

Project Reference Number: 2012-1-FI1-GRU06-09536-5

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

Project Date: 17-18 March 2014

MINUTES OF THE MEETING

Day 1: 17 March 2014

1. Welcome and introductions

Teachers and learners visited the provincial directorate of national education and were officially welcomed by the provincial education director Mr. Metin YALÇIN and deputy mayor of Afyonkarahisar Mr. Ziya ARI.

2. Opening Session, apologies

The coordinator welcomed all participants and opened the meeting.

The Polish partners had cancelled their participation in the meeting at the last minute due to unexpected obstacles. The Spanish partners were also unable to attend the meeting because of compulsory engagements at home. However, there was sufficient time to arrange a Skype conference so the Spanish partners could make their contribution to the meeting.

3. Feedback from previous meeting

The evaluation summary of the meeting in Lublin, Poland, was discussed.

“The overall satisfaction with the meeting was very high, 91,6% of respondents giving the meeting a rating of 5. The average score for this question was 4,92.

This can be seen to reflect the good atmosphere of the meeting, 91,6% of the participants rating the atmosphere as excellent (average score 4,92).

The lowest evaluation scores were given to:

- Quality of outcomes(4,58)
- Usefulness and relevance of presentations (4,50)
- Discussion on dissemination plan and newsletter template(4,42)
- Meeting facilities (4,00)

Even these scores are relatively high, and therefore the meeting should be regarded as highly successful. There were no verbal comments so it is difficult to explain the reasoning behind the scores.

If there are lessons to be learned, perhaps they concern the content and structure of the presentations.

PowerPoint presentations are not the only way to present work done and results.

Should we use other methods to present information so as to make it more interesting and relevant for the project?”

In the discussion, it was suggested that a part of the next meeting could be devoted to a workshop on “Effective and communicative use of PowerPoint presentations”. This suggestion was adopted.

4. Presentations of Partner Institutions: "Tools in our/our students' PLEs - effectiveness & limitations, preliminary results and evaluation"

Partners presented their progress in working with the concept of PLEs and presented the results gathered so far.

4.1 Spain

The Spanish partners made a presentation via Skype. The PLE element offered in Spain consisted of the use of Facebook to complement English learning courses.

The pros of this method has been a bigger number of visiting learners and a bigger scope of contents. Learners who cannot attend lessons can keep up with the course. The use of Facebook fosters autonomous work and extra practice. Some of the cons include the mixed level of contents and mixed levels of learners.

The experiment has gone well. The number of followers is considerably higher than anticipated, and learners ask questions about the notes in class. Online interaction has not been very active. The concept will be continued and further developed in future courses.

4.2 Turkey

The Turkish partners have offered an 8-week course for young, unemployed teachers. In the course, the teachers were taught to build and use a PLE. In this way, the methodology will be made available to a large number of teachers and learners, when the participating teachers begin to use the methodology in their teaching work.

4.3 Italy

The Italian partners have constructed a blog for an independent online course for workplace tutors.

A few learners have completed the course of study, and initial results are available after an online questionnaire survey. Interest and satisfaction to this type of study is high among the respondents, although the concept must be further developed.

4.4 Portugal

The Portuguese partners have implemented a course for senior students (60+) on the art of receiving a guest. The idea was to teach the students critical thinking (who is my visitor, what are they interested in, and what is a point of touristic interest). The course was teacher-led, and teacher oriented the choices of tools used for the students' PLEs. Tools included blogs, facebook, Google hangout and translation tools. A “hub” blog was also established by the teacher.

4.5 Finland

The Finnish partners divided their presentation into three parts. The first two were presented by learners on the “Improve your English with PEOPLE” course, describing what they have studied and how. The third part consisted of a summary of the results of a course evaluation survey. It showed that the learners' idea of a learning environment has broadened to include more than the

traditional “course and textbook” conception. Since the learners have acquired both autonomous and collaborative learning skills, the role of the teacher in the course has been that of a facilitator. This eliminates the “evil teacher” effect, which many learners felt to have prevented their learning foreign languages in the past.

5. Presentation of the education system of Turkey

Mr. Bahri TRUNÇ of Afyonkarahisar national provincial education directorate made a presentation about the educational system of Turkey.

6. Greeting of the Governor

The Governor of Afyonkarahisar, Mr. Irfan BALKANLIOĞLU, received the partners and welcomed them to Afyonkarahisar.

Day 2: 18 March 2014

7. Presentation by Norwegian partners

The Norwegian partners presented the initial results of their PLE for educating immigrant students about sustainable development. They had two reference groups who used the blog, and the results were very promising for the group including more advanced immigrant students and a motivated teacher. The use of the concept requires commitment from teachers and some skills from the learners. The first results indicate the continuing to develop the concept is worthwhile.

8. Pedagogic workshop: “Learning as a game”

Mr Filipe Santos gave a workshop on the pedagogical concept of “gamification” to both teachers and learners present.

9. Tools workshop: “The interactive use of YouTube”

Mr Filipe Santos gave a workshop on how to upload, edit, and use video and photo material on YouTube. Both teachers and learners participated in the workshop.

10. Project administrative issues

10.1. Project plan for the final period

The coordinator presented the project plan for the period 3/2014 – 6/2014.

Expected results:

2/2014 Partners have formed an understanding of what tools the learners use and how they use them to form PLEs.

5/2014 Good practices are collected and shared.

7/2014 An online dossier of partners' research on PLEs, their methodological experiences and best practices is ready.

Working programme:

3-4/14 Dissemination of results of the 4th step of the partnership

4-5/14 Preparation for the 5th meeting: collecting and summarizing good practices, identifying challenges for development after partnership

6/14 5th meeting: Elaboration of a report on good practices, final evaluation of partnership

6/14- Dissemination of results of the partnership: newspapers, conference papers etc.

In the discussion it was noted that the partnership has fulfilled everything it set out to do so far on schedule. The remaining tasks are to collect and document the established practices and challenges for future development. The topic for the final meeting in Norway is documenting the final results of the partnership, particularly how to present them on the website. The Portuguese partner will create an instrument for documenting both technical and pedagogical results. This will also serve as a meta-evaluation tool.

Possible workshop topics for Norway:

- Communicative use of PowerPoint
- Setting up a course using gamification
- Pedagogical aspects of online education

It was decided that the first day of the meeting in Norway would be dedicated to workshops, and the second day to presenting the results of the partnership and the final report.

10.2. Final evaluation, final report and EST database

Each partner will receive the final report form in electronic form as well as a link to the EST database.

Each partner is responsible for

- filling in Section B of the final report and
- their individual results in the EST database.

The partnership is jointly responsible for

- filling in Section A of the final report and
- the joint results of the partnership in the EST database.

The coordinator will make a final evaluation form for the partnership and send it to all partners. One response/partner organization will be required. The results of the final evaluation will be used as a basis for Section A of the final report. The report draft will be discussed at the meeting in Norway.

11. Tasks for the period 3/2014 – 6/2014

Task	Deadline	Responsible partner
All presentations on the website	ASAP	All partners
Meeting evaluation	4 April 2014	Coordinator
Send template of newsletter (.pub) to Turkey and Spain	15 April 2014	Portugal
Instrument for presenting technical and pedagogical results	30 April 2014	Portugal
Fill in instrument for presenting results	20 May 2014	All partners
Final evaluation of partnership	30 April 2014	Coordinator
Fill in final evaluation of partnership (one joint response/organization)	20 May 2014	All partners
Newsletter of meetings in Turkey and Spain	15 May 2014	Turkey, Spain
First draft of final report, section A (joint section)	2 June 2014	Coordinator

12. Ending the meeting

The coordinator ended the meeting with thanks to all participants.

Participants:

Eğitim Merkezi Ve Akşam Sanat Okulu, Afyonkarahisar, Turkey

Metin Aygök
Murat Akdaş
Sabri Sanduvaç
Müge Güney
Ayşe Tortop
Muharrem Şevki Gümüş

Valkeakoski-opisto, Finland

Mrs Johanna Jokinen
Mrs Reeta Tenhola

Learners:

Birgit Aikio
Raija Heinämaa-Vaalto
Mirja Ilola
Marianne Marenk
Kerttu Mattila
Anneli Seppänen
Liisa Sisso
Bing Tan
Jussi Toivonen
Jorma Vaalto

Confartigianato Formazione CNIPA Umbria, Italy

Marco Raschi
Stelvio Gauzzi
Daniele Adanti

Learners:

Michele Gaggiotti
Andrea Polidori

Porsgrunn Voksenopplæringscenter, Norway

Torgeir Standal
Vegard Jønnevald

Instituto Politécnico de Leiria, Portugal

Antónia Barreto
Filipe Santos
Pedro Costa

Spain (participated via Skype)

Francisco Álvarez Carpio
Antonia Galán Hueso
José Manuel Contreras Rama
Nieves Fernández Leiva
Inmaculada Casero Carrillo
Almudena Olivencia Martinez
Lourdes Gómez Arroyo
Juan Antonio Aranda Castillo
Trinidad Camacho Castro
M^{ra} Josefa Pozo García