

## Pools meeting

Madrid, 5. and 6. October 2006

### Welcome by Marian (Cece)

Project coordinator, Sean, goes through the working plan of the two day meeting.

### Financial overview by Ole Kristensen from Denmark.

Ole goes through the financial details which have to be ready for the interim report.

Ole informs about the details of the financial handbook relevant for this project. There is a new spread sheet to use for the financial report. It should be easy to fill in the figures. There is also a small guide for the spread sheet.

SMO has the full responsibility of the financial aspect of the project. Everything has to be documented. Documentation has to be kept for 7 years.

Salaries have to be documented. It is no longer a lump sum. The rates when calculating salaries must be documented as well. Calculations must be written on the documents.

Staff, travel, ICT, production must be documented.

Invoices must be translated and explained in English.

Ole will have separate and individual sessions with each project partner during the day in order to inform and make sure that everything is ready for the interim report.

The first year runs until the 30. September 2006

Dead line for handing in financial documents: Last week of October 2006

### Sean:

#### Objectives:

Review and quality control. We need to review and change objectives slightly. We must give each partner tasks and responsibility for work packages.

We must agree on new time scales for outstanding work.

We must agree on the remaining tasks for preparation for interim report.

Focus must be on the course modules.

The dissemination time sheet must be completed and sent to Sean for the interim report.

The pilot course must be looked at and concentrated on.

We must draft an external evaluation instrument.

### Kent: Status of the project, self-evaluation.

- Status is that there has been a preoccupation so far with the videos. But there are other very important parts. Work packages:

Digital pools with copy left online resources. Include also free videos from commercial companies.25%

Teacher course modules on pedagogical ICT methodologies. 25%. This part needs focus.

Teacher course modules on development of ICT based teaching resources. 25%. This part needs focus.

Course book on CALL –small multimedia encyclopaedia on CALL. The purpose is to explain for example IT-terms and what to do when you have impaired students. This work is coming along.

- Project clusters. Each country must find other projects to cluster with. Project clusters. Each country must find other projects to cluster with. Each country has to continue looking for other relevant projects to cluster with.
- Course modules on ICT methodologies and ICT content development. Must be flexible and competence based.
- Course content must be based on the extensive gaps analysis.

### Deadlines:

Digital pools: 5-14 months

Methodology module: 18 months

E-learning development module: 18 months

Course book: 18 months

### Evaluation and quality control:

Milestones

Peer reviews

External evaluation form end-users in Lithuania and Romania

External evaluation from registered web users

### Dissemination:

Direct contact to all vocational and teacher training colleges in Lithuania and Romania

National networks – all partners

International networks

All dissemination must be documented

Project Blog

The [www.languages.dk](http://www.languages.dk) which leads to the project website has now had 108308 unique visitors. The website is visited by peers who look for inspiration and materials.

The blog is working. People are going to the blog to look for material, so we have to keep up the momentum and fill new material into the blog.

### Partner presentations (status of individual work)

Lithuania:

Dissemination: International exhibition in Lithuania

Day of European Languages presented the videos and materials from the digital pools.  
Communication through emails and blogs.

Clustering: it is complicated to involve other projects. But attempts have been made to cluster with other projects.

Kent suggests to contact the national agency to invite other projects to cluster with. The national offices have the power to influence other projects to cluster.

Work package 1: completed that

Work package 2: Okay

Work package 3: not working satisfyingly

Work package 4: videos not quite finished, more time is needed. (started making videos only in June during the video production workshop; 4 videos ready), more time is needed.

Work package 5: a chapter to a Course Book on eLearning courses for teachers written

Work package 6: should be done till December 2006 (subtitles o DVD video in Lithuania)

Work packages 7/8: research completed but should be supported by some case studies for final report

Work package 9: ongoing process

Basque Country:

Videos. Six videos. Some with students

The Basque team finds it very difficult to produce videos and they did not get the proper instruction on how to create videos first. They also find it difficult to create guide lines and course modules for a teacher course, because they do not find themselves qualified for that task – to be teachers and instructors for colleagues and fellow teachers on pedagogical approaches.

Group discussion based on the input from the Basque team. Frans says that there is a need for clarity. A lot of project partners do not feel qualified to make a teacher training course.

The Netherlands

Dissemination: a “good practice” day/seminar for teachers from Horizon College

There are some tasks that they are not quite sure of. Some things might have been easier if the approach had been different.

There is much doubt about the course content – what exactly to do and to put into the course manuals.

Frans shows some teaching material from his own college - dep. of “Dutch as a foreign language”

[www.atomiclaerning.com](http://www.atomiclaerning.com) a reference from the Euro Call conference in Granada - a useful site for inspiration.

The German Partner:

Dissemination: locally: staff meeting (120 teachers). Flyers and information materials sent to other teaching institutions.

University of Tubingen: A professor of languages is interested in clustering and linking. Teacher trainers (for primary school teachers) have received information about the project.

International linguistic conference – a presentation was given there about the project.

Two videos have been produced. It is very difficult to find staff and to get students away from classes to do videos.

Work is progressing with the approach to impaired students.

Romania:

Gap analysis: a lot of time has been spent on that task. 41 districts have been covered in the survey. Questionnaires were sent out, but first the principals of all the educational institutions were contacted in order to approve of the survey and to get information of the project idea. Questionnaires sent by mail or by fax. The questionnaires were received positively and data came back satisfyingly. The results and details of the gaps analysis will be compared to the Lithuanian gaps analysis.

Dissemination: Each participant in the survey has received information material along with the questionnaire. All levels, from kinder garden to university level, have been approached. 50 % respondents.

10 videos have been produced. The rest of the videos will be produced now that the students are back at the university.

Sean states that is not necessary that students are involved in the video production. It is a good thing, but it is not something you must do. You can produce videos with other participants.

Maria Jose comments: Participants could be ordinary people, children, in different situations.

The best point is that the students get involved very easily and enthusiastically.

Denmark:

Denmark got permission from different commercial companies to use their video material, for example Siemens and Robomower.

RSS has been put into the website. A do it yourself instruction for using RSS is on the web.

Signal: a new project to cluster with

Dissemination: 3 efvnet newsletters

Conference in Tampa and Granada, plus a teacher conference at OTS

Spain:

10 videos have been produced, where the text blender has been used and the hot potatoes programme for exercises.

10 more scenarios for videos to be produced.

Luis finds that it has been difficult to produce videos, because he did not get any instruction. But he has learnt a lot, but also spent a lot of time.

National competition: Luis will suggest that the production of videos should be used as a national competition for teachers and schools. Luis has suggested his national partners that video production is part of the training of teachers.

Dissemination: The Pools project has a full page in the national magazine schools. The Pools project will be disseminated at the 34congreso in Granada.” Nacialal de la ensanza privada”.

Scotland:

List/overview of the videos produced (documentaries and interviews). Gordon presents a production plan for video production. Gordon comments that documentaries are very time consuming. Interviews are much quicker to produce. It is also more interesting to do interviews, because you get an authentic input. The two types of videos complement each other. The documentaries are scripted, so that the language teacher has control over the language presented. The interviews are not scripted, so in these videos the learner has access to authentic speech. The documentaries serve to introduce and establish, in a neutral manner, a particular topic, event or situation, while the interviews give a more in-depth and personal perspective on it. It is in this sense that they are “more interesting”. However, they do not work well without a documentary introduction. Without the introduction it would be difficult to engage the learner.

Dissemination: locally, other community groups.

Discussion:

Sean emphasizes the main project idea: to help language teachers to produce and use ICT materials, instead of having to buy expensive products.

Kent stresses that we are not producing course content for the courses, but course manuals, which means a frame work for a course, face to face, blended and online.

Aldona is stating that our time table is not compatible with the school terms in Lithuania and Romania. That will make the piloting difficult.

Each partner can choose one element, for example to do Hot Pot exercises, in the pilot course. They can do that as an IT pilot course and also as a methodology course (how to use these in the class room with students)

Gordon sums up that the course book (form the previous project) is being continued and that POOLS is giving the manual for two different courses. It is crucial that everybody understands the same by the word “course”, “course manual” and “course content”.

Sean sums up:

SOM had a monitoring visit from the agency. They are pleased with the project, because of the visibility of the project through the website. Dissemination is satisfying. They are very interested in the course manuals. The external evaluation is very important for the agency and we have to focus on and manage the volunteer evaluation so that it is useful for the final evaluation. We must discuss what we want the evaluators to have a look at in our project.

We do not produce a course with a time plan and content. We are giving information about the materials and the technologies. We will give information about both elements. The pilot courses will be carried out by each partner. Each partner will create their own course and course content and approach and come back with experience and new ideas to put into the course manual.

Lunch

15.00. Ole summarizes on the financial discussion with the individual project partners.

Kent: EFQM

Digital resources: we are very close to being on schedule with videos. The partners who need to catch up have a plan for the rest of the videos

Course materials:

We are still working on the methodology course manual.

Course book is on schedule. Units for that will be assigned to different partners by Kent. DVD video is ready, 9-11 units. Transcripts need to be finished. DIY video must be ready May 2007.

Gaps analysis needs to be worked with. Kent and Sean will have a meeting with the two partners who have dealt with the gaps analysis.

Number of project clusters is growing.

The web portal is running successfully and more than satisfyingly.

Frans: comments on the success and the constant progress of the website, which is mainly run by Kent. Appreciation is expressed by all project partners for the amount of work that is put into the website.

Kent: We need now to give detailed tasks to each partner, so that everybody knows exactly what to do. This is to ensure that we can stick to project plan and that we deliver what we promised in the application.

Mihai has suggested that the Romanian team will be responsible for the Methodology course manual.

The DIY-video is Kent's responsibility.

We need to have a partner to monitor and supervise the work with the course manuals.

Frans agrees that we have a coordinator of the inputs for the methodology manual. The different project partners should make a plan of what they want to pilot and describe the elements of the activities.

Kent suggests, for the development course, to make a list of different elements which can be taught to learners. We will not cover all the different elements in the list, but we will choose the elements which the project group can cover. We will only offer courses for the elements which we are qualified to teach.

Anny is asking about the work packages in relation to time and working hours.

Kent: for each title in the development course we will give information about what the teacher needs to know, what electronic devices you need, what the student is supposed to learn from the course. How to actually do the course the teacher must figure out herself. (Remember, Mihai said that 80 percent of the language teachers are women!!!)  
☺

Hans comes with a suggestion for the structure of the content of the development course manual

Teacher qualifications  
Student competences  
Time duration  
Materials you need  
What is the learning goal?

Aldona: A lot of teachers need pedagogical advice and how to use soft ware.

Mihai: Romanian teachers, mainly women, would not have the resources to do a voluntary course at home. Therefore these courses should be in-service, and they should have these courses at least every five years. Pre-assessment of the course participants is very important.

Anny:

Trying to sum up:  
Target group: native teachers

Pools is offering:

Encyclopaedia  
Course Manual  
Structure of course – five main questions

Gordon: Course manual: a listing of competences, suggested time span, advice for teachers who would like to do a course for other teachers.

Sean:

When we do the piloting, we will use a lot of different methods, but we do not have to deliver that for the project. It is rather the experience and the advice from the piloting that we can add to the course manuals. (tips for teachers)

Frans: we need a moderator for the course manual work

Sean: We should use all the experiences that we have

Gordon is asking whether we should have a common frame work for the course manuals, instead of an individual and national description of what to do and not to do.

The piloting must be understood as testing the course manuals in a course that each project partner has developed for some teachers. Which language you teach in does not matter, because we are not teaching a language, but teaching how to use selected technologies and selected methodologies. This is very important for teachers who teach less taught languages and who need to learn how to produce their own materials and what and how to use them.

Sean sums up (again)

Two manuals: development course manual and methodology course manual

Small experimental courses/pilots followed by feedback

Full pilot courses

Each manual has a structure:

- Goals/competences
- Duration
- Activities required, a list of sub categories of course activities
- Prerequisites
- Material
- Teacher competences

Time schedule

Now: course manuals

Until May 2007: small pilots

May 2007: a full pilot course

Development manual: How to write Hot Potatoes

Methodology manual: How to use online exercises. Different examples of online exercises, which lead back to the development course book. Example: How to use documentaries, how to use a web quest, how to use ...etc

Small pilot courses will provide feed back, aspects for the methodology manual.

Sean is asking for approval of the above plan and he is asking for commitment to the above working plan. The project needs moderators to monitor and gather feedback and reflection from the final pilot courses. This issue will be fully discussed and concluded on Friday the 6. October 2006

End of day

Friday 6. October 2006

10.00



Sean: Summary of the discussion from the day before. Presentation of “new ideas”, by a volunteer “work group”☺, which had been working over time the previous day.

Gordon: Development course = a material development course

*Clarification of subtitles:*

*Goals/competences*

*Duration*

*Activities required, a list of sub categories of course activities*

*Prerequisites*

*Material*

*Teacher competences*

*What competencies must the trainee have?*

*What competencies will the trainee have the end?*

*How long will it take to learn? (Total learning time?)*

*What are the technical requirements?*

*How can the course be delivered? F2F, blended, online (which type of environment?)*

*What references are there? Resources, references which can be used (which already exist)*

*Then a description..... (A two or three line description)*

*Then a sample scenario (elaboration is needed here) contextualization*

Example (materials development manual):

Q 1: ECDL, Managing Files, ECDL Internet and Email (ECDL=European computer driving licence/or something equal to)

Q2: Text based exercises 1-6, accessibility requirements

Q3: 2 days

Q4: Computer, Hot Potatoes SW, internet access

Q5: All

Q6: [www.hotpotatoes.com](http://www.hotpotatoes.com)

Example (methodology course manual):

Q1: ECDL, internet and Email

Q2: Know what tandem learning is, how to prepare students for tandem learning. How to set learning goals, sites where partners can be found

Q3: 8x45 minutes, over 2-3 days, maybe even weeks

Q4: Computer, internet access, webcam, mikes, headsets

Q5: F2F

Q6: [www.tandemlearning.com](http://www.tandemlearning.com)

Group work

The project group is split into three working groups: all groups try to work with descriptions for the materials development manual and for the methodology course manual. The groups work and discuss the content list of the two manuals and start to

work according to the above examples. Each group should work with three items for activities which are either on the prepared content list.

Feedback and discussion in relation to the group work

Discussion over “passing knowledge on to colleagues” as a competence in the materials development course. Should the competence be stated here or is should it be written somewhere else as a head line for the whole project.

Group A:

Materials development manual (example):

“Fill in the blanks”

Q. 1. Managing files and folders, internet and Email.

Q. 2. Be able to fill in the blank exercises

Q. 3. 4 sessions of 1 hour

Q. 4 A good computer, a printer

Q. 5 F2F, blended and online

Q. 6 [www.hotpotatoes.com](http://www.hotpotatoes.com) and [www.languages.dk](http://www.languages.dk)

“Fill in the blanks”, results from group B

Very close to example from group A

Time should be in academic hours

Duration of course differs from group A

Group C, “matching”

Q1. Word processing, internet knowledge, search capabilities, file management, handling pictures

Q2. To be able to use the materials, passing knowledge on to colleagues

Q. 3 4 to six lessons

Q. 4 Computers, camera, internet access, printers

Q.5 F2F, blended, online

Q.6 [www.hotpotatoes.com](http://www.hotpotatoes.com), [www.languages.dk](http://www.languages.dk)

Comparison of a methodology manual” Fill in the blanks”:

Description:

Q1 . Basic computer skills

Q2. Be able to use fill in the blanks exercises to support grammar, vocabulary, testing, listening

Q3. 4x1 lessons

Q4. A good computer for each participant

Q5. All, for online it would be nice with webcams

Q6.

Group B: “matching”

Group C: “Tandem Learning” many of the titles must be paraphrased

All participants must be familiar with Email, web cameras, skype,  
Fast internet connection

Questions evolving from the group work.

Hans:

Which type of language would we like to use?

Language must be very clear, why? Are we addressing the trainer or the trainee?

Time?

Would it be best to simply address the trainees and describe the competence/skill?

For the methodology course manual it is important to have a focus on *how and why* to use an exercise/method

Gordon: there are two separate issues:

Who is the manual written for? Who is the intended audience for the manuals? The trainers of teachers!

What knowledge is assumed by us, who are going to actually write the content of the manuals and what about the writing style? It should be kept in as short and simple terms as possible – plain and clear.

Work load for project partners(developing course manuals): it was accepted that nobody should be expected to devise even a framework for a module if they did not feel they had sufficient familiarity with the subject matter.

Sean: The purpose must be very clear and the target group must be clear

Anny: “Tips for trainers” is needed. These should be imbedded in the product.

Sean: There should be an example scenario (contextualization) of a way to teach a course, maybe including tips for trainers linked to the scenario. - References should be made to the BPBLTM-project.

Anny: important that the moderators of specific content are moderators for both the materials development part and the manuals part.

Kent: External peer evaluation sheet has been produced for them to use for the project.  
Kent presents the evaluation sheet.

Sean: The target group for the project work: trainers (the people who are going to run courses for teachers)

Plan for compilation:

We work with the materials development manuals first of all:

One week from the project meeting to finalize list, assignments and format (project partners must send in new items for the list.

October: a list of methodologies will be sent out to work on from 1. November 2006  
Materials development plan: finished by 1. November 2006  
Methodology Manual – finished by 15. December

Hans and Gordon volunteer to motivate and moderate tasks and feedback  
The below list is not exhaustive.

Klaus: Blogs  
Ursula: Deaf  
Aldona: Multiple Choice  
Bogdan: web quest  
Mihai: matching.  
Luis: webpage  
Lone: Fill in blanks  
Maite and Maria Jo: Find the right sequence  
Marta: Cross words  
Anny and Gordon: Getting started with making videos for class use  
Hans: Portfolios  
Frans: Text blender  
Kent: electronic conversion

Allocation of the tasks with the methodology manuals, scenarios and teacher tips will take place by the end of October 2006.

From January until end of May 2007 we design the final pilot courses.  
From May until the autumn of 2007 we will compile the results of the pilot courses.

Kent: suggests that everybody evaluates on the reference manual from BPBLTM as you work with the manuals.

Sean: Sean runs through a final status of the project; what we have done and what we are going to do

Clustering: each partner must find national projects to cluster with. Information about the cluster projects should be sent to Kent.

Dissemination:

Each partner needs to have extensive dissemination activities in their country, both internally in their host organization and outside.

There should be documentation from each of these events (conference agenda, presentation materials, etc.)

**BLOG IT**

Agree and note partner plans to pilot courses with real users at each site.

Remaining meeting plans:

Spring 2007 in Scotland/Lithuania? Autumn 2007 in Holland Horizon College, where there might be a possibility of having a conference. The conference should be based on

practical workshops that mirror the pilot courses run in each partner site. 2 days for the project meeting and two days for the conference.

Date for conference: week 42, 17.-20. October 2007. If the conference is not possible, the final project meeting will be in September 2007.

Remaining tasks to prepare for the interim report: Every partner must fill in and send in the dissemination table for the project coordinator. The same must be done with the self-evaluation sheet. The final financial details and documentation must be complete. Everything must be prepared in English and in Euros. Time sheets must be filled in and signed and documented by the accounts departments of the individual institutions. Deadline: 24. October 2006. Hard copies must be received by the Scottish coordinator by 24. October 2006.

The first financial year is up to 1. October 2006.

*End of yet another successful and inspiring project meeting.*