

Erasmus+

I.E.S. Emilio Castelar

- Erasmus+
- Servicio Español para la Internacionalización de la Educación (SEPIE)
- Cooperation for innovation and the exchange of good practices
- Strategic Partnerships
- School Exchange Partnerships
- Call 2020
- Round 1
- Grant Agreement Number 2020-1-ES01-KA229-081727_1
- Report Type Final
- Date of submission 27/09/2023

Francisco Collado
Name of legal representative

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|------------------------|-------------|
| Main content: | Report Form |
| Number of attachments: | 1 |

1. General Information

1.1. Final Report for School Exchange Partnerships

Reporting process for School Exchange Partnerships follows a specific procedure because each school in the partnership is issued its own Grant Agreement with the National Agency in their country.

At the same time, even though each school has its own Grant Agreement, the joint project is based on a common application. Therefore, to assess the results of the project and make the final payments to the involved schools, the National Agencies need information about the entire project. For this reason, the reporting for School Exchange Partnerships is organised in three steps that lead to creation of a joint partnership report.

Step 1: Coordinator's report

You, as the coordinator of the partnership, must complete this 'partnership report' and make sure that all activities have been included in Mobility Tool+ (even if your school has not directly taken part in each activity). The information you encode in Mobility Tool+ is always visible to your partner, but they are not able to change it.

Step 2: Getting the report ready for submission

Once you have completed the partnership report, you will be able to indicate that you are 'ready for submission'. Your partner schools should then finalise their own parts of the report. Their work consists of defining the details of their own budget, including the groups of participants they have sent to the project activities. Once they have finished, they must indicate that they are also 'ready for submission'.

Your partners can also ask you to make changes to the report and you will be able to do so, but afterwards all the partner schools must agree to the new version before it can be submitted.

Note that the partner schools may start filling in their report before you have finalised your own, however they can only complete it by marking it as 'ready for submission' after you have finished with your part.

These rules ensure that your partners see the final version of your report before they agree with it. This is particularly important because they can only request budget for Learning, Teaching and Training Activities that you have listed in Mobility Tool+.

Only when all schools in the partnership are ready, you may proceed to the next step.

Step 3: Submitting the joint partnership report

Once all partner schools have declared that they are ready, you will be able to submit the complete partnership report to your National Agency. The National Agencies handling the Grant Agreements with your partner schools will receive the reports of your partner schools at the same time.

Important notes

It is very important to understand that the partnership must work together to submit the joint report. The National Agencies of partner schools are not going to be able to make payments before the joint partnership report has been submitted and evaluated by the coordinating National Agency.

A part of your role as the coordinator of the partnership to make sure you provide the information in your report on time and that you organise the rest of the partners so that the joint report is submitted on time. The 'Partnership Dashboard' available in Mobility Tool+ can help you with these coordination tasks.

1.2. Report Form Structure

This report form generated from the Mobility Tool+ consists of the following main sections:

- General Information
- Context: this section resumes some general information about your project;
- Project Identification
- Project Summary: this section summarises your project and the organisations involved as partners;
- Project Description



- Project Management
- Learning, Teaching and Training Activities
- Timetable
- Follow-up
- Budget (coordinator school)
- Annexes: additional documents that are mandatory for the completion of the report;

2. Context

this section resumes some general information about your project;

| | |
|-----------------------------------|---|
| Programme | Erasmus+ |
| Key-Action | Cooperation for innovation and the exchange of good practices |
| Action | Strategic Partnerships |
| Action Type | School Exchange Partnerships |
| Main Objective of the project | |
| Call | 2020 |
| Round | Round 1 |
| Report Type | Final |
| Language used to fill in the form | EN |



3. Project Identification

| | |
|--------------------------------------|---|
| Grant Agreement Number | 2020-1-ES01-KA229-081727_1 |
| Project Title | Responsible Digital Natives |
| Project Acronym | Re(a)D(y) Natives |
| Project Start Date (dd-mm-yyyy) | 01/09/2020 |
| Project End Date (dd-mm-yyyy) | 31/08/2023 |
| Project Total Duration (months) | 36 |
| Coordinator Organisation Legal Name: | I.E.S. Emilio Castelar |
| National Agency | Servicio Español para la Internacionalización de la Educación (SEPIE) |

4. Project Summary

this section summarises your project and the organisations involved as partners;

If applicable, project summary at application time in English:

Digital Addiction is a global problem to be handled meticulously. Social media is notorious for its impact on the mental health of young people. Gaming addiction is listed as a mental health condition for the first time in 2018 by the WHO. A study shows that as mobile phone use increases, so does anxiety. There is a strong link between heavy internet use and depression. Information pollution on these platforms also caused many disastrous chaoses. The languages also got affected negatively. Misuse of Language via non-sense abbreviations degenerated Linguistic competence. If we are to google "Child" and "Digital World" together, we can see many sources but almost half of them praises Digital World Children and other half shows the bad results for them. In the 21st Century Digital Era, we have seen the strong need to combine Technology and digital media and information literacy, a subcategory of 21st Century Skills with the Principles of Europe 2020, ET 2020 and Lisbon Strategy which means we will work on raising awareness of the good use of Technology for reasonable TECH-LIFE Balance. As this case is spread all over the world we would like to work as 6 schools to raise awareness in 6 European Schools opening to that city; Country with a well-designed Dissemination. We started our works with "Responsible Digital Natives; Ready Natives" on Etwinning and plan on go on with this Erasmus Project which means that we have been immersed in this project from the beginning till the end. In the project we will have both Peer – Coaching&Learning and INTERGENERATIONAL based approach within our "Inclusive" approach to all students. Our first focus group is Secondary School Ss so that they can be good models for their younger siblings; Ss at the same school and they will be conscious highschool Ss. While working on this project we will work with parents, the other primary Focus Society, as they should also be good models for their children. These Ss will also be good models for one another. In this way, we believe that we'll expand our area for conscious individuals who will be the active and RESPONSIBLE citizens tomorrow. Our goals are to - motivate all project participants to use technology for wellbeing, teaching, learning, sharing, developing new ideas, disseminating ideas working with participants of all ages to make them conscious that technology can make our lives better if we use it on responsible way. - use interdisciplinary and inclusive method around partnership among 6 European Schools - transference the good examples into all schools - develop inter-cultural dialogue to be Responsible, Active citizens eradicating Xenophobia -raise awareness about Mother Tongue and Foreign Language Purification through encouraging good Language Use sterilized from non-sense Social Media Language - enlighten students about copy right, how to make research using Digital platforms against information pollution. - include teachers, management staff, other schools, parents, local people, local directorates as possible as the natural disseminators of this project - get more prestige for each school and self-esteem, proficiency for each participants for Life Long Learning Philosophy We would like to work with as many students as possible but to be concise in the name of evaluating, we will mostly work on 10-12 year old Ss. At local activities all Ss will have chance to join activities. The Ss having some barriers such as social, health will be encouraged. We have a well-designed dissemination Plan so that each single part will be visible for the ones interested around Europe and the world. For this, we will focus heavily on e-twinning. We have started our works around "fair share of work" and we believe that we will end in this motto. Apart from common activities we have specialized the project's ongoing arrangements such as general coordination on Spanish school, website works on Lithuanian team; e-twinning checks on Croatian and Latvian teams, Mobility Dissemination videos on Turkish team, Questionnaires-evaluation on Polish team. Sustainability is another focus of our Project which means we would like to attract many schools for further projects in the name of being pioneers ; we will be able to create further projects with new partners either on etwinning or Erasmus + adding the applied good examples of this project to the upcoming ones. We want everyone to learn how to be e-safe, to revise online sources and to evaluate them, develop critical thinking considering online sources, to use technology on proper and safe ways, to use digital tools in teaching, etc. Face-to-face interaction for sharing experiences, Live events on eTwinning for planning, developing and project management, Learning Teaching Trainings working around "collaborative Problem Solving" method will encourage any participants more than any other Project ideas so it will be the best if we implement these ideas through this Erasmus Plus KA229 Project.

Please provide an updated version of your project's summary based on how the project has been implemented.

Please use full sentences, be concise and clear. The summary should reflect key information from the whole report form, including in particular the following elements: context of the project; project's objectives; the activities that have taken place; project's results and its expected longer-term benefits.

Please be aware that this section, or parts of it, may be used by the European Commission, Executive Agency or National Agencies in their publications and other communication.

The project summary will also be published in the Erasmus+ Project Results Platform.

In the "Responsible Digital Natives" project, besides the advantages of the widespread use of digital technologies, the focus is on measures that can be taken regarding the negative effects it may cause and the detection of problems, if any. In this context, various investigations were made on whether the students studying at the K12 level during the project suffered from digital technology addiction. While these studies were presented in the form of detailed scientific reports at congresses, trainings were designed and implemented as well as informative studies and activities for the identified problems. In general, the project was carried out with the aim of raising awareness about addictions arising from digital technologies, organizing information activities by educating parents and students on how to combat addiction, if there is, drawing attention to the superior and deficient aspects of technology, making people realize the importance of purifying the language from the globalizing digital language, and ultimately raising conscious digital natives. In this direction, data collection was carried out in partnership with six countries within the scope of the project in order to report the experiences of students from participating schools on digital addictions, internet addiction and the teachers involved in the project during the project. During the data collection process, validity and reliability studies were carried out and the data were analyzed with the SPSS package program using data collection tools. The collected data were presented as a paper at the international education congress EJerCongress 2023 (<https://www.ejercongress.org/wp-content/uploads/2023/07/2023-Abstract-Book.pdf>) and published in the book of abstracts. During the project, the students were trained by getting help from experts in problem areas such as general digital addiction, internet addiction, social media addiction, smartphone addiction, and cybersecurity. In addition, many activities such as art exhibitions, digital content production, presentations by students at schools and mini quiz competitions were included in order to make the addiction process and awareness more understandable from the students' point of view. The objectives set at the beginning of the project were achieved to a large extent with the activities carried out in the company of mostly comprehensive and scientifically-based experts in the project. We can list the obtained results as follows:

- It has been observed that students have started to use digital technologies in accordance with their purpose and with awareness, and at the same time, it has been measured with a number of scientific scales.
- It has been observed that students go a long way in reaching the right information and spreading useful ideas by crossing the borders.
- It has been observed that students are familiar with concepts such as digital native, digital citizen and digital immigrant and are guiding their peers in their own schools.
- It was observed that the students gained awareness about the harm that technology can cause to the native language and they volunteered to protect the language with innovative suggestions.
- It has been determined that the students are as eager as the teachers to transfer their experiences about the conscious use of technology to their own region.
- It has been observed that students have made a significant improvement in cybersecurity and safe internet use.
- It has been noticed by their teachers that students who have developed quite well in being conscious digital natives can become important role models in their schools by understanding the importance of continuous access to information such as lifelong learning.
- During the project, it has been observed that not only the students but also the teachers, administrators and parents, who are among the stakeholders in the school staff, have developed significant awareness.
- In addition, the coinciding of the project with the COVID Pandemic has been effective in that the parents can benefit from the project awareness activities to a great extent. Again in this period, it was possible to monitor the project objectives in practice, by providing applied trainings through the platforms used for communication purposes in the project. It has also become a very superior aspect in terms of examining the harmony of the goal and the results of this project.

The project, which gave very successful results in reaching the goals determined during the project writing process, is expected to reach some results in the long term. In this context, our students, who are very successful in digital addictions and conscious use of digital hardware and software, are expected to shed light on this issue in the future and to enlighten their surroundings by expanding their knowledge. It is expected that teachers who gain awareness and improve themselves by taking part in this project in the long term will follow the shaping of this subject with the changing technology in the coming years and be able to produce new solutions to new problems. The results announced through academic publications are among the expected long-term results of planning new research and gaining more in-depth information on being a responsible digital native.

4.1. Summary of participating organisations

| Role of the | OID of the | Counrvy of the | Included in joint |
|-------------|------------|----------------|-------------------|
|-------------|------------|----------------|-------------------|

| Organisation | Organisation | Name of the Organisation | Organisation | Type of Organisation | partnership report |
|--------------|--------------|---|--------------|---|--------------------|
| Beneficiary | E10158684 | I.E.S. Emilio Castelar | Spain | School/Institute/Educational centre – General education (secondary level) | Y |
| Partner | E10166455 | Osnovna skola Zlatar Bistrica | Croatia | School/Institute/Educational centre – General education (secondary level) | Y |
| Partner | E10206479 | Tukuma 2.vidusskola | Latvia | School/Institute/Educational centre – General education (secondary level) | Y |
| Partner | E10072924 | Siauliu Medelyno progimnazija | Lithuania | School/Institute/Educational centre – General education (secondary level) | Y |
| Partner | E10014509 | IV Liceum Ogólnokształcące im.B.Prusa | Poland | School/Institute/Educational centre – General education (secondary level) | Y |
| Partner | E10213804 | Sincan Şehit Abdullah Büyüksoy Bilim Ve Sanat Merkezi | Turkey | School/Institute/Educational centre – General education (secondary level) | Y |

| | |
|---|---|
| Total number of participating organisations | 6 |
|---|---|

5. Project Description

You have defined the following project priorities and topics at application stage:

Most relevant priority addressed by the project:

SCHOOL EDUCATION: Reinforcing the development of key competences

Other priorities addressed by the project: (Multiple selection possible)

- HORIZONTAL: Transparency and recognition of skills and qualifications
- HORIZONTAL: Innovative practices in a digital era

Topics addressed by the project: (Multiple selection possible)

- Access for disadvantaged
- Social dialogue
- ICT - new technologies - digital competences

Did the project priorities change during the implementation of the project?

No

Did the project topics change during the implementation of the project?

No

What were your project's main achievements and results?

Before starting the project activities, the digital addiction scale was applied to measure the digital addiction levels of the students. Obtained results were analyzed with SPSS 20. As a result of the analysis, project partner school students studying in Spain (mean: 54) and Poland (mean: 55) are at a mild level of digital addiction; It has been determined that Lithuania and Croatia are in the mild border (mean: 49) and other countries do not experience digital addiction with an average score below the assessment limit. Education and information activities are planned for our students, who are predicted to have a mild (mean>50) digital addiction when the group average is taken. The same test was applied again after the end of the activities, trainings and other activities carried out in accordance with the plan during the project. At the end of the project, it was observed that the level of digital addiction of the students who participated in the measurement from all schools decreased to a level that should not be taken into account (mean<50). This result indicates that mildly addicted students no longer suffer from addiction at the end of the project.

A situation similar to the measurement of digital addiction levels has also been experienced for internet addiction. The measurements made and the results obtained were presented at an international congress within the scope of dissemination activities. According to the results obtained:

It was observed that the students most commonly used smartphones (94%) and relatively less laptops (62%), desktop computers (37%) and tablets (35%), respectively.

It was determined that the level of internet addiction measured for students from 6 countries participating in the study was mild.

It was determined that there is no significant difference in internet addiction between countries.

It was determined that the internet addiction levels of the students participating in the study did not differ according to gender for all six countries.

In addition, as included in the project activities, students' use of social media and their ability to distinguish between true and false information were examined. With the sample application, it was determined that some of the students had problems in distinguishing between true or scientific knowledge and manipulative or false information. As a result of the activities carried out in this context, it was observed that the students' ability to filter information improved.

In addition, semi-structured interviews were conducted with the teachers involved in the project activities. In the interview, the teachers were asked to tell what they learned during this project and what they did not know before.

According to the results obtained through content analysis, teachers; They stated that they had the opportunity to learn concepts such as digital addiction and its types, digital native, digital immigrant and hybrid, cyberbullying and conscious internet use with this project.

Please explain to what extent the project results correspond to what was planned at the application stage and describe how they are linked to the project priorities.

We had planned to work with Ss to change their digital habits replacing dark sides into white sides which means we motivated making use of technology but in a decent way keeping tech-life balance. In this respect, we can easily tell that our project results corresponded to what was planned at the application stage. What's more the project had been written before pandemic while it has been newly announced and we all had no idea about it and in pandemic we realized that we really need Digital world via proper platforms, applications. Well, our project met needs of COVID period as well.

- We worked, learned innovative practices in digital era; within COVID19 period we learnt many platforms including

zoom and many applications

-We aimed for Reinforcing the development of key competences; the Ss were locked down but we aimed for their mental health and improving themselves with some zoom sessions so that the Ss get together

- We motivated Transparency and recognition of skills and qualifications; the Ss and the teachers got trained in many fields and they learnt many new terms in Digital Addiction also our project name ' Digital Natives' the Ss learnt many things about digital natives & immigrants.

- We tried to access disadvantages ; as COVID 19 period led us into digital world all Ss could easily access our activities especially zoom sessions per month.

5.1. Participants

Please briefly describe who took part in the project:

- Who were the different groups of participants taking part in the project activities (e.g. pupils, teachers, other school staff, parents, etc.)? Please also include information on local participants (those who participated in project activities, but did not travel as part of the project).
- How did these groups participate in project activities?
- If pupils were involved in the project, please specify their age groups.

The focus groups were the SsThe teachers supervised the Ss for their works so that they can peer-coach & intergenerationally coach each other as desired to have peer and intergenerational learning.

School Staff;

The teachers almost always worked with the majority of the Ss supervising and guiding them. They have a crucial role. Especially Guidance / Foreign language / PE teachers/Social Sciences/ ICT teachers, School librarians, principals, museum pedagogues/eTwinning teams in partner schools took part in the activities as the planned activities are mostly on their branches

Students;

As they are in adolescence period and to be good models for the young learners, we choose the 10- 14 age group.

They ran the activities by themselves under the Teachers' supervision. The younger pupils contributed to the project as much as possible working with the older groups (inter-generational teaching& learning) and they also worked with their peers (peer learning &coaching).

We chose to work with more or less the same age range so that evaluation was more reasonable, consistent among partner schools. But this age range does not mean that they will mostly work on the project. All age groups at each school joined as much as possible but the evaluation was made through this age range (10-14).

Parents& Local communities;

Parents will actively toot part in our project, they and the ones the schools invited, attended some of the activities at schools planned for them and they also hosted the students from other schools during the LTTs. Their last crucial role was dissemination.

Others;

We will also worked in collaboration with the Local Directorate of Guidance and Technology Based Companies or the related department of the Volunteer Universities for some of the Local Activities, Society for Communication and Media Culture from Croatia and similar institutions

eTwinning Society; we had eTwinning online events to raise consciousness about digital addiction and they were our active pivotal feet of our project to interest many teachers of Europe which will also bring succes to our project through visibility.

Participants with fewer opportunities: did your project involve participants facing situations that make their participation more difficult?

Yes

How many participants would fall into this category?

300

Which types of situations did these participants face? (Multiple selection possible)

- Disability
- Economic obstacles
- Geographical obstacles
- Health problems

- Refugees
- Social obstacles
- Educational difficulties
- Cultural differences

How did you support these participants during the project activities?

We can easily say that digital platforms let us include as many students as possible falling into all categories. COVID19 period allowed us all integrate all activities online. The local activities were held with all students at each school but mobilities were held with the defined age range groups.

for example TR and PL and our schools have many refugees and we inserted them in local activities.

Health problems; apart from taking these Ss into local activities TR school brought 2 Ss with Diabetes type 1 to mobilities.

Some activities such as cultural events like country parties (Turkish Day/Spanish Day/ Polish Day...) were held ith learning difficulty Ss

Economic difficulty was not a matter for each school as all their expensses were covered by the project budget especially project management

Cultural differences were not a big problem for the schools even for the TR and our school as they are capial cities and has cosmopolitan structures.

6. Project Management

Please describe the contributions, tasks and responsibilities of each involved school. If the project involved schools that have never been involved in a Strategic Partnership before, please explain how the other partners supported them during the project.

As the project coordinator, the Spanish school has been a close follower of all the processes of the project. But all the planned tasks were shared fairly by the participants. All partners, without exception, have complied with the exact duties specified in the project form and have done their part. In this context, the Spanish school as the Coordinator;

- * Coordinated the overall operation of the Project by checking the basic principles, expected results and feasibility.
- * Informed the other partners about the operation of each activity in the plan and constantly checked the deadlines and provided feedback when necessary.
- * Provided information by constantly communicating with the project representatives of the partners.
- * Served as a decision maker and group coordinator in complex times such as the pandemic.
- * Took an active role as an informer and problem solver in budget adjustments.

Turkish School;

- * 3 LTT/JST (Joint Staff) was responsible for social media distribution and Dissemination Videos, recording every activity and carried out dissemination activities from social media.

- * Responsible for the selection and arrangement of scales to determine the levels of digital addiction and internet addiction.

- * He made statistical analyzes of the collected data.

- * Participated in the international congress, one of the dissemination activities, and made a paper presentation.

- * At the end of the project, data was collected with a semi-structured interview form to collect the opinions of the teachers involved in the project activities and the results were reported.

Latvian School;

- * 3 LTT/Joint Staff Training Dissemination videos, as well as being responsible for Etwinning, has followed up on the execution of the activities according to the plan.

- * Responsible for aggregation and storage of data in Google Drive.

Croatian school;

- * Responsible for Initiating and controlling the eTwining Project, creating a Live event in etwinning.

- * The coordinator helped the school to carry out the activities in the plan on time and correctly.

- * During the pandemic period, he acted as a platform adjuster for remote activities and virtual meetings.

Polish School;

- * Responsible for the preparation of the Evaluation Questionnaires and the occasional periodic reporting of the results.

- * Collaborated with the Turkish school in data collection processes and played an active role in cross data reliability.

Lithuanian School;

- * By establishing the project website, he was responsible for the constant control and editing of the project website throughout the project.

- * He also acted as the designer of every news and content to be uploaded to the website.

In addition, all schools were responsible for the activities of their schools, their performance during the LTT, interim and final reports and completed their work in cooperation. In this process, web tools and some software were actively used.

How did you ensure sound management of the project and good cooperation and communication between partners during its implementation?

One of the issues we care about the most is that the partners involved in the project are in good communication and that the activities and trainings in the plan are carried out on time. In this context, when starting the project, a business plan was prepared and uploaded to Google Drive. Feedback strips were created for each partner to tick when they finished each activity. In this way, each partner was able to follow each activity that the other did and could not do. However, since we realized that communication is very important for the project to achieve the expected benefit, we often had the opportunity to meet with virtual meetings and discuss the project. We communicated constantly through software such as skype, zoom and messenger. We have given plenty of space to the decisions taken and the activities held in these virtual meetings on our social media and website. In short, we have benefited abundantly from digital technologies, which our project frequently repeats, for coordination and project management.

Please describe the main challenges or difficulties your partnership has encountered during the implementation of the project. How did you and your partners handle them?

The biggest problem we encountered in the project was of course the COVID pandemic. When we realized that we could not do the activities face-to-face due to the pandemic, we used our right to postpone for one year. With the opening of the borders and the start of freedom of travel, we have solved the biggest problem. Another problem we faced was, of course, the lack of budget. The fact that students involved in mobility could not stay

with their peers (homestay) greatly increased their expenses. Again, due to the decrease in flights due to the pandemic, rising prices and ticket inflation have put every partner into trouble in terms of budget adjustment. In order to solve this situation, schools had to use the 20% budget they could get at the end of the project in advance. Of course, although the payment will be made later, it forced the schools a little on the budget.

The other problem we had was related to the project writing phase. While we were writing the project, we made a mistake in calculating the distance and budget, and we realized this when the project started. We had to complete the activities with less money than we should have received. Especially with the miscalculation of the location of the school in Poland, the Polish and Turkish partners had problems with the budget. We solved this problem with the organizational budget and the schools' own resources.

Another problem experienced during the project was collecting data academically and analyzing it using statistical software. Since our Turkish partner is an expert on this subject, he helped the whole group and we had the opportunity to learn more about statistics.

Apart from the problems listed and solved above, we did not encounter any major problems that we could not solve. The project was carried out in accordance with the plan and objectives and was successfully completed.

If you have used eTwinning, School Education Gateway or the Erasmus+ Project Results Platform for preparation, implementation or follow-up of your project, please describe how.

While writing the application form we made use of eTwinning. we came into many projects on The misuse of Technology leading to side effects. This Platform led us to see this fact and clarify our topic in a well-designed system focusing on the ways to raise more awareness and find ways to prevent digital addiction. We met on etwinning , had a Live Event “ Plugged into Erasmus+ Project” on 30.10.2018 to discuss the details of this project and and we ran an eTwinning project ; “Responsible Digital Natives =Re(a)D(y)Natives” (182705 no) with these partners . We believe in the power of e- Twinning to know each other because we decided that we can work together for Erasmus+ projects as well depending on our potential displayed for this eTwinning project preparations.

While launching the project we also started the project to disseminate in a well protected repository system. But still many outcomes got lost and the system did not work while it was under construction transforming into ESEP platform. Still we could make use of it in the first year of our project. We worked on it actively.

Croatian and Latvian schools had eTwinning label but during the project the TR school also got eTwinning school label we can say that still eTwinning motivates us.

Before the project the TR school worked on SEG and their teachers completed many courses also during the project the Latvian, Lithuanian schools' teachers also joined some online courses.

Erasmus+ Project Results platform had opened our vision while writing the project to apply with the perspective of the Digital Addiction preventing project and we could see the gap among the projects and picked up the 'Digital Native being' perspective to innovate our project because in this project we held the issue in this respect. Also this platform will always be disseminating our project with its results and lead us all to create new partnerships mentoring the interested institutions to work in these fields.

7. Learning, Teaching and Training Activities

Please describe the practical arrangements for the Learning, Teaching and Training activities that have been implemented as part of the project. How did you select, prepare and support the participants, and how did you ensure their safety?

This project; Due to its subject and objectives, it has been a project that is both intensively trained and measurement and evaluation activities are frequently used. All participants in the trainings and activities organized in this direction were determined by paying attention to certain criteria. Particular attention was paid to the fact that the groups reflect the school in general, as measurement activities were carried out at the beginning of these, before and after the education. For example, while the students who can represent the age groups studying in schools were included, attention was paid to ensure that the gender distributions did not create an agglomeration that would make a difference. In addition, it was ensured that the maximum possible number of students were included in the activities by considering equal opportunities. In order to get the maximum benefit from the trainings received from the partner countries in each mobility, he gave importance to improving the English level of the students during each joint project. Due to the active role of the students in the activities, student groups working continuously at the schools were formed. These students also played an active role in project dissemination. Again, zoom broadcasts and virtual activities were carried out at regular intervals in order to keep the communication networks of students from six countries alive. Thus, in the activism, the students largely knew their friends from other countries. It was a very important situation for these groups to get together and work in cooperation.

The safety of the participants in the activities and trainings was largely undertaken by the schools hosting the mobility. At least one paramedic was always present at the host school for precautionary purposes during the mobilities. Although the activities do not pose a high risk, information such as the distance of the health institutions were shared with the partners beforehand. However, there was no need for any health services during the project and there were no accidents.

7.1. Summary of Learning, Teaching and Training Activities

| Activity No. | Activity Title | Activity Type | Country of Venue | Start Date | End Date | Duration (days) | Number of Local Participants | Number of Participants in Incoming Groups | Number of Accompanying Persons | Total Grant (for all participating schools) |
|--------------|--|--|------------------|------------|------------|-----------------|------------------------------|---|--------------------------------|---|
| C1 | Digital Addiction in General JST | Short-term joint staff training events | Spain | 2021-12-13 | 2021-12-17 | 5 | 4 | 0 | 0 | 0 |
| C3 | LTT on "Social Media Addiction and How to Prevent From it Replacing it with Good Uses of Technology" | Short-term exchanges of groups of pupils | Poland | 2022-10-03 | 2022-10-07 | 5 | 3 | 5 | 2 | 4435 |
| C4 | LTT on "Smart Phone Addiction & Ways to Prevent From it Replacing Good Use of Technology" | Short-term exchanges of groups of pupils | Latvia | 2023-03-06 | 2023-03-10 | 5 | 3 | 3 | 2 | 3730 |
| C5 | LTT on "Bullying & Cyber- Bullying & Ways to preven From it" | Short-term exchanges of groups of pupils | Croatia | 2023-01-16 | 2023-01-20 | 5 | 3 | 4 | 2 | 3870 |

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|----|---|--|-----------|------------|------------|---|---|---|---|------|
| C6 | JST on "Photography within the theme of Digital Addiction Everywhere & Preparing The Project Documentary and the best of Photo Album for the Project" | Short-term joint staff training events | Lithuania | 2023-06-05 | 2023-06-09 | 5 | 3 | 3 | 0 | 2670 |
| C2 | LTT on " Internet Addiction & Conscious Internet User" | Short-term exchanges of groups of pupils | Turkey | 2022-06-06 | 2022-06-10 | 5 | 3 | 4 | 2 | 5400 |

7.2. Activity Details

Activity Details

| | | | |
|---|--|------------------------------|------------|
| Activity Title | Digital Addiction in General JST | | |
| Activity Type | Short-term joint staff training events | | |
| Activity Number | C1 | | |
| Leading Organisation | Instituto Educación Secundaria Emilio Castelar | | |
| Country of Venue | Spain | City of Venue | Madrid |
| Start Date | 13/12/2021 | End Date | 17/12/2021 |
| Number of Participants in Incoming Groups | | Number of Local Participants | 4 |
| Force Majeure ? | N | | |

Description of the activity

1st Day : A Mini Welcome Programme Ice-Breaking activities ; city/ school/ country/ education system presentations Session 1: Digital Era through Pros & Cons; General Description & How to benefit from Digital world effectively; Internet, Smart phone, Social Media Session 2 : Digital Citizenship for the active citizenship in real world Session 3: Research techniques; effective ways of online researching A Mini Discussion (half an hour) on General Coordination of the Project ; Activities & LTTs/JSTs & Dissemination & Sound Management & Budget Planning & Interim / Final Report / Etwinning Project & sustaining "Let's Prevent Digital Addiction" Online meeting on eTwinning inviting all other Europe 2nd Day: Session 4: Digital addiction ; a) Internet b) Smart Phone c) social media addiction Session 5: Workshop on Pre-test Questionnaire :The questionnaire analyses for each school's results will be discussed Session 6: what can we do against digital addiction around 21st century skills? We are communicating : Drama Session on Communicating Skills 3rd Day: "Learning a bit of Spanish"; Mother Tongue session Unplugged session : Let's hike Cultural visit farewell ceremony & certificates Evaluation of the LTT by "Spiral" (<https://spiral.ac/>) The aim is to clarify the objectives of the project, check the delivery of the tasks, be acquainted with each other better in the project time and after. We have a teacher training to enlighten teachers about " Digital Addiction in General" for the key persons to carry out the Project well. We intend to be in closer ties of partnership among all the participants. 3 key persons will attend from each school. The first visit will be in Spain as they are experienced in this field and the coordinator of this Project. 3 teachers will join this mobility. The Participants will learn about Digital addiction, types of it, ways to prevent from it, how to replace it with Tech-Life balance by good use of Technology, the methodology to be used throughout the project so that they will all handle our project better while working on the activities. The LTT for the teachers will enlighten all teachers about our Projects' overall aims/ methodology/expected results/ Monitoring and Evaluation/Live Event Periods/ Potential Confusions to be clarified /Interim and Final Report Phase. They will work on these topics to conclude the project better shedding light for the further projects. The participants will transfere what learnt to their own schol with the real experience contacting 5 other European schools' teachers. As the next month's activity is to disseminate the results of the first LTT and give a seminar to the school about " Digital Addiction ", all teachers attending to this Joint Staff Training will use their experiences at their own schools. This sharing will also assist the next month's activities as we have a well-designed schedule of activities overlapping one another

with smooth transitions.

How did the participation in this activity benefit the involved participants?

The teachers will; - exchange cultural experiences and have a big chance to communicate through a common language in a real context; see the good examples in the Hosting school and transfer them into their school/ curriculum - learn about all school's city / country / education system as they are to introduce themselves via presentations - be enlightened about " Digital Addiction & How to Prevent From It & How to Replace it With Good Use of Technology along with Tec-Life Balance" in general but within a detailed plan - be motivated to work in multi-nationally blended groups in group identity - Be more aware of "Life Long Learning" motto (especially the ones existing in such events for the first time) - adopt eTwinning as the crucial function of Erasmus Projects within online event held altogether - be much more broad- minded escaping everyday routine. - learn new methods of teaching & learning - have a chance to exchange experience in range of teaching - develop their skills in planning different tasks and activities - learn general principles of how to manage/monitor/evaluate/disseminate/ sustain the project - gain knowledge of the other educational systems across partnerships - build new relationships - adopt their crucial role in this project and be natural part of the dissemination of our project with its underlying philosophy - be encouraged to use foreign language and also the mother tongue in its own place - have a chance to represent their country best and improve more self esteem - have the leading role in their own schools about general coordination of the project as they have joined the first mobility of teachers about "general coordination of the project"

Groups of Participants in the activity

| Group No.. | Activity No. | Country of Sending Organisation | Number of Participants | Out of the total number of participants: | | Number of Accompanying Persons | Total Number of Persons in the Group | Total grant |
|--------------------|--------------|---------------------------------|------------------------|---|---|--------------------------------|--------------------------------------|-------------|
| | | | | Number of Participants with Special Needs | Number of Participants with Fewer Opportunities | | | |
| C1-E10014509-00001 | C1 | Poland | 3 | 0 | 0 | 0 | 3 | 2415 |
| C1-E10072924-00001 | C1 | Lithuania | 3 | 0 | 0 | 0 | 3 | 2670 |
| C1-E10213804-00001 | C1 | Turkey | 3 | 0 | 0 | 0 | 3 | 3180 |
| C1-E10166455-00001 | C1 | Croatia | 3 | 0 | 0 | 0 | 3 | 2415 |
| C1-E10206479-00001 | C1 | Latvia | 3 | 0 | 0 | 0 | 3 | 2670 |
| Total | | | 15 | 0 | 0 | 0 | 15 | 13350 |

Activity Details

| | | | |
|---|--|------------------------------|------------|
| Activity Title | LTT on " Internet Addiction & Conscious Internet User" | | |
| Activity Type | Short-term exchanges of groups of pupils | | |
| Activity Number | C2 | | |
| Leading Organisation | | | |
| Country of Venue | Turkey | City of Venue | Ankara |
| Start Date | 06/06/2022 | End Date | 10/06/2022 |
| Number of Participants in Incoming Groups | 6 | Number of Local Participants | 3 |

Force Majeure ?

N

Description of the activity

1st Day : Arrivals : Meeting the Ss/ Teachers/ Parents 2nd day (the 1st work day) : Ice-breaking activities Presentations from each school to show their school and their city Internet Addiction City/ country/ education system presentations Work Session 1: Conscious Internet User Work session 2: Internet and Critical Thinking Skills Work session 3 : Are we ready to do proper and effective research on the internet? Safer Internet Day celebration 3rd Day (The 2nd work day) : Work Session 4: Entrepreneurship& Initiativity & Productivity instead of consuming Work Session 5: Digital Literacy / Digital Citizenship "We're coding" Coding Workshop A museum visit 4th Day (the 3rd work day) : Work Session 6: Netlessphobia "We are learning a bit of Turkish" ; Mother Tongue Session Unplugged Session : Let's move together: Folk Dance Cultural Visit Mini Farewell Ceremony: Certificate Issuing Evaluation of the LTT by "Spiral" (<https://spiral.ac/>) and evaluation forms 5th Day : Departure in the LTTs with Ss we planned on Ice-breaking activities as the starters and Unplugged Sessions free of any Technological Tool which will try to incept the idea of Tech- Life balance. We will also have Cultural visit which will drive Ss interested in other cultures, learn to be more tolerant. The real life context will make them more excited than reading through a book about that country, city, education system. The Ss will also see the good examples of teaching, Ss groups, School's cooperation with some other Institutions and make suggestions for their own schools to tranfer the good examples . The Ss will be hosted by the Ss of each hosting school which means they will communicate via the common foreign Language and they will also try to learn their own Mother tongues. The Ss will learn the topics above and they will carry out the works in this field to raise awareness on this topic and they will also lead their friends at their own school because this topic will be held throughout the project at each school which means what took place in this Mobility will not stay in this mobility they will always be disseminated at each school, local Community, Etwinning, School's pages and so on. As in all mobilities this LTT will be evaluated to see the level of accomplishment and the lacking points (if any) will be worked on.

How did the participation in this activity benefit the involved participants?

The Ss will; - learn about this Mobility's Topics with their peers of 5 European schools - lead the activities on the topics at their own schools as they get more competent - have more self-esteem - learn how to live together with love, tolerance, fraternity, equality, equity - learn peer and inter-generational learning withing internationally blended groups of working Ss groups. - will get more knowledge about e-safe internet environment within Digital Citizenship, Digital Literacy - be more motivated for Foreign Language and mother tongue of the Hosting schools - develop self-awareness on their own potentials such as initiativity & entrepreneurship & productivity & Digital literacy - adopt the motto of " Life Long Learning" - learn about the country with real experiences in real context which will be more permanent than reading, watching, online conferences - try to raise the image of their own institutions with the good works they will have during and after the project. - feel themselves as the real members of the project as the real disseminators of the project. The Teachers will; - exist in the real life ofthe Hosting school's country and learn a bit of the culture mother tongue in real context and also represent theirown countries displaying cultural elements and a bit of their own mother tongue; cultural ex-change - adopt the motto of Life Long Learning - learn about Internet addiction with their colleagues from 5 European Schools around respect / tolerance / equality / equity. - develop more self-esteem and lead the activities in these fields at their own school and get crucial role in dissemination of the Project feeling adopted by the project identity as its unique and important members. The Parents of the Hosting school will ; - have a chance to display their culture by hosting the students and meeting their teachers at the school - learn other cultures by living together even in a short period - be of real agents of the project adopting its philosophy

Groups of Participants in the activity

| Group No.. | Activity No. | Country of Sending Organisation | Number of Participants | Out of the total number of participants: | | Number of Accompanying Persons | Total Number of Persons in the Group | Total grant |
|--------------------|--------------|---------------------------------|------------------------|---|---|--------------------------------|--------------------------------------|-------------|
| | | | | Number of Participants with Special Needs | Number of Participants with Fewer Opportunities | | | |
| C2-E10072924-00001 | C2 | Lithuania | 4 | 0 | 0 | 2 | 6 | 3870 |
| C2-E10166455-00001 | C2 | Croatia | 3 | 0 | 0 | 2 | 5 | 3305 |
| C2-E10206479-00001 | C2 | Latvia | 4 | 0 | 0 | 2 | 6 | 4380 |
| C2-E10158684-00001 | C2 | Spain | 4 | 0 | 0 | 2 | 6 | 5400 |
| C2-E10014509-00001 | C2 | Poland | 4 | 0 | 0 | 3 | 7 | 4675 |

| | | | | | | |
|-------|----|---|---|----|----|-------|
| Total | 19 | 0 | 0 | 11 | 30 | 21630 |
|-------|----|---|---|----|----|-------|

Activity Details

| | | | |
|---|--|------------------------------|------------|
| Activity Title | LTT on "Social Media Addiction and How to Prevent From it Replacing it with Good Uses of Technology" | | |
| Activity Type | Short-term exchanges of groups of pupils | | |
| Activity Number | C3 | | |
| Leading Organisation | IV Liceum Ogolnoksztalcace im.B.Prusa | | |
| Country of Venue | Poland | City of Venue | Szczecin |
| Start Date | 03/10/2022 | End Date | 07/10/2022 |
| Number of Participants in Incoming Groups | 7 | Number of Local Participants | 3 |
| Force Majeure ? | N | | |

Description of the activity

1st Day : Arrivals , Meeting the Ss/ Teachers/ Parents 2nd Day (the 1st working Day) : Ice-breaking Activities at school School/ country/ city/ education system presentations Work Session 1: How to use social media; Pros & cons Work session 2: Social media addiction ; The causes & results & solutions e-Twinning Day celebration : "Let's celebrate eTwinning day" online event inviting all European schools Coordination meeting for teachers (half an hour) 3rd day (the 2nd work day) : Work Session 3: "We are not consuming but creating " ; Digital Story Telling workshop & CreARTivity session Work Session 4 : e-safety while using Social Media Unplugged Session : Open air Games A museum visit 4th Day (the 3rd work day) : Work session 5: information pollution-disinformation in Social Media & How to deal with it "We are learning a bit of Polish"; Mother Tongue Session Cultural Visit Evaluation of the LTT by "Spiral" (<https://spiral.ac/>) and evaluation forms 5th Day : Departure As this mobility is on Students' development we have planned Ice-breaking activities so that each students get into contact more easily and also the presentations so that each school knows others. The workshop on Art will make Ss more relaxed sometimes without any language but through feelings. Unplugged sessions will make Ss aware of the real life apart from the Technology which may sometimes drive people apart and they will be free of the Digital world's wrapping negative effects even in a limited time. Cultural Visit will also make our project reach the needed level for our objectives' realization such as learning other cultures working with 5 European schools through equity, tolerance, respect. The Ss participating this mobility will lead the activities on these topics as they will be experienced. They will disseminate the Mobility to their friends, teachers, local community. This LTT's evaluation results will shed light on the activities to be held at each school. This LTT will make it easier for all Ss at each school to hold the next activity in the following month entitled with "A Seminar at each school for Parents The online event on eTwinning will make our Project be disseminated and also contribute to the eTwinning Day

How did the participation in this activity benefit the involved participants?

The Ss will - learn about Social Media addiction & Ways to Prevent From it and Replace with Good Uses of Technology" - combine their knowledge about the hosting school also with the real life atmosphere. - combine eTwinning with the real-life exchanging culture, good examples and these students will be a lot more interested in eTwinning than before taking this LTT into consideration. - know about the hosting school, culture, city, country in real life context - learn to work in internationally Blended groups of Students around the themes of equality, equity, tolerance, respect -be encouraged to speak foreign language and try to learn mother tongue of Poland - learn that they are the real agents of the project disseminating it with its underlying principles The Teachers will ; - exist in the real life of the Hosting school's country and learn a bit of the culture mother tongue in real context and also represent their own countries displaying cultural elements and a bit of their own mother tongue; cultural ex-change - adopt the motto of Life Long Learning - learn about social Media Addiction with their colleagues from 5 European Schools around respect / tolerance / equality / equity. - develop more self-esteem and lead the activities in these fields at their own school and get crucial role in dissemination of the Project feeling adopted by the project identity as its unique and important members. - have chance to see, compare learning- teaching atmosphere and bring the best examples to their own schools to insert in their curriculum - learn that they are the real agents of the project disseminating it with its underlying principles - cooperate for interim report and have a mini cooperation meeting The Parents of the Hosting school will ; - have a chance to display their culture by hosting the students and meeting their teachers at the school - learn other cultures by living together even in a short period - be of real agents of the project adopting its philosophy

Groups of Participants in the activity

| Group No.. | Activity No. | Country of Sending Organisation | Number of Participants | Out of the total number of participants: | | Number of Accompanying Persons | Total Number of Persons in the Group | Total grant |
|--------------------|--------------|---------------------------------|------------------------|---|---|--------------------------------|--------------------------------------|-------------|
| | | | | Number of Participants with Special Needs | Number of Participants with Fewer Opportunities | | | |
| C3-E10158684-00001 | C3 | Spain | 5 | 0 | 0 | 2 | 7 | 4435 |
| C3-E10206479-00001 | C3 | Latvia | 4 | 0 | 0 | 2 | 6 | 3870 |
| C3-E10166455-00001 | C3 | Croatia | 4 | 0 | 0 | 2 | 6 | 3870 |
| C3-E10213804-00001 | C3 | Turkey | 4 | 0 | 0 | 3 | 7 | 5270 |
| C3-E10072924-00001 | C3 | Lithuania | 4 | 0 | 0 | 2 | 6 | 3870 |
| Total | | | 21 | 0 | 0 | 11 | 32 | 21315 |

Activity Details

| | | | |
|---|---|------------------------------|------------|
| Activity Title | LTT on "Smart Phone Addiction & Ways to Prevent From it Replacing Good Use of Technology" | | |
| Activity Type | Short-term exchanges of groups of pupils | | |
| Activity Number | C4 | | |
| Leading Organisation | Tukuma 2.vidusskola | | |
| Country of Venue | Latvia | City of Venue | Tukums |
| Start Date | 06/03/2023 | End Date | 10/03/2023 |
| Number of Participants in Incoming Groups | 5 | Number of Local Participants | 3 |
| Force Majeure ? | N | | |

Description of the activity

1st Day : Arrivals; Meeting the Ss, Teachers, parents 2nd day (the 1st work day) : Ice-breaking activities School/ city/ country/ education system presentation Work session 1: Smart phone use & addiction Work Session 2 : Nomophobia ; Drama workshop on this phobia and the ways to get rid of it 3rd Day (the 2nd work day) : Work Session 3: Humour to get over these phobias ; "how far and long can you be without your phone ?" via creating caps with web 2.0 tools Work Session 4: "We are mindmapping " ;" Mindmeister" or any related Web 2.0 tool workshop for mindmapping session on " How can we benefit from smart phones instead of being dependent on them & getting addicted? " The Imaginary Phones Exhibition: All the phones created by the students of each school will be exhibited and the most useful and effective will be voted. Coordination meeting for teachers (half an hour) A museum visit The 4th Day (the 3rd work day): Work Session 5: How can we use smartphone during lessons? Is it a good way; pros and cons ? "We are Learning a bit of LATVIAN" ; Mother Tongue Session Unplugged session : Open air games Cultural Visits Mini Farewell Ceremony; certificate issuing Evaluation of the LTT by "Spiral" (<https://spiral.ac/>) and evaluation forms 5th day : Departure We have planned a smooth programme against Smart Phone Addiction one module following the other one. Ice-breaking activities will be the starter so that the Ss get into contact more easily. We will use humour to relieve the stress they have during the pain so we have planned activities full of humour such as some interesting funny games during the workshops. Drama will be one of the ways to reach students in Multi-nationally blended groups

of Ss so that they will be able to be more aware of "Nomophobia and how to get rid of it". Unplugged session will also be a better way to show Ss how to connect to real through happy moments with their counterparts from 5 European Schools. There will be real life experiences such as living in the parents' houses and the guest Ss will experience the hosting country in the real life context with real friends, real families. Cultural Visit and museum visit will be good opportunities for Ss, teachers. Always Foreign Language use will be used but Local Language will also be encouraged. The Evaluation is also crucial which we will use Spiral.ac and evaluation forms for doing it and report.

How did the participation in this activity benefit the involved participants?

The Students will ; - adopt "Life Long Learning" motto - be encouraged to use Foreign Language - have more self-esteem working in multi-nationally blended groups of students - learn to live together with their fellows from 5 European schools around the themes of Friendship, equality, equity, respect, tolerance - learn about " Smart Phone Addiction and the Ways to Prevent From it" - lead the activities held in this field pioneering the committee of Students for Erasmus Project - be natural foot of dissemination of this project feeling adopted by this project community - experience real life in the hosting country - try to learn the mother tongue of the hosting country - improve their civic competences around Europe and World Citizenship trying to find common features and the uniqueness of their own countries The Teachers will ; - observe the educational system of the hosting country and try to get the best examples to their own schools - be more aware of Smart Phone addiction and hold the activities in this field along with the Ss joining in this mobility - adopt "Life Long Learning" motto to be better role models for their own Ss - be encouraged to use Foreign Language and also be good role models for their colleagues and Ss - have more self-esteem working in multi-nationally blended groups of Teachers - learn to live together with their fellows from 5 European schools around the themes of Friendship, equality, equity, respect, tolerance - be natural foot of dissemination of this project feeling adopted by this project community - experience real life in the hosting country - try to learn the mother tongue of the hosting country - improve their civic competences around Europe and World Citizenship trying to find common features and the uniqueness of their own countries The Parents & Local Community of the Hosting School will ; - have a change to display their culture in real life context to the guest Ss and teachers - learn about the other cultures

Groups of Participants in the activity

| Group No.. | Activity No. | Country of Sending Organisation | Number of Participants | Out of the total number of participants: | | Number of Accompanying Persons | Total Number of Persons in the Group | Total grant |
|--------------------|--------------|---------------------------------|------------------------|---|---|--------------------------------|--------------------------------------|-------------|
| | | | | Number of Participants with Special Needs | Number of Participants with Fewer Opportunities | | | |
| C4-E10158684-00001 | C4 | Spain | 3 | 0 | 0 | 2 | 5 | 3730 |
| C4-E10014509-00001 | C4 | Poland | 4 | 0 | 0 | 2 | 6 | 3870 |
| C4-E10072924-00001 | C4 | Lithuania | 4 | 0 | 0 | 2 | 6 | 3300 |
| C4-E10213804-00001 | C4 | Turkey | 4 | 0 | 0 | 2 | 6 | 4380 |
| C4-E10166455-00001 | C4 | Croatia | 5 | 0 | 0 | 2 | 7 | 4435 |
| Total | | | 20 | 0 | 0 | 10 | 30 | 19715 |

Activity Details

| | |
|----------------------|--|
| Activity Title | LTT on "Bullying & Cyber- Bullying & Ways to preven From it" |
| Activity Type | Short-term exchanges of groups of pupils |
| Activity Number | C5 |
| Leading Organisation | Osnovna škola Zlatar Bistrica |

| | | | |
|---|------------|------------------------------|-----------------|
| Country of Venue | Croatia | City of Venue | Zlatar Bistrica |
| Start Date | 16/01/2023 | End Date | 20/01/2023 |
| Number of Participants in Incoming Groups | | Number of Local Participants | 3 |
| Force Majeure ? | N | | |

Description of the activity

1st Day : Arrivals: Meeting the Ss/ teachers/ Parents 2nd Day (the 1st work day): Ice-breaking activities City/ country/ school/ education system presentations Work Session 1: Bullying & Cyber-bullying & Ways to Prevent From it Work Session 2: Critical digital Literacy "We are learning a bit of Croatian" ; Mother Tongue Session 3rd Day (the 2nd work day): Work Session 3: Tech-life Balance Work Session 4: How to keep Digital- wellbeing Work session 5: FoMo; Fear of missing Out Coordinating meeting for teachers (half an hour) A museum visit 4th Day : Work Session 6: Digital Hygiene, Digital Diet "We are getting friendly" Drama session on Bullying & Cyber bullying Unplugged Session : Open air Games Cultural Visit Mini Farewell Party: Certificate Issuing Evaluation of the LTT by "Spiral" (<https://spiral.ac/>) and evaluation forms 5th Day : Departures We will work on Cyber Bullying and related concepts above. This mobility starts with the ice-breaking activities to get into contact more easily. Some topics will be held with interesting activities such as Drama and we will have Unplugged session as the symbol of Life-Tech Balance. Mother Tongue and museum & Cultural visits are the real events to learn about the hosting country with real experiences. The Ss will be gathered in teams formed of multinationally blended groups of Ss through tolerance, respect, equality. As the guest students will be hosted by the hosting school's parents the inter-cultural dialogue, culture exchange will naturally be realized.

How did the participation in this activity benefit the involved participants?

The Ss will; - exist in the real life of the hosting school's country and learn a bit of the culture mother tongue in real context and also represent their own countries displaying cultural elements and a bit of their own mother tongue; cultural ex-change - adopt the motto of Life Long Learning - be encouraged to use foreign language not in the classroom with a real-like situation but in a real atmosphere itself - learn Bullying & Cyber- bullying/ Critical digital Literacy /Tech-life Balance/ How to keep Digital- wellbeing /Digital Hygiene /Digital Diet/ FoMo; Fear of missing Out with their fellows from 5 European school within groups of internationally blended students around respect / tolerance / equality / equity. - develop more self-esteem and lead the activities in these fields at their own school and get crucial role in dissemination of the Project feeling adopted by the project identity as its unique and important members. The Teachers will ; - exist in the real life of the Hosting school's country and learn a bit of the culture mother tongue in real context and also represent their own countries displaying cultural elements and a bit of their own mother tongue; cultural ex-change - adopt the motto of Life Long Learning - learn Bullying & Cyber- bullying/ Critical digital Literacy /Tech-life Balance/ How to keep Digital- wellbeing /Digital Hygiene /Digital Diet/ FoMo; Fear of missing Out with their colleagues from 5 European Schools around respect / tolerance / equality / equity. - develop more self-esteem and lead the activities in these fields at their own school and get crucial role in dissemination of the Project feeling adopted by the project identity as its unique and important members. The Parents of the Hosting school will ; - have a chance to display their culture by hosting the students and meeting their teachers at the school - learn other cultures by living together even in a short period - be of real agents of the project adopting its philosophy.

Groups of Participants in the activity

| Group No.. | Activity No. | Country of Sending Organisation | Number of Participants | Out of the total number of participants: | | Number of Accompanying Persons | Total Number of Persons in the Group | Total grant |
|--------------------|--------------|---------------------------------|------------------------|---|---|--------------------------------|--------------------------------------|-------------|
| | | | | Number of Participants with Special Needs | Number of Participants with Fewer Opportunities | | | |
| C5-E10213804-00001 | C5 | Turkey | 4 | 0 | 0 | 3 | 7 | 4675 |
| C5-E10072924-00001 | C5 | Lithuania | 4 | 0 | 0 | 2 | 6 | 3870 |
| C5-E10014509-00001 | C5 | Poland | 4 | 0 | 0 | 2 | 6 | 3870 |
| C5-E10158684-00001 | C5 | Spain | 4 | 0 | 0 | 2 | 6 | 3870 |
| C5-E10206479-00001 | C5 | Latvia | 4 | 0 | 0 | 2 | 6 | 3870 |

| | | | | | | |
|-------|----|---|---|----|----|-------|
| Total | 20 | 0 | 0 | 11 | 31 | 20155 |
|-------|----|---|---|----|----|-------|

Activity Details

| | | | |
|---|---|------------------------------|------------|
| Activity Title | JST on "Photography within the theme of Digital Addiction Everywhere & Preparing The Project Documentary and the best of Photo Album for the Project" | | |
| Activity Type | Short-term joint staff training events | | |
| Activity Number | C6 | | |
| Leading Organisation | Šiaulių Medelyno progimnazija | | |
| Country of Venue | Lithuania | City of Venue | Šiauliai |
| Start Date | 05/06/2023 | End Date | 09/06/2023 |
| Number of Participants in Incoming Groups | | Number of Local Participants | 3 |
| Force Majeure ? | N | | |

Description of the activity

The 1st Day : Arrivals, meeting the teachers The 2nd Day (the 1st work day): Ice breaking activities School/ city/ country/ education system presentations Work session 1: The General Terminology of Photography & how the camera truly Works Work Session 2 : How to photograph in different scenarios like family portraits, landscapes, aerial, product, wildlife, and much more Work Session 3: how to light your subjects with flash and natural lighting & how to compose images beautifully with basic photography rules Work Session 4: how to edit your photos like a Professional eTwinning Online Event; "Let's celebrate etwinning Day" Unplugged Event : A tour outside to take breath-taking photos on " Digital addiction everywhere" The 3rd Day (the 2nd work day): Work Session 5: Brain-storming on the Project Documentary; determining the main points, observing the materials (videos/photos during the Project) to choose the best ones and the scripts to be decided Work Session 6: Working on the documentary within collaborative work "We are learning a bit of LITHUANIAN" Mother Tongue activity A museum visit The 4th Day (the 3rd work Day) : Work session 7: Working on the e-book for the Project Best of Album A mini-farewell party Certificates issuing Evaluation of the LTT by "Spiral" (<https://spiral.ac/>) Cultural Visit The 5th Day: Departures 3 teachers will join this training, as this is the last meeting of this Project we have planned to work on dissemination and the photography, photo album, Project documentary will make our Project disseminate with interesting moments photos, videos, documentary informing all interested people. We will work on these themes and also have cultural visit, museum visit, mother tongue activity, unplugged events along with the horizontal aims of Life Long Learning.

How did the participation in this activity benefit the involved participants?

The Teachers will ; - exist in the real life of the Hosting school's country and learn a bit of the culture mother tongue in real context and also represent their own countries displaying cultural elements and a bit of their own mother tongue; cultural ex-change - adopt the motto of Life Long Learning - learn about Photography in general, how to prepare a documentary and a Best of Album with the training sessions in group Works - Learn about the real atmosphere of the hosting school along with its education system in order to transfer the best practices to their own schools. - develop more self-esteem and lead the activities in these fields at their own school and get crucial role in dissemination of the Project feeling adopted by the project identity as its unique and important members. The Parents of the Hosting school will ; - have a chance to display their culture by hosting the students and meeting their teachers at the school - learn other cultures by living together even in a short period - be of real agents of the project adopting its philosophy

Groups of Participants in the activity

| | | |
|--|--|--|
| | Out of the total number of participants: | |
|--|--|--|

| Group No.. | Activity No. | Country of Sending Organisation | Number of Participants | Number of Participants with Special Needs | Number of Participants with Fewer Opportunities | Number of Accompanying Persons | Total Number of Persons in the Group | Total grant |
|--------------------|--------------|---------------------------------|------------------------|---|---|--------------------------------|--------------------------------------|-------------|
| C6-E10213804-00001 | C6 | Turkey | 3 | 0 | 0 | 0 | 3 | 2415 |
| C6-E10166455-00001 | C6 | Croatia | 3 | 0 | 0 | 0 | 3 | 2415 |
| C6-E10206479-00001 | C6 | Latvia | 3 | 0 | 0 | 0 | 3 | 2130 |
| C6-E10158684-00001 | C6 | Spain | 3 | 0 | 0 | 0 | 3 | 2670 |
| C6-E10014509-00001 | C6 | Poland | 2 | 0 | 0 | 0 | 2 | 1610 |
| Total | | | 14 | 0 | 0 | 0 | 14 | 11240 |

8. Timetable

The following table presents chronologically all Learning, Teaching and Training Activities organised by the project, as well as any other project events (such as project management meetings, dissemination activities and other local activities and events in each school) provided in Mobility Tool+.

| Start Date | End Date | Type | Description |
|------------|------------|--|--|
| 01/09/2021 | 02/09/2021 | P2. Disseminating the Project to schools | All schools introduced their projects ; Bulletin boards were prepared |
| 06/09/2021 | 07/09/2021 | P1. Erasmus Team Defining Meeting | Each team had a meeting about the project and the Research& Development staff also worked on the project |
| 04/10/2021 | 05/10/2021 | P5. A questionnaire | Pre-test about the knowledge on digital addiction & reporting the results . We got a statistical data so that we could compare in the end through a post-test using the same form |
| 18/10/2021 | 19/10/2021 | P4. Joining Erasmus Days Event | Each school presented our project with the underlying principles, philosophy, expected outcomes, further sustainability plans |
| 25/10/2021 | 26/10/2021 | P3. Launching the eTwinning Project & General Website of the project | 18 month period eTwinning project was launched by the experienced schools and the general website to raise awareness about our project was created and updated occasionally |
| 01/11/2021 | 15/11/2021 | P8. Preparing the Logos and selecting the best logo for the project | Each had a selection and the best logo work was sent to be voted. The logo of the project was selected to be used all the time |
| 18/11/2021 | 19/11/2021 | P7. "Spanish Day " | Raising awareness about Spain with cuisine, clothes, music, traditions,culture...etc to learn about it fort the JST next month |
| 25/11/2021 | 30/11/2021 | P6. Preparing City/ country/ school/ education system presentations | Each school prepared these presentations for the JST next month |
| 13/12/2021 | 17/12/2021 | Short-term joint | 1st Day : A Mini Welcome Programme Ice-Breaking activities ; city/ school/ country/ education system presentations Session 1: Digital Era through Pros & Cons; General Description & How to benefit from Digital world effectively; Internet, Smart phone, Social Media Session 2 : Digital Citizenship for the active citizenship in real world Session 3: Research techniques; affective ways of online researching A Mini Discussion (half an hour) on General Coordination of the Project ; Activities & LTTs/JSTs & Dissemination &Sound Management & Budget Planning & Interim / Final Report / Etwinning Project & sustaining "Let's Prevent Digital Addiction" Online meeting on eTwinning inviting all other Europe 2nd Day: Session 4: Digital addiction ; a) Internet b) Smart Phone c) social media addiction Session 5: Workshop on Pre-test Questionnaire :The questionnaire analyses for each school's results will be discussed Session 6: what can we do against digital addiction around 21st century skills? We are communicating : Drama Session on Communicating Skills 3rd Day: "Learning a bit of Spanish"; Mother Tongue session Unplugged session : Let's hike Cultural visit farewell ceremony & certificates Evaluation of the LTT by "Spiral" (https://spiral.ac/) The aim is to clarify the objectives of the project, check the delivery of the tasks, be acquainted with each other better in the project time and after. We have a teacher training to enlighten teachers about " Digital Addiction in General" for the kev persons to carrv out the Proiect well. We intend to be in closer ties of partnership among |

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| | | start training events | <p>all the participants. 3 key persons will attend from each school. The first visit will be in Spain as they are experienced in this field and the coordinator of this Project. 3 teachers will join this mobility. The Participants will learn about Digital addiction, types of it, ways to prevent from it, how to replace it with Tech-Life balance by good use of Technology, the methodology to be used throughout the project so that they will all handle our project better while working on the activities. The LTT for the teachers will enlighten all teachers about our Projects' overall aims/ methodology/expected results/ Monitoring and Evaluation/Live Event Periods/ Potential Confusions to be clarified /Interim and Final Report Phase. They will work on these topics to conclude the project better shedding light for the further projects. The participants will transfere what learnt to their own school with the real experience contacting 5 other European schools' teachers. As the next month's activity is to disseminate the results of the first LTT and give a seminar to the school about " Digital Addiction ", all teachers attending to this Joint Staff Training will use their experiences at their own schools. This sharing will also assist the next month's activities as we have a well-designed schedule of activities overlapping one another with smooth transitions.</p> |
| 03/01/2022 | 04/01/2022 | P11. "Turkish Day " | Raising awareness about Turkey with cuisine, clothes, music, traditions,culture...etc to learn about it for the LTT next month |
| 17/01/2022 | 18/01/2022 | P10. Black & White corner and Padlet discussion | :The Ss tackled their ideas about "Internet Use" either negative or positive about Internet; Padlet discussion: the Ss from all schools read the corners with the Ss' ideas on internet and they also added their comments under each thought |
| 28/01/2022 | 28/01/2022 | P9. A Seminar on Digital Addiction | Dissemination of the JST giving a seminar to the school so that each members of the staff and all students were aware of the Digital Addiction through lighths of the JST |
| 14/03/2022 | 15/03/2022 | P13. The top 10 website Report | 50 students and their parents from each school mentioned about the top websites they mostly use with their reasons. There were also a debate / brainstorming on the topic |
| 29/03/2022 | 30/03/2022 | P12. "Internet Use & Addiction" Seminar by the Mobility Students | The Mobility Ss and the interested parents gave a seminar about Internet Use and Addiction and disseminate the Project as well. |
| 11/04/2022 | 12/04/2022 | P15. Polish Day | Raising awareness about Poland with cuisine, clothes, music, traditions,culture...etc to learn about it for the LTT next month |
| 18/04/2022 | 20/04/2022 | P14. Testing the Power of Social Media | !A social experiment" was made on social media in order to scale the power of social media holistically and share the results of each school on a common padlet |
| 06/06/2022 | 09/06/2022 | P19. Interim Report | All partners gathered on a google Drive Doc and they discussed the project's first year to be able to write the interim report in consistency and truly. They also used skype to discuss some confusing parts about the report. |
| 06/06/2022 | 10/06/2022 | Short-term exchanges of groups of pupils | <p>1st Day : Arrivals : Meeting the Ss/ Teachers/ Parents 2nd day (the 1st work day) : Ice-breaking activities Presentations from each school to show their school and their city Internet Addiction City/ country/ education system presentations Work Session 1: Conscious Internet User Work session 2: Internet and Critical Thinking Skills Work session 3 : Are we ready to do proper and effective research on the internet? Safer Internet Day celebration 3rd Day (The 2nd work day) : Work Session 4: Entrepreneurship& Initiativity & Productivity instead of consuming Work Session 5: Digital Literacy / Digital Citizenship "We're coding" Coding Workshop A museum visit 4th Day (the 3rd work day) : Work Session 6: Netlessphobia "We are learning a bit of Turkish" ; Mother Tongue Session Unplugged Session : Let's move together: Folk Dance Cultural Visit Mini Farewell Ceremony: Certificate Issuing Evaluation of the LTT by "Spiral" (https://spiral.ac/) and evaluation forms 5th Day : Departure in the LTTs with Ss we planned on Ice-breaking activities as the starters and Unplugged Sessions free of any Technological Tool which will try to incept the idea of Tech-Life balance. We will also have Cultural visit which will drive Ss interested in other cultures, learn to be more tolerant. The real life context will make them more excited than reading through a book about that country, city, education system. The Ss will also see the good examples of teaching, Ss groups, School's cooperation with some other Institutions and make suggestions for their own schools to tranfere the good examples . The Ss will be hosted by the Ss of each hosting school which means they will communicate via the common foreign Language and they will also try to learn their own Mother tongues. The Ss will learn the topics above and they will carry out the works in this field to raise awareness on this topic and they will also lead their friends at their own school because this topic will be held throughout the project at each school which means what took place in</p> |

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| | | | this Mobility will not stay in this mobility they will always be disseminated at each school, local Community, Etwinning, School's pages and so on. As in all mobilities this LTT will be evaluated to see the level of accomplishment and the lacking points (if any) will be worked on. |
| 08/06/2022 | 09/06/2022 | P18. Exhibitions with the pictures drawn about search history | The aim was to draw attention about the topic with striking pictures |
| 13/06/2022 | 14/06/2022 | P17. "What is your search history?" | 50 people from each participating schools was kindly asked to show their search history either on PC, Laptop or Smart Phone; how many of them accepted voluntarily and what the search history of the voluntary ones was processed and reported. |
| 27/06/2022 | 28/06/2022 | P16. Social Media Addiction Seminar | An open seminar at each school about Social Media Use / addiction within a NGO or by the help of competent people" . The mobility Ss took active participation in this activity. |
| 18/07/2022 | 19/07/2022 | P20. Coordination among coordinators about the interim report | Editing the interim reports (if needed) eTwinning Checking; General Website checking |
| 08/08/2022 | 09/08/2022 | P21. Coordination among the contact persons and the general coordination fort he second year | All the schools reviewed the project tasks distributions among themselves and what could be done for the next year |
| 19/09/2022 | 20/09/2022 | P22. General Checks as a preparation for the second year | Erasmus Teams defining; coordination meeting Bulletin Boards eTwinning & website regulations The revision at the beginning of the second year was made by all participating schools |
| 03/10/2022 | 04/10/2022 | P25. Latvian Day | Raising awareness about Latvia with cuisine, clothes, music, traditions,culture...etc to learn about it for the LTT next month |
| 03/10/2022 | 07/10/2022 | Short-term exchanges of groups of pupils | 1st Day : Arrivals , Meeting the Ss/ Teachers/ Parents 2nd Day (the 1st working Day) : Ice-breaking Activities at school School/ country/ city/ education system presentations Work Session 1: How to use social media; Pros & cons Work session 2: Social media addiction ; The causes & results & solutions e-Twinning Day celebration : "Let's celebrate eTwinning day" online event inviting all European schools Coordination meeting for teachers (half an hour) 3rd day (the 2nd work day) : Work Session 3: "We are not consuming but creating " ; Digital Story Telling workshop & CreARTivity session Work Session 4 : e-safety while using Social Media Unplugged Session : Open air Games A museum visit 4th Day (the 3rd work day) : Work session 5: information pollution- disinformation in Social Media & How to deal with it "We are learning a bit of Polish"; Mother Tongue Session Cultural Visit Evaluation of the LTT by "Spiral" (https://spiral.ac/) and evaluation forms 5th Day : Departure As this mobility is on Students' development we have planned Ice-breaking activities so that each students get into contact more easily and also the presentations so that each school knows others. The workshop on Art will make Ss more relaxed sometimes without any language but through feelings. Unplugged sessions will make Ss aware of the real life apart from the Technology which may sometimes drive people apart and they will be free of the Digital world's wrapping negative effects even in a limited time. Cultural Visit will also make our project reach the needed level for our objectives' realization such as learning other cultures working with 5 European schools through equity, tolerance, respect. The Ss participating this mobility will lead the activities on these topicsas they will be experienced. They will disseminate the Mobility to their friends, teachers, local community. This LTT's evaluation results will shed light on the activities to be held at each school. This LTT will make it easier for al Ss at each school to hold the next activity in the following month entitled with "A Seminar at each school for Parents The online event on eTwinning will make our Project be disseminated and also contribute to the eTwinning Day |

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| 10/10/2022 | 11/10/2022 | P24. European Code Week events in the Local events inviting the parents | European Code was celebrated to show the good use of Internet /Technology |
| 24/10/2022 | 26/10/2022 | P23. Erasmus Days Event | A collaborative Acrostic Poem was written by all schools Erasmus Days Bulletin Boards within our Project Theme |
| 12/12/2022 | 13/12/2022 | P27. Croatian Day | Raising awareness about Croatia with cuisine, clothes, music, traditions,culture...etc to learn about it for the LTT next month |
| 18/12/2022 | 23/12/2022 | P26. New Year & Christmas Cards on the theme of "e-Safety" with web 2.0 tools | New Year & Christmas Cards on the theme of "e- Safety" with web 2.0 tools were designed by the Ss. |
| 16/01/2023 | 20/01/2023 | Short-term exchanges of groups of pupils | 1st Day : Arrivals: Meeting the Ss/ teachers/ Parents 2nd Day (the 1st work day): Ice-breaking activities City/ country/ school/ education system presentations Work Session 1: Bullying & Cyber- bullying & Ways to Prevent From it Work Session 2: Critical digital Literacy "We are learning a bit of Croatian" ; Mother Tongue Session 3rd Day (the 2nd work day): Work Session 3: Tech-life Balance Work Session 4: How to keep Digital-wellbeing Work session 5:FoMo; Fear of missing Out Coordinating meeting for teachers (half an hour) A museum visit 4th Day : Work Session 6: Digital Hygene, Digital Diet "We are getting friendly" Drama session on Bullying & Cyber bullying Unplugged Session : Open air Games Cultural Visit Mini Farewell Party: Certificate Issuing Evaluation of the LTT by "Spiral" (https://spiral.ac/) and evaluation forms 5th Day : Departures We will work on Cyber Bullying and related concepts above. This mobility starts with the ice-breaking activities to get into contact more easily. Some topics will be held with interesting activities such as Drama and we will have Unplugged session as the symbol of Life-Tech Balanace. Mother Tongue and museum & Cultural visits are the real events to learn about the hosting country with real experiences. The Ss will be gathered in teams formed of multinationally blended groups of Ss through tolerance, respect, equality. As the guest students will be hosted by the hosting school's parents the inter-cultural dialogue, culture exchange will naturally be realized. |
| 06/02/2023 | 07/02/2023 | P29. Safer Internet Day event | "Public Announcement Service on Cyber Bullying " Each school shot a public announcement Service video and they published their videos |
| 20/02/2023 | 21/02/2023 | P28. Dissemination Seminar to Ss, Teachers, parents about what they have learnt in the LTT on Cyber Bullying, Digital Literacy, Gigital Hygene ...etc. | Dissemination Seminar to Ss, Teachers, parents about what they have learnt in the LTT on Cyber Bullying, Digital Literacy, Gigital Hygene ...etc were held. |
| 06/03/2023 | 10/03/2023 | Short-term exchanges of | 1st Day : Arrivals; Meeting the Ss, Teachers, parents 2nd day (the 1st work day) : Ice-breaking activities School/ city/ country/ education system presentation Work session 1: Smart phone use & addiction Work Session 2 : Nomophobia ; Drama workshop on this phobia and the ways to get rid of it 3rd Day (the 2nd work day) : Work Session 3: Humour to get over these phobias ; "how far and long can you be without your phone ?" via creating caps with web 2.0 tools Work Session 4: "We are mindmapping " ;" Mindmeister" or any related Web 2.0 tool workshop for mindmapping session on " How can we benefit from smart phones instead of being dependent on them & getting addicted? " The Imaginary Phones Exhibition: All the phones created by the students of each school will be exhibited and the most useful and effective will be voted. Coordination meeting for teachers (half an hour) A museum visit The 4th Day (the 3rd work day): Work Session 5: How can we use smartphone during lessons? Is it a good way; pros and cons ? "We are Learning a bit of LATVIAN" ; Mother Tongue Session Unplugged session : Open air games Cultural Visits Mini Farewell Ceremony: certificate issuing Evaluation of the LTT by "Spiral" (https://spiral.ac/) and evaluation forms 5th day : Departure We have |

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| | | groups of pupils | planned a smooth programme against Smart Phone Addiction one module following the other one. Ice-breaking activities will be the starter so that the Ss get into contact more easily. We will use humour to relieve the stress they have during the pain so we have planned activities full of humour such as some interesting funny games during the workshops. Drama will be one of the ways to reach students in Multi-nationally blended groups of Ss so that they will be able to be more aware of "Nomophobia and how to get rid of it". Unplugged session will also be a better way to show Ss how to connect to real through happy moments with their counterparts from 5 European Schools. There will be real life experiences such as living in the parents' houses and the guest Ss will experience the hosting country in the real life context with real friends, real families. Cultural Visit and museum visit will be good opportunities for Ss, teachers. Always Foreign Language use will be used but Local Language will also be encouraged. The Evaluation is also crucial which we will use Spiral.ac and evaluation forms for doing it and report. |
| 14/03/2023 | 17/03/2023 | P30. Humour against Cyber-bullying | The Ss created their own comic strips against Cyber-bullying informing their friends, teachers, parents about it |
| 10/04/2023 | 17/04/2023 | P32. Learning Diaries of the Ss | The Mobility Ss and the volunteer ones created a multi-author blog and they shared their experiences throughout the project |
| 24/04/2023 | 25/04/2023 | P31. Lithuanian Day | Raising awareness about Lithuania with cuisine, clothes, music, traditions, culture...etc to learn about it for the LTT next month |
| 05/06/2023 | 06/06/2023 | P34. Post-Test | The questionnaire used at the very beginning in order to see the difference between the results at the beginning and the ones at the end |
| 05/06/2023 | 09/06/2023 | Short-term joint staff training events | The 1st Day : Arrivals, meeting the teachers The 2nd Day (the 1st work day): Ice breaking activities School/ city/ country/ education system presentations Work session 1: The General Terminology of Photography & how the camera truly Works Work Session 2 : How to photograph in different scenarios like family portraits, landscapes, aerial, product, wildlife, and much more Work Session 3: how to light your subjects with flash and natural lighting & how to compose images beautifully with basic photography rules Work Session 4: how to edit your photos like a Professional eTwinning Online Event; "Let's celebrate etwinning Day" Unplugged Event : A tour outside to take breath-taking photos on " Digital addiction everywhere" The 3rd Day (the 2nd work day): Work Session 5: Brain-storming on the Project Documentary; determining the main points, observing the materials (videos/photos during the Project) to choose the best ones and the scripts to be decided Work Session 6: Working on the documentary within collaborative work "We are learning a bit of LITHUANIAN" Mother Tongue activity A museum visit The 4th Day (the 3rd work Day) : Work session 7: Working on the e-book for the Project Best of Album A mini-farewell party Certificates issuing Evaluation of the LTT by "Spiral" (https://spiral.ac/) Cultural Visit The 5th Day: Departures 3 teachers will join this training, as this is the last meeting of this Project we have planned to work on dissemination and the photography, photo album, Project documentary will make our Project disseminate with interesting moments photos, videos, documentary informing all interested people. We will work on these themes and also have cultural visit, museum visit, mother tongue activity, unplugged events along with the horizontal aims of Life Long Learning. |
| 19/06/2023 | 20/06/2023 | P33. Dissemination of the whole Project | The Project was disseminated in the local directorate of Education to inform other teachers from local schools. |
| 10/07/2023 | 24/07/2023 | P35. Cooperation for Final Report | Work on Erasmus+ Project Results Platform Work on Final Report |
| 01/08/2023 | 21/08/2023 | P36. eTwinning Checkings to complete the Project on eTwinning as well Website editing | eTwinning Checkings to complete the Project on eTwinning as well Website editing |

9. Follow-up

How did you assess if the project's objectives have been met? Please take into account the answers you have provided about the expected and achieved project results in the section Project description.

Many measurement and evaluation activities have been carried out in order to evaluate whether the project objectives have been achieved. In this context; Many measurement activities such as digital addiction scale, internet addiction scale, data collection with case study method and semi-structured interviews with teachers were carried out scientifically. The validity and reliability studies of the measurement tools used in the data collection process were carried out in accordance with scientific research methods and reported. In fact, some of the data collected in this process was presented at a national congress. Unpublished data will also be presented by Turkish partners at another international congress this year. One of the most important aims of the project was to diagnose digital addiction, if any, and to provide education and information activities to students so that they can overcome it. In this context, with the measurement activity, it was determined that the students of six countries were on average slightly digitally dependent. It has been determined that the information studies and trainings made on this subject have reached their goals. It was determined that this result was reached according to the results of the digital addiction scale, which was applied again at the end of the project. In short, the measurements made before and after the project scientifically confirmed the knowledge that digital addiction has disappeared.

Semi-structured interviews were conducted with the teachers who carried out the studies in order to measure the effects of the studies and studies on student behaviors during the project. The interview form was designed by an education specialist teacher with a doctorate degree in accordance with scientific research methods. After the expert opinion and the sample application, the actual application was made to cover all the partners. According to the results obtained, from the perspective of teachers, students;

- * They started to use digital technologies in accordance with their purpose and with awareness,
- * They have come a long way in reaching the right information and spreading useful ideas,
- * Digital native, citizen, digital immigrant etc. are familiar with the concepts
- * Gain awareness of the harm that technology can cause to the native language
- * Significant improvement in cybersecurity and safe internet use

It was shared by the teachers.

Based on the experience of implementing this project, please compare your current expectations about the project's longer-term impact and sustainability with your expectations at application stage:

- In the long-term, do you expect the project will have the effects on the involved schools that have been described in the project application? Did your expectations change since that time? Please explain the reasons for your answer.
- Do you and your partners have plans to continue using the results of the project or continue to implement some of the activities after the project's end? If yes, please describe what you plan to do.

When we started the project, our long-term goals were to enable students to gain lifelong learning awareness and skills, to be aware of all kinds of digital addictions (internet, social media, smart phone etc.), to gain skills they would need throughout their lives. We have realized these skills in an observable and perceptible extent during the project process. Of course, it is very important for this to be permanent in the long run. Because with the developing and diversifying technology, these skills continue to transform. Therefore, we can say that each partner will continue to work on this long-term goal. In order to achieve this, it was among our long-term goals to include these skills and concepts in the curriculum. This subject attracted the attention of the school administrators who took part in the project, and it seems that it will be included in both the curriculum and the school work to be done in the long run, with the willingness of the students. Our project website and social media accounts will continue to be actively used in order to maintain communication on this issue. The use of these accounts will continue to serve another of our long-term goals. These goals are the continuation of intercultural interaction with English learning and active use. Open and active communication channels will be very helpful in achieving these goals. In addition, the continuation of school, parent and student cooperation in the fight against digital addiction will also be very important in order to inspire each other on communication channels and practices of partners.

The diversification of threats brought by the rapidly changing technology as well as the opportunities it brings make us feel that we need more work on this issue. As a matter of fact, as the project group, we can say that new project ideas have already emerged from the problems that have emerged or observed from the experiences gained during the project. We hope that with the project whose application we will complete in the future, we will gain more solid foundations in achieving our long-term goals.

Please describe the activities you have implemented to make your project known and its results more widely used.

- How did you make the results of your project known within your partnership, in your local communities and in the wider public? Who were the main target groups you have shared your results with?
- Are there other groups or organisations who have benefitted from your project? Please explain how.

We attached great importance to the recognition of the project due to its objectives and a current problem. Here, our most important motivations were both to be a guide to schools experiencing the same problem and to bring the collected scientific data into the literature. In this context, each partner shared our project in their local press and social media accounts. In addition, each partner went to another school in their city and shared detailed information about the goal of our project and the activities carried out. Besides, the activities of sharing the project results with other schools in the cities where the partners involved in the project are still continue.

Our project partners are mostly made up of very hardworking teams that run multiple projects. In this direction, our project information was continuously shared during the project, both in the ERASMUS project dissemination activities and with other project teams.

In addition, the data collected during the project were presented as papers in international congresses. In addition, we have papers and an article still waiting to be published. Due to the fact that scientific publications take a certain period of time, these studies are in the process but have not yet been published. In addition to this, we also have a study published in the book of international congress abstracts.

Did your project produce any concrete outputs that can be used by others (e.g. publications, manuals, guides, web-based applications, instruction videos, etc.)?

Yes

Erasmus+ requires that all project outputs are shared through an open license and made publicly available on the Internet. Please provide some details about how you plan to fulfil these requirements.

In addition to the Erasmus+ Project Results Platform and the project website (if available), are you going to publish the project's outputs through the websites of the participating schools, a public Twinspace, or other channels? If yes, please briefly describe your plans and make sure to include the relevant web addresses and all other locations where the project results will be available.

Whatever we created during our project we openly published on our website, social media, eTwinning, Erasmus+ Project Results Platform as local activities, mobility workshops, outputs.

We have already displayed our publication in our schools' website for example the TR school also uploaded it onto their youtube channel <https://www.youtube.com/watch?v=2QvabDhEQZA>.

The social medias of our project also published and made news about publication and will make because we also prepare another survey which is to be completed as of december carried out by the Turkish students who have Statistics workshops at their own schools.

In Erasmus Days we will also mention about our concrete results like EHER Congress publications prepared by the TR school.

If you plan to put any limitation on the use of the open licence for your project's outputs, please specify the reasons, extent and nature of the planned limitations.

We wont put any limitations because the congress presentation and the article following it (to be issued later) will be openly accessed so that we can disseminate our project as well. We also had gotten the needed permissions from the parents before the project so the Ss' researches are also to be accessed as long as the privacy is protected in terms of the Ss' rights.

10. Budget (coordinator school)

Please note that the following budget summary only includes information on the budget of the coordinator school. Therefore the figures presented in this section may differ from those presented in the previous sections of the report where information for the entire partnership is summarised.

The details of the budget for partner schools are specified in their own financial reports. For more information on the structure of the final report please consult the explanation provided in the section 'General information' at the beginning of the report.

| Budget Items | Grant |
|---------------------------------------|-------|
| Project Management and Implementation | 12000 |
| Learning/Teaching/Training Activities | 20105 |
| Total grant | 32105 |

10.1. Budget for Learning, Teaching and Training Activities

| Activity No. | Group No. | Activity Type | Individual Support Physical Activity | Individual Support Total Grant for Participants | Travel | Exceptional Costs for Expensive Travel | Linguistic Support | Total grant |
|--------------|--------------------|--|--------------------------------------|---|----------|--|--------------------|-------------|
| C2 | C2-E10158684-00001 | Short-term exchanges of groups of pupils | 2,220.00 | 2,220.00 | 3,180.00 | 0.00 | 0.00 | 5,400.00 |
| C3 | C3-E10158684-00001 | Short-term exchanges of groups of pupils | 2,510.00 | 2,510.00 | 1,925.00 | 0.00 | 0.00 | 4,435.00 |
| C4 | C4-E10158684-00001 | Short-term exchanges of groups of pupils | 1,930.00 | 1,930.00 | 1,800.00 | 0.00 | 0.00 | 3,730.00 |
| C5 | C5-E10158684-00001 | Short-term exchanges of groups of pupils | 2,220.00 | 2,220.00 | 1,650.00 | 0.00 | 0.00 | 3,870.00 |
| C6 | C6-E10158684-00001 | Short-term joint staff training events | 1,590.00 | 1,590.00 | 1,080.00 | 0.00 | 0.00 | 2,670.00 |
| Total | | | 10,470.00 | 10,470.00 | 9,635.00 | 0.00 | 0.00 | 20,105.00 |



10.2. Special Costs

This section doesn't apply for this project

11. Annexes

additional documents that are mandatory for the completion of the report;

In this section you should attach the Declaration of Honour signed by your organisation's legal representative, as well as any other needed documents.

Please note that all documents mentioned below need to be attached here before you submit your form online. Before submitting your report to the National Agency, please check that:

- all necessary information on your project have been encoded in Mobility Tool+
- The report form has been completed using one of the mandatory languages specified in the Grant Agreement.
- you have annexed all the relevant documents:
- the Declaration of Honour signed by the legal representative of the beneficiary organisation.
- the necessary supporting documents as requested in the grant agreement.
- You have saved or printed the copy of the completed form for yourself.
- you have uploaded the relevant results on the Erasmus+ Project Results Platform:

List of uploaded files

- Declaration of Honour.pdf DOH
0.18 Mb
23 days ago