



Creating Machinima Empowers Live Online Language Teaching and Learning

8.2 Quality Assurance Framework (QAF)



Disclaimer

This project has been funded with support from the European Commission (Project number: 543481-LLP-1-2013-1-UK-KA3-KA3MP). The information on this website reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Deliverable Number: 8.2

Deliverable Name: Quality Assurance Framework (QAF)

Description: A key early task of the initial project meetings will be to articulate a manageable framework for quality assurance processes or Quality Assurance Framework (QAF). It is important to guarantee that all project partners are aware of the importance of quality assurance to the success of the project and to clarify any ambiguities through the use of clear, robust and accessible quality planning procedures. This deliverable will therefore focus on a number of interrelated areas in its documentation:

- 1) it will present a clear concept for quality control, focusing on the way the process is integral to project planning and delivery
- 2) it will identify a transparent framework which establishes expectations and articulates manageable descriptors, processes and key responsibilities for consortium members
- 3) it will produce checklists for each key deliverable of the project, identifying conditions of acceptance and rejection in order to guarantee the consistency of project outputs among the diverse range of partners

Dissemination Level: Public

Signed off by: Project Coordinator

Date Signed off: 30 November 2015

European Commission Lifelong Learning Programme Key Activity 2 (ICT)

Project website: camelotproject.eu

Agreement number:

Project number: 543481-LLP-1-2013-1-UK-KA3-KA3MP



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1. Concept of quality control

1.1 Introduction

The following section presents a clear concept for quality control, focusing on the way the process is integral to project planning and delivery throughout the duration of the CAMELOT project. As the coordinating institution the University of Central Lancashire (P1) has undertaken a number of important roles and activities in the implementation of the project, focusing specifically on project management and the development and trialling of key deliverables. Through its central involvement in all of the phases of the project it has acted as an effective mediating partner between the other participants, partners and stakeholders in the consortium.

1.1 Concept of quality control

The quality framework for the CAMELOT project has been developed in order to establish and disseminate key principles relating to a total quality management approach. It defines key terms and common standards which are intended to be applied across the twenty-four months of the entire project lifecycle from December 2013 until November 2015. Quality documents have been developed enshrining key performance indicators in order to make sure that the deliverables reflect the descriptions identified in the original application document.

In order to pursue these aims frequent partners meetings (at least two per month) have been held and these in turn have underlined the importance of all stakeholders in the process of delivering finished products. A range of key stakeholders have been involved in the CAMELOT project, including learners, teachers, administrators, policy makers, curriculum developers, materials designers, and technical and pedagogical experts. The development of a network of associate partners, interviews with experts and webinars with leading thinkers and thought leaders in the field have all contributed valuable perspectives to the process of product development and quality management. Through careful planning and frequent work package and partner meetings products have been produced by work package leaders and individual partners.

While partners have sought advice and input from partners in the consortium, individual partners have been responsible for the quality of the completed work produced in individual deliverables and work packages. The quality framework identified in this document has been concerned with a range of internal monitoring and evaluation processes in order to make sure that the project's aims and objectives were achieved under the project management of the P1. This includes completing the deliverables and products as stated in the original application; acquiring views

and perspectives of stakeholders; establishing and maintaining quality-led processes to aid communication among a diverse range of nine geographically dispersed project partners throughout the European Union; and creating effective processes for the utilisation of staff and budgets so that they were fully understood and effectively used.

The coordinator has taken an active management approach to the maintenance and development of the project community; collecting and analysing documents and data on a regular basis and communicating proactively with all the teams both individually and in small and large groups as and when required. It has made use of these data both to manage the project as well as to disseminate progress to the mainstream via its national and international networks.

Effective communication has been maintained via three face-to-face meetings and, more significantly, in between these meetings, via the extensive use of video conferencing meetings using Adobe Connect and Skype for cost-effective video conferencing, Second Life to familiarise partners with the environment where machinima are produced, as well as social networking sites and applications to aid smooth and effective collaboration and communication. During the two years of the project project partners have typically met for a minimum of two times per month leading to a total of over forty documented project meetings. This is a significant figure indeed and underlines the commitment of the coordinating institution to quality assurance based on regular communication, dialogue and collective synchronous and asynchronous peer review. In addition to these bimonthly meetings, regular monthly meetings have been held by work package leaders and documented in work package task planning documents. Over seventy meetings have taken place during the project by partners to drive forward the timely completion of the deliverables.

A glossary of important developments has been documented on the website of the CAMELOT Project website which displays information in a blog format thus enabling collaboration and a sense of empowerment and inclusivity across the partners who are located in diverse locations. Regular dissemination events across the partner countries have been circulated in monthly partner newsletters and social networking sites to promote opportunities for continual feedback, peer review and inclusivity and to engage stakeholders in a collaborative quality agenda.

As a result the CAMELOT project has been deeply rooted in and driven by a philosophy of continual improvement, delivering cost effective educational solutions, and the highly efficient use of all resources to achieve value for money. This approach underpins its perspective on total quality management. The project has been planned with the aid of a detailed project task plans

and Gantt Charts at every stage, guaranteeing an effective distribution of responsibilities and partner contributions from all involved. The budget was organised to take advantage of all resources and the project has been based on the following priorities to reinforce an ethic of quality at every level of project management.

1.2 A balanced European consortium

With partners from the UK, the Netherlands, Belgium, Germany, Poland, the Czech Republic and Turkey, the consortium consists of partners from high income and low-income countries. This explains the high number of working days estimated at more than 2,500. The quality framework was developed to meet the challenges of maintaining standards across a diverse range of participants and stakeholders, viewing this diversity as an opportunity for balanced enrichment.

1.3 Online collaboration

Except for 3 face to face partners meetings held in Preston, UK (December 2013), Istanbul, Turkey (November 2014) and Berlin, Germany (November 2015), the majority of collaborative work has been online. This has not only avoided additional costs and overheads; it also has a secondary benefit in enabling the partners to become familiar and proficient with the various 3D immersive environments which they required for video production. The various digital platforms have provided a cost-effective means of reaching all partners, engaging our networks and using rich multimedia content to stimulate interaction by voice, video and text in a variety of communication channels. Indeed, the variety of communication channels will mean that stakeholders whose first language is not English may use other channels of communication in online environments such as text chatting, thus enabling them to participate in an inclusive format, even when they may not feel confident speaking English in front of project partners. Minutes from all meetings have been taken and recordings have been made where possible to enable repeated viewing by partners. This has provided a valuable resource and reference point for all partners in terms of meeting stated action points and objectives.

1.4 Lean productions

The video production of *machinima* in virtual worlds has not required expensive hardware as in the real filmmaking business. The animations in these videos were not programmed or specially created; they were simply filmed in a virtual world which already existed with an abundance of culturally rich real-life imitation settings (e.g., virtual Paris, London and Rome among many others). These virtual worlds provided filming locations without having to travel to these places; language learners teleported to them with a few mouse clicks. Recording and editing software

was the only expense involved in the process. In this budget a subcontract for building specialised scenes was included to ensure that even specialised *machinima* could be produced for field-testing thus guaranteeing the quality of the final products and their use by all partners regardless of location.

1.5 Free of charge distribution of digital content

Since the results of the project were digital in nature, the distribution has also been digital and relied on free services such as *YouTube*, *Facebook* and other video hosting sites. They have saved marketing costs because videos are popular and can 'go viral' if they are done well.

Guided by quality considerations and principles the budget allocation amongst partners has been mainly:

- a) Based on the country. A lower budget has been allocated to balance the amount of working days from the partners in lower income countries.
 - b) Hardware requests have been granted to partners who were involved in the video production whereas travel costs have been allocated to the partners who are working on dissemination.
 - c) Travel costs to conferences have been shared therefore guaranteeing cost effectiveness.
- This approach has emphasised value for money and thus focused on quality in the wider context of a firm commitment to open educational resources.

1.6 The arrangements adopted for financial management

The coordinating institution has been in charge of allocating the budget to each respective partner. Being a large UK university, it is experience in financial project management and has a dedicated Bid Support Unit to aid post-bid implementation. A Creative Commons licensing agreement between the partners has ensured the free distribution of deliverables.

As indicated above, CAMELOT has been based on a detailed work schedule and programme using a variety of sound project management techniques to guarantee quality processes at every stage of the process.

2. A framework which establishes expectations and articulates manageable descriptors, processes and key responsibilities for consortium members

2.1 Introduction

The CAMELOT Project is divided into 9 Work Packages (WPs) in total, each of which fit together in a logical structure and guarantee the creation of realistic deliverables with clear impact. The Work Packages focus on developing synergies between effective pedagogy and the technical skillsets required by the various participants and stakeholders. Work Packages have been allocated to partners in line with their previous experience, following a balanced approach that draws on their skills, particularly with regard to delivering EU projects, as well as their pedagogical and technical expertise.

Each Work Package has a clearly identified and experienced coordinator who ensure that each of the assigned deliverables are integrated effectively into the overall schedule and maintain a focus on quality (see Figure 1: List of Work Packages).

WP No.	Title	Coordinating Partner	Supporting Partners
1	Language Learning in 3D Virtual Environments	P2	P1, P3, P4, P5, P6, P7
2	Real-time Animation (Machinima) Production	P4	P1, P2, P3, P5, P7, P9
3	Field Testing	P3	P1, P2, P4, P5, P7, P8
4	Teacher Training Course	P6	P1, P2 P3, P4, P9
5	Evaluation	P1	P2, P3, P4, P5, P6, P7, P8, P9
6	Dissemination	P5	P1, P2, P3, P4, P7, P8, P9
7	Exploitation	P8	P1, P2, P3, P4, P5, P7, P9
8	Project Management	P1	P2, P3, P4, P5, P6, P7, P8, P9

Figure 1: List of Work Packages

A full list of the deliverables belonging to each Work Package as well as the lead and supporting partners is provided by Figure 2 below.

Deliverable No.	Title	Lead Partner	Supporting Partners
1.1	Needs Analysis	P2	P1, P3, P4, P5, P6, P7
1.2	Language-learning Framework for the Use of 3D Virtual Environments and Machinima	P2	P1, P3, P4, P5, P6, P7
1.3	Guidelines for Language Teachers	P2	P1, P3, P4, P5, P6, P7
1.4	Feedback questionnaires for teachers and learners	P2	P1, P3, P4, P5, P6, P7
1.5	A report on Using the 3D Virtual Learning Environments and Machinima for Language Learning	P2	P1, P3, P4, P5, P6, P7
2.1	Machinima for Field Testing	P4	P1, P2, P3, P5, P7, P9
2.2	Recordings of events and meetings	P4	P1, P2, P3, P5, P7, P9
2.3	Training kit for project partners on how to create machinima	P4	P1, P2, P3, P5, P7, P9
2.4	Videos for teacher training course in form of Machinima	P4	P1, P2, P3, P5, P7, P9
2.5	Instructions on how to produce machinima	P4	P1, P2, P3, P5, P7, P9
2.6	Mobile app for videos with learning activities	P4	P1, P2, P3, P5, P7, P9

3.1	Profile of target groups	P3	P1, P2, P4, P5, P7, P8
3.2	Questionnaire	P3	P1, P2, P4, P5, P7, P8
3.3	Field Test Event	P3	P1, P2, P4, P5, P7, P8
3.4	Focus Group Discussion	P3	P1, P2, P4, P5, P7, P8
3.5	Field Test Report	P3	P1, P2, P4, P5, P7, P8
4.1	General guidelines about the use of machinima in classrooms	P6	P1, P2 P3, P4,. P9
4.2	Specific guidelines from machinima produced in WP2	P6	P1, P2 P3, P4,. P9
4.3	Teacher Training Course	P6	P1, P2 P3, P4,. P9
4.4	Feedback Questionnaire	P6	P1, P2 P3, P4,. P9
4.5	Feedback report	P6	P1, P2 P3, P4,. P9
4.6	Modified materials	P6	P1, P2 P3, P4,. P9
4.7	Teacher training course 2	P6	P1, P2 P3, P4,. P9
4.8	Feedback report	P6	P1, P2 P3, P4,. P9
4.9	ICC International Language Association accreditation of teacher training course	P6	P1, P2 P3, P4,. P9
5.1	Evaluation Framework	P1	P2, P3, P4, P5, P6, P7, P8, P9
5.2	Evaluation of Teacher Training Course and Pilot Test	P1	P2, P3, P4, P5, P6, P7, P8, P9

5.3	Evaluation of Field Testing	P1	P2, P3, P4, P5, P6, P7, P8, P9
6.1	Dissemination through project website and blog	P5	P2, P3, P4, P7, P8, P9
6.2	Participation in relevant online public and private social networks	P5	P2, P3, P4, P7, P8, P9
6.3	Attendance and presentation of the project at conferences (in various parts of Europe and online)	P5	P2, P3, P4, P7, P8, P9
6.4	CAMELOT YouTube Channel	P5	P2, P3, P4, P7, P8, P9
6.5	Physical publicity and content distribution instruments	P5	P2, P3, P4, P7, P8, P9
6.6	Articles in professional journals and teacher association newsletters	P5	P2, P3, P4, P7, P8, P9
6.7	Monthly project <i>machinima</i> featuring tips for teachers and interviews with practitioners	P5	P2, P3, P4, P7, P8, P9
7.1	Tools & Strategies Phase 1	P8	P2, P3, P4, P7, P8, P9
7.2	From Consortium to Community of Practice (2015 and beyond)	P8	P2, P3, P4, P7, P8, P9
7.3	Development of and acquisition for Comenius Course	P8	P2, P3, P4, P7, P8, P9

8.1	Strategic Project Planning (SPP)	P1	P2, P3, P4, P5, P6, P7, P8, P9
8.2	Quality Assurance Framework (QAF)	P1	P2, P3, P4, P5, P6, P7, P8, P9
8.3	Project Quality Audits (PQA)	P1	P2, P3, P4, P5, P6, P7, P8, P9

Figure 2: Detailed List of Deliverables

Each Work Package has a schedule of realistic milestones (MS) enabling the partners to adhere to project management targets and remain within the allocated budget. Example milestones are indicated below:

- a) MS 1, “Story board design for a set of machinima”, from Work Package 1 due in month 2;
- b) MS 2, “Production of a set of machinima”, from Work Package 2 is due in month 6;
- c) MS 3, “Field testing feedback”, from Work Package 3 is due in month 12;
- d) MS 4, “First version of teacher training course developed for pilot testing”, from Work Package 4 is due in month 15;
- e) MS 5, “Evaluation from First version of teacher training course”, from Work Package 5 is due in month 16;
- f) MS 6, “Website, YouTube channel and Facebook page”, from Work Package 6 is due in month 3;
- g) MS 7, “Exploitation and monetizing strategy”, from Work Package 7 is due in month 13.

Over the life-cycle of the project, activities have been divided into four distinct phases:

In Phase 1, the project partners met to discuss the creation of example *machinima*. This process was research-informed and created example learning videos in-world.

In Phase 2, recording workshops were created and materials were trialled among a variety of data partners.

Phase 3 built on outcomes from the previous two phases and led to an extensive piloting of the three versions of the teacher-training course (e.g., the pilot phase, the second iteration, and the self-study version of the course).

Dissemination has been actively pursued across all four phases in the form of conference presentations, workshops and the use of social media (e.g., blogs, microblogging, social

networks) to stimulate interest and engagement from a wide variety of stakeholders for whom the quality of the deliverables has been important.

In Phase 4, the resources were revised following pilot testing of the resources with the learners and readied for access by wider interested communities of educators.

2.2 Partner collaboration

Quality is emphasised through the principle of partner collaboration. This means that all partners recognise the importance of their active participation and shared sense of joint responsibility leading to cooperation on a daily basis throughout the duration of the project. Each partner has a clear line of authority based on the identification of their appointed partner coordinator. These coordinators oversee the day-to-day management of the project tasks, actively plan and participate in project and work package meetings on behalf of their partner institution, assume responsibility for leading on deliverable preparation and delivery, and maintaining effective communication with the project coordinator who circulates it to project partners for peer review and evaluation.

Deliverables are uploaded to the relevant folder on the Google Drive project management website, which functions as a protected area for the development of the deliverables, accessible only by project partners. Feedback from work package contributors and the wider group of project partners leads to a list of action points for amendment. This process continues until outstanding issues have been resolved through a process of continual improvement. Survey data is collected in partner meetings through polling and questionnaires prepared via Adobe Connect, Google Forms or SurveyMonkey to gauge opinions and partner perspectives and to inform discussion. The strength of the project, however, has been the emphasis on real-time communication and discussion in online platforms rather than on the use of anonymous quantitative tools. In this way feedback has been identified with specific partners and stakeholders in a transparent way leading to greater responsibility and trust.

In addition, email communication has been used extensively by partners to communicate within the CAMELOT project group, allowing partners to engage in discussion and add their feedback and comments relating to the quality of the deliverables in each work package. As reported above synchronous meetings are the norm in the CAMELOT project. All meetings have a clear structure, defined objectives and a clear agenda. Minutes are recorded for all partner meetings and circulated to partners via Google Drive.

2.3 Quality control

Quality control and arrangements between the partners are enshrined in a Partner Agreement which binds all partners to co-operate in the common pursuit of the project's aims and objectives. Each partner is responsible for achieving its own assigned tasks. Based on this agreement, all of the partners are committed to sharing best practice and collaborating to build on the expertise already in use by them. All partners therefore agree to complete work undertaken to a high degree of reliability and accuracy. Should challenges arise, procedures have been established and agreed among the partners to:

- a) indicate if stated aims cannot be achieved
- b) if this delay is likely to cause a significant impediment to project completion

Furthermore, the formal agreement between the partners which is overseen by the coordinating institution clearly establishes procedures for dealing with partners who cannot meet their objectives or quality standards.

Clear quality control standards relating to monitoring and evaluation have been established with the consortium based on sharing of work in progress and peer review, both internal and external. Formative evaluation is undertaken within work packages by work package coordinators and overseen by the project coordinator. External evaluation is undertaken particularly in relation to the Teacher Training Course (WP4) and through a final summative evaluation of all deliverables and products at the end of the project (WP8) by an external evaluator.

Opportunities for the evaluation of project meetings is included in monthly partner meetings where partners are able to raise issues relating to aims and objectives as well as quality standards and procedures in discussion rather than through anonymised quantitative tools that do not build trust among partners nor reflect in detail their perspectives. Through discussion and feedback in a transparent synchronous environment, partners from different nationalities in the project consortium are able to build effective working relationships through the exchange of qualitative perspectives rather than quantitative and depersonalised feedback. This qualitative feedback cycle enables partners to provide comments and perspectives on the focus of partner meetings, the relevance of the agenda, the efficiency of partner engagement, the achievement of stated aims and expectations, and the quality of the inter-partner discussion. The original application provides clear guidance on the procedures for the completion of deliverables, indicating the partners and resources involved in each one.

Deliverables are created in the relevant folder of the project management platform that is only accessible by partners. Partners are informed of their status by the relevant Task Planner which shows the current status of each deliverable. A review and revision process is then initiated until the deliverable is sent the project coordinator for final approval.

2.4 Use of experts to enhance quality

In addition to the internal review processes described above, throughout the project national and international experts from education, language learning and digital education have been engaged by project partners to harness their knowledge and skills. A series of webinars and interviews with leading academics, practitioners and thought leaders have offered advice on pedagogy and materials design and as a result of these free online activities, a wider audience have been able to watch these live and recorded sessions. All in all both internal and external experts have therefore developed a community of practice around the project and project partners undertaking the development of their deliverables have benefited significantly from the community as a form of collective intelligence. Experts such as Distinguished Research Professor Rod Ellis (University of Auckland, New Zealand) and Professor James Paul Gee (Arizona State University, USA) have delivered free webinars and offered advice on the methodological and pedagogical aspects of the project in relation to task-based language teaching and immersive virtual environments respectively. A full list of experts who have participated in the webinars and interviews are available on the CAMELOT Project's website. Experts have been independent of the project team and have led to quality improvements in the deliverables and the partners' deeper understanding of the project's aims and objectives.

2.5 Engaging wider communities and networks

In addition to project partners and experts, the CAMELOT Project seeks to engage a wider audience in order to mainstream its ideas. Deliverables and products are shared with our wider network of affiliate and associate partners via monthly newsletters and other forms of dissemination activities such as workshops, conference presentations and publications. All of these channels of communication engage end users in a dialogue around quality and aim to underline our commitment to a policy of continuous improvement. Teachers have offered feedback on the design of our partner made machinima and video resources, for example, and through the annual CAMELOT Award (offered in 2014 and 2015) we developed criteria in conjunction with end users to evaluate the quality of machinima across a range of variables including lesson objectives, instructional strategy, and technology proficiency.

End users and network partners engage in providing feedback focusing on a number of key criteria including the fit with the intended target group; efficiency of resources used; the relationship between expectations and the product developed; and the support mechanisms provided to sustain the resource where appropriate. In short, end users have been engaged through a variety of machinima and digital education networks such as MachinEVO to create a community of practice around the project and to ensure sufficient feedback mechanisms are integral to the development of the project.

3) Checklists for each key deliverable of the project

The following checklists were developed to enable the coordinating institution to evaluate the quality of deliverables, prior to key reporting milestones such as the interim and final project stage.

Checklist for Deliverable WP1.1

Title	Status (tick)
Needs Analysis	on track
	off track
	complete
Needs analysis will be performed through questionnaires, e-mail correspondence and interviews to evaluate the potential for the implementation of foreign language learning activities and applications such as <i>machinima</i> on 3D virtual learning environments. The data will be used to triangulate the background information while developing a framework for the use of <i>machinima</i> in the field of foreign language learning.	
Indicators of acceptance	Comments

Checklist for Deliverable WP1.2

Title	Status (tick)
Language Learning Framework for the Use of Virtual 3D Virtual Environments and Machinima	on track
	off track
	complete
The document will provide a framework for foreign language instruction, foreign language learning, and participant interaction in 3D virtual learning environments. It will clarify and frame the linguistic contexts which could be used in filming the <i>machinima</i> for classroom application. This document will also provide a rationale for including the sociolinguistic and pragmatic aspects of language in the <i>machinima</i> and foreign language instruction.	
Indicators of acceptance	Comments

Checklist for Deliverable WP1.3

Title	Status (tick)
Guidelines for Language Teachers	on track
	off track
	complete
This document will be an online document providing guidelines and recommendations for educators and administrators who are considering and willing to develop learning events or conduct language learning in 3D environments. It will draw on information from the needs analysis and other practices in the field of foreign language learning.	
Indicators of acceptance	Comments

Checklist for Deliverable WP1.4

Title	Status (tick)
Feedback questionnaires for teachers and learners	on track
	off track
	complete
This document will be an online document providing guidelines and recommendations for educators and administrators who are considering and willing to develop learning events or conduct language learning in 3D environments. It will draw on information from the needs analysis and other practices in the field of foreign language learning.	
Indicators of acceptance	Comments

Checklist for Deliverable WP1.5

Title	Status (tick)
A report on Using the 3D Virtual Learning Environments and Machinima for Language Learning	on track
	off track
	complete
This document will be made available online after the successful completion of the project. It will clearly identify examples of best practice alongside the challenges and opportunities for the field of language learning.	
Indicators of acceptance	Comments

Checklist for Deliverable WP2.1

Title	Status (tick)
Machinima Available for Field Testing	on track
	off track
	complete
Machinima for field-testing concerns primarily the machinima needed as decided by the partners of WP1. Depending on target language and target audience, the WP2 team will set out to look for appropriate locations in the virtual worlds and may need to add requisites, interior design or other required stage settings. If needed, additional objects will need to be created (e.g., various food items, animals etc.) or purchased.	
Indicators of acceptance	Comments

Checklist for Deliverable WP2.2

Title	Status (tick)
Recordings of Events and Meetings	on track
	off track
	complete
Recording of events and meetings aims to both disseminate the outcomes of the project (to illustrate professional practice scenarios) and serve as teaching materials (experts invited to machinima). The video recording of in-world role-play activities can be perceived as stimuli for class discussions or individual reflective activities.	
Indicators of acceptance	Comments

Checklist for Deliverable WP2.3

Title	Status (tick)
Training kit for project partners on how to create machinima	on track
	off track
	complete
All project partners will receive explanations about the technical aspects of how the machinima works, so they can more confidently disseminate the results of the project. This kit aims to increase the awareness of a language teacher about the set of didactical possibilities of machinima as working on machinima initially seems to be intrinsic. Despite the time and labor commitment required from both teachers and students, machinima effectively supplements traditional teaching methods; moreover, it provides educational and creative challenges which can inspire and motivate both teachers and students.	
Indicators of acceptance	Comments

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Checklist for Deliverable WP2.4

Title	Status (tick)
2.4 Machinima for Partner Training	on track
	off track
	complete
Videos for teacher training course in the form of machinima aim to present machinima teaching and testing possibilities (e.g., training productive and receptive skills; pronunciation, intonation, etc.). Teachers involved in such creative processes notice that machinima trigger the in-depth interpretation of the presented topic and develop a greater awareness and depth of understanding. Machinima allow students to understand complex issues and to express them in a creative way. When teachers are engaged in creating machinima, they also learn to apply in practice basic knowledge about film production.	
Indicators of acceptance	Comments

Checklist for Deliverable WP2.5

Title	Status (tick)
Instructions on How to Produce Machinima	on track
	off track
	complete
Instructions on how to produce machinima aim to encourage teachers and trainees to use unconventional teaching tools in their didactical work.	
Indicators of acceptance	Comments

Checklist for Deliverable WP2.6

Title	Status (tick)
Mobile Application for Videos with Learning Activities	on track
	off track
	complete
The training KIT for project partners prepared for mobile devices is an innovative element for the learning and teaching processes. It aims to include short, concrete instructions and brief videos (according to the philosophy of micro-learning, a type of methodology for learning with the use of mobile devices). Short learning activities are also related to instant learning (giving	

information in small comprehensive chunks with a variety of activities). Foreign language fans can obtain brief films related to presenting vocabulary, dialogues and scenes (such as shopping in a store, attending a business meeting, a job interview or a TV interview).

Indicators of acceptance	Comments

Checklist for Deliverable WP3.1

Title	Status (tick)
Profile of Target Groups	on track
	off track
	complete
This profile included such details as age range, educational experience, professional experience (where necessary), gender balance, interests, previous exposure to VLEs, previous exposure to machinima and personal use of Second Life, games etc.	
Indicators of acceptance	Comments

Checklist for Deliverable WP3.2

Title	Status (tick)
Questionnaire	on track
	off track
	complete
As part of the feedback mechanisms questionnaires will be designed and administered online. One will be for teachers to see if there is a positive response from the students and to form a view on the usability of each machinima. The other will be for the learners themselves to respond to. The questionnaires will focus on all the key elements of machinima design in order to help the creators improve their design capability.	
Indicators of acceptance	Comments

Checklist for Deliverable WP3.3

Title	Status (tick)
Field Test Event	on track
	off track
	complete
The report will document the logistics of each field test: date, time, number of students. These will be correlated by the WP leader to produce an overall profile of the tests that have been carried out.	
Indicators of acceptance	Comments

Checklist for Deliverable WP3.4

Title	Status (tick)	
Focus Group Discussion	on track	
	off track	
	complete	
As well as a questionnaire, or in some instances in place of a questionnaire, focus group discussions will be held as part of the field test event. The purpose of the discussions is to gain a deeper insight into the response to the machinima in order to supplement the information gained through the questionnaires. These will be written up as summary reports.		
Indicators of acceptance	Comments	

Checklist for Deliverable WP3.5

Title	Status (tick)	
Field Test Report	on track	
	off track	
	complete	
Once all field-testing has been carried out and collated, the WP leader produces a summary report of the outcomes of the tests.		
Indicators of acceptance	Comments	

Checklist for Deliverable WP4.1

Title	Status (tick)
General guidelines about the use of machinima in classrooms	on track
	off track
	complete
As the initial part of the teacher-training package, WP4 will produce a set of general guidelines about how machinima might be used in the classroom. These will highlight the differences between using machinima and other, more traditional, multimedia platforms.	
Indicators of acceptance	Comments

Checklist for Deliverable WP4.2

Title	Status (tick)
Specific guidelines from machinima produced in WP2	on track
	off track
	complete
As examples for teachers to examine and reflect on in their own planning and production of machinima, a series of specific teacher guidelines will be produced to accompany them from WP2 that are selected as samples within WP4. This will show trainees some of the ways in which this technology can be exploited and serve as materials for trainees to apply to their own teaching situations.	
Indicators of acceptance	Comments

Checklist for Deliverable WP4.3

Title	Status (tick)
Teacher Training Course	on track
	off track
	complete
Deliverable 3 is the first version of the teacher-training course. This will be delivered over a defined period to a group of interested teachers from the consortium partner institutions as an initial trial of both content and forms of delivery. The prime aim of the course is to train teachers how to produce and implement machinima. Trainees will use the guidelines and the samples as a starting point for their own production and be encouraged to keep a self-reflection document of their process both as creators and of the final use in the classroom. This in turn can be compared to the field study feedback as part of the ongoing valorisation of the project.	

Indicators of acceptance	Comments

Checklist for Deliverable WP4.4

Title	Status (tick)
Feedback Questionnaire	on track
	off track
	complete
In order to provide a framework through which to analyse trainees' views, the WP leader will produce a questionnaire which can be responded to online. The questionnaire will provide material that can be followed up through email or other conversations and will form the basis of the report and recommendations for modifications	
Indicators of acceptance	Comments

Checklist for Deliverable WP4.5

Title	Status (tick)
Field Test Report	on track
	off track
	complete
Trainees on the first version of the training course will be asked to complete a feedback questionnaire and express their opinions on the effectiveness of the course. They will be asked to comment on the usual elements, post-training: selection of content, balance of content, quality of delivery and support, clarity, applicability etc. From this the WP leader will compile a report and recommendations for modification and improvement before the second phase of training.	
Indicators of acceptance	Comments

Checklist for Deliverable WP4.6

Title	Status (tick)
Modified Materials	on track
	off track
	complete
In the light of feedback from the first phase of the teacher training, adaptations will be made to materials prior to a second training phase. Whilst it is understood that one training course may	

not produce comprehensive feedback about the quality of the training, the fact that the target group in the first instance are interested people from the consortium, indicates a positive and supportive form of feedback that can be built on going forwards.	
Indicators of acceptance	Comments

Checklist for Deliverable WP4.7

Title	Status (tick)
Teacher training course 2	on track
	off track
	complete
Having made modifications to the content and delivery based on feedback from the first version of the course, a second course was implemented with a target of trainees from both inside and outside the consortium.	
Indicators of acceptance	Comments

Checklist for Deliverable WP4.8

Title	Status (tick)
Feedback Report	on track
	off track
	complete
As with the first version of the training course, feedback was invited from trainees and this was collated and analysed in the form of a report that has been disseminated to the project consortium and beyond.	
Indicators of acceptance	Comments

Checklist for Deliverable WP4.9

Title	Status (tick)
External Assessment Report of CAMELOT Teacher Training	on track
	off track
	complete
The ICC is an accreditation and certification body which accredits teacher training courses.	
Indicators of acceptance	Comments

Checklist for Deliverable WP5.1

Title	Status (tick)
Evaluation Framework	on track
	off track
	complete
A framework for evaluation will be developed in collaboration with the project partners and informed by extensive discussion and semi-structured interviews.	
Indicators of acceptance	Comments

Checklist for Deliverable WP5.2

Title	Status (tick)
Evaluation of Teacher Training Course and Pilot Test	on track
	off track
	complete
This relates to the application of the evaluative framework in relation to Teacher Training Course and Pilot Test. Feedback will be conveyed to the partners and inform the field testing phase.	
Indicators of acceptance	Comments

Checklist for Deliverable WP5.3

Title	Status (tick)
Evaluation of Field Testing	on track
	off track
	complete
This relates to the evaluation of the substantive field testing phase of CAMELOT. Mapped against the identified criteria, findings will present a detailed insight into the machinima that have been produced and the way teacher trainers and learners interact with them in a foreign language.	
Indicators of acceptance	Comments

Checklist for Deliverable WP5.4

Title	Status (tick)	
Focus Group Discussion	on track	
	off track	
	complete	
As well as a questionnaire, or in some instances in place of a questionnaire, focus group discussions will be held as part of the field test event. The purpose of the discussions is to gain a deeper insight into the response to the machinima in order to supplement the information gained through the questionnaires. These will be written up as summary reports.		
Indicators of acceptance	Comments	

Checklist for Deliverable WP5.5

Title	Status (tick)	
Field Test Report	on track	
	off track	
	complete	
Once all field-testing has been carried out and collated, the WP leader produces a summary report of the outcomes of the tests.		
Indicators of acceptance	Comments	

Checklist for Deliverable WP6.1

Title	Status (tick)
Dissemination through project website and blog	on track
	off track
	complete
The project website will use an integrated blog to keep people up-to-date. There will be at least one blog post a month. This will be in English, but will also feature occasional contributions from several partners in other languages during the course of the project. The website will also act as the repository for the deliverables, including audio and video clips.	
Indicators of acceptance	Comments

Checklist for Deliverable WP6.2

Title	Status (tick)
Participation in relevant online public and private social networks	on track
	off track
	complete
We will establish a presence for the project in popular existing public social networks (<i>YouTube, Facebook, Twitter, etc.</i>), informing teachers of our project and connecting with language teacher associations and practitioner networks. We will build a list of teachers using the <i>machinima</i> . We will also disseminate our project in more specialised social networking sites related to Computer-Assisted Language Learning, blended learning and virtual worlds. Having a presence in these spaces will facilitate dissemination.	
Indicators of acceptance	Comments

Checklist for Deliverable WP6.3

Title	Status (tick)
Attendance and presentation of the project at conferences (in various parts of Europe and online)	on track
	off track
	complete
We will promote the project at various conferences in 2014 and 2015, such as the EUROCALL conference, the IATEFL (International Association of Teachers of English as a Foreign Language) Annual Conference, AntwerpCALLI, ONLINE EDUCA BERLIN, local TESOL and ELT conferences, EDEN, ALT-C, European Conference of Language Learning, ICC	

conference, ICT4LL, AELTE, EDULEARN, Global Conference on Videogame and Culture and the Future of Interactive Entertainment, BESIG and others.

Indicators of acceptance	Comments

Checklist for Deliverable WP6.4

Title	Status (tick)
CAMELOT YouTube Channel	on track
	off track
	complete
All of the <i>machinima</i> produced in the project will be hosted on a YouTube channel and set to a Creative Commons license agreement. This <i>YouTube</i> channel will be one of the main dissemination deliverables in the project and thousands of click views can be expected. <i>YouTube</i> is the second largest social networking site after <i>Facebook</i> and the second largest search engine after <i>Google</i> .	
Indicators of acceptance	Comments

Checklist for Deliverable WP6.5

Title	Status (tick)
Physical publicity and content distribution instruments	on track
	off track
	complete
The budget for the translation and production of flyers is included in the budget of P9 EDUA. They will be able to use imagery of Second Life to produce this flyer. These flyers are distributed amongst the partners for disseminate at conférences.	
Indicators of acceptance	Comments

Checklist for Deliverable WP6.6

Title	Status (tick)	
Articles in professional journals and teacher association newsletters	on track	
	off track	
	complete	
Articles will be written and submitted for publication by the partners in professional journals and teacher association newsletters. Languages will depend on the partner involved. The content will include everything from information about the project and how to get involved, to sharing advice for teachers and best practices developing from the results of the project.		
Indicators of acceptance	Comments	

Checklist for Deliverable WP6.7

Title	Status (tick)	
Monthly project <i>machinima</i> featuring tips for teachers and interviews with practitioners	on track	
	off track	
	complete	
A monthly <i>machinima</i> talk show series will inform the teacher community of the project and will feature interviews with practitioners, advice for using <i>machinima</i> from experts, etc. Although the main language used in the podcast will be English, interviews and other sections will be conducted and broadcast in different European languages. These <i>machinima</i> will be delivered through the website/blog and will also be made available through other channels (such as iTunes, etc.) in order to reach the widest possible audience.		
Indicators of acceptance	Comments	

Checklist for Deliverable WP7.1

Title	Status (tick)	
Tools & Strategies Phase 1	on track	
	off track	
	complete	
<p>The document consists of:</p> <ul style="list-style-type: none"> a) a rationale for consortium formation and a long-term vision of how to achieve consortium enlargement b) a formal document describing aims, administrative procedures, member rights and obligations etc. to be signed by interested partners c) a template for the consortium's annual activity plan d) the consortium's first phase activity plan (2015-2016) including a concept business plan defining the post-project monetization activities (e.g., summer course, consultancy, paid web content, web advertising) 		
Indicators of acceptance	Comments	

Checklist for Deliverable WP7.2

Title	Status (tick)	
From Consortium to Community of Practice (2015 and beyond)	on track	
	off track	
	complete	
<p>This documents consists of the following components:</p> <ul style="list-style-type: none"> a) Rationale for consortium enlargement b) a document to support approaching prospect consortium partners c) documentation of local implementation practices d) a report on the feasibility of the realisation of the monetizing strategies proposed in the business model (e.g., a paid web service for machinima content production and distribution) 		
Indicators of acceptance	Comments	

Checklist for Deliverable WP7.3

Title	Status (tick)	
Development of and acquisition for Comenius Course	on track	
	off track	
	complete	
<p>This deliverable consists of:</p> <ul style="list-style-type: none"> a) a programme description of an ITiLT Comenius course b) the materials and facilities for a first run in the second half of 2016 c) documentation of the organisational procedures and issues that need to be addressed based on the activities undertaken for the 2016 run, such as Comenius / Grundtvig database registration, staffing, promotion and acquisition, facilities for participants etc. The document text will be in English and components in other languages. 		
Indicators of acceptance	Comments	

Checklist for Deliverable WP8.1

Title	Status (tick)	
Strategic Project Planning (SPP)	on track	
	off track	
	complete	
<p>Project Planning will be the main subject of the first 'kick-off' meeting. A framework for project management will be discussed and agreed upon during the initial meetings. All partners will contribute to this important process in both face-to-face and virtual meetings during the initial stages of the project. Key objectives, milestones, outputs and contributions will be identified and visually captured in appropriate Gantt charts and/or ideographs thus providing transparent and effective schedules which will determine the development and progress of the project. Planning with focus on the strengths, weaknesses, opportunities and threats/risks contained with the project and develop a strategy in collaboration with other partners to successfully deal with expected contingencies.</p>		
Indicators of acceptance	Comments	

Checklist for Deliverable WP8.2

Title	Status (tick)	
Quality Assurance Framework (QAF)	on track	
	off track	
	complete	
<p>A key early task of the initial project meetings will be to articulate a manageable framework for quality assurance processes or Quality Assurance Framework (QAF). It is important to guarantee that all project partners are aware of the importance of quality assurance to the success of the project and to clarify any ambiguities through the use of clear, robust and accessible quality planning procedures.</p> <p>This deliverable will therefore focus on a number of interrelated areas in its documentation:</p> <ol style="list-style-type: none"> 1) it will present a clear concept for quality control, focusing on the way the process is integral to project planning and delivery 2) it will identify a transparent framework which establishes expectations and articulates manageable descriptors, processes and key responsibilities for consortium members 3) it will produce checklists for each key deliverable of the project, identifying conditions of acceptance and rejection in order to guarantee the consistency of project outputs among the diverse range of partners 		
Indicators of acceptance	Comments	

Checklist for Deliverable WP8.3

Title	Status (tick)	
Project Quality Audits (PQA)	on track	
	off track	
	complete	
<p>As integral parts of the Quality Assurance Framework (QAF), Quality Assurance Audits (QAA) will be designed to effectively monitor, track and document outputs from CAMELOT across all project partners. These audit documents will provide key information enabling project managers to track the key processes in the project lifecycle and maintain accurate and transparent records of key data, including delivery times, quality determined by reference to the quality frameworks and checklists, as well as quality aspects of project communication processes, both internally and externally. This deliverable will lead to both an Interim Report and a Final Report, both of which will be key reference points for the project and provide a thorough examination of quality issues within the context of a commitment to a policy of total quality management and continuous improvement.</p>		
Indicators of acceptance	Comments	