

POOLS-3 3rd Workshop

Pelican School of Languages, Brno, Sept 08-11, 2014



In attendance:

Kent Andersen, SDE, Denmark
Alberto Milián, Stucum, Barcelona, Spain
Charo Cuart, Stucum, Barcelona, Spain
Caoimhín Ó Dónaill, University of Ulster, Northern Ireland
Caoimhín Ó Donnaíle, SMO, Scotland
Dagmar Ráček Pelikánová, Pelikan, Brno, Czech Republic
Gordon Wells, SMO, Scotland
Štefan Zábojník, Pelikan, Brno, Czech Republic
Marcela Mitana, Pelikan, Brno, Czech Republic
Václav Štěbra, Pelikan, Brno, Czech Republic
Petra Schacherlová, Pelikan, Brno, Czech Republic

Day 1, 8th September

1. Introductions and Project Review

The meeting started with an introduction by Stefan to the hosting Pelican team, including Vasek and Petra, who would be attending the full workshop, and Marcela who would attend part. Caoimhin from SMO was also introduced.

Gordon then quickly reviewed project progress over the six month period since the previous meeting in Barcelona.

In consultation with ECORYS, and in response to the application evaluation feedback, two further documents had been agreed (on dissemination and impact assessment), which would form part of the project's contractual obligations.

The projected work on WPs 6 and 7 had continued timeously, so updated and translated versions of the Introduction to CALL and Course Units Catalogue would be available for inspection at this meeting.

The Catalan, Czech, and Irish partners had also been busy producing video source materials (WP8) for viewing and approval at this meeting.

POOLS-3 t-shirts for promotional purposes had been procured by SMO and despatched to all partners.

Gordon also noted that the Interim Report would soon be due, and highlighted the need for all partners to contribute to the process, particularly in relation to Results, Work Packages, Dissemination and Exploitation, and Target Groups (pp18-21 in the IR proforma).

In subsequent discussion it was noted that there is not a specific budget line for travel related to dissemination. SDE and Ulster are regular attenders at Eurocall, and other partners may wish to consider joining. Pelican expects to attend a conference in Brussels at the end of November on Media and Learning at which there will be an opportunity to talk about their POOLS-3 work.

2. Video Viewing/Approval (A)

Before watching the Catalan videos Gordon made some introductory remarks to remind the participants of the purpose of WP8. There are many ways of producing source materials – which will depend to a large extent on partners' own priorities and resources (time, equipment, expertise), as well as an assessment of clients' (language learners') needs and any consideration of additional spin-off benefits. This can result in a quite diverse set of end-products, as each partner will rightly have approached the task in a manner tailored to their own circumstances. This is a strength of the project, as it demonstrates the flexibility of approach that the use of new technology affords.

Samples of the Catalan materials were the first to be viewed. The videos were made in-house, with the scripts based on the Spanish scenarios shared at the Barcelona meeting, using staff and students who were clearly comfortable in front of the camera and spoke very clearly. The sound quality was also high.

3. Video Viewing/Approval (B)

The Irish partners had taken a different approach, preferring to focus on higher level learners and unscripted speech in authentic community settings. This had presented a different set of challenges, particularly in relation to sound quality – which could be ameliorated, for example with the use of a transcript in a Clilstore unit. Most of the filming and editing had been done by non-specialist teaching staff. However, some examples of students' own work under the GLIC project would also be included.

The Czech approach was quite different again. Like Stucum they had chosen to work with short scripted scenarios, but, with a view to additional spin-off benefits (for example, in relation to dissemination), had invested significantly in giving the end-product a broadcast quality finish, using media professionals to help them with their work in a highly successful collaborative manner. Props, costumes, trained actors, and editing with green screen had all contributed to a very professional final product.

4. Video Viewing/Approval C

Gordon thanked all three partners for their work, remarking again on the diversity of products that had emerged. While the agreed quota of clips had been met by all partners, he encouraged them to consider continuing to produce or re-edit new materials in light of the learning experience each had gone through to date. Clearly, each partner had taken a distinct approach to the task at hand, and it was agreed that each should write a short post for the POOLS-3 blog describing how and why they had chosen to complete the task in the manner they did.

Partners were also reminded that each video should be accompanied by a transcript and short description of contents, following the POOLS/POOLS-2 model on the website.

5. WP6/7 e-book/manuals

Kent showed the meeting where the finished English, Catalan, Czech, and Irish versions of the Introduction to CALL (WP6) and Course Units Catalogue (WP7) had been placed on the POOLS-3 website. All partners agreed that Lone had made an excellent job of producing the final versions. Stefan noted that a bilateral skype meeting with Lone had been a very effective means of dealing with an issue with the Czech material. The team moved a vote of thanks to Lone, and asked Kent to convey their very best wishes to her.

The updated and translated versions of the documents are now ready for use in support of the pilot training courses in the second year of the project, during which time any recommendations for final

edits can be recorded.

6. Pilot Course Workshop (A)

To complete the day Kent introduced the Pilot Course Workshops Work Package (WP9) by describing example contents from the POOLS-2 project. The workshops could cover both discussion of methodologies as well as examples of online materials, including Hot Potatoes exercises. He then demonstrated how to create HP exercises – starting with folder creation, then exercise creation (Cloze, Match, Quiz, Mix, and Cross), and finally the Masher. These could then all be added to Clilstore using the new Add Files function.

Day 2, 9th September

7. Pilot Course Workshop (B)

The day started with a reminder to the group from Kent about webquests, which could also be a useful complement to other CALL approaches. Each partner should produce at least two webquests. There are examples in Dropbox.

For the rest of the day partners worked “hands on” at creating Hot Potatoes exercises using transcripts of videos they themselves had created. These were then uploaded into new Clilstore units:

Catalan - <http://multidict.net/cs/2247>

Czech - <http://multidict.net/cs/2246>

Irish - <http://multidict.net/cs/2248>

(Plus Gaelic – <http://multidict.net/cs/1611>)

Day 3, 10th September

8. Clilstore

In the morning, Caoimhín (SMO) gave a detailed presentation on the work, going back to Kent’s Textblender and the groundlaying work in POOLS-T, that had led to the new Clilstore platform. This entailed a description of the databases that support Multidict as well as the sister programs for Wordlink and Clilstore. This presentation left the team with a wider appreciation of the full range of functionalities that were available through multidict.net in addition to the Clilstore platform itself.

Caoimhín mentioned that he had improved Wordlink so that it now no longer treats the middle-dot character of Catalan 'l·l' as a word-break, and that he had improved the Czech lemmatization and dictionaries in Multidict. This was followed by discussion of possible improvements and developments that could be added, and Caoimhín encouraged all team members to send him feedback on any issues at any time.

It was agreed that a guide to the new functionality of adding exercises should be produced at the earliest opportunity.

Finally the teams shared the units they had created on the second day, enabling everyone to hear a bit more of the languages they didn't know and try some simple exercises. Participants also discussed how easy or difficult they had found the exercise creation experience.

9. Courses Preparation

This session was led by Caoimhín (Ulster), and started with a Powerpoint presentation in which he outlined the core requirements of WP9 alongside suggestions as to how they could be tackled effectively. The powerpoint was a working document, which the team developed through discussion during the session to reflect the conclusions they came to, particularly in relation to a model structure for the pilot courses which each partner will run in the second year of the project. These conclusions are therefore included in the [final version](#) of the presentation, which outlines a course structure, together with suggested timetabling and a listing of core learning outcomes.

A draft evaluation form for the courses was also considered and agreed. This will be translated into the three new project languages, and hosted for online delivery and completion by Ulster. In addition, Caoimhín will also circulate draft reflective templates to help structure trainees' responses during the various stages of the course. These drafts will be circulated for final agreement, again with the option of translation into the new languages.

It was agreed that Caoimhín should produce a summary course guide, which could link to existing guidance materials on Clilstore use, and include the new PDF on adding exercises to it.

Day 4, 11th September

10. Dissemination and Future Exploitation

As an introduction to the session, Gordon reminded participants of the commitments that had been made in the project's revised and ECORYS-approved dissemination plan, with specific reference to Appendices A-C in particular.

WP3 co-ordinators Pelican then led with this [powerpoint presentation](#) on their thinking in relation to a streamlined approach to social media dissemination, particularly in relation to online video. During this presentation they reported on ideas and plans they had for additional uses for the source material videos, and for further video production – including during the delivery of the pilot courses – as well as broadcast TV coverage. These additional and creative ideas were welcomed by the group.

The Irish partners explained in detail their planned approach to the various bodies listed in Appendix C of the project dissemination plan, with an overall strategy of stimulating beneficiaries to also disseminate project outputs.

The Gaelic schools listed (eg Gaelscoil Éanna) tended to be situated in community projects and settings which afforded a strong social media engagement, as well as interaction with cultural and/or sporting interests, including, for example, Polish family networks where youngsters would be learning Irish in a multilingual context.

In secondary schools the plan is to build upon existing work (in which some video work has already been done).

This also links to adult learning activity in community and cultural centres, and the GLIC initiative in Derry first described in the Barcelona meeting. These examples of good practice were also feeding into the Líofa campaign (a local government scheme). Another example was An Turas, a second phase of GLIC being held in Belfast across the traditional community divide, in which UGC approaches to media production showed particular promise.

The University was also pursuing and developing links with FE colleges and local council Irish Language Officers in order to maximise flexibility in the provision of local premises for course delivery.

At this point discussion moved to the possibilities of attaching accreditation to the pilot courses for the three importing partners. It was agreed that, while this is not a requirement, it could be a useful path to pursue according to local circumstance. The Czech partners confirmed that they will explore this avenue in their ongoing discussions with statutory authorities. Caoimhín (SMO) pointed out that the University of the Highlands and Islands already offers a module in Gaelic and Computing in which elements of the training package being currently discussed could be a useful addition.

Ulster University is in ongoing discussion with Government (as outlined in the project application) on Irish language curricular matters. The POOLS-3 project is helping to demonstrate policy commitments at a practical level – with additional spin-off benefits for the Republic of Ireland as well in relation to the Third Level Syllabus.

In relation to Catalan, Stucum confirmed that the POOLS-3 project had been presented in international project meetings, as well as to local institutions around Barcelona. (Appendix A lists a range of institutions from primary to tertiary education levels.) In a second conference in July 20 teachers had been reached, with a special focus on vocational students and integration.

In year two plans are in place for TV and/or radio coverage of the project, and linkage via CECE to Mallorca. International meetings will continue, and in June 2015 there will be a families conference, run by the association of schools and universities in Catalonia.

Exporting partners (SMO and SDE) will also engage in dissemination work as outlined in the dissemination plan. In relation to this, Kent drew the meeting's attention to a significant conference organised by the Danish Ministry of Education later this month at which trade unions, private sector employers, media organisations, translation services etc will be represented and at which SDE will be making a presentation on POOLS-related projects. At this point Pelican also reminded the meeting of their forthcoming contribution to the Brussels conference on Media and Learning in late November.

11. Meeting Review

In a review of the meeting proceedings and decisions the following points were confirmed, with deadlines agreed:

- Pelican, Stucum, and Ulster will each write a reflective blogpost describing their video creation experiences – by the end of the month (30th September)
- Contents for the pilot courses templates will be agreed within the week (20th September)
- Own language versions of these templates will then be produced by individual partners
- Partners will also produce own language versions of the online course evaluation form to be hosted by Ulster (30th September)
- Content of the PDF on uploading HP files to Clilstore, drafted by Kent, to be agreed within the week (20th September). This will then be incorporated in the course guide compiled by Ulster.
- Each partner will contribute an article to the forthcoming newsletter (21st September)
- Transcripts and summaries of videos, using the POOLS model descriptions, should be submitted by the end of the month (30th September). Here is a sample link to a POOLS entry:
http://www.languages.dk/digital/indexEN.html#Craigard_Day_Centre_Documentary

All partners then completed meeting evaluation forms, and the meeting was closed with a warm vote of thanks to Pelican for their generous hospitality.