

**Minutes of the 1st Transnational Meeting of the ADiBE Project in
Córdoba, Spain, from January 31st to February 2nd, 2019**

January 31st, 2019

VENUE: Teacher Training Centre (Centro de Profesorado Luisa Revuelta), located in Doña Berenguela, 2, 14006, Córdoba (Spain)

STARTING TIME 4.30 pm

ATTENDANCE

Attendants: Antonio Vicente Casas Pedrosa, Valentina Cueva López, Christiane Dalton-Puffer, Cristina Fernández Durán, Trinidad Jerez Montoya, Raúl Landa, Frauke Matz, Tarja Nikula, Marisa Pérez Cañado, Diego Rascón Moreno, Dominik Rumlich, Xabier San Isidro, Ute Smit, and Y.L. Teresa Ting.

Do Coyle is **excused**, as she will arrive that evening, Juan Raéz Padilla is **excused** as he is busy with his duties as Director of the Secretariat of International Relations at the University of Jaén, and Nina Karen Lancaster is **excused**, as she is participating in the Spanish “Teachers abroad” programme, which makes it difficult for her to leave her school in Morocco.

1- Welcome and presentation of meeting schedule

Elisa Hidalgo Ruiz, the Director of *Centro de Profesorado (CEP)*, welcomes those present, followed by Trinidad Jerez Montoya and Raúl Landa, as the hostess and host of the meeting and part of the CEP team.

Marisa Pérez Cañado, the Coordinator of the Project, welcomes everyone and thanks them for their attendance. She then presents the meeting schedule. She makes reference to the conference dossier, the flashdrive provided, and the PowerPoint presentation which will be used. She mentions that the meeting schedule is flexible and asks for feedback from the attendants on its adequacy. It is approved by everyone.

2- Presentation of the backdrop of the Project: members, objectives, justification, outputs, tasks, timeline, funding, dissemination, and sustainability

The Coordinator begins by presenting the Project backdrop, addressing 6 main wh-questions. The first question is “*Who are we?*”. Marisa mentions that official changes in the teams must be requested in an official document, signed by the Vice-President of the University of Jaén, and sent to the Erasmus+ office in Spain (the *SEPIE*).

This information leads to the team introductions. The rest of the Spanish team from the University of Jaén begins: Diego Rascón Moreno, the Secretary and contact person of the Spanish team, Antonio Vicente Casas Pedrosa, the person in charge of the economic issues, and Valentina Cueva López and Cristina Fernández Durán, the support technicians. Marisa also presents Juan Raéz Padilla, the Director of the Secretariat of International Relations at the University of Jaén, and Nina Karen Lancaster, a Secondary Education teacher and researcher who has been implementing CLIL both in Spain and in England and who is working in Morocco at the moment.

Xabier San Isidro introduces the Scottish team (University of Edinburgh) and announces that there may be changes in its members. Christiane Dalton-Puffer and Ute Smit represent the team from Austria (University of Vienna), which is completed with Silvia Bauer-Marschallinger and Helen Heaney. The German team is composed of Frauke Matz and Dominik Rumlich, the former from Münster University and the latter from Paderborn University (he was at Münster University when the Project was applied for). The Coordinator of the ADiBE Project congratulates Dominik on his recent

promotion to Full Professor and explains he will now be an external member, something which will greatly benefit the quality and impact of the Project.

Tarja Nikula presents the Finnish team (University of Jyväskylä), which also consists of David Marsh and Kristiina Skinnari. Changes are also envisaged for this team, which still remain to be specified. Teresa Ting is the head of the team in Italy (University of Calabria). This team will probably experience changes, as detailed in an email prior to the meeting. Teresa suggests directly involving the Rector's Office on Didactics so that it is possible to work with a select group of university-level content teachers. Specific names of these members will need to be provided in order to include them in the request for the SEPIE.

Together with Trinidad Jerez Montoya and Raúl Landa, the team from the CEP in Córdoba, Spain, is comprised of Beatriz Martínez, training consultant and currently in charge of the school libraries, and Manuel Ángel Jiménez, advisor for the training in the design of online courses.

The Coordinator notes the double-fold nature of all the teams, as they include both CLIL researchers and practitioners. After presenting the research teams, the associated partner schools are covered. Only one change is documented: IES Montes Orientales (Iznalloz) has been substituted by IES Alhendín in Spain. Both are rural public high schools. The team then discusses the desirability of involving more schools for the study included in the first output. Spain has 30 additional schools already enlisted to partake in the investigation and the possibility of also including further schools in the remaining countries is discussed.

The following issue that is addressed is that of the associated partners and how the team can make the most of their participation. They are the third pillar of the Project and it is agreed that they can be of great help, mainly with the dissemination of what is done and achieved. The Coordinator mentions the initial associated partners: The British Council, The National Association for Bilingual Education (NABE) of the United States, The Instituto Nacional de Tecnologías Educativas y de Formación del Profesorado of the Ministerio de Educación, Cultura y Deporte, The Consejería de Educación de la Junta de Andalucía, The Spanish Asociación Enseñanza Bilingüe, GRETA (the Andalusian English Teachers Association), CETA (the Córdoba English Teachers Association), The Asociación Provincial de Autismo y TGD Jaén "Juan Martos Pérez", The Asociación Granada con la Dislexia (GRANDIS) and three Teacher Training Centers in addition to the one who is formally participating: Jaén, Priego-Montilla and Peñarroya-Pueblonuevo. She adds that Trinity College London also expressed their

desire to participate in the Project and has thus been included as an associated partner subsequently.

As regards the second question, “*Why are we doing this?*”, the rationale behind the study is underscored. A list of publications on catering to diversity in CLIL is shared by Marisa, who asks team members to share any others they might be aware of. Xabier mentions that a book edited by David Lasagabaster including some chapters on the topic will be coming out soon.

Then, the objectives and expected outcomes are detailed. The three main objectives, three main target groups, and the four outputs of the Project are presented. The University of Jaén, the University of Calabria, the University of Edinburgh and the University of Vienna will lead the attainment of Outputs 1, 2, 3, and 4, respectively.

The Coordinator also informs that the two multiplier events (the teacher training course at the CEP in Córdoba and the CIEB conference at the University of Jaén) that had been planned and included in the application have not been funded, although the team discusses the desirability of using the Project management and implementation money to carry them out anyhow (especially the piloting of the teacher development module, which is very attractive for the associated partner schools). Output 1 has likewise not been funded, but it has been considered as a necessary prior step to the other outputs, so its development can be funded with the Project management and implementation budget.

After a break of around thirty minutes, the session continues at 6.48pm. The question of *how* the Project will be carried out is then broached. This is specified with responsibilities “by partners”, “by meetings”, and “by reports”. The University of Münster will hold the second transnational meeting, provisionally scheduled for September 2019. Jyväskylä University will host the third, approximately in July 2020, and all members will meet again in Spain for the fourth and last one, to be held at the University of Jaén at the end of the Project.

The deadlines for each of the reports are February and August of 2019, 2020, and 2021, with certain flexibility. However, the interim report must be handed in by 29/02/2020. It is compulsory and, depending on its outcomes, the team will obtain the rest of the funding or not. September 2018 is the official start of the Project, although the contract has been signed in December 2018 and the initial part of the funding has not been provided until January 2019.

Antonio Vicente Casas Pedrosa speaks for the next part of the meeting in relation to the financial aspects of the Project. He gives a detailed account of how much money the Project has, offering a breakdown of the budget in terms of the “Project and management section”, “Transnational meetings”, and “Intellectual outputs”, and also by country. Special mention is made to the official Mobility Tool which needs to be filled in regularly.

The issue of the inter-institutional agreements to be signed is discussed. Specific agreements prepared by the Spanish team on the payment of the first transnational meeting and of the webpage, leaflets, and logo are circulated and signed by each university and the Project Coordinator. It is agreed that a more general agreement, based on the draft which the University of Jyväskylä has kindly shared, will also be sent shortly to all the team members, once the Vice-President of the University of Jaén has approved it.

Afterwards, it is noted that all receipts must be asked for, kept and shared with the University of Jaén team (e.g. taxis). Diego Rascón Moreno will be in charge of collecting those associated to the journey to Córdoba during the meeting, and of receiving those resulting from the return journey by snail mail to his university address.

Several questions arise as regards the funding. For instance, how to fund the trips to administer questionnaires and conduct interviews in the schools is discussed (through the Project management and implementation budget). The possibility of hiring someone to administer these questionnaires is also mentioned.

To finish, the Coordinator presents the measures to guarantee the impact, dissemination, and sustainability of the Project. Several aspects are thrashed out in detail, such as the intended publications; webpage; regional, national and international impact; social media and Powtoon; leaflets for schools (which will be revised the following day); seminars; courses... The attendance certificates for the meeting which have been designed and prepared by the Spanish team are also shared and handed out to each team member at this stage. After referring to the sustainability of the Project and presenting several options which the graphic designer hired has prepared of the official Project logo, to be voted the next morning, the meeting ends at approximately 20.00.

February 1st, 2019

STARTING TIME 9.30 am

ATTENDANCE

Attendants: All who were present the previous day and Do Coyle, who joins the meeting.

3- Voting of the official Project logo

The Coordinator presents the four logo options for the project which have been designed by the graphic designer hired to that effect. Everybody is in favour of any of the first two options but not the third or fourth. Voting ensues and option 2 is the one chosen by the majority of members. This will be communicated to the designer so that he can work on its different versions for Facebook, Twitter, YouTube, etc.

4- Website contents

The contents of the ADiBE website drawn up by Nina Karen Lancaster and Diego Rascón Moreno, supervised by the Coordinator, were previously shared with the team via Google Drive. They are now officially approved by the team.

It is agreed that a specific section in the future webpage will be devoted to the associated partner schools, mainly to the official ones, two per country, so that they can network. Including the data of a contact person in each of them, accompanied by a picture, is considered to be a good idea.

5- Leaflet and Powtoon contents

The following contents that are revised are those of the leaflet, to be disseminated as a .pdf file and in paper-based format, and of the Powtoon, an electronic resource that

will also be used to disseminate the Project. Nina Karen Lancaster has worked with the Coordinator to draw up an initial version of both versions brought to the meeting, and both are thanked for their work on these documents. A revision of the text ensues, with diverse tweaks being suggested. The Coordinator and Secretary take note of all of them for their subsequent incorporation.

A coffee break from 11.00 to 11.30 follows.

6- Work on Output 1: questionnaires and interview and observation protocols

The Coordinator then expounds on the Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis to be carried out within Output 1. She presents its objectives, research design (with four types of triangulation), its variables, instruments, statistical methodology, procedure, and administration.

Several agreements are reached as regards the study:

- For the analysis of the open data, MAXQDA instead of Atlas.ti will be used, given its compatibility with Apple.
- For the expert ratings approach, a detailed protocol for validation with a six-point Likert type scale will be used. It is agreed that the number of experts in each country will be five: three CLIL teachers and two CLIL researchers/teacher educators.
- The second phase of the pilot process (administration to a representative sample) will be carried out in Spain, given the larger number of schools which have expressed their desire to participate in the Project. The statisticians mention that roughly 60 members per cohort will be required to validate a 50-item questionnaire.
- As regards classroom observation, it is agreed that teachers will be asked to videotape a session with their best practices in catering to diversity in CLIL. Only if they do not wish to be taped will two researchers carry out unobtrusive classroom observation in situ.

- A “specifications” file will be sent to the team members with concrete instructions to conduct the surveys, interviews, and classroom observation in order to guarantee the homogeneity of the process across countries. An example from the [MON-CLIL Project](#) is provided.

The team then begins to work on the elaboration of the questionnaire. It is agreed that it will be structured into four main blocks: stakeholder satisfaction generated by the methods, materials and resources, classroom organization, types of evaluation, coordination and organization procedures being deployed to cater to diversity in CLIL schemes; main difficulties which need to be addressed on this front; practices are working best and are thus recommendable; and main teacher training needs in this area. Four groups with different country members are made to work on each of these aspects. Work will focus on the teacher’s questionnaire, from which the student’s and the parents’ ones will be derived subsequently.

Christiane Dalton-Puffer, Antonio Casas, and Diego Rascón work on the first section; Ute Smit, Tarja Nikula, and Frauke Matz are in charge of the second; Marisa Pérez, Xabier San Isidro, Teresa Ting, and Dominik Rumlich are responsible for the third; and Do Coyle, Trini Jerez, and Raúl Landa focus on the fourth.

The items are formulated as statements to be answered on a Likert scale. Doubts are expressed as regards the convenience of a four-point or a six-point Likert scale (always with a view to avoiding the central tendency error). The group work is interrupted to have lunch. Ute Smit says goodbye since she has to be back in Vienna in the evening and is excused. The Austrian team will still be represented by Christiane Dalton-Puffer for the rest of the meeting.

After the lunch break, the groups swap the work carried out in the afternoon. The members of the first group (“Situation/strategies”) revise the items devised by the “Difficulties” group, and the other way round. The same happens between the groups who focused on “Best practices” and “Teacher training”.

Then, the four resulting documents are uploaded on Google Drive as different files so that the whole team can access them after the meeting. They are opened with the main PC in the room which is connected to the screen and they are read and discussed one by one. Diego Rascón is in charge of editing the items that are rephrased or modified. After an intensive discussion and interesting exchange of points of view and ideas (including a coffee break), the session finishes at 8pm.

February 2nd, 2019

STARTING TIME 9.30 am

ATTENDANCE

Attendants: All who were present the previous afternoon/evening except for Frauke Matz and Dominik Rumlich. They are excused, as they have to fly back to Germany in the morning from Málaga airport. Charo Reyes, Bilingual Coordinator of one of the participating schools in Spain (Granada), joins the meeting that day.

6- Work on Output 1: questionnaires and interview and observation protocols (continuation)

Some final agreements are reached vis-à-vis the instruments. In the questionnaires, it is decided that they will be re-structured in five main sections to avoid overlap: linguistic aspects, methodology, materials and resources, evaluation, and teacher training. There will also be a section with seven options for the stakeholders to rank the three most important issues in the last three blocks. The Spanish team will be in charge of drawing up the final version. As regards the procedure of data gathering, the surveys will be administered online where possible and in paper-based format in those schools where this is not a possibility.

It is agreed that the Spanish team will work, over the course of the following weeks on finishing the three surveys, and the interview and observation protocols, and will share them with the whole team on Google Drive.

7- Next steps, deadlines, and farewell

The final part of the meeting is devoted to specifying the work pending and to agreeing on deadlines:

- i. Send pictures/links for webpage => February 10th
- ii. Send final version of the logo/webpage/leaflets/Powtoon => February 17th
- iii. Send final list of schools => end of February
- iv. Final (translated) version of instruments => end of February
- v. Expert ratings approach (questionnaire) => mid-March
- vi. Pilot process with a representative sample and final versions => end of March
- vii. Administration of 3 instruments => April & May
- viii. Analysis => June & July
- ix. Work on publication => September
- x. Social networks => non-stop
- xi. Provision of information for Output 2 => Teresa Ting will ask for it shortly

Concerning vii), it is remarked that it is quite time-consuming in some countries to get in touch with local/regional educational authorities, head teachers, teachers, parents and students. It would be very useful to prepare a template of the schools'/parents' consents/authorizations. Tarja Nikula will be in charge of sharing possible templates for this with the rest of the team.

As for the classroom observation, it is agreed that, ideally, the recording should be done with two cameras, to record from the front and from the back of the room.

The Coordinator also asks Xabier San Isidro and Charo Reyes to share with the team some of the CLIL project-based materials they have designed in order for the remaining team members to get a feel of what Output 2 should look like.

As regards how to stay in touch, a few ways are mentioned: email, Google Drive, ILIAS (open source platform for e-learning), WhatsApp, interim online meetings in between the transnational ones through Google Hangouts, Adobe Connect, etc. Google Drive is chosen as the main source of sharing files. The duplication of documents by using initials when they have been modified is preferred so that the original is not lost.

Pertaining to the inter-institutional agreements, it is informed that the ones signed at the meeting between the partner organisations and the Coordinator will be scanned and sent the following week. However, a more comprehensive version also needs to be signed by all the legal representatives. The Finnish template provided by Tarja Nikula will be used to design it. It will be sent a.s.a.p., as soon as it is approved by the legal representative of the University of Jaén.

Diego Rascón says he will have the minutes of the meeting ready in approximately a week. The Coordinator thanks the Córdoba hosts profusely for the impeccable organization and exquisite treatment, as well as all the other members of the team for their attendance and invaluable contributions. A coffee break follows and the team members depart. From 11.45 to 13.00 only the Spanish team meets up to deal with the financial issues associated to this first transnational meeting.

Without further issues to cover, the meeting ends at 13.00. In witness thereof, I write this official record as Secretary, with the approval of the Coordinator of the ADiBE Project.

THE COORDINATOR

THE SECRETARY

Marisa Pérez Cañado

Diego Rascón Moreno



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