**ERASMUS + WORK PROGRAMME FOR PARTNERS STAFF MOBILITY AS PART OF KA2 MariLANG Project**

**I. DETAILS ON THE PARTICIPANT**

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| **Name of the participant:**  **Field of vocational education:**  **Sending institution:** 1st Evening Vocational Senior High School of Egaleo, Thivon & Petrou Ralli, Egaleo , 12241  **Contact person:** Kallergi Jennie, Project Manager, [jkallergi@hotmail.com](mailto:jkallergi@hotmail.com), |

**II. DETAILS OF THE PROPOSED TRAINING PROGRAMME ABROAD**

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| **Receiving organisation:** Southampton Solent University, East Park Terrace, SO14 0YN, Southampton, UK  **Contact Person** (name, function, e-mail, tel): |

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| Planned dates of start and end of the mobility period: **29/02/2016 – 04/03/2016** |

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| **- Detailed programme of the training period:**  The trainees will be attending a five-day training course in order to master techniques of language test item development.  The language test construction and evaluation is an essential part of the development of assessment standards. Partners will need to construct and evaluate language tests and the training of the item writers and raters (examiners) is of crucial importance of any testing programme, since if the marking of a test is not valid and reliable then all of the other work undertaken earlier to construct a 'quality' instrument will have been a waste of time. Southampton Solent University (SSU) who has over 20 years of experience in language testing will provide this specialised training for the partnership. It is essential that in test training that there is a chief rater/chairperson, who will be from Southampton Solent University. The long term benefit is the partners will then be able to provide similar training to the new personnel involved in the assessment training, as the assessment standards are exploited globally.  The training course is language test item development for the development of an item bank. As part of the test specifications, sample items (questions) will be produced, leading to the creation of an item bank and moderation of the items in this bank. To ensure the tests are varied, and have different items (questions) a item bank is required. Also, training on item moderation to ensure they match the requirements set out for each item, as per the test specifications. Developing an adequate bank of test items will ensure that there the test takers will have varied and different tests, and provide the tests with a long term future. The training of development of the test items in the partnership will ensure that a consistent, reliable, and valid test items are produced for a team of item writers.  This course will focus on item writing and item moderation training to support the development of test items for a databank of test items. The training will ensure that a set of pretested items or tasks will have been calibrated accordingly to characteristics such as person's (test takers) ability, item difficulty, and powers of discrimination, and stored in central files for use when needed. The training will ensure that the test constructors who are devising a new version of a test can select from the bank items which will not only be of suitable level for the test population, but will also, when assembled together, combine to form a test which is equivalent in difficulty and discrimination to previous tests in the series.  This training will include item moderation. Once items have been put in a draft form, then item moderation will be undertaken. The training will ensure each item will need to be considered for the design of match with the test specifications, likely level of difficulty, possible unforeseen problems, ambiguities in the wording of items and of instructions, problems of layout, match between texts and questions, and overall balance of the test.  The language test item development training course will be run by SSU over 5 days by 1 staff directly related to Intellectual Output 3 (O3)  The course has a flexible approach in order to adapt the learning outcomes to the particular needs of the participants.  **Course Programme**  The agenda is as follows:  **Day 1 Monday 29th February 2016**  9.00 – 9.30 Reception, Premier Inn and SSU Meet at reception, Premier Inn. Brief tour of SSU.  9.30 – 10.45 Input: Assessment literacy and assessing reading  10.45 – 11.00 Break  11.00 – 12.30 Analysis: reading test items  12.30 – 1.30 Lunch  1.30 – 3.00 Analysis and construction of new items  3.00 – 4.45 Discussion  4.45 – 5.30 Soton City Tour of Southampton  **Day 2 Tuesday 1st March 2016**  Tuesday 9.00 – 10.15 Input: Assessing listening  10.15 – 10.30 Break  10.30 – 12.00 Analysis: listening test items  12.00 – 12.45 Transfer to Warsash Maritime Academy  1.00 – 2.00 Warsash Maritime Academy Lunch courtesy of Prof. John Chudley, Provost, Warsash Maritime Academy  2.00 - 3.30 Warsash Maritime Academy Tour of Warsash Maritime Academy with Alan Cartwright, Commercial Manager, Warsash Maritime Academy  3.30 – 4.00 Transfer back to Southampton  4.00 – 4.45 Discussion  **Day 3 Wednesday 2nd March 2016**  9.00 – 10.30 Input: Assessing speaking and integrated testing  10.30 – 11.00 Break  11.00 – 12.30 Analysis: speaking test items  12.30 – 1.30 Lunch  1.30 – 3.00 Analysis and construction of new items  3.00 – 4.45 Discussion  7.00 onwards Dinner with Prof. John Chudley  **Day 4 Thursday 3nd March 2016**  9.00 – 10.30 Input: Assessing writing  10.30 – 11.00 Break  11.00 – 12.30 Analysis: writing test items  12.30 – 1.30 Lunch  1.30 – 3.00 Analysis and construction of new items  3.00 – 4.45 Discussion  **Day 5 Friday 4th March 2016**  9.00 – 10.30 Input: Assessing vocabulary  10.30 – 11.00 Break  11.00 – 12.30 Analysis: SMCP test items  12.30 – 1.30 Lunch  1.30 – 3.00 Analysis and construction of new items  3.00 – 3.30 Break  3.30 – 6.30 Discussion and debrief  6.30 onwards Dinner  - Presentation of the training results.  - Summary  - Final Monitoring & Evaluation  **Participant tasks before, during and after mobility**:  **Before mobility**  Skype meeting if possible between the partner organisations, participants and receiving organization to discuss open issues and for detailed mobility planning (travel, stay in Southampton, other organizational issues)  Participants can also prepare for their training from the reading reference list provided by the Host Organisation.  **Reference list for Training 1**  Alderson, C., Clapham, C. and Wall, D., 1995. *Language Test Construction and Validation.* Cambridge: Cambridge University Press.  Bachman, L.F. and Palmer, A.S., 1996. *Language Testing in Practice.* Cambridge: Cambridge University Press.  Bachman, L. F. and Palmer, A.S., 2010. *Language Assessment in Practice.* Oxford: Oxford University Press.  Hughes, A., 2002. *Testing for Language Teachers.* Cambridge: Cambridge University Press.  McNamara, T., 2000. *Language Testing.* Oxford: Oxford University Press.  Weir, C., 2005. *Language Testing and Validation.* Basingstoke: Palgrave Macmillan.  **During mobility**  The participants will be responsible for the following activities during the mobility :   * attending classes according to the schedule; * performing tasks required by the training provider; * participating in the initial and final evaluation; * initiating cooperation with participants from other countries if possible. * fill out feedback questionnaires at the end of the training course.   **After mobility**   * Participants will be able to proceed to the development of the Intellectual Outputs related to the MariLANG project and the specific training. * Follow-up feedback will be used by the receiving organization for continuous improvement and updating of their training course offer. * Participants will be obliged to implement forms of sharing the knowledge, competencies and skills gained during the course with the colleagues in the home country who did not take part in the course. These can be workshops, seminars, job shadowing etc. * Additionally, participants and the sending organizations can disseminate the results of their mobility projects by**:** * posting presentations on e-Twinning; * creating a Teachers’ room on e-Twinning; * running a project on e-Twinning; * doing questionnaires for the evaluation of dissemination; * writing articles in the mass-media; * preparing and delivering case studies on the topics discussed during the training * posting on the project’s blog comments, photos, descriptions of the mobility experience; * posting all materials on the project’s website; * filling in questionnaires;   **Competences to be acquired by the participant**:  **General:**   * competences for improving the quality of training and activities for the benefit of students; * competences for strengthening social cohesion in Europe; * competences for the exchange of best practices; * competences for personal development by managing their own learning; * competences for achieving changes through modernization and international openness in the school; * internationalisation competences; * competences for ensuring the quality of a project; * keeping abreast of the times * contributing to the creation of a new open-minded and all-inclusive school * increased motivation for professional development * will be able to effectively support for students´ development process * share examples of good practice via contact with other European teachers participating in the training * provide an enhanced European dimension to the consortium schools by means of linking our students and our schools with other schools all over Europe, by establishing future partnerships   **Training specific:**  This training course will provide information on how to build and evaluate educational tests and how to effectively and appropriately interpret test results. Trainees will learn about the advantages and disadvantages of different assessment formats such as selected response items, performance assessments, and computer-based testing. Specifically, trainees will learn how to:   * describe fundamental aspects of test quality such as reliability and validity * operationally define testing purposes * develop a variety of item formats including multiple-choice and constructed-response items * develop answer keys and scoring rubrics for different item formats * evaluate tests and items using statistical and qualitative methods * incorporate meaning into test score scales using both norm-referenced and criterion-referenced procedures * use standard setting techniques to set “passing scores” and other performance standards on tests * develop appropriate documentation to properly communicate the quality of an assessment * understand the utility of educational assessments within the broader context of educational policy and decision making   The common theme unifying these knowledge and skill areas is the promotion of equity and fairness in educational testing. In addition, the training stresses the role of educational testing in improving student learning. Trainees will learn how to build quality tests aimed towards promoting valid score interpretation, and will learn how to evaluate the use of a specific test for a specific purpose. Measuring psychological phenomena such as what a student “knows and is able to do” is a complex endeavor. Test construction is both art and science; both aspects will be stressed in this training course.  Upon successful completion of this training, trainees will know how to (a) develop tests, (b) choose among already existing tests for a specific purpose, (c) use the results of standardized tests to help make decisions about students and educational systems, and (d) identify flaws in educational assessments.  Some specific topics covered in the course are:   * Understand the test item specifications for assessing reading skills * Understand the test item specifications for assessing listening skills * Understand the test item specifications for assessing writing skills * Understand the test item specifications for assessing speaking skills * Understand the test item specifications for assessing vocabulary & SMCP * Create different types of test items and use them according to the desired learning outcomes assessment * Create an item bank with consistent, reliable, and valid test items * Be able to ensure the tests are varied, and have different items (questions) * Be able to ensure they match the requirements set out for each item, as per the test specifications. * Be able to select from the bank items which are of suitable level for the test population * Be able to assemble together and combine test items to form a test which is equivalent in difficulty and discrimination to previous tests in the series * Be able to moderate each test item for the design of match with the test specifications, likely level of difficulty, possible unforeseen problems, ambiguities in the wording of items and of instructions, problems of layout, match between texts and questions, and overall balance of the test   **Country culture knowledge and skills**  - Get to know the culture and tradition of the region  **Knowledge and linguistic skills**  - Improve communication skills in English  - Improve the ability to use English sectorial language  **Intercultural skills**  - Seeing, understanding and embracing cultural differences  - Recognizing and adjusting when being motivated by different cultural values  - Being respectful and showing empathy for people from culturally-different backgrounds  - Working effectively in diverse teams  - Listening and observing different modes of interaction  - Communicating effectively in a multilingual environment  - Being able to establish rapport quickly  - Adapting to new conditions without judgment  - Tolerating ambiguity and coping with adversity  **Personal development**  - Improve their confidence  - Be aware of one’s own cultural values (self-awareness)  - Boost their morale  - Become more open minded  - Consider working abroad as a realistic option |
| **- Monitoring arrangements:**  **Monitoring and Mentoring of the participant before, during and after the mobility**:  **Before the mobility**  The participants will be monitored regarding the preparation of the mobility, the participation and the dissemination focusing on the expected changes at institutional level. The number and quality of dissemination and valorisation activities performed by each participant will be monitored via reports and worksheets.  The participants will be asked to prepare reports about all the performed activities.  The monitoring activities will include the creation of a monitoring plan which will include the preparation of Evaluation Worksheets during the preparatory stage with evaluation benchmarks of the outcomes of the mobility in alignment with the agreements signed for monitoring the progress and the matching of the results with the objectives of the mobility.  The mentoring activities will be carried out by both Sending Organisations and Training Provider.  1 month before the arrival of the participants in Southampton, training provider is going to contact the trainees from the Sending Organisations in order to provide them with all the information relevant for the management of the mobility in Southampton, such as details of the training agenda, contact details of the Tutor, transport arrangement details, accommodation details, practical information and tips on culture, life, etc., procedures to follow in case of emergencies and accidents.  **During the mobility**  Course Tutor is going to be responsible for the process of monitoring of the participants’ development and participation during the course.  Monitoring is going to take place all the time, but particularly during speaking activities when the Tutor is concerned with the general assessment of learners' performance in relation to general progress or recent skills, knowledge and competencies development.  Monitoring of individual learners is going to take place during more autonomous practice exercises, when the aim is to point out errors and encourage self-correction. Guided practice activities, particularly of the pair-work format, are going to be monitored for accuracy, while less guided group-work activities are going to be monitored for task achievement and competence.  The mentoring activities which are planned to take place during the mobility are going to take place at the end of each training day. The participants will be able to approach their Tutor to discuss some doubts they might have. The Tutor in such cases will be acting as Mentor who will be offering support, guidance and advice to the participants on further development in the field.  During the mobility the participants will be encouraged to run a daily blog and comment on the programme.  The participants will be asked to sign the attendance list on a daily basis.  The participants will be mentored by the project management team in the home country at each stage of the mobility.  The Hosting Organisations will prepare evaluation worksheets of the training progress to monitor and evaluate the learning outcomes and check whether the objectives of the project have been achieved. During the mobility project they will provide professional support, mentoring, monitoring and evaluation of the participants' progress and the project implementation  **After the mobility**  The Sending Organisation is going to monitor the delivery of the dissemination and knowledge, skill and competencies sharing programme envisaged for Sending Organisations’ staff that did not have an opportunity to take part in the training abroad.  The participants that took part in the training abroad will be encouraged to provide mentoring support and guidance to their colleagues.  The mentoring activities will be include  - workshops  - one-to-one meetings  - conferences  - seminars |
| **- Foreseen use of outcomes, evaluation:**  Before their arrival in Southampton, each participant will be asked to self-evaluate their skills before their training in the Evaluation Worksheets prepared by the Hosting Organisation in order to find out their level of advancement in the field in which they will be training during the course. The forms will be passed onto the Course Tutor who will analyse them and adapt the training programme to the learning needs of the participants.  At the beginning of the training course, the Tutor is going to hand out the initial assessment forms to the participants with the topics that are going to be covered during the course. The participants will be asked to fill them out and return them to the Tutor.  At the end of the course the same assessment form will be handed to the participants who will be asked to fill it out again. All the forms will be collected by the Tutor who will analyse them in depth and prepare progress reports about each participant. The progress reports will be sent to the participants by email after the completion of the mobility.  Additionally, on the last day of the course, the participants will be asked to fill out the course evaluation forms the aim of which is to provide the Tutor with valuable feedback on what elements of the course were delivered according to their expectations and what elements need further improvement or change. All the feedback provided is going to be thoroughly analysed by the Tutor.  Also, on the last day of the course, the provider of the training course is going to ask the participants to fill out the course and services evaluation forms.  The Hosting Organisation will prepare Evaluation Worksheets which will evaluate the quality and the quantity of the training activities, the participation in these, the results of the entire action, the fulfilment of tasks, the dissemination of results, the attitude towards international cooperation, the creativity and the desire for self-enhancement and for promoting European values.  Each participant will evaluate his/her activities before and after the mobility during the mobility. The following main tools will be used for the assessment: evaluation worksheets, questionnaires, interviews, surveys, online meetings, observations.  **Recognition**  The Hosting Organisation will issue Europass Mobility Certificates for each participant which is going to be signed by the training provider at the end of the mobility.  The Training Provider is going to issue Training Certificates which will be handed to the participants on the last training day. The Certificates will be signed and stamped by the Training Provider Director. |

**III. COMMITMENT OF THE PARTIES INVOLVED**

**By signing this document, the participant, the sending institution and the receiving organisation confirm that they will implement the work-programme as described above.**

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| **THE PARTICIPANT**  Participant’s signature  ........................................................................... Date: ..................**20/02/2016**....................... |

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| **THE SENDING INSTITUTION**  **1st Evening Vocational Senior High School of Egaleo**  We confirm to implement the proposed work programme.  Coordinator’s signature | |
| .  ............................................................................ | Date: ..................**20/02/2016**....................... |

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| **THE RECEIVING ORGANISATION**  **Southampton Solent University**  We confirm to implement the proposed work programme. | |
| Coordinator’s signature  ...................................................................... | Date: ........... **20/02/2016**...................... |

**Erasmus + VET Mobility**

**Quality Commitment**

**Obligations of the Sending Organisation**

* ***Define*** *the envisaged learning outcomes of the mobility period in terms of knowledge, skills and competences to be developed.*
* *If you send learners or teachers and other professionals who face* ***barriers to mobility****, special arrangements for those individuals must be made (eg those with special learning needs or those with physical disabilities).*
* ***Prepare*** *participants in collaboration with partner organisations for the practical, professional and cultural life of the host country, in particular through language training tailored to meet their occupational needs.*
* ***Manage*** *the practical elements around the mobility, taking care of the organisation of travel, accommodation, necessary insurances, safety and protection, visa applications, social security, mentoring and support, preparatory visits on-site etc.*
* ***Establish*** *the Mobility Agreement with the participant trainee or teacher and the host organisation to make the intended learning outcomes transparent for all parties involved.*
* ***Establish*** *assessment procedures together with the host Organisation to ensure the validation and recognition of the knowledge, skills and competences acquired.*
* ***Establish*** *Memoranda of Understanding between the competent bodies if you use ECVET for the mobility.*
* ***Establish*** *appropriate communication channels to be put in place during the duration of the mobility and make these clear to participant and the host Organisation.*
* ***Establish*** *a system of monitoring the mobility project during its duration.*
* *When necessary for special learning needs or physical disabilities, use* ***accompanying persons*** *during the stay in the host country, taking care of practical arrangements.*
* ***Arrange and document*** *together with the host Organisation, the assessment of the learning outcomes, picking up on the informal and non-formal learning where possible. Recognize learning outcomes which were not originally planned but still achieved during the mobility.*
* ***Evaluate*** *with each participant their personal and professional development following the period abroad.*
* ***Recognise*** *the accrued learning outcomes through ECVET, Europass or other certificates.*
* ***Disseminate*** *the results of the mobility projects as widely as possible.*
* ***Self-evaluate*** *the mobility as a whole to see whether it has obtained its objectives and desired results.*

**Obligations of the Sending and Host Organisation**

* ***Negotiate*** *a tailor-made training programme for each participant (if possible during the preparatory visits)*
* ***Define*** *the envisaged learning outcomes of the mobility period in terms of knowledge, skills and competences to be developed.*
* ***Establish*** *the Learning Agreement with the participant trainee or teacher to make the intended learning outcomes transparent for all parties involved.*
* ***Establish*** *appropriate communication channels to be put in place during the duration of the mobility and make these clear to participant .*
* ***Agree*** *monitoring and mentoring arrangements*
* ***Evaluate*** *the progress of the mobility on an on-going basis and take appropriate action if required*
* ***Arrange and document*** *the assessment of the learning outcomes, picking up on the informal and non-formal learning where possible. Recognize learning outcomes which were not originally planned but still achieved during the mobility.*

**Obligations of the Host Organisation**

* ***Foster*** *understanding of the culture and mentality of the host country.*
* ***Assign*** *to participants tasks and responsibilities to match their knowledge, skills and competences and training objectives as set out in the Learning Agreement and ensure that appropriate equipment and support is available.*
* ***Identify*** *a tutor or mentor to monitor the participant's training progress.*
* ***Provide*** *practical support if required including a clear contact point for trainees that face difficulties.*
* ***Check*** *the appropriate insurance cover for each participant*

**Obligations of the Participant**

* ***Establish*** *the Mobility Agreement with the sending Organisation and the host organisation to make the intended learning outcomes transparent for all parties involved.*
* ***Comply*** *with all the arrangements negotiated for the training placement and to do his/her best to make the placement a success.*
* ***Abide*** *by the rules and regulations of the host Organisation, its normal working hours, code of conduct and rules of confidentiality.*
* ***Communicate*** *with the sending Organisation and host Organisation about any problems or changes regarding the training placement.*
* ***Submit*** *a report in the specified format, together with requested supporting documentation in respect of costs, at the end of the training placement.*

**Signatures**

Sending Organisation, Name, Date

**1st Evening Vocational Senior High School of Egaleo**

**Tolias Evangelos 20/02/2016**

**Host Organisation, Name, Date**

**Southampton Solent University**

**20/02/2016**

**Participant, Name, Date**

**Jennie Kallergi 20/02/2016**