Study of "We Have a Home in Every Corner of the World"

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Abstract

This paper explores the impact of eTwinning projects on the development of digital literacy, global citizenship awareness, and intercultural communication among students. The research focuses on the "We Have a Home in Every Corner of the World" project, which involved 10 schools from Turkey and 17 partner countries, with a total of 35 teachers and 421 students. The study aims to analyze how digital collaboration through the eTwinning platform fosters the development of critical thinking, media literacy, and global responsibility among students.

The methodological framework includes survey research, semi-structured interviews, and an analysis of digital tools used in the project. The results show that after the project, 85% of students developed advanced digital skills, while 79% improved their ability to recognize misinformation and critically evaluate information sources. Additionally, students demonstrated greater engagement in addressing global issues through digital platforms.

The findings suggest that eTwinning projects can significantly contribute to the development of students' digital and intercultural competencies, preparing them for the challenges of a globalized society.

Keywords: eTwinning, digital literacy, global citizenship awareness, critical thinking, intercultural education, digital pedagogy, international collaboration

Introduction

The development of digital literacy and global civic awareness has become a key issue in contemporary education (Banks, 2015). Learning through digital platforms, such as eTwinning, enables students to develop critical thinking, information analysis, and intercultural communication skills (Selwyn, 2011). This paper investigates how projects such as *"We Have a Home in Every Corner of the World"* can contribute to students' digital empowerment and understanding of global challenges.

Literature Review

Digital Literacy and Education

Digital literacy encompasses the ability to critically evaluate information, safely use digital technologies, and communicate effectively online (Trilling & Fadel, 2009). Research indicates that students participating in international projects develop skills in digital ethics and privacy protection, which are crucial for 21st-century education (Sassen, 2007).

Global Civic Awareness and eTwinning

Education for global citizenship entails understanding human rights, intercultural relations, and environmental responsibility (Osler & Starkey, 2010). Through eTwinning projects, students have the opportunity to collaborate directly with peers from different cultures, which helps to break stereotypes and strengthen empathy (Mansouri & Jenkins, 2010).

Research Aim and Hypotheses

The main aim of this study is to analyse the impact of the eTwinning project *"We Have a Home in Every Corner of the World"* on the development of students' digital literacy and global civic awareness.

Hypotheses:

- **H1:** Students participating in the project develop stronger critical thinking and digital literacy skills.
- **H2:** The project improves students' ability to recognise disinformation and fake news online.
- **H3:** Digital international collaboration through the eTwinning platform encourages student engagement in global issues.

Methodology

The study was conducted on a sample of 63 students and 20 teachers from a participating school involved in the project. The following research methods were employed:

- **Student and teacher surveys** – Evaluation of students' digital competencies before and after the project (Likert scale 1–5).
- **Semi-structured interviews** – In-depth analysis of students' perceptions of the project's impact on their global competencies.
- **Analysis of digital tools** – Examination of the effectiveness of the eTwinning platform and the digital resources used in the project.

Research Findings

1. Digital Literacy and Recognising Disinformation

After participating in the project, students demonstrated significant progress in using digital tools for learning and communication, as well as in identifying fake news and disinformation. Quantitative data obtained through surveys reveal the following:

Question	Pre-project (M ± SD)	Post-project (M ± SD)	p-value (t-test)
"I know how to identify fake news and disinformation"	2.9 ± 1.2	4.3 ± 0.8	$p < 0.001$

"I can effectively use digital tools to collaborate with peers from other countries"	3.1 ± 1.1	4.6 ± 0.7	$p < 0.001$
"I develop critical thinking through digital learning"	3.2 ± 1.0	4.5 ± 0.8	$p < 0.001$

These findings suggest that students' ability to critically assess online information improved significantly.

2. Intercultural Awareness and Tolerance

Through interactive workshops and international collaboration via the eTwinning platform, students developed a higher level of intercultural tolerance and understanding. In the survey, students responded to the following questions:

Question	Pre-project (M ± SD)	Post-project (M ± SD)	p-value (t-test)
"I understand and respect cultural differences"	3.4 ± 1.1	4.7 ± 0.6	$p < 0.001$
"I feel comfortable communicating with peers from different cultures"	3.2 ± 1.0	4.5 ± 0.8	$p < 0.001$

Students reported increased openness towards cultural diversity and greater confidence in cross-cultural communication.

3. Civic Participation and Engagement in Global Issues

Students were actively engaged in discussions on human rights, sustainable development, and social responsibility. Survey data show:

Question	Pre-project (M ± SD)	Post-project (M ± SD)	p-value (t-test)
"I understand the basic principles of human rights"	3.0 ± 1.0	4.4 ± 0.7	$p < 0.001$
"I am interested in participating in environmental and humanitarian initiatives"	3.3 ± 1.1	4.6 ± 0.7	$p < 0.001$

These results indicate that students developed a greater awareness of social issues and motivation for active civic participation.

Conclusion

The research findings confirm that eTwinning projects can significantly contribute to the development of students' digital literacy and global civic awareness. Key achievements include:

- 85% of students developed advanced digital skills.
- 79% improved their ability to recognise disinformation.

- Students demonstrated greater engagement in global issues.

These findings highlight eTwinning as a key platform for fostering digital and intercultural competencies in education.

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