



## Seminars (attached to the conferences)

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## Kick-off in Berlin, Germany (January 2014)

The project coordinator (and host of the kick-off) decided to cancel the attached seminar for the first meeting in January 2014. This happened due to lack of time respectively to a higher priority of project management issues. The project partner were informed before and agreed on it.

## Project meeting in Suceava; Romania (May 2014)

### **Interactive workshop at the University of Suceava**

A 3-hour playingCLIL seminar was held at the Suceava University Faculty of Education that is an associated local partner in playingCLIL project in Suceava.

#### **The agenda:**

- introduction to the playingCLIL project (partners, rationale, purpose)
- every partner has a short presentation of organization
- introduction to teaching CLIL through drama-games
- short introduction workshop to CLIL games made by Patrick Deas and Edward Cousins from Interacting UK

#### **At the seminar participated 83 persons:**

- students and teachers from Suceava University that will become primary teachers
- teachers from Suceava county
- school councillors
- local media
- trainers from Teacher Training Agency Suceava
- members of Suceava NGO`s representing adult education

#### **Impact:**

- all participant express their interest to participated to training course playingCLIL
- students from Suceava University will apply in their learning playingCLIL games
- teachers from Suceava University express their interest to apply CLIL games in seminars with students
- local media write articles in local newspaper about the event and about the playingCLIL project

## Project meeting in Belfast, UK (September 2014)

Contact was established with stakeholders from local teacher training colleges and institutions taking part in the playingCLIL course with invitations to attend the Arthur Webb seminar held at the MAC. Demonstration seminars took place across the transversal sectors identified as our target group. In these seminars CLIL principles were presented alongside the drama-based games and the ambition of our partnership to bring them together explained to groups of both teachers and learners who would later test our product.

Our first demonstration seminar took place at the Coláiste Feirste School in Belfast. The project's objectives and principles were presented to the entire school by the head teacher. The project partners

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observed first hand games-based classroom activities with over one hundred learners in this immersion language school (the closest approximation to CLIL in Northern Ireland). The British Council acting as UK national agency sent a press officer and photographer to cover our event which attracted the attention of the Minister for Education of Northern Ireland.

A playingCLIL demonstration seminar was organised at the Dundonald High School as an example of subject specific games in a non-CLIL environment where we worked for 45 minutes with Geography students aged 13/14.

A further playingCLIL demonstration/seminar lasting 45 minutes took place at the SERC (Bangor Campus), an adult education institution, with 20 participants in a non CLIL Spanish language class playingCLIL games were presented in Spanish with the heads of department for tourism, catering and languages present along with the Vice Principal of the Institution.

A two hour seminar took place involving all project participants, led by Arthur Webb on the subject of drama games across the curriculum with participation of Ann McQuiston former senior languages advisor and European officer for the South Eastern Education and Library Board.

### Project meeting in Tenerife, Spain (March 2015)

At the meeting in Tenerife a seminar took place on Thursday the 26th March from 16:00 to 18:00. The aim will be to introduce playingCLIL and the process of the testing. Participants were school advisors (public administration and teacher development), teachers (primary/secondary education) and trainers (adult education). Some of them already attended at the training course in Gran Canaria (Oct 2014) and have already put the playingCLIL games into practice in their classrooms. These teachers were asked to provide input about their experiences regarding the implementation of the games. Besides this occasion will serve to familiarise all other participants with the project idea, its methodology so that a further disseminating effect is expected.

### Project meeting in Berlin, Germany (August/September 2015)

The seminar took place on Monday, 31<sup>st</sup> August 2015 from 15.00 to 18.00 h at the Humboldt University. The project team met 15 regional stakeholders from the public administration and several levels of education (school, adult and higher education). During this attached seminar the project (partners, rationale, and results to date) as well as the idea of teaching CLIL through drama-games was introduced and a preview to the handbook was given and opportunities for further collaboration regarding the implementation of playingCLIL were shown. During the seminar the Regional playingCLIL Network was presented by P1 and P2 and new stakeholders were invited to join this network.

### Final meeting in Las Palmas, Spain (November/December 2015): European playingCLIL conference

As its name suggests, the final meeting was the time to end the project on a high note: It began with the European Conference, which enabled 95 international participants to learn about the project and its

results. In their welcome speeches to open the European Conference representatives of the University of Las Palmas and from La Consejería de Educación (regional government) emphasized the achievements and results gained by the playingCLIL project and they put the conference in a European dimension and the added value of the work.

The following inspiring key note speech by Do Coyle from the University of Aberdeen focused on the theoretical background of CLIL and the effects of using CLIL for the motivation of learners in all ages. She also encouraged the use of playingCLIL games in schools and trainings. Finalising highlight of the first day was the presentation of the printed handbook to the conference audience.

The second day allowed for sharing experiences and going deeper in the theory of learning and the psychology of children and adult learners. Lastly, a panel discussion was done with experts from the project team and further organizations. They discussed good combinations of topics and audiences where CLIL games work well, and addressed factors and issues that have to be considered in order for language education and CLIL to have the most impact.