SUMMARY

HUNT FOR EUROPE

VIFIN · VARDAKEIOS SCHOOL of HERMOUPOLIS EDUCATIONAL PROGRAMS · dieBerater® Unternehmen Mensch · Enaip PIEMONTE

HUNT FOR EUROPE

— SUMMARY —

The EU policy on multilingualism supports the aspiration to be united in diversity. Languages can build bridges between people. giving us access to other countries and cultures and enabling us to understand each other better.

Hunt For Europe (HFE) uses a digital *immersive language learning platform*, using content integrated language learning method. The learning environment is an interactive, brow*ser-based*, *language- and culture learning platform*, which enables the learner to quickly acquire spoken language competency and cultural understanding via increased individual focus and the possibility of self-study. The platform is a *Serious Games category* development and integrates an interactive learning environment coupled with *Automatic Speech Recognition* where the learner acquires the necessary *language- and culture skills* which are subsequently practised and employed in a realistic 3D environment. It can be used in-class in a blended learning environment where the learners can practise under careful supervision, or it can be accessed online by the learner anytime, anywhere the learner wishes to continue *practising pronunciation and a spoken language* in the 3D world or the *interactive lessons*.

Hunt For Europe consists of:

1) The **SKILL BUILDER SECTION** which teaches both the pronunciation of single words as well as sentences and the culture information relevant to the various environments covered in the 3D sections. This section will also contain interactive exercises and quizzes, focusing on both perception and production issues, ensuring that the student has mastered the material.

2) 6 different but connected **3D ENVIRONMENTS**, each one representing and depicting a culturally significant area of a partner country, in which the learner must perform a givenassignment. The overall storyline of the game-part is the discovery of the cultural identity of Europe.

TARGET GROUPS

The primary target group of the project are *ADULTS* in general – both European citizens, either in jobs, unemployed, NEETS, and migrants and refugees.

A secondary target are the *TEACHERS* of adult learners in language schools

OBJECTIVES / AIMS

Multilingualism and being united in diversity

Teaching foreign languages through an innovative digital platform

Educate students in relation to cultural differences

Support and enhance the learning of different European languages as well as cultures (English, German, Italian, Spanish, Greek and Danish).

Promote European linguistic and cultural diversity

Provide the chance for self-study

Better equip the user for the labour market through an increased level of language and cultural knowledge and digital skills.

Increase the employability of people via teaching the foreign language/languages

INTELLECTUAL OUTPUTS

To ensure a successful implementation, the project has been structured with six phases which are closely connected to the development and evaluation of intellectual outputs. It will be carried out through the 24-month project period:

1) Curriculum Design & Story & Games Development

2) Technical Development and Implementation & Digital Handbook

3) Evaluation of the platform

4) Quality Assurance Plan, Evaluation Plan and Checklist

5) Development of dissemination plan

6) Multiplier events - A final Conference

7) Local Multiplier Events

ITALY, ENAIP PIEMONTE

Operates in the regional area of Piedmont with a General Direction and 17 vocational training centres located in each province. The main objective is to enhance human resources and the most significant areas are training, guidance, consultancy, support in the professional insertion and job creation. We offer tools and means to design the most suitable opportunities for personal and professional development. We believe in the central role of each individual and we support the use of knowledge, technology and technique, to fully operate into society and the labour market. Each project is created with two key elements, professionalism and reliability, and attention is given to integration and equal opportunity issues. Know, know-how and know-how to represent the three pillars of our vocational training.

GERMANY, WISAMAR

Is a non-profit educational institute in Leipzig, Germany. It is a learning institution teaching vocational, cultural and adult education. It is accredited by TÜV as education provider according to AZAV principles (employment activities for the Federal Employment Office) and by the Office for Migration and Refugees as Integration Course Provider. In the AZAV accreditation, process the quality management system is audited on an annual basis. Wisamar has a long experience in the creation of language courses, holding of workshops on intercultural competences, ICT and empowerment, created E-learning courses e.g. Language learning and storytelling and teach German as well as cultural skills in our language school to migrants and refugees. They have direct access to the target group.

AUSTRIA, DIE BERATER

Is adult education, vocational training and human resources development. It has 350 employees in over 30 locations throughout Austria. It has ca 20,000 participants each year, die Berater figures amongst the largest private educational institutes in Austria and was awarded the state award for adult education. It also conducts courses for the Austrian Employment Service to motivate and qualify people to make full use of their potentials in the economy, at the labour market and in their personal lives. die Berater's New Media department develops educational architectures, provides tailor-made e-learning and mobile learning solutions and producesstate of the art e-learning content.

DENMARK, VIDENSCENTER FOR INTEGRATION (VIFIN)

Is a knowledge and research centre at the Municipality of Vejle established in 2002 to collect and process knowledge on integration, and to develop and implement integration projects and activities. It creates, disseminates and mainstreams good practice on integration and social development at the local, regional, national and international levels with the vision to be the leader in knowledge building, dialogue and innovation on integration and development.

GREECE, VARDAKEIOS

Is a language school and is experienced in organising language seminars for immigrants who want to learn Greek, to help them find a job and also to integrate in to the local society. The institute also organises seminars for local people who want to learn or improve English or want to learn a second foreign language. They have access to the project's target groups.

IRELAND, ITT

Offers full-time and part-time courses from foundation level, to certificate, degree, post-graduate and doctoral level. It has two campuses, and a community of over 3,500 students and over 250 academic staff, consisting of a diverse mix of home, EU and overseas students. ITT has been at the forefront of learning and has gained a reputation as a centre of distinction for teaching, learning and research. The staff has many nationaland international networks that would be suitable to disseminate the core ideas of this project. They also have access to the target group. ITT oversees the evaluation of the games.

SPAIN, CENTRE FOR EDUCATION

Is a learning institution, providing education and training for children, youth and adults (often with a migrant background) in form of language courses, digital/ computer courses and key competence training to improve employability. Through its language and integration courses, the Centre is working in close collaboration with local and regional administration. The Centre has direct access to target groups.

HFE PROJECT TIMELINE

2017 SEP. & OCT.

Project initiation
Preparation for project kick-off meeting and implementation (logistics, management, tools, project management handbook, project management team, partner agreements, evaluation and quality assurance tcv.) Coordinated through online communication.

2017 OCT. & NOV.

Kick-off meeting in Vejle, DK
The partners discussed and agreed on all matters concerning project management and signed the partner agreement. They have also prepared for the development of the Project Platform, the development of the Evaluation and Orientation System for the platform, and the content development for the serious game.

A dissemination plan for the project was developed, including a communication plan for use of social media and website, writing newsletters.

17/18 OCT. & APR.

Design, story & game development
The themes, topics and content were determined (linguistic and cultural content) for the learning platform along with development of the storylies. Each partner organisation was responsible for developing personal cultural content and designed the game narrative for the individual country, as well as participated in the deisgn of the common European overlay story.

The validation of the modules was completed in joint collaboration amongst all partners. When all modules were completed they were submitted to the Technical Team for implementation to the platform.

Partner meeting in Austria
The partners discussed the results of 01 that will be implemented in 02. 02 will be thoroughly discussed and partners agree in the design of the platform, the 3D environment and the overall implementation of the serious games in the platform.

18/19 MAY. & FEB.

Technical Development & Implementation of the platform and Serious Games/Simulation
The platform was developed with sections on the skoll builder, pronounciation tool and serious games. Results of 01 were implemented in this phase.

Partners gathered "speech-data" for the automatic speech recognition system to understand learner speech.

M3 Partner meeting in Cala D'or Spain (september)
Was held to update partners on the progress of the simulator. Partners discussed revisions. Partners discussed preparation for the usability testing and the roll-out of the language and culture learning platform.

2019 MAR.

Roll-out of the Platform/ Simulator
This was done in all countries with a minimum of 40 participants per country.

Production of the User's Digital Handbook

A5 Evaluation of effectiveness of the simulator on learners.

This was done for all countries and all the learners.

2019 JUN.

Event
Multiplier event was held.

Final Partner meeting in Torino, IT
Agreements on the remaining tasks, local multiplier event, and the preparation of the final report.