

Partner: All partners

Date: October 14th 2009

Period Covered by this Review: 1 Jul. 2009 to 30 Sep. 2009

Please complete this form to record the **activities** and **progress** in the period.

<p>Communication: Which partners have you had communications with? How often and in which way have you communicated with partners?</p>	<p>SDE have been in contact with all the partners including the Swiss partner SUPSI.</p> <p>Most communication has been through e-mail, SDE have received 1617 project related mails from partners in project lifetime.</p> <p>Most partners have been in contact with SDE at least three to four times per month</p> <p>Communication by phone has also been used frequently for debates with BE/UK (EfVET), NL. EL and UK teams.</p> <p>F2f meeting between the NL and EL partner working on the CLIL manual</p> <p>f2f meetings with SMO, Horizon, SUPSI, and the external evaluators during the workshop in Brussels</p> <p>Partnership communication has not been restricted to pass through the coordinator, e.g. Horizon reports: contact with Greek partners, Danish partners, Scottish partners and with other partners as response to project leader's mails.</p> <p>The general comment on communication is: We have communicated with all partners, mostly by e-mail, with some telephone communication with the project co-ordinator.</p> <p>The Swiss partner has mostly been in contact with DK and UK: With Kent Andersen, Caoimhín O Donnaile and Gordon Wells.</p> <p>Most of our contact was with Kent Andersen, in order to send him the</p>
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	<p>results of our work and to send him the list of problems encountered with the new version of the WBTB. We also had contacts with Caohimin to have more details about the lemmatisation tables needed for Wordlink.</p>
<p>Innovatory aspects: Describe any innovatory aspects to your activities.</p>	<p>Making use of the auditors employed by the ministry of education in DK for dissemination and exploitation of results.</p> <p>Handing out 250 POOLS-T brochures and newsletters to all participants at the European Day of Languages in Brussels (September 25th) as well as 250 DVDs and 250 CDs</p> <p>We are taking the TextBlender and Wordlink outside the initial scope of the project framework, i.e. we are introducing both tools more and more both internally within the college and outside the college (international projects). There's a lot of interest from a vocational area. Also we have demonstrated it to the Dutch CLIL platform in Haarlem, NL. They are very keen to have us present it at their next CLIL meeting for secondary schools (100+) in NL.</p> <p>Significant breakthroughs with Wordlink: Links to dictionary pages "as image" – bypassing lemmatization problem, upload function incorporated, split screen option added, new dictionaries included.</p> <p>SUPSI tested the new versions of WPTB in two classes (38 students and 6 teachers) at the Dept of Environment, Construction and Design and created a video of the testing, that has been uploaded by Kent Andersen on the POOLS-T website. We created a release form for the students to sign when they are filmed. We also created a new online feedback form for students and teachers (which we put at the partners' disposal), with the great advantage of having an immediate</p>

	<p>overview on the feedback results.</p> <p>Athena also points out that adapting the CLIL method and using the 2 tools (WPTB and Wordlink) to the teaching techniques and the production of new teaching materials is innovatory for our activities.</p>
<p>Management: Do you feel that information relating to the management of the project is sufficient, relevant and effective? (Please comment).</p> <p>Give a rating on a scale of 5 to 1. 5 being the most positive.</p>	<p>Some quotes: “The project continues to be very effectively managed. Rating”: 5 “The information exchange system (through blog and emails) is extremely efficient and the information is effective”. Rating: 5 “The management of the project, is sufficient, relevant and effective”. 5</p> <p>Average score: 5</p>
<p>Dissemination: List of dissemination activities you have been engaged in.</p>	<p>The exam auditors responsible for foreign language exams employed by the ministry of education in DK all received a set of manuals, software and DVDs meeting with the auditors.</p> <p>Handing out 250 POOLS-T brochures and newsletters to all participants at the European Day of Languages in Brussels (September 25th) as well as 250 DVDs and 250 CDs</p> <p>Comenius “Automobility” project: Kuopio, Finland 14 April 2009 – 18 April 2009 Bridgwater college SAVO, Kuopio, Finland, Technical College, Latvia</p> <p>LLP Eucinmove project: Jyvaskyla, Finland 22 March 2009 – 25 March 2009, JAO, Finland, IDColege and Clusius College, NL</p> <p>Demonstration to CLIL representative of European Platform, Onno van Wilgenburg Haarlem 17th August 2009 European Platform, Haarlem</p> <p>Her Majesty’s Inspectorate of Education have decided to place information about the college’s</p>

	<p>European activities on their website as an example of Sector Leading and Innovative Practice.</p> <p>Brochures and newsletter were mailed to 60 vocational training centres all over Greece.</p> <p>The project has been presented through email to 30 certified language trainers in vocational training from all over Greece.</p> <p>Presentation of the project and the tools to 7 more trainers in our organisation from different professions asking them to get familiar with CLIL and the tools and to adapt them in their teaching in our classes.</p> <p>SUPSI are not yet engaged in a dissemination phase, as they would prefer to wait for the newer versions of the tools. Once these new versions have been tested in our classes and in different departments, they will disseminate the products chiefly through our vocational universities network, and in the professional schools in Switzerland, as well as through ETAS (English Teachers Association of Switzerland), which also has a CLIL section, and Erasmus partner institutions. All these partners have additional partners in their territory and abroad, and they hope that in this way a multiplier effect will be achieved.</p>
<p>External impact/mainstreams: Any multiplier effect/impact.</p>	<p>3 new "POOLS-T" members in the period: All teachers, and one of them a language school (Croatia).</p> <p>In the period we received 18 new registrations for our newsletter mailing list, these are mostly language teachers coming from universities, adult teaching and vocational colleges.</p> <p>The website statistics again show a constant level of traffic after the summer vacation period. The site is still among the very first when using search words like "language teaching methods".</p>

	<p>Kent Andersen gave the opening / keynote speech at the European Day of Languages in Belgium (Flanders) and had an exhibition stand on September 25th in Brussels. See http://www.edt-vl.be/</p> <p>The project was presented at Eurocall with a POOLS-T show & tell presentation. See www.eurocall-languages.org.</p> <p>We also made use of other projects to exploit our results, e.g.:</p> <p>Comenius “Automobility” project: Kuopio, Finland 14 April 2009 – 18 April 2009 Bridgwater college SAVO, Kuopio, Finland, Technical College, Latvia</p> <p>LLP Eucinmove project: Jyvaskyla, Finland 22 March 2009 – 25 March 2009, JAO, Finland, IDCCollege and Clusius College, NL</p> <p>Demonstration to CLIL representative of European Platform, Onno van Wilgenburg Haarlem 17th August 2009 European Platform, Haarlem</p> <p>The project and the tools produced are known by now in several organizations and trainers in Greece. By using them the whole idea of training and learning a second language will start to change in Greece as well.</p>
<p>Overall comment:</p>	<p>The project appears to be on track. Dissemination has been substantial and the new version of the TextBlender seems promising.</p> <p>These are tools that makes teachers’(and students’) lives easier and learning more pleasurable.</p> <p>We have started on the first draft of the CLIL manual for teachers. We have been invited to demonstrate our outcomes at the NL CLIL conference in the Spring</p> <p>We look forward to enriching what we have tested up to this point, with the</p>

	<p>introduction of the planned CLIL modules, which we think could be particularly interesting for our special purposes didactics.</p> <p>Slow start with testing with students learning Greek due to problems with Greek characters and lack of bilingual dictionaries other than Greek to English.</p>
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Summary of Local Activities in the period:

Monthly articles have been submitted for the SDE college news magazine. Six new teachers from Vejle have been recruited for the project.

Main activity in the period has been programming and testing the TextBlender tool. The tool has been rewritten based on the testing of and feedback received from the previous versions. The new version is based on a step by step approach and the actual “engine” has been improved so it better handles punctuation and other symbols in connection with texts. The new version has support for graphics, “automatic” inclusion and copying of media files through a browse file system.

We have actively disseminated the project results, e.g. edited / compiled the project newsletters and updated the website. Project workshops have been given at the Eurocall 2009 conference and at the Flanders EDT.

Dissemination and software development. See also <http://www.smo.uhi.ac.uk/~caoimhin/obair/pools-t/twitter.html>

We introduced new teachers to the use of the new WBTB, bearing in mind that in the future they could be multipliers.

We used WBTB to prepare 5 pages in Italian and English, some of which were used during the testing that was carried out in September. We selected three monolingual dictionaries of Italian, to be added to WBTB and Wordlink. We tested the new version of WBTB with students and teachers.

We prepared a new online feedback form for tools testing, which can be looked at online and will be sent to Kent Andersen to be published on the POOLS-T website.

We created a release form for the students to sign when they are filmed.

Tests to both tools have been done in regular basis by all team members several times.

Brochures and newsletter were mailed to 60 vocational training centres all over Greece.

The project has been presented through email to 30 certified language trainers in vocational training from all over Greece.

Presentation of the project and the tools to 7 more trainers in our organisation from different professions asking them to get familiar with CLIL and the tools and to adapt them in their teaching in our classes.

Milestones met:

Project newsletter produced as planned. The last newsletter was actually ahead of schedule.

Summary of needed improvements and recommendations for the software tools (the first beta versions) based on piloting and evaluating the tools with teachers and students has been delivered ahead of schedule (was planned for August 15th)

Until now, all the milestones agreed upon with the project coordinator have been met.

Dissemination has been continued.

Testing of the tools from team members and trainers.

Delays (if any) in planned activities and outputs:

None

If applicable how will the team compensate for the delays and catch up:

N.a.

Other comments:

Lemmatization remains an issue for the Gaelic language, though the “as image” dictionary viewing option ameliorates the problem significantly.

The English teacher Jan Hardie has joined the project in September 2009 and has started using the tools and testing them with her students. Testing will continue throughout the current semester, also with Wordlink and for German and Italian.

Sample CLIL lessons will be created using vocational videos, created by SUPSI departments on previous projects.

An unexpected incident made the Greek team lose the last meeting in Brussels. “Hopefully we shall catch up with the other teams and arrange a new meeting with the Dutch partners for the guide to be produced”.