



ReadTwinning



ARE YOU READY TO DISCOVER THE READTWINNING WORLD?



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ReadTwinning

THE PROJECT

READTWINNING is a European Erasmus+ Project promoting interest-based reading among young students from 9 to 15-year-old.

To promote the interest in reading, READTWINNING will connect students from different classes, schools and countries through the matching of two or more 'reading pals'.

The '*reading pals*' will be matched on an on-line platform which through a set of questions and activities will identify users' interests, reading habits and preferred books. The platform will provide tools specifically designed to connect the '*reading pals*' and facilitate shared reading.

For example, a user that is interested in fantasy novels, will be matched with another one that has the same reading-interests. Once they are matched, the two '*reading pals*' will read the same book together, creating a so called '*reading tandem*'.

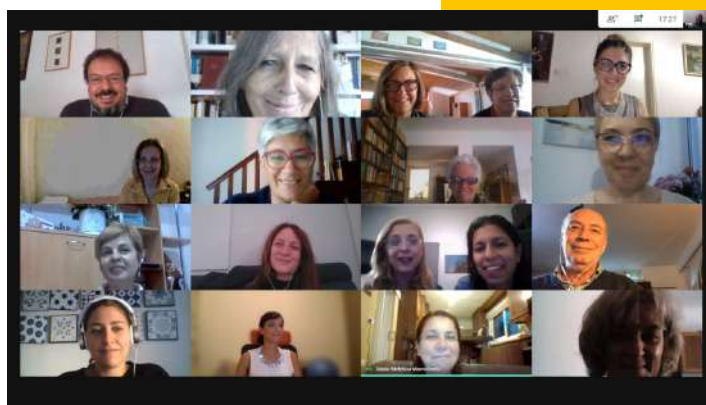


THE PARTNERS

ReadTwinning partners – *Forum del Libro*, *GRYD LTD*, *Scoala Gimnaziala "Constantin Parfene"*, *Dimotiko Scholeio Makedonitissa*, *Agrupamento de Escolas de Vila Nova de Paiva*, *European University Cyprus* and *Progettomondo.mlal* – met online on the 13th October 2020 for the second **Transnational Project Meeting (TPM)**, under the coordination of the Romanian partner *Scoala Gimnaziala "Constantin Parfene"*. Originally, the meeting should have taken place in Romania but, in order to respect the latest measures that concern the global sanitary emergency, the meeting has been held online.

Forum del Libro, the project-leader of ReadTwinning, presented the **ReadTwinning Methodological Approach and Guidelines**, an e-publication that provides a methodological framework to implement the ReadTwinning approach of connecting young readers through shared interests. In fact, the project offers both the methodological and the operative tools for the effective creation of reading groups, called 'reading tandems'. As you can see from these few lines, ReadTwinning Guidelines are a very useful instrument that you will get to know in detail very soon!

The **ReadTwinning Platform**, designed by *GRYD*, our partner expert in ICT, is almost ready; we promise that you just have to wait a little longer! The final aim of the platform is to show that the web could be a social environment able to enhance reading, to share the result of reading activities and to interact with other "reading tandems" in a 'safe non discriminatory educational environment'. In the meanwhile, you could try the friendly digital environment we created so far by visiting this website: you could find articles, news and resources created by the ReadTwinning Team that will surely help you get through this challenging times of emergency.



Despite the restrictions and limitations created by the pandemic, the experience of ReadTwinning schools is very rich! Coordinated by the Romanian school partner, the **Lessons Plans** have been implementing by all partners. Despite the strong difficulties that teachers faced in these last months, every participant manifested on the one side, the profound commitment they have towards their job, and on the other, their ability to involve students in reading activities with imagination. In fact, all activities presented were meant to stimulate cooperation, collaboration, critical thinking, digital creativity and they particularly concentrate on how to learn useful skills in a pleasant, stimulating and creative way.

Finally, we have shared some news regarding **Training course for 'Connected Teachers'**, a comprehensive training curriculum to develop knowledge and skills in teaching and learning using the ReadTwinning approach. Designed and developed by the *European University Cyprus*, the training course is structured in 8 modules. It is based on the ReadTwinning approach and it includes also different ways of motivating disengaged students, various modalities through which the Project Platform could be used successfully and lastly, new methods of assessing the reading skills among the suggestions for the Course content.

Partners stayed focused on a reflection on the core issue of the project: the love for reading. Thanks to different **surveys** on students' interests and reading habits conducted in the schools, the partners understood that students are less and less interested in reading during their free time. In order to get children more involved, reading activities should be connected to a personal interest or developed in a digital environment. Both are final aims of ReadTwinning and this encourages us in pursuing our goals. The surveys analysed also schools' difficulties during the emergency. It turned out that this period could be an excellent starting point in the follow up discussions on how students', teachers' and parents' needs could successfully converge through the use of the ReadTwinning approach and its tools.





Here are the ReadTwinning FAQ!

During this last few months, another extremely useful tool has been created by our ReadTwinning Team: the most Frequently Asked Questions (FAQ).

Keep on reading to discover more of the ReadTwinning world!

1. What is ReadTwinning?

ReadTwinning is a European Erasmus+ Project promoting interest-based reading by matchmaking two 'reading pals' (or a small group of reading pals) in order to read together the same book, with the help of an on-line platform which provides tools specifically designed to connect the reading pals and facilitate shared reading. The target of the project is constituted by 9-15 years old students.

2. How should the reading pals be matched?

In the final version of the project, the on-line platform will include specific tools to facilitate the matchmaking by means of a (gamified) set of questions and activities aimed to identify users' interests, reading habits, preferred books. In this preliminary stage, school partners are encouraged to involve teachers and students in the matchmaking process, asking them to help match students with similar interests. Since the project aims to connect students from different classes, schools and countries, it is recommended (albeit not required) even in the preliminary stages to match students from different classes. In the preliminary stages, it is suggested to work mainly with couples of reading pals, but to experiment also with small groups of 3 to (maximum) 5 people, in order to better understand if and how well the tools provided and the ReadTwinning methodology work with small groups. Within the project, each couple or small group of reading pals connected in order to read the same book is called a 'reading tandem'.

3. How should the books be chosen?

The platform will provide book suggestions based both on the users' profiles and interests, and on recommendations by 'topic gurus', advanced users of the platform (teachers, parents, students) with a specific competence on the topic which constitutes the reading tandem's specific interest. In the preliminary stages of the project, partners are encouraged to involve students, teachers and parents in preparing a list of topics of interest (being as specific as possible), in enrolling topic gurus and in collecting topic-specific book recommendations from the topic gurus. The platform will include as soon as possible tools to facilitate this preliminary step, which will be useful in order to collect a first, shared set of data. It is very important, however, that the final choice of the book to be read is left to the reading tandem, and not imposed upon it.





4. Which tools are available to the reading tandem?

In the final version of the project, each reading tandem will be able to use tandem-oriented social reading tools, such as a shared reading diary, a shared board for collecting reading-related content (both validated on-line content and user-generated content), a message system, and (through embedding) a web-conference system for book-related discussions and activities. In the preliminary stages of the project, partners (especially school partners) are encouraged to experiment with their own templates for the reading diary, and to share them with the other partners through the project mailing-list and Google Drive: Suggestions and proposals on the template of the reading diary (especially if proposed by reading tandems) will be of invaluable help in order to finalize a common template and to implement it in the platform. In the preliminary stages of the project, available on-line tools such as The Living Library platform, Padlet, etc. can be used as a shared board. Please, share experiences and evaluations on the tools used!

5. How does the reading tandem work? What are the reading challenges?

At the beginning of its activity, each reading tandem could define a set of goals which, taken together, constitute its 'reading challenge'. What is their deadline for completing the book? Which kind of shared activities (such as: create a book trailer; create a given number of Instagram stories describing the reading habits, discoveries, activities of the tandem; create a playlist of music related to the book, or to be listened to while reading it; create book-related bookmarks, ...) are expected? In the final version of the platform, it will be possible to include the reading (sub)challenges in the template of a Reading diary, and the platform will award badges (both for the tandem and for its individual participants) when the reading (sub)challenges are completed. In the preliminary stages of the project, teachers and topic gurus will award challenge-specific rewards to the tandems and their participants. Each reading tandem can challenge other reading tandems through shared multi-tandem reading challenges.

6. How to use augmented/enhanced reading in the ReadTwinning reading activities?

Reading tandems are encouraged to use the Living Book approach based on augmented/enhanced reading, including in the shared reading activities and in the reading challenges also activities based on enhanced reading. The Living Library platform can be also used within the activities of reading tandems.

7. Connecting reading tandems.

While each reading tandem has its own specific, book related and topic-related challenges and reading activities, the ReadTwinning methodology should also provide spaces and times for common activities involving different reading tandems, such as: sharing with other tandems the challenge results, implementing multi-tandem challenges and rewards, common meetings and discussions...





SCHOOL VOICES

Responding to the pandemic situation surely is not easy. However, creating new opportunities could be a valid idea to help us getting through this period. Here are some of the activities that our ReadTwinning teachers developed during the lockdown and that they are still carrying on lately.

Let's get inspired by the ReadTwinning experiences!

Romania – Reading, a multidisciplinary activity.

In Romanian Schools the practical activities began right before the lockdown. When the COVID emergency exploded, after an initial a sense of loss, teachers understood that they should adapt and reconsider the entire situation as an opportunity to promote reading activity online. The plan included both the humanistic and the scientific or technological subjects, and it proposed appealing and creative reading strategies. For example, Physics students – through the digital tools of Story Jumper or Pixton Comic Maker – could choose between imagining a dialogues with the famous physicists Pascal and Newton, or describing Gravity as a character who takes them on a trip to discover the laws

of physics. During the lesson of Biology, students were asked to read legends about flowers and illustrate them with drawings, poems or comics. The English teacher suggested to older students to choose a book or a story and to change the ending, or to rewrite the last chapter, or even to imagine a dialogue with a character through the use of online tools. Whereas, for the students of the primary school, different activities were realized, such as: reading short stories in chain or complete crossword puzzles and gap sentences, in order to make students reflect more on the story messages and stimulate communication and interaction among them. The proposed activities were developed in a picnic like atmosphere: children were allowed to bring food and drinks from home or even familiar objects, such as toys or pillows. Another very much appreciated activity, developed by the schools during the lockdown, was promoting reading in small family groups and completing a reading diary on any book the students choose. Sharing the reading experience with the members of family proved to be a good method to bring different generations together.

Portugal – Let's Read... in the places of the book!

While the partners are waiting for the Readtwinning Platform to be ready, Portugal teachers created small reading groups on Let's Read, a blog created under the Readtwinning project, and proposed to their students some activities about different books they already known. In addition to the creation of small groups, other projects about books already read and analyzed in the classroom or at home have been loaded in the blog, as well as many other works done by the students. As you can easily understand, the help of different digital tools proved to be fundamental in this period. A contextualized reading of books was also promoted among students. After having read some Portuguese authors' books, teachers and pupils discussed them during classes. However, the activity will only be concluded with the visit in the places related to the author or the plot of the story. For instance, some students have already read a novel that is set in a monastery near the school. A visit to the place where the action of other stories takes place has already been planned and it will happen very soon. Actually, we think this is a great way of motivating and involving our students in the reading process.



Cyprus - When the lesson becomes an event.

Imagine a class where students sit in a circle. Everyone hold a box they brought from home (it could be of any color, shape or size). Each box is unique and it hides a secret story. Marina, 10 years old, is holding a small trunk in her hands. She opens it and pulls out a thread. Various small objects or images are attached to the thread. Marina begins to unravel the thread and the story begins... "Once upon a time, there was a rich merchant, who loved travelling all over the world. One day, while he was traveling, he was attacked by pirates...» Marina tells her story that unfolds from her thread that comes out of the box. Her classmates applaud and Marina is glad she shared her story. All students share the original stories they made. If the children want, once their storytelling is finished, they can also write down the story or record their voice, so that their imagination could be fixed forever.

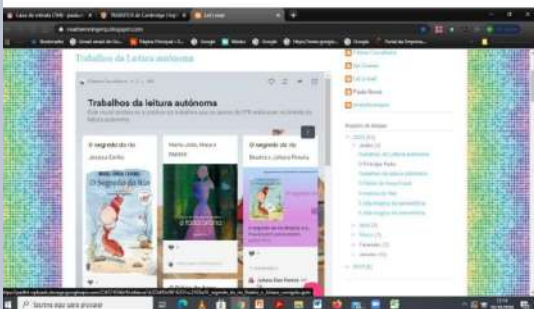
All stories are unique: some of them are funny, some are dramatic, and some other are romantic. But in this way stories become bridges that bring students closer, and the lesson becomes an event of pure joy!



Romania - Scoala Gimnaziala "Constantin Parfene"



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Portugal - Agrupamento de Escolas de Vila Nova de Paiva



Cyprus - Dimotiko Scholeio Makedonitissa

