'TOOLS for CLIL Language Teachers'

FIRST EXTERNAL EVALUATION REPORT

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Key Activity 2 Multilateral Project
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INTRODUCTION

The quality assurance and evaluation are essential components of successful development and implementation of LLP education projects. Internal and external evaluations have been defined as integral activities of the complex TOOLS LLP Key Activity 2 project, starting in January 2012. The project's internal and external monitoring and evaluation activities have been consistently embedded in the approved work-plan for the entire duration of the project.

The external evaluation strategy, methodology and action plan proposed by 'ALB Conseil' aim to complement and enhance the project's Quality Assurance Plan and takes in account the TOOLS' aims, objectives, activities and the quality indicators defined in the contractual application. These were detailed in the bid for external evaluation and won the TOOLS tender in December 2011.

The external evaluation strategy has been finalised and it is presented in the following chapters alongside with the first results.

EXTERNAL EVALUATION FINALISED STRATEGY

PURPOSE: the external evaluation and monitoring of EC Lifelong Learning Programme Key Activity 2 Project TOOLS, during its EU-funded lifetime. The external evaluation covers the process quality and the learning value of CLIL, VOLL, CALL materials, online resources and service for languages teaching.

DURATION: January 1st, 2012 to June 30, 2014.

SCOPE AND APPROACH

The assessment of results is made in line with Lifelong Programme framework and the evaluation of education processes and relations between all actors involved: partners, users, stakeholders.

The **AIMS** are to measure, forecast, control, support; highlight the value and /or recommend changes for improvement.

JUDGEMENT: Factual and quality judgements, based on the EACEA criteria and value judgements based on project success indicators and other criteria during implementation.

METHODS: Quantitative AND Qualitative Evaluation methods.

ACTION-PLAN is participatory during the 2,5 years duration. It is established in line with TOOLS work-plan activities, milestones, outcomes, indicators of success, and taking in account the LLP and EACEA accountability and monitoring criteria.

THE SPECIFIC OBJECTIVES

The external evaluation objectives are to monitor, analyse, give feedback and make recommendations for improvement at several levels project work-process and learning content.

♦ At **project implementation level** covers the following areas:

-The work progress and correlation with original aims and contractual obligations

-The degree to which the LLP and KA2 objectives of the project have been fulfilled

-Strengths and weaknesses of the developed solutions (online service and language learning units)

-Quality and indicators of impact of the exploitation results (workshops for teachers outside the partnership, learning units developed).

♦ At **development level** it will take in account the main achievements linked with the following key aspects:

-Users acceptance of the developed resources (TOOLS software and on-line system, online learning units and CALL courses) for teaching **Arabic, Danish, English, Irish/Scottish Gaelic, Lithuanian, Portuguese, Spanish.**

-Quality and results of piloting the training program on how to use the system in a pedagogical context (CLIL, VOLL, and TBL).

-Sustainability and EU-added value of the new software solutions, system and learning resources.

♦ At **LLP and sectoral level,** we will identify and highlight the results and the added-value of achievements and outcomes for the target users-groups from Erasmus, Leonardo, Grundtvig sectors and contributions to the EC Lifelong Learning Programme.

METHODOLOGY AND EVALUATION AREAS

We have developed a comprehensive model and external evaluation program of the project achievements through a range of activities, and summative and formative assessments that will be an integral part of the model of evaluation for TOOLS project.

The external evaluation and reports cover three areas: operational, summative, learning.

1. **Operational formative evaluations** provide information and recommendations /eventual corrective measures on how the project is being developed and cover the following aspects:

a. the efficiency of project management

b. quality and effectiveness of partners' participation

c. work-progress and respect of deadlines

d. modalities according to which work is being carried out and additional solutions/ products

e. quality indicators, with special attention regarding the software and on-line learning units

f. effectiveness and impact of activities involving end-users groups in testing and using the products

g. the quality and reach of communication, dissemination and exploitation activities.

2. **Summative evaluations** for PR and FR time are based on formative evaluations, and address the correlation between expected results and achieved results highlighting:

a. The process and resources used and their efficiency to reach application objectives

b. impact and contribution of TOOLS outputs to teaching/learning the 8 planned languages (LWULs, neighbour, regional, minority, mainstream)

c. CLIL benefits for the teachers from the 3 target sectors- Erasmus, Grundtvig and Leonardo, in participating countries

d. the critical factors at the origin of the success and/or delays of the project activities, added-value results and sustainability.

3. **Additional evaluation for learning purposes** at end of project will take place in month 30 :

a. the updated assessment of all the project's specific achievements to LLP and KA2, to end-users,

b. the added-value, contributions of the project at the end of its EU-funded lifetime.

EVALUATION IMPLEMENTATION APPROACH

The external evaluation implementation is based on a two-fold approach:

1. ON-GOING MONITORING AND EVALUATION through participation to project meetings, quantitative and qualitative tools/questionnaires and interviews to analyse and record progress against key indicators, taking in account at what extent they match on the project's own strategy for evaluation and quality management. A representative of the project external evaluation team also participates to three live events during the project's duration: consortium meetings or workshops scheduled or other event.

2. EVALUATION REPORTS:

The four planned reports highlight the work-progress of the project, partners' contributions in relation to end project achievements, innovative aspects, range/means of communication and dissemination activities, external impact, exploitation and sustainability.

EVALUATION OF THE FIRST MONTHS OF ACTIVITY

The First External Evaluation Report (this report) presents the results of project's monitoring and external evaluation for **the first 4,5 months of the project's lifetime**, based on the finalised external evaluation strategy. The external evaluator Angelica Bucur (ALB CONSEIL) has participated to the Kick-off meeting of TOOLS project in Belgium, Brussels, during the 24-26 of January 2012. She observed and monitored the organization, collaboration, activities and the results of the meeting. She made the presentation of the proposal for the external evaluation strategy, asked questions and clarified several points. Following this 1st transnational meeting, the external evaluation strategy and model were finalized and the participation to project meetings updated.

The external evaluation and monitoring activities, information sources, instruments designed and methods have been defined in close relationship with TOOLS' aims and planned Work-Packages, outcomes and milestones.

We have analysed to what extent the following characteristics defined in the application have been successfully implemented during the first months of activity:

- CONTINUOUS PROJECT MANAGEMENT AND QUALITY ASSURANCE through face-to-face project workshops, online cooperation (Skype, blog, Facebook, etc.), and online-shared project resources documents (Dropbox, Huddle etc.).

- ENTWINNED PRODUCTION, TESTING , QA of ICT and EDUCATION results, as the main characteristics of the activities defined in Work-Packages.

- FOUR DEVELOPMENT STEPS: the development of the software and of the online system take place in four cyclical steps A, B, C, D.

We have evaluated the activities and achievements during the first period January 1st- May 15th 2012, the work-progress and partners' contributions to the outcomes development, based on the finalized external evaluation strategy. The TOOLS results in the first 4,5 months have been evaluated also by frequent consultation and testing of the results available on-line, communications with the project leader and the other partners.

In this first evaluation report we critically analysed to what extent the project has progressed to the achievement of the aims following the project's start activities. The quality of the transnational cooperation and communication within the partnership, development of plans and/or activities to

include the target group during development cycles, have been among the key aspects evaluated, in order to make recommendations and ensure relevant outcomes.

MONITORING ACTIVITIES AND CURRENT SOURCES OF INFORMATION

The external qualitative assessment of the achievement of objectives and outcomes has taken in account the approved application and the various sources of information provided by the project during the implementation, also made available on the various web-based platforms and social spaces used.

Special attention has been given to communication within the partnership, the on-going Quality assurance, the results of internal QA activities, the achievement of the success criteria defined in the application. The external evaluation team monitors periodically and analyse the following:

- the Project Management, the implementation of activities and the relationship with contractual schedule and milestones; follow-up of the decisions and outcomes of transnational meetings.

- Quality Assurance, the monitoring of activities and of results, other procedures used the internal evaluation procedures

- Collaboration and communication: the exchanges between the project's members and the exchanges with other projects, the interaction with with the external evaluators,

- Dissemination and exploitation activities, communication of results and activities through use of the social spaces, Twitter, the dedicated TOOLS blog, the website, other Internet use;

At the end of the Kick-off meeting in Brussels, in January 2012, the evaluation forms were filled in by each participants. The detailed Minutes were produced and presented all the decisions taken by the consortium and the agreements reached during the first face-to-face meeting and during the workshops on specific themes. These sources were completed by the direct observation of activities in addition of participation to the meeting of the external evaluator.

Very important, and in advance of the schedule, the first training sessions have been organised and we have been able to analyse the results and the participants' feedback.

The project published two Newsletters 32 and 33 covering this first period of activity.
The TOOLS website http://www.languages.dk/tools/ was updated and enriched constantly. The communication through the TOOLS Facebook and Blog http://tools4clil.wordpress.com/ , the Twitter postings, the Clilstore have offered a wealth of information on resources developed or in development, pictures, links and news.

TOOLS PROJECT OVERVIEW

The project's main aim and specific objectives were evaluated by the EC independent experts as very relevant for KA2 Programme, LLP priorities and EU objectives. Overall, the TOOLS project application have obtained one of the highest scores in the selection stage.

TOOLS CONSORTIUM

The project is proposed and implemented by 8 institutions from the following countries:

- Denmark: Syddansk Erhvervsskole Odense-Vejle College and the University of Southern Denmark
- Spain: Universidad Politécnica de Valencia
- Lithuania: Marijampolės profesinio rengimo centras vocational intitution
- United Kingdom and Ireland : EUROCALL – the European Association for Computer-Assisted Language Learning, the Sabhal Mòr Ostaig College and the University of Ulster
- Portugal: Universidade de Évora.

TOOLS AIMS AND OBJECTIVES

TOOLS aims to create a free online service where language teachers can produce content-rich, multimedia learning units featuring the creator's customised choice of text and images/graphics, audio, video – including Internet sources like Youtube. It will produce exemplary online language learning materials for Arabic, Danish, Gaelic (Irish), Gaelic (Scottish), Lithuanian, Portuguese, and Spanish. The approved TOOLS application specifies in detail the innovative aspects to be developed during the funded period of 2,5 years. The core outcomes are planned to include or to be based on the newest technologies and communication platforms.

TOOLS' objectives are to contribute and create more attractive and easy to build and use the languages learning resources, customized for various VET sectors and CEFR levels. The online service to be developed and tested will also enable authoring of learning units from mobile devices (iPads) and will be compatible with the main operating systems: Linux, Windows, MacOS, Unix.
TOOLS' aim is to embed unique features and innovative elements of functionality in the authoring tools that offer many opportunities, such as :
-the ability to automatically and instantly link every word in a given text to dictionaries representing +100 languages, available on-line;

- no software set-up needed and no prerequisite for system or technical knowledge of online publishing required.
- the ability to access and use the learning materials on smart phones to encourage teachers to create other easily accessible materials for which is not necessary to provide computers for learners.

The teachers and learners will have therefore multiple choices for consulting free on-line language resources or sharing their lessons, examples as web-pages online or downloading them for later upload to websites or networks and social spaces.

In addition, there is a key feature planned that show the pertinence of the initial needs-analysis performed by the project partners: TOOLS authoring tools and educational resources can ALSO be used from inexpensive mobile devices and older computers as they do not require high data processing capacity or bandwidth.

This is thought as an important factor in facilitating the adoption of the TOOLS services technology-free.

TOOLS RESULTS AND PROGRESS IN THE FIRST 4,5 MONTHS

The project's activities, work- progress and outcomes produced in first months, from January 1st 2012 till May 15th 2012, inclusive, have been monitored and evaluated periodically.

The **evaluation** of the partnership's collaboration, of results and work progress in all the Work-Packages **was performed for a longer period of 4,5 months** instead of the 3 months proposed in the original external evaluation plan, presented in ANNEX 2 to this report. The **reasons** are that the first results, the success indicators were planned to be available only starting with the Month 6.

The activities and observations have been correlated with the project's contractual documents, the Work-Packages schedules and planning, and the main planned achievements:

- TOOLS approved application and its contractual objectives, activities and outputs in WPs
- the detailed Project Management plan and the Quality Assurance procedures planned and implemented through internal evaluation of the project's meetings, activities and outcomes by project partners or by target-beneficiaries ans other project stakeholders
- the implementation of the approved work-plan, eventual variations in WPs, reasons for changes and the relevance and adequacy of the implemented solutions
- the quality of the transnational collaboration and contributions of the partnership

- the attention to dissemination, exploitation, sustainability activities and their frequency
- the quality and relevance of the outcomes for end-users, educational sectors and for LLP
- the availability of materials in the target languages
- the learning value of the CLIL, VOLL, CALL materials and online resources and service for languages teaching.

MANAGEMENT, QUALITY ASSURANCE, PARTNERSHIP

The evaluation of these areas covers the WP 1 Project Coordination (PM), the WP2 Quality Assurance (QA) and a part of the WP3 Internet-based collaboration (COM).

PARTNERSHIP COLLABORATION (WP3)

After the observations made during the first 4,5 months of activity , it has become clear that the TOOLS partnership represents **a key strength of the project**. It is composed from 8 experienced organizations that are representative for the sectors of education targeted in the application. The participants bring a relevant and complementary range of competences covering the pedagogical contexts and languages learning Arabic, Danish, Gaelic (Irish), Gaelic (Scottish), Lithuanian, Portuguese, and Spanish. From the very beginning of the lifetime duration, the representatives of the partner organizations have **demonstrated a pro-active attitude and dynamic approach** to their assigned tasks.

The collaboration and contribution of the partners to the activities and first results have been enhanced and made visible through the excellent means of communication and collaboration, mostly Internet-based, which were set-up in the first month of activity. We noted the **diversity of activities and contributions of the partners** during the first four months and half using the website http://www.languages.dk/tools/ , Facebook https://www.facebook.com/tools4clil , the blog http://tools4clil.wordpress.com/, the Twitter-log, the e-mails exchanges.

There have been numerous relevant communications, interesting postings, supportive messages, share of creative education sources and materials links , the two newsletters , other periodical news about the progress of software development, the increase of resources in the project's CLIL store that all bring **evidence of the quality of the collaboration**.

The print-screens of the TOOLS website at mid- May 2012 provide evidence and concrete

examples and data regarding the **diversity and the frequency of communication** using the Internet-based platforms and means.

There have **already** been produced **additional outcomes** that show the motivation of partners, such as the **new blog 'In the world of CLIL'** developed by the Portuguese participant. This blog contributes also to the dissemination of TOOLS.

Instrumental to the successful start of the project's activities was the **excellent Kick-off meeting** organized in Brussels in January 24th to 26th 2012. We participated to the 3 days of meeting, the plenary meetings and to a part of the 3 work-groups meetings.

The good mix of activities, from brainstorming on diverse strategies to meet the users' needs to the technical software, the informal discussions and evening social events organized, all these have clearly **contributed to put the basis of collaborative work and friendly atmosphere** among the representatives of the partner institutions.

Beyond this contribution, the first transnational meeting played **an important role to reach motivate partners and reach agreement about their responsibilities and concrete tasks** for the first months.

The **coordinating Danish team from SDE College, experienced in managing international projects,** ensured the very detailed meeting planning, with a a clear agenda and good time allocation for each of the teams. It have contributed in this way to **team building and socialisation**. It has been contributing also to the **efficiency of the project communication** and dissemination by having ready the TOOLS website for appraisal and feedback at the time of the first meeting.

The partners from Denmark, Ireland, Lithuania, Portugal, Spain, United Kingdom, present at this

meeting, **all had an important contribution in the agreements on work-plan**, evaluation, planning of the next work-phases and in the work-groups activities. We have observed a creative participation to the work-groups activities and, again, the **dynamism and enthusiasm of several participants**. The **TOOLS Blog** was already set-up by the **Lithuanian team** during the last day of the Kick-off meeting on January 26th 2012. Daily images, comments from meetings or work-groups were posted on the newly created TOOLS **Facebook**.

Very interesting compared with what it was planned in application as a technical development time of project, the meeting contributed to bring out and encourage creative aspects of the participants. In addition, the **team-building and intercultural exchanges** were enhanced by the evening events. These have included dinner and music played and songs interpreted by the participants in some of the project's target languages.

We quote from *TOOLS Newsletters 33: 'During the TOOLS kick-off workshop the teams had their first hands-on experience with the new online service and created several units in the project languages. It also became evident that several team members have musical talents beyond the coordinator's expectations. A local pub lent us room for nightly sessions of great song and music (two whistles and a fiddle).'*

We believe that **the first transnational meeting** and participation and contribution to intercultural social activities, have enhanced the professional contributions and have **had a lasting impact on partners' collaboration as a team.**

In conclusion, at the time of this report, there is **extensive evidence** that **partners' excellent collaboration to the development** of first outcomes has continued, with **frequent communication**, shared **enthusiasm and commitment** of partners to the activities.

These very good first results are **demonstrated by work-progress** in the Work-Packages, and supported by the **users' positive feedback**, presented in the following chapters.

EVALUATION OF PROGRESS IN WORK-PACKAGES

WP1 Project Coordination and WP2 Quality Assurance

For the project management and quality assurance, we tried to provide for the fact that results and the first internal evaluations reports by partners are planned to be available in Month 6.

We took in account the current development cycle, that foresaw more work-progress for main outcomes in April and May 2012. Also, first results and quality or quantitative indicators planned in application in development WPs and the other WPs are available only starting with the Month 6.

WP1 Overview of the main planned deliverables, milestones and success criteria

WP1 Project coordination, Months 1-30

Deliverables nr. 1, 2, 3, 4 : monitoring, 5 biannual reports from partners, quality report from subcontracted quality evaluator, and the Meeting minutes and agendas for 5 project workshops, Progress report and Final report.

Success criteria: All projects reports submitted on time and approved at meetings as well as by external quality control.

 delivering of 3 quality reports.

External evaluation findings

The project's activities and results during the first four months and half have been analysed to evaluate to what extent they are ensuring the work-progress, the good collaboration among the partners, the on-going evaluation, reporting and feedback implementation for quality achievements. The implementation of evaluation activities and the tools and methods used for PM, QA and part of WP3 Communication, are detailed in the Annex 2, Table A.

The **Project Management and coordination**, as **observed** by the external evaluator **and demonstrated by the results** already achieved by participants to the project, supported by evidence, represent another **strength** of the project.

The project's partners benefit from the **experience of the leading Danish organisation SDE College** and of the project coordinator Kent Andersen in EU project management and implementation. An additional **value** comes from managing or participating to other languages-oriented projects that have developed, transferred innovation and *'set the course towards cooperation and sharing of results'* – quoting the motto of TOOLS : the BP-BLTM project, the project POOLS, POOLS-Tools, POOLS-Methods, POOLS-2, POOLS-CX.

For the **Work-Package 1 (PM)**, there is **evidence of a very good relationship between the original planning and the activities and outcomes** of the project for the first months, from January 1st to May 15th 2012.
This result was carefully planned for and supported by documentation and other resources available and shared transparently on-line, such as the original TOOLS application, the consolidated EACEA application feedback to the promoter, Project Contract with EACEA, the LLP Handbook
The TOOLS Framework for reporting documents, with the bi-annual evaluation form, evaluation form for meetings, time-sheets were developed from Month 1 and are available on the website. Following the first meeting, the Tools copyleft agreements were signed.

We analysed the very detailed Agenda and Minutes of the Kick-off meeting. We observed the activities and results of the f2f workshops. We also analysed the results of the first internal evaluation by the partners, that of the Kick-off meeting. We participated to the interesting discussions of the work-group A (Pedagogical development) on the compilation of ideas for a CLIL guide structure, led by the partner Ulster , and to part of work-group B on Software development and structure, led by SMO partner with true focus on fulfilling the target user-needs when developing the TOOLS system and on-line materials.

During the Kick-off meeting, a special workshop to which at least one participant from each team took part, was conducted by Ole Bech Christensen (SDE College) that covered and answered the questions regarding the administrative procedures, the biannual reports and financial EC rules. The organization from the beginning of the project of a special work-group and session to understand and handle the EC administrative and financial obligation represent a **good practice in managing and coordinating the EU-funded projects**.

All the evidence and findings point out that the **Project Management and Coordination** activities have **enabled and ensured from the start of the project that the partners have clear view of responsibilities**, **quality and activity clauses**, and also of the **payment schedules, administrative tasks and reports**.

WP2 Overview of the main planned deliverables, milestones and success criteria

WP2 Quality Assurance , Months 1-30

Deliverables nr. 5, 6, 7: the 3 contractual external evaluation reports.

The TOOLS QA strategy includes both internal and external QA activities. The internal QA and Quality Control Group implement the quality plan for project management and for development work that cover production, testing, validation of system, online service, course methodology and learning resources/units.

The results

The project partners debated and agreed on the internal QA implementation approach and activities. They decided on the two-fold normal approach based on ongoing monitoring and evaluations activities.

They appointed a 8 members for Quality Assurance Board, each of the 8 participating institutions is represented. The **Quality Assurance Board is led by Professor Anna Gimeno** (Universidad Politécnica de Valencia), an experienced partner in CALL research, development and practice and expertise in ICT and language learning. She is President of the European Association for Computer-Assisted Language Learning (EUROCALL)

The **external evaluator proposed a detailed QA approach and external evaluation activities**. These were discussed at Kick-off meeting and these were accepted by the partners. The deliverables include the participation to three f2f projects instead of minimum 2 project meetings and the delivering of 4 quality evaluation reports instead of 3. We proposed to elaborated a forth external evaluation report at the end of the project, to sum up the results of the project. This additional evaluation for learning purposes at the end of project will take place in Month 30.

The main internal evaluation activities that have been deployed until now was through participation at the Kick-of meeting and specific activities during the work-groups. The partners evaluated how the the proposed structure, user interface, and suggested features will meet the learners and teachers' (end-user) needs.

The **first internal evaluation was implemented** by filling-in the meeting evaluation forms and answering to the 9 questions. All the evaluation sheets filled in were available on the website at http://www.languages.dk/archive/tools/evaluation/MeetingEval/Kick-off%20in%20Brussels.pdf

It is clear that the participation to the **meeting was considered very useful and successful**. The **overwhelming score given is 5 from maximum 5, with a few scores of 4 and very few of 3**. This medium score was generally given for the question ' Have been sufficient time and opportunities for discussion? ', which matches partly our impression that the meeting was intense.

The external evaluator will use the data for the Interim Report as part of QA internal evaluations analysis. She will compare these first scores/statistics with the next evaluations by partners.

The project partners **started to develop and implement questionnaires for the external testing** and evaluation by the target-users.

The Danish coordinator developed the **Questionnaire for software evaluation 'Evaluation of the online outputs ' **.

It was already applied as early as February 2012 in Denmark, at SDE College, in a VET class of 12 electricians and the results are available at

http://www.languages.dk/archive/tools/evaluation/courses/Feb12Electricians.pdf

The first results seem encouraging and are presented on the TOOLS website news ;

> *'A class of 12 electricians have tested outputs form the developed tools. At the time of the evaluations they had worked through six other units created with the Clilstore tool (multidict.net/clilstore) All 12 students indicated that the software allowed them to manage more effectively the time available to read the text. Read their evaluations here.'*

The **project web-based approach** to promote **involvement of users** and obtain feedback from potential target-beneficiaries seems **very efficient** because embeds communication about the outputs and work-in progress and, in the same time, **disseminates the information about TOOLS** and its other Internet based social spaces and platforms:

> *' Our next steps are to prepare a better user interface and to prepare a responsive design, i.e. output that matches different devices like smartphones and high resolution computer displays. We would very much appreciate your testing and advice through the Facebook page http://www.facebook.com/tools4clil or by mail to ka@sde.dk '*

In April 2012, a further successful step was taken to ensure one of the aims of the project: embedded development activities and testing by the end-users groups.

In Lithuania, the partner Marijampole VET Centre, the biggest vocational institution in the South of Lithuania organised sessions for their students to test Clilstore.

Here is the information and the **first results of testing and using Clilstore in Lithuania**, published on April 19, 2012:

> *'The teachers of MPRC, participants of the Tools Project started testing the new tool in the classroom. Some smarter **students** not only **learned how to use the exercises themselves**, but **created a video to inspire and encourage their fellow students to use the clilstore**.'*

The partner **University of Ulster** created sample materials and **run successful test with students** using the materials for learning Irish conducted in Ulster's Multimedia Language Lab. The general feedback was shared with the partnership and published on the TOOLS website and on the Blog:

> *"It's excellent, give us more!", that was the overwhelming response from Year1 and Year 2 students of Irish at the University of Ulster following a recent trial of Clilstore. The units created for the purpose of this trial: http://alturl.com/w6bao & http://alturl.com/s5jjh were based on sample materials from the new Third Level Syllabus for Irish (see http://www.teagascnagaeilge.ie) which is based on the Common European Framework of Reference for Languages.'*

We analysed the **very good results of this early trial of Clilstore in Ulster**, available on-line on the Dropbox of the project. The evaluation reports include also photos from class lab as evidence.
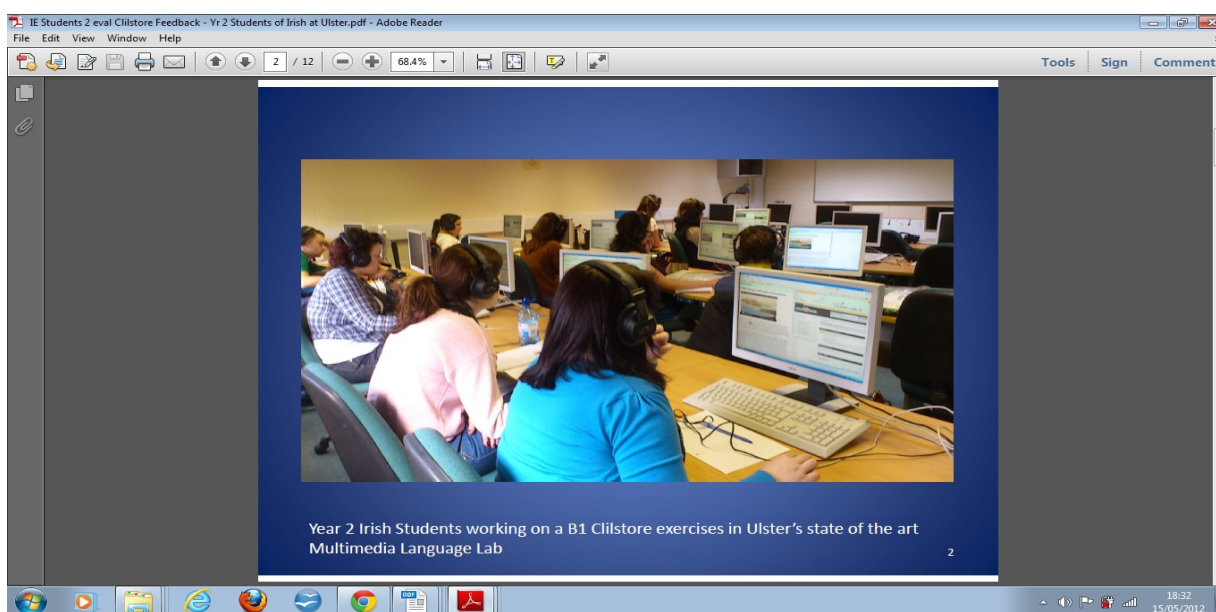
COMMUNICATION AND DISSEMINATION RESULTS: TOWARDS BUILDING 'TOOLS' IMAGE AND PRESENCE

There are four work-packages that deal with these activities for the entire duration of the project (Months 1 or 2 to Month 30) : **WP3, WP4, WP 10 and WP11.**

There are other planned WPs that cover dissemination and exploitation, but they begin later on and there were not included in the evaluation for this reason.

In these areas and the communication and dissemination WPs, we also note **impressive first results**. They are supported by **quantitative indicators highlighting already the impact** of the project, such as the website statistics in March 2012 with **Total Hits 141.368**.

WP3   Website and communication platforms Months 1-30,

Deliverable nr. 8 Development of the Project website and internal PM platform 'Huddle'.

External evaluator have monitored and checked the information available on the website regularly, from Month 1 onwards.

The website was built on http://www.languages.dk/tools/ and have become one of the four essential platforms for communication and awareness-raising activities.

It was already active in the first month of the project and was improved after the feedback of the participants to the Kick-off meeting. Especially the Danish team from University of Southern Denmark has provided useful insights about how to improve the display of information (less is beautiful!) to retain the interest of new users. The approach remained friendly and uses good mix of awareness-raising activities:

> *'One of the core results in the Tools project is the online service where you can create webbased units with all words linked to online dictionaries. The Tools teams would like you to assist us with a name for the service. Please vote for a name here.'*

The **website statistics** have been provided from February 2012 and show **very good result**s.

> *'After the move back to Europe from a US-based hosting service in mid-February the statistics for the website visitors have been very promising: Read the statistics ...'*

For March 2012 the main results and website statistics are :

Total Hits   141.368

Total Files   87579

Total Pages   30734

Total Visits   9464. (unique visitors only in March 2012)

WP4 Social networks / media,   Months 2-30

Deliverable 9: Facebook group, Twitter account, a Linkedin group, Wordpress Blog, other media.

A first observation is that the deliverables **TOOLS Blog and Facebook were produced in advance**, in Month 1 instead of Month 2. As explained, the http://tools4clil.wordpress.com/ and https://www.facebook.com/tools4clil were launched during or immediately after the Kick-off meeting.

The external evaluator has used several **social media developed** - Facebook, Wordpress Blog, and has observed and monitored the active participation to online communities, including those representing the target group of teachers. We tried to observe if and how these work and to what extent they **contribute to the achievement of TOOLS project aims to involve dynamically the teachers target group and the secondary target group, the language learners.**

The **first months results are encouragin**g. Tools Facebook with 91 likes has shared or published interesting news and resources at least once or twice a week. The last was on May 15th

> *' Tools for CLIL shared a link. 5 hours ago*
>
> *These links provide examples of the kind of new, fresh, and authentic community-based materials which (subject to the creators' agreement) Scottish TOOLS partner SMO aims to sample and re-present for language learners, using the Clilstore platform where appropriate. New Blogs on the Block tools4clil.wordpress.com'*

WP10 Transnational dissemination, Months 1-30

 Deliverables nr. 18, 19: Project Newsletters and Brochures.

Two Newsletters nr 32 and 33 were produced and are available also on the website, with interesting content and a participatory approach. The project brochure presented bellow in English version is available in all the planned languages and the posters have been already disseminated effectively at transnational events, including in Brussels, on EACEA premises.
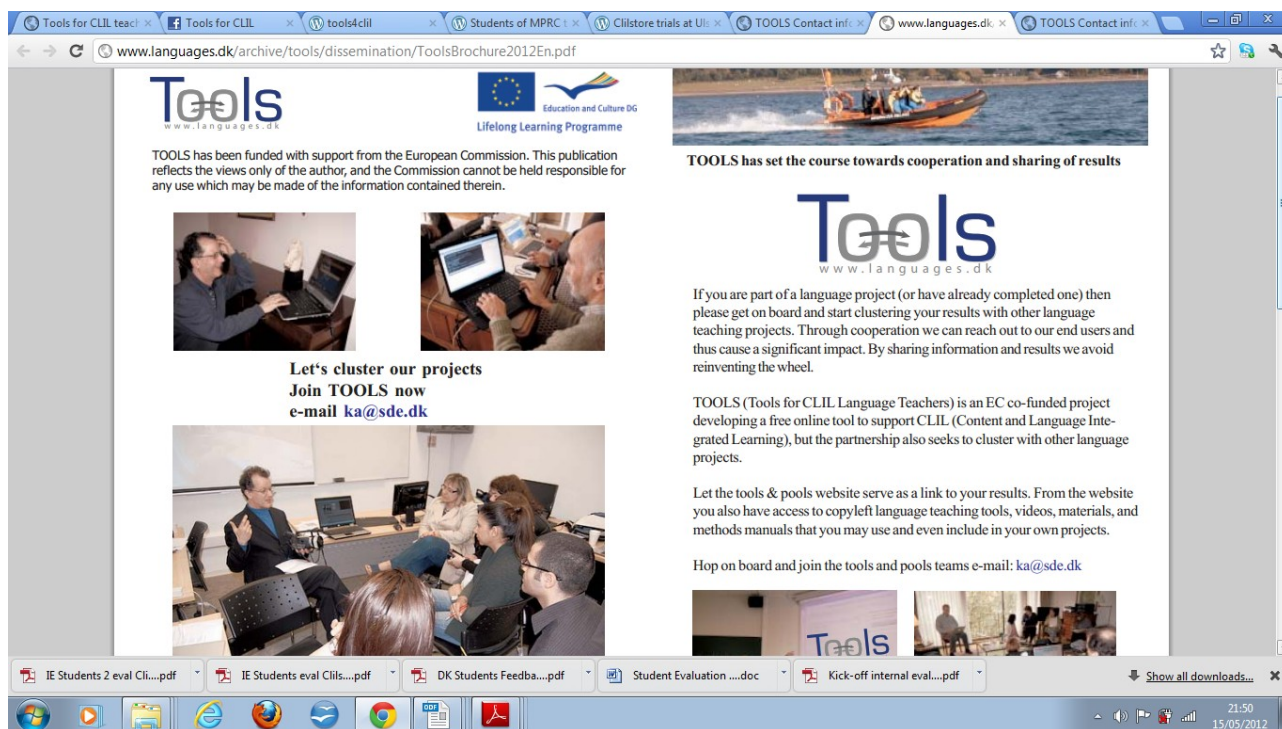

A final **strong aspect and added-value of the communication and dissemination strategies** are the circular and periodically repeated linked messages and addresses that are directing the users to explore all the resources and materials offered on TOOLS platforms.

On the TOOLS website users can read in the beginning of the TOOLS NEWS:

TOOLS is a social media friendly project, you are warmly invited to make suggestions and give feedback:

- •The project blog
- •Twitter account
- •Facebook Pages
- •Register for the project newsletter here
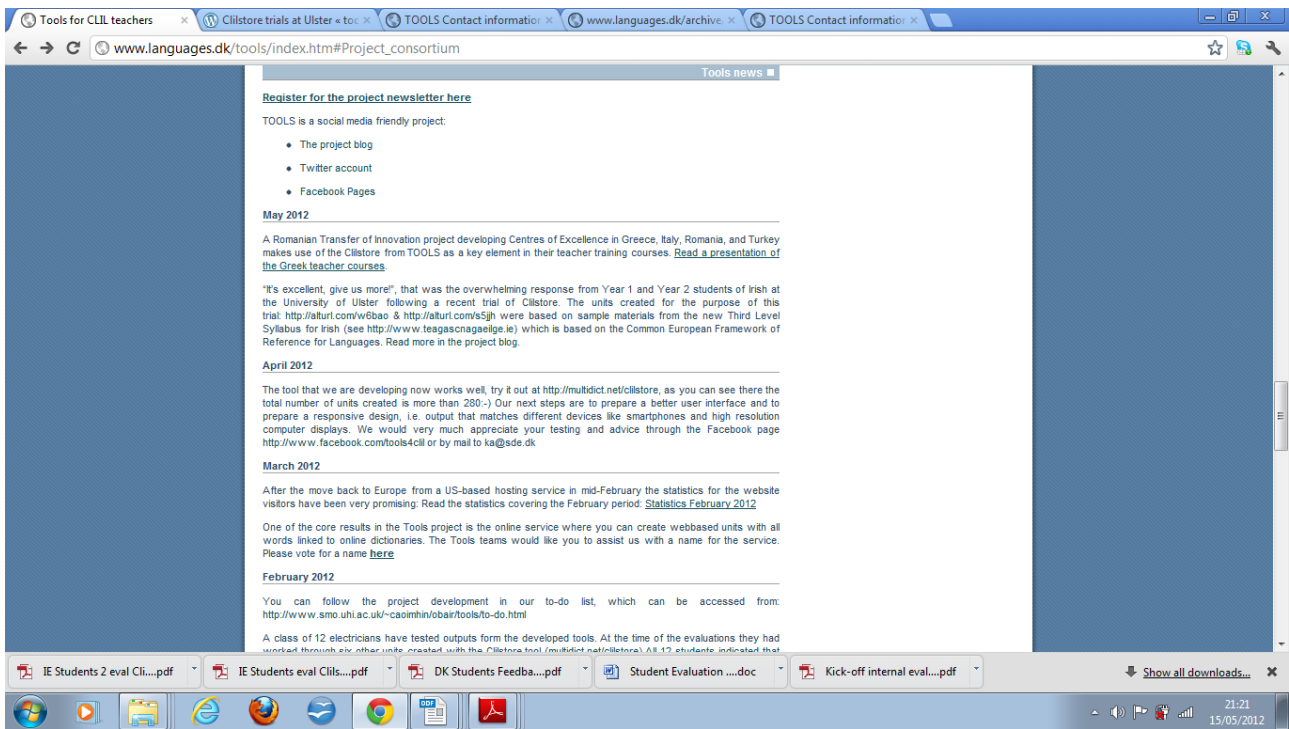
WP11 National dissemination Months 1-30

Several activities and events, testing sessions, already presented, the translation of the TOOLS brochures in the national languages were the first results of the WP11 and enabled the dissemination on the national level. Evidence was provided also on the social speces, like the 3 photos from the presentations made by the Lithuanian project leader Rasa Zygmantaite, here bellow:
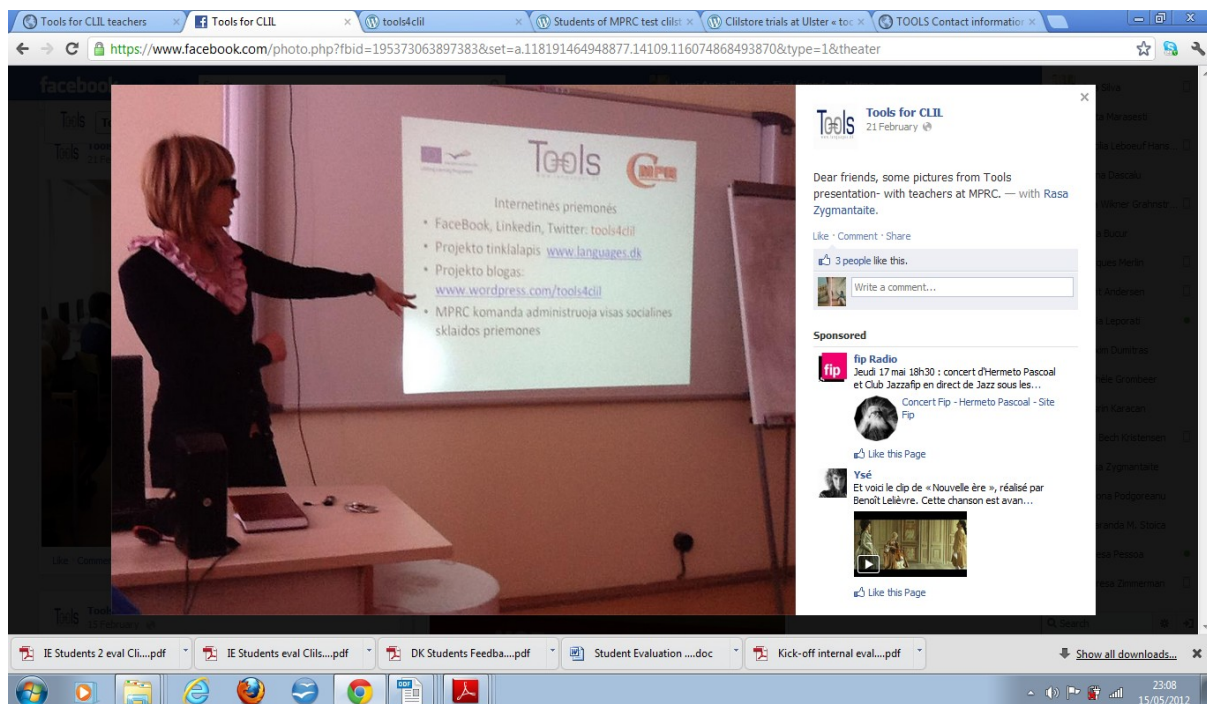
The external evaluator can conclude after these **examining and observing the wide range of dissemination channels and levels, large coverage of planned activities, participation of all partners**, that **the first results put the basis and contributed to the achievement of the very ambitious success criteria and planned impact**.

(Success criteria and quantitative indicators planned in the application: Use of project website +100.000 unique website visitors during the 2.5 years, on page one in search engines e.g. when searching for language teaching tools, VOLL, TBL, CLIL , 2000 Brochures handed out, Newsletters to + 800 teachers , 1000 registered end users.)

The project has progressed well towards building the 'TOOLS' image through the efficient and attractive communication and dissemination activities, creating and using creatively the planned media and a wide variety of communication channels.

EVALUATION OF SOFTWARE AND SYSTEM DEVELOPMENT RESULTS

The TOOLS' software and on-line service development are planned under WP5 and WP6.

WP5 : Alpha Cycle development , Months 1-6, Deliverables 10 , 11.
Quality indicator (after 6 months): The system is operational and can convert texts into webpages with support for content rich media where all words are linked to online dictionaries.

WP6 Beta cycle development, Months 7-18, Deliverables 12 Online Language Learning units, Deliverable 13 Final Web based authoring system. Deliverable 12: How easy the teachers use the on-line service (upgraded TOOLS authoring system) to create online web-based pages (resources) for learners of Arabic, Danish, English, Scottish Gaelic, Irish Gaelic, Lithuanian, Portuguese, and Spanish.
Quantitative major indicator: 160 online ready to use language learning units.

Only WP5 - Alpha cycle development- started in the period January-May analysed.

The planned results are Deliverable 10 Twitter-log, with suggested improvements and description of implementation; Deliverable 11 Beta version of Web based software for online service. Software development and testing of new desktop tool based on TextBlender.

The first results of the Alpha cycle development will be available and finalized in Month 6, June 2012.

We evaluated therefore the way the development work-progress in WP5 and how is communicated to the partnership, to what extent the leaders of the WP DEVELOPMENT collaborate effectively and efficiently with the other partners.

The external evaluator also checked the users' results and feedback on the resources created and used in Clilstore testing, such as the video produced by the Lithuanian students, shown bellow. These results will not be further commented upon.

The results, information and feedback were already presented in the previous sections, under evaluation QA WP will be not repeated under WP5.

**The development work-plan for WP5 was implemented from the Month 1.**

Again, a clear and effective start has taken place in January 2012 with the **first prototype for the online service presented and demonstrated and evaluated by the participants** at the kick-off meeting and the dedicated development workshop.

The main partner **responsible for software development** is Sabhal Mòr Ostaig College (www.smo.uhi.ac.uk) represented by the **experienced and motivated Caoimhín Ó Donnaíle**.

The participants experimented and work with the tool, synthesize features, behaviour, and interface for the proposed system and the output and the generated web-pages for language learning.

We assisted to a part of this intense workshop and observed the collaborative atmosphere and the work to reach decisions, the update of the planned schedule with concrete activities.

After the transnational meeting, the development team have kept informed the rest of the partners and members about the development steps, problems, needed features and activities.
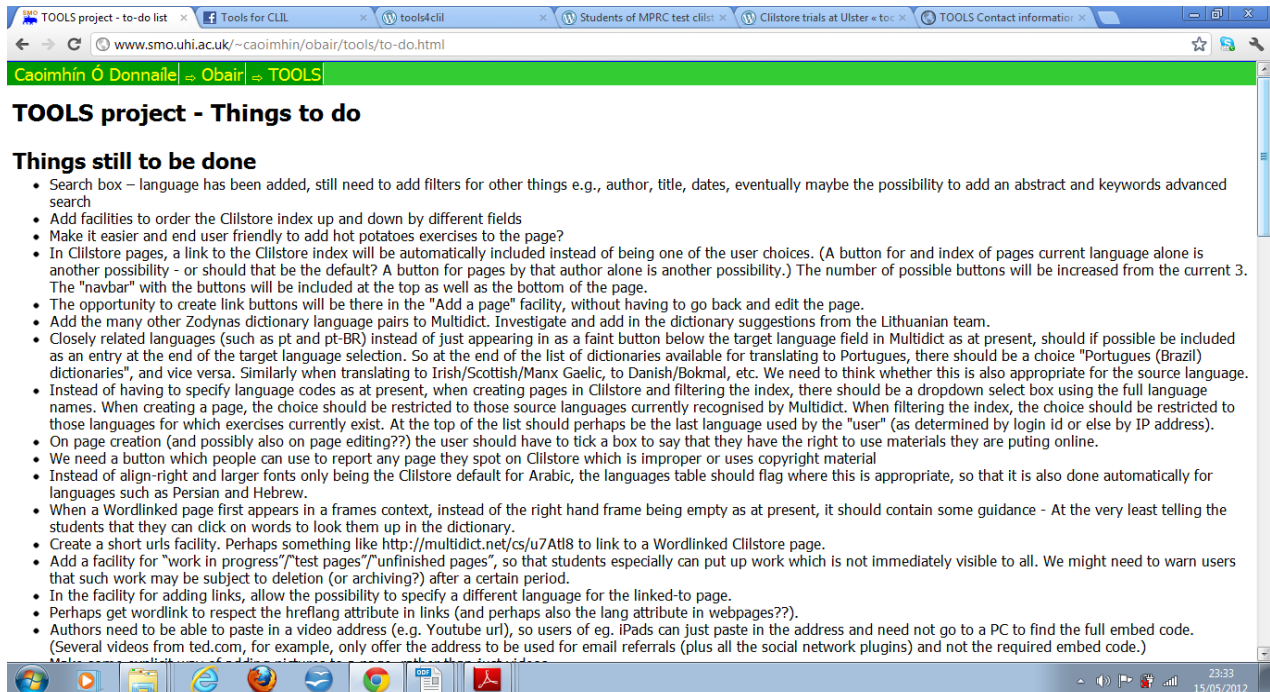
In February 2012 in the News, were published the comment and the link to this updated development status: '**You can follow the project development in our to-do list,** which can be accessed from: http://www.smo.uhi.ac.uk/~caoimhin/obair/tools/to-do.html '.

The partners can use this space to communicate directly with Caoimhín Ó Donnaíle and make specific demands, following the examples of Kent Andersen.
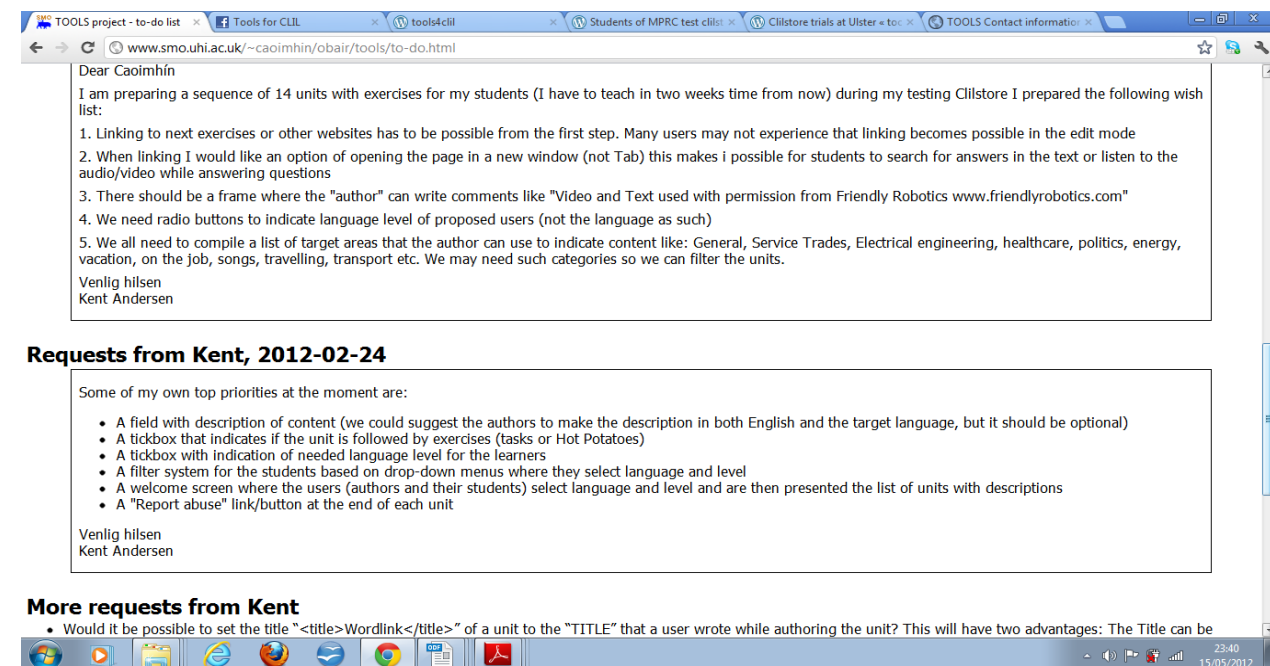
CONCLUSIONS AND RECOMMENDATIONS

The project have **demonstrated a very good progress** during the period January 1st – May 15th 2012 based on **consistent project management and quality assurance** activities and tools. The first results and achievements have been in **very good relationship with the original planning**. There are **already a few additional results**, produced either by the partner' members, by the teachers adding resources to Clilstore or by students participating to the project testing.

The project was effective in implementing the activities of the first 4,5 months and in ensuring an **excellent team building and a collaborative work-environment**.

The **contribution of partners** to the development of outcomes was **clear** and enhanced by the continuous communication and exchanges.

Outcomes, Performance and Impact of the project

The **TOOLS first outcomes** have been **delivered professionally**, in a timely manner and have been developed **jointly by all partners, in direct link with representatives of the target-groups**. The Internet-based **communication and dissemination activities** deployed by the partners have resulted in visible and **impressive results**. Many TOOLS participants contributed to establish the image / brand of TOOLS project and contributed to the impact of project already in the the starting months of the project.

Recommendations

The on-going participation of the partnership to successful development of the software is essential. The partners should continue to communicate to Caoimhín Ó Donnaíle (SMO College) their suggestions for development features or the needs of the target-users identified in their countries. They also need to **keep track of this collaboration** and therefore use the link provided by the software development leader to 'Things to do' .

Done on May 15th, 2012

by Angelica L. Bucur, Ec. MBA

ALB CONSEIL - Consultancy, services and support for European projects.