pools-t
www.languages.dk

Producing Open Online Learning System Tools

Progress Report   Public Part

N.B. the "Confidential" part is online from the project website archive: www.languages.dk/archive.html

Project information

Project acronym:	Pools-t
Project title:	Producing Open Online Learning System Tools
Project number:	**141783-LLP-1-2008-1-DK-Leonardo-LMP (2008-1937)**
Sub-programme or KA:	**Leonardo da Vinci Multilateral project**
Project website:	www.languages.dk

Reporting period:	From	1/10/08
	To	30/09/09
Report version:		1
Date of preparation:		15/10/09

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This project has been funded with support from the European Commission.

This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Executive Summary

The project proposes to develop software tools that can support teachers and their students working with CLIL (content and language integrated learning) including the LWUTL (less widely used and taught languages).

The application will convert texts and web pages to html pages where all words are hyperlinked to free online dictionaries covering many combinations of European languages. The application will have support for audio, video and graphics to enrich / support the text content.

The application produces standardized html scripts that do not require any plug-ins or software installations for the end users. The application will be CopyLeft with documented and commented open source which enables portability to other operating systems, further development, and ensures sustainability. The need for a free tool is also based on EURYDICE 2006 "Content and Language Integrated Learning (CLIL) at School in Europe".

The application will have interfaces, guides for CLIL usage, and online DIY videos in DK, GR, NL, and EN.

CLIL and LWUTL teachers depend on developing own resources (EURYDICE 2005 report "Key Data on Teaching Languages at School in Europe"). The proposed application will automate part of this process and will also enable students to convert authentic technical materials into language learning / supporting units.

The need is also documented in the ICC report (2003) "The Impact of New Information Technologies and Internet on the Teaching of Foreign Languages.." concludes: "There will be a shift from passive consumption of ready-made programmes to independent building of content, tailor made for specifics groups or individuals"

The project outcomes will be disseminated through EfVET and EuroCall as well as at conferences. The project website builds on an existing website with 40.000+ documented individual visitors per year: www.languages.dk

The project results will enable a wider use of CLIL across Europe

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1.   Project Objectives

The project partnership has as can be seen in "Project outcomes and results" extended the original objectives, these were:

"Teachers basing their methodology on CLIL (Content and Language Integrated Learning) spend large amounts of time on preparing teaching materials; this is especially the case when authentic technical texts are being used. Annotating texts for students with vocabulary explanations is one of the everyday tedious tasks for these teachers.

Implementation of computer assisted language learning for CLIL has been impeded by the costs of software and the time spent on tailoring authentic materials for students.

The project partnership wants to produce software tools that automate the process of converting web pages and texts to html pages where all words are linked to online dictionaries. Instead of spending hours on hyperlinking texts and annotating documents with mouse over explanations the proposed tool will do this is mere seconds. Students working individually will be able to convert text documents to facilitate instant dictionary access and thus easier comprehension of the content.

The software will be user friendly so the only competences required are that users should be able to use a web browser. The program will automate the manual processes of the existing alpha version, which can be seen at www.languages.dk/materials.html#Tools_and_Utilities

The software developers will also seek to make a web based online tool with functionality like "Babelfish" babelfish.altavista.com where the resulting webpage would word by word be linked to online dictionaries (i.e. not just translated).

To demonstrate the strengths of the tool the partnership will create exemplary materials suitable for CLIL teaching in Danish, Dutch, Greek, English, and Gaelic.

The partnership will write a methodology unit on how to apply the software in CLIL. The unit will be added to the BP-BLTM methods www.languages.dk/methods/methods.html

All project outputs will be free and CopyLeft, available from the project website www.languages.dk thus removing the impeding costs of implementing ICT enhanced materials."

The tools being produced by the partnership can now be downloaded and tested from the project "Tools" area: http://www.languages.dk/tools/index.htm

2. Project Approach

The project started setting up the needed communication platform (we mainly use e-mail for communication, but most mails are cc'ed to the other members), website and blog.

The kick-off workshop was successful and ensured commitment to the work tasks. We described the software we wanted to produce and decided on how we'll disseminate and exploit the results. Finally we agreed on a schedule for meetings and deliveries, i.e. milestones for all partners.

The remaining project workshops will be used to check on milestones, ensure the ongoing quality control, fine tuning the application, dissemination documents and plans. The external evaluators (Angelica Bucur and Gareth Long) have participated in one of the workshops and plan to come to the remaining two project workshops (March and September 2010)

The project partnership has been joined by a Swiss partner SUPSI (the University of Applied Sciences of Southern Switzerland, one of the 8 Universities of Applied Sciences in Switzerland), which has been a major benefit for our results. Officially a Swiss partner is called "silent" but SUPSI is anything but that;-) With the help of SUPSI we now have broadened the scale of testing and recording possible use of the tools, and on top of that we now can have the main outcomes in two new languages; German and Italian.

The DK and UK teams are responsible for the software engineering, the other teams have set up "user networks" of testers and evaluators (mainly LWUTL teachers and CLIL teachers), these have been base for the need / function analyses, feed back to and guide for the programmers.

The software development is a four step process, each step starting with the "user networks" testing the software and compilation of reports comprising:
-problems encountered
-suitability of the GUI (interface)
-ease of use
-new functions needed
Based on the reports the software development continues with next step.

The starting point software was an open source alpha stage desk top version privately developed by Kent Andersen. The tool had several flaws and malfunctions, and required technical experience from the users. The algorithm, however, works well and have been the core in the new tools. Read the algorithm here:
http://www.languages.dk/archive/wptb/Rationale_Text_Blender.pdf

Each partner has made quarterly progress reports, matching milestones and activities, these are now online from the website to serve as a tool for project management and external quality monitoring. The external quality controllers are responsible for monitoring and reporting on the progress.

Final stages of the project includes
-report on and guide for pedagogical use of the tool as tested by the user networks
-documentation of the program algorithm and scripts

3. Project Outcomes & Results

During the first project year we have made the prototype (which really works) of a CopyLeft software tool, which can convert texts into html documents where all words are hyperlinked to free online dictionaries covering many combinations of European languages. The application have support for audio, video and graphics to enrich / support the text content. Interface and support guides in Danish, Dutch, German, Greek, Italian, and English.

The tool produces standardized html scripts that do not require any plug-ins or software installations for the end users.

The tool makes it easy for CLIL teachers to create supported online materials where all words have instant access to online dictionaries. The resulting outputs will be suitable for individual tutoring of students working with technical texts, the web pages created may in a task based context be used as "pre tasks" and "post tasks" ensuring language learning through CLIL.

The Scottish software developer (Caoimh'l o Donnaíle) have been successful in his development of a tool called "Wordlink" it is linked to from a webpage where the user can enter the address of a webpage and that page will then be reproduced with all word linked to online dictionaries. Right now it already have more than one hundred combinations of dictionaries. Try his ongoing work here: http://www2.smo.uhi.ac.uk/wordlink/ To make it work even better he has also developed a "Multidict" tool that assists the user finding the right online dictionary.

The program source for Wordlink is CopyLeft and may be improved, modified, reprogrammed, distributed, and used in any way you find suitable as long as new versions and derivates from the original are also CopyLeft. An up-to-date copy of the Wordlink and Multidict program source online is available at: http://www.smo.uhi.ac.uk/~caoimhin/obair/pools-t/wl/ It includes for the first time dictpage.php, the program which allows lookup of words in page-image dictionaries, such as those available on the Web Archive, and also a complete sql dump of the database, including the parameters needed to for about 100 different online dictionaries, and the indexes to several page-image dictionaries. N.B. It isn't recommended reading! It is simply to ensure that the project is "open source" as promised in the POOLS-T application

We also work on preparing instruction videos and training materials with subtitles in Danish, Dutch, German, Greek, Italian, and English. A DVD produced in the POOLS project will be updated with videos demonstrating the new tool.

In the next part of the project we'll prepare a methodology guide in Danish, Dutch, German, Greek, Italian, and English to show how to use the software and its outputs in a CLIL context. We'll also include exemplary CLIL materials produced with the tool.

For our dissemination we have prepared a suite of dissemination materials; brochures, quarterly newsletters, handouts for conferences, etc. These materials can be seen at: http://www.languages.dk/archive.html

All project products are electronic and can be downloaded from the project website www.languages.dk.

The main areas for project products are:
Documents, reports, evaluation, newsletters, dissemination materials, etc.: http://www.languages.dk/archive.html
The two main tools, manual / guide, and examples of CLIL outputs produced with the tools:
http://www.languages.dk/tools/index.htm

List of project products followed by a direct link to each product:
1. Project website: http://www.languages.dk
2. Website statistics (N.B. some browsers do not make a "footprint" e.g. Internet Explorer 8 so the real traffic is larger and can only be seen in the server logfiles):
 http://cqcounter.com/?_id=pools-id&_lo=dk2
3. Project blog with updates on suggested improvements and dissemination: http://www.weblogs.uhi.ac.uk/pools/
4. Project Blog statistics (N.B. many of the "visits" are from web crawler / spider engines, but we love the numbers:-)
http://www.weblogs.uhi.ac.uk/pools/stats/
5. Guide / manual for the TextBlender: http://www.languages.dk/archive/online_blender/Ny_Manual.pdf
6. A walkthrough of the TextBlender screens used at the EDT in Flanders .pdf format:
http://www.languages.dk/archive/online_blender/tb.pdf
7. The TextBlender in a zipped format: http://www.languages.dk/archive/online_blender/tb.zip

8. The TextBlender algorithm with description of functions etc. (only suitable for programmers:-)
http://www.languages.dk/archive/wptb/Rationale_Text_Blender.pdf

9. Development report for TextBlender, N.B. has now been replaced by entries in the blog under TODO and DONE:
http://www.languages.dk/tools/Desk_top_tool_development.doc

10. A youtube.com video with evaluation of the TextBlender tools. Video produced by the SUPSI team:
http://www.youtube.com/watch?v=39WUaFVu9y8

11. Feedback form used to assist us improving the tools:
http://www.languages.dk/archive/evaluation/Feedback_Form.doc

12. Example units developed with the TextBlender:
http://www.languages.dk/tools/index.htm#Example_units_developed_with_the_TextBlender

13. A student tool based on the TextBlender engine (development of this tools, it was not in the project application, has been discontinued as Wordlink works better for the purpose):
http://www.languages.dk/tools/index.htm#Student_tool_for_converting_a_text

14. Wordlink, the tools which can link web pages to online dictionaries, and which can also accept a student text and link that text to dictionaries: http://www2.smo.uhi.ac.uk/wordlink/

15. Experience the pools-t "tools page" processed through the Wordlink so all words become linked to a French dictionary:
http://www2.smo.uhi.ac.uk/wordlink/?upload=0&rmLi=on&pUps=0&sid=7866&url=www.languages.dk%2Ftools&sl=en&tl=fr&go=Go

16. Multidict, a tool which improved the dictionary functions of Wordlink: http://www2.smo.uhi.ac.uk/multidict/

17. Wordlink and Multidict program algorithms and source codes: http://www.smo.uhi.ac.uk/~caoimhin/obair/pools-t/wl/

18. Collected sample feedback results of evaluation of TextBlender and Wordlink (some feedbacks from students are on paper and have not been scanned): http://www.languages.dk/archive/wptb/Feedback_results.zip

19. DIY videos, the work is based on the videos made in pools, but most of these will be recorded in new versions during 2010 so the final results can cover the two new tools:
http://www.languages.dk/tools/index.htm#Do_It_Yourself_videos_

20. 1st Quarterly Partnership Report:
http://www.languages.dk/archive/evaluation/Q1/Compilation%20first%20quarterly%20reports.pdf

21. 2nd Quarterly Partnership Report:
http://www.languages.dk/archive/evaluation/Q2/Compilation_2nd_Quarterly_report.pdf

22. 3rd Quarterly Partnership Report:
http://www.languages.dk/archive/evaluation/Q3/Quarterly_report_3_compilation.pdf

23. 4th Quarterly Partnership Report:
http://www.languages.dk/archive/evaluation/Q4/Quarterly_report_4_compilation.pdf

24. External quality evaluation report one: http://www.languages.dk/archive/evaluation/1st_Report_POOLS-T_A&G_final.pdf

25. External quality evaluation report covering the interim period:
http://www.languages.dk/archive/evaluation/Interim_Evaluation_Report_POOLS-T_-_GL_and_AB_II%5B1%5D.pdf

26. Project newsletters:
http://www.languages.dk/archive/dissemination/Newsletter_19.pdf
http://www.languages.dk/archive/dissemination/Newsletter_20.pdf
http://www.languages.dk/archive/dissemination/Newsletter_21.pdf
http://www.languages.dk/archive/dissemination/Newsletter_22.pdf

27. POOLS-T Brochures, flyers, and posters: http://www.languages.dk/archive.html#Flyers_and_brochures

28. Pools-t calendar with meetings and milestones: http://www.languages.dk/archive/meetings/Schedule.pdf

29. Kick-off workshop agenda December 2008:
http://www.languages.dk/archive/meetings/poolsT/2008December/Agenda4HoornWorkshop.pdf

30. Partner tasks for preparing the kick-off workshop in Hoorn December 2008:
http://www.languages.dk/archive/meetings/poolsT/2008December/Tasks4workshop.pdf

31. Minutes from Hoorn kickoff workshop:
http://www.languages.dk/archive/meetings/poolsT/2008December/MinutesHoorn.pdf

32. Partner evaluation forms from first meeting:
http://www.languages.dk/archive/meetings/poolsT/2008December/1stMeetingEval.PDF

33. March 2009 workshop agenda:
http://www.languages.dk/archive/meetings/poolsT/2009March/March_2009_agenda_for_Brussels_workshop.pdf

34. March 2009 workshop minutes:
http://www.languages.dk/archive/meetings/poolsT/2009March/minutes_march_09.pdf

35. Partner evaluation from second meeting:
http://www.languages.dk/archive/meetings/poolsT/2009March/Workshop2.pdf

36. September 2009 workshop agenda:
    http://www.languages.dk/archive/meetings/poolsT/2009september/Agenda_September_09.pdf
37. September 2009 workshop minutes:
    http://www.languages.dk/archive/meetings/poolsT/2009september/minutes_sept_2009.pdf
38. Partner evaluation of third workshop: http://www.languages.dk/archive/evaluation/Workshop3.pdf

4.   Partnership activities per partner

Workpackage title	Project management
Partner	**Activities**
SDE Colllege	Prepared documents and reports and monitoring project expenses and activities. Wrote four DK quarterly reports, compiled the joint partnership quarterly reports, Interim Report. Ongoing contact with and feedback to project partners. Contacts to external quality evaluator, and EACEA. In the first project year the coordinator has received 1617 project related e-mails Assisted SUPSI (the University of Applied Sciences of Southern Switzerland, one of the 8 Universities of Applied Sciences in Switzerland), with letter of invitation and project description etc. for their application in Switzerland. The application has been successful and SUPSI has now joined the partnership (fully funded from Bern)
EfVET	Compiled four quarterly reports with focus on dissemination activities, milestones, and resources spent. Submitted materials and documentation for IR
Horizon	Compiled four quarterly reports with focus on dissemination activities, milestones, and resources spent. Submitted materials and documentation for IR
Athena	Compiled four quarterly reports with focus on dissemination activities, milestones, and resources spent. Submitted materials and documentation for IR
SMO	Workshop attendance, piloting and testing tasks, quarterly reports with focus on dissemination activities, milestones, and resources spent. Submitted materials and documentation for IR
SUPSI	SUPSI (the University of Applied Sciences of Southern Switzerland, one of the 8 Universities of Applied Sciences in Switzerland) is a « non-contractual » Partner in the project funded by the government in Bern. Since it joined the project SUPSI has taken an active role in the project including reporting on activities. SUPSI does not report on Financial expenditure, as the project participation is not funded by EU.

Workpackage title	Quality management
Partner	**Activities**
SDE College	SDE procured the external quality evaluator(s) Angelica Bucue and Gareth Long. SDE has been the hub for ongoing quality control; collection and compilation of quarterly reports from partners, EFQM check at workshops, and contact to external evaluator. SDE also has taken part in the peer review assessment needed for development of the two software tools
Horizon	Horizon is responsible for the Dutch pilot testing teams who are

Workpackage title	Quality management
Partner	Activities
	the base for the peer review assessment needed by the two development teams.
Athena	Athena is responsible for the Greek pilot testing teams who are the base for the peer review assessment needed by the two development teams.
SMO	Participation in peer review assessment needed for the software development sequence
SUPSI	SUPSI has taken a major part in testing of the software tools and in the peer review assessment needed for development of the two software tools

Workpackage title	Project website and blog
Partner	Activities
SDE College	SDE hosts and manages the website. SDE is also responsible for ensuring new materials and content, including contacts to likely clustering projects, in the project period this has meant contacts to the CCN-network. The project website is managed on a daily basis with up to date events and achievements.
EfVET	Supplies information on activities relevant to the project that can be added to the website and display project information and outputs in the efvet website www.efvet.org
Horizon	Assists with information and materials to be included in website and makes blog entries and comments
Athena	Assists with information and materials to be included in website and makes blog entries and comments
SMO	Runs and hosts the project blog and makes blog entries and comments. Has updated the blog software after a new version of Internet Explorer changed the blog behaviour and layout
SUPSI	Assists with information and materials to be included in website and will start making blog entries and comments in the near future

Workpackage title	Exploitation and impact of results
Partner	Activities
SDE College	Has contacted possible end users and testers (known from the previous projects). Has compiled project newsletters requesting end users to be in contact and has also used the website for the purpose. Contacted / recruited a test class with electronic students from University

Workpackage title	Exploitation and impact of results
Partner	**Activities**
	College Lillebaelt, the class tested and experimented with the TextBlender tool in two versions (a limited student version and a teacher version, i.e. full version).
	Has handed out the TextBlender in different versions to departments across the college. One result is the automobile department, which is involved in a Comenius project where the other partners have started using the TextBlender to compile materials for their students☺
	Had a show and tell presentation accepted by EuroCall where the two tools were presented (22 workshop participants). Handed out Newsletters, brochures and 150 CD-ROMs + 150 DVDs to EuroCall 2009 participants. Has had several positive feed-backs since the event, e.g. from Dr Caoimhín Ó Dónaill (University of Ulster) and Fred Riley (EuroCall webmaster).
	After workshops with teachers from Southern Denmark in July 09 gave these the TextBlender tool and a guide on using the tool.
	At a meeting with the Danish ministry of education handed out the TextBlender guide and software on CD-ROM (25) and DIY videos (25) on DVD to 16 external exam auditors who visit different colleges across Denmark.
	The consultant responsible for giving advice to language teachers from VET colleges in Denmark has received a presentation and the TextBlender software on CD as well as guide and DIY video.
	Arranged a meeting for 25 language teachers from Funen and South + Middle Jutland and presented the TextBlender with a demonstration after which the tool and guide was handed out on CD-ROM with a DIY video attached.
	Recruited a Phd student, Miriam Attila (University of Manchester) to test the software tools, she has reported on the progress since March 09.
	Was invited give the opening speech and to present the project outcomes in Brussels at the European Day of Languages (EDT in Flanders), the 250 participants all received the TextBlender and DIY video as well as brochures and newsletters. Has been in contact with several participants by e-mail after the event. More information and a video of the speech here: http://www.edt-vl.be/
	Has made the software algorithm available from the project website for future programmers who may be interested in improving / expanding the tool possibilities.
EfVET	Distributed Pools T promotional material / CDs and News articles throughout its membership – reaching some 1500 VET institutions across European member states. Also linked project and website to European Civil Society LLL Platform – a discussion platform

Workpackage title	Exploitation and impact of results
Partner	**Activities**
	bringing together 23 member European Education and Training Networks to work with the Ec and represent Civil society perspective in European Policy debate.
Horizon	Presented the TextBlender and Wordlink tools in 2 multi-partner partnership projects, Comenius "Automobility" project and LLP EUCINMOVE obstacles in mobility project. Involved partners have asked for training on use of the tools to use within own organizations in Finland, UK, Denmark and Spain. Introduced and presented both tools to European Platform organization for seconday and higher education in Haarlem, HL. The EP represents about 100 secondary schools involved in CLIL teaching and 1 secondary vocational college. In Spring 2010 we are invited to present the tools to representatives from these 100+ schools. Internally we have demonstrated the tools to teams from all vocational sectors. We have been asked to provide training sessions which we'll start in January 2010. A pilot session with language teachers has only just finished. We are about to evaluate the results. Within our Dutch LeonardodaVinci consortium we have demonstrated the tools to our partners, i.e. IDCollege Zoetermeer and Clusius College, Alkmaar.
Athena	Has made a presentation of both the wordlink and the Textblender to 12 certified trainers used by our organization asking them to get familiar with CLIL and the tools and to adapt them in their teaching in our classes and compile material for their students. All these trainers teach also in several vocational training centres in the area as well as secondary education and technical schools. By testing the wordlink tool to a class on health and safey in industry of 25 trainees, all employees from the industrial sector. They have now the knowhow to use the tool to search information any time and from sites of their interest about their job continuing to improve their language skills (use of tool in industry). Mail brochures and newsletter to 4 organisations we found that are familiar with CLIL in Greece. Contact by phone and email with one of them asking to test the tools and share with us their experience with CLIL method. Presentation of the project and the tools in 3 organisations (Second chance school in Alexandroupolis, The British School – Center of foreign languages, D.Dimoutsi – M.E. Johnson Karagianopulou and Vocational training center "Mentor" in Komotini) in the area for future testing of the tools. Brochures and newsletter were mailed to 30 organisations that teach English in Greece asking to test the tools and share with us their experience.

Workpackage title	Exploitation and impact of results
Partner	**Activities**
	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.
SMO	Testing tool with learners
SUPSI	Prepared a presentation of SUPSI for the April Newsletter.
	Translated the brochure into Italian and German.
	Introduced SUPSI teachers to the use of the tools, thinking that in the future they could be multipliers.
	Used textblender to prepare a webpage which was used during the test. SUPSI teachers suggested that new online dictionaries for German and Italian should be added to the tools.
	Tested both tools, textblender and wordlink, with 59 users from 4 departments (Health Professions, Economics, Architecture and Design, Innovation Technology) in May 2009.
	Prepared a new feedback form for May 09 testing, together with a summarizing grid, and provided an interpretation of the test results.
	Used the new version of Textblender to prepare several webpages which were used during the September 09 test.
	Tested new version of textblender, with 38 users from the Architecture and Design department in September 2009.
	Made a video of the September 09 testing session, which has been uploaded onto the pools website (www.languages.dk)
	Prepared an online feedback form for the September 09 testing, thus making the collection of results faster

Workpackage title	Development of desktop version of the software tool for text conversion to CLIL material
Partner	**Activities**
SDE College	Extracted and documented the source code and algorithm from the alpha version of the "Web Page Text Blender" tool.
	Based on feedback from test teams improved the software. There has been more than 20 versions available from the website, after the software reached the "beta" stage it has been labelled TB1.0 this has now reached version TB1.3 (TextBlender version 1.3).
	On an ongoing basis updated the different versions of the software following recommendations (or error reporting) from all the teams and our end users (approximately 300 have tested the software).
	The current TextBlender now supports video (can automatically import local video sources and Youtube videos), audio, and

Workpackage title	Development of desktop version of the software tool for text conversion to CLIL material
Partner	**Activities**
	graphics. The installed dictionaries now represent a many of combinations of European languages – also outside the project partnership. In cooperation with the Dutch team prepared a TextBlender user guide
Horizon	Tested the tool in classes, interviewed students and compiled recommendations and prepared a TextBlender user guide
Athena	Tested the tool in classes, interviewed students and compiled recommendations
SMO	Co-operation with DK development team, proofreading user guide
SUPSI	Has peer review the development done by the Danish team, tested the tool in classes, interviewed students and compiled recommendations and suggestions for the further development of the tool.

Workpackage title	Development of online web tool for web page conversion to CLIL material
Partner	**Activities**
SDE College	Has peer reviewed the development done by the UK team and made suggestions for further development. Has tested the tool in classes as part of CLIL based modules, e.g. in connection with the climate summit in Copenhagen.
Athena	Tested the tool in classes, interviewed students and compiled recommendations
SMO	Engineering the underlying php based software scripts for Wordlink and Multidict programs, linking over 50 languages, including links to « as image » dictionaries as means of circumventing lemmatization issues in some languages.
SUPSI	Has peer review the development done by the Scottish team and tested the site in several classes
Horizon	Tested the tool in classes, interviewed students and compiled recommendations

Workpackage title	Compilation of CLIL methodology user guide for application of project outcomes
Partner	**Activities**
SDE College	Has been in contact with the two partners responsible for this WP and has made suggestions as part of the peer review of these.
Athena	Been in contact with the Dutch partner and had a workshop in Alexandropoulos with two Dutch team members. Been in contact with schools involved in clil in Greece
Horizon	See our contacts with European Platform. We are working on first draft version of the CLIL manual for teachers. At workshop meeting 3 (Brussels, Sep/Oct) we showed a large number of student / teacher applications of the TextBlender

Workpackage title	Production of DVD DIY video
Partner	**Activities**
SDE Colllege	A prototype has been compiled based on previous project results and copied on DVDs for distribution at conferences. The next version is waiting for a further improvement of the TextBlender interface before "final" recording / production

Details of the project meetings (partnership meetings, workshops, seminars, training events, etc) organised and the partners that attended.

Meeting Location	Date	Partners that participated	Purpose of the meeting
Hoorn, NL	December 2008	SDE College: Kent Andersen Horizon: Frans van Schaik , Ellen Ejerskov, Hans Bruin, and Riccardo Dragotta Athena: Elissavet Antoniadou and Evangelos Lyropoulos SMO: Gordon Wells	Kick-off workshop with walkthrough of responsibilities and tasks, development of dissemination materials, and presentation of ideas for the tools to be developed.
Brussels, BE	March 2009	SDE College: Stefan Lægteskov and Kent Andersen Horizon: Frans van Schaik , Ellen Ejerskov, Hans Bruin, and Riccardo Dragotta Athena: Elissavet Antoniadou and Evangelos Lyropoulos SMO: Caoimhín Ó Donnaíle and Gordon Wells SUPSI: Germana D'allessio and Valentina Lella	Quality control of achievements. Walkthrough of achievements and suggestions for improvements regarding the tools. Programming workshop
Alexandropoulos, EL	April 2009	Horizon: Frans van Schaik and Ellen Ejerskov Athena: Elissavet Antoniadou and Evangelos Lyropoulos	Work on CLIL guide
Brussels, BE	September 2009	SDE College: Torben Kjær, Søren Jørgensen, and Kent Andersen Horizon: Ellen Ejerskov Athena: Germana D'allessio, Jan Hardie, and Valentina Lella SMO: Caoimhín Ó Donnaíle and Gordon Wells	Quality control of achievements. Walkthrough of achievements and suggestions for improvements regarding the tools. Programming workshop
Vejle, DK	July 2009	SDE College: Lone Olsen and Kent Andersen	Training event for 9 teachers from Vejle Technical College

Meeting Location	Date	Partners that participated	Purpose of the meeting
			(Now part of SDE College)
Odense, DK	November 2008	SDE College: Ulla Olstrup and Kent Andersen	Development session and graphical layout of the desktop tool

5. Plans for the Future (Workplan for last funded project year)

Workpackage Title	Project management	Workpackage Type and Reference	MAN WP1

The ongoing project management will monitor project activities through e-mails and inputs to the project website. Each partner is required to submit quarterly reports with summaries of activities, milestones met, workdays used, and financial expenses. The quarterly reports will be freely available from the project website to cater for project transparency as well as external quality control.

Each of the workshops will summarize and minute the results of the ongoing management including the workshops themselves.

The resulting recommendations and feedback from the EACEA following the IR will be taken into account and possible corrective actions taken to ensure the project outcomes.

Based on the ongoing monitoring, quarterly reports from partners, quality reports from subcontracted quality evaluator, and the workshops the Final Report can be compiled and submitted to EACEA in October 2010

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

Workpackage Title	Quality management	Workpackage Type and Reference	QA WP2

The quality assurance and management will be done with both internal QM and External quality assessment (Gareth Long and Angelica Bucur).

The internal quality management will be based on monitoring activities and milestones. Four times per year each partner will submit a report reflecting activities, milestones, and achievement. Based on the EFQM method the deliveries and achievements will be checked against the work plan milestones as part of all project workshops.

The content quality will be assessed by the pilot and test teams as well as registered end users in a sequence of peer review assessment – improvement – peer review assessment resulting in the final products at the end of the project funded period. The different stages of the development will be assessed during the project workshops.

The external evaluator will have access to the quarterly reports from the partnership and will receive the project outputs in a sequence from alpha beta versions to final products. Gareth Long and Angelica Bucur will take part in project workshops and will also be included in e-mail correspondences for monitoring of partnership activity.

Gareth Long and Angelica Bucur will be responsible for giving feedback to the partnership after each quarterly report has been received and also for making recommendations that can be used for corrective actions to ensure best possible results.

A summary quality report will be made by Gareth Long and Angelica Bucur three months before end of the project funded period (to be used for the FR, but more important for the partnership this is the last chance for making corrections and improvements pointed to by the report)

Success criteria: Reports approved and corrective actions taken. Quantitative milestones were decided on during the second project meeting in March, these milestones are checked during each meeting:
http://www.languages.dk/archive/meetings/poolsT/2009March/minutes_march_09.pdf

Workpackage Title	Website and blog	Workpackage Type and Reference	DIS-DEV-EXP WP3

The website will need near daily editing and updates due to the nature of the site with registered users who submit materials etc. Regular updating and extensions also ensures a high score in search engines.

The site is constantly monitored and log files checked for possible clues to improvements that may result in more visitors.

Succes criteria:
Number of website and blog visitors exceeds 40.000.
Search engines have the site on first result page when searching for relevant combinations of CLIL tools, methods, and languages
All project outcomes available for free from the site
Total transparency of project by having all documents e.g. this IR openly accessible from the site

Workpackage Title	Exploitation and impact of results	Workpackage Type and Reference	EXP WP4

Exploitation of the project outcomes will be continued through the teachers and students who have already started experimenting with the two project tools.

The voluntary members of POOLS (teachers who have registered at the website after the POOLS project finished the funded period) will be contacted again to have a larger number of testers and also to observe the suitability of the product when no in-house support is available. See list of members:
http://www.languages.dk/membership/index.html#POOLS_members_after_the_funded_period

The project partnership will continue the search for and strengthen the bonds with other CLIL resource projects and networks (e.g. the European Platform in NL) that may cluster with our efforts and benefit from the POOLS-T outcomes.

EfVET will through the national representatives assist with distribution of the desktop version of the produced tool to the project target groups, beside that the tool will also be distributed to vocational colleges in Denmark, Greece and the Netherlands as well as through the Gaelic networks across Scotland (e.g. CILT).

The web based versions of the tool will be accessible from the website to anyone interested in using it, the desk-top version will be downloadable for free from the website.

Further exploitation will also be possible as the commented software algorithm and source file are CopyLeft and "open source" available from the project website and uploaded to relevant software communities for future continued development.

Success criteria: List of registered end users and cooperating clusters available at the end of the project period.

Workpackage Title	Dissemination	Workpackage Type and Reference	DIS WP5

Dissemination will as is already the case make use of several vehicles:

The project will be updated and monitored on a daily basis, the website is based on a previous project website, but all pools-t results are clearly marked as POOLS-T, the value of not just starting a new site can be seen from the number of visitors, several of these have registered to learn more about our progresses. The EfVET website will also present the project and its objectives.

The project results will be presented during EfVET 2009 with round table presentations, posters, brochures, and handing out of the present versions of the software tools on CD-ROM with DVD DIY videos.

Four times per year a newsletter will be compiled summarizing events, achievements and user feedback. The newsletter will be mailed to registered users, to all EfVET members, and available for download from the website.

Brochures, DVDs and the current newsletters will be handed out at conferences (e.g. Eurocall 2010 in September). Kent Andersen is the Eurocall nat. rep. in Denmark and will submit proposals for 2010 conference workshops to present the ongoing work and results.

EfVET will arrange round table presentations of the project outcomes. EfVET will also ensure presentations in the EfVET quarterly newsletter.

Each partner is responsible for dissemination nationally, through conferences, presentations, brochures, and entries in newsletters. Dissemination will be registered in the quarterly partnership report.

The partnership will also make use of any opportunity to present at other international conferences etc. and make use of other project partnerships to disseminate the project outputs.

Success criteria:
40.000+ unique website visitors
A position on the first page in major search engines when searching for language teaching tools and CLIL
1000 Brochures handed out
1000 DVDs handed out
500 registered users

Workpackage Title	Development of desktop version of the software tool for text conversion to CLIL material	Workpackage Type and Reference	DEV WP6

The three test teams (Horizon, Athena, and SUPSI) will pilot and evaluate the tool with teachers and students and compile a summary of needed improvements and recommendations.

Based on the test summary and recommendations for added features the DK team compile sequences of new version of the desktop tool, which is then again tested by the pilot teams as well as registered end users. The development will also be assessed during the project workshops.

The sequence of peer review assessment – improvement – peer review assessment will after three beta tested versions result in the final product.

The final development step is the translation and adaptation of interfaces in Danish, Dutch, English, German, Greek, and Italian. The versions in German and Italian have been made possible by the SUPSI team joining the project

Success criteria: An easy to use state of the art reliable software approved by the pilot teams and the external evaluator

Workpackage Title	Development of online web tool for web page conversion to CLIL material	Workpackage Type and Reference	DEV WP7

SMO continues the software development of the Wordlink tool (the web page conversion tool), after each improvement it is tested by the three pilot teams as well as registered end users. The development will also be assessed during the project workshops.

The sequence of peer review assessment – improvement – peer review assessment will continue during the project and result in the final prototype, which will be documented with open source code thus made available to the open source programming community for further improvement.

The final development step is the translation and adaptation of interfaces in Danish, Dutch, English, German, Greek, and Italian. The versions in German and Italian has been made possible by the SUPSI team joining the project

Success criteria: An easy to use webpage that can convert standard web pages into web pages where all words (text not graphics or links) are linked to online dictionaries.

Workpackage Title	Compilation of CLIL methodology user guide for application of project outcomes	Workpackage Type and Reference	DEV WP8

The EL and NL team will describe the results of testing the project tools in classes and individual student use of the tool or tool converted texts / web pages. The partners will also in cooperation with CLIL networks that have been contacted in the first project year (European Platform NL) locate and make use of existing texts on CLIL if permissions to do so can be obtained.

Each of the project teams will make an exemplary CLIL lesson based on materials developed with the two tools or students using the tools to develop new outputs. This was dicided on at the project workshop in September 2009.

Workpackage Title	Production of DVD DIY video	Workpackage Type and Reference	DEV WP9

The previous project POOLS developed a do it yourself video on how to produce online language learning materials, this video will be extended with new chapters demonstrating the use of the new tools.

6. Exploitation of results after the funded period

Exploitation has started through:

-Partnership teachers and students testing and using the tools: Approximately 300 students and teachers form the partnership institutions have tested and worked with the tools E.g. http://www.youtube.com/watch?v=WKMvPAYhvLI and
http://www.languages.dk/archive/wptb/Feedback_results.zip
-Students from outside the partnership: E.g. Electronic engineer students from CVU Lillebaelt
- Teachers and participants from the Comenius School Partnership project "Automobility" coming from NL FI, UK, and DK are using the TextBlender tool to prepare learning materials for their students
-Training events for teachers: There have been several training events arranged by partners, e.g. in Vejle (DK), Bristol (UK), Hoorn (NL), Alexandropoulos (EL)

In the first project year pools-t was joined by 22 "grass root members" (users who have registered themselves at the pools-t website with a wish to become active parts of the project community), most of these are teachers from across the world, they will all be approached to further exploitation outside the partnership:

- Dossou-Yovo Omer, a teacher student, FR
- Samantha Vanderford, academic teacher educator, Australia
- Yahia Sabah, English teacher from South Africa
- Jurian Bruin, English teacher in VET, NL
- Neriman Serdaroglu, English teacher
- Maria Marcalo, teacher of Portoguese, PT
- Séamis Ó Néill, Irish teacher (Gaelic), IE
- Frank van 't Hoog, teacher of French and German, Singapore
- Asu Şahin , Teacher of English, TR
-Maite Garicano, teacher of English, ES
- Rariq Zubair, teacher trainer, UK
- Arturo Salinas Pasillas, teacher of Portoguese, PT
- Mehmet Eryilmaz : Teacher of Arabic
- Tijen Akada, teacher of computer assisted English, TR
- Frida Wahbeh-Jamjoum, teacher student, Canada
- S. Gandhimathi, teacher researcher, India
- Veronica Gilhooly, Teacher of Swedish and English, owner of a language school and translation office, FI
- Cetin Ilin, Teacher of English, TR
- Ramon Morante, English teacher, ES
- Leandro Marques, English teacher, Brazil
- Jackie Ross, English teacher, UK
- Yo van den Branden, French teacher, BE

In the last project year we'll make further use of the pools network members:
http://www.languages.dk/membership/index.html#POOLS_members_after_the_funded_period

Post project exploitation:

The project website www.languages.dk will be continued as has been the case for more than a decade. It will hold all project outcomes. The website root and subdirectories are among the very first results in all major search engines when searching for language teaching methodologies, materials, and LWUTL

It is also expected that the community of pools users and members (http://www.languages.dk/membership/index.html) will continue growing as a grass root network building on the results from this and the two previous projects (BP-BLTM and POOLS). The community newsletter will be continued without external funding basing its articles on input from the community, this was also the case for two years without project funding before pools-t ☺

The tool source code and documentation of the algorithm etc. are available to the ICT communities as open source and all outputs are CopyLeft (CopyLeft is a way to license a work so that unrestricted redistribution, copying and modification is permitted, provided that all copies and derivates retain the exact same licensing), this enables future development and improvements and portability to other operating systems than Windows. The tool source code and documentation of the algorithm etc. are now available from :
-Multidict information and source : http://www.smo.uhi.ac.uk/~caoimhin/obair/pools-t/wl/multidict/
-Wordlink information and source: http://www.smo.uhi.ac.uk/~caoimhin/obair/pools-t/wl/wordlink/
-TextBlender algorithm and source: http://www.languages.dk/archive/wptb/Rationale_Text_Blender.pdf

7.   Contribution to EU policies

Please identify in the box below, which of the **Objectives of the Lifelong Learning Programme** this application addresses	
CODE	Description
LLP-Obj-h	to support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning;
Describe briefly how your project addresses this Objective	
Main objective of the proposal is the development of an ICT based tool for supporting CLIL language learning and development of an online service to "annotate" web pages and texts with link to online dictionaries. A guide to CLIL application of the tools will likewise support the pedagogical objectives. The focus on LWUTL languages beside the mainstream languages also support objective LLP-Obj-g Limit 500 characters	

Please identify in the box below, which of **the Specific Objectives** this application addresses	
CODE	Description
LEO-SpObj-b	To support improvements in quality and innovation in vocational education and training systems, institutions and practices
Describe briefly how your project addresses this Objective	
CLIL as a method has in several countries been impeded by lack of materials and the time demand on creating these. The proposed ICT based tools will facilitate easy annotation of CLIL materials and will also be of use for individual VET language learning where the learner can auto link all words in a web page or document thus getting language help by a mouse click. Limit 500 characters	

Please identify in the box below, which of **the Operational Objectives** this application addresses	
CODE	Description
LEO-OpObj-5	To encourage the learning of modern foreign languages
Describe briefly how your project addresses this Objective	
The tools will enable easy access to individually modified suitable content and language learning materials. The tools and the products of these will be suitable to a large number of European languages and the LWUTL support is also essential as CLIL despite proven efficiency has had little impact outside the mainstream languages. The chosen method links content with language learning thus encouraging learning languages. Limit 500 characters	

Please identify in the box below, which of **the 2008 Priorities** this application addresses	
LEO-MulPrj-6	Developing the learning environment
Describe briefly how your project addresses this Priority	
The link of vocational content to language learning facilitated through easy ICT modification of documents with relevance to the individual learner directly addresses development of the learning environment. Main obstacles to CLIL has been the cost of producing content and time demands these can be removed by the proposed free ICT tools. Limit 500 characters	

Lisbon Education & Training Progress Indicators
(See http://ec.europa.eu/education/policies/2010/et_2010_en.html)

CODE	Target	Description
LIS-G25	Foreign Language Learning	Average number of foreign languages learned per pupil in upper secondary education
Please explain how this proposal addresses the indicator selected		
The project outcomes support the learning of Less Widely Used and Taught languages through linking content teaching with language learning. The automatic dictionary linking will enable much easier learning of "neighbour" languages, e.g. Danish, Swedish, and German.		

Lisbon Key Competences (See http://ec.europa.eu/education/policies/2010/et_2010_en.html)

CODE	Description
KC2	Communication in the foreign languages

Please explain how this proposal addresses the competence selected
The project proposes to develop tools for language teaching and learning Limit 500 characters

LLP Horizontal policies

CODE	Description
a.1	Cultural and Linguistic Diversity
Please explain how this proposal addresses the policy selected	
The project partnership has focus on the Less Widely Used and Taught languages, but outcomes are equally suitable for mainstream languages. Limit 500 characters	

Complementarity with other policies

CODE	Description
2.2	KA2 Languages
Please explain how this proposal addresses the policy selected	
The project proposal could have been submitted as a KA2 project with inclusion of a transversal target group (e.g. Erasmus or Comenius), but the partnership has focus on vocational application of the CLIL method. This does not, however, mean that the project outcomes will not be exploited in non-vocational contexts Limit 500 characters	

8.   Extra Heading/Section

All project products are open source and labelled as copyleft, which means that anyone can copy and repurpose our results as long as new derivates remain copyleft.

We have tried not to reinvent the wheel, e.g. instead of a new domain name we use an existing website www.languages.dk with a number of regular visitors (20.000 to 40.000 per year), we have made use of the POOLS "umbrella" for the project because pools is a brand "known to almost anyone working with computer assisted language learning" (a quote from EuroCall 2008). At the same time we have done our best to profile all our outputs as pools-t products.

Why not join us and cluster your results with ours? To do so please register at the pools-t website or from here: http://www.languages.dk/membership/enroll/AgainstSpam.html

If you just want our project newsletters and information on our progress you can register for our e-mail list here: http://www.languages.dk/methods/AlwaysStopSpam.htm N.B. All mails are sent so other users cannot see your e-mail address