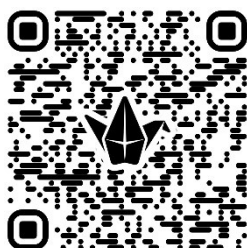




Use of Web 2.0 Tools and Development of Digital Competences

Within the framework of the *Green Me, Green Footprints* project, both students and teachers progressively developed stronger digital competences, particularly in the systematic and pedagogical use of Web 2.0 tools. These tools were not only used to support learning activities, but also became essential instruments for project organization, communication, collaboration, and dissemination.

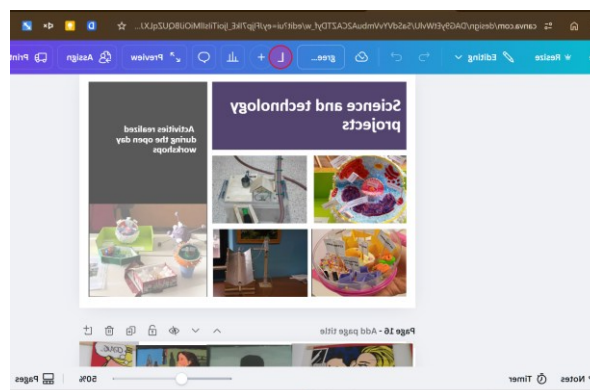
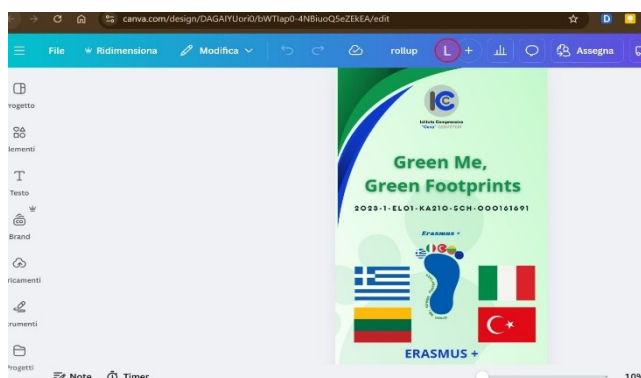
At the **initial stage of the project**, before the first mobility activities, students were introduced to **Padlet** as a digital collaborative space. Padlet was used for self-introductions, allowing students from different countries to present themselves, share personal interests, and become familiar with their international friends.



This first activity helped build a sense of community and laid the foundations for digital collaboration across partner schools.

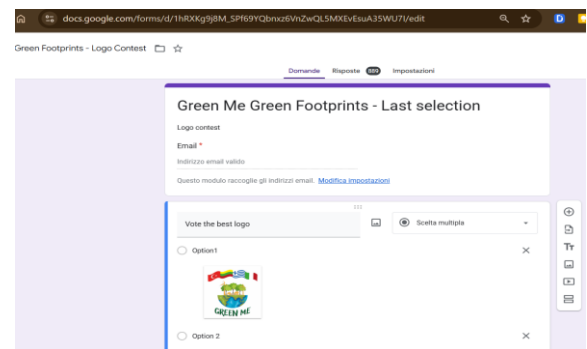
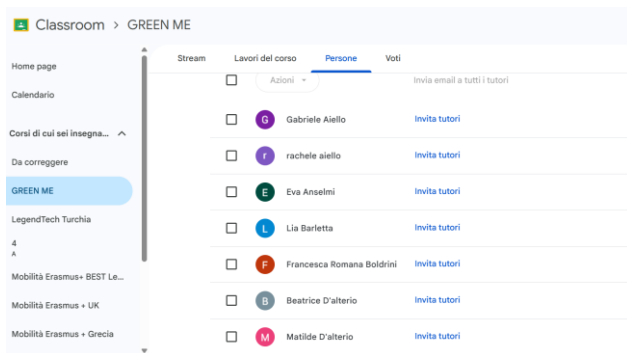
As the project progressed, tools such as **Canva** and **Google Slides** were used extensively to prepare presentations, project materials, and visual content related to environmental topics, sustainability, and mobility experiences. Students learned how to organize information, combine text and images effectively, and present their work in a clear and creative way.

Teachers also increased their skills on these tools to design structured learning activities and to support students in developing presentation and communication skills.



For **communication and organizational purposes**, Google tools (such as Google Drive, Google Docs, Google Slides, and Google Forms) were used systematically. These tools supported communication:

- between students and teachers,
- among project partners,
- with families,
- and within the overall project management process.



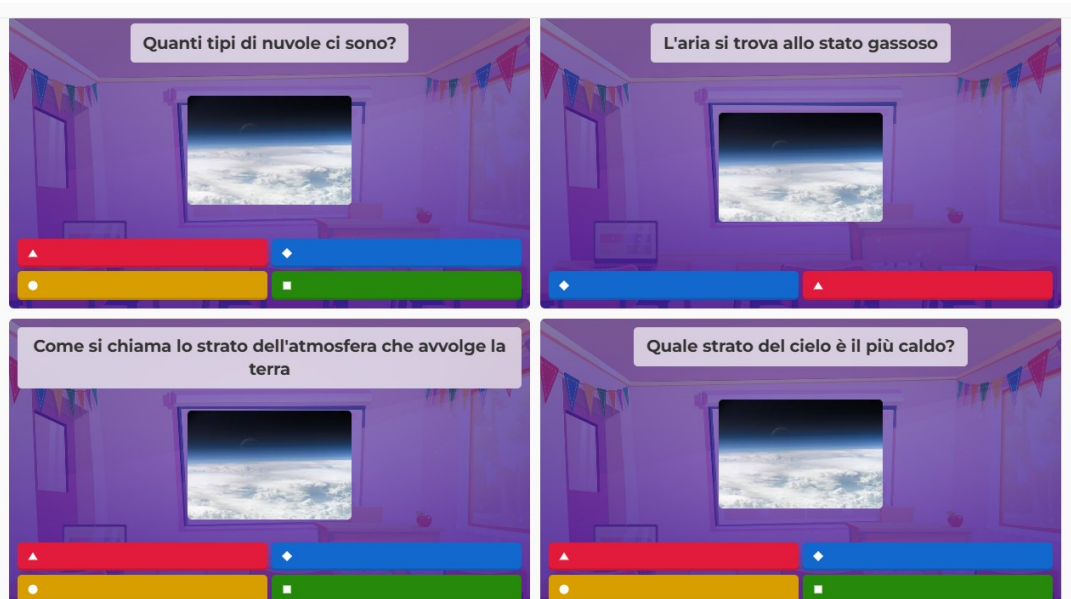
Shared folders and documents allowed partners to collaborate efficiently, exchange materials, plan activities, and monitor progress. This constant use strengthened both teachers' and students' confidence in digital collaboration and online project management.

Type	People	Modified	Source
Name	Owner		
outcomes	me		
Results uploaded in Beneficiary Project Details	Andropap		
Virtual Mobility on Environment Day	ook.nazli		
For the project platform results	me		
green me song lyrics (1).pdf	Andropap		
programme_Green%20me-Green%20Europe_2025-04-0...	me		
Questions for the Project Final Report	Andropap		

In terms of **gamification and active learning**, **Kahoot** played a central role throughout the project. Initially, Kahoot quizzes were created by teachers to reinforce key concepts related to environmental education, sustainability, and disciplinary content.



Over time, students became more confident and motivated, and many of them expressed the desire to **create their own Kahoot quizzes**. These student-generated quizzes focused on curricular subjects and project themes, promoting peer learning, critical thinking, and creativity. This shift from passive use to active content creation clearly demonstrates the growth of students' digital and pedagogical awareness.



All these Web 2.0 tools were therefore used **regularly and consistently**, not as isolated activities, but as an integral part of both **project work and everyday teaching practice**. The experience gained during the project encouraged teachers to further integrate digital tools into their lessons, while students developed transferable digital skills that can be applied beyond the project context.

Additional tools, such as **Actionbound**, were used more **specifically during the mobility in Italy**, particularly for educational treasure hunts combining cultural heritage, environmental awareness, and teamwork. Although its use was limited to specific mobility activities, Actionbound was presented to all partners. Teachers explained how the tool works, its educational potential, and how digital treasure hunts can support inclusive, active, and experiential learning. A **presentation created with Canva**

was prepared and shared, illustrating the pedagogical value of scavenger hunts in education and encouraging partners to explore similar approaches in their own contexts.



Green Me, Green Footprints project significantly contributed to the **professional development of teachers** and the **digital growth of students**, enhancing their ability to use Web 2.0 tools for learning, collaboration, communication, and creativity. The systematic and purposeful use of these tools supported innovative teaching practices and strengthened the project's impact on digital and environmental education.

The Project team