

eTwinning project

Peer Learning: Interior Drawing in One-Point Perspective



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Peer Learning:

Interior Drawing in One-Point Perspective

About the Project

This project was based on peer learning, where students learned from each other while exploring interior drawing in one-point perspective. Students from one partner school explained and demonstrated to students from the other school how to construct interior drawings using the rules of perspective. Through this process, the students who explained the method developed their ability to teach, communicate ideas clearly, and gain confidence, while the other students learned the principles of perspective through peer guidance.

About the Project

Students created their own interior drawings, shared them with their peers, and exchanged feedback on their work. Through discussion and collaboration, students improved their drawing skills, spatial understanding, and ability to analyse visual elements. The project combined art education, creativity, and collaborative learning, encouraging students to actively participate in the learning process and learn both by teaching and by observing their peers.

The project was carried out from March to May 2026.

Participants

1) **Technical School "Drvo art" (Belgrade, Serbia)**

Serbian: Tehnička škola "Drvo art" (Beograd, Srbija)

2) **Canik Private College (Ünye, Türkiye)**

Turkish: Özel Canik Koleji (Ünye, Türkiye)



Project Coordinators

Marija Krpić (Serbia)

Nazlı Atay (Türkiye)

Tatjana Mitrović (Serbia)



Project Timeline

Week 1 – Introduction

Students met online, introduced themselves, and presented their previous drawings.

Week 2 – Teaching Phase I

Students learned the basics of one-point perspective and received their first drawing task.

Week 3 – Teaching Phase II

Students were introduced to a more advanced task – drawing a room in one-point perspective, with video and written instructions.

Week 4 – Practice

Students from Türkiye worked on their drawings and practiced both tasks using the given instructions.

Project Timeline

Week 5 – Continued Work

Students continued working on their drawings and were given more time to complete both tasks.

Week 6 – Presentation and Feedback

Students from Türkiye presented their drawings, and students from Serbia gave feedback and suggestions.

Week 7 – Improvement and Final Product

Students improved their drawings based on feedback, while students from Serbia started creating the digital book.

Week 8 – Evaluation and Conclusion

Students reflected on the project, completed a questionnaire, and the final digital book was prepared.

Learning Process

Students from Serbia prepared video tutorials and written instructions for drawing tasks. The materials were shared with students from Türkiye through TwinSpace and used during the learning process.

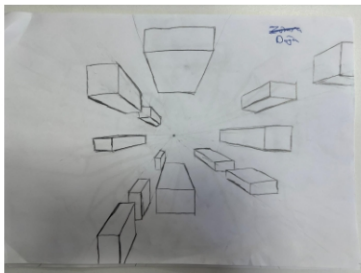
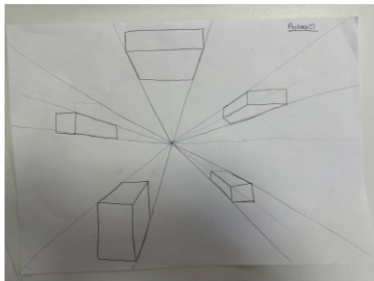
Video Tutorials:

<https://www.youtube.com/shorts/qZFqHdIJC0Q>

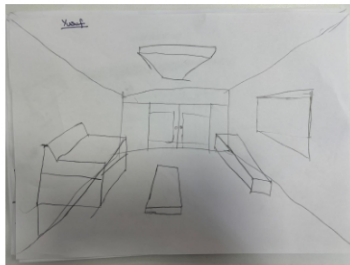
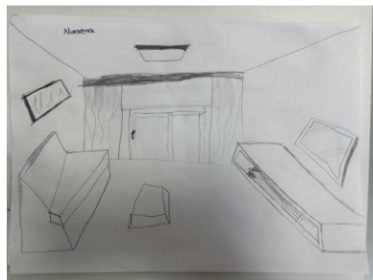
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<https://www.youtube.com/watch?v=7nTtY6qCHZ8&t=9s>

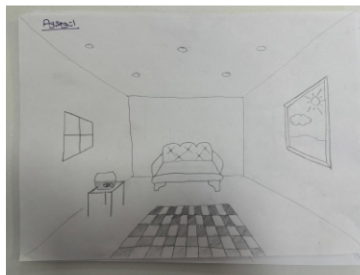
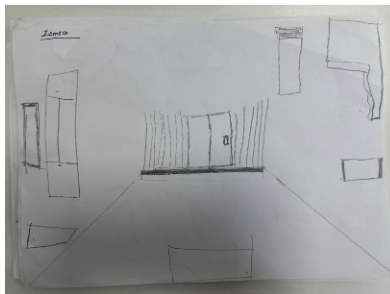
Students' Drawings



Students' Drawings

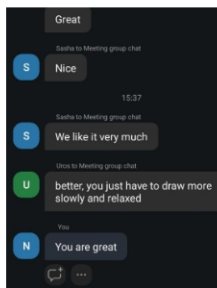
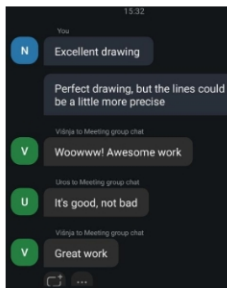


Students' Drawings



Students' Feedback

Students from Serbia reviewed the first drawings created by students from Türkiye and shared their feedback and suggestions. The comments focused on perspective, proportions, line precision, and overall presentation of the drawings.



Students' Reflections

Students said that they enjoyed working on the project, meeting students from another country, and sharing their drawing skills with others. Many students liked helping others and explaining drawing techniques.

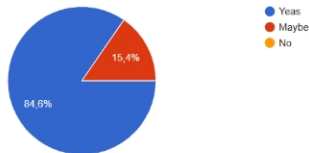
Some students said that the project was sometimes challenging, but also interesting and enjoyable. Several students mentioned that they would like to participate in similar projects again in the future.

Evaluation

At the end of the project, students completed a questionnaire about their experience and participation in the activities. The results showed generally positive impressions, especially regarding drawing activities, communication with students from another country, peer feedback, and the development of language and creative skills.

Most students also said they would recommend participating in an eTwinning project to other students.

12. Would you recommend participating in an eTwinning project to other students?



Conclusion

This project gave students the opportunity to learn through cooperation, communication, and peer learning. During the activities, students improved their drawing, language, and digital skills while working together with students from another country.

The project also helped students gain confidence in presenting their ideas, giving feedback, and sharing knowledge with others. Through creative work and collaboration, students developed new experiences, friendships, and a better understanding of teamwork and intercultural collaboration.

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Created by students and teachers from Serbia and Türkiye.

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