# METHODS - 3rd meeting in Celje, Slovenia

# November 10th - 13th 2013

**Meeting place: Srednja šola za gostinstvo in turizem Celje (SŠGT Celje)**

**Kosovelova ulica 2**

**3000 Celje**

**Slovenia**

**Main issues for the meeting were**:

* Evaluation of Pilot courses
* Translations of manuals and materials
* Interim results
* Peer reviews
* Adaptation of outcomes
* Quality control and monitoring
* Dissemination

## Minutes

10th-13the November 2014

**November 10th - Evaluation**

The participants were welcomed by Darja Stiherl, Mikel Balta and Cecilia Leboeuf

Presentation of Pilot courses

* Each partner presented the planning and implementation of the pilot courses in their respective countries;
* ETI have held two courses, e-tandem was not relevant for their teachers, and focused on the most difficult course; CALL, especially focusing on the hardware, will teachers be bringing their own computers etc. They chose to present two tools, CLILstore and Hotpotatoes, which links with the online database and online unit creation platform called Clilstore. This site is especially interesting as vocational teachers such as business or tourism etc, need specific texts, look up specific terminology etc. using the available online dictionaries. ETI felt the teachers loved the concept of working with hardware and software, but needed more time to work with the themes. Evaluation showed that they needed to produce a task, so the teachers could use the software before leaving. The focus needs to be on Learning by doing. All in all, it worked well. Concern for the team: ETI has knowledge of technology and are used to it, but other teams that do not have this expertise, this method can be difficult to teach. CALL is more than just hotpotatoes and clilstore, it is also just as easy to include other tools, that you as a teacher feel comfortable teaching.
* MCAST- Tanja gave an introduction to all the methods, the reaction of some of the teachers were clear, that they would not be interested in using certain methods, and that some methods were more appropriate than others. The TBL and Simulation were especially relevant. CALL: lecturers at MCAST are very familiar with computers, and integrate them in their classrooms. One problem Joseph and Tanja found, was that it was difficult to incorporate the courses during a working week, how to find people to participate in the courses. The challenge for MCAST with the in-service training courses: How can we group a number of teachers from different schools in Malta to participate in the courses? The teachers would normally be able to participate in courses before or after the academic year. This will be the focus for MCAST, to try to find a suitable period for the implementation of the Methods courses in July, but to try to have some smaller numbers of teachers participating in courses during the project period between October 2014 and june 2015, where teachers are available to participate. They normally cannot get permission to get leave for courses during the teaching period of the academic year. He minister of education has been contacted, and an attempt to get help from “people in positions of power” to find a way to make this possible in what ever way possible.
* LGA: first difficulties to find space in the schedule to do the courses, as the teachers timetables are busy. LGA found a date and as they are the only English teachers in the school, they gathered as many of the other teachers from the school, e.g. other subject teachers and teachers from the different vocations in the school and taught the TBL and PhyEmoC, using the materials from the workshop course in Malta, the teachers enjoyed both methods. There was not so much time to explain the other methods, other than the main principles of the rest of the methods, as the partners found it was more important to focus on the most relevant methods for the end users, rather than giving an in depth course of all methods. For CALL, the team agreed that they need help from teachers that are good at using computers and understand the tools better and also to make sure the IT support personel is available to assist them in case of technical difficulties and to help them understand and practice this with the pupils.
* SSGT; performed three stages of courses, feedback from colleagues proved that you cannot get a group of teachers to take a whole or half day off to do the courses, they chose to include their own L2 teachers, including the teacher of Slovenian. They noticed different levels of interest among colleagues, which corresponds to their conclusions; the importance of selecting the method(s) for the courses based on knowledge of the target group and assuring that methods chosen are suitable for these. They were aware that some of the methods were not so relevant for the end users. CALL was difficult to implement when there was a lack of computers pr users. A conclusion to the CALL workshop, is that each participant will need their own PC in order to be able to conduct this course in the best possible way. Also, with different types of computers, MAC, windows etc, it is necessary that the ICT helper understand both systems, in order to best assist the learners in giving technical tips and advise.

For the Simulation method, they adapted some of the materials, to feel more confident in using this, the best way to conduct the courses is to feel comfortable with the method. Simulation was especially interesting as it gave reason to include real life situations. The simulation method was the most liked method by the teachers. PhyEmoC was interesting in certain points, for example; touching on intercultural competences was a good aspect, as these topics are typically underestimated, how to address people and the emotional level was very positive.

* Adaptation of outcomes - Evaluation template will be used to make suggestions to adaptations of the courses, main points from the evaluation of Pilot courses evaluation template
* Select the most suitable method(s) for each target group of course participants- taking into account the language (1st/2nd…), the level of the language skills of the students, the field of education (general, vocational)
* It is important to raise motivation of the course participants (e.g. by selecting a suitable method), to let them try out the method in the role of the learner and to use the opportunity to get further ideas for materials as well as the feedback on their own experience with the method in the class by giving them a follow-up task.
* Careful time planning
* Not presenting all methods in all courses- selective approach to course planning
* LGA: we could add scenarios which are closer to the Caribbean neighbours.
* I think that my instructions were very clear because the participants were quickly involved in the tasks explained. They enjoyed the courses and asked relevant questions to go beyond the simple tasks.
* I should have get more time to explain the other methods better.
* CALL needs specific tasks to establish a Can Do environment – Learning by Doing. It also needs trainers who are technologically-savvy. Choosing the right area of CALL to introduce is essential.
* e-Tandem will involve a method which several teachers might find difficult to set up. It also assumes that the reciprocating ‘classes’ of students pairing up will be interested in the native language of certain countries where the language is not well-known. This makes e-Tandem the least attractive method to any of our participants.
* Planning particular training days is a hurdle. It is not easy to arrange for teachers to find time to attend a course.

IWPG and translation of materials

SSGT presented the changes to the IWPG

The “mid final version” of the IWPG will be added to the dropbox folder by SSGT by friday 14th november

|  |  |
| --- | --- |
| **Existing (old) IWPG** | **New IWPG** |
| Addresses **1 target group** : students  Tips and tasks refer to students- future mobility participants only  Many problems arise during or after the mobility (problems in the host company, incomplete documentation- troubles with acknowledgement of the mobility at the home institution etc.) | Will include tips for **3** **target groups** :   * students, * IWP coordinators and * internship mentors in host companies   12 years of our experience in mobility projects proved that ALL actors within the mobility project must be well informed to make the project successful (synergie) |
| Deals only with the preparation activities BEFORE the work placement | Will cover activities BEFORE, DURING and AFTER the work placement |
| Gives information about Leonardo da Vinci, Erasmus and other old EU programmes covering mobilty- these have been replaced by the new ERASMUS + for the period until 2020 | Will cover the new features and options of the ERASMUS+ programme and include active and updated links to programme description, actions , documentation etc.) |
| Old CV templates- usually no more in use by most international companies since the Europass CV has been introduced | Will include information and links about the **Europass CV**, Europass mobility, CEFR etc. |
| Each topic has many questions followed by a number of tasks- the total of 75 pages. The personal feedback of some past mobility participants proved that only a few would be ready to read more that 30-40 pages | The questions and tasks from each topic will be **summarized** as tasks only and presented in checklists (charts) in the form of tasks only with the column to tick them when completed. |
| No actual information on evaluation methods, supporting documents, EU trends in the field of acknowledgement of mobility. | Will include sample evaluation sheets for easier monitoring and later acknowledgement of mobility experience abroad by home institutions and recommendations by EfVET |
| There are tasks for linguistic and cultural preparation but the user is often advised to search for resources himself (key words for search are given : nettiquette, DO's and DON'Ts etc.) | Will provide direct links to online resources for linguistic and cultural preparation ( products of the EU projects in the past few years, many awarded by the ELL, freely accessible) including some POOLS products |
| There are numerous links which do not work anymore (»page not found«) or are out of date | Will include active links to relevant and updated resources |
| The total of 75 pages | Will be reduced to about 40-45 pages by merging topics, questions and tasks in a new structure |
| There is a big blue box on each page of the Guide which looks nice, but takes a lot of space (and colour when being printed out); according to the instructions we received for manuals, coloured boxes are not suitable for e-books, too. | Will have new page design (the blue box will be removed) |
|  | NEW: a short **IWPG Portfolio** as downloadable and adaptable Word document for mobility participants |

* Support discussions

- the teams discussed how to use a support systems, and each team will use the system in place for peer reviewing and e-mails for communication between partners.

* The website; we looked at the project website [www.languages.dk](http://www.languages.dk) and went through the database of materials, making sure all partners understood the system and where to find the course materials, videos and ppts.

**November 11th - Pilot courses and dissemination**

* Short introduction by the Slovenian team who gave a demonstration of the Simulation METHOD a class – all participants of the meeting observed the lesson and filled out an observer evaluation sheet. The teachers observations will be added to dropbox teacher evaluation.
* We received a visit from a representative of the Institute for Education of the Republic of Slovenia, Petra Zloznik– we discussed dissemination possibilities in Slovenia, support for in In-service training courses, options for integrating Methods results into curricula in Slovenian schools. Petra also participated in the lesson example of the simulation method, and observed the method in action in a real life classroom situation.
* We started with a Presentation of the ministry of education language project: is presented by Petra Zloznik from the institute of education. She presented their project which was based on Modelling and is supported by European structural funds. The Republic of Slovenia is the holder of the project, and the ministry of education in Slovenia is the main partner

Petra has suggested that she is interested in adding the Methods project and results to her project network of schools for dissemination and valorisation of the project. And she will assist us in providing teachers for the training of teachers. SSGT will also be included as one of the “modelling schools” for the ministry of education project in Slovenia, they can run courses to train other teachers.

Tip to partners is to find responsible key person within a higher level in the education sector, in order to get help to find an open door. (e.g. minister of education and other representatives) SSGT will be sending a teacher to the EfVET seminar, paid by the national agency, and here the Methods project and the materials will be further disseminated.

Quality control of achievements

Presentation in plenum of achievements

* We discussed the hurdles in dissemination events and methods
* We started with a walkthrough of the dissemination activities that are in the interim report
* The French team will contact their inspector to find a way to disseminate on the French continent as well as Guadeloupe
* ETI and MCAST will try to find a way to access the media, eg articles about the project and its benefits, find ways of disseminating with the main aim of increasing awareness about the in-service training courses. This last part will especially be difficult for MCAST, to find teachers who can participate because of the system in the public school system, so extra focus will be on disseminating is such a way that they can raise enough awareness to create a drive for the courses to become attractive for the teachers. This will be achieved by trying to involve the media, and to further contact the ministry of education and the local population.
* The courses at MCAST might be difficult to implement other than before or after the academic year. The focus will be to do the courses in July.

Quality control and monitoring

* We went through the summary of the Project plan, looked at responsibilities, and checked the schedule. We stick to the original work plan dates!

The next Meetings in 2015 are:

Malta (5 days) May 4th-8th travelling days are; 3/5 and 9/5

Guadeloupe (5 days)  June 29th to July 3rd traveling days are 28/6 and 4/7

* Sandra suggested for testing and evaluation of guides and materials
* We will use a feedback template, one for each partner, this template is in the feedback templates folder in dropbox.
* Cecilia will finalise the template, which will be placed in the feedback folder.
* Each partner receives their own template
* The template will be used to describe the feedback for the testing of the materials and manuals. Any spelling mistakes, errors, or problem areas will be noted in these templates. Eg. If there is a spelling mistake in the French version of the CALL manual, a note will be made under the category manuals, and the page number and line number will be noted as well as the error to fix.

Dissemination

* We made a list of possible dissemination events or methods that will be implemented to ensure a cross country and international dissemination and impact on target groups.
* contact schools in our districts
* email to interested parties regarding education and teacher training
* contact to higher levels, in the political system
* at political level; The mayor of Morne a l’Eau has a network to be used and focus will be on disseminating to the other municipalities in the region.
* Participation at seminars and events
* Arrange a conference for the final meeting in Guadeloupe
* Contact the media
* Cecilia has been invited to write an article for a Danish magazine for language education, where the project will be mentioned.
* Try to contact media and write an article about the project in service training courses
* The courses themselves are also a great opportunity to disseminate, talk about our facebook page and blog, as well as the IWPG, and try to find ways of follow up so we can see the added value from the actual use of the materials is taking place.
* Discussion; How can we ensure the successful delivery of these?
* close contact and follow up
* presentation of the methods, give new homework exercises as follow up activity
* feedback using observation sheets
* finding networks through higher levels
* form groups at different levels of education
* collaboration between partners
* for tv, newspapers (education supplements etc) make sure to get the right angel. Newspapers and articles want practical and real life examples of how this helps the students.

**November 12th - Quality Management**

Presentation of the 2nd year tasks and WP

* presentation of the gantt chart, walkthrough and Qs and As about the lists and responsibilities
* list of changes made to the manuals- each partner makes a list of the adaptations they made on their manuals. The list will be added to the list of adaptations\_manuals folder in dropbox..Sandra will add her list by the end of next week. Cecilia and Sandra will work together on the PhyEmoC manual.

Focus on the teacher training courses (Cecilia Leboeuf)

The consortium was split into three groups and each did a brainstorm on what is the perfect workshop and what ways the course could be implemented. The results of the brainstorms were gathered in an info-graphic, as seen below.

* Info-graphic of discussions;



* we underlined the importance of: active involvement, think of ways to follow up, try to ensure evidence of value gained from participation in WS (e.g. send examples from teachers, using the methods in classroom)
* We follow the course guide and discuss with teams in our country how we need to plan the courses, depending on end users, needs of learners and culture dependent content.

**November 13th**

09:30 Interim results evaluated and concerns or issues with financial report will be pointed out

* add a note to the website, that the manuals have been substantially adapted and changed, it is not recommended to use the older Pools-m versions.
* We went through the interim report explaining the contents of the report
* The new dissemination reporting tool was explained, and each partner will use the appendix to find the correct organization codes etc. if there are several organisations or target groups add them as a list in the form.
* Financial report: Mikel will send each partner an overview of number of working days reached and how many working days are left for the project.
* Mikel will send an overview of expenses spent on travel costs and will send an overview on how much is left to spend. Each partner must make sure that they keep to the limits and plan their trips accordingly to the budget. Make sure to buy the tickets in good time to ensure the cheapest possible prices.
* For the personnel costs, it is important that the financial documents, in cases where salary exceeds the EU ceilings, that the EU ceilings are used and not the actual salary. We always use the cheapest for the financial reports. This must be included in the time sheet page.
* Please include the calculation for the daily salary, on the pay slips or on an excel sheet. If the salary differs every month, include one calculation per month or per pay slip that is different from the others. This is very complicated and Darja has a suggestion for a different method of calculation:
* Darja has a template of a declaration for the daily salary to be signed and stamped by each partner. Mikel will check with the french agency if this is acceptable.

11:30 Ensure that all teams know their tasks and responsibilities

* Each team prepares a schedule and a list of milestones to be met by that team until next project meeting. A first version should be prepared before the meeting to save time

REMINDER: SEND THE CHANGES AND ADAPTATION LIST FOR THE MANUALS TO CECILIA LEBOEUF (CL@SDE.DK)