MINUTE

-SESSION-

On February 18, 2021; through the MS-Teams platform: through the MS-Teams platform (3rd intermediate meeting):

Participants:

► Spanish Partners (SP):

- Dolores Madrid (UMA-Project's Scientific Leader and Coordinator)

- Rocío Pascual (UMA-Project's Scientific Leader and Coordinator)

- Mª 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.ª Rico (UGR)

- M.ª José Molina (UGR)

10:00 Follow-up of Intellectual Output 1-Phase 2 (Reading Education Toolkit)

Professor Dolores Madrid begins the session by welcoming the UGR team, the only connected partner (Figure 1).

Figura 1. Picture of the virtual meeting

Remember that the purpose of this type of intermediate meeting is the presentation of examples of contributions prepared for the guide, in this case for paragraph 4, as well as the resolution of doubts generated from its realization.

No doubts arose about this paragraph, since they were addressed in the previous session, it is decided to move forward in the upcoming tasks of this intellectual product.

First, the concretion of subtasks for the final elaboration of the guide is addressed (See Table 1).

Tabla 1.

Tasks and y concretion de subtasks Reading Education Toolkit

PHASE 2 IO 1			
TASK	**RESPONSIBLE INSTITUTION**	**DATE** (hasta)	SUBTASKS
Sending of contributions to the guide by partners (you have received the specific number and type by email)	ALL	26thFebruary2021	Reception of the activities of all partners
Compilation of actions by each partner	UMA	1stMarch 2021	1. Review of compliance with the structure of activities 2. Amendment by members required to do so
Organization of actions	UGR	1st April 2021	1. Categorization 2. Content review (for relevance, relevance, clarity...)
First revision of the guide	UGR	20thApril 2021	3. Selection of activities (according to selection criteria) 4. Revision of the Toolkit proposal
Second revision of the guide	UMA	5th May 2021	Final monitoring of the Toolkit proposal
Translation of the toolkit to the partner's mothertongue (except MMU. They will revise the English version)	ALL	30th May 2021	1. University of Manchester: review of the Toolkit in English. 2. Other partners: translation of the Toolkit into their respective mother tongues. 3. Spanish partners shall: 1) Spanish translation of the English-language activities proposed by the other partners; 2) English translation of selected Spanish activities (which are in Spanish).
Digitizing the guide	UGR	25th June 2021	Migrate the Toolkit in English to a virtual platform in an attractive way (with hyperlinks...). Within the same will be uploaded a space with the toolkits in pdf format translated into the other languages of the partners.

The following are the general criteria for selecting activities for the guide: the heterogeneity of activities and the representativeness of contexts.

And as specific criteria, the following:

- Language accessible to teachers and families
- Clarity in the instructions
- Innovative approach
- Feasibility in its realization
- Relevance of the activity in the assigned section
- Activities not repeated
- Universal or adaptive to any context/country
- All items covered
- All sections covered in the initial activity plan
- Representativeness of each partner
- The strengths and weaknesses identified in the context assessment are represented

Finally, the organizational structure of the guide is determined, taking into account the different interest groups, as well as the criteria for the presentation of the activities/actions in each of the sections, bearing in mind the importance of these questions for the digitalization of the guide (Table 2).

Tabla 2.

Structure and digitization Reading Education Toolkit

INTEREST GROUPS	SECTIONS OF THE GUIDE	PRESENTATION CRITERIA
School	1	1st By level of learning (corresponding to Age range: Emerging; Initial; Developmental 3-6; 6-9; 9-12 2nd Çlevel of difficulty 3rd By item
	2	1st level of difficulty: "initial", "advanced" and "consolidated" 2nd By ítems
Families	3	Subsections 3.1. and 3.2: 1st By level of learning 2nd level of difficulty 3rd By item
		Subsection 3.3 below: Difficulty level: "initial", "advanced" and "consolidated" It has no items (indicators).
Teacher	1. Initial training	1st Sections "Reading education toolkit" 2nd Stages (Infant/Primary) 3rd By item

	1. Continue Training	1st Section "Reading education toolkit" 2nd Stages (infant/primary) 3rd By items

the session will finish at 12:30 pm