



THE 25TH ANNIVERSARY CONFERENCE OF THE

# European Schools Project Association

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Editors



Innovating Education Through International ICT-Collaboration

*The 25th Anniversary Conference of the  
European Schools Project Association*

*Innovating Education Through International  
ICT-Collaboration*

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## Preface

In connection with the 3rd ESP meeting, October 1989 in Großburgwedel, Niedersachsen, Germany Dr Karl Sarnow expressed the following in an interview to the Burgwedel Anzeiger newspaper:

*'Die Faszination, die von Computern und ihren vielfältigen Kommunikationsmöglichkeiten ausgeht ist Triebfeder für eine Völkerverbindende Zusammenarbeit. - Und ..Das Fernziel von ESP ist es Schulen aus allen Ländern der Europäischen Gemeinschaft in dieses Projekt einzubinden'*

Precisely the fascination of the many possibilities the computer offers together with the scope for collaboration between teachers and students across borders have added new perspectives to education. To learn with and from each other has been the driving force in the work of European Schools Project.

Many of the participants have voluntarily engaged themselves in the work. Among these was Ludovit Sopčák from Slovakia. Ludovit was ESP national coordinator for many years, in charge of the ESP conference in Piešťany Spa in 2007, as well as supporting numerous projects among those the very successful project: "Let's Sing Together". Ludovit is no longer among us, as he passed away in November, 2009. All honour to his name.

This year the 25th ESP conference is held in Denmark and the publication is intended to mark this event.

The purpose of the publication has been to draw a broad historical outline of the diversity in the work and what has been achieved within ESP over the years; but also an attempt to look into what may lie in front of us.

A debt of gratitude to all the hundreds and hundreds of teachers in Europe and beyond who wholeheartedly and very enthusiastically together with their students have been part of this network for so many years.

Our warmest thanks too to those colleagues who have taken aside time to tell their story about their engagement in ESP, and what this has meant to them both personally and professionally.

Also our warmest thanks to Colette Cotton, UK for proof reading the articles,

May the experiences from the many contributions give the reader an interesting insight into what has been accomplished in the ESP network, and hopefully convey, inspire and generate future initiatives.

*Kirsten M. Anttila and Mogens Eriksen*

# The European Schools Project

*"The European Schools Project started in 1988 after some very early experiments in which a school in Amsterdam and a school in Canada were connected using pre-Internet technologies. A central concept was introduced and refined to structure computer-supported collaborative learning (CSCL): the teleproject. The concept encompasses Internet-based collaborations between teachers and pupils around 'conversation' topics that are thought to be relevant for learning and teaching of all participants in the project. The topics often demand inquiries from the side of the pupils, and its results are exchanged via electronic mail or other Internet-based mostly a-synchronous communication, while using a preferably mutual foreign language. Increasingly also specific environments for computer supported collaborative learning are used and other electronic learning environments.*

*Since ESP's conception in 1988, thousands of participating teachers have designed and organised many thousands of teleprojects, on hundreds of different conversation topics, using many languages. Tens of thousands of pupils in dozens countries of the world, of which many European countries, have taken part. Various aspects were researched, educational materials were developed and produced, examples of good practice gathered, and teacher education, both pre-service and in-service, organised. And slowly an educational network organisation emerged with a culture of generosity: as collaboration is at the heart of educational activities, one is no-one without the Other with whom the mutual learning is done."*

These words above from 2004 and variations of them have been used over the years to shortly characterise what the European Schools Project (ESP) was and is. I was at the conception and birth of ESP and was lucky to help it grow up during infancy and adolescence to what it is now. For this anniversary publication I have dug in my memories to write a personal story of the many persons I met, of many





developments and many 'new' artefacts and phenomena that were encountered and that influenced the maturation of ESP.

I have structured this story more or less using our conferences, which are fixed marking points in my memory, and thus the result may be seen as a 'potted story' as David Marchant would call it.

When in this story having arrived in 1999 at the 13th conference I started to realise that in order to cover the period 1999-2011 I would need a couple of dozens of pages more to cover the essentials. My paper archives are 2 meters thick, and if I would print the ESP digital archives I am not sure whether it would fit my room.

This is why I accelerate from then on, and thus many persons that have been and are so important to the past, present and future of ESP are neglected. I apologize! Rest assured that I have the firm and deep belief that ESP is at the foremost a collaborative effort, coming out of the spontaneous needs and expectations of teachers, who are visionary and pioneering, knowing that ICT-based communication and collaboration simply has to bring about changes in education. And over time these teachers designed and design projects that belong to the best practices ever seen. The factor in ESP that there is and has been no external support or money does not matter: the intrinsic motivation of teachers to want to innovate their education in collaboration with others in an international context keeps on being larger than the constraints that lack of money, curriculum pressure, educational policies, and the school culture

sometimes impose upon them. Let's not forget that most of efforts to bring and keep ESP alive were and are voluntary efforts.

I invite you on my trip into the past, an ESP-trip that influenced my person, my work and my life. It is my story, and I am not as young as I was when this story starts 25 years ago, so mail me when I'm in error!!!

## Before ESP

Fertile soil was necessary for the conception of ESP. For me personally the first thing was when the computer came back into my working life in 1984. Fourteen years before that I had learned to program IBM 360/20 computers, and spent seven years since then in the computer business. The next 7 years I studied 'andragology' the science devoted to improving the conditions of the life of adolescents and adults in relationship to the social systems that are built to support them. I was appointed as student researcher at the University of Amsterdam in 1984 just a couple of years after the first so-called personal computer (PC) was brought to the market by IBM: [www.oldcomputers.net/](http://www.oldcomputers.net/) I started researching the ways in which PC's could improve education. My main research question remained the same in the research that I did in the framework of prof. Gerard de Zeeuw's Center for Innovation and Cooperative Technology (CICT) of the University of Amsterdam: "how to innovate education using new technologies". During the CICT-conference 'Problems of

(im)possible Worlds' in March 1987 I met dr. Kathleen Forsythe of the University of British Columbia, who spoke of knowledge architecture and of schools that she tried to connect in Canada. When I told her that I would like to join this initiative she said OK!!

## The first teletrip

In March 1987 the 'C' of Communication within ICT hardly existed. Internet was not available. So first the connection had to be made. Aad Nienhuis had at that time access to pre-Internet connections. He managed to connect Fidonet, EARN, JANET, BITNET, and other exotic networks with each other

and then to reach the west coast of Canada.

The connections made we sometimes called the Adidas-net when running from one PC connected to one network to another PC connected to another network,

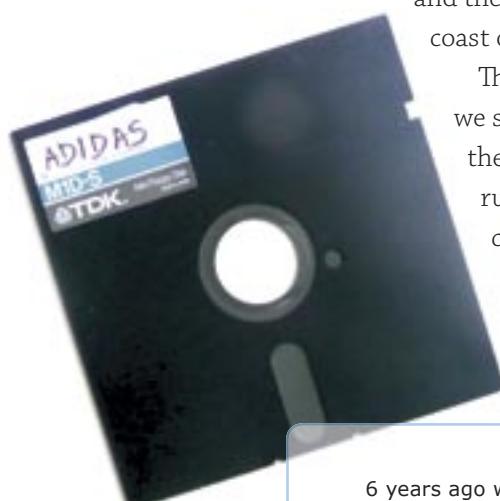


or Frisbee-net when we could throw the floppy towards the other.

Then I asked the headmaster of the Augustinus College in Amsterdam whether they were interested in starting an international project, and Ad Borstlap said: YES!. And then we heard that the Tahltan School in Telegraph Creek, way up north in British Columbia, was the partner for this first project. At the Augustinus College we created a 'classroom teleport': an IBM PC with a 1200 Baud modem on a table on wheels so that it could be moved towards an available telephone socket.

This was the first message arriving:

6 years ago we didnt even have telephones here and we had to rely on short wave radio, so to be able to send messages in this manner is a big change for us. We only get mail trucked in here once a week, so electronic mail is certainly faster than the regualr mail!! The first concept which is very difficult for Europeans to understand about northern B.C. is distance. Our nearest neighbour is a village, 120 km from here. Our population in this village is 350, and our neighbour, Dease Lake, has a population of 400. It is a 770 km drive to our nearest town, called Terrace. It has a population of only 16,000. Along the drive to Terrace you only pass through 3 villages, non with more than 500 people living in them. This is so different from Europe! Imagine driving 770 km from Amsterdam and only passing through three little villages!



And so the first 'electronic fieldtrip' took place, with this first 'letter' from Donna.

Hi! My name is Donna. I am 17 and in Grade 9.  
Pretty bad eh?!

There are no guys or girls my age in this school. As a matter of fact there are only 50 students in this school from age 5 to my age. Just like some of you guys, "I don't like some of the teachers in this school", but I do like my Teacher, David. One thing I don't like about school is that it starts at 8:45 in the morning. My birthday is in January, and I have one brother and a sister who has a son and new baby girl. My mom is in my home town, so my boy friend (21) lives with me at my place. In the future I would like to graduate, then get married and have children, all within the next 3 or 4 years. There is not much excitement around this little village, so there is a lot of drinking (I don't drink any more), so it's nice to have a motorbike or something to keep you amused.

Bye, Donna.

P.S. Write soon!!! This is neat!!! Like really Rad!

A four month project was the result. The six Geography and English teachers and 80 students involved in Amsterdam and in Telegraph Creek were very enthusiastic. Teachers not involved were curious why students were so curious asking questions like "Do we have a message from Canada already?". And main Dutch newspapers came with articles "Greetings from Telegraph Creek" and "Schooltrips via computer". It was clear: we wanted to continue, and we looked for support.

## The first European Schools Project

Looking for support I drove to Brussels in 1988 to an event around the programme 'Developing European Learning through Technological Advance' (DELTA). It became clear that the focus was on the technological advance only. Teachers and pupils were still invisible for European policy. I met John



INTERNATIONAL SOCIETY FOR  
**ISTE**  
TECHNOLOGY IN EDUCATION

International Symposium on  
**TELECOMMUNICATIONS IN EDUCATION**  
*Learners and the Global Village*  
Jerusalem, August 21-24, 1989

**PROGRAM & ABSTRACTS**

The Israel Association for Computers in Education —  
S.I.G. of The Information Processing Association of Israel

Whiting there who said: 'Forget it that Europe will support your ideas, BUT I do know a teacher in England who may be interested.' And thus Aad Nienhuis and I found ourselves on our way to London where at the IBM-offices we met Tom Holloway (who had just set up the Chatback-project) and Vic Young, the recommended teacher of the Swadelsands School in Lenham, Kent. A German school was mentioned during our meeting, the Gymnasium Großburgwedel in Großburgwedel, and a Science teacher dr. Karl Sarnow, who would be interested in starting a project with the English and the Dutch school. Upon the question how to call the project Vic suggested "why don't we just call this project the European Schools Project?" And there it was. ESP, the European Schools Project.

## The first years of ESP

The history of ESP can be written as the histories of teachers and educators, who got into contact with each other, started to interact, connected and aimed to form a collective. I was lucky that in my job as a researcher at the CICT I could travel to conferences and meet

people. Early 1989 we kicked off the first European Triangle, as we called it, with the three European schools. It was in Amsterdam at the Augustinus College and from various sides we had visitors, who were interested in the project, like prof. Altamiro Machado from North-Portugal who had just set up the Minerva-project for the introduction of IT in schools. This meeting we later called *the second ESP-conference*.

The European Schools Project was about Poetry: students sent poems on Ecology to each other. Although successful (hundreds of poems were exchanged), we learned lessons as well. The first one was language-related: when one school uses the mother tongue, and other schools use a foreign language, there is an imbalance. Better is it to use a mutual foreign language. The other lesson was language-related as well. On June 5, 1989 the Swadelsands School received a mail in which less poetic language was used. Of course Vic Young and his students were insulted. So the teacher of Augustinus College Toon Claassen asked the student who had written the message to apologize.

```

mail> 13
To: esp-uk
Date: Mon, 05 Jun 89 00:21:18 MET
      hello guy

FxCK YOU
*****
**  **  **
**  **  **
*****  **  **
**  **  **
**  **

-- 
esp-uk via FidoNet node 2:500/209
UUCP: ...!mcvax!hp4nl!uvabick!sconar!esp-uk
sconar.UUCP

```

### TELEMATICA

Hello boys and girls and teachers from Great Brittain and Germany

I write this letter because I've done some things that isn't right. I've written some things like "fxck you", I hope of curse you'll excuse me, and I didn't have hurt you. I oppologize me very much. I better give no more examples because my teacher: Mister Claassen might again get angry, as the first time and I hope there isn't going to be any war between Great-Brittain and Germany with the Netherlands between it to. I hope you will get this message and will write as soon can back.  
 bye bye from the crazy Roy Rooooox who have send you the craziest letter there was.  
 A'dam 23-6-89

The events made us think of Golden Rules for Computer Mediated Communication. A short article was written with the title 'Graffiti on the Walls of Electronic Space'.

The third lesson was that teletrips had to be prepared very well and should be focussed on interaction, not only on exchanging information by sending and receiving.

### **Starting to spread the ESP-news**

Betty Collis, who was professor at the University of British Columbia (later at University Twente, NL), had heard of the Amsterdam-Telegraph Creek project and invited Aad Nienhuis and me to come to a pre-conference meeting in Edinburgh, Scotland, to talk about telecommunication in education. Aad and I had Haggis for the first and last time in our life. In that meeting it was proposed to organise a first international symposium on the subject. When suggested to do that in Jerusalem someone objected as the First Intifada was going on. This was Hillel Weintraub, who became a good personal and ESP friend. Only after an emotional plea Jerusalem was chosen. So in August 1989, when the first European Schools Project had come to an end, I travelled to Israel with a bunch of transparencies in my bag. Remember, there was no PowerPoint, no beamer, no USB-stick, just overhead projectors. The programme consisted of early initiatives, like the one from Peter Copen, that later became I\*EARN, and the Global Education

Telecommunications Network (GETN) of Sheila Offman Gersh, who later became a good ESP friend as well.

In my presentation I described the first ESP-triangle and said that its aims were the improving of education as a system and of the activities of learners and teachers within and with that system. Later I sat in a panel 'Implementing telecommunications in the K-12 curriculum' with Al Rogers (of FReDmail) and with Nina Lund of the Fredensborg Skole, Denmark. Nina was the start of the connection with Denmark, a connection that later proved to be so fertile. And Hillel Weintraub did a wonderful workshop on using telecommunication to support a constructionist, collaborative, and functional learning environment, by playing a game "The Other Side", involving Israeli and Palestinian children. Building bridges between cultures as a stimulating metaphor has been used by ESP many times after.

### **From the first triangle to a network**

In September 1989 Karl Sarnow organised the third ESP-meeting in Großburgwedel, West Germany, only weeks before 'Die Wende' that would gradually unite East and West Germany. Kirsten M. Anttila and Nina Lund were the two language teachers at Fredensborg skole who had been engaged in the 'Schools in Network' (SiN) project led by prof. Allan Malmberg of the Royal Danish School of Educational Studies.

The collaborative projects in SiN had until then been conducted in English, so Prof. Allan Malmberg asked Lone Hagen, German language teacher from Baunebjergskolen to attend the meeting. Lone had not been involved in teleprojects before. In Germany she met Thomas Peters, German language teacher of the Augustinus College. The two sat together to make content for teletrips as they were still called then.

This content around 'Das Bild der Anderen' (The Image of the Other) was the start of a long series of examples of good content.

Of course the next meeting had to be in Denmark. Lone, Kirsten, and Mogens Eriksen organized the 4th ESP Conference in 1990 in Denmark. Some time before the 4th ESP-conference I got an e-mail (at Universities this was already a bit more possible) from Benita Compostela who was researcher at Complutense University Madrid but also teaching at the IB Principe Felipe school. Her question: 'Can I come with you to Denmark?'. So we drove from Amsterdam to Denmark and our 4th conference had teachers from Denmark, the Netherlands, Germany, England and Spain. And of course they designed and planned new projects. Karl and Benita started a project on Statistics which was the first Science project in ESP (Compostela & Sligte, 1992). And later Karl developed AquaData, TerraData, RadioData, and many more.

Since 1990 many, many Danish teachers have participated in ESP-projects and in its conferences.

The Danish connection proved to be a boost for ESP both in quantity and in quality.

## ESP as organisation

With the growth of the number of participants there was an increasing need for support. This is why in Amsterdam we started in 1990 with RISC: the Resource, Information and Support Centre. Prof. de Zeeuw agreed to appoint a researcher who could help set it up and to run it: Pauline Meijer. There was a special e-mail address ([esp-risc@sconar.sco.uva.nl](mailto:esp-risc@sconar.sco.uva.nl)), we started publishing ESP-newsletters, kept lists of interested teachers, etc. By that time we had introduced a new principle as well: the first person from a new country that came to an ESP-conference we ask her or him to become National Coordinator of ESP. So in 1990 we had Karl, Kirsten & Mogens, Vic, Thomas and Benita as national coordinators of Germany, Denmark, UK, the Netherlands and Spain, respectively. And there was the crew in Amsterdam: Pauline, Aad and myself. We also kept on connecting with other organisations.

In 1989 dr. Rachel Cohen had founded l'Institut Européen pour le Développement des Potentialités de TOUS les Enfants (IEDPE) or the institute with the long name as I called it when getting involved. We started to look into the possibilities of younger children participating in telematics projects (Sligte & Meijer, 1992). Later Rachel became a very welcomed guest at ESP-conferences.



## ESP keeps on meeting

These conferences continued: in 1991 Vic organised the *5th conference in Lenham*, Kent. In a paper for the Teleteaching conference in Trondheim, November 1993 (Sligte & Meijer, 1993) we describe what happened. Thirty teachers of the United Kingdom were present and fifty teachers from six other countries: the Netherlands, Den-

mark, Spain, Portugal, Germany and France. Fifty-five projects were planned involving a multitude of teachers. On the basis of a questionnaire we found out later that 32 planned teletrips were actually done, on seventeen different 'conversation' topics, of which 28 having primarily a language-focus, nineteen in German, and nine in English language.

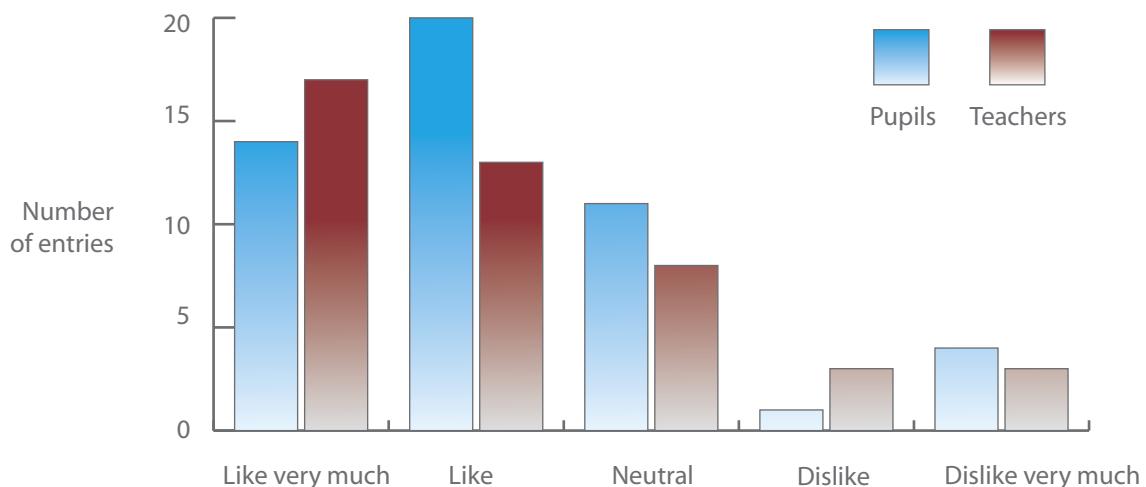
Show your portrait	Humour: different or?	Holidays
Das Bild der Anderen	Literature	Everyday Statistics
School-newspaper	Remembering	A teenager in [a town]
Traditions	Everyday life	School and Spare time
International Calendar	School and Home life	Chemistry
Astronomy	Aquadata	

The 'Remembering' teleproject came from Tom Holloway's Chatback project. The idea was brilliant: ask students to interview grandparents or persons of similar age about their experiences in the Second World War, and exchange the stories with the partner school. Students of an English school and a German school did so and exchanged the fears of grandfathers who may have been opposite to each other in the line of fire. The Aquadata-project was another brilliant idea, developed by Karl Sarnow. Students go to a river, measure the quality of the water, exchange the results with each other, and discuss differences and resemblances using a foreign language. In the school year 1991-1992 teachers and students from five countries were involved. In all teleprojects in this year seventy-five

different teachers participated and their 1.500 students from 39 schools in eleven countries. The projects were evaluated positively. Only three projects can be considered to have failed, as no or hardly any exchanges at student level took place.

And so we went on organising teacher conferences during which we had contributions from educational scientists on what we now call TEL, Technology Enhanced Learning, and the underlying theoretical and conceptions and notions. New technologies were demonstrated, content shown and further developed. But most important remained sitting together to design and plan transnational computer supported collaborative learning projects.

So we had the *6th ESP conference in Toledo* organised by Benita Compostela. We



read in the journal 'Comunicacion Pedagogia' that teachers from 9 countries were present in May 1992, among which Alexander Denisenko from Ukraine and Rado Lavrih from Slovenia. The Toronto Board of Education presented 'Computer Mediated Communications, a Catalyst for Learning'. Of course they became national coordinators. Thomas Peters told about a completely new extension of the teletrips: after the Augustinus College had done Das Bild-projects with the Danish Baunebjergskolen and the Fredensborg skole, the Danish students and their teachers stepped into the bus to visit Amsterdam. Because of the fact the students knew each other from the electronic conversations in German language the contact 'in real life' was very successful and now they could use German for speaking and listening as well. Of course the school trip was for learning as well: a log book was to be filled during the stay and the visits to the city of Amsterdam. This tasted for

more: in June the Amsterdam kids went to Denmark. Real Dutch-Danish friendships of teenagers were the result.

In Toledo a new ingredient was added to ESP: we were received by the Mayor of Toledo in Town Hall, where speeches were mixed with drinks. After Toledo we have visited many mayors as part of the conferences.

## Content on paper

In November 1992 some ESP members visited Helsingborg, Sweden for a conference organised by the Nordic Council of ministers. After having presented the ESP work in progress the Dutch director of one of the national Pedagogical Centres (APS) Dick Nierop showed interest. With funding of the European Platform for Education (now the National Agency) we could start putting the materials of the Das Bild project onto paper. Thomas Peters and Pauline Meijer wrote the teacher manual and the work and reference

sheets for the pupils. Aad Nienhuis wrote the Software manual. The main text was in Dutch (1994).

On the basis of this we started to organise in-service teacher education in order for German language teachers to actually use the materials in teleprojects. Many dozens of teachers followed the courses. Of course partners were needed and through ESP's conferences and mailing lists they were found. Among the partners were many Danish teachers and following the Dutch materials Lone Hagen and Annie Ring-Knudsen developed Danish materials for German language teachers. These materials were always considered as half products: the collaborating teachers in the partnerships had to make their own appointments in order to make the projects fit to their own contexts. The next step was to (finally) make a completely German language version of *Das Bild*, created by Lone, Annie and Thomas Peters.

Two colleagues of Thomas Peters, English language teachers Gerard Koster and Jan Eric Remmerts used *Das Bild* as an inspiration for creating similar contents for teleprojects in English as a second language: *The Image of the Other* (1996). This was again funded by the European Platform and in collaboration with Trees Haaksma of another Pedagogical Centre (CPS). Materials are piloted in collaboration with Danish schools. After publication many hundreds of teleprojects are performed.

A bit later the English materials are translated and adjusted or teleprojects in

French as a second language by Jan Pover, French language teacher in the south of the Netherlands: *L'Image: project télématique*. Many language versions would follow.

## The conferences continue

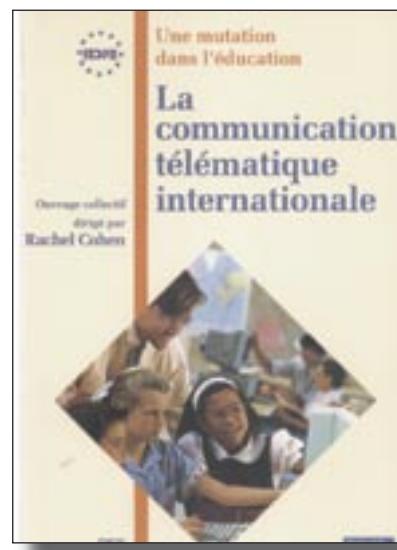
After Toledo we went back to Germany in 1993 for the *7th ESP Conference*. It was in Schwerte and for the first time the conference had real proceedings under the title "Guarding the Biosphere. Foreign language as a carrier of scientific information" (Ullrich, Sarnow, Weigelt, 1993). The proceedings add up to 283 pages. We learn that we have eleven national coordinators, among which the new English coordinator David Marchant, the Estonian coordinator Anne Villem, and Slovak coordinator Julius Krajnak. The lists of proposals for projects and calls for partners add up to 40 pages. At that time Aad Nienhuis has 34 ESP mailing lists running, each containing e-mail addresses of persons with a certain function (like national coordinators) or interest like [aqua@esp.educ.uva.nl](mailto:aqua@esp.educ.uva.nl) for Aquadata. The Mayor of Schwerte invited us for a Social Evening at Schloss Opherdicke. Social evenings would again be a new ingredient of ESP conferences.

The first discussions emerge on the institutionalisation of ESP: should it be merged with other organisations, should it become more formal? For the time being ESP remains a movement of innovative teachers, not bound by organisational rules, but by intrinsic motivation to collaborate and to participate in that movement.

Proceedings were also made of the *8th ESP Conference* in 1994 in Amsterdam with the title "Internet-mediated Educational Change". After the cancellation of the conference hotel just 2 months before we manage to get one of the top5 hotels in Amsterdam against the same price, and on top of that a free boat trip through the Amsterdam canals with wine and cheese. It will mean that we have to walk through the Red Light District, though, to the Conference Venue: the Trippenhouse, seat of the Royal Dutch Academy of Science. Well over a hundred teachers from 20 countries are present, not only from Europe: Austria, Belgium (among which national coordinator Hubert Christiaen, famous for his database behind Image-projects), Bulgaria, Canada, Chile, Czech Republic with national coordinator Borivoj Brdicka (Bобр who would become very active), Germany, Denmark with a delegation of 23 teachers, Estonia, Spain, France (Rachel Cohen), Japan (Hillel Weintraub), 52 persons from the Netherlands, Poland, Portugal, Russia, Slovenia, Slovakia, United Kingdom, United States, in total 126 persons.

In March 1995 Aad and I wriggled ourselves in a Dornier plane of Suckling Airways to fly to a grass field in Cambridge. There we witnessed that the *9th ESP Conference*, organised by David Marchant, marked an important milestone: the use of the World Wide Web in ESP. The first graphic browsers had arrived in 1993 and 1994, opening up a new array of educational possibilities. Frans Hoffman (at that

time working at the Dutch Ministry of Education) and his partner Linda Swanson were early adopters and they led us over the very tiny web in a small computer room at Cambridge University. Immediately new plans were made to start publishing on the web. ESP is one of the first school networks with presence on the Web. But we don't forget the ESP Conference Rituals: "The social evening which includes Dinner & Dance starts at 20:00hrs." And we welcomed new countries, of which Ulf Åkerberg from Sweden and John Rullestad from Norway who both become very active in ESP.



Rachel Cohen took the initiative of publishing a book in French on several projects including ESP (Sligte, 1995a; Compostela & Sligte, 1995). She called it 'International telematics communication: a mutation in education'.

And the Dutch Ministry of Education



got more interested in ESP: a report was written on 'seeds for educational Internet-usage' (Sligte & de Zeeuw, 1996). Because of ESP different persons got invited to participate in projects funded by the European Commission. On behalf of ESP Benita Compostela taught in Turkey to teachers from the Middle-East (Sligte, 1995c).

In 1996 Hubert Christiaen organised the *10th Conference* of the European Schools Project in Leuven, Belgium. In his announcement we saw how fast ESP adjusts to the new possibilities.

*"During the conference, computers with full Internet access will be available on site for the participants*

*The programme for the conference will this year emphasize the use of the resources of the World Wide Web (WWW) within the School environment and within ESP. The educational use of the WWW is still in its infancy but evolving rapidly. The WWW opens another dimension for communication between schools. Therefore some speakers have been invited who are in continuous contact with this changing world. Also a lot of work is already going on for using the WWW for the administrative tasks involved in keeping track of all projects."* 125 participants from a dozen countries attend. Peter Obermeier who was involved in UNESCO's Associated Schools Project and a regular participant at ESP-conferences introduced a teacher from Bosnia-Herzegovina, at that time a country in war. Hubert added a new dimension to the ESP conferences: we went on a bus tour to visit Waterloo.

In 1996 I write, together with Peter

Baak, Dutch representative of I\*EARN, the advice for the municipal government of Amsterdam to introduce computers in primary education at large scale. The title is "Towards a Centre for Tele-Learning Amsterdam". The advice is clearly inspired by ESP's experiences with regard to digital learning materials, professional development of teachers and above all schools and teachers that collaborate to improve upon the learning of their pupils. January 1, 1997 the CIAO-network starts with 6 primary schools.

In March 1997 the *11th conference in Portoroz* on the Slovenian coast followed. Fifteen countries were represented. In the large delegation from Slovenia was Viljenka Savli, who later became vital member of ESP in putting resources and materials on the World Wide Web. Alma Zecevic, one of the teachers from Bosnia told about the situation in her country, and how telecommunications helped to teach children at home, so that they didn't have to cross streets with the risk of getting hurt or worse by snipers. Hillel Weintraub from Japan was accompanied by a small delegation involved in the Japanese national initiative on the innovation of education using ICT. The idea emerged to have ESP represented on a national conference in Tokyo. Also present is Ludovit Sopčák, who became the new ESP-coordinator in Slovakia, organiser of the 21st conference, and Uta Kropf, later organiser of the 15th conference.

1998 brought the wonderful *12th conference in Copenhagen*. Among the more than

120 participants from 20 countries were many teachers who would assume active roles in ESP. Among them Cees Brederveld and Nick Hoebe who together did the job of Dutch national coordinators, and four primary school teachers from the Amsterdam CIAO-project. Ilpo Halonen, by that time already long involved in Bild-projects, became Finnish national coordinator. One of the new teachers was Karen Thomsen from Kiel, who together with Uta Krope presented the teleproject 'Women all over the World'. Francisca Soares is involved in the project, and becomes a regular visitor of ESP-conferences and Portuguese national coordinator.

Based on a tale of Hans Christian Andersen a role play was done: I was the princess with lots of lipstick on. And again there was a delegation from Japan with prof. Noyuri Mima doing a keynote speech, and with a team from Japanese television. It became clear that ESP was invited to present the initiative in Japan.

So in June 1998 I find myself in a plane together with Alma Zecevic on our way to Osaka. There we met Karen Thomsen and the three of us went by train to Hillel's house in Kyoto. Some days later we visited the school of Makoto Kageto, who was in Copenhagen as well, in Nagoya, to end in Tokyo. There at the International Symposium "Schools and the Internet" I presented 'European Schools Project, a support system for teletrips' to an audience of almost 1.000 Japanese educators and a handful of participants from other parts of the world. Alma told about her war-experiences, and

Karen and Hillel demonstrated the concept of harmony by dancing and by singing 'Frère Jacques' in harmony while using different languages at the same time. Later the godfather of ICT in Japanese education prof. Sakamoto-sensei told the Japanese audience that their technocentric views should be replaced by educational values like harmony and collaborative learning environments.

1998 is a busy year. I participated in the Europe-funded research project 'Computer Supported Collaborative Learning Networks in Primary and Secondary Education (CL-net)'. For the meeting in Rome I proposed to invite teachers, and with me came three CIAO-teachers, among which Rob Barkey. At night in a restaurant Rob and I started singing, and later all delegations sang songs in their mother tongue. Later this became a vital element of ESP conferences. The meeting was organised by Alessandra Talamo, who became interested in ESP. Upon her asking what ESP was all about I advised her to look at the web. Later it became clear that one of the first things she saw on the web was a picture of me dressed and made up as a princess. Still she decided to come to the next conference and became very active.

In 1999 the 13th *ESP Conference* takes place in Tartu, Estonia, with over a hundred participants from 15 countries, organised by Anne Villemans and her team. We started evaluating the conference with structured questionnaires. For the social evening songs were composed and sung. ,.

In 1999 also a new phase started in the

evolution of ESP. The European Commission began offering financial support for networking within Comenius. After 1992 the Socrates-programme had come into action, offering individual teachers the possibility to get financial support for cooperative projects with other teachers (Comenius-projects). Although more funding became available for teachers, e.g. to visit ESP-conferences, and for content developers, e.g. for the design of materials around language teaching and other domains, and teachers' professional development, ESP as educational network organization had grown up to 1999 only on the basis of very good voluntary work of many, many teachers. Comenius3 was an opportunity to further professionalize ESP.

In 2000 Alessandra Talamo and I were invited to speak on the start conference of Comenius3 in Brussels. Aim was to see how the action could profit from experiences like from ESP. Everyone present appreciated the good practices, but the European commissioner stated that it would not be possible to start funding an existing initiative like ESP. So something else had to be invented.

We had planned to discuss this at the *14th European Schools Project Conference* in the Rica Maritime Hotel, Haugesund, Norway, 6th- 9th April 2000, but unfortunately I was taken to hospital with high blood pressure, so I had to miss it.

Right after the conference we started to write a pre-proposal, and after its approval a full proposal, which was approved as well. So this is how the *European Collaborative*

*Learning Network (ECOLE-network)* was created, in which was built both on ESP-experiences and expertise, and on Comenius best practices. Its aims were focused on making available web-based content for computer supported collaborative learning projects (or teleprojects), e-learning courses for teachers' professional development in this field, information on new ICT-tools and electronic learning environments, and support for transforming Comenius projects into interactive electronic collaboration projects. The consortium is composed of 10 partners in 10 countries, of which nine institutions were also involved in ESP as board members. The countries represented in the consortium were the Netherlands, Italy, Denmark, Norway, Sweden, Estonia, Czech Republic, Slovenia, Portugal and Spain, but the schools that participated in the community came from many more countries. The period of funding of ECOLE was October 2001 up to October 2004, like the similar COMP@CT network coordinated by Pentti Pirhonen from Finland. In this period ESP and ECOLE got connected and integrated and their marriage has brought forth many more precious fruits and seeds.

In March 2001 we had the *15th ESP Conference in Rendsburg, Germany*. During the *16th Conference in Malmö in March 2002* ECOLE was presented to the ESP-participants, and in September 2002 there was one separate ECOLE-conference in Prague, organized by Borivoj Brdicka. The *17th ESP Conference in Rome* in March 2003 was combined with the second ECOLE-conference,

and the same was done with the *18th ESP Conference in Prague* in March 2004. For the first time we have a delegation from Iran.

With the start of ECOLE we started to use titles for conferences, instead of only using numbers: the 2002-Prague conference had as title '*Bridges for Learning*', the 2003-Rome conference '*Bridging Best Practices*', and in 2004-Prague the theme was '*Bridging Visions for Learning*'. And as ECOLE and ESP had many bridges between them, among which shared conferences, these titles expressed an intention for both networks: the wish to build and walk different types of bridges to be able to learn from and with each other with the ultimate aim of achieving sustained innovation of learning, teaching and schools.

After the funding period of ECOLE expired by the end of 2004, the question arose how to continue. Aad Nienhuis and I took the initiative of founding the European Schools Project Association in February 2005, building on three networks: ESP itself and two former Comenius3-networks ECOLE and COMP@CT. Because of the involvement of the Comenius networks we were allowed to publish our conferences from then on in the Comenius-Grundtvig-databases of the European Commission, making teachers eligible for funding of their visits to ESP Conferences by their national Socrates-agencies. Although contact seminars were organized in the framework of ESP long before 2005, always conducted by Kirsten M. Anttila and Mogens Eriksen

in an excellent way, it now becomes an 'official' seminar supported by Europe.

The founding of the ESP Association was just before the *19th ESP-Comp@ct-ECOLE Conference* of March 2005 in Finland, which had as theme '*Learning goes Mobile*'. The conference itself was mobile as well. After two days in Järvenpää the participants went by bus to Helsinki where we boarded the cruise ship that would take us to Stockholm. The conference continued on board. After a walk in the Old Town of Stockholm we went back to the boat, continued the conference, which ended with a Social Evening while being at sea. In Finland we got a new UK-coordinator: Colette Cotton.

The conference served as a kick-off meeting of the EU/Asia Learning Bridges project as well. The project aimed at fostering the creation of a learning community of European and Philippine teachers and pupils within secondary education that effectively use information and communication technologies (ICT) for teaching and learning, with emphasis on Computer Supported Collaborative Learning (CSCL). In May 2005 teachers from ESP travelled to the Philippines to do a three-day workshop on mainly ESP-projects.

The *20th ESP Conference* was in Amsterdam in March 2006 having the title '*The eMagic of Learning and Teaching; how to keep on creating it together*' and had participants from 24 countries, among which delegations from the Philippines, Iran and Georgia. And Birte Kjær Peulicke became the new national coordinator of Denmark

after the many years that Kirsten M. Anttila and Mogens Eriksen have shared this job. We add yet a new element to the conference: school visits.

We continued with the *21th Conference in Piešťany Slovakia*, in 2007 organised by Ludovit Sopčák and the *22nd Conference 'Bridging Education into Society' in A Coruna, Spain*, in 2008 organised by Begona Patricio..

In 2009 we are back in Tartu for the *23rd Conference 'Connecting Schools for a Sustainable Society'* and last year in 2010 we hit downtown London during our *24th Conference 'Bridging Intercultural Diversity through Global Learning'*, excellently organized by Colette Cotton, and now we head for the *25th Anniversary Conference*.

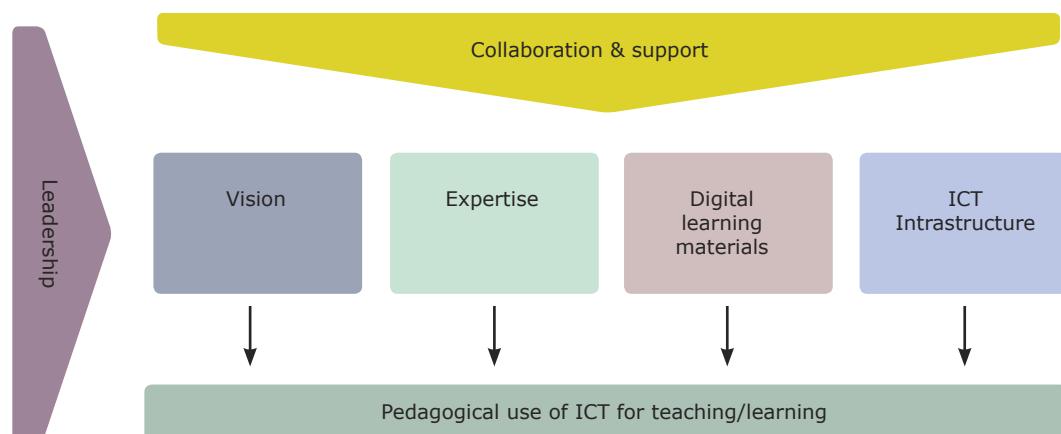
## The success of ESP

Nowadays we know what we have to do and what not to do in order to benefit from

ICT in education. In a Dutch scientifically based approach to the introduction of ICT in education it is proposed that the effective long-term use of ICT in education requires the balanced deployment of four basic elements: *vision*, *expertise*, *digital learning materials*, and *ICT infrastructure*. In short it is called Four in Balance. In order to create the conditions for the four elements to be in balance *Leadership* and *Collaboration & Support* is needed.

I am convinced that all elements vital to pedagogical use of ICT in a school can be applied to ESP as a learning community of teachers and schools as well.

Looking at *ICT infrastructure* we have tried to help build that, and to enhance it very quickly after new possibilities appeared. Think of the first classroom teleport, the Narwal Communication Potpourri, that Aad created for schools to be able to



connect to electronic mailing lists, Gopher, BBS and Karl's LINUX, when the Web appeared all sorts of resources, portals, databases, every one of them connected to the aim of supporting international computer supported collaborative learning projects. And also at technological level collaboration was central from the beginning: a distributed infrastructure set up and maintained by a bottom-up network of persons.

*Digital learning materials* are nowadays still 'one of the most stubborn barriers to the further integration of ICT in education', the Four in Balance report states. As we have seen it became soon clear in ESP that content was important. With Das Bild and with Aquadata and all wonderful projects that were conceptualized and designed we proved to keep on creating high quality materials. When the Web was there, the resources, especially The Image portal, became invaluable for many, many teachers. The adage "KISS: Keep It Small and Simple" but also "The Sky is the Limit" became proverbial for ESP: start slow with teleprojects but in the end you can design and plan a collaborative project on virtually any subject.

**Expertise:** In the model *expertise* means the technical and pedagogic-didactic repertoire of teachers to using ICT. In ESP we have tried right from the beginning to help build up this repertoire. At the conferences special seminars for beginners were organised, as part of the materials special sections for teachers were created, and

many ESP-pioneers organised in-service training to help teachers start doing teleprojects.

**Vision:** Right from the start the teachers active within ESP held a clear vision, a clearly chosen pedagogical approach. ICT had to be used to improve learning, teaching and the school, to be used to innovate, and we hold a vision on how to use especially the C of ICT. Teleprojects are not concerned with the mere exchange of information but on real collaboration to foster better learning. ESP looks at learning from the perspective that it happens in the context of our lived experience of participation in the world, and that it is a fundamentally social and cultural phenomenon, that reflects our social nature as human beings. Within the framework of ESP support is given for learning as a social, inter-subjective, collaborative process, both for pupils and students, and for teachers. And it holds a vision for schools as social systems for learning: they have to become learning organisations, not to remain institutes for 'old' learning. ICT can make the school a hub, with open doors and windows, in the middle of society and the world, connected to other schools and institutes. In the years that ESP exists always a lot of effort was done to share the vision, in order to make it a shared vision in a process of conversation, so that it could act as a clear Leading Idea for innovative ICT-usage in all the diverse contexts of the participating schools. This sharing was expressed in the motto we gave

our 2004 conference: Bridging Visions for Learning.

**Leadership and collaboration and support** are needed to keep these elements in balance. With regard to leadership we can say that in our collaborative trip in the past decades many persons have shown leadership: from pioneers they became partners for policy and practice, they kept on fertilizing the various building blocks for successful international CSCL-projects. Everyone who walked the ESP-road from the beginning or in the time afterwards knows how the encounter with ESP-friends has influenced them.

**Collaboration and support** need no further explanation in the context of ESP. It is so well expressed in the last sentence with which I started this contribution: *And slowly an educational network organisation emerged with a culture of generosity: as collaboration is at the heart of educational activities, one is no one without the Other with whom the mutual learning is done.*

## The 25th Anniversary Conference in 2011

At the time writing this it is only weeks from the 25th Anniversary Conference which we gave as motto 'Innovating Education through International ICT-Collaboration. Successful practice from the history of ESP to meet future educational challenges.' My lengthy contribution (well: the period

covered is not nothing....) was more or less structured by ESP-conferences. These events are something to look forward to: and I certainly do that this time as well. I started with a quote and I will end with it.

*Over the years our conferences have provided the fertile context for people to meet, to talk, to drink, to eat, to sing, to dance, and to discuss about the ways in which we can make our schools better places to be in for our children and for ourselves as teachers, with open (digital) doors and open (digital) windows, better places to learn for the future, together with other teachers and other pupils in ICT-rich educational environments.*

*We can't do it alone: we need the Other to construct new knowledge about these innovations of education and make it work in practice. These days during our conferences offer an ideal context to build new bridges between educators from various countries.*

*I hope that this 25th conference is a shared learning place for us all: we learn from the best practices of each other, we learn of the different contexts and countries we learn, work and live in, we learn how similar we are in fact, despite all differences. And we meet old friends and make new friends.*

Thank you all, my friends, especially Kirsten and Mogens who had the wonderful idea of this anniversary publication.

*Let's hit the road towards the 50th ESP Conference in 2036!!!*

# “Schools in Network” and European Schools Project

## International Collaboration in Education – a Corner of the IT Revolution

### Schools in Network 1987 – 1990

*‘I’ve got a new Life’*

*‘The work in international projects has given me a new life,  
both personally and professionally’.*

This spontaneous remark from one of the Danish teachers, who established her first international contacts at an ESP conference, shows us in one sentence what an international collaborative project can offer and what effect such participation can have on the individual teacher and the enthusiasm she conveyed to her students.

For some years the computer had already proved its worth in business. Could this success be transmitted to the educational world too? In 1986 some visionary leaders from IBM Denmark and the Royal Danish School of Educational Studies (RDSES) - departments of Mathematics, Informatics, Geography, and English agreed on a joint venture by establishing a research project called: INFA (Informatics in Schools Subjects).

RDSES and its branches across the country were at the time in charge of in-service training for teachers in the Danish primary and lower secondary schools, besides conducting research within the subject areas taught in the Danish school system.

IBM Denmark donated 115 computers plus technical assistance for the INFA project. These computers were intended to be used in both the research and the development of software – specifically Mathematics – at RDSES. The computers



were distributed to four schools chosen specifically to test the usability of the software products. The schools were: Lundehus-skolen, Trørødkolen, Mørdrupskolen and Damagerskolen.

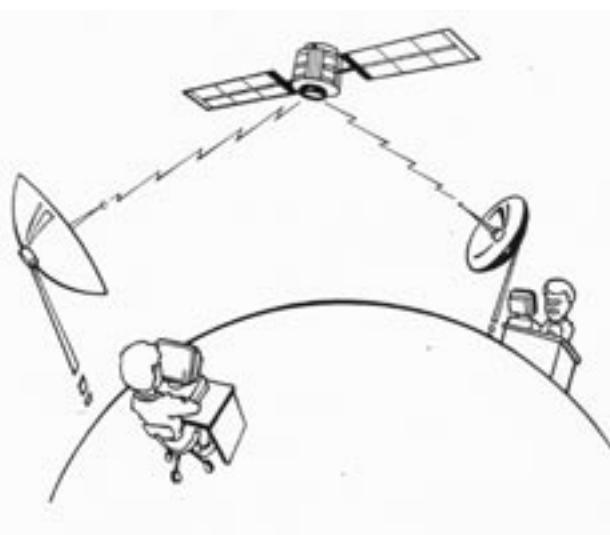
Very soon professional environments developed at these schools, where students and the ‘fiery souls’ among the teachers took the challenge of exploring the learning possibilities and the potentials for education that lay in the use of the Information Technology. Little educational software was accessible at the time, so it was a unique chance for the teachers to collaborate with the researchers and together with them develop educational programs or tools to be used in their teaching.

RDSES was connected to the EARN network (European Academic Network) that again was connected to similar academic networks for example BITNET in USA, Janet in UK etc.

The precondition for making use of and exploring the possibilities that the technology offered to the schools was that you had access to a PC, a modem and a data network. These modems were slow; the electronic networks were made up of a jumble of small BBS-networks (Bulletin Board Systems - created in 1984 in California, USA). During the end of the 80’s there were more than 5000 BBS networks, not interconnected, which hindered transmission of data from sender to receiver unless you worked on the same network.

The equipment was scarce though and several of the pilot schools had a limited number of computers and in most cases,

access to slow and unstable telecommunication – often via one telephone line only. The e-mail addresses were difficult to remember – up to 40 odd characters for the longest ones! But there was a clear agreement among the participants that technology should never define the activities or tasks.



*Karsten Heising del.*

In January 1987 a new initiative under the INFA umbrella – a telecommunication project - saw the light of day: “Schools in Network” (SiN) with Professor Allan Malmberg as the head of the project and Mogens Eriksen as the network coordinator. The objective of the SiN project was: “To explore the pedagogical potentialities in using telematics in education, with special focus on communication between persons or groups of persons, including communication across borders”.

Fredensborg Skole was added to the INFA pilot schools in 1987, where Nina Lund and Kirsten M. Anttila as teachers of English soon saw a world of possibilities in joining the ‘Schools in Network’ project, a participation they were convinced might add new facets to their teaching.

So the teachers of foreign languages at all five pilot schools were certain something very different from the ordinary lessons could be achieved. There was curiosity and a vague notion that an e-mail communication with teachers and students abroad could give scope for new ways of teaching and learning and thereby enhance education. So the invitation from RDSES was received positively not only by teachers at the chosen schools, but above all also by their head teachers and directors of schools.

None of the teachers in the SiN project had manuals or handbooks that could provide them with ideas and pieces of advice on how to organize such work. Experiences that were achieved in comparable projects in USA, Canada, and Australia came to our knowledge much later.

So despite the lack of expertise in how to use the medium both the Danish teachers and their future counterparts were determined to explore the potentialities in using e-mail. That telematics - a combination of telecommunication and new information technologies - would enable the teachers and students to interact with peers with different backgrounds and cultures, as well as offering the possibility of using a foreign language for communication. In what way could technology improve existing activities

and what new educationally meaningful activities could be stimulated?

The teachers certainly stepped into something unknown:

*When we walk to the edge  
of all the light we have  
and take the step into the unknown,  
we must believe that  
one of two things will happen.  
there will be something  
solid for us to stand on  
or we will be taught how to fly*

© Patrick Overton  
*The Leaning Tree, 1975*

## Partners

It is one thing to see the potentials of collaboration, but quite another to find equally interested and reliable partners. In 1987 INFA established the first contacts to schools in Stockport, UK and later to the Duke of Connaught School in Toronto, Canada. Soon more schools followed via personal contacts to Reykjavik, Iceland, and Pennsylvania, USA. From the very beginning it was accentuated by the researchers that “*A certain degree of social contact is established among the participating students from the very beginning.... Otherwise the students may very easily feel that they are just sending messages into nowhere, or they will not be able to relate their information and activities of fellow-students with whom they share common interest*”. On the other hand all agreed that it was by no means a pure pen pal collaboration we were heading for.



## Preconditions

The engagement at the Danish schools differed naturally. The Danish teachers had no predetermined work plan as they were allowed to cover the topics in the curricula in an order that fitted the individual teacher and her class best. Furthermore they were free to choose their teaching methods. Preconditions that gave the involved SiN teachers the flexibility that was essential for the performance of the projects. The Canadian system at the time was rather similar.

## Topics

The topics of the first collaborative projects were broad: From newspaper projects to more advanced and demanding projects

with topics such as the ‘Industrial Revolution’ ‘Endangered Species’, etc.

The newspaper projects focused on articles describing current events not only from the local area, but at times also including global issues as well. The articles were exchanged and distributed in the partner schools’ school newspapers. The information gave rise to further exchange of letters raising dialogues between the students about the contents.

The more advanced projects demanded much more structure and thereby mutual design and planning both locally as well as with the distant partners - and in a foreign language: something new, different, and challenging. But everybody was determined to look into how technology could improve existing activities and explore what new educational meaningful activities could be stimulated. There was an agreement not to give in as far as quality of the content and its relevance for the different curricula involved were concerned. But all realized that collaborative learning environments were not easy to design.

The teachers at Fredensborg Skole had prior to the engagement in the SiN project taken part in an ICT development project, and even an EU financed ICT language development project, besides they had some experience in working in a cross-curricular manner. So they challenged themselves by engaging in the ‘Industrial Revolution’ project with their UK colleagues. Here the necessity of a well planned local introduction to the topic became clear. If the students were to take advantage of the interchange

of information with their peers, they had to have a basis for the exchange. The introduction to the topic locally was done by means of books; films etc. and the overview of used materials were later disseminated as inspiration to the other schools in the SiN project.

When the “Endangered Species” project was launched many local research activities took place at the schools such as: visits by representatives of the “World Wild Life” organization that presented the \*) IUCN Red List of Threatened Species, presentation of confiscated skins of threatened animals etc. Also films and books from the school library held relevant information about the topic. Students not only researched information about endangered species in their own environment, but the project even raised their interest in information about endangered species in other parts of the world.

It was an eye-opener that the lack of information in their own school library about the California Condor for example, was found in the school library of their Canadian counterparts. That their peers could act both as resource persons and also as partners in a dialogue connected to the topic - criss cross linguistic, cultural and geographical boundaries and within a fairly short time - was new and exciting. The fast communication meant that the students could work on the same topic simultaneously. Yet asynchronously at the time – because of the equipment available and the difference of time between Denmark and Canada. Remember: this was the time before the WWW and Google.

Some dialogues were rather fierce for example if punishment for harming endangered species was fair or not.

Hi. 7A and 7B

Tue, 23Jan 90 08:36:32 PST

My name is Jessica and my name is Catherine

We are going to tell you about the Piping Plover who is an endangered species. He gets his name from the songs he sings... 'PEEP—PEEP---PEEP—LO" The Piping Plover is a very small and attractive shorebird, so that means he lives near the water. ... They are found in central North America, southern Canada and the northern U.S. In the winter they are found on the Atlantic Coast from South Carolina to Florida, and westward along the Gulf of Mexico to Texas. Previously on the T.V show 'Who's the Boss?' they mentioned the Piping Plover. The Endangered Species Act in Ontario says, who ever harms the bird or his habitat can be fined up to Canadian \$3,000 or jailed up to 6 months. We feel that this is a good punishment. How do you feel about it?

Bye for now.

Duke of Connaught School <USERNBKZ0SFU.BITNET>  
Canada

\*) IUCN the International Union for Conservation of Nature

The dialogues were written in English which was a challenge for the Danes to correspond with native English speakers. The English colleagues expressed at one point, that they were most impressed by the excellence of the Danish pupils' English language. Although one Stockport school had provided lessons in elementary Danish, the Danish pupils were at a disadvantage when it came to communicating and were forced to use a foreign language – or as the English expressed it, "Perhaps the English were at a disadvantage not being forced to use a foreign language?"

The Canadian school was in a special situation though, as they had more than 90 nationalities represented and for some of their students English was a challenge as well. The word processor and the dictionaries really proved their relevance. It was a good example of learning with the foreign language and simultaneously learning the foreign language.

For the teachers it was important to stress the evidence of the educational value of the \*) CMC projects for both school management and parents. Besides the importance of proving that the topics chosen for the collaboration had relevance for the subjects involved.

## Experiences

Already at this early stage we experienced that using e-mail, is a learning process for teachers and students alike. That both parties become aware of an audience:

- That somebody reads and reacts to what

you write, a fact which makes the effort of producing something written, meaningful and worthwhile

- That you find yourself in a process where you produce material which not only should be comprehensible for yourself, but also for others – the one who works learns.
- The use of e-mail promotes ability and interest in communication in a foreign language. In these first many years in a written form only.

## School visits

The cooperation reached a climax for the first group of Danish students, when they paid a week long visit to their partner classes in Stockport, UK. A visit that had no external financial support, but where the money was earned solely by hard extra work in the students' spare time.

What a thrill for the students to meet their counterparts. They had been on writing terms – only a few pictures had been exchanged via snail mail, so it was interesting to meet face-to-face.

Another highlight of the visit was a meeting with the mayor of Stockport who hosted a three course dinner for both the Danish and the English students at the Stockport Town Hall. The Mayor explained the reason for this extravagant reception: "Because you - together with our students - are some of the pioneers in the world of telecommunication".

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\*) computer mediated communication = written communication between persons, over a distance, carried through a telecommunications system.

## Distance learning or eLearning in 1989!

During 1989 an American professor, Eric Sandeen, visited Denmark on a Fulbright scholarship. Eric Sandeen – majoring in American Culture - opened yet another window of how telecommunication could be of value in education. Eric Sandeen acted as supervisor, teacher, tutor, for several groups of students at the Danish SiN schools during an eight week period. Mr. Sandeen had laid out a project with five general categories. He gave a short introduction for each of the categories followed by questions that put the students on a ‘treasure hunt’ for information in their school or local libraries. The results were exchanged with Mr. Sandeen who reacted within 24 hours with answers, reflections, and yet new questions on the chosen topic.

Among the five categories presented was The 1960s that again had three subheadings to choose from:

- Martin Luther King
- Protest songs
- Vietnam

The latter interested a group of boys who first found some basic information about the Vietnam war, which was forwarded to and then returned with comments and new questions from Mr. Sandeen. “Take a look at a LIFE magazine article on the Vietnam War from 1965 and another one from 1969 and describe what has changed.” After diligent work at the Danish local and

national libraries the group finally succeeded. What a success and pride, when Mr Sandeen not only responded to the finding by writing, “Congratulations on finding Life magazine! Sometimes history means more if you can actually see what is going on... And sometime between 1969 and 1970 Life magazine published a cover which showed the pictures of all the soldiers who had died that week. I think that there were over 200 of them. That magazine cover had a great effect.”



Karsten Heising del.

This was the students’ and the teachers’ first step into the world of eLearning – six years before the introduction of WWW. Long after the project had finished, whenever the students came around topics concerning USA, they spontaneously addressed Mr. Sandeen. A growing realization on the part of both students and teachers, that a resource person could be addressed beyond the school compound – and very easily.

The introduction of the personal computer in the 1980's meant a marked paradigm shift in both the way we understand education and the way we teach. New dimensions were added to the roles as a teacher and learner - and gradually as the technology was improving - a wealth of new possibilities.

## Need for Co-ordination

At a very early stage all involved in the SiN project realized the need for both on-site support, technical help, and some kind of coordination of the activities. In SiN Kirsten M. Anttila and Mogens Eriksen eventually became the coordinators where much time was spent in both instructing the teachers in the use of telecommunication, as well as giving advice on how to structure the work in collaborative projects. But more interested teachers also meant a demand for more partner schools. A time consuming work, as partners had to be found within the network the EARN network or the networks connected to it. It meant coordination at both local and global level and continuous search for open and willing partners.

By the end of the first two years our Stockport colleagues summed up their experiences, "It has been a period of intense activity, hard work, enjoyment, satisfaction, disappointment and considerable frustration. Above all it has shown that some very worthwhile outcomes are possible from this type of project and there are many possibilities still to be explored in the realm of IT and international communications".

## Dissemination of the work in SiN

From the very beginning all engaged in the SiN project were eager to convey their results and the new possibilities in teaching and learning by producing papers and reports in order to introduce and promote the project at conferences and symposiums in Denmark and abroad. Presentations that in many cases lead to new contacts, new projects.

*"All glory comes from daring to begin"*

Alexander Graham Bell

## New scope for teleprojects – SiN entering a new era

New possibilities for cooperation emerged during the autumn of 1989. Nina Lund's presentation of the work in SiN at the First International Symposium on Telecommunications in Education (ISTE) in Jerusalem in August, 1989 meant that Henk Sligte became interested in cooperation with SiN, so he forwarded an invitation to SiN to take part in the 3rd ESP meeting in Großburgwedel, DE.

Prior to this event negotiations took place between the two projects. It appeared that neither focused on technology as such, but more in what way technology could improve existing activities and in how new meaningful activities could be stimulated. The partners in the ESP organization were loosely linked, a flat organization so to say, an organizational model that was very similar to the one already established in the SiN project.

All SiN projects - until Henk Sligte's invitation arrived - had had English as lingua franca and as the teachers involved had travelled extensively that year, it was suggested to Professor Malmberg, RDSES that Lone Hagen, a teacher of German at Baunebjergskolen, DK from the same municipality as Fredensborg skole, went. Lone had no experience in ICT at all at the time, but nevertheless she attended and history shows what a lucky choice it was.

## Structure of the organization

As mentioned earlier some kind of overall coordination was necessary, so back in 1990 an ESP board slowly saw the light of day. The ESP Board comprised of one or two coordinators from each of the countries represented in the network, from which three members formed an executive committee.

### Board of ESP 1998

Chairman:	Henk Sligte, NL
Vice-chairman:	Kirsten M. Anttila, DK
Vice-chairman:	Karl Sarnow, DE

### National coordinators

Belgium:	Hubert Christiaen
Bosnia Herzegovina:	Alma Zecevic
Czech Republic:	Borivoj Brdicka
Denmark:	Kirsten M. Anttila Mogens Eriksen
Estonia:	Anne Villem
France:	Brigitte Parry
Germany:	Karl Sarnow
Japan:	Hillel Weintraub
Lithuania:	vacant
Norway:	John Rullestad
Portugal:	Rosario Oliveira

Poland:	Jacek Gajewski
Slovakia:	Julius Krajnak
Slovenia:	Heri Spicka
Spain:	Benita Compostela
Sweden:	Ulf Åkerberg
The Netherlands:	Henk Sligte
United Kingdom:	David Marchant
USA:	Sheila Gersh

### RISC

Henk Sligte
Aad Nienhuis

### Special Interest Members

Tom Holloway
Chauncy Rucker

The aim of the Board was to keep close communication within the group in order to keep each other updated on new projects and new national initiatives. The ESP national coordinators also worked closely with RISC (the Resources, Information & Support Center at UvA) which was ‘manned’ by Pauline Meijer, Thomas Peters, Aad Nienhuis, and Henk Sligte, all of whom had different functions. Aad was in charge of technical matters. In 1992 he had already succeeded in setting up many list servers, one for all members, one for coordinators – and 28 smaller sconar lists as they were called – mailing lists – that functioned as discussion forums for each of the project topics or subject areas that were involved in the teleproject: for example Das Bild, History, and Remembering.



Pauline Meijer and Thomas Peters were the ‘spiders’ in the web. All project proposals came via them and they tried their outmost to match teachers in collaboration with the national coordinators - quite a job!!

To keep everyone informed, but also for dissemination of the work, RISC was in charge of a quarterly newsletter, that kept

everybody informed of the ins and outs of the organization. The Newsletters were circulated both electronically and on paper. Unfortunately, after some years, the RISC had to close; it had been a very important centre for all of the activities.

The ESP coordinators also took on the task of supporting the teachers in their home country, by running in-service courses about ESP, teleprojects, and the pedagogy developed specifically for this type of activity. They assisted teachers in finding partners (in collaboration with RISC) and by expanding the projects to new schools.

## Teleprojects – CSCL projects – challenges

About 40 teachers took part in the 4th ESP conference, DK, 1990 - a direct result of the continuation of the meeting in Großburgwedel the previous year. Seven countries were represented and the result of the two day meeting meant that about 20 plans for teleprojects were on the drawing board when the conference closed: Das Bild der Anderen, cross curricular projects such as Remembering, projects about Geography/tourism, History, Mathematics, and Physics. Very ambitious indeed – in some cases too ambitious as some unforeseen obstacles/challenges prevented some from coming to life.

By 1990 discussions in workshops revealed the diversity in educational systems across European countries as well as the speed of which ICT was being introduced into schools.

Running an international teleproject

meant crossing borders to an unknown land not only internally in own schools, but also externally. Internally the teachers involved had to justify that the content of the teleproject matched the curriculum, that there was sufficient technical support and that the school management supported the activities. Or was the curriculum too rigid and thereby a hindrance for a collaboration of this kind?

It was one thing to manage one's own domestic situation but quite another when realizing that you were dependant on the conditions for your colleague in the partnership.

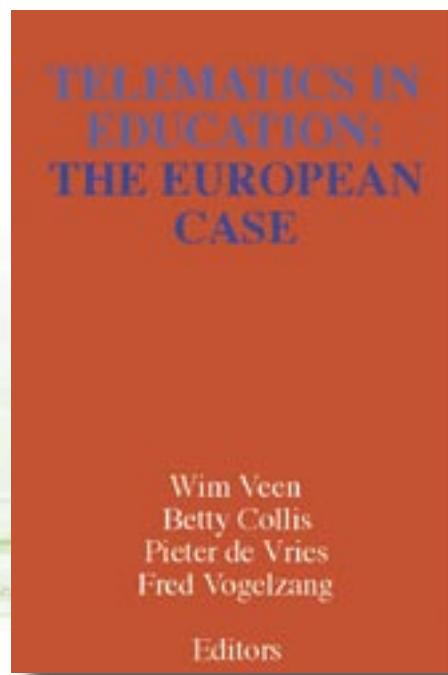
How was the educational institution organized? In Denmark at that time all students attended the same school from primary to lower secondary level –some with several of the same teachers through the nine years of schooling. As a consequence some of the Danish teachers' wanted projects that covered a period from primary to lower secondary. A collaboration that would be impossible in the majority of European countries where the two school sections is usually completely separate.

Other matters for clarification were necessary like: did the curriculum allow use of ICT or should the teleproject take place during out of school hours? Was there sufficient hardware? How did the telecommunication function? Was there somebody to assist in case of technological breakdowns? How did the holidays, exam periods and other activities coincide with the time agreed upon for the teleproject? The latter problem had been dealt with at the 4th conference in 1990 where dates for holiday/ex-

ams in the different countries were included in a chart for the seven countries present.

Although technology nowadays offers much in the way of handling the tele-projects/CSCL project, the first topics for the Golden Rules were already listed in 1990 and continue to this very day. In many cases it comes down to how we, as human beings interact.

We soon realized that there were many problems to overcome and that overall initiatives, might lead the way. Here some EU strategies had specific influence on the conditions in each country and each school.



*Several ESP coordinators contributed  
to this publication*

## An EU strategy but not an EU policy in education!

We knew that: “The European Union has no explicit educational policy, as this is the responsibility of the Member states.” However, it can be said that the European Union has an educational strategy, which is developed in close cooperation and interaction with the Council of Ministers of Education. The legal basis for this strategy is to be found in various European treaties’.

In the Article 149 of the Nice Treaty (formerly article 126 of the Maastricht treaty) it states that the Community action among others shall be aimed at:

- *developing the European dimension in education, particularly through the teaching and dissemination of the languages of the Member States,*
- *promoting cooperation between educational establishments,*
- *developing exchanges of information and experience on issues common to the education systems of the Member States*

So the world around us recommended collaboration, but the prerequisites for implementing teleprojects: such as having sufficient hardware, in-service training of teachers and above all establishing learning communities like ESP was a long process. Let alone legalizing the use of ICT in the curriculum, we soon realized that these things take time!!!.

Initiatives like Web for Schools – the forerunner of European Schoolnet, and

above all the Action Plan for a European Education initiative (1996 – 98) (‘Learning in the Information Society’) really put pressure on the member states to invest in ICT in education, which again had a positive influence on the schools’ possibility and interest in starting teleprojects. How true that “The information highway is not a goal in itself but a major tool”. One of several objectives in Web for Schools was, that ‘The use of network communication must be extendible to all subjects’. ESP was represented at the Web for Schools conference in Dublin, October 1996, where Karl Sarnow presented his science projects at the showcase exhibition.

With the introduction of the Socrates I and II, and the Lifelong Learning (2007-2013) programs, new and exciting possibilities for collaboration opened for teachers and students.

Before these programs were officially launched other learning communities like ESP were established such as: Kidlink, I\*EARN etc. In some cases there was even local cooperation between ESP and these communities.

Besides having the technology plus the legislation in place that urged the schools to implement ICT – also teleprojects/CSCL project - it revealed a need for local ICT support, in-service training of teachers with focus on how international teleprojects/CSCL projects could enhance teaching and learning as well as the establishment of learning communities.

Needless to say perspectives widened,

with the introduction of WWW and almost simultaneously the Internet. It offered new possibilities for knowledge building and sharing, communication and building of social networks.

When eTwinning was launched in 2005 in Brussels – ESP was present there too, as four ESP national coordinators were in charge of two workshops. Since then several ESP coordinators have been active in eTwinning as consultants, tutors, and participants – often in collaboration with the eTwinning National Support Centre (NSS) but also with the eTwinning Central Support Centre (CSS).

## 1990 - 2006

Despite the obstacles - this was a fantastic period for ESP. Annual conferences held in turn in different countries, new ICT tools and a growing awareness of the importance of international cooperation.

In Denmark, many initiatives were taken by the Ministry of Education, for implementing the use of ICT and the findings in the ESP network were included in one of the first curricula for implementation of ICT.

The number of interested Danish primary, lower and upper secondary schools grew steadily in line with the ministerial initiatives. The schools signed up for a membership of SiN, a membership that included both Internet access and support from the Danish coordinators. The Danish teachers took part in the annual ESP conference – on

average 20 – 25 every time. For some it has been ‘the event’ – the inspiration for the year.

In 1998 the SiN project name was changed to ESP Denmark as the project moved physically to another department of the RDSES. In the annual report from Denmark at the ESP conference in 2004 it was mentioned that the activities within ESP Denmark was located at CICED (that then stood for: Centre for International Collaboration in Education) at the University College, UCC with Johnny Baltzersen as an extremely supportive Head – also of the ESP network activities.

The Danish NA – “the Danish Agency for International Education” has been very supportive in many different ways over the years. ESP projects and materials like The Image and ECOLE are referred to on their website, where teachers can find advice on how to implement international activities in the classroom. <http://www.skoleniverden.dk/>



We stepped down as national ESP coordinators in 2006 and officially retired. Coincidentally ESP changed its organization to an Association around the same time. Regardless of the official retirement we have been asked to run eLearning courses based on the ECOLE materials at UCC and Comenius Contact seminars at ESP conferences since 2004. At the ESP conference in 2010



*ESP Contact Seminar, London 2010, Tutors: Birte Kjær Peulicke and Cees Brederveld  
(Karen Thomsen, Phot.)*

the number of participants doubled and luckily Birte Kjær Peulicke, DK and Cees Brederveld, NL were able to tutor one group. So from now on the annual Comenius Contact seminar is in good hands.

What a fantastic period and what a fantastic movement and organization to have been part of. We have treasured the many outstanding colleagues around Europe with whom we have collaborated and above all the hundreds of eager teachers around Europe and beyond. They have really been pioneers in the field. What a coincidence that this year is the EU year of Volunteers. ESP and its members certainly need a prize for all this....

# A personal “ABC” of European Schools Project Association

*In a world in which knowledge production is collective and communication occurs across an array of different media, the capacity to network emerges as a core social skill and cultural competency.*

*Henry Jenkins, Confronting the Challenges of  
Participatory Culture: Media Education  
for the 21St Century*

This contribution will focus on some keypoints from a former teacher of Foreign Languages, who is now a teacher trainer in Italy. These points have developed through her professional career and as a member of the European Schools Project Association since 2003. This list is a sort of fil rouge that has no pretension of being exhaustive at all: keypoints and definitions can be changed or replaced by the reader; missing descriptions are welcome as well.

As a teacher, more than any other educational professional, I must struggle every day with boundaries. Employed by my country - Italy. I must decide how much my job is determined by state-mandate curricula or by the individual needs of my pupils, the X\_Y\_Z Generation(s) by the way. I must decide whether breaking or building classroom walls, building or opposing networking collegiality, collaborating with parents or being detached from the community can achieve my professional development. Finally, I must choose between embracing a professional commitment to teaching or maintaining an individual stance. Everyday I negotiate the delicate threshold between my personal values and beliefs and the professional advocacy and neutrality.



Much of the existing curricula, forms of pedagogy and assessment that are now present in most European countries were created in the past. These can create rigid borders and hierarchies between forms of knowledge, formal and informal learning spaces, ages and stages of learning. Curricula, on the other hand, must enable pupils to take part, not only today, but especially in the future, in a global society where information and communication technologies have transformed and are still transforming the nature, speed and scale of exchanging data and knowledge. For the last 25 years, The European Schools Project (Association) has helped and is still supporting many pupils, teachers, institutions, communities and stakeholders in Europe - to negotiate new borders of individual and group identity, to understand and engage with diversity through Innovation in Education with International ICT-collaboration.

As a foreign language teacher, breaking down the classroom wall was one of the main goals I was looking for, with other colleagues in our small district, the province of Bolzano-Bozen-Bulsan (South Tyrol, Italy)<sup>1</sup> in 2001. Breaking down the walls physically involved school trips, Italian-speaking pupils meeting German-speaking students in our district and school projects with different age pupils, it virtually grew from snail-mail projects in the 80's and 90's, to the big challenge of the World Wide Web today. We were seeking pupils' real involvement in an area of significant learning with intrinsic and extrinsic motivation<sup>2</sup> so that they could really enjoy what they were doing. Were we striving for something unreachable, the joy of learning?

The challenge was to trigger them with different tools and activities in other learning environments, in different



1. The total population of about 500,000 inhabitants lives in an autonomous province in northern Italy near the Austrian border and speaks an Austro-Bavarian dialect of German (70%), Italian (25%) and Ladin (5%). In the wider context of the EU, the province is one of the three members of the Euroregion of Tyrol-South Tyrol-Trentino, which corresponds nearly exactly to the historical region of Tyrol" <http://wikipedia.org>

2. Motivation has a pivotal role in the success of learning, especially intrinsic motivation. The individual learns more easily if s/he is doing for her/himself, with the desire to understand, Understanding the Brain: The Birth of a Learning Science, OECD (2007:27)

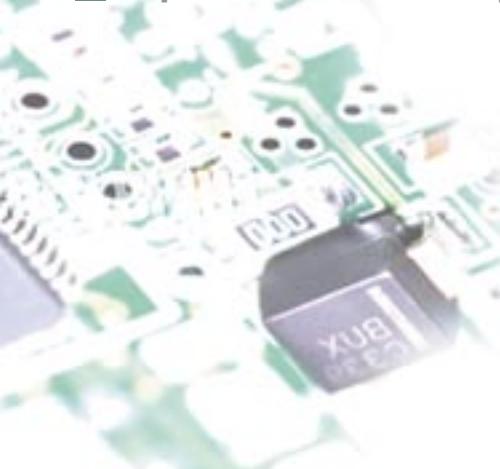
languages, opening the class, the school and our institution to a global context. We had to leave the familiar path we were accustomed to, for uncertainty whilst nevertheless trying to achieve, high quality results at European standards. We had to respect the diversity and uniqueness of each individual/school and adapt our general guidelines from a top-down approach to another one that required more practices of openness, sharing and responsibility amongst peers at all levels<sup>3</sup>.

The results of this step were shown to us through one of the most successful ESPA CSCL/projects, ‘The Image of the Other’<sup>4</sup>. From 2001 to 2008 it involved more than 20 schools in our area using Italian & German as a Second Language project, which then resulted in the creation & revision of relevant materials for teachers and students. Some schools in our district also planned and took part in more than one Comenius Project, linked through the European Socrates Programme: amongst those we remember are Comenius 1.1 Project “Teentour”<sup>5</sup> – from 2003 to 2006 – with the participation of 6 European schools from Czech Republic, Denmark, Germany, Italy and Spain. There were around 250 pupils from 11 to 18 years and it was co-ordinated by Portugal E-journal<sup>6</sup>. Webquests improved the projects we were involved in with a lot of links to different parts of the world. Another important step was the collaboration with ECOLE Best Club<sup>7</sup> where professional development was taken into account and let European teachers exchange their materials, doubts, questions and teacher training experiences.




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3. A good educational system should have three purposes:
  - Provide all who want to learn with access to available resources at any time in their lives
  - Empower all who want to share what they know to find those who want to learn it from them
  - Furnish all who want to present an issue to the public with the opportunity to make their challenge known Ivan Illich, Deschooling Society (1971)
4. See [www.espnet.eu/image](http://www.espnet.eu/image) (email project that developed from 1988 to 2010 and is still a work in progress project, involving schools from all over the world in English, German, French, Italian, Spanish, Danish, Dutch and Slovenian)
5. [http://www.emscuola.org/teentour/htm/teen\\_tour\\_2004\\_-\\_2005.htm](http://www.emscuola.org/teentour/htm/teen_tour_2004_-_2005.htm)
6. <http://www.schooljournals.net/index.php?output=ContactPage>
7. <http://www.ecolenet.nl/best/>



Creativity and flexibility are the keywords that are connected with all the activities planned during this decade: there were many discussions (on and off line), negotiation about even the smallest details in the project-module, activity planning within a multicultural and multilingual<sup>8</sup> environment, that let us all learn how to improve our intercultural skills, focusing on the on-going activities and sharing them in an open network of schools: "the sky is the limit"! Although the path was sometimes steep and daily school life was concerned with technical problems<sup>9</sup>, which every now and then caused misunderstandings, these widened our cultural and professional horizon...this was all due to our experiences within (ESP) European Schools Project.

We had in our minds the belief that interacting in a multilingual environment, our pupils and ourselves were (are) facing a more extensive range of situations that could be interpreted in different ways and could bring us all wider choices, We used/use different languages to communicate, to look for information, to exchange data, to ask each other relevant questions, to research and learn different ways of living and thinking<sup>10</sup>. This permitted (and still permits) us to “see the world through different lenses”<sup>11</sup>

8. Multilingualism is the ability of societies, institutions, groups and individuals to engage, on a regular basis, with more than one language in their day-to-day lives (EC 2007:6)

9. Numberless phone calls to solve failed internet connections, chats that ended unexpectedly due to failed connections, files that could not be opened or read by the receiver, etc

10. Being able to look at the same thing from different perspectives is an important competence in the Information Age (EC, Study on the Contribution of Multilingualism to Creativity 2009:9)

11. Ibidem, p.9

A turning point is nevertheless Web 2.0 with open source software, social networking, twittering, with teaching taking place in online environments. The challenge facing us will perhaps increase our workload and our responsibilities as educators, because new conceptual views and different technical skills are required with changed classroom and school conditions: new literacies<sup>12</sup> are needed and additional key skills like anchoring, filtering, connecting with others, critical and creative thinking, pattern recognition, acceptance of uncertainty, contextualizing, evaluating and ensuring authenticity.

*Will I be ready for all this and what will come... Web 3.0? Will you be able to face all this? Yes, I am sure we will: together with our pupils, those “digital natives with multiple intelligences” are going to help us navigate in a **knowledge landscape**.*

*“E il naufragar m’è dolce in questo mar...”*

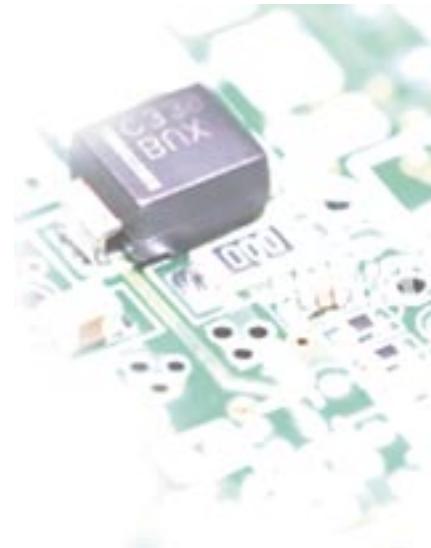
*“And the thought of shipwrecking in this sea is so sweet..”*

(G. LEOPARDI- 1819)

L’INFINITO (G. LEOPARDI- 1819)

«Sempre caro mi fu quest’ermo colle,  
e questa siepe, che da tanta parte  
dell’ultimo orizzonte il guardo esclude.  
Ma sedendo e mirando, interminati  
spazi di là da quella, e sovrumanici  
silensi, e profondissima quiete  
io nel pensier mi fingo, ove per poco  
il cor non si spaura. E come il vento

odo stormir tra queste piante, io quello  
infinito silenzio a questa voce  
vo comparando: e mi sovviene l’eterno,  
e le morte stagioni, e la presente  
e viva, e il suon di lei. Così tra questa  
immensità s’annega il pensier mio:  
e il naufragar m’è dolce in questo mare»



12. Cfr. Moore, A.H. (2007)

13. [http://en.wikipedia.org/wiki/Giacomo\\_Leopardi](http://en.wikipedia.org/wiki/Giacomo_Leopardi)

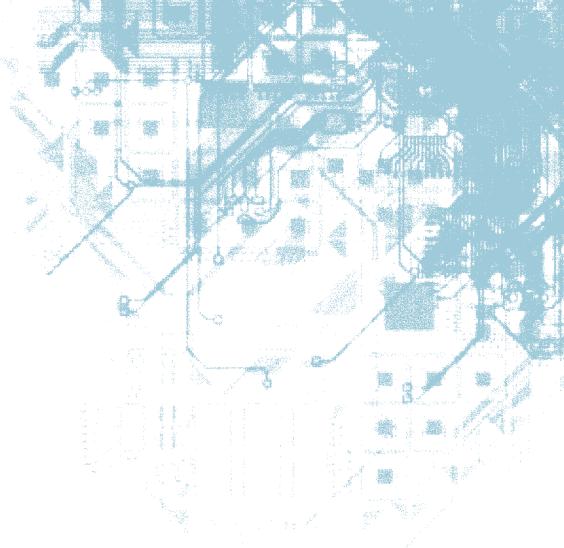
## The ESP-family

My interest in computers started in the late 70's, when I first brought my Tandy TRS 80, with the famous Z80 processor, into school and wrote a simple exercise in BASIC. The memory was 514Kb and the program could be written on a separate floppy with the same space!

It was a small application to practice tables. The children loved it, because they could immediately see the results to their answers. Since then I have always tried to integrate ICT in my classroom.

It was in the late 90's that youngsters at the primary school where I taught learned together with pupils at another primary school in the city of Amsterdam through a CSCL-application. Our schools were participating in a program called CIAO (Computers in the Amsterdam Education). As our schools were connected through wires, we carried out an experiment where researchers could observe the interaction between the pupils, who tried to solve a joint mathematical problem through a forum and were therefore learning collaboratively. It was during this project that I met Henk Sligte president of the ESPA. International cooperation between pupils did not exist as much as nowadays, so we just wrote a postcard using ICT that was it.

In 1999 Henk invited me to participate in a project in a 3-dimensional world, known as Active Worlds. I was very interested because three years previously, I had read an article about the 3-D world Jumanji Pavilion. The 3-D world in the project was called "Euroland" and it was the cooperation between pupils and teachers from Italy and the Netherlands. The Universities of Amsterdam, Rome and Bari were also involved and researchers studied the way pupils communicated and learnt. I met many teachers and researchers there and learnt a lot about the possibilities of such worlds (Web 2). The Dutch and Italian pupils had to



communicate through a special chat application integrated into the interface, because the Italian pupils had to build a Dutch restaurant and the Dutch an Italian restaurant. It was hands-on creating, translating and communicating, it was perfect for that time but nowadays with all the Social media around us, including the "Avatars" this is very common. I remember that I built an apartment in Euroland, where students rented a room and teachers came together.

Henk Sligte informed me about the start of ESP at Augustinus College, situated in my suburban, with a school in Telephone Creek. His story was so intoxicating and my previous experiences were so motivating, that an invitation to visit the 13th ESP-conference in 1999 in Tartu, Estonia, was more than welcome.

Having worked in education for 25 years, I was told for the first time, that there was a National Agency who would financially support international conferences, Learning from colleagues internationally was a great challenge and I have never missed a conference since then.

Estonia became independent in 1991, but the traces of the occupation were still visible in 1999. Visiting other countries has generally led to eye-openers you would rarely find in newspapers. It gave me more insight into the real situation. How good would a link there be for my pupils? The visits to the schools were very interesting and we met many people from so many different countries. I suddenly realized that internationalization should be a compulsory part of the curriculum.

I was wondering what project we could arrange between our pupils that would be more interesting than history books. We decided on a project called "The Image of the Other" this was between Daugavpils in Latvia and Amsterdam in the Netherlands. Our students did not know much about the Baltic states and it was impressive how motivated that teacher and her students in Latvia were. We exchanged information and afterwards discovered that we could have done much more. Curriculums and school



holidays were obstructing the flow of the project, which proved again that a good preparation of a project is very important. However this first project was completed and our students were impressed that the Latvian teacher was able to work better with only one computer in her class, than us, who were spoilt with many more computers.

Every following ESP-conference was interesting especially the school visits and dialogues we had with the teachers, we learnt so much more. The presence of mayors and people from the government gave a special glamour too. In the meantime I discovered that there was a tradition to arrange a kind of presentation per nation during the conference. On another occasion, when Henk and I were in Rome, we started to sing "opera" in a restaurant at Piazza Navona, we had launched the idea to invite participating countries to perform their traditional songs. During the presentations, which lasts till today. Nick Hoebe and I were honored to accompany many artists. The ESP conference always gave me something to benefit from once back in Holland, so I thought of participating as well and adding something to the conference. Which is why I regularly contribute to the conference, mostly with ICT-supported applications and project ideas?

It is not possible to mention all the experiences which I have had during the visits to so many countries, but I have made booklets of my visits every time, so others could read also them in the National

Agency library. I also have "spread the word" amongst friends and some of them have also participated at several conferences. In 2006 I had the honor to co-organize the 20th ESP conference in Amsterdam. This included the visit to my school the OSB, the Riverside Hotel and the arrival of the boats, which sailed from Amsterdam Town Hall all the way to the hotel by canal; where bonfires welcomed us.

Talking about boats! One year before, in 2005 we experienced a very special conference in Finland, part of this was on the Silja Serenade, a floating city, which sailed from Helsinki to Stockholm and back and my presentation took place in the room directly under the bow, where we could hear the cracking of the ice floes. My partner Henk van Emmerik and I found new partners for our school project the "European Online Portfolio" who were from Germany, Finland, Spain and Scotland. This was partly due to the "Marketplace", an aspect of every ESP conference, where teachers can advertise their projects and request others from different countries to join. We ended this project last year and since the start many pupils have met each other, either traveling abroad to their country or receiving them in their own. Experiences, which will be never forgotten. How courageous the pupils were, presenting their PowerPoints about their country in front of other fellow Europeans and what an impact it was to experience the warm welcome by these schools. How driven the teachers and management were to support



and organize it all! Those efforts, those results are what it is all about: meet other cultures, co-operate, en-rich each other and think "crossing border wise".

The ESP started as a one-time project and nobody could foresee that it would come to celebrate its 25th conference. It is impossible to count all the projects, the participants, the number of contacts, the number of pupils that it has touched at this time.

After so many years of contribution of volunteers, it was necessary to protect the present construction with a form of official organization, which led us to a foundation: the European Schools Project Association (ESPA). The conference occurs once a year, but with numbers between 80 to 120 visitors annually, it differs a lot from the start way back in 1988. Content wise it is an organization, logically and financially as well, it is like a seasonal job.

Many responsibilities occur. Considering its content I would suggest that we keep the best, but renew it from time to time in order to stay close to new developments. and keep close contact with all of our members.

I have much respect for all who have contributed to the ESP, their efforts often voluntarily and in their own private time. It is impossible to gauge how much these projects have fulfilled the expectations of pupils and teachers.

For myself I can conclude that ALL of the ESP conferences have changed my opinion about Europe, my way of life, my teaching.

I would like to end with the words of one of my pupils:

"I never thought we Europeans differ so much, but are more closer than ever, we are just family"

# The Role of ESP in the introduction of educational technology to Czech schools

## The Origins

The history of the Czech involvement in the European Schools Project couldn't start in 1988 when ESP was born. Remember, that year we slowly finished 40 years of Communism and on the west border of our country the 'Iron Curtain' was still in place. The Velvet Revolution (1989) was needed before we could have the opportunity to join the developed world of democracy again.

The Internet arrived at the main computer centre of the Czech Technical University in Prague (Cesnet) from Linz in 1992. Few people can imagine how difficult the manipulation of that pre-web network was. Everything was based mainly on email and on the text oriented service, later called *Gopher*. I was employed as the manager of the newly established InfoCentrum of the *Institute for information on education*, where all data for the Ministry of education (MoE) was processed. The main aim of this small office (3 people) was to provide Czech teachers with information relating to the correct use of ICT (that time mainly for teachers of informatics).

In 1993 a dedicated line connected the InfoCentrum directly to Czech Technical University, we launched our first internet server and everything looked very optimistic. As typical internet novices we were incredibly excited by the opportunities opened to us by the network connection. We enriched our already established distribution of different kinds of software (mostly multi-licenses, demo versions or gifts) to schools, by the public domain and shareware programs obtained through the network. Everything



was free and legal, so there was quite significant interest among teachers to get selected software and take it with them on diskettes (by "adidas- net") to still mostly unconnected schools.

Very soon we began to understand that the right usage of ICT in education means something more than only the programs, even if some of them had significant educational potential. From the very first days, we used the Internet as an important source of actual information. The best source of that time was the EDTECH list (still existing), where interesting news from the whole world was published.

During my enforced stay at home with a broken leg in October 1993 I established

my first direct connection to internet via 32 kb/s dial-up modem, to the newly opened Cesnet terminal server. The possibility to stay online from my bed at home was really something unimaginable at that time. I still remember clearly how I felt the whole world under my fingertips for the first time. I carefully followed all EDTECH announcements, read linked materials and plucked up courage to involve myself more actively. Finally I sent the request asking for cooperation with Czech schools to the list. I got more than 50 answers. One of them with an offer for co-operation was sent by Mr. Henk Sligte from the University of Amsterdam in the name of ESP. Here is my first response to him:

```
=====
Date: Sun, 31 Oct 93 17:31:04 MET
From: Borivoj BRDICKA <BOBR@CSEARN.BITNET>
Subject: European Schools Project
To: henks@esp.educ.uva.nl

Please could you give me some information about European
Schools Project.
Thank you
Borivoj Brdicka
Institute for Information on Education
Senovazne nam. 26
111 21 Praha 1
Czech Republic
bobr@earn.cvut.cz
```

Within a few weeks, we were completely involved in the life of ESP. One of the most important people there was Hubert Christiaen from the Katholieke Universiteit

Leuven, he collected the details of available schools for co-operation in Europe and beyond. Here is the evidence of our first contact:

```
=====
Date: Thu, 02 Dec 93 12:40:50 MET
From: Borivoj BRDICKA <BOBR@CSEARN.BITNET>
Subject: European Secondary School wanted
To: Hubert Christiaen <hubert@kc.kuleuven.ac.be>
```

Dear Hubert,  
as my search for elementary school cooperation was unexpectedly successful, I decided to offer all unused addresses and information to our teachers. I have got some schools already, which want to joint ESP project, but in this stage they need more infirmations about necessary technology and theoretical background. As I have regest them in Amsterdam, please, wait a moment.

Thank you very much for your offer

Borivoj Brdicka  
Institute for Information on Education  
Senovazne nam. 26  
111 21 Praha 1  
Czech Republic  
bobr@earn.cvut.cz

Unfortunately I have only saved my own texts to my personal archive, so I am not able to show you the original mails of my partners. I purposely didn't change the original version to let you see the level of my English. This is the heritage of my education during Socialism in the Czech Republic. I still suffer from the terrible consequences today.

Fortunately, the management of our Institute had a very positive attitude to helping our schools participate in the activities of European co-operation. So, I was able to take part in the 8th ESP

Conference, which was held in March 1994 in Amsterdam. I went by bus and at the conference became the Czech ESP coordinator. This means that we in Czech have been official members of ESP for 17 years.

I have to acknowledge that after the revolution in the early 90s, I favoured the right oriented party. However, in 1995 I was hard pressed to change my attitude. As a consequence of "Optimization" (changes provided by the MoE) the InfoCentum was cancelled, the outcome being that the Institute for Information on education was

to be dedicated only to the (MoE) Ministry and not for schools. This happened 16 years ago and I still do not fully believe that they could insist that schools should pay for this kind of service if they wanted it. This happened at the same time as the massive decentralization of the Czech educational system was started and this process still continues. Our country hasn't any official conception of ICT in education and there is no institution responsible for development in this field. The Social-Democratic government made one effort to spend some money on technology for schools (2000-2004), but this trial ended by the well-known Corruption Affair.

In 1995 I changed work and went to the Faculty of Education at Charles University, Prague where the activities of the InfoCentrum were partly transferred and the co-ordination with ESP was able to continue. I am still here today.

## The Origins

During the second half of the 90s, web services were slowly introduced everywhere. We established the portal called the Teachers Helper (Učitelský spomocník) dedicated to help Czech teachers in the Faculty of Education. The Czech ESP Web is located there too. This work was and still is partly supported by the research portion of my contract at the university, but I also work as a full time teacher there. The help to in-service teachers never was my primary task. In spite of this, the Teachers Helper was and still is, well known and it is used by hundreds of teachers every day.

From the beginning, we offered a specialized page with an overview of new projects, containing a selection of categorized projects that were potentially usable in our schools. You can see the oldest copy of this page archived by the WayBack Machine here:



Hubert Christiaen developed a similar general ESP service, saving and publishing project offers that were based on an Internet accessible database, which was widely used not only by the co-ordinators but also by the general in-service teachers. It was accessible at the address <http://www.kc.kuleuven.ac.be/esp/>

in the period 1997-2003 (the archive link may remind us of it).

Concurrently there was the ORG list available for the community of ESP co-ordinators only. This list was very popular and often assisted to find a specialized partner for some school. Following is the typical example:

Date: Tue, 3 Sep 1996 11:56:40 +0200 (MET DST)  
From: Borivoj Brdicka <bobr@cesnet.cz>  
To: org@esp.educ.uva.nl  
Subject: Request from Czech

Dear ESP coordinators,  
Please, could you help us to find a special partner with  
singer's choir for our school in Prague.  
Thank you

Ing. Borivoj Brdicka  
Faculty of Education, Charles University  
Prague, Czech Republic  
bobr@cesnet.cz  
<http://omicron.felk.cvut.cz/~bobr/>

----- Forwarded message -----  
Secondary Grammar School from Prague, the Czech Republic,  
seeks a partner school. Our school singer's choir would like  
to exchange experience and offers performances. Our group  
has about 20 members. The members are 12-18 years old,  
mostly girls. Their programme includes various classical  
songs. We seek a school with a similar singer's group from  
Europe for co-operation and the exchange of the groups in  
spring 1997.

Gymnazium (Secondary Grammar School) Sladkovskeho n. 8  
130 00 Praha 3  
Czech Republic

I think we can frankly be proud of our work and the results we reached. ESP was always the community of the enthusiast showing the way to others. In a time when the majority of teachers considered computers to be at most a drill and practice

machine, we started the real change of educational methods as 'early innovators'. Our innovative approach from the 90s is widely accepted today.

Besides being a theorist, I also used to teach Informatics in grades 7-9 in the Basic

School 'Nedvědovo Náměstí' in Prague. I worked on several projects there, in order to get the practical experience with activities that I had recommended to teachers.

We made specialized application in hypertext based authoring system, of those times (maybe some readers still remember – its name was Link-way). It was a map of Prague with directions to Nedvědovo Náměstí and to our class, where photos of all the pupils were located and under them their introductions were accessible. At the Amsterdam conference I presented it in the lobby and handed it over to all potential partners.

Later we tried to run the most favourite ESP project of all times The Image of the Other with the excellent teacher from west Norwegian Skudeneshavn, Espen Berg. The outcome was very successful and very typical of ESP. We became good friends, visited each other, and invited Norwegian pupils to Prague.

Another successful project was prepared between my Basic school Nedvědovo and Basic school Divina Slovakia, where my close colleague and ESP coordinator Mr. Ludovít Sopčák, worked as the headteacher. Our intention was to refresh our pupils to their partner's language, because after only 5 years of the division of our countries, they quickly forgot them even if they are closely related. Our project was called 'The Illustration of the National Poem' ('Ilustrace národní básně'). Selected partners' poems were read and as evidence of understanding,

their partners drew a picture, reflecting the content of the poem.

Here is an example:



## The Millennium Passage

The position of ESP slowly began to change when the official organization supporting educational technology called *European Schoolnet* (EUN) was launched in 1996, under the initiative of the Swedish MoE. Until that time, there was no other group organizing technological, orientated co-operation between European schools.

The position of the EUN was completely different to ESP. In spite of the voluntary status of ESP, the EUN office was the official body, constituted jointly by the MoEs of member states, with close connection to the European Commission. During the late 90s several people formerly involved in ESP became fulltime employees of EUN. Some of the projects and methodologies, suggested formerly by the ESP, were adopted by

the EUN for their projects - particularly for eTwinning (in the case of 'The Image' even the official agreement was signed). Enough to say, that the EUN took over many of ESP ideas, and tried to use them in the mass conditions, of the fully independent educational systems of all EU countries.

As the Czech Republic still wasn't a member of the EU, the influence of EUN was very low there in the late 90s. Needless to say, many direct cross border contacts amongst schools already existed, but these were usually different types of collaborations, orientated not to co-operative education, but to the organization of visits and teachers exchanges etc: So ESP represented almost the only way schools could get some didactical support for real transnational educational activities (see the chapter 8.3 *ESP* in my book *The role of Internet in Education* written in 2003).

The situation in the Czech Republic, was to some extent influenced by the agreement of its' association with the EU, which came into effect during 1995. As a consequence our schools became eligible partners of the Socrates programme including Comenius in 1997. The first projects with Czech participation were accepted in 1998. Thanks to ESP, I was involved as a representative of Charles University, as a partner in several projects dealing in the field of helping teachers to co-operate and use technology (Transpro, Ecole, Promise, Terecop).

A Project oriented approach was finally adopted at all levels of our educational system. No wonder that from the beginning,

EU projects had a higher priority in schools than ESP projects, as they were always accompanied by some financial support. Until 2005, the implication and mutual profitability, thanks to direct and indirect connection of ESP with Comenius and EUN was absolutely evident, until the majority of the Comenius projects with the partners involved concurrently in ESP finished. I personally draw on experience obtained, thanks to ESP, when I started to take care of projects evaluations. Finally I was engaged as the Comenius projects evaluator not only on the national level but also for the Commission.

### The Final Development

The Czech Republic joined the EU officially on the 1st May 2004 and we were involved not only in Socrates programme but in the activities of EUN too. In 2005 a new global project eTwinning was launched under the co-ordination of the EUN and continues to be very successful in the Czech Republic. Hundreds of Czech schools and thousands of Czech teachers try to find a partner abroad and establish some kind of real educational co-operation through this project. In 2007 eTwinning became part of Comenius and together were transformed from the Socrates programme to LLP (Lifelong Learning Programme). Consequently, I changed my main evaluation interests from Comenius to eTwinning and became the leader of its Czech evaluation team.

Even if all the former possibilities of support for educational projects remain the same, Czech schools will now have an even

more favourable tool to obtain grant money. These are the European Structural funds supervised by the MoE especially the Operational programme Education for Competitiveness. Everything looks like there is more than 4 billions of CZK (160 mil. of €), which are going to be spent by Czech schools mostly on ICT equipment up to 2013.

One crucial problem remains the same over the years, the Czech educational system, still waits for the appropriate conception of the use of technology in schools. There is only a small group of people who look after this. My position in the Faculty of Education requires me to give theoretical reasons for such a conception. This is why I involve myself more and more to study the didactical background. I use our portal, the Teachers Helper, as a tool for delivering the most important information to the Czech public. Needless to say, we have already elaborated on all the main measures necessary, for the appropriate transformation of the school system connected with technology application. We call it as usual today the School for the 21st century. It contains the Curriculum reform, the Standards for students and for teachers, new Rules for teacher training and the Reform of the pre-service teachers preparation (accepting the TCPK model as the basis). Although the main body of work has already been done and this work is widely known, it is not yet, generally accepted, I am sure that this is only a question of time.

I am sure it is possible to identify the heritage of ESP in the current use of educational technology in schools over the whole of

Europe. It is recognizable in the activities of EUN, Comenius, eTwinning etc. In reality we can't expect that these organizations would officially recognize ESP as their predecessor. Unfortunately, there is also little chance that the direct involvement of Czech schools or individual teachers with the ESP association,



using their own budget could happen. The only realistic way to allow Czech teachers to participate in ESP programmes is to keep close collaboration with Comenius and its funds for teacher training or preparatory visits.

Regardless of the described reality, we need to keep the ESP association alive. There are two good reasons. Firstly, nobody else would be able to record and spread the information about the importance of ESP in the European history of educational technology development. This message must be delivered to the next generation. The second and more important reason is the fact that ESP still has a high potential of the best practice knowledge. The association links up the best experts in the given field and we all together are still able to inspire future development in ICT.

## A fruitful meeting

Ultimo October 1989 the newspaper Burgwedel Anzeiger painted a vivid picture of the process of the third meeting/conference in the ESP project under the heading: 'ESP Soll Beitrag Zur Völkervereinigung leisten'. The participants discussed and investigated the possibility of setting up 'nodes' in the then EU member countries, so the schools would be able to communicate and collaborate across borders. But the participants also discussed how they could develop collaborative projects within different subject areas and if materials could be developed and used in a more professional context as background material in international collaborative projects – named Teletrips at the time.

Lone Hagen from Baunebjergskolen, Humlebæk (DK) (the author), Thomas Peters from Augustinus College, Amsterdam, (NL), and Ivan Soldo (DE) formed a group around the teaching of German,

Thomas Peters and I very soon discovered that we had common interests as we both taught German as a foreign language in our schools, we exchanged ideas on how to implement the new media in our teaching. Up until then, it was mainly our colleagues in English who had worked with international collaborative projects. The media was new at the time and technically rather difficult – especially if you used German as the language for communication because of the missing umlaut in the ASCII-codes. See also the chapter about Das Bild and The Image.



*"Now we need a Tisch!"*

Little did the participants know that this meeting was to become a turning point in the history of ESP. They had laid the foundation stone for a project that would have a significant influence for teachers and students not only within their school's international collaborative projects but also for the rest of their lives.

At this first meeting we agreed on a collaborative project, which was named "Das Bild der Anderen".

Both of us taught German for beginners. Our idea was that the foreign language was intended to be used for the students to communicate by means of e-mail across borders. The students should talk about themselves, ask questions and in this way formulate a picture of the other person and their background. The idea was that the students through these conversations would become observant and thereby more conscious about themselves and their own cultural background.

We still believed in the communicative language teaching approach, where the teaching of second and foreign languages emphasizes on interaction, as both the means and the ultimate goal of learning a language.

The new medium at our disposal gave us a new and different approach, as the communication between the students should take place by means of exchange of authentic e-mails in a living language and with real receivers/recipients. For both parties the language of communication had to be foreign – in this case German – in order to ensure that the students could feel on equal terms as far as their command of the foreign language was concerned.

The students were at first apprehensive but at the same time very motivated and interested in getting to know their peers in other countries and they put a considerable effort into writing well composed letters.



*From left - to right: Lone Hagen (DK), Toon Classen NL; (?), Dr. Karl Sarnow (DE), Thomas Peters (NL), Friedrich-Wilhelm Meyer (DE); Philipp Stokes (DE), Dr. Ivan Soldo (DE), Peter Fricke (DE), and Hugo DeFauwe (NL)*

## The Threshold Level

As German was the second foreign language for both the Dutch and the Danish students, material with some kind of structure was necessary for this group of beginners.

Here The Council of Europe comes in.



Lone Hagen, DK, Thomas Peters, NL,  
Nina Lund, DK, and David Marchant, UK

"The Council played a decisive role in the 1970's in the teaching of so-called "foreign" languages by promoting methodological innovations and new approaches to designing teaching programmes. Specialists worked out an operational model for abilities, which specific groups of learners require for using a language for independent communication in a country in which this language is the everyday medium for communication. By thus identifying these groups' language needs they were able to pinpoint the knowledge and know-how required for attaining this communication "threshold".

The model was mirrored in the majority

of textbooks for language teaching – but specifically on oral communication, where Das Bild extended the model by including written communication with real recipients.

A more extensive description of the material is dealt with in the chapter about 'Das Bild der Anderen' and 'The Image of the Other'.

From very early on Henk Sligte was aware of the potential in developing the material. In an e-mail to me in Dec. 19th 1989 Henk asks, *"I do have a request for you, and I will ask Thomas the same tomorrow when I see him at Augustinus. A period of planning and design as you and Thomas are involved in, is a very important period for the success of a project. Could you send a copy of your messages to me? Not*

*that I want to listen into all of your conversations, but it will contain valuable info for other teachers now or in the future... Your forwarding could prevent knowledge to disappear".* Some of these discussions and planning turned into a teacher's manual.

What we soon experienced was the fact that the students were eager to engage in writing about themselves and their daily lives. Below is an example of an exchange of information about marking, when my students were about to receive their first school report, something very important for them of course. One Danish student wrote about his school day and the marking system:

In der Schule habe ich 31 Stunden pro Woche. Ich habe 7 Fächer. Es ist Französisch, Englisch, Deutsch, Dänisch, Data, Mathe und Thema. Französisch ist mein bestes Fach. Wir haben jeden Tag eine kleine Pause und eine große Pause ist 40 Minuten. Mein schreckliches Fach ist Mathe.

Unser Notensystem  
 00 – überhaupt nichts gemacht  
 03 – schrecklich  
 05 – nicht sehr gut  
 06 – ein bisschen besser  
 07 – ein bisschen unter Mittel  
 08 – Mittel  
 09 – über Mittel  
 10 – gut  
 11 – spitze  
 13 – phantastisch

The Dutch student described his day, but had a question too:

Ich habe 32 Stunden pro Woche  
 Wir haben keine große und kleine Pause.  
 Wir haben zwei Pausen und sie sind beide eine halbe Stunde.  
 Warum haben sie keine 12 in deinen Noten-system?

The Danish student replied with this soothing remark:

Es gibt kein 12 in unserem Noten-system  
 weil 11 sehr gut bedeutet und 13 fabelhaft ist. 13 wird nur sehr sehr selten gegeben.

Das du unser Noten-system nicht verstehen kannst, darüber sollst du nicht traurig sein, das kann ich auch nicht.

At the 4th ESP conference in 1990 in Denmark, Thomas and my ideas were presented to our colleagues in the teaching of German

and in the years to come the teachers of German spent much time discussing and refining the materials – especially when we met at the ESP conferences.

As more and more teachers became interested in the material, we realized that we needed to structure the material even more. First a German/Dutch edition was published, then a German/Danish edition and finally in 1999 we were three authors, Annie Ring Knudsen, Lone Hagen, and Thomas Peters of the publication “Das Bild der Anderen - Ein Kochbuch für E-Mail Anfänger DaF”.

Simultaneously a website / database was developed where the teachers could search for partners and for advice and assistance as well as access evaluations of already completed projects. In 2005 the materials were revised and the overall responsibility taken over by the Goethe Institute in Krakow, Poland from where you can access the material free of charge.

Just to prove the success of the project here are some facts about the collaborative projects run during the academic year 2009 – 2010: 245 projects from 36 countries. The Polish schools have been engaged in 99 projects, followed by Danish schools with 53 projects, Italian schools with 51 projects, Russian schools with 35 projects, and French and Greek schools with 30 projects

The project became a success and can now be found in eight different languages. See also the chapter about the Das Bild/The Image. The basic idea still stands where the materials change between filling-in-exercis-

es and freer composition. Das Bild received an EU eLearning award in 2001 for the quality of the material.

One of the reasons that this project has been such a success is that teachers without a great deal of IT knowledge, have been able to use it and also add new ideas and topics.

One thing that we stress is the importance of keeping deadlines with your partner and above all making detailed agreements about what information should be exchanged. It is still important to leave room for flexibility, and perhaps the possibilities of making a video about your schools, or if there were major world events like: The German Unification, The plane catastrophe in Amsterdam, 9/11 and World sporting events ... these can be incorporated.

The strength in the project is that students at the same time as they learn a foreign language, also realize the importance of learning about their partners in their target country, differences and similarities. They may have different life-styles, that go for education as well, but they watch the same films, listen to the same music and play the same computer games.

When the students correspond today, it is still vital for them to express themselves very accurately about their own situation and they have many questions to ask their partner. But it is also important for many students that the mail/letter has a personal touch. They express this by means of all sorts of decorations, fonts and for example, by inserting images from the Internet.

A spin-off of all these projects has been the establishment of friendships between the collaborating teachers who have mutually inspired each other.

It has been fantastic to be part of this development and see the importance the Internet has had for education and for the international collaboration.

Little did I know what an impact my meeting with Thomas Peters in Großburgwedel and the outstanding cooperation with him, Annie Ring Knudsen and all others since then has meant to me both professionally, but also personally. Not only have I outstanding colleagues in the other European countries, but also good friends.

# How a small rural school can survive on the stormy educational sea



What are small village schools like? They are certainly different and ours has a long history, for over 300 years children have been educated in our area. Nowadays Unipiha Primary School is one of the three schools in Kambja commune, 25 kms from Tartu (in South-Estonia) with an enrolment of about 20 pupils' ages 7-11, and two class teachers. Several times there have been plans to close the school because of its' size.

## Small school

Small schools are sometimes seen as a special case in education with the general belief that a small school cannot meet the full range of requirements that a large school can. As Emma Phillips puts it, *“Arguments are made both for and against their continued existence; they are seen as*

*having distinct qualities which set them apart from the rest of mainstream education as well as distinct disadvantages for the staff and pupils who find themselves working in one”* (Phillips, 1997 p 238).

What kind of possibilities has a small rural school to meet the demands of the present-day curriculum when it has a limited number of resources, pupils and teachers? How can it overcome the isolation of its' pupils and teachers? Pupil isolation results from pupils having relatively few contemporaries with whom to socialize, teacher professional isolation may cause teachers to doubt the value and effectiveness of their teaching commitment and professionalism (Harrison & Busher, 1995).

It shows that small rural schools need

incredible efforts to justify their existence. We have tried new communicative methods of teaching and self-regulated learning, dealt in depth with folklore; we have danced and sung, visited festivals and told the community how good we are. I think all of this has prepared us to meet the new challenge – the age of computers and the Internet.

### Era of Internet and ESP

Tiger Leap – the national project of computerization of Estonian Schools – arrived at our school in 1996 with the first IBM computer from the University of Tartu. The Department of Computer Sciences, lead by Anne Villem, was provided with new computers and we applied for the old ones. Certainly we got one. At first it seemed rather strange, the second teacher continued to work on his old typewriter and I continued to write my drafts by hand. Very quickly we began to realize that a computer was much more than just a “type-writer”, and Anne Villem started to arrange Internet courses, about the new media and pronounced the words “Internet”, “World Wide Web” and “modem” to begin with these were for directors and head teachers. It took time to find out what it was all about. Then it seemed to trigger off the flow of the whole world. Personally for me it was absolutely necessary because in 1997 I started a research about multiage teaching and could not find any materials in the library of Tartu University. Suddenly I found international contacts from ANIMA list for my research, but what was more

important from the school point of view, was the contacts for my pupils.

In 1996 and 1997 we participated in some of the small projects of ESP like “Dandelions”, and “Write Me Your Story”. We worked hard at the stories because these were in English, a foreign language for us. Pupil's motivation rose at once because now they had to use their knowledge and skills during these projects for real!



My scientific reading was in English only and it gave me the courage to apply for the ESP Conference in Copenhagen in 1998. Luck brought me together with Jane Hansen and Nina Lund, my dear colleagues from Denmark, who ran the “Grandparents” project. They worked alongside me and our school had a terrific project for two years. We asked grandparents and parents

about their memories, which we then wrote down and translated into English, we drew pictures and exchanged e-mails and were very busy. We studied how to learn and work collaboratively and Europe came closer. Fortunately I still have a single draft of comics. The following year I was able to make a presentation at the annual ESP conference about our project work. We were really, really proud of it because our school was the first one in our Kambja commune who had results from our international communication.

By this time our computer-pool was supplemented with a new computer and scanner so that pupils had access to them. The new hardware appeared and we all got acquainted and even made friends with the computers! We were inspired with the possibilities of the new technology.

## Comenius projects

The next step was the Comenius-project "Bridges" with Sweden, Italy and Lithuania, which kept us busy for three years. The dimension of Europe widened through international relationship and local activities, during this project.

Our second Comenius-project, was easier as we had already experienced one. Our partners lived in Iceland, Finland, Spain and Scotland. We were supplied with EU money for traveling and equipment. The pupils acquired many new ICT skills: to find information on the Internet, to use PowerPoint for making dictionaries and presentations, to make photos, to handle video camera, to design layout etc. These

skills were exploited to express our project-activities. What did we gain? The project was called "Culture Connects Children". For starters we investigated our own ideas of culture in order to present them to our partners. Several video clips and a real story film "Sooty Thomas" were the outputs at the same time as the geographic-cultural



horizon widened to north, west and south. We can call it "glocalization" (global-local) because every school had a full local educational program plus international program. The closing activity that we are especially proud of is the publication of the book "Five stories", which consists of fairy tales from every country in national languages and in English, illustrated by pupils from the five countries.

During this project we also needed to overcome several challenges. Each country found that there were differing restrictions on the use of IT within schools, which caused problems for completing the project on time. Activities, which had been envisaged as easy tasks, were sometimes hindered by corporate policy e.g. interface

through web cam disallowed in certain ways due to firewalls, local email restrictions due to the age of pupils.

### ESP

In 2009 the ESP conference took place in Tartu again and we joined the Cirkeline-project. Our school was the first on the



list and we were going to send her to other countries. In order to make the trip more comfortable, we made a special house for Cirkeline (see the pictures).

The last (and still the biggest) step was joining the Weather Watch and Bird Watch,

ESP projects led by Colette Cotton from UK. Our pupils worked hard, collected data, put them into tables, and prepared the presentations. The most difficult but exciting part was the videoconference. We even agreed with the firm which delivers Internet connection that we would get faster connection. Alas, the first conference had some technical problems: we could see and hear our partners but they could not see us. The second one was much better as we were seen as well. The other main problem was the language, having to communicate in English, to understand others and talk ourselves. Our pupils managed more or less and I could see the changes in their feeling: they were more confident, they believed in themselves and the younger pupils, who had not learnt English yet, admired them. Probably, there is no need to say but all our activities were published in the local newspaper and on-line media, see for example <http://www.koduvald.ee/kool/2371-halloo-inglismaa>

### Summary (or delights and concerns)

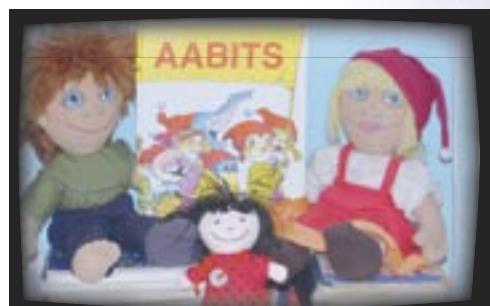
International ICT projects have added knowledge, confidence and courage to our pupils. The European dimension has little by little been recognized as a reality, linking those in outlying places to others whose lives are similar and yet different. As Riva puts it: "The development of information technology has slowly changed the way people interact with computers. Technological advances have gradually shifted the focus away from computers as

such, and toward what people actually do with them. The most evident sign of this change has been the creation of totally new interactive communicative environment. That is the fertile ground for knowledge, new social relationships, roles, and a sense of self" (Riva, 2001 p 132).

A small school is flexible; new ideas can be accepted very quickly. The community of parents is generally cooperative and understanding. All pupils can take part in the international projects one or another way, nobody is left out.

But there are some disadvantages too. Firstly language, our children start with English at age 9 and they can learn it in our school for two years (forms 3 and 4). Then they leave for the next step school and we never can "taste the fruit", it means we need to make our presentations with rather basic English, when they are just at the beginning of language skills. Our reward is that they have a good grounding for the future. The second disadvantage is that sometimes there are too few pupils and teachers for the projects and thirdly, they can all suffer from the overload of work because of that.

Despite all of this we have experienced delights and satisfaction; we have gathered knowledge and shared all of these things. We have confirmed that small schools do not need to be isolated and separate from



the rest of the mainstream education. It can be to the contrary. Our school is not only well known in our commune but in the whole Estonia. In this sense the organization of ESP has been "a key person" for our school.

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# ESP: a start for lifelong learning: from ESP to EU educational programmes for lifelong learning (LLP)

## Starting with a mishap

It all started with a mishap:

In 1996 a colleague from the teacher training institute and I made up a CD (internet simulator) for offline use of the internet in schools. This CD was successful, on the one hand the use of the internet still was very expensive, on the other hand (and this was no marketing gag) an unlinked porn had been sneaked into it. We tried to exchange the CD without attracting attention, but such a thing gets around fast.

## Establishing first contacts

Karl Sarnow who, acting in his capacity as German coordinator, gave a speech on European School Projects on the occasion of a meeting on internet and school I organized in 1995 and asked me whether I could present this CD in English at an ESP conference in Portoroz (1995). Somehow he convinced me to dare it in spite of my rather poor command of English that I had preserved from school days. I remember four incidents of this conference: First: everything was arranged via email: application, hotel booking, flight data; and I always received an OK as an answer only and I wondered about it.



The second occurrence was that I was spoken to by someone completely unknown at the airport of Ljubljana very late in the evening who wanted to drive me the 200 km by car to the ESP conference in Portoroz. Since no one else knew that I intended to go to Portoroz I went with him. On our way a pig was run over; and the driver wanted to drink a cup of coffee very much but I didn't want to (later I learned that the poor man had already driven the tour three times and he was more than tired ...).

The third occurrence was: the event in Portoroz was so inspiring that a Swedish woman and I proposed a project on "Women all over the World" in which a Norwegian, a Swede, a Portuguese woman and others were interested. Later this project

was submitted for approval as a Comenius project and was carried out all in all until 2002.

Neither will I ever forget how the approximation of the woman participants from Serbia, Bosnia-Herzegovina and Slovenia who were all affected by the war proceeded during this event, nor the very first arrival of the Estonian woman with 4 companions.

From 1997 to 2003 I attended further ESP conferences enthusiastically. For me the structure of the conferences was very important: there was always one day for project results, another day for new project planning and yet another day for the exchange of information on the developments in the respective countries. That was the best ICT course for me! I could apply a lot of developments to the teacher training institute at a very early stage. At the same time a lot of private friendships were formed.

In March 2000 I visited the TRANSPRO course in Prague (transnational educational projects using the project method and ICT in in-service-training for teachers in the EU) which was conceived as Comenius Action 3 by ESP members from Denmark, Norway and Czech Republic.

In the year 2001 Karl Sarnow and I organized an ESP meeting in Rendsburg, Schleswig-Holstein, which was supported by the teacher training institute. On this occasion the group German as a foreign language (DaF) was formed together with Ilpo Halonen with whom I was continuously in contact.

## Making the teacher training institute a partner

The teacher training institute was very positive towards my visits to ESP conferences. Thus the proposal of the ministry of education that I was to organize an ARION seminar (Study Visits for Educational Spe-



cialists and Decision Makers of the European Union) at the IPTS (Institute for Praxis and Theory of School) was very welcome. After I myself had visited an ARION seminar with the topic: Education and arts within the local community in Lincolnshire, I could also offer a five day course on "Equal opportunities for boys and girls" via the ARION programme in the IPTS. Here my experience gained at the ESP conferences was especially important for the social events.

In the year 2000 a department "Vocational training online" was formed in our institute which used the virtual classroom "Interwise". From 2001 I could participate in it and I could integrate the international contacts from ESP; partly we also cooperated with the Finnish teacher training institute OKE with the support of DAF Nord (Ilpo Halonen).

## **Establishing Senioren-Lernen-Online**

Before I left the institute (2005) I decided to keep on working in the online vocational training and started the group Senioren-Lernen-Online together with four seniors. This group was continued under the legal form of an unlimited partnership, a German GbR, by my colleague Horst Sievert



were an institution adequate for education by means of our online concept. At that time we worked in the virtual classroom of Centra and offered basic office training as well as creative courses there. In Lingen we met partners from Norway, Finland, Spain and another partner from Germany for an ICT50 plus project (Information and communication technology for 50 plus). There we could make use of our experience from ESP conferences and Comenius project applications. Grundtvig projects as learning partnerships are a means to work with partners from all possible types of educational institutes. Our partners came from catholic institutes of education, senior institutes in Norway, Senior Citizens' University in Vinaroz, Spain, and from the multiple sclerosis society in Finland.



and me in 2004. This was due to the fact that we were invited to a Grundtvig contact seminar in Lingen via BAGSO, the umbrella organization of senior citizen organizations in Germany, and we needed a stamp and a bank account as unlimited partnership for Grundtvig Learning Partnerships (Type 2). We had been able to prove that we

## **Partnerships all over Europe**

The project was carried out successfully from 2005 to 2007. We have exchanged experience in the different ways of use and procedures of the internet for the target group of seniors, we have tested the virtual classroom to which especially the Finnish partner responded very well: this is due to the fact that by means of online conferences it is much easier to connect the institutes and participants who are often very far away from each other.

In 2008 the EU granted us another two year Grundtvig Project "activICT": "Active citizenship through information and communication technology at all ages" which

was carried out with 10 partners from the countries Romania, Poland (2), Finland (2), Spain, Italy (2) and Germany (2). Also in this partnership the project partners come from different areas such as universities (Romania, Spain, Finland), folk high schools (Germany, Finland), adult education centres (Poland). During this project we tested language learning as follows: within their German classes the Finnish folk high school of Sastamala opened a Skype course with 7 seniors which were joined by seniors of our SLO group. We provided some materials to a Finnish blog (<http://sastamaladeutsch.posterous.com/>) and we answered questions of the Finnish participants in individual calls and also conference calls, we informed about our country and we had a special meeting of this German class during the project conference in Finland. A blog with audio posts (<http://www.deutschstunde.posterous.com>) which was originally made for a group of German Spanish learners was made available to the Finns. These courses are offered by the folk high school in Sastamala also after the project has been finished and had already led to private visits in Finland and Germany.

Furthermore we made a workshop in German on "New forms of communication" <http://sites.google.com/site/sloworkshop/> which was then translated by the German teacher from Finland with the help of the English teacher from Finland so that it is now available in two languages on the internet. This course is open to the public and parts of it are also used by our project participants.

During the language fair Expolingua in Berlin we explained online via a Skype and Mikogo conference from SLO (the instructors were located in Kiel, Sastamala and Udine) how our cooperation and language learning works while a moderator supervised the technical details in the lecture room in Berlin.

## New topics and technologie

On the occasion of the Expolingua language fair another online conference could successfully be carried out together with the DaF Online group and Ilpo Halonen on the topic "Global lessons: Global cooperation of teachers in the use of foreign languages



(DaF)" using Skype, Mikongo and Ivocalize. Since I remained in the mailing list of the DaF group, Ilpo Halonen and I could always inform each other on latest trends.

At two conferences we showed the advantages of the use of Skype conferences and Mikogo for classes to our Polish project partners. By means of Mikogo it is possible to display what is shown on one screen on other computers and to admit remote access. (For our SLO courses we make use of these platforms.)

After the Latvian partners had prepared me online for a trip to a conference in Rezekne, we had regular conferences in German on the topic "Arts in Latvia" once a month with our Latvian partners.

This project was successfully finished in 2010; during our final meeting we also planned an Italian Latvian German event.

The Latvian artist and Professor of Arts Valdis Paurs took an active part in the project, Flavia Tulli from Italy was named as teacher for arts and ceramics in a Grundtvig Workshop that I attended (Adults learn with fun). We plan to let these two artists talk (via Italian, English, German, and Latvian) during a conference.

It was also exiting for me to take part in a five day Grundtvig Workshop in Venice in 2008 the topic of which was „ACTIVE – Active Citizenship Training Initiative for Volunteers in Europe Venice 9th – 13th December 2008“. This Grundtvig programme offers to exchange adult volunteers in European institutions, organized by Lunaria, SEVEN network (Senior European Volunteers Exchange Network) and Grundtvig Lifelong learning. In addition to the unintended experience of "Acqua Alta" I got a lot of information on the exchange within the voluntary organisations from the participants' point of view: posting organization, accommodating organization, and persons being exchanged. (Lunaria and the SEVEN network are proud to introduce the training course aimed at staff and volunteers of adult learning institutions, voluntary serv-

ice organizations and local governments dealing with social issues who are curious to learn how setting up and managing transnational senior volunteers exchanges throughout Europe. This course is based on the daily practical experience of the organizations belonging to the SEVEN network (Senior European Volunteers Exchange Network) and all the trainers belong to it.)

Since 2009 SLO furthermore participates in the Grundtvig project Alfa (Adults learn in family).

## **Conclusion**

Not all projects and partnerships took a positive course, but all in all it was a beneficial experience for me to immerse in such different project worlds via ESP and to integrate a lot of the structures and experience of an ESP conference into the project meetings. My command of English has been changed very much by this active participation.

I am curious about the future development:

Since my former institute (now IQSH) has offered without charge the use of the virtual classroom as a new platform to Senioren-Lernen-Online, it is possible, for example, to have an online meeting with the grey-haired teachers from ESP and to exchange experience on new developments.

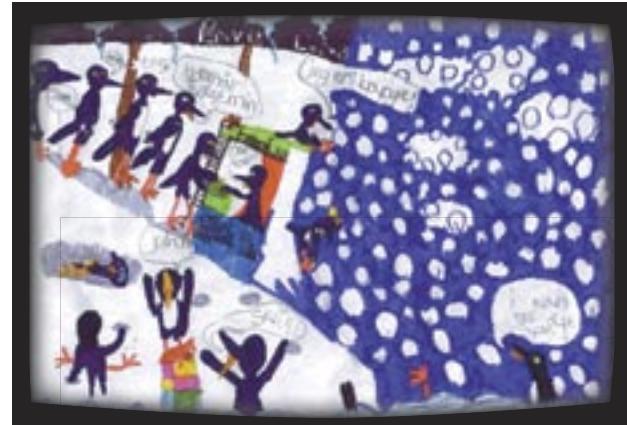
Now in my old age I can renew and resume former acquaintances via Skype and Mikogo or other platforms. What a chance opened with the contact to ESP!

# Experiences from CSCL projects run in the SiN and ESP Project

My first experiences in the Schools in Network, DK (SiN) project took place in 1987 in collaboration with teachers and students at a secondary school in Stockport, UK. The project was based on local environmental studies, specifically focusing on collecting and exchanging of weather data.

The projects covered a broad spectrum of topics from solely language projects where the Das Bild material was used with Dutch classes and the Image materials as the basis for collaboration with a colleague and class in Moscow, Russia, to cross-curricular projects, where other colleagues at my school were also involved.

But there are three international collaborative projects that to me have been outstanding to participate in: The Remembering project, The Grandparents Project, and the Racism project.



## Remembering

Remembering was introduced by Tom Holloway, UK at the 4th ESP conference in 1990. Here I found a genuine partner in David Marchant deputy head teacher at Vinters Boys' School, Kent, UK. A class-to-class project based on a set of questions used in interviews with someone in your own country that had experienced World War II. The questions were related to topics about every day life for civilians and in this case most often children during war time. This was a very successful project.

## Racism

This project was for students, aged 14 and above, who had to show what everyday life was like for immigrants and refugees in their local area, as well as in their country. Similar to the Remembering Project, a set of questions was given to the participating students in order to gather the necessary information. These questions then formed the basis for dialogues between the students.

Examples from the questionnaire in the Racism project:

- Number of refugees and or immigrants in your school.
- Number of refugees/immigrants in your town /municipality
- Where do the refugees/immigrants come from? (e.g 3 from Turkey - 4 from Iran - 6 from Somalia - etc)
- What has been done in your municipality to help them? (housing - language courses - job offers - etc.)
- What has been done in your country to help them? (housing - language courses - job offers - etc.)
- Have there been any problems in your municipality? (if yes, what type of problems?)
- Write an episode or more, where you have

seen/experienced that somebody has been insulted - victimized - beaten etc. because of their colour or nationality, and describe about your reaction.

I did this project with several different Danish classes for many years. We ran the project both in English and German and had contributions from many different countries including: Portuguese, Russian, and American schools. The project ran as class-to-class collaboration, for a short period every year.

As an introduction to the topic, my classes worked with material about segregation or apartheid, which included stories about Martin Luther King and Nelson Mandela. In Germany the schools used information about World War II and the Holocaust.

## Racism – Portugal

Date: Thu, 23 Feb 95 04:59:50 EST  
From: me4aandr@educom.fct.unl.pt  
Subject: racism

Hi!

We are from Anselmo de Andrade School... There are almost no refugees, but there are many immigrants from Portugal ex-colonies. That's the case of Angola, Mozambique, Cabo Verde etc., and they came to Almada in search of a better life.

There is nothing to help them, and some live in a very bad situation. They have many problems in Almada, because of skinheads and other racist groups. Many of them are not legal in our country and they work in building sites, doing things that our people don't want to do.

Many of them are discriminated in our society, because they are of a different colour. They suffer bad treatment in Police squads, hospitals, in their neighbourhood, etc.

We are just a group of young students that can't help them by ourselves. This is all the information we could get, because there is no official registration of the number of immigrants in the City council.

Ana, Nuno, Rute and Sonia.

The students wrote stories about how their classmates or people they knew were victimized or persecuted because of their race or colour. Some of the pupils wrote more personal stories about crime experienced in their local area.

The letters opened a whole world of information about immigrants/refugees,

and this information generated new knowledge and thinking. Questions that came from this were: Where did the immigrants/refugees come from? Why did the immigrants/refugees come from certain countries? Why are immigrants/refugees treated the way they are?

## Racism – USA

Date: Sun, 19 Mar 1995 18:24:32 -5000 (EST)  
 From: Peter Dillon <pd60@columbia.edu>  
 Subject: Racism Project

Brooklyn, New York. 4-5 mill in Brooklyn perhaps 8.5 million in NYC. Prospects Heights High School has around 2.000 students. Between 1,000 - 1,200 students are recent immigrants.

The immigrants are largely from the Caribbean - Haiti and Jamaica and the Dominican Republic and Panama. There are also some students from Bangladesh. The general feeling among students is that the city does little to help immigrants -- though many students are excited to be in school. - Problems in the school have been when there is infighting between groups.

There are many problems in New York City. We feel that some are racially motivated and a lot are connected to a gap between rich and poor people.

Comments about racism included - One reaction to someone saying: Only Mexicans work in fruit stands! A Mexican immigrant mentioned she felt offended.

As a conclusion to the project two of my students wrote poems in English or German.

I wake up in the night,  
 Afraid of being hurt tomorrow.  
 I want to sleep  
 But I can't.  
 Have no friends,  
 And I know  
 That I am black

And I know  
 That they are white.  
 I'm different  
 Everybody knows that.  
 I am scared if I tomorrow,  
 Can't find any rest.  
 I always wake up in the night.

Mia - 9a Fredensborg Skole

### Wie ein Pfefferkorn

In einem Salznäpchen geht er in den schneedeckten Strassen -  
Allein durch den kühlen weissen Schnee versucht er an ein schönes blondes Mädchen zu lächeln ihre blauen Augen sehen wütend weg.  
Sie flüstert zu ihrer Freundin, kalte Worte springen aus dem Gespräch

Türkisch! Glotzen! Fies!  
Eine hohngelächter lautet durch den nassen Schnee sein Körper fühlt sich kalt - Drinnen Ein Fenster spiegelt sein Gesicht Schwarz!  
Nicht wie die anderen Gesichten Wie ein Pfefferkorn  
In einem Salznäpchen.

Signe - 9a Fredensborg Skole

## The Grandparents Project

### - Cooperation between Generations and Nations

The aim of this project was to explore how the use of information technology including correspondence via e-mail between two Danish primary classes could enhance their learning of the mother tongue. The cooperation took place between two Danish primary classes from Solbakkeskolen, Jægerspris and Fredensborg Skole, Fredensborg respectively. The students were eight years of age. The teachers were Jane Hansen and I.

After the first year with personal introductions and descriptions of the schools – similar to the introductory letters in The Image material - we paid visits to each other's schools and the pupils enjoyed meeting each other.

We then had the idea to involve grandparents in the collaboration as well – in the first place it was only the grandparents of the pupils in the two exchange classes. The grandparents talked about their childhood and especially what it was like to be a pupil in the 'old days'. We have described the project, its phases and results in more detail on our website.

When the pupils had taken their first steps in learning English the idea arose to expand the project and use English as the language of communication. The Estonian primary school, Unipiha Algkool, and their teacher Eha Jakobsson became very enthusiastic partners. This time the pupils



rewrote their grandparents' stories into small letters and cartoons  
The following year the pupils' stories be turned into cartoons. This time Swedish schools joined the project. Finally during the last year of collaboration the pupils described their own childhood - both in English and in their mother tongue.

You can see the project described in more detail on our website: <http://www.espdk.dk/bedste/index.htm>

**The Sheep**

5 - 6 years ago my Grandad had a sheep whom I called Ute. I and my sister Kärt often went to the sheep-pen. One day I decided to ride. I started to catch her I took much time. At last I could sit on her.

But after some meters she dropped me. Fortunately it didn't hurt me because of soft grass. I wanted to ride a pig too but never could catch it .....

Margot 4. Class., Unipiha Algkool, Estonia

It was really something special for both Jane and myself to present the Grandparents project as one of the nominated projects for the Global Junior Challenge in Rome in 2002.

## What have I learned from running so many international CSCL projects?

Like everybody else working in CSCL projects I have experienced all the pitfalls that you are warned about from falling in. In ESP we make an effort to follow the 'Golden Rule' concept.

A couple of things that one has to bear in mind are:

- That you must be ready to accept, that things can happen - break down of equipment - illness - etc.
- That the project must always be compatible with the weakest partner - you cannot exchange photos by e-mail, if both partners don't have the ability to scan or use digital cameras.

Something that quite a few teachers overlook:

- If your partner has been silent for some time – send an e-mail, and if you don't get an answer, try snail mail – or phone or use your national ESP coordinator who might

help you. You never know what the reason for the silence is. So tip toe in such cases!

### **Did any of our hopes and goals come true?**

One of the things we hoped for in 1987 was that communication across borders might provide our students not only with knowledge of daily life in other countries but also instill an awareness and respect for other cultures and perhaps even establish friendships based on mutual understanding. Furthermore we hoped that the use of ICT might expand and improve existing curriculum in the subjects involved in the CSCL projects.

### **Did we accomplish what we had hoped for?**

During the years we have had several examples of students taking an interest in what was happening with their partners. My students were just exchanging letters with their partners in Moscow during the terrible cinema hostage episode, where many people died. The Danish students were of course afraid that some of their partners or their families were involved in this. The students expressed their worries and concerns in their letters to their Russian friends.

### Reactions from a former student

Six years have passed since I last taught, but social networks open opportunities to re-establish connections between students and their former teachers. Just the other day, I received a surprising Facebook message. One of my former students had found me,

and sent me a message. Even better she urged the other students from her former class to send messages telling me about their present studies and activities. It appeared that many of them had studied or worked abroad or in other ways had involved themselves internationally.

Below are two examples of such messages.

Hi Nina!

I hope you are well. I will now start the 5th semester of the Economic Education at Copenhagen University.

I remember that we as part of your English lessons worked with the story of Nelson Mandela, and it really made an impression on me then. This autumn I was in South Africa with 29 other economists in order to study various aspects from a social point of view - both during and after apartheid. It was an unforgettable experience.

Kind regards

Jonas

Hi Nina!

What fun it is to find you here on Facebook: I'm at the moment studying various subjects in order to study marketing economics. .... I'm also vice president and event coordinator for a charity organization called: Charity Events, where I am responsible for creating a lot of happenings in order to raise money for children in South Africa. Very exciting although it's volunteering work.

Kind regards

Louise

### What about international CSCL projects in the future?

I think projects should be linked with schools in Africa, Asia and Australia. It is important that students in Europe learn more about the conditions of life for students in other parts of the world and vice versa.

It is so important to build bridges between the many different world cultures.

Teachers ought to run projects which show that when it comes to the essential questions of life, feelings are perhaps not as different as we believe. I still hope and believe that the only way of avoiding wars or terrorism is by letting our young generations learn as much as possible about each other, so they know that the youngsters in other countries feel fear, happiness, joy and sorrow just like themselves.

# European Schools Project Association, ESP, and the Future



European Schools Project, ESP, celebrates its 25th anniversary conference this year, 2011, which the European Commission has coincidentally designated as "The Year of Volunteering"!!

Everybody who has been connected with ESP either for a short time or from the beginning knows that this organization is built entirely on voluntary work.

Thanks to these volunteers, from many different countries, ESP has been able to renew and sustain its aims for 25 years. The European Schools Project is regarded as one of the oldest networks of its kind so we really have something to be proud of.

After 25 years, ESP now enters a new era, with challenges not only in

facilitating teachers, but also in meeting new educational trends and establishing new global collaborative partnerships.

At our ESP conferences we have successfully focused on disseminating new innovative developments within ICT, educational theory and practice. However, curricula, as we are very much aware, is constantly changing in the world. We hear politicians talk about a globalized world. A world, which will be more dependent on the ability of countries to collaborate, and their future global citizens' ability to navigate their way.

The question is, how are we going to develop the European Schools Project Association, so that we can face and interact the challenges of such a globalized world.

In my opinion The ESP has two important aims to achieve.

1. to continue developing and making our ideas about ICT tools, educational theory and practice, as well as didactics, sustainable.
2. to develop the association's ability to stand up, and not only face but also find a way to collaborate with similar organizations in this field of education.

The objectives of ESP is to qualify teachers to plan, carry out and evaluate international qualitative CSCL-projects (Computer Supported Collaborative Learning Projects)

One of the future aims for the ESP Association should be to concentrate not only on European school development, but to also look at education in the developing countries and facilitate teachers there, in their daily work.

In the year 2000 United Nations formulated the "Millennium Development Goals" (MDG) to be reached by 2015.

One of those goals was to secure a basic education for everybody. This is a very ambitious goal and we know already that this will not be reached in time but that the work will continue after 2015.

Hopefully the ESP can make a difference here, as an association built on many years of experience in educational development and ICT knowledge, we have a lot to offer.

To achieve this, I can see a future collaboration with Global School Partnership. This organization works on strengthening the global dimension in teaching through

school partnerships between schools in the western and developing countries. European Schools Project can help widen this collaboration so that countries throughout Europe can work in achieving the MDG goals.

The ongoing development of our pedagogical tools and materials must follow world development.



We must be ready to adjust and develop new ideas, so we can present the latest tools, together with new pedagogical and didactic contents. In the future world it will not be enough for our students to leave education with skills and academic abilities, they must also be taught intercultural competences to be ready to navigate in a globalized world.

In the future, we know that many of our students will get jobs, where it'll be a natural thing for them to communicate or even stay in a foreign country with a totally different culture. This demands good cultural knowledge and successful interaction with people. Educational institutions will have to focus on these competences and ESP as an international organization needs to continue to facilitate teachers, head teachers and teacher trainers throughout the world, to be capable of meeting these demands.

At the launch of the eTwinning project in Brussels in 2005, two ESP country co-coordinators introduced "The Image of the Other" project, as the founders of eTwinning were particularly interested in this. As a result, eTwinning and ESP signed a joint action agreement document in 2006 and the eTwinning project was introduced at the ESP conference in Finland in 2005. Since then eTwinning has been on our conference agenda. Many ESP coordinators and teachers have taken part in eTwinning activities also eTwinning PDWs (Project Development Workshops) over the years and thus disseminated their experiences.

Hopefully this good collaboration will continue and expand to embrace others, in the years to come. This includes essential working with the National Agencies (NA's) in European countries. The NAs have presented at many ESP-conferences where they have informed delegates about the Lifelong Learning Programme and I would really like to expand their valuable collaboration in the future.

Euneos Cooperation is a company founded to sustain the work of Comenius 3- network COMP@CT. This Co-operation was started by two ESP members and focuses on EUMIND, Europe meets India - projects.

The EUMIND project has expanded very quickly, especially in The Netherlands. One of the reasons is that Dutch schools carry out Content and Language Integrated Learning, (CLIL) which is something ESP could develop and also add to our knowledge about project based learning.

Collaborating with countries in Asia and connecting them with countries in Europe, will in my opinion be a challenge for the future work in the European Schools Project Association.

In this article I have referred to ESP-members who have made a difference throughout the years. I think it'll be most valuable to have a link to these members. Therefore I would suggest appointing an alumni group with whom we can develop our future ESP-work and use their innovative and creative thoughts about Educational development.

These are some of my ideas on how the European Schools Project Association can expand into the future. I'm sure that there are many more ways to move forward but I hope that we'll find these ways together and make the ESP a strong sustainable association. It will still be built on voluntary work with volunteers who are ready to make a difference focusing on sustainable educational development.

# Working internationally within the ESP

I have known ESP since the ESP/ECOLE conference in Prague, CZ in 2004.

Participating in this conference was a good experience for me and from that time we have collaborated with Endrupskolen an ESP school in Denmark. We prepared a platform – Denira - on the Internet for our project.

## The Denira Project

This project is a cultural exchange project between Iranian and a Danish school, Endrupskolen, Fredensborg municipality, Denmark. The results of the collaboration between the schools were uploaded to the Denira website.

The project was based on the UNESCO declaration about “learning to live together”:

*“Learning to live together implies a commitment to learning about, understanding and sharing with the other. It means developing common values whilst at the same time respecting our rich cultural diversity.”*

*Mr Koïchiro Matsuura, Director-General of UNESCO*

It was a project that dealt with the students' everyday culture as well as the national culture of the two countries. The main aim was to mobilize and inspire students to become more aware of the value of their own culture and the cultural diversity.

The project was part of UNESCO's World Heritage Educational Programme (<http://whc.unesco.org/en/wheducation/>) and as such we focused on the world heritage sites of Iran and Denmark. The students involved in the first joint projects were between 13 and 15, later we also planned to involve younger students.

The project ran for two years and it was very rewarding for both the Iranian and Danish students to learn and understand about each other's cultures.



Visiting Iran:  
Endrupskolen teachers 2005

## La Coruña – Spain, 2008

Maliheh Mohseni and Masumeh Noorbakhsh participated in the 22nd ESP conference. During the conference we agreed to become National Coordinators of ESP in Iran.

We launched three new projects in La Coruña.

The Teddy Bear Project with England

The Bridge project with Denmark

The Image project with different nationalities

### The Teddy Bear Project

At the ESP conference in Spain we exchanged our teddies.

Harry was the name of the English teddy and Maloos was the name of the Iranian teddy. The exchange took place between St Mary's Primary School in Folkestone, UK with Colette Cotton as coordinator and the Manzoumeh Kherad Institute in Iran. The project became part of the UNESCO Teddy Bear Exchange Scheme. Harry moved to Tehran and Maloos moved to UK.

The bear sends home diary messages in Teddy's notebook.

The students write the diary messages as if they are the visiting bear describing its experiences in the new culture.

Then we have posted diaries to each other.

See: [http://www.bbc.co.uk/worldclass/your\\_stories/your\\_stories\\_norooz.shtml](http://www.bbc.co.uk/worldclass/your_stories/your_stories_norooz.shtml)

#### Stories from the Diary Persian cat

'We now have a white Persian cat named 'Maloos' which our Iranian partners sent us, as well as a beautiful book about Iran covered in beads. We have also exchanged lots of pictures, postcards, emails and classwork with the primary section."

"The Iranian school we link to is very ahead with its ICT work and the girls are encouraged to use it in many aspects of their work," says Colette.



Visiting Denmark:  
Iranian teachers 2005



## The Bridge Contest Project

### Danish - Iranian project

This project involved students of Endrupskolen, Fredensborg, Denmark and students from Saba school and Kherad school in Tehran, Iran.

### This project ran in two parts:

#### First part

All students received basic knowledge from their teacher about types of bridges, famous bridges in their own country, bridges and infrastructure etc. At the end of this brief introduction - all students made a PowerPoint introducing an important bridge from their own country. The Power Points were e-mailed to the other schools participating in the project. There was a continuous dialogue between both teachers and students. The latter communicated via videoconferences where they talked about their activities.

#### Second part

The students built real bridges out of paper and screws. The results were judged and the winners were found in both countries. The final products were presented at exhibitions at all schools.

It was a very rewarding project, and one of the best we have been engaged in.

The results can be seen on: <http://www.sxc.hu/browse.phtml?f=download&id=1124744&redirect=photo/>



## The Image project

Several teachers of English from Iran have collaborated with ESP schools during the period 2008-2010 using the Image materials.

# ESP science projects - Back to the future

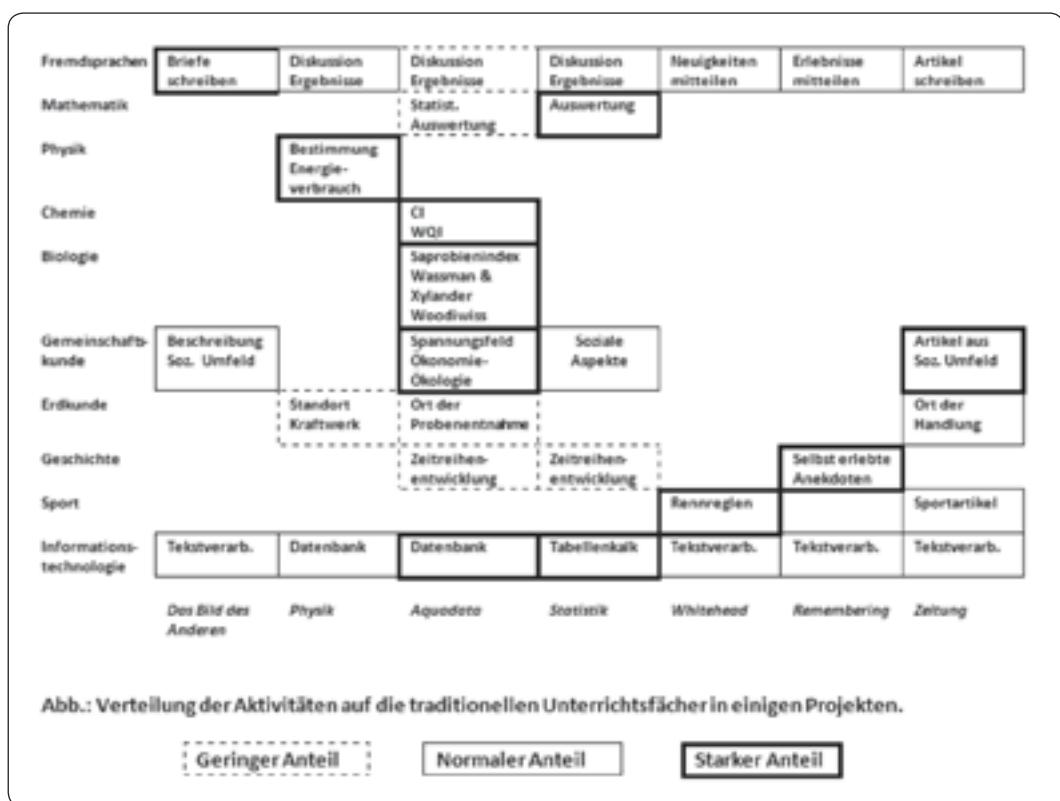
## Preface

Since 1987, the European Schools Project (ESP) developed as a grass root organization of teachers, who were interested to link their educational concepts with those of colleagues from other countries. Obviously language projects like "Das Bild der Anderen" caught the main attraction in the emerging ESP project scene. Nevertheless, ESP always looked for chances, bringing other topics but languages into living

projects. This article reports about attempts, to make science a topic of ESP projects. After a look back to projects run in the past, a look into the presence of Internet supported science learning and thoughts about a model of future science projects finally round up the article.

## Early day ESP projects

Latest at the 7th ESP Conference, 1993, Schwerte, Germany, science projects have



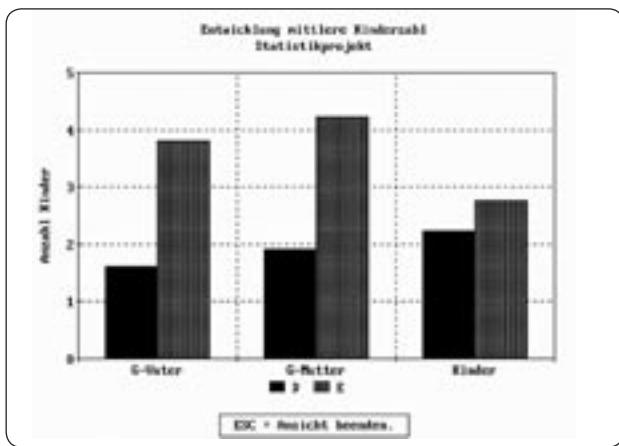


Figure 2: The result of the first statistics project: The number of children in Germany and Spain converges to two children per family within a generation.

been part of ESP project proposals [1]. An early map of competencies for teaching, dating from these dates and meant to be published in Germany, shows some early ESP projects and their estimated contribution to the school curriculum.

## The statistics project (1990)

The first international science project within ESP was the Statistics Project between Benita Compostela (Spain) and Karl Sarnow (Germany). A common questionnaire was developed around all day measures like age, size, weight etc. and filled by the pupils. The results were exchanged by email and evaluated by the pupils. The main problem, like always in ESP projects, was the technical equipment in school. At that time, the Internet was not available and the exchange of email was managed by so called "mailbox systems". The results of the questionnaires were evaluated with a spreadsheet software, creating a series of bar graphs. From these bar graphs similarities and differences could be interpreted.

## The BioNet projects

BioNet e.V. was founded in 1994 in Germany to support the use of computers and the upcoming Internet in science teaching. The association was founded after nearly a decade of free cooperation of teachers with an informal initiative. The main focus were projects, in which the ecology of cross-border regions was topic of teaching. Nevertheless, the developed methods could be applied also locally by the interested teacher. The series of projects all followed the same principle:

- Pupils get informed about the methods of observation and measuring environmental data.
- Pupils go out to a location and note their observations and measurements.
- Pupils evaluate their results and input their results into a database.

After the database has been filled with enough data, a Geographical Information System (GIS) was intended to display the results of the pupils' research. A main problem of that time, was the lack of IT

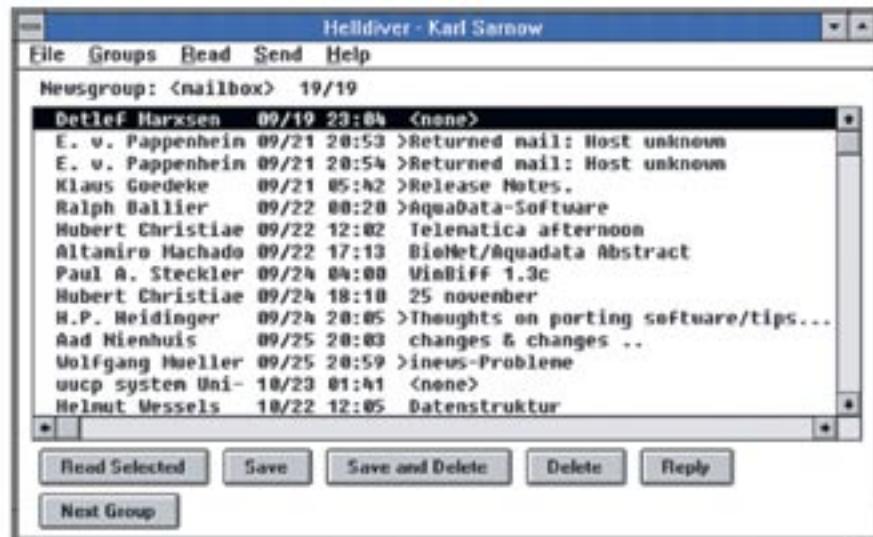


Figure 3: Helldiver was the right name for one of the first Windows email clients.

infrastructure in schools. A complicated sequence of steps was necessary to make a dialin phone connection to an internet provider (there were not too many) and send in the data by email. The way to Email (not the Internet, that was even more complicated) was so complicated, that many teachers gave up before coming to the interesting parts of the project. But those who managed to follow complicated email procedure, were the pioneers of Internet use in schools.

The main contributors of ideas, realization and practice of these projects were Christiane Weigelt (Schwerite: Scientific content), Jürgen Ganzer (Hermannsburg: Scientific content and practicing AquaData projects), Dieter Grube (Bad Essen: AquaData projects), Reinhold Link (Bamberg: TerraData projects) and Karl Sarnow (Hannover: Software development, computer infrastructure and RadioData project).

## AquaData

The topic of this project was the water quality of rivers and brooks. Four different methods where offered for the estimation of the water quality.

- Biological methods
  - The index of saprobia
  - The index of Wassmann&Xylander (Figure 5)
- Chemical methods (Figure 6)
  - The index of Bach
  - The WQI index

In the two biological methods, the number of species found in the river or brook is counted. The results are used to compute the index of water quality from a publicly available table.

The two chemical methods use the concentration of selected chemical compounds and some physical parameters to compute an index of the water quality.

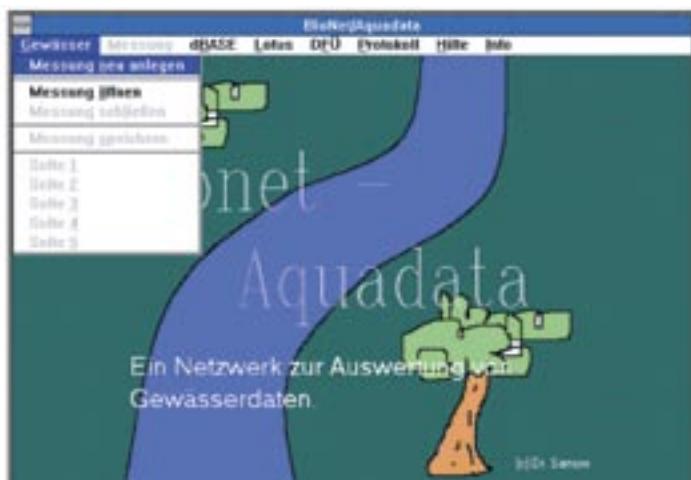


Figure 4: A special program was developed to make participation in the project easy.

Figure 5: The index of Wassmann & Xylander is a simple method of determining the water quality.

Figure 6: The concentration of chemical compounds allows a determination of water quality.

## TerraData

This project is very similar, but much simpler than the AquaData project. Selected plants are used to compute the properties of soil. The plants indicator values were taken from the Ellenberg pointer system. A computer program developed by Karl Sarnow supported the evaluation of the observations. The main work for pupils is to determine the plants, growing in a selected area. Then the observed plants point out the soil properties.

## RadioData

The events around the explosion of the Chernobyl reactor in 1986 inspired this project. Pupils are invited to measure the radioactivity in their home environment. The results are fed into a database and exchanged with project partners.

This project was conducted in cooperation with Gymnasium Srobarova in Kosice (Slovakia) and Gymnasium Großburgwedel in Großburgwedel (Germany). As the project was even simpler in structure than all other BioNet projects, there was no special software needed. In the meantime, the IT infrastructure in schools was so much improved, that the exchange of data was no problem any more.

## ITEMS

With ITEMS (Improving Teacher Education in Mathematics and Science), a next

generation of computer use in science education takes over [2]. This project is financed by the European Commission, ends in 2010 and is running under the leadership of Bernat Martinez (CEFIRE, Spain). Compared with the BioNet projects, it is a different approach for science



Figure 7: The start screen of the TerraData software.

education, focusing on standard curricular topics and using standard open source software in order to overcome the problems of the first generation science projects. The basic software is MOODLE, which is a course development software. Based on this software, project partners develop courses focusing on standard curricular topics in mathematics and science. The courses are developed in the native language of the developing partner, then translated into English as an intermediate language, and from there translated into the native language of the using partner. As the used software is Open Source and the content

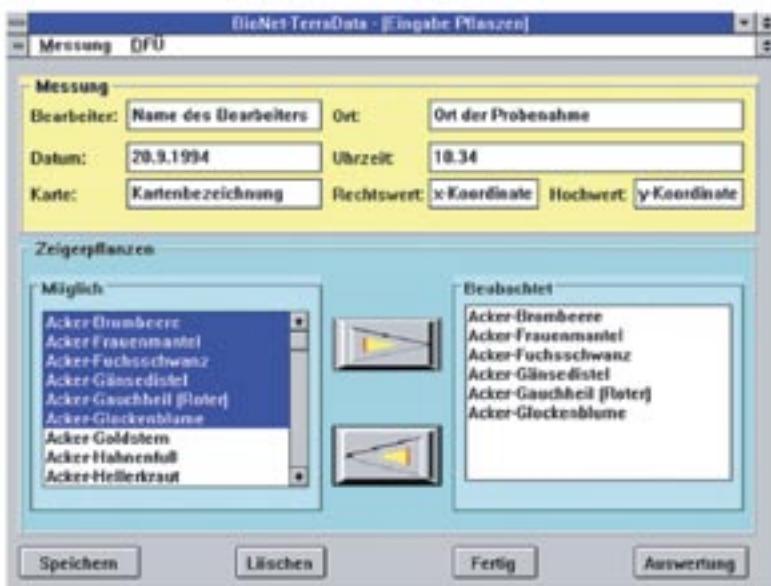


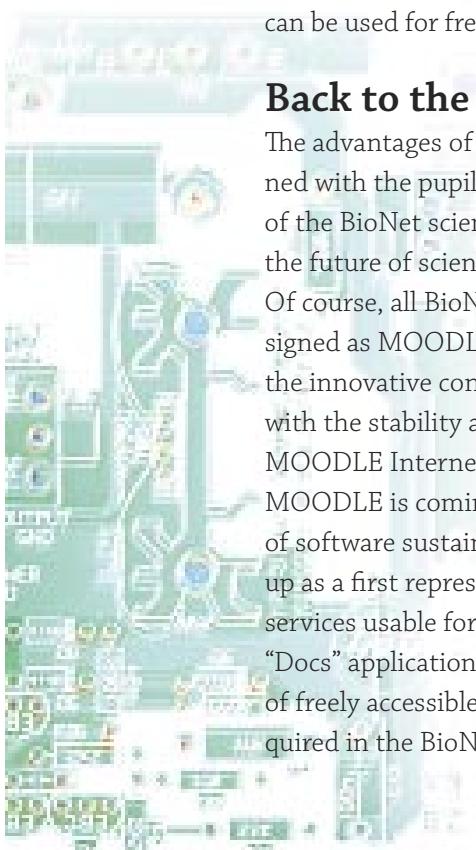
Figure 8: Observed plants have been selected for analysis of soil properties.

is developed under the CCL, everybody can use and modify the resulting courses following his wishes and needs. A further remarkable feature of the ITEMS projects is their split course concept. Each course comes as a ready to run course, a teacher can use with his pupils and a second course meant to train the teacher to use the course. This second course is for the teacher's eye only. Here the teacher finds the necessary information how to handle the course for the pupils. Included are all solutions for the assignments. In this way, the main limits of the first generation science projects are overcome:

- Teacher training. BioNet spent a lot of effort to make teacher training available. This is solved in the ITEMS project by the development of on line teacher training courses.
- Internet based open source software.

The penetration of the daily life by Internet technology helps decreasing access barriers for teachers. MOODLE is completely Internet based open source software and can therefore be accessed by teachers and pupils without problems.

- MOODLE frees software developers capacities. All BioNet projects needed a special software to be developed for a special operating system. A change in operating system made the development obvious and required continuously re-development. With MOODLE as the basic course software, content developers do not need to care for software development. This is handled by the MOODLE community.
- Platform independent content development. As MOODLE is an Internet based software, the courses are running



platform independent. The developer of a course just has to care about the creation of images, animation, videos or their integration from other Internet offers, granting CCL or other forms of free access. Thus, the main advantage of ITEMS projects against older science projects, is the applicability in the ordinary learning career of pupils.

The courses developed within the ITEMS project are:

- Introduction to mapping (Mathematics)
- Introduction to functions (Mathematics)
- Lines, angles, circles (Mathematics)
- Earth and the universe (Astronomy)
- Electricity: Direct current (Physics)
- Climate change (Environment) All courses can be used for free according to the CCL [3].

## Back to the future

The advantages of the ITEMS concept combined with the pupil centered activity concept of the BioNet science projects may point to the future of science education project work. Of course, all BioNet projects might be designed as MOODLE courses, thus combining the innovative concept of BioNet projects with the stability and sustainability of the MOODLE Internet environment. But just as MOODLE is coming up to solve the problem of software sustainability, Google comes up as a first representative of new Internet services usable for educational goals. Their “Docs” application allows easy setup and use of freely accessible databases, like they are required in the BioNet projects. Google “Maps”

and “Earth” are candidates for an educational GIS, linking the content of BioNet project databases with the corresponding geographical coordinates [4].

Another aspect of ITEMS like educational activities is the concept of cooperative learning across borders. A MOODLE classroom has no political or geographical borders. Teachers as well as pupils might subscribe the same course, even when living apart, keeping the good rule, that the language of the course should not be any participants native language.

## Summary

ESP science projects have been pioneers in European cooperation in science education. The projects have been suffering a lack of IT infrastructure in schools at their time. While the IT infrastructure in the meantime is no longer that access barrier, new technologies emerged, making teaching in general and science teaching in special easier by introducing web technologies. Moodle, Google and other Web 2.0 technologies might be a good choice to give ESP science projects a new life. The old proposals might still give inspiration, but the realization could be much more comfortable than before.

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- [2] <http://itemspro.net/>
- [3] <http://itemspro.net/moodle/>
- [4] <http://google.com>

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## My ESP years

Time flies, it's incredible how fast it goes, it seems like only yesterday that I joined the ESP group, but in reality almost 15 years have passed. So I'm in my best teens of membership, whilst the ESP family now celebrates its 25th anniversary so it is already a grownup! My 15 years of devotion to the large ESP family has brought some challenging but productive moments. Over the years ESP have tried to offer different collaborative projects plus organize attractive annual conferences, which have been hosted in most of the members' countries, these always include rich programs and school visits. ESP teachers have always been very open-minded and ready to cooperate, so conferences are always like a big family reunion and it will no doubt be the same this year.

I look back with pride at all the events and unforgettable experiences that I've had over the years. Back in 1997, I started as a shy teacher at the Portorož ESP conference in Slovenia, but don't recollect the reason why I attended, what I do remember is how significantly it changed my point of view about teaching with new ideas, including collaborative projects. Although being a 'newbie' in the field of collaborative projects I was lucky enough to join the workshop run by Mrs. Kirsten Anttila, one of the pillars of ESP, who encouraged me there and then to outline my first collaborative language project called 'My Favourite Toy'. She had a unique approach and convinced me that collaborative projects are something worth doing and positively engage students and increase their learning.

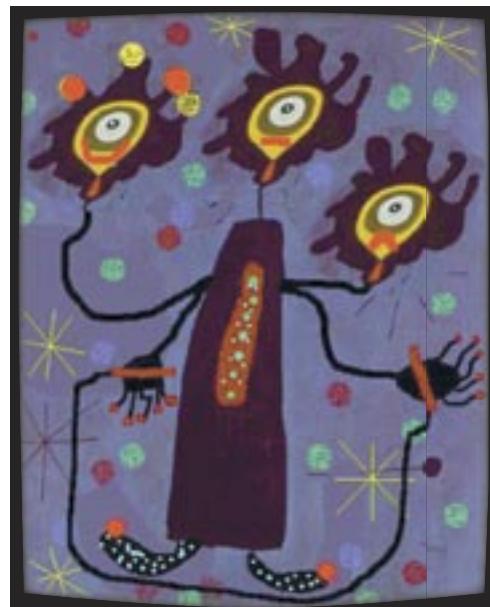
From then on, thanks to ESP, I slowly started to develop



my new philosophy in teaching and learning and developed my own activities in the international teacher networks. There was no looking back to routine teaching on the contrary, I did my best to embed these new challenges into my teaching methods. I believe I was quite successful as my former students always remind me how good it was for them to learn that way. A period of learning by doing, collaborating with peers abroad and learning in a collaborative way followed. My first ESP conference was a precious mile stone in my career, that not only changed my life as a teacher but also as a person, numerous school exchanges and visiting other ESP countries has enriched me and my beliefs and continued in my lifelong learning.

After joining the ESP family I was directly involved in ESP org activities and became the national ESP coordinator for our country. My first task was to build a Slovenian network of ESP teachers and a special portal for ESP work, not an easy task as the internet didn't offer much help in those days, but I was determined to learn how to do it and managed to realize my planned task. Due to this work quite a large group of teachers joined the Slovenian ESP group and started to collaborate on the ESP mailing list, contributing to the portal. At that time project-based learning in cooperation with international partners, was not common in Slovenia, due to language problems and a lack of projects offered in the Slovenian language. It was also quite difficult to build a webpage and to manage collaboration between students

from different countries, so my first thought was to launch my original project for young learners "My Favourite Toy." This worked well and inspired a group of teachers from the EU who have contributed to it over the years.



My next objective was to motivate other teachers, besides those involved with languages, to participate so with the help and support of my art teacher colleague, Metka Miljavec, I outlined an ESP project to be based on art and not a language. It was called 'Art Gallery' and was launched in 2000; the response from schools was really unexpected. Each year we had a new topic and a large number of schools from Europe and beyond joined in and contributed with some great pieces of art. The project lasted for 6 years and is still on-line as an exhibition of students' artworks from all

over the world as an example for those who want to do similar projects in future.

In my daily teaching I wanted a collaborative project that facilitated language learning in a real situation, fortunately when attending the conference in Copenhagen I was invited by a group of German teachers to join their meeting where they introduced the 'Das Bild' project for the German language. I then decided to join a group working on the English version of yet another project called 'The Image of the Other'. Back in school, I used this project in a number of classes each year and successfully involved my Slovenian colleagues.

As time went on "The Image of the Other" project needed updating and materials needed reorganizing with more current methods. I suggested that ESP should publish all the project materials on a special portal. A team consisting of Kirsten from Denmark, Hubert from Belgium, Francisca from Portugal and myself started to renew the English materials and with the help of other national coordinators gather all the language versions. At the same time, we also managed to give teachers the opportunity to find partners for their projects on the ESP portal.

Today the portal offers materials in 8 different languages, which is also accepted by the eTwinning group: The materials support teachers and students to run

a project, teachers can even try to find partners and twin their classes by using a special tool on the portal. I believe it is one of the more successfully accepted and used projects, useful not only for language learning but also cross curricula. In my opinion the most important value of it, is its timelessness as teachers are free to adapt it to their needs; they can easily plan to use different contemporary ICT technology for the students' collaboration. The project grows and develops through use and experience.



Together, with a group of ESP national coordinators, we also built a network, researching about collaborative learning and projects; this project was called ECOLE that was one of the most important experiences in my professional activities. We worked on significant topics, we managed to organize a network of teachers, and we ran good Comenius projects and published useful work online.



I have learnt so far, that project-based learning occurs within the context of a challenging project, where two or more partners are involved and encounter different tasks. Projects usually involve classes from different countries and classes can take weeks or even longer to acquire the new, important knowledge and skills that have been planned. With the help of inspirational and innovative teachers and mentors projects can carry on for a longer period of time and they provide learning in a mainly cross curricula way.

In project based learning students have an opportunity to be engaged in real world situations and with the help of ICT tools have the possibility to share research no matter where or when. Students learn how to manage their time, how to interpret the gathered data, how to resolve their common problems and conflicts, build their materials and deliver the results of their research to all partners, so that they can also view and comment. We can say that in doing this; students simulate life situations and learn how to manage them. They are motivated for lifelong learning, they depend on learning needs and objectives and approaches not only at school but also in real life.

I believe that learning happens at schools, but it depends how and for what purpose it is done and if the learners are aware of what the purpose of the learning is. Too often learning is somehow lost in the pile of activities, tests and subject topics.

In conclusion I would like to emphasize the fact that I firmly believe that ESP needs to continuously deliver good ideas for projects, which work in different school environments. It needs to showcase good experience and practice, and also follow up the results and involvement of the many different schools involved in the ESP Association.

I need to add my warmest wishes and my congratulations for the 25th anniversary of ESP.

There is a saying that tells a lot and I'll try to translate it:

*“Don’t worry if you travel slow;  
worry if you are stuck in one place.”*

## A personal insight on CSCL projects



Being part of the ESP family for some years was a very rewarding experience, both in personal and in professional terms. I consider it to be an honor, to have had the opportunity, during a period of my professional life – 2000 to 2005 - to participate actively in the life of ESP, as its coordinator for Portugal. Good memories, good moments and good friends have endured since then.

Involvement in international projects has been a strategy that has been pursued in education for a long time, due to the multiple benefits it brings both to students and schools. We can easily recall the use of snail mail and the exchange of letters, done many years ago when the technological facilities

were not at our disposal or even available. In general terms, we can say that nowadays it is easier, cheaper and quicker to communicate with those who are close to us, but more especially with those who are far away. Technological tools facilitate communication be it synchronously or asynchronously, namely between those who are physically apart. The availability of these tools gave teachers the unique opportunity to get involved with their students in activities and in international collaborative projects supported by the use of ICT. The distances that separate schools in different countries tend to be shortened by the use of the Internet as well as by the communication and collaboration tools that are associated to it.

Technologies are thus the tools that can promote a bigger and more efficient interaction between partners, enabling them to explore the international dimension and the multicultural interaction, while studying and working on the subjects and contents of the projects.

I remember with some nostalgia the first ESP project I took part in, in the late nineties. It was called "*Women all over the world*" and it later became a successful Comenius project developed between schools from Germany, Sweden and Portugal. It was a project mainly based on the use of email messages and the design of WebPages on famous women whose lives had a notorious influence in their countries or even in the world. We tried at that time to implement some chat sessions which were a bit problematic and even frustrating because of the technological difficulties we encountered in the use of such a tool that was starting to emerge in terms of pedagogical use. At school we didn't have many computers, we didn't have broad band connection but we had a lot of persistence and enthusiasm both from the students and from the teachers. I believe that was a general feeling in all schools all over Europe. Teachers wanted to try new technologies and they wanted to share them with their students and their partners.

The Image of the Other (<http://www.espnet.eu/image/>) was at the time very inspiring for us. It was and still is a reference project with many interesting and inspiring ideas and suggestions that can be adapted to different contexts and



realities. It is a simple and easy to do project that enables students to learn with each other; allows them to learn about and to understand the socio-cultural realities of their partners, to exchange information, to share and to build common knowledge. These are indeed some of the things students can do with their partners when they are involved in an international collaborative project.

The international interchange which occurs between schools implementing common projects making students aware of their own cultures as well as that of their foreign peers, creates a feeling of openness vis-a-vis others, while enabling them to learn and to practice foreign languages in a real context. Schools, teachers and students can learn and grow with each other, they can share view points, ways of thinking and behaving and... they can make friends abroad.

Computer Supported Collaborative Projects are, as such, an educational strategy that allows students to work towards a common goal, building knowledge together through common discussion and reflection

by using the technological resources as a means to accomplish this process. The tools are then used as the technological support that enables and facilitates communication and collaboration between individuals, who have a common goal towards which they develop common activities.

Internationalization of teaching is here, it seems to be irreversible at a time when more schools, more teachers and more students are in touch and interacting with each other. Nowadays there's a general tendency to look at the world on a more global perspective and to cooperate at international level with peers from other countries.

Collaboration should in this context focus on learning with the partners more than learning only about the partners. eTwinning projects (<http://www.etwinning.net>) are an overwhelming reality with thousands and thousands of European teachers and students working together and developing common projects in the most diverse areas. The Community for schools in Europe, as it is called, provides an enormous number of technological tools which are at the teachers' and students' disposal in order to implement and develop online based projects. eTwinning projects promote new and creative approaches on the exploitation of the contents that underline their development.

Such projects widen the students' and the teachers' horizons and they are motivating for the students who are more involved in their own learning process. Students get to know different cultures



than those of their own countries. I believe that only when one knows different social and cultural contexts and backgrounds can one respect and accept those who live there. It's an excellent opportunity to learn to value our best qualities, learning with those who do better than us, so that we can value our strong points and improve the weaker ones.

ESP was also the foreground for the Tell me! project (<http://www.ecolenet.nl/tellme/>). It started as a try-out project, under the scope of the ECOLE network (<http://www.ecolenet.nl/>) and ended up as a Comenius project developed between schools from Italy, Norway and Portugal. The impact it had in the communities where it was implemented was very rewarding for all of us.

Much has changed recently with the fast development of ICT and new tools becoming available frequently, including the potential of Web2 for schools, teachers and students.

All these offer an immense world of possibilities that needs to be explored.

Teachers should integrate these new tools in their pedagogical activities taking advantage of the possibilities that they can offer in terms of the development of international collaborative projects.

This is what we are planning to do in the Tell me more! project (<http://tellmemore.webnode.pt/>). This is a Comenius project between schools from Denmark (Holmebaekskolen), Italy (Istituto Comprensivo Via Bitossi), Norway (Adland Skole) and Portugal (Agrupamento de ESCOLAS Elias Garcia), that has just started. It aims at raising pupils' awareness in the way they behave and how they individually can contribute to a more sustainable world. We are planning to take advantage of the different information and communication technologies available in order to support the implementation of different activities which will give a deeper understanding of the cultural and geographical conditions of each country and the effects these can have in each of us.

Communicating and collaborating with "friends" from other countries, getting to know their realities can be the first step for building a more comprehensive, tolerant, inclusive and respectful society. I think the wise words of Kofi Annan sum up the contributions such projects can bring to the world in general *"I hope you will keep communicating with each other to build bridges of understanding between people and countries. By using technology in this way, you will bring us all closer to a more just and peaceful world, in which access to the Internet will be a right enjoyed by everyone."*

(<http://www.unis.univiena.org/unis/pressrels/2003/sgsm9069.html>) We can only respect and love what we really know and understand, be it those that are close to us, be it those who are more distant.

The screenshot shows the ECOLE project website with a blue header. The 'Tell Me More!' section is highlighted in yellow. It contains text about the project's aim to raise pupils' awareness of sustainable behavior and includes a 'Tell Me More!' button.

<http://www.ecolenet.nl/tellme/>

The screenshot shows the Tell Me More! project website with a yellow header. It features a map of Europe with project partners marked and text about the project's aim to raise pupils' awareness of sustainable behavior.

<http://www.ecolenet.nl/>

The screenshot shows the Tell Me More! project website with a yellow header. It features a map of Europe with project partners marked and text about the project's aim to raise pupils' awareness of sustainable behavior.

<http://tellmemore.webnode.pt/>

## ESP from 1997–2011 - What it meant and means to me



*ESP BOARD Meeting in Kiel, DE;  
August 2007*  
*From left: Henk Sligte, NL; Kirsten M.  
Anttila, DK (former Board member);  
Birte Kjær Peulicke, DK; Cees  
Brederveld, NL; Viljenka Savli, SI;  
Anne Villems, EE; Aad Nieuwhuis, NL,  
Karen Thomsen, DE*

After teaching German as a foreign language in Australia for a year I started working as a student teacher at the Ludwig-Erhard-Schule, a vocational school in Kiel in 1997.

Uta Kropf, a teacher at the same school and educator at the in-service teacher-training institute in Kiel, had been to the ESP conference in Portoroz, Slovenia in March 1997. She asked me, whether I would like to co-operate as an English teacher in her project "Women all over the world" that she had introduced and promoted at the ESP conference.

In those days using the Internet, e-mail and chat was still very new and exciting and I was very enthusiastic about participating actively with various groups of students. The project even became the topic of my thesis for my teaching degree and Uta and I presented the project results, along with other

partners at the ESP conference in Copenhagen in March 1998.

This is when networking and international project work all started for me. The ESP annual conference always offered and still offers, the latest in ICT development, in the form of lectures and workshops for teachers and educators in Europe and beyond: and also serves as a platform for participants to talk about and disseminate their latest project results. At all of these conferences I've had the chance to offer workshops to report about Comenius projects, and to use the conference as a venue where I could find project partners and prepare new Comenius applications and set up new projects as well as simply meeting old and new friends who have the same aims in teaching – teachers who are and who want to be innovative and want to use technology in their classroom.



*ESP Conference in Piestany,  
SK 2007. Coffee break*

So far I have managed to attend 10 conferences including this 25th anniversary conference. Due to a change of schools I could not attend the conferences of 2001, 2004 and 2005 but have always stayed in touch with "ESP people".

The ESP became an association in 2005, which brought a different organizational structure.

It was then that I was asked whether I would like to become board member and happily agreed. Since then I have been trying to spread the idea of ESP in Germany, whilst facing the obstacles of our federal system, because in Germany we have 16 ministries of education, one for each federal state. We also have the same number of teaching training institutes and a similar number of differences between each of the school systems.

As a consequence I was probably more successful in the north than in the south of Germany.

Becoming an association meant that we have had various board meetings during the last couple of years and I've enjoyed hosting two of these, August 2007 and May 2008, in Kiel. Looking at the development of schools as far as the use of ICT is concerned, major changes have been taking place in Europe and worldwide during the last decade(s).

ESP started its work in the late eighties and throughout these years other organizations have emerged and developed, we now have to think about our future and the way we want to proceed as a non-profit organization. One of the strengths of ESP for me personally, is that this organization and its members have always made me "feel welcome and at home" and have positively inspired my teaching and me.

I hope that these ESP values have a chance to survive in the constantly changing and more globalized educational world.

## Reflections on Successes of ESP

A challenging invitation from ESP to write for a volume called “Innovating Education” and to focus on “successful practice” that might affect future educational practices: like everything about ESP, a provoking concept and goal. What I have always admired about ESP’s leadership and focus – it eschewed a lot of the nonsense which people used to talk about technology and its potential and concentrated on practical projects to get children thinking about their lives and how to live.

From the beginning although the group was involved with computers and communication technology, it was never just about technology. From my experience in talking to those who led ESP and those who joined it, I could see the underlying belief that teaching and learning needed to be Engaging, Sensuous, Playful (ESP!!) and yes, hopefully meaningful in their lives.

In this short reflection I’d like to focus on the keyword “successful” that underlies this collection of memories and essays about ESP. I’d like to write about the ways in which I feel ESP has been “successful”, both for me personally and in a larger social and educational context. Many educationalists (as well as politicians supposedly speaking in their

interests) have no qualms about defining success, but I’m very suspicious of such measurements.. It seems to me that the temporal and spatial points of any measurement, not to mention the form, is critical in the result. How is it possible to look at something done with a group of children at a particular age in a particular place and evaluate the effect that will have on their whole life?

Having just read that a school in Scotland has just bought Ipads for all the students in one of their classes, (September, 2010), the thought occurred to me that this might never have happened if ESP hadn’t been alive for the past 25 years. (what??? 25 years!?!?) But then I’m reminded that the important thing is not the existence of this technology in the hands of individual learners, but how it is used. We are, after all, not salespeople for computer companies, but people concerned with teaching and learning and living. To evaluate success, I believe we need to be thinking not about how many kids are using computers, but how they are using them and even more important, what kind of world is being created for the kids through their use.

And there, for me, lies whatever

successes ESP has had over the years: they have spoken with the big picture in their minds, knowing that it was where they aimed rather than simply hitting or missing any individual targets briefly on the journey that was and is important. While ESP projects use technology, it was never the main thing; collaboration, learning to listen to others and to respect their voices – that was always the key, I felt.

As we look at our world today, there are many things that must keep us from talking too glibly about “success” in the classroom. Leaders are still choosing to go to war or supporting those who do, rather than exhausting all avenues for peaceful discussion. Rabble rousers inciting Muslim hatred can still gather thousands of supporters. How many of these people or their supporters have taken part in any of ESP’s collaborative projects? If you think about how many children have passed through the schools of Europe in the 25 years since ESP began, we might wonder with some humility, what is the real world effect of what we do with our children in the classroom ....

I met the founder and president of ESP, Henk Sligte at a conference in Jerusalem on telecommunication in Jerusalem in 1989. At that time both of us said publicly that the inequity of governance of Israel raised questions about holding international educational meetings there. For that conference I organized

two classes – one of Israeli children and the other of Palestinian children for a telecommunication presentation about “building bridges between the two cultures”. We used a piece of software designed by Tom Snyder to give people a chance to experience the differences between cooperation and competition in building society. We thought this experience might have been meaningful for some of those children; that they might feel the potential for creating a society whose future lay in cooperation. I wonder if any present members of Knesset might have taken part in that experience, and how that conference presentation might be evaluated with present day Gaza in mind?

It is knowledge of this that makes me balk when I hear people talking about “successful” educational practices. Successful for who? Successful for when?

I’m afraid this sounds too negative. I don’t want to downplay the importance of little successes, but only to keep them in perspective. For a student who has no voice in a world outside of school, being able to hear his/her own voice in even a single song, can be of immense importance. How does such a thing get measured? For these students who live in a world where adults everywhere use power to bully others, what is a child to do with an experience of collaboration in an ESP project?

Whatever it is, it won’t be forgotten. It can become a small part of each participating



*Hillel Weintraub at the ESP Conference 1996 in Leuven; BE*

child's world. Perhaps one day the President of EU will have taken part in such a collaborative project, and she might have a vision of how such collaboration can be extended across the oceans. That would be another kind of success, wouldn't it!

Can I measure what ESP has meant to my life? Shall we give ESP a grade for something or other? Presentations? Parties? (definitely an A!) Dinners? Organization? Pretty ridiculous idea, don't you think! What's important to me is that I'll never forget the friends I have made during the conferences I attended. The conversations we have had about our philosophies of learning, teaching and living, our exposure to important influences like Seymour Papert, Herbert Kohl, A.S.Neill, Mary Montessori, Friedrich Fröbel and so on. These friends and experiences have touched my life in

positive ways. What more can be said?

Whatever it is we measure, in whatever context, there needs to be a sense of humility when talking about the work we have done. The Talmud, a book of Jewish religious law from 2000 years ago, says somewhere that it isn't vital to finish good works, but only to start them. I hope that ESP and people who follow from them can continue what they have started so well.

Hillel Weintraub is a bit of an anomaly compared to the usual ESPer. For one thing, he has never taught or even lived in Europe! He served for many years as a nearly non-functioning ESP country coordinator in Japan and attended and spoke at ESP conferences in the Netherlands, Estonia, Finland, Denmark and Belgium. He would like to believe that he has been a friend of ESP all this time.

# International cooperation Bakkeskolen 1993 - 2010



The start of international activities at Bakkeskolen took place in 1993 with the creation of an international theme for our students in their 10th and final year at our school. These included international work experience, international class exchanges and even theme trips to the EU parliament etc!

Even those with the wildest imagination could not imagine the extent and impact of this work. The international dimension was spread out to both students, teachers, parents and management. The network has until today been - mostly European countries but includes links with Northwest Russia, China, Africa, the U.S and the US Virgin Islands.

We have participated in countless COMENIUS-projects, many networks - including ESP, UNESCO and TST (Transatlantic Slave Trade Project). Kolding municipality is engaged in twinning

networks and many informal networks as well! The international work really began to move in 1994, when the staff at Bakkeskolen, including its board of directors, went on a week's visit to Birstones Secondary School in Lithuania. Precisely during this period, just after the Berlin Wall came down, the Balts struggled to get out of the Soviet shadow!

It was a few years after the fight at the television tower in Vilnius, where students put an iron ring around the TV tower, with disastrous consequences after meeting with the Soviet tanks!

With the help of the Danish ESP-coordinators Kirsten M. Anttila and Mogens Eriksen, Bakkeskolen presented a gift to the school in Lithuania - a computer, a modem and access to e-mail via the Network at the University in Vilnius. We were connected and could communicate via the computer!

Subsequently, at the start sponsored by the Danish Democracy Fund, numerous return visits and yet more visits, class exchanges and teacher exchanges have taken place. This link to Birstones Secondary School is still very viable - with continuing exchanges of teachers and students! We have followed the development in Lithuania - and can see today a modern democratic society with a proud tradition! They are talking about a repetition of the big trip in 2014 for the Danish staff - a 20 year anniversary! Who knows? Hello Birstones here we come - again!

The special bonds between Bakkeskolen and Birstones were expressed in the autumn of 2010. I was profoundly moved, when I received a message saying, that I was awarded: "Citizen of Honour of Birstones Municipality" on the grounds: "to express our gratefulness for your input in Birstones resort and in the life of its people". I received the symbols for this honour at an official ceremony in Birstones on October 1st 2010. An honour and an indescribable experience.

During all the years we have profited from our participation in the ESP network for example in ESP conferences in Cambridge, Leuven, Rome and Copenhagen, where valuable contacts were established - and where we found partners for many of our COMENIUS projects, besides our work experience projects.

The international work experience projects meant in short, that our students in their final year (10th) worked for a

fortnight at a shop, office etc. in the town of the partner school. The students were accommodated in the homes of their foreign peers. Vice versa, the students from the partner schools came to Bakkeskolen, were accommodated privately with their Danish peers and worked likewise in Danish shops, offices etc. in the vicinity of Bakkeskolen in Kolding.

In 2000 we got the possibility of attending the UNESCO TST project - THE TRANS-ATLANTIC SLAVE TRADE PROJECT, where the history of slavery and the impact on the society today are important elements.

The Africans now have the opportunity to tell their own story," Until lions have their historians, the story of hunting always glorifies the hunter"! An African proverb that is true for what many Africans experience when they are discussing this period in their history.

Entitled "BREAKING THE SILENCE" we went into this border-crossing project that would bring us - head teachers, teachers and students - in a direct contact with the African continent. Following the slave route in Ghana to the Danish slave forts in Ghana on the coast of the Pacific, where hundred of thousands of Africans were shipped through "The door of no return to the Caribbean, South America and the U.S. mainland"! Through funding from UNESCO and the Danish Democracy Fund, we also received several visits from our African friends! Our students heard them tell their own story - even the traumatic story of

their own chiefs, who sold their own people to white slave traders! The silence was broken!

We also managed to raise funds to involve schools on the former Danish island in the Caribbean, St. Croix, in this collaboration - and set up a meeting in



Cambridge 1995, *www introduction to ESP*

Denmark for all actors in the transatlantic slave trade route – as well as a meeting in Christiansted on St. Croix! All in all, a project which meets history teachers' wildest dreams!

When attending a church service in Christiansted, we experienced local people dressed in the characteristic Ghanaian patterned cloth fabric, as we had seen in the Ashanti region of Ghana. But in Christiansted worn by descendants of African slaves! Ghanaian write in all the letters: "FRIENDS FOREVER" - yes, we have made friends for life - on the African continent and in the former Danish West Indies, presently the US Virgin Islands.

In the Universal Declaration of Human Rights in Article One, it says: "All human

beings are born free and equal in dignity and rights" – this was really up to us! We do understand it! We do understand that millions of people, against their will - were moved from one continent to another - changing the world community forever!

Our latest collaboration is taking place with schools in North Carolina, as a part of the project: GLOBAL PARTNER SCHOOLS. Here we experience how life unfolds in a typical American high school. At present, we are already engaged in a class exchange!

## What does this international cooperation mean for a school?

I can answer the question with a counter-question: What if we had not done it? There are so many things we would have been without! The inter-cultural dialogue, development of the intercultural understanding, synergy through the many projects (History, Biology, Geography, English, etc.) learning and understanding linguistic communication skills, experiences, challenges - not to forget the human relationships - in the networks!

Globalization is a part of our common future - and it cannot be discussed! Let us hope that politicians will provide the framework and possibilities to continue this work - and not just words!

Last but not least, it is important that the school management is in front – shows leadership by setting the frame work for the international work in the school – financially as well as in participation.

## ESP Conferences

The annual ESP conferences have been the 'heart and soul' of the ESP collaboration over the years.

The venues for the conferences have varied from classrooms in Lenham, United Kingdom in 1991, to a convent in Toledo, Spain in 1992, on a ferry between Finland and Sweden in 2005, at a health centre in Slovakia in 2007, and to more ordinary conference settings. Regardless the venues – many newcomers have described the atmosphere of all ESP conferences as being open, friendly, and above all cooperative. The 'old timers' have at all conferences made an effort to include, to advise, and support collaboration with newcomers.

The National ESP coordinator of the host country has always set up the conference programme - for many years in collaboration with the ESP executive committee.

The programmes of these conferences have been versatile in the sense that they have alternated between presentations of research results in the development of ICT, educational use of ICT, innovation and development of international collaboration to enhance teaching and learning, and the latest initiatives and actions taken in the EU Commission and its member countries concerning education. Last but not least were the presentations of results from recently performed CSCL projects that again generated new ideas for international CSCL projects. Prior to the conferences teachers could submit project proposals for the conference website as well as posting

them in the conference "market place". These proposals formed part of the planning of new international CSCL projects.

'Das Bild' and later 'the Image' workshops have been permanent features at all conferences.



*ESP 'Market Place' Toledo, Spain 1992*

These presentations have of course generated new collaborative projects, as well as new ideas for the contents of the materials.

From the very beginning much emphasis has been put on evaluating the educational outcome of the performed projects. Problems with technology overshadowed the first many years the discussions about the educational value of the cooperation. Problems with German characters and French accents were debated at every single conference until the Internet and WWW came into being in the mid 90's.

Looking back some conferences still stand clear in the minds of the participants. In Toledo 1992 the ESP board discussed in earnest to drop the annual conferences. Luckily Karl

Sarnow, DE and Christiane Weigelt, DE took upon them to run the 1993 conference in Schwerte in Germany - a tremendous success with more than 130 participants. The members of the ESP board were once again convinced that the teachers' conferences were the keys to the development and success of the work in ESP.



*Discussion - planning*

The 9th ESP Conference 1995 in Cambridge had significant importance. In two computer labs at The University of Cambridge we were guided by two tutors into the fascinating world of WWW. The Danish coordinators had managed to set up a small introductory website with short descriptions of all Danish ESP schools. A head teacher later exclaimed that never ever would he forget that event and what perspectives WWW opened up for. The introduction of WWW was a turning point in our mutual communication.

The introduction of WWW also had an effect on invitations and information about the ESP conferences. The conference programmes, project proposals, conference proceedings etc. were announced on the ESP websites, which meant the conference invitations could reach a far larger audience of potential conference participants. Despite this we continued to



*Introducing the WWW at Cambridge University, March 1995*

publish conference proceedings with conference programme, presentations, state-of-the-art in the different countries etc. in a paper edition up until the 18th ESP/ECOLE Conference in 2004 in Prague, The Czech Republic.

At the 12th Conference in Copenhagen in 1998 everybody had internet access in the computer labs throughout the conference. The ESP teachers and students presented the outcome of their work in the film 'The Global Classroom' visualizing their views and good pieces of advice on international collaboration.



[http://www.espdk.dk/the\\_global\\_classroom/](http://www.espdk.dk/the_global_classroom/)

A poster presentation of all past projects was very large and impressive. With the participation in the Comenius 3 Network project, ECOLE, ESP was eligible for running

Comenius contact seminars of which the first was run at the 17th ESP conference in Rome in 2003. Comenius Contact seminars have since then been a permanent part of the conference agenda.

Since 1998 we have had the pleasure of having representatives from Comenius National Agency of the host country to update the participants on the possibilities for activities and financial support in the Comenius and other EU funded programmes. The EU funded eTwinning



*The Impressive welcome to the ESP-conference participants March 2008 at the La Grande Obra de Atocha, A Coruña, Spain  
(Rob Barkey, Photo)*

project was introduced for the first time in 2005 by Brigitte Parry, FR, and the project has since then been on the agenda every year.

Likewise school visits have been a permanent activity during the recent years. These visits have given the participants inspiring and valuable insight into the educational culture in the host country.

Approximately 2.500 teachers from more than 25 countries in Europe and beyond have participated in ESP conferences since the first meetings took place in 1988.

Long lasting friendships have been drawn

between teachers. Above all: these bonds have formed a unique basis for the international collaboration in the classrooms around Europe and beyond. These face-to-face meetings have given scope for and have had a significant positive impact on the CSCL projects carried out within the ESP.

The ESP conferences have for many teachers been the inspirational outset for initiating international collaboration. Quite a number have participated in several conferences. Some teachers have been strongly supported by their school managements, as these have regarded the participation as another valuable form of in-service training.

The financial support has been a key issue over the years. Some participants have been supported locally, some have even paid themselves. Since nine members of the ESP board took part in the Comenius Network project ECOLE the ESP conferences have been eligible for receiving Comenius funding for the participants.

Let us not forget the social element of the conferences, where the highlight always has been the social event the night before the closure of the conference. Here songs and dances performed by individuals or groups, folk dances, instruction in line dance, songs composed by participants, changed with small theatre plays – at times – with ESP coordinators as actors, as well as humoristic speeches and enjoyment of the cuisine of the host country. Good and warm memories treasured and often recalled by many former participants.

You can find much more about previous ESP conferences, participants, programmes, pictures etc. on [http://www.espdk.dk/Konferencer/01\\_konf/02\\_konf.htm](http://www.espdk.dk/Konferencer/01_konf/02_konf.htm)

# “The Image is the Bible of all Virtual Projects!”



When the ins and outs of designing and running European virtual projects were discussed at an eTwinning PDW (Pedagogical Development Workshop) in Prague, CZ, 2008 a Czech colleague rose in the conference hall and announced to the 200 odd participants present from many European countries, “*The Image is the Bible of all international virtual projects!*”

What a compliment to the material, and what a moving moment for the ones from the ESP network present, who in one way or another had been involved in the development of the Image materials, but who also sat with a feeling of pride on behalf of everybody, who had worked so hard developing the different language versions of “Das Bild” and “the Image”.

Although the comment referred to the English version, “The Image of the Other”, built on the same model as the German ‘Das Bild’ version, so indirectly it was a praise to both materials.

How come the popularity of the materials and that their success still endures so many years after Lone Hagen and Thomas Peters bred the idea “Das Bild der Anderen” during those autumn days in 1989?

## Is it:

- *the clear progression in the topics?*
- *because the materials are ready to download and use in the classroom?*
- *because the materials are very structured?*
- *because the materials can be adjusted to the interests and needs of both teachers and students?*
- *because the materials are accessible free of charge to any colleague around the world?*
- *because the materials do not compromise with communicative language learning?*
- *because the materials can be justified to use – regardless of which course books the teacher uses?*
- *because the teacher feels safe, is taken by hand?*
- *the flexibility – that the materials both have a clear structure but also inspire to include other topics?*
- *because it gives the language teacher a unique opportunity to implement the use of ICT?*
- *because the materials can go along with any course book for language learning for beginners?*
- *Is it?*

Naturally there is not one answer. The answers are manifold all depending on the individual teacher’s situation, possibilities, and interests.

A teacher of English from Kamchatka

once wrote and told how pleased he was to have direct access to the Image material. Now he could not only implement the use of ICT but also justify that a participation in an international CSCL project could enhance the students' proficiency in English by involving them in real communicative situations with peers around the world. That he need not spend money on course books, was another asset.

Statistics can be interpreted in many ways but the number of requests for the Image materials with an average of 400 – 500 per day from all over the world speaks for itself. English is nowadays the lingua franca in many contexts and is therefore taught in many countries as the first foreign language. A curiosity that the Image materials have substituted real course books for beginners in some schools!

Likewise the 'Das Bild' version and the use of it has exceeded any expectations. Although German does not have the same large number of native speakers or the same role as lingua franca round the world as English the figures tell their own story: During the past decade (1999-2010) 1.715 international CSCL projects have involved 3.430 teachers and 54.990 students world wide using the German language as lingua franca.

## **A brief history of Das Bild and the Image**

### **Das Bild der Anderen**

As Lone Hagen points out in her article, she and Thomas Peters had no ideas what impact their first ideas/sketches for collaboration

in October 1989 - already then named: "Das Bild der Anderen" - would have world wide in the years to follow.

Thomas' and Lone's idea from the very beginning was to let the students work in pairs in order to give everybody a chance to get a personal contact with a student from abroad by using a common foreign language, German, as a means of communication. The aim was to 'mirror' oneself and the daily life in the other's.

The material was divided into 10 so-called letters with different themes: personal introductions, home, school, hobbies, hometown, region, and country etc. Of course it was up to teachers and students to add other themes too, if they so wished.

The chosen building blocks are well known from the Council of Europe's threshold level for language learning, a fact that proved to have great importance for the success of the material.

By including the use of e-mail and matching two classes on the same level of proficiency in German, already known vocabulary and structures from the classroom were now put down in writing. The difference was that the respondents were not classmates, but students their own age. The fact that someone outside the realms of the classroom was the recipient of the information was a motivating factor that appeared obvious already very early on. The most crucial part in a collaborating process is the dialogue in which you exchange information, data, viewpoints, etc., with the outset in the chosen topics.

Eventually - when the materials could

be downloaded from WWW in Word – they could lead up to flexibility in the teaching and learning processes as their contents could be adjusted according to the teacher's and students' needs.



*Malene Payer, DK, Lone Hagen, DK, Annie Ring Knudsen, DK, Thomas Peters, NL, Nina Lund, DK ESP Conference in Amsterdam, '94*

For Lone as for many of the other teachers in the years to come, an international e-mail project, a teleproject, or a CSCL project was something completely new. Nevertheless she and Thomas were determined to succeed. They made a very tight time frame for the project with the aim of presenting the first results at the 4th ESP conference in June, 1990. Besides they had visions for including yet more teachers of German as soon as possible.

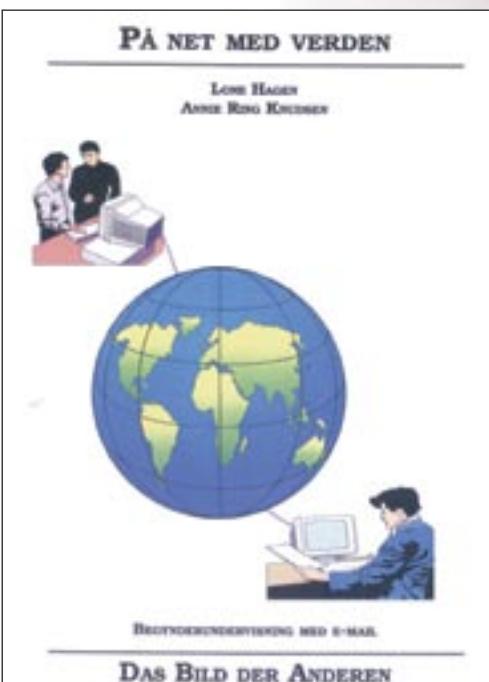
At the 4th ESP conference more teachers of German showed interest in joining the 'Das Bild' project, among those were Annie Ring Knudsen, Trørødkolen, DK whose school was part of the 'Schools in Network' project already. Thomas, Lone, and Annie for-

med the small group of Das Bild developers over the next many years.

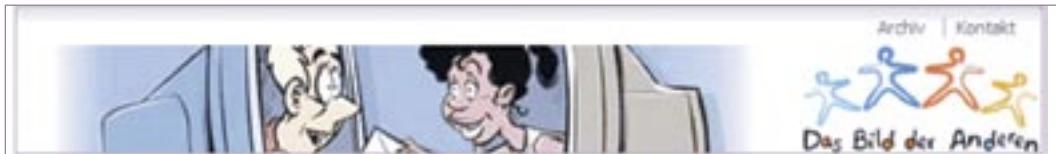
From then on and at practically all ESP conferences, you would find groups of teachers of German, planning new projects, but also refining the 'Das Bild' material.

The ongoing evaluation thus meant that the Das Bild group produced both a series of 'Pupil's Pages' and a 'Teacher's Manual' offering a complete scenario for planning, undertaking, and evaluating the collaboration.

In 1993 Thomas Peters published a German/Dutch paper version of Das Bild - a result of cooperation between Augustinus College and the University of Amsterdam.



Two years later Lone Hagen and Annie Ring Knudsen published a German/Danish version of Das Bild with support from



Professor Allan Malmberg, RDSES and with Kirsten M. Anttila and Mogens Eriksen as consultants. This version was called: “På Net med Verden”.

Concurrently with an increasing number of teachers in German from other countries but The Netherlands and Denmark, a need rose to have a German/German version of the material. The three authors once again adapted the materials so all instructions and manuals appeared in German only. The final result was presented in 1999. Simultaneously the materials were inserted on WWW with offers to assist in partner finding as well as assisting in moderating new teachers.

Finally in 2006 the materials were transferred to the Goethe Institut in Krakow, Poland, where Agnieszka Lukaszewicz is the coordinator of the project. The change to the Goethe Institut also meant a change to new illustrations. See: <http://www.goethe.de/ins/pl/lp/prj/bld/de-index.htm>

## The Image of the Other'

English had been the lingua franca in the majority of the interdisciplinary CSCL projects both in the SiN and in the ESP projects. An introductory sequence - a mutual presentation - was obligatory in all these projects.. The students were communicating with real living beings and not computers, so one of the aims was of course also to get to know each

other! At times these short introductions discouraged some students as they felt the others' information was scarce and in some cases meaningless.



Like the content of this letter:

My name is Ashley Rogers  
My form is 7/3  
My age is 12.

But there was a little more to hang on to in this one:

My name is Riona Eveden

I live in Kingswood with my mum dad & my brother who is a pain in the neck! My hobbies are windsurfing, rock climbing and netball. I also like chatting with my friends Michelle, Becky, George, Tracy.

Although the students involved had had English for three or more years they were not masters. Neither had the teachers any common guidelines for structuring these introductions. So when Henk Sligte in 1992 suggested developing a pendant to Das Bild, the teachers of English could see a twofold purpose: the international collaboration could start much earlier with beginners using the ‘Das Bild’ approach and a more structured introductory material could be of use in the cross curricula CSCL projects with the older students.

Henk Sligte found means at the European Platform for Dutch Education for producing an English version with Gerard Koster and Jan Eric Remmelts, then teachers of English at Augustinus College, NL as main authors. Professor Malmberg at the Royal Danish School of Educational Studies (RDSES) supported a weekend seminar in Copenhagen where the two authors together with Suzanne Henningsen, Susanne Bendtsen, Liff Knudsen, and Gudrun Boas, all DK worked on how the Das Bild materials could be adapted to English.

The Danish ESP coordinators: Kirsten M. Anttila and Mogens Eriksen organized the seminar and supervised together with Lone Hagen and Annie Ring Knudsen, who then had a long term experiences from using Das Bild.

The name ‘The Image of the Other’ – was translated directly from German – as it illustrated the basic idea: that you mirror yourself, your daily life, your own culture in the other’s!!!

The materials were tested and revised by teachers and students at primary and lower secondary schools in either country and finalized by Trees Haaksma at the Christian Pedagogic Study Centre, CPS, NL

Ber van de Rijdt, NL was responsible for the cartoons for the English edition.

The real breakthrough for the Image came in 1996, when Henk Sligte inserted the Image materials on the web. Nobody was dependant on printed materials anymore, but could download them free of charge.

### **L’Image de l’Autre**

Shortly after the introduction of the Image of the Other, a French version was adapted by Jan Pover, NL. Like the English version this material was also published on www.

### **The Image Portal**

In accordance with the European schools’ access to internet, the Das Bild and the Image materials inspired teachers in other countries to adapt the materials into their mother tongues for use in either international or national CSCL projects. Many teachers experienced that national collaborative projects for younger students was an excellent and motivating way to implement ICT.

Besides German, English, and French there are now Image versions in: Danish, Dutch, Italian, Slovenian, and Spanish. There are two versions for German, as Emanuela Atz, IT has used the Image English version as the model for a German version originally designed for use in northern Italy.

Upon participation in the ECOLE

network the ESP coordinators: Francisca Soares, PT, Viljenka Savli, SE, and Kirsten M. Anttila, DK proposed to collect all language versions under one ‘hat’ - a web portal and simultaneously revising and updating the Image English version plus advice on how to incorporate the ICT tools then available.

The ESP coordinator Hubert Christiaen, BE had initiated the first ESP partnership database already in 1997. A similar one for language projects solely - would be yet another asset to a portal. So at present there is access to three databases for English, French, and Italian. Besides being the webmaster of the Image web portal, and setting to set up the databases together with Hubert Christiaen, Viljenka Savli took upon her the revision of the English language materials together with the two other ESP coordinators. An outstanding work by Viljenka Savli. The Image web portal, the revised website, the databases, the revised English version, access to on line dictionaries and grammars were presented at the ESP conference in Prague in 2004.

In the Image web portal <http://www.espnet.eu/image/> you can:

- get materials ready to take and use directly in the classroom
- search for a partner
- apply for a project.
- suggest new ideas
- ask for advice
- discuss certain topics with colleagues around Europe
- find examples of good practice



### **The Image and eJournal**

The cooperation with the COMP@CT network project meant that teachers in the ESP network got access to the eJournal and its facilities. COMP@CT thus facilitates eJournals that fulfil e.g. the functions of weblogs, home pages, portfolio, calendar, user administration, internal messaging and email.

There are good examples on how eJournal facilities can be used in CSCL projects. See: <http://www.ejournal.fi/projecthelp/index> (Choose ‘Best Practices’).



### **eTwinning and The Image**

At the launch of the eTwinning project in Brussels in 2005, Viljenka Savli and Francisca Soares made a very much praised presentation of the Image materials. Furthermore the Image was one of the first projects that was referred to in the eTwinning portal.

At the eTwinning conference in Linz, Austria in 2006 a ‘Joint Action Agreement’ was signed between the eTwinning Partnership Network represented by CSS (Central Support Service) and The ESP Association (The Image Portal).



## European Language Label

In 2006 the Danish National Agency, CI-RIUS, now the Danish Agency for International Education, rewarded the Image project the European Language Label.

The same Agency has apart from referring to both ESP and the Image also used the Image in a questionnaire about the knowledge and implementation of international projects at all Danish primary and lower secondary schools.

## Conclusion

What a fantastic journey it has been for everyone involved. Many enthusiastic teachers have used and contributed in developing the Image materials, which naturally will be renewed and adjusted concurrently with access to new IT tools. But the core of the materials will very likely still be of use and of interest.



*Ulf Lundin (CSS, Bruxelles), Henk Sligte (ESP/NL), Kirsten M. Anttila (ESP/DK) - 2006*

Much gratitude to everyone who has been engaged in the development of the materials, for presenting them at numerous national and international courses where new groups of language teachers have been inspired to take the first steps into the world of international virtual/ CSCL projects.



For appreciation of the work done till now – please consult the Creative Commons before you download the materials.

## Remembering

Over the years, many individuals or organizations similar to ESP have directly or indirectly, cooperated or inspired our work. Such an organization is the Chatback Trust, UK.

The Director, Tom Holloway, set up CHATBACK in 1986 in order to provide an electronic mail (email) facility for up to 100 schools in the UK and abroad. Most were special schools; all catered for children who had some mental or physical difficulty in communicating. Chatback set up electronic links with children in Argentina, Australia, Canada, Estonia, Germany, Italy, Japan, Lithuania, Poland, USA, and even a special school in Novosibirsk in Siberia.

The Chatback Trust ran several projects; 'Remembering' was one of these, which was first presented at the 4th ESP conference in 1990 by David Marchant from the UK on behalf of Tom Holloway.

The project was designed to establish contacts between young people and those older than themselves. It looked back at the life of civilians during the Second World War when families were struggling to keep alive, due to rationing and shortages housewives were forced to provide meals from very little, for their children.

The students were asked to interview a person, who had been a child or a youngster during World War II. The interviews were based on a set of questions under each of the headings:

- Shopping and Food
- School and After School
- Keeping Warm, and an Adventure



*From left to right above - Adam, John. Jan Newman (class teacher) Tom Holloway (Chatback Trust), Her Majesty the Queen*

The results of the interviews were then exchanged between the students involved in the project.

Many of the ESP schools present at the 4th ESP conference decided to take part. Schools from The Netherlands, Germany, Denmark, and the United Kingdom all felt that these stories about daily life, during the World War II, would give their students

#### Shopping and Food Questions

- What things could be bought then and in what quantities?
- Were children expected to help their mother more than now or less?
- What foods were eaten and in what sort of quantity?
- Are there foods eaten now that were not available then?
- Did people eat things then that would not be eaten now?
- How was cooking done and the food shared out?
- What food did you miss most?

information that would not appear in any history book, and would also give a very valuable insight into what conditions might be like for civilians during wartime. The information collected gave rise to many interesting dialogues – not only between the students in the participating countries, but also between the interviewer and the interviewee. An example with questions and a reply:

#### Reply from an interview with an Englishman:

Food was bought in small amounts with ration cards. These were cards that were shared to everyone, and gave them an equal amount of food and clothing. Many people had allotments to grow vegetables and keeping poultry in.

No yoghurts, crisps, pizza, exotic fruits, curry, Chinese food or fast food could be bought then.

Sometimes you might get some apples but not oranges. The first time my granddad had an orange was in late 1944, about the same time he had a banana for the first time, which he started with the skin on, he remembers it was very bitter. Cooking was done on a cast-iron range, which was fuelled by wood, which he would fetch as one of his errands. Coal was also available but was off ration.

The model for the Remembering project has been used in several CSCL projects since then like: the Racism project, the Beatles project etc.

See also: [http://www.espldk.dk/Konferencer/1995\\_Cambridge/chatback.htm](http://www.espldk.dk/Konferencer/1995_Cambridge/chatback.htm)

# The Dragon Stories and Golden Rules



Whatever one writes or says about electronic writing, the subject of "Ethics" is always an underlying part of the discussion. Regardless of how many ideas you may have for an international CSCL project, it is of utmost importance for its success that the rules of good conduct in telecommunication are followed.

Malcolm Beazley, Australia, drew parallels to "Dungeons and Dragons" in his humoristic key note speech at the Fourth International Conference of Computer Pals Across the World, in Wolfenbüttel, Germany, in 1991. With kind permission from Malcolm Beazley, we presented a few examples of his dragon stories at the 7th ESP conference in Schwerte in 1993.

In this chapter we once again present a couple of these dragon stories to which some will give a nod of recognition. Besides the dragon stories are enclosed a recent edition of the Golden Rules.

## The A-dragon

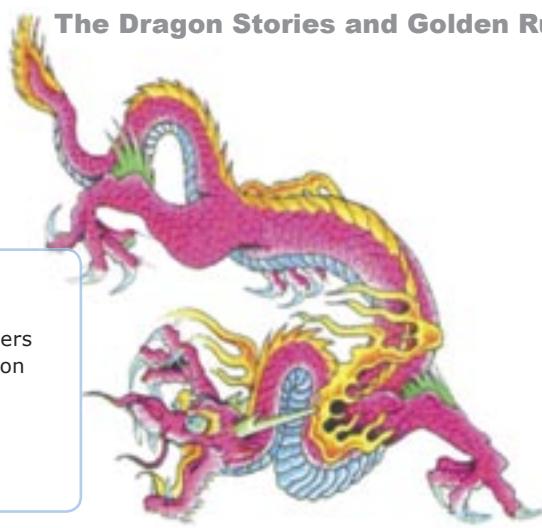
This is the dragon who Assumes that others will respond according to his/her expectations. No consideration is shown for the demands which may be already on the person to whom the electronic message is sent. There may be deadlines imposed and other expectations which are unrealistic of the

recipient of the message. The following is a typical example of the A Dragon's approach:

Hello there

Students from xxx school are sending you these letters as we want to establish regular weekly communication with your school. We hope you will reply soon.

Best wishes  
Michael Cortex (teacher)



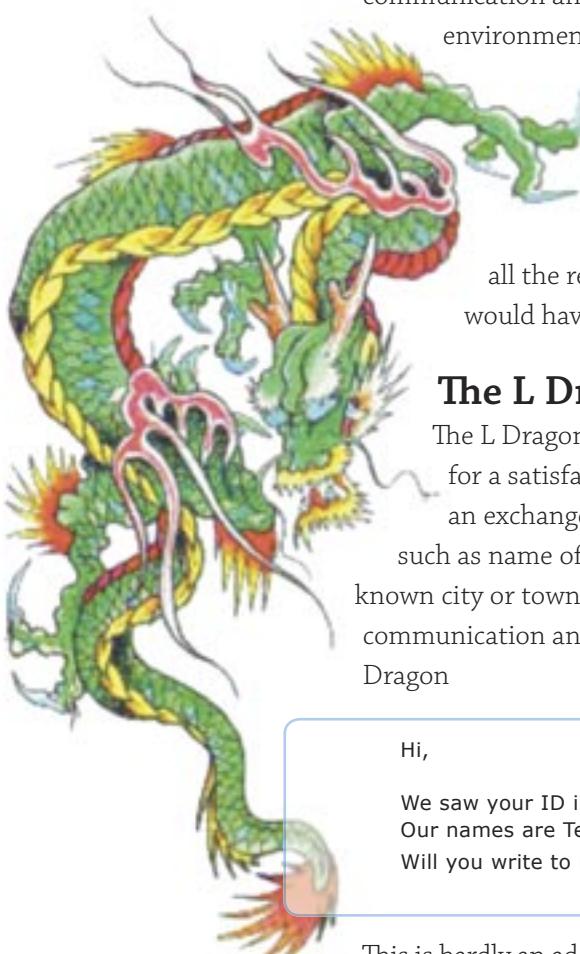
Such a message can have a negative effect on the parties at either end of the communication and destroy the potential for a productive telelearning environment. The A dragon is most destructive to the students involved in this experience as they have sent letters with the expectations of receiving replies which may never be produced. Often the A Dragon sends the same message to a number of userids simultaneously which only increases the negative influence. Even if all the recipients DID respond in the affirmative, the A Dragon would have further problems to address.

### The L Dragon

The L Dragon is over-Laconic and supplies insufficient information for a satisfactory communication to be established. When initiating an exchange it is important to provide all necessary information such as name of institution, location (especially in relation to some known city or town), ages of students, procedures expected, frequency of communication and other parameters. The following characterizes the L Dragon

Hi,

We saw your ID in the "Computer Pals Newsletter".  
Our names are Terry, Bill and Angela.  
Will you write to us?



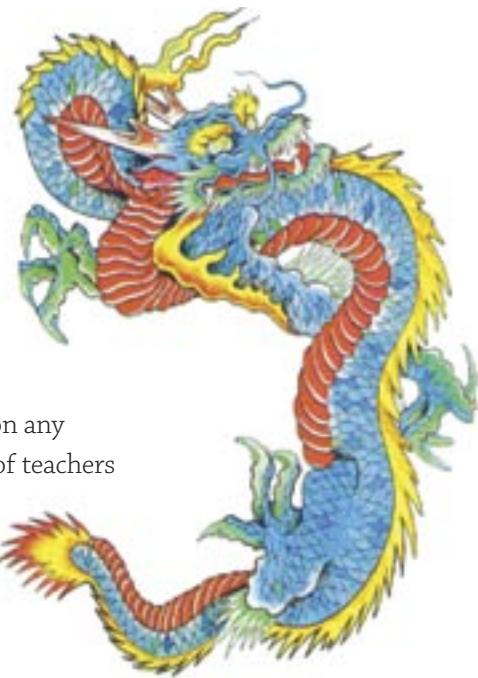
This is hardly an adequate message to initiate a purposeful electronic writing exchange. Apart from the names of the students there is little

information given to help the recipient to decide if he/she wishes to respond. Sometimes there may be a response which seeks more information about the students, only to find that they are from a very different age group. From experience there would seem to be very little sustained communication from what the L Dragon initiates. Unfortunately it is often a costly and time-consuming exercise with no positive outcome.

### **The N Dragon**

N Dragons are Notorious for not sustaining regular communication. This dragon has a very negative influence on any telelearning environment as the keenness and enthusiasm of teachers and students alike are eroded by the passing of time. There are numerous reasons why the N Dragons are part of the real world of telelearning. These reasons fall into three main categories:

- Technical difficulties
- Curriculum difficulties
- Organizational difficulties



The N Dragon is erratic in his behaviour and is subject to the vagaries of the school environment. Hence, the N Dragon is the victim of many human and personal problems within his/her immediate environment. There may be an illness or death in the family, a teacher transfer, a swimming carnival which interrupts the regular communication, short and long vacations, to name just a few. However, there may be more subtle reasons.

### **The P Dragon**

The P Dragon is often affected by the demands of time, however this dragon at least communicates but although the communications are frequent, they never lead to anything and never reach a Point of achievement. The P Dragon is in reality caught in the 'Confidence' or 'Hope' syndrome; something is always going to happen but it never does. This dragon is the cause of much frustration in telelearning environment as often many are waiting on the outcome of what the P Dragon hopes to achieve.



## Golden Rules

In ESP the Golden Rules have been the guideline for all international CSCL projects.

### Communication

- E-mail, www, chat, mobile, Skype etc.



### ICT

Before you start collaboration:  
Are your students sufficiently familiar with how you use the following facilities and equipment?

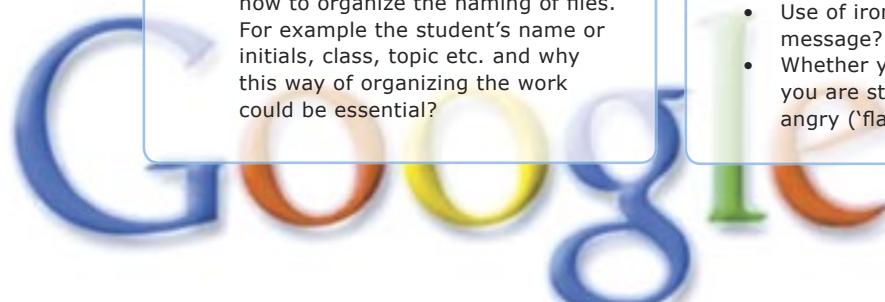
- The same text format (e.g. doc, rtf) format for images (e.g. gif, jpg)
- word processor – copy/paste/insert text, images
- send and receive e-mails
- send and receive attachments (text, images and sound)
- a scanner and a digital camera
- PDA (Personal Digital Assistant)
- electronic white boards (with communication facilities)
- produce web pages
- chat rooms, use of e.g. Messenger
- Skype
- .....



### ICT support and training

Have you considered whether you have

- Access to local ICT support?
- Received some training in basic ICT skills for both you and your students, before the project starts?
- Tested and trained your students in the use of the e-mail systems together with your counterpart?
- Given your students instructions in how to organize the naming of files. For example the student's name or initials, class, topic etc. and why this way of organizing the work could be essential?



Planning of and running a collaborative project using e-mail, Internet etc.

How will you consider the following?

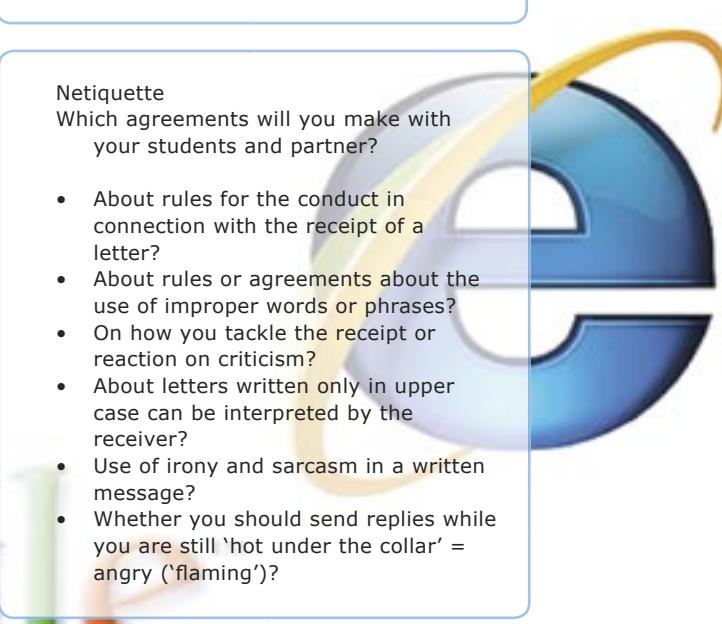
- How long before you start the project with students, will you plan the project together with your partner school/s?
- Would it be relevant to make allowance for holidays and exams and why?
- Have you considered and negotiated with your colleague about how much time you both will allocate for the collaboration?
- Have you negotiated about frequency of letters between the students?
- Have you agreed with your counterpart on the extent to which you will be correcting the students' work?
- Have you made agreements on how you keep each other informed about irregularities like illness, technical problems, when and how to run the project etc?



### Netiquette

Which agreements will you make with your students and partner?

- About rules for the conduct in connection with the receipt of a letter?
- About rules or agreements about the use of improper words or phrases?
- On how you tackle the receipt or reaction on criticism?
- About letters written only in upper case can be interpreted by the receiver?
- Use of irony and sarcasm in a written message?
- Whether you should send replies while you are still 'hot under the collar' = angry ('flaming')?



## World News in the Classroom



*An excursion to the  
EURO tunnel building  
site during the 5th  
ESP conference,  
Kent 1991*

In 2011 the flow of news is endless. Not only the official news channels but also 'the man in the street' is able to contribute by submitting texts, images etc. via Facebook, blogs, Twitter, news channels etc. . We are being updated round the clock. News about tsunamis, floods, earthquakes, and revolutions are being transmitted practically the second they occur.

Technology has developed beyond what anyone could have imagined, when members of the ESP network took the first steps into the world of telecommunication during the late 80's. The journalists at the time hardly knew how e-mail functioned. It is very well illustrated in the newspaper clipping from 1989, where the 3rd ESP meeting in Großburgwedel was a topic in the local newspaper. The journalist used many lines to inform his readers about how telecommunication functioned.

Gradually it dawned on us what kind of medium we had access to. The academic

networks to which the ESP schools were connected had employees at their institutions that were very fast in conveying important current events to their counterparts at other universities round the world. This meant that we in ESP received world news even before they were announced on the national TV channels.

### **The German Reunification**

We received continuous messages with spontaneous and anxious reactions from German counterparts about the fall of the Berlin wall in November 1989. The fall that paved the way for the German reunification.

An event that inspired some ESP teachers to run a collaborative project with the reunification as a topic. The students somehow felt much closer to the headlines in the news. They had contact with someone for whom this meant something that would have an impact on their society and their personal lives.

Two students at Gymnasium Großburgwedel gave their account of the event in a mail to two girls at Maidstone Grammar School. Just

imagine experiencing the reflections from someone for whom this event would have an impact in one way or another.

Großburgwedel, October 3rd, 1990

Hi Pupils at Maidstone Grammar School!

Thanks for your letter. We are two pupils from Grammar School Burgwedel. I'm Bettina, who is 16 years old and attends the 11th form. And I'm Kerstin; I'm a girl at the age of 17 and attend the 12th form.

We are happy to answer your questions:

1. We don't think the reunion of Germany will influence our daily life too much. Maybe our relatives from the eastern part of Germany will visit us more often now. (Before the changes in the GDR they could only go to the West at very special familiar feasts).

The life in Berlin will change completely, because it isn't an 'island' anymore.

2. The opinions of the East-Germans were very different. Some are happy about the reunion, many are afraid of their jobs, some have preferred have an own state....
3. Well (I Kerstin) have a lot of relatives over there (East Germany) and I met them last April for the first time. It was a real great feeling to see them and I hope that I'll see them more often now.

At the end of the opening the border the East-Germans were maybe 2nd class 'Bundesbürger', because the behavior, the knowledge, the cars, the clothes and their 'Weltfahreneheit', but now they become slowly similar to us...

We thank you again for your interest.

Nochmals viele Grüsse

Kerstin und Bettina

## El Al jumbo crashes in Amsterdam

An Israeli Boeing 747 cargo plane crashed in Bijlmermeer a suburb south of Amsterdam on the 4th of October, 1992, setting two blocks of flats on fire and killing dozens of people. The very blocks where the Danish students shortly before had been accommodated during their exchange visit to Augustinus College.

Augustinus College, the Dutch school in

the forefront in the ESP network recruited their students from these blocks of flats. The Danish teachers and students of Fredensborg skole and Baunebjergskolen were horrified when they got the news on radio and TV. The Danish students were worried and very determined to write letters of concern to their peers. Really a challenge for the Danes to express feelings and concern in a foreign language. What a relief when good news arrived that their friends were safe and sound, and yet thoughts about those who didn't survive this catastrophe.

Thomas Peters wrote in a mail:

Dear Kirsten

Das Augustinus College liegt 1 km von der Unheilsstätte entfernt; fast alle der Schüler wohnen in diesem Viertel.

Sehr viele Schüler haben die Katastrophe von sehr nah miterlebt. Sie haben den Lärm vom nahenden Flugzeug gehört, die Explosion gefüllt, die Leute in Panik gesehen uzw...

Wir sind alle sehr traurig. Die vielen Anrufe und Briefe aus Ind-und Ausland sind eine grosse Stütze. Am Sonntag wird eine Versammlung in dem Viertel und einer grossen Stadthalle stattfinden. Nächste Woche melde ich mich wieder.

Bis dann  
Thomas

Henk Sligte circulated this mail the evening after the catastrophe to colleagues around the world:

Dear friends

Thanks very much for your concern when you heard about the terrible disaster that came over Amsterdam. It is good to note that you care for us and are with us though we are physically remote from each other in different parts of the world...

The images are terrible, a pile of burning concrete and iron, with under it hundreds of persons, among which lots and lots of children...

Everyone is moving slowly carrying the burden of uncertainty and everyone, young and old, is talking about it. The day to day works seems trivial.

Again thank you for your concern and support. May this never come over you and yours.

'Henk

## We 'helped' open the tunnel

From disasters and sad events to something more enjoyable: The opening of the EURO-TUNNEL - between United Kingdom and France - in which the ESP network played a

small part: The UK ESP coordinator at the time: David Marchant, Vinters Boys' School in Kent circulated this mail invitation:

**'EUROTUNNEL E-MAIL PROJECT'  
MAY 1994  
Date Fri, 22 Apr 1994 132709 +0200**

Subject Re [EUROPEAN SCHOOLS PROJECT ALL14] Tunnel Opening

We will have a small team of pupils who will be at Folkestone Tuesday to Friday. We will set up a communication service which will relay and publish any material from pupils about the tunnel, especially goodwill messages. It is deliberately designed as a loose project. We will use two mailboxes. The University of Kent is setting up ESPTUNL NOW OPEN FOR USE EUROPEAN SCHOOLS PROJECT

TUNNEL OPENING MAY 94  
SEND US GREETINGS  
ESP UK COMMUNICATIONS CENTRE  
ESPTUNL@UKC.AC.UK  
CAMPUS 2000 01YOI041

Messages are welcome immediately.

Project will close on 21 May.

Any pupil's responses will be welcome. Why not send us a goodwill message. Please don't forget to say where you are, as many messages will go onto a notice board for people to read. Strangers to e-mail will not work out mail addresses. If you would like to write something about tunnels, splendid, but remember our notice board likes one side of paper!!!

Looking forward to hearing from you. Please keep my team busy! We will try to acknowledge your letter with the next one in, so we share messages around the world.

David Marchant, ESP (UK)

There was some curiosity about the Tunnel project – so David Marchant wrote:

Date Wed, 04 May 94 154621 +0100  
From esptunl.ukc.ac.uk  
Subject tunnel info

Dear all,

Several people have asked for some information. This is a "potted" history.

1880 a pilot tunnel was dug which did not go far but hit coal. (Hence the Kent coalfields). A further attempt was made in 1974 but stopped 400 metres in! At last in December 1987 real work began.

There are three tunnels, each 50 kilometres (31 miles) long. Japan has one longer, but this is the longest under the sea. It varies from 25 metres to 45 metres below the sea level.

As many as 200 anglers from Kent, Wales, France, Holland and Belgium, will take part in a special open sea competition from the former lower Shakespeare Cliff construction site between Dover and Folkestone. Almost 4 million cubic metres of chalk marl from the Tunnel excavation has been placed behind a solid concrete sea wall, offering a potential for 500 anglers to fish out into deep waters. It is now called the lower Shakespeare Cliff site, but Eurotunnel's Celebration '94 is holding a separate contest to give the reclamation a new, permanent name.



*David Marchant at the 4th ESP conference in Denmark 1990*

Below David Marchant's thank you letter to all contributors:

Date Tue, 10 May 1994 185244 +0200  
From dm4.ukc.ac.uk  
Subject [EUROPEAN SCHOOLS PROJECT BBS382] Tunnel Opening

WE HELPED OPEN THE TUNNEL

May I on behalf of all the staff and pupils thank all our friends at home and abroad for their wonderful responses. We had messages from Peru to Slovakia, Alaska to New Zealand, and in several languages. We were honoured to be part of an historic occasion shared by so many world wide.

Many of you will have heard of the Duke of Edinburgh's award scheme for young people started by Prince Philip. It is particularly fitting that he felt able to support us with a message on Friday relayed to us as the Queen left Waterloo on Eurostar.

In thanking you all, may I leave you with Prince Philip's message.

From HRH The Duke of Edinburgh

On this day which marks the official opening of the Cross-Channel Tunnel  
I have much pleasure in using the facilities of the European Schools Project  
to send my best wishes to the children of the world.

Philip.



*On Friday 6th May President Mitterrand and the Queen opens the tunnel officially. No fares announced yet!*

Later David Marchant sent a press release to 'The Times Educational Supplement' and 'The Independent' telling about the EURO-TUNNEL opening and the European Schools Project:

#### **The European Schools Project, Vinters Boys' Maidstone.**

"The Tunnel - Students World Wide"

At first there is nothing much to watch with E-mail, so when we said that The European Schools Project had links world wide, I'm not sure that the full extent was appreciated. Nevertheless, Euro Tunnel offered us space for three computers and a printer, and unlimited telephone time. On Tuesday 3rd to Friday 6th they fed the small team and introduced us to the hard-bitten press corps next door.

The University of Kent generously gave

us an INTERNET account for a month, and ESPTUNL was on the airways.

We launched by inviting contributions via our bulletin board. ESP controls this carefully. We dislike "junk" mail, so the board is only available for "serious" messages. But, my goodness, it is obviously read! What we were doing was published in the Los Angeles Times. Our third message was from a 72 year old grandmother who had read it there.

Two small teams of pupils and staff from Maidstone took part "on-site". Vinters Boys' School and Maidstone Grammar shared four days of hectic activity. On Tuesday 3rd the pupils opened the mailboxes and started to word process. Messages from Peru, from Slovakia, from Alaska, from New Zealand were printed out and pinned onto our notice board. We knew we had friends abroad, (we work class to class in 22 countries) but neither Eurotunnel nor ESP had foreseen this response. Wednesday was very busy! Visitors, phonecalls, photocalls enlivened the team's day. Highlights that morning were messages of goodwill from two MPs, Ann Widdecombe and Andrew Rowe to the world's pupils, a goodluck note from a group of Welsh schools (in Welsh) and congratulations from the French Embassy in London (in French).

E-mail is a powerful tool. It stimulates pupils with its immediacy. And such immediacy can have a profound effect on the delivery of the curriculum. One correspondent pointed out that the Japanese had a longer tunnel. This needed answering. So research was



needed. Many pupils were asking the team detailed questions as well as "How much is a ticket?" Much of Thursday was spent by one team trying to respond to some of these queries.

Perhaps the most pedantic point made by the exercise was the need for accuracy. If you type a person's address incorrectly, there is no friendly postman to decipher your writing. The mail computer rejects your message. Pupils (and staff) learnt by experience that the old teachers' admonition, "Now check your work" is as valid today as it ever was. When a large file sent to 30 addresses is "bounced back" the lesson is immediate.

On the Friday we tried a real life conversation through the courtesy of EdEx in London who sponsored the morning with their chat facility. Suddenly the distances shrank. Youngsters grouped around computers in Maidstone, Glasgow (North Kelvinside), Folkestone, and Burgwedel (in Germany) were sharing this historic day. The ESPTUNL team were watching French and British Television and typing news-flashes to the others. Then the phone rang. A thirteen year old answered to discover it was Buckingham Palace. Prince Philip had marked this historic occasion with a message for the world's children via our pupils. That was enhancing the curriculum indeed.

**Messages of congratulations**  
**Copy Eurotunnel Press release.**

Messages of goodwill and congratulations have been flooding into a special commu-

nications centre in the education room at Eurotunnel's Exhibition Centre, Folkestone, to mark the inauguration of the Channel Tunnel.

They have come from round the world, from young and old, through an electronic mail communications initiative organized by the European Schools Project, funded through the education section of Eurotunnel's Public Affairs Department.

The project was born out of a research programme at the University of Amsterdam initially involving four schools, two in the United Kingdom, and one in Germany and one in the Netherlands.

There are now 22 countries who share work and information through this electronic mail system. Membership in the UK is growing steadily, with a nucleus of schools in the Maidstone and Rochester area, one of which started the project.

The inauguration of the channel Tunnel has attracted a great deal of global attention, messages coming from Peru, Canada, Spain, Alaska, South Africa, New Zealand, the United States, Slovakia, Germany, France, and Wales. The University of Kent, Canterbury, set up the mail box for the messages to be received.

On Friday an on-line computer conference was set up by the Education Exchange, London, with links to Germany, Belgium, Denmark and the United States, in a live exchange of messages.

See also: <http://www.xs4all.nl/~swanson/history/ttunnel.html>

# Spin Offs of the collaboration in the European Schools Project

Common interests within The ESP Collaboration have also meant that some participants have joined forces and formed formal or informal interest groups – all depending on how much time, effort, and financial support could be found.

In the following a few examples of such spin offs of the ESP collaboration, specifically with projects where focus has been on the in-service training of teachers.

## BioNet

One of the very first spin offs in ESP was Karl Sarnow's BioNet project. The BioNet e.V. community was the kernel of the project. The organization received means from various sources for especially individual projects like TerraData.

For schools BioNet often served as a backbone of ideas, on which the project application for Comenius science projects was based.

The BioNet project kept expanding over the years and the progress eventually meant that Karl for some years was employed by the European Schoolnet in Brussels. Here Karl's expertise in science materialized in the development of the Xplora materials.

## The Baltic-Nordic Language project

A Nordic Baltic Language seminar with Mart



Laanpere, university of Tallinn, EE as coordinator took place in 1998. The seminar ran under the auspices of the Nordic Council of Ministers with present and former ESP coordinators in charge: Ilpo Halonen, FI, Anne Villem, EE, Kirsten M. Anttila and Mogens Eriksen, DK.

Gerd Gabrielsen, RDSES, DK acted as course tutor. Participants were teachers of German and English from Denmark, Finland, Estonia, Latvia, and Lithuania.

The Das Bild and The Image materials were the basis for the course, and the outcome of the seminar were several CSCL projects using these materials. Several of the participants have been involved in CSCL or other international projects since then, as well as having been participants in ESP conferences.

## Socrates I, Socrates II, and Lifelong Learning

The educational initiative of the European Commission by launching the SOCRATES I (1994-1999), the SOCRATES II (2000-2006), and the Lifelong Learning (2007-2013) programmes has had a considerable impact on the work in ESP.

The countries participating in the programmes were the 25 European Union countries, plus Romania, Bulgaria, Iceland, Liechtenstein, Norway, and Turkey.

The aim of the programme was:

- *"To strengthen the European dimension of education at all levels"*
- *"To improve knowledge of European languages"*
- *"To promote co-operation and mobility throughout education"*
- *"To encourage innovation in education"*
- *"To promote equal opportunities in all sectors of education"*

### **The Building blocks were:**

- *The Comenius project - relating to primary and secondary education.*
- *The Erasmus programme - relating to higher education.*
- *The Grundtvig programme - relating to adult education.*
- *The Lingua programme - relating to education in European languages.*
- *The Minerva programme - relating to information and communication technology in education.*

## **PIST**

(Project Makers In-service Training)

In 1996 the ESP coordinators Kirsten M. Anttila and Mogens Eriksen, RDSES, DK began a nine year long successful cooperation with the ESP coordinator, John Rullestad, Pedagogisk Senter, Kopervik, Norway. John had also invited John Bruce, Highland Council, Dingwall, Scotland to join forces in applying for Comenius means to set up an in-service course.

The focus should be on how to implement the Project method in international CSCL projects. As a principal course tutor we were lucky to involve Signe Holm-Larsen, DK who had many years of experience in implementing the project method in education as such.

## **TRANSPRO**

(TRANSpational Educational Projects using the PROject Method and ICT)

After we had set up the content of the PIST and had run some courses during 1997 – 1999, we were very encouraged by the evaluation and thereby to expand the steering group with yet another ESP coordinator, Borivoj Brdicka, Charles University, CZ Yet another Comenius grant made it possible to run TRANSPRO courses 1999 – 2001. Once again with John Rullestad as the project coordinator.

The results and advice from the PIST and TRANSPRO projects for teachers and teacher trainers can be found in the publication: "The Project Method and Transnational Projects", 2002. ISBN: 82-996435-0-3 See : [http://www.promise-comenius.org/publ/The\\_Project.pdf](http://www.promise-comenius.org/publ/The_Project.pdf)



## **PROMISE**

(PROject Method In School projects through E-learning)

The last project in this series of in-service projects was PROMISE: 2001 – 2004 yet another partner joined us: European Schoolnet in Brussels. Project coordinator: Kirsten M. Anttila, DK together with Mogens Eriksen, DK. This time the aim was to produce in-service eLearning materials – again around the same central idea of using the project method in international CSCL projects. The materials appear for use in eLearning in six different languages. See <http://www.promise-comenius.org/>



More than 150 teachers representing 19 European countries have taken part in the above five in-service courses under the headings: PIST, TRANSPRO or PROMISE. Some of these teachers have been active in the ESP network. For many the courses meant the starting block for international CSCL projects – for some even participation in Comenius or eTwinning school partnerships.

We have been very grateful to present or former ESP coordinators like Cees Brederveld, NL, Francisca Soares, PT, and Anne Villemans, EE that organized the venues for testing and organizing meetings in their respective countries, where we could test the PROMISE materials.

The partners in PROMISE have published the book: "The Stone in Your shoe", [http://www.promise-comenius.org/dox/the\\_stone\\_pdf.pdf](http://www.promise-comenius.org/dox/the_stone_pdf.pdf) about the findings in the project. ISBN 87-989143-7-5



## ECOLE

(European **COL**laborative **LE**arning network)

Henk Sligte mentions the Comenius 3 ECOLE project: Of the nine partners in the ECOLE project Kirsten M. Anttila and Mogens Eriksen, DK were in charge of the in-service work package. The experiences as teachers, national ESP coordinators and from the above mentioned in-service projects were implemented in the ECOLE in-service work package. The materials have continuously been refined and updated in accordance with new initiatives taken on both European and national levels. The ECOLE materials have been the outset for the Comenius Contact seminars tutored by the two Danes since the 18th ESP conference in Prague. The English ECOLE version was granted the European Schoolnet eLearning TOP 100 award in 2005.

The English version you find on: <http://www.ecole.dk/uk/index.htm>



A couple of years ago the Danish eTwinning (NNS) support saw the potential in the ECOLE in-service materials and together with CICED at the University College, UCC DK they supported a Danish edition of the ECOLE material. This material has been used for in-service eLearning courses for Danish teachers for quite some years now. <http://www.ecole.dk/dk/index.htm>

# Awards



Anyone appreciates a 'pat on the shoulder' if the task you have performed is satisfactory. Teachers are no different in that respect. Here are some examples.

## **“Young in the Thirties, old in the Nineties”**

In the educational world awards are not that common, so when John Kraaer, then Sanderumskolen, Odense, DK, was one of the winners in the 1993 ISTE Telecomputing Contest, we all shared his joy and pride. A joy and pride we have shared with everyone in the ESP organization who has received awards over the years. We are all aware, that successful ESP CSCL projects are a result of inspiration and hard work by many involved.

John's project "Young in the Thirties, old in the Nineties" was the only one from a non English speaking country among the six winners. The prize was awarded for a very successful collaboration with a Greek colleague, Elias Koutoulakis at EuroGlossae School of foreign languages in Athens. Elias wrote in his evaluation how his students – normally rather unwilling to do projects - had been highly motivated in taking part. The project appeared meaningful to them

because their findings were exchanged with someone working on and interested in the same topic.

The first phase of the project focussed on giving the students a good insight into history, literature, architecture, and social welfare in their own country in the '30es. The second phase focussed on an interchange of results of interviews given by elders who described their lives as youngsters in the thirties and their present lives as pensioners.

The idea and structure of the project was distributed and used by many other colleagues in the ESP network during the following years.

Somehow the local authorities in Denmark managed to find the means, so John could go to Florida to receive his prize.



## **Das Bild**

The Das Bild project is described in both Lone Hagen's article and in the article about the history of Das Bild and The Image. Das Bild was awarded to be among the TOP 100 eLearning projects in 2001 by the European Schoolnet.



## The Grandparents Project

In 2002 Jane Hansen's and Nina Lund's project – see also Nina Lund's article – were nominated for the Global Junior Challenge Contest and had the honour of presenting their work at an exhibition in Rome.



## ECOLE in-service course

The course developed under the Comenius 3 ECOLE network was also awarded to be among the top 100 eLearning projects – this time in 2005.

The European Label for innovative projects in language teaching and learning

The European Label is an award that encourages new initiatives in the field of teaching and learning languages, rewarding new techniques in language teaching, spreading the knowledge of their existence and thereby promoting good practice. *Each year, the Label is awarded to the most innovative language learning projects in each country participating in the scheme. It is co-ordinated by the European Commission, but managed by the individual Member States, with national juries deciding on detailed criteria.*

In 2006 Kirsten M. Anttila and Mogens Eriksen, DK were awarded the European Language Label by the Danish National Agency, NA (then CIRIUS).



To celebrate excellence and innovation in international school partnerships, the *British Council*, supported by *HSBC Global Education Trust* held the Link2Learn Awards. Entrants were required to submit a series of brief descriptions of their international school partnership work, as evidence of the impact and enrichment of the international dimensions of the teaching and learning in their school or local authority.

The standard of entries across the categories was very high and all showed an excellent, innovative and committed approach to developing and supporting the enriching and creative international dimensions of teaching and learning.

## Highly commended international coordinators

Cheryl Perkins, Coedffranc Primary School, Wales.

Colette Cotton, St Mary's CEP School, Kent.

Karen Kershaw, Bramley Primary School, Leeds.



### **Drs. Henk W. Sligte**

Drs. Henk W. Sligte (1952) studied social and educational sciences at the University of Amsterdam (UvA), and works there as a researcher since 1984, mainly on the topic how to improve education using new technologies. As a researcher at the Center for Innovation and Cooperative Technology he co-founded the European Schools Project (1988), one of the first international school networks focused on collaborative learning using ICT ([www.espnet.eu](http://www.espnet.eu)). To date, he is chairman of the board. Besides research, he developed digital learning materials and provided teacher education on behalf of the Amsterdam Center for In-service Education.

Since 1999 he is a senior researcher at the Kohnstamm Institute of the University of Amsterdam, initially mainly in the areas of innovation in education using ICT. In that context he was involved in numerous European R & D projects, partly as a coordinator. He is currently research coordinator secondary education. Some of his recent research projects are:

- Research into innovation in two secondary schools (2007-2010)
- Research into the innovation of vocational education (2010-2014)
- Research on 'talent' in secondary education, how to recognize talent, and how to support its deployment by teachers and the school organization (2008-2009)
- Research on technological developments for visually impaired and dyslexic students (2009-2010)
- Research on the role of research for innovation in 12 secondary schools (2010-2011)

Henk Sligte is a member of the Advisory Board of the Teacher Education department of the Professional University of Amsterdam. He is co-founder and board member of the Ten Competence Foundation and the



TELEARC Association. His list of publications add up to nearly one hundred.

### **Kirsten M. Anttila**

2006 – Senior Consultant, University College, UCC, Department of International Relations DK  
1987 – 2006 Senior Consultant, RDSES – DPU etc,  
1978 – 2004 Teacher Fredensborg skole, the Municipality of Fredensborg-Humlebæk, DK  
1972 – 1973 Teacher, Helsingør skole, Helsingør municipality, DK  
1969 – 1971 Teacher & Cambridge O-level co-ordinator, Iringa Girls' Secondary School, Tanzania  
1962 – 1969 Teacher, Højstrupskolen, Odense municipality, DK  
1984 M.Ed. English from RDSES  
1967 – 68 Language studies, Oxford, UK,  
1962 Graduated from Aarhus Teacher Training College, Denmark  
1987 – 2006 National ESP Co-ordinator of SiN and ESP & Vice-chairman of ESP  
1994 – 1998 Consultant and developer in ICT research/development projects: Infotek & Janus under the auspices of RDSES and The Danish Ministry of Education.  
1990 – 1992 Member of a ministerial committee to write a curriculum for implementing ICT in foreign language learning.  
1985 – 1987 Developer in an EU initiated ICT development project 'Skillbinder' for foreign languages with researchers at MEUS, King's College, UK and COI, University of Twente NL  
1984 – 1985 Developer in an IBM ICT language development project



Has taught Biology, Geography, Danish and Mathematics since 1969 and worked within the field of ICT since 1987. He has been engaged in various ICT development projects initiated by RDSES on how to implement educational use of ICT and was engaged in the INFA project as project coordinator at Lundehusskolen. Developed educational programmes for the Danish Radio and TV Corporation.

### **Kirsten M. Anttila & Mogens Eriksen**

Tutors of eLearning courses (ECOLE) at UCC 2007-2010. Tutors of ECOLE Comenius contact seminars at ESP conferences: 2004 – 2010. Adapted a Danish version of the Image 2005-2007 [http://www.espdk.dk/image\\_dk/](http://www.espdk.dk/image_dk/) Tutors, organizers, and co-organizers of ESP conferences 1990-2006. Tutors and coordinators of the PROMISE project 2001 – 2004. Partners in the Comenius 3, network project: ECOLE 2001 – 2004 and developers of the in-service eLearning course concept ECOLE. Coordinators of the 'Youth meeting Youth' pilot project, involving schools in Denmark, Kenya, and Zambia. Tutors at eLearning courses in how to use ICT and the project method in international CSCL projects. Consultants and tutors in the Nordic-Baltic Language project, Nordic Council of Ministers: 'Open and Distance Learning in Teacher Training', 1998-99. Partners and tutors in the Comenius 2.1 (2.2) in-service projects: PIST 1996 – 1998, TRANSPRO 1998 – 2001, Since early 90's conducted eLearning in-service training courses under the auspices of RDSES in the use of Internet in education with participants from DK, NL, Greenland, NO, SE, Iceland, and the Faeroe Islands. Participation and presentation of the work in ESP at numerous conferences around Europe and beyond: like

### **Mogens Eriksen**

Senior consultant at University College UCC, Department of International Relations, DK



IFIP Teleteaching, Trondheim, NO, Council of Europe Seminar on School Links and Exchanges, Stockholm, SE, Tel-Ed Conference, Dallas, Texas, USA, IFIP seminar on distance education, Nantes, FR, WCCE, IFIP 95 Birmingham, UK, Web for Schools Conference, Dublin, IR, Seminar: 'Application of Information and Communication Technology in Secondary Education', Moscow, RU. ED-Media /ED-Telecom, Freiburg, DE, 'Global Learning in the 21st Century', Copenhagen, DK. Invited speaker at ED-Media World Conference, Seattle, Washington, USA, Nordic-Baltic Educational Co-operation in the 1990s final Conference, Riga, LV. The Mirk Conference 'ICT in the classroom', Piran, SI. WCCE, Seventh IFIP World Conference on Computers in Education, Copenhagen, DK. Numerous articles in books, magazines and journals about internationalization and CSCL projects published in Denmark and abroad.

### Emanuela Atz Italy

I graduated in foreign languages and literature at the University of Trento in 1992. I taught German and Italian as a Second Language at different lower secondary schools in South Tyrol (Italy). Since 2000 I have been teaching English (age group 11-15) and from 2003 to 2007 I participated in the implementation of CLIL projects for the "Trilingual School" in South Tyrol and got a degree on CLIL (Content and Language Integrated Learning) at University Ca' Foscari Venice. From 2007-2010 I have been a pedagogical advisor and researcher at the Pedagogical Institute of Bolzano/Bozan, where I was responsible of European languages following the issues relating to multilingualism and CLIL projects. Since 2003 I have been collaborating with European School Projects Association. I



coordinated the translation into Italian and German as Second Language and the production of online materials for "The Image of the Other" project and collaborated within European Schools Project Association at different levels: from activities with my pupils in ejournals (A window to the world) and The Image to coordinating different projects in Schoolnetglobal network; from Comenius 1.1 project "Teentour" to workshops with teachers for their professional development concerning CSCL-projects and web 2.0 in Italy. I am currently involved in developing further ideas, with materials, on Content and Language Integrated Learning within a European curriculum (LLP Multilateral Project).

### Robert Chris Barkey

October 18th, 1951 (age 59)  
Born in The Hague, Netherlands  
Living 39 years and working 37 years in the most famous multiracial suburban of Amsterdam: the Bijlmer.

#### **Education:**

Teacher Training College 1970 – 1974  
Certified teacher & headmaster  
University HVA 2008 - 2011 Certified  
Master of Education

#### **Work experience:**

Primary School 1974 – 1988 (Headmaster 1979 – 1988)  
Private Company 1988 – present (Owner)  
Primary School 1991 – 1999 (Kindergarten 1996 – 1997) (ICT) teacher  
Secondary School 1999 – present (ICT-teacher, coordinator Internationalization, teacher Social Science, Dutch, Economics, School services)  
University 2006 – present (teacher trainer: Didactic & Pedagogic, Culture & Communication)  
ICT and education:  
1980 Introduction of CSL in Primary



School: mathematic program on Tandy TRS-80 using Basic.  
1991 ICT-teacher in Kindergarten and Primary School, using education related programs  
1998 Cooperating with CSCL-programs like Knowledge Forum on Primary School  
1999 First visit ESP in Tartu, visiting the ESP-conferences ever since that year.  
1999 – present Developer and teacher of the ICT-route, a national educational certified curriculum for the Secondary Schools **ICT-Projects:**  
1999 Cooperating in Euroland, CSCL-project in 3-dimensional World (fka Jumanji Pavilion, present: Active Worlds) between Italy and the Netherlands  
2003 Image of the Other between Latvia and the Netherlands  
2005 Preconceptions meet reality, between Finland, Sweden and the Netherlands  
2006 – 2010 European Online Portfolio (EOP), Comenius School project between Finland, Germany, the Netherlands, Scotland and Spain.  
2011 – 2013 Intercultural Cross Over Dance project between Germany, the Netherlands and Scotland (pending request)

### Borivoj Brdicka

Borivoj Brdicka -his nickname Bobr is an abbreviation and means "Beaver" – has been working in the field of educational technology since 1983 when he assisted with the supply of the first personal computers to Czech primary and secondary schools. Since then he has trained teachers, designed educational programs and been a pioneer of ICT in relation to the Czech educational system. Borivoj Brdicka is university teacher and researcher, author and webmaster of the well-known Czech Web site for teachers, "Teacher's helper". He has functioned as



Czech coordinator of European Schools Project since 1994, as organizer and tutor at the Comenius sponsored courses TRANS-PRO and PROMISE, as partner in the Comenius network ECOLE, as national co-ordinator of international research in SITES M2 etc. He is a member of the board of the Czech Comenius Agency for approving and evaluating Comenius projects.

### **Lone Hagen**

1971- Teacher of German and Danish at Baunebjergskolen, Fredensborg-Humlebaek municipality, Denmark, [www.baunebjerg-skolen.dk](http://www.baunebjerg-skolen.dk)

1989 Participant in the 3rd ESP meeting in Großburgwedel, Germany

1989 - Start of my annual Das Bild project with my students

1990 Co-organizer of the 4th ESP conference, Denmark

1990 - International coordinator at Baunebjergskolen

1990- Co-author of the Danish edition of Das Bild: 'På Net med Verden' and the German/German edition: 'Das Bild der Anderen - Kochbuch für E-Mail Anfänger DaF' together with Annie Ring Knudsen, DK and Thomas Peters, NL: <http://www.bild-online.dk>

1990 - Have presented Das Bild in numerous articles and presentations in Denmark and abroad, besides at ESP conferences. I have participated in 18 ESP meetings/conferences since 1989.

As a result of the e-mail (Das Bild projects) I have had student exchanges to Amsterdam, Barcelona, and twice to Germany to the boarding school at Louisenlund, Güby <http://www.louisenlund.de/en/louisenlund/> and to Max Planck Schule, Kiel. <http://www.max-planck-schule-kiel.de/>

### **Eha Jakobson**

She studied in Tartu University in 1969 - 1975 and graduated as a folklorist and teacher of Estonian language and literature. Worked ten years in Kambja basic school with the pupils in age 11-16, then changed for the Unipiha Primary school where she is still working. In 1997-2000 she carried out her research about multiage classes and from this time the international communication began. Through ANIMA-list she got first connections with ESP and the implemented projects lead her to the 12th ESP conference. Here she met the Danish colleagues and she joined the "Grandparents Project". In 1999 the 13th ESP conference took place in Tartu and the workshop of primary projects was held in Unipiha Primary school. Next year she participated the ESP conference in Haugesund. In 2000 – 2009 her school passed two Comenius- projects, last of them as a coordinator. In 2009 the participants of the 23th ESP conference visited Unipiha school again. In 2009/2010 her school joined the ESP project of Cirke-line, Weather Watchers and Bird Watchers. Alongside with teaching in Unipiha Primary school she has a set of lectures in Tartu University for the student teachers and for the in-service teachers. Her doctoral studies are still running.

### **Uta Kroppe**

1941 born in Kiel, 1961 graduation from a humanistic grammar school in Kiel, 1961 programmer and student of economics at the universities in Hamburg and Göttingen, 1969 diploma in Business Administration, 1974 – 1976 teacher on probation at a vocational school in Kiel, 1982 promotion to senior teacher, courses in business and computing, 1989 – 2005 activities at the Teacher Trai-

ning Institute of Schleswig-Holstein (IPTS) in the "Project Modern Techniques" and "Online Training";

courses for teachers in the field of data processing, online courses on the platform Interwise.

1992 -2002 ESP- European Schools Project "Women all over the World"

2001 Organisation of the ESP conference in Rendsburg together with Karl Sarnow 2005 retirement

Since 2002 co-founder of "Senior Learning Online" a program offering online courses on the Centra platform (until 2006) and later on Web 2.0 platforms, and more recently via Adobe Connect Pro in cooperation with the IQSH (formerly IPTS).

European Grundtvig projects in the area of Lifelong Learning: ict50 plus (2005-2007), avtiveICT (2008-2010) and ALFA - Adults learn in family (2009 - 2011).

Participation in the following international Grundtvig workshops: "Volunteering" in Venice (2008) and "Adults learn with fun" in Villa Montesca, Italy (2010)

### **Nina Lund**

I graduated as a teacher from Københavns Dag og Aftenseminarium in 1978. Part of my teacher training was made through distance learning, as I lived Sweden then. I here had the opportunity to work at The Anglo American School in Stockholm.

I am now a retired senior teacher from the Danish "Folkeskole". I have worked most of the time at Fredensborg Skole and have taught pupils from 6 to 15 years of age for nearly 25 years. My main subjects have been Danish (our mother tongue), English and German.

In 1984/1985 I and eight other teachers (four of us from Fredensborg Skole) joined an IBM School Development Project. The aim was to investigate how Information



Technology could be implemented in education – specifically in Danish, English and Maths.

In 1987 Fredensborg skole joined the Schools in Network (SiN) project at The Royal Danish School of Educational Studies - now The Danish University School of Education (DPU). This resulted in my first e-mail project, which took place with an English school in Stockport, UK.

In August 1988 I was invited to a symposium in Israel to present the e-mail projects we had then run at Fredensborg skole. At the symposium I met Henk Sligte from European Schools Project. A meeting that resulted in the future collaboration between SiN and ESP.

I have participated in and presented international CSCL projects at several ESP conferences.

In 1988 we were three colleagues from Fredensborg skole that began to develop an audiovisual educational programme, TiE (Travel in England) supported by the Danish Ministry of Education. It was completed in 1992.

I have worked with international e-mail projects in education ever since the SiN project was introduced at Fredensborg skole.

### Birte Kjær Peulicke

In 1976 I qualified as a teacher of languages, and was employed at a primary and secondary school. I implemented the international dimension in my English lessons and became the chair of the language teachers' committee in the municipality. I have participated in different in-service teacher training courses with language didactic or international contents.

In 1998 I became the consultant and advisor of foreign languages and internationalization at the pedagogical development centre of the municipality. My job was to



develop teaching methods, ICT-skills and courses for teachers of foreign languages. In 2000 I learnt about European Schools Project, ESP, from Kirsten M. Anttila and Mogens Eriksen and my first ESP-conference was in Malmö in 2001. I was involved in my first international projects which were followed by a Comenius project "One Europe one Calendar". In 2005 I became Danish ambassador of e-Twinning.

In 2006 I was elected board member of the ESP association.

From 2004-2009 I was head of department for the lower secondary department at Trørødkolen a normal primary and secondary school in Denmark where I implemented the international dimension and elaborated an action plan for the schools in the municipality on how to implement the international dimension.

From 2006 I have worked as a consultant and advisor of internationalization at the University College, UCC in Copenhagen. My job is to give courses and develop the international dimension in Danish schools.

### Maliheh Mohseni

International coordinator at Kherad School Tehran, Iran.

I graduated from the Technical Sharif University in Computer Software engineering. (1990-1994)

I have been working in Talented school (Farzanegan School) as an IT advisor from 1994 to 2002 and International coordinator of some schools in Iran since 2002.

I have been responsible in different Educational environments as:

International coordinator in Kherad School. www.m-kherad.ir

Member of school net in Iran: www.school-net.ir, www.saf.ir

Coordinator of iEARN in Iran. www.iEARN.org



Coordinator of ENO in Iran <http://eno.joensuu.fi/basics/coordinators2010.htm>  
 IT kids advisor in Mojtaba Fani Tehran [www.mftsite.com/](http://www.mftsite.com/)  
 Author of 6 books related to IT for kids. <http://www.mftshop.com/>  
 Office: Kherad school-Velenjak-Daneshjoo BLV-Tehran-Iran [www.m-kherad.ir](http://www.m-kherad.ir)  
 Postal code: 1984713356

### Dr. Karl Sarnow

31.3.1950. Study of physics at Hannover University from 1968-1974 (dipl.phys.).  
 1974: Starting teacher service in physics and mathematics at Gymnasium Großburgwedel.  
 1982-1983: Author of articles and software for 80-Micro, an US magazine for the TRS-80 microcomputer.  
 1988: Starting activity as german national co-ordinator of the European Schools Project ESP.  
 1990: Author of software reviews and articles for German computer magazines like c't and ST-Journal for the ATARI ST computer series.  
 1995: Founding member and president of "BioNet e.V.", a non-profit NGO supporting scientific internet school projects.  
 1996: Founding member of "ODS e.V." a nonprofit NGO supporting networking of german schools. Owner of the school domain schule.de.  
 1998: Coordinator of the physics, mathematics and computer science parts of "Lehrer Online", an online magazine organized by "Schulen ans Netz e.V.".  
 2000: Author of the book "Linux in der Schule".  
 2001: Founding member of "FSuB e.V." (Freie Software und Bildung), a nonprofit NGO supporting the use of 'OpenSource



software' in schools.  
2004: 2nd edition of "Linux in der Schule".  
2004: Publishing GI-Knoppix, a self-starting Linux with educational material.  
2005-2007: Tuition exemption for the development of the European Science Education Portal XPLORA at the European Schoolnet EUN.  
2009-2010: Member of the ITEMS developers group.  
Homepage: <http://www.shuttle.schule.de/h/dadoka>

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Homepage: <http://www.gymnasium-isernhagen.de/>



### **Viljenka Šavli**

I'm Viljenka Šavli, a former teacher of English at Sarkan Primary school, Slovenia. Besides project work I have also created a lot of e-learning materials for English learning and other subjects in primary school.  
I was an active national coordinator of ESP in Slovenia for 11 years, a member of ESP org and the web editor of ESP and The Image portal in Europe. I was a member of European Schoolnet, in Spring day, a member of MyEurope team, a member of EUN Virtual school, primary depart-

ment, a member of a group of experts for e-materials in EUN and in E-twinning. I've published a number of articles on international level, guide books on CD-ROMs and distance learning and course books for English learning. I actively participated in a number of international conferences abroad and in Slovenia (Mirk and Sirikit, iEtefl, ESP, UEN, eTwinning ...) with presentations, articles and workshops.

I was awarded for editing the best school page with useful materials for learning by European Schoolnet, and received a European eTwinning award for the project. I was a coordinator of a Comenius project and the author and coordinator of several ESP international projects. I'm also a project evaluator at the NA in Slovenia and a teacher-trainer in a recent national project called E-schooling. For years I have been running teacher-training courses based on the use of ICT, CMS or LMS (Moodle) or IWB in teaching under the umbrella of our Ministry and Institute of Education and for EUNESOS about e-journal use.

### **Francisca Soares**

Francisca Soares is a teacher of Portuguese and English at Escola Básica Elias Garcia, Sobreira, in Portugal. She is the holder of a degree in Modern Languages and Literatures and a master's degree on Educational Technologies. For some years now she has been using ICT in her lessons, while trying, on a regular basis, to implement an international value into her teaching activities as well.

Involved in several European projects at school level, namely the Comenius projects: Women all over the world, Building understanding and friendship among our schools and Tell me! She is now co-ordinating a

Comenius project called Tell me more! (<http://tellmemore.webnode.pt/>) with schools from Denmark, Italy and Norway. She has also been involved in a couple of eTwinning projects.

From 2000 to 2005 she was the coordinator in Portugal for the European Schools Project.

She was co-responsible for the development of the second and present edition of The Image of the Other portal available at: [http://www.espnet.eu/image/text\\_image.htm](http://www.espnet.eu/image/text_image.htm)

Between 2000 and 2002 she participated in the Babelnet project, a Lingua D/2 project co-financed by the European Commission (<http://babelnet.sbg.ac.at/index.htm>). The aim of this project was to develop teaching and learning material for collaborative open distance learning in three languages; English, French and Spanish.

She took part in the Comenius 2.1 Didac-TIClang project, (<http://www.didacticlang.eu/engl/index1.htm>) which aimed promoting the use of ICT in language learning and teaching, as well as creating and preparing a training program for language teachers on Internet didactics.

From 2002 to 2005 she was a member of the Comenius3 ECOLE network (European COLlaborative LEarning Network - <http://www.ecolnet.nl/>). Its thematic area was the Educational use of ICT with the focus on innovation in education.

In the school year 2006 / 2007, while working for the CRIE (Computers, Networks and Internet at Schools) department of the Ministry of Education she was a member of the eTwinning Portuguese National Support Service.



## Karen Thomsen

Profession: Teacher at a vocational school since 1998  
 Teacher Training: January 1997-June 1998 in Kiel  
 ESP work and projects  
 Workshops/presentations at ESP conferences in 2011 (DK, planned)  
 2010 (GB) 2009 (EE) 2008 (ES) 2007 (SK)  
 2000 (NO) 1999 (EE) and 1998 (DK)  
 Since 2006 board member of the ESP Association  
 ESP conferences also attended: 2006 (NL), 2003 (IT) and 2002 (SE)  
 Comenius Projects: "Women all over the World" (1998-2000), "What makes us think more European?" (2004-2006), "Moodle-supported (language) learning concepts" (2007-2009)  
 University Studies: English, Business Administration and Theory of Education (1991-1995)  
 Degree: Diplom-Handelslehrerin (Dipl-Hdl.)  
 Goethe Institute: Distance learning course: Teaching German as a Foreign Language, 08/ 2008 – 10/ 2009 (DaF)  
 Vocational Training  
 09/1988 – 01/1991: Industrial clerk  
 Experience abroad: 1987/1988  
 Au-pair in S-44300 Lerum, Gothenburg, SE  
 1990-1993 Several work placements in GB and SE  
 01/1996-12/1996 Assistant Teacher in South Australia (SA)  
 Other teaching experience / offering in-service training courses  
 October 1997 University of South Australia "Intensive German Language Proficiency Course" for German Teachers at Secondary Schools  
 1997/1998 In-service teacher training institute: The internet in English lessons  
 2009/2010 Teaching German as a foreign Language at the VHS in Kiel

Published books (team of authors)  
 2003 (1st edition) Care, Health and Social Issues  
 2011 (2nd edition, revised) Care, Health and Social Issues  
 2004 Down to Business Banking  
 2004 Topics in Business

## Hillel Weintraub

I am a bit of an anomaly compared to the usual ESPer. For one thing, I have never taught or even lived in Europe! I'm a U.S. citizen by birth, a long time resident of Japan, and am presently living in the mountains near Brisbane, Australia. My forty plus year teaching experience was mostly in junior and senior high school in Kyoto, Japan, but I have also taught elementary school in Sarawak, New York, Boston, and Hawaii. I have had two main on-going interests during my teaching career: one is in combining student centered learning with technology, something I began to focus on in Japan starting in the early '80s. The second is in thinking about the design of learning environments and the effect of space on how learning takes place in them. I suppose my most rewarding experiences, aside from the many wonderful encounters I've had with students over the years, have been my involvement in designing a Communication Center in Kyoto, which is part library, theater, museum and computer center, and in helping to create various spaces in Future University – Hakodate, a new science university in Hokkaido, Japan.

I served for many years as a nearly non-functioning ESP country coordinator in Japan and attended and spoke at ESP conferences in the Netherlands, Denmark, Estonia, Finland and Belgium. Each conference was a wonder-filled experience, not only because of the people I met but

because of the time given for cultural and educational explorations. I would like to hope that I have been a friend of ESP all this time and am particularly grateful to Henk Sligte, Aad Nienhuis, Kirsten M. Anttila, and Anne Villemans who have always made me feel valued and welcome.

## Povl Erik Wolff

1993 – Head teacher Bakkeskolen, Kolding Municipality  
 • Primary, middle school and secondary level. (Number of students 630)  
 • COMENIUS-projects: (Europe: England, Norway, Greece, Italy, France, Lithuania, Ireland, Scotland, Finland, Hungary)  
 • ESP-network, Arion program etc.  
 • UNESCO-school since 2001. ASP-net/ TST (Trans Atlantic slave project) Ghana and US-Virgin Islands.  
 • GLOBAL-partner schools (North Carolina (US- DK) since 2009)  
 • NORD-plus Neighbour projects ("Green Footprints") Finland, Lithuania and Russia.  
 • DEMOCRATY- projects (Ministry of Foreign Affairs) China, Lithuania and Ghana.  
 • International curriculum/aims  
 • International line 10. grade (work-experience for students abroad etc.)  
 1982 – 1993 Different school leader jobs in southern Jutland, Denmark!  
 1978 – 1982 Teacher in Eckernförde, Germany - Danish minority school in Sydslesvig.  
 1976 –1978 Teacher Fredericia Municipality, Denmark  
 1.2.1976 Graduated from Nørre Nissum Teacher Training College, Denmark  
 EDUCATION: Teacher (History, PE) (1976), diploma public management (2004), Courses management of schools, evaluation, in-service training etc.

**CICED** Former: “Centre for International Cooperation in Education”. From 2010: “Community for International Cooperation in Education and Development”.

**Comenius Contact seminar** A Contact Seminar is a structured partner finding event.

**COMP@CT** The main aim of the Comenius 3 network is to help Comenius schools to make better use of ICT in their project work. The main target group consists of teachers at all levels of the educational system and in all types of educational institutions.

**CSCL** Computer Supported Collaborative Learning. Collaborative learning is defined as groups working together for a common purpose. CSCL focuses on what is being communicated and is used in the educational setting; CSCL is to scaffold or support students in learning together effectively.

**DPU** The Danish School of Education, Aarhus University: <http://www.dpu.dk>

**ECOLE** A Comenius3 Network project where focus was on making available web-based content for CSCL-projects and information on new ICT-tools and electronic learning environments.. <http://www.ecolenet.nl/>

**ECOLE in-service course**  
ECOLE in-service course develo-

ped under the Comenius3 network  
**ECOLE:**  
<http://www.ecole.dk/>

**eJournal** An easy to use and inexpensive Learning Management System (LMS). In the COMP@CT network the developers have presented a virtual notebook, where the students can take notes, make drafts and sketches, create and publish products, share content etc. [http://ktl.jyu.fi/arkisto/verkkojulkaisuja/TP\\_22.pdf](http://ktl.jyu.fi/arkisto/verkkojulkaisuja/TP_22.pdf)

**eTwinning** <http://www.etwinning.net/>

**European Schoolnet** European Schoolnet (EUN) is a network of 31 Ministries of Education in Europe and beyond. The aim of EUN is to bring about innovation in teaching and learning to its key stakeholders: Ministries of Education, schools, teachers and researchers. <http://www.eun.org/>

**INFA** Informatics in School subjects established as a Research and development project in 1985 at RDSES.

**ISTE** International Society for Technology in Education:  
<http://www.iste.org/welcome.aspx>

**PIST** A Comenius In-service course: Project makers in In-service Training.

**PROMISE** A Comenius eLearn-

ning in-service course: The PROject Method In School projects through E-learning <http://www.promise-comenius.org/>

**RDSES** Danmarks Lærerhøjskole (Royal Danish School of Educational Studies)

**RISC** The ESP Resources, Information & Support Center at UvA

**SiN** “Schools in Network”. Established in 1987 at RDSES as one of the INFA research programmes

**Socrates: Socrates I - Socrates II - Lifelong Learning** [http://ec.europa.eu/education/lifelong-learning-programme/doc78\\_en.htm](http://ec.europa.eu/education/lifelong-learning-programme/doc78_en.htm)

**Teleproject** The concept encompasses Internet-based collaborations between teachers and pupils around conversation topics that are thought to be relevant for learning and teaching of all participants in the project

**TRANSPRO** A Comenius in-service project: TRANSnational educational projects using the PROject method and ICT in in-service-training for teachers <http://it.pedf.cuni.cz/transpro/>

**UCC** University College Capital, UCC, Copenhagen, Denmark:  
<http://www.ucc.dk/>

**UvA** University of Amsterdam:  
<http://www.english.uva.nl/start>

## ESP Meetings and Conferences 1988 – 2010 (2011)

Number	Year	Host country	Some Milestones
1st Meeting	1988	United Kingdom	
2nd Meeting	1989	The Netherlands	
3rd Meeting	1989	Germany	The 'Birth' of Das Bild
4th Conference	1990	Denmark	Das Bild ideas introduced and results presented
5th Conference	1991	United Kingdom	
6th Conference	1992	Spain	
7th Conference	1993	Germany	German/Dutch Version of Das Bild
8th Conference	1994	The Netherlands	Birth of the English version of Das Bild: The Image of the Other
9th Conference	1995	United Kingdom	WWW was introduced
10th Conference	1996	Belgium	
11th Conference	1997	Slovenia	Hubert Christiaen suggests databases for the projects.
12th Conference	1998	Denmark	<ul style="list-style-type: none"> <li>• The film: "The Global Classroom "presented.</li> <li>• Japanese TV filmed all events at the conference</li> <li>• Internet access in all computer labs during the conference</li> </ul>
13th Conference	1999	Estonia	German/German Version of Das Bild
14th Conference	2000	Norway	
15th Conference	2001	Germany	The ECOLE project introduced
16th Conference	2002	Sweden	Collaboration with ECOLE and COMP@CT
17th Conference	2003	Italy	<ul style="list-style-type: none"> <li>• Comenius Contact Seminar</li> <li>• First joint conference ESP/ECOLE</li> </ul>
18th Conference	2004	The Czech Republic	<ul style="list-style-type: none"> <li>• Comenius Contact Seminar</li> <li>• ESP/ECOLE/COMP@CT conference</li> <li>• Image web portal introduced</li> <li>• Final ECOLE Report submitted</li> </ul>
19th Conference	2005	Finland	<ul style="list-style-type: none"> <li>• 2 x Comenius Contact Seminars</li> <li>• eTwinning introduced for the first time</li> <li>• ESP/ECOLE/COMP@CT conference</li> </ul>
20th Conference	2006	The Netherlands	<ul style="list-style-type: none"> <li>• Comenius Contact Seminar</li> <li>• ESP/ECOLE conference</li> <li>• Das Bild transferred to the Goethe Institut, Krakow, PL</li> </ul>
21st Conference	2007	Slovakia	Comenius Contact Seminar - ESP/ECOLE/COMP@CT conference
22nd Conference	2008	Spain	Comenius Contact Seminar - ESP/ECOLE/COMP@CT conference
23rd Conference	2009	Estonia	Comenius Contact Seminar - ESP/ECOLE/COMP@CT conference
24th Conference	2010	United Kingdom	Comenius Contact Seminar - ESP/ECOLE/COMP@CT conference
25th Conference	2011	Denmark	Comenius Contact Seminar - ESP/ECOLE/COMP@CT conference



## ESP BOARD MEMBERS AND HONORARY MEMBERS MARCH 2010

### THE EXECUTIVE COMMITTEE:

CHAIRMAN: HENK SLIGTE, NL  
SECRETARY: BIRTE KJÆR PEULICKE, DK  
TREASURER: AAD NIENHUIS, NL

### ORDINARY BOARD MEMBERS:

ROB BARKEY, NL  
KAREN THOMSEN, DE  
CEES BREDERVELD, NL  
COLETTE COTTON, UK  
ANNE VILLEMS, EE

### HONORARY MEMBERS (FORMER ESP BOARD MEMBERS):

BORIVOJ BRDICKA, CZ  
KIRSTEN M. ANTTILA, DK  
MOGENS ERIKSEN, DK