Apréli@ educative e-twinning

The e-twinning enables direct communication between classes, using digital tools, to improve quality of learning in schools

The Apréli@ e-twinning offers a set of **digital Open Educative Resources (OER)** available to schools, teacher training institutes, local authorities for:

▶ **educational activities between African classrooms** in different countries, with a view to African integration, and also between classrooms in African countries and other countries in the world.

▶ **the co-construction** by African teachers and teacher educators, and colleagues from non-African countries **of educational resources and scenarios** in keeping with the Open source philosophy and approach.

Designed on a socio-constructivist model, the initiative :

▶ relies on **professional solidarity and co-development** between peers around what constitutes the heart of professional practice: **improving the quality of learning** in the context of cultural exchanges and global citizenship.

▶ **involves the school community** (pupils, parents, members of management committees, elected local officials, school authorities, technical and financial partners) to the production of resources and conduct of school activities.

The initiative pilot phase (2011-2012) was conducted as an action research project, monitored and evaluated for replication, implementation and adaptation.

Partners:
The CONFEMEN (Conference of Ministers for Education in French speaking countries)
TESSA (Teacher Education in Sub Saharan Africa)

Objectives

▶ To renew and energise school exchanges and increase their impact on learning and beyond, perceiving the learner as a citizen in development in the global village that is ultimately interconnected and interdependent.

▶ To create a sustainable model that develops innovative educational practices afforded by network use of African OERs.

▶ To strengthen teachers pedagogical capacities

▶ To facilitate the acquisition of new skills (including digital literacy and ICT integration) in their practices.

▶ To foster sharing, cooperation, mutual aid and solidarity attitudes, i.e. an individual and social transformation that vouches for human and social development.

Approach

The Apréli@ e-twinning pedagogy

▶ positions learners as actors, producers of knowledge, ambassadors for their school and the community around it, and as citizens of the global village.

▶ facilitates the teacher's change of teaching posture, moving from the position of holder and transmitter of knowledge to that of guide and facilitator for the acquisition of knowledge.

The implemented scenarios allow the learners

▶ to improve school knowledge and skills

▶ to acquire ICT skills for learning

▶ to develop new skills, including the ability to communicate, exchange, open to other cultures and contexts.

Based on intercultural exchanges, the initiative also allows for better visibility of African digital resources, thereby enhancing the African cultural, linguistic and spiritual heritage.

Pedagogical model

The Apréli@ e-twinning pedagogical model reflects the anchoring in a territory, from the nearest and best known towards the farthest and the discovery of other people, in the double movement of decentring and at the same time of centration and reflection on oneself.

The purpose of the twinning is to produce **a digital travel diary about the partner class village or town**.

▶ To achieve this, each class needs to invite the partner class to gather information on itself, its school, neighbourhood, city, region and country.

▶ To gather the required information, the partner class will use various resource persons in the community, including parents and elected local officials.

The final product, the Digital Travel Diary, reflects collaborative work that involves the school and its partners.

To complete the Digital Travel Diary, learners will carry out two types of activity simultaneously:

• Find, organise and present information about their environment, including cultural elements, and send them to their partners

• Understand, organise and present the information received from their partners, and if necessary, request further information from them.
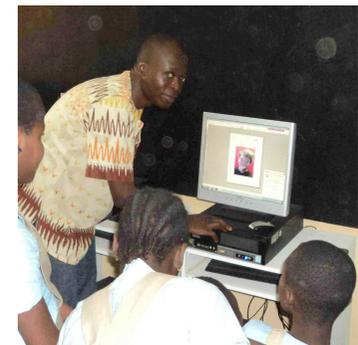
The Digital Travel Diary

Its composition

▶ The introductory module *Who is who?* followed by

▶ the chapters: the partners choose the numbers and themes they wish to tackle. The available chapters are:

- Our partners' class and school
- Our partners' games
- Our partners' favourite dishes
- Around our partners' school
- Celebrations in our partners' country
- Our partners' school community
- Those small creepy-crawlies that bother our partners

Its access

▶ It is on line on http://wiki.aprelia.org/tiki-index.php, which also provides links towards teacher training OERs to support teachers in the implementation of the Apréli@ e-twinning innovative pedagogies.

Links with the Millennium Development Goals:

Where appropriate, the links between the activities with the Millennium Development Goals are indicated, particularly: *Eradicating extreme poverty and hunger, Achieving universal primary education, Combating HIV/AIDS, malaria and other diseases, Ensuring environmental sustainability, Promoting gender equality and empowering women.*
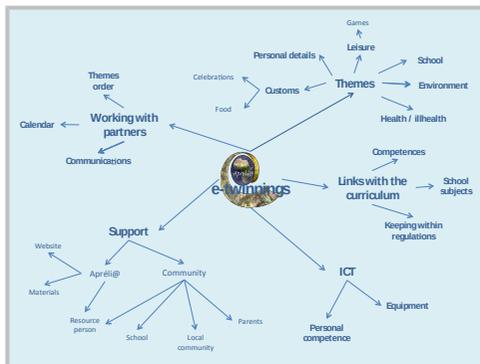
The Apréli@ e-twinning calendar

▶ **October 2008**

1st Pan African workshop for the production of African Open Educative Resources, FASTEF (Faculty of Science and Technology Education and Training), Dakar.

The Apréli@ e-twinning resources were the outcome of continuing reflections after this first workshop.

▶ **April 2011: the Dakar workshop**

- The Apréli@ e-twinning was launched at an international workshop, held under the CONFEMEN Chairman's patronage at the FASTEF.

- The pedagogical model of the e-twinning was co-developed by teachers, teacher educators, educational researchers, educational and administrative officials, elected officials, representatives of parents, management committees of schools, national and international partners.

- The first resources were produced collaboratively.

  Common reflection about a set of issues concerning the testing of the initiative helped design the appropriate tools and methods for collaboration, monitoring, support, training, evaluation, as well as a strategy for the appropriation of ICT.

- The Apréli@ / CONFEMEN Technical Committee was created in June 2011, to ensure that the results of the pilot phase contribute efficiently to the ADEA 2012 Triennial reflections, as an African initiative designed to define and implement an appropriate use of ICT to respond to African educational needs.

▶ **School year 2011-2012, autumn term**: pioneer classes started work on the e-twinning introductory module, *Who is who?* This module invites learners to introduce themselves through a short text and a digital photo. The challenge for the Partner class is to match text and photo.

▶ **School year 2011-2012, spring term**

- Evaluation of the pilot phase, supported by the Apréli@ local teams.
- Evaluation results and lessons learned taken into account for the rest of the 2011-2012 school year.
- Sharing of the first results at the ADEA 2012 Trienniale on Education and Training in Africa in February in Ouagadougou, Burkina Faso.

▶ **School year 2011-2012, summer term**

- Presentation of the initiative at the 2012 eLearning Africa conference (Cotonou, Benin) and the 2012 World Open Educational Resources (OER) Congress held at the UNESCO in Paris in June.

▶ **School year 2012-2013**

- Presentation of the initiative at the UNESCO Mobile Learning Week in Paris in February

▶ **School year 2013-2014**

- The CONFEMEN presents Apréli@ entry for the UNESCO/Hamdan prize

▶ **Expansion phase**

Apréli@ e-twinning expansion phase, involving a greater number of schools and countries, primarily targeting the Ivory Coast, where the model is to be adapted to technical and vocational education.

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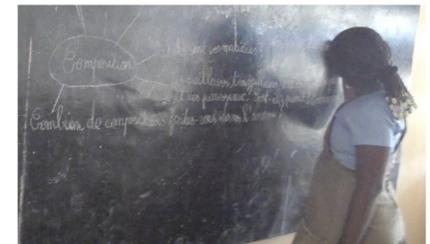
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