

# ELTER Colloquium, Boğaziçi University

June 22, 2012

## Communication Group report

### 1. Mission statement of the Communication group

- How to encourage communication across different contexts.
- Develop a forum for sharing and discussing ideas, practices and experiences
- How to disseminate learning among colleagues.

### 2. QUESTIONS TO CONSIDER

Based on a compilation of pre-colloquium questionnaires and an initial brainstorming session the following 'questions to consider' were compiled:

1-Is there a need for TEDs to communicate?

2-What 'needs' are there?

3-Are there existing forums for TEDs to communicate?

4-Are these sufficient? Why not? What else is needed? Is there common ground and a will to make communication work?

5-How can TEDs communicate? How can relevant information be made available to trainers using available technology?

What are the aims of this communication? Is there a body that collects available research on TED and makes it available?

Can communication among TEDs lead to cooperation? Ways to work more collaboratively and share experiences of different contexts

How can TEDs create an on-line platform to meet and share regularly?

Can we found an association of trainers?

Could we organise webinars? Moodle page?Blog?

### 3. Group responses.

#### Who are we? (ELTER)

The following list represents potential members of ELTER.

Researchers

Inexperienced teachers

Trainers and Teacher Educators

Future trainers

Teacher students

The group believed that ELTER should be exclusive to trainers and teacher educators. This was mainly because there were groups and associations available for teachers and researchers but nothing specific for TEDs. Other issues that arose was whether training refers to pre-service or in-service trainers and whether MEB formatörs should be included.

#### 2. Need to communicate?

It was felt that there was a need for TEDS to communicate. Reasons put forward included:

- Trainers are lonely
- Need to share ideas / experiences
- Sharing should lead to collaboration
- Raise profile of what a teacher trainer / educator is / does

#### 3- Formats

The following formats of communication were discussed:

- Face to face meetings
- Informal meetings (on-line forums)
- Invited authors attending sessions
- Publications

Issues discussed included how to provide a clear definition of standards and status of TEDs

This should include MEB formatörs

#### 4. How could communication take place.

Collaborative work among TEDs. Trainers doing work exchanges. Mutual moderation of each others courses.

A website (What would it include? Who would manage it? How would it be managed?). Allocate specific tasks to individuals. Communication takes time – who would volunteer to contribute their time.

Use of technology (blogs, receiving submissions, database of e-mails, social media, podcasts, nice net, moodle, wiggio, twitter etc). A range of media were discussed and their features explained.

The web site needs to include:

- Links to school websites / MEB website.
- Prep schools
- European Portfolio
- Current research studies

#### Other issues discussed.

ELTER if it is to provide regular meetings and a web site etc will incur costs. It was discussed how ELTEWR could be self-financing. Is it possible to have an official status as an NGO, association and receive grants, donations, membership fees.

- Grants from educational bodies (private universities, European agencies (Comenius)
- Sponsorship from publishers, businesses.
- Fund raising events such as mini conferences, raffles etc

#### Collaborative Work

- Collaboration internally with TEDs
- External collaboration with other organisations – IATEFL; INGED: links? Co-operation?
- ELTER Communication Group can volunteer to complete tasks about sharing information and communicating news to all ELTER members
- Workshops and courses, visiting trainers
- Publishers
- Action Research
- Joint research projects and sharing of results