



## CLICK courses

Aim of our course was the integration of three topics:

- cooking
- english language
- ITC

in a virtual space, able to match the acquirement of skills arising from the local tradition (cooking) and skills typical of a global and evolving community (ITC and english language).

The course aimed to be a practical tool through which participants can acquire new skills, but also awareness of the value of knowledge and the importance of lifelong learning.

Through the development of manual tasks in a **real kitchen**, the course was developed as a journey into the internet virtual space, to discover the mechanisms and even the communicative potentials by acquiring knowledge concerning the skill framework needed, indeed, for a safe and "international" browsing.

According to the objectives, the course included the participation of **different people**: different previous skills, different ages, professions, interests, etc.. in order to experience an informal and non-formal mode of learning, based on the exchange of expertises, information and ideas and "on the learning by doing" mode.

Given the heterogeneity of the people involved and their life and work commitments it has been chosen to be agreed from time to time the schedule of meetings "in the kitchen", also defining mode of communication and remote working through the use of computer tools: **skype meetings, google Drive (document sharing) and Google translate, e-mail and social media.**

As regards to the objectives of the project the course, based on a "blended approach" has been structured as a multidisciplinary course (english, ITC and cooking)

The work plan has been defined as follows:

- **10 meetings in the classroom (20 hours);**
- **10 skype meetings;**
- **10 sessions of remote work through the development of shared materials on Google Drive.**

In addition, **one hour per week, a teacher was available**, on demand, for any questions, doubt and concerns about the subjects.

Starting date: 15 november 2013

End date: 15 may 2014

Number of students: 6

Our student features:

Gender:

1 male

5 female

The course started with 5 women. The man was placed in the course, already started.

Age and occupation:

- 43 seller
- 48 part-time health worker
- 49 manager
- 39 part time employee
- 61 retired
- 37 seller

## RESULT MEASUREMENT METHODOLOGY

To measure our learners entry level in english, we arranged an entry- test made of 54 closed questions and a serie of nouns and verbs (cooking dictionary) to be translated (from english to italian and from italian to english).

To measure our learners entry level in ICT and their attitude towards the communication technologies, we prepared an entry-test interview made of 22 closed and open questions. In addition each of them were tested by a tailored-made interview.

In addition we arranged a short guided interview to measure our learners awareness of european citizenship, their knowledge level of the european education programmes.

At the end of the course we tested our learners satisfaction level and the improvement level of their knowledge in english and ICT by using the ex post methodology.

## Results

### The course goals

- a. use the kitchen issue to learn more about cultures (learning and doing both local and traditional recipes and international recipes)
- b. use the kitchen issue as a tool to increase and / or reinforce language skills
- c. use the kitchen issue as a tool to increase and / or reinforce technological skills, with an insight to the technical instruments of communication.

The language activities focused the following issues:

- the basic structural differences between English language and the Italian language
- the use of translation tools, verifying their strengths and weaknesses
- words related to the kitchen
- translation into English, under the tutoring of a teacher and in team, of recipes of the local tradition
- translation in Italian of the partners recipes.

The ITC activities explored the following issues:

tools to be connected to the internet world wide web;

tools to work together to the document drafting;

tools to make short videos;

tools to manage and share images and video;

tools to use social networks (eg Facebook) and web platforms to share files (such as youtube);

tools to enter a blog;

tools for direct communication through the network (skype);

tools to select reliable network information.

To achieve the above pointed goals, we applied and successfully tested the role play shifting methodology. In particular, during the course the ICT teacher often became a learner in playing the cooking activities. Starting from the result of the ex tests, english and ICT, we projected a kit of blended activities: to make the most of our learners potential; to provide both a tailor-made course and a course based on knowledge exchange and sharing between students and students and teacher and students.

In some sessions, students more technologically advanced supported the students “less developed.” The same thing happened in moments dedicated entirely to cooking.

The results achieved have fully confirmed the premise from which the project was born: the kitchen as a means of cohesion and sharing, able to reduce the distances between people and cultures.

Working around a kitchen table, with pots, knives, stoves, but also tablet, camera, computer, trying to communicate our tradition using the English language, has proved a highly effective mix. The course was made up of very different people, different for education, culture, tradition, but together, in a succession of roles, the kitchen golden topic has generated a team in which everyone has learned and taught.

## Learning tools used

Hardware: tablet, smartphone, camera.

Software: pages, keynote, imove, iTranslate Voice (mobile app), acrobat adobe (pdf), Itunes

Tools: the Internet, youtube (iCT tutorials and short english lessons), google translate.

## Level of the learners

### 1. Cooking

All the participants have stated, during the selection phase, great interest in cooking. All participants cook regularly and have expressed interest in rediscovering forgotten recipes.

The starting level of the participants was advanced. In the Click path, they didn't increase their skills in cooking, but they experienced the food as an instrument of dialogue, sharing, knowledge both of the past, both of other cultures. Preparing all together forgotten recipe and recipes from abroad, gave them the chance to experiment them at home, bringing in their homes and among their friends the taste of Europe.

So, evaluation test results were very positive.

### 2. English language

ex: 1 basic, 3 pre-intermediate, 1 intermediate, 1 advanced

post: 1 pre-intermediate, 3 intermediate, 2 advanced - only for dictionary

Within the group just one person knew english very well (she decided to follow the course to improve her cooking vocabulary), one of them could easily understand and speak, three of them could understand but not properly speak, one of them had basic english skills.

Starting from the results obtained in the ex-test ( the former test), we still decided to include in the course people with limited knowledge in the English language, but strongly interested in the course for its components of integration between ICT and kitchen.



In the light of the results obtained, we worked mainly on cooking vocabulary and ICT by setting the objectives above listed.

The results obtained, in relation to the objectives, were good: in particular, the vocabulary of the individual has been enriched with numerous terms related to both issues of relevance (kitchen and ICT) and especially the participants awareness, about the importance of English for their personal cultural growth, has been improved. The discovery of translation tools, linguistic tutorials and OER tools for learning was a great value training step for all the participants.

### 3. ICT

ex: 3 pre-intermediate, 2 intermediate, 1 advanced  
post: 3 intermediate, 3 advanced

The results, obtained by the participants, in the 'ICT ex- test (the former test) demonstrated a good basic level, mainly related to the daily use of smartphones, messaging systems, internet browsing. On the contrary, lacking expertise on issues such as: security, copyright, sharing tools.

Starting from the entry- skills of the participants, we could implemented together materials such as presentation files, writing and pictures and a small video.

We also surfed along on the website of the project, visited the page of facebook and the project blog, looked for recipes, photographs, tutorials. Together we used online translation systems by checking strengths and weaknesses and explored the world of OER.

The post-test showed an overall growth of skills and the satisfaction questionnaire was very positive.

### 4. CITIZENSHIP

The driving concept behind the whole training program was the proposal of support tools to raise the competence of the citizen: the most important tool was the awareness and therefore we have chosen to work primarily on it. Providing participants with tools helping them to question themselves and give answers, to search tools that stimulate their interest, in order to look at the world from different points of view, it has been, perhaps, the most interesting aspect of the course.

Active citizenship, awareness and participation.

In order to orient ourselves in this direction, opening the course, we did a short interview to the participants to present them the project, its objectives and the long life learning program of the Union.

## **Outcomes**

### **Logos - november 2014**

The first work with learners has been the project logo design. Together, we explored the contents of the project, we identified its keywords (kitchen, English, ICT) and the potential target and we collected ideas and drawings. The whole material was then processed graphically by Bluebook outside the course activities.

This work has enabled a first wide approach to the project and has been step in order to connect learners to ICT issues and English language. For learners it was a completely new experience and the activity has found great interest.

The drafts were presented in the kick off meeting of Lingen, in which the partnership has selected the logo developed by the Spanish partner.

### **Poster - december 2014**

The second work done with the learners it has been the poster. The methodology was the same: keyword search, image search, selection of ideas, preparation of drafts and subsequent graphics transposition by Bluebook.

In this case the poster was used for the acquisition of some english words, because, after the graphics processing, the elements contained in the proposed posters have been translated into English.

The proposals were sent to the partnership in december 2013. The partners collectively, via e-mail, select one of the three proposals.

### **Key-note cooking laboratory - gennaio 2014**

For the spanish meeting in Ubrique, it was planned and decided, with learners, to prepare a keynote file presentation\* of a cooking activity, as an example of those planned for the next meetings. The recipe chosen was that of potato gnocchi, also in connection to the project topic "follow the potato"topic, the subject of the activity introduced below.

During the workshop/course we wrote together the recipe, in Italian and then in English, we prepared the dish, we took pictures of the steps, we searched the internet image storage / stock and bought the selected ones, we took photos by tablet, transferred them on a PC and sent them by e-mail, we modified photos by using simple instruments as: cut, paste, fresh dimensions, etc... We prepared a draft of the keynote file that was subsequently developed (adding music and transactions) in a back office work by Bluebook.

\*the majority of the participants of the course owns and uses an ipad and so we decided to use this tool for the creation of the document.

### **File pages/pdf "Gnocchi" - gennaio 2014**

The pages file was developed after the keynote file. The contents are the same but they have been processed in a text mode, rather than in a presentation. With learners, we analyzed the differences between the two communication tools, we re-used the materials selected for the keynote presentation file



and we made up the file. Last step it was saved in pdf. This step was an opportunity to reflect on Adobe PDF as the common standard file and about the free PDF reader license.

### **Collecting recipes February, March, April 2014**

During the months of February, March, April, the group worked in the same way to the implementation of other traditional recipes, experimenting some recipes discovered in transnational meetings. The methodology adopted was always the same: the cooking workshops was always a small information processing and research laboratory with the exploration of the English language. We looked for and found recipes on the web, we compared the recipes collected in the family, we looked for translation tools on the web in order to get to a satisfactory implementation language, we took pictures of our recipes. At the end of the laboratories we collected in a pages file 6 of the recipes prepared using the operating methods used for the implementation of the file "Gnocchi".

### **Memories (stories)**

Traditional recipes, we worked on in the kitchen, ICT and English laboratory, have been accompanied by a "historical study": the search and collection of memories, habits, thoughts and proverbs related to each dish. The texts were collected in a text file and jointly translated into English.

### **Follow the potato maggio 2014**

Follow the potato is a file containing a research that we have done in one of the meetings. Thanks to this work we searched for information on the web, verifying the reliability of sources, we selected pictures and discussed about the copyright issues, we practiced in the creation of a text file and its conversion into pdf.

### **Cooktionary**

The implementation of the "cooktionary" containing about 200 terms relating to the world of cooking allowed us to work with learners to reinforce their language skills. In setting up the document we used the systems of automatic translation (Google Translate and iTranslate Voice) also verifying the pronunciation. The work was carried out during the seven-month course. At the end of the course it was made a test that and the results very satisfactory!

### **Blog researches**

During the course we surfed the Internet to look for the best cooking blogs. On the Internet, we followed two directions. We surfed: blogs in English (with the support of translation tools, in particular Google translator) and blogs in Italian. We collected our favourite blogs in a pages file. We did the same for a research about food and films.

### **Last but not least: memory cards and post it**

During the course, the group often faced the issue about the difficulty in memorizing and storing new terms in English and, according to this, many proposals have been elaborated. The use of memory cards and post-it, to use at home, were the preferred strategies by learners. To the implementation of memory cards, some participants proposed the use of memory cards created with their children and grandchildren. To meet this demand we developed together a model: a A4 pages file: one divided into two equal parts, easily and independently feasible.