



## Creating Machinima Empowers Live Online Language Teaching and Learning

### 8.3 Project Quality Audits (PQA)



#### Disclaimer

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Deliverable Number: 8.3

Deliverable Name: Project Quality Audits (PQA)

Description: 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.

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](http://camelotproject.eu)

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## Project Quality Audit of Deliverables

### WP1: Language learning in 3D virtual environments

<b>Objective</b>	The general aim is to construct sound knowledge about why and how to make use of 3D virtual environments for language training in different contexts and the use of <i>machinima</i> . The <i>machinima</i> can be regarded as user-generated video content and as materials to support the language learning process. The target of this WP are all parties who have an interest in promoting or experiencing language learning within tertiary education and vocational adult education.
<b>Start (months)</b>	1
<b>Finish</b>	8
<b>Lead</b>	University of Istanbul
<b>Deliverables</b>	1.1 Needs analysis 1.2 Language learning framework for the use of 3D virtual environments 1.3 Guidelines for language teachers 1.4 Feedback questionnaire for teachers and learners 1.5 A report on using the 3D virtual learning environments and machinima for language learning

### WP1 Status

#### Deliverable WP1.1 Needs analysis

<b>Title</b> <i>Language learning in 3D virtual environments</i>	<b>Status</b> On track / slightly off track / off track / percentage complete	
<b>Quality Assessment</b>	<b>Objective</b> 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 machinima in the field of foreign language learning.	
	<b>Criteria</b>	<b>Evaluation</b>

### Deliverable WP1.1 Strategic Plan for Improvement

<i>Objective</i>	
<i>Lead</i>	
<i>Deadline</i>	
<i>Result after improvement</i>	
<i>Action Plan</i>	

### Deliverable WP1.2

<b>Title</b> <i>Language-learning Framework for the Use of 3D Virtual Environments and Machinima</i>	<b>Status</b> On track / slightly off track / off track / percentage complete	
	<b>Objective</b> 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.	
	<b>Criteria</b>	<b>Evaluation</b>

### Deliverable WP1.2 Strategic Plan for Improvement

<i>Objective</i>	
<i>Lead</i>	
<i>Deadline</i>	
<i>Result after improvement</i>	
<i>Action Plan</i>	

### Deliverable WP1.3 Guidelines for Language Teachers

<b>Deliverable title</b> <i>Guidelines for Language Teachers</i>	<b>Status</b> On track / slightly off track / off track / percentage complete	
<b>Quality Assessment</b>	<b>Objective</b> 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.	
	<b>Criteria</b>	<b>Evaluation</b>

### Deliverable WP1.3 Strategic Plan for Improvement

<i>Objective</i>	
<i>Lead</i>	
<i>Deadline</i>	
<i>Result after improvement</i>	
<i>Action Plan</i>	

### Deliverable WP1.4 Feedback questionnaires for teachers and learners

<b>Deliverable title</b> <i>Feedback questionnaires for teachers and learners</i>	<b>Status</b> On track / slightly off track / off track / percentage complete	
<b>Quality Assessment</b>	<b>Objective</b> These online questionnaire forms will be prepared as electronic questionnaires with email reply buttons for easy and prompt return to the WP partners. Two types of questionnaires will be devised which will be applied: 1) to teachers and teacher-trainers and 2) to students. The questionnaire will provide feedback on the implementation of the <i>machinima</i> in the foreign language classes and will provide sound clues for the effectiveness of the framework and its application.	
	<b>Criteria</b>	<b>Evaluation</b>

### Deliverable WP1.4 Strategic Plan for Improvement

<i>Objective</i>	
<i>Lead</i>	
<i>Deadline</i>	
<i>Result after improvement</i>	
<i>Action Plan</i>	

### Deliverable WP1.5 A report on Using the 3D Virtual Learning Environments and Machinima for Language Learning

<b>Deliverable title</b> <i>A report on Using the 3D Virtual Learning Environments and Machinima for Language Learning</i>	<b>Status</b> On track / slightly off track / off track / percentage complete	
<b>Quality Assessment</b>	<b>Objective</b> 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.	
	<b>Criteria</b>	<b>Evaluation</b>

### Deliverable WP1.5 Strategic Plan for Improvement

<i>Objective</i>	
<i>Lead</i>	
<i>Deadline</i>	
<i>Result after improvement</i>	
<i>Action Plan</i>	

## WP2: Real-time animation (Machinima) production

<b>Objective</b>	This WP includes all of the technical know-how on how to produce, edit and publish machinima including copyright. It also includes the number of <i>machinima</i> which will be produced by the project partners and then subsequently tested during WP3. The specific know-how is on the one hand largely determined by the media (e.g., film making) which includes storyboarding, script writing, the selection of scenarios and avatar design, gesturing and emoting, filming, editing, sound effects, marquee and other related items.
<b>Start</b>	3
<b>Finish</b>	17
<b>Lead</b>	NDU
<b>Deliverables</b>	2.1 Machinima for Field Testing 2.2 Recordings of events and meetings 2.3 Training kit for project partners on how to create machinima 2.4 Videos for teacher training course in form of Machinima 2.5 Instructions on how to produce machinima 2.6 Mobile app for videos with learning activities

### Deliverable WP 2.1 Needs analysis

<b>Title</b> <i>Machinima for Field Testing</i>	<b>Status</b> On track / slightly off track / off track / percentage complete	
<b>Quality Assessment</b>	<b>Objective</b> 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. The production of this set of machinima also includes working with the live actors, the avatars of each of the respective partners, including camera perspectives and storyboarding (e.g., adding a still image of the scene to a certain dialogue), choosing music or sound effects, creating a marquee etc. to sample and demonstrate 'professionally' made machinima.  These machinima will later on be used for field-testing.	
	<b>Criteria</b>	<b>Evaluation</b>

### Deliverable WP2.1 Strategic Plan for Improvement

<i>Objective</i>	
<i>Lead</i>	
<i>Deadline</i>	
<i>Result after improvement</i>	
<i>Action Plan</i>	

### Deliverable WP2.2 Recordings of events and meetings

<b>Deliverable title</b> <i>Recordings of events and meetings</i>	<b>Status</b> On track / slightly off track / off track / percentage complete	
<b>Quality Assessment</b>	<b>Objective</b> 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.	
	<b>Criteria</b>	<b>Evaluation</b>

### Deliverable WP2.2 Strategic Plan for Improvement

<i>Objective</i>	
<i>Lead</i>	
<i>Deadline</i>	
<i>Result after improvement</i>	
<i>Action Plan</i>	



### Deliverable WP2.3 Training kit for project partners on how to create machinima

<p><b>Deliverable title</b>  <i>Training kit for project partners on how to create machinima</i></p>	<p><b>Status</b>                  On track / slightly off track / off track / percentage complete</p>	
<p><b>Quality Assessment</b></p>	<p><b>Objective</b>                  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 labour 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.</p>	
	<p><b>Criteria</b></p>	<p><b>Evaluation</b></p>

### Deliverable WP2.3 Strategic Plan for Improvement

<p><i>Objective</i></p>	
<p><i>Lead</i></p>	
<p><i>Deadline</i></p>	
<p><i>Result after improvement</i></p>	
<p><i>Action Plan</i></p>	

### Deliverable WP2.4 Videos for teacher training course in form of Machinima

<b>Deliverable title</b> <i>Videos for teacher training course in form of Machinima</i>	<b>Status</b> On track / slightly off track / off track / percentage complete	
<b>Quality Assessment</b>	<b>Objective</b> 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.	
	<b>Criteria</b>	<b>Evaluation</b>

### Deliverable WP2.4 Strategic Plan for Improvement

<i>Objective</i>	
<i>Lead</i>	
<i>Deadline</i>	
<i>Result after improvement</i>	
<i>Action Plan</i>	

### Deliverable WP2.5 Instructions on how to produce machinima

<b>Deliverable title</b> <i>Instructions on how to produce machinima</i>	<b>Status</b> On track / slightly off track / off track / percentage complete	
<b>Quality Assessment</b>	<b>Objective</b> Instructions on how to produce machinima aim to encourage teachers and trainees to use unconventional teaching tools in their didactical work. The language of advanced technology becomes simplified and more approachable. First of all, it is stressed that the process of creating machinima is similar to work on traditional film and can be divided into three stages: pre-production, production and post-production. At the stage of pre-production - that is, prior to registration of machinima - the author creates the concept of the film, designs a scenario, and storyboard (storyboard artist). In addition, s/he can choose an environment in which to implement the film (such as a game or a	

	<p>special program to create machinima). This selection determines the content and style of the film. The author indicates selected environment exteriors and interiors. A machinimator (machinima animator) also raises potential collaborators. Of course the author can act on his/her own - as a writer, director, sound engineer, props coordinator, production designer, cinematographer, or editor, and also plays the roles of the actors. Furthermore, in accordance with the concept of a scenario, s/he has to create his film characters - avatars (their appearance, dress, facial expressions and gestures).</p> <p>The detailed explanation of all the technical possibilities aims to stimulate the learner's/teacher's creativity for designing attractive language learning activities.</p>	
	<b>Criteria</b>	<b>Evaluation</b>

### **Deliverable WP2.5 Strategic Plan for Improvement**

<i>Objective</i>	
<i>Lead</i>	
<i>Deadline</i>	
<i>Result after improvement</i>	
<i>Action Plan</i>	

### Deliverable WP2.6 Mobile app for videos with learning activities

<b>Deliverable title</b> <i>Mobile app for videos with learning activities</i>	<b>Status</b> On track / slightly off track / off track / percentage complete	
<b>Quality Assessment</b>	<b>Objective of the deliverable</b> 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).	
	<b>Criteria</b>	<b>Evaluation</b>

### Deliverable WP2.6 Strategic Plan for Improvement

<i>Objective</i>	
<i>Lead</i>	
<i>Deadline</i>	
<i>Result after improvement</i>	
<i>Action Plan</i>	

### WP3: Field Testing

<b>Objective</b>	The output from Work Package 2 is a series of machinima in different styles and formats. Before determining how these can be incorporated into a teacher training package, it is essential to find out which style and format of machinima suit different target populations of learners. WP3 takes this output and tests it in situ. The aim is to find out through surveys and focus group discussions how successful each type is. Success here is judged by the positive feedback to the style and content of each WP2 product.
<b>Start</b>	1
<b>Finish</b>	15
<b>Lead</b>	UWB
<b>Deliverables</b>	3.1 Profile of target groups 3.2 Questionnaire 3.3 Field Test Event 3.4 Focus Group Discussion 3.5 Field Test Report

#### Deliverable WP3.1 Profile of target groups

<b>Deliverable title</b> <i>Profile of target groups</i>	<b>Status</b> On track / slightly off track / off track / percentage complete	
<b>Quality Assessment</b>	<b>Objective</b> This profile will include 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. This is necessary in order to correlate with the responses given in the questionnaires and to help prepare the teacher training pack (WP4).	
	<b>Criteria</b>	<b>Evaluation</b>

#### Deliverable WP3.1. Strategic Plan for Improvement

<i>Objective</i>	
<i>Lead</i>	
<i>Deadline</i>	
<i>Result after improvement</i>	
<i>Action Plan</i>	

### Deliverable WP3.2 Questionnaire

<b>Deliverable title</b> <i>Profile of target groups</i>	<b>Status</b> On track / slightly off track / off track / percentage complete	
<b>Quality Assessment</b>	<b>Objective</b> 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.	
	<b>Criteria</b>	<b>Evaluation</b>

### Deliverable WP3.2 Strategic Plan for Improvement

<i>Objective</i>	
<i>Lead Partner</i>	
<i>Deadline</i>	
<i>Result after improvement</i>	
<i>Action Plan</i>	

### Deliverable WP3.3 Field Test Event

<b>Deliverable title</b> <i>Field Test Event</i>	<b>Status</b> On track / slightly off track / off track / percentage complete	
<b>Quality Assessment</b>	<b>Objective</b> 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.	
	<b>Criteria</b>	<b>Evaluation</b>

### Deliverable WP3.3 Strategic Plan for Improvement

<i>Objective</i>	
<i>Lead</i>	
<i>Deadline</i>	
<i>Result after improvement</i>	
<i>Action Plan</i>	

### Deliverable WP3.4 Focus Group Discussion

<b>Deliverable title</b> <i>Focus Group Discussion</i>	<b>Status</b> On track / slightly off track / off track / percentage complete	
<b>Quality Assessment</b>	<b>Objective of the deliverable</b> 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.	
	<b>Criteria</b>	<b>Evaluation</b>

### Deliverable WP3.4 Strategic Plan for Improvement

<i>Objective</i>	
<i>Lead</i>	
<i>Deadline</i>	
<i>Result after improvement</i>	
<i>Action Plan</i>	

### Deliverable WP3.5 Field Test Report

<b>Deliverable title</b> <i>Field Test Report</i>	<b>Status</b> On track / slightly off track / off track / percentage complete	
<b>Quality Assessment</b>	<b>Objective of the deliverable</b> Once all field-testing has been carried out and collated, the WP leader produces a summary report of the outcomes of the tests.	
	<b>Criteria</b>	<b>Evaluation</b>

### Deliverable WP3.5 Strategic Plan for Improvement

<i>Objective</i>	
<i>Lead</i>	
<i>Deadline</i>	
<i>Result after improvement</i>	
<i>Action Plan</i>	

#### WP4: Language learning in 3D virtual environments

<b>Objective</b>	WP4 will capitalise on the technical guidelines produced in WP2 and information received from the field testing in WP3 to create a teacher training package to enable teachers to create and use machinima effectively in a variety of situations. The package will provide a two-stage approach - the creation of machinima themselves and the uses they might be put to in the classroom.
<b>Start</b>	13
<b>Finish</b>	21
<b>Lead</b>	ICC
<b>Deliverables</b>	4.1 General guidelines about the use of machinima in classrooms 4.2 Specific guidelines from machinima produced in WP2 4.3 Teacher Training Course 4.4 Feedback Questionnaire 4.5 Feedback report 4.6 Modified materials 4.7 Teacher training course 2 4.8 Feedback Report 4.9 ICC International Language Association accreditation of teacher training course

#### Deliverable WP4.1 General guidelines about the use of machinima in classrooms

<b>Deliverable title</b> <i>General guidelines about the use of machinima in classrooms</i>	<b>Status</b> On track / slightly off track / off track / percentage complete	
<b>Quality Assessment</b>	<b>Objective of the deliverable</b> 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.	
	<b>Criteria</b>	<b>Evaluation</b>

#### Deliverable WP4.1 Strategic Plan for Improvement

<i>Objective</i>	
<i>Lead</i>	
<i>Deadline</i>	
<i>Result after improvement</i>	
<i>Action Plan</i>	



### Deliverable WP4.2 Specific guidelines from machinima produced in WP2

<b>Deliverable title</b> <i>Specific guidelines from machinima produced in WP2</i>	<b>Status</b> On track / slightly off track / off track / percentage complete	
<b>Quality Assessment</b>	<b>Objective of the deliverable</b> 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.	
	<b>Criteria</b>	<b>Evaluation</b>

### Deliverable WP4.2 Strategic Plan for Improvement

<i>Objective</i>	
<i>Lead</i>	
<i>Deadline</i>	
<i>Result after improvement</i>	
<i>Action Plan</i>	

### Deliverable WP4.3 Teacher Training Course

<b>Deliverable title</b> <i>Teacher Training Course</i>	<b>Status</b> On track / slightly off track / off track / percentage complete	
<b>Quality Assessment</b>	<b>Objective of the deliverable</b> 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.	
	<b>Criteria</b>	<b>Evaluation</b>

### Deliverable WP4.3 Strategic Plan for Improvement

<i>Objective</i>	
<i>Lead</i>	
<i>Deadline</i>	
<i>Result after improvement</i>	
<i>Action Plan</i>	

### Deliverable WP4.4 Feedback Questionnaire

<b>Deliverable title</b> <i>Feedback Questionnaire</i>	<b>Status</b> On track / slightly off track / off track / percentage complete	
<b>Quality Assessment</b>	<b>Objective of the deliverable</b> 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	
	<b>Quality indicators</b>	<b>Evaluation</b>

### Deliverable WP4.4 Strategic Plan for Improvement

<i>Objective</i>	
<i>Lead</i>	
<i>Deadline</i>	
<i>Result after improvement</i>	
<i>Action Plan</i>	

### Deliverable WP4.5 Feedback report

<b>Deliverable title</b> <i>Feedback report</i>	<b>Status</b> On track / slightly off track / off track / percentage complete	
<b>Quality Assessment</b>	<b>Objective of the deliverable</b> 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.	
	<b>Criteria</b>	<b>Evaluation</b>

#### Deliverable WP4.5 Strategic Plan for Improvement

<i>Objective</i>	
<i>Lead</i>	
<i>Deadline</i>	
<i>Result after improvement</i>	
<i>Action Plan</i>	

#### Deliverable WP4.6 Modified materials

<b>Deliverable title</b> <i>Modified materials</i>	<b>Status</b> On track / slightly off track / off track / percentage complete	
<b>Quality Assessment</b>	<b>Objective</b> 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.	
	<b>Criteria</b>	<b>Evaluation</b>

#### Deliverable WP4.6 Strategic Plan for Improvement

<i>Objective</i>	
<i>Lead</i>	
<i>Deadline</i>	
<i>Result after improvement</i>	
<i>Action Plan</i>	

### Deliverable WP4.7 Teacher training course 2

<b>Deliverable title</b> <i>Teacher training course 2</i>	<b>Status</b> On track / slightly off track / off track / percentage complete	
<b>Quality Assessment</b>	<b>Objective of the deliverable</b> Having made modifications to the content and delivery based on feedback from the first version of the course, a second course will be implemented with a target of trainees from both inside and outside the consortium.	
	<b>Criteria</b>	<b>Evaluation</b>

### Deliverable WP4.7 Strategic Plan for Improvement

<i>Objective</i>	
<i>Lead</i>	
<i>Deadline</i>	
<i>Result after improvement</i>	
<i>Action Plan</i>	

### Deliverable WP4.8 Feedback report

<b>Deliverable title</b> <i>Feedback report</i>	<b>Status</b> On track / slightly off track / off track / percentage complete	
<b>Quality Assessment</b>	<b>Objective of the deliverable</b> As with the first version of the training course, feedback will be invited from trainees and this will be collated and analysed in the form of a report that can be disseminated to the project consortium and beyond.	
	<b>Criteria</b>	<b>Evaluation</b>

### Deliverable WP4.8 Strategic Plan for Improvement

<i>Objective</i>	
<i>Lead</i>	
<i>Deadline</i>	
<i>Result after improvement</i>	
<i>Action Plan</i>	

### Deliverable WP4.9 ICC International Language Association accreditation of teacher training course

<b><i>Deliverable title</i></b> <i>ICC International Language Association accreditation of teacher training course environments</i>	<b>Status</b> On track / slightly off track / off track / percentage complete	
<b><i>Quality Assessment</i></b>	<b>Objective</b> The ICC is an accreditation and certification body. It accredits teacher training courses and materials as well as language courses and examination suites. To ensure objectivity, ICC would employ the services of an external examiner to assess and report on the quality of the final teacher-training course. If found suitable a certification scheme would be instituted. Trainees would then have the support of an INGO as a validation of their training.	
	<b>Criteria</b>	<b>Evaluation</b>

### Deliverable WP4.9 Strategic Plan for Improvement

<i>Objective</i>	
<i>Lead</i>	
<i>Deadline</i>	
<i>Result after improvement</i>	
<i>Action Plan</i>	

## WP5: Evaluation

<b>Objective</b>	This important Work Package concentrates on evaluation. It will therefore include the identification of an evaluative framework to be used in relation to a) the teacher training and pilot testing and b) field testing. Appropriate criteria will be identified and developed in communication with consortium members in a collaborative approach beginning during the initial stages of the project and continuing throughout the key phases. Important aspects of this will relate to developing criteria to evaluate the digital skillsets of learners, teacher-trainers and teachers using machinima and virtual environments to teach and learn.
<b>Start</b>	7
<b>Finish</b>	24
<b>Lead</b>	UCLan
<b>Deliverables</b>	5.1 Evaluation Framework 5.2 Evaluation of Teacher Training Course and Pilot Test 5.3 Evaluation of Field Testing

### Deliverable WP5.1 Evaluation Framework

<b>Deliverable title</b> <i>Evaluation Framework</i>	<b>Status</b> On track / slightly off track / off track / percentage complete	
<b>Quality Assessment</b>	<b>Objective</b> A framework for evaluation will be developed in collaboration with the project partners and informed by extensive discussion and semi-structured interviews.	
	<b>Criteria</b>	<b>Evaluation</b>

### Deliverable WP5.1 Strategic Plan for Improvement

<i>Objective</i>	
<i>Lead</i>	
<i>Deadline</i>	
<i>Result after improvement</i>	
<i>Action Plan</i>	

### Deliverable WP5.2 Evaluation of Teacher Training Course and Pilot Test

<b>Deliverable title</b> <i>Evaluation of Teacher Training Course and Pilot Test</i>	<b>Status</b> On track / slightly off track / off track / percentage complete	
<b>Quality Assessment</b>	<b>Objective</b> 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.	
	<b>Criteria</b>	<b>Evaluation</b>

### Deliverable WP5.2 Strategic Plan for Improvement

<i>Objective</i>	
<i>Lead</i>	
<i>Deadline</i>	
<i>Result after improvement</i>	
<i>Action Plan</i>	

### Deliverable WP5.3 Evaluation of Field Testing

<b>Deliverable title</b> <i>Evaluation of Field Testing</i>	<b>Status</b> On track / slightly off track / off track / percentage complete	
<b>Quality Assessment</b>	<b>Objective of the deliverable</b> 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.	
	<b>Criteria</b>	<b>Evaluation</b>

### **Deliverable WP5.3 Strategic Plan for Improvement**

<i>Objective</i>	
<i>Lead</i>	
<i>Deadline</i>	
<i>Result after improvement</i>	
<i>Action Plan</i>	



## WP6: Dissemination

<b>Objective</b>	<p>The most important dissemination activities will be:</p> <ul style="list-style-type: none"> <li>• a project website and blog</li> <li>• an online social networking community site, featuring partners and associate partner activity, and open to the wider educational community</li> <li>• participation in other relevant online social networks, especially <i>YouTube</i> and <i>Facebook</i></li> <li>• attendance and presentation of the project at conferences (in various parts of Europe and online)</li> <li>• press releases and articles in professional journals and teacher association newsletters</li> <li>• a number of project partner generated machinima as well as learner generated machinima</li> </ul>
<b>Start</b>	1
<b>Finish</b>	24
<b>Lead</b>	LETS
<b>Deliverables</b>	<p>6.1 Dissemination through project website and blog          6.2 Participation in relevant online public and private social networks          6.3 Attendance and presentation of the project at conferences (in various parts of Europe and online)          6.4 CAMELOT YouTube Channel          6.5 Physical publicity and content distribution instruments          6.6 Articles in professional journals and teacher association newsletters          6.7 Monthly project <i>machinima</i> featuring tips for teachers and interviews with practitioners</p>

### Deliverable WP6.1 Dissemination through project website and blog

<b>Deliverable title</b> <i>Participation in relevant online public and private social networks</i>	<b>Status</b> On track / slightly off track / off track / percentage complete	
<b>Quality Assessment</b>	<b>Objective</b> 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.	
	<b>Criteria</b>	<b>Evaluation</b>

### Deliverable WP6.1 Strategic Plan for Improvement

<i>Objective</i>	
<i>Lead</i>	
<i>Deadline</i>	
<i>Result after improvement</i>	
<i>Action Plan</i>	

### Deliverable WP6.2 - Participation in relevant online public and private social networks

<b>Deliverable title</b> <i>Participation in relevant online public and private social networks</i>	<b>Status</b> On track / slightly off track / off track / percentage complete	
<b>Quality Assessment</b>	<b>Objective</b> 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.	
	<b>Criteria</b>	<b>Evaluation</b>

### Deliverable WP6.2 Strategic Plan for Improvement

<i>Objective</i>	
<i>Lead</i>	
<i>Deadline</i>	
<i>Result after improvement</i>	
<i>Action Plan</i>	

**Deliverable WP6.3** - Attendance and presentation of the project at conferences (in various parts of Europe and online)

<p><b>Deliverable title</b> Attendance and presentation of the project at conferences (in various parts of Europe and online)</p>	<p><b>Status</b> On track / slightly off track / off track / percentage complete</p>	
<p><b>Quality Assessment</b></p>	<p><b>Objective</b> 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, AntwerpCALL, 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. Additionally we will present at various web conferences such as Virtual Round Table Web Conference, ICVWE, SLanguages in Second Life, VWBPE Virtual World Best Practice in Education, Global Education Conference, RSCON, DaFWEBKON and others.</p>	
	<p><b>Criteria</b></p>	<p><b>Evaluation</b></p>

**Deliverable WP6.3 Quality indicators**

Objective	
Lead	
Deadline	
Result after improvement	
Action Plan	

### Deliverable WP6.4 CAMELOT YouTube Channel

<b>Deliverable title</b> <i>CAMELOT YouTube Channel</i>	<b>Status</b> On track / slightly off track / off track / percentage complete	
<b>Quality Assessment</b>	<b>Objective of the deliverable</b> 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> .	
	<b>Criteria</b>	<b>Evaluation</b>

### Deliverable WP6.4 Quality indicators

<i>Objective</i>	
<i>Lead</i>	
<i>Deadline</i>	
<i>Result after improvement</i>	
<i>Action Plan</i>	

### Deliverable WP6.5 Physical publicity and content distribution instruments

<b>Deliverable title</b> <i>Physical publicity and content distribution instruments</i>	<b>Status</b> On track / slightly off track / off track / percentage complete	
<b>Quality Assessment</b>	<b>Objective of the deliverable</b> 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 dissemination at conferences.	
	<b>Criteria</b>	<b>Evaluation</b>

### Deliverable WP6.5 Strategic Plan for Improvement

<i>Objective</i>	
<i>Lead</i>	
<i>Deadline</i>	
<i>Result after improvement</i>	
<i>Action Plan</i>	

### Deliverable WP6.6 Articles in professional journals and teacher association newsletters

<b>Deliverable title</b> <i>Articles in professional journals and teacher association newsletters</i>	<b>Status</b> On track / slightly off track / off track / percentage complete	
<b>Quality Assessment</b>	<b>Objective</b> 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.	
	<b>Criteria</b>	<b>Evaluation</b>

### Deliverable WP6.6 Strategic Plan for Improvement

<i>Objective</i>	
<i>Lead</i>	
<i>Deadline</i>	
<i>Result after improvement</i>	
<i>Action Plan</i>	

### Deliverable WP6.7 Monthly project *machinima* featuring tips for teachers and interviews with practitioners

<b>Deliverable title</b> <i>Monthly project machinima featuring tips for teachers and interviews with practitioners</i>	<b>Status</b> On track / slightly off track / off track / percentage complete	
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<b>Quality Assessment</b>	<b>Objective</b> 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.	
	<b>Criteria</b>	<b>Evaluation</b>

### Deliverable WP6.7 Strategic Plan for Improvement

<i>Objective</i>	
<i>Lead</i>	
<i>Deadline</i>	
<i>Result after improvement</i>	
<i>Action Plan</i>	

### WP7: Exploitation

<b>Objective</b>	The key objective of this WP is to develop strategies and instruments to ensure sustainable use beyond the project's lifetime of the project's outcomes and results (e.g., transversal collaboration, web-based educational processes and use of resources). The proposed strategy will involve 2 phases.
<b>Start</b>	9
<b>Finish</b>	24
<b>Lead</b>	TELL
<b>Deliverables</b>	7.1 Tools & Strategies Phase 1 7.2 From Consortium to Community of Practice (2015 and beyond) 7.3 Development of and acquisition for Comenius Course

### Deliverable WP7.1 Tools & Strategies Phase 1

<b>Deliverable title</b> <i>Tools &amp; Strategies Phase 1</i>	<b>Status</b> Work in progress	
<b>Quality Assessment</b>	<b>Objective</b> On track / slightly off track / off track / percentage complete The document consists of: 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)	
	<b>Criteria</b>	<b>Evaluation</b>

### Deliverable WP7.1. Strategic Plan for Improvement

<i>Objective</i>	
<i>Lead</i>	
<i>Deadline</i>	
<i>Result after improvement</i>	
<i>Action Plan</i>	

### Deliverable WP7.2 From Consortium to Community of Practice (2015 and beyond)

<b>Deliverable title</b> <i>From Consortium to Community of Practice (2015 and beyond)</i>	<b>Status</b> On track / slightly off track / off track / percentage complete	
<b>Quality Assessment</b>	<b>Objective</b> This documents consists of the following components:	
	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)	
	<b>Criteria</b>	<b>Evaluation</b>

### Deliverable WP7.2 Strategic Plan for Improvement

<i>Objective</i>	
<i>Lead</i>	
<i>Deadline</i>	
<i>Result after improvement</i>	
<i>Action Plan</i>	

### Deliverable WP7.3 Development of and acquisition for Comenius Course

<b>Deliverable title</b> <i>Development of and acquisition for Comenius Course</i>	<b>Status</b> On track / slightly off track / off track / percentage complete	
<b>Quality Assessment</b>	<b>Objective</b> This deliverable consists of: a) a programme description of a 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.	
	<b>Criteria</b>	<b>Evaluation</b>



### Deliverable WP7.3 Strategic Plan for Improvement

<i>Objective</i>	
<i>Lead</i>	
<i>Deadline</i>	
<i>Result after improvement</i>	
<i>Action Plan</i>	

### WP8: Management

<b>Objective</b>	This Work Package guides the coordination of the project throughout its entire lifecycle. It is based on the integration of a number of key elements in the process, including strategic planning, observing, monitoring, and quality control, as well as guaranteeing that the project fulfils its budgetary requirements on schedule.
<b>Start</b>	1
<b>Finish</b>	24
<b>Lead</b>	UCLan
<b>Deliverables</b>	8.1 Strategic Project Planning (SPP) 8.2 Quality Assurance Framework (QAF) 8.3 Project Quality Audits (PQA)

### Deliverable WP8.1 Strategic Project Planning (SPP)

<b>Deliverable title</b> <i>Strategic Project Planning (SPP)</i>	<b>Status</b> On track / slightly off track / off track / percentage complete	
<b>Quality Assessment</b>	<b>Objective</b> 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.	
	<b>Criteria</b>	<b>Evaluation</b>

### Deliverable WP8.1. Strategic Plan for Improvement

<i>Objective</i>	
<i>Lead</i>	
<i>Deadline</i>	
<i>Expected result after improvement</i>	
<i>Activity Plan</i>	

### Deliverable WP8.2 Quality Assurance Framework (QAF)

<b>Deliverable title</b> <i>Lang Quality Assurance Framework (QAF)</i>	<b>Status</b> On track / slightly off track / off track / percentage complete	
<b>Quality Assessment</b>	<b>Objective</b> 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.	
	<b>Quality indicators</b>	<b>Evaluation</b>

### Deliverable WP8.2 Strategic Plan for Improvement

<i>Objective</i>	
<i>Lead</i>	
<i>Deadline</i>	
<i>Result after improvement</i>	
<i>Action Plan</i>	

### Deliverable WP8.3 Project Quality Audits (PQA)

<b>Deliverable title</b> <i>Project Quality Audits (PQA)</i>	<b>Status</b> On track / slightly off track / off track / percentage complete	
<b>Quality Assessment</b>	<b>Objective</b> 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.	
	<b>Criteria</b>	<b>Evaluation</b>

### Deliverable WP8.3 Strategic Plan for Improvement

<i>Objective</i>	
<i>Lead</i>	
<i>Deadline</i>	
<i>Result after improvement</i>	
<b>Action Plan</b>	