



PLANNING AND DEVELOPMENT OF THE PROJECT

Preliminary Steps

a) Basic Decisions

The general objectives and organisational structure of MOBIDIC are the result of a preparatory meeting in Frankfurt 15th-19th November 2000 between the CODN Warschau, IUFM Créteil, St Martin's College, Carlisle and the Studienseminar Frankfurt. This meeting took place as a result of close cooperation between the IUFM Créteil, the Institut für Methodik und Didaktik des Geographieunterrichts at Frankfurt and the Frankfurt Studienseminar. This cooperation has existed since 1997 within the *Programme d'Etudes en Allemagne*, which allows trainee teachers to gain a qualification in bilingual teaching by spending three months in Frankfurt (Geography, History, Social Sciences in German). Colleagues who attended from the above institutions were all experienced in bilingual teaching and shared an interest in developing trans-national EU teacher training modules in CLIL. These modules were to be aimed at those already teaching CLIL and those intending to do so. Future cooperation was to include classroom observation, sharing each other's bilingual teaching practices, informing one another about specific areas of competence and institutional working contexts. At this first meeting objectives and perspectives for future cooperation were agreed.

All participants wanted to develop a form of cooperation that integrated the teacher training institutions at different levels. It was also agreed that partners from universities should follow the process by providing an on-going evaluation and an academic analysis of the project results.

b) Organisational Framework

As far as the organisation was concerned, agreements were reached on the responsibilities of the coordinating institution (project management, webmaster), the work plan (division of tasks between institutions of equal rank), monitoring (control group and work group), work load, finances, use of different languages, venues, joint responsibility for chairing meetings, and means of communication (e-mail, homepage).

The agreement reached at the preparatory meeting formed the basis of the bid that was submitted on 1st March 2001.

After the success of the bid was confirmed in writing, in January 2002, work could start. According to the agreements, working groups were formed in the partner institutions in order to analyse and choose, in the sense of best practice, teaching materials and units for Content and Language Integrated Learning (CLIL). The topic areas had to be relevant and have potential for a multiplicity of perspective. On the basis of this exploration of suitable material, topics were suggested as to which teaching units were to be chosen or developed, tried out, documented and evaluated.

At the IUFM Créteil, for example, a working group consisting of teacher trainers in History, Geography, German and English was formed. This group co-operated with teachers from the *sections européennes*. At the Studienseminar Frankfurt, the team included teacher trainers in English, French, History, Social Studies and Geography. Moreover there was co-operation with teachers in partner schools, trainee teachers and local municipal institutions like the



Office for Multicultural Affairs and the Anne-Frank-Stiftung in Frankfurt am Main. At the CODN Warsaw, the work group consisted of teachers as well as head-teachers.

Phase 1: Focusing on the Main Areas

From 15th to 19th January 2003 the first project meeting took place in Warsaw.

In accordance with the agreed organisational structure, the project management group met on the first day. Their role was to develop guidelines for the project and to clarify the administration, the finances and the contracts between the coordinating and the partner institutions. After classroom observations on the second day, other project members (i.e. one additional person per institution) and some Polish teachers arrived to form the main working group. A list of criteria was drawn up in order to choose the topic areas for producing different teaching units.

These topics involved different cultural traditions, common European history, comparable cultural processes, European citizenship and multiplicity of perspective:

- Migration – causes and consequences for Europe
- Urban development in the 19th Century
- The Treaty of Versailles
- The European Community: life and working space for citizens

The partners promised to exchange suitable materials on these topics, to develop teaching units, and to test, document and evaluate these units. Recent neurological research and constructivist theories that see learners as personally responsible for their learning process provided the theoretical background for this work. As a consequence, lessons were to be oriented towards the pupils with them fully involved in their own learning processes, involve active learning and include creative tasks. Motivating pupils to take charge of their own learning (providing materials, learning strategies and dictionary work) was seen as a vital element of planning these units. The units were to consist of 4 to 6 lessons for Year 10/11 pupils aged 15 - 16. The lessons in Geography, History, Politics and Economics (Social Studies) were taught in English, French or German. The work groups agreed on a format for recording (brief analysis of the class, their level of knowledge and achievement, expected results) and evaluating these units. Evidence was to be recorded on video. It was agreed that the units would be sent to the coordinating institution so that the web-master could include them on the homepage (Basic Support for Common Work – BSCW), which could only be accessed by the partner institutions. This was supposed to guarantee an equal exchange of information before the next meeting.

From February until October, all partner institutions worked on their assignments, i.e. on exchanging materials and testing, documenting and evaluating a number of modules in Germany, France and Poland. St Martin's College developed a module in co-operation with Poland. Communication was conducted via letters, e-mails and telephone.

The universities of Kassel and Frankfurt established a team to support the project through ongoing academic research.

Phase 2: Extension and Intensification of the Project Work

In March 2002, the IUFM Franche-Comté joined the project. The second meeting, organised by the IUFM Créteil, took place in Sèvres from 22nd to the 27th October 2002.



The main focus of the meeting was the question of academic evaluation and support. Moreover, questions concerning the work plan (presentation and evaluation of the teaching modules, development of a course design) were discussed. The working languages of the meeting were German and French. In addition, some contributions were translated individually into English, French or Polish as a response to the language competence of the participants and to the importance of certain discussions.

In accordance with the work plan, models for national courses were developed during the meeting. This included looking at the teaching modules developed, tested and evaluated by the CODN Warsaw, the IUFM Créteil and the Studienseminar Frankfurt. These modules took into account the needs of the different national teacher training programmes. The results often corresponded to agreed objectives and criteria, and they could be seen as providing innovative additions to existing national teaching methods. This was important for comparing, developing and delivering the modules.

Another important aspect, that obviously needed more investigation, was the multiplicity of perspectives, as so far this had not been taken into account sufficiently. As a consequence, it was agreed that more trialling was necessary in the partner countries, including other topic areas (Urban Development, Treaty of Versailles etc) especially concentrating on the concept of multiple perspectives.

Phase 3: Consolidating the Course Methodology

As scheduled, the main focus of the second year was the preparation, delivery and evaluation of regional courses (spring to autumn 2003). The participants of these courses varied according to the different institutions, *prof. stagiaires* (IUFM Créteil and Besançon), teachers (CODN Warsaw), teachers from the Netherlands, Austria, Slovenia and Spain (St Martin's College) and trainee teachers, teachers and EU-teachers (*Studienseminar* Frankfurt). The University of Kassel held a one-day conference for students and teachers. Representatives of different partner institutions were present at all courses as observers and evaluators.

A trans-national COMENIUS 2.2.c-course was designed during the meeting in Besançon, 6th–12th October 2003 based on these regional courses, which had been organised within the respective national contexts. After the different course elements had been presented, discussed and evaluated, a design for the future COMENIUS course was worked out. This had to meet the needs of heterogeneous groups with different levels of knowledge and language competence.

This [course](#), publicised in the COMENIUS Catalogue 2003/2004, took place in Carlisle 12th-16th January 2004. The 25 participants were trainee teachers, teachers and teacher trainers from Germany, France and Poland. The course leaders consisted of colleagues from all partner institutions. In line with its orientation towards participants and active learning, there was a combination of theory and practice, e.g. by using peer teaching. This course was evaluated by the university team.

Phase 4: Evaluation and Product Dissemination

The Carlisle course was evaluated and the final publication in the form of a CD-Rom was prepared and edited. For this purpose, meetings were held in Frankfurt (31st March-4th April 2004) and in Sèvres (29th September-3rd October 2004).



During the course of the whole project, the aspect of evaluation was considered consistently on several different levels:

In order to examine the work process (efficiency and atmosphere) of the project, evaluation was an integral part of every meeting agenda, both in the form of informal conversations during the meetings and with the help of a questionnaire at the end. In this way all participants were able to improve the meetings with their individual input.

In addition, the work was evaluated generally at its various stages. Modules were recorded on video, the teachers and students involved were asked to give their feedback and the universities conducted evaluations by distributing questionnaires to both teachers and students.

The partner institutions also evaluated each other by analysing videoed lessons and discussing and evaluating the modules presented.

At the end of the third year, each of the participating partner institutions summed up their experience in written form. (See commentaries from the partner institutes: [CODN Warszawa](#), [IUFM Créteil](#), [IUFM Franche-Comté](#), [St Martin's College Carlisle](#), [Studienseminar für Gymnasien Frankfurt](#), [Universität Kassel](#)).

The long-term result of the project will be to use the modules that have been developed in initial and in-service teacher training in the participating countries.