



FP7- 257666-eCute

(July, 2011)

Education in Cultural Understanding, Technologically-Enhanced

Collaborative Project (ICT-2009.4.2)

Technology-enhanced learning

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D8.4 . Teachers and Learner Workshop

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AUTHORS: John Hodgson

CHECKERS: Asad Nazir, Ruth Aylett

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PP	Restricted to other programme participants (including the Commission Services)	
RE	Restricted to a group specified by the consortium (including the Commission services)	
CO	Confidential, only for members of the consortium (including the Commission Services)	

PROJECT COORDINATOR

Name: Ruth Aylett

Address: School of Mathematics and Computer Science, Heriot-Watt University Edinburgh, EH14 4AS

Phone Number: +44 131 4514189 Fax Number: +44 131 451 3327

E-mail: ruth@macs.hw.ac.uk

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1. Purpose of Document:

This document D8.4 describes the teachers' workshops held at the University of Sunderland. It includes a description of each section of the workshop, followed by a brief discussion of how the workshop was received and achievements. The main result of this deliverable has shown that there is interest in the project and that once introduced to the project, interest in participation by schools has increased.

This document should be read in conjunction with D7.1.

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2. Executive Overview:

The teachers workshops were held at the University of Sunderland on the 4th and 7th of July.

The event had 9 sections with the aim of :

- promoting the projects aims and objectives,
- the piloting of several evaluation tools,
- Create interest in schools.

The initial aim of the workshop was to recruit 10 teachers to attend the workshops, the number achieved was 16. They were from a variety of educational backgrounds and were supported by 5 facilitators.

The main results of the workshop was that there is interest in the projects aims and goals, and that schools are willing to participate in helping the project reach its' goals. The main outcomes of the workshops were:

- increase in awareness of the project,
- positive feedback towards the project goals,
- The appropriateness of novel evaluation tools.

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3. Introduction

The teachers' workshop was developed to disseminate information about the eCUTE project and inform teachers about the projects theoretical background. The use of novel evaluation tools has also been piloted. In section 4 a brief description of the workshop structure and outcomes are described.

The aims for the workshop participants were to:

- Gain an understanding of an alternative approach to culture
- Recognise and use Hofstede's Cultural Dimensions
- Interact with innovative products and devices

It attracted participants 16 (3 male, 13 female) from 5 different schools, from a variety of educational backgrounds. These included teachers, support staff from a variety of socioeconomic catchments areas.

4. Structure of Workshop

The teachers' workshop was developed to disseminate information about the project and recruit participant schools. The testing of novel evaluation tools was incorporated with the dissemination. The aim of the evaluation tools had several purposes; these included testing cultural understanding through to usage of technology in the classroom. Overall 15 teachers participated in the workshops.

Section 4.1 provides an overview of how the workshop operated; 4.2 details the way in which improvements have been identified and the response of the workshop participants.

4.1. Structure of Workshop

4.1.1. Introduction

This section of the workshop aimed to provide information on the purpose of the project and introduce the scale of the project. In this section the project partners were discussed, informing the teachers of the various partners' roles.

4.1.2. TRAVELLER

In order to gain an insight in to the teachers' perception of culture, the virtual beer garden prototype was shown. This prototype aims to show two extreme cultural dimensions (masculine and feminine). The prototype demonstrates these through a conversation between a Lecturer and Student. After each video was shown a novel evaluation tool in the form of a beer mat was used.

4.1.3. Cultural Dimensions

It was expected that the teachers taking part in the workshop had no previous understanding of Hofstede's Moral Circle or Cultural Dimensions. A description of the Moral Circle and Cultural Dimensions was provided. The teachers then compared various differences between countries in Cultural Dimensions found on the official Hofstede website.

4.1.4. Wizards Tea Party

During this section the teachers were shown two of the wizard tea party videos produced by INESC-ID in Portugal. After watching each video two forms of evaluation were to be conducted to illustrate the creativity of the project further, in that evaluation can appear to be seamless and engaging

4.1.5. MIXER

The workshop also enabled a pilot of the latest version of MIXER. The MIXER comic-based prototype was demonstrated. This has allowed us to collect data from expert evaluators.

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4.1.6. Technology in the Classroom

Adding value to the workshop was the key, due to the time constraints teachers are under at this time of year. This section provided an overview of children's use of technology and its implication on teaching and learning. It also aimed to provide a quick view of how well teachers understand children's use of technology.

Introducing technology that is currently available not only added value for the workshop participants, but provide a means to encourage further communication between the project and schools.

This communication was encouraged through the demonstration of three websites, allowing the creation of stories or the creation of a video through images. Participants were encouraged to share their creations with the project for display on the website.

4.1.7. eCUTE next steps

This section provided an overview of the projects new mascot, it also aimed to extend the relationship made between the workshop participants in a novel engaging way. Workshop participants were introduced to the x(Wo)Man mascot and asked to visit the sight dedicated to the mascot and build its character.

4.1.8. Sunderland and eCUTE

Provided an overview of the role Sunderland University will play in the project and encourage participation in the project.

4.2. Response to Workshop Sections

4.2.1. Introduction and Sunderland and eCUTE

It was identified that these section required further improvement to emphasis the role of each partner and how contact could be made. The overall sentiment of the workshop participants indicated that the project has strong support.

4.2.2. TRAVELLER

This section of the workshop indicated that the beer mat evaluation tool could successfully be used. The workshop participants appeared to engage with the evaluation tool.

4.2.3. Cultural Dimensions

This section demonstrated that participants who took part in the first workshop participants found that the Cultural Dimensions were hard to understand, but showed interest in them whilst comparing various countries. In the following workshop this was change to a group activity, in which participants discussed chosen countries, indicating that an understanding of the Cultural Dimensions had started to develop.

4.2.4. Wizards Tea Party

During the initial workshop section it was identified that the Wizard Tea Party videos would need reducing in time: due to their length participants appeared to lose interest and there was insufficient time to use evaluation tools. This was adapted for the second workshop in which we piloted an evaluation technique involving the design of a wine bottle label.

4.2.5. MIXER

The piloting of the comic book prototype indicated that it required further work, but also provided unexpected outcome in which a teacher started acting out their version of the comic strip based upon a pupil in their class. The teachers also added extra speech or thought bubbles to the MIXER Comic book.

4.2.6. Technology in the Classroom

Within this section a selection of emoticons and acronyms were displayed and participants were asked to identify their meaning. It was expected that the majority of these would be known, in particular 'POS' (Parent Over Shoulder), as most are commonly discussed at internet safety courses. This was not the case; only 'lol' and the happy face were identified readily.

4.2.7. Coffee Break

To allow the teachers to experience a variety of new technologies, an XBox Kinect, Nintendo Wii and iPads were provided during the coffee break, the main technology of interest was the iPad.

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5. Conclusion

The workshop achieved its' aims in successfully raising the profile of the project and has created interest in participation, this was demonstrated by the extremely positive response by a head-teacher. It has also allowed us to successfully pilot several novel evaluation tools, showing that they will be of value within the evaluation strategies for the TRAVELLER application. Overall the project and workshop received a positive response from the participants. It has however highlighted the difficulties in creating an understanding of the cultural dimensions.

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6. Annex I

This annex contains information regarding the schools and number of participants who attended the workshop.

St Marys VA RC Primary School - 12
Highfield Community Primary School - 1
Hetton School - 2
St Wilfred's RC College - 1