

# PLANNING AHEAD

## EXECUTIVE SUMMARY

SECOND TRANSNATIONAL PROJECT MEETING

17-18 MAY 2016

IN IZMIT, TURKEY



## SUMMARY

The second transnational project meeting of the six partner schools took place 17-18 May 2016 in Izmit, Turkey. The meeting assessed the course of the project, concerning its management, outcomes and dissemination activities. It also examined the working versions of the project website and e-book. Its third aim was to plan ahead for the second learning, teaching and training activity in Romania, and for the third learning, teaching and training activity in Denmark. During the two working days the following agenda items were covered:

1. Mid-term evaluation
2. Dissemination activities
3. Risk management
4. The project website and e-book
5. Second Learning, Teaching and Training Activity in Romania
6. Third Learning, Teaching and Training Activity in Denmark

The participants found that the meeting was highly organised and it fully met its objectives. They also appreciated that all items were covered within the time frame given. The working conditions, transport, accommodation and food were all very good, to say nothing of the warmth of the staff, enthusiasm of the students and dedication of the family members of the Turkish colleagues running the event.

In the light of the worrying developments in the world, the meeting in Turkey carried special meaning - developing intercultural understanding between its peoples. It proved that universal human values are valid everywhere. Moreover, it clearly showed how important European educational projects are as rapport builders.

## MID-TERM EVALUATION

### The basics of evaluation

- Evaluation supports a project, allows improvement of the results, and simplifies decision making. The steps to be taken are collection of data, analysis, interpretation and conclusions, targets for improvement and proof of progress.
- Evaluation is needed for several reasons: a) to measure the quality of the project, b) to show the strong and the weak points, c) to identify the obstacles and to make the project more visible.
- Evaluation needs to focus on student motivation, teacher professionalism and the visibility of the project.
- The coordinator has to hold a portfolio of evidence.
- The instruments to be used are lists of participants, questionnaires, interviews, interactive forecasting methods (the Delphi method), group discussions, student reports, teacher reflection papers, public presentations and the like.
- [The evidence of success](#) can be observed in a) student subject, foreign language, ICT and social skills, as well as motivation, and appreciation of European citizenship; b) teacher subject, teaching, ICT, management and social skills, as well as motivation along with appreciation of equal opportunities and European citizenship; c) changes in school policy, promoting cross curricular approach, building on community links; involving the whole school, making the project visible, producing both tangible and intangible results; d) the quality of the transnational partnership.

## The results of the online questionnaire summarised

### Budget Management

- Four partner schools had already signed the budget amendment agreement with their national agencies.
- All but one school were about to complete their first project year within the budget allotted.
- The partner schools had not started using The Mobility Tool yet.

### Time Management

- The partner schools had been spending different hours on their project-related tasks and activities. Some were busy during the working hours, but others had to complete the tasks in their free time.
- Also, those schools responsible for transnational activities had invested more time and effort than others.
- The time dedicated to dissemination activities varied from 2 to 12 hours per school after the first learning, teaching and training activity in Portugal.

### Quality Management

- All participants had already adopted several new ideas and methods in their daily teaching practice, as well as discussed quality management within their schools.
- The number of students actively involved in the project activities locally varied quite a bit, but all participants reported a considerable change in students' attitudes towards school as a result of the project.
- Erasmus+ displays, student presentations, teacher round-tables, on- and offline articles, student compositions, street interviews, digital technology for learning and collaborative learning for constructing new knowledge were mentioned the most as indicators for quality.

### Risk Management

- The schools were mostly concerned about the tight budget, heavy workload at school, risky travel due to terrorism, as well as implementation and sustainability of the project outcomes.
- Overall, the partners felt that they communicated their ideas, news, suggestions, and concerns effectively.
- Some language problems were reported, but no intercultural misunderstandings.

### Final remarks

- **C.E. Rivas Luna:** *“Our tasks and responsibilities in connection with the project are related to the implementation of the project. All the partners are doing all the activities before and after the meetings, as the coordinator or the hosting country tell us to do. We haven't done anything else yet.”*
- **CFPIMM:** *“We think we are giving important inputs to the project and we are respecting the Partnership Agreement. The responsibility of developing the first LTTA was a big challenge and we think we did it with success. We are very involved and motivated for the next LTTA's, to get another kind of experiences with our students and learn with other's best experiences.”*
- **Colegiul Tehnic Mihai Bacescu:** *“We were interested in the implementation of the new learning and teaching methods in our everyday school practices. We disseminated and promoted all the activities developed during our project to school teachers, students and parents, to local community, to the School Inspectorate of Suceava County, to other teachers from Suceava County and to other school partners from national and international projects. We developed activities with our students for the presentation of the project partners and we worked on the draft of some final products (Logo, Slogan, flyers, project website, e-brochure, e-CV).”*

- **Tartu Tamme Gümnaasium:** *“We’ve been working hard as a coordinator. Also, we’ve carried out the kick-off meeting of the project and produced several important documents including the partnership agreement. The project website and the e-book are our big concern. We also have responsibility for communicating the project on the EU level.”*
- **10i Campus:** *“We have lived up to our responsibilities quite well. As for the meeting in Denmark in spring 2017, we will try to do our best. My colleagues and I have already had the first meeting about the planning. To develop our students' intercultural competences is very important - but sometimes also hard work.”*
- **Tevfik Seno Arda Anadolu Lisesi:** *“For our responsibility to carry out project activities, dissemination and relations with our NA and partners, we think that we are doing fine. Specifically our responsibility is to prepare a risk management plan which we did and have been working on it to improve to meet the expectations. Lastly, we will assist Romanian partner for the next LTT and we are ready to take any responsibility for the success of the meeting.”*

## DISSEMINATION ACTIVITIES

Among the audiences targeted locally, regionally, nationally and Europe-wide are

- local authorities, parents associations, strategic partners such as universities, local employers and media, as well as other schools (for awareness);
- teachers' organizations, educational magazines & newspapers along with educational opinion leaders (for understanding);
- partner schools' senior managements, partner school teachers, students and parents (for action).

The resources are available are

- paper media, i.e. newsletters, school and/or teacher journals, certificates, leaflets, calendars etc.;
- online/ social media, i.e. Facebook, Twitter and Wikis;
- events (workshops, round-tables, conferences, seminars, fairs, etc.);
- net-based and media resources (the project website, the project e-book, Mobility Tool, etc.).

The participants discussed various scenarios for implementation activities and what expertise they required. They also looked at stakeholders such as

- connected audience (potential users, students, distributors);
- internal audience (employees, i.e. project staff, department staff, etc.);
- external audience (local community, local/central government, etc.).

The participants agreed to keep on improving their strategies, as well as engage more students take part in dissemination activities locally.

## RISK MANAGEMENT

Before the meeting a survey was carried out among the partner schools in connection with the risk management of this project. For gathering the primary data, a questionnaire was designed by the Turkish team.

The partners had to choose between ‘high’ or ‘low’ when evaluating the significance (S) and the likelihood (L) of any one risk factor. The results below show the ‘high’ votes, only.

### 1. Project coordination

- a. Each partner school should be ready to take over coordination should the sitting coordinator quit. Significance (S) - 5; Likelihood(L) - 0
- b. A coordinator is responsible for building and holding a project portfolio to ensure the continuity of the project. S - 5; L - 3
- c. A coordinator is responsible for monitoring the project timeline, i.e. the outputs and outcomes against the project plan. S - 5; L - 3
- d. A coordinator is responsible for informing the partners about any important regulations given by its National Agency. S - 5; L - 3

### 2. Core team members (contact persons)

- a. A contact person is responsible for keeping in contact with their NA and for informing the project partners about any new developments immediately. S - 5; L - 4
- b. A contact person is responsible for keeping a record of the LTT and dissemination activities. S - 6; L - 5
- c. A contact person is responsible for briefing in a new team member in case they have to quit the project. S - 6; L - 2
- d. A contact person is responsible for coordinating the project activities and tasks within their school to assure the achievement of the project objectives. S - 5; L - 4

### 3. Hosting a transnational event

- a. A hosting partner is responsible for providing comprehensive information about the programme of the event, as well as safety and emergency rules, travel arrangements, accommodation and food, to ensure a pleasant journey to all participants. S - 6; L - 5
- b. The final draft of the programme should be presented at least one month before the event to ensure that the partners have enough time to make the best travel arrangements. S - 6; L - 6
- c. A hosting partner is responsible for having all materials ready, arrangements finalized, etc., to ensure a well-organised event. S - 6; L - 5

### 4. Participating in a transnational event

- a. Each participant is responsible for being well-prepared for the event. S - 4; L - 4
- b. Each participant is responsible for preparing their teams so that the language barrier can be crossed as smoothly as possible. S - 5; L - 5
- c. Each participant is responsible for discussing any possible prejudices and/or misunderstandings as regards cultural differences, food, etc. with their students travelling. S - 6; L - 4
- d. Each participant should be ready to share some information about their teams interactively prior to the event. S - 3; L - 3
- e. Each participant is responsible for preparing their teams so that misbehaviour and negative attitudes are minimized or totally prevented. S - 6; L - 6
- f. Each participant is responsible for having a meeting with parents before getting their permission for travel. S - 6; L - 5
- g. Each participant is responsible for arranging travel insurance to their teams. S - 6; L - 5
- h. Each participant is responsible for arranging any other travel documents and/or permission to their teams. S - 5; L - 5
- i. Each participant is responsible for the health security of their team to prevent any inconvenience and/or emergency. S - 6; L - 6

5. Local participants

a. Each partner school is responsible for disseminating the outcomes of the transnational events among their students and teachers locally to ensure that as many as possible benefit from the project. S - 2; L - 6

6. Documentation

a. All project related documents related to project management, transnational project meetings and learning, teaching and training activities (certificates, expenses, etc.) MUST BE properly filed for good in-house project management and for reporting to NAs (Mobility Tool included!) S - 6; L - 6

7. Security

a. The time and place of any transnational event should be changed in case of a security risk. S - 5; L - 5

b. A hosting partner is responsible for providing the participants with detailed information about safe travel and accommodation facilities including all necessary emergency and contact numbers. S - 6, L - 6

## THE PROJECT WEBSITE AND THE E-BOOK

### Website

This time the partners focused on a principal question – should they use HTML or CMS for constructing the website.

According to [Zenman](#), “HTML is the main scripting language that [a] browser uses to display websites. Back in the early days of the Internet, every page of most websites was hardcoded. Even though good web developers could produce fine websites this way, it was a very laborious process. Any changes to web design or navigation meant that a skilled developer had to go in and change the code, and sometimes these changes needed to get duplicated on every page of a 100 page website.”

According to [Techwyse](#), HTML has long been the standard for website design, but CMS (still using HTML) is a much more streamlined and automated way to create and edit website content. It allows users to create, publish and edit website content without having to code in HTML. In fact, CMS has several advantages:

- **No-Fuss Installation.** When using a CMS, organisations can launch a new website in a matter of minutes. The user only has copy an installation package to their new website directory and the CMS takes care of the rest. Some web hosts even have the most popular CMS platforms pre-installed and ready to use. Once a CMS is installed, one can immediately start adding content and customising the design.
- **No technical knowledge required.** Not only is the installation of a CMS quick and hassle free, but the software interface is user friendly and requires almost no training or technical knowledge. Many CMS platforms have been developed with easy website content creation and publishing in mind, and their graphical user interfaces (GUI) are similar to word processing software.

- **Collaborative Content.** One of the main benefits of using a CMS is that all users can contribute to creating and publishing content. Authorised users simply need to login to the CMS to write a new article or product description and it will appear within seconds on the website.

In Izmit, the partners realised that they needed a website that could be built collaboratively and used as a learning tool, so CMS was preferred over HTML. Tartu Tamme Gümnaasium therefore agreed to take on responsibility for building such a website. A professional web designer [Vihmategija Ltd.](#) was hired to help the coordinator deliver on its promises, as well as keep the site up and running until June 2019.

The website 'clickerasmusplus.eu' was to be launched before the second learning teaching and training activity in Romania. It had to be constructed for the following reasons: a) providing information about the project, b) providing access to the project deliverables, and c) acting as a repository of information about project management.

## E-book

E-books can be written in a wide variety of formats such as EPUB, MOBI, Kindle but also PDF. Still, as [Publish Green](#) puts it, a PDF is the file used to design a book for print, not an eBook itself. While PDFs cannot be altered, genuine eBooks are flexible. They are structured differently and can be easily manipulated; for example, changing the font and the size of the words, increasing line spacing and margins. However, eBooks require a very different process to create and edit the files because they use code. Moreover, creating and making changes to an eBook file can take significantly more time than typesetting and making changes to a PDF.

The partners therefore agreed that the book would still be written in PDF format by Tartu Tamme Gümnaasium. In the light of this project, the contents were more important than the format. Also, the participants wanted the book to be printable.

The partners agreed on the following:

- The book has three chapters: “Digital & Technology Literacy”, “Information & Media Literacy”, and “Political & Intercultural Literacy”.
- Each chapter is divided into three parts: “Concepts and Context”, “Learning Objectives and Activities” and “Practical Classroom Activities”

The partners expected the first chapter of the book to be available before the second learning, teaching and training activity. The next two chapters were to be published in January and June 2017, respectively.

## SECOND LEARNING, TEACHING AND TRAINING ACTIVITY IN ROMANIA

Time: 3-8 October 2016

### 1. Case studies on European youth

#### Objectives:

- to identify and to describe a European youth problem, e.g. games and social networks addiction, drug and alcohol consumption among young people, problems related to physical appearance, depression among young people or any other problem identified among young Europeans
- to define a good “driving question”
- to define and design a “project scenario”
- to identify a possible solution to a problem by posing an appropriate question

### 2. Activities on media stereotypes: case studies on media stereotyping

#### Objectives:

- to define “Media Stereotype”
- to recognize a media stereotype (gender, age, ethnic, etc.)
- to find a way in order to minimize the impact which these stereotypes can have when taking a personal decision

### 3. Activities on information literacy: creativity versus plagiarism

#### Objectives:

- to find and evaluate a wide variety of sources available on/offline
- to understand what makes these sources different (types of information)
- to design one’s research
- to appreciate copyright and avoid plagiarism
- to promote the benefits of creativity and to avoid plagiarism
- to give credit and to create a reference list

#### 4. Activities on media messages

##### Objectives:

- to identify and exemplify the manipulation through media messages
- to create a meaningful media message

#### Homework

##### Teachers

- reflecting on their daily teaching methods and describing their teaching methods (instruction, class participation, demonstration, memorization, or other activities)
- studying the PBL pedagogy and reading the book titled “Problem-Based Learning” by Hung W., Jonassen D. H. & Liu R., available at [http://www.msu.ac.zw/elearning/material/1354862322ER5849x\\_C038.fm.pdf](http://www.msu.ac.zw/elearning/material/1354862322ER5849x_C038.fm.pdf)
- watching the following videos:
  - [http://www.bie.org/videos/video/project\\_based\\_learning\\_explained](http://www.bie.org/videos/video/project_based_learning_explained)
  - [http://www.bie.org/videos/video/wing\\_project\\_crafting\\_a\\_driving\\_question](http://www.bie.org/videos/video/wing_project_crafting_a_driving_question)
  - [http://www.youtube.com/watch?v=LXpfCfuDqnY&playnext=1&list=PLE8A114DB76C4D8C5&feature=results\\_video](http://www.youtube.com/watch?v=LXpfCfuDqnY&playnext=1&list=PLE8A114DB76C4D8C5&feature=results_video)

##### Students

- preparing two case studies: a) on European youth problems and b) on media stereotyping per school
- having the following outcomes all six schools included:
  - 6 case studies regarding the European youth problems
  - 6 case studies regarding media stereotypes
  - 12 media messages

## THIRD LEARNING, TEACHING AND TRAINING ACTIVITY IN DENMARK

Time: 27-31 March 2017

### Priorities

- Developing basic and transversal skills by using innovative methods
- Strengthening the profile of the teaching professions
- Supporting schools to tackle early school leaving and disadvantage, as well as address all students from the lowest to the highest end of academic spectrum

### The design of LTTA 3 as described in the application

Day 1: practical information; hopes and fears session; pre-testing political and intercultural literacy in students; teachers' round-table discussion

Day 2: activities on citizenship and political debating (case studies on democracy)

Day 3: mocking a European Parliament's debate on immigration and refugees

Day 4: activities related to intercultural awareness (case studies on crossing cultural differences)

Day 5: group presentations; post-testing political and intercultural literacy; groups' feedback session; the third project mid-term evaluation

Approach: Experimental Learning (Kolb)

Methods: Cooperative learning, project based learning, multimedia and visualization, role plays

### Activities

#### HW

- testing the framework for political and intercultural literacy
- presenting the governments of each partner country
- bringing a box with things that represent each one country
- creating the glossary of political and intercultural terms

## Topics

- Intercultural competence
- Human rights
- Democracy
- Rule of law
- Global citizenship
- NGOs

## Activities

- Round-tables
- Role plays
- Lectures
- Games of dilemmas
- Creating games and plays online
- Case studies on DFUNK
- Creating our own “avatars”
- Speakers’ corner
- Poetry Slam on the topic “To be”
- Acting out our own “International Workers’ Day”
- Visiting Fanø