



ReadTwinning



WHAT'S INSIDE?

THE PROJECT

Redefining ReadTwinning due to the pandemic.

THE PARTNERS

What is the ReadTwinning Platform?

READTWINNING NEWS

Reading, parents, children, the perfect combination!

SCHOOL VOICES

Let's have a look at the activities realized by the ReadTwinning Teachers in Cyprus, Portugal and Romania!





ReadTwinning

THE PROJECT

REDEFINING READTWINNING DUE TO THE PANDEMIC



The ReadTwinning project, as indeed is happening to many others, is undergoing and will undergo a series of changes due to the pandemic and the restrictions due to it. COVID-19 has affected students, teachers and parents everywhere, revealing “the unpreparedness of education systems, infrastructure, educators and learners for distance learning, and the fragility of adult literacy programmes”. To alleviate these difficulties, we have multiplied the interventions and online exercises, both among partners and within schools.

From a general point of view, the project has undergone a global delay. As a consequence of the pandemic, the ReadTwinning Consortium decided to extend the project to 36 months (from the previous 31) in order to be able to plan some activities in presence, which were necessarily postponed due to Covid-19.

Therefore, lessons plans, the blended training course for “Connected Teachers”, experimentation activities, the short-term exchange of groups of pupils in Romania, Portugal, Cyprus have been rescheduled and all the activities, including the completion of the platforms and toolkits will be completed by 31 October 2022.



THE PROJECT

Transnational meetings originally planned have been replaced by a series of online meetings, among which the dissemination event PROMOTING THE LOVE FOR READING, which took place on the 4th of January 2021, was particularly relevant.

The dissemination online event took place directly on the Facebook and YouTube pages of the project to present the project and its activities. Some experts coming from the different European countries attended. Mr. Giulio Blasi presented his work experience with the Media Library Online, the first and largest Italian digital library. Elena Perikleous, a headteacher from Cyprus, participated too. She is an Award-winning author, who delighted the participants with a reading moment to reiterate - if it should be necessary - the importance, the beauty and the extremely fundamental value of the art of storytelling. It should be emphasized that the online appointment offered the possibility of contacting a certainly greater number than a live meeting could have obtained. In fact, the participants in the event totaled over 100.

The most critical situation is certainly that of schools. Apart from some variations during these months, the whole formal education system in the countries of the project partners found itself facing shorter or longer closures, alternating presence and absence of students and teachers, the need to reschedule activities.

With schools' encouragement and support, in this situation we have favored the creation of small reading tandems involving children and their families, which were formed at home or at the school library when possible.

They were an effective starting point to raise awareness among parents and relatives about the importance of reading and to introduce them to the ReadTwinning project.

Teachers' role as reading mediators proved to be very important in setting up reading tandems within the domestic environment, especially when children come from families where reading is neither experienced nor practiced.





THE PARTNERS

WHAT IS THE READTWINNING PLATFORM?

The ReadTwinning platform is the hub where readers connect together, read books in parallel, record their progress and share their reading experiences. Its social functionality enables new reading tandems to form, based on shared interests. Each new user will be assessed through a simple process to discover their interests and the type of books they would like to read. They will then be offered connections with other readers who share their interests and would like to read a similar book. These social connections could be formed for only one book or these 'Connected Readers' may choose to read more books together. The online platform allows for readers to be connected who are from different school years, different schools, different cities, and even different countries. It will also be encouraged to connect with readers of differing cultures and socio-economic groups; with the main focus being on their shared interests.

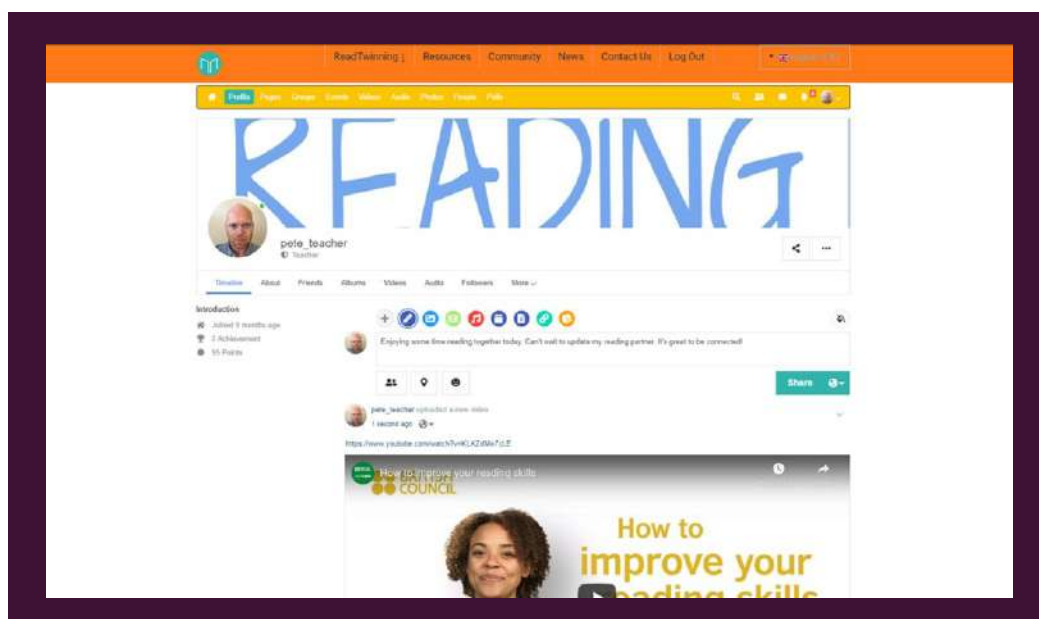
These 'reading tandems', or small groups, will be encouraged to record their progress using tools within the online reading diary; and to share their experiences within the ReadTwinning Community. Users will be rewarded with points and badges based on their interactions, to motivate them further.

To guide users, the platform includes 'gurus' who will recommend books in several of the most popular themes. Users are free to choose one of these books or to decide on any book that they and their reading tandem would like to read in parallel.

The ReadTwinning platform is also where you can access:

- ReadTwinning methodological guidelines
- Practical Lesson Plans
- Blended Training Courses
- Toolkits to support the effective use of the platform and associated technologies

The ReadTwinning community will be a rich, motivating and shared reading environment. The platform is in development now and will be available to use in Summer 2021.



READTWINNING NEWS



READING, PARENTS, CHILDREN, THE PERFECT COMBINATION



According to the educational policy of our school grouping, parents' participation in the life of the school is seen as a key factor for educational success. In this sense, by promoting the Readtwinning project, we also focus much of our attention on the involvement of parents, asking them to collaborate with their children in activities to promote Reading, what we call Family Reading. They do not always join easily, but little by little we get them to participate more and more in more creative ways. Thus, several are those who have been collaborating in the autonomous reading projects of their students, reading the same book together and making presentations about it, which they share in class or through videos made at home. The enthusiasm of those involved has been evident, which we believe has greatly motivated the students to read.

On the other hand, we have encouraged reading in pairs, in which two students read the same book and, in class, talk about it, motivating their classmates to read the same book.

Also with the objective of promoting reading and reading comprehension, as well as the development of oral expression, each student has developed individual reading projects, reading a book of their choice and then presenting it to the class, in the most creative way they can.

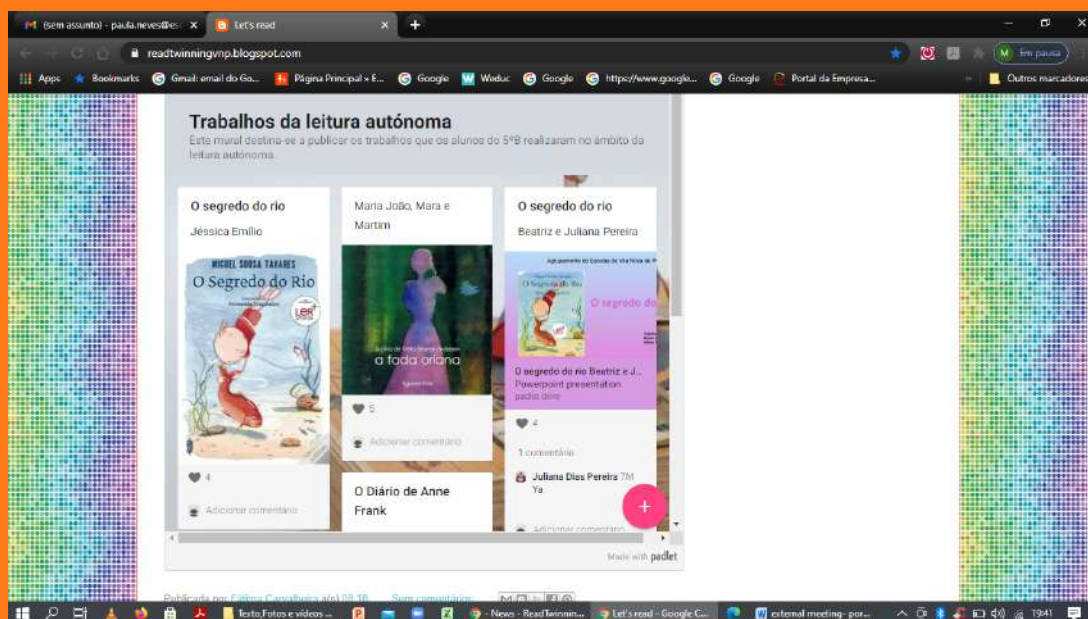




In addition, there have been activities aimed at contextualizing some books by Portuguese authors worked on in class, which is nothing more than knowing the real places where the narrated events take place, so that students can more easily get involved in the action.



Finally, we must not forget to mention our blog Let's Read, where we publish the students' work on their readings and where they can exchange opinions on these or other books.





SCHOOL VOICES

Portugal - Reading is cool

Reading is important, no matter where, either alone or in company. Therefore, at our school, we develop different reading activities. Today, we tell you about two proposals. In one of them, parents, at home or in the classroom, collaborate with their children in reading projects. The suggestion is reading the same book and then talking about it, by recording a video to show the class. Alternatively, parents may come to school and together with their children they talk to other students about the book they have read. In the other one, the student reads a book and prepares an oral presentation on his own, which will be later presented, in the classroom, from a critical point of view.

Our aim with these activities is to increase motivation in our students to reading. The reasons why they get so engaged in this kind of activities are varied. Some like to prepare the activity with their parents, feeling proud, others like to show their work and finally others are curious about the books presented.



Cyprus - Quarantine adventures in the land of fantasy

by Irini Ptohopoulou - 11 years old student

“Quarantine is so boring! Only these words can describe the daily life of the last days. So, I was enjoying the April sun, sitting in a chair in our yard, while my kitten was lying lazily on my feet. There, I fell asleep for a while.

At one point, I woke up and listened to the daily noises, except that instead of hearing the usual noises, I heard the birds singing, bees buzzing and plenty of laughters.

I opened my eyes and saw a fairytale landscape, which was not familiar. Everything was so small ... I didn't realize where I was and suddenly I started to get smaller too. Only my cat for a strange reason did not shrink. She looked like a giant in my eyes. I carefully climbed on my cat and started riding her....”



This is the start of a story written during quarantine, by Irini Ptohopoulou. It was awarded for best story during quarantine and published by The Research Institute 'PROMITHEAS'.





Romania - Reading groups in Scoala Constantin Parfene

After the Digital Book Fair and Secret Santa organised in December, when students promoted their favourite books with creative posters and gave books as presents, small reading groups have been formed, especially on the primary level, where organising them proved to be much easier.

Thus, in the 3rd A class a special hour is dedicated to reading activities weekly. Out of the promoted books during the Digital Fair, 7 books were selected by students and 7 reading groups were formed. The groups have met online, discussing and expressing opinions, designing posters and making drawings and role-playing. Also, maps of the books have been created, different characters have been described, recommendations of other books from the same series have been made. The results were presented to the whole class.

Then, students changed the book, choosing the one that impressed them the most. For the new book, students accepted the teacher's challenge: to present it "behind the eyes" of the characters from famous paintings. Students had to search for famous paintings that captured the act of reading and recreate the atmosphere from the painting. Thus, children investigated the world of art in a creative manner.

On the 2nd grade level, 11 reading groups were formed after the activity of Secret Santa, organized at Christmas. The students' favorite activities were role-playing games, puppets and comics to illustrate an important moment of the book they read. Well done, students! The adventure in the world of books will continue...

