



E4U TUTORIALS

EUROPE FOR YOU

ERASMUS+ MULTILATERAL PARTNERSHIP FOR SCHOOLS



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TUTORIAL 1

HOW TO ORGANIZE AN INTERNATIONAL CONFERENCE AMONG SCHOOLS

These few notes to give some suggestions for the organization of a conference. The tips come from experience in the years of multilateral projects that our school has organized or participated in.

WHY?

A conference or a meeting are usually part of a project.

In European projects, there is always a teacher who is the contact person in the multinational group and in his/her school represents the person who is responsible for the carrying out of the project.

In the multinational network, the group of teachers define the scope of the project and they decide for the meeting in terms of:

- Aims
- Target group
- Dates and length (of course considering availability of organising school, school schedules for exams, holidays, etc.)
- Number of participants

The contact teachers in the multinational team keep in contact during the project and together with the coordinator provide monitoring of the activities.

In the school where the meeting is organised a "**steering committee**" must be formed (max 7 people – 3 teachers, 3 students and a representative from the secretary) with the purpose of organizing and coordinating the activities. In this group one of the teachers is the contact person in the multinational group. Then the teachers and students of the steering committee are members of the three groups in charge of the organisation of the meeting in its various aspects. Of course, the number of the teachers and students involved in the organization can vary according to the number of participants.

GROUP A: formed by the teacher (contact person) plus other two or three teachers and 2 students.

This group will be in charge of the "official" part of the conference:

- a) Every day schedule
- b) Organisation of the activities (participants, activities, products, time, means)
- c) List of guests and their contribution if any
- d) Conference Outcome
- e) Keeping in contact with the institutions, local authorities, guests to coordinate the events during the conference.



- f) Contact with the police in case it is required the information who is in town (even if for a short period)
- g) Contacts with the media: press, TV / Radio
- h) Sponsors if any
- i) Questionnaires for the evaluation of the conference / project (for participants, hosting families, other people involved)

Documents & forms: Grid suitable to set the day by day activities – Form to list the participants to the workshops – Form to be filled in for the experts – A letter presenting the project and the conference for sponsors and special guests – The sample of a letter inviting people to the conference.

When, how long and location

GROUP B – this group is made up of 2 - 3 teachers and 2 students (one of these teachers and one of these students are members of the Steering Committee).

This group is in charge of the logistics:

- a) Defines the location/s (according to the number of participants, easy to be reached, available in the period of the conference, suitable facilities as for example: internet connection, high projector/white board, computers, microphones, place for coffee break, etc.)
- b) Organisation of the bus, mini-bus for the group arriving, transportation from and to the station/airport the days of the arrival and departure.
- c) Updating of the website or web-page of the event/project.
- d) Preparing the forms to collect data from all the participants (these data are important also for insurance reasons)
- e) Insurance for the participants

Accommodation for the participants and guided tour

GROUP C - formed by 2 - 3 teachers and 2 students (One of these teachers and one of the students are part of the Steering Committee) will be in charge of:

- a) Accommodation for students (usually students are hosted by families).
- b) Accommodation for teachers and other guests
- c) Visits to the surroundings and to towns
- d) Organisation for the leisure activities if any.

Documents and forms: Leaflets on your town and its territory, materials on the places to visit during the conference – Form to identify the families available to host – list of hosting families – hotels and guest houses where teachers and other guests are lodged – list of restaurants for the meals – buses or train tickets for the guided visit – information and possible leisure activities in the area in order to organize for the entertainment of the guests and possible location where to organize leisure activities.



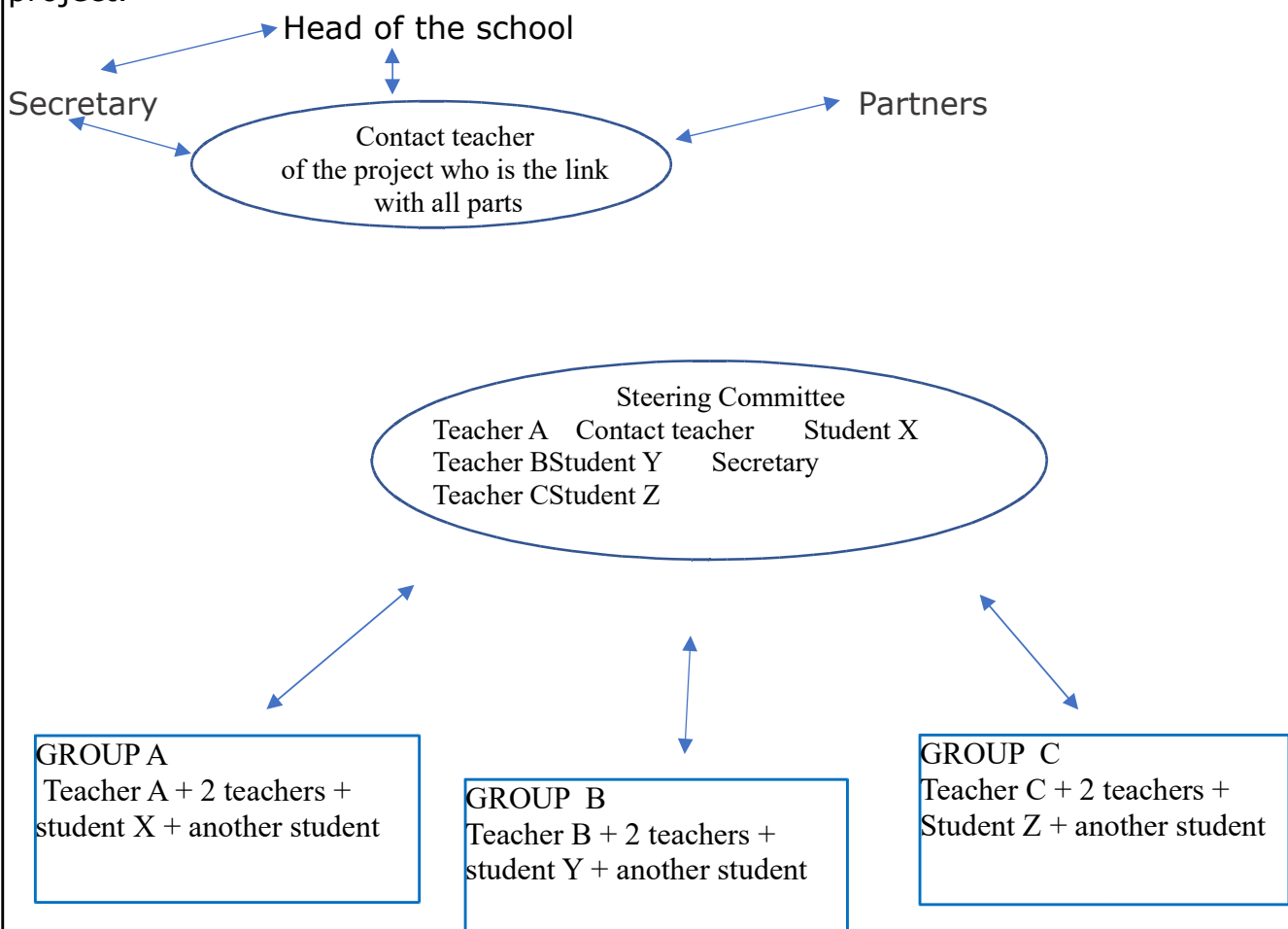
When starting the organisation

The organisation of the conference should start one year in advance. Anyway, if you are organizing a conference you need some months. For example, if the conference is in October/November the organization should start at least in March (as there are summer holidays in between). If the conference is in April / May the organisation should start in October.

Budget

It should be prepared by the contact teacher and the secretary of the school. An excel form should be prepared and all the possible items should be listed and offers must be asked to obtain the best service at the lowest price if possible.

The three groups listed above should prepare their own budget they have to present to the contact teacher and the secretary. These budgets should be examined and discussed within the steering committee who should decide on the most favorable options and check on their feasibility and compatibility vs the project.





It is important to consider the different steps through which the organization develops:

- 1^ phase – PLANNING
- 2^ phase – The CONFERENCE
- 3^ phase – AFTER the CONFERENCE

1^ phase

- a. Prepare some forms: guest student's and teacher's to collect personal data, Form to collect information about the delegations' journey.
- b. Prepare letter to ask for an estimate, letter with some information on the project and the conference for possible sponsors and authorities, informing letter to the institutions you will cooperate with.
- c. Prepare a draft of the programme with timing, locations, activities and the people who are involved. Each time you adjust the programme remember to indicate the date of the change. The programme should have a good balance with activities and foresee some breaks and time for the transfers.
- d. When there are guest students or other guests, you need to prepare a form to collect the list of families willing to host and prepare the list of matchings.
- e. Prepare a folder with important and essential data concerning the school partners, useful phone numbers (participants, first aid, schools and teachers involved, companies and institutions you cooperate with in organising the conference, etc...). The folder needs to be available for all the organising teachers (the teachers of the Steering committee will be the "task force" and will always be available to solve any inconvenient or problem that might occur. We advise to have a specific mobile phone for the conference. Of course, the teacher who use it should be able to operate effectively on the requests.
- f. Prepare the location and give details to avoid wasting time in transfers
- g. List of rules for participants
- h. Prepare detailed information for the group of students who have to prepare the videos, photos, journal reports of the conference.
- i. Have insurance for all the participants (guests and hosts)
- j. Articles for the press, Radio/TV news

2^ phase

- a. Give the complete programme to all participants, possibly in advance
- b. The "task force" group keeps monitoring the activities. You must be ready to prevent inconveniences and problems, but you must be ready to face all problematic situations.



- c. Check that locations, materials are always ready.
- d. Briefing every morning
- e. Overview of the state of art of the conference at the end of the day
- f. There must be a moment for the guest students to meet with their teachers (in the morning before the starting of the activities)
- g. Accurate and unbending in collecting the outcome every time a product is planned.
- h. Check the Press group
- i. Have the guests fill in the evaluation questionnaire before they leave.

3^ phase

- a. Collecting and organising all the outputs of the conference.
- b. Hand out the evaluation questionnaire to the participants and the organisers and the hosting families
- c. Collecting and analysing the data of the evaluation questionnaire to draw some conclusions.



Attachment 1 – Matching students

Delegations	Arrival	Departure	Guest Teachers	Guest students	Host students

Attachment 2 – Homestay Availability

HOMESTAY AVAILABILITY

Please fill out the form below with your room availability details

Last Name: _____

First Name: _____

Phone number: _____

Mobile Phone: _____

Email Address: _____

Home Address: _____

Any Pet? _____

Other useful information: _____

Would you host a student?

 YES

 NO

a girl

a boy

either a boy or a girl


Attachment 3 – Questionnaire for guest student
Project CONFERENCE
Evaluation sheet for partner students

Please tick the level you consider to be the most adequate:

1. Organization of the conference	Very good	Good	Average	Bad	Very bad
How did you like:					
a) The organization of the programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) The organization of the activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Which workshop did you attend?					
a) _____		<input type="checkbox"/>			
b) _____		<input type="checkbox"/>			
c) _____		<input type="checkbox"/>			
d) _____		<input type="checkbox"/>			
3. Did you like it?					
Yes, a lot <input type="checkbox"/>	Yes <input type="checkbox"/>	Fairly enough <input type="checkbox"/>	Not so much <input type="checkbox"/>	No <input type="checkbox"/>	
4. Did you like the product of your workshop?					
Yes, a lot <input type="checkbox"/>	Yes <input type="checkbox"/>	Fairly enough <input type="checkbox"/>	Not so much <input type="checkbox"/>	No <input type="checkbox"/>	
5. Did you like the product of the other workshops?					
Yes, a lot <input type="checkbox"/>	Yes <input type="checkbox"/>	Fairly enough <input type="checkbox"/>	Not so much <input type="checkbox"/>	No <input type="checkbox"/>	
Which? _____					
Why? _____					
6. During the conference did you get on well with the other students?					
Yes, a lot <input type="checkbox"/>	Yes <input type="checkbox"/>	Fairly well <input type="checkbox"/>	Not so much <input type="checkbox"/>	No <input type="checkbox"/>	
Why? _____					
7. The contact with the Italian students and the families					
How did you like:					
	Very good	Good	Average	Bad	Very bad
a) Your Italian host partner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Your host family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) The Italian food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Your spare time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Did you like the activity _____? Yes <input type="checkbox"/> No <input type="checkbox"/>					
9. Did you like the visit to _____? Yes <input type="checkbox"/> No <input type="checkbox"/>					
10. Did you like the day together _____? Yes <input type="checkbox"/> No <input type="checkbox"/>					



11. What did you like the most of _____ the town were the conference was held?

12. Would you like to change anything of the conference programme? Yes No

13. What did you learn during the conference?

14. What did you like the most of the conference?

15. What didn't you like much of the conference?

16. About the Project

a) What stage did you like the most?

- a1. Presentation
- a2. Postcard
- a3. Matching
- a4. National reports
- a5. International interpretation
- a6. Basic Language Learning
- a7. Meetings
- a8. Others _____

17. Would you suggest other students to participate in a multilateral project?

Yes No

18. Why /not?

THANKS A LOT FOR YOUR KIND COOPERATION!


Attachment 4 – Questionnaire for host student
Project CONFERENCE
Evaluation sheet for host students

Please tick the level you consider to be the most adequate:

1. Organization of the conference	Very good	Good	Average	Bad	Very bad
How did you like:					
a) The organization of the programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) The organization of the Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Which workshop did you attend?					
a) _____		<input type="checkbox"/>			
b) _____		<input type="checkbox"/>			
c) _____		<input type="checkbox"/>			
d) _____		<input type="checkbox"/>			
e) _____		<input type="checkbox"/>			
3. Did you like it?					
Yes, a lot <input type="checkbox"/>	Yes <input type="checkbox"/>	Fairly enough <input type="checkbox"/>	Not so much <input type="checkbox"/>	No <input type="checkbox"/>	

4. Did you like the product of your workshop?

Yes, a lot Yes Fairly enough Not so much No

5. Did you like the product of the other workshops?

Yes, a lot Yes Fairly enough Not so much No

Which? _____

Why? _____

6. During the conference did you get on well with the students of the partner schools?

Yes, a lot Yes Fairly well Not so much No

Why? _____

7. During the conference did you get on well with the students of the other classes?

Yes, a lot Yes Fairly well Not so much No

Why? _____


8. The contact with the guest student you hosted (nationality:)

How did you like:

	Very good	Good	Average	Bad	Very bad
a) Your guest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Family life with your guest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Spare time with your guest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Were you in the same workshop? YES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If YES did you like the activity with your guest? Explain					<input type="checkbox"/>

 9. Did you like the evening activity on _____? Yes No

 10. Did you like the visit to _____ Yes No

 11. Did you like the day together on _____? Yes No

 12. What did you most like of the conference?

 13. What didn't you like much of the conference?

 14. Would you like to change anything of the conference programme? Yes No

 15. What did you learn during the conference?

 16. Your parents' opinion / comments

17. About the _____ Project

a) What stage did you like the most?

- a1. Presentation
- a2. Postcard
- a3. Matching
- a4. National reports
- a5. International interpretation
- a6. Basic Language Learning
- a7. Meetings
- a8. Others _____
-

Give reasons: _____



18. Would you suggest other students to participate in a multilateral project?

Yes

No

19. Why yes/not?

20. Any suggestions for future projects?

21. Anything you want to add and that has not been dealt with in the questionnaire:

THANKS A LOT FOR YOUR KIND COOPERATION!

**Attachment 5 – Application form****PROJECT CONFERENCE
PARTICIPATION FORM**

SCHOOL: _____

1. Teacher 1,2,...

Surname: _____

Name: _____

Subject taught: _____

Place and date of birth: _____

m.p. _____

e.mail: _____

2. Student 1,2,3,4,...

Surname: _____

Name: _____

Place and date of birth: _____

m.p. _____

e.mail: _____

nickname: _____

allergies: _____

vegetarian YES NO

other: _____

Day of arrival:

Flight number _____

Airport: _____

Arrival time _____

Day of departure:

Flight number _____

Airport: _____

Departure time _____



TUTORIAL 2

HOW TO MODERATE A DISCUSSION

Main types and choice of subject

The discussion is one of the most common communication techniques in every language. To be able to discuss is a very important skill, not only for at school but also in your life. In a discussion you'll not only learn to stand up for yourself, but also to make your argument stronger.

The purpose of the discussion is usually to get one common stance, a solution for a problem or to design a plan of action. This is something you do with the participants of the discussion. There are 2 sorts of discussions for these goals: a problem solving discussion and an discussion which forms an opinion.

Not every subject is suitable to discuss. A good discussion subject has to fulfil a couple of aspects:

- It has to be an open subject. This means that there is no clear answer for the subject.
- The subject is controversial. There must be a clear a difference between the opinions.
- The subject is specific. It's important to formulate a good and clear statement.
- There has to be enough information about the subject.

Division of tasks

To keep a discussion organized you have to make a clear division of tasks. You often have a division of the following tasks: Chairman, timekeeper and the participants.

Important tasks for the Chairman:

- a) He will introduce the subject and the questions/Problems
- b) He will make sure that every participant can give his/her opinion.
(Phase 2)
- c) He will make sure that every participant gets some time to speak.
(Phase 3)
- d) In the end it will be his task to outline the results and end the discussion

It's recommended for the chairman to summarize the discussion while it's still going.



Important aspects for the participants:

- Be well prepared for your discussion.
- Stick to the Fourphasestructure
- Don't wander off the subject and the question and/or problem.
- Listen interested to the other participants, let each other speak (don't interrupt each other)
- Use counterarguments on the arguments the other participants have to say. Or just simply have something to say about the other arguments. If you really don't understand the argument ask for clarity.
- Don't repeat your arguments, come up with new ones
- Focus on the group not just on one particular person.

The timekeeper can be used when there is a limit on the time you have to discuss. The timekeeper gives a sign to the chairman when the time is almost over. Except from keeping the time he will also be part of the discussion. That's something that the chairman doesn't do.

Important: A good discussion is teamwork!

Phases in a discussion

A good discussion needs to have a structure, there are 3 phases.

Phase 1: The chairman introduces the subject and tells the question and/or problem.

Phase 2: Every participant needs to get a chance to get her opinion on the table. The participant doesn't use all his/her arguments. And the other participants don't respond to the opinion.

Phase 3: this is where the discussion starts. At this time every participant strengthens their opinion by the use of arguments. The participants will defend their opinion and will attack the opinion of the other participants. There will be critical questions to one and other. This is the longest phase of the discussion. This phase will give a good impression of the participants' opinions.



TUTORIAL 3

HOW TO KEEP AN AGENDA

It might be difficult to make appointments and to keep them in a Group. Even though there are some simple programs to do so.

Most appointments with a few people takes a lot of crisscross emailing. Luckily there are some easy tools to plan these appointments faster. It works quite simple. One person makes an invitation, which says what it's about, where it is and on what date/time it is possible to have an appointment.

Then the others will be informed by email, they click on the link in the message and they add their availability. From then on everyone will be able to see which date/time is the most suitable. The manager of the appointment will be informed at each alteration and then the appointment can be closed. The number of emails is restricted to the call to vote and the eventual confirmation of the appointment. There are multiple tools available for free. For Dutch users the following pages are recommended;

- www.datumprikker.nl
- www.afspreken.nl
- www.doodle.com

You don't have to register for these tools (you can, but you don't have to) and there are no costs. Sometimes there is a link to your google-agenda.

How to keep an agenda.

With google agenda it is very easy to keep more agendas under one google account. These agendas can be shared to put on websites or to link them to other users. There are many options, let's stick to the most convenient one.

For personal use it's also a good idea to make more agendas. One for work-related issues and one for private affairs for instance. Both agendas work with a colour code so it's easy to keep them apart. They will both be shown. If you want to manage an agenda with more people then you can by giving these other people access to your agenda. This can be done on four levels. You just add their email addresses, and the receiver will see this new agenda appear on his screen. It may sound complicated, but the screens to organize this are fairly simple.

You can also use reminders per agenda, for example an overview of your appointments of the next day, but you can also get a notification via email or sms (text) when new appointments get in your email.



TUTORIAL 4

HOW TO DO A VIDEO CONFERENCE

What is videoconferencing?

Not everyone shares the same concept of videoconferencing. Some think of a simple skype- or facetime conversation, while others picture a special videoconference room with multiple screens, cameras and microphones. An explanation of the possibilities;

Webconferencing

“ring – ring”. Your laptop rings. You accept the incoming videochat, your webcam switches on automatically and you are connected, live and visual with your colleague, customer or other relation. These individual solutions – think of Skype, Google Hangouts or Microsoft Lync- are getting more and more common. This simple and often free version of videoconferencing is also called webconferencing or videochatting. Very efficient to communicate face to face quickly and easily with one another. But it is not always that reliable if you look at the quality and the connection.

Videoconferencing

Solid videoconferencing is a next level. Solutions in this area make sure there is a solid connection with high quality vision and sound. It is mostly used from a meeting room especially there for this purpose, or a working space with specific hardware linked to your IT infrastructure. But this has a price. Prices of a complete package vary from €2000,- to €30.000,- per location. There are also systems (also called telepresence) which cost more than €100.000,- per location.

Combination

Many providers of videoconferencing offer both options – to be able to meet with good quality, but also that they will be able to switch in case of less quality. The big names in the world of videoconferencing like Microsoft, Cisco, Polycom and Avaya are now developing simplified online solutions and applications to make videoconferencing approachable. The quality of the free solutions is gradually getting better as well. The market is getting together.

Advantages of videoconferencing

Time-effective

- less travel time
- less miscommunication
- higher productivity

Cost-effective

- less travel expensive
- less need of working space
- cheaper than phonecalls



TUTORIAL 5

HOW TO MAKE A VIDEO

<https://www.techsmith.com/tutorial-camtasia-how-to-make-a-video-tutorial.html>

<http://learnaboutfilm.com/making-a-film/>

Stage one – to write a synopsis:

<http://www.scriptmag.com/wp-content/uploads/How-to-Write-a-Synopsis.pdf>

Stage two: To make a storyboard:

Video: How to make a storyboard:

<https://www.youtube.com/watch?v=RQsvhq28sOI>

Storyboard tutorials:

<http://www.claytowne.com/beats-digging-ditches/sto-tutorial-how-to-create-storyboards-for-film-video-and-television/ryboard>

<https://www.alexandercowan.com/storyboarding-tutorial/>

Exsamples of storyboards (Pictures): [https://www.google.no/search?](https://www.google.no/search?q=tutorial+storyboard&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwiE8sihsIHXAhUIEpoKHSCHDI4QsAQITw&biw=1920&bih=925)

[q=tutorial+storyboard&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwiE8sihsIHXAhUIEpoKHSCHDI4QsAQITw&biw=1920&bih=925](https://www.google.no/search?q=tutorial+storyboard&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwiE8sihsIHXAhUIEpoKHSCHDI4QsAQITw&biw=1920&bih=925)

Storyboard mal

<https://ndla.no/nb/node/78213?fag=52222&meny=133190>

<https://ndla.no/nb/node/78213?fag=52222&meny=133190>

Stage three: Shooting the film

<http://learnaboutfilm.com/film-language/>

Shot size

<https://www.nyfa.edu/student-resources/12-most-popular-camera-shots-actors-should-know/>

[https://en.wikipedia.org/wiki/Shot_\(filmmaking\)](https://en.wikipedia.org/wiki/Shot_(filmmaking))

<http://learnaboutfilm.com/film-language/picture/shotsize/>

Camera movement:

<http://learnaboutfilm.com/film-language/picture/movement/>

Camera Angle and position

<http://learnaboutfilm.com/film-language/picture/camera-position/>

https://en.wikipedia.org/wiki/Camera_angle

Stage 4: Editing

<http://learnaboutfilm.com/film-language/editing/>

<http://learnaboutfilm.com/making-a-film/organising-filmmaking-process/editing/>