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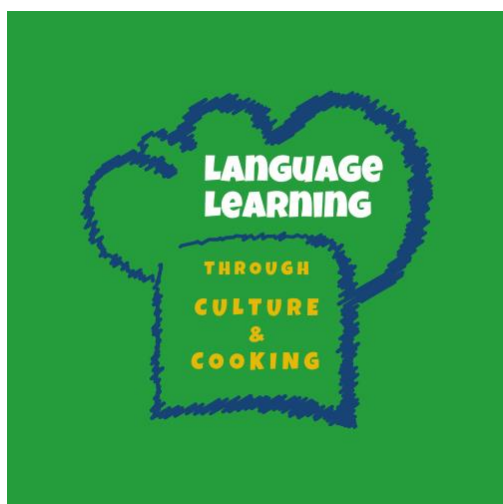
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Language Learning through Culture & Cooking

Summary Report of Local Pilot Training IO3

10-1-2021

Compiled by ACP





EVALUATION OF IO3:

Pilot Training Course on Using Cookery and Culture as Tools in Adult Learning to test the LLCC learning materials and virtual learning platform

Language Learning through Culture & Cooking aims to supply adult learning providers and community development agencies with new tools that they can use to enable learners to enhance their learning outcomes and their role within the workplace and local society.

In IO3 we piloted the training course to gain an appreciation of what works well and what can be improved, as well as enabling the creation of materials for the online platform.

Following the development of the 2 Intellectual outputs IO1, IO2, and the training C1 in Spain, the LLCC project reached one of its most important phases- the pilot training of the trainers in IO3.

Each partner recruited 4 to 10 participants for their local course. The purpose of the course was to provide a continuous professional development opportunity for partner staff, trainers, support trainers, volunteer classroom assistants, and community development staff working with migrants and refugees, particularly in scenarios where there is a language barrier. The IO3 participants were drawn from the partner organizations and other local stakeholders and were helpful in further developing our local collaboration/cooperation. In the selection process, the organizations were seeking people that have an open mind to creativity and innovation in how they approach the delivery of learning. The course was 15 hours in length and utilized the LLCC training materials and Training Manuals.

The sessions were interactive and involved participants playing the role of ultimate beneficiaries to test out the methodology of training material delivery. Throughout the course, the participants were encouraged to be active in feeding back ideas and to openly share their opinions.

After the pilot training took place, each country sent its participants Questionnaires regarding the evaluation of the training. The questions concerned the quality of the training, the instructors, the material itself, and the platform made especially for this project.

From the first part of the survey, we learned how the participants felt about the LLCC training. Participants of all countries evaluated the quality and the content of the training and their instructors as outstanding or very close to it. The same positive response goes for the size of the training group, as most of the participants found that the group size was quite appropriate.

However, 12.5% of them noticed that the content of the language teaching is diluted because the approach is more nutritionist than pedagogical.

The second part of the survey refers to the quality of the platform and its material. The vast majority of participants were quite enthusiastic about the training and content they had received, as they ranked the platform material as outstanding. Finally, we are happy to announce that all participants admitted that they acquired innovative tools during this training.

Below there is a summary of all of the partners' feedback and reports referring to the outcomes of their surveys.



Please describe how the methodologies proposed under IO3 online training were implemented at a local level, specifically referring to the methodologies you have used and highlighting the most successful.

The main aim of the piloting session was to present the contents of the LLCC project to trainers and other professionals related to the field of education. All partners introduced the contents of the modules to their local participants. Some of the partners decided to make use of home learning and blended activities and also the use of cooperative online tools to guarantee that participants of the training course would be actively involved throughout the sessions. All of the countries stated that they mostly focused on the feedback of the material using the online whiteboard tools and collected feedback according to the participants' opinions and expertise. Partners mentioned that it was fun and interactive to learn a language through cooking. We have learned that it is a very good way to strengthen the bonds among the participants and represents a great opportunity to learn by finding similarities between each other's cultural cuisine.

Please provide a short description of each workshop you have carried out in your country. Please also provide data collected from both participants and facilitators during the evaluation process.

Most sessions were delivered online due to COVID-19 restrictions. However, some of the workshops were delivered face-to-face, always complying with the current COVID-19 restrictions and health standards with great success. Each country held at least two sessions and some of them three. The duration of each session fluctuated from two to four hours and some countries, such as Spain and Austria, happened to exceed this time session to six hours on their second workshop which refers to the self-study session.

Please provide a short description of the use of the educational platform. Please also provide data collected from both participants and facilitators during the evaluation process for the platform.

All partners followed a similar core teaching structure, which aimed to familiarize all participants with the education platform and LLCC Modules. Specifically, all participants first received an overview of the structure of the training and the type of exercises used in the platform, and they linked each session with the theoretical sections. Secondly, participants were able to experience the platform themselves, and finally, all the instructors within each country encouraged feedback and suggestions to improve the course. At this point, participants and instructors had the opportunity not only to exchange ideas and opinions of their expertise in the field, but also to become aware of the needs of an A1-A2 learner. Some partners proposed homework activities to check the level of knowledge acquired after each module.

Please describe any measures taken at a country level to ensure the active involvement of participants throughout the workshops (e.g. Covid 19 adjustments, the flexibility of time, change in the group of participants due to drop-outs, etc.)



As mentioned previously, most of the sessions took place online. However, as for the workshops that took place face-to-face in offices, the facilitators adhered to the appropriate restrictions and guidelines, for example keeping the 2-meters distance, wearing a mask, and in the case that the classes exceeded the proposed number of the participants, the group was split into 2 or 3 classes.

Selection and description of activities conducted among those proposed in the IO3 Programme (did you manage to implement all of the proposed activities? Did you have to adapt some of them? In what way?)

Most of the countries admitted that they had to adjust the timing of the workshops to shorten the training hours to keep the participants focused. However, it is very impressive that all countries managed to deliver and carry out all the proposed activities according to the project's outline. The partner countries even had the time and the chance not only to adjust the activities to their needs but also the material of the platform based on the feedback they received from the participants' comments.

Please describe the good practices you have identified during the train the trainers' implementation

According to the testimonies of the partners, here are the most crucial points of good practices that were identified during the training process:

- "Participants were very active and interested in the topics presented"
- "All participants gave several examples about their professional experiences so they could all learn from each other"
- The use of tips and tricks from the Manuals for the participants' training
- The use of digital tools to support collaborative learning and to engage them in the activities
- Participants were able to "exchange ideas on the instruction of an online course"

To conclude, the groups came up with very innovative ideas as to how they could implement the contents of the project within their own teaching and the Manuals themselves have inspired the participants to develop new ideas to utilize with their students.

Please describe any pitfalls that you have noticed during the train the trainers' implementation



The most common pitfall based on each country's report seems to refer to the number of participants, which was limited due to COVID-19 restrictions. Additionally, some of the partners identified pitfalls regarding the duration of the sessions, as they did not want their participants to get tired too early. Finally, there were also mentions that the platform registration proved technically challenging for some of the trainers.

Please draw some lessons learned during the train the trainers' implementation, and some suggestions for further exploitation of this approach.

Here are some of the lessons learned during these workshops:

- Learning through culture and cooking can be useful in the educational process, as people can come closer, interact, and find common characteristics
- The multicultural approach of the project is very useful since we can learn from each other
- The focus on typical dishes is very interesting and dynamic for both students and trainers
- Online delivery of train the trainer sessions can be very effective, particularly if it is engaging and relevant

Finally, the partners would make the following notes and suggestions for further exploitation of the training procedure and the project in general:

- Technical conditions might be an obstacle, especially for migrants to participate actively in the Moodle course – it is better to use the Moodle course during the lessons
- The practical aspect is important, for instance working with spices and “real” products, if possible, which will make it easier for participants to learn new vocabulary
- The project has a very strong theoretical framework but regarding the practical aspect of the lessons, trainers need to take into consideration the possibility of using kitchen tools so that they can put into practice the exercises suggested
- Courses need to have a strict structure according to grammar, vocabulary, and form of the exercises