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Developing certification, recognition, and evaluation systems for the ENACT project

Communities, Languages, and Activities App (ENACT)

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1. INTRODUCTION

This output involves the development of certification, recognition, and evaluation systems for the ENACT project including the following:

1. digital competences
2. knowledge of and/or attitudes towards other cultures, languages, and cultural activities
3. language learning gains
4. user evaluations of the web app (engagement, creation and online community interfaces)
5. participant engagement with the online community
6. Higher Education (HE) students' community involvement in their academic results
7. participant evaluations of the training events for co-production workshop facilitators
8. user evaluations of the project and the multiplier events

Tools and procedures developed for points 1-3 were employed as pre- and post-tests before and after the co-production workshops to measure the direct impact of user engagement with the ENACT web app at various project activities including the co-production workshops. Tools and procedures developed for point 4 were used at the end of the co-production workshops and are available on the project website. Point 6 identifies the transversal skills and competences HE students develop during the facilitator training events. Points 7 and 8 are participant evaluation forms used following the facilitator training and multiplier events.

When developing these tools, procedures, and systems, we searched for existing tools already developed by previous EU projects, assessed their suitability to the current context, and adapted them to the current project where possible. However, where necessary, we created new tools, procedures, and systems.

Evaluation systems developed for this project aim to measure expected impacts on the members of migrant and home communities in relation to digital, linguistic, and cultural gains. The recognition system for HE students' voluntary work in their academic results acts as a stimulus for other EU countries to build local learning ecologies. The participants will be able to use their certificates to evidence their skills and competences in their CVs to support future job, funding, or educational applications.

All the systems developed and reported here are made freely available on the project website or on the reported URLs, and can be used by others interested in evaluating and certifying digital, linguistic, and cultural gains developed through face-to-face and online intergenerational and intercultural interaction. The recognition system which allows HE students to gain credit in their academic results was designed to allow flexibility to be adapted in other EU HE institutions. This will foster future student participation and support to build sustainable inclusive HE systems.

The methodology for the development of all the tools, procedures, and methods was as follows:

1. Searching for existing tools, procedures and systems by a thorough literature review of academic papers in relevant areas.
2. Searching the Erasmus+ Project Results portal <https://ec.europa.eu/programmes/erasmus-plus/projects/> in order to identify existing EU project outputs, materials, and frameworks that can be adapted or used as a starting point for the current project.
3. Evaluation of the results of steps 1 and 2, and making decisions for adaptations or new development.
4. Adaptation or development of the 8 deliverables mentioned above.
5. Conducting validity, and reliability studies; assessing feasibility
6. Making necessary revisions and producing final copies.

2. Evaluating and certifying digital competences

One of the objectives of the ENACT project is to support participants from migrant and host communities and those involved in intergenerational exchange improve their digital skills during the process of co-creation of, and engagement with, high-quality Open Educational Resources (OER). With the support for content creation design provided by the ENACT web app, its users either record, edit and upload their own videos or link to existing videos about a cultural activity. They need to either take and edit their own photos and audio or find and use freely available resources online. They also need to add interactivity to videos using the web app interactive video editor, link audio to text and photo, and add interactivity for pre-task and post-task stages. All these require a certain level of digital skills that are very useful, if not essential, in today's technology driven world.

2.1 Evaluation of Digital Skills and the DigiComp Framework

To be able to evidence development of digital skills, there is a need for reliable and valid methods for measuring these skills before and after any intervention. As such, we have explored existing resources to evaluate and certify digital competences. A quick summary of some of the popular ones is provided below.

1) Digital Competences Development System (DCDS)

<https://all-digital.org/projects/digital-competences-development-system-dcgs/>

The main objective of the DCDS project is to establish a framework to provide the low-skilled adult European population with the basic digital needed for employment, personal development, social inclusion and active citizenship. Part of this is the development of a Self-assessment tool that allows adults to identify gaps in basic digital competences. However, a main goal of DCDS is to be completely aligned with the European Digital Competence Framework for Citizens – DigComp, and to promote its adoption.

2) DigEuLit Project was funded by the European Commission eLearning Initiative and terminated in 2015 (Martin & Grudziecki, 2006). The project developed a framework of digital literacy and created platforms to track learners' and teachers' digital literacy development.

3) Instant Digital Competence Assessment (iDCA) is an instant quantitative test of digital competence (Calvani et al., 2010). The DCA is no longer available. It is composed of 85 items in varying formats (multiple choice, matching, short-answer items) delivered through Moodle quiz option. The items are categorised into three levels: technological, cognitive, and ethical dimensions.

- Technological dimension: recognising technological troubles, identifying interfaces, selecting most suitable technical solutions, or distinguishing reality from virtual world
- Cognitive dimension: dealing with context in text level, organising data, selecting & interpreting graphs, evaluating relevant information and its reliability
- Ethical dimension: safeguarding oneself, respecting others on the net, and understanding social and technical inequality

In their work, Calvani et al (2010) also refer a more complex test based on the assessment competences in authentic situations which they refer to as Situated DCA. Situated DCA is based on simulations in which learners are presented with some unfamiliar digital interface and expected to learn how to proceed in it, or are asked to select and retrieve particular information about a predefined subject or create wikis collaboratively.

One of the most established assessment frameworks is the DigiComp V2.0 framework (https://joint-research-centre.ec.europa.eu/digcomp/digital-competence-framework-20_en). It has been used as the bases for others such as Digital Competences Development System mentioned above. It has also been successfully adapted in the Linguacuisine (<https://linguacuisine.com>) project (Seedhouse et al, 2019) which also looked at language learning and cultural exchange (within the context of cooking) for migrants and host communities. We decided to adapt the existing Linguacuisine system based on DigiComp because we knew that it would be suitable for working with the participants from migrant and refugee groups, with whom we worked previously on Linguacuisine. Certification using this system proved very popular with Linguacuisine participants.

2.2 DigiComp 2.0

DigiComp 2.0 identifies five key areas of digital competencies as below:

Taken verbatim from https://joint-research-centre.ec.europa.eu/digcomp/digital-competence-framework-20_en

- 1) Information and data literacy: To articulate information needs, to locate and retrieve digital data, information and content. To judge the relevance of the source and its content. To store, manage, and organise digital data, information and content.
- 2) Communication and collaboration: To interact, communicate and collaborate through digital technologies while being aware of cultural and generational diversity. To participate in society through public and private digital services and participatory citizenship. To manage one's digital identity and reputation.
- 3) Digital content creation: To create and edit digital content To improve and integrate information and content into an existing body of knowledge while understanding how copyright and licences are to be applied. To know how to give understandable instructions for a computer system.
- 4) Safety: To protect devices, content, personal data and privacy in digital environments. To protect physical and psychological health, and to be aware of digital technologies for social well-being and social inclusion. To be aware of the environmental impact of digital technologies and their use.
- 5) Problem solving: To identify needs and problems, and to resolve conceptual problems and problem situations in digital environments. To use digital tools to innovate processes and products. To keep up-to-date with the digital evolution.

Each key area has a number of questions with eight proficiency levels, and those doing the self-assessment receive their current proficiency level within this 8-point scale. As it is, the framework is too general and covers levels that are far too advanced for the type of participants in our project.

Linguacuisine, adapted the language used in this framework to make it more specific to the project and focused on the first four levels of proficiency which cover the levels marked as ‘foundation’ and ‘intermediate’ and excluding ‘advanced’ and ‘highly specialized’. As such, we chose the Linguacuisine adapted framework as our starting point for ENACT.

2.3 ENACT Digital Competencies Evaluation Framework

We simplified the Linguacuisine system using a subset of those categories to keep only the eight points most relevant to the ENACT project and reworded the description of each level to better suit the task and intended audience (Figure 1). As with Linguacuisine, we kept only the first four levels of proficiency under foundation, and intermediate. The Eight points that we maintained are:

Competence area 1: Information and data literacy

- 1.1 Browsing, searching and filtering data, information and digital content: To articulate information needs, to search for data, information and content in digital environments, to access and navigate between them. To create and update personal search strategies
- 1.2 Evaluating data, information and digital content: To analyse, compare and critically evaluate the credibility and reliability of sources of data, information and digital content. To analyse, interpret and critically evaluate the data, information and digital content.
- 1.3 Managing data, information and digital content: To organise, store and retrieve data, information, and content in digital environments. To organise and process them in a structured environment.

Competence area 2: Communication and collaboration

- 2.1 Interacting through digital technologies: To interact through a variety of digital technologies and to understand appropriate digital communication means for a given context.
- 2.2 Sharing through digital technologies: To share data, information and digital content with others through appropriate digital technologies. To act as an intermediary, to know about referencing and attribution practices.
- 2.5 Netiquette: To be aware of behavioural norms and know-how while using digital technologies and interacting in digital environments. To adapt communication strategies to the specific audience and to be aware of cultural and generational diversity in digital environments.

Competence area 3: Digital content creation

- 3.1 Developing content: To create and edit digital content in different formats, to express oneself through digital means.
- 3.2 Integrating and re-elaborating digital content: To modify, refine, improve and integrate information and content into an existing body of knowledge to create new, original and relevant content and knowledge.
- 3.3 Copyright and licenses: To understand how copyright and licenses apply to data, digital information and content.

The updated digital skills document (Figure 1)

(https://enacteuropa.com/sites/default/files/Enact_digital_skills_certification_system.pdf) was then turned into an online survey format to simplify the process for data collection (Figure 2).

| Competence area 1: Information and data literacy 1.1 Browsing, searching and filtering data, information and digital content To articulate information needs, to search for data, information and content in digital environments, to access and navigate between them. To create and update personal search strategies | | | | |
|--|---|--|--|--|
| Proficiency Levels | Foundation | | Intermediate | |
| | 1 | 2 | 3 | 4 |
| | At basic level and with guidance, I can: • identify my information needs, • find data, information and content through a simple search in digital environments, • find how to access these data, information and content and navigate between them. • identify simple personal search strategies. | At basic level and with autonomy and appropriate guidance where needed, I can: • identify my information needs, • find data, information and content through a simple search in digital environments, • find how to access these data, information and content and navigate between them. • identify simple personal search strategies. | On my own and solving straightforward problems, I can: • explain my information needs, • perform well-defined and routine searches to find data, information and content in digital environments, • explain how to access them and navigate between them. • explain well-defined and routine personal search strategies. | Independently, according to my own needs, and solving well-defined and non-routine problems, I can: • illustrate information needs, • organise the searches of data, information and content in digital environments, • describe how to access to these data, information and content, and navigate between them. • organise personal search strategies. |
| ENACT | At basic level and with guidance , I can: • identify on a device (computer or iPad) which applications/programs to use for specific digital needs (such as recording and editing videos) and access them • search for material (e.g. text, images, video, audio) I need for my task online and select suitable ones to use | At basic level and with autonomy and appropriate guidance where needed, I can: • identify on a device (computer or iPad) which applications/programs to use for specific digital needs (such as recording and editing videos) and access them • search for material I need for my task online and select suitable ones to use | On my own and solving straightforward problems , I can: • explain to a friend how to find material for their tasks online and give tips to choose suitable ones • use key words to find the exact material I need | Independently, according to my own needs, and solving well-defined and non-routine problems , I can: • illustrate to a friend how to find material for their tasks online and give tips to choose suitable ones • use key words to find the exact material I need and describe this process to a friend |

Figure 1: Example of the adapted version for DIGICOMP for the ENACT project.

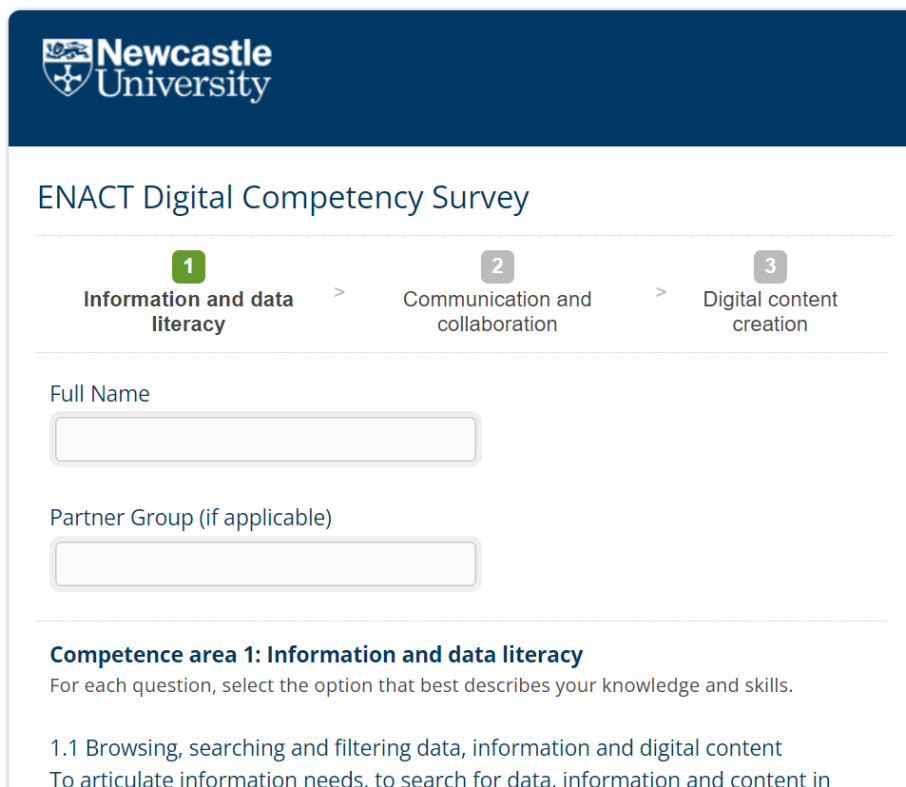


Figure 2: A screen shot of the final version of the adapted digital skills evaluation form

As the system was adapted from DigiComp, it has the same validity and reliability of the original framework which has been extensively tested.

Participants will take this self-assessment before and after their use and engagement with the ENACT project co-production workshops and activities. This provides an indication of the level of development they have achieved in the relevant digital skills. Participants will receive a certificate to evidence their digital skills along with a statement of the digital skills they developed. An example digital skills certificate is provided in Figure 3.



Figure 3: A screen shot of the digital skills certificate for co-production workshop participants

References

- Martin, A., & Grudziecki, J. (2006). DigEuLit: Concepts and tools for digital literacy development. *Innovation in Teaching and Learning in Information and Computer Sciences*, 5(4), 249-267.
- Calvani, A., Fini, A., & Ranieri, M. (2010). Digital Competence in K-12: theoretical models, assessment tools and empirical research. *Anàlisi: quaderns de comunicació i cultura*, 157-171.
- Seedhouse, P., Heslop, P., Kharrufa, A., Ren, S. & Nguye, T. (2019). The Linguacuisine Project: A Cooking-based Language Learning Application. *The EuroCALL Review* 27: 2. <Online: <http://eurocall.webs.upv.es/the-eurocall-review/vol-27-september-2019/>, click on final project: P. Seedhouse et al.

3. Evaluating and certifying knowledge of and/or attitudes towards other cultures, languages, and cultural activities

The ENACT project aims to shorten the bridge between culture and language, yet clearly there are a lot of challenges in doing so. In other words, certifying gains in intercultural competence (IC) during a short series of workshops or training cannot be the same as certifying gains of someone engaging with the web app over a longer period of time. For this reason, before presenting the tool created for the ENACT app, we review the existing EU outputs, materials, and frameworks that could have been adapted for the project. An evaluation of the review outcomes is also presented before outlining the tool created for the ENACT workshops.

3.1 Measuring cultural gains: An overview

Measuring cultural gains is not an easy task and the conception we all have about culture is different. According to Ganassin (2018) the grammar of culture rests on the belief that culture is socially constructed by different people at different times and in different contexts. Multicultural competence involves a mixture of skills based on knowledge, self-knowledge, reflection, will, and proficiency. It means being conscious of one's feelings and reactions, especially to surprising or disturbing events, and being able to see that there might be a range of explanations for a specific behaviour.

Above all, it is necessary to develop the skill of intelligible communication among people who have different first language backgrounds and different norms and values. Communication is always a complicated process. Not only does it involve decoding body language and intonation but also the words, phrases and sentences used. There are factors – or filters – that get in the way of a message being received exactly as transmitted. Such factors include prejudice, preconceptions, preoccupation with personal concerns, anxiety, fear – and this applies to both sides. In multicultural communication there are the added filters of cultural norms and expectations, language skills and in some cases the presence of an interpreter (Ladson-Billings & Gillborn, 2004).

In the next section, for validity purposes, we outline the tools and resources that were consulted before developing our proposal for recognition and measurement of intercultural gains stemming from the workshop.

3.2 Literature review on existing tools and frameworks from the EU

3.2.1 The Intercultural Development Inventory (IDI)

Intercultural Development Inventory® (IDI®) and the Intercultural Conflict Style Inventory® (ICS®), offers customized, assessment services to build intercultural competence within educational institutions, government agencies, NGOs, corporations, and other organizations. Through the application of the Intercultural Development Inventory® (IDI®) and the Intercultural Conflict Style (ICS®) Inventory®, they facilitate personal growth and insight and collective change in ways that

improve people’s intercultural competence and their efforts at bridging cultural differences so that relationships are strengthened, and the human condition is enhanced.

The Intercultural Development Continuum (IDC, Figure 4) describes a set of orientations toward cultural difference and commonality that are arrayed along a continuum from the more monocultural mindsets of Denial and Polarization through the transitional orientation of Minimization to the intercultural or global mindsets of Acceptance and Adaptation.

The stages in which it is based are:

Denial: A Denial mindset reflects a more limited capability for understanding and appropriately responding to cultural differences in values, beliefs, perceptions, emotional responses, and behaviours. Denial consists of a Disinterest in other cultures and a more active avoidance of cultural difference.

Polarization: Polarization is an evaluative mindset that views cultural differences from an “us versus them” perspective. Polarization can take the form of defence or Reversal.

Minimization: Minimization is a transitional mindset between the more Monocultural orientations of Denial and Polarization and the more Intercultural/Global worldviews of Acceptance and Adaptation.

Acceptance: Acceptance and Adaptation are intercultural/global mindsets. With an acceptance orientation, individuals recognize and appreciate patterns of cultural difference and commonality in their own and other cultures.

Adaptation: An Adaptation orientation consists of both Cognitive Frame-Shifting and behavioural Code-Shifting. It enables deep cultural bridging across diverse communities using an increased repertoire of cultural frameworks and practices in navigating cultural commonalities and differences.

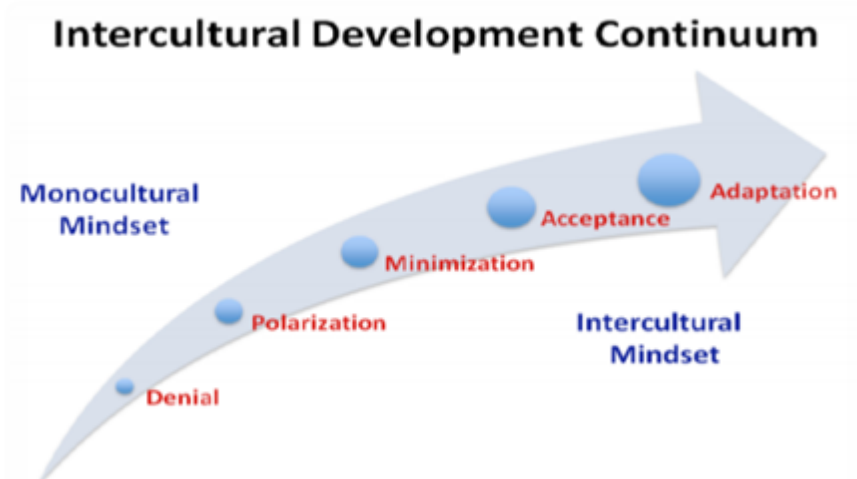


Figure 4. Intercultural Development Continuum

Source: Hammer Holdings, Inc. (n.d.). The Intercultural Development Inventory (IDI). Retrieved 25 May 2020, from <https://idiinventory.com/aboutus/> Hammer, M. R. (2019, January). Why Consider Using the Intercultural Development Inventory® (IDI®). Retrieved from <https://idiinventory.com/wp-content/uploads/2019/08/Why-Consider-the-IDI-2019.pdf>

3.2.2 Multicultural Personality Questionnaire (MPQ): Development of a Short Form

This is a 40-item short form (taken from MPQ long form). It is an instrument aimed at measuring 5 key traits that, according to the authors, are of relevance to intercultural success: 1) cultural empathy, 2) open-mindedness, 3) social initiative, 4) emotional stability & 5) flexibility. Items culled from an extensive review of the literature on cross-cultural adaptability and intercultural relations.

The 5 key traits are defined as:

- 1) **Cultural empathy:** empathizing with the feelings, thoughts, and behaviours of culturally diverse individuals.
- 2) **Open-mindedness:** reflects an open and unprejudiced attitude toward cultural differences.
- 3) **Emotional stability:** an ability to stay calm under novel and stressful conditions.
- 4) **Social initiative:** actively approaching social situations and demonstrating initiative in these interactions.
- 5) **Flexibility:** interpreting novel situations as a positive challenge and adapting to these situations accordingly.

The MPQ is a highly complex 91-item survey. Although the MPQ-SF has a shorter version, it is still difficult to interpret without background knowledge of quantitative statistics and psychology. We could have used the items listed but we do not have access to how they are correlated across the five key traits mentioned in the summary.

Source: VAN DER ZEE, K., VAN OUDENHOVEN, JAN PIETER, PONTEROTTO, JOSEPH G, & FIETZER, A. W. (2013). Multicultural Personality Questionnaire: Development of a Short Form. *Journal of Personality Assessment*, Taylor & Francis Group, LLC, 95(1), 118–124.

3.2.3 FREPA/CARAP project: A Framework of Reference for Pluralistic Approaches to Languages and Cultures)

This framework (<http://carap.ecml.at/>) provides a comprehensive description of the knowledge, attitudes and skills which constitute plurilingual and pluricultural competences. Like the [Common European Framework of Reference](#), it describes the skills in "can do" statements – "can identify / compare / analyse etc." and breaks new ground in the descriptors of attitudes – as "will / disposition / determination". It provides a visual tool for self-analysis of IC development and is intended to be longitudinal.

The purpose of the framework is:

1. to provide a more legible presentation of these lists, allowing the user to move quickly from a global view (the first page/s, yellow background) to a more detailed one (the rectangles / trapeziums with a green background) or to even more detailed information (the "stars" which can be found on the pages with a green background and which correspond to sub-categories of the rectangles / trapeziums which can be found above them);

2. to add, “intuitively”, complementary information about the scholastic (or pre/post scholastic) “levels” which would seem to be the best moment to implement the teaching activities which will help the learner construct the resources indicated in the table. This information is indicated by 1) the position of these elements on the left-right axis; 2) the shape given to the rectangles / trapeziums, which is an indication of the degree of insistence one may give, at each scholastic level, to the activity suggested: in this way, a trapezium which is opening out towards the right indicates that there will be a growing insistence on this resource as the learner advances; on the other hand, a trapezium which is tapering off towards the right indicates the opposite. Rectangles indicate that the particular resource deserves a constant insistence as the learner progresses.

The information about scholastic levels and the insistence which is to be accorded to each level should only be considered as approximative. It is to be taken as a suggestion, to be interpreted according to the experience and the context of each individual user. This information is meant only to serve as a guideline, suggesting ‘landmarks’ across the learner’s scholastic progression.

3.3 Evaluation of the tools reviewed

In this section, **for validity purposes**, we outline the tools and resources that were consulted before developing our proposal for recognition and measurement of intercultural gains stemming from the workshop. In Table 1, we show the advantages and disadvantages of the frameworks with the aim of enriching the tool created for the ENACT web app.

Table 1. Advantages and disadvantages of the existing frameworks

| EVALUATING AND CERTIFYING KNOWLEDGE OF AND/OR ATTITUDES TOWARDS OTHER CULTURES, LANGUAGES, AND CULTURAL ACTIVITIES | | |
|---|---|--|
| TOOL | ADVANTAGES | DISADVANTAGES |
| The Intercultural Development Inventory (IDI) | It has been tested and validated. | You need to pay for it. It needs a proper follow-up of the individuals, to see the gains in intercultural competence. These observations should be done through time, and exposure to the culture. |
| The Multicultural Personality Questionnaire (MPQ) | Items might be useful to inspire ideas in a different type of assessment instrument | Difficult to see how to operationalize this. Using the items to ‘label’ without training seems extremely subjective. |
| FREPA | It is simple and intuitive. Can be a self-analysis tool. | Requires discipline. Not useful for pre/post- tests; intended to be formative, continuous assessment. |

| | | |
|--|--|---|
| | | <p>It's a bit 'awkward' in the size of the document and the way it's laid out (as is any long-term rubric).</p> <p>It is a guideline; not intended for certification.</p> |
|--|--|---|

3.4 Measuring intercultural perspectives (languaculture) in the ENACT project

Here, we describe and present the activities designed to provide participants' intercultural perspectives at the beginning and end of the co-production workshops. The focus of the cultural gains is related to the purpose of the activities the participants will develop. We suggest considering more than one instrument and according to purpose and audience.

We also consider the notion that we will be working across different age levels and pushing for deep introspection may not be possible. Because of the complexity of the topic and the fact that the workshops are very contextually bound by who the participants are, we suggest two pre- and two post- co-production workshop activities. These can be used together or separately, and would have to be adapted to the needs of each workshop.

3.4.1 Outline of proposed activities for in-person project workshops

Participants: multiple language participants from different cultural backgrounds and intergenerational pairs or groups

Contents:

2 pre-workshop tasks

3 post-workshop tasks (1 optional)

Contextual factors:

We must take into account the notion that we may be working across different age levels.

The tool should not be too time-consuming (these tasks are not the main focus of the workshop).

Participants may not all speak the same language (thus, the tasks are not predominantly text-based).

The tasks are not necessarily designed to measure development over a time span, but they can provide some cross-context comparable data.

Audio-record the activity and take pictures where relevant.

Because of the complexity of the topic and the fact that the workshops are very contextually bound by who are the participants, we are suggesting two pre and two post app activities. However, these can be used together or separately and would have to be adapted to the needs of each workshop. We call these activities pre- and post-workshop because they will take place before and after the participants have worked together to explore activities from other cultures, and then co-create a cultural activity using the ENACT web app.

3.4.1.1 Pre-workshop task 1: Here's where I draw the line

Preparation:

- Create a 'life-size' Likert Scale on the wall or floor (this can be done with masking tape for instance; see Figure 5).
- Have definitions ready (or strips of paper and pens if you will ask the workshop participants to write their own definitions).
- Have simple statements ready (or strips of paper and pens if you will ask the workshop participants to write their own statements).



Figure 5. A life-size Likert Scale

The facilitators should also have on hand different definitions/statements of culture and language that can **serve as prompts**. These can be used to prompt the participants to write their own definitions/statements or used to elicit opinions (positioning on the Likert scale) without asking the participants to contribute more definitions/statements. *Note that this activity requires a fairly good understanding of the language being used in the workshop.*

Activity steps:

- Participants are asked to write definition or key ideas on the strips of paper (optional).
- The facilitator reads aloud the definitions, one at a time.
- Participants 'line up' on the life-size Likert scale.
- The facilitators take pictures to record participant positions on the Likert scale (Figure 6).

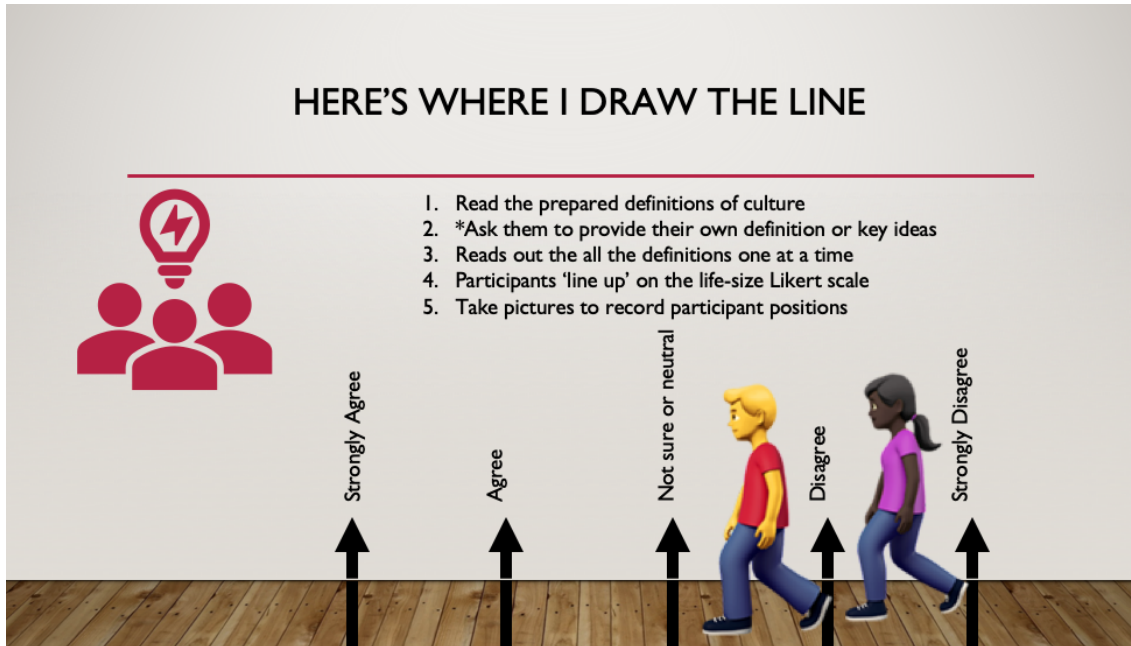


Figure 6. Take pictures to record participant positions on the life-size Likert scale

Rationale and summary:

The main idea behind this activity is to get the workshop participants to actively engage in giving their opinion about statements. As each sentence is read aloud, the participants would be asked to line up next to the descriptor that best describes how they feel. It should be made clear to the participants that they can write statements that they feel are true or false - not just what they think since the idea is to get people to move around on the Likert scale.

A simpler version of this activity could be to read out statements regarding ideas about culture and language and ask the participants to position themselves on the Likert scale.

Statements for cultural attitude:

1. My language is the same as my culture.
2. I can tell a person's culture by the way the dress.
3. I like learning about other cultures.
4. I know many languages.
5. Language learning is easy for me.
6. I am a good language learner.
7. I like learning languages.
8. Language learning can be fun.

Given these are fairly general statements where change might be difficult to observe during co-production workshops (4 sessions, over a short period of time (e.g. varying from approximately a couple of days to a month), we also ask participants to give their opinions on specific questions about their co-production workshop partner. Statements for cultural communication:

1. I am familiar with my partner's culture(s).
2. I know at least one of my partner's cultural activities.
3. I can understand my partner's first language.
4. I know a few words in my partner's first language.

5. I would like to meet other people from my partner's culture(s).
6. My partner and I have similarities in our culture or cultural activities.
7. My partner and I have similarities in our languages.

The main points of this activity are to warm up the participants, to bring in reflection while having fun and to get the participants to focus on the notion of culture (Ladson-Billings, & Gillborn, 2004).

Reliability

We tested the reliability of the 15 questions to be asked as part of this activity with 40 participants from all partner countries, i.e. Finland, Spain, Turkey, and the UK. Spearman's rank correlation coefficients for each item were calculated to assess test-retest correlations for 8 cultural attitude items and 7 cultural communication items. Generally accepted benchmarks of Spearman's rho are as follows: -/+ .0 - .1 weak correlation; -/+ .3 - .5 moderate correlation; and above -/+ .5 strong correlation (Field, 2013). The correlation coefficients of the items (Table 2) ranged from moderate (.472) to strong (.834) and were statistically significant ($p < .01$), except item 14 which indicated a weak correlation (.255).

Table 2. Test - Retest reliability of "Here is where I draw the line"

| Item | Spearman's rho |
|------------------------|----------------|
| Cultural attitude | |
| Item 1 | .731** |
| Item 2 | .637** |
| Item 3 | .512** |
| Item 4 | .834** |
| Item 5 | .780** |
| Item 6 | .709** |
| Item 7 | .696** |
| Item 8 | .696** |
| Cultural Communication | |
| Item 9 | .579** |
| Item 10 | .595** |
| Item 11 | .537** |
| Item 12 | .774** |
| Item 13 | .658** |
| Item 14 | .255 |
| Item 15 | .472** |

** , $p < .01$

In order to understand any change in participants' understanding of culture, as a final item, we ask:

- How do you define culture? What are cultural activities for you?

3.4.1.2 Pre-workshop task 2: Flower power

Preparation

Materials: Paper and colored pencils (optionally have leaves and stem of flower already cut out).

Audio record the activity.

Activity steps:

- Participants are asked to write definition or key ideas on the strips of paper (optional).
- The participants are asked to draw the base of a flower (or optionally, a paper with the leaves and stem can be given to the participants). (Figure 7)
- The participants are asked to draw in a petal for each language and culture that is in their daily lives.
- The participants explain their flowers to the rest of the workshop members (where and when they use the different languages).
- The flower pots and 'gardeners' should be photographically documented.
- Keep the flower pots for the post task activity, or ask participants to keep them.

As part of this activity, also ask the following questions:

1. What languages do you speak? At what level?
2. In the workshop you will be working with [name of the other participant]. He/She is from [name of country]. Do you know what language(s) they speak in this country? Do you speak this language(s) or know any words/expressions in this language? Could you give me examples?
3. Do you know any of his/her cultural activities or practices?
4. Do you like/enjoy learning languages? Can language learning be fun? Could you give us examples of your experiences as language learner?



Figure 7. Participants are asked to draw a flower

Rationale and summary:

This is an adaptation of an activity created by EVLANG in the 1990s (Dooly & Ellermann, 2007; Noguerol, 2000; Nussbaum & Tusón, 2006; Masats, Noguerol, Prat, & Vilà, 2002). It has been around for several decades now but being a classic, we feel it is worth reviving. Other versions consist of

drawing the body and languages are placed in different parts (e.g. head, heart). We feel that drawing a flower is easier than drawing a human silhouette or other illustrations that have been promoted for evoking intercultural reflection.

The facilitators will have to decide if they want to include only languages, which is the most common implementation of this tool, or if they want to introduce cultures or both. The basic idea is that the participants draw and colour the petals that make up their linguacultural* environment. However, we suggest a slight modification. The participants can draw loose petals on the ground to represent more distant languages or cultures and put only the petals that they identify closely with themselves on the flower stem.

*Linguaculture (or languaculture) is understood as focusing on *culture in language* or the *cultural dimensions of language*. The term is used to highlight the *interface* between studies of language and studies of culture (Risager, 2015).

3.4.1.3 Post-workshop task 1: Here's where I drew the line

Preparation:

None (definitions and Likert scale are already prepared for the pre-workshop task)

Audio record and take pictures as necessary.

Activity steps:

- Individually, participants read their previous definitions and make any revisions they feel are necessary.
- In pairs, they compare and revise again for a more refined definition (snowball method).
- If time permits, the pairs form groups of four and then revise one more time (snowball method).
- The facilitator collects the final versions and reads them aloud.
- Participants 'line up' on the life-size Likert scale. (Figure 8).
- The facilitators take pictures to record participant positions on the Likert scale.
- Pictures of before and after are discussed (reasons for any changes).

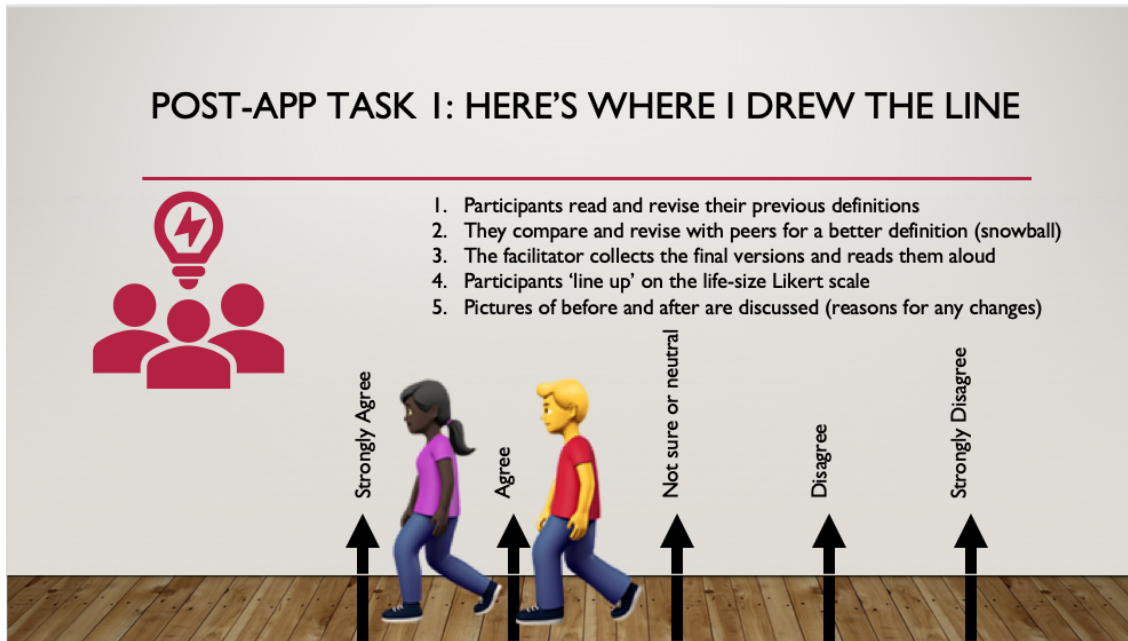


Figure 8. Participants 'line up' again on the life-size Likert scale after the workshops

Rationale and summary:

As with the pre-task 1, this activity must be adapted to the participants of each workshop. In the case of a digital workshop, participants will need a different way to indicate their position on the Likert scale (e.g. use of polling tools). An essential part of this activity is to promote reflection on any sort of change or lack of change in positions on the Likert scale, so interpreters may be necessary. Facilitators should be prepared to discuss changes as well as with that a person who has not changed positions following the workshop.

3.4.1.4 Post-workshop task 2: Flower garden

Preparation:

Materials: Paper and colored pencils (optionally have leaves and stem of flower already cut out); previous output from 'flower pots' pre-task activity (Figure 9).

Activity steps:

- Participants are asked to add to their flower pot by reflecting on more 'peripheral' cultures and languages.
- Each language is added as an extra flower or petal.
- Participants should represent the distance or proximity they feel to the language or culture as creatively as possible.
- The flower garden and gardeners should be photographically documented.
- If time permits, reasons for changes are discussed.

As part of this activity, also ask the following questions:

1. What do feel you have learnt about your partner's (replace with name) culture and language?

2. Which words were new to you? Do you remember any? (Especially if you are not doing a vocabulary test. This can include both the words in the activities they explored and co-produced on the app).
3. How did learning a new language through a cultural activity with ENACT app feel?
4. What surprised you in the new language? In the new culture/cultural activity?



Figure 9. Participants are asked to add cultures and languages to their flower pot.

Rationale and summary:

Ideally after the project workshops the participants will have a broader vision of languages and cultures are all around us and that we are interacting with multiple cultures every day. So as a post-workshop activity, we would ask the participants to not only focus on themselves and the languages and cultures that make up the more immediate part of their lives but also to include other more peripheral cultures and languages that they have encountered. They could represent the distance they identify according to where they place the flowers and petals. Thus, a language that they have heard once or twice, perhaps in an airport, might be represented as a petal in the wind. Languages that are in their neighborhood, but they do not speak or interact with very often might be represented as flowers in the back of the garden. *And alternative implementation of this activity would be to create a community garden, based on the participants' previous floral illustrations and the experiences that they had during the workshop.* This could be done on a poster on the wall. Of course, if social distancing is in place, a gallery of individual contributions would have to suffice.

3.4.1.5 (Optional) Post-workshop task 3: Help us grow

Preparation:

ENACT app account and knowledge of how the platform works

Volunteers are asked to work together to **create a cultural activity in the ENACT app activity that promotes a deeper understanding of culture** (definitions; refer to pre- and post-tasks 1).

Supplementary reading (depending on the level) could focus on reflexivity in daily practice (Byrd Clark, 2020), interrogation of language education and global citizenship (Porto & Zembylas, 2020) and intercultural responsibility (Guilherme, 2020).

Rationale and summary:

We feel that we could not ask all of the participants to do this but some of them might be willing to create supplementary activities that focus specifically on promoting a deeper comprehension of the complexity and multi-layered aspects of culture. This would need a lot of support from the facilitators, **but we feel that the tool itself could be used to push for more critical thinking** about these very elusive concepts such as language and culture.

3.4.2 How the data sets will be collected and used to recognise cultural gains?

We will collect different data sets:

- Pictorial: The photos of the participant positions in the life-size Likert scale (pre and post-workshop)
- Artefacts: definitions written on paper; flower assemblies (original, scanned or photo)
- audio (and when possible) video recordings of the participants describing their positions; explaining their definitions
- Post-workshop interviews or focus groups

The pictorial and artefact data will be used for self-reflection (and certification).

These data, along with the other data sets will also be used to validate that there are cultural gains for the project report through the following application:

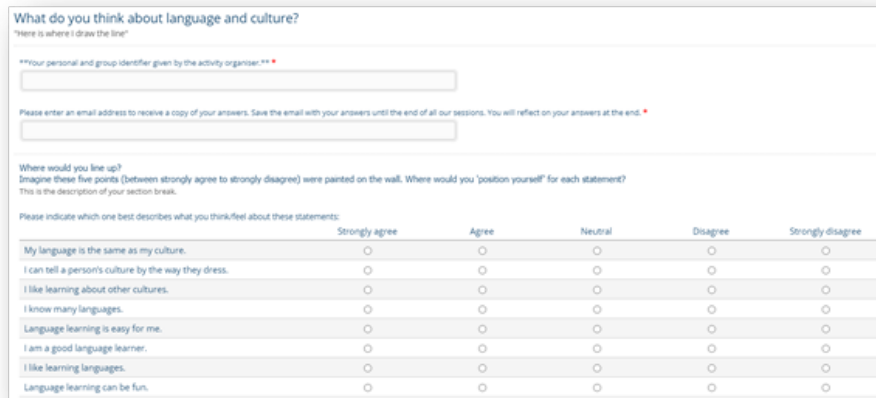
- Thematic analysis (Maxwell & Miller, 2008)
- Photo and artefact elicitation (Glaw, Inder, Kable & Hazelton, 2017)
- Coder reliability through the development of a code book for replicability (Boyatzis, 1998)

3.4.3 Outline of proposed activities in virtual sessions

Regarding the challenges we have been exposed to during the COVID-19 pandemic, we have decided to transform the tool we already have into an online version that will work with the same aims.

On the one hand, we have produced the tool as an online form with data stored in the Newcastle University servers (Figure 10) which can also be used in in-person workshops to save time. We strongly

advice to initiate the discussions about culture in the same way it has been presented before, following the same steps explained for the in-person workshops.



What do you think about language and culture?
Here is where I draw the line

Your personal and group identifier given by the activity organiser: *

Please enter an email address to receive a copy of your answers. Save the email with your answers until the end of all our sessions. You will reflect on your answers at the end. *

Where would you line up?
Imagine these five points (between strongly agree to strongly disagree) were painted on the wall. Where would you 'position yourself' for each statement?
This is the description of your section break.

Please indicate which one best describes what you think/feel about these statements:

| | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| My language is the same as my culture. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I can tell a person's culture by the way they dress. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I like learning about other cultures. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I know many languages. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Language learning is easy for me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am a good language learner. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I like learning languages. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Language learning can be fun. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Figure 10. Online version of the languaculture measurement tool

As we can see in Figure 10, the questions are the same thought-provoking ones, that will help warm up the participants and will bring in reflection while having fun focusing on the notion of culture.

On the other hand, we have created a more interactive version, that gives participants the opportunity not only to develop more digital skills but also to reflect on these notions before meeting with their partners. The online tool has two versions, pre- and post-workshop activities and can be found in the following links.

[General ENACT \(pre\) workshop activities por melinda.dooly en Genially](#)

[General ENACT \(post\) workshop activities por melinda.dooly en Genially](#)

3.4.3.1 Workshop preparation for the online sessions

Virtual pre-workshop tasks 1&2: Here's where I drew the line and Flower power

Preparation:

Meet the participants online and send them the Genially link to the activity.

Explain how the tool works and how to take screenshots.

The presentation will show the definitions, but the facilitator must have them in advanced to guide the conversation.

Ask the participants to have at home, a sheet of paper and colors ready.

Audio record the activity.

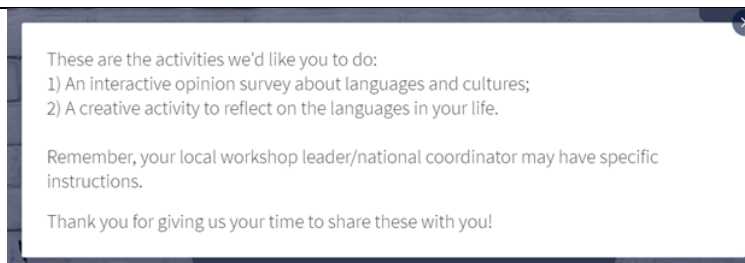
Activity steps:

- At the beginning of the activity the participants will see a set of instructions and what it's expected to be done. Go through these instructions together.

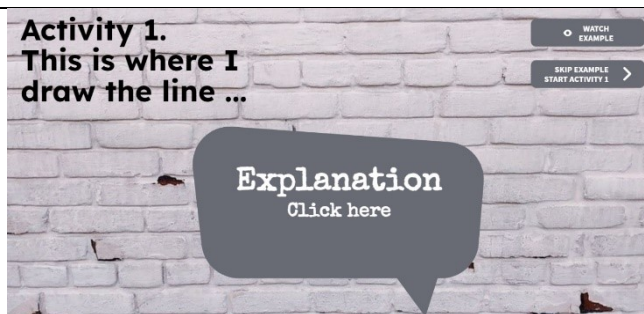
- In the first activity participants will see a statement regarding language a culture. They must move one avatar icon to the line that shows their answer.
- The facilitator can read aloud the definitions or the participants, one at a time.
- Participants must save the screenshots as images in a folder with their name or the nickname given by the workshop leader.
- Once these statements are done, the tool will ask them to draw their flower power. Follow the same instructions given in the face-to-face sessions to guide the conversation.
- Upload the photographs in the place the workshop leader as assigned.

A detail step by step of the activity is presented in Table 3.

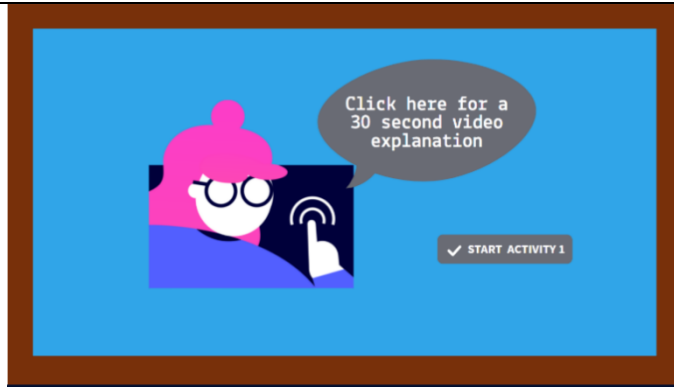
Table 3. A step-by-step guide to administer the tool at virtual workshops (pre-task)



First, the participants will get the instructions on how to interact with the activity. Once they take note on the steps they must follow, they can click on the “ready” button.

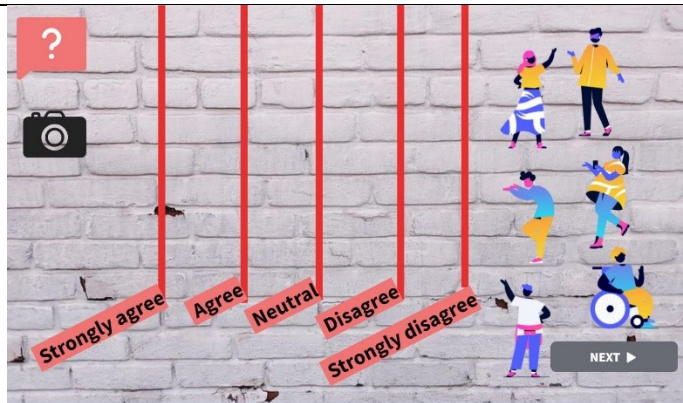


Act 1. Once they click on “explanation”, a menu is displayed telling the participant what they have to do and how.

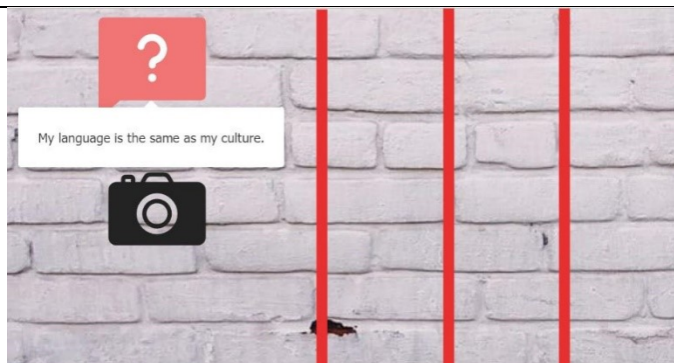


They have a 30 second video example, on how to do it from their devices. It is located on the top right-hand corner of the screen.

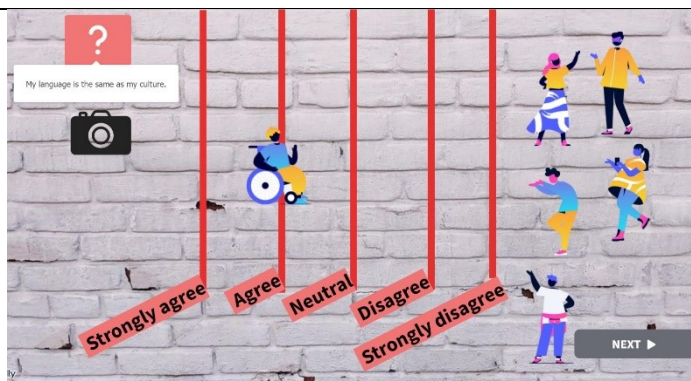
Once they are ready, they can start with the activity.



A Likert scale is shown afterwards.

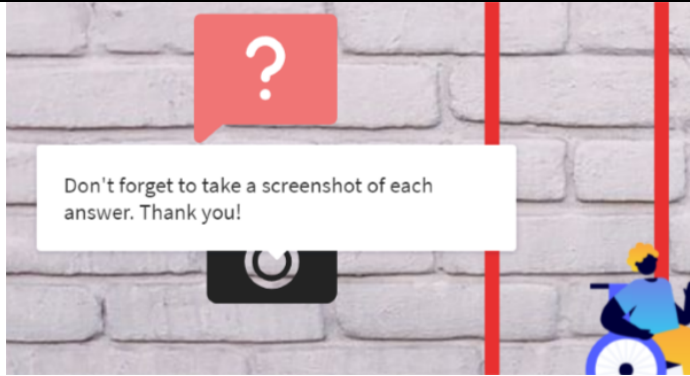


By clicking on the question mark the first statement is shown.



Participants must move one of the icons provided to show their preference. It has to be placed on the line that shows their opinion.

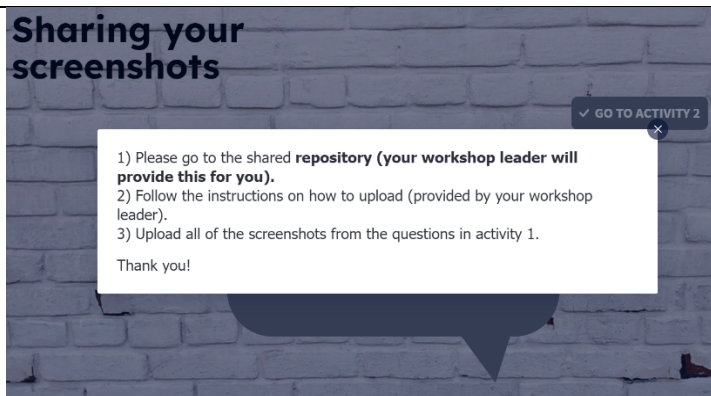
Once it's done the participant must take a screenshot. Showing the statement and their answer. As show in the example.



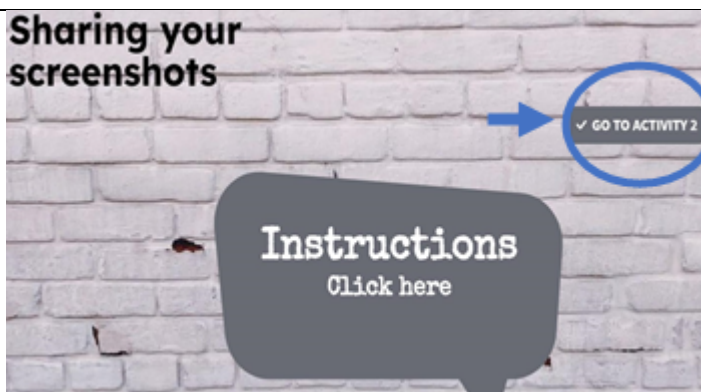
A reminder is always shown on the page before moving to the following statement.

The screenshots must be saved on the device the participants are using.

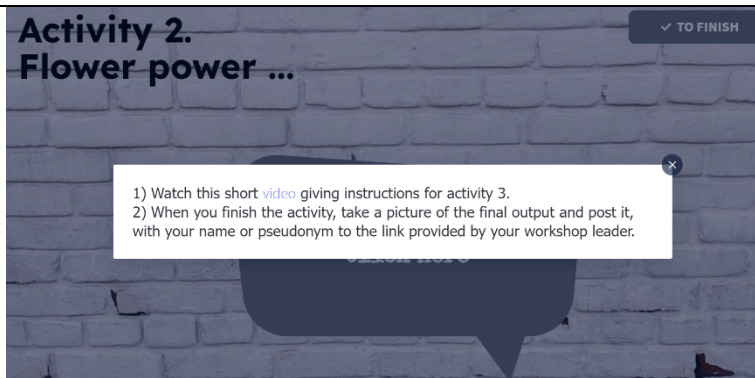
They must follow the same steps for the following 8 statements.



Once they finished, the workshop leader must explain where to save the screenshots.



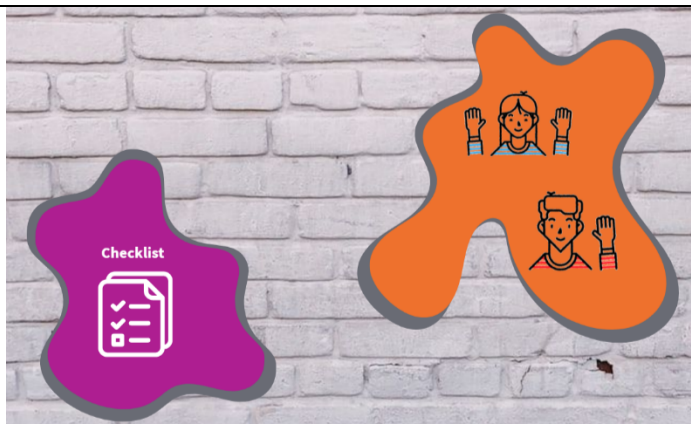
The participants are now ready to go to activity 2.



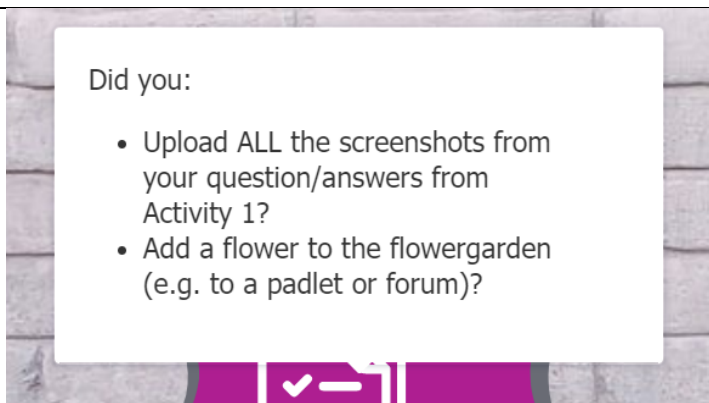
Act. 2 Flower power.
Participants will watch a short video about how to draw and color the petals that make up their linguacultural environment.



Participants must upload the photo in the folder/padlet the workshop leader has assigned.



The activity is almost finished. Participants must read the check list.



Once they have checked that everything is correct and done. It's time to continue with the workshop.



Virtual post-workshop task 1&2: Here's where I drew the line and Flower Garden.

Preparation:

Genially Link for the post-task activities (definitions and Likert scale are already prepared)
Have the folders created by the participants on hand, so as facilitator you can guide the conversation.

Audio record and take screenshots as necessary.

Ask the participants to have at home the flower they draw at the beginning of the workshops.

Participants must have colors ready too.

Activity steps:

- Ask the participants to “revisit” the activities they did at the beginning of the workshops.
- This time the participants will have to choose two avatars, considering their previous answers.
- A screenshot must be taken showing the statement and their answers.
- After finishing this activity, ask the participants to watch the video provided in the presentation.
- It's their time to draw their flower garden.
- Participants will save the screenshots and photographs in the folder/padlet the workshop leader has assigned.

A detail step by step of the activity is presented in Table 4.

Table 4. A step-by-step guide to administer the tool at virtual workshops (post-task)



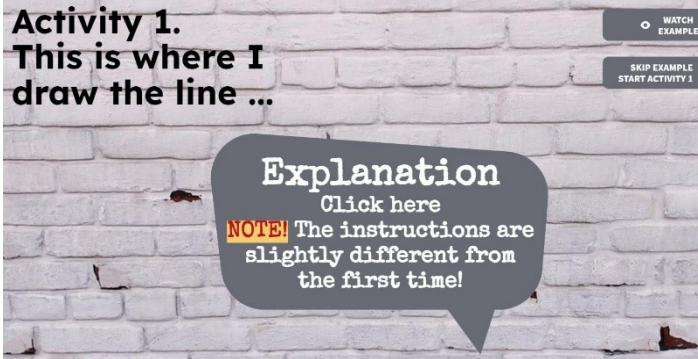
We hope you have enjoyed working with the ENACT app and creating materials for the project.

We'd like to ask you to 'revisit' the 2 activities you did before engaging with the ENACT app:

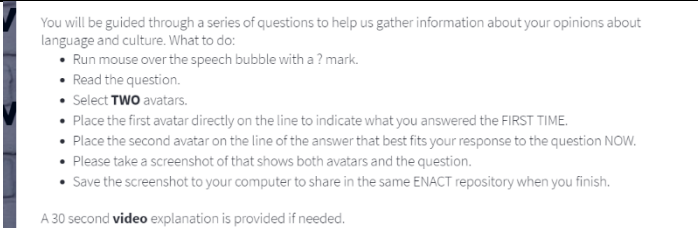
- 1) This is where I drew the line.
- 2) A 'bigger' flower garden.

Thank you again for giving us your time to share these with you!

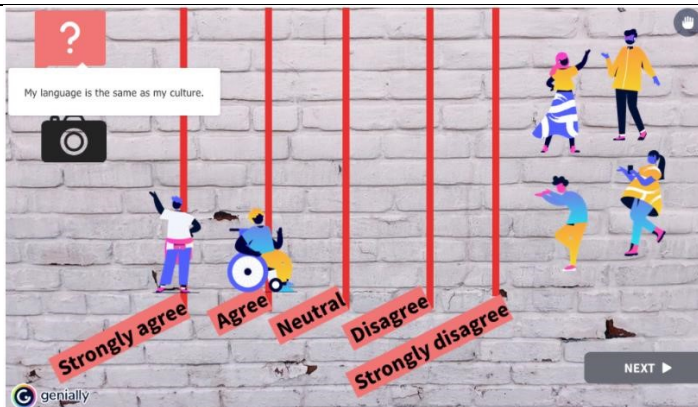
As explained before a set of instructions will be shown at the beginning of the activity, they lead the participants to reflect on their previous answers.



The participant will be guided through a series of questions to help it gather information about his opinions about language and culture.

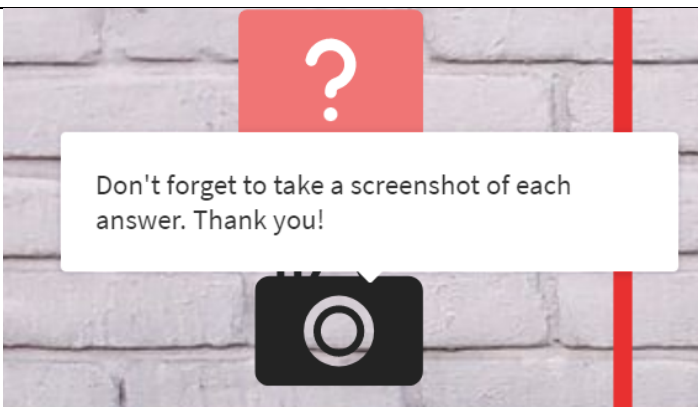


These instructions include this time to select TWO avatars. The first avatar must be placed on the line to indicate what the FIRST TIME the answer was.



The second avatar on the line of the answer that best fits the participant response to the question AT THE MOMENT.

Participants take a screenshot of that shows both avatars and the question.



Participants will save the screenshot to their computer and will share them in the same ENACT repository when they finish.

Activity 2. Flower power ...



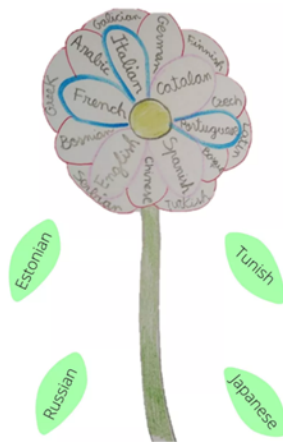
The facilitator must ask the participants to have ready their piece of paper and the colors in order to do this activity.

- 1) Watch this short [video](#) giving instructions for activity 2 (expanded garde version).
- 2) When you finish the activity, take a picture of the final output and post the online link provided by your local workshop leader.

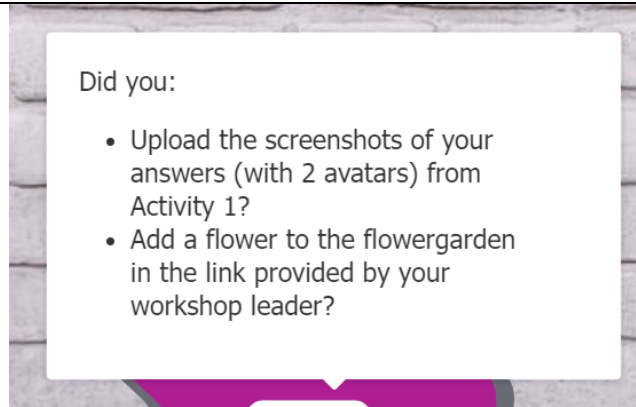
First the participants will see the instructions and will watch a video explaining how to do the activity.



The video guides the participants so they reflect on the languages they have been exposed to.



The new petals or flowers will be drawn as recognition of the languages that surround them and that they were not aware of.



Before finishing, the participants will upload their garden in the same folder/padlet provided by the workshop leader.



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4. Evaluating and certifying language learning gains

4.1 Existing literature, tools and procedures

Language learning has been studied with various methods and from numerous points of view. For example, Ellis (2010) has referred to the current diversity of frameworks within second language acquisition as 'theoretical pluralism'. Within the Enact project, the design of the workshops helps us narrow down the possible procedures for evaluating and certifying language learning. The participants of the workshops attend 3–4 co-production workshops (2–3 hours each) during a relatively short time period varying from approximately a couple of days to a month. Thus, the methods need to be adjusted to help us discover subtle changes that might happen either in a short temporal scale or that might be detectable by analysing the moment-by-moment folding interaction.

We have identified the framework of conversation analysis (CA; see, e.g., Kasper & Wagner, 2011; Seedhouse, 2004; Kurhila & Kotilainen, 2020; Sahlström, 2011) as a plausible starting point. Within the CA view, language use and language learning are not separable, and learning is seen as something that happens in interaction (see, also, Douglas Fir Group, 2016). The CA analysis opens up two possible directions: we may identify the ways participants "do learning" at the microlevel of interaction (see, e.g., Brouwer 2003, Gardner 2012, Kasper & Wagner, 2018), or we may focus on longitudinal change and try to demonstrate how language learning takes place over (a short period of) time in our data (see, e.g., Pekarek Doehler, Wagner & González-Martínez, 2018). The HE participants have expertise on both strands (e.g., Seedhouse, 2004, 2017; Kotilainen & Kurhila, 2020).

In addition to a framework focusing on learning in interaction, a model is needed to evaluate possible changes in students' abilities before and after the workshops. For that, we can follow the procedures used in the previous projects of the ENACT partners (namely, Lancook and Linguacuisine) as presented, for example, in Pallotti, Niemants & Seedhouse (2017).

4.2 Evaluation and rationale for the framework

Building on our previous work on language learning in interaction (e.g., Seedhouse, 2017; Kotilainen & Kurhila, 2020), we have defined probable developmental paths (or learning objects). Learning can be observed, for example, by examining:

- 1) vocabulary items (activity-specific vocabulary & vocabulary connected to digital skills and the use of the app),
- 2) specific grammatical structures repeatedly used in the instructions (e.g., imperative), and
- 3) other language-related skills and attitudes (e.g., the pragmatics of intercultural communication, a more liberal or sympathetic view toward other languages and their speakers).

The learning objects 1 & 2 are trackable with the CA method; object 1 may be additionally studied quantitatively (Pallotti, Niemants & Seedhouse, 2017). For evaluating the possible changes in learning object 3, we may use the “This is where I draw the line” task, described in section 3 of this document).

In order to get the data needed for the chosen research methods, we will collect both qualitative and quantitative data. The overall lay-up of the project provides us with data sets that may be used to evaluate language learning: recordings of the workshops (data set 1 below) and statistical data of the use of the web app for vocabulary learning (data set 2). Questions about language learning are also asked (either as part of the “here is where I draw/drew the line” task or as separate pre- and post-interview questions; data set 3). Additionally, we provide three optional data gathering methods which may be applied according to the more specific needs of the HE partners or specific user groups (section “supplemental methods” below).

4.3 Validity and reliability studies

As we collect various types of data, the validity and reliability of our research procedure should be evaluated separately. For example, the recordings of the workshops (data set 1) are studied using the CA method. As CA approach is thoroughly qualitative and empirical, examining interaction as it emerges on a turn-by-turn basis in authentic situations, quantitative criteria are not best suited to measure its outcomes. However, CA is a well-documented method to analyse interactional phenomena from an emic perspective. During the last 20 years, a growing body of literature that uses CA to study and document language learning has emerged (see, e.g., references above).

With respect to Data set 2, on the other hand, statistical data of the use of the app for vocabulary learning will be examined quantitatively. When evaluating the validity and reliability of these results, we draw on knowledge and methods from the LanCook project (Seedhouse, 2017) and the Linguacuisine project (<https://linguacuisine.com>). The validity and reliability of the third data set, questions about language learning, has already been discussed in section 3 of this document (see “This is where I draw/drew the line” task).

4.4 Final version of evaluation framework

We will collect and study various data sets to evaluate and certify the language learning gains of the project. The HE partners may focus their data collection according to their research interests and fields of expertise. However, the local emphasis on data sets 1–3 has been agreed upon to secure comprehensive, high-quality data.

4.4.1 Audio and video recordings of the co-production workshops

The co-production workshops are audio and video recorded to collect evidence of development in various areas. This data is optimal for evaluating the language learning gains with the method of Conversation Analysis (CA).

Recording the workshops is a relatively time-consuming effort. The audio/video recordings are carefully planned before the workshops to make the recording activities less loading. It should be mentioned that all groups need not necessarily be recorded. The interactional data are challenging (if not impossible) to analyse from recordings where several groups have their own conversations simultaneously. Thus, in workshops where several groups work in the same location, we advise to either record only one pair in the workshop or video record one pair and audio record the others. However, as a minimum, all HE partners will aim to video record five different groups working through the complete workshop.

The video recording can be done with the project's 360 cameras (camera standing on the table in between or in the front of the pair) or with two standard video cameras (positioned so that every participant's face is visible to either of the cameras). For the audio recordings, an mp3-player positioned on the table gives sufficiently good results.

4.4.2 Tests and the evaluation of vocabulary learning

To evaluate vocabulary gains, we can gather post-data directly from the web app. At the beginning of each activity, there is a phase where the participants are taught particular activity-specific vocabulary (decided by the producer of each cultural activity). At the end of the activities, the app will test words chosen by the producer as a quiz. By gathering statistical information of the post-test accuracy, we may show vocabulary learning gains for, at least, the activity-specific vocabulary.

The in-app data may be supplemented (according to the needs of the HE partners) with "real-life" vocabulary tests done before and after the workshops. The tests may be executed, for example, as researcher-made questionnaires or by exploiting the fact that the sessions are video recorded (the facilitator may point out different utensils and materials gathered for the making of the cultural activity and ask whether users are able to name them in the target language; the facilitator may start the session by showing the above-mentioned vocabulary teaching section of the activity app and ask users to name them). Some partners take more responsibility for gathering this data set (e.g., UNEW collects more detailed vocabulary learning data for Vietnamese, and as part of co-production workshops step 2 as explained in Seedhouse et al. 2019).

4.4.3 Personal attitudes and ideas about language learning

Questions about language learning gains may be asked as part of the interviews and test evaluating the other learning gains (see, the evaluation of intercultural learning, section 3 of this document). Pre-data interview questions include the following: questions about personal history, own language use, previous knowledge of the languages involved, and "can do" -statements (CEFR).

Option 1 (Here's where I draw the line/drew the line –task):

The simplest way to gather this kind of data is to add language learning statements to pre-app and post tasks as part of the "Here's where I draw/drew the line" task. In the task, the questions related to language learning are given in two parts. In the first, the participants position themselves on the Likert scale in relation to the following statements:

- My language is the same as my culture.
- I know many languages.
- Language learning is easy for me.
- I am a good language learner.
- I like learning languages.
- Language learning can be fun.

In the second part, the participants are asked questions about their partner (in the workshops) language. They are, again, asked to position themselves on the Likert scale in relation to the statements given in task. The statements in question are:

- I can understand my partner's first language.
- I know a few words in my partner's first language.
- My partner and I have similarities in our languages.

Option 2 (interview):

In case more detailed interview data is wanted, pre-data interview questions (in session 1 of the workshops) include the following:

- What languages do you speak? At what level?
- In the workshop you will be working with [name of the other participant]. He/She is from [name of country]. Do you know what language(s) they speak in this country? Do you speak this language(s) or know any words/expressions in this language? Could you give me examples?
- Do you like/enjoy learning languages? Can language learning be fun? Could you give us examples of your experiences as language learner?

Post-data interview (at the end of the workshops) include simple self-assessment questions such as:

- What do feel you have learnt?
- Which words were new to you?
- How did learning a new language with ENACT app feel?
- What surprised you in the new language?

Benefits of collecting this kind of data: easy to execute, oral interviews possible to do in groups of varying size, interviews do not overload the participants).

4.4.4. Supplemental methods (optional)

In addition to the three above-described methods, more alternatives may be needed in order to better adapt to the needs and abilities of different target groups (i.e., children, adults, different literacy skills). As a set of possible methods, we have identified the following:

a) **Mind map**

pre-test: a key notion in the middle (e.g., Turkish coffee) and ask participants to associate what comes to mind re the notion

post-test: Look at your mind map (after the workshop) and reflect on it, how would you complete or modify it? Is there any new vocabulary/pattern/question you have noticed in others' speech (something you didn't know/hear before) during the workshop?

Benefits: possible to do in a relaxed manner, innovative; best suited for users who are familiar with mind maps (older children and adults with good literary skills)

b) **Talking aloud tasks**

Exploiting the sequencing task in the app; asking people to "think aloud" while doing the sequencing (explaining their choices)

Benefits: no extra work needed (may be executed while doing the post-test of the app + video recorded data already gathered); may be used with all user groups

c) **Self-assessment of vocabulary learning** (see, e.g., Stahl, 2018)

See the Appendix 1.

Especially useful when working with children or adults with low literary skills.

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5. Obtaining user evaluations of the ENACT web app (engagement, creation and online community interfaces)

We produced an evaluation form of the web app that participants will complete following the co-production workshops to evaluate the engagement, creation, and online community interfaces of the web app. We used materials evaluation tools used in other projects, such as Linguacuisine (<https://linguacuisine.com>), and CSLW (www.cslw.eu). At UNEW, this was carried out in collaboration with the School of Computing Science.

The link to the final version of the ENACT web app is <https://enacteuropa.com/>.

Figure 11 shows an example of the content creation interface of the developed web app.

Create Interactive content

Content type

Step 1: Please give the activity a name.

Origami Boat

Step 2: Select Interactive Video media type from the menu below and use it to create an introduction giving a sense of the activity's context. *

Resources: If you have created a video and would like us to upload it to our YouTube channel, send it to us using this form

-

Interactive Video

Step 3 (optional): If you would like to add additional 360 degree media for further context you can do so here. *

Resources: If you have created a video and would like us to upload it to our YouTube channel, send it to us using this form

-

Step 4: Teach people important words used in the activity. Focus on tools, materials and actions. You can do this with 'Image Hotspots' with text and audio or a 'Course Presentation'. *

Resources: If you need to create a composit background image for Image Hotspots, you might find this site useful <https://www.photocollage.com> *

-

Image Hotspots

Course Presentation

... demonstrating how to do the activity. Choose 'Interactive Video' if you have one video for the Presentation' for visual instructions and short video clips. *

... and would like us to upload it to our YouTube channel, send it to us using this form

... useful for creating the audio files <https://online-voice-recorder.com> *

You

Figure 11: Content creation interface with instructions provided to communicate the intended purpose of the media for each step. Possible media types are shown in a drop-down list box.

The survey designed to collect data from users of the web app to evaluate their engagement and interaction is presented in Appendix 2.

The survey is designed to evaluate the specific design decisions made in response to the requirements established based on user engagements as reported in Output Report 1 (<https://doi.org/10.13140/RG.2.2.15729.51042>). The evaluation is based on a quantitative and qualitative analysis of the responses to this survey. The first 10 questions will be based on the well established System Usability Scale, where users respond to questions such as “I felt very confident

using the system” on a likert scale from Strongly Agree to Strongly Disagree. The second set of questions will focus on evaluating the app’s design in relation to our goal of helping users learn about language and culture.

A random subset of our participants will be invited to take part in a semi-structured interview with a member of the research team. The interviews are intended to help us discover how aspects of the app’s design impacted user experience and will probe areas such as whether the participants experienced any issues whilst using the app. The interview questions are as follows:

1. What is your motivation to using ENACT? Is it to learn about the language, the culture, technology, asked to do so, or because of the incentive (or any other)?
2. After creating and using the ENACT web app, do you prefer to learn using a tool like ENACT or other tools like watching a normal videos, audio or read how-to pages? Why?
3. What did you see as the most useful aspects of the web app? Why?
4. What did you find most challenging or what do you want to see changes/how?
5. Which interactive media types you found most useful and why? (Interactive Video, Virtual 360, image hotspots, presentations, matching pairs, image sequencing, single choice questions)
6. Which interactive media types you found least useful and why? (Interactive Video, Virtual 360, image hotspots, presentations, matching pairs, image sequencing, single choice questions)
7. In addition to the main activity demonstration, which of the other three stages (intro, vocabulary, and test) you found most useful and why?
8. What did you think of the provided structure over all? Did you feel that you needed even more structure, for example to help explain the activity or asking to explicitly list the tools, materials used, important verbs, then the process? Or do you prefer less or no structure?
9. What did you think of the quality of the materials available when engaging with other people’s content? What worked well and what did you not work so well in terms of the content other people produced?
10. Do you prefer working as a group, and why? If you have worked as a group, in what way do you see the web app supported or hindered group work? What would you like to see changed to better support group work.

6. Evaluating participant engagement with the online community

We collect a range of data directly on the web app to evaluate participant engagement with the online community. Please see the policies section of the web app for details: <https://enacteuropa.com/?q=policies>

Here we report on the development of methods in identifying engagement and intercultural communication on the online community. These include Social Network Analysis (Satar & Akcan, 2018), conversation analysis (Seedhouse, 2004), and user analytics data (such as login frequency and duration).

6.1 Figures to be reported from the web app upon completion of the project

- Number of users of the web-app
- Number of activities produced, and number of times each activity is viewed (+ geographical spread)
- Log in frequency of the users and duration of time they spend on the app
- Number of responses (in the form of likes, comments and re-production of the activities)
- Behavioural analytics: patterns of behaviour which lead to successful engagement (e.g. identifying the key members of the community new members interact with, mapping membership lifecycle)
- Social network analysis: We will calculate the overall connectedness of the group using group density scores; and a centrality score for each user to identify their level of interactions with other users on the app. These scores will help us identify members with high popularity and influence (Satar & Akcan, 2018).
- Social semiotics (Bezemer & Kress, 2016): We will explore users' transformative engagement with the OER by qualitatively exploring the transformative processes in their re-enactments of the cultural activities and on their comments on the web app. We will explore transformation, transduction, and mimesis in user responses which may involve written comments, or audio-visual comments in the form of pictures/videos of their appropriation of the cultural activity.

6.2 Web application: risks to participants and data collection plan

During the study, participants will use our web application (www.enacteuropa.com) for two main purposes: Firstly, to look at and engage with multimedia resources created by other participants; and secondly, to author their own multimedia resources.

As the multimedia content is participant-created there exists the small chance of inappropriate content being produced, either within a multimedia artefact or within the user comments section accompanying each piece of content. We have mitigated this risk in two ways:

- a) Only registered users can create content or post comments. Participants must provide their email address during the registration process and must accept our policies (including a code of conduct) before registration can be completed. The policies will be accessible to any web application user at any time via a link displayed on each page. Users are warned that breaking the code of conduct may result in their content being removed and them being suspended or banned from the web application.
- b) We have a content reporting system. This allows app users to report inappropriate content. Flagged content will then be reviewed by a member of staff in line with our stated policies.

Authoring multimedia content can include embedding a video from YouTube.com. Participants may create their own videos and upload them to YouTube as part of this process. They are therefore responsible for any content they upload to their personal YouTube account.

6.3 Data collection plan

Data we will capture as participants use the web application include the following:

1. the multimedia artefacts participants author,
2. feedback participants leave for others including text comments and images,
3. participants' scores for quizzes embedded within the multimedia content.

This data will be collected within the web application and stored on the application's servers which belong to BlueHost.com. BlueHost claims to be fully GDPR compliant.

Data will also be collected outwith the web application and this data consists of surveys and interviews.

It might be useful to add an open-ended question to a post-project interview with the participants (see section 5): e.g. Did you have any interactions with others on the app? Was there a time when you communicated with other users on the app?

Participants will be made aware of all data collection processes during the application registration process. All data will be deleted at the end of the ENACT project.

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7. Recognising HE students' project involvement in their academic results

7.1 Rationale for the Involvement of Higher Education (HE) Institutions and Students in the ENACT Project

The ENACT project aims impact in three main areas:

1. social cohesion and understanding between host-immigrant communities, and senior-young members of migrant communities through knowledge exchange by developing a web app,
2. involve Higher Education (HE) institutions (i.e. students, staff) in local collaboration and dissemination activities within a local learning ecologies approach (see e.g. Hodgson & Spours, 2009 for details of this approach), and
3. model an innovative digital pedagogy for learning and online exchange of knowledge.

Among these objectives, the second involves the inclusion of the ENACT project activities into the academic agenda of the participating institutions to recognise the involvement of HE students in community workshops and dissemination events. HE students' role as facilitators in the co-production workshop activities for the participating community members creates a context for experiential learning and opportunities for community engagement for the part of students. In this respect, the integration of ENACT project involvement into courses implementing service learning course models can potentially provide various options for adaptation for different participating institutions and programs with HE students in different subject areas.

7.2 Definition of service learning

Service learning or community engagement in academic contexts is defined as an experiential pedagogy "that combine learning goals and community service in ways that enhance both student growth and the common good" (Bandy, 2011, p. 1). The basic features of service learning involve an integration of academic learning objectives with community action through the collaboration of community organisations and faculties.

When various issues and areas of community action is considered, opportunities for community engagement for students can be many such as internships or student organisations. Therefore, Howard (2001) states that the objectives and outcomes of a service learning course should be designed and structured following certain principles, distinguishing service learning from internships or traditional courses not changed for service learning objectives. Accordingly, he defines three main criteria to count a course as academic service learning: relevant and meaningful service with the community, enhanced academic learning with the integration of community engagement, and purposeful civic learning. Relevant and meaningful service expresses the connection of course objectives with the type of community action as well as the usefulness of the community action for different stakeholders such as the community or civil society/non-governmental organisations. Enhanced academic learning highlights the extending role of experiential learning aspect of service learning that should be framed with academic rigor and structure. Purposeful civic learning, beyond the two previous criteria, expresses the future abilities

and skills of active citizen roles expected from students to gain from an academic service learning experience.

Marsh et al. (2021) also present the scope and main actions taken as part of an Erasmus+ project titled Communities and Students Together (CaST) with six European countries involved. Mainly termed as “engaged learning”, higher education students’ design and participation in community projects establishes the main focus of the project. The participating students’ activities are observed in alternative ways such as student reflection and instructor observation notes.

7.3 How to integrate the ENACT project activities into HE teaching

Service learning can be designed and integrated into curricula in many college and university programs to enhance students’ experience in their subject areas and their social integration into different communities as future professionals in their fields.

Bandy (2011) suggests different models to create stand-alone service learning courses or programmes as well as different models to integrate service learning as an additional feature into existing courses. For the purposes of initial recognition of HE students’ involvement in ENACT in their academic results, integration into an existing course can be a more efficient and practical option. Therefore, the models of integration into existing courses will be mentioned in detail here. However, separate service learning courses can be designed and taught within the community engagement theme introduced in ENACT (cultural and intergenerational knowledge exchange through our web app) can be sustained as a catalogue course with different program-adapted versions in different programs/universities after the initial implementation of the project.

Bandy (2011) offers a set of integration models ranging from small-scale one-time optional service learning aspect to longer process-based multiple-course integrations. These models can be adapted in different ways depending on the content and objectives of the existing course.

- One-time group service projects: This model can be implemented to realise a course objective with entire class involvement in a pre-arranged community engagement activity. The class shares an experience allowing peer and instructor interactions.
- Option within a course: This can be useful for pilot projects; voluntary students can opt to be involved in community engagement within an existing course. Some regular coursework and assignments can be replaced with service learning-related materials.
- Required within a course: This model requires entire class involvement and allows site visits or agency personnel involvement in service learning experience. In this way, course work can be designed to include in-class group discussions and closer examination of the ongoing community engagement experience. This type of course designs can bring along long-time partnerships or agreement with agencies with regular number of students involved every year.
- Action research projects:
- Disciplinary capstone projects: This aims to provide students’ a context to connect their cumulative knowledge in their discipline with real life experience. This is suggested for upper class students to implement their knowledge to respond community needs in a practise environment.

- Multiple course projects: This model engages multiple courses in shared community engagement experience and a considerable length of time is recommended to extend the learning experience from service learning. This model can bring together multiple disciplines and can create opportunities and environments for larger community action projects for extended periods.

Considering the aims and scope of the ENACT project, the involvement of HE students in workshop activities as facilitators can be integrated into their academic results through “option within a course” integration model as an initial implementation. Partner institutions can examine their lists of existing courses and choose a suitable existing course in which course objectives can be extended to accommodate the ENACT project objectives and replace some regular course work with the project-related activities. Further adaptations or course designs can be constructed afterwards for following semesters depending on the experiences and feedback from the ENACT project outcomes.

7.4 The creation of course/learning objectives

The ENACT project aims to involve HE students as facilitators in the intercultural/intergenerational co-production workshops where the participating community members collaboratively demonstrate their cultural activities and create digital materials. Some key skills that might be necessary for HE student facilitators were identified as intercultural communication, conflict management, ethics, and media design principles (Appendix 3). While a detailed examination of these issues will be provided in our facilitator training (LTA), some basic implications of some of these key issues can be reflected in the course objectives of service learning integrated courses as part of the ENACT project outputs.

Service learning aspect to accommodate ENACT project involvement of HE students can be implemented in a course which presents objectives appropriate to be merged and enhanced with community engagement experience, as Howard (2001), Bandy (2011) suggest. At this point, partner institutions may decide on the appropriate courses in their program catalogues.

For Boğaziçi University (BU), for example, a sample course possible to merge with ENACT project is the Teaching Practicum course (FLED 416) offered by the Foreign Language Education Department for senior students (Appendix 4). This course involves an extended school environment and micro/macro teaching experience for students. Accordingly, the course objectives emphasize experiential learning and abilities to evaluate and reflect on real life issues and experiences in teaching profession. This course is obligatory for all senior year students; therefore, the course can be modified in one or two sections to allow the participating HE students from BU to fulfil some course requirements through their ENACT project involvement.

The course objectives of FLED 416 are as follows:

- Students evaluate the issues they face in practice during the school experience.
- Students contribute to their peers and themselves to improve professional skills through peer evaluation during the school experience.

- Students critically think about their experiences in the school experience and make decisions for their future career focusing on their strengths and weaknesses they realize during the school experience.
- Students improve their research skills.
- Students improve their in-class observation skills.

ENACT project involvement extension can introduce the following objectives:

- Students improve their observation skills in multicultural communication environments.
- Students improve their intercultural communication skills.
- Students critically think about the local community cultures.
- Students describe the digital skills the community members need to create cultural materials for the ENACT web app.
- Students evaluate the communication skills needed to guide the cultural activity co-production workshops.
- Students observe/evaluate their peers during their workshop facilitation.

7.5 The creation of assignments

Rowls and Swick (2000) report their examination of a sample of service learning course syllabi and they observe that student reflection constitutes the core of course assignments and course work. Various forms of assignments to foster reflection are suggested such as keeping journals, portfolios, or structured essays. The formulation of these assignments for the ENACT project integration into courses can also set the basis of baseline and impact data collection tools. The project team had agreed on the use of alternative data collection tools rather than typical questionnaires in pen and paper format. Regarding these points, some types of reflection activities Reed and Koliba (web source not dated) suggest can be modified for student work that can be used as both course assignments and project data could be as follows:

- **Sentence stems:** The main idea is to guide students to think about their expectations, assumptions, and concerns before the service learning experience. The students are asked to complete for themselves the sentence stems such as “Today I hope the workshop ..., I am most anxious about..., I expected the community members to be ..., etc.” These stems can be varied depending on the issues the students should think about in their experience. This can be done as a pre- and post-workshop activity to view the students’ progress.
- **Guided imagery:** The students are guided to reflect on their feeling and thoughts in detail about their experience in the community engagement. They are asked to close their eyes and to picture themselves in the community activity before they are there. “Today you are going to serve meals to people who are homeless. Picture yourself arriving at the shelter. What do you see? What do you smell? What do you hear?” These questions and guidance points can be modified.

University of Missouri Center for Teaching and Learning instructor support also suggest various strategies for reflection activities some of which can be useful for the ENACT project:

- **Three-part journals:** The students are given pages divided into three parts. At the top, they are asked to describe various aspects of their experience. At this point, they can be led to

choose particular issues or aspects in the workshops. In the middle, they analyse how the course content or the academic guidance relate to this particular experience. At the bottom, they discuss how this experience and course content can be useful in the future.

- **Critical incident journals:** This is very similar to three-part journals except that this format leads students to focus on a particular event they experience in the community engagement. They are asked to answer why that particular incident was significant to them. What implications (societal/cultural issues) do they see behind this incident? How will this incident change their perspective about the issue? The students can be guided to choose a particular situation or incident personally to answer these questions.
- **Double-entry journals:** The students keep notes of their feelings, thoughts, ideas about their experiences in community engagement on the left side of the journal. They write down keywords/phrases from the course content on the right side. Then they match the key words with sections/parts of their notes of experiences. This format helps to visualise the relationship of the course content with the actual experience of community experience.

7.6 The creation of assessment tools

For the initial implementation of ENACT integration into an existing course, the grade value of the replaced part of the existing grade break-down can be allocated for the student involvement in the project in the overall course. Within the allocated grade value, the instructors can assess the student work with rubrics which clearly state the project objectives regarding student involvement in the project.

Table 5 shows example of objectives examined holistically in the assessment process in a service learning course is reported in Rowls and Swick (2000).

Table 5. Example objectives for assessment of service learning activities

| | Always | Often | Sometimes | Rarely | Not applicable/observable |
|--|--------|-------|-----------|--------|---------------------------|
| Demonstrates knowledge of standards of effective service learning | | | | | |
| Takes initiative in planning and carrying out service activities | | | | | |
| Communicates regularly and clearly with all people involved in the service project | | | | | |
| Follows through on agreed on commitments and responsibilities | | | | | |
| Displays enthusiasm and a positive attitude toward service-learning project | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| Employs appropriate interpersonal skills to relate well with teacher, students, and community members | | | | | |
| Demonstrates organizational skills necessary to conduct a service-learning project | | | | | |

7.7 Suggestions for Assignment Types

A modification of guided imagery and sentence stems will be used for the initial meeting. This will be reviewed at the end of the project as a post-activity.

- **First reflection paper:** A modification of the objectives poster based on the reading, or a modification of the double-entry journals. The modification can cover a match between what they expect from the project and how the issues from the reading can relate to these assumptions/expectations.
- **Second reflection paper:** Response to the training event, a modification of the objectives poster
- **Final paper:** Response to the cultural workshop, a modification of critical incident journal, pick up an event/situation you observed and reflect on it? Why was it important? How do you relate it to the issues covered in the project?
- **Peer evaluation:** A modification of critical incident reflection can be used for peer evaluation.
- **A group presentation:** These presentations can be modified depending on the number of workshops, the participating community members, the subject area of the HE students etc. For instance, if a workshop welcomes intergenerational pair(s) and another intercultural pair(s), the facilitator HE students can be divided into groups. Each group prepares their own group presentation. These issues can be clarified once the structures of the workshops are clarified.

7.8 Suggestions for Discussion Activities for Project Group Meetings

A review of two EU projects (FLAM and EU-Speak-3) which involve HE course/module design for activities in multicultural migrant contexts can be found in Appendix 5.

Prejudices wall from the FLAM project (FLAM Feel like a migrant English Handbook page 158)

A **time capsule** can be done with the prejudices/assumptions of the HE students about the key issues. At a final meeting, these can be opened and discussed.

References

Bandy, J. (2011). What is Service Learning or Community Engagement?. *Vanderbilt University Center for Teaching*. Retrieved [2Feb2021] from <https://cft.vanderbilt.edu/guides-sub-pages/teaching-through-community-engagement/>.

FLAM Project *Feel like a migrant: Multicultural Approach in Teaching Handbook in English*. [FLAM handbook 20.07.pdf \(flam-project.eu\)](https://flam-project.eu/handbook-20.07.pdf)

Hodgson, A., & Spours, K. (2009). Collaborative local learning ecologies: Reflections on the governance of lifelong learning in England. *Inquiry into the Future of Lifelong Learning Sector Paper*, 6.

Howard, J. (2001). Service-learning course design workbook. Retrieved from <https://files.eric.ed.gov/fulltext/ED457774.pdf>

Marsh, C., Anderson, L., & Klima, N. (2021). *Engaged Learning in Europe IDC Impact Series 1*. Maklu. <https://www.cast-euproject.eu/wedit/uploads/contenuti/17/engaged-learning-in-europe-2021.pdf>

Reed, J. & Koliba, C. (nd). *Facilitating Reflection*. https://www.uvm.edu/~dewey/reflection_manual/

Roakes, S. L., & Norris-Tirrell, D. (2000). Community service learning in planning education: A framework for course development. *Journal of Planning Education and Research*, 20(1), 100-110.

Rowls, M., & Swick, K. J. (2000). Designing teacher education course syllabi that integrate service-learning. *Syllabi*, Paper 1. Service Learning and Community Engagement Projects, University of Nebraska Omaha.

8. Participant evaluations of the learning, teaching, and training events

We ask all participants (C1: HE students, C2: HE staff, C3: NGO staff) to keep a multimodal portfolio with daily entries (Appendix 6). This will involve:

- anecdotes (photos, short video recordings, short texts)
- to be collated in a simple form (e.g. on an app on their phones)
- guided by a few questions to help them reflect on their gains and intercultural experiences
- and asking them to give examples, and as much detail as possible related to what happened, when, how they felt, what they thought, etc

The portfolio approach to evaluation is adapted from the EU-project EVALUATE: Evaluating and upscaling telecollaborative teacher education:

<https://sites.google.com/unileon.es/evaluate2019/evaluate?authuser=0>

We will also use Likert-scale questions to obtain general evaluations of the training. These will supplement the portfolio and allow us to evaluate the impact of the training programme. An online tool will be created using the Newcastle University survey creation tool and the data will be stored on the university servers (GDPR compliant). The following items will be included:

1. Please rate your overall satisfaction with this training.
2. Please rate your satisfaction with this training in terms of international collaboration opportunities.
3. How valuable was this training to develop your transversal skills?
4. How valuable was this training to develop your team working skills?
5. How valuable was this training to develop your research skills?
6. How valuable was this training to develop your field-specific skills?

The answers will be collected using a 5-point Likert scale with the following prompts: Very satisfied/valuable, Satisfied/valuable, Fair, Not satisfied/valuable

9. User evaluations of the project and the multiplier events

In order to evaluate the project, the ENACT web app and the multiplier events, we draw on the expertise of the consortium members when identifying best practice in preparing evaluation sheets for the training and multiplier events. All HE partners have previously participated in EU funded projects (e.g. LanCook, Linguacuisine, EVALUATE, EU-Speak, CSLW), which have conducted similar evaluations. We will also draw on results and deliverables of other EU projects, such as the Linguacuisine. We have created an ENACT web app evaluation form to be used in impact generating events and workshops (Appendix 7). We will add or edit the questions specific to the evaluation of the project and the multiplier events.

Appendix 1: Supplemental tool for self-assessment of vocabulary learning

1- The following suggestions on assessing vocabulary are taken from Stahl (2018)

https://nysrti.org/files/webinars/strand_21/1vocabassess.pdf

a) Self-assessment of vocabulary knowledge Scale (Wesche & Paribakht, 1996)

I. I don't remember having seen this word before. (1 point)

II. I have seen this word before but I don't think I know what it means. (2 points)

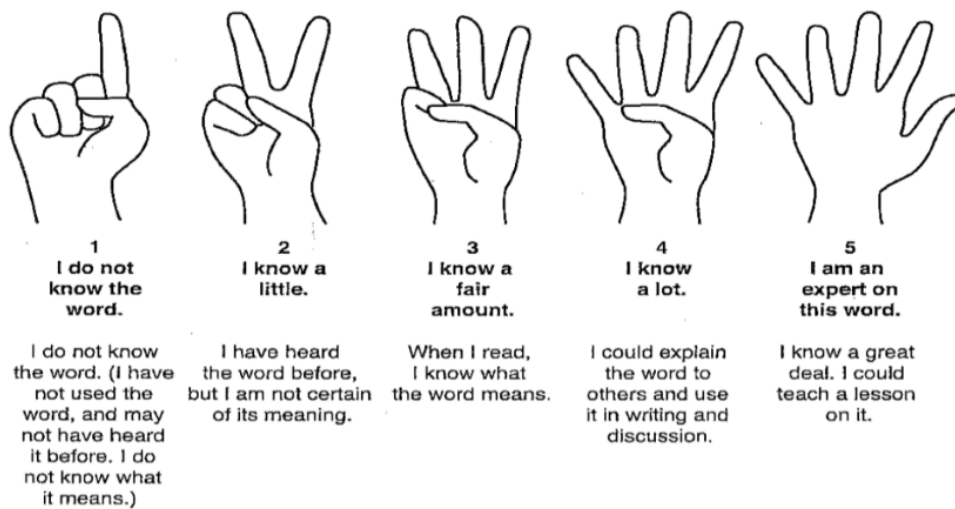
III. I have seen this word before and I think it means _____. (synonym or translation) (3 points)

IV. I know this word. It means _____. (definition or translation) (4 points)

V. I can use this word in a sentence: _____. (5 points)

A three-point self-assessment scale e.g I know this word and can tell what it means. / I have seen this word before. / I have never seen this word before.

A visual self-assessment vocabulary scale (Hayes et al., 2011).



Source: Flanigan, Kevin; Hayes, Latisha; Templeton, Shane; Bear, Donald R.; Invernizzi, Marcia; Johnston, Francine, *Words Their Way With Struggling Readers: Word Study For Reading, Vocabulary, and Spelling Instruction, Grades 4-12*, 1st Ed., © 2011. Reprinted and electronically reproduced by permission of Pearson Education, Inc., Upper Saddle River, New Jersey.

b) EXIT TICKET VOCABULARY PROMPTS (Stahl, 2018)

- List words related to the word _____ (morphologically: spire, spirit, inspiration or semantically: forlorn, sad, desolate)
- What I know about the word _____.
- What interesting word have you used recently in your writing?
- What is the most interesting word you studied today?
- What words in our unit have you learned more about OR still challenge you?

Appendix 2: The ENACT Web app User Evaluation Survey

Electronic version in English: <https://forms.ncl.ac.uk/view.php?id=10450459>

Survey after creating activities

Q1: If you found the creation of contents for one or more of the interactive content types below challenging, please tick its box and explain why

- a. Interactive video:
- a. Virtual Tour 360:
- a. Course Presentation:
- a. Image hot spots:
- a. Image Pairs:
- a. Image Sequencing:
- a. Single Choice Set:

Q2: Please rate your level of satisfaction with the following

a) the use of an Interactive Video or a Virtual Tour 360 to create to give users an idea of what your activity is all about.

Very not satisfied, not satisfied, neutral, satisfied, very satisfied

Comments:

b) the use of Image Hotspots or Course Presentation to teach key vocabulary for your activity.

Very not satisfied, not satisfied, neutral, satisfied, very satisfied

Comments:

c) the use of Interactive video or Course Presentation to demonstrate how to do the activity.

Very not satisfied, not satisfied, neutral, satisfied, very satisfied

Comments:

d) the use of Image Sequencing, Image pair or Single choice set to test how much users learned about your activity.

Very not satisfied, not satisfied, neutral, satisfied, very satisfied

Comments:

Q3: Please rate the level of clarity of the instructions given to guide you through the activity creation process.

Very unclear, unclear, neutral, clear, very clear

Comments:

Q4: The tool provided a structure (e.g. introduction, vocabulary, demonstration, test) to help guide you through creating an educational activity. Please answer the following two questions

- a. What did you like about the structure (e.g. focus on what's important) _____
- a. What did you not like about the structure (e.g. too constraining) _____

Q5: Please provide any other comments on points you would like to be improved, or points you particularly liked _____

Survey after engaging with an activity created by others

In your responses, please try and think with respect to the web app and how it supported your learning and not the particular content of the activity. The content may change, but here we are interested in the design of the learning process.

Q1) What did you see as the main goals of the introduction before the actual activity (tick all that apply)

- no benefit. Waste of time.
- learn about the context of the activity
- get me motivated to learn about the activity
- other _____

Q2) What did you think of the vocabulary section before the activity

- Not useful somehow useful useful very useful
(Learned nothing) (learned a few words) (learned most words) (learned all the words)

Q3) How do you compare the interactive content for learning about the activity to watching a non-interactive video or watching a non-interactive how-to presentation (tick all that applies)

- I prefer the non interactive option
 - interactivity made me more engaged
 - the interactivity just made the activity longer
 - interactivity helped me learn more
- Comments: [_____]

Q4) What did you think of the test after the activity (tick all that applies)

- waste of time
 - helped me learn and remember new words
 - made me return to the content to reinforce my learning
 - helped me reflect on my learning
- Comments: [_____]

Appendix 3. Assessment rubric for recognising HE students' involvement in ENACT project activities

Below is a format suggested as a teacher rubric for the assessment of student work adapted from the regular BU course on teaching practicum, filled out by the instructor for every student in the assessment of micro teaching performances.

| | POOR 65/100 | FAIR 75/100 | GOOD 85/100 | EXCELLENT 95/100 |
|---|----------------|----------------|----------------|---------------------|
| <p>Intercultural communication</p> <p>Does the student display a positive approach towards the community members, NGO agents, and participants?</p> <p>Does the student demonstrate awareness of the cultural backgrounds of the participating community members?</p> <p>Does the student employ appropriate interpersonal skills to communicate with the participating community members and other workshop facilitators?</p> <p>Does the student communicate regularly and clearly with all people involved in the project activities?</p> | | | | |
| <p>Conflict management</p> <p>Does the student demonstrate awareness of the conflict management strategies of the participating community members?</p> <p>Does the student take initiative in guiding reconciliation and helping in cases of communication break downs between the participating community members during the workshops?</p> | | | | |
| <p>Ethical considerations</p> <p>Does the student demonstrate awareness about the ethical issues considering the participants' privacy during the workshops and the production of digital materials?</p> <p>Can the student guide the participants to follow ethical rules during the production of activities and digital materials when necessary?</p> | | | | |
| <p>Digital knowledge assistance</p> <p>Does the student demonstrate basic knowledge about the digital tools (i.e. Enact webapp platform, Youtube, digital competence assessment form, etc.) and devices (360 cameras, Google cardboards, etc.) used in the workshops?</p> <p>Can the student provide assistance for the participants with the digital tools and devices when needed?</p> | | | | |
| <p>Language learning support</p> <p>Can the student effectively provide support for language learning (e.g. vocabulary or ...) when necessary?</p> <p>Can the student identify what kind of linguistic items are necessary for successful completion of tasks for the participants in the workshops?</p> | | | | |
| <p>Learning experience</p> <p>Does the student select events/situations to discuss around the given themes/issues within the project framework?</p> | | | | |



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| | | | |
|---|--|--|--|
| Does the student describe and discuss his/her experiences in interactive meetings as part of the project activities? | | | |
| Does the student display reflective awareness in the assigned works within the project framework? | | | |
| Does the student analyse and evaluate the key themes/issues in given experiences/situations within the project framework? | | | |

Instructor's General Comments

Appendix 4. A Sample FLED 416 Syllabus with ENACT Project Integration

SEMINAR ON PRACTICE TEACHING

Spring 2021

| | |
|---------------------------|---|
| Week 1 March 18 | Introduction and Orientation First training reflection paper due |
| Week 2 March 25 | Guest Speaker Topic: Fulbright scholarships Second training reflection paper due |
| Week 3 April 1 | Guest Speaker Topic: Global Citizenship Education |
| Week 4 April 8 | Forming the observation schedules with cooperating schools How to conduct online observations Lesson Planning Richards J. C. & Farrell, T. S. C. (2011). Teaching an effective language lesson. In J. C. Richards & T. S. C. Farrell (Eds.), <i>Practice teaching: A reflective approach</i> (pp. 72–89). Cambridge University Press. Purgason, K. B. (2014). Lesson planning in second/foreign language teaching. In M. Celce-Murcia, D. M. Brinton, & M. A. Snow (Eds.), <i>Teaching English as a second or foreign language</i> (pp. 362–379). Heinle. ENACT Prep. Reading 1: Understanding the social context Erdogan, M. M. (2014). Perceptions of Syrians in Turkey. <i>Insight Turkey</i> , 16(4), 65. |
| Week 5 April 15 | Exploring your own teaching Richards J. C. & Farrell, T. S. C. (2011). Exploring your own teaching. In J. C. Richards & T. S. C. Farrell (Eds.), <i>Practice teaching: A reflective approach</i> (pp. 150–160). Cambridge University Press. Richards J. C. & Farrell, T. S. C. (2011). After teaching practice. In J. C. Richards & T. S. C. Farrell (Eds.), <i>Practice teaching: A reflective approach</i> (pp. 161–171). Cambridge University Press. |

| | |
|------------------------------------|--|
| | <p>ENACT Prep. Reading 2: Thinking about relevant skills: Conflict Management</p> <p>van der Zee, K., & Hofhuis, J. (2017). Conflict management styles across cultures. <i>The international Encyclopedia of Intercultural Communication</i>, 1-9.</p> |
| <p>Week 6 April 22</p> | <p>Guest Speaker Topic: TBA</p> <p>ENACT Co-Production Workshops - Facilitation</p> |
| <p>Week 7 April 29</p> | <p>Guest Speaker Topic: TBA</p> <p>ENACT Co-Production Workshops -Facilitation</p> |
| <p>Week 8 May 6</p> | <p>Guest Speaker: TBA</p> <p>Topic: TBA</p> <p>ENACT Co-Production Workshops -Facilitation</p> |
| <p>Week 9 May 10-16</p> | <p>SPRING BREAK</p> |
| <p>Week 10 May 20</p> | <p>Reflection on practicum Reflective teaching</p> <p>Murphy, J. M. (2014). Reflective teaching: Principles and practices. In In M. Celce-Murcia, D. M. Brinton, & M. A. Snow (Eds.), <i>Teaching English as a second or foreign language</i> (pp. 613–629). Heinle.</p> <p>Turhan, B., & Kirkgoz, Y. (2018). Towards becoming critical reflection writers: a case of English language teacher candidates. <i>Reflective Practice</i>, 19, 749–762.</p> <p>ENACT Co-Production Workshops - Facilitation</p> |
| <p>Week 11 May 27</p> | <p>Guest Speaker</p> <p>Topic: TBA</p> <p>ENACT Co-Production Workshops – Facilitation reflection paper due</p> |
| <p>Week 12 June 3</p> | <p>Reflection on practicum</p> <p>ENACT Final Paper due</p> |
| <p>Week 13 June 10</p> | <p>Reflection on practicum</p> |

FLED 416 SEMINAR ON PRACTICE TEACHING

Evaluation Criteria:

For each assignment, the word limit is 450-500 words.

1. Reflection on Practicum Paper (20 pts)

A paper expressing your personal beliefs, values, attitudes, and goals as a prospective language teacher, based on your observations during practicum.

Notes:

- ✓ For sample TPSs, see the TeachingPhiSamples&Websites document uploaded on Moodle.

2. Two (2) journal entries based on classroom observations (2 X 15= 30 pts)

3. Evaluation of an English lesson (ortaokul or lise) on EBA TV (25 pts)

(<http://www.eba.gov.tr/>)

4. Reflection paper on a guest speaker session (25 pts)

In this assignment, you are expected to write a reflection paper based on the presentation of a (guest) speaker who gave a talk/lecture/seminar either on campus or on a virtual platform

FLED 416 PRACTICE TEACHING IN EFL

ENACT Project Group

Regular Group:

- | | |
|--|--|
| 1- Reflection on Practicum Paper: 20 pts | 1- Reflection on Practicum Paper: 20 pts |
| 2- One (1) journal entry based on classroom observations: 15 pts | 2- Two (2) journal entries based on classroom observations: 30 pts |

- | | |
|---------------------------------|---|
| 3- ENACT Project duties: 15 pts | 3- Evaluation of an English lesson (ortaokul or lise) on EBA TV: 25 pts |
|---------------------------------|---|

- Initial reflection paper: 3 pts 4- Reflection paper on a guest speaker session: 25 pts **TOTAL 100**

- Response paper based on training sessions: 3 pts
- Response paper based on workshop facilitation: 4.5 pts
- ENACT Final paper: 4.5 pts

4- Evaluation of an English lesson (ortaokul or lise) on EBA TV: 25 pts

5- Reflection paper on a guest speaker session: 25 pts

TOTAL 100 pts

ENACT-Integrated Assignments



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Initial reflection paper: Briefly explain your personal and professional expectations from your project engagement.

Response paper based on training sessions: Briefly explain what you have experienced/learned from the 25-hr online facilitator training program.

Response paper based on workshop facilitation: Describe and evaluate your expectations and actual experience from the co-production workshops you facilitated. Mention the areas of difficulty you faced and observed and explain how these issues can be resolved. You can relate these points with the preparation readings suggested in this integrated course. Also mention areas in which you feel you have improved skills and knowledge for your future.

ENACT final paper: An overall evaluation of your ENACT project engagement.

Appendix 5. EU projects which involve HE course/module design for activities in multicultural migrant contexts

1- FLAM – Feel like a migrant – multicultural approach in teaching. European Commission Lifelong Learning Programme

This project involves some materials that can give us ideas about questionnaires, workshop activities or design of assessment and evaluation tools.

The “FLAM” partnership, consisting of various education institutions from Austria, Germany, France, Great Britain, Romania, Spain and Switzerland, undertook the mission of developing and implementing the concept of a multicultural teaching approach as a new strategy and method in teaching, through realisation of workshops for trainers, teachers and other educational staff. In addition, this European partnership aimed to promote awareness of the importance of cultural and linguistic diversity in Europe as well as promoting the understanding of cultural backgrounds and providing reflection in order to increase tolerance and to reduce prejudice and xenophobia.

Handbook of the project: http://www.flam-project.eu/uploads/media/FLAM_handbook_EN_04.pdf

Project website: <http://www.flam-project.eu/index.php?id=35>

2- EU-SPEAK-3 Project – European Speakers of Other Languages: Teaching Adult Immigrants and Training Their Teachers. Funded by ERASMUS+. Project ref: 2015-UK01-KA204-013485KA2)

The project developed a suite of international ‘modules’ (courses) which present cutting-edge research findings, innovative pedagogical approaches and creative techniques in six different on-line modules currently available in five languages – English, Finnish, German, Spanish and Turkish - representing a range of countries in which these immigrants resettle. The modules are a unique opportunity for those who work with beginning-level adult immigrants to exchange ideas with those in similar situations around the world.

Handbook of the project: <https://research.ncl.ac.uk/eu-speak/eu-speakbooks/english/English%20M-Event%20volume%20done%2029%20Oct%202018.pdf>

Project web-site: <https://research.ncl.ac.uk/eu-speak/>

Additional resources on teaching migrants:

Haznedar, B., Kreeft-Peyton, J. & Young-Scholten, M. (2018). Teaching adult migrants: A focus on the languages they speak. *Critical Multilingualism Studies: An Interdisciplinary Journal*, 6 (1), 155-183. <https://cms.arizona.edu/index.php/multilingual/article/view/146/261>

Interactive Methods for Teaching about Cultural Differences by Janet M. Bennett.

https://prod.wp.cdn.aws.wfu.edu/sites/18/2016/03/Bennett.Janet_.2016.pdf

Corbett, J. (2010). Intercultural Language Activities. CUP. http://georgesimons.com/wp-content/uploads/2014/06/Intercultural_Lg_Activities.pdf

O'Dowd, R. (2018). Intercultural Communicative Competence and Technology. Teaching and Technology. <https://doi.org/10.1002/9781118784235.eelt0416>

Appendix 6. Learning and Teaching Activity Evaluation: portfolio

Co-production Workshop Facilitator Training e-Portfolio

| | |
|------------------------|------------------------------------|
| Name: | |
| Role: | Student / Staff / NGO (choose one) |
| University / NGO name: | |

Introduction

Why a facilitator e-Portfolio?

A portfolio is a set of materials, interactions and reflections that you collect during your training and which you consider evidence of your efforts, progress and learning. Gathering and reflecting on experiences in a portfolio will

- help raise your awareness for what happened during your training and
- help you gain a deeper understanding of the value of being part of the ENACT project team.

What is in this e-Portfolio?

The e-Portfolio begins with an Introduction. After the introduction are two sections of questions that ask you to think about your experience in your training and to provide examples of experiences and learning in four areas:

- Transversal skills (digital skills, intercultural collaboration, confidence)
- Field-specific skills (translation, education, cultural studies, conflict management etc)
- Team work and research skills (transnational collaboration, ethics, research procedures)
- Overall evaluations of the training

How to complete this portfolio?

Before the training begins:

- First save this portfolio using your name – country (e.g. Muge Satar – UK.doc) as the filename somewhere you can access and update easily.

During the training:

- At the end of Week 1 and Week 2 reply to the questions asked for.
- Include examples from your interaction to illustrate what you are saying. You may cut and paste examples from text-chats, comments on forums, pictures, screenshots from video interactions, or text from Google docs or the other types of technology you and your partners used to communicate.
- Explain why you selected these examples, why you think they are important, and what you learned from them.

At the end of the training:

- Save the final copy and submit your portfolio to the ENACT project team by emailing it to enacteuropa@newcastle.ac.uk

Portfolio Timeline

Complete Portfolio Questions for Week One by: **8 March 2021, Monday**

Complete Portfolio Questions for Week Two by: **15 March 2021, Monday**

Submit Portfolio by: **15 March 2021, Monday**

AFTER WEEK ONE

In all sections, write about what happened and what you thought or felt.

- Do not forget to include examples from your interaction to illustrate what you are saying.
- Answers can include copy/paste pieces of your interactions, pictures, add screenshots, sound bites, photos, drawings, online posters or other things you created during the training. Or you can simply write about something that happened during your training.
- Explain why you selected these examples (why are they important for you), and what you learned from them.

Share as much or as little as you see appropriate. Focus on highlights of the training for you.

As you write, please follow these steps: Describe + Reflect + (Re-)evaluate: what, if anything, would you do differently next time?

Section A. Transversal skills

Transversal skills are skills that can be used in a wide variety of situations and work settings. These are not related to a particular job, task, academic discipline or area of knowledge. Write about your experiences of developing your transversal skills such as digital skills, intercultural communication and collaboration, confidence, public speaking, etc. Please give examples and as much detail as you can.

Section B. Field-specific skills

Field-specific skills are skills that allow you excel in a particular job. Write about your experiences of developing your field-specific skills such as translation, education, cultural studies, conflict management, etc. Please give examples and as much detail as you can.

Section C. Team work and research skills

- During your training were there times when you felt you were part of a transnational project team and developed your research skills and awareness?
- Write about who were in the training group, what you accomplished together, and your role in training group. Did you feel you were part of a team? What was good about being part of a team?
- Were you able to express your thoughts and feelings to others easily? Was there a time when you felt the most socially and emotionally involved in the group? Who do you think you understood/know best? Why?
- What have you learned about research ethics and procedures?

Section D. Your overall evaluation of the week 1 training

- What was the best aspect of the training for you?
- What is your opinion of the materials, platforms, and content used in Week 1 of this training?
- How can Week 1 of this training be improved?

AFTER WEEK TWO

In all sections, write about what happened and what you thought or felt.

- Do not forget to include examples from your interaction to illustrate what you are saying.
- Answers can include copy/paste pieces of your interactions, pictures, add screenshots, sound bites, photos, drawings, online posters or other things you created during the training. Or you can simply write about something that happened during your training.
- Explain why you selected these examples (why are they important for you), and what you learned from them.

Share as much or as little as you see appropriate. Focus on highlights of the training for you.

As you write, please follow these steps: Describe + Reflect + (Re-)evaluate: what, if anything, would you do differently next time?

Section A. Transversal skills

Transversal skills are skills that can be used in a wide variety of situations and work settings. These are not related to a particular job, task, academic discipline or area of knowledge. Write about your experiences of developing your transversal skills such as digital skills, intercultural communication and collaboration, confidence, public speaking, etc. Please give examples and as much detail as you can.

Section B. Field-specific skills

Field-specific skills are skills that allow you excel in a particular job. Write about your experiences of developing your field-specific skills such as translation, education, cultural studies, conflict management, etc. Please give examples and as much detail as you can.

Section C. Team work and research skills

- During your training were there times when you felt you were part of a transnational project team and developed your research skills and awareness?
- Write about who were in the training group, what you accomplished together, and your role in training group. Did you feel you were part of a team? What was good about being part of a team?
- Were you able to express your thoughts and feelings to others easily? Was there a time when you felt the most socially and emotionally involved in the group? Who do you think you understood/know best? Why?
- What have you learned about research ethics and procedures?

Section D. Your overall evaluation of the week 2 training

- What was the best aspect of the training for you?
- What is your opinion of the materials, platforms, and content used in Week 2 of this training?
- How can Week 2 of this training be improved?

Appendix 7. The ENACT workshop/multiplier event evaluation survey






SATISFACTION: How was your experience using the ENACT app today?

| | | | | |
|---|---|---|--|---|
| Very frustrating | A bit frustrating | OK | Mostly enjoyable | Very enjoyable |
|  |  |  |  |  |





LANGUAGE: How many new words and phrases have you learned today?

| | | | | |
|---|---|---|--|---|
| None | 1 or 2 | 3-5 | 6-9 | More than 10 |
|  |  |  |  |  |




CULTURE: Have you learned anything new about other cultures or cultural activities today?

| | | | | |
|--|--|--|---|--|
| None | A little | Some | Moderate amount | A great deal |
|  |  |  |  |  |






EASE OF USE: How easy is the ENACT app to use?

| | | | | |
|---|---|---|--|---|
| Very difficult | Difficult | Neutral | Easy | Very easy |
|  |  |  |  |  |

FUTURE USE: How likely are you to use the ENACT app in the future?

| | | | | |
|---|---|---|--|---|
| Extremely unlikely | Unlikely | Neutral | Likely | Extremely likely |
|  |  |  |  |  |

CREATION: How likely are you to create your own activity in your own language on ENACT?

| | | | | |
|---|---|---|--|---|
| Extremely unlikely | Unlikely | Neutral | Likely | Extremely likely |
|  |  |  |  |  |

What I liked best about this workshop was:
