



Social Media as a tool for Inclusion

About the project

In this ERASMUS+ KA2 project we regard inclusive education as involving both a mindset (defined by intercultural understanding, tolerance and a non-blaming culture) AND some practical teaching methods and materials (like for instance software for illiterate, Cooperative Learning structures, or special physical equipment). We want to share our best practices in the fields of social media and inclusion from each of our schools to learn from each other and develop common teaching materials and an information campaign. The pupils will be active participants in the making of the materials to give them a sense of ownership to the material and include their experiences. Some teachers and pupils will contribute directly as representatives from their schools in the mobilities, but the major part will contribute through online and in-class activities. The parents will be involved too, as the information campaign will address them.

The transnational dimension of the partnership is essential to create outputs that are always valid, regardless of the local situation. Like it was stated in the Paris Declaration, we must stay united. Identifying best practices in social media and inclusive teaching and learning in the different education systems, and merging them together in the proposed action is expected to enhance the quality of teaching and learning in the partner Institutions.

Participating schools:

- Denmark: Langelinieskolen (main coordinator) att: Charlotte Rørbøl.
<http://langelinieskolen.skoleporten.dk/sp>
- Estonia: Jõhvi Põhikool att: Kadi Rebban
<http://johvipk.edu.ee/>
- Finland: Suolahden yhtenäiskoulu att: Matti Kentta
<https://peda.net/aanekoski/perusopetus/telakkakadun-koulu>
- Greece: 2nd Vocational High School of Heraklion. Att: Eleftheria Pachiadaki
<http://2epal-irakl.ira.sch.gr>
- Spain: INS Aubeng, att: Josep Maria Codina Cardona
www.iesaubenc.cat

Mobilities

Kick off meeting in Copenhagen, Denmark

We discussed about the application and the flow/administration of the project. We decided about the pre-survey, the e-twinning project and the logo contest. We had inspiring tours/presentations in Copenhagen and had an understanding of each other schools.

We had new insights/thoughts/reflections about social media and inclusion.

We had a good and inspiring time together and feel confident and excited about working together.



Mobility in Heraklion, Greece

Teachers from secondary schools taking part have been involved in variety of activities: group work for inclusion, job shadowing activities within their own specialism, gaining first-hand experience of teaching and learning in Greece; conferences presenting examples of best classroom practice in host school; high-level conferences and presentations in the field of internet safety was made by European Union Agency for Network and Information Security, ENISA researchers in the subject area . As well as we paid a visit to Forth, Foundation of Research and Technology, where we saw innovative technological solutions for the teaching process, for playing and gaming, at information places as well as for students' development. Last but not least, we learnt about Cretan traditions and Minoan civilization.



Mobility in Jõhvi, Estonia

First transnational meeting which included a pupils' exchange, involving a total number of 8 students. The main activities for the pupils during the exchange have been going to classes and joining workshops in the host school. Students have also been working on the use of social media between mobilities, including using the eTwinning online forum to get familiar and discuss their likes and dislikes about learning with students from other countries.

Teachers attended workshops about social media and inclusion, comparing schools, working in cross national groups, job shadowing, celebrating logo finalists, learning about eTwinning, Internet Safety and Estonian traditions.

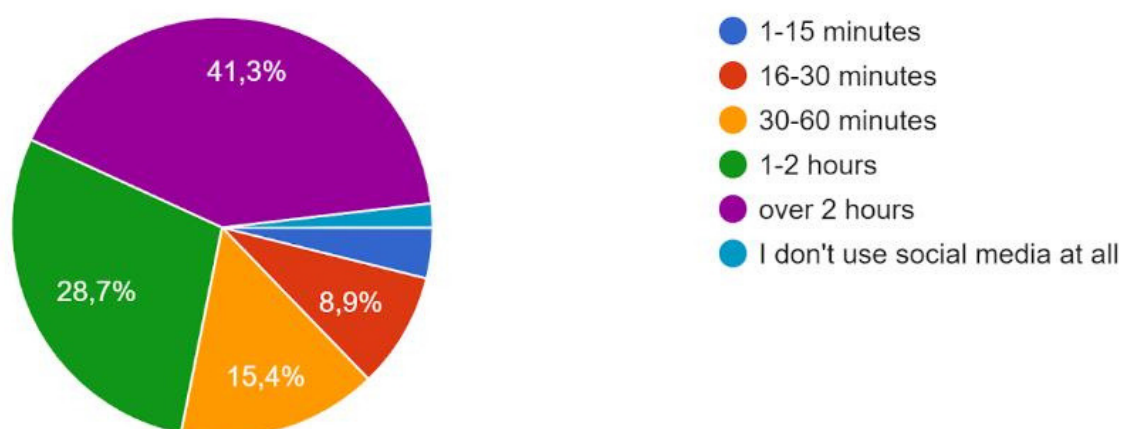


Preliminary results

As one of the aims of our partnership is to create a teacher training protocol on the use of social media, an important preliminary activity was to prepare questionnaires to be administered to as many teachers of the partner schools as possible. From December 2018 to January 2019, more than 540 teachers and students of the partner schools from five different countries were asked to grade a set of 15 statements concerning their use of social media and teaching. In particular, the statements investigated the teachers' and students attitudes about social media and inclusion. 85,2% of the participants were students. 41,3% of the participants tell that they spend more than two hours a day using social media. No. 1 social media platform is Youtube both for general purposes and for school too. 89,1% of the participants had heard about online bullying, cyber bullying or cyber harassment before but their experience or competence in identifying it vary. 20,9% of the participants had been bullied online and 14,3% admitted that they had bullied someone else. 76,7% of the participants had encountered fake news but their ability to identify them varies.

How much time do you spend using social media daily?

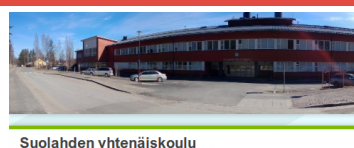
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Logo contest

There was a logo contest between schools. The aim of the contest was the creation of a logotype for the SoMeln project. The winning logotype is going to be the official image of the project and be used in all official documents and all print, digital, on line materials produced within the project framework. There was national and then international selection of logos. The winner was Marc Marçol Borrut and he won Graphics tablet Wacom. During the logo ceremony in Jõhvi Põhikool in Estonia, there was held a skype meeting with Logo winner in Spain and it was also facebook live at the same time. Social media connect people around Europe.

<https://someinerasmus.blogspot.com>



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