Erasmus+

Project Identification

Action Type	*[Beneficiary to select one option below]* Strategic Partnerships for School Education
Project reference number	2014-1-UK01-KA201-000022
Project Title	Interactive Dual language immersive learning space
Beneficiary Organisation Full Legal Name (Latin characters)	Newcastle University

Project implementation

Please provide a general indication on the overall state of art of the project so far. Has the project kicked-off as expected? At this stage, do you encounter challenges or problems in implementing the project as planned? If so, under which aspect?

The project has been delayed as we did not receive the funding from the British Council for 6 months from the start of the Project. We have therefore requested and been granted that the project is extended until the end of February 2017. Consequently the timetable has been recalibrated to reflect this change. The changes are mentioned below.

Despite the delay in funding, the University (as the beneficiary organisation) employed staff for the project to begin work which meant that beginning the technical aspects of the project and the websites production were not delayed. However, the technical system developed here in Newcastle has taken longer to develop than expected (for unexpected technical reasons): although the system we have designed is far more advanced than initially envisaged and will therefore be a better quality intellectual output to disseminate. The project websites (external and internal) are up and running. There have been glitches in operating the internal website due to University regulations about sharing beyond University staff in safeguarding sensitive information, but these have now been sorted, but it has meant less blogs have been posted internally than anticipated.

Furthermore all partners attended the first transnational meeting in Newcastle in October 2014 to start the project, and the school staff of the Newcastle school partner (Arthur's Hill Federation) began work with staff and parents.

Finally our expert in France became pregnant before the project started and was forced to take time off work for medical reasons. She has since taken a year's maternity leave (presently ongoing) and so the progress in France has been slightly delayed (their technical role in phase 1 of the project was covered within the team here in Newcastle.)

This has meant that some aspects of the project are on schedule (given the delay of 6 months) whilst others are slightly behind schedule. In terms of the recalibrated timetable therefore it means that there is more work to do in UK context than was initially devised and some of the activities necessary to advance the intellectual outputs in France and Finland as part of phase two will need to be completed more quickly than originally planned: partners are in agreement that this will take priority. However, it is important to note that we purposely built flexibility into the project to allow for such occurrences.

Here is a brief summary of advances made for each intellectual output (for more details please see box 3 below):

Transnational meeting 1, October 2014

IO 1 (software package for digital tabletop and projectors): two collaborative enquiries completed by teachers; the technology system (co-ordinated operation of the interactive tabletop and projectors) programme devised and several apps created for the tabletop as enquiry activities; videos of characters in the enquiries have been designed and are awaiting translated sound files; purchase of technical equipment required for the system to operate and imminent placement of the technology in school. The first 2 enquiries will be operational in January 2016. Collecting information on the Roma families' languages has proved to be exceptionally complicated. An ethical protocol for collecting and analysing home languages has been devised and used in the Newcastle School. Recording translations of the major Roma language group in the school is timetabled to happen in December 2015. Two teachers in one school in Northern France with

---

Traveller children in their classrooms have agreed to take part in the project in phase 2. We need to adapt the approach adopted in UK to French classrooms, where pupils are not allowed to be grouped with children of the same language, and in a school where the technology is very basic. In Finland, a doctoral student who specialises in education for diversities, immigration and social justice, who has been fully briefed on the project and the ethics involved has agreement to work on the project with teachers and children in one of the schools within which she commonly works. Another school with a diverse pupil population, but not including Traveller pupils has also agreed to work with the project in phase 2.

IO2 (technical handbook for teachers in using the software package): technical RA has been writing the teacher handbook and instruction manual as she has been designing the operating system and apps and this includes a user interface. This is due to be used by the teachers early next year as they use it for the next 2 enquiries currently in production.

IO3 (guidance for teachers in using home language use in classrooms): attitude surveys to detect attitude shifts in home language use in teachers and pupils have been devised and ready to use in school once the equipment is installed. Analysis framework for transcribed video recordings and transcription conventions has been agreed by partners.

IO4 (guidance for teacher educators in how to prepare teachers in using home languages in the classroom): Project PIs met with translanguaging expert in UK; Helsinki partners attended a translanguaging conference in Sweden. Reports and issues arising have been disseminated and discussed via internal website, email, skype and at transnational meetings. Teachers in Romania have been given guidance on home language use in class and the teachers of Romanian have gathered together weekly to compare diary entries and distil their most interesting and important findings in an attempt to identify learning affordances arising from home language use in this unique context.

IO5 (Guidance on involving parents from disadvantaged Traveller backgrounds in school activity): The Newcastle school has employed a local member of the Roma community (Zaneta) who is from Slovakia and has fluent English, to work with parents and families in a community capacity and some of this work is for the project specifically. Zaneta has set up 2 meetings with parents to learn about the project and will also act to support the translations required for the enquiries. Protocols in working in this way are being developed for use in the handbook.

IO6 (academic papers): Discussions as to which partner will be involved in writing which academic papers as a result of this project were held during the 2nd transnational meeting.

IO7 (project website): External Project Website (at: http://research.ncl.ac.uk/romtels/) which includes analytics to record views alongside the internal website for secure conversations between partners (at: http://researchtools.ncl.ac.uk)are both in operation.

How satisfactorily is the ensemble of project partners contributing to the realisation of the project? Has any change in the composition of partners been deemed necessary (as already communicated to the NA), or is it any change planned/requested at this stage?

The partnership is running very well indeed. ALL partners came to the transnational meeting in October 2014 and ALL partners (except France, because of a maternity leave as explained above) were represented at the 2nd transnational meeting in September 2015. Our French partner who is on maternity leave is in regular contact via Skype and is making advanced preparations for her return to work and work on this project.

As explained in the box above, there have been delays to the project due to funding issues, and hence a recalibration of the original timetable has meant some activities by partners outside UK are delayed and are to be prioritised in phase 2 (January 2016 - February 2017). All partners are aware of this and they have agreed to the recalibrated timetable.

Due to delays in producing the internal website (as explained above) partners are not currently using the blog and other tools to communicate regularly yet and this is something to work on. Before the internal website was set up however, we communicated via a 'dropbox' prepared for us by a member of the Helsinki team (we no longer use this due to the sensitive nature of some of the material we need to share).

The more we work together the greater the bond between us and the more committed we all are to the project.

We are anticipating one change of partner in the coming new year: as this project is a strategic partnership, the named legal partner is the institution rather than the individual working at the Institution. This is difficult as our French expert (who is on maternity leave) wants to move Universities in France next year. The expertise for the project lies with her rather than with her current University and hence it may take some time to complete the paperwork required for making this change.

Briefly, which activities have you carried out so far in implement the project and make sure that it is reaching its objectives and producing its results?

In addition to the text in box 1, the following adds detail to each intellectual output in terms of activities.

The 2 enquiries already completed are:

for Key stage 1 pupils (age 5-7) 'The Great fire of Tyneside' in which the pupils will assume the role of fire investigators to solve a mystery (who was Alexander Dobson who died in the fire = factual) and to resolve a problem (who was responsible for the fire = argument).

For key stage 2 (7-11) 'Ancient Babylon' in which pupils are history investigators to solve a mystery (what is the broken artefact (a small clay artefact which the teachers will make) = factual) and resolve the problem (should such treasures ever be removed from their country of origin = argument).

The teachers designed these with the technology in mind and then the interaction design expert used their plans to create a framework for the interactive system, which the project technical RA has since converted into software and apps, which are as user-friendly and yet customisable as possible. The video creations to play on the walls have proven the most difficult as we have since found that there is no existing tool available to create dual language videos that can be customised to the requirements of the enquiries. Instead, we have used GoAnimate business animation software to create videos of animated characters, and are trialling ways to add (overdub) a second language to the exported video files. A similar process will be possible for live-action videos. It is essential that this process is something teachers and parents are able to do with the support of our user documentation, and without access to professional animation software.

The protocol for collecting and analysing home languages (replacing the languages survey first intended) has revealed 2 Roma dialects in school for Slovakian families. A complex investigation drawing on the database of Romani dialects collected from the Manchester Roma project

(http://romani.humanities.manchester.ac.uk/) alongside some Roma dialect text books have revealed the languages to be East Slovak Roma (the majority of children) and a Slovak version of Kalderash (for one family we know of so far). We are now set to repeat the same process with the Roma families originating from Czech Republic. Working with the parents and families has also revealed that few children speak Roma alone at home as most of the families speak a translanguaged form of Roma/Slovak. This complexity has also made us realise that translation into any Roma dialect is best done by the parents themselves as they are best placed to know how the text would be spoken at home, in other words, the translations themselves will be translanguaged form or translanguated as we are calling this process.

Parents have shown great enthusiasm for the project and all meetings have been very lively. Two parents have now agreed to translate the spoken text of the enquiry characters and the text for the verbal dictionary app. (which can be added to by the children themselves as a result of participating in the enquiries) and to make the recordings. We had envisaged this to be done by children, but this makes the process overly complicated and all characters are adults. The protocol has been shared with all partners to be used in a context sensitive way in France, Finland and Romania.

The situation in French schools is very complex in terms of this project. It appears that teachers in France are reluctant to participate in such a project: a member of CASNAV (the organisation which specialises in new arrivals and Travellers in France) contacted all schools in Northern France about the project, but there were no positive responses. In France, education is based on laicity, which means that everybody should be treated the same; you cannot ignore other languages in classrooms and you cannot place children of the same language group together. This means that the way the dual language aspects of activities work will need further consideration to adapt to the French context. We have also discovered that many Roma pupils may not currently be attending schools because their families live in camps on the outskirts of cities. We had envisaged visiting some of these camps with the teachers who travel to the children to provide some education; however, this too is proving difficult because administrators often move people on and so it would be difficult to keep track of the pupils involved.

In Finland, there are two main groups of Roma pupils: Finnish Roma (such as Kàlo or Kaalo who have lived in Finland since the 1600s) and 'new' Roma more typically recently arrived from Eastern Europe. This second group is the focus on this project, although there is evidence of prejudice against both groups. It will be important to distinguish between these two groups when collecting data in phase 2.

The children in Tinca, Romania enter school only speaking their home language. In this region of Romania, it appears Roma speak Teglas (originally tin-makers, higher status) and Kelderaš (originally pot-makers, lower status). In the nearby cities there is also Gabors (R009 on the Manchester list) as 'city gypsies', middle-class Roma with even higher status than Teglas; Gabors language has a written form and literature. For these learners, the school has so far found distinct advantages in helping pupils use their home language in early education, preparing them to better understand the curriculum content and in creating a more positive attitude towards school. This is important to the project as teachers from elsewhere can see what happens when such a culture develops. The teachers have discovered the following:

1. Learning does not begin in school. Learning starts at home in the learner's home language. Thus learning in school is best presented in a mode familiar and accessible to the children in this new physical environment. Home language use in school helps children navigate the new environment and bridge their learning at school with the experiences they bring from home.

2. By using the learner's home language children are more likely to engage in the learning process, giving learners confidence in affirming their cultural identity. It means learners get more involved in the learning process and speeds up the development of basic literacy skills. It also enables more flexibility, innovation and creativity in the teacher's preparations. Using the learner's home language is also more likely to get the support of the general community in the teaching/learning process and creates an emotional stability which translates to cognitive stability, leading to a better educational outcome.

A pedagogic model of translanguaging in everyday classrooms is emerging from the project. Home language inclusion is considered at 3 levels: allowing/accepting; encouraging/facilitating; enabling/empowering. Conceptual work around home language use is also emerging drawing on Luis Moll's 'funds of knowledge' (students' knowledge that comes from cultural & family backgrounds) as tools for thinking; Mahmood Mamdani's 'culture talk' (who owns what cultures; whose culture owns them); Linda Hogg's 'lifeworld experience' as a term preferable to 'culture'; Dervin's culturality (focus on process not outcomes)- culture speak.

Attitude surveys for teachers and children have been designed based on research evidence and practical experience of research methods. The teacher survey asks teachers to read a series of statements (about home language use) which emanate from particular sources, such as media reports, narratives the researchers have heard before in their capacity as teacher educators, or academic textbooks. They must then place the statements into a Venn diagram with 4 parts (agree, disagree, partly agree and disagree, and unsure) and then provide a statement explaining this decision. The children's survey involves children marking on a quadrant (each quadrant represents a context: in class, at home, in the playground, when visiting others) who they speak to and in which language(s). They can draw or write their responses. They must then add a sticker (smiley faces) to signal how much they enjoy speaking to someone in the language(s) and in that context.

The team agreed a set of transcript conventions for all videos which loosely coheres with previous research into multilingual contexts and discourse analysis (as opposed to conversation analysis).

The public website is live. It contains key information about the project, and will be updated with downloadable resources when these are available. The website has been visited by 167 users, for a total of 237 sessions: about a quarter of users have returned to the website more than once, and about three quarters of users have viewed the website only once.

The private website is live, with access restricted only to all members of our project team. Partners have contributed to the blog, with blog posts for example from the teachers at Arthur's Hill Federation schools.

Other useful information

If relevant, please provide any other meaningful information deemed necessary to give a comprehensive overview of the current implementation of the project.

The only other issue worth mentioning relates to costs. Because of the way the initial bid was compiled (and the internal calculations) no account was taken for the employment of research associates. We have therefore faced difficulties in ascertaining from which part of the budget to pay the salary of the project's RA, whose work covers several areas; and as she works across the project for all partners (although based in Newcastle), which partners will pay in contribution to her salary. We have also found that as we do not need to send texts to translator services, as the parents themselves alongside a Slovak English interpreter, will be doing the translations (or translanguations) we will be spending less on translation costs within the exceptional costs part of the budget. However, this has meant we can spend more on technical equipment as this has proven to be a lot more expensive than initially costed.

Beneficiary Signature

I, the undersigned, certify that the information contained in this interim report form and its annexes is accurate and in accordance with the facts.

Place: Date (dd-mm-yyyy):

Name of the beneficiary organisation:

Name of legal representative:

Signature:

National ID number of the signing person (if requested by the National Agency):

Stamp of the beneficiary organisation (if applicable):