Final Report

COMENIUS – SCHOOL PARTNERSHIPS

FINAL REPORT

For Partnerships approved in 2008

(grant agreement period 1.8.2008 – 31.7.2010)

Please send this report to your National Agency, duly completed and signed by **30 September 2010**. This report is considered as your request for payment of the balance of the grant. Please check Annex III of your grant agreement for a detailed explanation of the calculation of the final grant amount.

The questions in **part A** concern the **Partnership as a whole** and it is recommended that the participating institutions agree together on the content of that section. **Part B** concerns the **individual participating institution**.

General information:

Grant Agreement Reference No.: 2008-1-GB1-COM06-00414 4	
Partnership title: Researching the application of social networking technologies to learning	
Partner countries: England, Poland, Spain and Portugal	
Your Partnership is	X Multilateral Bilateral
Your institution is:	The coordinator X A partner

Name of your institution: Escola Secundária de Francisco Franco
Address: Rua João de Deus N.º 9, 9054-527 – Funchal
Telephone: +351 291 202020
Name of contact person: Tânia Carina de Jesus Viveiros
Telephone: +351 962 001 417
E-mail: taniaviveiros@hotmail.com [2]

PART A (concerning the Partnership as a whole)

 1. Partnership content:

Partnership summary:(please give a brief description (max 250 words) of the Partnership carried out; please note that this description may be used for publication)

In the RAPPORT project, the partners have carried out research into assessment pedagogies and practice supported by contemporary inter

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technologies. There has been a focus on the use of student blogs and student designed e-portfolios to assess the technological capabilities production of services and digital resources for the benefit of the community. The emphasis was on enterprise and community service, ap principles that have resulted in the global social networking phenomenon to motivating pupils to learn and to become formally qualified. has made available to managers in schools, ways of reducing assessment costs while improving the quality of education through greater in the pupils through self-assessment and peer assessment as formative elements in the learning process. Teachers have benefited from traini integrated approach to research based continuous professional development.async. This relates directly to improved classroom practice and raise attainment for learners.

2. Partnership aims and results:

2.1 Partnership aims

Please summarise briefly the main aims of your Partnership

To increase access to ICT qualifications by lowering operating costs through innovative assessment methods.

To research the use of contemporary social networking technologies to support the assessment process, in particular student blogs and student designed e-portfolios.

To research student motivation and the ways in which the methods of social networking can be applied to support improved quality of learning.

To support and enrich life-long learning through better understanding of emerging collaborative technologies for both teachers and learners.

To strengthen support for the European Qualifications Framework.

To what extent were Partnership aims as indicated in the application form achieved?

Tick as appropriate below. Please note that 1= to a very small extent; 2= to a small extent; 3= to a high extent; 4= to a very high extent; 5= totally accomplished

4

In case you ticked 1 or 2, please explain which aims were not achieved and for what reasons:

2.2 Outcomes of the Partnership

Outcomes are mainly in line with intentions set out in the application despite one partner not being approved and another that did not start. There was change of key personnel in two partners at the end of the first year. This led to other partners having to take on additional work and some changes to the planned process. The products and outcomes were more than planned and the project has provided a basis for further development of INGOTs 2.0 that is fully aligned to the EQF and the subject of a LDV Transfer of Innovation Project.

Which of the following types of products were produced? *(Please tick as appropriate)*

X Book/leaflet	?Performances (theatre, music, sports)
X Web page - please indicate the address:	? Other objects or tools
http://theingots.org/ [3]	X Pedagogical material
? CD-ROM	X Strategic/policy papers
X Video	? Other, please specify
?Art objects	

Were all the results and products planned at application stage achieved *(compare with table "Expected results" of the application form)*?

Yes

Results

Common and shared understanding of the design specification for the research instruments

Agreed by all partnrs

Project on-line forum in place

Partnership used a mailing list in place of this but to the same effect.

Finalised research instruments including student task specifications, questionnaires, interview questions and schedules.

These were made available to all partners

The project web page, the project blogs.

www.theingots.org **[4]. and** www.theingots.org/community/blog **[5]**

Raw data shared and collated, interim evaluation report available from project and partner web sites

Partners shared a range of data. Learners appear to be motivated by social networking based lea styles. A significant constraint is the degree to which the formal curriculum is prescribed making flexibility for action research and new approaches difficult.

The didactic guide of using "open source".

http://theingots.org/community/FOSS **[6]**

Course module for teachers and students related to "open sources".

http://theingots.org/community/ITQ_course_home **[7]**

Outcome is broader and provides support for e-safety and collaborative working.

Video and agreed research outcomes agreed and finalised.

Project Video was made by the Spanish partner and available from You Tube linked to the project page.

Conclusions and key messages made available in reports suitable for Peer Review.
 Common and shared understanding of the design specification for the research instruments, project on-line f place
 Finalised research instruments including student task specifications, questionnaires, interview questions and schedules.
 The project web page,the project blog.
 Raw data shared and collated, interim evaluation report available from project and partner web sites
 The didactic guide of using "open source".
 Data instrument revised/augmented depending on findings and ready for follow up research.
 Course module for teachers and students related to "open sources".
 Video and agree research outcomes agreed and finalised. Conclusions and key messages made available in suitable for Peer Review. 5 days with 3 staff from each partner and 1 from associate partner.

Key messages

1. The use of social networking methods is motivating to learners

2. The methods provide a focus for learning about a range of contemporary technologies

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3. Open Source and more broadly information and tools that are freely available from the internet significant opportunities to lower costs and increase the use of IT to support learning

4. Although the expectations for the use of ICT to support learning is broadly similar across partn countries, the lack of standardisation and individual national curriculum requirements is a signific to collective progress. The EQF is a welcome start but a great deal more needs to be done to leve practice to the strongest.

  Common and shared understanding of the design specification for the research instruments, project on-line place

  Finalised research instruments including student task specifications, questionnaires, interview questions and schedules.

  The project web page,the project blog.

  Raw data shared and collated, interim evaluation report available from project and partner web sites

  The didactic guide of using "open source".

  Data instrument revised/augmented depending on findings and ready for follow up research.

  Course module for teachers and students related to "open sources".

  Video and agree research outcomes agreed and finalised. Conclusions and key messages made available in suitable for Peer Review. 5 days with 3 staff from each partner and 1 from associate partner

3. Communication and co-operation

What communication and working language/s were used at Partnership level?

English

How would you describe the co-operation between the participating institutions? Were all institutions equally involved?

The co-operation between the participating institutions has been functional and supportive. All institutions were equally involved though fulfilling different tasks as planned previously.

4. Evaluation and monitoring

Please indicate how you monitored and evaluated the progress and impact of the Partnership (e.g. regular evaluation sessions, questionnaires for participants, etc).

There has been constant communication through the INGOTs.org web site, e-mail list and Skype, Mobilities and meetings.

What were the main conclusions and consequences of the monitoring and evaluation?

The project has been conducted efficiently and effectively despite some significant problems related to fewer partners actually starting than originally planned (4 instead of 6) and changes in the entire management and key personnel at Granville School, the lead partner. Also changes to the lead person for the Portuguese partner. This required some modification to the process of the project but the outcomes were secured and enhanced. The project has forme
roject.

5. Specific measures (if applicable):

If your Partnership planned at application level to address one of the 2008 Comenius

priorities of the European Call for proposals, please specify any concrete measures and

activities undertaken, at local as well as at Partnership level.

2008 European priorities for Comenius Partnerships:

Communication in the mother tongue

This was supported by dialogue between assessors and students and translation of the assessment criteria into the partner languages on the certification web site.

Although not a central part of the project, all students have had some opportunity to work in English.

Digital competence

The assessment criteria have digital competence as their main focus.

Learning to Learn

Learning to learn is a central part of the INGOT assessment methodology. Students are encouraged to participate in self-assessment, peer assessment and to set their own goals and targets.

Social and Civic Competences

Partners learned about the potential for sharing digital resources using Web 2.0 methods as a contributor to the common good through social networking.

Sense of initiative and entrepreneurship

The INGOT qualifications highlight the scope for initiative and entrepreneurship in providing useful resources for other people. This underpins social enterprise and awakens a spirit of creativity and innovation. The methods of innovation project.

Cultural Awareness and expression

The mobilities provided a wide range of opportunities for cultural exchange. Visits to museums, local industries, partner educational institutions and places of natural beauty and interest.

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[1] [8]Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning, OJ L 394/10 of 30.12.2006.

The eight key competences are: Communication in the mother tongue; Communication in foreign languages; Mathematical competence and basic competences in science and technology; Digital competence; Learning to learn; Social and civic competences; Sense of initiative and entrepreneurship; Cultural awareness and expression.

In the RAPPORT project, the partners will carry out research into assessment pedagogies and practice supported by contemporary internet technologies. There will be a focus on the use of student blogs and student designed e-portfolios to assess the technological capabilities that support the production of services and digital resources for the benefit of the community. The emphasis will be on enterprise and community service, applying the principles that have resulted in the global social networking phenomenon to motivating pupils to learn and to become formally qualified. This research will inform managers in schools of ways of reducing assessment costs while improving the quality of education through greater involvement of the pupils using self-assessment and peer assessment as formative elements in the learning process. Teachers will benefit from an integrated approach to research based continuous professional development that relates directly to improved classroom practice and raised levels of attainment for learners.

EU added value

Pupils will benefit from new qualifications and new methods to involve them in their own assessment using contemporary internet technologies. They will have opportunities to communicate with other students across the partner countries using the project forums and a range of e-communication technologies.

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Staff will become qualified assessors of new ICT and enterprise qualifications. They will learn about the way schools work in their partners' countries and they will learn about new pedagogies for assessment for learning and lifelong learning Partner schools will have the opportunity to build lasting relationships and exchange professional knowledge. All partners will learn about how to lower their costs through access to Open Source and Free digital learning resources.

All partners will increase their knowledge of the European Qualifications framework and its intended support for credit transfer in the support of lifelong learning
The impact and benefits of the involved students:
180 students will be actively involved in the partnership.The benfits of the students are:
- to acquire new cultural competences.
- to improve their knowledge of English and learn new languages such:Spanish,Portuguese,Romanian,greek and polish.
- to confide in the ducational system.
- to be motivated in the permanent improvement.
The benefits of each institution:
an optional course on "open sources" will be included in school curriculum.
To consolidate the European dimension and to go into partnership with similar institution in Europe.

To improve the quality and to increase the volume of mobility involving pupils and educational staff in different Member States
To improve the quality and to increase the volume of partnerships between schools in different Member States, so as to involve at least 3 million pupils in joint educational activities during the period of the programme
To encourage the learning of modern foreign languages

To support the development of innovative ICT-based content, services, pedagogies and practice in lifelong learning
To enhance the quality and European dimension of teacher training
To support improvements in pedagogical approaches and school management

The research project will involve at least 20 learners from each partner school with scope to involve all learners in the school.

The project involves considerably more than the 12 mobilities required.In the project meetings will be involved students too.
The activities carried out throughout the project meetings will contribute to the mobility volume. And quality of both teachers and students in different European countries.
The projects meetings taking place in UK,Greece,Spain,Poland,Romania and Portugal will be a good opportunity for the participants to come in direct contact with the educational systems in the particular countries and to be familiar with new cultural realities and consequently the participants will be motivated to take part in other mobilities too.

There are 6 partners in the project .The projects topic has been suggested by the school in UK which is also the coordinating institution.The coordinator has an associated partner(The Learning Machine) which will implement the new IT standards in each participanting institution.

The fundamental basis of the research is innovative use of contemporary Web 2.0 technologies in the process of assessment and accreditation of learning.
Various teaching methods and procedures specific to ICT will be used throughout the project activities.
The participating teachers and students will acquire new competences related to the use of ICT in learning.
Consequently the students will learn to create a web page,a blog and on e-portofolio.
The teachers will learn to use "open sources" and 2.0 web technologies so that they should plan their lessons accessing information in various domains.

All partners will have at least one teacher trained as an assessor trainer for accredited ICT and

enterprise qualifications. By becoming an assessor trainer the teacher has the power to train others in their organisation thus providing a scalable provision across Europe starting with the partner schools.

Having the appropriate qualification each teacher will be able to train other teachers in ICT.At the end of the project an ICT course could be accredited and accesed by all school in Europe. To support improvements in pedagogical approaches and school management

The project is based on new pedagogical approaches to assessment including self-assessment, peer assessment and teacher management of the assessment for learning process. We are interested in improving the efficiency and effectiveness of the teaching resource through new technologies and new methods and supporting students in learning how to learn by involving them to a greater degree in their own assessment to inform their future lifelong learning.

The project will involve enhancing digital competence of the assessors and students through the use of Web2.0 technologies to support the design of e-portfolios and the use of blogs to present projects for assessment. Students will learn how to learn through involvement in the assessment for learning process including self- and peer-assessment. They will also become increasingly capable of supporting their own lifelong learning using tools and resources freely available from the internet thus contributing to bridging the digital divide. At least one project has to be for the benefit of the local and/or wider community enhancing awareness of citizenship in an increasingly globalised world. They will need to show initiative and enterprise particularly when working toward certification in understanding business growth and enterprise which is part of the focus of the project. By working with others on a common community web site, cultural awareness will be enhanced and there will be many opportunities for cultural expression.

Overcoming socio-economic disadvantage and reducing early school leaving

The project will be entirely free from any need to buy digital resources. All aspects of the learning are supported by free and open source resources and pupils and teachers will learn how to obtain all the general productivity tools they need, freely and legally, from the internet. They will also be required to make contributions to community resources making these available under a Creative Commons license. This will seed a collaborative learning ethos where the community participates in the production of its own learning resources thus significantly lowering costs. The use of the internet in the assessment process and the administration of certification also significantly lowers costs enabling more and more students to become qualified.

Both the Level 2 enterprise and ICT qualifications require the pupils to take creative approaches to benefit the community. Teachers are encouraged to be innovative and break with traditional methods in order to enhance the quality of the learning experience and reduce costs.

Evaluation

Evaluation questionnaires will be made by Romanian partner.The questions will refer to the quality of the methods used in the project,to the organisation of the project meetings and to the activities of the project.

The questionnaires will be applied to the students involved in the project and to those who are not involved in it,to both involved and non-involved teachers,to the students parents and to the school headmasters.

The questionnaires will be applied by each partner at the beginning of February and at end of May.The results will be centralized by the coordinator and disscused on the project meeting in June.

2.The project diary

.Each project coordinator will keep a diary and write down the activities which are carried out.The students activities and the observations made throughout the project will be registered.The notes in the coordinators diaries will be centralized before the project meeting in June and will be kept in a collective project diary wich will be published as a model of good practice.

3.Group disscusions.

Each participating school will organise diaacusions on the project activities.Teachers ,students and parents will take part in the seminar.The conclusions will be registered in a report.

4.The observation record card.

Each participating school will draw up an observation record card of the activities and impact of the project.The observation record and impact of the project.The observation record card will be recurrently filled in by the person in charge with the project evaluation.

The observation record card will include the questions related to the planned project activities and

document and the methodologies used regarding the project influence on the teaching-learning process.
  5 Portofolio.
  The partnership's end product will be the project portofolio.The recurrent evaluation will be carried out taking into account the portofolio documents on the project activities and their impact.
  6.The intermediare and final report.
   Each partner will draw up an intermediate and final project report.

   The students will be involved in the planning and implementation and evaluation of the project activities.The project aim is to support students use open source and improve the quality of learning.
    The students progress will be recurrently quantified to successfully implement this partnership.The partnership project will be included in the school curriculum.
    In each participating school there will be an optional course on "open source".The teachers of all curricular sections will be trained to use "open source".They will be able to draw up their lessons using 2.0 web technologies.
    The evaluation of the project activities will be carried out starting from the products of the teachers and their involvement in the project activities.
    The active participating methods will be used in ICT.

  Dissemination
  The participants will be trained to train personnel from their own institutions and institutions in their locality. This will enable the adoption of new methods of assessment that support learning how to learn and the lifelong learning agenda to spread through the participating organisations and to local communities. The capacity of the work to lead to government accredited qualifications compatible with the European Qualifications Framework will provide a motivation for spreading the results and partnership as well as building further on the initial investment.

Summary - Overview

In the RAPPORT project, the partners will carry out research into assessment pedagogies and practice supported by contemporary internet technologies. There will be a focus on the use of student blogs and student designed e-portfolios to assess the technological capabilities that support the production of services and digital resources for the benefit of the community. The emphasis will be on enterprise and community service, applying the principles that have resulted in the global social networking phenomenon to motivating pupils to learn and to become formally qualified. This research will inform managers in schools of ways of reducing assessment costs while improving the quality of education through greater involvement of the pupils using self-assessment and peer assessment as formative elements in the learning process. Teachers will benefit from an integrated approach to research based continuous professional development that relates directly to improved classroom practice and raised levels of attainment for learners.

EU added value

Pupils will benefit from new qualifications and new methods to involve them in their own assessment using contemporary internet technologies. They will have opportunities to communicate with other students across the partner countries using the project forums and a range of e-communication technologies. Staff will become qualified assessors of new ICT and enterprise qualifications. They will learn about the way schools work in their partners' countries and they will learn about new pedagogies for assessment for learning and lifelong learning

- Partner schools will have the opportunity to build lasting relationships and exchange professional knowledge.
- All partners will learn about how to lower their costs through access to Open Source and Free digital learning resources.
- All partners will increase their knowledge of the European Qualifications Framework and its

intended support for credit transfer in the support of lifelong learning
- The impact and benefits of the involved students: 180 students will be actively involved in the partnership.
- The benefits to the students are: - to acquire new cultural competences. - to improve their knowledge of English and learn new languages such as Spanish, Portuguese, Romanian, Greek and Polish.

The benefits to each institution:

- An optional course on "open source" will be included in school curriculum.
- To consolidate the European dimension and to go into partnership with similar institutions in Europe.
- To improve the quality and to increase the volume of mobility involving pupils and educational staff in different Member States
- To improve the quality and to increase the volume of partnerships between schools in different Member States, so as to involve at least 3 million pupils in joint educational activities during the period of the programme
- To encourage the learning of modern foreign languages
- To support the development of innovative ICT-based content, services, pedagogies and practice in lifelong learning
- To enhance the quality and European dimension of teacher training
- To support improvements in pedagogical approaches and school management
- The research project will involve at least 20 learners from each partner school with scope to involve all learners in the school
- The activities carried out throughout the project meetings will contribute to the mobility volume including some student mobilities.
- The project meetings taking place in UK, Greece, Spain, Poland, Romania and Portugal will be a good opportunity for the participants to come in direct contact with the educational systems in the particular countries and to be familiar with new cultural realities and consequently the participants will be motivated to take part in other mobilities too.
- There are 6 partners in the project . The project topic was suggested by the school in UK which is also the coordinating institution.
- The coordinator has an associated partner (The Learning Machine) wich will implement the new IT standards in each participanting institution.
- The fundamental basis of the research is innovative use of contemporary Web 2.0 technologies in the process of assessment and accreditation of learning.
- Various teaching methods and procedures specific to ICT will be used throughout the project activities. The participating teachers and students will acquire new competences related to the use of ICT in learning.
- Consequently the students will learn to create a web page, a blog and an e-portofolio. The teachers will learn to use "open sources" and 2.0 web technologies so that they should plan their lessons accessing information in various domains.
- All partners will have at least one teacher trained as an assessor trainer for accredited ICT and enterprise qualifications. By becoming an assessor trainer the teacher has the power to train others in their organisation thus providing a scalable provision across Europe starting with the partner schools. Having the appropriate qualification each teacher will be able to train other teachers in ICT.
- At the end of the project an ICT course could be accredited and accesed by all schools in Europe.
- To support improvements in pedagogical approaches and school management The project is based on new pedagogical approaches to assessment including self-assessment, peer assessment and teacher management of the assessment for learning process.
- We are interested in improving the efficiency and effectiveness of the teaching resource through new technologies and new methods and supporting students in learning how to learn by involving them to a greater degree in their own assessment to inform their future lifelong learning.
- The project will involve enhancing digital competence of the assessors and students through the use of Web2.0 technologies to support the design of e-portfolios and the use of blogs to

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present projects for assessment. Students will learn how to learn through involvement in the assessment for learning process including self- and peer-assessment. They will also become increasingly capable of supporting their own lifelong learning using tools and resources freely available from the internet thus contributing to bridging the digital divide. At least one project has to be for the benefit of the local and/or wider community enhancing awareness of citizenship in an increasingly globalised world.

They will need to show initiative and enterprise particularly when working toward certification in understanding business growth and enterprise which is part of the focus of the project.

By working with others on a common community web site, cultural awareness will be enhanced and there will be many opportunities for cultural expression.

Overcoming socio-economic disadvantage and reducing early school leaving

The project will be entirely free from any need to buy digital resources. All aspects of the learning are supported by free and open source resources and pupils and teachers will learn how to obtain all the general productivity tools they need, freely and legally, from the internet. They will also be required to make contributions to community resources making these available under a Creative Commons license. This will seed a collaborative learning ethos where the community participates in the production of its own learning resources thus significantly lowering costs.

The use of the internet in the assessment process and the administration of certification also significantly lowers costs enabling more and more students to become qualified. Both the Level 2 enterprise and ICT qualifications require the pupils to take creative approaches to benefit the community. Teachers are encouraged to be innovative and break with traditional methods in order to enhance the quality of the learning experience and reduce costs.

Evaluation

Evaluation questionnaires will be made by Romanian partner. The questions will refer to the quality of the methods used in the project,to the organisation of the project meetings and to the activities of the project. The questionnaires will be applied to the students involved in the project and to those who are not involved in it, to both involved and non-involved teachers,to the students parents and to the school headmasters.

The questionnaires will be applied by each partner at the beginning of February and at end of May.

The results will be centralized by the co-ordinator and disscused on the project meeting in June.

2. The project diary .Each project coordinator will keep a diary and write down the activities which are carried out. The students activities and the observations made throughout the project will be registered. The notes in the coordinators diaries will be centralized before the project meeting in June and will be kept in a collective project diary which will be published as a model of good practice.

3. Group disscusions. Each participating school will organise diaacusions on the project activities.Teachers ,students and parents will take part in the seminar.The conclusions will be registered in a report.

4.The observation record card. Each participating school will draw up an observation record card of the activities and impact of the project.The observation record and impact of the project. The observation record card will be recurrently filled in by the person in charge with the project evaluation. The observation record card will include the questions related to the planned project activities and document and the methodologies used regarding the project influence on the teaching-learning process.

5 Portofolio. The partnership's end product will be the project portofolio.The recurrent evaluation will be carried out taking into account the portofolio documents on the project activities and their impact.

6.The intermediare and final report. Each partner will draw up an intermediate and final project report. The students will be involved in the planning and implementation and evaluation of the project activities.The project aim is to support students use open source and improve the quality of learning. The students progress will be recurrently quantified to successfully implement this partnership.The partnership project will be included in the school curriculum. In each participating school there will be an optional course on "open source".The teachers of all curricular sections will be trained to use "open source".They will be able to draw up their lessons using 2.0 web technologies.

The evaluation of the project activities will be carried out starting from the products of the teachers and their involvement in the project activities. The active participating methods will be used in ICT.

Dissemination

The participants will be trained to train personnel from their own institutions and institutions in their locality. This will enable the adoption of new methods of assessment that support learning how to learn and the lifelong learning agenda to spread through the participating organisations and to local communities. The capacity of the work to lead to government accredited qualifications compatible with the European Qualifications Framework will provide a motivation for spreading the results and partnership as well as building further on the initial investment.

Results

- Common and shared understanding of the design specification for the research instruments,
- Project on-line forum in place
- Finalised research instruments including student task specifications, questionnaires, interview questions and observation schedules.
- The project web page, the project blogs.
- Raw data shared and collated, interim evaluation report available from project and partner web sites
- The didactic guide of using "open source".
- Data instrument revised/augmented depending on findings and ready for follow up research.
- Course module for teachers and students related to "open sources".
- Video and agree research outcomes agreed and finalised.
- Conclusions and key messages made available in reports suitable for Peer Review.

Source URL: https://theingots.org/community/c2report#comment-0

Links
[1] http://theingots.org/community/Euprojects/Comenius2
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[5] http://www.theingots.org/community/blog
[6] http://theingots.org/community/FOSS
[7] http://theingots.org/community/ITQ_course_home
[8] http://theingots.org/community/node/12631/edit#_ftnref1