



Lifelong Learning Programme

Lifelong Learning Programme Application Form

2011 Call for proposals

DETAILED DESCRIPTION OF THE PROJECT

(To be attached to the eForm)

PART C. Organisations and activities

This part must be completed separately by each organisation participating in the project (applicant and partners).

Partner number - P 1 [P1 – Pn]

Organisation name	Universidad de León
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C.1 Aims and activities of the organisation

Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the domain covered by the project.

Please describe also the role of your organisation in the project. Provide information on the operational and financial management of the project within the organisation (limit 4000 characters).

A young and active public HEI which has had an interest in international education since its beginnings in 1979. Its two campuses serve 13.000 students in a varied menu of degrees. Enrolled in international exchange programs since 1987, it sends almost 400 students abroad per year and receives 500 foreign students. With a strong and centralized international office since 1989, it now has sufficient potential to organize and manage major projects such as the one we are now applying for. ULE is a founding member of the Santander Group of Universities (<http://sgroup.be>), Compostela Group of Universities and the Nice Network. ULE entered the ECTS second extension bid and was one of the first Spanish universities able to show a consistent information package in full accordance to the EU patterns. León has a new state of the art Centre for ICT in Education which is eager to provide technical infrastructure and support for ICT-based projects such as this one.

León will undertake the leading role in WPs 1 (co-developing and carrying out the survey), WP 7 (organising and celebrating the international conference at the University of León) and WP9 (managing the project). It will engage ULE students in online exchanges as part of their preparation for study abroad in WP8 and provide feedback on the partners' work in WPs 3, 4, and 5. It will also play an active role in WP2 – development of the online platform.

The organisation will host the first and final project meetings, author the intermediate and final reports and promote communication among partners. The Office for International Relations at the University will coordinate and carry out the project management responsibilities in WP9 and will deal with financial coordination and account keeping. The Office for Quality Control will ensure deadlines and deliverables are achieved and the Centre for New Technologies in Education will support the testing and evaluating of online tools developed in WPs.

C.2 Technical capacity: Skills and expertise of key staff involved in the project / network

Please add lines as necessary.

Name of staff member	<i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i>
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<p>Robert O'Dowd</p>	<p>Robert O'Dowd teaches EFL and Applied Linguistics at the University of León and is also the University's Secretary for International Training. He has a Ph.D. from the University of Essen, Germany on ICT in FLT. He has authored a book on telecollaboration – "Telecollaboration and the Development of Intercultural Communicative Competence"(2006) and has edited the volume "Online Intercultural Exchange: An Introduction for Foreign Language Teachers"(2007). He has also published on the topic in various peer reviewed journals. He has coordinated and participated in numerous national and international projects about telecollaboration – including a recent project with the European Centre for Modern Languages and has held two Eurocall Regional Workshops on telecollaboration and Computer Mediated Communication. His homepage is: http://www3.unileon.es/personal/wdfmrod/</p> <p>Recent publications:</p> <p>Books:</p> <p>(In press for 2011) "E-VOLLution 2010: Exploring cutting edge applications of networked technologies in Vocationally Oriented Language Learning" (Co-editor with Tony Fitzpatrick, author of introduction and 1 chapter). European Centre for Modern Languages: Graz, Austria.</p> <p>(2007). "Online Intercultural Exchange: An Introduction for Foreign Language Teachers". (Editor and author of introduction and one chapter). <u>Multilingual Matters</u>, UK.</p> <p>(2006). "Telecollaboration and the Development of Intercultural Communicative Competence." Munich: Langenscheidt-Longman.</p> <p>Articles:</p> <p>(In press for 2011). "Online Foreign Language Interaction: Moving from the Periphery to the Core of Foreign Language Education?" <i>Language Teaching Journal</i>.</p> <p>(2009). (with Ware, P.) "Critical Issues in Telecollaborative Task Design" <i>CALL Journal</i>. 22:2, 173 - 188</p> <p>(2008). (with Ware, P.) "Peer Feedback on Language Form in International Telecollaboration". <i>Language Learning and Technology</i> Vol. 12:1, 43-63.</p> <p>(2008). (with Ritter, M.) "Understanding and Working with 'Failed Communication' in Telecollaborative Exchanges". <i>CALICO Journal</i> 23 (3), 623-642.</p> <p>(2008). "Evaluating the Outcomes of On-line Intercultural Exchange" <i>ELT Journal</i> 61,2: 144-152.</p>
<p>Dr. Mario Tomé</p>	<p>Dr. Mario Tomé is lecturer of French at the University of León and director of several research projects related to applying the internet to teaching French as a foreign language. These projects include the FLENET project which created a databank of tools and resources for teaching French online (http://www3.unileon.es/dp/dfm/fenet/). This project received funding from the Spanish Ministry of Science and Technology (2003-2006). He has also organised several telecollaborative projects including Projet León - Grenoble (2005- 2009) http://fenet.rediris.es/projetLG/webProjetLG05.htm and Echanges-Projet Lille - León http://www3.unileon.es/dp/dfm/fenet/analysecomm2000.htm#PLEonLille.</p> <p>Tomé, M. (2006) <i>Vers une typologie des ressources, supports et dispositifs Internet pour le français langue étrangère</i>, Estudios Humanísticos - Filología, 28, 2006, pp.313-328. Archives Ouvertes: @rchiveSIC - HAL.Archives - Dialnet</p>

	<p>Tomé, M. (2006) <i>L'enseignant de FLE et les ressources Internet</i>, Cédille. Revista de estudios franceses, nº 2 (2006), pp. 114-133. En ligne: http://webpages.ull.es/users/cedille/dos/tome.pdf Archives Ouvertes: Redalyc</p> <p>Tomé, M. (2007) Applications pédagogiques des weblogs dans le Campus Virtuel FLE, Estudios Humanísticos - Filología, Nº 29, 341-373. Universidad de León. Version électronique Revue TOUDETOILE, Nº 10. http://flenet.rediris.es/tourdetoile/Tome_BlogsCampusEH07.html</p> <p>Tomé, M. (2007) <i>Expériences pédagogiques dans le Campus Virtuel FLE</i>, ELA : Etudes de Linguistique Appliquée: Revue de didactologie des langues-cultures et de lexiculurologie; D'autres espaces pour les cultures, Nº 146, 2007, pp.179-188. Paris. Klincksieck. Résumé http://www.cairn.info/resume.php?ID_ARTICLE=ELA_146_0179</p> <p>Tomé, M. (2009) <i>Weblogs éducatifs pour l'enseignement d'une langue étrangère</i>, Synergies Espagne, Revue du GERFLINT, nº 2 - 2009, pp. 261-279 http://ressources-cla.univ-fcomte.fr/gerflint/Espagne2/tome.pdf</p> <p>Tomé, M. (2009) <i>Enseignement des langues, communication et compétences orales sur le web actuel</i>, Cédille. Revista de estudios franceses, nº 5 (abril 2009), pp. 347-370 http://webpages.ull.es/users/cedille/cinco/tome.pdf</p> <p>Tomé, M. (coord.) (2009) La web 2.0 como recurso para la enseñanza del Francés Lengua Extranjera. Ministerio de Educacion IFPIeE Aulas de verano. Serie: Humanidades - educación.es Books Google - Google Libros - Tourdeloile-LivreWeb2.0</p>
Rafael De Paz Urueña	<p>Head of the international office of Universidad de León. Responsible for EU exchange programs and international exchanges, bilateral agreements. Institutional representative in International Associations (Santander Group, Nice Network, EAIE) and forums. Independent external evaluator for EACEA since 2007.</p> <p>Projects:</p> <p>ECTS institutional coordinator at program 1st. extension. Deputy-coordinator of Leonardo major projects with national coverage.</p> <p>Technical assessor and legal and financial advisor for COBEREN academic Erasmus Network 2009-13.</p> <p>Education:</p> <p>1990: Bachelor Degree in Law. Universidad de Alcala</p> <p>1992: Certificate in Advanced Studies of the Law and Policies of European Integration.</p>
Roberto Guzmán Martínez	<p>Roberto Guzmán Martínez is qualified as an Industrial Organisation engineer. He has worked at the University of León for the past 15 years in the ICT department designing and setting up ICT facilities for teaching and open access. He has also worked in the development of the University's online learning platforms and webpages.</p>

Partner number - P 2 [P1 – Pn]

Organisation name	University of Grenoble 3
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C.1 Aims and activities of the organisation

Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the domain covered by the project.

Please describe also the role of your organisation in the project. Provide information on the operational and financial management of the project within the organisation (limit 4000 characters).

Stendhal – Grenoble 3 University (UG3) is specialized in languages, literature, linguistics, and communication studies (≈6000 students). Its Lansad Department (languages for specialists of other disciplines, 18 languages taught) and its Centre Universitaire d’Etudes Françaises (courses of French as a foreign language - 3000 learners / year) offer language courses for the other Grenoble universities, and as Lifelong Education Programs; many of these courses are taught with technologies. UG3 also offers a distance Masters Program for Teaching French as a Foreign Language.

Lidilem, founded in 1987, is the largest research unit of UG3, with 48 permanent researchers and more than 100 Ph. D. students. It deals with linguistics, language acquisition and didactics. One of its four branches (Axe 3, coordinator: F. Mangenot) is specialized in Technology-enhanced language learning. It already organized three international Conferences (2007, 2009 and 2011) about Learning through Online Exchanges (<http://w3.u-grenoble3.fr/epal>).

UG3 will take part in WP 1 (survey of current practices), WP5 (databank), WP6 (dissemination), WP7 (conference). It will coordinate WP2 (virtual platform) with University of Leon and Groningen, and WP8 (evaluation). University of Grenoble already has some experience in developing virtual platforms, as it has participated in the European project Galanet (<http://www.galanet.eu>), and as it has collaborated with Agence Universitaire de la Francophonie for the “Français en (première) ligne” project (<http://www.aidenligne-francais-universite.auf.org>, “Appui à l’enseignement du français à l’université”): both are telecollaborative projects including the design of a virtual platform aiming at informing language teachers, and at helping them to find partners. As for WP5, University of Grenoble is currently conducting a research about Internet language tasks specification and classification.

C.2 Technical capacity: Skills and expertise of key staff involved in the project / network

Please add lines as necessary.

Name of staff member	Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.
Prof. François Mangenot	<p>François Mangenot, full professor, is a member of Lidilem, where he coordinates the branch Foreign Language Education and ICT. He has been researching in CALL for over 20 years. He is the author of two books (amongst which is <i>Internet et la classe de langue</i>, 2006), a number of papers about the Internet and e-learning (<i>Alsic.org</i>, <i>Recall</i>, etc.), and he recently coordinated two Journal Issues about online exchanges (see below). He initiated the Epal Conferences (2007, 2009, 2011), dedicated to pedagogical online exchanges (proceedings: http://w3.u-grenoble3.fr/epal/actes.htm)</p> <p>Mangenot, F. & Soubrié, T. (2010) Créer une banque de tâches Internet : quels descripteurs pour quelles utilisations ? In A.-L. Foucher, M. Pothier, C. Rodrigues & V. Quanquin (dir). <i>La tâche comme point focal de l'apprentissage</i>. Actes du 2^{ème} colloque international <i>Tidilem</i> (Tice et Didactique des Langues Étrangères et Maternelles), 10-11 juin 2010, Clermont-Ferrand.</p> <p>Mangenot, F., Salam, P.-L. (2010) Quelles normes langagières dans les échanges pédagogiques en ligne ? Une étude de cas. In Bertrand, O. & Schaffner, I., <i>Quel français enseigner ? La question de la norme dans l'enseignement /</i></p>

	<p><i>apprentissage</i>, p. 53- 72. Palaiseau, Les Editions de l'Ecole polytechnique.</p> <p>Mangenot, F. & Tanaka, S. (2008) Les coordonnateurs comme médiateurs entre deux cultures dans les interactions en ligne : le cas d'un échange franco-japonais. <i>Apprentissage des langues et systèmes d'information et de communication</i> Vol. 11 / 1, 33-59. http://alsic.org</p> <p>Mangenot, F. (2008) L'apport des échanges par Internet à une approche communicative de l'apprentissage des langues-cultures. In Bizarro, R. (Ed.) <i>Ensinar e Aprender Linguas e Culturas Estrangeiras hoje : Que Perspectivas ?</i> (p. 53-67). Porto, AREAL Editores.</p> <p>Degache, C. & Mangenot, F. (coord.) (2007) <i>Echanges exolingues via Internet et appropriation des langues-cultures</i>, Lidil n°36 (décembre 2007). Grenoble, Ellug.</p> <p>Mangenot, F. (2007) Analyser les interactions pédagogiques en ligne, pourquoi, comment ? In J. Gerbault (Ed.), <i>La langue du cyberspace : de la diversité aux normes</i> (p. 105-120). Paris, L'Harmattan.</p> <p>Develotte, C., Mangenot, F., Zourou, K. (2007) Learning to Teach Online: 'Le français en (première) ligne' Project. In R. O'Dowd (Ed.), <i>Online Intercultural Exchange</i> (p. 276-280). Clevedon, Buffalo, Toronto, Multilingual Matters.</p>
Charlotte Dejean-Thircuir	<p>Charlotte Dejean-Thircuir is a researcher in pragmatics and Computer-mediated communication especially interested in the different modes of networked distant collaboration; she belongs to Lidilem and participated in the scientific and organization committees of the Epal Conferences. She has many years of experience as an online tutor for different courses.</p> <p>Dejean-Thircuir, C. (2011) Indices de coconstruction des connaissances en situation d'apprentissage collaboratif à distance, in E. Nissen, F. Poyet, T. Soubrié <i>Interagir et apprendre en ligne</i>, PUL.</p> <p>Dejean-Thircuir, C., Guichon, N., Nicoalev, V. (2010) Compétences interactionnelles des tuteurs dans des échanges vidéographiques synchrones, <i>Distances et savoirs</i>, vol. 8, 375-391.</p> <p>Dejean-Thircuir C. (2010) Développer des compétences interactionnelles en collaborant à distance, <i>Revue internationale des technologies en pédagogie universitaire</i>, vol. 7 (1), 33-46. http://ritpu.ca/</p> <p>Dejean-Thircuir, C. (2008) Modalités de collaboration entre étudiants et constitution d'une communauté dans une activité à distance. <i>Apprentissage des langues et systèmes d'information et de communication</i>, vol. 11 (1). http://alsic.org</p> <p>Also see above Dejean-Thircuir & Mangenot (2006) and Epal Proceedings 2009.</p>
Thierry Soubrié	<p>Thierry Soubrié is a researcher in CALL especially interested in resource design for language learning and in online exchanges; he belongs to Lidilem and participated in the scientific and organization committees of both Epal Conferences. He has a long experience as an online tutor for different courses. He has written several papers focusing on resource design and blogs affordances:</p> <p>Soubrié T. (2010). Internet au service de la tâche : un travail d'ajustements. In <i>Revue internationale des technologies en pédagogie universitaire</i>. 7 (1). http://www.ritpu.org/spip.php?rubrique56&#9001;=fr</p> <p>Soubrié T. (2010). Scénario TICE et perspective actionnelle : la norme mise à mal ?. In Olivier Bertrand, Isabelle Schaffner <i>Quel français enseigner ? la question de la norme dans l'enseignement/apprentissage</i> (pp. 73-84). Paris: Les Editions de l'Ecole Polytechnique.</p> <p>Soubrié T., Zourou K. (2009). Gérer l'espace-temps de la formation en ligne : différentes manières de conférer une intelligibilité propre à la réalité d'une formation. Develotte C., Mangenot F., Nissen E. <i>Actes du</i></p>

	<p>colloque EPAL. Disponible à l'adresse : http://w3.u-grenoble3.fr/epal/actes.htm</p> <p>Soubrié, T. (2008) Un nouveau cadre pour la conception d'activités TICE : la perspective actionnelle du CECR. In Bizarro, R., <i>Ensinar e Aprender Linguas e Culturals Estrangeiras hoje : Que Perspectivas ?</i> p. 68-81. Porto, Areal Editores.</p> <p>Soubrié, T. (2008) Images de soi dans un blog professionnel d'enseignants stagiaires. <i>Alsic</i> vol. 11 (1). http://alsic.org</p>
Elke Nissen	<p>Elke Nissen is a researcher in blended learning, e-learning, and CALL. She is especially interested in tutoring modes and in course and project design including collaboration between students. This research is sustained by practical work as a course designer and tutor within several CALL-settings since 1998. She is a member of Lidilem and was responsible of the organization committees of both Epal-conferences, as well as co-organizer of the second Epal-conference.*</p> <p>NISSEN, E. (à paraître). Analyser les rôles du tuteur dans une formation hybride : distinguer les interactions verbales à distance et en présentiel, <i>Interagir et apprendre en ligne</i>, Nissen, E., Poyet, F. & Soubrié T. (Éds), Ellug: Grenoble.</p> <p>NISSEN, E. (2009). Formation hybride vs. présentielle en langues : effets sur la perception des apprenants liés au mode de formation et à l'encadrement pédagogique. <i>Les Cahiers de l'Acedle</i>, 5 (2). Disponible à l'adresse : http://acedle.org/spip.php?article2444</p> <p>NISSEN, E. & BLIN, F. (Éds) (2008). <i>Apprentissage des langues et systèmes d'information et de communication (Alsic), numéro spécial, sélection d'articles du colloque international Epal (échanger pour apprendre en ligne)</i>, 11 (1). Disponible à l'adresse : http://alsic.u-strasbg.fr/v11/alsic_v11-som1.htm</p> <p>DEGACHE, C. & NISSEN, E. (2008). Formations hybrides et interactions en ligne du point de vue de l'enseignant : pratiques, représentations, évolutions. <i>Apprentissage des langues et systèmes d'information et de communication (Alsic)</i>, 11 (1), 61-92. Disponible à l'adresse : http://alsic.u-strasbg.fr/v11/degache/alsic_v11_11-rec5.pdf</p> <p>NISSEN, E., TEA, E. (2008). Quelle influence a l'artefact sur l'écriture dans un journal de bord collectif ? <i>Actes du colloque Jocair</i>. Hermès / Lavoisier, 71-83</p> <p>LAMY, M.-N., MANGENOT, F., NISSEN, E. (Éds) (2007). <i>Actes du colloque Echanger pour apprendre en ligne (EPAL)</i>. Grenoble, 7-9 juin 2007. Disponible à l'adresse : http://w3.u-grenoble3.fr/epal/dossier/06_act/actes.htm</p> <p>MANGENOT, F., NISSEN, E. (2006). Collective activity and tutor involvement in e-learning environments for language teachers and learners, <i>Computer Assisted Language Instruction Consortium (Calico) Journal</i>, 23 (3). 601-622.</p>

Partner number - P 3 [P1 – Pn]

Organisation name	Pädagogische Hochschule Heidelberg
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C.1 Aims and activities of the organisation

Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the domain covered by the project.

Please describe also the role of your organisation in the project. Provide information on the operational and financial management of the project within the organisation (limit 4000 characters).

The PHH, founded in 1908, is specializing in teacher education for primary and secondary education. The PHH course programs cover all school subjects, among them Teaching English as a Foreign Language (TEFL) (<http://www10.ph-heidelberg.de/org/allgemein/englisch.0.html>). Educational research is central in all subjects.

The curriculum for all programs is strongly geared towards developing teaching competences through the intensive integration of theory and practice. Student teachers study for a period of six-eight semesters which includes up to six teaching practices in different schools. The curriculum of the TEFL program has a strong focus on task-based language learning and the development of intercultural communicative competence (ICC). These areas are also at the center of research in the TEFL Department. Another important field of research has been network-based language learning and teaching.

The PHH will take part in the project as a partner, contributing to WP1 (surveying practitioners), WP5 (as lead partner creating task databank) and WP 8 (testing and evaluating tools, organising exchanges). The researcher participating in the project has ample experience in the fields of teacher training, task-based language teaching (TBLT) and new technology. Telecollaborative partnerships have been established for many years with partners in many countries. Projects have always been task-based and have been researched in terms of teacher education, TBLT, and the development of intercultural communicative competence. Technology plays an important part in the curricula at the PHH, hence there is institutional support to pursue the goals of this project.

C.2 Technical capacity: Skills and expertise of key staff involved in the project / network

Please add lines as necessary.

Name of staff member	Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.
Professor Andreas Müller-Hartman	Andreas Müller-Hartman, full professor, has been researching NBLT, TBLT and ICC for many years. He is the (co-)author of five books (among them <i>Task-supported Language Learning</i> , appears early 2010) and co-editor of three books (among them one on <i>Task-based Language Learning</i> (2004), and one on <i>TBLT and Technology</i> (2008)). He has co-edited three journal issues on the use of the Internet, telecollaboration and web 2.0 in ELT (<i>Der Fremdsprachliche Unterricht Englisch</i>) and has published on TBLT, ICC and technology in the foreign language classroom in national and international journals (among them <i>Modern Language Journal</i> , <i>Language Learning & Technology</i>), as well as in several book chapters. He regularly teaches teacher education seminars based on telecollaborative projects with partners in England, Poland, and the U.S. His homepage is:

<http://www.ph-heidelberg.de/englisch/personen/lehrende/prof-dr-mueller-hartmann/publications.html>

Recent publications:

Books:

(2010). *Teaching English: Task-Supported Language Learning*. Paderborn: Schöningh. (Co-author with Marita Schocker-v. Ditfurth).

(2008). *Aufgabenorientiertes Lernen und Lehren mit Medien: Ansätze, Erfahrungen, Perspektiven in der Fremdsprachendidaktik*. Frankfurt: Lang. (Co-editor and co-author of introductory chapter with Marita Schocker-v. Ditfurth)

Articles:

(2010). "Research on the Use of Technology in Task-Based Language Teaching." In: Thomas, Michael & Reinders, Hayo (eds.), *Task-Based Language Learning and Teaching with Technology*. London: Continuum, 17-40. (Co-author with Marita Schocker-v. Ditfurth).

(2008). „Building Effective, Dynamic Online Partnerships." In: Melinda Dooly (Ed.), *Telecollaborative Language Learning. A Guidebook to Moderating Intercultural Collaboration Online*. Bern: Lang, 45-75. (Co-author with Melinda Dooly, Dolores Massats and Bateriz Caballero de Rodas).

(2008). „Finding the Right Tools." In: Melinda Dooly (Ed.), *Telecollaborative Language Learning. A Guidebook to Moderating Intercultural Collaboration Online*. Bern: Lang, 77-126. Co-author with Melinda Dooly, Diana Eastment, Jana Pavlikova and Martje Visser).

(2007). "The Teacher Role in Telecollaboration: Setting up and Managing Exchanges". In: Robert O'Dowd (ed.), *Online Intercultural Exchange. An Introduction for Foreign Language Teachers*. Clevedon: Multilingual Matters, 167-192.

(2007) "Preparing Teachers for Technology-Supported English Language Teaching". In: Cummings, Jim & Davison, Chris (Eds.), *Kluwer Handbook on English Language Teaching*. (Kluwer International Handbooks of Education). New York, Berlin, Heidelberg: Springer, 1125-1138. (Co-author with Michael K. Legutke and Marita Schocker-v. Ditfurth).

Partner number - P 4 [P1 – Pn]

Organisation name	Wyższa Szkoła Lingwistyczna, Poland
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C.1 Aims and activities of the organisation

Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the domain covered by the project.

Please describe also the role of your organisation in the project. Provide information on the operational and financial management of the project within the organisation (limit 4000 characters).

Wyższa Szkoła Lingwistyczna in Czestochowa (WSL) is a non-state institution which provides tertiary (BA and MA level) and postgraduate courses in the departments of English, German, and Pedagogy. The main areas of expertise include teacher training, Applied Linguistics, CALL and translation studies. One of the institution priorities is promoting the use of new technologies: nearly all the courses are delivered in a blended learning format. In addition, the institution delivers a wide range of dedicated ICT-enhanced courses tailored for different target groups, i.e. students, in-service teachers and teacher trainees as well as interpreters. We have experience in international collaboration in the following areas:

- bilateral and multilateral cooperation agreements
- participation in international educational and research programmes and projects (e.g. LdV, Erasmus, LLLP)
- exchange of students and teachers;
- international cooperation on the faculty, institute, department and individual levels.

The WSL faculty taking part in the project are experienced researchers, teacher trainers and educators long involved in designing, managing and teaching a wide range of technology-enhanced programmes targeted at different groups of foreign language learners. Thanks to their solid experience in this field, they will actively participate in WP1 (preparing and carrying out the survey of current telecollaborative practices) and WP5 (authoring guidelines and creating a task databank). Basing on their expertise in the field of teacher training the WSL team will organize a workshop training tertiary FL students in telecollaboration (WP6) and will engage their students in a series of online exchanges using tools and resources developed in other WPs (WP7). Having gained experience in international collaborative projects, WSL sees this project as vitally relevant to the needs of tertiary education in East-European countries where academic mobility is still relatively limited. Therefore the team will be actively involved in project dissemination, presenting its findings at conferences and in publications.

C.2 Technical capacity: Skills and expertise of key staff involved in the project / network

Please add lines as necessary.

Name of staff member	Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.
Dr. Malgorzata Kurek	Malgorzata Kurek is Head of the Department of Emerging Technologies in Education. She holds a PhD in FL Multiliteracy. Her research interests include ICT task and syllabus design, developing FL multiliteracy, teaching innovation

	<p>and student-generated content. She is the author of several ICT-enhanced courses for teachers and teacher trainees, delivered either F2F or online She has extensive experience in coordinating and participating in international projects, some of them about telecollaboration. The partners include: Teachers College, Columbia University, Pedagogische Hochschule, Heidelberg, The Open University, University of Luxemburg.</p> <p>Selected publications: (2010) (with Maciaszczyk, Krajka, S., Savlovska, D., Vlad, M., Zourou) <i>Social media and language learning: beliefs, attitudes and uses in Latvia, Poland and Romania</i>. Available on: http://www.elearningeuropa.info/languagelearning (2008) „Aspekt motywacyjny i kompetencyjny wykorzystania narzędzi elektronicznych w samokształceniu językowym. W: A. Michońska-Stadnik, Z. Wąsik (red.) <i>Nowe spojrzenie na motywację w dydaktyce języków obcych</i>. Wrocław: Wydawnictwo Wyższej Szkoły Filologicznej we Wrocławiu, 97-109. (2007) “The Impact of Computer-Mediated Text on Current Literacy Practices – Implications for Academic Teachers”. In Kakietek, P., Nykiel, J. Eds. <i>Linguistics</i>, pp. 85-101</p>
Dr. Anna Turula	<p>Anna Turula holds a PhD in applied linguistics. Head of the Philology Department with College of Foreign Languages, Czestochowa, Poland Anna Turula is a teacher and teacher trainer with long interest in e-technologies. She is part of the British Council Poland team which has given a series of highly practical workshops on the application of ICT in language teaching. She also facilitated a number of ICT teacher training sessions as well as supervised 20+ theses in using modern technologies in TEFL. A reviewer of online courses for Warsaw University, Poland. She has published two monographs, 39 articles and read papers at 30 international conferences. This year Anna Turula completed her post-doctoral research.</p> <p>Her ICT publications include:</p> <ul style="list-style-type: none"> • 2007. Sometimes my mind works like a computer – Competition Model revisited; [w] J. Arabski, <i>Challenging Tasks for Psycholinguistics in the New Century</i>. Katowice: Oficyna Wydawnicza WW. 557-565. • 2009. Teacher Friendly Technologies (the Moodle). <i>The Teacher</i> (71) 8-9. 6-8. • 2010. Nauczyciele języków obcych – Moodle’my się. <i>Języki Obce w Szkole</i> 3/2010. 58-68. • (in press; post-conference publication) Nauczyciel języków obcych jutro: o wykorzystaniu nowych technologii w kształceniu przyszłych nauczycieli • (in press; <i>CALL Review</i>) Classroom dynamics of virtual learning environments: a humanistic perspective. <p>Papers read at ICT conferences:</p> <ul style="list-style-type: none"> • Classroom dynamics of virtual learning environments: a humanistic perspective; <i>PALC (Practical Application of Language and Computers)</i> 2009 and <i>Connecting Online</i> 2010 • Moodle’my się 2.0; <i>MoodleMoot Poland</i> 2010
Dr. Tomasz Walasek	<p>Director of the IT for Education Centre at WSL; theoretical and practical knowledge and experience on using technology (Moodle, WEB 2.0) in education; worked in two international projects ESMOS – Socrates, Medienpass – Leonardo; coordinator of a e-learning module in ESF founded project; teacher and trainer of Project Management Methodology, Certified (TUV Nord) Quality Auditor and Manager (ISO 9000); designer, producer, teacher and trainer of many on-line and traditional courses; author of podcast on IT for teachers;</p> <p>Publications:</p> <ul style="list-style-type: none"> • Walasek T., Piatkowski J., Stawska O., Morawska-Walasek D.,: Information Technologies Supporting Students’ Mobility, <i>WSEAS TRANSACTIONS on INFORMATION SCIENCE & APPLICATIONS</i> 2007, Issue 1, Volume 4, January 2007, ISSN: 1709-0832, pp. 209-213 • Walasek T., Piatkowski J.: Wykorzystanie wirtualnego środowiska

	<p>nauczania w doskonaleniu mobilności studenckiej (On using VLE in students' mobility improvement), Uniwersytet Wirtualny: model, narzędzia, praktyka (Virtual University: model, tools and practise), PJWSTK 2007, Warszawa 2007, pp. 265-270.</p> <ul style="list-style-type: none"> • Walasek T., Piątkowski J., Stawska O.: Networking Facilities For Student Mobility Within European Studies Scheme, Research Reports on Distance Learning Technologies, 2005, ISBN 83-922374-1-2 • Walasek T., Piątkowski J., Stawska O., Morawska-Walasek D.,: Information Technologies Supporting Students' Mobility, J.Achiev.Materials Manufact.Eng. Vol.25 nr 1, ISSN 1734-8412, pp. 83-86
Dorota Morawska-Walasek	<p>Senior lecturer at WSL with 13-year experience in teaching EFL; for the past 4 years involved in development and running of online and blended courses at WSL mainly via Moodle; great enthusiast and advocate of emerging technologies used in education; WSL co-ordinator of the Leonardo da Vinci "Medienpass" (now *Click) project (responsible for the project management and development of e-content for one of the modules).</p> <ul style="list-style-type: none"> • Walasek T., Piątkowski J., Stawska O., Morawska-Walasek D.,: Information Technologies Supporting Students' Mobility, WSEAS TRANSACTIONS on INFORMATION SCIENCE & APPLICATIONS 2007, Issue 1, Volume 4, January 2007, ISSN: 1709-0832, pp. 209-213 • Walasek T., Piątkowski J., Stawska O., Morawska-Walasek D.,: Information Technologies Supporting Students' Mobility, J.Achiev.Materials Manufact.Eng. Vol.25 nr 1, ISSN 1734-8412, pp. 83-86

Partner number - P 5 [P1 – Pn]

Organisation name	Università degli Studi di Padova, Italy
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C.1 Aims and activities of the organisation

Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the domain covered by the project.

Please describe also the role of your organisation in the project. Provide information on the operational and financial management of the project within the organisation (limit 4000 characters).

The University of Padova is one of the oldest universities in Europe and one of Italy's larger universities, with 13 faculties and over 50,000 students. The university is a member of international networks such as the Coimbra group, and national associations such as Alma Laurea. Padova has a strong participation in the Erasmus program with about 1000 outgoing students and 600 incoming students.

Co-ordinating the Padova team and responsible for financial management of the project will be the Department of International Studies, Faculty of Political Science. This is an interdisciplinary department, engaging in teaching and research in the areas of History, Economics, Politics, Law and Modern Languages. The aim of the Department's post-graduate degree and specialization courses such as International Politics and Diplomacy; European Integration; Human Rights, is to prepare post-graduate students for international careers. Language teaching and providing students with experiences of online communication and collaboration are thus key activities and staff have involved learners in telecollaboration exchanges with universities in the United States, Europe and the Middle East.

Also collaborating in the project will be the University's Language Centre which co-ordinates language courses for all university faculties and departments as well as courses for incoming and outgoing Erasmus students. The Language Centre, member of the European network Cercles, and the national association AICLU is also active in online teaching, materials development and translation.

The University of Padova will be involved as a partner, coordinating WP1 (survey of current practice) and WP3 (developing practitioners' databank) and holding a training workshop (WP6). Padova will also participate in the other WPs by participating in dissemination activities, providing input, feedback, translations and managing the wiki used as an online workspace. The staff involved from the University of Padova have been researching recent developments in telecollaboration practice and will use their own, the university's and the consortium's contacts, networks and affiliations to broaden the scope of this research and gather the information from partners on the consortium's collaborative workspace.

C.2 Technical capacity: Skills and expertise of key staff involved in the project / network

Please add lines as necessary.

Name of staff member	<i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i>
Francesca Helm	Francesca Helm teaches English Language at the Faculty of Political Science. She has an MA in TESOL from the Institute of Education, University of London. She has extensive experience in online education and communication having worked as a regional tutor on the Institute of Education's Online Education and Training course, as a tutor in Padova University's online training course for faculty members and more recently has completed training for facilitating international

conflict resolution dialogue with the Soliya organisation (www.soliya.net).

Her research focuses on language and intercultural learning, telecollaboration and multiliteracies. She has presented at national and international conferences on language learning and technology (Online Educa; AICLU; IVACS; IALIC, Eurocall, GloCALL, Cercles) in Europe, Mexico and Asia and has set up telecollaboration projects with partners in the United States, Guatemala and Mexico.

Recent Publications

Books

(2010). *Telecollaboration 2.0: Language, Literacies and Intercultural Learning in the 21st Century*. (Co-editor with Sarah Guth) Bern: Peter Lang.

Chapters in books and articles

(2010) (with Davies, G.) "Computer-mediated communication, electronic diaries and the European Language Portfolio for self, peer and tutor assessment of intercultural competences". In: Dervin, F., Suomela-Salmi, E.(Eds.) *New Approaches to Assessing Language and Inter-Cultural Competences in Higher Education - Nouvelles approchés de l'évaluation des compétences langagières et (inter-)culturelles dans l'enseignement supérieur*. Frankfurt: Peter Lang.

(2009) "Language and culture in an online context: what can learner diaries tell us about intercultural competence?". *Language and Intercultural Communication*, vol. 9(2); p. 91-104.

(2009). "New Technologies: the students' perspective". In: Mansfield, G., Taylor, C.. *1997-2007: l'AICLU e la politica linguistica nelle università italiane*. p. 51-60, Parma: Tipografia Supergrafica

(2008) (with Carolorosi, S., McMahon, K, and Marini-Maio, N.) "Confronting New Technologies: a Cross-Cultural Telecollaborative Project across the Ocean". In: Occhipinti E. *New Approaches to Teaching Italian Language and Culture: Case Studies from an International Perspective*. p. 173-210, Newcastle: Cambridge Scholars Publishing.

Sarah Guth

Sarah Guth teaches English Language at the University of Padova, Italy and is currently a PhD candidate at the Ruhr-Universitaet Bochum, Germany. The working title of her thesis is: "Developing Critical Online Literacies in a Digital Culture: Theoretical Frameworks and Empirical Investigations in the Tertiary Language Classroom". She has presented (Eurocall, Cercles, NAFSA, GLoCALL) and published internationally (Innovate, Handbook of Research on Web 2.0 and Second Language Learning) on how new social media can promote language learning, intercultural communication and multiliteracies. She has just co-edited "Telecollaboration 2.0: Languages, Literacies and Intercultural Learning in the 21st Century" to be published by Peter Lang.

Relevant Recent Publications:

Guth, S. and Helm, F. (eds.) (2010) *Telecollaboration 2.0: Language, Literacy and Intercultural Learning in the 21st Century*. Bern: Peter Lang.

Guth, S. and Helm, F. (2010) Introduction. In S. Guth and F. Helm (eds.) *Telecollaboration 2.0: Language, Literacy and Intercultural Learning in the 21st Century*, pp. 13-38. Bern: Peter Lang.

Helm, F. and Guth, S. (2010) The Multifarious Goals of Telecollaboration 2.0:

Theoretical and Practical Implications. In S. Guth and F. Helm (eds.) *Telecollaboration 2.0: Language, Literacy and Intercultural Learning in the 21st Century*, pp. 69-106. Bern: Peter Lang.

Guth, S. and Thomas, M. (2010) *Telecollaboration with Web 2.0 tools*. In S. Guth and F. Helm (eds.) in *Telecollaboration 2.0: Language, Literacy and Intercultural Learning in the 21st Century*, pp. 39-68. Bern: Peter Lang.

Guth, S. and Marini-Maio, N. (2010) *Close Encounters of a New Kind: the Use of Skype and Wiki in Telecollaboration*. In: S. Guth and F. Helm *Telecollaboration 2.0: Languages, Literacies and Intercultural Learning in the 21st Century*, pp. 413-426. Bern: Peter Lang.

Guth, S. (2009). "Personal Learning Environments for Language Learning". In Thomas M. (ed.), *Handbook of Research on Web 2.0 and Second Language Learning*. UK, Idea Group Inc.

Guth S. and Petrucco C. (2008). "Social Software and Language Acquisition". In Marriott R. (ed.), *Handbook of Research on E-Learning Methodologies for Language Acquisition*. UK, Idea Group Inc.

Guth, S. (2008). *Developing the Intercultural Communicator Using Web 2.0 Tools*. Peer-reviewed conference proceedings from the EDEN Annual Conference, 2008 - *New Learning Cultures: How do we learn? Where do we learn?* – Lisbon, Portugal 11-14 June 2008.

Guth, S and Griggio, L (2008). *Teaching English (and more) with blogs and wikis*. In T. Vogel, R. Satchell, A. Marazikova (Eds.) *Language Centres at Universities: Crossing Bridges, Integrating Cultures*, peer-reviewed conference proceedings from the 9th International Cercles Conference - *Language Centres at Universities: Crossing Bridges, Integrating Cultures* – Frankfurt (Oder), Germany 28 – 30 September 2006.

Guth, S (2007). *Wikis in Education: Is Public Better?* Peer-reviewed conference proceedings from WikiSym 2007 International Symposium on Wikis: *Wikis at Work in the World: Open, Organic, Participatory Media for the 21st Century* – Montreal, Canada, October 21-23, 2007. Available at http://www.wikisym.org/ws2007/_publish/Guth_WikiSym2007_IsPublicBetter.pdf

Guth, S. And Castello, E. (2007). *Developing an Interfaculty B1 English Language Test*. Peer-reviewed conference proceedings from the V Convegno AICLU – 1997-2007: *L'AICLU e la politica linguistica nelle università italiane* – Parma, Italy 24-26 May 2007.

Guth, S (2007). *ESP Courses at the Faculty of Engineering: Challenges and Successes*. Peer-reviewed conference proceedings from the X Seminario AICLU – *Qual è il ruolo dei CLA nella didattica dei linguaggi specialistici?* – Bolzano, 16-17 February 2006.

Fiona Dalziel

Fiona Dalziel teaches English Language at the Humanities Faculty of UNIPD and is vice-Director of the Language Centre. She represented CercleS (Confédération Européenne des Centres de Langues de l'Enseignement Supérieur) at the international seminar of the Council of Europe (CoE) in Vilnius (2006) and at the Intergovernmental Forum of the CoE on the CEFR, Strasbourg (2007). She has coordinated the experimentation of the CercleS version of the European Language Portfolio (ELP) and in 2009 organized a CercleS Seminar on the CEFR and the ELP, which received Council of Europe patronage. Her research interests lie in language learning in relation to the CEFR, the ELP and

	metacognitive learning strategies, learner corpus analysis and academic discourse. She has presented and published both in Italy and abroad.
Marta Guarda	Marta Guarda is a PhD student at the University of Padova. Her research focuses on corpus linguistics, foreign language learning, pragmatics and the promotion of intercultural communication through telecollaboration. She has recently presented at Eurocall on a corpus-based analysis of the use of pragmatic strategies in online asynchronous communication. She speaks English, German, French and Albanian fluently.

Partner number - P 6 [P1 – Pn]

Organisation name	University of Groningen / Rijksuniversiteit Groningen (RUG)
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C.1 Aims and activities of the organisation

Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the domain covered by the project.

Please describe also the role of your organisation in the project. Provide information on the operational and financial management of the project within the organisation (limit 4000 characters).

The University of Groningen is the second oldest university in the Netherlands. The Faculty of Arts offers a wide variety of degree programmes in the following fields: Archaeology, Cultural Studies, History, International Relations, Journalism, Language and Literary Studies, and Linguistics. The international Master's programme in Applied Linguistics/Teaching English as a Foreign Language (TEFL) prepares students for academic research in the field of language learning and language use and to apply this knowledge to setting up language teaching courses and programs. The Centre for Information and Communication Technology for Education unit (ICTOL) promotes the use of technology in the faculty disciplines by coordinating projects and offering support and training to staff and students in the use of technology. ICTOL's activities include providing faculty support for elearning applications, including assistance in organizing and carrying out online intercultural exchanges, and more general computer-assisted language learning.

RUG will take part in the survey (WP1) and will be the lead partner in designing the platform in WP2. It will work closely with Padova in WP3 (Developing a Practitioners' Databank). It will also be involved in the exchanges in WP8 and in the dissemination activities in WP6. The lead researcher (Dr. Steven Thorne) has considerable technical and web design expertise as well as having a research focus on computer-mediated communication and telecollaboration in language learning, while colleague Dr. Sake Jager is an experienced designer of telecollaborative programmes, and also researches intercultural communication, both classroom-based and online.

C.2 Technical capacity: Skills and expertise of key staff involved in the project / network

Please add lines as necessary.

Name of staff member	<i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i>
Steven L. Thorne	<p>Steven L. Thorne is on the faculty in the Department of Applied Linguistics at the University of Groningen, The Netherlands, [and in the Department of World Language & Literatures at Portland State University]. He holds a Ph.D. from the University of California, Berkeley, that focused on Education in Language, Literacy, and Culture. The majority of his research and grant-funded activity contribute to understanding Internet information and communication technologies in relation to plurilingual communication, language development, and social interaction. He has 15 years of experience with telecollaboration and the use of online intercultural exchanges in the area of foreign and second language learning and his research has appeared in numerous peer-reviewed journals, handbooks, edited volumes, and books.</p> <p>Books and Journal Special Issues edited:</p>

Belz, J. A., & Thorne, S. L. (eds.) (2006). *Computer-mediated Intercultural Foreign Language Education*. Boston, MA: Heinle & Heinle.

Lantolf, J., & Thorne, S. L. (2006). *Sociocultural Theory and the Genesis of Second Language Development*. New York: Oxford University Press.

Thorne, S. L., Piet, D., & Cornillie, F. (forthcoming in 2012). Digital Games for Language Learning: Challenges and Opportunities. *ReCALL Journal* (September 2012 issue).

Thorne, S. L., & Smith, B. (forthcoming in 2011). Second Language Acquisition Theories, Technologies, and Language Learning. *CALICO Journal*.

Thorne, S. L., & Payne, J. S. (eds.) (2005). Computer-mediated Communication and Foreign Language Learning: Context, Research and Practice. *CALICO Journal* 22/3.

Articles and Chapters:

Thorne, S. L. (2010). The 'Intercultural Turn' and Language Learning in the Crucible of New Media. In F. Helm & S. Guth (eds.), *Telecollaboration 2.0 for Language and Intercultural Learning* (pp. 139-164). Bern: Peter Lang.

Thorne, S. L., Black, R. W., & Sykes, J. (2009). Second Language Use, Socialization, and Learning in Internet Interest Communities and Online Games. *Modern Language Journal*, 93: 802-821.

Thorne, S. L. (2009). 'Community', Semiotic Flows, and Mediated Contribution to Activity. *Language Teaching*, 42(1): 81-94.

Thorne, S. L. & Reinhardt, J. (2008). "Bridging Activities," New Media Literacies and Advanced Foreign Language Proficiency. *CALICO Journal*, 25(3): 558-572.

Thorne, S. L. (2008). Mediating Technologies and Second Language Learning. In J. Coiro, M. Knobel, C. Lankshear, & D. Leu, (eds.), *Handbook of Research on New Literacies* (pp. 417-449). Mahwah, NJ: Lawrence Erlbaum.

Thorne, S. L. (2008). Transcultural Communication in Open Internet Environments and Massively Multiplayer Online Games. In S. Magnan (ed.), *Mediating Discourse Online* (pp. 305-327). Amsterdam: John Benjamins.

Thorne, S. L., & Black, R. (2007). Language and Literacy Development in Computer-mediated Contexts and Communities. *Annual Review of Applied Linguistics*, 27: 133-160.

Thorne, S. L. (2006). Pedagogical and Praxiological Lessons from Internet-Mediated Intercultural Foreign Language Education Research. In J. A. Belz & S. L. Thorne (eds.), *Internet-Mediated Intercultural Foreign Language Education* (pp. 2-30). Annual Volume of the American Association of University Supervisors and Coordinators. Boston, MA: Heinle & Heinle.

Thorne, S. L., & Payne, J. S. (2005). Evolutionary Trajectories, Internet-mediated Expression, and Language Education. *CALICO Journal*, 22(3): 371-397. (selected by CALICO Editorial Board as the outstanding article for year 2004-05, Vol. 22)

Thorne, S. L. (2003). Artifacts and Cultures-of-Use in Intercultural

	Communication. <i>Language Learning & Technology</i> , 7(2): 38-67.
Dr. Sake Jager	<p>Sake Jager is Head of the Centre for ICT and Education in the Faculty of Arts (ICTOL), University of Groningen, which is responsible for managing E-Learning applications, providing staff training and support and managing projects in the area of teaching and learning innovation through technology. He has acted as a project manager in local and national projects seeking to integrate computers into language teaching and learning, and participated in European projects and networks in the area of language learning (ELC/CLE, ENLU, Tallent, EUROCALL). He holds a PhD in Applied Linguistics, an MA in English Language and Literature and an MA in Humanities Computing.</p> <p>Select Publications</p> <p>Jager, S. (2009). Towards ICT-Integrated Language Learning: Developing an Implementation Framework in terms of Pedagogy, Technology and Environment. Groningen, PhD Thesis University of Groningen. Available online at: http://dissertations.ub.rug.nl/faculties/arts/2009/s.jager/</p> <p>Corda, A., & Jager, S. (2004). ELLIPS: providing web-based language learning for Higher Education in the Netherlands. <i>ReCALL</i> 16(1): 225-36.</p> <p>Jager, S. (2004). Learning Management Systems for Language Learning. <i>ICT and Language Learning: Integrating Pedagogy and Practice</i>. Ed. Angela Chambers, Jean E. Conacher, and Jeannette Littlemore. Birmingham: University of Birmingham Press, 33-48.</p> <p>Jager, S. (2001). From Gap-Filling to Filling the Gap: A Re-Assessment of Language Engineering in CALL. <i>Information and Communications Technology in language learning: a European perspective</i>. Ed. Angela Chambers and Graham D. Davies. Lisse: Swets & Zeitlinger, 101-10.</p>

PART C. Organisations and activities

This part must be completed separately by each organisation participating in the project (applicant and partners).

Partner number - P 7 [P1 – Pn]

Organisation name	Universitat Autònoma de Barcelona, Spain
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C.1 Aims and activities of the organisation

Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the domain covered by the project.

Please describe also the role of your organisation in the project. Provide information on the operational and financial management of the project within the organisation (limit 4000 characters).

The UAB was founded in 1968. It is therefore a young university, but in its short history it has moved forward at a rapid pace. It currently employs about 2,908 academic and research staff, grouped into 54 departments, and provides tuition to over 55,000 students. It has been awarded various national certificates for teaching quality and for its commitment to research development. At the moment it offers about 75 Diploma and B.A. study programmes 385 Masters and Postgraduate courses and 90 Doctoral Programmes, and participates in initiatives to promote the recruitment and training of young researchers and the funding of new research projects. The university has been awarded the title of Campus of Excellence by the Spanish Ministry of Education in 2009.

The Faculty of Education (<http://dewey.uab.es/>), is responsible for implementing various pre-service and in-service teacher training programmes for primary, secondary and adult teachers and teacher trainers.

The UAB will take part in the project as a partner contributing to WP1 (surveying practitioners), WP4 (elaborating an e-portfolio), WP6 (organising a regional workshop) and WP 8 (testing and evaluating tools, organising exchanges). The members of the UAB team belong to the Department of Language, Literature and Social Science Methodology and all have ample experience as researchers and teacher trainers in their field of expertise (first or/and foreign language teaching methodology) and as student-teacher supervisors. They are all involved in educational research projects and also have experience in designing teaching materials, in particular with new technologies. They have institutional support to take active part in all the actions required to attain the goals of the project we are applying for.

C.2 Technical capacity: Skills and expertise of key staff involved in the project / network

Please add lines as necessary.

Name of staff member	<i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i>
Dr. Melinda Dooly	Melinda Dooly teaches English as a Foreign Language Teaching Methodologies and is responsible for tutorials for EFL school placement at undergraduate level. She also teaches modules on Multicultural Education and Social Cohesion,

Telecollaboration in Language Learning Environments and CLIL at the Masters level. She has participated in numerous research projects related to teaching English as a foreign language. She currently advises two doctoral students carrying out their research in Computer-Mediated Communication and Language Learning as well as three Masters dissertations in Project-Based Language Learning. She is head of studies for the Department of Didactics of Language, Literature and Social Sciences and is founder and editor of an academic online journal associated with this same academic programme. [<http://ojs.uab.cat/index.php/jtl3/>] She has recently been named the review editor for Language and Intercultural Communication Journal.

She has edited a book on project-based telecollaboration in language learning – “Telecollaborative Language Learning. A Guidebook to Moderating Intercultural Collaboration Online”(2008) and contributed several chapters to other volumes, including one in “Online Intercultural Exchange: An Introduction for Foreign Language Teachers”(2007). She has published along these lines in various peer reviewed journals and has been project manager of one European project about telecollaboration: Moderating Intercultural Collaboration and Language Learning (MICaLL 118762-CP-1-2004-NL-Comenius 2.1). She is co-editor of the book series “Telecollaboration in Education” (Peter Lang).

Her homepage is: <http://pagines.uab.cat/melindadooly/>

Recent publications relevant to the project:

Books & Chapters:

(2008) Telecollaborative Language Learning. A Guidebook to Moderating Intercultural Collaboration Online. (Editor). Bern: Peter Lang.

Dooly, M. (2010) The teacher 2.0. In S. Guth & F. Helm (eds) Telecollaboration 2.0: Language, Literacies and Intercultural Learning in the 21st Century, pp. 277-303. Bern: Peter Lang.

Dooly, M. & Ellermann, C. (2008) Engaging young learners in online, intercultural learning: The MICaLL project. In M. Dooly & D. Eastment (eds.) *"How we're going about it." Teachers' voices on innovative approaches to teaching and learning languages*, pp. 177-186. Newcastle upon Tyne: Cambridge Scholars Publishing.

Masats, D., Dooly, M., Caballero de Rodas, B., García, M., Sánchez, D., Mulas, R.M., Mora, N. & Rodríguez, A. (2007) MICALL: Un projecte pont entre la universitat i l'escola per a la internacionalització de l'educació a primària. In M. Anton & M. Oller (eds.) *El Practicum: present i futur a reflexió*, pp. 35-46. Bellaterra: Servei de Publicacions de la UAB.

Dooly, M. (2007) Choosing the appropriate communication tools for an on-line exchange. In R.O'Dowd (Ed.) Online Intercultural Exchange. Language and intercultural communication education guides series. (Byram, M. & Phipps, A., eds.) pp. 213-234. Clevedon: Multilingual Matters.

Articles:

Dooly, M. (2009) New competencies in a new era? Examining the impact of a teacher training project. *ReCALL* 21(3), 352-369.

Dooly, M. (2008) Understanding the Many Steps for Effective Collaborative Language Learning. *Language Learning Journal*, 36(1): 95-78.

Dooly, M. (2007) Joining Forces: Promoting Metalinguistic Awareness through

	<p>Computer Supported Collaborative Learning. <i>Language Awareness</i>, 16 (1):57-74.</p> <p>Dooly, M. & Quintana, L. (2006) Aprenentatge en grup amb suport informàtic per a l'escriptura de llengües estrangeres. Un estudi de cas en un projecte europeu. <i>Articles de Didàctica de la Llengua i de la Literatura</i>, 39: 86-99.</p> <p>Dooly, M. (2005) Working with an educational portal: a first-timer's experience. <i>TESOL-Spain Newsletter</i>, 29: 18-19.</p>
Dr. Dolors Masats	<p>Dr. Dolors Masats teaches English as a Foreign Language Teaching Methodologies and is responsible for tutorials for EFL school placement at undergraduate level. She has been recently awarded a research project from the Spanish Ministry of Education aimed at investigating the integration of multiple competences in foreign language learning at primary level, including the use of new technologies. She has participated in numerous research projects related to teaching English as a foreign language. She co-authored and taught an online module on ICT in FL teaching for the IUP. Masats, D., Dooly, M., Nussbaum, L. (2008) <i>Las tecnologías en la enseñanza de la lengua extranjera (modulo virtual)</i>. Madrid: Santillano Formación.</p> <p>Recent publications relevant to the project include: Masats, D. & Dooly, M. (in press) Rethinking the use of video & ICT in teacher education: A holistic approach. <i>Teaching & Teacher Education</i>.</p> <p>Dooly, M., Masats, D., Müller-Hartmann, A., i Caballero de Rodas; B. (2008) Building effective, dynamic online partnerships. In Dooly, M. (Ed) 2008. <i>Telecollaborative language learning: a guidebook to moderating intercultural collaboration online</i>. Bern: Peter Lang. p.p. 45 – 75.</p> <p>Dooly, M., Masats, D. i Koenraad, T. (2008) Using portals to open horizons. In Dooly, M. (Ed) 2008. <i>Telecollaborative language learning: a guidebook to moderating intercultural collaboration online</i>. Bern: Peter Lang.</p>
Victoria Antoniadou	<p>Victoria is a doctoral student at the Education Faculty of the Universitat Autònoma de Barcelona. Her research interests are sociolinguistics, foreign language teaching, gender issues, and telecollaboration in teacher training. Her first degree was in French literature and her thesis was on learner strategies when learning French. She took her MA in Advanced Studies of Language and Linguistics at Liverpool John Moores University. She is fluent in Greek, French, English and Spanish. Her PhD thesis, currently in progress, deals with teacher training and the construction of Communities of Practice in virtual environments.</p>
Claudia Vallejo	<p>Claudia Vallejo is a research assistant at the Education Faculty of the Universitat Autònoma de Barcelona. She has participated in national and international projects, including the EPASI project on minorities' social representation in european educational policies and the EUROCORES ECRP 2006 project "Citizens of the future: the concerns and actions of young people around current European and global issues", both carried out under direction of Dr. Melinda Dooly.</p> <p>Her academic interests include the analysis of social representations of minority groups in public discourse and it's relation with other instances such as education.</p>

Partner number - P 8 [P1 – Pn]

Organisation name	Open University, UK
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C.1 Aims and activities of the organisation

Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the domain covered by the project.

Please describe also the role of your organisation in the project. Provide information on the operational and financial management of the project within the organisation (limit 4000 characters).

Through academic research, pedagogic innovation and collaborative partnership the Open University has become a world leader in the design, content and delivery of supported open and distance learning. It has been providing distance education for over 40 years, using a range of technologies to foster learning and support for approx. 220.000 students per year.

The Open University's Department of Languages (DoL) is the largest provider of part-time undergraduate language courses in the UK (approx. 9000 students in 2009–2010) and is located within the Faculty of Education and Language Studies, which offers the widest range of subjects and qualifications from the education profession within the UK. DoL has been investigating the benefits of ICT for learning languages for over a decade and has a track record of successful integration of online elements into its courses with a strong focus on the use of synchronous conferencing applications for telecollaborative exchanges.

The Open University will take part in the survey in WP1. In WP4 we will carry out a review of existing models of language learning portfolios and design an e-portfolio for telecollaborative exchange. We will draw on work undertaken in DoL in 2007-2008 when an electronic version of the Council of Europe's European Language Portfolio was developed to include self-reflection on intercultural competence. The review will enable us to identify examples of good practice and create an e-portfolio with a strong focus on awareness of intercultural experiences made during telecollaborative encounters. We will also participate in WP8 (testing tools through online exchanges).

As lead partner in WP6, we bring our expertise as organisers of national and international conferences and as (co-)authors of numerous publications on telecollaboration in monographs and international peer-reviewed journals. We will organise a regional workshop and write papers and present at conferences.

C.2 Technical capacity: Skills and expertise of key staff involved in the project / network

Please add lines as necessary.

Name of staff member	<i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i>
Mirjam Hauck	Mirjam Hauck is a Senior Lecturer and Associate Head of the Department of Languages at the Open University in the UK. She has written numerous articles and book chapters on the use of technologies for the learning and teaching of languages and cultures covering aspects such as task design, tutor role and training, the affordances of the new media, and e-literacy skills. Her current research and publications explore the impact of mediation and the relevance of multimodal communicative competence on the development of intercultural communicative competence in online environments. Her work in telecollaboration started in 2005 when she spent a year as a research scholar at

	<p>Carnegie Mellon University/Pittsburgh, USA and led a three-way exchange.</p> <p>Recent publications:</p> <p>Fuchs, C., Müller-Hartmann, A., and Hauck, M. (submitted). Promoting Teacher and learner Autonomy through e-literacy skills development in cross-institutional exchanges, Special Issue on Autonomy of <i>Language Learning and Technology</i> journal (2011).</p> <p>Hauck, M. (2010). The enactment of task design in Telecollaboration 2.0, pp. 197-217, in Thomas, M. and H. Reinders (eds.) <i>Task-based Language Learning and Teaching with Technology</i>. London & New York: Continuum.</p> <p>Hauck, M. (2010). The relevance of multimodal communicative competence in telecollaborative encounters, pp. 219-244, in Guth, S. and F. Helm (eds.) <i>Telecollaboration 2.0 – Language, Literacies and Intercultural Learning in the 21st Century</i>. Bern: Peter Lang.</p> <p>Hauck, M. and Youngs, B. (2008). Telecollaboration in multimodal environments: the impact on task design and learner interaction. <i>Computer Assisted Language Learning</i> 21 (2): 87-124.</p> <p>Hauck, M. (2007). Critical success factors in a TRIDEM exchange. <i>ReCALL</i> 19 (2): 202-223.</p> <p>Hauck, M. and Lewis, T. (2007). The Tridem Project, pp. 252-260, in O'Dowd, R. (Ed.) <i>Online Intercultural Exchanges</i>. Clevedon: Multilingual Matters.</p>
Dr. Tim Lewis	<p>Dr Tim Lewis is a senior-Lecturer in French at the Open University. Tim was a key partner in the Lingua- and Socrates-funded telecollaborative project International E-mail Tandem Network (1994-2000) and led the Socrates ILC project Language Learning Partnerships for Engineers (1996-1998). Tim has wide experience of successful project participation, having led the Telecollaboration for Language Learning project, funded by British Academy Small Research Grant SG 44291 (2006-2008). The proposed project is in his core area of expertise: Tim has co-edited volumes on Language Learning Strategies in Independent Settings (2008), Autonomous Language Learning in Tandem (2003) and Technology and the Advanced Language Learner (2000).</p> <p>Recent publications:</p> <p>Lewis, T., and Vialleton, E. (in press). Consciousness and Control in Learner Autonomy and Self-Regulated Learning" <i>Innovation in Language Learning and Teaching</i>.</p> <p>Lewis, T., Chanier, T. and Youngs, B. (eds.) (2011). Multilateral Online Exchanges for Learning Languages and Cultures. Special issue of <i>Language Learning and Technology</i>, Special Issue 15 (1).</p>
Dr. Peter Scott	<p>Dr. Peter Scott is the director of the Open University's Knowledge Media Institute and head of Kmi's Centre for New Media research where he works on a series of prototype applications of networked learning media. He is currently also serving as the President of the European Association of Technology Enhanced Learning.</p> <p>Recent publications:</p> <p>Ullmann, T., Wild, F., Scott, P., Duval, E., Vandeputte, B., Parra, G., Reinhardt, W., Heinze, N., Kraker, P., Fessler, A., Lindstaedt, S., Nagel, T. and Gillet, D. (2010). Components of a Research 2.0 Infrastructure, 5th European Conference on Technology-Enhanced Learning (ECTEL'10), Barcelona, Spain Proceedings of the 5th European Conference on Technology-Enhanced Learning (ECTEL'10),</p>

eds. Dimitrova, Wolpers, Kirschner, Springer.

Wild, F., Ullmann, T. and Scott, P. (2010). The STELLAR Science 2.0 Mash-Up Infrastructure, 10th IEEE International Conference on Advanced Learning Technologies (ICALT'10), Sousse, Tunisia Proceedings of the 10th IEEE International Conference on Advanced Learning Technologies (ICALT'10), pp. 621-623, IEEE Computer Society.

PART D. Project characteristics

D.1 Why does the consortium wish to undertake this project?

Rationale of and background to the project

Please outline the motivation behind your project, clearly identifying the specific needs or problems/challenges which it intends to solve. Explain why these needs/problems were selected over others, and how the project proposal fits within the development strategies of the partners involved. Please include references to any declared regional, national, EU or international political priority in this area.

Also, please describe briefly how your project proposal was prepared (e.g., capitalising on previous experiences, based on achieved outcomes in former projects, following previous cooperation amongst the consortium members, etc.) (limit 6000 characters).

Foreign language (FL) Telecollaboration involves virtual intercultural interaction and exchange between classes of FL learners in geographically distant locations. Since the 1990's, foreign language (FL) educators at HEIs have used Internet information and communication tools to bring learners into contact with groups of target language speakers with the aim creating opportunities for authentic communication, meaningful collaboration, and interpersonal relationship development using the FL for these purposes. Research has shown that this activity, telecollaboration, contributes to learner autonomy, linguistic accuracy (Kinginger & Belz, 2002), intercultural awareness (Ware, 2004; Thorne, 2003), intercultural skills (Belz & Mueller-Hartmann, 2003; Thorne, 2010), and electronic literacies (Hauck, 2007).

However, research has also highlighted the limited impact of telecollaboration in HE contexts to date (Belz, 2003; Belz & Mueller-Hartmann, 2003). Various reasons have been identified for this. First, telecollaboration remains relatively unknown outside of specialised research communities. Second, practitioners who do organise exchanges encounter many barriers, such as difficulty in finding partners, misalignment of academic calendars, differing assessment procedures and divergent attitudes to ICT. It is our belief that these barriers can be best addressed through the collective engagement of students, educators, and institutional decision makers, whose combined needs and perspectives will inform our development of infrastructural and procedural support for telecollaborative approaches to FL education with the EU.

A preliminary study for this proposal (reported in O'Dowd, 2011:

<http://www3.unileon.es/personal/wwdmrod/LTJ.pdf>) found that HEI's often view telecollaboration as an 'add-on' activity which relies on 'pioneering' teachers and motivated students and as such, telecollaboration is not considered an integral part of HE study programmes. Some reasons identified include:

1. Lack of pedagogical training available for educators
2. Educators' fear of extra work-load due to lack of support and resources
3. Lack of long-term stability in partnerships with other HEI's
4. Lack of academic credit awarded to students for telecollaborative activity

The mandate to address these barriers to the integration of telecollaboration in European HEI's is clearly stated in the General Priority 3 in the Erasmus call for proposals, which refers to

‘supporting initial and continuous training of teachers, trainers and education and training institutions’ managers’. It is our belief that by providing infrastructural assistance, including training, successful models and tools, and communication fora this project can simultaneously bring novice teachers into the activity while also providing existing practitioners with necessary support to carry out ongoing telecollaborative activity more effectively. The INTENT project also serves to support the Erasmus programme priority of ‘improving the quality... of student and teaching staff mobility throughout Europe’. We see telecollaboration as synergistic with traditional physical mobility within Europe. For example, one model which we will be trialling in our work packages is bringing students into contact with peers in partner countries in periods before their Erasmus mobility programmes to prepare students for their study abroad periods and to sensitise them to the cultural, linguistic and practical challenges that study abroad can involve. We also believe that telecollaboration is an important educational experience in its own right as it provides students with the opportunity to acquire key competences 1, 2, 4 and 8 (communication L1, in FL, digital competence, cultural awareness and expression), facilitating development of these competences through an experiential approach, with students engaged in information exchange, comparative analyses, and collaborative and/or problem-solving tasks.

As experienced telecollaborators at European HEI’s, the project partners are all keenly aware of the pedagogical, administrative and practical barriers facing this activity and they envisage that their collaborative work in this project will make practical short- and long-term contributions to dealing with these barriers.

INTENT was originally submitted to the Virtual Campus stream of the LLP in 2010. In the months of reflection following that application, project members have taken on board the suggestions of the Virtual Campus evaluators in 2010, who passed the project in all assessment criteria but awarded an insufficient total mark for the project to receive funding. The INTENT team has benefited from the evaluators’ suggestions and have substantially revised the current proposal:

- To provide more detailed descriptions of the platform and its resources.
- To describe in detail the methodology of the teacher-training workshops.
- To include a greater focus on the role and viewpoint of the students.
- To increase the possibilities to reach HEI decision makers at various stages of the project.

This revised INTENT project proposal has also benefited from contact with members of the LLP projects CEFcult and NIFLAR, who have agreed to work with this project team as associate partners to share and develop research and materials.

The aim of NIFLAR is to explore the use of Web 2.0 and videoconferencing technologies for foreign language education. The CEFcult project is developing an online environment that helps to assess oral proficiency in languages, particularly for intercultural professional communication. The INTENT project will build from the CEFcult project’s experience of combining CEFR scales for language proficiency with the INCA rating scales for intercultural competence (<http://www.incaproject.org/>) and will adapt their tools in the development of assessment tools for telecollaboration.

We have also established as associate partners HEI networks such as the Santander Group and the NICE network who will support dissemination activities. This will give us access to an audience of HE decision makers and International Office coordinators who may not have been familiar with telecollaboration.

Rationale for the setting-up of the consortium

Please explain why the selected partners are best suited to participate in this European project. Describe complementary skills, expertise and competences within the consortium directly relating to the planned project activities (limit 3000 characters).

The consortium brings together members of a wide community of telecollaboration practitioners and researchers which has developed in recent years and which has reviewed its own effectiveness regularly, to report on successes of telecollaboration in FL education and also to document barriers (O'Dowd and Ritter 2006; Müller-Hartmann 2007; Dooly 2008; Thorne, 2006).

These practitioners have adapted established language teaching practices such as Tandem to telecollaboration (O'Dowd, 2003) integrated Web 2.0 technologies (Dooly 2008; Guth and Helm, 2010; Thorne, 2010), experimented with new configurations of partners (Hauck, 2007) and trained future teachers (Mangenot, Develotte, Zourou, 2005; Müller-Hartmann 2006).

The partners have already collaborated together in online exchanges between their classes and they are all also active members in the international association Eurocall's Special Interest Group for Computer Mediated Communication - <http://cmcsig.ning.com/>. Many have already been involved in collaborative transnational projects (e.g. 'MICaLL' , Comenius 2.1, 2004-2007 and 'Le français en première ligne', <http://w3.u-grenoble3.fr/fle-1-ligne/partenaires.php>).

The consortium members represent a broad range of university departments (i.e. International Studies in Padova; Teacher Education in Grenoble, Heidelberg and Barcelona, Foreign Language Education in the Open University, Groningen and León, ICT in Education in Czestochowa) and 7 different countries thus assuring broad-ranging impact in terms of survey results; case studies; task designs; participation in conferences etc.

Each partner also brings to the project a series of affiliations and links in both national and international contexts, thus contributing to the dissemination of the project results inside and outside the EU. Many partners have previously edited book volumes on the topic of online exchange (Belz and Thorne, 2006; Dooly, 2008; O'Dowd, 2007; Guth and Helm, 2010; Dooly and O'Dowd, in press) and this has enabled us to establish networks of researchers and educators working in this area who will be able to contribute their experiences to the survey, databanks and network of practitioners using the platform.

Tasks have been distributed according to their expertise: Members from Grenoble and Groningen –with the collaboration of the web-design team The Knowledge Media Institute at the Open University in the UK–will use their experience in platform design, León and Padova will apply their knowledge in survey design and the Open University, UK and Czestochowa in portfolio design. Heidelberg and Barcelona will use their vast experience in FL teacher education in the design of the teacher training workshops. As all partners are active telecollaborators and academics, they will all be involved in evaluating the work packages, piloting and testing the products in online exchanges and in disseminating through teaching practice, training workshops, conferences and academic publications.

Investigation of the field (state of the art) and innovative character

Please explain how the field of operation has been explored and indicate what the project is offering that is new and what are the main innovating elements (limit 3000 characters).

The INTENT project offers an innovative approach to both telecollaboration and to removing barriers to mobility across Europe.

Telecollaboration is an innovative practice in that it brings authentic communication with distant peers using new media into the FL classroom in a structured, didactic format. It is an experiential approach to the development of Intercultural Competence (IC) in FL education – one of the key competences necessary for supporting student mobility in the EU. However, while the practice has been present in HE FL contexts for over two decades now, research has focused on reporting individual exchanges and presenting the learning outcomes. This project attempts to take a ‘top-down’ approach, to review practitioners’ experiences in a wide range of HE contexts across Europe and also the views, needs and constraints expressed by two other key stakeholder groups: students and decision-makers (see WPs 1, 6 and 8). The project aims to provide the tools, forums and training needed for the activity to become a more widespread and integrated tool in European universities, including those in New Accession States where the activity seems to be even less known, and where the barriers to physical mobility are greater than in other countries (see Flash Eurobarometer, No 260).

The Commission’s Green Paper on promoting mobility refers to telecollaborative activity as being an effective preparation for physical mobility or a viable ‘second best’ option when physical mobility is not possible. This project proposes telecollaboration not as ‘second best’ but as an important activity preparing students for study abroad and for employment in international, online contexts. The consortium’s research has illustrated that well-designed telecollaboration projects integrating the development of language, IC and digital competence are of value in their own right as they prepare students for communication and collaboration in online contexts which are not a “proxy” for real-life, but are themselves high-stakes contexts which students will need to function in once employed.

The potential of establishing virtual contacts between students who plan to travel to their partners’ country in the near future is one which is beginning to be explored through informal projects like ESN’s ‘buddy system’. This project is among the first initiatives where telecollaboration will be trialled as a form of preparation for physical Erasmus mobility (WP8), providing pedagogic support for a model of telecollaboration projects which could become a European Mobility Quality Tool (EMQT).

Finally, a literature review reveals that many telecollaboration projects involve partnerships between the US and European countries, but few report exchanges within Europe. The online exchanges planned for WP 8 in this project would involve European universities, focusing on developing students’ IC and knowledge of various European languages apart from English - including German, Spanish, French, Italian and Polish.

D.2 Aims and objectives

Please define the concrete aims and objectives of the project / network and describe the ways in which the situation set out under the previous section (D.1) will be changed. (limit 3000 characters).

Taking into account the current state of affairs in this area, the consortium has established the two key aims of the project:

- a) To raise greater awareness among students, educators and decision makers of telecollaboration as a tool for virtual mobility in FL education at the HE level.
- b) To achieve more effective integration of telecollaboration in HEIs.

These aims reflect the main issues confronting this area of virtual mobility – first, the lack of awareness among educators about this activity and how it can be organised and second, the need to provide practitioners with the tools, training and support necessary to make the activity as effective as possible. These aims can be broken down into the following objectives:

1. Establish a clear overview of the levels of use of telecollaboration, explore attitudes to the activity among key stake holders across European HEI's, and identify practical barriers to the take-up of telecollaboration.
2. Develop a set of tools, telecollaborative models and partner networks to overcome barriers and facilitate telecollaboration practice.
3. Develop a set of workable solutions to address the lack of academic recognition which telecollaboration receives.
4. Publish an online training manual with models of telecollaborative exchange which enable a closer integration of virtual and physical mobility.
5. Hold training workshops to train and inform the FL learning and teaching community and related stakeholders and decision makers. Publish documents and make presentations to inform the academic community.
6. Engage decision makers at institutional, regional and national levels in a collaborative dialogue as to how telecollaboration can be effectively employed as a tool for the achievement of the Bologna process. Publish a document based on this process of consultation and dialogue.

By achieving these objectives, we expect that more students, educators and decision makers will become aware of the benefits of telecollaboration and will consider integrating it into their educational activities. The presence in the virtual platform of tools, guidelines, databanks of experiences, and models of successful practice will enable those interested in the activity to begin or to further develop their telecollaborative activity. The provision of training will also enable the consortium to work with new practitioners and it will also lead to these trainees replicating their experiences among their own colleagues. The presence of a partner-search tool on the virtual platform will also lead to the platform becoming a 'hub' for telecollaborative activity across Europe.

The development of models of good practice by the consortium members, which link virtual exchange to physical Erasmus mobility, will also lead to telecollaboration becoming a more integrated part of FL education throughout Europe. Carrying out exchanges which lead to the awarding of ECTS credits or specific mentions in the Diploma Supplement will also serve as examples of good practice for other educators. Finally, the inclusion of decision makers and institution managers in the project activities will make possible substantive representation of all stakeholders, which is vital for ensuring the long-term acceptance and integration of telecollaborative activity into HEI's.

D.3 Methodology

Please define the methodology proposed for achieving the objectives (including major milestones, measurable indicators, etc) (limit 3000 characters).

The objectives will be achieved in the following manner:

1. Establish a clear overview of the levels of use of telecollaboration, explore attitudes to the activity among key stake holders across European HEI's and identify practical barriers to the take-up of telecollaboration. We will do this by carrying out a European-wide survey of FL students (c.600), decision makers and educators (c.180).

2. Develop tools, models and networks to overcome barriers and facilitate telecollaborative practice.

We will develop a hub/platform for telecollaboration which will include for educators:

- a partner-search tool which will be exclusively for FL educators in HEIs.
- a databank of practitioner reports.
- a databank of tasks.
- guidelines for using Web 2.0 tools in online exchanges.

For students, the hub will provide:

- an e-portfolio for assessment purposes.
- guidelines for participating and learning from exchanges.

3. Address the lack of academic recognition which telecollaboration receives and

4. Develop models of telecollaborative exchange which enable a closer integration of virtual and physical mobility:

We will do this by setting precedents such as awarding students in our exchanges with ECTS credits, and with a particular mention of telecollaboration in their European Diploma Supplement; putting into practice and disseminating in our workshops and publications replicable models in which telecollaboration serves:

- as a preparatory step to physical mobility.
- as a viable alternative to physical mobility for those unable to engage in the Erasmus programme.
- as a credit-bearing activity (e.g., an accredited alternative to work-placement).

Examples of these models have already been piloted by León and Padua. These will be disseminated and other models will be identified in the initial survey (WP1) and through consultation with decision makers, with other LLP project teams such as NIFLAR and with other stake holders at other stages – specifically in workshops (WP6) and the final conference (WP7).

5. Train and inform the FLT community:

We will do this by organising 4 regional workshops to train HE educators who, in turn, will act as multipliers in their local HEI's. We will also disseminate in publications, conferences and through online professional networks the examples of successful practice and guidelines which have been developed and made available on the INTENT project's virtual platform (WP2).

6. Engage decision makers at institutional, regional and national level in a collaborative dialogue as to how telecollaboration can be effectively employed as a tool for the achievement of the Bologna process:

We will do this by interviewing key decision makers in WP1, inviting them to workshops (WP6) and an international conference (WP8) and publishing and disseminating the recommendations which the working groups at these events produce through mailings and presentations at conferences of national and international HE networks such as the Santander Group, Coimbra group, EAIE, Nice Network among other venues.

D.4 European added value

Please describe the benefits of and need for European cooperation (limit 3000 characters).

Telecollaboration is a practice which is by nature trans-national and intercultural and, when effectively integrated into HE contexts, can be a powerful tool for European citizens learning European foreign languages and developing their knowledge of other European cultures.

Intercultural communicative competence (ICC), one of the goals of telecollaboration, is transversal and involves skills, knowledge, attitudes and critical cultural awareness (Byram 1997), hence tasks which aim to develop these competences can be applied to the learning of any European language, and can be applied and/or adapted to different cultural contexts. With this in mind, tasks collected in the databank will address European issues such as migration, integration, human rights, environmental issues, and uses of new and social media, all of which articulate with notions of cultural identity that are fluid and dynamically generated through emerging forms of communication and personal expression. The structure and descriptors of the e-portfolio will also encourage a focus on the development of intercultural competence and digital literacies as well as communication skills in both first and foreign or additional languages. The project thus addresses 4 of the 8 key competences identified in the key competences framework, which the 2010 joint report on Education and Training has described as a critically important outcome of participation in Higher Education.

Having a trans-national, plurilingual, interdisciplinary consortium involved in the project also promotes the sharing of knowledge and experience throughout Europe: the database will collect the different experiences and problems that are encountered in European HEI's and also creates opportunities for the INTENT-produced products and practices to reach a wide and diverse audience. The INTENT project will create a network of universities and telecollaboration practitioners that we hope will dynamically expand through the participation of non-partner European HEI's in the regional workshops and their use of the INTENT virtual platform and resources.

While we will translate the most significant products (manual, materials for training workshops, e-portfolio) from English into all the partner European languages (French, German, Spanish, Polish and Italian), we are not creating language learning products which are relevant only for certain target languages, but rather we are diffusing an approach which can be adopted for the learning of any language(s) and even more than one language at a time, hence promoting plurilingualism. Results are therefore generalisable and customisable to any country and to the learning of any language.

D.5 Budget and cost effectiveness

Please describe the strategy adopted to ensure that the proposed results and objectives will be achieved in the most economical way. Explain the principals of budget allocation amongst partners. Indicate the arrangements adopted for financial management ((limit 3000 characters).

The following measures will be adapted:

1. One company – the Knowledge Media Institute – will be in charge of programming the online platform and its tools and resources. This company forms part of the one of the consortium’s partners (the Open University, UK) and the company already has extensive experience in designing the platforms and tools of other projects such as webCULT (<http://www.cefcult.eu/>) and TEL Europe (<http://www.teleurope.eu/>). This will facilitate communication between the technical and academic members and will also avoid the need to subcontract a large amount of programming.
2. The length of the project has been reduced from 36 months (in this project’s first application in 2010) to 30 months in the current proposal. In order to compensate for this reduction in length, the consortium will concentrate more activity in the opening months of the project than was originally proposed. However, we believe 2 years would be insufficient time to 1) develop the tools and resources, 2) trial them and carry out refinements, and 3) carry out an intensive period of dissemination involving workshops, publications and presentations.
3. It has been established that only one member of each institution will travel to project meetings. Other members will have the opportunity to take part in the online project meetings and will also take part in stages of the physical project meetings by skype conference calls. The third and final physical project meeting has been timetabled to coincide with the international conference in WP 7 – thereby reducing the project’s overall travel costs.

Principles of budget allocation:

1. Each partner in the project has been allocated an average of 60 ‘researcher’ staff days to carry out their responsibilities in all the WPs, while León has been allocated double this amount to cover their role as lead partner in two WPs and in the overall management of the project. The Open University has been allocated 200 technical staff days to cover the programming of all online applications, while León will also receive staff days in this area to cover their role as collaborator in technical issues.
2. The travel and subsistence costs are limited to:
 - 1) 1 member from each partner travelling to the 3 physical project meetings.
 - 2) 3 partner members travelling to take part in each of the project workshops.
 - 3) 1 member from each partner institution presenting a paper at an international conference.
3. Other costs include the translation of documents into 5 consortium languages (as recommended by evaluators in our previous LLP bid), the travel costs of 2 external evaluators to our 3 physical meetings and the organisation of the international conference by an externally contracted agency.

Financial management of the project will be principally handled by the International Relations Office at León. The project member from this office (R. de Paz) has extensive experience in handling budgetary issues in EU funded projects. He will expect presentations of deliverables and proof of travel before releasing funds to any members. Bilateral internal agreements will regulate the distribution of tasks and budget and will set deadlines for WP deliveries. The budget distribution will depend on each party’s performance.

PART E. Impact, dissemination and exploitation, sustainability

E.1 Expected impact of the project

Who will use these project outputs / products / results and how will the consortium reach them?

Please describe how the target groups (including participating institutions, stakeholders) will be reached and involved during the life of the project (limit 3000 characters).

Group 1: c.600 HE foreign language (FL) educators who implement or would like to implement telecollaboration in their courses yet encounter difficulties.

Methodology: In WP1 80 will be interviewed in the survey. In WP 6 160 will attend workshops, act as multipliers and inform 180-200 colleagues at home institutions. A further 200 will be reached through dissemination activities.

Group 2: c.100 FL Teacher Trainers who implement/would like to implement telecollaboration in their training courses yet encounter difficulties and lack training materials.

Methodology: In WP1 25-30 trainers will be interviewed. In WP 6 20 will attend workshops and act as multipliers and inform a further 20-40 colleagues at home institutions. A further 40 will become involved in the TC activities through other dissemination activities in WP6.

Publication of articles in refereed international journals and presentation at conferences will ensure dissemination of up to 2,000-3,000 educators, trainers and decision makers.

Group 3: 90-100 FL Education and ICT decision makers – Heads of FL Departments/Centres; HE vice-chancellors for e-learning and for Internationalization; government representatives at Ministry Level responsible for ICT initiatives.

Methodology: Group 3 will be targeted in WP1 (40 in survey), WP 6 (20 attending workshops) and WP7 - 30 attending Conference. Throughout the project, partners will engage in dialogue with decision makers at home institutions to gain official accreditation of telecollaboration. They will also inform decision makers at regional, national and European levels of project outcomes through regular mailings and poster sessions at conferences of university networks. The Santander Group, and other venues.

Group 4: 150 University admin and technical staff who work in language centres, international relations offices, supporting educators and/or students.

Methodology: In WP1 30-40 admin staff and technicians will be interviewed in the survey. In WP 6 40 will attend workshops. These will act as multipliers and inform a further 60-80 colleagues at their home institutions.

Group 5: 1000 (approx.) FL HE students at partners' institutes – In the short term, students participating in language courses at the partners' institutions will be directly reached by the project – in the consultation and in the online exchange stages. These students may be:

Those who study FLs and wish to prepare for participation in Erasmus programmes.
Those participating in FL courses at HEI's but cannot or do not wish to engage in physical mobility.

Those studying to be FL teachers and need training in the use of ICT for FL education.

Methodology: 600 will be reached in WP1 (to gain insight into their needs/experiences of online exchange), a further 100 in WP4 (consulted to identify learner perspective of e-portfolio), 20 in WP6 (to participate in teacher-training workshops) and approx. 300 in WP8 will take part as participants in the telecollaborative exchanges organised at their institutions.

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Please describe how the target groups (including participating institutions, stakeholders) will be reached after the project is finished (limit 3000 characters).

After the project is completed, the virtual platform will remain online and the educational resources will remain freely available. Interested parties will be able to use the virtual platform to search for partners, access guidelines and materials, add tasks and/or case studies, and to engage in dialogue with colleagues through the online fora. It is expected that a community of practice will develop around this platform, which will provide continuing support for existing and new members. Consortium partners will continue to offer training workshops on telecollaboration using the project products after the end of the project and participants will act as multipliers, promoting this form of virtual mobility and use of the platform, facilitating the transfer of telecollaboration practice to disciplines other than FL within their own universities, and to other universities and other countries.

Increasing numbers of students will be reached by educators who, after participating in the project workshops and dissemination activities, will set up telecollaboration exchanges in their own institutions using the project platform as support. Students who have participated in telecollaboration projects will then act as multipliers and encourage other students to participate in such exchanges.

The consortium is willing to explore the possibility of ensuring the long-term maintenance of the platform and its tools through collaboration with a commercial organisation which would be interested in including advertising on the website to make it commercially viable. The consortium is also open to the possibility of developing the platform as a version of 'E-Twinning' for Higher Education in collaboration with the European Commission.

Institutional recognition of telecollaboration and the promotion of "virtual mobility windows" within university curricula will facilitate the integration of this form of virtual mobility, which addresses key transversal competences such as first and foreign language competence, digital literacy and intercultural competence.

Since consortium members are also active researchers in telecollaboration, they have a strong interest in promoting and disseminating project results and assuring the maintenance of the platform and the quality of new materials users share on the platform – even after the project is finished. They also have a strong interest in evaluating the impact of the project and hence will continue to carry out research on INTENT project activity and its impact on target groups after the end of the funding period. The strong links between the consortium partners' teaching and research, as demonstrated by the partners' publications, are a guarantee of this. For example, the

consortium would consider of great relevance a study on the long-term impact of telecollaboration on university graduates and their employability and mobility within Europe.

E.2 Dissemination and exploitation strategy

How will the dissemination be organised and how will exploitation activities ensure optimal use of the results? (limit 3000 characters).

Dissemination activities will be carried out throughout the lifetime of the project. The project will have a website from the outset and each partner's university websites will link to it. The Consortium partners will be piloting products with their students, collecting feedback and publishing reports on the website, and thus disseminating progress and results at a local level and through their university's networks.

Starting from WP1 (the survey), in which students, educators and decision-makers at 40 European universities will be sent questionnaires and/or interviewed, a mailing list (with the possibility to subscribe or unsubscribe) will be compiled and will expand as the project develops. Updates on key stages of the project's progress and invitations to pilot and provide feedback on products as they are developed will be distributed through this, thus allowing the consortium to adjust their products as necessary.

The project team are active academic researchers who regularly present at conferences, organise events and publish in peer-reviewed journals and books and will make the project results and outcomes available to a wide educational community. The results will also be presented by all project members at various national and international conferences related to FL education (WP6). (IATEFL, IALIC), ICT in FL education (Eurocall, Calico, E-Pal), e-learning (Online Educa Berlin) and University Policy Making (EAIE). Various publications based on different aspects of the project – the survey, the online exchanges, the trialling of the new tools – are also planned to be submitted to various peer reviewed academic journals. Two project members (Dooly and O'Dowd) are co-editors of a book series on the theme of 'Telecollaboration in Education' for the publisher Peter Lang (http://www3.unileon.es/personal/wwdfmrod/book_series) and will publish a book in the series on the theme of Telecollaboration in European HEI's that will be based on INTENT activities and research.

The project results and products will be presented at the workshops (WP6) and it is hoped that workshop participants will go on to become multipliers and make other colleagues aware of the benefits of telecollaboration.

The project results will also be published in the CORDIS: Project Information & Dissemination Service of the EU (<http://cordis.europa.eu>) and in the EUODIS dissemination platform

[\(http://camilleserver.upv.es/eurodis/\)](http://camilleserver.upv.es/eurodis/).

Decision-makers at vice-rectorate, regional government and ministerial levels will be reached through presentations and workshops in HE networks such as the Santander Group, the Coimbra Group and the NICE network, all of whom have agreed to this collaboration. Additionally, we will target conferences concerned with student mobility and European HE cooperation as well as the international conference to be organized by the consortium (WP7). While this community of decision makers is interested in internationalization and student mobility, they may be unaware of telecollaboration as a tool for supporting and enhancing these processes. Drawing their interest would allow for exploitation of the results of the project with transfer of results and policy lessons to universities outside the consortium and disciplines other than FLs.

2885 char

E.3 Sustainability

How will the impact of this project be sustained beyond its lifetime? How will the results be mainstreamed and multiplied in the sector of activity? (Limit 3000 characters)

It is expected that the tools, forum and resources developed in this project will have an impact on both FL education and on student mobility in the EU beyond the lifetime of the project for the following reasons:

1. An increasing number of FL educators will involve learners in telecollaboration exchanges once they have the experience, the tools, and ready access to partner classes which facilitate its implementation. In particular HEI's will be in a better position to set up preparatory activities preparing students for Erasmus mobility through the use of telecollaboration with partner institutions. These exchanges may not only be organised by FL departments, but International Relations Offices may also decide to offer exchanges for individual students using the resources and models presented on the platform.

2. Telecollaboration is a highly motivating experience and news of this is likely to spread rapidly across the student population. Furthermore, the institutional recognition of participation in virtual mobility with ECTS credits and the availability of training texts and tools on our platform will increase student interest in exchanges.

3. The dissemination activities will help spread awareness of telecollaboration among educators of other subject areas who seek to broaden the scope of their classes through engaging their learners in investigative and comparative projects with other classes in geographically distant locations. The activities of FL-based telecollaboration will serve as an adaptable model for practitioners in these subject areas.

4. The partner-finding tool (WP2), the practitioners' databank (WP3) and task databank (WP5) will be structured to allow users to continue uploading their own profiles, case studies or tasks during and after the project lifespan. This will ensure the continued growth of these resources. A template based on categorization of data inserted into databases by consortium partners will be created for this purpose, and guidelines for submitting content will be provided.

To assure quality control, monitoring of new content will be carried out by consortium partners, whose research interests lie in the area of telecollaboration, hence their genuine interest in maintaining the platform. León has agreed to take on the coordination of this maintenance of new content after the project lifespan. León's centre for ICT in Education (CRAI-TIC) will ensure long-term technical maintenance of the virtual platform and of the databases.

5. The consortium will strive to ensure that links to the platform and its partner-search tool will be prominently displayed in websites of university FL organisations such as Eurocall, CALICO, Cercles and international organisations such as the Santander Group. This will ensure that educators looking for partners will be lead to our platform.

6. Consortium partners will continue to offer training workshops once the project is finished, and will charge educators a small fee for participation in these workshops in order to cover travel costs.

PART F. Action or programme specific information

This section should allow you to provide specific information related to the Action under which you are submitting your application. Please refer to the "Instructions for Applicants" (limit 3000 characters).

This project comes under the Action of Erasmus and clearly focuses on its aims to remove barriers to mobility – in this case virtual mobility – in higher education. In particular, this project represents an attempt to integrate a form of virtual mobility into higher education as seamlessly as possible and also looks to connect virtual mobility activity with its physical counterpart. For example, one of the aims of this project is to explore how telecollaboration can be used to prepare students for study or work abroad before leaving for the target culture in a period of Erasmus mobility. It also aims to explore how it can ‘substitute’ for physical mobility by providing virtual exposure to the target culture and its language for students, who, for economic or personal reasons are unable to engage in the Erasmus mobility programme.

The priorities of this action include the need to “...analyse and tackle the main obstacles to mobility, and in particular those which prevent full recognition of the period mobile students have spent abroad, including promotion and making full use of existing recognition tools.” The INTENT project addresses this by identifying and tackling the obstacles which are currently blocking the development of telecollaboration as a form of virtual mobility. It is our belief that by, firstly, identifying the institutional and practical barriers to telecollaboration and, secondly, by developing strategies, models of good practice and virtual tools which deal with these barriers, it will be possible to create an extensive network of practitioners which will integrate telecollaboration into their curricula and provide appropriate accreditation for such work through awarding ECTS credits and providing specific mention of virtual mobility in the Diploma Supplement.

Our proposal deals with the following aspects:

Organisational: The project aims to work with both FL students, educators, teacher trainers and also decision makers at HE, regional and central government levels. By interviewing and collaborating with stake holders from all these levels, we will take into account the barriers to telecollaboration from bottom-up and top-down perspectives.

Pedagogical: A major part of our project is focussed on the development of tasks and guidelines (WPs 3-5) and the organisation of workshops where educators can be trained in their use (WP6). Students will also benefit directly by taking part in exchanges and by using the evaluation tools and guidelines developed for them in WPs 4 and 5.

Research: The consortium has very active researchers in this field and the research carried out in this project (particularly in WP1 and WP8) will be reported in conferences (deliverable 8) and academic journals (deliverable 7).

Economic: The project develops a model of virtual mobility which can be employed in HE education with very little expense as we will support the application of telecollaborative exchanges using free Web 2.0 tools such as skype, wikis and blogs.

PART G. Work plan and work packages

IMPORTANT : Sections G.1 to G.3 should be duplicated and completed together for each work package.

G.1 Identification

Work package number	1	Work package title	Survey of Current Telecollaborative Practices & Exploiting Findings		
Work package type	<input type="checkbox"/> Management <input checked="" type="checkbox"/> Implementation (the substance of the work planned including production, testing, etc) <input type="checkbox"/> Quality Assurance (quality plan) <input type="checkbox"/> Dissemination <input type="checkbox"/> Exploitation of results				
Start Month number	1	End Month number	7	Duration in number of months	7
Description of the work package (limit 3000 characters)					
<p>The aim here is to establish reasons for the limited impact of telecollaboration in HE FL education in the EU. To achieve this the research team will use three methods:</p> <ol style="list-style-type: none"> 1) Desk research 2) An EU-wide online quantitative survey of 40 institutions in a representative range of EU countries 3) Qualitative data such as semi-structured interviews and case studies. <p>The survey will be distributed online and followed by a series of qualitative interviews carried out in situ or virtually with students, educators, department heads, and vice-rectors at 40 EU institutions. Based on the survey results, 6 institutions will be selected for in-depth case-studies illustrating successful and/or unsuccessful telecollaborative activity.</p> <p>The survey will be coordinated by León and Padova, however the entire consortium will contribute to the interview protocol and to carrying out the survey and interviews. Each of the 8 partners will survey 5/6 EU universities who have used or have considered using FL telecollaboration. These will be identified through academic associations, virtual networking sites and through HEI networks – e.g. Santander Group of Universities, European Association for International Education, and the Coimbra network. The survey/interview data will focus on the beliefs, attitudes, experiences and needs of students, educators, teacher trainers and decision makers. The findings will be submitted to the project’s online workspace where it will be analysed by León and Padova. They will also author a report of the survey which includes illustrative case studies of good practice and barriers to be overcome.</p> <p>The key stages in the WP include partners designing the interview protocol and identifying institutions and students/staff to survey (project meeting 1 - month1); collecting survey data and submitting it to the online workspace (months 2-4); León and Padova analysing data and drawing up main findings and carrying out case studies at 6 representative institutions (month 6). These findings and the literature review are presented to the project team in their virtual project meeting in month 7. The results of the study will then be published in month 8 on the project website. Aspects</p>					

of the study will also be submitted for publication in academic journals during the dissemination WP. During months 1-4, each partner will report in the online workspace on a monthly basis to the WP coordinators on the state of data collection.

The submission of the collected survey data (m.4) and the publication of the study's findings (end m.7) serve as indicators of WP completion. The results of this survey will contribute to the content of the online platform (WP2) and extracts will be used to create the databank of previous exchanges (WP3). The findings of the survey will be published on the project platform, in academic journals and presented at conferences (see WP6).

G.2 Deliverables – outputs / products / results

Please add tables as necessary.

Deliverable number	1.1		
Title	Survey of telecollaboration in EU HEI's		
Type of outcome / product / results			
Delivery date		Dissemination level	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	<input checked="" type="checkbox"/> Report <input type="checkbox"/> Service / Product <input type="checkbox"/> Demonstrator / Prototype <input type="checkbox"/> Event <input type="checkbox"/> Other		
Language versions	English, Spanish, German, French, Italian, Polish		
Target languages	-		
Description (limit 1000 characters)			
<p>This deliverable will be a report stating the main findings from the survey and will present a comprehensive overview of the state of telecollaboration in HE FL education across Europe. A summary and the complete survey will be published in the project platform both in html and pdf format and its findings will be disseminated through mailings, conference presentations and online announcements. The report will outline the institutional, cultural and practical hurdles hindering the integration of telecollaboration and will also set out remedial action and examples of good practice which have been identified in case studies.</p>			

G.3 Consortium partners involved and resources required to complete the work package

Please add lines as necessary.

Indicative input of consortium staff - The total number of days per staff category should correspond with the information provided in the budget tables.

	Partners involved	Country	Short name	Number of staff days					Role and tasks in the work package
				Category 1	Category 2	Category 3	Category 4	Total	
Lead partner	1	ES - Spain	ULE		25	6	1	32	1) Coordinating with Padova the organisation and application of the survey. 2) In collaboration with other members, surveying European FL departments and virtual campus decision makers at HEIs. 3) Drawing up findings and lit review with Padova. 4) Presenting findings to project team in month 7. 5) Dissemination of findings through a report, presentations at conferences and academic publications.
	2	FR - France	UG3		10			10	1) In collaboration with other members, drawing up the survey of European FL departments and virtual campus decision makers at HEI's. 2) Carrying out the survey in chosen HEIs 3) Submitting findings to León and Padova. 4) Dissemination of findings through presentations at

								conferences and academic publications.
3	DE - Germany	PHH		10			10	<p>1) In collaboration with other members, drawing up the survey of European FL departments and virtual campus decision makers at HEIs.</p> <p>2) Carrying out the survey in chosen HEIs.</p> <p>3) Submitting findings to León and Padova.</p> <p>4) Dissemination of findings through presentations at conferences and academic publications.</p>
4	PL - Poland	WSL		10			10	<p>1) In collaboration with other members, drawing up the survey of European FL departments and virtual campus decision makers at HEI's.</p> <p>2) Carrying out the survey in chosen HEIs</p> <p>3) Submitting findings to León and Padova.</p> <p>4) Dissemination of findings through presentations at conferences and academic publications.</p>
5	IT - Italy	UNIPD		25	2	1	28	<p>1) Coordinating with Leòn the organisation and application of the survey.</p> <p>2) In collaboration with other members, surveying European FL departments and virtual campus decision makers at HEIs.</p> <p>3) Drawing up findings and lit. review with Leòn.</p> <p>4) Presenting findings to project team in month 7.</p>

								5) Dissemination of findings through a report, presentations at conferences and academic publications.
6	NL	RUG		10			10	1) In collaboration with other members, drawing up the survey of European FL departments and virtual campus decision makers at HEIs. 2) Carrying out the survey in chosen HEIs. 3) Submitting findings to León and Padova. 4) Dissemination of findings through presentations at conferences and academic publications.
7	ES - Spain	UAB		10			10	1) In collaboration with other members, drawing up the survey of European FL departments and virtual campus decision makers at HEIs. 2) Carrying out the survey in chosen HEIs. 3) Submitting findings to León and Padova. 4) Dissemination of findings through presentations at conferences and academic publications.
8	GB - United Kingdom	OU		10			10	1) In collaboration with other members, drawing up the survey of European FL departments and virtual campus decision makers at HEIs. 2) Carrying out the survey in chosen HEIs. 3) Submitting findings to León and Padova.

									4) Dissemination of findings through presentations at conferences and academic publications.
Total	8				110	8	2	120	

Please explain how the overall project management will be implemented making specific reference to the management structure of the partnership, how decisions will be taken and how the partnership proposes to ensure permanent and effective communication and reporting (limit 1000 characters).

This work package will be coordinated by León in close collaboration with Padua. The key steps will be managed in this way:

- 1) Provide all consortium partners with a first draft of the survey and the questions for focus interviews.
- 2) Chair the initial discussion about this WP during first project meeting.
- 3) Ensure the effective distribution of universities to be surveyed among all consortium partners.
- 4) Draw up the final version of the survey following consultation with other consortium members at first project meeting.
- 5) Padua will ensure that all partners submit their survey findings on the consortium's wiki platform (<http://lpproposal.pbworks.com/>).
- 6) Padua will maintain regular contact with the other partners during the data collection stage via the platform and skype.
- 7) León will lead the analysis of the survey data and present to the consortium initial findings on virtual platform.
- 8) León will carry out detailed case studies on 3 and Padua will carry out 3 further case studies.
- 9) León will draw up a first draft of the final report and this will be edited and redrafted by Padua. After consultation with the consortium this will be published online and disseminated in WP8.

Tasks that will be subcontracted

Please add lines as necessary.

Partner responsible for entering into a sub-contract with a sub-contractor	N° days (where appropriate)	Brief description of task
2		Translation of final report into French
3		Translation of final report into German
4		Translation of final report into Polish

Explanation of work package expenditures

Please explain and justify budget items included in the detailed budget that relate to this work package, specifically, where relevant under the headings: "travel and subsistence (of the staff of the consortium)", "equipment" and "other" (limit 3000 characters).

The translation of the report into 5 other EU languages will ensure that the findings of the report will reach a wider audience - particularly among e-learning decision makers and FL curriculum designers in various EU states who may not have backgrounds in English. To save costs, members such as León and Padua have committed to have these documents translated into Spanish and Italian by staff within their own institution – thereby enabling a substantial reduction in subcontracting costs spent on this activity. A further cost related to this WP is for buying software for organising and analysing qualitative research data. Software such as NVIVO will facilitate the data collection process and the analysis of the data by León and Padova.

PART G. Work plan and work packages

IMPORTANT: Sections G.1 to G.3 should be duplicated and completed together for each work package.

G.1 Identification

Work package number	2	Work package title	Developing the Virtual Platform		
Work package type	<input type="checkbox"/> Management <input checked="" type="checkbox"/> Implementation (the substance of the work planned including production, testing, etc) <input type="checkbox"/> Quality Assurance (quality plan) <input type="checkbox"/> Dissemination <input type="checkbox"/> Exploitation of results				
Start Month number	3	End Month number	28	Duration in number of months	26
Description of the work package (limit 3000 characters)					
<p>The aim of this WP is to develop a virtual platform that will act as a virtual home for HE FL educators, students and related decision makers who wish to engage in telecollaboration. This virtual platform will be partly shaped by the findings of the survey in WP1. The platform will also serve as the project’s virtual hub, hosting materials, tools, and the 'news' page for reports on project progress. It will also contain Web 2.0 social networking forums for practitioners and for holding virtual project meetings – for example FlashMeeting.</p> <p>The platform will have a navigation bar offering distinct entry points for 1) students, 2) educators, and 3) HE Administration/ Policy Makers.</p> <p>The following resources are offered: For ‘Students’: Introduction to telecollaboration (TC) and this project, a partner-search tool, Guidelines document (WP 5), e-portfolio for students (WP4), links and intro to Web 2.0 tools.</p> <p>For ‘Educators’: Introduction to TC, a partner-search tool, task databank (WP5), databank of previous exchanges (WP3), guidelines document (WP5), e-portfolio(WP4), forums for discussion with other educators, news & links. (The partner search tool will allow educators to post a description of their class and their desired exchange classes. It also will allow for searches of other requests).</p> <p>For ‘HE Administrators’: Introduction to TC and this project, project documents, information on our workshops and conference, relevant case studies, information and guidelines regarding scalability and management of telecollaboration projects.</p> <p>The platform will be designed to include Web 2.0 bottom-up rating systems (e.g., “like” and “favourites” tags, most viewed) and will integrate user tagging tools to help structure and support dissemination of its contents. The platform will also have a news and community page with announcements regarding telecollaboration projects, pointers to new content as it emerges, links to recently released research and materials, and workshop announcements. Building the platform to</p>					

cultivate web 2.0 opportunities for community engagement will help to ensure platform activity and vitality beyond the project lifespan.

The coordinating partners will be Groningen supported by Grenoble and León as these members have experience in designing similar platforms. These partners will also use initial findings of WP1 to establish recommendations (month 04). Proposals will be reviewed at the online meeting in month 6 and the requirements will then be given to the web design team (Knowledge Media Institute, Open University, UK) which has vast experience in programming EU educational projects' platforms and tools <http://kmi.open.ac.uk/>. The first-version of the platform's shell and partner search tool will be prepared by month 12 in time for piloting and testing (WP7). The practitioner and task databanks and e-portfolio will be added to the platform in WPs 3, 4 and 5.

The WP coordinator will liaise with the web design team to review progress and to ensure adherence to the production schedule. Indications of the completion of the WP include: submission of design recommendations by month 04; presentation of design plan to group for review at virtual project meeting 2; submission of design plan to company by month 6; development of the virtual platform 'shell' and the partner search tool by end of month 12, release of revised platform based on testing in workshops by month 28.

G.2 Deliverables – outputs / products / results

Please add tables as necessary.

Deliverable number	2.1		
Title	Virtual Platform		
Type of outcome / product / results			
Delivery date		Dissemination level	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	<input type="checkbox"/> Report <input checked="" type="checkbox"/> Service / Product <input type="checkbox"/> Demonstrator / Prototype <input type="checkbox"/> Event <input type="checkbox"/> Other		
Language versions	English		
Target languages			
Description (limit 1000 characters)			
<p>The virtual platform will be the hub for this project and will have entry points for students, educators and decision makers. It will include: A partner search function for HE FL educators to find partner classes (similar in design to the epals partner search tool for secondary school educators - http://www.epals.com/search/); an interactive databank of descriptions of previous projects by practitioners (see WP3); a databank of tasks (WP5); an e-portfolio (WP4); a regularly updated page of project news; and Web 2.0 fora for communication and networking. The platform will be partly designed based on partners' previous experiences and on the insights obtained from the survey (WP1). A working version of the platform and the partner search tool will be published online by month 12. However this will be subject to review and improvement based on the experiences of users in WP 7 (piloting and testing) and a revised version of the platform will be released online before the project ends.</p> <p>The web-design team KMI at Open University has proposed to use Elgg, an award-winning open source social networking engine, to create the platform. This will enable the consortium to use the platform to host video and audio samples that could then be embedded in other pages/sites and/or passed to assessment systems in other LLP projects eg. CEFcult.</p>			

G.3 Consortium partners involved and resources required to complete the work package

Please add lines as necessary.

Indicative input of consortium staff - The total number of days per staff category should correspond with the information provided in the budget tables.

	Partners involved	Country	Short name	Number of staff days					Role and tasks
				Category 1	Category 2	Category 3	Category 4	Total	
Lead partner	1	NL	RUG		24	3	1	28	1) In coordination with León and Grenoble, draw up design and content sections of the platform. 2) Present these requirements for review to all project members and by the 2 external experts at virtual project meeting 2. 3) Give requirements to a web design team for programming. 4) Maintain regular contact with company and ensure successful meeting of deadlines. 5) Evaluate quality of platform.
	2	FR - France	UG3		10			10	1) Provide Groningen with recommendations for platform design and content based on previous experiences of their institution 2) Discuss these requirements with project members at project meeting 2 3) Evaluate

									quality of platform upon completion compared with original recommendations and requests
	6	ES – Spain	ULE		10			10	1) Provide Groningen with recommendations for platform design and content based on previous experiences of their institution 2) Discuss these requirements with project members at project meeting 2 3) Evaluate quality of platform upon completion compared with original recommendations and requests
	8	GB - United Kingdom	OU			61		61	Programming and teaching
Total					38	64	1	106	

Please explain how the overall project management will be implemented making specific reference to the management structure of the partnership, how decisions will be taken and how the partnership proposes to ensure permanent and effective communication and reporting (limit 1000 characters).

This WP will be coordinated by Groningen in close collaboration with Grenoble and León. The key steps will be managed in this way:

- 1) In coordination with León and Grenoble, the lead partner will draw up design and content sections of the platform. This coordination will be done on the consortium's wiki platform.
- 2) Present these requirements for review to all project members and to the 2 external experts at virtual project meeting 2.
- 3) Give requirements to the web design team at the Open University – the Knowledge Media Institute (KMI) for programming.
- 4) Maintain regular contact with the web-design team KMI at Open University, support adherence to the production via skype and phone, and ensure that the final deadline of month 12 is met.
- 5) All 3 main partners will evaluate the quality of the platform upon its completion compared with original recommendations and requests. After trialling and evaluation, suggested changes and improvements will be drawn up on the virtual platform in project meeting 4 (month 20) and submitted by the lead partner to the web-design company KMI .

Tasks that will be subcontracted

Please add lines as necessary.

Partner responsible for entering into a sub-contract with a sub-contractor	N° days (where appropriate)	Brief description of task

Explanation of work package expenditures

Please explain and justify budget items included in the detailed budget that relate to this work package, specifically, where relevant under the headings: "travel and subsistence (of the staff of the consortium)", "equipment" and "other" (limit 3000 characters).

The costs related to this WP include the purchase of server space for the platform and the programming of the platform. It is the project's aim that the platform should function as the hub for telecollaborative activity for European FL educators at university level. In order for the platform to function effectively, it requires a high standard of technical design and programming. It should also come with a partner-finding function which will enable educators to post descriptions of their classes and to search through the descriptions of other possible partner classes which other teachers around Europe and beyond have already posted on the platform. The members will also explore setting up a partner-search tool for individual students who wish to engage in telecollaborative exchange with fellow students in other European countries outside of class time. The platform should also be able to 'house' the functions designed in WPs 3, 4 and 5 as well as including a 'news' page for updating readers on project developments.

While the programming of the platform and its functions will be carried out by the web-design company Knowledge Media Institute at the Open University, the University of León's Centre for ICT in Education and Research (Centro Crai TIC - <http://crai-tic.unileon.es/>) has confirmed its willingness to support the consortium members in the evaluation of the platform being designed. The Centre has also agreed to provide technical maintenance of the server and ensure the platform's performance beyond the lifespan

of the platform. This maintenance is not limited to the lifespan of the project.



PART G. Work plan and work packages

IMPORTANT: Sections G.1 to G.3 should be duplicated and completed together for each work package.

G.1 Identification

Work package number	3	Work package title	Developing a Practitioners' Databank		
Work package type	<input type="checkbox"/> Management <input checked="" type="checkbox"/> Implementation (the substance of the work planned including production, testing, etc) <input type="checkbox"/> Quality Assurance (quality plan) <input type="checkbox"/> Dissemination <input type="checkbox"/> Exploitation of results				
Start Month number	3	End Month number	24	Duration in number of months	22
Description of the work package (limit 3000 characters)					
<p>This WP involves the creation of a categorised databank of descriptions of previous exchanges by telecollaborative practitioners and students. These accounts will be collected from the project members' networks as well as from the survey in WP1. Initially 20 accounts will be made available, representing different student groups and project contexts. However, the databank will be designed so that other users can also add further accounts, thereby enabling the databank to grow beyond the lifetime to this project. The databank's publication aims to increase awareness among educators and decision makers of what is involved in integrating telecollaboration into FL education. Each entry will contain information on the following areas of the exchange: how partners were located, learning aims and outcomes, tasks and online tools used, problems encountered, solutions found, students' experiences, assessment procedures and links to project outputs.</p> <p>The coordinating partners of Groningen and Padova will contact potential informants and solicit accounts (e.g. via email) of past online exchanges in month 03. These accounts will then be collected and their components categorised by the coordinators during months 03-06. Where possible, some accounts will also be collected via video or audio recording. These recordings will exploit the multimedia capacity of the virtual platform and make the database more user-friendly. This databank will then be submitted to the web design team (month 06) who will publish a trial working version on the virtual platform by month 12. The tool will include a function which allows users to complete a template of the main categories and upload further accounts during and beyond the project lifespan. The databank will be programmed to automatically advise León via email when a new entry is submitted, allowing monitoring before publication. The databank will also have a key word search function, allowing users to identify key themes (e.g. 'intercultural learning', 'integration') across exchanges. This will be similar to the databank used in the Interculture Project Database: http://domino.lancs.ac.uk/ML/Interculture.nsf/</p> <p>Groningen and Padova will report on a monthly basis on the virtual workspace to the other project partners. The coordinators will also make reports on progress at the 2nd project meetings (month 6). They will receive critical feedback on their progress from other team members and from the two</p>					

external evaluators.

Performance indicators include the creation of the list of potential informants in m. 03, the collection of 20 accounts and their categorisation by m.06 and their submission for publication in m. 06. Finally, the publication of the first working version of the databank should be achieved by m. 12. A revised version – based on suggested changes following the trialling in WP8 – will be published in the platform by m.24

This databank will be available on the virtual platform (WP2). It will also be a tool to be employed in teacher training and dissemination activities carried out in WP6.

G.2 Deliverables – outputs / products / results

Please add tables as necessary.

Deliverable number	3.1		
Title	Databank of Practitioners' experiences		
Type of outcome / product / results	A searchable databank of practitioner reports		
Delivery date		Dissemination level	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	<input type="checkbox"/> Report <input checked="" type="checkbox"/> Service / Product <input type="checkbox"/> Demonstrator / Prototype <input type="checkbox"/> Event <input type="checkbox"/> Other		
Language versions			
Target languages			
Description (limit 1000 characters)			
<p>This WP produces a searchable databank of students' and educators' experiences in organising and carrying out telecollaborative exchanges in HEIs. Initially 20 will be included but this number will grow as the project and the platform develops. The databank will include sections on the tasks and tools they used, the problems they encountered and the aims and outcomes of their exchanges. The databank will allow for further entries to be made after its initial publication. It will be maintained after the life of the project by León. The databank will include entries in text, audio and video format.</p> <p>The databank will be initially published by m.12 but will be subject to trialling and review in WP8 and an improved version will be released online by m.24.</p>			

G.3 Consortium partners involved and resources required to complete the work package

Please add lines as necessary.

Indicative input of consortium staff - The total number of days per staff category should correspond with the information provided in the budget tables.

	Partners involved	Country	Short name	Number of staff days					Role and tasks in the work package
				Category 1	Category 2	Category 3	Category 4	Total	
Lead partner	5	Italy	UNIPD		24	2		26	1) Contact potential informants and solicit accounts (e.g. via email) of past online exchanges 2) Collect accounts and categorise components 3) Present and review progress to project team 4) Submit databank to web design team 5) Monitor its publication on the virtual platform 5) Evaluate quality of platform
	6	NL	RUG		18			18	1) Contact potential

									informants and solicit accounts (e.g. via email) of past online exchanges 2) Collect accounts and categorise components 3) Present and review progress to project team 4) Monitor its publication on the virtual platform and ensure correct functioning
	8	GB - United Kingdom	OU			45		45	Programming and technical design of application
Total	3				42	47		89	

Please explain how the overall project management will be implemented making specific reference to the management structure of the partnership, how decisions will be taken and how the partnership proposes to ensure permanent and effective communication and reporting (limit 1000 characters).

The lead partner Padua, in collaboration with Groningen, will:

- 1) Contact potential informants and solicit accounts of past online exchanges.
- 2) Collect accounts and categorise components. Most accounts will be collected by email, but whenever possible, accounts will be collected via video or audio (Mp3 and mp4) recordings. These recordings could be made, for example, with practitioners who are identified at international conferences etc.
- 3) Present and review progress to project team in meeting 2.
- 4) Submit databank content to web design team.
- 5) Monitor its publication on the virtual platform by agreed deadline of month 12.
- 6) Evaluate functionality and quality of databank through trials in workshops.
- 7) After trialling and evaluation, suggested changes and improvements will be drawn up on the virtual platform in project meeting 4 (month 20) and submitted by the lead partner to the web-design team KMI at Open University.

Tasks that will be subcontracted

Please add lines as necessary.

Partner responsible for entering into a sub-contract with a sub-contractor	N° days (where appropriate)	Brief description of task

Explanation of work package expenditures

Please explain and justify budget items included in the detailed budget that relate to this work package, specifically, where relevant under the headings: "travel and subsistence (of the staff of the consortium)", "equipment" and "other" (limit 3000 characters).

No extra costs under these headings are foreseen for this work package.



PART G. Work plan and work packages

IMPORTANT: Sections G.1 to G.3 should be duplicated and completed together for each work package.

G.1 Identification

Work package number	4	Work package title	Elaborating an e-portfolio for Telecollaboration		
Work package type	<input type="checkbox"/> Management <input checked="" type="checkbox"/> Implementation (the substance of the work planned including production, testing, etc) <input type="checkbox"/> Quality Assurance (quality plan) <input type="checkbox"/> Dissemination <input type="checkbox"/> Exploitation of results				
Start Month number	03	End Month number	24	Duration in number of months	22
Description of the work package (limit 3000 characters)					
<p>Portfolios play an important role in FL education assessment procedures (e.g. European Language Portfolio). However, as yet no portfolio has been designed to facilitate assessment and self-assessment in FL telecollaborative activity. The aim of this WP, therefore, is to develop an e-portfolio which caters to the unique characteristics of telecollaborative exchange. The portfolio will offer learners the opportunity to identify and document their progress in their exchanges through the provision of various can-do statements related to intercultural competencies, e-literacies, transversal skills and FL skills. The descriptors used will be based on those of the Common European Framework of Reference, the INCA Portfolio of Intercultural Competence, the Autobiography of Intercultural Encounters and the NETS for students outlined by the International Society for Technology in Education. The e-portfolio will be made available in electronic format and users will be required to upload evidence from their exchanges which illustrates progress in these areas.</p> <p>The coordinating partners at Open University and Barcelona will initially carry out a review of existing models of language learning portfolios and establish examples of good practice as well as relevant descriptors by month 06. They will then design and present draft 1 of the e-portfolio to the project group in the online project meeting in month 06. This will then be submitted for programming to the web-design team KMI at Open University by month 12. Suggestions for modifications can be made based on trials with students in the ongoing exchanges (WP8) and these will be integrated into a 2nd version which will be updated by the web-design team for programming by month 24 if necessary. A working version of the eportfolio will be published as part of the virtual platform by month 12.</p> <p>The coordinators will report on a monthly basis to the other project partners on their progress via our online workspace. The coordinators will also make a report to the team and external evaluators at the 2nd project meeting (m. 06).</p> <p>Performance indicators: Completing a review of e-portfolios and relevant descriptors in m.03, presenting draft 1 of e-portfolio to project team by m. 6, submitting draft to web-design team in m.</p>					

6 and the publication of e-portfolio in virtual platform in m.12. This e-portfolio will be available on the virtual platform (WP2). It will be tested in the exchanges in WP8. Suggestions as to its application will also be one of the main themes of the teacher training and dissemination activities carried out in WP6. A revised version – based on suggested changes following the trialling in WP8 – will be published in the platform by m.24

G.2 Deliverables – outputs / products / results

Please add tables as necessary.

Deliverable number	4.1		
Title	E-portfolio for Assessing Online Exchanges		
Type of outcome / product / results	e-portfolio		
Delivery date		Dissemination level	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	<input type="checkbox"/> Report <input checked="" type="checkbox"/> Service / Product <input type="checkbox"/> Demonstrator / Prototype <input type="checkbox"/> Event <input type="checkbox"/> Other		
Language versions	English, Spanish, German, French, Italian, Polish		
Target languages			
Description (limit 1000 characters)			
<p>The e-portfolio will function as both an assessment and self-assessment tool for telecollaborative exchange and will provide sections which will allow students to demonstrate their progress in intercultural competencies, e-literacies, generic skills and FL skills during telecollaborative projects. The e-portfolio will be made available in electronic format, allowing users to upload both text-based and multimedia documents from their exchanges and then to post reflections on these documents. This follows the model of the self-evaluation tools designed by the web-design company Knowledge Media Institute for the LLP project CEFcult. As such programming difficulties are not envisaged.</p> <p>The portfolio will also benefit from the recommendations submitted by the associate partners in the EU funded NIFLAR project who have been working on the development of tasks for online foreign language interaction using Web 2.0 and virtual reality tools such as wikis and Second Life.</p> <p>It will be made available in all consortium languages in order to facilitate use in telecollaboration exchanges which involve languages other than English.</p>			

G.3 Consortium partners involved and resources required to complete the work package

Please add lines as necessary.

Indicative input of consortium staff - The total number of days per staff category should correspond with the information provided in the budget tables.

	Partners involved	Country	Short name	Number of staff days					Role and tasks in the work package
				Category 1	Category 2	Category 3	Category 4	Total	
Lead partner	7	Spain	UAB		27	1		28	1) Carry out a review of existing models of language learning portfolios and establish examples of good practice 2) Design and present draft 1 of the e-portfolio to the project group 3) Take on suggestions for modifications and integrate into 2nd version 4) Submit to web-design company for programming 5) Ensure timely publication on platform 6) Maintain project team regularly informed of progress
	8	GB - United Kingdom	OU		16	44		60	The academic team: 1) Carry out a review of existing models of language learning

									portfolios and establish examples of good practice 2) Design and present draft 1 of the e-portfolio to the project group 3) Take on suggestions for modifications and integrate into 2nd version 4) Submit to web-design company for programming 5) Maintain project team regularly informed of progress The web-design team: Programming and technical design of platform
Total	2				43	45		88	

Please explain how the overall project management will be implemented making specific reference to the management structure of the partnership, how decisions will be taken and how the partnership proposes to ensure permanent and effective communication and reporting (limit 1000 characters).

The lead partner Barcelona – in collaboration with the Open University, UK- will:

- 1) Carry out a review of existing models of language learning portfolios and establish examples of good practice.
- 2) Design and present draft 1 of the e-portfolio to the project group.
- 3) Take on suggestions for modifications and integrate into 2nd version.
- 4) Submit to web-design team KMI at Open University for programming.
- 5) Monitor its publication on the virtual platform by agreed deadline of month 12.
- 6) Evaluate functionality and quality of databank through trials in workshops and exchanges.
- 7) After trialling and evaluation, suggested changes and improvements will be drawn up on the virtual platform in project meeting 4 (month 20) and submitted by the lead partner to the web-design team who will publish revised version by m.24.

Tasks that will be subcontracted

Please add lines as necessary.

Partner responsible for entering into a sub-contract with a sub-contractor	N° days (where appropriate)	Brief description of task
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1		Translation into 5 consortium languages
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Explanation of work package expenditures

Please explain and justify budget items included in the detailed budget that relate to this work package, specifically, where relevant under the headings: "travel and subsistence (of the staff of the consortium)", "equipment" and "other" (limit 3000 characters).

This WP requires that the eportfolio be translated into 5 other EU languages – German, French, Polish, Italian and Spanish, to support its dissemination and its usefulness to teachers and students of languages who may not be familiar with English or who wish to use the e-portfolio for languages other than English.
 To save costs, members such as León and Padua have committed to have these documents translated into Spanish and Italian by staff within their own institution – thereby enabling a substantial reduction in subcontracting costs spent on this activity.



PART G. Work plan and work packages

IMPORTANT: Sections G.1 to G.3 should be duplicated and completed together for each work package.

G.1 Identification

Work package number	5	Work package title	Elaborating a Databank of Telecollaborative Tasks and Guidelines for Educators		
Work package type	<input type="checkbox"/> Management <input checked="" type="checkbox"/> Implementation (the substance of the work planned including production, testing, etc) <input type="checkbox"/> Quality Assurance (quality plan) <input type="checkbox"/> Dissemination <input type="checkbox"/> Exploitation of results				
Start Month number	3	End Month number	24	Duration in number of months	22
Description of the work package (limit 3000 characters)					
<p>This WP will involve the development of a searchable databank of text- and multimedia-based materials which will provide a) guidelines for running telecollaborative exchange and b) outlines of different telecollaborative tasks. A separate set of guidelines for students on how to take part in and learn from online exchanges will also be developed. The aim of this WP is to provide students, teachers and teacher-trainers with an online resource of guidelines and good practices which can be easily replicated in different areas of HE FL education. First, the coordinating partners in Heidelberg and Grenoble and Czestochowa will during months 03-05 carry out a literature review and an online search in order to collect descriptions of the tasks which have been used in telecollaborative exchange – including those identified in WP1. They will also identify the key themes for the ‘Guidelines to Telecollaboration’ – one set for students, another for teachers and teacher educators. Second, the partners will create a databank of categorised tasks and will also author the texts for the ‘Guidelines’ documents by month 09. Following a review by the other project members, these will be submitted for publication in the virtual platform (month 09). The databank will be made available online by month 12. The task databank will also allow users to upload further tasks (similar to WP3), thereby ensuring the sustainability of the virtual platform.</p> <p>The coordinating partners will report on a monthly basis to the other project partners on their progress using our virtual workspace. The coordinators will also make a progress report at the 3rd project meeting (month 12). A revised version – based on suggested changes following the trialling in WP8 – will be published in the platform by m.24</p> <p>Performance indicators include: Review of existing tasks by end of month 05 Draft 1 of tasks and texts presented to rest of team by start of month 09 Draft 2 submitted to web-design team by end of month 09 Publication of working-version of task databank and texts by month 12 Publication of final version based on proposed improvements following trialling by m.24</p>					

The texts created here will be partly informed by the survey in WP1; The databank will be one of the key resources in the platform designed in WP2. The 'guidelines for students' will be a main resource within the student section of the platform. Suggestions as to the tools' application will be one of the main themes of the teacher training and dissemination activities carried out in WP6.

G.2 Deliverables – outputs / products / results

Please add tables as necessary.

Deliverable number	5.1		
Title	Databank of Telecollaborative Guidelines & Tasks		
Type of outcome / product / results	Databank		
Delivery date		Dissemination level	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	<input type="checkbox"/> Report <input checked="" type="checkbox"/> Service / Product <input type="checkbox"/> Demonstrator / Prototype <input type="checkbox"/> Event <input type="checkbox"/> Other		
Language versions	English, Spanish, German, French, Italian, Polish		
Target languages			
Description (limit 1000 characters)			
<p>This WP will produce a searchable databank of text-based and multimedia-based information for educators interested in organising and carrying out telecollaborative exchange. The databank will include sections on task design, types of virtual tools available, assessment procedures, e-literacies and student training techniques. Where appropriate, audio and video recordings of teacher and student interviews as well as online materials will be included to enhance the materials.</p> <p>It will also include descriptions and examples of tasks which have been used to date in telecollaborative exchanges. These tasks will be grouped under the three categories: Information Exchange, Comparison and Analysis, and Collaboration and Product Creation, that educators can use and adapt for different languages and cultures.</p> <p>The databank will also benefit from contributions of tasks submitted by the associate partners in the EU funded NIFLAR project who have been working on the development of tasks for online foreign language interaction using Web 2.0 and virtual reality tools such as wikis and Second Life.</p> <p>Wherever possible, translations of the authored texts will be provided.</p>			

G.2 Deliverables – outputs / products / results

Please add tables as necessary.

Deliverable number	5.2		
Title	Guidelines for students		
Type of outcome / product / results	Guidelines for students		
Delivery date		Dissemination level	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	<input type="checkbox"/> Report <input checked="" type="checkbox"/> Service / Product <input type="checkbox"/> Demonstrator / Prototype <input type="checkbox"/> Event <input type="checkbox"/> Other		
Language versions	English, Spanish, German, French, Italian, Polish		
Target languages			
Description (limit 1000 characters)			
<p>This outcome of this WP will be a set of guidelines for students interested in taking part in, and learning from, their telecollaborative exchanges. The guidelines will include sections on how to find partners, how to use various Web 2.0 tools, how to engage in self-assessment, how to interact with members of other cultures, and other information emerging from the survey and other project activities. The guidelines will also be illustrated by extracts of student interaction and student interviews taken from previous exchanges. A model of a learner diary for telecollaborative exchange will also be included. This will support the concept of telecollaboration as a tool for the continuation of learning and the development of autonomous approaches to learning outside of the classroom”.</p>			

G.3 Consortium partners involved and resources required to complete the work package

Please add lines as necessary.

Indicative input of consortium staff - The total number of days per staff category should correspond with the information provided in the budget tables.

	Partners involved	Country	Short name	Number of staff days					Role and tasks in the work package
				Category 1	Category 2	Category 3	Category 4	Total	
Lead partner	3	Germany	PHH		30	3	1	34	1) Carry out a literature review and an online search to collect descriptions of the telecollaborative tasks 2) Identify the key themes for the 'Guidelines to Telecollaboration' 3) Create a databank of tasks 4) Author texts for the 'Guidelines' section 5) Present texts and task databank for review to project team 6) Submit databank for publication on virtual platform
	2	France	UG3		14			14	1) Carry out a literature review and an online search to collect descriptions of the telecollaborative tasks 2) Identify the key themes for the 'Guidelines to Telecollaboration' 3) Create a databank of tasks 4) Author texts for the 'Guidelines' section 5) Present texts and task databank for review to project team
	4	Poland	WSL		18			18	1) Carry out a literature review and an online search to collect descriptions of the telecollaborative tasks 2) Identify the key themes for the 'Guidelines to Telecollaboration' 3) Create a databank of tasks

									4) Author texts for the 'Guidelines' section 5) Present texts and task databank for review to project team
	8	GB - United Kingdom	OU			40		40	Programming and technical design of platform
Total	4				62	43	1	106	

Please explain how the overall project management will be implemented making specific reference to the management structure of the partnership, how decisions will be taken and how the partnership proposes to ensure permanent and effective communication and reporting (limit 1000 characters).

The lead partner, Heidelberg, in coordination with Grenoble and Czestochowa, will do the following:

- 1) Carry out a literature review and an online search to collect descriptions of the telecollaborative tasks
- 2) Identify the key themes for the 'Guidelines to Telecollaboration.'
- 3) Create a databank of tasks.
- 4) Author texts for the 'Guidelines' section.
- 5) Present texts and task databank for review to consortium in project meeting 2.
- 6) Submit this data for programming to KMI by month 9.
- 7) Monitor its publication on the virtual platform by agreed deadline of month 12.
- 8) Evaluate functionality and quality of databank through trials in workshops.
- 9) After trialling and evaluation, suggested changes and improvements will be drawn up on the virtual platform in project meeting 4 (month 20) and submitted by the lead partner to the web-design team KMI at Open University.
10. The web-design team will publish a revised version by m.24

Tasks that will be subcontracted

Please add lines as necessary.

Partner responsible for entering into a sub-contract with a sub-contractor	N° days (where appropriate)	Brief description of task
3		Translation into 5 consortium languages

Explanation of work package expenditures

Please explain and justify budget items included in the detailed budget that relate to this work package, specifically, where relevant under the headings: "travel and subsistence (of the staff of the consortium)", "equipment" and "other" (limit 3000 characters).

This WP also requires that the databank of tasks and guidelines be translated wherever possible into 5 other EU languages to support its dissemination and its usefulness to teachers and trainee-teachers who may not be familiar with English. To save costs, members such as León and Padua have committed to have these documents translated into Spanish and Italian by staff within their own institution – thereby enabling a substantial reduction in subcontracting costs spent on this activity.

PART G. Work plan and work packages

IMPORTANT : Sections G.1 to G.3 should be duplicated and completed together for each work package.

G.1 Identification

Work package number	6	Work package title	Disseminating and Awareness Raising		
Work package type	<input type="checkbox"/> Management <input type="checkbox"/> Implementation (the substance of the work planned including production, testing, etc) <input type="checkbox"/> Quality Assurance (quality plan) <input checked="" type="checkbox"/> Dissemination <input type="checkbox"/> Exploitation of results				
Start Month number	3	End Month number	30	Duration in number of months	28
Description of the work package (limit 3000 characters)					
<p>The aim of this WP is to disseminate the concept of FL telecollaboration and proposals for its effective integration to FL educators and teacher trainers, to students, and to relevant decision makers such as FL heads of department, HE vice-chancellors for elearning, and government representatives at Ministry level responsible for ICT initiatives. This will be achieved by: (a) a series of information updates, (b) workshops, and (c) publications as well as (d) presentations at international conferences.</p> <p>a. To reach both educators and decision makers, information on the project and its events and publications will be disseminated by poster presentations at HE network events such as the annual conferences of the Santander Group and the EAIE. Regular email updates on the project will be sent to organisations of education and e-learning. A brochure will also be created for distribution at workshops and international conferences. Links to the project and its tools and results will also be published in the CORDIS (http://cordis.europa.eu), the EURODIS (http://camilleserver.upv.es/eurodis/) and Epics (http://www.epics-ve.eu/) dissemination platforms.</p> <p>b. Four partners in the WP (Barcelona, Milton Keynes, Czestochowa, and Padova) will each organise workshops in their local institutions in order to train tertiary FL teachers and teacher-trainers in telecollaboration and to introduce the tools and resources on this project's virtual platform. These workshops will also bring together HE students, educators, and decision makers to engage in dialogue to develop and refine effective proposals for the integration of telecollaboration into HEI syllabi and curricula. Each workshop will aim for attendance of 25 educators, and 5 decision makers and 5 local students with past experience of telecollaboration. An online workshop will also be organised for members of the European Student Network in order to explain the potential of this activity for students planning to engage in student mobility programmes.</p> <p>The holding of the workshops during the final 12 months of the project and the reporting by practitioners of their own projects in the forums will be key milestones.</p>					

c. & d. The project team will also submit articles to peer-reviewed academic journals and make presentations at academic conferences reporting on the projects' activities and findings. The standard of the articles written for publication will be ensured by reviews by team members and external evaluators prior to submission and also by the submission of the articles to peer-reviewed indexed journals. Two consortium members (Dooly and O'Dowd) are co-editors of a book series by Peter Lang publishers on the theme of Telecollaboration in Education. They will organise an edited book publication based on theme of Telecollaboration in Higher Education based on INTENT activities and research.

This WP will ensure that the research and content development of the previous WPs will be disseminated among the academic community and that educators and decision makers will be made aware of the resources available from the outset of the project until its conclusion. The workshops will also provide an opportunity for large groups of practitioners to put the tools of the platform into use and to test the platform (see WP8). Our virtual workspace will ensure regular contact between project members. The final project meeting (month 30) will also serve to review these activities.

G.2 Deliverables – outputs / products / results

Please add tables as necessary.

Deliverable number	6.1		
Title	Training Workshops		
Type of outcome / product / results			
Delivery date		Dissemination level	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	<input type="checkbox"/> Report <input checked="" type="checkbox"/> Service / Product <input type="checkbox"/> Demonstrator / Prototype <input type="checkbox"/> Event <input type="checkbox"/> Other		
Language versions	English combined with Spanish, Catalan, Italian and Polish (according to location of workshop)		
Target languages			
Description (limit 1000 characters)			
<p>The project members in Barcelona, Open University, UK, Padova and Czestochowa will each organise a workshop in their local institutions. These aim to raise awareness among university FL educators of telecollaboration and of the projects' platform and its outcomes. They will also include attendance by HE decision makers and students in order to include multiple perspectives on integrating telecollaboration. The attendees will come from neighbouring states in each case and will act as multipliers and support the spread of this activity in their home institutions.</p> <p>The workshop structure will be: Pre-workshop phases: 1: Online contact with registered participants using the virtual platform forum. Reading of background texts and online discussion of attitudes to online exchange. 2: Completion of the self-assessment descriptors related to ICT and intercultural learning as provided in the European Portfolio for Student Teachers of Languages (ECML). Workshop phases: 1: Introductory presentations on telecollaborative topics and on INTENT resources. 2: Analysis of case studies of previous projects (good practice). Participants inductively develop criteria for successful projects (i.e. task-based structures, supporting intercultural communicative competence) 3: Development of customized projects for their own local contexts. Working groups with input from educators, students and decision makers. Post-workshop phase: 1. Reports of projects being put into practice are discussed in the virtual platform forum and published in the platform databank. The Project team will provide virtual support to practitioners.</p>			

G.2 Deliverables – outputs / products / results

Please add tables as necessary.

Deliverable number	6.2		
Title	Academic Publications		
Type of outcome / product / results			
Delivery date		Dissemination level	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	<input type="checkbox"/> Report <input checked="" type="checkbox"/> Service / Product <input type="checkbox"/> Demonstrator / Prototype <input type="checkbox"/> Event <input type="checkbox"/> Other		
Language versions	English, Spanish, German, French, Italian, Polish		
Target languages			
Description (limit 1000 characters)			
<p>The team will submit at least 4 academic articles for publication in peer-reviewed indexed journals related to the themes of Computer Assisted Language Learning (e.g. Language Learning and Technology, ReCALL etc.), E-Learning (e.g. E-Learning and Digital Media) and Language policy. These publications will be based on data analysis and findings stemming from the initial survey of educators, the development and evaluation of the platform, and issues related to teacher-training and telecollaboration. Publications will also be made in the consortium partners' national journals and newsletters in the local languages in order to increase the potential audience for information about the project.</p> <p>The team will also contribute to a book for publication in the series Telecollaboration in Education by Peter Lang on the theme of the project and how telecollaboration can be integrated into HEIs in Europe.</p>			

G.2 Deliverables – outputs / products / results

Please add tables as necessary.

Deliverable number	6.3		
Title	Conference Presentations		
Type of outcome / product / results			
Delivery date		Dissemination level	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	<input type="checkbox"/> Report <input type="checkbox"/> Service / Product <input type="checkbox"/> Demonstrator / Prototype <input checked="" type="checkbox"/> Event <input type="checkbox"/> Other		
Language versions	English, Spanish, German, French, Italian, Polish		
Target languages			
Description (limit 1000 characters)			
<p>The team will submit proposals for presentations at several regional and international academic conferences related to the themes of Computer Assisted Language Learning (e.g. Eurocall and CALICO annual conferences), E-Learning (e.g. Online Educa Berlin) and university policy making (e.g. EAIE). These presentations will be based on data analysis and findings stemming from the initial survey of educators, the development and evaluation of the platform, the telecollaborative exchanges between partners and issues related to teacher-training and telecollaboration. Presentations will be made in English and in local languages depending on the conference audience.</p>			

G.2 Deliverables – outputs / products / results

Please add tables as necessary.

Deliverable number	6.4		
Title	Information sessions and mailings		
Type of outcome / product / results			
Delivery date		Dissemination level	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	<input type="checkbox"/> Report <input type="checkbox"/> Service / Product <input type="checkbox"/> Demonstrator / Prototype <input checked="" type="checkbox"/> Event <input type="checkbox"/> Other		
Language versions	English, Spanish, German, French, Italian, Polish (Depending on context)		
Target languages			
Description (limit 1000 characters)			
<p>In order to reach decision makers, the team will organise informative poster sessions at conferences of international university networks such as the Santander Group, the Coimbra Group and the European Association for International Education. They will also send regular email bulletins to these organisations' mailing lists as well as to the mailing lists of HE FL education organisations (Eurocall, IALIC) and to E-learning organisations.</p> <p>Link requests to the project and its tools and results will be sent to dissemination platforms such as CORDIS (http://cordis.europa.eu), the EURODIS (http://camilleserver.upv.es/eurodis/) and Epics (http://www.epics-ve.eu/).</p>			

G.2 Deliverables – outputs / products / results

Please add tables as necessary.

Deliverable number	6.5		
Title	Book Publication		
Type of outcome / product / results			
Delivery date		Dissemination level	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	<input type="checkbox"/> Report <input checked="" type="checkbox"/> Service / Product <input type="checkbox"/> Demonstrator / Prototype <input type="checkbox"/> Event <input type="checkbox"/> Other		
Language versions	English,		
Target languages			
Description (limit 1000 characters)			
<p>The team will contribute to a book for publication in the series Telecollaboration in Education by Peter Lang on the theme of the project and how telecollaboration can be integrated into HEIs in Europe.</p>			

G.3 Consortium partners involved and resources required to complete the work package

Please add lines as necessary.

Indicative input of consortium staff - The total number of days per staff category should correspond with the information provided in the budget tables.

	Partners involved	Country	Short name	Number of staff days					Role and tasks in the work package
				Category 1	Category 2	Category 3	Category 4	Total	
Lead partner	8	GB - United Kingdom	OU		30	3	1	34	1) Coordinate the appropriate timing of workshops and choice of conferences/journals for dissemination 2) Organise workshop in their local institution for FL educators in their country and nearby 3) Submit at least one article to a peer-reviewed academic journal 4) Make at least one presentation at an academic conference reporting on the projects' activities
	4	PL_Poland	WSL		40	2	1	43	1) Organise workshop in their local institution for FL educators in their country and nearby 2) Submit 2 articles to peer-reviewed academic journals 3) Make at least one presentation at an academic conference reporting on the projects' activities
	7	ES Spain	UAB		20	2	1	23	1) Organise workshop in their local institution for FL educators in their country and nearby 2) Submit at least one article to a peer-reviewed academic journal 3) Make at least one presentation

								at an academic conference reporting on the projects' activities
1	ES-Spain	ULE		15			15	1) Coordinate the editing of a book volume on the theme of Telecollaboration in Higher Education 2) Make at least one presentation at a conference of an international university network organisation e.g Santander Group reporting on the projects' activities 3) Ensure regular mailings to online academic networks and portals
5	IT -Italy	UNIPD		20	2	1	23	1) Organise workshop in their local institution for FL educators in their country and nearby 2) Make at least one presentation at a conference of an international university network organisation e.g. Coimbra Group reporting on the projects' activities 3) Ensure regular mailings to online academic networks and portals
3	Germany	PHH		9			9	1) Submit at least one article to a peer-reviewed academic journal or to an edited book volume on the theme 2) Make at least one presentation at an academic conference reporting on the projects' activities
2	France	UG3		9			9	1) Submit at least one article to a peer-reviewed academic journal or to an edited book volume on the theme 2) Make at least one presentation at an academic conference reporting on the projects' activities

	7	NL	RUG		9			9	1) Submit at least one article to a peer-reviewed academic journal or to an edited book volume on the theme 2) Make at least one presentation at an academic conference reporting on the projects' activities
Total	8				182	9	4	195	

Please explain how the overall project management will be implemented making specific reference to the management structure of the partnership, how decisions will be taken and how the partnership proposes to ensure permanent and effective communication and reporting (limit 1000 characters).

The challenge in this work package will be to ensure that dissemination measures are as well organised as possible and are structured in order to cover the widest possible audience.

The coordinating partner at the Open University will ensure that at physical project meeting 2, the following decisions are taken:

1. Agreement on the appropriate timing of workshops and where they will be announced and advertised
2. The choice of conferences/journals for dissemination by all partners. Partners will ensure participation at conferences and publication in journals that focus on areas of FL education, teacher education, Elearning and Student mobility.

The coordinating partner will also ensure that workshops take place on time and that members report regularly on the project workspace on the progress of articles being authored, abstracts for conferences submitted, and related actions.

Tasks that will be subcontracted

Please add lines as necessary.

Partner responsible for entering into a sub-contract with a sub-contractor	N° days (where appropriate)	Brief description of task
P(n)		

Explanation of work package expenditures

Please explain and justify budget items included in the detailed budget that relate to this work package, specifically, where relevant under the headings: "travel and subsistence (of the staff of the consortium)", "equipment" and "other" (limit 3000 characters).

Travel:
 Travel costs have been calculated for bringing 3 consortium members to each workshop so that the local consortium members will be able to carry out each workshop in collaboration with 3 other partners. This will mean that the workshops will bring together members who have expertise in different areas of telecollaboration. Staff costs have also been included for a total of 8 consortium members to travel to international conferences in Europe in order to report on the INTENT project and its findings in conferences such as Eurocall, Online Educa, IALIC, EAIE etc.

It has been agreed among consortium partners to calculate relatively few staff days for authoring and publishing academic publications as this work is already part of the day-to-day activities of the team.

PART G. Work plan and work packages

IMPORTANT: Sections G.1 to G.3 should be duplicated and completed together for each work package.

G.1 Identification

Work package number	7	Work package title	International Conference for Key Players in Telecollaboration		
Work package type	<input type="checkbox"/> Management <input type="checkbox"/> Implementation (the substance of the work planned including production, testing, etc) <input type="checkbox"/> Quality Assurance (quality plan) <input type="checkbox"/> Dissemination <input checked="" type="checkbox"/> Exploitation of results				
Start Month number	25	End Month number	30	Duration in number of months	5
Description of the work package (limit 3000 characters)					
<p>In order to fully exploit and to focus the research and development carried out in earlier WPs, a large-scale international conference on the theme of Integrating FL Telecollaboration into Higher Education will be held in León during the final stage of the project. This conference will invite relevant decision makers such as FL heads of department, HE vice-chancellors for elearning and student mobility and government representatives at Ministry level responsible for ICT initiatives to take part in carefully structured focus-group meetings with project members and telecollaborative practitioners from countries outside of Europe to review the outcomes of this project to date and to develop a list of publishable recommendations for achieving greater recognition and integration of telecollaboration in FL education across the EU.</p> <p>The envisaged format of the conference is:</p> <ol style="list-style-type: none"> 1. Presentations on project findings 2. Keynotes on case studies of successful integration of TC in HE contexts (to be streamed online) 3. Working groups combining decision makers and educators 4. Presentation of working group findings in plenary session 5. Elaboration of conference findings <p>The partner in León will send invitations to the ministries responsible for ICT initiatives in various EU states and will also invite respected telecollaborative practitioners from non-EU countries such as the USA, Japan and Brazil by month 24. (Those invited will have no attendance fee but will not receive travel costs from the project.) The organisation of the conference will be run by a local conference organising company and the partner in León will work in close coordination to ensure the event takes place in month 26. Performance indicators here will include the holding of the conference on schedule, list of registered participants, feedback forms and the publication of the recommendations of the conference working groups.</p> <p>This conference will provide a powerful opportunity to disseminate among key virtual campus decision-makers information about the project's other WPs and to integrate the research findings</p>					

and products of this project into a practical set of strategies for the integration of telecollaboration into HE (e.g. dealing with aspects such as assessment procedures, awarding credit) which have been developed through dialogue by researchers, practitioners and policy makers associated with INTENT. The conference will also serve as a first step to preparing a second LLP project expanding telecollaboration beyond FL education and into other subject areas.

G.2 Deliverables – outputs / products / results

Please add tables as necessary.

Deliverable number	7.1		
Title	International Conference		
Type of outcome / product / results	conference		
Delivery date		Dissemination level	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	<input type="checkbox"/> Report <input type="checkbox"/> Service / Product <input type="checkbox"/> Demonstrator / Prototype <input checked="" type="checkbox"/> Event <input type="checkbox"/> Other		
Language versions	English – other languages may be used in the conference working groups pending agreement of group participants		
Target languages			
Description (limit 1000 characters)			
<p>This conference, based on the theme of integrating telecollaboration in FL university education, will bring the project team and other experienced practitioners together with key stake holders, including those responsible for University Virtual Mobility and Foreign Language policy making, at national and EU levels. The aim will be to discuss the value of telecollaboration for university education and to explore how its implementation can be more effectively achieved in universities across the EU – based on the findings of the project to date.</p>			

G.2 Deliverables – outputs / products / results

Please add tables as necessary.

Deliverable number	7.2		
Title	Report on conference findings		
Type of outcome / product / results	Report		
Delivery date		Dissemination level	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	<input checked="" type="checkbox"/> Report <input type="checkbox"/> Service / Product <input type="checkbox"/> Demonstrator / Prototype <input type="checkbox"/> Event <input type="checkbox"/> Other		
Language versions	English, Spanish, German, French, Italian, Polish		
Target languages			
Description (limit 1000 characters)			
<p>A set of recommendations and strategies for the integration of telecollaboration into HEIs will be produced. These recommendations will be based on the many dialogues and insights emerging from among the participating researchers, practitioners and policy makers at the León international conference. This document will focus on issues such as how credit can be awarded for telecollaborative learning and how awareness of telecollaboration can be raised among educators.</p>			

G.3 Consortium partners involved and resources required to complete the work package

Please add lines as necessary.

Indicative input of consortium staff - The total number of days per staff category should correspond with the information provided in the budget tables.

	Partners involved	Country	Short name	Number of staff days					Role and tasks in the work package
				Category 1	Category 2	Category 3	Category 4	Total	
Lead partner	1	Spain	ULE	3	21	3	2		1) Invite the ministries and HE representatives responsible for ICT initiatives in EU states 2) Invite respected telecollaborative practitioners from non-EU countries 3) Coordinate conference organisation with a local conference organising company 4) Run conference event 5) Collect conference outcomes and write report on conference 6) Publish report on platform & disseminate online
Total	1			3	21	3	2	29	

Please explain how the overall project management will be implemented making specific reference to the management structure of the partnership, how decisions will be taken and how the partnership proposes to ensure permanent and effective communication and reporting (limit 1000 characters).

Following the 2nd physical project meeting, the lead partner in León will invite the ministries and HE representatives responsible for ICT initiatives in EU states to attend the conference. These individuals and organizations will be contacted by official letters coming from the Vice-rector of International Relations at the University of León. The partner will also Invite respected telecollaborative practitioners from non-EU countries – making clear that their travel costs will not be covered by the conference organisers.

León will coordinate the conference organisation with a local conference organising company. This will ensure a high standard of accommodation and facilities for the conference.

The event will be chaired by the project author with the support of the Vice-rector for International Relations. During the conference, outcomes and proposals from the working groups will be collected and these will be analysed and compiled to produce a conference report which will be published on the INTENT virtual platform and disseminated online through our associate partners such as the Santander Group, Coimbra Group, Nice Network and the usual educational online networks, such as the Eurocall mailing list among others.

Tasks that will be subcontracted

Please add lines as necessary.

Partner responsible for entering into a sub-contract with a sub-contractor	N° days (where appropriate)	Brief description of task
1		Conference to be organised by event organising company
1		Translation into 5 other languages

Explanation of work package expenditures

Please explain and justify budget items included in the detailed budget that relate to this work package, specifically, where relevant under the headings: "travel and subsistence (of the staff of the consortium)", "equipment" and "other" (limit 3000 characters).

Travel and subsistence:

Travel costs have been calculated to bring up to 8 consortium members to León to participate in the conference and in the working groups and to contribute to its final recommendations. We will also exploit this conference to hold our final face-to-face project meeting

Other costs:

The translation of the conference findings document into 5 other EU languages has been calculated and budgeted for. This is vital to ensure a wide dissemination of the findings. To save costs, members such as León and Padua have committed to have these documents translated into Spanish and Italian by staff within their own institution – thereby enabling a substantial reduction in subcontracting costs spent on this activity.

Funds have also been requested for the travel costs of the two external experts that will be assessing and supporting the development of the project.

Subcontracting costs:

Due to the large size of the conference, 15,000€ has been calculated in order to contract a specialised company that can successfully organise the conference.

PART G. Work plan and work packages

IMPORTANT: Sections G.1 to G.3 should be duplicated and completed together for each work package.

G.1 Identification

Work package number	8	Work package title	Evaluating, Piloting and Testing		
Work package type	<input type="checkbox"/> Management <input type="checkbox"/> Implementation (the substance of the work planned including production, testing, etc) <input checked="" type="checkbox"/> Quality Assurance (quality plan) <input type="checkbox"/> Dissemination <input type="checkbox"/> Exploitation of results				
Start Month number	01	End Month number	30	Duration in number of months	30
Description of the work package (limit 3000 characters)					
<p>The aim of WP8 is to carry out a thorough internal testing of the virtual platform and its tools in order to establish its effectiveness as a hub for tertiary telecollaboration. The testing and evaluation will involve project members as well as external evaluators and will include 3 separate actions:</p> <p>1. Team members will test and evaluate the tools such as the e-portfolio and the task databank by organising 8 telecollaborative exchanges involving students at their own institutions (and with third-party collaborating institutions) in months 13-30. These exchanges will use the task databank and the e-portfolio (or trial versions of these tools) as well as the communication tools provided on or linked to the platform.</p> <p>Exchanges will explore the potential of FL TC for the development of intercultural communicative competencies in the following target groups:</p> <p>a) students preparing for Erasmus mobility (by linking learners with partners in countries where they plan to go to as Erasmus programme participants).</p> <p>b) students studying FLs but who are unable to exercise physical mobility.</p> <p>c) students studying FL Education courses at undergraduate or MA levels (by engaging them in TC projects with other trainee-teachers and/or with practising teachers).</p> <p>The tasks and structuring of the exchanges will reflect the particular needs of these target groups and will explore strategies for integrating telecollaboration effectively in HEIs. These strategies will include:</p> <p>a) organising exchanges in both class-to-class and individual student-to-student formats.</p> <p>b) ensuring students receive ECTS credits for participation in telecollaboration/virtual mobility exchanges.</p> <p>c) achieving a specific mention of telecollaboration in the European Diploma Supplement</p> <p>d) exploring the possibility of linking telecollaboration exchange partnerships with traditional Erasmus partnerships – thereby enhancing links between institutions.</p>					

Detailed feedback will be gathered from participants in the pilot exchanges which will form the basis for the fine-tuning of products by month 24 and the publication of research articles and conference presentations.

2. The virtual platform, including its partner search function and databank of previous exchanges ('practitioners' databank'), will be tested through their application in workshops organised as part of WP6 as well as through their use by European university FL educators and trainers who use the platform independently. The appearance of entries by educators looking for partners in the partner search tool and the successful addition of new accounts to the 'practitioners databank' during months 13-30 will indicate success here. An evaluation form will also be provided to those who have attended the workshops and used the platform and positive evaluations will also be an indicator of success.

Issues related to the piloting and testing phases will be discussed by the partners on the virtual workspace and will also be addressed during the 3rd (physical) and 4th (virtual) project meetings (months 13 and 20).

3. External assessment during the whole project will be provided by non-project evaluators who will report at project meetings and by the Office of Quality Control at León who will provide written recommendations to the coordinator.

G.2 Deliverables – outputs / products / results

Please add tables as necessary.

Deliverable number	8.1		
Title	Online Exchanges between partners		
Type of outcome / product / results	Online projects		
Delivery date		Dissemination level	<input type="checkbox"/> Public <input checked="" type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	<input type="checkbox"/> Report <input type="checkbox"/> Service / Product <input checked="" type="checkbox"/> Demonstrator / Prototype <input type="checkbox"/> Event <input type="checkbox"/> Other		
Language versions	Depending on target languages of participating classes: Combinations of English, Spanish, German, French, Italian and Polish		
Target languages			
Description (limit 1000 characters)			
<p>These multilingual exchanges will involve FL students at different partner universities. The aims will be to put into practice the tools and resources developed in other WPs and to carry out research into how telecollaboration can be used as a tool for a diverse array student groups – i.e. those preparing for physical mobility, those studying to be future FL teachers, and those unable to engage in physical mobility. Partners will award academic credit (ECTS credits) for completing exchanges and will ensure a specific mention of telecollaboration activity in their students' European Diploma Supplement. The exchanges will involve various language combinations, depending on the target languages of the groups involved.</p>			

Deliverable number	8.2		
Title	Report on Online Exchanges between partners		
Type of outcome / product / results	Online projects		
Delivery date		Dissemination level	<input type="checkbox"/> Public <input checked="" type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	<input checked="" type="checkbox"/> Report <input type="checkbox"/> Service / Product <input type="checkbox"/> Demonstrator / Prototype <input type="checkbox"/> Event <input type="checkbox"/> Other		
Language versions	Depending on target languages of participating classes: Combinations of English, Spanish, German, French, Italian and Polish		
Target languages			
Description (limit 1000 characters)			
<p>The lead partner will collect information from other partners involved in the exchanges in order to write up a report evaluating the exchanges and the project tools developed in other WPs. This report, with suggestions for improvements, will be sent to the web-design team KMI in order to ameliorate the content and function of the various resources and tools produced by INTENT.</p>			

Deliverable number	8.3		
Title	External Evaluation Reports		
Type of outcome / product / results	Online projects		
Delivery date		Dissemination level	<input type="checkbox"/> Public <input checked="" type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	<input checked="" type="checkbox"/> Report <input type="checkbox"/> Service / Product <input type="checkbox"/> Demonstrator / Prototype <input type="checkbox"/> Event <input type="checkbox"/> Other		
Language versions	English		
Target languages			
Description (limit 1000 characters)			
<p>Two non-project evaluators will provide written mid-term and end-of project reports summarising their evaluation of the project, identifying areas for improvement and suggestions for solving emerging problems, related to project content and workplan.</p> <p>The Office of Quality Control at León will provide two written recommendations to the project coordinator at León on technical and financial issues related to the project.</p>			

G.3 Consortium partners involved and resources required to complete the work package

Please add lines as necessary.

Indicative input of consortium staff - The total number of days per staff category should correspond with the information provided in the budget tables.

	Partners involved	Country	Short name	Number of staff days					Role and tasks in the work package
				Category 1	Category 2	Category 3	Category 4	Total	
Lead partner	2	FR - France	UG3		18	1	1	20	1) Coordinate the organisation of the participating exchange partner 2) Engage students in a series of exchanges with other partner institutions using tools and resources developed in other WPs. 3) Strive for academic credit for students who have taken part (ECTS credits, European Diploma Supplement mention) 4) Evaluate project tools developed in other WPs and share results with other team members
	2	ES-Spain	ULE		6	1	1	8	1) Engage students in a series of exchanges with other partner institutions using tools and resources developed in other WPs. 2) Strive for academic credit for students who have taken part (ECTS credits, European Diploma Supplement mention) 3) Evaluate project tools developed in other WPs and share results with other team members 4. Office of Quality Control will provide written mid-term and end-

								of project reports on financial and technical development of the project.
3	DE - Germany	PHH		6	1	1	8	1) Engage students in a series of exchanges with other partner institutions using tools and resources developed in other WPs. 2) Strive for academic credit for students who have taken part (ECTS credits, European Diploma Supplement mention) 3) Evaluate project tools developed in other WPs and share results with other team members
4	PL - Poland	WSL		6	1	1	8	1) Engage students in a series of exchanges with other partner institutions using tools and resources developed in other WPs. 2) Strive for academic credit for students who have taken part (ECTS credits, European Diploma Supplement mention) 3) Evaluate project tools developed in other WPs and share results with other team members
5	IT - Italy	UNIPD		6	1	1	8	1) Engage students in a series of exchanges with other partner institutions using tools and resources developed in other WPs. 2) Strive for academic credit for students who have taken part (ECTS credits, European Diploma Supplement mention) 3) Evaluate project tools developed in other WPs and share results with other team members
6	NL			6	1	1	8	1) Engage students in a series of exchanges with other partner institutions using tools and

								resources developed in other WPs. 2) Strive for academic credit for students who have taken part (ECTS credits, European Diploma Supplement mention) 3) Evaluate project tools developed in other WPs and share results with other team members
7	ES - Spain	UAB		6	1	1	8	1) Engage students in a series of exchanges with other partner institutions using tools and resources developed in other WPs. 2) Strive for academic credit for students who have taken part (ECTS credits, European Diploma Supplement mention) 3) Evaluate project tools developed in other WPs and share results with other team members
8	GB - United Kingdom	OU		6	21		27	1) Engage students in a series of exchanges with other partner institutions using tools and resources developed in other WPs. 2) Strive for academic credit for students who have taken part (ECTS credits, European Diploma Supplement mention) 3) Evaluate project tools developed in other WPs and share results with other team members 4) Webdesign company KMI will carry out proposed technical changes to platform and applications
Total	8			60	8	27	95	

Please explain how the overall project management will be implemented making specific reference to the management structure of the partnership, how decisions will be taken and how the partnership proposes to ensure permanent and effective communication and reporting (limit 1000 characters).

The lead partner in Grenoble will coordinate the organisation of the exchanges during the second project meeting, which will be convened in Grenoble. The exchanges will be established based on the language needs of students at the different institutions as well as their specialised areas – FL education, international studies, etc.

The lead partner will maintain regular contact with the other partners to ensure that all partner institutions are engaging students in exchanges with other partner institutions using tools and resources developed in the INTENT project's WPs. Any problems arising will be resolved through regular skype meetings between the lead partner and the participating exchange institutions.

During online meeting 3, partners will be asked to report on what academic credit their institutions will be awarding their students for participation in the exchanges. The lead partner will also collect information from other partners in order to write up a report evaluating project tools developed in other WPs. This report, with suggestions for improvements, will be sent to the technical company KMI in order to ameliorate the content and function of the various resources and tools produced by INTENT. The company KMI will carry out these proposed changes.

Tasks that will be subcontracted

Please add lines as necessary.

Partner responsible for entering into a sub-contract with a sub-contractor	N° days (where appropriate)	Brief description of task
P(n)		

Explanation of work package expenditures

Please explain and justify budget items included in the detailed budget that relate to this work package, specifically, where relevant under the headings: "travel and subsistence (of the staff of the consortium)", "equipment" and "other" (limit 3000 characters).

There are no specific costs related to this WP as the consortium will coordinate the exchanges in their own local institutions.

PART G. Work plan and work packages

IMPORTANT: Sections G.1 to G.3 should be duplicated and completed together for each work package.

G.1 Identification

Work package number	9	Work package title	Project Management and Coordination		
Work package type	<input checked="" type="checkbox"/> Management <input type="checkbox"/> Implementation (the substance of the work planned including production, testing, etc) <input type="checkbox"/> Quality Assurance (quality plan) <input type="checkbox"/> Dissemination <input type="checkbox"/> Exploitation of results				
Start Month number	01	End Month number	30	Duration in number of months	30
Description of the work package (limit 3000 characters)					
<p>The aim of this WP is to ensure the internal management and fluid development of the project from the initial survey stage (WP1) through to the second stage involving the development of tools and resources (WPs 2-5), and then on to the final stage of testing, dissemination and exploitation of results (WPs 6-7-8).</p> <p>León will organise management from various offices. In liaison with the project coordinator (O'Dowd), the Office of International Relations will administer the project budget, the Office of Quality Control will overview the meeting of objectives and the maintenance of the project schedule, while the university's Centre for ICT will provide support in the evaluation and testing of the online resources being developed. The coordinator will provide supervisory guidance and support so that the partners adhere to the established timetable in the various WPs. The coordinator will also maintain regular contact with the coordinating partner in each WP. León will host the third of three physical project meetings (as it coincides with the conference in León), author the intermediate and final reports, and promote communication among partners. Managing the project will also involve communicating requirements to, and establishing deadlines with, the web-design team KMI at Open University (for the virtual platform development in WP2) and with the conference organising company in WP7.</p> <p>In WPs 3-5, León will liaise and coordinate with the lead partners in relation to the design of the tools and databanks. These must be compatible with the main platform where they will be integrated and for this reason the same web-design team KMI at Open University has accepted to undertake the programming of all project tools according to the costing and deadlines set out in this proposal.</p> <p>The coordinator will also identify and invite 2 external experts to review the outcomes of the WPs and to participate in at least 3 of the project meetings. Performance indicators in this WP are related to the meeting of time deadlines as the completion of WP1 is vital to inform the development of resources in WP2-5 and these, in turn, are necessary for their consequent dissemination and</p>					

exploitation.

Partners 2 and 6 will organise and hold the first and second project meetings.

G.2 Deliverables – outputs / products / results

Please add tables as necessary.

Deliverable number	9.1		
Title	Reports on Project Progress		
Type of outcome / product / results	Report		
Delivery date		Dissemination level	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	<input checked="" type="checkbox"/> Report <input type="checkbox"/> Service / Product <input type="checkbox"/> Demonstrator / Prototype <input type="checkbox"/> Event <input type="checkbox"/> Other		
Language versions	English, Spanish, German, French, Italian, Polish		
Target languages			
Description (limit 1000 characters)			
<p>These reports will be written up mid-way and at the end of the project and will provide extensive information on the development of the WPs and related deliverables. Informative versions for the public will be made available on the virtual platform and will be distributed to online mailing networks and other dissemination platforms for virtual mobility programmes.</p>			

G.3 Consortium partners involved and resources required to complete the work package

Please add lines as necessary.

Indicative input of consortium staff - The total number of days per staff category should correspond with the information provided in the budget tables.

	Partners involved	Country	Short name	Number of staff days					Role and tasks in the work package
				Category 1	Category 2	Category 3	Category 4	Total	
Lead partner	1	Spain	ULE	1	20	7	10	38	1) Administer the project budget 2) Provide support in the evaluation of online tools and resources (ICT Centre) 4) Ensure maintainance of established timetable (QC Office) 5) Maintain regular contact with WP coordinators 6) Host first and Third (final) phusical project meetings 7) Author intermediate & final reports 8) Promote online communication among partners 9) Monitor deadlines with externally contracted companies
	2	France	UG3		5	1		6	Host physical project meeting 2
Total	2			1	25	8	10	42	

Please explain how the overall project management will be implemented making specific reference to the management structure of the partnership, how decisions will be taken and how the partnership proposes to ensure permanent and effective communication and reporting (limit 1000 characters).

As lead partner for this WP and for the whole project, León will have various members working on the management of this project:
 The project author, in close coordination with the Office of International Relations, will administer the project budget by requiring evidence of staff days (i.e. completion of deliverables and letters of confirmation from department heads) and proof of travel costs (originals of travel tickets and bills).
 The project author will work in close coordination with the ICT Centre to explain what is necessary for the evaluation of online tools and resources (ICT Centre).
 León will ensure adherence to the established timetable through the participation of the Quality Control Office and through regular reminder emails and skype meetings with project members. Regular contact will be maintained with WP coordinators.
 Online communication in our project workspace will enable the lead partner in León to identify emerging problems and to react to them in a timely fashion.

Tasks that will be subcontracted

Please add lines as necessary.

Partner responsible for entering into a sub-contract with a sub-contractor	N° days (where appropriate)	Brief description of task
P(n)		

Explanation of work package expenditures

Please explain and justify budget items included in the detailed budget that relate to this work package, specifically, where relevant under the headings: "travel and subsistence (of the staff of the consortium)", "equipment" and "other" (limit 3000 characters).

Travel costs have been included to cover travelling expenses for bringing 7 consortium members to the three physical project meetings. These meetings will be held at strategically important times for the project - at the beginning (month1), when the survey data from WP1 has been collected and when the first working versions of the tools have been made available by the programming team (m.13), and when the workshops are taking place and preparations are under way for the international conference (m.26).

Staff and travel costs (4,000€ in total) have also been included to bring the two external experts to meetings 1, 2 and 3 in order to supervise and advise the development of the project.

Finally, other expenditures (1,000€) have been budgeted to cover the cost of drawing up and publishing the survey report (WP1) and the project's mid-term and final reports. These reports will be made available for download on the virtual platform and will carry out the role, along with academic papers and presentations, of disseminating the project findings.

List of Associated Partners

(where applicable)

These organisations may provide the consortium with facilities or assistance that enhances the quality of work, but they may not be responsible for core activities of the project (e.g. management, coordination, leader of a work group etc.). No financial contribution from EU resources will be allocated to these organisations.

Nr	Name of organisation	Type of institution	City	Country
1	Santander Group	Network of European Universities	Brussels	Belgium
2	Nice Network	Network of European Universities	Brussels	Belgium
3	cefCULT	Project Group funded by EU		
4	NIFLAR	Project Group funded by EU		