



Associação de  
Jardins-Escolas  
João de Deus



CEIP ROSA DE GÁLVEZ



ISTITUTO COMPRENSIVO  
GIOVANNI XXIII



Manchester  
Metropolitan  
University



**EU PROGRAMME ERASMUS+ KA2 Strategic Partnerships  
Project READ-COM  
Reading Communities from paper books to digital era**

**Code 2019-1-ES01-KA201-063967**

**2nd MEETING  
9<sup>th</sup> and 10<sup>th</sup> July, 2020  
MS-TEAMS-VIRTUAL PLATFORM**

**MINUTES OF THE MEETING**

**-1<sup>st</sup> SESSION-**

**9<sup>TH</sup> July, 2020**

Participants:

► Spanish Partners (SP):

- Dolores Madrid (UMA-Project's Scientific Leader and Coordinator)
- Rocío Pascual (UMA-Project's Scientific Leader and Coordinator)
- M<sup>a</sup> del Mar Gallego (UMA-Project's Scientific Leader and Coordinator)
- Inmaculada Santos (UMA-Project's Scientific Leader and Coordinator)
- Ligia Isabel Estrada (UGR)
- Silvia Corral (UGR)
- Ana M.<sup>a</sup> Rico (UGR)



- M.<sup>a</sup> José Molina (UGR)
- Esther Gallardo (CEIP Rosa de Gálvez)
- Isabel Cerezo (CEIP Rosa de Gálvez)
- José Carlos Duarte (CEIP Rosa de Gálvez)
- Sonia Bonilla (CEIP Rosa de Gálvez)
- Natalia del Castillo (CEIP Rosa de Gálvez)
- Silvia del Pino (CEIP Rosa de Gálvez)

► Italy Partners (IT):

- Mario Paiano (Centro Macchiavelli)
- Giulia Moretti (Centro Macchiavelli)
- Gianna Gambini (IC “Giovanni XXIII” Terranuevo Bracciolini)
- Luca Decembri (IC “Giovanni XXIII” Terranuevo Bracciolini)

► Greek Partners (GR):

- Stavroula Sokoli (CTI)

► Portuguese Partners (PT):

- Antonio Ponces de Carvalho (ESE)
- Filomena Moreira da Silva (ESE)
- Horacio Saravia (ESE)
- Isabel Ruivo (ESE)
- Jaime Santos (ESE)

► English Partners (EL):

- Julie Scanlon (MMU)
- Sarah McNicol (MMU)



### **10:00 Welcome and opening**

Professors Dolores Madrid and Rocío Pascual (UMA) welcome the second meeting of the project. They appreciate the great effort made by the partners given the difficulties added by COVID-19 in which they have had to advance in the development of the project. They want the situation experienced to be a reinforcement to continue building a more caring, equitable and strong Europe.

### **10:15 Follow-up to the Project in its first year: activities and budget**

Professor M<sup>a</sup> del Mar Gallego begins the presentation of the main progress of the activities planned in the project so far. In addition, it presents a synthesis of what has been done taking into account the schedule in which the development of phase 1 of IO1 is indicated as a fundamental aspect. Table 1 shows a summary of the samples from each of the reports prepared in this phase.

Next, Professor Dolores Madrid addresses the economic situation. Inform that the first payment (35% budget) has been made to each partner. She proposes that each partner prepare and present the timesheet from October 2019 to June 2020, corresponding to the work carried out in phase 1 of IO1 that has been completed.



**Table 1. Summary of partner reports**

<b>PARTNER</b>	<b>EARLY CHILDHOOD EDUCATION</b>	<b>PRIMARY EDUCATION</b>	<b>UNIVERSITY</b>
UMA and CEIP Rosa de Gálvez Spain	Teachers: 200 Families: 218 Sent to partners: 06/05/2020	Teachers: 240 Families: 200 Sent to partners:06/05/2020	Degree in Early Childhood Education: 317 Degree in Primary Education: 362 TOTAL: 679 Sent to partners: 06/05/2020
Associação Jardim Escola João de Deu, Portugal	Teachers: 135 Families: 722 Received: 05/06/2020	Teachers: 119 Families: 703 Received: 05/06/2020	Degree in Early Childhood Education: 28 Degree in Primary Education: 24 TOTAL: 52 Received: 05/06/2020
UGR Spain	Teachers: 19 Families: 101 Received: 02/06/2020	Teachers: 47 Families: 101 Received: 02/06/2020	Degree in Early Childhood Education: 63 Degree in Primary Education: 119 TOTAL: 173 Received: 02/06/2020
Instituto Technologias Ypologistonkai Ekdoseon Diofantos Greece	Teachers: 121 Families: 123 Received: -	Teachers: 172 Families: 214 Received: -	Degree in Early Childhood Education: 43 Degree in Primary Education: 51 TOTAL: 94 Received: -
The Manchester Metropolitan University, United Kingdom	Information collected from research and ethnographic data Received: 09/06/2020	Information collected from research and ethnographic data Received: 09/06/2020	TOTAL: 54 Received: 03/07/2020
Centro Machiavelli and Istituto Comprensivo Statale Giovanni XXIII Italy	Teachers: 180 Families: 178 Received:19/06/2020	Teachers: 166 Families: 223 Received: 19/06/2020	Degree in Primary Education (Degree Course of “Scienze della Formazione Primaria”): 74 TOTAL: 74 Received: 30/06/2020

**11:00 Changes in the planning of the meetings. Proposal: next meeting and C1 activity in Portugal (November, 2020).**

Professor Dolores Madrid presents the new planning of the meetings and learning activities. This restructuring is necessary by the situation derived from COVID-19, since this meeting, scheduled in Patras, was decided to be carried out virtually, following the recommendations received by the Spanish Service for the Internationalization of Education (SEPIE).

The new proposal is shown in Table 2. All partners have agreed to the new planning.

**Table 2. New schedule of meetings and learning activities**

<b>PLANIFICACIÓN REUNIONES Y ACTIVIDADES DE APRENDIZAJE (C)</b>	<b>REESCTRUCTURACIÓN POR COVID-19 REUNIONES Y ACTIVIDADES DE APRENDIZAJE (C)</b>
Place: Málaga 1 <sup>st</sup> Meeting: 8 <sup>th</sup> & 9 <sup>th</sup> November, 2019	Place: Málaga 1 <sup>st</sup> Meeting: 8 <sup>th</sup> & 9 <sup>th</sup> November, 2019
Place: Patras 2 <sup>nd</sup> Meeting :9 <sup>th</sup> & 19 <sup>th</sup> July, 2020	Place: Virtual 2 <sup>nd</sup> Meeting :9 <sup>th</sup> & 19 <sup>th</sup> July, 2020
Place: Málaga C1: 20 <sup>th</sup> , 21 <sup>st</sup> & 22 <sup>nd</sup> October, 2020 3 <sup>rd</sup> Meeting: 23 <sup>rd</sup> & 24 <sup>th</sup> October, 2020	<b>Place: Lisbon</b> C1: 16 <sup>th</sup> , 17 <sup>th</sup> & 18 <sup>th</sup> <b>November</b> , 2020 3 <sup>rd</sup> Meeting: 19 <sup>th</sup> & 20 <sup>th</sup> <b>November</b> , 2020
Place: Manchester (*planned in Lisbon) C2: 6 <sup>th</sup> , 7 <sup>th</sup> & 8 <sup>th</sup> July, 2021 4 <sup>th</sup> Meeting: 8 <sup>th</sup> & 9 <sup>th</sup> July, 2021	<b>Place: Patras</b> 4 <sup>th</sup> Meeting: 8 <sup>th</sup> & 9 <sup>th</sup> July, 2021
Place: Florence C2: 11 <sup>th</sup> , 12 <sup>th</sup> & 13 <sup>th</sup> October, 2021	Place: Florence C2: 11 <sup>th</sup> , 12 <sup>th</sup> & 13 <sup>th</sup> October, 2021
Place: Lisbon* (*planned inManchester) C4: 22 <sup>nd</sup> , 23 <sup>rd</sup> & 24 <sup>th</sup> February, 2022 5 <sup>th</sup> Meeting, 25 <sup>th</sup> & 26 <sup>th</sup> February, 2022	Place: Manchester C3: 22 <sup>nd</sup> , 23 <sup>rd</sup> & 24 <sup>th</sup> February, 2022 5 <sup>th</sup> Meeting, 25 <sup>th</sup> & 26 <sup>th</sup> February, 2022
Place: Florence 6 <sup>th</sup> Meeting: 8 <sup>th</sup> & 9 <sup>th</sup> July, 2022	Place: Florence 6 <sup>th</sup> Meeting: 8 <sup>th</sup> & 9 <sup>th</sup> July, 2022

To close this aspect of the project, Professor Antonio Ponce took the floor, to anticipate the exposition of the main aspects of the next learning activity and meeting taking place in Lisbon (Portugal).

The partners agree and Professor Antonio Ponces de Carvalho, director of the Associação Jardim Escola João de Deus, explains that the date will be a great opportunity to coincide with the academic events celebrating the Centenary of the first course in Portugal form Kindergarden school teachers (1920-2020). Therefore, it proposes the participation of the partners in this event through a seminar that allows the Project to be disseminated and presents the achievements made so far. This proposal seems interesting to all partners.

### **12:00 Presentation of the Reports of Phase 1-Output 1. Part 1**

It begins with the presentation of the reports by Professors Antonio Ponce, Jaime Santos and Isabel Ruivo, from the Associação Jardim Escola João de Deus (Portugal).

Then it is the turn of the partners of the Machiavelli Centre and Istituto Comprensivo Statale Giovanni XXIII. First, Professor Giaulia Moretti explains the Early Childhood Education report and Professor Mario Paiano, the initial and permanent teacher training report. Professor Gianna Gambini, due to connection problems, postponed her presentation.

### **15:00 Presentation of the Report of Phase 1-Output 1. Part 2**

The second part of the presentation of the reports begins.

Firstly, Professor Julie Scanlon, Manchester Metropolitan University, presents her institution's reports.

This presentation raises some doubts on the part of some partners. Thus, Professor Horacio Saraiva asks about the methodology and Professor Mario Paiano in relation to the sample. Professor Julie Scanlon answers both questions, arguing the preparation of a report based on scientific literature and ethnographic methodology given its context, in her opinion, very different from the rest of the partners.



On behalf of the partner Instituto Tecnologias Ypologistonkai Ekdoseon Diofantos, Professor Stavroula Sokoli shows us the main ideas of the reports produced.

The session concludes with a presentation by Professor Silvia Corral from the University of Granada.

Before the farewell to the session, Professor Dolores Madrid proposes to reorganize tomorrow's work plan, adjusting the times, so that it is possible to start with the presentation of the Primary Education report that is pending by the Italy partners, thus such as that of the UMA and CEIP Rosa de Gálvez since, due to lack of time, it has not been possible. All the participants agree.

**The first day of the meeting ended at 18:00.**

## **-2<sup>nd</sup> SESSION-**

**10<sup>th</sup> July, 2020**

### **9:30 Presentation of the Report of Phase 1-Output 1. (Part 2)**

The session opens with the presentation of the Primary Education report, by Professor Gianna Gambini of the Istituto Comprensivo Statale Giovanni XXIII.

Secondly, Professors Rocío Pascual and Dolores Madrid present the reports prepared by the UMA together with CEIP partner Rosa de Gálvez.

To close these presentations, Professors Dolores Madrid and Rocío Pascual are grateful for the hard work done in preparing the reports, as well as the strengths and weaknesses of the results obtained that have been pointed out in the presentations concluded in this part of the meeting. . Lastly, they highlight the similarities and differences found between the different contexts that will enrich the writing of the final report.

Professor Rocío Pascual communicates that the final report will be prepared by the UMA, with the support of the MMU in the following aspects:



- a) Writing section 3 of the report related to Initial Teacher and continue Training (concept of reading, initial training, continuous training and keys to promote reading literacy in schools), based on the quantitative and qualitative data provided by Partners.
  - b) Translating the first two sections of the report (early childhood and primary education) and make suggestions for improvements etc.
- 3) Supporting the development of activities suitable for children between the ages of 9 and 12.

### **11:00 Planning of Intellectual Output 1-Phase 2 (Reading Education Toolkit)**

Professor Rocío Pascual presents a work proposal for the elaboration of the Toolkit that will be developed with the support of the UGR. This proposal includes the possibility of creating two guides: one for Early Childhood Education and the other for Primary Education. These guides will be based on the reports prepared by the partners in phase 1, the final report and the weaknesses and strengths that stand out in the different contexts. The different sections that each of them must include and the document to compile educational activities of interest are also exposed.

After an intense debate by the partners, it was finally agreed:

- The preparation of a single guide with three levels (3-6 years, 6-9 and 9-12), aimed at teachers, future teachers and families, also taking into account the differentiation between initiation and development of reading learning.
- The guide should be designed in electronic format, differentiating participants, age groups and content in order to facilitate and optimize the use of it by the users who are the object of the project. Furthermore, this format will allow it to be attached to the website.
- UMA will restructure the content for a single guide and simplify the document of educational activities. Both documents will be forwarded to the partners for their agreement, and they may provide suggestions.
- Each member must indicate to the UMA the number of educational activities that they will contribute to the guide, taking into account the strengths and weaknesses of each context by sections of the guide.



Finally, the partners make suggestions regarding assessing the inclusion of visual support in the guide (images, icons, colours to mark the levels ...).

### **15:30 Planning of Intellectual Output 2 (App)**

Professor Stavroula Sokoli, from the Institouto Technologias Ypologistonkai Ekdoseon Diofantos, with the support of Professor Georgios Birbilis, made a presentation with the fundamental aspects for the development of the App. These aspects address questions about content, technological development and budget.

The presentation raises some doubts on the part of the partners that are solved by Professor Sokoli:

- The activities that the App will collect are those that can be carried out with the Hot Potatoes program.
- There will be different types of activities.
- Three-dimensionality should be considered in the app since this aspect is very attractive for users.
- The basic functionalities of the App will be developed, although the limited budget will have to be compensated with the contribution of creative ideas by the partners.
- It is important that graphic design is done with computer programs that allow special quality formats.

In addition, the partners make some suggestions:

- Mario Paiano, Centro Machiavelli, informs that they will value the possibility of contributing graphic design to this product.
- Professors Ana Rico and M<sup>a</sup> José Molina, from UGR, propose to open a folder on the project platform to share interesting materials such as the book they made on improving communication skills financed by the Spanish Ministry of Education.
- Stavroula Sokoli, from the Institouto Technologias Ypologistonkai Ekdoseon Diofantos, believes that it would be interesting if the guide and the app were interrelated, so the guide format should be done in an interactive format and not as a pdf document. From this intervention, Professor Jaime Santos (ESE) suggests evaluating the possibility of including

QR codes, Silvia Corral (UGR) contributes that the guide format be carried out in Moodle and, finally, Esther Gallardo (CEIP Rosa de Gálvez ) proposes that the Genially program be used for the guide.

In conclusion, Professor Rocío Pascual proposes that each partner reflect on the aspects mentioned and contribute ideas at the next meeting.

### **17:00 Project dissemination plan**

Professor M<sup>a</sup> del Mar Gallego (UMA) makes a presentation in which she exposes the most outstanding aspects of the dissemination activities for our project, remembers its importance, as well as shows concrete examples of activities already carried out. One of these examples is the production of a video about the creation of the project logo.

Regarding this aspect of the project, Professor Stavroula Sokoli suggests the creation of a YouTube channel and proposes the development of Google forms to collect the evidence of dissemination that is generated by the partners. Professor M<sup>a</sup> José Molina proposes including the link to the project website in the participants' email signatures. Following this last intervention, Professor M<sup>a</sup> del Mar Gallego (UMA) clarifies that the inclusion of the project website on the institutional website of each partner is required.

Professor Dolores Madrid informs the partners that from October they will be asked quarterly for their evidence of project dissemination activities.

### **17:30 Evaluation of the virtual meeting**

Professor Rocío Pascual shares through the platform's chat the link to the online questionnaire, prepared by Professor Inmaculada Santos, for the evaluation of the development of this meeting. Professor Dolores Madrid requests that each participant take a few minutes to complete this questionnaire.

The second day of the meeting ends with the viewing of a video, prepared by the teacher M<sup>a</sup> del Mar Gallego, compilation of the moments lived during these two days.

**The second and last day of the meeting ended at 18:30.**