



Next steps:

The end of the project is soon a fact, and the partners have to check out that every document and presentation needed on the PEOPLE- blog, is correct and sent the coordinator.

In addition to this, the work with the final report remains, and have to be done.

The coordinator have started to re-organise/construct the blog, so it will appear in accordance with the comments given at the last meeting in Porsgrunn.

The Partners have already got a draft for the common part in the Final report (part A), but this will be adjusted and sent the Partners as soon as possible. In the Final report, all partners have to translate this document to their national language

For further cooperation: All Partners will study the Erasmus + program, and discuss subjects/possibilities for a new project within the Erasmus+ program. Johanna talked shortly about the new Erasmus programme and the possibility of KA1 with deadline in March 2015 and KA2 partnership. The Finnish partners are interested in building the existing project further on, experimenting with game pedagogy focusing on their English language learners. The Spanish partner suggested a partnership with mobilities for learners of English. The Norwegian partner suggested a partnership on how to change mental attitude and practical behaviour regarding to promote sustainable development and recycling

PEOPLE Grundtvig Partnership:



Valkeakoski-opisto (Valkeakoski Lifelong Learning Centre) (Finland)
The coordinator



Porsgrunn Voksenopplaeringscenter (Norway)



Instituto Politécnico de Leiria (Portugal)



Afyonkarahisar Halk Eğitim Merkezi ve Akşam Sanat Okulu (Turkey)



Instytut Rozwoju Zasobów Ludzkich (Poland)



Centro de Educación Permanente Miguel Hernández (Spain)



Confartigianato Formazione Umbria (Italy)

A description of the hosting organisation



Porsgrunn Adult Education Centre is a public education institution which offers education to different target groups: Training immigrants in Norwegian language Primary school / Generally secondary education for adults, both Norwegians and immigrants

.Disabled people, both physical and psychological.

We have 27 years experience in the field of working with migration and integration and also in working with disadvantaged groups.

Our organisation has long experience in using different methodologies for training immigrants in the Norwegian language, making training-plans that includes assessing the skills and abilities and suggestions for how to act to get a job (what kind of education is necessary, the identification of training needs and gaps, what trades are in need of workers and so on). As an organiser of several courses for immigrants, contenting language training combined with working practise, we are well known with immigrants as a group, their needs and their wishes.

More info on our website:
<http://people.ipleiria.pt>



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PEOPLE Grundtvig Partnership

- Personal Learning Environments
- Web 2.0
- Lifelong learning
- Informal learning in formal and non-formal contexts
- Digital and Media literacy

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PEOPLE Workshop held in Porsgrunn, Norway

The fifth transnational meeting of the PEOPLE partnership took place in Norway, and was arranged by Porsgrunn adult education Centre in Porsgrunn. The arrangement was carried out at Hotel Langesund Bad, Before the the meeting started on the first day, 02.06.14, all equipment was tested, and worked very well; the partners where met with the program on the screen. However, the moment the meeting started, and Principal Miriam Håland should open the first session (welcome the participants), the screen got black. This led to a 30 minutes delay. New equipment was installed, and to keep up with the program, the presentation of PVO was cut out. Johanna Jokinen, the project coordinator, started the session by presenting an evaluation of the Finnish PLE, Improve Your English with PEOPLE.

The Finnish coordinator gave a brief summary of their course, touching upon its methodology and the issues which were examined and evaluated.

Then, all the institutions presented their blogs in the same way; first, a brief summary and then,

presentation of the methodology used.

Poland mentioned especially that one of the biggest motivations for the participants on the course PLE for 50+, was increased contact with their grandchildren.

The Italians used their PLE methodology as an innovative supplement in class. The course was organised as Skype meetings.

The Spanish partner stated: One of the challenges in this project was that the students preferred to ask questions face to face, instead of asking online. The gains of the project were extending the teaching process beyond the limits of a traditional class.

Turkey: The aim was to make the target group (teacher candidates) aware of how to use social media not just for personal reasons, but for educational issues. PLE as a methodological approach contributed to making the learning process autonomous.

Norway: Target group: adult immigrant students. The PLE methodology was used as a part of an already existing

obligatory course (Recycling, health and environmental issues). The experiences done, will be taken into consideration before the next course (strengthen the teachers skills in using the blog productive and effective).

The following day, Filipe Santos held two workshops: 1: "Communicative presentations" and 2: "Setting up a course using the gamification pedagogy". This two workshops were inspiring, and led to a discussion about the possibility of bringing the subject "Gamification" further as an idea for a new project (within the Erasmus +category). The Finnish coordinator presented an idea in building the existing project further on, experimenting with game pedagogy focusing on their English language learners. The Spanish partner suggested a partnership with mobilities for learners of English. Johanna Jokinen, closed the meeting with thanks to all participants .

GAMIFICATION COMING UP!

From Wikipedia, the free encyclopedia:

"**Gamification** is the use of game thinking and game mechanics in non-game contexts to engage users in solving problem. Gamification has been studied and applied in several domains, such as to improve user engagement, physical exercise, return on investment, data quality, timeliness, and learning. A review of research on gamification shows that most studies on gamification find positive effects from gamification. Gamification techniques strive to leverage people's natural desires for competition, achievement, status, self-expression, altruism, and closure. A core gamification strategy is rewards for players who accomplish desired tasks. Types of rewards include points achievement badges or levels, the filling of a progress bar, and providing the user with virtual currency. Competition is another element of games that can be used in gamification."

Photos



Opinion corner: Olga Straume (PVO, Porsgrunn, NORWAY)

The project meeting in Porsgrunn was a positive experience for me. I did not participate in the PEO- PLE project actively, so the meeting provided a great opportunity to get acquainted with new methodology such as PLE and gamification. The workshops held by Mr. Filipe Santos were truly inspirational. As a language teacher at an adult education centre I have to tackle different learner types and I have to adjust my methodology so that my

students can achieve their personal goals. Motivating students is always an important issue; gamification sounded as a really clever solution to some of my challenges. Another very relevant issue presented during the workshop was how to create an effective power point presentation. As an academically trained specialist I'm used to "serious" lectures of considerable length and to ploughing through long (and let's

be honest – boring) texts, while as my students have a totally different background: some of them have never had a chance to attend a school before. It's easy to forget about that difference. At the workshop I've learned some effective strategies for structuring information which will help me to keep my students focused on the subject. It was an unusual thought that curriculum stuff also needs "packaging" so that the students would be more eager "to buy" it.



"At the workshop I've learned some effective strategies for structuring information which will help me to keep my students focused on the subject."

Opinion corner: Torgeir Stadal (PVO, Porsgrunn, NORWAY)

The brand new word the computer and communication technology have led to, and the rapid development of new tools and platforms for worldwide communications, have certainly changed our possibilities of having regularly contact with others all over the world. I remember the times when this was regarded as science fiction; the idea of being able to have contact and exchange ideas and thoughts with like-minded people all over the world, not any longer being limited by the geographical or social environment you live in, your family or local friends. The possibility for focusing on personal interests and get feedback from people of "your own kind", really increased the possibilities for self- realisation and personal growth.

But the fact that more and more of our social life happens on social Medias might also have some negative sides. In England, for instance, the number of

pubs are being reduced every year, the participation in voluntary organisations is reduced; more and more of the need and demand for social contact is met affront of the screen at home. I have to say that personal I prefer a hug in "real life" more than a sentence like "hugs and kisses" on a screen. For me, the social conversation in real-time is important in addition to a written text, or contact via Skype. Using all these devices is also time consuming, and other activities have to be skipped

The PLE concept, however, may cover both forms of social contacts. The Finnish model with teaching in the classroom, web- oriented work, and in addition to this , also including that the students weekly met physically at a Café for prac-

tising the English language during the course period, seems to be an interesting combination of learning methods. To my opinion, this is theoretically nearly optimal, combining the face to face interaction with personal learning and teaching in the classroom. We have learned a lot working with the PEO- PLE project, and will continue this work, using our blog for making our entity more Eco- friendly, raise the student's awareness regarding sustainable behaviour and attitude. We want to strengthen the quality and increase the effect of our blog, so Filipe's lections on the meeting in Norway, gave us lots of new ideas: Maybe the quality and effect of our teaching through the blog will be strengthened by "gamification"?



"Combining the face to face interaction with personal learning environment (PLE) and teaching in the classroom., are to my opinion, theoretically, nearly optimal, "