



Coordination/Cooperation/Cultural context
tandem learning program
of transnational cooperation for **SMEs**

3xC Workshops

Version 1.0



Education and Culture DG

Lifelong Learning Programme

Content

Introduction	1
a)General Concept	1
b)Time Frame	2
c)Role of the Tutor	2
<i>Technical Tutor and Course Tutor</i>	2
<i>Assignment to workshop</i>	3
<i>Assignment to learning tandem</i>	3
<i>Office Assignment</i>	3
d)Tandem Roles and Rules	4
e)Choosing a Tandem Partner.....	4
f)Evaluation.....	5
<i>General Aspects</i>	5
<i>Suggestions about the pre-course questionnaire</i>	6
<i>Face-to-face kick-off workshop</i>	6
<i>Pre-module self-evaluation questionnaire</i>	6
<i>Questionnaires before each workshop or Self-Evaluation</i>	7
<i>Questionnaires after each workshop</i>	8
Workshop 1: Introduction	9
a)Introduction.....	9
<i>Basic Information</i>	9
<i>Anticipated Time Frame</i>	9
<i>Rationale</i>	9
<i>Learning Goals</i>	9
b)Self-Evaluation	9
c)Self-Learning	10
<i>Tasks</i>	10
d)Tandem-Learning	10
e)Reflection.....	10
f)Specific Tutor's Role.....	10
Workshop 1 Alternative: Introduction (Face-To-Face).....	11
a)Overview Kick-Off Workshop	11
b)Details Kick-Off Workshop.....	12
1) <i>Welcome</i>	12
2) <i>Introduction</i>	12
3) <i>The Project</i>	13
4) <i>Expectations</i>	13
5) <i>The Course</i>	14
6) <i>Hands on Moodle</i>	14
7) <i>Project Ideas</i>	15
8) <i>Next Steps</i>	15
Workshop 2: Clear and Concise Explanation of a Project Idea.....	16
a)Introduction.....	16
<i>Basic Information</i>	16
<i>Anticipated Time Frame</i>	16
<i>Rationale</i>	16
<i>Learning Goals</i>	16
b)Self-Evaluation	17
c)Self-Learning	17
<i>Tasks</i>	17
d)Tandem-Learning	17
e)Reflection.....	17
f)Specific Tutor's Role.....	17

Workshop 3: Identification of Partners - Partnership Building	18
a)Introduction	18
<i>Basic Information</i>	18
<i>Anticipated Time Frame</i>	18
<i>Rationale</i>	18
<i>Learning Goals</i>	18
b)Self-Evaluation	18
c)Self-Learning	18
<i>Tasks</i>	18
d)Tandem-Learning	19
e)Reflection.....	19
f)Specific Tutor's Role.....	19
Workshop 4: Communication - Approaching Partners	20
a)Introduction.....	20
<i>Basic Information</i>	20
<i>Anticipated Time Frame</i>	20
<i>Rationale</i>	20
<i>Learning Goals</i>	20
b)Self-Evaluation	21
c)Self-Learning	21
<i>Tasks</i>	21
d)Tandem-Learning	21
e)Reflection.....	21
f)Specific Tutor's Role.....	22
Workshop 5: Project Development - Defining Goals, Outcomes, and Products.....	23
a)Introduction.....	23
<i>Basic Information</i>	23
<i>Anticipated Time Frame</i>	23
<i>Rationale</i>	23
<i>Learning Goals</i>	23
b)Self-Evaluation	23
c)Self-Learning	24
<i>Tasks</i>	24
d)Tandem-Learning	24
e)Reflection.....	24
f)Specific Tutor's Role.....	24
Workshop 6: Project Implementation – Time Planning and Task Allocation	25
a)Introduction.....	25
<i>Basic Information</i>	25
<i>Time Frame</i>	25
<i>Rationale</i>	25
<i>Learning Goals</i>	25
b)Self-Evaluation	25
c)Self-Learning	25
<i>Tasks</i>	25
d)Tandem-Learning	26
e)Reflection.....	26
f)Specific Tutor's Role.....	26
Workshop 7: Reflection	28
a)Introduction.....	28
<i>Basic Information</i>	28
<i>Time Frame</i>	28
<i>Rationale</i>	28
<i>Learning Goals</i>	28
b)Self-Evaluation	28

c)Self-Learning	28
<i>Resources</i>	28
<i>Tasks</i>	28
d)Tandem-Learning	28
e)Reflection.....	28
f)Specific Tutor's Role.....	29
Workshop 7 Alternative: Reflection (Face-To-Face)	30
a)Overview Final Workshop	30
b)Details Final Workshop	31
1) <i>Welcome</i>	31
2) <i>Project Feedback</i>	31
3) <i>Presentation 1</i>	32
4) <i>Presentation 2</i>	32
5) <i>Resume</i>	33
6) <i>Perspective</i>	33
Annex	34
a)Resources	34
<i>Workshop 1 - Introduction</i>	34
<i>Workshop 2: Clear and Concise Explanation of a Project Idea</i>	34
<i>Workshop 3: Identification of Partners - Partnership Building</i>	35
<i>Workshop 4: Communication - Approaching Partners</i>	35
<i>Workshop 5: Project Development - Defining Goals, Outcomes, and Products</i>	38
<i>Workshop 6: Project Implementation – Time Planning and Task Allocation</i>	38
b)3xC Pre-course questionnaire.....	40
INTRODUCTION	40
LEARNER'S MOTIVATION	41
PRIOR EXPERIENCES RELEVANT TO THE TOPICS OF THE COURSE	42
PRIOR EXPERIENCES RELATED TO WORKING AND LEARNING WITH PEOPLE IN INTERNA- TIONAL CONTEXTS	46
LEARNERS VIEWS AND BELIEFS ABOUT TEACHING AND LEARNING	48
BIOGRAPHICAL DATA	50

Introduction

a) **General Concept**

The 3xC course consists of seven workshops:

1. Introduction
2. Clear and Concise Explanation of a Project Idea
3. Identification of Partners - Partnership Building
4. Communication - Approaching Partners
5. Project Development - Defining Goals, Outcomes, and Products
6. Project Implementation – Time Planning and Task Allocation
7. Reflection

All workshops are provided as online workshops via the moodle platform. As an addition or alternative, the first and last workshop are also designed and provided as face-to-face workshops. With the exception of the face-to-face workshops, all online workshops have the same basic structure:

a) **Introduction:** General information about the workshop, its contents and proposed time frame. Learning goals should not directly named, but rather described by the rationale of the topic. The proposed time frame is given in hours. Depending on the individual situation and setting, these hours can be allocated over a period of several days. Ideally, no workshop should take longer than a week.

Note: Especially if participants do not take part in the face-to-face workshops, instructions of the online course need to be very clear as most participants will not be IT experts.

b) **Self-Evaluation:** Each student or participant describes his/her status-quo of skills, language skills (if necessary) and knowledge in the proposed topic area.

c) **Self-Learning:** Self-learning materials are provided as background or reference information and are such a training base for the Tandem-Learning period.

d) **Tandem Learning:** In this part, the participants try out and train the intended skills with the help and support of a participant from another country.

e) **Reflection:** The final part of a workshop provides the opportunity to reflect about the learning process, progress made, achievements, and propositions for workshop improvements.

Apart from the proposed learning goals concerning skills and knowledge, the project partners understand the main task of the course to *initiate and motivate* the process of undertaking transnational projects. This has some impact on the evaluation process and the tutors' role.

Note: Part b and e are not really necessary to achieve the learning goals of the course. As this course is intended for beginners, the self-evaluation part might not be that informative, and the reflection part can be done in a single final step after finishing the course.

b) **Time Frame**

Hold as a face-to-face seminar without involving a tandem learning partner, the whole course should typically take a week's time, that is, approximately 40 hours. As an online

course, all workshops together might take as much as 54 hours (a maximum of 8 hours per workshop). However, this depends very much on the present experience (and interest) of the participants in the various topics and learning fields. The overall time frame depends also on the individual schedules of the participants. Although it is possible to do the course in 5-6 weeks, there is no reason why participants should not set their own time frame and learning rhythm. Furthermore, although tandem tasks are usually asynchronous tasks, they need to be organised and scheduled among the tandem partners. Otherwise, holidays, business trips, or other temporary absence might lead to confusion if tandem partners are waiting for feedback. Nevertheless, a maximum time frame of 12 weeks should be aimed at to avoid losing too much momentum. Here the tutor plays an important role to foster the learning process if necessary.

And last, but not least: Participants do not need to start at the same time. It is possible to continuously sign up new learners and form learning tandems.

c) Role of the Tutor

Technical Tutor and Course Tutor

There are three possible types of tutor present in the course:

1. **Technical tutors** (or support) who provides technical help and support on computer-specific and Moodle-platform-specific issues.
2. **Workshop tutors.** Each workshop is assigned to a tutor who has some kind of expertise on the topic of the workshop.
3. **Tandem tutors.** Each tandem is assigned a tutor, who has the task to motivate, support and monitor the activity of his/her pair(s) during the whole duration of the course. Depending on the number of tandems, a tutor may be assigned several tandems.

It is not the job of the project to describe the role and function of an online tutor. However, the following general guidelines should be taken into consideration:

1. Apart from workshops 5 and 6, the tutor is not supposed to give direct feedback, answers or explanations. Instead – if required - s/he rather provides motivation, help and support on how to solve a problem.
2. The main supporting task of the tutor is to keep motivation of the participants going (the means differ from learner to learner and tandem to tandem).
3. Tutors are present. That means they are available, take little time to react, take little time to act (if necessary), and overall: *communicate*.

The need for both a workshop and tandem pair tutors arises by the course's idea that the pairs can follow their own pace. Therefore, they need a tutor to keep a close eye on their progress from workshop to workshop.

The workshop activities & tasks, as a whole, will be introduced by the Workshop tutor while the specific tandem processes to deliver the tasks will be moderated by the Tandem pair tutors.

It is suggested that the workshop tutor's presence is based on a predetermined and schedule known to all. For example: The tutor of the "Workshop 3: Identification of Partners - Partnership Building" will be available to answer to questions of all tandems working on the tasks of this workshop every lets say Monday & Friday evening.

Although the tandem pair tutor is expected to follow on a, more or less, day-to-day basis the pair activity she/he has to make his/her own "presence" arrangements with each pair, also in a very explicit manner. For example a tandem pair tutor, due to personal or professional reasons, may not be available to the learners at weekends or specific days during the week. This has to be known in advance to all. Such arrangements usually help because it is often the case in on-line courses that learners, particularly these who are very active, develop the misconception that the tutor has to be on-line on a 24hrs basis and get frustrated when they do not get immediate responses to their questions/comments by the tutor.

Another approach is the creation of a central "office" participants can send questions or requests to. All approaches have their advantages and disadvantages:

Assignment to workshop

- + You can assign tutors to a topic area s/he is really a specialist in (nobody is really super-fit in every trained topic).
- + The tutor gets a good overview of the training results and feedback for his/her topic area. This makes improvements and add-ons easier.
- + Participants work with several tutors and thus get more diverse and varied responses and feedback.
- Some workshops require more moderation and support than others. This could lead to an unfair distribution of work between tutors.
- Participants work with several tutors and thus get more diverse and varied responses and feedback.

Assignment to learning tandem

- + The tutor gets a good overall overview of the training results and feedback of the participants. Provided that the tutors exchange their experience, this makes improvements and add-ons easier.
- + Participants work with only one tutor and thus get a more stable and reliable tutor-learner relationship as well as familiar responses and feedback.
- + It is easy to evenly distribute the work among tutors.
- Participants might have to work a tutor tutor-learner relationship that does not really work.
- Tutors might be really fit in one or two topic area but not in every trained topic.

Office Assignment

- + There is one central place for questions and requests. The central officer then forwards the requests to the appropriate tutor. Questions that are of general interest can also be published and answered in a FAQ. Such a central organisation makes improvements and add-ons easier.
- + Participants work with several tutors and thus get more diverse and varied responses

and feedback.

- It is easy to evenly distribute the work among tutors.
- Participants work with several tutors and thus get more diverse and varied responses and feedback.
- Tutors and/or the central officer still have to watch the progress and activities of the participants.

The decision is up to the course provider. For the test phase, it is recommended to assign tutors to learning tandems.

d) Tandem Roles and Rules

The 3xC tandem learning concept is an important part of the online training methods employed. Thus, working together with another person is a common principle for learning activities. To be a tandem partner therefore means :

- A participant or student is not just a consumer of knowledge provided by the course, but agrees to work and learn together with a person/partner from **another** country.
- As tandem partners, the students give feedback and input depending on the tandem learning tasks.
- As a learner, the student actively involves the tandem partner in the proposed learning tasks.
- As a tandem partner, the student is not really responsible for the learning process (and progress) of his/her partner, but nevertheless monitors and supports the partner in his/her learning tasks.
- Tandem partners schedule the tandem tasks among themselves and inform the partner of temporary absence.

e) Choosing a Tandem Partner

Usually the introductory phase of international on-line courses is a quite stressful situation for all people involved, particularly those participating for the first time in such activities.

It could also be helpful to upload materials produced during the f-to-f workshops (for example photos etc) in a module of the moodle (just prior to the "Workshop 1: Introduction" module).

At the moodle introductory workshop all tutors should in some way show "presence", uploading their profiles, maybe proposing project ideas that tandems may undertake etc.

It should be noted that not all learners respond positively to open-ended tasks as is the proposal of a project idea. At this level they may need some structuring in their tasks. It could therefore be helpful to offer headings under which each learner describes his/her preliminary idea. This could be considered as a "warming up" individual activity before the real thing which is introduced in "Workshop 2: Clear and Concise Explanation of a Project Idea". These headings (which are described in the Workshop 2 design), offer a kind of continuation from the individual exercise to a deeper level by the tandems.

Learning tandems can either be assigned by the tutors or organised by the learners themselves. One idea is that the learners first choose a "project idea" among those which have been proposed by the individual learners and then choose, or are assigned to, a tandem partner who has also chosen this idea. On the basis of this proposal, it could be helpful that the Workshop Tutor, by let say at day 6 or 7 of this workshop, writes down and posts a

list of the most promising or better articulated proposed ideas so that learners focus around them and choose one of them. It is only when all learners have chosen their preferred idea that learners are called by the Workshop Tutor to form tandems with other learners who have chosen the same project idea. This way it is more possible that the learners will choose partners not on personal basis but on the basis of shared topic interest.

f) Evaluation

General Aspects

The evaluation of the 3xC workshops is proposed to be based on both qualitative and quantitative methods. In particular, we propose the employment of three different data sources:

1. **Questionnaires:** a pre-course, one before and after each workshop and a post-course. The *pre-course questionnaire* could include questions about: the learning preferences and style of participants, their motivation to attend the course and their expectations about it, and their prior experience and participation both to e-learning activities and to European projects.

Questionnaires before each workshop or self-evaluation can be designed as very short questionnaires that reflect the status quo of a workshop field from the learner's point of view. Among other, this data can be used as a base to evaluate the learning progress of the participants.

Questionnaires after each workshop (except from the first one due to its introductory character) could include questions about the quality and helpfulness of the materials and guidelines given and of the communication and cooperation between tandem partners and tutor. It could also include questions about the time the learner spent and the difficulties she/he encountered. Furthermore, it could be included self-evaluation questions of the learning outcomes and an evaluation of the attainment of learning goals by the learner. All these questions could be adapted to and inspired by the particular tasks included at each workshop after which the questionnaire is given.

The *post-course questionnaire* could ask the learners to evaluate the quality and the helpfulness of the whole course, and the degree of their satisfaction not only by the course but also by their participation in it.

2. **Reflection forums.** It is suggested that at the end of each workshop the learners to be formally invited by the tutors to write about the strengths and weaknesses of each workshop in a dedicated reflection forum. The learners reflections is proposed to be content analysed for a deeper understanding and evaluation of the workshops proceedings.

3. **Overall contributions** during the whole course. A third source of evaluation data it is suggested to be day-to-day qualitative and quantitative data regarding the actual involvement of the participants in the workshop activities, such as the number and the quality of posts contributed by each participant, overall presence data obtained by log files of the moodle database etc.

Suggestions about the pre-course questionnaire

An overall self-evaluation of the prior experience of the learners in the topics of the course is proposed to be obtained by the pre-course questionnaire that can be completed during the first on-line introductory workshop. The short explanation of the stages from novice to expert, as proposed for the pre-module questionnaires, will be used as a tool to develop a series of specific topic-related questions to be included in the pre-course questionnaire. Also the interview questions employed during the research conducted within the frame of the work package 3 can be of great help. The preliminary analysis of the data obtained can help the course organizers identify the “level of prior experience” of all learners, and thus be more aware of the learning needs of each pair.

Themes of the pre-course questionnaire

- Learners’ prior experiences and competencies on the topics of the course
- Learners’ expectations and motivation regarding their participation in the course
- Learners’ prior experiences in on-line learning
- Biographical data.

Face-to-face kick-off workshop

The face-to-face kick-off workshop will also serve as context for evaluation data collection, in particular the “Collecting the expectations of the participants” activity. However, especially for the time after the project's lifetime, not all learners will participate in a f-to-f workshop and furthermore our data collection needs prior to the course are not limited to learners’ expectations. It is also their prior topic-related experiences, their experiences related to tandem learning, their experiences related to on-line learning and of-course bio data. All these is better to be collected altogether during the first on-line workshop. It is therefore suggested that face-to-face kick-off workshop is also organized with the aim to help the course organizers better adapt the course design and proceedings to the needs of the learners.

Pre-module self-evaluation questionnaire

The open-ended questions of self-evaluation questionnaire before each workshop, as proposed, may be too time-consuming for the learners to answer. Therefore the self-evaluation has to be part of the learning process per se in order to become a meaningful exercise for the learners. It is suggested that by the beginning of each workshop by each pair of learners, the tandem pair tutors ask the pair to write down in a short post their prior experiences on the specific topic as part of the learning process between the tandem learners. The post-course content analysis of their answers can offer additional input to the overall evaluation.

Questionnaires before each workshop or Self-Evaluation

The idea behind this self-evaluation is to present a **short** assessment of the experience, skills and expectations regarding the topics and learning field of the workshop. A general format that can be used for all workshops is therefore ideal.

For example:

How would you describe your experience in this workshop field within a national context?				
Novice	Advanced	Competent	Proficient	Expert

How would you describe your experience in this workshop field within a transnational context?				
Novice	Advanced	Competent	Proficient	Expert

If you have experience in this workshop field within a national context, please describe the problems and challenges you encountered on a national level.

If you have experience in this workshop field within a transnational context, please describe the problems and challenges you encountered on a transnational level.

If you have no experience in this workshop field within a transnational context, please describe the problems and challenges you think you might encounter on a transnational level.

Please describe your expectations for this workshop. What do you want to achieve?

Self-Evaluation can be also accompanied by a learning diary or other means that can be provided as an optional tool.

Short explanation of the stages from novice to expert.

Novice: A novice is a beginner who has had no experience of the situations in which they are expected to perform. Usually, novices need universal rules to help them perform and have no life experience in the application of rules.

“I have no experience at all in this area, and I have never done such a thing.”

Advanced: Advanced beginners are those who have coped with enough real situations to note recurring meaningful situational components. These components require prior experience in actual situations for recognition. Principles to guide actions begin to be formulated. The principles are based on experience.

“I have some experience in this area, and I think I can do it.”

Competent: Competence develops when the person begins to see his or her actions in terms of long-range goals or plans of which he or she is consciously aware. For the competent person, a plan establishes a perspective, and the plan is based on considerable conscious, abstract, analytic contemplation of the problem.

“I have experience in this area, and I can do it this way.”

Proficient: The proficient performer perceives situations as wholes rather than in terms of chopped up parts or aspects, and performance is guided by maxims and in terms of long-term goals. The proficient person recognises when the expected normal picture does not materialise. This holistic understanding improves the decision making and reflects nuances of a situation.

“I know this area and its problems, and we should do it this way.”

Expert: The expert performer no longer relies on an analytic principle (rule, guideline, maxim) to connect her or his understanding of the situation to an appropriate action, but operates from a deep understanding of the total situation. This is not to say that the expert never uses analytic tools. Highly skilled analytic ability is necessary in those situations the person has had no previous experience with or when events and processes are not occurring as expected.

“I know the area, and here is a solution, don't ask me why.”

Questionnaires after each workshop

Apart from questions concerning the specific topic area and contents of the individual workshop, some course appreciation factors should be evaluated like:

- What did the participants appreciate the most?
- What is the appreciation on tandem learning ?
- Did they establish any contacts?
- How do they cope with the on-line experience
- What did the participants gain by participating?
- Were there any gains with regard to business?
- Do they have any suggestions for the delivery of the course?
- Do the participants mention reasons for dropping out (i.e. lack of interest, lack of time, language problems, lack of course support, personal issues, etc.)?

Again, these questionnaires can be replaced by a single questionnaire at the end of the course.

Workshop 1: Introduction

g) Introduction

Basic Information

The first workshop introduces the participants to the project, the proposed course and employed technology. Apart from that, the workshop records the individual anticipations and expectations of the participants with regard to the course.

Furthermore, in the first workshop the participants introduce themselves and are invited to think about a project idea.

Anticipated Time Frame

Tasks (including self-evaluation): 3 hours.

Tandem Tasks: not applicable

Self-Learning (background reading etc.): 1 hour

The workshop should be finished within a week's time.

Rationale

The enterprise sector – mainly SMEs, especially from the new EU countries (EU-12) – insufficiently participates in transnational projects. That results in a very low level of internationalization of these companies. This is especially true for project-based cooperation in contrast to contractual cooperation. Comprehensive cooperation, which is not associated with simple trade relations, but rather with more “sophisticated” and ambitious goals of international cooperation - like common research and innovative projects, joint ventures, or common export activities on other markets – provides quite a challenge.

These transnational cooperation activities require special skills and experience as well as building long-term relations based on trust. In that case good communication and understanding of cultural considerations of foreign partners are key success factors. At a later stage, good management and the coordination of the transnational partnership is the next crucial factor of success of the such projects.

(Extracts form the 3xC project proposal)

Learning Goals

Participants know about:

1. rationale of the 3xC course
2. key factors for transnational projects according to research results
3. overall course structure and topics/workshops
4. involved technology (moodle playground)
5. tandem method and tandem rules

h) Self-Evaluation

Self-Evaluation is done in two parts, a rather topic-oriented evaluation and a rather learning-type-oriented evaluation.

For the topic-oriented evaluation, participants express their expectations, desired (learning) goals, and main interests. This can be done with a modified questionnaire based on the 3xC interview guideline.

The learning-type-oriented evaluation is covered by the questionnaire Kathy provided.

Note: Ideally, the questionnaires are provided as online (database) forms to make evaluation a little bit more efficient. Alternatively, questionnaires can be provided as PDF form (easily be done with OpenOffice) are filled out and saved by the participant and send to the tutor. The filled-out questionnaires can also become part of the learners published profile (if desired).

i) Self-Learning

Tasks

1. Editing one's own profile in moodle including the upload of a photo
2. Creation and upload of a CV in European format
3. Creation and upload of ones own company profile.
4. Self-Evaluation (see above)
5. Thinking about a project idea

Note: Personal profile, CV, and other forms indicating interest and expectations (and maybe the questionnaires) of the learners should be presented in a sensible way on the moodle platform. Ideally, this is done via a "learning community" platform. The moodle platform might not be the optimum for this purpose, so other means of presenting a "complete profile" must be employed.

The creation of a European CV from scratch can be a very time-consuming activity (simply because you don't have all the data ready at hand). As an alternative, the project can provide a simplified version that does include company profile, basic professional information and areas of interest.

j) Tandem-Learning

Note: No tandem learning or partnership at this step.

k) Reflection

Note: No specific reflection part at this step.

l) Specific Tutor's Role

The special tasks of the tutors in this workshop include:

1. Answering individual questions regarding any uncertainties about course, structure, goals, tandem roles, etc.

Note: If there are questions, these should be entered and answered in a general Course FAQ.

Workshop 1 Alternative: Introduction (Face-To-Face)

m) Overview Kick-Off Workshop

The kick-off workshop introduces the participants to the project, the proposed course and employed technology. Apart from that, the workshop records the individual anticipations and expectations of the participants with regard to the course.

This way, the workshop forms an important part of the evaluation process of the pilot testing period. It might not be possible to arrange such workshops in every country once the project has finished. Therefore, all the relevant documentation has to be made available on the online training platform. This applies also to the presentation and recording of the expectations, needs and experience of the participants with regard to the course's content, methods and goals.

All materials so far available (IDI report, best practice samples, etc.) should be made available "to take home". Ideally, all relevant documentation is printed and handed out in a folder.

The kick-off workshop can also be implemented as an add-on to workshop one rather than as an alternative method. In this case, questionnaires, CV, profile etc. are already done or started before the kick-off workshop takes place. The following workshop structure takes both approaches – alternative and add-on – into account.

No.	Name	Description	Time (min)
1	Welcome	Welcome, organisation of workshops, general topics	10
2	Introduction	Introduction of participants	45
	Break	Coffee break	
3	The Project	Presentation of the project, its content and goals	45
4	Expectations	Collecting the expectations of the participants	45
	Break	Lunch break	
5	The Course	Presentation of time frame, test phase, tandem method	35
6	Hands On Moodle	Hands On session plus setting up one's own profile	120
	Break	Coffee break	
7	Project Ideas	Presentation of potential project forms and participants' project ideas	60
8	Next Steps	Starting the online course, open questions, handouts, goodbye	30
		Overall estimated time (excluding breaks)	390

n) Details Kick-Off Workshop

1) Welcome

Description	General welcome, introduction of tutors/trainers; short presentation of the workshop structure, general topics like facilities,
-------------	---

	breaks, smoking, etc.
Goals	n.a.
Method	Talk
Materials	List of participants, name plates
Time Frame	Approx. 10 minutes
Comment	It is planned to hand out documentation at the end of the workshop (like project description etc.). This should also be mentioned at the beginning.

2) Introduction

Description	Participants introduce each other and express their first expectations. At this stage, the expectations are not commented by the tutors/trainers.
Goals	Participants know each other Participants are prepared and motivated for the day Participants describe their motives and motivation for joining the project's course
Method	<i>Tandem group and meta-plan technique/card technique</i> The group is split into pairs/tandems – people select their neighbour. Each tandem partner asks his/her neighbour about: <ul style="list-style-type: none"> • name, company/institution, position • reason to join • wish list and expectations for the course Answers for the wish list and expectations are written down on cards The tandem partners then present each other and pin the cards to a pin-board. The following tandems try to group their cards along with the already pinned cards.
Materials	Cards, pencils, pin-board, camera, paper
Time Frame	Approx. 45 minutes
Comment	If the cards are not directly pinned onto the pin-board, but via a big sheet of paper, the cards can later be glued to the paper. This way the result is a poster that can also be used in the final workshop. The pin-board result should also be photographed. It might be possible to have the cards filled out in English for easier evaluation. Otherwise, the partners have to translate the cards later on. The photo of the pin-board result is printed and added to the handout folder.

3) The Project

Description	Presentation of the project, its content and goals
Goals	Participants know about: <ul style="list-style-type: none"> • the general overview of the program • project life cycle • key factors for transnational projects according to research results. • topics/workshops and (learning) goals of the course
Method	<i>Trainer Presentation</i> PowerPoint, Talk, Lecture, Presentation
Materials	Paper handouts, PowerPoint presentation, Poster presenting topics/workshops
Time Frame	Approx. 45 minutes
Comment	Standard presentation and information about the project. The poster presenting topics/workshops serves as illustration and base for phase 4 (expectations).

4) Expectations

Description	Based on the project presentation, the expectations of the participants are clarified and specified.
Goals	Participants express their <ul style="list-style-type: none"> • expectations • desired (learning) goals • main interests
Method	<i>Meta-plan technique/card technique</i> The more specific expectations and goals (with regard to the workshops) are written down on cards, pinned to a pin-board and grouped. Expectations and goals of phase 2 (introduction) that cannot be fulfilled or approached within the course are set aside. <i>Sticker technique</i> Each participants gets coloured paper stickers to fix to the workshop poster. This way you can find out where they have their main interests.
Materials	Cards, pencils, pin-board, camera, paper, stickers
Time Frame	Approx. 45 minutes
Comment	If the cards are not directly pinned onto the pin-board, but via a big sheet of paper, the cards can later be glued to the paper. This way the result is a poster that can also be used in the final workshop. The pin-board result should also be photographed. It might be possible to have the cards filled out in English for easier evaluation. Otherwise, the partners have to translate the cards later on. The photo of the pin-board result is printed and added to the handout folder.

5) The Course

Description	Presentation of time frame, test phase, tandem method
Goals	Participants are informed about: <ul style="list-style-type: none"> • general overview of the course • technology • taking part in a pilot testing phase • tandem method • international potential tandem partners • tandem rules
Method	<i>Trainer Presentation</i> PowerPoint, Talk, Lecture, Presentation
Materials	PowerPoint presentation
Time Frame	Approx. 35 minutes
Comment	Standard presentation and information about the project.

6) Hands on Moodle

Description	Hands On session plus setting up one's own profile
Goals	Participants are familiar with moodle Participants create their moodle profile
Method	<i>Working with moodle 1 / supported self-learning / trial and error</i> The participants work with a playground version of the 3xC course. <i>Working with moodle 2 / supported self-learning / trial and error</i> The participants log into the real version of the 3xC course and create their profile.
Materials	PC with internet access, camera
Time Frame	Approx. 120 minutes
Comment	In case participants have no digital photo to upload, a provisional photo can be made and uploaded to the profile. Depending on the participants' experience with learning or community platforms, this part might take less time. The participants should especially experiment and try out those functions that are basic functions or tasks of the course, e.g., forum, wikipedia, chat, etc.

Note: In case, the participants have already started or finished the online workshop, this part can be used to complete the tasks of this workshop and to ask about (and maybe clarify) technical questions, first impressions about usability and accessibility.

7) Project Ideas

Description	Presentation of potential project forms and participants' project ideas. If possible, the participants should try to realise their ideas within an existing project framework during the online course. This way, the approach gets a more realistic touch (and might even lead to a real proposal).
Goals	Participants know about potential project forms Participants present their project ideas and assign the ideas to a project form
Method	<i>Trainer Presentation</i> PowerPoint, Talk, Lecture, Presentation <i>Participant Presentation</i> The participants present/describe their ideas. The trainer records name and idea in a table/spreadsheet and matches project frameworks with the ideas
Materials	Spreadsheet
Time Frame	Approx. 60 minutes
Comment	This part requires the participants to think about project ideas BEFORE they attend the workshop. The overview table/ spreadsheet is printed and added to the handout folder.

8) Next Steps

Description	Starting the online course, open questions, handouts, goodbye
Goals	Participants know how to proceed with the online-learning period Open questions are answered
Method	<i>Presentation</i> Talk, Lecture, Presentation <i>Answering Open Questions</i> Any open questions are answered – if possible - by the trainer
Materials	Handout Folder
Time Frame	Approx. 30 minutes
Comment	

Workshop 2: Clear and Concise Explanation of a Project Idea

o) Introduction

Basic Information

In the first workshop, the participants introduced themselves and were invited to think about a project idea. This workshop focuses on the presentation of this project idea in written form.

Anticipated Time Frame

Tasks (including self-evaluation): 3 hours.

Tandem Tasks: 2 hours

Self-Learning (background reading etc.): 1 hour

The workshop should be finished within a week's time.

Rationale

A clear and concise explanation of the project is the most important factor at the stage of attracting potential partners to the project or promoting the project's idea among the potential partners. It means that the company/institution looking for or approaching to other companies/institutions should in the simplest possible and the most precise way describe the idea and the main goal and the background and the rationale behind the project. It should be remembered that decision if the potential partners are interested in the projects and as a result they are ready to start discussing about the potential cooperation is made usually after short reviewing of the project's idea. That means that the project description should be written in such a way to encourage the potential foreign partners to start discussion about the project (or to ask for further information about the potential project) and eventually to join the team developing the proposal (application). On the other hand the partner searching for the international partners should be aware that a clear and precise presentation of the project's idea is a key success factor for attracting the foreign partners of the best quality from the point of view of the project and of selecting the partners who are not interested in the projects (saving the time of both sides). In the context of a clear and concise explanation of the project, the usage of simple language to avoid misunderstandings (it should be remembered that in case of international projects usually for the potential partners the language of the project is a foreign language, thus the day by day or slang language or for example abbreviations should be avoided) and precise as well as concrete presentation of the project idea (in that context a usage of bullet style is an identified good practice) are the most important factors mentioned by the respondents.

(3xC Summary Report, page 19)

Learning Goals

Participants are able to:

1. present a project idea in a clear and concise way
2. enhance and supplement a proposed project idea with national experience

p) Self-Evaluation

The idea behind this self-evaluation is to present a **short** assessment of the experience, skills and expectations regarding the topics and learning field of the workshop. Self-

Evaluation can be accompanied by a learning diary or other means we provide as an optional tool.

See chapter ***Błąd! Nie można odnaleźć źródła odwołania.*** on page ***Błąd! Nie zdefiniowano zakładki.***

q) Self-Learning

Tasks

1. Describe your project idea (maximum 1 page) using the following structure:
 - Situation / Problem (what is the situation like in one's own country)
 - Need / Challenge (what are the needs and/or challenges that arise from the described situation?)
 - Solution / Products (what is the new and innovative approach?)
 - Why is it worth doing?
 - Partnership (what is the advantage of the planned European partnership?)
1. Refine the project idea based on the feedback of the tandem partner

r) Tandem-Learning

Exchange of the idea with the tandem partner. The tandem partner reflects the idea in the following way:

1. Describe differences of the situation in the tandem country.
2. What are the special needs and/or challenges in the tandem country? Do they differ from the original idea?
3. Would the proposal work for the tandem country? If not, describe the reasons.
4. What contribution (experience, good practice, etc.) can your country provide?
5. Comments: What do you think of the original idea? Is it interesting, clearly written, does it make sense, etc.

Note: If the tandem partner is able to do parts 1-4, s/he understood the original idea. The comments then provide further feedback.

s) Reflection

See Chapter on page 8.

t) Specific Tutor's Role

The special tasks of the tutors in this workshop include:

1. No specific role foreseen

Workshop 3: Identification of Partners - Partnership Building

u) *Introduction*

Basic Information

In simple terms, a partnership is a group of institutions (and later people) working together to achieve a common goal. A common goal as such, because one institution alone cannot achieve the goal either at all or in the quality needed. Finding the right partners is therefore the logical step after formulating a project idea.

Anticipated Time Frame

Tasks (including self-evaluation): 3 hours.

Tandem Tasks: 2 hours

Self-Learning (background reading etc.): 1 hour

The workshop should be finished within a week's time.

Rationale

A proper identification of potential partners (or institutions) is a key success factor at this stage of the project development. Poor merit quality of even just one partner (especially in combination with additional time pressure for accomplishing the tasks) can result in a poor quality of the final products. The basic reason why these problems occur is lack of knowledge about partners even if the selection is based on CVs or internet search (including searching in the specially designed data bases – e.g. data bases of the potential partners developed within the frame of the EU Framework Programmes).

(3xC Summary Report)

Learning Goals

Participants are able to:

1. describe their own role and tasks within the proposed project
2. identify potential partners

v) *Self-Evaluation*

The idea behind this self-evaluation is to present a **short** assessment of the experience, skills and expectations regarding the topics and learning field of the workshop. Self-Evaluation can be accompanied by a learning diary or other means we provide as an optional tool.

See chapter ***Błąd! Nie można odnaleźć źródła odwołania.*** on page ***Błąd! Nie zdefiniowano zakładki.***

w) *Self-Learning*

Tasks

1. Participants should ponder about and describe
 - What is my envisioned role?
 - Which is my field of expertise?
 - What tasks are supposed to be done by me?
 - What expertise is missing?

- What tasks / fields of action or activity need to be incorporated?
- Which countries should be involved?

1. Participants try to identify potential partners via the internet matching country, required expertise, and proposed role and tasks. Participants should then describe

- the reasons for selecting a partner
- if necessary, problems with finding adequate partners

x) Tandem-Learning

Send the list of potential partners (just the website links) to your tandem partner. The tandem partner

1. checks the list against the original idea and tries to identify the role and tasks of each partner.
2. If there are differences in the perception of roles and tasks, discuss the differences (via chat, forum or otherwise).
3. If the tandem partner thinks that expertise and/or partners are missing (or that there are more partners than necessary), rethink your selection of partners.

y) Reflection

See Chapter on page 8.

z) Specific Tutor's Role

The special tasks of the tutors in this workshop include:

1. No specific role foreseen

Workshop 4: Communication - Approaching Partners

aa) Introduction

Basic Information

Having identified potential partner institutions for sharing and collaborating in a common project idea, approaching these partners and presenting the project idea is a logical next step to get these partners involved.

Anticipated Time Frame

Tasks (including self-evaluation): 1 hour

Tandem Tasks: 6

Self-Learning (background reading etc.): 1 – 40 hours (as much as can be afforded)

The workshop should be finished within a week's time.

Rationale

Having identified new potential partners, approaching the right person at the institution's level is a crucial for the planned project. The identification of a competent and responsive person is the key factor in the context of checking the potential partner for the ability and interest to join the project. It should also be underlined that the person you approach should have the ability or authority to make decisions (or at least has relatively easy access to the decision makers) in order to answer in a relatively short time about the partner's interest (or not) in the project. At the same time, communication with a single properly identified competent person smooths communication processes (especially in a case of non-writing communication tools – e.g. telephone calls). In this context, cultural considerations and cultural (national, organisational and corporate) differences about the "what, when, who" can have serious impact and have to be taken into account.

However, cultural consideration is the aspect of transnational cooperation that is hard to measure and to nail down because of its many dimensions and intangible character. Cultural differences may occur at every stage of project development and because culture is ubiquitous it is so hard to define for human beings. When thinking about displays of culture in transnational projects, partners mention differences, e.g., in working hours, commitment to work, the manner that deadlines are treated, or preference to personal or impersonal contact.

(3xC Summary Report)

Learning Goals

Participants are:

1. aware of cultural (national and/or organisational) differences in approaching partners or forming business/project relations
2. are able to approach potential partners in another country via email or on the phone
3. are able to use some basic language phrases for phoning in another language (than English)

bb) Self-Evaluation

The idea behind this self-evaluation is to present a **short** assessment of the experience, skills and expectations regarding the topics and learning field of the workshop. Self-

Evaluation can be accompanied by a learning diary or other means we provide as an optional tool.

See chapter ***Błąd! Nie można odnaleźć źródła odwołania.*** on page ***Błąd! Nie zdefiniowano zakładki.***

cc) Self-Learning

Tasks

1. Cultural awareness raising

Issues concerning cultural differences in how to approach potential partners of another country can be described and discussed either by a forum or by a wikipedia where all participants can exchange their (trans)national experience and expertise.

dd) Tandem-Learning

1. Language training:

Introductory telephone phrases are provided and “trained” (pronunciation via phone or Skype) by the tandem partner. Both partners then try to reach each other via phone through the institution's reception desk.

2. Approach by telephone/Skype:

The participants approach a tandem partner via phone. The tandem partner plays the role of an interested potential partner and tries to understand the idea. The tandem partner should ask questions, might ask for a paper, or for clarification via phone. Feedback to the project initiator is given after both parties have a comfortable common understanding of the idea and proposed partner roles.

Feedback does not only concern the content or substance of the idea, but also the appropriate style of approach and how the partners were addressed.

3. Approach by email:

The participants approach a tandem partner email. The tandem partner plays the role of an interested potential partner and tries to understand the idea. The tandem partner should ask questions, might ask for a paper, or for clarification via phone. Feedback to the project initiator is given after both parties have a comfortable common understanding of the idea and proposed partner roles.

Feedback does not only concern the content or substance of the idea, but also the appropriate style of approach and how the partners were addressed.

Note: It makes sense to change the tandem partner at this stage, simply because the old tandem partner already knows about the project idea.

Another way is to phone/skype and email to a participant of another learning tandem and then discuss the results with the tandem partner(s). This way, two learning tandems form another tandem. This grouping might be useful for workshops 5 and 6.

ee) Reflection

See Chapter on page 8.

ff) Specific Tutor's Role

The special tasks of the tutors in this workshop include:

1. No specific role foreseen

Workshop 5: Project Development - Defining Goals, Outcomes, and Products

gg) Introduction

Basic Information

Having defined, expressed and agreed upon a project idea does not necessarily mean that all partners have the same understanding of the finer details, that is to say, the goals, outcomes or intermediate and final products of the project. These not only effect time planning and division of tasks. Due to different expectations, different situations and challenges in each partner country, it is recommended to agree and/or compromise on common goals, outcomes and products so that interest and motivation of all partners in the project is kept alive.

Anticipated Time Frame

Tasks (including self-evaluation): 3 hours.

Tandem Tasks: not applicable

Self-Learning (background reading etc.): 1 hour

The workshop should be finished within a week's time.

Rationale

A common identification and understanding of the project's goals and idea are key success factors. It means that all partners should have the same understanding of the basic project idea and the goals related to that idea.

A common understanding of project goals is also one of the most important factors in the context of involving all partners in the preparation of the proposal and agreeing the common understanding of the goals and its content in order to stimulate a joint discussion and more comprehensive approach to the project realisation.

It is extremely important taking into account that usually the project idea is presented in a language that is usually not the first language for the partners. In that context again, simple and precise language should be used.

(3xC Summary Report)

Learning Goals

Participants are able:

1. to present the goals, outcomes, and products of a project
2. coordinate an online meeting (via skype, chat or forum) concerning project development
3. actively participate and contribute to an online meeting concerning project development

hh) Self-Evaluation

The idea behind this self-evaluation is to present a **short** assessment of the experience, skills and expectations regarding the topics and learning field of the workshop. Self-Evaluation can be accompanied by a learning diary or other means we provide as an optional tool.

See chapter ***Błąd! Nie można odnaleźć źródła odwołania.*** on page ***Błąd! Nie zdefiniowano zakładki.***

ii) Self-Learning

Tasks

Participants describe the proposed project goals, outcomes, and products. The following questions provide a first rough guideline for this task:

1. What are the goals of the project? What do you want to achieve in the long run and in the near future?
2. What outcomes or products are planned to help achieving the goals?
3. What are the main supporting factors for the project and its goals and outcomes?
4. What are the main restricting or opposing factors? How are you going to deal with these?

Goals, outcomes, and products are then presented to and discussed with the tandem partner(s). Changes and modifications of the original plan are documented.

jj) Tandem-Learning

1. Ideally, the main tasks are not done individually, but presented and discussed within a pre-project team. A simulation of such a discussion can be done by involving a tandem group formed during workshop. This way, goals, outcomes, and products can be presented to and discussed online with three other participants.

2. The online discussion can be held via skype, telephone conference, chat, white-board, forum. It is important that the results of the discussion, i.e., confirmation, clarification, or modification of goals, outcomes, and products are described shortly in a final paper (minutes or other) and – if time allows - to be checked by the other participants..

Note: Each discussion/meeting should take not longer than 1 hours and is coordinated by the participant who presents the project's goals, outcomes, and products.

kk) Reflection

See Chapter on page 8.

II) Specific Tutor's Role

The special tasks of the tutors in this workshop include:

1. The tutor(s) monitor the meetings and give feedback to the presenter and the other participants.

Feedback concerns not really the quality/result of the discussed goals, outcomes and products, but rather the quality and interactivity of the discussion.

Workshop 6: Project Implementation – Time Planning and Task Allocation

mm) Introduction

Basic Information

Apart from a common understanding of project goals, a fair division of responsibilities and a balanced and justified division of work are key success factors that need to be carefully considered when planning a project. These must be allowed for when setting up schedules and resources.

Time Frame

Proposed time frame: 8 hours.

The workshop should be finished within a week's time.

Rationale

Balanced involvement of all partners in the preparation of a project application process verifies the partners as it shows their merit, technical capacity and ability at the stage of the proposal development. The more partners in a more balanced way are involved in the process, the more resources can be used in case of the emergency and in the crisis situation (e.g. in case if one or more partners quits the projects at the stage of proposal preparation) – as a result it reduces the risk of proposal failure.

(3xC Summary Report)

Learning Goals

Participants are able:

1. to identify tasks and activities necessary for achieving the project's goals, outcomes, and products
2. schedule and allocate identified tasks and activities of a project
3. allocate staff / man-days to identified tasks and activities

nn) Self-Evaluation

The idea behind this self-evaluation is to present a **short** assessment of the experience, skills and expectations regarding the topics and learning field of the workshop. Self-Evaluation can be accompanied by a learning diary or other means we provide as an optional tool.

See chapter ***Błąd! Nie można odnaleźć źródła odwołania.*** on page ***Błąd! Nie zdefiniowano zakładki.***

oo) Self-Learning

Tasks

Participants describe the proposed time plan and allocation of project tasks. The following questions provide a first guideline for this task:

1. What tasks and activities are necessary for achieving the project's goals, outcomes, and products?

Try to involve at least the following five activity types:

Development, Dissemination, Exploitation, Management, Quality Plan

2. Do some tasks and activities depend on each other?
3. How much time and manpower is needed for each task? If you are not really sure, make a rough estimation.
4. Do you need any special resources for the project (technology,
5. Are there any factors that influence the schedule like holidays, cultural events (like Oktoberfest or carnival), or fairs and trade shows?

Note: Some tasks can be illustrated by software tools like organizers, project planning software, Excel, etc.

We could refer to OpenSource software like OpenProj or GanttProject and/or leave it open to the participants how they present their results.

This workshop and the proposed tasks could easily take more time than the estimated eight hours. It is therefore more important to think (in the sense of a first draft or overview) and talk about the plan according to the guidelines mentioned above than to create a fully-blown project plan.

pp) Tandem-Learning

1. Ideally, the main tasks are not done individually, but presented and discussed within a pre-project team. A simulation of such a discussion can be done by involving a tandem group formed during workshop 4 and 5. This way, the plan can be presented to and discussed online with three other participants.
2. The online discussion can be held via skype, telephone conference, chat, whiteboard, forum. It is important that the results of the discussion, i.e., confirmation, clarification, or modification of the plan are described shortly in a final paper (minutes or other) and – if time allows - to be checked by the other participants.

Note: Each discussion/meeting should take not longer than 1 hours and is coordinated by the participant who presents the project's goals, outcomes, and products.

Very often, in the preparation of a proposal, this task is not done as a common partner task, but usually as the lonely task of the applicant. As we don't really want to encourage the lonesomeness of the coordinator in our training, this way we at least point out that project planning can be done differently.

qq) Reflection

See Chapter on page 8.

rr) Specific Tutor's Role

The special tasks of the tutors in this workshop include:

1. The tutor(s) monitor the meetings and give feedback to the presenter and the other participants.
Feedback again concerns not really the quality/result of the discussed goals, outcomes and products, but rather the quality and interactivity of the discussion.
2. Alternatively, if time is limited, the tutor might give direct feedback to the participant.

Workshop 7: Reflection

ss) Introduction

Basic Information

The final workshop serves as a presentation of the activities and (learning) results of the participants. On top of that, it offers the opportunity to exchange feedback and information about the pilot testing phase.

This way, the workshop forms an important part of the evaluation process of the pilot testing period. It might not be possible to arrange such workshops in every country once the project has finished. Therefore, the presentation and recording of the experience and feedback of the participants with regard to the course's content, methods and goals has to be documented on the online training platform

Time Frame

Proposed time frame: 4 hours.

The workshop should be finished within a week's time.

Rationale

A idea has been formed and presented, potential partners have been identified and approached; goals, outcomes and products have been named and discussed, a project plan and the division of work between the partners has been settled. It is time to slow down and ponder about the achieved results.

Learning Goals

Not really applicable in this workshop.

tt) Self-Evaluation

Not necessary for this workshop. Overall evaluation is down in the "Reflection" session.

uu) Self-Learning

Resources

1. All materials and documents that were produced during the course

Tasks

1. Participants present their combined results in form of a project proposal (one document, preferably PDF) in a "project gallery".
2. Receiving feedback from the project/tutors (see Specific Tutor's Role)

vv) Tandem-Learning

Not really applicable in this workshop.

ww) Reflection

The *post-course questionnaire* asks the learners to evaluate the quality and the helpfulness of the whole course, and the degree of their satisfaction not only by the course but also by their participation in it.

xx) Specific Tutor's Role

The special tasks of the tutors in this workshop include:

1. Giving feedback from the course developers', tutors' and 3xC project team's point of view.

This is relatively easily done in a face-to-face workshop. Within an online course, this might only be possible in form of a evaluation paper that is provided or published at the end of the course.

Workshop 7 Alternative: Reflection (Face-To-Face)

yy) *Overview Final Workshop*

The final workshop serves as a presentation of the activities and (learning) results of the participants. On top of that, it offers the opportunity to exchange feedback and information about the pilot testing phase.

This way, the workshop forms an important part of the evaluation process of the pilot testing period. It might not be possible to arrange such workshops in every country once the project has finished. Therefore, the presentation and recording of the experience and feedback of the participants with regard to the course's content, methods and goals has to be documented on the online training platform.

No.	Name	Description	Time (min)
1	Welcome	Welcome, organisation of workshop, general topics	10
2	Project Feedback	Feedback from the project partners' point of view	30
3	Presentation 1	Feedback presentation from participants	60
4	Presentation 2	Feedback exhibition from participants	60
	Break	Coffee break	
5	Resume	Resume from participants' point of view	30
6	Perspective	Outlook, prospects and future activities	30
	Break	Lunch	
		Overall estimated time (excluding breaks)	220

zz) *Details Final Workshop*

1) Welcome

Description	General welcome short presentation of the workshop structure, general topics like facilities, breaks, smoking, etc.
Goals	n.a.
Method	Talk
Materials	List of participants, name plates
Time Frame	Approx. 10 minutes
Comment	

2) Project Feedback

Description	Feedback from the project partners' point of view Presentation of the course, its participants and results from the partnership's point of view
-------------	--

Goals	Participants know about: <ul style="list-style-type: none"> • the general aspects of the trial period • tutor and participant activities • project results and overall participants feedback
Method	<i>Trainer Presentation</i> PowerPoint, Talk, Lecture, Presentation
Materials	Powerpoint
Time Frame	Approx. 30 minutes
Comment	At this time, an evaluation report of the test phase might not be finished yet. Thus, the project partners might deliver some general statistics and experience from the tutor's point of view.

3) Presentation 1

Description	Feedback from the project participants' point of view Presentation of the course, its participants and results from the participants' point of view. 2-3 participants present their experience and results
Goals	Project partners/tutors and participants know about: <ul style="list-style-type: none"> • the individual aspects/experience of the trial period • tutor and participant activities • project results and overall participants feedback
Method	<i>Participant Presentation</i> PowerPoint, Talk, Lecture, Presentation
Materials	Powerpoint
Time Frame	Approx. 60 minutes
Comment	It takes too much time for all participants to present their experience this way. For this task it is therefore necessary to talk to and select the participants who present their results before the workshop. The methods and materials for presentation are up to the participants. All participants are invited to present their experience via a poster (see step 5, presentation 2).

4) Presentation 2

Description	Feedback from the project participants' point of view Presentation of the course, its participants and results from the participants' point of view.
Goals	Project partners/tutors and participants know about: <ul style="list-style-type: none"> • the individual aspects/experience of the trial period • individual learning results and participants feedback
Method	<i>Participant Presentation</i> Exhibition, Gallery
Materials	Poster, Art Work
Time Frame	Approx. 60 minutes
Comment	The participants present their experience in form of a poster. Each poster contains descriptions/content based on common key questions or key topics. Therefore, the participants need to know these questions and topics before the workshop. The design of the poster is up to the participants. The posters (in Word, Open Office, PDF or JPG format) are sent to the project partner before the workshop. The posters should be printed in at least A3 format and presented like an exhibition. Participants are invited to walk around, have a look at each other posters and talk about their experience. This part can be combined with the coffee break.

5) Resume

Description	Resume from participants' point of view Participants exchange their experience and results
Goals	Project partners/tutors and participants know about: <ul style="list-style-type: none"> • the individual aspects/experience of the trial period • individual learning results and participants feedback
Method	<i>Discussion</i> Talk, Questions and Answers, Discussion, Presentation
Materials	Key questions, Questionnaire?
Time Frame	Approx. 30 minutes
Comment	This part offers the opportunity to gain more insight into the process of the course and the experience and results of the participants. Key questions and key topics should be provided by the <i>post-course questionnaire</i> that asks the learners to evaluate the quality and the helpfulness of the whole course, and the degree of their satisfaction not only by the course but also by their participation in it.

6) Perspective

Description	Outlook, prospects and future activities.
Goals	Project partners/tutors and participants know about: <ul style="list-style-type: none"> • the proposed afterlife of project • proposed changes and improvements • proposed commercial outlook
Method	<i>Trainer Presentation</i> PowerPoint, Talk, Lecture, Presentation
Materials	PowerPoint
Time Frame	Approx. 30 minutes
Comment	Can only be discussed if the project partners know how to proceed. Should be a topic of discussion in the partnership forum.

Annex

aaa) Resources

Workshop 1 - Introduction

1. Background Reading - IDI Report
2. Background Reading – Overview of course structure, course concept and tandem learning.
3. Background Reading - Links
European Commission T-Kit 3 : Project Management/Projektmanagment/Zarządzanie projektem (2000)
http://youth-partnership.coe.int/youth-partnership/publications/T-kits/3/Tkit_3_EN
http://youth-partnership.coe.int/youth-partnership/publications/T-kits/3/Tkit_3_DE
http://youth-partnership.coe.int/youth-partnership/publications/T-kits/3/Tkit_3_POL
Publication in Polish, German and English language versions. It concerns project management and includes many practical tips.

Friedrich Ebert Stiftung Akademie Management und Politik (2004): Projektmanagement Verfahren und Instrumente für erfolgreiche Projektarbeit in Vereinen und Verbänden. Ein Trainingsbuch, Bonn.
<http://www.seminare.fes-mup.de/mediendetail.php?sid=6&PHPSESSID=vrqpgobps1ut6i1dgs3sdd44j7>

MitOst e.V.Verein für Sprach- und Kulturaustausch in Mittel-, Ost- und Südosteuropa (2006): Band 3: Europa machen - Praxishandbuch für ehrenamtliche Projekte und Initiativen, Berlin.
http://www.mitost.org/typo3conf/ext/naw_securedl/secure.php?u=0&file=fileadmin/user_upload/Dokumente/europa_machenpdf&t=1262182872&hash=4d42a2d727070502e42dfd1eb6be5901
Publication in German language version, which contains a collection of practical information including instruments useful for planning, realization and documentation of a project.

Kacuga Krzysztof (2008): Projekt od pomysłu do realizacji, Warszawa.
<http://kwp.edudemo.org.pl/file.php/1/projekt%20od%20pomys%B3u%20do%20realizacji.pdf>
Publication in Polish language version, which contains a collection of practical information including instruments useful for planning, realization and documentation of a project.

Workshop 2: Clear and Concise Explanation of a Project Idea

1. Best practice sample (these might also include successful proposals from the partnership, i.e., the summaries of these proposals).
2. Template (see tasks)
3. Background Reading - Links
http://www.meaning.ca/archives/archive/art_how_to_write_P_Wong.htm
http://ic.daad.de/acra/download/How_to_write_a_research_proposal.pdf
Note: These links might not directly refer to project idea writing, but they might generally give some good advice or some hints on how to do it.

Workshop 3: Identification of Partners - Partnership Building

1. Best practice samples
2. Template (see tasks)
3. Background Reading - Links
<http://www.eurodesk.org/edesk/EUToolbox.do?go=7>
http://cordis.europa.eu/partners-service/home_en.html
http://llp.teamwork.fr/partner_search
<http://grundtvig.org.uk/page.asp?section=000100010015§ionTitle=Find+Partners>
http://www.tiresias.org/research/research_partners.htm
<http://www.quicksprout.com/2009/11/04/finding-the-right-business-partner/>

Workshop 4: Communication - Approaching Partners

1. Good practice samples
2. Background Reading – Links:
Corporate Culture Versus National Culture
<http://www.impgroup.org/uploads/papers/4396.pdf>
Basic information on communication and intercultural competence principles.

Intercultural Dialogue and Cultural Policies
<http://www.culturalpolicies.net/web/intercultural-dialogue.php>
Compendium of information in the scope of intercultural dialogue. It contains definitions of the most important notions, topics of projects, compact knowledge about countries and sample projects, contacts to the organizations, statistics as well as a good collection of links to other documents, organizations etc.

Point Polish-Germany Calendar
<http://www.de-pl.info/de>
Informational website about current affairs and events from different fields of living in Polish-German area.

EU Net Oderpartnership
<http://www.eunop.eu/index.php?sid=c02498937e5808dc0e1aabf0d000d747>
Polish EUNOP is a not-profit oriented EU consulting network. It operates in Berlin, Brandenburg and some provinces in Poland: Zachodniopomorskie, Lubuskie, Dolnośląskie and Wielkopolskie. Institutions present on the website their area of activity, the advisory offer and contact list.

Germany-Greek Chamber of commerce: <http://griechenland.ahk.de>
Polish-Germany Chamber of commerce: <http://www.ihk.pl/index.html>
Polish-Greek Chamber of commerce: <http://www.pgcc.pl>
Websites of international Chambers of Commerce.

Online journal for intercultural studies
<http://www.interculture-journal.com/> ()
<http://www.interkulturelles-portal.de/>
Digital library in many languages, contains up-to-date information on intercultural issues, events and parties.

SHARING DIVERSITY: National Approaches to Intercultural Dialogue in Europe
<http://www.interculturaldialogue.eu/web/index.php> ()
Information on intercultural dialogue – its main role and scope of functioning is well de-

scribed with good examples of practice.

<http://www.sietar.org/>

The Society for Intercultural Education, Training and Research

<http://www.wereurope.eu/links.html>

Online project which gives information on other similar projects and participating organizations.

Working with differences

<http://www.worldwork.biz/legacy/index.phtml> (W)

Website which enables examination of one's intercultural competencies. It also gives opportunity to create a profile within that scope

European Commission (2000): T-kit 4 Intercultural learning/Interkulturelles Lernen/Uczenie się międzykulturowe

http://youth-partnership.coe.int/youth-partnership/publications/T-kits/4/Tkit_4_EN

http://youth-partnership.coe.int/youth-partnership/publications/T-kits/4/Tkit_4_GER

http://youth-partnership.coe.int/youth-partnership/publications/T-kits/4/Tkit_4_POL

Very good publication which contains both information on intercultural education as well as exercises that can be used in other projects.

Bundesagentur für Außenwirtschaft (2006): Verhandlungspraxis kompakt Polen, Köln

http://www.krefeld.ihk.de/media/upload/ihk/imap/20090421/polen_verhandlungspraxis_07030pdf ()

Concise and practical intercultural compendium dedicated for German companies which are beginning the cooperation with companies in Poland

Hall, Edward Twitchell/Hall, Mildred Reed (1990): Understanding Cultural Differences, Yarmouth.

http://www.geert-hofstede.com/hofstede_dimensions.php

Very good website which gives, among others, basic information on intercultural issues in various countries worldwide. It contains titles of the most important English-language publications by G.Hofstede, one of the most important representatives in this field of science.

<http://miedzykulturowa.org.pl/cgi-bin/blosxom.cgi/glowna>

Polish website dedicated to intercultural education.

M.Lipińska (red.) „Warsztaty kompetencji międzykulturowych-podręcznik dla trenerów”, Warszawa 2008

http://www.uchodzycydoszkoly.pl/files/warsztaty_kompetencji_miedzykulturowych-podrecznik_dla_trenerow.pdf

Handbook in Polish language, which contains both exercises as well as clearly written theory from the scope of the intercultural education.

Jak zrealizować projekt międzykulturowy. Podręcznik dla młodych aktywnych.

<http://dialog2008.pl/pliki/559.pdf>

Publication in Polish language containing a lot of precious hints concerning the intercultural education. Useful during planning and implementation of intercultural project.

3. Further Reading (Books and other Publications):

Berting Jan, Gandossi Villain, Berting Jan, Villain Christiane (1995): Rola i znaczenie stereotypów narodowych w stosunkach międzynarodowych: podejście interdyscyplinarne. W: Wales Teresa (red.), Narody i stereotypy, Kraków.

Bildungsziel: Bürger (2004): Methodenhandbuch für multinationale Seminare, Theodor-Heuss-Kolleg, Berlin.

Bolten, Jürgen (1994a): Intercultural Business Communications: An interactive approach, Manuskript, Jena.

Bolten, Jürgen (1998): Interkulturelle Personalorganisation, Sternenfels.

Bolten, Jürgen (2002): Theorie interkultureller Wirtschaftskommunikation, Vorlesung Universität Jena.

Bolten, Jürgen (2003): Interkulturelle Kommunikation, Texte und Übungen zum interkulturellen Handeln, Sternenfels.

Bolten, Jürgen (2007a): Einführung in die Interkulturelle Wirtschaftskommunikation, Göttingen.

Bolten, Jürgen (2007b): Interkulturelle Kompetenz, Erfurt.

Büschner Wolfgang (2007): Podróż przez Niemcy, Wołowiec.

Dülfer, Eberhard (1999): Internationales Management in unterschiedlichen Kulturbereichen, München, Wien.

Gorski Maxim (2004): Gebrauchsanweisung für Deutschland, München.

Knapp Radek (2005): Gebrauchsanweisung für Polen, München.

Kurczab Danuta, Żuk Grzegorz (2001): Polacy i Niemcy. Dalecy i Bliscy, Lublin.

Lewowicki Tadeusz (2001): Uwarunkowania i odmiany edukacji wielokulturowej oraz międzykulturowej. W: Jasiński Zenon, Lewowicki Tadeusz (red.), Oświata etniczna w Europie Środkowej, Opole.

Nikitorowicz Jerzy, Spotkanie i dialog kultur (2000): W: Pilch Tadeusz (red.), O potrzebie dialogu kultur i ludzi, Warszawa.

Nikitorowicz Jerzy, Sobocki Miroslaw, Misiejuk Dorota (2001): Kultury tradycyjne a kultura globalna. Konteksty edukacji Międzykulturowej, Białystok.

Steffen Möller (2008): Viva Polonia, Frankfurt am Main.

Peter Stefanie (2007): Alphabet der polnischen Wunder: Ein Wörterbuch, Frankfurt am Main.

Rösch, Olga (Hg.) (2000): Stereotypisierung des Fremden. Auswirkungen in der Kommunikation, Berlin.

Soboczyński Adam (2006): Polski Tango, Berlin.

Sommer, Theo (2006): Leben in Deutschland: Eine Entdeckungsreise in das eigene Land, Reinbek.

Thomas, Alexander (Hg.) (2003): Handbuch interkulturelle Kommunikation und Kooperation, 2 Bände, Göttingen.

Taylor Mark, Każdy inny-wszyscy równi-rzecz o edukacji interkulturowej (2000): W: Leppert Roman (Hg.) Edukacja w świecie współczesnym, Kraków.

Weigl Barbara, Beata Maliszewicz (red.) (1998): Inni to także my, Gdańsk.

Wojciechowski, Krzysztof (2002): Meine lieben Deutschen, Bonn, Berlin.

Wojciechowski, Krzysztof (2005): Jak postępować z Niemcami w biznesie i nie tylko/ Kni-gge für deutsche Unternehmer in Polen, Wydawnictwo Naukowe UAM Poznań/Polско-Niemiecka Izba Przemysłowo-Handlowa Warszawa.

Wóycicki Kazimierz, Czachur Waldemar (2009): Jak rozmawiać z Niemcami. O trudnościach dialogu polsko-niemieckiego i jego europejskim wyzwaniu, Wrocław.

Workshop 5: Project Development - Defining Goals, Outcomes, and Products

1. Good practice samples
2. Templates (see Tasks)
3. Background Reading - Links

European Commission T-Kit 3 : Project Management/Projektmanagment/Zarządzanie projektem (2000)

http://youth-partnership.coe.int/youth-partnership/publications/T-kits/3/Tkit_3_EN

http://youth-partnership.coe.int/youth-partnership/publications/T-kits/3/Tkit_3_DE

http://youth-partnership.coe.int/youth-partnership/publications/T-kits/3/Tkit_3_POL

Publication in Polish, German and English language versions. It concerns project management and includes many practical tips.

MitOst e.V.Verein für Sprach- und Kulturaustausch in Mittel-, Ost- und Südosteuropa (2006): Band 3: Europa machen - Praxishandbuch für ehrenamtliche Projekte und Initiativen, Berlin.

http://www.mitost.org/typo3conf/ext/naw_securedl/secure.php?u=0&file=fileadmin/user_upload/Dokumente/europa_machenpdf&t=1262182872&hash=4d42a2d727070502e42dfd1eb6be5901

Friedrich Ebert Stiftung Akademie Management und Politik (2004): Projektmanagement Verfahren und Instrumente für erfolgreiche Projektarbeit in Vereinen und Verbänden. Ein Trainingsbuch, Bonn.

[http://www.seminare.fes-](http://www.seminare.fes-mup.de/mediendetail.php?sid=6&PHPSESSID=vrqpgobps1ut6i1dgs3sdd44j7)

[mup.de/mediendetail.php?sid=6&PHPSESSID=vrqpgobps1ut6i1dgs3sdd44j7](http://www.seminare.fes-mup.de/mediendetail.php?sid=6&PHPSESSID=vrqpgobps1ut6i1dgs3sdd44j7)

Publication in German language version, which contains a collection of practical information including instruments useful for planning, realization and documentation of a project.

Kacuga Krzysztof (2008): Projekt od pomysłu do realizacji, Warszawa.

<http://kwp.edudemo.org.pl/file.php/1/projekt%20od%20pomys%B3u%20do%20realizacji.pdf>

Publication in Polish language version, which contains a collection of practical information including instruments useful for planning, realization and documentation of a project.

Workshop 6: Project Implementation – Time Planning and Task Allocation

1. Good practice samples

2. Templates (see Tasks)

3. Background Reading - Links

European Commission T-Kit 3 : Project Management/Projektmanagment/Zarządzanie projektem (2000)

http://youth-partnership.coe.int/youth-partnership/publications/T-kits/3/Tkit_3_EN

http://youth-partnership.coe.int/youth-partnership/publications/T-kits/3/Tkit_3_DE

http://youth-partnership.coe.int/youth-partnership/publications/T-kits/3/Tkit_3_POL

Publication in Polish, German and English language versions. It concerns project management and includes many practical tips.

Friedrich Ebert Stiftung Akademie Management und Politik (2004): Projektmanagement Verfahren und Instrumente für erfolgreiche Projektarbeit in Vereinen und Verbänden. Ein Trainingsbuch, Bonn.

[http://www.seminare.fes-](http://www.seminare.fes-mup.de/mediendetail.php?sid=6&PHPSESSID=vrqpgobps1ut6i1dgs3sdd44j7)

[mup.de/mediendetail.php?sid=6&PHPSESSID=vrqpgobps1ut6i1dgs3sdd44j7](http://www.seminare.fes-mup.de/mediendetail.php?sid=6&PHPSESSID=vrqpgobps1ut6i1dgs3sdd44j7)

MitOst e.V.Verein für Sprach- und Kulturaustausch in Mittel-, Ost- und Südosteuropa (2006): Band 3: Europa machen - Praxishandbuch für ehrenamtliche Projekte und Initiati-

ven, Berlin.

http://www.mitost.org/typo3conf/ext/naw_securedl/secure.php?u=0&file=fileadmin/user_upload/Dokumente/europa_machenpdf&t=1262182872&hash=4d42a2d727070502e42dfd1eb6be5901

Publication in German language version, which contains a collection of practical information including instruments useful for planning, realization and documentation of a project.

Kacuga Krzysztof (2008): Projekt od pomysłu do realizacji, Warszawa.

<http://kwp.edudemo.org.pl/file.php/1/projekt%20od%20pomys%20do%20realizacji.pdf>

Publication in Polish language version, which contains a collection of practical information including instruments useful for planning, realization and documentation of a project.

4. Free Project Planning Software

OpenProject: <http://sourceforge.net/projects/openproj/files>

GanttProject: <http://www.ganttproject.biz>

bbb) 3xC Pre-course questionnaire

Table of Contents

1. INTRODUCTION
2. LEARNER'S MOTIVATION
3. PRIOR EXPERIENCES RELEVANT TO THE TOPICS OF THE COURSE
4. PRIOR EXPERIENCES RELATED TO WORKING AND LEARNING WITH PEOPLE IN INTERNATIONAL CONTEXTS
5. LEARNERS VIEWS AND BELIEFS ABOUT TEACHING AND LEARNING
6. BIOGRAPHICAL DATA

INTRODUCTION

Dear participant,

The 3xC Course is part of the 3xC project. The project aims at the development of skills and competencies of employees in the field of transnational cooperation. This, apart from the design and implementation of the workshops, involves a research & evaluation phase which will offer us a deeper insight of the strengths and weaknesses of our approach to help employees learn new skills and competencies relative to participation in transnational projects.

In the context of the research and evaluation phase we are asking you if you wish to anonymously complete this questionnaire which has mainly to do with your prior experiences in transnational cooperation and learning together with people from other regions of the world. This questionnaire also includes some items having to do with your views and beliefs about learning in on-line distance education courses/workshops.

Overall, it will take you 15 to 20 minutes to complete the questionnaire.

Thank you in advance for your collaboration,

On behalf of the 3x3 team, Dr Andreas Kollias, IACM/FORTH
an_kollias@iacm.forth.gr

LEARNER'S MOTIVATION

I joined this course because I wanted to...

(Please choose up to 3 of the following statements that best describes the reasons why you decided to join this course).

1. meet with other people who are interested to participate in international projects
2. practice my English
3. develop more knowledge and skills on identifying potential international partners, approaching them and developing partnerships
4. develop more knowledge and skills about setting up new project proposals
5. learn more about e-learning
6. develop more knowledge and skills about the management of international projects
7. spent my time constructively
8. improve my communication skills
9. develop professionally
10. develop more knowledge and skills about doing business with people from other countries
11. learn more about how to find and join professional networks through the Internet

Other reasons not in the list...

.....

PRIOR EXPERIENCES RELEVANT TO THE TOPICS OF THE COURSE

Prior Experience in Writing Down a Clear and Concise Explanation of a Project Idea

Please choose one of the items in the list that best describes your knowledge/experience and skills on writing down a clear and concise explanation of an idea for a project at:

a) Local/regional or national level

Please choose **only one** of the following:

1. I have no experience at all. I have never written down or helped others work on a project idea about a local/national project.
2. I have some experience in local/national projects, and I think that with the necessary guidance I can write down a clear and concise explanation of a local/national project idea.
3. I have experience in writing down local/national project ideas, and I think that with a little guidance I can do it in a clear and concise manner.
4. I have a lot of expertise in writing down clear and concise explanations of local/national project ideas, and I think I can help others do the same.

Make a comment on your choice here:

.....

b) International level

Please choose **only one** of the following:

1. I have no experience at all. I have never written down or helped others work on a project idea about an international project.
2. I have some experience in international projects, and I think that with the necessary guidance I can write down a clear and concise explanation of an international project idea.
3. I have experience in writing down international project ideas, and I think that with a little guidance I can do it in a clear and concise manner.
4. I have a lot of expertise in writing down clear and concise explanations of international project ideas, and I think I can help others do the same.

Make a comment on your choice here:

.....

Prior Experience in Identification of Partners - Partnership Building

Please choose one of the items in the list that best describes your knowledge/experience and skills in the identification of new project partners - partnership building at:

a) Local/regional or national level

Please choose *only one* of the following:

1. I have no experience at all. I have never searched for partners for a local/national project.
2. I have some experience in local/national projects, and I think that with the necessary guidance I can identify potential partners and build partnerships for a local/national project.
3. I have experience in identifying partners and building local/national project partnerships, and I think that with a little guidance I can do it proficiently.
4. I have a lot of expertise in identifying partners and building local/national project partnerships, and I think I can help others do the same.

Make a comment on your choice here:

.....

a) International level

Please choose *only one* of the following:

1. I have no experience at all. I have never searched for partners for an international project.
2. I have some experience in international projects, and I think that with the necessary guidance I can identify potential partners and build partnerships for an international project.
3. I have experience in identifying partners and building international project partnerships, and I think that with a little guidance I can do it proficiently.
4. I have a lot of expertise in identifying partners and building international project partnerships, and I think I can help others do the same.

Make a comment on your choice here:

.....

Please choose one of the items in the list that best describes your knowledge/experience and skills in developing communication and dealing with project partners at:

a) Local/regional or national level

Please choose *only one* of the following:

1. I have no experience at all. I have never developed communication with partners in a local/national project.
2. I have some experience in local/national projects, and I think that with the necessary guidance I can develop communication and deal with partners in a local/national project.
3. I have experience in developing communication and collaborating with partners in local/national projects, and I think that with a little guidance I can do it proficiently.
4. I have a lot of expertise in developing communication and collaborating with partners in local/national projects, and I think I can help others do the same.

Make a comment on your choice here:

.....

a) International level

Please choose *only one* of the following:

1. I have no experience at all. I have never developed communication with partners in an international project.
2. I have some experience in international projects, and I think that with the necessary guidance I can develop communication and deal with partners in an international project.
3. I have experience in developing communication and collaborating with partners in international projects, and I think that with a little guidance I can do it proficiently.
4. I have a lot of expertise in developing communication and collaborating with partners in international projects, and I think I can help others do the same.

Make a comment on your choice here:

.....

PRIOR EXPERIENCES RELATED TO WORKING AND LEARNING WITH PEOPLE IN INTERNATIONAL CONTEXTS

General prior experiences related to familiarity in communicating/working with people living in other countries

1. Have you ever worked as a team with people from other countries? YES NO
2. Have you ever worked in a foreign country? YES NO
3. Have you ever studied in a foreign country? YES NO
4. Have you ever worked together with another person who did not speak your mother tongue? YES NO
5. Is it among your work duties to communicate and/or collaborate with people living in other countries? YES NO

Comments:
.....

Recent experience in person-to-person adult learning support

6. During the last year have you systematically helped an adult person to learn something new? YES NO
7. During the last year did you receive systematic help from another person to learn something new? YES NO
8. Is it among your regular job tasks to assist other people or colleagues learning something new to them? YES NO

Comments:
.....

Experience in on-line social networking and e-learning

9. How often do you use the Internet to communicate with other people such as friends, family or colleagues through e-mail, blogs, facebook or other social networking applications?

- Never
- Just a few times in the past
- Some times during the year
- Some times during the month
- Once or twice a week
- Almost every day

1. How often do you use the Internet to get information related to your profession?
- Never
 - Just a few times in the past
 - Some times during the year
 - Some times during the month
 - Once or twice a week
 - Almost every day

1. Today many education and training institutions, employers associations or professional bodies offer on-line courses, seminars or workshops. Have you ever participated in such an event? YES NO

2. Many professionals use the Internet as a means to discuss with and learn new things from other colleagues from around the world. Informal on-line networks are often called “communities of practice”. Such communities often use mailing lists, on-line forums or internet portals to exchange ideas and share their professional experience. Have you ever participated in such a community? YES NO

Comments:

.....

LEARNERS VIEWS AND BELIEFS ABOUT TEACHING AND LEARNING

This part of the questionnaire is consisted of 13 statements. You are asked to indicate your degree of agreement with each one of the statements on a scale ranging from 0 which means “total disagreement” to 7 which means “total agreement”.

3. In an e-learning group of students that I meet on-line for the first time I believe that I would be very active in encouraging everybody talk about themselves and the things they like to do in their personal time.

Totally disagree		Totally agree	Don't know
	0 1 2 3 4 5 6 7		88

4. It is usually a waste of time whenever the teacher leaves a lot of time to the students for discussions and exchange of ideas.

Totally disagree		Totally agree	Don't know
	0 1 2 3 4 5 6 7		88

5. I don't like it when I am asked to search for some topic without any suggestion from the teacher. I prefer the teacher has a list of suggested study materials that I can find in a library or on the Web.

Totally disagree		Totally agree	Don't know
	0 1 2 3 4 5 6 7		88

6. When I study alone and I need to understand something better I prefer to use study resources (i.e. books, periodicals, encyclopedias etc) that I know for sure they have been created by well-established academics or other professionals.

Totally disagree		Totally agree	Don't know
	0 1 2 3 4 5 6 7		88

7. In an e-learning group I would find it difficult to begin a new topic of discussion even if I felt it was reasonable to do so. I think I would wait for someone else to do it.

Totally disagree		Totally agree	Don't know
	0 1 2 3 4 5 6 7		88

8. In an e-learning group conflicts in opinions should be avoided because it is important to build consensus and harmony which will help us work more productively.

Totally disagree		Totally agree	Don't know
	0 1 2 3 4 5 6 7		88

9. I would not hesitate to challenge and criticize a teacher in the classroom if I believe that his/her ideas, knowledge or methods are in some way problematic.

Totally disagree		Totally agree	Don't know
	0 1 2 3 4 5 6 7		88

10. I usually prefer individual learning tasks instead of tasks which require from me to collaborate with other students.

Totally disagree		Totally agree	Don't know
	0 1 2 3 4 5 6 7		88

11. I think that I would work much harder in learning tasks that I know I will get a score from the teacher than in tasks that will not.

Totally disagree		Totally agree	Don't know
	0 1 2 3 4 5 6 7		88

12. I never question why a teacher proposes a specific set of study materials instead of others. I have no doubts that the teacher has made the right choices for his/her students.

Totally disagree		Totally agree	Don't know
	0 1 2 3 4 5 6 7		88

13. I feel insecurity when, during a lesson, a teacher frequently asks the students to express their views on various issues raised by him/her or other students.

Totally disagree		Totally agree	Don't know
	0 1 2 3 4 5 6 7		88

14. An important task of the teachers is to provide the students with a clear and precise set of ordered learning goals and structured tasks so that all students know in advance exactly what to do to progress with their learning.

Totally disagree		Totally agree	Don't know
	0 1 2 3 4 5 6 7		88

15. In an e-learning task I would not mind if I had to collaborate with students of different gender than mine.

Totally disagree		Totally agree	Don't know
	0 1 2 3 4 5 6 7		88

Comments:

.....

BIOGRAPHICAL DATA

C1. What is your gender?

1. Male
2. Female

C2. Nationality

.....

C3. In what country were you born?

.....

C4. What is the country you are now living in?

.....

C5. What is your age?

1. <18
2. 18-24
3. 25-29
4. 30-35
5. 36-40
6. 41-45
7. 46-50
8. 51-55
9. 56-60
10. 61-65
11. 66-70
12. >70

C6. Which one of the following best describes the area where you live?

1. A big city
2. The suburbs or outskirts of a big city
3. A town or a small city
4. A country village or home in the countryside
88. Don't know

C7. What is your highest level of education?

1. Primary education or first stage of basic education
2. Lower secondary education or second stage of basic education
3. Upper secondary education
4. Post-secondary non-tertiary education (for example vocational training)
5. First stage of tertiary education (University degree)
6. Second stage of tertiary education (Masters Degree or PhD)
88. Don't know

C8. In which one of these fields or subjects is your highest qualification?

1. General or no specific field

2. Art – fine or applied
3. Humanities – languages, classics, history, theology, etc
4. Technical & engineering, including architecture and planning, industry, craft, building trades, etc
5. Agriculture & forestry
6. Teacher training or education
7. Science, mathematics, computing, etc
8. Medical, health services, nursing, etc
9. Economics, commerce, business administration, accountancy, etc
10. Social & behavioural studies, public administration, media, culture, sport and leisure studies, etc
11. Law and legal services
12. Personal care services - catering, domestic science, hairdressing, etc
13. Public order and safety – police, army, fire services, etc
14. Transport and telecommunications
15. Other
88. Don't know

C9. What would be a short description of your current job or other main field of activity?

.....

Comments:

.....