

## **Blended Learning in Teachers' Professional Development - Developing a Blended Learning Course in Content Area Literacy for Secondary Teachers (BleTeach)**

The application has been submitted under **Erasmus+, Key action 2: Cooperation for innovation and the exchange of good practices**: “Strategic partnerships in the field of education, training and youth“ (Cf. Erasmus+ Programme Guide, pp. 106 - 122).

### **Partners (BleTeach Consortium)**

**Partner 1 - Germany: University of Cologne** (Coordinator: Prof. Dr. Christine Garbe, IDSL II & Martin Gross; possible employee: Angelika Schmitt-Röber);

**Partner 2 - Romania: Reading and Writing for Critical Thinking, Romanian Association**, Kluj-Napoca (Ariana-Stanca Vacaretu, Maria Kovacs)

**Partner 3 - Hungary: Kecskemét College (KeCo)** (Prof. Dr. Janos Steklacs, Dr. Ildikó Szabó, Dr. Veronika Szinger)

**Partner 4 - Germany: Pädagogisches Landesinstitut Rheinland-Pfalz** (Stefan Siggess, Andrea Bürgin)

**Partner 5 - Belgium: University of Liège** (Prof. Dr. Patricia Schillings)

**Partner 6: Belgium: Haute Ecole de la ville de Liège/ Haute Ecole JONFOSSE**

**Partner 7 – Portugal: University of Minho, Braga**, (Prof. Dr. Maria de Lourdes Dionísio).

**Additional partner 8 (on self financing basis): Russia: Herzen Pedagogical State University Sankt Petersburg** (Prof. Dr. Tatiana Galaktionova) – in charge of translating BaCuLit into Russian and implementing / piloting it in Russia.

### **External Experts (on subcontract basis):**

**External evaluator:** Dorothee Gaile, Amt für Lehrerfortbildung Hessen (Germany)

**External consultant:** Prof. Dr. Colin Harrison, University of Nottingham, School of Education (UK)

## **Summary**

The BLETEACH project addresses **two crucial needs** in teachers' continuous professional development (CPD) in most European countries:

1. A general (structural) problem: The unsatisfying structures of teachers' continuous professional development (CPD) in the EU.
2. A specific (content related) problem: the lack of expertise of secondary school teachers, i.e. content area teachers required to address the problem of low literacy skills of children and adolescents in many European countries.

Ad 1) In many European countries the time for face-to-face learning in teachers' CPD is limited to a few days per year and thus privileges "one-shot-approaches" which are not effective in changing classroom practice (as research has proven). Therefore this project will explore and analyse the most promising formats in blended learning offers in CPD in order to develop and implement a blended learning course (BLC) for secondary teachers (and teacher trainers).

Ad 2) The PISA studies carried out by the OECD (2000 ff.) revealed severe deficits in basic literacy skills among adolescents (15 year olds): In European countries, one out of five adolescents lack the necessary basic literacy skills to cope with literacy requirements in education, training, workplace, societal participation and lifelong learning. One reason for these deficits of adolescents in literacy is seen in the lack of a systematic reading instruction in mother tongue and content area education in secondary schools. International research found that understanding content area texts (or disciplinary texts) should be taught in all subjects and all grades systematically. Unfortunately in most European countries secondary teachers mainly study their subjects and subject-related didactics during pre-service education but do not get trained in content area literacy. The term content area literacy (CAL) refers to teachers' competence to deal with reading / writing and learning instruction not only on the elementary level in the language arts classes, but in all subjects and all school levels. But in most European countries, content area teachers are not trained to fulfill this task.

Thus BLETEACH pursues **two main objectives**:

- a. A general objective: modernizing structures of teacher education by integrating digital learning opportunities into teachers' professional development
- b. A specific objective: developing the model of a Blended-Learning-course in Content Area Literacy to be included into the regular course programme of 40 European Teacher Training Centres.

The **main target groups** of BLETEACH are

- 1) secondary teachers of all school subjects and
- 2) teacher trainers / in-service training institutions in teacher education.

Those two target groups will be addressed directly by the BLETEACH project whereas the ultimate target group shall be the students in secondary schools – and especially adolescents struggling with literacy standards – who will benefit from the newly gained expertise and engagement of their teachers in providing content area literacy instruction.

The **BleTeach-Consortium** consists of 7 partner institutions working in different countries and in different fields of teacher education:

- Universities with an expertise in educational sciences and initial teacher education,
- teacher training centres with an expertise in teachers' professional development,
- providers of teacher training and of IT-offers.

47 associated partners: In addition the BleTeach-Consortium cooperates with a total of 47 "associated partners": i.e. others training centres and schools. Cooperation will be arranged in a series of 3 multiplier events per country and on the basis of an internal learning platform.

## **Main results of the project:**

- Research Report about International best practice in blended learning in Teachers' CPD
- National reports on good practice examples and concepts in blended learning in teachers' CPD from Belgium, Germany, Hungary, Portugal, Romania (and Russia, self-financed partner)
- Handbook of success factors in blended learning offers for teachers' in-service-training
- Blended Learning Course in CAL for Secondary Teachers and Teacher Trainers – Producing the master version (English) and five national versions.
- Concept for implementation of CAL course, including certification and accreditation requirements.

## **Description of the Project**

**What is the rationale of this project, in terms of objectives pursued and needs and target groups to be addressed? Why should this project be carried out transnationally?**

The BleTeach project addresses two crucial needs in teachers' continuous professional development (CPD) in most European countries:

1. A general (structural) problem: The unsatisfying structures of teachers' continuous professional development (CPD) in the EU.
2. A specific (content related) problem: The lack of expertise of secondary school teachers, i.e. content area teachers required to address the problem of low literacy skills of children and adolescents in many European countries.

Ad 1) In many European countries the time for face-to-face learning in teachers' CPD is limited to a few days per year and this practice privileges "one-shot-approaches" which are not effective in changing classroom practice (as research has proven). Therefore this project will analyse the most promising formats in blended learning offers in CPD in order to develop and implement a blended learning course (BLC) for secondary teachers. The end-result will be a Handbook for blended learning concepts in CPD, guidelines, indicators and examples of good practice (about 100 pages).

Ad 2) The PISA studies carried out by the OECD (2000 ff.) revealed severe deficits in basic literacy skills among adolescents (15 year-olds): In European countries, one out of five adolescents lack the necessary basic literacy skills to cope with literacy requirements in education, training, workplace, societal participation and lifelong learning. The 2020 Education and Training Benchmarks of the European Commission defined the reduction of low achievers in literacy, maths and science as one of its major goals. One reason for these deficits of adolescents in literacy is seen in the lack of a systematic reading instruction in mother tongue and content area education in secondary schools. International research found that understanding content area texts should be taught in all subjects and all grades systematically. The term content area literacy (CAL) refers to teachers' competence to deal with reading/writing and learning instruction not only on the elementary level in the language arts classes, but in all subjects and at all school levels. But in most European countries content

area teachers are not trained to fulfill this task. This is where the BleTeach project aims to intervene.

Thus BleTeach pursues two main objectives:

- a. A general objective: Modernizing structures of teacher education by integrating digital learning opportunities into teachers' professional development.
- b. A specific objective: Developing a model blended learning course (BL-course) in CAL to be included into the regular course programme of around 40 European Teacher Training Centres.

The general objective includes the following more specific objectives:

- Developing a concept for a BL-course based on the analysis of research and practice in e-learning/blended learning approaches in teachers' CPD: What is the most effective relation between face-to-face and e-learning components? Which are the most effective design and delivery principles, learner success principles, evaluation criteria etc.?
- Exploring and evaluating European e-learning platforms in the educational sector and defining criteria for choosing the most suitable ones for teachers' professional development (PD) courses: What features are needed? How is learner-centred usability assured or evaluated?
- Developing guidelines for curriculum designers and providers of teachers' PD courses.
- How to make use of European resources like E-Twinning or EPALE and other open-source resources in teacher education?
- Developing a system of quality monitoring and certification, based on clear goals and transparent criteria.

The specific objective - developing a model blended learning course in Content Area Literacy (CAL) - includes the following objectives:

- Further developing the content of the already existing CAL courses (see below, section E) for teachers and trainers and adapting them to national contexts.
- Making those courses available in a growing number of European languages.
- Developing (further) content for "training of trainers" and strengthening the already existing European network of teacher trainers in content area literacy (heritage of the BaCuLit and ISIT projects, opportunity of the current ELINET network).

The main target groups of BleTeach are:

- 1) secondary teachers of all school subjects and
- 2) teacher trainers/in-service training institutions in teacher education.

Those two target groups will be addressed directly by the BleTeach project whereas the ultimate target group shall be the students in secondary schools, who will benefit from the newly gained expertise and engagement of their teachers in providing content area literacy instruction.

Transnational: As the needs are international ones, the solutions have to stem from transnational exchange of experiences. International standards in CAL will strengthen the position of nat. training centers.

**In what way is the project innovative and/or complementary to other projects already carried out?**

The BleTeach project offers CPD in a blend of two formats. The first one represents a traditional type of CPD: face-to-face meetings, one-shot-events. This type of time-limited CPD is not well-regarded due to its weak results (lack of sustainability). In many countries, however, it is the format favored by the management of the institutions due to low costs and to practically no absence from school lessons for teachers. The second format – e-learning and blended learning courses - enjoys a strong development. It comes along in new offers every day and covers practically all school subjects and cross-curricular aspects through online materials and online courses. The problem with most of these courses is that they yield little effect as a closer tie between trainer and trainee and amongst trainees is missing. Trainees often choose material only if it appears helpful to them for the solution of their day-to-day problems. In many situations, reflection of their own teaching style, their own understanding of their subject area and teaching methodology is neglected.

The innovative approach which our proposal builds on combines the strengths of traditional CPD (personal contacts, interactive learning) with the advantages of online-formats: flexible use independent from time and space, flexible adaptation to individual learning steps and learners' needs. This includes guidance and feedback by competent trainers (tutors) whom the participants have personally met in the face-to-face meetings. Furthermore, effective professional development is supportive of reflection on instruction, so-called reflective inquiry (cf. Peterson, 2013).

The BL-course in the field of literacy proposed by us addresses a clearly defined circle of about 40 teacher training centers within a cooperation which has been already active for several years (see attached list of “associated partners”). It is meant as a supplement to face-to-face formats offered in these centers. Thus, the course is embedded on a regular basis into the cooperation between training centers and schools and between training centers and universities as the sites of pre-service teacher training and classroom research. Under this perspective the BL-course is an element of a “strategic partnership” between schools, training centers and universities targeted by the Erasmus+ programme. As this course is “home-based” in recognized training centers, it can be integrated into the national/regional requirements as formal accreditation and certification (for teachers). It will offer trainers and teachers a continuum of opportunities (e.g. critical friends group). This improves the sustainability of the BL courses..

Preliminary/complementary projects carried out by the applicant:

The BleTeach proposal builds on the results of the BaCuLit and ISIT projects carried out under Comenius multilateral projects and accompanying measures in 2011/2012 and 2013/2015.

BaCuLit – full title: “Basic Curriculum for Teachers' In-Service Training in Content Area Literacy in Secondary Schools” - was an international in-service teacher training programme which aims at providing secondary teachers of all school subjects with the necessary knowledge and skills to support their students in “reading and writing to learn”. The curriculum consists of six core modules comprising about 40 hour of training. These modules contain the BaCuLit principles of lesson planning, engagement, interaction and metacognition as well as basic knowledge about text structure and text diversity, academic vocabulary instruction, reading strategies and formative assessment.

The ISIT project – full title: “Implementation Strategies for Innovations in Teachers' Professional Development” - aimed at implementing the CAL elements into the CPD structure of Germany, Hungary and Romania (core partners). ISIT explored the general opportunities and obstacles in implementing innovation into teachers' CPD in the core partner

countries. Within this project we worked with blended learning formats for training of trainers, but not with the target group of teachers. We felt that within the e-learning part a lot of aspects could be further developed and improved – as well those related to the technical equipment of the platform as to the didactical concept. Both needs – addressing the target group of teachers and improving the blended learning concept – led to the design of the BleTeach proposal.

Further information on BaCuLit is available on the project's website: <http://www.baculit.eu>

Further information on ISIT is available on the project's website: <http://www.isit-project.eu>

**How did you choose the project partners and what experiences and competences will they bring to the project? How was the partnership established and does it involve organisations that have never previously been involved in a similar project? How will the tasks and responsibilities be distributed among the partners?**

The project has been designed as a strategic partnership and therefore it aims at bringing together partners with various competences, background and tasks:

- Firstly associating experience in teachers' training and educational research. Representative for the first field are teacher training institutions like RWCT Cluj, the Federal Institute in the Rhineland-Palatinate - Landesinstitut Rheinland-Pfalz -, the Haute Ecole Liège; the educational research area is represented by the cooperation between the universities and colleges Kecskemét, Cologne, Liège, Minho. All these institutions are also involved in pre-service teacher education.

- Secondly bringing together experts in CAL-training (Kecskemét, Cologne, Liege, Minho) and experts in blended learning / e-learning (RWCT Cluj, Cologne, the Federal Institute in the Rhineland-Palatinate - Landesinstitut Rheinland-Pfalz -, the IFRES department in Liège).

- Furthermore, for the structure of the consortium, we took into consideration multiple European educational systems and educational traditions and especially the differences between the new and the old EU-countries. Two of the partners are newcomers and have never before participated in European projects (Partner 4 and Partner 6).

Out of this structure, the competences and the allocation of responsibilities in the project are born:

Cologne (P 1): overall coordination, research on best practice in blended learning, concepts of content area literacy

RWCT (P 2): practical experience in teachers' training, expertise in blended learning, accreditation, certification

Kecskemet (P 3): practical experience in teachers' professional development, CAL, accreditation, certification

Rheinland-Pfalz (P 4): practical experience in teachers' professional development, development and implementation of blended learning courses in CPD, curriculum development in CAL

Uni Liege (P 5): classroom research and literacy assessments, content area literacy, teachers' pre-service training; IFRES department: blended learning

Haute Ecole Liège (P 6): practical experience in teachers' training, certification of diplomas

Minho (P 7): classroom research, Content Area Literacy/design of courses, teachers' training and CPD, accreditation, certification.

The project will engage additional external expertise in the following areas: evaluation and quality monitoring (D. Gaile), pedagogical consulting about digital learning environments and multiliteracies (C. Harrison) and ICT- consulting (summer school).

Furthermore it should be mentioned that all seven partners are active in regional and national networks of teacher training centres and schools with which they cooperate regularly. Overall 47 institutions are included in the project, which, in their role as "associated partners", create a clearly defined project setting and which, in the course of the project, will each be invited three times to a "Multiplier Event". The list of all "associated partners" is attached in the appendix.

**How will cooperation and communication happen among all project partners and with other relevant stakeholders? What will be the purpose and frequency of the transnational project meetings and who will participate in them?**

Internal Communication:

Communication between all project partners will happen virtually, through cooperation on the project's learning platform ([www.itslearning.eu](http://www.itslearning.eu)), emails, skype conferencing, phone calls, and also through face-to-face meetings like in project meetings and one summer school. The project will create a website containing an external space with general information for the wider public and an internal space where sensitive documents can be stored and exchanged. In preparing the application, most partners plead for using "dropbox" which occurred to be easy to handle and systematically structured. This might be a tool for single teams or sub-teams of the project as well.

During the 30 months' duration of the project, we plan a series of 5 transnational meetings (in months 1, 12, 19, 24 and 29) in which two members of each project partner will participate (Cologne 3 persons). Additionally, in month 7 we plan a 6-days-summer school where 3 members of each partner (Cologne: 4 members) will participate. The external advisers (Gaile, Harrison and IT-experts) will participate in some of those meetings, too. Regarding the specific topics and purposes of those meetings within the project design, please see explanations in paragraph G (implementation, methodology).

External Communication:

A: Communication within the network of 47 associated partners: As described in chapter H.2 (dissemination) we will arrange a series of three multiplier events in each country (in German 2 series of three events). Thus we will meet our associated partners three times (1,5 days) during the funding period of the project: in year 1 (months 5/6), in year 2 (months 14/15) and in year 3 (months 25/26).

Purpose of the Multiplier Events (ME) is to inform partners about current results, to report about good practice in blended learning and to ask for their feedback on drafted concepts and

materials of the planned BL-course. (Further details under H.2) The ME will be led by the national project partners, for certain issues external speakers might be invited. All “associated partners” will have access to our common E-learning platform ITS-learning, where we can share information and materials.

As all associated partners are part of other networks – including professional communities and educational authorities like national agencies or ministries – we will reach out to those other partners and stakeholders (including decision makers) via our associated partners as well.

**B: Communication within a wider range of stakeholders:**

The external part of the future BleTeach website will address all interested stakeholders in both fields: CAL and BL in CPD. It will provide basic information about the project and publish project results like reports, concepts etc.

The project will also make use of the European Literacy Policy Network ELINET which is currently being coordinated by Prof. Garbe and comprises 78 Literacy organisations from 28 European countries. On the ELINET website ([www.eli-net.eu](http://www.eli-net.eu)) BleTeach can present itself and reach out to possible stakeholders in all European countries, as the ELINET website intends to become the central European Literacy Platform.

**What are the most relevant topics addressed by your project?**

Key Competences (incl. mathematics and literacy) - basic skills

New innovative curricula/educational methods/development of training courses

Open and distance learning

**What results are expected during the project and on its completion? Please provide a detailed description of the expected results (if they are not listed in intellectual outputs, multiplier events or learning, training, teaching activities).**

The outcomes are listed in intellectual outputs, see below.

## **E.1 Participants**

**Approximately, how many persons will benefit indirectly from or will be target of the activities organised by the project? (i.e. participants for whom a specific grant is not foreseen, such as local participants in multiplier events, or other types of events, etc.)**

1.000

**Please describe briefly how and in which activities these persons will be involved?**

As explained in section E, the project addresses 3 target groups:

- 1) secondary teachers of all school subjects
- 2) teacher trainers / in-service training institutions in teacher education

3) (as ultimate and only indirectly addressed target group): students in secondary schools – and especially adolescents struggling with literacy requirements in their content area learning.

As we will continually cooperate with 50 – 60 teacher trainers in about 40 in-service teacher training institutions in 5 European countries, those trainers will act as multipliers within their institutions and reach out to 10 or 20 teachers per year which will include 500 to 1000 teachers per year. Furthermore, we hope for a scaling-up-effect once the blended learning course will be implemented on a regular basis in those institutions, but this will only happen on the long run, after the project's end. Those 500 to 1000 teachers will reach out to 20 – 50 pupils in their multiple classrooms. Therefore, 10.000 to 50.000 students per year will benefit from the improved expertise and engagement of their teachers in providing content area literacy instruction in their daily classroom practice.

Additionally, we have to take into account other teachers and teacher training centers who will be reached by the BleTeach publications and the course materials accessible at the Internet.

50 – 60 teacher trainers will be involved into the project's activities through a series of three multiplier events (described in section H) in national or regional meetings. Those trainers will also be invited to participate in the project activities on the E-learning platform (“itslearning”) where they can actively contribute to the work of the project.

The secondary teachers, however, will not be directly involved in project's activities but only reached indirectly by course offers of those training institutions.

**Participants with fewer opportunities: does your project involve participants facing situations that make their participation more difficult?**

No

## **F. Preparation**

**Please describe what will be done in preparation by your organisation and by your partners before the actual project activities take place, e.g. administrative arrangements, etc.**

For preparing the submitted BleTeach application, we met all partners during a workshop in Cologne in February 2015, where the general project design was developed and agreed and the task allocation was planned. Further cooperation took place via e-mails and Skype conferences or phone calls.

In case of approval, our project will go through the following preparatory steps:

- Discussion and creation of a partner agreement according to the template, which states the rights and obligations of all partners.
- Preparation of the kick-off meeting in Cologne in November 2015: planning content, structure and organization – reserving the locations for the first transnational meetings and for the training event (summer school) in May 2016. These should be booked not later than 6 months in advance.
- Detail-oriented negotiations with the 40 associated partners on project target dates, participants and co-financing of the Multiplier Events. These events also have to be prepared

not later than 6 months in advance, therefore the first meetings (in months 5th and 6th) need to be prepared right after the approval of the project is communicated.

- All partners will be asked to employ or make available appropriate staff members for producing the planned intellectual outputs of the projects.

## F.1 Project Management

### How will you ensure proper budget control and time management in your project?

The management board will be the main tool of all control (budget, schedule, quality etc.) and it is going to be presented here in detail, although it is still relevant in the following paragraphs.

The consortium will establish a management board composed of one representative from each partner institution. Each representative shall have one vote. The management board shall meet twice within 12 months (within the context of “transnational meetings” > see section G). Between these meetings the board will discuss and solve urgent questions by E-communication and Skype conferences, involving all partners. Decisions shall be taken by the majority of the votes of all parties.

Duties of the management board:

- Monitoring of project’s progress, decisions about possible improvements and solving conflicts.
- Control of budget and schedule.
- reviewing and/or amending the work programme as defined in this application.
- analysing the progress reports, evaluation feed-backs and the account balance, suggesting improvements in methods, content or financing.
- coordinating the public relations strategy.

Additional tools of budget control and time managements will be:

- Our internal platform (s. above). Protected by a password, this internal platform will contain working documents and a regularly updated expense table, where every single project member is able to check the current state of costs. This will not only create transparency, but also allow a state of control by those, whose activities are going to be financed.

- Time sheets. Other monitoring instruments are going to be “time sheets”, where project members and their employees will record their working hours and tasks on a regular basis. Those time sheets will be present at every meeting of the management board. They will clarify, if personnel budgets (40 % of the complete budget) are used in an appropriated way, or, if corrections or minor budget shifts might be necessary. They will also clarify, if the accomplished works have complied with the working plan or, if necessary, supplementary efforts have to be made.

- The coordinator. UCO maintains its own Department for Research Management, currently monitoring around 130 international projects. This department will support the project with respect to general management and contractual questions. It is responsible for financial supervision. In detail: The coordinator (Prof. Garbe) has to issue transfer orders, the Department for Research Management will check them against the guidelines and the

application. Only then the financial department will pay invoices or transfer money to partners.

**How will the quality of the project's activities and results be monitored and evaluated?  
Please mention the involved staff profiles and frequency of such quality checks.**

#### A. Quality Framework

Quality monitoring and evaluation of the project's activities and results are seen as closely intertwined: A focus on the quality of the project work permeates the entire project process. Phases to be observed are:

- Quality planning through development of objectives/ establishing targets (plan)
- Quality controlling through process management (do)
- Quality assurance through monitoring and evaluation throughout the entire process.
- Evaluation to be carried out against pre-established targets. (check)
- Quality development through dialogue and consequences for future action (act).

#### B. Role and tasks of the external evaluator

The external evaluator will be concerned with quality assurance in delivering:

1. qualitative and quantitative information on project process = formative evaluation: communication and cooperation within the whole lifespan of a project (e.g. among participant scientists and practitioners), flexibility of course work (adjustment of work according to evaluation results), deliverables completed with regard to pre-established project plan (consideration of time schedule)
2. qualitative and quantitative information on project outcomes = summative evaluation (homepage, publications etc., materials in five European languages)
3. scientific evaluation of benefits and drawbacks of blended learning formats for CPD as developed within the project
4. Identification, evaluation and roadmap of future needs for blended learning experimentation and possible measures for faster adoption of blended learning formats in teachers' CPD (e.g. improved IT infrastructure for delivery of online formats)

The evaluation results involve all project members and provide a context for open discussion and agreement on changes, should these become necessary.

#### C. Frequency of quality checks:

Quality monitoring and evaluation, their objectives and tools (e.g. evaluation sheets, questionnaires), have to be made transparent to all project members from the beginning of the course on (time to be invested into the topic in kick-off meeting) and as an ongoing communication process during the project.

Several evaluation dates where a synthesis of external and internal project evaluation has to be assured:

- At project kick-off (11/2015): expectations of participants, existing expertise, development needs)
- End of project phase 1 (04 or 05/2016): experiences so far, chances, obstacles, recommendations for any change enhancing project quality, easy to perform in the initial project phases
- End of project phase 2 (12/ 2016): experiences so far, chances, obstacles, recommendations for change enhancing project quality)

- End of project phase 3 (09/ 2017): experiences so far, chances, obstacles, recommendations for change enhancing project quality )
- Final project phase (03/2018): resumé, recommendations for future developments

#### D. Tools for evaluation:

Questionnaires: Partners will be asked to complete an evaluation questionnaire for each project phase. (Further details please see next paragraph – project risks)

#### Quantitative:

E.g. Checklist for completed deliverables, frequency and quality of virtual tools used within course (skype, advanced conferencing tools), quick virtual opinion polls, questionnaires

#### Qualitative:

- Structured interviews (virtual, via phone or face-to-face)
- The GROW Model (Rubric on: Goal, Reality, Options, What? When? Who?)
- MSC (Most Significant Change) collection of stories documenting significant change brought about by the project.

#### E. Staff profile of the external evaluator (Dorothee Gaile, Germany):

For 20 years leading staff member in federal education administration of Hesse (Amt für Lehrerbildung, Wiesbaden)

Trainer and CPD Project Leader in regional, national and international literacy programmes

Experienced teacher for modern languages in secondary schools and University of Applied Sciences,

Member of the European Projects ADORE, BACULIT and ISIT

External advisor in BaCuLit

Author of literacy programmes and classroom materials with focus on text strategies, formative assessment of literacy interventions, literacy development as an element of school programmes

Awarded with the Körber foundation prize for transnational cooperation.

#### What are your plans for handling project risks (e.g. conflict resolution processes)?

Partner Agreement: On the basis of model contracts the partners will agree upon a set of rules and procedures addressing issues such as: responsibilities, ownership, exploitation and dissemination of results, assignments, settlement of disputes, costs, and payments. This “partner agreement” will provide a clear division of tasks and will thus be the contractual basis of solving conflicts.

Questionnaires: In order early to detect risks the project coordinator will ask all partners to complete an evaluation questionnaire for each project phase. It will contain questions like:

- How well informed do you feel about the project and your specific tasks?
- How would you assess the project's progress so far? What are your questions?
- What obstacles do you expect for implementing project's results at your institution?
- What would be your main suggestion for improvement?
- Other remarks?

External evaluator: Problems and risks will also be identified by the external evaluator (see previous section).

Management Board: Discussions about risks and conflicts are one of the main tasks of the Management Board (see above). Decisions will be taken by majority vote.

**What are your plans for handling project risks (e.g. conflict resolution processes)? Which activities and indicators of achievement (quantitative and qualitative) will you put in place in order to assess whether and to what extent, the project reaches its objectives and results?**

See detailed explanation in the paragraph above on quality management and external evaluation.

## **G. Implementation**

**Do you plan to include intellectual outputs in your project?**

Yes

**Please elaborate on the methodology you intend to apply in your project. Please also provide detailed information about the project activities that you will carry out with the support of the grant requested under the item "Project Management and Implementation".**

The BleTeach project will focus on research and development activities which will be organised in a continuous collaboration of researchers and practitioners (teacher trainers).

In continuous consultation and cooperation with 40 "associated partners", research and development are targeted towards the two main objectives of the project:

- a. The general objective: integrating digital learning opportunities into teachers' professional development and
- b. the specific objective: developing a BL-course in Content Area Literacy addressing secondary teachers of all school subjects.

Altogether, BleTeach will deliver seven intellectual outputs which are closely connected to the two project objectives.

First phase

Output no. 1: Research report about international best practice in blended learning in teachers' CPD

Output no. 2: National reports on good practice examples and concepts in blended learning in teachers' CPD in Belgium, Germany, Hungary, Portugal, Romania (and Russia)

Output no. 3: Pool of concepts and course materials about Content Area Literacy Training for Secondary Teachers in English and all involved national languages.

As to the methodology, we shall combine desk research and consultations of practitioners in almost every single step. Output no. 1 will be mainly based on desk research, but in producing outputs no. 2 and 3 we will combine the analysis of publications with qualitative interviews (based on interview guidelines) of practitioners.

The production of outputs no. 1 – 3 will be carried out by different partners (and different responsible leaders). It is planned for months 1st – 6th of the project. It will start with the first project meeting (month 1st) and will be concluded by an international summer school in month 7th (May 2016).. This first work phase can be called the research phase of the project.

In the second phase the focus will be on conceptual development 8th – 14th. It will lead to outcomes no. 4 and 5:

Output no. 4: “Guidelines for success”: Handbook of success factors in blended learning offers for teachers’ in-service-training

Output no. 5: Concept and preparation of materials for Content Area Literacy Course (including adaptations and translations).

In both outputs, the research results of work phase 1 will be transferred into guidelines and concepts: in outcome 4 related to success factors in blended learning and respectively in outcome 5 related to the concept and material for the CAL course.

As to the methodology, both steps include desk research (study of documents) and practical analysis. The handbook of success factors in BL shall not only present research findings, but also describe best practice examples of successful pedagogical concepts and technical features of e-learning platforms.

Output no. 5 requires conceptual discussions among all partners (at the second project meeting), investigation of national resources and a lot of practical work (translations, adaptations, development of new material). For both deliverables different partners will be the leading authorities.

The third project phase covers months 15th to 23rd and includes the third project meeting in month 19th. In this phase, all partners will work on the production of the blended learning course in six versions: the master version in English will be produced by all partners following an agreed work distribution - e.g. each partner will produce one or two complete modules, including all (exemplary) materials (worksheets, texts, assignments, PPTs, video presentations, etc.). All national partners will then translate this master version into their national language and adapt it to their national conditions, e.g. replace the general example (of a text book) by specific examples from their country, etc. Technical production includes design of materials, production of video clips, assignments, worksheets, etc. As this is the main product of the project, this work phase is the most extensive one throughout the project (9 months). It leads to Output no. 6:

Output no. 6: Blended Learning Course in CAL for Secondary Teachers and Teacher Trainers – Producing the master version (English) and five national versions.

The fourth project phase covers months 24th – 30th and deals with dissemination and implementation of the project’s results. Its main objective will be the definition of

common quality standards and an agreed implementation concept, which results in Output no. 7:

Output no. 7: Concept for implementation of CAL course, including certification and accreditation requirements.

As to the methodology in this work phase, it will combine analytical and conceptual work (defining the “diploma supplement” of the CAL course in regard to content and competencies to be conveyed by the course) with discussions and final agreement. During the fourth project meeting (in month 24th) and the third Multiplier Events the implementation phase will be planned and certification standards will be discussed.

## G.1 Intellectual Outputs

When filling in the Intellectual outputs section, please specify the leading and the participating organisations under each output that have a significant contribution in terms of potential impact and transferability (e.g. new curricula, pedagogical materials, IT Tools, analysis and studies, etc.). This will allow for specifying the corresponding costs in the specific section of the budget.

Output Identification	<b>O1</b>
Output Title	Research Report about International Best Practice in Blended Learning in Teachers’ CPD
Output Description	This comparative report (of about 50 pages) shall give an overview of the international state of the art about concepts and evaluation results concerning blended learning formats in teachers’ professional development. The report shall cover the relevant research published in English language in Europe, United States, Asia, Africa, Australia and New Zealand and focus on conceptual and didactical questions like: What is the most effective relation of face-to-face and e-learning components regarding learners’ (i.e. teachers’) motivation, interaction and learning outcomes? Which are the most effective design and delivery principles, learner success principles, evaluation criteria etc.?
Languages	English
Media(s)	Text File
Activity Leading Organisation	University of Cologne
Participating Organisations	Asociatia Lectura si Scrierea pentru Dezvoltarea Gandirii Critice Romania Kecskemeti Foiskola

	Pädagogisches Landesinstitut Rheinland-Pfalz UNIVERSITE DE LIEGE HAUTE ECOLE DE LA VILLE DE LIEGE UNIVERSIDADE DO MINHO
--	--

Output Identification	<b>02</b>
Output Title	National Reports on Good Practice Examples and Blended Learning Concepts in Teachers' CPD in Belgium, Germany, Hungary, Portugal, Romania (and Russia)
Output Description	These national reports (of 10 - 20 pages each) shall give an overview of the national state of research and development concerning the implementation of blended learning formats in teachers' professional development. The reports shall focus on conceptual and didactical questions like: What is the most effective relation of face-to-face and e-learning components regarding learners' (i.e. teachers') motivation, interaction and learning outcomes? Which were the most important obstacles and failures in blended learning and delivery principles and learner success principles? Which evaluations have been carried out, which methodology has been applied? Which criteria for good practice have been developed, which evaluation results matter for developing a blended learning concept within BLETEACH?
Languages	English
Media(s)	Text File
Activity Leading Organisation	Asociatia Lectura si Scrierea pentru Dezvoltarea Gandirii Critice Romania
Participating Organisations	University of Cologne Kecskemeti Foiskola Pädagogisches Landesinstitut Rheinland-Pfalz UNIVERSITE DE LIEGE HAUTE ECOLE DE LA VILLE DE LIEGE UNIVERSIDADE DO MINHO

Output Identification	<b>03</b>
Output Title	Pool of Concepts and Course Materials about Content Area Literacy Training for Secondary Teachers in English and all involved national languages
Output Description	Within this second (parallel) work strand the involved partners focus on the content of the planned blended learning course. For this purpose all partners carry out an inquiry about international concepts and course materials in content area literacy training for secondary teachers (for example BaCuLit in Europe, Project CRISS and Reading Apprenticeship in USA) and about concepts

	and materials in their mother tongue. All partners produce an overview of the different topics and modules and of the existing content (materials, methods, text books, worksheets etc.) in their national language. Based on this pool the consortium will then decide which modules and materials to integrate into the blended learning course and which adaptations, translations or development of new materials are needed for this purpose.
Languages	English French German Hungarian Portuguese Romanian
Media(s)	Dataset Video File
Activity Leading Organisation	UNIVERSIDADE DO MINHO
Participating Organisations	University of Cologne Asociatia Lectura si Scrierea pentru Dezvoltarea Gandirii Critice Romania Kecskemeti Foiskola Pädagogisches Landesinstitut Rheinland-Pfalz UNIVERSITE DE LIEGE HAUTE ECOLE DE LA VILLE DE LIEGE

Output Identification	<b>O4</b>
Output Title	“Guidelines for Success”: Handbook of Success Factors in Blended Learning Offers for Teachers’ In-service Training
Output Description	This handbook (of about 100 pages) shall define the technical requirements of best practice e-learning platforms as well as the best pedagogical concepts, formats of appropriate materials and good assignments, feedback mechanisms and requirements for certification. This handbook will provide foundational elements for our own course development – but it will be applicable for all kind of blended learning courses in teachers’ professional development in different subjects and surroundings. It is based on a careful investigation of different e-learning platforms in the participating countries and in other leading regions of the world based on the findings of output no. 1. This investigation will include desk/internet research, consultations and interviews with providers (software companies offering e-learning tools) and practitioners (trainers, teachers) in all participating countries.
Languages	English

Media(s)	Publications Website
Activity Leading Organisation	University of Cologne
Participating Organisations	Asociatia Lectura si Scrierea pentru Dezvoltarea Gandirii Critice Romania Kecskemeti Foiskola Pädagogisches Landesinstitut Rheinland-Pfalz UNIVERSITE DE LIEGE HAUTE ECOLE DE LA VILLE DE LIEGE UNIVERSIDADE DO MINHO

Output Identification	<b>05</b>
Output Title	Concept and Preparation of Materials for Content Area Literacy Course Addressing Secondary Teachers (Including Adaptations and Translations)
Output Description	After having agreed about the main features of the BL course in CAL during the summer school, all partners are requested to agree upon the precise concept and content of the course and to prepare the necessary material for its production during the next work phase. For this output, the partners can build upon the results of output no. 3. Preparation means in some cases translation of existing materials, in other cases adaptation of existing examples/materials to national contexts, curricula, textbooks and assignments (which may also include some translation work). In rare cases it may mean development of new material, if the partners have agreed to include topics or modules where no materials exist so far.
Languages	German French Hungarian Romanian Portuguese English Russian
Media(s)	Dataset Text File
Activity Leading Organisation	UNIVERSITE DE LIEGE
Participating Organisations	University of Cologne Asociatia Lectura si Scrierea pentru Dezvoltarea Gandirii Critice Romania Kecskemeti Foiskola Pädagogisches Landesinstitut Rheinland-Pfalz HAUTE ECOLE DE LA VILLE DE LIEGE UNIVERSIDADE DO MINHO

Output Identification	06
Output Title	Blended Learning Course in CAL for Secondary Teachers and Teacher Trainers – Producing the Master Version (English) and Five National Versions.
Output Description	<p>The main result of the BLETEACH project will be the creation of a Blended Learning Course for teachers' professional development in CAL. This product builds upon the concept previously agreed by the consortium (see output no. 5) which includes decisions made about the pedagogical concept, the content and methodology as well as the workload (number of modules, requirements concerning practice transfer, implementation into daily classroom practice) and certification/accreditation standards.</p> <p>Now these conceptual decisions concerning the English master version will be put into practice: each partner will produce one or two modules in English, which will then be translated, enriched and adapted to national conditions by the other partners. This adaptation includes the incorporation of national educational standards, curricula and accreditation requirements. It also includes the implementation of the 'national versions' on existing national teacher training platforms.</p>
Languages	English French German Hungarian Romanian Portuguese Russian
Media(s)	Dataset Video
Activity Leading Organisation	Pädagogisches Landesinstitut Rheinland-Pfalz
Participating Organisations	University of Cologne Asociatia Lectura si Scrierea pentru Dezvoltarea Gandirii Critice Romania Kecskemeti Foiskola UNIVERSITE DE LIEGE HAUTE ECOLE DE LA VILLE DE LIEGE UNIVERSIDADE DO MINHO

Output Identification	07
Output Title	Concept for Implementation of BLETEACH CAL Course,

	<b>Including Certification and Accreditation Requirements</b>
Output Description	<p>During the BLETEACH project it will not be possible to implement, test and evaluate the BL course, as this kind of implementation needs much time for preparation, registration in some cases also preliminary accreditation, etc.</p> <p>However, in its last phase, the project will develop "implementation concepts" in close cooperation with the 47 associated partners.- Besides ME the cooperation will take place in a kind of "blended learning course" on our "its-learning platform" in order to discuss national implementaion concepts.</p> <p>The concepts include a shared understanding of quality standards and certification requirements which shall be defined in a kind of "diploma supplement" (in analogy to ECTS standards in European BA/MA courses). Here, it will be defined which content will be offered to course participants and which competencies they shall develop when dealing with theoretical content and practice assignments.</p> <p>The national partners will create their own certification (and accreditation) requirements which are based on this "diploma supplement" and take into account national regulations. Further details see chapter "accreditation, certification)</p>
Languages	<p>French English German Hungarian Romanian Portuguese Russian</p>
Media(s)	<p>Dataset Text File</p>
Activity Leading Organisation	<p>Kecskemeti Foiskola</p>
Participating Organisations	<p>University of Cologne Asociatia Lectura si Scrierea pentru Dezvoltarea Gandirii Critice Romania Pädagogisches Landesinstitut Rheinland-Pfalz UNIVERSITE DE LIEGE HAUTE ECOLE DE LA VILLE DE LIEGE UNIVERSIDADE DO MINHO</p>

**Do you plan to include Multiplier Events in your project?**

Yes

## G.2 Multiplier Events

Grant support for Multiplier Events can only be asked for if the project intends to produce substantial Intellectual Outputs. Other dissemination activities will be supported via the grant item Project Management and Implementation.

Event Identification	<b>E1</b>
Event Title	A series of three meetings with German associated partners (South)
Country of Venue	Germany
Event Description	<p>- ME 1 in months 5th-6th: presentation of project design, consultation about experiences with and requests of blended learning in CPD, discussion about the general concept (and country-specific adaptations) of the BL-course, planning of future work and meetings</p> <p>- ME 2 in months 13th-14th: presentation of findings about best practices in BL for teachers' professional development (desk research and national reports), discussion about technical/didactical requirements of e-Learning platforms, presentation of best national platforms, decision about which platform to use in the country; input to the specific planning of the BL-course, planning of future tasks and meetings</p> <p>- ME 3 in months 25th-26th: presentation of the full version of the BL-course and the agreed platform, practicing the usage of the platform, developing implementation plan for all participating institutions.</p> <p>The multiplier events will have the format of a two-day meeting in larger countries, possibly one-day meeting in smaller countries or if only local partners are involved. In case of a two-day meeting the format would be the following:  Day 1: Arrival until 13.00 PM; 14:00-16.00 Work Session no. 1; coffee break; 16.30-18.30 Work Session no. 2; joint dinner.  Day 2: 9.00 - 10.30: Work Session no. 3; coffee break; 11.00-12.30 Work Session no. 4; lunch break; 13.30-15.00: Work Session no. 5, 15.00 departure.</p> <p>As all participants in those meetings will get only a lump sum of 100 Euro from the project budget we will have to ensure that additional costs will be covered by their employers. If this is not the case, we might reduce the meetings to a one-day format and offer it locally, so that</p>

	only the project members have to pay for travel costs.
Intellectual Outputs Covered	<ul style="list-style-type: none"> <li>• Research Report about International Best Practice in Blended Learning in Teachers' CPD</li> <li>• National Reports on Good Practice Examples and Blended Learning Concepts in Teachers' CPD in Belgium, Germany, Hungary, Portugal, Romania (and Russia)</li> <li>• Pool of Concepts and Course Materials about Content Area Literacy Training for Secondary Teachers in English and all involved national languages</li> <li>• "Guidelines for Success": Handbook of Success Factors in Blended Learning Offers for Teachers' In-service Training</li> <li>• Concept and Preparation of Materials for Content Area Literacy Course Addressing Secondary Teachers (Including Adaptations and Translations)</li> <li>• Blended Learning Course in CAL for Secondary Teachers and Teacher Trainers – Producing the Master Version (English) and Five National Versions</li> <li>• Concept for Implementation of BLETEACH CAL Course, Including Certification and Accreditation Requirements</li> </ul>
Activity Leading Organisation	University of Cologne
Participating Organisations	

Event Identification	<b>E2</b>
Event Title	A series of three meetings with German associated partners (North)
Country of Venue	Germany
Event Description	Structure, content and aim of the three ME under E2 are identical with E1 (see above) -
Intellectual Outputs Covered	<ul style="list-style-type: none"> <li>• Research Report about International Best Practice in Blended Learning in Teachers' CPD</li> <li>• National Reports on Good Practice Examples and Blended Learning Concepts in Teachers' CPD in Belgium, Germany, Hungary, Portugal, Romania (and Russia)</li> <li>• Pool of Concepts and Course Materials about Content Area Literacy Training for Secondary Teachers in English and all involved national languages</li> <li>• "Guidelines for Success": Handbook of Success</li> </ul>

	<p>Factors in Blended Learning Offers for Teachers' In-service Training</p> <ul style="list-style-type: none"> <li>• Concept and Preparation of Materials for Content Area Literacy Course Addressing Secondary Teachers (Including Adaptations and Translations)</li> <li>• Blended Learning Course in CAL for Secondary Teachers and Teacher Trainers – Producing the Master Version (English) and Five National Versions</li> <li>• Concept for Implementation of BLETEACH CAL Course, Including Certification and Accreditation Requirements</li> </ul>
Activity Leading Organisation	University of Cologne
Participating Organisations	

Event Identification	<b>E3</b>
Event Title	KA series of three meetings with Romanian associated partners
Country of Venue	Romania
Event Description	- Structure, content and aim of the three ME under E3 are identical with E1 (see above)
Intellectual Outputs Covered	<ul style="list-style-type: none"> <li>• Research Report about International Best Practice in Blended Learning in Teachers' CPD</li> <li>• National Reports on Good Practice Examples and Blended Learning Concepts in Teachers' CPD in Belgium, Germany, Hungary, Portugal, Romania (and Russia)</li> <li>• Pool of Concepts and Course Materials about Content Area Literacy Training for Secondary Teachers in English and all involved national languages</li> <li>• "Guidelines for Success": Handbook of Success Factors in Blended Learning Offers for Teachers' In-service Training</li> <li>• Concept and Preparation of Materials for Content Area Literacy Course Addressing Secondary Teachers (Including Adaptations and Translations)</li> <li>• Blended Learning Course in CAL for Secondary Teachers and Teacher Trainers – Producing the Master Version (English) and Five National Versions</li> <li>• Concept for Implementation of BLETEACH CAL Course, Including Certification and Accreditation Requirements</li> </ul>

Activity Leading Organisation	Asociatia Lectura si Scrierea pentru Dezvoltarea Gandirii Critice Romania
Participating Organisations	

Event Identification	<b>E4</b>
Event Title	A series of three meetings with Hungarian associated partners
Country of Venue	Hungary
Event Description	- Structure, content and aim of the three ME under E4 are identical with E1 (see above)
Intellectual Outputs Covered	<ul style="list-style-type: none"> <li>• Research Report about International Best Practice in Blended Learning in Teachers' CPD</li> <li>• National Reports on Good Practice Examples and Blended Learning Concepts in Teachers' CPD in Belgium, Germany, Hungary, Portugal, Romania (and Russia)</li> <li>• Pool of Concepts and Course Materials about Content Area Literacy Training for Secondary Teachers in English and all involved national languages</li> <li>• "Guidelines for Success": Handbook of Success Factors in Blended Learning Offers for Teachers' In-service Training</li> <li>• Concept and Preparation of Materials for Content Area Literacy Course Addressing Secondary Teachers (Including Adaptations and Translations)</li> <li>• Blended Learning Course in CAL for Secondary Teachers and Teacher Trainers – Producing the Master Version (English) and Five National Versions</li> <li>• Concept for Implementation of BLETEACH CAL Course, Including Certification and Accreditation Requirements</li> </ul>
Activity Leading Organisation	Kecskemeti Foiskola
Participating Organisations	

Event Identification	<b>E5</b>
Event Title	A series of three meetings with Belgian associated partners
Country of Venue	Belgium
Event Description	- Structure, content and aim of the three ME under E5

	are identical with E1 (see above)
Intellectual Outputs Covered	<ul style="list-style-type: none"> <li>• Research Report about International Best Practice in Blended Learning in Teachers' CPD</li> <li>• National Reports on Good Practice Examples and Blended Learning Concepts in Teachers' CPD in Belgium, Germany, Hungary, Portugal, Romania (and Russia)</li> <li>• Pool of Concepts and Course Materials about Content Area Literacy Training for Secondary Teachers in English and all involved national languages</li> <li>• "Guidelines for Success": Handbook of Success Factors in Blended Learning Offers for Teachers' In-service Training</li> <li>• Concept and Preparation of Materials for Content Area Literacy Course Addressing Secondary Teachers (Including Adaptations and Translations)</li> <li>• Blended Learning Course in CAL for Secondary Teachers and Teacher Trainers – Producing the Master Version (English) and Five National Versions</li> <li>• Concept for Implementation of BLETEACH CAL Course, Including Certification and Accreditation Requirements</li> </ul>
Activity Leading Organisation	UNIVERSITE DE LIEGE
Participating Organisations	

Event Identification	<b>E6</b>
Event Title	A series of three meetings with Portuguese associated partners
Country of Venue	Portugal
Event Description	- Structure, content and aim of the three ME under E6 are identical with E1 (see above)
Intellectual Outputs Covered	<ul style="list-style-type: none"> <li>• Research Report about International Best Practice in Blended Learning in Teachers' CPD</li> <li>• National Reports on Good Practice Examples and Blended Learning Concepts in Teachers' CPD in Belgium, Germany, Hungary, Portugal, Romania (and Russia)</li> <li>• Pool of Concepts and Course Materials about Content Area Literacy Training for Secondary Teachers in English and all involved national languages</li> <li>• "Guidelines for Success": Handbook of Success</li> </ul>

	<p>Factors in Blended Learning Offers for Teachers' In-service Training</p> <ul style="list-style-type: none"> <li>• Concept and Preparation of Materials for Content Area Literacy Course Addressing Secondary Teachers (Including Adaptations and Translations)</li> <li>• Blended Learning Course in CAL for Secondary Teachers and Teacher Trainers – Producing the Master Version (English) and Five National Versions</li> <li>• Concept for Implementation of BLETEACH CAL Course, Including Certification and Accreditation Requirements</li> </ul>
Activity Leading Organisation	UNIVERSIDADE DO MINHO
Participating Organisations	

### G.3 Learning/Teaching/Training Activities

Do you plan to include transnational learning, teaching or training activities in your project?

Yes

What is the added value of these learning, teaching or training activities (including long-term activities) with regards to the achievement of the project objectives?

Summer school: Based on the work of months 1 – 6 (where outcomes No. 1-3 have been worked out) the consortium will meet for a 6-day summer school in month 7 (Mai 2016). Many partners know each other from previous projects and/or from the ELINET network, but their experience, competences and background are quite different. As within the BeTeach project we combine structural aspects of teacher training and technical aspects of BL with scientific aspects of CAL, we have to arrange a training event that makes partners familiar with the state of the art in the relevant other fields. This shall guarantee an effective cooperation of experts in different fields throughout the duration of the project.

External experts will be present for giving input and to discuss the the concept and content of the Blended Learning Course in CAL and best practice standards for blended learning offers. Both will form the basis for the next steps in the work programme (outputs No 4 and 5).

Please describe each of the learning, teaching or training activities you intend to include in your project:

Activity No.	C1
Fields	School Education
Activity Type	Short-term joint staff training events
Activity Description	<p>International Summerschool in Mai 2016 / Learning and Training Event</p> <p>During this summerschool the partners will get input from leading international experts in CAL and teachers' CPD (probably PhD Cynthia Greenleaf, WestEd California; PhD Carol Santa, Project CRISS Montana; PhD Mal Thompson, New Zealand) and in blended learning / online learning for educational professionals (e.g. Morten Fahlvik, Univ. of Bergen, Norway, expert in the European ITS-Learning consortium, or colleagues from the Clayton Christensen Institute for Disruptive Innovation, U.S., see <a href="http://www.christenseninstitute.org">www.christenseninstitute.org</a> or from the Innosight Institute, U.S., building on Prof. Christensen's theory of disruptive innovation as well, see <a href="http://www.innosightinstitute.org">www.innosightinstitute.org</a>).</p> <p>In the second half of the summer school, participants will organise workshops in order to share their expertise and the results of their previous investigations with colleagues from the other countries.</p>
No. of Participants	25
Participants with Special Needs (out of total number of Participants)	0
Accompanying Persons (out of total number of Participants)	0
Duration (days)	6
Duration (months)	
Participating Organisations	<p>University of Cologne</p> <p>Asociatia Lectura si Scrierea pentru Dezvoltarea Gandirii Critice Romania</p> <p>Kecskemeti Foiskola</p> <p>Pädagogisches Landesinstitut Rheinland-Pfalz</p> <p>UNIVERSITE DE LIEGE</p> <p>HAUTE ECOLE DE LA VILLE DE LIEGE</p> <p>UNIVERSIDADE DO MINHO</p>

Please also describe the arrangements for recognition or validation of the learning outcomes of the participants in learning, teaching or training activities. Will your project make use of European instruments like Europass, ECVET, Youthpass, ECTS etc. or any national instruments/certificates?

Accreditation of the course and recognition of the achievements of individual trainees is the aim of output No. 7.

The project will develop a certificate, which, in form of a „diploma supplement“, defines the participant’s gained competences and knowledge, as well as the criteria of the related tests and exams. This certificate can be obtained in all partner institutions that commit themselves to the quality standards stated in the certificate. Provided that these standards are consistently defined for all partner organisations, this certificate may be labelled as an “international certificate”.

At the same time, the accreditation of the BL-courses from the partner organisations shall be carried out according to the respective national standards. This will lead to non-substantial changes and addendum to the BL-course and to the formal sections of the certificate.

In the fourth phase of the project, for each involved country the conditions for the accreditation of the course and the formal certification of its participants should be decided upon in consultation with the associated partners during the third Multiplier Event. This procedure will result in an “implementation concept” for each country, which describes the national requirements for accreditation, the criteria for ensuring the recognition of the certificate at a national level and the conditions for a long-term implementation of the BL course in the associated partner institutions.

These implementation concepts are also an important indicator for the project impact, as they offer a good overview of the organizations where the course (once adopted on a national level) may be introduced as a regular course offer.

## **H. Follow-up**

### **H. 1 Impact**

**What is the expected impact on the participants, participating organisations, target groups and other relevant stakeholders?**

The expected impact of the project on the participating organisations and the main target group – teacher trainers in 7 partner organisation and 40 associated in-service teacher training institutions – will be twofold:

- Teacher trainers will get general guidelines for developing blended learning offers for CPD (in all kinds of subjects) within their regular curricula
- and they will get a “model course” in CAL (content area literacy) addressing secondary teachers.

The second target group – secondary school teachers of all subjects – will be addressed indirectly, as the implementation of the CAL-course will only be prepared but not completed during the course of BleTeach. On the long run, however, the impact of this project on secondary teachers will be an improvement of teachers’ expertise to diagnose and assess their students’ problems with reading/writing to learn in the disciplines and to integrate content area literacy into their daily classroom practice.

This will lead to an impact on the ultimate (indirect) target group of the project: secondary students and especially adolescents struggling with literacy standards. The improved expertise of their teachers will lead to literacy improvement of the students

not only in schools, but later on in their professional training, workplace, societal participation and life-long learning.

**What is the desired impact of the project at the local, regional, national, European and/or international levels?**

Beyond the impact on the participating partners and the network of associated partners we will communicate our project results to the 78 partners of the European Literacy Policy Network ELINET and on the ELINET website which reaches out to all stakeholders in literacy policies and practice. Within this network national education agencies and ministries are represented as well (e.g. from Germany, Hungary, Malta, Norway, Sweden, Spain), so that BleTeach will have the opportunity to address stakeholders and decision-makers in other countries, which might be interested to implement the BleTeach results in their educational policies as well. We will raise awareness about the need of content area instruction in secondary schools at school administrations, curriculum designers and educational authorities, deliver examples and guidelines for good practice and standards for certification and accreditation.

**How will you measure the previously mentioned impacts?**

The third Multiplier Event will discuss and decide about implementation concepts with 50 – 60 teacher trainers in all participating countries (see chapter on recognition and validation of learning outcomes). During this final project phase it will become evident how many of the associated 47 training institutions will include the BL course on CAL into their regular course offers. We would consider it as an indicator of success if at least 20 of the participating institutions would implement the CAL-Course in an adopted version.

## **H.2 Dissemination and Use of Projects' Results**

**You are requested to make plans for the dissemination of your project results. Please provide answers to the questions below.  
To whom will you disseminate the project results inside and outside your organisation? Please define in particular your target audience(s) at local/regional/national/EU level and motivate your choice.**

The target audiences for the dissemination of the project's results will be inside and outside the partner organisations.

Inside the organisations (universities, teacher training colleges, teacher training institutions) the results (Guidelines for BL, CAL course) will be disseminated to colleagues, the leadership body and students in (pre-service) teacher education. Outside the partner organisations the project results will be disseminated to 47 in-service teacher training institutions which will serve as our associated partners (list attached).

The BleTeach consortium consists of partners in five European countries (Belgium, Germany, Hungary, Portugal, Romania) and one external partner (Russia, externally

financed) who all deliver pre-service and in-service teacher training on a regular basis. Several of those partners have developed and implemented content area literacy programmes for teachers in secondary schools. In the course of those programmes these partners have built up a network of professionals in their countries who are trainers in in-service teacher training institutions. Altogether, BleTeach can build on a network of around 40 “associated partner institutions” which offer CPD for teachers on a regular basis (see attached list in the appendix).

The methodology of disseminating the results of BleTeach builds on these networks. As our practice partners are located in different geographical regions of our countries, it is essential for them to build up a virtual community of (national) teacher trainers on an e-learning platform where they can get further training and can share their experiences and materials. For this purpose, we will subscribe to the European e-learning platform ITS-Learning ([www.itslearning.eu](http://www.itslearning.eu)) which has especially been designed for blended learning in schools and teacher education. On this platform (already used in the ISIT project) all associated partners can connect transnationally and form a virtual learning community.

We intend to involve an average of 10 professionals in CPD per country (covering as many different institutions/regions or federal states as possible). Germany, as the biggest country with 16 Federal States, may involve up to 20 professionals: 10 from the northern and 10 from the southern parts of the country.

These 50/60 CPD professionals will be involved in the project during the whole funding period and will act as a sort of “associated partners” though they cannot be official partners in the BleTeach project due to budgetary restrictions. Those professionals will act as our practice partners (sharing their professional expertise with us and giving input on the concept development of the BL-course) and at the same time as multipliers, as they will implement the BL-course in their institutions. We will invite each of them to three multiplier events (ME) in the course of the project (for details, please see G.2).

This dissemination plan guarantees:

- A clearly identified group of associated partners, with whom we will continually work during the course of the project.
- Those professionals guarantee knowledge transfer from research to practice and vice versa: they ensure that the developers are in close cooperation with practitioners in the field.
- Those professionals act as multipliers of the developed guidelines, concepts and materials in their institutions, as they are the ones who deliver CPD for teachers on a regular basis.

Working with a continuous group of associated partners also allows evaluation and feedback on the progress of our work from an external user perspective.

Beyond those national partners we will communicate our project proposal and results to the 78 partners of the European Literacy Policy Network ELINET and on the ELINET website which reaches out to all stakeholders in literacy policies and practice. Within this network national education agencies and ministries are represented as well (e.g. from Germany, Hungary, Malta, Norway, Sweden, Spain), so that BleTeach will have the opportunity to address stakeholders and decisionmakers in other countries, which

might be interested to implement the BleTeach results in their educational policies as well.

**Who will be responsible for the dissemination activities within your partnership and which specific expertise do they have in this area? What resources will you make available to allow for the proper implementation of your dissemination plans?**

As the multiplier events will take place in every involved country, all partners will be responsible for carrying out the dissemination activities in their country. The multiplier events (see next section) have been calculated within the budget.

**What kind of dissemination activities do you intend to carry out and through which channels?**

We will invite each of our 50/60 practice partners to three multiplier events (ME) in the course of the project.

- ME 1 in months 5th-6th: presentation of project design, consultation about experiences with and requests of blended learning in CPD, discussion about the general concept (and country-specific adaptations) of the BL-course, planning of future work and meetings
- ME 2 in months 13th-14th: presentation of findings about best practices in BL for teachers' professional development (desk research and national reports), discussion about technical/didactical requirements of e-Learning platforms, presentation of best national platforms, decision about which platform to use in the country; input to the specific planning of the BL-course, planning of future tasks and meetings
- ME 3 in months 25th-26th: presentation of the full version of the BL-course and the agreed platform, practicing the usage of the platform, developing implementation plan for all participating institutions.

The multiplier events will have the format of a two-day meeting in larger countries, possibly one-day meeting in smaller countries or if only local partners are involved. In case of a two-day meeting the format would be the following:

Day 1: Arrival until 13.00 PM; 14:00-16.00 Work Session no. 1; coffee break; 16.30-18.30 Work Session no. 2; joint dinner.

Day 2: 9.00 - 10.30: Work Session no. 3; coffee break; 11.00-12.30 Work Session no. 4; lunch break; 13.30-15.00: Work Session no. 5, 15.00 departure.

As all participants in those meetings will get only a lump sum of 100 Euro from the project budget we will have to ensure that additional costs will be covered by their employers. If this is not the case, we might reduce the meetings to a one-day format and offer it locally, so that only the project members have to pay for travel costs.

**Erasmus+ has an open access requirement for all materials developed through its projects. If your project is producing intellectual outputs/ tangible deliverables, please describe how you intend to ensure free access for the public to a digital form of this material. If you intend to put any limitation on the use of the open licence, please specify the reasons, extent and nature of this limitation.**

-----

How will you ensure that the project's results will remain available and will be used by others?

The project's results concerning blended learning in CPD – research reports and handbook - will be published as electronic documents on the project website (BleTeach.eu) and linked to the ELINET website (www.eli-net.eu), so that they will remain available for a wide audience of practitioners, researchers and other stakeholders.

The project's results concerning the blended learning course in CAL shall be implemented in the course offers of the associated teacher training institutions and will thus be available for the target group (teachers) after the project's end as well.

The concept of the BL course, its online-publications (reports, handbook) and part of the course material will be available on the project website as well, but the whole course material will be offered only to those teachers who participate in the course as the material will be designed for training, not for auto-didactical use. The developers of this course want to make the full course available, but attach great importance to offering users of this material professional training. The preparation of the trainers is crucial; this kind of qualification cannot simply be taken from the internet. This is part of our concept of quality insurance.

The free access to all kind of materials created within BleTeach will therefore be depend on registration of institutions who make use of it within course programmes.

If relevant, please provide any other information you consider appropriate to give a full understanding of your dissemination plan and its expected impact (e.g. how you have identified which results are most relevant to disseminate; how you will ensure the involvement of all partners; how you see synergies with other stakeholders, etc.)

-----

### H.3 Sustainability

What are the activities and results that will be maintained after the end of the EU funding, and how will you ensure the resources needed to sustain them?

The activities to maintain projects' results are:

- posting them on project's website (BleTeach.eu), which will act as an umbrella-website: offering general documents and links to all partner websites. The website will be run and financed by the University of Cologne (chair Prof. Garbe). It allows free access after registration of contact data for initiating feedback and possible cooperation.
- integrating project's results into partners' home pages as a part of their regular course programme. All partners are running and financing websites for presenting their current programme and for arranging course registration.

In Detail:

Output No 1, 2 and 4 (reports and guidelines): These documents will be available on project's website and home pages of partner organisations.

Output No 3, 5, 7 (pool of concepts, course materials and implementation concepts): This pool will remain at disposal of partners and “associated partners” for internal usage. Part of this pool finally will become part of the Blended Learning Course Outcome No. 6. Implementation concepts will guide partners in formally implementing the course.

Output No. 6: Blended Learning Course in CAL - the master version (English) and five national versions.

The course consists of a course description, conceptual instructions, materials (PPTs, worksheets, texts, videos...) in electronic versions. These elements remain available on the project’s website and on partner websites (free access after registration of contact data).