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PP	Restricted to other programme participants (including the Commission Services)	
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Introduction

The purpose of D3.3 is to report on the completion of the Cultural Literacy Learning Programme (CLLP) in the 7 partner countries, namely UK (P1), Portugal (P2), Germany (P5), Lithuania (P6), Spain (P7), Cyprus (P8) and Israel (P9). The main objectives of WP3 were to:
(a) set up a community of teachers in four partner countries (P1, P2, P6 and P8) to work together with the researchers to develop meaningful pedagogic activities (CLLP) and pilot them (Deliverable 3.1),
(b) to recruit teachers in 7 partner countries (P1, P2, P5, P6, P7, P8 and P9) interested in participating in professional development (PD) and implementing the CLLP (Deliverable 3.2), and
(c) to provide professional development (PD) to teachers in the partner countries and support them during the implementation of the CLLP.

In DIALLS the concept of cultural literacy goes beyond being about knowledge of culture, into a consideration of cultural literacy as a disposition enabled through dialogue and constructive encounters. For DIALLS, becoming 'culturally literate' involves being sensitive not only to one's own identities and cultures, but also to empathise with those of others, enabling inclusion, intercultural dialogue and mutual understanding (see Deliverable 2.1 for details) through the engagement with dialogue and argumentation, using wordless texts as the starting point. The CLLP was designed using the guiding principles of the project and consists of 15-week lesson sequences (plus an introductory lesson per age group – Lesson 0) that promote cultural literacy through two main tools: (a) dialogue and argumentation, and (b) multimodality/cultural texts for three different age groups. The lesson sequences were designed for three different age groups: 5-6-year-old students, 8-9-year-old students, and 14-15-year-old students. The design of the 15 lessons per age group (total of 45 lessons) affords interactions between students in the same classroom (Lessons 0-5), in the same country but different schools and areas (Lessons 6-10), and between students in different countries (Lessons 11-15). For Lessons 6-15 an online platform was designed to facilitate the interactions between classrooms in the same country and classrooms from partner countries (see Deliverables from WP6 for information about the platform). The two main aims of the implementation of the CLLP were:
(a) to prepare in-service teachers and support them to include in their teaching issues related to cultural literacy by using dialogue and argumentation and wordless texts as tools, and
(b) to engage students of various ages in the discussion of issues that could potentially help them improve their cultural literacy and dialogue and argumentation skills by implementing the CLLP.

The implementation of the CLLP started in September 2019 in the seven partner countries (P1, P2, P5, P6, P7, P8 and P9) and was planned to finish in June 2020 with a semi-virtual conference with the participation of students from all seven countries. The teachers were asked to implement the CLLP in their classes and were provided with a specific timeline to complete the lessons given that for lessons 6-10 they had to interact with students from the same country but a different school, and for lessons 11-15 they had to interact with students from different countries. Researchers were scheduled to observe and record lessons 3, 8 and 15 during the 2019-2020 school year. Unfortunately, the pandemic and the school closures in the participating countries forced us to stop the implementation of the CLLP in March 2020 without the opportunity to complete all 15 lessons and collect all data. In the sections that follow we present:

(a) the professional development (PD) in the seven partner countries and the evaluation based on responses from the teachers,

(b) the implementation of the CLLP and the evaluation of the program based on responses from teachers and students, and

(c) the challenges and limitations brought by the disruption of the implementation of the CLLP because of the COVID-19 pandemic and school closures.

The CLLP

The CLLP consists of 15 lesson sequences per age group (total of 45 lesson sequences plus Lesson 0, the introductory lesson), with each lesson sequence focusing on the discussion of a wordless text from the list already selected by the DIALLS team (see Deliverable 3.1). Each wordless text has been linked to a cultural literacy theme and sub-theme and is related to the Cultural Literacy Framework that has been developed for DIALLS. UNIC prepared a suggested structure for each lesson sequence that was followed in the design of the CLLP. Based on the suggested structure each lesson sequence includes a learning objective linked to cultural literacy, and 1-2 learning objectives linked to dialogue and argumentation. Cultural artefacts are important outcomes of each lesson sequence. In DIALLS we refer to cultural artefacts as the multimodal response that students will create as responses to their discussions about the cultural texts. The aim was to share the cultural artefacts with other students through the on-line platform for some of the lesson sequences and also collect and present them on the project website as part of an online gallery (https://dialls2020.eu/cultural-artefacts/) to construct a picture of how young people in Europe identify themselves within the diverse cultures of Europe.

The CLLP differs in complexity across the 15 sessions as DIALLS aims to engage students in dialogue and argumentation: (a) within their classes, (b) across classes from the same country, and (c) across countries. More specifically, lesson sequences 1-5 were designed for in-classroom dialogue and argumentation, lesson sequences 6-10 were designed for intra-country synchronous discussions, and lesson sequences 11-15 were designed to promote asynchronous dialogue and argumentation through an on-line platform that was specially designed for the purposes of the project and is described in detail in WP6 deliverables. The organization of the 15 lesson sequences in terms of interactions (within classroom, intra-country and inter-country) are presented in Figure 1 below. Classrooms were observed and data were collected in Lessons 3 and 8 but unfortunately we were not able to collect data from Lesson 15 because of the school closures due to the pandemic. Details about the CLLP can be found in Deliverable 3.1.
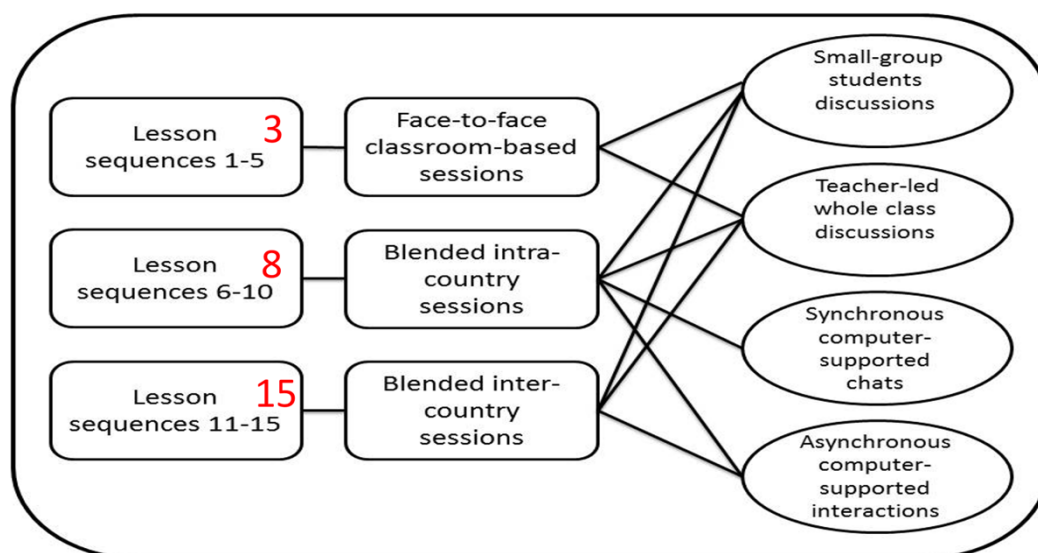
Figure 1. Structure of the lesson sequence

<u>Online platform</u>

An important part of the CLLP were the interactions that were designed to take place using the online platform designed in WP6. The online platform was designed as a way to interact using multimodality. The teachers had the opportunity to use the platform and interact between them within countries as part of Lessons 6-10. Unfortunately inter-country interaction with the use of the platform was not possible because of school closures because of the pandemic. Details about the online platform can be found in Deliverable 6.2.

Professional Development

<u>Overview</u>

One of the main outcomes of WP3 was the design and development of the CLLP through the creation of communities of teachers in four countries (UK, Portugal, Lithuania and Cyprus) who co-designed and piloted 15 lesson sequences per age group (5-6 year old students, 8-9 year old students and 14-15 year old students). Details about the development of the CLLP and sample lessons can be found in Deliverable 3.1. After the design and piloting of the CLLP, each partner country was asked to recruit teachers to be engaged in professional development and in the implementation of the CLLP. Table 1 presents the number of teachers (per country[1]) who participated in the professional development sessions from September 2019 until June 2020.

Table 1. Number of teachers in PD per country

	Number of Pre-Primary Teachers	Number of Primary Teachers	Number of Secondary Teachers	Total Number of Teachers in PD
P1 – UCAM	24[2]	24	8	56
P2 – NOVA	10	9	18	37
P5 – WWU	1	5	6	11
P6 – VU	5	5	10	20
P7 – UB	2	4	6	12
P8 – UNIC	30	39	9	78[3]
P9 – HUJI	9	8	5	22
Total	81	94	62	**237**

P8 (UNic) as the leading partner for WP3 prepared a booklet in English for the PD trainers which included information about: (a) <u>DIALLS</u>: the purpose of the project, how to use the website and specifically the gallery of wordless texts, the types of lessons included in DIALLS (f2f, collaboration with local teachers, collaboration with teachers in other countries) and general information about the

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[1] The numbers might be different from the ones presented in Deliverable 3.2 since those were the numbers of teachers originally recruited by the partner countries before the summer break in 2019.
[2] The age group 5-6 in England is not technically 'pre'-primary, but was chose as a suitable age-group that was pre-primary in the other countries
[3] This is the number of teachers attending the PD. For P8 the number of teachers who also participated in the data collection is fifty one teachers (26 pre-primary, 23 primary and 2 secondary). For the other partners all teachers who participated in the PD also participated in the data collection .

online platform (for Lessons 6-15), (b) <u>Theoretical and pedagogical aspects of the CLLP</u>: information about cultural literacy, multimodality, dialogue and argumentation in the CLLP and practical tips and teaching strategies on how to introduce dialogue and argumentation in the teaching along with suggested readings, and, (c) <u>Presentation of the CLLP</u>: information about the structure of the CLLP, the cultural texts used in the lesson sequences, the cultural artefacts and the introductory lessons (Lesson 0 for each age group) that was designed as a way to introduce the students to the project.

Each partner used the trainer booklet as the basis to prepare their own PD sessions based on the context of their country, teachers' needs and the specific theoretical and practical strengths of the local research and training groups. Before the beginning of the PD sessions in September 2019 the seven partners involved held a meeting to discuss issues, concerns, and questions about the content of the trainer booklet that is included in Appendix 1. After the initial meeting with partners, at least two more meetings were held with all partners to discuss issues arising from the PD and the implementation of the CLLP, one in November 2019 online, and a second one during the 4th project meeting in Barcelona in January 2020. During the meeting in Barcelona the research team also discussed the pairing of teachers between countries (for Lessons 11-15) that was done using a formula in Excel and resulted in pairs from different countries. An additional meeting was held as part of WP6 to provide information about the use of the online platform and how to present it during the PD. There was continuous communication and exchange of ideas through emails between the partners during all time and as questions and matters arose.

<u>Description of the PD in the partner countries</u>
The section below describes the PD sessions as these were held in the 7 partner countries with information about duration, scope and content of each session.

<u>United Kingdom</u>
UCAM (P1) held five PD sessions as shown in Table 2. The final session was held online due to the COVID-19 pandemic. The sessions were run jointly for teachers of 5-6 and 8-9 year old children - with some split sessions to meet the needs specifically for the different age-groups. The secondary teachers met separately as a small group, which enabled us to review the materials specifically and discuss pedagogy as appropriate (particularly around the platform, and films with more challenging messages)

Table 2. Information of professional development programme in the United Kingdom

Session Number	Duration	Date	Education level	Scope of session	Content of session
1	6 hours	23/9/ 2019 26/9/ 2019	Pre-primary / Primary Secondary	Introduction to DIALLS	· DIALLS project · Cultural Literacy · Dialogic classrooms · Working with wordless texts · Planning for 1-5
2	3 hours	28/1 1/20 19 5/12/ 2019	Pre-primary / Primary Secondary	Reflection and planning	· Feedback on sessions 1-5 · Problem solving · Dialogue: prompting probing and challenging · Extending dialogue · Using the platform (practical session · Planning for 6-10
3	3 hours	End of January 2020	School pairs worked together in self directed PD	Pairs of teachers in self study	· Teachers paired together took an afternoon to work together getting to grips with the platform and planning their lessons 6-10
4	3 hours	28/2/ 2020 9/3/2 020	Secondary Pre-primary / Primary	Extending dialogue and planning for inter-country	· Reflections and problem solving · Extending high level thinking with dialogue · Planning to work with teachers across Europe
5	1.5 hours (online)	11/6/ 2020 15/6/ 2020 16/6/ 2020	Secondary (online) Pre-primary (online) Primary (online)	Looking back looking forward	· Evaluation (teachers complete evaluation in the session · Virtual gallery/ student evals · Moving forward – what will you do? Who will be a DIALLS envoy and spread the word?

Portugal

NOVA (P2) offered three longer PD sessions, as shown in Table 3.The three sessions were divided into two parts. In Part 1, the main concepts of DIALLS were explained. In Part 2, teachers were split according to the age groups they teach in and worked on lesson plans guided by the research team. All sessions were completed before the COVID-19 lockdown.

Table 3. Information of professional development programme in Portugal

Session Number	Duration	Date	Education level	Scope of session	Content of session
1	8 hours	14/9/2019	Pre-primary / Primary / Secondary	Introduction to DIALLS and to lesson plans 0-5	· Cultural Analysis Framework · Dialogue and argumentation · Multimodality · Introduction to the CLLP · Review of lesson plans 0-5
2	8 hours	11/01/2020	Pre-primary / Primary / Secondary	Introduction to the DIALLS platform and its functionalities, overview of lesson plans 6-10	· The DIALLS platform · Testing the platform as part of lesson plans 6-10
3	8 hours	07/03/2020	Pre-primary / Primary / Secondary	Multimodality and cultural literacy learning, overview of lesson plans 11-15	· Closer look to "reading" multimodal books · Students' dialogue as cultural literacy learning · Lesson plans 11-15

Germany

WWU (P5) held four PD sessions for their primary and secondary school teacher participants. The final session was conducted online due to the COVID-19 pandemic.

Table 4. Information of professional development programme in Germany

Session Number	Duration	Date	Education level	Scope of session	Content of session

| 1 | 12 hours (8 hours on Day 1 and 4 hours on Day 2) | 20-21/9/2019

27-28/9/2019 | Secondary

Primary | Introduction to DIALLS and the CLLP | · Overview of the DIALLS project
· Exploring the cultural literacy framework and definitions of the CAF wheel in group work
· Introduction dialogue and argumentation
· Multimodality and working with wordless media
· Overview of the CLLP
· Structure of a CLLP lesson
· Working through lesson 3 and lessons 1, 2, 4, and 5 in small groups
· Cultural artefacts
· Data privacy and security, recording of sessions
· Further organisation |

2	8 hours	6/12/2019 13/12/2019	Secondary Primary	Reflection of first phase, preparing second phase and introduction to DIALLS online platform	· Reflecting on lessons and communicating insights from school visits · Review of dialogue and argumentation and connecting it to lessons conducted so far · Information about scientific processing of session recordings · DIALLS online platform and how to use in Lessons 6-15 · Working through lesson 6 together with a focus on using the platform · Working on lessons 7-10 in small groups · Further organisation
3	4 hours	18/2/2019	Primary / Secondary	Preparing third phase	· Reflecting on the lessons so far and communicating insights from school visits · Looking at first cultural artefacts · Planning synchronous coordination with other classrooms in-country and across country · Information about planned virtual student conference · Dealing with critical issues, especially traumatic and migration experiences · Working on lesson plans 11-15 in small groups · Further organisation
4	3 hours	8/6/2020 (online)	Primary / Secondary	Reflection	· Exchanging experiences with the corona situation · Update about the project from researchers, current situation and further plans · Reflecting on the lessons and the program so far, what have we learned? How will we continue? · Asking for systematic feedback

Lithuania

VU (P6) held three PD sessions for teachers of all education levels. All sessions were completed before the COVID-19 pandemic. The reflective nature of the sessions in Lithuania allowed the research team to tailor the sessions to teachers' needs. For example, teachers asked to learn more about wordless texts (session 1) and see how a lesson can be implemented (session 2). These were incorporated in the PD.

Table 5. Information of professional development programme in Lithuania

Session Number	Duration	Date	Education level	Scope of session	Content of session
1	3 hours	24/9/2019	Pre-primary / Primary / Secondary	Introduction to DIALLS	· Presentation of materials, · Group work · Reflection
2	4 hours	08/11/2019	Pre-primary / Primary / Secondary	Final preparation for starting to implement face to face lesson.	· Presentation and dissemination cultural texts, studying the separately in small work groups (devided by student age). · Reflections from teachers who already tested the lessons in early Spring time as part of the development of the CLLP.
3	3 hours	30/01/2020	Pre-primary / Primary / Secondary	1.Reflections from teachers about the provided lessons in each of the age groups. 2. Preparation for the usage of platform: special individual training how to do it	· We run the last PD in computer lab, creating possibility for each teacher to have separate computer. And showing the step by step on the large computer screen.

Spain

UB (P7) held four PD sessions, hosted by the Institute of Professional Development in Tarragona. Teachers met all together with the researchers team, but for different parts of the sessions, group work was organised intra- as well as inter-age group to increase the pedagogical effect of experience

and ideas exchange. The fourth session had to be replanned for the online context due to Covid-19 lockdown.

Table 6. Information of professional development programme in Spain

Session Number	Duration	Date	Education level	Scope of session	Content of session
1	3 hours	25/9/ 2019	Pre-primary / Primary / Secondary	Introduction to DIALLS	· Presentation of DIALLS materials · Discussion of CAF · Reflection on dialogic conversation · Groupwork by age level
2	6 hours	14/11 /2019	Pre-primary / Primary / Secondary	Preparation of implementation of lessons #1-5 and data collection organization	· Reflection on dialogic conversation. · Presentation of dialogic teaching strategies. · Organization of the data collection
3	6 hours	5/2/2 0	Pre-primary / Primary / Secondary	Evaluation of the implementation of phase 1 and problem solving. Preparation of phase 2.	· Sharing of troubles, challenges, strategies. · Evaluation of the program so far. · Presentation and trial of the platform. · Organization of the data collection.
4 (re-planned)	3 hours	18/3/ 20	Pre-primary / Primary / Secondary	Evaluation of the experience and consideration of a continuation while school lockdown.	· Virtual meeting in substitution of f2f PD session. · Sharing of experiences with DIALLS. · Transcripts data from phase 1 were shared to provide a diversity of examples of dialogic conversation.

Cyprus

UNIC (P8) offered "teaser sessions" at the beginning of the school year to teachers in four cities in Cyprus: Nicosia, Larnaca, Limassol and Paphos. The "teaser sessions" were day-long PDs organised by the Ministry of Education and Culture for all in-service teachers. During the "teaser sessions" UNIC reached more than 200 teachers who were then invited to join the official PD. In this way the UNIC team took this opportunity to advertise the PD and this resulted in high numbers of participants. The

five PD sessions were offered via the Cyprus Pedagogical Institute (CPI), the official teacher professional development body in Cyprus.

Each of the five sessions was held in three cities of Cyprus: Nicosia, Larnaca and Famagusta. All sessions were completed before school closures in March 2020 due to covid-19. The reflective nature of the sessions enabled the UNIC team to tailor the sessions based on teachers' needs. For example, teachers asked to learn more about wordless texts (session 1), how to deal with sensitive topics in teaching (session 2), and how to deal with students with a different first language (session 4). These topics were incorporated in the training and in some cases experts from the CPI were invited as guest speakers to support the research group. The first part of each meeting was for all participants, and then teachers joined groups based on the age group they were teaching.

Table 7. Information of professional development programme in Cyprus

Session Number	Duration	Date and location	Education level	Scope of session	Content of session
1	3 hours	21/10/2019 Nicosia 21/10/2019 Famagusta 29/10/2019 Larnaca	Pre-primary / Primary / Secondary	Introduction to DIALLS	· Introduction to the project (aims, foundation) · Project timeline · Introduction to dialogue and argumentation · Lesson plans · Trial lesson · Procedural matters regarding teacher participation
2	3 hours	4/11/2019 Nicosia 4/11/2019 Famagusta 12/11/2019 Larnaca	Pre-primary / Primary / Secondary	Analysis of wordless texts	· Analysis of wordless texts · Teacher reflection on lesson implementation (lessons 1 & 3)
3	3 hours	2/12/2019 Nicosia 2/12/2019 Famagusta 10/12/2019 Larnaca	Pre-primary / Primary / Secondary	Dialogue and argumentation	· Dialogue and argumentation · Dealing with sensitive issues during teaching · Teacher reflection on lesson implementation (lessons 4 & 5)

4	3 hours	20/1/2020 Nicosia 20/1/2020 Famagusta 7/1/2020 Larnaca	Pre-primary / Primary / Secondary	Using the DIALLS platform	· Instructions on how to use the DIALLS platform · Analysis of wordless texts (emphasis on lessons 6-10)
5	3 hours	17/2/2020 Nicosia 17/2/2020 Famagusta 11/2/2020 Larnaca	Pre-primary / Primary / Secondary	Asynchrono us communicat ion	· Dealing with students with a different first language in the class · Platform: Asynchronous communication and lessons 11-15

Israel

HUJI (P9) organised separate sessions for primary teachers and secondary teachers. The team originally planned 10 sessions per teacher group but, due to the pandemic, the team was able to offer 7 sessions to primary school teachers and 6 longer sessions to secondary school teachers. As in other countries, teachers' requests were addressed during the PD; for example, teachers asked to learn more about wordless texts.

Table 8. Information of professional development programme in Israel

Session Number	Duration	Date	Education level	Scope of session	Content of session
1	3 hours 5 hours	26/8/2019 21/1/2020	Primary Secondary	Introduction to DIALLS	· Presentation of the program and the materials · Group work · reflection
2	3 hours 3 hours	16/9/2019 26/1/2020	Primary Secondary (online)	Models of Dialogue and argumentativ e discourse	· Study models of Dialogue and argumentative discourse · Group work · Reflection
3	3 hours 5 hours	28/10/2019 28/1/2020	Primary Secondary	lessons 1 – 5	· Study Lessons 1-5 · Group work · Reflection

4	3 hours 4 hours	18/11/2019 3/2/2020	Primary Secondary	Sharing program implementation of lessons 1-5 and study lessons 6-10	· Sharing program implementation at school · Reflection · Start study LPs 6-10
5	3 hours 3.5 hours	9/12/2019 5/2/2020	Primary Secondary	Implementation of lessons 1-5 and study lessons 6-10	· Reflection and sharing program implementation of LPs 1-5 at school · Continue study LPs 6-10
6	3 hours 1 hour	17/1/2019 9/2/2019 6/2/2020	Primary Secondary (online)	Sharing program implementation 0f LPs 6-10	· Reflection and sharing program implementation of LPs 1-5 at school · Continue study LPs 6-10
7	1 hour	21/5/2019	Primary	The implementation of the program	· Zoom meeting – sharing and thinking how to promote the implementation of the program

Pictures from the PD

More pictures from the PD sessions are available on the DIALLS2020 twitter account (https://twitter.com/dialls2020).

Tools used to collect evidence for the PD

For the evaluation of the PD UNIC (P8) prepared a Teacher Evaluation Questionnaire that was administered at the end of the PD as a way to evaluate both the PD and the implementation of the CLLP based on teachers' perceptions. The Teacher Evaluation Questionnaire consists of 37 Likert

Scale statements, four short response questions and four open-ended questions. The first part of the questionnaire is collecting general information about the teacher (country, teaching level and number of students), the second part consists of questions evaluating the PD, the third includes questions about the implementation of the CLLP, the fourth questions about teachers' perceptions of the effectiveness of DIALLS and the fifth includes open ended questions to collect general comments about DIALLS. The Teacher Evaluation Questionnaire is available in Appendix II. Each partner translated the questionnaire and shared it with the teachers as an online form.

Evaluation of the PD

For the evaluation of the PD, teachers' responses to Part 1 and Part 2 of the Teacher Evaluation Questionnaire that was administered at the end of the implementation were used (see Appendix II). The questionnaire was administered during the school closures and it was not compulsory for the teachers to complete. The first part of the questionnaire contained three questions: teachers' country, age level of students they were teaching and number of students in the classrooms implementing DIALLS. The second section of the questionnaire contained 14 5-point Likert-scale type statements related to the PD. More than 130 teachers from all levels and all countries provided responses to the questionnaire evaluating the PD. Table 9 presents an overview of the number of teachers per country who completed the evaluation questionnaire.

Table 9. Number of teachers per country and age level who completed the Teacher Evaluation Questionnaire.

Partner	Pre-Primary Teachers	Primary Teachers	Secondary Teachers	Total
P1 – UCAM	13	14	6	33
P2 - NOVA	12	0	14	26
P5 - WWU	1	3	5	9
P6 - VU	3	5	10	18
P7 - UB	0	0	3	3
P8 - UNIC	19	9	1	29
P9 - HUJI	0	16	3	19
Total	48	47	41	137[4]

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[4] Not all teachers who participated in the PD responded to the questionnaire.

Overall the teachers demonstrated a positive attitude towards the PD. Table 10 presents teachers' average responses to each statement. The responses are ranked from the highest to the lowest score based on teachers' responses (maximum being 5).

Table 10. Teacher questionnaire responses in terms of their PD experience

Questionnaire statements	Mean (SD)
The professional development sessions were useful for me.	4.61 (.59)
The professional development sessions helped me to understand how to analyse wordless films with my students.	4.47 (.77)
The professional development sessions helped me to understand how to analyse picture-books with my students.	4.45 (.78)
The professional development sessions helped me to understand how I can improve my students' argumentation skills.	4.42 (.78)
The professional development sessions helped me to understand how to implement good dialogue and argumentation in my class.	4.42 (.65)
The professional development sessions helped me to introduce cultural literacy in my teaching in an effective way.	4.40 (.75)
The professional development sessions helped me to understand the concept of cultural literacy.	4.39 (.74)
The professional development sessions helped me to understand when dialogue is productive for students.	4.37 (.78)
The professional development sessions allowed me to share my experiences with implementing the programme.	4.35 (.79)
The professional development sessions helped me to understand how to use the DIALLS platform.	4.31 (.77)
The professional development sessions helped me to understand how to introduce and deal with sensitive topics in my teaching.	4.23 (.63)
The professional development sessions resolved the difficulties and challenges I faced during the implementation of the programme.	4.21 (.78
The professional development sessions helped me to change some aspect of my practice.	4.12 (.74)
The professional development sessions introduced topics that were new to me.	4.03 (.85)

Based on the analysis of the open ended questions from the questionnaire, four main themes are identified from teachers' responses about the PD. The themes, along with representative quotes can be found in the section which follows. Across all themes there are references to cultural literacy learning through the PD.

<u>*Reflecting as part of the PD and communities of practice*</u>

As part of the PD teachers were able to participate in communities of practice by reflecting on their implementations, exchanging ideas and listening to other teachers. Teachers reported that they "enjoyed chatting and listening to other teachers' strategies and struggles when implementing the programme in their classes" [UK] and would even "discuss the lessons both before and after the implementation with colleagues over the phone and reflect on each of the lessons collaboratively before implementing another one" [Cyprus]. Below we have selected some representative quotes from the teachers:

"*I appreciated discussing and creating teaching materials together - sharing experiences with colleagues*" [Germany]

"*It was nice to work together with teachers from different subject areas. To reflect and compare various experiences in teaching different subject areas while working in different types of schools, with different age students, in using different teaching methodologies*" [Lithuania]

"*One of the most important aspects of the sessions was that we were able to share experiences, adaptations of the lessons and difficulties that we faced with colleagues from other schools but also with colleagues from other parts of Cyprus that were participating in PD sessions in other cities.*" [Cyprus].

"*The opportunity to share examples of good practice, thoughts, ideas and experiences with other colleagues and also to discuss how to overcome barriers children may face in accessing the cultural literacy element of each activity. The practical sessions, whereby we were given the opportunity to participate in a lesson/s was a good initial experience as it allowed me to consider how the session timings, activities and in particular the questioning would be used to enhance the children's learning experiences.*" [UK, teacher]

"*The atmosphere is pleasant, we all learn together, sharing thoughts and questions. We read and discuss the lesson plans before teaching them, and analyse the lessons after having taught them. In this way we improve our teaching practices*." [Israel]

"*I feel that the learning sessions with teachers and with [trainer] help me understand how to teach the children important social values, what each value means, and how it can be applied. Teachers share teaching practices and ideas and we learn from each other*." [Israel]

"*It was nice to work together with teachers from different subject areas. To reflect and compare various experiences in teaching different subject areas while working in different types of schools, with different age students, in using different teaching methodologies*". [Lithuania]

PD format

A lot of the comments from teachers were about the format of the professional development, focusing on the fact that the PD sessions were interactive in format and were designed and adapted on the needs of the participating teachers.

"*For me the most important aspect of the training was the personal and social learning, which is really transversal. The project ended up in giving us, without imposing, ends up to lead us and take us through those themes and those situations that are so important for them to experience. It is important that we (teachers) sit down (with the students), talk about and think over the things. So that when one day later there comes a similar situation we can go and ask "Do you remember that day that we talked about that? We already discussed this, we have reached that conclusion, do you remember?". And as it was experienced, it will also be remembered.*" [Portugal]

"*Activities during sessions were organised in active way and we felt as very inclusive participant of PD session. Sessions were structured in good way: reflecting our experiences, watching the DIALLS cultural texts, trying out some of them, discussing coming CLLP implementation plans in concrete schools.*" [Lithuania].

In some cases teachers themselves asked for specific issues to be discussed as part of the PD session. An example is Cyprus, in which the teachers asked for more information on how to discuss sensitive issues and how to support students who did not speak the native language. Especially for the second topic (language) they thought that the wordless texts presented a great opportunity for those students. In both cases specialists (from the Cyprus Pedagogical Institute who also work as experts and support teachers in practice) were invited to present general techniques, but also techniques related to one of the DIALLS lessons. The same specialists were also invited to work with teachers in their classes and support them in their specific settings.

Dialogue as a tool and cultural literacy

One of the tools in the PD sessions was dialogue and dialogic teaching. The teachers, most of them new to the idea of engaging students in dialogue, provided positive comments on that feature of the PD, with examples of how their practice changed because of the PD.

"*In the professional development sessions I expanded my knowledge in everything related to dialogical and argumentative discourse. We, the teachers, bring examples of conversations that took place in the classrooms, and analyse them during the PD meetings. We also learn models of dialogical and argumentative discourse such as the "accountable talk" model, and try implementing them in class.*" [Israel]

"*The last session was very interesting because we saw how the different teachers worked and it was possible to check what kind of answers they gave and how these answers were analysed from the point of view of a constructive dialogue. Very interesting. I find the interaction with other schools very interesting*". [Spain]

"*I did not know that it was possible to use dialogue and argumentation with younger students and during the PD I had the opportunity to acquire the skills of facilitating dialogue in a way that was easy, and provoked interest for my 5-year-old students*" [Cyprus].

"*Initially the PD helped me to change how I see my class as a whole. Now I focus on listening to everyone, I build on my students' ideas. My persistence in listening to each other also helped me with discipline issues that I had before the PD. I think it had to do with my students accepting everyone, a part of the cultural literacy theme of the PD*" [Cyprus].

"*Another positive thing was that we were able to study in depth on concepts of Cultural Literacy, on new methodology of teaching and learning cultural literacy in schools*". [Lithuania]

Agency

Initially, during the first sessions with the teachers most of them were concerned about implementing the CLLP exactly as it was designed. In the process of the PD the teachers developed agency of the materials and practices and were able to adapt to their own needs and teaching style.

"*I think I would now propose some other activities to work on the materials for reflection and constructive dialogue. It's a project I've really enjoyed participating in. I encourage you to move forward with this initiative.*" [Spain]

"The discussions with colleagues on how to adapt the cultural artefacts in different ways to suit the needs of groups of children. This gave me the freedom to feel confident in moving away from the lesson outlines while still keeping the focus on the dialogue objectives." [UK]

"Now I design all my lessons following guidelines from DIALLS, I have incorporated a lot of ideas from the CLLP and the PD in my teaching" [Cyprus]

Implementation of CLLP in partner countries

As described in the Introduction, the CLLP was implemented in seven countries across three education levels (5/6, 8/9 and 14/15 year old students). Teachers involved in the PD and implementation were asked to implement all 15 lessons of the CLLP, plus Lesson 0 which was the "Introduction to DIALLS and partner countries". Figure 1 presents an overview of the CLLP lessons. Lessons 1-5 were designed to afford interactions within the class, in small groups. Lessons 6-10 were designed to afford interactions between students in the same country but different schools supported by the platform developed in WP6. Lessons 11-15 were designed to afford interactions between students in different countries, using the platform designed in WP6 as the main medium for collaboration. Researchers were scheduled to observe Lesson 3, Lesson 8 and Lesson 15 and collect recordings of the lessons. A timeline for the implementation was agreed in September 2019, and based on the timeline (Figure 2) researchers were expected to record Lesson 3 before the end of November 2019, Lesson 8 before the end of March and Lesson 15 before the end of May. After the end of the implementation a semi-virtual conference was due to take place with the participation of students from all partner countries (see WP8).
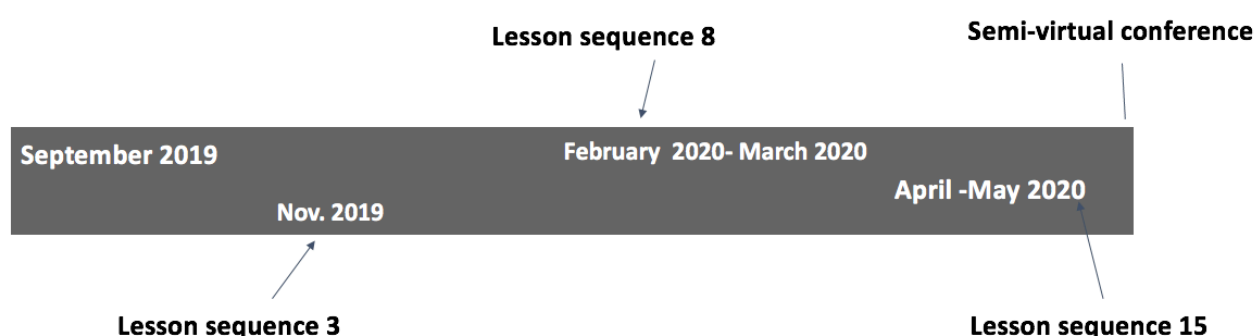
Figure 2. Timeline for implementation of the CLLP

Because of the pandemic and school closures we were not able to collect any recordings from Lesson 15, and could only collect some recordings from Lesson 8. The number of teachers who implemented

the CLLP in their classrooms are shown in Table 1. Table 11 below provides the number of students reached.

Table 11. Number of students reached

	UK	Portugal	Germany	Lithuania	Spain	Cyprus	Israel	Totals per age group
5/6group	720	181	22	30	100	520	250	**1823**
8/9 group	720	167	115	40	125	575	225	**1967**
14/15 group	240	328	230	200	115	50	89	**1252**
Totals per country	**1680**	**676**	**367**	**270**	**340**	**1145**	**564**	<u>**5042**</u>

Socio-economic information

DIALLS participants have different socio-economic backgrounds and represent heterogeneity within and across the seven partner countries which was a key indicator to reach the DIALLS objectives. Each country collected data from school level to explore the socio-economic background of the participant schools. The data are presented in detail in Deliverable 5.1. but Table 12 presents an overview of the socio-economic backgrounds of participant groups.

Table 12. Socio-economic background of participant schools

School Code	Age level	%SES	%Ethnicity	Rural/Urban	Language	Public/ Private
AA	Age 4-5 and 8-9	3.6	14.7	Rural	English	Public
AB	Age 4-5 and 8-9	14.5	17.6	Rural	English	Public
AC	age 14-15	16.3	58	Urban	English	Public
AD	Age 4-5 and 8-9	7.2	15	Rural	English	Public
AE	Age 4-5 and 8-9	6	21.4	Urban	English	Public
AF	age 14-15	20.7	96	Urban	English	Public
AG	Age 4-5 and 8-9	5	49	Urban	English	Public
AH	Age 4-5 and 8-9	3.8	20	Urban	English	Public
AI	age 14-15	28.5	90.6	Urban	English	Public
AJ	Age 4-5 and 8-9	4.4	8	Rural	English	Public
AK	Age 4-5 and 8-9	8.2	18.3	Urban	English	Public
AL	age 14-15	2.7	11.7	Urban	English	Public
AM	Age 4-5 and 8-9	13.7	42.4	Urban	English	Public

BA	Age 4-5 and 8-9	20	7.5	Rural	English	Public
BB	Age 4-5 and 8-9	12.9	12.4	Rural	English	Public
BC	Age 4-5 and 8-9	4.7	11.3	Rural	English	Public
BD	Age 4-5 and 8-9	1	12.7	Rural	English	Public
BE	Age 4-5 and 8-9	4.9	12.2	Urban	English	Public
BF	Age 4-5 and 8-9	3.8	23.4	Urban	English	Public
BG	Age 4-5 and 8-9	6.3	15.2	Rural	English	Public
BH	Age 4-5 and 8-9	4.3	52.3	Urban	English	Public
EA	age 4-5	H	0%	Urban	Portuguese	Public
EB	age 8-9	H	0%	Urban	Portuguese	Public
EC	age 14-15	H	0%	Urban	Portuguese	Public
ED	age 14-15	H	12%	Urban	Portuguese	Public
EF	age 4-5	H	35%	Urban	Portuguese	Public
EG	age 14-15	M	60%	Urban	Portuguese	Public
EH	age 14-15	H	10%	Urban	Portuguese	Public
EI	age 8-9	H	3%	Urban	Portuguese	Public
EJ	age 4-5	H	75%	Urban	Portuguese	Public
EJ	age 8-9	H	20%	Urban	Portuguese	Public
EK	age 8-9	H	15%	Urban	Portuguese	Public
EL	age 4-5	H	36%	Urban	Portuguese	Public
EL	age 8-9	H	20%	Urban	Portuguese	Public
EM	age 4-5	M	9%	Urban	Portuguese	Public
EN	age 8-9	H	35%	Urban	Portuguese	Public
AA	age 14-15	10.17	37.4		German	Public
AB	age 14-15	12.89	43.5		German	Public
AC	age 8-9	8.25	36.6		German	Public
AD	age 4-5	10.45		Urban	German	Public
AE	age 14-15	10.45		Urban	German	Public
AF	age 14-15	17.36	14.2	Urban	German	Public
AG	age 8-9	6.78	27.8		German	Public
AH	age 8-9	10.45	57	Urban	German	Public
AI	age 14-15	16.15		Urban	German	Public
DB	age 14-15	8	not available	Rural	Lithuanian	Public
PA	age 14-15	1, 5	not available	Urban	Lithuanian	Public
PM	age 14-15	10,0	not available	Rural	Lithuanian	Public
LU	age 14-15	0,5	not available	Urban	Lithuanian	Public
NE	age 14-15	0,7	not available	Urban	Lithuanian	Public
KK	age 8-9	26,0	not available	Rural	Lithuanian	Public
LN	age 8-9	0	not available	Urban	Lithuanian	Private
EE	age 4-5	0	not available	Urban	Lithuanian	Private

GZ	age 4-5	0	not available	Urban	Lithuanian	Private
AA	age 8-9	12.23	6.12	Rural	Greek	Public
AB	age 5-6	10.2	3.06	Rural	Greek	Public
AC	age 5-6	8.47	8.47	Rural	Greek	Public
AD	age 8-9	20.88	3.3	Rural	Greek	Public
AE	age 5-6		25.81	Rural	Greek	Public
AF	age 5-6	17.39	4.35	Rural	Greek	Public
AG	age 5-6	9.72	9.72	Rural	Greek	Public
AH	age 5-6	0	16.44	Urban	Greek	Public
AI	age 8-9	8.82	14.71	Rural	Greek	Public
AJ	age 5-6	49.45	12.09	Rural	Greek	Public
AK	age 8-9	3.67	0	Urban	Greek	Public
AL	age 5-6	0	12.24	Rural	Greek	Public
AM	age 5-6	7.32	10.57	Urban	Greek	Public
AN	age 5-6	0	6.98	Rural	Greek	Public
AO	age 8-9		not available		Greek	Public
AP	age 8-9	11.84	10.53	Rural	Greek	Public
AQ	age 8-9	4.88	5.85	Rural	Greek	Public
AR	age 8-9	13.33	41.11	Rural	Greek	Public
AS	age 5-6	2.7	9.46	Urban	Greek	Public
AT	age 8-9		not available		Greek	Public
AU	age 5-6		not available		Greek	Public
AV	age 5-6	11	31	Rural	Greek	Public
AW	age 5-6	0	4.58	Rural	Greek	Public
AX	age 8-9	9.32	29.81	Urban	Greek	Public
AZ	age 8-9	3.52	7.04	Rural	Greek	Public
BA	age 8-9		not available		Greek	Public
BB	age 8-9		not available		Greek	Public
BC	age 5-6	5.88	7.06	Rural	Greek	Public
BD	age 8-9	7.64	23.61	Rural	Greek	Public
BE	age 14-15	0	2.92	Rural	Greek	Private
BF	age 8-9	24.66	94.52	Urban	Greek	Public
ET	Age 4-5 and 8-9			Urban	Hebrew	Public
EP	Age 4-5 and 8-9			Urban	Hebrew	
E0	Age 4-5 and 8-9			Urban	Hebrew	Public
EN	Age 4-5 and 8-9			Urban	Hebrew	Public
EF	age 4-5			Urban	Hebrew	Public
EA	Age 4-5 and 8-9			Urban	Hebrew	Public
EZ	Age 4-5 and 8-9			Urban	Hebrew	Public
ES	Age 4-5 and 8-9			Urban	Hebrew	Public

| JS | age 14-15 | | | Urban | Hebrew | Public |
| JJ | age 14-15 | | | Urban | Hebrew | Public |

Teacher and classroom dropout

Only two partners reported teacher and classroom dropout after the PD started in September. UCAM had one school drop out, and this seemed to be because the headteacher had signed staff up to several projects. With little agency about their involvement the teachers quickly lost interest. There were 4 DIALLS teachers in the school. Two other teachers left the project because they moved to different schools in January. One secondary school in Germany dropped out after lesson 3 because the participating teachers' changed between semesters and they lost the time the head teacher had given them specifically for preparing DIALLS lessons. Another teacher dropped out after lesson 3 because, as the teacher reported, the class was uncooperative. In Cyprus two teachers discussed the possibility of dropping out because they found the content of one of the short clips (Papa's Boy) as difficult and sensitive to discuss with their classes. They were convinced to stay until the end and adapt the specific lesson to the needs of their class and school.

Pictures from the implementation of the CLLP

More pictures from the implementation of the CLLP in the partner countries are available on the Dialls2020 Twitter page (https://twitter.com/dialls2020).
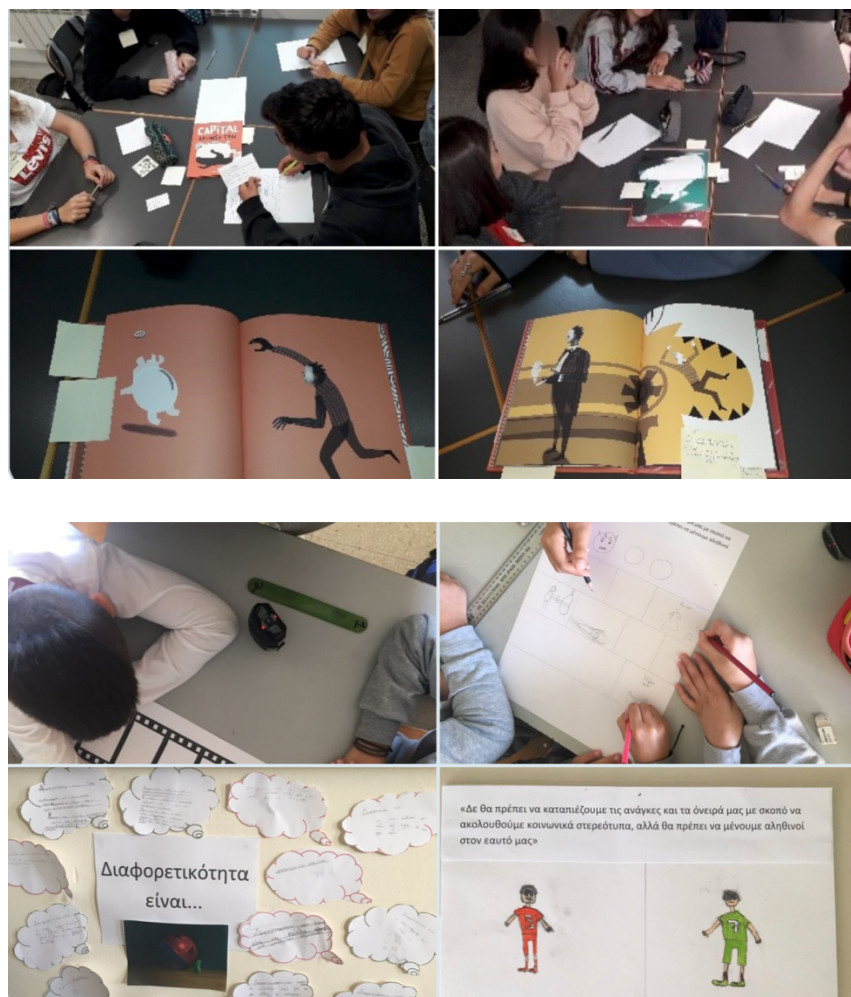
Interruption of the implementation of the CLLP

The implementation of the CLLP was interrupted by school closures due to the COVID-19 pandemic early in March. Table 13 below presents the implemented lessons per country before the CLLP was interrupted.

Table 13. Implemented lessons per country before covid-19 school closures.

Country	Description
UK	Most classes completed between 8 and 10 lessons before school closures.
Portugal	CLLP stopped after the implementation of Phase 2 (Lessons 6-10).
Germany	All classes completed Lesson 8 with some continuing to Lessons 9 and 10.
Lithuania	Schools closed on 16th March 2020. Some teachers implemented 10 lessons online. Only two secondary teachers were not able to complete the last sessions.

Spain	Schools closed on 13th March 2020. All participating teachers implemented up to Lesson 8, except for the inter-school national interaction via online platform, which was interrupted by the covid crisis. Lessons 9-15 were completely cancelled because of the lockdown.
Cyprus	Schools closed on 13th March 2020. Only four teachers were able to complete Lesson 8, and the rest of the teachers were scheduled to complete it during the next 10 days. The remaining teachers (who were not part of the core set from which data was collected) varied in terms of the lessons they have managed to complete with some completing up until lesson 10.
Israel	Schools closed in mid-March. Pre-primary and primary school teachers completed 10 lessons, while secondary school teachers completed 8 lessons (4 from Lessons 1-5 and 5 from Lessons 6-10).

Evaluation of the CLLP: Impact on teacher practice

Despite the interruption, the CLLP was still evaluated using data from three sources: a) the Teacher Evaluation Questionnaire (Appendix II), (b) the teacher implementation form, and c) students' end-of-year questionnaire. The aforementioned data measured impact on a) teacher practice and b) students' skills in dialogue/argumentation and understanding of cultural literacy.

In terms of teacher practice, data come from the Teacher Evaluation Questionnaire (Appendix II) administered to the teachers at the end of the school year (during the pandemic), and more specifically from Parts 3-5 on the questionnaire. The table below presents the average responses given by teachers.

Table 14. Teacher responses regarding lesson implementation

Questionnaire statements of teacher implementation	Mean (SD)
I enjoyed using the DIALLS materials in class.	4.78 (.50)
I encouraged my students to justify their ideas.	4.74 (.46)
I encouraged my students to build on each others' ideas.	4.63 (.56)
I encouraged my students to evaluate different opinions.	4.59 (.6)
I reminded my students of our Ground Rules for talk when necessary.	4.52 (.75)
I was able to successfully analyse the picturebooks and wordless films with my students.	4.51 (.58)
I plan to create more dialogic lessons in the future.	4.48 (.73)
I plan to use the DIALLS materials next year in my teaching as well.	4.43 (.88)
I adapted the lesson plans to fit the needs and time available for my lessons.	4.43 (.67)
I plan to engage my students in cultural literacy lessons.	4.41 (.80)
The cultural objectives outlined in the lesson plans were achieved.	4.18 (.72)

The dialogue and argumentation objectives outlined in the lesson plans were achieved.	4.14 (.74)
I use DIALLS materials with my students during the lockdown.	2.61 (1.62)

The results in Table 14 suggest that teachers managed to successfully implement the DIALLS lessons, meeting the required goals of dialogue, argumentation and wordless text analysis. Teachers' responses to questions 19-32 (see Appendix II) provide evidence of impact on their practice, as they report that they intend to continue using the DIALLS material, creating more dialogic lessons and engaging students in cultural literacy lessons after the end of the project. Most of the teachers reported that they did not use DIALLS materials during the lockdown, and this can be explained in two ways: (a) countries who continued teaching online during the lockdown focused on core subjects and covering the curriculum topics, and (b) the CLLP requires the use of picture-books and films and teachers did not have the copyright to use them for online teaching.

In addition to the above, the questionnaire (see Appendix II) contained open-ended questions, which aimed to examine the impact of the programme on teachers' practice. The following quotes demonstrate this impact:

Change on how they engage students in dialogue and argumentation
An important aspect of what teachers mentioned in their responses had to do with their teaching practices related to monitoring talk in the classroom.

"*It's allowed me to think more creatively and made me break out of my comfort zone of students talking 'too much'. I thought thinking about behavioural strategies versus how to change that into 'talk' strategies was a helpful reminder.*" [UK]

"*I did not know that it was possible to use dialogue and argumentation with younger students and during the PD I had the opportunity to acquire the skills of facilitating dialogue in a way that was easy, and provoked interest for my 5-year-old students*" [Cyprus_pre-primary].

"*Thinking differently about improving dialogue and not just group work 'behaviours*" [teacher, UK]

"*Interesting and relevant topics in the program alongside with the collaborative activities, contributed to improving the dialogue among the students. Following the program, the children improved their*

ability to conduct dialogue and argumentative discourse. They learned to converse according to the rules of discourse, respect each other, keep an eye contact with the speaker, and accept the opinions of others even if they are different from their own. I feel progress in the level of classroom discourse in all subjects and also during recess." [Israel]

"*I verified that there was a big progress both in the group discussion both in the presentation of each group conclusions to the whole class. I verified that the students are already more involved in the discussions, both in small groups and in the whole class format, it is not always the same ones to talk, the more introvert ones are already more engaged in the discussion, which leads to think that they feel more comfortable with talking in front of their classmates. The work I have been doing with my colleagues continues to get on well, in the sense that we always take decisions together in order to improve the implementation of the presented themes and to guide our students through thinking and arguing better in every lesson.*" [Portugal]

"*I like the diversity of teaching methods in the program - learning in pairs, small groups, and with the whole class. Discussions in groups allowed me to become less involved in discourse, and made students talk more and respond to each other*" [Israel]

"*I provide more time to listen to students' voices and now I invite my students to listen to each others' ideas and build on them when possible*" [Cyprus_primary].

Agency and communities and communities of practice
Another theme that often came in the responses provided by the teachers was that of agency of the materials, and the communities of practices created as part of the program.

"*Adapting the session plan is always necessary, as the time to perform the session is very limited and the time required for each activity is very extensive. The students really enjoyed the video of the elephant. The first time we watched it, they laughed a lot and talked about the elephant's dream. The second time, we took a step further and discussed about the feelings of the elephant. It has been a great experience to use these short films, children enjoy them and we can work on dialogue, respect, argumentation and emotions*". [Spain, primary]

"*Being able to work with others and meet teachers from different schools. Having the opportunity to reflect with other teachers and compare experiences*" [UK, secondary].

"*I appreciated discussing and creating teaching materials together - sharing experiences with colleagues*" [Germany]

"*One of the most important aspects of the sessions was that we were able to share experiences, adaptations of the lessons and difficulties that we faced with colleagues from other schools*" [Cyprus, pre-primary]

Overall enjoyment

"*I enjoy teaching the program, I love the materials and I see how the kids progress. I want to share and tell that I met the mother of one of my students, and she told me that her daughter comes with many impressions and stories about the program, enjoys the videos, the books and the discussions.*" [Israel]

"*The work phase [was] very productive, just like the work in the groups of 3 and 4. The ideas, but also the jointly developed variants of presenting the argument verbally, were particularly well received by the children with a migration background. Their participation was significantly higher than in some other lessons.*" *[Germany]*

Evaluation of the CLLP: Impact on students

Measuring the impact of the CLLP on students and teachers was not within the scope of WP3, but nevertheless evidence was collected to identify possible impact of the CLLP program and receive feedback to be used for WP4. The impact of the programme on students was measured with the following:

(a) Teachers' perceptions of the impact on students, using the end-of-year Teacher Evaluation questionnaire (Appendix II).
(b) Teachers' perceptions of the impact on students, using the Lesson Implementation Assessment Form (Appendix III). P8 (UNic) shared with all 7 partners a Lesson Implementation Assessment Form in English. The form was translated by partners and was shared with teachers as an online form. All teachers could complete the form after the implementation of each lesson sequence as a way to provide feedback and general comments on each of the lesson sequences. Specifically the Lesson Implementation Assessment Form included Likert scale questions about the successful implementation of the lessons in terms of dialogue and argumentation goals, cultural literacy objectives, and open-ended questions on general comments. The English version of the form is available in Appendix III.

(c) Students' reports, using a questionnaire for students at the end of the school year (Appendix IV). The questionnaire was administered with the help of the teachers while schools were still closed. The research group decided to administer the questionnaire only to secondary school students because of limitations that had to do with school closures (i.e. younger students would need the help of parents to fill in the questionnaire and results might not be representative).

Regarding the teacher questionnaire, 136 teachers responded to these questions. Table 15 presents the average teacher responses on relevant statements (Questions 33-41) ranked from highest to lowest, with highest score being 5.

Table 15. Teachers' responses regarding the impact of the programme on their students

Questionnaire statements	Mean (SD)
My students liked the DIALLS material.	4.62 (0.53)
My students enjoyed the DIALLS lessons overall.	4.53 (0.67)
My students engaged in dialogue and argumentation during the DIALLS lessons.	4.38 (0.54)
My students were able to understand the deeper meaning of the stories.	4.28 (0.68)
My students learned to respect each others' ideas.	4.28 (0.63)
My students were able to engage in discussion on cultural literacy topics.	4.24 (0.65)
My students were excited about contacting students from outside our school via the DIALLS platform.	4.20 (0.98)
My students' oral skills were improved because of the DIALLS lessons.	4.19 (0.73)
My students enjoyed creating cultural artefacts.	4.16 (0.94)

Table 15 shows that overall teachers from all countries believe that the programme had a positive impact on their students' participation in dialogue and argumentation and their engagement with cultural literacy topics. Teachers believed that their students enjoyed the DIALLS lessons and material and that their students' oral skills improved as a result of the programme.

Qualitative Comments from Teachers regarding the impact of the CLLP on students

In their open ended responses the teachers provided many positive comments about changes they saw in their classes, specifically about "Seeing children who would otherwise shy away from discussions grow in confidence and hearing some of the children talk with a lot of passion about the

topics" [UK] and "Getting to know the children more and have longer discussions about their thoughts" [UK]. Some representative quotes from the teachers are presented here.

"*As citizens they understood that their choices have a direct impact on the environment, rendering it necessary to take decisions in more conscient way. On the other side, they understood the importance of species preservation and of recycling for us to have a more sustainable world. The (lesson) objectives were once again fulfilled. The students in addition to developing social responsibility learning aspects, they continued to develop their respect for each other*." [Portugal]

"*I am positively surprised at how well my class participated. They made great contributions on the topic of human dignity, risk situations and triggers. They have not only seen the handling of risk situations in a positive way (such as help, etc.), but have also included negative aspects such as drug use and suicide.*" [Germany]

"*Although each session is different, the students have already understood the routine of the lesson plans and they seem to be very enthusiastic about them. They like very much giving their opinion and debating the themes, if the time was not limited (this is the most difficult part to manage, and the lessons get longer than planned), the sessions would go on and on with their discussions, as they have so much to add on every time. From the first to the fourth session, it can be already observed a progress in the discussion and presentation of the ideas of each student*." [Portugal]

"*After the implementation of the DIALLS lessons the students in my class learned how to take turns during a discussion and offer their points of view. I am simply standing at the side of the class now watching students that would never offer their ideas before, turn into great speakers*" [Cyprus, primary].

"*Students are not mature yet, they have difficulty in thinking abstractly. However, I do feel there were improvements as compared to session 1. The images (of the book) woke up experiences that students tried to share with each other, although their final reflections manifested a somehow simplistic approach. From my part, there was the need to motivate their need for a more autonomous and reflective work, so that the discussion became more participative*" [Portugal, secondary]

Teacher Reflections online

Teachers were asked to write their reflection as a diary/blog and share them in their native language with their local research groups. These reflections were translated and posted on the DIALLS website both in the original language and English (https://dialls2020.eu/blog/) and serve as testimonials for teachers who would like to implement the CLLP in their classes. A screenshot from one of the blogs is shared below.
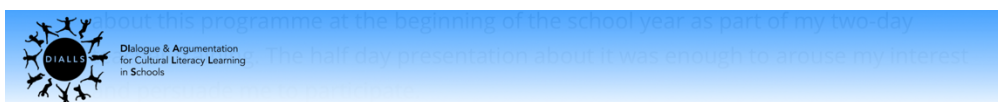
And I can say that it has been worth it! Both my students and I are very excited and happy about this experience. This programme has helped me both as a person and as a teacher; it has enabled me to get involved in and get to know a different way of approaching certain topics and to enrich my teaching methods, thus satisfying the different needs and interests of my students. My students look forward to get involves in the DIALLS activities every week, as part of our HPSE lesson. I have to admit that at first, they were a little hesitant and reluctant until they were able to learn and use the basic principles of dialogue and argumentation developed over a series of DIALLS lessons. Getting involved in the first DIALLS lessons made them feel more confident and aroused their interest and enthusiasm in the themes discussed.

Reflecting on the use of the online platform

The online platform that was specifically developed for DIALLS was an important aspect of Lessons 6-10. Despite the fact that teachers were not specifically asked about the use of platform in the evaluation tools, some of the teachers from the UK reported the following:

"The children loved the platform and the connection with the other school. I don't feel they related it to France very much, but a very strong global/human etiquette and responsibility for the environment was heavily discussed and understood. We predicted what the story would be about from the title then the image. We shared those prediction on the platform and then our opinions of the film once we watched it. In the next session we will be producing a story film board and the children will be rewriting the story with their own character and/or artefact." [UK]

"*The children enjoyed discussing about who has responsibility for the local area and how it can be maintained. Although a bit stilted, we got the hang of the discussion on the platform and, having Skyped the other school beforehand, the children were excited to be back in contact with the partner school. The cultural artefact we did had mixed results.*" [UK]

<u>Lesson Implementation Assessment Form</u>

The Lesson Implementation Assessment Form was completed by teachers after implementing each lesson and was an ongoing process. The form was provided to the teachers as an online format and it contained 3, 5 point Likert scale questions about how students perceived the lesson, and one open ended question in which teachers could provide information and feedback about each lesson. A total of 605 responses were submitted from teachers in the seven partner countries. Table 16 below presents the mean score for each statement per country and for all countries in total.

Table 16. Teachers' responses regarding impact of lessons on students

Country	Statement	Mean
ALL N=605	The students enjoyed the lesson	4.41
	The students engaged in dialogue and argumentation	4.08
	The students engaged with the cultural objectives of the lesson	4.04
UK N=188	The students enjoyed the lesson	4.46
	The students engaged in dialogue and argumentation	4.03
	The students engaged with the cultural objectives of the lesson	3.83
Portugal N=24	The students enjoyed the lesson	4.37
	The students engaged in dialogue and argumentation	4.3
	The students engaged with the cultural objectives of the lesson	4.3
Germany N=75	The students enjoyed the lesson	4.35
	The students engaged in dialogue and argumentation	3.99
	The students engaged with the cultural objectives of the lesson	4.24
Lithuania N=95	The students enjoyed the lesson	4.5
	The students engaged in dialogue and argumentation	4.26
	The students engaged with the cultural objectives of the lesson	4.16
Spain N=89	The students enjoyed the lesson	4.03
	The students engaged in dialogue and argumentation	4
	The students engaged with the cultural objectives of the lesson	3.8
Cyprus N=90	The students enjoyed the lesson	4.38
	The students engaged in dialogue and argumentation	4.13
	The students engaged with the cultural objectives of the lesson	3.87
Israel N=87	The students enjoyed the lesson	4.47
	The students engaged in dialogue and argumentation	3.96
	The students engaged with the cultural objectives of the lesson	4.38

Table 16 shows that teachers believe that the DIALLS lessons had a positive impact on their students with teachers agreeing that their students enjoyed the lessons, they engaged in dialogue and argumentation and also engaged with the cultural objectives of the lessons.

In the open-ended questions at the end of the reflection form the teachers provided feedback on individual lessons. Most of the feedback concerned: (a) the time needed to complete the lesson and the cultural artefacts for each lesson, with most teachers reporting that they need more time than planned, (b) explaining how they adapted the lessons to be more appropriate for their students and their context, and (c) explaining difficulties they had with the picture books (i.e. only one picturebook was available per teacher/class so it was not possible to have one book per pair or group of students).

Student questionnaire

In terms of the student questionnaire, this was administered to secondary school students only. The questionnaire was administered during the COVID-19 lockdown electronically. For safeguarding purposes, the questionnaire was sent as an Excel Spreadsheet by the research teams to the teachers and teachers were asked to forward it to their students. Having completed the questionnaire, students were asked to return it to their teachers and teachers then forwarded all questionnaires to the research teams. As Table 17 shows, a total of 174 students from six countries completed the questionnaire.

Table 17. Number of secondary students who completed the questionnaire

Country	N=174
United Kingdom	6
Portugal	4
Germany	14
Lithuania	109[5]
Spain	18
Israel	23
Total	**174**

As with the teacher evaluation and teacher reflection questionnaires, the student questionnaire contained both closed questions (four-point Likert scale items as opposed to the five-point Likert scale items in the teacher questionnaires) and open-ended questions that concerned three themes: *dialogue/argumentation, cultural literacy* and *multimodality*. Table 18 presents the average student responses to the Likert scale items for the three themes separately.

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[5] As the student sample from Lithuania represents 62% of the total student sample, a separate analysis was conducted, confirming that the Lithuanian sample does not skew the overall results.

Table 18. Average student responses to four-point Likert scale items

Statements on Dialogue and Argumentation	Mean (SD)
I enjoyed the discussions we had in DIALLS lessons.	3.59 (.63)
I have developed skills for dialogue.	3.55 (.65)
I liked working with students from other schools.	3.46 (.65)
I like to hear other children's views	3.33 (.68)
I contributed to the dialogue in DIALLS lessons.	3.32 (.68)
I learnt to justify my opinion.	3.32 (.65)
I learnt to respect other ideas.	3.27 (.72)
I learnt to encourage my classmates to share their ideas	2.96 (.64)
I learnt how to build on others' ideas.	2.97 (.72)
Statements on cultural literacy	**Mean (SD)**
I have understood that people can have different opinions.	3.52 (.64)
I learnt to respect difference.	3.39 (.65)
After DIALLS I try to understand how others feel	3.31 (.65)
I learned from other students.	3.26 (68)
DIALLS made me think about the experiences of different people in different countries.	3.02 (.75)
I learnt things about myself in DIALLS.	2.94 (.77)
I learnt about environmental issues.	2.90 (.76)
I learnt things I did not know about my country in DIALLS.	2.50 (.91)
Statements on multimodality	**Mean (SD)**
I enjoyed the DIALLS videos.	3.51 (.86)
I enjoyed the DIALLS books.	3.44 (.80)
I liked the artefacts we created in DIALLS.	3.29 (.75)

Regarding the theme of dialogue/argumentation, students overall seem to respond positively, reporting that they participated in dialogue, respected others' ideas and justified their own views. The statements concerning encouraging others' to contribute and building on others' ideas received a lower response. Regarding the theme of cultural literacy, students overall responded positively, but with less enthusiasm than the theme of dialogue/argumentation. Finally, regarding the theme of multimodality, students were more positive overall reporting that they enjoyed the use of wordless texts and the creation of artefacts. The responses provided by the students are similar to the ones provided by their teachers.

As part of the questionnaire, secondary school students provided some qualitative comments about the impact of DIALLS on them, with most of the comments focusing: (a) on the opportunity they were given to express their opinions and discuss various view-points, (b) on working in a different way than usual (group work, expressing ideas, using wordless texts, and (c) on collaborating with students from other schools.

"*I enjoyed listening to other people's view-points and discussing them with one another and giving my thoughts and opinions. I'd especially enjoy how this would lead to a debate filled with lots of thoughts, facts, opinions and persuasion. I also enjoyed it when we were asked what we thought the message and story of the books were, because my group would always have different ideas that we'd discuss with one another and we'd look deeply into the book and each other's ideas and try and decide which one made more sense and we'd all agree on the most. Overall, I like the moments when there are debates.*" [UK]

" *[I enjoyed] discussing in class but also in the group was good because you learned new things*" [Germany]

"*I like how we are always discussing stuff and also I like that people listen to your opinions*" [UK]

"*I liked the lesson when I had to "read" a book without a word, because during that lesson I realized that even when flipping through the same book, everyone can understand it differently*" [Lithuania]

"*I liked most the chance of doing a different class and working in groups to achieve a better result sharing our different points of view*" [Spain]

"*It's good because it's not as repetitive as normal classes and the teacher encourages group work*" [Spain]

"*To me cultural literacy means understanding everyone and to communicate*" [UK]

"*The lesson increased my thinking. I learned how to listen to my friends and I felt the children looked at me and listened to me when I spoke*" [Israel]

"*I love the films and the books we learn in classes. The lessons were interesting. We watched funny videos, read books that only had pictures and then we talked about what we saw. I think it's important. For example from one of the videos we learned how to help friends have a good time at school*" [Israel].

"*We were excited that we would contact another school. WE eagerly awaited the products that would come from the second class. When the artefacts arrived, we enjoyed watching them together and responding to them*" [Israel].

In addition to collecting student voices from secondary school students, some of the teachers in the UK were able to solicit responses about DIALLS from their 5-6 old children. One 6 year old told her teacher:

"*I learnt lots of things; The ant one, taught me to not tell people that they are doing it wrong as it's mean but to change the subject instead, the owls was about sharing and Chiripajas was about not dropping litter, that we shouldn't use so much plastic and recycle to help protect the earth. Some of the books in DIALLS had no words. Some were about different countries and we learnt about them.*" [UK]

Another teacher said: "*I had a chat with my bubble [English COVID small class]. I have 10 children (maximum number for our school). They remembered many wordless texts and films. Their highlights were the 'Ant' film, followed by 'On the Trail' book. However, their favourite art project was inspired by the first book 'To the Market'. I sent photos of our collaborative painting project some time ago. The children loved talking to the other class on the platform and the experience of being filmed. They said they had learned to listen to each other.*"

Activities during school closures

Unfortunately, because of the school closures in March 2020 we were not able to complete the implementation of the CLLP and implement all 15 lessons. However, during school closures, the research teams aimed to be in regular contact with the teachers, coming up with innovative ideas on how DIALLS activities could continue virtually. While some teachers responded positively, others were overwhelmed by their COVID duties that did not allow them to engage them with anything else. This

section describes the activities that took place during the lockdown (approximately March-June 2020) in each partner country.

In England, teachers were mostly unable to complete further lessons, though there were some interesting innovations. In April 2020, the UCAM team made three films available online (Chiripajas, Boomerang and Free Art) and sent an email newsletter to schools encouraging them to use them in whatever way possible. The teachers' responses were creative. One school had shared Shambles and the children had made 'mess monsters' at home. These were made from things that are wanted rather than 'needed'. The following picture is from such a lesson.
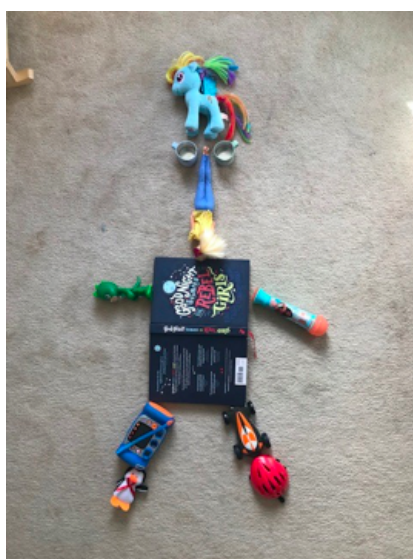
Another teacher created an online lesson for the children – it's shared on the DIALLS website: https://dialls2020.eu/adapting-a-dialls-lesson-for-home-learning/

A particularly thoughtful blog by one teacher highlighted the challenges:

https://dialls2020.eu/isolation-prejudice-empathy-hope/

In another school, the DIALLS materials were used by the small number of children who continued to attend school but did not belong to the class participating in the project.

Finally, an inspired group of 8/9 year-old children took it upon themselves to independently meet for DIALLS sessions, choose short films from the internet and discussed them. The teacher wrote:

A few of the children in my class have taken it upon themselves to organise DIALLS style sessions whilst at home. They've chosen a video clip from the internet, one with a strong message, and then organised video chats in small groups to share their ideas. I am going to set the Boomerang video over the next few weeks for them but I thought it was lovely that their enthusiasm for the project has meant that they couldn't wait that long! (email GL 3.5.20)

In a follow up message (30.5.20) she wrote:

A parent commented that this has been really valuable with their children noting that they found this helpful and that they were feeling better about Covid as a result.

The following images show students' responses to the text 'Chiripajas'.

In Portugal, some secondary school teachers continued using the DIALLS lesson plans as inspiration for their online discussions with their students using the tools/platforms provided by their schools. Teachers shared the films with their students during their online teaching activities, often followed by discussions or even the completion of artefacts whenever possible. While the exact DIALLS activities predicted for the third Phase (lessons 11-15) could not be implemented due to the blended aspects of using the DIALLS platform, the following activities took place. The following picture is a screenshot of an online padlet on Social responsibility.

The following photographs show student-made masks inspired by a mix of Covid-19 and the graffiti masks on the lesson plan for week 11 "Free art" for the 14/15 age group."

In Germany, teachers were encouraged to use the DIALLS platform during the school closures and two teachers did implement lessons that way. Some artefacts were created, but teachers did not share them with the research team. Also, as primary schools started opening, some teachers informed the research team of their intention to continue doing some DIALLS lessons before the summer holidays.

In Lithuania some teachers were positive in regards to continuing with some DIALLS lessons online Some enthusiastic teachers prolonged working with students on line and mostly they concentrated on discussions about how is life going in the COVID -19 situation, how students feel as being empathetic and socially responsible. Students thoughts were reflected and shared with friends, parents, neighbours and teachers in the artefacts with some captions

Example 1: *On these days our lives have changed during some weeks. Everything is becoming new and strange. Not everything we can understand. Being a tolerant and respectful, we can help each other, especially in cooperative way. Being understandable helps us to do everything much more better and quicker. Let's not move love but show care to the people. Don't complain about others but understand them" (secondary student).*
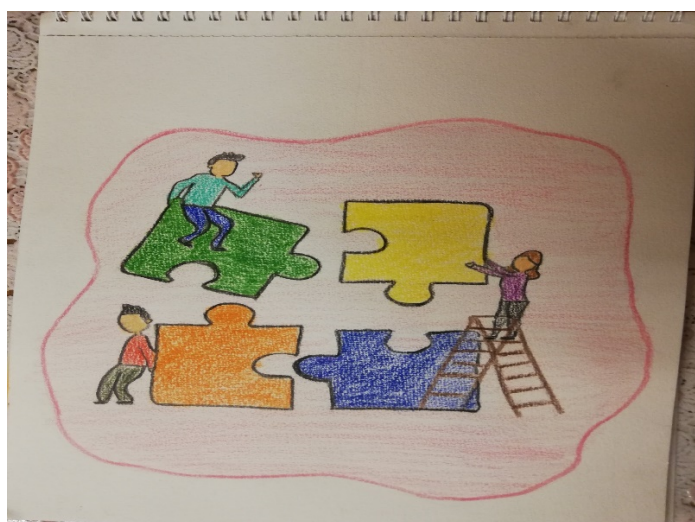
Example 2: "*Everybody stays in their own house and love each other. No need to go outside and to meet somebody*" [Lithuania, pre-primary student]

In Spain, teachers declined to continue implementing the programme during school closures. All the GDPR requirements were an additional hurdle to the effective implementation of the program.

In Cyprus, teachers were contacted with the following two proposals for activities related to the DIALLS principles. These were the following:

Proposal 1: Ask your students to design or build something using materials that they have at home in order to answer to the question: "How can you help others now with COVID-19? What could you do in your daily life to help others?"

Proposal 2: For those of you who have completed the lesson on Baboon on the Moon, you could ask your students the same question that they answered before COVID-19 (i.e. What is home?). With teachers' consent, our plan was to publish this work on the project's instagram page.

Four pre-primary school teachers responded to this call with 25 artefacts being collected. The following picture presents sample work from pre-primary school students representing the three 'don'ts' that will make the virus disappear.
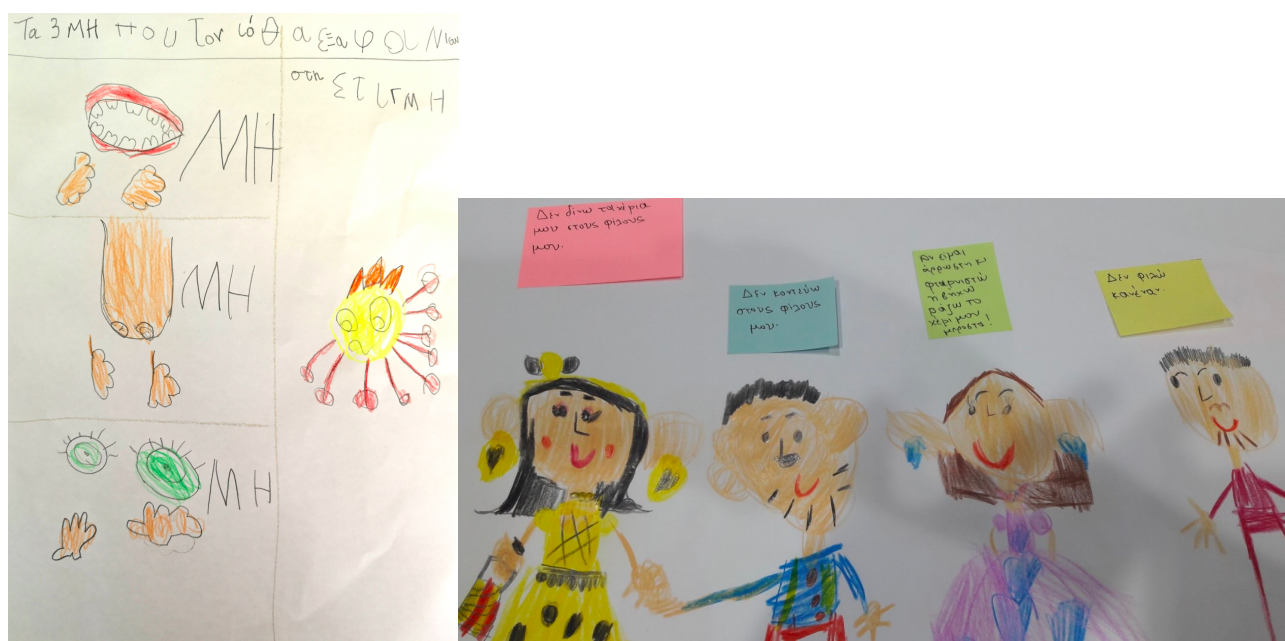
In Israel, the research team asked some of the leading-teachers about implementing the program during the shut-down period. They said the program could not be continued because not all students could participate in the online-lessons regularly due to the system not being ready. Also, covering curriculum materials was prioritised.

Activities from September 2020

Due to the disruption of the CLLP during the school year 2019-2020, the consortium decided to pursue other activities in the school year 2020-2021 that would enable further dissemination and impact of the programme. These include the following activities:

- Implementation of DIALLS lessons
- Further teacher PD on implementing lessons based on the DIALLS principles
- Developing an adapted version of the student manifesto. As COVID-19 restrictions are still in place in all seven countries, several options have been offered to the teachers in terms of their students' contribution to the manifesto. Specifically, teachers were asked to conduct a reminder DIALLS session (if they have access to last year's group of students). As an outcome of the lesson, students should come up with a statement that embodies their understanding of DIALLS principles and values. This could be presented in written format and/or a video/creative presentation. The aim is for students to also have the opportunity to access other classes' statements and comment on them. The statements would constitute the basis of the student manifesto.

In the UK, a core group of teachers have continued using the materials. As schools have become more used to having to quickly adapt to online learning, teachers from WP3 have been exploring ways to use the DIALLS materials to set up expectations for online video conferencing (Zoom or Teams). Teachers are also experimenting with teaching 'Ground Rules for Zoom Talk'. In addition, some teachers have been able to access last year's class and run refresher sessions for DIALLS that produced statements for the student manifesto. One teacher asked her students to reflect on using DIALLS material again and she quoted them saying:

> *"It's been so exciting to start DIALLS again today. I'd forgotten how much I enjoy discussing the books and films and working with my friends. I didn't realise how much I'd missed it until today"*
> *"There's a reason I love DIALLS so much. There isn't a limit to what you think, especially because it's wordless - the possibilities are endless" (Twitter message 22.10.20)*

The UCAM team kept in touch with teachers this academic year sharing the resources as they've been adapted for WP4, and also enlisting teachers to act as DIALLS envoys (the plan is that they will offer support to the WP4 teachers on the discussion forum, and also run some workshops for other

teachers to 'spread the word'). Specifically, WP3 teachers will be asked to create discussion prompts on some of the original materials from WP3 (i.e. the lesson plans about books that are not used in WP4). In addition, they will be asked to look at the rest of the books and films of the DIALLS library and create discussion points. Furthermore, teachers have been included in writing for a couple of the research team's publications (chapter in the DIALLS SpringerBriefs book, and a planned chapter in another book), as well as in dissemination activities: Cambridge Festival of Ideas (Easter 2021) and UKLA international Conference (postponed to July 2021). The UCAM team plans to share with them ongoing SPCLL developments to get their feedback.

In Germany, the aim is to put together a PD programme for school districts (or maybe state-wide) next year, hopefully partnering with one or two of the WP3 teachers, and using DIALLS materials (likely those from WP4). Also, the team is developing a seminar on dialogue and argumentation for their university students (teachers-to-be), starting in April 2021.

In Portugal, at least two teachers (pre-primary and primary) stated that they intend to continue working with DIALLS materials in their classes.

In Lithuania the research group worked on developing the studens manifesto on line asking DIALLS teachers (we reached only 3 of them because other changed and/or left the schools). These teachers reached the small student groups who participated in implementation of CLLP last school year). They developed together the statements and students made an artifacts responding the developed statement. Some of the DIALLS teachers run face-to-face workshop for more then 20 different subject teachers from different schools in the region and helped them to develop teaching skills using the CLLP materials and methodology (2020, October). The seminar took over 4 hours and was videotaped in Lithuanian and English languages. Participants of the workshop played the role of the different age of students and tried methodology step by step. The local research group plans to use it during sustainability activities at national level in August, 2021. The local research team also plans to implement the CLLP in pre-service as well as in service teacher training programs.

In Cyprus, the UNIC team completed a webinar in May 2020 for teachers interested in learning about the CLLP (: https://www.youtube.com/watch?v=sca1w_BDEsQ&t=627s&ab_channel=UNICDistanceLearning). The video currently has 310 views, which is an indicator of its impact. Furthermore, two secondary school teachers in a private school in Nicosia, Cyprus, who received PD training last year continue to implement the CLLP with their class. The research group is planning another dissemination event in the form of a workshop at the end of February 2021 that will work as a way to promote an online PD course. The online PD course is to take place at the end of February 2021. The PD course will aim to

introduce teachers to the three pillars of DIALLS: dialogue/argumentation, cultural literacy and multimodality. The open-access lesson prompts produced as part of WP4 will be used to induct teachers to the principles of DIALLS. The PD sessions will be recorded and turned into an open-access MOOC that would allow teachers who have an interest in the DIALLS principles to use the material after the end of the project.

Conclusion

The purpose of this deliverable is to report on the completion of the CLLP in the seven partner countries. Unfortunately the school closures in mid-March 2020 in all seven partner countries did not allow us to complete the implementation of all 15 lessons. Despite the efforts of the local research groups to continue with the implementation after the school reopened that was not possible for various practical reasons (teachers had new students, covid-related protocols did not allow group work, teachers were worrying about covering the curriculum). All research groups were able to complete around 2/3 of the lessons per age group before the school closures. Furthermore, most research groups were able to continue the collaboration with the teachers during the lockdown and provided activities for teachers to use during their online teaching. The Professional Development sessions were all completed either before the school closures or online during the lockdowns. Despite the interruption of the implementation of the CLLP teachers reported changes in their teaching practices, especially changes in how they coordinate discussions during their teaching, and how they approach issues related to cultural literacy. Additionally, teachers discussed in multiple cases the peer supported from discussing lessons either before or after the implementation, and the creation of communities of practice. Finally, both teachers and students have reported changes in how students talk in the classroom (improvement in dialogue and argumentation skills), and improvement in cultural literacy learning. The aforementioned can lead to the conclusion that despite the interruption of the CLLP, this had a considerable impact both on teachers and students.

During the implemented lessons teachers and students had the opportunity to collaborate within their classes, but also across classes in the same country (Lessons 6-10) using the online platform. Based on comments from teachers the collaboration and exchange of ideas was positive. One of the challenges of the CLLP, one that was discussed and planned carefully during the last face to face project meeting in January 2020 was the collaboration between countries, especially between younger students. Our research groups and teachers were prepared to collaborate across countries when the schools closed. We hope that during the last year of DIALLS our teachers will have the opportunity to exchange ideas and practices with other DIALLS teachers from partner countries.

Looking forward: Bridging between WP3 and WP4

The materials used in WP3 were adapted to use in WP4. There were several considerations that affected this adaptation. As WP4 leads to the eventual availability of resources as an open access, stand-alone resource, the materials were adapted with the following in mind:

1) Access to the Cultural Texts. The CLLP for WP4 and beyond needs to include Cultural Texts that are reliably available for any teacher wishing to use them, not dependent on being in print, or have an associated cost. As such it was decided that the Cultural Texts to be used going forward would include only films (not books) and that these would be licenced for use linked directly from the website. The films that form part of the CLLP as it exists beyond WP3 include three new films (these were tested with UCAM teachers to check suitability). Additionally, several of the existing films are used for multiple age groups. The existing licenses of a couple of films meant they needed to be dropped from the CLLP. The adapted materials draw on the same cultural themes, extending these where they are used for different age groups.

2) From lesson script to lesson prompt. To widen the use of the CLLP materials, lesson scripts were adapted to become 'lesson prompts' that focus on the cultural learning objective, dialogue and argumentation objective, prompts for discussion 'about' and 'beyond' the film, and ideas for cultural expression. Making the prompts less prescriptive means that teachers from a broader age-range (4-7, 8-11, 12-15) can adapt the ideas to fit with their lessons. Teachers fed back in professional development from WP3 that sometimes the existing lessons took too long (or not long enough) and that they were uneasy about adapting them, or unsure what was 'allowed' to change. This broader approach is aimed at promoting teacher agency to adapt lessons to meet the needs of their children. There are also now 10 lessons for each age group, to present a clearer and potentially less repetitive programme. Teachers may use their existing networks to join classes together to have discussions, but the CLLP materials moving forward concentrate on 'in-class' discussions

3) Progression in dialogue and argumentation. The initial CLLP had 15 lessons with a broad progression of objectives for dialogue and argumentation. These objectives have been refined to lead more cumulatively to a growth of skills where children consider their own ideas, those of others, how to include everyone in discussion and how to manage multiple perspectives. These objectives have also fed into WP7 the SPCLL (Scales of Progression for Cultural Literacy Learning).

4) Professional Development materials. The partners who were involved in WP3 and moved into WP4 adapted their professional development materials so that they could be access as online learning. As such the PD for WP4 is designed to meet the specific contexts of teachers in each country. They will be evaluated in WP4 before being finally adapted as open access online PD tools.

Dialogue and Argumentation for Cultural Literacy Learning in Schools

WP3 Teacher Professional Development on Cultural Literacy Learning Programme (CLLP)

Booklet for Trainers

Note: This booklet has been developed by the research team at the University of Nicosia for the purposes of WP3 and is work under development.

Version 1, 14/6/2019

Authors (in alphabetical order): Evagorou, M.; Hadjianastasi, M., Karousiou, Ch., & Vrikki, M. (2019)

Table of Contents

1. PART A: Introduction to DIALLS

This part of the professional development programme should introduce teachers to the basic ideas of DIALLS. It should refer to three elements of DIALLS in particular: 1) purpose, 2) website with the online library, 3) the three types of lessons.

(1) Purpose of DIALLS

The goal of DIALLS is to investigate how using dialogue and argumentation to elicit responses to a variety of different textual stimuli enhances students' attitudes towards differing perspectives and promotes open and informed opinions and decision-making attitudes. One of the purposes of WP3 is to develop the teaching materials around each text that was selected in WP2 (Deliverable 2.3). These teaching materials, the CLLP (Cultural Literacy Learning Programme), will be used for promoting discussions between students, both within their own classrooms and with students belonging to different countries, targeting initially a total of approximately 300 classrooms from the UK, Portugal, Spain, Germany, Cyprus, Lithuania, and Israel. The CLLP consists of 15-week activities (lesson sequences) that promote cultural literacy through two main tools: (a) dialogue and argumentation, and (b) multimodality/Cultural Texts for three different age groups. The lesson sequences are designed for three different age groups: 5-6-year-old students, 8-9-year-old students, and 14-15-year-old students. In DIALLS we move beyond a concept of cultural literacy as being about knowledge of culture, into a consideration of cultural literacy as a disposition enabled through dialogue and constructive encounters. For DIALLS, becoming 'culturally literate' involves being sensitive not only to one's own identities and cultures, but also to empathise with those of others, enabling inclusion, intercultural dialogue and mutual understanding (see Deliverable 2.1 for details).

(2) DIALLS website (https://dialls2020.eu/)

In this part of the PD, teachers should receive an introduction to the DIALLS webpage, which gives an overview of the project and contains some important information that the teachers may need during the course of the CLLP. Some highlights that you may wish to include in

your introduction are the following:

- Meet the DIALLS partners
- Show public deliverables to date
- Navigate around the online library to get acquainted with some of the texts that will be used as part of the CLLP.

<u>(3) Types of DIALLS lessons</u>

It is important that teachers understand early on the three types of lessons that the CLLP involves: a) face-to-face lessons, b) synchronous interactions with classrooms in the same country, and c) asynchronous interactions with classrooms in partner countries. As explained in Part C of the PD programme (see later on in this booklet), face-to-face are the typical type of lessons but synchronous and asynchronous lessons involve the use of the online DIALLS platform. The platform offers the opportunity for students to engage with students beyond their school (synchronous) and beyond their country (asynchronous). In synchronous lessons, this communication will be done "live", while in asynchronous lessons, the communication will not be "live". To help teachers understand the differences between the two, you can share some examples of activities, which involve synchronous communication and some examples of activities which involve asynchronous communication. Our advice to PD trainers is not to show the full lesson plans at this point but rather examples of relevant activities for practice among the teachers attending the PD course. More information on the DIALLS platform will be provided in Part C of the programme.

2. PART B: Theoretical and pedagogical aspects of the Cultural Literacy Learning Programme

This part of the PD document describes the theoretical and pedagogical aspects of the CLLP beginning with an introduction to 'Cultural Literacy' and the 'Cultural Analysis Framework' (CAF) and how they are used as a theoretical base for DIALLS. In this part of PD teachers will also have the opportunity to become more familiar with both the theoretical aspects and practical uses of dialogue and argumentation, and multimodality as means for reinforcing the

development of Cultural Literacy in their classrooms. At the end of this part, we provide additional reading materials that can be useful for both PD trainers and teachers.

(1) Cultural Literacy

In order to introduce the theoretical aspects of the CLLP, teachers can be introduced to Figure 1. This figure illustrates how the CLLP aims to promote cultural literacy in students across Europe using: (a) dialogue and argumentation, and (b) multimodality (Cultural Texts) as tools . Brief explanations of the concepts of cultural literacy, and dialogue and argumentation as used in the CLLP should be provided here.
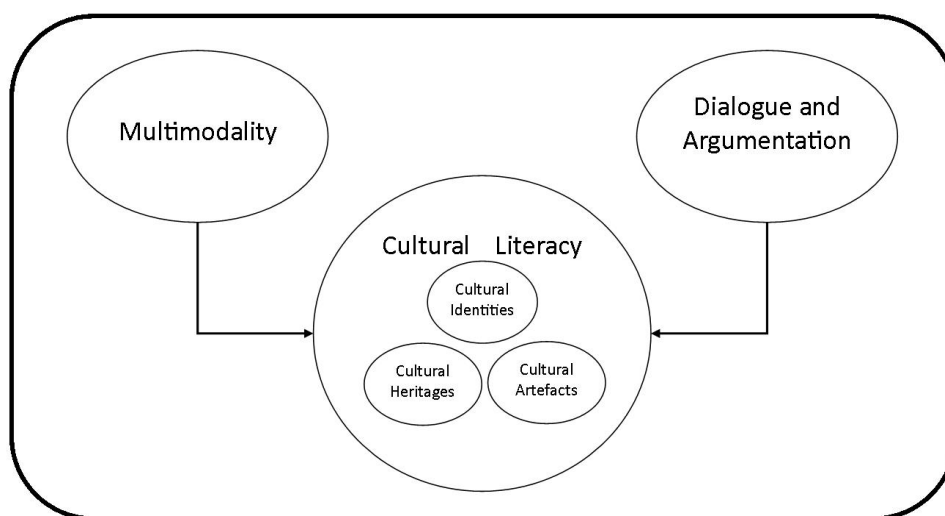
Figure 1. Dialogue and Argumentation and Multimodality as tools to promote Cultural Literacy in CLLP

When defining cultural literacy as understood in DIALLS, teachers should understand that the concept goes beyond knowledge of culture. Becoming 'culturally literate' will encourage young generations (from pre-primary to secondary aged students) to be sensitive not only to their own identities and cultures, but also to empathise with those of others, enabling inclusion, intercultural dialogue and mutual understanding. Specifically, according to DIALLS,

the practicalities of cultural literacy should correspond to an increasingly multicultural, multiethnic, and multilingual social landscape of places, peoples, and persons (see Deliverable 2.2 for details). This non-normative definition of cultural literacy emphasises tolerance, inclusion and empathy as essential intercultural competencies and from this perspective, a pluralist society is an asset (Cultural Analysis Framework, 2018).

In order to illustrate the DIALLS definition of cultural literacy, the "Cultural Literacy Framework" (CAF) should be presented to the teachers. Following a systematic analysis of European and National policy documentation, the DIALLS team categorised the cultural literacy concepts under four themes: (a) Being European; (b) Dispositions, (c) Living Together and, (d) Social Responsibility (Figure 2). The decision to represent these themes circularly reflects the understanding that these are interrelated. Representing the themes in this way is therefore intended to capture the fluidity and close interconnections between adjacent themes and sub-themes. The links between cultural awareness, cultural knowledge and cultural expression, and the interconnections between cultural identity(ies) and cultural values are represented in the centre of this diagram as the fundamental bedrock of DIALLS.

tolerance

LIVING TOGETHER

inclusion

empathy

SOCIAL RESPONSIBILITY

BEING EUROPEAN

citizenship   celebration of diversity   equality

social & civic competence   democracy

solidarity

shared inheritances   European narratives

cultural heritages   belonging

globalization

cooperation

active participation   sustainable development & climate change   human rights

CULTURAL KNOWLEDGE

CULTURAL AWARENESS   CULTURAL EXPRESSION

CULTURAL IDENTITIES   CULTURAL VALUES

Figure 2. Cultural Literacy Framework

Definitions for the sub-themes are provided in detail in Deliverable 2.2, and also presented in Table 1 below. These themes and sub-themes serve as the basis for cultural success indicators in the CLLP.

Theme	Sub-theme	Definition
Dispositions	Tolerance	'Tolerance is respect, acceptance and appreciation of the rich diversity of our world's cultures, our forms of expression and ways of being human. It is fostered by knowledge, openness, communication, and freedom of thought, conscience and belief. Tolerance is harmony in difference [--] Tolerance is, above all, an active attitude prompted by recognition of the universal human rights and fundamental freedoms of others' (UNESCO 1995, 5). Tolerance includes prevention of bullying and an open attitude towards diversity of cultural expression.
	Empathy	Empathy has been defined as 'what happens when we put ourselves into another's situation and experience that person's emotions as if they were our own' (Lipman 2003, 269). Empathy includes mutual understanding.

	Inclusion	Inclusion may be defined as the attitudes and actions underpinning an individual's participation in dialogue across diversity. To facilitate collaboration, individuals should value diversity, respect others and be willing both to overcome prejudices and to compromise (European Parliament, Council of the European Union 2006).
Living Together	Celebration of diversity	Celebrating cultural differences. This includes learning to know one's own culture, appreciating it and developing one's own cultural identity.
	Human rights	The 'rights and fundamental freedoms in every aspect of people's lives' (CofE 2010, 8).
	Democracy	Giving citizens the opportunity to participate directly in both procedural and social dimensions of decision making.
	Equality	Actively seeking to achieve the state of being equal, especially in status, rights, or opportunities.
	Solidarity	To act jointly, sharing both advantages (i.e. prosperity) and burdens equally and justly. This invokes a sense of social responsibility and is implicitly linked to empathy.

	Globalisation	The process of interaction and integration between people, companies, and governments worldwide.
Social Responsibility	Sustainable development/climate change	This relates to societal and economic issues and is defined as 'meeting the needs of present generations without jeopardizing the ability of future generations to meet their own needs' (i.e. ensuring a better quality of life for everyone, now and for generations to come). One aspect of sustainable development is tackling climate change.
	Citizenship	Being a member of a country and having rights and responsibilities because of it. Any national of an EU country is considered to be a citizen of the EU. EU citizenship does not replace national citizenship: it is an addition to it. Citizenship is linked to tolerance and democracy, with active citizenship defined as 'building an open and democratic society' (CofEU & EC 2015, 25).

		Social and civic competence	These include personal, interpersonal and intercultural competence and cover all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life, and particularly in increasingly diverse societies, and to resolve conflict where necessary. Civic competence equips individuals to fully participate in civic life, based on knowledge of social and political concepts and structures and a commitment to active and democratic participation (EP & CofEU 2006).
		Active participation	Refers to individual's involvement in relation to the civic, political, social, economic, legal and cultural spheres of society.
		Cooperation	Working together for common good. This occurs at a variety of levels, from between individuals to countries.

Being European	Belonging	A means of conceptualising membership in shared communities, (e.g. families, school, clubs, localities) or a feeling of belonging to a community.
	Shared inheritances	This is associated with cultural heritages, as expressed through the notion of a shared cultural background. In this sense it is linked to the idea of 'common heritage', which is defined as the shared "ideals and principles" by the Council of Europe (see for example CofE 2014b, 1). Languages are also part of a 'shared inheritance' (CofEC 2008b, 3).
	Cultural heritages	Expressions of the ways of living developed by a community and passed on from generation to generation, including customs, practices, places, objects, artistic expressions and values.
	European narratives	The common stories that historically have shaped what Europe is today and how Europeans see it.

Table 1. Definitions of sub-themes in DIALLS Cultural Analysis Framework

(2) Multimodality

Multimodality comprises one of the three pillars of DIALLS along with cultural literacy and dialogue and argumentation. In this part of the PD teachers will familiarise with notions of multimodality through examples of multimodal Cultural Texts that have been selected as part of DIALLS (see deliverable D2.2 Bibliography of Cultural Texts) and will have the opportunity to explore the links between

concepts of multimodality, dialogue and argumentation and cultural literacy in CLLP. The selected Cultural Texts will be fully presented in Part C of PD: Presentation of the CLLP.

Literacy in the 21st century embraces more than words - it is visual and multimodal and involves the use of multiple semiotic resources for meaning making (Kress and van Leeuwen 2006, Serafini, 2012). Street (2003) describes an 'ideological' model of literacy which is in contrast to the autonomous model focused on reading and writing print words. In this ideological model, focus is given to consider whose values are shared and promoted through literacy. Street's earlier work was hugely influential on the 'multiliteracies' movement, inspiring the New London Group to develop a manifesto for literacy (Cazden, et al., 1996) which embraces texts which are multimodal in nature, recognising the semiotic power of visuals, sound and moving image. The New London Group argue that that new notions of literacy must extend "to account for the context of our culturally and linguistically diverse societies, and that it must account for the 'burgeoning variety of text forms associated with information and multimedia technology" (p. 61). In DIALLS the use of the word 'text' embraces this multimodality and we use 'text' to include forms that may have no printed words at all (non-verbal). The concept multimodal also involves the resources - texts that have been selected for use in classrooms, students responses to the Cultural Texts in the form of cultural artefacts and the analysis of these cultural artefacts.

DIALLS assumes that the use of multimodal texts as European cultural literacy resources and the dialogic responses to them will have a positive impact on the development of children's cultural literacy and aid intercultural dialogue and mutual understanding. The DIALLS project moves beyond the 'state of the art' in its unique combination of multimodal literacy and dialogic pedagogy to promote cultural literacy learning in schools and help young people make sense of Europe and celebrate their diversity.

Specifically, in the DIALLS project we aim to draw on the affordance of non-verbal, multimodal texts (that is short films and picturebooks that have no written or spoken language) as opportunities for children across Europe to engage with and respond to common texts and to be able to compare their responses across inter- and intra-cultural groups. We should not assume that these wordless texts are just aimed at young children. Often visual texts are highly ambiguous and complex in their meaning potential and therefore perfect for children and young people of all ages (Serafini, 2014; Arizpe et al., 2015). Where these texts raise potential questions about cultures, identities and heritages, they offer stimulating springboards for dialogic discussions as readers young and old interpret their meanings. In addition, multimodal texts that are verbal (that is, they might include written or spoken language) and specific to each country can form part of a wider set of resources for teachers to use in their classes. It is important to recognise that children's lives beyond formal education settings are permeated with visual, multimodal texts in analogue and digital forms. Even very young

children bring to school experiences of engaging in these texts forms, and may have sophisticated responses to them. The DIALLS project embraces these modes within the curriculum and realises their potential as stimuli for enriched interpretation and dialogue (Maine, 2017; Marsh & Millard, 2000; Wohlwend, 2015).

Learning activities comprising the CLLP which invite students to engage in discussions where they respond collaboratively to the 'Cultural Texts' (including visual and multimodal forms), offer the opportunity for them to develop an understanding of differing viewpoints and to become sensitive to the interpretations of others (Dombey, 2010). With careful prompting by teachers, the activities will act as a springboard for deeper discussions about identities and cultures, building awareness of how these differ for individuals, skills at the heart of being culturally literate. Through producing their own cultural artefacts (also in the form of visual and multimodal texts) as an outcome of the learning activities and sharing them with their European peers, students will explore their own cultural identities acting as both users and consumers of European cultural heritages.

During the PD, teachers will have the opportunity to practice on learning activities that involve multimodality with their peers in three groups: (a) pre-primary (b) primary and © secondary education level. At a pre-primary education level, DIALLS will use non-verbal picturebooks and short films as stimuli for children's discussions on diversity, empathy, tolerance and inclusion, and support teachers to elicit students' responses to these texts creating spaces for individual and collective cultural identities construction. At a primary education level we will focus on collaborative interpretation of similarly visual and multimodal texts and support teachers to guide students through co-constructing their responses to texts which reflect different voices and approaches to the same topic. At a secondary education level, we will focus on the epistemic negotiation of concepts, values and ideas implied in more complex, though still multimodal and non-verbal Cultural Texts and how teachers may best facilitate such negotiation. Suggestions of such activities are provided in the next section of this booklet about Dialogue and Argumentation and in the document "Mediating wordless texts" included in the Appendix.

<u>(3) Dialogue and Argumentation in the CLLP</u>

In this section of the PD programme, teachers should be introduced to the concepts of 'Dialogue' and 'Argumentation'. Here we provide a list of topics that should be part of the sessions:

<u>*Dialogue & Dialogic teaching*</u>

In a dialogic classroom we expect the teacher and the students to engage in meaningful dialogues that would enable them to think together and learn collaboratively. Alexander (2008) describes the principles of meaningful dialogue as: **(a) collective**: teachers and children address learning tasks together, either as a group or as a class, rather than in isolation; **(b) reciprocal**: teachers and children listen to each other share ideas and consider alternative viewpoints, **(c) supportive**: children articulate their ideas freely without fear of embarrassment over wrong answers; and they help each other to reach common understandings; (d) cumulative: teachers and children build on their own and each other's ideas and chain them into coherent lines of thinking and enquiry, and **(d) purposeful**: teachers plan and facilitate dialogic teaching with particular educational goals in view.

Dialogic classrooms and environments support: **interactions** which encourage students to think and to think in different ways; **questions** which invite much more than simple recall; **answers** which are justified, followed up and built upon rather than merely received; **feedback** which informs and leads thinking forward as well as encourages; **contributions** which are extended rather than fragmented; **exchanges** which chain together into coherent and deepening lines of enquiry, and **discussion and argumentation** which probe, and challenge rather than unquestioningly accept (Alexander, 2008). In educational dialogue participants listen to each other, contribute by sharing their ideas, justify their contributions and engage with others' view (Ahmed, Calcagni, Hennessy & Kershner, 2019). Through dialogue students explore and evaluate different perspectives and reasons, and they co-construct knowledge.

Argumentation

Further to dialogue, argumentation is also an integral part of the CLLP. Argumentation is considered a special form of dialogue, viewed as a verbal, either written or oral, and social activity aimed at justifying or defending a standpoint for an audience (van Eemerenet al., 1996) and refers to the process of assembling the components of an argument. Specifically, argumentation is a process of *social construction of knowledge*, in which people collectively discuss and decide on the construction of shared social knowledge (Angell, 1964). Usually, when learners are constructing arguments, they need to evaluate alternative perspectives and opinions and select a solution that is supported by evidence and explanation (Cho & Jonassen, 2002). Evidence for the purposes of DIALLS are considered beliefs, values, personal experiences, supporting what students believe. Despite the fact that the word 'argument' has a negative meaning in the English language, the term argumentation in this project is used to indicate something positive – the co-construction of understanding. In the CLLP what is considered important for students in terms of argumentation is to understand that: (a) their claims have to be supported with reasoning (e.g. their beliefs, emotions, opinions), (b) they need to explain how their evidence (e.g. their beliefs, emotions, opinions) is linked to their claim, and (c) to be able to explain why they disagree with someone else, by explaining their reasoning. The CLLP has been designed in a way to promote the aforementioned dialogue and argumentation skills, and support group work and group interactions which are important in developing these skills.

How to implement dialogue and argumentation in your teaching?
Having introduced teachers to the concepts of dialogue/dialogic teaching and argumentation, more concrete suggestions about specific parts of teaching should be offered.

Ground Rules for Talk for productive dialogue to occur, it is important that teachers with their students develop a dialogic ethos in their classrooms. All classroom participants are engaged in a collaborative enquiry and this collaboration should be based on mutual respect and trust. One way of achieving this culture is by introducing and constantly revisiting certain 'Ground Rules for Talk', namely rules that students have to follow during discussions (both group-work or whole-class). These rules can be developed together with the students and include what each class particularly needs. Some examples of talk rules that can be included are the following:
- Everyone offers relevant information

- Everyone's ideas are treated as worthwhile to be critically evaluated
- We ask each other questions
- We make sure everyone contributes to the discussion
- We justify our opinions
- We ask for reasons
- We act as a team

According to Hofmann and Ilie (2019), these rules can refer to three aspects, namely People, Talk and Ideas, as shown in Figure 3 below.

People

We always tend to consider other **People** when we are thinking of our discussions and discussion rules.

"Letting everyone contribute, Listening to everyone, Treating everyone kindly and respectfully in our discussions."

Talk

We also often tend to think about **Talk** itself and what it should do in our discussions.

"Sharing our ideas, Responding to others' ideas, Talking through disagreements."

Ideas

But we also need to make sure we pay attention to **Ideas** themselves in our discussions, making sure students, as we as teachers, are:

"Comparing ideas, Evaluating the evidence/ reasoning behind an idea, Persuading others to believe in the best-evidenced idea."

Figure 3. The three dimensions of classroom dialogue (From ED: TALK, Evidence & Dialogue Toolkit, Hofmann & Ilie, 2019, p. 17)

Group-work

Some time needs to be devoted to group-work, which Group-work is a fundamental part of dialogic teaching. In groups, all students are expected to contribute to the discussion, critically engage with ideas, refine ideas and, where appropriate, try to reach consensus. ***Reaching consensus* does not mean trying to persuade others that one's opinion is better, but to work together towards a**

shared goal. In order for teachers to understand the different types of talk that could occur during group-work, we can describe and provide examples of *disputational, cumulative* and *exploratory talk.* With disputational being more competitive and cumulative being more condescending towards all ideas being expressed, exploratory talk is more educationally productive as students engage constructively with ideas.

More details on group-work can be found in the attached document "epiSTEMe: Introductory Module Teaching Notes" (pages 10-11).

Supporting and mediating students discussions

Once students engage in dialogue (either in whole-class or group-work settings), teachers should adopt some strategies that will help them support and mediate discussions to become productive dialogues. Figure 4 by Hofmann and Ilie (2019) provides some suggestions that can be introduced to teachers.

Supporting and mediating good student discussions

If students are proposing ideas (note these may be correct or incorrect, it does not matter), instead of immediately evaluating those ideas, you could model the kind of thinking and reasoning you would like students to engage in (remember the idea about 'Ideas' in discussions):

- Repeat relevant ideas expressed by students to help other students notice and respond to them them

- Probing students' understanding behind ideas (especially when students are proposing ideas that are correct, such as in maths, as they may not have fully understood the reasoning behind an idea or at least may need practice in explaining it)

- Encouraging comparison and testing of ideas

- Referring students to resources and tools they could use in tackling a problem

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Teacher questioning

One of the things that determines the extent to which a lesson is dialogic is the type of questions that the teachers ask. Many professional development sessions. Dialogic classrooms keep the traditional Initiation-Response-Feedback format to a minimum and maximize the following types of questions:

- Ask open questions, i.e. questions that require extended responses and not just one-word answers (e.g. What do you think about the main character of the story?)
- Invite students to make predictions (e.g. What do you think this text will be about?)
- Invite students to elaborate on their ideas with probe questions or clarification questions (e.g. Can you tell us a little bit more about that?, What do you mean…?)
- Invite students to build on each others' ideas (e.g. What do you think about X's idea?)
- Invite students to provide evidence/reasons that support their opinions (e.g. Why do you think that?, Is there any evidence in the text that supports that?)
- Invite students to explain their thought process (e.g. How did you get to that answer?)
- Invite students to make links with previous lessons/experiences (e.g. How can this be linked with the lesson on …?)

When students respond as expected to such questions, it is an indicator of high quality dialogue.

Teacher strategies

In dialogic classrooms, teachers are not only expected to engage students in dialogic talk, but also to model such talk themselves. Teachers should:

- Provide evidence/reasoning of their opinions
- Elaborate
- Challenge ideas (e.g. Are you sure this is what happened in the story? Think again.)
- Coordinate students ideas, meaning trying to point out how certain ideas are similar and how they differ

Comparative activities

Activities that compare traditional classroom talk with dialogic classroom talk can be developed for the workshops with the teachers. Examples of these can be found in excerpts of journal articles.

(4) Additional readings

Ahmed,F. Calcagni, E. Hennessy,S. & Kershner,R. (2019). *Teacher scheme for educational dialogue analysis (T-SEDA).*On-line resources:

https://www.educ.cam.ac.uk/research/projects/tseda/Teacher-SEDA%20packv7b1stApr19%20.pdf

Alexander, R. (2011). *Towards dialogic teaching: Rethinking classroom talk*. Cambridge: Dialogos.

Hennessy, S., Rojas-Drummond, S., Higham, R., Márquez, A. M., Maine, F., Ríos, R. M., García-Carrión, R., Torreblanca, O., & Barrera, M. J. (2016). Developing a coding scheme for analysing classroom dialogue across educational contexts. *Learning, Culture and Social Interaction. 9,* 16-44.

Howe, C., & Abedin, M. (2013). Classroom dialogue: A systematic review across four decades of research. *Cambridge Journal of Education, 43*(3)*,* 325-356.

Littleton, K., & Mercer, N. (2013). *Interthinking: Putting talk to work.* Routledge.

Mortimer, E. F., & Scott, P. H. (2003). Meaning making in secondary science classrooms. Maidenhead: Open University Press.

3. PART C: Presentation of the CLLP

Part C of the PD programme can include the following:

1. The structure of the CLLP
2. Cultural Texts
3. Cultural artefacts
4. Overview of contents of the CLLP
5. Lesson 0
6. Presentation of wordless texts
7. Use of the DIALLS platform

This section contains information that can be included in each section.

(1) The structure of CLLP

The CLLP consists of 15 lesson sequences per age group (total of 45 lesson sequences), with each lesson sequence focusing on the discussion of a wordless text from the list already selected by the DIALLS team   . Each wordless text has been linked to a cultural literacy theme and sub-theme (see Table 2 below   ) from   the Cultural Literacy Framework (see Figure 2)   .

The CLLP differs in complexity across the 15 sessions as DIALLS aims to engage students in dialogue and argumentation: (a) within their classes, (b) across classes from the same country, and (c) across countries. More specifically, lesson sequences 1-5 are designed for in-classroom dialogue and argumentation, lesson sequences 6-10 are designed for intra-country synchronous discussions, and lesson sequences 11-15 are designed promote asynchronous dialogue and argumentation through an online   platform that is currently being designed for the purposes of the project. The organization of the 15 lesson sequences in terms of interactions are presented in Figure 5 below.
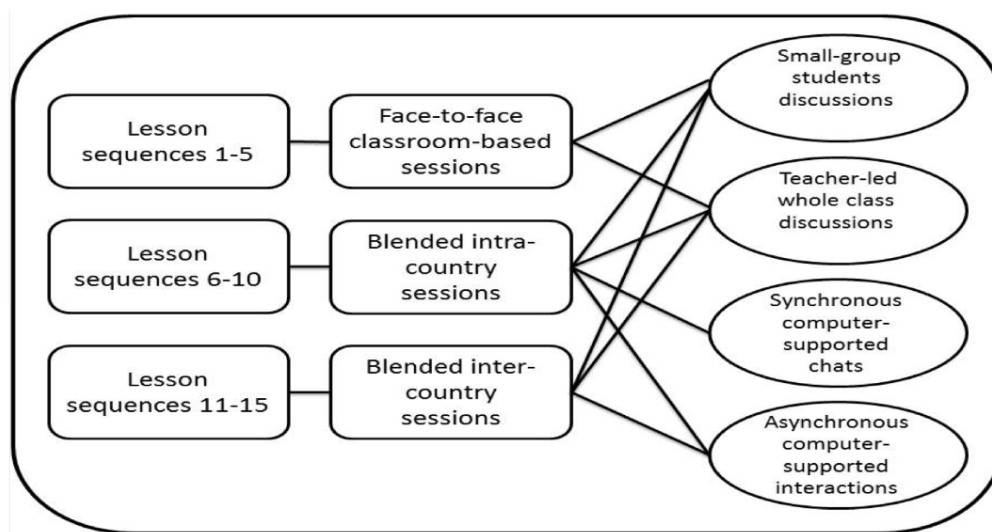
Figure 5. Structure of 15 lesson sequences

The CLLP includes students (from pre-primary to secondary) working together in their classrooms before interacting online with other students of the same age from schools in different regions and/or socio-economic contexts inside the same country; then engaging and pairing similar classrooms from different countries to further develop the online interactions. Even the youngest children will engage online, although their interactions may be non-verbal, i.e. through the sharing of their visual responses to different Cultural Texts . The choices of matching schools from different countries will be based on commonalities of language experience, either as part of the taught curriculum or as part of shared level of expertise in a third language.

The peak of this phase will be a DIALLS 2020 semi-virtual student conference, including secondary students from the partner countries collaborating together online to create a Student Manifesto for Cultural Literacy. Analysis of dialogic interactions will happen during this phase to build towards a multilingual corpus across the participant countries. The impact of CLLP will be further widened by engaging another set of 80-100 teachers enlisted to test and evaluate its pedagogic value as part of an online resource tool.

(2) Cultural Texts
The DIALLS Project aims to encourage children and young people to explore their cultural identities and social values, mapping the development of their cultural literacy and providing opportunities for them to discuss 'Europeanness'. Classroom discussions will be catalysed using different core Cultural

Texts (wordless picturebooks and films) produced in and around Europe (including Israel as an associated partner country in the project) as part of a Cultural Literacy Learning Programme (CLLP). These Cultural Texts are understood in a context of the Cultural Analysis Framework (see Figure 2 in section A) and revolve around the following themes:

- Dispositions: Tolerance, Empathy, Inclusion
- Living Together: Celebration of diversity, Human rights, Democracy, Equality, Solidarity, Globalisation
- Social Responsibility: Sustainable development/climate change, Citizenship, Social and civic competence, Active participation, Cooperation
- Being European: Belonging, Shared inheritances, Cultural heritages, European narratives

In Table 3 you can see the link between Cultural Text, session, theme and subtheme.

Teachers will have the opportunity to go through the selected Cultural Texts which are all wordless. By including only wordless picturebooks and films we emphasise the visual over the verbal as an equalising influence on a transnational and transcultural readership. Wordless texts promote discussion between readers; their use "demands a heightened co-authoring role that requires taking risks with the imagination, activating intertextual and cultural knowledge and trusting in the reader's' ability to make sense of the story" (Arizpe, Colomer, & Martínez-Roldán, 2014, 37-38). By using wordless texts, it becomes not just possible but highly attractive to use the same texts in all sorts of language environments. While conventional worded texts are steered by the original language, and the merit of its translation, the wordless form is in essence egalitarian. By centring children and young people's arguable propensity for visual learning, DIALLS affirms the political principle that children "are experts in their own lives" (Clark & Statham, 2005). Moreover, it provides children and educators alike with access to one of the most innovative and expanding areas of contemporary children's media and publishing.

A key feature of the wordless text is that the reader (of film or book) must co-construct the narrative along with the visual sequence of images, to successfully make sense of the text as a whole. The effect of this is twofold. Firstly, readers are encouraged to take risks in their meaning-making. Secondly, readers need to consent to that process, unlike the linear model of comprehension that the funnel of a verbal narrative enforces. The matter is more complex with wordless films. By definition, a film is durational; this bracketed temporality imposes a linear sequence on an otherwise purely visual narrative. As Maine, referring to Kress, notes, "One of the key differences between writing and image relates back to … the linearity of language. In writing, as each word leads the next, there is a specific temporal reading pathway … Images, on the other hand, afford alternative spatial pathways of reading" (2015, 23). However, this linear reading pathway is reaffirmed by the grounded use of each text, whether it is a picturebook or a film, because in the CLLP, the teacher is likely to lead the

reading process in a large group environment. At other moments, single images from a picturebook and short film might be considered as part of a greater reading comprehension of the Cultural Text as a whole. This will permit a spatial, as well as linear, reading pathway, hence building upon the various merits of more typical understandings of visual literacy (see e.g. Maine, 2015). Deliverable 2.2 (Condensed version in the language of each country) will be included in the Appendix of this booklet as an additional resource for the selected wordless Cultural Texts .

(3) Cultural Artefacts

Cultural artefacts are outcomes of human creative activity that include information about the culture of its creator and users. They are defined as the artwork that individuals produce to reflect their discussions about culture. In DIALLS we refer by cultural artefacts to the multimodal responses that children/young people might create as responses to their discussions about Cultural Texts. Hence, the texts proposed as dialogic stimuli by the teachers, and the cultural artefacts created by the students will be evaluated for their potential as texts reflecting either European cultural heritages or how they espouse positive cultural literacy values of tolerance, inclusion or empathy.

These cultural artefacts will be shared with other students on our online platform and publicly on the project website to construct a picture of how young people currently identify themselves within the context of living in Europe and the diverse cultures it includes. Students, through producing their own cultural artefacts (also in the form of visual and multimodal texts) as an outcome of the learning activities and sharing them with their European peers, will explore their own cultural identities acting as both users and consumers of European cultural heritages. This will additionally act as an open access cultural record of young people's perceptions of their cultural identities in 2020.

The cultural artefacts generated by students as outcomes of their discussions about Cultural Texts will be curated in two parts. The first will exist in the online platform for teachers and students to interact with during the second phase of DIALLS; the second set will be curated through the project website in a virtual gallery. The former will allow for their content analysis, and the latter will provide a picture of young people's perceptions on how they live together and understand each other. The file formats for visual media will be in standard multimedia formats PNG, JPEG, MP4. The intellectual property rights of the students' work will be retained by the students with their schools as gatekeepers for its use on the online platform during the CLLP main phase, and on the Virtual Gallery on the project

website afterwards.

Cultural artefacts developed by the students will need to be selected for inclusion in the Virtual Gallery, along with the wider bibliography of Cultural Texts . The direct value of this open-access Virtual gallery will provide educators with a variety of student-generated textual artefacts which they can use as dialogue stimuli for their own classroom-based interactions, a further creative use of European cultural heritage. The indirect value of this virtual gallery will be to raise the awareness of multiple stakeholders regarding the heterogeneity of European cultural identity and the importance of young people's sensitivities towards enacted cultural awareness, also addressing issues of diversity above.

The multimodal cultural artefacts along with students' face-to-face and online interactions will be analysed and assessed through the Scale of Progression for Cultural Literacy Learning (SPCLL) which will serve as a diagnostic rubric for young people's cultural literacy development and skills.

<u>(4) CLLP overview of contents</u>

The CLLP overview for Lessons 1-15 for each age group are presented in Table 3 below. The table presents the name of the cultural text, the developing partner, dialogue and argumentation and cultural learning success indicators, the sub-theme of the lesson sequence and a brief description of the cultural artefact. For all ages an introductory lesson sequence is focusing on explaining the goal of the project, describing the structure of a DIALLS lesson (with reference to Cultural Texts , dialogue and argumentation and cultural artefacts), and discussing the main themes in the Cultural Analysis Framework.

In order to enable teachers to incorporate the full CLLP programme in their teaching, it is worth finding explicit links between the cultural themes and the curriculum for this age group in your country. These can be added on the lesson plans. This way teachers will be more motivated to participate in the CLLP and complete it in full.

Overview of success indicators for ages 5-6					
Session and cultural text title	Developer	Dialogue and Argumentation Objective	Cultural Learning Objective	Theme (Sub-theme)	Cultural Artefact
1. To the market	UNIC	I can contribute my ideas.	I can notice different aspects of European cultures.	Living together (Celebration of diversity)	soundtrack for different pages or a drawing of a market stall
2. Head up	UNIC	I can justify my opinion.	I can learn from others around me.	Living together (Celebration of diversity)	helping hand
3. Ant	UCAM	I can listen to others and respect their ideas' (tolerance)	I can examine how democracy allows everyone to have a voice and the ability to change things.	Living together (democracy)	drawing something to change in own behaviour
4. November	UCAM	I can encourage everyone to contribute.	I can understand how working together can help us to	Living together (solidarity)	drama freeze frame

			overcome shared problems.		
5. On the trail	UCAM	I can give reasons to support my ideas by using 'because...' .	I can discuss the value of waiting to understand the reasons why something is happening; I can examine why people might act the way they do.	Dispositions (Empathy)	class portraits of emotions
6. Owl bat, bat owl	UCAM	I can respect the ideas of others.	I can understand why it is important to respect and appreciate people who are different to me.	Dispositions (tolerance)	drawing of owls and bats living together
7. Big finds trumpet	UNIC	I can justify answers using evidence.	I can justify the need/value of inclusion.	Dispositions (inclusion)	different characters on lolly sticks
8. Baboon on the moon	UCAM	I can build on ideas.	I can reflect on the concepts of 'belonging' and 'home' and what these might mean for people.	Dispositions (Empathy) Being European (Belonging)	**jigsaw of what is home (elaborated to make a 'quilt')**
9. I walk with Vanessa	UNIC	I can build on the ideas of others.	I can discuss how to make sure that everyone feels part of a community.	Social responsibility (Social and civic ompetence)	drawing of how to include a new person in the group

10. Scribble	UNIC	I can evaluate the ideas of others.	I can recognize that our expectations can be challenged as we cooperate with others.	Social responsibility (cooperation)	poster about collaboration
11. Shambles	UCAM	I can justify my answers using I think…because.	I can compare the value of things we need and things we want.	sustainable development	monsters created from things we want
12. Where's the starfish	UNIC	I can understand other points of view and relate to others' ideas.	I can discuss the consequences of rubbish in the ocean.	S ustainable development	poster to show what animals think of rubbish in their environment
13. Chiripajas	UCAM	I can evaluate ideas and discuss alternative point of views.	I can understand the impact that choices about rubbish have on the environment and persuade people to make different choices.	S ustainable development	poster about the impact of rubbish on environment
14. Birthday gift	UCAM	I can relate to others' ideas and use them to help inform my ideas.	I can understand that people celebrate for different reasons and through different actions.	Being European (C ultural heritages)	collage of gifts
15. The city/The country	UCAM	I can show how I respect others by the way I share my ideas.	I can understand the similarities and differences between my life and those of other children in Europe and	Being European (cultural heritages)	la escula' wimmelbook style photos

			beyond.		

Overview of success indicators   for ages 8-9

Session	Developer	Dialogue and Argumentation Objective	Cultural Objective	Theme (Sub-theme)	Cultural Artefact
1. Saturday	UCAM	I can encourage everyone to contribute to the discussion and we will include everyone	I can understand that we all have different important activities that are part of our lives, and that we choose to take part in.	Living together (Celebration of diversity)	a scene with Saturday activities
2. Otherwise	UCAM	I can be active in encouraging everyone to contribute to discussion.	I can reflect on the importance of inclusion and respecting differences	Living together (Celebration of diversity)	freeze-frame or silent drama before and after including someone
3. Papa's Boy	UNIC	I can respect others' contribution and arguments during a class discussion.	I can reflect on issues of family tolerance.	Living together (Equality)	a comic strip with father's and son's emotions
4. Out of the blue	UCAM	I can build on the ideas of others.	I can understand how people can work together to solve a problem	Living together (Solidarity)	a comic strip with the plan for the rescue of the creature

5. In a cage	UNIC	I can build on others' ideas, justifying and supporting my contribution with evidence coming from facts, personal experiences, emotions etc.	I can recognize and tolerate/accept others' situations and the emotions that emerge from these situations.	Dispositions (Tolerance)	poster "Save the animal from the cage"
6. The elephant and the bicycle	UNIC	I can negotiate the meaning of ideas, opinions and concepts by asking for or providing clarifications and building on ideas.	I can acknowledge the active responsibility that everybody has in a society.	Social responsibility (Social/civic competence)	booklet with "rules" or 3D craft of a city
7. The hedgehog and the city	UCAM	I can rephrase, reflect and relate to others' point of view, opinions or ideas, discussing how to improve them.	I can think about improvements for a community.	Social responsibility (Social/civic competence)	design a park for your community (drawing)
8. Baboon on the moon	UNIC	We can build on the ideas of others to reach consensus' (tolerance and inclusion)	I can explain what home is to me and where I belong.	Being European (Belonging) and Dispositions (Empathy)	3D object, which represents home and belonging for students, linked with drawings of 'home' OR short film with their objects

9. In a bubble	UCAM	I can challenge ideas respectfully when I disagree.	I can understand how to resolve conflicts.	Social responsibility (Active participation)	music composition with instruments in conflict and in harmony
10. Departure	UCAM	I can evaluate ideas by questioning them and seeking additional information.	I can discuss some of the impacts of climate change on the world and ask questions to find out more.	Social responsibility (Sustainable development/climate change)	flowchart of human action leading to climate change (leporello) or research on climate change and creation of a visual flowchart
11. A day on the beach	UNIC	I can consider and discuss alternative ideas and opinions.	I can reflect on possible ways to reuse waste and repurpose it.	Social responsibility (Sustainable development/climate change)	craft with reusable materials or "waste"
12. Boomerang	UNIC	I can reach consensus regarding my discussions in groups or in whole class.	I can critically evaluate the causes, the effects and the proposed solutions of the environmental problem.	Social responsibility (Sustainable development)	3D chain - diorama of actions to reduce overconsumption and waste
13. My museum	UCAM	I can explain and support my ideas.	I can appreciate different cultural expressions of what art is.	Being European (Cultural heritages)	photos of areas, patterns, shadows, objects in the school area that can be considered as "Art"
14. The house	UNIC	I can consider alternative points of view.	I can evaluate the advantages and disadvantages of living in urban and rural areas.	Being European (Shared inheritances)	comic strip with advantages or disadvantages of living areas

Session	Developer	Dialogue and Argumentation Objective	Cultural Objective	Theme (Sub-theme)	Cultural Artefact
15. We had to leave	UNIC	I can evaluate ideas, discuss alternatives and consider alternative point of views. NB This objective has been used again but it is repeated here in order to see the progress children have made over the course of these lessons.	I can discuss the different aspects (legal, emotional) and positive effects of belonging.	Being European (Belonging)	new passport of the girl or a design of a personified Europe

Overview of success indicators   for ages 14-15

Session	Developer	Dialogue and Argumentation Objective	Cultural Objective	Theme (Sub-theme)	Cultural Artefact
1. Dream of Living	NOVA	I can listen and respect others' ideas	I can discuss the issue of human dignity.	Living together (Human rights)	crossword or puzzle with the lesson's keywords
2. Capital	NOVA	I can negotiate meaning.	I can negotiate values related to money and its power on people's lives.	Living together (Globalization)	a collage of Euro banknotes with representative phrases as a response to the talking point
3. Excentric city	NOVA	I can negotiate meaning by building on the ideas of others (inclusion)	I can understand how to promote respect for others and diversity.	Living together (Celebration of diversity)	leporello with scenes from everyday life culture

4. Change	NOVA	I can relate to others' ideas.	I can understand and develop ecological consciousness; I can reflect on sustainability issues	Social responsibility (Sustainable development/climate change)	drawing of a proposed solution to an environmental problem
5. Going fishing	VU	I can encourage everyone to contribute to the lesson.	I can assess people's responsibility towards the environment	Social responsibility (Sustainable development/climate change)	diagram showing the journey of a plastic bottle and solutions for the non-sustainability or poster to make our school sustainable
6. Free the lines	VU	I can justify answers using evidence to support what I believe (evidence can come from facts, personal experiences, emotions etc).	I can outline how sustainable development is important for people and for society as the whole	Social responsibility (Sustainable development/climate change)	diagrams
7. Super Big	VU	I can respect others' opinions.	I can Identify and analyse examples of tolerance and empathy	Dispositions (Tolerance)	drawing of how the story could be continued
8. Baboon on the moon	NOVA	I can listen to others and respect their ideas' I can empathise with divergent viewpoints.	I can understand the impact of life conditions in intercultural relationships; and reflect on "home" as a concept.	Being European (Belonging) and Dispositions (empathy)	narrative with drawings around the meaning(s) from your interpretation of the film

9. Emptiness	NOVA	I can consider alternative points of view.	I can understand the impact of loneliness on the Other; I can reflect on different lifestyles; I can reflect on the concept of "emptiness" and its multiple dimensions	Dispositions (Empathy)	drawing of "What is emptiness?"
10. Enough	VU	I can relate to others' ideas.	To be able to identify and analyse examples of breaking the rules and the consequences which follow.	Social responsibility (Citizenship)	freeze-frame of a moment of self-control
11. Free Art	NOVA	I can construct new viewpoints based on the viewpoints of the other.	I can debate the concept of social responsibility and civic competence.	Social responsibility (Social and civic competence)	photos of graffitis around the school area
12. Fences	VU	I can negotiate meaning.	I can reflect on the negative impact of isolating/"fencing" from the community members.	Social responsibility (Social and civic competence)	isolation using 3 keywords in the form of a drawing or a set of emojis
13. Waterloo and Trafalgar	VU	I can support my opinion using evidence for clarifications.	I can understand the impact of European historical events	Being European (European narratives)	poster or comic strip of values necessary to prevent conflict in Europe

14. The Mediterranean	VU	I can explain my answer using evidence.	I can understand and explain the impact of migration and movement across borders.	Being Euroepan (European narratives)	visual of the outcome of the discussion (from group work) showing suggestions on how to support migrants
15. Bon Voyage	NOVA	I can understand divergent points of view.	I can empathise with how people feel facing forced migration, and understand the challenges of the journeys that they encounter.	Dispositions (Empathy) Being Euroepan (European narratives)	a "train" (which will be posted on a scoreboard) where all topics discussed in their groups are chained

Table 3: Overview of success indicators   and cultural artefacts for CLLP for 5/6, 8/9 and 14/15 year old

(5) Lesson 0

Lesson 0 is an introductory lesson to be taught by all participating teachers before the beginning of the first session of the CLLP (one for each age group). It is intended to introduce students to the aims of DIALLS, the CAF, concepts of dialogue, argumentation and wordless texts and the structure of the DIALLS lessons. During the PD teachers should be introduced to this introductory lesson.

(6) Presentation of Cultural Texts

It is likely that the majority of the teachers participating in DIALLS do not typically use wordless texts in their teaching. It is important, therefore, that they are introduced to ideas about how they can mediate stories coming from books/films with no words.

For this part of the PD, it is recommended that you use the document "Mediating wordless texts" prepared by Dr Vic Cook (attached to this document). It contains questions that teachers can ask in order to guide students through a story, as well as example questions using one of the DIALLS books. The example can be included in PD presentation/workshop.

(7) Use of platform (https://dialls.net/#/login)

In this part of the PD teachers will be introduced to the DIALLS online platform and will have the opportunity to familiarise with the functionalities of the platform as well as engaging with synchronous and asynchronous activities in small groups using online blended scenarios as they will use them in class. During this part, teachers will be introduced to the following topics:

- The affordances of the platform in relation to mediating dialogue and argumentation
- The main functionalities of the DIALLS platform
- Online activities

The DIALLS SUITE is a platform (henceforth in this document referred to simple as "The DIALLS Platform") designed to enable text-based as well as open discussions among small groups, training students to reflect on their discussions, and training teachers to design and moderate discussions. The DIALLS Platform adds support for the features necessary to moderate multiple discussions, share ideas and cultural products across remote discussants, build on each other products and reflect on past activities, thereby opens varying pedagogical opportunities for building a shared culture. In Figure 6 you can see the main functionalities of the platform, which enable dialogue and argumentation, as summarised in D6.1 (for a full list of the platform functionalities see Deliverable 6.1.).
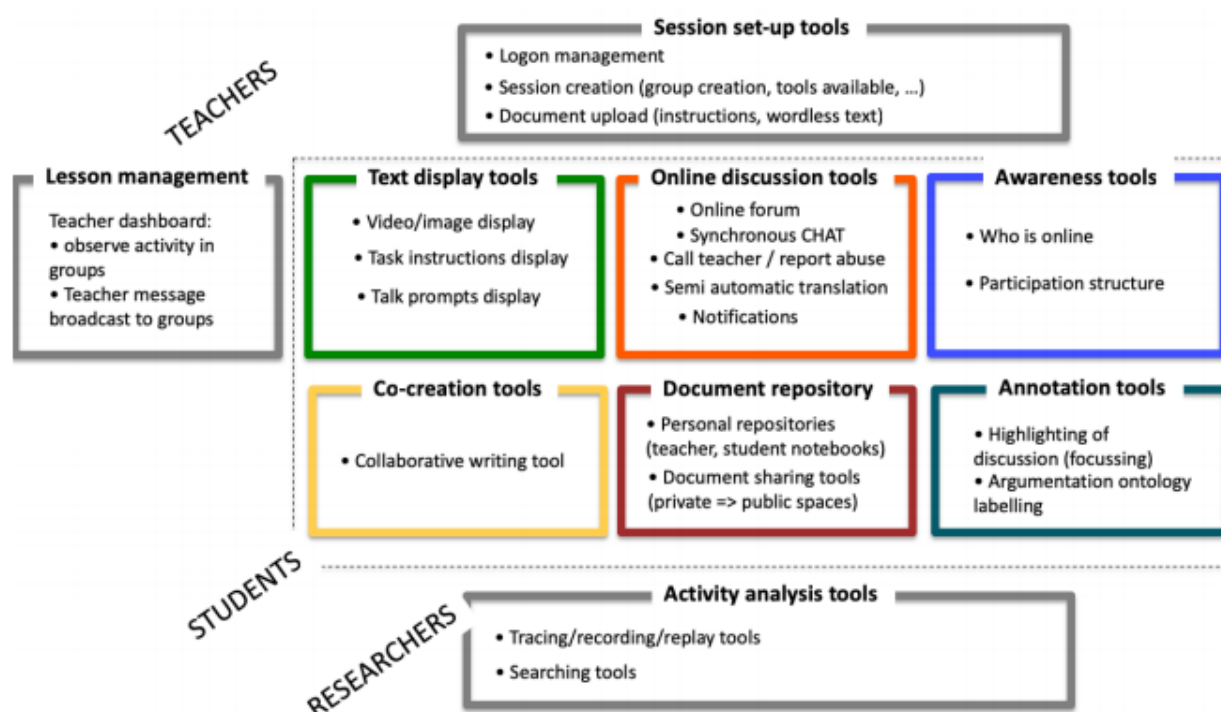

Figure 6. Summary of the main functionalities of the DIALLS online platform

4. Note on implementation and data collection

The lessons will be implemented from September 2019 until May 2020. Data will be collected from lessons 3, 8, and 15. We expect lesson 3 to be completed by the end of November, lesson 8 by the end of February, and lesson 15 between March and May 2020.
All partners should collect data from the implementation of the PD. Detailed information will be provided in a separate document for the partners.

5.

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[1]The list includes 43 Cultural Texts   instead of 45 because one of the texts (Baboon on the Moon) has been selected for all ages.

DIALLS Teacher Evaluation Questionnaire

Part 1. General Information about the teacher

1. Country: UK/DE/IS/LI/PO/ES/CY

2. Level in which I teach: Pre-primary/ Primary/ Secondary

3. Number of students in the classroom in which DIALLS was implemented: ……..

Part 2. Evaluation of the PD sessions

4. How many PD sessions did you attend? ………..

5. The professional development sessions were useful for me.

   Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

6. The professional development sessions introduced topics that were new to me.

   Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

7. The professional development sessions helped me to change some aspect of my practice.

   Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

8. The professional development sessions helped me to understand the concept of cultural literacy.

   Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

9. The professional development sessions helped me to introduce cultural literacy in my teaching in an effective way.

   Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

10. The professional development sessions helped me to understand how to introduce and deal with sensitive topics in my teaching.

    Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

11. The professional development sessions helped me to understand when dialogue is productive for students.

    Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

12. The professional development sessions helped me to understand how I can improve my students' argumentation skills.

    Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

13. The professional development sessions helped me to understand how to implement good dialogue and argumentation in my class.

    Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

14. The professional development sessions helped me to understand how to analyze picturebooks with my students.

    Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

15. The professional development sessions helped me to understand how to analyze wordless films with my students.

    Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

16. The professional development sessions helped me to understand how to use the DIALLS platform.

    Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

17. The professional development sessions allowed me to share my experiences with implementing the programme.

    Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

18. The professional development sessions resolved the difficulties and challenges I faced during the implementation of the programme.

    Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

Part 3. Implementation of the CLLP

19. I enjoyed using the DIALLS materials in my lessons

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

20. The cultural objectives outlined in the lesson plans were achieved.

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

21. The dialogue and argumentation objectives outlined in the lesson plans were achieved.

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

22. I adapted the lesson plans to fit the needs and time available for my lessons.

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

23. I was able to successfully analyze the picturebooks and wordless films with my students.

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

24. I reminded my students of our Ground Rules for talk when necessary.

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

25. I encouraged my students to build on each others' ideas.

26. I encouraged my students to justify their ideas.

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

27. I encouraged my students to evaluate different opinions.

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

28. I plan to create more dialogic lessons in the future.

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

29. I plan to create more dialogic lessons in the future.

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

30. I plan to engage my students in cultural literacy lessons.

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

31. I plan to use the DIALLS materials next year in my teaching as well.

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

32. I am using DIALLS materials with my students during the lockdown

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

Part 4. Teachers' perception of the effectiveness of DIALLS

33. My students liked the DIALLS materials

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

34. My students engaged in dialogue and argumentation during the DIALLS lessons.

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

35. My students were able to understand the deeper meaning of the stories.

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

36. My students were able to engage in discussion on cultural literacy topics.

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

37. My students learned to respect each others' ideas.

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

38. My students enjoyed creating cultural artefacts

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

39. My students were excited about contacting students from outside our school via the DIALLS platform

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

40. My students enjoyed the DIALLS lessons overall

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

41. My students' oral skills were improved because of the DIALLS lessons

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

Part 5. General Comments

42. What were the highlights of implementing the programme in your class?

43. To what extent did the programme change your practice? In what ways?

44. What were the difficulties and challenges of implementing the programme in your class?

45. If you have any additional comments regarding the implementation of the programme, please add them here:

DIALLS Lesson Implementation Assessment Form

Part 1. General Information

1. Country: UK/DE/IS/LI/PO/ES/CY

2. Level in which I teach: Pre-primary/ Primary/ Secondary

3. Title of lesson:

4. Number of students in the classroom in which DIALLS was implemented: ……..

Part 2. Evaluation of lesson

5. The students enjoyed the lesson.

   Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

6. The students engaged in dialogue and argumentation.
   Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

7. The students engaged with the cultural objectives of the lesson.

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

8. Comments about the lesson (e.g. did you adapt the lesson?/how?/why? What was successful? What worked less well) Please include any refections that you have.

....
....
....
....
....
....

Appendix IV

Secondary school student questionnaire for DIALLS evaluation

The following questionnaire is intended for secondary students whose class took part in the DIALLS programme this year. It aims to measure the extent to which the projects' objectives for cultural learning and dialogue were met.

A. Background Information	
Age:	
Gender:	
Country:	

B. For this section please choose the answer that best reflects your view.		Strongly disagree	Disagree	Agree	Strongly agree
1	I enjoyed the DIALLS books.	1	2	3	4
2	enjoyed the DIALLS videos.	1	2	3	4
3	I liked the artefacts we created in DIALLS.	1	2	3	4
4	I liked the discussions we had in DIALLS lessons.	1	2	3	4
5	I liked working with students from other schools.	1	2	3	4
6	DIALLS made me think about the experiences of different people in different countries	1	2	3	4
7	I learnt things I did not know about my country in DIALLS.	1	2	3	4
8	I learnt things about myself in DIALLS.	1	2	3	4
9	I contributed to the dialogue in DIALLS lessons.	1	2	3	4
10	I like to hear other children's views.	1	2	3	4
11	I learned from other students.	1	2	3	4
12	After DIALLS I try to understand how others feel.	1	2	3	4
13	I learnt to encourage my classmates to share their ideas	1	2	3	4
14	I learnt to respect other ideas.	1	2	3	4
15	I learnt how to build on others' ideas.	1	2	3	4
16	I learnt to justify my opinion.	1	2	3	4
17	I learnt to respect difference.	1	2	3	4
18	I learnt about environmental issues.	1	2	3	4
19	I have developed skills for dialogue.	1	2	3	4
20	I have understood that people can have differrent opinions.	1	2	3	4

C. Please answer the following questions.	
Write two things you liked about DIALLS.	
Write two things you disliked about DIALLS	
Which DIALLS lesson was your favorite and why?	
Which DIALLS lesson was your least favorite and why?	
What is cultural literacy?	