



Newsletter 6

September 2017

LiRe2.0 Presented at LMETB New Employee Induction Day



On August 22, 2017 LMETB held an Induction Day for all new staff. The day was designed for all new teaching staff within Louth Meath Education Training Board. This included over 80 teachers from primary, secondary, further education, and adult education schools within LMETB. The day was an excellent opportunity for new teachers to be introduced to the Lifelong Readers 2.0 project and Toolkit. LMETB partners Vivienne Branigan and Nicola Townley gave a presentation

on the project as well as a detailed exploration of the LiRe2.0 Toolkit. The audience of newly appointed teachers were able to view the online Toolkit and view its content and resources. A variety of Web2.0 Tools that are featured within the Toolkit were also demonstrated, with all teachers participating in a Kahoot quiz. The project website and promotional material was also disseminated to all attendees.



Multiplier Event by INNOVADE



On September 6, 2017 INNOVADE carried out its second LiRe2.0 Multiplier Event. The event took place at the 2nd Primary School of Makedonitissa. In total, 20 participants attended the event including the principal of the school, assistant principals, and teachers. The workshop started with a general presentation of the project, a brief description of its aim and objectives, partner organisations, rationale, and expected results. Furthermore, the

methodological framework of the project was presented, as well as practical tips with interactive activities on how to work with Web2.0 tools. During the practical section of the seminar, the LiRe2.0 Toolkit as well as sample lesson plans from it were presented along with hands-on activities.





School Implementation in LiRe2.0

One of the most important phases of the LiRe2.0 project was the school implementation phase, which followed the teacher training phase. This phase ran from April until June 2017. The school implementation phase involved the implementation of the LiRe2.0 teaching units that were created by the teachers during the teacher training phase. At last 2 schools were involved in each partner country, and after the completion of each implementation, a case study was produced on the specific of the implementation and the results observed. More specifically, the LiRe2.0 partners worked closely with a total of 16 educators and 250 target group members, namely at-risk students in reading and academic learning, pre-teens and teenagers, and university students. Each partner collected data through several means: a questionnaire on piloting, a questionnaire on implementation, a focus group with educators involved in the piloting, a focus group with learners conducted by the educators themselves; all these data were analyzed and compiled into a national implementation report that summarized all findings, and which will be available on the LiRe2.0 project website upon completion of the project. The same holds for the Case Studies prepared by the project partners.

The two target groups that were directly involved in the school implementation, and which directly benefited from the school implementation, were the teachers and the students. For this reason, the LiRe2.0 consortium reached some conclusions about these groups through the data analysis, which are briefly presented below:

What do teachers think?

- Teachers seem generally willing to spend time exploring Web 2.0 tools in order to diversify their teaching practice and make their lessons more interesting and entertaining.
- Ready-to-use and simple Web 2.0 tools, such as Kahoot or Linoit, are preferred by teachers.
- Teachers appreciate learning how to engage students in specific online practices (such as book trailers and recommendations for other readers) through Web 2.0 tools.
- Teachers generally believe that Web 2.0 tools as described in the *LiRe2.0 Toolkit* have high potential to positively influence learners' attitudes towards reading, including those of reluctant readers.
- Teachers believe that using digital tools in association with reading promotes creativity and helps learners with difficulties or special needs develop literacy skills.
- Teachers experimented with Web 2.0 tools for interaction, collaboration, and sharing available online information.
- Teachers expressed concerns for the lack of modern equipment and good Internet connection in schools to support the use of Web 2.0 tools.
- Teachers were skeptical as to how to control the students when they work online and how to safeguard that they stay on target.

Learners welcome Web 2.0 Tools...

- "This is how literary works are transformed into cinema" claimed a 6-year-old.
- Younger learners saw in the uses of Web 2.0 tools in class an opportunity to extend their use to private practices at home.
- Teenage learners were keen to use their own devices (mobile phones and iPads) in class, while younger learners felt it was important to learn how to use the mobile device adequately prior to using it.
- Older learners put a lot of emphasis on interactivity and game-like activities, like quizzes that are enjoyable and competitive; they felt that using tablets and e-readers was an encouragement to read





and sharing their own reading interpretations through Facebook or Goodreads was valued as positive engagement.

- University learners (who were student teachers) were keen to explore the technical features and the social uses of the Web 2.0 tools with which they worked.

LiRe2.0 Final Conference



The final conference of the LiRe2.0 project was held on September 26, 2017 at The D Hotel, in Drogheda, Ireland. The main scope of the conference was to present the work and outputs completed by the project consortium throughout the 2 years that the project ran, and to provide the audience with access to the final products of the project and how these can be utilized in their life and work. The conference was considered successful, as it was attended by local teachers and principals, as well as trainers, academics, municipality and youth center

representatives, all of whom had very positive comments and feedback on their experience. During the conference, the project partners presented the results and final outcomes of the project, placing special attention to the outcomes that can be utilized by teachers in their teaching practices, such as the LiRe2.0 Toolkit. The keynote speaker of the conference was Dr. Stephen Howell from Microsoft Ireland, who enhanced the ideas promoted by the LiRe2.0 project, that being the innovative use of new technologies to reinforce teaching and learning, especially for youth.

