Programme -*Draft*

eTwinning
Online Annual Conference
2023

Education and Innovation
being creative
with eTwinning

19 - 21 October 2023

Erasmus+
Enriching lives, opening minds.

School education

eTwinning

Funded by
the European Union

AIM

To raise **awareness**, **engage** and **showcase** participants how eTwinning helps teachers deploy the Theme of the year ("Education and Innovation, Being Creative with eTwinning") in their schools.

TARGET AUDIENCES

1. Plenaries: eTwinners, educators, school heads, policy makers, press, researchers in the fields of School education Initial Vocational Education and Training, and Early Childhood Education and Care, student teachers and Initial Teacher Educators, and in general anyone interested in the topic.

2. Workshops: registered participants - eTwinners and Ministries of Education (for a specific workshop)

CONCEPT

Education is central to planning, building, and deployment of innovative pedagogies, as well as nurturing talents. Education also plays a key role in developing, disseminating, and accrediting knowledge and innovation. In line with the Annual Theme, the eTwinning Annual Conference 2023 will help participants *imagine an educational setting which, with the support of eTwinning, can be innovative and creative.*

eTwinning has been promoting innovative teaching practices since 2005, by highlighting the importance of the use of ICT in the teaching and learning process. Nevertheless, the use of ICT tools should not be perceived as an end in itself, but rather as a means that will help teachers achieve the innovation they wish in their classroom.

Innovation, even if not easily measurable, is multifaceted. Participants will be encouraged to innovate in the many forms available, such as:

- **Social innovation within a school**: making spaces for pupils' suggestions for adapting schools by giving more weight to their ideas and expression; giving more power to pupils and integrating their priorities and needs.

- **Mental and emotional well-being within schools**: reducing the "weight" of a strict curriculum, increasing the connections with the local community, pupil, and teacher well-being, and emphasising a learner-centred, competence-based, creative approach. This approach should be in line with the European LifeComp framework.

- **Pedagogical innovation**: ("naturally occurring" within eTwinning, but could go further), return to the Socratic method, create, and help students to develop their own opinions, speak in public, to act and imagine their own future. Schools should help students to develop their critical thinking, how to express their views. This does not require digital tools, but it requires time to discuss and to think.

- **Engaging with innovation** and some current fundamental topics (Artificial intelligence, Virtual Reality, just to mention a few) and with the Ethical guidelines on AI and data use in teaching and learning as an action of the Digital Education Action Plan.

PROGRAMME
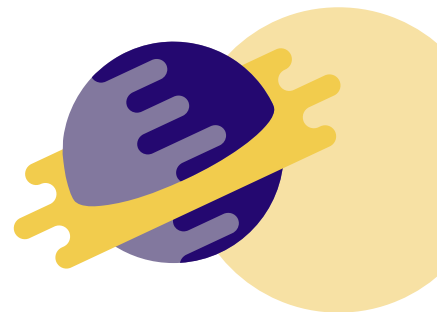
DAY 1   Thursday 19 October | public

16:45 – 17:00	Pre-opening of the conference
17:00 – 18:10	Plenary:
	• Welcome CSS • Commissioner - TBC • Greetings from NSOs and supportive partners • **Keynote address 1** - Georgi Dimitrov, Head of Unit digital education, European Commission • **Keynote address 2** - Stephan Vincent-Lancrin, OECD
18:10 – 18:30	*Comfort break*
18:30 – 19:30	**Session 1** - Celebrating innovation with Prize winners

DAY 2 — Friday 20 October | restricted to registered participants

Time	Activity	
10:00 – 14:00	Networking and Activities in the virtual exhibition hall	
14:00 – 15:00	*Break*	
15:00 – 16:15	**Workshop** Slot 1 (workshops in parallel)	**Workshop** for representatives of Ministries of Education
16:15 – 16:30	*Break*	
16:30 – 17:30	**Session 2 - Round table with supportive partners** | Building innovative school-community partnerships: Enhancing learning together	

DAY 3 — Saturday 21 October | restricted to registered participants

Time	Activity
09:30 – 10:45	**Workshop Slot 2** (*workshops in parallel*)
10:45 – 11:00	*Break*
11:00 – 12:15	**Workshop Slot 3** (*workshops in parallel*)
12:15 – 12:30	*Break*
12:30 – 13:30	Closing Plenary: • **Session 3:** Is my school really innovative? • Outcomes of networking activity • Closing from EC

KEYNOTES AND PLENARIES

KEYNOTE 1: TBC

Georgi Dimitrov, Head of Unit digital education, European Commissionr - Thursday 19 October, 17:00 – 18:10

TBC

KEYNOTE 2: INNOVATION IN EDUCATION: FROM THEORY TO PRACTICE

Stéphan Vincent-Lancrin - Thursday 19 October, 17:00 – 18:10

The presentation will discuss the different dimensions of innovation and highlight how and why innovation can/should be done with teachers at the school level. He will mainly draw on two examples. The OECD work on fostering creativity and critical thinking in education has engaged an international network of schools and community of teachers to determine practical ways to innovate teaching and learning. The recent report on Measuring Innovation in Education 2023 proposes different questionnaires that schools can use to assess their "innovation climate" or engage in a dialogue to change their practices so as to enhance equity. While innovation is not necessarily related to technology, it will also highlight how technology can lead to innovative practices in the classroom.

Stéphan Vincent-Lancrin is Deputy Head of the Centre for Educational Research and Innovation (CERI) and a Senior Analyst at the Organisation for Economic Co-operation and Development (OECD), where he leads work on digitalization in education ("Smart data and digital technology in education: AI, learning analytics and beyond"), on education during the covid-19 crisis as well as a large international practice-engaged innovation project in 24 countries on "Fostering and

Assessing Creativity and Critical Thinking in Education". His work has focused on innovation in education and on higher education, looking at how to support innovation-friendly ecosystems in education, how to drive change and adapt to innovation, and studying specific innovations.

His recent reports include the OECD Education Digital Outlook: Pushing the Frontiers with AI, Blockchain and Robots (2021), Fostering Students' Creativity and Critical Thinking: What it Means in School (2019), Measuring Innovation in Education 2023: Tools and Methods for Data-driven Improvement (2023) as well as Schooling during a pandemic (2021) and How Learning Continued during the COVID-19 Pandemic (2022).

He is a Marie Curie Fellow, a 2007 Fulbright New Century Scholar, and received awards for his work from the US National Association of Assessment Directors and from the International Center for Innovation in Education. He holds a PhD in economics, a master's in philosophy and a grande école diploma (Ecole Supérieure de Commerce de Paris).

SESSION 1: CELEBRATING INNOVATIVE ETWINNING PROJECTS IN EDUCATION

Thursday 19 October, 18:30 – 19:30

The annual conference's panel discussion highlights the creative minds behind the prize-winning eTwinning projects. This interactive session will dive into the world of new ideas in education, showing off the amazing achievements of teachers who used eTwinning projects to elevate the learning experience of students. Moderated by Irene Pateraki and Alexandra Almpanidou, the discussion will focus on the theme of innovation in education, exploring the core elements that set the winning projects apart. This session is an opportunity to meet representatives of the winning projects 2023 and discover first-hand how you can also run innovative eTwinning projects with your students!

SESSION 2: ROUND TABLE WITH SUPPORTIVE PARTNERS

Friday 20 October, 16:30 – 17:30

Description: Schools are increasingly recognising the critical role that community partnerships play in enhancing the overall learning experience for students. This round table highlights the importance of forging stronger collaborations between schools and various stakeholders to create a more supportive and enriched learning environment. Some of the topics that will be covered during the discussion include good practices of engaging parents, community organisations, and associations to create meaningful joint initiatives that positively affect students' academic achievements, personal development, and overall well-being.

The round table will engage the following ESEP supportive partners:

- European federation for intercultural learning
- European School Heads Association
- Lie Detectors – confirmed
- Parents International

SESSION 3: IS MY SCHOOL REALLY INNOVATIVE?

Saturday 21 October, 12:30 – 13:20

This session will have a bottom-up approach, offering students the opportunity to present their own points and concrete examples on what innovation and creativity are for them and what they expect from their schools in this regard. The panel will be composed by: a student teacher, students, representatives of MoE and European commission. Moderated by Rute Baptista the panel will introduce some presumptions about innovation and contextualize eTwinning and its role in Pedagogical innovation. Connecting the panel discussion to the various presentations made during the conference. The panellists will be invited to present concrete proposals for innovation and creativity. Interaction with the online audience is foreseen.

WORKSHOPS LIST

SLOT1 - 20 OCTOBER: 15:00 – 16:15 CEST (75MIN)

1   Design the Future of Learning

2   The Creative Power of Gen AI

3   Educational Escape Rooms in the classroom

4   Stop Bullying! Dealing with (cyber-)bullying in youth groups

5   Special needs or special skills – the power of high expectations can change the world

6   Bringing the House of European History straight to your classroom

7   Artificial intelligence in education: opportunities, challenges and use cases

SLOT 2 - 21 OCTOBER: 09:30 – 10:45 CEST (75MIN)

8   Incorporating Arts in STEAM Education - Introduction to Math/Science Theatre & Languages Theatre.

9   Google Earth in Education: your world, your voice.

10   Tackling disinformation in the classroom: simple tools for teachers to address AI and digital content with their students.

11   AI in the Classroom: Empowering Teachers

12   Sm@rt students: Raising active future citizens

SLOT 3 - 21 OCTOBER: 11:00 – 12:15 CEST (75MIN)

13   Les IA génératives et le prompt, nouveaux compagnons des enseignants et des élèves.

14   Boosting resilience and wellbeing of pupils and teachers

15   Virtual Interactions - Developing global citizenship is no Mystery

16   Immersive Technologies and Experiential Learning: Unleashing the potential of VR and Spatial.io

17   Socratic Questioning in the Classroom
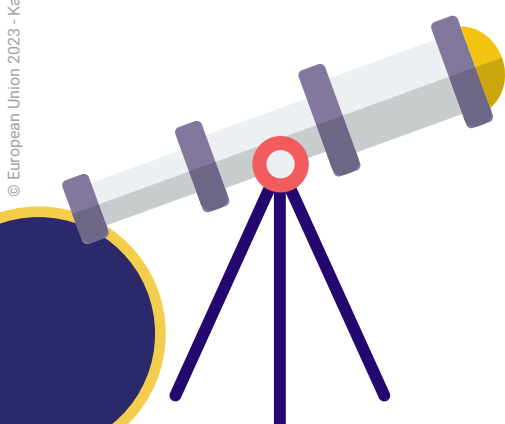
WORKSHOPS DESCRIPTION

1 **Design the Future of Learning**
Stephanie Woessner

In this workshop, you will first be introduction to a concept that empowers learners and educators to envision and prototype the future of learning within the framework of a Design Thinking workshop. This approach allows participants to actively shape their educational experiences, fostering innovation and creativity in the learning process.Following the introduction of this concept, participants will have the opportunity to engage in several phases of the Design Thinking workshop. This hands-on experience will provide a practical understanding of the Design Thinking process, enabling participants to apply these methods in their own work and work on the same or different design challenges with their learners. Join us as we explore the future of learning, using Design Thinking as our guide. Together, we will imagine, design, and prototype new ways to learn, shaping the future of learning and beyond.

Stephanie Wössner is a freelance consultant and speaker for future-oriented learning. Her main areas of expertise are Extended Reality, Game-based Learning, Artificial Intelligence, Design and Futures Thinking, as well as the Metaverse. She used to be a foreign language teacher (English + French: 10+ years experience in various high schools in Germany) and is currently working full-time for the Landesmedienzentrum Baden-Württemberg as head of the future of learning unit. She also earned a B.A. in Japanese and American Studies, taught Japanese to adults and children, spent two years abroad in Canada, France, the US and Japan, and has extensive experience in teacher training. Stephanie has also earned certificates for Futures Thinking, Design Thinking / Innovation Management and Artificial Intelligence and is currently pursuing two Master's degree programs, a Master of Arts in Game Studies and a Master of Science in Game-based Media and Education. Stephanie firmly believes that in the Age of Digital Transformation learning has to change fundamentally and that it is up to teachers to actively participate in this change as learning partners. This is why it is necessary to break new ground and to rethink the role of the teacher, reevaluate the purpose of education in general and challenge the current educational system.

For more information go to www.steffi-woessner.de and www.petiteprof79.eu
Twitter: @petiteprof79 - LinkedIn: Stephanie Woessner

---

2 **The Creative Power of Gen AI**
Arjana Blazic

In this workshop we will explore the ways in which generative artificial intelligence (Gen AI) serves as a catalyst for creativity and innovation in education. We will delve into how Gen AI creates avenues for experimentation and empowers teachers to embrace new roles as creators, innovators, and risk-takers. We will also examine how teachers can become more agile and responsive to the changing needs of students. We will explore the valuable contribution of eTwinning in fostering creativity and facilitating cross-cultural learning experiences.

Arjana Blazic is a teacher trainer, education technology consultant and course designer, based in Zagreb, Croatia. She has been an eTwinning ambassador for Croatia since 2014. She is a certified British Council teacher trainer in integrating ICT in the classroom. She is co-author of the Croatian National Curriculum for English as a Foreign Language and the National Curriculum for the Cross-curricular Use of ICT. In her role as an eTwinning ambassador, she provides assistance and shares her expertise and experiences with eTwinners by conducting workshops, organizing learning events, and offering other forms of professional development.

---

3 **Educational Escape Rooms in the classroom**
Jessica Peichl and Bernd Remmele

This online workshop deals with possible applications of Educational Escape Rooms in school context. The principles and functionalities of analogue and digital Escape Rooms will be presented. Participants will then have the opportunity to try out designing elements such as puzzles or stories for Escape Rooms. The workshop is based on results from the Erasmus+ project "SchoolBreak".

Bernd Remmele researches and teaches in the field of economic and civic competences, entrepreneurship education, financial literacy, and cybersecurity/data privacy. He has been responsibly involved in long series of national and international projects; e.g. was coordinator of the erasmus+ projects 'DIST – Digital Integration Storytelling' and 'School Break', and workpackage leader in the H2020 project 'GEIGER', which deals with cybersecurity for small companies. He is designated 'data security officer' of PHFR (starting from April 2022).

Jessica Peichl studied Audiovisual Media at the University of Media Stuttgart and Media in Education at the University of Education Freiburg where she worked on a wide range of digital learning concepts, especially learning in games and gamified contexts. Her Master's thesis in cooperation with the Swiss Science Center Technorama covers the learning setting of escape-rooms. Since 2017, she has been conducting workshops for children and adolescents in the field of media education with a focus on film and photography. Jessica Peichl has been working as research assistant at the University of Education Freiburg since 2020. Her recent research projects GEIGER and MECyS cover the subject of cybersecurity education for small and medium-sized enterprises. Since January 2023, she is consultant for digitisation at the University of Education Freiburg.

| 4 | **Stop Bullying! Dealing with (cyber-)bullying in youth groups** *Rupf Jannes* | Objective: To better understand bullying and its structures, to learn about the ""No Blame Approach"" and to get to know reaction possibility

Contents:
- What are the characteristics of (cyber-)bullying?
- What are the structures that enable (cyber)bullying?
- What is the ""No Blame Approach"" and how can I use it in my daily work?
- What are the differences and similarities between (cyber)bullying and hate speech?

Jannes Rupf has a degree in political science (M.A.). For years, he has been dealing primarily with topics such as hate on the Internet, (cyber-)bullying and serious games. Since the beginning of the Corona pandemic, he has also focused on conspiracy narratives and digital opinion formation. Furthermore, with the beginning of the war in Ukraine, the multiple crises of the world from Corona to energy to climate have come into focus. |
| 5 | **Special needs or special skills – the power of high expectations can change the world** *UNIQ* | This workshop is centred around challenging preconceptions regarding individuals with cognitive disabilities and elevating the expectations regarding their potential achievements. The students involved have garnered national recognition, and they are now embarking on their first international endeavours. The workshop format comprises an initial lecture, followed by discussions on the subject matter. These discussions will be conducted in smaller groups, focusing on key themes such as education, entrepreneurship, and the future prospects of individuals with intellectual disabilities.

What sets this workshop apart is that it's led by students who themselves possess intellectual disabilities.

A school class at the elementary special school got tired of the prejudices that existed about them. They decided to write a book and start a school company to change the way others saw them. Principal Denice Sverla and the students at Ekebyhov's special school have spoken in the Swedish parliament and in front of large business leaders. Now they are debuting internationally in the Annual eTwinning Conference to show the potential of every individual, regardless of the conditions. |
| 6 | **Bringing the House of European History straight to your classroom** *House of European History educators* | The House of European History is bringing Europe's history to life with the launch of its new virtual tour. This workshop is designed to help you use it, and to give you the tools so you can confidently teach your class about European integration.

With our new virtual tour, digital visitors are invited to explore the museum's exhibition with dynamic storytelling and a range of content - including video footage of a real curator from the House of European History who introduces the different sections of the museum. Join the workshop and learn how to expertly navigate the latest online tool.

The virtual tour will shine a light on the milestones of European Integration through exciting stories, unique objects and primary sources. It will also invite you to foster a more comprehensive understanding of today's European Union by reflecting on the origins of the EU project; understanding the importance of compromises; learning more about the values of the EU and elections; and explore the succes*-ses, failures and challenges of the EU so far.

The House of European History, is a project of the European Parliament, and presents shared European phenomena that have helped shape the continent.

By interpreting history from a collective European perspective, it connects and compares shared experiences and their diverse interpretations. |
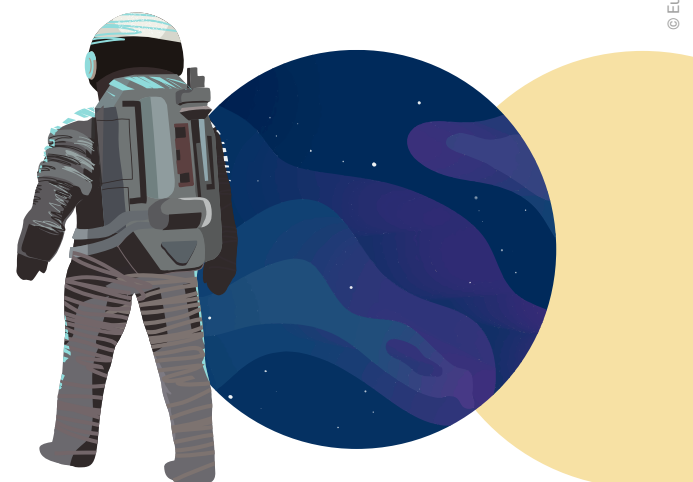
7	**Artificial intelligence in education: opportunities, challenges and use cases** *Daniela Hau, Claire Flammang and Claude Reuter*	In a world where AI is growing in importance, it is crucial for education to consider what competencies people need as AI changes how people communicate, work and live with one another and with machines. Against the backdrop of the current public discussions on ChatGPT and its impact on education, the question has come up whether these kinds of technologies are actually supporting or undermining teaching and learning. In this short workshop we want to deal with this essential question by providing context, overview and concrete examples: • Definition: What are we talking about? • Use cases: Learning with AI, for AI or about AI? • Impact: Which benefits and challenges are we facing? *Daniela Hau heads the Innovation Department of the SCRIPT (Service de Coordination de la Recherche et de l'Innovation pédagogiques et technologiques), Ministry of Education in Luxembourg. Her work concentrates on AI and data literacy, media literacy in general and digital game-based learning. She is also a freelance PhD student at the University of Luxembourg, Department of Psychology. Her research focuses on teachers' basic understandings and attitudes towards AI in education.* *Claire Flammang is an art teacher in secondary school, teacher trainer at IFEN (national institute of teacher training) and project coordinator in Innovation Department at SCRIPT. Her interests range from the use of new technologies in contemporary pedagogy to the understanding and implementation of 21st century skills in education, often leading her to unknown and thrilling challenges.* *Claude Reuter is a specialized teacher. He works as a project coordinator in the Innovation Department at SCRIPT. His focus is on developing concepts for the integration of media education in primary and secondary schools. Claude is also involved in the development of national achievement tests in mathematics and the promotion of problem solving in mathematics.*
8	**Incorporating Arts in STEAM Education - Introduction to Math/Science Theatre & Languages Theatre.** *Yiannis LAZAROU*	A brief presentation of the STEAM Education program that is currently formed and applied at Pagkyprion Gymnasion, the most historic (since 1812) public school in Cyprus. Demonstration how Arts (Design, Music, Theatre and other) are actively incorporated in our STEAM projects and an introduction to Mathematical /Science & Languages Theatre. A fun online workshop on Mathematical /Science (and the very new) Languages Theatre will follow, actively involving all participants as much as possible: Handouts will be given on short theatrical script writing and links of theatrical acts already played by students in various competitions. *Mathematics teacher at Pagkyprion Gymnasion in Nicosia (est. 1812) Coordinator for STEAM Education of Ministry of Education in Cyprus for public middle/and high schools.*
9	**Google Earth in Education: your world, your voice.** *Teresa Pombo*	Google geo tools bring to the classroom lots of possibilities of collaboration reflecting on different places, cultural identities, problems and possibilities. It's a way to allow students to explore the world and bring it's diversity into the classroom while developing their critical thinking. *I'm a Portuguese Language teacher and Teacher Librarian at a Secondary School in Almada, Portugal. I hold a Masters on Educational Sciences (Educational Technologies). I'm also a Teacher Trainer on Educational Technologies and Media Literacy. I've been working for several years as a member of Google Lit Trips project, an internationally recognized literary association whose resources are fully available without any costs. This project was named by the Asia Society as one of the Goldman winners Sachs Foundation Prize for Excellence in International Education in 2008 and in 2010 by Tech Museum of Innovation as one of the winners of the Microsoft Education Award for Technology Benefiting Humanity.*
10	**Tackling disinformation in the classroom: simple tools for teachers to address AI and digital content with their students.** *Margit Langenbein*	Popes in coats, a fake Drake song, and an arrested politician - AI programmes like Chat GPT and Midjourney have catapulted AI generated disinformation to new heights. The results are found on platforms like TikTok, YouTube and Instagram. With kids getting their information on those platforms and AI learning faster and making less mistakes, digital literacy becomes an even more crucial skill for students and teachers. How can teachers tackle this in the classroom? In this interactive session, teachers will see learnings from Lie Detectors' media literacy work with thousands of classrooms and teachers across Europe and try out some solutions themselves with a special focus on AI generated disinformation. Handouts and materials will be provided. *As head of the International Programme Department at Lie Detectors, Margit oversees the organisation-wide strategic planning processes and evaluation. She works with the country teams and external experts on materials for our volunteer journalists and media experts for our classroom visits and teacher trainings. Before joining Lie Detectors in 2019, she worked for several years in event management and for a news agency.*

11	**AI in the Classroom: Empowering Teachers**	The workshop is designed to provide teachers with a comprehensive overview of Artificial Intelligence (AI) and its potential applications in education. A short introduction lays the foundation by explaining the basics of AI and discussing how it can enhance teaching and learning practices. Real-world examples are used to help participants understand the basic concepts and benefits of AI in education, and how AI is already making an impact in education.

Jessica Niewint-Gori

Through a reflective practice segment, participants will be encouraged to reflect on their current teaching practices and consider how AI could be integrated to better develop students' skills. Looking to the future, the workshop explores the potential of AI in education. It helps teachers anticipate and prepare for new technological challenges that may arise as AI continues to advance. By understanding future possibilities, teachers can stay ahead of the curve and adapt their teaching methods accordingly.

The workshop will conclude with a question and answer session. This allows participants to address any doubts or concerns they may have, discuss potential challenges in integrating AI, and brainstorm strategies for effective implementation. It encourages collaboration and knowledge sharing among teachers.

The workshop is led by researchers and collaborators of Indire, CNR-IDT, the Italian ministry of education and the Centre of the Republic of Slovenia for Mobility and European Educational and Training Programs (CMEPIUS)

12	**Sm@rt students: Raising active future citizens**	During the workshop, action plans that have been implemented in pre-primary and primary schools will be presented with the aim of raising awareness of school communities regarding inclusion, exploring social issues of contemporary reality such as children's rights and force displacement, as well as cultivating Emotional Intelligence. Participants will then be given the opportunity to exchange ideas and reflect upon actions that could be implemented in school communities to address relevant issues.

Margarita Samoutian & Magdalini Koutsouri

Margarita Samoutian - Preschool teacher, eTwinning ambassador
Margarita Samoutian has been a preschool teacher in Kindergarten of Avlonari in Greece since 2012. She holds a bachelor's degree in Education Science in Early Childhood from Democritus University and a master (MSc) in Counseling from the University of Thessaly. In 2015, she became a member of the eTwinning community implementing more than 20 collaborative projects. In 2021 and 2022, she was awarded the 1st European eTwinning Prize for the projects "eTreeHuggers: 1,2, tree hug the trees with me" and "STEAM Preschool Academy" and the National eTwinning Prize for the projects "Eco Tweet: Little Scientists" and "Ecomates: Little Detectives". This year her school was nominated for EITA 2022 for the project "Happy School through SEL". She has been an eTwinning ambassador, a Scientix ambassador and a EU Code Week Leading Teacher since 2020. She speaks English, French and Spanish. She is passionate about the development of a sustainable community that nurtures students' talents through interdisciplinary activities and creates inclusive opportunities based on their everyday life.

Magda Koutsouri - TEFL primary teacher, eTwinning ambassador
Magda Koutsouri has been an TEFL primary teacher in Greece since 2004. She holds a bachelor's degree in English Language and Literature from the Aristotle University of Thessaloniki and a master (M. Ed.) in Teaching English as Foreign/International Language (TEFIL) from the Hellenic Open University. She has been an active eTwinner since 2013 and an eTwinning ambassador (2015-2017, 2020 to now). She speaks English, French and German. In 2019, she was awarded the special category European eTwinning prize, "Peyo Yavorov" for the project "No barriers to Reading" and in 2022 the National eTwinning prize for the project "Trojan Horse".

13	**Les IA génératives et le prompt, nouveaux compagnons des enseignants et des élèves.**	Après une introduction sur les intelligences artificielles en général et les IA génératives en particulier, ce workshop propose d'explorer l'outil central de toute requête à une IA générative : le prompt. Par une mise en pratique, les participants découvriront les éléments essentiels constituant le prompt pour une réponse de l'IA la plus pertinente possible. Enfin dans un dernier temps, nous explorerons les usages (soutien à l'enseignant, enseignement et soutien à l'apprenant) et les limites (transparence, biais, données) de ces outils désormais ancrés dans notre quotidien numérique. Intervenants : Emelyne Jouglet et Bertrand Formet, groupe de travail national Humanités numériques réseau Canopé, France

Emelyne Jouglet

Emelyne: Médiatrice-formatrice à Réseau Canopé depuis 5 ans, professeure des écoles.

Domaines de compétences : fablab, radio scolaire, éducation aux données, communs de la connaissance, learning by doing.
Formet: Coordinateur numérique éducatif et innovation, précédemment professeur des écoles et directeur d'Atelier Canopé. Formateur numérique éducatif, éducation aux médias et humanités numériques.

Veille, curation et partage dans les domaines des usages et des humanités numériques, du numérique éducatif, de l'innovation, de l'éducation aux médias et des médias sociaux.

14	**Boosting resilience and wellbeing of pupils and teachers** *Inés Verplancke*	The figures about 'mental health at school' are not good: fear of failure, rebellious or indifferent behaviour, burn-out, ... the list is long. As well-being is a prerequisite for learning and functioning well, learning how to be resilient is an absolute must. Especially in these fast-changing and stressful times. But how do you do that effectively? The Polyvagal theory provides us with a neuroscientific basis to understand what resilience is and where emotions, thougths and behaviour come from. It also explains that we can reinforce resilience by learning how to cooperate with our nervous system and provides concrete tools and exercises for self-regulation. This workshop combines an explanation on this practical theory with simple exercises that can easlily be implemented in your classroom or daily life. Participants also receive tips & tricks and a booklet on how to work on resilience in the classroom. *Inés Verplancke has a degree in Social Work, Political Sciences, Trendwatching and is a certified trainer in 'Polyvagal theory at school'. For 20 years she worked for Europe House Ryckevelde, a non-profit organisation on European citizenship. She is an expert in training sessions for students and teachers and in developing didactic material for education. Her work was rewarded with several prizes, such as a third prize winner of the 'Prize Altiero Spinelli for Outreach 2019' of the European Commission. Since 2019, she provides training sessions on 'resilience and well-being at school' on themes like self-care, dealing with challenging behaviour, trauma-sensitive teaching and strenghtening resilience. She also coaches schools in further developing a welcoming school climate. After all, well-being and learning are interrelated: well-being facilitates learning, and achieve good learning results improves well-being. In her work, she focusses on prevention, on balancing care and empowerment, and on individual and collective well-being at school. Check the website www.inesverplancke.be/en for more information.*
15	**Virtual Interactions - Developing global citizenship is no Mystery** *Rita Zurrapa*	Mystery Skype is a simple game promoted by teachers that develops many students' competences. Promoting virtual interactions is opening our classrooms to the world and providing authentic communication situations. The project encourages interactions worldwide. During the workshop teachers will learn about the game, about teachers and students' impressions, and will be provided with some guidelines to implement the activity in their classes. *Rita Zurrapa is an intermediate English Teacher and eTwinner since 2006. She has a degree in Modern Languages and Literatures / English and German and a Masters in American Studies. She is a Phd student in Languages Teaching – Multilingualism and Education for a Global Citizenship. She was the Portuguese National Coordinator of eTwinning for 6 years. She is involved in Erasmus+ projects. She is a Teacher Trainer.*
16	**Immersive Technologies and Experiential Learning: Unleashing the potential of VR and Spatial.io** *Georgia Maneta*	In recent years, much has been said about Immersive Technologies, referring to technologies that enable users to immerse themselves in a virtual world. In this workshop, our main goal is to present the benefits of using Immersive Technologies, such as Virtual Reality (VR), in education. We will showcase a Virtual Reality (VR) room created on the Spatial.io platform, specifically designed for the MSc program in IMT as a best practice example. By exploring this virtual environment, participants will gain a deeper understanding of the opportunities that immersive technologies offer. Moreover, participants will actively contribute by creating and adding their own small VR environments within a designated space on Spatial.io, where they will be granted editing rights. This workshop is tailored for educators, researchers, and professionals in the field of education who are interested in exploring the potential of Immersive Technologies. *Georgia Maneta has been an EFL educator for over 20 years of teaching experience. She has a Master's Degree in Immersive Technologies in Education and is trying to incorporate them in her teaching practice. She has been ivolved in eTwinning since 2010 and she believes that it is a real eye-opener for her students as it is a safe online environment where they can collaborate with and make friends with peers from other parts of Europe and beyond. She has, also, been apoointed as an eTwinning Ambassador for the second time.*
17	**Socratic Questioning in the Classroom** *Catherine O'Reilly*	The emergence of critical thinking goes back through history, going back to Socrates and beyond. Socrates was a philosopher known to systematically attempt to understand reasoning and how to assess reasoning by explicitly asking questions. Moving forward to contemporary teaching and development, many scholars have built on the work of Socrates. Coming into the 1970s, the concept of critical thinking as a term became widely used in education thanks to the work of philosopher Mathew Lipman who developed the program philosophy for children also know and P4C (Lipman, 1982, 1988). For this professional development program, we will draw on the concept of critical thinking in the field of education adopting the concepts of critical thinking developed by (Paul & Elder, 2019) to explore how educators can use Socratic Questioning in the classroom to support critical thinking skills. In this model Socratic questioning is used to target reasoning which is proposed to enhance the quality of student experiences in learning and in life. *Ms Catherine O'Reilly is a PhD Student in the School of Education at Trinity College Dublin, Ireland and a part-time research supervisor in the area of Early Childhood Education & Care. Following ten-years as a preschool educator she spent the last five years researching storytelling and critical thinking as pedagogical tools in the early years' classroom.*