

EUR – ALPHA Project: School of Education, Queen’s University Belfast

Workshop Report 6- 11 September 2010

Background

The EUR-Alpha Network is a network of 18 partners from 13 countries who have come together to support and develop best quality practice in literacy and numeracy in Europe. It is seeking to develop and share good practice through a series of workshops for learners, and teachers and trainers.

Planning for the Belfast workshop, which took place 6-10 September 2010, began at the 1st meeting of EUR-ALPHA in Brussels in October 2009. Following this meeting a team was established in Belfast to plan for and deliver the workshop (Jim Mullan, June Clawson and Rob Mark). A proposal was drawn up which included the academic programme, social events and plans for administration of the workshop and agreed with the EUR-ALPHA co-coordinator, Lire et Ecrire. The proposal was then presented at the second meeting of the EUR-ALPHA project partners in the City Hall, Paris. Both the academic programme and administration procedures including processes for recruitment were agreed with all the partners.

Topics for the teacher seminars of EUR-ALPHA were first discussed towards the completion of an earlier European project, Practices and Policies in literacy and basic skills development (PASS), a European Grundtvig 4.1 project (October 2005- 6) . A group of tutors and managers, under the direction of Lire et Ecrire , met in Belfast in July 2006, to decide on possible topics for development on a future project proposal.

These were included in the EUR-ALPHA project proposal in 2008, and included reflective practice and ICT as important topics for tutor development. When the EUR-ALPHA project met in Brussels (October 2009), it was agreed that Queen’s University Belfast should take these topics forward, because of its particular expertise in the fields of practice.

Jim Mullan, who works on the Essential Skills tutor training programme in Belfast, was asked to act as programme coordinator for the Belfast seminar and to take this proposal forward. At the second project meeting in Paris, he gave a presentation on the use of TEL to develop quality practice in QUB adult literacy and numeracy tutor education; he also showed a short video created by one of the QUB students, to show how images and video were used to support reflective practice by the teacher and her learners. Partners agreed that most tutor education programmes are based on the model of the reflective practitioner and the proposed focus for the event in Belfast would allow participants to explore issues and approaches to different reflective practice models in a number of European countries. The QUB proposal was well received by partners and after some further discussion it was agreed that the focus of the workshop in Belfast would be on creative approaches to reflective practice using TEL.

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The Belfast workshop

Reflective practice and collaborative tasks are two very important features of the Queen's University Belfast (QUB) tutor education programme for adult literacy and numeracy tutors.

Reflection - the model of the reflective practitioner underpins the programme and the QUB model perceives reflection as a complex process of meaning-making which takes place collectively as well as individually, through discussion as well as writing and through the approach of arts-based approaches and technologies.

Collaboration - tutors and students agree that group work and social constructivism (knowledge created through social interactions) are important in developing effective teaching and learning environments. The model of communities of practice, where students with common interests can share ideas and engage in social learning, is central to this. Collaborative tasks, very often involving small groups of 2 to 4 students, have therefore been integrated into the course; examples include small group work to prepare lesson plans, microteaching sessions and for assignments etc.

QUB has been involved in a project investigating the use of Technology Enhanced Learning (TEL) to support reflective and collaborative practice on their Adult Literacy and Numeracy teacher education programme. The Eur-Alpha team at QUB agreed that they should share this research with Eur-Alpha partners, and this should be incorporated into the training workshop to be held in Belfast in September 2010

Planning the workshop programme

The Eur-Alpha project team at QUB fine-tuned this proposal to suit the European audience and as a result developed the following objectives so that all participants would have the opportunity to:

- Examine and discuss European policy and national policies for reflective practice in adult literacy and numeracy tutor education
- Participate in a number of workshops to explore reflective practice
- Explore reflective practice and the influence of different cultural aspects across Europe
- Share good practice in developing reflective practice
- Extend traditional models of reflective practice to include creative approaches to reflective practice
- Examine examples of good practice in the use of technology enhanced learning (TEL) to support reflective practice

A rationale with aims and objectives (see appendix 1) together with a draft of the workshop activities was sent to all partners and they were encouraged to make any suggestions and recommendations.

We were also keen to allow partner countries to have an input and interest was expressed by Scotland, Republic of Ireland and Greece. We collaborated with these partners to support their contribution. Unfortunately, only Scotland were able to finally contribute

A final programme was agreed – see appendix 2

Participants were contacted in advance of the workshop in order to help with the planning. They were asked a number of questions about their views on the use of social networking tools and requested to bring some images and items relating to their work and understanding of reflective practice.

An evaluation sheet was designed and this was given to the participants at the end of the workshop – see appendix 3

QUB workshop presenters

Jim Mullan and Shelley Tracey, tutor-educators on the QUB programme for adult literacy and numeracy tutors, were the main presenters. Students who have completed the QUB programme and who are now adult literacy and numeracy practitioners also facilitated in some of the workshops. Mark Baker, an e-learning specialist in the QUB School of Education also contributed. Aileen Ackland from Scotland presented one of the workshops

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International Literacy Day


The 8 September was International Literacy Day and to help celebrate this it was agreed that Google should be invited to present their Literacy Project. A number of local guests also attended the event including representatives from the Department for Employment and Learning (DEL), the organisation in Northern Ireland responsible for the initiative to deal with adult literacy and numeracy. It was agreed that someone from DEL would speak to the European partners about this initiative.


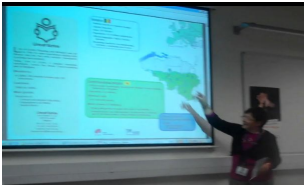

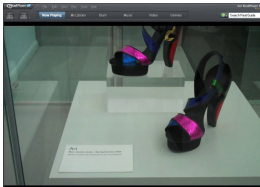
The Workshop Events


Below is a brief summary of what took place during the week-long workshop.


It does not include an evaluation of each of the sessions. An independent evaluation of the workshop activities is being carried out by Nadia and Sophie. An overall evaluation of the workshop by the QUB team is given later in this document

	Morning/Afternoon	Evening Session 5.00 to 8.00 pm
<p>Day 1</p> <p>Monday 6/09/10</p>	<p>Arrival of delegates</p>	<p>Welcome and Introductions Aims/Objectives of Training Event Presenter: Jim Mullan All the participants had arrived punctually and the workshop was able to start on time with welcomes and introductions</p> <p>Exploring reflective practice Presenter: Shelley Tracey The session began with a discussion on models of reflective practice, in particular, the Multiple Perspectives Model which has been developed and implemented by QUB</p> <p>Workshop 1: Applying models of reflective practice in Europe Shelley explored the extension of traditional models of reflective practice to include creative approaches to reflective practice. She used a range of arts-based methods to generate ideas and thinking about reflective practice.</p> <p>Partners were also asked to share their understanding of reflective practice by briefly explaining the significance of the item they had been asked to bring to the workshop</p>  <p>In a discussion participants also explored and considered how cultural contexts influence reflection</p>

	Morning Session 9.30 to 12.30 pm	Afternoon Session 1.30 to 4.30 pm
<p>Day 2 Tuesday 7/09/10</p>	<p>Capturing reflections Presenter: Shelley Tracey</p> <p>This session explored reflective writing through storytelling, creative writing and reflective journals. Working in small groups the partners used images to create a story and share this with the other groups</p> <p>The partners also discussed if and how they would use these creative and arts-based approaches with their own learners</p> <p>Using TEL to support reflective practice in literacy and numeracy tutor education Presenters: Jim Mullan & Corrina Trainor</p> <p>Jim gave some background on how QUB students on the Adult Literacy and Numeracy teacher education programme are encouraged to use images and video to support reflective practice. Corrina, a past QUB student, showed a video that she and her learners had created using Windows Moviemaker, to explore and reflect on the teaching of numeracy and numeracy as a social practice. Corrina was also able to use this video to explain some of the challenges for tutors in Northern Ireland when working with learners with poor basic skills</p> <p>Workshop 2: Using Windows Moviemaker for reflective practice Presenter: Jim Mullan</p> <p>This was a practical session where partners were shown how to create a short video in Moviemaker. To do this, some of them used the images that they had been asked to bring to the workshop</p>	<p>Presentation from Scotland: 'Building Communities of Reflective practice' Presenters: Aileen Ackland</p> <p>In this session, Aileen demonstrated some of the ways in which new technologies have enabled participants across Scotland to reflect with one another through a variety of media. She also demonstrated how technology has enabled collaboration</p>  <p>Workshop 3: In advance of the workshop, Aileen had created a Wikispace for the Eur-Alpha group which included a page for each of the participants. Aileen showed partners how to log in/register with Wikispaces and how to update their pages. As they worked on their pages, partners were asked to give their answers to the questions that had been sent in advance of the workshop</p> <p>The group discussed their experiences of using Wikispaces including how this might contribute to reflective practices</p> <p>Preparation for Study Visit Delegates were informed of some the practical arrangements necessary for the study visit on Wednesday afternoon. They were split into 3 groups for this visit</p>

	Morning Session: 9.30 to 12.30 pm	Afternoon Session: 1.30 to 4.30 pm Venue: Local locations
<p>Day 3</p> <p>Wednesday 8/09/10</p>	<p>Presentation of Videos</p> <p>Some participants worked on developing their videos that they had started on the previous day. None of the videos were complete and partners asked if they could show these later in the week. Other partners continued to explore Wikispaces</p> <p>Celebrating International Literacy Day Presenter: Cheyl Pon</p> <p>Cheryl from Google presented their literacy project (www.google.com/literacy) followed by questions and discussion. This session had been planned with Google to last 90 minutes, but was over in 30 minutes! However, the remaining time allowed Nadia to give an overview of the work of Eur-Alpha, in particular, some of the challenges in dealing with literacy in Belgium. Also, John McGuigan from the Department for Employment and Learning explained the initiative in Northern Ireland to deal with literacy. Rob Mark from QUB, also spoke</p> <p>These contributions were followed by questions and a general discussion on</p>   	<p>Study visit Organiser and Presenter: Jim Mullan</p> <p>Jim reminded the groups of the task for this activity which had been introduced yesterday i.e.:</p> <p>Working in small groups, participants will investigate literacy and numeracy practices in the nearby Belfast Museum. Using digital cameras, 'flip' camcorders and the skills developed in the Windows Moviemaker workshop, they will create a short video on their experiences and reflections.</p> <p>Jim suggested that each group should:</p> <ul style="list-style-type: none"> • Split up when inside museum to allow individuals to explore some of the issues • After a short while to meet together as a group to discuss, consider their experiences and reflections and to decide what are the issues • The group would then photograph/video this evidence. <p>He also asked each group to consider the following when carrying out this Activity:</p> <ol style="list-style-type: none"> 1. What have learnt you learnt from this activity? 2. Did the use of images and video help you and your group reflect on some of the issues? 3. Do you think you have been involved in a piece of research? 

	Morning Session 9.30 to 12.30 pm	Afternoon Session 1.30 to 4.30 pm
<p>Day 4</p> <p>Thursday 9/09/10</p>	<p>The role of microteaching in supporting reflective practice Presenters: Jim Mullan & Lorna Lundy</p> <p>Jim introduced the use of and value of microteaching sessions on the QUB course will be presented. Partners then discussed if and how they use microteaching on their programmes to enhance reflective practice.</p> <p>Jim explained QUB were investigating the use of the DIVER program in initial teacher education to support reflective practice on microteaching and teaching activities.</p> <p>Workshop 4: Using Video for reflective practice Lorna Lundy, a past-student on the QUB programme, demonstrated how she used video and the DIVER tools to support her reflective practice.</p> <p>Jim also showed how he has used DIVER to reflect on his role as a tutor-educator when giving feedback to students on teaching placement</p> <p>Opportunity was given for partners to ask questions and to discuss the use of video in tutor training</p>	<p>Practitioner research and reflective practice Presenters: Shelley Tracey & Lorna Lundy</p> <p>Shelley highlighted the importance of practitioner research to reflective practice and presented some of the research carried out by QUB students</p> <p>Partners discussed their experiences of research and its contribution to reflective practice. They also discussed some of the questions relating to the activity they carried out on literacy and numeracy practices in museums e.g. did they feel they had been carrying out research?</p> <p>Lorna explained her research into literary practices in the Traveler Community and its contribution to her development as a reflective practitioner</p> 

	Morning Session 9.30 to 12.30 pm	Afternoon Session 1.30 to 6.30 pm
<p>Day 5 Friday 10/09/10</p>	<p>Workshop 5: Social networking tools for reflection using Facebook, Twitter and 'blogging' Presenter: Mark Baker</p> <p>Mark and Jim had looked at the group's responses to the survey questions on their use of social networking tools. As a result it was agreed that for his presentation Mark would focus on the use of Facebook</p> <p>Mark gave an overview of social networking tools. What are they? How do they work? He also covered confidentiality and limiting personal exposure.</p> <p>He considered the advantages and disadvantages of setting up a closed user group in Facebook to allow Eur-Alpha partners to continue to collaborate and share good practice.</p> <p>The group discussed how they could use Facebook to support reflective practice?</p> 	<p>Presentation and discussion on study visit videos This was not possible because of the problems with converting video files—see Issues & recommendations.</p> <p>Reflective practice and creative approaches Participants reviewed the various technologies and creative approaches they had used over the last few days and discussed how it contributed to reflective practice</p> <p>Further Collaboration: The 'way forward' The group discussed ideas/propositions on how best to exchange good practice and dissemination within the Eur-Alpha network. Some members of the group suggested that we should create now a closed user-group using Facebook. This led to a discussion on issues such as:</p> <ul style="list-style-type: none"> • Who should this be for - members of the teachers' group or everyone in Eur-Alpha? • Who would take responsibility for this group? • Do we have the authority to create this now? • Would it be better to postpone any decision until the meeting in Thessaloniki? • Should we continue to collaborate as a group using Wikispaces? <p>The group decided that we should leave it to the meeting in Thessaloniki to decide on how develop collaboration in the Eur-Alpha. In the meantime, participants in the workshop agreed that they would try to collaborate using the Wikispaces site</p> <p>Summary& conclusions The workshop finished with a discussion where many of the participants exchanged very positive comments on the workshop and its contribution to their approaches on reflective practice</p>

		<p>Evaluation Jim showed and explained the evaluation form. Partners were given time to look and to start completing this</p> <p>Note A number of the participants had to leave early the next morning for flights and could attend the Saturday session. It was agreed therefore to extend this afternoon session to 6.30 to allow partners to complete the work of the programme</p>
	Morning Session 10.00 to 12.30 pm	Afternoon Session
Day 6 Saturday 11/09/10	Departure of delegates	

Issues and recommendations

On the basis of the feedback given to the team, we feel the workshop was successful. In particular, the programme of presentations and activities were well received by all participants.

The aims and objectives of the workshop were realised and as a result, we enabled all participants to extend their knowledge and skills and to develop new approaches to reflective practice. The highly positive comments in participants' evaluations also support this. Some issues also emerged which might benefit us if organising future TAL seminars and may also be helpful in the planning of future EUR-ALPHA seminars.

Technical Support

With their permission and using flip cameras, a lot of video was taken of the participants and the presenters. The study visit activity to investigate literacy and numeracy practices in a museum also generated video evidence. It was hoped that some of this video could be put onto the *wikispaces* site that the group had set up. To do this the video has to be first converted from *.mp4* to *.flv* format as *wikispaces* will only support this format. This conversion takes time.

Another problem is that *wikispaces* will only allow *.flv* files for uploading to be a maximum of 10 Mb. Some of the video files after conversion were greater than 10 Mb and therefore could not be uploaded. The original video for such files needed to be split and converted. Again, all this takes time

These issues only came to light during the workshop week and there was no technical support to deal with this. As a result, some the video was only uploaded onto the *wikispaces* site several days after the completion of the workshop. This has taken up a lot of personal time of one of the QUB team in order to do this.

The QUB team realise that the planning for this event should have included some time for technical support to be available to convert these files, upload them etc.

Storing large amounts of video evidence

The large amount of video evidence should be available on a secure site to allow the Eur-Alpha members to view it; it is too big to be put onto the Wikispaces site.

Thought needs to be given to where and how large amounts of video evidence can be securely stored for access by other Eur-Alpha partners. These issues would need to be considered by partners planning similar events.

Length of seminar

This was an intensive, week-long workshop and it was obvious to the QUB team, that near the end of the week, a number of the participants were very tired. When we talked to them about this many

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agreed that the work had been very rewarding, but that 5 days was perhaps too much. This problem should be considered when planning further activities

Workshop evaluation form

This was given to the group in English. As there were a lot of French speaking participants, it might have been useful to have prepared a French version to facilitate some people in the group. It may also be helpful to get individuals to record their experience on computer as the seminar progresses.

Language issues

A couple of the participants had difficulties with English and it was very good that they gave us advance warning of this. As a result, we were able to cater for this by making all the presenters aware of the problem and they all catered for this in their workshops. We are very indebted to their peers who agreed to help them with some of the translation. They obviously found this very exhausting and it is not surprising that they were the participants who were the most tired

Overall, we feel the seminar was a success, though we recognise that a number of things can also be learned for the organising of future seminars.

Jim Mullan, Programme Coordinator, EUR-ALPHA Workshop

Rob Mark, Project Manager

School of Education, Queen's University Belfast, Belfast, Northern Ireland, UK

27 September 2010

APPENDIX 1

**EUR-ALPHA Training Event
Belfast, 6 – 10 September 2010**

Proposition from: School of Education, Queen's University Belfast

TITLE

Reflective practice and technology enhanced learning (TEL) in adult literacy and numeracy tutor education

RATIONAL:

Most tutor education programmes are based on the model of the reflective practitioner. This event will allow participants to explore issues and approaches to different reflective practice models in a number of European countries.

TARGET GROUP

The week-long event would be of interest to adult literacy and numeracy teacher trainers and trainers who are able to disseminate good practice. It may also appeal to curriculum managers and organisers and researchers, including practitioner researchers in literacy and numeracy provision.

As it is a training event with a focus on reflective practice, participants must therefore have a good understanding of lifelong learning policies and reflective practices in their own countries. Participants must also have good basic ICT skills as a number of sessions will explore the use of TEL to support reflective practice.

OBJECTIVES

Participants will have the opportunity to:

- Examine and discuss European policy and national policies for reflective practice in adult literacy and numeracy tutor education
- Participate in a number of workshops to explore reflective practice
- Explore reflective practice and the influence of different cultural aspects across Europe
- Share good practice in developing reflective practice
- Extend traditional models of reflective practice to include creative approaches to reflective practice
- Examine examples of good practice in the use of technology enhanced learning (TEL) to support reflective practice

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CONTENT

Queens University Belfast is hosting this event and has designed a provisional programme - see attached document. We are keen to allow partner countries to have an input and interest has been expressed by Scotland, Republic of Ireland and Greece. We are currently collaborating with these partners to finalise their contribution.

DELIVERY MODE

Workshops

Presentations

Discussion

Exchange of experience and 'good practice'

Study visits

APPENDIX 2

EUR-ALPHA

Venue: School of Education, Queen's University Belfast (QUB), Northern Ireland, UK

Course Title: Reflective practice and technology enhanced learning (TEL) in adult literacy and numeracy tutor education

Dates: Monday 6th – Saturday 11th September 2010 inclusive (arrival Monday 6th September)

	Morning/Afternoon	Evening Session 5.00 to 8.00 pm Venue: 20 College Green, Room 005
Day 1 Monday 6/09/10	Arrival of delegates	Welcome and Introductions Aims/Objectives of Training Event Presenters: Jim Mullan, Shelley Tracey, Rob Mark Exploring reflective practice The session will begin with a discussion on models of reflective practice. This will include the Multiple Perspectives Model which has been developed and implemented by QUB This session will allow partners to share their understanding of reflective practice through the use of creative approaches Workshop 1: Applying models of reflective practice in Europe This discussion will allow participants to explore and consider the possibilities of developing a European model for reflective practice which includes aspects of how cultural contexts influence reflection Light refreshments will be provided 4.00 pm – 5.00 pm

	Morning Session 9.30 to 12.30 pm Venue: Training Room 2, McClay Library	Afternoon Session 1.30 to 4.30 pm Venue: Training Room 2, McClay Library
<p>Day 2</p> <p>Tuesday 7/09/10</p>	<p>Capturing reflections</p> <p style="text-align: center;">Presenter: Shelley Tracey</p> <p>In this session we will explore reflective writing through storytelling, creative writing and reflective journals.</p> <p>Using TEL to support reflective practice in literacy and numeracy tutor education</p> <p style="text-align: center;">Presenters: Jim Mullan & Corrina Trainor</p> <p>During 2008 - 2009, Queen's University Belfast (QUB), was involved in a pilot project investigating the use of Technology Enhanced Learning (TEL) to support reflective practice on their Adult Literacy and Numeracy teacher education programme.</p> <p>This session will give the background and a summary of the main activities and outcomes of this project, including some comments on the efficacy of TEL to support students' reflective practices.</p> <p>Workshop 2: Using Windows Moviemaker for reflective practice</p> <p>Windows Moviemaker (it comes 'bundled' with Windows XP or Vista) is a video editing program that allows you to make home movies, photo albums etc</p> <p>Past student teachers of adult literacy and numeracy will demonstrate how they used Moviemaker to capture key moments in their classroom practice. They will also discuss how this has helped them with their reflective practice.</p> <p>Participants will be given the opportunity to create a short video using Moviemaker</p>	<p>Presentation from Scotland: 'Building Communities of Reflective practice'</p> <p style="text-align: center;">Presenters: Aileen Ackland & Moira Strathdee</p> <p>In Scotland, the TQAL Project - a national partnership initiative to develop a new teaching qualification for adult literacy and numeracy tutors – has exploited the collaborative capacities of web 2.0 technology to develop a community of reflexive practice. This session will demonstrate some of the ways in which new technologies have enabled participants across Scotland to reflect with one another through a variety of media. We will also demonstrate how technology enabled collaboration within the TQAL Project has translated into new forms of participation for literacies learners.</p> <p>Workshop 3: The session will provide an opportunity for participants to establish their own reflective community using an online wiki.</p> <p>Preparation for Study Visit Delegates will be informed of some the practical arrangements necessary for the study visit on Wednesday afternoon</p>

	Morning Session: 9.30 to 12.30 pm Venue: Training Room 2, McClay Library	Afternoon Session: 1.30 to 4.30 pm Venue: Local locations
Day 3 Wednesday 8/09/10	<p>Presentation of Videos</p> <p>Participants will briefly present their videos created in the earlier session</p> <p>Celebrating International Literacy Day</p> <p>Presenter: Simon Morrison</p> <p>A representative from Google will present their literacy project (www.google.com/literacy) followed by questions and discussion</p>	<p>Study visit</p> <p>Organisers: Jim Mullan, Rob Mark</p> <p>Working in small groups, participants will investigate literacy and numeracy practices in museums and libraries and local attractions. To support this they will visit nearby museums and libraries etc. Using digital cameras, 'flip' camcorders and the skills developed in the Windows Moviemaker workshop, they will create a short video on their experiences and reflections.</p>
	Morning Session 9.30 to 12.30 pm Venue: Training Room 2, McClay Library	Afternoon Session 1.30 to 4.30 pm Venue: Training Room 2, McClay Library
Day 4 Thursday 9/09/10	<p>The role of microteaching in supporting reflective practice</p> <p>Presenters: Jim Mullan & Lorna Lundy</p> <p>Microteaching is a common feature on many tutor education programmes. The use of microteaching sessions on the QUB course will be presented. Partners will discuss how they use microteaching on their programmes to enhance reflective practice.</p> <p>Workshop 4: Using Video for reflective practice</p> <p>Student teachers engaged in initial teacher education programmes often find it difficult to 'see' what is going on in their classrooms. They can further experience difficulties in linking theory and research with observations of experienced teachers and their own practice. This session will introduce learning tools such as DIVER that can provide novice teachers and their tutors with unique, new learning opportunities and insights.</p> <p>Lorna Lundy, a student on the QUB programme, will demonstrate how she used video and the DIVER tools to support her reflective practice</p>	<p>Practitioner research and reflective practice</p> <p>Presenters: Shelley Tracey & Practitioners</p> <p>Research carried out by students who have participated on the course at QUB will be presented and discussed to highlight the importance of practitioner research to reflective practice</p>

	Morning Session 9.30 to 12.30 pm Venue: Training Room 2, McClay Library	Afternoon Session 1.30 to 4.30 pm Venue: Training Room 2, McClay Library
Day 5 Friday 10/09/10	<p>Workshop 5: Social networking tools for reflection using Facebook, Twitter and 'blogging'</p> <p>Presenter: Mark Baker</p> <p>This will be a hand on walk through using Facebook and Twitter and blogging. What are they? How do they work? How would adult literacy and numeracy tutors and learners use them to support reflective practice? By the end of the workshop you will be able to send a Tweet and set up Facebook and blogging pages. We will also cover confidentiality and limiting personal exposure.</p> <p>In this session we hope to set up a closed user group in Facebook to allow Eur-Alpha partners to continue to collaborate and share good practice</p>	<p>Presentation and discussion on study visit videos Each of the groups will present their study visit videos</p> <p>Reflective Practice and Technology Participants will review the various technologies they have used over the last few days and discuss their contribution to reflective practice</p> <p>Further Collaboration: The 'way forward' The participants will discuss ideas/propositions on how best to exchange good practice and dissemination within the Eur-Alpha network.</p>
	Morning Session 10.00 to 12.30 pm Venue: Training Room 2, McClay Library	Afternoon Session
Day 6 Saturday 11/09/10	<p>Summary</p> <p>Conclusions</p> <p>Evaluation</p>	Departure of delegates

APPENDIX 3

4. The course content was:

Appropriate

Could have been improved

Comments on course content:

5. Please comment on the course activities

6. Please comment on the delivery of the course

7. Please comment on the support which you received from the course tutors

8. What activity pleased you the most?

9. My greatest achievement was:

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10. The Course

Will make no difference to my teaching practice Yes No

Will make some difference to my teaching practice Yes No

Will make a substantial difference to my teaching practice Yes No

11. Any other comments on the course

SECTION 2 ARTS BASED METHODS

A range of art-based methods was used on the course, in particular, using storytelling, collage, images, video etc as a basis for generating ideas and thinking about reflective practice:

I enjoyed this type of activity Yes No Not Sure

It benefited my practice Yes No Not Sure

It benefited my understanding of reflective practise Yes No Not Sure

Please comment

SECTION 3 USING TECHNOLOGY ENHANCED LEARNING TOOLS

A range of TEL tools were used on the course for generating ideas and supporting reflective practice:

I enjoyed using these tools Yes No Not Sure

They will benefit my practice Yes No Not Sure

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Please comment

