible for this concept to take shape and be mainstreamed as the programme was still in its infancy. Nine years on, and the eTwinning community's horizontal expansion is equivalent on average to more than two eTwinners in each of the 138,566 schools registered across the 36 countries currently covered by the programme. It is because this critical mass has been reached that now is the right time to revisit the concept of the eTwinning school, and to redevelop it taking into account the various factors raised by the analysis of this timely survey. This new focus will allow eTwinning's impact to penetrate each school more deeply, with the aim of injecting innovative organizational practices to facilitate the mainstreaming of successful new ways of teaching and learning, developed through eTwinning projects and the action's related professional development activities.



GLOSSARY

Ambassadors (eTwinning)

Experienced eTwinners working at local and national level to support other teachers and promote eTwinning. Ambassadors are appointed by their NSS and are there to support eTwinners.

Central Support Service (CSS)

The European eTwinning office, run by European Schoolnet in Brussels. The CSS is responsible for the central coordination of eTwinning activities across Europe.

Conference (eTwinning)

The annual eTwinning Conference is a three-day event that brings together over 500 participants (teachers, head teachers, NSS and stakeholders) to discuss eTwinning and its development, giving participants the opportunity to meet other eTwinners and share ideas. The Conference usually takes place in autumn and participants are selected by the CSS and NSS.

Countries (eTwinning)

There are currently 36 countries involved in eTwinning. A full list is available here:

https://www.etwinning.net/en/pub/get_support/contact.htm.

At present only teachers belonging to these countries' educational systems can officially participate in eTwinning.

Desktop (eTwinning)

The eTwinning Desktop was the social networking area restricted to eTwinning registered teachers (pupils do not have access). Functionalities include: profile creation, networking and partner-finding tools, and resource sharing. Since September 2015 it has been replaced by eTwinning Live (<https://live.etwinning.net>).

eTwinner	A teacher involved in eTwinning and registered on the eTwinning Portal as well as a pupil participating in an eTwinning project.
eTwinning	A European action that promotes school collaboration and networking between schools in Europe. For more information, go to the eTwinning Portal: www.etwinning.net .
eTwinning Live	eTwinning Live (https://live.etwinning.net) is the restricted environment for registered users launched in 2015. In addition to hosting the tools which were also available on the previous Desktop, it allows eTwinners to organise and run eTwinning online events. Teachers benefit from a video conferencing system allowing colleagues from all countries to get together in real time to discuss about their project ideas, lessons, teaching practice etc.
eTwinning Plus	eTwinning Plus is a project, which provides a platform for schools in Europe's immediate neighbourhood, to link with schools participating in eTwinning. The eTwinning Plus countries are: Azerbaijan, Armenia, Georgia, Moldova, Tunisia and Ukraine. A specific portal is dedicated to eTwinning Plus at: plus.etwinning.net .
European Project (eTwinning)	A project is set up by at least two schools from two different countries. It then has to be approved by the NSS in both countries. As from 2014, national projects can also be set up by at least two schools from the same country, as a first step to European collaboration.
European Schoolnet	European Schoolnet (www.europeanschoolnet.org) is the coordinating body of eTwinning at European level, on behalf of the European Commission. European Schoolnet manages the Central Support Service (CSS) of eTwinning.
Groups (eTwinning)	Communities within eTwinning for teachers to discuss by subject, theme or topic, providing a way to share ideas and connect with like-minded eTwinners. A full list of Groups is available on eTwinning Live (https://live.etwinning.net).

Learning Events (eTwinning)

Short intensive online events on a number of themes that offer an introduction to a topic, stimulate ideas and help to develop skills. They do not require a long-term commitment (discussion, reflection and personal work is spread over two weeks) and are run by education experts.

Learning Lab (eTwinning)

A special platform developed for eTwinning Learning Events.

National Support Service (NSS)

The organisation that represents and promotes eTwinning at national level. Each NSS provides training and support, organises events and runs media and communication campaigns at regional and national level. The NSS for eTwinning Plus countries are called Partner Support Agencies (PSA).

Portal (eTwinning)

The multilingual online platform for eTwinners to conduct eTwinning activities. Individuals must be registered to access all available tools and all information is available in 28 languages: www.etwinning.net.

Project Kits (eTwinning)

Step-by-step guides to successful projects with concrete ideas for teachers on how to implement a European collaborative project in their class. Kits can be used in their entirety or adapted to specific teaching contexts.

Prizes (eTwinning)

There are two types of prizes awarded in eTwinning, National Prizes awarded in each country and European Prizes. The European eTwinning Prizes are awarded yearly to teachers and pupils who have demonstrated outstanding results in an eTwinning project. The top prizes include participation at the Prize Event. To take part, one must have already received a European Quality Label. Submissions open in October every year and the winners are announced the following January.

Prize Event

The Prize Event is eTwinning's annual awarding ceremony. The event brings together teachers and pupils from winning projects in different prize categories to take part in workshops and ICT-related activities in Brussels. It runs for three days.

Professional Development Workshops

Face-to-face workshops aimed at teachers who want to improve their skills in various area, including pedagogy, ICT and collaboration. They are organised by the NSS and CSS and are held in different European cities throughout the school year.

Profile (eTwinning)

On eTwinning Live (<https://live.etwinning.net>), all eTwinners can create their personal and school profiles for others to see and learn about them. All eTwinning activities undertaken by eTwinners are listed on their personal profile. eTwinners can comment on or “like” journal posts published on a particular profile page, and “follow” any profile.

Quality Labels

eTwinning awards National Quality Labels and European Quality Labels to project partners who have demonstrated a high level of innovation and success in their project work. National Quality Labels must be applied for through eTwinning Live, while European Quality Labels are awarded automatically once a year (usually in October).

Recognition

eTwinning offers a number of ways for teachers to gain recognition for their work, including European and National Quality Labels, and eTwinning Prizes at national and European level. Pupils are given recognition in the form of National Quality Label certificates.

Registration

When teachers sign up for eTwinning, they gain access to eTwinning Live (<https://live.etwinning.net>) with all its available tools. All registered teachers are checked by the NSS in order to ensure the maintenance of a safe and reliable teacher database. Registration is a two-step process.

Social networking

The use of online community software to connect people with common interests virtually. eTwinning Live (<https://live.etwinning.net>) has a number of social networking tools to help teachers connect with other eTwinners.

Teachers' Rooms

These informal Rooms were available on the previous eTwinning Desktop. Teachers could either join or create a Room and discuss an area of interest with others for up to three months. With the launch of eTwinning Live (<https://live.etwinning.net>), Rooms have been replaced by Groups with extended features.



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