

## POOLS-T workshop and meeting March 23<sup>rd</sup> to 27<sup>th</sup>

The project meeting and workshop took place in Brussels. The SDE team had rented a large apartment in central Brussels (Avenue Louise), which became the project headquarters during the workshop. The apartment was equipped with Internet and Kent Andersen set up a wifi system and screen that could be used during the meeting and workshop.

The first two days of the week were allocated programming and exchange of ideas between Caoimhín Ó Donnaíle and Kent Andersen so the other participants arrived on the Tuesday.



The minutes below were taken by Stefan Lægteskov, SDE

### First day - main workshop 25<sup>th</sup>

Present:

Ellen Ejerskov  
Kent Andersen  
Stefan Lægteskov  
Ricardo Dragotta  
Evangelos Liropoulos  
Elizabeth Antoniadou  
Caoimhín Ó Donnaíle [Kevin Donnelly]  
Hans Bruin  
Gordon Wells  
Valentina Lella  
Germana D'Alessio

#### ***9 AM - Walkthrough of agenda items:***

Kent welcomed everyone followed by a brief introduction of team members, including the core roles of the different partners in the project. Valentina Lella and Germana D'Alessio, the new project members from SUPSI were introduced and welcomed.

Horizon college – with the role of testing the POOLS-T software and prepare a CLIL guide with application of the software.

Athena college – they will also be testing the software and assist Horizon with the guide preparation.

SDE – One of the developing teams for the software.

SMO – The other developer of the POOLS-T software.

SUPSI – Will share the role of testing the software on different groups of students, but they will also take on the job of producing some CLIL materials, such as videos and texts, relevant for different SUPSI departments.

Furthermore SUPSI will translate into Italian and German the project brochure, the tools manual and the CLIL manual, and will be active in the dissemination process.



### ***Quality assessment issues***

Kent presented the roles of the external evaluators who are in the project and the work they do with quality management.

10 AM - Quality management and monitoring, starting with a short presentation of EFQM.

(Ellen) European Framework Quality Management.

Ellen presented the compiled test results of WPTB version 15. Horizon had tested the program on 70 students, 30% of whom volunteered to stay connected to the project and test future versions of the program.



### ***Feedback on quality (the tools etc.)***

Ricardo had encountered problems with the program when testing with his students; some of the youtube clips used by the students included videos with many different languages, which caused problems.

Another issue is the use of the mouse, because it is not able to copy\paste text in the browser by right clicking and copying.

Hans had brought a video from his students with feedback and comments regarding the programme. The video can be watched from YouTube.com:

<http://www.youtube.com/watch?v=WKMvPAYhvLI>



We watched and discussed the video presentation, which has feedback from the students. Some of the main conclusions from these are:

- The programme needs a manual
- The software is complicated to use.
- The design needs to be updated.
- For some it was unclear what the program was for.
- There is also an issue with the program that sometimes it is not able to find the file it has created.

The students are in general very positive towards the tool. Frans has produced a manual in Dutch for use by the students. The manual will be translated into English and then sent to the other teams for translations into the project languages.

An offshoot of the discussion is that the form of video feedback is very good and that we decided to make a similar video as a reply. We (Hans!-) prepared a feedback to the students which can be watched here:

<http://www.youtube.com/watch?v=K861r7qRcDA>

## **Quality indicators**

The next point of order was to look at the key measures for evaluation, with a rundown of possible criteria for assessments.

Gordon proposed to look at the feedback form.

There was a general discussion of the subject on how we go about assessing our progress.

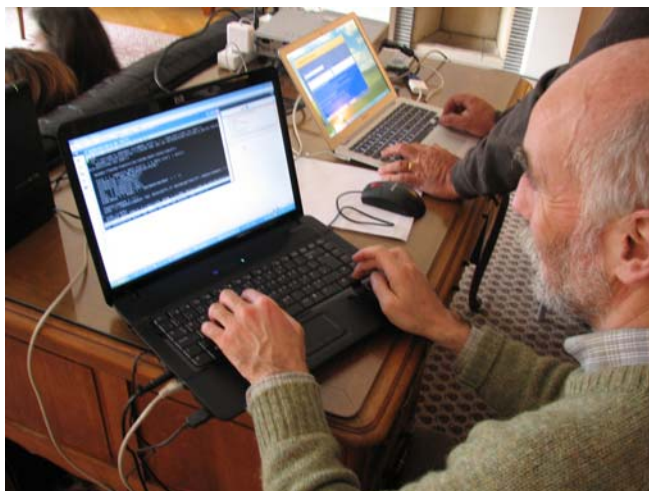
Forms could be questionnaires for the teachers using the program, questionnaires for peer reviews, website surveys.

We divided into smaller groups to look at the different criteria, see conclusion in the appendix following the minutes.



## **11:30 Presentation of the work on WordLink**

Kevin presented the wordlink tool and the progress that has been made so far. The wordlink software is able to take a webpage and convert it to a new webpage where all the words are linked to an online dictionary. A link to the wordlink webpage: <http://www.smo.uhi.ac.uk/wordlink/>



The program is able to take any kind of webpage and link every word in that webpage and link it to a dictionary, so that there is a large number of combinations of languages and different types of dictionaries. At the moment it supports around 40 different languages.

Dictionaries include Sensagent, IATE, as well as a large number of others, as almost any online dictionary could be added relatively easily.

So far there are still problems needing to be solved, for instance the program has problems with Javascript and frames.

Another problem that needs to be seen to is that of lemmatization, e.g. "looking" needs to be reduced to "look" for the dictionaries to recognize it.

A goal is also for the program to be able to remember user preferences in terms of target language and user language.

Caoimhín also gave an explanation of some of the technicalities of the program and the database system he has set up.

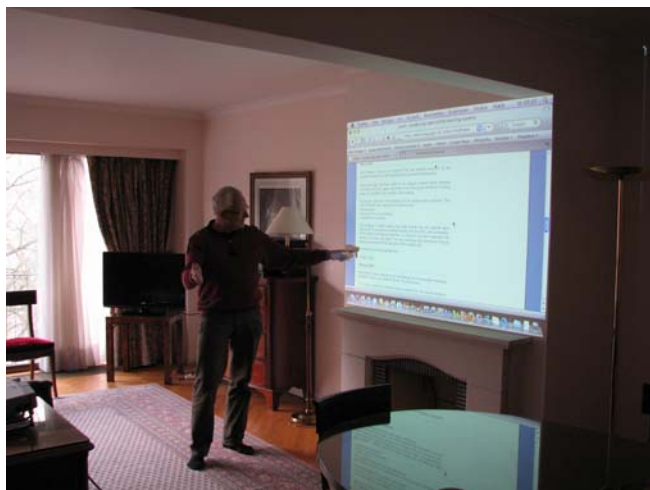
Kent has an idea about being able to scan in documents which could then using OCR and be converted the same way into a webpage again with links for every word in the text.

Other possibilities for the wordlink was to have the dictionary coming as a popup instead of the page jumping to the page with the dictionary, eliminating some of the navigation to and from. As well as having two different dictionary frames, to enable users to get translations for more than one target language.

Caoimhín will mail a feedback form to be used with Wordlink and all teams will have their students test the Wordlink and fill in the forms.

### ***14:30 Kent presented the newest version of the textblender.***

The application can be launched from a browser. So it is no longer necessary to have the program installed on the computer to run. The final version will have the options of either being browser based or installed as "normal" software.



With the programme you can make a headline for the final website created, then some instructions for the users.

In the next window you can put in the text displayed on the page. Underneath that you put the target link for a video that will be included in the final webpage.

You then chose the type of dictionary you want to use for the webpage, which will then make every word in the text into a link for a dictionary so that you can look up every word individually simply by clicking on it.

Kent gave a brief rundown of how the program works explaining the functions and possibilities for creating language teaching materials. These materials can then be sent to others, moved around and shared with other teachers without any problems.

All the participants started testing the program. The results can be seen in the tools area of the project website.

We then continued our work with assessment criteria. We shared our groups' work and discussed our results in plenum. Clarifying and modifying as needed. See attached summary with results.

End of day.

## March 26<sup>th</sup>

Present:

Ellen Ejerskov

Kent Andersen

Stefan Lægteskov

Ricardo Dragotta

Evangelos Liropoulos

Elizabeth Antoniadou

Caoimhín Ó Donnaíle [Kevin Donnelly]

Hans Bruin

Gordon Wells

Valentina Lella

Germana D'Alessio

Frans van Schaik

### ***Walk through of website and blog***

The day began with Kent doing a presentation of the amount of traffic on [www.languages.dk](http://www.languages.dk), he also demonstrated some of the features, such as the project blog.

Valentina and Germana registered on the site so they are able to make entries in the blog. See blog for their first entry-

The blog has several functions, as a forum, as a place where the workshops and other parts of the POOLS-t project are described and updated regularly, so that the members of the project are able to keep themselves posted about the developments of the project.

Kent guided Valentina through some of the features of the blog, like publishing new entries and posting the newsletter for the project.

A feature of the blog is that when an entry is published on the webpage, then if other people make a comment for that, the person who made the entry will receive an email. That way it is easy for people to comment upon each others work.



We then did a rundown of some of the future events in the project.

### ***Dissemination***

There was a talk about how every team contributes to the dissemination of the project.

Kent will write articles about the project, as well as attending conferences in the following months. He is also the main editor of the newsletter, which he is working to expand the reader base for.

Frans talked about how Horizon contributes, e.g. by using the software amongst the students, by talking to language teachers about the tools. They also hope to organize staff training in the software. They are also part of a Dutch network of colleges, where they hope to present the tool.

On an international level, they are attending some parallel projects where they also try to talk about the program and recommend it to other international colleges. They also constantly write articles.

Gordon had prepared a powerpoint, to help present the dissemination of the SMO group.

The SMO have several approaches at the moment.

1. internally to all college staff
2. regionally through SMO network newsletter
3. to onsite and remote students on online courses
4. to other regional partners involved in both Gaelic and ESOL
5. article to Scottish Centre for information on Language Teaching
6. local press releases
7. Homepage link to project

Kevin talked about some of the things he has experienced on the more technical side, like a student who has helped to develop dictionaries for the program.

Kent explained about the role of EFVET as a dissemination partner.

Elisabeth talked about how they are performing the dissemination in Greece. They have been in contact with organizations who know about CLIL. Also they have been talking to teachers on a local level.

The Horizon College has made a manual for the Text Blender, which we will get later, and it will be made available online as well.

### ***Project events***

We were briefed on the upcoming events for the project. E.g. presentation at the day of languages in Belgium on September 25<sup>th</sup>

The workshop in September is moved forward one day from the 29<sup>th</sup> of September to the 28<sup>th</sup> of September.

### ***Dictionaries***

Next point of order was suggestions for dictionaries.

The most important dictionaries to find are Greek to other languages. The greatest challenge is lemmatization, to get roots of words. We decided to search for tables of lemmatization for different languages.

A suggestion was that we also start looking for monolingual dictionaries, Danish – Danish, etc.

Kevin suggested looking for etymological dictionaries, to help people look up the meaning.

A decision from yesterday is to try to make a mirror site for the word link website. This will happen when the main website [www.languages.dk](http://www.languages.dk) is moved out of the SDE college to be hosted by a .php supporting web host.

### ***Milestones and EFQM***

We went through the milestone goals, to see how far we are and what has been accomplished so far. At the moment we have met the planned milestones, and we have delivered what we have promised, the website is up and running, the bugs in the program have been dealt with; the members are active in the dissemination.

### ***CLIL guide and other decisions***

Hans, Ricardo, Frans and Ellen are to do a compilation of a draft version of the CLIL-guide, with help from Elisabeth and Evangelos and peer reviewed by all of us.

It should be ready around 1<sup>st</sup> of June and will be part of the agenda of the workshop in Greece.



Each team will prepare a webpage using the textblender, to use as example for materials created using the program.

We were also discussing the look of the new t-shirts, we have agreed on polo, but the colour is not decided upon, suggestions are black, turquoise, or magenta.

There will be another newsletter around May 15<sup>th</sup> and August 15<sup>th</sup>

Frans suggested about partnership application projects to get possible funding for inviting students to our meetings.



The afternoon was dedicated briefing SUPSI about their roles and responsibilities. A schedule for the first deliveries from SUPSI was agreed by Valentina Lella, Germana D'Alessio and Kent Andersen. E.g. translation of project brochure into Italian and German, an entry for the next newsletter about SUPSI and its role in the project, testing the Text Blender and WordLink in classes, and sample materials produced with the Text Blender by SUPSI staff.

## **Decisions made during the POOLS-T Workshop in Bruxelles 24<sup>th</sup>-26<sup>th</sup> of March 2009-03-26**

- Start a search for tables of lemmatization for languages.
- To make a mirror site for the word link website.
- Start looking for monolingual dictionaries, Danish – Danish, etc.
- The workshop in September is moved forward one day from the 29<sup>th</sup> of September to the 28<sup>th</sup> of September.
- Caoimhín will mail a feedback form to be used with Wordlink and all teams will have their students test the Wordlink and fill in the forms.
- Kevin also would like for us to put pins in Google earth for our colleges, to see the span of the project around Europe.
- Improve wordlink to make popups for the dictionary entries instead of opening another webpage
- The Swiss members have agreed to write an article about the project.
- The next newsletter will be ready in the next few weeks.
- The Dutch team will translate the tools manual from Dutch into English and mail it to the other teams for translation into their languages (SUPSI will translate the manual into German and Italian).
- Hans, Ricardo, Frans and Ellen are to do a compilation of a draft version of the CLIL-guide, with help from Elisabeth and Evangelos and peer reviewed by all of us.
- Each partner prepare a webpage using the textblender, to use as example for materials created using the program.
- Each partner will investigate which dictionaries the students usually use / prefer. The results to be sent to Caoimhín.
- Frans suggested about a search for partnership application projects to get more funding. For bringing students to our workshops

End of main workshop

## Appendix

### Success criteria for assessing the users' feedback and the pilot results.

Our first goal is to have a large amount of feedback from the students, with focus on finding and solving problems with the program.

100 student users participating from all involved countries  
– Minimum level of success

200 student users participating from all involved countries  
– Target level of success

300+ student users participating from all involved countries  
– Great level of success

Our second goal is to get user feedback from teachers using the program to produce materials for their classes.

18 teachers participating from all involved countries  
– Minimum level of success

30 teachers participating from all involved countries  
– Target level of success

50 teachers participating from all involved countries  
– Great level of success

Our third goal is to establish how teachers rate the user-friendliness of the programme.

How many online materials have actually been created?

50 examples of materials from all the students and teachers participating  
– Minimum level of success

100 examples of materials from all the students and teachers participating  
– Target level of success

150 examples of materials from all the students and teachers participating  
– Great level of success

The user friendliness will be measured by a questionnaire where the students will be asked to rate the user friendliness of the program on a scale of 1-5 with 1 being the worst and 5 being the best. There will also be a box for the participant to write in comments.

The minimum success criterion would be a user friendliness score of 3.

### Online Survey

Goal: Responses from foreign language teachers

2 ways of asking for feed back

By invitation

Web site link to questionnaire protected by captcha

Name

College

Country

Date

Tool tested: WL, WB, SV

Language tested:

Online dictionaries tested

Media files used

Is it a relevant tool in language teaching why / why not?

How did you apply the tool in language teaching?

What problems did you encounter?

How did you solve the problems?

There is also a debate whether we need an online survey, as the possibility for getting a high number of people answering it could be difficult to achieve.

### **Criteria to assess the relevance of the tools (wordlink and textblender)**

#### **Version A for teachers:**

**Score each question on a scale from 1 to 5 (where 5 indicates the highest agreement)**

Usability: Is it easy to use?

Adaptability: is the tool adaptable to new circumstances (a new online dictionary) to what extent can the teacher take control of the tool?

Does it enhance the IT based learning platform?

Does it help to improve learning strategies?

Does it add value to your everyday teaching, in order to overtake the goals of the curriculum?

Does it enhance the learner autonomy in text reading exercises?

Is the tool helpful to learn vocabulary?

#### **Version B for students:**

**Score each question on a scale from 1 to 5 (where 5 indicates the highest agreement)**

Usability: Is it easy to use?

to what extent can you take control of the tool?

Does it help you understand the text?

Can you read texts faster?

Is the tool helpful to learn vocabulary?

There is also some uncertainty regarding whether to include some form assessment of the website and how people find it, if they find it useful, how much time they spend there and how that time is spent.

The website itself can deliver much information about the users, like where they come from, how long time they spend reading each page, and which files are downloaded. Kent has a logfile for the Languages.dk website, which is useful for checking the state of the site, it is possible to monitor the users and their behaviour in several ways.