



Project Reference Number: 2012-1-FI1-GRU06-09536 6

Project Title: PEOPLE – Pedagogic evolution with online personal learning environments

Project meeting place and date: Porsgrunn, Norway 2-3 June 2014

MINUTES OF THE MEETING

Day 1: 2 June 2014

1. Welcome

The participants were welcomed by Mr. Torgeir Standal and coordinator Mrs. Johanna Jokinen from Valkeakoski-Opisto, Finland. Then some technical problems occurred with the projector, and there was 30 minutes delay. New equipment was installed. And the work with the presentations started.

2. Presentations of Courses Evaluations by the partners:

I. Finland: 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. She has also pointed out that PLE provides a possible answer for combining social interaction and learner autonomy and helps learners become more active both as language learners and members of the information society. The advantages of PLEs proved to be increased learner autonomy and incorporation of learners' experiences and interests into lifelong language learning model. There were, however some challenges. Thus, the teachers had to tackle uncertainty regarding social media tools and being ready to explore new ones. The learners had to adapt to independent learning and take responsibility of his/her learning.

II. Portugal

III. Poland: PLE for 50+. One of the biggest motivations for the participants was increased contact with their grandchildren. The methodology was also used in other courses. The teachers were mostly positive to the use of new methodology. All in all the project has been very positive for the organisation.

IV. Italy: The target group for the course was senior tutors, the objectives were to disseminate and encourage usage of PLEs, to test and use innovative PLE methodology as a supplement in class. The course was organised as Skype meetings,

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the schedule was published on the course blog. After having solved the initial criticalities, the participants got accustomed to using PLEs.

- V. Spain: English A2 Level Exams Preparation Course. Target group: students. Goal: prepare students to pass A2 English exam at official language school. Tools used: Facebook; Youtube; Google Earth / Maps and other educational sites as well as images for contextualization. The majority of the students have increased their oral command of English and their listening skills, while 100% of the students reported increase in reading and writing skills, and vocabulary as well as in cultural awareness. One of the challenges in this project was that the students preferred to ask questions face to face, instead of asking online. One of the gains of the project was extending the teaching process beyond the limits of a traditional class.
- VI. Turkey: Social Media and Education. Target group: Teacher candidates who could not be employed to education. The aim was to make these candidates use social media not just for personal reasons, but for educational issues. Using blogs, for instance, is a better alternative here than Facebook because it helps to keep personal and professional items apart. PLE as a methodological approach contributed to making the learning process autonomous.
- VII. Norway: Recycling, health and environmental issues. Target group: adult immigrant students. The PLE methodology was used here as a part of an already existing obligatory course aiming to raise the students' awareness concerning sustainable behavior and lifestyle. PLE Tools explored in the class were blogs, translation tools and relevant web sites.
- VIII. Overall results: Students adopted the PLE approach with some success, concerning the individual aspects of the tools and discussed it. However, they were not able to deliver a final product (a presentation tool) that could be used as a portfolio. Blogs didn't seem to be a good platform for this. This is due to the number of students attending and the time limitations. This might be explored during the next year. On the whole, this project can be called a success, even though not all the staff were equally eager to embrace the new approach.

3. Evaluation of the website

Discussion led by the coordinator, Mrs. Johana Jokinen. The evaluation report is on the PEOPLE site, free for everyone to see and comment upon.

The partners worked on the task suggested by Johanna: Look the the project site and evaluate it from the point of view

- a. a person who wants to find out about the PLE methodology
- b. an external expert evaluating the project outcomes

The points to ponder were: Did we find out the information sought? Is there something missing or something irrelevant on the site? Is the structure relevant?

The discussion continued after the lunch break. Johanna led the discussions and Felipe edited the site simultaneously so that the blog page was renewed during the meeting. The blog page will be archived, so that an external evaluator can find it. There also was no separate information about PLE methodology for persons who would like to learn about it. We also need to build something under "Partners"- button. Check if the PLEs on the side bar are the official outcomes of the project which you wish to keep on the site. A good idea is to add pictures from our courses, which will make the site customer-friendly. We also must check that all our presentations, minutes etc. are uploaded on the site.

4. Work on the Final Report: discussion and tasks to be carried out

Each partner has received a copy of the Final Report for evaluation in groups. Section A p. 11-17 must be alike by all partners, section B is partner specific and you fill in your own information here. We had a short joint discussion of section A. Check the number of staff and learners' mobilities used by each partner. Each partner applied for 12 mobilities, so please check whether you've used more or less and report to Johanna. Johanna will write a final draft of the report and send it as a pdf.

The partners must also translate the description of the project in their national languages in the EST database.

We also need to put our joint results. E.g. The Turkish partners can add their posters and brochures; our project blog site is already added. The definition of the result is very wide here and partners can add what they feel is relevant. The deadline for this is end of September; Johanna however will try to finish this work before the summer holiday.

Separate program for the learners:

The Finnish learners left the meeting after an early lunch for a visit to Brekkeparken and Søndre Brekke Estate, an entity within the Telemark Museum in Skien. The park is an open-air museum containing heritage buildings from across the county of Telemark. The manor house at the museum, Søndre Brekke, has been restored to the Empire style, to resemble how it must have looked when Niels Aall and his family lived at Brekke in the early 19th century. Aall was the minister of trade, and an exhibition describes the role he played in the negotiations to draw up the Norwegian constitution in 1814. The learners were guided through the mansion and the exhibition by Nils Aall himself (impersonated by an actor).

Day 2: 3 June 2014

1. Workshop: “Communicative presentations”

Mr. Filipe Santos introduced for us key principles of creating successful and information effective power point presentations. The advices given were very useful for teachers who wish to boost the effectiveness of their presenting skills. Clever and well thought through slides help students to remember the important points. The golden rules here are "Less is more" and "Don't make me think!" The way you present information changes the information itself. Use Hollywood script writing techniques in your teaching! Filipe's presentation can be found on the project site.

2. Workshop: “Setting up a course using the gamification pedagogy”

Mr. Filipe Santos started with a short revision of a previous workshop in Turkey. After that he elaborated on the topic. Gamification is in its core a student centred pedagogy. In the second part of the workshop Filipe introduced and explained the D6 approach. The presentation can be found on the project site.

3. Discussion of future plans

Johanna talked shortly about the new Erasmus programme and the possibility of KA1 with deadline in March 2015 and KA2 partnership. A brief discussion on possible further projects took place. The Spanish partner suggested a partnership with mobilities for learners of English. The Norwegian partner suggested a partnership on practical behaviour change regarding recycling. The Finnish partners are interested in building the existing project further on, experimenting with game pedagogy focusing on their English language learners.

4. Ending the meeting

The coordinator ended the meeting with thanks to all participants.



Participants

Valkeakoski-Opisto, Finland

Mrs Johanna Jokinen

Mrs Reeta Tenhola

Learners:

Mrs Mirja Ilola

Mrs Liisa Sisso

Mr Jorma Vaalto

Mrs Raija Heinämaa-Vaalto

Mr Bing Tan

Mr Jussi Toivonen

Mrs Birgit Aikio

Mrs Sirpa Paavilainen

Mrs Marianne Marenk

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Filipe Alexandre Silva Santos

Pedro Miguel Ramalho Costa

Centro de Educación Permanente Miguel Hernández, Spain

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Antonia Galán Hueso.

Confartigianato Formazione CNIPA

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Marco Raschi

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Olga Lukasiak-Celej

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Sabri SANDUVAÇ

Murat DİKTAŞ

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Metin AYGÖK

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Hande AKAR

Porsgrunn Voksenopplæringscenter, Norway

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