

AQUA-TNET3

Promoting innovation and a European dimension through Lifelong learning in the field of Aquaculture, Fisheries and Aquatic Resource Management – Thematic Network

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Deliverable Number: D 5.1

Sub-Group Task leaders meeting Year 1 to plan overall WP priorities

Workpackage concerned: WP5

Nature of deliverable: Other

Due date	Initial Submission date by Margaret Eleftheriou	2 nd reviewer Burnell date	Date accepted by Management
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Dissemination level: PU

PU Public	
RE Restricted to other programme participants (including the Commission Services)	
CO Confidential, only for members of the consortium (including the Commission Services)	

Indicate any document related to this deliverable (report, website, ppt etc and give file name)

*WP5 ppt (WP5 Startup presentation-ME.ppt)

SUMMARY

Objectives: Sub-Group Task leaders meeting Year 1 to plan overall WP priorities (January 16, Startup, Edinburgh, 14.30-16.15)

Rationale: Preliminary round-table discussion to focus on what has been achieved in AQUATNET 2 and how best to capitalise on these achievements in relation to budget constraints.

Results: All deliverables were discussed and prioritized and where necessary, amended.

Teams involved: M.Eleftheriou (AMC Ltd), S.Seixas (Open University, Portugal), B.Ubershauer (IfM GEOMAR, Germany), K.Jauncey (University of Stirling, UK)

Geographical areas covered: Not applicable

Aqua-TN

LLP - ERASMUS NETWORKS

Aqua-tnet - Promoting innovation and a European dimension through Lifelong learning in the field of Aquaculture, Fisheries and Aquatic Resources Management – Thematic Network

1st WP5 core group meeting Aberdeen, Scotland 17-18th April 2012

Participants:

Margaret Eleftheriou	AMC Ltd, Ireland
Annie Heral	AMC Ltd, Ireland
Tasso Eleftheriou	AMC Ltd, Ireland
Sonia Seixas (sub-group A)	Universidade Aberta, Portugal
Kristín Ósk Jónasdóttir	University, Westfjords, Iceland
Kim Jauncey (sub-group B)	University of Stirling, UK
Bernd Ueberschär (sub-group C)	IfM-GEOMAR, Germany
Jean Dhont	Ghent University, Belgium
Clive Dove	INNOVAMAR, Spain
John Bostock	University of Stirling, UK
Guðmundur Örn Ingólfsson	AQIM, Denmark
Michael Moulton	UMB, Norway
Apologies:	
Marieke Reuver	AQUATT, Ireland
Catherine Pons	FEAP, Belgium
Saro Saravan	NAFC, Shetland, UK

Meeting Venue:

Marine Scotland
Marine Laboratory
Torry
Aberdeen
Scotland, UK

Meeting Objectives:

The main drive of WP5 which comprises three sub-groups is to update, upgrade and present the work of each sub-group to a new audience. Each of the sub-groups has a clear agenda for finalizing its products. To this end, the organisation of a series of international workshops is envisaged as one of the main tasks of WP 5. WP 5 sub-group leaders are requested to report on progress and issues since the Steering Group Meeting in January. In preparation for the meeting all participants are requested to review their YEAR 1 tasks and deliverables and to prepare a short presentation which will include the agenda for the sub-group core group meeting.

Minutes (final)

WP5 contains three groups following distinct and separate agendas: all, however, are linked by their joint overall objective, to complete and finalise previous work, to be disseminated in separate international workshops. Core group meetings are therefore recorded in an unusual format which must take account of both the general and specific discussions which took place.

The meeting opened at 9.45 with round-table introductions followed by an overview of the project: results and achievements of previous project were outlined, present progress was reported (see sub-groups below), and future events, especially the Annual Event, were briefly commented on.

Sub-group A (S.Seixas)- activities from previous Work Packages:

- the WAVE (aquaculture competences) and VALLA (Learning Outcomes) tools are currently being evaluated and updated (updated VALLA tool introduction -**Appendix 1**) and the WAVE competency lists are being updated within the ESCO framework-**Appendix 2**);
- in its contribution towards EQF, a series of recently circulated documents concerning the use of Learning Outcomes was also circulated (Guidelines, Learning Agreement and Memo of Understanding-**Appendix 3 a, b, c**);
- a template questionnaire (**Appendix 4**) concerning the use of current ECVET in tertiary education in the sector is to form the basis of new survey questionnaire.
- Prepared publications to raise awareness of e-learning and EU education innovations were also reported (Abstract -**Appendix 5**).

Sub-group B (K.Jauncey)- main tasks:

- Implementation of EUA Charter on LLL: the findings of the SIRUS Report on the implementation of the LLL Charter in European universities were circulated. Since there were 29 partners in the SIRUS project, including the EUA, EATD and EUNET, it is futile for AQUATN to re-invent the wheel and it is therefore proposed to circulate its findings on the AQUATN website and also at the Annual Event in order to raise awareness throughout the network of the work already undertaken.
- Updating of TUNING application: the previous TUNING application was circulated (**Appendix 6**) and decisions taken with regard to its updating, especially in connection with the AQUATNET work on Doctoral course work, which could be very relevant.

Sub-group C (B.Ubershauer)- main tasks:

- to provide "real content" as Learning Objects via workshops with hands-on experience for participants to create and use LOs in their own teaching environment;
- PESCALEX Language developed as multi-lingual iPad application (iMovie with audio), thereafter to be demo'd in workshop(new LdV proposal submitted for funding this workshop);
- creation of online framework for resource sharing
 - 1st contribution –aquaculture farming case studies);
Learning Objects using AKVACASE 2, shown as template, with video, animations, etc.
Other proposed topics are farm food chain, production of fish, certification, processing, shipping, supermarket issues, including consumer behaviour.
University of Gent has aquaculture learning object database which could be used.
TACCLE project can help in organizing process-based workshops for:
 - text/images (Word docs, slide presentations, Wikis such as Aquatext & Fishbase)
 - traditional media (recorded audio podcasts streaming of speeches & instructions, interviews, discussions and documentaries);
 - social media and shared audiovisuals, i.e., Facebook, Google maps, Myspace, LinkedIn, Aquatour, interactive presentations;
 - live audio/video such as Skype, IP conferencing, farm monitoring systems i.e., ADSA in Norway;
 - apps using Google Earth in combination with GPS (farm locations, etc.), using social media, Flickr for photo sharing
 - game creation

Future action emerging from joint sub-group A & B discussions

- Preparation of questionnaire (based on Bologna audit document) concerning use of current ECVET in tertiary education in sector was started and should be completed by middle of June
- -survey should be carried out online via Lime access survey
- S.Seixas should attend ECVET 3rd Forum if justification could be made to coordinator by 25th April
- extract from SIRUS project to be summarised for internal circulation
- Info pack on TUNING to be prepared (mid June if possible), with amended application details to be put online by 1st week of May
- 3rd cycle description in TUNING needs to be updated and TUNING document needs to be made interactive (treated as live document for all-partner comments)
- proposed workshop should be postponed until more details given about ECVET progress as it is futile to organise innovatory workshop lacking full details of latest progress and initiatives, especially with regard

to Learning Outcomes approach.

Future action emerging from sub-group C discussions

The results of the subgroup discussion are presented as a separate set of minutes attached to this general Minute. (Annex A).

Plenary presentation and general discussions

J.Bostock ran over administrative issues, especially the amended budget. Though WP5 has as its main deliverables at least 3 separate major dissemination and hands-on workshops, there is no budget set aside for these. It was suggested that these contracted deliverables should be run as part of the Annual Events, which was not acceptable to Sub-group C, whose remit it was to run 2-day workshops with a large number of participants. This situation is further aggravated by the budgetary decision that participation in Annual Events be limited to 55. The PESCALEX workshop could be funded under a new proposal that has been submitted. But without additional funding, it will be almost impossible to deliver these workshops as described in the proposal. The potential for finding sponsorship for the workshops and/or charging participants, as well as seeking additional EC funding, was also discussed. This subject should be further explored at the forthcoming Annual Event in Malaga.

Information on the EATIP Knowledge Management Thematic Area was shown and it was noted that both general and specific EU Call descriptions in this area could provide favourable opportunities for the network. It would be very useful to monitor the progress as well as the final publication of the relevant Call in June 2012.

The publication of the joint Seixas/Bostock/Eleftheriou paper on *Promoting Sustainable Aquaculture, Building the Capacity of Local Institutions and Online Teaching (elearning)* in Azeiteiro *et al.* in "Marine Environmental Quality and Sustainability", led to a discussion on the possibility of producing a special issue on the activities and outputs on AQUATNET. Suggestions as to appropriate journals covered the following: innovatory teaching issues, marine issues, special issue or session of the EAS, WFC publication, or internet journal. Specific journals since suggested include European Journal of Education, Journal of European Higher Education Area, European Journal of Educational Studies, European Journal of Open, Distance and E-Learning, European Journal of Higher Education, Lifelong Learning in Europe.

General discussion outcomes

- The proposed Sub-group A Workshop scheduled for Month 10 should be re-scheduled in the light of the ECVET 3rd Forum to take place in Brussels at the end of May.
- Sub-group A leader S.Seixas to attend ECVET 3rd forum to benefit planning for proposed workshop.
- Contact should be sought with peer-reviewed journals with a view to possible publication of AQUATNET special issue.
- Details concerning date and agenda of the Annual Event to be circulated later.

All Appendices will be circulated separately; only Annex A forms part of this document.

ANNEX 1

WP5 C - Core Group Meeting Aberdeen Scotland 17 - 18th April 2012

Session Summary WP 5 C: Innovative tools and methods (Status: Final)

Within the core group meeting of WP 5, breakout sessions were organized for each sub-working group. This document provides a summary of the activities of WP 5C during the meeting and the results from the break-out session of WP 5C.

The following partner participated in this session: *Mike Moulton (MM), John Bostock (JB), Clive Dove (CD), Jean Dhont (JD) and Bernd Ueberschär (BU). Other(virtual) participants of the WP 5 C session: Sonia Seixes (SS), Sathappan Saravanan (SS2), Gudmundur Orn Ingolfsson (GOI).*

A) General session

BU provided a summary about the recent activities and an overview of the plans of WP 5C. The presentation was uploaded to the Basecamp folder. It was stressed again (based on online polls), that up-to- Date ICT is hardly being used in the teaching environment and it was emphasized, that the major goal of WP 5C is to organise a major workshop in order to popularize the application of innovative methods in teaching.

B) Results break-out session

The following topics were discussed in the session:

- I. Team: suggestions to extend the team?

The present core team of WP 5C represents mainly the team of the previous WP 5 and 8 in AquaTNet 2 (Committed member: Mike Moulton, John Bostock, Sonia Seixas, Clive Dove, Jean Dhont, Bernd Ueberschär). The team is looking forward to be able in this combination to tackle the tasks in WP 5C. Nevertheless, it was discussed, if it is useful to consider additional members who can bring even more expertise related to the application of innovative tools and methods for teaching. MM suggested to invite, on an occasional basis, technicians who might bring in deeper knowledge on programming issues (**Action: MM to follow up, All to follow up for potential candidates**).

- II. Didactic methods: shall we adopt the concept of learning objects (LeOb)? Other approaches? (Topic 1)

In the opening session of the AquaTNET 3 kick-off meeting, BU introduced the concept of learning objectives which are communicated (theme orientated) through a compilation of

Learning objects (LeOb) produced under consideration of ICT. It was discussed, if this concept should be adopted in general related to the goals of the WP 5 C. The decision was, to adopt this approach, however, also to consider learning activities, which may include e.g. that students compile an additional learning object which can be attached to the existing set of LEOB for a theme (**Action: MM to follow up**).

III. What kind of ICT methods should we consider to achieve our goal?

There are many options and methods which can be used to produce a LEOB under consideration of innovative approaches. CD provided a list of methods which he rated under the header "text and images", "traditional Media" (traditional not in the sense of old fashioned methods...) and "breakthrough media". Text and images are still being considered as indispensable in learning objects but shall be enriched with "living media" (LEOB using ICT). The options under "breakthrough media" might be a bit ahead of what WP 5C can provide, but in the sense that web content produced in WP 5C should be made available for the smartphone environment, this should be considered in WP 5C output (**Action: CD to follow up**).

IV. The Aquaculture farming case studies (Leading WP 1) as a trial for our approaches; other aquaculture related topics we want to translate into learning objects? (Pescalex extension, language games and tools, Topic 2)?

As a first step, WP 5C will make use of the case studies compiled in WP 1 (different aquaculture farming systems) as a trial how to "translate" the gathered content into learning objects under consideration of ICT (learning objective: Fish Farming, Aquaculture). The result will be used as a showcase in order to demonstrate how learning objects can be presented if innovative methods are being applied. AKVACASE 2.0 can be used as a template and adapted accordingly if necessary for the implementation of LEOBs. BU will be able to take of the adaptation of the existing example into an example to be used as "showcase" in the annual event.

It was discussed, if WP5C can provide more learning objectives and related LEOB beyond the trial. There were several suggestions, CD suggested considering technological advances in aquaculture, e.g. farm monitoring & communication systems (**Action: CD to follow up**). Other suggestions were to look up for existing aquaculture related content, such as Aquatext (www.aquatext.com/), Aquatour (www.aquamedia.org/home/aquatour_en.asp), Sarnissa (www.sarnissa.org/tiki-index.php) and to check, how such content can be used in the production of learning objects in WP 5C (**Action: All to follow up, more suggestions?**).

As for PESCALEX (Topic 2), we need to get more details as to what the role of WP 5C shall be in relation to the further development of the language tools and games (**Action: Margaret to follow up**).

University Gent has a repository with aquaculture related content which was obviously not adequately used outside the University. JD will check if these apparently rich resources can be re-used in WP 5 C (**Action: JD to follow up**).

V. Workshop concept: participants provide their own content; we show how to "translate" it into LEOB? How to organize this goal (e.g. cooperation with the TACCLE

project)?

In relation to the major goal of WP 5C, it is extremely important to continue and to extend the workshop concept from AquaTNET 2, it was discussed how to achieve the goal, that participants can bring their own "real" content and go home with ready to use LEOBs for their teaching. A minimum duration of 2-day was considered necessary (BU) to achieve this goal. Apparently, a 2-day workshop (compared to the one-day workshop in AquaTNET 2) has not been reflected in the final budget of AquaTNET 3. Some options were suggested to support such workshops and the preparation: sponsorship for the proposed workshops, and/or making a charge to participants (in addition to seeking further EC funding) (JB).

Cooperation with the TACCLE Project was considered in order to organize a joint workshop, however, but this needs to be discussed with Jens Vermeersch (**Action: BU to follow up**) prior to any further consideration of this option. In case this does not yield a result, we need to find the budget in AquaTNET 3 (**Action: JB to follow up**).

- VI. Dissemination: Creation of online framework for resource sharing: Sharing of the resource we and others have produced. How to approach this goal (Topic 3)?

It was discussed, where and how we would like to showcase our first results (the aquaculture farming case studies) and to share the other resources which may be produced at a later stage from WP 5C. At present, the draft plans are to provide an introduction at the AquaTNET 3 website and to link from there to external resources where the case studies are being hosted. This approach provides the necessary freedom to customize the presentation of the case studies with its LEOB as needed.

It was discussed, to what extent the previously created content from WP 5 and 8 can be re-used in the new framework. It was decided to connect the old content whenever it is useful.

It was discussed, if the resources (i.e. the aquaculture farming case studies) are made available "to the world" or if intellectual ownership protocols will be introduced to protect certain content. It was argued, that some farms will not provide any data for the aquaculture farming case studies if the data will be freely available for anybody to use. It was decided, to react accordingly to the preferences of the farmers.

In that context the copyright issues were stressed again for material which will be used in the LEOBs. It was referred to a document about copyright issues which was previously produced from members of WP 5 and 8 in AquaTNET 2.

- VII. What can we present at the annual event?

Since the annual event is approaching very quickly, we cannot offer a workshop at the coming annual event. Thus it was decided that WP 5C provides an introductory presentation about topics and goals of the WP; the AKVACASE 2.0 example will be showcased and demonstrate how LEOBs can be implemented in such a learning objective.

- VIII. Other issues?

The best way to pool the LEOB's to manage, update, track, reuse with linked courses is to make them available in a database (SS2); this concept needs apparently to adopt virtual tutors in order to make any e-learning environment successful (SS).

WP 5 Innovative Lifelong Learning: WP leader M.Eleftheriou

Report of Sub-Group Task leaders meeting Year 1 to plan overall WP priorities held on January 16, Startup, Edinburgh, 14.30-16.15.

Present: M.Eleftheriou, S.Seixas, B.Ubershauer, K.Jauncey.

The overall group deliverables had been presented by M.Eleftheriou as part of the main Startup meeting and the powerpoint was used direct discussion of each of the deliverables for each subgroup.

1. Group A leader S.Seixas

The WP team reviewed the status of all task group activities achieved during the previous AQUA-TNET project, commenting on the new expertise required which no longer matches the expertise available among the team members, as so much has changed in the last two years. Thus the scheduled activities and required deliverables may have to be re-scheduled with new but appropriate tasks to be assigned to team members.

5A1.1 Sub group A core group meeting Year 1

The WAVE and VALLA tools are to be used within a new EU initiative (ESCO). Short report will be collated and circulated as an internal working document as part of the AQUATNET monthly newsletter (M.Eleftheriou)

5A1.2 Update of WAVE and VALLA competences

1. List of competencies from WAVE and VALLA to be checked for need to update.

VALLA tool to be demonstrated by WP group leader showing its viability as essential tool in preparing Learning outcomes for validation in short courses, non-formal and informal Learning (M.Eleftheriou)

2. Questionnaire concerning use of current ECVET in tertiary education in sector to be prepared by S.Seixas.

5A1.3 VALLA workshop on use of Learning Outcomes, originally scheduled as part of the 1st year Annual Event, to be postponed in the light of the many current changes in ECVET and the EQF.

2. Group B leader K.Jauncey

EUA Charter on Lifelong Learning was discussed and decisions taken on implementation within AQUA TN members. Latest information regarding current state of implementation of NQFs/EQF circulated by K. Jauncey. Previous TUNING application was circulated by M.Eleftheriou.

5B1.1 Sub group B core group meeting Year 1

Short report by K.Jauncey to be collated and circulated as an internal working document for the WP core group.

5B1.2 Implications of implementation of EUA Charter on Lifelong Learning

From results of discussion at Year 1 Coregroup meeting, a report will be collated concerning the most important features of the EUA Charter.

5B1.3 Annual Event presentation

Powerpoint presentation on EUA Charter of Lifelong Learning to include the synergies with sub-groups A (flexible Learning pathways, Learning outcomes, emerging "communities of interest" as important channels for informal/non-formal lifelong learning and how these articulate with formal programmes and competence frameworks) and sub group C (innovative Learning technologies and teaching approaches to help increase the quality and quantity with reduced resources (Charter

for Lifelong learning /2020 Strategy for Growth).

3. Group C leader B.Uberchauer

Deliverables and activities (WP 5) and WP7 (PESCALEX online multilingual language courses and Language game tools) were discussed as to potential practicality (sub-contracted as cellphone application?).

5C1.1 Sub-group C core group meeting Year 1

Short report to be collated and circulated as an internal working document for the WP core group. Decisions were taken as to which communities of interest to be followed closely and information meetings to be attended.

5 C 1.2

Demonstrations of choice of innovative ICT technology

The development and sharing of Learning objects, the development of diagnostic language Tool/games, the creation of online Framework for resource sharing: decisions were taken on further development across the network

5C1.3 Presentation at Annual Event

This will reflect progress in all above deliverables.

M.Eleftheriou
15th January 2012.

Kick-off meeting 2012

Edinburgh Scotland

16 January 2012



Education and Culture
Lifelong Learning Programme
ERASMUS

WP5 Innovative Lifelong Learning

3 previous AQUATNET WPs combined in order to:

- develop end products
- deliver innovative best-practice courses
 - methodologies
 - guidelines
 - tools
- Aiming to create or improve LLL
 - effective teaching
 - learning
 - assessment methodologies

WP5 Innovative Lifelong Learning

WP5 Group A (was WP6) -leader Sonia Seixas
lifelong learning pathways

WP5 Group B (was WP3)- Kim Jauncey
curriculum frameworks

WP5 Group C (was WP5 & WP7)-Bernd Ueberschär
Innovative tools and methods

WP5 Innovative Lifelong Learning

WP5 Group A (was WP6) Lifelong learning pathways

- Analyse articulation between different educational sectors, in particular linkages between formal and informal learning
- Promote LLL by training in using Learning Outcomes, based on WAVE and VALLA projects
- Contribute to the setting up of the ECVET system within the EQF

WP5 Innovative Lifelong Learning

WP5 Group B- Kim Jauncey Curriculum frameworks

- Harmonizing curriculum frameworks, qualifications and assessments
- Supporting EUA Charter for Lifelong Learning model
- Presenting course curricula, changing curricula needs, promoting flexibility in curricula
- Updating TUNING template
- Resubmission of TUNING application

WP5 Innovative Lifelong Learning

WP5 Group C (was WP5 & WP7)-Bernd Ueberschär Innovative tools and methods

- Development and sharing of Learning objects
- Development of diagnostic language tool/games
- Creation of online Framework for resource sharing

WP5 Innovative Lifelong Learning

Milestones and Deliverables Year 1

- M3 - Questionnaire on ECVET use
- M6 - WAVE/VALLA competency update
- M9 - EUA Charter Report
- M10 - Workshop on Los using VALLA tool
- M12 - Survey on ECVET use

WP5 Innovative Lifelong Learning

Milestones and Deliverables Years 2 & 3

- M13 - Demo Learning Objects/Diagnostic Language tool
- M14 - Report on VALLA Workshop
- M18 - VALLA Help Guide
- M20 - Workshop on EUA Charter
- M22 - Cellphone Application completed
- M24 - Demo Learning Objects Cellphone App
- M30 - Overcoming Barriers

WP5 Innovative Lifelong Learning

Key features

Strategic importance of group planning for

- Review of past deliverables/status of previous activities
- Updating past achievements and deliverable
- Planning of activities to support training workshops
- High-level dissemination of end products

WP5 Innovative Lifelong Learning

WP5 Group C (was WP5 & WP7)-Bernd Ueberschär
Innovative tools and methods

To accomplish tasks, team required: ICT experienced people/experience in teaching ICT (suggestion: core team of former WP 5 & 7 continues to participate e.g. Mike Moulton, Clive Dove, Jean Dhont, Sonia Seixas, John Bostock (?)).

New members with related background are welcome in the team!

WP5 Innovative Lifelong Learning

WP5 Group C Innovative tools and methods

From a recent questionnaire (broadcast after the final AquaTNET event) it can be concluded, that there is in general a deficiency in using up-to-date ICT means in teaching, even in higher education (University/College).

Please note: the majority of the respondents are teaching in Universities/Colleges.

This confirms results from broader questionnaires in AquaTNET 2 (see also "Report on survey of innovation in teaching and learning").

Conclusion: the problem to touch more complex ICT in teaching persists for the majority of teachers....

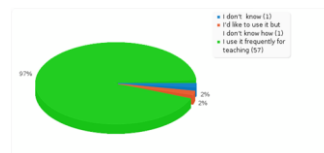
WP5 Innovative Lifelong Learning

WP5 Group C Innovative tools and methods

Some selected results from the questionnaire:

Question 2a - I: Which of the following ICT-tools/ web 2.0 applications do you know/use for teaching?

c) Presentation software (e.g. PowerPoint)

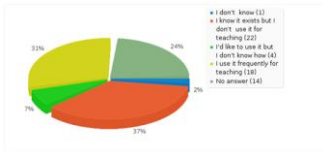


Well established means and tools are applied from the majority (about 97% are using power point, the quasi standard for digital slides).

WP5 Innovative Lifelong Learning

WP5 Group C Innovative tools and methods
Some selected results from the questionnaire:

Question 2a - l: Which of the following ICT-tools/ web 2.0 applications do you know/use for teaching?
g) a forum

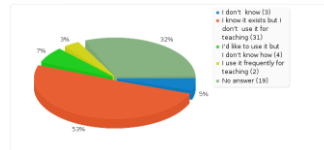


Even rather common means such as fora and related tools are applied from about 30%.

WP5 Innovative Lifelong Learning

WP5 Group C Innovative tools and methods
Some selected results from the questionnaire:

Question 2a - l: Which of the following ICT-tools/ web 2.0 applications do you know/use for teaching?
e) a podcast



Less known means such as podcast (in higher education) are only used by a minority (3%).

WP5 Innovative Lifelong Learning

WP5 Group C Innovative tools and methods

Topic 1: Development and sharing of Learning objects (LO).



1. Learning objects are a new way of thinking about learning. Traditionally, content comes in a several hour chunk. Learning objects are much smaller units of learning, typically ranging from 2 - 15 minutes;
2. Self-contained - each learning object can be taken independently;
3. Reusable - may be used in multiple contexts for multiple purposes;
4. Can be aggregated - learning objects can be grouped into larger collections of content, including traditional course structures;
5. Are tagged with metadata - every learning object has descriptive information allowing it to be easily found by a search;

The task shall be accomplished in workshops with participants who may want to use the created LO in their own teaching environment (participants provide the content)

WP5 Innovative Lifelong Learning

WP5 Group C Innovative tools and methods

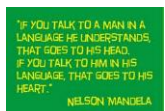
Topic 2: Development of diagnostic language tool/games



"Language matters": the reading of e.g. books, journals newspapers etc. in a foreign language (English), needs considerable practice which often is not available with many students whose mother tongue is not English".

The task here is to suggest appropriate up-to-date-means to realize the compilation of language tools & games, i.e., cell phone apps.

Targeted workshops may be an approach to communicate the available means and their application.



WP5 Innovative Lifelong Learning

WP5 Group C Innovative tools and methods

Topic 2: Creation of an online Framework for resource sharing

The major task here is to establish an online environment where, in a collaborative way, resources can be collected and shared in an easy way.

The WP should aim to set up at least a representative number of means and tools in order to encourage others to collaborate and to contribute in the future.

Can be combined with the existing results of AquaTNET 2 (e.g. Online Guide to New Media, Frequently Asked Questions page etc.).

WP5 Innovative Lifelong Learning

WP5 Group C Innovative tools and methods

Collaboration with TACCLE? <http://www.tacple.eu/>

The TACCLE project has a great expertise in organizing workshops in order to communicate ICT for teaching etc.