POOLS Pilot report

1. Introduction to the Pilot

Normalkuntza-the government scheme to encourage the use of the Basque language and ensure it achieves equal status with Spanish within the Autonomous Region.

Language: Basque

The project was presented at the Berritzegune in San Sebastián in February of 2007 to twenty-five teachers from twenty-five colleges in the greater urban area. As the Hot Potatoes activities were still not available, the following material was presented in this first part:

- the project website
- its aims
- 2 videos chosen from amongst the best created by the students
  - 1 filmed and edited by a teacher but scripted by students
  - 1 filmed and scripted by students
- the methodology used for creating the videos
- their inclusion in the curriculum
- the advantages and disadvantages of creating the videos

Benefits for students
- working in groups
- negotiating the content of their video
- sharing the work according to their individual skills:

  - technical skills
  - linguistic skills
  - creative skills
  - acting skills

Difficulties
- learning to record
- memorizing scripts
- attending on recording days

2.-Recruitment:

A group to pilot the creation of Hot Potatoes materials was formed on the 29th of June, 2007

Pilot nº 1- Through Normalkuntza   **Language: Basque**

Student Profile

Subsequent to the project's presentation in February, a pilot course was created and the members of Normalkuntza were invited to participate. Ten people took part including Teacher Guidance experts from Berritzegune (COP, Centro de Orientación Pedagógica/Teacher Guidance Centre) and ICT specialists.

Teacher Profile

María José Irastorza and Luis Pérez represented Cebanc; Luis is ICT resources manager at the college. The presence of specialists from both colleges (COP and Cebanc) greatly facilitated logistical and teaching tasks.

Length

The course commenced with an overview of the areas to be covered during the four hours. The "Txateatzen" activity, the hyperlinked Basque-English dictionary and the following Hot Potatoes activities were provided to assist participants to form a clearer idea of the subject matter: JMatch, JCross, JMix, JCloze

Aims

The course aimed to teach participants the following tasks in four hours:
- Create a simple script
- Record using a basic camera
- Basic usage of Hot Potatoes
- We did not look at the hyperlinks

Methodology

After the overview and the "Txateatzen" activity we began the pilot with the following activities:

- Script writing in three working groups:
  - Presentation of "Isuna"/"La multa" ("The Fine"), a simple video made by students
  - Formation of the three working groups
  - Writing of three simple scripts, one per group, and all with the same title, "Kerik gabeko gunea" / "Zona libre de humos" (Smoke Free Zone), based on the law that prohibits smoking within college buildings and grounds.

- ➢ **Recording** with basic cameras. The images were just viewed on the camera screens. It was explained to the participants that when students made recordings for the project, they edited them through photo shops.
- ➢ We attempted some of the Hot Potatoes activities using the scripts: JMatch, JCross, JMix, JCloze.

Assessment of the length of the course

- ➢ Estimated number of hours required to learn to use HP: 10 to 12 hours (2 per activity)
- ➢ Actual number of hours used to convey a general impression: 4
    - ➢ Overview
    - ➢ Script writing
    - ➢ Recording
    - ➢ Installing
    - ➢ Enrolling
    - ➢ Practising using each one of the four types of activities

Assessment of the course (see assessment, results, page 4)

Pilot nº 2 At Cebanc, 3th July, for Teachers from this and other colleges

Language: Spanish

Student Profile

-ICT teachers

Length

- ➢ Estimated number of hours to learn to use HP: 1 hour
    - ➢ Installing
    - ➢ Enrolling
    - ➢ Practising with one type of activity and working out the rest.

-Language teachers and one teacher from the Faculty of Chemistry

Length

- ➢ We confined ourselves to working on the creation of activities using Hot Potatoes: JMatch, JCross, JMix, JCloze.

- ➢ Actual number of hours employed to convey a general impression: 3
    - ➢ Viewing the "Txateatzen" video and the activities
    - ➢ We did not do the recording
    - ➢ Basic use of Hot Potatoes with the "Isuna" video
    - ➢ We did not look at the hyperlinks

Pilot nº 3 Students on Leonardo exchanges from Norton, an English college

Language: English

➢ Estimated number of hours required to memorize the programme's operation: 30 minutes.
  ➢ The programme was already installed
  ➢ They were already enrolled
  ➢ They practised and helped us to create activities.

The most appealing part of the experience was learning expressions used in Basque to describe the emotions.

General summary of the three pilots - methodology, assessment and conclusions

6. Methodology – structure of pilot programme; delivery style; how did you ensure learners needs were met?
➢ Introduction to the programme: structure, basic parts and overview
➢ Demonstration of the workshop to be presented at Alkmaar, "Goso hitzak ikasten"
➢ Writing a simple script based on a simple video, "Isuna", and the writing of a new script, "Kerik gabeko gunea"
➢ Demonstration and practice of each one of the activity types: JMatch, JCross, JMix, JCloze.
  ➢ Developing an example
  ➢ Proposing one or two activities
➢ Technical back up from Luis Pérez, ICT resources manager, during the entire pilot
➢ Assessment using the template created in Lithuania (appendix 1)

7. Results: Evaluations – feedback from students and managers and teachers
  ➢ The ICT expert's participation was very important
  ➢ Students found materials interesting
  ➢ Except for the ICT specialists, they did not feel especially comfortable with the technology
  ➢ The teachers were approachable and helpful. The back-up from the ICT expert was crucial
  ➢ The teachers and students provided their own ideas
  ➢ The teachers' knowledge was sufficient as students were beginners.
  ➢ The students found the course practical and useful for preparing their own activities.

8. **Conclusions:** All the attendees regarded the course as interesting and entertaining. The French and English teachers pointed out that there is such a wealth of material in Internet that at times it is simple not worth creating their own activities. The Basque teachers however did not concur as there is not as much material available.

    The ICT teachers commented that it enabled them to vary the rhythm of the class and reinforce subject concepts and emphasize particular points.