EU PROGRAMME ERASMUS+ KA2 Strategic Partnerships Project

READ-COM"- Reading Communities from paper books to digital era

Code: 2019-1-ES01-KA201-063967

MINUTE

October 8th and 9th, 2021

ASOCIAÇÃO DE JARDINS-ESCOLAS JOÃO DE DEUS (ESE),

Av. Alvares Cabral, 69, 1269-094 Lisbon, Portugal

Place: ESE João de Deus

Participants:

► Spanish Partners (SP):

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

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

- Silvia Corral (UGR)

- M.ª José Molina (UGR)

- Isabel Cerezo (CEIP Rosa de Gálvez)

- Sonia Bonilla (CEIP Rosa de Gálvez)

► Italian Partners (IT):

- Mario Paiano (Centro Macchiavelli)

- Giulia Moretti (Centro Macchiavelli)

- Giuseppina Falsini (Centro Macchiavelli)

- Francesca Viani (IC "Giovanni XXIII" Terranuevo Bracciolini)

-Letizia Eiannetti (IC "Giovanni XXIII" Terranuevo Bracciolini)

►Greek Partners (GR):

 - Stavroula Sokoli (CTI) (On-line)

 - Giorgios Birbilis (CTI) (On-line)

►**Portuguese Partners (PT):**

- Antonio Ponces de Carvalho (ESE)

- Filomena Silva (ESE)

- Isabel Ruivo (ESE)

- Jaime Santos (ESE)

► **English Partners (UK):**

-Archana Hinduja (MMU) (On-line)

-Samantha Wilkinson (MMU) (On-line)

DAY 1: Friday 8th of October 2021

17:00 Welcome addresses and Opening.

Dr. António Ponces de Carvalho - Diretor Associação Jardim Escola João de Deus (ESE) welcomes the meeting and thanks both virtual and face-to-face attendees for their commitment to the project.

17:30 Intellectual Output 2-Proposal 3: Monitoring of the development of the APP, Status of the first three tasks:

Dr. George Birbilis (CTI) explains the design and edit the basic APP feature and layout interface to ensure that it is accessible and usable on the most popular and diffused interfaces selected, namely Apple iOS, Android and Windows (CTI) as well as the program specifications, programming, technical testing and debugging (CTI).

Figure 1. Dr. Birbilis (CTI) explains the APP

The App is based on what has been called "StoryItem" in its basic form, it is a transparent area to groups StoryItems. Optionally hidden in non-Edit modes.
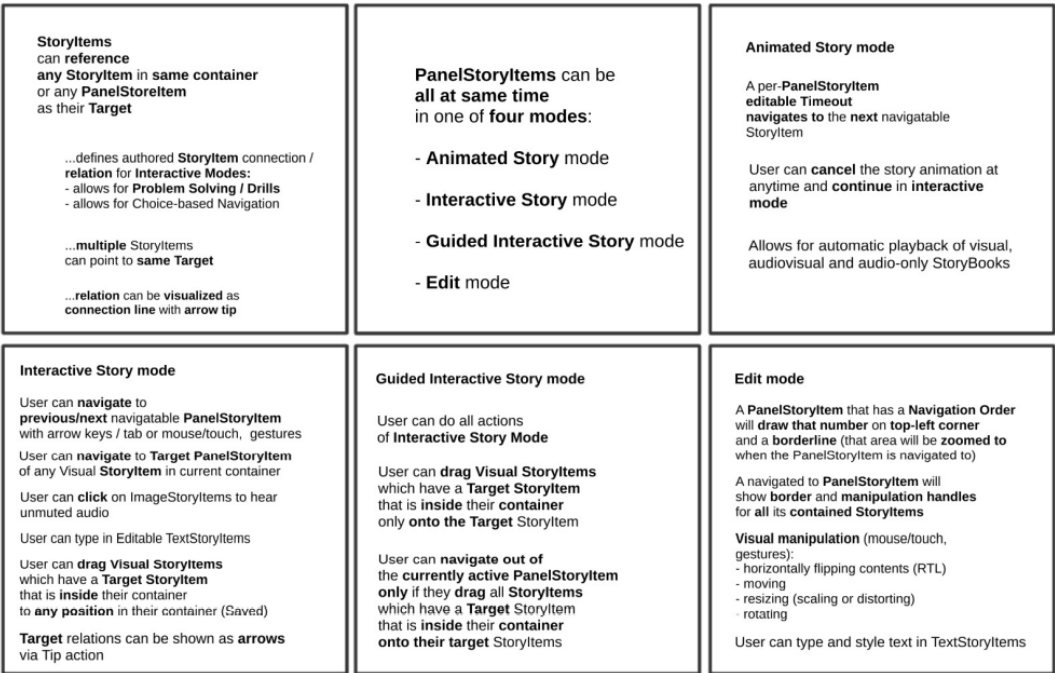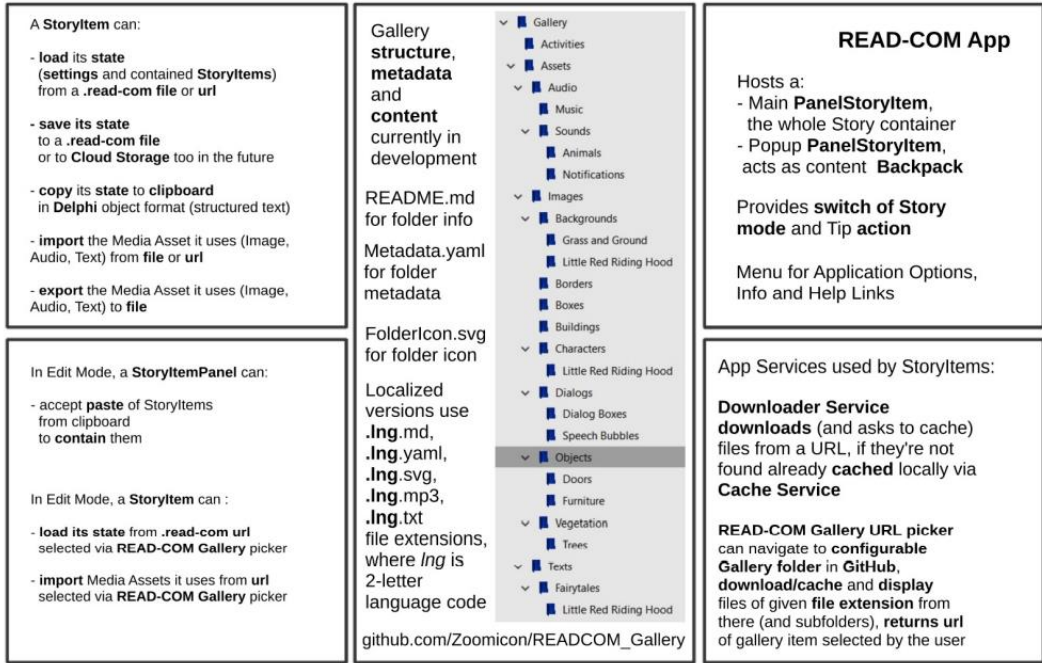
StoryItems
can **reference**
any StoryItem in same container
or any **PanelStoreItem**
as their **Target**

...defines authored **StoryItem** connection /
relation for **Interactive Modes:**
- allows for **Problem Solving / Drills**
- allows for Choice-based Navigation

...multiple StoryItems
can point to **same Target**

...relation can be **visualized** as
connection line with **arrow tip**

PanelStoryItems can be
all at same time
in one of **four modes:**

- **Animated Story** mode

- **Interactive Story** mode

- **Guided Interactive Story** mode

- **Edit** mode

Animated Story mode

A per-**PanelStoryItem**
editable Timeout
navigates to the **next** navigatable
StoryItem

User can **cancel** the story animation at
anytime and **continue** in **interactive mode**

Allows for automatic playback of visual,
audiovisual and audio-only StoryBooks

Interactive Story mode

User can **navigate** to
previous/next navigatable **PanelStoryItem**
with arrow keys / tab or mouse/touch, gestures

User can **navigate** to **Target PanelStoryItem**
of any Visual **StoryItem** in current container

User can **click** on ImageStoryItems to hear
unmuted audio

User can type in Editable TextStoryItems

User can **drag Visual StoryItems**
which have a **Target StoryItem**
that is **inside** their **container**
to **any position** in their container (Saved)

Target relations can be shown as **arrows**
via Tip action

Guided Interactive Story mode

User can do all actions
of **Interactive Story Mode**

User can **drag Visual StoryItems**
which have a **Target StoryItem**
that is **inside** their **container**
only **onto the Target** StoryItem

User can **navigate out of**
the **currently active PanelStoryItem**
only if they **drag all StoryItems**
which have a **Target** StoryItem
that is **inside** their **container**
onto their target StoryItems

Edit mode

A **PanelStoryItem** that has a **Navigation Order**
will **draw that number** on **top-left corner**
and a **borderline** (that area will be **zoomed to**
when the PanelStoryItem is navigated to)

A navigated to **PanelStoryItem** will
show **border** and **manipulation handles**
for **all** its **contained StoryItems**

Visual manipulation (mouse/touch,
gestures):
- horizontally flipping contents (RTL)
- moving
- resizing (scaling or distorting)
- rotating

User can type and style text in TextStoryItems

Figure 2. PanelStoryItems

A **StoryItem** can:

- **load** its **state**
(**settings** and contained **StoryItems**)
from a **.read-com file** or url

- **save** its **state**
to a **.read-com file**
or to **Cloud Storage** too in the future

- **copy** its **state** to clipboard
in **Delphi** object format (structured text)

- **import** the Media Asset it uses (Image,
Audio, Text) from **file** or **url**

- **export** the Media Asset it uses (Image,
Audio, Text) to **file**

In Edit Mode, a **StoryItemPanel** can:

- accept **paste** of StoryItems
from clipboard
to **contain** them

In Edit Mode, a **StoryItem** can :

- **load** its **state** from **.read-com url**
selected via **READ-COM Gallery** picker

- **import** Media Assets it uses from **url**
selected via **READ-COM Gallery** picker

Gallery
structure,
metadata
and
content
currently in
development

README.md
for folder info

Metadata.yaml
for folder
metadata

FolderIcon.svg
for folder icon

Localized
versions use
.lng.md,
.lng.yaml,
.lng.svg,
.lng.mp3,
.lng.txt
file extensions,
where *lng* is
2-letter
language code

github.com/Zoomicon/READCOM_Gallery

- Gallery
  - Activities
  - Assets
    - Audio
      - Music
      - Sounds
        - Animals
        - Notifications
    - Images
      - Backgrounds
        - Grass and Ground
        - Little Red Riding Hood
      - Borders
      - Boxes
      - Buildings
      - Characters
        - Little Red Riding Hood
      - Dialogs
        - Dialog Boxes
        - Speech Bubbles
      - Objects
        - Doors
        - Furniture
      - Vegetation
        - Trees
    - Texts
      - Fairytales
        - Little Red Riding Hood

READ-COM App

Hosts a:
- Main **PanelStoryItem**,
the whole Story container
- Popup **PanelStoryItem**,
acts as content **Backpack**

Provides **switch of Story
mode** and Tip **action**

Menu for Application Options,
Info and Help Links

App Services used by StoryItems:

Downloader Service
downloads (and asks to cache)
files from a URL, if they're not
found already **cached** locally via
Cache Service

READ-COM Gallery URL picker
can navigate to **configurable**
Gallery folder in GitHub,
download/cache and **display**
files of given **file extension** from
there (and subfolders), **returns url**
of gallery item selected by the user

Figure 3. StoryItems

CLOSING OF THE 1ˢᵗ DAY SESSION OF THE MEETING AT 20:00.

DAY 2: Sarturday 9th of October 2021

10:00 to 13:00 Intellectual Output 1 (Phase 2): Presentation of activities of Toolkit proposed by each READ-COM project partner.

On the occasion of the organization of the design of an App that seeks to promote literacy as part of the European READ-COM Project 'Reading Communities from paper books to digital era', the consortium formed by the University of Malaga, coordinating partner of the project (Spain), CEIP Rosa de Gálvez (Spain), University of Granada (Spain), Manchester Metropolitan University (United Kingdom), Centro Machiavelli (Italy), Associação de Jardins-Escola João de Deus (Portugal), Instituto Comprensivo Statale Giovanni XXIII (Italy) and Institouto Technologias Ypologistonkai Ekdoseon Diofantos (Greece) had a meeting in Lisbon (Portugal) at the Escuela Superior de Educaçao Joâo de Deus on October 9.

This meeting aimed to publicize the project to teachers, families and students of the Degree of Portugal. To this end, different partners made different presentations on the educational guide created by the project partners to promote reading, in english called 'Reading Education Toolkit'. This includes a manual on the main educational strategies focused on promoting and encouraging reading education (in school and extracurricular contexts) and a set of practical activities related to reading.

Dra. Dolores Madrid and Dra. Rocio Pascual (UMA)

First of all, we would like to thank the Associação Jardim Escola João de Deus de Lisboa, especially its president Dr. Antonio Ponces de Carvalho, for organizing this session to present the READ-COM Project Europeo. Thank you for joining us today.

Figure 4 and Figure 5. Dr Madrid and Dr. Pascual explains UMA Toolkit

The acronym READ-COM stands for "Reading Communities from paper books to digital era", it involves a group of education professionals, with adequate academic, pedagogical, and technical training, from three universities (University of Malaga, Granada, and Metropolitan Manchester), two schools (CEIP Rosa de Gálvez de Málaga and Istituto Comprensivo Statale Giovanni XXIII de Terranuova Bracciolini), a school association (Associação Jardim Escola João de Deus de Lisboa) and two specialized training centers (Centro Machiavelli de Florencia and Institouto Technologias Ypologistonkai Ekdoseon Diofantos de Patras), circumscribed in five European countries (Spain, Greece, Italy, Portugal, and the United Kingdom) whose purpose is to raise awareness among families, educational centers and teachers, both in initial and current training, on the importance of reading and providing resources to improve reading practices at home and school with boys and girls aged 3 to 12.

To this end, in the first phase, a report was prepared with the curricular narratives on reading habits, which provided us with an overview of the intention, implementation, and impact of reading practices for each country, including the knowledge, skills, and understandings of families, active teaching staff, and undergraduate students while addressing issues of social exclusion. We believe that the development of a common framework is particularly important for teacher training at the European level, as current approaches are not easily understood from one context to another. For this reason, one of the main advantages of having created comparative curricular narratives is that they serve to extract and make strategic decisions, as well as the principles and purposes that operate in specific contexts and institutions.

The data obtained in this approach to the object of study, the analysis and reflection on them, have led us to the conclusions shown in the poster.

This information has been the basis for the preparation of a guide to good practices with actions, activities, and resources to promote reading learning, called "The Reading Education Toolkit", available on the project website in English, and in Spanish and soon, in all the languages of the project partners.

Currently, we are working on the construction of an educational App to encourage reading that will have as a hallmark the use in the community of it.

Next, my colleague, Dr. Pascual will take the floor to present some of the activities contributed from our context to the "The Reading Education Toolkit".

As my colleague, Dr. Madrid has just indicated, based on the preliminary analysis carried out identifying needs, curricular aspects, and methodological approaches linked to

educational and family contexts, this resource guide is justified, which focuses on providing resources to teachers, future teachers, and families in the stages of Early Childhood Education and Primary Education. The main purpose is to offer a set of tools that address reading, promoting, and encouraging it in school and extracurricular contexts. From this perspective, through a tool offered by the Google environment, specifically Google Site, innovative instruments, activities, and methodological approaches are offered that promote the personal development and growth of the final beneficiaries through reading.

In the Early Childhood Education stage, it is intended that children discover and explore, progressively, the uses of reading and writing as a source of pleasure, fantasy, communication, representation, and information, awakening and strengthening their interest in them.

Within the resource guide for Primary Education, two levels have been contemplated, an initial one for age groups between 6 and 9 years, and the second level of development that covers activities for students from 9 to 12 years old. Both levels contemplate the Language from an interdisciplinary approach, being its main objective the development of linguistic skills: listening, speaking and dialoguing, reading and writing. And, more specifically, encourage the reading and comprehension of literary texts, which will contribute significantly to developing linguistic or communicative competence, while developing knowledge of the language favoring reflection on its use in any communicative context.

Teachers must promote in their teaching practice the development of the language as a means of communication that facilitates the learning of every one of the curricular areas. In this sense, oral and written communication in the stages of Early Childhood and Primary Education must be addressed in an integrated way, with globalizing projects that contain the knowledge of the different disciplines and that involve them all. Counting on families, teachers, and society in this necessary Reading Education.

The resource guide for teachers is divided into several categories: activities to promote the learning of reading from different methodologies, psycho-pedagogical principles, organization of activities, personal, material, and spatial resources, evaluation, and typology of texts as well as keys to promote reading competence in schools.

On the other hand, the literacy process begins within families through the multiple interactions of children with their parents, brothers or sisters, grandfathers, and grandmothers, cousins, and cousins... that help the construction of significant and

functional learning related to the acquisition and development of oral and written language.

Therefore, it is essential to take care of spaces, times, and materials to offer the child meaningful experiences and favor the use of language as a means of communication and expression.

Through this guide of resources created from the activities and experiences that parents from different contexts perform with their sons and daughters we intend to help other families so that they can perform activities and games at different times of the day, either at bedtime, eating, preparing a recipe or traveling.

And finally, concerning the initial and ongoing training of teachers, the University is the first responsible for designing curricula leading to the obtaining of degrees, being "the center of its objectives the acquisition of skills by students", oriented to the preparation for the exercise of activities of a professional nature. Regarding the title of the Bachelor of Teacher, it must respond to the necessary specialization of the teaching staff that will cover the school development of children between the ages of 0 and 12 years. This initial period of training of future teachers is a key factor whose organizational and pedagogical significance will mark the quality of their future teaching, promoting the relevance of the fundamental objectives that boost their academic performance. For this purpose, it is committed to plural, holistic and global training, and to the attempt to provide future teachers with skills, general and specific, that allow them to adapt to the real needs of their students.

Based on the curriculum and good teaching practices, this guide promotes actions related to the linguistic competence carried out by students in practical educational centers.

In relation to continuing education, over the last decades, teacher training has acquired greater importance in our society to the extent that it establishes the ceiling of the educational quality of a country which lies in the quality of the training of its teachers. Therefore, it is necessary to become aware of the training need of education professionals, not only as a right but as an obligation of the teacher and responsibility of the Educational Administrations, as well as of the centers.

Next, a video will be screened with examples of actions that have been collected in the proposal made by the UMA of educational centers, families, and students of the Degree in Early Childhood Education. For more information, you can consult https://youtu.be/hXXWvUqQO5Y and https://youtu.be/pS-2UucH0eM

For more information, you can consult our resource guide inserted on the page of our project: https://www.read-com-eu.uma.es/digitization-of-the-uma-toolkit-in-spanish/

D.ª Isabel Cerezo (CEIP Rosa de Gálvez)

Over the years, from school CEIP Rosa de Gálvez, we have reinforced the interest in reading with dynamics that were attractive to our students. Trying to adjust them to your needs and possibilities. Encouraging the participation of all students and with the objective of making reading a habit. Many of the activities are now included in the toolkit and to make them visible, we have collected some of them in this video: https://youtu.be/yG4EXT9aJ88

Figura 6. D.ª Isabel Cerezo explains CEIP Rosa de Gálvez Toolkit

Dra. Isabel Ruivo (ESE)

The Portuguese partner's PPT briefly presented the entire process that involved the READ-COM Project until it reached the construction of proposed activities for reading promotion with children aged 3 to 12 years old. Have been referred the Tookit's structure and the various items that compose it, namely: the reading promotion methods and strategies used in the classroom by kindergarten teachers; the organization of these activities; the materials, spaces and human resources as well as the different types of text used. We have presenting graphics and quotes that support the issues addressed.

We have made an exposition about the reading models: botton-up, top-down and interactive, showing their importance for the development of reading competence.

Figure 7. Dra. Ruivo (ESE) explains the Portuguese Toolkit

Finally, was presented numerous activities for each item mentioned in the Toolkit structure, whether from the different reading methods used by kindergarten teachers, or the activities developed by families at home, and activities developed by students in the context of classroom.

Dr. Mario Paiano (Centro Machiavelli), Dra. Giulia Moretti (Centro Machiavelli) and Francesca Vigni (IC Giovanni XXIII)

The activities proposed by the italian partners for the toolkit arose from the researching phase, choosing among:

- successful experiences performed by the teachers of Istituto Compresivo Giovanni XXIII;
- among the activities adopted at local level in other educational centres and/or realized by other stakeholders working in the pre-primary and primary school.

They are presenting 4 activities included in different sections of the toolkit so as to explore different dimensions regarding both the teachers' work and the actions for families:

- 2 activities will be presented by Centro Machiavelli and
- 2 activities will be presented by Istituto Compresivo Giovanni XXIII.

▶ *Activities will be presented by Centro Machiavelli*
1° activity: The song of parrot
Applied Method: Mixed-method

Together with *Phonological Awareness,* the Mixed, is one of the most applied methods by the Italian teachers for 3-6 children since they well meet the peculiar requirements of the emerging literacy process (See: *IT Report on Reading Practices in Childhood Education pg.13*).

Stage: Emergent (children 3-6 years old)

At this educational stage, teachers are used to propose pregraphic and pre-phonetic activities, making children play with with sounds (*honomatopeia*), letters and words to introduce them to written words.

Note: Childhood Education in Italy

Children acquire knowledge and literacy rules exclusively through daily communicative use and reflection stimulated by the teacher.

2º activity: What happened then?

Pupils are gradually approached to the reading experience and to the acquisition of emerging literacy skills and begin to move close to the written words <u>mainly by games.</u>

Methodological Notes: The Ludic approach

Exploring the experiences that promote reading learning in relation to the *psychopedagogical principles* confirm the general educational trends for Childhood Education already observed.

The ludic and immersive dimension is generally pursued by teachers, confirming how it has to be considered fundamental to approach children to the written words and to the reading experience.

Teachers establish dynamics of animation to the reading (*change of characters, changes of endings, creation of stories with images*), to make children more and more involved and fascinated by this experience.
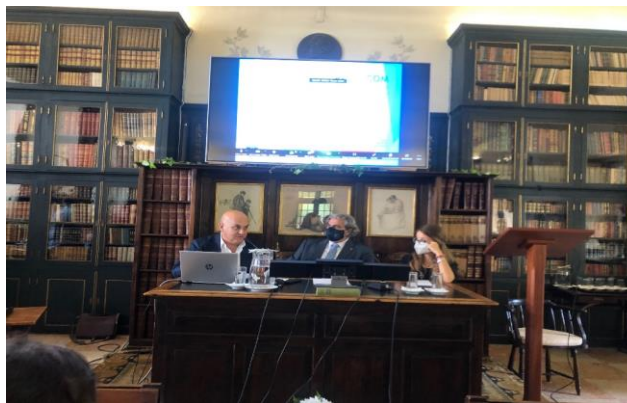
Figure 8. Dr. Paiano and Dra. Moretti explains Italian Toolkit.

▶ *Activities will be presented by IC Giovanni XXII*

3° activity: Fables from around the world and it has been submitted to 11/ 12 years old students.

The text selected by the teacher is an expositive text mostly used in our school because it combines information with imagination and is essential for stimulating the emotional aspect and promoting learning.

The text belongs to the fairy tale genre and specifically is an African story and represents an example of traditions from another continent.

Students are invited to work as a whole class or individually in the classroom and are asked to keep a dictionary and their notebook.

The activity is really challenging because it gets students to develop skills in order to become "competent readers" that is: to be able to read for understanding, interpreting and handling information from   this text and others of different kinds as well.

This represents also an example for the development of critical thinking 21st century essential skills.

But now let's see the activity:

First of all, students read the title of the story and suggest hypotheses about the main theme. Then each pupil reads a paragraph loudly and the teacher asks students to look up the unknown words on the dictionary. In this step the focus is on lexis. After that teacher asks students to read the text again and invites them to do an oral summary. In this phase the whole class debates and   gives opinions on the situations related to the topic.

Then, a written questionnaire about the story is provided to fill in and to check as a whole class.

A written task based on lexis is carried out at the end of the activity. Students have to write down new words of the story in their notebook in a special list called my new words. The new vocabulary will be re-employed in other types of text.

At the end of the task the teacher can make the following observations:

1. Reading loudly is a good training for all students because they develop further confidence.

2. Knowledge of new vocabulary is helpful because students use it in their further writing and speaking.

3. A great number of students reflect on what they have learned (nearly 83% in our school).

4. Reading increases the development of social skills and help to face and solve conflicts in the classroom.

Figure 9. Dª Francesca Vigni explains Italian Toolkit.

4º activity: "Librarian for a day".

The activity lasts about 2 hours and it is carried out in collaboration with families the public library and the municipality of Terranuova Bracciolini

Teachers pull up advertising posters about a special day to spend in the public library in visible areas of the school.

This is a special occasion because the advertisement explains that "librarians for a day are wanted".

So students are informed that if they want to be a librarian for a day they have to go to the public library where a real librarian will explains them all about the tasks to do.

This also means to have the opportunity to get a cultural job, even if for a day, and to live a realistic situation outside the classroom. So first of all, students are taught how to orient themselves into the library through the several areas corresponding to the different kinds of books.

In this phase of the activity students learn how a library works. We could also say that they learn how to thrive in our world outside the school, how to manage a different and real situation, how to think. During their stay in the library students are expected to ask questions to the real librarian about their tasks. So could we say as writes Brian Oshiro that it is an example of how to develop their critical thinking skills?

It is also a moment in which students are in touch with books, and take pleasure in reading them.

Students' tasks will also be to record books, restock shelves, record the loan of books and in particular they will recommend books to people and their families and relatives who are invited to come and visit the library.

Teacher's observations are the following: Students see, select, think, wonder.

Dra. Archana Hinduja and Dra. Samantha Wilkinson (MMU)

Phonics in the UK: An elucidation of examples from the toolkit and how they may be implemented in practice
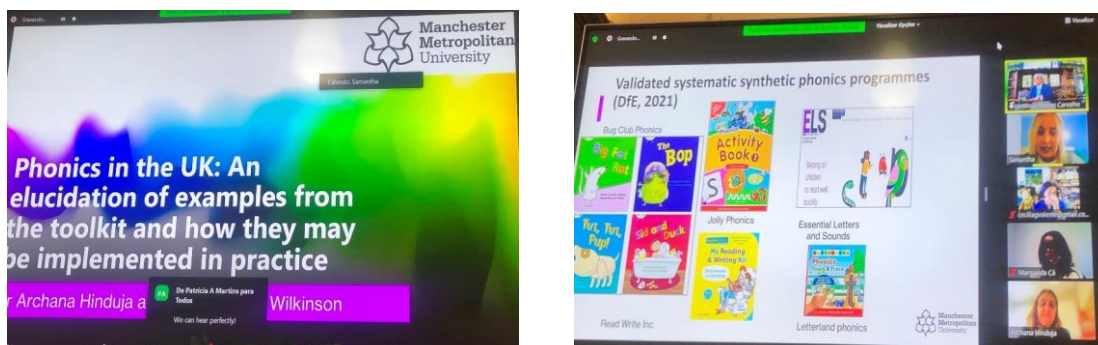

Figure 10 and Figure 11. Dra. Hinduja and Dra. Wilkinson explains English Toolkit

When phonics is taught in a structured way; this means starting with the easiest sounds and progressing through to the most complex, it is the most effective way of teaching young children to read.

Almost all children who receive good teaching of phonics will learn the skills needed to tackle new words. Following this, they can read a variety of texts fluently and confidently and read for enjoyment.

Children who have been taught phonics tend to read more accurately than those taught using other methods, for instance 'look and say'. (Department for Education, 2013) Validated systematic synthetic phonics programmes (DfE, 2021).

▶ *Letters and Sounds - Phase 1*
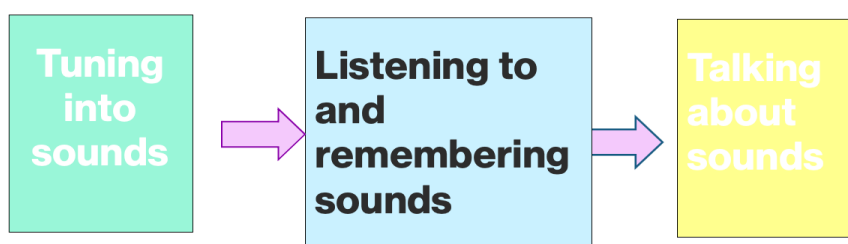
Figure 12. Letters and Sounds - Phase 1

▶ *Letters and sounds: Phases 2 to 5*

- Introduce the grapheme correspondences (GPCs) in a systematic way.

- blending and segmenting.

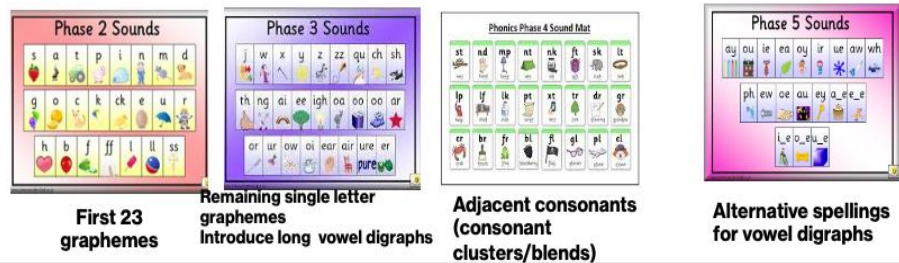- Introduce tricky words which are not phonetically decodable.

Figure 13. Letters and sounds: Phases 2 to 5

▶ *Phase 6*

✓ fluent readers

✓ more accurate when spelling

✓ Past tense, prefixes and suffixes
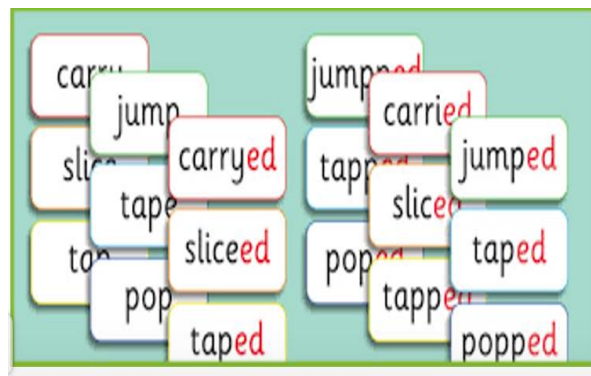
✓ Learning the difficult bits, e.g. 'tt' in getting

Figure 14. Phase 6

▶ *Phonics Screening Test (DfE, 2013)*

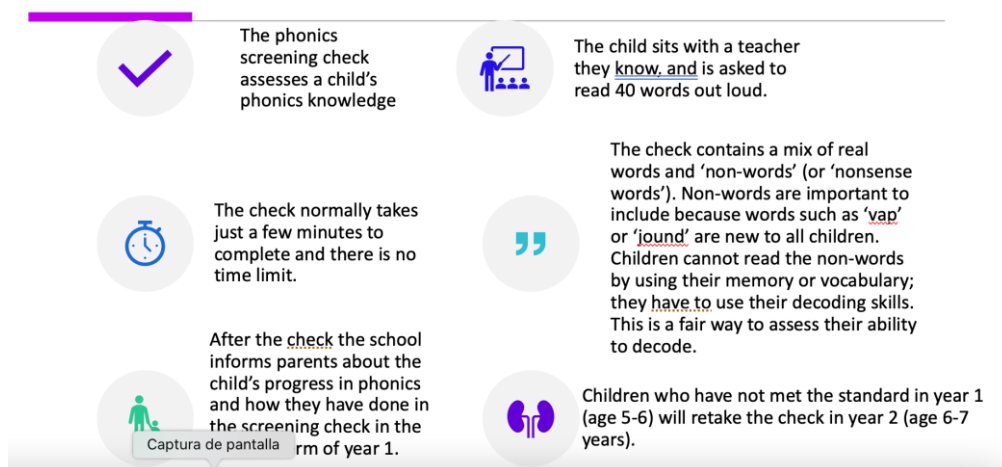**Phonics Screening Test (DfE, 2013)**

The phonics screening check assesses a child's phonics knowledge

The child sits with a teacher they know, and is asked to read 40 words out loud.

The check normally takes just a few minutes to complete and there is no time limit.

The check contains a mix of real words and 'non-words' (or 'nonsense words'). Non-words are important to include because words such as 'vap' or 'jound' are new to all children. Children cannot read the non-words by using their memory or vocabulary; they have to use their decoding skills. This is a fair way to assess their ability to decode.

After the check the school informs parents about the child's progress in phonics and how they have done in the screening check in the [Captura de pantalla] rm of year 1.

Children who have not met the standard in year 1 (age 5-6) will retake the check in year 2 (age 6-7 years).

Figure 15. Phonics Screening Test (DfE, 2013)

▶ *Phonics Screening Test (DfE, 2013)*

Synthetic – start with individual sounds and build up.

Systematic – schools need to work consistently through the graphemes.

Multisensory – learning, speaking, reading, tactile / kinaesthetic

Tricky words need to be explicitly taught and practiced

Teaches skills of blending and segmentation

Taught within language rich context
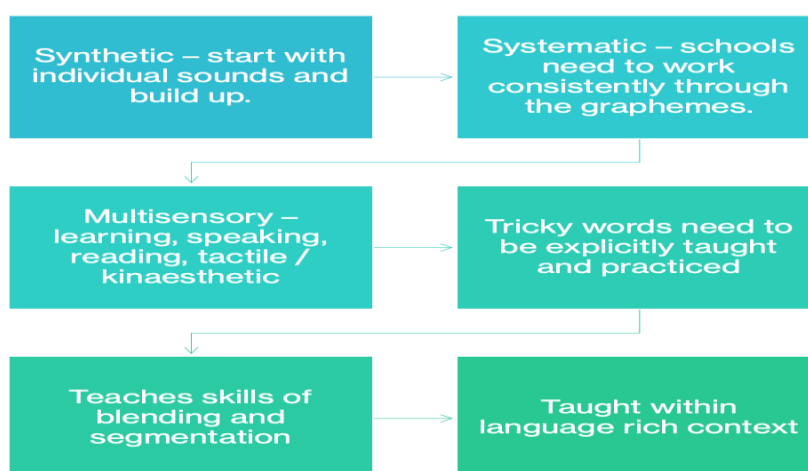
Figure 16. Phonics Screening Test (DfE, 2013)

Dra. Silvia Corral (UGR)

For this occasion, the members of the University of Granada, in charge of presenting an innovative and integrative methodology that would allow the implementation of the activities included in the 'Toolkit', proposed the methodology known as 'Learning Stations'.

Figure 17 and Figure 18. Dra. Corrales explains UGR Toolkit

The learning stations are the ideal tool to instruct in a varied way taking into account the different skills of each student. It also allows us to maintain a suitable climate for learning by keeping students motivated through rotation between different learning stations. The work in stations breaks with the linearity of traditional teaching and is based on attention to the individual differences that coexist in the classroom, thus becoming an ideal tool for the inclusive curriculum for all stages from the earliest to the highest stages.

12:30 Free debate, with possible questions from all participants and guest professors.

The participants show great interest throughout the session as well as the great utility it will have in the groups for which the toolkit has been designed.

13:00 Lunch (together, in a restaurant close to ESE, which will be indicated)

Figure 19. Lunch

15:00 Dynamization of the website and Planning of the dissemination of the activities the project. Dra. Dolores Madrid and Dra. Rocío Pascual (UMA)

The need to balance is again remembered the participation in dissemination activities of all partners according to their professional profile in the project. The need for all partners to actively contribute to disseminate the most significant contents and news on the project's social networks and website is specified: https://www.read-com-eu.uma.es/news/

The importance of dissemination activities is emphasised and it is reminded that they must be recorded in the questionnaires provided for this purpose:
On-line presentation:
https://docs.google.com/forms/d/e/1FAIpQLSd52CYAKLU2b2XMPqTh83RD0l1lmOToD5sFXsnHd4pKPV7Dig/viewform
Oral Dissemination:
https://docs.google.com/forms/d/e/1FAIpQLSd4ex8pkDRRgFW6-1WfR30R3MM8rA5TTpu7oa9QA1_HB5Wl2w/viewform
Written dissemination:
https://docs.google.com/forms/d/e/1FAIpQLSfacROxQna5elWfcmS6Qu-rFIDMMXfOX9qny6ahZ8Tl-jxl4A/viewform

15:45 Planning e-Twinning. D.ª Isabel Cerezo (CEIP Rosa de Gálvez)

Next, teacher Isabel Cerezo explains the e-Twinning work plan (see Table 1) for the partners involved: Instituto Comprensivo Giovani XXIII (Italy), Aaaociacao de Jardins-Escolas Joao de Deus (Portugal) and CEIP Rosa de Gálvez (Spain).

Table 1.

E-twinning working plan

SOCIOS IMPLICADOS	ISTITUTO COMPRENSIVO GIOVANNI XXIII	Associação de Jardins-Escolas João de Deus	Junta de Andalucía CEIP ROSA DE GÁLVEZ

OCTOBER 2021	The proposal consists of developing at least 3 connections (which in the end will be extended to 4) two with Portugal and another two with Florence. These consist of an exchange of activities / experiences by the students.
	The idea is that each country can transmit the experience in its mother tongue (our case Spanish) but for a better understanding of the sessions the adult who supervises the session can explain it in English to the person in charge and in turn he will translate it to the group in his language.
	The dates that have been proposed in principle are:
	10th February 2022 (Early Childhood Education)
	"The hidden syllability"
	For the class, syllables are found with different colors that correspond to the colors of the teams in the class, they have to search and form words that have previously been worked on in a song or in a text and read them.
	10th March 2022 (Primary)
	"Storytelling"
	In this activity they will create a group story chained following the alphabet.
	28th April 2022 (Primary)
	"Poems"
	The students will perform a recital of poems in some cases authors of our community and in other cases written by themselves.
NOVEMBER - MAY 2022	- Development of the planned project with inter-centre virtual collaboration activities. - Decision on application for recognition, dissemination and publications.
Virtual meeting of the partners by CEIP Rosa de Gálvez MAY 2022	- Decision on application for recognition, dissemination and publications. - Dissemination plan.

JUNE-JULY 2022	- Presentation of conclusions to the rest of the partners for dissemination.

The actions will consist of sharing three activities (a story, a recipe, an experiment or Christmas greetings). These should be agreed with the schools in September through a virtual meeting, organised by CEIP Rosa de Gálvez, in order to finalise the actions to be carried out, as well as to specify the levels to be targeted within the infant and primary education stages (see Figure 20).

Figure 20. E-twinning activities proposal

16:30 Planning next meeting and activities learning in Manchester (C3).

Dra. Archana Hinduja and Dra. Samantha Wilkinson (MMU)

Dr. Archana Hinduja informs us that her university does not approve at this time the visits of personnel outside the institution, as well as that they would like it to be done on other dates later. Unanimously, it was decided to modify the dates and

include the learning activities (C1) that we were unable to carry out due to COVID (Table 2).

Table 2.

Restructuring of Calendar meetings and learning activities

RESTRUCTURING MEETINGS AND LEARNING ACTIVITIES	NEW PROPOSAL FOR MEETINGS AND LEARNING ACTIVITIES
Place Málaga: C1: October 2020	Place Málaga: C1: 13th, 14th and 15th December
Place: Manchester 6th Meeting, 1st March, 2022 C3: 2nd 3rd & 4th March, 2022	Place: Florence C4: 28th February and 1rd & 2th March, 2022
Place: Florence C4: 2nd, 3rd & 4th May, 2022	Place: Manchester 6th Meeting, 29th & 30th April 2022 C3: 2nd, 3rd & 4th May, 2022
Place: Florence 6th Meeting: 8th & 9th July, 2022	Place: Florence 6th Meeting: 14th & 15th July, 2022

17:00 Meeting evaluation.

Dr. Mario Paiano and Dra. Giulia Moretti (Centro Machiavelli).

Dr. Paiano and Dra. Giulia Moretti remembers monitoring and Evaluation are *transversal activities* to be carried out by each partner during all project's life cycle. And each partner contributes to this process through specific actions, according to its own assignments and operational tasks.

Figure 21. Meeting evaluation. Dr. Paiano and Dra. Moretti

Therefore, a proper evaluation of all the aspects dealt with in the different meetings is of vital importance. For this purpose, a qualitative and quantitative evaluation is designed to help improve all the actions developed and to guide us in the organisation of future meetings.

The link to the questionnaire for this meeting is as follows: https://forms.gle/7u2rSaXXqwNFma269

CLOSING OF THE 2nd AND LAST DAY SESSION OF THE MEETING AT 18:30.

The link of the synthesis of the meeting in images is https://youtu.be/HHiN3nNHRjg