



LANGUAGE LEARNING AND SOCIAL MEDIA  
6 KEY DIALOGUES

# **Teaching with social media in classroom settings: Top ten practices from teachers around Europe**

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**10 best practices:** <http://elearningeuropa.info/en/book/teachers-competition-social-media-use-formal-language-learning-contexts>

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**Social media presence of "Language learning and social media: 6 key dialogues"**  
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We would like to thank contributions of 10 best practices for sharing their images for this special publication.

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## Foreword

It is with great pleasure that we present the following publication, based on the ten best practices from the "*Teachers' competition for social media use in formal language learning contexts*" run throughout 2011.

We hope that this publication will be of interest to teachers, educators, parents and pupils sharing good practices in the use of social media in classroom settings.

We are grateful to all who have contributed to promoting the competition, which attracted over 80 wonderful entries. None of this work would have been possible without the more than 80 participants who shared their innovative and excellent practices in formal language learning contexts.

Finally, our special thanks go to the jury panel, all members of the LS6 team and the European Commission's Lifelong Learning Programme.

Contributing institution

University of Luxembourg:  
Dóra Bereti, Ju-youn Song, Katerina Zourou



## **Introduction**

The "*Teachers' competition for social media use in formal language learning contexts*" was created within the framework of the EU-funded network "Language learning and social media: 6 key dialogues". The competition was part of key dialogue 6 "*Language learning and teaching in formal and non formal contexts through ICT*" and aimed to identify the role of Web 2.0 technology in the classroom settings for language learning and teaching practices in Europe. Its objective was twofold: to encourage language teachers to share their experiences and everyday practices with a wider public, and thus to inspire other colleagues in terms of ICT and social media use in the classroom.

The competition ran from March to November 2011 and was based on a two-stage selection procedure. After identifying the selection criteria for both stages and announcing the opening of the competition through our various communication channels, a panel of interdisciplinary jury members monitored and evaluated over 80 applications in the first stage. At this point, the 10 best practices were chosen and their implementers were invited to participate in the second stage of the selection procedure, by providing a more detailed description of their practices.

After deliberating at length on so many worthy and wonderful practices, the jury members selected the winner, teacher Ceri Anwen James in a Welsh-medium school Ysgol Gyfun Bro Morgannwg *from* Vale of Glamorgan, Wales (UK). Combined with a learning platform, online blogging and Podcasting, her practice met particular linguistic, academic and practical demands.

We hope that this brochure will highlight the aims of this competition as well as sharing good practices in teaching with social media in classroom settings with a broader audience.

## Teaching with social media in classroom settings

### Virtual Classroom as a learning aid

By setting up a *Virtual Classroom (VC)* from an aggregation service, *Netvibes*, teacher Katrin Saks tries to integrate classroom language learning into daily exercises. A series of tools and programs incorporated in VC should enable various learning activities to improve English through homework and other collaborative peer works.

Using a set of social media tools in VC was a chance for Teacher Saks to develop pupils' self-directed learning skills. For her, a primary goal of using VC was to enable pupils to see and to understand their own learning process: why, what and how they are supposed to learn with the use of *Virtual Classroom*.

As the assignment is posted in VC, pupils use embedded weblogs to write different texts such as letters, messages, narratives, description and analysis for their homework. Through writing activities, pupils comment on and review each other's posts. In addition, pupils participate in collaborative writing through *Wiki*.

It is also important for each pupil to learn grammar and vocabulary through uploaded files or links from social bookmarking sites such as *Delicious*. Podcasting by the teacher or pupils using *Voicethread* supports the listening and reading process. Teacher and fellow pupil's post feedback, comments and question in various forms such as tagging and voice recording.

*"I consider my practice innovative because it covers so many different possibilities. The Virtual Classroom created in a feed aggregator may combine tens and tens of different Web 2.0 tools. This enables to consider the needs of different learners, offers the best solutions for everyone, as a model of a PLE for future self-directed life-long learners." Teacher Katrin Saks*

There is no doubt, as Teacher Katrin Saks emphasises, that using *Virtual Classroom* supports the language learning process while using different Web 2.0 tools. Her overall aim is to motivate each learner to create their own Personal Learning Environment (PLE) considering their needs, learning goals and skills by participating in *Virtual Classroom*.



#### Tartu University Pärnu College

**Context of practice:** Secondary School

**Project Leader:** Katrin Saks

**Country:** Estonia

**Learner's age:** 16-18

[http://www.netvibes.com/kat3z#Form\\_11a](http://www.netvibes.com/kat3z#Form_11a)

<http://www.delicious.com/koidulag>



## Esafty for eTwinners

Teacher Lucian Duma believes that Web 2.0 and social media bring a new dimension to the education field. The *eSafety4etwinners* project highlights a new approach to prevent potential school dropout. The integration of Web 2.0 tools has motivated these pupils to stay and to play an active part in the learning process.

In fact, the *eSafety4etwinners* provides a safe Web 2.0 learning environment while making learning fun. In line with this pan-European project, he has developed an optional course *the computer my friend* to teach pupils how to use web 2.0 tools safely.



### *Special School Caransebes Romania*

**Context of practice:** Evening classes

**Project Leader:** Lucian Duma

**Country:** Romania

**Learner's age:** 12-19

<http://e-safety4etwinners.wikispaces.com>

<http://e-safety4etwinners.mixxt.eu>

The *eSafety4etwinners* project starts by showing pupils how to use new Internet tools safely with an *eSafety Kit*. From January to April, his pupils learn how to use the learning platform *Glogster EDU* for collaborative presentations. The project then supports the creation of animated presentations, using a moviemaker site such as *Xtranormal*. Finally, every European partner uploads a PowerPoint presentation to the *Slideshare* website relating to e-safety study.

Evidence from within the *eSafety4etwinners* project has highlighted the fact that learning in a safe web environment is essential and is motivating well. Teacher Duma said it is important to create a more learner centred and adaptive learning environment through the safe use of education Web applications.

Overall, pupils can construct their own understanding of learning process and connect themselves with other European partners. He hopes, one day, he can create his own portal in order to host all his blogs and websites.

*"New technologies Web 2.0 and social media aren't no longer regarded as an avant-garde movement. Our students should be able to handle this area of ICT. Those are powerful and interesting tools, which open up new opportunities for everyone and for this reason teachers and students must know how to use it nowadays in a safe mode." Teacher Lucian Duma*



## Teaching with social media in classroom settings

### Spot the city, Create the city

Teacher Kim Kluckhohn considers that ICT (Information and Communication Technology) plays an important role in his lessons. His case study on language learning in the use of ICT is from his previous teaching experience at the school of foreign languages in Düsseldorf (iik-Düsseldorf e.V.). During his teaching time at the school of foreign languages in Düsseldorf, he and his two colleagues have developed an online platform, integrated into the school's website.



**Humboldt-Institut e.V.**

**Context of practice:** Private Language School

**Project Leader:** Kim Kluckhohn

**Country:** Germany

**Learner's age:** 18

<http://www.iik-duesseldorf.de/blog/iik-online-roman/title.php>

<http://www.iik-duesseldorf.de/blog/2008/08/18/iik-soundslide-nr-7>

*"The inclusion of technical and media issues should not be an end in itself, but also enhance the improvement of language skills in the target language directly. It is next to the implicit extension of media literacy and training of key skills such as presenting and publishing.*

*Furthermore, the knowledge learned in active use of target language and with joy!" Teacher Kim Kluckhohn*



Given the diversity of pupils in the private language school, it was necessary to combine language learning with other activities. For this, what better activity could there be for German language learners than a Düsseldorf city trip? Volunteer pupils join city tours in order to have an opportunity to learn more about the city.

Pupils create a podcast using web tools such as Soundslide combining their city trip story with pictures. The whole procedure is designed to develop writing, speaking and listening skills in the target language.

Another activity is online novel creation. The online novel entails creative and descriptive writings as a part of the group's activities. After the city tour, pupils work collaboratively to create a theme and develop a story. Developing

the online novel with others motivates each pupil to play an active part in all aspects of activities.

Teacher Kim Kluckhohn is confident that the integration of various web tools in language learning has contributed to pupils' fun and motivation in learning the target language. In addition, he has encouraged pupils to develop their own autonomy by volunteering for a trip, choosing a theme and developing a storyline through different levels.

## The Riddle Project



### Peiramatiko Gymnasio Thessaloniki

**Context of Practice:** Secondary School

**Project Leader:** Fotini Karagiauri

**Country:** Greece

**Learner's age:** 12

<http://ratemal.wikispaces.com/Mein+Land>

<http://ratemal.wikispaces.com/Pers%C3%B6nlichkeiten+aus+Griechenland>

Twelve-year-old Greek pupils from the class of teacher Fotini Karagiauri learn German as a second language. Instead of learning German only in the classroom, teacher Karagiauri has invented riddles for ensuring a continuity of language learning. The riddle she invented entails concrete exercises for her pupils in collaboration with Polish partners.

The riddles take place when Greek pupils ask a question in German, and then Polish pupils answer the question in German or vice versa. The riddle themes vary around places, people, and food in the respective countries: Greece and Poland. This highly interactive riddle-solving process also involves each group in the active use of web tools.

Once she was familiar with the web tools such as *Prezi*, *Glogster* and *Wikispace*, she started to encourage her pupils to learn new web applications. In fact, virtual presentation sites such as *Prezi* for designing riddles in German have been highly appreciated.

Pupils are enthusiastic about their own *Prezi* presentations for asking questions with pictures, video clips or text through zooming in and out in a virtual canvas. After finding the answers, they upload answers on the *Wikispace* in the platform.

By seeking a question or an answer in the *Riddle project*, pupils are keen to master not only the target language but also geographical or cultural information about the partner's country. Moreover, pupils have learned how to use Web 2.0 tools extensively with great interest and motivation. Incorporating Web tools into the learning process has ensured a continuous learning environment for pupils outside the classroom. This is what Teacher Karagiauri called a learner-driven learning environment.

*"They were keen to learn new PC tools. Every idea was adopted with joy, so I tried to learn more by myself in order to give them even more. It was a wonderful experience, to see how students got better than the teacher in using Web tools." Teacher Fotini Karagiauri*



## Teaching with social media in classroom settings

### RaccontoL2.0 (Italian 2.0)

*Racconto L2.0 (Italian 2.0)* was born as a new way to train foreign pupils in Italian writing in a more innovative and fun way. Teacher Giglio has taught Italian B programme for three years. In this particular programme, one of final written tests is about a creative writing, which is testing the candidate's productive and written language competence.

After realising a weakness in free and creative Italian writing from the exam results, teacher Giglio together with teacher Emanuela Cotroneo suggested a different, innovative and stimulating way to train the pupils to produce creative writing. But this time, Web 2.0 applications came along to support these pupils with their final writing exam preparation.

Shared social networks in *Facebook* and *Myspace* were created to connect pupils giving more opportunities to communicate and keep in touch with others.

*"ICT and web provides students and teachers with a lot of "realia", real information; moreover, in this way we, as teachers, try to be more "digital natives", as most of our students are; and, we always try to find interesting, entertaining, useful ways of practicing the language in real communication contexts."*  
*Teacher Emanuela Cotroneo and  
Alessandra Giglio*



#### Università di Genova

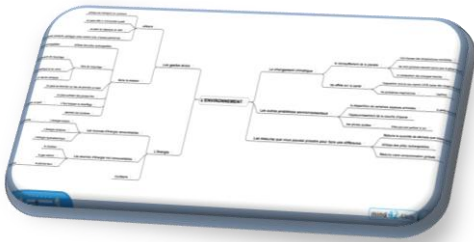
**Context of practice:** Higher education  
**Project Leader:** Emanuela Cotroneo & Alessandra Giglio  
**Country:** Italy  
**Learner's age:** 15 to 25

<https://sites.google.com/site/emanuelacotroneo/home/progetti>

<http://www.raccontol2punto0.it>

The second part of the project is about developing creative writing competence. In their homepage, each pupil pretends to be a storyteller and they entertain each other with a new, stimulating way of writing texts in Italian. Peer and teacher reviewing in each text are beneficial for correcting mistakes.

Teacher Emanuela Cotroneo and teacher Alessandra Giglio believe that a main goal of this project is to engage pupils for active participation in creative writing exercises. By using the online platform, they see an increase in the potential writing skills of pupils and a more relaxed and enjoyable exercise of written production thanks to the entertaining learning environment. The results were encouraging, particularly the motivation and creativity of pupils.



### Durham University Centre for Foreign Language Study

**Context of practice:** Higher Education  
**Project Leader:** David Tual  
**Country:** United Kingdom  
**Learner's age:** 18-22

<http://mind42.com/pub/mindmap?mid=1f47c564-4535-4f73-ae23-729cf6ed7595>

<http://mind42.com/pub/mindmap?mid=628783a0-e14e-4bcf-95c8-c9d9f0de802a>

### Mind map project

Teacher David Tual's pupils aged 18 to 22, live and study in an environment surrounded by new technologies. All their university courses are provided online and most –if not all- of the communication outside the classroom occurs via email or through blogs and wikis.

Realising the importance of the use of technology in high education, Teacher David Tual highlights the teacher's role of ensuring effective integration of technology into pedagogical purpose. A *mind map project* using online application *Mind42* in learning French was created for this purpose. This project aims to collaboratively develop a topic-related vocabulary or sentence database. It, eventually, encourages pupils for their vocabulary revision or for their essay writing as a self-study guide.

After a hands-on workshop for familiarising with online applications, pupils are invited to create their own *Mind map*. Once a key French word is placed at

the centre of the map in, pupils review the class materials or notes in order to place new vocabulary. Moreover, pupils can add translations of each term or expression they create as a reminder for the revision.

Furthermore, the essay is created and developed jointly with other pupils in the *Mind map*, through the pros and cons of each subject.

At first glance, a *Mind map project* helps pupils to reinforce vocabularies and writing skills through the use of a specific web application. What teacher David Tual values most about the *Mind map project* is the collaborative learning process. That is to say, The *Mind map project* allows pupils to learn from each other, with each other and to some extent about each other in the process of creation.

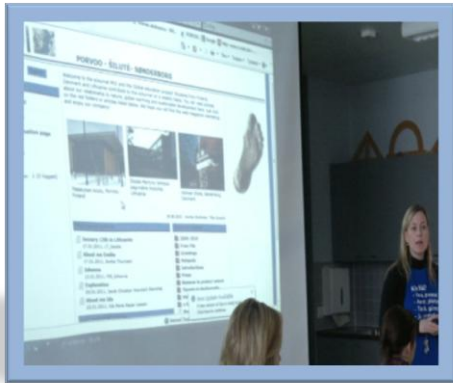
*"I believe that teachers need to make the students aware of the paradigm shift we are currently experiencing. From an time where knowledge was 'owned' by a privileged few, to be then distilled to wider - but still restricted- circles, we have moved into an era where knowledge has become freely and readily available to all and can be collaboratively created: it is not 'owned' anymore, but 'shared'."*

Teacher David Tual



# Teaching with social media in classroom settings

## Ejournal project



### Pääskytie school

**Context of practice:** Secondary School

**Project Leader:** Annika Ruohonen

**Country:** Finland

**Learner's age:** 13-16

<http://www.ejournal.fi/moi>

<http://www.ejournal.fi/englishclub>

Encouraged to participate in international projects, Pääskytie School pupils are accustomed to working with pupils from other countries. Connecting an international project with high Internet users, teacher Annika Ruohonen has created an *Ejournal* site for her courses Global Education and English Club. While *Ejournal moi* is closely collaborated with partners like Denmark and Lithuania, *Ejournal Englishclub* is teamed up with an Indian school partner.

Both projects are web-magazines in which pupils share articles and keep up with other country pupils in English. The subjects in the website vary from simply knowing partners to global warming, keeping nature and sustainable development.

As teacher Annika Ruohonen herself is interested in social media, she has brought various Web 2.0 tools into her classes. The simple action she takes, at first, is to bring interesting subjects to discuss during her classes. After class discussions, her pupils continue to discuss and present their ideas, using social media such as *Xtranormal* or *Google Docs*. For the development of writing skills in the target language, *Ejournal* blogging has had a positive impact on pupils.

Teacher Annika Ruohonen is satisfied with the *Ejournal* project, as it reinforces the authentic learning process for pupils. Of course, pupils are very enthusiastic and motivated when they see that their articles are read by as many as 400 people. Furthermore, using web magazines in an international project has facilitated smooth communication between partners as well as pupils.

While learning a target language in social media, pupils exchange various opinions regarding critical issues such as sustainable development and global warming. This is a great achievement of this particular project which raises awareness of global issues thanks to international connection.

*"Most importantly the students felt that they succeeded in what they did and that they connected with foreign students - in global education projects they learned about environment and sustainable development, they also learned to communicate in a foreign language, and how to operate in the social media."* Teacher Annika Ruohonen



## Top ten practices from teachers around Europe

### Learning German in Welsh-medium school

The school of teacher Ceri Anwen James is a Welsh-medium comprehensive school in South Wales, where all subjects are taught through the medium of Welsh. German is a very popular subject at her school, with many pupils choosing the subject after 9th grade. The main challenge facing a Welsh-medium German teacher is the lack of materials and resources for the pupils.



#### Ysgol Gyfun Bro Morgannwg(YGBM)

**Context of practice:** Secondary School

**Project Leader:** Ceri Anwen James

**Country:** United Kingdom

**Learner's age:** 12-18

<http://yqbmalmaeneq.wetpaint.com/page/Klasse+12>

<http://yqbmalmaen.jellycast.com/podcast/feed/2-which>

In order to fill this void, teacher Ceri Anwen James created a tailor-made website which delivers Welsh-medium German materials designed specifically for the pupils' needs. The lack of resources has been eased thanks to social media tools and IT facilities at school.

A wiki hosting service, *Webpaint*, contains a wide range of web links for vocabulary learning, listening exercises and learning conversations. These links bring interesting materials for Welsh pupils to enhance German language learning. The *Webpaint* site can be updated a number of times a day in reaction to pupils' suggestions and requests.

The unsuccessful traditional booklet has also been replaced by writing tasks in an online blog. This new method has dramatically changed the way that pupils involve themselves in writing. The appeal of this particular blog for pupils is a broader reading audience including teachers, peer groups and family members. Another project *podcast* is about to enhance language-learning experiences of pupils in a school exchange program with the Leining Gymnasium in Grünstadt, Germany.

Teacher Ceri Anwen James affirms that language learning and social media have been natural partners in her school, and have been vital in increasing interest and participation. The German learning via various web tools in Welsh-medium school has met particular linguistic, academic and practical demands among pupils, parents and teacher. Largely appreciated from her pupils, e-Learning in other subjects has been encouraged to develop a similar approach in following the "German model".

*"I feel passionately that our pupils deserve first class materials and learning experiences, and should not be disadvantaged for studying German through the medium of a minority language." Teacher Ceri Anwen James*



# Teaching with social media in classroom settings

## Learning with a partner

Although continents apart, pupils from Poland and South Africa have a common goal, learning German. The challenge for teacher Justyna Sobota and her South African partner Alet Conradie is to connect the two countries in closer learning collaboration.

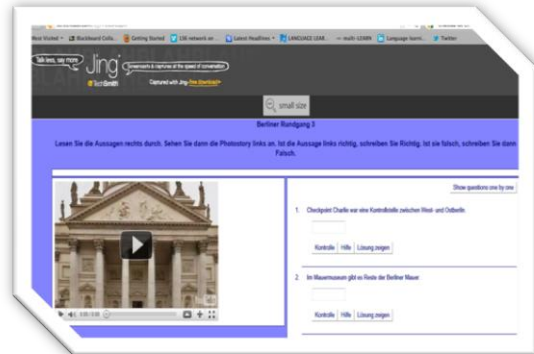
This intercontinental collaborative project starts with classroom learning using the same textbook. The classroom lessons continue through learning different subjects ranging from leisure and food to the environment from an agreed chapter. In parallel with classroom learning, sharing a Moodle platform online with Web 2.0 tools in use appears to be a good solution for continuity. Effective use of Moodle therefore remains a crucial point for this project.

With great interest in different cultures, geography and school systems, pupils from both countries are willing to share their differences. The projects are realised by various web tools such as digital presentations by Glogster, podcasts by Voicethread and picture galleries by Flickr. The spontaneous and authentic input from pupils' comments in forums has encouraged dynamic participation.

*"Our pupils live in very different worlds. We feel it to be important that they are given the opportunity to connect with people from different cultures and thus are helped to develop tolerance - an attitude that will surely serve them well in future." Teacher Justyna Sobota*



towards creating the shared learning environment for their pupils, not only to learn the German language at a good level through real time challenges but also to embrace each other's differences.



**Liceum Ogólnokształcące  
Towarzystwa Ewangelickiego (Poland)  
in collaboration with Mrs. Alet  
Conradie of Paul-Roos-Gymnasium  
(South Africa)**

**Context of practice:** Secondary School  
**Project Leader:** Justyna Sobota  
**Country:** Poland and South Africa  
**Learner's age:** 16-18 years

<http://screencast.com/t/jY7oGDCBpN>

<http://www.voxopop.com/group/f5aa4ed9-450e-4a5a-bcd0-db80f6d25462>

In addition, two joint travel programs, one for Berlin "Auf nach Berlin" (Let's go to Berlin) and the other for "WWW - Wir Wiener Walzer" (We Viennese Waltz) led to a special occasion for both partners. These encounters have created strong bonds between pupils.

Teacher Justyna Sobota says the use of the learning platform and Web 2.0 applications is no longer an accompanying feature but has become an integral part of German classes, especially since the team-up with the same textbook and shared themes. Collaborative work is a common thread (central theme) in the courses as well as in the online platform. Both teachers are oriented

### Languages out there

After running a conventional English school for a long time, Teacher Jason West wanted to develop a better way for his pupils to learn English. His belief in a more interactive, realistic and challenging way of learning English led to the creation of a private language school *Languages Out There*.

He and his colleagues had the idea of making learning English much more real and contextually relevant. *Languages Out There* combines the classroom with outdoor activities and online social media for a learning experience.

*Languages Out There* is a set of English courses incorporating social interaction with fluent and native English speakers. The language for all of the tasks is pre-taught or self-studied using pre-prepared worksheets that come in six levels, with 20 lessons per level. Social media are used to improve each learner's speaking and listening after finishing worksheets. The process is the same in every single lesson.



**" Social media enables our face-to-face product (used in English speaking countries) to become an online product (used in non English speaking countries). The technology is used as a tool to facilitate meeting new people and then completing and recording conversations with them. "**  
**Teacher Jason West**



#### Languages Out There Ltd

**Context of practice:** Private Language School

**Project Leader:** Jason West

**Country:** United Kingdom

**Learner's age:** Adult learners

<http://languagesoutthere.podomatic.com>

The online communication is designed to help English learners at their own learning pace as it involves real time online conversation with a native speaker. By recording their conversations and listening again, learners can repeat what has just been said. This unique English-speaking course hopes to encourage to pupils to improve spoken English skills.

Teacher Jason West, co-founder of *Languages Out There*, claims that the best way to learn to speak English is by talking to real people in the real world or real time online conversation. Especially, the main goal for using social media and *Skype* was simply to improve learners' English communication.

He is very proud to see an adult Polish English learner improve his English communication skills in around 30 hours of contact and a Chinese English learner improve dramatically in around 18 hours of English conversation by *Skype* calls.

## Teaching with social media in classroom settings

### Facebook group C1.5 Invierno 2011

As a teacher of advanced Spanish pupils, Victoria Angeles Castrillejo Wet decided to start using *Facebook* to keep learning going after evening classes. There were strong demands from highly motivated pupils to continue classroom discussions after the course. In response to these demands, a *Facebook* group *C1.5 Invierno 2011* naturally came into being.



#### Instituto Cervantes Berlin

**Context of practice:** Evening Classes  
**Project Leader:** Victoria Angeles Castrillejo Wet  
**Country:** Germany  
**Learner's age:** 28-48

<https://www.facebook.com/pages/C14-Oto%C3%B1o-2010/131597163556326?sk=wall>

Reading materials and other video materials are shared in the *Facebook* group in order to keep track of the weekly assignment. Weekly tasks are posted on the *Facebook* group *C1.5 Invierno 2011*. It is not compulsory, but pupils are widely encouraged to participate. Pupils are asked to share their writing assignments with others in the *Facebook* group wall. Audio and Video materials used in the class are posted for reviewing and commenting for

further discussions among group members. Pupils use the wall for invitations to social events, books and film recommendations in Spanish.

Teacher Victoria Angeles Castrillejo Wet says as pupils post the link, review articles and comment on others' works, they develop not only language skills but also a dynamic group interaction. Using different materials in *Facebook* turned out to be a useful way to get pupils even more involved in the subjects and assignments of the class. With the open sharing and communication channel on *Facebook*, pupils started to hand in their writing assignments more often.

*"I wouldn't say it is innovative. I would say it is natural and that makes it successful. Students don't have to "force" themselves into an artificial learning environment. We're bringing learning to their everyday experience." Teacher Victoria Angeles Castrillejo Wet*



## Conclusion

Our "*Teachers' competition for social media use in formal language learning contexts*" aimed at identifying good practices in formal learning contexts has ended with selection of the winner and creation of this publication. However, the journey towards effective use of social media in classroom contexts is not in full swing. There is a lot that should be considered for long-term development of the sustainable use of social media in this particular context. We often talk or hear about the importance of teacher training, pedagogy, didactics, policy making and IT facilities in schools. Yet, we often forget that all these factors, along with active participation by key players - i.e. teacher, pupil and school - have to be on board together. Ongoing interaction between key factors and key players can only create a viable teaching and learning environment in the Web 2.0 era.

Through this special publication, we have been able to identify wonderful and worthy practices, which are good examples of social media use in classroom settings with constant interaction between key factors and players. Some practices are possible thanks to teacher training in the use of new technologies. Some are achieved thanks to a clear objective in terms of pedagogy and policy. Overall, most practices are successful through the ongoing collaboration of key factors and dynamic participation by key players.

We have also observed a range of useful educational resources, platforms and networks for language learning. In addition, a collection of web resources in this publication could provide an opportunity for other teachers to explore a similar path toward introducing social media to classroom settings.

Much as we appreciate the various approaches, a heartfelt lesson from this competition is derived not only from the effective use of technology. Rather, it is teachers who seek to motivate their pupils and who are determined to give the best of themselves with passion and love in educating future generations.

## Members of Jury

**Dóra Bereti**, Student assistant, leader and designer (with Katerina Zourou) of the "Social media use in formal language teaching contexts" competition, University of Luxembourg,

**Laia Canals**, Professor position at the Departament de Didàctica de la Llengua i de la Literatura i de les Ciències Socials, Autonomous University of Barcelona

**Raphaela Häuse**, German Courses Department, Deutsche Welle

**Zsuzsa Kis**, PhD, High school teacher, Marseille

**Charles Max**, Professor in Educational Sciences, specializing in the learning sciences focusing on learning with educational media, University of Luxembourg

**Jean-Marie Nau**, Luxembourgish language teacher in adult education, Luxembourg

**Maria Perifanou**, Italian lecturer, European Institute of Vocational Training 'AKMI'

**Dina Savlovskā**, Professor of French, University of Latvia

**Geoff Sockett**, Associate professor of language didactic, University of Strasbourg

**Karen Woodman**, Senior Lecturer and Coordinator of the Master of Education (TESOL) and Master of Education (TEFL), School of Cultural and Language Studies in Education at QUT

**Gudrun Ziegler**, Assistant professor, University of Luxembourg

**Katerina Zourou**, Initiator and project manager of the EU-funded network "Language learning and social media: 6 key dialogues", University of Luxembourg

## Websites of 10 best practices

### Virtual Classroom as a learning aid

[http://www.netvibes.com/kat3z#Form\\_11a](http://www.netvibes.com/kat3z#Form_11a)  
<http://www.delicious.com/koidulag>

### Esafty for eTwinners

<http://e-safety4etwinners.wikispaces.com>  
<http://e-safety4etwinners.mixxt.eu>

### Spot the city, Create the city

<http://www.iik-duesseldorf.de/blog/iik-online-roman/title.php>  
<http://www.iik-duesseldorf.de/blog/2008/08/18/iik-soundslide-nr-7>  
<http://www.iik-duesseldorf.de/blog/2008/08/25/iik-soundslide-nr-10>

### The Riddle Project

<http://prezi.com/kq-nfao5vzyp/20-things-about-me>  
<http://prezi.com/tpbavveyy5v8/hbghrthi>  
<http://ratemal.wikispaces.com/Mein+Land>

### RaccontoL2.0 (Italian 2.0)

<https://sites.google.com/site/emanuelacotroneo/home/progetti>  
<http://www.raccontoL2punto0.it>  
<http://raccontol2.altervista.org/file/RaccontoL20GIGLIOEnglish.pdf>

### Mind Map Project

<http://mind42.com/pub/mindmap?mid=59d923f3-6ce5-4515-9e93-882a9c2817be>  
<http://mind42.com/pub/mindmap?mid=1f47c564-4535-4f73-ae23-729cf6ed7595>

### Ejournal Project

<http://www.ejournal.fi/moi>  
<http://www.ejournal.fi/englishclub>  
<http://www.ejournal.fi/finnindia04b>

### Learning German in Welsh-medium school

<http://ygbmalmaeneg.wetpaint.com/page/Klasse+12>  
<http://ygbmalmaen.jellycast.com/podcast/feed/2%C2%A0which>  
<http://quizlet.com/1626121>

### Learning with a partner

<http://screencast.com/t/jY7oGDCBpN>  
<http://www.voxopop.com/group/f5aa4ed9-450e-4a5a-bcd0-db80f6d25462>

### Languages out there

<http://languagesoutthere.podomatic.com>

### Facebook group C1.5 Invierno 2011

<https://www.facebook.com/pages/C14-Oto%C3%B1o-2010/131597163556326?sk=wall>

# Teaching with social media in classroom settings

