



DIVIS – Digital video streaming and multilingualism

Progress Report

Public Part

Project information

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Executive Summary

Video production and language learning?

www.divisproject.eu

In the current move of bringing video into the online world, *DIVIS* would like to develop and offer innovative and motivating methods of digital video production for language learning and promotion of linguistic diversity. We aim to offer systematic and user-friendly online content to teacher trainers and teachers. The range of European partners brings together media education and language learning.



The *DIVIS* strategy is based on its twofold research structure:

- A commented needs analysis with feedback from nearly 400 language teachers across Europe on questions and good experiences with video production in the classroom.
- The state of play with a detailed literary review, an overview of video language projects in Catalonia and a research paper about the main *DIVIS* methodologies.

This research as well as previous projects such as Speech Bubbles and Staging Languages forms the backbone of the *DIVIS* products and the ongoing dialogue with experts and users will ensure the quality.

The online guide (guide.divisproject.eu) is a detailed and visual matrix to introduce different levels of video and language learning. To date there are two examples available, pre-stage and stage one: photo story and video words.

The video gallery (gallery.divisproject.eu) supports the online guide with colourful European video examples in languages such as Bulgarian, Catalan, Dutch, English, French, Greek, Italian and Spanish. Also popular video portals such as youtube and vimeo are being used to attract a wider audience.

During the first year face to face activities including workshops, courses, seminars and conferences have proved highly motivating for both project partners and the various participants.

During the final stage of the project we plan to

- develop further the content of the website (online guide, video gallery, etc.)
- attend and offer continued training events and presentations (across the partner countries)
- continue to take on board teacher trainers and teachers' comments in order to fine tune the workshops
- hold a final *DIVIS* conference in Barcelona in 2010

We would be happy for you to visit our website at www.divisproject.eu and we would welcome your feedback. Free workshops are available for school networks. For more information contact armin.hottmann@mediaeducation.net .

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1. Project Objectives

“The communication on multilingualism concentrates on people: their ability to use several languages, their opportunity to access culture and participate as active citizens, to benefit from better communication, inclusiveness and wider employment and business opportunities” (EU Communication on Multilingualism, 2008, p5)

Overall aim and objectives of the project

The overall aim of *DIVIS* is to equip language teachers and language teacher trainers with video education and production skills so that they can expand their teaching practices. At the same time we are hoping that the learners themselves will profit from the media education input and that this will help them to become more media literate.

We have learnt that the inclusion of video production within language learning is not just about video production but has many other advantages:

- Supporting language learning
- Promoting the linguistic diversity in Europe
- Promoting video production and streaming skills
- Supporting media education / literacy
- Promoting intercultural education

Video production can not simply be included as a technical tool in the language classroom; it needs an adequate pedagogy. There needs to be space and time for preparation and reflection during and after the production process.

Our partner school CEIP Catalunya developed a first video series. Together with the Universitat Autònoma de Barcelona they produced 11 short video clips about elements of visual language in relation to video production (they all can be all found on the *DIVIS* blog created by CEIP, <http://blocs.xtec.cat/divis>).

Reaching teacher trainers and teachers

Feedback from the European Commission as well as the external evaluator about the need to involve more schools and teachers led to the inclusion of more schools. Our school partner in Catalonia has lead the way and championed the project with its enthusiastic approach to the project by working on a series of small scale projects and linking with other schools in Catalonia.

As with previous projects we know that face to face training events are helpful to introduce our overall video language approach in more detail. A number of such training courses have been developed to address different situations and needs. It has also provided opportunity to receive direct feedback from the teachers themselves to let us know about possible problems or issues they face (time, equipment, money). All this feedback is helping to shape the online guide.

2. Project Approach

Overall approach

The DIVIS approach is based on the overall framework of the ten workpackages using the partners' different skills, experience, expertise, links and networks.

Research as the backbone of the project

Research has played a crucial role in moulding the *DIVIS* project and it has become clear that the research workpackage can not just be implemented at the beginning of the project but needs to be an ongoing part of what we do. The research follows two different strands: the needs analysis which was mainly executed in the first project year and the ongoing overall research:

- The *needs analysis* has been implemented through an online questionnaire, initiated and analysed by the University of Iceland. The questionnaire was kept open until July 2009 and received 366 responses from teachers across Europe. The questionnaire was not intended as a precise representation of our end users but as an initial indicative feedback. The questions explored various approaches to language teaching, their length of teaching experience and preferences for certain language teaching methods. At the same time it explored interest, good experiences or prejudices with video production in the language classroom. This research led to an invitation to present the project at the AACE Conference in Canada in October 2009.
- The *ongoing overall research* follows multiple objectives. It explores on one hand the state of play with video learning and language learning. An extensive literary review highlighted references and summarised the outcomes within academic publications. The published research paper presented at EduLearn09 has demonstrated that this subject area has been recognised.

Content production as a result of research and quality monitoring

The development of the online guide with its video examples is closely linked to the research mentioned above. Our face to face contact with teachers ensures that we are also in touch with current developments.

The evaluation / quality plan of our external evaluator monitors the project outcomes through a clearly defined structure. Testing of the online guide will provide important feedback to ensure that the tool is a practical and user friendly resource.

Dissemination

The first draft of the dissemination plan submitted with the original application was a helpful tool to get started and we have since refined the plan to maximise dissemination potentials and networking possibilities. *DIVIS* has a strong focus of dissemination events. Many more events than anticipated have taken place in the first year with more planned for the second culminating in a final event in Barcelona in 2010.

Face to face workshop and training scenarios bring our ideas across in a more colourful and comprehensible manner to teachers. Teacher trainers and other educational staff are reached especially through information sessions and conference presentations. Dissemination materials such as DIVIS postcards and leaflets have been helpful to advertise our project during these and other events.

The linking of previous projects, dissemination materials and ideas has proved to be a good way to reuse ideas and materials. This included redirecting web traffic from Speech Bubbles to *DIVIS* keeping both alive and current.

Further dissemination activities include

- newspaper articles
- information on the project on partner websites
- the mentioning of *DIVIS* in newsletters
- published articles (such as KulturNews)
- linking with National Agencies with their events
- local television transmission in Berlin and Pitesti
- radio interviews

A detailed record of dissemination activities in all partner countries is kept and updated on a monthly basis ensuring transparency and cohesive communication across the partnership.

Our exploitation strategy aims to raise awareness of the project outcomes at local, regional, national and European level including National Agencies, local authorities and policy makers. The strong research thread in the project provides evidence for the need and impact of the project.

Representation during the events held on the European Day of Language will continue to strengthen the awareness raising.

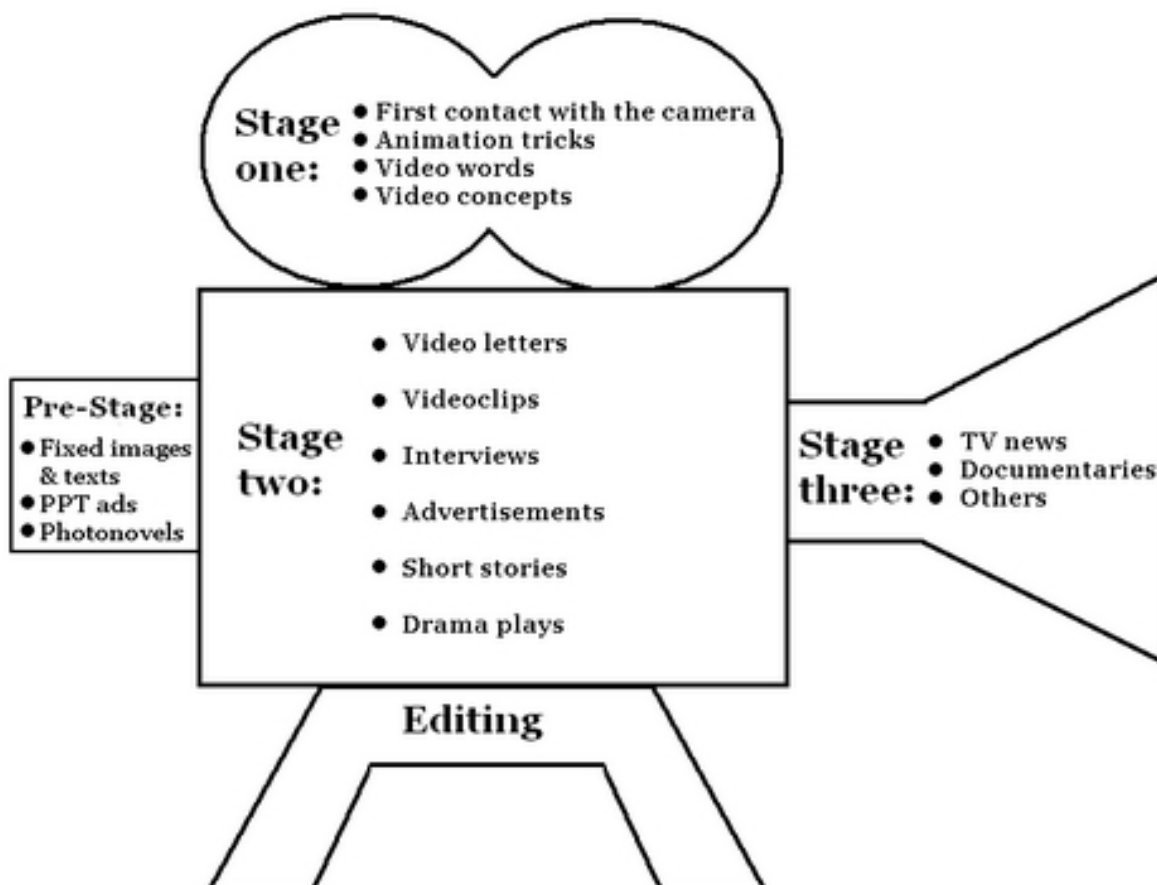
3. Project Outcomes & Results

Online guide (guide.divisproject.eu)

The online guide is already well underway. It was decided to produce an online guide rather than a printed version and it is easier to update and edit and much more efficient with incorporating video clips etc.

Feedback from teachers has resulted in one major change in the online guide. We had originally planned to separate the content – addressing teachers of foreign language and teachers mother tongues separately. It made it too complex and affected the accessibility and it proved that both areas of methods could be combined. For example “video words” could be used for both foreign language learning and mother tongue learning.

The Catalanian partner school developed a visual and teacher friendly representation of the original “method matrix”:



The idea of the above matrix is that teachers do not need to go through all the listed methods above but that they get an overview of the various options and then choose their relevant starting point. We always stress the importance of starting with simple exercises before progressing to more complex activities to avoid frustration and failure.

We have developed material for the photo story (pre-stage) and video words (first stage). The video words theme in itself has four sub-categories, from easy to advanced to give teachers further opportunities to develop their expertise.

A first technical section has been written to support camera and editing technology as well as an introduction to video streaming. Tutorials and relevant links will be added to support the stages one to three.

Additionally downloadable lesson plans / teacher support materials are being added as they are developed (as can be seen in the photo story theme).

Video gallery (gallery.divisproject.eu)

The video gallery will include relevant video clips to support the chapters of the online guide coming back to the matrix. A number of different platforms are being used including youtube, vimeo and our own DIVIS web. The clips are categorised by language and theme. First products of the school workshops have already been added to the video gallery with more to come in the second year. At the same time we welcome teachers who send us their video contributions. We are keen to explore and experiment by visiting schools and conducting mini-workshops (please contact us if you are interested).

The use of high definition video quality demonstrates that we are at the forefront of technological advancement and keeping abreast of the consequences that teachers face in using technology in the classroom. We are also exploring and documenting new web 2.0 video tools such as captions and subtitling as helpful support for educational work.



The DIVIS web platform (divisproject.eu)

The *DIVIS* web platform host the online guide and video gallery as well as

- the overall description of the project
- a continually updated list of the events
- details about the project partnership

- overall project news
- further links

The screenshot shows the DIVIS website interface. At the top left is the 'Divis' logo. Below it is a 'MAIN MENU' with links: Home, About DIVIS, Team, News, Events / Presentations, and Disclaimer. To the right is an 'ONLINE GUIDE' with links: Theme photo story, Theme video words, Examples by language, Examples by themes, Video production, and Useful links. Further down is a 'GOING FURTHER' section with links: Speech Bubbles, Media education, and Courses. The main content area is titled 'Video production and language learning?' and features a video player. The video is titled 'catalan words : theme "body" : divisprojecteu' and shows a young boy pointing to his body. A yellow speech bubble with the word 'dits' is overlaid on the video. To the right of the video is a list of Catalan words: SINGULAR (ULL, DIT, PEU, ORELLA, BOCA) and PLURAL (ULLS, DITS, PEUS, ORELLES, BOQUES). Below the video player is the caption '09-09-09: European day of languages: broadcast'.

DIVIS events

References to the *DIVIS* events have already been made. Here is a selection of the main *DIVIS* events which took place during the first project year (October 2008 - August 2009):

- Comenius teacher training course Berlin 10/08 (teachers across Europe)
- Berlin media kick-off 12/08 (general television audience)
- Presentation at the University of Iceland 02/09 (students and trainers)
- Narvaces (ES) school workshop 03/09 (learners and teachers)
- Presentation at Multilingualism Conference London 03/09 (linguists, multipliers)
- Workshop at LLP information conference of the German National Agency 05/09 (project coordinators, multipliers, teacher trainers)
- Presentation at EduLearn09 Barcelona 07/09 (educators, academic audience)
- Presentation at Palart Conference Ludwigsburg 07/09 (educators)
- Presentation at Aulamedia conference 07/09 (educators)

More information as well as some of the presentations can be found on the *DIVIS* web.

4. Partnerships

Project team

DIVIS is being developed by a consortium of eight partners from seven European countries. The colourful outcomes of DIVIS are only possible through the diverse European team. The promotion of multilingualism is supported by the different mother languages present, this is also the case for the video outcomes which are not only presenting different languages but a colourful insight into the different cultures present in Europe.



The full DIVIS meetings in Berlin in December 2008 and Maastricht / Aachen in May 2009 were integral in getting to know each other better and helped to establish individual strengths. Regular email and skype kept communication channels open between partner meetings. The exchange of monthly activity based reports helped to keep everyone informed with project activities.

Networking with other EU projects teams

DIVIS profits from the collaboration with other EU projects. The main current projects include EAT (www.eatingabroadtogether.eu), coordinated by Canterbury Christ Church University (linked with our UK partner PNM) and the ICT network viducate (www.viducate.net) coordinated by the Kulturring in Berlin e.V.. EAT links well with the area of language learning whereas viducate overlaps with the media educational objectives of *DIVIS*.

Further networking with other groups

DIVIS profits from the collaboration with further groups such as the aulamedia / edumedia group in Barcelona, the lingua connections network, CILT UK (LAFTA video competition), medea-awards, ALL and annual conference activities.

5. Plans for the Future

During the second year we will focus on the further development of the content of the *DIVIS* platform.

- The *DIVIS* online guide will be extended to address further methods from the visual matrix. This will include an introduction with the overall goals of the project as well as how video production can be useful for both teachers of foreign and mother languages. The translation of the content into DE, ES and FR will follow once the guide has reached a finalised stage.
- The *DIVIS* gallery will include further examples. More video examples will be added on youtube and vimeo to attract a wider audience (and age groups). The video production tutorials will be developed in more detail and we plan to link up with existing video tutorials for certain production areas such as video editing and streaming.

Continue dissemination

We will work on an online promotional strategy and link it with our final event which is planned for September 2010 in Barcelona to increase our web traffic which will be monitored through web statistics. Web 2.0 platforms such as facebook will be explored and we would like to create more networking with other projects through this.

Other activities to include:

- a second broadcast on the ALEX Open Channel Berlin
- linking with video language competitions (LAFTA, CILT)
- linking with the European Day of Languages (annual event), including EDT Vlaanderen conference day in Brussels and Weerth (NL) training day, information day linked with the German National Agency
- conference *DIVIS* presentation in Canada (October 2009)
- EAT project final event in Canterbury (October 2009)
- ALL workshop in London

We investigate possibilities of the development of a quality label on the basis of existing labels like eTwinning to recognise and celebrate teachers' achievement as participants in the *DIVIS* workshops.

A final external evaluation report will focus on the quality and standard of the *DIVIS* content.

6. Contribution to EU policies

The objectives of *DIVIS* are closely linked with the central ideas of the LLP programme with four of the eight key competences included (mother tongue, foreign language, digital competence and cultural awareness and expression). This goes in parallel with the overlap of the support of the multilingualism strategy and the overall goals to support ICT in education. At the same time we would like to contribute positively to the world of teacher training – bringing in new and fresh concepts.

Supporting the Multilingualism strategy

The presentation and exchange of video material raises awareness for linguistic diversity and encourages the learning of modern foreign languages which are both in line with the recommendations for the multilingualism strategy. This also includes that we support not only the official EU languages: We have deliberately given the Catalan language as a minority language space to be included in our video portfolio, supporting the idea that all languages in Europe are valued. We are also looking forward to including less widely spoken languages such as Icelandic, Dutch and Romanian in the second year of our project.

DIVIS has also maintained the idea of supporting the promotion of linguistic diversity through local television. The media kick-off event “Teacher training, language learning and video production in Europe” with 5 DIVIS partners, explored the themes of language learning, motivation and video production. The 40 minute programme was broadcast three times on the Berlin television network.



Supporting the integration of ICT in education

The use of ICT has dramatically increased since 2000 (Commission staff working document: The use of ICT to support innovation and lifelong learning for all, 2008) but there is

obviously still a need for pedagogical innovation through the application of new ideas and methods. Video is finding its way back to the online and ICT world and the growing integration of modern technologies offer more and more possibilities for the use of video. DIVIS would like to emphasise the use of digital video as a motivating and creative cross-curricular tool in schools across Europe.

"The media, new technologies and human and automatic translation services can bring the increasing variety of languages and cultures in the EU closer to citizens and provide the means to cross language barriers" (Communication from the Commission: Multilingualism: an asset for Europe and a shared commitment, COM(2008), 566 final)

