



**Minutes of the 3rd Transnational Meeting of the ADiBE Project,
organized by the University of Jyväskylä, Finland, September 21st
and 22nd, 2020**

September 21st

SPACE: Online via Zoom (<https://jyufi.zoom.us/j/65619447114>)

STARTING TIME 16.30 CET

ATTENDANCE

Attendants: Raffaele Agostino, Silvia Bauer-Marschallinger, Kim Bower, Antonio Vicente Casas Pedrosa, Do Coyle, Valentina Cueva López, Christiane Dalton-Puffer, Helen Heaney, Trinidad Jerez Montoya, Lena Katzinger, Nina Lancaster, Raúl Landa Navarro, Karita Mård-Miettinen, Frauke Matz, Tarja Nikula-Jäntti, Marisa Pérez Cañado, Diego Rascón Moreno, Ricardo Römhild, Dominik Rumlich, Philipp Siepmann, Kristiina Skinnari, Ute Smit, and Y.L. Teresa Ting.

Xabier San Isidro-Smith is excused.

1- Welcome, Zoom instructions and approval of the second meeting minutes

Tarja Nikula-Jäntti, Professor at the Center of Applied Language Studies of the University of Jyväskylä, welcomes those present and checks that everyone can hear and watch the session in the Zoom space. Members greet each other. Everybody is familiar with the Zoom platform (instructions on their use were sent previously) so the meeting is ready to start.

Marisa Pérez Cañado also welcomes all attendants, as the Coordinator of the project, and thanks the organizing team. She informs that Nina Lancaster, who currently lives in Morocco, will join the session in the second hour. She presents the conference dossier.

No objections/comments are made in relation to the content of the minutes of the second meeting in Münster, shared with all members in June as part of the Interim Report. Ute Smit suggests that the minutes be sent immediately after each meeting rather than with the call of the next meeting (the standard procedure followed in Spain) and it is decided that this will be the case from now on.

2- Discussion and wrap-up of Output 1

The Coordinator begins by dealing with the publication of the special issue on ADiBE work that was proposed and accepted in the *International Journal of Bilingual Education and Bilingualism (IJBE)*. An update is provided on where each team currently stands in the publication and it is agreed by all to extend the deadline to the end of November for the submission of the articles.

In turn, Ute Smit, on behalf of the Austrian team mentions that it would be very helpful to know what the introductory chapter will cover. Marisa Pérez Cañado informs that in the general overview article the idea is to present the project, what is meant by diversity, and introduce each chapter. She commits to sending it, together with the final chapter, around a month before the deadline for all chapters. Christiane Dalton-Puffer asks whether each country should elaborate on the research tools employed or refer to the article that will describe them, and Marisa replies that the latter is preferable. Thus, more space will be devoted to the results obtained by each team in their respective paper (which have a 7,000-word limit).

Then, the discussion moves forward to the AILA and Sheffield 2021 conferences. AILA 2020 was postponed for an entire year but it will hopefully be on in 2021 so a few days should be saved next August for it. Kim Bower provides an update of the second conference: 3rd International CLIL Conference Curriculum Integrated Language Teaching (Sheffield; June 18th and 19th, 2021). She explains that there could be a person presenting on the whole of the project, and then each team could speak about research-oriented or practically/methodologically-oriented work in each country in a 15-minute talk, or in several talks if desired. By doing so, ADiBE would be fully represented. The abstracts of the contributions should be submitted by

January/February 2021. The issue of celebrating it virtually is brought up by Do Coyle, who thinks that it should not be dismissed. That possibility is reflected upon, discussing the pros and cons, and Kim Bower thinks that it would not be difficult to hold it online rather than in person. Some members request for the information provided in February being sent again, so Kim's email is forwarded to all at the minute. It is agreed that each team will send at least one abstract on the Project results, whether research-based or methodologically-oriented.

3- Discussion and wrap-up of Output 2

Firstly, an account is given on the current state of materials design and questionnaire application. For 5-10 minutes, each country comments on where they are at the moment, how they have conducted the designing, and the difficulties that they have encountered. Two decisions are made here: sending for typesetting the projects which are already finished or will be in the following days (those of Italy, Austria, and Spain) and extending the deadline to the end of October for those materials (the case of Finland, Germany, and the UK) which are still being prepared in their final version. The projects will be sent for typesetting with the most common possible format at the same time as variability is respected. Teresa Ting and Diego Rascón Moreno will work on this by looking at the library folder created by the former on Google Drive. David Soto, the designer and manager of the ADiBE website, will be the typesetter. He will be paid with "project management and implementation" money.

Secondly, it is agreed that the authorship of the materials' writers including the teachers who have primarily participated will be acknowledged in the Open Educational Resources (OERs) and that a Creative Commons License will be employed (it will then be decided which option suits the project best). As regards the place of publication, Trinity, one of the official external partners of ADiBE, will be contacted by the Coordination to discuss the possibility of publishing the OERs with them and each team will contact different institutions/organisms to disseminate them.

For example, Spain will reach out to the National Bilingual Association so that the materials can be hosted on their website, will also publish them on the website of the ADiBE project, and on educational portals (School Education Gateway, at an European level, *Procomún* and *Aula Exterior* at a national level, and two different sites by the *Junta de Andalucía* at a regional one). The UK will reach out to the European Centre for Modern Languages (ECML) and possibly to TES (Teacher Educational Resources). Kim Bower mentions the National Language Association in the UK and its CLIL special

interest group, and also an Australian site where the resources can also perhaps be uploaded. Austria mentions the AILA CLIL group and the website of their research group, as does Germany together with Facebook groups. And, in addition to social media, Finland will reach out to the National Agency of Education. The materials will start to be published from the end of October, once they are all typeset.

Thirdly, in relation to the Guidelines Manual, it is decided that the structure will be a general introduction based on the ADiBE principles that were thrashed out in the previous meeting. Teresa Ting kindly volunteers to draft and share it with the project members via Google Docs for tweaks and additions. A subsequent meeting may be held to discuss further details.

It will also comprise an index/database with hyperlinks based on the table that Teresa Ting has included at the beginning of the materials. Those countries which have not included detailed instructions in the actual materials will incorporate them (since they will not be part of the Guidelines Manual) and will also make sure that the table on which the index is based is complete.

Nina Lancaster volunteers to write up a half-page introduction where she will frame the materials for Spain which can then be added to the aforementioned general introduction. This short presentation of the Spanish materials will be shared with the other national teams too so that a similar document can be drawn up in each country referring to aspects such as the projects, subjects, and age groups they focus on.

Fourthly, it is mentioned that the materials could be disseminated via the Sheffield 2021 conference (see Section 2 above), a CIEB webinar in Spain on attention to diversity (CIEB -*Congreso Internacional de Enseñanza Bilingüe*- is an international conference hosted by the Spanish National Bilingual Organization), a webinar by the British Council on materials to cater for diversity and to which Marisa Pérez Cañado has been invited, an annual CLIL workshop hosted by Vienna and where Teresa Ting will participate, and a spring meeting on diversity and differentiation that will take place with a German network of teachers, which is great outreach and for which Philipp Siepmann is already settled on.

This first session finishes at 18.30.

September 22nd

SPACE: Online via Zoom (<https://jyufi.zoom.us/j/65627103179>)

STARTING TIME 10.00 CET

ATTENDANCE:

Attendants: Silvia Bauer-Marschallinger, Kim Bower, Tatjana Bucovsky, Antonio Vicente Casas Pedrosa, Do Coyle, Valentina Cueva López, Christiane Dalton-Puffer, Helen Heaney, Trinidad Jerez Montoya, Lena Katzinger, Raúl Landa Navarro, Karita Mård-Miettinen, Frauke Matz, Tarja Nikula-Jääntti, Marisa Pérez Cañado, Diego Rascón Moreno, Ricardo Römhild, Dominik Rumlich, Philipp Siepmann, Kristiina Skinnari, Ute Smit, and Y.L. Teresa Ting.

Christiane Dalton-Puffer introduces Tatjana Bucovsky as another member of the Austrian team. She is welcomed by all.

4- Presentation of the timeline for year 3

The contents and the timeline committed to in the initial application are refreshed by the Coordinator. Output 3, spearheaded by the University of Edinburgh, involves the creation of a teacher training module on attention to diversity in CLIL to be piloted in February 2021 at the *Centro del Profesorado* (CEP) of Córdoba and after which a series of surveys will be administered to gauge participant satisfaction and tweak the final versions. The course will be disseminated within the online Master's in Bilingual Education (MIEB) of the University of Jaén and will also be shared with the associated partners institutions. The contents will be based on Outputs 1 and 2 and will involve a three-pronged structure with a theoretical backdrop on attention to diversity, practice with successful strategies and techniques, and possibly some language as well.

In turn, Output 4, led by the University of Vienna, involves drawing up pedagogical videoguides on attention to diversity. They will address around 20 questions resulting from the prior outputs. Each country will prepare the script, share them with the remaining partners, receive their feedback, and proceed to record the videos. They will then be disseminated through the project members' social media accounts.

The first nine months of this final year will be devoted to Output 3. The actual module will be designed over the course of five months, from the end of September/early October to January, approximately, and then it will be piloted at the end of February. Two months were allotted to drawing up the survey and administering it, and afterwards preparing the final versions using the feedback received from the participants. The last month will be devoted to dissemination, following the original proposal. There will be a slight overlap in the spring months with Output 4, which will begin approximately in April with the selection and distribution of the key topics. The drawing up of the contents and revision of the script (i.e. the bulk of this output) will happen in May and June, after which the videos with the “CLIL pills” will be recorded in summer and disseminated at the very end of the project (September 2021).

6- Presentation and discussion of Output 4

It is decided that this sixth point of the schedule is dealt with before the fifth one, not only because Output 4 is going to be focused on in a less detailed way than Output 3, leaving it for a subsequent meeting, but also because Raúl Landa Navarro from the CEP of Córdoba cannot join the session until 11.30am.

Some general decisions are made. Vis-à-vis the number and distribution of questions, the pedagogical videoguides will answer around 20. The six questions included in the original proposal will be taken as a basis, either to break them into subquestions or to build upon them. The results of the studies conducted in Outputs 1-3 will hopefully help to arrive at these CLIL pills. Each country will be in charge of three or four, and it will be up to them to decide the team members who will record them.

The short videos will be roughly three minutes long and will have a common format, e.g. by using a banner of ADiBE, as suggested by Tarja Nikula-Jäntti. If possible, a video and audio recording studio available by the partner universities will be used. Tarja also recalls a positive teacher-training experience of dialogues within the videos, so she recommends them as another option to the mini-lectures.

5- Presentation and discussion of Output 3

The process of the design and piloting of the teacher training module is discussed. The following issues are thrashed out: the number of participants (with an initial estimate of around 40), the environment where it is going to be conducted (online now,

due to the problems of doing it face-to-face as a consequence of Covid-19), the scope of the course (mainly national although it is agreed that two teachers from each of the participating schools across Europe could be included, involving them after their generosity and help so far in the project). Christianne Dalton-Puffer suggests offering the course to the teachers who designed the materials of O2, whether they take it up or not.

Then the topic of how long it will last is brought up. Do Coyle and Kim Bower express their view that a course that has got longevity and can be used for a long period of time in lots of contexts should be planned. Thus, the possibility of designing a more ambitious global-design course, part of which could fit in the CEP of Córdoba hours, but that is not limited to the Moodle structure, is considered.

It is clear that the actual design process is key. It is thought that the format of the course could combine synchronous with asynchronous sessions, together with online activities that would imply cooperative learning as well as group work. The idea is also to incorporate some of the activities that were designed for Output 2 for the teachers to use those within the course, and include some kind of theoretical backdrop. Thus, the module could have the structure of theory and then practice, and maybe also language.

It is reminded that this course was not envisaged to be made available as OERs for anyone that may want to implement it subsequently, in contrast to the Output 2 materials. It would be worked into online courses like the master's degree in CLIL at the University of Jaén. It would live on through there. As for diplomas, the CEP of Córdoba cannot issue certificates to teachers of other countries enrolled in the module but Marisa Pérez Cañado states that this will not be a problem since they can be certified via the ADiBE project.

The session continues at 11.30 after a half-an-hour break. Antonio Vicente Casas Pedrosa (Nono) informs Tarja Nikula-Jäntti, the leader of the institution hosting the event, that the certificates of attendance to this meeting will be sent by the Spanish team with the necessary personal information of each member. Once she receives them, she will print them out, stamp and sign them, and send them back so that the Jaén team can keep a copy as evidence and then forward them to each attendee.

Immediately after that, Raúl Landa Navrro, the representative from the CEP of Córdoba, briefs the team members on the specifics of the course that could be piloted. He talks through a detailed visual presentation. He shares the structure of the Moodle platform that they use and comments on typical features of the teacher training modules that they set up in the institution in relation to length, duration of the courses,

types of tasks and activities, etc. He gives very practical down-to-earth guidelines to help orient the design of the course. His presentation is very enlightening to actually get down to work on Output 3.

Following Raúl's demonstration and information, the idea of the course is narrowed down. The course will last 20 hours to be developed over the course of a month and will be divided into two modules of 10 hours each. Three to four activities will be included in each module, depending on the typology, and no synchronous sessions will be possible. The CEP in Córdoba offers the satisfaction questionnaire that they already have for their courses, as a model for the one that will be designed and implemented after the pilot course.

To finish this point in the agenda, the actual design of the course is brainstormed on. All the teams actively partake, especially the UK one, which proposes the starting ideas. The importance of objectives and learning outcomes of the two modules of the course being clear is remarked. Consequently, it is agreed that the first module will be about exploring diversity in bilingual education. The results of the first (O1) and second (O2) outputs will be shared with the participants, so diversity will be conceptualized on the basis of the ADiBE outcomes. The main difficulties and best practices that have gleaned from the O1 study, from an international perspective, will be shared with the in-service and pre-service teachers enrolled in the course. They will also be provided with sample activities that have been created as part of O2, so they will know instances that will get them to work with those activities. On the other hand, the second module will aim at guiding participants through the process of creating their own didactic unit that includes activities catering for diversity in CLIL. They should also be able to critically analyze activities and know whether the ADiBE principles are applied.

Once the discussion of the contents of the course has been held, the meeting is interrupted for a lunch break that Tarja Nikula also uses to organise the four groups that will work in the separate online rooms and to email the links to the documents where notes will be made.

7- Introduction to tasks for breakout rooms

The project members are divided into four groups to draft the objectives and principles of the two modules envisaged. Groups 1 and 2 work on the first module and Groups 3 and 4 on the second:

Group 1: Christianne, Do, Marisa, Raúl & Teresa

Group 2: Helen, Kim, Nono, Silvia & Tarja

Group 3: Dominik, Lena, Ricardo, Trini & Ute

Group 4: Frauke, Tatjana, Karita & Diego

The possible contents of the modules are thrashed out in the breakout rooms. The design of the satisfaction questionnaire is also discussed. The one from the CEP of Córdoba will serve as a draft and its design will be left for a later stage, once the course contents are complete. After 20 minutes of group work all partners return to the main Zoom room. A spokesperson per group explains the ideas jotted down in their respective documents:

<https://docs.google.com/document/d/1s7e7xXkrXruFOgGEQ3mrbgFUh35ZQ00n-t91EaB1hUU/edit> (Group 1 - Module 1)

https://docs.google.com/document/d/1ra7y9yizZC5GT079qFYt7UbfNngyQYSqNgiFnSEJ_0/edit (Group 2 - Module 1)

https://docs.google.com/document/d/1iaVWwofU3MIjQPsmFI_jWEpwMHaSV1cVwwkMS7cvQU/edit (Group 3 - Module 2)

https://docs.google.com/document/d/1kl97LIhyz_gt_nMgaLAe0auogL7_4ohRa35wHm_NXSQ/edit (Group 4, Module 2).

The ideas gathered by the two groups of each module coincide to a great extent and there is much agreement on them by all. Then, the process and steps which will be followed in the design and piloting of the teacher training course are amply discussed. Some reflections are made, mainly by the Edinburgh team, in relation to the need to produce something coherently and being efficient in the few months that are ahead to accomplish Output 3. Derived from them, the next deadlines are agreed on:

- First draft by the Edinburgh team by the end of the first week of October.
- Feedback in terms of where interests might lie by the end of October.
- Each national team begins developing the tasks and the activities in the beginning of November, for two weeks.
- Two more weeks will be devoted to sending them to another country and to receiving feedback (at this time, approximately, a meeting will be held).
- Right before Christmas each country will finalize the tasks with the feedback from the other team.
- And then in January the Edinburgh team will fine-tune everything.

8. Q&A session on any possible doubts

Details relating to the budget are given at this final part of the third transnational meeting thanks to Antonio Vicente Casas Pedrosa. He reports back on how much money will be obtained directly for Outputs 3 and 4 and the kinds of costs that had been envisaged for the Project Management and Implementation money, which is common to everyone. Despite the SEPIE's recommendations of the University of Jaén centralizing that money, it is decided, upon the request of the Austrian and Finnish teams, that the common project costs so far (hosting and maintenance of the webpage, the logo design, typesetting, etc.) will be calculated, subtracted from that lot and divided into the six partner institutions, with the resulting sums being transferred to each of them. Antonio reminds that each country will have to keep all receipts in case they are requested from the Agency, and that he will have to include all the costs in the Mobility Tool application.

Another decision that is made is to transfer the first half of the money already received for Outputs 3 and 4 to each partner institution.

Moreover, following Christianne Dalton-Puffer's query as regards the money allocated to transnational meetings, Antonio commits to finding out whether some of it could be transferred to other concepts, now that travel cannot take place safely.

Teresa Ting shares her concern of how the money allocated to the Outputs can be spent. She asks the favour of being provided again with the original funding contract, which she receives immediately after the session, so as to study the eligible costs with her university Secretary.

After a heartfelt thank you by Marisa Pérez Cañado, the Coordinator of the project, to the hosting Finnish team led by Tarja Nikula-Jäntti for the impeccable organization of the event, which she extends to all the attendees for their work, and after wishes of health and safety, the online meeting finishes at 17.35.

THE COORDINATOR

Marisa Pérez Cañado

THE SECRETARY

Diego Rascón Moreno



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