



## GINCO AWARD

One of the GINCO activities aiming at raising the quality of delivery of Grundtvig IST courses is the GINCO Award. Up till now the quality control of Grundtvig courses is limited to the feedback the course participants give to their National Agency when sending in their reports. In case of negative feedback by the participants the NA of the organizing country contacts the course organiser to check what went wrong and discusses measures to improve things. Repeated negative feedback can lead to removal from the data base. But a real quality label does not exist. Therefore the GINCO Award selection – a ‘test’ quality label for Grundtvig courses – has been carried out by the GINCO network in 2012 in cooperation with the National Agencies.

The NAs were asked to select up to 8 courses that had been clearly rated and described as ‘excellent’ by their IST beneficiaries in their final report. As the selection of the courses was based on the participants’ feedback, the courses could only be those that took place outside the country of the respective NA.

Once the ‘pre-selection’ by the NAs was completed the GINCO partners sent an on-line survey to the organisers of the selected courses in order to obtain additional information concerning the specific quality criteria that were set out by the consortium for this first Award. A label would be granted in three categories:

### 1. “Innovative use of ICT in all aspects of course delivery”

This included the use of ICT in respect of both the delivery of course content and its practical use in the implementation of the course, e.g. the provision of pre-course and post-course information.



### 2. “Excellence in validating outcomes for participants”

This covered all aspects of the recognition of learning outcomes provided for the participants by the course organiser. A certificate of attendance is a mandatory feature of an IST course, but a valuable certificate should at least have references to learning outcomes.

### 3. “Quality of course content and pedagogy”

This reflected the extent to which the course was delivered as advertised on the course database, the quality assurance mechanisms in place to ensure participant’s expectations were met and proper pedagogical approaches and course materials were used.

Specific questions on these topics were asked and course organisers were also asked to provide material and texts supporting their answers. A course could only get an award in one of the three categories.

The award winners receive their award during the third GINCO conference in Hasselt (BE), September 2012. These courses are also presented as examples of good practice in the workshop sessions at that conference. Articles on each of these good practice courses are published in this newsletter.

The GINCO Award is a first step in a quality label system. It supports the aims of the GINCO network by acknowledging the important contributions made by course organisers to the quality of professional development opportunities in the adult learning sector.

## GINCO: GRUNDTVIG INTERNATIONAL NETWORK OF COURSE ORGANISERS

GINCO is a European network of organizations and stakeholders involved in professional development and in-service training of staff in adult education institutions. The aim of the network is to share expertise, to collect, create and share useful material and to enhance communication and cooperation. This way the network wants to improve the quality of international in-service training (IST) courses, enlarge the scope of provision and improve the visibility and success of the Grundtvig IST action and its courses.

GINCO provides a wide range of activities and services to cover specific needs of the Grundtvig training providers such as:

- supporting organisers in applying appropriate, innovative adult lifelong learning (LLL) didactics and methodologies for their courses
- promoting appropriate use of information and communication technologies (ICT) in the preliminary, face-to-face and follow-up phases of the course
- supporting course providers in their care for quality
- supporting course organisers in reviewing their course objectives in terms of competence development
- providing validation systems for the learning outcomes of course participants
- develop strategies to turn national offer into European Grundtvig course provision

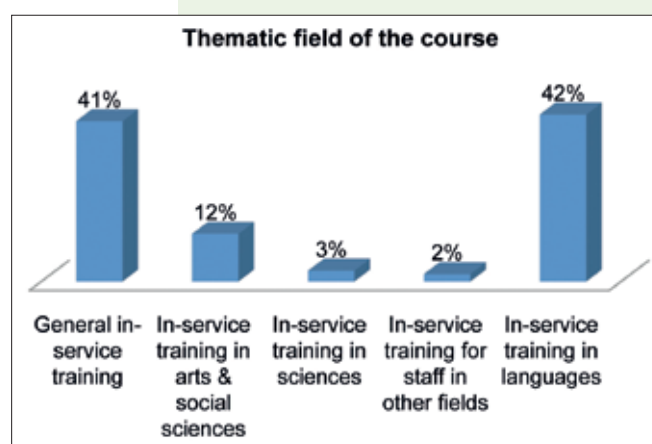
On the network website you can find useful information and material for Grundtvig course organizers and information about the activities and opportunities for networking.

Grundtvig course providers can also register and publish their courses on the GINCO course map.

### GRUNDTVIG COURSE PROVISION

Grundtvig courses are published in the European training database and most grant applicants pick their course from this database. Participation in courses outside the database though can also be open for grant applications, provided the course is declared eligible by the National Agency of the grant applicant’s country.

The last statistical overview of the course database, done by GINCO in January 2012, revealed the following data (full report on <http://www.ginconet.eu/content/grundtvig-service-training-courses>) of all courses for the period: 1/1/2011 – 31/12/2012: 1057 different course titles, 3354 different sessions, 750 organisers.



Presently there is no clear policy concerning the monitoring of the course offer in the data base. Organisers who want their course validated and included in the data base send their course details and description via the data base registration form to the LLP National Agency of their country. The National Agency will check the course according to the common European eligibility criteria that have been established by the EU Commission. There is no consultation with the other NAs as to control the thematic spread of the courses in the different countries nor the total number of courses offered. For the next programme GINCO has suggested a number of measures to improve the thematic spread of the course provision and to bring the total offer more in balance with the number of grants issued by the NAs (e.g. a maximum of 2 sessions per year per course).

GINCO also suggest to better monitor the next generation of Grundtvig course provision and have it based on the competences as described in: ‘Key Competences for AE staff’ ([www.ginconet.eu/content/adult-education-and-learning](http://www.ginconet.eu/content/adult-education-and-learning)). In this report Research voor Beleid (NL) e.a. show that specific competences for adult education staff are required.

The Grundtvig course provision should also be based on good practices at national level where in-service training providers should be encouraged to turn their national provision into international provision. GINCO material can help national providers to:

- focus on the European dimension of their topic
- link up with European policy
- adapt to the needs of an international audience
- offer international transfer & application opportunities
- promote Grundtvig project opportunities
- create an international team of trainers
- take intercultural awareness into account
- take advantage of the international diversity in the group
- offer web based multilingual material
- make sure that networking is part of the approach
- .....



# GINCO AWARDS 2012

## 1ST PRIZE FOR VALIDATION

## THE GLOTTODRAMA METHOD: BE YOURSELF IN EVERY LANGUAGE!

Learning a new language is much more than just putting together words and phrases, it is mostly the acquisition of a practical capacity to communicate using a global and integrated system of verbal and nonverbal signs. That is why we believe that one of the most effective ways to teach foreign languages as means of communication is a method which embodies drama techniques aimed at improving students' motivation, enhancing creativity and practising paralinguistic aspects of communication.

Novacultur is a linguistic research institution and teaching centre located in the heart of Rome. Throughout the past decades, we have focused our research on innovation in language pedagogy and have coordinated, in the framework of the LLP, the "Glottodrama" family of European projects (Multilateral 2007, Dissemination 2009 and Transfer of Innovation 2012) to create, test and establish a new methodology to teach foreign languages by using drama techniques. (Please visit [www.glottodrama.eu](http://www.glottodrama.eu))

The Glottodrama method, awarded in 2010 with the European Language Label, tries to integrate the communicative approach with the actors' training. One of the main outcomes of the projects are the training courses "The Glottodrama method. Teaching Foreign Languages by Drama" registered in the Comenius-Grundtvig Database. Since 2010, more than 200 candidates from European and extra European countries have participated in these courses with an excellent feedback.

The main objective of the training is to teach the theoretical principles and the practical application of the Glottodrama method in order to

employ this methodology in the teaching of candidates' native idioms. The course provides 40 hours of class tuition divided in 10 lessons of 4 hours each plus some individual extra-class work.

The course is structured in three parts: a theoretical introduction, a Glottodrama workshop (Italian target language) to understand in a practical way how the method works, an evaluation part including a written test and a creative preparation of a teaching unit in the candidates' languages.



The main tools to check the acquired competence are:

- the final performance at the end of each workshop when the participants create an original text in Italian and act it. This final performance is not really focused on the mere language knowledge acquired (we do not claim to teach a language in 6 days...) but on the improvement of communicative competence, that is to say the



capacity of combining verbal and nonverbal elements in speech acts.

- the final written test where candidates show their understanding of theoretical and practical aspects of the Glottodrama method.
- the creation of a Glottodrama teaching unit in the participants' own languages which is a practical demonstration of candidates' acquired capacity to plan a Glottodrama course creating specific teaching activities.

Successful candidates become "Qualified Glottodrama Teachers" and they are entitled to organize, on behalf of their institutions, Glottodrama courses supported, monitored and officially recognized by Novacultur as coordinator of the Glottodrama project.

An important follow-up of each course for all participants is the possibility to join the growing international Glottodrama community by registering in the "professional area" of our web site where a library of useful pedagogical material is available.

For further details on the course please visit the Comenius Grundtvig Database under the reference number IT-2013-878-004 and our website: [www.tutorsinrome.it](http://www.tutorsinrome.it).

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## 2ND PRIZE FOR VALIDATION

## AWARENESS TRAINING ABOUT MIGRATION, RACISM, DISCRIMINATION, CULTURE AND DIVERSITY IN ICELAND

InterCultural Iceland has provided training courses on three different, but related subjects since February 2004 when the first course took place. Since then we have accepted 742 participants from 30 countries.

The most popular course during this period has been: "Sensitisation training with reference to migration, racism, discrimination, culture and diversity with strategies for teaching these issues to diverse age groups". It's a long title but it's also a very rich and complex content that we cover during the course.



Like all ICI courses the emphasis on this course concerns practical tools and methods rather than long lectures or theory, even though this part is also covered during the course. The course is useful for all teachers or trainers of all school levels but also to others who are interested in developing their own sensitisation training course (awareness training) for a certain group of participants (students or any group of adults). For this reason time is taken on the course to allow participants the opportunity to cooperate on developing their own training program, following certain criteria and under guidance of the trainer, using all the materials that they became acquainted with during the course and drawing on one another's knowledge. This way, the participants return home to their own workplace or organisations with material that they can immediately put into praxis, sometimes just with minor changes according to timing, group size etc.

This is probably the most important validation of all our training courses, they are very practical, participants get all the tools and

materials that we use during the course and they get opportunity to prepare their own material which they can put into praxis when they get back home. For this course and the practical aspect of it we have now been nominated for the GINCO Award in the category 'Validation of learning outcomes'.

We have got many e-mails and Facebook comments from pleased participants about how well the methods and ideas worked with their own groups; adults, colleges, teachers or students. Here two examples:

*"Now that I am almost one week home from Iceland I would like to thank you for the excellent course you presented last week. I found the quality and presentation of the course to be better than any I have attended here at home. Not alone did it introduce me to new and interesting teaching*

*material and methods but also has forced me to become much more aware of and sensitive to diversity in the classroom. In the coming weeks I intend to try some of these games and methodologies in my classroom-I will let you know how I get on!"* (a letter from Ireland)

*"Gudrun, we did it, Anja and I! We implemented our Teachers' Training Day Plan last Saturday. Your methods work!"* (a letter from Finland)

You can find further information about our training courses on our website: [http://www.ici.is/index\\_files/Page1296.htm](http://www.ici.is/index_files/Page1296.htm)

Next courses will be in September 2013 (IS-2013-095-001) and October 2013 (not on the database yet).

You can also send us an e-mail to get all information you need: [gudrun@ici.is](mailto:gudrun@ici.is)



## 1ST PRIZE FOR BEST ICT USE

# TACCLE IST COURSE: CREATING YOUR OWN E-LEARNING CONTENT IN SCHOOL EDUCATION AND ADULT EDUCATION

This GRU IST course is organised by GO! onderwijs van de Vlaamse Gemeenschap in collaboration with Training2000 for teachers, trainers, teacher trainers with basic ICT knowledge. In 2013 the course will be organized for the 5th time. The 4th edition in April 2012 had 43 participants from different EU countries.



### CONTENT AND AIMS

With the TACCLE in-service training courses our aim is to help teachers to develop state of the art content for e-learning in general and for learning environments in particular. We try to achieve this by training teachers to create e-learning materials and raising their awareness of e-learning in general. TACCLE will help to establish a culture of innovation in the educational institutions in which they work. The training is geared to the needs of the teachers but teacher trainers, ICT support staff and resource centre staff may find it useful too.

Course goal: creating a powerful e-learning environment by

- developing learning paths rich in multimedia and interactivity
- using the appropriate web 2.0 + social media tools
- deploying an e-portfolio
- stimulate peer-learning and networking between participants from different European countries and backgrounds

The course results from the successful TACCLE project which is now continued by TACCLE2 are available on [www.tacCLE2.eu](http://www.tacCLE2.eu).

The course has been selected for a GINCO award due to the use of ICT for course management and preparation. We intensively use ICT applications such as Google docs and forms to ensure an efficient registration process. On-line tools are also used by the trainers to prepare the course materials (Google docs, Skype, Dropbox).

Yahoo groups are used to connect the participants before, during and after the course. In the future we will also use e-portfolios. We use Flickr and Delicious for sharing pictures and links. The e-tools for course evaluation are SurveyMonkey and Google forms.

### CONTACT DETAILS:

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## 2ND PRIZE FOR BEST ICT USE

# USING VIDEO FOR TEACHING AND TRAINING LEARN HOW TO CREATE YOUR OWN EDUCATIONAL VIDEO

This week-long course combines theoretical and practical elements aimed at raising participants' awareness of the value video can bring to teaching and learning and at equipping them with the necessary basic skills to create and share their own educational video materials.

These courses have been running for almost 2 years and are based on the principle that anyone, even those with rudimentary ICT skills, can learn the basics of video recording in a week. The course leaders take care to provide a good balance of theory and discussion about video as an educational tool along with the more practical aspects of actually making an educational video clip.

During the week participants learn about creating scenarios and script writing, how to use sound and light, basic video recording, editing and publishing and how to source useful material and resources. From the second day onwards, they work in teams to produce their own short educational video clip. These teams are made up of between 3 and 5 participants and usually include a real mix of beginners as well as more skilled and experienced participants. This mix along with the fact that participants all come from different countries works very well and it is fascinating to see the teams work together – other staying up late on the final nights of the course to get their team video finished in time for the public showcase which takes place at the end of the week when the videos produced by the different teams are shown to an invited audience.

The number of participants is limited to 20 and everyone is provided with the necessary equipment and can also bring their own camera and laptop. An important goal of the course is to make sure that everyone has a chance to record, edit and publish their own video clip and the training team has created a substantial set of meaningful exercises to make sure these skills are really acquired by everyone taking part. Participants are also given a selection of resources, materials and tools to enhance their own creation of educational video resources as well as tips and suggestions about how to use existing video-based resources.

The course agenda includes a visit to a relevant organisation like CINEMATEK or the Future Classroom Lab in Brussels. Participants stay in the historic city of Leuven in the recently renovated Leuven Institute for Ireland in Europe. One of the successful aspects of the course is the fact that participants stay together for the week and that the course takes place in the same place as they are staying. This has led to the development of real connections amongst the participants and it's clear from the feedback received afterwards that many have stayed in contact after the course with quite a few of them even going so far as to develop collaborative projects.

A closed Facebook group is also being used to ensure participants have a way to stay in contact after the course is over, this group is only open to people who have taken part in one of these courses and is evolving into a significant community of practice for the



teachers and trainers who have participated.

Courses in 2013 will take place on 11 - 16 March, 1 - 6 July 2013 and 21 - 26 October.

Website: <http://atit.be/video-course>

Contact details: Sally Reynolds and Nikki Cortoos, ATiT via e-mail: [video-course@atit.be](mailto:video-course@atit.be) or telephone +32 16 284 040.

## 3RD PRIZE FOR BEST ICT USE

# MOODLE & WEB 2.0 FOR GERMAN AND OTHER FOREIGN LANGUAGE TEACHING

Two week teacher training 30 July – 10 August 2012

The IIK Düsseldorf was founded in 1989 as a non-profit organisation in cooperation with the Heinrich-Heine-University Düsseldorf. We provide language courses for students and teacher trainings especially for teachers of German as a foreign language since 1990, since 1997 also for best use of ICT in foreign language teaching. More than 50 teachers of schools, universities and from adult education institutions were registered in our three ICT teacher trainings in 2012. Since 2001 we carry out yearly several ICT trainings for lecturers of the German Academic Exchange Service (DAAD).

Topics have changed during the last 15 years, but the main didactical approach of ICT use in foreign language teaching remains the same: implementation of learner autonomy in class rooms and increase of process-oriented learning.

The award winning training "Moodle & Web 2.0 for German and other foreign language teaching", organised and executed by my colleague Andreas Westhofen and me, focus two different methodical ways to integrate ICT in foreign language teaching lessons.

The first week is concentrated on Moodle, the most popular free learning management system for password protected internet-based courses that support a modern social constructionist pedagogy. The participating colleagues learn how to create an own virtual class room with tailor-made materials, created during the workshop. Students can use texts, worksheets, chat, forum, photo, audio and video material and interactive exercises, which were created with a free author ware. For teachers a reporting centre is available, which logs all learners activities.

During the second week our participants learn how to create an own audio-visual blog, enriched with Web 2.0 applications and publish it to internet. Blogs can be used for a lot of different didactical and methodical purposes like portfolios, course projects and „real life“ scenarios. But it is important, that the classroom is now open to the „real“ internet and not protected like the Moodle room. Teachers and students will be publisher of content, open to the world wide community This is highly motivating for most of the students, because they publish their work not only for the peer group but for the worldwide community. But then teachers have to know the rules of publishing content to the internet. Our workshops include therefore also detailed information about copy rights and use of creative commons licences.



Both modules, „Moodle“ and „Web 2.0“, are also bookable as separate one week trainings and also available for Comenius and Grundtvig scholarships.

Our ICT teacher trainings offer:

- Cooperative workshop structure instead of lecture
- Own working station for every participant
- Individual support during workshops
- 2 or 3 lecturers throughout the seminar supporting you in a team teaching atmosphere
- Free IIK-DVD with scripts and a lot of freeware and open source software for foreign language teaching

Our ICT foreign language training courses 2013 will be published in the Comenius-Grundtvig Training Database at the end of September 2012. Application deadline will be estimated on middle of January 2013.

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## 1ST PRIZE FOR QUALITY CARE

## UNEC – STARS UNDER THE COBBLESTONES

In our globalised world teachers and trainers are at the forefront when having to deal with people from other cultural backgrounds. Therefore partners from Austria, Belgium, Finland, Ireland, Latvia and Romania have developed the Grundtvig In-Service Course “UNEC – Stars under the Cobblestones”. The aim of the course is to provide teachers/trainers in adult education with the skills and tools necessary when working in a multicultural environment throughout Europe. The course is not a traditional intercultural training session, but does focus on ways in which teachers/trainers should be themselves aware and, at the same time, raise awareness about cultural diversity within the frames of their everyday work in the classroom.

The course alternates informative lectures with role-plays, analysis, conceptualisation of ideas and debriefing. The main pedagogical concepts behind the course structure are Morin’s theory of narrative and paradigmatic thinking combined with Kolb’s experiential learning cycle. The life-story interview is used as a valuable method for investigating and addressing social issues connected to learning in a multicultural environment. Some competencies and related methodologies addressed, including assessment and evaluation of different learners’ needs in a multicultural classroom, are management of ambiguity and change, raising awareness of strong cultural identity

(as opposed to ethnocentric identity), developing interpersonal skills (patience, empathy, respect of opinion), expanding the capacity of identifying and negotiating values.



By using a common European view on the competences related to learning in a multicultural environment, the project also strengthens among teachers/trainers the sense of belonging to a shared European community, a particular challenge in the context of the enlargement process EU has been undergoing. By offering short-time induction courses – included in the Grundtvig In-Service courses – in three of

the less-taught languages represented in the partnership, Dutch, Finnish and Romanian, the project raises interest in these languages among trainers and teachers and ultimately brings about an increase in the number of language courses offered throughout the European countries. The objectives, however, are not separate, but complimentary – the exposure to a new language raises awareness regarding multiculturalism and European diversity, and the tutors make use of methods and tools aimed at raising that awareness and empathy with usual learners. Several steps are taken in each course to ensure good quality of training being offered to participants and after all sessions the course content and delivery are critically analysed for possible improvements.

Since 2007 the UNEC course is included in the Comenius/Grundtvig Catalogue and has been delivered at least once a year to teachers and trainers from most European countries. UNEC has become Example of Best Practice in Evaluation in 2006 and won the European Bronze Award for Quality in Mobility in 2008. In 2010 a follow-up course titled “UNEC Stars reloaded”, AT-2010-231-001, was designed and is also offered in the Course Catalogue.

Ref.Nb: AT-2007-112-005

Website: [www.unec.eu.com](http://www.unec.eu.com)

Contact: Ingrid Wagenhofer  
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## 2ND PRIZE FOR QUALITY CARE

## ABOUT PIMEC - AN ICT COURSE FOR TRAINERS

The course “Producing Interactive and Multimedia Based e-Learning Content (2012) - Grundtvig” (AT-2012-301-001) addresses all training staff using e-Learning as a teaching method. The course is organized by the “Europäische Bildungsinitiative” (EBI), a small non-profit education and training association established in Wiener Neustadt, Austria.



*PIMEC-Course: Overview of the course lab. You see the main trainer of the course, Peter Mazohl; to the left the interactive white board and behind him flipchart and pin wall. In the front the used laptops are visible.*

This blended learning course takes place in the computer lab of the association, located in the facilities of a 4-star seminar-hotel. The association has chosen these premises to guarantee best quality for the environmental conditions during the training. Modern, technical equipment (owned by the association) is used during the lessons; there is an interactive white board available; each participant gets an own laptop with both Windows 7 and all software installed in English; also a color copier as well as a color printer are available in the lab. All participants are supplied by printed material in full color, USB pen drives containing all the training material, presentations used and all other necessary stuff.

As objectives the course pays special attention to e-learning and the use of multimedia and interactive elements (pictures, videos, animations, slide shows, sound files) including the technique behind. Teaching ICT issues are an emphasis at the course and taught intensively along with imparting of missing basic knowledge (if necessary because participants don't have the same knowledge level in using ICT). The pedagogical background of creating e-Learning units is covered as well as the usage of the necessary computer programs (the used software is either part of Windows or freeware). The training starts with the e-Learning lessons including a lot of e-Tivities before the participants come to Wiener Neustadt. All ex-cathedra teaching is completed by individual or group exercises. The final assessment

demonstrates the gained knowledge and is the base to grant the certificates to participants.

Additional to the main trainer tutors are available at the course; all of them graduated in ICT. These tutors are also available for the participants for special request dealing with the host country at all times; they organize the social program covering 3 events either based on cultural or intercultural activities.

The involved trainers are graduates with a University degree in more than one subject and – due to regularly further training also done at university level – they are at the current level of knowledge and modern teaching methods.

The evaluation of the course is done on several levels: The course itself is evaluated using an online questionnaire; additional interviews are taken from a minimum 20% of the participants. The interpretation of these two evaluation methods guarantees to keep the best level of quality as well as the initiation of necessary amendments. The course is provided in an amended version in June 2013 again.

Webpage: <http://www.advanced-training.net>

Email: [info@advanced-training.at](mailto:info@advanced-training.at)

Contact: Mag. Peter Mazohl (president of the “Europäische Bildungsinitiative/European Initiative for Education”); H.O. Staglgasse 13; A-2700 Wiener Neustadt, Austria

## 3RD PRIZE FOR QUALITY CARE

## THE TEACHER TRAINER COURSE “I TEACH GREEK” - TRAINING COURSE FOR TEACHING GREEK AS A FOREIGN LANGUAGE TO ADULTS

This course, which has been awarded the “Quality Care” GINCO Award, addresses three major needs of trainers who teach Greek as L2 to adults:

1. Training on adult education principles
2. Training on teaching a mother tongue as a foreign language, with specially designed training materials for Greek as L2
3. Introduction to Intercultural Education

These aims are served through experiential learning techniques and the participatory method. The methodological orientation fosters the presentation of theoretical knowledge of language teaching as well as the evaluation and improvement of practical skills through microteaching and lesson observation. Practical exercises are accompanied by appropriate assessment and analysis tools and help introduce and cultivate the reflection culture. Through awareness-raising tasks, experimentation, reflection, adaptation of training contents to their teaching contexts, trainees develop teaching competence and appropriate strategies to continue their development after the training period (we also offer them a free copy of a book for trainers of Greek). Participants also take part in cultural activities with language learners such as a cooking lesson, singing and dancing lessons, discussing a Greek film and visiting a museum.

In a stimulating environment with trainers from all over Europe participants are informed about the latest news on the institutional framework of teaching and learning Greek and on recent publications, conferences and EU projects, and become aware of resources available for teaching and further self-development beyond the training

programme. Participants visit an adult education organization to speak with staff and learners and to observe a lesson on Greek. This offers them a valuable insight and a precious experience, on which they are invited to reflect, discuss and assess.

Quality assurance mechanisms are used widely before, during and after the course. Before the course, participants receive information on the trainers, venue, trip and the institutional framework and are asked to send information on their background, learning needs and teaching context. Their preferences and expectations allow the trainers define their needs and design the course accordingly. During the course at the end of each day there is a small discussion and they add possible new topics trainees want to elaborate. They add these topics to the “question box”.

At the end of the course the assessment instruments used include a questionnaire where participants answer open and close questions (on their overall impression, the content, the trainers, the timetable etc. and where they give us written consent to use some of the photos of the seminar). We also use visual tools (pie chart where everyone puts a dot according to her/his satisfaction of the course, memos on a flip chart with different impressions, feelings and suggestions). Finally, during the final evaluation session, we conduct a discussion on the topics covered and all declare “what we would keep and what we would leave behind” (the “backpack and the garbage tin”). We finally evaluate the learning outcomes after the course while communicating through the closed Facebook community and e-mails, thus assuring the overall quality of our seminar.

Ref. Number : GR-2008-051-002 is offered since 2008 through the Grundtvig/Comenius training database.

Contact Details:

Hellenic Culture Centre

URL: [www.hcc.edu.gr](http://www.hcc.edu.gr)

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